



CAYMAN ISLANDS GOVERNMENT

INSPECTION REPORT

**ISLAND MONTESSORI**

OFFICE OF EDUCATION STANDARDS

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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.

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

## Information about Island Montessori

|                                    |                                                                              |
|------------------------------------|------------------------------------------------------------------------------|
| <b>Name of school</b>              | Island Montessori                                                            |
| <b>Address</b>                     | 491, Crewe Road, George Town, Grand Cayman.<br>KY1-1205                      |
| <b>Telephone</b>                   | 345-945-5814                                                                 |
| <b>E-mail address</b>              | info@islandmontessori.org                                                    |
| <b>School Website</b>              | www.islandmontessori.org                                                     |
| <b>Principal</b>                   | Ms. Clare Thorpe                                                             |
| <b>Director</b>                    | Ms. Jenn Cowdroy                                                             |
| <b>Centre's hours of operation</b> | 7.30am to 3.30pm<br>(with additional hours supervision and aftercare to 5pm) |
| <b>Number of children on roll</b>  | 82                                                                           |
| <b>Number of teaching staff</b>    | 13                                                                           |
| <b>Number of support staff</b>     | 2                                                                            |
| <b>Date of last inspection</b>     | June 2013                                                                    |

## Age range of children

| <b>Age Range</b>      | <b>Number of boys</b> | <b>Number of girls</b> | <b>Total</b> |
|-----------------------|-----------------------|------------------------|--------------|
| <b>0 - 12 months</b>  | 4                     | 1                      | 5            |
| <b>12 - 24 months</b> | 3                     | 3                      | 6            |
| <b>24 - 36 months</b> | 11                    | 9                      | 20           |
| <b>36- 48 months</b>  | 9                     | 10                     | 19           |
| <b>48 months +</b>    | 13                    | 19                     | 32           |
| <b>Total</b>          | <b>40</b>             | <b>42</b>              | <b>82</b>    |

## The context of the school

Island Montessori was established in June 2017 following the transfer of ownership. Formerly named Casa Montessori, the Centre was last inspected in June 2013.

In September 2018, a Kindergarten class for children of Reception-age (4 to 5 years) and also Year One (5 to 6 years) was opened to extend provision.

At the time of this inspection there were four classes in the school, organised as follows;

- Nest – for children up to 16 months;
- Toddlers - 16 months upwards;
- Casa - Two and a half years upwards;
- Kindergarten - four to six years.

In Nest, Toddlers and Casa classes, the school followed a Montessori child-centred curriculum based on the principles of learning central to the Montessori philosophy. Links were made to the Cayman Islands Early Years Curriculum as well as to the relevant strands of the English Early Years Curriculum. Staff were appropriately qualified to support the delivery of the curriculum within each phase of the school. In the Kindergarten class, the school followed the English Early Years Curriculum for Reception-aged children and the English National Curriculum for Year One students.

## Key strengths

Inspectors identified the following strengths in the school:

- Children demonstrated advanced social skills and highly positive attitudes to learning;
- The effective teaching in the Toddlers class which, alongside the caring and nurturing environment in the Nest class, provided an excellent introduction to education for the youngest learners;
- The positive and caring ethos of the school enhanced by the excellent arrangements to promote the children's health, safety and well-being;
- Leaders have been successful in extending and improving provision and benefitted from high levels of commitment and support from staff and parents;
- The outdoor play area is well resourced and used effectively to support the children's learning across all areas of the curriculum.

## Recommendations

Inspectors identified the following areas requiring improvement:

- Further develop assessment arrangements, to track children's progress more effectively and ensure sufficient challenge for all;
- Implement more rigorous procedures to monitor the quality of teaching and the curriculum and use a broader range of strategies to help increase the frequency and consistency of excellent teaching across the school;
- Proceed with plans to widen governance to include parents and other stakeholders.



# Summary

## Overall Evaluation - Good

The overall performance of the school was good. Island Montessori performs well in all major aspects of its work. There were a number of excellent features, particularly with regard to children's achievement in the pre-school classes. Senior staff and management demonstrated a strong capacity to lead further improvement.

Across all quality indicators, most judgements were good and these included:

- teaching, learning and assessment;
- the curriculum;
- arrangements for support and guidance;
- all aspects of leadership.

The school also had a number of excellent features which included:

- aspects of children's achievement in communication, exploration, well-being and respect;
- health and safety.

In the Kindergarten class, teaching was also good. Students' achievement at this stage was judged to be satisfactory because it was broadly in line with curriculum standards. Nevertheless, as a result of the effective teaching at this phase, progress was good in English, mathematics and science.

Island Montessori was judged to be a good school because staff used the Montessori philosophy to foster an inclusive ethos and positive learning environment. The children at all stages of the school were enthusiastic, articulate and polite. The children were excited about their learning and staff often made effective use of the extensive outdoor area to add purpose and relevance to lessons. Enjoyment was an evident feature of the classes observed throughout the inspection.

Relationships were excellent between children and adults and amongst the children. This was reflected in the areas of the curriculum where children's well-being and respect were fostered. Parents held staff in high regard and valued the accessibility of the Principal and teachers. The Director was closely involved in the work of the school and collaborated effectively with the Principal to support ongoing improvement.

## Achievement

This section of the report refers to children’s achievement in key areas of learning as defined by the Cayman Islands Early Years Curriculum. The four areas of the curriculum; exploration, respect, communication and well-being relate to children attending the Nest, Toddlers and Casa classes. Inspectors’ judgements regarding achievement in the Kindergarten class are given on page 17 of this report.

| <b>EXPLORATION</b>                                                                                                                                                                           | <b>Evaluation</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Movement:</b> Children develop their fine and gross motor skills through independent and guided opportunities.                                                                            | <b>Excellent</b>  |
| <b>Sensory:</b> Children will use their senses in active exploration to understand their world.                                                                                              | <b>Excellent</b>  |
| <b>Scientific:</b> Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.                                | <b>Excellent</b>  |
| <b>Mathematical:</b> Children manipulate materials and explore concepts relating to number, shape, space, measurement, time and classification through independent and guided opportunities. | <b>Good</b>       |
| <b>Technological:</b> Children experiment with tools, materials and equipment through independent and guided opportunities.                                                                  | <b>Good</b>       |

Children’s movement skills were excellent because they had frequent and well planned opportunities to develop their fine and gross motor skills. Almost all of the children manipulated with ease a range of small play equipment and tools such as scissors, paint brushes, crayons and dough. Large scale chalk boards positioned at the correct height to ease access helped children to gain confidence with their emergent writing skills. Outdoors, almost all the children displayed excellent co-ordination using climbing apparatus, bikes and trikes. The spacious outdoor area was used regularly throughout the day by different classes to maximise the opportunity for children to develop their movement skills within independent and guided activities.

Sensory perception was excellent because children frequently and confidently used their senses in active exploration of their environment. In the outdoor lessons and also indoors, the

children's vocabulary was enriched due to the stimulating activities prepared for them by the staff. In the Toddler class, in a music session, the children used a variety of percussion instruments to accompany music they enjoyed. They danced and completed yoga exercises guided by specialist staff. Outdoors, the children took part in activities that included swinging, riding, jumping and stretching. At all stages the children used various media to express their creativity and express their understanding and appreciation of their world. As part of their class work about Mother's Day and Father's Day, the Casa class drew pictures of family members. The records demonstrated notable progress in the children's creative ability and representational skills.

Children's scientific understanding was excellent. Staff made highly effective use of the outdoor learning environment to develop the children's skills and knowledge. For example, the Toddler class engaged in a nature walk collecting leaves and insects. Through their use of their senses the children were able to observe very carefully and they examined similarities, differences and changes in the natural environment. As one of the planned curriculum projects, children in Toddler and Casa classes learned about dinosaurs and most were able to explain the distinctive features of different kinds of dinosaur. They could explain to their peers and others how the teeth and body of certain creatures served a specific function and habitat. Through the use of motivating and engaging topics and activities staff successfully promoted children's skills of observation and enquiry.

Children's mathematical understanding was good because most had a good understanding of the mathematical concepts and language associated with number, space and shape, time and measurement. The calendar was discussed every day and the use of practical tasks throughout the Montessori classes facilitated children's confidence with early number concepts. Much of the numeracy activities took place in meaningful contexts, including baking or water play. However, staff did not always provide sufficient challenge during play activities to extend the children's mathematical skills including, for example, prediction and categorisation.

Technological understanding was good. Children were given frequent opportunities to experiment with tools, materials and equipment. In the Toddler class, children learned about the properties of different materials when they were allowed to feel and play with ice outdoors. They made pictures using pieces of coloured paper which they cut and ripped to shape. When learning about dinosaurs they used this method to create pictures of different types of dinosaur. In Casa, children baked scones. They measured the ingredients and helped to cut the pieces of the dough. Similarly, in the Nest class children explored water and enjoyed the opportunity to splash and play with floating and sinking toys. Although the children had access to I-Pads, there were too few focused activities and resources such as, for example, programmable toys, in order to help further develop the children's early information technology skills.

| <b>RESPECT</b>                                                                                                            | <b>Evaluation</b> |
|---------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Self:</b> Children develop a positive sense of who they are and an understanding of their rights and responsibilities. | <b>Excellent</b>  |
| <b>Others:</b> Children understand how their role and the roles of others impact the community.                           | <b>Excellent</b>  |
| <b>Environment:</b> Children will act responsibly in preservation of their natural world.                                 | <b>Good</b>       |
| <b>Culture:</b> Children gain an awareness of and appreciation for their own culture and cultures around the world.       | <b>Good</b>       |
| <b>Religion:</b> Children have an awareness of and respect for their own and other religions.                             | <b>Good</b>       |

The children's sense of self was excellent because children demonstrated a strong understanding of their own rights and responsibilities. In discussions about the rules of class or incidents as they occurred, almost all children demonstrated a sense of fairness and accepted the teachers' reinforcement and guidance. Most managed their personal needs with appropriate levels of independence and were encouraged to assist with various class duties when necessary. The Casa children, for example, helped clear away and clean their areas after lunch and they tidied their work areas independently. In Toddlers, within the home corner activities offered in class, children replicated real life contexts and demonstrated excellent awareness of the needs of others.

The children's understanding of their role and the roles of others in the community was excellent. Projects planned by staff helped raise the children's awareness of different members of the community, their roles and contributions including, for example, the work of fire fighters. Children responded with care, empathy and respect to others in their class. Almost all children were able to take turns and share fairly with a minimal need for guidance or direction from adults. Through the effective use of Montessori methods and philosophy, opportunities for self-organisation and choice successfully promoted children's positive relationships across each of the classes. The close link between the Nest and Toddlers classes assisted in the children's familiarity and confidence in the adults working with them.

The children's understanding of the environment was good. They were knowledgeable about the importance of protecting the environment and demonstrated care for their own environment by helping to keep it clean and tidy. The school had plans to further develop this area of the curriculum through the inclusion of ongoing class practices and projects to reduce, reuse and recycle to protect the local and natural environment.

The children’s cultural experiences were good. At the time of the inspection the children in Casa class were learning about different continents and a large map of the world was used at differing points of the week to remind the children about the major landmarks, food and flags for different countries. They enjoyed learning about apple strudel and regularly welcomed one another and counted in French as an introduction to a modern foreign language. The children learnt about Caymanian culture through the visit of a local artisan who demonstrated thatch weaving. There was scope for further focus on other aspects of Cayman life including learning about Cayman recipes, the national song and Caymanian national symbols.

The children’s awareness of and respect for their own and other religions was good. The children prayed before meals and snacks and there was regular consideration of the major festivals and celebrations of different world religions. During the inspection one child from a Muslim home shared a cake with the Casa class because the holy month of Ramadan had just ended. This led to in-depth discussions about major festivals enjoyed by various class participants. In an earlier project, children had learned about Christmas and Hanukkah and showed respect for and interest in different religious practices. To improve the programme further, staff should consider extending opportunities for children to engage purposefully in their own religious practices.

| <b>COMMUNICATION</b>                                                                                                              | <b>Evaluation</b> |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Verbal and Symbolic:</b> Children interpret information received and effectively express themselves in a variety of ways.      | <b>Good</b>       |
| <b>Listening:</b> Children develop the inclination and ability to listen attentively and respond appropriately.                   | <b>Excellent</b>  |
| <b>Creative Expressions:</b> Children experience and develop an appreciation for various forms of art from a variety of cultures. | <b>Good</b>       |
| <b>Literacy:</b> Children demonstrate an understanding that symbols are used to represent ideas.                                  | <b>Good</b>       |

Children’s verbal and symbolic communication was good. Almost all of the older children demonstrated confidence and competence in oral language skills. Their ability to follow instructions, to respond to open-ended questions and engage in social conversations was advanced. In the Toddlers and Casa classes, staff effectively interacted with the children through non-verbal communication such as eye contact, gestures and facial expressions and the children reciprocated. In other instances, staff sensitively supported toddlers to repeat simple words using nursery rhymes and songs as prompts. In addition, a range of mark making opportunities both indoors and outdoors supported children’s literacy exploration. The children’s emergent literacy skills were also effectively supported through interactive storytelling and the

children's regular engagement with books in the reading nooks in each classroom. All teachers modelled Standard English and used purposeful and careful questioning to support children's development of a broad and rich vocabulary. For example, during a sensory walk the teacher used open-ended questions to encourage children to use their senses to describe and explain what they saw. In this way children were developing a broad range of vocabulary. There was scope to further support children's pre-literacy skills in meaningful contexts such as, for example, having children write the list of ingredients for the play dough that they made.

Children's listening skills were excellent. Almost all children, including the infants and toddlers listened attentively and responded appropriately in a range of situations. For example, toddlers actively participated in a variety of listening experiences such as sensory walks, nursery rhymes and stories. They demonstrated behaviours that indicated active listening when, for example, they repeated a stock phrase at key points in the story about the gingerbread man. Children in the Casa class also listened attentively to stories and responded appropriately to questions and made cultural connections with events in the story. All children displayed high levels of enjoyment and engagement when listening to shared stories or simple rhymes and songs.

Children's creative expression was good. Staff structured opportunities for children to recreate learning experiences using a variety of media and children experimented with colour, texture and shape. For example, in keeping with the theme on dinosaurs, children in the Toddler class created colour palettes and painted the feet of dinosaur models to create dinosaur footprints. In addition, many toddlers engaged in play scenarios such as making breakfast. The quality of children's learning experiences was also enhanced through a variety of hands-on experiences. For example, the infants had access to water play indoors and enjoyed splashing water as part of that sensory experience, and children in the Casa class experimented with flour and food colouring to make play dough. Teachers ably supported children's self-expression and movement through dance and yoga and promoted children's appreciation of music. Across the phases, children engaged in a variety of creative activities that promoted their appreciation for various art forms. All teachers effectively supported children's creative expression according to their ages and stages of development. At times, older children did not have sufficient opportunity to engage in activities such as retelling stories using costumes and props and to freely construct additional art forms using a variety of natural resources.

Children's appreciation of literacy was good because most demonstrated appropriate understanding that symbols are used to communicate ideas. Across the school, children had access to a wide variety of developmentally appropriate books including books which celebrated aspects of Caymanian culture. Comfortable reading spaces in each class room effectively fostered children's love of books and many were observed looking at pictures or reading quietly at various times throughout the day. All children actively participated in shared stories and enjoyed stories with repetitive texts or which provided opportunities for sounds or motions. Additionally, teachers actively engaged children in a range of activities to promote letter knowledge and early reading strategies. For example, in a Casa lesson, teachers effectively supported children to use letter laminates and letter tiles to practise sounding out letter sounds and to spell simple words. Teachers also promoted children's emerging literacy and language skills through the use of resources such as sight word cards. Most teachers were skilled facilitators of learning and encouraged independent learning. Resources were well organised in easy reach of the children which promoted choice and independence.

| <b>WELL-BEING</b>                                                                                      | <b>Evaluation</b> |
|--------------------------------------------------------------------------------------------------------|-------------------|
| <b>Health:</b> Children make safe and healthy decisions as they discover and learn about their bodies. | <b>Excellent</b>  |
| <b>Emotional:</b> Children identify and express their own feelings.                                    | <b>Excellent</b>  |
| <b>Social:</b> Children will develop the skill to interact with others in a variety of contexts.       | <b>Excellent</b>  |
| <b>Reflection:</b> Children will reflect on their experiences.                                         | <b>Good</b>       |

Excellent arrangements for health and well-being characterised all classes. Routines were well established and these helped ensure that the children felt safe and happy. Children benefitted from frequent opportunities to exercise using the school outdoor play facility which was extensive and well resourced. Almost all of the children demonstrated the capacity to make decisions. The children participated in healthy exercise through outdoor play, yoga and dance. Most brought nutritious lunches and break time snacks from home and when discussing food in classes with staff, healthy options were encouraged. In the Nest and Toddlers classes music and movement were regular elements of the programme. The children napped if they needed to but were not forced to do so. At every stage in the children’s development staff used effective strategies to promote the children’s growing independence.

The children’s emotional development was excellent because almost all children showed a growing capacity to manage their feelings and behaviour and to cope with difficulties. When necessary, the children acknowledged and accepted guidance from staff because adults reasoned persuasively and calmly at all times. Positive reinforcement and praise were common features of staff-child interactions and, as a consequence, children felt safe and encouraged to identify and express their own feelings.

The children’s social skills were excellent. All children were developing the skills necessary to interact with others in a variety of contexts. For example, they welcomed visitors to school and demonstrated important traits such as respect, co-operation and kindness. At all stages the children were well-behaved and enjoyed positive relationships with their teachers and peers. Staff ensured that there were regular opportunities for children to participate in activities within various social groupings. For example, in the Toddlers class, the children danced, sang and listened to stories alongside their peers but also, at other times worked alongside a friend to complete an art activity. During such tasks, the children played harmoniously. They took turns and valued the codes of behaviour agreed with them in class.

The children’s aptitude for reflection was good. Staff promoted the children’s resilience, confidence and self-expression through their highly effective interactions during the school day. The children’s wish to make choices was encouraged and their opinions and preferences were valued. Children were helped to understand how their actions affected others and they were sensitively guided to adjust their behaviour when necessary. Although there were frequent

opportunities for the children to express their ideas, there was scope for staff working with the older children to extend the frequency and depth of the children’s reflection regarding their own learning.

### **Students’ achievement in the Kindergarten class**

| <b>Kindergarten</b>       | <b>Students’ attainment in relation to international standards</b> | <b>Students’ progress over time</b> |
|---------------------------|--------------------------------------------------------------------|-------------------------------------|
| Attainment in English     | <b>Satisfactory</b>                                                | <b>Good</b>                         |
| Attainment in mathematics | <b>Satisfactory</b>                                                | <b>Good</b>                         |
| Attainment in science     | <b>Good</b>                                                        | <b>Good</b>                         |

The school had introduced a Kindergarten class in September 2018 following approval from Cayman Islands Education Council. Attainment in English, mathematics and science was satisfactory at this stage because the Reception and Year One students achieved in line with relevant curricular expectations. A significant proportion of the group had special educational needs and others had only recently joined the school. In English, most Reception children wrote simple sentences and used punctuation forms such as capital letters, full stops and exclamation marks appropriately. There were limited samples of children’s work available to show writing in a variety of contexts. In addition, a minority of students required additional practise in letter formation, spacing, and writing on lines. In mathematics, students could identify common shapes and describe their properties. They had gathered data to create simple bar graphs and most of the Year One children used numbers to 100 with confidence. In science, attainment was good because students demonstrated above expected levels of scientific knowledge. Across the academic year the coverage of core science topics had ensured that students had gained a wide knowledge of key facts and processes. During the inspection the students enjoyed learning about bees as part of the World Environment Day celebrations and the teachers’ effective use of drama helped all students understand the pollination process.

Progress in English, mathematics and science in the Kindergarten class was good. A significant number of the students were starting their time in the class from a low base point. The two teachers working with the class held responsibility for different subjects within the curriculum and, in each subject, practical hands-on activities helped engage the children in their learning. In English, a majority of the older children read with fluency and understanding and were able to use phonetic skills to decode unfamiliar words and to spell words successfully. Teachers effectively supported children’s vocabulary development through daily book bags which were sent home and which also fostered children’s love of reading for enjoyment and information. There was scope for teachers to plan additional learning tasks and activities that challenged and extended learning for high-attaining students. In mathematics, progress was good when the teacher built upon the Year One students’ understanding of shape by introducing more complex mathematical terms and extended their knowledge of 3D shapes. Similarly, in science, practical



experiments related to the senses helped students to appreciate how certain animals communicate.

## Teaching, learning and assessment

| <b>Ensuring effective teaching to support children's learning</b> | <b>Evaluation</b> |
|-------------------------------------------------------------------|-------------------|
| Teaching                                                          | <b>Good</b>       |
| Learning                                                          | <b>Good</b>       |
| Assessment                                                        | <b>Good</b>       |

The quality of teaching across all phases of the school was good. It was particularly effective in the Toddler's class. Teachers demonstrated a good understanding of Montessori methods and the English National Curriculum. They planned lessons carefully to ensure that tasks were engaging and motivating. For example, in the Kindergarten class, students learning about pollination used drama to replicate the behaviour of bees. Similarly, in the Toddlers class, children were helped to understand the properties of different materials when they observed the effects of heat upon blocks of ice. In the Nest class, which provided for the youngest learners, teachers provided a nurturing, warm and caring environment where various stimuli were used appropriately to encourage the children's early communication skills. Teachers' interactions with students were frequently positive and affirmative. In Toddlers, such interactions often led to the promotion of children's critical thinking skills and staff were successful in building the children's confidence and self-esteem. At times, in the Casa and Kindergarten classes, the learning skills of higher achieving students and the development of more complex thinking skills and knowledge were not promoted consistently. In all phases of the school children's behaviour was good and often excellent. This was because staff ensured high levels of engagement and practical, active learning.

Learning was good because enjoyment and engagement were prominent features of the children's experience in all phases. Children were given opportunities to express their preferences and, in different contexts both indoors and out, were free to choose tasks and resources of interest to them. This was a notable feature of the Nest, Toddler and Casa programme. Frequent links across the curriculum were made within tasks so that, for example, whilst engrossed in outdoor physical play, the children also refined their skills in exploration and communication. Although frequent opportunities were provided for all children to take responsibility for their learning, for the older children there was a need to further promote their own understanding about their strengths and weaknesses, particularly in core areas of the curriculum. Children of all ages were encouraged to communicate their learning to others and collaboration was a strong feature of the curriculum as delivered in the Casa and Kindergarten programmes. Where teaching was most effective, questioning was particularly successful in facilitating children's enquiry and critical thinking skills. This was notably evident and a strong characteristic of interactions between staff and children in the Toddler class.

Arrangements for assessment were good. Teachers had a good knowledge of individual students' strengths and weaknesses. At all phases staff used a number of assessment tools to check progress and identify the major achievements and gaps in learning for individuals. Staff made reference to appropriate development goals, notably in Toddlers and Kindergarten classes to check current achievement against expected standards. Staff kept records diligently but, in Kindergarten, there was a need for more comprehensive and detailed samples of work, which should be dated and marked to help track students' progress over time. Feedback to children across the school was often given verbally and there was scope for more extensive guidance and age-appropriate targets to help all, but particularly the higher achieving children, to exceed age-appropriate standards of achievement. Although there was a diverse range of assessments in place, staff did not consistently use this information to adapt the content of lessons and thereby meet the diverse needs of the children.

# Curriculum

| Offering a curriculum that meets the educational needs of all children | Evaluation |
|------------------------------------------------------------------------|------------|
| Curriculum                                                             | Good       |

The curriculum was judged to be good as it was broad and balanced and effectively supported children's learning and development. The school used a play-based curriculum in the Nest class, the Cayman Islands Early Years Curriculum (CIEYC) in the Toddlers and Casa classes and the English National Curriculum in the Kindergarten class. There were clear progression pathways in the curricula used by the school. Inspectors observed that across the Nest, Toddler and Casa phases, activities, resources and teaching strategies were used effectively to build on the skills, attitudes, and knowledge taught in the earlier stages. As a consequence, there was continuity and progression in the children's learning.

The curricula were organised using annual, monthly and weekly plans based on seasonal topics or themes, which were explored throughout the school year. Timetabling arrangements ensured adequate coverage of core subjects and, in the early years, the content of most lessons reflected appropriate emphasis on the four focus areas in the CIEYC including, exploration, respect, communication and well-being. Additionally, curriculum implementation was successfully framed by key Montessori principles such as a focus on concrete learning, and autonomy and choice in the children's learning. Most teachers effectively integrated opportunities for cross-curricular learning, and enhancements to the taught curriculum included physical education, music, dance and yoga as well as opportunities for environmental awareness and cultural awareness. A positive curriculum innovation was the use of homework book bags in the Casa and Kindergarten classes to raise standards of achievement in reading. There was a further need to ensure that the planned curriculum and delivery provided sufficient challenge for higher achieving students, while providing accommodations for children with special educational needs. In addition, in planning the timetable for the new school year, school leaders should review the quality of access and opportunity for all learners within the school. The development and use of classroom observation tools should provide useful information on how well the curriculum is meeting the needs of all learners.

## Safety and support

| <b>Keeping our children safe and always supported</b> | <b>Evaluation</b> |
|-------------------------------------------------------|-------------------|
| Health and safety                                     | <b>Excellent</b>  |
| Support and guidance                                  | <b>Good</b>       |

Health and safety was judged to be excellent because all regulatory requirements were met and there were effective arrangements to ensure the children's health and safety throughout the school. For example, risk assessments were developed for trips and excursions off site. School leaders conducted frequent and thorough checks so that a safe environment was maintained. Records were kept of fire drills and the school had developed a comprehensive hazard management policy. Healthy living was systematically built into and promoted in all aspects of the work of the school. All children wore hats during outdoor play and had frequent water breaks. The school offered good advice to parents about healthy food suggestions and children participated in a regular programme for physical education, which promoted healthy living. Staff were vigilant in their supervision of the children and made good use of the outdoors to support children's understanding of their natural world. All staff understood their roles and responsibilities in ensuring the children's health and safety. The school leaders had developed a comprehensive child protection policy and all staff had completed child protection training and were trained in the administration of first aid. In addition, the school had facilitated training for parents regarding child protection matters.

Support and guidance was judged as good. Interactions between staff and children were sensitive, warm and affirming. As a consequence, the children were happy, well-adjusted and confident in their learning environment. Staff knew their children well and diligently recorded information that supported their general health and well-being. Inspectors noted that the children were learning in an inclusive learning environment and the school leaders partnered with a range of external agencies to ensure the engagement and participation of all children in the programme. School leaders had developed individual education plans for children with special educational needs and these included appropriate links between home, school and external providers. There was, however, a need to further refine the individual education plans to include measurable targets and timelines to help to track and measure children's progress over time. There was also scope to strengthen assessment practices to provide a rich and coherent picture of each child's learning and achievement to inform next steps in their learning. Senior staff did not monitor the attendance of children of statutory school age with sufficient rigour.

## Leadership and management

| Leading and managing the centre and developing links with the community | Evaluation  |
|-------------------------------------------------------------------------|-------------|
| Leadership                                                              | <b>Good</b> |
| Self-evaluation and improvement planning                                | <b>Good</b> |
| Links with parents and the community                                    | <b>Good</b> |
| Staff and the learning environment                                      | <b>Good</b> |

Leadership was good. The leaders of the school, including the Principal and Director were highly respected because the school was judged to have improved significantly following the transfer of ownership. The view of parents and staff was that leaders and managers offered a clear sense of direction and were committed to achieving excellence. The Principal provided a strong model of effective teaching practice and was considered to be approachable, perceptive and dedicated by parents. As a consequence of this effective leadership, there was a positive ethos of collective responsibility and mutual support across the school staff team. Leaders demonstrated a strong capacity to support school improvement. An effective partnership between the Director and the Principal had led to positive changes to the physical environment, the curriculum offered and to staffing arrangements. Leaders had implemented a number of successful strategies to help improve the quality of teaching. Performance management arrangements required, however, more formal and consistent implementation. In addition, the school lacked governance arrangements by which stakeholders, including parents and staff, could contribute and support ongoing improvements. Plans were in place to establish a parent group which could support the long-term strategy and future school improvement plans.

The arrangements for self-evaluation and improvement planning were good. School leaders used observations of teaching and parent survey data to reflect upon the strengths and weaknesses of the provision. They demonstrated a broadly accurate view of the performance of the school. Arrangements required further development to include a more formal scrutiny of teachers' planning, more frequent lesson observations and checks of the children's progress. Most of the recommendations from the previous inspection of June 2013 had been satisfactorily addressed.

Links with parents and the community were good. There were important strengths in the arrangements made for communication between home and school. These arrangements facilitated a strong partnership between families and school staff. In the Nest class, for example, staff completed records, which advised parents of the main events of the school day for each child. Similarly, for the older children in Casa and the Kindergarten students, home-reading diaries encouraged parental support for the children's acquisition of core reading skills. Other whole school communication included regular newsletters and information shared within the school Facebook page. Parents expressed high levels of satisfaction regarding the open

evening events offered by staff. To enhance links further, leaders should review the regularity and quality of school reports and include, particularly for older children, mid-term updates and more detailed information for parents regarding the children's achievement against key developmental milestones. The school enjoyed effective links with community groups, which helped enhance the curriculum and overall provision including, for example, partnership with the Cayman Special Needs Foundation.

The staffing and the learning environment were judged to be good. All staff were well qualified and suitably experienced in their fields of responsibility. The curriculum was enhanced with the contribution made by a number of specialists who were efficiently deployed to support the delivery of the programme. Resources were sufficient and generally in very good condition. There were examples of specialised resources, which were used well to support specific aspects of the science curriculum. I-Pads were available but there was scope for extending the breadth and range of information and communication technology resources to support children's early programming and coding skills. Montessori resources assisted the children's regular presentations and were easily accessible, appropriately promoting independence and responsibility for learning. The outdoor play area was spacious and used well to enhance the quality of the curriculum. Parts of the school site were not accessible to children with physical disability. Plans for September 2019 included the appointment of additional staff, allowing further opportunities for the Principal to oversee aspects of monitoring and evaluation.

## Survey results

Seventy-three parents and 15 staff completed the on-line survey. The results from the survey are detailed in Appendices One and Two to this report.

Survey responses were received from almost all parents of children attending Island Montessori. High levels of satisfaction were expressed because almost all parents believed the school to provide a good quality of education. All parents stated that the children were safe and cared for well by staff. Parents were particularly appreciative of the fact that their children were so enthusiastic about attending Island Montessori and almost all considered this to be due to the high quality of teaching evident across all stages of the school. Parents meetings were held regularly and judged to be helpful and informative. Also, almost all parents felt that communication between home and school was effective and timely. Most judged the school to be well led and stated that their children were making good progress in key subjects. Parents submitted comments along with their on-line survey submissions. All were positive about the ethos of the school as illustrated by the statement made by one parent who stated that 'Island Montessori provides a quality environment for the children to develop, learn and be happy!'

Most teaching staff and a few support staff completed the survey. All staff agreed that, overall, Island Montessori provided a good quality of education. All stated that the behaviour of the children in the school was good. The staff appreciated the professional development opportunities offered by the leaders and managers of the school and believed that, as a consequence of good leadership there was a clear direction and vision for the school. A few believed that staff could have greater involvement in the development of school priorities and improvement plans. Almost all staff judged that the school encouraged the children's choice of a healthy life style and considered the environment to be safe and welcoming for both children and staff. In their comments a few staff identified the fact that a range of extra-curricular activities involved additional fees for parents but they felt that such provision enhanced the curriculum opportunities for the older children. All staff appreciated the positive ethos of the school and this was illustrated by one team member who had worked at the school for a number of years; 'Island Montessori is a very close knit community. I am very proud to work at this lovely school'.

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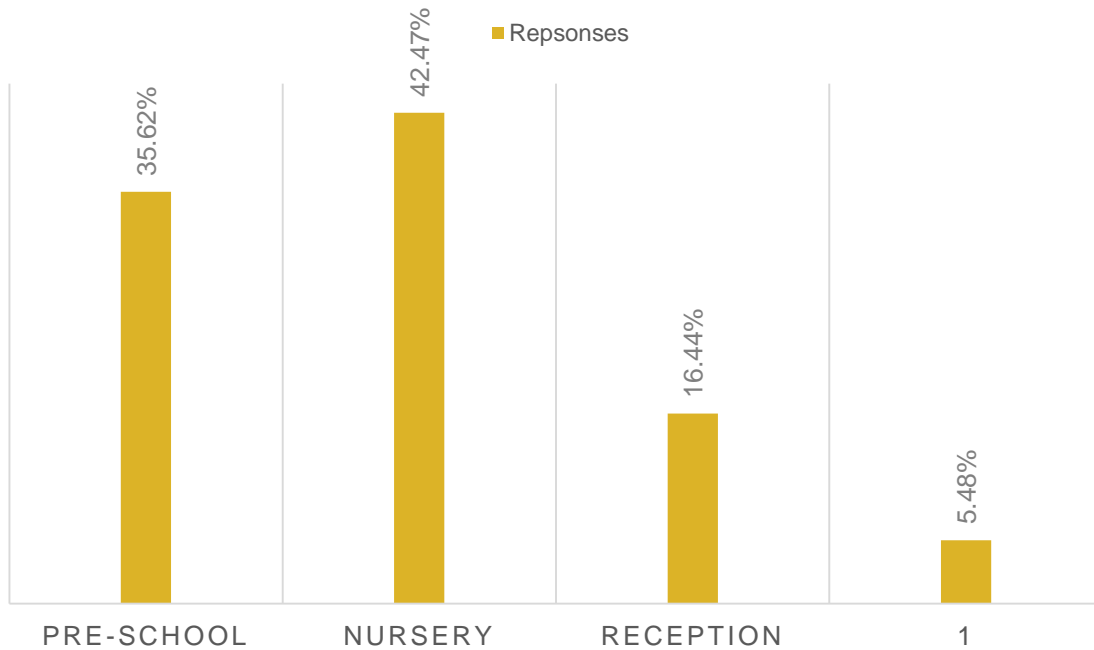
### What happens next?

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



## Office of Education Standards | Parent Survey 2019

*In which grade/year is your eldest child?*



| Response | Count |
|----------|-------|
| Answered | 73    |
| Skipped  | 0     |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Less than one year                           | 35.62%          | 26        |
| More than one year but less than three years | 45.21%          | 33        |
| More than three years                        | 19.18%          | 14        |
|                                              | <b>Answered</b> | <b>73</b> |
|                                              | <b>Skipped</b>  | <b>0</b>  |

### What is your nationality?

# 20.55%

Caymanian

# 79.45%

Non-Caymanian

### *My child is making good progress in English.*

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 67.61%          | 48        |
| Agree                                        | 23.94%          | 17        |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 8.45%           | 6         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

### *My child is making good progress in mathematics.*

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 43.66%          | 31        |
| Agree                                        | 38.03%          | 27        |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 18.31%          | 13        |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***My child is making good progress in science.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 49.30%          | 35        |
| Agree                                        | 26.76%          | 19        |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 23.94%          | 17        |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 69.01%          | 49        |
| Agree                                        | 23.94%          | 17        |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 7.04%           | 5         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***The behaviour of most students in the school is good.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 63.38%          | 45        |
| Agree                                        | 33.80%          | 24        |
| Disagree                                     | 1.41%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 1.41%           | 1         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 59.15%          | 42        |
| Agree                                        | 30.99%          | 22        |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 9.86%           | 7         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***My child is developing good environmental understanding.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 63.38%          | 45        |
| Agree                                        | 29.58%          | 21        |
| Disagree                                     | 1.41%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 5.63%           | 4         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***The quality of teaching is good.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 84.51%          | 60        |
| Agree                                        | 12.68%          | 9         |
| Disagree                                     | 1.41%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 1.41%           | 1         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***My child enjoys most lessons.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 73.24%          | 52        |
| Agree                                        | 23.94%          | 17        |
| Disagree                                     | 1.41%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 1.41%           | 1         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***My child is inspired to learn.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 74.65%          | 53        |
| Agree                                        | 22.54%          | 16        |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 2.82%           | 2         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 52.11%          | 37        |
| Agree                                        | 36.62%          | 26        |
| Disagree                                     | 8.45%           | 6         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 2.82%           | 2         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***The school provides the subjects my child wishes to study.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 49.30%          | 35        |
| Agree                                        | 32.39%          | 23        |
| Disagree                                     | 1.41%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 16.90%          | 12        |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***The quality and amount of homework is appropriate.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 30.99%          | 22        |
| Agree                                        | 18.31%          | 13        |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 50.70%          | 36        |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***My child is safe and cared for at school.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 87.32%          | 62        |
| Agree                                        | 12.68%          | 9         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***The school helps my child choose a healthy lifestyle.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 74.65%          | 53        |
| Agree                                        | 22.54%          | 16        |
| Disagree                                     | 1.41%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 1.41%           | 1         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***My child is safe while on school buses.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 25.71%          | 18        |
| Agree                                        | 11.43%          | 8         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 62.86%          | 44        |
|                                              | <b>Answered</b> | <b>70</b> |
|                                              | <b>Skipped</b>  | <b>3</b>  |

***My child is treated fairly at school.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 67.14%          | 47        |
| Agree                                        | 31.43%          | 22        |
| Disagree                                     | 1.43%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>70</b> |
|                                              | <b>Skipped</b>  | <b>3</b>  |

***The school deals effectively with incidents of bullying.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 40.85%          | 29        |
| Agree                                        | 22.54%          | 16        |
| Disagree                                     | 1.41%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 35.21%          | 25        |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 26.76%          | 19        |
| Agree                                        | 15.49%          | 11        |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 57.75%          | 41        |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 35.21%          | 25        |
| Agree                                        | 16.90%          | 12        |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 1.41%           | 1         |
| I am unsure or unable to answer the question | 46.48%          | 33        |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |



***The school is well led.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 66.20%          | 47        |
| Agree                                        | 28.17%          | 20        |
| Disagree                                     | 5.63%           | 4         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 43.66%          | 31        |
| Agree                                        | 45.07%          | 32        |
| Disagree                                     | 7.04%           | 5         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 4.23%           | 3         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***Communication between the school and parents is effective and timely.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 60.56%          | 43        |
| Agree                                        | 38.03%          | 27        |
| Disagree                                     | 1.41%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***The school responds appropriately to parental concerns.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 61.97%          | 44        |
| Agree                                        | 33.80%          | 24        |
| Disagree                                     | 1.41%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 2.82%           | 2         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***School reports are regular and informative.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 49.30%          | 35        |
| Agree                                        | 40.85%          | 29        |
| Disagree                                     | 4.23%           | 3         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 5.63%           | 4         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***Parent-teacher meetings are helpful and held regularly.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 50.70%          | 36        |
| Agree                                        | 46.48%          | 33        |
| Disagree                                     | 1.41%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 1.41%           | 1         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***Parents are effectively involved in the work of the school.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 36.62%          | 26        |
| Agree                                        | 36.62%          | 26        |
| Disagree                                     | 4.23%           | 3         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 22.54%          | 16        |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

***The school enjoys good links with the wider community.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 47.89%          | 34        |
| Agree                                        | 39.44%          | 28        |
| Disagree                                     | 1.41%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 11.27%          | 8         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

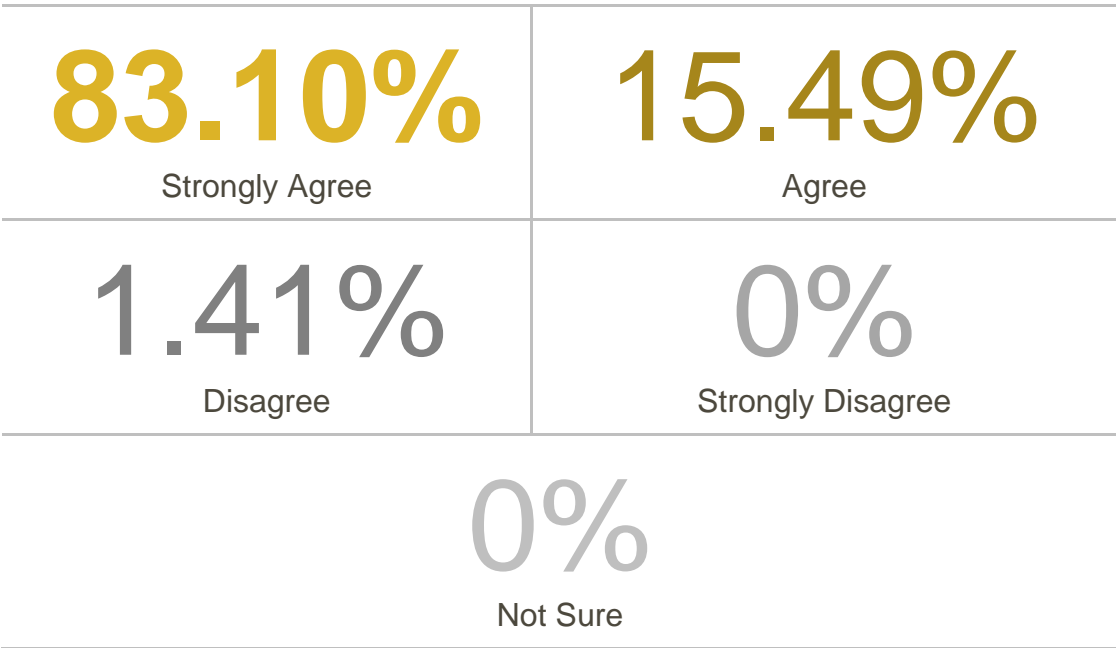
***The school has appropriately qualified and suitably skilled teachers and staff.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 73.24%          | 52        |
| Agree                                        | 23.94%          | 17        |
| Disagree                                     | 2.82%           | 2         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 69.01%          | 49        |
| Agree                                        | 26.76%          | 19        |
| Disagree                                     | 4.23%           | 3         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>71</b> |
|                                              | <b>Skipped</b>  | <b>2</b>  |

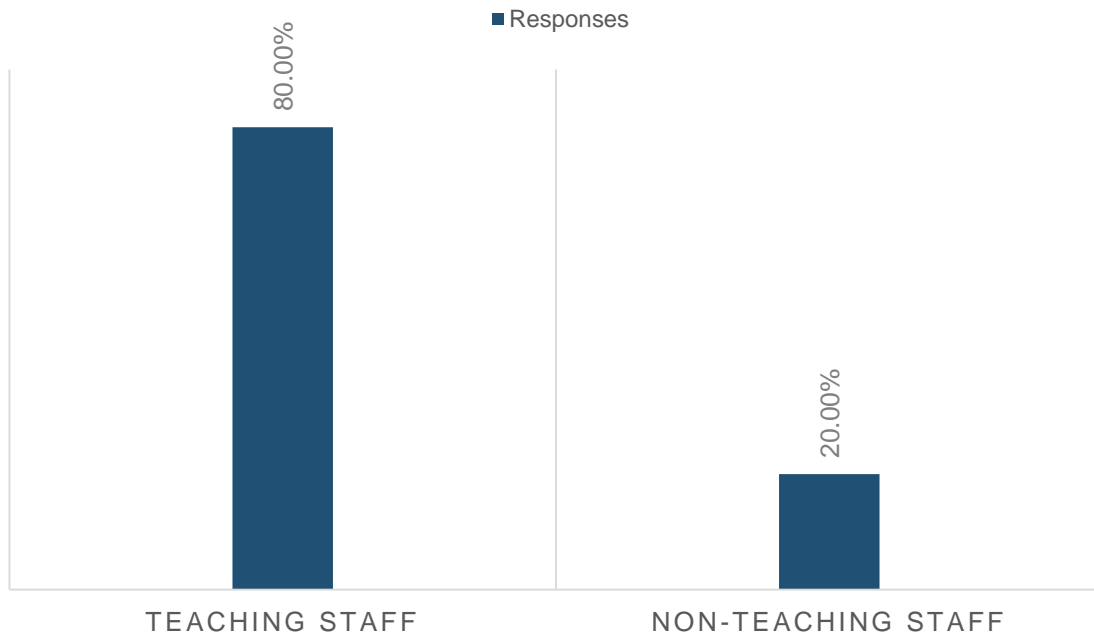
*Overall, I am satisfied with the quality of education provided at this school.*



| Response        | Count     |
|-----------------|-----------|
| <b>Answered</b> | <b>71</b> |
| <b>Skipped</b>  | <b>2</b>  |

## Office of Education Standards | Staff Survey 2019

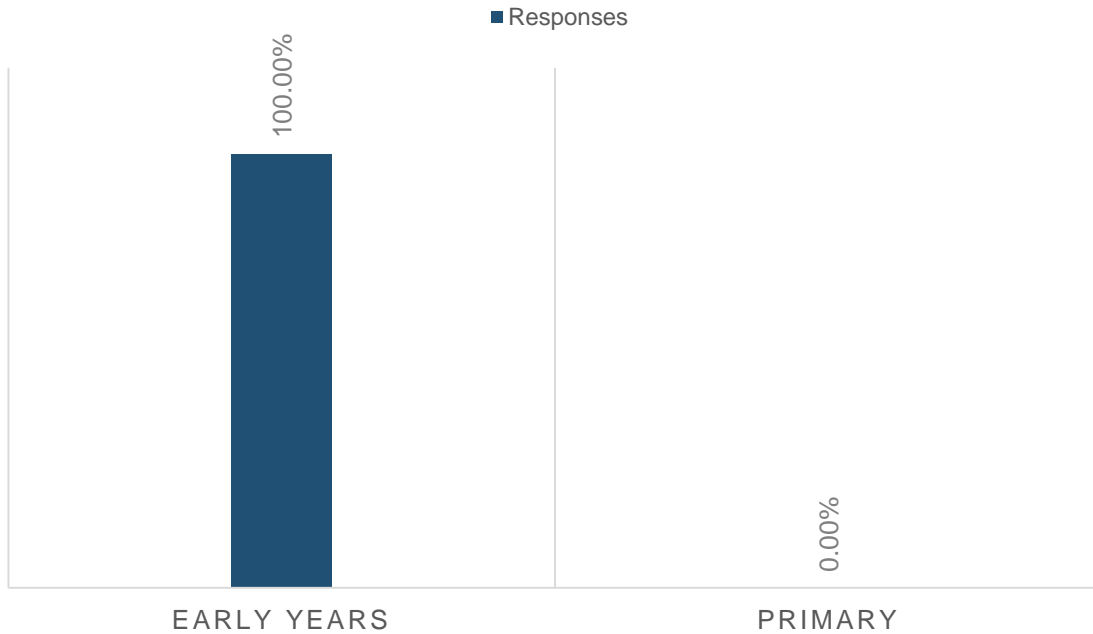
*What is your role in the school?*



*How long have you worked at this school?*

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| One year or less                             | 26.67%          | 4         |
| More than one year but less than three years | 53.33%          | 8         |
| Three years or more                          | 20.00%          | 3         |
|                                              | <b>Answered</b> | <b>15</b> |
|                                              | <b>Skipped</b>  | <b>0</b>  |

**Which age-group of students are you mostly supporting?**



**What is your nationality?**

**13.33%**

Caymanian

**86.67%**

Non-Caymanian

**The behaviour of most students in the school is good.**

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 73.33%          | 11        |
| Agree                                        | 26.67%          | 4         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>15</b> |
|                                              | <b>Skipped</b>  | <b>0</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 53.33%          | 8         |
| Agree                                        | 33.33%          | 5         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 13.33%          | 2         |
|                                              | <b>Answered</b> | <b>15</b> |
|                                              | <b>Skipped</b>  | <b>0</b>  |

***Most students at this school show good environmental understanding.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 46.67%          | 7         |
| Agree                                        | 40.00%          | 6         |
| Disagree                                     | 13.33%          | 2         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>15</b> |
|                                              | <b>Skipped</b>  | <b>0</b>  |

***There are good assessment systems in this school.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 53.33%          | 8         |
| Agree                                        | 40.00%          | 6         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 6.67%           | 1         |
|                                              | <b>Answered</b> | <b>15</b> |
|                                              | <b>Skipped</b>  | <b>0</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 33.33%          | 5         |
| Agree                                        | 46.67%          | 7         |
| Disagree                                     | 6.67%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 13.33%          | 2         |
|                                              | <b>Answered</b> | <b>15</b> |
|                                              | <b>Skipped</b>  | <b>0</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 53.33%          | 8         |
| Agree                                        | 46.67%          | 7         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>15</b> |
|                                              | <b>Skipped</b>  | <b>0</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 64.29%          | 9         |
| Agree                                        | 28.57%          | 4         |
| Disagree                                     | 7.14%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |



*The school helps students to choose a healthy life style.*

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 78.57%          | 11        |
| Agree                                        | 14.29%          | 2         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 7.14%           | 1         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

*Students are treated fairly at this school.*

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 57.14%          | 8         |
| Agree                                        | 35.71%          | 5         |
| Disagree                                     | 7.14%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

*The school deals effectively with incidents of bullying.*

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 78.57%          | 11        |
| Agree                                        | 7.14%           | 1         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 14.29%          | 2         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 21.43%          | 3         |
| Agree                                        | 42.86%          | 6         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 35.71%          | 5         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 64.29%          | 9         |
| Agree                                        | 35.71%          | 5         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

***The school is well led.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 50.00%          | 7         |
| Agree                                        | 35.71%          | 5         |
| Disagree                                     | 7.14%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 7.14%           | 1         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 57.14%          | 8         |
| Agree                                        | 14.29%          | 2         |
| Disagree                                     | 21.43%          | 3         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 7.14%           | 1         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

***The school effectively supports my continuing professional development.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 57.14%          | 8         |
| Agree                                        | 35.71%          | 5         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 7.14%           | 1         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

***Parent teacher meetings are well attended and helpful.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 71.43%          | 10        |
| Agree                                        | 28.57%          | 4         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

***Parents are effectively involved in the work of the school.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 42.86%          | 6         |
| Agree                                        | 35.71%          | 5         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 21.43%          | 3         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

***The school enjoys good links with the wider community.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 57.14%          | 8         |
| Agree                                        | 28.57%          | 4         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 14.29%          | 2         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

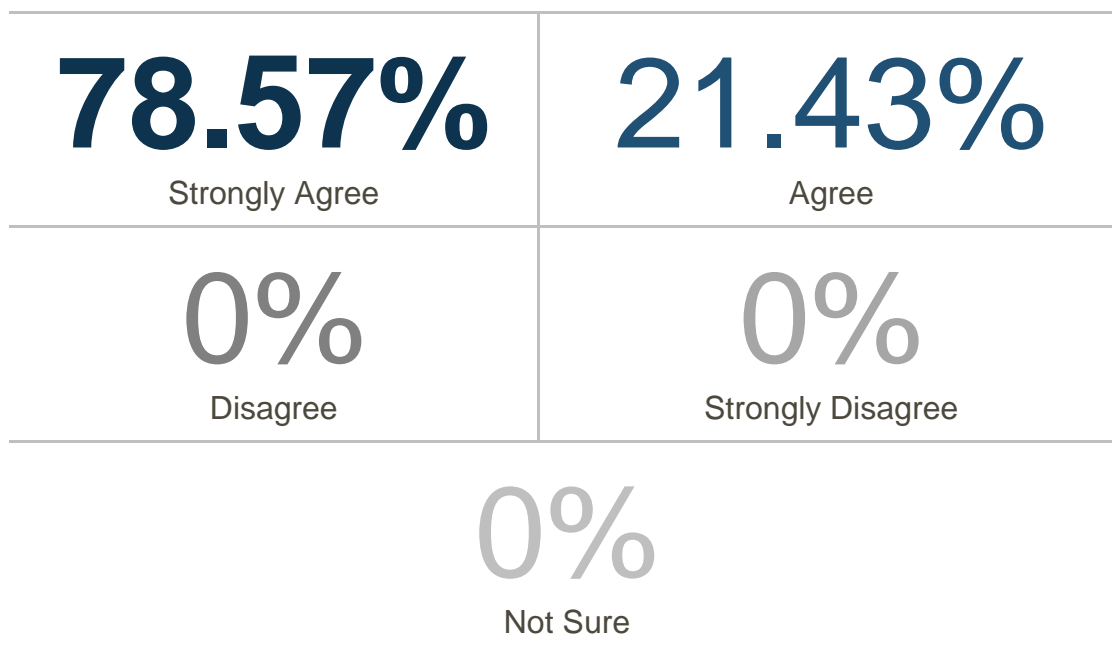
***The school has appropriately qualified and suitably skilled teachers and staff.***

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 71.43%          | 10        |
| Agree                                        | 28.57%          | 4         |
| Disagree                                     | 0.00%           | 0         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 0.00%           | 0         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

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

| Response                                     | Percentage      | Count     |
|----------------------------------------------|-----------------|-----------|
| Strongly Agree                               | 35.71%          | 5         |
| Agree                                        | 35.71%          | 5         |
| Disagree                                     | 7.14%           | 1         |
| Strongly Disagree                            | 0.00%           | 0         |
| I am unsure or unable to answer the question | 21.43%          | 3         |
|                                              | <b>Answered</b> | <b>14</b> |
|                                              | <b>Skipped</b>  | <b>1</b>  |

*Overall, this school provides a good quality of education.*



| Response | Count |
|----------|-------|
| Answered | 14    |
| Skipped  | 11    |

## Who are we and what do we do?

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

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## How to contact us

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

**[adminOES@gov.ky](mailto:adminOES@gov.ky)**

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## 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](http://www.oes.gov.ky)**

