



INSPECTION REPORT

RED BAY PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
January 2020

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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 Red Bay Primary School

Name of school	Red Bay Primary School
Address	271, Shamrock Road, PO Box 380, Grand Cayman, KY1-1502, Cayman Islands.
Telephone	947-6333
E-mail address	Vickie.Frederick@gov.ky
School Website	www.schools.edu.ky/rbp/Pages/Home.aspx
Principal	Dr. V. Frederick
School day timing	7.45am to 3pm
Age range of students	Age 4 to 12 years
Number of students	434
Number of teaching staff	34
Number of support staff	20
Date of last inspection	17 th to 19 th November 2014

The context of the school

Red Bay Primary opened in 1993 and is located in the community of Red Bay on the south-east side of Grand Cayman. The school is flanked on the east of a pre-school and on the west by the Lighthouse School. Classes ranged from Reception to Year 6. The school was previously inspected in November 2014 and graded adequate. Red Bay Primary School received a follow-through inspection in March 2018 and the focus of that inspection was upon the progress that the school was judged to have made in addressing the 12 recommendations from the 2014 inspection. Progress at that time was evaluated as good.

The Principal of the school, Dr. Vickie Frederick has been in post for over 10 years. A Deputy Principal and a senior management team of six senior staff supported the Principal. There were 34 teachers and 20 support staff in total.

In July 2019, the Minister of Education required the introduction of a Reception class to Red Bay Primary School with the longer-term plan of the addition of a further two Reception classes following the required building development. For the new class, an existing classroom had been adapted and an outdoor play area was created. The Reception class opened in August 2019.

At the time of this inspection, there were 434 students. Two hundred and fifty students had been identified by staff as requiring additional support.

The school's curriculum has the following phases;

- Reception;
- Key Stage 1 (Years 1 to 2);
- Key Stage 2 (Years 3 to 6).

For the purposes of this report inspectors provided one judgment for the whole school encompassing all three phases.

The school followed the revised Cayman Islands National Curriculum from Years 1 to 6 and the new Cayman Islands Foundation Stage Curriculum in the Reception class.

The mission of the school is to promote integrity, compassion and excellence, underpinned by a commitment to academics, social skills and altruistic behaviour.

Key strengths

The inspection identified the following key strengths of the school.

- Students' good behaviour and positive attitudes to learning.
- The curriculum was broad and balanced and enriched well with heritage arts lessons, a strong extra-curricular programme, which included sports, music and the arts. Students demonstrated a good understanding of local traditions, culture and environmental sustainability.
- Leaders' self-evaluation and improvement planning processes had led to improvements since the previous inspection with eight quality indicators now being graded good.
- Excellent links with parents were secured through regular two-way communication and strong partnerships.

Recommendations

The inspection identified the following areas requiring improvement. The Principal and staff should;

- Raise attainment in mathematics by:
 - implementing the new primary curriculum into upper Key Stage 2 to ensure the appropriate level of challenge;
 - using the new termly progress tests to identify students requiring a recovery plan for mathematics;
 - improving student's fluency with arithmetic and times tables by Year 4;
 - improving teachers' use of manipulative equipment to support mathematical understanding.
- Improve teaching and progress to be at least good overall by:
 - using assessment information in planning to meet the needs of all students, especially the more able and those with special educational needs (SEN);
 - fully implementing the performance management process to ensure all teachers focus on improving their pedagogy and there is more consistency in teaching across the school;
 - training teachers in using the new testing information to inform planning and direct adaptations to their teaching.

- Improve the support and guidance for students by:
 - teachers using learning support plans to adapt their teaching to the needs of students with special educational needs;
 - improving secondary school transition arrangements for all students, but especially for those with special educational needs;
 - ensuring more effective deployment of teaching assistants so that they help students to overcome the barriers to learning highlighted in learning support plans.

Summary

Overall Evaluation - Satisfactory

Red Bay Primary School was graded satisfactory overall but has improved significantly since the previous inspection.

The Principal had effectively managed several key changes in the school's educational provision. Of particular note was the excellent grading awarded to the school for its links with parents and the community, which have helped to improve the school. Staff from Red Bay Primary School worked exceptionally well with other schools to improve the education of young people. Those links include partnership with The Lighthouse School, a local pre-school nursery, the UCCI work experience and teaching programme and Sir John A. Cumber Primary School.

The schools' arrangements for self-evaluation and improvement planning were judged to be good. This process has led to a significant improvement in the work of the school since the last inspection. In particular, inspectors identified good practice in a number of aspects of the work of the school, including students' behaviour, students' learning, self-evaluation and improvement planning, the breadth and balance of the curriculum, health and safety and the deployment and use of resources for learning.

Most other quality indicators were judged satisfactory including teaching, leadership, and students' progress in English, science and mathematics. The school had no significant weaknesses.

There was only one weak judgement, and that was for attainment in mathematics. A contributing factor to this weakness was that, although students' progress in mathematics was judged to be satisfactory, there had not been sufficient time for the academic performance of students to reach the expected level.

Achievement

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

Attainment in English was satisfactory overall. In Reception, attainment was good because most children could confidently pronounce their phonics sounds and segment and blend letter sounds to pronounce simple words. A majority of children were beginning to write simple words accurately. In Key Stage 1 attainment was satisfactory because students were beginning to construct stories and talk about characters. Most students were beginning to develop their vocabulary in a broad range of subjects. For example in a science class, the students could use interesting words to describe the properties of different materials. In Key Stage 2 attainment was weaker because only a minority of students could write for different purposes and audiences in a range of subjects. Most recent Key Stage 2 examination results for Year 6 were below international standards.

Attainment in mathematics was weak across the school. In the Reception class attainment was good because the children were able to calculate number bonds to 10 with accuracy and independence. Attainment in Key Stage 1 classes was weak as most students performed below average in their recent assessments. In lessons, only a few students in Key Stage 1 were able to accurately show a combination of coins and notes that equated to a particular amount of money. Attainment in Key Stage 2 was also weak with most students performing below average and lower than the national average in the new government tests. Only a few students at the relevant stage were able to competently partition numbers to find complex percentages within a set problem.

Attainment in science was satisfactory. In the Reception class, most children demonstrated a good grasp of early scientific concepts and were able to identify which materials were most suited to help protect the three little pigs in the story. In Key Stage 1 classes students were able to complete experiments to determine which materials were absorbent and which were waterproof. In Key Stage 2 classes, from Years 3 to 6, most students followed a given method for scientific investigations and could explain what was necessary to conduct a 'fair test'. In Year 3, for example, the students examined different soil types to check the various components. In Year 6, most students demonstrated an expected level of scientific knowledge and understanding, as they were able to accurately classify living things into animal groups based on their physical attributes.

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

Progress in English was satisfactory. In the Reception class, children made good progress from their individual starting points and quickly developed their understanding of letters and sounds and the formation of letters. In Key Stage 1 progress was satisfactory because the students started to read more widely by applying phonic sounds effectively as a result of the improved reading curriculum and resources. At Key stage 2 results of external reading tests showed that students' progress slowed. In some lessons the work was too easy for a significant number of students and so they did not make the progress of which they were capable. This was because students were not learning how to apply their reading skills to analyse an author's craft and identifying language devices that could be used to engage readers.

Progress in mathematics was satisfactory. In Reception, children used counters and number signs in the classroom and linked them to meaningful real-life experiences such as shopping to enhance the progress of their learning. In Key Stage 1 and Key Stage 2, students also made satisfactory progress as demonstrated by their understanding of key concepts they were taught. For example, in Key Stage 1 a majority of students acquired the procedures for performing calculations, though only a few grasped the conceptual understanding of fractions being a part of a whole. In Key Stage 2 progress was weaker. For example, there was only a minority of students who were able to accurately complete a procedure to convert fractions. Overall, in the upper stages of the school students made slower progress because they lacked the mental arithmetic fluency to quickly and accurately perform simple calculations.

Students' progress in science was satisfactory. Most students showed a steady progression of skills and knowledge over time. Progress was satisfactory because the students' understanding was built appropriately upon prior learning. Assessment information from recent tests showed that most students had made satisfactory progress in their scientific thinking. For example, most students in the Key Stage 1 classes used their understanding about the properties of different materials to help match the right material to different functions. In the Year 3 and 4 classes, students used knowledge about a 'fair test' and applied this to a new less familiar investigation. In Year 6, students' knowledge about electricity was developed through their experiments testing conductors and insulators. In a minority of lessons, however, students' progress could be improved if they were given time in lessons to review and address teachers' feedback. There was scope for teachers to extend the students' skills in devising appropriate tests rather than following a prescribed method as directed by the work sheet or textbook.

Students' personal and social development

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

Students' behaviour and attitudes to learning were good. Relationships between students and staff were positive. Most students collaborated well with their peers and demonstrated, engagement in and responsibility for their own learning. Students respected the school rules and understood why they were necessary. A large team of monitors and prefects formed the school council and, alongside the Head Boy and Head Girl, assisted staff in helping ensure good behaviour around the campus. Incidents of bullying when they occurred had been dealt with promptly. Staff planned project themes linked to student's personal and social development, which helped improve respect and tolerance. Almost all students followed the school uniform policy. Attendance in the last academic year was weak and, despite the strategies introduced by senior leaders to encourage good attendance, in the most recent term attendance had not improved significantly.

Students' civic and environmental understanding was good. Most children demonstrated a comprehensive understanding of the concept of national identity. They sang the Cayman National Song and school pledge with pride and a strong Christian ethos permeated every aspect of school life. Students had an excellent understanding of Caymanian traditions, which had been promoted through social studies lessons, cross-curricular studies and regular Heritage Arts lessons. For example, in Year 6, students had completed a study of the history of catboats. Most students were able to explain the significance of each symbol within the Cayman Islands coat of arms. Most students had also been involved in Earth Day clean ups, planting trees and had visited the local mangroves to understand aspects of environmental sustainability. In school, students recycled items such as plastics and staff kept a chicken coop on site to help develop the students' knowledge and understanding of local and global environmental issues. However, despite these projects, only a few students had the opportunity to initiate environmental or community projects and there was scope to further enhance students' leadership and decision-making within the school.

Teaching, learning and assessment

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

Teaching was satisfactory overall. Good teaching was noted in a minority of lessons but more so in Reception and Key Stage 1 than in Key Stage 2. Overall teachers planned their lessons well and had clear learning objectives, which they shared with the students. Good use of practical equipment was noted in science where students carried out various experiments. In the best lessons, students were asked to think critically and argue their point of view, but this was not the case in the majority of lessons. In a minority of sessions, work was not challenging enough. For example, in an English lesson in Key Stage 2, the task on homonyms was too simple for most participants. Generally, teachers did not adapt tasks effectively to meet the needs of the most able students or those with special educational needs. In mathematics lessons in Key Stage 2, teachers did not sufficiently address the needs of the more able students because tasks did not ask students to apply their knowledge to problem solving tasks. Teaching in other subjects was good with excellent teaching in music and some design technology and PE lessons. Teaching was good because teachers used their strong knowledge to plan lessons, which helped ensure that almost all students acquired new skills and could put them into practice. For example, in a music lesson at Year 6, students were taught notation, and were then given the opportunity to compose and perform their original pieces in front of their peers.

Learning was good in most lessons. In almost all classes students demonstrated positive attitudes to learning and when given the opportunity would 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. In Reception children carried out an inventory of items needed to go on holiday and in a design technology lesson, older students looked at how to design a building to be earthquake proof. There was scope in a minority of lessons for students to be given further challenge to develop their higher order and critical thinking skills.

Assessment was satisfactory. Most teachers knew their students well. There were effective systems in place to check students' attainment and progress because teachers used questioning to check understanding. Senior leaders had commenced use of the new government tests to analyse student's performance. However, teachers did not make regular use of this assessment information to plan strategies to support the most able and those with special educational needs. Teachers used questioning effectively to check students' knowledge

and understanding as seen in a social studies lesson about the Caribbean area. Marking was thorough with helpful comments, but students were not given sufficient time to respond or improve their work.

Curriculum

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

The curriculum was good because the new primary curriculum offered a wide range of subjects: design technology, information technology, a breadth of sports and Spanish from Year 3. The new early years curriculum has been successfully implemented and has led to staff planning effective free flow learning. The science programme now included more practical tasks which the students enjoyed. The programme for music was excellent because it covered musical notation, performance and interpretation. Across all stages of the school, staff provided good opportunities for students to learn a range of skills. For example, in a science class where students were investigating whether the oldest children in a class were actually the tallest, they used their mathematical measuring skills to check their predictions. Similarly, in Year 1, the students used their phonic skills to tackle complex words they had used to describe the properties of various materials. Staff made good use of community links to enhance the curriculum and students from Red Bay Primary School were often successful in local competitions and events. Class visits to local sites included the Cayman Islands National Gallery and partnerships with LIFE and Cayman Heritage broadened the students' experiences. To further improve the curriculum requires more effective mental arithmetic content, the introduction of the new primary mathematics curriculum into Year 6 and an enhanced outdoor experience in early years.

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. Staff ensured that the campus was clean, well maintained and free of any hazards that may threaten the safety of students. The Cayman Islands Fire Service Department had recently certified the school as being compliant with safety requirements. Arrangements for child protection were in place and found to be rigorous. Almost all students and parents positively regarded the school as safe and students were well cared for by the whole staff. There were good fire and earthquake procedures, which were regularly rehearsed, and the procedures were posted in classrooms. These procedures were observed to work very well during the recent earthquake. The medical and dental needs of students were addressed by a nurse and a dentist who visited the school at least twice each week. The school was challenged by a few parents who persisted in dropping off their children before the official start of the school day. Whilst security at the school was good, the one security officer was inadequate to provide the effective coverage needed for the entire campus, especially at the beginning and the end of the school day.

Support and guidance were satisfactory. Pastoral care and guidance were strong, with teachers demonstrating care and support for all students. The school counselor provided excellent support focusing on the students' emotional, social, psychological and academic needs. However, the support of students with special educational needs in classes required further improvement. In almost all classes observed, students with additional needs did not receive targeted support to facilitate their learning. Only a few students with special needs received the adapted tasks and assistance they needed to ensure that they made good progress during lessons. It was notable that the special educational needs register for the school grew by 100 students over the last year to 250. Inspectors judged that the identification process lacked rigour. Teachers were overwhelmed in producing and supporting learning plans for such a large number of students. The school needed to enhance the transition arrangements from the feeder pre-schools program to the Reception class and from Year 6 to the secondary school to help ensure that the needs of vulnerable students are met.

Leadership and management

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

Leadership was satisfactory overall. The Principal has created a mutually supportive and collegiate ethos and all staff understood the vision for the school and were coping well with the extensive changes to the curriculum since September 2019. Most parents and staff judged that the school was well led. The Principal had increased leadership capacity in the school by including a number of subject leaders with the senior management team. The staff had clear roles leading the work of the school in core subjects, but it was too early to see their impact. The school's capacity to improve was increasing as leaders became more confident, but standards in Key Stage 2 were yet to reach international levels. The school had systems for monitoring teaching and learning and students' attainment against international standards, but inconsistencies in teaching remained, as leaders did not focus enough on pedagogical practice within the process.

The arrangements for improvement planning and self-evaluation were good. The Principal had overseen significant improvements to the curriculum by successfully managing the transition to the revised national curriculum. The senior management team had comprehensive arrangements in place to monitor and evaluate the quality of teaching and academic standards. The arrangements to check students' progress using the recently introduced progress testing requires further development but this was a key element of the school's action plan for the current year. Overall, there were robust arrangements for self-evaluation but the recently appointed senior leaders were not yet fully accurate in their evaluations of teaching. Since the previous inspection, the Principal has made good progress in addressing almost all of the recommendations from the last inspection.

Links with parents and the community were excellent. Parents were very supportive of the work of the school and many attended school assemblies and other events. Communication between home and school was highly effective and started with parents having daily conversations with Reception and Year 1 teachers regarding the students' achievements. In the parent survey most parents reported that they found teachers and senior leaders to be approachable and quick to respond to any concerns that might have arisen. Parents receive detailed written reports each term with next steps for their children's learning. The school enjoyed positive links with the community, including the LIFE reading project and Cayman Islands National Trust. There were strong and successful links with The Lighthouse School through shared student placements. A heritage week celebration supported the comprehensive heritage arts lessons. The school

supported UCCI trainee teachers effectively. The Parent Teacher Association has helped raise standards in the brand-new Reception class by funding the new outdoor play zone.

Staffing and the learning environment were good. Teaching staff were well qualified and deployed efficiently to maximise students' learning. Staff retention levels in the school were good. The library and reading areas in each classroom were inviting and well-organised. The learning environment in classrooms effectively promoted learning in most subjects. Resources for learning had improved significantly, especially for science and early reading. Information and communication technology were of a high quality and teachers made regular use of modern equipment to engage students in their lessons. For example, groups of students listened to their favourite books using headphones and computer software. Older students had access to an outdoor area that helped them stay active. Facilities across the school had improved but the newly opened outdoor play area in early years needed further development to provide shading, sand and water.

Survey results

One hundred and twenty parents, 36 staff and 142 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

The parent survey was completed by 120 parents from all year groups. Almost all parents agreed that students enjoyed lessons in a safe environment and had developed their environmental understanding and sense of community responsibility. Most parents agreed that progress in English, mathematics, science and other subjects was good. Most believed teaching was good because students were inspired to learn a wide range of subjects and understood how to have a healthy lifestyle. Most parents felt that their child was treated fairly in a school with good leadership where communication and reports home were effective. Overall, most parents felt that the quality of education was good with good resources, well-qualified staff and that the school responded promptly to any concerns. A majority of parents said that the extra-curricular programme was good, including homework. The majority felt that bullying was dealt with well and that parental involvement, teacher meetings and wider links with the community were effective.

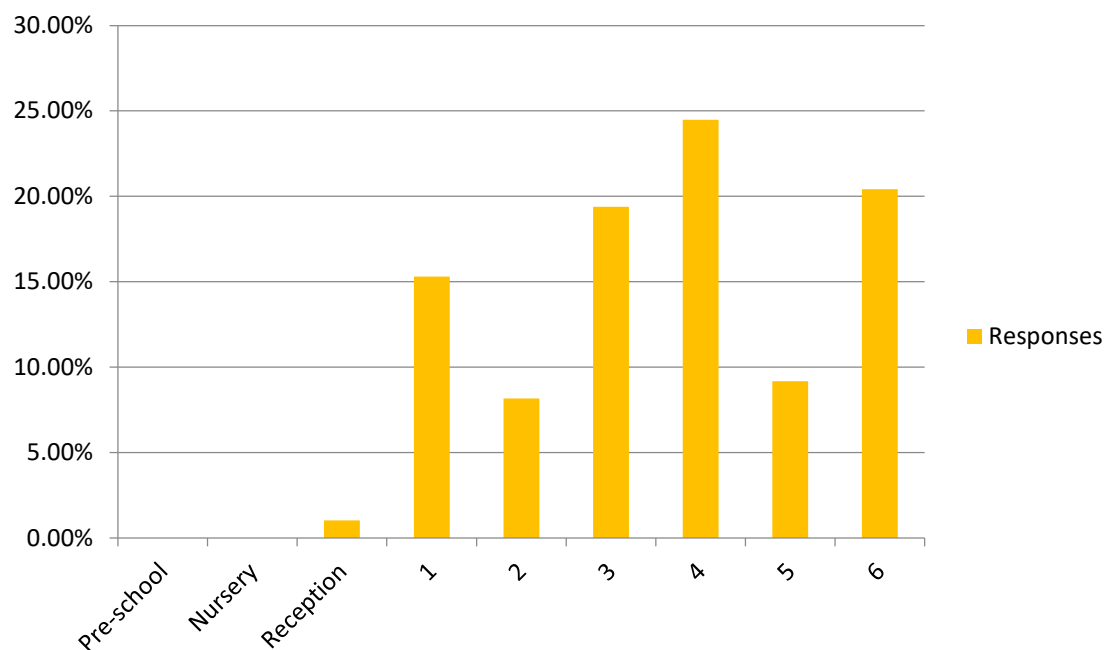
All staff agreed that links with the wider community and the overall quality of education were good. Almost all staff stated that extra-curricular activities and healthy lifestyle promotion were good. Most staff felt that the school was safe, that bullying when it occurred was dealt with effectively and professional development was useful. Almost all agreed that staff were well qualified, and students received good careers advice. Most staff felt that there were good assessment systems, environmental projects, health education and support for students with special educational needs. Most staff felt that parent attendance at meetings and their involvement in the school was good. A majority of staff felt that teaching resources and the level of staffing was good.

Almost all students agreed that the overall quality of education was good and that they received a good quality of education in a safe environment. Almost all students agreed that their progress in English, mathematics, science and other subjects was good. They believed that they received help from their teachers on how to improve. Almost all students concurred that the range of extra-curricular activities and the subjects on offer were good. Most agreed that homework was set regularly and that they understood how to have a healthy lifestyle. Almost all students also felt the school was well led because the school responded to students' concerns, reported well on progress and had qualified staff and good resources at the school. There were 125 comments from students and most were positive, but a few felt that mathematics and homework could improve.

What happens next?

Having been judged satisfactory the school will be inspected as part of the usual inspection cycle, which is currently every two years.

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?

Response	Count
Answered	125
Skipped	3

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

Response	Percentage	Count
Less than one year	16%	20
More than one year but less than three years	25%	32
More than three years	59%	74
	Answered	126
	Skipped	2

What is your nationality?

71%

Caymanian

29%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	33%	42
Agree	54%	68
Disagree	6%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	8
	Answered	126
	Skipped	2

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	38%	47
Agree	43%	54
Disagree	14%	17
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	7
	Answered	125
	Skipped	3

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	31%	39
Agree	53%	67
Disagree	6%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	12
	Answered	126
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	34%	43
Agree	50%	63
Disagree	10%	12
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	8
	Answered	126
	Skipped	2

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	17%	21
Agree	63%	78
Disagree	12%	15
Strongly Disagree	2%	2
I am unsure or unable to answer the question	6%	8
	Answered	124
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	30%	38
Agree	61%	76
Disagree	3%	4
Strongly Disagree	1%	1
I am unsure or unable to answer the question	5%	6
	Answered	125
	Skipped	3

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	30%	37
Agree	61%	76
Disagree	6%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	5
	Answered	125
	Skipped	3

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	33%	40
Agree	50%	60
Disagree	7%	8
Strongly Disagree	3%	3
I am unsure or unable to answer the question	8%	9
	Answered	120
	Skipped	8

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	24%	29
Agree	68%	82
Disagree	6%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	3
	Answered	121
	Skipped	7

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	34%	40
Agree	49%	58
Disagree	13%	16
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	4
	Answered	119
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	21%	26
Agree	42%	51
Disagree	21%	26
Strongly Disagree	5%	6
I am unsure or unable to answer the question	10%	12
	Answered	121
	Skipped	7

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	21%	26
Agree	55%	67
Disagree	7%	9
Strongly Disagree	1%	1
I am unsure or unable to answer the question	15%	18
	Answered	121
	Skipped	7

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	15%	18
Agree	47%	57
Disagree	23%	28
Strongly Disagree	9%	11
I am unsure or unable to answer the question	6%	7
	Answered	121
	Skipped	7

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	34%	41
Agree	57%	69
Disagree	7%	8
Strongly Disagree	2%	2
I am unsure or unable to answer the question	1%	1
	Answered	121
	Skipped	7

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	15%	18
Agree	60%	72
Disagree	12%	14
Strongly Disagree	2%	3
I am unsure or unable to answer the question	12%	14
	Answered	121
	Skipped	7

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	21%	26
Agree	26%	31
Disagree	3%	4
Strongly Disagree	1%	1
I am unsure or unable to answer the question	49%	59
	Answered	121
	Skipped	7

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	25%	30
Agree	56%	67
Disagree	6%	7
Strongly Disagree	3%	4
I am unsure or unable to answer the question	10%	12
	Answered	120
	Skipped	8

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	21%	26
Agree	42%	51
Disagree	11%	13
Strongly Disagree	4%	5
I am unsure or unable to answer the question	21%	26
	Answered	121
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	15%	18
Agree	43%	52
Disagree	7%	8
Strongly Disagree	4%	5
I am unsure or unable to answer the question	31%	38
	Answered	121
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	14%	17
Agree	35%	42
Disagree	5%	6
Strongly Disagree	6%	7
I am unsure or unable to answer the question	41%	49
	Answered	121
	Skipped	7

The school is well led.

Response	Percentage	Count
Strongly Agree	32%	38
Agree	56%	67
Disagree	7%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	5
	Answered	119
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	24%	29
Agree	39%	46
Disagree	27%	32
Strongly Disagree	5%	6
I am unsure or unable to answer the question	5%	6
	Answered	119
	Skipped	9

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	31%	37
Agree	46%	55
Disagree	16%	19
Strongly Disagree	3%	4
I am unsure or unable to answer the question	3%	4
	Answered	119
	Skipped	9

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	28%	33
Agree	48%	57
Disagree	13%	15
Strongly Disagree	2%	2
I am unsure or unable to answer the question	10%	12
	Answered	119
	Skipped	9

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	29%	34
Agree	47%	56
Disagree	18%	21
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	7
	Answered	119
	Skipped	9

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	18%	21
Agree	52%	62
Disagree	18%	22
Strongly Disagree	1%	1
I am unsure or unable to answer the question	12%	14
	Answered	120
	Skipped	8

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	19%	23
Agree	48%	58
Disagree	14%	17
Strongly Disagree	1%	1
I am unsure or unable to answer the question	18%	21
	Answered	120
	Skipped	8

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	20%	24
Agree	53%	63
Disagree	6%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	26
	Answered	120
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	33%	40
Agree	48%	58
Disagree	6%	7
Strongly Disagree	2%	2
I am unsure or unable to answer the question	11%	13
	Answered	120
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	29%	35
Agree	50%	60
Disagree	11%	13
Strongly Disagree	3%	3
I am unsure or unable to answer the question	7%	8
	Answered	119
	Skipped	9

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

36%

Strongly Agree

48%

Agree

8%

Disagree

1%

Strongly Disagree

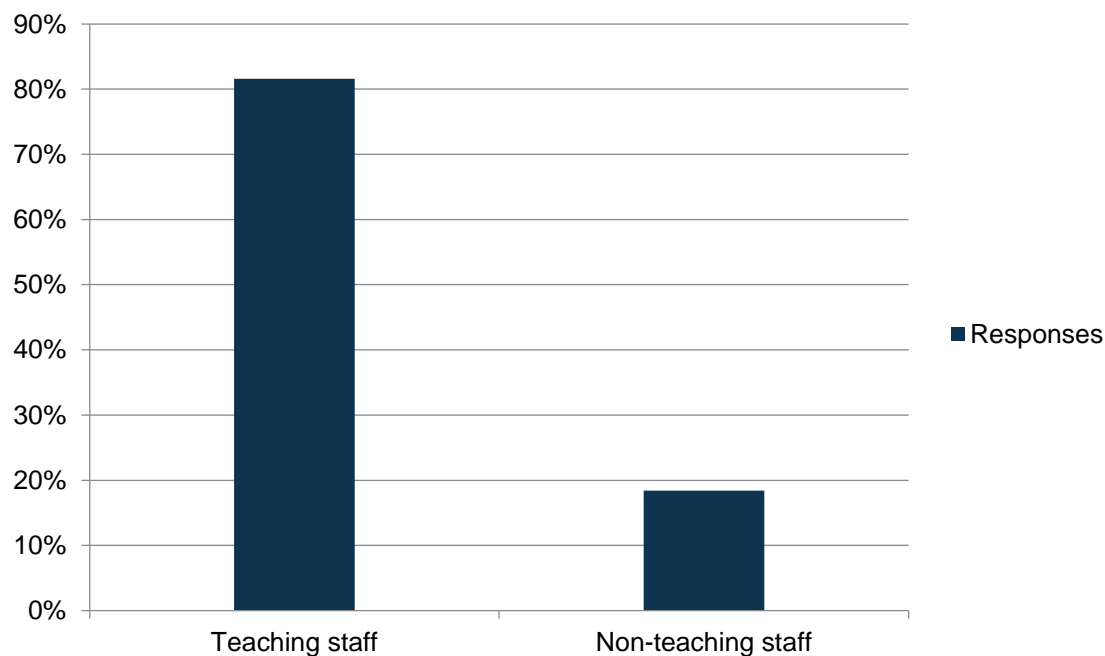
8%

Not Sure

Response	Count
Answered	120
Skipped	8

Office of Education Standards | Staff Survey 2020

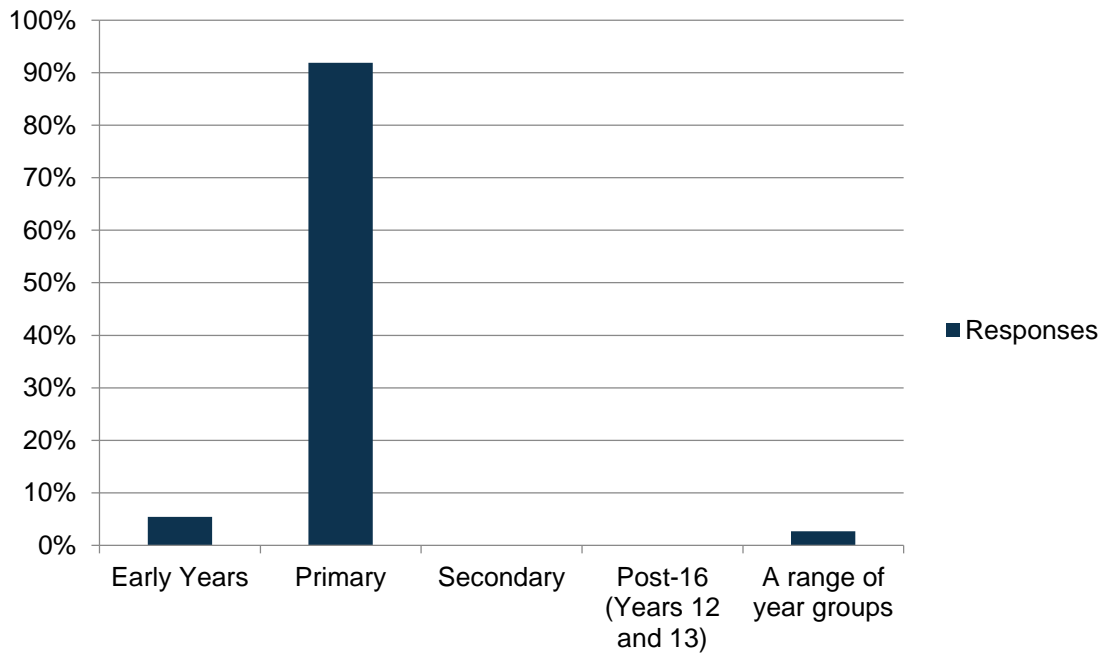
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	24%	9
More than one year but less than three years	11%	4
Three years or more	66%	25
	Answered	38
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

37%

Caymanian

63%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	41%	15
Agree	49%	18
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	36%	13
Agree	58%	21
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	36
	Skipped	2

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	32%	12
Agree	57%	21
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	37
	Skipped	1

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	65%	24
Agree	32%	12
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	43%	16
Agree	54%	20
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	62%	23
Agree	35%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	73%	27
Agree	22%	8
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	37
	Skipped	1

The school helps students to choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	47%	17
Agree	42%	15
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	3
	Answered	36
	Skipped	2

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	68%	25
Agree	30%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	37
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	65%	24
Agree	30%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	53%	19
Agree	39%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	3
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	43%	16
Agree	46%	17
Disagree	8%	3
Strongly Disagree	3%	1
I am unsure or unable to answer the question	0%	0
	Answered	37
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	64%	23
Agree	31%	11
Disagree	0%	0
Strongly Disagree	3%	1
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	33%	12
Agree	61%	22
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	36
	Skipped	2

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	56%	20
Agree	42%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	2

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	26%	9
Agree	49%	17
Disagree	17%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	3
	Answered	35
	Skipped	3

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	22%	8
Agree	58%	21
Disagree	11%	4
Strongly Disagree	3%	1
I am unsure or unable to answer the question	6%	2
	Answered	36
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	56%	20
Agree	44%	16
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	36
	Skipped	2

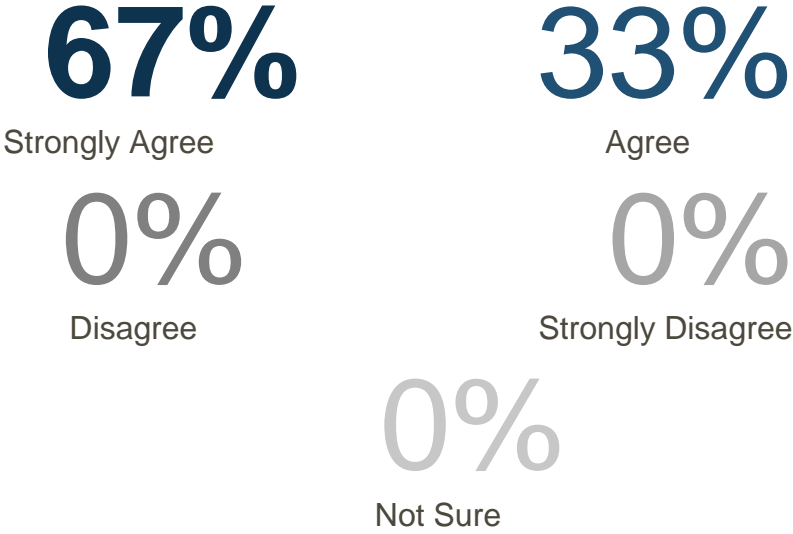
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	81%	29
Agree	17%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	33%	12
Agree	39%	14
Disagree	17%	6
Strongly Disagree	8%	3
I am unsure or unable to answer the question	3%	1
	Answered	36
	Skipped	2

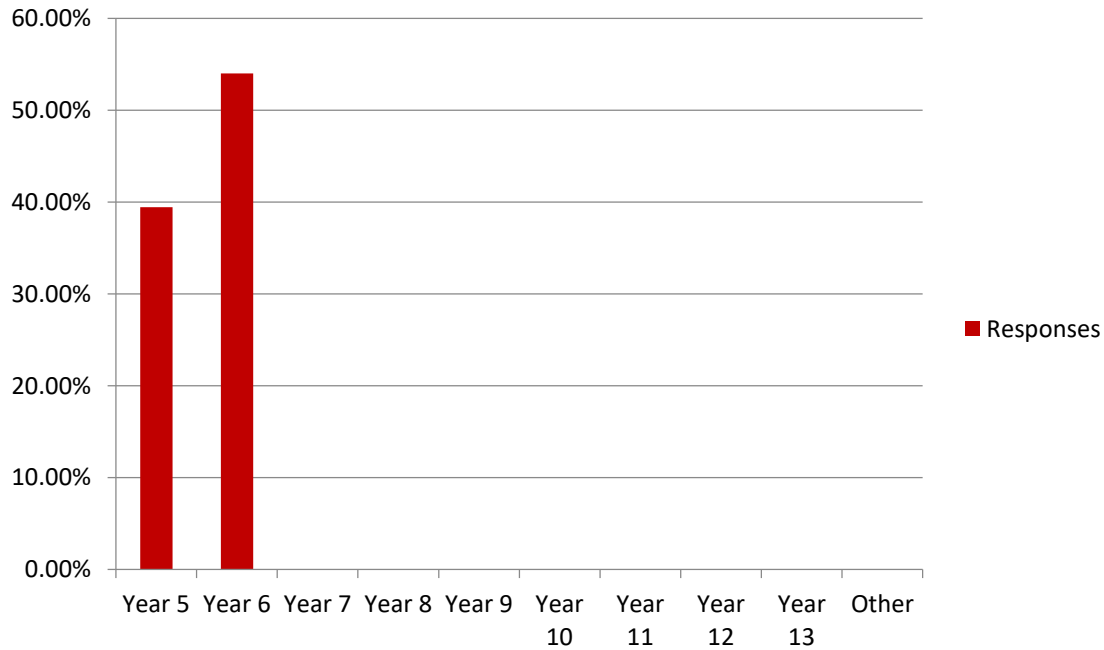
Overall, this school provides a good quality of education.



Response	Count
Answered	36
Skipped	2

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

71%

Caymanian

29%

Non-Caymanian

Please state your gender.

51%

Boys

49%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	42%	59
Agree	56%	79
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	3
	Answered	142
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	55%	78
Agree	41%	58
Disagree	3%	4
Strongly Disagree	1%	2
I am unsure or unable to answer the question	0%	0
	Answered	142
	Skipped	0

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	49%	69
Agree	47%	67
Disagree	1%	1
Strongly Disagree	2%	3
I am unsure or unable to answer the question	1%	2
	Answered	142
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	56%	80
Agree	39%	55
Disagree	4%	5
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	1
	Answered	142
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	32%	46
Agree	60%	85
Disagree	4%	5
Strongly Disagree	2%	3
I am unsure or unable to answer the question	2%	3
	Answered	142
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	37%	52
Agree	54%	77
Disagree	5%	7
Strongly Disagree	3%	4
I am unsure or unable to answer the question	1%	2
	Answered	142
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	28%	40
Agree	61%	87
Disagree	7%	10
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	4
	Answered	142
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	73%	103
Agree	26%	37
Disagree	0%	0
Strongly Disagree	1%	1
I am unsure or unable to answer the question	0%	0
	Answered	141
	Skipped	1

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	62%	88
Agree	34%	48
Disagree	4%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	142
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	74%	105
Agree	22%	31
Disagree	2%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	2
	Answered	142
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	54%	77
Agree	39%	55
Disagree	4%	6
Strongly Disagree	2%	3
I am unsure or unable to answer the question	1%	1
	Answered	142
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	44%	62
Agree	51%	73
Disagree	2%	3
Strongly Disagree	1%	2
I am unsure or unable to answer the question	1%	2
	Answered	142
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	73%	103
Agree	19%	27
Disagree	6%	9
Strongly Disagree	2%	3
I am unsure or unable to answer the question	0%	0
	Answered	142
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	70%	99
Agree	25%	36
Disagree	3%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	3
	Answered	142
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	56%	79
Agree	40%	57
Disagree	1%	2
Strongly Disagree	3%	4
I am unsure or unable to answer the question	0%	0
	Answered	142
	Skipped	0

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	45%	64
Agree	46%	65
Disagree	3%	4
Strongly Disagree	3%	4
I am unsure or unable to answer the question	3%	4
	Answered	141
	Skipped	1

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	25%	35
Agree	30%	43
Disagree	6%	9
Strongly Disagree	3%	4
I am unsure or unable to answer the question	36%	51
	Answered	142
	Skipped	0

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	35%	50
Agree	52%	74
Disagree	6%	8
Strongly Disagree	6%	9
I am unsure or unable to answer the question	1%	1
	Answered	142
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	57%	81
Agree	39%	56
Disagree	4%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	142
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61%	85
Agree	38%	53
Disagree	1%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	140
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	49%	70
Agree	35%	50
Disagree	1%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	13%	19
	Answered	142
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	71%	100
Agree	24%	34
Disagree	1%	2
Strongly Disagree	1%	2
I am unsure or unable to answer the question	2%	3
	Answered	141
	Skipped	1

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	52%	73
Agree	43%	60
Disagree	5%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	141
	Skipped	1

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	39%	56
Agree	54%	77
Disagree	4%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	2
	Answered	142
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	62%	88
Agree	35%	49
Disagree	1%	1
Strongly Disagree	1%	2
I am unsure or unable to answer the question	1%	2
	Answered	142
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	48%	68
Agree	46%	66
Disagree	3%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	4
	Answered	142
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	63%	89
Agree	36%	51
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	0%	0
	Answered	142
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	64%	91
Agree	32%	46
Disagree	3%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	142
	Skipped	0

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

64%

Strongly Agree

32%

Agree

1%

Disagree

1%

Strongly Disagree

1%

Not Sure

Response	Count
Answered	142
Skipped	0

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

