



FOLLOW-THROUGH INSPECTION REPORT

WEST END PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
JUNE 2018

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Introduction

In academic year 2014-15, the Minister for Education commissioned inspections of all government schools. The purpose of the inspections was to provide a baseline assessment of the quality of teaching and its impact on students' learning. Inspectors checked the progress students made and the standards they achieved, the effectiveness of the leadership and management of each school, and the academic standards, notably in English and mathematics. The reports were published during the same academic year and are available on the government website following the link below.

<http://www.education.gov.ky/portal/page/portal/mehhome/education/baseline-inspections-reports>

In academic year 2017-18, the Office of Education Standards commenced follow-through inspections to report on the progress made by each school since the initial visits in 2014-15.

Follow-Through Inspections

During the follow-through visits, inspectors focused upon the recommendations that had been made at the time of the initial baseline inspections. They evaluated whether the school had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory or weak.

Views of stakeholders

As part of the follow-through inspections, parents, staff and students (Y5 upwards) were invited to comment upon the work of the school by completing an on-line survey. The results from the survey are included within this report.

Follow-Through Inspection of West End Primary School

The Follow-Through Inspection of West End Primary School took place from 4th to 6th June 2018. The inspectorate gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, examination and assessment data were also reviewed.

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%

Summary

During the Follow-Through Inspection, the inspectorate evaluated the progress that has been made by West End Primary School in addressing the 24 recommendations from the previous inspection report of 2014/15.

The inspectorate judged that there has been **good** progress overall.

Recommendation 1

Raise teachers' expectations of what students can achieve.

- Allocate responsibility for researching expected standards on UK websites as the Cayman Islands' curriculum is based on the English National Curriculum.
- Seek support from specialists in the Ministry or Department of Education Services.
- Liaise with teachers from Layman Scott High School regarding their expectations of students entering Year 7

The school had made **good** progress in addressing this recommendation.

Teachers, support staff and senior leaders communicated high expectations to students and this was evident both in and out of the classroom environment. In morning devotions, for example, students who had achieved full attendance in the last month were recognised. Similarly, in lessons, all teachers insisted upon students' good manners and politeness to visitors, staff and to their peers. Students' attitudes to learning were positive and there was an evident culture of effort and achievement. Students had targets which had been discussed with their class teacher and this provided the foundation for their academic, personal and social achievement. Since the last inspection in 2015, standards of achievement in key subjects had improved and there was a clear focus across the school upon raising standards and helping all students achieve their potential.

The Principal, supported by the Ministry of Education and the Department of Education Services, had introduced curriculum plans for English and mathematics and these provided clear guidance to staff regarding expected levels of achievement from Year 1 to Year 6. Teachers followed the required assessment strategy which set appropriate expectations for students' progress in reading, writing and mathematics. As a consequence, most English and mathematics lessons had a clear structure and discrete learning objectives and there was good progress in students' learning from stage to stage. In other subjects, such as science, music and physical education, for example, lesson plans were in place but students' development of core skills and knowledge lacked continuity and assessment practices were under-developed.

Specialist staff had provided good support to the teachers and Principal. Numeracy experts had offered guidance to the Principal in monitoring the quality of teaching in mathematics. Officers with expertise in special educational needs had helped develop a more effective provision for students with profound and moderate learning needs. Other staff, including an occupational therapist, speech and language therapist and teacher of children with English as an additional language all visited the school regularly to support individual students.

The Principal had established links with the local secondary school to assist in ensuring good transition from Year 6 to Year 7. Specialist teachers from the secondary school worked with the primary teachers providing lesson demonstrations and observation feedback in the areas of mathematics and science. An

information and communications technology teachers from the secondary school worked with the primary students on a regular basis. Expected standards of achievement at the end of Year 6 were evident from the published curriculum requirements in reading, writing and mathematics.

Standards of achievement in Year 6, at the end of the primary years were good. In reading, for example, all students were on track to achieve at the expected level or above by the end of the academic year. Around half were achieving above the expected level. In mathematics, similarly, most students were achieving at or above the expected standard for the end of Year 6.

Recommendation 2

Provide an overview of expected year-to-year progression in English and mathematics.

- Meet together as a staff to produce 'curriculum maps' which set out the knowledge, skills and understanding expected at the end of each year in English and mathematics.
- Assess the progress of each year group at the end of term, and aim to work on the identified areas for improvement

The school had made **good** progress in addressing this recommendation.

Curriculum documents were in place for all year groups which set out the knowledge and skills expected for all students at the end of each year for reading, writing and mathematics. These documents provided the foundation for teachers' lesson plans and for the established assessment practice in place across the school. The Principal and staff had set expected progress goals for all students in relation to their achievement in reading, writing and mathematics.

Each term the Principal reviewed teachers' plans and students' assessment results to check their rate of progress over time. Targets were set for each student and teachers met with the Principal to assess the progress made by each student. Expectations were realistic but ambitious and, for most students, challenging targets were set based upon the teachers' good knowledge of each child's strengths and weaknesses.

Aligned to the curriculum plans, the school had a broad range of assessments which were used well by teachers to identify students requiring additional support in their learning. Intervention programmes were in place for reading and for mathematics. Where progress was too slow, students were provided with extra lessons, in small groups or sometimes one-to-one with a member of staff. The programmes were observed during the follow-through inspection and it was noted that students made good progress in most of the intervention sessions.

The Principal and staff made effective use of whole school tracking system which allowed a regular review of academic progress. This system made reference to the students' potential levels of achievement as indicated by assessments undertaken in Year 4 and Year 6.

Recommendation 3

Raise students' attainment in mathematics.

- Match the expectations for each year group with the knowledge, skills and understanding securely possessed and identify where the weak areas are.
- Produce an action plan for each year group with specific time scales for implementation.
- Support each other as a staff by sharing good and effective practice.
- Use the predictions from the cognitive abilities test results to help to support or challenge students as needed.
- Use PiM and MaLT results to pinpoint weak areas and focus on these.
- Ensure plenty of mental mathematics to strengthen knowledge of number bonds and multiplication tables

The school had made **good** progress in addressing this recommendation.

The curriculum for mathematics provided a clear framework which teachers used to plan mathematics lessons. In the most successful lessons, the curriculum objectives were shared with students to provide challenge. For example, in a Key Stage 2 mathematics lesson, the Deputy Principal explained the characteristics of achievement at the expected level and at the higher level at the beginning of an algebra lesson. As a result, all students had a clear understanding about what they were required to achieve.

Assessment information was used effectively by the Principal to identify students that should benefit from the mathematics recovery programme. This intervention formed part of the overall post-inspection action plan which mapped out key activities year by year, with clearly defined goals and identified responsible staff. As a consequence of this efficient management system, tasks set in previous years had been achieved and progress in addressing the numerous recommendations from the last inspection relating to mathematics was good.

Teaching in mathematics was good in Key Stage 2 and satisfactory in Key Stage 1. In the upper stages, teachers ensured that mathematics took place in meaningful and authentic contexts and there were several examples in which students were able to use and develop their mathematical learning in other subject areas, such as science. For example, in a Key Stage 2 science class, the students used thermometers to undertake an experiment about materials and in this context improved their skills using scales and measuring accurately. Similarly, in another Key Stage 2 art class, students made nets of common 3D shapes and developed their mathematical understanding of the properties of 3D shapes such as square-based pyramids and rectangular prisms. In Key Stage 1 and Reception classes, teachers placed appropriate focus upon practical mathematics activities but, at times, in certain classes, the teachers' classroom management did not consistently ensure good listening and, as a consequence, the pace of learning for a significant number of students was not sufficiently brisk.

Students' attainment in mathematics was good at the end of Key Stage 2. Students demonstrated confident mental mathematics skills. They solved complex problems relating to co-ordinates and used their prior learning of number, calculation, shape and measures in different contexts to find solutions. In Years 4 to Year 6, students enjoyed mathematics and their workbooks reflected a good range of content across the academic year. They benefited from regular feedback from their teachers who provided guidance and support during and following their mathematics sessions. Attainment at the end of Key Stage 1 was satisfactory with most students achieving at the expected level at the end of Year 3. Assessment data provided by the school indicated weakness in students' mental calculation skills at this stage of the school.

The Principal made effective use of cognitive ability tests and other assessments to check students' achievement at the beginning of each year and set appropriate targets for each individual student. .

Recommendation 4

Track students' progress and use this information for planning lessons.

- Devise a simple tracking system to understand where each student's strengths and weaknesses are.
- Aim to address these areas in daily planning.

The school had made **satisfactory** progress in addressing this recommendation.

The tracking system had been developed immediately after the last inspection in 2015. This facilitated a regular review of students' progress over time. As a consequence, with the exception of students with the most significant special educational needs, most students prior to transition to secondary school, in 2018, were on track to achieve at the expected level or above.

Assessment information from the diverse range of tests provided teachers with significant data relating to each student's strengths and weaknesses. One of the reading tests, for example, used in Key Stage 1, gave detailed information to different aspects of the students' reading skills, including phonics and comprehension ability. Teachers did not make sufficient use of this data at the earliest stages to ensure that tasks were well matched to the different levels of ability.

Inspectors observed 35 lessons during the follow-through inspection. The classes of all home-room teachers, most specialists and each intervention staff member were visited. English and mathematics lessons were observed at each stage of the school. There were strengths in teaching at Key Stage 2 and most lessons observed in that phase of the school were judged to be good. The quality of teaching was more variable in Key Stage 1 but there had been significant improvement since the baseline inspection of 2015, as all lessons in this phase of the school were found to be satisfactory, or better. Teachers planned carefully but did not always, in the early stages, include tasks that were well matched to the diverse range of ability within their classes. To ensure better progress for all students and across all stages of the school, the Principal had rightly identified opportunities in the next academic session during which there would be a greater focus upon monitoring teaching across the school and ensuring more consistent teaching quality in English, mathematics and other subjects.

Recommendation 5

Use students' performance data more effectively.

- Seek help in interpreting the data correctly.
- Do an 'in-house' evaluation to determine specific strengths and weaknesses.
- Seek help if it appears that teaching in particular areas may be weak.

The school had made **good** progress in addressing this recommendation.

The Principal and the staff interpreted the complex range of assessment data correctly. Importantly, they used the information effectively to evaluate the quality of students' outcomes at key points in their progress throughout the school. Key information was succinctly presented to teaching staff in the annual data report which formed the basis for target setting at the beginning of the academic year and this provided clear direction to all teaching staff about expected levels of achievement for each cohort of students. Furthermore, the Principal regularly shared achievement information with the Parent Teacher Association giving a clear indication of school improvement plans and future priorities.

Teachers, including home-room, music and PE staff, were observed regularly by the Principal and by visiting specialist staff from the Ministry of Education and the Department of Education Services. Reports were written regarding the quality of teaching and there were appropriate arrangements in place to provide support for staff that required further training or specialist advice. A plan to add an additional member of staff to the team in September 2018 was an important and necessary step in helping the school further improve the arrangements for monitoring and evaluation.

Recommendation 6

Recommendations for English.

- Raise teachers' expectations of what students can achieve.
- Continue work on developing a school library.
- Adopt an appropriate spelling scheme.
- Provide opportunities for students to go over work that has been marked and make corrections themselves.

The school had made **satisfactory** progress in addressing this recommendation.

Across the year groups, many teachers communicated high expectations of what students can achieve. All teachers used reading and writing rubrics to document students' current reading and writing levels as well as their progress. In addition, at Key Stage 2 for example, many students had awareness of their current reading and writing levels and what was required to achieve the next level. The senior leadership team had also developed a draft reading policy for 2018. This should provide useful information to parents about the reading programme and the areas of focus for guided reading assessment and thereby ensure that students are supported at home in meeting their reading targets. Furthermore, in most of the English lessons observed by the inspectors, teachers ably supported students' thinking skills and organised opportunities for active learning. Most students were motivated and engaged by challenging activities provided in lessons. For example, in an English lesson at Key Stage 2, students were encouraged to learn independently and many made inferences and predictions using textual evidence.

Overall, students' level of achievement in writing was satisfactory. Students' performance in reading had been variable over the last three years but was generally satisfactory. The end of year predictions for 2018 indicated that most students were on track to achieve at expected or above levels in reading and writing.

The current school improvement plan documented the establishment of the school library as a key priority. However, at the time of inspection, the library was still incomplete, although the culling and cataloguing of books were underway. Notably, the school had received book donations and students accessed reading resources from class libraries.

The 'Words their Way' spelling programme was planned for full implementation in September 2018. However, students in the reading intervention programme benefited from structured and sequenced activities to support their phonemic awareness and to help them spell basic sight words.

In a majority of the English lessons observed by inspectors, teachers asked questions to check for students' understanding and provided feedback to support students in evaluating their learning. Praise was also a feature of most lessons. A review of students' work books indicated that most students' work was marked regularly and written feedback was personalised, and teachers suggested ways to improve

which contributed to students' progress. In Key Stage 1, for example, colourful self-check reminders were pasted in students' books which guided students in making self-corrections. A handwriting programme was utilised in the Reception class to support children in developing good writing skills. In addition, students in Key Stage 2 used writing checklists to self-check and edit their work. Overall, across the year groups, most samples of students' work adhered to good presentation standards.

Recommendation 7

Further recommendations for mathematics.

- Raise teachers' expectations of what students can achieve.
- Ensure progression of learning from one year to the next.
- Ensure that teachers are given more opportunities for professional development in the teaching of mathematics.

The school had made **good** progress in addressing this recommendation.

Teachers' expectations were high and clear curriculum plans ensured good arrangements for continuity and progression in learning from Reception to Year 6. Teacher's plans were closely aligned to the curriculum standards and all lessons observed during the follow-through inspection reflected appropriate development of skills and knowledge as the students progressed through the school.

Staff had benefited from a suitable range of training both in terms of mathematics teaching but also regarding best pedagogical practice. Assessment practices had been defined and staff had attended training to ensure consistency of practice and compliance with requirements defined by the Ministry of Education. Training sessions had helped improve teachers planning using the curriculum maps for mathematics and, through visits from numeracy specialists with the Lead Numeracy Teacher and Principal, aspects of best practice had been observed and shared across the school. As a consequence of the training they had followed, teachers made more regular use of mathematical problems and practical, hands-on activities to support students' learning.

Survey Results

28 parents, 16 staff and 18 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Parents of children from all year groups completed the on-line survey in advance of the inspection. Most parents felt that their children were making good progress in English, mathematics, science and other subjects. Most agreed that behaviour was good and that their children were acquiring a good environmental understanding. Almost all parents judged the quality of teaching to be good and they agreed that their children enjoyed lessons. Most believed that their children had access to a good range of extra-curricular activities and that the amount of homework issued was suitable. A majority felt that parents were effectively involved in the work of the school though a significant minority disagreed. Almost all judged the school to be well led. Nine parents offered comments within the survey and a significant number of these stated that there had been notable improvements in the school since the baseline inspection as a result of the effective leadership of the Principal.

Twelve teachers and four support staff completed the survey. A majority had worked at the school for three years or more. All judged the school to be well led and agreed that the school provided a good quality of education. Staff commented positively about the professional development opportunities they had experienced over the last few years. Almost all staff believed that the school offered a safe and caring environment for all members of the school community. Only around one third of staff agreed that parent-teacher meetings were helpful and a quarter stated that parents were not yet effectively involved in the work of the school. A few teachers commented upon behaviour expressing concern about the challenging behaviour of certain students. Nevertheless, all agreed that children were treated fairly by all staff and that there were good arrangements to address incidents of bullying should they occur.

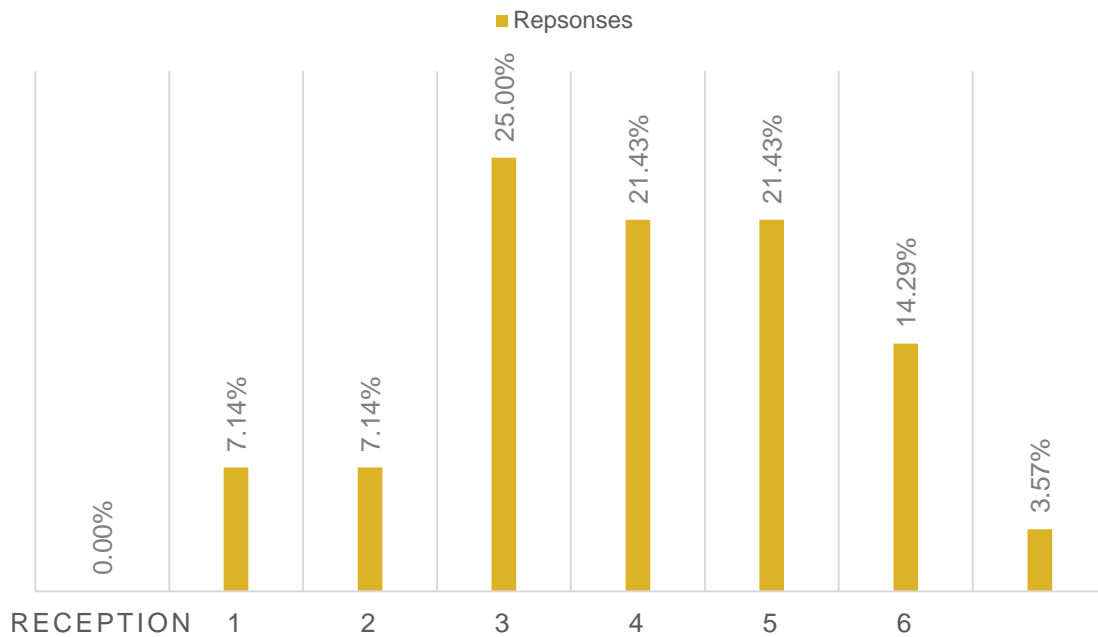
All of the Year 5 and 6 students completed the on-line survey. They expressed high levels of satisfaction with their school. In particular, those who had joined the school within the last two years stated that the school staff had been very welcoming and supportive. All felt that they were making good progress in their learning. Almost all stated that lessons were fun and enjoyable. All of the students judged that they had access to a good range of extra-curricular activities. They felt safe and cared for at school and believed they were treated fairly at school. All of the students considered the school to be well led. A few commented upon aspects of the school accommodation which, they considered, required improvement.

What happens next?

As overall progress has been judged as good, there will be no further Follow-Through Inspections of the school. The school will receive a full inspection from the Office of Education Standards within the next four-year cycle, which commences from September 2018.

Office of Education Standards | Parent Survey 2018

In which grade/year is your eldest child?



Response	Count
Answered	28
Skipped	0

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

Response	Percentage	Count
Less than one year	7.14%	2
More than one year but less than three years	25.00%	7
More than three years	67.86%	19
	Answered	28
	Skipped	0

What is your nationality?

71.43%

Caymanian

28.57%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	35.71%	10
Agree	60.71%	17
Disagree	3.57%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	35.71%	10
Agree	53.57%	15
Disagree	10.71%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	17.86%	5
Agree	67.86%	19
Disagree	3.57%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.71%	3
	Answered	28
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	21.43%	6
Agree	67.86%	19
Disagree	7.14%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.57%	1
	Answered	28
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	11.11%	3
Agree	62.96%	17
Disagree	3.70%	1
Strongly Disagree	7.41%	2
I am unsure or unable to answer the question	14.81%	4
	Answered	27
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	18.52%	5
Agree	74.07%	20
Disagree	7.41%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	27
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	25.93%	7
Agree	62.96%	17
Disagree	11.11%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	27
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	29.63%	8
Agree	62.96%	17
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.41%	2
	Answered	27
	Skipped	1

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	29.63%	8
Agree	62.96%	17
Disagree	7.41%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	27
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	33.33%	9
Agree	59.26%	16
Disagree	3.70%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.70%	1
	Answered	27
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	18.52%	5
Agree	51.85%	14
Disagree	14.81%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.81%	4
	Answered	27
	Skipped	1

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	14.81%	4
Agree	66.67%	18
Disagree	7.41%	2
Strongly Disagree	3.70%	1
I am unsure or unable to answer the question	7.41%	2
	Answered	27
	Skipped	1

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	22.22%	6
Agree	59.26%	16
Disagree	7.41%	2
Strongly Disagree	7.41%	2
I am unsure or unable to answer the question	3.70%	1
	Answered	27
	Skipped	1

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	25.93%	7
Agree	62.96%	17
Disagree	3.70%	1
Strongly Disagree	3.70%	1
I am unsure or unable to answer the question	3.70%	1
	Answered	27
	Skipped	1

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	7.41%	2
Agree	70.37%	19
Disagree	3.70%	1
Strongly Disagree	3.70%	1
I am unsure or unable to answer the question	14.81%	4
	Answered	27
	Skipped	1

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	14.81%	4
Agree	59.26%	16
Disagree	0.00%	0
Strongly Disagree	3.70%	1
I am unsure or unable to answer the question	22.22%	6
	Answered	27
	Skipped	1

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	18.52%	5
Agree	59.26%	16
Disagree	3.70%	1
Strongly Disagree	11.11%	3
I am unsure or unable to answer the question	7.41%	2
	Answered	27
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	11.11%	3
Agree	51.85%	14
Disagree	3.70%	1
Strongly Disagree	7.41%	2
I am unsure or unable to answer the question	25.93%	7
	Answered	27
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	7.41%	2
Agree	59.26%	16
Disagree	0.00%	0
Strongly Disagree	3.70%	1
I am unsure or unable to answer the question	29.63%	8
	Answered	27
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	22.22%	6
Agree	55.56%	15
Disagree	7.41%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.81%	4
	Answered	27
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	40.74%	11
Agree	55.56%	15
Disagree	3.70%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	27
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	25.93%	7
Agree	59.26%	16
Disagree	11.11%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.70%	1
	Answered	27
	Skipped	1

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	40.74%	11
Agree	37.04%	10
Disagree	14.81%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.41%	2
	Answered	27
	Skipped	1

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	37.04%	10
Agree	51.85%	14
Disagree	7.41%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.70%	1
	Answered	27
	Skipped	1

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	33.33%	9
Agree	51.85%	14
Disagree	11.11%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.70%	1
	Answered	27
	Skipped	1

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	25.93%	7
Agree	62.96%	17
Disagree	7.41%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.70%	1
	Answered	27
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	11.11%	3
Agree	51.85%	14
Disagree	25.93%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	3
	Answered	27
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	18.52%	5
Agree	59.26%	16
Disagree	3.70%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	18.52%	5
	Answered	27
	Skipped	1

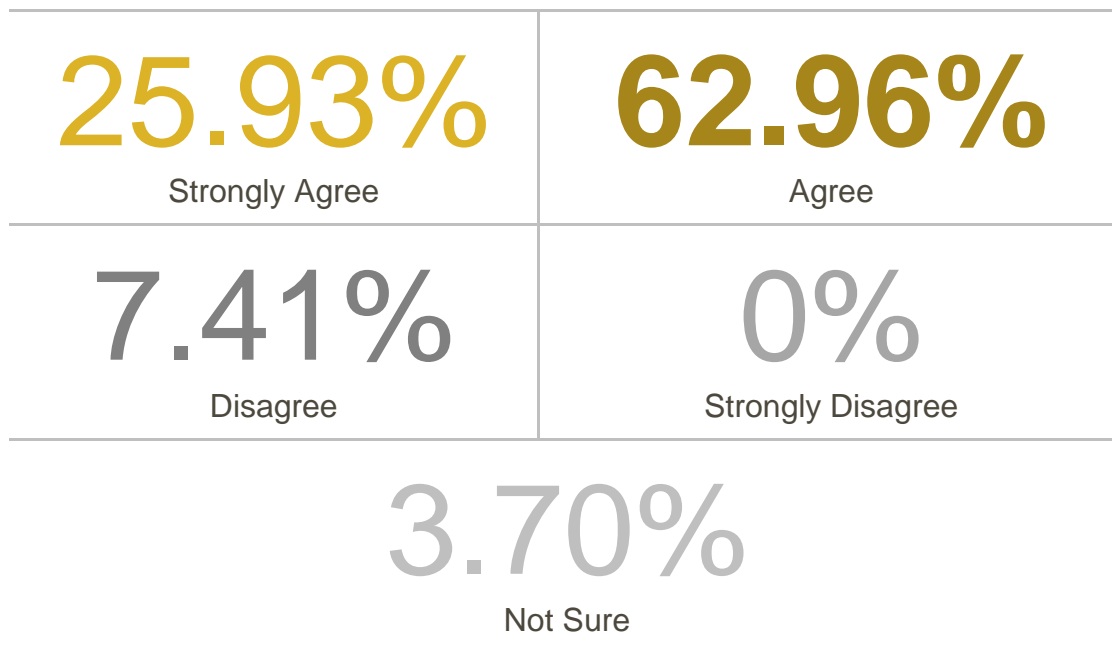
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	18.52%	5
Agree	62.96%	17
Disagree	3.70%	1
Strongly Disagree	3.70%	1
I am unsure or unable to answer the question	11.11%	3
	Answered	27
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33.33%	9
Agree	66.67%	18
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	27
	Skipped	1

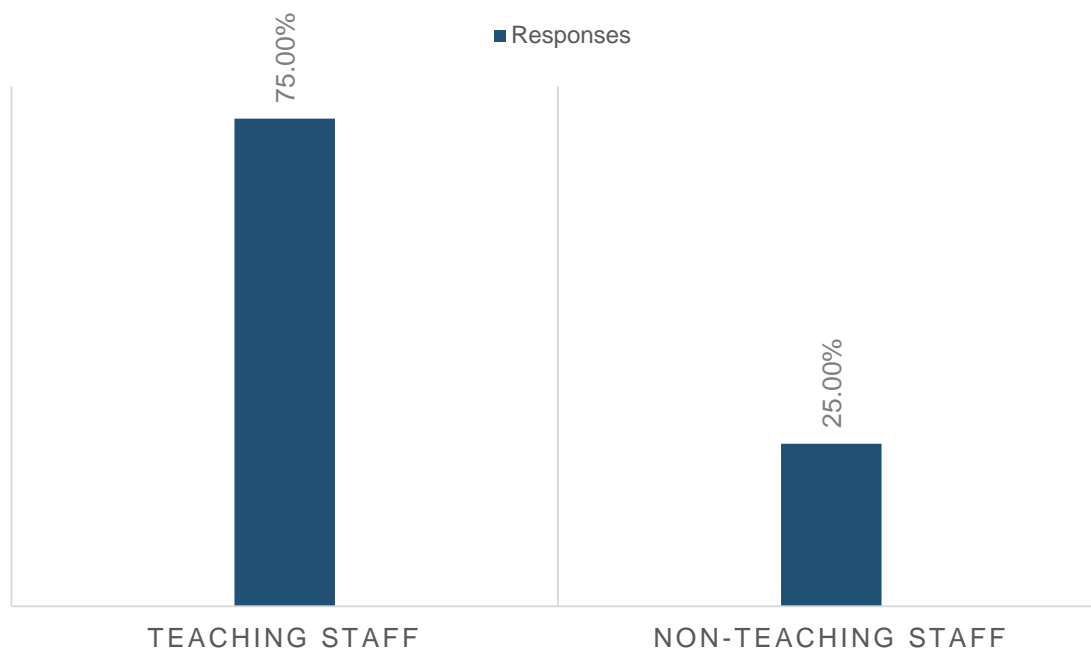
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	27
Skipped	1

Office of Education Standards | Staff Survey 2018

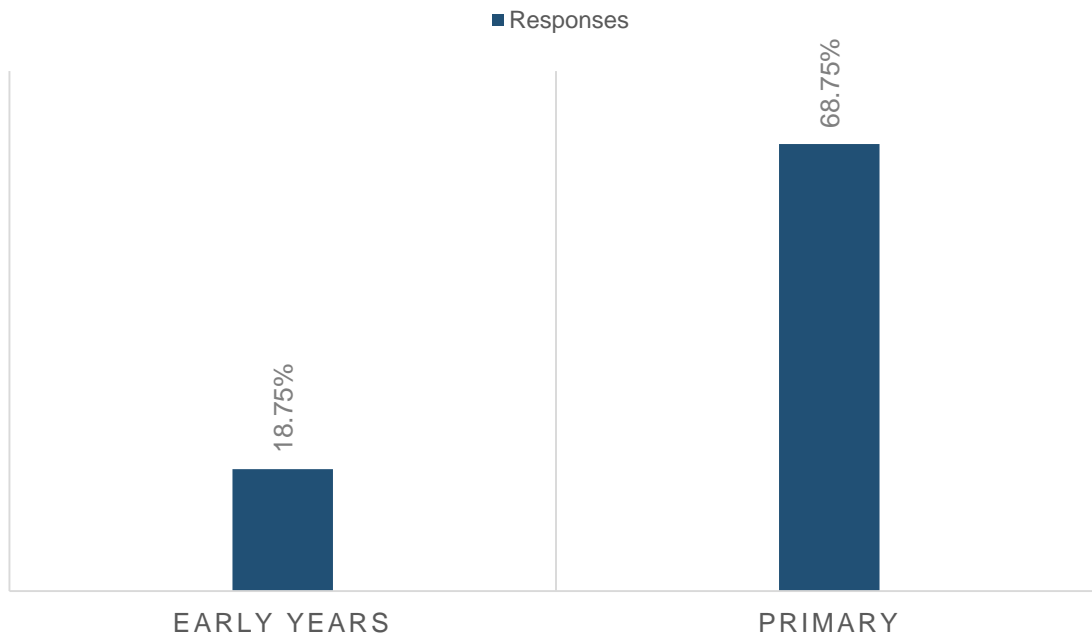
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	12.50%	2
More than one year but less than three years	31.25%	5
Three years or more	56.25%	9
	Answered	16
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

62.50%

Caymanian

37.50%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	31.25%	5
Agree	68.75%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	12.50%	2
Agree	62.50%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.00%	4
	Answered	16
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	25.00%	4
Agree	43.75%	7
Disagree	18.75%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	2
	Answered	16
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	25.00%	4
Agree	75.00%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	18.75%	3
Agree	62.50%	10
Disagree	12.50%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.25%	1
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	43.75%	7
Agree	50.00%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.25%	1
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	18.75%	3
Agree	68.75%	11
Disagree	6.25%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.25%	1
	Answered	16
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	18.75%	3
Agree	62.50%	10
Disagree	6.25%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	2
	Answered	16
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	25.00%	4
Agree	56.25%	9
Disagree	12.50%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.25%	1
	Answered	16
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	18.75%	3
Agree	62.50%	10
Disagree	0.00%	0
Strongly Disagree	12.50%	2
I am unsure or unable to answer the question	6.25%	1
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	33.33%	5
Agree	53.33%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.33%	2
	Answered	15
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	53.33%	8
Agree	40.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.67%	1
	Answered	15
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	56.25%	9
Agree	43.75%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	43.75%	7
Agree	25.00%	4
Disagree	12.50%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	18.75%	3
	Answered	16
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	37.50%	6
Agree	31.25%	5
Disagree	6.25%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.00%	4
	Answered	16
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	31.25%	5
Disagree	37.50%	6
Strongly Disagree	12.50%	2
I am unsure or unable to answer the question	18.75%	3
	Answered	16
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	18.75%	3
Agree	31.25%	5
Disagree	25.00%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.00%	4
	Answered	16
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	37.50%	6
Agree	56.25%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.25%	1
	Answered	16
	Skipped	0

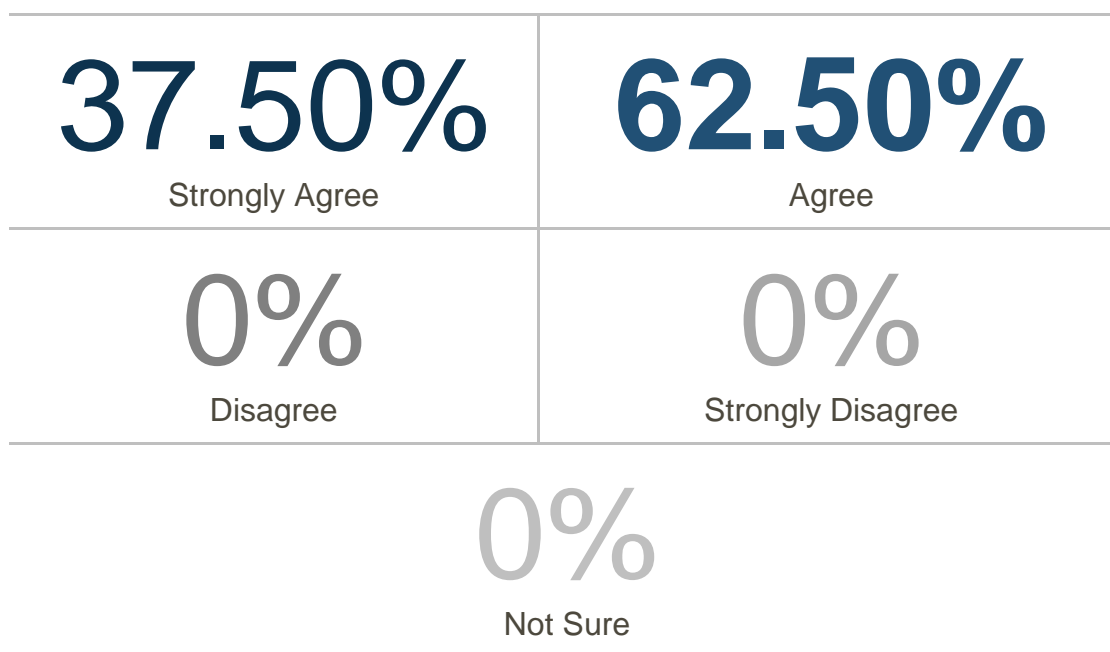
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	37.50%	6
Agree	62.50%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	18.75%	3
Agree	62.50%	10
Disagree	6.25%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	2
	Answered	16
	Skipped	0

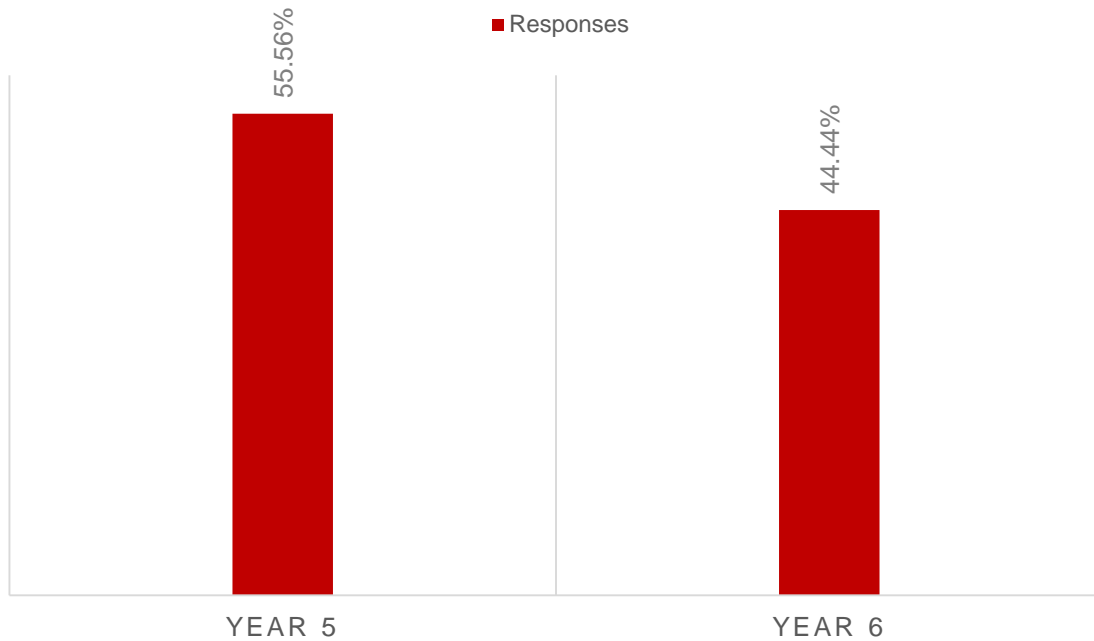
Overall, this school provides a good quality of education.



Response	Count
Answered	16
Skipped	0

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

66.67%

Caymanian

33.33%

Non-Caymanian

Please state your gender.

7

Boys

11

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	22.22%	4
Agree	72.22%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	58.82%	10
Agree	41.18%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	1

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	29.41%	5
Agree	70.59%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33.33%	6
Agree	61.11%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	11.11%	2
Agree	83.33%	15
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	5.56%	1
Agree	38.89%	7
Disagree	11.11%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	44.44%	8
	Answered	18
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	38.89%	7
Agree	61.11%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	61.11%	11
Agree	33.33%	6
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	55.56%	10
Agree	38.89%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	72.22%	13
Agree	27.78%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	16.67%	3
Agree	83.33%	15
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	29.41%	5
Agree	52.94%	9
Disagree	5.88%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	50.00%	9
Agree	50.00%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	50.00%	9
Agree	50.00%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	50.00%	9
Agree	44.44%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	22.22%	4
Agree	66.67%	12
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	33.33%	6
Agree	55.56%	10
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	11.11%	2
Agree	88.89%	16
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	55.56%	10
Agree	33.33%	6
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	38.89%	7
Agree	38.89%	7
Disagree	16.67%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61.11%	11
Agree	27.78%	5
Disagree	11.11%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	61.11%	11
Agree	38.89%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	33.33%	6
Agree	66.67%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	37.50%	6
Agree	37.50%	6
Disagree	12.50%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	2
	Answered	16
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	17.65%	3
Agree	82.35%	14
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33.33%	6
Agree	50.00%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	16.67%	3
	Answered	18
	Skipped	0

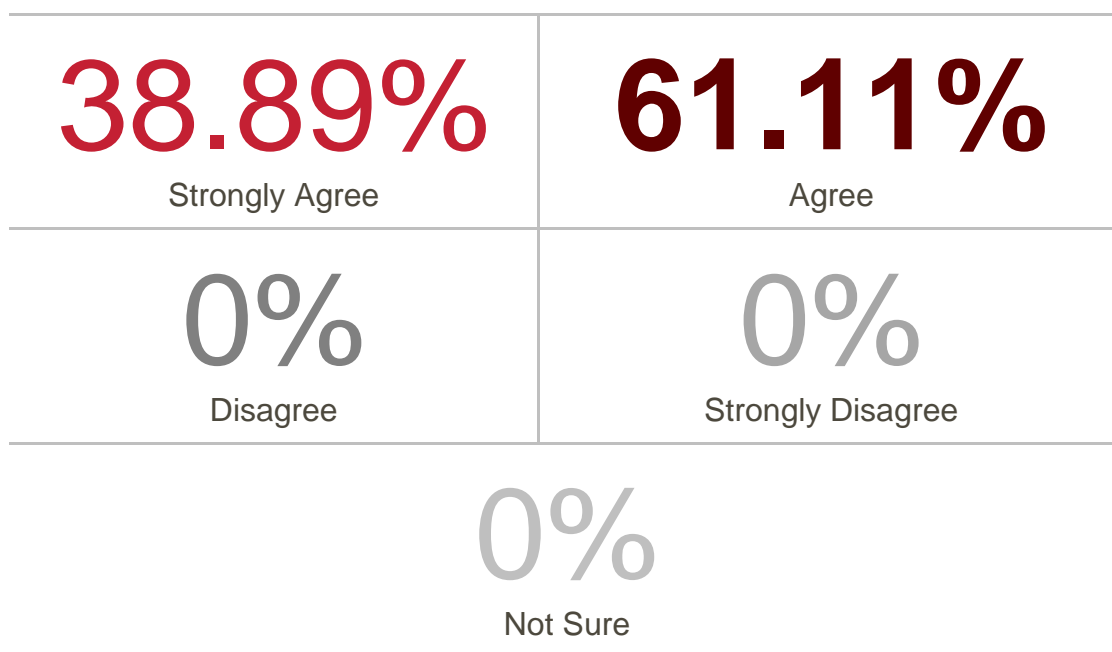
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	44.44%	8
Agree	27.78%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	27.78%	5
	Answered	18
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	27.78%	5
Agree	72.22%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

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



Response	Count
Answered	18
Skipped	0

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.pocs.gov.ky

