



INSPECTION REPORT

CAYMAN LEARNING CENTRE

OFFICE OF EDUCATION STANDARDS
DECEMBER 2020

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

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

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

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

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

Evaluations

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

The four levels on the scale are defined as follows:

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

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Information about Cayman Learning Centre

Name of school	Cayman Learning Centre
Address	7, Pasadora Place, Smith Road, George Town, Grand Cayman
Telephone	345-743-7323
E-mail address	info@caymanlearning.com
School Website	www.caymanlearning.com
Principal	Ms. Carrie Patraulea
School day timing	Monday to Friday. 7:55am to 3:00pm
Age range of students	10 to 14 years
Number of students	10
Number of teaching staff	4
Number of support staff	3
Date of last inspection	Not Applicable

The context of the school

Cayman Learning Centre is located at Pasadora Place, George Town, Grand Cayman. Prior to being registered as a school in August 2019, the school had operated as a home tutoring centre providing remediation support to students in literacy, numeracy and behaviour modification. The tutoring centre was established in 2006. In addition to the full-time programme, the school offered an after school tutorial programme. There were 45 students enrolled in the after school programme. There were 10 students, aged ten to fourteen years, registered full time at the school. All students had special educational needs. The breakdown of the classes was as follows:

- Year 5: 3 students;
- Year 6: 3 students;
- Year 7: 2 students;
- Year 8: 1 student;
- Year 9: 1 student.

Cayman Learning Centre is owned by Ms. Carrie Patraulea who is trained in special education. As the Centre Director, Ms. Patraulea is responsible for the daily operations of the school. Ms. Mary Dixon is the Assistant Director.

Cayman Learning Centre followed a curriculum based on the English National Curriculum. As the school also offered a bespoke programme for students struggling with the learning process, the curriculum was augmented by a series of specialist remediation programmes.

The school's vision is to promote the development of students' social, emotional and academic skills and knowledge so they become resilient, self-sufficient, lifelong achievers who enjoy learning, reach their maximum potential and contribute responsibly to the global environment. The school's mission is to provide a stimulating and inclusive education in a caring community built on trust, fairness, and respect for all.

The school's staff complement included two directors, four full time teaching staff and an administrative assistant. Like other schools in the Cayman Islands, Cayman Learning Centre was impacted by the COVID-19 pandemic and had transitioned to on-line learning in March 2020, following the closure of all schools by the Ministry of Education. This was the school's first inspection.

Key strengths

The inspectors identified the following key strengths of the school:

- Students benefited from small class sizes which allowed for interactive and personalised teaching;
- Most of the older students understood the concept of national identity and demonstrated secure understanding of some of the local Caymanian traditions;
- The reading recovery programme used by the school was appropriately structured to promote students' literacy skills and to develop their reading and writing strategies by tailoring individualised lessons to each student.

Recommendations

The inspectors identified the following areas requiring improvement.

1. Raise standards of achievement in English, mathematics and science, by:
 - reviewing the organisation and planning of the curriculum to build in a sufficiently wide range of learning experiences to promote students' knowledge and understanding, skills and competencies in all aspects of their learning;
 - developing and using a rigorous assessment system that provides reliable data so teachers effectively track and monitor students' progress overtime in all subjects and improve the quality and depth of teachers' planning, so as to improve students' achievement.
2. Improve students' progress in core subjects, by:
 - linking new learning to prior learning in each lesson;
 - structuring regular opportunities for students to demonstrate their learning;
 - embedding strong cross-curricular links with mathematics, science and English.
3. School leaders should improve self-evaluation and improvement planning processes, so as to monitor more closely the impact of the school's provisions on outcomes for students and to action school-wide improvement in a more strategic and deliberate way.

Summary

Overall Evaluation - Weak

The overall performance of Cayman Learning Centre was judged to be weak. This was because there were a number of key quality indicators that were found to be weak.

Students' attainment and progress in all three core subjects of English, mathematics and science were weak. Learning and assessment were judged as weak.

Other key areas were judged as weak, including curriculum, leadership and self-evaluation and improvement planning. Leadership, and self-evaluation and improvement planning were judged to be weak because the school directors did not yet have an accurate understanding of the 'Successful Schools and Achieving Students' framework. In addition, they had not placed sufficient focus on the planned and delivered curriculum to build in all the necessary learning experiences to promote students' knowledge and understanding, skills and competencies in all areas of their learning.

Students' behaviour for learning, civic and environmental understanding, teaching quality, health and safety, and support and guidance were judged to be satisfactory.

Links with parents and the community were also satisfactory as there was regular communication with parents and they felt involved in their children's learning. Staff and the learning environment were satisfactory as teachers were well qualified, and small class sizes ensured that students' learning was personalised.

Achievement

Students' attainment in relation to international standards	Whole School
Attainment in English	Weak
Attainment in mathematics	Weak
Attainment in science	Weak

Attainment in English was weak when compared with curriculum expectations. School records for attainment in the reading recovery programme showed that all students were well below expected levels in phonemic knowledge, sight word recognition and common spelling patterns. In English, most Key Stage 2 students' writing skills were significantly below those expected for their age. Their writing was weak in content, technical accuracy and knowledge of letter size and formation. A few students' attainment in reading fluency and comprehension of texts was close to age-appropriate expectations. At Key Stage 3 most students were able to identify answers after reading a short text. A minority were able to write short summaries after reading stories. For a majority, their expressive language was significantly stronger than receptive language which was demonstrated when they expressed their views in lessons.

Attainment in mathematics was weak. The attainment of students in almost all lessons was below curriculum standards. From lesson observations and the review of students' workbooks, a majority of students did not demonstrate the knowledge, skills and understanding that were expected for their age. The school's use of a specific mathematics programme developed most students' mathematical understanding of number. For example, students in Key Stage 2 were able to use the portioning method to add two-digit numbers. There were opportunities for all students to use the computer to practise the use of their skills in mathematical operations. For example, students in Key Stage 3 consolidated skills of addition of three-digit numbers using the column method with variable accuracy. This enabled a few students to develop their mental arithmetic skills but most students lacked speed and accuracy in mental calculation. There were insufficient opportunities for students to develop their skills across the curriculum or apply their knowledge of mathematics to real-life. All students had significant gaps in their knowledge of shape, space, time and measure as these areas were not sufficiently well planned for by teachers.

Students' attainment in science was weak. Review of students' class work and recent projects indicated that most students did not achieve in line with curriculum expectations. School assessments also indicated that most students did not demonstrate age-appropriate scientific knowledge and understanding. Only a minority achieved at the expected standards in lessons. For example, at Key Stage 2, few students could explain how light travelled. Similarly, at Key Stage 3 only few students were able explain and name examples of elements. Most lessons

were over teacher directed and students had insufficient opportunities to engage in practical, hands-on activities to promote enquiry based learning.

Students' progress in key subjects	Whole School
Progress in English	Weak
Progress in mathematics	Weak
Progress in science	Weak

Progress in English was weak from all students' starting points. The 'end of step' assessments used by the school measured a wide range of reading sub-skills against expected progress. Although around one third of the students exceeded planned progress in their knowledge of letter sounds and blends, a significant proportion made too slow progress. In writing, a minority of students made progress in using cursive script but many continued to print where letters were incorrectly sized and positioned. A minority of Key Stage 2 students progressed in textual interpretation by extending the content and vocabulary when they wrote personal responses to their novel or narratives.

Progress in mathematics was weak. Reviews of the students' workbooks showed that most did not make sufficient progress over time. Too few students made expected progress in line with what was expected of them. When students were provided with appropriate resources, they were able to use manipulatives to solve simple number problems. For example, Key Stage 3 students were observed using the number line with calculations that bridge 100. However, too few students made expected progress in number because they were not challenged enough in their learning. The school's use of their adopted mathematics programme ensured that most students progressed through an individualised scheme of work. For example, at Key Stage 2, a few students were able to add and subtract numbers up to three digits, using formal written methods of column addition and subtraction. However, the majority of students' mathematical reasoning and problem-solving skills were under developed because teachers did not plan to develop these skills in their lessons with sufficient regularity.

Students made weak progress in science overall. The introduction of project based learning this school term had provided opportunities for students to conduct independent research. However, only a few students completed projects to expected standards due to their weak literacy skills. Furthermore, students had infrequent opportunities to use new scientific vocabulary and most were unable to make real life connections due to gaps in their prior learning. At Key Stage 2, a majority understood the impact of diet on the body and could develop simple diet plans for themselves and their peers. At Key Stage 3, students could explain and name examples of elements. Overall, students' progress in science was affected by the limited use of scientific equipment to promote their understanding and application of scientific processes. Most lessons were over directed and there were insufficient opportunities to promote students' scientific exploration and understanding.

Students' personal and social development

Promoting students' personal and social development	Whole School
Positive behaviour for good learning	Satisfactory
Students' civic and environmental understanding	Satisfactory

Students' behaviour for learning was satisfactory. All students were well cared for and consequently felt safe in school. Most students were respectful and courteous in their interactions with their teachers and peers. Good relationships were evident between staff and students. Most students said bullying was rare and they could talk to an adult if they were worried. Most students behaved well in lessons and had positive attitudes to learning. Positive reinforcement strategies such as an on-line and the use of a visual behaviour tracker enabled students to earn rewards points. When teaching did not engage them, the majority of students chose to have a 'brain break' to provide them with the opportunity to reframe their learning behaviour. Most students followed the agreed policy for school uniform and all but a few students arrived in good time at the start of the day. Attendance for this term was satisfactory.

Students' civic and environmental understanding was satisfactory. Most students in Key Stage 3 could talk confidently about aspects of their national identity. For example, they could describe places that depict aspects of Cayman's heritage like Pedro Castle and Gun Bay. Most students demonstrated an age-appropriate understanding of some of the local Caymanian traditions and a majority could name some of the national heroes. Key Stage 2 students could talk about some aspects of their national identity, for example, the meaning of the symbols on the coat of arms. However, most students' knowledge of the Cayman Islands' system of government was limited. Students participated in a well-being session at the start of the school day but devotion was not a feature of the school's daily programme. Key Stage 3 students could explain the damage to marine life as a result of pollution and understood the impact that global warming had on the number of hurricanes which affected the islands. There were, however, too few opportunities for students to show initiative to develop their own civic and environmental projects.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Whole School
Teaching	Satisfactory
Learning	Weak
Assessment	Weak

Teaching was judged to be satisfactory overall. During the inspection, more instances of satisfactory teaching were observed in English lessons. Most teachers demonstrated sufficient knowledge of the subject or programme they delivered and tailored these to suit the needs of individual students. However, the pace of most lessons was too slow and did not accelerate the rate of students' learning. There was too little emphasis on students' critical thinking because in the majority of lessons, teachers' questioning did not encourage students to explain their answers. At Key Stage 2, a minority of students made progress in understanding the life of Martin Luther King and could discuss important events in his life. Classroom routines were embedded and this led to satisfactory engagement of most students because teachers understood most students' learning styles. Too few teachers used practical resources to promote students' learning and lesson activities were not always well matched to the age or stage of the students.

Learning was weak. In most lessons, students were directed by teachers but a majority worked independently for short periods especially when they were engaged in e-learning. A few students effectively managed their own 'brain breaks' when they became tired. On occasions, students worked in small groups where they were supported to develop their ability to collaborate. All students used information technology, as available, with confidence, often gaining faster progress because of the visual support given to text. A minority of students discussed their learning and shared opinions on how life was different in the historical stories they had read. A Key Stage 3, a student explained his thinking of how he thought vending machines and ATM's had similar properties. However, overall, too few students were involved in activities that challenged them to think and to suggest their own solutions to problems. Higher order thinking and critical thinking was rarely a feature in lessons.

Assessment was weak and largely restricted to a few summative tests. There was no overall system to assess what students had learned and whether they were on track against national curriculum expectations. The school lacked a coherent system that recorded information that could then be benchmarked against age-expected standards, external, national and international norms. Two remediation programmes had their own baseline assessment from which progress was measured but expressed gains in learning using different bases and which were not easily compatible for all teachers to use. Most teachers had satisfactory knowledge of students' individual profiles gained from small group and individual tuition. Self-assessment by students was at an early stage, but was being developed using a simple resource. Assessment of students' targets on their individual education plans was regular but lacked overall evaluation.

Curriculum

Offering a curriculum that meets the educational needs of all students	Whole School
Curriculum	Weak

The curriculum arrangements were weak. The planned curriculum did not sufficiently meet the needs of all students. The curriculum lacked coherence and progression as subjects were not integrated well enough to ensure that students experienced a broad and balanced curriculum. The school had reviewed its curriculum provision and introduced project-based learning this school term. However, the impact of this on students' development across all subjects was still, as yet, too limited. Furthermore, the curriculum did not include opportunities for students to develop their skills in aesthetic areas such as music. While all students used computers for remediation programmes, there were limited opportunities in lessons for students to use information technology for research and the promotion of inquiry or independent learning skills. Students did not participate in extra-curricular activities and had too few opportunities to learn beyond the classroom. The current curriculum did not as yet sufficiently prepare students for the next phase of their learning.

Safety and support

Keeping our students safe and always supported	Whole School
Health and safety	Satisfactory
Support and guidance	Satisfactory

Health and safety arrangements were judged to be satisfactory. The premises were hygienic and well maintained. There were regular fire and earthquake drills and records were kept of these. However, the school did not have current satisfactory fire or environmental health reports. In addition, health and safety checks regarding regulatory requirements were not undertaken regularly. Staff were trained in child protection and students were well supervised in classes and during outdoor play. In the surveys, most parents stated that students were safe and well supported at school. Students participated in physical exercise through planned weekly provision facilitated by an external provider. However, there was insufficient provision for extra-curricular activities. Most students had healthy snacks and lunches.

Support and guidance were satisfactory. Relationships between staff and students were positive, which meant that students knew that they could ask for help when needed. The school's pastoral care support programme provided students with a range of ways in which they could respond to emotional stress and personal problems. In addition to this, another programme equipped students with the skills they needed to have the resilience to deal with difficulties and disappointments. Similarly, other remediation programmes supported students in developing their skills in self-confidence and communication. However, these programmes were not always fully aligned with the students' individual learning plans and goals. Students' individual education plans were placed and shared with parents and teachers. They were reviewed termly, however, older students were not given sufficient ownership of them by being involved and supported in setting up their own academic targets, identifying steps to reach them and planning their next steps in learning. There were satisfactory arrangements to support students to transition to the next phase of their learning.

Leadership and management

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

Leadership was judged as weak overall. The school directors were committed to delivering a bespoke curriculum to support students with special educational needs make gains in their learning. However, school leaders had not placed sufficient focus on the planned and delivered curriculum to build in all the learning experiences to help promote students' knowledge and understanding, skills and competencies in all areas of their learning. In addition, the current curriculum arrangements did not provide sufficient co-ordinated provision for the development of cross-curricular skills in literacy, numeracy, science and information technology. Furthermore, there were too few planned opportunities for students to participate in a range of extra-curricular activities that complemented and extended classroom activities. The school's cycle of planning, observation and assessment did not provide sufficient guidance for teaching and learning and, consequently, was an important area requiring improvement.

Self-evaluation and improvement planning were weak. There were no systematic approaches to evaluating the school's performance including teaching and learning. In addition, the school's self-evaluation was not sufficiently rigorous as school leaders did not yet have an accurate understanding of the 'Successful Schools and Achieving Students' framework. There was limited involvement of parents and staff in the school's self-evaluation. School leaders did not have a comprehensive understanding of the school's strengths and weaknesses as most areas in the self-evaluation were rated highly with insufficient justification. Additionally, the school development plan did not identify the persons responsible for key targets and did not indicate the measures of success for those areas targeted for improvement. School leaders needed to review the recently-established process of self-evaluation in order to bring about further improvement in the quality of provision and the outcomes for the students.

Links with parents and the community were satisfactory. There were effective communication practices in place to inform and support parents regarding their children's work. Parents received regular reports on the progress of their children based on their individualised programmes. The school also facilitated regular communication with parents through school newsletters, e-mail, telephone calls and school directors were accessible after school. School leaders had facilitated meetings to support parental involvement in the schools' newly adopted 'project-based learning' approach. Parents were committed to the school but there were limited

opportunities for them to be sufficiently involved in the work of the school. There was no established Parent-Teacher Association. The school had some effective partnerships with local organisations and local companies had donated computers and trees to the school. However, partnerships with the local and wider community were not yet at the desired level and the majority of parents responding to the parent's survey indicated that there were insufficient opportunities for their children to engage in extra-curricular activities.

Overall, arrangements for staffing and the learning environment were satisfactory. All teaching staff were well qualified. Of note, students benefited from a low student to teacher ratio of 3:1 which allowed for interactive and personalised teaching. The premises were clean and well-maintained and adequate for the number of students on roll. However, there were insufficient resources available for science activities and the current facilities presented some restrictions for students' curriculum options.

Survey results

Six parents, nine staff and 10 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

All parents agreed that students enjoyed lessons in a safe environment and had developed their environmental understanding and sense of community responsibility. All parents agreed that their children were making good progress in mathematics, science and other subjects. Most parents believed their children were making good progress in English. All parents said their children enjoyed school and that they were inspired to learn. All parents agreed that student behaviour was good and that their children were treated fairly. The majority of the parents believed that bullying was dealt with well. All parents felt that the quality of education was good with good resources, well-qualified staff and that the school responded promptly to any concerns. All parents said that the school was well led and communication and reports home were effective. Most felt that parental involvement and wider links with the community were good. A majority of parents felt that the school did not provide a good range of extra-curricular activities. Parents commented positively on the specialised educational programmes that the school provided for the students.

Six teachers and three support staff completed the survey. All staff felt that the school was safe, that bullying when it occurred was dealt with effectively and that the school provided good support to students with special educational needs. Most staff believed that students' behaviour was good and that students were developing good environmental understanding and a sense of responsibility of community. Most judged that the training they received was effective and that they were fully involved in the process of school improvement. Most staff judged the school to be well led. All staff agreed that the school provided a good quality of education. While all staff agreed that there were good assessment systems in school, a minority felt that the school did not provide a good range of extra-curricular activities for the students.

Ten students completed the on-line survey. Almost all students felt that their progress in English and other subjects was good. Most students believed they were making good progress in science and a minority felt that their progress in mathematics was good. Almost all students said that their teachers helped them to understand how well they were doing and all students enjoyed their lessons in school. Most believed that behaviour was good and that the school provided a good quality of education. The majority of students said that the school provided a good range of extra-curricular activities and that they had good environmental understanding and a sense of responsibility and community. The majority of students believed they were treated fairly and almost all felt safe and cared for at school. Whilst the majority of student said that the school responded to their concerns, other students felt they did not receive the right amount of homework to help with their learning.

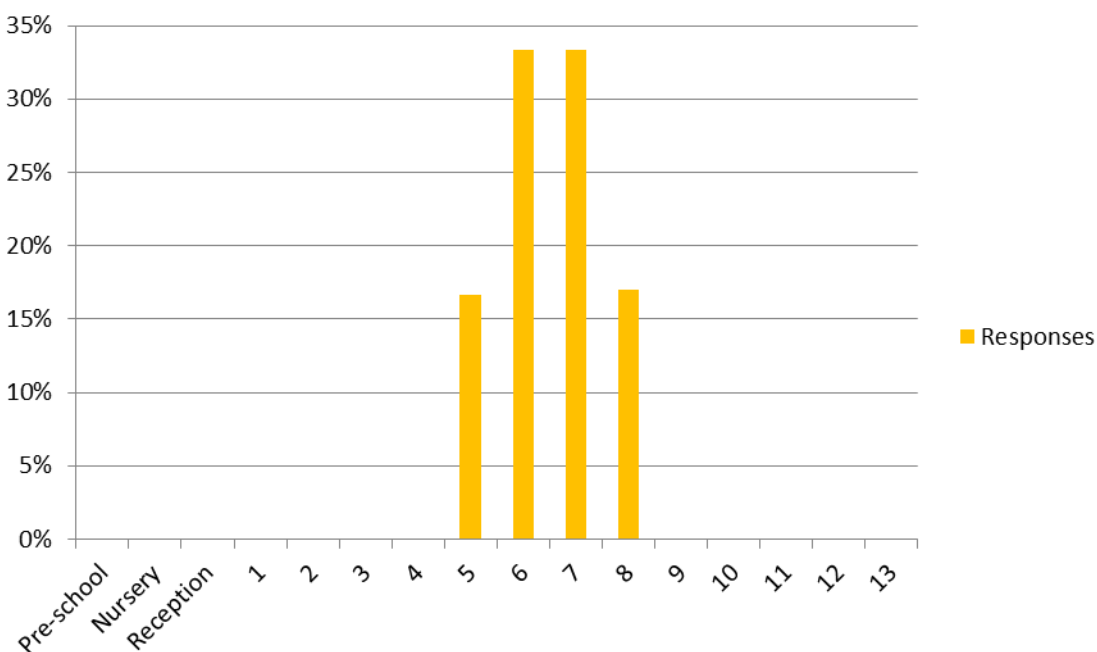
What happens next?

As overall performance of the school has been judged as weak, there will be a follow-through inspection of Cayman Learning Centre in around six months following the publication of this report. The school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.

Appendix 1

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?



Response	Count
Answered	6
Skipped	0

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

Response	Percentage	Count
Less than one year	17%	1
More than one year but less than three years	50%	3
More than three years	33%	2
Answered		6
Skipped		0

What is your nationality?

67%

Caymanian

33%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	33%	2
Agree	50%	3
Disagree	17%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	60%	3
Agree	40%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

The quality of teaching is good.

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

My child enjoys most lessons.

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

My child is inspired to learn.

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

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

Response	Percentage	Count
Strongly Agree	0%	0
Agree	17%	1
Disagree	33%	2
Strongly Disagree	17%	1
I am unsure or unable to answer the question	33%	2
	Answered	6
	Skipped	0

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

My child is safe and cared for at school.

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

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	33%	2
Agree	50%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	1
	Answered	6
	Skipped	0

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	60%	3
Agree	40%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	33%	2
Agree	33%	2
Disagree	17%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	1
	Answered	6
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	40%	2
Agree	40%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	1
	Answered	5
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	67%	4
Agree	33%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	6
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	60%	3
Agree	40%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	20%	1
Agree	60%	3
Disagree	20%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	40%	2
Agree	60%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	40%	2
Agree	60%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	40%	2
Agree	60%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	80%	4
Agree	20%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	20%	1
Agree	60%	3
Disagree	20%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	20%	1
Agree	60%	3
Disagree	20%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

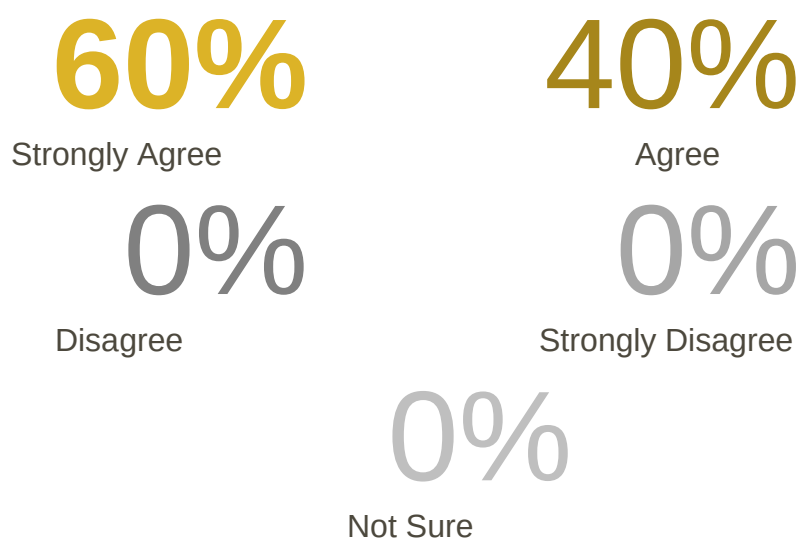
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	60%	3
Agree	40%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	40%	2
Agree	60%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	1

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

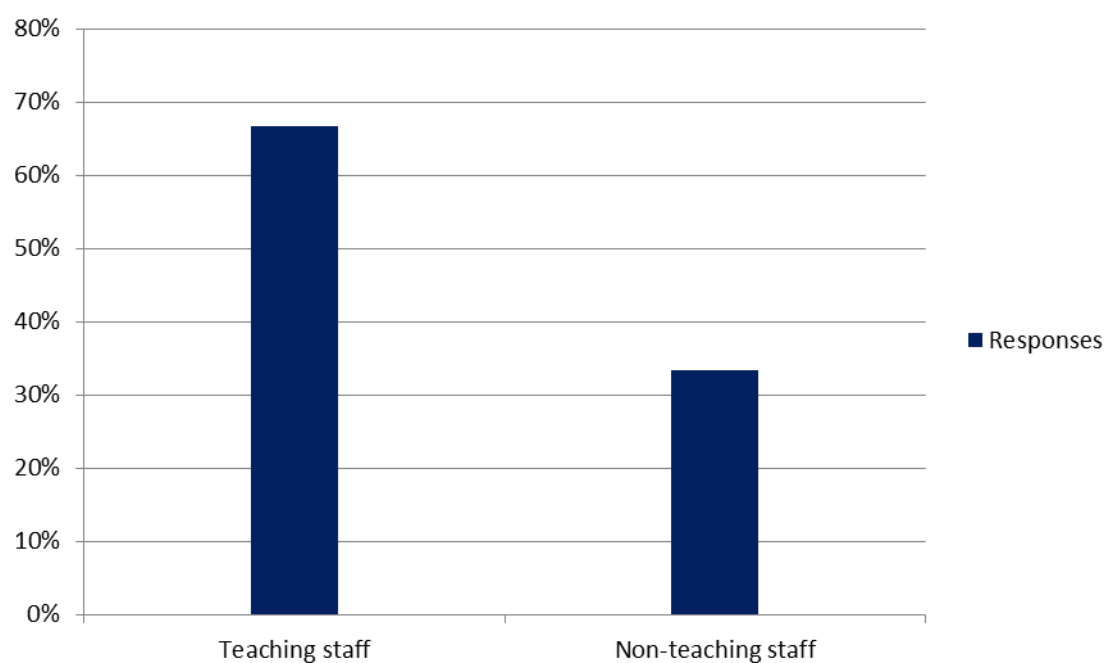


Response	Count
Answered	5
Skipped	1

Appendix 2

Office of Education Standards | Staff Survey 2020

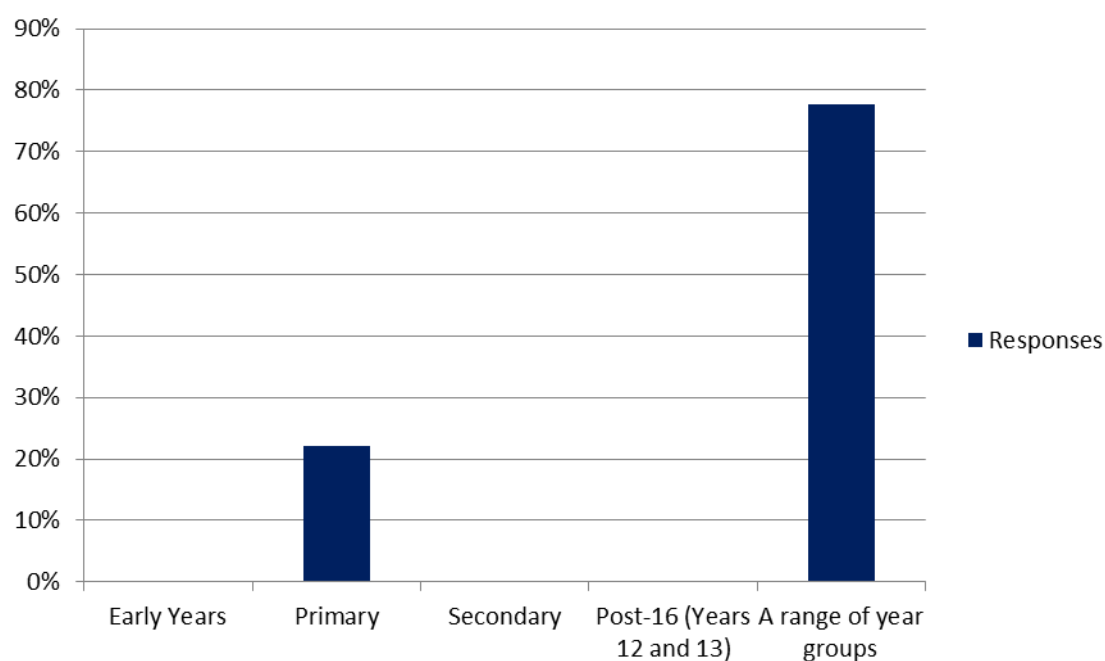
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	22%	2
More than one year but less than three years	56%	5
Three years or more	22%	2
	Answered	9
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

11%

Caymanian

89%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	11%	1
Agree	78%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	11%	1
Agree	78%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	Answered	9
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	33%	3
Agree	56%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	Answered	9
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	56%	5
Agree	44%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	22%	2
Agree	11%	1
Disagree	33%	3
Strongly Disagree	11%	1
I am unsure or unable to answer the question	22%	2
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	56%	5
Agree	44%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	56%	5
Agree	44%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

The school helps students to choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	44%	4
Agree	56%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	56%	5
Agree	44%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	67%	6
Agree	33%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	33%	3
Agree	56%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	89%	8
Agree	11%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	44%	4
Agree	33%	3
Disagree	22%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	33%	3
Agree	22%	2
Disagree	22%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	2
	Answered	9
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	33%	3
Agree	56%	5
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	33.3%	3
Agree	55.6%	5
Disagree	0.0%	0
Strongly Disagree	0.0%	0
I am unsure or unable to answer the question	11.1%	1
	Answered	9
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	11%	1
Agree	67%	6
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	Answered	9
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	33%	3
Agree	44%	4
Disagree	22%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	44%	4
Agree	44%	4
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	11%	1
Agree	67%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	2
	Answered	
	Skipped	

Overall, this school provides a good quality of education.

44%

Strongly Agree

56%

Agree

0%

Disagree

0%

Strongly Disagree

0%

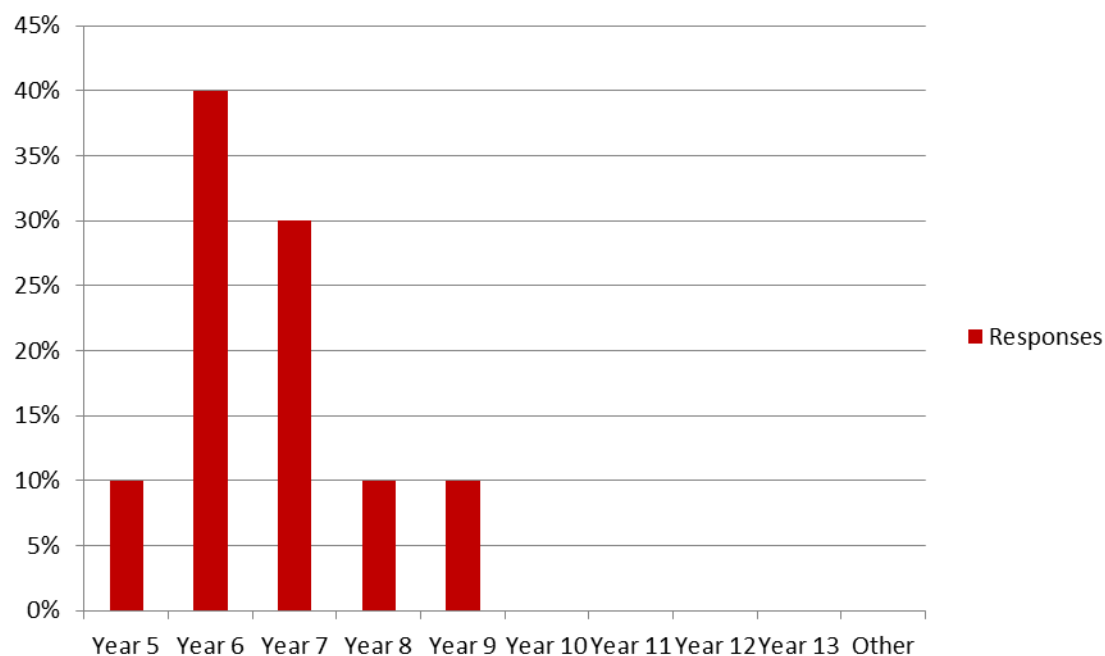
Not Sure

Response	Count
Answered	9
Skipped	0

Appendix 3

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

70%

Caymanian

30%

Non-Caymanian

Please state your gender.

60%

Boys

40%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	10%	1
Agree	80%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	11%	1
Agree	33%	3
Disagree	22%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	33%	3
	Answered	9
	Skipped	1

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	80%	8
Disagree	0%	0
Strongly Disagree	10%	1
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	10%	1
Agree	80%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	80%	8
Disagree	10%	1
Strongly Disagree	10%	1
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	10%	1
Agree	60%	6
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	2
	Answered	10
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	50%	5
Disagree	10%	1
Strongly Disagree	10%	1
I am unsure or unable to answer the question	30%	3
	Answered	10
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	30%	3
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	30%	3
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	30%	3
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	10%	1
Agree	40%	4
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	40%	4
	Answered	10
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	10%	1
Agree	60%	6
Disagree	20%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	10%	1
Agree	40%	4
Disagree	30%	3
Strongly Disagree	20%	2
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	10%	1
Agree	70%	7
Disagree	20%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	20%	2
Agree	40%	4
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	30%	3
	Answered	10
	Skipped	0

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	20%	2
Agree	50%	5
Disagree	10%	1
Strongly Disagree	10%	1
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	30%	3
Agree	40%	4
Disagree	20%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	30%	3
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	30%	3
Agree	60%	6
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	10%	1
Agree	60%	6
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	2
	Answered	10
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	10%	1
Agree	50%	5
Disagree	20%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	2
	Answered	10
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	20%	2
Agree	80%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	20%	2
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	2
	Answered	10
	Skipped	0

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

10%

Strongly Agree

70%

Agree

10%

Disagree

2%

Strongly Disagree

10%

Not Sure

Response	Count
Answered	10
Skipped	0

Office of Education Standards

Who are we and what do we do?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports?

Our reports are published regularly and are currently available on the Portfolio of Civil Service website. Please use the following link to read our latest publications.

www.oes.gov.ky

