



CAYMAN ISLANDS GOVERNMENT

INSPECTION REPORT

JOHN GRAY HIGH SCHOOL

OFFICE OF EDUCATION STANDARDS
October 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, 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 John Gray High School

Name of school	John Gray High School
Address	73 Academy Way, George Town, Grand Cayman
Telephone	(345) 949-9444
E-mail address	PJackson@jghs.edu.ky
School Website	https://schools.edu.ky/JGHS/Pages/Home.aspx
Principal	Mr. Jon Clark
School day timing	8am to 2.50pm
Age range of students	10 to 17 years
Number of students	1,003
Number of teaching staff	93
Number of support staff	53
Date of last inspection	13th to 16th January 2015

The context of the school

John Gray High School is a comprehensive, co-educational community school. It is a larger-than-average sized school, located in George Town. It transitioned from a high school with Years 10 to 12 to a Year 7 to 11 school. The school is organised into four academies which occupied separate areas of the campus. Each academy has a Deputy Principal who is responsible for the pastoral and academic care of their students. At the time of the inspection there were 1,003 students on roll. Seventy-five per cent of the students were either Caymanian by birth or by status. The remainder were students from other English or Spanish speaking territories in the vicinity. About ten per cent of students had special educational needs or disabilities.

The school followed the Cayman Islands National Curriculum in Key Stage 3. Most students were entered for the Caribbean Secondary Examinations in Key Stage 4, but a few students also sat I/GCSE and BTEC qualifications.

The inspection team identified that a significant minority 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 were:

- students' achievement in Year 11 external examinations in information technology, art, Spanish, physical education, media and a range of BTEC courses;
- teaching in Key Stage 4, which was judged to be good;
- the extensive range of after-school activities available to students which enhanced the core curriculum;
- the breadth of the curriculum choice at Key Stage 4, including vocational options and diverse qualification routes;
- the effective leadership of the Principal which has provided a clear vision and which has led to notable improvements since the last inspection.

Recommendations

For the school to improve further leaders should:

- raise attainment and improve students' rates of progress in the core subjects, particularly at Key Stage 3;
- ensure the incidents of weak teaching are reduced and that all teachers provide greater challenge in lessons for higher achieving students;
- improve the accuracy of assessment practices, aligned to international academic standards, by training teachers and monitoring closely their use of assessment to plan learning that meets all students' needs;
- further develop the curriculum at Key Stage 3 to provide greater challenge, raise expectations, improve progress and engage students more effectively in their learning
- in collaboration with the Ministry of Education, review the arrangements for admission to ensure that all students are enrolled in their correct chronological year group
- in partnership with the Ministry of Education, support the timely completion of the building of the new school so that staff and students can occupy their new premises as quickly as possible.

Summary

Overall Evaluation - Satisfactory

The overall performance of John Gray High School was judged to be satisfactory. This was because students' progress, the quality of teaching, leadership, self-evaluation and improvement planning were all judged to be satisfactory. Leaders were clear about the aspects of the school which required improvement and had firm plans in place to tackle shortcomings.

Attainment overall was weak at Key Stage 3 because it was below international standards. Progress was satisfactory in English and science but was weak in mathematics. In most lessons, teaching was satisfactory and forty per cent was good. Teaching was best in English and a variety of other subjects beyond the core. Students learnt satisfactorily in these lessons. Assessment was weak because teachers did not use their knowledge of students' prior attainment to plan lessons to meet their needs.

Under the clear guidance of the Principal, leaders had started to use the new inspection framework to identify their strengths and weaknesses. This brought into focus those areas which were deemed to be priorities.

Achievement

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

Attainment was weak in Key Stage 3. Students' attainment in core subjects was below international standards on entry into Year 7. On entry to John Gray High School attainment was weak because only around sixty per cent achieved the expected level in their primary schools.

In Key Stage 3, attainment in mathematics, English and science was weak because it was below international standards. For example, in a Year 7 mathematics lesson, more able students were still multiplying and dividing by 10's and 100's and in a Year 8 lesson, the majority of students did not know key multiplication facts. Overall, too much work covered in students' primary schools was unnecessarily repeated. In science, for example, food webs were taught in Years 8 and 9 but students' depth of knowledge and understanding did not increase.

In Key Stage 4, English attainment was satisfactory because most students with English as a first language achieved broadly in line with regional and international outcomes. In the English Language Caribbean Secondary Examination, students' attainment was better than the regional score at the higher levels and in line for Grades 1 to 3 results. Attainment was strongest in Year 11, where students could hold their own in a debate, and reflect on the characteristics of Caribbean culture with sensitivity and humour.

In Key Stage 4 mathematics, attainment was weak and below international standards. Less than half of the students met the expected level.

In Key Stage 4 science, attainment was weak and below international standards. Only a majority achieved the expected grades in the Year 11 examinations. In biology, students exceeded international standards. Key Stage 4 attainment in other subjects was good. For example, a majority of students exceeded international standards in information technology, physical education, business, industrial technology, Spanish, family and resource management and office practices.

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

Progress in English and science was satisfactory but weak in mathematics. In Key Stage 3, progress seen in lessons was satisfactory in English and science but not in mathematics. In English, the effective support for lower-attaining students and those with special educational needs in Year 7 enabled them to make good progress. Most students in Year 8 made at least expected progress from their starting points. Progress in students' work books was satisfactory overall considering their low starting points, although there was too much variability. The school's work to promote diagnostic marking to enable students to make faster progress in writing was successful in some classes, but not in all. Progress in Years 8 and 9 was slower than in Year 7 because there was more repetition of content in those years. For example, in mathematics, basic number and place value were taught in Years 7, 8 and 9 but failed to ensure satisfactory progress. Lessons in Years 8 and 9 did not consistently build on students' prior learning and this adversely affected the progress they made.

Progress from Key Stage 4 in English was satisfactory; most students met their expected grade compared to their starting point in Year 7. Progress in Key Stage 4 science lessons was satisfactory but faster in Key Stage 4 than Key Stage 3 because students began to make links between their previous learning and new content. A majority of students in Year 11 made better than expected progress in relation to recent starting points in English. Progress in Key Stage 4 in mathematics was weak.

Progress in the majority of other subjects was good, for example in information technology, physical education, principles of business, industrial technology, Spanish, family and resource management and office practices. This was because teachers ensured that planned work built successfully on what students already knew and could do.

Progress for the more able students overall was weaker because only a minority made the accelerated progress of which they were capable. Progress for students with special educational needs was weak in mathematics but satisfactory in English.

Students' personal and social development

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

Students' behaviour and attitudes were satisfactory. Almost all students got on well together and were respectful towards staff. The behaviour of most students was consistently positive in the core subjects. Almost all students wore the school uniform with pride. Students spoke highly of the counsellors who enabled them to manage their behaviour more effectively. Attendance had improved in the current academic year and was satisfactory. A small minority of students exhibited poor behaviour in non-core subjects. In a minority of classes, there was low-level disruption. When students moved from one lesson to the next, a minority took too long and were not always supervised well enough by staff.

Students' civic and environmental understanding was satisfactory. Most students had a sound understanding of contemporary issues, such as Caymanian employment patterns. Almost all students were aware of the importance of tourism. Most students knew about potential threats to the local environment, including the green iguana. Almost all students had a good understanding of the Christian faith and how it had influenced life on the Cayman Islands. There were strong links with the local community. For example, vulnerable boys were taken on fishing trips and appreciated the support they were provided by staff and members of the community. However, most students felt they did not spend enough time studying the history and culture of the Cayman Islands or visiting places of cultural and historical importance.

Teaching, learning and assessment

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

Teaching was satisfactory overall but weak in mathematics. Overall it was stronger in Key Stage 4 than in Key Stage 3. Teaching was strongest in Year 11. For example, in English, students engaged in a lively debate about the characteristics of Caribbean culture, where they could articulately pose or refute an argument using appropriate vocabulary. At Key Stage 4, teachers demonstrated good subject knowledge and generally prepared students well for forthcoming examinations. At this stage of the school, lessons were well managed and engaged students. In a minority of lessons, notably at Key Stage 3, the pace of teaching was too slow and caused students to become bored and disengaged. In these lessons, teachers had very low expectations. For example, in Years 7 to 9, students spent too much time copying or completing undemanding worksheets. There was little evidence of teachers preparing tasks to meet the varying needs of students, so work was too easy for the more able and too hard for weaker students or those with special educational needs. Questioning was often superficial and teachers did not ask challenging questions to involve more students in discussions or extend students' thinking.

In information technology, music, art, Spanish and life skills teaching was good. In life skills the teacher facilitated a lively discussion about employment opportunities on the islands. Excellent resources ensured that students were challenged to develop their understanding of the world of work. In art, students were well supported to produce high-quality portfolios of work. Teaching in humanities was inconsistent but with some examples of good teaching in geography. Where teaching was stronger, students were able to exercise their initiative. For example, in a Year 7 art lesson, students developed their skills and understanding about line drawing linked to the work of Paul Klee.

Learning was satisfactory. In most lessons, students demonstrated positive attitudes to learning and, when given the opportunity, would carry out research and work with a degree of independence. For example, in a Year 9 science lesson, students researched different categories of food using laptops and online resources were used in information technology to support students to work independently.

Assessment was weak. Teachers did not regularly assess the starting points of students in order to plan for their needs, particularly for those who were more able or found learning difficult. Too much assessment was based on the marking of tests rather than work produced in class in exercise books. Marking was often superficial and did not clearly support students to improve their work. Even where teachers gave suggestions for improvement, students rarely

followed them up. For example, in some English books, marking was thorough but there was little evidence of the students acting upon the advice that had been given.

Curriculum

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

The curriculum was satisfactory. It was stronger in Key Stage 4 than in Key Stage 3. In Key Stage 3, all students were required to complete programmes in English, mathematics, and science. In addition, students took a range of other subjects. Progression was too slow in the Key Stage 3 curriculum. There was more teaching time in English than in mathematics and repetition of content in different year groups. There were gaps in subject matter, particularly in science. In Key Stage 4, the curriculum was broad and balanced. Students continued with the core subjects and a number of wide-ranging options including vocational courses. Where the more able students took examinations early, there were follow-up courses such as statistics to extend the range of qualifications achieved by the end of Year 11.

The school provided an excellent range of extra-curricular activities which included music, sports, games and academic preparation. There were strong cross-curricular links that enhanced learning in both key stages and opportunities for students to learn within the community and local environment. The school provided a flexible and varied life-skills programme to support students' personal development.

Safety and support

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

Health and safety provision were satisfactory. Effective policies ensured that students were kept safe. Owing to previous storm damage, old and temporary accommodation was a feature of the campus but school leaders mitigated risk well with regard to the school premises. For example, they reviewed timetables to ensure that students learned in classrooms with sufficient physical space. Most parents, together with the majority of students, stated that students felt safe in the school. Routine fire drills occurred. However, written records did not capture the learning points from each event. As a result, it was difficult for leaders to evaluate their procedures. There was no Fire Inspection report for the entire school premises over the last year. Procedures relating to the safe keeping of students' medication and its application were followed. Counsellors ensured that they used their higher-level child protection training well when working with staff and students. Staff provided students with suitable advice about healthy lifestyles. Students said that the school helped them understand the dangers of drugs and alcohol.

Support and guidance for students were satisfactory. Teachers and staff knew most of their students well. Counsellors and pastoral staff ensured that the most vulnerable students were well cared for. Students with special educational needs made weaker progress in mathematics than in English. This was because teachers did not modify their lesson plans in order to suit the needs of these students. Teaching assistants did not always feel well prepared for their role in lessons. The provision for students who attended special educational needs groups was effective. Students knew that prompt attendance at lessons was important. Monitoring procedures were in place; however not all teachers accurately recorded when students were late. The school has adopted an effective approach to managing the behaviour of students.

Leadership and management

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

Leadership was satisfactory overall. Leaders demonstrated the capacity to make the required improvements because actions taken had effectively addressed the majority of recommendations in the previous inspection report. Almost all leaders were highly committed to the school. The leadership of the Principal had galvanised senior staff and teachers at all levels and his vision for the future of the school was shared by almost all staff. There was a clear focus on raising standards in areas of weakness. Subject leaders were keen to lead their areas and were developing their skills. Leadership of English, Spanish, art, information technology, music and physical education were strong but the leadership of mathematics was weak. Performance management and professional development had not yet had sufficient impact on improving the quality of teaching in mathematics

Self-evaluation and improvement planning were satisfactory. There was regular monitoring of the quality of teaching, although a few leaders' judgements of the quality of teaching were overly generous. Book scrutiny did not feature strongly enough as a monitoring tool. Self-evaluation processes were in place and aligned with the new framework for inspection. The plan of action and self-evaluation form had yet to have an impact on attainment. The plan of action did not have sufficiently clear milestones to check progress over time.

Links with parents and the community were satisfactory. There was an effective range of communication strategies, including social media. Survey responses completed by staff and parents indicated that arrangements had not yet engaged all parents. There were strengths in the schools' links with local businesses, which supported the students' curricula interests and pastoral needs. For example, students participating in the 'Boyz to Men' programme were presented with awards by a member of the Legislative Assembly. The PTA Board was enthusiastic about increasing the levels of parental engagement. Reports were issued regularly and included useful information about target grades and comparative attainment in examinations, but required further development to include students' next steps in learning and advice about how parents could support their children at home. The school website was outdated and required improvement.

Staffing and the learning environment were weak. The physical environment was unsuitable. The size of some classrooms, together with the poor condition of temporary classrooms, meant

that buildings were not conducive to learning. For example, issues with mould resulted in students and staff having to be relocated. There were clear plans in place to move to new school buildings. There was variability in the use of resources, which impeded students' learning. A few lessons included effective use of information technology. Unlike in English, mathematics staff did not deliver specific intervention work. Staffing levels were sufficient and staff turnover was not a concern although the skills and expertise of support staff were variable. This adversely affected the delivery of the school curriculum.

Survey results

150 parents, 93 staff and 679 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Parents of children from all year groups completed the on-line survey in advance of the inspection. Most parents thought that progress in English, mathematics, science and other subjects was good. Most parents believed that the students' sense of community and responsibility was good. Environmental understanding was also thought to be good. Almost all parents appreciated the good extra-curricular opportunities the school offered. Whilst 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 parental involvement and communication with the school could be improved. A minority thought that the provision for special educational needs students could be better. Eighty parents offered comments within the survey and a significant number of these stated that there had been a number of improvements in the school since the baseline inspection. A significant number of parents were concerned about the state of the buildings and the school environment.

Eighty-two teachers and 11 support staff completed the survey. Most had worked at the school for three years or more. Most judged the school to be well led and agreed that the school provided a good quality of education. Most staff stated that they had been involved in the self-evaluation and improvement planning processes. Almost all staff thought that the teachers were well qualified and explained to students their next steps in learning. Almost all staff believed that extra-curricular activities were good and that the school provided clear career choices. A minority felt that parent-teacher meetings were not well attended and that parents were not involved in the school as much as they could be. A number of teachers indicated their satisfaction with the improvements which had taken place and demonstrated in their comments a real commitment and passion for the school. A significant number of teachers showed concern about the buildings and the inappropriate spaces in which they were expected to teach.

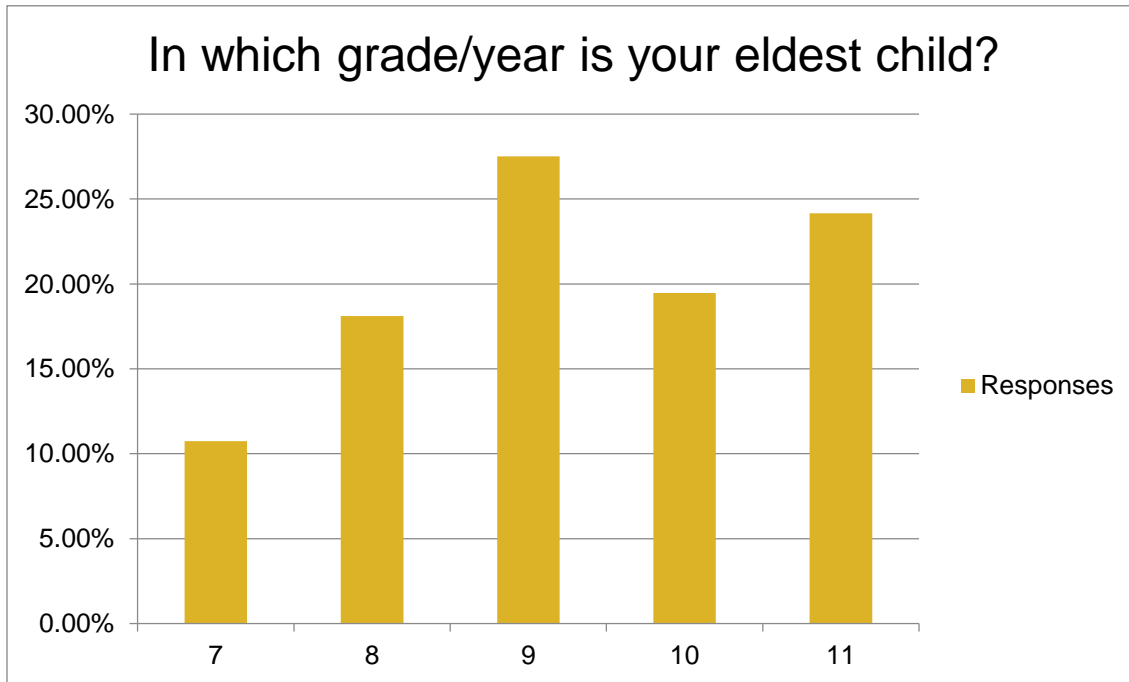
Six hundred and seventy-nine students completed the on-line survey. Almost all students enjoyed lessons and, as a result, believed they made good progress in English and good progress in mathematics, science and other subjects. Most said that they knew how to improve their work. Most students felt they received the right amount of homework and that extra-curricular activities were good. Overall, most students stated that they enjoyed a good quality of education. A minority of students had concerns about the level of their environmental understanding and the standards of behaviour in the school. A high number of students were concerned about the quality of the food in the canteen, the school buildings - particularly the bathrooms - and the new school uniform policy.

What happens next?

The overall performance of John Gray High School was judged to be satisfactory. The school will therefore be inspected within the next cycle of inspections which is currently every four years as determined by Cayman Islands Government Education Law and the requirements of the Minister of Education.

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In which grade/year is your eldest child?



Response	Count
Answered	149
Skipped	1

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

Response	Percentage	Count
Less than one year	16.78%	25
More than one year but less than three years	47.65%	71
More than three years	35.57%	53
Answered		149
Skipped		1

What is your nationality?

74.00%

Caymanian

26.00%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	39.19%	58
Agree	39.86%	59
Disagree	10.14%	15
Strongly Disagree	1.35%	2
I am unsure or unable to answer the question	9.46%	14
	Answered	148
	Skipped	2

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	29.73%	44
Agree	49.32%	73
Disagree	12.84%	19
Strongly Disagree	1.35%	2
I am unsure or unable to answer the question	6.76%	10
	Answered	148
	Skipped	2

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	28.57%	42
Agree	55.10%	81
Disagree	5.44%	8
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.88%	16
	Answered	147
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	27.70%	41
Agree	54.05%	80
Disagree	10.14%	15
Strongly Disagree	0.68%	1
I am unsure or unable to answer the question	7.43%	11
	Answered	148
	Skipped	2

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	6.08%	9
Agree	48.65%	72
Disagree	18.24%	27
Strongly Disagree	9.46%	14
I am unsure or unable to answer the question	17.57%	26
	Answered	148
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	31.08%	46
Agree	56.76%	84
Disagree	4.05%	6
Strongly Disagree	2.03%	3
I am unsure or unable to answer the question	6.08%	9
	Answered	148
	Skipped	2

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	25.17%	37
Agree	61.90%	91
Disagree	5.44%	8
Strongly Disagree	0.68%	1
I am unsure or unable to answer the question	6.80%	10
	Answered	147
	Skipped	3

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	24.49%	36
Agree	52.38%	77
Disagree	8.84%	13
Strongly Disagree	3.40%	5
I am unsure or unable to answer the question	10.88%	16
	Answered	147
	Skipped	3

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	15.65%	23
Agree	70.07%	103
Disagree	8.16%	12
Strongly Disagree	2.72%	4
I am unsure or unable to answer the question	3.40%	5
	Answered	147
	Skipped	3

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	28.08%	41
Agree	54.11%	79
Disagree	10.96%	16
Strongly Disagree	3.42%	5
I am unsure or unable to answer the question	3.42%	5
	Answered	146
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	38.10%	56
Agree	51.70%	76
Disagree	3.40%	5
Strongly Disagree	1.36%	2
I am unsure or unable to answer the question	5.44%	8
	Answered	147
	Skipped	3

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	27.59%	40
Agree	53.79%	78
Disagree	7.59%	11
Strongly Disagree	0.69%	1
I am unsure or unable to answer the question	10.34%	15
	Answered	145
	Skipped	5

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	12.24%	18
Agree	61.22%	90
Disagree	15.65%	23
Strongly Disagree	4.08%	6
I am unsure or unable to answer the question	6.80%	10
	Answered	147
	Skipped	3

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	16.33%	24
Agree	63.95%	94
Disagree	10.20%	15
Strongly Disagree	2.72%	4
I am unsure or unable to answer the question	6.80%	10
	Answered	147
	Skipped	3

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	11.56%	17
Agree	51.70%	76
Disagree	17.01%	25
Strongly Disagree	2.04%	3
I am unsure or unable to answer the question	17.69%	26
	Answered	147
	Skipped	3

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	7.48%	11
Agree	52.38%	77
Disagree	7.48%	11
Strongly Disagree	3.40%	5
I am unsure or unable to answer the question	29.25%	43
	Answered	147
	Skipped	3

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	11.64%	17
Agree	62.33%	91
Disagree	3.42%	5
Strongly Disagree	4.79%	7
I am unsure or unable to answer the question	17.81%	26
	Answered	146
	Skipped	4

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	8.16%	12
Agree	39.46%	58
Disagree	13.61%	20
Strongly Disagree	6.80%	10
I am unsure or unable to answer the question	31.97%	47
	Answered	147
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	16.33%	24
Agree	55.10%	81
Disagree	7.48%	11
Strongly Disagree	1.36%	2
I am unsure or unable to answer the question	19.73%	29
	Answered	147
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	5.48%	8
Agree	30.14%	44
Disagree	6.16%	9
Strongly Disagree	6.16%	9
I am unsure or unable to answer the question	52.05%	76
	Answered	146
	Skipped	4

The school is well led.

Response	Percentage	Count
Strongly Agree	18.31%	26
Agree	63.38%	90
Disagree	6.34%	9
Strongly Disagree	0.70%	1
I am unsure or unable to answer the question	11.27%	16
	Answered	142
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	18.31%	26
Agree	43.66%	62
Disagree	18.31%	26
Strongly Disagree	2.82%	4
I am unsure or unable to answer the question	16.90%	24
	Answered	142
	Skipped	8

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	19.01%	27
Agree	55.63%	79
Disagree	19.72%	28
Strongly Disagree	0.70%	1
I am unsure or unable to answer the question	4.93%	7
	Answered	142
	Skipped	8

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	12.68%	18
Agree	54.93%	78
Disagree	14.79%	21
Strongly Disagree	2.82%	4
I am unsure or unable to answer the question	14.79%	21
	Answered	142
	Skipped	8

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	22.70%	32
Agree	56.03%	79
Disagree	9.93%	14
Strongly Disagree	1.42%	2
I am unsure or unable to answer the question	9.93%	14
	Answered	141
	Skipped	9

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	16.20%	23
Agree	55.63%	79
Disagree	14.79%	21
Strongly Disagree	2.11%	3
I am unsure or unable to answer the question	11.27%	16
	Answered	142
	Skipped	8

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	7.80%	11
Agree	41.13%	58
Disagree	19.15%	27
Strongly Disagree	4.96%	7
I am unsure or unable to answer the question	26.95%	38
	Answered	141
	Skipped	9

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	3.55%	5
Agree	59.57%	84
Disagree	6.38%	9
Strongly Disagree	1.42%	2
I am unsure or unable to answer the question	29.08%	41
	Answered	141
	Skipped	9

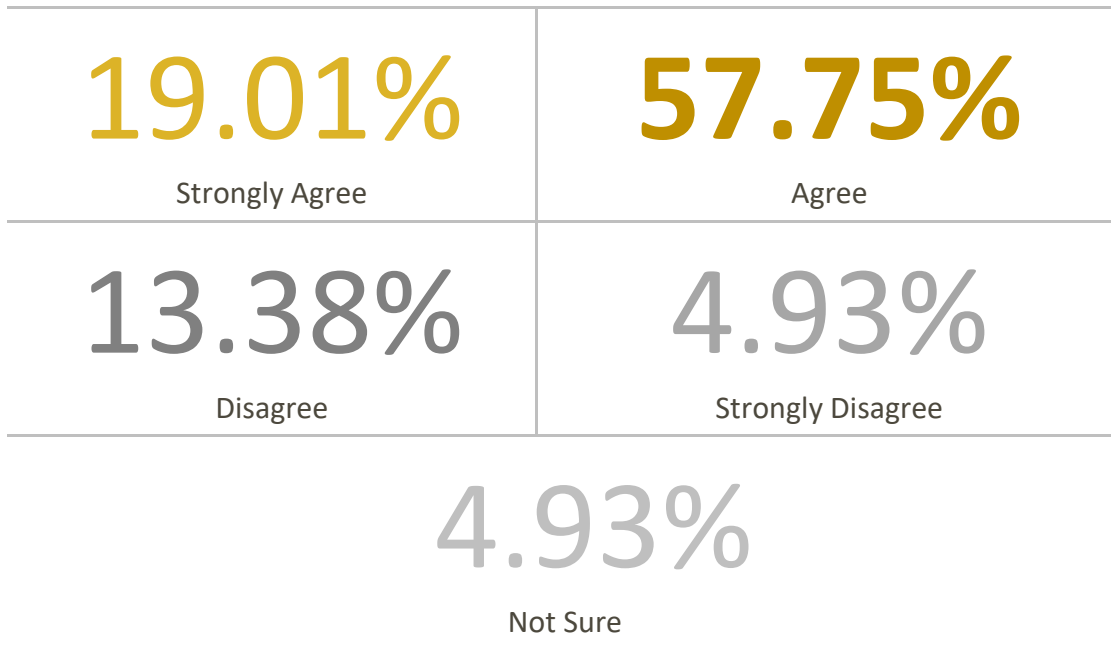
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	17.02%	24
Agree	55.32%	78
Disagree	10.64%	15
Strongly Disagree	2.84%	4
I am unsure or unable to answer the question	14.18%	20
	Answered	141
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	14.79%	21
Agree	57.75%	82
Disagree	15.49%	22
Strongly Disagree	4.23%	6
I am unsure or unable to answer the question	7.75%	11
	Answered	142
	Skipped	8

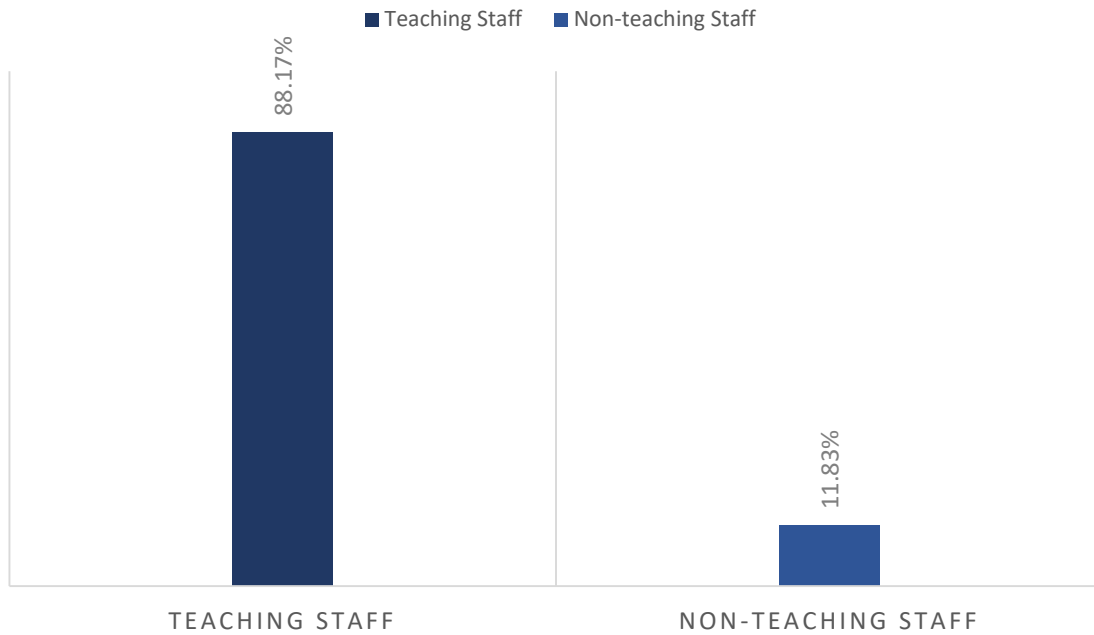
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	142
Skipped	8

Office of Education Standards | Staff Survey 2018

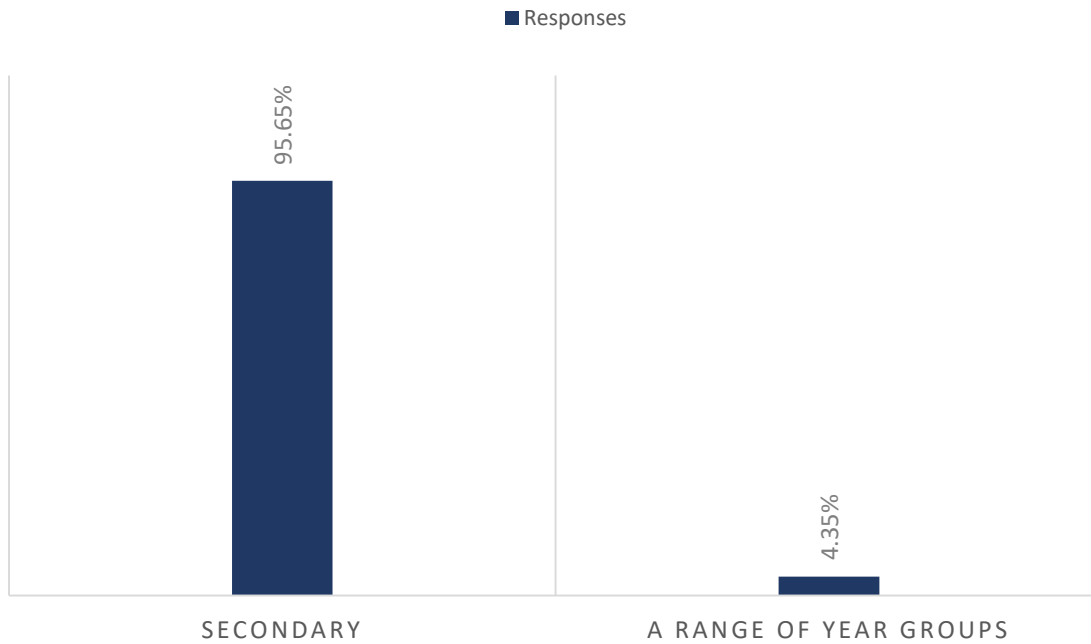
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	6.52%	6
More than one year but less than three years	9.78%	9
Three years or more	83.70%	77
	Answered	92
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

18.28%
Caymanian

81.72%
Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	19.05%	16
Agree	61.90%	52
Disagree	11.90%	10
Strongly Disagree	3.57%	3
I am unsure or unable to answer the question	3.57%	3
	Answered	84
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	10.71%	9
Agree	51.19%	43
Disagree	29.76%	25
Strongly Disagree	3.57%	3
I am unsure or unable to answer the question	4.76%	4
	Answered	84
	Skipped	9

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	7.23%	6
Agree	43.37%	36
Disagree	36.14%	30
Strongly Disagree	8.43%	7
I am unsure or unable to answer the question	4.82%	4
	Answered	83
	Skipped	10

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	28.75%	23
Agree	57.50%	46
Disagree	7.50%	6
Strongly Disagree	1.25%	1
I am unsure or unable to answer the question	5.00%	4
	Answered	80
	Skipped	13

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

Response	Percentage	Count
Strongly Agree	88.75%	71
Agree	10.00%	8
Disagree	0.00%	0
Strongly Disagree	1.25%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	80
	Skipped	13

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

Response	Percentage	Count
Strongly Agree	40.74%	33
Agree	53.09%	43
Disagree	3.70%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.47%	2
	Answered	81
	Skipped	12

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

Response	Percentage	Count
Strongly Agree	12.66%	10
Agree	65.82%	52
Disagree	7.59%	6
Strongly Disagree	1.27%	1
I am unsure or unable to answer the question	12.66%	10
	Answered	79
	Skipped	14

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	24.05%	19
Agree	59.49%	47
Disagree	5.06%	4
Strongly Disagree	3.80%	3
I am unsure or unable to answer the question	7.59%	6
	Answered	79
	Skipped	14

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	34.62%	27
Agree	62.82%	49
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.56%	2
	Answered	78
	Skipped	15

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	19.23%	15
Agree	58.97%	46
Disagree	1.28%	1
Strongly Disagree	7.69%	6
I am unsure or unable to answer the question	12.82%	10
	Answered	78
	Skipped	15

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

Response	Percentage	Count
Strongly Agree	43.04%	34
Agree	50.63%	40
Disagree	2.53%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.80%	3
	Answered	79
	Skipped	14

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

Response	Percentage	Count
Strongly Agree	12.66%	10
Agree	45.57%	36
Disagree	22.78%	18
Strongly Disagree	7.59%	6
I am unsure or unable to answer the question	11.39%	9
	Answered	79
	Skipped	14

The school is well led.

Response	Percentage	Count
Strongly Agree	28.21%	22
Agree	57.69%	45
Disagree	12.82%	10
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	1.28%	1
	Answered	78
	Skipped	15

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

Response	Percentage	Count
Strongly Agree	23.38%	18
Agree	57.14%	44
Disagree	5.19%	4
Strongly Disagree	1.30%	1
I am unsure or unable to answer the question	12.99%	10
	Answered	77
	Skipped	16

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	16.67%	13
Agree	57.69%	45
Disagree	14.10%	11
Strongly Disagree	2.56%	2
I am unsure or unable to answer the question	8.97%	7
	Answered	78
	Skipped	15

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	5.13%	4
Agree	30.77%	24
Disagree	35.90%	28
Strongly Disagree	5.13%	4
I am unsure or unable to answer the question	23.08%	18
	Answered	78
	Skipped	15

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	3.85%	3
Agree	30.77%	24
Disagree	35.90%	28
Strongly Disagree	5.13%	4
I am unsure or unable to answer the question	24.36%	19
	Answered	78
	Skipped	15

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	12.82%	10
Agree	67.95%	53
Disagree	2.56%	2
Strongly Disagree	1.28%	1
I am unsure or unable to answer the question	15.38%	12
	Answered	78
	Skipped	15

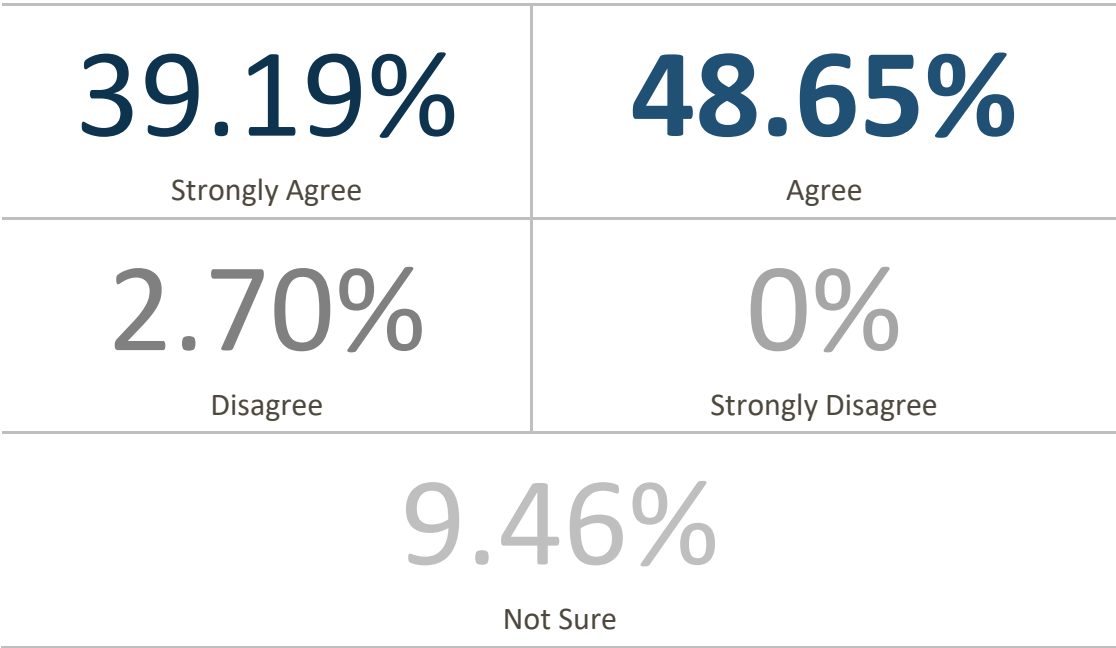
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	57.69%	45
Agree	37.18%	29
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.13%	4
	Answered	78
	Skipped	15

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

Response	Percentage	Count
Strongly Agree	11.54%	9
Agree	44.87%	35
Disagree	28.21%	22
Strongly Disagree	8.97%	7
I am unsure or unable to answer the question	6.41%	5
	Answered	78
	Skipped	15

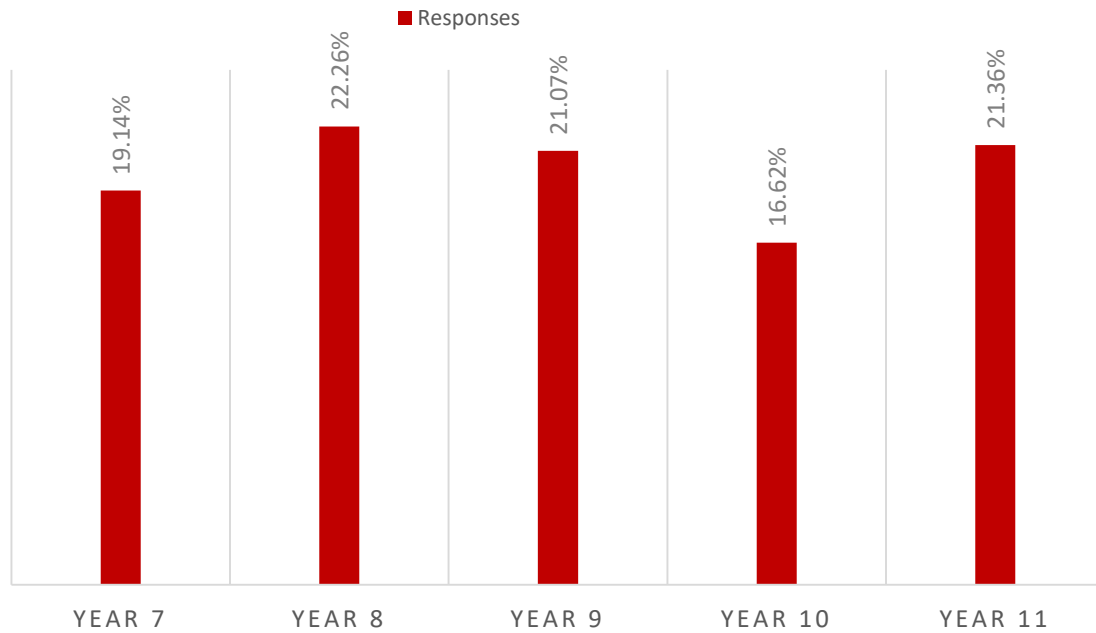
Overall, this school provides a good quality of education.



Response	Count
Answered	74
Skipped	19

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

73.33%

Caymanian

26.67%

Non-Caymanian

Please state your gender.

359

Boys

316

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	33.18%	219
Agree	57.58%	380
Disagree	2.88%	19
Strongly Disagree	0.76%	5
I am unsure or unable to answer the question	5.61%	37
	Answered	660
	Skipped	19

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	33.84%	223
Agree	49.47%	326
Disagree	8.19%	54
Strongly Disagree	1.82%	12
I am unsure or unable to answer the question	6.68%	44
	Answered	659
	Skipped	20

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	29.31%	194
Agree	53.78%	356
Disagree	7.10%	47
Strongly Disagree	2.72%	18
I am unsure or unable to answer the question	7.10%	47
	Answered	662
	Skipped	17

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

Response	Percentage	Count
Strongly Agree	34.44%	229
Agree	56.09%	373
Disagree	3.01%	20
Strongly Disagree	0.75%	5
I am unsure or unable to answer the question	5.71%	38
	Answered	665
	Skipped	14

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	7.55%	50
Agree	37.61%	249
Disagree	27.79%	184
Strongly Disagree	14.65%	97
I am unsure or unable to answer the question	12.39%	82
	Answered	662
	Skipped	17

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

Response	Percentage	Count
Strongly Agree	8.91%	59
Agree	40.79%	270
Disagree	25.53%	169
Strongly Disagree	8.16%	54
I am unsure or unable to answer the question	16.62%	110
	Answered	662
	Skipped	17

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	8.11%	54
Agree	30.48%	203
Disagree	32.58%	217
Strongly Disagree	13.36%	89
I am unsure or unable to answer the question	15.47%	103
	Answered	666
	Skipped	13

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	26.60%	175
Agree	63.68%	419
Disagree	5.32%	35
Strongly Disagree	2.28%	15
I am unsure or unable to answer the question	2.13%	14
	Answered	658
	Skipped	21

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	24.85%	163
Agree	54.42%	357
Disagree	13.41%	88
Strongly Disagree	3.81%	25
I am unsure or unable to answer the question	3.51%	23
	Answered	656
	Skipped	23

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

Response	Percentage	Count
Strongly Agree	26.33%	173
Agree	54.49%	358
Disagree	10.65%	70
Strongly Disagree	3.35%	22
I am unsure or unable to answer the question	5.18%	34
	Answered	657
	Skipped	22

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

Response	Percentage	Count
Strongly Agree	33.54%	220
Agree	47.71%	313
Disagree	9.30%	61
Strongly Disagree	3.20%	21
I am unsure or unable to answer the question	6.25%	41
	Answered	656
	Skipped	23

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	26.18%	172
Agree	49.77%	327
Disagree	11.42%	75
Strongly Disagree	4.87%	32
I am unsure or unable to answer the question	7.76%	51
	Answered	657
	Skipped	22

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

Response	Percentage	Count
Strongly Agree	30.45%	201
Agree	49.55%	327
Disagree	9.09%	60
Strongly Disagree	5.00%	33
I am unsure or unable to answer the question	5.91%	39
	Answered	660
	Skipped	19

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	30.56%	202
Agree	51.29%	339
Disagree	10.44%	69
Strongly Disagree	3.78%	25
I am unsure or unable to answer the question	3.93%	26
	Answered	661
	Skipped	18

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	14.46%	94
Agree	40.00%	260
Disagree	20.31%	132
Strongly Disagree	14.15%	92
I am unsure or unable to answer the question	11.08%	72
	Answered	650
	Skipped	29

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	17.62%	114
Agree	40.96%	265
Disagree	15.92%	103
Strongly Disagree	11.75%	76
I am unsure or unable to answer the question	13.76%	89
	Answered	647
	Skipped	32

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	17.49%	113
Agree	42.88%	277
Disagree	13.31%	86
Strongly Disagree	9.29%	60
I am unsure or unable to answer the question	17.03%	110
	Answered	646
	Skipped	33

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	17.38%	113
Agree	46.77%	304
Disagree	11.23%	73
Strongly Disagree	16.15%	105
I am unsure or unable to answer the question	8.46%	55
	Answered	650
	Skipped	29

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

Response	Percentage	Count
Strongly Agree	23.57%	153
Agree	36.83%	239
Disagree	16.02%	104
Strongly Disagree	10.17%	66
I am unsure or unable to answer the question	13.41%	87
	Answered	649
	Skipped	30

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

Response	Percentage	Count
Strongly Agree	29.19%	188
Agree	50.78%	327
Disagree	7.92%	51
Strongly Disagree	2.95%	19
I am unsure or unable to answer the question	9.16%	59
	Answered	644
	Skipped	35

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

Response	Percentage	Count
Strongly Agree	19.88%	129
Agree	38.67%	251
Disagree	11.71%	76
Strongly Disagree	5.24%	34
I am unsure or unable to answer the question	24.50%	159
	Answered	649
	Skipped	30

The school is well led.

Response	Percentage	Count
Strongly Agree	25.12%	160
Agree	45.21%	288
Disagree	13.03%	83
Strongly Disagree	5.65%	36
I am unsure or unable to answer the question	10.99%	70
	Answered	637
	Skipped	42

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	20.75%	133
Agree	40.56%	260
Disagree	18.41%	118
Strongly Disagree	10.76%	69
I am unsure or unable to answer the question	9.52%	61
	Answered	641
	Skipped	38

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	11.93%	76
Agree	37.99%	242
Disagree	20.57%	131
Strongly Disagree	14.44%	92
I am unsure or unable to answer the question	15.07%	96
	Answered	637
	Skipped	42

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

Response	Percentage	Count
Strongly Agree	20.25%	129
Agree	49.92%	318
Disagree	13.66%	87
Strongly Disagree	5.81%	37
I am unsure or unable to answer the question	10.36%	66
	Answered	637
	Skipped	42

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

Response	Percentage	Count
Strongly Agree	23.43%	149
Agree	52.04%	331
Disagree	10.69%	68
Strongly Disagree	4.40%	28
I am unsure or unable to answer the question	9.43%	60
	Answered	636
	Skipped	43

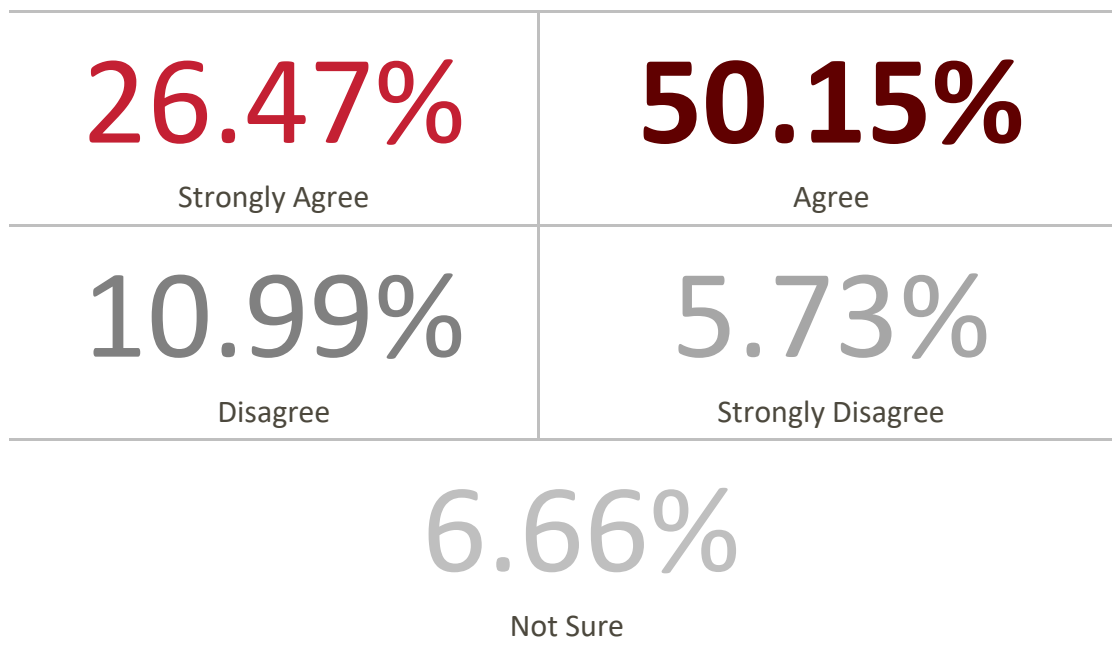
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	24.30%	156
Agree	45.79%	294
Disagree	13.24%	85
Strongly Disagree	6.39%	41
I am unsure or unable to answer the question	10.28%	66
	Answered	642
	Skipped	37

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	22.96%	146
Agree	53.62%	341
Disagree	11.32%	72
Strongly Disagree	5.97%	38
I am unsure or unable to answer the question	6.13%	39
	Answered	636
	Skipped	43

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



Response	Count
Answered	646
Skipped	33

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

