



FOLLOW-THROUGH INSPECTION REPORT

FIRST BAPTIST CHRISTIAN SCHOOL

OFFICE OF EDUCATION STANDARDS
FEBRUARY 2020

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Introduction

In academic year 2018-19, the Office of Education Standards conducted inspections of schools and early year's centres across the Cayman Islands. Where the overall performance of a school or setting was evaluated as weak or causing concern, then a further inspection was arranged six months following the publication of the initial report.

Follow-Through Inspections

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

Views of stakeholders

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

Follow-Through Inspection of First Baptist Christian School

The Follow-Through Inspection of First Baptist Christian School took place from February 17th to February 18th 2020. The inspectorate gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, examination and assessment data were also reviewed.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Summary

During the Follow-Through Inspection, the inspectorate evaluated the progress that has been made by First Baptist Christian School in addressing the four recommendations from the previous inspection report of March 2019.

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

Context

Following the last inspection a new Head of School had been appointed to lead the school and the Vice Principal became Principal. They had recognised the need to address the issues highlighted in the previous inspection. Consequently, under their direction and with improved focus and strategic clarity, the school had made a satisfactory start in addressing the areas for improvement. The school is well on its way towards improved performance now that the structures and policies are in place.

Recommendation 1

Raise students' attainment and progress in English.

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

Overall, students' attainment in English was satisfactory. The 2019 STAR reading tests showed that most of the students were at the expected level or above with students from Kindergarten through to Grade 4 achieving better results. These results represented a significant uplift from the tests of the previous year and were broadly in line with international standards. Attainment in both Kindergarten and elementary was stronger than at the previous inspection because teachers were more confident and rigorous in their teaching of phonics. Students were more confident in their ability to use grammar and punctuation and they were beginning to write for a variety of purposes.

Progress in English was also satisfactory. Lessons observed across the school showed that progress was now more consistent across classes and grades. In most of the English lessons observed students were making satisfactory progress because of a more structured approach to teaching and clearer learning objectives which were shared with students. The STAR growth report showed that most students were making expected progress with a majority doing better than this.

This improvement in attainment and progress was due to a raft of improvement strategies implemented following the previous inspection. These included, for example, students from Kindergarten to Grade 2 taking home reading books each day and their progress being closely monitored. Also, phonics teaching was sharpened and more closely aligned to different phases of the students' development. The literacy team used comprehensive writing rubrics, which were closely aligned to the curriculum standards. At the same time, the English curriculum was mapped to ensure better progression in skills from one stage to the next. Additionally, those students in Grades 3 to 6 who were reading below age-related expectations were given levelled readers to help them catch up.

Lesson observations and the review of students' writing indicated that most of the students in the school were working at curricular and international standards in English. In Grade 1, students were working at an age-appropriate level for phonics. Most of the students could write the words containing the sounds they were learning and then place those words in a sentence. Most Grade 2 students understood verbs and how to use them together with different punctuation marks for different purposes. Grade 3 students could use persuasive techniques to present an argument in favour of choosing one type of snack over another. A more sophisticated approach to persuasive writing was observed in a Grade 6 where students were very animated in their discussion about the advantages and disadvantages of developing the port to more readily accommodate the luxury cruise liners, which visited George Town. Grade 4 students were able to discuss the importance of using more interesting vocabulary in their

descriptive writing and could confidently use information technology to research more sophisticated synonyms to improve quality.

For students to make consistently good progress teachers needed to focus more on planning to better meet the needs of different groups of students. For example, the most able needed to be challenged more and weaker students given greater levels of support. Additionally, students needed to be encouraged to take greater responsibility for their learning.

Recommendation 2

Improve assessment by:

- **Developing a rigorous assessment system that provides reliable information, which teachers can use to plan learning.**
- **Training teachers in the use of data to inform how best to meet the needs of all students.**

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

Following the inspection of March 2019, school leaders had developed a school-wide marking, assessment and reporting policy. This ensured that all staff had a common understanding of the central importance of assessment in improving teaching and learning. Additionally, across the school there was an improved focus upon the use of data to improve students' standards of attainment. There were effective systems in place for recording and analysing students' progress over time, including those with special educational needs.

The comprehensive range of assessment data included results of unit and quarterly tests as well as results of standardised tests such as 'Star Maths', 'Star Reading' and 'Terra Nova'. These provided reliable information about students' strengths and weaknesses in key areas of their learning. In addition, the standardised tests provided detailed student profile reports with suggestions on how to build challenge into students' learning. Senior leaders monitored assessment practices through lesson plan reviews, work sampling and lesson observations. As a consequence, there was a better alignment of curriculum, instruction and assessment. Nonetheless, assessment policies and procedures were not yet consistently reflected in all teachers' practice and in some classes marking was very brief and was not helping students understand how to improve.

New systems for monitoring and evaluating students' progress resulted in staff having clearer information about students' progress and attainment in English, mathematics and science. This allowed for effective planning and continued improvement in these areas including some targeted support for certain students with special educational needs. Furthermore, to improve teachers' confidence in their assessment practices, the assessment co-ordinator had conducted training for staff in data analysis and interpretation and the use of data to make instructional decisions and to inform next steps in students' learning. Staff had the opportunity to evaluate their assessment practices to support adherence to the assessment policy guidelines. However, over the course of the inspection, inspectors noted that in the majority of lessons, marking was cursory and lacked detailed written feedback about how students could improve.

Most teachers used a range of assessment practices in lessons to promote students' learning. These included dialogue, questions, observations and prompts. Additionally, senior leaders had

initiated opportunities for students to take greater responsibility for their learning through the use of target setting, success criteria, and rubrics. However, in the majority of lessons, students did not use these rubrics consistently to assess, review and correct their work or that of their peers. A common format for lesson planning was not yet in place. Overall, inspectors found that teachers made better use of assessment data to close learning gaps for students. The school's recent assessment data indicated that most students made at least satisfactory progress in their learning in English, mathematics and science.

Recommendation 3

Devise a broad and balanced curriculum that is rigorous, aligned to international standards, and provides an appropriate level of challenge for students, so that they become effective learners.

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

The school had outlined actions to be taken over the next two years to ensure consistency and progression within the curriculum across all stages of the school. A curriculum tracking software was being used to map the instructional objectives and essential questions to the American Common Core curriculum. Staff were now entering the baseline data and this information was to be used to inform planning in the next school year.

There was a scope and sequence plan in place for the core curriculum subjects (English, mathematics and science). The use of the Cayman Islands Social Studies books helped guide learning in this subject area. Timetables across the school reflected more consistency in the times allotted for all subject areas which promoted the same experiences for all students. Weekly and daily lesson planning linked to the standards set out in the core curriculum resulted in a more cohesive curriculum across the grades.

The development of a scope and sequence plan for Kindergarten through Grade 6 guided the planning and curriculum maps that had been developed for the core subjects. Technology across all grade levels developed students' skills and exposed students to coding and other programmes such as 'Excel'. School trips were planned throughout the school year and were linked to the curriculum topics that had been covered. Visits to the Botanical Park, Turtle Farm and other places allowed students to connect their classroom learning to real-life experiences.

More practical activities in science lessons meant that students were able to use their investigative skills to test their predictions. Teachers used good questioning to link new learning with students' prior knowledge. This was also evident in mathematics lessons where students applied their multiplication and division facts to design their own learning games. Students' writing tasks had been made more challenging as the curriculum mapping ensured for example, a more sophisticated approach to persuasive writing in Grade 6 than in Grade 3. The level of challenge within a few lessons had improved since the last inspection and the sharing of good practice across all grades will ensure further consistency in this area.

Recommendation 4

School leaders should sharpen school self-evaluation and improvement planning by:

- **Creating a whole school understanding of high-quality and effective teaching.**
- **Implementing rigorous monitoring of classroom practice and holding teachers accountable for agreed effective practice.**
- **Aligning judgments more closely to the Cayman Islands framework for self-evaluation and inspection.**

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

In the previous inspection leaders lacked a strategic plan to guide their actions and the vision for the school was unclear. This was not the case on the follow-through inspection. There was a much sharper focus upon tackling the priority areas. The new senior leadership team recognised the need for urgency and the importance of putting in place the structures to underpin the teachers' work and to ensure that every student made appropriate progress. Leadership had a much clearer and more accurate view of the effectiveness of the school than at the time of the previous inspection.

A whole school understanding of high-quality effective teaching had begun to evolve. Everyone understood the need for a progressive, sequenced curriculum that matched the needs of each student. Staff welcomed the introduction of the curriculum tracker and the tools for assessing progress that many used to plan their lessons. They had an agreed understanding that the changes being made were important and would be of benefit to the students. The work they had completed was strong in policy and process but was not yet evident consistently in teaching practice. There was still work to do in addressing the important area of pedagogy, in order to find teaching methods and strategies that consistently enhance the quality of students' learning.

There was a more rigorous process for monitoring classroom practice. A variety of new measures for ensuring effective teaching performance were in place. The Head of School and Principal monitored classroom teaching on a quarterly basis. They had selected an observation tool and rubric and then moderated their judgements before using them. All teachers had been observed formally using this rubric and had received feedback and guidance. Planning with adherence to the standards and curriculum plan were carried out in a more systematic basis. Lesson plans were monitored regularly by the Principal to ensure consistency using newly purchased software. Subject leaders met with their teams monthly to align practice for teaching, learning and assessment and they also approved the class assessments selected by teachers.

Work was scrutinised to ensure standards were maintained to an agreed schedule. Portfolios of students' work were examined as were the results of tests to ensure the school had accurate information about each of the students' progress. These varied and potentially rigorous systems for monitoring the quality of work and the degree of improvement were all in place, but were yet to be embedded and lead to good practice in all classes. The school had made an accurate judgement of the next steps, which included the need for better pace in lessons and more challenging work for the students.

The school's self-evaluation practice was much improved since the previous inspection, and progress with this aspect of the recommendation was good. The self-evaluation document followed a clear structure that was fully aligned with the Cayman Island 'Successful Schools and Achieving Students' framework. Each quality indicator was explored in full so that every aspect was considered appropriately and the judgements that were made used the summary descriptors. The school had identified an appropriate amount of evidence, including the data from assessment to explain each judgement and as a result, the judgements made were accurate.

Survey Results

Eighty-one parents, 14 staff and 49 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Parents who responded to the survey were more positive in their responses than on the occasion of the last inspection. In this survey all parents felt their children were safe and cared for. Nineteen out of 31 questions were answered by almost all or all parents agreeing or strongly agreeing with the statements. These included the progress their children made in English, mathematics, science and in other subjects. In addition, almost all stated that their children were inspired to learn, enjoyed lessons and that teaching was good. The question that elicited the lowest response, of a majority agreeing, referred to the amount of extra-curricular activities available.

All staff responded positively to the questions of the survey. They all agreed with parents that students were cared for and safe at school. All felt the school was well led. They believed that First Baptist offered a good quality of education with well-trained teachers. Teachers agreed with parents that extra-curricular activities were limited. Comments were generally positive and one teacher stated, 'I feel that the school has improved since last year under the new leadership', and another emphasised that, 'the school has undertaken several initiatives this year to enhance teacher observation and improvement, student progress, and curriculum development'.

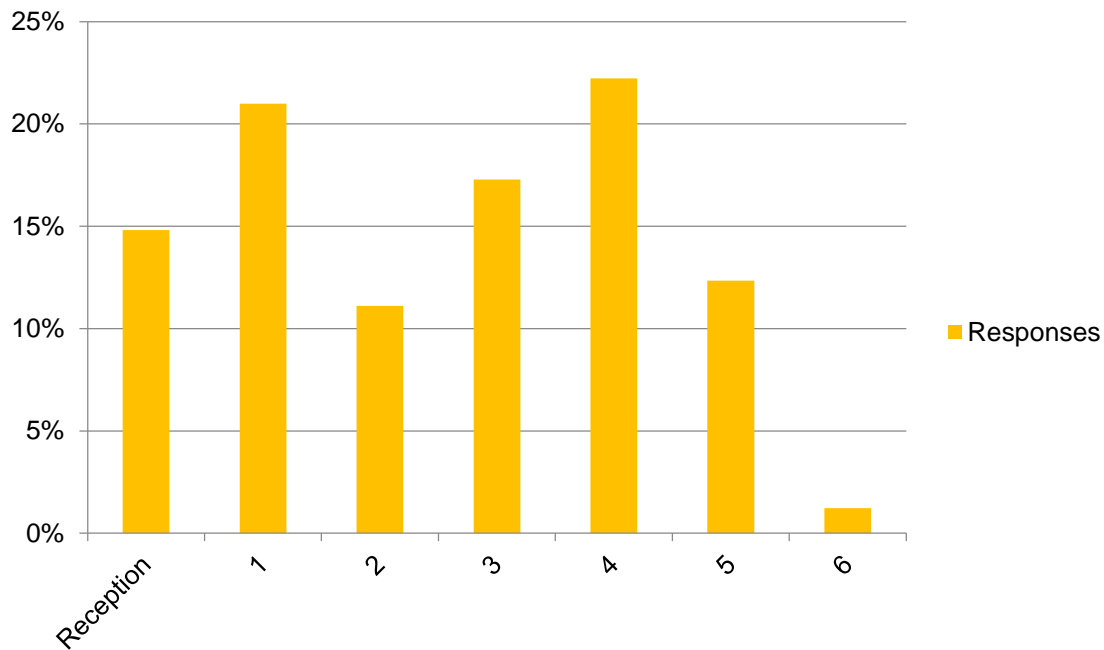
Students were very positive, with almost all stating they agreed or strongly agreed that the quality of education was good, that they had lessons which they enjoyed and that they made good progress in all subjects. Students stated that teachers explained what they needed to do to get better. Almost all students felt that the school responded well to their concerns and gave them the right amount of homework. Almost all felt the school was well led. One student commented, 'it is the best school I have personally ever been to. I also really enjoyed the heads of school they are always helpful. All of the staff have always been extremely friendly and helpful'. Only a majority felt the school asked for their opinions.

What happens next?

As overall progress has been judged as **satisfactory** there will be no further Follow-Through Inspections of First Baptist Christian School. The school will join the normal cycle of inspections, which will commence in September 2020.

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?



Response	Count
Answered	81
Skipped	0

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

Response	Percentage	Count
Less than one year	19%	15
More than one year but less than three years	40%	32
More than three years	42%	34
	Answered	81
	Skipped	0

What is your nationality?

53%

Caymanian

47%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	48%	38
Agree	42%	33
Disagree	6%	5
Strongly Disagree	4%	3
I am unsure or unable to answer the question	0%	0
	Answered	79
	Skipped	2

My child is making good progress in Mathematics.

Response	Percentage	Count
Strongly Agree	47%	37
Agree	42%	33
Disagree	8%	6
Strongly Disagree	4%	3
I am unsure or unable to answer the question	0%	0
	Answered	79
	Skipped	2

My child is making good progress in Science.

Response	Percentage	Count
Strongly Agree	30%	24
Agree	57%	45
Disagree	9%	7
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	2
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	32%	25
Agree	58%	46
Disagree	8%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	1
	Answered	79
	Skipped	2

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	38%	30
Agree	58%	46
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	39%	31
Agree	52%	41
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	3
	Answered	79
	Skipped	2

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	35%	28
Agree	53%	42
Disagree	6%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	Answered	79
	Skipped	2

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	32%	25
Agree	56%	44
Disagree	8%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	Answered	79
	Skipped	2

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	28%	22
Agree	65%	51
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	2
	Answered	79
	Skipped	2

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	28%	22
Agree	58%	46
Disagree	10%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	2
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	16%	13
Agree	37%	29
Disagree	34%	27
Strongly Disagree	9%	7
I am unsure or unable to answer the question	4%	3
	Answered	79
	Skipped	2

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	24%	19
Agree	59%	47
Disagree	8%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	7
	Answered	79
	Skipped	2

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	18%	14
Agree	62%	49
Disagree	16%	13
Strongly Disagree	3%	2
I am unsure or unable to answer the question	1%	1
	Answered	79
	Skipped	2

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	59%	47
Agree	33%	26
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	79
	Skipped	2

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	28%	22
Agree	59%	47
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	8%	6
	Answered	79
	Skipped	2

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	16%	13
Agree	34%	27
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	48%	38
	Answered	79
	Skipped	2

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	33%	26
Agree	53%	42
Disagree	1%	1
Strongly Disagree	6%	5
I am unsure or unable to answer the question	6%	5
	Answered	79
	Skipped	2

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	20%	16
Agree	34%	27
Disagree	8%	6
Strongly Disagree	3%	2
I am unsure or unable to answer the question	35%	28
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	13%	10
Agree	35%	28
Disagree	13%	10
Strongly Disagree	0%	0
I am unsure or unable to answer the question	39%	31
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	9%	7
Agree	27%	21
Disagree	11%	9
Strongly Disagree	5%	4
I am unsure or unable to answer the question	48%	38
	Answered	79
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	14%	11
Agree	51%	40
Disagree	10%	8
Strongly Disagree	5%	4
I am unsure or unable to answer the question	20%	16
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	14%	11
Agree	46%	36
Disagree	25%	20
Strongly Disagree	8%	6
I am unsure or unable to answer the question	8%	6
	Answered	79
	Skipped	2

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	38%	30
Agree	41%	32
Disagree	17%	13
Strongly Disagree	4%	3
I am unsure or unable to answer the question	0%	0
	Answered	78
	Skipped	3

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	23%	18
Agree	48%	38
Disagree	18%	14
Strongly Disagree	3%	2
I am unsure or unable to answer the question	9%	7
	Answered	79
	Skipped	2

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	30%	24
Agree	56%	44
Disagree	11%	9
Strongly Disagree	3%	2
I am unsure or unable to answer the question	0%	0
	Answered	79
	Skipped	2

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	16%	13
Agree	53%	42
Disagree	18%	14
Strongly Disagree	4%	3
I am unsure or unable to answer the question	9%	7
	Answered	79
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	20%	16
Agree	53%	42
Disagree	13%	10
Strongly Disagree	3%	2
I am unsure or unable to answer the question	11%	9
	Answered	79
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	18%	14
Agree	47%	37
Disagree	9%	7
Strongly Disagree	4%	3
I am unsure or unable to answer the question	22%	17
	Answered	78
	Skipped	3

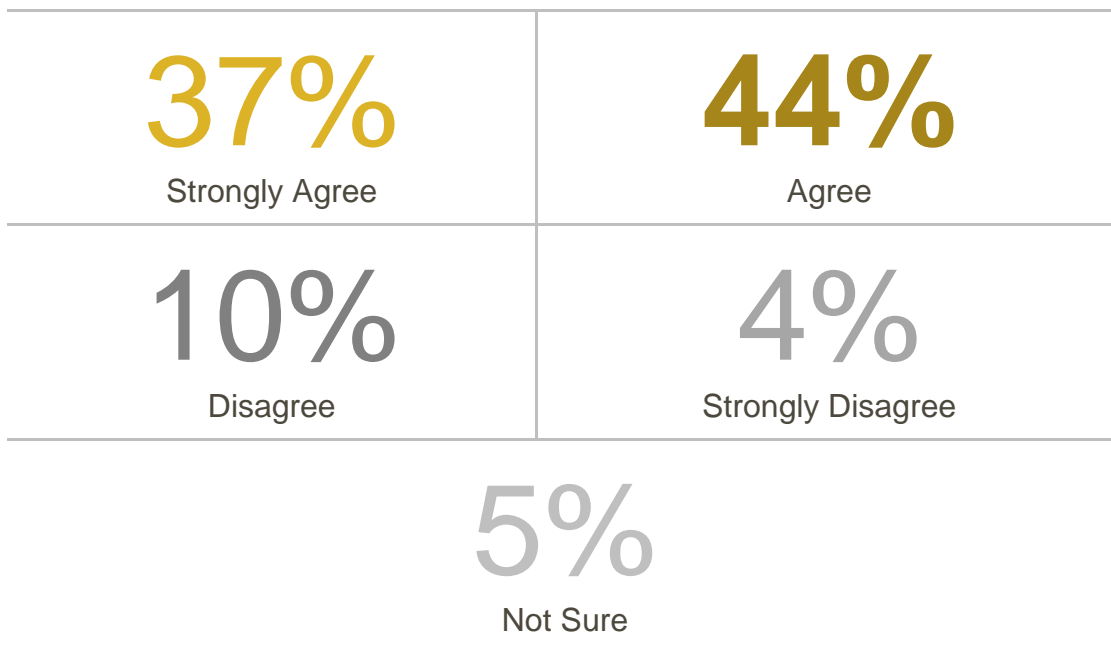
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	30%	24
Agree	47%	37
Disagree	9%	7
Strongly Disagree	1%	1
I am unsure or unable to answer the question	13%	10
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	28%	22
Agree	56%	44
Disagree	10%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	5%	4
	Answered	79
	Skipped	2

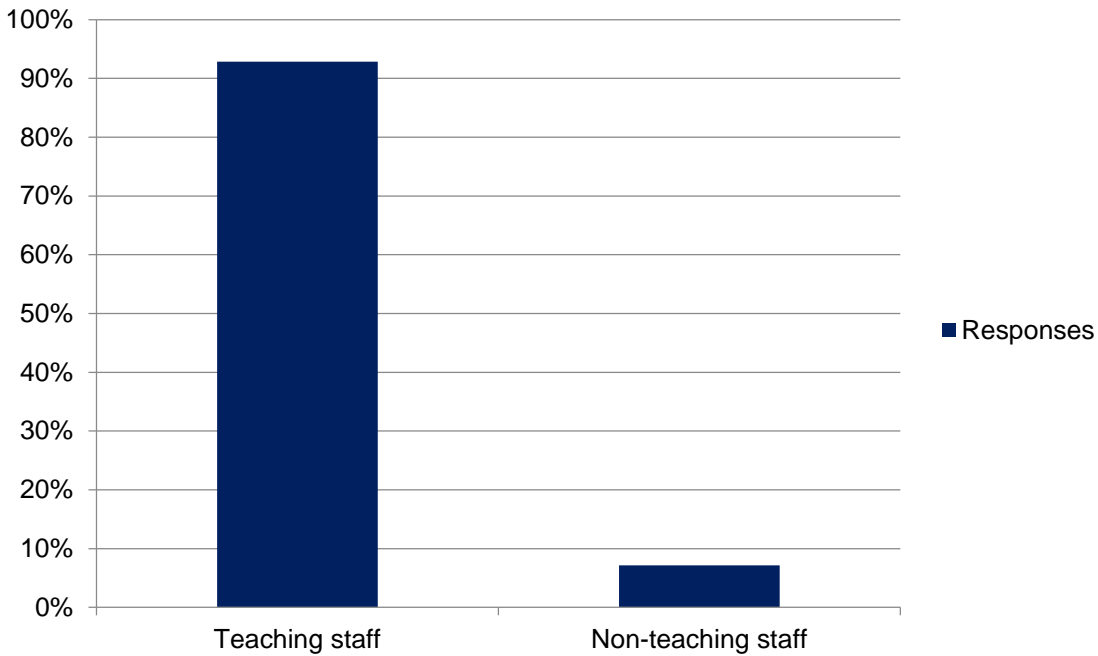
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	79
Skipped	2

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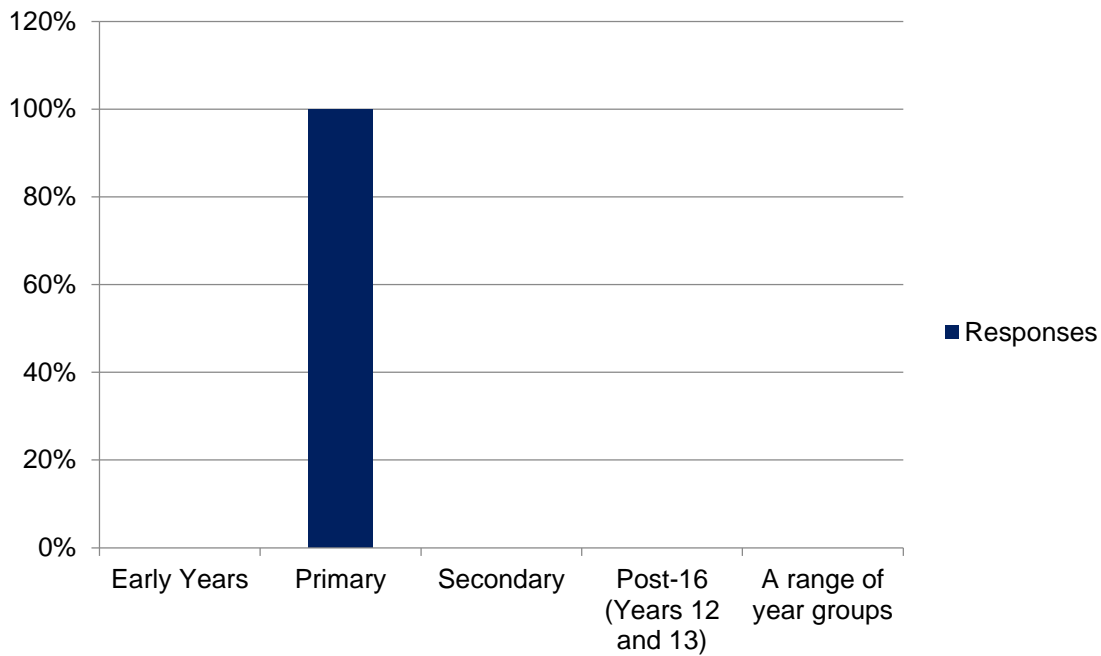
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	31%	4
More than one year but less than three years	15%	2
Three years or more	54%	7
	Answered	13
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

29%
Caymanian

71%
Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	50%	7
Agree	43%	6
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	0%	0
Agree	86%	12
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	14
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	14%	2
Agree	71%	10
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	14
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	7%	1
Agree	57%	8
Disagree	7%	1
Strongly Disagree	14%	2
I am unsure or unable to answer the question	14%	2
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	36%	5
Agree	57%	8
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	v	2
Agree	71%	10
Disagree	14%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50%	7
Agree	50%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	43%	6
Agree	57%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	43%	6
Agree	50%	7
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	29%	4
Agree	64%	9
Disagree	0%	0
Strongly Disagree	7%	1
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	7%	1
Agree	71%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	21%	3
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	7%	1
Agree	57%	8
Disagree	21%	3
Strongly Disagree	7%	1
I am unsure or unable to answer the question	7%	1
	Answered	14
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	7%	1
Agree	50%	7
Disagree	21%	3
Strongly Disagree	7%	1
I am unsure or unable to answer the question	14%	2
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	7%	1
Agree	50%	7
Disagree	21%	3
Strongly Disagree	7%	1
I am unsure or unable to answer the question	14%	2
	Answered	14
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	7%	1
Agree	50%	7
Disagree	29%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	2
	Answered	14
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	14%	2
Agree	57%	8
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	21%	3
	Answered	14
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	21%	3
Agree	71%	10
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	21%	3
Agree	57%	8
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	2
	Answered	14
	Skipped	0

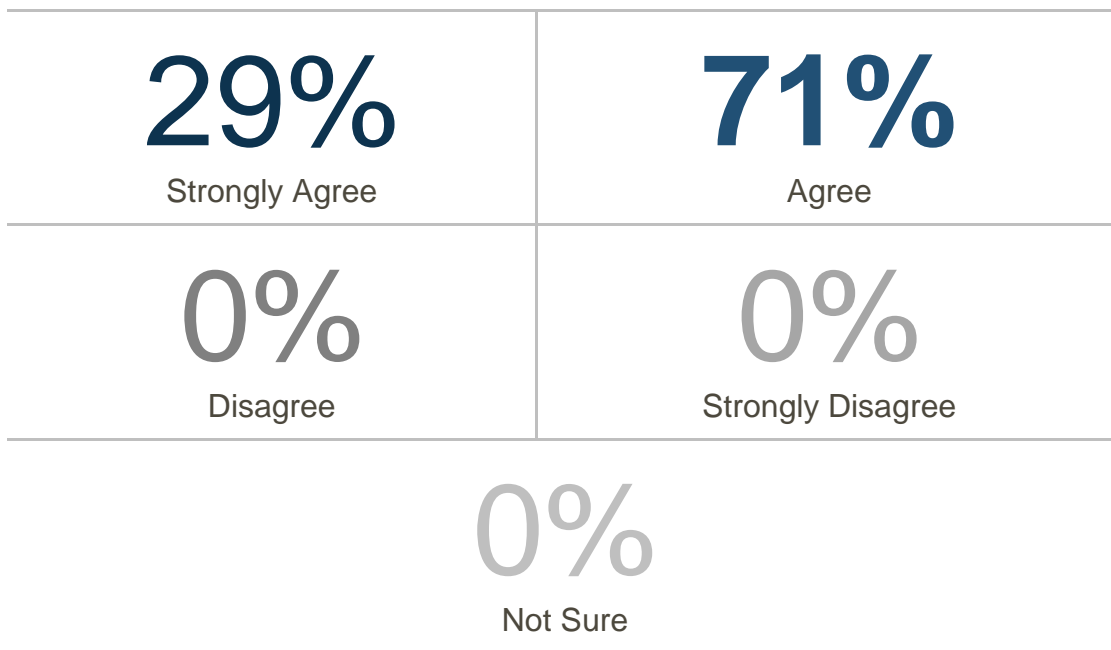
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	36%	5
Agree	43%	6
Disagree	14%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	7%	1
Agree	71%	10
Disagree	14%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	14
	Skipped	0

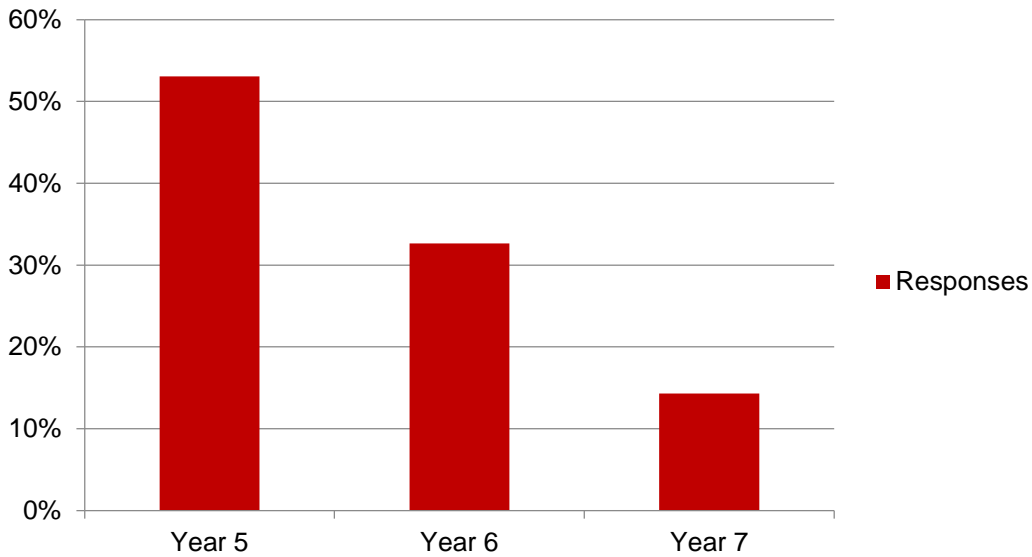
Overall, this school provides a good quality of education.



Response	Count
Answered	14
Skipped	0

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

53%

Caymanian

47%

Non-Caymanian

Please state your gender.

21

Boys

28

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	45%	22
Agree	53%	26
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	46%	22
Agree	52%	25
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	48
	Skipped	1

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	37%	18
Agree	59%	29
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61%	30
Agree	37%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	22%	11
Agree	63%	31
Disagree	6%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	35%	17
Agree	49%	24
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	5
	Answered	49
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	33%	16
Agree	55%	27
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	49%	24
Agree	45%	22
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	49
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	45%	22
Agree	49%	24
Disagree	2%	1
Strongly Disagree	2%	1
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	57%	28
Agree	37%	18
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	51%	25
Agree	43%	21
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	49
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	27%	13
Agree	49%	24
Disagree	8%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	14%	7
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41%	20
Agree	39%	19
Disagree	16%	8
Strongly Disagree	4%	2
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	51%	25
Agree	41%	20
Disagree	8%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	65%	31
Agree	31%	15
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	48
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	37%	18
Agree	53%	26
Disagree	8%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	43%	21
Agree	20%	10
Disagree	20%	10
Strongly Disagree	2%	1
I am unsure or unable to answer the question	14%	7
	Answered	49
	Skipped	0

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	33%	16
Agree	51%	25
Disagree	2%	1
Strongly Disagree	14%	7
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	47%	23
Agree	41%	20
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45%	22
Agree	45%	22
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	4
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	35%	17
Agree	38%	18
Disagree	0%	0
Strongly Disagree	2%	1
I am unsure or unable to answer the question	25%	12
	Answered	48
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	45%	22
Agree	43%	21
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	31%	15
Agree	33%	16
Disagree	16%	8
Strongly Disagree	2%	1
I am unsure or unable to answer the question	18%	9
	Answered	49
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	35%	17
Agree	37%	18
Disagree	12%	6
Strongly Disagree	4%	2
I am unsure or unable to answer the question	12%	6
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	49%	24
Agree	41%	20
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	5
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41%	20
Agree	49%	24
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	5
	Answered	49
	Skipped	0

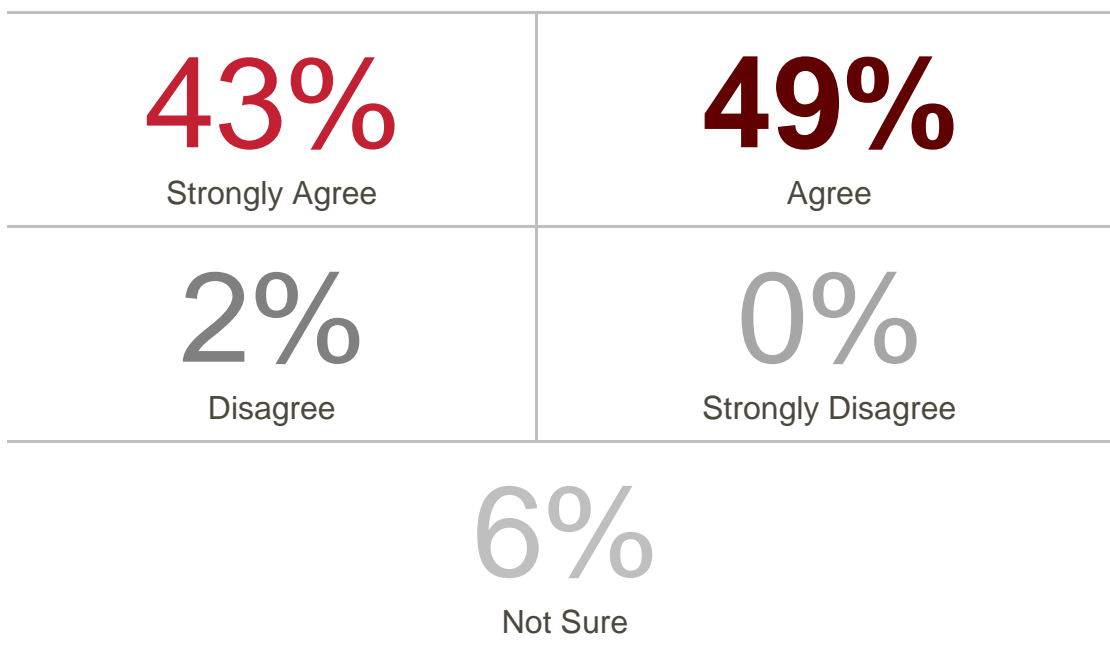
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	65%	32
Agree	29%	14
Disagree	0%	0
Strongly Disagree	4%	2
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	51%	25
Agree	39%	19
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	0

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



Response	Count
Answered	49
Skipped	0

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.pocs.gov.ky

