



CAYMAN ISLANDS GOVERNMENT

FOLLOW-THROUGH INSPECTION REPORT

SIR JOHN A. CUMBER PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
APRIL 2018

Table of Contents

Introduction	3
Recommendation 1	5
Recommendation 2	6
Recommendation 3	7
Recommendation 4	8
Recommendation 5	9
Recommendation 6	10
Recommendation 7	11
Recommendation 8	12
Recommendation 9	13
Recommendation 10	14
Recommendation 11	15

Recommendation 12	16
Recommendation 13	17
Recommendation 14	18
Recommendation 15	19
Recommendation 16	20
Survey Results	21
Appendix 1	23
Appendix 2	35
Appendix 3	44
Office of Education Standards.....	55



Introduction

In academic year 2014-15, the Minister for Education commissioned inspections of all government schools. The purpose of the inspections was to provide a baseline assessment of the quality of teaching and its impact on students' learning. Inspectors checked the progress students made and the standards they achieved, the effectiveness of the leadership and management of each school, and the academic standards, notably in English and mathematics. The reports were published during the same academic year and are available on the government website following the link below.

<http://www.education.gov.ky/portal/page/portal/mehhome/education/baseline-inspections-reports>

In academic year 2017-18, the Office of Education Standards commenced follow-through inspections to report on the progress made by each school since the initial visits in 2014-15.

Follow-Through Inspections

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

Views of stakeholders

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

Follow-Through Inspection of Sir John A. Cumber Primary School

The Follow-Through Inspection of Sir John A. Cumber Primary School took place from 24th April to 26th April 2018. The inspectorate gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, examination and assessment data were also reviewed.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Summary

During the Follow-Through Inspection, the inspectorate evaluated the progress that has been made by Sir John A. Cumber Primary School in addressing the 16 recommendations from the previous inspection report of 2014/15.

The inspectorate judged that there has been **weak** progress overall.

The Principal and the Senior Leadership Team were recently appointed to the school. The Principal commenced duties in August 2016 and had taken a number of effective steps to address weaknesses identified in the initial report of 2014/15. The Principal had developed an improvement plan and this had formed the basis for strategic interventions regarding staffing, teaching and the curriculum. The Senior Leadership Team had an accurate understanding of the school's strengths and weaknesses and demonstrated good capacity to support continued improvement.

During the inspection a number of teaching and support staff were absent from the school. As a consequence, in the absence of their teachers, support staff covered four classes and intervention programmes planned for students in Key Stage 2 (Years 4 to 6) were cancelled. The arrangement by which staff lacking teaching qualifications taught classes for up to three days was unsatisfactory and significantly affected the quality of students' learning, behaviour and their levels of achievement.

Recommendation 1

Follow assessments through into teaching, by identifying specific weaknesses and paying attention to these in the planning of lessons.

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

Staff had access to a comprehensive range of assessments regarding students' achievement in English and mathematics. Test results included data regarding students' strengths, weaknesses and their potential levels of achievement in reading, writing and mathematics. The reports for groups and individuals provided clear guidance regarding potential strategies to help students improve their levels of achievement. This information was used well by the Senior Leadership Team to determine which students would benefit from intervention programmes. Ongoing assessment information was used well by the school to review the effectiveness of the intervention programmes. However, in home-room classes and in lessons led by specialist teachers, the assessment information from literacy and mathematics tests was not used well to support students' learning. In Key Stage 2 classes, in particular, tasks were not matched to the differing needs of students and data from recent assessments did not inform the planned curriculum or the level of challenge within activities provided for the students.

Inspectors observed 55 lessons during the follow-through inspection. Although most lessons were judged to be satisfactory, around one quarter were evaluated as weak. Teaching quality was good in Reception classes and satisfactory in Key Stage 1 (Years 1 to 3). In Key Stage 2, both in lessons led by home-room teachers and by specialist staff, the quality of teaching was often weak. Poor student behaviour and teachers' ineffective classroom management were common features of the lessons observed in the Year 4 to 6 classes.

Recommendation 2

Track the progress of year groups over their time in school to monitor and accelerate the overall pace of progress.

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

The Principal had developed an effective system to track students' progress in reading, writing and mathematics. This system had been introduced at the start of the academic year 2017/18 and had been used to agree targets with teaching staff for all students from Y1 to Y6. As a consequence, expected levels of achievement were clear for all students and these were realistic as well as ambitious. Teachers discussed the individual targets for each student with senior leaders and appropriate progress goals across the academic year were set for all. Where progress was considered to be too slow or insufficient, students were selected for participation in the various intervention programmes, which had been developed for reading and mathematics.

Teachers' assessment of students' level of achievement were noted to be broadly accurate in Reception and Key Stage 1 classes. The Senior Leadership Team had introduced arrangements for the moderation of work to help ensure reliable and consistent approaches to assessment. At these stages, staff referred to an appropriate range of evidence from ongoing work and demonstrated a sound grasp of students' skills and knowledge in core curriculum subjects. In Key Stage 2, however, predicted levels of achievement were inflated and were not well evidenced from work observed during the inspection. In observed classes throughout Key Stage 2, students' skills, knowledge and understanding were weak and a majority struggled to achieve age-appropriate standards in their reading, writing and numeracy skills.

Recommendation 3

State plainly what students are expected to learn by the end of each year and take speedy action if students are falling behind.

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

Curriculum plans for English and mathematics were in place and these formed the basis for daily lessons for all classes. Teachers used the plans and exemplar lessons provided by the Ministry of Education to determine lesson content and progression in the curriculum from week to week and over the academic term.

As a consequence of the structure to the curriculum provided by the Ministry of Education, there were clear expectations about what each student should be taught and what they should achieve at the end of each academic year. In other subjects including science however, the curriculum content was under developed. The school offered the Primary Years Programme (PYP) from the International Baccalaureate Organisation (IBO) and had been authorised as an IB PYP school in 2012. The curriculum promoted an enquiry-based approach to lesson delivery and staff planned units of enquiry with reference to this required approach. In practice, during the inspection, the curriculum for science, music, religious education, social sciences and other subjects was not delivered through an enquiry-based approach. Plans for most of these areas of the curriculum were in place but the use of key questions and student-led enquiry were under developed and required improvement. In Key Stage 2, for example, skills and knowledge in such subject areas were not systematically nor progressively developed. Students' prior knowledge, their interests, preferences and assessed skills were not taken into regard in either lesson plans or in the sessions that were delivered and observed.

The intervention programmes had been developed to provide support for students who experienced difficulty in acquiring core skills in literacy and numeracy. The timetables for these sessions were adversely affected by the relatively high staff absence rate during the inspection. Also, it was noted in reviewing the timetables for the staff running the programmes that a large proportion of time was allocated to general supervision duties and planning. Only around half of the week was spent working face-to-face with students.

Staff absence presented a notable challenge to the school and contributed significantly to the inconsistency in the development of students' skills and knowledge. In the absence of a home-teacher or specialist teacher, arrangements for ensuring continuity of lesson content were weak. Planning was not always shared with the cover teacher or support staff overseeing the class. In observed sessions during the follow-through inspection it was noted that the activities provided in the absence of the home-room or specialist teacher lacked challenge and were not well matched to the needs of the students in the class.

Recommendation 4

Plan the use of time in lessons to maximise learning, and teach at a brisker pace.

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

Timetables across the school reflected an appropriate balance of time across subjects. A common format and agreed allocation had been determined at the start of the academic session. As a consequence, the time allocated for different subject disciplines was appropriate to the age and stage of the students.

Almost all home-room teachers provided completed lesson plans and these followed a common structure across the school. Teachers planned together to help ensure consistency and equality of opportunity between the four classes within each year group. Although lesson plans were in place for most classes, inspectors noted that in certain cases, particularly in Key Stage 2, the plans were not followed closely or time was not managed effectively to complete all of the set tasks. In Reception and Key Stage 1, teachers made effective use of a project and thematic approach, which allowed greater opportunity for students to apply what had been learned in one area of the curriculum in other subjects. At these stages of the school, teachers managed time effectively and set appropriate goals during which the students were required to finish tasks that had been set. In one of the Year 2 classes, for example, the teacher made good use of a digital timer and background music to create a positive and purposeful ethos during a mathematics lesson.

In Key Stage 2, however, lessons were often characterised by too much teacher-talk and insufficient opportunities for students to complete set tasks and engage in practical learning activities. The pace of learning in these classes was often too slow. Poor student behaviour and weak classroom management skills limited the learning of students. Teachers at this stage of the school did not demonstrate sufficiently high expectations and, consequently, students' work was frequently poorly presented, rushed or unfinished.

Recommendation 5

Develop a school-wide marking and feedback policy to ensure that students learn from their mistakes and are guided in improving their work.

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

The quality of marking varied across different phases of the school. In Key Stage 2 classes, teachers did not mark the students work with sufficient regularity. Across the school in subjects such as science, social studies and Spanish, there were many examples where work had not been reviewed at all during the academic year. Students lacked guidance about what to do to improve. The school had introduced a writing code to support feedback to students about their work. The codes had been adapted for different ages of students and were noted to be applied more consistently in Key Stage 1 classes. These codes were used in students' English books though they were not yet used consistently across all year groups.

Although personal targets had been introduced by a number of class teachers, these were not yet well linked to Cayman Islands National Curriculum rubric. Consequently, students were not clear about what they need to do to reach the next level of achievement. In Key Stage 1 classes, targets had been set in child-friendly terms through discussions between staff and the individual student. These, however, were not followed-up in the students' next piece of writing to ensure that identified targets were successfully addressed. For a few students targets were very broad and required adaptation and closer alignment to writing rubric standards.

Recommendation 6

Take account of different abilities in the planning of lessons, and raise the level of challenge for more able students, building on from what they already know.

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

Lessons observed in Reception and Key Stage 1 were planned effectively to take account of students' different levels of ability. There was an appropriate balance of activities between whole class and group tasks. Furthermore, in these lessons, teachers demonstrated a good knowledge of individual students' learning needs and adapted questions and tasks to provide support and challenge during lessons. In Reception classes, for example, children were required to complete a range of practical tasks and these were adjusted during the lesson by the teachers and support staff to promote good understanding for all.

In Key Stage 2, however, inspectors noted that tasks were often pitched too low and lacked challenge for a significant proportion of each class. Higher achieving students were rarely provided with extension activities to deepen their understanding or broaden their skills. Able students were observed to finish their tasks quickly but were then required to repeat the activity or support one of their peers.

Although most staff across the school demonstrated a sound understanding of their students' broad strengths and weaknesses, the extensive assessment information available to teachers was not used fully to plan appropriate tasks to help meet the individual learning needs of each student.

Recommendation 7

Train and deploy teaching assistants so that they support students' learning.

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

Teaching assistants had benefited from a range of professional training opportunities in both the current and previous academic sessions. The training courses had included specific content relating to their roles delivering the intervention programmes as well as generic training, which had involved all staff, including teachers.

Teaching assistants were deployed effectively across the school. They were allocated to classes and several held key roles delivering the support programmes. Others provided one-to-one support for students with special educational needs. The decision to use support staff to cover classes in the absence of teachers was common across government primary schools and required review to maximise students' learning and improve outcomes for learners.

Where teaching assistants were deployed to classes they provided good support to individual students and to groups. In Reception, for example, classroom assistants taught small groups of children and were knowledgeable and confident delivering the planned learning, which had been prepared by the teacher. The support provided to students with special educational needs was also effective in Key Stage 1 classes where the staff frequently achieved a good balance between the promotion of the student's independence and the provision of individual support, when necessary.

The school provided a range of intervention programmes, which aimed to provide one-to-one support and small group teaching for students who experienced difficulties in acquiring core skills in literacy and numeracy. During the follow-through inspection, the diverse programmes were observed and it was noted that students' progress in these sessions was good. However, due to staff absence during the inspection, a large number of sessions planned for Key Stage 2 students were cancelled and, consequently, the support for students at that stage of the school was too limited.

Recommendation 8

Plan professional development focused on what makes a good lesson, and increase opportunities for teachers to observe and learn from the most effective practice.

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

Inspectors reviewed the professional development calendar for the current and previous academic sessions. The senior leaders of the school, including the Principal, Special Educational Needs Co-ordinator and two Deputy Principals, had provided training. The content was noted to be diverse and linked well to school priorities and to the recommendations that had been made at the time of the last inspection in 2014. In addition, officers from the Ministry of Education and the Department of Education Services had led courses focusing upon effective classroom management, literacy and on-line educational software. Coaches had also worked closely with groups of teachers at different stages to provide guidance regarding good practice in teaching the core subjects.

At the time of the baseline inspection in 2014, teaching across the school had been judged as unsatisfactory. Training held since that time had helped improve the quality of teaching in the early stages of the school and in Key Stage 1. The Principal and senior leaders undertook regular observations of lessons across the school. Support plans had been developed for teachers considered to be under-performing. There needed to be greater levels of intervention, supported by the Ministry of Education, to address ongoing weaknesses in teaching in Key Stage 2.

Recommendation 9

Ensure that new initiatives are rigorously evaluated for their impact on learning.

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

Inspectors reviewed a number of initiatives that had been introduced by the current Principal following his appointment in August 2016. In all cases these were found to be appropriate to the needs of the school and essential in addressing the discontinuity of staffing and the challenges presented by inconsistencies in teaching quality across the school. The introduction of a number of intervention programmes was found to be appropriate to help ensure a better pace of progress for those students requiring more individualised support. The Principal had introduced a calendar for monitoring which ensured regular checks of planning, lessons and assessment results. These initiatives had been successful in holding teachers to account and tracking students' progress in English and mathematics.

Levels of achievement in Year 6 at Sir John A. Cumber Primary School have been well below expected standards for a number of years. In the end of year assessment tasks undertaken in 2017, for example, only one third of Year 6 students left the school achieving at the expected level and, in writing, less than half reached the required standard. Most of the initiatives introduced following the appointment of the Principal have been appropriately directed at raising the levels of achievement of students. Mid-year checks indicated that there should be some improvement in attainment in reading, writing and mathematics in the 2018 assessments. However, the quality of teaching at the upper stages of the school remains a significant concern and further strategies should be devised to ensure more consistent and rapid progress, building upon the achievements of students up to and including Year 3.

Recommendation 10

In English, ensure that every student reads daily in school, and encourage daily reading at home, monitoring what students read, and matching books to reading level.

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

Teachers' plans included structured reading activities that incorporated whole class, group and individual reading tasks and promoted students' reading fluency and comprehension skills. These tasks were executed satisfactorily for the most part in the majority of lessons. Additionally, targeted interventions such as the DEAR ('Drop Everything and Read') and 'Reading Buddy' programmes promoted students' independence as well as their collaborative learning skills. For example, in a reading session in Year 2, students chose books according to their interests, engaged in paired reading activities and discussed stories and pictures while the teacher monitored the class and provided support as needed. The DEAR activity required improvement to optimise the benefits that students could derive from the activity. Both programmes were bolstered by students' access to an on-line reading resource where they had access to a variety of tiered reading resources in an interactive setting.

The 'Partners in Print' programme was a further useful initiative to support home-school partnerships to promote students' literacy. Further monitoring was required to check students' reading progress and improve the level of parental involvement. School leaders should strengthen and expand this initiative while exploring other mechanisms to forge strategic partnerships with parents to support and enhance students' reading experiences and general literacy development.

Recommendation 11

In English, teach students how to apply their phonic knowledge in reading and writing.

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

In Reception classes inspectors observed the structured and systematic teaching of phonics. In one of the Reception classes, the teacher ably supported students in an activity where the children were required to sound out letters to read unfamiliar words. The majority of the literacy sessions in the early stages were organised in fun and interactive ways to generate students' interest in the lesson and maintain their engagement. In addition, teachers at this stage used poems effectively to support student's sight vocabulary recognition and thereby promote their reading fluency.

Inspectors observed instances at other stages of the school where teachers supported students in pronouncing unfamiliar words using syllabication. In a few lessons at Key Stage 1, teachers used learning resources such as interactive whiteboards and word walls to support students in using their knowledge of letter sounds in reading and writing activities. In Year 3, for example, these strategies helped most students read with some degree of fluency and expression.

Inspectors observed that in a range of reading intervention programmes, staff provided good support to students in using phonic strategies such as split position and syllabication to sound out words accurately. In an intervention class at Year 4, for example, the staff member ably guided a student by using a strategy of tapping on his arm for each syllable in the word and then sliding to say the word in full.

Overall, the standards of achievement in reading were satisfactory at Key Stage 1 but required improvement in Key Stage 2. Further targeted support was required to improve students' level of achievement in reading at Years 4 to 6, as attainment remained below expected standards for a significant minority of students.

Recommendation 12

Build students' skills in reading for information.

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

In the early stages of the school, teachers engaged students in a suitable range of reading activities. However, as the students progressed into the use of more complex texts in the later stages of the school, their skills in reading for information, summarising and evaluating texts were noted to be weak. Importantly, teachers did not adapt the choice of texts to support the different learning needs of students. Teachers in Key Stage 2 did not select passages, poetry or full texts that captured student's interest and reading tasks were not well matched to the different reading abilities within the classes. In a Year 6 English class, for example, after watching a video and reading a related passage, groups of students were required to complete tasks that were pitched at the same level and did not account for students' mixed range of ability. Furthermore, in too many lessons, the reading activities did not provide students with opportunities to critically analyse texts, make predictions or frame hypotheses and thereby support the development of students' critical skills whilst reading for information.

In order to further develop students' critical reading skills, teachers should provide more opportunities for students to engage with fiction and non-fiction texts in more analytical and evaluative ways.

Recommendation 13

Provide opportunity for writing at greater length in English and within PYP inquiries.

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

Inspectors observed 25 English lessons, including intervention sessions during the follow-through inspection. They also reviewed samples of students' workbooks across the school. Students' writing was judged to be satisfactory in Key Stage 1 and weak in Key Stage 2.

Samples of students' work at Key Stage 1 indicated that many students had completed developmentally appropriate writing tasks. In the Reception classes, most children wrote carefully on lines, used appropriate spacing between words and formed their letters properly. At the later stages, however, there were important gaps in the writing opportunities provided to students by teachers. Inspectors found that, although students' work at Years 5 and 6 indicated that students had engaged in a range of writing assignments including narrative, persuasive and report writing, there was limited evidence of critical writing assignments that promoted students' investigative or thinking skills. Additionally, the review of students' work samples indicated that a significant number of students made basic spelling and grammatical errors in their writing and therefore needed further practice using agreed writing conventions.

When teachers did review students' written work, there were limited examples of instructional comments to guide students in making necessary corrections. In the majority of lessons, writing activities were organised to occur at the end of the literacy session and, in some, time was not well managed to ensure that all writing tasks were completed sufficiently well. At Years 4 to 6, many writing tasks did not offer an opportunity for students to write at length and within purposeful contexts.

Recommendation 14

Audit teachers' subject knowledge and expertise in teaching mathematics and continue to support them in improving their teaching.

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

Teachers' subject knowledge and expertise in teaching mathematics had been reviewed as part of the ongoing monitoring and evaluation of teaching quality. All teachers were observed at least three times each year and those considered not to be performing at a satisfactory level were provided with support plans, additional training and an experienced mentor. The mentor worked closely with the relevant teacher to address identified weaknesses. Inspectors noted that there were a relatively high proportion of teachers receiving support in Sir John A. Cumber Primary School.

Staff had benefited from a range of ongoing training and support in relation to planning mathematics lessons and improving students' mathematical skills. There had also been a strong focus in the training upon making lessons engaging and purposeful

Recommendation 15

In mathematics, introduce frequent ‘quick fire’ practice to improve recall of number facts, and set goals for the learning of number bonds and multiplication tables.

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

Inspectors observed 14 mathematics lessons during the follow-through inspection. All year groups were observed and students’ workbooks and assessment results were also reviewed. Overall, the quality of teaching in mathematics was satisfactory in Key Stage 1 and weak in Key Stage 2. Students’ attainment by the end of the primary years was also weak because too few students achieved at the expected level prior to transfer on to secondary education. Progress was too slow in the upper stage classes.

At Key Stage 1 and in Reception classes, teachers provided appropriate tasks to help students develop their confidence, speed and accuracy in calculation. In Year 1, for example, in one observed lesson, the students were confident in their knowledge about odd and even numbers and could explain why certain numbers could not be shared equally between two. They counted beyond the expected level for their age and were accurate in simple addition to 10. In Year 2, in the context of measuring, most students were able to calculate the difference in height between two objects and explained different strategies to help them solve the problem quickly and correctly. In most classes teachers made effective use of real-life examples to provide context and purpose to the students’ mathematical learning.

At Key Stage 2, the pace of progress in mathematics slowed and there were too many lessons where the content lacked challenge and relevance for students. For example, in one Year 4 class, the students were required to visually represent one half of 8. Most students had covered similar work in earlier classes, within the current academic session and in Key Stage 1. Almost all were accurate in their calculations and too much of the lesson time was spent covering content for which most students had proven competence. In Years 5 and 6, much of the teaching content was not engaging and able students, in particular, were not provided with sufficient challenge in their learning. The percentage of students from Sir John A. Cumber Primary School leaving Year 6 achieving at the highest level had been very low for a number of years.

Recommendation 16

Develop greater facility in mental calculation as a basis for problem-solving in mathematics.

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

Teachers planned mental mathematics sessions for most lessons and these were often introduced at the start of each lesson. During the inspection a number of the mental mathematics sessions were observed and these were often very short and did not consistently link well to the planning submitted by the teacher. In a significant proportion of the lessons, the task set for the students was a problem-solving or open ended activity which developed students' thinking skills but did not specifically support mental calculation or speed recall skills.

Students in the upper stages of the school lacked confidence and accuracy in their mental calculation skills. Their knowledge of multiplication facts was poor and they often resorted to written calculation or repeated addition methods to find answers. Too few students used strategies by which they could check the accuracy of their answers and many resorted to paper-based solutions for calculation.

A review of the students' mathematics exercise books indicated that the curriculum coverage was appropriate across all stages and that the curriculum for mathematics included an appropriate balance between number, shape, data, algebra and measures. In the earlier classes there was good evidence of reinforcement across the year and practical hands-on mathematics tasks including data collection and measurement of length and weight.

Overall, across the school, there remained a need for greater focus upon promoting speed and accuracy in students' mental calculation skills.

Survey Results

83 parents, 46 staff and 115 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

A representative sample of parents from all year groups completed the on-line survey. Most were satisfied with the quality of education offered by the school. Parents stated that their children were making good progress in English and mathematics. They were less sure about their children's progress in science. Most parents believed that the quality of teaching in the school was good and stated that their children were inspired to learn. Most felt that their children were safe and cared for at the school. However, a large minority did not agree that the school dealt effectively with incidents of bullying and the same proportion did not agree that students' behaviour was good. Parents appreciated the reports they received from staff regarding their children's progress. They felt the reports were regular and informative. A few noted improvements recently in the communications between school and home but wished to see a more robust response to the behavioural incidents involving older students.

Most of the responses received from staff were submitted by teachers. Most stated that the school was well led and commented positively regarding the professional development programme that had been provided in recent years. They felt that the school was well resourced. Over half of the staff did not agree that students' behaviour was good and a significant number commented within their survey responses to the regularity of incidents of poor behaviour and alleged bullying. Most staff also expressed concern regarding parents' lack of involvement in the work of the school and stated that they would like to see better attendance at parent's evenings and other events. Overall, staff believed that the school offered a good quality of education although they did express concern regarding the increased incidents of poor behaviour by a number of older students.

Students in Years 5 and 6 classes completed the on-line survey. Most felt that they were making good progress in English, mathematics and science. Almost all stated that their lessons were good and enjoyable. They appreciated the way in which their teachers provided clear guidance about what they were doing well and what they needed to do to improve further. However, a significant minority did not believe that behaviour was good in the school. Around a third of students stated that, at times, they did not feel safe and their main concern related to incidents of alleged bullying which they noted particularly at break times. Despite these concerns, most students believed that the school offered a good quality of education. As one student stated, 'this is a very good school but some students just don't show it sometimes'.

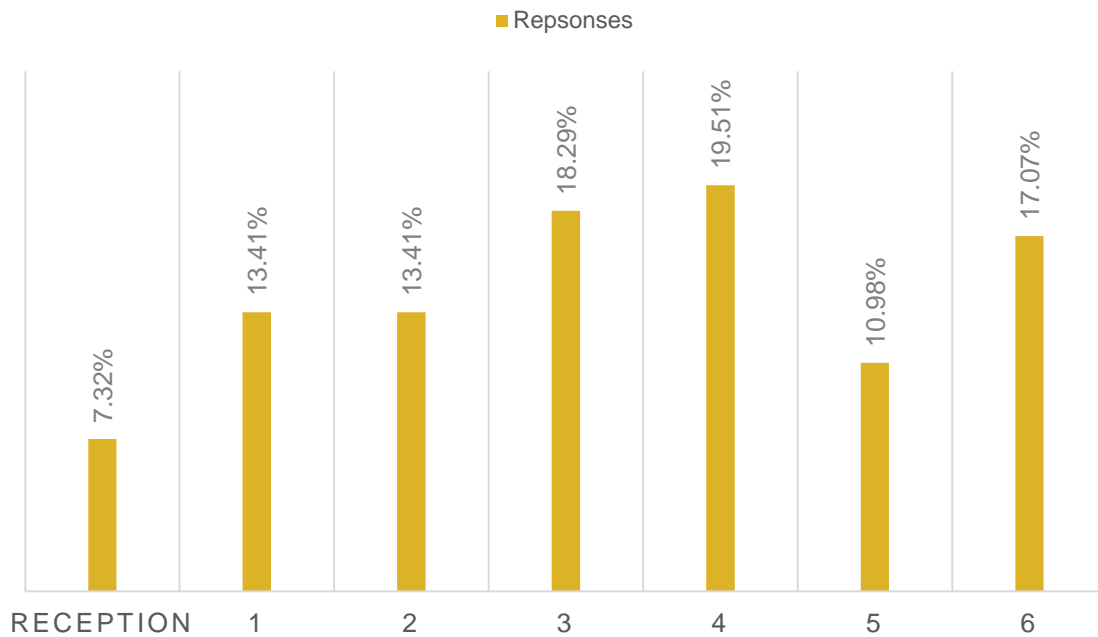
What happens next?

As overall progress has been judged as **weak**, there will be a further Follow-Through Inspection of Sir John A. Cumber Primary School within the next six months.

The school will continue to receive follow-through inspections until it either satisfactorily meets all of the recommendations from the baseline inspection of 2014/15 or is inspected as part of the full cycle of inspections, which will commence in September 2018.

Office of Education Standards | Parent Survey 2018

In which grade/year is your eldest child?



Response	Count
Answered	82
Skipped	1

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

Response	Percentage	Count
Less than one year	18.29%	15
More than one year but less than three years	24.39%	20
More than three years	57.32%	47
	Answered	82
	Skipped	1

What is your nationality?

82.93%

Caymanian

17.07%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	34.15%	28
Agree	54.88%	45
Disagree	6.10%	5
Strongly Disagree	2.44%	2
I am unsure or unable to answer the question	2.44%	2
	Answered	82
	Skipped	1

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	31.71%	26
Agree	51.22%	42
Disagree	9.76%	8
Strongly Disagree	2.44%	2
I am unsure or unable to answer the question	4.88%	4
	Answered	82
	Skipped	1

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	15.85%	13
Agree	45.12%	37
Disagree	9.76%	8
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	29.27%	24
	Answered	82
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	25.61%	21
Agree	65.85%	54
Disagree	2.44%	2
Strongly Disagree	1.22%	1
I am unsure or unable to answer the question	4.88%	4
	Answered	82
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	1.25%	1
Agree	46.25%	37
Disagree	25.00%	20
Strongly Disagree	13.75%	11
I am unsure or unable to answer the question	13.75%	11
	Answered	80
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	13.58%	11
Agree	69.14%	56
Disagree	11.11%	9
Strongly Disagree	1.23%	1
I am unsure or unable to answer the question	4.94%	4
	Answered	81
	Skipped	2

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	20.73%	17
Agree	69.51%	57
Disagree	3.66%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.10%	5
	Answered	82
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	20.00%	16
Agree	60.00%	48
Disagree	12.50%	10
Strongly Disagree	5.00%	4
I am unsure or unable to answer the question	2.50%	2
	Answered	80
	Skipped	3

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	23.46%	19
Agree	66.67%	54
Disagree	2.47%	2
Strongly Disagree	2.47%	2
I am unsure or unable to answer the question	4.94%	4
	Answered	81
	Skipped	2

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	27.50%	22
Agree	55.00%	44
Disagree	10.00%	8
Strongly Disagree	1.25%	1
I am unsure or unable to answer the question	6.25%	5
	Answered	80
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	12.35%	10
Agree	40.74%	33
Disagree	23.46%	19
Strongly Disagree	4.94%	4
I am unsure or unable to answer the question	18.52%	15
	Answered	81
	Skipped	2

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	7.41%	6
Agree	49.38%	40
Disagree	9.88%	8
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	33.33%	27
	Answered	81
	Skipped	2

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	9.88%	8
Agree	54.32%	44
Disagree	27.16%	22
Strongly Disagree	2.47%	2
I am unsure or unable to answer the question	6.17%	5
	Answered	81
	Skipped	2

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	20.99%	17
Agree	56.79%	46
Disagree	13.58%	11
Strongly Disagree	3.70%	3
I am unsure or unable to answer the question	4.94%	4
	Answered	81
	Skipped	2

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	10.00%	8
Agree	56.25%	45
Disagree	17.50%	14
Strongly Disagree	2.50%	2
I am unsure or unable to answer the question	13.75%	11
	Answered	80
	Skipped	3

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	7.41%	6
Agree	28.40%	23
Disagree	2.47%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	61.73%	50
	Answered	81
	Skipped	2

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	12.50%	10
Agree	66.25%	53
Disagree	5.00%	4
Strongly Disagree	10.00%	8
I am unsure or unable to answer the question	6.25%	5
	Answered	80
	Skipped	3

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	4.94%	4
Agree	33.33%	27
Disagree	24.69%	20
Strongly Disagree	16.05%	13
I am unsure or unable to answer the question	20.99%	17
	Answered	81
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	7.41%	6
Agree	35.80%	29
Disagree	13.58%	11
Strongly Disagree	1.23%	1
I am unsure or unable to answer the question	41.98%	34
	Answered	81
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	8.64%	7
Agree	27.16%	22
Disagree	17.28%	14
Strongly Disagree	4.94%	4
I am unsure or unable to answer the question	41.98%	34
	Answered	81
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	15.38%	12
Agree	50.00%	39
Disagree	10.26%	8
Strongly Disagree	7.69%	6
I am unsure or unable to answer the question	16.67%	13
	Answered	78
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	15.19%	12
Agree	51.90%	41
Disagree	13.92%	11
Strongly Disagree	6.33%	5
I am unsure or unable to answer the question	12.66%	10
	Answered	79
	Skipped	4

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	15.19%	12
Agree	56.96%	45
Disagree	21.52%	17
Strongly Disagree	3.80%	3
I am unsure or unable to answer the question	2.53%	2
	Answered	79
	Skipped	4

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	12.66%	10
Agree	50.63%	40
Disagree	22.78%	18
Strongly Disagree	3.80%	3
I am unsure or unable to answer the question	10.13%	8
	Answered	79
	Skipped	4

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	17.72%	14
Agree	67.09%	53
Disagree	8.86%	7
Strongly Disagree	1.27%	1
I am unsure or unable to answer the question	5.06%	4
	Answered	79
	Skipped	4

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	14.10%	11
Agree	65.38%	51
Disagree	12.82%	10
Strongly Disagree	1.28%	1
I am unsure or unable to answer the question	6.41%	5
	Answered	78
	Skipped	5

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	7.59%	6
Agree	40.51%	32
Disagree	27.85%	22
Strongly Disagree	1.27%	1
I am unsure or unable to answer the question	22.78%	18
	Answered	79
	Skipped	4

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	6.33%	5
Agree	50.63%	40
Disagree	7.59%	6
Strongly Disagree	3.80%	3
I am unsure or unable to answer the question	31.65%	25
	Answered	79
	Skipped	4

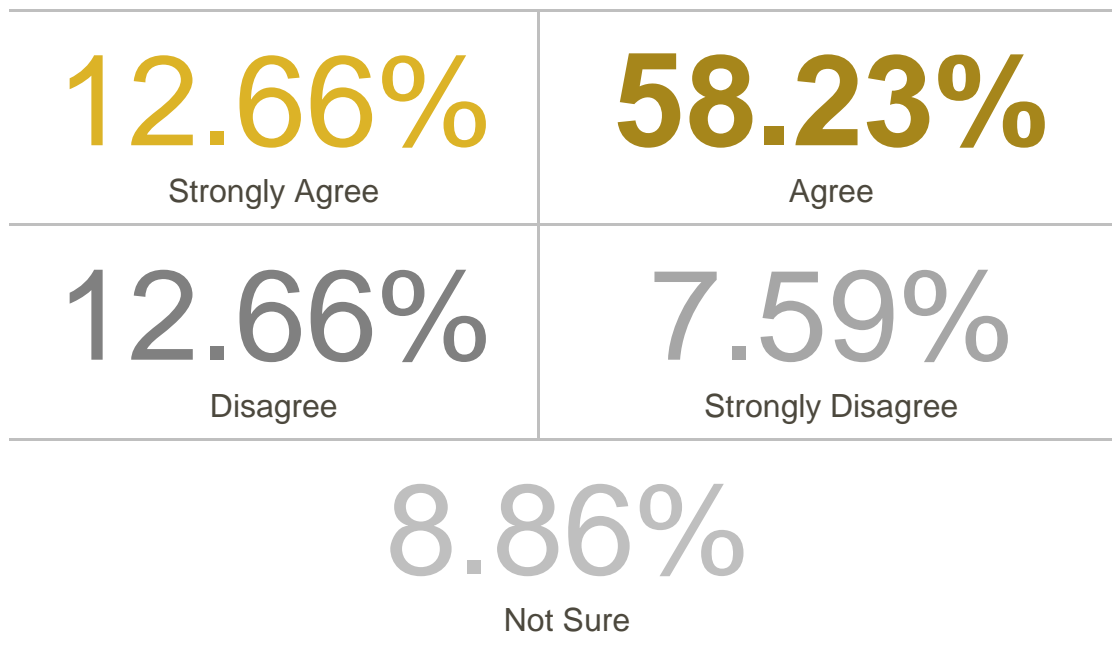
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	12.66%	10
Agree	55.70%	44
Disagree	13.92%	11
Strongly Disagree	3.80%	3
I am unsure or unable to answer the question	13.92%	11
	Answered	79
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	11.25%	9
Agree	60.00%	48
Disagree	12.50%	10
Strongly Disagree	1.25%	1
I am unsure or unable to answer the question	15.00%	12
	Answered	80
	Skipped	3

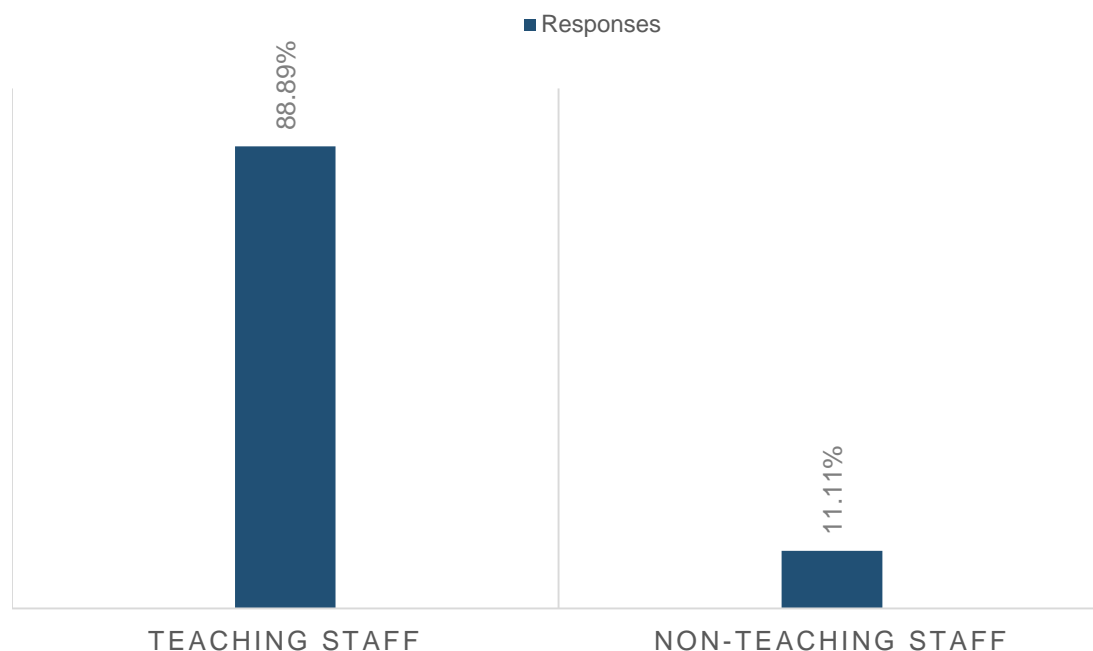
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	79
Skipped	4

Office of Education Standards | Staff Survey 2018

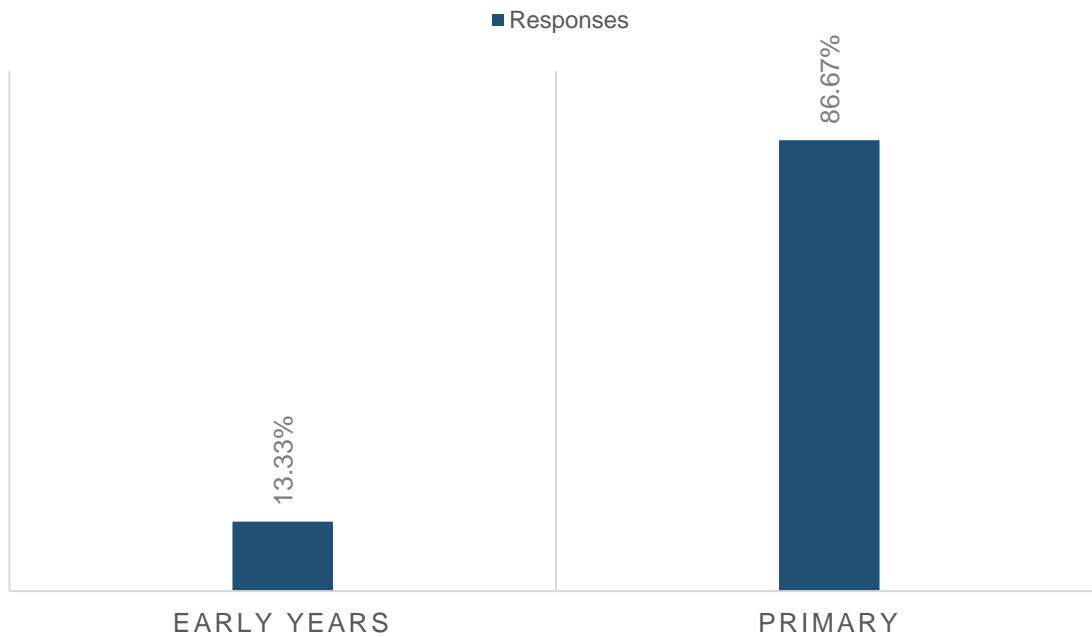
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	26.09%	12
More than one year but less than three years	28.26%	13
Three years or more	45.65%	21
	Answered	46
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

43.48%

Caymanian

56.52%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	50.00%	23
Disagree	26.09%	12
Strongly Disagree	23.91%	11
I am unsure or unable to answer the question	0.00%	0
	Answered	46
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	2.17%	1
Agree	52.17%	24
Disagree	30.43%	14
Strongly Disagree	8.70%	4
I am unsure or unable to answer the question	6.52%	3
	Answered	46
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	2.17%	1
Agree	54.35%	25
Disagree	32.61%	15
Strongly Disagree	6.52%	3
I am unsure or unable to answer the question	4.35%	2
	Answered	46
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	6.52%	3
Agree	65.22%	30
Disagree	19.57%	9
Strongly Disagree	6.52%	3
I am unsure or unable to answer the question	2.17%	1
	Answered	46
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	11.11%	5
Agree	60.00%	27
Disagree	22.22%	10
Strongly Disagree	2.22%	1
I am unsure or unable to answer the question	4.44%	2
	Answered	45
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	17.39%	8
Agree	54.35%	25
Disagree	10.87%	5
Strongly Disagree	2.17%	1
I am unsure or unable to answer the question	15.22%	7
	Answered	46
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	13.04%	6
Agree	54.35%	25
Disagree	21.74%	10
Strongly Disagree	8.70%	4
I am unsure or unable to answer the question	2.17%	1
	Answered	46
	Skipped	1

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	13.04%	6
Agree	54.35%	25
Disagree	17.39%	8
Strongly Disagree	8.70%	4
I am unsure or unable to answer the question	6.52%	3
	Answered	46
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	17.39%	8
Agree	67.39%	31
Disagree	6.52%	3
Strongly Disagree	6.52%	3
I am unsure or unable to answer the question	2.17%	1
	Answered	46
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	13.33%	6
Agree	48.89%	22
Disagree	17.78%	8
Strongly Disagree	13.33%	6
I am unsure or unable to answer the question	6.67%	3
	Answered	45
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	13.04%	6
Agree	43.48%	20
Disagree	8.70%	4
Strongly Disagree	10.87%	5
I am unsure or unable to answer the question	23.91%	11
	Answered	46
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	21.74%	10
Agree	39.13%	18
Disagree	19.57%	9
Strongly Disagree	15.22%	7
I am unsure or unable to answer the question	4.35%	2
	Answered	46
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	20.93%	9
Agree	65.12%	28
Disagree	4.65%	2
Strongly Disagree	2.33%	1
I am unsure or unable to answer the question	6.98%	3
	Answered	43
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	21.74%	10
Agree	45.65%	21
Disagree	21.74%	10
Strongly Disagree	2.17%	1
I am unsure or unable to answer the question	8.70%	4
	Answered	46
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	21.74%	10
Agree	58.70%	27
Disagree	13.04%	6
Strongly Disagree	2.17%	1
I am unsure or unable to answer the question	4.35%	2
	Answered	46
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	2.17%	1
Agree	15.22%	7
Disagree	39.13%	18
Strongly Disagree	28.26%	13
I am unsure or unable to answer the question	15.22%	7
	Answered	46
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	6.82%	3
Agree	27.27%	12
Disagree	29.55%	13
Strongly Disagree	29.55%	13
I am unsure or unable to answer the question	6.82%	3
	Answered	44
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	13.33%	6
Agree	64.44%	29
Disagree	8.89%	4
Strongly Disagree	6.67%	3
I am unsure or unable to answer the question	6.67%	3
	Answered	45
	Skipped	1

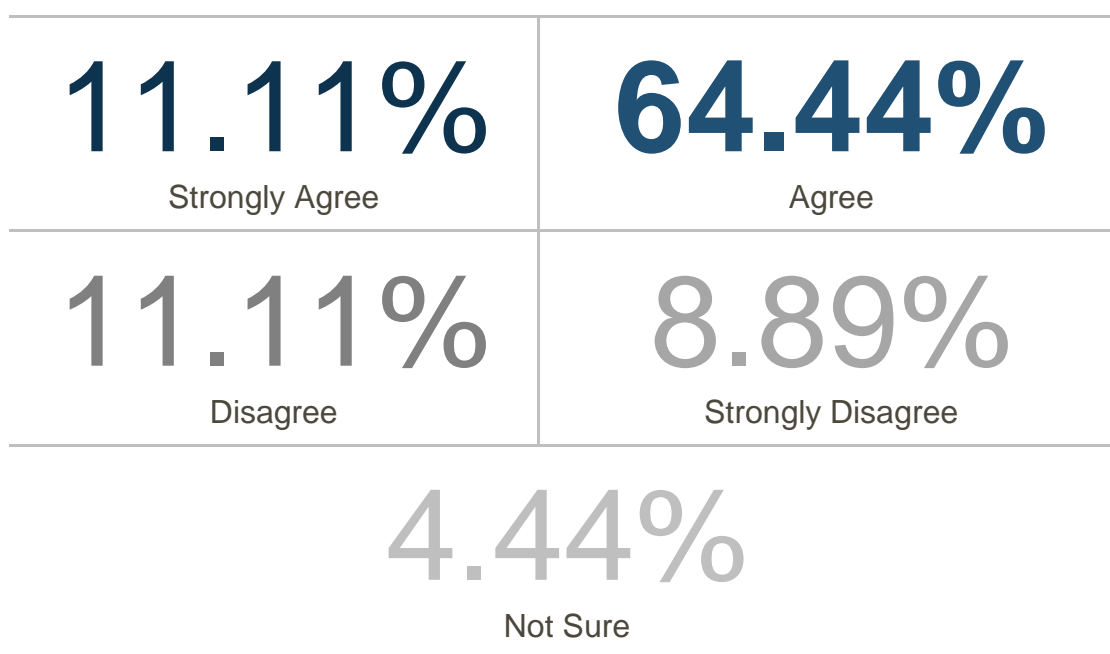
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	34.78%	16
Agree	43.48%	20
Disagree	17.39%	8
Strongly Disagree	4.35%	2
I am unsure or unable to answer the question	0.00%	0
	Answered	46
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	28.26%	13
Agree	45.65%	21
Disagree	15.22%	7
Strongly Disagree	6.52%	3
I am unsure or unable to answer the question	4.35%	2
	Answered	46
	Skipped	0

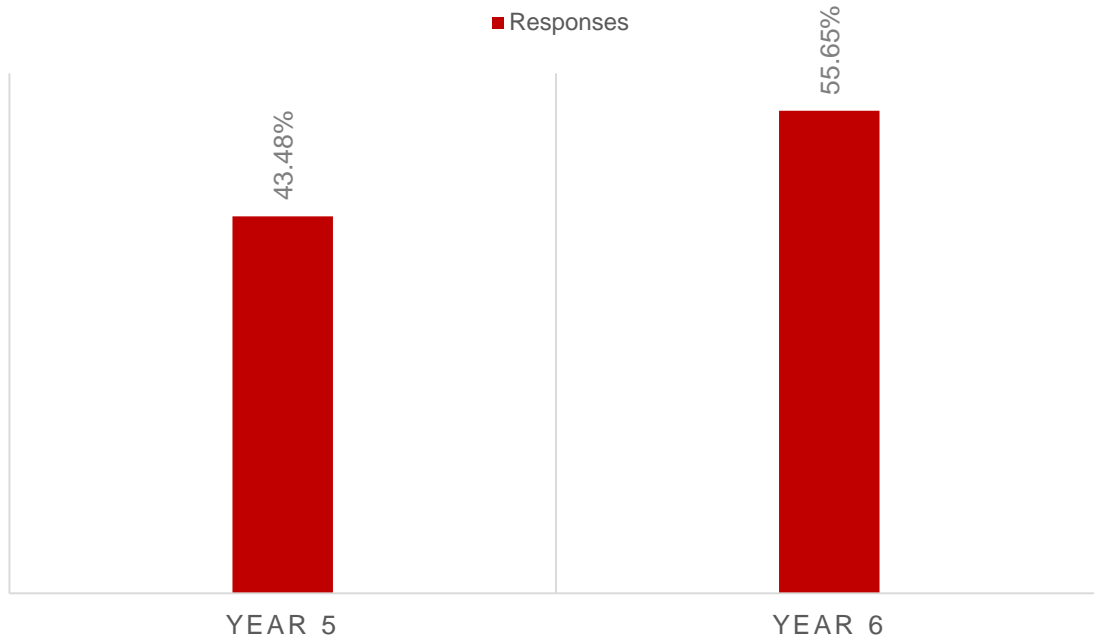
Overall, this school provides a good quality of education.



Response	Count
Answered	45
Skipped	1

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

87.50%

Caymanian

12.50%

Non-Caymanian

Please state your gender.

60

Boys

54

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	32.74%	37
Agree	52.21%	59
Disagree	3.54%	4
Strongly Disagree	0.88%	1
I am unsure or unable to answer the question	10.62%	12
	Answered	113
	Skipped	2

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	29.20%	33
Agree	46.90%	53
Disagree	11.50%	13
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.39%	14
	Answered	113
	Skipped	2

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	24.56%	28
Agree	53.51%	61
Disagree	13.16%	15
Strongly Disagree	0.88%	1
I am unsure or unable to answer the question	7.89%	9
	Answered	114
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	31.58%	36
Agree	54.39%	62
Disagree	4.39%	5
Strongly Disagree	2.63%	3
I am unsure or unable to answer the question	7.02%	8
	Answered	114
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	7.21%	8
Agree	36.04%	40
Disagree	33.33%	37
Strongly Disagree	9.91%	11
I am unsure or unable to answer the question	13.51%	15
	Answered	111
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	9.73%	11
Agree	46.90%	53
Disagree	24.78%	28
Strongly Disagree	7.08%	8
I am unsure or unable to answer the question	11.50%	13
	Answered	113
	Skipped	2

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	7.14%	8
Agree	45.54%	51
Disagree	27.68%	31
Strongly Disagree	9.82%	11
I am unsure or unable to answer the question	9.82%	11
	Answered	112
	Skipped	3

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	35.71%	40
Agree	58.04%	65
Disagree	2.68%	3
Strongly Disagree	2.68%	3
I am unsure or unable to answer the question	0.89%	1
	Answered	112
	Skipped	3

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	32.46%	37
Agree	56.14%	64
Disagree	6.14%	7
Strongly Disagree	4.39%	5
I am unsure or unable to answer the question	0.88%	1
	Answered	114
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	34.51%	39
Agree	55.75%	63
Disagree	4.42%	5
Strongly Disagree	1.77%	2
I am unsure or unable to answer the question	3.54%	4
	Answered	113
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	24.11%	27
Agree	50.00%	56
Disagree	8.04%	9
Strongly Disagree	2.68%	3
I am unsure or unable to answer the question	15.18%	17
	Answered	112
	Skipped	3

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	24.11%	27
Agree	50.00%	56
Disagree	14.29%	16
Strongly Disagree	5.36%	6
I am unsure or unable to answer the question	6.25%	7
	Answered	112
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	25.44%	29
Agree	51.75%	59
Disagree	14.91%	17
Strongly Disagree	2.63%	3
I am unsure or unable to answer the question	5.26%	6
	Answered	114
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	44.74%	51
Agree	49.12%	56
Disagree	5.26%	6
Strongly Disagree	0.88%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	114
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	16.67%	19
Agree	42.98%	49
Disagree	24.56%	28
Strongly Disagree	8.77%	10
I am unsure or unable to answer the question	7.02%	8
	Answered	114
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	19.30%	22
Agree	45.61%	52
Disagree	18.42%	21
Strongly Disagree	6.14%	7
I am unsure or unable to answer the question	10.53%	12
	Answered	114
	Skipped	1

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	11.40%	13
Agree	31.58%	36
Disagree	28.95%	33
Strongly Disagree	13.16%	15
I am unsure or unable to answer the question	14.91%	17
	Answered	114
	Skipped	1

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	10.53%	12
Agree	47.37%	54
Disagree	15.79%	18
Strongly Disagree	12.28%	14
I am unsure or unable to answer the question	14.04%	16
	Answered	114
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	22.81%	26
Agree	47.37%	54
Disagree	14.91%	17
Strongly Disagree	7.02%	8
I am unsure or unable to answer the question	7.89%	9
	Answered	114
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	40.71%	46
Agree	41.59%	47
Disagree	6.19%	7
Strongly Disagree	5.31%	6
I am unsure or unable to answer the question	6.19%	7
	Answered	113
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	26.09%	30
Agree	52.17%	60
Disagree	8.70%	10
Strongly Disagree	2.61%	3
I am unsure or unable to answer the question	10.43%	12
	Answered	115
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	20.35%	23
Agree	47.79%	54
Disagree	15.93%	18
Strongly Disagree	5.31%	6
I am unsure or unable to answer the question	10.62%	12
	Answered	113
	Skipped	2

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	21.74%	25
Agree	48.70%	56
Disagree	12.17%	14
Strongly Disagree	6.09%	7
I am unsure or unable to answer the question	11.30%	13
	Answered	115
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	15.93%	18
Agree	53.10%	60
Disagree	13.27%	15
Strongly Disagree	3.54%	4
I am unsure or unable to answer the question	14.16%	16
	Answered	113
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	30.70%	35
Agree	57.02%	65
Disagree	6.14%	7
Strongly Disagree	0.88%	1
I am unsure or unable to answer the question	5.26%	6
	Answered	114
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	36.28%	41
Agree	44.25%	50
Disagree	8.85%	10
Strongly Disagree	2.65%	3
I am unsure or unable to answer the question	7.96%	9
	Answered	113
	Skipped	2

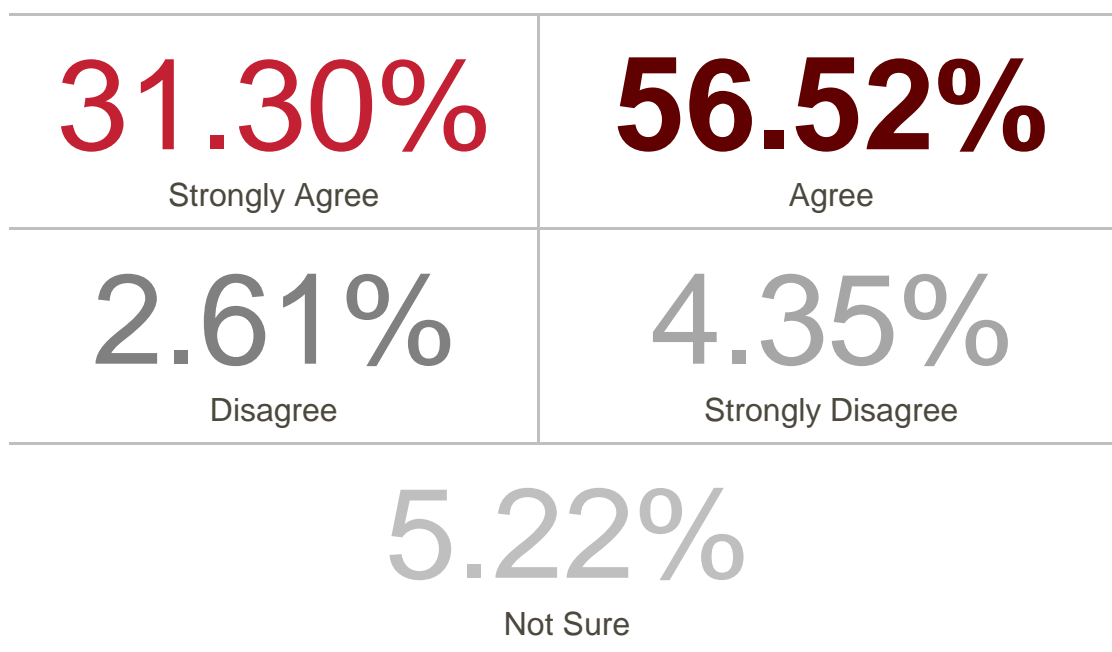
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	27.43%	31
Agree	53.10%	60
Disagree	9.73%	11
Strongly Disagree	0.88%	1
I am unsure or unable to answer the question	8.85%	10
	Answered	113
	Skipped	2

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	28.32%	32
Agree	61.06%	69
Disagree	4.42%	5
Strongly Disagree	1.77%	2
I am unsure or unable to answer the question	4.42%	5
	Answered	113
	Skipped	2

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



Response	Count
Answered	115
Skipped	0

Who are we and what do we do?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports

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

www.pocs.gov.ky

