



INSPECTION REPORT

EAST END PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
January 2020

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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 East End Primary School

Name of school	East End Primary School
Address	17, Eastland Drive, East End, Grand Cayman.
Telephone	345-947-7428 or 345-938-8971
E-mail address	Allison.Greaves@gov.ky
School Website	https://schools.edu.ky/eep/Pages/Home.aspx
Principal	Ms. Allison Greaves
School day timing	Mon-Fri 8:00-3:00 pm
Age range of students	Age 4 to 11 years
Number of students	88
Number of teaching staff	7
Number of support staff	5
Date of last inspection	March 2015

The context of the school

East End Primary School is located in the rural community of East End, a small coastal district in Grand Cayman. Classes ranged from Reception to Year 6. The school was previously inspected in March 2015 and graded unsatisfactory. East End Primary School then had two follow-through inspections in March 2018 and November 2018. Both follow-through inspections judged that the school had made satisfactory progress in meeting the recommendations from the previous inspection.

The current Principal has been in the position since 2009. The Deputy Principal was appointed in 2018. The teaching staff comprises of seven teachers and five teaching assistants. One assistant doubles as the school librarian. The school also had a fulltime SENCO (Special Needs Co-ordinator) who had been recently appointed.

There were 90 students on roll but only 88 were attending. The school's curriculum used the following phases;

- Reception;
- Key Stage 1 (Years 1 to 2);
- Key Stage 2 (Years 4 to 6).

For the purposes of this report inspectors provided one judgment for the whole school encompassing all three phases.

From Year1 to Year 6, the school followed the recently introduced Cayman Islands National Curriculum. The Cayman Islands Early Years Curriculum framework was used in the Reception class.

The mission of the school is to promote high expectations for academic success and excellence.

Key strengths

The inspection identified the following key strengths of the school.

- Teaching in the Early Years phase was good because it met the needs of all the students and progress was strong.
- Leaders knew the school's strengths and areas to improve well because self-evaluation and improvement planning processes were evidence based and reviewed regularly. All stakeholders were committed to the school's ethos.
- The school was well resourced with qualified staff and effective resources for learning that teachers deployed well to deepen student understanding of key concepts.
- The curriculum was broad and balanced and was enriched well with local sports, arts and a range of visits, including to a local church, Health City and the Botanic Park.

Recommendations

The inspection identified the following priority areas to improve.

- Raise attainment in all core subjects by:
 - implementing the new primary curriculum to ensure the pace of coverage is faster;
 - using the new termly progress tests to identify and remediate any gaps in students learning;
 - increasing the time spent on practical problem-solving activities
 - increasing the opportunities for extended writing;
 - improving student's fluency with arithmetic.
- Improve progress in science by:
 - linking new learning to prior learning in each lesson;
 - embedding scientific vocabulary in students' explanation and recording of key concepts and findings;
 - improving the independence with which students undertake scientific enquiry and research skills;
 - securing strong cross-curricular links with mathematics and English.
- Improve teaching in Key Stage 2 by:
 - planning to meet the needs of all students, especially the more able students;
 - improving the use of open and challenging questioning;
 - ensuring that next steps in teachers' feedback are curriculum focused and that students understand their next steps and respond to them;
 - planning more time in lessons for students to lead their own learning;using learning support plans to adapt teaching to the needs of students with SEN.

Summary

Overall Evaluation

East End Primary School was graded satisfactory because the school had few significant weaknesses. Weak judgements were attainment in English and mathematics, along with both science attainment and progress which were also evaluated as weak. A contributing factor was the school not having time to fully implement the curriculum introduced in September 2019.

Most of the quality indicators were judged satisfactory including; teaching, leadership, and student's progress in English and mathematics.

Since the previous unsatisfactory inspection in March 2015 the school had improved in several key aspects, particularly in the last 18 months. These key aspects include student's behaviour, the breadth and balance of the curriculum and the standards of teaching. Attainment has also improved over the last three years, but remained weak in 2019.

The school was graded good in terms of self-evaluation and improvement planning, deployment and use of resources for learning.

Achievement

Students' attainment in relation to international standards	Primary
Attainment in English	Weak
Attainment in mathematics	Weak
Attainment in science	Weak

Overall students' attainment in English was weak. In the 2019 government tests at Key Stage 2 only a majority performed at the expected standard in reading and writing. In the December 2019 assessments, attainment in English was variable. Almost all Years 1, 2 and 6 students attained at or above the expected standard in reading. However, only the majority of Year 3 and 6 students performed at the expected standard. Most students in the Reception class achieved at or above the expected standards in writing and reading because they could form both letters and numbers and write their name. A majority of the Year 1 could decode words by applying their phonics knowledge. In the other classes only a majority of students could write with accurate punctuation, including direct speech by the end of year 4. Over the last three years students' Key Stage 2 attainment in English has improved but remained weak.

Students' attainment in mathematics was weak. In national government tests only a majority of Year 6 students had reached the required standard despite the improving trend since 2017. Attainment was satisfactory in Reception and in Key Stage 1. By the end of Reception most students could add two single digit numbers together mentally and write number sentences accurately. By the end of Key Stage 1, a majority of students understood the importance of place value when adding numbers and could add combinations of coins to make amounts. In Key Stage 2, students' attainment was more variable. The 'Daily 10' had helped improve students' mental arithmetic skills but most students lacked confidence, speed and accuracy in mental calculation. By the end of Year 6, a majority of students could accurately measure angles using a protractor and multiply decimals by whole integers.

Students' attainment in science was weak overall. In Reception and Key Stage 1 it was satisfactory but weak in Key Stage 2. In Reception, most students reached the expected standard in the 'Understanding the World' learning goals. In Year 1, assessments showed satisfactory attainment because most students could categorise items in simple terms such as the number of legs. Attainment was weak in all other year groups because only a majority of students reached the expected standard in the December 2019 assessments. Evidence from lesson observations and work scrutiny showed that only a few students were able to use scientific terminology to describe their observations. For example, in Year 4, only a few students could use terms pitch and volume accurately to describe sounds. In Year 6 only a few students could identify vertebrates and invertebrates in classifying animals.

Students' progress in key subjects	Primary
Progress in English	Satisfactory
Progress in mathematics	Satisfactory
Progress in science	Weak

Most students made satisfactory progress in English in relation to their starting points. However, few made above expected progress due to a lack of challenge for higher achieving students. In Reception and Year 1 classes, most students made acceptable gains in their knowledge and skills and were able to segment and blend letter sounds. In Key Stage 1, most knew parts of speech, used punctuation marks appropriately and context clues to make inferences and predictions in their reading. At Key Stage 2, the majority of the students made satisfactory progress. They organised their writing in paragraphs and used compound and complex sentences in their writing. Notably, the Read Write Inc. programme was leading to positive progress, especially for those receiving additional support.

Students made satisfactory progress in mathematics. However, this varied considerably from one year to the next. Students made good progress in the development of their number recognition and addition skills in Reception. Overall, students' progress was satisfactory by the end of Key Stage 1, where students calculation skills were steadily consolidated. Progress in Key Stage 2 ranged from good to weak. Where progress was good, students were given time to collaborate in pairs or groups to solve problems. They also had opportunities to demonstrate their learning to their class. Progress was better when teachers' activities closely matched to students' needs and stages of development.

Students made weak progress in science overall. In Reception progress was good, in Key Stage 1 it was satisfactory but weak by Key Stage 2. In Reception students made good progress because they enjoyed exploring at the various learning stations and could categorise animal shapes using a range of resources. Students in other year groups responded positively to the increased opportunities to investigate scientifically provided by the new curriculum. This included undertaking a range of different observations and recording their results. However, only a few students were able to follow the stages of an investigation independently because of gaps in their prior learning. Their exposure and opportunities to use new scientific vocabulary was too infrequent.

Students' personal and social development

Promoting students' personal and social development	Primary
Positive behaviour for good learning	Satisfactory
Students' civic and environmental understanding	Satisfactory

Students' behaviour for learning was satisfactory. Most students were courteous in their interactions with adults and their peers. They worked purposefully in lessons; and when placed in pairs or groups most worked co-operatively. Relationships between staff and students were respectful. Teachers created a safe and supportive environment for learning. Most students knew the school rules and were aware of the consequences if they violated them. Teachers used the school's praise policy well to motivate students and modify behaviour. Most students adhered to the school's uniform policy and were punctual to school and lessons. The average attendance was satisfactory for each term at 95%.

Students' civic and environmental understanding was satisfactory in all phases. A majority of students spoke confidently about aspects of Caymanian heritage and could identify the symbols on the coat of arms, some national heroes as well as the names of the current governor and Premier. However, their knowledge of the conservation of heritage in relation to cultural identity was limited. A majority of students were able to speak about the protection of the starfish at Starfish Point as well as the tradition of turtle releases by the Turtle Farm. Most students participated in local field trips as well as Ministry of Education initiatives. Most of students actively participated in the Monday morning assembly by singing the National Song, the East End Primary school song and joining in prayer. Christian ethos was strong in classrooms, with regular prayers. The 'plastics' recycling campaign, introduced by the Student Council, was showing good progress and awareness school wide. Only a few students were aware of wider environmental issues, such as climate change.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Primary
Teaching	Satisfactory
Learning	Satisfactory
Assessment	Satisfactory

Teaching was satisfactory overall but good in Reception. Teachers supported and encouraged students to do their best. Teachers deployed classroom assistants with clear instructions to support individual students. Opportunities for students to problem solve were increasing. In a Key Stage 2 lesson students worked collaboratively to solve multi-step mathematical problems. The teaching of reading was effectively organised in Reception and Key Stage 1, resulting in children steadily improving their reading and vocabulary skills. The quality of teaching was weak in a minority of lessons because work was not challenging enough. In English weak planning in a minority of lessons led to lengthy teacher explanations and a lack of pace significantly reduced the time students spent practising skills independently. Whilst the teaching of scientific enquiry skills had improved, teachers did not use their subject knowledge well enough to secure students' understanding of scientific vocabulary or facilitate good quality enquiry skills. In the examples of good teaching in mathematics, teachers' explanations were succinct and activities used concrete resources to deepen understanding. Teachers' use of learning support plans to plan lessons was developing. The teaching of other subjects was satisfactory overall. Inspectors observed the teaching of art, music, social studies, computing and physical education. Teaching of music was good in Reception as was art in Key Stage 1.

Learning was satisfactory overall but was good in Reception. Most students demonstrated positive attitudes to learning and were enthusiastic when given the opportunity to work independently, in pairs and in groups. In Reception most students applied their skills, knowledge and understanding to challenging tasks. However, this type of learning was not routine in all classes. When teaching was not matched to their needs or abilities, students became restless and disinterested. A few teacher introductions were too lengthy, and students became disengaged and lost motivation. When students' learning was weak there was a lack of questioning that targeted students of different levels of ability and questions did not require students to think hard or to respond in sentences.

Assessment was satisfactory. Most teachers knew their students well. There were effective systems in place to check students' attainment and progress in core subjects. Where assessment practice was strongest, senior leaders used the new progress test information to plan additional support for students, such as literacy support or phonics. However, teachers did not consistently use assessment information to plan strategies to support students of different levels of ability in their lessons. Teachers gave students positive feedback and the marking of students' work in books was regular and consistent. However, there was little advice about next

steps for students learning. Where teachers did give helpful suggestions for improvement, students did not follow them up consistently because they were not given time in lessons to respond.

Curriculum

Offering a curriculum that meets the educational needs of all students	Primary
Curriculum	Satisfactory

The quality of the curriculum was satisfactory. Teachers planned the new curriculum together with teachers from another local school. As a result, medium and long-term plans were being developed in line with the Cayman Islands Early Years and the new primary National Curriculum. The new Early Years curriculum was being implemented well. The new curriculum for the primary phase was being implemented in a satisfactory manner as the staff were not yet fully familiar with the content. The introduction of a new literacy scheme for the early years and Key Stage 1 has had a very positive impact on the development of early reading skills and vocabulary development. The appointment of a Special Educational Needs Co-ordinator (SENCO) had enhanced curriculum provision and enabled identified students to receive additional support and guidance. Students benefited from specialist teaching in music, physical education and Spanish and had regular library and information and communication technology lessons. There was a good range of extra-curricular activities and uptake was good. Students enjoyed participation in local sports, arts and cultural events and with some success in fixtures and competitions. Staff planned a range of visits, including to a local church, an old people's residential home, Health City and the Botanic Park. Visitors to the school enhanced students' learning including a parent who supported Year 6 students' understanding about electricity. The curriculum will be strengthened if teachers plan clear cross-curricular links between mathematics, English and other subjects.

Safety and support

Keeping our students safe and always supported	Primary
Health and safety	Satisfactory
Support and guidance	Satisfactory

Health and safety were satisfactory because school leaders had established effective policies and procedures to ensure the safety and well-being of students. The premises were secure with a security guard monitoring visitors' arrival. The building and premises were hygienic and well maintained. School leaders and the facilities manager conducted regular maintenance checks and record keeping was routine and precise. There was no current fire safety certificate as a fire service inspection had not been carried out. School leaders ensured safeguarding arrangements were robust and that all staff were trained in child protection. In the surveys, a majority of students and parents stated that students were safe and well supported at school. The majority of students participated in regular physical activity through planned weekly timetabled provision and extra-curricular activities such as netball, basketball, swimming, and track and field activities. School leaders advised students about healthy living and ensured that the school canteen served a variety of fruits. However, not all students practiced healthy eating.

Support and guidance were judged satisfactory. Relationships were positive between staff and students. Teachers and support staff knew most of their students' learning needs well. As a consequence, most students requiring support benefitted from appropriate interventions. School leaders had implemented incentives such as 'Classroom of the Month' and 'Star Students' to help improve students' behaviour and attendance. Teachers used these rewards well to modify behaviour and well-established systems monitored their impact and student attendance. Satisfactory arrangements were in place to support the smooth transition of students to the next phase of their learning. Effective systems and procedures were in place to support students with additional needs, but teachers were not consistently using the learning support plans (LSP) to meet students' needs. There was also scope to further strengthen arrangements for communicating with parents regarding their children's learning needs with more frequent reviews of LSP targets. Recently designed systems for tracking students' progress were beginning to help senior leaders adapt the curriculum for individuals but teachers were not yet able to make best use of this information.

Leadership and management

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

Leadership was satisfactory. The Principal provided a clear sense of direction through the school improvement plan and effective performance management. Leadership capacity was improving with the appointment of new middle leaders. Since the previous inspection there had been significant improvements in key aspects of performance including teaching standards, behaviour, curriculum breadth and school self-evaluation. The school now had systems for monitoring teaching and learning and student's attainment against international standards. The middle leaders responsible for core subjects and the SENCO were clear about their roles and had leadership time to monitor their subjects. However, since they had just been in post since September 2019, there had not been enough time for their impact to be secured. The school's capacity to improve was increasing as leaders became more confident with the significant recent changes, but standards in Key Stage 2 were yet to reach international levels.

Self-evaluation and improvement planning were good. Self-evaluation processes were comprehensive, giving leaders a good understanding of the school's strengths and weaknesses. The school's termly process of monitoring teaching had been carried out systematically and the school self-evaluation was built on this evidence. The school's action plan was detailed and addressed the main weaknesses of the school. Leaders had clear plans for improving the practice of weaker teachers, resulting in teaching improving from unsatisfactory at the previous inspection. There had been good progress in addressing all the recommendations from the baseline inspection in March 2015 because behaviour, teaching, data management and the curriculum were now satisfactory. Leaders' self-evaluation and improvement processes had yet to impact sufficiently on Key Stage 2 attainment but there was an improving trend.

Links with parents and the community were satisfactory. The school had a Parent-Teachers Association that worked in partnership with the school to raise standards through its fund-raising efforts. The school communicated well with parents who felt that staff were always available to discuss their children's progress. Parents were given regular reports about how their children were doing, both at formal points in the year and informally on an ongoing basis. The school had strong links with other schools in its cluster. These were used to improve key aspects of performance. Teacher inputs to parent meetings were not sufficiently informative and

explanations to parents of the next steps in their children's learning were not always specific enough.

Staffing and the learning environment were good. All teaching staff were well qualified, with a suitable number of support staff for the size of the school. Recent retention levels were good. The premises were hygienic, welcoming and well maintained. There was a well-used library that has recently been complemented by excellent age-appropriate reading texts. Mathematics teachers had resources to aid students' understanding and all science lessons had a wide range of investigative tools. The assistant teachers were well deployed and had a positive impact on learning. The school had enough laptops to enable students to use them regularly and effectively. Teachers made good use of technology in their lessons.

Survey results

Thirty-one parents, six staff and 28 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

All parents felt that reports on their children's progress were regular and informative. Almost all parents agreed that progress in English, mathematics, science and other subjects was good. Additionally, almost all stated that their children were developing a good sense of responsibility as a member of the wider community and thought that their children had developed a good understanding of the environment. Almost all parents judged that the quality of teaching was good and parents' meetings were useful. Most parents agreed that students enjoyed lessons because they inspired them to learn and that homework, extra-curricular activities, subject choices and safety at school and on the bus were good. Most parents felt the school was well led and that leaders involved them in improvement planning. Most parents believed that staff were qualified, provided a good quality of education and had good resources. Only the majority of parents felt students behaved well or that bullying was well managed. A similar proportion felt career choices and management of special educational needs were good. The majority of parents agreed that provision for extra-curricular opportunities was good. Parents' comments about the school were mostly positive with particular praise for the high aspirations of the school.

The majority of staff were from overseas and most had worked at the school for less than three years. All staff agreed that the school was a safe, caring environment with well-qualified staff. Most staff felt that there were good assessment systems, a wide range of extra-curricular activities, and effective promotion of healthy lifestyles. Most staff felt bullying when it occurred was dealt with well, as was SEN support, CPD and resources for learning. Most staff said the school was well led because they were involved in self-evaluation processes. Finally, most staff felt that parental involvement and community links were positive. A majority of staff felt that, SEN support, teacher-parent meetings, parent involvement, teaching resources and the presence of qualified staff were good. Only a minority of staff felt that student behaviour, their sense of responsibility and environmental awareness, career advice and the quality of teachers' marking to provide students with their next steps in learning were good. There were nine comments from staff and almost all were positive.

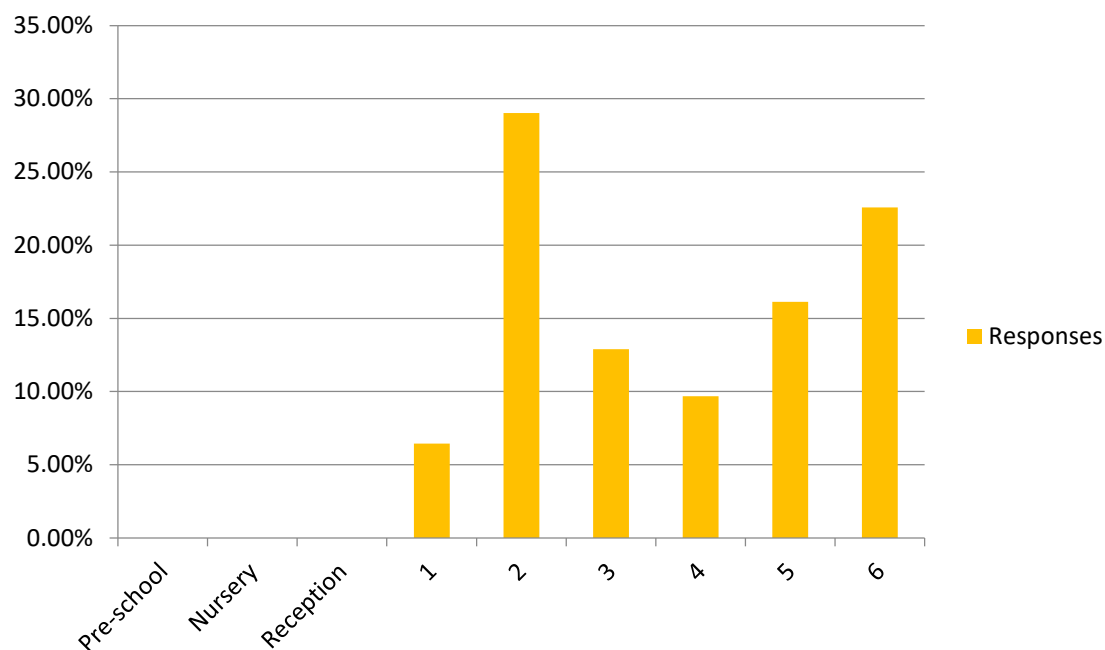
Almost all students agreed that the overall quality of education and lessons were good. Most students felt that they were making good progress in English, mathematics, science and other subjects. Most students stated that they enjoyed school and explained that they felt safe and secure at school. Most students concurred that they enjoy lessons, a range of extra-curricular activities and the subjects on offer. Most agreed that homework was set regularly and most agreed that the school helped all students understand about healthy lifestyles. Most students felt the school was well led because the staff responded to students' concerns, reported well on progress and had qualified teachers and good resources. Only a majority of students felt there was a sense of responsibility amongst students or environmental awareness. Only a minority of students felt that behaviour was good. There were seventeen comments from students, almost all were positive but a few felt that the teaching of mathematics could improve.

What happens next?

Having been judged satisfactory the school will be inspected as part of the usual inspection cycle, which is currently every two years.

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?



Response	Count
Answered	31
Skipped	0

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

Response	Percentage	Count
Less than one year	0%	0
More than one year but less than three years	35%	11
More than three years	65%	20
	Answered	31
	Skipped	0

What is your nationality?

83%

Caymanian

17%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	35%	11
Agree	55%	17
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	31
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	39%	12
Agree	52%	16
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	31
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	29%	9
Agree	58%	18
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	3
	Answered	31
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	39%	12
Agree	52%	16
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	31
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	23%	7
Agree	48%	15
Disagree	16%	5
Strongly Disagree	10%	3
I am unsure or unable to answer the question	3%	1
	Answered	31
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	39%	12
Agree	52%	16
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	31
	Skipped	0

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	29%	9
Agree	65%	20
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	31
	Skipped	0

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	42%	13
Agree	48%	15
Disagree	3%	1
Strongly Disagree	3%	1
I am unsure or unable to answer the question	3%	1
	Answered	31
	Skipped	0

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	35%	11
Agree	52%	16
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	31
	Skipped	0

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	39%	12
Agree	48%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	4
	Answered	31
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	26%	8
Agree	52%	16
Disagree	13%	4
Strongly Disagree	3%	1
I am unsure or unable to answer the question	6%	2
	Answered	31
	Skipped	0

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	26%	8
Agree	55%	17
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	16%	5
	Answered	31
	Skipped	0

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	35%	11
Agree	48%	15
Disagree	6%	2
Strongly Disagree	6%	2
I am unsure or unable to answer the question	3%	1
	Answered	31
	Skipped	0

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	52%	16
Agree	29%	9
Disagree	6%	2
Strongly Disagree	3%	1
I am unsure or unable to answer the question	10%	3
	Answered	31
	Skipped	0

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	42%	13
Agree	48%	15
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	31
	Skipped	0

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	42%	13
Agree	39%	12
Disagree	0%	0
Strongly Disagree	3%	1
I am unsure or unable to answer the question	16%	5
	Answered	31
	Skipped	0

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	29%	9
Agree	48%	15
Disagree	3%	1
Strongly Disagree	10%	3
I am unsure or unable to answer the question	10%	3
	Answered	31
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	42%	13
Agree	26%	8
Disagree	16%	5
Strongly Disagree	6%	2
I am unsure or unable to answer the question	10%	3
	Answered	31
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	39%	12
Agree	26%	8
Disagree	3%	1
Strongly Disagree	3%	1
I am unsure or unable to answer the question	29%	9
	Answered	31
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	35%	11
Agree	35%	11
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	26%	8
	Answered	31
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	46%	13
Agree	32%	9
Disagree	7%	2
Strongly Disagree	4%	1
I am unsure or unable to answer the question	11%	3
	Answered	28
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	39%	11
Agree	39%	11
Disagree	7%	2
Strongly Disagree	4%	1
I am unsure or unable to answer the question	11%	3
	Answered	28
	Skipped	3

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	46%	13
Agree	39%	11
Disagree	7%	2
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	3

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	36%	10
Agree	46%	13
Disagree	7%	2
Strongly Disagree	7%	2
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	3

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	43%	12
Agree	57%	16
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	28
	Skipped	3

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	36%	10
Agree	54%	15
Disagree	7%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	3

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	32%	9
Agree	43%	12
Disagree	14%	4
Strongly Disagree	4%	1
I am unsure or unable to answer the question	7%	2
	Answered	28
	Skipped	3

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	36%	10
Agree	46%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	5
	Answered	28
	Skipped	3

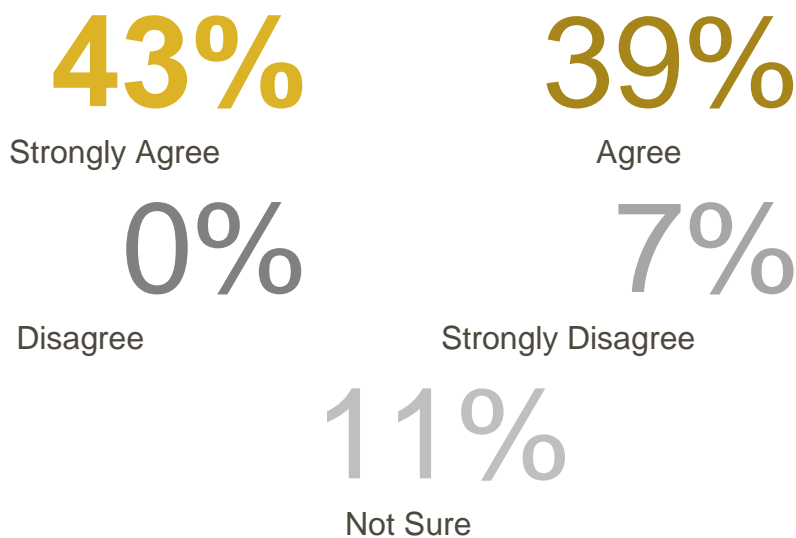
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	46%	13
Agree	39%	11
Disagree	7%	2
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	39%	11
Agree	50%	14
Disagree	0%	0
Strongly Disagree	4%	1
I am unsure or unable to answer the question	7%	2
	Answered	28
	Skipped	3

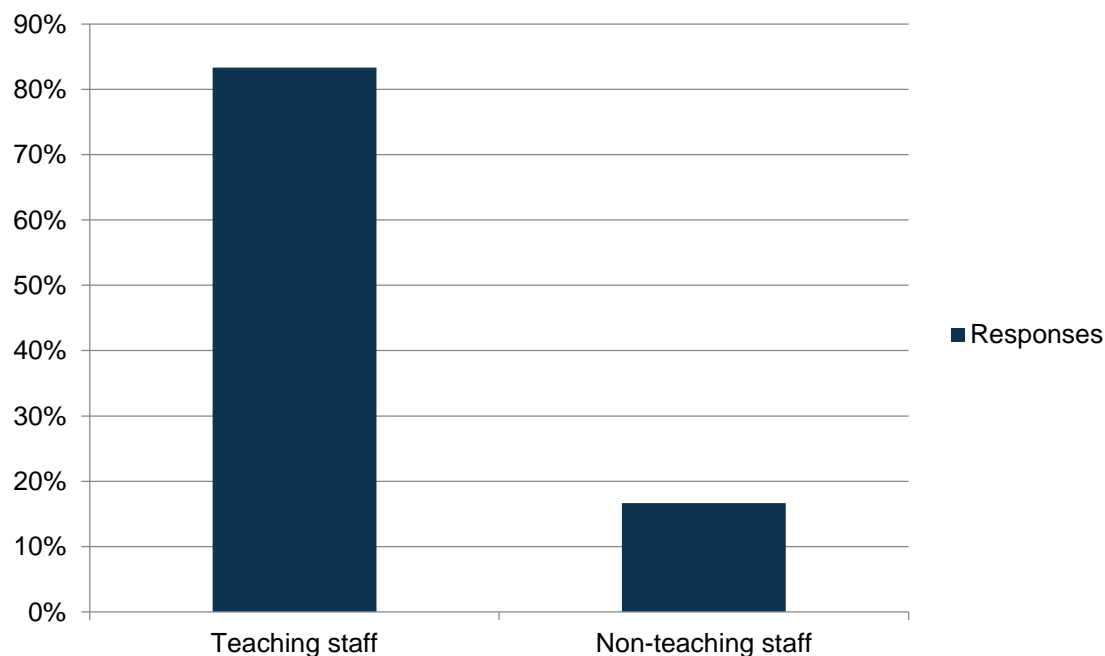
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	28
Skipped	3

Office of Education Standards | Staff Survey 2020

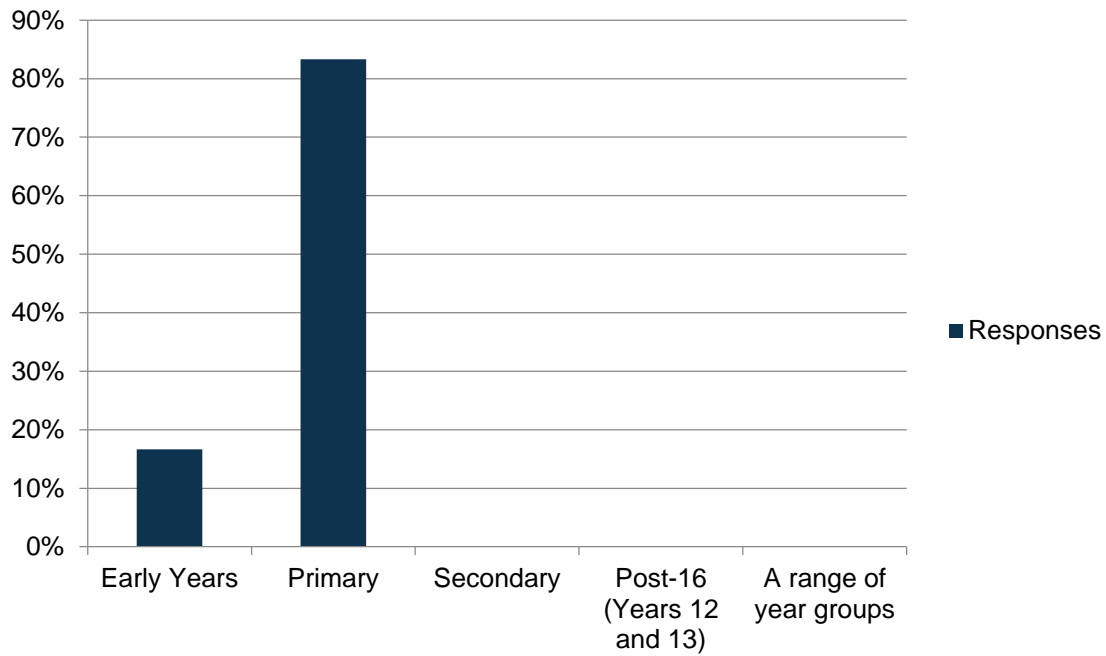
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	17%	1
More than one year but less than three years	33%	2
Three years or more	50%	3
	Answered	6
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

33%

Caymanian

67%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	17%	1
Agree	50%	3
Disagree	17%	1
Strongly Disagree	17%	1
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	17%	1
Agree	50%	3
Disagree	33%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	17%	1
Agree	50%	3
Disagree	33%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	1
	Answered	6
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	0%	0
Agree	83%	5
Disagree	17%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	17%	1
Agree	50%	3
Disagree	17%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	1
	Answered	6
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

The school helps students to choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	17%	1
Agree	67%	4
Disagree	0%	0
Strongly Disagree	17%	1
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	17%	1
Agree	67%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	1
	Answered	6
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	33%	2
Agree	33%	2
Disagree	17%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	1
	Answered	6
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	33%	2
Agree	50%	3
Disagree	17%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	50%	3
Agree	33%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	1
	Answered	6
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50%	3
Agree	33%	2
Disagree	17%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	50%	3
Agree	33%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	1
	Answered	6
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	17%	1
Agree	33%	2
Disagree	17%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	33%	2
	Answered	6
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	83%	5
Disagree	0%	0
Strongly Disagree	17%	1
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	33%	2
Agree	50%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	1
	Answered	6
	Skipped	0

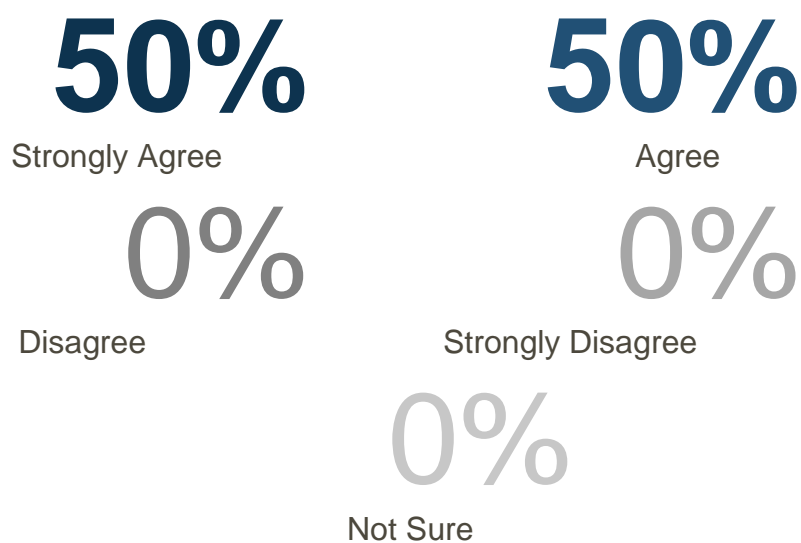
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	50%	3
Agree	50%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	17%	1
Agree	67%	4
Disagree	0%	0
Strongly Disagree	17%	1
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

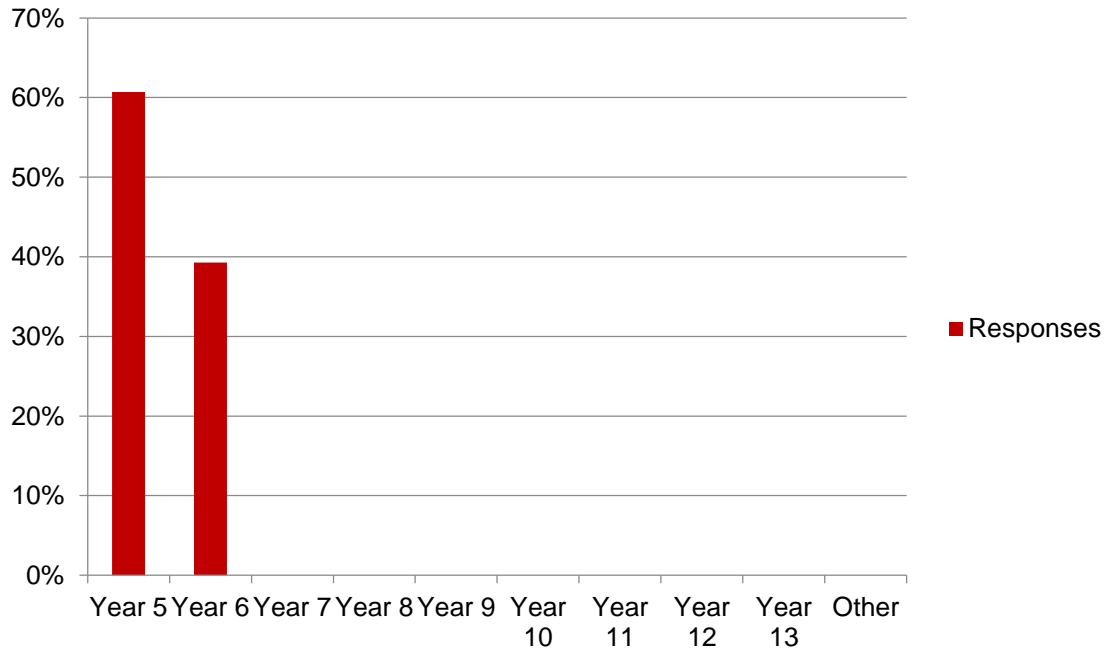
Overall, this school provides a good quality of education.



Response	Count
Answered	6
Skipped	0

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

89%

Caymanian

11%

Non-Caymanian

Please state your gender.

43%

Boys

57%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	22%	6
Agree	59%	16
Disagree	11%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	27
	Skipped	1

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	48%	13
Agree	30%	8
Disagree	19%	5
Strongly Disagree	4%	1
I am unsure or unable to answer the question	0%	0
	Answered	27
	Skipped	1

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	22%	6
Agree	59%	16
Disagree	15%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	27
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	48%	13
Agree	41%	11
Disagree	11%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	27
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	14%	4
Agree	25%	7
Disagree	50%	14
Strongly Disagree	7%	2
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	14%	4
Agree	50%	14
Disagree	25%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	3
	Answered	28
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	11%	3
Agree	43%	12
Disagree	25%	7
Strongly Disagree	7%	2
I am unsure or unable to answer the question	14%	4
	Answered	28
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	46%	13
Agree	50%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	54%	15
Agree	36%	10
Disagree	7%	2
Strongly Disagree	4%	1
I am unsure or unable to answer the question	0%	0
	Answered	28
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	64%	18
Agree	25%	7
Disagree	4%	1
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	32%	9
Agree	54%	15
Disagree	7%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	28
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	50%	14
Agree	39%	11
Disagree	4%	1
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50%	14
Agree	32%	9
Disagree	14%	4
Strongly Disagree	4%	1
I am unsure or unable to answer the question	0%	0
	Answered	28
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	56%	15
Agree	33%	9
Disagree	4%	1
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	Answered	27
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	36%	10
Agree	43%	12
Disagree	11%	3
Strongly Disagree	11%	3
I am unsure or unable to answer the question	0%	0
	Answered	28
	Skipped	0

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	29%	8
Agree	61%	17
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	28
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	39%	11
Agree	32%	9
Disagree	18%	5
Strongly Disagree	11%	3
I am unsure or unable to answer the question	0%	0
	Answered	28
	Skipped	0

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	11%	3
Agree	63%	17
Disagree	7%	2
Strongly Disagree	11%	3
I am unsure or unable to answer the question	7%	2
	Answered	27
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	43%	12
Agree	39%	11
Disagree	11%	3
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61%	17
Agree	36%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50%	14
Agree	32%	9
Disagree	14%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	64%	18
Agree	25%	7
Disagree	0%	0
Strongly Disagree	4%	1
I am unsure or unable to answer the question	7%	2
	Answered	28
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	36%	10
Agree	39%	11
Disagree	14%	4
Strongly Disagree	4%	1
I am unsure or unable to answer the question	7%	2
	Answered	28
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	29%	8
Agree	46%	13
Disagree	21%	6
Strongly Disagree	4%	1
I am unsure or unable to answer the question	0%	0
	Answered	28
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	46%	13
Agree	32%	9
Disagree	11%	3
Strongly Disagree	4%	1
I am unsure or unable to answer the question	7%	2
	Answered	28
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	36%	10
Agree	50%	14
Disagree	7%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	28
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	64%	18
Agree	18%	5
Disagree	11%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	28
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	39%	11
Agree	39%	11
Disagree	14%	4
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	0

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

46%

Strongly Agree

50%

Agree

0%

Disagree

0%

Strongly Disagree

4%

Not Sure

Response	Count
Answered	28
Skipped	0

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

