



INSPECTION REPORT

TRIPLE C SCHOOL

OFFICE OF EDUCATION STANDARDS

May 2019

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Inspections of schools, colleges and early years centres in The Cayman Islands

As determined by Education Law (2016), all educational institutions are inspected regularly by The Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, to government officers and to appointed Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In The Cayman Islands, the publication 'Successful Schools and Achieving Students' is the tool which is used both by schools to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.

Evaluations

The inspection framework is organised around judgements using a four-point scale.

The four levels on the scale are defined as follows:

- **Excellent** - exceptionally high quality of performance or practice.
- **Good** - the expected level for every school in The Cayman Islands, both public and private.
- **Satisfactory** - the minimum level of quality required for The Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.
- **Weak** - quality not yet at the level acceptable for schools in The Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

	Definition	Numerical
All	The whole – as used when referring to quantity, extent, or duration.	100%
Almost all	90% and more	90% to 99%
Most	Three quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three quarters	50% to 74%
Minority	15% or more but less than half	15% to 49%
Few	Up to 15%	0% to 14%

Information about Triple C School

Name of school	Triple C School
Address	74, Fairbanks Road, George Town, Grand Cayman
Telephone	1-345-949-6022
E-mail address	triplec@candw.ky
School Website	www.triplecschool.org
Principal	Ms. Mable Richardson
School day timing	7.30am to 3.30pm
Age range of students	3 to 18 years
Number of students	515
Number of teaching staff	45
Number of support staff	17
Date of last inspection	8 th to 11 th May 2006

The context of the school

Triple C School is a Christian School that caters for students from pre- school (3-4 years) to Grade 12 (17-18 years). The school is a private school administered by the Church of God Chapels in the Cayman Islands. Triple C School was established in 1941 as the first school in Grand Cayman to offer both primary and secondary education. Triple C School recently sought to renew accreditation from the Association of Christian Schools International (ACSI) and the Southern Association of Schools and Colleges (SACS).

The school's mission states that, 'Triple C School partners with families to provide internationally competitive education in a Christ-centred environment and seeks to lead students to fulfill their God-given purpose.' The school moved to its current location in 1997 and has expanded since then, now also using three classrooms in a nearby church.

The school follows an American education system, based on the state of Arizona standards and uses the Association of Christian Schools International (ACSI) curriculum for Bible Studies and science. Students from Kindergarten to Grade 11 take the Stanford Achievement Tests, in reading, language arts and math. The school offers Advanced Placement (AP) studies in a small number of subjects. Students graduate earning a high school diploma in either Business Studies, College Prep Studies or Liberal Arts Studies. The Scholastic Assessment Test (SAT) and American College Test (ACT) of the College Entrance Examination Board are administered twice each year. The Preliminary Scholastic Assessment Test (pSAT) is offered once per year. Students can also move on to the AP courses in Grade 12. These programs are optional and are offered in addition to the selection of diplomas available.

For the purposes of the report the school is divided into four phases:

- Early Years, including Pre-Kindergarten and Kindergarten classes;
- Elementary – Grades 1 to 5;
- Middle – Grades 6 to 8;
- High – Grades 9 to 12.

Key strengths

Inspectors identified the following strengths in the school:

- The strong Christian ethos promoted across all phases leads to consistently positive attitudes to learning and students' good citizenship skills;
- Through the Christian education curriculum and the integration of Bible verses into lessons all students develop good understanding of Christian values and how to apply them to everyday life;
- Links with parents and the community are strong. The school welcomes community support and promotes its values through an outreach program.

Recommendations

Inspectors identified the following areas for improvement:

- Raise attainment in English, mathematics and science in the early years and elementary phases by ensuring student work is suitably challenging for all students.
- Improve assessment arrangements by:
 - developing an individual learning portfolio or other record of student progress;
 - benchmarking end of year test data in line with the Office of Education Standards Inspection and school self-evaluation framework;
 - using assessment information to adapt teaching for the more able and lower achieving students.
- Improve the curriculum in the early years, elementary and middle school phases by:
 - ensuring content coverage is age-appropriate, current and aligned with agreed standards;
 - providing greater challenge for higher achieving students;
 - increasing opportunities for practical experiences in math and science;
 - showing year-on-year development of key skills and concepts;
 - ensuring that no time is wasted.
- Improve health and safety by:
 - obtaining an approved Cayman Islands Department of Environmental Health Certificate;
 - making arrangements for the safe storage of chemicals on site;
 - completing risk assessments for trips and visits and potentially hazardous activities onsite, and away from the school campus;
 - keeping a formal record of maintenance and repair work.
- Improve leadership by:
 - increasing leadership capacity at middle leadership level through recruitment;
 - monitoring all aspects of the school closely;
 - producing an accurate self-evaluation;
 - creating and implementing a whole school improvement plan.

Summary

Overall Evaluation – Weak

The overall performance of Triple C School was weak. This was because leadership and self-evaluation and improvement planning were weak and only two thirds of the quality indicators were satisfactory or better.

The weak quality indicators were:

- attainment in math and science in early years and elementary classes;
- attainment in English in elementary grades;
- attainment in math in the middle school;
- progress in science in early years and elementary classes;
- progress in English and math in elementary grades;
- teaching in the elementary grades;
- assessment in early years, elementary and middle school;
- the curriculum in early years, elementary and middle school phases;
- health and safety was weak at all phases;
- leadership;
- self-evaluation and improvement planning.

The satisfactory quality indicators were:

- attainment in English in early years, middle and high school phases;
- attainment in mathematics and science in the high school;
- attainment in science in the middle school;
- progress in English and mathematics in early years, middle and high school;
- progress in science in middle and high school;
- civic and environmental understanding in all phases;
- teaching in early years, middle and high school;
- learning in all phases;
- assessment in the high school phase;
- curriculum in the high school;
- support and guidance across all phases;
- staffing and the learning environment.

The good quality indicators were:

- positive behaviour for good learning in all phases;
- links with parents and the community.

Achievement

Students' attainment in relation to international standards	Early Years	Elementary	Middle	High
Attainment in English	Satisfactory	Weak	Satisfactory	Satisfactory
Attainment in mathematics	Weak	Weak	Weak	Satisfactory
Attainment in science	Weak	Weak	Satisfactory	Satisfactory

Attainment in English (Language Arts) was satisfactory in early years, middle and high phases, and weak in the elementary phase in relation to international standards. There was considerable variation between the attainment of different year groups currently in the school, with the small honours class having some good attainment. Where students attained well, teachers planned work that was both challenging and interesting, tracked students' attainment and planned accordingly. For example, in honours classes students analysed complex passages and compared writing styles of different authors. However, there were too few opportunities in upper elementary, middle and high school for students to develop their extended writing skills.

Attainment in mathematics was weak in early years, elementary and middle grades but satisfactory in high grades with some higher attainment in the honours class. In early years, children made a slow start to their mathematical learning because teachers provided too few opportunities for mathematical exploration such as weighing, measuring and the accurate use of appropriate mathematical terms. In the elementary phase students were taught age-appropriate knowledge but a notable minority of students could not apply this to real life contexts for number, shape or measurement. In one Grade 2 class students learnt about fractions for a half, third and quarter in isolation but few could compare fractions accurately. Attainment in mathematics in the middle phase was pitched too low because the curriculum lacked challenge. Only a minority of middle phase students could add and subtract negative numbers without a number line or apply the order of operations rules correctly. In the high school students attained at the expected level and above in the small honours class.

In science, attainment was weak in early years and elementary and satisfactory in middle and high school. The small honours class had good attainment. In early years and elementary grades students have too few opportunities for exploration and enquiry as there were limited resources available. Where additional materials were not needed such as, for example, in a lesson where the students talked about shadows, then students attained at expected levels. In middle and high school students could explain in appropriate depth about man's impact on the local environment through general science and marine biology courses.

Students' progress in key subjects	Early Years	Elementary	Middle	High
Progress in English	Satisfactory	Weak	Satisfactory	Satisfactory
Progress in mathematics	Satisfactory	Weak	Satisfactory	Satisfactory
Progress in science	Weak	Weak	Satisfactory	Satisfactory

Progress in English (Language Arts) was satisfactory in early years, middle and high phases, and weak in the elementary phase. In the early years phase teachers enabled most students to develop conversation skills in a range of contexts. Where teachers planned engaging and differentiated activities to meet a range of needs and abilities, students made progress in line with age-related expectations. For example, in a Grade 1 class teachers used songs to help the students remember different parts of speech and consequently learning was fun. In the elementary phase where progress was weak, lessons consisted of too much teacher talk and repetitive textbook and worksheet activities. Additionally, there was little in the way of writing portfolios for individual students across all phases and so progress in writing was difficult to track.

In mathematics, progress was satisfactory in early years, middle and high phases because teachers moved students' knowledge and understanding on from their low starting points at the expected rate. In Kindergarten, progress was satisfactory because most children reached the expected standard. For example, most students could add and subtract one-digit numbers. Few early years children could weigh and measure with appropriate levels of accuracy. Elementary students made weak progress. While elementary teachers introduced new concepts to the students appropriately, activities rarely moved students on to being able to apply this knowledge or link it to other learning. For example, after teaching mixed fractions once, students repeated similar activities twice more without any more challenging problems. As a result, the more able students made no progress in applying their learning. In middle grades most students in Grade 7 learnt how to apply fractions to buildings and architecture and so progress was satisfactory. In the higher grades progress was satisfactory because there was a stronger focus on problem-solving alongside the course curriculum requirements. Lessons were planned to stretch the more able in the honours class and teachers supported those with barriers to their understanding effectively.

In science progress was weak in early years and elementary phases and satisfactory in middle and high school grades. In lessons where students had the opportunity for practical experiences and problem solving their progress was satisfactory. For example, students studying how light travels demonstrated advances in their learning. In grades where too little teaching time was allocated to science progress is weak. In lessons where students read passages from a textbook and completed worksheets, progress was hindered by a lack of practical application.

Students' personal and social development

Promoting students' personal and social development	Early Years	Elementary	Middle	High
Positive behaviour for good learning	Good	Good	Good	Good
Students' civic and environmental understanding	Satisfactory	Satisfactory	Satisfactory	Satisfactory

Almost all students demonstrated positive behaviour and this supported their learning. An inclusive and positive ethos was embedded in the culture of the school and underpinned by strong Christian values which were reflected in students' positive attitudes towards their learning. Most students demonstrated high levels of engagement, particularly when lessons were planned effectively and matched appropriately to their needs. The school leaders promoted an orderly environment and almost all students reported that they felt safe and supported at school. Additionally, parents and students were highly positive about the caring and welcoming ethos of the school and the resulting positive interactions between staff and students. Almost all students were making good progress in the development of self-respect and self-confidence and demonstrated respect and tolerance for others in their behaviour and social relationships. Most students conformed to the school's uniform requirements and were punctual to school and lessons. However, attendance was weak because the average rate was less than 92 per cent each term.

Students' civic and environmental understanding was satisfactory. There was a strong Christian ethos in the school which was consistently promoted across all stages and in all aspects of the school and a clear emphasis on character-based education. Staff and students actively engaged in prayer throughout the school day and students showed respect and care for one another. Most students demonstrated care for the school environment even though opportunities for global environmental awareness and related activities were limited. However, a few older students took part in beach clean-ups through the Key Club. Across the school, a minority demonstrated limited knowledge of Caymanian symbols and traditions. However, the program for Grade 12 students and the Grade 4 annual trips to Cayman Brac effectively supported some students' understanding of Caymanian history and culture. Most students demonstrated limited understanding of local government structure and democratic processes. Additionally, there was scope to engage students in a range of leadership opportunities in the different phases of the school and to promote their involvement in supporting school improvement initiatives. A majority participated in a range of extra-curricular activities, enterprise, and social outreach which enhanced their independence, sense of collective responsibility and citizenship.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Early Years	Elementary	Middle	High
Teaching	Satisfactory	Weak	Satisfactory	Satisfactory
Learning	Satisfactory	Satisfactory	Satisfactory	Satisfactory
Assessment	Weak	Weak	Weak	Satisfactory

The quality of teaching was satisfactory in early years, middle and high school but weak in elementary. Teaching was satisfactory in English, mathematics and science and good in other subjects. Most teachers shared the purpose of lessons and planned suitable resources to support learning. In mathematics the use of concrete materials aided students understanding. In music and physical education lessons, staff and students also used resources well. Science resources for learning were weak for younger students. Teachers in all phases established a positive climate for learning because classrooms and routines were well organised, and which led to positive attitudes to learning. In all phases, minimal time was spent managing behaviour because teachers' expectations were consistently high. The highest proportion of good teaching in the school was noted in non-core subjects, particularly, in music, physical education and elementary art lessons. In these areas of the curriculum, lessons always started promptly with motivating tasks. Teachers set homework regularly. Most teachers used questioning that only required factual answers. Only a few teachers planned lessons to meet the needs of all students, consequently the more able students made slower progress because learning activities failed to challenge them. The more able often repeated learning they had already mastered, in a majority of lessons.

Learning was satisfactory in all phases of the school. Almost all students collaborated effectively with others in pairs and during group work because they demonstrated the Christian values of respect, care and compassion for each other. Teachers planned lessons which enabled students to make connections between their learning and Bible studies. For example, in a science lesson on light there were links with bible verses. Technology was used to support students' independence through a specific website which helped parents and students to complete homework on time. In high school most students' proficiency for finding out information themselves was well developed. However, it was not fully developed in elementary and middle phase because the students relied too heavily on their teachers. Children's creative expression in science and technology was too limited, but in one early years art lesson children explored texture, colour and shape with independence.

Assessment was weak in early years, elementary and middle school but satisfactory in high school. Summative assessment was regular across all phases. In early years teachers checked the children's achievement on entry but did not have records or learning journals of children's achievement over time. Most teachers in the elementary marked homework and assessments but did not provide detailed feedback or indicate next steps to students. In middle school,

feedback was informal, and leaders did not have records of students' progress over time. In high school, teacher's use of summative assessment led to support, academic probation or individual help before and after school. Parents felt teachers knew their children as individuals and supported them effectively. Formative use of assessment during lessons was weak. While lesson starters often incorporated a useful check of students' current knowledge, it did not lead to teachers adapting their activities effectively to meet all students' needs. More able students who made faster progress often sat and waited for more work or played games in lessons because their teachers had not planned activities that sufficiently challenged them. Leaders did not check student achievement in external assessments against the inspection framework to help analyse strengths and weaknesses in attainment in core subjects across the school.

Curriculum

Offering a curriculum that meets the educational needs of all students	Early Years	Elementary	Middle	High
Curriculum	Weak	Weak	Weak	Satisfactory

The curriculum in high school was satisfactory. The written and delivered curriculum provided students with courses relevant to Grand Cayman life such as marine biology and at levels enabling students to gain acceptance at US and UK universities. The careers program in Grade 12 was of high quality and prepared students well for making decisions and moving into college and careers. The curriculum in early years, elementary and middle school was weak. The school used the Arizona State Standards but there had been no systematic review of the curriculum since the introduction of common core standards or the recent updating of the Arizona's College and Career Ready Standards. Where teachers used the updated Arizona standards effectively the content was grade level appropriate. A minority of curriculum areas were guided by recent standards though in many subjects too much of the content was textbook driven and sometimes outdated. As a result, there was little continuity and progression in the development of key skills in reading, writing and math and science. There were few cross-curricular links. Individual teachers introduced interesting one-off ventures including recycling and the Grade 4 shop for example, but these were not sustained as part of the curriculum cycle. Many practical projects were assigned for students to work on at home and while they were related to curriculum content, they did not ensure desired learning goals were met. Time was not used well in the early years and many elementary classes. Too much time was allocated to non-academic activities such as snack, nap time and bathroom breaks and students often sat waiting for their next activities to begin. As a result, teachers were not able to cover all areas of the curriculum to the required depth and in sufficient detail.

Across all four phases the Christian education and Bible study was good, and most teachers embedded Christian values and biblical references into the curriculum effectively. The school had a small range of high-quality extra-curricular activities and had strong links with many organisations across the island providing opportunities for learning within the community and local environment.

Safety and support

Keeping our students safe and always supported	Early Years	Elementary	Middle	High
Health and safety	Weak	Weak	Weak	Weak
Support and guidance	Satisfactory	Satisfactory	Satisfactory	Satisfactory

Health and safety arrangements were weak in all phases. The school did not have an approved environmental health report for the current school year and recommendations from the previous report had not been acted upon. The science chemical storage facility required urgent attention. Risk assessments were not formally undertaken and recorded for either trips and visits or potentially hazardous activities including, for example, science experiments. While there was no formal log of maintenance incidents and repairs, the general indoor and outdoor areas were clean and well maintained and suitable accessibility arrangements in place for students with physical disabilities. Child protection arrangements were appropriate, and all staff had completed the required training about how to keep students safe. Campus security was enhanced by efficient and visible security personnel.

Support and guidance were satisfactory across the school. Almost all parents and students felt the school was a safe place. Most students said they knew which staff to approach to talk about concerns and were confident staff would take effective action. Supervision was adequate in lessons and during breaks. Individual Education Plans were in place for students with special educational needs and outside agencies' support was used where required. Not enough teachers, especially in the elementary and middle phases, adjusted the content of lessons to meet differing students' needs. Too few staff guided students through marking and feedback to help them to understand how best to improve their work. While the curriculum taught students the importance of healthy living in places, a majority of students did not always choose healthy options for snack or lunch. High quality careers guidance and information helped students' transition from high school to the world of work and further study.

Leadership and management

Leading and managing the school and developing links with the community	Whole School
Leadership	Weak
Self-evaluation and improvement planning	Weak
Links with parents and the community	Good
Staff and the learning environment	Satisfactory

Leadership was weak overall. The leadership team was comprised of the principal and two vice-principals. There were no leadership roles allocated beyond the senior leadership team and most decisions were made by the Principal. There was no systematic analysis of the school's performance. The current leadership structure did not support the school's capacity to improve. The Principal had established a cohesive sense of community through the strong sense of Christian values and as a result all staff showed a high level of commitment to the school. Performance management arrangements were well established. Staff were able to attend professional development locally and in the US, but there was no overall plan designed in line with any identified priorities. The governing body included a range of members from the school, the Church of God and the wider community. They understood their responsibilities and had a positive role in supporting the school.

Self-evaluation and improvement planning were weak. There was very little monitoring and evaluation of the school's performance through lesson observations, data analysis or looking at students' work. School leaders were aware of most of the school's areas for improvement but had not put measures in place to address those needs. Most areas for improvement identified in an external accreditation report from 2014 had not yet been addressed. Most recommendations in the previous inspection report had not been addressed. The self-evaluation and school improvement planning processes were underdeveloped and in its existing form had no impact on improving performance.

Links with parents and the community were good. The school placed a high priority on including parents in the life of the school and their child's learning. Parents felt welcome. Families received regular communications, mostly electronically but a few in print. These gave updates about what was happening across all phases of the school. Parents could easily access on-line information, where they could see their child's grades, the daily lesson objectives and any homework or projects set. Parents also had regular meetings with teachers who keep them informed of successes and areas to work on. However, some parents reported that this was inconsistent as not all teachers posted high-quality or regular information. The school had effective links with the local community. There were strong links through the church, community service, local businesses and work experience partners, such as Cayman Airways.

Staffing and the learning environment were satisfactory. Staff to student ratios were high. Teachers had the relevant qualifications and experience. All classes in the early years and lower elementary classes had an assistant. However, most assistants' skills were under-used as they spent too much time sitting watching the teacher teach. The premises were mostly adequate although three classes were housed in a neighbouring church because of rising demand for places at the school. Most subject areas were well resourced, except for early years and elementary science which lacked the materials for practical exploration.

Survey results

Eighty-six parents, 27 staff and 128 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

The parents' survey results were very positive because almost all parents felt that their children were making good progress in English, mathematics and other subjects and that behaviour was good. Almost all said that their children were developing a strong sense of responsibility as a member of the wider community and were acquiring a good environmental understanding. Almost all parents felt that the quality of teaching was good and stated that their children enjoyed lessons. Almost all parents thought that communication between home and school was good. Most parents believed that they were effectively involved in the work of the school and that the school enjoyed good links with the wider community. Most parents believed that staff were suitably skilled and qualified and that the school provides good quality resources to support learning. About a third of parents who completed the survey made additional comments. Around half of these were general and positive comments about the school, particularly the Christian ethos. A few parents raised concerns about how bullying had been dealt with, health and safety issues, the quality of science and technology provision, healthy choices, the amount of homework and curriculum choices.

Twenty-seven members of staff completed the on-line survey. All staff stated that the school enjoyed good links with the wider community. Almost all staff felt that the quality of education provided by the school was good, that the school environment was safe and caring and that parents were effectively involved in the work of the school. Almost all staff felt that behaviour was good, students with special educational needs received good support and there was a good range of extracurricular activities offered to students. Most staff believed that the school dealt effectively with bullying and that the students were treated fairly. Most staff judged the school to be well led and believed that staff were appropriately qualified and skilled. Most staff agreed that they were involved in self-evaluation and school improvement planning and that they received support in professional development. Only four staff made additional comments two of which were positive, one mentioning dress code issues and another commenting on the American curriculum.

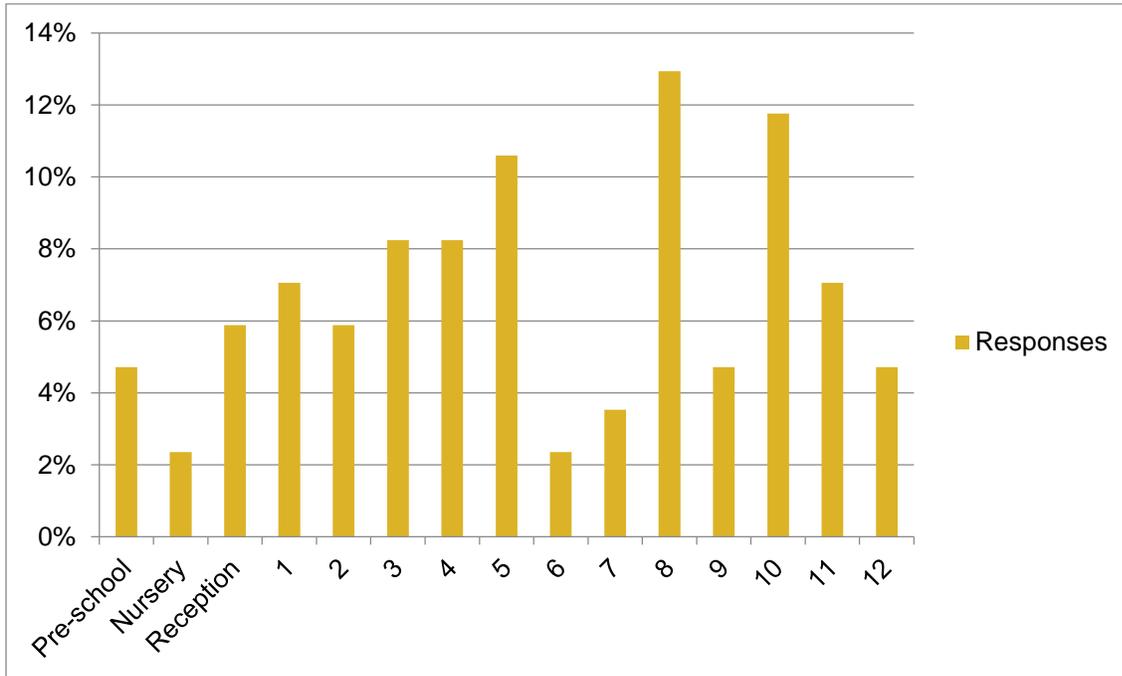
One hundred and twenty-eight students completed the on-line survey. However, only students from certain grades participated. Almost all students felt that they made good progress in English and other subjects, while most felt that they made good progress in mathematics and science. Most students felt that most of their lessons were good, that they had access to good resources and that their teachers helped them know how well they were doing. Most students said that they felt safe at school. Students believed that the school would act to stop bullying if it occurred. The majority of students stated that they were satisfied with the quality of education provided by the school though only a minority of students agreed that the school offered the subjects they wished to study. Most of the students who completed the survey also made additional comments. Of those, around one quarter made generally positive remarks. Others raised a range of issues most markedly relating to gender inequality in behavioural expectations, the student workload and homework, curriculum choices, the science and technology curriculum, delivery of Christian education and the condition of the building and field.

What happens next?

As the inspectors judged the overall performance of the school to be weak, there will be a follow-through inspection of Triple C School within six months of the publication of this report. The school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.

Office of Education Standards | Parent Survey 2019

In which grade/year is your eldest child?



Response	Count
Answered	85
Skipped	1

How many years has your eldest child been at this school?

Response	Percentage	Count
Less than one year	13%	11
More than one year but less than three years	40%	34
More than three years	48%	41
Answered		86
Skipped		0

What is your nationality?

70%

Caymanian

30%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	55%	46
Agree	42%	35
Disagree	2%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	0%	0
	Answered	84
	Skipped	2

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	51%	43
Agree	43%	36
Disagree	2%	2
Strongly Disagree	2%	2
I am unsure or unable to answer the question	1%	1
	Answered	84
	Skipped	2

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	39%	33
Agree	44%	37
Disagree	5%	4
Strongly Disagree	2%	2
I am unsure or unable to answer the question	10%	8
	Answered	84
	Skipped	2

Overall, in all other subjects, my child is making good progress in their learning.

Response	Percentage	Count
Strongly Agree	40%	33
Agree	57%	47
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	1
	Answered	83
	Skipped	3

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	29%	24
Agree	65%	53
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	Answered	82
	Skipped	4

My child is developing a good sense of responsibility as a member of the wider community.

Response	Percentage	Count
Strongly Agree	37%	30
Agree	56%	46
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	2%	2
	Answered	82
	Skipped	4

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	29%	24
Agree	60%	49
Disagree	5%	4
Strongly Disagree	1%	1
I am unsure or unable to answer the question	5%	4
	Answered	82
	Skipped	4

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	25%	20
Agree	68%	55
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	2%	2
	Answered	81
	Skipped	5

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	28%	23
Agree	64%	52
Disagree	2%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	Answered	81
	Skipped	5

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	23%	19
Agree	65%	53
Disagree	6%	5
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	Answered	81
	Skipped	5

My child can join in a good range of extra-curricular activities provided by the school.

Response	Percentage	Count
Strongly Agree	17%	14
Agree	63%	51
Disagree	14%	11
Strongly Disagree	2%	2
I am unsure or unable to answer the question	4%	3
	Answered	81
	Skipped	5

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	19%	15
Agree	58%	47
Disagree	10%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	12%	10
	Answered	81
	Skipped	5

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	17%	14
Agree	60%	49
Disagree	20%	16
Strongly Disagree	4%	3
I am unsure or unable to answer the question	0%	0
	Answered	82
	Skipped	4

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	46%	38
Agree	52%	43
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	82
	Skipped	4

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	17%	14
Agree	59%	48
Disagree	13%	11
Strongly Disagree	1%	1
I am unsure or unable to answer the question	10%	8
	Answered	82
	Skipped	4

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	11%	9
Agree	33%	27
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	54%	44
	Answered	82
	Skipped	4

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	26%	21
Agree	66%	54
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	Answered	82
	Skipped	4

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	17%	14
Agree	55%	45
Disagree	10%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	17%	14
	Answered	82
	Skipped	4

The school helps my child make good choices about his or her future education and career.

Response	Percentage	Count
Strongly Agree	17%	14
Agree	48%	39
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	30%	25
	Answered	82
	Skipped	4

The school provides good support to students with special educational needs.

Response	Percentage	Count
Strongly Agree	13%	11
Agree	37%	30
Disagree	6%	5
Strongly Disagree	2%	2
I am unsure or unable to answer the question	41%	34
	Answered	82
	Skipped	4

The school is well led.

Response	Percentage	Count
Strongly Agree	37%	30
Agree	54%	44
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	5
	Answered	81
	Skipped	5

I receive good information about the school's improvement plans.

Response	Percentage	Count
Strongly Agree	22%	18
Agree	63%	51
Disagree	10%	8
Strongly Disagree	2%	2
I am unsure or unable to answer the question	2%	2
	Answered	81
	Skipped	5

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	37%	30
Agree	54%	44
Disagree	5%	4
Strongly Disagree	1%	1
I am unsure or unable to answer the question	2%	2
	Answered	81
	Skipped	5

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	28%	23
Agree	52%	42
Disagree	11%	9
Strongly Disagree	1%	1
I am unsure or unable to answer the question	7%	6
	Answered	81
	Skipped	5

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	34%	27
Agree	64%	51
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	80
	Skipped	6

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	32%	26
Agree	63%	51
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	81
	Skipped	5

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	19%	15
Agree	70%	57
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	5
	Answered	81
	Skipped	5

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	17%	14
Agree	62%	50
Disagree	7%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	11
	Answered	81
	Skipped	5

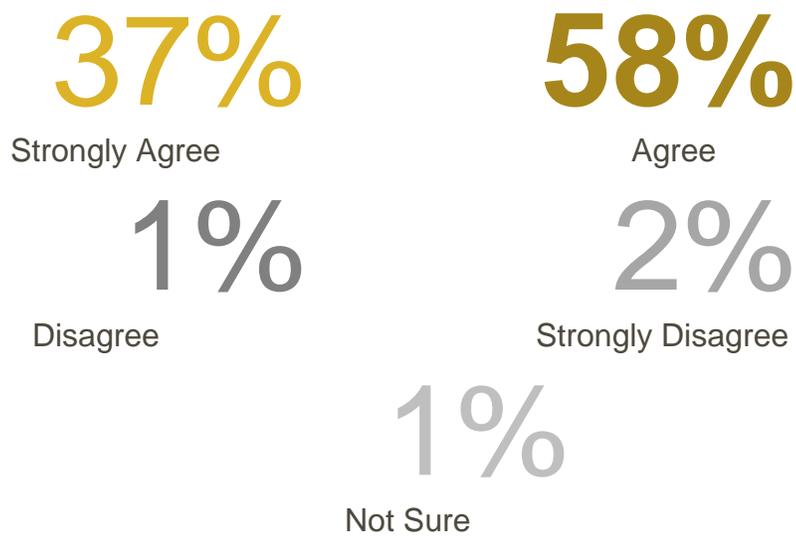
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	27%	22
Agree	60%	49
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	6
	Answered	81
	Skipped	5

The school provides good quality resources for my child’s learning.

Response	Percentage	Count
Strongly Agree	25%	20
Agree	62%	50
Disagree	9%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	Answered	81
	Skipped	5

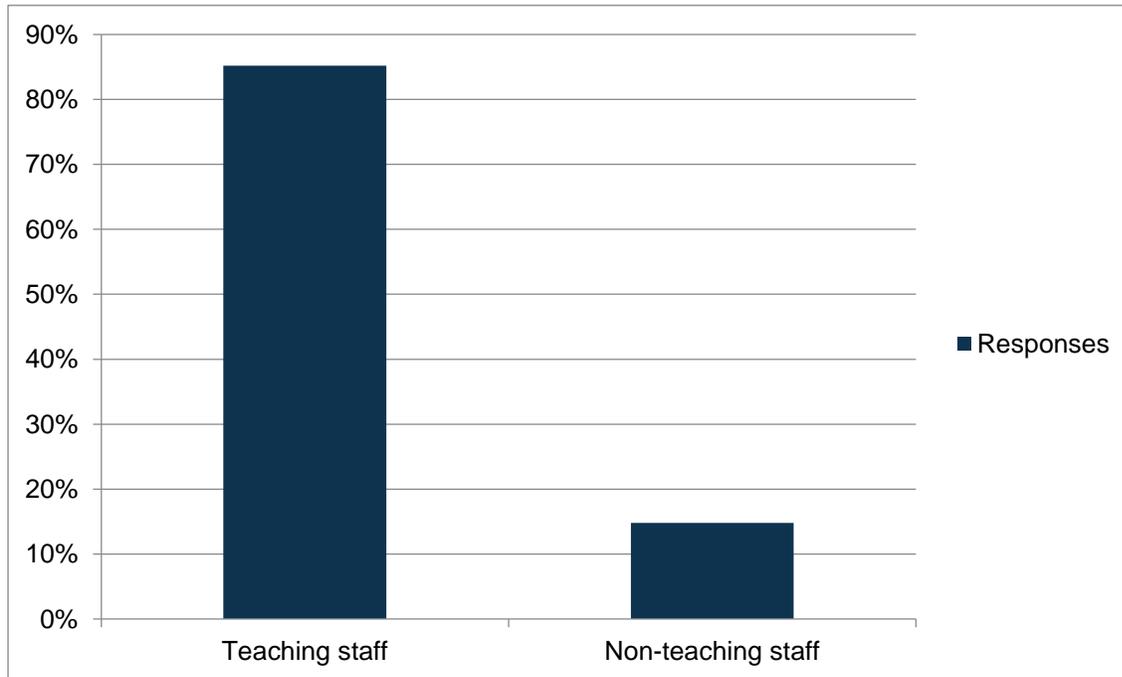
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	81
Skipped	5

Office of Education Standards | Staff Survey 2019

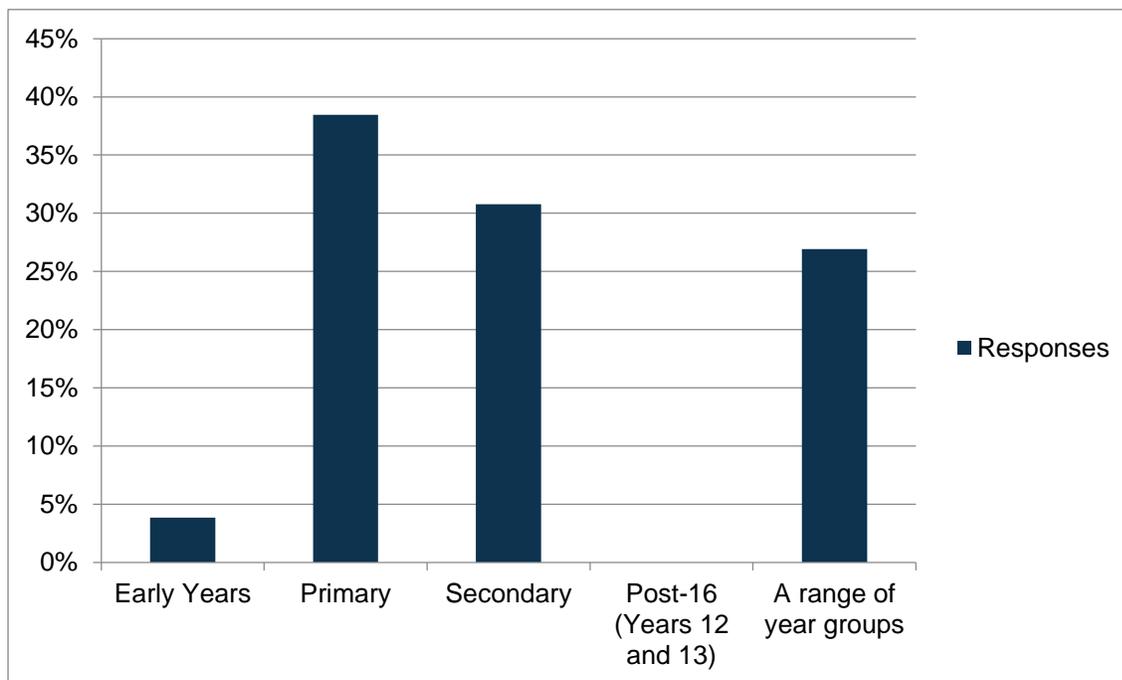
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	23%	6
More than one year but less than three years	35%	9
Three years or more	42%	11
	Answered	26
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

50%

Caymanian

50%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	36%	9
Agree	60%	15
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	25
	Skipped	2

Most students at this school understand their responsibilities as members of a wider community.

Response	Percentage	Count
Strongly Agree	28%	7
Agree	60%	15
Disagree	12%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	25
	Skipped	2

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	24%	6
Agree	60%	15
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	2
	Answered	25
	Skipped	2

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	16%	4
Agree	60%	15
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	5
	Answered	25
	Skipped	2

Students can join in a good range of extra-curricular activities provided by the school.

Response	Percentage	Count
Strongly Agree	60%	15
Agree	36%	9
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	25
	Skipped	2

This school regularly informs students of their next steps in learning.

Response	Percentage	Count
Strongly Agree	24%	6
Agree	52%	13
Disagree	20%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	25
	Skipped	2

There is a safe and caring environment for all members of this school community.

Response	Percentage	Count
Strongly Agree	64%	16
Agree	32%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	25
	Skipped	2

The school helps students to choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	32%	8
Agree	52%	13
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	2
	Answered	25
	Skipped	2

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	48%	12
Agree	40%	10
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	25
	Skipped	2

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	44%	11
Agree	40%	10
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	3
	Answered	25
	Skipped	2

The school helps students make good choices about their future education and career.

Response	Percentage	Count
Strongly Agree	52%	13
Agree	32%	8
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	3
	Answered	25
	Skipped	2

The school provides good support to students with special educational needs.

Response	Percentage	Count
Strongly Agree	44%	11
Agree	52%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	25
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	44%	11
Agree	44%	11
Disagree	0%	0
Strongly Disagree	4%	1
I am unsure or unable to answer the question	8%	2
	Answered	25
	Skipped	2

I am involved in the process of school self-evaluation and improvement planning.

Response	Percentage	Count
Strongly Agree	16%	4
Agree	60%	15
Disagree	12%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	3
	Answered	25
	Skipped	2

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	20%	5
Agree	60%	15
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	3
	Answered	25
	Skipped	2

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	16%	4
Agree	72%	18
Disagree	0%	0
Strongly Disagree	4%	1
I am unsure or unable to answer the question	8%	2
	Answered	25
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	44%	11
Agree	52%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	25
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	52%	13
Agree	48%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	25
	Skipped	2

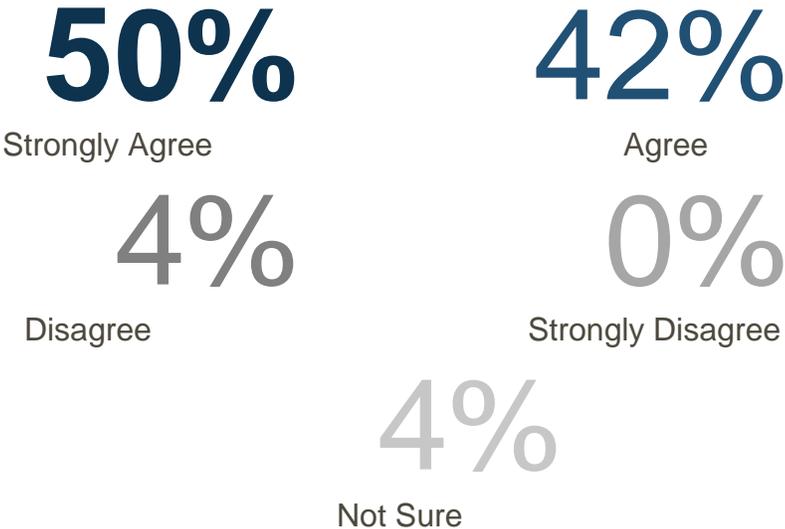
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	56%	14
Agree	32%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	3
	Answered	25
	Skipped	2

There are sufficient resources of good quality to support my teaching.

Response	Percentage	Count
Strongly Agree	28%	7
Agree	40%	10
Disagree	20%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	3
	Answered	25
	Skipped	2

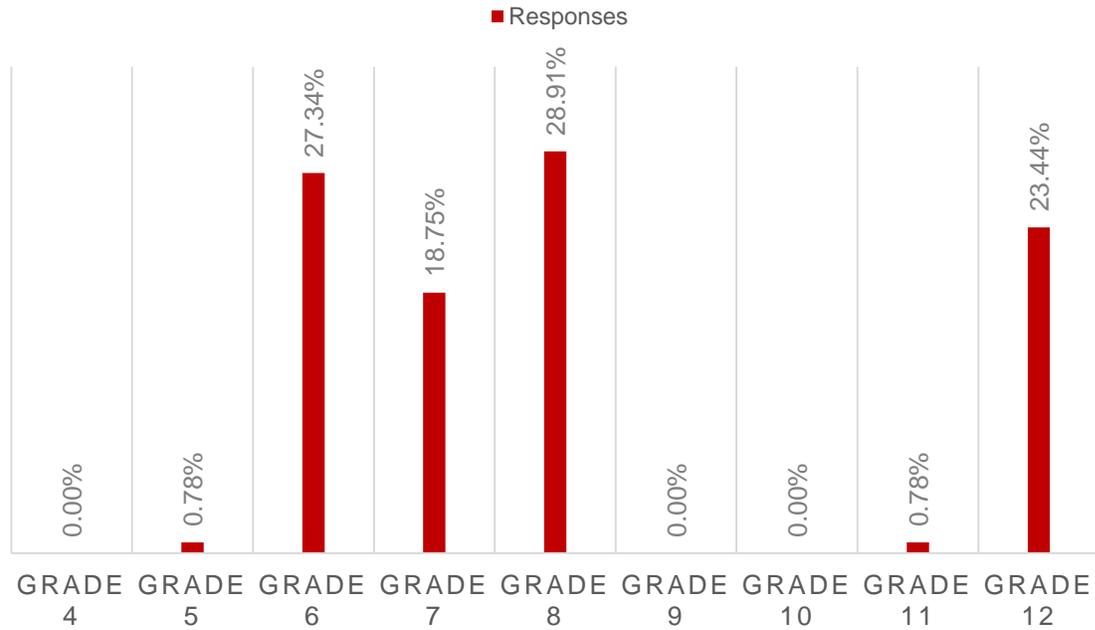
Overall, this school provides a good quality of education.



Response	Count
Answered	24
Skipped	3

Office of Education Standards | Student Survey 2019

Which is your current year group?



What is your nationality?

74%

Caymanian

26%

Non-Caymanian

Please state your gender.

67

Boys

61

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	27%	35
Agree	63%	81
Disagree	5%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	6
	Answered	128
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	36%	46
Agree	47%	60
Disagree	9%	12
Strongly Disagree	2%	2
I am unsure or unable to answer the question	6%	8
	Answered	128
	Skipped	0

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	26%	33
Agree	52%	67
Disagree	15%	19
Strongly Disagree	2%	3
I am unsure or unable to answer the question	5%	6
	Answered	128
	Skipped	0

Overall, in all other subjects, I am making good progress in my learning.

Response	Percentage	Count
Strongly Agree	24%	31
Agree	66%	85
Disagree	7%	9
Strongly Disagree	1%	1
I am unsure or unable to answer the question	2%	2
	Answered	128
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	9%	12
Agree	53%	68
Disagree	23%	29
Strongly Disagree	6%	8
I am unsure or unable to answer the question	9%	11
	Answered	128
	Skipped	0

Most students at my school understand their responsibilities as members of a wider community.

Response	Percentage	Count
Strongly Agree	7%	9
Agree	48%	61
Disagree	24%	31
Strongly Disagree	6%	8
I am unsure or unable to answer the question	15%	19
	Answered	128
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	8%	10
Agree	54%	69
Disagree	21%	27
Strongly Disagree	9%	11
I am unsure or unable to answer the question	9%	11
	Answered	128
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	26%	33
Agree	55%	71
Disagree	13%	17
Strongly Disagree	2%	2
I am unsure or unable to answer the question	4%	5
	Answered	128
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	14%	18
Agree	45%	57
Disagree	27%	34
Strongly Disagree	9%	11
I am unsure or unable to answer the question	6%	8
	Answered	128
	Skipped	0

My teachers help me understand how well I am doing in my schoolwork.

Response	Percentage	Count
Strongly Agree	30%	39
Agree	43%	55
Disagree	16%	20
Strongly Disagree	6%	8
I am unsure or unable to answer the question	5%	6
	Answered	128
	Skipped	0

I can join in a good range of extra-curricular activities provided by my school.

Response	Percentage	Count
Strongly Agree	31%	40
Agree	41%	53
Disagree	15%	19
Strongly Disagree	8%	10
I am unsure or unable to answer the question	5%	6
	Answered	128
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	16%	20
Agree	31%	40
Disagree	28%	36
Strongly Disagree	20%	25
I am unsure or unable to answer the question	5%	7
	Answered	128
	Skipped	0

I get the right amount of homework to help with my learning.

Response	Percentage	Count
Strongly Agree	18%	23
Agree	43%	55
Disagree	11%	14
Strongly Disagree	20%	25
I am unsure or unable to answer the question	9%	11
	Answered	128
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	27%	35
Agree	50%	64
Disagree	11%	14
Strongly Disagree	8%	10
I am unsure or unable to answer the question	4%	5
	Answered	128
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	30%	39
Agree	45%	57
Disagree	13%	17
Strongly Disagree	7%	9
I am unsure or unable to answer the question	5%	6
	Answered	128
	Skipped	0

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	23%	30
Agree	41%	53
Disagree	20%	25
Strongly Disagree	9%	11
I am unsure or unable to answer the question	7%	9
	Answered	128
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	21%	27
Agree	25%	32
Disagree	9%	11
Strongly Disagree	7%	9
I am unsure or unable to answer the question	38%	49
	Answered	128
	Skipped	0

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	19%	24
Agree	42%	54
Disagree	15%	19
Strongly Disagree	20%	26
I am unsure or unable to answer the question	4%	5
	Answered	128
	Skipped	0

If there is bullying the school will do something to stop it.

Response	Percentage	Count
Strongly Agree	41%	52
Agree	33%	42
Disagree	13%	17
Strongly Disagree	6%	8
I am unsure or unable to answer the question	6%	8
	Answered	127
	Skipped	1

The school helps me make good choices about my future education and career.

Response	Percentage	Count
Strongly Agree	30%	38
Agree	43%	55
Disagree	13%	17
Strongly Disagree	9%	11
I am unsure or unable to answer the question	5%	7
	Answered	128
	Skipped	0

If I have special learning needs the school does a good job to help me.

Response	Percentage	Count
Strongly Agree	22%	28
Agree	37%	47
Disagree	8%	10
Strongly Disagree	9%	11
I am unsure or unable to answer the question	24%	31
	Answered	127
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	30%	38
Agree	40%	51
Disagree	13%	16
Strongly Disagree	9%	11
I am unsure or unable to answer the question	9%	12
	Answered	128
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	20%	25
Agree	44%	56
Disagree	18%	23
Strongly Disagree	13%	16
I am unsure or unable to answer the question	6%	8
	Answered	128
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	17%	22
Agree	34%	43
Disagree	23%	29
Strongly Disagree	16%	21
I am unsure or unable to answer the question	10%	13
	Answered	128
	Skipped	0

I receive regular reports on my progress, which include the next steps I need to take.

Response	Percentage	Count
Strongly Agree	16%	21
Agree	48%	61
Disagree	19%	24
Strongly Disagree	10%	13
I am unsure or unable to answer the question	7%	9
	Answered	128
	Skipped	0

I am given good opportunities to learn in the wider community.

Response	Percentage	Count
Strongly Agree	18%	23
Agree	45%	58
Disagree	20%	26
Strongly Disagree	9%	12
I am unsure or unable to answer the question	7%	9
	Answered	128
	Skipped	0

The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	25%	32
Agree	46%	59
Disagree	16%	20
Strongly Disagree	10%	13
I am unsure or unable to answer the question	3%	4
	Answered	128
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	23%	29
Agree	52%	67
Disagree	16%	21
Strongly Disagree	6%	8
I am unsure or unable to answer the question	2%	3
	Answered	128
	Skipped	0

Overall, I am satisfied with the quality of education provided at this school.

24%

Strongly Agree

43%

Agree

12%

Disagree

14%

Strongly Disagree

7%

Not Sure

Response	Count
Answered	127
Skipped	1

Office of Education Standards

Who are we and what do we do?

The Office of Education Standards is part of the Portfolio of Civil Service within The Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in The Cayman Islands.

How to contact us

You can contact us using the following e-mail address.

adminOES@gov.ky

Where to read our reports?

Our reports are published regularly and are currently available on the Portfolio of Civil Service website. Please use the following link to read our latest publications.

www.oes.gov.ky

