



2ND FOLLOW-THROUGH INSPECTION REPORT

GEORGE TOWN PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
SEPTEMBER 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 2nd Follow-Through Inspection of George Town Primary School took place from 10th to 12th September 2018. The inspectorate gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, examination and assessment data were also reviewed.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Summary

The inspectorate judged that the school had made satisfactory progress in meeting five of the six recommendations from the baseline inspection. However, as progress towards improving teachers' knowledge and effectiveness in teaching mathematics was judged to be weak, the school has not yet achieved an overall satisfactory rating

Recommendation 1

Improve teachers' knowledge and effectiveness in teaching mathematics.

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

Students' mathematical achievement in Y6 was assessed at the end of the academic year 2017-18. Only around half of the students achieved the expected level in mathematics. Progress over the year had been too slow and only around one half of the students made the required level of improvement between September 2017 and June 2018. In Key Stage 2 classes, in particular, there were too many students who had made slow progress and, as a consequence, a significant number required additional support or interventions in order to achieve at the required level.

Following the last inspection in January 2018, the Principal and Senior Leadership Team had implemented a number of effective strategies to address students' weak performance in mathematics. These included the appointment of a new Numeracy Co-ordinator to the staff team. Also, a revised planning format was introduced including the requirement for all lessons to begin with a mental mathematics focus. Furthermore, teachers had benefited from coaching and training offered by senior staff from the Department of Education Services and the Ministry of Education. The Principal had introduced more robust and regular systems to monitor the quality of students' learning in mathematics. Staff had offered 'booster' classes at the beginning and end of the school day during the previous academic term.

As a consequence of these strategies, at the time of the second Follow-Through Inspection, inspectors noted some improvement to the quality of teaching in mathematics. Most lessons were satisfactory. Standards of achievement in Reception and Key Stage 1 were judged to be satisfactory because most students achieved at the expected level by the time they reached the end of Year 3. From Year 4 onwards, however, students' progress was found to be more erratic and subject to the greater range of variability which was noted in teaching in Key Stage 2.

Staff had assessed students at the beginning of the academic year 2018-19 and targets for each child had been set, based on previous tests and upon teachers' professional judgement. This information had been shared with parents to help encourage more effective parental involvement in students' learning and achievement. Despite these actions, the number of students anticipated to achieve at the expected level in 2019 in Year 4 to Year 6 was noted to be low and not significantly better than previous years. There was a need, therefore, to extend current programmes and develop further strategies for intervention, to promote faster rates of progress, particularly in Key Stage 2. There was scope for teachers to provide more purposeful and meaningful contexts for mathematical learning.

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 **satisfactory** progress in addressing this recommendation.

Inspectors observed over 40 lessons during the second follow-through inspection of George Town Primary School. There had been improvements to the quality of teaching since the last inspection. All home-room teachers and specialist staff were observed and most class teachers were visited during mathematics and English lessons. Overall, most lessons were judged to be satisfactory or better and there were more examples of good teaching, notably in Reception and Key Stage 1.

In the inspection of January 2018 there were incidents of poor supervision and almost one third of lessons were judged to be weak due to poor lesson planning and ineffective classroom management. In this inspection it was noted that weaknesses in the teaching of specialist classes had been addressed. Students were supervised at all times and there were fewer incidents of poor behaviour. Lessons were planned more effectively and the Senior Leadership Team monitored the quality of all classes on a more regular basis. Across the school, arrangements for marking, assessment and planning had been reviewed and adapted. This had supported improvements to students' achievement in English in the previous academic session.

Although the quality of teaching had improved there was scope for further development across all stages of the school to help ensure greater consistency in teaching and improved progress in all subjects. In particular, teachers did not consistently ensure that tasks were well matched to the range of learners' academic needs. There were too few lessons in which teachers provided purposeful, relevant and meaningful contexts for learning. Furthermore, the concluding sections of lessons were not always used well to check students' understanding and knowledge.

Recommendation 3

Provide regular practice in extended writing.

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

Subsequent to the follow-through inspection in January 2018, the Principal and members of the Senior Leadership Team had engaged in critical self-evaluation and developed a post- inspection plan to address the weaknesses in teaching and learning observed in both the baseline and follow-through inspection reports. The Senior Leadership Team had implemented a number of targeted strategies to raise students' achievement in writing. These included adjustments to the timetable to include more time for regular practice in extended writing, and the promotion of an integrated approach to writing across the curriculum with clear expectations and standards. Furthermore, the Senior Leadership Team with the support of literary coaches from the Department of Education Services had facilitated professional development sessions for staff which focused on writing genres and writing moderation. This had resulted in improved staff confidence in leveling students' writing. In addition, the senior staff conducted lesson observations to ensure that class teachers adhered to prescribed writing guidelines. Notably, in the previous school year students participated in a range of successful activities to promote writing skills. These included, for example, writing to a pen pal, writing journals and contributing to the school newsletter. The Senior Leadership Team had developed a successful programme which involved Year 6 students as well as their parents to help raise expectations and address weak academic performance.

During lesson observations, inspectors noted that the majority of teachers' plans included structured writing activities to build students' interest and promote effective writing skills. For example, in an English lesson at Key Stage 1 the teacher ably supported the students in making text-to-self connections and the majority of students wrote independently at length demonstrating good phonic knowledge and age-appropriate accuracy in spelling.

The combined strategies had resulted in some success as the assessment results indicated that standards of achievement in writing across the year groups had improved in 2017-18. Although the end of year predictions indicated that most students in Years 2, 3 and 6 in 2018-19 were likely to achieve at expected levels or better in writing, staff needed to make concerted effort across all stages to improve the levels of attainment in writing for all students.

Recommendation 4

Extend the scope of students' reading.

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

In academic year 2017-18, around 60 per cent of Year 6 students achieved expected levels in reading. Assessment information indicated that the current Year 6 students were predicted to achieve similar results or higher in the 2018-19 examinations. Compared to international standards and levels of achievement by other students at the same age and stage, students' attainment in reading had shown improvement at the end of Key Stages 1 and 2 and was broadly satisfactory. In Key Stage 1, most students achieved expected or better levels of achievement with similar end of year predictions for 2019.

The Senior Leadership Team had developed a detailed plan to extend the scope of students' reading and had successfully implemented reading strategies that involved teachers, parents and students. For example, during the previous school year, parents had participated in a number of events designed to promote students' interest in reading such as 'Snuggle-Up-and-Read'. In addition, students were encouraged to participate in reading competitions and were praised during the school assembly for the number of books they had read over a period of time. Of note, teachers received useful guidance on how to create and utilize effective classroom libraries, and the Senior Leadership Team monitored teachers' documentation of students' individual reading progress.

In the majority of English lessons across year groups, inspectors noted that all teachers provided a variety of appropriate opportunities for students to read including guided, shared and independent reading. In addition, the class timetables now included library sessions and during this follow-through inspection several classes were noted to make good use of the school library. However, not all initiatives designed to support improvements in reading were executed as planned. For example, inspectors observed that in one Key Stage 2 'Drop Everything and Read' (DEAR) session, the majority of students did not actually participate in a reading activity but were engaged in various computer, art and number tasks. The Senior Leadership Team should continue to monitor students' reading progress and promote greater levels of parental involvement to support students' reading.

Recommendation 5

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

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

During the last school year, the Principal and the rest of the senior leadership team had placed increased focus on improving teachers' planning. They had facilitated common planning sessions to ensure that teachers' plans followed the required curricular standards and that time was effectively utilized in lessons. Staff benefited from demonstration lessons to improve their skills and the Senior Leadership Team conducted more regular formal and informal lesson observations to monitor the quality of lesson delivery across year groups. As a consequence of this, it was noted that the Principal and Deputy Principal held a comprehensive and accurate understanding of teaching strengths and weaknesses across the school.

During the follow-through inspection, inspectors noted that most teachers' plans had clear learning goals aligned to developmentally appropriate activities. In addition, many of the teachers' plans incorporated students' skill development and knowledge acquisition in age- appropriate ways. Inspectors observed that in the majority of English lessons, teachers shared learning objectives and success criteria to establish a clear and purposeful start to lessons and many teachers effectively supported students' critical thinking skills. For example, in an English lesson at Key Stage 2, the teacher ably supported students in using context clues to decode the meaning of unfamiliar words. However, in a significant number of lessons, too few opportunities were provided for students to participate in independent learning.

In the majority of lessons the pace of learning was adequate to support student engagement and most students made satisfactory progress in lessons. In a few lessons, however, the pace of the session was too slow and this resulted in students losing interest and not completing the set tasks within the required time.

Recommendation 6

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

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

The Senior Leadership Team had developed a marking and assessment policy which provided useful guidance and direction to staff. Inspectors found that staff marked the students' work more consistently and often provided students with clear guidance regarding the ways to improve their work. Furthermore, the marking policy had been reinforced by the development of a work scrutiny feedback tool which allowed school leaders to quickly assess the quality of marking and feedback in classes. Moreover, the Principal had successfully deployed teachers across the school to ensure improved planning within year groups. Experienced and skilled staff provided regular support to others.

During the follow-through inspection, inspectors observed that many teachers displayed learning targets in their classrooms so that the students had a daily, visible reminder of the targets towards which they were working in the different subject areas.

Inspectors' review of students' work books indicated that many were marked regularly and most teachers provided feedback which outlined what students were doing well and what they needed to do to improve. The Senior Leadership Team had begun to introduce marking practices for both teachers and students which required prompt and effective response to identified errors. Writing and marking guides were placed strategically in many work books to remind students of required writing expectations, such as the use of capitalization and other punctuation. Despite these positive developments, in most of the lessons that inspectors observed, there were too few opportunities for students to review their own work and that of their peers against agreed rubrics.

Survey Results

70 parents, 23 staff and 68 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Seventy parents completed the on-line survey. Most parents felt that their children were making good progress in English, mathematics, science and other subjects. Most agreed that students' behavior was good and that their children were acquiring a good environmental understanding. Almost all parents judged the quality of teaching to be good and most agreed that their children were safe and cared for at school. Most believed that the school provided a good range of extra-curricular activities and that the amount of homework that students received was appropriate. A majority felt that parents were effectively involved in the work of the school. Almost all judged the school to be well led and they expressed satisfaction with the quality of education at the school. Most parents made positive comments about the work of the school and were encouraged about the improvements to date.

Twenty-one teachers and two support staff completed the survey. A majority had worked at the school for three years or more. A majority of the staff judged the school to be well led and all agreed that the school provided a good quality of education. Almost all staff agreed that they were appropriately involved in the process of self-evaluation and improvement planning at the school. Two thirds of the staff judged students' behaviour as good but a significant minority disagreed. A majority judged the quality and quantity of resources to support teaching as adequate. Only a minority of staff agreed that parents were successfully involved in the work of the school. About half of the staff agreed that parent teacher meetings were helpful and well-attended but a significant minority disagreed.

Sixty-five Year 5 and 6 students completed the on-line survey. Most felt that they were making good progress in English, mathematics and science. Most felt there was a good range of extra-curricular activities available to them and most agreed that they received the right amount of homework to help with their learning. The majority of students agreed that if there were incidents of bullying, these would be effectively addressed by the school. A majority considered students' behaviour to be good. Almost all felt that the school was well led and most felt safe and cared for in school.

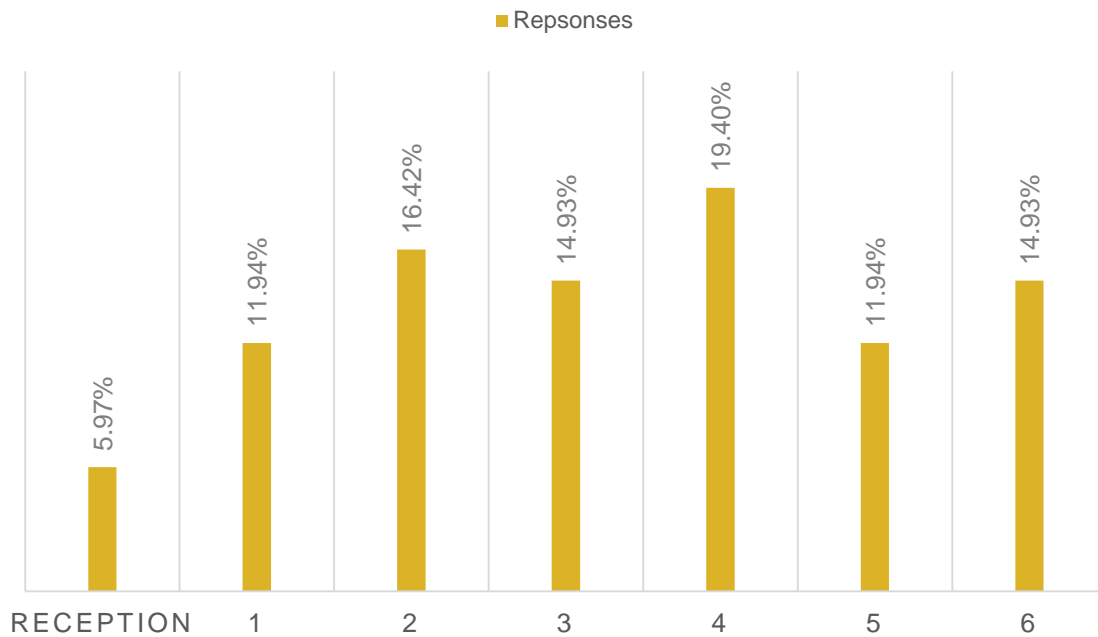
What happens next?

As the school has not yet satisfactorily addressed all six of the recommendations from the baseline inspection of 2014-15 there will be a further Follow-Through Inspection of George Town Primary School six months after the publication of this report.

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	67
Skipped	3

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

Response	Percentage	Count
Less than one year	14.93%	10
More than one year but less than three years	34.33%	23
More than three years	50.75%	34
	Answered	67
	Skipped	3

What is your nationality?

82.86%

Caymanian

17.14%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	27.27%	18
Agree	65.15%	43
Disagree	1.52%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.06%	4
	Answered	66
	Skipped	4

My child is making good progress in Mathematics.

Response	Percentage	Count
Strongly Agree	21.21%	14
Agree	62.12%	41
Disagree	4.55%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.12%	8
	Answered	66
	Skipped	4

My child is making good progress in Science.

Response	Percentage	Count
Strongly Agree	12.12%	8
Agree	57.58%	38
Disagree	6.06%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	24.24%	16
	Answered	66
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	28.79%	19
Agree	57.58%	38
Disagree	3.03%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.61%	7
	Answered	66
	Skipped	4

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	7.81%	5
Agree	48.44%	31
Disagree	25.00%	16
Strongly Disagree	3.13%	2
I am unsure or unable to answer the question	15.63%	10
	Answered	64
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	23.08%	15
Agree	72.31%	47
Disagree	1.54%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.08%	2
	Answered	65
	Skipped	5

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	18.46%	12
Agree	73.85%	48
Disagree	3.08%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.62%	3
	Answered	65
	Skipped	5

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	32.26%	20
Agree	59.68%	37
Disagree	1.61%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.45%	4
	Answered	62
	Skipped	8

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	21.88%	14
Agree	76.56%	49
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	1.56%	1
	Answered	64
	Skipped	6

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	46.88%	30
Agree	46.88%	30
Disagree	3.13%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.13%	2
	Answered	64
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	26.56%	17
Agree	43.75%	28
Disagree	7.81%	5
Strongly Disagree	4.69%	3
I am unsure or unable to answer the question	17.19%	11
	Answered	64
	Skipped	6

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	4.76%	3
Agree	57.14%	36
Disagree	3.17%	2
Strongly Disagree	4.76%	3
I am unsure or unable to answer the question	30.16%	19
	Answered	63
	Skipped	7

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	14.29%	9
Agree	52.38%	33
Disagree	11.11%	7
Strongly Disagree	6.35%	4
I am unsure or unable to answer the question	15.87%	10
	Answered	63
	Skipped	7

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	36.67%	22
Agree	55.00%	33
Disagree	5.00%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.33%	2
	Answered	60
	Skipped	10

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	27.59%	16
Agree	53.45%	31
Disagree	5.17%	3
Strongly Disagree	1.72%	1
I am unsure or unable to answer the question	12.07%	7
	Answered	58
	Skipped	12

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	14.29%	8
Agree	30.36%	17
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	55.36%	31
	Answered	56
	Skipped	14

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	19.67%	12
Agree	65.57%	40
Disagree	0.00%	0
Strongly Disagree	3.28%	2
I am unsure or unable to answer the question	11.48%	7
	Answered	61
	Skipped	9

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	16.39%	10
Agree	47.54%	29
Disagree	11.48%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	24.59%	15
	Answered	61
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	13.56%	8
Agree	54.24%	32
Disagree	3.39%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	28.81%	17
	Answered	59
	Skipped	11

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

Response	Percentage	Count
Strongly Agree	18.33%	11
Agree	35.00%	21
Disagree	0.00%	0
Strongly Disagree	1.67%	1
I am unsure or unable to answer the question	45.00%	27
	Answered	60
	Skipped	10

The school is well led.

Response	Percentage	Count
Strongly Agree	33.90%	20
Agree	52.54%	31
Disagree	1.69%	1
Strongly Disagree	1.69%	1
I am unsure or unable to answer the question	10.17%	6
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	37.93%	22
Agree	44.83%	26
Disagree	5.17%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.07%	7
	Answered	58
	Skipped	12

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	33.90%	20
Agree	57.63%	34
Disagree	6.78%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	1.69%	1
	Answered	59
	Skipped	11

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	22.03%	13
Agree	50.85%	30
Disagree	6.78%	4
Strongly Disagree	5.08%	3
I am unsure or unable to answer the question	15.25%	9
	Answered	59
	Skipped	11

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	27.59%	16
Agree	55.17%	32
Disagree	1.72%	1
Strongly Disagree	3.45%	2
I am unsure or unable to answer the question	12.07%	7
	Answered	58
	Skipped	12

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	28.81%	17
Agree	61.02%	36
Disagree	3.39%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.78%	4
	Answered	59
	Skipped	11

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	15.25%	9
Agree	59.32%	35
Disagree	11.86%	7
Strongly Disagree	5.08%	3
I am unsure or unable to answer the question	8.47%	5
	Answered	59
	Skipped	11

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	20.69%	12
Agree	53.45%	31
Disagree	3.45%	2
Strongly Disagree	1.72%	1
I am unsure or unable to answer the question	20.69%	12
	Answered	58
	Skipped	12

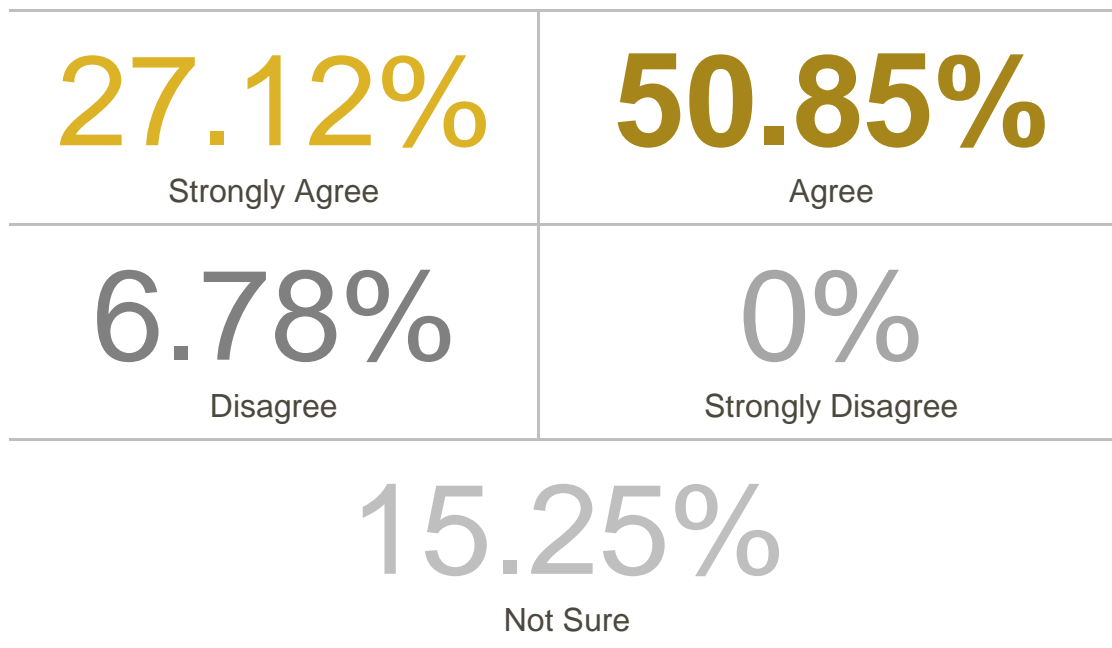
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	30.51%	18
Agree	50.85%	30
Disagree	1.69%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	16.95%	10
	Answered	59
	Skipped	11

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

Response	Percentage	Count
Strongly Agree	25.42%	15
Agree	50.85%	30
Disagree	10.17%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.56%	8
	Answered	59
	Skipped	11

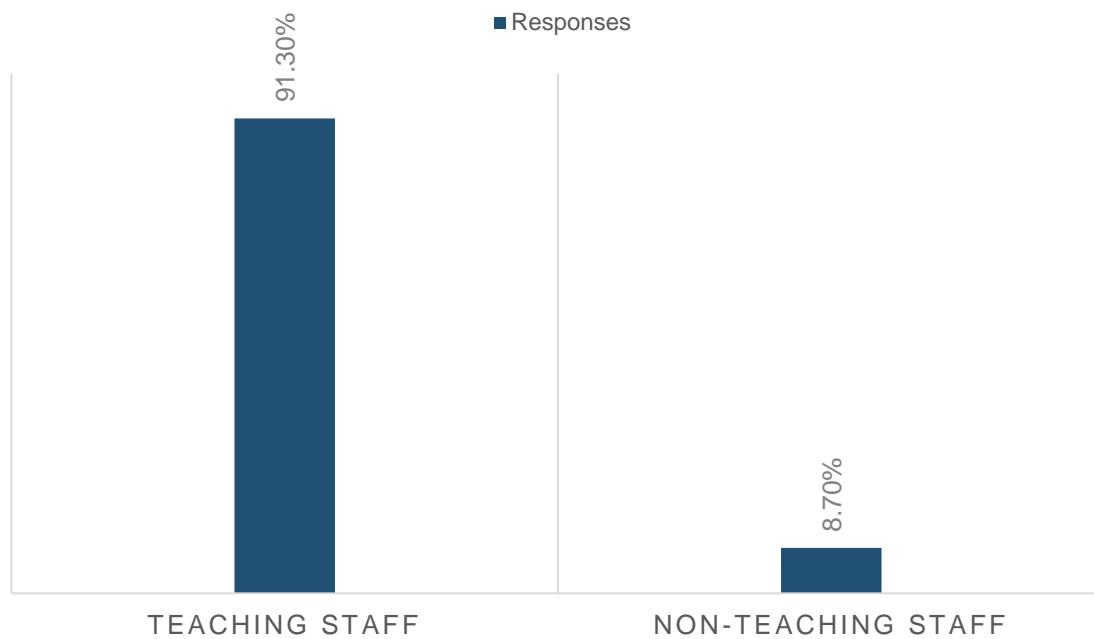
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	59
Skipped	11

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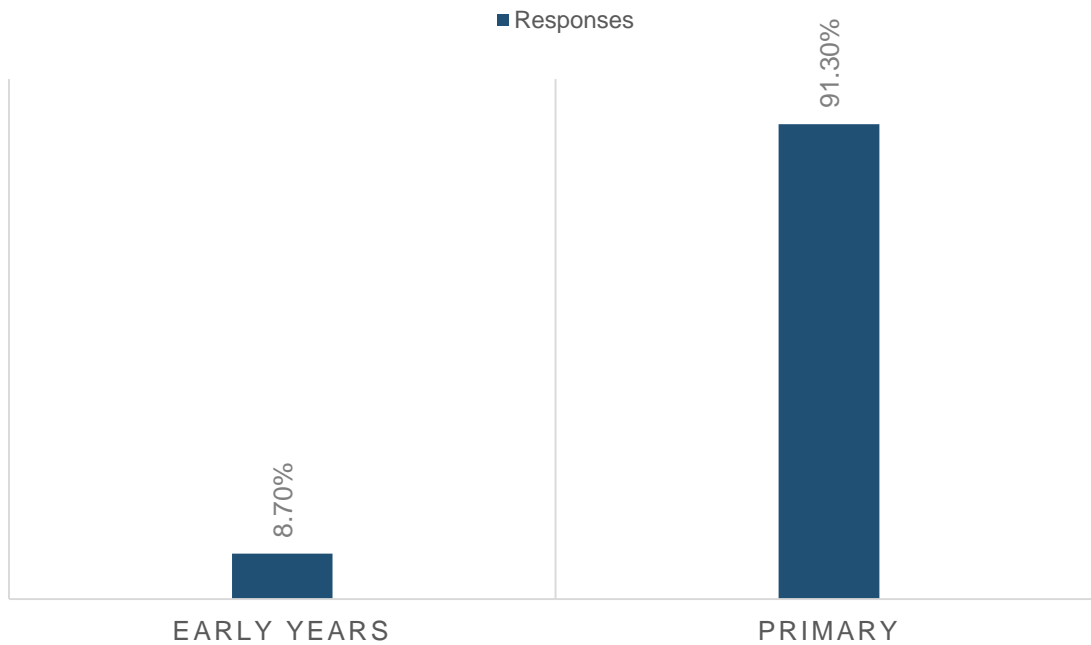
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	21.74%	5
More than one year but less than three years	13.04%	3
Three years or more	65.22%	15
	Answered	23
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

60.87%

Caymanian

39.13%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	65.22%	15
Disagree	21.74%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.04%	3
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	59.09%	13
Disagree	22.73%	5
Strongly Disagree	9.09%	2
I am unsure or unable to answer the question	9.09%	2
	Answered	22
	Skipped	1

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	8.70%	2
Agree	69.57%	16
Disagree	17.39%	4
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	13.04%	3
Agree	56.52%	13
Disagree	13.04%	3
Strongly Disagree	17.39%	4
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	26.09%	6
Agree	65.22%	15
Disagree	0.00%	0
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	26.09%	6
Agree	69.57%	16
Disagree	4.35%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	34.78%	8
Agree	34.78%	8
Disagree	8.70%	2
Strongly Disagree	17.39%	4
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	17.39%	4
Agree	69.57%	16
Disagree	13.04%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	36.36%	8
Agree	45.45%	10
Disagree	13.64%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.55%	1
	Answered	22
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	30.43%	7
Agree	60.87%	14
Disagree	4.35%	1
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	33.33%	7
Agree	52.38%	11
Disagree	4.76%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.52%	2
	Answered	21
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	30.43%	7
Agree	52.17%	12
Disagree	17.39%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	34.78%	8
Agree	34.78%	8
Disagree	4.35%	1
Strongly Disagree	21.74%	5
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	23.81%	5
Agree	57.14%	12
Disagree	4.76%	1
Strongly Disagree	4.76%	1
I am unsure or unable to answer the question	9.52%	2
	Answered	21
	Skipped	2

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	33.33%	7
Agree	47.62%	10
Disagree	4.76%	1
Strongly Disagree	4.76%	1
I am unsure or unable to answer the question	9.52%	2
	Answered	21
	Skipped	2

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	9.09%	2
Agree	50.00%	11
Disagree	22.73%	5
Strongly Disagree	9.09%	2
I am unsure or unable to answer the question	9.09%	2
	Answered	22
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	4.35%	1
Agree	26.09%	6
Disagree	47.83%	11
Strongly Disagree	13.04%	3
I am unsure or unable to answer the question	8.70%	2
	Answered	23
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	8.70%	2
Agree	47.83%	11
Disagree	30.43%	7
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	8.70%	2
	Answered	23
	Skipped	0

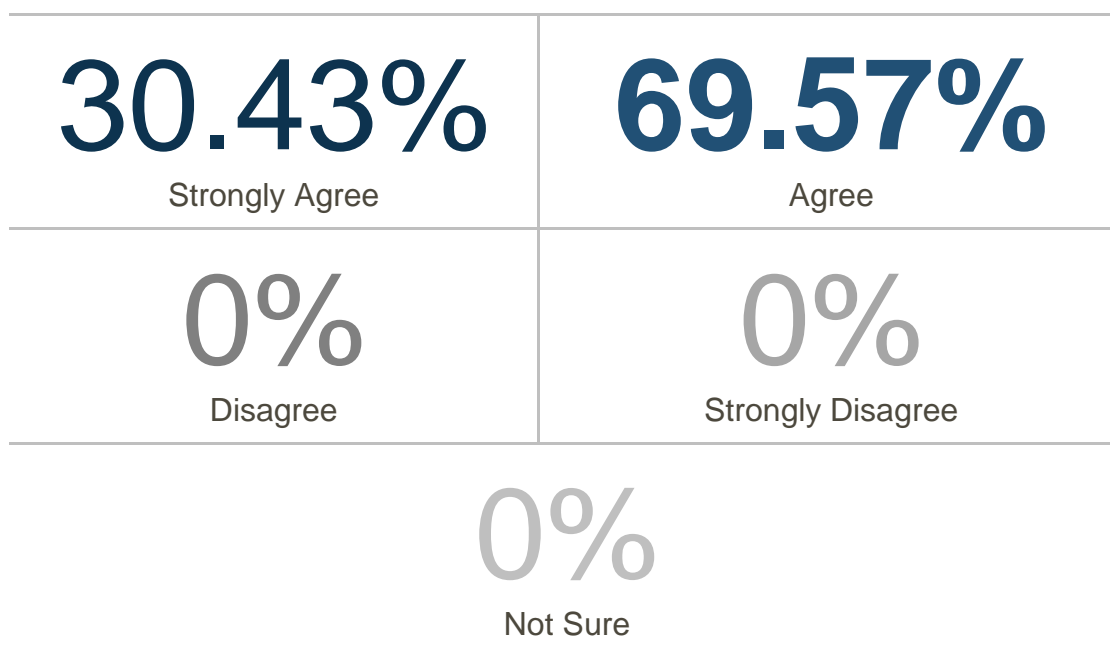
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	50.00%	11
Agree	45.45%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.55%	1
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	21.74%	5
Agree	43.48%	10
Disagree	26.09%	6
Strongly Disagree	8.70%	2
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

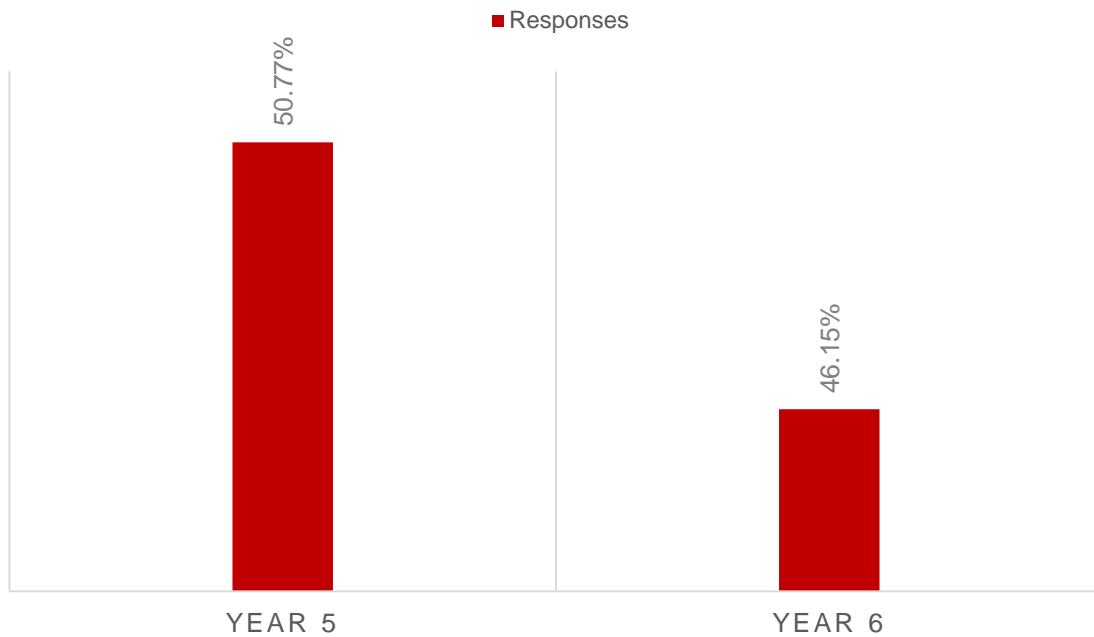
Overall, this school provides a good quality of education.



Response	Count
Answered	23
Skipped	0

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

80.30%

Caymanian

19.70%

Non-Caymanian

Please state your gender.

37

Boys

30

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	36.36%	24
Agree	51.52%	34
Disagree	6.06%	4
Strongly Disagree	3.03%	2
I am unsure or unable to answer the question	3.03%	2
	Answered	66
	Skipped	2

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	46.15%	30
Agree	41.54%	27
Disagree	6.15%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.15%	4
	Answered	65
	Skipped	3

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	24.24%	16
Agree	63.64%	42
Disagree	3.03%	2
Strongly Disagree	3.03%	2
I am unsure or unable to answer the question	6.06%	4
	Answered	66
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	41.79%	28
Agree	52.24%	35
Disagree	1.49%	1
Strongly Disagree	1.49%	1
I am unsure or unable to answer the question	2.99%	2
	Answered	67
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	21.54%	14
Agree	55.38%	36
Disagree	12.31%	8
Strongly Disagree	4.62%	3
I am unsure or unable to answer the question	6.15%	4
	Answered	65
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	21.21%	14
Agree	53.03%	35
Disagree	13.64%	9
Strongly Disagree	3.03%	2
I am unsure or unable to answer the question	9.09%	6
	Answered	66
	Skipped	2

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	26.87%	18
Agree	43.28%	29
Disagree	11.94%	8
Strongly Disagree	8.96%	6
I am unsure or unable to answer the question	8.96%	6
	Answered	67
	Skipped	1

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	49.25%	33
Agree	44.78%	30
Disagree	5.97%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	67
	Skipped	1

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	52.94%	36
Agree	36.76%	25
Disagree	8.82%	6
Strongly Disagree	1.47%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	68
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	54.69%	35
Agree	42.19%	27
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.13%	2
	Answered	64
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	34.38%	22
Agree	50.00%	32
Disagree	4.69%	3
Strongly Disagree	1.56%	1
I am unsure or unable to answer the question	9.38%	6
	Answered	64
	Skipped	4

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	33.33%	22
Agree	43.94%	29
Disagree	16.67%	11
Strongly Disagree	1.52%	1
I am unsure or unable to answer the question	4.55%	3
	Answered	66
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	41.79%	28
Agree	44.78%	30
Disagree	10.45%	7
Strongly Disagree	2.99%	2
I am unsure or unable to answer the question	0.00%	0
	Answered	67
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	59.70%	40
Agree	34.33%	23
Disagree	1.49%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.48%	3
	Answered	67
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	46.27%	31
Agree	34.33%	23
Disagree	10.45%	7
Strongly Disagree	7.46%	5
I am unsure or unable to answer the question	1.49%	1
	Answered	67
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	45.59%	31
Agree	38.24%	26
Disagree	7.35%	5
Strongly Disagree	2.94%	2
I am unsure or unable to answer the question	5.88%	4
	Answered	68
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	20.90%	14
Agree	32.84%	22
Disagree	20.90%	14
Strongly Disagree	2.99%	2
I am unsure or unable to answer the question	22.39%	15
	Answered	67
	Skipped	1

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	28.36%	19
Agree	47.76%	32
Disagree	7.46%	5
Strongly Disagree	14.93%	10
I am unsure or unable to answer the question	1.49%	1
	Answered	67
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	38.81%	26
Agree	37.31%	25
Disagree	10.45%	7
Strongly Disagree	4.48%	3
I am unsure or unable to answer the question	8.96%	6
	Answered	67
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	53.03%	35
Agree	33.33%	22
Disagree	6.06%	4
Strongly Disagree	3.03%	2
I am unsure or unable to answer the question	4.55%	3
	Answered	66
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	41.18%	28
Agree	48.53%	33
Disagree	5.88%	4
Strongly Disagree	2.94%	2
I am unsure or unable to answer the question	1.47%	1
	Answered	68
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	43.28%	29
Agree	50.75%	34
Disagree	1.49%	1
Strongly Disagree	4.48%	3
I am unsure or unable to answer the question	0.00%	0
	Answered	67
	Skipped	1

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	39.71%	27
Agree	35.29%	24
Disagree	8.82%	6
Strongly Disagree	5.88%	4
I am unsure or unable to answer the question	10.29%	7
	Answered	68
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	34.33%	23
Agree	38.81%	26
Disagree	8.96%	6
Strongly Disagree	2.99%	2
I am unsure or unable to answer the question	14.93%	10
	Answered	67
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	42.65%	29
Agree	45.59%	31
Disagree	2.94%	2
Strongly Disagree	1.47%	1
I am unsure or unable to answer the question	7.35%	5
	Answered	68
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	39.71%	27
Agree	48.53%	33
Disagree	1.47%	1
Strongly Disagree	4.41%	3
I am unsure or unable to answer the question	5.88%	4
	Answered	68
	Skipped	0

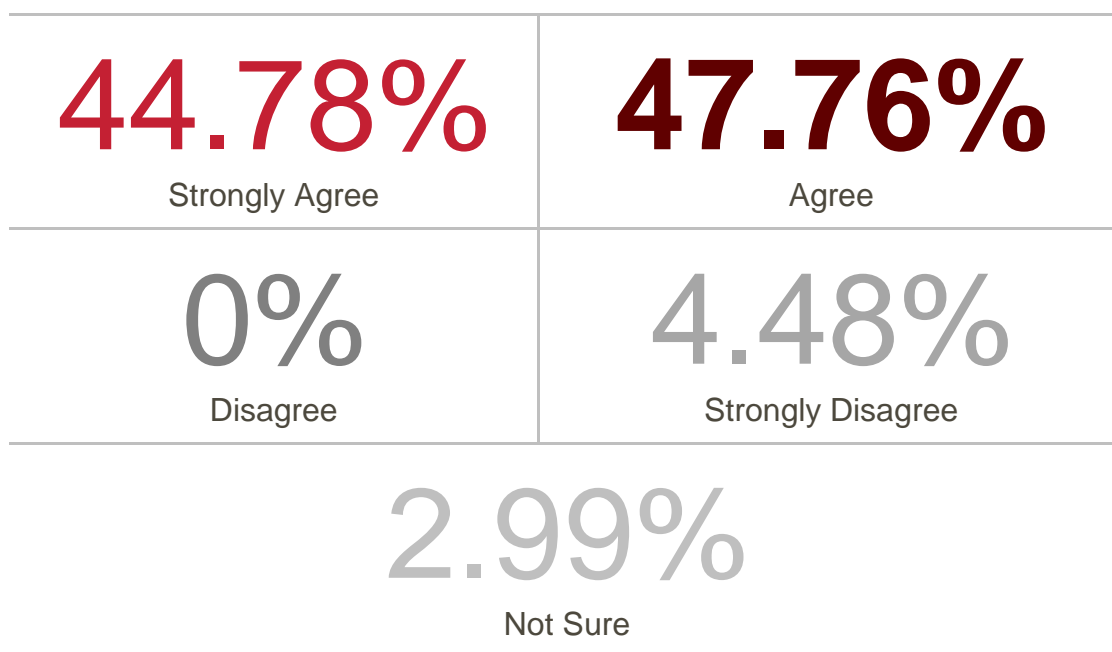
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	45.59%	31
Agree	44.12%	30
Disagree	2.94%	2
Strongly Disagree	1.47%	1
I am unsure or unable to answer the question	5.88%	4
	Answered	68
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	45.45%	30
Agree	46.97%	31
Disagree	1.52%	1
Strongly Disagree	1.52%	1
I am unsure or unable to answer the question	4.55%	3
	Answered	66
	Skipped	2

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



Response	Count
Answered	67
Skipped	1

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

