



INSPECTION REPORT

CAYMAN INTERNATIONAL SCHOOL

OFFICE OF EDUCATION STANDARDS
January 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 International School

Name of school	Cayman International School
Address	95, Minerva Drive, Camana Bay, George Town, Grand Cayman, PO Box 31364.
Telephone	345-945-4664
E-mail address	cis@cis.ky
School Website	www.caymaninternationalschool.org
Principal	Dr. Jeremy Moore
School day timing	Early Childhood: 8:15am to 2:30pm. K – G2: 8:10am to 2.45pm. G3 – G5: 8:00am to 3:00pm. Middle School and High School: 8:00am to 3:15pm.
Age range of students	2 years to 18 years
Number of students	770
Number of teaching staff	99
Number of support staff	42
Date of last inspection	November 2007

The context of the school

Cayman International School is a private, college preparatory, non-sectarian, co-educational school for students from two years old to Grade 12. It provides a caring and supportive school ethos in which each student is respected and valued, so that they, in turn, will respect and value others. The school was established to provide an American and international educational program for the dependents of multi-national professionals living in Cayman. The faculty, staff and students represent over 40 nationalities, providing a rich diversity of cultures and perspectives.

At the time of the inspection there were 770 students on roll, including 135 children in Early Childhood, 335 in Elementary, 150 in the Middle School and 150 in the High School. The planned expansion of Cayman International School will increase the capacity of the school to around 1,100 students, with four classes at each grade level.

Cayman International School is governed by International Schools Services (ISS), a non-profit organisation located in Princeton, New Jersey. The school was previously named as Faulkner Academy when it opened in October of 1994 and was purchased by ISS in 2002 and the school changed its name to Cayman International School (CIS) in 2003.

Cayman International School follows a US-based curriculum and is accredited by the Middle States Association. It is organised into grades aligned to the American system. The Early Childhood education program is research-based and follows the High Scope method and practice. Learning is based on the dimensions of school readiness identified by the US National Education Goals Panel. The school curriculum is based on the American Common Core Standards. Qualified students in Grades 11 and 12 are able to take courses in the International Baccalaureate Diploma Program (IBDP).

For the purposes of this report, information regarding the school is organised into four phases:

- Early Childhood. Children from two to five years.
- Elementary. Kindergarten to Grade 5. Students from five to 11 years.
- Middle School. Grades 6 to 8. Students from 11 to 13 years.
- High School. Grades 9 to 12. Students from 13 to 18 years.

Key strengths

Inspectors identified the following strengths of the school:

- The school is very successful in promoting students' understanding of environmental matters, including conservation and sustainability;
- Teaching staff facilitate and provide regular opportunities for student leadership and this enables students to develop key leadership skills and attitudes;
- Teachers demonstrate strong subject and pedagogical knowledge and, through their highly positive relationships with students, model high expectations regarding learning and behavior;
- Students benefit from excellent care and guidance offered by a dedicated team of teachers, specialist learning support staff, counsellors and school leaders;
- Links with parents and the community are excellent and the partnerships successfully enhance the curriculum and learning opportunities of students at all stages of the school;
- The school premises, resources and facilities are of high quality and support the delivery of an excellent school curriculum.

Recommendations

To further enhance the high quality of education offered at Cayman International School, senior leaders and staff should;

- use data more consistently and effectively to monitor students' achievement and progress in key areas of learning;
- improve assessment practices in science to help determine students' skills and knowledge, particularly from Kindergarten to Grade 10;
- address aspects of health and safety identified in this report;
- review and further develop arrangements to monitor the quality of teaching across the school to more effectively disseminate best practice and identify aspects requiring improvement.

Summary

Overall Evaluation - Good

Cayman International School performs effectively in all major aspects of its work. The Director and his senior leadership team have good capacity to lead further improvement. Across all quality indicators, all judgements were good or better. There were a number of excellent features as listed below.

Inspectors identified excellent practice in the following areas;

- Students' attainment and progress in English in the Middle and High School, in mathematics in the Elementary and Middle School and in science in the Early Childhood division and the Elementary School;
- Students' personal and social development in all phases of the school;
- Curriculum quality across all phases of the school;
- Students' support and guidance across all phases of the school;
- Links with parents and the community;
- Staffing and the learning environment.

There were no weak areas of performance identified in the school. Teaching, learning and assessment and leadership, self-evaluation and improvement planning were evaluated as good rather than excellent because certain aspects require further development.

Achievement

Students' attainment in relation to international standards	Early Childhood	Elementary	Middle	High
Attainment in English	Good	Good	Excellent	Excellent
Attainment in mathematics	Good	Excellent	Excellent	Good
Attainment in science	Excellent	Excellent	Good	Good

Attainment in English was good in Early Childhood and Elementary and excellent in Middle and High School. In 2019, a majority of Grade 12 students sat either the International Baccalaureate (IB) 'English A: Literature Higher Level' examination or IB 'English A: Literature Standard Level' test. They attained excellent results when compared to international standards. Grade 12 students understood and wrote in depth about complex texts when comparing the work of an international poet to that of another author. Overall, students' attainment at Grade 11 and 12 in SAT tests was excellent. By Grade 10, almost all students met or exceeded their benchmark PSAT test scores in reading and writing. Middle School students attained excellent grades in their Measures of Academic Progress (MAP) tests in reading. They could write narratives using complex transitions. Elementary School students achieved good levels of attainment in their MAP tests. They read with confidence and demonstrated a good comprehension of the texts they were studying. In Grade 1, students used prepositional phrases and clauses while writing grammatically correct sentences. Early Childhood children also achieved good levels of achievement. Most were developing their communication skills and abilities appropriately and conveyed their needs and ideas clearly.

Attainment in mathematics was good in the High School and in the Early Childhood phase. Students in the Elementary and Middle phases achieved excellent results compared to international standards. Most Grade 12 students took International Baccalaureate (IB) examinations and at Grade 11 and 12, SAT tests in mathematics. The largest group of these students took IB 'Mathematical Studies Standard Level' tests and achieved satisfactory results. Those students who sat the IB 'Mathematics Standard Level' test achieved good results. The students used graphic calculators well to support their work and approached questions which required their critical thinking skills with confidence. At Grades 11 and 12, students also took SAT tests. Grade 11 students achieved good results in their final test with Grade 12 students achieving excellent results. Most Grade 10 students met or exceeded their PSAT mathematics test benchmarks. Overall, Middle and Elementary students attained excellent results in their Measures of Academic Progress (MAP) Common Core Standards tests. Grade 5 students knew the definition of a mathematical conjecture and were articulate when posing their answers to problems. Children in the Kindergarten could complete age-appropriate tasks in calculation with

accuracy. They grouped objects into tens and ones and almost all were secure explaining place value with two-digit numbers.

Attainment in science was excellent in Early Childhood and the Elementary School and good in the Middle and High. Attainment was based on classroom observations in Elementary and Middle School, because there was limited data. Children in Pre-K classes actively participated in science activities and developed inquiry skills, curiosity and positive attitudes to learning. They demonstrated age-appropriate skills in observation, prediction and exploration. In the nursery class, for example, the children explored the school outdoor area to find leaves and seeds. They were able to classify according to size and shape. By observing beans planted in their classroom window, the children were able to explain the conditions necessary for plant growth. In the Elementary grades, students participated well in investigative science. They demonstrated the ability to explore scientific concepts and content through experiments. For example, students in Grade 2 conducted an experiment to determine how easily different soil types were eroded by water. Students in Grade 5 accurately discussed the parts of a flower and their function. In the Middle School, students showed good understanding of scientific concepts and content and were able to express their ideas and hypotheses coherently. In the High School, attainment was uneven because of the small number of students. The majority of the students sat an IB test in a science-related subject. Attainment was weak in chemistry and satisfactory in biology. Students demonstrated familiarity with laboratory procedures and successfully completed an experiment. They examined bonding using a microscope, mixed chemicals and examined the physical properties of different salts.

Students' progress in key subjects	Early Childhood	Elementary	Middle	High
Progress in English	Good	Good	Excellent	Excellent
Progress in mathematics	Good	Excellent	Excellent	Good
Progress in science	Excellent	Excellent	Good	Good

Progress in English was good in Early Childhood and Elementary and excellent in Middle and High. At Grade 12, students' progress in the IB English courses was consistently excellent over the last three years. In Grades 11 and 12 students used complex writing styles to analyze texts and developed their own writing skills effectively, this represented an excellent rate of progress. Middle school students' MAP scores showed that their excellent progress was maintained over time. In Grade 6, students took their own independent notes and showed their effective inference skills when studying 'The Giver'. Elementary students' academic progress was consistently good. Assessment tests in the Elementary school indicated almost all students were making good progress. Students in Grade 2 used key vocabulary well when writing informal text about how to look after a dog. Students understood the syntax and semantics of language, which supported their writing effectively and resulted in good progress. Progress in Early Childhood was good, particularly in the development of children's listening skills, enjoyment and knowledge of books and early reading skills.

Progress in mathematics was good in Early Childhood and the High School grades and excellent in Elementary and Middle schools. Grade 12 students showed good progress over time in their Mathematical Studies course but their progress in Mathematical Standard Level examinations was more uneven. In Grade 12, students demonstrated good progress in working out answers to problems involving the sine rule. They expanded quadratic equations and could graph functions including those involving inequalities. Despite some variation at Grades 5 and 6 both Middle School and Elementary School academic progress was consistently excellent over the last three years as students moved through the school. In Grade 8, students knew how many solutions there were when studying linear systems. They were able to manipulate challenging equations in order to graph them. This represented excellent progress. In the Kindergarten, students counted confidently and could demonstrate an understanding of place value using a variety of resources. In Grade 5 students plotted co-ordinates to make shapes and then enlarged them using scale factors. A few made exceptional progress and could plot points in four quadrants. Early Childhood development was also good. In Pre-K, children sorted and classified an array of different objects which promoted their early mathematical development.

Progress in science mirrored attainment across the grades. Progress was excellent in the Early Childhood classes and Elementary School. It was good in the Middle and High School. The youngest children talked clearly about what they were learning. Children were knowledgeable about aspects of their space project and had made excellent progress over time. They had helped to create a class rocket out of boxes. In the Elementary School, progress in science was

also excellent. Students progressed well in lessons because they completed tasks as required and demonstrated a clear understanding of content and concepts. They made appropriate links to the environment and community. Students' progress in the Middle School was good. Students dissected flowers and successfully identified the parts they had studied in lessons. This contributed well to the good progress they made in building their knowledge, skills and understanding. In the High School students made good progress in their understanding of ionic and covalent bonding and spoke clearly about the differences.

Students' personal and social development

Promoting students' personal and social development	Early Childhood	Elementary	Middle	High
Positive behavior for good learning	Excellent	Excellent	Excellent	Excellent
Students' civic and environmental understanding	Excellent	Excellent	Excellent	Excellent

Behavior was excellent across all phases of the school. All students were involved in the positive discipline model of behavior. This supported all students in becoming self-disciplined and able to resolve difficulties, should they arise, in a mature manner. Relationships between staff and students were exemplary. Students responded well to the high expectations set regarding their behavior and respected the excellent role models presented to them by their teachers. This resulted in all students treating each other, and the environment, considerately. All students showed a high level of courtesy towards both staff and visitors. This was evident in lessons and at break and lunch times. They showed tolerance towards their peers and interacted well with each other. Almost all showed social skills beyond their years. Bullying was found to be rare in the school. In interviews with students they stated that they were confident that if issues arose, they would be dealt with effectively by the school staff. Almost all stated that they felt safe and cared for by staff. Students were smart and wore their school uniform with pride. Attendance was satisfactory at 94 per cent. Almost all students arrived punctually to school and to their lessons.

Students' civic and environmental understanding was excellent across all phases of the school. Almost all students contributed to the life of the school and to their wider community. They emerged as leaders in many local causes, demonstrating above age-related understanding of environmental issues. Students had instigated community-wide efforts such as 'Protect Our Future', and organised school wide fund-raising activities and awareness clubs in relation to environmental and social issues. Students conversed easily and confidently about culture, traditions and the environmental. The classes in Early Childhood used resources found in the natural environment, such as sea grape leaves and driftwood, in activities and to produce classroom displays. Students talked eagerly about the Cayman flag, which was displayed in many classrooms, and other national symbols including the use of the Silver Thatch. All students were exposed to significant elements of Caymanian culture and heritage through field trips and in-school visitors. Older students engaged with various agencies and establishments to learn about financial and economic decisions affecting sustainability. The staff had a passion for and a sound knowledge of environmental issues. The students recognised that Christianity was the main religion in Cayman. They had regular opportunities to learn about diverse religions and showed an appreciation of the variety of religions represented in Cayman. Learning about Caymanian history and culture will be further enhanced by the review of the current programs of study as new information and resources are made available.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Early Childhood	Elementary	Middle	High
Teaching	Good	Good	Good	Good
Learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

Teaching was good across all phases. It was consistently good in English, mathematics, science and a variety of other subjects. All teachers knew their subject exceptionally well and used their expertise to question and enhance students' understanding through dialogue. In mathematics in Grade 3, an explicit discussion took place about students' strategies to prove solutions to algebra problems. Most teachers' planning was effective but in a majority of lessons, was meticulous and paid careful consideration to the different needs of students in their classes. In art, lesson planning linked well to the school learning principles. In history there was a planned focus on the seven core skills. Careful consideration of resources ensured that most students were successful. In music, the planned use of increasingly complex activities resulted in students' excellent learning and progress. Students had access to manipulatives in mathematics, high-quality texts in English and other subjects. Teachers used technology such as 'Google' classroom across the curriculum and a rich array of play-based apparatus in the Early Childhood Centre. This enhanced the quality of teaching. Almost all teachers managed time effectively, although in a few lessons, teachers talked for too long. Teachers' high expectations of behavior ensured that no learning time was lost and that students' respected classroom rules. The learning environment in most classrooms was excellent. Teachers paid good attention to display which served to remind students about what they had been learning in previous lessons. Students with special educational needs were supported well, through effective use of teaching assistants and work matched to need. Teaching in science was not as effective as in other subjects, particularly in the higher grades.

Learning was good across all phases. Students at all stages took responsibility for their own learning. Their levels of concentration were high and even the youngest children in the Early Childhood phase could pay attention and listen well. Almost all students across the school engaged consistently well, and most had a thirst for knowledge and learning. A few students were easily distracted and needed regular reminders to complete work. Most students collaborated effectively in lessons, sharing their ideas and discussing how these could be improved. They worked well in groups. For example, in Grade 2, students together worked out the change when buying items in the shop. Most students learnt exceptionally well when working through tasks which made them think critically to find solutions to problems, for example in the 'Maths Olympiad'. A few students found difficulty applying what they had learnt

to a new context without help. Students in Grade 12 used research skills well when planning their projects.

Assessment was good. Teachers regularly assessed students' achievements to provide very well-constructed feedback in most lessons. Students across the school were encouraged to assess their own work and that of their peers. This resulted in the students acquiring skills in analysing gaps in their learning and helped them to set improvement targets. The school's electronic data gathering system was comprehensive and teachers were diligent in inputting and tracking assessment information. However, students' attainment was not being analysed sufficiently to gain a clear school-wide overview of student performance against their potential. A number of assessment initiatives had been developed across the school but had not been evaluated fully for consistency or impact. This included the High School grading manual introduced at the beginning of the school year. Pre-K assessment criteria required further refinement to clarify the expected level for children's achievement against developmental milestones. Across the school there was insufficient data gathered on student performance in science.

Curriculum

Offering a curriculum that meets the educational needs of all students	Early Childhood	Elementary	Middle	High
Curriculum	Excellent	Excellent	Excellent	Excellent

The curriculum was excellent across all phases of the school. It was broad and balanced and provided students with a good range of learning experiences. The Cayman International School Learning ‘Ecosystem’ ensured that the curriculum ‘Defined, Designed, Delivered and Demonstrated’ learning in ways that had optimal impact. As a result, the curriculum was adapted exceptionally well in almost all subjects so that work matched the needs of a wide range of students. It offered opportunities for students to be creative and to engage in practical activities for example in music, art, Spanish and PE. In the Early Childhood Center, the curriculum was aligned exceptionally well to children’s interests. For example, when the children found a spider’s web in their classroom, they expressed an interest in knowing more about spiders and that became a unit of study for the class.

As part of the school’s self-evaluation processes, subjects across the curriculum were regularly reviewed. During the inspection, social studies and Spanish were under scrutiny. Curriculum plans were thorough and innovative, clearly mapping out expectations of what should be taught in each unit of work. Thought provoking materials were also evident in history and geography, which promoted critical thinking. Mathematics mastery was sequentially planned to maximise students’ progress. The curriculum promoted Caymanian culture and heritage very effectively. Communication and transition between the different divisions in the school were seamless. Students were prepared extremely well for the next phase of their education within the school both academically and pastorally.

The school effectively integrated real-world skill application, interdisciplinary learning and project-based learning. Students participated in and hosted the Model United Nations, participated in National Honors Society and High School Leadership. Students provided leadership in community service initiatives beyond the school. These activities included visits to children recovering from heart surgery, the collection and distribution of school and personal supplies to needy local children, service trips to Peru, Honduras, Haiti, and Nicaragua, peer tutoring in local schools and leadership in sports programs across the island.

Safety and support

Keeping our students safe and always supported	Early Childhood	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
Support and guidance	Excellent	Excellent	Excellent	Excellent

There were good arrangements in place to help secure students' health and safety. In 2019, senior leaders had commissioned an independent audit of the school and good progress had been made in addressing most of the recommendations highlighted by the health and safety specialists. With the ongoing development of the facilities and the building work on site to prepare for the opening of the new high school, leaders had made careful adaptations to the facilities to ensure the safety of students and staff. Policies and practices in relation to fire safety were in place and staff conducted regular fire and emergency evacuation drills. During the inspection, a fire at a local landfill site required the evacuation of all students and staff. This was achieved with good communication amongst staff and with families. All staff had recently completed child protection training and a policy for student protection had been introduced. This policy required further development to include greater clarity regarding referral procedures to local child protection authorities. Healthy eating and lifestyles were promoted through the school curriculum, in school meal choices and within an extensive sports and physical education programme. The school had liaised with the Cayman Islands' Fire Service and with the Department of Environmental Health to meet licensing requirements. However, there were no current certificates of approval from those bodies. Most infractions, but not all from the 2016 fire inspection report had been satisfactorily addressed.

The school had excellent arrangements in place to provide the students with support and guidance. Staff at all stages of the school enjoyed very good relationships with their students. Arrangements to identify and support students with additional needs were excellent as a consequence of the skilled and diverse interventions offered by learning support, guidance and class teachers. Students requiring support made excellent progress, particularly in the development of English language skills. A number of in-class and out-of-class interventions were in place with specialised programmes delivered to address weaknesses in reading. In the Elementary School, for example, interventions were particularly effective because staff knew the students very well and were vigilant regarding any potential barriers to learning. Staff had high expectations and used assessments effectively to check reading progress prior to and during units of work. Individual education plans had been developed for students with special needs and these documents were comprehensive and used well to check progress over time. Parents were regularly involved in the arrangements to monitor and review their child's achievements. Strong links were in place with external specialists who offered professional expertise and advice to staff and families regarding students with specific learning difficulties. There were also excellent arrangements in place to help prepare students for college and the world of work. A

highly experienced guidance team, including counsellors, enrichment teachers, learning support and careers specialists provided a coordinated approach to students' well-being and support.

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	Excellent
Staff and the learning environment	Excellent

Overall, the leadership of Cayman International School was judged to be good. The Director was ably supported by the three Principals of Early Childhood, Elementary and High School and their deputies. These comprised the leadership team. As a team, they had successfully demonstrated a strong sense of commitment to the values of the school through the creation of a collegiate approach. Leaders at all levels had good capacity to improve the performance of the school. All staff shared the aspirational vision for the future and leaders were working towards fully implementing their aim of a holistic approach to students' education. Distributed leadership was a feature of the school and all leaders eagerly carried out their delegated tasks. Effective teamwork focused on a range of initiatives across the school and leaders demonstrated a secure knowledge of evident strengths and weaknesses. Plans to address weaknesses were in place. Leaders identified the professional development needs of staff effectively. They worked collaboratively, with designated coaches, alongside teachers to set targets to bring about improvements in the quality of teaching. While leaders gathered a plethora of data and other information, they did not analyse it systematically enough in order to raise standards further. The Senior Leadership Executive, a member of the Trustees, met regularly with the Director to discuss strategy and held school leaders to account robustly. There was a further advisory council within the school, although the Trustees did not communicate regularly with them.

Self-evaluation and improvement planning were good. The school had a highly effective and comprehensive self-evaluation process. This included a revision of its mission, principles and strategic plan. Progress through the 2018 to 2019 strategic plan had been carefully mapped and indicated next steps required to improve provision and outcomes further. A number of actions had been taken to improve Early Childhood development and provision, and a review of mathematics programs across the school had been undertaken, although these had yet to be fully evaluated for impact on achievement. Quantitative systems and procedures to monitor the quality of teaching required development to support the setting of targets for improvement. The strategic plan quite rightly identified the need to organise collaborative time to improve and develop 'teachers' capacity in agreed pedagogies'.

There were excellent links between parents and the community. Parents were supportive of the senior leadership team and staff. They were consulted during reviews of certain policies and

practices. For example, a group of parents were involved in decisions about the new footpaths around the school. Almost all parents contributed well to school events and, most recently, the publishing party celebration led by Grade 2 students. Many parents volunteered to support the students' learning in school, including reading and mathematics. Communication between home and school was excellent at all grades and the school used a broad range of effective methods to keep parents informed about events and students' achievement. These included the 'See Saw' app, regular informative newsletters and comprehensive progress reports. When interviewed, parents said that teachers and leaders were quick to respond to any concerns they raised and they felt very well supported by the school. They felt extremely valued and expressed gratitude to the school leaders. The 'New Parent' liaison groups forged strong links with existing parents and the school which helped create a positive community. The school actively looked for and had made successful links with external partners. For example, internships for senior students were arranged by the High School guidance counsellor. Visitors into school to support students' learning contributed well to the valuable community partnerships.

The school campus and facilities were noted to be excellent. There had been a significant number of improvements over recent years including, for example, the opening of the new Early Childhood Center in September 2019 for Nursery to Pre-K classes. A new High School building is planned to open in August 2020. The students benefited from a range of specialist facilities including design technology teaching spaces, extensive sports and swimming areas, a well-stocked school library and excellent playground apparatus for the youngest learners. Resources were in good condition and up to date. The site was well-maintained and carefully managed to maximise learning. Maintenance team members were timely and vigilant in addressing minor repairs identified by staff during the inspection. Teaching staff were well qualified and appropriately deployed. Staffing levels were excellent with teams of support, guidance and administrative staff in place which helped the school to maintain relatively small class sizes at a number of stages of the school. This maximised learning and development opportunities for all students.

Survey results

223 parents, 102 staff and 346 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Two hundred and twenty-three parents completed the survey. There were a similar number of responses to all questions across most grades. A majority of parents had children who had attended the school for over three years. A minority were Caymanian. Almost all parents were satisfied with the quality of education provided by the school. One parent stated, 'Cayman International School is a leading educational institution and our children and community are very fortunate to have such a good school in Grand Cayman.' Most thought their child was making very good progress in all subjects. Almost all parents said their children enjoyed school and that they were inspired to learn. One parent commented that, 'communication channels with teachers are very effective. Teachers are all approachable and responsive to questions.' Almost all parents agreed that teaching was good. A few parents expressed concerns about the turnover of staff in the school. Almost all believed that their child was safe and cared for in the school although a few were concerned about the site security during the building works. A few parents praised the school for the support provided to children with special educational needs but others stated that the school was not always as inclusive as it claimed to be.

Both teaching and support staff completed the survey in advance of the school inspection. Most were teaching staff. Less than half of staff had worked at the school for three years or more. Around one third had worked at the school for one year or less, a few staff made extremely positive remarks about their first year in the school. Most respondents were very supportive of the school's culture and ethos and indicated that it was a constructive and happy place to work. Almost all thought students' behavior was good and that the students showed good environmental understanding. Almost all stated that the school provided a good quality of education, a safe and caring environment and that the school was well led. Most staff had been involved in self-evaluation and improvement planning. There were very few concerns from staff. A few expressed an interest in further professional development for non-teaching staff.

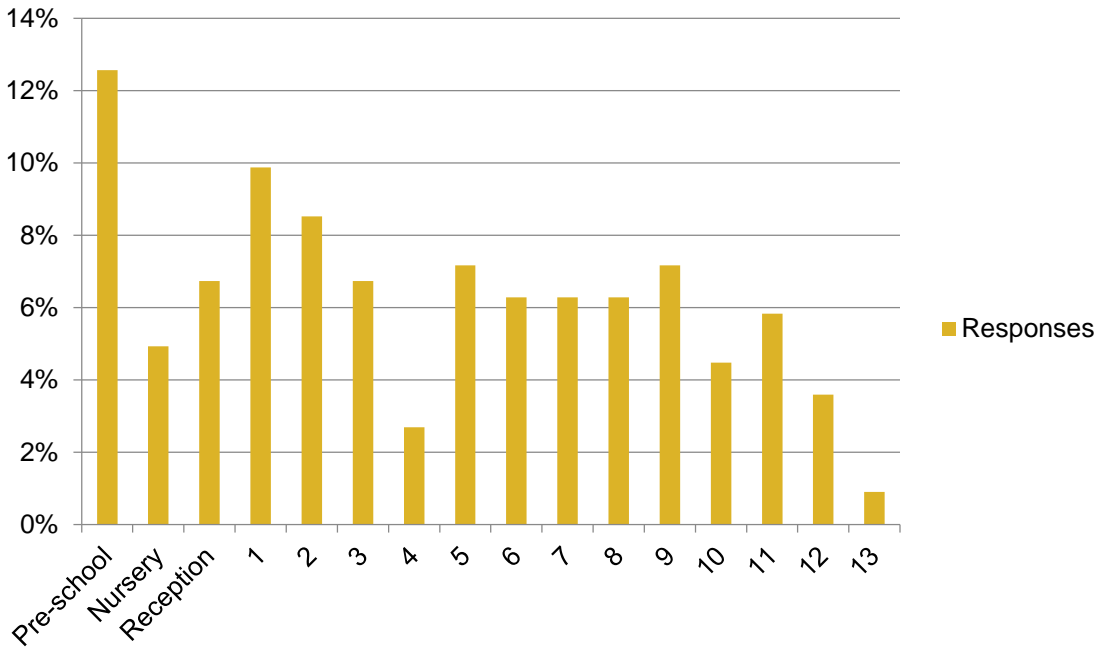
Three hundred and fifty-two students from Grades 5 to 13 responded to the on-line survey. Almost all were satisfied with the quality of the education they received. One student said, 'I think that CIS is the finest and best school in Grand Cayman.' Well over three quarters said that they were making good progress in all of their subjects. They said teaching was good and that their teachers helped them understand how well they were doing. However, there were a few comments which indicated some inconsistencies in the quality of teaching, notably in mathematics and science. Almost all thought they were safe and cared for in the school because the students' behavior was good. Most said that the school dealt well with any instances of bullying. One hundred and sixty two students provided comments. Students expressed appreciation regarding the extra-curricular clubs and the resources and opportunities afforded to students. A few older students were concerned about the amount of homework they were given and how it made them stressed. A few students complained about the canteen and that stated there were insufficient vegetarian options.

What happens next?

As Cayman International School is judged to be providing a good quality of education, there will be no further inspections of the school until the next cycle, which will commence in September 2020.

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In which grade/year is your eldest child?



Response	Count
Answered	223
Skipped	0

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

Response	Percentage	Count
Less than one year	23%	52
More than one year but less than three years	22%	48
More than three years	55%	123
	Answered	223
	Skipped	0

What is your nationality?

30%

Caymanian

70%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	65%	145
Agree	32%	71
Disagree	2%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	3
	Answered	223
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	51%	113
Agree	35%	79
Disagree	4%	10
Strongly Disagree	2%	4
I am unsure or unable to answer the question	8%	17
	Answered	223
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	45%	99
Agree	39%	86
Disagree	1%	3
Strongly Disagree	0%	1
I am unsure or unable to answer the question	14%	32
	Answered	221
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	59%	132
Agree	35%	77
Disagree	2%	5
Strongly Disagree	0%	1
I am unsure or unable to answer the question	3%	7
	Answered	222
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	44%	98
Agree	47%	104
Disagree	4%	9
Strongly Disagree	1%	3
I am unsure or unable to answer the question	3%	7
	Answered	221
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	57%	125
Agree	41%	91
Disagree	2%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	1
	Answered	221
	Skipped	2

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	66%	146
Agree	32%	71
Disagree	0%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	3
	Answered	221
	Skipped	2

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	53%	117
Agree	41%	91
Disagree	4%	8
Strongly Disagree	0%	1
I am unsure or unable to answer the question	2%	4
	Answered	221
	Skipped	2

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	52%	116
Agree	41%	90
Disagree	5%	10
Strongly Disagree	0%	1
I am unsure or unable to answer the question	2%	4
	Answered	221
	Skipped	2

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	53%	116
Agree	40%	87
Disagree	5%	10
Strongly Disagree	1%	2
I am unsure or unable to answer the question	2%	5
	Answered	220
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	53%	117
Agree	38%	84
Disagree	6%	13
Strongly Disagree	1%	3
I am unsure or unable to answer the question	1%	3
	Answered	220
	Skipped	3

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	38%	84
Agree	45%	99
Disagree	7%	16
Strongly Disagree	0%	1
I am unsure or unable to answer the question	10%	21
	Answered	221
	Skipped	2

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	30%	66
Agree	45%	100
Disagree	9%	20
Strongly Disagree	2%	5
I am unsure or unable to answer the question	14%	30
	Answered	221
	Skipped	2

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	65%	142
Agree	31%	68
Disagree	3%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	1
	Answered	218
	Skipped	5

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	49%	107
Agree	40%	87
Disagree	5%	11
Strongly Disagree	1%	2
I am unsure or unable to answer the question	6%	13
	Answered	220
	Skipped	3

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	20%	44
Agree	27%	60
Disagree	2%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	51%	111
	Answered	219
	Skipped	4

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	49%	108
Agree	44%	97
Disagree	1%	3
Strongly Disagree	2%	5
I am unsure or unable to answer the question	3%	7
	Answered	220
	Skipped	3

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	29%	64
Agree	36%	78
Disagree	10%	21
Strongly Disagree	2%	5
I am unsure or unable to answer the question	23%	51
	Answered	219
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	29%	64
Agree	32%	71
Disagree	3%	6
Strongly Disagree	1%	2
I am unsure or unable to answer the question	35%	77
	Answered	220
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	20%	43
Agree	28%	62
Disagree	7%	16
Strongly Disagree	3%	6
I am unsure or unable to answer the question	42%	93
	Answered	220
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	42%	91
Agree	43%	95
Disagree	7%	16
Strongly Disagree	2%	4
I am unsure or unable to answer the question	6%	13
	Answered	219
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	41%	90
Agree	48%	106
Disagree	6%	13
Strongly Disagree	0%	1
I am unsure or unable to answer the question	4%	9
	Answered	219
	Skipped	4

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	48%	105
Agree	40%	87
Disagree	8%	18
Strongly Disagree	3%	6
I am unsure or unable to answer the question	1%	3
	Answered	219
	Skipped	4

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	39%	86
Agree	43%	95
Disagree	9%	20
Strongly Disagree	2%	5
I am unsure or unable to answer the question	6%	13
	Answered	219
	Skipped	4

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	42%	92
Agree	47%	103
Disagree	6%	14
Strongly Disagree	1%	2
I am unsure or unable to answer the question	4%	8
	Answered	219
	Skipped	4

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	39%	85
Agree	48%	105
Disagree	8%	18
Strongly Disagree	0%	1
I am unsure or unable to answer the question	5%	10
	Answered	219
	Skipped	4

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	32%	69
Agree	50%	109
Disagree	7%	15
Strongly Disagree	2%	5
I am unsure or unable to answer the question	10%	21
	Answered	219
	Skipped	4

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	40%	88
Agree	46%	101
Disagree	5%	12
Strongly Disagree	0%	1
I am unsure or unable to answer the question	8%	18
	Answered	220
	Skipped	3

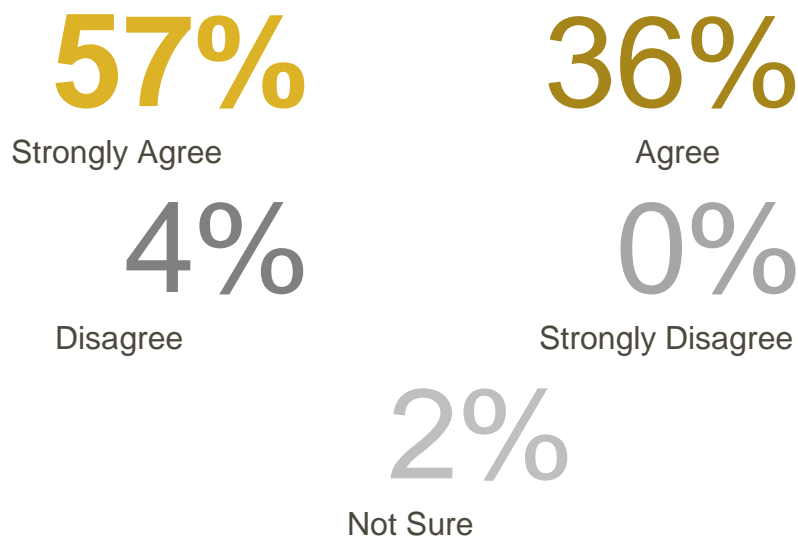
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	52%	115
Agree	39%	86
Disagree	5%	10
Strongly Disagree	0%	1
I am unsure or unable to answer the question	4%	8
	Answered	220
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	62%	135
Agree	33%	72
Disagree	3%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	5
	Answered	219
	Skipped	4

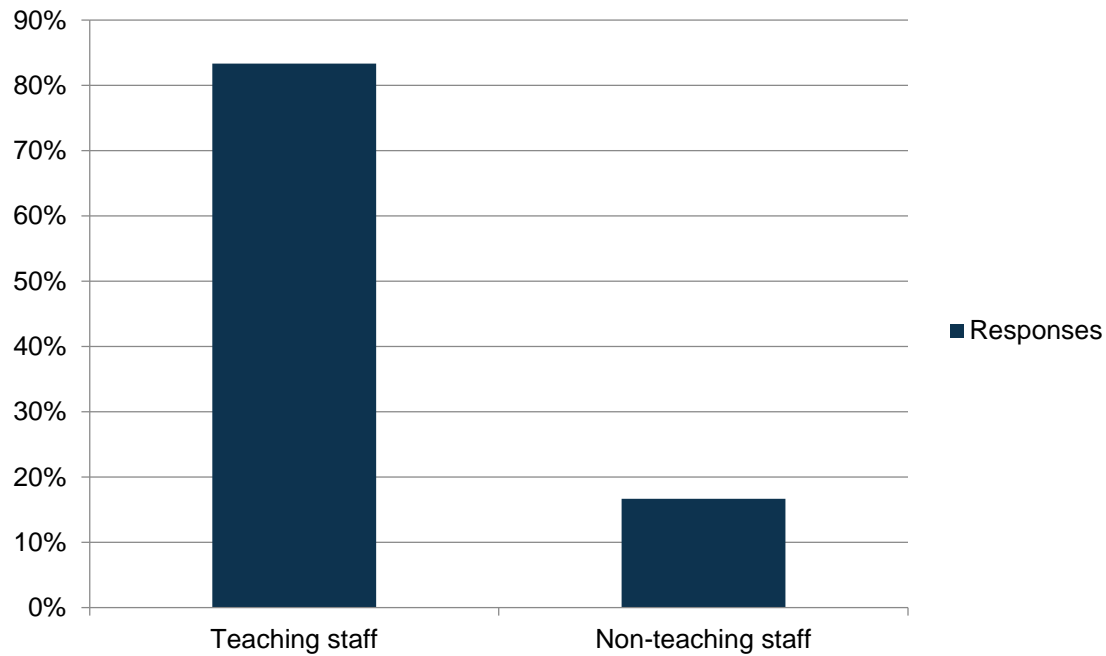
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	220
Skipped	3

Office of Education Standards | Staff Survey 2020

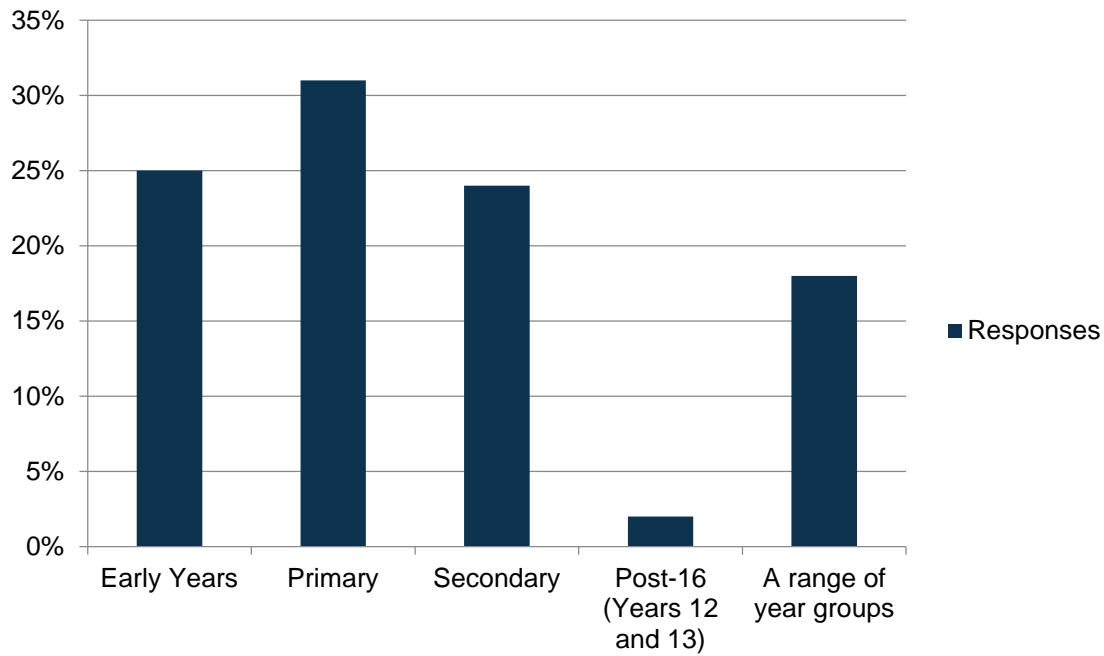
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	35%	36
More than one year but less than three years	24%	24
Three years or more	41%	42
	Answered	102
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

16%

Caymanian

84%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	37%	38
Agree	59%	60
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	2%	2
	Answered	102
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	32%	33
Agree	61%	62
Disagree	5%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	2
	Answered	102
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	58%	59
Agree	40%	41
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	102
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	31%	32
Agree	64%	65
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	4
	Answered	102
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	72%	73
Agree	27%	28
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	102
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	43%	44
Agree	52%	53
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	4
	Answered	102
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	65%	66
Agree	32%	33
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	3
	Answered	102
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	50%	51
Agree	47%	48
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	3
	Answered	102
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	61%	62
Agree	36%	37
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	2
	Answered	102
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	38%	39
Agree	50%	51
Disagree	1%	1
Strongly Disagree	3%	3
I am unsure or unable to answer the question	8%	8
	Answered	102
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	42%	43
Agree	40%	41
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	17
	Answered	102
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	30%	31
Agree	55%	56
Disagree	6%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	9
	Answered	102
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	45%	46
Agree	47%	48
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	6
	Answered	102
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41%	42
Agree	42%	43
Disagree	5%	5
Strongly Disagree	2%	2
I am unsure or unable to answer the question	10%	10
	Answered	102
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	35%	36
Agree	56%	57
Disagree	2%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	6
	Answered	102
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	29%	30
Agree	53%	54
Disagree	6%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	12
	Answered	102
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	23%	23
Agree	54%	55
Disagree	9%	9
Strongly Disagree	1%	1
I am unsure or unable to answer the question	14%	14
	Answered	102
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	44%	45
Agree	51%	52
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	3
	Answered	102
	Skipped	0

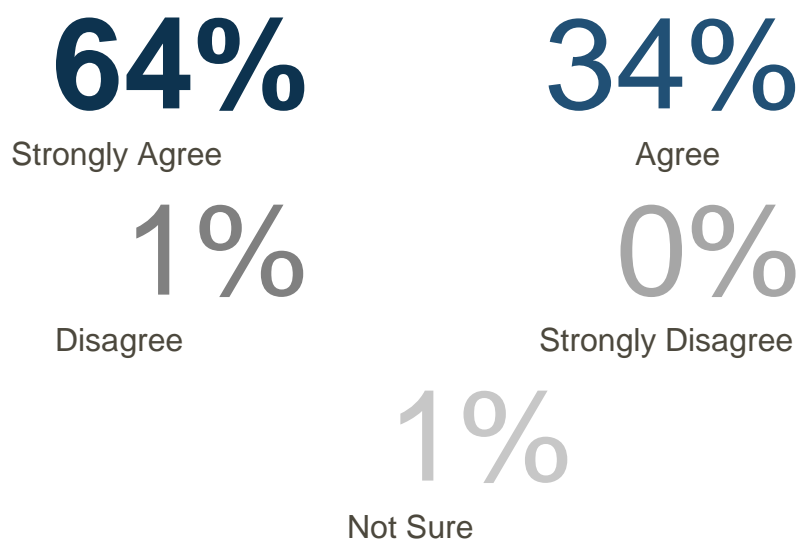
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	69%	70
Agree	30%	31
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	102
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	56%	57
Agree	36%	36
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	7
	Answered	101
	Skipped	1

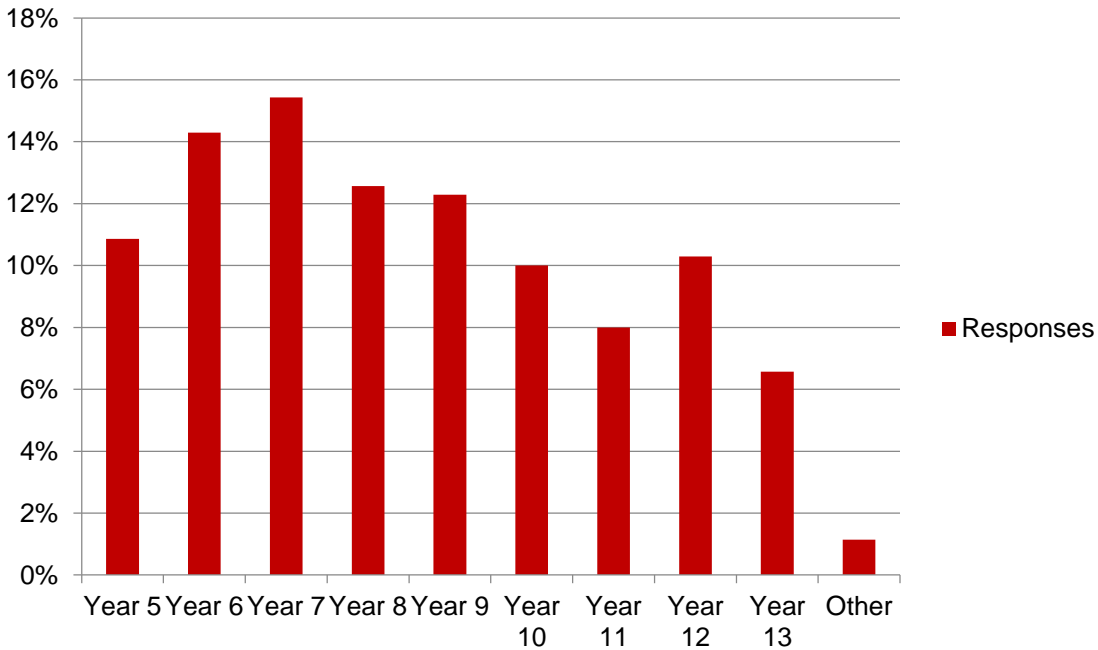
Overall, this school provides a good quality of education.



Response	Count
Answered	101
Skipped	1

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

44%

Caymanian

56%

Non-Caymanian

Please state your gender.

54%

Boys

46%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	32%	109
Agree	62%	213
Disagree	3%	11
Strongly Disagree	1%	2
I am unsure or unable to answer the question	3%	11
	Answered	346
	Skipped	6

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	34%	119
Agree	51%	176
Disagree	7%	24
Strongly Disagree	5%	16
I am unsure or unable to answer the question	3%	11
	Answered	346
	Skipped	6

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	34%	117
Agree	59%	203
Disagree	3%	12
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	13
	Answered	345
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	39%	135
Agree	57%	198
Disagree	2%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	5
	Answered	346
	Skipped	6

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	18%	63
Agree	62%	214
Disagree	12%	43
Strongly Disagree	2%	8
I am unsure or unable to answer the question	5%	18
	Answered	346
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	15%	51
Agree	60%	209
Disagree	15%	51
Strongly Disagree	2%	6
I am unsure or unable to answer the question	8%	29
	Answered	346
	Skipped	6

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	29%	99
Agree	52%	181
Disagree	13%	45
Strongly Disagree	1%	4
I am unsure or unable to answer the question	5%	17
	Answered	346
	Skipped	6

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	34%	117
Agree	57%	195
Disagree	4%	15
Strongly Disagree	2%	7
I am unsure or unable to answer the question	3%	10
	Answered	344
	Skipped	8

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	25%	85
Agree	57%	196
Disagree	14%	47
Strongly Disagree	3%	9
I am unsure or unable to answer the question	2%	8
	Answered	345
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	35%	121
Agree	51%	175
Disagree	10%	33
Strongly Disagree	2%	7
I am unsure or unable to answer the question	2%	8
	Answered	344
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	36%	125
Agree	52%	179
Disagree	6%	20
Strongly Disagree	3%	9
I am unsure or unable to answer the question	3%	12
	Answered	345
	Skipped	7

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	24%	84
Agree	53%	182
Disagree	13%	46
Strongly Disagree	4%	12
I am unsure or unable to answer the question	6%	19
	Answered	343
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	23%	80
Agree	47%	163
Disagree	16%	56
Strongly Disagree	8%	26
I am unsure or unable to answer the question	6%	20
	Answered	345
	Skipped	7

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	29%	101
Agree	54%	185
Disagree	14%	49
Strongly Disagree	0%	1
I am unsure or unable to answer the question	3%	9
	Answered	345
	Skipped	7

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	44%	153
Agree	48%	164
Disagree	3%	12
Strongly Disagree	1%	5
I am unsure or unable to answer the question	3%	10
	Answered	344
	Skipped	8

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	30%	103
Agree	52%	178
Disagree	12%	42
Strongly Disagree	1%	4
I am unsure or unable to answer the question	4%	14
	Answered	341
	Skipped	11

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	16%	54
Agree	28%	96
Disagree	5%	17
Strongly Disagree	1%	5
I am unsure or unable to answer the question	50%	173
	Answered	345
	Skipped	7

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	26%	91
Agree	58%	198
Disagree	3%	12
Strongly Disagree	7%	25
I am unsure or unable to answer the question	5%	18
	Answered	344
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	37%	127
Agree	41%	142
Disagree	9%	32
Strongly Disagree	4%	13
I am unsure or unable to answer the question	9%	31
	Answered	345
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	30%	103
Agree	55%	189
Disagree	6%	21
Strongly Disagree	2%	6
I am unsure or unable to answer the question	8%	26
	Answered	345
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	26%	89
Agree	35%	120
Disagree	6%	19
Strongly Disagree	2%	7
I am unsure or unable to answer the question	32%	110
	Answered	345
	Skipped	7

The school is well led.

Response	Percentage	Count
Strongly Agree	36%	122
Agree	55%	187
Disagree	5%	17
Strongly Disagree	2%	6
I am unsure or unable to answer the question	3%	11
	Answered	343
	Skipped	9

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	18%	60
Agree	48%	163
Disagree	20%	67
Strongly Disagree	6%	20
I am unsure or unable to answer the question	9%	32
	Answered	342
	Skipped	10

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	20%	68
Agree	49%	166
Disagree	16%	56
Strongly Disagree	5%	18
I am unsure or unable to answer the question	9%	32
	Answered	340
	Skipped	12

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

Response	Percentage	Count
Strongly Agree	31%	107
Agree	56%	190
Disagree	9%	30
Strongly Disagree	1%	5
I am unsure or unable to answer the question	3%	10
	Answered	342
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	27%	90
Agree	59%	201
Disagree	7%	23
Strongly Disagree	1%	5
I am unsure or unable to answer the question	6%	20
	Answered	339
	Skipped	13

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

Response	Percentage	Count
Strongly Agree	37%	127
Agree	47%	161
Disagree	7%	23
Strongly Disagree	4%	15
I am unsure or unable to answer the question	4%	14
	Answered	340
	Skipped	12

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	45%	153
Agree	51%	174
Disagree	2%	8
Strongly Disagree	0%	1
I am unsure or unable to answer the question	1%	4
	Answered	340
	Skipped	12

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

42%

Strongly Agree

48%

Agree

5%

Disagree

2%

Strongly Disagree

3%

Not Sure

Response	Count
Answered	342
Skipped	10

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

