



CAYMAN ISLANDS GOVERNMENT

FOLLOW-THROUGH INSPECTION REPORT

TRIPLE C SCHOOL

OFFICE OF EDUCATION STANDARDS
FEBRUARY 2020

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Introduction

In academic year 2018-19, the Office of Education Standards conducted inspections of schools and early year's centres across the Cayman Islands. Where the overall performance of a school or setting was evaluated as weak, then a further inspection was arranged six months following the publication of the initial report.

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 Triple C School

The Follow-Through Inspection of Triple C School took place from February 10 to February 12, 2020. 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 Triple C School in addressing the five recommendations from the previous inspection report of 2018/19.

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

Context

This follow-through inspection took place in February 2020, slightly less than a year after the full inspection of May 2019. After the last inspection the Vice Principal for Curriculum and Assessment left the school and was replaced by the new Vice Principal at the beginning of the current school year. Her role was a pivotal one as many of the recommendations fell within her brief. The school, with her direction, has made a satisfactory start addressing these areas for improvement, including challenge in lessons, subject leadership, curriculum and assessment.

The appointment of subject leaders and heads of department has been a fundamental change that helped start the process of improvement that was observed during this inspection. There is still much further improvement needed. In order to raise performance in the areas identified in the last report to 'good', all of the senior leadership team must remain committed and determined to address them, providing clear leadership, direction and support to the teachers taking the lead in the developments.

Recommendation 1

Raise attainment in English, mathematics and science in the early years and elementary phases by ensuring student work is suitably challenging for all students.

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

The most recent assessments undertaken in 2019 indicated that most students in the elementary classes in reading, mathematics and science achieved average results in the annual 'Stanford 10' tests. Internal assessments conducted by teachers demonstrated that the children in early years classes also achieved at the expected level in the four areas of learning planned in alignment with the Cayman Islands Early Years Curriculum.

Overall, students' attainment in English in the early years and elementary school was satisfactory. In the 2019 reading tests, most of the students in all elementary classes worked at the required standard. Lesson observations and the review of students' writing indicated that most of the students in the elementary school were working at curricular and international standards in English. In Kindergarten, children were articulate and spoke with confidence. In Grades 4 and 5, students could carry out research and wrote in a range of styles and for a range of purposes. In one class students had to construct a convincing argument as to why they should be awarded the prize of a bag of sweets. In another lesson students read confidently and had an informed conversation about how to understand words in context. In another class students confidently used transition words to link together parts of a narrative.

The school has made satisfactory progress in raising attainment in mathematics in the early years and elementary phases. With the exception of Grade 5, attainment in mathematics based on the tests in 2019 was broadly satisfactory. From lessons observed during the follow-through inspection, attainment in the majority of lessons was satisfactory. This was due to an increased emphasis on providing more opportunities for students to explain their thinking and work with each other. Knowledge and skills seen were generally age-appropriate in a majority of lessons. In Pre-Kindergarten, children could group objects and explain which group had more or less and they could identify basic shapes. In elementary, students could measure the distance between images in books but could not say which unit was most appropriate. Grade 4 students, for example, could identify simple fractions and explain what they were doing. However, in a minority of lessons, and particularly in early elementary years, students were not challenged enough, and the work was pitched too low. In many instances, written plans clearly identified the learning needs of different learners, but in the actual lesson all students completed the same task with no special adaptation. A number of initiatives had been introduced to help raise attainment in mathematics. These included a review of the curriculum, greater support for students through interventions, tutorial sessions, early morning drills and the introduction of additional resources including webinars on pedagogy for teachers. The introduction of a Head of Department and subject leader for mathematics was a good step in supporting the development of the subject and helping to raise students' attainment.

Attainment in science was satisfactory and teachers had improved the amount of practical work included in lessons. Students were enthusiastic and curious when they were given the opportunity to have hands-on experience in science. This, however, was not the case in all lessons and where it did take place it was mostly teacher-directed and gave students insufficient opportunity to develop their own skills in managing experiments and consequently their learning slowed. In a one lesson exploring whether a bean needs water or soil to germinate, the teacher and the teaching assistant did most of the work for the students. Some excellent cross-curricular work was observed with older students in science, where, for example, Grade 12 students wrote thoughtful poems about the damage to the marine environment. In one lesson laptops were used effectively to allow students to participate as the teacher explained ideas on the whiteboard. The subject leaders had plans to develop teachers' knowledge and thus students' independence and science skills. They had also selected a new curriculum which developed science skills incrementally and had a well-planned sequence of activities to challenge students appropriately. However, this was not fully implemented and required more staff training and direction. The head of department and subject leader for science had also selected a new assessment system that improved the teachers' knowledge of how well each student was doing and allowed the students to know how their learning was developing.

Recommendation 2

Improve assessment arrangements by:

- Developing an individual learning portfolio or other record of student progress.
- Benchmarking end of year test data in line with the Office of Education Standards Inspection and school self-evaluation framework.
- Using assessment information to adapt teaching for the more able and lower Achieving students.:

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

In September 2019 progress folders were introduced for classes in the elementary school. The folders contained example pieces of work and test scores from mathematics and English and science. Whilst most classes were keeping these, and some teachers were finding them extremely useful, the amount of work kept varied from class to class. The rationale behind this process required further clarification to ensure consistency as it remained unclear to some staff how the information should be used to check the progress made by individual students.

The school had updated its assessment test and selected to use one that is internationally recognised. Thus, the annual Stanford 10 test was used to measure students' attainment at the end of each grade, which made it possible to measure the progress students made from one year to the next. At this stage in the development of the school's assessment system insufficient use was made of this information.

In the Pre-Kindergarten class effective assessment was seen. Each child had their own portfolio which contained a wide range of evidence, including photographic records. Staff planned carefully following the four areas of the Cayman Islands Early Years curriculum balanced with the skills taught to meet Arizona state standards. This good practice provided a good model for other classes to adopt.

In the elementary phase, English work was generally well-assessed and students were given regular advice about how to improve their work. However, in mathematics, work was often completed in workbooks and there was limited evidence of feedback other than whether work was correct or not. Consequently, students were not given sufficient direction or specific next steps to help them to improve. In science, the purchased web-based system enabled assessment in elementary classes. Most classes used worksheets in science though these were seldom collated to enable progress to be seen. In addition, worksheets limited students' opportunities to record and lay out their own work to show their understanding.

In English lessons in the high school phase, teachers kept folders for individual students which contained clear evidence of progress. There were individual pockets of effective

assessment practice in certain subjects including, for example, in music. In September 2019, the school had introduced a web-based learning tool which allowed students to assess their own work and check progress. This was available to be used in English, mathematics and science in elementary classes. Take up had been good in some classes but not in others, demonstrating the early stage of its introduction.

The senior leaders had still not fully understood aspects of the self-evaluation and inspection framework, particularly in relation to students' attainment and progress. Although the Stanford 10 tests provided a useful benchmark that equated to international standards, the school did not yet demonstrate a full understanding of the different requirements for attainment to be judged as good or satisfactory. The self-evaluation document developed by the school was not yet closely enough aligned with the criteria within the 'Successful Schools and Achieving Students' framework. For example, it did not have a clear understanding of how to use the standards that students obtain to make judgements about achievement.

In general, lessons were suitably planned as sequences of learning and linked to the relevant Arizona state standards which represented an important improvement since the last inspection. There were, in addition, incidents of good practice observed in lessons, in pre-school, pre-kindergarten and elementary. However, these were more common in high school, including for example, in the planning of a high school English lesson on Shakespeare's 'Twelfth Night'.

In some teachers' lesson plans mention was made of the specific learning requirements of individual students with special educational needs but only rarely were highlighted strategies put in place by the teacher. Some plans included information about different ability groups, however, generally lessons were aimed at the class as a whole and contained insufficient challenge for the most able.

Recommendation 3

Improve the curriculum in the early years, elementary and middle school phases by:

- Ensuring content coverage is age-appropriate, current and aligned with agreed standards.
- Providing greater challenge for higher achieving students.
- Increasing opportunities for practical experiences in math and science.
- Showing year-on-year development of key skills and concepts.
- Ensuring that no time is wasted.

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

The senior leadership, team in collaboration with heads of department and subject leaders, had started the process to map the curriculum in order to show progression and ensure continuity in students' learning. The staff demonstrated a strong commitment to securing improvements across the subjects in all phases and had met regularly to plan and review curriculum developments. As a result, the school had taken positive steps in creating a 40-week plan for all subjects which was aligned to the updated Arizona State standards. The school had purchased a curriculum tracker to help manage the curriculum. There was evidence of consistent use and reference to the Arizona State standards in most lessons observed.

The school has taken some steps to increase the number of practical experiences in lessons. In a minority of mathematics lessons observed, students used manipulatives to aid their understanding. For example, in an elementary class, students used place value blocks to write numbers in expanded form and in pre-school, students used water in water bottles and other objects to help them understand the concept of more or less. In science, students conducted experiments by formulating hypothesis and using various apparatus to test their theories and draw conclusions. There were, however, still too many missed opportunities for practical experiences in other lessons observed.

Most subject plans that had been developed for all phases of the school were a list of topics to be covered and required further development to include a more detailed outline of the skills, knowledge and understanding expected of students and the specific instructional strategies to be used. There was an exception in science where plans reviewed showed more detail and represented a better model than in other subjects. In mathematics, the head of department had started to review unit plans to bring them in line with expectations. In the early years stage, the curriculum was suitably aligned to the Cayman Islands Early Years Curriculum framework.

Although broad plans were in place, there was scope for teachers to adapt the content more effectively to meet the wide range of ability in different classes. Tasks and questions were not always adapted well to cater for the learning needs of higher-ability students. There was, however, good practice in some lessons which could be shared further across the school. For example, in a middle school mathematics lesson, students were grouped and provided with choices to work independently to solve mathematical problems. In this lesson, the students collaborated with one another in analysing equations in order to sort them in a puzzle and determine matching graphs from given equations.

The school had updated textbooks used across the phases and had increased students' use of technology. In a majority of lessons in English, mathematics and science observed, students used web-based learning software on I-Pads and used laptops to practice and develop of key skills in mathematics, language and science for elementary students. Cross-curricular opportunities and community links were also provided to enrich the curriculum. These included students' participation in national competitions such as KPMG Brain Bowl, Darts Minds Inspired mathematics contest and robotics.

The school has reviewed and revised time for non-core activities in early years and elementary. In lessons observed in those phases, students spent less time for breaks and resting and, as a result, the students were more meaningfully engaged in learning.

Recommendation 4

Improve health and safety by:

- Obtaining an approved Cayman Islands Department of Environmental Health Certificate
- Making arrangements for the safe storage of chemicals on site.
- Completing risk assessments for trips and visits and potentially hazardous activities onsite, and away from the school campus:
- Keeping a formal record of maintenance and repair work.

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

Following the last inspection, in June 2019, the work which had been recommended in 2016 by the Cayman Islands Department of Environmental Health was completed. This included the provision of cladding to the air conditioning chillers and the removal of items that has been stored incorrectly. As a consequence, a certificate was issued by the Department of Environmental Health in September 2019 recommending the school for registration.

At the time of the previous inspection, in May 2019, inspectors noted that chemicals used by teachers to support the delivery of the science curriculum were not stored appropriately. Flammable and potentially hazardous chemicals were not safely locked away and this presented a risk to students and staff. In August 2019, storage arrangements were changed. Concentrated acids were removed from the main science laboratory and relocated to a secure site accessible only by identified members of staff. Other chemicals that were used more regularly, including inorganic salts and solid metals were placed in locked cabinets and where necessary, diluted to minimise risk. A list of all chemicals on site had been prepared and this helped science teachers and senior staff to monitor usage and disposal. As a consequence of the actions taken, there were better arrangements in place to help ensure the safety of students and staff.

To further ensure student safety, the senior staff had introduced a number of measures in relation to school trips, visits and special events. Prior to any educational visit, for example, the organising teacher was required to complete a request form and pre-visit risk assessment. The purpose of this was to help mitigate against potential risk that may occur during the activity. Teachers were required to review students' medical needs, check staffing levels, supervision arrangements and plan for any potential emergencies that may occur. The visit could not take place until the Vice-Principal had approved the plans and staff risk assessments had been checked. Example risk assessments which had been prepared by staff working with the school band and also in the early years classes were reviewed as part of the inspection.

Following the last inspection in May 2019, senior staff had also introduced a maintenance record and this outlined notable repairs that had been undertaken since June 2019. Staff were encouraged to complete work order requests to identify tasks requiring attention in their classes or in other parts of the school. Once authorised by senior staff, the work was completed. The maintenance record indicated that most tasks had been completed in a timely manner from June 2019 to the present date. For example, following the earthquake in January 2020, damage to the modular classrooms was assessed and appropriate steps taken to make the teaching areas safe and usable.

In the last academic session, senior leaders had reviewed a number of policies relating to anti-bullying and child protection. The policies outlined the steps staff were to take when there were incidents that required reporting internally within the school or externally to relevant government agencies.

There were several aspects within the quality standard for health and safety regarding which the school needs to take further action. There were features of the site's external security that needed improvement. Notices posted by room doors indicating where fire exits could be found were missing in a few rooms. In addition, there were a number of important revisions required to the policies to improve the schools' arrangements to help ensure student safety and to respect their dignity. The school's documentation for child protection did not identify a named designated Child Protection Officer for staff to approach. The school made effective use of CCTV for security purposes. However, an urgent review was required regarding the placement of certain cameras in the school. The requirement in the admissions policy for secondary students to be subject to drug testing also needed review. Students expressed their concerns about the placement of cameras and drug testing in their survey responses.

Recommendation 5

Improve leadership by:

- Increasing leadership capacity at middle leadership level through recruitment.
- Monitoring all aspects of the school closely;
- Producing an accurate self-evaluation;
- Creating and implementing a whole school improvement plan.

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

Senior leaders were justifiably proud of the many special events, competitions and activities the school had taken part in. These events involved various groups of students on different occasions and whilst they had provided valuable enrichment, they were not part of the main curriculum. After the previous inspection, leadership had been required to focus on developing a high-quality everyday experience for all students. Senior leaders had begun to make useful changes to address the main recommendations and whilst an important start had been made there was further work needed. For example, to progress and embed the work on the curriculum and assessment in all classrooms with all teachers, those developing the systems need to be given the authority to drive things forward. To ensure this happens the Principal and other senior leaders must offer a more sharply focused strategic lead directed towards the areas for improvement in mainstream lessons and students' learning experiences.

Leadership capacity at middle leadership level had been strengthened. The middle leadership team was in place; each core subject and music had a head of department from the high school and a subject leader based in the elementary school. There were also subject leaders for social sciences, information technology and Bible. All were strong teachers in their subject and were forming an effective team. They had a clear understanding of what they wanted to be in place although they were not always confident that they knew how to accomplish this. Middle leaders had contributed considerably to the school's first self-evaluation document. They had also begun to map their aspects of the curriculum from pre-kindergarten to high school. This was in order to develop lessons that followed a logical order and progressed year on year and offered increasing challenge to develop students' skills knowledge and understanding.

Alongside the improvements to the curriculum the subject specialists had been investigating how assessment could be more effective and give a clear view of what students could do and the steps they need to take next. As a group they demonstrated a determination to improve opportunities for their students and to strengthen their own understanding and knowledge. They had the capacity to continue these developments given the support of the senior leadership team and specialist training and advice.

Monitoring all aspects of the school was in its early stages. There were few mechanisms for holding people to account for the quality of their work and their effectiveness in helping students learn. Senior leaders regularly walk around the school addressing issues as they arise but this had not been formalised as no records of these observations were maintained. There was an annual retention committee that reviewed the effectiveness of each teacher as a precursor to reemployment. The Vice Principal with responsibility for the curriculum had worked with subject heads of department and leaders to begin a programme of classroom observations in order to support teachers and improve teaching. They looked at different ways of recording the evidence and had carried out some observations. These were felt to be extremely useful, but staff had experienced difficulty finding time to carry them out as their teaching timetables were full. They had not had training in observation and were not confident that they were doing it correctly or making consistent, valid judgements.

The whole staff including teaching assistants had collaborated as a team to contribute to the school self-evaluation. This was a learning experience for them that most found difficult. This had been the school's first attempt at a self-evaluation and the result was a collection of disparate entries with insufficient evaluation or focus. Staff were aware that as a whole the document was disjointed, and it was therefore difficult to come to a clear view of the effectiveness of a range of aspects of the school. However, on reflection, staff reported it was a useful exercise in helping them recognise where they were and where they needed to go. They recognised their next evaluation should be shorter, sharper and have clearly moderated judgements of impact to usefully inform their annual school improvement plan.

As with the self-evaluation all staff were involved in producing a whole school improvement plan. They felt it was an unwieldy and complex operation. This plan was a post inspection plan and addressed only the issues raised by inspectors. There was an acknowledgement that in future to be aligned with best Cayman and international practice the school would produce a whole school improvement plan annually.

Survey Results

Two hundred and eighty-eight parents, fifty- three staff and three hundred and four students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Many more parents, staff and students responded to this 2020 survey as compared with the inspection survey of 2019, with 214 students making comments. Parents' responses were less positive in this survey about their children's progress, in 2019 almost all identified it as good whereas in 2020 most identified progress in English, mathematics and science as good and almost all thought progress in other subjects was good. Almost all agreed teaching was good and their child enjoyed lessons. Most parents stated they found reports and parents meetings useful and that the school responded appropriately to their concerns. Parental comments were positive about good communication and their children's experience of school. There was some concern about amount of homework and the lack of parental involvement in school plans. A number of parents expressed concern about the quality of leadership in the school.

All staff identified that the school offered a safe and caring environment for the students and that it offered a good quality of education with well qualified staff. Almost all were positive about behaviour, students' role in the community, and that bullying was dealt with well. Most felt there were good teaching resources and that they had good training opportunities. As in the previous survey most staff felt the school was well led and, in this survey, almost all responded positively with most agreeing they were involved in school improvement planning. Generally, their comments were positive especially about the Christian ethos of the school.

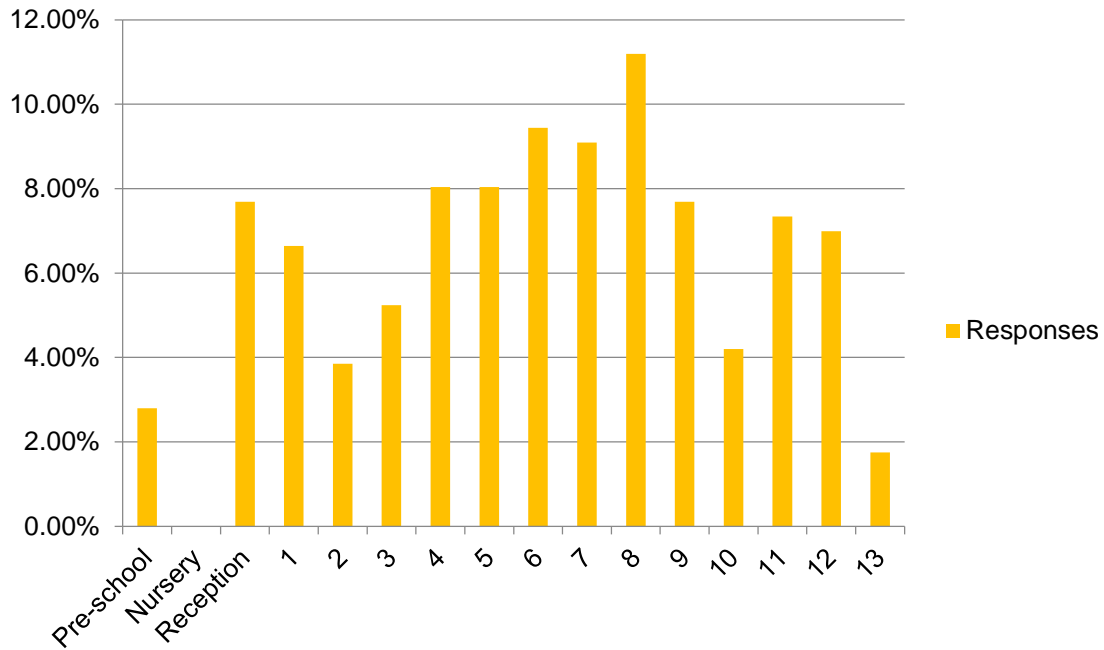
Most students responded positively to the questions raised in the on-line survey. There was a better representative sample in the responses this year. Most students felt they made good progress in English, mathematics and science and their other subjects. The majority answered that they either agreed or strongly agreed that behaviour, the sense of responsibility and community were good. Most stated they felt safe, they were treated fairly and that the school stopped bullying. Two hundred and fourteen students made comments, and these ranged across many issues. They were slightly more negative than the parents or staff comments. The main areas for concern were around homework, fairness and responding to their needs. A range of comments included reference to the fact that their concerns were not always listened to or acted upon.

What happens next?

As overall progress has been judged as **satisfactory** there will be no further Follow-Through Inspections of Triple C School. The school will join the normal cycle of inspections which will commence in September 2020.

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In which grade/year is your eldest child?



Response	Count
Answered	286
Skipped	2

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

Response	Percentage	Count
Less than one year	13%	37
More than one year but less than three years	28%	81
More than three years	59%	169
	Answered	287
	Skipped	1

What is your nationality?

69%

Caymanian

31%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	45%	126
Agree	45%	127
Disagree	7%	20
Strongly Disagree	1%	2
I am unsure or unable to answer the question	2%	7
	Answered	282
	Skipped	6

My child is making good progress in Mathematics.

Response	Percentage	Count
Strongly Agree	39%	109
Agree	49%	139
Disagree	8%	23
Strongly Disagree	1%	2
I am unsure or unable to answer the question	3%	9
	Answered	282
	Skipped	6

My child is making good progress in Science.

Response	Percentage	Count
Strongly Agree	36%	101
Agree	51%	142
Disagree	5%	13
Strongly Disagree	1%	2
I am unsure or unable to answer the question	8%	23
	Answered	281
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	39%	111
Agree	52%	147
Disagree	4%	12
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	12
	Answered	282
	Skipped	6

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	40%	111
Agree	53%	147
Disagree	3%	7
Strongly Disagree	0%	1
I am unsure or unable to answer the question	5%	14
	Answered	280
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	38%	105
Agree	54%	151
Disagree	4%	11
Strongly Disagree	0%	1
I am unsure or unable to answer the question	4%	12
	Answered	280
	Skipped	8

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	36%	100
Agree	54%	152
Disagree	5%	13
Strongly Disagree	1%	3
I am unsure or unable to answer the question	5%	13
	Answered	281
	Skipped	7

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	31%	87
Agree	58%	162
Disagree	6%	16
Strongly Disagree	1%	4
I am unsure or unable to answer the question	4%	11
	Answered	280
	Skipped	8

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	28%	78
Agree	61%	171
Disagree	8%	21
Strongly Disagree	0%	1
I am unsure or unable to answer the question	3%	9
	Answered	280
	Skipped	8

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	32%	90
Agree	53%	146
Disagree	10%	28
Strongly Disagree	1%	2
I am unsure or unable to answer the question	4%	12
	Answered	278
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	30%	83
Agree	52%	144
Disagree	11%	32
Strongly Disagree	4%	11
I am unsure or unable to answer the question	3%	9
	Answered	279
	Skipped	9

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	20%	57
Agree	60%	169
Disagree	5%	13
Strongly Disagree	1%	2
I am unsure or unable to answer the question	14%	39
	Answered	280
	Skipped	8

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	20%	57
Agree	53%	147
Disagree	17%	47
Strongly Disagree	6%	16
I am unsure or unable to answer the question	4%	12
	Answered	279
	Skipped	9

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	48%	134
Agree	49%	137
Disagree	1%	2
Strongly Disagree	0%	1
I am unsure or unable to answer the question	1%	4
	Answered	278
	Skipped	10

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	29%	79
Agree	50%	139
Disagree	11%	29
Strongly Disagree	3%	7
I am unsure or unable to answer the question	8%	22
	Answered	276
	Skipped	12

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	14%	39
Agree	23%	63
Disagree	0%	1
Strongly Disagree	0%	1
I am unsure or unable to answer the question	62%	171
	Answered	275
	Skipped	13

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	29%	81
Agree	60%	166
Disagree	1%	3
Strongly Disagree	6%	16
I am unsure or unable to answer the question	4%	12
	Answered	278
	Skipped	10

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	26%	71
Agree	41%	114
Disagree	6%	16
Strongly Disagree	3%	7
I am unsure or unable to answer the question	25%	69
	Answered	277
	Skipped	11

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

Response	Percentage	Count
Strongly Agree	18%	49
Agree	45%	126
Disagree	6%	17
Strongly Disagree	1%	3
I am unsure or unable to answer the question	30%	82
	Answered	277
	Skipped	11

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

Response	Percentage	Count
Strongly Agree	18%	50
Agree	29%	81
Disagree	8%	23
Strongly Disagree	1%	3
I am unsure or unable to answer the question	44%	122
	Answered	279
	Skipped	9

The school is well led.

Response	Percentage	Count
Strongly Agree	25%	70
Agree	52%	144
Disagree	11%	30
Strongly Disagree	5%	14
I am unsure or unable to answer the question	7%	20
	Answered	278
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	24%	66
Agree	45%	125
Disagree	16%	45
Strongly Disagree	6%	17
I am unsure or unable to answer the question	9%	24
	Answered	277
	Skipped	11

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	42%	116
Agree	48%	134
Disagree	6%	17
Strongly Disagree	2%	5
I am unsure or unable to answer the question	2%	6
	Answered	278
	Skipped	10

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	27%	74
Agree	54%	149
Disagree	9%	24
Strongly Disagree	3%	8
I am unsure or unable to answer the question	8%	22
	Answered	277
	Skipped	11

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	38%	106
Agree	51%	141
Disagree	5%	15
Strongly Disagree	1%	2
I am unsure or unable to answer the question	5%	13
	Answered	277
	Skipped	11

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	35%	96
Agree	54%	151
Disagree	6%	17
Strongly Disagree	2%	6
I am unsure or unable to answer the question	3%	8
	Answered	278
	Skipped	10

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	20%	56
Agree	54%	151
Disagree	6%	18
Strongly Disagree	1%	4
I am unsure or unable to answer the question	18%	49
	Answered	278
	Skipped	10

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	24%	67
Agree	49%	135
Disagree	7%	18
Strongly Disagree	0%	0
I am unsure or unable to answer the question	21%	57
	Answered	277
	Skipped	11

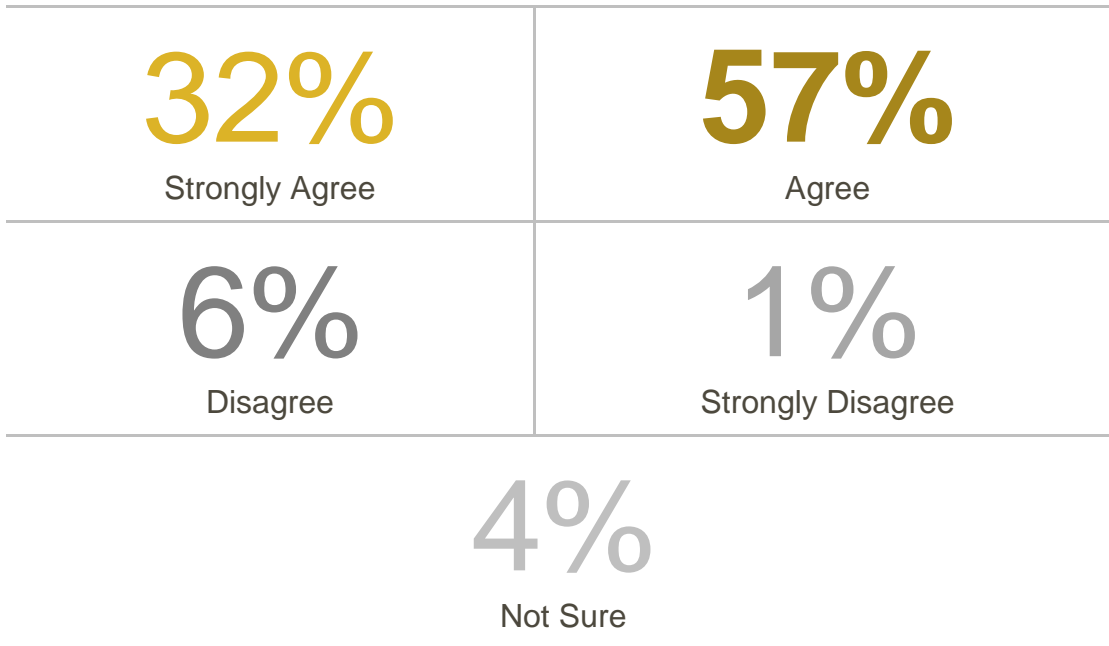
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	30%	83
Agree	52%	144
Disagree	6%	17
Strongly Disagree	2%	5
I am unsure or unable to answer the question	10%	29
	Answered	278
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	26%	72
Agree	59%	165
Disagree	9%	24
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	17
	Answered	278
	Skipped	10

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



Response	Count
Answered	278
Skipped	10

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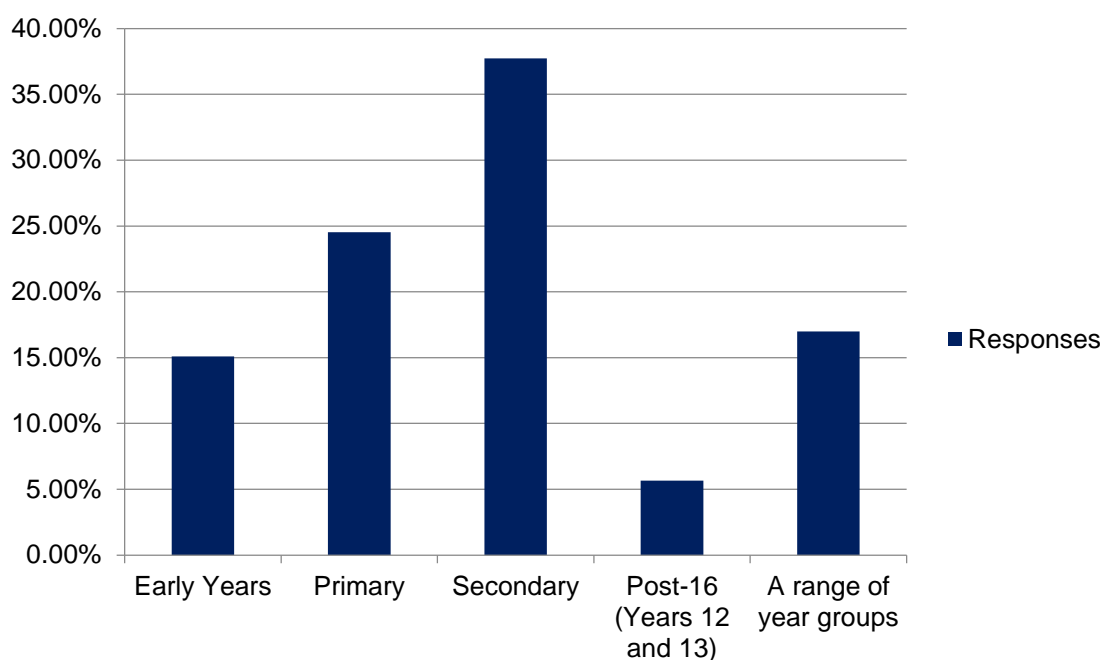
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	8%	4
More than one year but less than three years	30%	16
Three years or more	62%	33
	Answered	53
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

43%

Caymanian

57%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	64%	34
Agree	32%	17
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	53
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	38%	20
Agree	58%	31
Disagree	0%	0
Strongly Disagree	2%	1
I am unsure or unable to answer the question	2%	1
	Answered	53
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	34%	18
Agree	62%	33
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	53
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	25%	13
Agree	68%	36
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	53
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	70%	37
Agree	28%	15
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	53
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	43%	23
Agree	55%	29
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	53
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	83%	44
Agree	17%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	53
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	45%	24
Agree	43%	23
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	53
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	66%	35
Agree	34%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	53
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	68%	36
Agree	30%	16
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	53
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	60%	32
Agree	36%	19
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	53
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	64%	34
Agree	34%	18
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	53
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	45%	23
Agree	51%	26
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	51
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	35%	18
Agree	48%	25
Disagree	10%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	4
	Answered	52
	Skipped	1

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	45%	24
Agree	42%	22
Disagree	9%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	53
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	32%	17
Agree	57%	30
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	4
	Answered	53
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	26%	14
Agree	60%	32
Disagree	8%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	53
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	62%	33
Agree	34%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	53
	Skipped	0

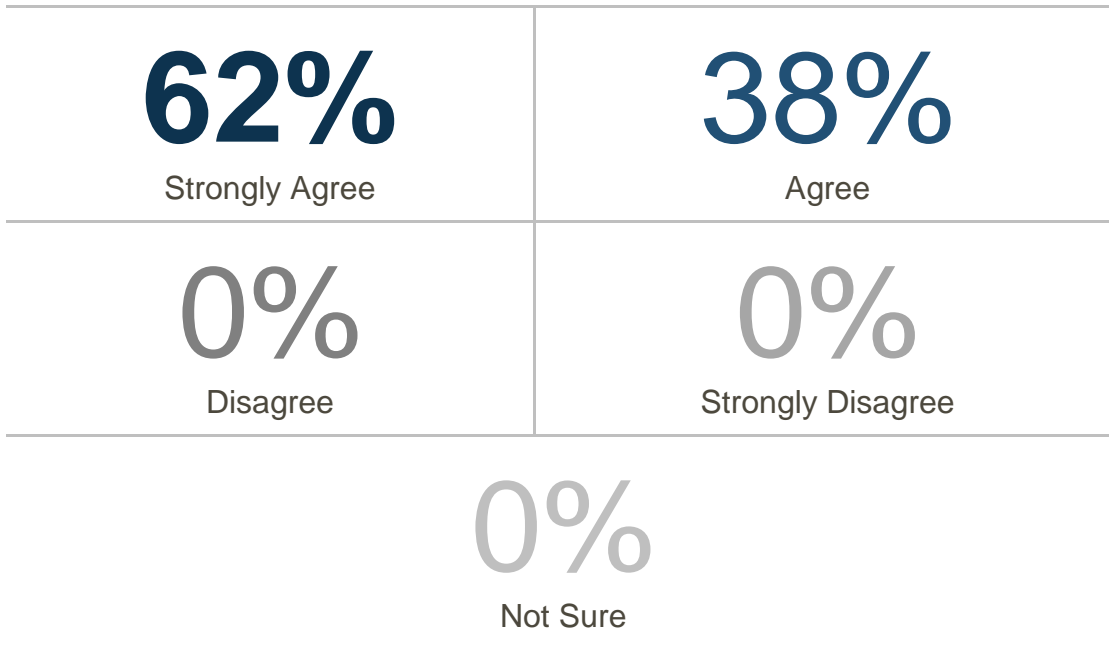
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	68%	36
Agree	32%	17
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	53
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	37%	19
Agree	44%	23
Disagree	15%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	52
	Skipped	1

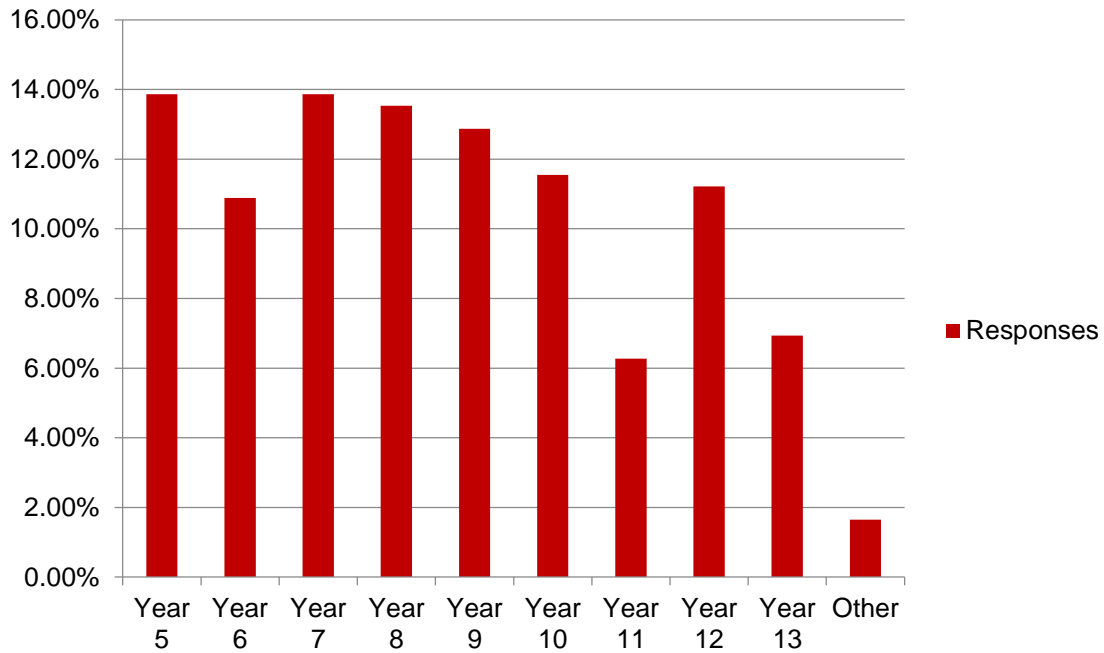
Overall, this school provides a good quality of education.



Response	Count
Answered	52
Skipped	1

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

67%
Caymanian

33%
Non-Caymanian

Please state your gender.

132
Boys

172
Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	31%	92
Agree	55%	165
Disagree	6%	17
Strongly Disagree	3%	9
I am unsure or unable to answer the question	6%	18
	Answered	301
	Skipped	3

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	29%	87
Agree	47%	143
Disagree	11%	34
Strongly Disagree	5%	14
I am unsure or unable to answer the question	8%	24
	Answered	302
	Skipped	2

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	33%	100
Agree	45%	137
Disagree	5%	15
Strongly Disagree	4%	13
I am unsure or unable to answer the question	12%	37
	Answered	302
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	33%	100
Agree	55%	167
Disagree	5%	16
Strongly Disagree	2%	6
I am unsure or unable to answer the question	4%	13
	Answered	302
	Skipped	2

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	14%	42
Agree	47%	140
Disagree	21%	62
Strongly Disagree	9%	27
I am unsure or unable to answer the question	10%	30
	Answered	301
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	14%	42
Agree	42%	128
Disagree	21%	64
Strongly Disagree	8%	23
I am unsure or unable to answer the question	15%	45
	Answered	302
	Skipped	2

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	12%	36
Agree	47%	141
Disagree	20%	60
Strongly Disagree	9%	28
I am unsure or unable to answer the question	12%	37
	Answered	302
	Skipped	2

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	26%	79
Agree	56%	169
Disagree	8%	25
Strongly Disagree	5%	16
I am unsure or unable to answer the question	4%	11
	Answered	300
	Skipped	4

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	19%	56
Agree	47%	140
Disagree	21%	63
Strongly Disagree	8%	24
I am unsure or unable to answer the question	6%	17
	Answered	300
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	33%	98
Agree	49%	148
Disagree	8%	25
Strongly Disagree	5%	16
I am unsure or unable to answer the question	4%	13
	Answered	300
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	24%	71
Agree	46%	139
Disagree	18%	53
Strongly Disagree	8%	23
I am unsure or unable to answer the question	5%	14
	Answered	300
	Skipped	4

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	18%	54
Agree	38%	112
Disagree	26%	77
Strongly Disagree	12%	36
I am unsure or unable to answer the question	6%	17
	Answered	296
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	22%	66
Agree	40%	120
Disagree	16%	47
Strongly Disagree	16%	49
I am unsure or unable to answer the question	6%	17
	Answered	299
	Skipped	5

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	33%	99
Agree	43%	128
Disagree	14%	42
Strongly Disagree	6%	19
I am unsure or unable to answer the question	4%	12
	Answered	300
	Skipped	4

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	33%	98
Agree	43%	129
Disagree	9%	26
Strongly Disagree	9%	26
I am unsure or unable to answer the question	7%	21
	Answered	300
	Skipped	4

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	20%	61
Agree	42%	126
Disagree	20%	59
Strongly Disagree	9%	27
I am unsure or unable to answer the question	8%	25
	Answered	298
	Skipped	6

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	13%	39
Agree	26%	76
Disagree	6%	17
Strongly Disagree	9%	28
I am unsure or unable to answer the question	46%	136
	Answered	296
	Skipped	8

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	21%	61
Agree	48%	142
Disagree	10%	31
Strongly Disagree	14%	40
I am unsure or unable to answer the question	7%	22
	Answered	296
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	39%	118
Agree	35%	106
Disagree	8%	25
Strongly Disagree	6%	18
I am unsure or unable to answer the question	11%	32
	Answered	299
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	29%	85
Agree	42%	126
Disagree	13%	38
Strongly Disagree	5%	15
I am unsure or unable to answer the question	11%	33
	Answered	297
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	25%	75
Agree	32%	96
Disagree	6%	19
Strongly Disagree	9%	26
I am unsure or unable to answer the question	28%	82
	Answered	298
	Skipped	6

The school is well led.

Response	Percentage	Count
Strongly Agree	27%	80
Agree	48%	142
Disagree	11%	33
Strongly Disagree	6%	19
I am unsure or unable to answer the question	6%	19
	Answered	293
	Skipped	11

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	18%	53
Agree	40%	118
Disagree	17%	51
Strongly Disagree	13%	38
I am unsure or unable to answer the question	11%	33
	Answered	293
	Skipped	11

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	16%	46
Agree	42%	123
Disagree	20%	58
Strongly Disagree	9%	26
I am unsure or unable to answer the question	13%	39
	Answered	292
	Skipped	12

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

Response	Percentage	Count
Strongly Agree	18%	52
Agree	48%	139
Disagree	17%	49
Strongly Disagree	9%	26
I am unsure or unable to answer the question	9%	26
	Answered	292
	Skipped	12

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

Response	Percentage	Count
Strongly Agree	22%	63
Agree	41%	118
Disagree	18%	53
Strongly Disagree	8%	24
I am unsure or unable to answer the question	11%	33
	Answered	291
	Skipped	13

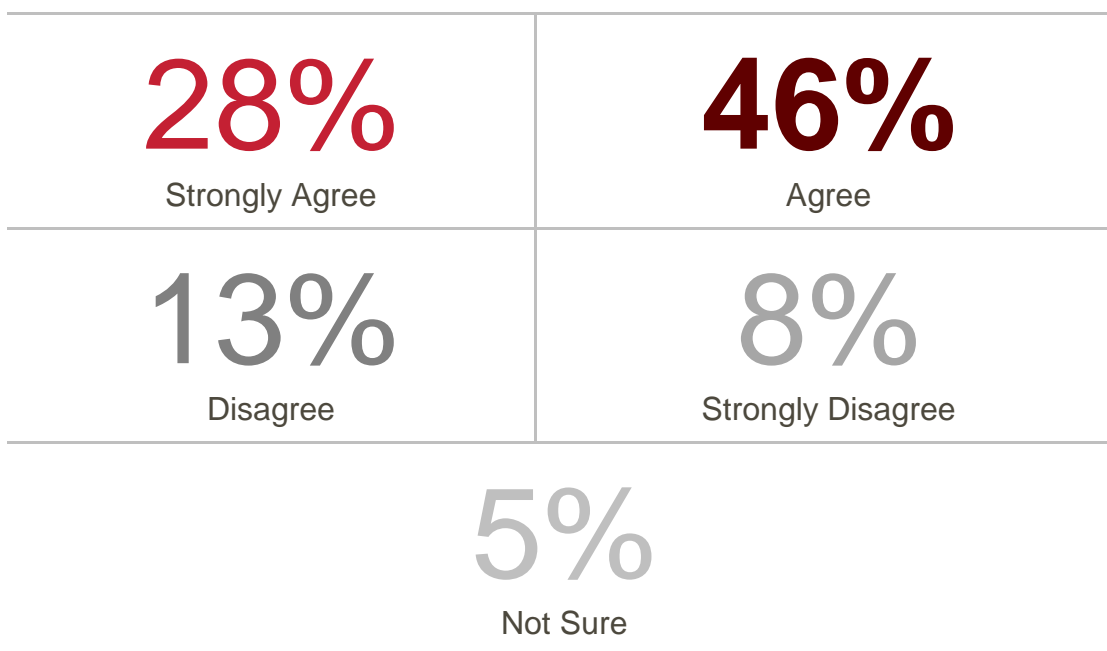
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	27%	79
Agree	45%	132
Disagree	10%	28
Strongly Disagree	8%	23
I am unsure or unable to answer the question	11%	31
	Answered	293
	Skipped	11

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	24%	71
Agree	48%	141
Disagree	14%	41
Strongly Disagree	8%	24
I am unsure or unable to answer the question	5%	16
	Answered	293
	Skipped	11

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



Response	Count
Answered	293
Skipped	11

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

