



## INSPECTION REPORT

### **HOPE ACADEMY**

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.

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

## Information about Hope Academy

<b>Name of school</b>	Hope Academy
<b>Address</b>	Grand Harbour. Units 1 to 8, Crewe Road, Grand Cayman, KY1-1205
<b>Telephone</b>	769-4693
<b>E-mail address</b>	office@hopecayman.com
<b>School Website</b>	www.hopecayman.com
<b>Principal</b>	Dr. Samantha Tibbetts
<b>School day timing</b>	Monday to Friday from 8:00am to 14:30pm
<b>Age range of students</b>	5 to 18 years
<b>Number of students</b>	106
<b>Number of teaching staff</b>	16
<b>Number of support staff</b>	29
<b>Date of last inspection</b>	2014

## The context of the school

Hope Academy is a fully inclusive private, co-educational school for students from five to eighteen years of age. The school provides a full-time academic programme of study that followed the Florida State Standards complemented by after-school support or tutoring. The school has a licensed health care facility that provided clinical services to the students and wider community. Specialist services included speech and language therapy, mental health counselling, and Applied Behavioural Analysis (ABA) staffed by nine registered behavioural therapists and two certified behaviour analysts. This team of specialists were responsible for the design and evaluation of individualised programmes for students with a range of needs. The school's mission was to promote hope, optimism, perseverance and excellence among students.

The school opened in 2009, located at Grand Harbour. At the time of the inspection there were 106 students on roll, the large majority of which were Caymanian. The school population had twice as many boys than girls. There were 89 students who were diagnosed with special educational needs. The senior leadership team consisted of the Principal, Vice-Principal, Director of Academic and Financial Services and Dean of Student Services.

The curriculum was based on the Florida State Standards. Almost all students graduated from Grade 12 with a high school diploma. Students who had gaps in their curriculum coverage and not able to attend in person were given the opportunity to recover credits by supervised study with an external on-line platform provider. A few students, not in attendance due to ill health, were able to attend ordinary classes by connecting to their class on-line. A majority of high school students wrote SAT and pSAT assessments in readiness for application to higher education.

The school was organised into primary, middle and high school where students were taught in small classes with a high adult to student ratio. The primary phase included classes from Kindergarten to Grade 5. Middle school included Grades 6 to 8 and the high school phase was from Grade 9 to 12. There were sixteen teachers and twenty-nine support staff. The school had responded to a need to open a government approved Kindergarten provision for one year to prepare a small number of children for readiness to learn. There were classes where grade groups were combined but from Grade 6 upwards, students were taught separately for the core subjects of English, mathematics and science.

Since students returned to school after the COVID-19 lockdown, staff and students had been provided with support in 'mindfulness' relaxation sessions and the teachers' calendar was restructured to provide more 'teacher work days' where they planned collaboratively, trained in writing individual educational plans (IEP's) and had training in on-line teaching. In response to government guidelines, the school divided students into teaching pods and teachers taught within one pod. This required teachers to deliver lessons beyond their specialism, which they did successfully.

## Key strengths

- Across all phases of the school progress in English, mathematics and science was good.
- Students demonstrated positive behaviour for learning and showed high levels of engagement in lessons. Relationships between adults and students were highly positive and productive.
- Students had age-appropriate knowledge and understanding of Caymanian culture.
- Effective teaching and use of resources supported students' independence and higher order thinking skills.
- The excellent breadth of specialist provision and expertise which helped personalise learning and provided well for the diverse range of students' additional needs.
- The school leaders' vision to create a unique learning environment that focused on the holistic development of a multi-sensory, individualised educational programme.

## Recommendations

- Ensure that all assessment data is meaningfully organised and accessible to teachers by providing a clear and coherent profile of each student's progress and attainment in the core subjects.
- Ensure that the curriculum consistently includes creative, physical and practical experiences for all age-groups.
- Strengthen the capacity of middle leaders to monitor teaching and learning and share best practice.

# Summary

## Overall Evaluation - Good

Hope Academy was judged to be a good school with considerable strengths in developing students' personal, social and academic performance. The Principal, senior leadership team and associated clinicians had good capacity to further improve the academy's standards.

Support and guidance were judged to be excellent with most of the quality indicators judged to be good. Almost all aspects of leadership were judged to be good but the schools' ability to provide additional space to support students' physical and scientific skills was limited.

Almost all students made good progress in English, mathematics and science with the majority of high school students moving on to university. There were no weak areas though curriculum, health and safety together with staffing and resources were judged to be satisfactory.



# Achievement

<b>Students' attainment in relation to international standards</b>	<b>Primary</b>	<b>Middle</b>	<b>High</b>
Attainment in English	Satisfactory	Satisfactory	Satisfactory
Attainment in mathematics	Satisfactory	Satisfactory	Satisfactory
Attainment in science	Satisfactory	Satisfactory	Satisfactory

Attainment in English was satisfactory overall. In primary classes attainment was satisfactory because most students could pronounce their phonics sounds and segment and blend each letter sound to pronounce simple words. By Grade 4, most students could write simple words and short sentences. Not all consistently used punctuation such as capital letters and full stops. Handwriting was often weak although the content of word-processed assignments was satisfactory. High school students wrote challenging assignments on business marketing strategies. Most students responded critically to literature, including fiction and poetry. In Grade 12, students integrated multiple sources of information to create a descriptive outline for a Podcast on a chosen psychological disorder. Reading comprehension was a strength at all ages. However, a minority of students did not read for pleasure.

Attainment in mathematics was satisfactory. The majority of students across the primary, middle and high school phases attained at levels that were aligned to the Florida State Standards. Most students achieved satisfactory results in the quarterly internal assessments including the STAR mathematics standardised tests. A minority achieved better than expected attainment levels. In lessons, students' attainment in Grades 11 to 12 was comparable to expected international standards and most students demonstrated age-appropriate deductive reasoning skills. The majority showed great autonomy in mathematical computations and skillfully solved problems in varied contexts. In the middle school, Grade 8 students' use of critical thinking skills enabled appropriate use of the inverse operation in solving equations. Grade 3 students showed understanding of the values of numbers as they derived products of two- and three-digit numbers.

Attainment in science was satisfactory across all phases of the school. School-based assessment and a review of students' recent classwork indicated that most achieved at levels in line with the Florida State Standards. Students in primary engaged in a range of practical activities to promote their scientific enquiry. They demonstrated age-appropriate skills in observation, prediction, and recording. For example, younger students in the primary phase created pizza box solar ovens to investigate how the sun's energy heated the earth. Students in middle school showed good understanding of the functions of the ear and were able to make connections with the influence of human actions on the local environment. At Grade 12

students planned and conducted scientific investigations. Most teachers structured opportunities for students to participate in practical activities to demonstrate their learning and to consolidate their knowledge and understanding of scientific concepts.

<b>Students' progress in key subjects</b>	<b>Primary</b>	<b>Middle</b>	<b>High</b>
Progress in English	Good	Good	Good
Progress in mathematics	Good	Good	Good
Progress in science	Good	Good	Good

Progress in English was good in all age groups and excellent in a few lessons in middle and high school. Almost all students enjoyed learning and assumed increasing responsibility for their own learning as they moved through the school. By middle and high school, they used their highly developed information technology skills to research topics of interest. In a Grade 8 class students engaged in collaborative discussion in a Socratic seminar. One student joined the seminar on-line. They used open-ended comprehension, interpretative and application questions to discuss a novel 'The Hate U Give', by Angie Thomas. Students made excellent progress as they delved deeper into topics such as racism, teenage relationships and death. It was a structured, well-planned challenging learning experience. Collaborative and partnership learning featured in almost all classes which supported and accelerated the progress of students. In Grade 1 to 3 students learned to share, discuss and work with adults who helped them. Purposeful group work was evident in middle and high school and was used frequently as preparatory talk for writing.

Students' progress in mathematics was good. Most students in all phases made good progress overtime and in lessons. The rate of students' progress was linked to the careful use of diagnostic assessment data that informed the planning of lessons. In Grade 12 most students used interpretive and critical thinking skills as they made comparisons between graphs and corresponding algebraic functions. Most Grade 8 students were able to apply the rule of inverse operations to solve equations as well as creating input and output tables of co-ordinates to ascertain proportional relationships. In Grade 6, most students successfully performed decimal computations. Most Grade 3 students were secure in their use of expanded multiplication to derive products. Using visual representations, almost all students at Grade 2 added two and three digit numbers without regrouping.

Progress in science was good across all phases of the school. The students in primary could explain what they were learning. They were knowledgeable about the life cycle of plants and made accurate predictions about which condition was best for seeds to grow. Most could explain that the nutrients present in soil made it a more favourable condition for seeds. Most students progressed well in lessons, demonstrated good understanding of lesson content and

showed high levels of engagement in their learning. In middle school, students could describe the differences between competition and independence. In the high school, Grade 12 students modelled the scientific method of investigation. They worked collaboratively to develop their key questions, framed hypotheses and planned and conducted an experiment to investigate how differences in salinity and temperature caused motion in the ocean. Effective use of resources and the opportunity for hands-on practical activities successfully promoted students' knowledge, skills and understanding in science.

## Students' personal and social development

<b>Promoting students' personal and social development</b>	<b>Primary</b>	<b>Middle</b>	<b>High</b>
Positive behaviour for good learning	Good	Good	Good
Students' civic and environmental understanding	Good	Good	Good

Across all phases, students' positive behaviour for learning was good. Most students were observed managing self-directed learning. They stayed on task and were purposefully engaged, evidenced by their accurate responses to teachers' oral questions. Students also demonstrated self-organisation and responsibility as they manipulated on-line learning platforms for research and lesson tasks. Mutual respect among staff and students was apparent. For example, students were allowed to express their views about the impact of lessons on their learning in supportive classroom environments. Students conformed to the established dress code policy and were punctual to school and lessons. Attendance was satisfactory at 95 per cent.

Students' civic and environmental responsibility was good. Almost all students fully understood the distinctive features of Caymanian life, local traditions and culture. The school was successful in promoting students' understanding of conservation and sustainability and local Caymanian heritage. Older students understood the need to protect local, natural and world resources. For example, students had participated in beach clean-ups and turtle release projects. Furthermore, in an effort to expand students' awareness of Caymanian history, lifestyle and culture, students have participated in a range of planned visits throughout the year to Pedro Castle, the Legislative Assembly and Star Fish Point. In addition, speakers from the National Trust and demonstrations from community members had enhanced students' understanding of Caymanian culture and heritage. Students also participated in charitable and community service programmes. Students contributed to the life of the school through involvement in the students' council. In social studies, the school promoted students' knowledge and understanding of rights and responsibilities and respect for human rights.

## Teaching, learning and assessment

<b>Ensuring effective teaching to support students' learning</b>	<b>Primary</b>	<b>Middle</b>	<b>High</b>
Teaching	Good	Good	Good
Learning	Good	Good	Good
Assessment	Good	Good	Good

Teaching was good overall. Teachers' subject knowledge was strong. Almost all lessons were well planned with clear objectives which were shared with students. Teachers managed time and resources appropriately. A key feature of most lessons was the use of information and communication technology (ICT) by both teachers and students to support learning and research. Grade 7 students researched D-Day and their information provided the basis of a series of lessons about World War 2. ICT and research skills were evident in science and other subjects. Highly effective classroom management techniques ensured a calm, orderly learning environment. One strength of teaching was the range of effective strategies used by staff to meet the needs of all students. These included support in classrooms from teaching assistants and behavioural therapists, on-line provision both in and out of school, and a variety of differentiated materials and resources and intervention programmes. Teaching in other subjects was satisfactory overall. During the lockdown, students were taught music on-line in recorded lessons and practised their touch typing which improved the speed of their writing in class.

Learning was good. Almost all students were purposefully engaged in lessons, often taking responsibility for their own learning. They worked independently and collaboratively both in groups and with a partner. Most students could find things out for themselves and select relevant information. In a Grade 10 lesson, after a discussion about fictional and non-fictional monsters, students researched and collected information about real-life teenage 'monsters' who were serving life sentences for their committed crimes. Students' used ICT extensively and effectively to support their learning and research topics. Learning often linked students' experiences to the local community and environment which gave tasks relevancy.

Assessment arrangements were good. There were examples of effective practices to monitor students' progress. Record keeping was sufficiently detailed and some assessment data was used effectively by staff to meet students' learning needs. The tracking of students' progress began on entry to the school and developed with checklists in the primary and high school phases so students could assess their own work and that of their peers. Assessment for learning was integrated into subject schemes of work. Almost all teachers knew their students well and set appropriate targets. The use of assessment data to provide individualised support

for students with special educational needs was a strength of the school. Marking was consistent and feedback to students was sufficiently regular and formative to support them to make improvements. In addition, written reports were provided to parents four times each year, and parent conferences provided an established forum for discussion about students' progress in lessons. While assessment data was used to track and monitor students throughout the school, externally validated data was not available in all core subjects. The use of science checklists matched to standards was emerging. Assessment and tracking systems had improved since the last inspection with the use of the school's integrated software but teachers did not have sufficient access to the full range of students' assessment on the software system. The school leaders had not yet fully collated all available data to ensure that all teachers had access to promote further improvement in students' learning.

# Curriculum

<b>Offering a curriculum that meets the educational needs of all students</b>	<b>Primary</b>	<b>Middle</b>	<b>High</b>
Curriculum	Satisfactory	Satisfactory	Satisfactory

The quality of the curriculum was satisfactory and provided a range of learning experiences. The school used the Florida State curriculum. It was adapted to meet the special and unique needs of Hope Academy students. However, the curriculum did not consistently include creative, physical and practical experiences. Restrictions of student numbers, staffing specialisms and premises impacted annually on the breadth of provision. The curriculum was regularly reviewed with plans that mapped out expectations of what was to be taught in each unit of work. Transitions between different sections of the school were seamless and students were well prepared for progression to the next stage of their education. Grade 12 students undertook a work experience. An on-line touch-typing program had been recently introduced for middle and high school students. There was a wide range of extra-curricular activities, which included a bi-annual international field trip. The curriculum promoted cross-curricular links and offered meaningful, purposeful contexts for learning. These cross-curricular links, however, were not yet sufficiently systematically mapped, resulting in missed opportunities in a few lessons to cross-reference other areas of learning. The school's community links provided unique learning opportunities for students. For example, the students had sole use of the neighbouring skateboard park. Science lessons incorporated local knowledge and linked projects to local issues in the community and the environment.

## Safety and support

<b>Keeping our students safe and always supported</b>	<b>Primary</b>	<b>Middle</b>	<b>High</b>
Health and safety	Satisfactory	Satisfactory	Satisfactory
Support and guidance	Excellent	Excellent	Excellent

There were satisfactory arrangements in place to promote the health and safety of students and staff. The premises were secure and monitored by security cameras. The Dean of Students conducted regular and rigorous security checks throughout the school day. Permission slips and risk assessment for field trips were in place. The buildings and premises were clean and well maintained. Routine fire drills were conducted and records of these kept. Within the limits placed on them by the location, school leaders had put satisfactory arrangements in place to monitor students' movement between the school and outdoor play areas. There was planned provision for physical education in the school's timetable although variety was limited by facilities. There was however, a clear emphasis on healthy lifestyles. Staff were aware of child protection arrangements, but a minority had not attended up-to-date child protection training in the current academic year.

Provision for support and guidance was excellent. Staff and students had excellent rapport at all levels within the school. The staff's supportive and nurturing attitudes provided students with individualised and group learning experiences that facilitated their progress. There were well developed academic and behavioural intervention systems that identified and supported students with additional needs. The extensive range of academic and clinical services by highly skilled professionals was integrated with the school's programme. This ensured that all students with additional needs received specialised support. Individualised education plans were detailed and there was a balanced approach between achieving student social targets and the delivery of the core curriculum. For example, less able students received scaffolding and higher achieving students were challenged to quickly move on with their learning. The monitoring arrangements ensured that student achievements were well documented. Scheduled reviews informed adjustments in support provisions. Parents were regularly involved in these arrangements; they were frequently informed and assisted in monitoring their children's progress. The student voice advocacy initiative allowed students to play an integral part in their learning, as they made useful suggestions for career options and learning preferences. Career guidance provisions prepared students for higher studies and the world of work. The co-ordinated internship programme gave students an authentic experience that fostered employability and leadership skills.

In September 2020, the school had accepted a small group of Kindergarten-aged children who benefited from a specialised support programme devised by the therapeutic clinical team. This was designed to help the children be ready to enter Year 1 of another local school when places became available. The group had one-to-one adult guidance throughout the day. Two children had progressed onto learning a few letters, sounds and numbers. The provision was excellent and matched planned therapy to diagnosed medical needs.



## 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	Good
Staff and the learning environment	Satisfactory

Leadership and management were judged to be good. The Principal was supported by a senior leadership team that demonstrated good capacity to further improve the school. There was a shared sense of purpose and direction amongst the staff in developing a school with a special ethos and unique qualities. The middle management role was a recent initiative to distribute leadership by developing phase teams that met regularly to provide support for teachers, curriculum planning and student progress. Performance management was in place with some professional development, support and mentoring for staff. The phase teams have been successful in planning curriculum sequencing, transition and sharing good practice but middle leaders lacked time and professional guidance. While leaders had a rich source of data, it was not yet used systematically to further raise students' achievement.

The arrangements for improvement planning and self-evaluation were good. The senior management team had comprehensive arrangements in place to monitor and evaluate the quality of teaching and academic standards but there was a need to establish consistency between observations by senior and middle leaders. The arrangements to check students' progress using all available data was under developed. Since the previous report, the Principal had made good progress in addressing almost all of the recommendations from the last inspection. The school improvement plan accurately identified the areas prioritised and set out in the self-evaluation assessment. Strategic planning was a process shared between all leaders.

Links with parents and the wider community were good. The academy had effective communication with parents. While attendance to parent-teacher conferences was not high, parents were involved in the decision-making processes of the school and consulted in self-improvement planning matters. More recently, parents completed surveys on the quality of the distance learning provision and shared their ideas on the suggested health protocols for the school re-opening. Most parents spoke positively about the school's ability to provide instant updates on their children's learning. The database facilitated parents monitoring of students' academic, behavioural and attendance patterns and this information was also included in written reports. Parents appreciated the consultative and supportive approach to leadership and the commitment of staff to cater for the learning needs of their children. The school maintained a

relevant presence in the wider community. Members of the senior management team worked closely with the Cayman Islands Private School Association and established sporting links with other schools. Students' learning was enriched through educational visits to local community sites. For example, recent informational sessions were held on cyber security, fire prevention and healthy lifestyles. The school also extended its clinical and behavioural services to students in other schools.

Staffing and the learning environment were satisfactory. The school had a full complement of well-qualified teachers together with an extensive multi-disciplinary team to support students with special educational needs. The school had additional qualified teachers in support roles to ensure continuity of learning for students. The multi-disciplinary team and academic staff met weekly to ensure their efforts were co-ordinated. The school retained a balance of more experienced and recently appointed staff who worked together in phases. The facilities, including clinics, were clean and well-maintained with sufficient space. The lack of a laboratory and library limited curriculum opportunities. ICT provision across the school had improved and enhanced both teachers' and students' work. The premises were situated in a shopping plaza and lacked freedom to expand. Outdoor play had sole use of an adjacent skate park or a local playing field during school hours.

## Survey results

Seventy-six parents, 36 staff and 77 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 felt that the school provided a good quality of education. They agreed that students were safe, were treated fairly, communication was strong and that the school responded promptly to their concerns. They said that students enjoyed their lessons, that their behaviour was positive. They also stated that those with special educational needs were well supported, and that students had developed a sense of community responsibility and environmental understanding. Almost all parents felt that the school was led well, that parent-teacher meetings were effective and that the school well resourced. Most parents agreed that their children were making good progress in all three core subjects and other subjects and that students were inspired to learn. A majority of parents felt that the school did not provide a good range of extra-curricular activities, nor a wide enough choice of subjects.

Thirty-six staff completed the survey. All staff felt that the school was safe, that it treated students fairly and that the overall quality of education was good. Almost all believed that bullying when it occurred was dealt with effectively, that the school provided good support to students with special educational needs and that all students were helped with their next step in education. Most staff believed that students' behaviour was good and that they were developing a good understanding of healthy lifestyles and career choices. A minority of staff were concerned about the attendance at parent-teacher meetings and the degree of parental involvement in the school and the range of extra-curricular activities for the students. A few staff commented that students' sense of responsibility and community and understanding of healthy lifestyles could be stronger.

Seventy-seven students completed the on-line survey. Almost all students felt that their progress in English, science, mathematics and other subjects was good. Almost all students said lessons were good and that their teachers helped them to understand their work and how to improve. Most students enjoyed their lessons and almost all thought that the school provided a good quality of education. A minority had concerns about other students' behaviour, their sense of responsibility, their environmental understanding, the range of extra-curricular activities and subject choices. A minority felt they were not sufficiently consulted by the school. Forty-seven students made additional comments and almost all were positive. A few expressed a wish for more extra-curricular activities and a sports programme in the high school.

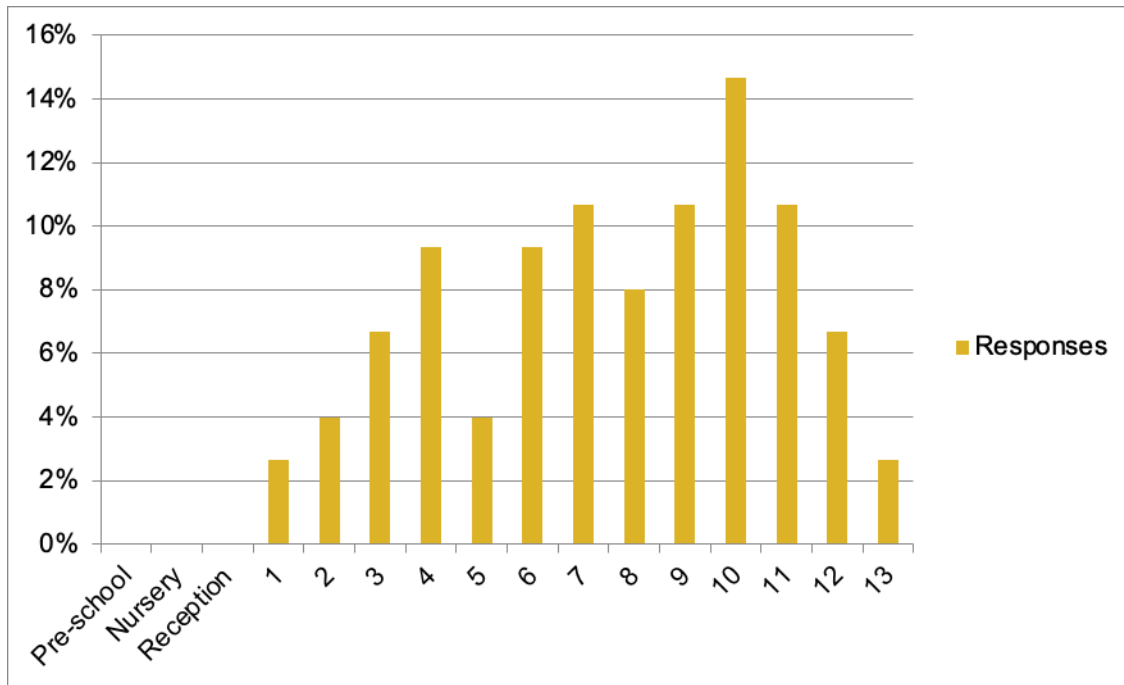
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### What happens next?

As the school 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	75
Skipped	1

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

Response	Percentage	Count
Less than one year	25%	19
More than one year but less than three years	28%	21
More than three years	47%	35
<b>Answered</b>		<b>75</b>
<b>Skipped</b>		<b>1</b>

*What is your nationality?*

**69%**

Caymanian

**31%**

Non-Caymanian

*My child is making good progress in English.*

Response	Percentage	Count
Strongly Agree	47%	35
Agree	44%	33
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>1</b>

*My child is making good progress in mathematics.*

Response	Percentage	Count
Strongly Agree	47%	35
Agree	43%	32
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	5%	4
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	45%	34
Agree	43%	32
Disagree	3%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	8%	6
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	43%	32
Agree	47%	35
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	29%	22
Agree	61%	46
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	6
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	35%	26
Agree	56%	42
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	39%	29
Agree	56%	42
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	2
	<b>Answered</b>	<b>75</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	55%	41
Agree	41%	30
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	36%	27
Agree	55%	41
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	38%	28
Agree	51%	38
Disagree	7%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	14%	10
Agree	38%	28
Disagree	24%	18
Strongly Disagree	11%	8
I am unsure or unable to answer the question	14%	10
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>



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

Response	Percentage	Count
Strongly Agree	20%	15
Agree	58%	43
Disagree	11%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	8
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	24%	18
Agree	65%	48
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	58%	43
Agree	39%	29
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	34%	25
Agree	55%	41
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	7
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	6%	4
Agree	17%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	78%	56
	<b>Answered</b>	<b>72</b>
	<b>Skipped</b>	<b>4</b>

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

Response	Percentage	Count
Strongly Agree	36%	27
Agree	59%	44
Disagree	0%	0
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	2
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	38%	28
Agree	42%	31
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	15
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	26%	19
Agree	36%	27
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	32%	24
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	65%	48
Agree	27%	20
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	5
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	54%	40
Agree	42%	31
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	28%	21
Agree	45%	33
Disagree	8%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	19%	14
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	51%	38
Agree	43%	32
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	51%	38
Agree	43%	32
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	54%	40
Agree	43%	32
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	42%	31
Agree	51%	38
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	24%	18
Agree	46%	34
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	26%	19
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	23%	17
Agree	39%	29
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	34%	25
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

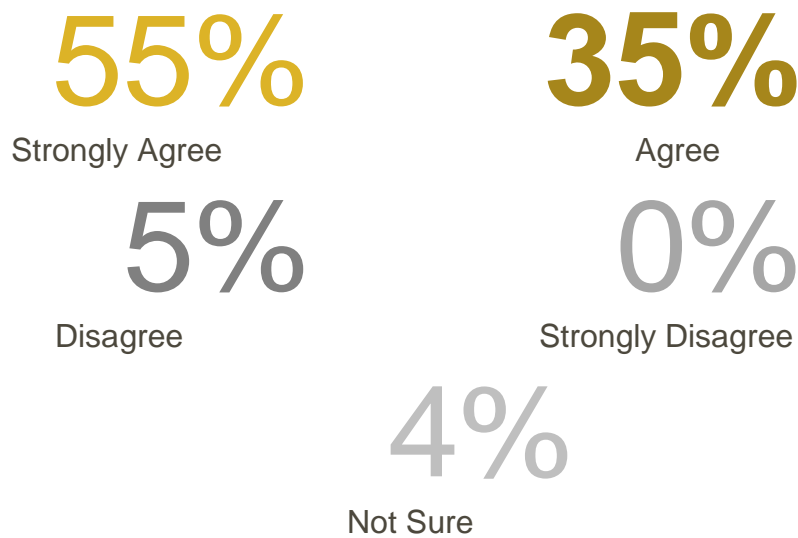
***The school has appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	51%	38
Agree	39%	29
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	6
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	49%	36
Agree	42%	31
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>2</b>

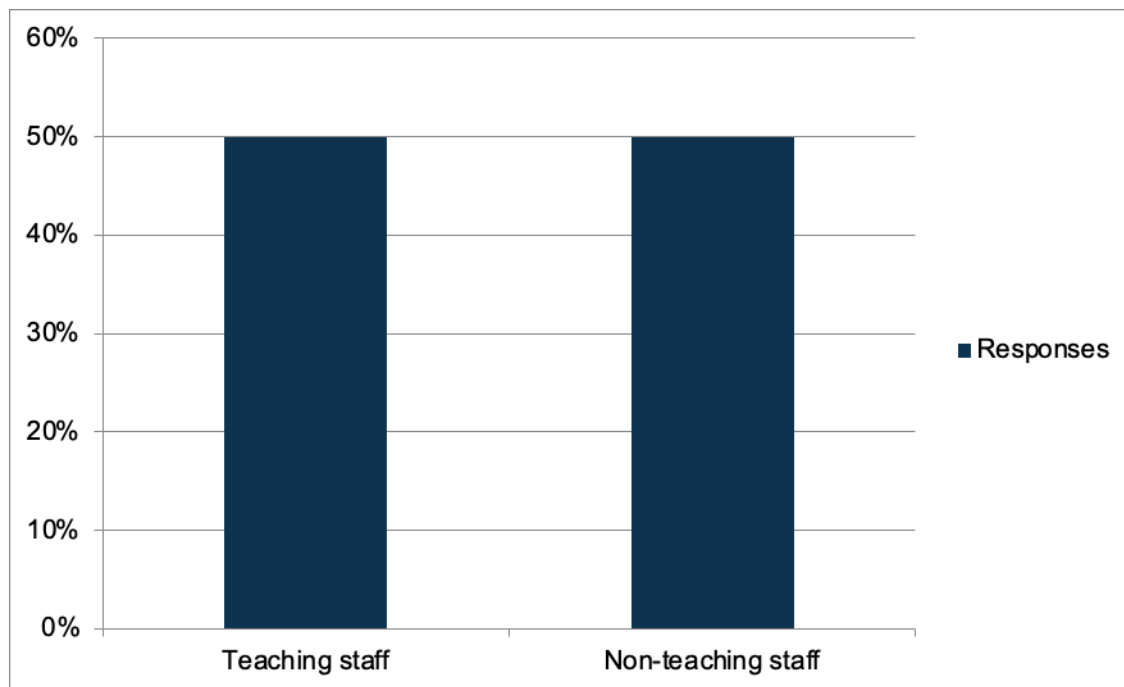
*Overall, I am satisfied with the quality of education provided at this school.*



Response	Count
<b>Answered</b>	<b>74</b>
<b>Skipped</b>	<b>2</b>

## Office of Education Standards | Staff Survey 2020

*What is your role in the school?*

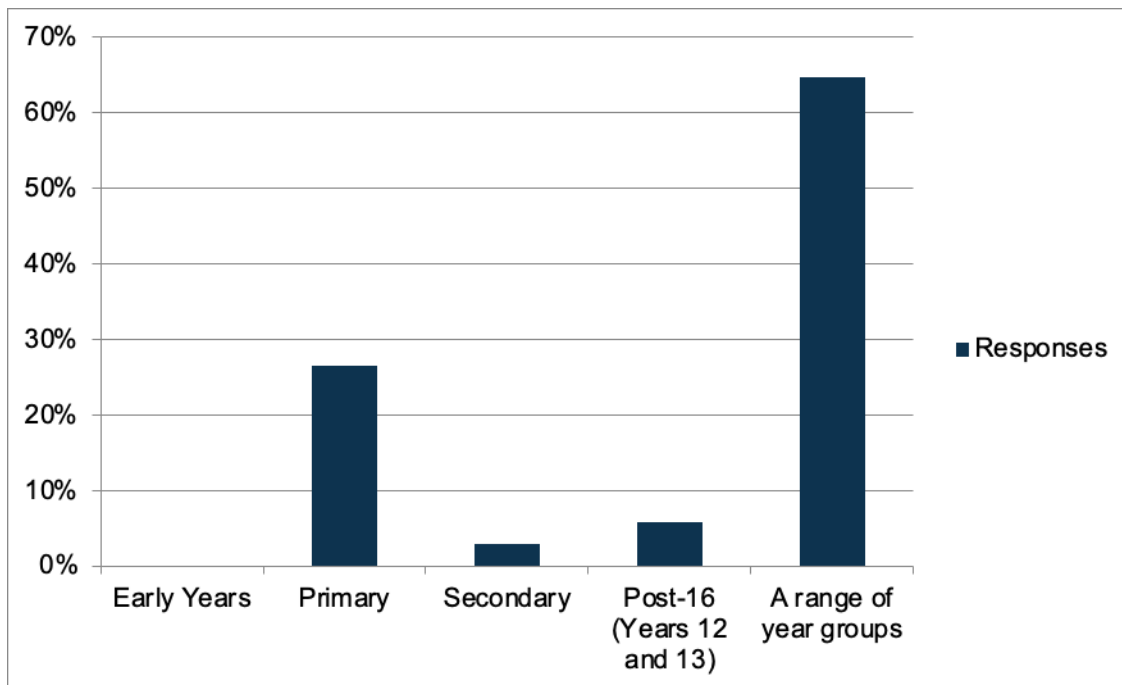


*How long have you worked at this school?*

Response	Percentage	Count
One year or less	14%	5
More than one year but less than three years	42%	15
Three years or more	44%	16
	<b>Answered</b>	<b>36</b>
	<b>Skipped</b>	<b>0</b>



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



**What is your nationality?**

17%

Caymanian

83%

Non-Caymanian

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

Response	Percentage	Count
Strongly Agree	23%	8
Agree	57%	20
Disagree	9%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	4
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	17%	6
Agree	54%	19
Disagree	17%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	4
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	15%	5
Agree	62%	21
Disagree	9%	3
Strongly Disagree	3%	1
I am unsure or unable to answer the question	12%	4
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	20%	7
Agree	63%	22
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	6
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	17%	6
Agree	43%	15
Disagree	17%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	23%	8
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	26%	9
Agree	66%	23
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	3
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	66%	23
Agree	34%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	17%	6
Agree	60%	21
Disagree	14%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	3
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

***Students are treated fairly at this school.***

Response	Percentage	Count
Strongly Agree	66%	23
Agree	34%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	66%	23
Agree	29%	10
Disagree	0%	0
Strongly Disagree	3%	1
I am unsure or unable to answer the question	3%	1
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	37%	13
Agree	43%	15
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	5
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	77%	27
Agree	14%	5
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	50%	17
Agree	29%	10
Disagree	12%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	3
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	30%	10
Agree	42%	14
Disagree	12%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	5
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>3</b>

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

Response	Percentage	Count
Strongly Agree	24%	8
Agree	52%	17
Disagree	9%	3
Strongly Disagree	3%	1
I am unsure or unable to answer the question	12%	4
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>3</b>

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

Response	Percentage	Count
Strongly Agree	21%	7
Agree	38%	13
Disagree	15%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	26%	9
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	15%	5
Agree	26%	9
Disagree	24%	8
Strongly Disagree	6%	2
I am unsure or unable to answer the question	29%	10
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	29%	10
Agree	50%	17
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	5
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

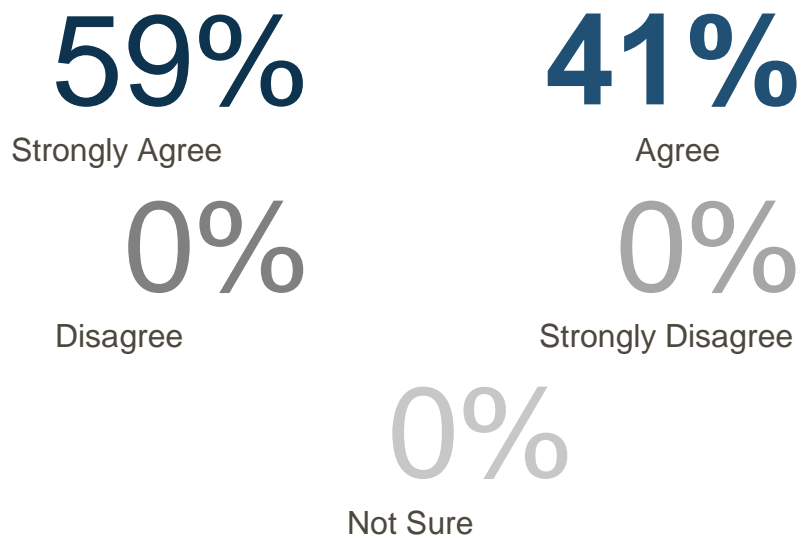
***The school has appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	44%	15
Agree	44%	15
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	3
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	36%	12
Agree	42%	14
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	6
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>3</b>

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



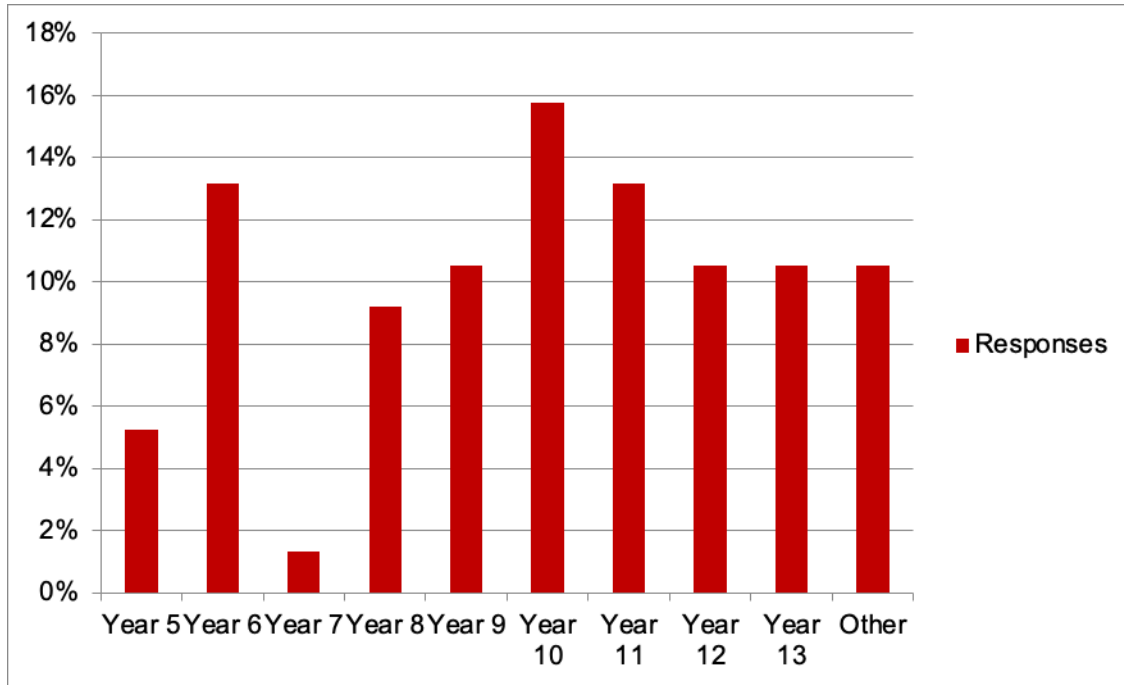
Response	Count
Answered	34
Skipped	2



## Appendix 3

### Office of Education Standards | Student Survey 2020

*Which is your current year group?*



*What is your nationality?*

**73%**

Caymanian

**27%**

Non-Caymanian

*Please state your gender.*

**69%**

Boys

**31%**

Girls

*I am making good progress in English.*

Response	Percentage	Count
Strongly Agree	26%	19
Agree	65%	48
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	6
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>3</b>

*I am making good progress in mathematics.*

Response	Percentage	Count
Strongly Agree	39%	29
Agree	47%	35
Disagree	7%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	5
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>3</b>

*I am making good progress in science.*

Response	Percentage	Count
Strongly Agree	30%	22
Agree	60%	44
Disagree	3%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	5%	4
	<b>Answered</b>	<b>73</b>
	<b>Skipped</b>	<b>4</b>

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

Response	Percentage	Count
Strongly Agree	30%	22
Agree	62%	46
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>74</b>
	<b>Skipped</b>	<b>3</b>

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

Response	Percentage	Count
Strongly Agree	15%	11
Agree	51%	37
Disagree	26%	19
Strongly Disagree	3%	2
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>72</b>
	<b>Skipped</b>	<b>5</b>

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

Response	Percentage	Count
Strongly Agree	16%	12
Agree	42%	31
Disagree	29%	21
Strongly Disagree	5%	4
I am unsure or unable to answer the question	7%	5
	<b>Answered</b>	<b>73</b>
	<b>Skipped</b>	<b>4</b>

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

Response	Percentage	Count
Strongly Agree	7%	5
Agree	38%	28
Disagree	26%	19
Strongly Disagree	4%	3
I am unsure or unable to answer the question	25%	18
	<b>Answered</b>	<b>73</b>
	<b>Skipped</b>	<b>4</b>

***Most of my lessons are good.***

Response	Percentage	Count
Strongly Agree	40%	28
Agree	50%	35
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>70</b>
	<b>Skipped</b>	<b>7</b>

***I enjoy most lessons.***

Response	Percentage	Count
Strongly Agree	34%	24
Agree	50%	35
Disagree	10%	7
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>70</b>
	<b>Skipped</b>	<b>7</b>

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

Response	Percentage	Count
Strongly Agree	58%	41
Agree	37%	26
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

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

Response	Percentage	Count
Strongly Agree	17%	12
Agree	23%	16
Disagree	21%	15
Strongly Disagree	10%	7
I am unsure or unable to answer the question	30%	21
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

***My school provides the subjects I wish to study.***

Response	Percentage	Count
Strongly Agree	24%	17
Agree	36%	25
Disagree	23%	16
Strongly Disagree	11%	8
I am unsure or unable to answer the question	6%	4
	<b>Answered</b>	<b>70</b>
	<b>Skipped</b>	<b>7</b>

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

Response	Percentage	Count
Strongly Agree	27%	19
Agree	56%	40
Disagree	7%	5
Strongly Disagree	6%	4
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

***Teachers explain to me how I can do better.***

Response	Percentage	Count
Strongly Agree	58%	42
Agree	39%	28
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>72</b>
	<b>Skipped</b>	<b>5</b>

***I feel safe and cared for at my school.***

Response	Percentage	Count
Strongly Agree	46%	33
Agree	38%	27
Disagree	7%	5
Strongly Disagree	3%	2
I am unsure or unable to answer the question	6%	4
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

***The school helps students choose a healthy lifestyle.***

Response	Percentage	Count
Strongly Agree	27%	19
Agree	48%	34
Disagree	14%	10
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	8
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

***I feel safe on school buses.***

Response	Percentage	Count
Strongly Agree	7%	5
Agree	13%	9
Disagree	4%	3
Strongly Disagree	8%	6
I am unsure or unable to answer the question	68%	48
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

***I am treated fairly at school.***

Response	Percentage	Count
Strongly Agree	25%	18
Agree	52%	37
Disagree	3%	2
Strongly Disagree	13%	9
I am unsure or unable to answer the question	7%	5
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

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

Response	Percentage	Count
Strongly Agree	38%	27
Agree	50%	36
Disagree	3%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	8%	6
	<b>Answered</b>	<b>72</b>
	<b>Skipped</b>	<b>5</b>

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

Response	Percentage	Count
Strongly Agree	33%	23
Agree	50%	35
Disagree	3%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	13%	9
	<b>Answered</b>	<b>70</b>
	<b>Skipped</b>	<b>7</b>

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

Response	Percentage	Count
Strongly Agree	36%	26
Agree	44%	32
Disagree	8%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	8
	<b>Answered</b>	<b>72</b>
	<b>Skipped</b>	<b>5</b>



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

Response	Percentage	Count
Strongly Agree	42%	29
Agree	48%	33
Disagree	3%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	4
	<b>Answered</b>	<b>69</b>
	<b>Skipped</b>	<b>8</b>

***The school has asked me about how it can improve.***

Response	Percentage	Count
Strongly Agree	22%	16
Agree	40%	29
Disagree	18%	13
Strongly Disagree	7%	5
I am unsure or unable to answer the question	13%	9
	<b>Answered</b>	<b>72</b>
	<b>Skipped</b>	<b>5</b>

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

Response	Percentage	Count
Strongly Agree	32%	23
Agree	41%	29
Disagree	13%	9
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	10
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

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

Response	Percentage	Count
Strongly Agree	38%	27
Agree	48%	34
Disagree	7%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	5
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

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

Response	Percentage	Count
Strongly Agree	20%	14
Agree	49%	35
Disagree	11%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	18%	13
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

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

Response	Percentage	Count
Strongly Agree	44%	31
Agree	48%	34
Disagree	7%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

*I have access to good quality resources for my learning.*

Response	Percentage	Count
Strongly Agree	39%	28
Agree	46%	33
Disagree	8%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>6</b>

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

**40%**

Strongly Agree

**7%**

Disagree

**46%**

Agree

**3%**

Strongly Disagree

**4%**

Not Sure

Response	Count
<b>Answered</b>	<b>70</b>
<b>Skipped</b>	<b>7</b>

# 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.

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## How to contact us

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

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

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## Where to read our reports?

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

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

