



INSPECTION REPORT

CLIFTON HUNTER HIGH SCHOOL

OFFICE OF EDUCATION STANDARDS
September 2018

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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, government officers and 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 Clifton Hunter High School

Name of school	Clifton Hunter High School
Address	311 Frank Sound Road, Grand Cayman
Telephone	345-947-7353
E-mail address	Pauline.Beckford@gov.ky
School Website	https://schools.edu.ky/CHHS
Principal	Pauline Beckford
School day timing	8am to 3pm
Age range of students	Age 10 to 17 years
Number of students	780
Number of teaching staff	78
Number of support staff	6
Date of last inspection	20 th to 23 rd January 2015

The context of the school

Clifton Hunter High School is a comprehensive, co-educational community school that opened on Frank Sound in 2012. It is an average sized school, located in one of the eastern districts of Grand Cayman. The school is organised into three academies which occupy separate buildings. Each academy has a head that is responsible for the pastoral care and academic outcomes of their students. There are currently 780 students on roll. Over 80 per cent of the students are either Caymanian by birth or by status. The remainder are students from other English or Spanish speaking territories in the vicinity. About a quarter of students have special educational needs and/or disabilities (SEND).

The school follows the Cayman National Curriculum in Key Stage 3 and in Key Stage 4 students are entered for the Caribbean Examinations Council assessments. A few students also complete I/GCSE and BTEC qualifications.

The inspection team identified that a third of students were too young for their school year because they were not admitted into the appropriate year group for their chronological age.

Key strengths

The inspection identified that the key strengths of the school are:

- the breadth of curriculum choices and the wide ranging extra-curricular offer;
- the arrangements to support vulnerable students, including those with special educational needs and/or disabilities;
- the school premises, specialist facilities and their suitability for learning.

Recommendations

For the school to improve further leaders should:

- improve the quality of the curriculum at Key Stage 3 by ensuring it aligns with international standards and offers greater challenge and interest for students;
- raise standards of achievement in all year groups in mathematics, English and science subjects;
- improve standards of teaching and learning by introducing more effective performance management arrangements that are aligned with international standards;
- in collaboration with Department of Education Services, review the school's admissions policy to decrease the proportion of students who are not in their chronological year groups;
- improve the accuracy of assessment practices against international standards by training teachers and monitoring closely their use of assessment to plan learning that meets all students' needs;
- improve teachers' skills in classroom-based behaviour management strategies to reduce low level disruption to learning during lessons.

Summary

Overall Evaluation - Weak

The overall performance of Clifton Hunter High School was weak. This was because the standard of teaching was weak and the majority of the eighteen quality indicators were also judged to be weak.

Attainment and progress in English, mathematics and science were below international standards. Teaching was weak because less than three quarter of lessons were satisfactory. Students' learning was weak because in over a third of lessons teachers did not use assessment information to identify students' strengths and weaknesses or plan learning activities to match them. As a result, only a minority of students made good progress in lessons and over time.

Leaders were not applying the new school inspection framework accurately, so they had a weak understanding of the school's strengths and weaknesses. This led to improvement plans not being focused on the correct priorities.

The school's use of staffing, and the learning environment were good. The school had well-qualified staff, deployed them well and ensured that specialist facilities enhanced learning.

Achievement

Students' attainment in relation to international standards	Key Stage 3 and 4
Attainment in English	Weak
Attainment in mathematics	Weak
Attainment in science	Weak

Attainment in English, mathematics and science in relation to international standards was weak. Attainment on entry to Clifton Hunter was below the expected level. At Key Stage 4 attainment was weak when compared to international standards. Fewer than half of the students left the school with five or more level 2 passes, including English and mathematics at the expected level.

Students' attainment in mathematics, English and science was below international standards in all year groups. There was considerable variation between the attainment of different year groups currently in the school, with particular weaknesses in Years 8, 9 and 10. A minority of students reached their end of year targets in these year groups. Nevertheless, attainment has been on an improving trajectory between 2015 to 2017 for science and English but science dropped significantly in 2018.

Attainment in integrated science was below the regional Caribbean average in 2018 but above in 2017. Mathematics attainment was above the regional Caribbean average in 2017 and 2018. In English attainment was above regional Caribbean averages in 2017 and 2018. Girls' attainment was significantly better than boys. There was good attainment in information technology because a majority of students exceeded international standards.

Students' progress in key subjects	Key Stage 3 and 4
Progress in English	Weak
Progress in mathematics	Weak
Progress in science	Weak

Progress overtime in English, mathematics and science was weak. Progress was satisfactory in Years 7 and 11 and in Key Stage 4 English. However, progress was weak in Years 8, 9 and 10 in mathematics and in science.

Progress in mathematics was weak, including for the more able students because they were not challenged to achieve beyond what was expected of them. Progress was sometimes affected by a lack of resources. For example, in Year 9 students were expected to draw shapes accurately without protractors or compasses.

In English the rate of students' progress in Key Stage 3 was too slow and most students did not make the progress they should. A majority of students struggled to write imaginatively and clearly because insufficient demands were made of them. However, a majority of students in Year 11 English made better than expected progress in relation to their recent starting points. The support for lower-attaining students in Year 11 enabled them to make good progress. For example, students taking the City and Guilds English Language course received individual feedback during lessons and were given the tools they needed to make good progress over time.

In science progress was weak. In Key Stage 3 the curriculum standards the teachers used were below international standards. As a result, expectations of students were too low, and consequently they made slow progress.

Progress was good in information technology and physical education.

Students' personal and social development

Promoting students' personal and social development	Key Stage 3 and 4
Positive behaviour for good learning	Satisfactory
Students' civic and environmental understanding	Satisfactory

Students' behaviour for learning was satisfactory. Students showed respect for one another and the environment. Their behaviour around the school was orderly and calm, both in the buildings and when they moved across the site. Relationships between most students and staff were strong. However, there was too much low-level disruption in a minority of lessons. The vice principals and learning mentors worked tirelessly to ensure that students could learn free from worries and bullying. At times, a minority of teachers did not follow the procedures for recording behaviour incidents correctly so poor behaviour was not sanctioned. Students wore their uniforms with pride and were good ambassadors for the school. Levels of attendance had improved and were, most recently, satisfactory.

Students' civic and environmental understanding was satisfactory. Most students cared for their school and local environment well. The school was considered a welcoming place to learn. Most students understood and appreciated local traditions, culture, and the importance of the Christian religion to their community. Students were actively involved in supporting their local community and making it a better place to live for all. Despite the recent arrival of an exhibition for the 60th anniversary of the Cayman Islands coats of arms, students' understanding of their national identity, history and achievements was only satisfactory. Students did not have sufficient awareness of schemes to support sustainability and conservation.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Key Stage 3 and 4
Teaching	Weak
Learning	Weak
Assessment	Weak

The quality of teaching was weak because it was too variable in almost all subjects. Teaching was stronger in Key Stage 4 than in Key Stage 3 and in particular in Year 11. For example, in English, a student gave a passionate speech about the role of women in today's society and she was able to structure what she said clearly.

In a minority of lessons, the teaching was slow-paced and caused students to become bored. In such lesson teachers had very low expectations of students. For example, the teachers often expected students to copy or complete undemanding worksheets. There was little evidence of teachers preparing tasks for students' different needs and as a result, work was too easy for the more able and not suitable for students with special educational needs. Questioning in most lessons was superficial and teachers did not follow up initial questions with further probes or supplementary questions.

In physical education, information technology and music, teaching was good. In physical education, teaching developed students' positive attitudes and they were empowered to lead learning effectively, including for example when conducting warm-up sessions. In music students were encouraged to develop their own musical interpretations based on a familiar theme and lessons were sequenced well. Teaching in Spanish and art was inconsistent but there were some examples of good teaching. Where teaching was stronger, students were able to exercise their initiative. For example, in a Year 7 art class students were encouraged to choose the method of shading best suited to their drawing work.

The quality of learning was weak. Teaching regularly resulted in passive learning with little opportunity for students to ask questions or explore their understanding in dialogue with others. Most books in Key Stage 3 showed little evidence of progress over time. In the strongest lessons, teachers used a range of strategies to engage and interest students. These included working in pairs and groups and contributing to whole-class discussion. In humanities, where teaching was more effective, students were able to research and learn for themselves. For example, in a Year 10 lesson, they were able to engage in energetic exchanges about different types of family union. In a minority of lessons learning was slowed by disruptive behaviour and teachers did not consistently use the behaviour policy to tackle it.

The quality of assessment was weak. Most teachers did not assess the starting points of students accurately which resulted in low levels of challenge during lessons. The majority of teachers did not use assessment information to identify students' strengths and weaknesses and plan learning that matched their needs. Teachers' assessments in most subjects were over generous compared to the work in students' books. This was because teachers were not moderating work accurately. Where there was marking, it was superficial and did not move learning on effectively.

Curriculum

Offering a curriculum that meets the educational needs of all students	Key Stage 3 and 4
Curriculum	Satisfactory

The curriculum at Clifton Hunter High School was satisfactory. The curriculum was stronger in Key Stage 4 than in Key Stage 3. Students in Key Stage 3 followed the core subjects of English, mathematics, science and additionally information technology, physical education, music, art, Spanish, drama, humanities, technology and religious education.

Overall in Key Stage 3 the level of challenge for students was not high enough, particularly in English, mathematics and science and consequently students were not well-prepared for the demands of the Key Stage 4 curriculum. The Key Stage 3 curriculum urgently required review to bring it in line with international standards. The modification of the curriculum by teachers to the needs of all students including the most able and those who find learning more difficult was weak.

Students at Key Stage 4 were offered a broad and balanced curriculum. The compulsory subjects were English, mathematics, science, information technology, physical education and life skills. In addition, students could select three additional choices from a wide range of subjects including vocational courses in music technology, business and physical education. The school also provided a wide range of extra-curricular activities, including academic preparation, cooking, flight club, cadets, drama and a range of sports. There was a planned curriculum to promote student's safety, well-being and to encourage them to learn more about Caymanian history and culture. However, its delivery did not ensure students gained a deep enough understanding of these areas.

Safety and support

Keeping our students safe and always supported	Key Stage 3 and 4
Health and safety	Satisfactory
Support and guidance	Satisfactory

Health and safety arrangements were satisfactory. Most parents felt the school was a safe place. The indoor and outdoor environments were clean and well maintained. Suitable facilities were in place to support students with physical difficulties. Campus security was enhanced by efficient security personnel. Most students stated that they knew which staff to approach to talk about concerns but only a minority were confident staff would take appropriate action. Inspectors noted that there had not been a compliant fire inspection report in the last year. Significant maintenance incidents were recorded appropriately, and repairs undertaken. Most leaders, including counsellors, ensured that students were kept safe in school. Inspectors noted that supervision of students during lessons was not always adequate. The curriculum taught students the importance of healthy living well, although a majority of students did not always choose healthy options for lunch. Child protection arrangements were robust, and all staff had received appropriate training. Most parents valued the academy structure because they could contact specific staff with their concerns.

Support and guidance were satisfactory. Teachers and pastoral staff respected students and knew the vulnerable students well. There was effective support and guidance in place for almost all students to help them make good choices. Parents and students' views supported this. The tracking of the academic progress of students, including those with special educational needs, was limited to the results of tests. Teachers' recording of assessments lacked detail and only a few teachers used it to modify their teaching to meet student's needs. Interventions for individual students were effective. The school tracked attendance and behaviour incidents effectively.

Leadership and management

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

Leadership was satisfactory. Leaders' capacity to improve was satisfactory because actions taken by the principal had addressed the majority of recommendations in the previous inspection report. Senior leaders modelled high professional standards and supported middle leaders to track achievement and monitor teaching, but they were over-generous in their evaluations. Most middle leaders were positive role models for effective teaching and learning. The leadership of pastoral care in each academy led to students being safe and following an appropriate pathway. Leadership of physical education and information technology was good because it resulted in students making good progress. However, overall leaders had not improved standards of teaching and learning since the previous inspection. This was because the management of teachers' performance has been too slow and ineffective. Capacity to improve was limited because middle leaders' role descriptions did not empower them to be accountable for outcomes or manage the performance of teaching in their areas.

The schools' self-evaluation and improvement planning were weak. Leaders were not applying the new inspection framework to accurately evaluate the school's strengths and weaknesses. Leaders were not skilled enough in the accurate analysis of student performance information. As a result, leaders were not identifying the correct priorities for school improvement planning. Leaders' use of self-evaluation was in its infancy.

Links with parents and the community were satisfactory. The school had an active parent teacher association and links to the community impacted positively on students' experiences with events such as visit to the Mission House, charity fundraising and work experience. There were well-established links with parents to support students' personal development, but they were not as strong when supporting academic progress. The school reported regularly to parents about their children's progress. Parents said that there was a lack of reliability and timeliness in communications intended to keep them informed.

Staffing deployment and the learning environment were good. Staffing was sufficient to provide a broad curriculum for students. Leaders' deployment of staff was efficient and staff retention levels were better than average. The specialist facilities were of good quality and the school was accessible for students with disabilities. In a minority of lessons, a lack of basic learning

materials such as compasses, protractors in mathematics weakened learning. In the library the stock of reading material and access to technology limited independent study opportunities for students. A lack of specialist support staff in technology and science departments slowed students' progress and, at times, increased health and safety risks.

Survey results

One hundred and nine parents, 76 staff and 693 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

The results of the parent survey showed that most parents thought that progress in English was good but only a majority believed that progress in science and mathematics was good. Most parents believed that students' environmental understanding and sense of community responsibility was good. Most parents appreciated the range of subject choices and extra-curricular opportunities the school offered. While most parents felt their children enjoyed their lessons and were safe at school, only a minority felt that bullying was dealt with effectively when it occurred. A minority of parents felt that they were adequately involved as partners in their children's learning and that homework was effective.

The results of the staff survey showed that almost all staff felt that the teachers were well qualified. Most staff believed that the quality of education on offer was good because support for students with special needs and the role of assessment was effective. However, only a minority of teachers felt that parent-teacher meetings were well attended or that parental involvement supported learning. A majority of teachers felt that they lacked the resources they needed to deliver the curriculum. Similarly, less than half stated that their continuing professional development was effective.

The results of the student survey showed that most students enjoyed lessons and as a result felt that they made good progress in mathematics, English and science. Most students judged that they received the right amount of homework and that their teachers explained how they could improve. Overall most students felt they had a good quality of education and the resources to support their learning. Students' main concerns were the level of their environmental understanding and the standards of behaviour and only a minority of students said these were good. Only just over half of students felt safe at school, that bullying was dealt with effectively or that they felt safe on the bus journey to and from school. Students would like to be consulted more often by school leaders.

What happens next?

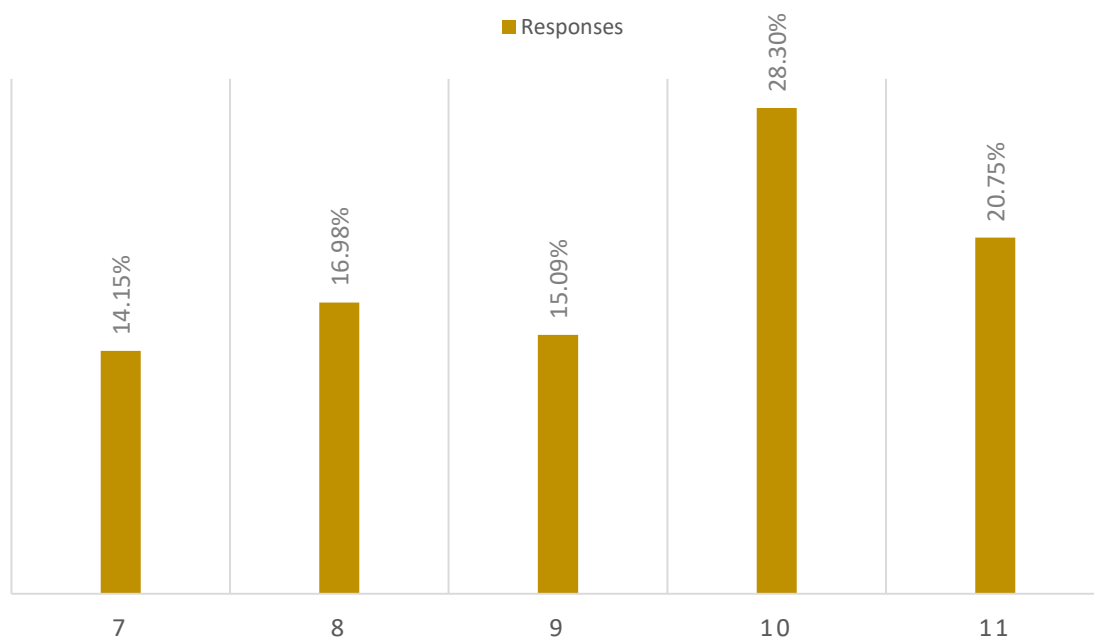
As overall progress has been judged as weak, there will be a follow-through inspection of Clifton Hunter High School within six months of the publication of this report.

The school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.

Appendix 1

Office of Education Standards | Parent Survey 2018

In which grade/year is your eldest child?



Response	Count
Answered	101
Skipped	8

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

Response	Percentage	Count
Less than one year	19%	20
More than one year but less than three years	34%	36
More than three years	48%	51
	Answered	107
	Skipped	2

What is your nationality?

85%

Caymanian

15%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	24%	26
Agree	55%	59
Disagree	10%	11
Strongly Disagree	2%	2
I am unsure or unable to answer the question	9%	10
	Answered	108
	Skipped	1

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	31%	33
Agree	44%	47
Disagree	12%	13
Strongly Disagree	4%	4
I am unsure or unable to answer the question	10%	11
	Answered	108
	Skipped	1

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	21%	23
Agree	51%	55
Disagree	15%	16
Strongly Disagree	3%	3
I am unsure or unable to answer the question	10%	11
	Answered	108
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	20%	22
Agree	53%	57
Disagree	10%	11
Strongly Disagree	1%	1
I am unsure or unable to answer the question	16%	17
	Answered	108
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	2%	2
Agree	57%	60
Disagree	12%	13
Strongly Disagree	4%	4
I am unsure or unable to answer the question	25%	26
	Answered	105
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	19%	20
Agree	59%	62
Disagree	12%	13
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	10
	Answered	105
	Skipped	4

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	17%	18
Agree	60%	62
Disagree	10%	10
Strongly Disagree	1%	1
I am unsure or unable to answer the question	13%	13
	Answered	104
	Skipped	5

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	13%	13
Agree	59%	60
Disagree	10%	10
Strongly Disagree	2%	2
I am unsure or unable to answer the question	17%	17
	Answered	102
	Skipped	7

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	12%	12
Agree	73%	74
Disagree	9%	9
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	6
	Answered	102
	Skipped	7

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	23%	23
Agree	49%	50
Disagree	21%	21
Strongly Disagree	2%	2
I am unsure or unable to answer the question	6%	6
	Answered	102
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	25%	26
Agree	58%	59
Disagree	10%	10
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	6
	Answered	102
	Skipped	7

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	12%	12
Agree	70%	71
Disagree	4%	4
Strongly Disagree	1%	1
I am unsure or unable to answer the question	14%	14
	Answered	102
	Skipped	7

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	12%	12
Agree	52%	53
Disagree	25%	25
Strongly Disagree	3%	3
I am unsure or unable to answer the question	9%	9
	Answered	102
	Skipped	7

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	18%	18
Agree	62%	62
Disagree	8%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	12
	Answered	100
	Skipped	9

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	13%	13
Agree	40%	40
Disagree	15%	15
Strongly Disagree	1%	1
I am unsure or unable to answer the question	31%	31
	Answered	100
	Skipped	9

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	12%	12
Agree	57%	57
Disagree	10%	10
Strongly Disagree	2%	2
I am unsure or unable to answer the question	19%	19
	Answered	100
	Skipped	9

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	14%	14
Agree	49%	49
Disagree	4%	4
Strongly Disagree	11%	11
I am unsure or unable to answer the question	22%	22
	Answered	100
	Skipped	9

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	16%	16
Agree	28%	28
Disagree	12%	12
Strongly Disagree	5%	5
I am unsure or unable to answer the question	38%	38
	Answered	99
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	14%	14
Agree	55%	55
Disagree	8%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	23%	23
	Answered	100
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	5%	5
Agree	24%	24
Disagree	6%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	65%	65
	Answered	100
	Skipped	9

The school is well led.

Response	Percentage	Count
Strongly Agree	18%	17
Agree	55%	53
Disagree	9%	9
Strongly Disagree	3%	3
I am unsure or unable to answer the question	15%	14
	Answered	96
	Skipped	13

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

Response	Percentage	Count
Strongly Agree	10%	10
Agree	40%	39
Disagree	29%	28
Strongly Disagree	6%	6
I am unsure or unable to answer the question	15%	15
	Answered	98
	Skipped	11

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	11%	11
Agree	43%	42
Disagree	32%	31
Strongly Disagree	10%	10
I am unsure or unable to answer the question	4%	4
	Answered	98
	Skipped	11

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	13%	13
Agree	44%	43
Disagree	16%	16
Strongly Disagree	3%	3
I am unsure or unable to answer the question	23%	23
	Answered	98
	Skipped	11

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	17%	17
Agree	50%	49
Disagree	20%	20
Strongly Disagree	5%	5
I am unsure or unable to answer the question	7%	7
	Answered	98
	Skipped	11

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	12%	12
Agree	55%	54
Disagree	17%	17
Strongly Disagree	3%	3
I am unsure or unable to answer the question	12%	12
	Answered	98
	Skipped	11

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	7%	7
Agree	36%	36
Disagree	22%	22
Strongly Disagree	3%	3
I am unsure or unable to answer the question	31%	31
	Answered	99
	Skipped	10

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	6%	6
Agree	30%	30
Disagree	8%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	56%	55
	Answered	99
	Skipped	10

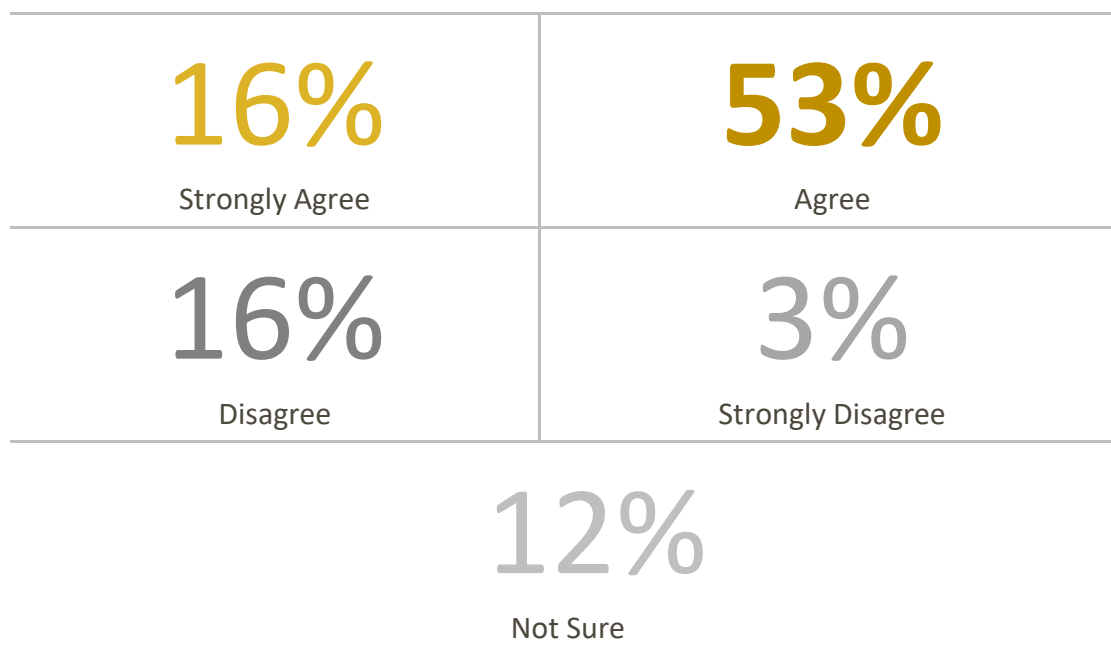
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	15%	15
Agree	47%	47
Disagree	6%	6
Strongly Disagree	2%	2
I am unsure or unable to answer the question	29%	29
	Answered	99
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	11%	11
Agree	55%	54
Disagree	8%	8
Strongly Disagree	3%	3
I am unsure or unable to answer the question	23%	23
	Answered	99
	Skipped	10

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

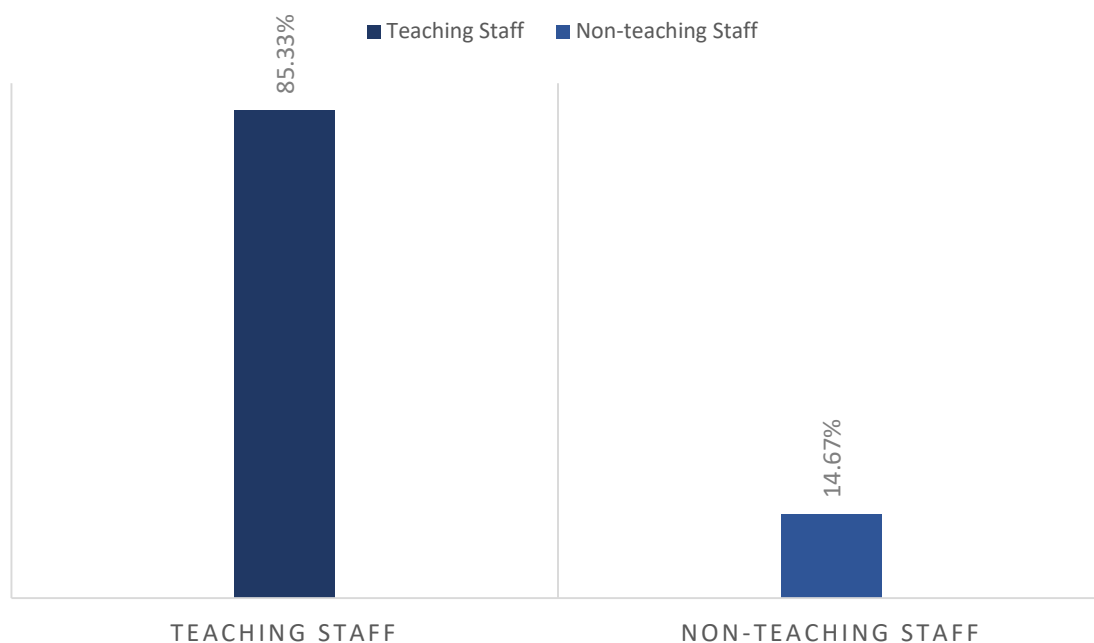


Response	Count
Answered	99
Skipped	10

Appendix 2

Office of Education Standards | Staff Survey 2018

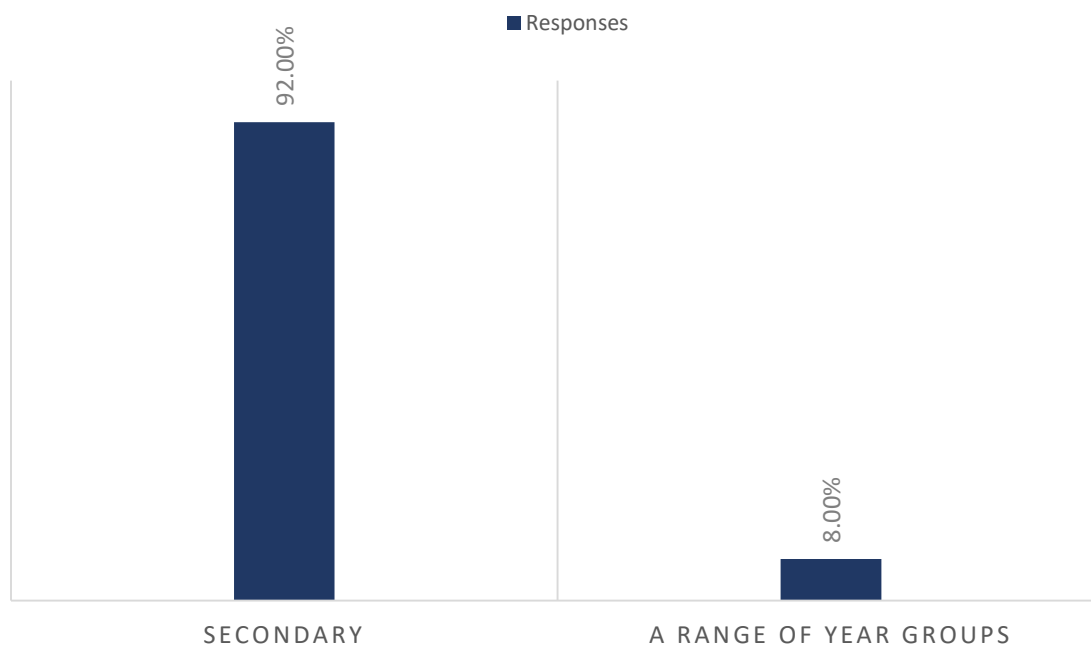
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	8%	6
More than one year but less than three years	20%	15
Three years or more	72%	55
	Answered	76
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

25%

Caymanian

75%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	12%	9
Agree	63%	47
Disagree	17%	13
Strongly Disagree	1%	1
I am unsure or unable to answer the question	7%	5
	Answered	75
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	4%	3
Agree	31%	23
Disagree	49%	37
Strongly Disagree	7%	5
I am unsure or unable to answer the question	9%	7
	Answered	75
	Skipped	1

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	3%	2
Agree	35%	26
Disagree	37%	28
Strongly Disagree	9%	7
I am unsure or unable to answer the question	16%	12
	Answered	75
	Skipped	1

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	16%	12
Agree	59%	44
Disagree	7%	5
Strongly Disagree	7%	5
I am unsure or unable to answer the question	12%	9
	Answered	75
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	52%	39
Agree	40%	30
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	3
	Answered	75
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33%	25
Agree	56%	42
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	Answered	75
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	13%	10
Agree	48%	36
Disagree	29%	22
Strongly Disagree	3%	2
I am unsure or unable to answer the question	7%	5
	Answered	75
	Skipped	1

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	12%	9
Agree	51%	38
Disagree	15%	11
Strongly Disagree	4%	3
I am unsure or unable to answer the question	19%	14
	Answered	75
	Skipped	1

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	23%	17
Agree	64%	48
Disagree	8%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	Answered	75
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	21%	16
Agree	51%	38
Disagree	4%	3
Strongly Disagree	11%	8
I am unsure or unable to answer the question	13%	10
	Answered	75
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	21%	16
Agree	60%	45
Disagree	7%	5
Strongly Disagree	4%	3
I am unsure or unable to answer the question	8%	6
	Answered	75
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	25%	19
Agree	52%	39
Disagree	17%	13
Strongly Disagree	4%	3
I am unsure or unable to answer the question	1%	1
	Answered	75
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	11%	8
Agree	46%	34
Disagree	16%	12
Strongly Disagree	9%	7
I am unsure or unable to answer the question	18%	13
	Answered	74
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	14%	10
Agree	65%	48
Disagree	9%	7
Strongly Disagree	1%	1
I am unsure or unable to answer the question	11%	8
	Answered	74
	Skipped	2

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	5%	4
Agree	31%	23
Disagree	30%	22
Strongly Disagree	20%	15
I am unsure or unable to answer the question	14%	10
	Answered	74
	Skipped	2

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	16%	12
Disagree	38%	28
Strongly Disagree	9%	7
I am unsure or unable to answer the question	36%	27
	Answered	74
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	30%	22
Disagree	41%	30
Strongly Disagree	8%	6
I am unsure or unable to answer the question	22%	16
	Answered	74
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	8%	6
Agree	57%	42
Disagree	9%	7
Strongly Disagree	1%	1
I am unsure or unable to answer the question	24%	18
	Answered	74
	Skipped	2

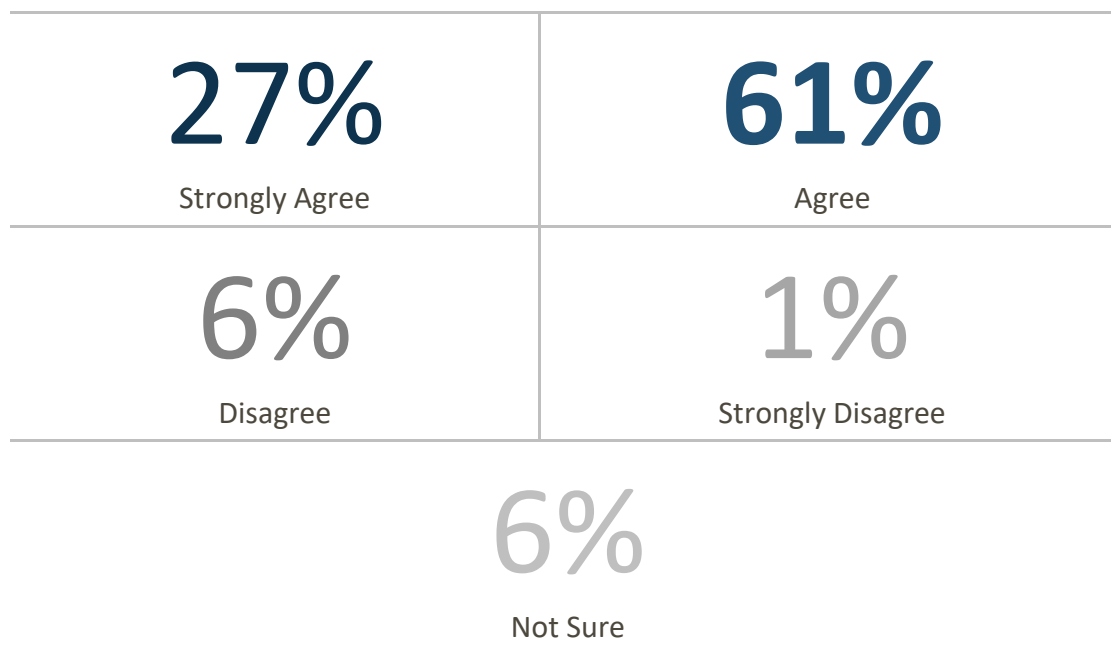
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	66%	49
Agree	30%	22
Disagree	3%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	0%	0
	Answered	74
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	8%	6
Agree	21%	15
Disagree	42%	31
Strongly Disagree	26%	19
I am unsure or unable to answer the question	3%	2
	Answered	73
	Skipped	3

Overall, this school provides a good quality of education.

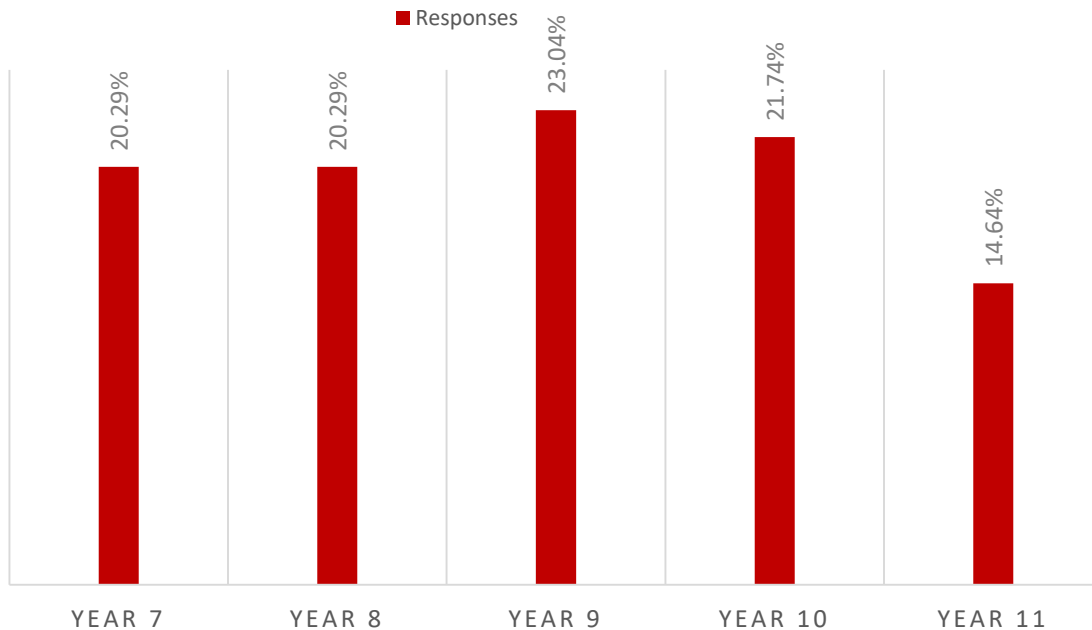


Response	Count
Answered	71
Skipped	5

Appendix 3

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

81%

Caymanian

19%

Non-Caymanian

Please state your gender.

329

Boys

363

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	24%	162
Agree	62%	426
Disagree	6%	42
Strongly Disagree	1%	5
I am unsure or unable to answer the question	7%	50
	Answered	685
	Skipped	8

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	37%	254
Agree	50%	343
Disagree	7%	49
Strongly Disagree	1%	5
I am unsure or unable to answer the question	5%	33
	Answered	684
	Skipped	9

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	26%	179
Agree	55%	378
Disagree	9%	63
Strongly Disagree	1%	9
I am unsure or unable to answer the question	8%	55
	Answered	684
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	30%	206
Agree	57%	392
Disagree	5%	32
Strongly Disagree	1%	5
I am unsure or unable to answer the question	7%	49
	Answered	684
	Skipped	9

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	6%	38
Agree	34%	231
Disagree	32%	221
Strongly Disagree	14%	92
I am unsure or unable to answer the question	15%	99
	Answered	681
	Skipped	12

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

Response	Percentage	Count
Strongly Agree	7%	45
Agree	39%	263
Disagree	29%	195
Strongly Disagree	9%	61
I am unsure or unable to answer the question	17%	116
	Answered	680
	Skipped	13

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	5%	34
Agree	30%	204
Disagree	39%	264
Strongly Disagree	14%	98
I am unsure or unable to answer the question	12%	83
	Answered	683
	Skipped	10

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	26%	178
Agree	62%	423
Disagree	9%	58
Strongly Disagree	1%	6
I am unsure or unable to answer the question	2%	16
	Answered	681
	Skipped	12

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	24%	161
Agree	56%	381
Disagree	14%	93
Strongly Disagree	3%	22
I am unsure or unable to answer the question	4%	25
	Answered	682
	Skipped	11

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

Response	Percentage	Count
Strongly Agree	23%	155
Agree	53%	364
Disagree	13%	91
Strongly Disagree	4%	29
I am unsure or unable to answer the question	6%	43
	Answered	682
	Skipped	11

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

Response	Percentage	Count
Strongly Agree	24%	165
Agree	52%	354
Disagree	12%	79
Strongly Disagree	3%	18
I am unsure or unable to answer the question	9%	63
	Answered	679
	Skipped	14

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	23%	156
Agree	49%	333
Disagree	16%	111
Strongly Disagree	4%	24
I am unsure or unable to answer the question	9%	59
	Answered	683
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	25%	169
Agree	54%	369
Disagree	10%	69
Strongly Disagree	5%	36
I am unsure or unable to answer the question	6%	38
	Answered	681
	Skipped	12

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	25%	172
Agree	53%	361
Disagree	14%	93
Strongly Disagree	4%	30
I am unsure or unable to answer the question	4%	29
	Answered	685
	Skipped	8

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	11%	76
Agree	41%	279
Disagree	23%	156
Strongly Disagree	14%	97
I am unsure or unable to answer the question	10%	71
	Answered	679
	Skipped	14

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	14%	94
Agree	46%	310
Disagree	21%	140
Strongly Disagree	9%	64
I am unsure or unable to answer the question	10%	68
	Answered	676
	Skipped	17

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	17%	117
Agree	50%	339
Disagree	14%	95
Strongly Disagree	9%	58
I am unsure or unable to answer the question	10%	67
	Answered	676
	Skipped	17

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	15%	103
Agree	43%	293
Disagree	14%	93
Strongly Disagree	19%	132
I am unsure or unable to answer the question	9%	58
	Answered	679
	Skipped	14

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

Response	Percentage	Count
Strongly Agree	22%	149
Agree	36%	245
Disagree	15%	104
Strongly Disagree	13%	91
I am unsure or unable to answer the question	13%	87
	Answered	676
	Skipped	17

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

Response	Percentage	Count
Strongly Agree	27%	184
Agree	49%	327
Disagree	11%	74
Strongly Disagree	5%	31
I am unsure or unable to answer the question	8%	57
	Answered	673
	Skipped	20

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

Response	Percentage	Count
Strongly Agree	19%	128
Agree	40%	274
Disagree	11%	76
Strongly Disagree	6%	43
I am unsure or unable to answer the question	23%	156
	Answered	677
	Skipped	16

The school is well led.

Response	Percentage	Count
Strongly Agree	15%	100
Agree	37%	251
Disagree	19%	128
Strongly Disagree	15%	99
I am unsure or unable to answer the question	14%	93
	Answered	671
	Skipped	22

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	15%	103
Agree	37%	249
Disagree	23%	154
Strongly Disagree	14%	96
I am unsure or unable to answer the question	10%	68
	Answered	670
	Skipped	23

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	12%	79
Agree	33%	222
Disagree	24%	162
Strongly Disagree	15%	100
I am unsure or unable to answer the question	16%	110
	Answered	673
	Skipped	20

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

Response	Percentage	Count
Strongly Agree	19%	128
Agree	49%	332
Disagree	14%	97
Strongly Disagree	6%	42
I am unsure or unable to answer the question	11%	73
	Answered	672
	Skipped	21

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

Response	Percentage	Count
Strongly Agree	16%	107
Agree	53%	357
Disagree	14%	93
Strongly Disagree	5%	36
I am unsure or unable to answer the question	11%	77
	Answered	670
	Skipped	23

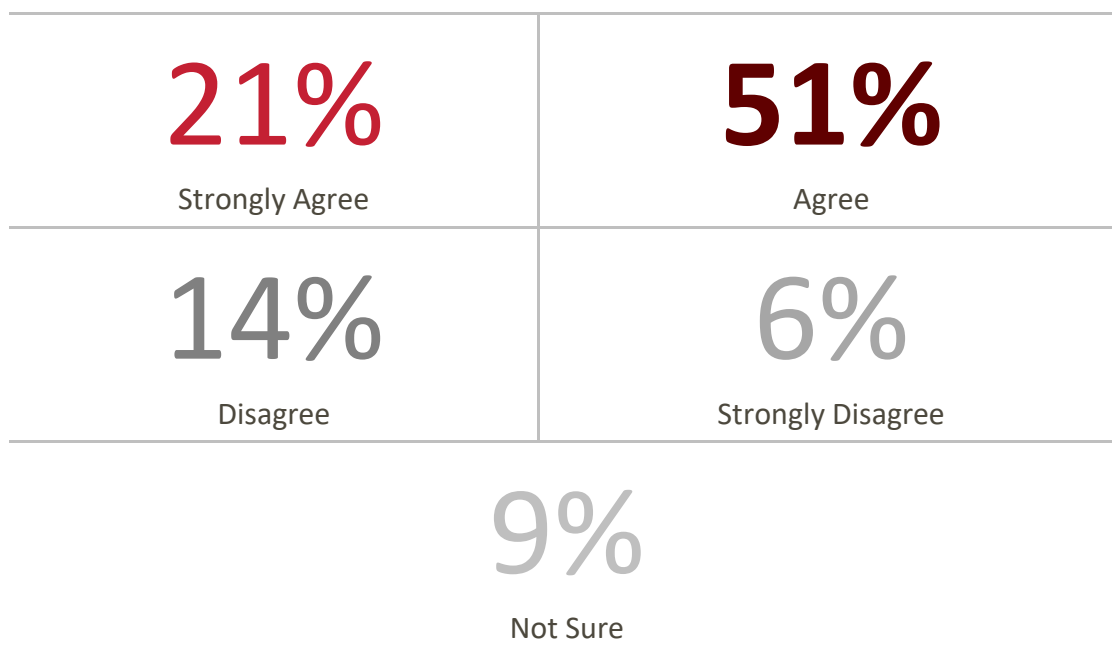
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	21%	140
Agree	45%	301
Disagree	14%	93
Strongly Disagree	8%	54
I am unsure or unable to answer the question	12%	79
	Answered	667
	Skipped	26

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	23%	152
Agree	54%	363
Disagree	9%	61
Strongly Disagree	6%	38
I am unsure or unable to answer the question	8%	53
	Answered	667
	Skipped	26

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



Response	Count
Answered	672
Skipped	21

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

