



INSPECTION REPORT

GEORGE TOWN PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
November 2020

Table of Contents

Introduction	2
Information about George Town Primary School	4
The context of the school	5
Key strengths	6
Recommendations	6
Summary	7
Achievement	8
Students' personal and social development.....	11
Teaching, learning and assessment	12
Curriculum	14
Safety and support	15
Leadership and management	17
Survey results	19
Appendix 1	20
Appendix 2	32
Appendix 3	41
Office of Education Standards	52

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 George Town Primary School

Name of school	George Town Primary School
Address	168, School Road, George Town, Grand Cayman
Telephone	(345) 949-2689
E-mail address	Sharon.Campbell-Danvers@gov.ky
School Website	https://schools.edu.ky/gtp/Pages/Home.aspx
Principal	Ms. Sharon Campbell-Danvers
School day timing	8.00am to 3.00pm
Age range of students	5-11 years
Number of students	278
Number of teaching staff	19
Number of support staff	13
Date of last inspection	December 2014

The context of the school

George Town Primary School is located half a mile from the central George Town area. The airport and major commercial and retail facilities are nearby. The demographics of the school intake have changed considerably in recent years and most students are now drawn from the local area.

The school has 278 students from the ages of four to eleven years that are organised in the following phases;

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

Students start in Reception at the age of four, and a number of students join Year 1 when they are five. There are 12 classes in Years 1 to 6, with an average size of around 20 students. The school has 2 parallel classes in the Reception year and 2 in each year of Key Stages 1 and 2.

Additional support is provided for 136 students who are identified as having special educational needs and/or disabilities (SEND). Seven students have been identified as having English as second language (ESL) and all of them are supported in learning English.

The leadership team of principal and deputy have been together for a relatively short time and have become an effective and complementary partnership focussed on developing every students' knowledge and understanding to help them be the best they can be.

The school follows the Cayman Islands National Curriculum. The vision 'is to raise students' achievement and attainment through quality teaching, positive behaviour support, stakeholder partnerships, accountability mechanisms and effective data management systems. Thereby, empowering our educators with the capacity to equip our learners with the knowledge, skills and values required to ensure readiness for learning'.

The lockdown caused by the COVID-19 pandemic had an impact on students' attainment and the school has worked effectively to minimise this drop and to help every student close the gaps in their knowledge.

Key strengths

- High-quality improvement planning linked to accurate analysis of comprehensive data about student performance, has been used to help drive improvements.
- Distributed leadership ensured that the school implemented improvements effectively and included everyone.
- Strong school values driven by a culture of respect were embedded across the whole school community, including the parents.
- Staff were well-qualified and effectively deployed and this, combined with the good use of resources and the premises, enhanced the students' learning experience.

Recommendations

- Raise standards in the core subjects of English, mathematics and science by continuing to use accurate assessment to target support to individuals and groups.
- Improve aspects of teaching such as questioning in order to promote students' deep thinking throughout lessons.
- Increase the opportunities for students to develop their independent research skills and to use information technology in the classroom.
- Develop the environmental programme so that students study a full range of global and local issues.

Summary

Overall Evaluation - Satisfactory

The overall performance of George Town Primary School was judged to be satisfactory overall. Senior staff are aware of the aspects of the work of the school requiring improvement and they understand what is necessary to address them.

The senior leaders and staff had worked diligently to address the previous weaknesses in the school. The recommendations from the previous inspection had been addressed well and improvement was noticeable. There were strengths in leadership and self-evaluation which led to a strong school culture of respect and care and a drive for improvement through practical and effective planning. Assessment arrangements ensured that the school was aware of each student's performance in order to provide them with the correct support. These areas were judged to be good as was support and guidance and civic and environmental understanding. Links with parents were very positive. They enriched the life of the school and were judged to be good.

All other areas were satisfactory except for attainment in English, mathematics and science which is still weak and the focus of further and continued for improvement.

Achievement

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

Attainment in English was weak in both key stages. Results of the End of Key Stage 2 tests for 2017 to 2019, indicated that most students did not meet national and international standards in English. In all classes there were only a few students attaining at the expected level. Observation of lessons and work scrutiny showed that attainment was stronger in Key Stage 2 where students developing advanced oracy skills helped them to articulate their ideas in speech and in writing. Most students' skills, knowledge and understanding in reading and writing were below curriculum standards but due to the strong phonic work, the well organised reading programmes and the excellent class libraries, standards had improved. In Reception and Key Stage 1 most children were developing a love of books and reading with the majority able to use phonemes and diagraphs to blend sounds. In Key Stage 2, a majority of students were writing extended stories that showed they understood the rules of grammar and could identify different parts of speech and manipulate them. For example, they could change a passage written in the first person to the third person and could spell high frequency words accurately. Most could apply these skills to different forms of writing and audiences. In all key stages students were developing their ability to confidently speak and to answer questions placing these in whole sentences. The school had addressed the dip caused by lockdown quickly and in a very targeted fashion so that internal assessments, work scrutiny and observation in class indicated students had made up much of their losses in attainment but were still achieving below expected levels.

Attainment in mathematics was weak. Results of the end of Key Stage 2 tests for 2017 to 2019, indicated that most students did not meet national and international standards in mathematics. Additionally, the 2020 assessment showed that across year groups, most students were performing below expected standards. Recent in-school assessment tests also indicated that most students were not yet achieving in line with curricular standards. However, in observed lessons, over the course of the inspection, a majority of students were developing skills, knowledge and understanding in mathematics that were in line with expected curriculum standards. In Reception, children were beginning to explore subtraction by finding one less by using five frame and counters to support their thinking. In Key Stage 1, students were

developing understanding of subtraction by partitioning numbers and developing their understanding of parts and wholes. In Key Stage 2, a majority could identify factors and multiples and convert mixed numbers to improper fractions. Most could multiply 4-digit numbers by two-digit numbers. Students were applying their knowledge of highest common factors to simplify fractions. Focused small group instruction across year groups and mathematics software were used effectively to promote students' problem solving skills. However, a majority had not yet developed fluency and accuracy in mathematical calculations. Teachers at Year 6 had effectively analysed students' performance to identify their weak areas, such as partitioning numbers and using number lines, so that appropriate support could be put in place.

Students' attainment in science was weak. Internal and external assessments showed that only a majority of students reached expected curriculum and international standards. Evidence from lesson observations and work scrutiny indicated that most students demonstrated skill levels that were in-line with curriculum standards as they moved up the school. Children in Reception arrived with low attainment. Most children recognised objects that would sink or float. However, they were unable to describe different materials or explain why. By Year 1 most could identify and classify animals into groups. In Year 2 they developed their observation skills using the outdoor school environment. Year 6 students conducted a scientific enquiry about electricity, recognising and controlling variables. They took accurate and reliable measurements. Most understood the importance of being able to reproduce experiments accurately for scientific research, as illustrated by the current pandemic and the search for a vaccine.

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

Progress in English was satisfactory. In Reception, children were developing an understanding of letters and sounds and developing a love of books thus making satisfactory progress from their often low starting points. Satisfactory progress continued to be made in Key Stage 1 with students reading and writing with increasing fluency. Students were writing sentences independently and using their growing knowledge of phonics to build words for reading and writing. In Key Stage 2 progress was satisfactory overall, and in some classes more students had made progress due to particularly well focused teaching guided by accurate information about what students could and could not do. Students understood the parts of speech and could write accurately in the first or third person. They could use interesting and figurative language. Students were writing a coherent analysis of the characteristics of a story with a moral and could articulate their ideas clearly. Students had access to interesting books including both fiction and non-fiction and were developing a love of and a facility for reading for pleasure and for knowledge.

Progress in mathematics was satisfactory. In Reception, most students made progress in their development of number recognition and demonstrated age-appropriate skills counting forward and backward within twenty. In Key Stage 1, a majority of students were acquiring the procedures for performing calculations, although a minority were unable to link multiplication to repeated addition. Most could count in tens from any number, forward and backward and add and subtract 10 using manipulatives. Similarly, in Key Stage 2, most could identify factors and multiples. Most students could recognise mixed numbers and improper fractions and convert from one form to the other. Most demonstrated understanding of how division was related to fractions and were becoming more confident working with fractions. Across the year groups, opportunities to collaborate in pairs or small groups promoted students' reasoning and problem-solving skills. In some classes, students demonstrated their learning by explaining the strategies they used to arrive at answers.

Students' made satisfactory progress in science. The rate of progress increased as students moved through the school and developed their scientific knowledge and skills. Learning was linked to real life and the environment. In Key Stage 2, they responded positively to the increased opportunities to conduct investigations and take greater responsibility for their own learning. Students developed their scientific skills of prediction, investigation, observation, recording and measuring. Their widening scientific vocabulary allowed them to articulate more clearly their hypotheses and results. However, they did not develop their research, enquiry-based and critical thinking skills as effectively because they had too few opportunities for practical activities and access to a fully operational science laboratory. Progress was slower in Reception and Key Stage 1 where there was insufficient opportunity for students to explore and discover for themselves.

Students' personal and social development

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

Students' behaviour and attitudes to learning were satisfactory. Most students collaborated well with their peers and demonstrated engagement in, and responsibility for, their own learning. Students were developing leadership skills and occupied positions such as head boy, head girl and prefects. This helped to promote good behaviour across the school. Students also served as environmental wardens and peer counsellors. Staff planned leadership activities to support students' personal and social development. Consequently, a number of students had participated in conflict resolution and team building workshops which helped to promote attitudes of respect and tolerance among students. The school leaders and staff provided a secure and nurturing learning environment. Additionally, parents and students were highly positive about the respectful and welcoming ethos of the school. Most students followed the school uniform policy. Attendance in the last academic year and the current term was satisfactory.

Students' civic and environmental understanding was good. Most students demonstrated strong awareness of aspects of Caymanian heritage and could identify the symbols on the coat of arms, some national heroes and the names of the current Governor and Premier. Most students were developing a good understanding of Caymanian traditions because these were successfully promoted in social studies lessons and through cross-curricular links. Most students could name traditional Caymanian food and cultural events. Additionally, across the school, displays of aspects of Caymanian heritage promoted students' sense of national identity. Almost all students sang the Cayman National Song with pride and Christian values were a key component of weekly devotions. Additionally, students' knowledge of other religions was effectively promoted in religious education classes. Students participated in local field trips and beach clean-up activities but there was scope to provide a greater range of planned opportunities to promote students' knowledge and understanding of local and global environmental issues.

Teaching, learning and assessment

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

Teaching was satisfactory. It was more effective in English and stronger in all core subjects in Key Stage 2. It was good in a minority of lessons. Teachers' subject knowledge was secure. They were helped, in most classes, by effective teaching assistants, called teaching partners. Teachers planned lessons and ensured a structured learning experience with a variety of engaging activities. Almost all lessons began with clear, learning objectives and success criteria which teachers shared with students who understood them. This meant that all students knew what the teacher expected. Teachers managed time and resources appropriately. Classrooms were well-resourced and provided a stimulating and attractive learning environment. Displays supported and celebrated students' work. Most teachers encouraged students to answer in full sentences, engaged them in meaningful discussions which in turn promoted articulate confident speaking skills among students. In stronger lessons teachers used targeted, open, probing questions to check that students understood the work, or to encourage them to think more deeply. This was not a consistent practice. A few lessons were over directed with too much teacher talk. Effective classroom management techniques and procedures resulted in calm orderly lessons, but in a few lessons, poor behaviour affected learning. Students with learning difficulties were well supported in both the classroom and a wide range of small intervention groups. Teaching in other subjects was satisfactory but in music and social-studies it was good. In a Year 5 music lesson, all students were taught to play a class musical piece on a metallophone even though they had not played one before.

Learning was satisfactory. Most students demonstrated positive attitudes to work and were motivated and engaged. Students worked well together, collaborating in group and paired work. Learning was often related to real life. In a Year 6 science lesson, students discussed the implications of the current pandemic if the populations of the world did not trust the results of scientists' research for a vaccine. In social studies, students discussed Caymanian cuisine and made swanky lemonade. Students' learning was strengthened by the promotion of cross transferable skills. Literacy and numeracy skills supported learning in science and other subjects. In a few lessons, students did not have sufficient opportunity to take responsibility for their own learning, nor research and discover answers for themselves. The use of computers in

classrooms was limited. Some students found concentrating and learning difficult and required excellent behaviour management strategies to help them study.

Assessment was good. Students' work was regularly marked with formative comments. Students self-assessed against the success criteria set for a lesson and teachers added helpful comments. Students commented on 'what went well' and 'even better if' at the end of most lessons. There was limited evidence of peer assessment. All teachers gave written and oral feedback to help students improve. A programme of assessment aligned to the curriculum monitored students' progress. The school had established an effective system of recording all information, which was benchmarked against external, national and international expectations. Progress on individuals and by groups was analysed in some depth and tracked over time. Teachers had good knowledge of students' strengths and weaknesses and most used assessment information to make adjustments to their lessons.

Curriculum

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

The curriculum was satisfactory. The school followed the Cayman Islands National Curriculum and ensured it reflected the values of the school. Leaders sequenced the curriculum to develop students' skills and knowledge logically and ensured that it was broad and balanced and provided academic, creative, and physical experiences. The curriculum was monitored closely and systematically by subject leaders and the management team. The introduction of new literacy schemes for both Key Stages had a positive impact on learning. The school's English lead and the core subject lead teams had improved the curriculum for core subjects considerably and almost all subjects had developed effective cross-curricular links across all stages of the school. This helped to make work both interesting and relevant to students. In an English lesson, younger students were practising their handwriting but the teacher made it purposeful by using this as the preparation to writing a handwritten letter to Santa. Students enjoyed specialist teaching in music, Spanish and physical education, although this provision is limited. Before the restrictions of brought about by COVID-19, students had participated in sports, arts and cultural events; both on the school campus as well as in the wider community.

Safety and support

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

Health and safety were satisfactory because school leaders had established effective policies to ensure the safety and well-being of students and staff. The premises were secure with two security guards who monitored both school entry gates, and who circulated throughout the entire campus during the school day to ensure safety. The buildings and premises were hygienic and generally well maintained. School leaders conducted regular maintenance checks and brought any concerns to the attention of the facilities manager. Some small areas that required maintenance had not yet been repaired. There was no current fire safety certificate as a fire service inspection had yet to be scheduled. During the inspection a genuine fire alarm and evacuation took place with the students and staff efficiently emptying the building swiftly and congregating in good order on the recreation space, evidencing good training. School leaders ensured safeguarding arrangements were robust and almost all staff were trained in child protection. Almost all students and parents felt school was a safe and nurturing place. The school had good links with external health agencies and had a dental hygienist and a registered nurse who visited the school weekly. School leaders and teachers advised the students about healthy eating and living and ensured the school canteen served balanced snacks and meals.

Support and guidance were good. There were well-developed systems for tracking behaviour, attendance and students' academic outcomes. School leaders had also implemented incentives such as 'Classroom of the Month' and PBIS paw prints to help improve students' behaviour and attendance. Leaders had developed effective systems for tracking students' progress and most teachers used assessment information to adapt and modify lessons to meet the needs of students. Teachers and support staff knew most of their students' learning needs well. As a consequence, most students requiring support benefited from appropriate interventions. Pastoral care and guidance were strong, with most teachers demonstrating appropriate care and support for all students. Relationships across the school were effective and supported the good work of the school. The school counsellor, special educational needs co-ordinator, school inclusion specialist and a range of external providers provided good support for students' emotional, social, psychological, and academic needs. Learning support plans were in place for students with special educational needs. In a majority of lessons, students with additional needs received targeted support to help them learn. In a Year 3 mathematics lesson, for example, the teaching assistant delivered a parallel lesson with appropriate learning objectives for a group of

less able students. Satisfactory arrangements were in place to support the smooth transition of students to the next phase of their learning.

Leadership and management

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

Leadership was good, had important strengths and demonstrated capacity for improvement. The senior team of Principal and Deputy formed a dynamic and visible team. They were accessible, and were often seen in classrooms, at the school gate and generally around the school. Their purpose was to ensure that learning was taking place and reinforcing the school motto of 'not for school but for life we learn'. All members of staff had good professional development and were fully involved in school developments and in the planning and the drive for improvement. Core subjects had staff committees who monitored learning and analysed assessments to ensure that every student was accessing their subject areas effectively. Teaching assistants were referred to as teaching partners and often in class it was difficult to identify who was the teacher and who was the partner as both took an active part in teaching. There was a focus on the well-being of staff as well as staff involvement and the staff pastor cared for their spiritual needs. Performance management was thorough, thoughtful and accurate.

Self-evaluation and improvement planning were good with all members of staff knowing their students and the school well. Leaders carried out regular and accurate monitoring of how effective the school was and used this information to put practical and well thought out development plans in place. Students' achievements were measured against international, national and school data. This information was analysed and acted upon to target support and intervention in order to close gaps in students' learning including those accentuated during the school's pandemic closure. The recommendations of the previous inspection had been addressed well and improvement was noticeable. All members of staff recognised that there was need to continue improving students' core subject attainment even further.

Links with parents and the community were good. Parents were very supportive of the work of the school, many attended school assemblies and events. The school communicated well with parents including, during the period the school was closed, for example, a zoom meeting which was attended by 188 families. Parents appreciated that the school provided meals, modems, and devices to those who were in need. Parents were provided with regular reports about how their children were doing, both at formal points in the year and informally on an ongoing basis.

The survey demonstrated that parents had very positive attitudes to the school. The parent association had been a strong partner for the school over years providing many resources and organising community activities. There were links with the wider community, such as a 'parenting toolbox', a student trip to Little Cayman to learn about the ocean at Central Caribbean Marine Institute, as well as participation in island wide cultural events. Additionally, several community groups come on to campus to mentor students. School leaders effectively helped Year 6 students make the transition from Year 6 to Year 7 at government high schools.

Staffing and the learning environment were satisfactory. Staff were appropriately qualified, sufficient in number and well deployed to make the most of their individual talents and interests. The Principal considered each student's needs and the expertise and professional developmental needs of individual teachers before matching teacher to class. Core subjects were run by small effective staff committees who took the lead on developments and improvement work. The premises were suitable for purpose, clean, well-organised and bright with COVID-19 precautions well signposted and provided for. Classrooms were generally of a good size and well resourced. The displays on the classroom walls acted as good learning tools for the students and provided opportunities for their work to be showcased. The ICT lab was a useful recourse but there were insufficient computers in classrooms to allow students to use them independently to carry out research as part of their day-to-day work. Some outside areas required maintenance, and the school has no music room and only an embryonic science lab.

Survey results

Sixty-seven parents, 34 staff and 102 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Sixty seven parents responded to the survey and in the main were extremely positive. Almost all parents stated that their children's progress in English and mathematics was good but slightly less so in science. Almost all parents agreed that teaching was good, that their child enjoyed lessons and were inspired to learn. Most parents found reports and parent teacher meetings useful and that thought that the school communicated well. Parental comments were very positive about their children feeling safe and their experience of school which was echoed in the meetings held during the inspection. Most were positive about the other aspects of school life surveyed including school leadership and behaviour whilst slightly less, commented upon SEN and wider links. A parent stated, 'my daughter's teacher goes above and beyond to educate every child especially during COVID-19 lockdown'.

Thirty four staff completed the survey and agreed that the school offered a safe and caring environment for the students, who were treated fairly. Staff stated that the school offered a good quality of education helping students with the next steps in their learning. Almost all staff stated that the school was well led, they were involved in school planning and that staff were well qualified. They were just as positive about good assessment systems; extra-curricular activities and that bullying was dealt with well. Most were positive about behaviour and support for students with special educational needs. Also, most felt there were good teaching resources and that they had good professional development opportunities.

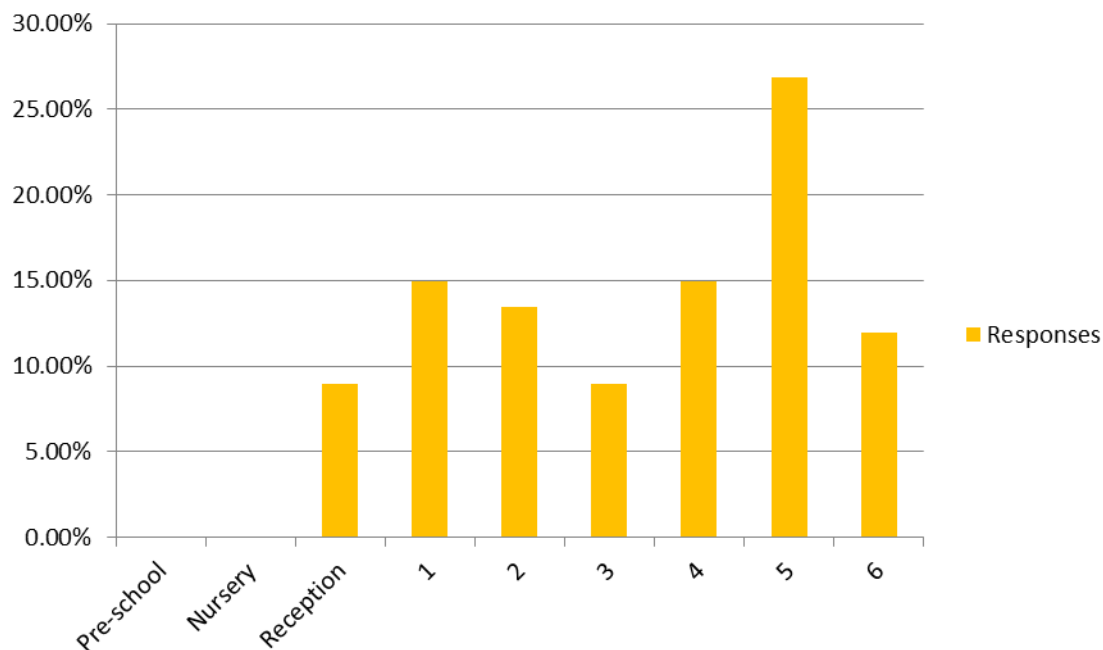
The one hundred and two students who completed the survey were slightly less positive than their parents. Most felt that they made good progress in English, mathematics and science and in other subjects. Almost all felt the school was well led, and that lessons were good, teachers helped them understand and stated that their teachers explained how they could get better. The majority answered that they agreed that their behaviour, the sense of responsibility and community and environmental understanding were good. Most stated that they felt safe, were treated fairly and that the school stopped bullying, always listened to them and acted upon their concerns. Eighty-three students made additional comments expressing satisfaction with all aspects of the school. A minority expressed wishes for a wider range of subjects and activities.

What happens next?

As the school is judged to be providing overall a satisfactory quality of education, there will be no further inspections until the next round of inspections which will commence in January 2021.

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?



Response	Count
Answered	67
Skipped	0

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

Response	Percentage	Count
Less than one year	24%	16
More than one year but less than three years	29%	19
More than three years	47%	31
	Answered	66
	Skipped	1

What is your nationality?

73%

Caymanian

27%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	44%	28
Agree	51%	32
Disagree	2%	1
Strongly Disagree	2%	1
I am unsure or unable to answer the question	2%	1
	Answered	63
	Skipped	4

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	49%	31
Agree	43%	27
Disagree	5%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	63
	Skipped	4

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	32%	20
Agree	51%	32
Disagree	6%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	7
	Answered	63
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	45%	29
Agree	50%	32
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	64
	Skipped	3

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	21%	13
Agree	56%	35
Disagree	5%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	17%	11
	Answered	63
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	43%	27
Agree	52%	33
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	63
	Skipped	4

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	46%	29
Agree	48%	30
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	63
	Skipped	4

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	48%	30
Agree	44%	28
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	3
	Answered	63
	Skipped	4

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	48%	30
Agree	41%	26
Disagree	6%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	3
	Answered	63
	Skipped	4

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	54%	34
Agree	40%	25
Disagree	5%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	63
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	41%	26
Agree	37%	23
Disagree	11%	7
Strongly Disagree	3%	2
I am unsure or unable to answer the question	8%	5
	Answered	63
	Skipped	4

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	27%	17
Agree	52%	33
Disagree	5%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	14%	9
	Answered	63
	Skipped	4

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	32%	20
Agree	44%	27
Disagree	15%	9
Strongly Disagree	3%	2
I am unsure or unable to answer the question	6%	4
	Answered	62
	Skipped	5

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	53%	33
Agree	39%	24
Disagree	5%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	62
	Skipped	5

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	39%	24
Agree	48%	29
Disagree	5%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	5
	Answered	61
	Skipped	6

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	21%	13
Agree	28%	17
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	48%	29
	Answered	61
	Skipped	6

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	37%	23
Agree	50%	31
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	6
	Answered	62
	Skipped	5

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	31%	19
Agree	50%	31
Disagree	6%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	8
	Answered	62
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	31%	19
Agree	45%	28
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	24%	15
	Answered	62
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	34%	21
Agree	26%	16
Disagree	7%	4
Strongly Disagree	5%	3
I am unsure or unable to answer the question	28%	17
	Answered	61
	Skipped	6

The school is well led.

Response	Percentage	Count
Strongly Agree	50%	31
Agree	35%	22
Disagree	5%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	6
	Answered	62
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	36%	22
Agree	52%	32
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	6
	Answered	61
	Skipped	6

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	44%	27
Agree	48%	30
Disagree	3%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	3%	2
	Answered	62
	Skipped	5

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	46%	28
Agree	39%	24
Disagree	5%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	8%	5
	Answered	61
	Skipped	6

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	41%	25
Agree	52%	32
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	3
	Answered	61
	Skipped	6

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	44%	27
Agree	47%	29
Disagree	5%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	3
	Answered	62
	Skipped	5

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	39%	24
Agree	48%	30
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	6
	Answered	62
	Skipped	5

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	31%	19
Agree	44%	27
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	23%	14
	Answered	62
	Skipped	5

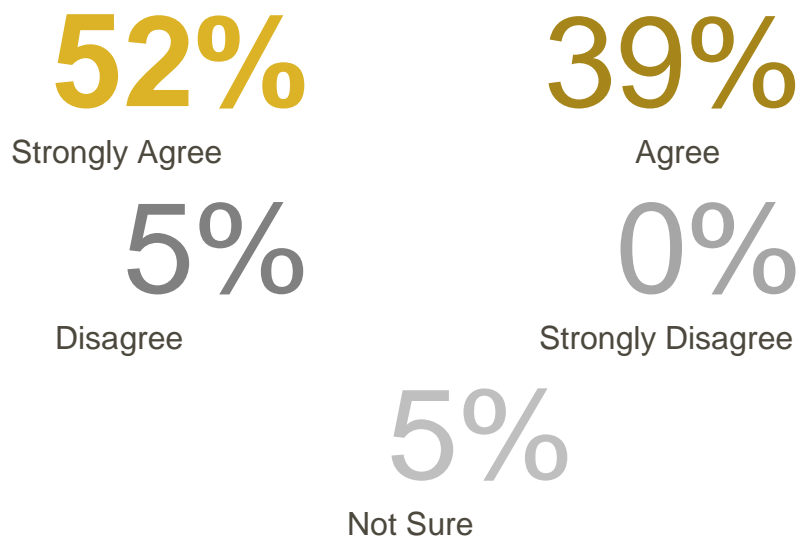
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	45%	28
Agree	39%	24
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	8
	Answered	62
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	44%	27
Agree	47%	29
Disagree	2%	1
Strongly Disagree	2%	1
I am unsure or unable to answer the question	6%	4
	Answered	62
	Skipped	5

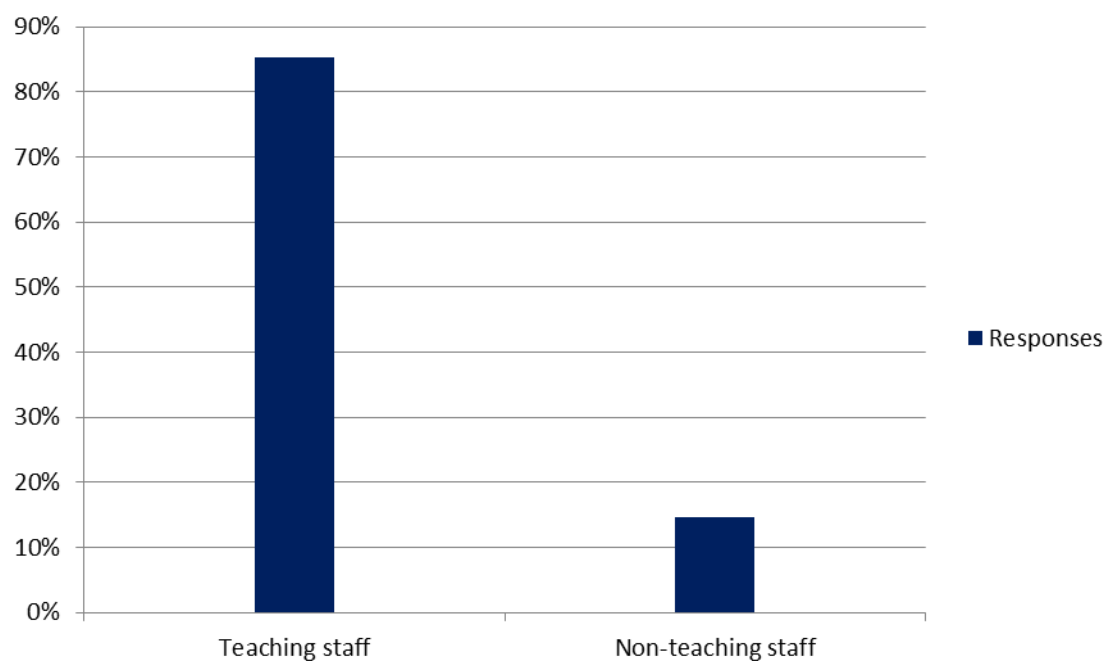
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	62
Skipped	5

Office of Education Standards | Staff Survey 2020

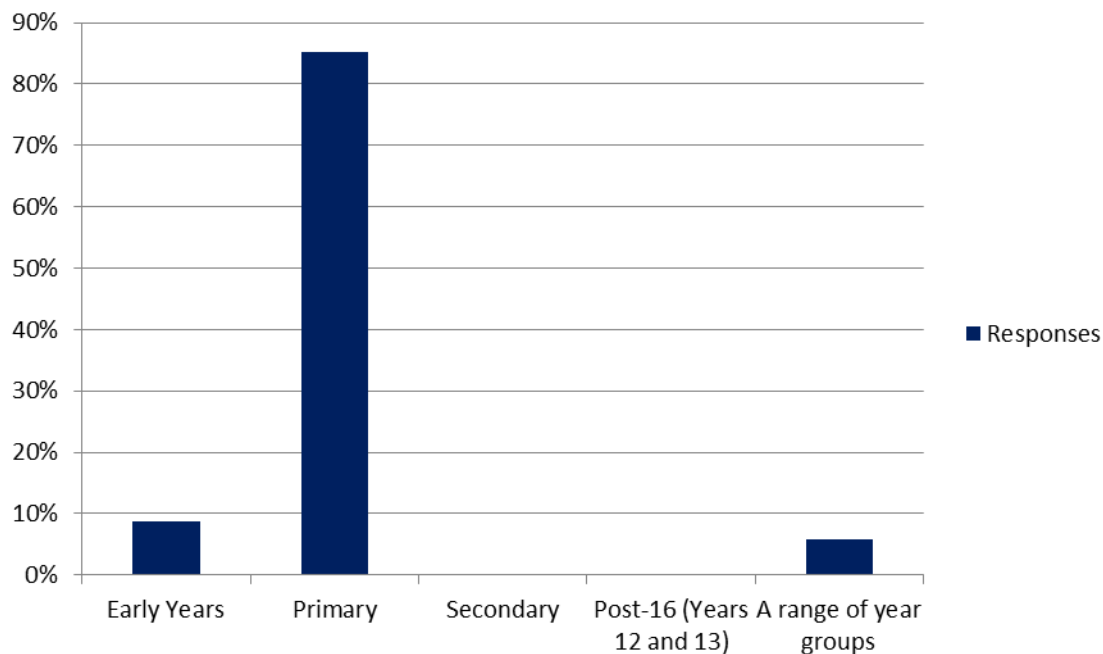
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	6%	2
More than one year but less than three years	47%	16
Three years or more	47%	16
	Answered	34
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

41%

Caymanian

59%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	15%	5
Agree	71%	24
Disagree	9%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	34
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	15%	5
Agree	74%	25
Disagree	6%	2
Strongly Disagree	3%	1
I am unsure or unable to answer the question	3%	1
	Answered	34
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	12%	4
Agree	82%	27
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	33
	Skipped	1

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	52%	17
Agree	45%	15
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	33
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	30%	10
Agree	67%	22
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	33
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	42%	14
Agree	58%	19
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	33
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	64%	21
Agree	36%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	33
	Skipped	1

The school helps students to choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	52%	17
Agree	45%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	33
	Skipped	1

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	61%	20
Agree	39%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	33
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	45%	15
Agree	48%	16
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	33
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	42%	14
Agree	55%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	33
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	27%	9
Agree	55%	18
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	5
	Answered	33
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	52%	17
Agree	42%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	33
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	36%	12
Agree	58%	19
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	33
	Skipped	1

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	48%	16
Agree	36%	12
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	3
	Answered	33
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	27%	9
Agree	61%	20
Disagree	9%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	33
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	36%	12
Agree	52%	17
Disagree	12%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	33
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	52%	17
Agree	45%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	33
	Skipped	1

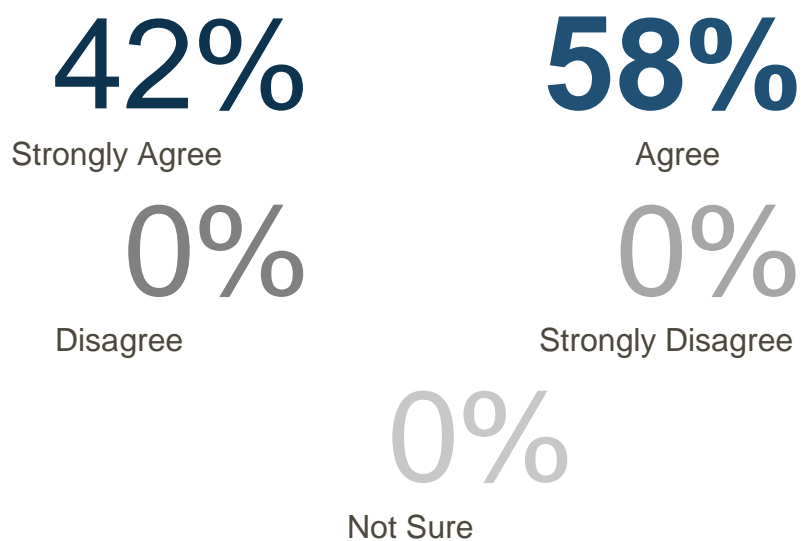
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	52%	17
Agree	45%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	33
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	39%	13
Agree	48%	16
Disagree	0%	0
Strongly Disagree	3%	1
I am unsure or unable to answer the question	9%	3
	Answered	33
	Skipped	1

Overall, this school provides a good quality of education.

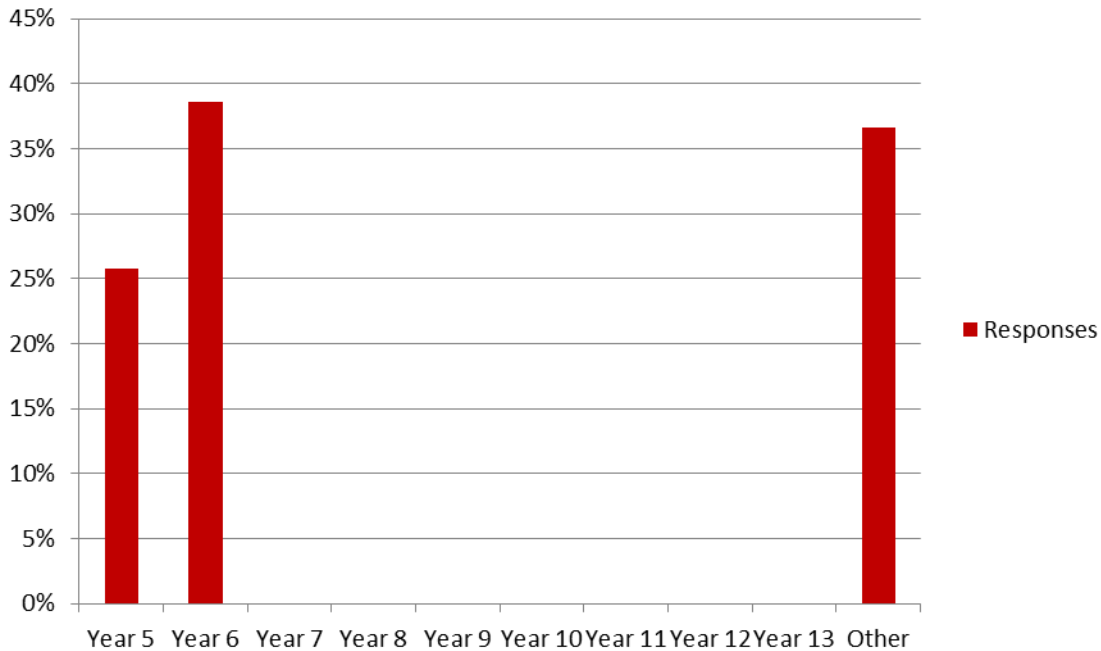


Response	Count
Answered	33
Skipped	1

Appendix 3

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

80%

Caymanian

20%

Non-Caymanian

Please state your gender.

55%

Boys

45%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	25%	25
Agree	51%	52
Disagree	5%	5
Strongly Disagree	2%	2
I am unsure or unable to answer the question	18%	18
	Answered	102
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	38%	39
Agree	46%	47
Disagree	6%	6
Strongly Disagree	4%	4
I am unsure or unable to answer the question	6%	6
	Answered	102
	Skipped	0

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	31%	31
Agree	51%	51
Disagree	7%	7
Strongly Disagree	2%	2
I am unsure or unable to answer the question	10%	10
	Answered	101
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33%	33
Agree	56%	57
Disagree	7%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	4
	Answered	101
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	15%	15
Agree	51%	52
Disagree	13%	13
Strongly Disagree	9%	9
I am unsure or unable to answer the question	12%	12
	Answered	101
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	15%	15
Agree	57%	57
Disagree	13%	13
Strongly Disagree	3%	3
I am unsure or unable to answer the question	12%	12
	Answered	100
	Skipped	2

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	18%	18
Agree	46%	46
Disagree	14%	14
Strongly Disagree	7%	7
I am unsure or unable to answer the question	16%	16
	Answered	101
	Skipped	1

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	38%	39
Agree	53%	54
Disagree	4%	4
Strongly Disagree	4%	4
I am unsure or unable to answer the question	1%	1
	Answered	102
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	34%	35
Agree	49%	50
Disagree	6%	6
Strongly Disagree	4%	4
I am unsure or unable to answer the question	7%	7
	Answered	102
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	48%	49
Agree	44%	45
Disagree	4%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	4
	Answered	102
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	32%	33
Agree	43%	44
Disagree	8%	8
Strongly Disagree	3%	3
I am unsure or unable to answer the question	14%	14
	Answered	102
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	33%	33
Agree	48%	48
Disagree	14%	14
Strongly Disagree	4%	4
I am unsure or unable to answer the question	2%	2
	Answered	101
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	38%	38
Agree	43%	43
Disagree	8%	8
Strongly Disagree	8%	8
I am unsure or unable to answer the question	4%	4
	Answered	101
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	62%	63
Agree	34%	35
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	102
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	48%	48
Agree	36%	36
Disagree	7%	7
Strongly Disagree	2%	2
I am unsure or unable to answer the question	8%	8
	Answered	101
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	46%	46
Agree	42%	42
Disagree	5%	5
Strongly Disagree	2%	2
I am unsure or unable to answer the question	6%	6
	Answered	101
	Skipped	1

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	22%	22
Agree	31%	31
Disagree	8%	8
Strongly Disagree	7%	7
I am unsure or unable to answer the question	33%	33
	Answered	101
	Skipped	1

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	32%	32
Agree	48%	48
Disagree	6%	6
Strongly Disagree	4%	4
I am unsure or unable to answer the question	9%	9
	Answered	99
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	48%	48
Agree	32%	32
Disagree	10%	10
Strongly Disagree	7%	7
I am unsure or unable to answer the question	2%	2
	Answered	99
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	57%	58
Agree	33%	33
Disagree	3%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	6
	Answered	101
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	45%	45
Agree	40%	40
Disagree	4%	4
Strongly Disagree	1%	1
I am unsure or unable to answer the question	10%	10
	Answered	100
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	51%	52
Agree	41%	42
Disagree	0%	0
Strongly Disagree	1%	1
I am unsure or unable to answer the question	7%	7
	Answered	102
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	32%	33
Agree	43%	44
Disagree	13%	13
Strongly Disagree	3%	3
I am unsure or unable to answer the question	9%	9
	Answered	102
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	26%	26
Agree	53%	53
Disagree	6%	6
Strongly Disagree	7%	7
I am unsure or unable to answer the question	8%	8
	Answered	100
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	43%	43
Agree	41%	41
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	14
	Answered	101
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	50%	51
Agree	37%	38
Disagree	8%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	5
	Answered	102
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	48%	48
Agree	42%	42
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	8
	Answered	101
	Skipped	1

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	49%	49
Agree	43%	43
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	7
	Answered	101
	Skipped	1

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

39%

Strongly Agree

46%

Agree

0%

Disagree

2%

Strongly Disagree

13%

Not Sure

Response	Count
Answered	102
Skipped	0

Office of Education Standards

Who are we and what do we do?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports?

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

www.oes.gov.ky

