



## INSPECTION REPORT

### **THEOLINE McCOY PRIMARY SCHOOL**

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

## Information about Theoline McCoy Primary School

<b>Name of school</b>	<b>Theoline McCoy Primary School</b>
<b>Address</b>	64 Candor Road, Bodden Town, Grand Cayman
<b>Telephone</b>	(345) 947-2288
<b>E-mail address</b>	<a href="mailto:kimberly.watler@gov.ky">kimberly.watler@gov.ky</a>
<b>School Website</b>	<a href="https://schools.edu.ky/btp/Pages/home.aspx">https://schools.edu.ky/btp/Pages/home.aspx</a>
<b>Principal</b>	Ms. Kimberly Watler
<b>School day timing</b>	Monday to Friday. 8:30am to 3:00 pm
<b>Age range of students</b>	Age 4 to 11 years
<b>Number of students</b>	269
<b>Number of teaching staff</b>	14
<b>Number of support staff</b>	10
<b>Date of last inspection</b>	October 2015

## The context of the school

Theoline McCoy Primary School (previously known as Bodden Town Primary) is a government primary school for boys and girls aged four to 11 years. The school was renamed in October 2019 in honour of the late Theoline Lillis McCoy, a former school inspector and head teacher. The school is located in Bodden Town, Grand Cayman. The school site is spread across five main buildings with 105 students in Key Stage 1 and Reception and 164 students in Key Stage 2. There were 72 students on the additional needs learning register.

There were fourteen classes with qualified teachers in every class. The school's mission is to unlock students' full potential and for them to acquire the discipline of learning with a foundation in Christian belief. The school follows the recently revised Cayman Islands National Curriculum. The Early Years Foundation Stage Curriculum is used in Reception classes. Following the reopening of schools in August 2020, after the school closure in March due to Covid-19, the senior leaders had focused upon closing the gaps in curriculum instruction and supporting the social and emotional needs of students.

The Principal of the school, Ms. Kimberly Watler has been in the post for just over three years, but she has taught at the school for over 10 years. The senior leadership team was recently reorganised and now comprises the principal, deputy principal, special education needs co-ordinator and literacy and science subject leads. There were fourteen teachers and ten support staff in total.

## Key strengths

The inspection identified the following key strengths of the school:

- In Reception, most students made good progress from their starting points in all aspects of their learning;
- Most students demonstrated secure knowledge and understanding of Caymanian heritage, traditions and culture and this was successfully promoted through the school's heritage corners and cross-curricular provision;
- The well-equipped premises included a well-stocked school library, a kiln, music, information communication and technology and sensory rooms and a range of specialist support which effectively promoted students' engagement in their learning.

## Recommendations

The inspection identified the following areas requiring improvement:

1. Raise standards of achievement in all core subjects by:
  - ensuring that all teachers have high expectations of what students can achieve, whatever their starting points and plan appropriately to meet their needs in lessons particularly the more able and those with special educational needs;
  - ensuring greater consistency in the quality of teaching by regular and rigorous monitoring and the sharing good of practice to raise students' standards of achievement.
2. Ensure that all teachers use assessment data to help students to make better progress in their learning, particularly the most able and those with special educational needs.



# Summary

## Overall Evaluation - Satisfactory

The overall performance of Theoline McCoy Primary School was judged to be satisfactory.

The school was judged to have good performance in students' civic and environmental understanding and staffing and the learning environment.

Most of the quality indicators were judged satisfactory and included the following:

- students' progress in English, mathematics and science;
- teaching and learning;
- curriculum;
- health and safety;
- support and guidance;
- leadership;
- self-evaluation and improvement planning;
- Links with parents and the community.

Students' attainment in English, mathematics and science and assessment were judged to be weak.

## Achievement

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

Students' attainment in English was weak. Students' achievement in Years 1 to 6 was weak when compared to international standards. The trend over time was similar. However, the majority of children left Reception at expected levels to enter Year 1. Students in most year groups read texts that were below those expected to match students' chronological ages except for a few in Year 2 who read accurately and with expression. Most students were reliant on scaffolding to produce writing. These were supportive for the majority but when students did not have a template they struggled to begin writing independently. Skills in spelling, punctuation and grammar were well below expected levels except in Year 5 where a majority of students were working towards appropriate standards and were able to produce a chronological report utilising media techniques and captions to catch the attention of the reader.

Students' attainment in mathematics was weak overall. The school's internal and external assessments results indicated that only a minority of students attained at expected curricular standards. Notably, there was evidence of regression in students' attainment across year groups in the most recent assessment and a majority of children in Reception entered the school with less than expected skills. Evidence from lesson observations and work scrutiny also revealed that a majority of students across all key stages demonstrated weak computational and application skills. There were significant weaknesses in mental arithmetic and multiplication skills as only a few students were able to complete problems successfully. However, in Year 1, a majority of students were able to complete simple addition, number sequences and make age-appropriate number comparisons using inequalities. At the end of Key Stage 1, however, only a minority of students confidently completed division problems. A majority of Year 6 students were able to show mastery of year level fractional computations.

Students' attainment in science was weak overall but satisfactory in Reception. External and school assessments showed that attainment was weak in Key Stages 1 and 2. In addition, lesson observations and students' recent work indicated that most students were working below national and international standards. In observed lessons and in students' recent work, less than three-quarters of students demonstrated levels of knowledge, skills and understanding that were at least in line with curriculum standards. In Reception though, most children demonstrated a sound grasp of basic scientific concepts and demonstrated skills that matched

with curriculum expectations. They were able to conduct simple experiments. In Key Stage 1, students were able to investigate the habitats of mini-beasts using magnifying glasses and record their findings. They were, however, less confident in sorting and classifying the data they had collected. Students' recent work in books showed that there were significant gaps in students' knowledge. In Key Stage 2, students conducted experiments to investigate the process of evaporation and were able to make predictions and record their findings. However, their knowledge regarding fair tests and, in particular, identifying the need to control variables required further development. Most scientific experimental work was over directed and there was scope for students to further develop their higher order, critical thinking skills in the context of their scientific investigations.

<b>Students' progress in key subjects</b>	<b>Primary</b>
Progress in English	Satisfactory
Progress in mathematics	Satisfactory
Progress in science	Satisfactory

Progress in English was satisfactory overall, and good in Reception. In Reception, children wrote simple lists and predicted a story's ending. The phonic scheme provided students in Key Stage 1 with a programme that ensured students were systematically taught reading and writing skills that progressed at appropriate levels from individuals' starting points. Progress in reading for the majority of Key Stage 2 students had improved because teachers selected non-fiction texts which particularly interested boys and developed their knowledge of animals, historical and social events. Progress for the majority in writing was slower with most students dependent on simple templates to plan paragraph by paragraph. A few students across the school wrote independently with accuracy but work scrutiny showed very little evidence of students editing or improving their writing to improve accuracy or quality.

Students' progress in mathematics was satisfactory. Most students made sufficient progress overtime from their starting points. Also, lesson observations indicated that most students achieved the expected level of progress as tasks were closely aligned to their learning needs. A few students also achieved better than expected progress and sometimes collaborated with their peers to accurately complete extension activities. In Reception, children showed developing number sense. They were able to count to ten and create model sets within this range. With the aid of manipulatives, most Year 1 students performed simple two digits addition and subtraction tasks. While not consistently secure, a majority of students at Year 3 showed developing competence in multiplication. In Year 5, students applied their knowledge of measures and calculated the perimeters of complex shapes. Most students in Year 6 used their prior knowledge of fractions to determine the actual value of fractional amounts.

Students' progress in science was satisfactory overall. In Reception, children made good progress in their scientific knowledge and understanding. Most teachers demonstrated a sound knowledge of the subject and prepared lessons well to help students gain new understanding of

scientific topics. Children in Reception had opportunities to engage in hands-on activities which helped them to generate their own explanations and justify their thinking. For example, as part of their cross-curricular project they conducted simple experiments to make fake snow and examined and made observations about its colour and texture linking it to their work on winter and hibernation. Most students in Key Stage 1 showed a steady progression of skills and knowledge over time in lessons and in books. For example, Key Stage 1 students explored their immediate environment to develop their understanding of living and non-living things by sorting and classifying objects into categories and discussing the difference between the two. Key Stage 2 students were developing their skills by completing experiments, making predictions and drawing conclusions from their practical science work. However, students' higher order and critical thinking skills were less well developed and there was scope for teachers to further extend the students' skills in devising appropriate tests, rather than following a prescribed method as directed by the work sheets.

## Students' personal and social development

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

Students' behaviour for learning was satisfactory. The school's caring ethos and teachers' effective classroom management practices promoted students' positive attitudes to learning. Most students were respectful and conformed to behavioural expectations. Most remained on tasks in lessons and were well-mannered in their exchanges with others. Peer interactions were positive. Most students worked well in groups and they shared available resources and collaborated to achieve lesson objectives. Relationships with staff were affirming and most students were well supported in lessons to make acceptable gains in their learning. Most students adhered to the school's uniform policy. The average attendance this term was satisfactory. Most students were often punctual for school and lessons.

Students' civic and environmental understanding was good. Most students had secure knowledge and understanding of their national identity, traditions and culture. During discussions, the younger students spoke with pride about local places of interest, Caymanian cuisine and local animals. Students in Key Stage 2 showed sufficient knowledge of members of government and were able to name the current Governor and Premier. Almost all students had an age-appropriate understanding of their rights and civic responsibilities. Students' participation in devotions promoted their Christian values and display of positive attitudes towards others. Most students cared about their school and the wider environment, evidenced by their litter free school. The established Eco-council raised awareness about litter collection and the annual eco-week heightened students' awareness of conservation and recycling. Some students had participated in beach clean-up and environmental projects. For example, during an on-line learning activity, students designed costumes from recycled materials for the school's virtual fashion show. The after-school clubs also afforded students various opportunities for enriched environmental and cultural experiences. However, due to COVID-19, extra-curricular activities were currently restricted.

## Teaching, learning and assessment

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

Teaching was satisfactory overall and good in Reception. Most teachers had secure subject knowledge, ensuring confident, accurate teaching with the use of effective resources to support students' learning. In most classes, teachers demonstrated a consistent approach to behaviour management and, as a result, most students demonstrated positive behaviour for learning. Classroom interactions between most teachers and students were respectful and caring. 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 some science lessons where students carried out various investigations. For example, students in Key Stage 1 used mini magnifying glasses to locate different types of mini-beasts, whilst Key Stage 2 students learnt how to use a Newton metre when they investigated the difference between mass and weight. Information and communication technology was used appropriately in a minority of lessons to enable students to develop their research skills. For example, in an English lesson, students worked collaboratively using technology to research different aspects of child labour in the 19<sup>th</sup> century. In a minority of lessons, however, the pace of lessons was too slow, and teachers talked for too much of the lesson time at the expense of students actively learning. Where teaching was better, questioning was used effectively to probe student's thinking and understanding. Students' critical thinking skills were less well developed across the school. In the majority of lessons, work was not challenging enough for all and a few teachers did not adapt tasks effectively to meet the needs of the most able students or those with special educational needs. Overall, effective teaching was observed in specialist subjects such as music and information and communication technology.

Learning was satisfactory overall. In most lessons, students demonstrated positive attitudes to learning. Although sessions were at times over directed, the students could explain clearly what they had been learning. In Reception, children enjoyed the sensory and scientific development activities when they explored capacity using graduated beakers in the water tray. In Key Stage 1, students were given the opportunity to apply their learning to real-life when using items of fruit to demonstrate division and multiplication calculations. When given the opportunity, most students interacted well with others and collaborated effectively. Key Stage 2 students engaged in peer-assessment in English and could work for short periods of time without adult intervention. In a minority of lessons, students used technology effectively to support their learning. For example, in Key Stage 2, students carried out research using their laptops to find

out about which countries employed child labour in the 19<sup>th</sup> century. However, across the school only a few teachers planned opportunities for students to engage in complex tasks requiring critical thinking. Students were not given sufficient opportunities to work independently and take responsibility for their own learning.

Assessment was weak. There was comprehensive data available to staff regarding student's progress and attainment. Leaders had also undertaken gap analysis of students' performance so that they knew where to focus remedial support. This information was used effectively in mathematics lessons but was used inconsistently in other subjects. In early years, teachers checked the children's achievement on entry and used an on-line tracking tool to make observations to check what children were learning. In Key Stage 1 and 2 teachers did not track and monitor students' attainment and progress at class level well enough to adapt work to suit students' individual needs. This meant that various students were often given the same work sheet to complete, even though it was too difficult for some students and too easy for others. For example, most Year 6 students struggled to retrieve information from a video on child labour and relied on a simple template to plan a persuasive letter. Although the school used assessment tests to track students' acquisition of key knowledge and skills in the core curriculum, teachers did not always use this information to set individual student targets. Work in books was generally marked, however, the schools' marking and feedback policy was not implemented consistently across the school and written feedback to students was limited. Students had resources to evaluate their own learning and self-correct and check their work. However, most of the students did not self-assess their work with sufficient regularity.

# Curriculum

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

The quality of the curriculum was satisfactory. It was broad and balanced with a range of experiences to show appropriate progression in learning. Curriculum planning was a strength. As a consequence, teachers developed plans that were aligned to the Early Years Foundation Stage Curriculum and the New Cayman Islands Primary Curriculum. The curriculum in Reception was implemented well and the diverse learning experiences contributed to the children's good development and progress. Teachers continued to receive support from the senior leadership team and the Department of Education Services in their response to the new curriculum and a majority suitably tailored lessons that addressed students' learning needs. Curriculum relevance was assured and most teachers facilitated cross-curricular links and real life applications to promote students' learning. The students also benefited from specialist teaching in music, physical education, Spanish and digital citizenship. Collaboration among teachers ensured smooth transition across the school and career education facilitated students' preparation for the next stage of learning. There was an adequate range of extra-curricular activities. Students participated in local sporting, cultural and artistic events; and after-school clubs fostered attitudes of leadership. There were insufficient opportunities for students to learn within their local community. Students had visited local sites such as churches, an old people's residential home, Health City Hospital and the Botanical Park. The school's partnership with Health City Hospital exposed students to annual career fairs and fostered interactions with local community representatives.



## Safety and support

<b>Keeping our students safe and always supported</b>	<b>Primary</b>
Health and safety	Satisfactory
Support and guidance	Satisfactory

There were satisfactory arrangements in place to promote the health and safety of students and staff. The premises were secure and a security guard monitored visitors' entry to and exit from the premises. Permission slips and risk assessment were in place for field trips. The buildings and premises were clean and generally well maintained. Routine fire drills and other evacuation procedures were practised regularly and records were kept. The school had a satisfactory environmental health report but the fire certificate required renewal. School leaders needed to be more proactive in monitoring the requirements and timelines for regulatory checks. Physical education was a part of the school's planned curriculum and students also had ample opportunities for physical exercise at break and lunch times. School leaders and teachers advised students and parents about healthy eating and living but inspectors observed that not all students had healthy snacks. Child protection arrangements were robust.

Support and guidance was satisfactory. The school had effective systems to promote students' attendance and punctuality. Relationships between staff and students were respectful. Students and teachers consistently used a behavioural framework and strategies to encourage positive behaviour for learning. A 'Gentleman's Club' was a recent initiative that met a need to develop boys' positive emotions and interactions with others. A wide range of external expertise was available and provided effective academic and social support to students, parents and teachers. Transition arrangements were managed effectively, with parents and students equally involved in discussing their next steps in education, including visiting the STEM fair at the University College of the Cayman Islands. Appropriate support for students with special educational needs was improved but only a minority made expected progress. Teachers did not always provide work at the level where students with additional needs could work independently. The result was they were dependent to a great extent on teachers to complete tasks.

## Leadership and management

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

The school leaders promoted an inclusive environment in which staff, parents and students felt that their opinions were valued. The roles of the recently reorganised senior leadership team were clearly defined and there was a pronounced emphasis on teamwork. Overall, the leadership team provided effective support to teachers and students. Performance appraisals were conducted and staff participated in professional development opportunities. Though not yet at the desired level, there was increasing commitment from parents to the work of the school. Additionally, parents made highly positive comments about the work of school in the survey. In the parents' interview one parent reported that 'this is an improving school'. There was, however, the need for more rigorous monitoring of the standards of teaching and learning on the part of senior leaders to ensure greater consistency in the quality of teaching across the school.

School leaders were beginning to establish a culture of review in the school. The arrangements for self-evaluation were collaborative and comprehensive. In addition, the broadly accurate self-evaluation meant school leaders had a good understanding of the strengths and weaknesses of the school. Although the school's 'Raising Attainment Plan' appropriately focused on reading, writing and provision for students with special needs, there was the need for a more pronounced emphasis on raising attainment in core subjects. Additionally, these strategies should be anchored in a broader school development plan which outlined the main priorities for improvement, measurable timelines and the indicators of success. There were systems in place for monitoring the quality of teaching and learning, but these needed to be more rigorous and regular to ensure a greater consistency in the quality of teaching across the school. Inspectors also noted variable practice in the regularity of marking in students' workbooks and the quality of formative feedback to support students to improve. The school leaders had made satisfactory progress in addressing almost all of the recommendations from the last inspection.

Links with parents were satisfactory. The Parent Teachers Association (PTA) participation rate had increased considerably in response to the school's provision of on-line virtual conferences and workshops in partnership with the Family Resource Centre. The senior leaders had also conducted workshops for parents on how to support their students' learning. Informal

communication between home and school was frequent and appreciated. Regular reports were informative and issued each semester. Parents' views were surveyed. For example, the school was aware of the parents' interest in building a new hall for whole school events. The social links were strong with the PTA supporting heritage and cultural celebrations. Volunteers supported students to act responsibly. A popular event was the 'Jingle Jog' at Christmas, but the school was keen to encourage greater participation from all parents to better support their child's learning.

Staffing and the learning environment were good. The school had a full complement of well-qualified teachers including new recruits who had fitted into the staff very well. Specialist teachers brought expertise in music, physical education, information communication technology (ICT), pottery and Spanish. The well-equipped premises including a well-stocked school library, a kiln, music, ICT and sensory rooms, several outdoor play areas, spacious classrooms and a range of specialist support effectively promoted students' engagement and interest in learning. Reception children had a dedicated outdoor learning area which effectively supported their broad skill development. The library was attractive and used by every class on a weekly basis. Facilities for physical education were beneficial to the whole community. Walls were attractive and professionally painted with murals that represented local culture and presented students with a stimulating environment.

## Survey results

Seventy-five parents, 28 staff and 79 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 75 parents from all year groups. Almost all parents agreed that their child enjoyed lessons in a safe environment. Most parents agreed that their child made good progress in English and mathematics. A majority agreed that their child made good progress in science. Most parents felt that their child was developing a good sense of responsibility as a member of the wider community and good environmental understanding. Most parents stated that their child was treated fairly at school and expressed the view that the school dealt effectively with incidents of bullying if they occurred. Most parents felt that communication between the school and home was effective and timely. Most parents agreed that the school was well led and that school leaders responded appropriately to parental concerns. Only a majority felt that parents were effectively involved in the work of the school. Almost all parents agreed that the school provided good resources for their child's learning. Most parents agreed that their child could join in a good range of extra-curricular activities provided by the school.

Most staff agreed that the behaviour of most students in the school was good. Most felt that there were good assessment systems in the school and that students could join in a good range of extra-curricular activities provided by staff. Most staff agreed that the school provided a safe and caring environment and dealt effectively with incidents of bullying. Most staff believed that the school provided good support to students with special educational needs. They expressed the view that the school was well led. Most judged that the school enjoyed good links with the wider community, but only a minority agreed that parents were sufficiently involved in the work of the school. Most staff stated that extra-curricular activities and healthy lifestyle promotion were good. Almost all staff felt that there were sufficient resources of good quality to support their teaching and that the overall quality of education provided by the school was good.

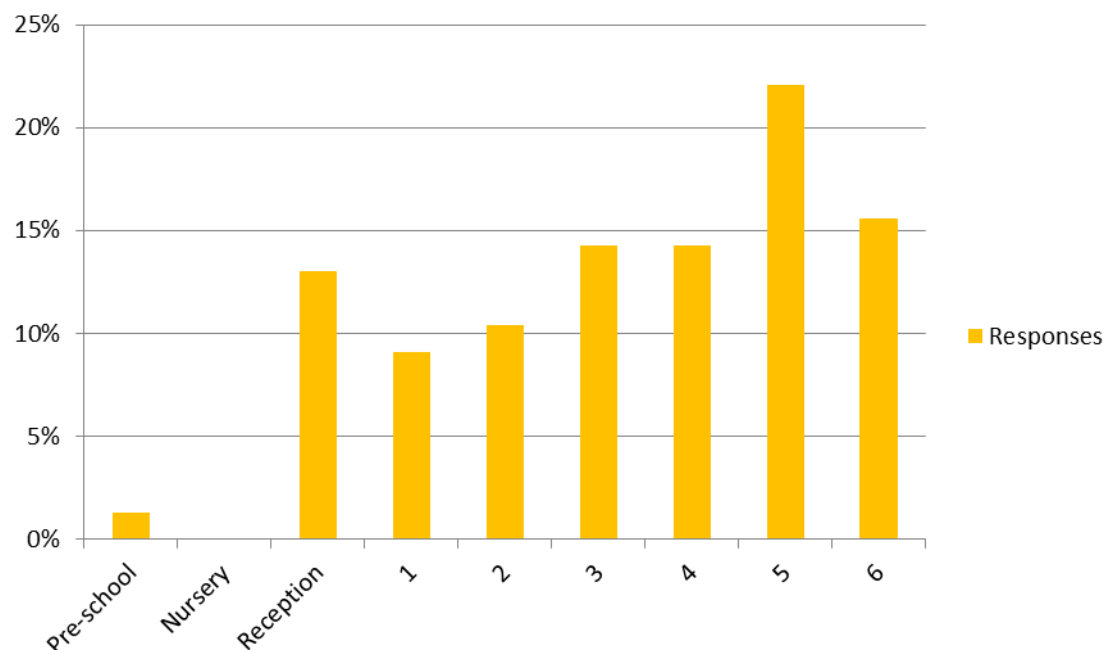
Most students agreed that their progress in English and mathematics was good. A majority felt they were making good progress in science. A majority expressed that they felt safe at school and most agreed that bullying was dealt with promptly, whenever it occurred. Most students felt that the range of extra-curricular activities was good. Almost all agreed that homework was set regularly and that they received regular reports on their progress. Most expressed that that they understood how to have a healthy lifestyle. Most students agreed that if they had special learning needs the school would do a good job to help them. Almost all students agreed that the overall quality of education was good and that they received a good quality of education. Most students also felt the school was well led and that the school responded to students' concerns.

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### What happens next?

As Theoline McCoy Primary School is judged to be providing overall a satisfactory quality of education, there will be no further inspections of the school until the next round of inspections which will commence in January 2021.

## Office of Education Standards | Parent Survey 2020

*In which grade/year is your eldest child?*

Response	Count
Answered	77
Skipped	2

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

Response	Percentage	Count
Less than one year	24%	19
More than one year but less than three years	29%	23
More than three years	46%	36
	<b>Answered</b>	<b>78</b>
	<b>Skipped</b>	<b>1</b>

*What is your nationality?*

**77%**

Caymanian

**23%**

Non-Caymanian

*My child is making good progress in English.*

Response	Percentage	Count
Strongly Agree	32%	25
Agree	47%	36
Disagree	12%	9
Strongly Disagree	3%	2
I am unsure or unable to answer the question	6%	5
	<b>Answered</b>	<b>77</b>
	<b>Skipped</b>	<b>2</b>

*My child is making good progress in mathematics.*

Response	Percentage	Count
Strongly Agree	21%	16
Agree	58%	45
Disagree	10%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	8
	<b>Answered</b>	<b>77</b>
	<b>Skipped</b>	<b>2</b>

***My child is making good progress in science.***

Response	Percentage	Count
Strongly Agree	16%	12
Agree	53%	41
Disagree	12%	9
Strongly Disagree	0%	0
I am unsure or unable to answer the question	19%	15
	<b>Answered</b>	<b>77</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	29%	22
Agree	52%	40
Disagree	5%	4
Strongly Disagree	4%	3
I am unsure or unable to answer the question	10%	8
	<b>Answered</b>	<b>77</b>
	<b>Skipped</b>	<b>2</b>

***The behaviour of most students in the school is good.***

Response	Percentage	Count
Strongly Agree	12%	9
Agree	54%	41
Disagree	16%	12
Strongly Disagree	3%	2
I am unsure or unable to answer the question	16%	12
	<b>Answered</b>	<b>76</b>
	<b>Skipped</b>	<b>3</b>

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

Response	Percentage	Count
Strongly Agree	28%	21
Agree	57%	43
Disagree	8%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	7%	5
	<b>Answered</b>	<b>76</b>
	<b>Skipped</b>	<b>3</b>

***My child is developing good environmental understanding.***

Response	Percentage	Count
Strongly Agree	26%	20
Agree	61%	46
Disagree	5%	4
Strongly Disagree	3%	2
I am unsure or unable to answer the question	5%	4
	<b>Answered</b>	<b>76</b>
	<b>Skipped</b>	<b>3</b>

***The quality of teaching is good.***

Response	Percentage	Count
Strongly Agree	36%	27
Agree	49%	37
Disagree	7%	5
Strongly Disagree	4%	3
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>



***My child enjoys most lessons.***

Response	Percentage	Count
Strongly Agree	32%	24
Agree	57%	43
Disagree	3%	2
Strongly Disagree	3%	2
I am unsure or unable to answer the question	7%	5
	<b>Answered</b>	<b>76</b>
	<b>Skipped</b>	<b>3</b>

***My child is inspired to learn.***

Response	Percentage	Count
Strongly Agree	33%	25
Agree	49%	37
Disagree	12%	9
Strongly Disagree	3%	2
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>76</b>
	<b>Skipped</b>	<b>3</b>

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

Response	Percentage	Count
Strongly Agree	17%	13
Agree	58%	44
Disagree	13%	10
Strongly Disagree	1%	1
I am unsure or unable to answer the question	11%	8
	<b>Answered</b>	<b>76</b>
	<b>Skipped</b>	<b>3</b>

***The school provides the subjects my child wishes to study.***

Response	Percentage	Count
Strongly Agree	18%	14
Agree	50%	38
Disagree	7%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	25%	19
	<b>Answered</b>	<b>76</b>
	<b>Skipped</b>	<b>3</b>

***The quality and amount of homework is appropriate.***

Response	Percentage	Count
Strongly Agree	21%	16
Agree	57%	43
Disagree	16%	12
Strongly Disagree	3%	2
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>76</b>
	<b>Skipped</b>	<b>3</b>

***My child is safe and cared for at school.***

Response	Percentage	Count
Strongly Agree	32.89%	25
Agree	57.89%	44
Disagree	6.58%	5
Strongly Disagree	2.63%	2
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>76</b>
	<b>Skipped</b>	<b>3</b>

***The school helps my child choose a healthy lifestyle.***

Response	Percentage	Count
Strongly Agree	21%	16
Agree	56%	42
Disagree	9%	7
Strongly Disagree	3%	2
I am unsure or unable to answer the question	11%	8
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

***My child is safe while on school buses.***

Response	Percentage	Count
Strongly Agree	14%	10
Agree	42%	31
Disagree	3%	2
Strongly Disagree	3%	2
I am unsure or unable to answer the question	39%	29
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>5</b>

***My child is treated fairly at school.***

Response	Percentage	Count
Strongly Agree	17%	13
Agree	59%	44
Disagree	7%	5
Strongly Disagree	5%	4
I am unsure or unable to answer the question	12%	9
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

***The school deals effectively with incidents of bullying.***

Response	Percentage	Count
Strongly Agree	22%	17
Agree	37%	28
Disagree	12%	9
Strongly Disagree	9%	7
I am unsure or unable to answer the question	20%	15
	<b>Answered</b>	<b>76</b>
	<b>Skipped</b>	<b>3</b>

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

Response	Percentage	Count
Strongly Agree	17%	13
Agree	52%	39
Disagree	7%	5
Strongly Disagree	1%	1
I am unsure or unable to answer the question	23%	17
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

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

Response	Percentage	Count
Strongly Agree	16%	12
Agree	41%	31
Disagree	7%	5
Strongly Disagree	1%	1
I am unsure or unable to answer the question	36%	27
	<b>Answered</b>	<b>76</b>
	<b>Skipped</b>	<b>3</b>

***The school is well led.***

Response	Percentage	Count
Strongly Agree	25%	19
Agree	57%	43
Disagree	8%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	7
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

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

Response	Percentage	Count
Strongly Agree	27%	20
Agree	43%	32
Disagree	13%	10
Strongly Disagree	1%	1
I am unsure or unable to answer the question	16%	12
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

***Communication between the school and parents is effective and timely.***

Response	Percentage	Count
Strongly Agree	35%	26
Agree	52%	39
Disagree	7%	5
Strongly Disagree	4%	3
I am unsure or unable to answer the question	3%	2
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

***The school responds appropriately to parental concerns.***

Response	Percentage	Count
Strongly Agree	25%	19
Agree	52%	39
Disagree	5%	4
Strongly Disagree	3%	2
I am unsure or unable to answer the question	15%	11
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

***School reports are regular and informative.***

Response	Percentage	Count
Strongly Agree	27%	20
Agree	61%	46
Disagree	3%	2
Strongly Disagree	3%	2
I am unsure or unable to answer the question	7%	5
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

***Parent-teacher meetings are helpful and held regularly.***

Response	Percentage	Count
Strongly Agree	27%	20
Agree	55%	41
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	13%	10
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

***Parents are effectively involved in the work of the school.***

Response	Percentage	Count
Strongly Agree	16%	12
Agree	43%	32
Disagree	12%	9
Strongly Disagree	3%	2
I am unsure or unable to answer the question	27%	20
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

***The school enjoys good links with the wider community.***

Response	Percentage	Count
Strongly Agree	12%	9
Agree	51%	38
Disagree	8%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	29%	22
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

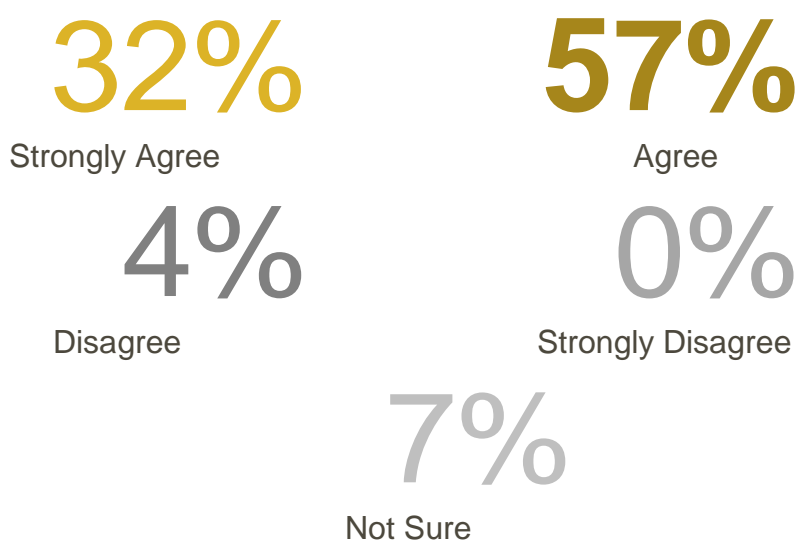
***The school has appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	29%	22
Agree	55%	41
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	11%	8
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

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

Response	Percentage	Count
Strongly Agree	31%	23
Agree	61%	46
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>4</b>

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



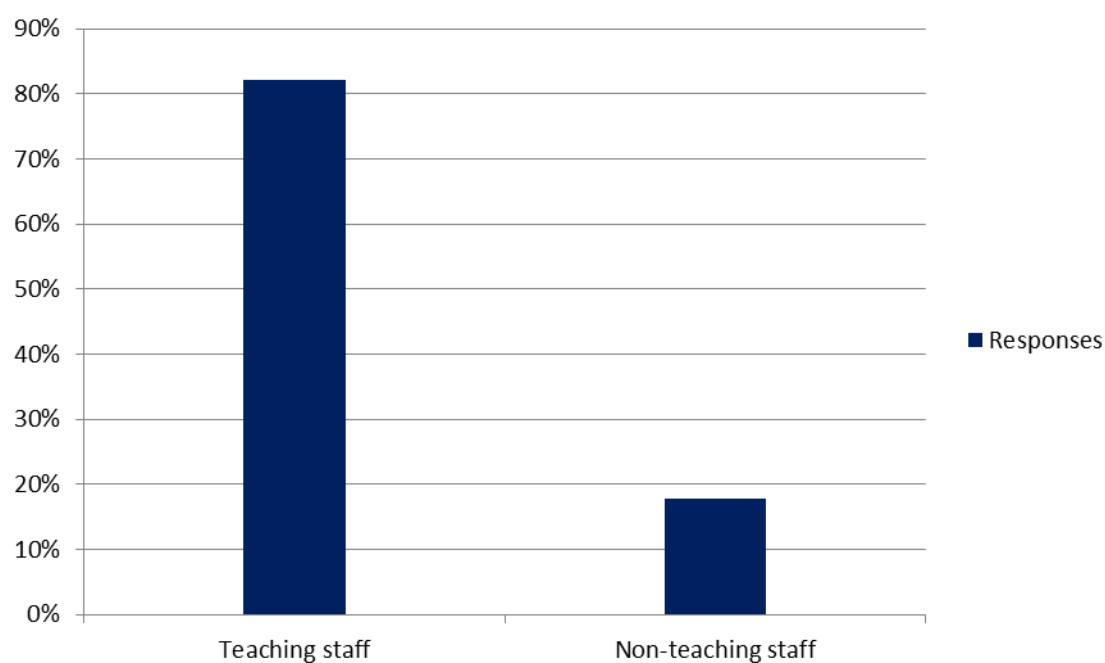
Response	Count
<b>Answered</b>	<b>75</b>
<b>Skipped</b>	<b>4</b>



## Appendix 2

### Office of Education Standards | Staff Survey 2020

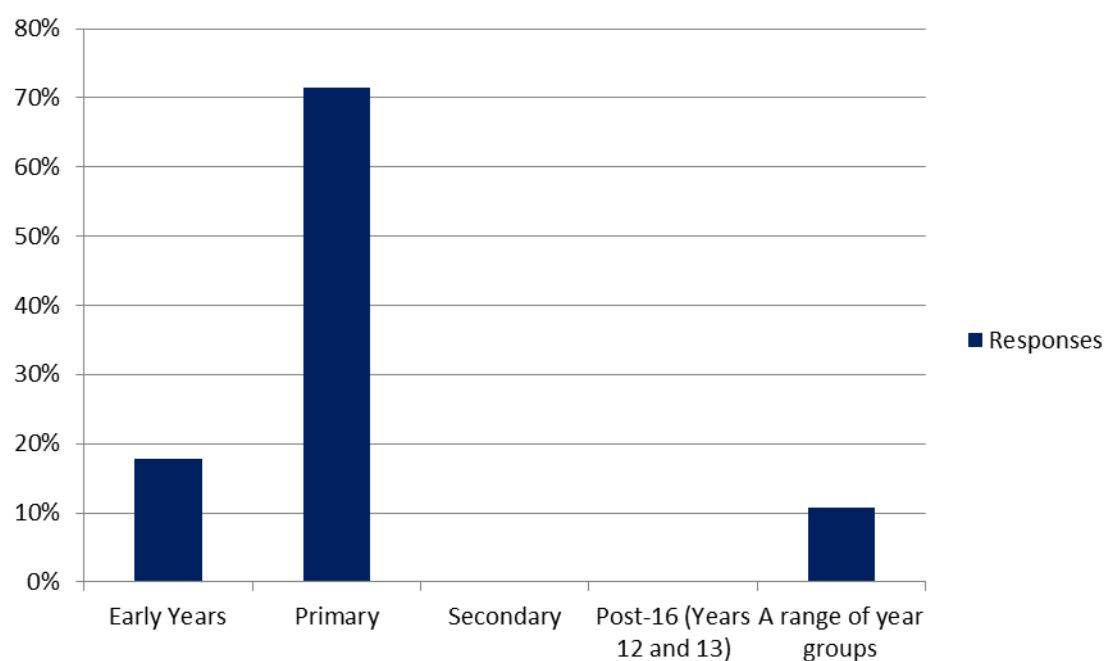
*What is your role in the school?*



*How long have you worked at this school?*

Response	Percentage	Count
One year or less	14%	4
More than one year but less than three years	25%	7
Three years or more	61%	17
	<b>Answered</b>	<b>28</b>
	<b>Skipped</b>	<b>0</b>

### Which age-group of students are you mostly supporting?



### What is your nationality?

39%

Caymanian

61%

Non-Caymanian

### The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	18%	5
Agree	71%	20
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	3
	<b>Answered</b>	<b>28</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	4%	1
Agree	67%	18
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	26%	7
	<b>Answered</b>	<b>27</b>
	<b>Skipped</b>	<b>1</b>

***Most students at this school show good environmental understanding.***

Response	Percentage	Count
Strongly Agree	0%	0
Agree	82%	23
Disagree	7%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	3
	<b>Answered</b>	<b>28</b>
	<b>Skipped</b>	<b>0</b>

***There are good assessment systems in this school.***

Response	Percentage	Count
Strongly Agree	7%	2
Agree	81%	22
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	<b>Answered</b>	<b>27</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	11%	3
Agree	67%	18
Disagree	7%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	4
	<b>Answered</b>	<b>27</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	15%	4
Agree	67%	18
Disagree	0%	0
Strongly Disagree	4%	1
I am unsure or unable to answer the question	15%	4
	<b>Answered</b>	<b>27</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	39%	11
Agree	54%	15
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	<b>Answered</b>	<b>28</b>
	<b>Skipped</b>	<b>0</b>

*The school helps students to choose a healthy lifestyle.*

Response	Percentage	Count
Strongly Agree	11%	3
Agree	70%	19
Disagree	11%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	<b>Answered</b>	<b>27</b>
	<b>Skipped</b>	<b>1</b>

*Students are treated fairly at this school.*

Response	Percentage	Count
Strongly Agree	26%	7
Agree	70%	19
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	<b>Answered</b>	<b>27</b>
	<b>Skipped</b>	<b>1</b>

*The school deals effectively with incidents of bullying.*

Response	Percentage	Count
Strongly Agree	25%	7
Agree	64%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	3
	<b>Answered</b>	<b>28</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	4%	1
Agree	67%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	30%	8
	<b>Answered</b>	<b>27</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	21%	6
Agree	54%	15
Disagree	7%	2
Strongly Disagree	7%	2
I am unsure or unable to answer the question	11%	3
	<b>Answered</b>	<b>28</b>
	<b>Skipped</b>	<b>0</b>

***The school is well led.***

Response	Percentage	Count
Strongly Agree	21%	6
Agree	64%	18
Disagree	0%	0
Strongly Disagree	4%	1
I am unsure or unable to answer the question	11%	3
	<b>Answered</b>	<b>28</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	11%	3
Agree	78%	21
Disagree	4%	1
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	<b>Answered</b>	<b>27</b>
	<b>Skipped</b>	<b>1</b>

*The school effectively supports my continuing professional development.*

Response	Percentage	Count
Strongly Agree	21%	6
Agree	46%	13
Disagree	4%	1
Strongly Disagree	4%	1
I am unsure or unable to answer the question	25%	7
	<b>Answered</b>	<b>28</b>
	<b>Skipped</b>	<b>0</b>

*Parent teacher meetings are well attended and helpful.*

Response	Percentage	Count
Strongly Agree	0%	0
Agree	46%	13
Disagree	39%	11
Strongly Disagree	4%	1
I am unsure or unable to answer the question	11%	3
	<b>Answered</b>	<b>28</b>
	<b>Skipped</b>	<b>0</b>

***Parents are effectively involved in the work of the school.***

Response	Percentage	Count
Strongly Agree	0%	0
Agree	33%	9
Disagree	52%	14
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	4
	<b>Answered</b>	<b>27</b>
	<b>Skipped</b>	<b>1</b>

***The school enjoys good links with the wider community.***

Response	Percentage	Count
Strongly Agree	4%	1
Agree	79%	22
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	5
	<b>Answered</b>	<b>28</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	56%	15
Agree	37%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	<b>Answered</b>	<b>27</b>
	<b>Skipped</b>	<b>1</b>



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

Response	Percentage	Count
Strongly Agree	32%	9
Agree	61%	17
Disagree	7%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>28</b>
	<b>Skipped</b>	<b>0</b>

*Overall, this school provides a good quality of education.*

**31%**

Strongly Agree

**62%**

Agree

**0%**

Disagree

**0%**

Strongly Disagree

**8%**

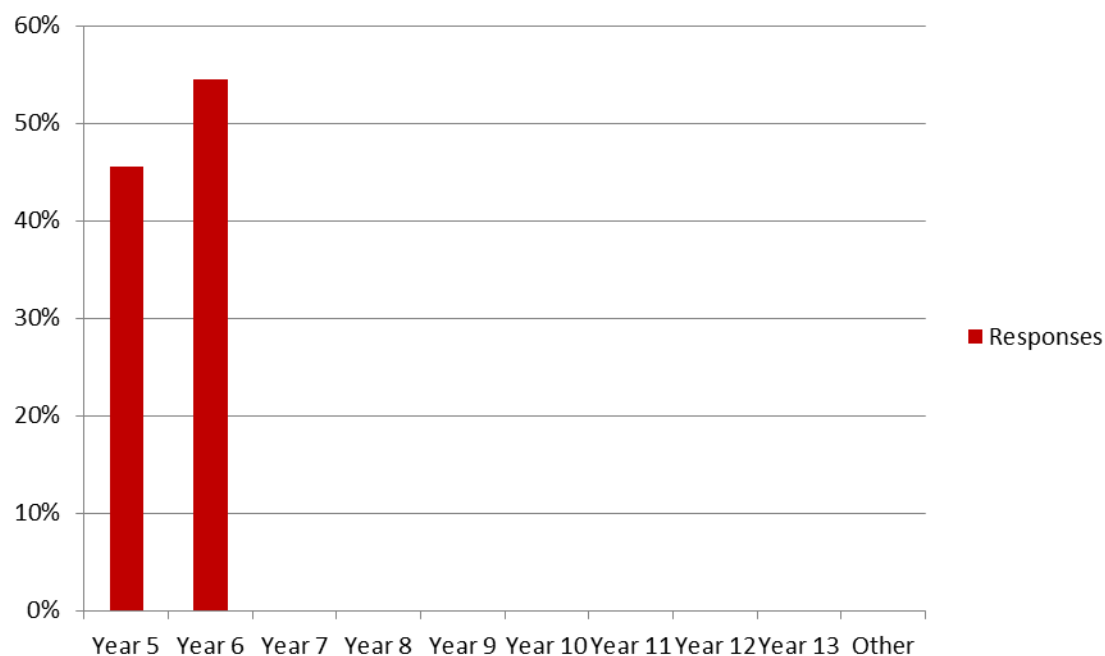
Not Sure

Response	Count
<b>Answered</b>	<b>26</b>
<b>Skipped</b>	<b>2</b>

## Appendix 3

### Office of Education Standards | Student Survey 2020

*Which is your current year group?*



*What is your nationality?*

**73%**

Caymanian

**27%**

Non-Caymanian

*Please state your gender.*

**45%**

Boys

**55%**

Girls

*I am making good progress in English.*

Response	Percentage	Count
Strongly Agree	22%	17
Agree	54%	42
Disagree	6%	5
Strongly Disagree	1%	1
I am unsure or unable to answer the question	17%	13
	<b>Answered</b>	<b>78</b>
	<b>Skipped</b>	<b>1</b>

*I am making good progress in mathematics.*

Response	Percentage	Count
Strongly Agree	47%	37
Agree	35%	28
Disagree	6%	5
Strongly Disagree	1%	1
I am unsure or unable to answer the question	10%	8
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

*I am making good progress in science.*

Response	Percentage	Count
Strongly Agree	31%	24
Agree	44%	34
Disagree	9%	7
Strongly Disagree	1%	1
I am unsure or unable to answer the question	15%	12
	<b>Answered</b>	<b>78</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	39%	31
Agree	46%	36
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	10%	8
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

***The behaviour of most students in the school is good.***

Response	Percentage	Count
Strongly Agree	13%	10
Agree	41%	32
Disagree	24%	19
Strongly Disagree	10%	8
I am unsure or unable to answer the question	13%	10
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	14%	11
Agree	43%	33
Disagree	19%	15
Strongly Disagree	4%	3
I am unsure or unable to answer the question	19%	15
	<b>Answered</b>	<b>77</b>
	<b>Skipped</b>	<b>2</b>

***Most students at my school show good environmental understanding.***

Response	Percentage	Count
Strongly Agree	11%	9
Agree	46%	36
Disagree	24%	19
Strongly Disagree	3%	2
I am unsure or unable to answer the question	16%	13
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

***Most of my lessons are good.***

Response	Percentage	Count
Strongly Agree	65%	51
Agree	27%	21
Disagree	5%	4
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	2
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

***I enjoy most lessons.***

Response	Percentage	Count
Strongly Agree	47%	37
Agree	37%	29
Disagree	5%	4
Strongly Disagree	3%	2
I am unsure or unable to answer the question	8%	6
	<b>Answered</b>	<b>78</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	54%	42
Agree	38%	30
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>78</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	28%	22
Agree	48%	38
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	17
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

***My school provides the subjects I wish to study.***

Response	Percentage	Count
Strongly Agree	45%	35
Agree	35%	27
Disagree	8%	6
Strongly Disagree	3%	2
I am unsure or unable to answer the question	10%	8
	<b>Answered</b>	<b>78</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	38%	30
Agree	51%	40
Disagree	5%	4
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>78</b>
	<b>Skipped</b>	<b>1</b>

***Teachers explain to me how I can do better.***

Response	Percentage	Count
Strongly Agree	57%	44
Agree	36%	28
Disagree	0%	0
Strongly Disagree	3%	2
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>77</b>
	<b>Skipped</b>	<b>2</b>

***I feel safe and cared for at my school.***

Response	Percentage	Count
Strongly Agree	37%	29
Agree	37%	29
Disagree	19%	15
Strongly Disagree	1%	1
I am unsure or unable to answer the question	5%	4
	<b>Answered</b>	<b>78</b>
	<b>Skipped</b>	<b>1</b>

*The school helps students choose a healthy lifestyle.*

Response	Percentage	Count
Strongly Agree	33%	26
Agree	43%	34
Disagree	13%	10
Strongly Disagree	3%	2
I am unsure or unable to answer the question	9%	7
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

*I feel safe on school buses.*

Response	Percentage	Count
Strongly Agree	28%	22
Agree	28%	22
Disagree	20%	16
Strongly Disagree	11%	9
I am unsure or unable to answer the question	13%	10
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

*I am treated fairly at school.*

Response	Percentage	Count
Strongly Agree	38%	30
Agree	38%	30
Disagree	10%	8
Strongly Disagree	5%	4
I am unsure or unable to answer the question	9%	7
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>



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

Response	Percentage	Count
Strongly Agree	56%	44
Agree	28%	22
Disagree	4%	3
Strongly Disagree	4%	3
I am unsure or unable to answer the question	9%	7
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	51%	39
Agree	42%	32
Disagree	3%	2
Strongly Disagree	3%	2
I am unsure or unable to answer the question	3%	2
	<b>Answered</b>	<b>77</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	39%	31
Agree	42%	33
Disagree	9%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	8
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

***The school is well led.***

Response	Percentage	Count
Strongly Agree	43%	34
Agree	39%	31
Disagree	6%	5
Strongly Disagree	3%	2
I am unsure or unable to answer the question	9%	7
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

***The school has asked me about how it can improve.***

Response	Percentage	Count
Strongly Agree	30%	24
Agree	43%	34
Disagree	11%	9
Strongly Disagree	11%	9
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

***The school responds appropriately to my concerns.***

Response	Percentage	Count
Strongly Agree	33%	26
Agree	46%	36
Disagree	8%	6
Strongly Disagree	6%	5
I am unsure or unable to answer the question	8%	6
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	33%	26
Agree	51%	40
Disagree	3%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	13%	10
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	42%	33
Agree	40%	31
Disagree	8%	6
Strongly Disagree	3%	2
I am unsure or unable to answer the question	8%	6
	<b>Answered</b>	<b>78</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	42%	33
Agree	44%	35
Disagree	1%	1
Strongly Disagree	4%	3
I am unsure or unable to answer the question	9%	7
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

*I have access to good quality resources for my learning.*

Response	Percentage	Count
Strongly Agree	43%	34
Agree	49%	39
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>79</b>
	<b>Skipped</b>	<b>0</b>

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

**42%**

Strongly Agree

**6%**

Disagree

**42%**

Agree

**1%**

Strongly Disagree

**9%**

Not Sure

Response	Count
<b>Answered</b>	<b>79</b>
<b>Skipped</b>	<b>0</b>

# 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.

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## How to contact us

You can contact us using the following e-mail address.

**[adminOES@gov.ky](mailto:adminOES@gov.ky)**

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## 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](http://www.oes.gov.ky)**

