



INSPECTION REPORT

TRUTH FOR YOUTH SCHOOL

OFFICE OF EDUCATION STANDARDS
February 2020

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

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

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

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

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

Evaluations

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

The four levels on the scale are defined as follows:

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

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Information about Truth for Youth School

Name of school	Truth for Youth School
Address	84, Walkers Road, George Town, Grand Cayman. KY1-1106
Telephone	345-949-2620
E-mail address	truthfys@candw.ky
School Website	None
Principal	Sister Edna Guiwa
School day timing	Monday to Thursday. 8:30am to 3:00 pm Friday. 8.30am to 12.30pm
Age range of students	4 to 12 years
Number of students	178
Number of teaching staff	17
Number of support staff	5
Date of last inspection	May 2012

The context of the school

Truth for Youth School is owned and operated by the Church of God (Universal). It is located south of the business district of George Town and across the street from the church that manages it. The school caters for children from ages four to twelve years; Kindergarten to Grade 6 and provides education with a strong Christian emphasis for its students. At the time of the inspection there were 178 students on roll, 23 of which were identified as students with special education needs. There were 17 teachers, two assistant teachers and five non-teaching support staff.

The Cayman Islands Early Years Curriculum Framework and the Abeka curriculum are followed in the Kindergarten class. In Grades 1 to 6, the school follows the American Common Core State Standards (CCSS) in English and mathematics and these subjects are delivered through the Houghton Mifflin Harcourt textbooks and workbooks. In science, the curriculum is the American Next Generation Science Standards (NGSS). The IOWA end-of-year assessments are used for students in Grades 1 to 6 and these provide staff with information regarding the students' attainment in reading, language arts and mathematics.

Whilst the school follows the American grade system, for the purposes of the inspection report the school was organised into one phase. Inspectors therefore provided one judgement for the whole school encompassing Kindergarten through Grade 6.

The Principal has been in post since 2009 and the Deputy Principal has been in post for four years, having come out of retirement to serve in this role. The school leadership team is comprised of the principal, the deputy principal and the office manager. The Board of Directors directly manages the school and makes recruitment decisions as well overseeing the school finances.

Key strengths

Inspectors identified the following key strengths of the school:

- The school had a positive climate and culture that promotes care and concern for all students and staff.
- Interactions between students and all adults, and among students, were positive and mutually reinforcing. All staff modelled and reinforced appropriate behaviours and this had resulted in an environment conducive to learning.
- Civic and environmental understanding was strong. Almost all students demonstrated age-appropriate awareness and understanding of Caymanian culture, environmental issues, and cultural diversity.

Recommendations

To improve the quality of education, leaders and staff should:

- Develop systems for collecting, documenting, and analysing data to drive decisions related to improving all aspects of the operation of the school.
- Improve student learning and progress by;
 - routinely monitoring teaching and learning in classrooms, providing timely developmental feedback to teachers, and effectively supporting the professional development of teachers to help meet the learning needs of all students;
 - identifying, tracking, monitoring and supporting students with special educational needs so that they make good progress in their learning;
- Improve the curriculum so that it secures continuity and progression of students' learning across all phases by;
 - deepening student levels of understanding of the Common Core State Standards by a more rigorous use of assessment in teaching;
 - use of thematic units that promote cross-curricular links across subjects.
- Improve school leadership so that self-evaluation, improvement planning, and implementation of strategic priorities become routine and intentional.

Summary

Overall Evaluation - Weak

Truth for Youth School was judged to be weak. This was because there were a number of key quality indicators that were found to be weak. There was limited capacity within the school leadership team to improve to the degree required without considerable support. Limited progress had been made in addressing areas for improvement in the 2012 report. For example, key areas such as leadership and the curriculum remained weak. Although the school had made some improvements based on the recommendations for safety, there was still some concern related to the protection and support of students.

Provision for students' personal and social development was judged to be good. Relationships were good across the school and the strong Christian ethos provided guidance and support for their behaviour. Students had a strong sense of Caymanian identity.

Attainment and progress in all three core subjects of English, mathematics and science was satisfactory as students attained standards in line with those internationally and progress from their starting points was satisfactory for most students.

Teaching and learning were judged to be satisfactory. Teachers' subject knowledge was secure, and students were engaged in their learning and enjoyed their lessons.

Parental links were satisfactory as there was regular communication with parents and they felt involved in their child's learning. Staff and the learning environment were also satisfactory as teachers were well qualified and the building was well maintained.

Leadership, and self-evaluation and improvement planning were judged to be weak because the Principal had not put effective systems in place to assess the strength and weaknesses of the school. There were no systematic ways to assess the quality of teaching and learning and to support the learning needs of teachers and students. Lesson observations were not routine and follow up support was not adequately developed. Students with special educational needs were largely unsupported.

Other key areas were judged as weak, including curriculum, assessment, health and safety and support and guidance for students. The curriculum, although it provided some breadth in terms of non-academic core subjects, was based on textbooks and not on academic standards. Teaching and learning did not therefore deliver the required depth of understanding and rigour of the Common Core State Standards. There were no curriculum maps nor identified benchmarks or targets for students to achieve. Assessment was also judged to be weak because teachers did not systematically analyse data to determine students' learning needs and target support. Support and guidance of students was also weak because there were ineffective systems in place to identify students, evaluate their needs and monitor the progress of students with special educational needs.

Achievement

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

Attainment in English was satisfactory. Most students performed at or above expected levels on the IOWA assessments. However, attainment observed during lessons was uneven across the school. In Kindergarten, the majority of students were able to speak, listen and could read simple sentences. They expressed their ideas and thoughts clearly. They recognised letters and sounds and were able to match them to words. The majority of students blended letter sounds and formulated CVC words and other simple words. However, students were not able to write full sentences. Students in the primary grades read with fluency and comprehension and could identify the main idea of a passage. However, there were not enough opportunities for them to develop their writing skills. Their writing notebooks showed limited evidence of the writing process being used. For example there were few drafts of writing were evident. Lesson objectives were not aligned to the Common Core Standards and students did not therefore access the full range of activities to support their learning in relation to expected curriculum standards.

Attainment in mathematics was satisfactory. Most students performed in line with or above the IOWA Assessments. Their performance in unit tests and quarterly assessments also showed that most students met expected standards. In Grade 3, students used bottle caps to form an array and then divided the array into two groups. The majority of students successfully described each group using multiplication and added the product of each array to find the product of the initial larger array. This activity allowed students to model and explain the distributive property of multiplication. In Grade 4, students used popsicle sticks to construct three types of triangles and the majority were able to describe the features of right-angled, acute and obtuse triangles. In Grade 5 most students were able to convert mixed numbers to improper fractions, but this was done algorithmically without understanding of the underlying concept. In Grade 6, a majority of students were able to solve word problems involving percentages. They used different strategies including decomposing percentages into smaller percentages to find the total per cent of numbers.

Attainment in science was also satisfactory. The majority of students attained at expected levels in science as reflected in lesson observations, classwork, and quarterly assessments. Whilst

there were few opportunities for Kindergarten students to explore and discover scientific concepts, they were able to use magnifying glasses to examine and talk about the characteristics of leaves. They were also able to articulate what they learned about the parts of a plant. Students in Grades 1 to 6 demonstrated knowledge of natural resources, recycling of waste, rocks, vertebrates and invertebrates. Students in the upper grades were able to group and classify animals and state the differences between vertebrates and invertebrates. Across the school, there was no evidence of report writing of experimental experiences. The science laboratory on campus was under utilised during the inspection. Across the grades, there were insufficient opportunities for students to investigate and analyse data from investigations. Students did not routinely receive comments and feedback on their work to help further guide them and improve their achievement.

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

Students' progress in English was satisfactory. In Kindergarten, most of the students made satisfactory progress from their starting points. Most could identify simple words and were able to communicate their ideas and thoughts clearly in sentences. In the primary grades, the majority made satisfactory progress in the rules of phonics, grammar and writing over time. The majority read with fluency and comprehension. In Grade 2, students read a story about Helen Keller with fluency and were able to answer questions on different aspects of the story. In Grade 4, students were able to identify the main idea of the story 'Grass Roots Highways'. However, while the majority of students' oral presentations were clear and coherent, they were not provided with regular opportunities to write in extended contexts to support their understanding of literacy genres. Explicit lesson objectives and success criteria were not always evident to help students know what they were learning and how their learning would be assessed.

Progress in mathematics was satisfactory. The three-year trend from 2017 to 2019 showed that the majority of students improved their performance on the IOWA assessments. During lessons, the majority of students accurately completed assigned tasks. An example was seen in Grade 5, where the majority of students were able to multiply proper fractions by a whole number. Another example was seen in a Kindergarten class where most students made satisfactory progress during a lesson to identify quantities that were more or less and to make comparative statements explaining their choices. Overall, less able students made slower progress during lessons because teachers directed learning rather than built upon their existing understanding. Explicit learning objectives and success criteria were not always evident in the majority of classes.

Progress in science was satisfactory. Most students made satisfactory progress from their starting points. Kindergarten students were able to demonstrate confidence in the way in which

they manipulated simple equipment such as measuring cups to make jelly. In a Grade 1 lesson, students were able to classify natural resources into renewable and non-renewable and define each type of resource. In upper grades, students were able to share information about what they had learned. In few instances, students made connections to other subjects. For example, in a science lesson where students were classifying animals, one student gave an example of how they classified foods in a social studies lesson. In Grades 1 to 6, students' progress was hindered by the lack of use of scientific equipment to build their understanding and application of scientific processes.

Students' personal and social development

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

Students' behaviour and attitudes to learning were good. The strong Christian ethos of the school was reflected in the good behaviour exhibited by almost all students. Additionally, most demonstrated respect and tolerance for others. Relationships between staff and students were respectful and affirming, and teachers created a safe and supportive learning environment. Almost all students obeyed the school rules and were aware of the consequences for breaking the rules. Notably, almost all students followed the school's policy on school uniform. Attendance for the last school term was good, although a minority of students did not arrive on time for school. Transitions from break and lunch times were efficient as almost all students responded promptly to the bell signals.

Civic and environmental understanding was good. All students participated in devotions, which included singing of Christian choruses, the school song and prayer. All students stood to attention for the singing of the National Anthem and School Song. Most students could name the national bird, tree and flower whilst a majority could state that the Blue Iguana was an endangered species and understood the significance of the symbols within the Cayman Islands Coat of Arms. Most students could identify places of cultural significance that they could encourage tourists to visit, such as the Bat Cave, The National Museum, Starfish Point, and the National Botanic Gardens. Most of the students had a good awareness of cultural diversity within the Cayman Islands and understood the influence of culture on music, language, food and dress. As a result, the parents, teachers, school leaders and students celebrated with a Culture Day annually. A majority of students were unable to name the national heroes. Projects to support conservation were limited and students therefore, had a too limited understanding of the need for conservation.

Teaching, learning and assessment

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

Teaching was satisfactory overall, although there were some inconsistencies in the quality of teaching across the school. Most teachers demonstrated satisfactory subject knowledge. Planning was in place for lessons delivered but did not take sufficient account of the individual needs of students. As a consequence, the more able students were not always challenged and the less able did not receive the support they needed to make satisfactory gains in their learning. In a minority of lessons, the planned tasks and activities were not always well paced for optimal learning. Teaching was largely teacher-directed in the majority of lessons and there were limited opportunities for students to collaborate or demonstrate independence in learning. Although a few teachers used good questions in lesson, the questions were mostly used to find out what students knew or did not know and did not facilitate their thinking when they could not produce appropriate responses. Notably, most teachers had high expectations of students' behaviour, and the classroom environment was managed well to promote students' learning.

Learning was satisfactory. Most students displayed high levels of engagement and enjoyment in their learning, particularly, when learning tasks were well matched to their interests and abilities. Most students in the Kindergarten classes were attentive in lessons and showed high level of engagement in tactile activities such as using manipulatives to make sets to demonstrate their understanding of greater than and less than. However, in the majority of lessons, there were limited opportunities for students to collaborate in pairs or groups to promote their learning. Only in a minority of lessons were students able to make meaningful connections with other learning to deepen their understanding of key concepts. Most students did not demonstrate sufficient responsibility for their own learning. There were limited opportunities for students to use information communication technology to support their learning in lessons. Students' higher order and critical thinking was a feature in just a minority of lessons.

Assessment was weak. Inspectors found that assessment practices in the school were underdeveloped. There was inappropriate focus on the cycle of planning, observation and assessment to guide teaching and learning. Students' progress was not monitored to ensure they were attaining as highly as possible. Whilst the IOWA assessments provided information

about students' attainment in aspects of mathematics and English, they were too narrow in focus. Students completed internal assessments each quarter, but the assessment results were poorly organised and did not provide a clear picture of students' attainment. In Kindergarten, teachers used learning portfolios to record students' achievement. Termly reports were prepared regarding the children's achievement in different areas of the early years curriculum. In lessons, students did not use rubrics to check and self-correct their own work or that of their peers. Furthermore, a work scrutiny during the inspection showed that feedback to students was often limited to checkmarks and most teachers did not provide students with detailed written feedback to support them in making improvements.

Curriculum

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

The overall quality of the curriculum was weak. In Kindergarten, the Cayman Early Years Curriculum and the Abeka curriculum were implemented satisfactorily where there was an appropriate emphasis on the four areas of the curriculum; communication, exploration, well-being and respect. The school used the Houghton-Mifflin Harcourt textbooks to deliver the core subjects in Grades 1 to 6. In addition, other textbooks were used for subject areas such as music, social studies and art. The school also offered computer classes where students developed keyboard skills and learned to use the Microsoft Office suite of programmes. Students participated in local music competitions with success. Overall, however, the curriculum had not been well designed with a clear rationale and there was no instructional mapping for teachers to follow. Senior leaders had not undertaken a systematic review of the curriculum to support continuity and progression in students' learning or to support their range of abilities. Due to the lack of coherence and clarity in the curriculum, clear progression pathways from Kindergarten to Grade 6 were not evident. Students' learning was driven by the textbooks and not by curricular standards. Some students participated in projects that supported the integration of learning across subject areas. For example, students created model eco-systems and volcanoes to demonstrate their learning that integrated research and writing. However, meaningful and planned cross-curricula links to enhance students' transfer of learning between different subjects and grades were not effectively promoted across the school. As a result, students were not well prepared when moving through the grades for the next stage of their education.

Safety and support

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

The arrangements for health and safety of students were weak. The school had satisfactory environmental health and fire safety reports. Routine fire drills were documented. The premises were clean and well maintained but policies and procedures for health and safety were not systematically implemented and documented. Most of the staff were trained in child protection. There were two designated child protection officers, although members of staff were not aware who they were. The majority of the students had nutritious meals at snack and lunch times, and there were opportunities in the planned curriculum for students to take part in physical activity. However, healthy living was not systematically promoted throughout the school. In response to the safety recommendation in the 2012 report, the school had installed an alarm system and installed rails and gates along the school leading to the car park area. There remained concern about potential public access to the school.

Support and guidance were weak. Inter-personal relationships between students and teachers were positive and teachers showed respect to students. However, well-developed systems for tracking students' behaviour and academic progress were not in place. The school admitted students with special educational needs but arrangements were not well managed to ensure these students made satisfactory progress in their learning. For example, students with special educational needs who were assessed and diagnosed, did not have individual education plans and were not supported in targeted ways during lessons. There were 13 students on a list to be assessed and there was no timeline for getting those assessments done. During observed lessons, it was noted that teachers did not always provide well for the range of learners in their classes. Staff did not give students guidance on how they could improve their work. Transition arrangements to support students into the next phase of their learning required development. A nurse visited the school twice a week, but there was no school counsellor to support students with social or emotional issues.

Leadership and management

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

Leadership was weak overall. The leadership team had not been able to provide a clearly articulated direction and plan for improving the school. Systems for improving all aspects of the school were under developed. Improvement decisions were not sufficiently based on data and were mostly reactive rather than proactive. Although the Principal had identified a number of subject leads across the school, their roles were not clearly defined and there were minimal structured opportunities for them to meet with their colleagues to develop teaching and learning in their content areas. School leaders had been successful in creating a positive climate for learning but there was too much inconsistency in the quality of teaching and learning because there was not a robust system for observing teachers, providing quality feedback and providing meaningful support to improve their practice. The Board provided governance for the school, but their role in hiring teachers was regarded by school leaders as a hindrance to appointing better-experienced teachers. Based on the absence of school-wide systems for developing the school, the school leadership was judged as lacking the capacity to devise practical and intentional strategies to further develop the school.

Self-evaluation and improvement planning were weak. There were no systematic approaches to evaluating the school's performance including teaching and learning. The frequency of teacher observations was inadequate to determine the professional learning needs of teachers. Teachers self-evaluated their own practice, but this was not robust enough to effect meaningful changes in their work. Decisions for improvement planning were not sufficiently based on data. Decisions were mostly made in response to occurrences at the school and were not adequately intentional and proactive. School leaders completed the self-assessment for this inspection but were indecisive about ratings for the components of the self-assessment framework. These components had dual ratings reflecting uncertainty. The school addressed some of the safety recommendations from the 2012 inspection report but had not sufficiently addressed the other recommendations.

Links with parents and the community were satisfactory. Most parents judged that leadership was good and that the school involved them in some ways in the learning of their children. Most

parents felt that communication between the school and parents was good and that they were kept informed. Each class had a class parent who managed the 'Chat' program for facilitating two-way communication between parents and the class. Parents participated in teacher meetings. One parent donated money to purchase musical instruments for the music programme, which enhanced the school's offering in that area. Reports cards were routinely sent to parents and most attended parent conferences. The open-door policy of the school allowed parents to meet with teachers and school leaders about their children. The school had established some links with community organisations and this supported the school in different ways. For example, the Department of Children and Family Services hosted sessions with students and the Cayman Islands Red Cross conducted 'Darkness to Light' training for teachers. Parents were not however, meaningfully engaged in raising standards at the school and school leaders had not yet established enough links with other educational institutions that could positively impact the educational experiences of all students.

Staffing and the learning environment were satisfactory. All teachers had at least a bachelor's degree and teacher retention was high. The school premises were well maintained. There was a cleaner who cleaned the inside of the buildings, a groundsman who managed the outside areas and a company visited once each month to oversee the grounds maintenance. There was, however, need for improving the school's offering of information and communication technology. Other than one computer laboratory, in which students learned to use different software programs and keyboarding skills, there was no technology in classrooms for students' use, nor instructional software to support their learning needs in targeted ways.

Survey results

Ninety-one parents, 24 staff and 62 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

The parent survey was completed by 91 parents representing all grades. Almost all parents felt that their children made good progress in English and other subjects and that behaviour, community responsibility, environmental understanding, promotion of a healthy lifestyle, and the provision of a safe environment for their children were also good. Most parents felt that progress in mathematics and science was good, that teaching was good overall, and that leadership, communication and parental involvement were also good. Only a minority of parents felt that the school did well to support students with special education needs but most agreed that the quality of education at the school was good and that the staff were well qualified.

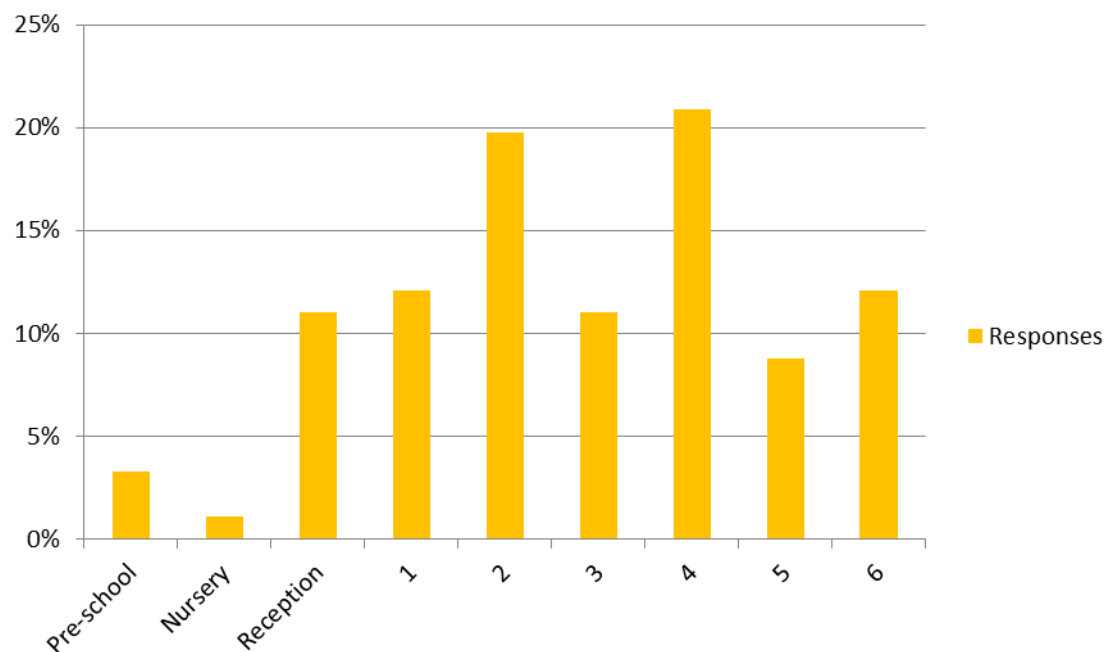
All staff agreed that the school was safe, promoted healthy lifestyles for students and that most of the students understood their roles in the wider community. Almost all staff felt that the quality of education offered at the school was good and that students showed good environment understanding and understood their next steps in learning. Most staff judged that the school effectively supported their professional development and that behaviour of most students was good. Most staff believed that the school was led well, that the school handled bullying incidents well and that parents were involved at the school. Only a minority of teachers agreed that the school provided good support for students with special educational needs.

Sixty-two students from Grades 4 to 6 completed the student survey. They all agreed that lessons were good and that teachers explained how they could do better. Almost all students thought they made good progress in English, while most felt they made good progress in mathematics and science. Almost all students felt safe and cared for, supported in making good choices and that the school helped them to choose healthy lifestyles. There was some consensus in student comments that facilities and information technology needed improvement.

What happens next?

As overall progress has been judged as weak, there will be a further inspection of Truth for Youth School within six months of the publication of this report. The school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?

Response	Count
Answered	91
Skipped	0

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

Response	Percentage	Count
Less than one year	23%	21
More than one year but less than three years	38%	34
More than three years	39%	35
	Answered	90
	Skipped	1

What is your nationality?

51%

Caymanian

49%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	53%	48
Agree	44%	40
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	1
	Answered	91
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	44%	40
Agree	44%	40
Disagree	8%	7
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	3
	Answered	91
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	35%	32
Agree	48%	44
Disagree	9%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	7%	6
	Answered	91
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	52%	47
Agree	40%	36
Disagree	2%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	5%	5
	Answered	91
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	35%	32
Agree	56%	51
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	5
	Answered	91
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	47%	43
Agree	47%	43
Disagree	0%	0
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	4
	Answered	91
	Skipped	0

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	41%	37
Agree	55%	50
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	2%	2
	Answered	91
	Skipped	0

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	51%	46
Agree	37%	33
Disagree	6%	5
Strongly Disagree	2%	2
I am unsure or unable to answer the question	4%	4
	Answered	90
	Skipped	1

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	46%	41
Agree	43%	39
Disagree	10%	9
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	90
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	51%	46
Agree	36%	32
Disagree	7%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	5
	Answered	90
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	29%	26
Agree	41%	37
Disagree	10%	9
Strongly Disagree	10%	9
I am unsure or unable to answer the question	11%	10
	Answered	91
	Skipped	0

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	33%	30
Agree	47%	43
Disagree	7%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	12%	11
	Answered	91
	Skipped	0

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	38%	35
Agree	45%	41
Disagree	11%	10
Strongly Disagree	4%	4
I am unsure or unable to answer the question	1%	1
	Answered	91
	Skipped	0

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	55%	50
Agree	40%	36
Disagree	3%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	1
	Answered	91
	Skipped	0

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	38%	34
Agree	39%	35
Disagree	12%	11
Strongly Disagree	2%	2
I am unsure or unable to answer the question	9%	8
	Answered	90
	Skipped	1

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	20%	18
Agree	26%	23
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	54%	49
	Answered	90
	Skipped	1

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	42%	38
Agree	47%	42
Disagree	3%	3
Strongly Disagree	7%	6
I am unsure or unable to answer the question	1%	1
	Answered	90
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	33%	30
Agree	37%	34
Disagree	11%	10
Strongly Disagree	4%	4
I am unsure or unable to answer the question	14%	13
	Answered	91
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	24%	22
Agree	42%	38
Disagree	7%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	26%	23
	Answered	90
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	14%	13
Agree	28%	25
Disagree	8%	7
Strongly Disagree	4%	4
I am unsure or unable to answer the question	46%	41
	Answered	90
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	31%	28
Agree	47%	42
Disagree	16%	14
Strongly Disagree	4%	4
I am unsure or unable to answer the question	2%	2
	Answered	90
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	29%	26
Agree	33%	29
Disagree	17%	15
Strongly Disagree	7%	6
I am unsure or unable to answer the question	15%	13
	Answered	89
	Skipped	2

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	38%	34
Agree	46%	41
Disagree	12%	11
Strongly Disagree	2%	2
I am unsure or unable to answer the question	2%	2
	Answered	90
	Skipped	1

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	34%	31
Agree	46%	41
Disagree	13%	12
Strongly Disagree	2%	2
I am unsure or unable to answer the question	4%	4
	Answered	90
	Skipped	1

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	47%	42
Agree	43%	39
Disagree	7%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	2%	2
	Answered	90
	Skipped	1

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	31%	28
Agree	49%	44
Disagree	13%	12
Strongly Disagree	4%	4
I am unsure or unable to answer the question	2%	2
	Answered	90
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	30%	27
Agree	47%	42
Disagree	11%	10
Strongly Disagree	2%	2
I am unsure or unable to answer the question	10%	9
	Answered	90
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	22%	20
Agree	44%	40
Disagree	7%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	26%	24
	Answered	91
	Skipped	0

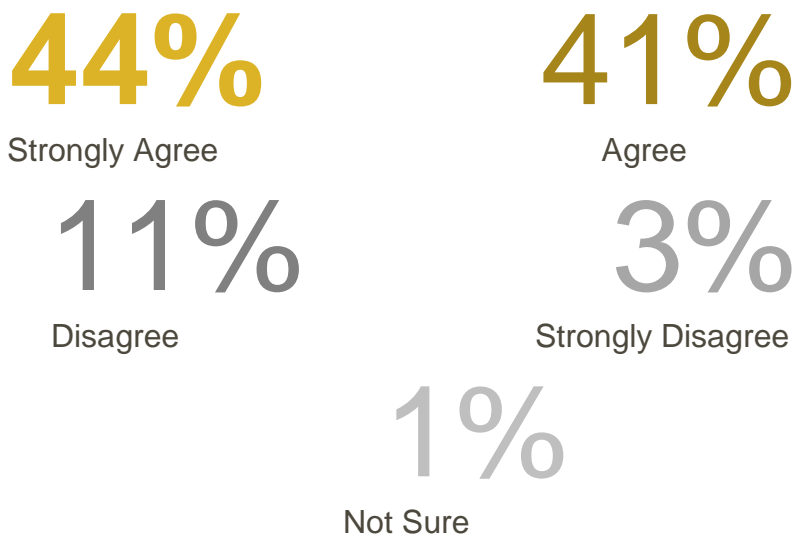
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	37%	33
Agree	43%	39
Disagree	8%	7
Strongly Disagree	3%	3
I am unsure or unable to answer the question	9%	8
	Answered	90
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	31%	28
Agree	53%	48
Disagree	7%	6
Strongly Disagree	3%	3
I am unsure or unable to answer the question	7%	6
	Answered	91
	Skipped	0

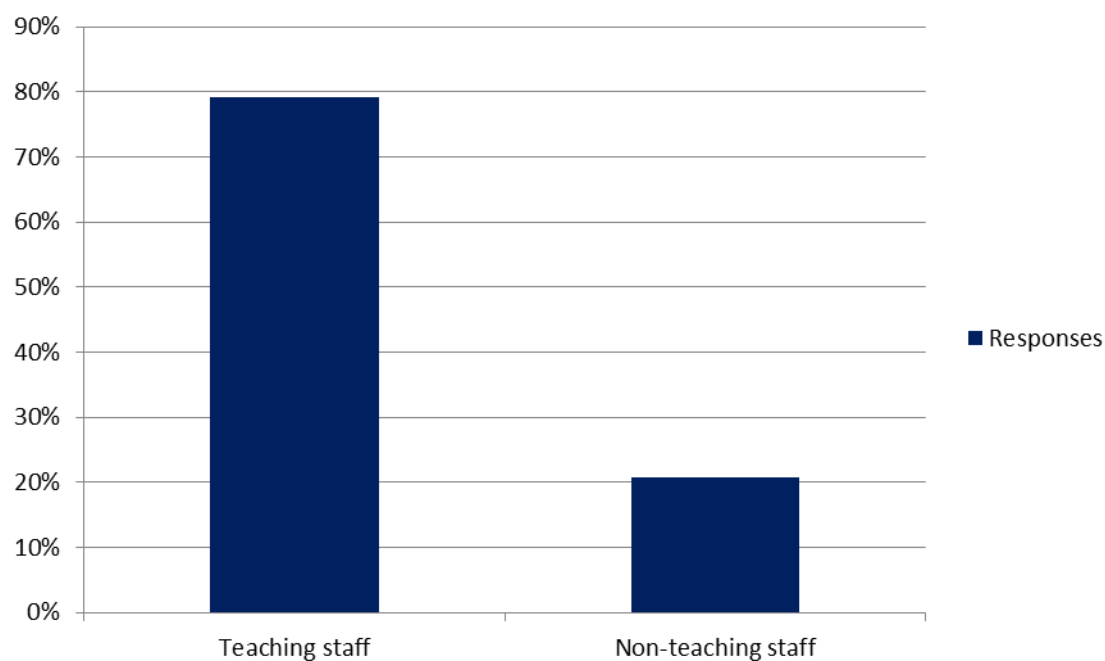
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	91
Skipped	0

Office of Education Standards | Staff Survey 2020

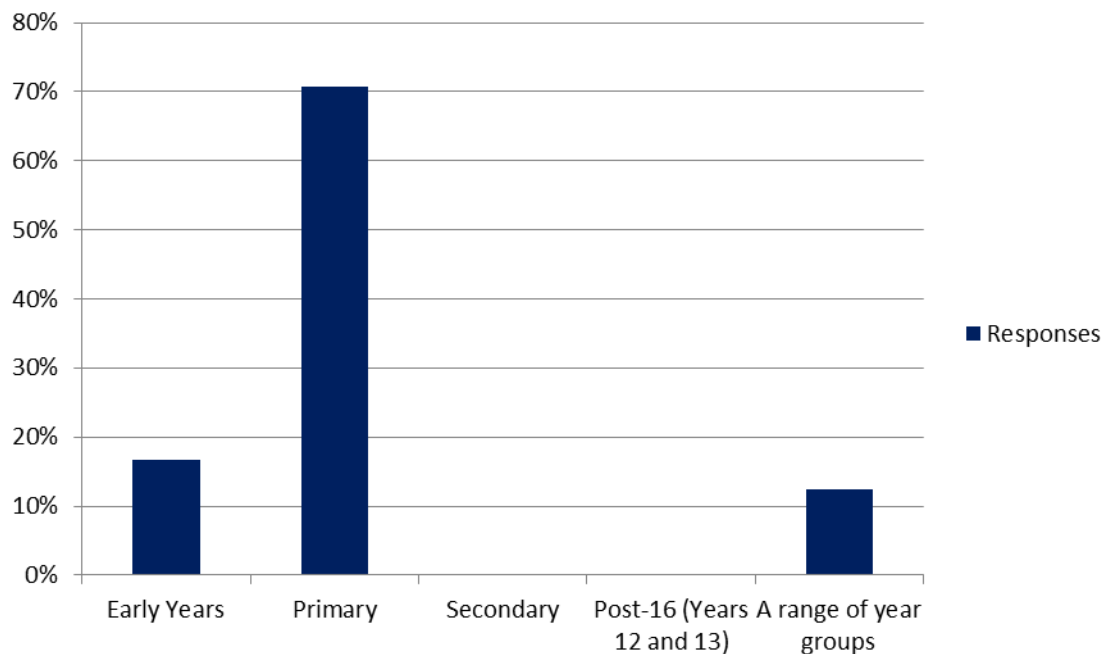
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	4%	1
More than one year but less than three years	21%	5
Three years or more	75%	18
	Answered	24
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

50%

Caymanian

50%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	21%	5
Agree	75%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	24
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	13%	3
Agree	88%	21
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	24
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	29%	7
Agree	67%	16
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	24
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	8%	2
Agree	75%	18
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	2
	Answered	24
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	38%	9
Agree	54%	13
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	24
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	25%	6
Agree	67%	16
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	2
	Answered	24
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	46%	11
Agree	54%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	24
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	50%	12
Agree	50%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	24
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	46%	11
Agree	42%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	3
	Answered	24
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	43%	10
Agree	43%	10
Disagree	4%	1
Strongly Disagree	4%	1
I am unsure or unable to answer the question	4%	1
	Answered	23
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	42%	10
Agree	50%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	2
	Answered	24
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	0%	0
Agree	42%	10
Disagree	33%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	25%	6
	Answered	24
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	17%	4
Agree	63%	15
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	3
	Answered	24
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	21%	5
Agree	50%	12
Disagree	13%	3
Strongly Disagree	4%	1
I am unsure or unable to answer the question	13%	3
	Answered	24
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	21%	5
Agree	71%	17
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	24
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	29%	7
Agree	63%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	2
	Answered	24
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	38%	9
Agree	50%	12
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	2
	Answered	24
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	17%	4
Agree	70%	16
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	3
	Answered	23
	Skipped	1

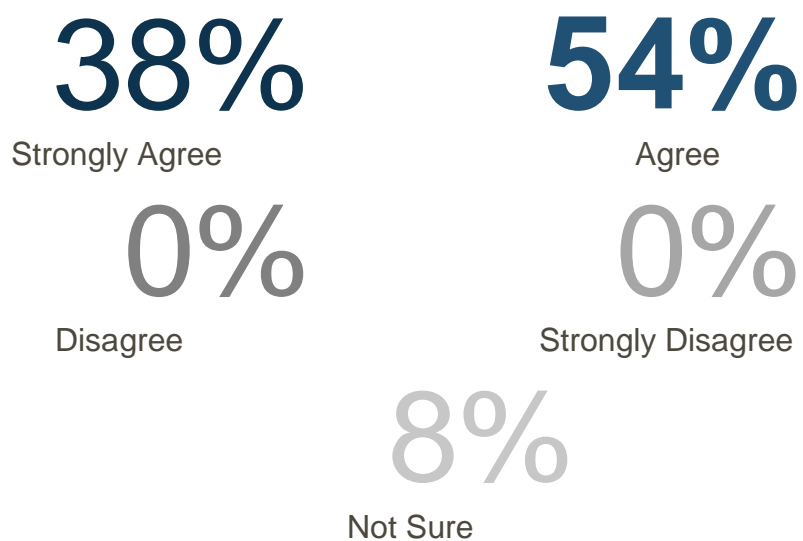
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	42%	10
Agree	46%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	3
	Answered	24
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	13%	3
Agree	65%	15
Disagree	17%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	23
	Skipped	1

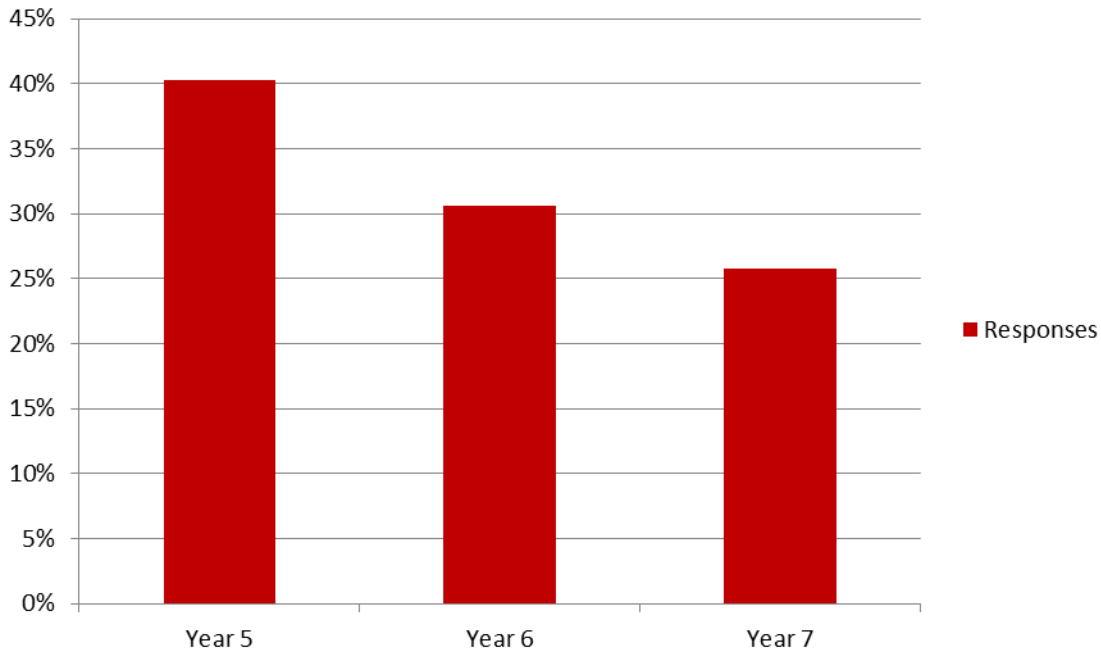
Overall, this school provides a good quality of education.



Response	Count
Answered	24
Skipped	0

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

60%

Caymanian

40%

Non-Caymanian

Please state your gender.

59%

Boys

41%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	39%	24
Agree	56%	35
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	62
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	37%	23
Agree	45%	28
Disagree	8%	5
Strongly Disagree	6%	4
I am unsure or unable to answer the question	3%	2
	Answered	62
	Skipped	0

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	23%	14
Agree	58%	35
Disagree	8%	5
Strongly Disagree	2%	1
I am unsure or unable to answer the question	8%	5
	Answered	60
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	42%	26
Agree	53%	33
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	3
	Answered	62
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	15%	9
Agree	48%	30
Disagree	11%	7
Strongly Disagree	11%	7
I am unsure or unable to answer the question	15%	9
	Answered	62
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	29%	18
Agree	39%	24
Disagree	11%	7
Strongly Disagree	5%	3
I am unsure or unable to answer the question	16%	10
	Answered	62
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	13%	8
Agree	56%	35
Disagree	16%	10
Strongly Disagree	13%	8
I am unsure or unable to answer the question	2%	1
	Answered	62
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	45%	27
Agree	55%	33
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	60
	Skipped	2

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	48%	30
Agree	42%	26
Disagree	6%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	2%	1
	Answered	62
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	55%	34
Agree	39%	24
Disagree	6%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	62
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	46%	28
Agree	41%	25
Disagree	5%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	5
	Answered	61
	Skipped	1

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	31%	19
Agree	54%	33
Disagree	11%	7
Strongly Disagree	3%	2
I am unsure or unable to answer the question	0%	0
	Answered	61
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	41%	25
Agree	51%	31
Disagree	2%	1
Strongly Disagree	2%	1
I am unsure or unable to answer the question	5%	3
	Answered	61
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	52%	32
Agree	48%	30
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	62
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	51%	31
Agree	39%	24
Disagree	2%	1
Strongly Disagree	7%	4
I am unsure or unable to answer the question	2%	1
	Answered	61
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	45%	28
Agree	45%	28
Disagree	3%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	5%	3
	Answered	62
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	38%	23
Agree	41%	25
Disagree	10%	6
Strongly Disagree	2%	1
I am unsure or unable to answer the question	10%	6
	Answered	61
	Skipped	1

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	35%	21
Agree	43%	26
Disagree	5%	3
Strongly Disagree	10%	6
I am unsure or unable to answer the question	7%	4
	Answered	60
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	66%	40
Agree	28%	17
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	61
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	58%	36
Agree	37%	23
Disagree	2%	1
Strongly Disagree	2%	1
I am unsure or unable to answer the question	2%	1
	Answered	62
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	46%	28
Agree	46%	28
Disagree	5%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	61
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	50%	31
Agree	32%	20
Disagree	2%	1
Strongly Disagree	6%	4
I am unsure or unable to answer the question	10%	6
	Answered	62
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	34%	21
Agree	35%	22
Disagree	11%	7
Strongly Disagree	10%	6
I am unsure or unable to answer the question	10%	6
	Answered	62
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	31%	19
Agree	55%	34
Disagree	5%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	8%	5
	Answered	62
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45%	28
Agree	45%	28
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	5
	Answered	62
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	40%	25
Agree	52%	32
Disagree	0%	0
Strongly Disagree	3%	2
I am unsure or unable to answer the question	5%	3
	Answered	62
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	58%	36
Agree	37%	23
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	62
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	58%	36
Agree	37%	23
Disagree	5%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	62
	Skipped	0

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

56%

Strongly Agree

40%

Agree

3%

Disagree

0%

Strongly Disagree

0%

Not Sure

Response	Count
Answered	62
Skipped	0

Office of Education Standards

Who are we and what do we do?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports?

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

www.oes.gov.ky

