



INSPECTION REPORT

GRACE CHRISTIAN ACADEMY

OFFICE OF EDUCATION STANDARDS
October 2018

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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 Grace Christian Academy

Name of school	Grace Christian Academy
Address	21 Crescent Close, West Bay
Telephone	(345) 945-0899
E-mail address	bscott@gca.ky
School Website	www.gracechristianacademycayman.org
Principal	Mrs. Bernice Scott
School day timing	8:05am to 2:40pm
Age range of students	3 to 18 years
Number of students	114
Number of teaching staff	19
Number of support staff	3
Date of last inspection	May 2008

The context of the school

The school is located in West Bay. It has several buildings. It is a fee-paying independent school with a Christian character. Around one quarter of students have special educational needs.

The school follows an US curriculum, including a combination of New York state and Common Core standards in English, mathematics and science with ACSI (Association of Christian Schools International) guidance for Bible Studies and for certain other curriculum subjects. Three main external assessments are used across the school. Terra Nova data is available from Grades 1 to 9. In Grades 8 and 9, the pSAT assessment was used for the first time in the last session and Advanced Placement courses were offered last year in English, economics, psychology and business studies. The Advanced Placements are completed every other year. Grade 12 graduation is dependent upon the students' coverage of sufficient curriculum units.

At the time of the inspection, the Deputy Principal was absent from school.

For the purposes of this inspection, inspectors would report on four phases of the school. These were:

- Phase 1. Early Years – Pre-K and Kindergarten;
- Phase 2. Elementary – Grades 1 to 5;
- Phase 3. Middle – Grades 6 to 8;
- Phase 4. High – Grades 9 to 12.

Key strengths

The inspection identified the following key strengths of the school.

- Students' attainment and progress in science were good in the elementary school.
- Behaviour across the school was good and students demonstrated positive attitudes to learning.
- The school successfully met its mission of creating a Christ-centered learning environment.
- Teaching in the elementary, middle and high schools was good.
- There were strengths in the quality of teaching in other subjects including social studies, physical education and music.

Recommendations

For the school to improve further, leaders should:

- Improve teaching and the curriculum in Early Years classes, so that children have more regular real-life experiences and further opportunities to explore their world independently;
- Gain external accreditation for the work of the school and moderate teachers' assessments to strengthen the school's self-evaluation procedures;
- Further develop the school's information and communication technology curriculum and resources;
- Ensure that Grace Christian Academy Board is more involved in the life of the school, holding leaders to account and having relevant expertise, such as in educational leadership;
- Improve the effectiveness of strategies for working with staff and the wider school community, so that there is common purpose and all are fully supportive of leaders' vision for the school's future direction.

Summary

Overall Evaluation – Satisfactory

The overall performance of Grace Christian Academy was satisfactory. The school had no significant weaknesses, although the Early Years required some improvement both in teaching and the curriculum. The senior staff were aware of what needed to improve. Across all quality indicators, most judgements were at least satisfactory.

The satisfactory judgements included:

- students' attainment in most phases in English and mathematics;
- progress in English in the elementary and middle schools;
- civic and environmental understanding;
- the curriculum in the high school;
- health and safety and support and guidance;
- leadership;
- self-evaluation and improvement planning.

The school also had some good judgements. These included:

- attainment in the elementary school in science;
- progress in several phases in English, mathematics and science;
- behaviour in all phases of the school;
- teaching and learning in the elementary, middle and high schools;
- teaching in social studies, physical education and music;
- the curriculum in the elementary and middle schools.

Achievement

Students' attainment in relation to international standards	Phase 1 Early Years	Phase 2 Elementary	Phase 3 Middle	Phase 4 High
Attainment in English	Weak	Satisfactory	Weak	Satisfactory
Attainment in mathematics	Weak	Satisfactory	Satisfactory	Satisfactory
Attainment in science	Weak	Good	Satisfactory	Satisfactory

Attainment was weak in English in the Early Years and middle school and satisfactory in the elementary and high schools in relation to international standards. In the middle school, attainment was strongest in Grade 6. Across the phases, students had sufficient vocabulary practice and wrote in increasingly sophisticated ways. Students knew what they needed to improve from strong verbal feedback in lessons. They read a wide range of high quality texts. Young children did not gain the skills they needed in writing to be ready for Grade 1. Students in Grades 8 and 9 last year did not attain well in their pSAT tests. Students often had difficulty spelling common words. The presentation of students' work was weak across the school.

Attainment in mathematics in the elementary, middle and high schools was satisfactory in relation to international standards. In the Early Years it was weak. Most students in Grade 5 could solve word problems using a variety of different mathematical strategies, which had been a school focus. Almost all students in Grade 9 could calculate efficiently using positive and negative numbers. Higher attainment was found when students were challenged more effectively, as in a lesson in Grades 11 and 12, where students solved equations and drew graphs. In the Early Years, children's attainment was adversely affected by a too narrow approach to teaching and learning.

In science, attainment was weak in the Early Years, good in the elementary school and satisfactory in the middle and high schools. Early Years children had too few opportunities to develop exploration skills. This meant that teachers could not assess their attainment in science accurately. In other grades, expectations of what students could achieve were often high. For example, in the elementary school, students worked on technical vocabulary relating to cells well. In the middle school there were regular opportunities for practical science. In older grades, however, students did not convey their scientific ideas coherently. This was owing to weaknesses in grammar and spelling. Teachers were often too generous in their assessments of the older students' attainment.

Students' progress in key subjects	Phase 1 Early Years	Phase 2 Elementary	Phase 3 Middle	Phase 4 High
Progress in English	Weak	Satisfactory	Satisfactory	Good
Progress in mathematics	Weak	Good	Good	Good
Progress in science	Weak	Good	Good	Satisfactory

Progress in English was weak in the Early Years, satisfactory in the elementary and middle schools, and good in the high school. Progress was particularly strong in Grade 6 because of high expectations. Most students made satisfactory progress in analysing texts. Students had regular opportunities to work in depth independently and make presentations, which strengthened their progress in understanding different types of text. Children in the Early Years did not make sufficient progress in writing because too little was expected of them. Across the school, most students did not write enough and so did not develop stamina over time in writing at length. There was insufficient diagnostic marking to help students improve their writing and so make faster progress.

Progress in mathematics was good in the elementary, middle and high school phases but weak in the Early Years. Most students made good progress in Grade 9 because the work set was challenging. Effective support was provided for a few weaker students who made satisfactory progress. Lesson plans contained clear learning objectives which provided a scaffold for students to make good progress. Students in Grade 12 were confident to ask questions of their teacher. Her secure subject knowledge clarified their thinking. This resulted in strong progress. Students in the high school had regular opportunities to work collaboratively and discuss strategies to solve problems.

In science, progress was weak in the Early Years, good in the elementary and middle schools, and satisfactory in the high school. When lesson activities were well planned in a sequence, students understood the processes of scientific enquiry. For example, in a Grade 8 lesson, students developed their knowledge of solutions well through practical experiments. There was not enough practical science work or enquiry in the Early Years. This meant that students were not able to demonstrate their progress, other than on worksheets. Progress in the high school was not good because teaching was not consistently challenging enough. Students repeated content they already knew.

Students' personal and social development

Promoting students' personal and social development	Phase 1 Early Years	Phase 2 Elementary	Phase 3 Middle	Phase 4 High
Positive behaviour for good learning	Good	Good	Good	Good
Students' civic and environmental understanding	Satisfactory	Satisfactory	Satisfactory	Satisfactory

Students' behaviour was good across all phases of the school. Staff-student relationships were strong, which supported their learning. Students wore their uniforms with pride and as a result looked smart. Students enjoyed school, so their attendance was good and they arrived both at school and to lessons punctually. The school had recently introduced a new behaviour for learning policy which focused more on supporting rather than punishing students, but this system had not yet been fully implemented. Although behaviour was good overall, there were isolated incidents of poor behaviour and some inconsistency in policy implementation across grades.

Students' civic and environmental understanding were satisfactory in all phases. Students could talk confidently about some aspects of their national identity, for example the meaning of the symbols on the coat of arms. However, their knowledge of key institutions of the islands was more limited. Caymanian history was not taught beyond the elementary phase. Students looked after their school environment well and no litter or graffiti was seen. Students were active in their community and took part in music performance. One student held the post of junior minister for tourism. Students' understanding about the environment was more limited, particularly in the middle school. Students did not have much opportunity to voice their views.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Phase 1 Early Years	Phase 2 Elementary	Phase 3 Middle	Phase 4 High
Teaching	Weak	Good	Good	Good
Learning	Weak	Good	Good	Good
Assessment	Satisfactory	Satisfactory	Satisfactory	Satisfactory

The quality of teaching was weak in the Early Years and good in the rest of the school. Good relationships between students and their teachers ensured teaching could go ahead unimpeded. Challenging content, coupled with the teacher's high expectations, for example in elementary grade science, engaged students well and promoted high levels of enjoyment. Mathematics was taught well. Questioning in the high school probed understanding and helped to identify students' misconceptions. For example, students asked questions of their teacher to clarify and learn from their errors in an algebra lesson. In the Early Years, there was too much reliance on activities led by the teacher. Children had too few opportunities to make choices or to develop independent learning skills.

There were examples of effective questioning in social studies. This led to high-quality discussion. For example, in geography, students passionately put their points of view about population distribution. Swimming was taught well and even the youngest children developed high levels of confidence in the water. Music was strong and students had opportunities to learn instruments. Teaching in Spanish and Bible was less effective.

The quality of learning was also weak in the Early Years and good in the rest of the school. In English, in the high school, groups worked on their presentations about plastics in the ocean. This showed students' strong critical thinking skills. Students learned well in Grade 5 science because the teacher presented them with demanding work. In music, students learned new passages of music rapidly during a steel-pans lesson. However, in a science lesson in Grades 11 and 12, there was too much repetition of facts students already knew. In the Early Years, provision for play-based learning was not sufficiently well developed. It was adult directed and hampered students' independence.

Assessment was satisfactory in all phases of the school. Teachers knew students well and provided good oral feedback, for example in mathematics and English. In Grade 6, students engaged well with a comprehension exercise. In Grades 11 and 12, the teacher moved among student groups, continually providing guidance about how to improve their presentations. Teachers' assessments were sometimes variable. There was some evidence of overly generous assessments. There was not enough moderation to check whether teachers' judgements were accurate. Written feedback was too cursory including, for example, the use of phrases such as 'good job'. This approach did not indicate what students did well and what needed to improve.

Curriculum

Offering a curriculum that meets the educational needs of all students	Phase 1 Early Years	Phase 2 Elementary	Phase 3 Middle	Phase 4 High
Curriculum	Weak	Good	Good	Satisfactory

Curriculum quality was weak in the Early Years, good in the elementary and middle schools and satisfactory in the high school. In the elementary and middle years the curriculum was engaging for students. In the early years, there was weakness in progression from Pre-Kindergarten into Kindergarten and then into Grade 1. The early years' curriculum did not enable children to explore their own ideas, pursue learning preferences and develop enquiry skills. As students progressed through the school, they did not have regular opportunities to learn using information technology. This was most notable in the high school. A review of the curriculum was overdue. It needed to take into account staff and students' views and consider the effectiveness of combining Grade 11 and 12 students in one class. Nonetheless, science enabled students to learn through practical exploration. Students rated careers advice highly. A satisfactory range of extra-curricular activities was on offer. Curriculum requirements were met in terms of coverage. However, the curriculum did not consistently and sufficiently meet the needs of the most able students. The school benefited from membership status with the Association of Christian Schools International and this helped ensure appropriate alignment between certain curriculum content and the school's aims and vision. However, curriculum standards and graduation requirements were not consistently and externally verified and further accreditation was necessary to determine consistency in the schools' curriculum and assessment methods.

Safety and support

Keeping our students safe and always supported	Phase 1 Early Years	Phase 2 Elementary	Phase 3 Middle	Phase 4 High
Health and safety	Satisfactory	Satisfactory	Satisfactory	Satisfactory
Support and guidance	Satisfactory	Satisfactory	Satisfactory	Satisfactory

Health and safety were satisfactory in all phases of the school. Requirements for maintaining the health and safety of the students were in place. Accidents were rare. Suitable records were kept of any incidents and the administration of medication. Recent renovations ensured that the school premises were generally well maintained and in good order. Outdoor play equipment was also well maintained. However, the arrangements to secure access to the premises required improvement. The school had appropriate policies for child protection and training of staff. Students were given advice about healthy living and took regular exercise. During the inspection it was noted that the canteen did not systematically promote healthy eating. In addition, students in the elementary and middle schools were not being given enough information about the dangers of drugs, smoking and the internet.

Support and guidance were satisfactory in all phases. Relationships were positive, which meant that students knew that they could ask for help when needed. The school did not have a student counsellor. However, the special educational needs co-ordinator was highly committed, well organised and enthusiastic about developing her relatively recent role. She recognised that specific training would help her develop her expertise further. She had put in place systems to help identify students with special educational needs, the support needed and the progress they were making compared with their classmates. Individual education plans were detailed and included modifications to support the work in classrooms. The plans also included input from external agencies where necessary. Students were given appropriate career advice and lessons often linked their learning to the real world of work.

Leadership and management

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

The quality of leadership was satisfactory. The Principal had a passion for the school and she knew the students and the parents very well. The Christian ethos of the school was shared by the whole community. Middle leaders were positive and keen to develop their roles. The owner and Board were very supportive. However, the Board lacked educational expertise and did not hold leaders sufficiently to account. There was scope for improved performance management arrangements. Staff sometimes lacked clarity about the roles and responsibilities of leaders. Strategies for working with staff and the wider school community had not been fully effective in creating a common purpose for the vision and direction of the school. Nonetheless, the leadership of the school had the capacity to improve.

Self-evaluation and improvement planning were satisfactory. The Principal had an accurate view of the quality of teaching and had brought about improvements. Peer evaluations of teaching among staff were successful in enabling teachers to reflect upon their practice and learn from colleagues. The appointment of a non-teaching Deputy Principal had built greater capacity for monitoring the work of the school. However, self-evaluation was not recorded as well as it could be. Procedures for monitoring the quality of teaching were relatively informal. Several of the initiatives around self-evaluation were new, including, for example, the performance management of staff. There was a school improvement plan, but the success criteria could not be easily measured and it was not clear when key objectives would be achieved.

Links with parents and the community were satisfactory. The Parent Teachers Association was active and enthusiastic. Teachers in the elementary school sent weekly newsletters to parents. They shared students' achievements with parents on a regular basis. Students were involved in sports with other schools. They had performed at special events in the community. However, reports to parents did not include next steps to show how students could improve their learning. Links with parents were not so strong in the middle and high schools.

Staffing and the learning environment were satisfactory. All teachers were well qualified. The school buildings were clean and well maintained. The school had good amenities, including an AstroTurf and a swimming pool. There had been a recent high turnover of staff that had affected the consistency and quality of the work of the school, particularly in mathematics. There was no direct teaching of information technology. Teaching assistants were not always deployed effectively within Early Years classes to support children's learning.

Survey results

Forty six parents, 21 staff and 49 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Parents of children from almost all grades completed the on-line survey in advance of the inspection. Almost all parents felt that their children were making good progress in English. Most parents believed their children were making good progress in mathematics, science and other subjects. Almost all agreed that behaviour was good and that their children were acquiring a good environmental understanding. Most parents judged the quality of teaching to be good and almost all agreed that their children enjoyed lessons. A majority believed that their children had access to a good range of extra-curricular activities but almost a third disagreed. Most felt that the amount of homework issued was suitable. A majority felt that parents were effectively involved in the work of the school. A majority believed that the school was well led. A majority believed the school had good resources, but a minority disagreed. There were comments from 23 parents and two thirds of these were positive. However, the other third had concerns with the leadership of the school and the quality of resources.

Seventeen teachers and four support staff completed the survey. A minority had worked at the school for three years or more. A minority judged the school to be well led but a majority disagreed. A majority agreed that the school provided a good quality of education. Staff were equally divided about the quality of the professional development opportunities they had experienced over the last few years. A majority believed that the school offered a safe and caring environment for all members of the school community but a minority disagreed. Almost all staff thought behaviour was good. Most agreed that students were treated fairly by all staff. A minority stated there were good arrangements to address incidents of bullying should they occur. A third of staff did not think assessment systems were good and a minority said they were insufficiently involved in self-evaluation and school improvement. A majority did not think resources were good enough. Of the eight comments from staff, four were positive and four less so. The positive comments focused on the Christian ethos of the school and its caring nature. The negative comments focused on the school's leadership and the lack of resources.

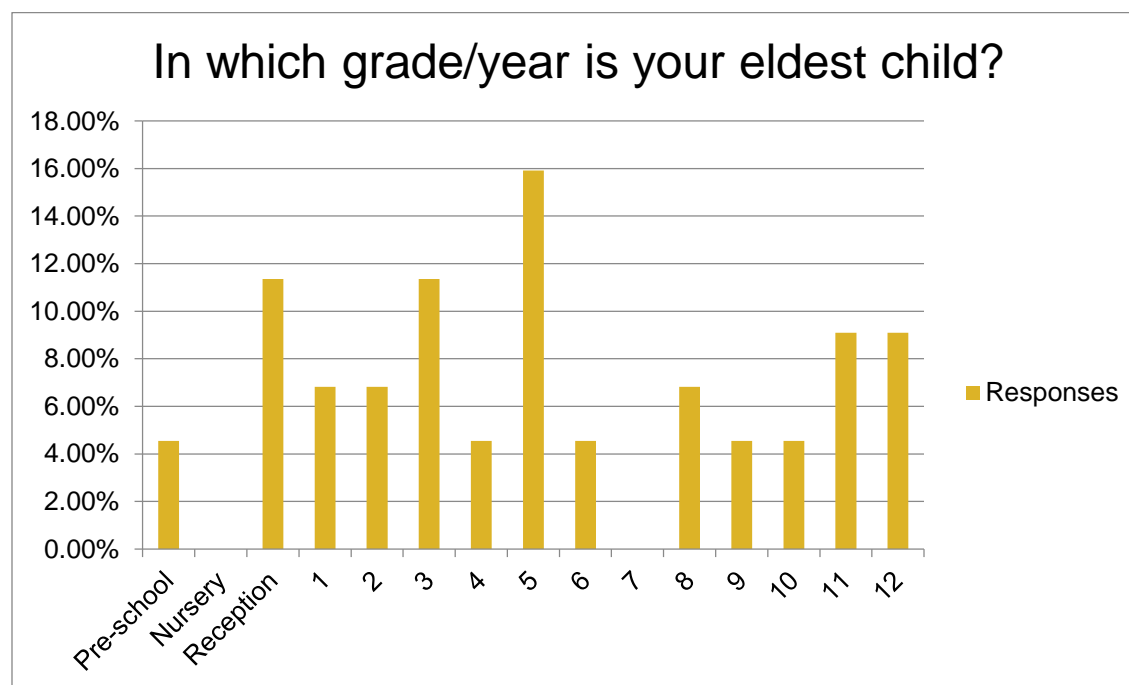
Students from Grade 4 to Grade 12 completed the on-line survey. Three-fifths of the responses were from boys. Most said lessons were good but only a majority agreed they enjoyed them. Most said they were making good progress in English and other subjects. Students were equally divided about whether the school sought their views. A minority of students felt that behaviour was good but a third disagreed. Similar numbers of students believed the school addressed bullying incidents when they occurred. A majority of the students judged that they had access to a good range of extra-curricular activities, but a third disagreed. A majority of students were not happy with the choice of subjects they were offered, but a majority valued careers' advice. A large majority of students felt safe and cared for at school and believed they were treated fairly. However, a significant minority disagreed on both counts. Students were equally divided about whether the school was well led. Half the students who responded to the survey made comments. Most of these were negative and focused on the leadership of the school, the lack of

resources and the quality of the food. The few positive comments included the range of clubs available after school.

What happens next?

The overall performance of Grace Christian Academy was judged to be satisfactory. The school will therefore be inspected within the next cycle of inspections which is currently every four years as determined by Cayman Islands Government Education Law and the requirements of the Minister of Education.

Office of Education Standards | Parent Survey 2018

In which grade/year is your eldest child?

Response	Count
Answered	44
Skipped	2

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

Response	Percentage	Count
Less than one year	22%	10
More than one year but less than three years	44%	20
More than three years	33%	15
	Answered	45
	Skipped	1

Wat is your nationality?

54%

Caymanian

46%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	31%	14
Agree	62%	28
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	45
	Skipped	1

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	18%	8
Agree	62%	28
Disagree	2%	1
Strongly Disagree	7%	3
I am unsure or unable to answer the question	11%	5
	Answered	45
	Skipped	1

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	16%	7
Agree	69%	31
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	5
	Answered	45
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	16%	7
Agree	71%	32
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	4
	Answered	45
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	38%	17
Agree	53%	24
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	3
	Answered	45
	Skipped	1

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

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

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	40%	18
Agree	53%	24
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	45
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	30%	13
Agree	52%	23
Disagree	9%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	4
	Answered	44
	Skipped	2

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	30%	13
Agree	65%	28
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	43
	Skipped	3

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	34%	15
Agree	55%	24
Disagree	5%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	5%	2
	Answered	44
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	20%	9
Agree	43%	19
Disagree	25%	11
Strongly Disagree	7%	3
I am unsure or unable to answer the question	5%	2
	Answered	44
	Skipped	2

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	11%	5
Agree	73%	32
Disagree	9%	4
Strongly Disagree	5%	2
I am unsure or unable to answer the question	2%	1
	Answered	44
	Skipped	2

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	18%	8
Agree	66%	29
Disagree	9%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	3
	Answered	44
	Skipped	2

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	55%	24
Agree	43%	19
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	44
	Skipped	2

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	34%	15
Agree	45%	20
Disagree	11%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	4
	Answered	44
	Skipped	2

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	25%	11
Agree	32%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	43%	19
	Answered	44
	Skipped	2

My child is treated fairly at school.

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

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	30%	13
Agree	34%	15
Disagree	2%	1
Strongly Disagree	9%	4
I am unsure or unable to answer the question	25%	11
	Answered	44
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	23%	10
Agree	41%	18
Disagree	9%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	25%	11
	Answered	44
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	28%	12
Agree	47%	20
Disagree	5%	2
Strongly Disagree	5%	2
I am unsure or unable to answer the question	16%	7
	Answered	43
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	33%	14
Agree	35%	15
Disagree	9%	4
Strongly Disagree	14%	6
I am unsure or unable to answer the question	9%	4
	Answered	43
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	28%	12
Agree	47%	20
Disagree	16%	7
Strongly Disagree	7%	3
I am unsure or unable to answer the question	2%	1
	Answered	43
	Skipped	3

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	33%	14
Agree	53%	23
Disagree	5%	2
Strongly Disagree	7%	3
I am unsure or unable to answer the question	2%	1
	Answered	43
	Skipped	3

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	37%	16
Agree	47%	20
Disagree	7%	3
Strongly Disagree	7%	3
I am unsure or unable to answer the question	2%	1
	Answered	43
	Skipped	3

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	33%	14
Agree	44%	19
Disagree	14%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	4
	Answered	43
	Skipped	3

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	28%	12
Agree	51%	22
Disagree	5%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	14%	6
	Answered	43
	Skipped	3

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	21%	9
Agree	53%	23
Disagree	9%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	14%	6
	Answered	43
	Skipped	3

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	19%	8
Agree	49%	21
Disagree	12%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	21%	9
	Answered	43
	Skipped	3

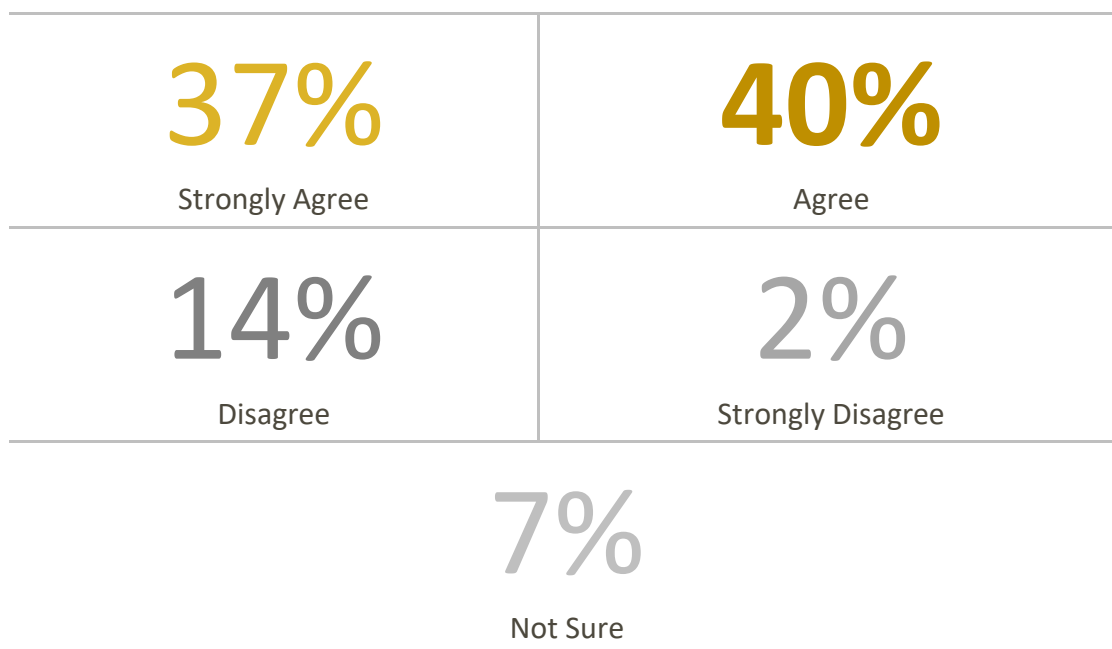
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	28%	12
Agree	58%	25
Disagree	7%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	5%	2
	Answered	43
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	26%	11
Agree	47%	20
Disagree	14%	6
Strongly Disagree	14%	6
I am unsure or unable to answer the question	0%	0
	Answered	43
	Skipped	3

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

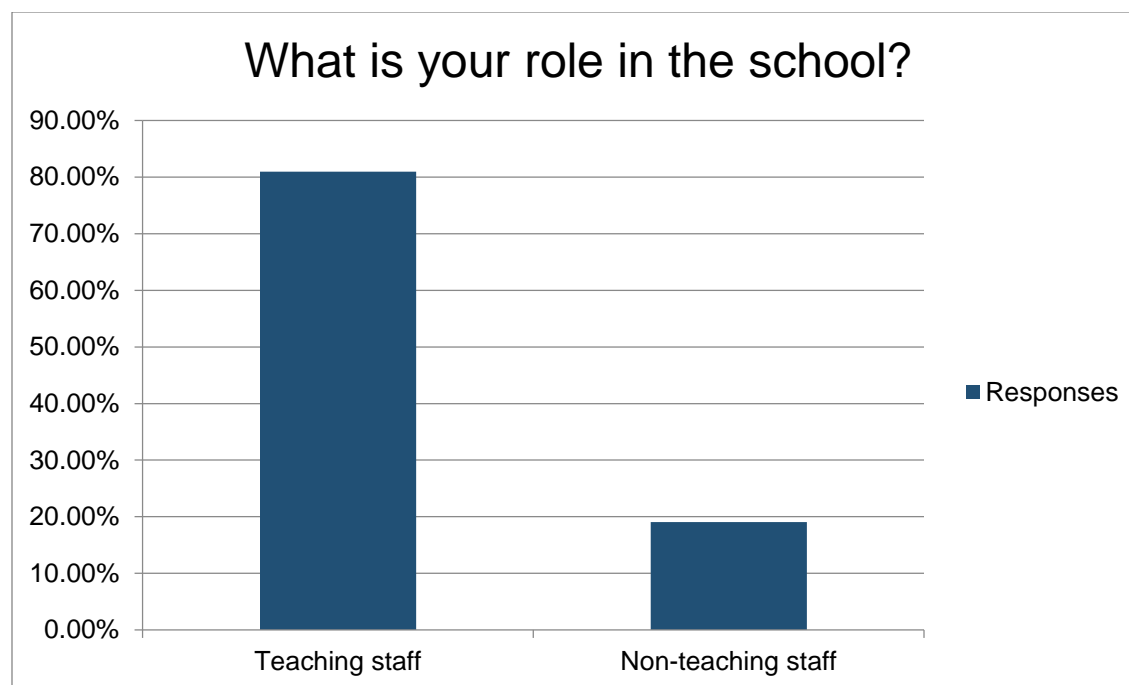


Response	Count
Answered	43
Skipped	3

Appendix 2

Office of Education Standards | Staff Survey 2018

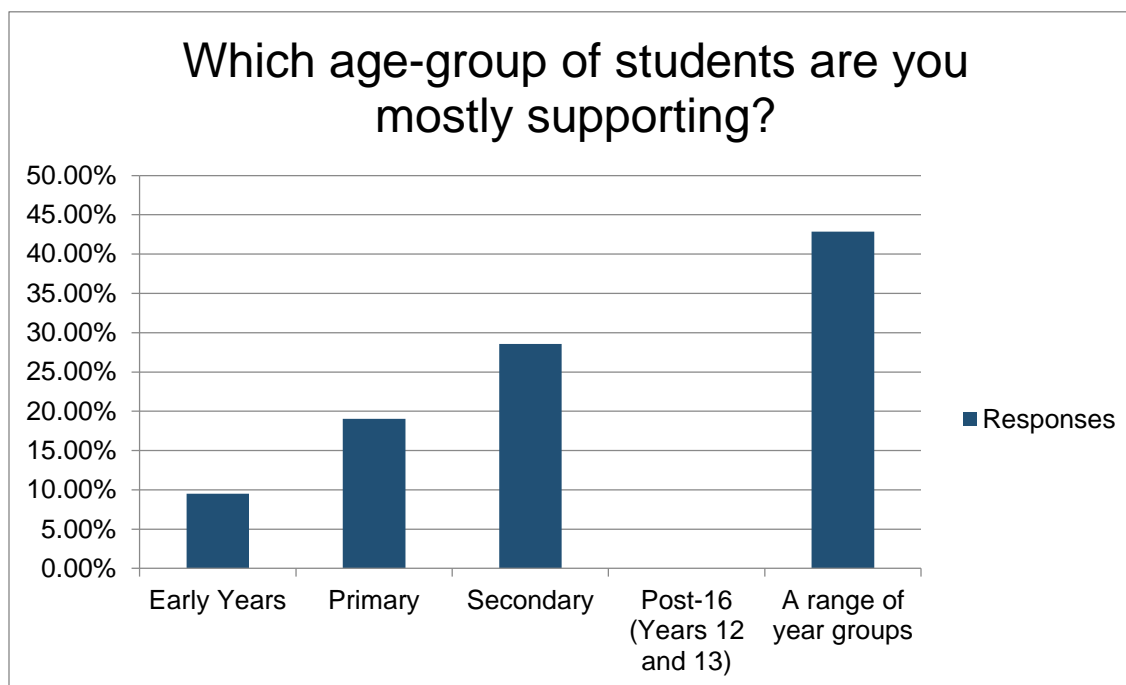
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	35%	7
More than one year but less than three years	25%	5
Three years or more	40%	8
	Answered	20
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

43%

Caymanian

57%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	38%	8
Agree	57%	12
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	21
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	10%	2
Agree	52%	11
Disagree	14%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	24%	5
	Answered	21
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	19%	4
Agree	57%	12
Disagree	14%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	2
	Answered	21
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	10%	2
Agree	48%	10
Disagree	24%	5
Strongly Disagree	10%	2
I am unsure or unable to answer the question	10%	2
	Answered	21
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	24%	5
Agree	48%	10
Disagree	24%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	21
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	10%	2
Agree	57%	12
Disagree	14%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	19%	4
	Answered	21
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	38%	8
Agree	24%	5
Disagree	33%	7
Strongly Disagree	5%	1
I am unsure or unable to answer the question	0%	0
	Answered	21
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	10%	2
Agree	48%	10
Disagree	29%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	3
	Answered	21
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	19%	4
Agree	48%	10
Disagree	19%	4
Strongly Disagree	5%	1
I am unsure or unable to answer the question	10%	2
	Answered	21
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	33%	7
Agree	14%	3
Disagree	10%	2
Strongly Disagree	10%	2
I am unsure or unable to answer the question	33%	7
	Answered	21
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	19%	4
Agree	48%	10
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	24%	5
	Answered	21
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	29%	6
Agree	29%	6
Disagree	14%	3
Strongly Disagree	10%	2
I am unsure or unable to answer the question	19%	4
	Answered	21
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	19%	4
Agree	24%	5
Disagree	29%	6
Strongly Disagree	29%	6
I am unsure or unable to answer the question	0%	0
	Answered	21
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	10%	2
Agree	38%	8
Disagree	14%	3
Strongly Disagree	14%	3
I am unsure or unable to answer the question	24%	5
	Answered	21
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	33%	7
Disagree	19%	4
Strongly Disagree	19%	4
I am unsure or unable to answer the question	24%	5
	Answered	21
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	10%	2
Agree	71%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	19%	4
	Answered	21
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	62%	13
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	29%	6
	Answered	21
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	62%	13
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	29%	6
	Answered	21
	Skipped	0

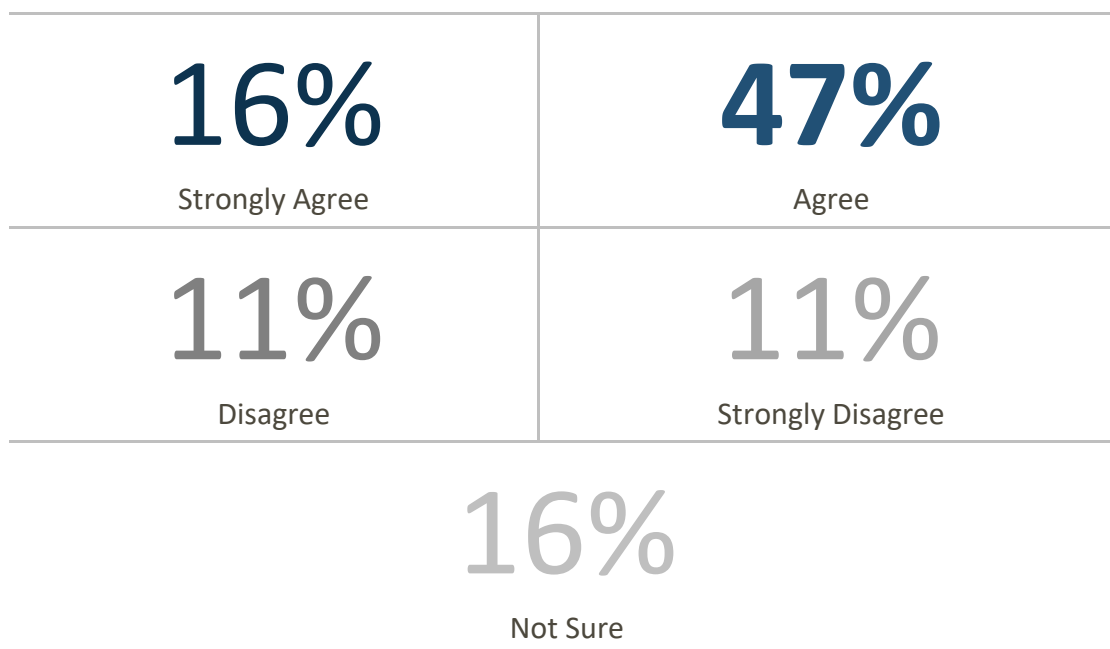
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	14%	3
Agree	43%	9
Disagree	14%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	29%	6
	Answered	21
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	10%	2
Agree	29%	6
Disagree	38%	8
Strongly Disagree	14%	3
I am unsure or unable to answer the question	10%	2
	Answered	21
	Skipped	0

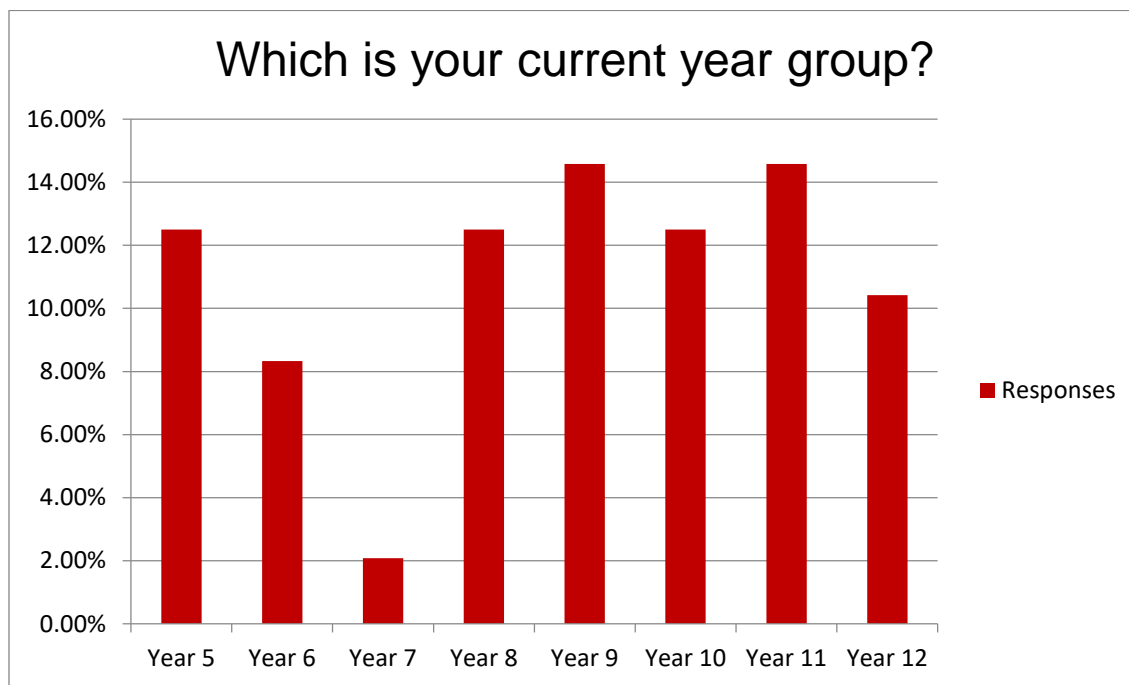
Overall, this school provides a good quality of education.



Response	Count
Answered	19
Skipped	2

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

69%

Caymanian

31%

Non-Caymanian

Please state your gender.

30

Boys

18

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	17%	8
Agree	72%	34
Disagree	9%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	47
	Skipped	2

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	28%	13
Agree	43%	20
Disagree	21%	10
Strongly Disagree	2%	1
I am unsure or unable to answer the question	6%	3
	Answered	47
	Skipped	2

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	23%	11
Agree	51%	24
Disagree	13%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	6
	Answered	47
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	28%	13
Agree	57%	27
Disagree	9%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	47
	Skipped	2

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	11%	5
Agree	38%	18
Disagree	23%	11
Strongly Disagree	9%	4
I am unsure or unable to answer the question	19%	9
	Answered	47
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	9%	4
Agree	47%	22
Disagree	13%	6
Strongly Disagree	17%	8
I am unsure or unable to answer the question	15%	7
	Answered	47
	Skipped	2

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	6%	3
Agree	45%	21
Disagree	19%	9
Strongly Disagree	15%	7
I am unsure or unable to answer the question	15%	7
	Answered	47
	Skipped	2

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	26%	12
Agree	49%	23
Disagree	17%	8
Strongly Disagree	4%	2
I am unsure or unable to answer the question	4%	2
	Answered	47
	Skipped	2

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	11%	5
Agree	45%	21
Disagree	32%	15
Strongly Disagree	6%	3
I am unsure or unable to answer the question	6%	3
	Answered	47
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	23%	11
Agree	53%	25
Disagree	13%	6
Strongly Disagree	6%	3
I am unsure or unable to answer the question	4%	2
	Answered	47
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	13%	6
Agree	49%	23
Disagree	26%	12
Strongly Disagree	9%	4
I am unsure or unable to answer the question	4%	2
	Answered	47
	Skipped	2

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	13%	6
Agree	28%	13
Disagree	32%	15
Strongly Disagree	23%	11
I am unsure or unable to answer the question	4%	2
	Answered	47
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	17%	8
Agree	53%	25
Disagree	13%	6
Strongly Disagree	13%	6
I am unsure or unable to answer the question	4%	2
	Answered	47
	Skipped	2

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	13%	6
Agree	60%	29
Disagree	13%	6
Strongly Disagree	6%	3
I am unsure or unable to answer the question	8%	4
	Answered	48
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	22%	10
Agree	50%	23
Disagree	4%	2
Strongly Disagree	17%	8
I am unsure or unable to answer the question	7%	3
	Answered	46
	Skipped	3

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	9%	4
Agree	48%	22
Disagree	22%	10
Strongly Disagree	9%	4
I am unsure or unable to answer the question	13%	6
	Answered	46
	Skipped	3

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	15%	7
Agree	28%	13
Disagree	11%	5
Strongly Disagree	11%	5
I am unsure or unable to answer the question	35%	16
	Answered	46
	Skipped	3

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	7%	3
Agree	57%	26
Disagree	13%	6
Strongly Disagree	17%	8
I am unsure or unable to answer the question	7%	3
	Answered	46
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	20%	9
Agree	26%	12
Disagree	22%	10
Strongly Disagree	20%	9
I am unsure or unable to answer the question	13%	6
	Answered	46
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	13%	6
Agree	50%	23
Disagree	17%	8
Strongly Disagree	11%	5
I am unsure or unable to answer the question	9%	4
	Answered	46
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	22%	10
Agree	40%	18
Disagree	13%	6
Strongly Disagree	7%	3
I am unsure or unable to answer the question	18%	8
	Answered	45
	Skipped	4

The school is well led.

Response	Percentage	Count
Strongly Agree	13%	6
Agree	40%	18
Disagree	18%	8
Strongly Disagree	27%	12
I am unsure or unable to answer the question	2%	1
	Answered	45
	Skipped	4

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	13%	6
Agree	36%	16
Disagree	24%	11
Strongly Disagree	22%	10
I am unsure or unable to answer the question	4%	2
	Answered	45
	Skipped	4

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	13%	6
Agree	40%	18
Disagree	22%	10
Strongly Disagree	18%	8
I am unsure or unable to answer the question	7%	3
	Answered	45
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	23%	10
Agree	48%	21
Disagree	18%	8
Strongly Disagree	9%	4
I am unsure or unable to answer the question	2%	1
	Answered	44
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	20%	9
Agree	36%	16
Disagree	27%	12
Strongly Disagree	11%	5
I am unsure or unable to answer the question	7%	3
	Answered	45
	Skipped	4

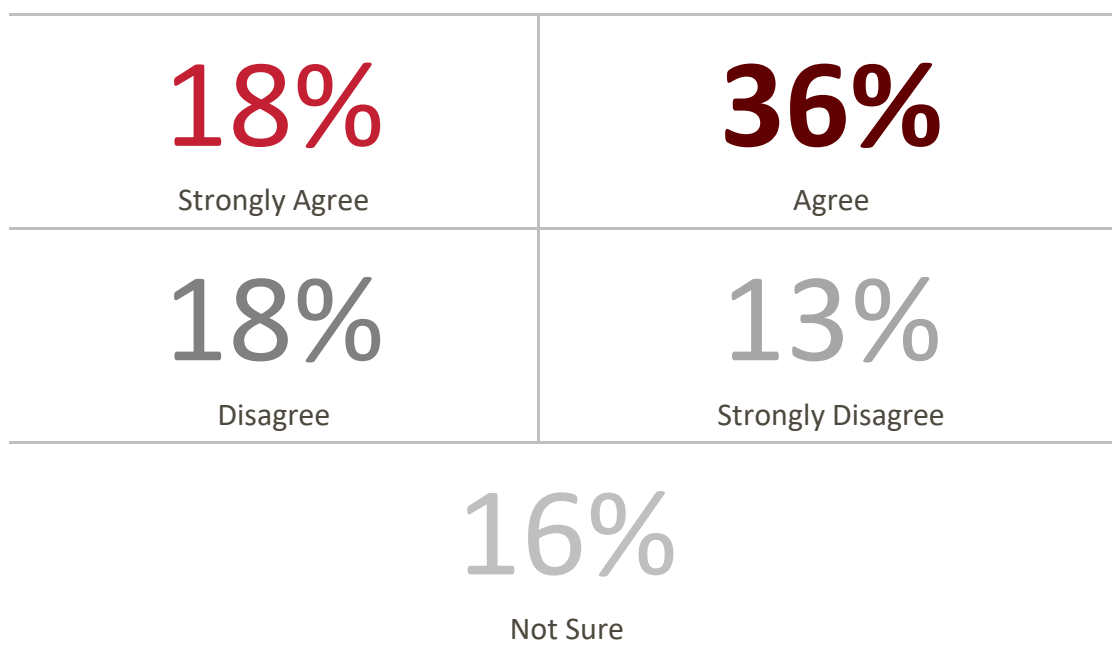
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	11%	5
Agree	47%	21
Disagree	20%	9
Strongly Disagree	13%	6
I am unsure or unable to answer the question	9%	4
	Answered	45
	Skipped	4

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	18%	8
Agree	44%	20
Disagree	9%	4
Strongly Disagree	20%	9
I am unsure or unable to answer the question	9%	4
	Answered	45
	Skipped	4

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



Response	Count
Answered	45
Skipped	4

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

