



INSPECTION REPORT

EDNA M. MOYLE PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
February 2020

Table of Contents

Introduction	3
Information about Edna M. Moyle Primary School.....	5
The context of the school	6
Key strengths	7
Recommendations	7
Summary	8
Achievement	9
Students' personal and social development.....	11
Teaching, learning and assessment	12
Curriculum	14
Safety and support	15
Leadership and management	16

Survey results	18
Appendix 1	19
Appendix 2	31
Appendix 3	40
Office of Education Standards	51



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 Edna M. Moyle Primary School

Name of school	Edna M. Moyle Primary School
Address	907, North Side Road, P.O Box 380, Grand Cayman. KY1-1701
Telephone	345-947-9516
E-mail address	DDuran@emps.edu.ky
School Website	www.schools.edu.ky/emmps/Pages/Home.aspx
Principal	Ms. Danielle Duran
School day timing	Mon-Fri. 8am to 3pm
Age range of students	4 -11 years
Number of students	94
Number of teaching staff	10
Number of support staff	5
Date of last inspection	March 2015

The context of the school

Edna M. Moyle Primary School is one of the two smaller single-form entry primary schools on Grand Cayman. It serves the district of North Side which includes Frank Sound Junction, North Side and Cayman Kai. The school was renamed in May 2014 after the late Honourable Edna M. Moyle, past member of the Legislative Assembly, Speaker of the House and Representative of the North Side District. Edna M. Moyle Primary School has a good range of facilities including a computer base, library, school hall and three separate play areas. There is also a modular unit which serves as a music room and specialist intervention teaching space.

The school was previously inspected in May 2015 and graded 'unsatisfactory'. The follow-through inspection conducted in May 2018 by the Office of Education Standards judged that the school had made satisfactory progress in addressing the recommendations from the 2015 inspection.

The school curriculum is organised into three phases;

- Reception
- Key Stage 1 (Years 1 to 2)
- Key Stage 2 (Years 3 to 6)

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

The Reception class follows the Cayman Islands Early Years Curriculum Framework and Key Stages 1 and 2 follow the revised Cayman Islands National Curriculum which was introduced in August 2019. The Principal is newly appointed and joined the school at the start of the current academic session, in August 2019.

Key strengths

The inspectors identified the following key strengths in the work of the school.

- The curriculum was broad and balanced and was enriched well with lessons on local traditions and culture, and extra-curricular activities and visits.
- Leaders' self-evaluation and improvement planning processes were reflective and demonstrated a good understanding of the school's strengths and areas for further development.
- The school had developed effective links with the community and with parents, and this had helped enhance the quality of the curriculum and students' learning.

Recommendations

To further improve the performance of the school, the Principal and staff should;

- raise students' attainment in mathematics, placing appropriate focus on;
 - improving students' mental calculation skills;
 - providing purposeful, relevant and engaging contexts for learning in mathematics;
 - broadening the curriculum in mathematics across the school year to include practical activities, which promote students' understanding of shape, measures, time and data.
- improve students' attitudes to learning through;
 - the introduction and implementation of agreed policies and practice regarding teachers' classroom management skills and their expectations regarding students' behaviour.
- improve the quality of teaching and students' progress to at least good, by:
 - reducing the inconsistencies in teaching quality at different stages of the school;
 - using assessment information more effectively in planning lessons to better meet the needs of all students, in particular, the more able;
 - demonstrating higher expectations regarding students' behaviour and achievement.
- address the health and safety issues highlighted in the report and further develop the Early Years outdoor area.

Summary

Overall Evaluation - Satisfactory

Edna M. Moyle Primary School was graded satisfactory overall and had improved since the previous inspection.

The school's effective self-evaluation and improvement planning was judged to be good. With regard to the curriculum, the school had effectively introduced the new national primary and early years curriculum, and this had been appropriately augmented with a good range of extra-curricular activities, as well as trips and visiting speakers. Links with parents had strengthened, as seen by the energetic and committed Parent Teachers Association (PTA) and the quality of communication between home and school.

Most other quality indicators were judged to be satisfactory including teaching, leadership and students' progress in English, science and mathematics. The school had no significant weaknesses. There was only one weak judgement and that was for attainment in mathematics.

Achievement

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

Students' attainment in English was satisfactory. However, in the 2019 test results for the end of Key Stage 2, only a minority of students achieved at the expected standard in English overall, though most achieved at the expected level or better in reading. At Key Stage 1, the results of the assessment tests completed in December 2019 indicated that attainment was satisfactory as all students achieved at the expected standard or above. School based assessment at the end of term one indicated that all Key Stage 1 students achieved at the expected standard or better in reading and in the spelling and grammar test. At Key Stage 2, however, the majority of Key Stage 2 students did not achieve at the expected standard. Lesson observations and the review of students' recent workbooks indicated that most of the students in Key Stage 1 and 2 were working at curricular standards in English. In Reception, most children could link sounds to letters. The majority of students in Key Stage 1 used punctuation marks appropriately and could make predictions about text. In Key Stage 2, the majority of students used punctuation marks appropriately in direct speech. They wrote in cursive script and organised their writing correctly in paragraphs. Students in Key Stage 1 and 2 read with confidence to inspectors.

Students' attainment in mathematics was weak. In the 2019 tests around half of the Year 6 class achieved at the expected level. In the two years prior to this, only a minority attained in line with international standards. In other year groups the most recent end of term assessments indicated that there were significant weaknesses in students' skills and knowledge at all stages from Years 1 to 6. Students' mental calculation skills were weak because too few could complete problems accurately with the required level of agility and accuracy at the appropriate grade level. Teachers placed significant emphasis upon developing students' numeracy skills. In the Reception class, children could count reliably using numbers from 1 to 10 and could calculate one more and one less. By the end of Key Stage 1, when the students were in Year 2, they could share ten items equally between two people but lacked confidence when faced with similar problems involving odd numbers, such as 11 shared between two people. Students in Key Stage 2 classes achieved well below age-related standards. Year 6 students struggled with aspects of number. Too few, for example, were able to calculate simple multiplication involving decimals.

Attainment in science was satisfactory. In the Reception class, most children demonstrated an age-appropriate understanding of early scientific concepts and were able to talk about the

features of seaweed and what it might contain. In Key Stage 1 classes, students were able to complete experiments to determine which objects were waterproof. In Key Stage 2 classes, most students were able to follow a scientific method to test hypotheses and then record their findings. For example, in a Year 5 class students carried out an experiment to test the comparative hardness of different materials. Attainment was better in Key Stage 1, as evidenced by the outcomes of assessments carried out in December 2019.

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

In English, students' progress was satisfactory. In their classwork and recent assessment most students made satisfactory progress from their starting points. In Reception and Key Stage 1 Key Stage 1, interventions such as 'Read Write Inc.' and 'Reading Recovery' were implemented successfully to help promote students' reading and literacy skills. Consequently, most students, including those with special educational needs, made gains in their reading skills. In Reception, most could write simple CVC words correctly using their phonics knowledge. Across the school, students were given opportunities to write in different contexts. In lessons, however, higher achieving students were not always challenged sufficiently and as a result, did not make the rate of progress of which many were capable.

Students' progress in mathematics was satisfactory because most made expected progress over time from their relatively low starting points. In the Reception class, for example, children were able to add one more and find one less using numbers to 10 because the teacher provided tangible objects which helped them to count accurately. In Year 2, when required to complete simple division tasks, the teacher modelled the process of sharing equally using manipulatives and this helped consolidate the students' application of the process with other similar problems. Progress was generally slower in the Key Stage 2 classes because staff provided too few relevant and purposeful contexts for mathematical learning. Almost all of the lesson time was allocated to number and calculation and students had too few opportunities to practise and make progress in extending their understanding of shape, measures, data and time.

Students' progress in science was satisfactory. Most students showed steady progression of skills and knowledge over time. In most science lessons students made satisfactory progress in their learning and were developing skills and using appropriate scientific language. For example they could talk about weight and, in a Year 4 class, students could explain forces and made links to their prior learning about Isaac Newton. Most students' books contained work of an age-appropriate standard and showed how they had responded to teachers' feedback to make better progress. For example, students in the later stages of Key Stage 2 had improved the way in which they set out their findings from practical work.

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 was satisfactory. Almost all students followed the agreed policy for school uniform. Attendance has improved during the current academic school year and was satisfactory. Senior leaders had worked closely with parents and the Ministry of Education truancy officer to promote good attendance. Students were often punctual to school and lessons. Students transitioned well between classes and at break and lunch times. However, in a number of classes, teachers did not have sufficiently high expectations regarding students' behaviour. A minority of students engaged in off task behaviours in class. Students reported that the behaviour of most of their peers was not always good.

Students' civic and environmental understanding was satisfactory. Students could talk about some aspects of their national identity, such as the meaning of the symbols on the Cayman Islands coat of arms. Classes were involved in a range of community events, for example, beach clean ups to celebrate Earth Day and visiting the Senior Citizen Centre. Each month, a designated year group chose a community service project. Students participated in non-uniform days to raise funds for community groups such as Meals on Wheels, Special Needs Foundation, and a Christmas food drive. They were able to accurately identify historical sites and places of interest for visitors such as, for example, the National Museum, Botanic Gardens, National Gallery and Heritage Days. There were insufficient opportunities for students to be involved in activities to improve their school-based environmental awareness. A student council had been established but students were not yet sufficiently involved in taking a role in decision-making or making suggestions about how to further improve the school.

Teaching, learning and assessment

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

The quality of teaching was judged to be satisfactory, although there was significant variation between different stages of the school. Overall, most teachers planned lessons effectively as a sequence of learning. Staff made appropriate use of resources to support the new concepts being taught. In the Reception class, there was a good balance between child-led and teacher directed tasks. Overall, however, across the school, teachers did not have sufficiently high expectations regarding students' behaviour. School rules were in place but there was notable inconsistency in implementation from class to class. Consequently, in a minority of lessons, students did not listen well to their peers or to their teacher and this led to frequent interruptions to the class and a slow pace of learning. Teachers' questioning supported learning in most cases but there were some weakness in teachers' subject knowledge. For example, teachers' questioning and instructions lacked clarity and often confused students including, for example, when they were directed to represent fractions as decimals and vice-versa. In the majority of lessons resources were not effectively adapted to meet the needs of students with special educational needs. Inspectors observed teaching in a range of subjects, including PE, music, design technology and Spanish. There had been notable improvement in the curriculum in these subjects because a new programme for each area had been developed and introduced in August 2019. Consequently, the quality of teaching was now broadly satisfactory because staff had clearer guidance and appropriate expectations regarding students' achievement in these subject areas.

Students' learning skills were satisfactory. Most students from Reception to Year 2 were enthusiastic and motivated participants in lessons. In Year 1, for example, the students were able to take on the role of a fairytale book character, answering questions from their peers about their characters' actions and motivation. In Key Stage 2 classes, however, students did not consistently demonstrate sufficient responsibility for their own learning. Although teachers provided regular guidance about their strengths and weaknesses, the students did not act upon this feedback. In Years 3 and 4, poor behaviour of a few students adversely affected the learning and progress of their peers. Most students made connections between new and previous learning, but few made regular use of information technology in lessons observed during the inspection. Students' higher order and critical thinking skills was sometimes a feature of learning and teachers' questioning but more often such elements were not targeted well to challenge students who required extension or greater depth in learning.

Assessment arrangements were satisfactory. Students completed a range of regular tests in reading, writing, mathematics and science. This information was used well by senior and middle leaders to identify strengths and weaknesses in students' achievement, but this information was not yet used consistently by teachers to refine the tasks provided for different groups of learners in their classes. Teachers marked the students' work regularly with clear guidance about what they needed to do to improve. However, students in the upper Key Stage 2 classes did not always act upon this advice. Assessment information was used effectively by the Special Needs Co-ordinator to track the progress made by students with additional needs in reading and writing.

Curriculum

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

The quality of the curriculum was good. The school had recently implemented the new Cayman Islands National Primary Curriculum as well as the Early Years Foundation Stage Curriculum. The revised curriculum was broad and challenging with clear progression pathways. While the curriculum had a strong literacy and numeracy emphasis some gaps remained in mathematics instruction across the year groups. The addition of subjects such as design and technology, swimming, Spanish and dance added new and exciting dimensions to the students' learning experience. Teaching staff developed long and medium term plans and planned jointly with teachers from the East End Primary School which helped share best practice and strengthen community links.

Students also benefited from a wide range of extra-curricular provision such as football, netball, track and field and cricket. School leaders had established an effective partnership with the community library which successfully cultivated students' enjoyment and love of reading. The school had also forged partnerships with organisations such as the National Trust, Guy Harvey Foundation, Health City and Literacy is for Everyone (LIFE). These initiatives provided opportunities for students to learn within the community and the local environment. In 2019, the students were recognised for a community recycling programme. There were insufficient opportunities for students to apply their knowledge and skills in real life contexts, such as designing and implementing a school or community project.

Safety and support

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

There were satisfactory arrangements in place to ensure the health and safety of students. Regulatory requirements relating to environmental and public health were met. However, an annual fire inspection had not been conducted by the Cayman Islands Fire Services. Students practised fire drills and records were kept. The facilities manager conducted frequent maintenance checks. The buildings and equipment were satisfactory. However, the recently installed surfacing on the playfield was uneven and presented numerous potential trip hazards for students. The school had a full-time security guard but safeguarding arrangements were not sufficiently robust. All staff had completed child protection training and two staff members were designated child protection officers. Whilst senior leaders had developed child protection policies, formal risk assessments were not completed for school trips. Although the canteen provided nutritional lunches and fruits, a majority of students did not bring healthy snacks from home to enjoy at break time.

Support and guidance arrangements for students were satisfactory. Teachers and support staff knew most of their students well. There were effective systems in place to monitor and track students' attendance and behaviour, as well as the academic and personal development of students. These included arrangements with external specialists to support students with special educational needs in their learning. In addition, the Special Educational Needs Co-ordinator and school counsellor provided consistent targeted support for students with additional learning needs. These students made gains in English through intervention but there were insufficient programmes for mathematics. Furthermore, support staff did not always effectively support students with additional needs in lessons. The senior leaders assisted students and their parents as they transitioned to the next phase of their learning. However, most of the arrangements for transition to secondary education were noted to take place towards the very end of the academic year and were not, therefore, timely enough.

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	Good
Staff and the learning environment	Satisfactory

Leadership was satisfactory overall. The newly appointed Principal had provided a strong sense of direction and purpose and had already made a positive impact upon improving provision. She had quickly established a team approach across the school where all staff shared her view of what needed to be done and were coping well with the extensive changes in the curriculum and assessment since August 2019. The Principal and her deputy had supported subject leads to monitor teaching and progress in their designated subject areas. The senior leadership team were confident making tough decisions and had taken appropriate steps to address under performance of staff. The school's capacity to improve was increasing as leaders became more confident but standards in some areas of the school, such as mathematics, were yet to reach international levels.

Arrangements for improvement planning and self-evaluation were good. The school's self-evaluation was accurate and self-reflective and clearly aligned with the inspection framework. Subject leaders had been fully involved in the process. The Principal had ensured that the curriculum was good by successfully managing the transition to the revised national curriculum. The senior management team had clear and robust systems in place to monitor and evaluate the quality of teaching and academic standards. Since the previous inspection the Principal had made good progress in implementing most of the recommendations though leaders recognised that work remained to be done in mathematics.

Links with parents and the community were good. Parents were very supportive of the work of the school and helped raise funds. Many helped in the school and the PTA was strong. In the parent survey most parents reported that they had found teachers and senior leaders to be approachable and quick to respond to any concerns that may have arisen. Parents received detailed written reports each term with next steps for their children's learning. The Special Educational Needs Co-ordinator sent additional reports home to parents so that they could be fully involved in helping their children overcome their barriers to learning. The school enjoyed positive links with the community, including Rotary Sunrise and the Kiwanis Breakfast Club. In addition, LIFE (Literacy is for Everyone) supported the reading programme with weekly volunteer readers attending school and the donation of class library books. The school had

recently become members of the National Trust Heritage Heroes projects which provided access to guest speakers.

Staffing and the learning environment were satisfactory. Teaching staff were well qualified and deployed efficiently to maximise students' learning. Staff retention levels in the school were good. There were sufficient resources, including for information technology and classrooms included colourful working walls which helped support students with their learning. Facilities across the school were satisfactory but the early years outdoor area was underdeveloped, and steps needed to be taken to make it a more stimulating learning environment. This was because the area had insufficient equipment to facilitate outdoor learning, particularly in relation to early language and mathematical learning development. The outside track was used at break times and for sports events and PE lessons. This area was noted to be uneven and needed immediate attention.

Survey results

Thirty-six parents, 16 staff and 45 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

The on-line survey was completed by parents from all year groups. Almost all parents agreed that students enjoyed lessons in a safe environment and that most students had developed their environmental understanding and sense of community responsibility. Additionally almost all parents agreed that teaching was good, resources for learning were good, students behaved well and that the school communicated with them in an effective and timely manner. Most parents agreed that their children's progress in English, mathematics, science and other subjects was good and were satisfied with the quality of education provided by the school. Most parents believed that students were inspired to learn a wide range of subjects and understood how to have a healthy lifestyle. Most parents felt that their child was treated fairly in a school with good leadership where communication and reports home were effective. Most comment from parents were positive but a minority of parents expressed some concern over the amount of homework set and their involvement in the school.

All staff agreed that students were treated fairly and that their behaviour was good. Almost all staff stated that the school provided a safe and caring environment, with good support for students with special educational needs. Most judged that the school helped students make healthy choices. Most staff felt that there were good assessment systems in place which helped inform students of their next steps in learning. In addition, they thought that bullying was managed well, when incidents arose. Staff felt they had good quality resources and believed that there were a wide range of extra-curricular activities available. Most teachers felt that the school was well led and stated that they were sufficiently involved in self-evaluation.

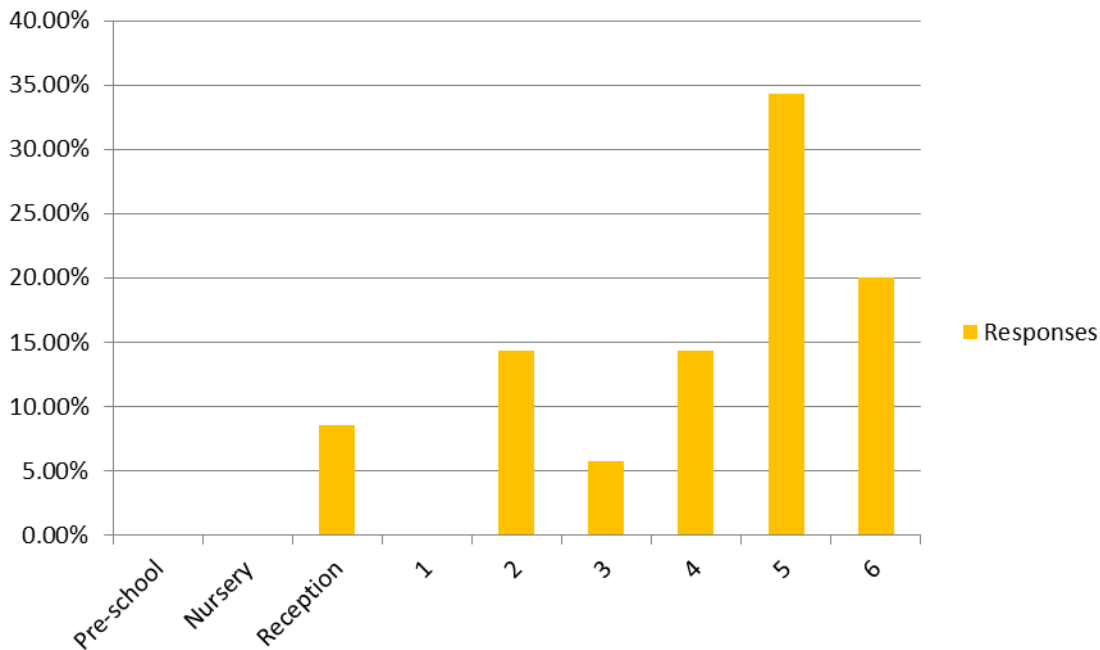
Almost all students agreed that they were making good progress in their learning and that lessons were good. They felt safe and cared for at the school and believed also that their school was well led. Most students judged that they were encouraged to lead a healthy lifestyle, and had access to a good range of extra-curricular activities. Most felt that they were given the right amount of homework. Most students thought that they were making good progress in science and other subjects. Only a minority of students agreed that behaviour was good in the school. There were 35 comments from students, almost all positive, but a few felt they would like more activities and guidance from teachers about how to prepare for tests.

What happens next?

As the school is judged to be providing a satisfactory quality of education, there will be no further inspections until the next cycle, which will commence in September 2020.

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?



Response	Count
Answered	35
Skipped	1

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

Response	Percentage	Count
Less than one year	31.43%	11
More than one year but less than three years	17.14%	6
More than three years	51.43%	18
Answered		35
Skipped		1

What is your nationality?

77%

Caymanian

23%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	25%	9
Agree	58%	21
Disagree	17%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	36
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	25%	9
Agree	58%	21
Disagree	14%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	17%	6
Agree	69%	25
Disagree	11%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	25%	9
Agree	61%	22
Disagree	11%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	20%	7
Agree	71%	25
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	35
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	26%	9
Agree	71%	25
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	35
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	17%	6
Agree	81%	29
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	39%	14
Agree	53%	19
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	22%	8
Agree	69%	25
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	36
	Skipped	0

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	36%	13
Agree	53%	19
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	25%	9
Agree	58%	21
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	3
	Answered	36
	Skipped	0

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	14%	5
Agree	61%	22
Disagree	11%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	5
	Answered	36
	Skipped	0

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	11%	4
Agree	58%	21
Disagree	25%	9
Strongly Disagree	3%	1
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	44%	16
Agree	50%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	36
	Skipped	0

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	36%	13
Agree	53%	19
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	28%	10
Agree	58%	21
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	4
	Answered	36
	Skipped	0

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	36%	13
Agree	42%	15
Disagree	3%	1
Strongly Disagree	8%	3
I am unsure or unable to answer the question	11%	4
	Answered	36
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	22%	8
Agree	50%	18
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	19%	7
	Answered	36
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	11%	4
Agree	64%	23
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	8
	Answered	36
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	25%	9
Agree	56%	20
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	19%	7
	Answered	36
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	31%	11
Agree	53%	19
Disagree	11%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	36
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	25%	9
Agree	58%	21
Disagree	11%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	36
	Skipped	0

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	44%	16
Agree	47%	17
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	36
	Skipped	0

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	28%	10
Agree	61%	22
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	33%	12
Agree	53%	19
Disagree	8%	3
Strongly Disagree	3%	1
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	22%	8
Agree	67%	24
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	14%	5
Agree	47%	17
Disagree	14%	5
Strongly Disagree	6%	2
I am unsure or unable to answer the question	19%	7
	Answered	36
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	25%	9
Agree	53%	19
Disagree	11%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	4
	Answered	36
	Skipped	0

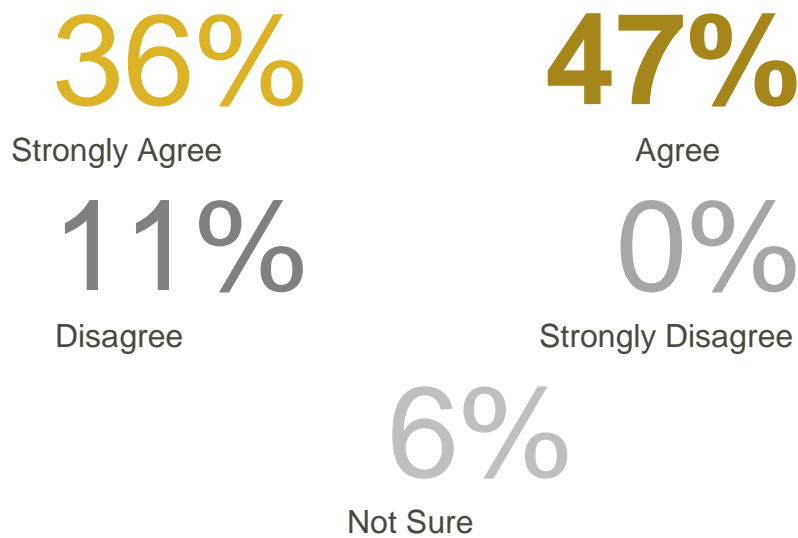
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	33%	12
Agree	50%	18
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	5
	Answered	36
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	33%	12
Agree	58%	21
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	0

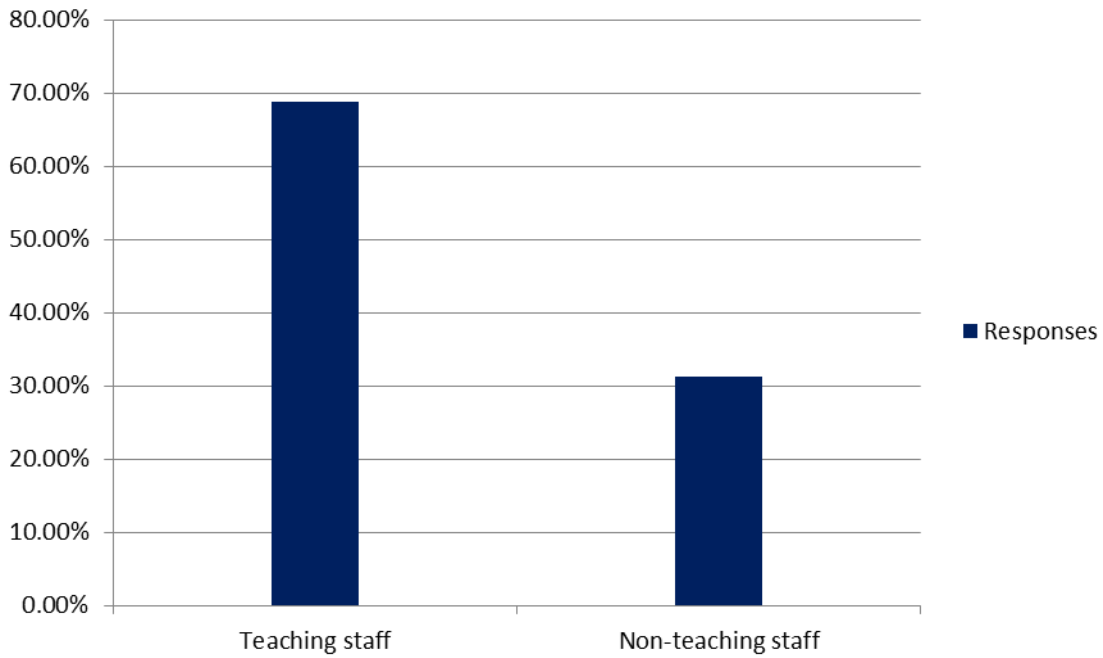
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	36
Skipped	0

Office of Education Standards | Staff Survey 2020

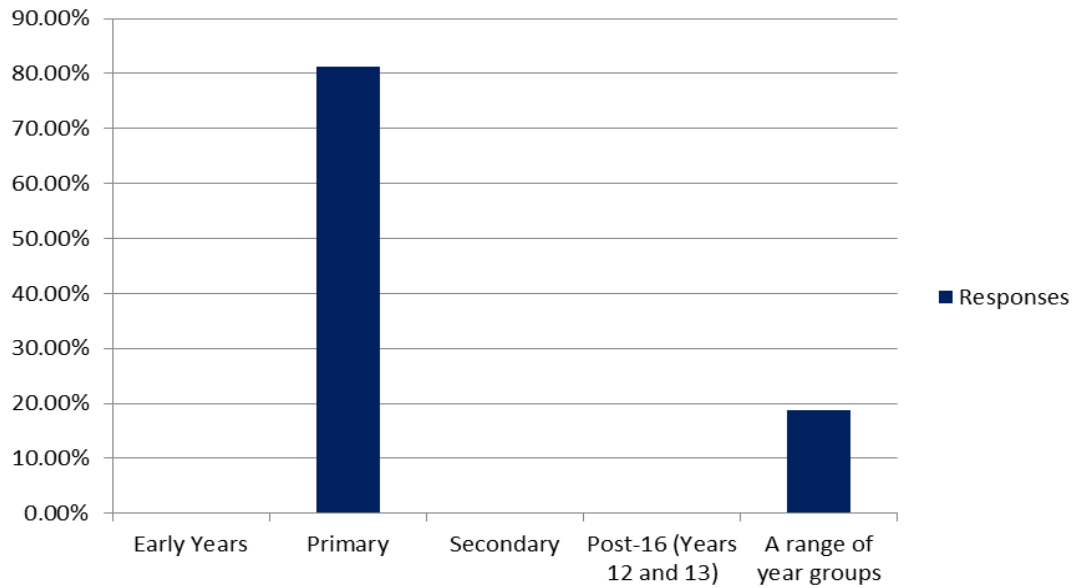
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	25%	4
More than one year but less than three years	44%	7
Three years or more	31%	5
	Answered	16
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

63%

Caymanian

37%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	19%	3
Agree	81%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	6%	1
Agree	63%	10
Disagree	25%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	16
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	88%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	2
	Answered	16
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	19%	3
Agree	63%	10
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	2
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	19%	3
Agree	63%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	19%	3
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	25%	4
Agree	50%	8
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	19%	3
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50%	8
Agree	44%	7
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

The school helps students to choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	19%	3
Agree	75%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	16
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	31%	5
Agree	69%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	31%	5
Agree	50%	8
Disagree	0%	0
Strongly Disagree	6%	1
I am unsure or unable to answer the question	13%	2
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	19%	3
Agree	56%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	25%	4
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	44%	7
Agree	50%	8
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	19%	3
Agree	69%	11
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	13%	2
Agree	63%	10
Disagree	19%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	16
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	13%	2
Agree	50%	8
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	31%	5
	Answered	16
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	38%	6
Disagree	44%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	19%	3
	Answered	16
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	6%	1
Agree	25%	4
Disagree	38%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	31%	5
	Answered	16
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	19%	3
Agree	69%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	2
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	44%	7
Agree	56%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	13%	2
Agree	63%	10
Disagree	13%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	2
	Answered	16
	Skipped	0

Overall, this school provides a good quality of education.

38%

Strongly Agree

56%

Agree

6%

Disagree

0%

Strongly Disagree

0%

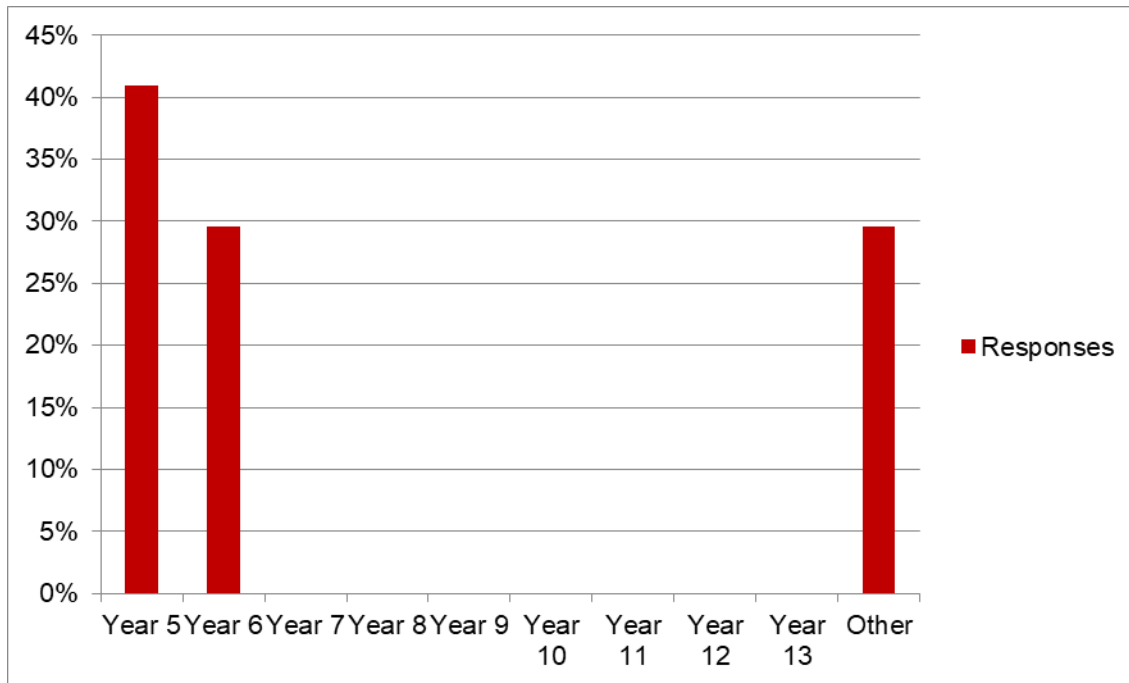
Not Sure

Response	Count
Answered	16
Skipped	0

Appendix 3

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

73%

Caymanian

27%

Non-Caymanian

Please state your gender.

53%

Boys

47%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	36%	16
Agree	38%	17
Disagree	13%	6
Strongly Disagree	2%	1
I am unsure or unable to answer the question	11%	5
	Answered	45
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	49%	22
Agree	47%	21
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	45
	Skipped	0

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	43%	19
Agree	45%	20
Disagree	9%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	44
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	27%	12
Agree	51%	23
Disagree	13%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	4
	Answered	45
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	9%	4
Agree	40%	18
Disagree	33%	15
Strongly Disagree	2%	1
I am unsure or unable to answer the question	16%	7
	Answered	45
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	31%	14
Agree	42%	19
Disagree	11%	5
Strongly Disagree	4%	2
I am unsure or unable to answer the question	11%	5
	Answered	45
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	16%	7
Agree	59%	26
Disagree	14%	6
Strongly Disagree	2%	1
I am unsure or unable to answer the question	9%	4
	Answered	44
	Skipped	1

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	61%	27
Agree	32%	14
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	Answered	44
	Skipped	1

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	41%	18
Agree	43%	19
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	5
	Answered	44
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	57%	25
Agree	34%	15
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	Answered	44
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	40%	17
Agree	37%	16
Disagree	9%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	6
	Answered	43
	Skipped	2

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	39%	17
Agree	36%	16
Disagree	14%	6
Strongly Disagree	2%	1
I am unsure or unable to answer the question	9%	4
	Answered	44
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	43%	19
Agree	45%	20
Disagree	7%	3
Strongly Disagree	5%	2
I am unsure or unable to answer the question	0%	0
	Answered	44
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	59%	26
Agree	41%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	44
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	59%	26
Agree	32%	14
Disagree	9%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	44
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	39%	17
Agree	50%	22
Disagree	2%	1
Strongly Disagree	5%	2
I am unsure or unable to answer the question	5%	2
	Answered	44
	Skipped	1

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	40%	17
Agree	37%	16
Disagree	12%	5
Strongly Disagree	2%	1
I am unsure or unable to answer the question	9%	4
	Answered	43
	Skipped	2

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	39%	17
Agree	36%	16
Disagree	14%	6
Strongly Disagree	5%	2
I am unsure or unable to answer the question	7%	3
	Answered	44
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	57%	25
Agree	32%	14
Disagree	5%	2
Strongly Disagree	5%	2
I am unsure or unable to answer the question	2%	1
	Answered	44
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	64%	28
Agree	30%	13
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	44
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	50%	22
Agree	39%	17
Disagree	2%	1
Strongly Disagree	5%	2
I am unsure or unable to answer the question	5%	2
	Answered	44
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	66%	29
Agree	27%	12
Disagree	0%	0
Strongly Disagree	2%	1
I am unsure or unable to answer the question	5%	2
	Answered	44
	Skipped	1

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	43%	19
Agree	39%	17
Disagree	7%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	9%	4
	Answered	44
	Skipped	1

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	43%	19
Agree	45%	20
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	3
	Answered	44
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	59%	26
Agree	30%	13
Disagree	5%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	5%	2
	Answered	44
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	48%	21
Agree	36%	16
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	6
	Answered	44
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	49%	21
Agree	42%	18
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	3
	Answered	43
	Skipped	2

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	48%	21
Agree	43%	19
Disagree	2%	1
Strongly Disagree	2%	1
I am unsure or unable to answer the question	5%	2
	Answered	44
	Skipped	1

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

57%

Strongly Agree

25%

Agree

5%

Disagree

0%

Strongly Disagree

13%

Not Sure

Response	Count
Answered	44
Skipped	1

Office of Education Standards

Who are we and what do we do?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports?

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

www.oes.gov.ky

