



CAYMAN ISLANDS GOVERNMENT

INSPECTION REPORT

THE LIGHTHOUSE SCHOOL

OFFICE OF EDUCATION STANDARDS

February 2019

Table of Contents

| | |
|--|----|
| Introduction | 2 |
| Information about The Lighthouse School | 4 |
| The context of the school | 5 |
| Key strengths | 6 |
| Recommendations | 6 |
| Summary | 7 |
| Achievement | 8 |
| Students' personal and social development..... | 9 |
| Teaching, learning and assessment | 10 |
| Curriculum | 11 |
| Safety and support | 12 |
| Leadership and management | 13 |
| Survey results | 15 |
| Appendix 1 | 17 |
| Appendix 2 | 29 |
| Appendix 3 | 38 |
| Office of Education Standards | 49 |

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 The Lighthouse School

| | |
|---------------------------------|---|
| Name of school | Lighthouse School |
| Address | 223A, Shamrock Rd, Red Bay, Grand Cayman. |
| Telephone | 345-947-5454 |
| E-mail address | Elroy.bryan@gov.ky |
| School Website | https://schools.edu.ky/lhs/Pages/Home.aspx |
| Principal | Mr. Elroy Bryan |
| School day timing | 8.15am to 2.45pm |
| Age range of students | 5 to 17 years |
| Number of students | 110 |
| Number of teaching staff | 18 |
| Number of support staff | 37 |
| Date of last inspection | 29th to 30th January 2015 |

The context of the school

Lighthouse School was founded in 1976 by the National Council of Social Services, to meet the educational requirements of children with special educational needs. It was located in Boatswain Bay, West Bay, in the Boatswain Bay Presbyterian Church Hall with an initial enrolment of 20 students. In 1981, the school became the responsibility of the Cayman Islands Government and was established in George Town next to the George Town Hospital.

Currently, The Lighthouse School is the only all-age government school in the Cayman Islands. The school caters specifically for students aged five to 17 years, who have autism spectrum disorder (ASD) moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound learning disabilities and/or multiple disabilities (PMLD). The current enrolment is 110 students.

The school follows a curriculum driven by a personalised learning programme which incorporates students' interests and lifelong learning. The Cayman Islands National Curriculum is delivered for students with moderate learning difficulties while the Award Scheme Development and Accreditation Network (ASDAN) and City and Guilds programmes are offered to older students. In 2017, the school was recognised by ASDAN for its inclusive curriculum.

The school has four phases.

- Key Stage 1, for students aged five to eight years, which comprises of ASD, MLD and SLD combined and PMLD.
- Key Stage 2, for students aged nine to 11 years, which comprises of ASD, MLD and SLD combined and PMLD.
- Key Stage 3, for students aged 11 to 14 years, which comprises of ASD, MLD and SLD combined and PMLD.
- Key Stage 4, for students aged 15 to 17 years, which comprises of MLD, SLD and PMLD.

The Key Stage 3 curriculum builds on life skills and enhances students' physical, emotional, social and moral development.

At Key Stage 4, the curriculum develops students' workplace skills development through the ASDAN and City and Guilds programme.

Every student has an individual education plan that focuses on developing their unique abilities to the fullest potential.

Key strengths

Inspectors identified the following strengths of the school:

- students' achievements in English, mathematics and science were good because their needs were very well met;
- teachers used a wide range of strategies to meet the students' needs so that students could reach their potential;
- exceptionally strong guidance and support enabled students of all abilities to thrive;
- excellent links with parents and the community meant that parents were fully involved in the school's work and the school was held in high esteem by the community;
- the Principal and senior leaders had created a culture of high expectations where every student mattered, and this vision was embraced by all staff.

Recommendations

The Principal and senior leaders should:

- continue to make assessment arrangements both systematic and reliable, especially in science, so that teachers can use information more effectively to challenge all students to achieve;
- work with the Ministry of Education to ensure that specialist resources address the specific needs of the students.

Summary

Overall Evaluation – Good

Lighthouse School is a good school. The school has made good progress in addressing the recommendations from the previous inspection.

As a result, the school was judged to be excellent in:

- support and guidance;
- links with parents and the community.

The following areas were judged good:

- students' attainment and progress in English, mathematics and science;
- positive behaviour for good learning;
- civic and environmental understanding;
- teaching and learning;
- curriculum quality;
- health and safety;
- leadership;
- self-evaluation and improvement planning.

The following areas were judged satisfactory:

- assessment;
- staffing and the learning environment.

Achievement

| Students' attainment in relation to international standards | Primary | Secondary |
|--|----------------|------------------|
| Achievement in English | Good | Good |
| Achievement in mathematics | Good | Good |
| Achievement in science | Good | Good |

Students' achievement in English was good. High-quality support contributed to the strong progress made by ASD and MLD students. The electronic aid 'Proloquo2go' assisted all students to make their needs known and express their views. Students were developing literacy skills, including a love of reading, as they enjoyed listening to stories. At times, in phonics, activities were not linked sufficiently closely to the aim of the lesson. In Year 1, students with ASD could follow instructions with three key words and identify various letter sounds. Year 6 students with ASD could write simple everyday words. In Year 7, students with MLD could discern between fact and opinion. In Year 9, students with MLD could produce a descriptive piece of writing using a range of punctuation and vocabulary. Students with SLD in Year 11 could write a factual piece about a wild animal.

Achievement in mathematics was good. Most students in primary year groups had learnt to count and recognise numbers. For example, in a Year 4 SLD and MLD class, students used concrete materials to support their understanding of numbers. Older students in the vocational class could count, add and subtract using Cayman currency. As a result, students could use and apply their knowledge in real-life situations through 'shopping' activities. Other mathematical topics, related to shape and space, were incorporated to extend students' knowledge. Occasionally, adults were too swift to correct work, which did not allow students to solve problems for themselves.

Achievement in science was good. In a Year 1 to 2 SLD class, students' practical exploration of 'pushing and pulling' toys developed their understanding of forces. Older students in a Year 4 to 6 SLD and MLD class understood issues relating to 'motion'. Students in the secondary phase had good understanding of their bodies and the benefits of a good diet. Most students could talk about the need for vitamins and water during topics such as 'go-foods', 'glow-foods' and 'grow foods'. Students with PMLD learnt about their senses through exploration of different materials. Vocational students developed a wide range of scientific knowledge linked to topics, such as 'weather', 'man in his environment' and 'life cycles and energy'.

Students' personal and social development

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

Positive behaviour for good learning was good. Students had positive attitudes to learning and behaviour in lessons and unstructured times was good. The mutual trust between adults and students was strong. Students responded well to adults. Positive reinforcement strategies, which included a visual behaviour tracker and the award of a 'smiley face', kept younger students engaged. Older students had freedom to choose a 'time out' activity which enabled them to manage their behaviour independently. Students wore their uniforms with pride and cherished the opportunities to act as prefects and monitors. Students were strong ambassadors for their school during sports events. The attendance of most students was good and almost all students were punctual to lessons.

Civic and environmental understanding was good. Students' active involvement in events such as Heroes Day, and visits to the annual Heritage Festival, developed students' national identity. Off-site activities, such as horse riding and trips to the local shopping centre, developed students' awareness of the Cayman community. A regularly scheduled Heritage Arts programme taught students about local traditions and Caymanian life. They experienced local cuisine and were shown how to make local crafts such as thatch rope by 'special visitors'. Regular daily prayer sessions, as part of devotions, strengthened students' awareness of their Christian faith. Students understood that some of their peers required additional support or electronic devices to communicate. However, students had few opportunities to appreciate the need to protect local, national and world resources.

Teaching, learning and assessment

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

Teaching was good. Teachers were skilled at engaging and motivating individual students to reach their potential. They enjoyed excellent relationships with the students and knew their needs very well. Teachers had very well-established routines that students understood, which promoted a calm atmosphere and prepared students for learning. Older students were taught life skills effectively, enabling them to succeed when in the community and preparing them well for the next stage of their education or training. For example, City and Guilds students in Years 10 to 12 were shown how to improve their CVs to make them more likely to be invited for interview. Teachers used questioning very well to draw out students' understanding. For example, MLD and SLD students in Years 4 to 6 were questioned about picture clues in a story so they could predict what was going to happen next.

Teaching in the wider range of subjects was also good. Adults were deployed effectively to ensure the inclusion of all students in physical education, including those students with physical disabilities. In heritage arts, students learnt about rope making. In social studies, students practised positional language using everyday objects.

Learning was good. Students had opportunities to engage in independent learning. For example, MLD students in Years 4 to 6 made their own lava lamps to demonstrate kinetic energy, adding oil and water, food colouring and seltzer to make them bubble and glow. Students were filled with awe when they saw the beauty of what they had created. Across the school, students were eager to participate in all activities and had positive attitudes. Good use of resources and visual prompts, including information technology, enabled students to access learning at their own level. Students made connections with other learning and communicated their learning to their peers. Sometimes, adults were inclined to do too much for students and not allow them to make mistakes or learn from them.

Assessment was satisfactory. Teachers were able to input their own data electronically into the new system to record students' progress. Staff used their everyday assessment of students' achievements to plan future learning at the appropriate level for each individual. Teachers gave plenty of immediate and specific feedback to students in lessons about how they were performing. The school's tracking system for formal assessment was relatively new and needed embedding. Science was not as effectively assessed as English and mathematics. Teachers had begun moderation of their assessments to make them more reliable, but this was at an early stage of development.

Curriculum

| Offering a curriculum that meets the educational needs of all students | Primary | Secondary |
|---|----------------|------------------|
| Curriculum | Good | Good |

The quality of the curriculum was good. The curriculum was diverse, relevant and balanced. It was delivered through a personalised programme of learning which incorporated students' pastoral, medical and cognitive requirements. English, mathematics and science were complemented with additional subjects such as social studies, creative arts and physical education. Furthermore, the Cayman Islands National Curriculum was provided for students with MLD. The increased focus on work-related studies meant that students were prepared for work experience and subsequent employment. However, students had a fairly limited range of work experience to draw upon, which was not necessarily matched to their interests. It was considered that extending the school's work experience provision would improve students' transition from education to working life more effectively. Nonetheless, students' successful completion of the ASDAN and City and Guilds programme gave them independence and helped prepare them well for employment.

The use of information technology was integral to the successful delivery of the curriculum. As a result, students' independent learning was enhanced through creative use of assistive technology to communicate, access learning and make choices. Curriculum enhancement, involving the local community in particular, helped students to manage real-life situations. Transitions to mainstream schools were managed extremely well. Students' active participation in local and regional competitions, such as inter-primary sports and the National Children's Festival of the Arts, contributed to their enjoyable learning experiences.

Safety and support

| Keeping our students safe and always supported | Primary | Secondary |
|---|----------------|------------------|
| Health and safety | Good | Good |
| Support and guidance | Excellent | Excellent |

Health and safety were good. The persistence and tenacity of the Principal ensured that the school provided a safe environment and the premises were in a good state of repair. Improvements included widened pathways, ramps and handrails that ensured safe access for all, including those in wheelchairs. However, some equipment remained unfit for purpose and some surfacing needed replacing. The organisation and supervision of students were effective. Whether students were moving around the building, arriving and leaving school or eating lunch, teaching staff, security staff, and bus wardens were always vigilant. Healthy living was systematically addressed through the curriculum. For example, in physical education, students checked their heart rates after exercising. In addition, the school had begun to develop an area where students could grow their own vegetables. All staff were well aware of child protection arrangements, which were well developed and thorough. Medical information was shared with staff as appropriate.

The guidance and support provided by the school was excellent. It was a truly inclusive school that welcomed, valued and supported students with a wide range of difficulties. Team work was an essential ingredient for the success of the support students received. Staff, at all levels, knew the students very well and were fully aware of their individual social, physical, and intellectual needs. There were extensive systems to support students, including occupational therapy, speech therapy, counselling and very effective use of digital technology to support students' communication. Individual education plans were exceptionally detailed working documents, contributed to by everyone, and used effectively in class to plan learning. Highly effective behaviour management systems, supported by intensive training, ensured the smooth running of the school. Staff worked very closely with parents so that they could support students at home as well as in school.

Leadership and management

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

The Principal's inspirational leadership had won the support of staff, parents and students. His clear vision and strategic direction contributed to the continuous cycle of improvement. Consequently, expectations of staff and students' achievement were high. The drive for improvement was shared by all leaders, including the dedicated and strong senior leaders. Their hard work had helped to bring about the improvements made since the previous inspection. Their commitment to having a highly skilled workforce underpinned the robust professional development programme. Well-targeted training refined almost all staff's practice and ensured collective accountability for meeting the needs of all students. For example, an increased proportion of new staff were competent in using assessment tools to plan for students' individual education plans. Leaders were highly ambitious and outward looking, seeking to find out about best practice in international schools. Team work was very strong, whether in clusters, phase teams, or subjects. Some middle leaders, such as those for English and mathematics, were relatively new to their roles and were developing their expertise.

Self-evaluation and improvement planning were good. Leaders had accurately identified strengths and areas for improvement. They had made good progress in addressing the recommendations from the previous inspection. The school improvement plan was robust and focused on the right priorities. Senior leaders had identified and addressed training requirements to give staff the appropriate skills to meet students' special educational needs. Robust monitoring systems provided guidance for staff on how to sharpen their practice. For example, the outcomes of lesson observations were documented in each teacher's folder with clear action plans setting out next steps. As a result, the quality of teaching had improved over time. The newly introduced schemes of work had not yet had a significant impact on students' achievement.

The links with parents and the community were excellent. As an inclusive school, The Lighthouse School had won the respect of parents and members of the community. Almost all parents demonstrated confidence in the leadership of the school. Regular communication with parents through the home-school book, termly parent updates and newsletters was highly effective. Parents received detailed information about their children's progress. Parents were actively involved in the school's activities, such as off-site visits and fundraising events. The parents' Home School Association ensured that the views of parents were fairly represented. There was an extensive range of partnerships with local community groups, which helped to

support students' understanding of their local and regional culture. The strong partnerships with local schools ensured successful integration of students into mainstream settings.

Staffing and the learning environment were satisfactory. Teachers and support staff were qualified for their roles. Leaders' consistent review of job descriptions ensured efficient use of staff. Designated functional spaces, such as the school gym and a sensory garden, were used well to support learning. In addition, assistive technology and other resources such as electronic tablets and smart boards facilitated students' communication and promoted independence. However, the school did not have a library, which made it difficult for students to access a range of high-quality texts. Furthermore, there were insufficient nursing support and specialist resources, such as a hydrotherapy pool, to support the needs of students with complex medical conditions.

Survey results

Forty-three parents, 54 staff and 30 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Parents of students from all year groups completed the on-line survey in advance of the inspection. Most parents felt that their children were making good progress in English and other subjects, while the majority of parents felt progress was good in mathematics and science. Most parents agreed that behaviour was good and the majority of parents felt that their children were acquiring a good environmental understanding. Almost all parents judged the quality of teaching to be good and most agreed that their children enjoyed lessons. Most parents believed that their children had access to a good range of extra-curricular activities. Only a minority of parents felt that the amount of homework issued was suitable. The majority believed they had opportunities to be effectively involved in the work of the school. Almost all parents felt the school was well led. Most said the school had a good range of resources. Almost all believed that the quality of education was good. There were comments from parents who praised the impact of the Principal. A few parents were concerned about the level of support from the Ministry, the amount of space, the lack of library provision and music therapy.

Both teachers and support staff completed the survey. The majority of staff had worked at the school for three years or more. The majority of staff were Caymanian. Almost all staff judged the school to be well led and agreed that the school provided a good quality of education. Almost all staff believed they received good professional development opportunities and believed that the school offered a safe and caring environment for all members of the school community. Most staff thought behaviour was good. Almost all staff agreed that students were treated fairly by all staff. Almost all staff stated that there were good arrangements to address incidents of bullying should they occur. Almost all staff thought that assessment systems were good. Almost all staff said they were sufficiently involved in self-evaluation and school improvement. Most thought resources were good. Almost all staff agreed that students were well supported. Almost all agreed that there were wider links with the community. Staff praised the strong leadership team and the many improvements in the school's work. A few commented about the amount of paperwork, the lack of certain specialist resources and the need for continual training.

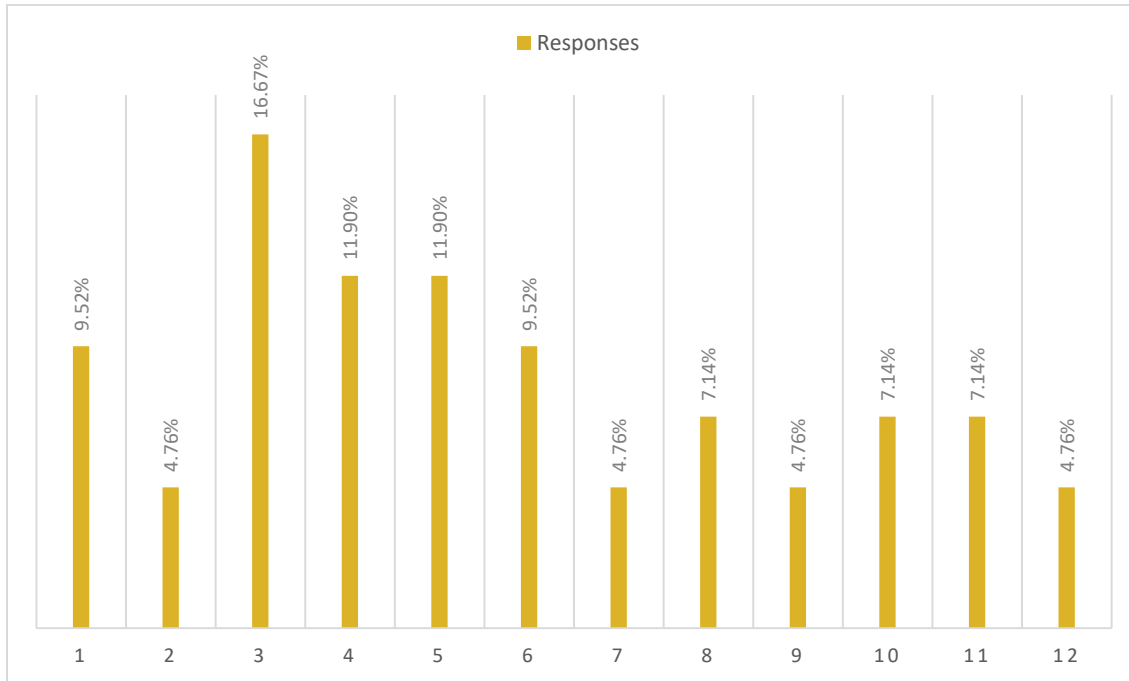
Most students were assisted by adults to complete the survey. Most students were Caymanian. Almost all students said lessons were good. All students said that teachers helped them to understand their work. Almost all felt they were making good progress in English, mathematics and science. Most said they were making good progress in other subjects. The majority of students agreed that the school sought their views and felt that behaviour was good. Most students believed the school stopped bullying. Almost all students judged that they had access to a good range of extra-curricular activities. Most were happy with the choice of subjects they were offered. Almost all students felt safe and cared for at school. Almost all students believed that they were treated fairly and that the school was well led. Fourteen students made comments. The majority of students were positive about their learning and staff. A few said they would like a greater variety of books in the library, and more music, art and drama.

What happens next?

As a result of the school being judged good, the school will continue to be inspected as part of the normal inspection cycle, which is currently every two years.

Office of Education Standards | Parent Survey 2019

In which grade/year is your eldest child?



| Response | Count |
|----------|-------|
| Answered | 42 |
| Skipped | 1 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Less than one year | 24% | 10 |
| More than one year but less than three years | 20% | 8 |
| More than three years | 56% | 23 |
| | Answered | 41 |
| | Skipped | 2 |

What is your nationality?

67%

Caymanian

33%

Non-Caymanian

My child is making good progress in English.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 24% | 10 |
| Agree | 54% | 22 |
| Disagree | 0% | 0 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 20% | 8 |
| | Answered | 41 |
| | Skipped | 2 |

My child is making good progress in mathematics.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 18% | 7 |
| Agree | 50% | 20 |
| Disagree | 5% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 28% | 11 |
| | Answered | 40 |
| | Skipped | 3 |

My child is making good progress in science.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 17% | 7 |
| Agree | 44% | 18 |
| Disagree | 2% | 1 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 34% | 14 |
| | Answered | 41 |
| | Skipped | 2 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 24% | 10 |
| Agree | 61% | 25 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 15% | 6 |
| | Answered | 41 |
| | Skipped | 2 |

The behaviour of most students in the school is good.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 20% | 8 |
| Agree | 66% | 27 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 15% | 6 |
| | Answered | 41 |
| | Skipped | 2 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 32% | 13 |
| Agree | 59% | 24 |
| Disagree | 5% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 5% | 2 |
| | Answered | 41 |
| | Skipped | 2 |

My child is developing good environmental understanding.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 27% | 11 |
| Agree | 46% | 19 |
| Disagree | 7% | 3 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 20% | 8 |
| | Answered | 41 |
| | Skipped | 2 |

The quality of teaching is good.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 44% | 18 |
| Agree | 49% | 20 |
| Disagree | 5% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 41 |
| | Skipped | 2 |

My child enjoys most lessons.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 41% | 17 |
| Agree | 46% | 19 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 10% | 4 |
| | Answered | 41 |
| | Skipped | 2 |

My child is inspired to learn.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 46% | 19 |
| Agree | 51% | 21 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 41 |
| | Skipped | 2 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 24% | 10 |
| Agree | 51% | 21 |
| Disagree | 10% | 4 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 15% | 6 |
| | Answered | 41 |
| | Skipped | 2 |

The school provides the subjects my child wishes to study.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 7% | 3 |
| Agree | 51% | 21 |
| Disagree | 7% | 3 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 34% | 14 |
| | Answered | 41 |
| | Skipped | 2 |

The quality and amount of homework is appropriate.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 10% | 4 |
| Agree | 39% | 16 |
| Disagree | 10% | 4 |
| Strongly Disagree | 10% | 4 |
| I am unsure or unable to answer the question | 32% | 13 |
| | Answered | 41 |
| | Skipped | 2 |

My child is safe and cared for at school.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 51% | 21 |
| Agree | 46% | 19 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 41 |
| | Skipped | 2 |

The school helps my child choose a healthy lifestyle.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 32% | 13 |
| Agree | 56% | 23 |
| Disagree | 5% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 7% | 3 |
| | Answered | 41 |
| | Skipped | 2 |

My child is safe while on school buses.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 44% | 18 |
| Agree | 34% | 14 |
| Disagree | 0% | 0 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 20% | 8 |
| | Answered | 41 |
| | Skipped | 2 |

My child is treated fairly at school.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 41% | 17 |
| Agree | 51% | 21 |
| Disagree | 0% | 0 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 5% | 2 |
| | Answered | 41 |
| | Skipped | 2 |

The school deals effectively with incidents of bullying.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 37% | 15 |
| Agree | 34% | 14 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 29% | 12 |
| | Answered | 41 |
| | Skipped | 2 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 22% | 9 |
| Agree | 37% | 15 |
| Disagree | 2% | 1 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 37% | 15 |
| | Answered | 41 |
| | Skipped | 2 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 54% | 22 |
| Agree | 37% | 15 |
| Disagree | 2% | 1 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 5% | 2 |
| | Answered | 41 |
| | Skipped | 2 |

The school is well led.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 68% | 28 |
| Agree | 29% | 12 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 41 |
| | Skipped | 2 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 32% | 13 |
| Agree | 56% | 23 |
| Disagree | 0% | 0 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 10% | 4 |
| | Answered | 41 |
| | Skipped | 2 |

Communication between the school and parents is effective and timely.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 56% | 23 |
| Agree | 37% | 15 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 5% | 2 |
| | Answered | 41 |
| | Skipped | 2 |

The school responds appropriately to parental concerns.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 61% | 25 |
| Agree | 37% | 15 |
| Disagree | 0% | 0 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 41 |
| | Skipped | 2 |

School reports are regular and informative.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 56% | 23 |
| Agree | 37% | 15 |
| Disagree | 5% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 41 |
| | Skipped | 2 |

Parent-teacher meetings are helpful and held regularly.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 37% | 15 |
| Agree | 44% | 18 |
| Disagree | 5% | 2 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 12% | 5 |
| | Answered | 41 |
| | Skipped | 2 |

Parents are effectively involved in the work of the school.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 22% | 9 |
| Agree | 46% | 19 |
| Disagree | 15% | 6 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 17% | 7 |
| | Answered | 41 |
| | Skipped | 2 |

The school enjoys good links with the wider community.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 29% | 12 |
| Agree | 54% | 22 |
| Disagree | 0% | 0 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 15% | 6 |
| | Answered | 41 |
| | Skipped | 2 |

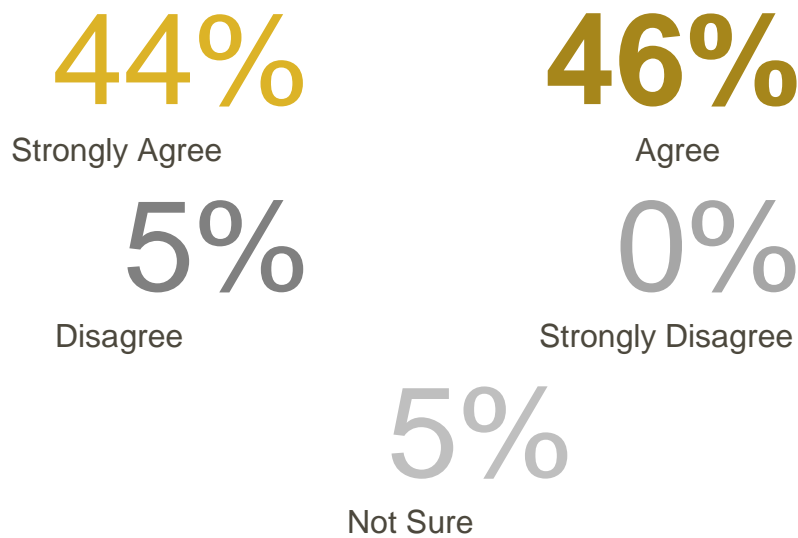
The school has appropriately qualified and suitably skilled teachers and staff.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 39% | 16 |
| Agree | 54% | 22 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 5% | 2 |
| | Answered | 41 |
| | Skipped | 2 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 37% | 15 |
| Agree | 51% | 21 |
| Disagree | 5% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 7% | 3 |
| | Answered | 41 |
| | Skipped | 2 |

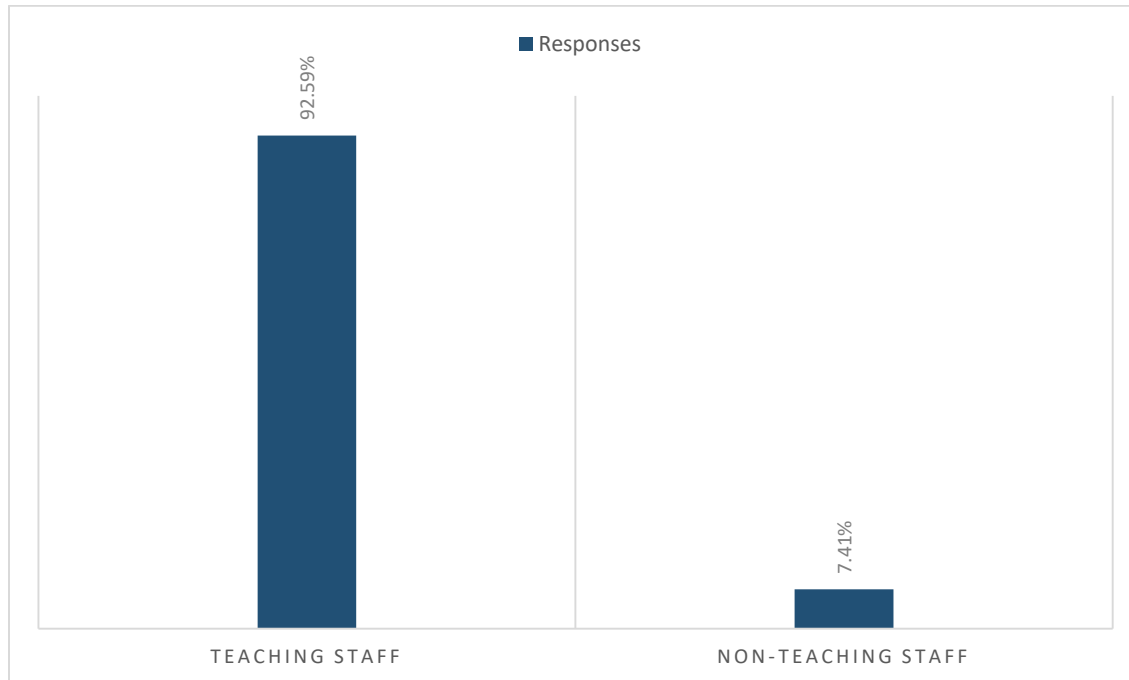
Overall, I am satisfied with the quality of education provided at this school.



| Response | Count |
|----------|-------|
| Answered | 41 |
| Skipped | 2 |

Office of Education Standards | Staff Survey 2019

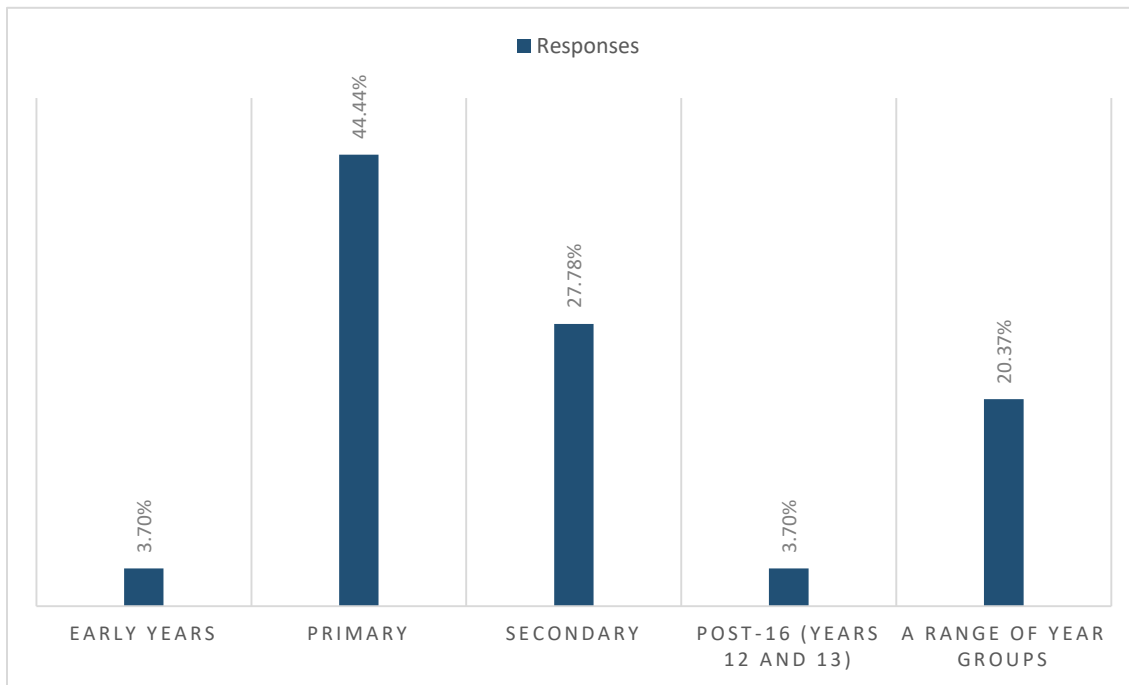
What is your role in the school?



How long have you worked at this school?

| Response | Percentage | Count |
|--|-----------------|-----------|
| One year or less | 22% | 12 |
| More than one year but less than three years | 26% | 14 |
| Three years or more | 52% | 28 |
| | Answered | 54 |
| | Skipped | 1 |

Which age-group of students are you mostly supporting?



What is your nationality?

61%

Caymanian

39%

Non-Caymanian

The behaviour of most students in the school is good.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 38% | 21 |
| Agree | 51% | 28 |
| Disagree | 0% | 0 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 9% | 5 |
| | Answered | 55 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 9% | 5 |
| Agree | 62% | 34 |
| Disagree | 13% | 7 |
| Strongly Disagree | 5% | 3 |
| I am unsure or unable to answer the question | 11% | 6 |
| | Answered | 55 |
| | Skipped | 0 |

Most students at this school show good environmental understanding.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 11% | 6 |
| Agree | 67% | 37 |
| Disagree | 9% | 5 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 11% | 6 |
| | Answered | 55 |
| | Skipped | 0 |

There are good assessment systems in this school.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 29% | 16 |
| Agree | 64% | 35 |
| Disagree | 5% | 3 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 55 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 18% | 10 |
| Agree | 51% | 28 |
| Disagree | 25% | 14 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 5% | 3 |
| | Answered | 55 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 24% | 13 |
| Agree | 62% | 34 |
| Disagree | 0% | 0 |
| Strongly Disagree | 4% | 2 |
| I am unsure or unable to answer the question | 11% | 6 |
| | Answered | 55 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 71% | 39 |
| Agree | 25% | 14 |
| Disagree | 0% | 0 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 55 |
| | Skipped | 0 |

The school helps students to choose a healthy life style.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 40% | 22 |
| Agree | 51% | 28 |
| Disagree | 7% | 4 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 55 |
| | Skipped | 0 |

Students are treated fairly at this school.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 56% | 31 |
| Agree | 42% | 23 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 55 |
| | Skipped | 0 |

The school deals effectively with incidents of bullying.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 46% | 25 |
| Agree | 46% | 25 |
| Disagree | 0% | 0 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 6% | 3 |
| | Answered | 54 |
| | Skipped | 1 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 48% | 26 |
| Agree | 41% | 22 |
| Disagree | 2% | 1 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 7% | 4 |
| | Answered | 54 |
| | Skipped | 1 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 67% | 37 |
| Agree | 31% | 17 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 55 |
| | Skipped | 0 |

The school is well led.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 56% | 30 |
| Agree | 39% | 21 |
| Disagree | 4% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 54 |
| | Skipped | 1 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 38% | 21 |
| Agree | 58% | 32 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 4% | 2 |
| | Answered | 55 |
| | Skipped | 0 |

The school effectively supports my continuing professional development.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 31% | 17 |
| Agree | 60% | 33 |
| Disagree | 4% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 5% | 3 |
| | Answered | 55 |
| | Skipped | 0 |

Parent teacher meetings are well attended and helpful.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 15% | 8 |
| Agree | 49% | 26 |
| Disagree | 26% | 14 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 8% | 4 |
| | Answered | 53 |
| | Skipped | 2 |

Parents are effectively involved in the work of the school.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 6% | 3 |
| Agree | 60% | 32 |
| Disagree | 19% | 10 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 15% | 8 |
| | Answered | 53 |
| | Skipped | 2 |

The school enjoys good links with the wider community.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 43% | 23 |
| Agree | 52% | 28 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 6% | 3 |
| | Answered | 54 |
| | Skipped | 1 |

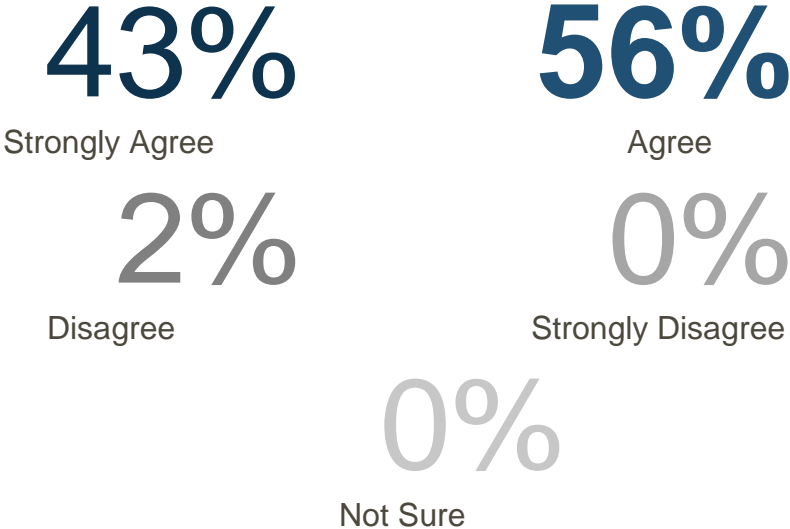
The school has appropriately qualified and suitably skilled teachers and staff.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 29% | 16 |
| Agree | 62% | 34 |
| Disagree | 4% | 2 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 4% | 2 |
| | Answered | 55 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 22% | 12 |
| Agree | 56% | 31 |
| Disagree | 18% | 10 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 4% | 2 |
| | Answered | 55 |
| | Skipped | 0 |

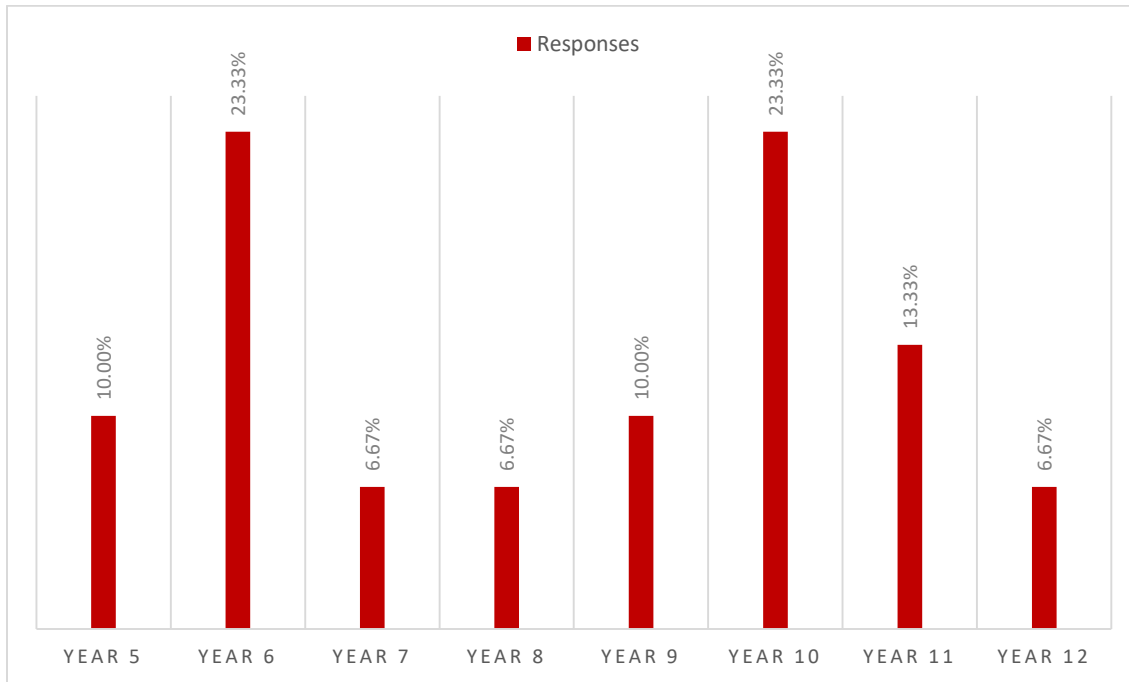
Overall, this school provides a good quality of education.



| Response | Count |
|-----------------|-----------|
| Answered | 54 |
| Skipped | 1 |

Office of Education Standards | Student Survey 2019

Which is your current year group?



What is your nationality?

87%

Caymanian

13%

Non-Caymanian

Please state your gender.

19

Boys

11

Girls

I am making good progress in English.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 33% | 10 |
| Agree | 57% | 17 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 10% | 3 |
| | Answered | 30 |
| | Skipped | 0 |

I am making good progress in mathematics.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 40% | 12 |
| Agree | 57% | 17 |
| Disagree | 3% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 30 |
| | Skipped | 0 |

I am making good progress in science.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 23% | 7 |
| Agree | 63% | 19 |
| Disagree | 10% | 3 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 3% | 1 |
| | Answered | 30 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 30% | 9 |
| Agree | 63% | 19 |
| Disagree | 7% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 30 |
| | Skipped | 0 |

The behaviour of most students in the school is good.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 10% | 3 |
| Agree | 53% | 16 |
| Disagree | 33% | 10 |
| Strongly Disagree | 3% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 30 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 10% | 3 |
| Agree | 80% | 24 |
| Disagree | 7% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 3% | 1 |
| | Answered | 30 |
| | Skipped | 0 |

Most students at my school show good environmental understanding.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 23% | 7 |
| Agree | 60% | 18 |
| Disagree | 13% | 4 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 3% | 1 |
| | Answered | 30 |
| | Skipped | 0 |

Most of my lessons are good.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 17% | 5 |
| Agree | 77% | 23 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 7% | 2 |
| | Answered | 30 |
| | Skipped | 0 |

I enjoy most lessons.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 33% | 10 |
| Agree | 60% | 18 |
| Disagree | 7% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 30 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 30% | 9 |
| Agree | 70% | 21 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 30 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 27% | 8 |
| Agree | 70% | 21 |
| Disagree | 3% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 30 |
| | Skipped | 0 |

My school provides the subjects I wish to study.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 0% | 0 |
| Agree | 80% | 24 |
| Disagree | 13% | 4 |
| Strongly Disagree | 3% | 1 |
| I am unsure or unable to answer the question | 3% | 1 |
| | Answered | 30 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 37% | 11 |
| Agree | 60% | 18 |
| Disagree | 3% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 30 |
| | Skipped | 0 |

Teachers explain to me how I can do better.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 27% | 8 |
| Agree | 70% | 21 |
| Disagree | 3% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 30 |
| | Skipped | 0 |

I feel safe and cared for at my school.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 24% | 7 |
| Agree | 72% | 21 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 3% | 1 |
| | Answered | 29 |
| | Skipped | 1 |

The school helps students choose a healthy lifestyle.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 31% | 9 |
| Agree | 52% | 15 |
| Disagree | 10% | 3 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 7% | 2 |
| | Answered | 29 |
| | Skipped | 1 |

I feel safe on school buses.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 24% | 7 |
| Agree | 59% | 17 |
| Disagree | 7% | 2 |
| Strongly Disagree | 7% | 2 |
| I am unsure or unable to answer the question | 3% | 1 |
| | Answered | 29 |
| | Skipped | 1 |

I am treated fairly at school.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 21% | 6 |
| Agree | 69% | 20 |
| Disagree | 0% | 0 |
| Strongly Disagree | 3% | 1 |
| I am unsure or unable to answer the question | 7% | 2 |
| | Answered | 29 |
| | Skipped | 1 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 14% | 4 |
| Agree | 69% | 20 |
| Disagree | 14% | 4 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 3% | 1 |
| | Answered | 29 |
| | Skipped | 1 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 39% | 11 |
| Agree | 57% | 16 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 4% | 1 |
| | Answered | 28 |
| | Skipped | 2 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 32% | 9 |
| Agree | 64% | 18 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 4% | 1 |
| | Answered | 28 |
| | Skipped | 2 |

The school is well led.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 38% | 11 |
| Agree | 59% | 17 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 3% | 1 |
| | Answered | 29 |
| | Skipped | 1 |

The school has asked me about how it can improve.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 21% | 6 |
| Agree | 55% | 16 |
| Disagree | 17% | 5 |
| Strongly Disagree | 3% | 1 |
| I am unsure or unable to answer the question | 3% | 1 |
| | Answered | 29 |
| | Skipped | 1 |

The school responds appropriately to my concerns.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 14% | 4 |
| Agree | 76% | 22 |
| Disagree | 3% | 1 |
| Strongly Disagree | 3% | 1 |
| I am unsure or unable to answer the question | 3% | 1 |
| | Answered | 29 |
| | Skipped | 1 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 38% | 11 |
| Agree | 62% | 18 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 29 |
| | Skipped | 1 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 24% | 7 |
| Agree | 69% | 20 |
| Disagree | 7% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 29 |
| | Skipped | 1 |

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

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 28% | 8 |
| Agree | 66% | 19 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 7% | 2 |
| | Answered | 29 |
| | Skipped | 1 |

I have access to good quality resources for my learning.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 17% | 5 |
| Agree | 83% | 24 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 29 |
| | Skipped | 1 |

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

38%

Strongly Agree

62%

Agree

0%

Disagree

0%

Strongly Disagree

0%

Not Sure

| Response | Count |
|-----------------|-----------|
| Answered | 29 |
| 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

