



INSPECTION REPORT

CAYMAN ACADEMY

OFFICE OF EDUCATION STANDARDS
November 2020

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

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

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

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

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

Evaluations

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

The four levels on the scale are defined as follows:

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

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Information about Cayman Academy

Name of school	Cayman Academy
Address	211, Walkers Road, George Town
Telephone	345-640-2630
E-mail address	schoolprincipal@caymanacademy.ky
School Website	https://www.caymanacademy.ky/
Principal	Dr. O'Neil Duncan
School day timing	Monday to Friday from 8:00am to 3:10pm
Age range of students	3 to 17 years
Number of students	324
Number of teaching staff	30
Number of support staff	11
Date of last inspection	October 2009

The context of the school

Cayman Academy is located in George Town, Grand Cayman. It is a private Seventh Day Adventist Institution. The Atlantic Caribbean Union of Seventh Day Adventists Board of Education has overarching responsibility for the school and it is managed locally by the Cayman Islands Conference of Seventh Day Adventists.

There were 324 students enrolled at the school. Sixteen students had special educational needs. More than seventy per cent of the students were Caymanian. Other countries represented included Jamaica, Trinidad and Tobago, Canada, Ireland, Dominica, Honduras, India, the Philippines, Sri Lanka, and the United States. The school employed thirty teachers and eleven support staff.

Teachers followed the new Cayman Islands National Primary Curriculum in the primary phase of the school and the Early Years Foundation Stage Curriculum in the Kindergarten. The curriculum in the secondary phase was organised around the requirements of the Caribbean Certificate of Secondary Level Competence (CCSLC) and the Caribbean Secondary Education Certificate (CSEC) examinations.

The school catered for students from three to 17 years. It had three phases:

Phase 1 - Kindergarten (3-4 years);

Phase 2 - Primary (5-11 years) and,

Phase 3 - Secondary (11-17 years).

There were a few 17-year-old students in Year 12. Class sizes averaged between 17 and 25 students. Classes tended to be bigger in the Kindergarten and primary phases of the school.

Students across the Caribbean region, and within the Cayman Islands, mostly sat the CSEC examinations in Year 11. In the past, students at Cayman Academy took their examinations in Year 12. This was the result of some students' mobility both inward and outward in the upper secondary phase classes. In addition, some students entered their examinations early in Year 10 whereas others did not take their options until Year 10, resulting in examinations being taken in Year 12. One of the recommendations from this inspection is that the school should review the structure of the curriculum and ensure that most students should follow the CSEC curricula programmes in Years 10 and 11 with final examinations towards the end of Year 11.

During the recent pandemic, leaders ensured that students were able to work effectively at home. The few students who were without a laptop received one from the school. Work was set for all students and almost all completed it. As a result, only a few students fell behind during the lockdown. These students have received guidance, help and support on their return in September.

Key strengths

- Students' attainment and progress in English and mathematics were good in all phases. Science was good in the primary and secondary phases.
- The school's strong, positive culture and Christian ethos across all phases led to positive attitudes to learning, good behaviour and students' good citizenship skills.
- The quality of teaching, especially in the secondary phase.
- Use of information technology was integrated effectively across the curriculum.
- The self-evaluation of the school's strengths and weaknesses was accurate and development planning was effective.

Recommendations

- CSEC examinations should be undertaken in Year 11 forthwith.
- Ensure that there are more opportunities for students in the Kindergarten to experience investigative work, especially in science, to better promote their progress.
- Ensure that all teachers plan their lessons effectively to meet the needs of different groups of students.
- Improve the leadership of special educational needs by:
 - writing clear, precise individual educational plans (IEP's) with personalised targets that are reviewed regularly and shared with parents and teachers;
 - ensuring that teachers use the data and IEP's provided to plan appropriate support for identified students in their classes.

Overall Evaluation - Good

Cayman Academy performs well in all major aspects of its work and the capacity of the school to improve further continues to be good.

The overall performance of Cayman Academy was good. Across all quality indicators, most were judged to be good.

These included:

- Students' attainment and progress in English and mathematics across all phases and science in the primary and secondary phases;
- Positive behaviour for learning; civic and environmental understanding;
- Teaching, learning and assessment;
- Curriculum quality;
- Health and safety;
- Leadership; self-evaluation and improvement planning;
- Links with parents and the community; staffing and the learning environment.

The following quality indicators were judged to be satisfactory:

- Attainment and progress in the Kindergarten, in science;
- Support and guidance.

Achievement

Students' attainment in relation to international standards	Kindergarten	Primary	Secondary
Attainment in English	Good	Good	Good
Attainment in mathematics	Good	Good	Good
Attainment in science	Satisfactory	Good	Good

Attainment in English was good across the school. In school-based assessments that were matched to both curricular expectations and the external CSEC examinations, the majority of students achieved levels that were above curriculum and international standards. Most children in the Kindergarten quickly acquired strong phonic knowledge that supported their early reading skills. In the primary phase the majority of students achieved good attainment in Language Arts. In Year 3, students discussed in pairs with one playing the part of an author. This developed students' skills responding to questions. Evidence from observations showed that the majority of students in the primary phase and in Years 7 to 9 demonstrated skill levels that were significantly above the expected standards for their age, particularly in reading. Writing in the primary phase was good and skills were used across other curriculum subjects. Year 10 students were skilled at using quotations to support their opinions. Students' attainment in English language and literature examinations in Years 11 and 12 demonstrated a sustained upward trend in achievement in external assessments that was well above local and international standards.

Attainment in mathematics was good in all three phases. Overall, the school's internal assessment results showed that students across the school were consistently attaining at high levels. Students achieved good results in internal assessments which were aligned to curricular standards. Children in the Kindergarten could identify numbers and were beginning to count. In the primary phase, Year 2 students were able to apply the computation strategies of repeated addition and multiplication of single digit numbers. In the secondary phase, Year 10 students achieved good results and outperformed other students in external examinations. Year 11 and 12 students attained at a higher standard than their national and regional counterparts in the recent CSEC examinations. Students in Year 12 engaged in self-directed learning as they completed worksheets and performed solid geometrical computations. Students' work in class and work recorded electronically demonstrated above average levels of attainment.

Attainment in science was satisfactory in Kindergarten, good in primary and good in secondary. Kindergarten students demonstrated a sound understanding of their natural world and could answer simple questions about how plants grow. However, the baseline assessment did not

track students' attainment in science throughout the phase. In the primary phase, students' attainment was good because the majority of students had good scientific knowledge and understanding of a range of key scientific concepts. For example, students in Year 2 were able to identify different animal habitats and discuss why they were adapted to them. In science lessons and in students' recent work, most in the secondary phase demonstrated clear upward trends in their levels of knowledge, skills and understanding. The majority of students' attainment in Years 11 and 12 in the CSEC examination was above international standards.

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

Students made good progress in English. Following their time in the early years classes, most children entered Year 1 with strong phonic knowledge, early reading skills and an extensive sight vocabulary. Throughout the primary phase, the majority of students demonstrated their ability to discuss textual content and transfer their knowledge to a range of written genres. The majority of students in Years 3 to 6 made better than expected progress, particularly in their technical accuracy when writing. A few students with special educational needs made less progress because their tasks were not always appropriately adapted to their needs. In the secondary phase, the majority of Year 7 to 9 students learned to support their opinions with evidence. Regular debate of literary themes effectively prepared students in Years 10, 11 and 12 for external examinations. In Year 11, students made good progress, for example, in writing when they wrote formal letters of complaint to the Environmental Health department. Year 12 students made excellent progress when they discussed the theme of social inequality in the novel 'To Kill a Mockingbird'.

Progress in mathematics was good. Students in all phases showed good progress over time. There was an increasing upward trend in students' progress across year groups, notably in the primary and secondary phases. Most students made good progress in lessons and they consistently completed tasks and demonstrated suitable understanding of content and concepts. The pace of progress in one Kindergarten class was slower because of a lack of varied activities and resources that were suitable for mathematical exploration. However, children accurately identified numbers and created sets up to 10. In the primary phase, Year 5 students conducted surveys together, collated their information and drew accurate conclusions from them. In the secondary phase, most Year 10 students demonstrated independence in solving quadratic equations and most Year 9 students showed increased competence in

interpreting graphs and determining the gradient of a line. They simplified algebraic expressions and differentiated between equations and non-equations. Year 12 students made good rates of progress across a range of topics.

Progress in science was satisfactory in the Kindergarten and good in the primary and secondary phases. Although children in the Kindergarten gained in scientific understanding, they did not always develop their investigative skills sufficiently well through practical activities. In the primary phase, the majority of students made good progress because they demonstrated a clear understanding of scientific content and concepts being taught. They had the opportunity to work in groups and to discuss their science. For example, in Year 6, students made models to show how the heart pumped blood around the body. They could describe the process and explained clearly how the blood moved through the various parts of the heart. In the secondary phase, most students understood the process of scientific enquiry. In Year 8, students developed their knowledge of chemical change and could explain the factors that affected the rate of chemical reactions. In Year 11, most students understood how cells were organised in a multi-cellular organism and were able to explain why this was so.

Students' personal and social development

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

Students' behaviour and attitudes to learning were good in all phases. All students were polite and well-mannered. The strong Christian ethos and teaching of positive moral values throughout all areas of the curriculum, led to minimal incidences of poor behaviour. In lessons, almost all students were respectful to their teachers and followed the rules and routines of the school. All students abided by the school uniform code and wore the uniform with pride. Attendance was good with a termly average of at least 96 per cent. Punctuality was also good. Students looked forward to starting their lessons each day. Relationships between staff and students and between students were positive and affirmative. One child who had fallen and hurt himself was looked after well by his peers. Students strove to achieve their personal, spiritual, and academic goals. The school promoted students' personal and social development through Christian values which encouraged respect, tolerance and understanding of others. Students in Year 12 were a credit to their school and were mature beyond their years. Incidents of bullying were extremely rare and were immediately dealt with. Occasionally, there were low level episodes of disruption in a few lessons.

Students' civic and environmental understanding across the school was good. Almost all students had an awareness of Caymanian culture and this was demonstrated through student projects and social studies lessons. In Year 6, students presented work which showed their knowledge of the differences between life for Cayman's early settlers and that of today's inhabitants. Visitors to the school on heritage days, allowed students to gain an understanding of local crafts such as basket weaving. Students across the school sang the National Song with enthusiasm, knew the elements that made up the Coat of Arms and could talk clearly about governance in the country. Students participated in local fundraising initiatives including a cancer walk for the local hospital, and recently raised funds to assist with international, hurricane relief. A wide range of inter-school events such as sports tournaments, annual sports days, arts competitions, and poetry days allowed students to represent their school. When asked, students understood environmental issues such as beach erosion and the effect of the recent storms. The school had previously organised a plastic bottle cap recycling programme and student leaders were given responsibility for keeping areas of the school clean and tidy. Students do not yet initiate events for themselves.

Teaching, learning and assessment

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

Teaching was good in all phases. Most teachers demonstrated secure subject knowledge and transferred it to students effectively during lessons. Their explanations were clear, questioning was probing and responses to students' questions clarified any misconceptions. Although all teachers planned their lessons, only a majority gave careful consideration to the different abilities of the students in their classes. The few with special educational needs were not catered for well enough. There were insufficient opportunities for child-initiated learning through play in the Kindergarten which limited students' progress in the four core areas of exploration, communication, respect, and wellbeing. Almost all teachers in the primary phase used manipulatives and other available resources highly effectively to consolidate students' learning. In a Year 2 lesson, for example, students worked in pairs and used counters to represent numbers. They then used the different groups of counters to conduct simple multiplication calculations. The rich dialogue between students and their teachers across all phases enhanced learning experiences. All teachers in the secondary phase had high expectations of their students. Classes were very well managed. The integration of information and communication technology (ICT) across all phases was highly effective and promoted excellent student engagement. In Year 12 science, students expertly recorded their results of an investigation on their I-Pads. ICT was also used extremely well as a tool for instant feedback to students about their work in a range of subjects. Teaching in Bible, computing, business, music, physical education and languages was also good. In a Year 3 music lesson, high-quality teaching ensured that students made good progress with learning new notes on the recorder.

Learning was good in all phases. Students were enthusiastic about their learning and showed high levels of attention and concentration. Children in the Kindergarten enjoyed talking and learning about how and why the zookeeper needed to look after his animals. Most students in the primary and secondary phases were able to learn independently. They showed perseverance when completing tasks in most lessons. A few students were sometimes distracted when tasks did not match their needs. Most students had good opportunities to engage in paired and group work with their peers. This encouraged the exchange of ideas and developed evaluative skills which contributed well to learning. For example, in Year 2, students worked together to create multiplication facts using the numbers two, five and ten. Most

students were able to demonstrate the use of higher order thinking skills through their explanations of strategies to solve problems. In the majority of lessons, most students were able to apply their learning to real life contexts. In Year 3, most students were able to use scales on a map to work out the actual distance between two places. However, only a minority of students used their research and enquiry skills to extend their learning beyond that expected in the lesson, although in English literature in Year 10, students discussed themes in depth using their personal experiences.

Assessment was good across all phases. Teachers were consistent in the use of assessment during lessons and checked students' learning regularly. Most assessment tasks were well chosen and measured the achievement of most students accurately. A scrutiny of students' workbooks showed marking and feedback to be good across the core subjects. There were opportunities for students to assess the work of their peers. However, at times assessment tasks were not satisfactorily designed to cater to the learning needs of students with special educational needs. All teachers kept records of students' attainment across phases. The school's comprehensive data system was used well to track students' achievement over time, using a combination of testing and teachers' assessments of progress. Analysis was undertaken and used to set school targets. Internal assessments were frequently moderated to promote consistency when making judgements about standards compared to curricular and international levels. Assessment practices in the Kindergarten were not always matched well enough to the core areas of the curriculum.

Curriculum

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

The curriculum was good, with breadth and balance in the Kindergarten and primary phases. In Years 7 to 9, the school supplemented the programme of study to provide additional rigour and challenge so that students were well prepared for the Caribbean Certificate of Secondary Education. Transition between phases was seamless with progression matched to age-related expectations. Sequencing of topics was well considered so that students learnt well and remembered what they had been taught. Well-developed cross-curricular links were integrated across subjects and phases. Following a review, reading, and writing workshops were introduced into primary classes to strengthen literacy skills. There was an appropriate choice of subjects for students in Years 10 to 11 although subjects that developed their creative, design or practical skills were less prominent. However, students were able to undertake work experience in local companies which matched their personal preferences. Participation in community service was a strength and part of the school's ethos. Year 12 shared their 'New Start Nutritional Programme' with local residents who enjoyed the Christmas cheer and the entertainment that students provided at local centres.

Safety and support

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

The provision for health and safety was good across all phases. The fire service had issued a certificate of compliance and routine fire drills were clearly documented. The school had an environmental health certificate. The premises were clean, well maintained, and appropriate for the number of students and the curriculum offered. Policies and procedures for health and safety had been implemented effectively. Levels of security were good; visitors signed in and out and were provided with lanyards. Students were well cared for. There was a full-time nurse who supported the students' healthy lifestyle appropriately through an healthy eating Initiative. Almost all students participated in sporting events which contributed to their levels of fitness. Almost all staff were trained in the procedures and referral processes necessary to ensure high-quality child protection and there was a designated child protection officer. Most students stated that they felt safe and cared for at school.

Support and guidance arrangements for students were satisfactory across all phases. There was a strong positive Christian ethos and inter-personal relationships between students and teachers were highly beneficial. Pastoral care and guidance for almost all students were strong, with teachers demonstrating high levels of care and support. Two counsellors provided effective support for students with social, emotional, psychological, and academic needs. Students' progress and wellbeing was tracked regularly, and the few students identified as having special educational needs also had their progress tracked. Although the majority of teachers were aware of the students who needed additional support, only a few provided suitably adapted tasks in lessons. Individual Education Plans (IEP's) were completed but were not shared fully or used well enough to ensure that these students made good progress. Assistant teachers were deployed in the Kindergarten and primary phases but only in a minority of classes. Teachers did not always direct and guide them effectively so that students with special educational needs could achieve well. Actions taken to promote high attendance and punctuality were effective.

Leadership and management

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

Leadership was good overall. The vision for the future of the school was clear and leaders focused upon ensuring that standards remained consistently good. Leaders and staff were equally committed to the vision, 'To be the best, spiritually, academically and socially'. The Principal led by example and, alongside the Vice Principals, had high aspirations and saw the school as increasingly high performing. Senior leaders focused closely on students' character development as well as their academic needs. The Principal's excellent leadership skills coupled with those of the senior leaders provided a steer for the staff who had clear roles and responsibilities. The management of change had been well implemented which had allowed new initiatives to embed and flourish. For example, staff and students had embraced the high-level use of technology to enhance teaching and learning. The Principal's collegiate approach ensured that small teams working together across the school were able to bring about further improvements. These teams were held accountable for the outcomes they achieved. The leadership of special educational needs was not yet as strong. Individual education plans did not consistently provide precise targets and were not used rigorously to plan appropriate support for students in class. However, overall, leaders had good capacity to bring about further improvements. Governance was satisfactory and developing. The governing body includes representatives from the local community who possessed a wide set of skills. They attended regular meetings and assisted the Principal with the decision-making process.

Self-evaluation and improvement planning were good. The performance standards and quality indicators were used effectively to evaluate the quality of education in the school. As a result, the senior leaders were able to accurately identify strengths and areas for improvement. The arrangements for performance management were robust. Professional targets for development were linked directly to the school development plan, which was regularly reviewed. As a result, priorities were altered as necessary to maximise impact. Individual leaders were tasked with different priorities which were monitored overall by the Principal. Priorities were shared with governors and parents. All areas for improvement from the previous inspection had been dealt with successfully. On his arrival to the school in 2015, the Principal galvanised his staff into action and introduced tracking systems to check students' progress. Features of strong and weak teaching were identified through formal and informal lesson observations and work scrutiny which had improved the quality of teaching in Years 4 to 9. Regular professional development days were held for staff. They were able to choose some personal targets, but

most professional development was matched to school priorities. Most recently, staff had learnt how to integrate technology into their lessons. The school had worked in partnership with John Gray High School in mathematics.

Links with parents and the community were good. The school communicated very well with parents and staff were highly accessible by e-mail, telephone and via the on-line schools communication system. Parents were regularly consulted about the implementation of school policies. For example, they were fully involved in the formation of the policy and plans for students to return to school post lockdown. The Parent Teacher Association was active in raising funds for the school. Meaningful partnerships with community groups including, for example, with Cayman Heritage Arts, had ensured that students were knowledgeable about their Caymanian heritage.

Staffing and the learning environment were good. Teaching staff were well qualified and deployed efficiently to maximise students' learning. Staff retention levels in the school were good. Some primary classes did not have a teaching assistant to support students' learning. The school had an appropriate range of resources to enhance student learning. The use of information technology was a strength of provision. The school premises and specialist facilities were sufficient to develop students' learning. Timetabling was efficient and ensured optimal use of the available resources and learning space.

Survey results

One hundred and twenty-five parents, 27 staff and 121 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Almost all parents agreed that their children were making good progress in English, science, and other subjects. Most parents believed their children were making good progress in mathematics. Almost all parents said their children enjoyed school and that they were inspired to learn. Almost all parents agreed that students' behaviour was good and that students were developing good environmental understanding and a positive sense of responsibility towards the community. Most felt that their children had access to a good range of extra-curricular activities and that the amount of homework was suitable. Whilst most parents believed that the school was well led, a few expressed concerns about the quality of communication between the school and themselves. There were comments from 49 parents, and most were positive although a few stated that staff do not always treat students equally or respond to parents' concerns.

Twenty-four teachers and three support staff completed the survey. The majority had worked at the school for three years or more. Almost all staff agreed that the behaviour of most students was good and that the school provided a good quality of education. All staff believed parents to be effectively involved in the work of the school and most felt that the school was well led. A minority of staff disagreed that students with special educational needs were well supported or that students could join a good range of extra-curricular activities. Most staff agreed that students were regularly informed of their next steps in learning but a minority felt that most students did not show good environmental understanding. There were very few concerns from staff and positive comments focussed on the strong spiritual ethos of the school and its care for students and teachers.

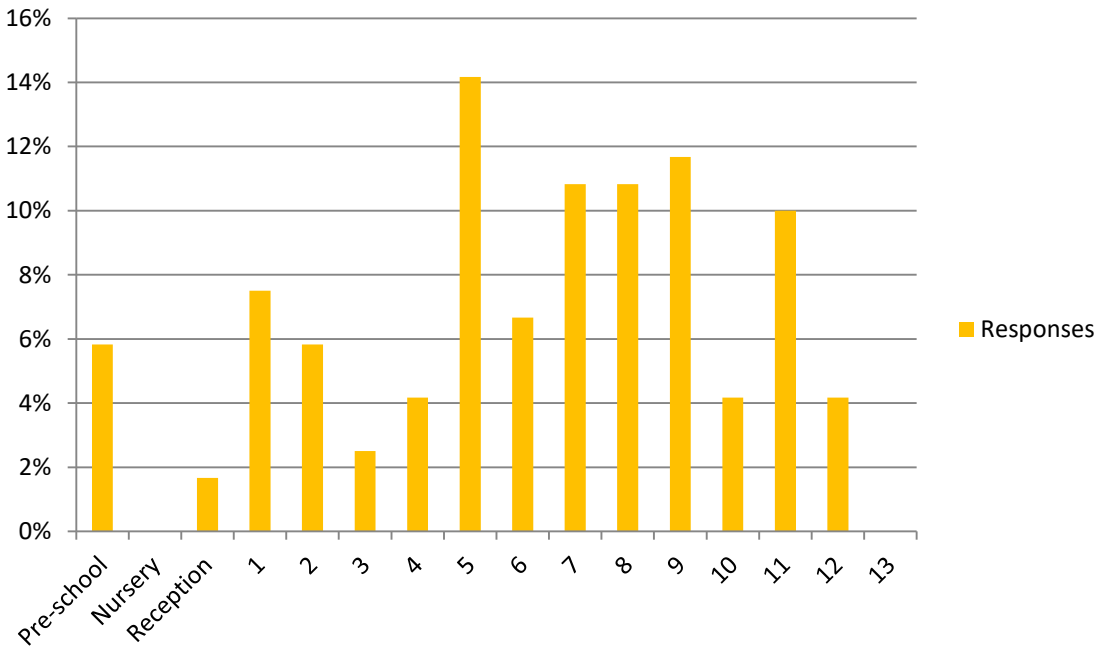
One hundred and twenty-one students completed the on-line survey. Most felt that their progress in English, mathematics, science, and other subjects was good and said that their teachers helped them to understand how well they were doing. A minority of students felt that the school did not support them in understanding their sense of responsibility as members of the wider community or develop their environmental understanding. Most students felt safe and cared for at school. A minority felt that the school did not provide a good range of extra-curricular activities or provide subjects that students wished to study. Most said that behaviour was good. A minority of students did not feel that the school responded appropriately to their concerns. Fifty-nine students provided comments, and a few expressed concerns about the lack of privacy for boys and girls while they changed for physical education. A few students also requested more extra-curricular activities.

What happens next?

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

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?



Response	Count
Answered	120
Skipped	5

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

Response	Percentage	Count
Less than one year	23%	28
More than one year but less than three years	22%	27
More than three years	55%	67
	Answered	122
	Skipped	3

What is your nationality?

38%

Caymanian

62%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	43%	52
Agree	47%	57
Disagree	7%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	4
	Answered	122
	Skipped	3

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	43%	53
Agree	43%	53
Disagree	8%	10
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	5
	Answered	122
	Skipped	3

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	41%	50
Agree	49%	60
Disagree	3%	4
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	7
	Answered	122
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	44%	54
Agree	48%	59
Disagree	4%	5
Strongly Disagree	1%	1
I am unsure or unable to answer the question	2%	3
	Answered	122
	Skipped	3

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	34%	41
Agree	57%	68
Disagree	6%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	4
	Answered	120
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	40%	48
Agree	51%	61
Disagree	4%	5
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	4
	Answered	119
	Skipped	6

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	38%	46
Agree	50%	60
Disagree	5%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	7%	8
	Answered	121
	Skipped	4

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	51%	61
Agree	43%	52
Disagree	4%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	2
	Answered	120
	Skipped	5

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	37%	44
Agree	53%	63
Disagree	8%	10
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	3
	Answered	120
	Skipped	5

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	42%	50
Agree	50%	60
Disagree	5%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	4
	Answered	120
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	21%	25
Agree	55%	66
Disagree	10%	12
Strongly Disagree	6%	7
I am unsure or unable to answer the question	8%	10
	Answered	120
	Skipped	5

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	20%	24
Agree	63%	76
Disagree	5%	6
Strongly Disagree	2%	2
I am unsure or unable to answer the question	10%	12
	Answered	120
	Skipped	5

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	24%	29
Agree	61%	73
Disagree	12%	14
Strongly Disagree	2%	2
I am unsure or unable to answer the question	2%	2
	Answered	120
	Skipped	5

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	46%	55
Agree	49%	59
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	4
	Answered	120
	Skipped	5

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	44%	53
Agree	47%	56
Disagree	7%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	3
	Answered	120
	Skipped	5

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	9%	11
Agree	30%	35
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	60%	70
	Answered	117
	Skipped	8

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	26%	31
Agree	63%	76
Disagree	2%	2
Strongly Disagree	3%	3
I am unsure or unable to answer the question	7%	8
	Answered	120
	Skipped	5

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	31%	37
Agree	41%	49
Disagree	5%	6
Strongly Disagree	3%	3
I am unsure or unable to answer the question	21%	25
	Answered	120
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	20%	24
Agree	53%	63
Disagree	3%	3
Strongly Disagree	2%	2
I am unsure or unable to answer the question	23%	27
	Answered	119
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	11%	13
Agree	34%	41
Disagree	6%	7
Strongly Disagree	3%	4
I am unsure or unable to answer the question	45%	54
	Answered	119
	Skipped	6

The school is well led.

Response	Percentage	Count
Strongly Agree	29%	35
Agree	53%	63
Disagree	8%	10
Strongly Disagree	2%	2
I am unsure or unable to answer the question	8%	9
	Answered	119
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	29%	35
Agree	53%	64
Disagree	11%	13
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	7
	Answered	120
	Skipped	5

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	27%	32
Agree	58%	69
Disagree	8%	9
Strongly Disagree	4%	5
I am unsure or unable to answer the question	4%	5
	Answered	120
	Skipped	5

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	20%	24
Agree	58%	69
Disagree	10%	12
Strongly Disagree	3%	4
I am unsure or unable to answer the question	9%	11
	Answered	120
	Skipped	5

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	29%	35
Agree	59%	71
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	11
	Answered	120
	Skipped	5

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	19%	23
Agree	64%	77
Disagree	6%	7
Strongly Disagree	1%	1
I am unsure or unable to answer the question	10%	12
	Answered	120
	Skipped	5

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	23%	27
Agree	60%	72
Disagree	6%	7
Strongly Disagree	1%	1
I am unsure or unable to answer the question	11%	13
	Answered	120
	Skipped	5

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	15%	18
Agree	53%	63
Disagree	6%	7
Strongly Disagree	2%	2
I am unsure or unable to answer the question	25%	30
	Answered	120
	Skipped	5

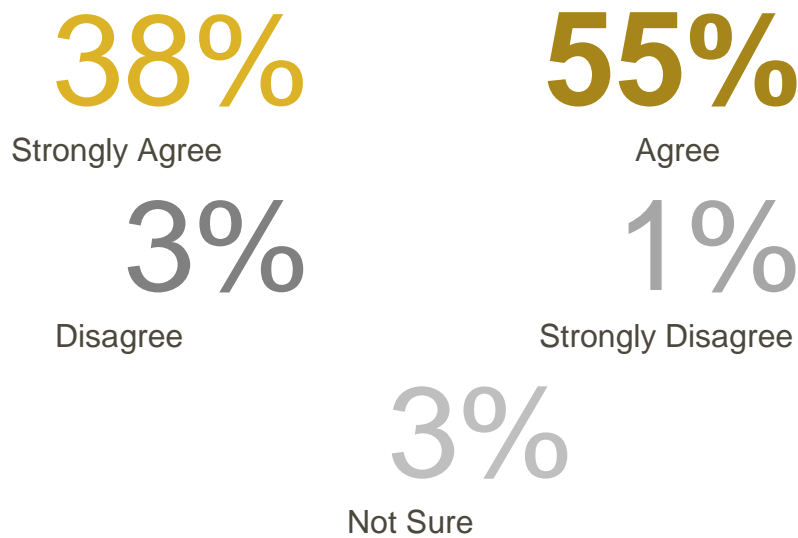
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	38%	45
Agree	53%	64
Disagree	5%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	4
	Answered	120
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	27%	32
Agree	60%	72
Disagree	5%	6
Strongly Disagree	2%	2
I am unsure or unable to answer the question	7%	8
	Answered	120
	Skipped	5

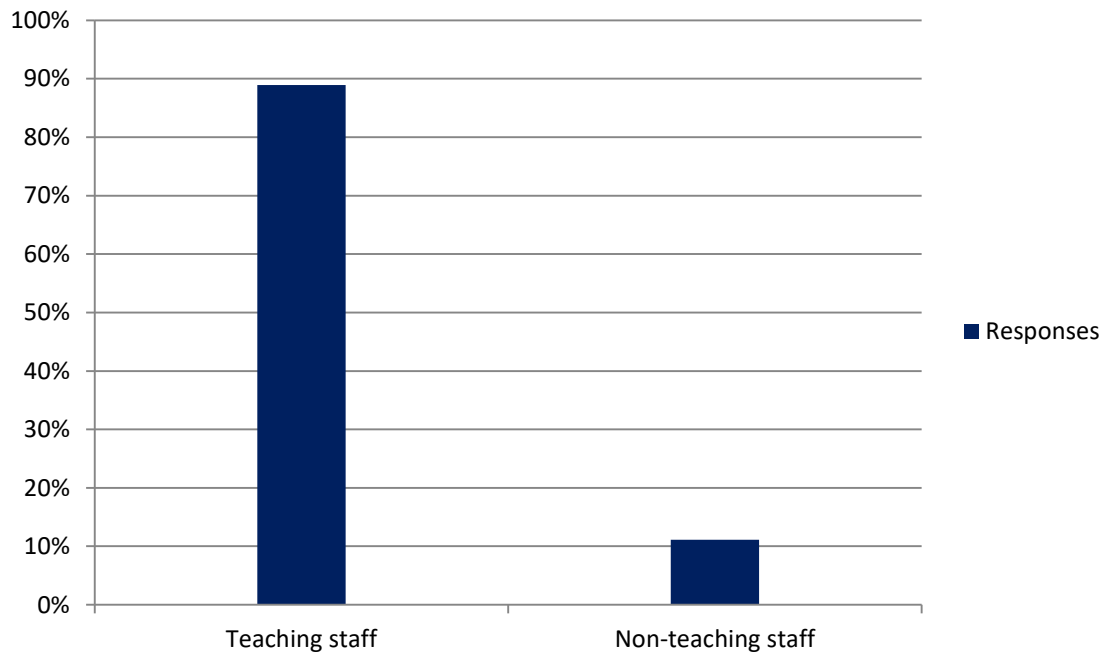
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	120
Skipped	5

Office of Education Standards | Staff Survey 2020

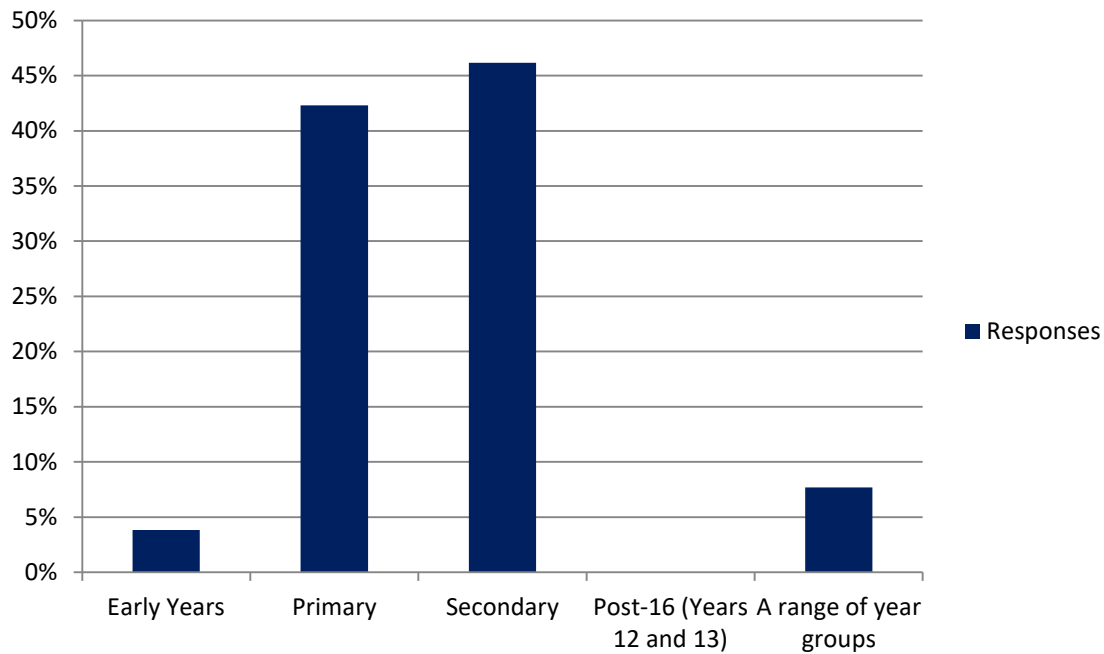
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	23%	6
More than one year but less than three years	19%	5
Three years or more	58%	15
	Answered	26
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

19%

Caymanian

81%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	58%	15
Agree	38%	10
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	35%	9
Agree	50%	13
Disagree	12%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	26
	Skipped	1

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	30%	8
Agree	48%	13
Disagree	15%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	27
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	52%	14
Agree	41%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	27
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	8%	2
Agree	58%	15
Disagree	19%	5
Strongly Disagree	4%	1
I am unsure or unable to answer the question	12%	3
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	46%	12
Agree	42%	11
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	2
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	62%	16
Agree	31%	8
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	26
	Skipped	1

The school helps students to choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	74%	20
Agree	22%	6
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	27
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	67%	18
Agree	22%	6
Disagree	0%	0
Strongly Disagree	4%	1
I am unsure or unable to answer the question	7%	2
	Answered	27
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	59%	16
Agree	30%	8
Disagree	0%	0
Strongly Disagree	7%	2
I am unsure or unable to answer the question	4%	1
	Answered	27
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	74%	20
Agree	11%	3
Disagree	7%	2
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	Answered	27
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	19%	5
Agree	59%	16
Disagree	15%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	27
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	44%	12
Agree	37%	10
Disagree	7%	2
Strongly Disagree	4%	1
I am unsure or unable to answer the question	7%	2
	Answered	27
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	37%	10
Agree	48%	13
Disagree	7%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	27
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	44%	12
Agree	37%	10
Disagree	0%	0
Strongly Disagree	4%	1
I am unsure or unable to answer the question	15%	4
	Answered	27
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	48%	13
Agree	44%	12
Disagree	7%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	27
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	44%	12
Agree	56%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	27
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	41%	11
Agree	52%	14
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	27
	Skipped	0

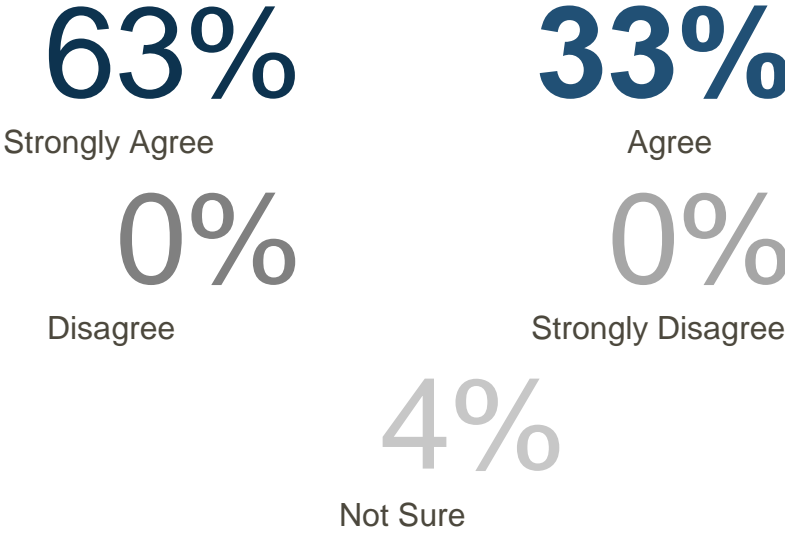
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	89%	24
Agree	7%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	27
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	37%	10
Agree	48%	13
Disagree	4%	1
Strongly Disagree	4%	1
I am unsure or unable to answer the question	7%	2
	Answered	27
	Skipped	0

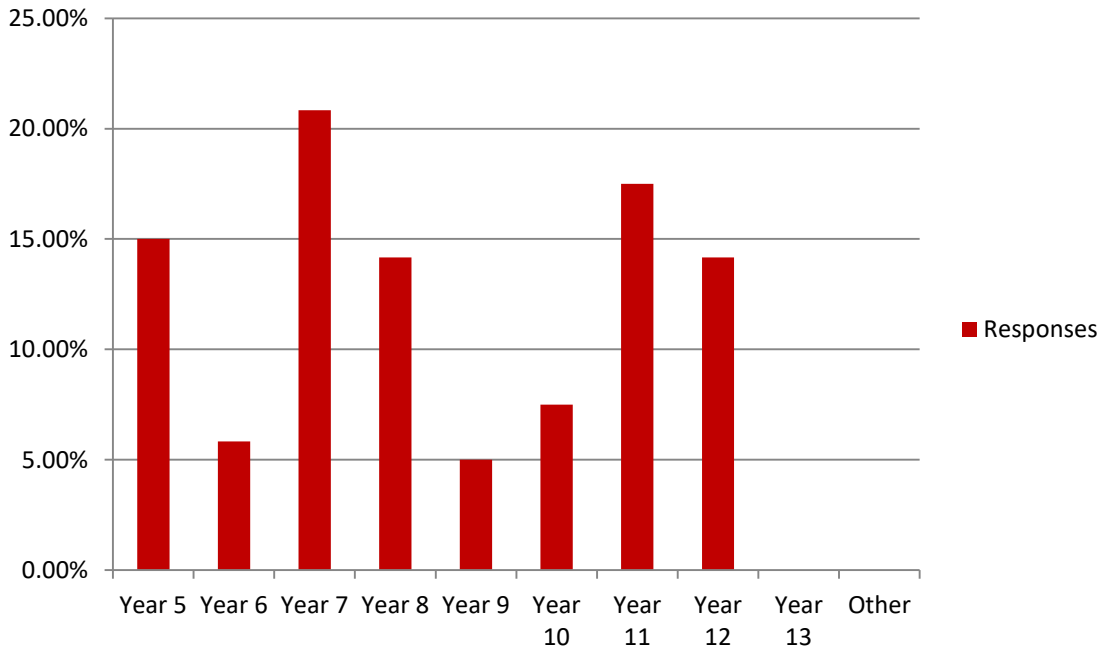
Overall, this school provides a good quality of education.



Response	Count
Answered	27
Skipped	0

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

49%

Caymanian

51%

Non-Caymanian

Please state your gender.

53%

Boys

47%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	24%	28
Agree	63%	73
Disagree	5%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	7
	Answered	115
	Skipped	6

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	18%	21
Agree	52%	60
Disagree	12%	14
Strongly Disagree	10%	12
I am unsure or unable to answer the question	8%	9
	Answered	116
	Skipped	5

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	18%	21
Agree	66%	76
Disagree	9%	10
Strongly Disagree	2%	2
I am unsure or unable to answer the question	6%	7
	Answered	116
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	21%	24
Agree	66%	76
Disagree	4%	5
Strongly Disagree	2%	2
I am unsure or unable to answer the question	8%	9
	Answered	116
	Skipped	5

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	14%	16
Agree	49%	56
Disagree	17%	20
Strongly Disagree	9%	10
I am unsure or unable to answer the question	11%	13
	Answered	115
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	12%	14
Agree	41%	47
Disagree	25%	29
Strongly Disagree	5%	6
I am unsure or unable to answer the question	17%	19
	Answered	115
	Skipped	6

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	10%	12
Agree	40%	46
Disagree	35%	40
Strongly Disagree	5%	6
I am unsure or unable to answer the question	10%	11
	Answered	115
	Skipped	6

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	27%	30
Agree	63%	71
Disagree	5%	6
Strongly Disagree	4%	4
I am unsure or unable to answer the question	2%	2
	Answered	113
	Skipped	8

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	26%	29
Agree	53%	60
Disagree	12%	13
Strongly Disagree	4%	5
I am unsure or unable to answer the question	5%	6
	Answered	113
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	23%	26
Agree	56%	63
Disagree	12%	13
Strongly Disagree	5%	6
I am unsure or unable to answer the question	4%	5
	Answered	113
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	21%	24
Agree	32%	36
Disagree	23%	26
Strongly Disagree	12%	14
I am unsure or unable to answer the question	12%	13
	Answered	113
	Skipped	8

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	19%	22
Agree	40%	45
Disagree	23%	26
Strongly Disagree	14%	16
I am unsure or unable to answer the question	4%	4
	Answered	113
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	22%	25
Agree	48%	54
Disagree	10%	11
Strongly Disagree	10%	11
I am unsure or unable to answer the question	11%	12
	Answered	113
	Skipped	8

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	27%	30
Agree	58%	65
Disagree	8%	9
Strongly Disagree	4%	4
I am unsure or unable to answer the question	4%	5
	Answered	113
	Skipped	8

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	25%	28
Agree	53%	60
Disagree	7%	8
Strongly Disagree	6%	7
I am unsure or unable to answer the question	9%	10
	Answered	113
	Skipped	8

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	34%	38
Agree	48%	54
Disagree	5%	6
Strongly Disagree	7%	8
I am unsure or unable to answer the question	5%	6
	Answered	112
	Skipped	9

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	19%	21
Agree	27%	30
Disagree	9%	10
Strongly Disagree	4%	5
I am unsure or unable to answer the question	42%	47
	Answered	113
	Skipped	8

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	19%	22
Agree	50%	57
Disagree	8%	9
Strongly Disagree	16%	18
I am unsure or unable to answer the question	6%	7
	Answered	113
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	38%	43
Agree	36%	41
Disagree	4%	5
Strongly Disagree	8%	9
I am unsure or unable to answer the question	13%	15
	Answered	113
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	20%	23
Agree	50%	56
Disagree	9%	10
Strongly Disagree	4%	5
I am unsure or unable to answer the question	17%	19
	Answered	113
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	15%	17
Agree	36%	41
Disagree	12%	14
Strongly Disagree	7%	8
I am unsure or unable to answer the question	29%	33
	Answered	113
	Skipped	8

The school is well led.

Response	Percentage	Count
Strongly Agree	30%	33
Agree	49%	54
Disagree	12%	13
Strongly Disagree	4%	4
I am unsure or unable to answer the question	6%	7
	Answered	111
	Skipped	10

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	20%	22
Agree	43%	48
Disagree	15%	17
Strongly Disagree	8%	9
I am unsure or unable to answer the question	14%	15
	Answered	111
	Skipped	10

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	17%	19
Agree	37%	41
Disagree	23%	25
Strongly Disagree	11%	12
I am unsure or unable to answer the question	13%	14
	Answered	111
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	21%	23
Agree	50%	55
Disagree	14%	16
Strongly Disagree	5%	6
I am unsure or unable to answer the question	10%	11
	Answered	111
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	16%	18
Agree	40%	44
Disagree	18%	20
Strongly Disagree	5%	6
I am unsure or unable to answer the question	21%	23
	Answered	111
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	32%	36
Agree	38%	42
Disagree	9%	10
Strongly Disagree	6%	7
I am unsure or unable to answer the question	14%	16
	Answered	111
	Skipped	10

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	22%	24
Agree	51%	56
Disagree	12%	13
Strongly Disagree	5%	5
I am unsure or unable to answer the question	11%	12
	Answered	110
	Skipped	11

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

25%

Strongly Agree

9%

Disagree

48%

Agree

9%

Strongly Disagree

9%

Not Sure

Response	Count
Answered	110
Skipped	11

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

