



3RD FOLLOW-THROUGH INSPECTION REPORT

GEORGE TOWN PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
APRIL 2019

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Introduction

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

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

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

Follow-Through Inspections

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

Views of stakeholders

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

Third Follow-Through Inspection of George Town Primary School

Two previous Follow-Through Inspections of George Town Primary School had been undertaken in 2018. This third inspection took place from 8th to 10th April 2019. The inspectorate gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, examination and assessment data were also reviewed.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Summary

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

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

Recommendation 1

Improve teachers' knowledge and effectiveness in teaching mathematics.

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

Inspectors observed 12 mathematics lessons during this third follow-through inspection. Most year groups were visited as well as special intervention provision in Key Stage 2, which had been set up since the last inspection. The quality of teaching in mathematics was judged to be satisfactory and assessment data provided by the school indicated that most students from Years 1 to 6 had made satisfactory progress in mathematics since the start of the academic year.

Staff had introduced a number of strategies to address students' under achievement. These included a regular whole school mathematics quiz which involved all students and which motivated and engaged the students in their mathematical learning. Teachers had also provided extra lessons at the beginning and end of the day for students in Key Stage 2. Senior leaders had established more rigorous arrangements for quality assurance to ensure consistency in curriculum and teaching quality. Individual teachers had benefitted from training and coaching provided by the senior staff and by officers from the Department of Education Services. To help address slow progress, the senior leaders had introduced additional intervention classes for students in Years 4 to 6 and these sessions involved smaller groups of students who were at risk of not achieving at the expected level. Across the school, teachers planned with care and attention, placing appropriate focus in their assessments upon gaps in the students' knowledge and understanding. In the most effective lessons and in the extra morning classes, teachers made adjustments to the lesson content to address weaknesses in students' understanding identified in previous lessons and assessments.

Since the last inspection teachers had revised their approach to parent meetings during which the students' achievement in mathematics was discussed. The students had become more involved in this process and there was greater precision in the information shared with parents regarding the strengths of the child's achievements in mathematics and the areas requiring improvement. Clearer academic targets were given and because the students were more often involved in the process, greater responsibility for learning was given to the older students.

Students' mental calculation skills were supported through regular sessions in all year groups. The time allocated to mathematics in the timetables was noted to be appropriate in most year groups but required review in certain infant classes to ensure sufficient exposure of all students to numeracy concepts within centre time and play activities.

Overall, the quality of teaching in mathematics and students' progress had improved since the last inspection. Students' attainment was satisfactory in Years 1 to 3. Most students

demonstrated age-appropriate skills in number and in their knowledge and understanding of shape, measures and data handling. For example, in Year 3, students could use arrays to complete simple multiplication calculations. At this age students demonstrated a sound grasp of multiplication and could recall information quickly and accurately in relation to two, three, five and ten multiplication facts. In the older classes, particularly Years 5 and 6, there were more regular opportunities for students to solve mathematical problems and use their critical thinking skills to find solutions. A majority of students achieved at the expected level. There remained certain classes in Key Stage 2 where the quality of teaching in mathematics was too variable and, as a consequence, not all students were on target to reach the required level by the end of Key Stage 2.

Recommendation 2

In lessons, ensure that appropriate provision is made for all abilities and that expectations match the ability of the students.

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

Inspectors observed 40 lessons in total during the third follow-through inspection. All class teachers were observed as well as a number of specialist staff and those leading the intervention groups. Overall, the quality of teaching was judged to be satisfactory. The lead teachers for literacy and numeracy and the key stage leaders provided a positive role model of effective teaching. With support from the Principal and Deputy Principal they provided coaching and direction to other school staff. School leaders monitored classes more regularly because, in addition to the formal termly observation as part of the required performance management arrangements, the senior leaders also made frequent, informal visits to classes.

At all stages of the school, lessons were planned with greater care and with attention given to previous assessment information. This ensured that the content of the lesson was more often matched to the learning needs of students. In most classes teachers planned with sufficient focus upon the differing learning needs in their classes. The intervention groups allowed for closer attention to be given to those at risk of not achieving their known potential. In the most successful lessons the teachers made sure that the content motivated and engaged the students and incorporated different or adapted tasks for higher achieving students. This ensured greater challenge for those who were capable of attainment at the highest level. For example, in one of the Year 6 classes, in mathematics, students were learning about square numbers. Students working at and above grade level were able to create mathematical formulae to predict the value of large squared numbers. Other students working at a different level benefited from adapted tasks which focused appropriately upon more simple calculations.

Senior leaders knew the strengths and weaknesses in teaching across the school. There had been a programme of professional development for staff and, where necessary, support plans for staff requiring additional guidance and direction in aspects of their work. Although the incidents of weak teaching had reduced since the time of the first follow-through inspection in January 2018, the Principal, Department of Education Services and Ministry of Education had not yet ensured consistently effective teaching, particularly in Key Stage 2. The decision to place teachers from other schools who had been identified as requiring support into this school adversely affected the capacity of George Town Primary School to improve at the required pace.

Inspectors noted a number of important adaptations to the curriculum and school organisation to help meet the needs of the students. The senior leaders had employed innovative strategies to raise the attainment of those students who required behaviour management support. Notably, the school leaders had implemented a nurture group to equip students with behaviour

modification strategies to reduce incidence of poor behaviour and to improve students' performance in key areas of their learning. As a consequence, more students with behavioural challenges were utilising restorative approaches when faced with conflicts. However, behaviour challenges were still evident in a few classes and this adversely affected the pace of students' learning, particularly in certain Key Stage 2 classes.

Recommendation 3

Provide regular practice in extended writing.

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

Inspectors judged the quality of teaching in English to be satisfactory because most lessons were judged as satisfactory or better. The school's internal data indicated that most of the students in Years 1, 2, 3 and 6 had made satisfactory progress in writing from September to the time of the follow-through inspection, with marked improvement noted at Years 2 and 6. However, progress data for Years 4 and 5 was less positive. Evidence from lesson observations and the review of students' workbooks confirmed that the majority of students had made satisfactory progress in their writing over the academic session. Key Stage 2 students' writing samples reflected appropriate punctuation and paragraphing, a variety of sentence structures and the use of transitions. Most students had been provided with increased opportunities to write in a variety of contexts and across different genres. Notably, journal writing was used effectively across year groups to provide regular writing practice for students. Writing samples on display in the school adhered to good presentation standards though there was some variability in presentation and handwriting standards in students' workbooks across classes. All teachers should ensure that students should maintain this focus on improving the quality of their written work.

In the majority of English lessons, inspectors observed that teachers planned their lesson content effectively and made effective use of resources. As a consequence, a majority of the students made satisfactory progress in developing their organisational and writing skills. Where exemplary practice was observed, teachers had consistently referenced learning targets in lessons to help to ensure that the students understood their next steps in learning. In addition, a few teachers had created positive classroom environments which effectively supported students' attainment in writing. For example, in Year 1, students used word walls with high frequency words to assist them in writing sentences instead of asking the teacher for help.

At the time of the previous follow-through inspection, the senior leadership team had made adjustments to the timetable to include more time for regular practise in writing and had promoted an integrated approach to writing across the curriculum with clear expectations and writing standards. These adjustments had been maintained and teachers had been given greater autonomy to use writing blocks to focus on the particular needs of the students. In addition, collaborative practice was evident in the work of the school. For example, teachers had participated in writing moderation, demonstration lessons and other professional development opportunities facilitated by the Department of Education Services and this had strengthened and improved their practice.

Recommendation 4

Extend the scope of students' reading.

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

School leaders and teachers had implemented a broad range of reading strategies including the analysis and monitoring of reading attainment to raise achievement. For example, senior leaders' analysis of the data showed weaknesses in areas such as phonemic awareness, blending, sight words, and word recognition. As a result, they had implemented a number of strategies to drive improvement in reading including regrouping of students for intervention, emphasis on sight word development, additional daily reading and Year 1 teachers had received literacy support which targeted weak areas. Across the year groups there had been an increased focus on reading skills and targeted emphasis on phonics in Key Stage 1. In addition, online reading software was utilised effectively across the year groups to promote improvement in reading as well as students' independence in their learning. Additional planned opportunities for reading across the curriculum included 'Drop Everything and Read' sessions and in-class read aloud activities. Inspectors noted that majority of teachers ensured that book selections and reading activities were appropriately matched to students' reading levels. As a consequence, the majority of students participated in reading activities with great interest and increasing confidence. Some teachers used engaging stimuli effectively to generate students' interest in lessons and to maintain their engagement. For example, 'the salad bowl' was used effectively in a Year 3 class to ensure students understood the importance of generating thinking questions to support their understanding of the texts that they read. Furthermore, weekly structured whole class library sessions had been designed to promote focused reading. Students kept a running log of the books they had read to date to monitor and to track their reading progress overtime. A review of reading logs had indicated that a majority had read more than ten books over the previous school term. This activity had also promoted students' independence and responsibility as, with the absence of a school librarian, a student librarian was tasked with checking in and out the books during the sessions. To maximize the impact of this initiative, the time allotted and transitions should be reviewed. The stock of reading books at the school was boosted by donations from LIFE and the Kiwanis Book Mobile. Senior leaders also had plans to improve the range and variety of reading books in classroom libraries.

Overall, the strategies and activities had supported students' attainment in reading in some year groups. The school's internal progress data for reading showed that over most students in Years 1 and 2 had made expected or better than expected progress since the baseline test in August. In Reception classes, inspectors noted that reading activities satisfactorily promoted the development of students' listening skills and many demonstrated good reading strategies such as making predictions. Students in Years 4 and 5 will require consistent support to raise their achievement in reading.

Recommendation 5

Improve the pace of working in lessons and provide clear learning objectives.

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

The quality of teaching at the time of this inspection was judged to be satisfactory. All teachers prepared detailed plans which incorporated clear objectives for the session. The objectives were often shared with the students in a format which was appropriate to their age and stage of learning. In most lessons the teacher would quickly introduce the goal for the session and used questions to check the students' understanding. Throughout their lessons, the most skilled teachers revisited the lesson objectives and students were frequently encouraged to review their own progress or that of their group and peers. This helped develop the students' confidence, independence and responsibility for learning. At the upper stages of the school, teachers incorporated the lesson objectives in their marking feedback to indicate whether each student had met the required goal.

As part of their professional development, teachers had met regularly to review their lesson plans and support one another to improve their work. The senior leaders had set aside time for staff to work alongside coaches and advisers from the Ministry of Education and Department of Education Services and this had helped refine instructional strategies. Because the lessons were planned more successfully, with sufficient attention to detail and expected outcomes, there was often a better pace to the students' learning. Similarly, as a result of more regular informal monitoring by the senior leaders of the school, incidents of poor practice were internally addressed in a timely manner. Teachers benefited from opportunities to see skilled teachers in action and were able to model aspects of this work within their own practice.

There were a significant number of students in Key Stage 2 classes requiring additional support, particularly because their behaviour was not conducive to good learning. Most teachers and interventionist staff managed behaviour well and positively. However, in a few classes, where the teachers' classroom management skills were less effective and where school policies and guidance were not consistently implemented, the behaviour of students lessened the pace of learning for the rest of the class. There were weaknesses in certain classes in Key Stage 2 and, as a consequence, the pace of learning in sessions and over time was more variable than in other stages of the school. The senior leaders, in liaison with the Ministry of Education and Department of Education Services, needed to take appropriate steps to address this inconsistency in teaching quality.

Recommendation 6

Mark students' work consistently and promptly, providing them with clear guidance on ways to improve.

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

Inspectors observed that all teachers adhered to the school's marking and feedback policy and the senior leaders had regularly conducted informal class visits to ensure that all teachers consistently marked students' books and provided them with written developmental feedback. Inspectors observed that across the year groups, most students received helpful feedback on their learning. Some teachers used strategies such as extension questions to good effect in shared and guided reading activities to support students to refine and expand their answers. In addition, almost all students work books included the use of checklists and writing rubrics which effectively promoted students' independence in their learning. In several classes, reading and writing targets were prominently displayed and served as visible reminders to students of their learning goals.

The majority of students in Key Stage 2 were knowledgeable of their writing and reading targets as well as their strengths and the areas for improvement. However, inspectors noted that there were limited opportunities in the majority of lessons for students to critique the work of their peers to support improvement in their own writing. While most teachers gave high quality oral feedback to students supported by detailed written feedback so students could make improvements, in some of the weaker lessons, feedback was not sufficiently detailed or regular. In these classes there was scope to further improve the regularity of marking and the provision of detailed developmental feedback so students had a secure understanding of the skills they were developing as well as how to progressively refine and improve on those skills.

Survey Results

Forty-eight parents, 18 staff and 91 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Ninety-one students from Years 5 and 6 completed the on-line survey prior to the inspection. Most agreed that George Town Primary School provided a good quality of education. They felt that the quality of teaching was good because the teachers regularly explained to their students how well they are doing and how they could improve their work. Most students believed that they were making good progress in English, mathematics and science. They enjoyed access to a good range of extra-curricular activities. Most felt safe and cared for at school. Although most stated that they were confident that incidents of bullying would be dealt with effectively by staff, a minority believed that there were still too many examples of poor behaviour from their peers.

Forty-eight parents completed the survey. Most were Caymanian and more than half knew the school well because their children had attended for over three years. Most parents judged that George Town Primary School provided a good quality of education. In their comments a few parents expressed satisfaction regarding the impact of senior leaders in raising expectations of both staff and students in the school. Most parents felt that their children were making good progress in their learning. They believed that their children were well cared for by staff. Parents wished to see improvements to the communication arrangements between school and home. They were not always confident that the poor behaviour of a few students was satisfactorily addressed. Around one quarter of parents wished to see greater levels of parental involvement in the work of the school.

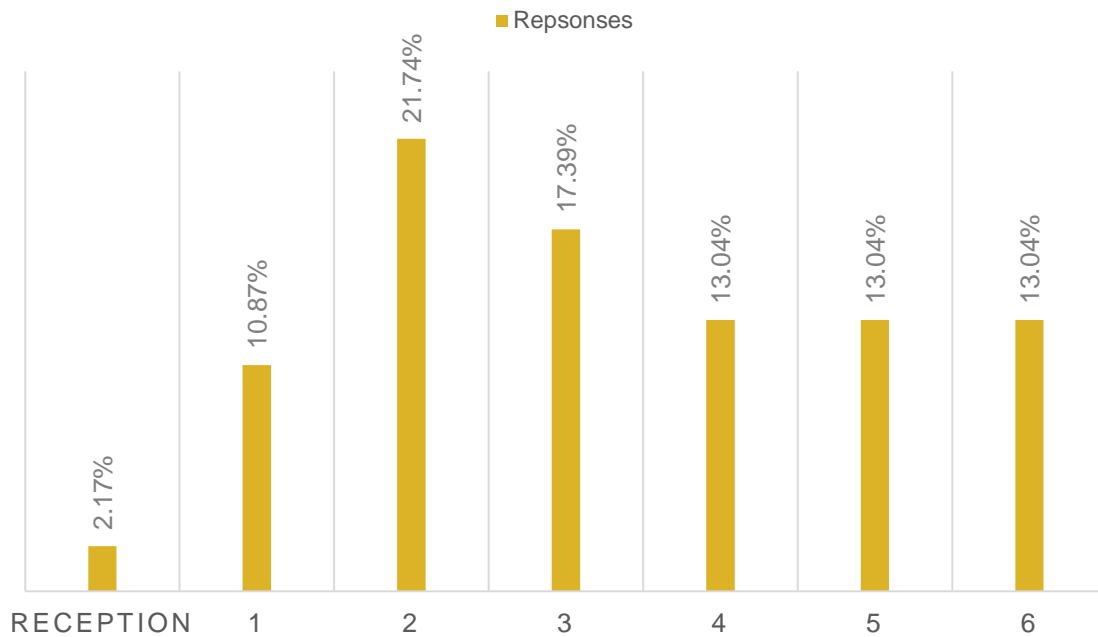
Eighteen staff, including three non-teaching staff completed the survey. Most felt that the school was well resourced and believed that there were well qualified and skilled staff in George Town Primary School. Less than half of the staff judged the level of parental involvement to be sufficient, though most judged the links with the local community to be effective in supporting the students' learning. Around one third of staff felt that students' behaviour could be improved. Most believed that the school was well led. In their comments a few staff members praised the introduction of various intervention programmes because they felt the sessions helped the students who needed extra support. Staff stated that the Principal and Senior Leadership team had provided effective leadership since the last follow-through inspection.

What happens next?

As overall progress has been judged as **satisfactory** there will be no further Follow-Through Inspections of George Town Primary School. The school will join the usual programme of full inspections which commenced in September 2018.

Office of Education Standards | Parent Survey 2019

In which grade/year is your eldest child?



Response	Count
Answered	46
Skipped	2

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

Response	Percentage	Count
Less than one year	8.51%	4
More than one year but less than three years	38.30%	18
More than three years	53.19%	25
	Answered	47
	Skipped	1

What is your nationality?

81.25%

Caymanian

18.75%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	27.66%	13
Agree	63.83%	30
Disagree	6.38%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.13%	1
	Answered	47
	Skipped	1

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	34.78%	16
Agree	52.17%	24
Disagree	6.52%	3
Strongly Disagree	4.35%	2
I am unsure or unable to answer the question	2.17%	1
	Answered	46
	Skipped	2

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	15.22%	7
Agree	67.39%	31
Disagree	8.70%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.70%	4
	Answered	46
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	21.74%	10
Agree	71.74%	33
Disagree	2.17%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	2
	Answered	46
	Skipped	2

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	10.64%	5
Agree	36.17%	17
Disagree	27.66%	13
Strongly Disagree	10.64%	5
I am unsure or unable to answer the question	14.89%	7
	Answered	47
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	23.40%	11
Agree	63.83%	30
Disagree	6.38%	3
Strongly Disagree	2.13%	1
I am unsure or unable to answer the question	4.26%	2
	Answered	47
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	19.15%	9
Agree	65.96%	31
Disagree	6.38%	3
Strongly Disagree	2.13%	1
I am unsure or unable to answer the question	6.38%	3
	Answered	47
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	36.17%	17
Agree	48.94%	23
Disagree	14.89%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	47
	Skipped	1

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	27.66%	13
Agree	61.70%	29
Disagree	4.26%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.38%	3
	Answered	47
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	29.79%	14
Agree	53.19%	25
Disagree	8.51%	4
Strongly Disagree	2.13%	1
I am unsure or unable to answer the question	6.38%	3
	Answered	47
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	31.91%	15
Agree	51.06%	24
Disagree	6.38%	3
Strongly Disagree	4.26%	2
I am unsure or unable to answer the question	6.38%	3
	Answered	47
	Skipped	1

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	14.89%	7
Agree	46.81%	22
Disagree	6.38%	3
Strongly Disagree	2.13%	1
I am unsure or unable to answer the question	29.79%	14
	Answered	47
	Skipped	1

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	14.89%	7
Agree	61.70%	29
Disagree	10.64%	5
Strongly Disagree	8.51%	4
I am unsure or unable to answer the question	4.26%	2
	Answered	47
	Skipped	1

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	36.17%	17
Agree	51.06%	24
Disagree	6.38%	3
Strongly Disagree	2.13%	1
I am unsure or unable to answer the question	4.26%	2
	Answered	47
	Skipped	1

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	19.15%	9
Agree	53.19%	25
Disagree	10.64%	5
Strongly Disagree	2.13%	1
I am unsure or unable to answer the question	14.89%	7
	Answered	47
	Skipped	1

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	6.38%	3
Agree	27.66%	13
Disagree	4.26%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	61.70%	29
	Answered	47
	Skipped	1

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	19.15%	9
Agree	61.70%	29
Disagree	0.00%	0
Strongly Disagree	10.64%	5
I am unsure or unable to answer the question	8.51%	4
	Answered	47
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	21.74%	10
Agree	30.43%	14
Disagree	21.74%	10
Strongly Disagree	6.52%	3
I am unsure or unable to answer the question	19.57%	9
	Answered	46
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	14.89%	7
Agree	51.06%	24
Disagree	4.26%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	29.79%	14
	Answered	47
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	14.89%	7
Agree	34.04%	16
Disagree	2.13%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	48.94%	23
	Answered	47
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	19.57%	9
Agree	60.87%	28
Disagree	6.52%	3
Strongly Disagree	6.52%	3
I am unsure or unable to answer the question	6.52%	3
	Answered	46
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	23.91%	11
Agree	47.83%	22
Disagree	13.04%	6
Strongly Disagree	8.70%	4
I am unsure or unable to answer the question	6.52%	3
	Answered	46
	Skipped	2

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	23.91%	11
Agree	50.00%	23
Disagree	15.22%	7
Strongly Disagree	10.87%	5
I am unsure or unable to answer the question	0.00%	0
	Answered	46
	Skipped	2

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	15.22%	7
Agree	47.83%	22
Disagree	10.87%	5
Strongly Disagree	10.87%	5
I am unsure or unable to answer the question	15.22%	7
	Answered	46
	Skipped	2

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	23.91%	11
Agree	60.87%	28
Disagree	10.87%	5
Strongly Disagree	2.17%	1
I am unsure or unable to answer the question	2.17%	1
	Answered	46
	Skipped	2

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	23.91%	11
Agree	54.35%	25
Disagree	13.04%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.70%	4
	Answered	46
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	10.87%	5
Agree	63.04%	29
Disagree	6.52%	3
Strongly Disagree	2.17%	1
I am unsure or unable to answer the question	17.39%	8
	Answered	46
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	15.22%	7
Agree	45.65%	21
Disagree	10.87%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	28.26%	13
	Answered	46
	Skipped	2

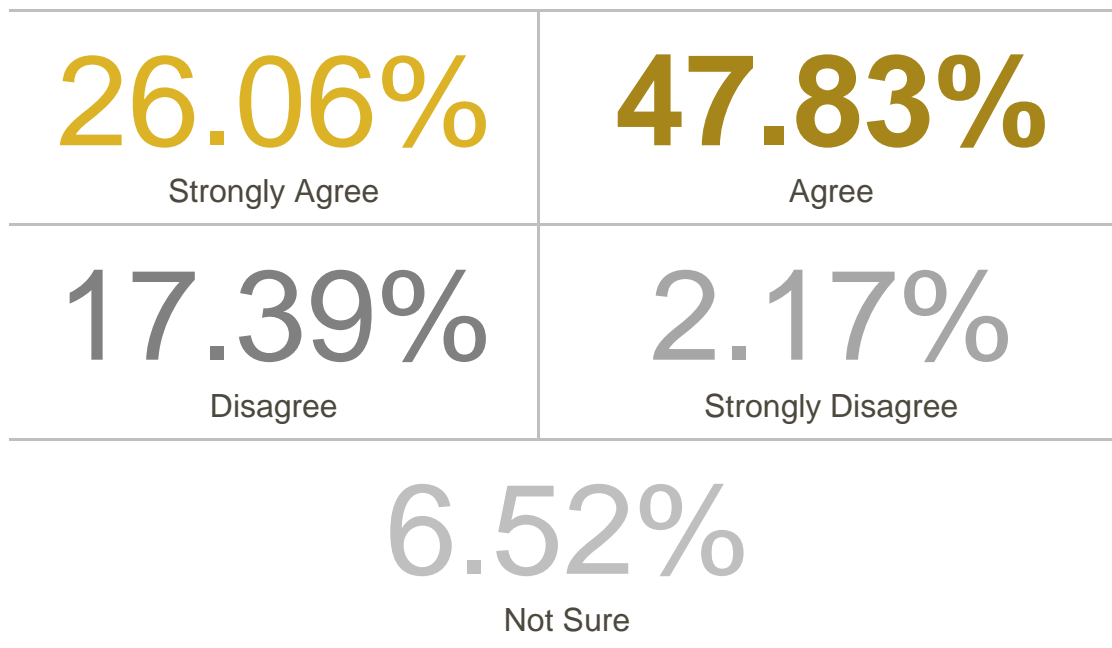
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	28.26%	13
Agree	43.48%	20
Disagree	8.70%	4
Strongly Disagree	2.17%	1
I am unsure or unable to answer the question	17.39%	8
	Answered	46
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	23.91%	11
Agree	58.70%	27
Disagree	8.70%	4
Strongly Disagree	4.35%	2
I am unsure or unable to answer the question	4.35%	2
	Answered	46
	Skipped	2

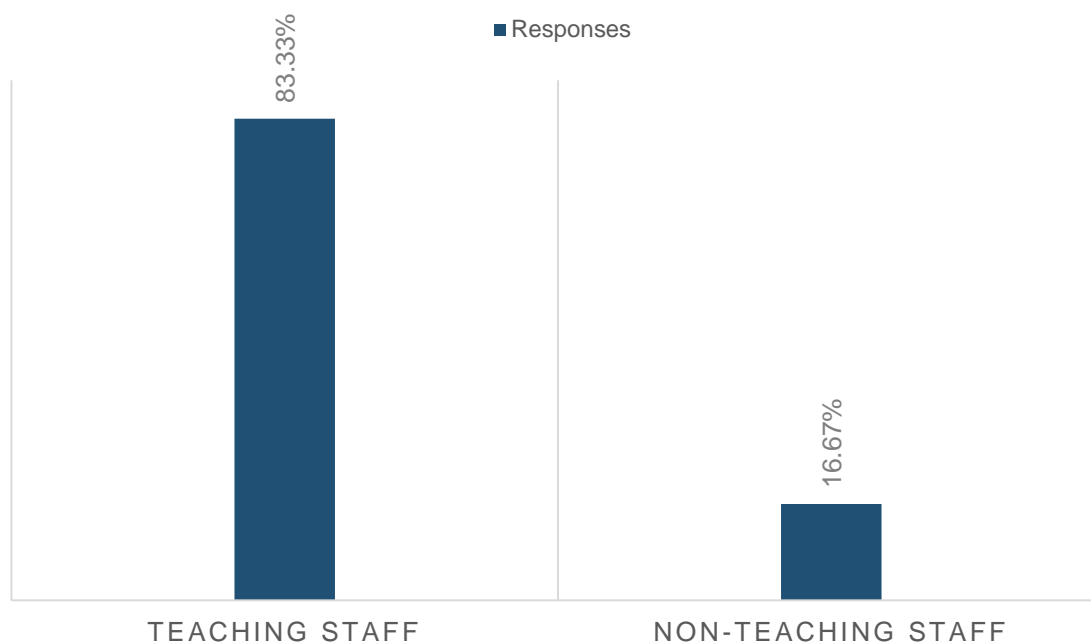
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	46
Skipped	2

Office of Education Standards | Staff Survey 2019

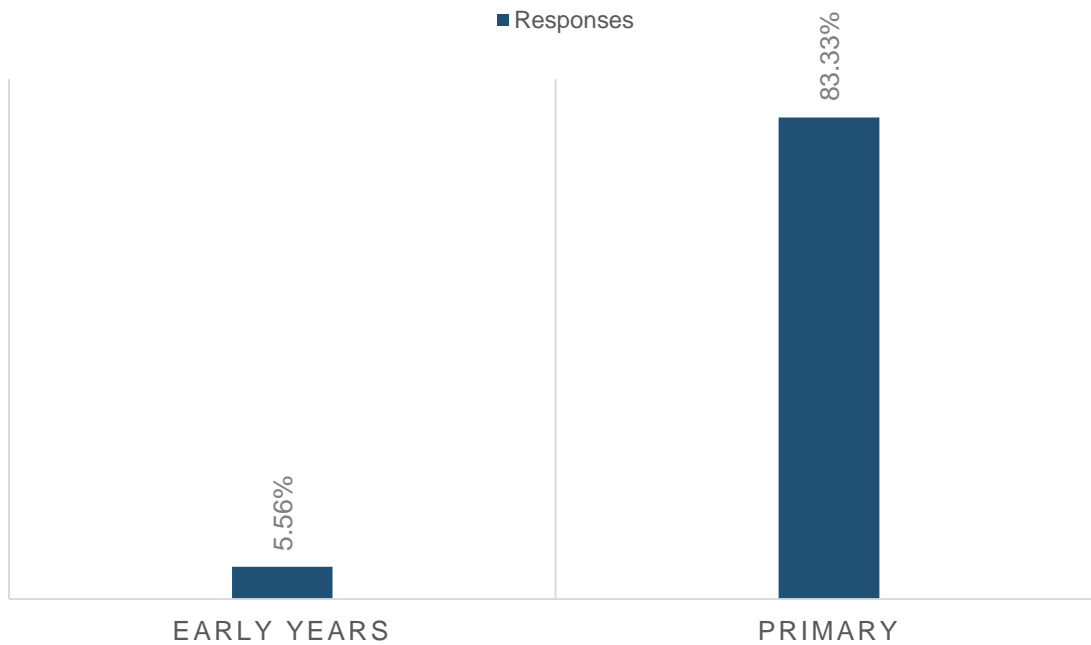
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	11.11%	2
More than one year but less than three years	27.78%	5
Three years or more	61.11%	11
	Answered	18
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

61.11%

Caymanian

38.89%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	11.11%	2
Agree	55.56%	10
Disagree	33.33%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	16.67%	3
Agree	44.44%	8
Disagree	33.33%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	27.78%	5
Agree	38.89%	7
Disagree	16.67%	3
Strongly Disagree	11.11%	2
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	29.41%	5
Agree	58.82%	10
Disagree	5.88%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	1

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

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

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

Response	Percentage	Count
Strongly Agree	47.06%	8
Agree	23.53%	4
Disagree	5.88%	1
Strongly Disagree	11.76%	2
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	47.06%	8
Agree	35.29%	6
Disagree	5.88%	1
Strongly Disagree	11.76%	2
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	1

The school helps students to choose a healthy life style.

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

Students are treated fairly at this school.

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

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	41.18%	7
Agree	29.41%	5
Disagree	11.76%	2
Strongly Disagree	5.88%	1
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	58.82%	10
Agree	11.76%	2
Disagree	5.88%	1
Strongly Disagree	5.88%	1
I am unsure or unable to answer the question	17.65%	3
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	23.53%	4
Agree	52.94%	9
Disagree	5.88%	1
Strongly Disagree	11.76%	2
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	1

The school is well led.

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

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

Response	Percentage	Count
Strongly Agree	41.18%	7
Agree	35.29%	6
Disagree	11.76%	2
Strongly Disagree	5.88%	1
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	1

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	52.94%	9
Agree	23.53%	4
Disagree	5.88%	1
Strongly Disagree	5.88%	1
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	23.53%	4
Agree	35.29%	6
Disagree	29.41%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	17.65%	3
Agree	29.41%	5
Disagree	29.41%	5
Strongly Disagree	11.76%	2
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	29.41%	5
Agree	47.06%	8
Disagree	11.76%	2
Strongly Disagree	5.88%	1
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	1

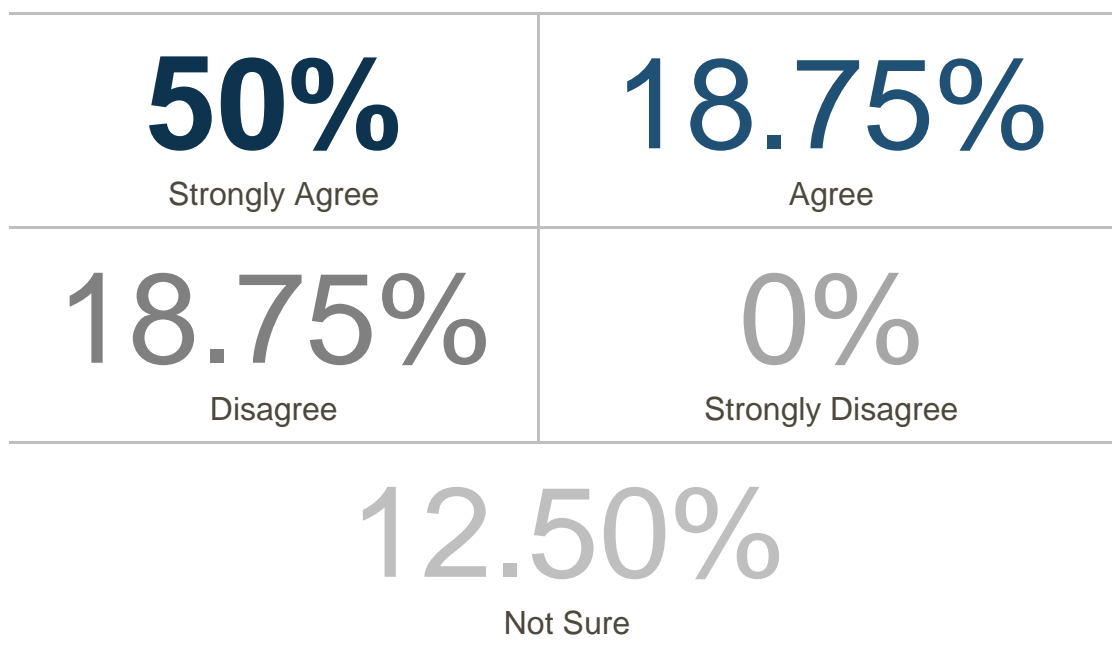
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	52.94%	9
Agree	35.29%	6
Disagree	5.88%	1
Strongly Disagree	5.88%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	11.76%	2
Agree	64.71%	11
Disagree	11.76%	2
Strongly Disagree	5.88%	1
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	1

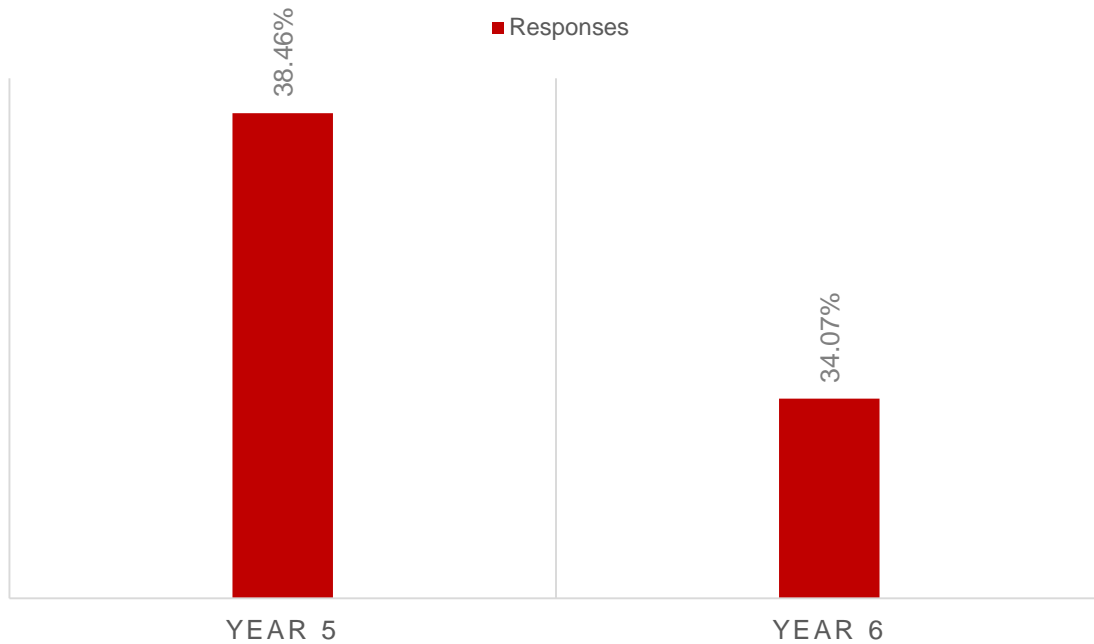
Overall, this school provides a good quality of education.



Response	Count
Answered	16
Skipped	2

Office of Education Standards | Student Survey 2019

Which is your current year group?



What is your nationality?

78.02%

Caymanian

21.98%

Non-Caymanian

Please state your gender.

49

Boys

42

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	35.56%	32
Agree	53.33%	48
Disagree	5.56%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	5
	Answered	90
	Skipped	3

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	40.91%	36
Agree	44.32%	39
Disagree	11.36%	10
Strongly Disagree	1.14%	1
I am unsure or unable to answer the question	2.27%	2
	Answered	88
	Skipped	5

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	31.11%	28
Agree	51.11%	46
Disagree	8.89%	8
Strongly Disagree	3.33%	3
I am unsure or unable to answer the question	5.56%	5
	Answered	90
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	38.04%	35
Agree	57.61%	53
Disagree	3.26%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	1.09%	1
	Answered	92
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	12.36%	11
Agree	57.30%	51
Disagree	12.36%	11
Strongly Disagree	8.99%	8
I am unsure or unable to answer the question	8.99%	8
	Answered	89
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	21.11%	19
Agree	53.33%	48
Disagree	15.56%	14
Strongly Disagree	3.33%	3
I am unsure or unable to answer the question	6.67%	6
	Answered	90
	Skipped	3

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	30.34%	27
Agree	47.19%	42
Disagree	8.99%	8
Strongly Disagree	7.87%	7
I am unsure or unable to answer the question	5.62%	5
	Answered	89
	Skipped	4

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	53.41%	47
Agree	28.41%	25
Disagree	9.09%	8
Strongly Disagree	3.41%	3
I am unsure or unable to answer the question	5.68%	5
	Answered	88
	Skipped	5

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	39.77%	35
Agree	48.86%	43
Disagree	6.82%	6
Strongly Disagree	2.27%	2
I am unsure or unable to answer the question	2.27%	2
	Answered	88
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	46.59%	41
Agree	50.00%	44
Disagree	0.00%	0
Strongly Disagree	1.14%	1
I am unsure or unable to answer the question	2.27%	2
	Answered	88
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	46.07%	41
Agree	42.70%	38
Disagree	2.25%	2
Strongly Disagree	1.12%	1
I am unsure or unable to answer the question	7.87%	7
	Answered	89
	Skipped	4

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	30.59%	26
Agree	49.41%	42
Disagree	10.59%	9
Strongly Disagree	4.71%	4
I am unsure or unable to answer the question	4.71%	4
	Answered	85
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	40.45%	36
Agree	46.07%	41
Disagree	4.49%	4
Strongly Disagree	4.49%	4
I am unsure or unable to answer the question	4.49%	4
	Answered	89
	Skipped	4

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	61.36%	54
Agree	38.64%	34
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	88
	Skipped	5

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	42.70%	38
Agree	37.08%	33
Disagree	5.62%	5
Strongly Disagree	6.74%	6
I am unsure or unable to answer the question	7.87%	7
	Answered	89
	Skipped	4

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	42.70%	38
Agree	44.94%	40
Disagree	3.37%	3
Strongly Disagree	3.37%	3
I am unsure or unable to answer the question	5.62%	5
	Answered	89
	Skipped	4

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	23.26%	20
Agree	36.05%	31
Disagree	9.30%	8
Strongly Disagree	4.65%	4
I am unsure or unable to answer the question	26.74%	23
	Answered	86
	Skipped	7

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	33.71%	30
Agree	47.19%	42
Disagree	8.99%	8
Strongly Disagree	6.74%	6
I am unsure or unable to answer the question	3.37%	3
	Answered	89
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	58.43%	52
Agree	28.09%	25
Disagree	2.25%	2
Strongly Disagree	5.62%	5
I am unsure or unable to answer the question	5.62%	5
	Answered	89
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	56.18%	50
Agree	37.08%	33
Disagree	1.12%	1
Strongly Disagree	3.37%	3
I am unsure or unable to answer the question	2.25%	2
	Answered	89
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	40.45%	36
Agree	46.07%	41
Disagree	0.00%	0
Strongly Disagree	4.49%	4
I am unsure or unable to answer the question	8.99%	8
	Answered	89
	Skipped	4

The school is well led.

Response	Percentage	Count
Strongly Agree	57.95%	51
Agree	32.95%	29
Disagree	1.14%	1
Strongly Disagree	3.41%	3
I am unsure or unable to answer the question	4.55%	4
	Answered	88
	Skipped	5

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	41.86%	36
Agree	43.02%	37
Disagree	6.98%	6
Strongly Disagree	4.65%	4
I am unsure or unable to answer the question	3.49%	3
	Answered	86
	Skipped	7

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	38.64%	34
Agree	42.05%	37
Disagree	4.55%	4
Strongly Disagree	4.55%	4
I am unsure or unable to answer the question	10.23%	9
	Answered	88
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	54.65%	47
Agree	38.37%	33
Disagree	1.16%	1
Strongly Disagree	2.33%	2
I am unsure or unable to answer the question	3.49%	3
	Answered	86
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	45.88%	39
Agree	47.06%	40
Disagree	0.00%	0
Strongly Disagree	3.53%	3
I am unsure or unable to answer the question	3.53%	3
	Answered	85
	Skipped	8

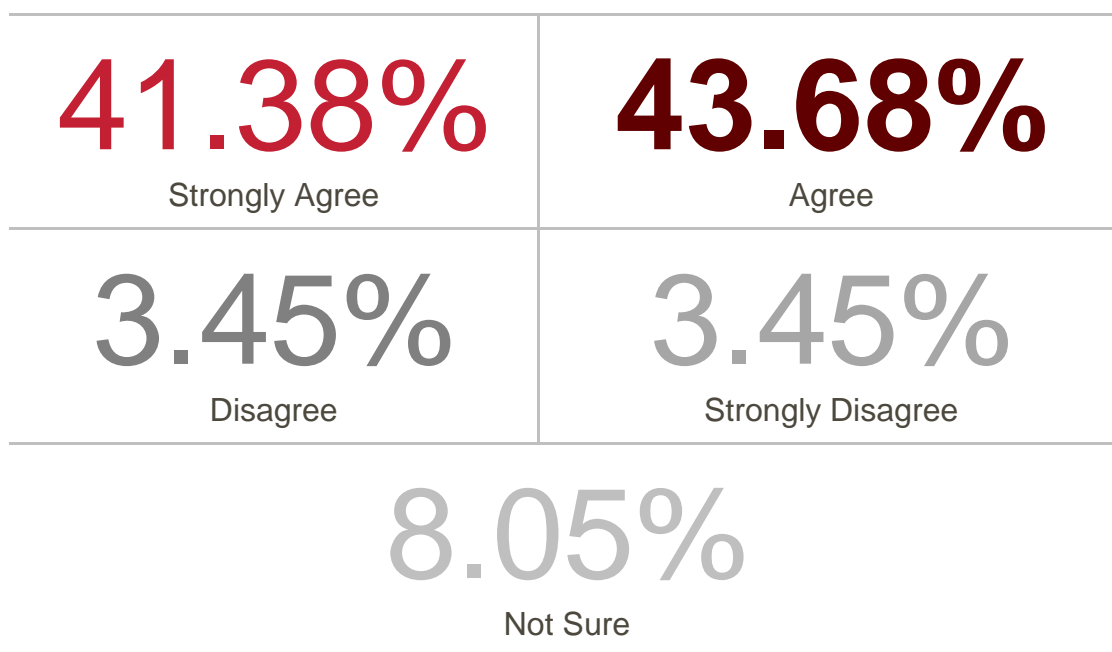
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	34.88%	30
Agree	53.49%	46
Disagree	2.33%	2
Strongly Disagree	3.49%	3
I am unsure or unable to answer the question	5.81%	5
	Answered	86
	Skipped	7

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	45.45%	40
Agree	45.45%	40
Disagree	0.00%	0
Strongly Disagree	2.27%	2
I am unsure or unable to answer the question	6.82%	6
	Answered	88
	Skipped	5

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



Response	Count
Answered	87
Skipped	6

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

