



FOLLOW-THROUGH INSPECTION REPORT

EDNA M. MOYLE PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
MAY 2018

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Introduction

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

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

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

Follow-Through Inspections

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

Views of stakeholders

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

Follow-Through Inspection of Edna M. Moyle Primary School

The Follow-Through Inspection of Edna M. Moyle Primary School took place from 8th to 10th May 2018. The inspectorate gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, examination and assessment data were also reviewed.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

	Definition	Numerical
All	The whole – as used when referring to quantity, extent, or duration.	100%
Almost all	90% and more	90% to 99%
Most	Three quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three quarters	50% to 74%
Minority	15% or more but less than half	15% to 49%
Few	Up to 15%	0% to 14%

Summary

During the Follow-Through Inspection, the inspectorate evaluated the progress that has been made by Edna M. Moyle Primary School in addressing the 20 recommendations from the previous inspection report of March 2015.

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

Recommendation 1

Improve the management structure of the school.

- Discuss with all staff the main needs within the school.
- Provide clear but realistic job descriptions for the positions decided upon.
- Provide the ministry with a clear rationale for what is needed and request personnel to allow enough free time to devote to the areas decided upon.

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

Following the inspection of the school in March 2015, the Principal met with staff and liaised with officers from the Ministry of Education to review the management roles within the school. National developments relating to the staffing structures of government primary schools supported the introduction of a number of key roles in all schools, including Edna Moyle Primary School. At the time of the Follow-Through Inspection the Senior Leadership Team consisted of the Principal, Deputy Principal, Lead Literacy and Lead Numeracy teachers, the Special Needs Co-ordinator and Key Stage 1 and Key Stage 2 Co-ordinators. As Edna Moyle Primary School is a relatively small school most teachers held leadership roles.

Job descriptions for all positions had been developed. Most were appropriate to the roles and responsibilities designated and met local and national requirements. The remit for the Deputy Principal required review to ensure further whole school impact and more effective support for the strategic leadership of the school.

The Principal met with each member of the Senior Leadership Team each month and staff completed a written overview of their key achievements for each area of responsibility. In most cases the SLT undertook their remits effectively and were able to demonstrate initiative and leadership within their designated roles. The lead literacy and numeracy roles included responsibility for monitoring the standards of students work and ensuring good standards of teaching. These tasks were also undertaken by Key Stage leaders and there was a need for a more co-ordinated and planned approach to monitoring and evaluation.

Although the full staff team met regularly to discuss the work of the school, minutes of meetings were not kept and decisions, as well as action points, were not always systematically monitored and reviewed.

Recommendation 2

Improve the rate of progress made by all students.

- Monitor the school's progress tracking sheets at the end of each term and ensure that where students are falling behind the expected rate of progress, appropriate interventions are put in place immediately.

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

The Principal and the senior management team had implemented appropriate tracking mechanisms to document students' progress and to identify those students who required support. All class teachers had developed assessment files in which they recorded students' progress according to prescribed levels in literacy and numeracy. Arrangements to track students' progress in other subject areas were not yet as well established.

The Senior Leadership Team utilised ongoing assessment information and documented informal classroom observations to monitor assessment practices across the school. Notwithstanding, these mechanisms required a more structured approach to ensure greater accountability. Data was also collected school-wide which allowed for comparison of students' attainment across year groups in areas such as reading, writing, and numeracy. However, the analysis of this information was not fully utilised to inform lesson planning and to meet the varied needs of groups of learners.

Recommendation 3

Provide appropriately for the least and most able students.

- Ensure that these students' needs have been correctly identified.
- Help teachers to plan more specifically for meeting the different needs in their class.
- Seek specialist advice where needed.

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

Satisfactory provisions were in place to identify and support students with special learning needs. For example, Individual Education Plans had been developed for students with special educational needs. These helped document students' learning goals and progress. Certain example plans reviewed during the inspection did not provide sufficiently clear targets to check students' progress. Notably, students' results from the various reading assessments informed interventions to support students' achievement. Intervention programmes in literacy and numeracy had been introduced and these satisfactorily supported students' needs. Students benefitted from regular small group or one-to-one sessions as well, when necessary, assistance from various external agencies, such as the educational psychologist and occupational therapist.

Data arising from the intervention programmes indicated that the majority of students made satisfactory improvement in their reading and numeracy skills. The Special Educational Needs Co-ordinator had developed a range of helpful assessment tools to check the quality of support provided for students with additional needs and thereby document best practice in different classes.

Inspectors observed 37 lessons across the school. All home-room teachers in attendance and all available specialist staff were observed. The quality of teaching was judged to be satisfactory or better in almost all lessons. However, there was scope for teachers to match activities more effectively to the wide range of learners in their classes. For example, in many lessons, inspectors observed whole class teaching which did not sufficiently challenge the more able students and this sometimes led to their disengagement.

Numeracy and literacy coaches from the Department of Education Services provided mentoring to class teachers and this had been useful in promoting more effective lesson planning and approaches to teaching. Teachers benefitted from collaborative planning sessions with colleagues at East End Primary School as well as demonstration lessons and the sharing of best practice. Furthermore, the literacy coach facilitated workshops for staff and provided useful guidance to teachers in moderating the assessment of students' writing.

Recommendation 4

Provide guidance for teachers in marking and assessment.

- With the staff, produce a marking and assessment policy.
- Use the lead literacy and numeracy teachers to help to monitor students' books at regular intervals.
- Hold teachers accountable for the standard of marking, quality of assessment and guidance provided for students.

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

A revised marking and assessment policy had been developed and this provided useful guidance to staff regarding planning and target setting for individuals, as well as groups of students. In addition, the Senior Leadership Team had ensured that appropriate planning was completed for all subjects with clearly defined success criteria aligned to the Cayman Islands National Curriculum.

All class teachers used assessment folders with rubrics for reading, writing and numeracy which documented evidence of students' progress. There was, however, insufficient assessment information regarding students' progress in other subject areas. The review of students' work books indicated that students' work was marked regularly and teachers offered encouraging remarks as to what students had achieved. At Key Stage 2, in English, teachers offered helpful next steps, using terms that were accessible to students and in this way advised students how they might improve their work. Students' revisited their work once it had been marked by teachers. In order to hold class teachers accountable, senior leaders reviewed student's exercise books from time to time and this helped ensure that all teachers complied with the general assessment criteria and agreed timelines.

Recommendation 5

Ensure better communication within the school.

- Involve and consult with staff more on decisions concerning the day to day running of the school

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

All members of staff were instrumental in the development of the school improvement plan which documented key priorities. There were established means by which teachers were involved in decision-making in the school. Staff engagement was achieved primarily through the submission of weekly and monthly reports, the use of a 'week at glance' flyer and participation in general staff meetings.

Recommendation 6

Recommendations for English:

Raise standards in handwriting and presentation of work.

- Ensure that teachers' planning includes ways to match work to individual abilities and needs so that all students can make better progress over time.
- Arrange more independent working in lessons so that students can show what they can do and be more involved in their own learning, especially at Key Stage 2.

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

English lessons were observed in all year groups and also in the intervention programme delivered to students in Years 2, 3 and 4. The quality of teaching in English across all year groups was satisfactory. Most teachers demonstrated satisfactory knowledge of subject content and provided simple explanations and illustrations to support students' learning. Moreover, many teachers effectively utilised a range of strategies such as demonstration, guided questioning and discussion to enhance students' understanding of key concepts. In many lessons, teachers selected resources relevant to the topic and presented information in an organised format. Most teachers established effective routines to support time management which helped student's complete tasks in a timely manner.

Inspectors reviewed students' English workbooks as part of the inspection. This indicated that while most students wrote letters legibly, with minimum reversal, a significant number of students required additional practice to write letters with the proper proportion and appropriate spacing. Of note, at Years 5 and 6, few students wrote consistently using a cursive script. With the exception of Reception and a Year 4 class, there was little evidence in the lessons observed that most teachers deliberately guided students in maintaining handwriting standards.

In a significant number of English lessons, inspectors noted that teachers did not sufficiently adapt tasks to address the needs of different abilities within their classes. Although certain lesson plans included some level of adaptation for the range of learners, this plan was not always well executed in the lessons. Better examples were observed in Reception lessons where children completed tasks matched to their ability levels and interests and this successfully supported students' engagement and participation. Furthermore, while many students worked collaboratively as well as independently to complete assigned tasks in lessons, a few teachers needed to structure more opportunities for students to make suggestions, select resources and take responsibility for their own learning. While many teachers engaged students in dialogue to refine and extend their understanding, only in limited instances did teachers ask intentional questions that allowed students engage in critical thinking.

Levels of achievement in reading and writing were good in Reception, Years 1 to 3 and Year 5. The level of achievement in reading was good at Year 4 but the quality of students' writing was satisfactory. At Year 6, levels of achievement in reading and writing were satisfactory.

Recommendation 7

Recommendations for mathematics:

- Incorporate more practical and investigative activities across the school so that all students can be engaged at their level.
- Provide greater challenge and extension for the more able students within lessons.
- Provide more constructive and specific feedback to students when marking their books.
- Especially at Key Stage 2, place greater emphasis on tasks requiring students to work independently.
- Set higher expectations for all students.
- Give more priority to the subject, clearly defining the role of the lead numeracy teacher, allowing time for collaboration and planning with teachers, for analysing performance data and monitoring teaching and learning in mathematics across the school.

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

Mathematics lessons were observed across all key stages and also in the intervention programme delivered to students in Year 3. The quality of teaching in mathematics was good in Reception and Year 1. At other stages of the school the quality of teaching in mathematics was judged to be broadly satisfactory.

Class timetables had been developed at the beginning of the academic year and the Principal ensured that sufficient time was assigned to mathematics and other subject areas. Teachers were given autonomy to manage the time allocated to different aspects of the mathematics curriculum including, for example, the amount of the lesson spent on mental mathematics and the promotion of students' calculation skills. The balance of time and the degree to which work was matched to the differing needs of students required further review as part of the school's ongoing monitoring and evaluation.

In the early years and Key Stage 1, there was an appropriate balance between practical, hands-on tasks and teacher-led sessions. In these classes tasks were well matched to the diverse range of children's learning needs. In Reception, for example, most children were successful in recognising numbers to 20 and could order numbers from 11 to 20 correctly. Higher achieving children were tasked with applying their knowledge of numbers to 20 to see how more complex numbers should be ordered. In the later stages of the school, from Year 2 upwards, during observed sessions, most classes were engaged in a suitably wide range of mathematical topics including data handling, shape, measures and number. Inspectors noted that there were too few examples of real-life mathematical problems within the planned curriculum for mathematics. Data used, for example, in a Key Stage 2 class, for the analysis of bar charts, was from an external source and had not been collected or organised by students. Students worked well both in groups and independently and, in Key Stage 2, collaboration was a positive feature of most observed lessons.

From Year 2 to 6, mathematics lessons were carefully planned but tasks were not consistently well matched to the different needs of students. For example, in the upper stages classes, there were regular sessions supporting students' mental mathematics skills. On occasions over 30 minutes was allocated to this part of the lesson. However, the range of questions covered was too complex for a significant minority of students who required additional support in their learning. Furthermore, whole class mathematics tasks were often pitched at a level that did not offer sufficient challenge for the higher achieving students. As most classes were relatively small in number across all stages of the school, there was significant scope for teachers to address the individual needs of the students more effectively.

Student's books were marked regularly in mathematics. Targets for students were set following tests and this provided broad guidance for teachers and students regarding the next steps in learning. In the upper stages of the school a significant minority of students lacked confidence and accuracy in their mental calculation skills. Staff did not provide targets nor regularly ambitious goals to encourage students' responsibility and ensure the required improvement in mental mathematics.

Levels of achievement were satisfactory in all year groups from Reception to Year 5. In Year 6, a majority of students were on track to achieve at or above expected levels prior to transfer to secondary education. A large minority of students in Year 6 required additional support in the broad aspects of their learning and, despite the high level of support offered, they were not predicted to reach expected levels by the end of Key Stage 2. Overall, students' progress in mathematics was noted to be good in Reception and Year 1 and satisfactory from Year 2 to Year 6.

The Principal met regularly with home-room teachers to check the progress of students and set targets for the end of each academic year. In mathematics, the targets for most students were appropriate. More ambitious targets should be set for higher achieving students to help ensure a better match to the identified potential levels of achievement from assessments.

Survey Results

11 parents, 13 staff and 26 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Only a few parents completed the survey and there were no responses from parents of children in Reception or Year 4. Those parents that did respond expressed high levels of satisfaction regarding the work of Edna Moyle Primary School. All parents agreed that their children were making good progress in English, mathematics, science and other subjects. All judged the quality of teaching in the school to be good. They felt that their children enjoyed lessons and stated that their children were inspired to learn. All parents considered the school to be well led and stated that they received good information about the school's plans for future improvements. Parents felt that communication between school and home was timely and all stated that staff at the school responded appropriately to parental concerns, when necessary. A few parents thought there was scope for a greater level of parental engagement in the work of the school and all judged school reports to be regular and informative. All parents stated that they were satisfied with the quality of education provided at Edna Moyle Primary School.

Both teaching and support staff completed the on-line survey. Most of the staff had worked at Edna Moyle Primary School for three years or more. They expressed high levels of satisfaction with the school. All believed that the school offered a good quality of education and all felt involved in the process of school improvement. All staff judged students' behaviour to be good and most stated that the school was well led. In their written comments and in response to questions, most staff stated that parents were not yet effectively involved in the work of the school. Parent's meetings were held regularly but staff felt that attendance levels and parent involvement in the work of the school could be better. Teachers and support staff appreciated the range of professional training opportunities afforded by the school and the Ministry of Education.

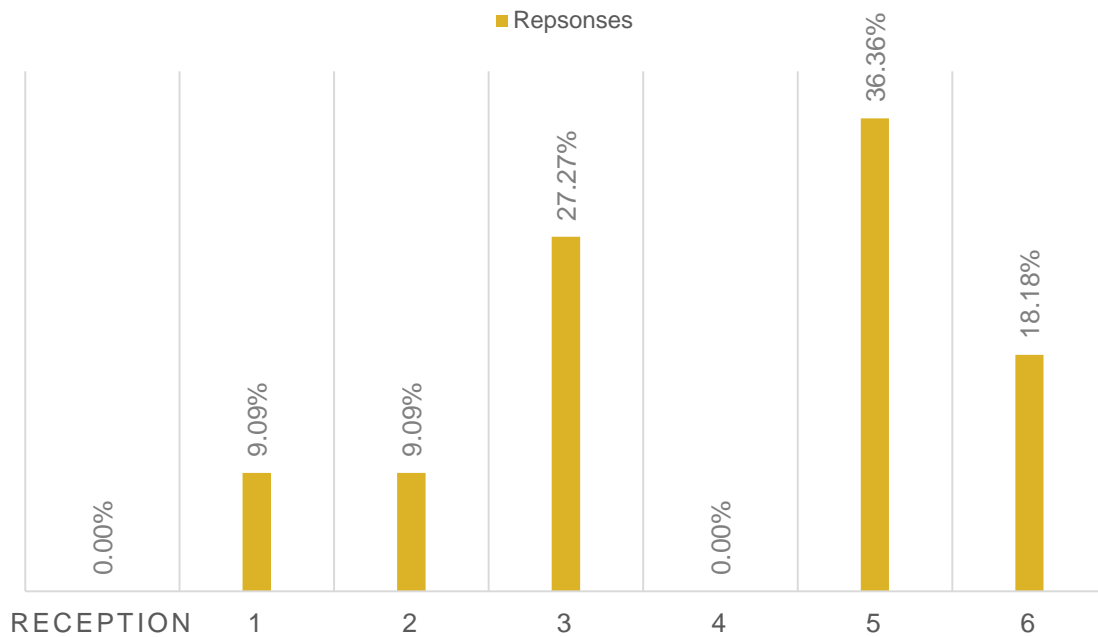
Students from Y5 and Y6 completed the survey. Most were satisfied with the quality of education they received and were particularly appreciative of the support offered by the teachers in the school. Almost all felt that their lessons were good and enjoyable. They felt safe and cared for at the school and most were confident that if there were incidents of bullying, staff would do something to intervene. Most students stated that staff responded appropriately to their concerns and that the school was well led. Most students judged they were making good progress in English, mathematics, science and other subjects.

What happens next?

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

Office of Education Standards | Parent Survey 2018

In which grade/year is your eldest child?



Response	Count
Answered	11
Skipped	0

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

Response	Percentage	Count
Less than one year	9.09%	1
More than one year but less than three years	18.18%	2
More than three years	72.73%	8
	Answered	11
	Skipped	0

What is your nationality?

100%

Caymanian

0%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	36.36%	4
Agree	63.64%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	36.36%	4
Agree	63.64%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	27.27%	3
Agree	72.73%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45.45%	5
Agree	54.55%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	36.36%	4
Agree	54.55%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	1
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	54.55%	6
Agree	45.45%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	45.45%	5
Agree	54.55%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	45.45%	5
Agree	54.55%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	54.55%	6
Agree	45.45%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	45.45%	5
Agree	54.55%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45.45%	5
Agree	54.55%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	27.27%	3
Agree	36.36%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	36.36%	4
	Answered	11
	Skipped	0

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	54.55%	6
Agree	27.27%	3
Disagree	18.18%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	63.64%	7
Agree	36.36%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	54.55%	6
Agree	36.36%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	1
	Answered	11
	Skipped	0

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	63.64%	7
Agree	36.36%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	54.55%	6
Agree	45.45%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	45.45%	5
Agree	54.55%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	36.36%	4
Agree	27.27%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	36.36%	4
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	27.27%	3
Agree	45.45%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	27.27%	3
	Answered	11
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	60.00%	6
Agree	40.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	40.00%	4
Agree	60.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	10
	Skipped	1

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	80.00%	8
Agree	20.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	10
	Skipped	1

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	80.00%	8
Agree	20.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	10
	Skipped	1

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	70.00%	7
Agree	30.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	10
	Skipped	1

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	50.00%	5
Agree	50.00%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	10
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	30.00%	3
Agree	30.00%	3
Disagree	0.00%	0
Strongly Disagree	10.00%	1
I am unsure or unable to answer the question	30.00%	3
	Answered	10
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	40.00%	4
Agree	50.00%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	Answered	10
	Skipped	1

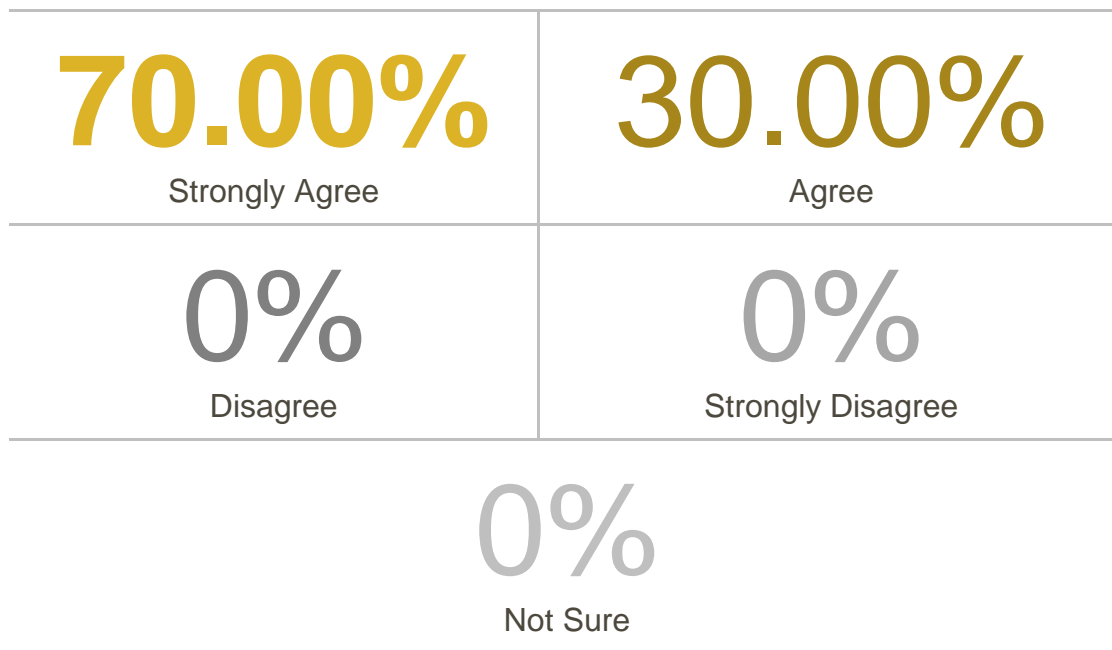
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	40.00%	4
Agree	60.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	40.00%	4
Agree	60.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	10
	Skipped	1

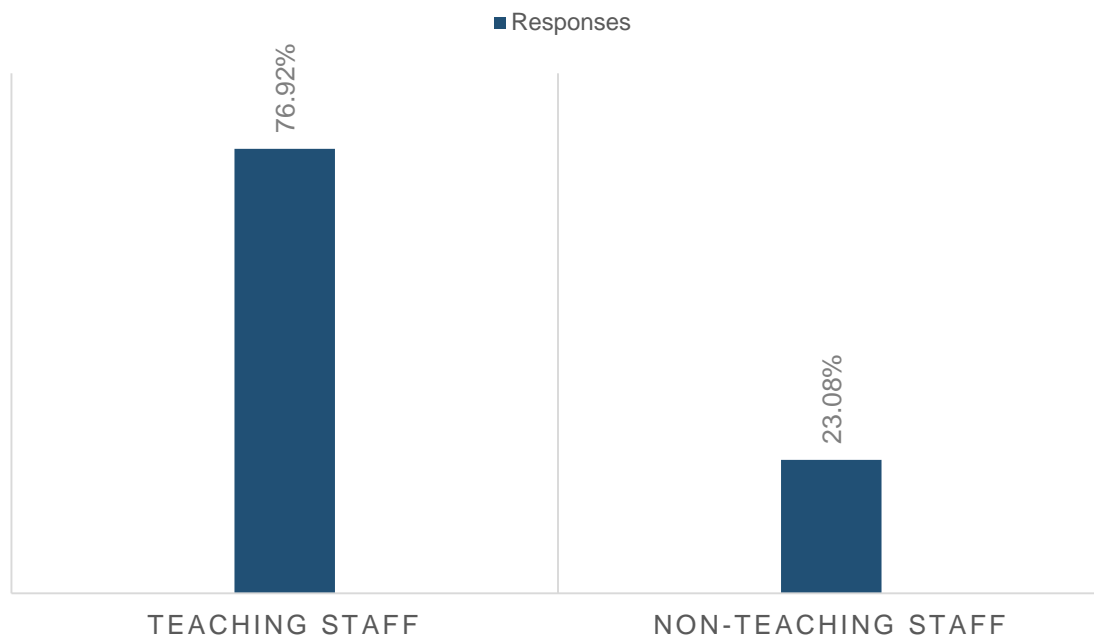
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	10
Skipped	1

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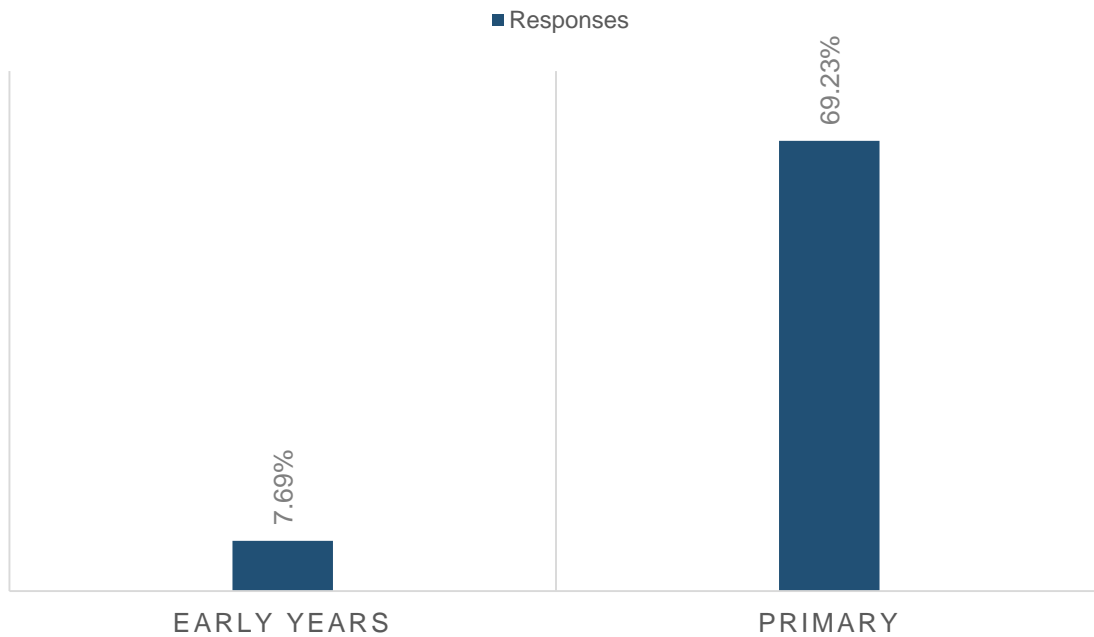
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	16.67%	2
More than one year but less than three years	16.67%	2
Three years or more	66.67%	8
	Answered	12
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

76.92%

Caymanian

23.08%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	15.38%	2
Agree	84.62%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	13
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	7.69%	1
Agree	84.62%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.69%	1
	Answered	13
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	15.38%	2
Agree	76.92%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.69%	1
	Answered	13
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	25.00%	3
Agree	75.00%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	30.77%	4
Agree	69.23%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	13
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	38.46%	5
Agree	61.54%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	13
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	46.15%	6
Agree	38.46%	5
Disagree	7.69%	1
Strongly Disagree	7.69%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	13
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	30.77%	4
Agree	69.23%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	13
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	53.85%	7
Agree	38.46%	5
Disagree	7.69%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	13
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	50.00%	6
Agree	41.67%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	1
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	30.77%	4
Agree	69.23%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	13
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	38.46%	5
Agree	38.46%	5
Disagree	23.08%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	13
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	38.46%	5
Agree	38.46%	5
Disagree	0.00%	0
Strongly Disagree	15.38%	2
I am unsure or unable to answer the question	7.69%	1
	Answered	13
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	23.08%	3
Agree	76.92%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	13
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	23.08%	3
Agree	53.85%	7
Disagree	7.69%	1
Strongly Disagree	7.69%	1
I am unsure or unable to answer the question	7.69%	1
	Answered	13
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	15.38%	2
Disagree	61.54%	8
Strongly Disagree	15.38%	2
I am unsure or unable to answer the question	7.69%	1
	Answered	13
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	23.08%	3
Disagree	53.85%	7
Strongly Disagree	23.08%	3
I am unsure or unable to answer the question	0.00%	0
	Answered	13
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	23.08%	3
Agree	53.85%	7
Disagree	0.00%	0
Strongly Disagree	7.69%	1
I am unsure or unable to answer the question	15.38%	2
	Answered	13
	Skipped	0

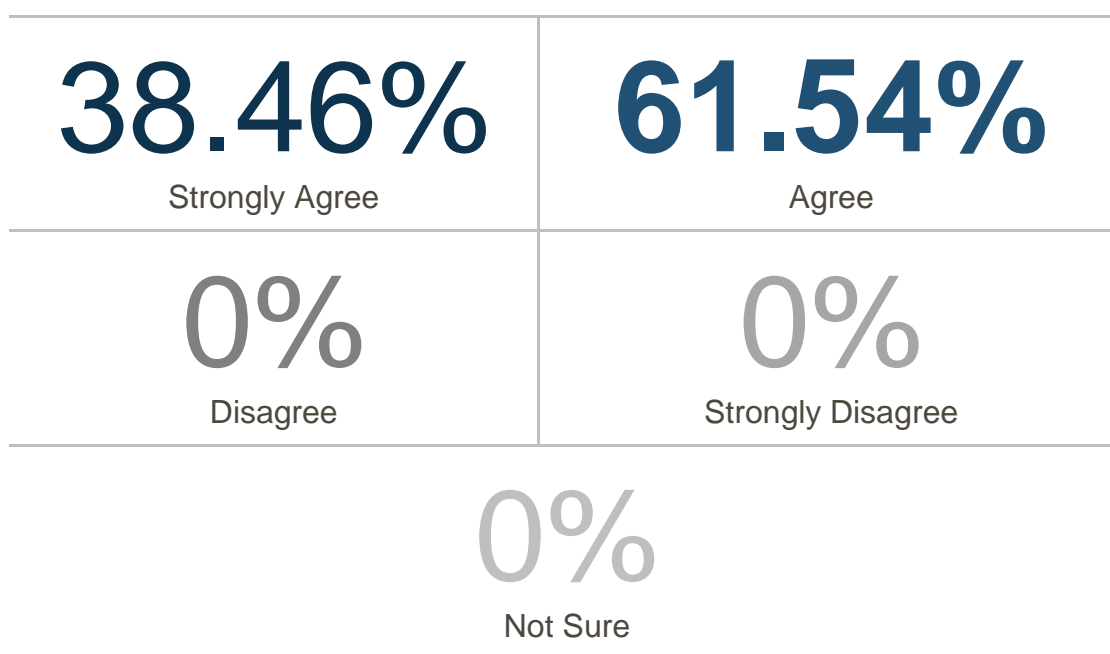
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	58.33%	7
Agree	33.33%	4
Disagree	0.00%	0
Strongly Disagree	8.33%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	8.33%	1
Agree	75.00%	9
Disagree	8.33%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	1
	Answered	12
	Skipped	1

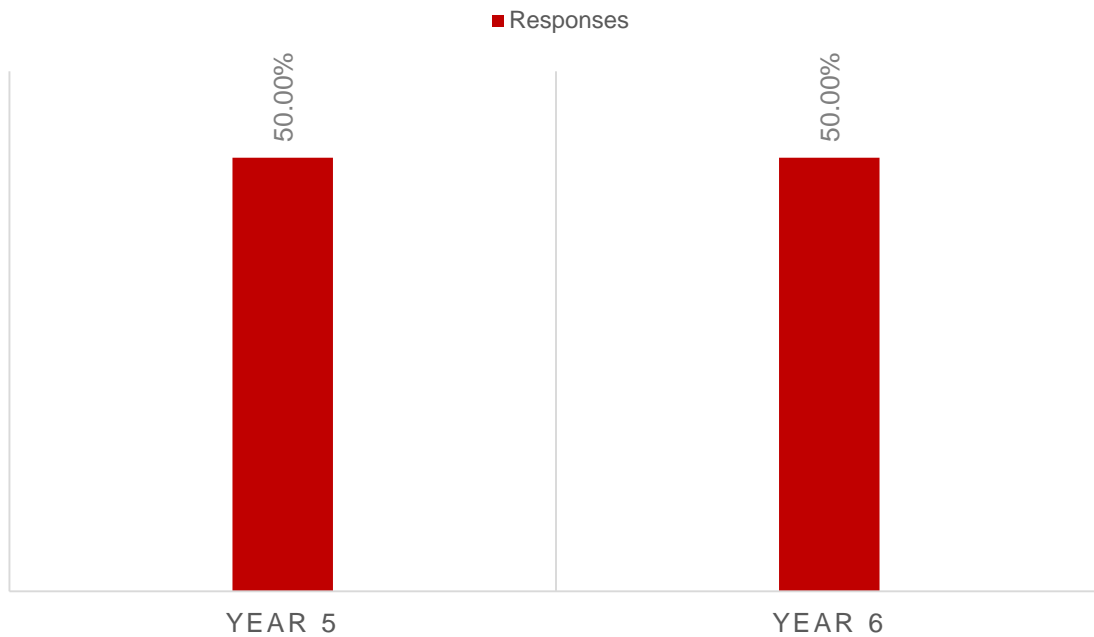
Overall, this school provides a good quality of education.



Response	Count
Answered	13
Skipped	0

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

72.00%

Caymanian

28.00%

Non-Caymanian

Please state your gender.

14

Boys

12

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	60.87%	14
Agree	21.74%	5
Disagree	8.70%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.70%	2
	Answered	23
	Skipped	3

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	47.83%	11
Agree	30.43%	7
Disagree	13.04%	3
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	3

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	41.67%	10
Agree	45.83%	11
Disagree	4.17%	1
Strongly Disagree	8.33%	2
I am unsure or unable to answer the question	0.00%	0
	Answered	24
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	47.83%	11
Agree	39.13%	9
Disagree	8.70%	2
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	3

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	12.50%	3
Agree	45.83%	11
Disagree	12.50%	3
Strongly Disagree	12.50%	3
I am unsure or unable to answer the question	16.67%	4
	Answered	24
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	16.67%	4
Agree	50.00%	12
Disagree	12.50%	3
Strongly Disagree	8.33%	2
I am unsure or unable to answer the question	12.50%	3
	Answered	24
	Skipped	2

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	20.83%	5
Agree	58.33%	14
Disagree	12.50%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	2
	Answered	24
	Skipped	2

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	54.17%	13
Agree	41.67%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.17%	1
	Answered	24
	Skipped	2

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	54.17%	13
Agree	41.67%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.17%	1
	Answered	24
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	83.33%	20
Agree	16.67%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	24
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	29.17%	7
Agree	54.17%	13
Disagree	8.33%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	2
	Answered	24
	Skipped	2

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	33.33%	8
Agree	58.33%	14
Disagree	4.17%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.17%	1
	Answered	24
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	50.00%	12
Agree	41.67%	10
Disagree	8.33%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	24
	Skipped	2

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	66.67%	16
Agree	29.17%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.17%	1
	Answered	24
	Skipped	2

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	66.67%	16
Agree	16.67%	4
Disagree	4.17%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	3
	Answered	24
	Skipped	2

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	50.00%	12
Agree	45.83%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.17%	1
	Answered	24
	Skipped	2

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	37.50%	9
Agree	58.33%	14
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.17%	1
	Answered	24
	Skipped	2

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	50.00%	12
Agree	37.50%	9
Disagree	8.33%	2
Strongly Disagree	4.17%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	24
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	66.67%	16
Agree	16.67%	4
Disagree	12.50%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.17%	1
	Answered	24
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	45.83%	11
Agree	45.83%	11
Disagree	4.17%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.17%	1
	Answered	24
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	37.50%	9
Agree	45.83%	11
Disagree	8.33%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	2
	Answered	24
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	54.17%	13
Agree	33.33%	8
Disagree	4.17%	1
Strongly Disagree	4.17%	1
I am unsure or unable to answer the question	4.17%	1
	Answered	24
	Skipped	2

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	33.33%	8
Agree	37.50%	9
Disagree	20.83%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	2
	Answered	24
	Skipped	2

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	41.67%	10
Agree	45.83%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	3
	Answered	24
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	47.83%	11
Agree	47.83%	11
Disagree	0.00%	0
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	20.83%	5
Agree	54.17%	13
Disagree	8.33%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	16.67%	4
	Answered	24
	Skipped	2

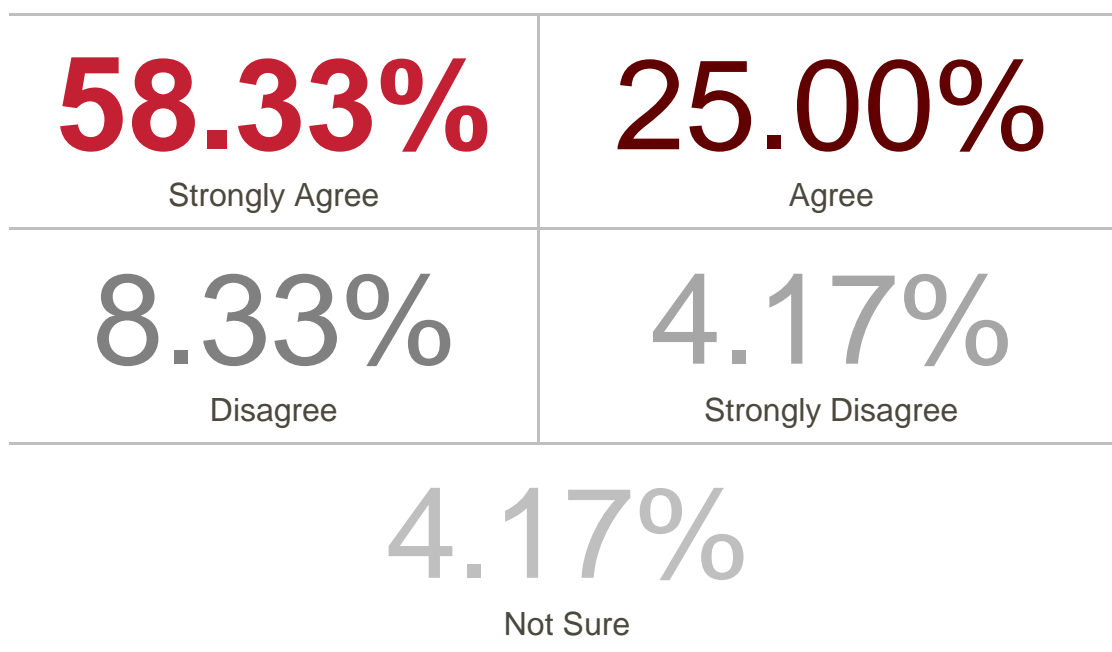
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	45.83%	11
Agree	37.50%	9
Disagree	4.17%	1
Strongly Disagree	8.33%	2
I am unsure or unable to answer the question	4.17%	1
	Answered	24
	Skipped	2

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	41.67%	10
Agree	45.83%	11
Disagree	0.00%	0
Strongly Disagree	4.17%	1
I am unsure or unable to answer the question	8.33%	2
	Answered	24
	Skipped	2

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



Response	Count
Answered	24
Skipped	2

Who are we and what do we do?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports?

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

www.pocs.gov.ky

