



# FOLLOW-THROUGH INSPECTION REPORT

## **GEORGE TOWN PRIMARY SCHOOL**

OFFICE OF EDUCATION STANDARDS  
JANUARY 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 George Town Primary School

The Follow-Through Inspection of George Town Primary School took place from 29<sup>th</sup> to 31<sup>st</sup> January 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
<b>All</b>	The whole – as used when referring to quantity, extent, or duration.	100%
<b>Almost all</b>	90% and more	90% to 99%
<b>Most</b>	Three quarters or more but less than 90%	75% to 89%
<b>Majority</b>	Half or more but less than three quarters	50% to 74%
<b>Minority</b>	15% or more but less than half	15% to 49%
<b>Few</b>	Up to 15%	0% to 14%

## Summary

The Principal and Deputy Principal had been recently appointed to George Town Primary School. They had taken up their posts in September 2017. They had quickly established a positive working ethos in the school and had ascertained an accurate view of the school's strengths and areas requiring improvement.

During the Follow-Through Inspection, the inspectorate evaluated the progress that has been made by George Town Primary School in addressing the six recommendations from the previous inspection report of 2014/15.

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

## Recommendation 1

### **Improve teachers' knowledge and effectiveness in teaching mathematics.**

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

Mathematics lessons were observed in most year groups across the school. Teachers demonstrated sound subject knowledge and had benefited from training and coaching from Ministry of Education staff. Planning for lessons was closely aligned to the required curriculum and this helped ensure continuity and progression in learning from stage to stage.

As a consequence of the training they had received, teachers placed appropriate emphasis in lessons upon the students' acquisition of basic skills, including number recognition, mental calculation skills and in the upper stages of the school, students' recall of multiplication facts. By Year 2, most students demonstrated age-appropriate skills in number and shape and measures. Progress was satisfactory in the early years and Key Stage 1. However, at the end of Key Stage 2, when students reached Year 6, levels of achievement were low and there had been little improvement over recent years. Only around one half of the students achieved expected levels in mathematics in 2017. The school predicted similar levels of achievement for 2018. Intervention programmes provided important support for a small group of students. Teachers ran additional sessions before the start of the school day for those judged to require significant help in their learning. In these sessions, which were carefully planned and well structured, students made better progress than they did in their home-room mathematics sessions.

Teachers placed significant emphasis upon students' acquisition of effective mental calculation strategies and incorporated activities into almost all lessons for this purpose. In best practice, including for example in one of the Year 1 classes, students were required to find different ways by which groups of numbers could be accurately represented. They recognised that 15 is equal to 'three groups of five' as well as to 'ten plus five'. Most were confident in calculating simple multiplication facts. However, in a significant majority of other mathematics lessons, too much time was spent reviewing inaccurate strategies and considering a breadth of calculation options. Students did not have sufficient time to actively practise their skills and apply their learning in relevant and meaningful contexts.

## Recommendation 2

**In lessons, ensure that appropriate provision is made for all abilities and that expectations match the ability of the students.**

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

There was significant variation in the quality of teaching across the school. Inspectors observed 24 lessons during the Follow-Through Inspection of George Town Primary School. All home-room teachers were visited as well as a majority of specialist staff and intervention teachers.

In over one third of lessons, the quality of teaching was judged to be weak. These sessions were characterised by poor lesson planning and weak classroom management skills. There were a number of incidents where teachers left classes unsupervised and this presented a health and safety risk to students. Teachers did not consistently match tasks to the differing learning needs of students in their classes and, as a consequence, there was insufficient challenge for higher achieving students, in particular.

Specialist lessons were poorly managed and lacked appropriate curriculum planning. There was no evidence of a structured curriculum in physical education or music and, consequently, students' skill development was significantly limited.

Although two thirds of the lessons were judged to be satisfactory, or better, it was noted that a significant proportion of the best lessons took place in small group sessions including for example, the intervention programmes for reading and mathematics.

## Recommendation 3

### **Provide regular practice in extended writing.**

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

Standards in writing had improved in Key Stage 1 since the last inspection, but remained weak at Year 6 at the end of the students' primary education. In Year 2, the students enjoyed regular opportunities to write at length and they had been supported effectively to acquire independent writing skills. Year 2 students were able to write accurate instructions with correct sequencing and could also write reports of events with appropriate detail. Progress in Key Stage 2 was slow and the presentation of students' work deteriorated as they moved through Years 4 to 6. Only around half of the Year 6 students were considered to be working at an age-appropriate level in writing in 2017. There was no indication that results in 2018 would improve.

Teachers planned the timetable for the class with sessions allocated for literacy each day. The sessions often included a reading, listening or speaking focus. Time for writing was not always defined and, in observed lessons during the Follow-Through Inspection, there was insufficient time given to writing activities. Where writing was included in the plans, time was not well managed by staff to ensure successful completion of written tasks. Although there was significant scope for writing in other subject areas including for example, social subjects and science, expectations were not sufficiently high and teachers did not require all students to maintain expected standards in all writing tasks.



## Recommendation 4

### **Extend the scope of students' reading.**

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

In 2017, less than half of the Year 6 students reached expected levels of achievement in reading. The current 2017/18 Year 6 classes were predicted to achieve broadly the same as the previous cohort. Compared to international standards and levels of achievement by other students at the same age and stage, students' attainment remained weak in this key subject.

The school had undertaken a number of strategies to raise the profile of reading. Students participated in World Book Day events and had invited special visitors to read to classes. The LIFE project had been successful in promoting enjoyment of reading and volunteers from the scheme attended the school regularly to read with children and support the development of the students' comprehension skills.

Reading featured as a significant element of the daily literacy sessions. In the most effective lessons which were observed in Years 1 and 2, students' confident knowledge of letter sounds, blends and core sight vocabulary, meant that teachers were able to focus upon more advanced skills. In one lesson in a Key Stage One class for example, the teacher helped students understand the writer's craft and how authors skillfully used different techniques to engage readers.

Despite these initiatives and the age-appropriate levels of achievement at the end of Year 2, there were a number of important weaknesses in the school's provision for reading. For example, the well-stocked library was under utilised. Students did not borrow books from the library on a regular basis and the lack of a school librarian was a notable challenge as it served to restrict the students' access to high quality, up-to-date fiction texts. Similarly, although the staff had introduced a home-reading scheme from Reception classes onwards to encourage regular reading, participation by parents in the project was low and there were many students who had not changed their reading book for several weeks. Home-reading diaries had few comments from staff and there was insufficient praise and recognition given to those students who did read regularly.



## Recommendation 5

### Improve the pace of working in lessons and provide clear learning objectives.

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

Most teachers prepared written plans for lessons and these included the learning objectives to be covered in each particular lesson. In literacy and numeracy, teachers benefited from the Ministry of Education exemplar materials and the use of these structured lessons helped ensure an appropriate pace to lessons. Specialist and non-core lessons were less effectively planned.

Where lessons followed a clear plan, the pace was often at least satisfactory. Learning objectives were achieved and students made progress in the lesson. The use of various time management reminders helped students complete tasks in a given time. Lesson objectives were usually shared in an age-appropriate format allowing some clarity of understanding about success criteria. However, although many lessons had a clear structure, teachers less effectively delivered the conclusions to lessons. Students were not often required to review their own learning nor that of their peers with an awareness of the learning goals stated earlier in the lesson. So, for example, the end of lesson might involve a few students reading their writing work to their peers but there would be limited discussion about whether the writing met the criteria for excellence agreed at the start of the lesson.

Over one third of the lessons observed during the Follow-Through Inspection were judged to be weak. In these sessions, students' progress in the lesson was often too slow resulting from either poor planning, or from weak classroom organisation skills or from low expectations. The pace of lessons was, at times, affected by the poor behaviour of a minority of students.

A few students with emotional difficulties in the school required further support as their behaviour, at times, limited the pace of learning of their peers. The school had introduced arrangements for certain students to receive detention during the school lunchtime and break times. These arrangements were not effective in modifying the poor behaviour demonstrated at times in lessons. The lack of a full-time counsellor, or equivalent teacher with pastoral responsibility, limited the immediacy and scope of support currently available to vulnerable students.

## Recommendation 6

**Mark students' work consistently and promptly, providing them with clear guidance on ways to improve.**

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

Since the start of the academic year 2017/18, school leaders had sought to improve marking arrangements by introducing a marking code and monitoring students' books to check consistency in approaches as defined within the agreed policy. Students understood the marking codes but there remained significant inconsistency in teachers' marking practice across the school and also within different stages of the school.

Inspectors reviewed students' mathematics and English exercise books during their time in lessons. In a few classes marking was effective as teachers reviewed achievement against the lesson objectives and provided a clear indication of next steps in learning for students. In most classes though, this level of feedback was not evident. In too many areas of the curriculum, marking was cursory and not sufficiently regular nor informative. Poor presentation and incomplete work was not challenged and teachers' approach to marking continued to reflect insufficiently high expectations of their students.

# Survey Results

42 parents, 15 staff and 63 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Most parents expressed satisfaction with the quality of education provided by George Town Primary School. They felt that, overall, the quality of teaching was good and that their children were inspired to learn. Most felt that the school was well led and that they received good information about the school's priorities for the future. Most parents believed that their children were making good progress in key subjects, particularly English. Although almost all parents felt that their children were safe and well cared for in school, a significant minority stated that incidents of bullying, when they did occur were not always dealt with effectively.

Almost all of the Y5 and Y6 students completed the survey. Most felt that they were making good progress in English, mathematics, science and other subjects. They enjoyed their lessons and commented positively upon the guidance they received from their teachers to help them to improve their work. Most students stated that they felt safe in school and that staff cared for them. They were confident that incidents of bullying were dealt with, although a significant minority did not agree that the behaviour of other students in the school was good. A few students expressed concern about transition on to secondary education and stated that they would like more opportunities to visit and meet the staff and students of their future schools. Overall, students expressed high levels of satisfaction regarding the quality of education provided at George Town Primary School.

The staff survey was completed mainly by teachers. A majority had worked in the school for three years or more. There were high levels of satisfaction expressed by the teachers regarding the professional training they had received whilst at the school and also regarding the leadership of George Town Primary School. A significant number of staff did not agree that the school was well resourced. They expressed concern that the school lacked a counsellor as they felt a number of vulnerable students required additional support. A majority of staff did not feel that parents were as yet effectively involved in the work of the school. Overall, however, almost all believed that the school provided a good quality of education for the pupils of George Town Primary School.

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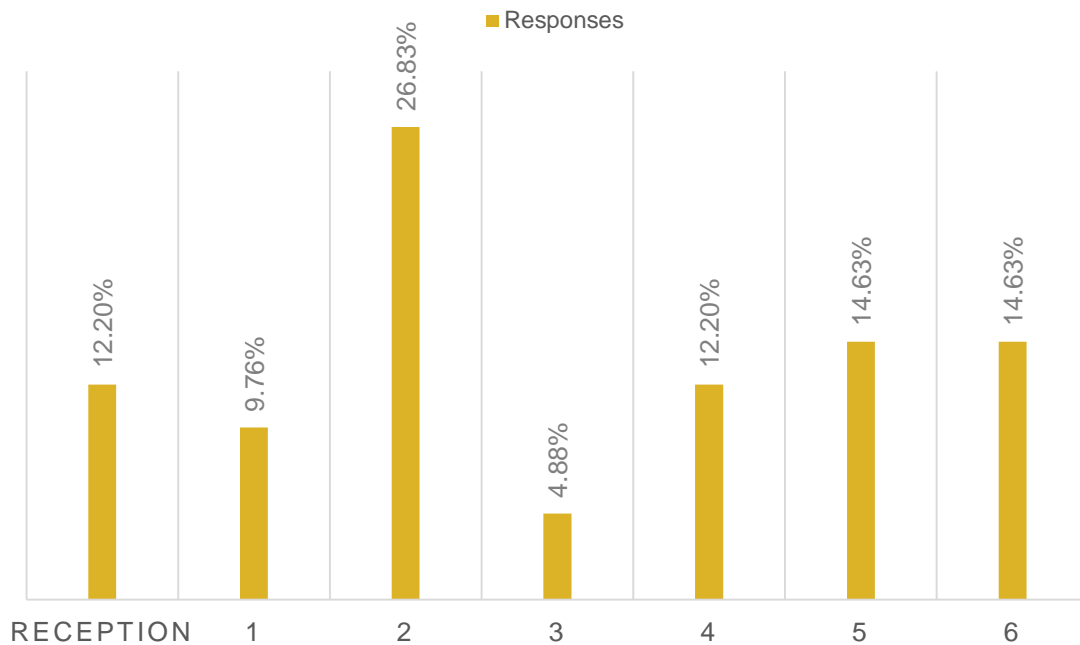
## What happens next?

As overall progress has been judged as **weak**, there will be a further Follow-Through Inspection of George Town Primary School within the next six months.

The school will continue to receive follow-through inspections until it either satisfactorily meets all of the recommendations from the baseline inspection of 2014/15 or is inspected as part of the full cycle of inspections, which will commence in September 2018.

## Office of Education Standards | Parent Survey 2018

*In which grade/year is your eldest child?*



Response	Count
Answered	39
Skipped	4

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

Response	Percentage	Count
Less than one year	21.95%	9
More than one year but less than three years	36.59%	15
More than three years	41.46%	17
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>2</b>

**What is your nationality?**

**83.33%**

Caymanian

**16.67%**

Non-Caymanian

***My child is making good progress in English.***

Response	Percentage	Count
Strongly Agree	29.27%	12
Agree	63.41%	26
Disagree	4.88%	2
Strongly Disagree	2.44%	1
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>2</b>

***My child is making good progress in mathematics.***

Response	Percentage	Count
Strongly Agree	28.57%	12
Agree	45.24%	19
Disagree	14.29%	6
Strongly Disagree	2.38%	1
I am unsure or unable to answer the question	9.52%	4
	<b>Answered</b>	<b>42</b>
	<b>Skipped</b>	<b>1</b>

***My child is making good progress in science.***

Response	Percentage	Count
Strongly Agree	16.67%	7
Agree	54.76%	23
Disagree	4.76%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	23.81%	10
	<b>Answered</b>	<b>42</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	26.19%	11
Agree	64.29%	27
Disagree	0.00%	0
Strongly Disagree	2.38%	1
I am unsure or unable to answer the question	7.14%	3
	<b>Answered</b>	<b>42</b>
	<b>Skipped</b>	<b>1</b>

***The behaviour of most students in the school is good.***

Response	Percentage	Count
Strongly Agree	9.76%	4
Agree	60.98%	25
Disagree	9.76%	4
Strongly Disagree	7.32%	3
I am unsure or unable to answer the question	12.20%	5
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	24.39%	10
Agree	58.54%	24
Disagree	9.76%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.32%	3
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>2</b>

***My child is developing good environmental understanding.***

Response	Percentage	Count
Strongly Agree	21.95%	9
Agree	53.66%	22
Disagree	9.76%	4
Strongly Disagree	4.88%	2
I am unsure or unable to answer the question	9.76%	4
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>2</b>

***The quality of teaching is good.***

Response	Percentage	Count
Strongly Agree	27.50%	11
Agree	65.00%	26
Disagree	2.50%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.00%	2
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>3</b>



***My child enjoys most lessons.***

Response	Percentage	Count
Strongly Agree	35.00%	14
Agree	57.50%	23
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.50%	3
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>3</b>

***My child is inspired to learn.***

Response	Percentage	Count
Strongly Agree	32.50%	13
Agree	65.00%	26
Disagree	2.50%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>3</b>

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

Response	Percentage	Count
Strongly Agree	27.50%	11
Agree	50.00%	20
Disagree	17.50%	7
Strongly Disagree	2.50%	1
I am unsure or unable to answer the question	2.50%	1
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>3</b>

***The school provides the subjects my child wishes to study.***

Response	Percentage	Count
Strongly Agree	10.26%	4
Agree	58.97%	23
Disagree	7.69%	3
Strongly Disagree	2.56%	1
I am unsure or unable to answer the question	20.51%	8
	<b>Answered</b>	<b>39</b>
	<b>Skipped</b>	<b>4</b>

***The quality and amount of homework is appropriate.***

Response	Percentage	Count
Strongly Agree	12.50%	5
Agree	67.50%	27
Disagree	10.00%	4
Strongly Disagree	7.50%	3
I am unsure or unable to answer the question	2.50%	1
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>3</b>

***My child is safe and cared for at school.***

Response	Percentage	Count
Strongly Agree	24.32%	9
Agree	70.27%	26
Disagree	5.41%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>37</b>
	<b>Skipped</b>	<b>6</b>

***The school helps my child choose a healthy lifestyle.***

Response	Percentage	Count
Strongly Agree	27.03%	10
Agree	51.35%	19
Disagree	18.92%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.70%	1
	<b>Answered</b>	<b>37</b>
	<b>Skipped</b>	<b>6</b>

***My child is safe while on school buses.***

Response	Percentage	Count
Strongly Agree	16.22%	6
Agree	29.73%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	54.05%	20
	<b>Answered</b>	<b>37</b>
	<b>Skipped</b>	<b>6</b>

***My child is treated fairly at school.***

Response	Percentage	Count
Strongly Agree	13.51%	5
Agree	72.97%	27
Disagree	0.00%	0
Strongly Disagree	2.70%	1
I am unsure or unable to answer the question	10.81%	4
	<b>Answered</b>	<b>37</b>
	<b>Skipped</b>	<b>6</b>

***The school deals effectively with incidents of bullying.***

Response	Percentage	Count
Strongly Agree	8.11%	3
Agree	35.14%	13
Disagree	21.62%	8
Strongly Disagree	5.41%	2
I am unsure or unable to answer the question	29.73%	11
	<b>Answered</b>	<b>37</b>
	<b>Skipped</b>	<b>6</b>

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

Response	Percentage	Count
Strongly Agree	16.22%	6
Agree	51.35%	19
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	32.43%	12
	<b>Answered</b>	<b>37</b>
	<b>Skipped</b>	<b>6</b>

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

Response	Percentage	Count
Strongly Agree	5.41%	2
Agree	40.54%	15
Disagree	8.11%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	45.95%	17
	<b>Answered</b>	<b>37</b>
	<b>Skipped</b>	<b>6</b>

***The school is well led.***

Response	Percentage	Count
Strongly Agree	14.29%	5
Agree	65.71%	23
Disagree	2.86%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.14%	6
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>8</b>

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

Response	Percentage	Count
Strongly Agree	14.29%	5
Agree	62.86%	22
Disagree	11.43%	4
Strongly Disagree	5.71%	2
I am unsure or unable to answer the question	5.71%	2
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>8</b>

***Communication between the school and parents is effective and timely.***

Response	Percentage	Count
Strongly Agree	20.00%	7
Agree	62.86%	22
Disagree	14.29%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.86%	1
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>8</b>

*The school responds appropriately to parental concerns.*

Response	Percentage	Count
Strongly Agree	11.43%	4
Agree	68.57%	24
Disagree	5.71%	2
Strongly Disagree	2.86%	1
I am unsure or unable to answer the question	11.43%	4
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>8</b>

*School reports are regular and informative.*

Response	Percentage	Count
Strongly Agree	17.14%	6
Agree	74.29%	26
Disagree	2.86%	1
Strongly Disagree	2.86%	1
I am unsure or unable to answer the question	2.86%	1
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>8</b>

*Parent-teacher meetings are helpful and held regularly.*

Response	Percentage	Count
Strongly Agree	8.57%	3
Agree	82.86%	29
Disagree	8.57%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>8</b>

***Parents are effectively involved in the work of the school.***

Response	Percentage	Count
Strongly Agree	8.57%	3
Agree	65.71%	23
Disagree	0.00%	0
Strongly Disagree	2.86%	1
I am unsure or unable to answer the question	22.86%	8
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>8</b>

***The school enjoys good links with the wider community.***

Response	Percentage	Count
Strongly Agree	5.88%	2
Agree	70.59%	24
Disagree	5.88%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.65%	6
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>9</b>

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

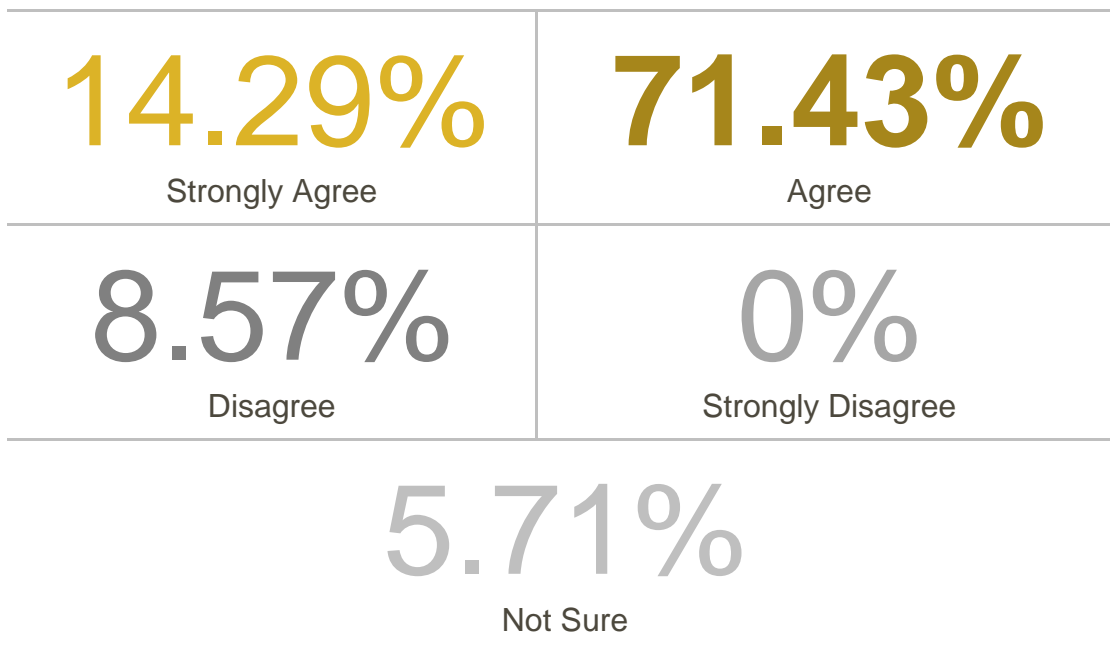
Response	Percentage	Count
Strongly Agree	14.29%	5
Agree	65.71%	23
Disagree	5.71%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.29%	5
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>8</b>



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

Response	Percentage	Count
Strongly Agree	14.29%	5
Agree	62.86%	22
Disagree	11.43%	4
Strongly Disagree	2.86%	1
I am unsure or unable to answer the question	8.57%	3
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>8</b>

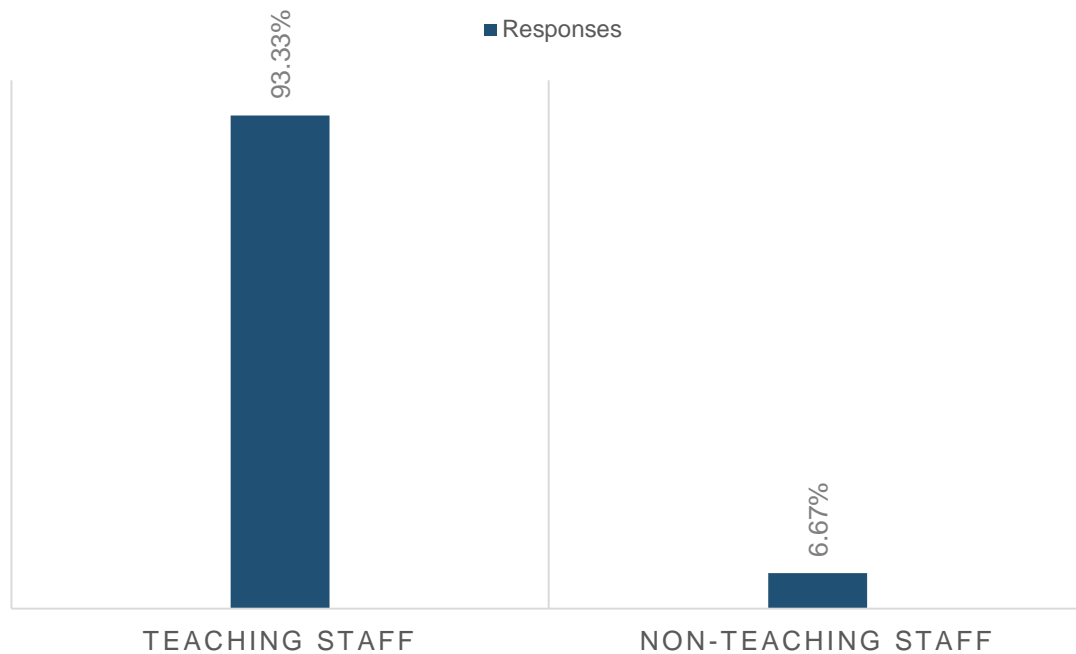
*Overall, I am satisfied with the quality of education provided at this school.*



Response	Count
<b>Answered</b>	<b>35</b>
<b>Skipped</b>	<b>8</b>

## Office of Education Standards | Staff Survey 2018

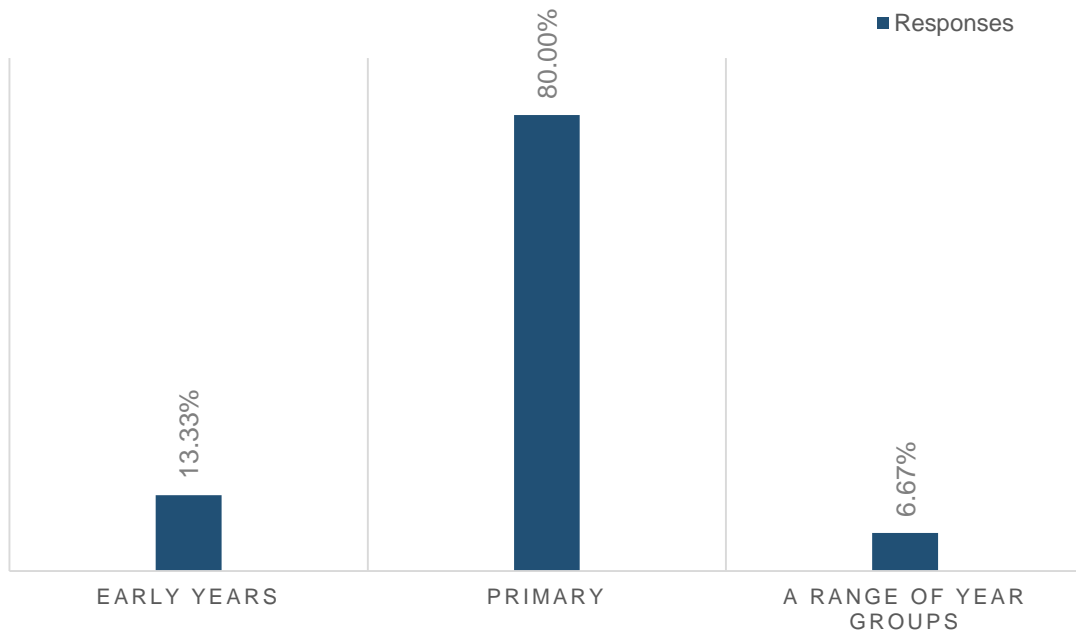
*What is your role in the school?*



*How long have you worked at this school?*

Response	Percentage	Count
One year or less	20.00%	3
More than one year but less than three years	13.33%	2
Three years or more	66.67%	10
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

**Which age-group of students are you mostly supporting?**



**What is your nationality?**

**66.67%**

Caymanian

**33.33%**

Non-Caymanian

**The behaviour of most students in the school is good.**

Response	Percentage	Count
Strongly Agree	13.33%	2
Agree	66.67%	10
Disagree	13.33%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.67%	1
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	53.33%	8
Disagree	40.00%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.67%	1
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***Most students at this school show good environmental understanding.***

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	73.33%	11
Disagree	13.33%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.33%	2
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***There are good assessment systems in this school.***

Response	Percentage	Count
Strongly Agree	6.67%	1
Agree	73.33%	11
Disagree	6.67%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.33%	2
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	21.43%	3
Agree	50.00%	7
Disagree	14.29%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.29%	2
	<b>Answered</b>	<b>14</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	20.00%	3
Agree	53.33%	8
Disagree	6.67%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.00%	3
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	66.67%	10
Agree	33.33%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

*The school helps students to choose a healthy life style.*

Response	Percentage	Count
Strongly Agree	26.67%	4
Agree	60.00%	9
Disagree	6.67%	1
Strongly Disagree	6.67%	1
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

*Students are treated fairly at this school.*

Response	Percentage	Count
Strongly Agree	46.67%	7
Agree	53.33%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

*The school deals effectively with incidents of bullying.*

Response	Percentage	Count
Strongly Agree	26.67%	4
Agree	60.00%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.33%	2
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	13.33%	2
Agree	66.67%	10
Disagree	6.67%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.33%	2
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	6.67%	1
Agree	60.00%	9
Disagree	6.67%	1
Strongly Disagree	6.67%	1
I am unsure or unable to answer the question	20.00%	3
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***The school is well led.***

Response	Percentage	Count
Strongly Agree	28.57%	4
Agree	64.29%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.14%	1
	<b>Answered</b>	<b>14</b>
	<b>Skipped</b>	<b>1</b>



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

Response	Percentage	Count
Strongly Agree	13.33%	2
Agree	66.67%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.00%	3
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***The school effectively supports my continuing professional development.***

Response	Percentage	Count
Strongly Agree	33.33%	5
Agree	60.00%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.67%	1
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***Parent teacher meetings are well attended and helpful.***

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	57.14%	8
Disagree	28.57%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.29%	2
	<b>Answered</b>	<b>14</b>
	<b>Skipped</b>	<b>1</b>

***Parents are effectively involved in the work of the school.***

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	46.67%	7
Disagree	33.33%	5
Strongly Disagree	6.67%	1
I am unsure or unable to answer the question	13.33%	2
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***The school enjoys good links with the wider community.***

Response	Percentage	Count
Strongly Agree	20.00%	3
Agree	60.00%	9
Disagree	6.67%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.33%	2
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

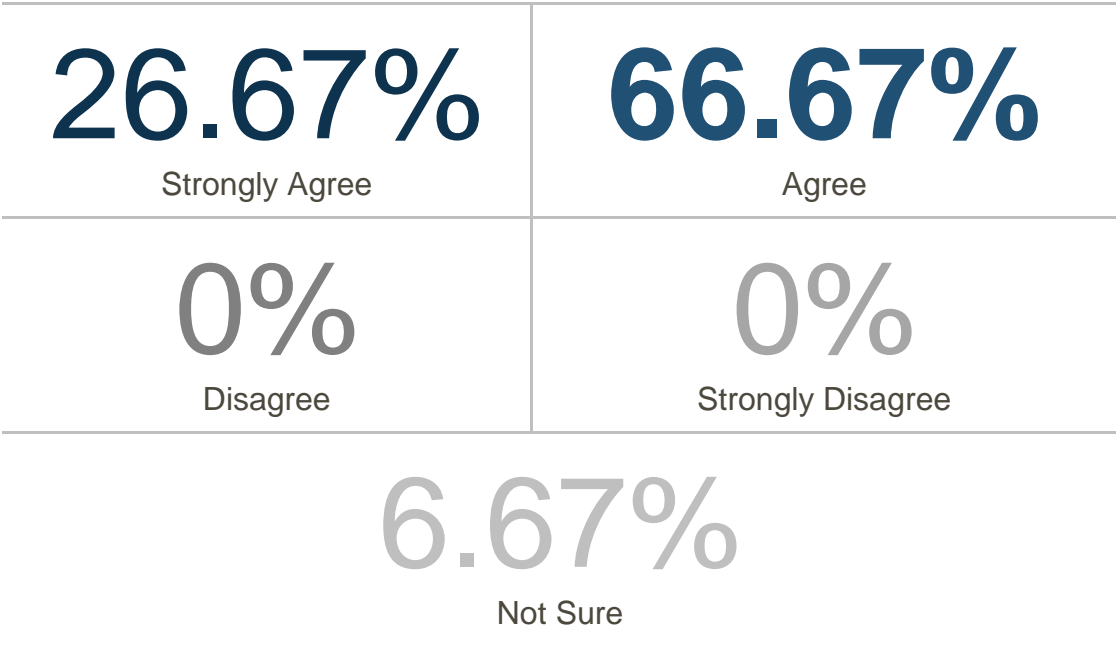
***The school has appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	26.67%	4
Agree	73.33%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	6.67%	1
Agree	53.33%	8
Disagree	26.67%	4
Strongly Disagree	13.33%	2
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

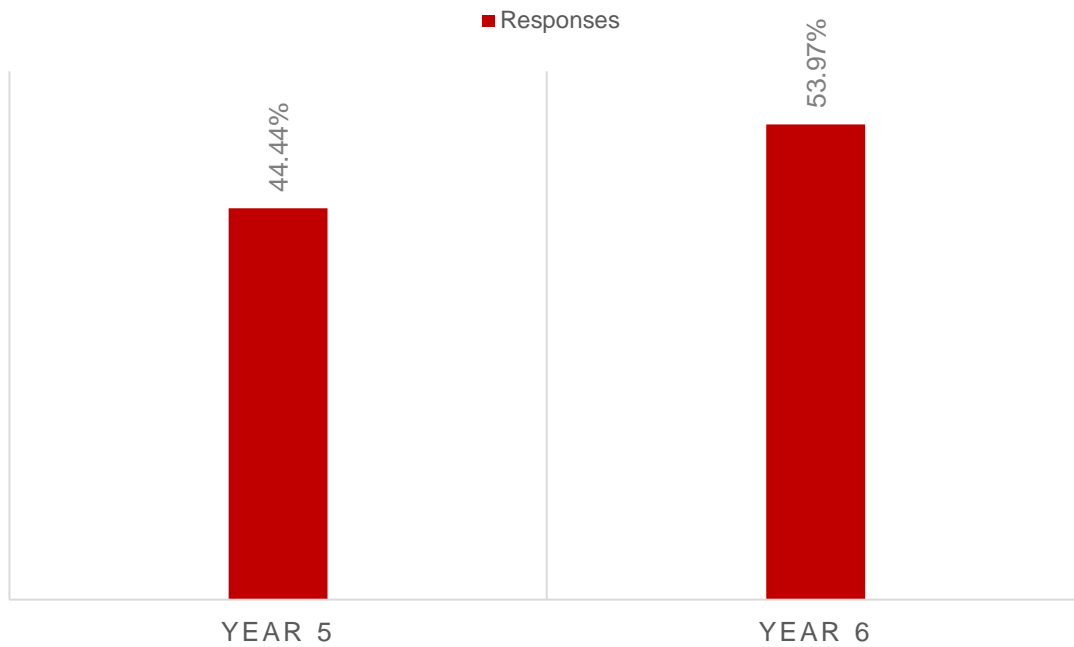
*Overall, this school provides a good quality of education.*



Response	Count
<b>Answered</b>	<b>15</b>
<b>Skipped</b>	<b>0</b>

Office of Education Standards | Student Survey 2018

*Which is your current year group?*



*What is your nationality?*

**75.81%**

Caymanian

**24.19%**

Non-Caymanian

*Please state your gender.*

**35**

Boys

**28**

Girls

*I am making good progress in English.*

Response	Percentage	Count
Strongly Agree	33.33%	21
Agree	44.44%	28
Disagree	7.94%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.29%	9
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

*I am making good progress in mathematics.*

Response	Percentage	Count
Strongly Agree	31.75%	20
Agree	49.21%	31
Disagree	15.87%	10
Strongly Disagree	1.59%	1
I am unsure or unable to answer the question	1.59%	1
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

*I am making good progress in science.*

Response	Percentage	Count
Strongly Agree	33.33%	21
Agree	57.14%	36
Disagree	7.94%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	1.59%	1
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	31.75%	20
Agree	55.56%	35
Disagree	4.76%	3
Strongly Disagree	3.17%	2
I am unsure or unable to answer the question	4.76%	3
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

***The behaviour of most students in the school is good.***

Response	Percentage	Count
Strongly Agree	11.11%	7
Agree	36.51%	23
Disagree	28.57%	18
Strongly Disagree	14.29%	9
I am unsure or unable to answer the question	9.52%	6
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	11.29%	7
Agree	48.39%	30
Disagree	20.97%	13
Strongly Disagree	9.68%	6
I am unsure or unable to answer the question	9.68%	6
	<b>Answered</b>	<b>62</b>
	<b>Skipped</b>	<b>1</b>

***Most students at my school show good environmental understanding.***

Response	Percentage	Count
Strongly Agree	9.52%	6
Agree	47.62%	30
Disagree	22.22%	14
Strongly Disagree	4.76%	3
I am unsure or unable to answer the question	15.87%	10
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

***Most of my lessons are good.***

Response	Percentage	Count
Strongly Agree	51.61%	32
Agree	41.94%	26
Disagree	6.45%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>62</b>
	<b>Skipped</b>	<b>1</b>

***I enjoy most lessons.***

Response	Percentage	Count
Strongly Agree	38.71%	24
Agree	51.61%	32
Disagree	8.06%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	1.61%	1
	<b>Answered</b>	<b>62</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	53.23%	33
Agree	40.32%	25
Disagree	4.84%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	1.61%	1
	<b>Answered</b>	<b>62</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	33.33%	21
Agree	47.62%	30
Disagree	3.17%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	15.87%	10
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

***My school provides the subjects I wish to study.***

Response	Percentage	Count
Strongly Agree	33.33%	21
Agree	44.44%	28
Disagree	12.70%	8
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.52%	6
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>



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

Response	Percentage	Count
Strongly Agree	53.97%	34
Agree	33.33%	21
Disagree	6.35%	4
Strongly Disagree	3.17%	2
I am unsure or unable to answer the question	3.17%	2
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

***Teachers explain to me how I can do better.***

Response	Percentage	Count
Strongly Agree	58.73%	37
Agree	33.33%	21
Disagree	4.76%	3
Strongly Disagree	1.59%	1
I am unsure or unable to answer the question	1.59%	1
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

***I feel safe and cared for at my school.***

Response	Percentage	Count
Strongly Agree	34.92%	22
Agree	34.92%	22
Disagree	11.11%	7
Strongly Disagree	11.11%	7
I am unsure or unable to answer the question	7.94%	5
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

***The school helps students choose a healthy lifestyle.***

Response	Percentage	Count
Strongly Agree	38.10%	24
Agree	41.27%	26
Disagree	7.94%	5
Strongly Disagree	1.59%	1
I am unsure or unable to answer the question	11.11%	7
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

***I feel safe on school buses.***

Response	Percentage	Count
Strongly Agree	20.97%	13
Agree	33.87%	21
Disagree	16.13%	10
Strongly Disagree	9.68%	6
I am unsure or unable to answer the question	19.35%	12
	<b>Answered</b>	<b>62</b>
	<b>Skipped</b>	<b>1</b>

***I am treated fairly at school.***

Response	Percentage	Count
Strongly Agree	25.40%	16
Agree	44.44%	28
Disagree	12.70%	8
Strongly Disagree	11.11%	7
I am unsure or unable to answer the question	6.35%	4
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	44.44%	28
Agree	34.92%	22
Disagree	7.94%	5
Strongly Disagree	6.35%	4
I am unsure or unable to answer the question	6.35%	4
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	60.32%	38
Agree	38.10%	24
Disagree	0.00%	0
Strongly Disagree	1.59%	1
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	46.03%	29
Agree	41.27%	26
Disagree	4.76%	3
Strongly Disagree	1.59%	1
I am unsure or unable to answer the question	6.35%	4
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

***The school is well led.***

Response	Percentage	Count
Strongly Agree	44.44%	28
Agree	30.16%	19
Disagree	7.94%	5
Strongly Disagree	4.76%	3
I am unsure or unable to answer the question	12.70%	8
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

***The school has asked me about how it can improve.***

Response	Percentage	Count
Strongly Agree	34.92%	22
Agree	41.27%	26
Disagree	6.35%	4
Strongly Disagree	9.52%	6
I am unsure or unable to answer the question	7.94%	5
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

***The school responds appropriately to my concerns.***

Response	Percentage	Count
Strongly Agree	30.16%	19
Agree	46.03%	29
Disagree	9.52%	6
Strongly Disagree	3.17%	2
I am unsure or unable to answer the question	11.11%	7
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	38.10%	24
Agree	46.03%	29
Disagree	6.35%	4
Strongly Disagree	1.59%	1
I am unsure or unable to answer the question	7.94%	5
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	37.10%	23
Agree	45.16%	28
Disagree	3.23%	2
Strongly Disagree	3.23%	2
I am unsure or unable to answer the question	11.29%	7
	<b>Answered</b>	<b>62</b>
	<b>Skipped</b>	<b>1</b>

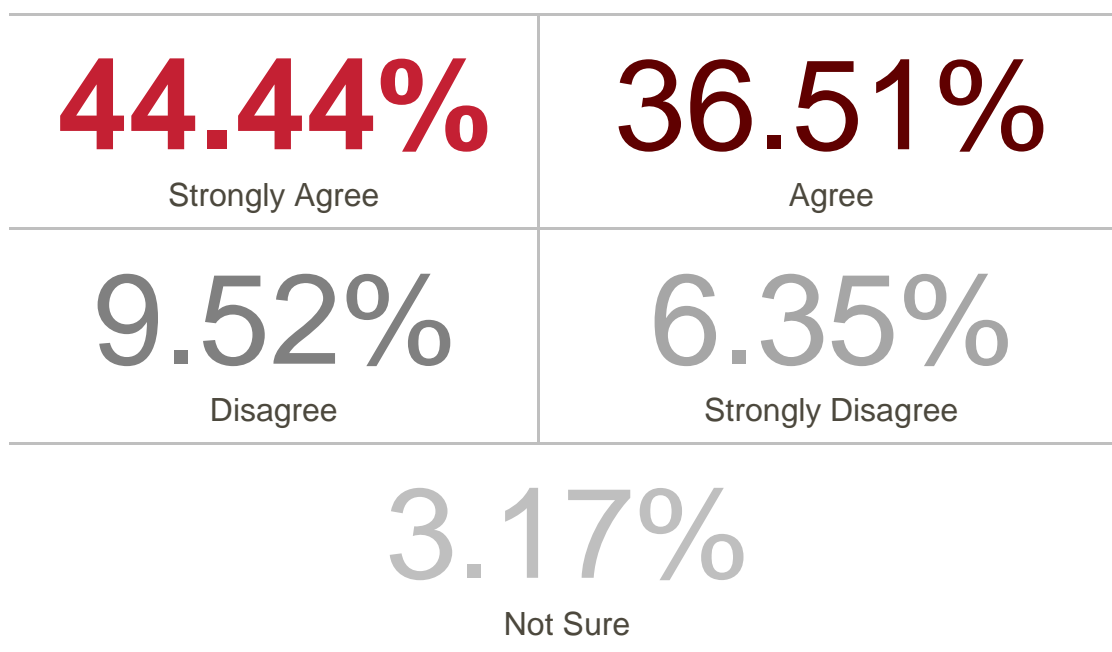
*The school has appropriately qualified and suitably skilled teachers and staff.*

Response	Percentage	Count
Strongly Agree	39.68%	25
Agree	46.03%	29
Disagree	3.17%	2
Strongly Disagree	1.59%	1
I am unsure or unable to answer the question	9.52%	6
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

*I have access to good quality resources for my learning.*

Response	Percentage	Count
Strongly Agree	42.86%	27
Agree	44.44%	28
Disagree	6.35%	4
Strongly Disagree	3.17%	2
I am unsure or unable to answer the question	3.17%	2
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>0</b>

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



Response	Count
<b>Answered</b>	<b>63</b>
<b>Skipped</b>	<b>0</b>

## 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.

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## How to contact us

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

**[adminOES@gov.ky](mailto:adminOES@gov.ky)**

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## 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](http://www.pocs.gov.ky)**

