



INSPECTION REPORT

WEST END PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
January 2019

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

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

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

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

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

Evaluations

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

The four levels on the scale are defined as follows:

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

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Information about West End Primary School

Name of school	West End Primary School
Address	10, East West End Road, Cayman Brac
Telephone	345-948-1425
E-mail address	April.tibbetts@gov.ky
School Website	https://schools.edu.ky/wep/Pages/Home.aspx
Principal	April Tibbetts
School day timing	8.30am to 3.00pm
Age range of students	4 to 11 years
Number of students	67
Number of teaching staff	7
Number of support staff	3
Date of last inspection	9th to 11th March 2015

The context of the school

West End Primary is one of two primary schools serving Cayman Brac. The school has been at its current location since 1952, and has transformed from a two-room schoolhouse with two staff members into seven single year group classes from Reception to Year 6. The vision of the school leaders is to provide the best environment for students to develop their academic, social, and physical skills in order to reach their full potential and become responsible, caring members of their community. The school has a current enrolment of 67 students.

West End Primary School was previously inspected in March 2015 and the overall effectiveness of the school was judged to be unsatisfactory. Since then, Inspectors from the Office of Education Standards revisited the school in June 2018 as part of a series of Follow-Through Inspections and found that the school had made good progress in meeting the recommendations outlined in the original inspection report of 2015.

The school follows the Cayman Islands National Curriculum. The Cayman Islands Early Years Curriculum Framework is used in the Reception class.

The school had a high proportion of students with special educational needs, which the Principal attributed to vigilant monitoring on the part of staff. As a consequence, behaviour and learning challenges were identified early so the required support could be provided in a timely manner.

Key strengths

- Students' good behaviour and good levels of attendance, which supported their learning.
- Students' cultural and environmental awareness was enhanced as a result of meaningful partnerships with community organisations.
- Good support programmes for students with special educational needs.
- The vision and commitment of the Principal, which had led to notable improvements since previous inspections.
- Effective partnerships with parents supporting the work of the school.

Recommendations

- Improve arrangements for monitoring and support to raise students' achievement in mathematics.
- Improve students' progress in science and social studies.
- Review the implementation of the Early Years Curriculum to promote children's independent learning through exploration, movement and sensory experiences.
- Refine and strengthen the roles of senior and middle leaders to support improved standards in teaching and students' achievement.

Summary

Overall Evaluation - Satisfactory

The overall performance of West End Primary School was judged to be satisfactory.

West End Primary School had no significant weaknesses. The senior leaders were aware of the aspects of the work of the school requiring improvement and had developed plans to address them.

Across quality indicators, almost all judgements were at least satisfactory. The satisfactory judgements included:

- students' progress and attainment in English;
- students' progress in mathematics;
- students' attainment in science;
- the quality of teaching, learning and assessment;
- curriculum quality;
- health and safety;
- leadership, self-evaluation and improvement planning, staffing and the learning environment.

A number of quality indicators were judged good. These included:

- students' behaviour and their civic and environmental understanding;
- support and guidance;
- links with parents and the community.

Achievement

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

Students' attainment in English was satisfactory. External test results over the past three years indicated that most students achieved expected levels in the end of Key Stage 2 examination. In lessons, standards were in line with the Cayman Islands National Curriculum and teachers' adequate coverage of topics effectively supported students' knowledge and understanding of key concepts. Most of the students in Key Stage 2 knew the features of procedural writing and were able to make reasonable inferences and predictions based on clues in pictures. Work sampling showed that procedural writing was well developed with useful checklists developed for students to assess the quality of their writing and that of their peers. In addition, Year 6 students worked on spelling and grammar activities matched to their individual abilities. Most of the students in Key Stage 1 used adverbs and adjectives with confidence. The school's first term data results indicated that across year groups, with the exception of Year 1, the majority of students performed at or above expected levels in writing and reading.

Students' attainment in mathematics was weak. In 2018, in Year 6, attainment was good because a majority of students achieved above the expected level in external tests. However, standards had been inconsistent over the last three years and attainment in 2017 was weak. The school's assessment data for current students showed that attainment in mathematics was good in Key Stage 1 but weak in every year group in Key Stage 2. In Reception, children could count to 5 independently, while in Key Stage 2, students demonstrated age-appropriate skills in mental calculation and most could, at the required stages, recall multiplication facts and explain their methods to solve mathematical problems. However, only a minority of students in Key Stage 2 could convert fractions to improper fractions. Few students could add, subtract or multiply fractions or use negative numbers in context.

Students' attainment in science was satisfactory. Overall standards were in line with national curriculum standards. Most students had age-appropriate scientific knowledge and understanding. In addition, students' workbooks showed that the Cayman Islands science curriculum was being implemented. For example, Year 2 students had learned about how to make a circuit in electricity and Year 6 students learned about the digestive and respiratory

systems in the human body. However, there was some variation in attainment between classes, and too few students were exceeding expected levels in their science attainment.

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

Students' progress in English was satisfactory. The majority of the students benefitted from multiple opportunities in lessons to practise and consolidate their learning. Students were grouped for guided reading according to their assessed reading levels and were supported by teaching assistants in small groups. As a result, most of students made satisfactory progress in reading. Students in Years 1 and 4 in particular had made improvements in comprehension, decoding and fluency. Most students made good progress in lessons because teachers used stimuli to draw out what students knew and supported them effectively to link their experiences to the topic. A majority of lessons were pitched at the appropriate level, but activities sometimes lacked challenge, particularly for more able students.

Students made satisfactory progress in mathematics from their low starting points but there was uneven progress from one year group to another due to variability in the quality of teaching. Across all stages of the school, teachers had placed appropriate emphasis upon developing students' mental calculation skills. As a consequence, students were noted to be increasingly proficient at managing basic calculations quickly and effectively. Students' progress was supported through teachers' careful management of time and effective use of resources in mathematics lessons. When teachers used concrete resources to illustrate mathematical calculations, students' progress accelerated. The progress of students with special educational needs was good but more able students made weak progress because they were not challenged to solve problems or think critically.

Progress in science was weak because students did not have enough opportunities for practical science work. The extent to which students gained new knowledge and understanding was sometimes constrained by too much teacher direction and too much focus on what they already knew. Where students made better progress, subject knowledge was good and teachers focused on teaching specific science vocabulary. In some classes, the majority of students made good progress because their learning was interactive and they were fully engaged. For example, Year 3 students sorted different items into those that could be composted, recycled or thrown away. Year 6 students used computers to investigate aspects of puberty and reported back to their classmates.

Students' personal and social development

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

Students' behaviour was good. Attendance levels were also good and almost all students were on time for school and demonstrated appropriate behaviour during devotion, break times and during lessons. Students were keen to learn and had positive attitudes, which ensured that lessons were not interrupted. Almost all students were respectful to teachers, visitors and their peers because they knew the school rules and were aware of the consequences if they broke them. The recently introduced restorative justice system was beginning to be understood by students. Students said they trusted teachers to look after them when they were worried about something. Good relationships between staff and students helped to ensure incidents of bullying were rare. Consequently, students felt safe in school. Most students complied with the agreed policy for school uniform and expected dress codes. Transitions from lunch and break to lessons were efficient with minimal loss of teaching time.

Students' civic and environmental understanding was good. Most students demonstrated good knowledge of their culture, religion and national identity through singing the national song and attending a variety of local community events. Most students demonstrated a growing spiritual awareness because of the regular devotions organised by the school. Most students demonstrated an age-appropriate understanding of some of the local Caymanian traditions and culture such as traditional buildings and national heroes. Older students could confidently talk about the Cayman Islands coat of arms and the significance of national symbols as well as Heritage Day and Brac Day. Almost all students showed care for the environment by disposing of garbage properly. Many students participated in activities that promoted conservation and sustainability such as beach cleaning and the Grouper Moon Project.

Teaching, learning and assessment

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

Teaching was satisfactory overall, with an increased proportion of better teaching since the previous inspection. During the inspection more than three quarters of lessons were judged to be satisfactory or better and around one third were good. Most teachers used their secure subject knowledge to design activities that supported students' needs. In most classes, teachers demonstrated a consistent approach to behaviour management, which led to good behaviour for learning and a purposeful learning environment. Classroom interactions between teachers and students were respectful and caring. This created an environment where students felt valued and were comfortable initiating inquiry and contributing to discussions. Most lessons were carefully planned. For example, in English the teachers prepared checklists and mounted wall displays on the use of adverbs that helped students improve their procedural writing. However, the quality of teachers' questioning was variable. In the best lessons teachers asked students to explain their solutions. For example, in a mathematics lesson in Key Stage 2, students could compare different methods of solving fractions, which deepened their understanding. Nevertheless, there was insufficient challenge planned in a majority of lessons in order to develop students' critical thinking and problem-solving skills. Teachers' did not plan sufficient challenge for more-able students and this limited the progress they made. Teaching in science was not as strong as in English and other subjects.

Learning was satisfactory. In most lessons, students demonstrated positive attitudes to learning because they understood tasks and were confident risk-takers. In Reception, children enjoyed the sensory development activity when they built towers with marshmallows and sticks; as a result, they expanded their vocabulary naturally. In lessons where students worked in groups, learning was less passive and this improved their progress. For example, in Key Stage 2, in English, the grouping of students helped to improve their collaboration skills because they learnt from each other. Students were used to working for short periods of time without adult intervention, but when they struggled with elements of their work, there were too few resources, such as dictionaries, to enable them to be independent problem-solvers. Most students were able to make links between the curriculum and real life situations in their lessons because of the frequent exposure they had to the local community. However, students used technology and science equipment infrequently and this limited their skill development. Across the school only a

few teachers planned opportunities for students to engage in complex tasks requiring critical thinking skills.

Assessment was satisfactory and was well integrated into instruction. The majority of students were aware of the assessment criteria. In many lessons, students used checklists to self-assess and monitor their work and that of their peers. Most teachers had adequate knowledge of the students' strengths and weaknesses and periodically checked their understanding through effective high order questioning. A clear assessment policy contributed to termly assessment systems to check, track and monitor students' attainment and progress. Internal moderation of assessments and thorough examination processes helped to ensure accurate assessments. This was especially effective for students identified with special educational needs because teachers used their information in lesson planning. However, teachers rarely used this information to adjust the lesson plan to meet the needs of the more able students. Most teachers gave students motivational feedback but only a minority explained how students could make their work even better. The quality of written feedback noted in books was sufficiently regular but it did not always inform students about how well they were doing or their next steps in learning.

Curriculum

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

The curriculum was planned to meet most national requirements, especially in English and mathematics. It was also supplemented by interventions to support students with additional needs in literacy or numeracy. Leaders regularly reviewed the curriculum to update and incorporate new guidance. In addition, the school offered a wide range of extra-curricular opportunities. These included basketball and swimming, visit to places of historical interest such as the Heritage House and attendance at the opening of the Legislative Assembly. The curriculum promoted students' contribution to the community, for example singing Christmas carols to senior citizens and taking part in the Remembrance ceremony. Students also raised money for different worthwhile causes. Meaningful partnerships with local groups had been established, such as with a local nursery to support gardening. There were strong, planned opportunities for environmental awareness and links to agriculture, including visits to the farm. Students benefited from specialist music and physical education teaching, and Key Stage 2 students also learned Spanish. There were strong links with the feeder day care centre and receiving high school. The curriculum in mathematics was pitched below international standards and consequently attainment was weak, especially for the most able students. While teachers had plans to cover the social studies curriculum, there were gaps in what was actually taught, especially in relation to history and geography. This meant that the students' knowledge and understanding in these areas were not as strong as they could have been. The early years' curriculum required further development to ensure that children in Reception had additional opportunities to explore and communicate.

Safety and support

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

Arrangements for health and safety were satisfactory. The school provided a safe and secure environment for students and staff. Students were well supervised and there were clear systems to keep them safe. The school promoted healthy living, including for example the 'morning mile' initiative in which students ran at the start of each day and their achievement recognised by the awards for the distances they had completed. Students were also encouraged to bring healthy packed lunches. Policies for students' safety were in place and all staff were aware of child protection arrangements. Recommendations from the most recent environmental health report had all been implemented. Regular fire drills were held but the school did not keep a record of its annual earthquake drills. While there were risk assessments for one-off trips, for example to other islands, there were no risk assessments for routine, local visits. The most recent fire inspection identified recommended improvements, including the installation of a smoke detection and fire alarm system. This work had yet to be completed.

Support and guidance for students was good. Staff had very good relationships with students. Leaders tracked students' academic progress carefully. They also kept a regular check on attendance. Adverse patterns were noted and staff acted to support any student at risk of falling behind. All students were involved in setting their own academic targets and identifying the steps to reach them. This helped to give them ownership of their learning. Students with special educational needs made good progress because they were well supported across the school. Their individual education plans were reviewed termly. The staff at the Beacon Learning Centre provided expert and personalised support for students with more complex needs. This enabled the students to join their peers in lessons such as music.

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	Good
Staff and the learning environment	Satisfactory

Leadership was satisfactory. The school benefitted from effective leadership, which included a proactive, experienced Principal and middle leaders who exercised initiative and worked collaboratively to raise standards of achievement in the school. The Principal's inclusive approach had secured the confidence of parents and staff and all were committed to the realisation of the school's vision and to improvement in students' performance. Leadership had a strong impact on provision for students with special educational needs and was effectively driving improvement in students' behaviour through a values approach. The Principal was committed to building the capacity of staff and had devolved some leadership responsibilities to subject leaders. However, the roles of the new subject leaders and the non-teaching deputy were not yet well defined so they had deliberate impact in their roles. Established performance management practices were in place and all staff were aware of the lines of responsibility and accountability. Collegiate working among staff was a positive feature of the school.

Self-evaluation and improvement planning were satisfactory. The Principal and staff were aware of the areas requiring improvement as a result of regular and rigorous evaluation of students' performance and the quality of teaching. As a consequence, the school's self-evaluation was analytical and effectively informed the school's priorities for improvement. In addition, leaders regularly consulted with stakeholders about the priorities for improvement. Of note, the school had made good progress in addressing the recommendations from the previous inspection report, although students' attainment in mathematics had not been sustained. There was scope for further refinement of the roles and responsibilities of the non-teaching deputy as well as the newly appointed subject leaders so as to drive improvement in students' performance across the school.

Links with parents and the community were good. The Principal had established effective partnerships with parents who were regularly consulted on school development and improvement planning. For example, the executive of the Parent Teachers Association (PTA) played a key role in the revision of the schools' behaviour policy. In addition, the senior leadership team had consistently engaged parents in the identification of priorities for improvement. This had resulted in the PTA raising funds to purchase playground equipment and

more recently assisting the school to procure video equipment so lessons can be filmed to support improvement in teachers' pedagogy and practice. Notwithstanding, there was scope for greater involvement of parents in their children's learning. The school maintained regular communication with parents through innovative means such as 'What's App' and text messages, newsletters and social events for parents. In addition, year group meetings and PTA meetings were held regularly so parents were kept abreast of their children's academic and personal progress and how they could be improved. Meaningful partnerships had also been established with community groups and these had served to deepen and enhance the students' cultural and environmental awareness. For example, partnerships with Heritage House and the Department of Tourism Cayman Heritage Arts Programme had ensured that students were more knowledgeable of their Caymanian heritage. Links with Vigoro Nursery and the agriculture department had enhanced the quality of students' learning experiences and provided practical and authentic contexts for students to learn about their environment.

Staffing and the learning environment were satisfactory. The school had a sufficient number of qualified teaching and support staff to deliver the curriculum and to meet the needs of most students. Staff retention level was high and the staff took part in a range of training activities organised by the Department of Education Services to develop their knowledge and skills. The school's premises were maintained to an acceptable standard and provided a clean, safe environment for teaching and learning. Furthermore, resources were used effectively to promote students' learning and general well being. The spacious playfield was well utilised and most students and staff participated daily in the 'morning mile' healthy lifestyle initiative. The recent renovation of the staff cottage to include a reorganised library, intervention rooms and a kitchen had enhanced provisions for students and promoted high quality learning. However, there were limited resources available to help students work scientifically and to develop their critical thinking and problem-solving skills. Timetabling was efficient and ensured optimal use of the available resources and learning space.

Survey results

Twenty parents, 13 staff and 21 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Twenty parents completed the on-line survey in advance of the inspection. Most parents expressed satisfaction with the quality of education provided by the school. Almost all parents agreed that the quality of teaching was good and most felt that their children were making good progress in English, mathematics, science and other subjects. Most agreed that students' behaviour was good and that students were developing good environmental understanding and a positive sense of responsibility towards the community. The majority felt that students were provided with a wide range of extra-curricular activities, but a significant minority disagreed. Almost all parents judged that the school was well led, that staff were appropriately qualified and that communication between home and school was effective and timely.

Thirteen staff members completed the survey. A majority had worked at the school for three years or more. All agreed that the school was well led and that the school provided a good quality of education and enjoyed good links with the community. Almost all staff agreed that the school provided good support to students with special educational needs. Most judged that the training they received was effective and almost all stated that they were fully involved in the process of school improvement. Almost two thirds of the teachers stated that parents were effectively involved in the life of the school.

Twenty-one students completed the survey. Almost all students reported that they were developing a good sense of responsibility and community. Most expressed that they enjoyed their lessons and were inspired to learn. Almost all indicated that they felt safe at school and a majority felt the school promoted health lifestyles. Almost all agreed that students' behaviour was good in the school. All expressed high levels of satisfaction with the quality of education provided by the school and almost all agreed that the school was well led.

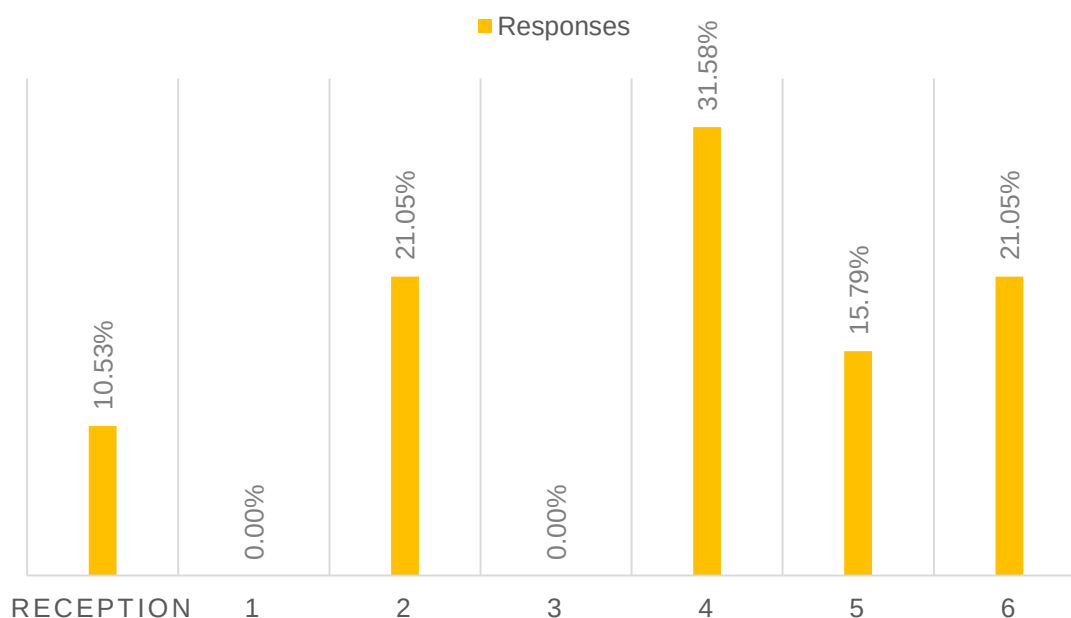
What happens next?

As West End Primary School is judged to be providing a satisfactory quality of education, there will be no further inspections until the next round of inspections, which will commence in September 2020.

Appendix 1

Office of Education Standards | Parent Survey 2019

In which grade/year is your eldest child?



Response	Count
Answered	19
Skipped	1

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

Response	Percentage	Count
Less than one year	10%	2
More than one year but less than three years	30%	6
More than three years	60%	12
Answered		20
Skipped		0

What is your nationality?

85%

Caymanian

15%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	35%	7
Agree	50%	10
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	2
	Answered	20
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	35%	7
Agree	55%	11
Disagree	0%	0
Strongly Disagree	5%	1
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	25%	5
Agree	50%	10
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	3
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	35%	7
Agree	55%	11
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	15%	3
Agree	55%	11
Disagree	20%	4
Strongly Disagree	10%	2
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	35%	7
Agree	55%	11
Disagree	5%	1
Strongly Disagree	5%	1
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	30%	6
Agree	60%	12
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	50%	10
Disagree	5%	1
Strongly Disagree	5%	1
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	55%	11
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	40%	8
Disagree	10%	2
Strongly Disagree	5%	1
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	25%	5
Agree	40%	8
Disagree	15%	3
Strongly Disagree	15%	3
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	30%	6
Agree	50%	10
Disagree	5%	1
Strongly Disagree	5%	1
I am unsure or unable to answer the question	10%	2
	Answered	20
	Skipped	0

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	30%	6
Disagree	25%	5
Strongly Disagree	5%	1
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	45%	9
Agree	40%	8
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	21%	4
Agree	68%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	2
	Answered	19
	Skipped	1

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	30%	6
Agree	55%	11
Disagree	0%	0
Strongly Disagree	5%	1
I am unsure or unable to answer the question	10%	2
	Answered	20
	Skipped	0

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	28%	5
Agree	50%	9
Disagree	0%	0
Strongly Disagree	17%	3
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	2

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	20%	4
Agree	45%	9
Disagree	20%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	3
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	20%	4
Agree	50%	10
Disagree	15%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	3
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	30%	6
Agree	40%	8
Disagree	0%	0
Strongly Disagree	5%	1
I am unsure or unable to answer the question	25%	5
	Answered	20
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	35%	7
Agree	60%	12
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45%	9
Agree	45%	9
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	50%	10
Agree	40%	8
Disagree	5%	1
Strongly Disagree	5%	1
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	35%	7
Disagree	10%	2
Strongly Disagree	5%	1
I am unsure or unable to answer the question	10%	2
	Answered	20
	Skipped	0

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	55%	11
Disagree	0%	0
Strongly Disagree	5%	1
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	45%	9
Agree	45%	9
Disagree	0%	0
Strongly Disagree	5%	1
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	20%	4
Agree	50%	10
Disagree	15%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	3
	Answered	20
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	15%	3
Agree	65%	13
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	2
	Answered	20
	Skipped	0

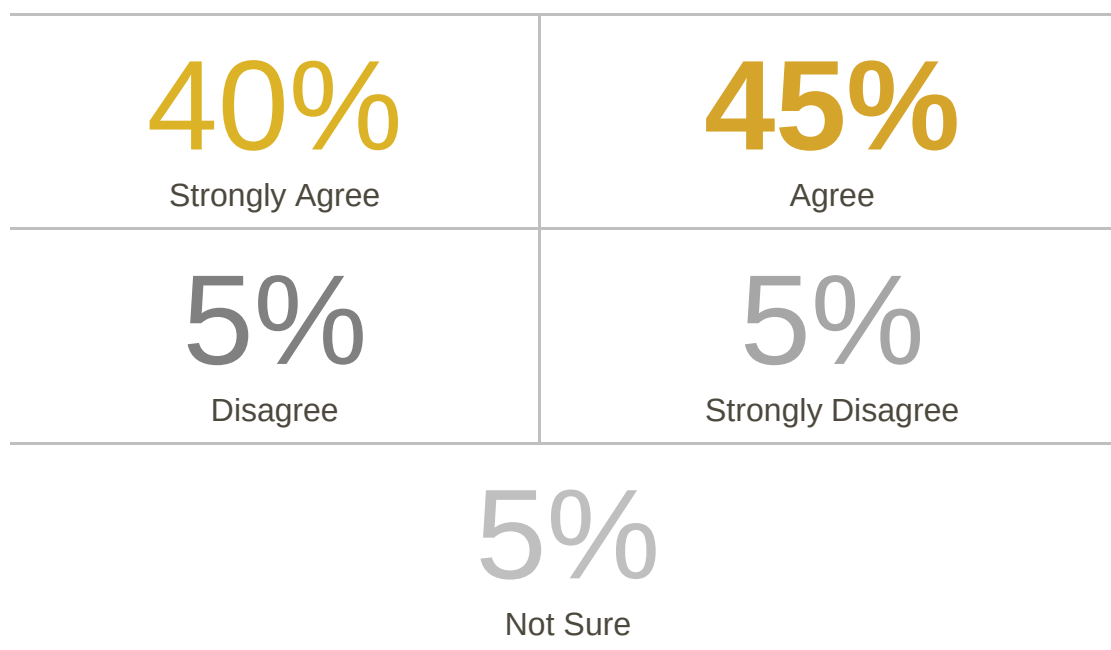
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	30%	6
Agree	55%	11
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	40%	8
Agree	40%	8
Disagree	15%	3
Strongly Disagree	5%	1
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

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

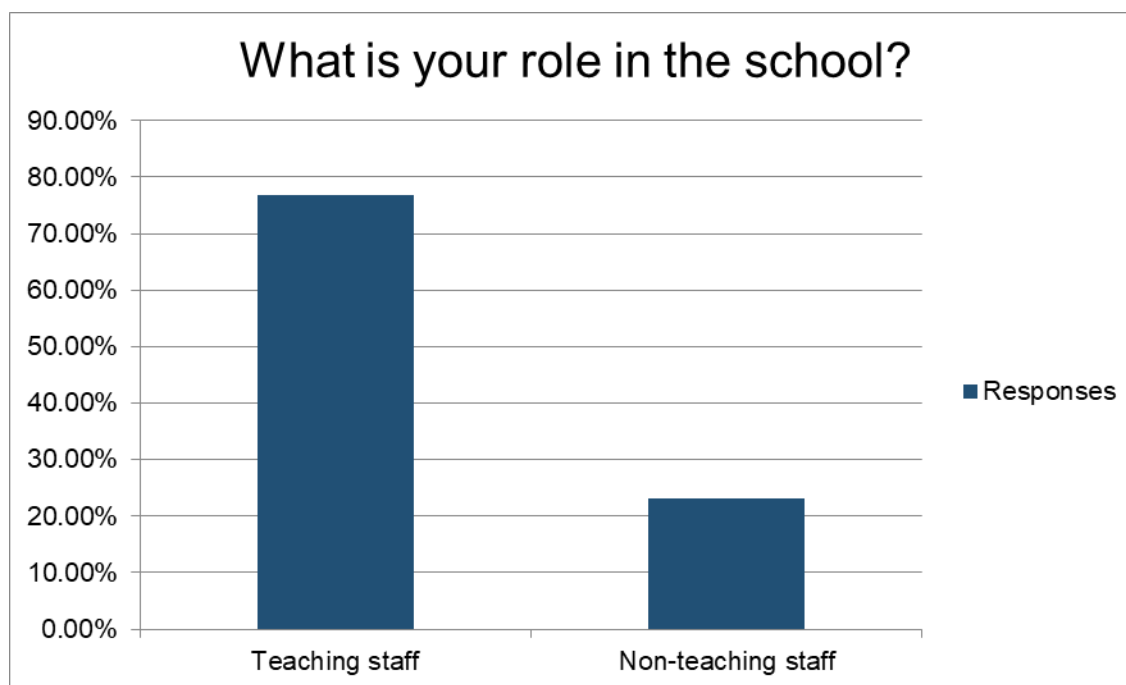


Response	Count
Answered	20
Skipped	0

Appendix 2

Office of Education Standards | Staff Survey 2019

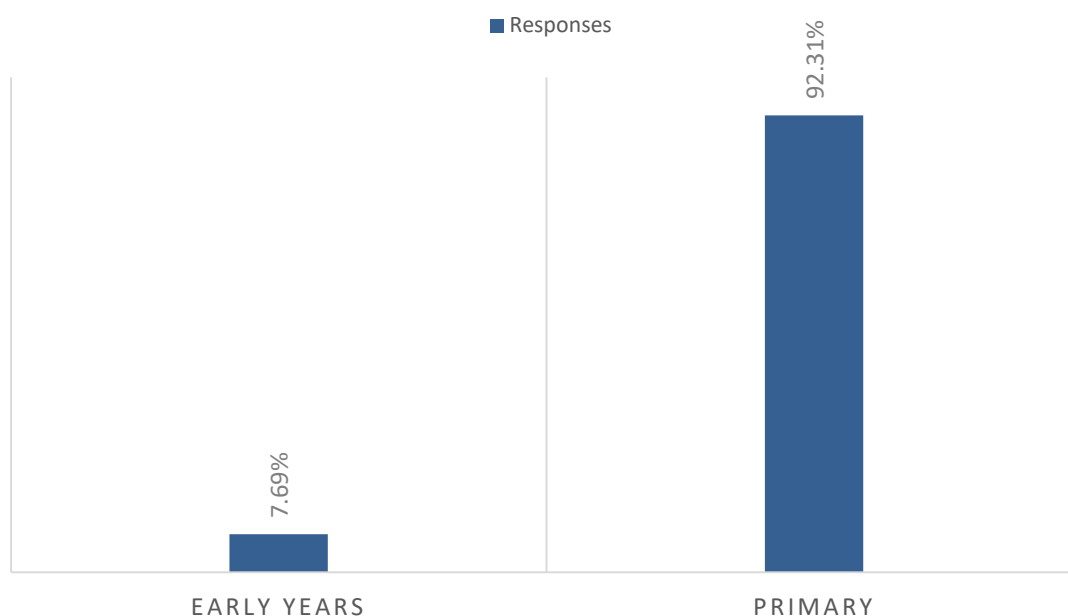
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	15%	2
More than one year but less than three years	8%	1
Three years or more	77%	10
	Answered	13
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

69%

Caymanian

31%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	75%	9
Agree	25%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	25%	3
Agree	58%	7
Disagree	8%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	1
	Answered	12
	Skipped	1

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	33%	4
Agree	50%	6
Disagree	8%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	1
	Answered	12
	Skipped	1

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	33%	4
Agree	42%	5
Disagree	8%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	2
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	50%	6
Agree	42%	5
Disagree	0%	0
Strongly Disagree	8%	1
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	67%	8
Agree	17%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	2
	Answered	12
	Skipped	1

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	17%	2
Agree	67%	8
Disagree	8%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	1
	Answered	12
	Skipped	1

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	58%	7
Agree	25%	3
Disagree	17%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	50%	6
Agree	42%	5
Disagree	0%	0
Strongly Disagree	8%	1
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	45%	5
Agree	45%	5
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	58%	7
Agree	33%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	1
	Answered	12
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	67%	8
Agree	33%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	58%	7
Agree	33%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	1
	Answered	12
	Skipped	1

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	50%	6
Agree	42%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	1
	Answered	12
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	25%	3
Agree	50%	6
Disagree	8%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	2
	Answered	12
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	25%	3
Agree	33%	4
Disagree	8%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	33%	4
	Answered	12
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	64%	7
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

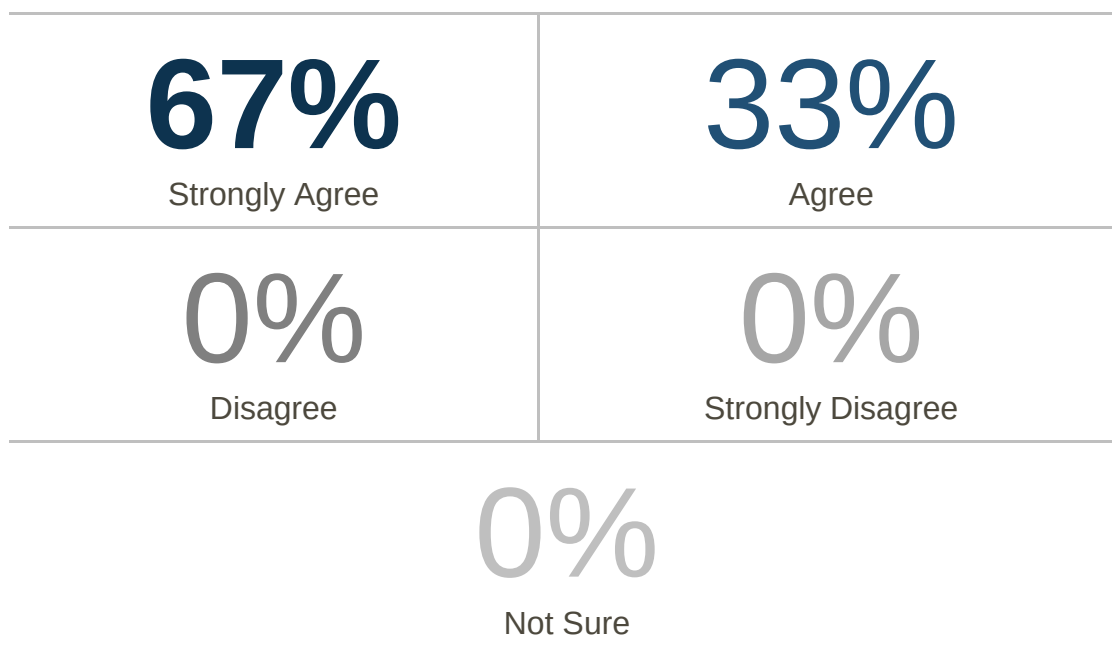
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	67%	8
Agree	25%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	1
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33%	4
Agree	67%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

Overall, this school provides a good quality of education.

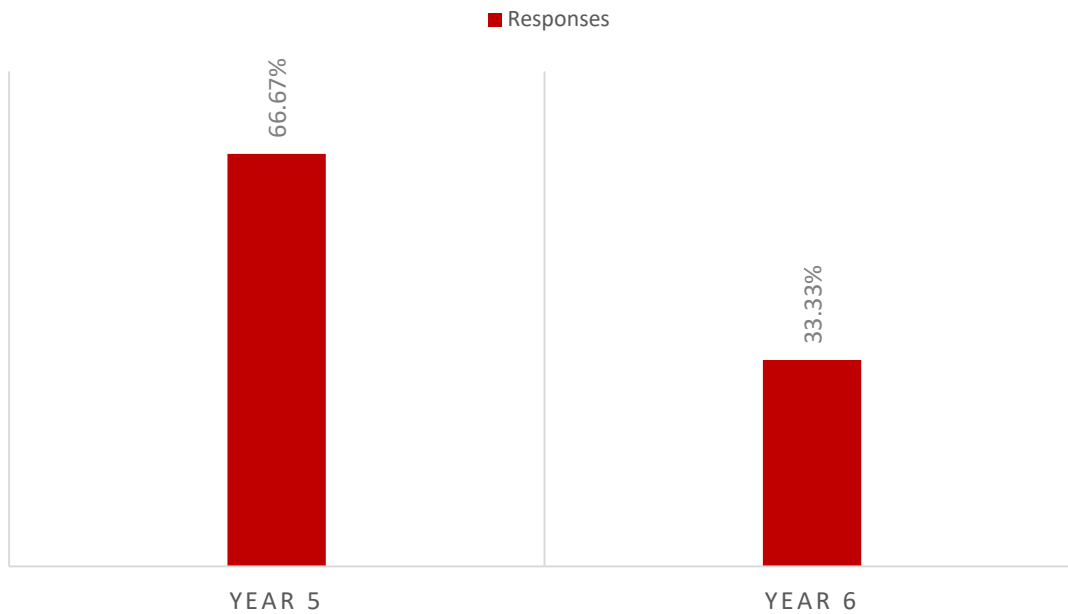


Response	Count
Answered	12
Skipped	1

Appendix 3

Office of Education Standards | Student Survey 2019

Which is your current year group?



What is your nationality?

90%

Caymanian

10%

Non-Caymanian

Please state your gender.

13

Boys

8

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	55%	11
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	60%	12
Agree	35%	7
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	55%	11
Agree	45%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	50%	9
Agree	50%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	3

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	20%	4
Agree	70%	14
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	30%	6
Agree	50%	10
Disagree	15%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	1

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	26%	5
Agree	47%	9
Disagree	11%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	16%	3
	Answered	19
	Skipped	2

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	55%	11
Agree	40%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	1

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	55%	11
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	55%	11
Agree	35%	7
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	45%	9
Agree	50%	10
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	30%	6
Agree	55%	11
Disagree	15%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	60%	12
Agree	30%	6
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	75%	15
Agree	25%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	50%	10
Agree	40%	8
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	70%	14
Agree	20%	4
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	1

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	63%	12
Agree	26%	5
Disagree	11%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	2

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	42%	8
Agree	47%	9
Disagree	5%	1
Strongly Disagree	5%	1
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	68%	13
Agree	32%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	58%	11
Agree	42%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	56%	10
Agree	44%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	50%	9
Agree	44%	8
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	3

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	55%	11
Agree	30%	6
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	2
	Answered	20
	Skipped	1

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	50%	10
Agree	45%	9
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	53%	10
Agree	42%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	55%	11
Agree	40%	8
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

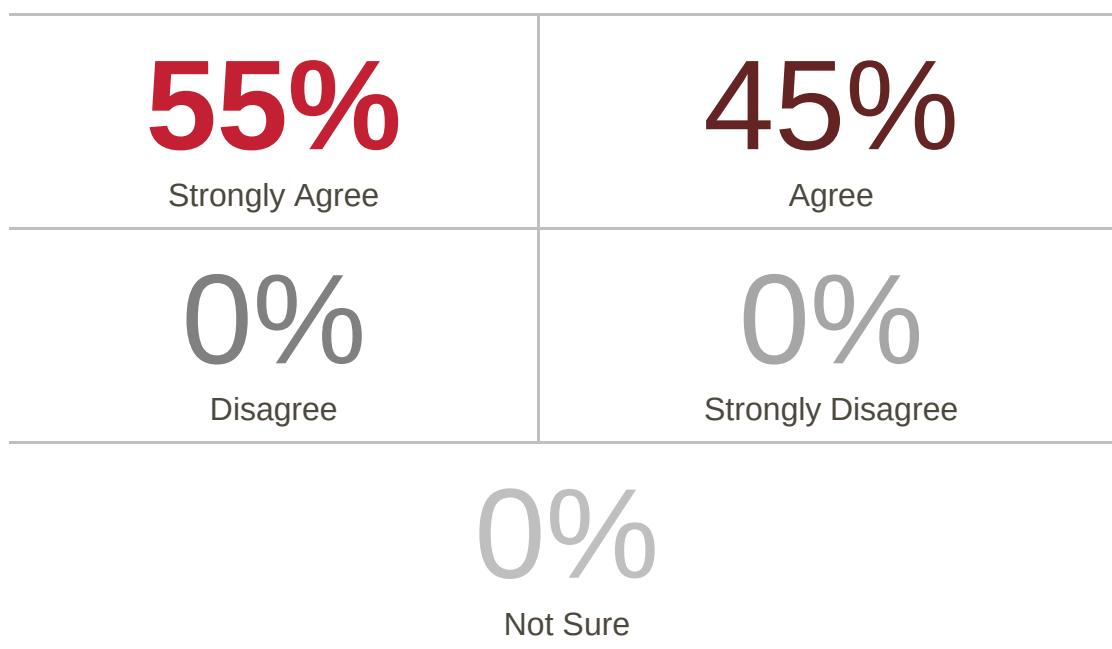
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	42%	8
Agree	47%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	2
	Answered	19
	Skipped	2

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	55%	11
Agree	45%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

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



Response	Count
Answered	20
Skipped	1

Office of Education Standards

Who are we and what do we do?

The Office of Education Standards is part of the Portfolio of Civil Service within The Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in The Cayman Islands.

How to contact us

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

adminOES@gov.ky

Where to read our reports?

Our reports are published regularly and are currently available on the Portfolio of Civil Service website. Please use the following link to read our latest publications.

www.oes.gov.ky

