



INSPECTION REPORT

PROSPECT PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS

February 2019

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Inspections of schools, colleges and early years centres in The Cayman Islands

As determined by Education Law (2016), all educational institutions are inspected regularly by The Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, to government officers and to appointed Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In The Cayman Islands, the publication 'Successful Schools and Achieving Students' is the tool which is used both by schools to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.

Evaluations

The inspection framework is organised around judgements using a four-point scale.

The four levels on the scale are defined as follows:

- **Excellent** - exceptionally high quality of performance or practice.
- **Good** - the expected level for every school in The Cayman Islands, both public and private.
- **Satisfactory** - the minimum level of quality required for The Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.
- **Weak** - quality not yet at the level acceptable for schools in The Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Information about Prospect Primary School

Name of school	Prospect Primary School
Address	169 Poindexter Road
Telephone	345-947-8889
E-mail address	Matthew.Read@gov.ky
School Website	https://schools.edu.ky/pps/Pages/Home.aspx
Principal	Matthew Read
School day timing	8.15am to 3.00pm
Age range of students	4 to 11 years
Number of students	353
Number of teaching staff	16
Number of support staff	13
Date of last inspection	24 th to 25 th November 2014

The context of the school

The school is a two-form entry primary school with 353 students aged from 4 to 11 years old, of which approximately one quarter have special educational needs. Most students are Caymanian. The school is situated in the Prospect district near to George Town.

The school follows the Cayman Islands National Curriculum and the Cayman Islands Early Years Curriculum Framework is used in Reception classed. As an International Baccalaureate (IB) World School, the school uses the IB Primary Years Programme (PYP) and promotes an inquiry-based approach to teaching and learning. There is a thrust towards linking subjects in learning, so students are able to make cross-curricular links and apply their learning in real-life contexts. This is evident in the annual exhibitions where students mount displays that reflect their learning in real-life applications.

Key strengths

Inspectors identified the following strengths of the school:

- The behaviour of students and their cultural understanding were good. They respected each other and worked hard. Students were steeped in Caymanian history and culture. They participated in many special events each year that celebrated their heritage;
- The curriculum was broad and balanced and enriched very well with many clubs and activities in music, the arts and sport;
- The school was safe and secure, and students said they felt well cared for by all staff;
- The Principal was passionate about improving students' education and knew the school's strengths and areas to improve very well. He had raised the morale of staff and won the support of students and parents;
- The quality of communication and links with parents were very strong.

Recommendations

The Principal and senior leaders should:

- Raise attainment and students' progress in English, mathematics and science across all year groups;
- In collaboration with the Ministry of Education, iron out inconsistencies in teaching so that all teaching is at least good;
- Ensure that teachers challenge the most able students in all classes;
- Leaders should make sure that the Individual Education Plans (IEPs) of those students with special educational needs have clear and specific targets which will support them in making good progress;
- Ensure that best use is made of time by support staff to enable students to make the most progress;
- Improve the role and impact technology is making on students' progress.

Summary

Overall Evaluation - Satisfactory

Prospect Primary School is a satisfactory school. The school has improved over the past 18 months and has moved closer towards good overall effectiveness. As a result, the school was judged to have good performance in:

- positive behaviour for good learning;
- civic and environmental understanding;
- curriculum quality;
- health and safety;
- leadership; self-evaluation and improvement planning; and,
- links with parents and the community.

The following areas were judged satisfactory:

- students' attainment and progress in English, mathematics and science;
- teaching, learning and assessment;
- support and guidance; and,
- staffing and the learning environment.

The main areas which stopped the school from being good were the inconsistencies in teaching, learning and assessment, which had led to satisfactory attainment and progress, particularly in the key subjects.

Achievement

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

Students' attainment in English was satisfactory. Overall, there was an inconsistent picture of attainment across the school in English, with some classes in both Key Stage 1 and 2 working below international and curriculum standards. For example, in the 90-minute writing block, independent writing tasks sometimes lacked challenge, particularly for the most able. In the 2018 external tests, the attainment of Year 6 students was good and they achieved particularly well in writing. Attainment was strongest when students were given well-planned structured learning. For example, in one of the Year 2 classes, almost all students learnt the importance of clarity when writing instructions. The attainment of children in the Reception classes was good.

Students' attainment in mathematics was satisfactory. Most students across the school achieved at the expected level. By the end of Key Stage 1, for example, students could accurately subtract within 100. In Year 6, most students could measure accurately using millimeters and centimeters. In 2018 external assessments, the attainment of Year 6 students was good. Over recent years, students' attainment had improved, with an increasing proportion of the students achieving at the highest level by the end of the primary years. In other year groups, however, students' attainment was more variable. A significant number of students lacked confidence, speed and accuracy in their mental calculation skills. In too many classes there was insufficient time allocated to practical mathematical activities to help develop the students' knowledge and skills in shape, measurement and data handling.

Students' attainment in science was satisfactory. Results from available assessments and the review of books showed that students' knowledge and understanding of science was in line with curriculum and international standards. Most Reception children could describe the texture of materials such as sponge and silk. In Year 2, most students could label parts of a plant and state the conditions for plant growth. By Year 6, most students could explain the process of digestion, blood circulation and the functions of the heart. Practical science skills were improving. However, students had insufficient opportunities to debate, test out their ideas with their peers or propose solutions.

Students' progress in key subjects	Primary
Progress in English	Satisfactory
Progress in mathematics	Satisfactory
Progress in science	Satisfactory

Students' progress in English was satisfactory. In 2018, all students made expected or better progress in writing. Although most current students made the progress expected of them, progress across year groups was inconsistent. However, in a minority of classes, students made good progress as a result of well-planned and engaging teaching. Most students developed age-appropriate skills. For example, in Year 5, students were making good progress in developing the skill of comparing and contrasting. Marking was inconsistent and students did not always act upon the advice given in order to make stronger progress. A few of the older students, particularly the most able, did not choose sufficiently challenging reading books in order to develop the word power needed for more sophisticated writing. The progress of children in Reception from their starting points was good.

Students made satisfactory progress in mathematics. Most students by the end of the primary years reached expected levels, though there was significant variation in the pace of progress from one year to the next. In one Year 4 class, for example, progress was good because the teacher skillfully promoted students' problem-solving and critical thinking skills. In several Key Stage 1 classes, however, students unnecessarily repeated work and activities lacked challenge for a significant proportion of students. Problem-solving was a regular feature of lessons across all stages of the school but students' mental mathematics skills were under-developed because teachers did not consistently plan time in their lessons to support the students' speed and agility in calculation. Children in Reception got off to a good start in developing numeracy skills.

Students made satisfactory progress in science. Most students reached expected levels by the end of Year 6. However, the pace of progress varied considerably across classes. While Year 6 students were set probing research questions to find out about the blue iguana, students in some other classes made slower progress because what they were meant to learn was not clear and, as a result, they became confused. More teachers were giving students opportunities to accelerate their progress through practical investigations, but this was at an early stage of development. The progress of children in Reception was satisfactory in gaining scientific understanding.

Students' personal and social development

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

Behaviour was good. Almost all students were well behaved in corridors and outside in play areas. Most students behaved well in lessons and worked hard. Almost all students were self-disciplined and showed respect and tolerance for others. All students wore the school uniform with pride. Attendance was good. Students said they enjoyed school and wanted to attend. When teaching did not engage them, a minority of students did not pay attention and distracted others in lessons. Some students were poor listeners and talked while their classmates or the teacher were talking.

Students' civic and environmental understanding was good. Students had a strong awareness of Cayman culture. The school's wide range of activities to promote awareness of Cayman history and heritage were successful. For example, the school ran steel pan groups and students undertook a programme of traditional Cayman arts. Students' active participation in environmental initiatives made a positive contribution to students' understanding of their role within the wider Caribbean community. The strong sense of belonging as valuable members of the Cayman community was demonstrated through leadership roles as prefects. The production by Year 6 students of a three-minute promotional video, about the Cayman Islands as one of the top places to visit, strengthened students' national identity. However, students did not always show initiative in using their knowledge to develop their own civic and environmental projects.

Teaching, learning and assessment

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

Teaching was satisfactory overall but good in some specialist subjects, such as music. Good teaching was also seen in most year groups: a few lessons were excellent. In some lessons teachers made effective links to the real world. In mathematics, students carried out an inventory of resources. In English, they made lemonade as a way into looking at the clarity whilst writing important instructions and lists. In science, students carried out an experiment to check the absorbency of different materials. In the best lessons, students were asked to think critically and argue their point of view. Reception children were able to compile a bar chart about the colours of their shirts and infer information from it. However, the quality of teaching was not good in a significant number of lessons across the school. In a minority of classes, work was not challenging enough. For example, in a literacy block lesson tasks were too superficial, particularly for the most able. Where lessons were not good, teachers did not consistently plan well to meet the needs of able students or for those requiring additional support for learning. In a minority of lessons, teachers talked too long before moving students onto learning.

Learning was satisfactory overall. In most classes students demonstrated positive attitudes to learning, and when given the opportunity to carry out research independently in pairs and in groups. Students were aware of their strengths and weaknesses. Students could link their learning to the real world, as in a literacy lesson where students researched the main tourist attractions of the Cayman Islands. However, students were not pushed enough to develop their higher-order and critical thinking skills and technology was not always used effectively to support learning.

Assessment was satisfactory. Most teachers knew their students well. There were effective systems in place to check students' attainment and progress. However, teachers did not consistently use this assessment information to plan strategies to support the most able and those students with special educational needs. The school's marking policy was inconsistently applied: marking was sometimes superficial and did not clearly support students to improve their work. Even where teachers gave helpful suggestions for improvement, students did not regularly follow them up.

Curriculum

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

The quality of the curriculum was good. Senior leaders planned the content effectively to meet the requirements of the International Baccalaureate Primary Years Programme and the Cayman Islands Early Years and National Curriculum. Teachers organised their programmes of work each term around units of enquiry and this increased students' interest in their learning. Appropriate time was allocated across the different classes to key subjects. Students benefited from regular pottery, sailing, music, Spanish and information technology sessions. Through the use of setting, the provision of intervention classes, community reading projects and additional after-school classes, students' learning in English and mathematics was supported with some degree of innovation.

The school promoted students' participation in a range of environmental and charitable projects, which helped enhance their skills, knowledge and sense of community responsibility. Students in Key Stage 2 benefited from a diverse range of extra-curricular activities offered by staff and members of the local community. The quality of this provision was sometimes variable. Students enjoyed frequent participation in local sports, arts and cultural events and had significant success in competitions. Staff planned a comprehensive range of visits and visitors, including an international residential trip for the older students. These contributed well to the richness of the curriculum programme. The arrangements for monitoring the curriculum, however, required further development because there were a few occasions where the planned activities did not actually take place, leading to some variation and inconsistency in students' academic progress. The curriculum did not include sufficient opportunities for students to use information technology for research and the promotion of inquiry or independent learning skills.

Safety and support

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

The provision for health and safety was good. Parents and students' views about safety were positive. The school's dedicated health care team ensured that students' health and medical needs were met. Furthermore, the nurse provided regular workshops which developed students' awareness of the benefits of a healthy lifestyle. Students' adoption of healthy choices was reinforced through the curriculum. There was a well organised system for the storage and administration of medication. The premises were clean and well maintained. The buildings and grounds were well cared for by the maintenance staff. Security at the school was good. All required checks had been carried out and the school complied with fire safety regulations. There was evidence of regular fire drills. Child protection arrangements were rigorous. All adults took collective responsibility for keeping students safe. Despite the best efforts of leaders to prevent it, parents continued to drop off and pick up their children outside the school's official opening hours.

Support and guidance were satisfactory. Relationships were positive. There was mutual respect between staff and students. Pastoral care and support were strong. Students felt confident to ask for help during lessons. One student stated, 'Teachers help us when we are struggling'. Concerns were promptly addressed when reported by students. The systems for monitoring behaviour and attendance were effective. Parents received regular progress reports on how well their children were doing. The support for students with special educational needs was inconsistent. This was because targets in students' individual education plans did not clearly specify the next steps for their learning.

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	Good
Staffing and the learning environment	Satisfactory

Leadership was good. The Principal had a strong vision for the school that was embraced by staff, students and parents. Since his arrival, the Principal had been successful in driving improvement in several important areas including behaviour, the curriculum and school self-evaluation. The school had robust systems for monitoring its work. Teachers were given regular feedback about their practice and support in how to improve. The leaders of English and the curriculum in particular were having a very positive impact on improving their areas of responsibility. Some leaders were newer to their posts and developing in their roles so the school's capacity to improve was increasing as leaders became more confident.

Self-evaluation and improvement planning were good. Self-evaluation processes were very comprehensive, giving leaders a good understanding of the school's strengths and weaknesses. The school's annual monitoring plan set out clearly how the work of the school would be checked over the year. Development plans were detailed and addressed the main weaknesses. Leaders had clear plans for improving the practice of weaker teachers, and in some cases, these brought about gains in performance. There had been good progress in addressing the majority of recommendations from the baseline inspection. It was too early to see the impact of some initiatives, such as the new marking and feedback policy.

Links with parents and the community were good. The school had a thriving Parent Teachers Association (PTA) that made a real difference to the quality of students' experiences through its fund-raising efforts. The school communicated very well with parents and staff were extremely accessible, not only in person but by e-mail and phone. Parents were given regular information about how their children were doing, both at formal points in the year and informally on an ongoing basis. The website was also very informative, and there were plans to open a designated parent portal. The school had strong links with other schools, including a special school, and with local businesses and the community, including the rotary club, children's charities, and schools on other islands. Teachers' explanations of the next steps students should take to improve were not very specific in some reports to parents.

Staffing and the learning environment were satisfactory. All teaching staff were well qualified, with a suitable number of support staff for the size of the school. Retention levels were strong. There were some long-serving members of staff. The premises were clean, spacious and airy. There was a large and well-used library. There was a limited range of high-quality texts in the

library for the most able readers. The amount of time some teaching assistants spent supporting students was too low because there was too much time allocated to planning by those responsible for intervention programme timetables. The school did not have enough laptops to enable students to use them regularly and effectively.

Survey results

Sixty-six parents, nine staff and 101 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 completed the on-line survey in advance of the inspection. Almost all parents felt that their children were making good progress in English and mathematics and in other subjects. A majority of parents believed their children were making good progress in science. Most parents agreed that behaviour was good and almost all 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. The majority believed that their children had access to a good range of extra-curricular activities, but almost a third disagreed. Most felt that the amount of homework issued was suitable and that parents were effectively involved in the work of the school which was well led with good resources. Most felt that the quality of education was good. There were 33 comments from parents who in particular praised the impact of the Principal. A few parents were concerned about class sizes, students' behaviour and homework.

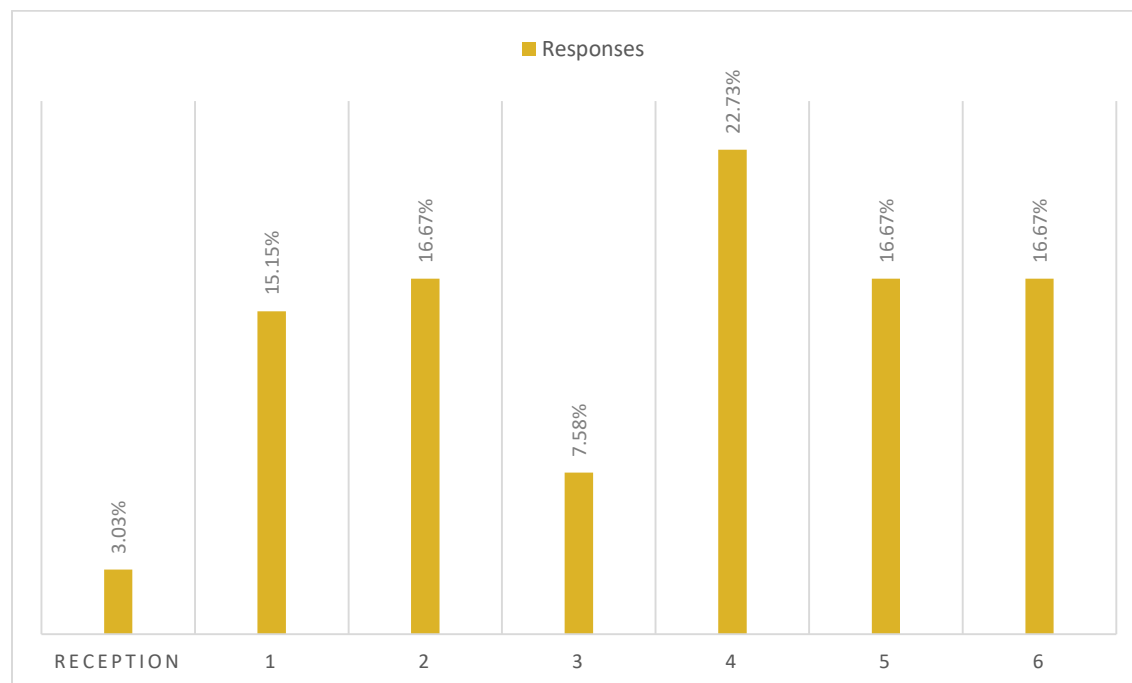
Both teachers and support staff completed the survey. The majority of staff had worked at the school for three years or more. Two thirds of staff were Caymanian. Most staff judged the school to be well led. Most agreed that the school provided a good quality of education. Most staff believed they received good professional development opportunities. All staff believed that the school offered a safe and caring environment for all members of the school community. Most staff thought behaviour was good. Most agreed that students were treated fairly by all staff but a few disagreed. Most staff stated there were good arrangements to address incidents of bullying should they occur. Most staff thought assessment systems were good and the majority said they were sufficiently involved in self-evaluation and school improvement. Most thought resources were good. A minority of staff disagreed that students with special educational needs were well supported or that there were wider links with the community. Of the five comments from staff, four were positive with one negative comment which was about support for students with special educational needs.

Students from Years 5 and 6 completed the on-line survey. Most students were Caymanian. Almost all students said lessons were good and that teachers helped them to understand their work. Almost all said they were making good progress in English and mathematics. Most said they were making good progress in science and other subjects. The majority of students agreed that the school sought their views, but almost a fifth of students disagreed. The majority of students felt that behaviour was good. Most students believed the school stopped bullying. Most students judged that they had access to a good range of extra-curricular activities, were happy with the choice of subjects they were offered and felt safe and cared for at school. The majority believed they were treated fairly. Most students believed that the school was well led. Of the 85 student comments the majority were positive about their learning and staff. A few said they would like a greater variety of books in the library.

What happens next?

As a result of the school being judged satisfactory 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	66
Skipped	0

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

Response	Percentage	Count
Less than one year	15%	10
More than one year but less than three years	29%	19
More than three years	55%	36
	Answered	65
	Skipped	1

What is your nationality?

86%

Caymanian

14%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	38%	25
Agree	55%	36
Disagree	6%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	0%	0
	Answered	66
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	38%	25
Agree	52%	34
Disagree	5%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	3%	2
	Answered	65
	Skipped	1

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	14%	9
Agree	58%	38
Disagree	8%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	13
	Answered	65
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	36%	24
Agree	50%	33
Disagree	9%	6
Strongly Disagree	3%	2
I am unsure or unable to answer the question	2%	1
	Answered	66
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	14%	9
Agree	65%	43
Disagree	11%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	7
	Answered	66
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	27%	18
Agree	62%	41
Disagree	6%	4
Strongly Disagree	3%	2
I am unsure or unable to answer the question	2%	1
	Answered	66
	Skipped	0

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	24%	16
Agree	67%	44
Disagree	5%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	3%	2
	Answered	66
	Skipped	0

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	30%	19
Agree	64%	41
Disagree	6%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	64
	Skipped	2

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	27%	17
Agree	63%	40
Disagree	8%	5
Strongly Disagree	2%	1
I am unsure or unable to answer the question	2%	1
	Answered	64
	Skipped	2

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	33%	21
Agree	54%	34
Disagree	8%	5
Strongly Disagree	5%	3
I am unsure or unable to answer the question	0%	0
	Answered	63
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	22%	14
Agree	36%	23
Disagree	23%	15
Strongly Disagree	8%	5
I am unsure or unable to answer the question	11%	7
	Answered	64
	Skipped	2

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	14%	9
Agree	62%	39
Disagree	6%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	16%	10
	Answered	63
	Skipped	3

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	16%	10
Agree	60%	38
Disagree	16%	10
Strongly Disagree	6%	4
I am unsure or unable to answer the question	2%	1
	Answered	63
	Skipped	3

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	42%	27
Agree	47%	30
Disagree	8%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	64
	Skipped	2

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	16%	10
Agree	57%	36
Disagree	16%	10
Strongly Disagree	3%	2
I am unsure or unable to answer the question	8%	5
	Answered	63
	Skipped	3

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	10%	6
Agree	32%	20
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	59%	37
	Answered	63
	Skipped	3

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	16%	10
Agree	63%	40
Disagree	3%	2
Strongly Disagree	8%	5
I am unsure or unable to answer the question	10%	6
	Answered	63
	Skipped	3

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	6%	4
Agree	38%	24
Disagree	22%	14
Strongly Disagree	2%	1
I am unsure or unable to answer the question	33%	21
	Answered	64
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	6%	4
Agree	52%	33
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	41%	26
	Answered	63
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	3%	2
Agree	27%	17
Disagree	13%	8
Strongly Disagree	5%	3
I am unsure or unable to answer the question	52%	33
	Answered	63
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	22%	14
Agree	57%	36
Disagree	13%	8
Strongly Disagree	5%	3
I am unsure or unable to answer the question	3%	2
	Answered	63
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	19%	12
Agree	44%	28
Disagree	17%	11
Strongly Disagree	6%	4
I am unsure or unable to answer the question	13%	8
	Answered	63
	Skipped	3

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	22%	14
Agree	50%	32
Disagree	19%	12
Strongly Disagree	6%	4
I am unsure or unable to answer the question	3%	2
	Answered	64
	Skipped	2

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	17%	11
Agree	58%	37
Disagree	11%	7
Strongly Disagree	2%	1
I am unsure or unable to answer the question	13%	8
	Answered	64
	Skipped	2

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	20%	13
Agree	64%	41
Disagree	13%	8
Strongly Disagree	3%	2
I am unsure or unable to answer the question	0%	0
	Answered	64
	Skipped	2

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	19%	12
Agree	63%	40
Disagree	11%	7
Strongly Disagree	2%	1
I am unsure or unable to answer the question	6%	4
	Answered	64
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	20%	13
Agree	55%	35
Disagree	11%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	9
	Answered	64
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	17%	11
Agree	48%	31
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	31%	20
	Answered	64
	Skipped	2

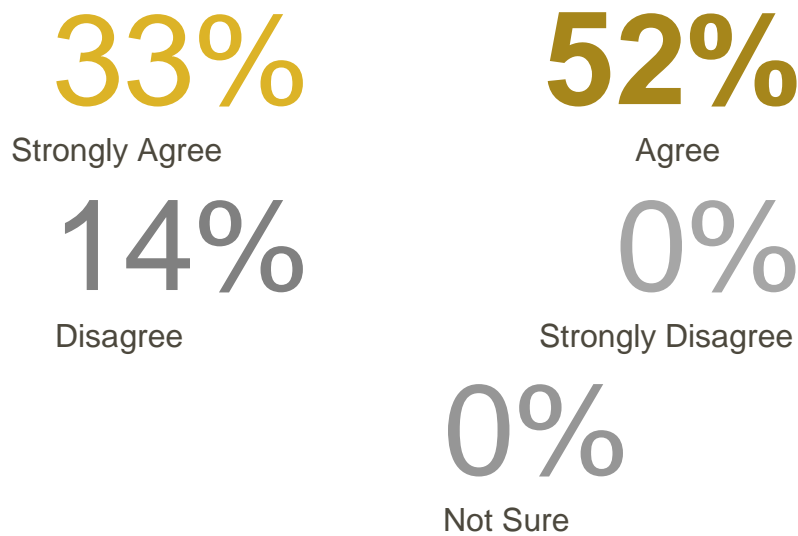
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	24%	15
Agree	57%	36
Disagree	10%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	6
	Answered	63
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	19%	12
Agree	65%	41
Disagree	13%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	63
	Skipped	3

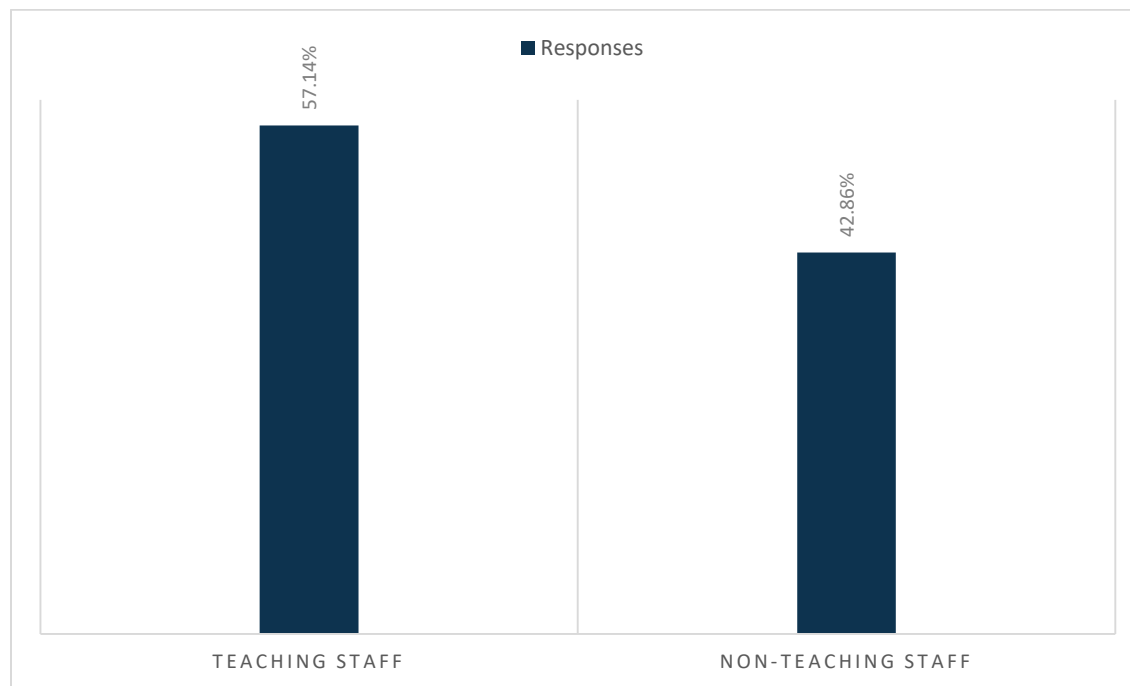
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	63
Skipped	3

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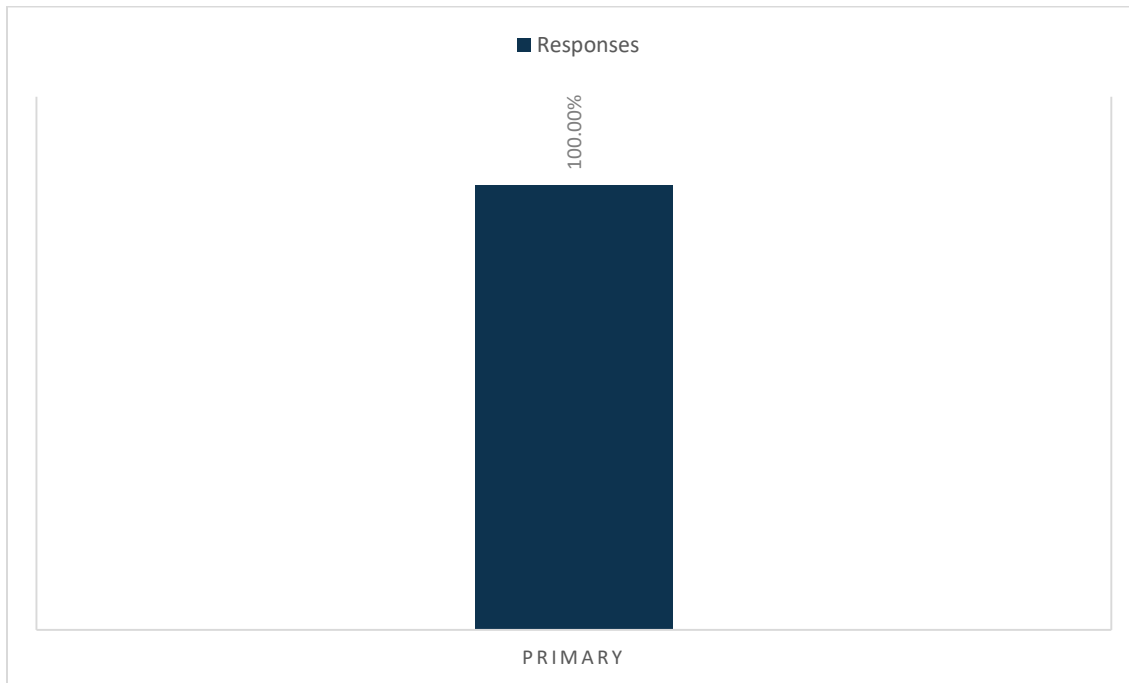
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	29%	2
More than one year but less than three years	14%	1
Three years or more	57%	4
	Answered	7
	Skipped	2

Which age-group of students are you mostly supporting?



What is your nationality?

63%

Caymanian

38%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	11%	1
Agree	78%	7
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	22%	2
Agree	67%	6
Disagree	0%	0
Strongly Disagree	11%	1
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	11%	1
Agree	78%	7
Disagree	0%	0
Strongly Disagree	11%	1
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	44%	4
Agree	44%	4
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	56%	5
Agree	44%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50%	4
Agree	25%	2
Disagree	13%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	1
	Answered	8
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	56%	5
Agree	44%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	29%	2
Agree	57%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	1
	Answered	7
	Skipped	2

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	33%	3
Agree	56%	5
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	56%	5
Agree	33%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	67%	6
Agree	22%	2
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	13%	1
Agree	63%	5
Disagree	25%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	8
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	14%	1
Agree	71%	5
Disagree	0%	0
Strongly Disagree	14%	1
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	38%	3
Agree	38%	3
Disagree	13%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	1
	Answered	8
	Skipped	1

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	25%	2
Agree	63%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	1
	Answered	8
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	14%	1
Agree	71%	5
Disagree	14%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	25%	2
Agree	63%	5
Disagree	13%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	8
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	25%	2
Agree	50%	4
Disagree	13%	1
Strongly Disagree	13%	1
I am unsure or unable to answer the question	0%	0
	Answered	8
	Skipped	1

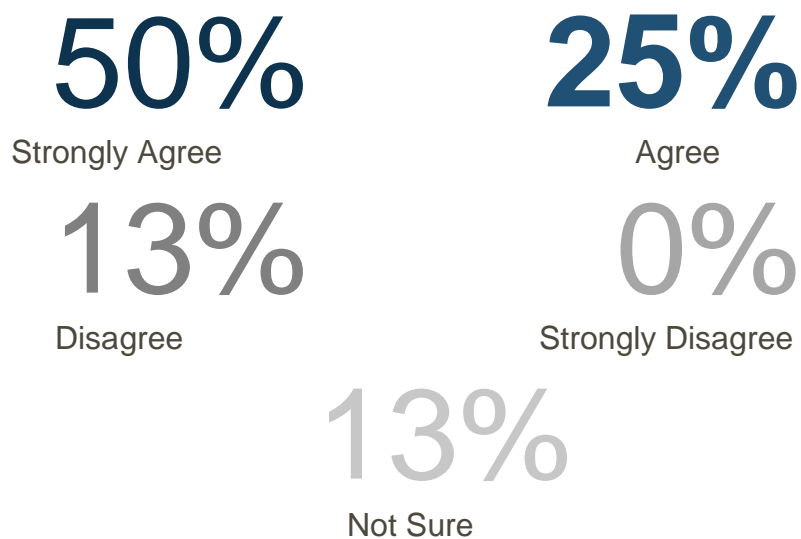
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	50%	4
Agree	25%	2
Disagree	13%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	1
	Answered	8
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	63%	5
Agree	25%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	1
	Answered	8
	Skipped	1

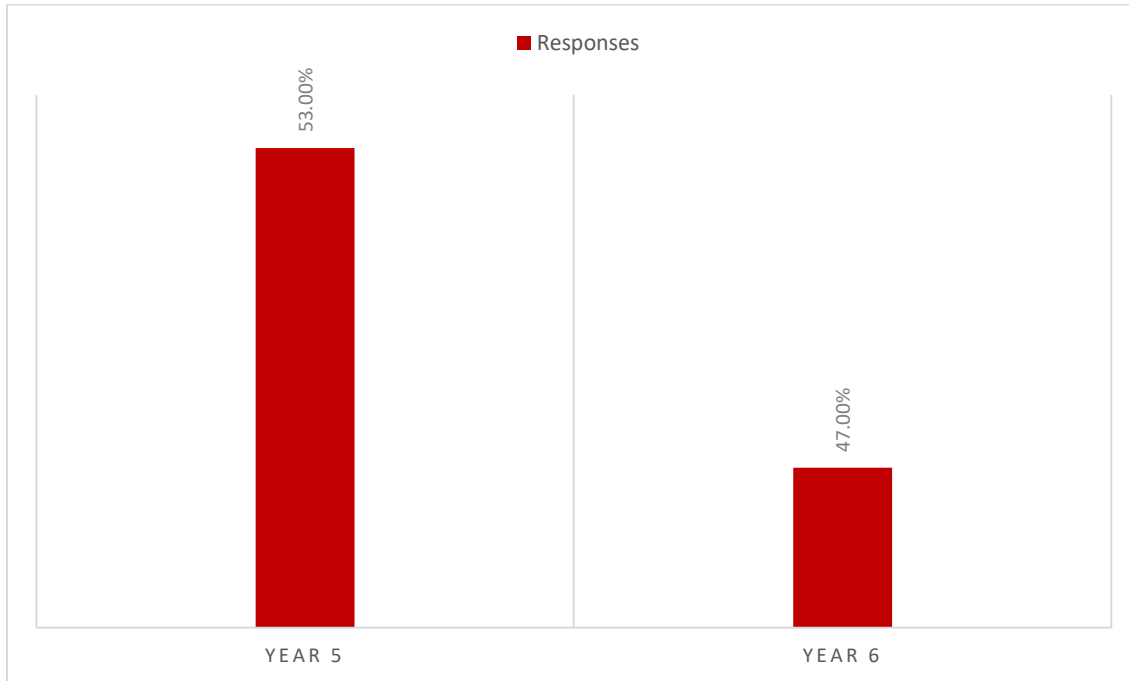
Overall, this school provides a good quality of education.



Response	Count
Answered	8
Skipped	1

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Which is your current year group?



What is your nationality?

79%

Caymanian

21%

Non-Caymanian

Please state your gender.

48%

Boys

52%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	35%	35
Agree	59%	59
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	4
	Answered	100
	Skipped	1

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	45%	45
Agree	49%	49
Disagree	3%	3
Strongly Disagree	2%	2
I am unsure or unable to answer the question	2%	2
	Answered	101
	Skipped	0

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	32%	32
Agree	55%	54
Disagree	6%	6
Strongly Disagree	3%	3
I am unsure or unable to answer the question	4%	4
	Answered	99
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	43%	43
Agree	41%	41
Disagree	5%	5
Strongly Disagree	3%	3
I am unsure or unable to answer the question	9%	9
	Answered	101
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	19%	19
Agree	47%	47
Disagree	18%	18
Strongly Disagree	5%	5
I am unsure or unable to answer the question	10%	10
	Answered	99
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	17%	17
Agree	53%	53
Disagree	12%	12
Strongly Disagree	4%	4
I am unsure or unable to answer the question	14%	14
	Answered	100
	Skipped	1

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	18%	18
Agree	49%	49
Disagree	14%	14
Strongly Disagree	8%	8
I am unsure or unable to answer the question	11%	11
	Answered	100
	Skipped	1

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	56%	56
Agree	41%	41
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	1
	Answered	100
	Skipped	1

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	38%	38
Agree	51%	51
Disagree	7%	7
Strongly Disagree	3%	3
I am unsure or unable to answer the question	1%	1
	Answered	100
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	58%	58
Agree	38%	38
Disagree	3%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	0%	0
	Answered	100
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	27%	27
Agree	51%	50
Disagree	8%	8
Strongly Disagree	2%	2
I am unsure or unable to answer the question	12%	12
	Answered	99
	Skipped	2

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	35%	35
Agree	49%	49
Disagree	9%	9
Strongly Disagree	2%	2
I am unsure or unable to answer the question	5%	5
	Answered	100
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	45%	45
Agree	42%	42
Disagree	7%	7
Strongly Disagree	5%	5
I am unsure or unable to answer the question	1%	1
	Answered	100
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	66%	65
Agree	31%	31
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	3
	Answered	99
	Skipped	2

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	34%	33
Agree	50%	49
Disagree	7%	7
Strongly Disagree	4%	4
I am unsure or unable to answer the question	5%	5
	Answered	98
	Skipped	3

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	36%	36
Agree	38%	38
Disagree	8%	8
Strongly Disagree	7%	7
I am unsure or unable to answer the question	11%	11
	Answered	100
	Skipped	1

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	27%	27
Agree	36%	36
Disagree	12%	12
Strongly Disagree	6%	6
I am unsure or unable to answer the question	19%	19
	Answered	100
	Skipped	1

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	25%	25
Agree	44%	44
Disagree	12%	12
Strongly Disagree	10%	10
I am unsure or unable to answer the question	9%	9
	Answered	100
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	41%	41
Agree	43%	43
Disagree	5%	5
Strongly Disagree	3%	3
I am unsure or unable to answer the question	7%	7
	Answered	99
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	53%	53
Agree	44%	44
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	1
	Answered	100
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33%	33
Agree	43%	43
Disagree	8%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	15
	Answered	99
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	38%	37
Agree	50%	49
Disagree	4%	4
Strongly Disagree	3%	3
I am unsure or unable to answer the question	5%	5
	Answered	98
	Skipped	3

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	18%	18
Agree	50%	50
Disagree	12%	12
Strongly Disagree	6%	6
I am unsure or unable to answer the question	14%	14
	Answered	100
	Skipped	1

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	24%	24
Agree	45%	45
Disagree	11%	11
Strongly Disagree	5%	5
I am unsure or unable to answer the question	15%	15
	Answered	100
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	35%	35
Agree	52%	51
Disagree	3%	3
Strongly Disagree	4%	4
I am unsure or unable to answer the question	6%	6
	Answered	99
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	40%	39
Agree	54%	53
Disagree	2%	2
Strongly Disagree	3%	3
I am unsure or unable to answer the question	1%	1
	Answered	98
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	47%	47
Agree	37%	37
Disagree	5%	5
Strongly Disagree	3%	3
I am unsure or unable to answer the question	7%	7
	Answered	99
	Skipped	2

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	40%	40
Agree	53%	53
Disagree	2%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	4
	Answered	100
	Skipped	1

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

38%

Strongly Agree

55%

Agree

3%

Disagree

0%

Strongly Disagree

4%

Not Sure

Response	Count
Answered	99
Skipped	2

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

