



INSPECTION REPORT

FOOTSTEPS

OFFICE OF EDUCATION STANDARDS
December 2020

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

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

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

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

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

Evaluations

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

The four levels on the scale are defined as follows:

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

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Information about Footsteps

Name of school	Footsteps
Address	210, Eastern Avenue, Grand Cayman
Telephone	945-5626
E-mail address	management@footsteps.ky
School Website	www.footstepscayman.com
Principal	Ms. Emma Kendall and Ms. Bryony Platt
School day timing	Monday to Friday from 8:25am to 3:00pm
Age range of students	4 to 11 years
Number of students	35
Number of teaching staff	4
Number of support staff	3
Date of last inspection	Not applicable

The context of the school

Footsteps is a new private primary located in George Town, Grand Cayman. The school premises had been through a recent renovation process and officially opened in September 2020.

The two joint owners were directors of the school. They originally offered tutoring services in 2014, however due to the growing demand for their services, they received official approval to open as a primary school in September 2020. Both directors were integrally involved in the daily operation of the school and jointly carried out administrative and teaching duties.

The school followed the Cayman Islands Early Years Curriculum for Reception classes and the English National Curriculum for both Key Stage 1 and Key Stage 2 classes. The focus of the school's ethos was 'learning through nature' and this approach was regularly paired with thematic topics across subject areas. The school integrated outdoor learning into the curriculum, making the most of Cayman's natural beauty and landscape in order to encourage exploration, investigation and independence. Students were given planned opportunities which enabled them to actively engage with their environment. As the school had only recently opened, students had not written any external examinations.

Twenty-nine per cent of students were from Caymanian families with seventy-one per cent from a variety of countries including UK, USA, Barbados and Canada. The school offered small class sizes and flexible grouping. The school was organised into three mixed-age group classes which started with Ripples Class (Reception and Year 1), followed by Waves (Years 2 and 3) and finally Tides (Years 4, 5 and 6). At the time of this inspection, approximately 22 per cent of the students were identified by the school as having special educational needs.

During the recent pandemic, leaders ensured that students were able to work effectively at home. Work was set for all students and almost all completed it. As a result, only a few students fell behind during the lockdown. These students have received guidance, help and support on their return in September.

Key strengths

- Students demonstrated positive attitudes to learning and good behaviour. Students were friendly, articulate and polite. Relationships were excellent between students and adults and amongst the students.
- Students demonstrated good civic and environmental understanding, including awareness of conservation and sustainability.
- The curriculum provided students with broad, balanced and enriching experiences, including a wide range of interesting topics that related well to real life and Caymanian culture.
- The school was safe and secure, and students said they felt well cared for by all staff.
- The school had established strong links with parents secured through regular two-way communication and effective partnerships.

Recommendations

- Raise student attainment in English, mathematics and science across all year groups.
- Ensure that monitoring and evaluation processes are rigorous and robust in order that they can be used more reliably to inform practice and improve the academic outcomes of all students, particularly those capable of higher levels of achievement.
- Improve the use of ICT (information communication and technology), integrating it into the planning and delivery of lessons more effectively.

Summary

Overall Evaluation - Good

Footsteps performs well in most major aspects of its work and capacity to improve further is good. Across all quality indicators, almost all judgements were good or better, and these included:

- Students' progress in English, mathematics and science;
- positive behaviour for good learning;
- civic and environmental understanding;
- teaching and learning;
- health and safety and support and guidance;
- leadership;
- self-evaluation and improvement planning.

The school also had some excellent features which included:

- positive behaviour for good learning;
- curriculum quality;
- links with parents and the community.

Students' attainment in English, mathematics, science was satisfactory. Assessment arrangements were also judged to be satisfactory.

Footsteps was judged to be a good school because school leaders fostered an inclusive ethos and sought to develop a true love of learning in all students. The students were passionate about environmental, global, and social issues. They were friendly, articulate, and polite. Relationships were excellent amongst the students and adults. The curriculum gave students an interesting and wide range of topics that related well to real life. Parents were able to speak readily to teachers and they received good information about how well their children were achieving.

Achievement

Students' attainment in relation to international standards	Primary
Attainment in English	Satisfactory
Attainment in mathematics	Satisfactory
Attainment in science	Satisfactory

Attainment in English was satisfactory. In lessons, students' workbooks and in individual students' current internal test data, most students' standards of achievement were in line with those expected for their ages. Students in the oldest age group could write using the features of speech such as alliteration, opinion and rhetorical questions. They knew about writing in different genres and had learnt how to make stories come to life. For example, when comparing one character with another, a student wrote, 'Now Jess is a whole other story!'. Students in all age groups were passionate about books and were reading in line with international standards. Their ability with the spoken word was good and supported their writing; grammatically, expressively and with planning the plot. Students' handwriting, however, was under developed.

Attainment in mathematics was satisfactory. In lessons, students' workbooks and in current internal test data, most students achieved at the expected level from the national curriculum for this stage of the academic year. Most students could make use of manipulatives and appropriate resources to support their understanding of number. For example, younger students were able to add and subtract two-digit numbers to 20 confidently using the number line to support them. Older students demonstrated age-appropriate skills in mental calculation. Most students were able to convert smaller to larger units of length using decimal notation. Realistic contexts for mathematical learning supported students' confidence with number, shape and measures. There was evidence of students' development in reasoning and problem solving, though this was inconsistent across the school.

Attainment in science was satisfactory. Overall, standards were in line with national curriculum standards. In lessons, most children demonstrated age-appropriate scientific knowledge and understanding. Children in the early years were able to investigate the natural environment using simple scientific language. Key Stage 1 students were able to describe, in simple terms, how fossils were formed when living things were trapped within rocks. Key Stage 2 students grouped and identified different types of rocks and their properties using a microscope and magnifying glasses. They were able to distinguish metamorphic rocks from igneous rocks and sedimentary rocks. The use of subject specific vocabulary was a strength across all year groups.

Students' progress in key subjects	Primary
Progress in English	Good
Progress in mathematics	Good
Progress in science	Good

Students made good progress in English in all classes. From low starting points most students made good gains in their knowledge and skills in reading and writing. The youngest children had improved their first steps in writing well and the phonics skills they were acquiring contributed effectively to this. Key Stage 1 students had learnt to use simple phonic sounds such as 'oy' to make more complex words such as 'annoy'. Their unassisted writing was aided by this skill and by using the technique of saying a phrase aloud before putting pen to paper. Older students completed good amounts of writing in lesson supported by well-structured information which they could follow step-by-step and then apply. Reading and the love of reading was a positive feature of provision and students had made considerable progress over the term, many tackling books they originally considered to be too difficult.

Progress in mathematics was good. In relation to students' starting points, most students showed good progression of mathematical skills over time. Evidence from lesson observations and in students' books showed that teachers provided an appropriate range of mathematical experiences which engaged and motivated the students. Key Stage 1 students demonstrated their understanding of partitioning two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. Key Stage 2 students were immersed in using their local environment to develop their mathematical thinking. For example, students created 6-pointed stars by collecting sticks and branches from the beach and were able to use and apply their understanding of measurement and angles to create the shape from natural objects. Lessons were planned effectively and teachers demonstrated strong subject knowledge and placed a real emphasis on students applying their mathematical skills within a rich outdoor learning environment.

In science, progress was good as teachers demonstrated a sound knowledge of the subject and prepared lessons well to help students gain new understanding of scientific topics. Most students made good gains in relation to their starting points by demonstrating age-appropriate scientific skills and knowledge. Opportunities to conduct investigations at the local beach enabled students to experience practical science-based activities that included making predictions, testing their ideas and drawing conclusions. For example, in Reception and Key Stage 1, students were able to work scientifically to collect, group, classify and describe and notice patterns in natural objects they found on the beach. As part of the outdoor learning curriculum, Key Stage 2 students worked collaboratively to use their enquiry skills to identify the main characteristics of marine life on the beach. Students were able to find and identify different

types of algae on the beach and iron-shore and grouped and identified their findings in different ways according to their properties by taking samples to look at under the microscope.

Students' personal and social development

Promoting students' personal and social development	Primary
Positive behaviour for good learning	Excellent
Students' civic and environmental understanding	Good

Positive behaviour for good learning was excellent. Students' personal development and their conduct in lessons and around the school were exemplary. Students enjoyed excellent relationships with staff. They responded well to the high expectations set regarding their behaviour and respected the excellent role models presented to them by their teachers. All students were polite and courteous in their interactions with their peers, staff and visitors. This was evident in lessons and at break and lunch times. Students demonstrated tolerance towards their peers and co-operated well with each other. In interviews, all students reported that they felt safe and cared for at school and that incidents of bullying were rare. In the student survey, almost all students highlighted the caring, inclusive culture of the school. The result was the creation of a rich learning environment where all students felt valued and were comfortable in expressing themselves with confidence. Students wore their school uniform with pride. Attendance was good with a termly average of at least 96 per cent. Almost all students arrived punctually to school and demonstrated high levels of motivation and engagement in lessons.

Civic and environmental understanding was good. Most students had a good understanding of the local community and participated in various environmental projects and conservation activities. Students' active participation in these environmental initiatives contributed positively to the understanding of their role in the Caribbean and global community. This included the beach clean-up and an erosion project. Most students had a sound knowledge of Caymanian culture and heritage. Cayman culture and history were proudly displayed at the entrance of the school. They took pride in caring for their school environment by ensuring that their books and equipment were stored away carefully. A few students were able to identify the roles and responsibilities of the country's leaders. Most students demonstrated age-appropriate awareness of the Christian religion as they prayed, sang and actively participated in school-wide devotions and religious education lessons. The national song was sung during the weekly 'together time'. Although students participated in environmental activities, they did not have sufficient opportunities to initiate self-directed events and projects.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Primary
Teaching	Good
Learning	Good
Assessment	Satisfactory

Teaching was good in English, mathematics and science. Teachers were knowledgeable about their students' abilities and had good subject knowledge. Time in lessons was well used with an emphasis on learning rather than on just completing the task. Minimal time was spent managing behaviour because teachers planned engaging lesson content and expectations were consistently high. This allowed all students to make good progress from their starting points. Students' interests were developed through imaginative approaches. Younger students had chosen to write each other letters and were given resources to support their ideas and knowledge which encouraged more purposeful writing. Older students studied a book in depth each day, reading it together with insightful teacher support. This book became the focus for other work such as in English where students started writing their own adventures. Teachers enjoyed excellent relationships with their students, supporting almost all, including those with learning needs, well. On occasion, particularly in mathematics and science, greater challenge was needed for the more advanced students. Information and communication technology was not consistently or effectively used in all lessons. Teaching in other subjects was good as the specialist knowledge and enthusiasm of staff was mirrored by the students. For example, in music, students learnt to sing and use their voices to create and compose music on their own and with others.

Learning was good and students enthusiastically engaged in the tasks and activities they were given. They were acutely aware of how much they had improved since being in the school and made serious efforts to continue to get better. Students could talk fluently about what they were good at and where they needed to practise more. They were given opportunities to learn from their environment. They were willing explorers, for example, and delighted in the discovery of algae and sponges and finding a red coral crab hiding on the iron-shore rocks. They felt they became 'professionals' as they made microscope slides of algae. They were supportive and collaborative learners keen for everyone to succeed. When given opportunities they demonstrated good critical thinking abilities.

Assessment arrangements were satisfactory. This was, in part, due to the school's short life which meant that there was no current assessment data over time. The school had a clear policy for assessment, though teachers' use of it was variable. Teachers kept records of all core subjects with internal checks and assessments and this helped most teachers know their students' strengths and weaknesses. Teachers were hampered in planning lessons with detail due to the lack of precision in data analysis. Feedback to students about how well they were doing was satisfactory but inconsistent. It was frequent and was often most effective when given verbally as the student worked. Written marking was stronger in the older class. However, there was inconsistent feedback and marking strategies across the school to help students know precisely what would make each piece of work better and to challenge them to achieve more.

Curriculum

Offering a curriculum that meets the educational needs of all students	Primary
Curriculum	Excellent

The quality of the curriculum was excellent. The school was highly inclusive and took pride in creating a bespoke curriculum which met the needs of individual students. Effective plans were in place to ensure continuity and progression of curriculum content for students as they moved from one phase to the next. Students benefited from a wide range of outdoor activities which enabled them to explore and learn from their natural environment. For example, regular visits to the local beaches allowed students to make deep and meaningful connections to the world and gave them an understanding of how learners fit within it. The inclusive model promoted and fostered the respect for the community and environment. Regular visits to parks and beaches provided authentic experiences for students, primarily in mathematics and science. Students enjoyed visits to various local natural environments to investigate and explore nature through sensory experiences. The curriculum was culturally relevant and incorporated many facets of Caymanian culture. This contributed to the richness of the curriculum. Cross-curricula links were made with 'Plastic Free Cayman' and the recycling programme. Staff planned a comprehensive range of visits and visitors to the National Trust and the National Gallery.

Safety and support

Keeping our students safe and always supported	Primary
Health and safety	Good
Support and guidance	Good

Health and safety arrangements were good across the school. There was a strong emphasis on adherence to local health and safety requirements and all safeguarding policies, certificates and police clearance were up to date. Safety checks and risk assessments were undertaken prior to field trips. The premises were fully accessible, clean, and well maintained. Levels of security were good as visitors signed in and out and were provided with lanyards. Students were well cared for. Fire alarms and extinguishers were in good working condition. The fire service had issued a certificate of compliance and routine fire drills were clearly documented. A holistic approach was taken in relation to the health and well-being of the students. This resulted in the students being served healthy snacks and encouraged to be active throughout the day. Most staff and students were aware of the Child Protection Officer, with whom they could raise their concerns.

Support and guidance were good. Teachers had good relationships with their students. Throughout the school, staff established a safe learning environment. Consequently, students felt valued, respected, and motivated to learn. During observations, students demonstrated how to build good relationships with their peers and persevere in the face of challenges. Students were encouraged to acquire the knowledge, attitudes, and skills needed to recognise and manage their emotions and make responsible decisions. Teachers knew the students well and used attendance and behaviour information to track and provide targeted support, especially for those with special educational needs or additional learning needs. All students were fully integrated in all aspects of the school. Individual educational plans were well written and reviewed on a termly basis. However, the practice for identifying students with additional learning needs was not yet sufficiently robust and formalised.

Leadership and management

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

Overall, leadership was judged to be good. The Directors' clear vision, philosophy and strong leadership guided the school's inclusive, nurturing ethos and had the full support of the staff, parents and students. Highly motivated students benefited from specialist music and physical education teaching, and all students also learned French and Spanish. The staff team worked collegiately and demonstrated a strong sense of commitment in providing a rich and rewarding curriculum. Since the school opened, the Directors had been successful in driving improvement in several important areas including curriculum and teaching and learning. Leaders were highly ambitious and outward looking and sought to find the best practice in other schools with the aim of fully implementing a holistic approach to students' education. Staff had clearly defined roles of responsibility and worked well together as a team to ensure the smooth running of the school on a day-to-day basis. Teamwork was very strong with an ethos of sharing good practice in teaching and learning. The school had effective systems for monitoring its work. Teachers were given regular feedback about their practice and support in how to improve. Performance management arrangements were in place and informed professional development plans. As a newly established school, the capacity to improve was increasing as leaders became more confident. The two Directors realised that as the school increases in number of students, they need to appoint and develop the role of middle leaders in order to increase the leadership's capacity to further raise student achievement.

Self-evaluation and improvement planning were good. The two Directors had developed a realistic school improvement plan with additional strategies for future improvement to be implemented after the inspection. In view of the fact that the school had recently opened, leaders had undertaken an effective self-evaluation process that demonstrated that they knew the school well. The Directors and staff were aware of the areas requiring improvement as a result of regular evaluation of students' performance and the quality of teaching. Leaders regularly consulted with stakeholders about the priorities for improvement and had identified key priorities for immediate and long-term improvement. Senior leaders had identified and addressed training requirements to give staff the appropriate skills to meet students' special educational needs. Leaders rightly recognised that as a newly established school there is a

need for further refinement of the school's development plan by using assessment information more robustly to inform more incisive self-evaluation and school development.

The school's link with parents and the community was excellent. Parents made meaningful contributions to the work of the school. The majority of parents actively participated in planned activities and in school events and trips. The school maintained clear and consistent channels of communication with parents using various means such as newsletters, e-mails, telephone calls and informal conversations during drop-off and pick-up. Reporting on student progress was regular, detailed, personalised, and provided good guidance on what students needed to do to improve. Parents expressed high levels of satisfaction with the school and valued the school's open-door policy. As an inclusive school, Footsteps formed strong links with the community and benefited from a positive connection with Inclusion Cayman which provided targeted support and guidance to staff.

Staffing and the learning environment were judged to be good. Teaching staff were sufficiently qualified and deployed efficiently to maximise students' learning. The school leaders were trained with the aim of providing good guidance in inclusive practice. Specialist staff were employed to provide instructions in modern languages, music, drama, yoga and physical education. The re-purposed building was modern and well-designed. The shared library area was inviting and well-organised. Positioned in one corner of the library, was a reading tent furnished with soft cushions, making it a place of interest where children could relax and enjoy reading. The books in school covered a wide range of genre and catered to the diverse needs of age and stage of the learners. Resources for learning both indoors and outside were of good quality and plentiful. However, information and communication technology was not well integrated within lessons nor used to promote independent research and inquiry skills.

Survey results

Thirty-one parents, 11 staff and 13 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Almost all parents agreed that their children were making good progress in English, science and other subjects. They felt that the school responded to their concerns and provided regular reports on the progress of their children. All most all agreed that the school provided a good quality education for their children. All parents said their children enjoyed school and that they were inspired to learn. Parents all agreed that student behaviour was good and that students were developing good environmental understanding and a positive sense of responsibility towards the community. They all agreed that their children felt safe in school and that they were taught to have healthy lifestyles. Parents agreed that there was effective communication between school and parents and that the school was well led. The majority of parents felt that bullying was dealt with well in school. A few parents believed that their children did not have access to a good range of extra-curricular activities and that the quality of homework and amount was not always suitable. There were comments from 18 parents, and these were almost all positive and praised the school for the cross-curricular, innovative and holistic approach to learning.

Eleven staff completed the survey in advance of the school inspection. All agreed that the behaviour of students in the school was good and that the school provided a good quality of education. They believed that the school provided a safe and caring environment and that students were treated fairly. All staff agreed that the school actively dealt with bullying and that there was good support for students with special educational needs. They all believed that parents were effectively involved in the work of the school and that the school was well led. There were few concerns from staff as they were overwhelmingly positive about the school and said that the student's education and well-being to be a high priority for all staff. They were all proud of the broad and balanced, nature-oriented curriculum.

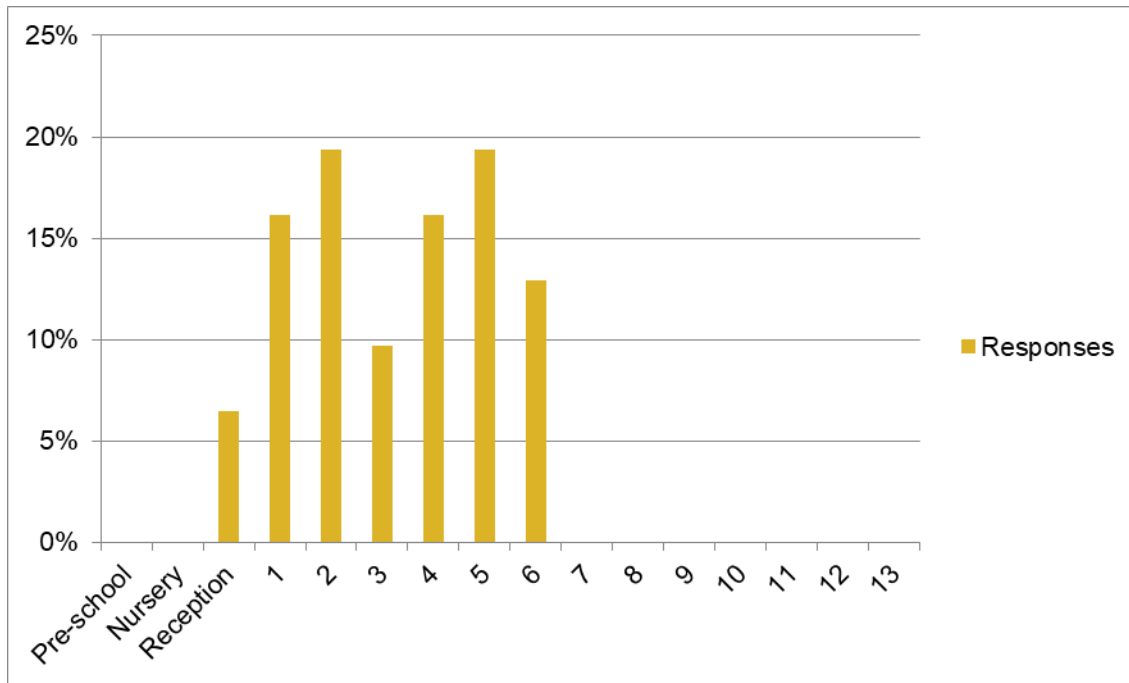
Thirteen students completed the on-line survey. Almost all students felt that their progress in English, mathematics and science was good. They all enjoyed their lessons and felt safe in school. All students said that behaviour was good in school and that the teachers listened to them if they had any concerns. They all agreed that the school was well led and that it provided children with a good quality of education. Almost all said that their teachers helped them to understand how well they were doing and how to improve their work. A minority of students felt that the school did not provide a good range of extra-curricular activities or provide the right amount of homework. A few of them believed that leaders did not consult them about the school could improve. Four students provided comments and all of them were positive. One stated 'Footsteps is a very kind and caring community and I feel safe being there'.

What happens next?

As Footsteps is judged to be providing overall a good quality of education, there will be no further inspections until the next round of inspections which will commence in January 2021.

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?



Response	Count
Answered	31
Skipped	0

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

Response	Percentage	Count
Less than one year	55%	17
More than one year but less than three years	45%	14
More than three years	0%	0
Answered		31
Skipped		0

What is your nationality?

43%

Caymanian

57%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	67%	20
Agree	30%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	30
	Skipped	1

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	57%	17
Agree	37%	11
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	30
	Skipped	1

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	53%	16
Agree	33%	10
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	3
	Answered	30
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	63%	19
Agree	27%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	3
	Answered	30
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	69%	20
Agree	31%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	76%	22
Agree	24%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	2

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	83%	24
Agree	17%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	2

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	71%	20
Agree	25%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	28
	Skipped	3

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	72%	21
Agree	28%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	2

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	66%	19
Agree	31%	9
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	34%	10
Agree	45%	13
Disagree	10%	3
Strongly Disagree	3%	1
I am unsure or unable to answer the question	7%	2
	Answered	29
	Skipped	2

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	62%	18
Agree	31%	9
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	29
	Skipped	2

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	34%	10
Agree	59%	17
Disagree	3%	1
Strongly Disagree	3%	1
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	2

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	79%	23
Agree	21%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	2

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	86%	25
Agree	14%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	2

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	62%	18
Agree	24%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	4
	Answered	29
	Skipped	2

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	76%	22
Agree	21%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	29
	Skipped	2

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	55%	16
Agree	10%	3
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	31%	9
	Answered	29
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	48%	14
Agree	31%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	21%	6
	Answered	29
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	66%	19
Agree	21%	6
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	3
	Answered	29
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	86%	25
Agree	14%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	2

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

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

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	66%	19
Agree	34%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	29
	Skipped	2

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	76%	22
Agree	21%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	29
	Skipped	2

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	59%	17
Agree	34%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	29
	Skipped	2

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	52%	15
Agree	45%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	29
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	38%	11
Agree	59%	17
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	29
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	52%	15
Agree	28%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	21%	6
	Answered	29
	Skipped	2

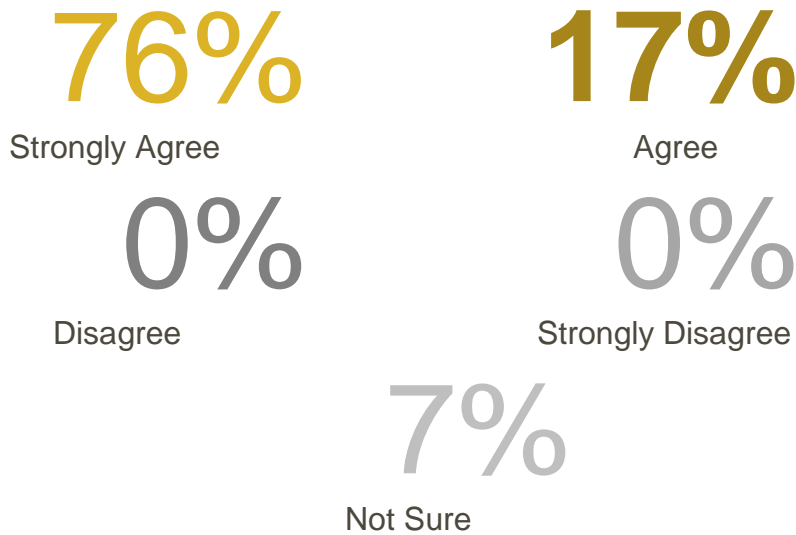
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	72%	21
Agree	21%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	2
	Answered	29
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	66%	19
Agree	31%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	29
	Skipped	2

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



Response	Count
Answered	29
Skipped	2

Office of Education Standards | Staff Survey 2020

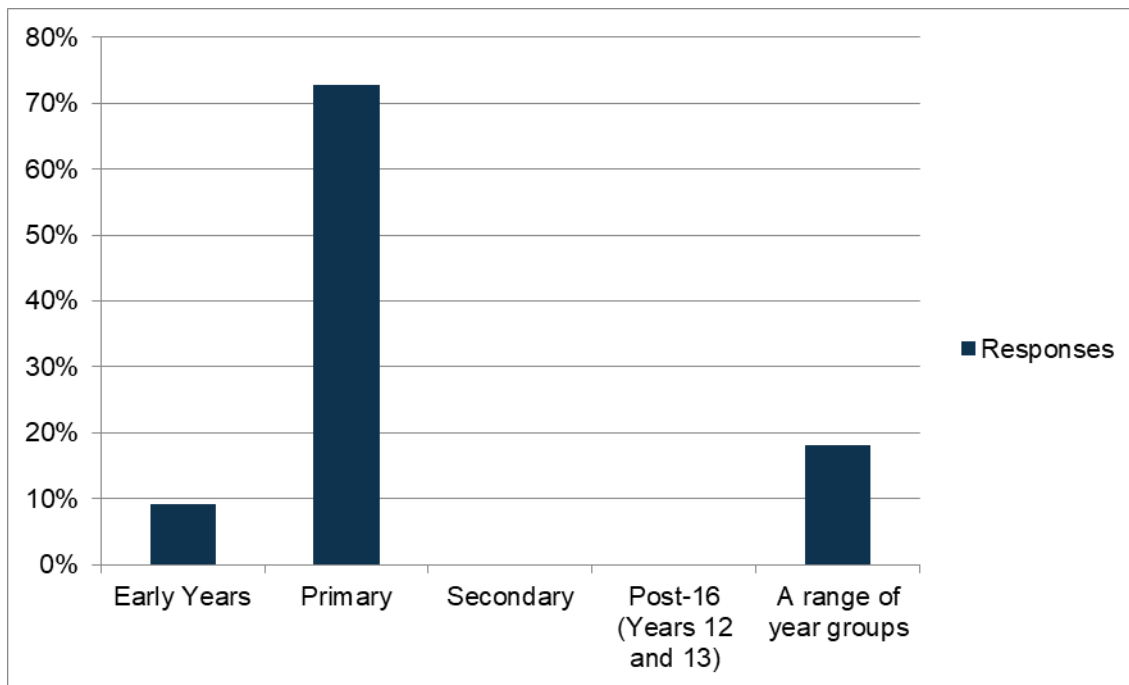
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	45%	5
More than one year but less than three years	18%	2
Three years or more	36%	4
	Answered	11
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

18%

Caymanian

82%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	64%	7
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45%	5
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	82%	9
Agree	9%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	36%	4
Agree	64%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45%	5
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45%	5
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	91%	10
Agree	9%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	82%	9
Agree	18%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	91%	10
Agree	9%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	73%	8
Agree	27%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	27%	3
Agree	64%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	73%	8
Agree	27%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	73%	8
Agree	27%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	64%	7
Agree	27%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	82%	9
Agree	18%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	45%	5
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	2
	Answered	11
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	55%	6
Agree	27%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	2
	Answered	11
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	73%	8
Agree	27%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

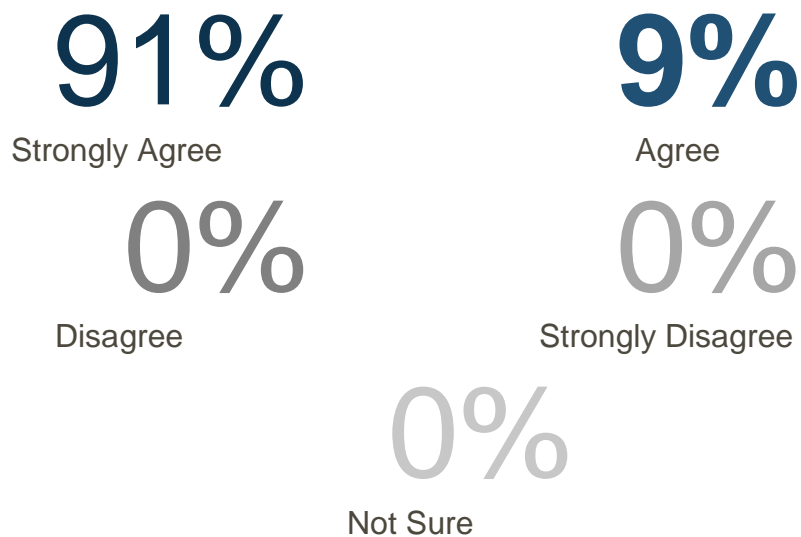
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	82%	9
Agree	18%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	64%	7
Agree	27%	3
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

Overall, this school provides a good quality of education.

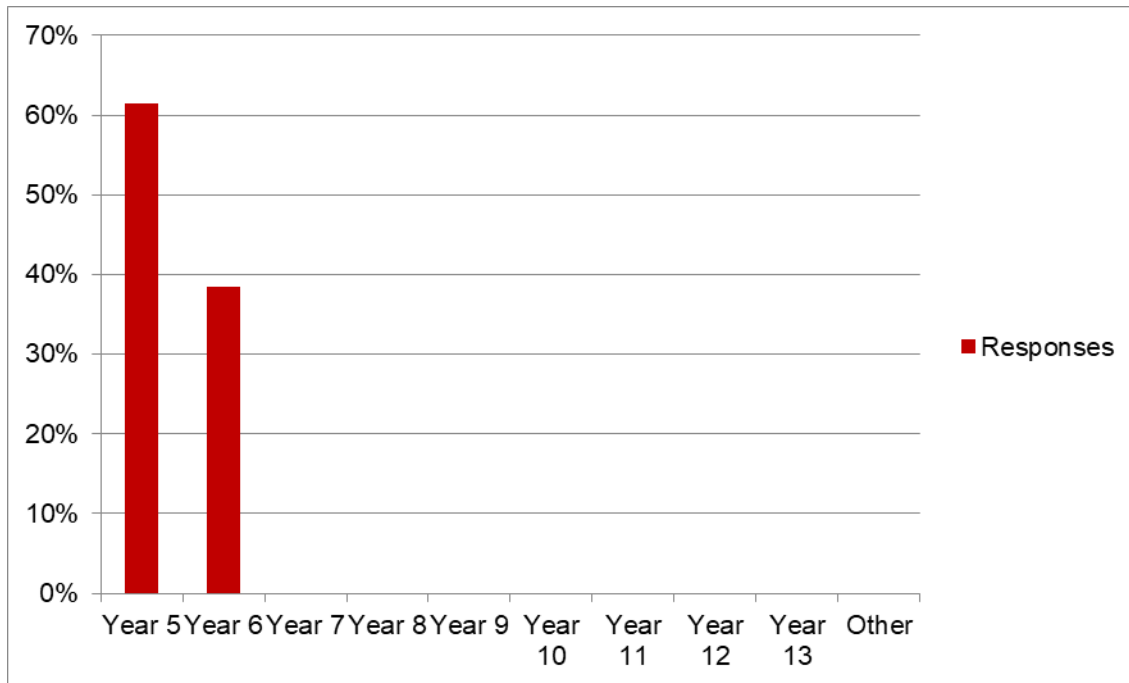


Response	Count
Answered	11
Skipped	0

Appendix 3

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

69%

Caymanian

31%

Non-Caymanian

Please state your gender.

15%

Boys

85%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	17%	2
Agree	67%	8
Disagree	8%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	1
	Answered	12
	Skipped	1

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	25%	3
Agree	58%	7
Disagree	8%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	1
	Answered	12
	Skipped	1

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	42%	5
Agree	42%	5
Disagree	8%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	1
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33%	4
Agree	50%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	2
	Answered	12
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	25%	3
Agree	75%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33%	4
Agree	50%	6
Disagree	8%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	1
	Answered	12
	Skipped	1

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	42%	5
Agree	58%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	45%	5
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	36%	4
Agree	55%	6
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	55%	6
Agree	36%	4
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	18%	2
Agree	55%	6
Disagree	18%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	2

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	27%	3
Agree	64%	7
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	9%	1
Agree	73%	8
Disagree	18%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	36%	4
Agree	55%	6
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	64%	7
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	73%	8
Agree	27%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

I feel safe on school buses.

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

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	45%	5
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	45%	5
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	45%	5
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	40%	4
Agree	50%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	64%	7
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	36%	4
Agree	36%	4
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	2
	Answered	11
	Skipped	2

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	36%	4
Agree	64%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	55%	6
Agree	27%	3
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	36%	4
Agree	55%	6
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	55%	6
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	2

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	55%	6
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	2

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

36%

Strongly Agree

64%

Agree

0%

Disagree

0%

Strongly Disagree

0%

Not Sure

Response	Count
Answered	11
Skipped	2

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

