



INSPECTION REPORT

CAYMAN ISLANDS FURTHER EDUCATION CENTRE

OFFICE OF EDUCATION STANDARDS
February 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 Islands Further Education Centre

Name of school	Cayman Islands Further Education Centre
Address	515, Walkers Road, Grand Cayman.
Telephone	345-949-3285
E-mail address	dthompson@cifec.edu.ky
School Website	https://schools.edu.ky/CIFEC/Pages/Home.aspx
Principal	Ms. Delores Thompson
School day timing	Mon-Fri 8:00 to 3:00 pm
Age range of students	16 to 18 years
Number of students	219
Number of teaching staff	20
Number of support staff	5
Date of last inspection	January 2015

The context of the school

The Cayman Islands Further Education Centre (CIFEC) is located in George Town, Grand Cayman. There are plans to relocate the school in 2021 to the premises now occupied by the John Gray High School. The school is well equipped with a good range of technological and vocational resources. Most programmes are well resourced with computers and interactive whiteboards.

CIFEC was established in 2010 in response to the government's decision to restructure the school system to include a Year 7 to 11 programme and a separate programme for Year 12. The Year 12 programme was designed primarily to address the needs of those students who were leaving school without the requisite skills to be successful in the workplace or the necessary qualifications to matriculate to institutions of higher learning.

CIFEC has a current enrolment of 219 students. Of that number 71 students have special educational needs. Students attend classes for three days and spend the other two in work placements. Students are grouped according to their programmes of study and attend on days based on these.

Those students who have not achieved a Level 2 pass in either English, mathematics or both will resit these examinations. There is also the opportunity for some students to gain a science qualification at Level 2. Alongside these there are a wide range of vocational courses at Level 1, 2 and 3 available.

The current Principal, Ms Delores Thompson has had a long and distinguished tenure in education in the Cayman Islands. She was previously employed at John Gray High School and the Department of Education. There is a deputy director as well as senior leaders such as the manager of career services, an academic co-ordinator and a TVET coordinator.

The Centre's mission statement is a commitment to inspiring all learners to develop their knowledge, skills and understanding to equip them for success in a competitive and interconnected world and to encourage them to be socially responsible.

When CIFEC was previously inspected in 2015, the overall performance was judged to be 'adequate' under a different framework.

Key strengths

The inspection identified the key strengths of the Cayman Islands Further Education Centre to be as follows;

- Progress in science was good and students achieved well;
- Students had a good understanding of their civic and environmental responsibilities;
- The curriculum was good and, in addition to providing students who had not yet done so the opportunity to achieve a Level 2 pass in English and mathematics, CIFEC provided a broad range of vocational options coupled with high-quality work placements;
- The school kept students safe and had high expectations about their behaviour and, as a result, students behaved well;
- Good self-evaluation and improvement planning meant that leaders had a clear understanding of the improvements needed.

Recommendations

The inspection identified the following priority areas to help the Cayman Islands Further Education Centre improve to good;

- Raise achievement in mathematics by:
 - training teachers about how to better meet the varied needs of students;
 - developing teachers' strategies to include a greater emphasis on conceptual understanding rather than rote learning of methods;
 - reviewing and further developing the programme of remedial support that is in place after school and during breaks, which are not well attended so that students' gaps in understanding and skills are addressed.
- Improve the quality of teaching, learning and assessment by:
 - planning to meet the needs of different groups of students;
 - increasing pace and challenge in lessons;
 - sharing the best practice that exists in CIFEC;
 - improving the quality of feedback.

- Improve leadership by:
 - appointing middle leaders to strengthen provision for core subjects, particularly English and mathematics;
 - using performance management systems more effectively to ensure that teachers' individual targets are focused on raising attainment for students through improved teaching performance;
 - developing a wider range of strategies to involve more parents in the life of CIFEC and their child's education, including providing parents with more detailed information in reports.

Summary

Overall Evaluation - Satisfactory

Cayman Islands Further Education Centre was graded satisfactory overall, although it had improved since the previous inspection. Most of the quality indicators were judged at least satisfactory with a number graded as good.

In science, students made good progress in their learning. Students behaved well at CIFEC and showed respect to one another and their teachers. They had a good knowledge and understanding of both their civic and their environmental responsibilities. The curriculum was good. In addition to students being able to improve their grades in English and mathematics, they were given a wide choice of vocational courses at both Level 1 and 2 from which to choose. The school kept students safe and all aspects of health and safety were noted to be good. Leaders' self-evaluation and action planning were also good. They knew the school well and knew what steps to take next to improve.

Attainment and progress in English and attainment in science were satisfactory. Teaching, support and guidance, leadership, links with parents and staffing and the learning environment were also graded satisfactory, but within each of these areas several strengths were noted. For example, the Centre has very strong links with the community and leaders' self-evaluation was good.

There were only two weak judgements which were for attainment and progress in mathematics. The school was fully aware of this and had already identified this as an improvement priority.

Achievement

Students' attainment in relation to international standards	Post-16
Attainment in English	Satisfactory
Attainment in mathematics	Weak
Attainment in science	Satisfactory

Attainment in English was satisfactory. In 2019 external examination results in English, a majority of students attained Level 2 and all students joining from the Lighthouse School attained City and Guilds Level 1. Current tracking data indicated that a higher proportion of students were on course to achieve Level 2 in summer 2020. Based on lesson observations and scrutiny of students' work, attainment was in line with curriculum expectations. In lessons, most students demonstrated knowledge of journalism, understood the role of interviewers and interviewees and began to write and edit articles based on an interview. Almost all students could identify the structures of persuasive writing and could probe deeper into the details of each component.

Attainment in mathematics was weak. Most students did not attain a Level 2 pass on the 2019 Caribbean Secondary Certificate Examination. The pass rate was low and represented a decline in performance from the previous year. In a few classes, students completed assigned tasks accurately with support and guidance from teachers. For example, in one class, most students used the quadratic formula to solve quadratic equations. However, in the majority of lessons most students completed the tasks by following procedures modelled by teachers but did not develop the underlying conceptual understanding. In one of the geometry classes students constructed a perpendicular bisector using compasses and rulers but could not describe what perpendicular or bisector meant in the construction they made. In most lessons, students learned concepts in decontextualised ways. The problems they solved were not embedded in any authentic context to help them understand the relevance and application of the concepts they were learning.

Students' attainment in science was satisfactory and for many this demonstrated a significant achievement. The course followed was the Caribbean Secondary Certificate Examination in human and social biology. Generally, only those who had passed mathematics and/or English followed the science course. In lessons observed during the inspection, students were engaged in their work because the activities were related to real topics and they remained interested and on task. Almost all had a satisfactory understanding of the themes they were studying, and most could recall knowledge appropriately to explain phenomena. In mixed gender groups students

could talk maturely about sensitive subjects. They researched and presented interesting findings related to the physiological and psychological impacts of different types of drugs, including tobacco and caffeine. Well written topics that they had completed demonstrated their good understanding of important local and world health issues including dengue fever, sickle cell disease and coronavirus. They demonstrated effective study skills and could efficiently research information from the internet and construct a well-reasoned argument.

In other subjects, attainment was often good in a range of subjects, including creative media, sport, construction and beauty therapy.

Students' progress in key subjects	Post-16
Progress in English	Satisfactory
Progress in mathematics	Weak
Progress in science	Good

Students' progress in English was satisfactory. In recent years, most students progressed one grade above their baseline prediction in external examinations and according to internal data, the majority of students were also predicted to achieve one grade above their starting points this year. Furthermore, in lessons observed, most students achieved lesson objectives and understood the components of persuasive writing and, similarly, students showed good progress in understanding the role and power of journalism in telling relevant stories about current events and important island issues. Last year, all students from the Lighthouse School made better than expected progress in English and consequently, students nominated their teacher for a Golden Apple Award.

Progress in mathematics was weak. In the 2019 Caribbean Secondary Certificate Examination only a minority of students improved their performance by one level. This meant that most students made insufficient progress. During lessons, however, a majority of students made progress because many of them collaborated and supported each other to complete tasks. Students' discussions about their work supported the development of their understanding. However, limited checks for understanding during lessons restricted students' further progress. School leaders and teachers recognised that most students entered the school with gaps in understanding and skills and had organised support for students after school and on two days during breaks. However, these measures had not been well attended or successful. Additionally, most lessons were not tailored to target the specific needs of students. Differentiated support mostly included varying the amount of the same tasks for different groups of students. As a result, students did not make enough progress as they did not receive the structured support they needed.

Progress in science was good. Out of the students who took the human and social biology examination almost all achieved the grade predicted by their CAT scores, nine students achieved two grades above and two achieved three grades above. Only two students received one grade below their CAT predictor. This was a positive achievement as the course followed is usually a two-year course and most took the examination in January after only five months in CIFEC. This was the first year that students had followed this syllabus and it was a precursor to a nursing qualification that some wished to take at a later stage of their careers. In lessons the students' skills, knowledge and understanding improved because tasks were well planned and built well on their earlier work. They were expected to work with pace and did so, and this contributed to their good progress.

Students' personal and social development

Promoting students' personal and social development	Post-16
Positive behaviour for good learning	Good
Students' civic and environmental understanding	Good

Students' behaviour and attitudes throughout the inspection were good. Almost all students showed respect towards their teachers and peers and effective collaboration within lesson was a frequent feature. The good relationships between staff and students were highlighted during a work skills lesson where all students were actively engaged in role play and showed support for each other. The exclusion rate for a few students was high. However, the school consistently addressed student behaviour and used an effective tracking system to monitor both major and minor incidents. Almost all of the students wore their school uniform with pride and a recent initiative saw a minority of students wearing 'Positive Vibes' t-shirts, which they had designed. Attendance was below the expected level. However, this was because of the very poor attendance of a very small number of students. Senior leaders and staff worked very hard to improve the students' attendance by regularly contacting parents.

Students' civic and environmental understanding was good. Students were able to talk about aspects and issues in their local area such as the ongoing debate on the pros and cons of building a port to allow the cruise ships to dock nearer to the shore. There were some opportunities for students to participate in the 'Boys-to-Men' and Girls groups which helped them to learn social and workplace skills. Students could also take part in local essay competitions. Local speakers often visited the school from within the community from businesses, social and religious backgrounds. A minority of students were able to participate in the Interschool Christian Fellowship to gain understanding of the importance of the Christian religion within the Cayman community. There were several opportunities for students to improve their school environment, such as the painting of the school benches, and improving the director's office and a recycling effort. Students were also involved in a project to replant the school's garden area and initiate an agricultural sustainability initiative. In addition, students had opportunities to improve the local environment through beach clean-ups. A student council was re-established one year ago and there were leadership opportunities within tutor groups for male and female representatives who could take group concerns to the student council for further discussion.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Post-16
Teaching	Satisfactory
Learning	Satisfactory
Assessment	Satisfactory

Teaching overall was satisfactory, but there was considerable variation between subjects. In English most lessons were satisfactory, but in mathematics, only around one half were judged to be satisfactory. In science, most teaching was good. Teaching in English was effective when teachers made the work relevant to life on Cayman. Teachers helped students to use effective strategies such as graphic organisers to arrange their ideas. They ensured that students were exposed to a wide range of genres. They encouraged co-operative and active learning as when students interviewed one another and then wrote journalistic articles which they edited. In mathematics all teachers were prepared for their lessons and had clear lesson plans. The weaknesses in teaching in mathematics were linked to poor teaching methods. For example, in the delivery of ideas there was significant emphasis placed on teaching the method rather than extending the students' understanding of the conceptual content. There were too few opportunities for students to solve problems for themselves. In science, teaching was well paced as the students were expected to work quickly and productively. Science lessons were well sequenced to develop students' understanding and interesting to them as they focused on current and relevant real-life issues. Although most teachers planned lessons in terms of what they intended to cover, very few considered the needs of individual students or different groups, including, for example, those with special educational needs.

In other subjects teaching was mostly good or better and occasionally excellent. Teachers of these other, mainly vocational, subjects had good knowledge of their specialism and several had brought excellent workplace experience to enrich their teaching. In beauty therapy, for example, students were taught the highest international standards expected in the best spas. In art, they were very skilfully taught, not just by their teacher but by visiting artists and were therefore exposed to a range of expertise and ideas. In creative media, teaching was motivating as the teacher ensured that students often worked to professional briefs supplied by Caymanian businesses and charities which gave urgency and relevance to their learning. In a lesson for BTEC sport on the environment, the teacher's modelling enabled students to understand exactly what she wanted them to know and do.

Satisfactory learning was closely linked to the quality of teaching. Students learnt particularly well in science and in other subjects where there was a sense of urgency and energy from the teacher that was reflected in the focus and interest shown by students. They learnt well where tasks were broken down and they were given clear, short time slots to produce notes or carry out research. Students' engagement was good when lessons related to real-life situations often or were linked to Caymanian customs. In such lessons, students' learning was sustained and purposeful. However, sometimes, and particularly in mathematics, students' learning was superficial because they didn't have a sound understanding of the concepts underpinning topics being taught.

Assessment was satisfactory overall. In English lessons, teachers used a range of formative assessment techniques when whole class teaching. However, when working one-to-one or in small groups, questioning and checking understanding were more effective. Written feedback to help students improve was seen in only a minority of lessons. There were procedures for record keeping and sharing of information and teachers had adequate knowledge of their students' needs. In mathematics there was little evidence of assessment and feedback in lessons that helped students know how to improve. Where they were given written advice to improve, they were not given time to act on this. In science, assessment in lessons was effective as the teacher picked up misconceptions and asked questions to help students think for themselves. Self-assessment was an effective strategy for checking understanding at the end of almost all science lessons and helped students know what they needed to work on next. Many of the other lessons had strong assessment practices. For example, BTEC courses emphasised meticulous teacher and student assessment and was an example that teachers might draw from for other subjects.

Curriculum

Offering a curriculum that meets the educational needs of all students	Post-16
Curriculum	Good

The quality of the curriculum was good. Given its vision and mission, CIFEC offered a balanced academic and vocational curriculum tailored to students' needs. Creative and practical experiences through apprenticeships and work placements made learning stimulating and relevant to real life. The school benefitted from BTEC advisors' external verification on programme quality twice yearly. Senior leaders regularly reviewed and developed academic and career technical programmes to respond to students' needs as far as they could within the available staffing. Examples included the expansion of the Level 2 City and Guilds Technician course and the introduction of literacy throughout all courses. The school liaised with students' previous schools to assess students' pastoral and academic needs to ensure they had appropriate placements. The Centre also surveyed students about course interests. Most students were well prepared for work or further education. Cross-curricular links had been well planned alongside excellent links with the local community. This made learning relevant and purposeful. For example, art students attended National Gallery workshops, the Health Service Authority started a new health care programme, and creative media students produced a film on teen suicide used by the Alex Panton Foundation. However, extra-curricular opportunities were limited due to the limited time the students spent on campus.

Safety and support

Keeping our students safe and always supported	Post-16
Health and safety	Good
Support and guidance	Satisfactory

The health and safety provisions at the school were good. Frequent checks were made campus wide to determine issues related to safety and upkeep of the buildings. These checks were documented, and actions were taken to repair or address all concerns. The school had a robust system of record keeping that documented all aspects of its operation including student learning and progress, health and safety concerns, attendance, behaviour, and drills. To ensure the safety of students, the school was secured by a perimeter fence and patrolled by two security officers who regulated entry to the campus. In addition, school leaders ensured that dismissal and boarding of the school bus were orderly and safe by scheduling at least four adults to supervise the process. Safety on the buses was secured by the presence of a bus warden on each bus. There were two designated child protection officers whose pictures and names are posted throughout the campus. All teachers had also been trained in child protection. The promotion of healthy lifestyles was delivered well by the school. Healthful lunches were served daily, water fountains were strategically placed throughout the campus and signs promoting healthy lifestyles were also posted on walls. The school met all health and safety requirements. The fire certificate was current. Fire and earthquake drills were routine and risk assessments for all vocational rooms and for trips were conducted

Student support and guidance was satisfactory. The relationships between staff and students were positive and teachers knew the needs of their students well. Students were well supported and cared for and received counselling support from the school counsellor. The special educational needs co-ordinator was working on improving provisions for students with special educational needs, including supporting them in catch-up programmes and during some lessons. She created learning support plans for students, which were shared with teachers. Plans were in place to train teachers to effectively utilise those plans. The school provided good provision for students from the Lighthouse School. There was careful tracking of the progress of these students including their own self-assessment of progress they had made. These students were well cared for and made good progress. Systems for monitoring and tracking student progress in all aspects of their school life including their academic, behavioural, socio-emotional, attendance and other areas, were well developed. Despite these strengths, most of the lessons observed showed little evidence of additional strategies being put into place by teachers to support students with identified specific learning needs. These students mostly did the same work as their peers and did not receive scaffolded supports to enhance their learning and progress. Consequently, most of these students did not make adequate progress, especially in mathematics.

Leadership and management

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

Leadership was satisfactory. The Principal provided a strong sense of direction and purpose and was keen to develop the school further. The Principal and her deputy were ably supported by an academic co-ordinator and TVET co-ordinator who tracked and monitored the progress of students. Leaders had a clear understanding of what CIFEC needed to do to improve. For example, they were clear that there were weaknesses in mathematics and that attendance needed to improve and be monitored more consistently. They were also aware that they needed to establish leaders for the core subjects. There were performance management systems in place, but targets were mostly generic and any personal targets lacked sharpness and did not have sufficient focus on raising attainment for students. Staff were supportive of the school and instrumental in creating its very positive ethos.

Arrangements for improvement planning and self-evaluation were good. The self-evaluation undertaken was accurate, honest and written with integrity and clearly aligned with the OES inspection framework. All staff had been involved in the process. The Principal ensured that the curriculum was good by continually reviewing it and responding to students' interests. The senior management team had clear and robust systems in place to monitor and evaluate the quality of teaching and academic standards. Since the previous inspection the Principal had made good progress in implementing most of the recommendations although leaders recognised that significant work remained to be done in mathematics.

Links with parents and the community were satisfactory. Links with the community were strong. CIFEC worked very successfully with local businesses to provide a wide range of good-quality placements for students enrolled on the vocational courses. For example, students worked across the road from CIFEC at a garage and a nursery. The school also enjoyed good links with local churches and the Rotary Club. During the inspection the inspectors viewed an excellent video made by creative media students which emphasised the effective links with the wider community. Links with parents were not as effective. The schoolcentre had not been able to establish an effective PTA and the survey suggested that the parents did not feel well-informed about the work or about how well their children were achieving. Reports lacked helpful detail about the specific next steps students needed to take in order to raise their achievement.

Staffing and the learning environment were satisfactory. Teaching staff were well qualified and deployed effectively. However, some classes were taught by teaching assistants and across the core in particular, there was no staffing flexibility to develop additional courses which might be of benefit to more able students. Although the buildings themselves were old, the resources within them to support students' learning were good, particularly those supporting vocational areas. For example, in creative media and art students had access to up-to-date Apple Mac computers and in beauty therapy classes they used a range of professional salon equipment. The grounds were kept neat and litter free and enlivened by interesting murals.

Survey results

Twenty-nine parents, 16 staff and 133 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Only a few parents completed the on-line survey. Most parents identified progress in English and other subjects as good. Most parents also stated that they felt that staff cared for their children and kept them safe. Additionally, most parents believed that their children were inspired to learn by their teachers and that they were provided with good resources. Most parents also believed that their children were being helped to develop a sense of responsibility in the wider community. In all the other questions the majority of parents were positive about what the school was doing to help their children achieve. On the whole, written comments were positive, but a few parents voiced concerns about food and the range of subjects on offer.

Almost all staff thought that CIFEC offered a good quality of education for students, that students' behaviour was good and that the students were taught in a safe and caring environment. Almost all staff believed that they were fully involved in the self-evaluation process. Most staff judged CIFEC to be well led and stated that students and parents were kept well-informed and that those students with special needs were well supported. With regard to the rest of the questions, a majority were positive with the exception being parental engagement. Almost all of the written comments were positive.

Students were positive about the work of their school. Almost all of them thought that they were doing well in a range of subjects. Most students also felt they made good progress in English, mathematics and stated that they received a good quality of education. Most students were confident that their teachers were well-qualified, provided helpful reports and gave them good support and careers advice. A majority of students responded positively to almost the remaining questions and judged that students' behaviour at CIFEC was good. The two exceptions were regarding community and environmental responsibility where only a minority thought they were helped to develop these areas effectively. About half the students made written comments which overall were positive although several said they would like better food.

What happens next?

As Cayman Islands Further Education Centre is judged to be providing a satisfactory quality of education, there will be no further inspections until the next cycle, which will commence in September 2020.

Appendix 1

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?

All students are in Year 12.

Response	Count
Answered	31
Skipped	3

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

Response	Percentage	Count
Less than one year	88%	28
More than one year but less than three years	9%	3
More than three years	3%	1
	Answered	32
	Skipped	2

What is your nationality?

82%

Caymanian

18%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	28%	8
Agree	55%	16
Disagree	7%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	3
	Answered	29
	Skipped	5

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	14%	4
Agree	55%	16
Disagree	17%	5
Strongly Disagree	3%	1
I am unsure or unable to answer the question	10%	3
	Answered	29
	Skipped	5

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	4%	1
Agree	50%	13
Disagree	12%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	35%	9
	Answered	26
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	21%	6
Agree	55%	16
Disagree	10%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	4
	Answered	29
	Skipped	5

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	52%	15
Disagree	7%	2
Strongly Disagree	3%	1
I am unsure or unable to answer the question	38%	11
	Answered	29
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	21%	6
Agree	57%	16
Disagree	11%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	3
	Answered	28
	Skipped	6

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	14%	4
Agree	64%	18
Disagree	7%	2
Strongly Disagree	4%	1
I am unsure or unable to answer the question	11%	3
	Answered	28
	Skipped	6

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	21%	6
Agree	52%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	28%	8
	Answered	29
	Skipped	5

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	18%	5
Agree	64%	18
Disagree	7%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	3
	Answered	28
	Skipped	6

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	28%	8
Agree	48%	14
Disagree	14%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	3
	Answered	29
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	14%	4
Agree	38%	11
Disagree	17%	5
Strongly Disagree	3%	1
I am unsure or unable to answer the question	28%	8
	Answered	29
	Skipped	5

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	10%	3
Agree	55%	16
Disagree	14%	4
Strongly Disagree	3%	1
I am unsure or unable to answer the question	17%	5
	Answered	29
	Skipped	5

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	11%	3
Agree	46%	13
Disagree	14%	4
Strongly Disagree	4%	1
I am unsure or unable to answer the question	25%	7
	Answered	28
	Skipped	6

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	10%	3
Agree	72%	21
Disagree	7%	2
Strongly Disagree	3%	1
I am unsure or unable to answer the question	7%	2
	Answered	29
	Skipped	5

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	3%	1
Agree	34%	10
Disagree	21%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	41%	12
	Answered	29
	Skipped	5

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	10%	3
Agree	62%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	28%	8
	Answered	29
	Skipped	5

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	7%	2
Agree	66%	19
Disagree	3%	1
Strongly Disagree	10%	3
I am unsure or unable to answer the question	14%	4
	Answered	29
	Skipped	5

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	3%	1
Agree	31%	9
Disagree	7%	2
Strongly Disagree	3%	1
I am unsure or unable to answer the question	55%	16
	Answered	29
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	4%	1
Agree	64%	18
Disagree	7%	2
Strongly Disagree	4%	1
I am unsure or unable to answer the question	21%	6
	Answered	28
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	14%	4
Agree	14%	4
Disagree	7%	2
Strongly Disagree	3%	1
I am unsure or unable to answer the question	62%	18
	Answered	29
	Skipped	5

The school is well led.

Response	Percentage	Count
Strongly Agree	4%	1
Agree	67%	18
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	26%	7
	Answered	27
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	4%	1
Agree	50%	14
Disagree	21%	6
Strongly Disagree	4%	1
I am unsure or unable to answer the question	21%	6
	Answered	28
	Skipped	6

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	11%	3
Agree	59%	16
Disagree	19%	5
Strongly Disagree	7%	2
I am unsure or unable to answer the question	4%	1
	Answered	27
	Skipped	7

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	7%	2
Agree	43%	12
Disagree	11%	3
Strongly Disagree	4%	1
I am unsure or unable to answer the question	36%	10
	Answered	28
	Skipped	6

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	11%	3
Agree	59%	16
Disagree	15%	4
Strongly Disagree	4%	1
I am unsure or unable to answer the question	11%	3
	Answered	27
	Skipped	7

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	4%	1
Agree	61%	17
Disagree	25%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	3
	Answered	28
	Skipped	6

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	4%	1
Agree	29%	8
Disagree	39%	11
Strongly Disagree	0%	0
I am unsure or unable to answer the question	29%	8
	Answered	28
	Skipped	6

The school enjoys good links with the wider community.

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

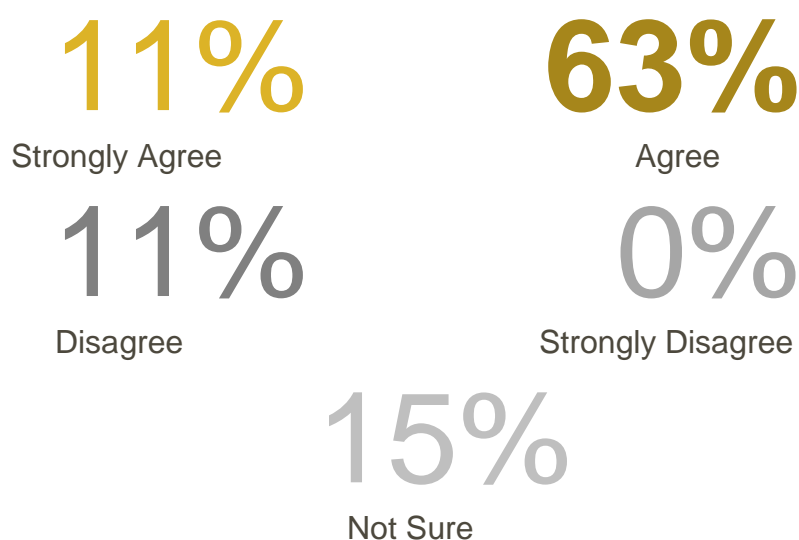
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	11%	3
Agree	50%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	39%	11
	Answered	28
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	4%	1
Agree	73%	19
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	19%	5
	Answered	26
	Skipped	8

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

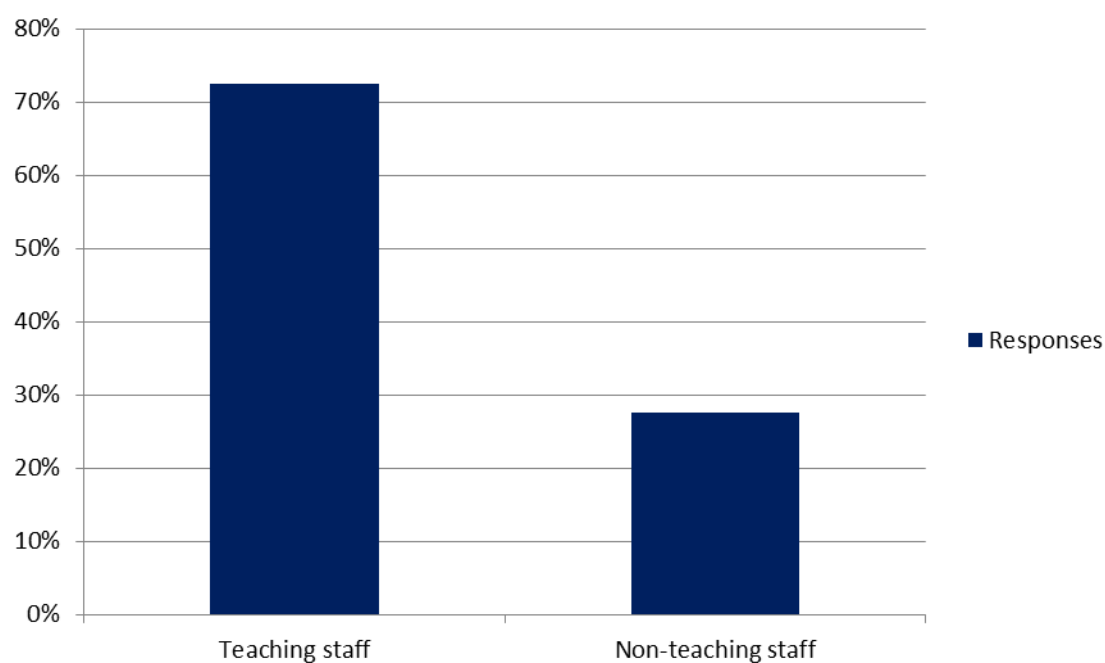


Response	Count
Answered	27
Skipped	7

Appendix 2

Office of Education Standards | Staff Survey 2020

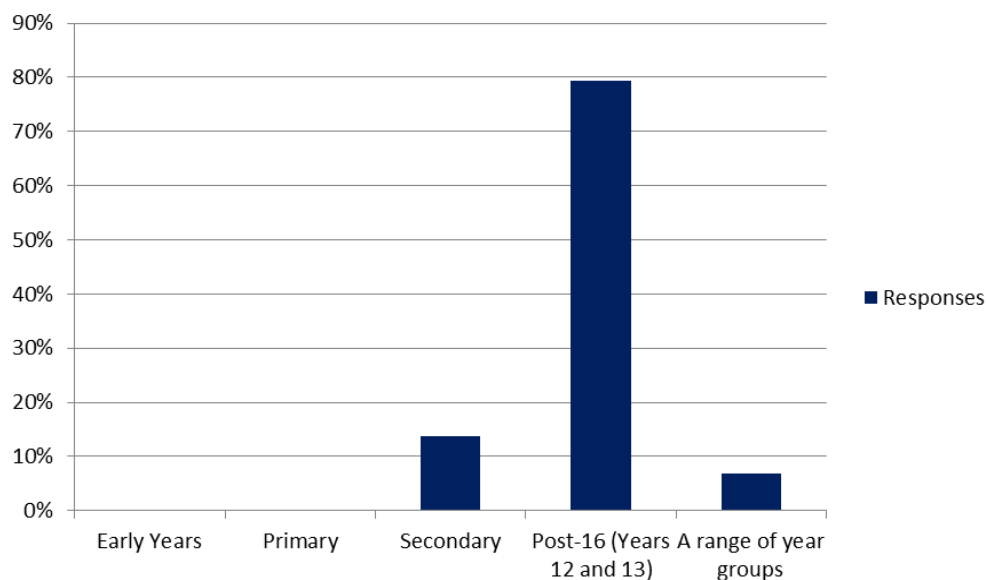
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	7%	2
More than one year but less than three years	17%	5
Three years or more	76%	22
Answered		29
Skipped		0

Which age-group of students are you mostly supporting?



What is your nationality?

38%

Caymanian

62%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	10%	3
Agree	79%	23
Disagree	7%	2
Strongly Disagree	3%	1
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	7%	2
Agree	62%	18
Disagree	17%	5
Strongly Disagree	7%	2
I am unsure or unable to answer the question	7%	2
	Answered	29
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	7%	2
Agree	66%	19
Disagree	17%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	3
	Answered	29
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	34%	10
Agree	59%	17
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	29
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	4%	1
Agree	39%	11
Disagree	50%	14
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	34%	10
Agree	52%	15
Disagree	7%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	29
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	34%	10
Agree	55%	16
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	29
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	25%	7
Agree	57%	16
Disagree	18%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	28
	Skipped	1

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	31%	9
Agree	66%	19
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	29
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	24%	7
Agree	62%	18
Disagree	0%	0
Strongly Disagree	7%	2
I am unsure or unable to answer the question	7%	2
	Answered	29
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	54%	15
Agree	36%	10
Disagree	4%	1
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	28%	8
Agree	48%	14
Disagree	21%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	29
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	21%	6
Agree	68%	19
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	28
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	28%	8
Agree	62%	18
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	29
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	14%	4
Agree	50%	14
Disagree	25%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	3
	Answered	28
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	7%	2
Agree	55%	16
Disagree	17%	5
Strongly Disagree	3%	1
I am unsure or unable to answer the question	17%	5
	Answered	29
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	17%	5
Disagree	52%	15
Strongly Disagree	10%	3
I am unsure or unable to answer the question	21%	6
	Answered	29
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	45%	13
Agree	38%	11
Disagree	14%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	29
	Skipped	0

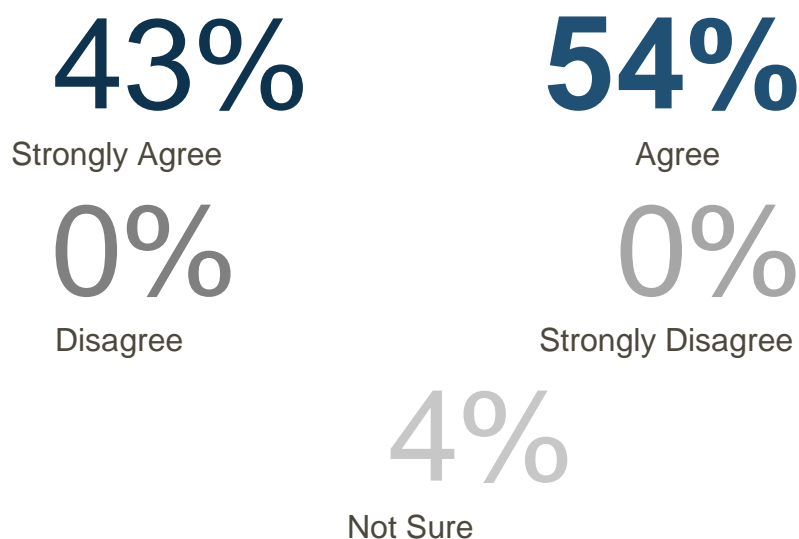
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	69%	20
Agree	21%	6
Disagree	10%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	28%	8
Agree	38%	11
Disagree	24%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	3
	Answered	29
	Skipped	0

Overall, this school provides a good quality of education.

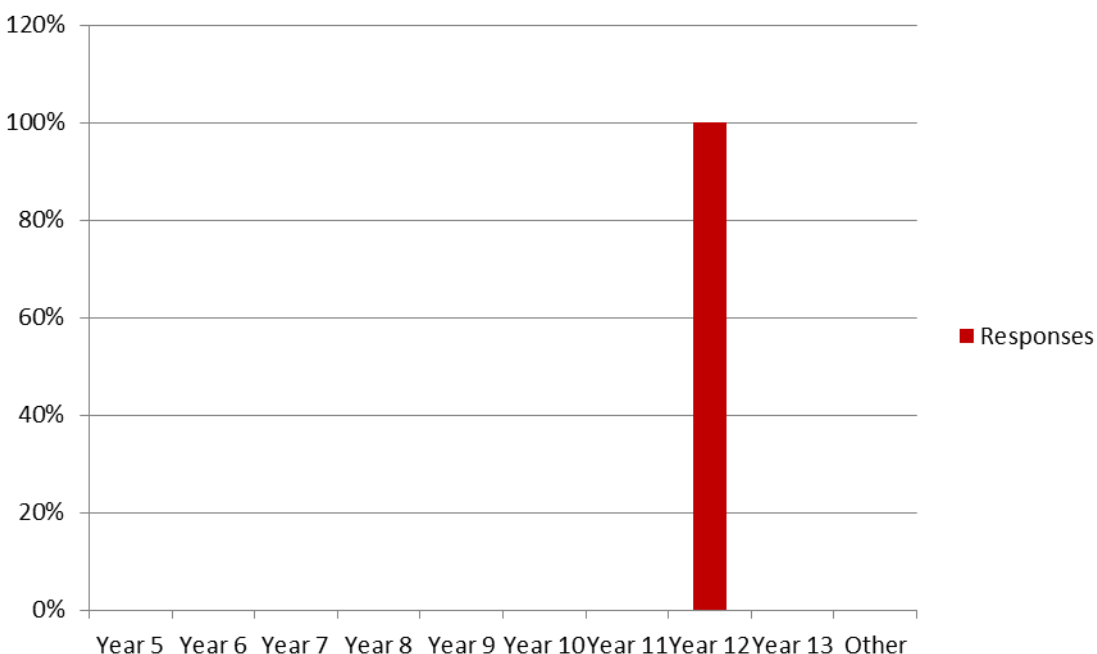


Response	Count
Answered	28
Skipped	1

Appendix 3

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

88%

Caymanian

12%

Non-Caymanian

Please state your gender.

50%

Boys

50%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	44%	61
Agree	44%	61
Disagree	3%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	13
	Answered	139
	Skipped	2

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	14%	19
Agree	66%	92
Disagree	9%	12
Strongly Disagree	5%	7
I am unsure or unable to answer the question	6%	9
	Answered	139
	Skipped	2

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	21%	30
Agree	39%	54
Disagree	9%	13
Strongly Disagree	2%	3
I am unsure or unable to answer the question	29%	40
	Answered	140
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	32%	44
Agree	63%	88
Disagree	1%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	4
	Answered	139
	Skipped	2

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	9%	12
Agree	49%	68
Disagree	21%	29
Strongly Disagree	12%	16
I am unsure or unable to answer the question	10%	14
	Answered	139
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	7%	10
Agree	41%	56
Disagree	29%	40
Strongly Disagree	9%	13
I am unsure or unable to answer the question	14%	19
	Answered	138
	Skipped	3

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	6%	8
Agree	40%	56
Disagree	32%	45
Strongly Disagree	9%	13
I am unsure or unable to answer the question	13%	18
	Answered	140
	Skipped	1

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	27%	37
Agree	66%	90
Disagree	3%	4
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	4
	Answered	136
	Skipped	5

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	27%	37
Agree	56%	77
Disagree	11%	15
Strongly Disagree	1%	2
I am unsure or unable to answer the question	5%	7
	Answered	138
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	29%	40
Agree	57%	78
Disagree	9%	12
Strongly Disagree	3%	4
I am unsure or unable to answer the question	3%	4
	Answered	138
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	12%	17
Agree	38%	53
Disagree	27%	37
Strongly Disagree	8%	11
I am unsure or unable to answer the question	15%	21
	Answered	139
	Skipped	2

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	12%	17
Agree	47%	66
Disagree	23%	32
Strongly Disagree	5%	7
I am unsure or unable to answer the question	12%	17
	Answered	139
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	17%	23
Agree	58%	80
Disagree	13%	18
Strongly Disagree	4%	6
I am unsure or unable to answer the question	7%	10
	Answered	137
	Skipped	4

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	27%	38
Agree	56%	78
Disagree	12%	16
Strongly Disagree	1%	2
I am unsure or unable to answer the question	4%	5
	Answered	139
	Skipped	2

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	12%	16
Agree	43%	59
Disagree	22%	30
Strongly Disagree	11%	15
I am unsure or unable to answer the question	12%	17
	Answered	137
	Skipped	4

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	11%	15
Agree	44%	59
Disagree	25%	33
Strongly Disagree	10%	13
I am unsure or unable to answer the question	10%	14
	Answered	134
	Skipped	7

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	16%	21
Agree	56%	75
Disagree	13%	18
Strongly Disagree	5%	7
I am unsure or unable to answer the question	10%	14
	Answered	135
	Skipped	6

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	15%	20
Agree	59%	79
Disagree	9%	12
Strongly Disagree	9%	12
I am unsure or unable to answer the question	8%	10
	Answered	133
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	22%	29
Agree	38%	51
Disagree	15%	20
Strongly Disagree	7%	10
I am unsure or unable to answer the question	18%	24
	Answered	134
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	24%	31
Agree	60%	78
Disagree	8%	11
Strongly Disagree	2%	3
I am unsure or unable to answer the question	6%	8
	Answered	131
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	17%	23
Agree	43%	59
Disagree	8%	11
Strongly Disagree	5%	7
I am unsure or unable to answer the question	28%	38
	Answered	138
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	13%	18
Agree	54%	73
Disagree	13%	18
Strongly Disagree	7%	10
I am unsure or unable to answer the question	13%	17
	Answered	136
	Skipped	5

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	11%	15
Agree	45%	61
Disagree	24%	33
Strongly Disagree	7%	10
I am unsure or unable to answer the question	12%	16
	Answered	135
	Skipped	6

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	10%	14
Agree	41%	55
Disagree	24%	32
Strongly Disagree	7%	10
I am unsure or unable to answer the question	18%	24
	Answered	135
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	22%	30
Agree	56%	76
Disagree	14%	19
Strongly Disagree	4%	6
I am unsure or unable to answer the question	4%	5
	Answered	136
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	15%	21
Agree	65%	89
Disagree	10%	13
Strongly Disagree	3%	4
I am unsure or unable to answer the question	7%	9
	Answered	136
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	19%	26
Agree	60%	80
Disagree	9%	12
Strongly Disagree	3%	4
I am unsure or unable to answer the question	9%	12
	Answered	134
	Skipped	7

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	21%	28
Agree	65%	88
Disagree	5%	7
Strongly Disagree	4%	5
I am unsure or unable to answer the question	5%	7
	Answered	135
	Skipped	6

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

15%

Strongly Agree

6%

Disagree

69%

Agree

4%

Strongly Disagree

6%

Not Sure

Response	Count
Answered	138
Skipped	3

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

