



INSPECTION REPORT

LAYMAN E. SCOTT HIGH SCHOOL

OFFICE OF EDUCATION STANDARDS
October 2018

Table of Contents

Introduction	3
Information about Layman E. Scott High School	5
The context of the school	6
Key strengths	7
Recommendations	7
Summary	8
Achievement	9
Students' personal and social development.....	11
Teaching, learning and assessment	12
Curriculum	14
Safety and support	15
Leadership and management	16

Survey results	18
Appendix 1	19
Appendix 2	31
Appendix 3	40
Office of Education Standards	51



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 Layman E. Scott High School

Name of school	Layman E. Scott High School
Address	941, A Dennis Foster Road, Cayman Brac
Telephone	345-948-2226
E-mail address	adrian.jones@gov.ky
School Website	https://schools.edu.ky/leshs
Principal	Mr. Adrian Jones
School day timing	8.05am to 2.45pm
Age range of students	11 to 17 years
Number of students	142
Number of teaching staff	22
Number of support staff	3
Date of last inspection	2nd to 3rd February 2015

The context of the school

Layman E. Scott High School is the only secondary school on Cayman Brac. It is smaller than the average- sized secondary school. The school was officially opened on 23rd January 1967. The mission of the school is to 'enable students to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy'.

Students enter Layman E. Scott High School from the island's two primary schools and study a broad range of subjects to the end of Year 12. There are currently 142 students on roll with 22 teachers and three support staff. About a fifth of students have special educational needs and a few students speak English as an additional language. Almost seventy per cent of the students are either Caymanian by birth or by status.

The school is sited on the shores of the island. It consists of a mixture of older buildings, temporary buildings and new classrooms. The school's sporting facilities are open to the community during the after-school hours and are in regular use by students for a wide range of extra-curricular activities.

The school follows the Cayman Islands National Curriculum in Key Stage 3. In Key Stage 4, most students are entered for the Caribbean Secondary Examinations, but a few students also take I/GCSE and BTEC qualifications.

Key strengths

The inspection identified that the key strengths of the school were:

- students' behaviour for learning and good attendance;
- students' knowledge and understanding of their cultural heritage, environmental initiatives and their school locality;
- the curriculum rationale, coherence and its delivery to help ensure students were well prepared for the next stage of their education;
- the Year 12 curriculum was effective in preparing students for university studies or starting a career in the world of work;
- the effectiveness of systems for monitoring behaviour, attendance and progress and the high priority staff placed upon promoting students' personal development.

Recommendations

For the school to improve further leaders should:

- monitor teachers' use of assessment information to plan learning that meets the needs of the most able students and those with special educational needs;
- ensure that teachers in all subjects mark students' work more effectively to inform students of their strengths and ways to improve their knowledge, understanding and skills;
- provide effective training that improves teachers' use of higher-order questioning so that students develop their ability to think and write critically;
- work urgently with the Department of Education Services to access resources that will adequately secure the site during the school day in order to keep students safe at all times;
- accurately apply the new inspection framework to the arrangements for monitoring of teaching and use of data, in order to accurately understand the school's strengths and weakness and consequently identify the correct school improvement priorities;
- use management of teachers' performance more effectively to improve weak teaching.

Summary

Overall Evaluation - Satisfactory

The overall performance of Layman E. Scott High School was judged to be satisfactory. This was because teaching, students' attainment and progress in English and mathematics were satisfactory. The school's leadership, health and safety, students' learning and assessment systems were also found to be satisfactory.

The inspectors judged that the curriculum, student support and guidance, civic and environmental understanding, behaviour and attendance were good.

The school has no significant weaknesses and the arrangements for child protection and support were satisfactory. However, the self-evaluation and improvement planning processes were weak because school leaders were not yet applying the new inspection framework with sufficient rigour or accuracy.

Achievement

Students' attainment in relation to international standards	High School
Attainment in English	Satisfactory
Attainment in mathematics	Satisfactory
Attainment in science	Satisfactory

Attainment was satisfactory. Over the last three years the level of attainment of most students in external examinations had shown notable variation. However, attainment was judged to be on track to improve in 2019.

In 2017, students' attainment in Year 11 English, mathematics and science was good because the majority of students exceeded international standards in their Caribbean or international GCSE examinations. In 2018 attainment decreased and English and mathematics were satisfactory, but science was weak. Evidence of early entry examination results for 2019 showed the school was on track for attainment in mathematics and English to improve to good. Science was on track to improve to satisfactory.

In other subjects such as humanities, art, technology and Spanish, lesson observation evidence demonstrated that attainment was satisfactory overall and students' achievement in practical science was noted to be good.

Students' progress in key subjects	High School
Progress in English	Satisfactory
Progress in mathematics	Satisfactory
Progress in science	Satisfactory

Progress was satisfactory. Assessment information gathered by inspectors from observed lessons and from students' books across all year groups showed that most students were making expected progress. In 2017, progress from Year 7 to Year 11 in English and science was good and satisfactory in mathematics.

In 2018, in Key Stage 3, students' progress was satisfactory overall but good in Year 9 because a majority of students exceeded their target grade. In 2018, progress in Key Stage 4 decreased to satisfactory in English and mathematics and was found to be weak in science. The progress of students with special educational needs was also satisfactory.

In the current academic session, students' progress had improved and was judged to be on track to be good in English and mathematics and satisfactory in science.

In other subjects, evidence from lesson observations demonstrated that progress was good in art, Spanish, information technology and construction. Students with special educational needs also made good progress in the additional intervention lessons offered by specialist staff.

Students' personal and social development

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

Students' behaviour was good. Almost all students demonstrated appropriate attitudes which promoted good learning. Of note, the school's behaviour management strategy called the 'BRAC Approach' was embedded in the school's culture, so that most students were respectful in their interactions with their peers and adults. Good relationships were evident between staff and students and a staff mentorship programme ensured that most students felt valued and supported. Most students adhered to the school uniform policy. Incidents of bullying were rare. Most students knew the school rules and were aware of the consequences if they violated them. Most students contributed positively to the school community, including for example as peer counsellors. Members of the students' council supported positive behaviour because they provided good support to fellow students. Attendance was good. Most students were aware of the need for good attendance and were punctual for school and lessons. In addition, movement between lessons was very smooth and efficient.

Civic and environmental understanding was good. Most students demonstrated good knowledge of their culture, religion and national identity. Most had satisfactory awareness of local and global environmental issues. Most students were aware of cultural traditions such as National Heritage Week and Pirates Week, and many were able to explain the significance of national symbols such as the coat of arms. However, a minority of students were not sufficiently aware of how the political administration of the Cayman Islands is structured. Students' growing spiritual awareness was supported through activities such as devotions, a Bible Club and religious education. Most students took care of their school environment because garbage was disposed of appropriately and the school environment was clean. Notably, the school provided opportunities for students to develop environmental awareness in authentic contexts. Many students had participated in activities in partnership with local organisations that promoted sustainability and conservation such as turtle nest monitoring projects, clean-up of iguana nesting sites and the Grouper Moon Project.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	High School
Teaching	Satisfactory
Learning	Satisfactory
Assessment	Satisfactory

Teaching was satisfactory overall but good in science, art and Spanish. Examples of good teaching were also seen in information technology, construction and mathematics. Some excellent teaching was observed in Year 12 English classes and in the intervention sessions for students with special educational needs. Teaching was strongest in Years 7 and 10. For example, in a Year 7 science lesson a challenging starter activity engaged students' interest and supported them to make good progress when they carried out an experiment.

Teachers demonstrated good subject knowledge. For example, in a construction lesson the teacher confidently helped students accurately measure and cut out pieces of wood for a staircase. Generally, teaching was well-planned in terms of being linked to national curriculum levels and teachers managed time well and used starters to effectively engage students in their learning. In a Year 9 religious education lesson, the teacher ensured that students fully understood the key words needed for the main body of the lesson and in a Year 8 English lesson the teacher used photographs effectively to help students understand the concept of inference. Teachers' interactions with students were positive and helped them enjoy their learning. In a Year 11 careers lesson, for example, students enthusiastically critiqued an anonymous application form. However, sometimes expectations were too low, and teachers did not use strategies to challenge the most able or support students requiring additional help in their learning. For example, in an English lesson, all students completed the same starter and activity regardless of their prior skills and knowledge.

Learning was satisfactory overall but good in Years 7 and 10. In most lessons students demonstrated positive attitudes to learning and when given the opportunity, would carry out research and work with a degree of independence. In a Year 10 art lesson, for example, students researched different Caymanian cultures using laptops in preparation for producing block-prints. Students were aware of their strengths and weaknesses. Students often linked their learning to the real world, such as in a social studies lesson where they looked at the imbalance between imports and exports for the Cayman Islands. However, students were not challenged enough to develop their high order and critical thinking skills and, in a few lessons, they were too passive.

Assessment was satisfactory. Teachers knew their students well and gave them good oral feedback. There were effective systems in place to check student' attainment and progress. Teachers did not use assessment information well enough to plan strategies to support the most able and those with special educational needs. Additionally, too much assessment was

summative rather than formative. Marking was often superficial and did not clearly support students to improve their work; even where teachers gave suggestions for improvement students rarely acted on them.

Curriculum

Offering a curriculum that meets the educational needs of all students	High School
Curriculum	Good

Curriculum quality was good overall. The Year 7 to 11 curriculum was good. Leaders ensured that progression in skills was effectively planned for. Teaching staff gave their time freely in providing a good range of extra-curricular activities. The school provided a broad curriculum for all students, with the possibility of early entry for the high attaining and more accessible courses for the lower attaining students. All students completed work experience in Year 11 and 12. They also completed a minimum of 10 hours community service. Parents were impressed with the careers fair and world culture days. More opportunities could have been provided, particularly in tutorial time, for students to gain a better understanding of local history, culture, democratic and environmental understanding. Senior leaders recognised that, despite some initial work, the expectation for students to use their mathematical skills across different subjects required further development.

The Year 12 curriculum was good. Leaders had a clear rationale for their curriculum. The Year 12 curriculum supported students' needs and aspirations well, both vocationally and academically. Leaders had evaluated the effectiveness of the Year 12 curriculum and made specific changes as a result. For example, they had reduced the amount of video conferencing, in favour of more face-to-face sessions on the school site. Leaders ensured that students were well prepared for their transfer from Year 11. The Year 12 students, following the vocational route, took part in mock interviews as part of their studies. Leaders reflected well on their work during the annual reviews with employers. Their evaluation of impact was less effective in terms of how well teaching delivered the curriculum. This was also the case for Key Stages 3 and 4.

Safety and support

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

Health and safety provision was satisfactory. Most staff and students were aware of child protection arrangements. Child protection training for all staff, including the two child protection officers, was recent and up to date. As a result, staff knew how to refer any concerns they might have. The curriculum promoted healthy lifestyles well. For example, in a Year 10 food and nutrition lesson, the teacher helped students make links between the nature of diets and the potential links with certain diseases. The most recent fire inspection report was in October 2017 and consequently out dated. Furthermore, not all rooms had evacuation plans displayed. However, fire drills were conducted with appropriate frequency and students understood the importance of such practice. Students got on and off buses in an appropriate manner. The perimeter security fence was damaged and there was open access at the front of the premises which meant that students could leave, and the public could access the school site during the working day. A few buildings required significant renewal. Signing in procedures were not sufficiently robust.

Support and guidance for students was good. There were well developed systems for tracking students' attendance and behaviour. Teachers and support staff knew most of their students' academic learning needs well. Students and parents were given helpful advice about subject and career choices as they moved through the school. Students who had special educational needs received variable provision, it was best for those students with the most acute needs. Leaders have implemented effective positive behaviour strategies and used this information to create their own initiative. This had been effective in managing the behaviour of students. Students attended lessons promptly. Students said that the school's support for their personal and social development could be improved because a few staff did not always listen well to their concerns.

Leadership and management

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

Leadership was satisfactory. The well-qualified and experienced principal had effectively led the school in making the improvements recommended in the previous inspection report. The principal had empowered his effective senior and middle leaders to improve their areas. Senior leaders were competent, committed and modelled good teaching and learning. Most middle leaders led their areas effectively because they had clear roles and had designed effective subject improvement plans. The leadership of pastoral care was good because attendance and behaviour were consistently good across the school. However, leaders had not maintained the standards of teaching and learning since the previous inspection. This was because the monitoring of teachers' performance had been based on inaccurate evaluations and targets for improvement were not fully effective in focusing on the key issues.

The schools' self-evaluation and improvement planning were weak. Leaders were not yet accurately applying the new inspection framework to evaluate the school's strengths and weaknesses. Leaders had only evaluated the school using a very narrow range of evidence. Leaders were not accurate with their evaluation of the standards of teaching, learning or assessment. Leaders had a good grasp of how to undertake an analysis of student performance information against the framework, but they had not applied this to the school improvement planning process. As a result, leaders were not identifying the correct priorities for improvement.

Links with parents and the community were satisfactory. The school had a parent teacher association, annual careers fair and an extensive work experience programme that Key Stage 4 and Year 12 students valued. The heritage and environmental awareness events had a positive impact on students' experiences. Parents stated that leaders had developed good communication links with parents and these arrangements supported students' personal and academic development. The school reported regularly to parents about their children's progress through a new on-line portal. Parents said that there was a lack of reliability in communications to keep them informed about wider school events. Parents' attendance at the parent teacher association and annual curriculum briefings was low.

Staffing deployment and the learning environment were satisfactory. Staffing deployment and subject expertise were sufficient to provide a good curriculum for students. Staff retention levels were better than average. The specialist facilities were of sufficient quality and the school was accessible for students with disabilities. In general, the resources for learning, including the

library and specialist facilities enhanced independent study opportunities for students. A lack of adequate site security did not ensure student safety. A few facilities such as the construction room's broken windows, the lack of perimeter fences and the open-air canteen either slowed student progress or increased health and safety risks for students.

Survey results

Fifty one parents, 18 staff and 131 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 all year groups, including Year 12, completed the on-line survey in advance of the inspection. Most parents felt that their children were making good progress in English, mathematics, science and other subjects. Most 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 they agreed that their children enjoyed lessons. Most believed that their children had access to a good range of extra-curricular activities and that the amount of homework issued was suitable. A minority felt that parents were effectively involved in the work of the school. A minority felt that the school did not deal with bullying effectively and only a majority felt that communication was effective. A majority of parents stated that they considered staff to be suitably qualified, with the resources to deliver a quality education. Twenty seven parents offered comments within the survey and a significant number of these were satisfied with the school. A few stated that communication could be improved.

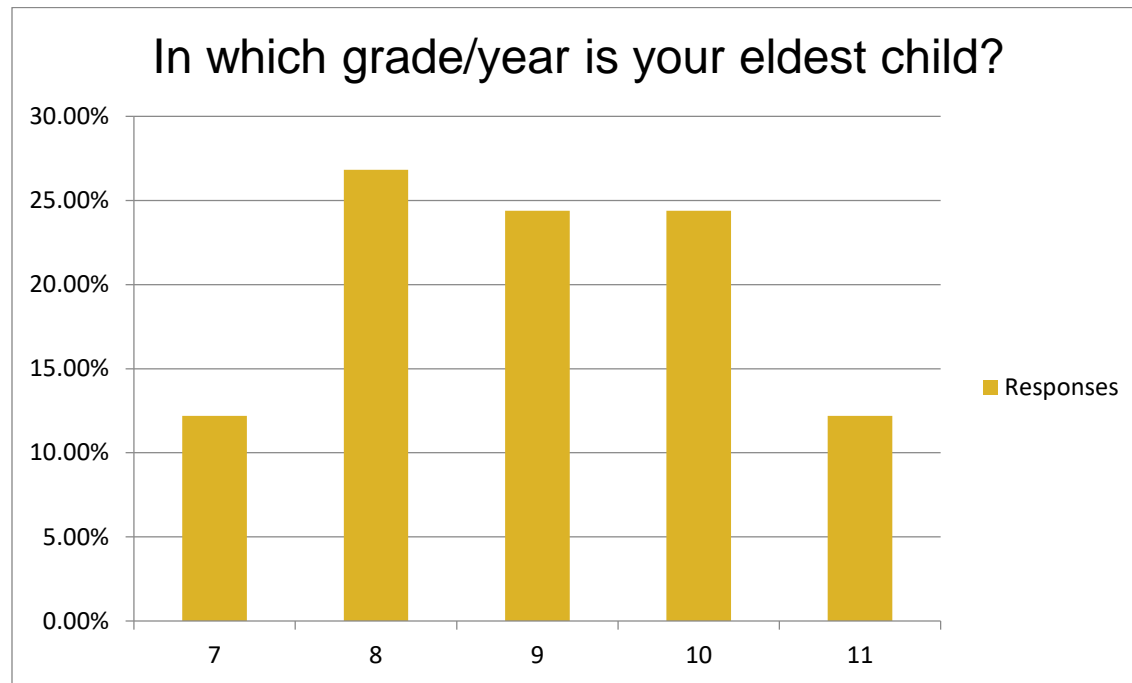
Fifteen teachers and three support staff completed the survey. A majority had worked at the school for three years or more. Almost all judged the school to be well led and agreed that the school provided a good quality of education. Almost all staff believed that the school offered a safe and caring environment for all members of the school community along with a good curriculum, assessment system and good student behaviour. A majority of staff commented positively about the professional development opportunities they had experienced over the last few years. Only around one third of staff agreed that parent-teacher meetings were helpful, and a majority stated that parents were not yet effectively involved in the work of the school. Most teachers commented that the parent-teacher meetings were useful but that more parents needed to attend.

Students in all year groups, including Year 12, completed the on-line survey. They expressed high levels of satisfaction with their school. Almost all felt that they were making good progress in their learning in all subjects, that lessons were good, homework was regularly set, and teachers explained how they could improve. Most students said that the extra-curricular offer was good and that they felt they were taught by well qualified staff who had the resources to deliver a high-quality education. A majority of students felt safe and cared for at school and believed they were treated fairly and that the school was well led. Eighty-four students made comments in the survey and the majority commented that school was doing a good job.

What happens next?

The overall performance of Layman E. Scott High School 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	41
Skipped	10

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

Response	Percentage	Count
Less than one year	10%	5
More than one year but less than three years	45%	23
More than three years	45%	23
	Answered	51
	Skipped	0

What is your nationality?

80%

Caymanian

20%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	24%	12
Agree	58%	29
Disagree	12%	6
Strongly Disagree	2%	1
I am unsure or unable to answer the question	4%	2
	Answered	50
	Skipped	1

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	33%	17
Agree	53%	27
Disagree	8%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	51
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	35%	18
Agree	55%	28
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	51
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	27%	14
Agree	57%	29
Disagree	10%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	51
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	12%	6
Agree	65%	32
Disagree	16%	8
Strongly Disagree	2%	1
I am unsure or unable to answer the question	4%	2
	Answered	49
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	24%	12
Agree	58%	29
Disagree	10%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	4
	Answered	50
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	26%	13
Agree	60%	30
Disagree	8%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	50
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	20%	10
Agree	58%	29
Disagree	14%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	4
	Answered	50
	Skipped	1

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	14%	7
Agree	68%	34
Disagree	12%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	50
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	20%	10
Agree	54%	27
Disagree	20%	10
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	50
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	24%	12
Agree	52%	26
Disagree	12%	6
Strongly Disagree	4%	2
I am unsure or unable to answer the question	8%	4
	Answered	50
	Skipped	1

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	12%	6
Agree	66%	33
Disagree	12%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	5
	Answered	50
	Skipped	1

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	16%	8
Agree	64%	32
Disagree	14%	7
Strongly Disagree	2%	1
I am unsure or unable to answer the question	4%	2
	Answered	50
	Skipped	1

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	18%	9
Agree	61%	30
Disagree	12%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	4
	Answered	49
	Skipped	2

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	8%	4
Agree	67%	33
Disagree	12%	6
Strongly Disagree	2%	1
I am unsure or unable to answer the question	10%	5
	Answered	49
	Skipped	2

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	6%	3
Agree	69%	33
Disagree	13%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	6
	Answered	48
	Skipped	3

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	4%	2
Agree	58%	28
Disagree	8%	4
Strongly Disagree	15%	7
I am unsure or unable to answer the question	15%	7
	Answered	48
	Skipped	3

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	8%	4
Agree	35%	17
Disagree	19%	9
Strongly Disagree	15%	7
I am unsure or unable to answer the question	23%	11
	Answered	48
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	8%	4
Agree	73%	35
Disagree	13%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	48
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	10%	5
Agree	27%	13
Disagree	18%	9
Strongly Disagree	4%	2
I am unsure or unable to answer the question	41%	20
	Answered	49
	Skipped	2

The school is well led.

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

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

Response	Percentage	Count
Strongly Agree	4%	2
Agree	50%	23
Disagree	24%	11
Strongly Disagree	13%	6
I am unsure or unable to answer the question	9%	4
	Answered	46
	Skipped	5

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	9%	4
Agree	49%	23
Disagree	19%	9
Strongly Disagree	9%	4
I am unsure or unable to answer the question	15%	7
	Answered	47
	Skipped	4

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	7%	3
Agree	52%	24
Disagree	20%	9
Strongly Disagree	11%	5
I am unsure or unable to answer the question	11%	5
	Answered	46
	Skipped	5

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	13%	6
Agree	55%	26
Disagree	13%	6
Strongly Disagree	4%	2
I am unsure or unable to answer the question	15%	7
	Answered	47
	Skipped	4

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	11%	5
Agree	62%	29
Disagree	13%	6
Strongly Disagree	2%	1
I am unsure or unable to answer the question	13%	6
	Answered	47
	Skipped	4

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	43%	20
Disagree	34%	16
Strongly Disagree	4%	2
I am unsure or unable to answer the question	19%	9
	Answered	47
	Skipped	4

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	6%	3
Agree	51%	24
Disagree	15%	7
Strongly Disagree	4%	2
I am unsure or unable to answer the question	23%	11
	Answered	47
	Skipped	4

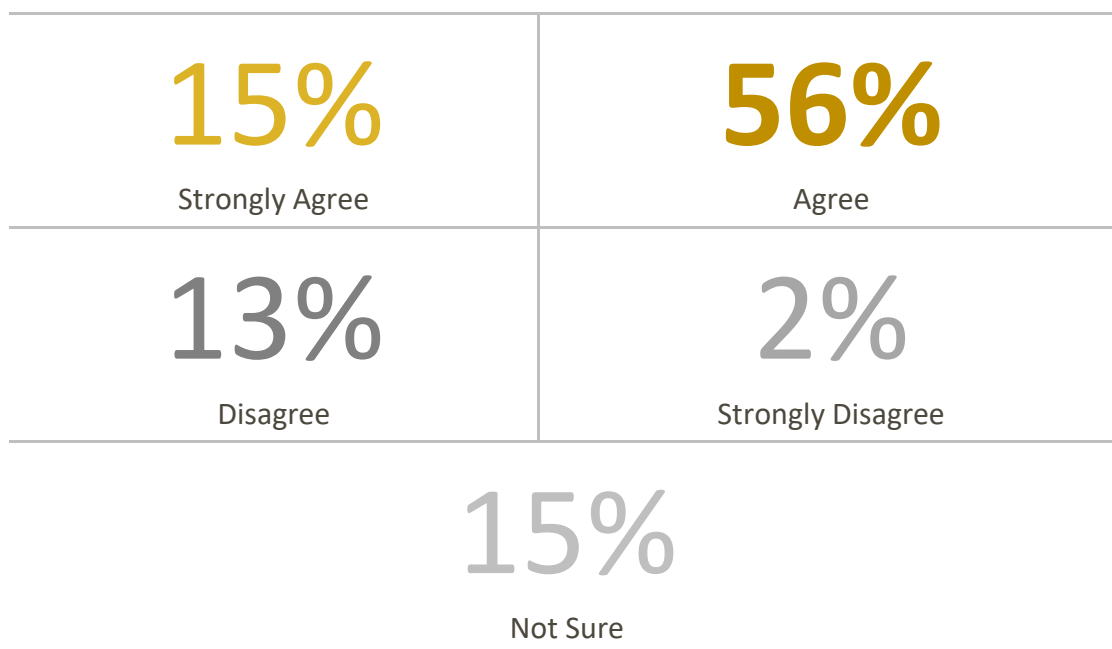
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	19%	9
Agree	49%	23
Disagree	15%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	8
	Answered	47
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	11%	5
Agree	62%	29
Disagree	13%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	7
	Answered	47
	Skipped	4

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

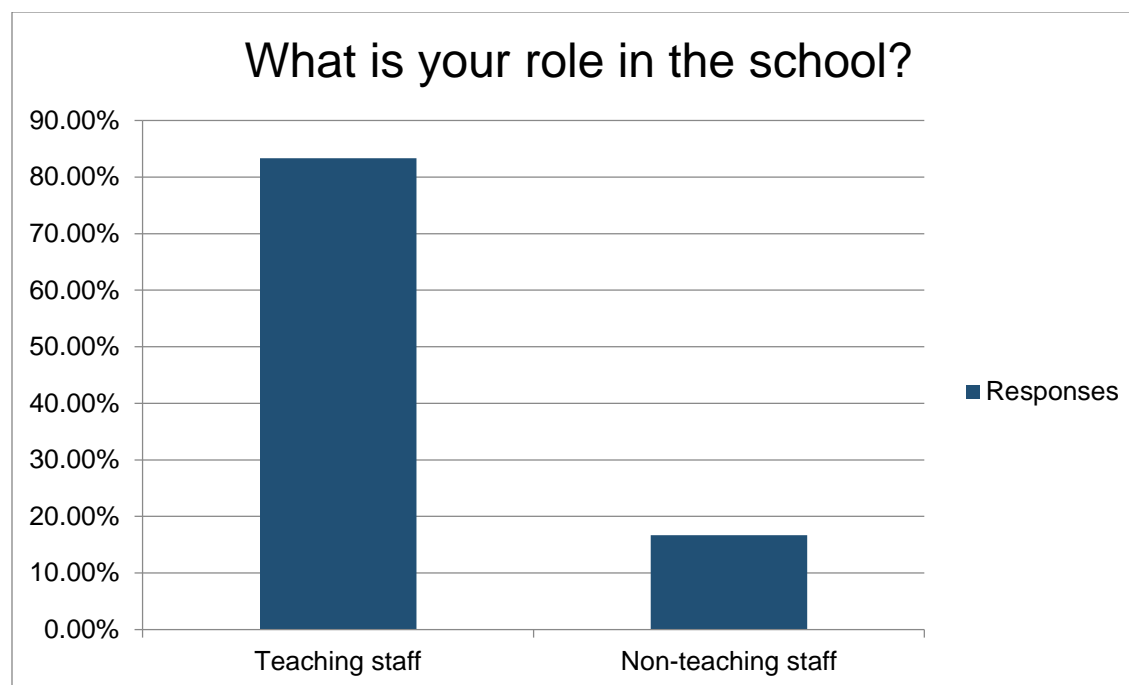


Response	Count
Answered	48
Skipped	3

Appendix 2

Office of Education Standards | Staff Survey 2018

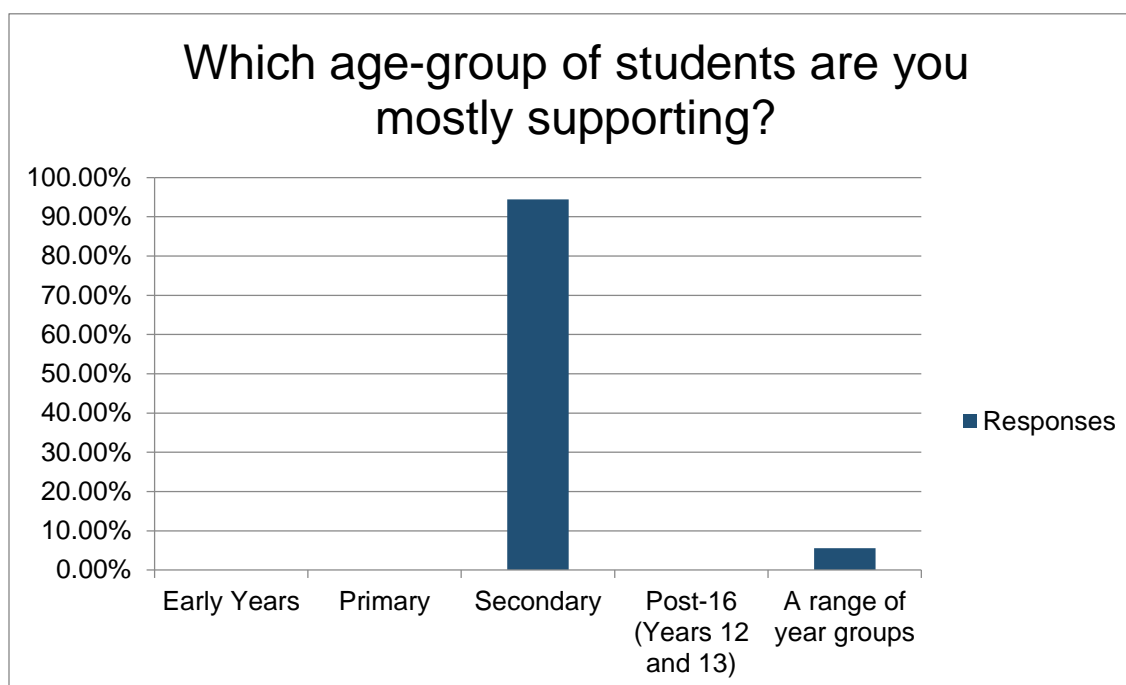
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	0%	0
More than one year but less than three years	22%	4
Three years or more	78%	14
	Answered	18
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

11%

Caymanian

89%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	72%	13
Agree	22%	4
Disagree	0%	0
Strongly Disagree	6%	1
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	6%	1
Agree	78%	14
Disagree	17%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	72%	13
Disagree	28%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	17%	3
Agree	78%	14
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61%	11
Agree	33%	6
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	44%	8
Agree	56%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	56%	10
Agree	39%	7
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	11%	2
Agree	67%	12
Disagree	17%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	56%	10
Agree	28%	5
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	2
	Answered	18
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	61%	11
Agree	28%	5
Disagree	0%	0
Strongly Disagree	6%	1
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	67%	12
Agree	33%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50%	9
Agree	39%	7
Disagree	11%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	39%	7
Agree	50%	9
Disagree	11%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61%	11
Agree	28%	5
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	11%	2
Agree	56%	10
Disagree	11%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	4
	Answered	18
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	6%	1
Agree	33%	6
Disagree	50%	9
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	2
	Answered	18
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	6%	1
Agree	44%	8
Disagree	39%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	2
	Answered	18
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	11%	2
Agree	83%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	0

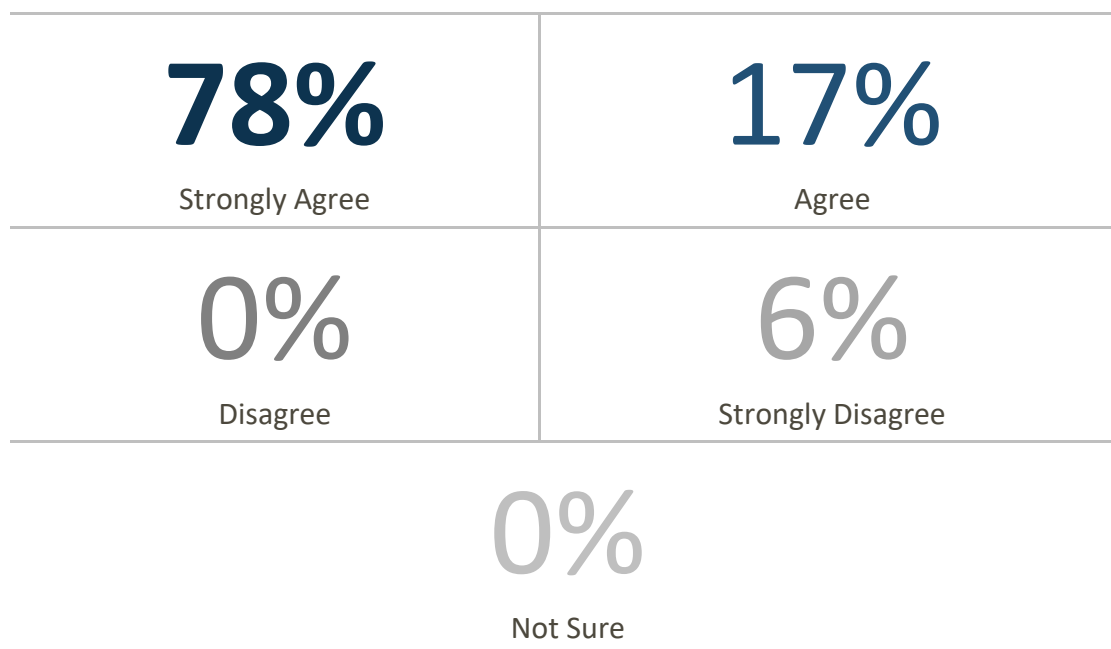
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	78%	14
Agree	22%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	56%	10
Agree	39%	7
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

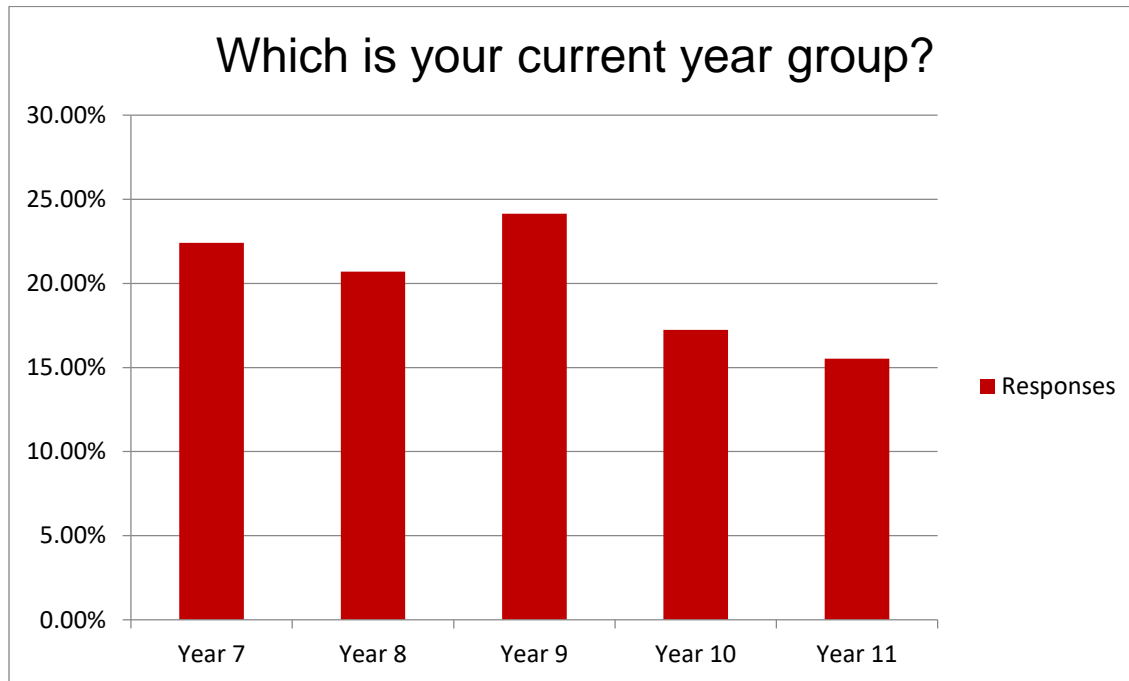
Overall, this school provides a good quality of education.



Response	Count
Answered	18
Skipped	0

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.

61

Boys

70

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	24%	31
Agree	63%	82
Disagree	4%	5
Strongly Disagree	2%	2
I am unsure or unable to answer the question	8%	10
	Answered	130
	Skipped	1

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	39%	51
Agree	53%	69
Disagree	2%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	5%	7
	Answered	130
	Skipped	1

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	35%	46
Agree	54%	71
Disagree	5%	7
Strongly Disagree	2%	2
I am unsure or unable to answer the question	4%	5
	Answered	131
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	31%	40
Agree	63%	83
Disagree	2%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	5
	Answered	131
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	6%	8
Agree	44%	57
Disagree	31%	41
Strongly Disagree	5%	7
I am unsure or unable to answer the question	14%	18
	Answered	131
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	5%	7
Agree	44%	58
Disagree	24%	32
Strongly Disagree	8%	10
I am unsure or unable to answer the question	18%	24
	Answered	131
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	2%	2
Agree	45%	59
Disagree	34%	44
Strongly Disagree	8%	10
I am unsure or unable to answer the question	12%	16
	Answered	131
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	28%	37
Agree	62%	81
Disagree	7%	9
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	4
	Answered	131
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	26%	34
Agree	52%	68
Disagree	16%	21
Strongly Disagree	3%	4
I am unsure or unable to answer the question	3%	4
	Answered	131
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	34%	45
Agree	54%	71
Disagree	7%	9
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	6
	Answered	131
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	32%	42
Agree	43%	56
Disagree	13%	17
Strongly Disagree	4%	5
I am unsure or unable to answer the question	8%	11
	Answered	131
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	23%	30
Agree	42%	55
Disagree	21%	28
Strongly Disagree	6%	8
I am unsure or unable to answer the question	8%	10
	Answered	131
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	32%	42
Agree	50%	66
Disagree	11%	14
Strongly Disagree	2%	3
I am unsure or unable to answer the question	5%	6
	Answered	131
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	38%	49
Agree	52%	68
Disagree	5%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	6
	Answered	130
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	18%	23
Agree	53%	69
Disagree	14%	18
Strongly Disagree	7%	9
I am unsure or unable to answer the question	9%	12
	Answered	131
	Skipped	0

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	14%	18
Agree	45%	59
Disagree	21%	27
Strongly Disagree	9%	12
I am unsure or unable to answer the question	11%	14
	Answered	130
	Skipped	1

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	21%	27
Agree	60%	79
Disagree	8%	11
Strongly Disagree	5%	7
I am unsure or unable to answer the question	5%	7
	Answered	131
	Skipped	0

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	16%	21
Agree	48%	62
Disagree	3%	4
Strongly Disagree	22%	28
I am unsure or unable to answer the question	12%	15
	Answered	130
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	27%	36
Agree	33%	43
Disagree	16%	21
Strongly Disagree	7%	9
I am unsure or unable to answer the question	17%	22
	Answered	131
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	34%	45
Agree	46%	60
Disagree	6%	8
Strongly Disagree	2%	3
I am unsure or unable to answer the question	11%	15
	Answered	131
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	25%	33
Agree	43%	56
Disagree	9%	12
Strongly Disagree	0%	0
I am unsure or unable to answer the question	23%	30
	Answered	131
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	16%	21
Agree	50%	64
Disagree	10%	13
Strongly Disagree	7%	9
I am unsure or unable to answer the question	17%	22
	Answered	129
	Skipped	2

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	19%	24
Agree	47%	61
Disagree	17%	22
Strongly Disagree	6%	8
I am unsure or unable to answer the question	11%	14
	Answered	129
	Skipped	2

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	11%	14
Agree	43%	56
Disagree	22%	29
Strongly Disagree	8%	10
I am unsure or unable to answer the question	16%	21
	Answered	130
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	16%	20
Agree	64%	83
Disagree	13%	17
Strongly Disagree	2%	2
I am unsure or unable to answer the question	5%	7
	Answered	129
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	21%	27
Agree	55%	70
Disagree	13%	16
Strongly Disagree	2%	2
I am unsure or unable to answer the question	10%	13
	Answered	128
	Skipped	3

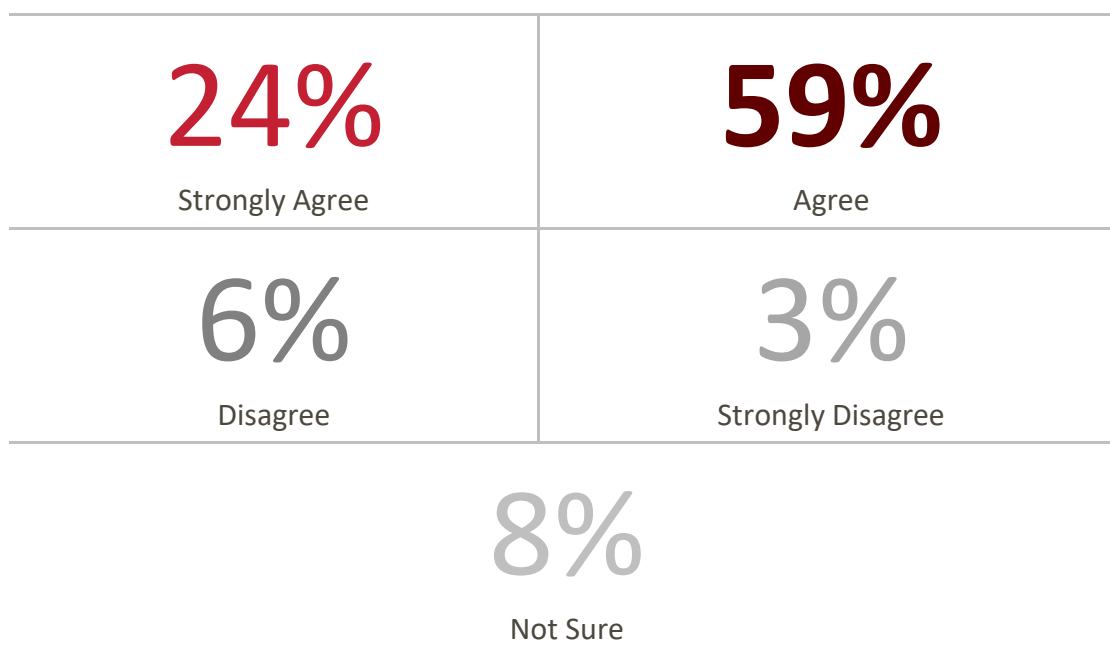
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	19%	25
Agree	58%	75
Disagree	8%	10
Strongly Disagree	3%	4
I am unsure or unable to answer the question	12%	15
	Answered	129
	Skipped	2

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	23%	30
Agree	65%	84
Disagree	5%	7
Strongly Disagree	2%	2
I am unsure or unable to answer the question	5%	6
	Answered	129
	Skipped	2

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



Response	Count
Answered	130
Skipped	1

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

