



FOLLOW-THROUGH INSPECTION REPORT

CREEK AND SPOT BAY PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
MAY 2018

Table of Contents

Introduction	2
Recommendation 1	4
Recommendation 2	6
Recommendation 3	7
Recommendation 4	8
Recommendation 5	9
Recommendation 6	11
Survey Results	13
Appendix 1	15
Appendix 2	27
Appendix 3	36
Office of Education Standards	47

Introduction

In academic year 2014-15, the Minister for Education commissioned inspections of all government schools. The purpose of the inspections was to provide a baseline assessment of the quality of teaching and its impact on students' learning. Inspectors checked the progress students made and the standards they achieved, the effectiveness of the leadership and management of each school, and the academic standards, notably in English and mathematics. The reports were published during the same academic year and are available on the government website following the link below.

<http://www.education.gov.ky/portal/page/portal/mehhome/education/baseline-inspections-reports>

In academic year 2017-18, the Office of Education Standards commenced follow-through inspections to report on the progress made by each school since the initial visits in 2014-15.

Follow-Through Inspections

During the follow-through visits, inspectors focused upon the recommendations made at the time of the initial baseline inspections. They evaluated whether the school had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory or weak.

Views of stakeholders

As part of the follow-through inspections, parents, staff and students (Y5 upwards) were invited to comment upon the work of the school by completing an on-line survey. The results from the survey are included within this report.

Follow-Through Inspection of Creek and Spot Bay Primary School

The Follow-Through Inspection of Creek and Spot Bay Primary School took place from 23rd to 25th May 2018. The inspectorate gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, examination and assessment data were also reviewed.

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%

Summary

During the Follow-Through Inspection, the inspectorate evaluated the progress that has been made by Creek and Spot Bay Primary School in addressing the 21 recommendations from the previous inspection report of 2014/15.

The inspectorate judged that there has been **satisfactory** progress overall.

Recommendation 1

To provide specific and effective support for students with special educational needs.

- Ensure that all students on the special needs register have been appropriately identified as having special needs.
- Request specialist advice for supporting more severe needs.
- Help teachers to plan more specifically for meeting the differing needs within the class.
- Consider ways of organising lessons so that groups of students are not left unsupervised.

The school had made **satisfactory** progress in addressing this recommendation.

The Department of Education Services in collaboration with the Principal had taken effective steps since the last inspection to improve the quality of support for students with special educational needs. During the current academic year, the Beacon Learning Centre had opened on the school site and this Centre provided specialist teaching for four students, including two from Creek and Spot Bay Primary School. Furthermore, since the last inspection, additional support staff had been appointed and deployed to provide one-to-one support for students in Reception to Year 6 classes.

These steps had helped establish a more suitable level of staffing and had enabled the introduction of a specialised curriculum for students with severe and moderate learning difficulties. The arrangements were effective and necessary due to the comparatively high number of students in Creek and Spot Bay Primary School with special educational needs. The special needs register indicated that around twenty per cent of the school population had been identified as requiring significant levels of support.

A number of classroom assistants provided individual assistance to students with special educational needs. In general, the support was good and most students made satisfactory progress with tasks which were often adapted to the students' differing needs. As necessary, external professional advice and guidance had been sought to provide specific support for students with additional needs. Consequently, an educational psychologist, speech and language therapists and experts in other disabilities, including hearing impairment, had been involved in assessing students and advising teaching staff.

Individual education plans had been devised for students with special educational needs. In the Beacon Learning Centre and for other students with the most significant difficulties in learning, the plans were comprehensive including reference to learning goals in English, mathematics and students' personal and social development. The targets set for each child were realistic and reviewed regularly. For students attending the Beacon Learning Centre there was scope for the plans to be co-ordinated more effectively

across agencies, particularly where there were a significant number of professionals involved in supporting the child. Plans for developmentally appropriate inclusion into mainstream education should also be formulated within all students' ongoing plans.

Students with special educational needs in the Reception to Year 6 classes were supported sensitively by staff. Relationships were good and staff were caring in their daily interactions with students. Teachers adapted activities for students with special educational needs but there was significant scope for tasks to be more closely matched to the identified goals set for each student as specified within their individual education plan. Due to the high levels of staffing, students with special educational needs were supported in different lessons and, in most cases, were successfully included in classes across all areas of the curriculum.

The school and Ministry of Education had introduced a range of intervention programmes which supported students requiring help in acquiring core skills in reading and mathematics. Various well-organised programmes were in place. The sessions were well structured and staff had received training to help deliver the diverse range of content. All interventionist staff were observed during the follow-through inspection. It was noted that students' progress was often good in the sessions though, in a minority of sessions, the behaviour of certain students was not effectively managed and this adversely affected the pace of progress made by all participating students.

Recommendation 2

To track students' progress.

- Devise a simple tracking system to understand what each student's strengths and weaknesses are.
- Help teachers to address these areas in their daily planning.

The school had made **satisfactory** progress in addressing this recommendation.

The Principal had introduced a tracking system which identified current and predicted levels of achievement for each student in the school. The approach was suitable for a small school context as there was appropriate focus upon the strengths and weaknesses of each student in reading, writing and mathematics. Teachers met with the Principal or Deputy Principal on a regular basis to review students' progress. Inspectors found that the targets set for students were challenging, ambitious but also realistic. Furthermore, in reviewing students' workbooks and assessment information for each child, inspectors found that progress in core areas of learning over the academic year had been at least satisfactory in core subjects.

Teachers, however, made insufficient use of assessment information and students' targets in their planning at a weekly and termly level. Books were marked on a regular basis but there was insufficient information and responsibility given to students, particularly at Key Stage 2, to help all students reach their predicted levels of achievement. Students were not consistently aware of what they needed to do to reach the next level of achievement in their work. Regular 'conference' sessions between teachers and students were held and this provided some guidance to students but, in day-to-day practice, there was insufficient reference made to individual students' National Curriculum level goals and next steps in learning.

Recommendation 3

To monitor the teaching and learning more effectively.

- Use the inspection handbook for examples of good practice.
- Focus on the impact that the teaching has on students' learning.
- Share good practice and seek the relevant support for weaker aspects.

The school had made **satisfactory** progress in addressing this recommendation.

Thirty-four lessons were observed during the follow-through inspection. All home-room and specialist teachers, as well as those staff leading intervention programmes were observed. Most lessons were satisfactory or better though there remained a significant minority of classes where the quality of teaching required improvement. Overall, from Year 1 to Year 6, inspectors found lessons to be well organised and effectively managed. There had been an increase in the number of staff allocated to the school and a greater number of classroom assistants were in place to offer support to students with additional needs. Students' books were marked regularly and, in most cases, teachers had sufficiently high expectations from their students regarding the presentation of work and completion of tasks.

Across the school, inspectors noted that activities prepared by teachers were age-appropriate and carefully planned. However, these tasks were not consistently engaging or relevant to the students' interests or experience. There was significant scope for teachers to plan activities which linked to topics of interest to students and which had a meaningful, authentic and purposeful context. The Principal and Deputy Principal had developed an appropriate range of strategies to monitor the quality of teaching in the school. These included formal and informal lesson observations and a review of students' workbooks. The Deputy Principal was also Lead Numeracy Teacher and therefore managed the arrangements to monitor standards in mathematics. Weak teaching had been correctly identified in the school and support for the teachers concerned had been implemented. Although the programme for monitoring and evaluation was in place it had not yet been fully successful in addressing inconsistencies in teaching quality, particularly at Reception and Key Stage 1. Arrangements to monitor standards and the quality of teaching in science were under developed.

During the follow-through inspection, it was noted that there was no evident dress code in place for staff and this required review by the Principal in collaboration with officers from the Ministry of Education.

Recommendation 4

To improve the management structure.

- As long as the school is on two sites, allocate specific responsibilities to the deputy head for the running of the junior site.
- Make an application for the hiring of an additional person who is capable of teaching Year 6 when the deputy has to be out of the class.
- Allocate specific responsibilities to the lead literacy and numeracy teachers, including assisting with the monitoring of teaching and learning and the effective tracking of students' progress, and ensure that sufficient non-teaching time is available.

The school had made **satisfactory** progress in addressing this recommendation.

Following the last inspection, the management structure of the school had been revised. Two Deputy Principals had been appointed, as well as two Key Stage Co-ordinators, a Lead Literacy and a Lead Numeracy Teacher. The school operated on two sites and the two Deputy Principals provided support to the Principal in overseeing the day-to-day management of the Junior and Infant Departments.

An additional member of staff was in place within the Year 6 class. The Principal and Ministry of Education should review the current arrangements to ensure that the class is supervised by a qualified teacher at all times.

Core responsibilities for the leadership team were stated within the school organisational chart. The Lead Literacy and Lead Numeracy Teachers monitored the quality of teaching in English and mathematics. The Lead Literacy Teacher had conducted lesson observations and since the start of the school year had facilitated training sessions for staff which focused on students' writing and moderation of academic standards. The Lead Numeracy Teacher, similarly, had undertaken classroom observations with officers from the Ministry of Education to check the quality of teaching in mathematics.

The Ministry of Education had put in place plans to further enhance the management structure in September 2018 with the appointment of a non-teaching Deputy Principal. The remit and job description for the Deputy Principal required review to ensure assignment of strategic duties and appropriate levels of whole school responsibility to support the Principal.

Recommendation 5

Recommendations for improving the standards of English.

- Raise teachers' expectations of what students can achieve.
- Provide more support for students with special needs, especially in the current Year 3.
- Make more frequent use of the library on each site to promote reading for enjoyment.
- Provide regular opportunities for students to correct their own work by teaching them how to edit and re-draft their writing.
- Allocate responsibility to the lead literacy teacher for monitoring progress in the teaching and learning in English.

The school had made **satisfactory** progress in addressing this recommendation.

Overall, standards of achievement in English were satisfactory across Years 1 to 6. Teachers had set targets for students' work and predicted end of year outcomes in writing were good for students in Key Stage 2 classes. Standards in reading were broadly in line with expected levels though the number of students achieving at the highest level had increased from previous years.

In most of the English classes observed, students made satisfactory progress against the learning objectives set for them in lessons. Most teachers shared the lesson objectives and success criteria so that students understood the purpose for learning.

Whilst teachers demonstrated secure subject knowledge and were confident in their delivery, most did not provide students with sufficient opportunity to take responsibility for their own learning. At times, lessons were over directed and students were too often passive learners listening to teachers' extended talk and not required to find out information for themselves. In most of the lessons observed students were good listeners and responded appropriately to text and video stimuli. In the most successful lessons, students were guided in applying their critical thinking skills and were encouraged to reflect on the relevance of texts to their own personal circumstances. For example, in an English lesson in a Key Stage 2 class, a student ably described a personal experience which demonstrated her understanding of the idiom 'a close call'. In other classes, however, teachers made insufficient use of the students own experiences to engage their interest and motivation. For example, in a Key Stage 1 class, students were required to write about a favourite toy but did so without the benefit of real objects to make their learning experience more meaningful. In addition, the activities in the Reception class were not effectively organised to support children's learning and the absence of clear routines affected the pace of the lessons and students' overall progress.

Across the year groups, many students engaged in a variety of writing activities including narrative, recount, procedural and letter writing. In the majority of the English lessons observed, students had limited opportunities to read aloud to develop their reading fluency and expression. Although most rooms had class libraries, these were not well utilised in most lessons. Additionally, the two school libraries were not fully functional and most students did not benefit from structured library sessions to promote reading and the enjoyment of books.

In most classes, students' work was marked regularly and many teachers wrote instructional comments to help students understand what they did well and to guide them in making improvements. There were instances, however, when teachers failed to identify and correct errors in students' work. In a few classes, colourful posters were displayed which reminded students to self-correct their work and students benefited from peer review and conferencing as well as other techniques to help draft and edit their work. Overall, samples of students' writing, particularly from Years 3 to 6, were of good quality and well-presented and many students effectively used good strategies to help organise their writing.

Recommendation 6

Recommendations for improving the standards of mathematics.

- Provide more activities to engage and extend the more able students.
- Find ways to assess students' understanding of pre-requisite skills, and adjust lessons to build these skills before moving them on.
- Assess the impact of the strategies used to build basic mathematics facts. Provide students with more problem-solving activities where they can apply these skills in a meaningful way.
- Set aside time for the monitoring of teaching and learning of mathematics across the school. This should be done in conjunction with careful analysis of performance data, sharing of good practice and implementation of strategies to help underachievers.

The school had made **satisfactory** progress in addressing this recommendation.

Standards in mathematics were judged to be satisfactory. In certain year groups, including Year 5 for example, levels of achievement were good and end of year assessment results for 2017-18 were predicted to be better than in previous sessions. In observed lessons, students' skills and knowledge were found overall to be satisfactory, with strengths in students' mental calculation skills in Years 5 and 6.

The number of students achieving above expected levels was noted to be higher than in previous years, particularly in the upper stages of the school. Regular screening of students in Years 2 and 3 provided good information for staff to help implement the mathematics recovery programme for younger students. This remedial provision allowed focused, small group support for Key Stage 1 students. The programme had been successful in ensuring students who had struggled with core skills in number were provided with individual assistance which helped address misconceptions and lack of confidence. It was noted that, for academic year 2017-18, by the end of Year 3, most students were on track to achieve at or above expected levels in mathematics.

A review of the students' exercise books showed good coverage of mathematical topics across the year. Also, in many classes, at the start of each mathematics lesson, teachers included time for students to practise their mental calculation skills. Although the quality of teaching in mathematics was found to be satisfactory from Years 1 to 6, there were too few opportunities for students to apply their mathematical skills in purposeful and authentic contexts. A positive example, in Key Stage 2, was noted when the students were required to identify acute, obtuse and reflex angles within their school environment. Other similar opportunities were missed by teachers in other classes and this did, at times, impact upon the quality of students' learning, their engagement and the level of challenge in mathematics lessons.

Tasks in mathematics were not consistently well matched to the wide range of learning needs in each class. In particular, although students with special educational needs were often supported by additional staff, higher achieving students were not sufficiently challenged with appropriately adapted tasks or lines of enquiry to meet their learning needs.

The Deputy Principal also undertook the remit of Lead Numeracy Teacher across the school. With the support of the Principal and officers from the Ministry of Education, standards of achievement and teaching quality in mathematics had been monitored and reviewed. Evaluations of teaching quality within the schools' internal review were positive but did not make sufficient use of performance data to evaluate the impact of teaching and the relative progress of students across the school.

Survey Results

36 parents, 17 staff and 20 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 classes completed the survey. Most agreed that their children were making good progress in English, mathematics, science and other subjects. Almost all felt that their children were helped to develop good environmental understanding. Most parents considered the quality of teaching to be good and stated that their children enjoyed lessons. Most parents considered the amount of homework given to be appropriate. With regard to incidents of bullying, a significant minority of parents were unsure about how effectively cases were dealt with. Nevertheless, almost all parents stated that their children were treated fairly and most judged that the school responded appropriately to parental concerns. Almost all agreed that the school was well led and expressed satisfaction with the quality of education provided by Creek and Spot Bay Primary School.

Most of the staff that completed the survey had worked in the school for three years or more. They expressed high levels of satisfaction with the leadership of the school and with the quality of resources and professional development at Creek and Spot Primary School. All believed that the school offered a good quality of education and, in their written comments within the survey, stated that strengths of the school included staff teamwork and the support provided for students. Most staff felt that the students were treated fairly and that incidents of bullying, when they occurred, were dealt with effectively. A significant minority of staff referred to low levels of attendance at parents meetings but stated also that the school enjoyed positive links with the community.

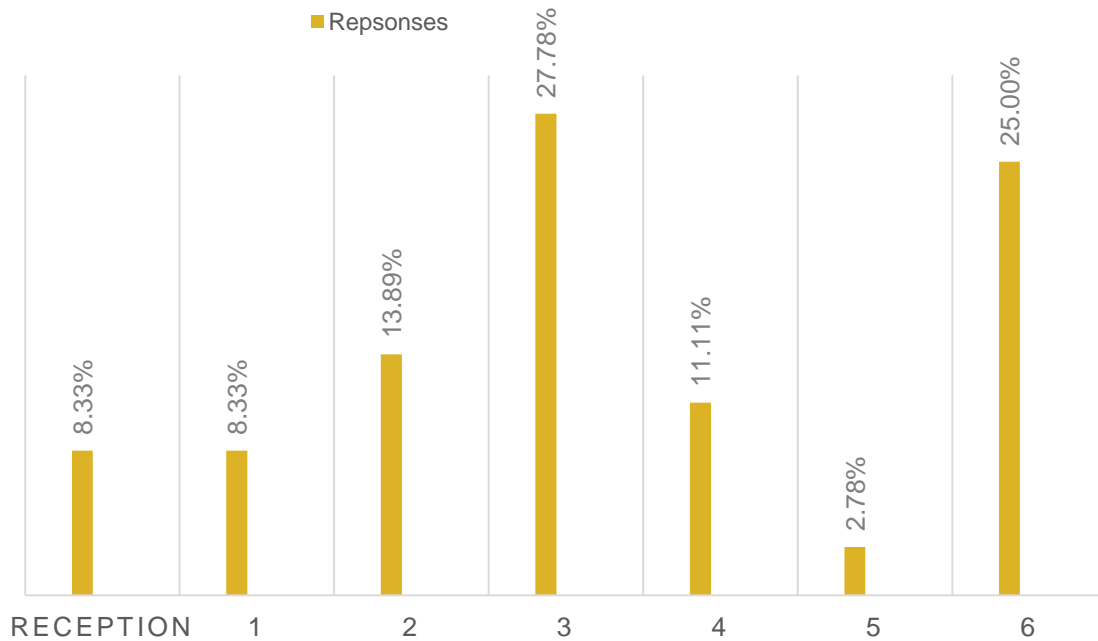
All Y5 and Y6 students completed the survey. They were very positive about their school and expressed high levels of satisfaction regarding the quality of teaching and the care they received from staff. Almost all believed that they were making good progress in English, mathematics, science and other subjects. All stated that they enjoyed lessons and that the quality of teaching was good. All students felt that they received the right amount of homework and noted that their teachers provided them with regular reports and assistance to improve their learning. All students stated that they felt safe and cared for at the school. In their written comments within the survey, students emphasised that they found their lessons at Creek and Spot Bay Primary School to be fun. As one student stated, 'This school is helping in a way I can appreciate because I have learned more than I did before in other schools. I absolutely love it.'

What happens next?

As overall progress has been judged as **satisfactory** there will be no further Follow-Through Inspection of the school. The school will receive a full inspection from the Office of Education Standards within the next four year-cycle, which commences from September 2018.

Office of Education Standards | Parent Survey 2018

In which grade/year is your eldest child?



Response	Count
Answered	36
Skipped	2

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

Response	Percentage	Count
Less than one year	14.29%	5
More than one year but less than three years	34.29%	12
More than three years	51.43%	18
	Answered	35
	Skipped	3

What is your nationality?

78.38%

Caymanian

21.62%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	31.58%	12
Agree	52.63%	20
Disagree	2.63%	1
Strongly Disagree	5.26%	2
I am unsure or unable to answer the question	7.89%	3
	Answered	38
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	34.21%	13
Agree	55.26%	21
Disagree	2.63%	1
Strongly Disagree	5.26%	2
I am unsure or unable to answer the question	2.63%	1
	Answered	38
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	7.89%	3
Agree	76.32%	29
Disagree	5.26%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.53%	4
	Answered	38
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	28.95%	11
Agree	60.53%	23
Disagree	5.26%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.26%	2
	Answered	38
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	8.11%	3
Agree	67.57%	25
Disagree	8.11%	3
Strongly Disagree	2.70%	1
I am unsure or unable to answer the question	13.51%	5
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	27.03%	10
Agree	67.57%	25
Disagree	2.70%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.70%	1
	Answered	37
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	21.62%	8
Agree	75.68%	28
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.70%	1
	Answered	37
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	44.44%	16
Agree	44.44%	16
Disagree	2.78%	1
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	5.56%	2
	Answered	36
	Skipped	2

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	19.44%	7
Agree	69.44%	25
Disagree	2.78%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	3
	Answered	36
	Skipped	2

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	36.11%	13
Agree	58.33%	21
Disagree	2.78%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.78%	1
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	30.56%	11
Agree	52.78%	19
Disagree	2.78%	1
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	11.11%	4
	Answered	36
	Skipped	2

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	20.00%	7
Agree	68.57%	24
Disagree	2.86%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.57%	3
	Answered	35
	Skipped	3

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	25.00%	9
Agree	63.89%	23
Disagree	8.33%	3
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	36
	Skipped	2

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	36.11%	13
Agree	55.56%	20
Disagree	2.78%	1
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	2.78%	1
	Answered	36
	Skipped	2

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	30.56%	11
Agree	58.33%	21
Disagree	2.78%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	3
	Answered	36
	Skipped	2

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	22.22%	8
Agree	63.89%	23
Disagree	2.78%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	4
	Answered	36
	Skipped	2

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	22.22%	8
Agree	63.89%	23
Disagree	0.00%	0
Strongly Disagree	5.56%	2
I am unsure or unable to answer the question	8.33%	3
	Answered	36
	Skipped	2

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	20.00%	7
Agree	42.86%	15
Disagree	17.14%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.00%	7
	Answered	35
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	13.89%	5
Agree	69.44%	25
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	16.67%	6
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	27.78%	10
Agree	58.33%	21
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.89%	5
	Answered	36
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	38.89%	14
Agree	55.56%	20
Disagree	2.78%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.78%	1
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	30.56%	11
Agree	55.56%	20
Disagree	5.56%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	3
	Answered	36
	Skipped	2

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	38.89%	14
Agree	50.00%	18
Disagree	5.56%	2
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	2.78%	1
	Answered	36
	Skipped	2

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	22.22%	8
Agree	58.33%	21
Disagree	0.00%	0
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	16.67%	6
	Answered	36
	Skipped	2

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	36.11%	13
Agree	58.33%	21
Disagree	2.78%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.78%	1
	Answered	36
	Skipped	2

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	27.78%	10
Agree	58.33%	21
Disagree	2.78%	1
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	8.33%	3
	Answered	36
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	19.44%	7
Agree	63.89%	23
Disagree	5.56%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	4
	Answered	36
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	13.89%	5
Agree	72.22%	26
Disagree	2.78%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	4
	Answered	36
	Skipped	2

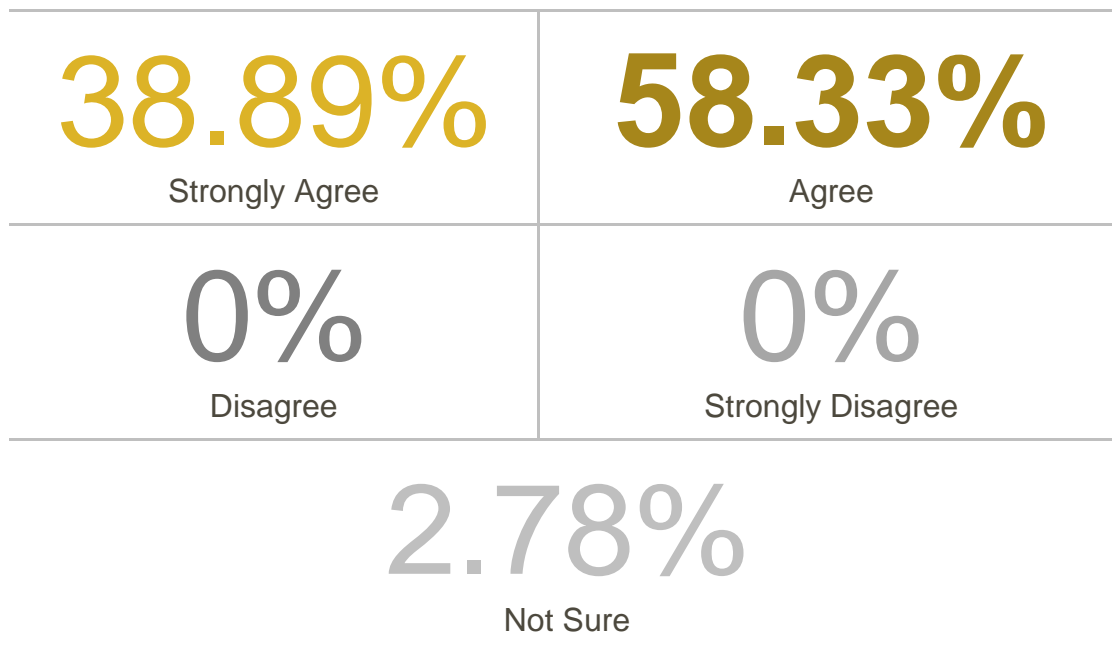
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	27.78%	10
Agree	61.11%	22
Disagree	0.00%	0
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	8.33%	3
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	27.78%	10
Agree	61.11%	22
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	4
	Answered	36
	Skipped	2

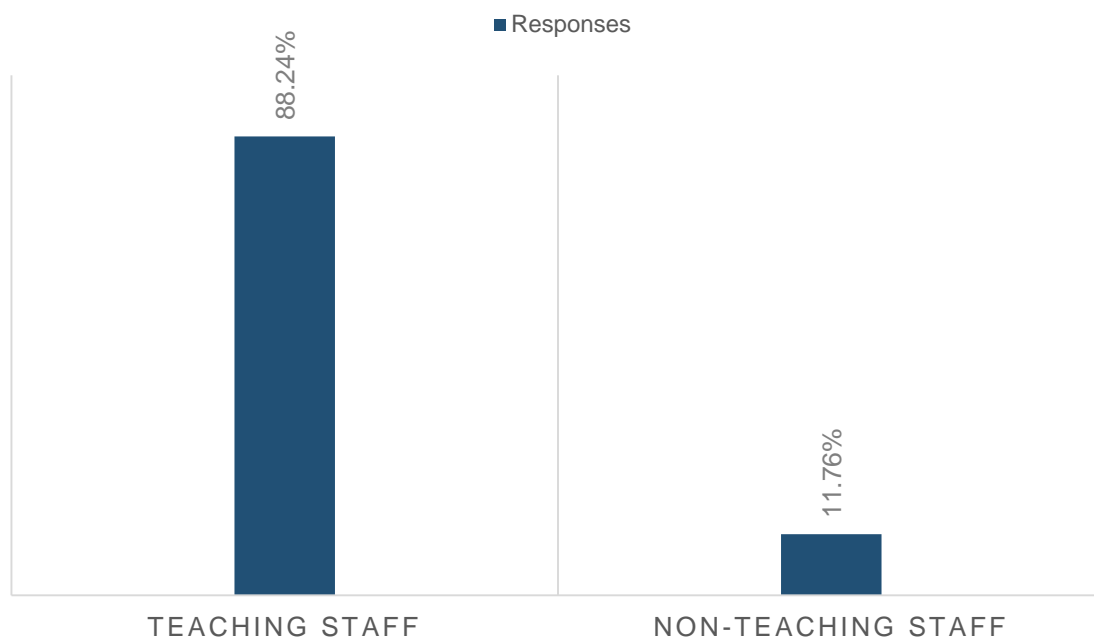
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	36
Skipped	2

Office of Education Standards | Staff Survey 2018

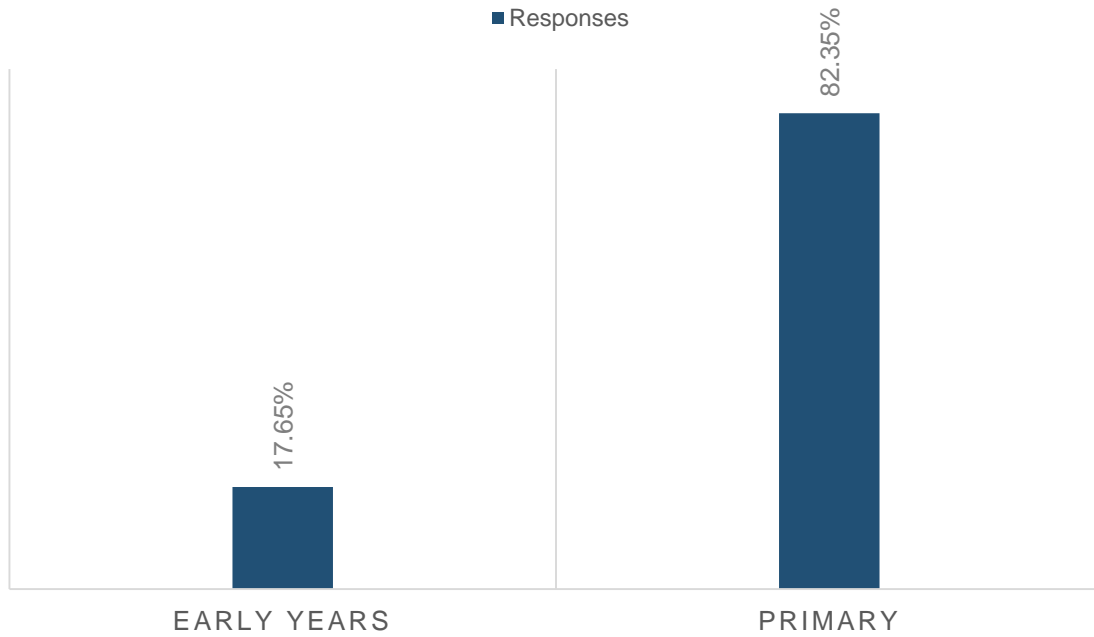
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	5.88%	1
More than one year but less than three years	23.53%	4
Three years or more	70.59%	12
	Answered	17
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

70.59%

Caymanian

29.41%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	23.53%	4
Agree	64.71%	11
Disagree	11.76%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	11.76%	2
Agree	64.71%	11
Disagree	17.65%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	11.76%	2
Agree	82.35%	14
Disagree	5.88%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	17.65%	3
Agree	76.47%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	5.88%	1
Agree	52.94%	9
Disagree	23.53%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.65%	3
	Answered	17
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	23.53%	4
Agree	70.59%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	23.53%	4
Agree	70.59%	12
Disagree	5.88%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	5.88%	1
Agree	82.35%	14
Disagree	5.88%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	23.53%	4
Agree	70.59%	12
Disagree	5.88%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	35.29%	6
Agree	47.06%	8
Disagree	0.00%	0
Strongly Disagree	11.76%	2
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	17.65%	3
Agree	76.47%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41.18%	7
Agree	47.06%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	17.65%	3
Agree	58.82%	10
Disagree	5.88%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.65%	3
	Answered	17
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	11.76%	2
Agree	70.59%	12
Disagree	11.76%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	11.76%	2
Agree	70.59%	12
Disagree	11.76%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	5.88%	1
Agree	64.71%	11
Disagree	23.53%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	76.47%	13
Disagree	11.76%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	5.88%	1
Agree	82.35%	14
Disagree	5.88%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	0

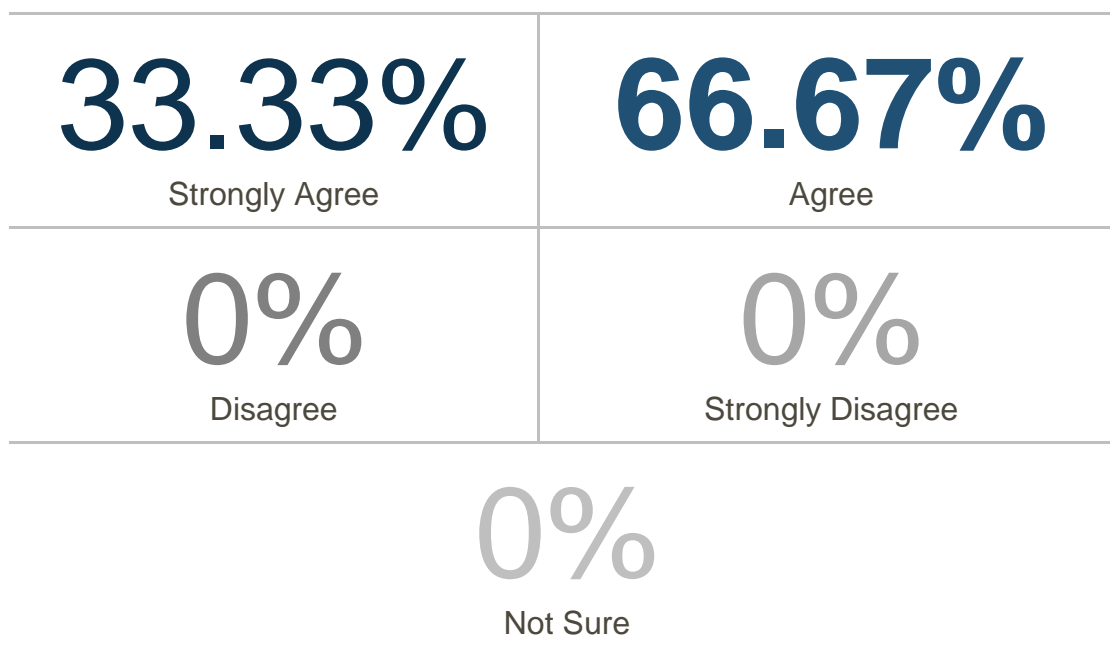
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	23.53%	4
Agree	70.59%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	17.65%	3
Agree	76.47%	13
Disagree	5.88%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	0

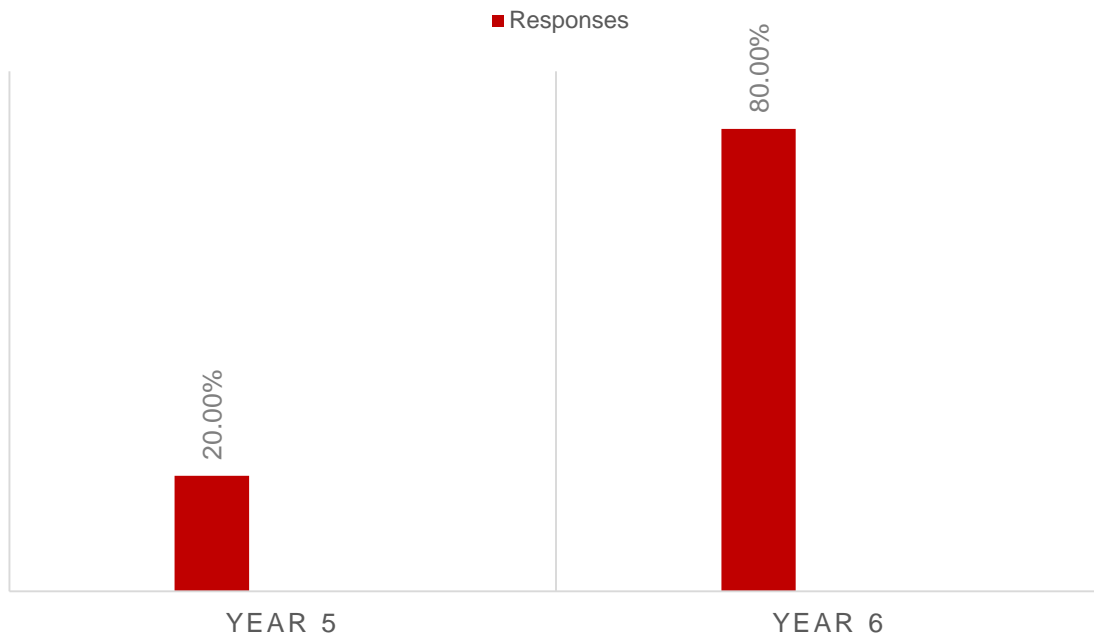
Overall, this school provides a good quality of education.



Response	Count
Answered	15
Skipped	2

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

50%

Caymanian

50%

Non-Caymanian

Please state your gender.

10

Boys

10

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	85.00%	17
Agree	10.00%	2
Disagree	0.00%	0
Strongly Disagree	5.00%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	80.00%	16
Agree	15.00%	3
Disagree	5.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	55.00%	11
Agree	45.00%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	65.00%	13
Agree	35.00%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	45.00%	9
Agree	50.00%	10
Disagree	5.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	80.00%	16
Agree	20.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	55.00%	11
Agree	45.00%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	70.00%	14
Agree	30.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	80.00%	16
Agree	15.00%	3
Disagree	5.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	85.00%	17
Agree	15.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	78.95%	15
Agree	21.05%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	19
	Skipped	1

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	75.00%	15
Agree	25.00%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	75.00%	15
Agree	25.00%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	90.00%	18
Agree	10.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	89.47%	17
Agree	10.53%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	19
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	90.00%	18
Agree	10.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	65.00%	13
Agree	35.00%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	70.00%	14
Agree	30.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	85.00%	17
Agree	5.00%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	2
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	85.00%	17
Agree	10.00%	2
Disagree	5.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	85.00%	17
Agree	15.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	55.00%	11
Agree	45.00%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	80.00%	16
Agree	20.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	80.00%	16
Agree	20.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	90.00%	18
Agree	10.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	85.00%	17
Agree	15.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

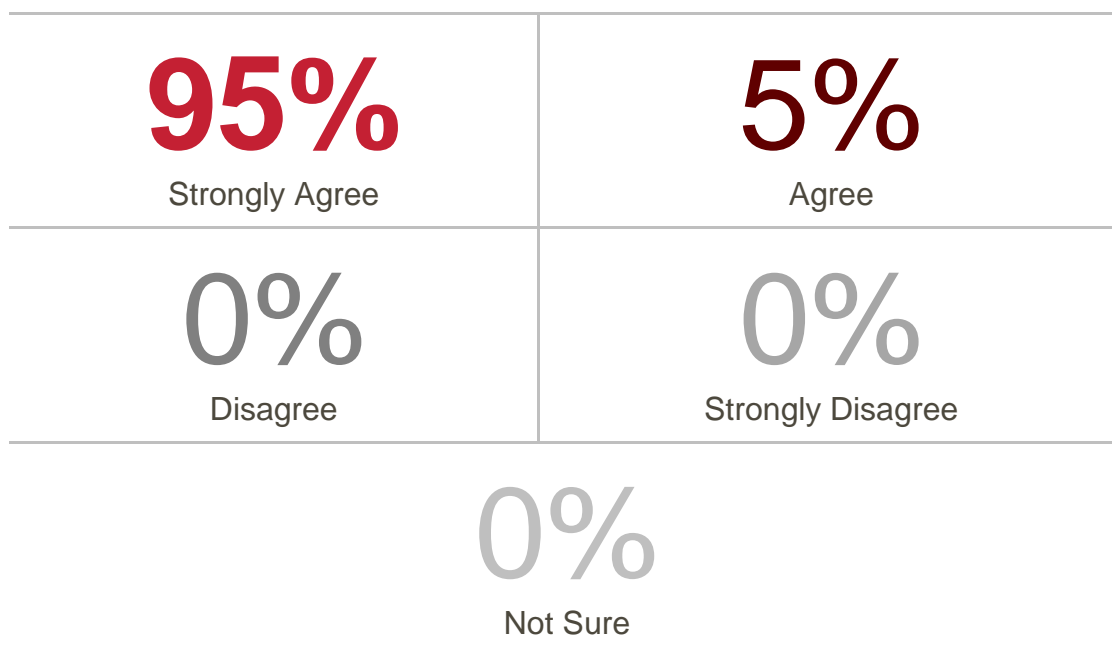
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	90.00%	18
Agree	10.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	100.00%	20
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	20
	Skipped	0

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



Response	Count
Answered	20
Skipped	0

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.pocs.gov.ky

