



FOLLOW-THROUGH INSPECTION REPORT

WESLEYAN CHRISTIAN ACADEMY

OFFICE OF EDUCATION STANDARDS
MARCH 2020

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Introduction

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

Follow-Through Inspections

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

Views of stakeholders

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

Follow-Through Inspection of Wesleyan Christian Academy

The Follow-Through Inspection of Wesleyan Christian Academy took place from March 11th to 13th, 2020. The inspectorate gathered evidence through lesson observations and discussions with staff, students and parents. 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 had been made by Wesleyan Christian Academy in addressing the five recommendations from the previous inspection report of 2019.

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

Context

Since the full inspection of Wesleyan Christian Academy in May 2019, the school had undertaken some changes to help address the recommendations identified in the report. The Wesleyan Holiness Church had appointed a School Advisory Board to support the principal with administrative duties to free up some of her time to address teaching and learning matters at the school. The principal and staff had enhanced and extended the offering of 'Beyond the PACE' lessons and added two science courses to the curriculum. A science resource room had been established to store resources that were accessible to teachers and students for supporting teaching in science. The church pastor supported students spiritually. Despite these developments, progress implementing most of the recommendations from the last inspection was judged to be weak overall.

Recommendation 1

Raise standards in the high school by:

- Increasing middle leadership capacity;
- Improving teaching and interactions with students;
- Making use of assessment information to plan more challenging learning;
- Improving the support and guidance for students' academic, pastoral and spiritual development, especially in the high school;
- Raising attainment in English, mathematics and science to be at least in line with international standards.

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

The Wesleyan Holiness Church had appointed a School Advisory Council in November 2019 to relieve the principal of some of her administrative duties. The goal was to free up time for the principal to be better able to address matters related to improving teaching and learning in the school. There had, however, been little progress in increasing the capacity of middle leadership within the school. Distributed leadership was not well-developed. The principal still undertook several tasks that could have been appropriately delegated to other members of staff and responsibility for improving the school still largely fell within her remit. The skills and expertise of many staff members therefore remained an under-utilised resource for effecting high quality school improvement.

There was minimal improvement in enhancing the interactions between teachers and students during lessons in the high school. The nature of the PACE curriculum promoted an isolated approach to learning. There was almost no interaction between students and very limited interaction between teachers and students. Although teachers communicated with individual students during some lessons, this was not a consistent feature. The interactions seen between teachers and students during lessons were to check on progress or address problems students encountered while working. Those interactions did not sufficiently promote critical thinking nor promote students' understanding of the concepts they were working on. As a result, deep understanding beyond the simple completion of tasks in the PACE booklets was generally absent. During the 'Beyond the PACE' lessons, communication between teachers and students was better. Some teachers questioned students, engaged them in discussions, promoted student to student collaboration and facilitated some group and paired work. However, these learning experiences were too short in duration or happened too infrequently to have a discernible impact. Teachers and students in focus groups both commented on the need to increase the length and frequency of the 'Beyond the PACE' lessons. At the time of the inspection, students received one 30 to 40-minute 'Beyond the Pace' lesson per week in

mathematics, English and science. However, students in the high school confirmed that this did not happen consistently.

The principal and teachers collected both internal and external assessment data. Students grades given at 'End of PACE' assessments were documented on progress cards. Students who did not attain a passing score had to repeat the PACE booklet over two weeks instead of the usual three weeks. Teachers, however, could exercise discretion in deciding which parts of the PACE booklet students needed to repeat. The data arising from the assessments was not used well enough to provide support for students or to provide them with appropriate challenge. All students completed similar work during PACE lessons as during 'Beyond the PACE' lessons. Assessment data from the Stanford 10 tests was also available to staff but not used effectively to support students in targeted ways or to plan work more closely matched to students' needs. Training for staff in data analysis was needed to ensure that they used the test results to inform their teaching and ensure that work provided for students was effectively matched to their needs and abilities. Students were not challenged beyond their current levels of performance and needed to develop a robust understanding of concepts beyond completing PACE booklets. This would prepare students more effectively for success at college and in their future careers.

The school has made some progress in improving support and guidance for students. The pastor of the church provided social, emotional and spiritual support for students. He hosted sessions with all students every Monday morning when he was on the island and provided opportunities to meet with them individually as needed. The principal reported that male students enjoyed meeting and talking with the pastor and this was confirmed by them. This was not consistent however and students were disappointed with his absence from the campus for the last four weeks. Academic guidance for students had also improved. The principal talked to students about graduation requirements and college choices. Eleventh and twelfth grade students attended career expos held at the University College of the Cayman Islands (UCCI) and some students attended the STEM conference. Twelfth grade students also participated in a mentoring programme and work experience organised by Cayman Financial. They attended their placement sites once a week for eight weeks. These opportunities allowed students to develop appropriate work and life skills.

Beyond the provision of more 'Beyond the PACE' lessons, the school had not done enough to raise attainment in English, mathematics and science so that it compared favourably with international standards. The focus of PACE lessons was upon the completion of booklets rather than mastery of content. All high school students indicated that the work in the PACE booklets was geared to preparing them to pass a test but not to build robust understanding of the concepts. When questioned during PACE lessons about the work they did, students were only able to give superficial answers, just repeating information from the booklets. In many instances, students did not remember what they did in previous PACE booklets. The PACE booklets focused on a recall of information and less on developing critical thinking skills or applying concepts and content. One student worked on a mathematical task and could not identify the circumference of a circle. He referred to it as the "edge of the circle". He could also not say

demonstrate an understanding of a chord. Another student was unable to use data related to the length of two chords that were of different distances from the centre of the circle. He could not deduce that the further away a chord was from the centre of a circle the shorter its length would be. The end of PACE tests were also at too low a level. They were over scaffolded and narrowly focused on recalling information. They did not adequately test application of knowledge, problem solving or critical thinking. As a result, students did well on these assessments, although they were not developing higher order critical thinking skills and problem solving that would place them on equal par with their international counterparts.

Recommendation 2

Raise attainment and progress in science by:

- Reviewing the science curriculum to include practical working so that scientific skills increase in sophistication over Grades 1 to 12;
- Investing in science resources in the Kindergarten and elementary grades and in a science laboratory in the high school;
- Developing students' basic skills of numeracy, reading and writing in a scientific context;
- Improving student led enquiry and research skills;
- Fully implementing the exploration theme from the Cayman Islands Early Years framework into Kindergarten grades at the school.

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

In order to address identified gaps in the high school science curriculum with regards to resources, the school added anatomy and physiology to supplement the biology course and added nutritional science as a PACE half-course. In the elementary grades, inspectors were able to observe the garden where students had been involved in planting vegetables and transplanting seedlings. In the middle school, science projects focused on photosynthesis, transpiration and electricity. The principal provided evidence of the high school's science fair, where the students worked in groups to apply their scientific knowledge to independent research.

The school established a science room to create a central location for resources and for the display and storage of students' work and research projects. The principal viewed this as an interim arrangement to support scientific investigation and teaching until a dedicated laboratory could be provided. The school also invested in a STEM activity resource pack that assisted staff in creating experiments and in their demonstration of scientific concepts.

There was evidence that students were using correct scientific vocabulary during lessons and support was provided to individuals. The use of laboratory books in the upper grades and the requirement to record experiments had assisted in the development of basic scientific skills. Students in Grades 4 and 5 experimented with the weight of air and utilised their basic measuring skills to determine whether air had weight. Similarly, in Grade 6 and 7 students carried out an experiment on transpiration that required them to measure the amount of water collected daily from leaves.

The principal indicated that the Cayman Islands Early Years Framework was being utilised in the Kindergarten grades and that the school had sought assistance from the Ministry of Education Early Childhood Care and Education team to provide feedback on implementation. Aspects of the exploration strand were observed in lessons and documented evidence of student learning was available in the classrooms. For example, students were able to use magnifying glasses to look for insects on plants in the garden. They collected various rocks to contribute to the rock collection and took responsibility for the care of their own germinating seeds in the classroom.

The 'Beyond the Pace' sessions in science had provided some opportunities for enquiry and the development of research skills although, on several occasions the experiments were teacher led rather than student directed. In Learning Centre 1, students had previously worked on creating a model of a volcano and were expected to participate in the simulation of an eruption. However, their own engagement was limited to observing the teacher. At other times, the instructions provided, curbed scientific discovery, as was the case in the Learning Centre Grade 10 to 12 lesson, where students were investigating Newton's Laws of Motion. The instructions for the group activity ensured that students followed a set of steps but failed to identify a conclusion. Despite this, the BTP lessons and scientific activities provided some continuity and progression that was unavailable in the usual PACE curriculum. There was scope to develop this further by ensuring that teachers planned lessons incorporated the progressive acquisition of skills, for example, observation, hypothesising, classifying and recording.

Recommendation 3

Improve teaching by:

- Teachers using the external SAT assessment information and internal 'on-grade' data to plan individualised goals that meet the needs of all students;
- Strengthening teacher-student interactions in Grade 7 to 12 by planning learning activities in addition to the PACE booklets that engage and enthuse students;
- Teachers planning higher order questions that require students to think critically and creatively;
- Challenging the more able students through planned research and enquiry activities that require them to apply their knowledge to a new context.

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

Most teachers were not yet using the external Stanford 10 Tests assessment information systematically to plan for students' individualised goals. Although there was some improvement in the use of these results to determine intervention strategies, students' attainment and progress had not significantly improved. Teachers were beginning to identify gaps in students' learning which were addressed during early morning intervention. However, there was little recorded evidence of the impact of this work. The 'Beyond the Pace' programme was said to be tackling gaps in learning, though inspectors' observations were unable to confirm this. Teachers did not effectively adjust teaching in the classroom to challenge the most able students or support those who fell behind. Students did not work towards an end goal because individual targets were not provided for them, beyond the expectation that they should complete a PACE booklet every three weeks and an identified number of pages daily. This would be improved by significantly expanding the number and range of good quality 'Beyond the PACE' lessons and challenging and supporting students' learning by providing tasks that were well matched to the range of students' needs.

'Beyond the PACE' lessons were delivered by teachers, though the content was pitched too low. There was little challenge for the most able students who spent too long waiting for the slower students to catch up. There appeared to be a better picture in science than in mathematics and English. In English, students were not given sufficient opportunities to write at length or for a range of purposes. In the middle and high school, students' writing was often simplistic, brief and poorly structured. Students demonstrated sound grammatical knowledge and understanding but did not apply their knowledge to write with flair, imagination or self-expression. 'Beyond the PACE' sessions provided the opportunity for students to be taught as a group but the objectives were too similar to the level of material found in some PACE booklets. The quality of teaching in most of these sessions was weak because teachers did not adequately plan to engage students in motivating tasks or to challenge their thinking. They did not engage them cognitively or sustain their active engagement to build a deeper understanding. Training for

teachers to ensure that teaching methods for 'Beyond the PACE' lessons were fit for purpose had not yet taken place. As a result, teachers were unable to motivate students and they remained passive learners who did not participate actively in their learning.

The principal recognised that quicker progression through the PACE curriculum was needed to accelerate progress over time so that students were more likely to reach international standards. Currently, there was insufficient time in lessons for students to think and reason as higher order questioning was limited within the PACE curriculum. Although teachers had some training in questioning, this was at an early stage and required further development. Teachers' questioning was weak and only checked for correct and incorrect answers as opposed to promoting students' independent thinking and reasoning skills and problem solving.

There were insufficient research and investigative activities taking place in lessons as the PACE curriculum dominated classroom practice. Opportunities for students to apply what they had learnt were uncommon. Grades 10 to 12 students in particular, did not develop their skills well enough and although the majority accessed college, preparedness for life beyond the school was a weakness. This was because the PACE curriculum limited the opportunities for students to develop their ability to express their ideas or communicate effectively. Older students had some experience of investigation and research, but the opportunities were limited, and they lacked the confidence to learn in this way. Students used computers in the classroom but not well enough for independent work.

Recommendation 4

Improve learning by:

- Planning learning activities that improve students' collaborative, speaking and listening skills;
- Providing technology for learning that enables students to research and enquire independently;
- Increasing opportunities for students to apply their learning to the real world.

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

There were too few opportunities planned for collaboration, speaking and listening within the PACE curriculum. The PACE structure was a limiting factor. The implementation of 'Beyond the PACE' had been too slow to address these issues and should be further developed so that these aspects of students' learning can be significantly improved. Students struggled to articulate their mathematical and scientific thinking and found working in a group problematic. They opted out of discussions because they were not used to communicating in this way and lacked the confidence and experience of discussing key concepts with their peers.

The principal has expanded the availability of Chromebooks and iPads and this has gone some way to addressing the limited coverage of appropriate topics in information technology. However, these devices were not yet used effectively for research and investigative work across all grades. Technology was available in most classrooms although it was used more commonly for word building exercises linked to the PACE curriculum. Teachers should now plan for 'Beyond the PACE' activities so that students are able to develop their research and enquiry skills independently, across all subjects.

Students benefitted from a few opportunities to embed their learning through the application of their learning skills to the real world. For example, in Grades 10 to 12, students worked in mathematics to calculate percentage increases and decreases whilst analysing the incidence of the spread of Coronavirus. However, this was not commonplace and there was further scope to increase opportunities through additional activities in science and mathematics.

Recommendation 5

Improve curriculum by:

- Planning the continuity and progression of non-core subjects from Grade 6 to 12
- Replacing the social science PACE curriculum with a Caribbean-based geography and history course;
- Increasing curriculum time for 'Beyond the PACE' to allow time for deeper understanding of local and global issues by planning each session around a 'big question' which students can research and discuss critically;
- Planning the application of students' extended writing skills into the 'Beyond the PACE' curriculum.

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

Although there had been a number of adaptations to the curriculum since the last inspection, there remained important weaknesses in the curriculum offered to students. For example, the range of subjects taught in the secondary phase was too narrow. Students did not study in sufficient depth units of work related to computing, modern language or technology. In the primary stages, similarly, there were insufficient opportunities for students to be active in their learning because tasks were too often textbook based and lacked relevance and context to the students' own experiences.

The Principal had worked closely with staff to make a number of changes to the planned curriculum over the last six months. The social science curriculum for K4, K5 and elementary classes had been revised and staff now made use of the Cayman Islands Government social science curriculum. In the middle years, staff had developed their own curriculum content and had established links with the Cayman Islands National Archive and Cayman Islands National Trust to create a programme, which focused on local geographical and historical content. In the upper school classes, a curriculum plan had not yet been finalised but resources had been purchased to allow for a revised programme to be introduced into Grades 10 to 12 from August 2020.

Staff continued to use the PACE curriculum supplemented by a further 'Beyond the PACE' programme. Inspectors noted that students' knowledge and skills, particularly in English, mathematics and science at all stages of the school were below international standards. The Principal and staff planned to use the revised Cayman Islands government school curriculum to help ensure continuity and progression in learning. This was a necessary step because there were examples of repetition of content identified in elementary and middle school classes both within the PACE programme and in the planning for the additional 'Beyond the PACE' sessions.

Overall, standards remained low and the curriculum required ongoing review and development to help raise academic achievement.

Following the last inspection, the principal and staff had revised class timetables to include, at most stages, additional 'Beyond the PACE' lessons. Across the school, the time allocated to these sessions had increased. Staff taught additional English, mathematics and science sessions. Examples of PACE and 'Beyond the PACE' lessons were observed during the follow-through inspection. Teachers did not always allocate sufficient time to the 'Beyond the PACE' lessons and lesson goals were not always met because the sessions only lasted 30 minutes. Also, because the 'Beyond the PACE' lessons were planned to include a range of practical learning opportunities, the students often took longer than anticipated to complete tasks because they lacked experience working collaboratively or practically. In a few of the 'Beyond the PACE' lessons inspectors noted that students enjoyed opportunities to conduct scientific investigations. In Grades 10 to 12, for example, students completed experiments, which illustrated Newton's laws of motion. In the elementary and middle years students had planted seeds to find out about the factors required to sustain plant growth. There was scope for the curriculum to be further developed to provide students with more frequent opportunities to devise scientific experiments and extend their observation, prediction and recording skills. However, in a significant minority of 'Beyond the PACE' lessons, the curriculum content was too narrow and lacked challenge. For example, in the middle school, students completed grammatical exercises, but the content did not vary significantly from the tasks provided within the PACE booklets. Students were able to recall key facts but opportunities to develop their critical thinking and higher order learning skills required further development within the PACE and other lessons.

The curriculum was enhanced through the addition of a number of trips, visitors and extra-curricular activities. To support the students' learning, the principal and staff had developed additional links with the Cayman Islands National Trust and other organisations. Information technology resources had been purchased and were available for use in various classes. The introduction of a science fair in October 2019 had provided a meaningful context for high school students to share their learning with their peers, with parents and members of the community. All students had access to after-school clubs, some of which were led by high school students. A community action programme was a requirement for graduation and high school students contributed to the delivery of sports activities and other service projects. Students from Wesleyan Christian Academy participated in local sports and performance arts competitions.

To further improve the curriculum, staff should continue to adapt learning plans to include more frequent opportunities for students to work collaboratively and develop skills in critical thinking and higher order learning. Resources, including modern fiction and up to date non-fiction texts, should be further enhanced and these should be used more regularly in lessons to offer appropriate and diverse contexts for learning.

Survey Results

Sixty-four parents, nineteen staff and sixty students completed the on-line surveys. The results from the survey are detailed in Appendices One, Two and Three of this report.

Sixty-four parents completed the survey, and most indicated they were satisfied with the quality of education provided by the school and that their children made good progress in mathematics and English. Less agreed that the progress in science was good. Most agreed that communication between the school and parents was timely and effective. A majority agreed that the extra-curricular activities at the school were good, that the range of subjects was adequate, and that parents were effectively involved in the work of the school.

Nineteen staff members completed the survey. All agreed that the behaviour of most students at the school was good. Almost all agreed that the school did well to help students understand their responsibilities as members of a wider community, to show environmental understanding and keep informed about the next steps in their learning. Less staff, although a majority, felt that the school was led well, that parents were effectively involved in the school and that students had access to a good range of extra-curricular activities.

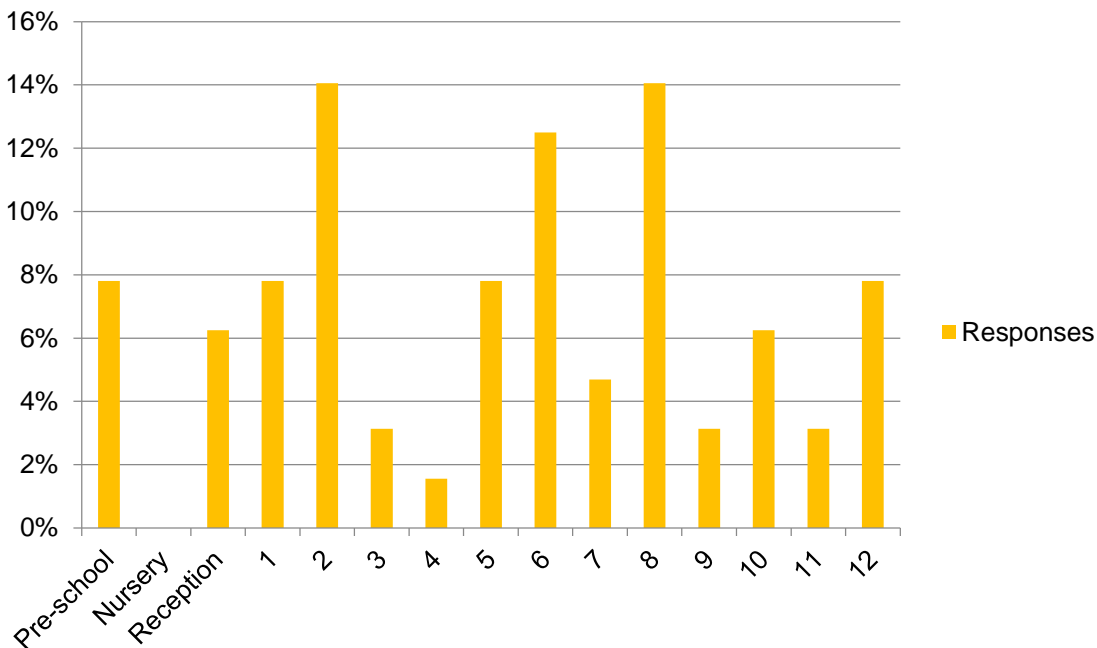
Sixty students completed the survey and most agreed that their lessons were good and that they enjoyed them. Most felt that they made good progress in mathematics and science but less felt they made good progress in English. Most students also agreed that the behaviour of most students in the school was good, and that they had good environmental understanding. Less students, a majority, agreed that they had access to a range of extra-curricular activities, that they were treated fairly, that the school had appropriately qualified and skilled teachers and staff, and that the quality of education was good at the school.

What happens next?

Having been judged **weak** the school will be scheduled for another follow-through inspection in six months.

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In which grade/year is your eldest child?



Response	Count
Answered	64
Skipped	0

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

Response	Percentage	Count
Less than one year	22%	14
More than one year but less than three years	23%	15
More than three years	55%	35
	Answered	64
	Skipped	0

What is your nationality?

78%

Caymanian

22%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	47%	30
Agree	38%	24
Disagree	3%	2
Strongly Disagree	6%	4
I am unsure or unable to answer the question	6%	4
	Answered	64
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	37%	24
Agree	47%	30
Disagree	2%	1
Strongly Disagree	11%	7
I am unsure or unable to answer the question	3%	2
	Answered	64
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	30%	19
Agree	42%	27
Disagree	9%	6
Strongly Disagree	8%	5
I am unsure or unable to answer the question	11%	7
	Answered	64
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41%	26
Agree	42%	27
Disagree	8%	5
Strongly Disagree	6%	4
I am unsure or unable to answer the question	3%	2
	Answered	64
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	45%	29
Agree	48%	31
Disagree	2%	1
Strongly Disagree	2%	1
I am unsure or unable to answer the question	3%	2
	Answered	64
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	34%	22
Agree	52%	33
Disagree	0%	0
Strongly Disagree	8%	5
I am unsure or unable to answer the question	6%	4
	Answered	64
	Skipped	0

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	30%	19
Agree	56%	36
Disagree	2%	1
Strongly Disagree	5%	3
I am unsure or unable to answer the question	8%	5
	Answered	64
	Skipped	0

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	34%	22
Agree	48%	31
Disagree	6%	4
Strongly Disagree	9%	6
I am unsure or unable to answer the question	2%	1
	Answered	64
	Skipped	0

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	28%	18
Agree	52%	33
Disagree	11%	7
Strongly Disagree	8%	5
I am unsure or unable to answer the question	2%	1
	Answered	64
	Skipped	0

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	38%	24
Agree	38%	24
Disagree	8%	5
Strongly Disagree	9%	6
I am unsure or unable to answer the question	8%	5
	Answered	64
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	27%	17
Agree	36%	23
Disagree	14%	9
Strongly Disagree	11%	7
I am unsure or unable to answer the question	13%	8
	Answered	64
	Skipped	0

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	27%	17
Agree	41%	26
Disagree	11%	7
Strongly Disagree	6%	4
I am unsure or unable to answer the question	16%	10
	Answered	64
	Skipped	0

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	27%	17
Agree	53%	34
Disagree	9%	6
Strongly Disagree	8%	5
I am unsure or unable to answer the question	3%	2
	Answered	64
	Skipped	0

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	59%	38
Agree	34%	22
Disagree	2%	1
Strongly Disagree	5%	3
I am unsure or unable to answer the question	0%	0
	Answered	64
	Skipped	0

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	36%	23
Agree	45%	29
Disagree	5%	3
Strongly Disagree	5%	3
I am unsure or unable to answer the question	9%	6
	Answered	64
	Skipped	0

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	31%	20
Agree	39%	25
Disagree	3%	2
Strongly Disagree	3%	2
I am unsure or unable to answer the question	23%	15
	Answered	64
	Skipped	0

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	38%	24
Agree	49%	31
Disagree	8%	5
Strongly Disagree	5%	3
I am unsure or unable to answer the question	0%	0
	Answered	63
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	47%	30
Agree	33%	21
Disagree	6%	4
Strongly Disagree	5%	3
I am unsure or unable to answer the question	9%	6
	Answered	64
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	30%	19
Agree	39%	25
Disagree	8%	5
Strongly Disagree	6%	4
I am unsure or unable to answer the question	17%	11
	Answered	64
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	13%	8
Agree	20%	13
Disagree	3%	2
Strongly Disagree	5%	3
I am unsure or unable to answer the question	59%	38
	Answered	64
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	27%	17
Agree	45%	29
Disagree	11%	7
Strongly Disagree	14%	9
I am unsure or unable to answer the question	3%	2
	Answered	64
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	23%	15
Agree	39%	25
Disagree	17%	11
Strongly Disagree	13%	8
I am unsure or unable to answer the question	8%	5
	Answered	64
	Skipped	0

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	30%	19
Agree	45%	29
Disagree	16%	10
Strongly Disagree	9%	6
I am unsure or unable to answer the question	0%	0
	Answered	64
	Skipped	0

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	27%	17
Agree	45%	29
Disagree	11%	7
Strongly Disagree	13%	8
I am unsure or unable to answer the question	5%	3
	Answered	64
	Skipped	0

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	31%	20
Agree	52%	33
Disagree	8%	5
Strongly Disagree	8%	5
I am unsure or unable to answer the question	2%	1
	Answered	64
	Skipped	0

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	30%	19
Agree	44%	28
Disagree	16%	10
Strongly Disagree	9%	6
I am unsure or unable to answer the question	2%	1
	Answered	64
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	17%	11
Agree	45%	29
Disagree	17%	11
Strongly Disagree	9%	6
I am unsure or unable to answer the question	11%	7
	Answered	64
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	20%	13
Agree	47%	30
Disagree	8%	5
Strongly Disagree	6%	4
I am unsure or unable to answer the question	19%	12
	Answered	64
	Skipped	0

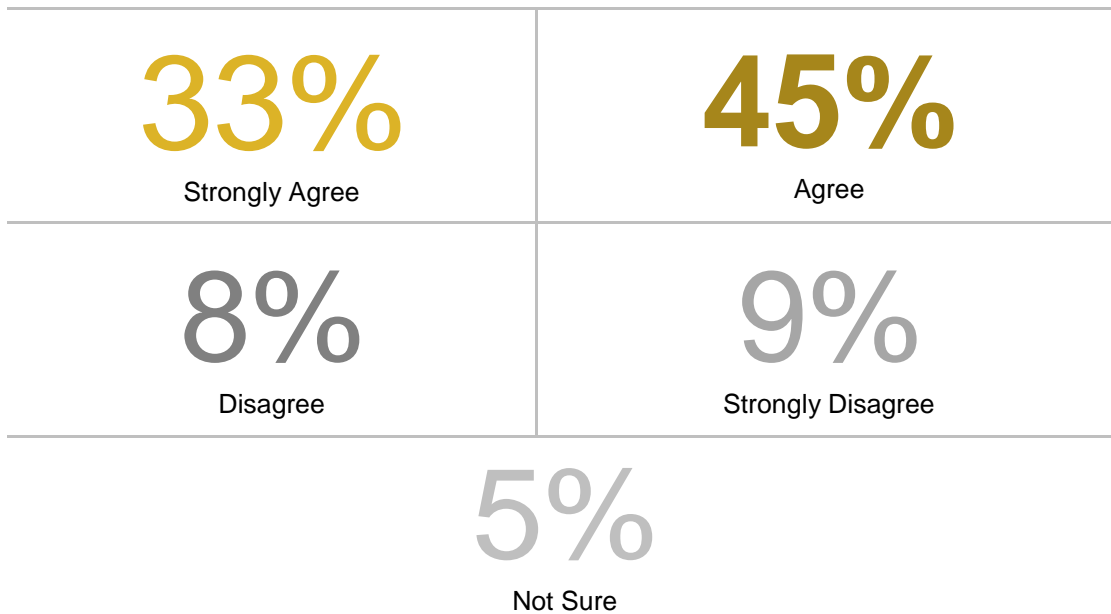
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	25%	16
Agree	45%	29
Disagree	3%	2
Strongly Disagree	6%	4
I am unsure or unable to answer the question	20%	13
	Answered	64
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	22%	14
Agree	56%	36
Disagree	6%	4
Strongly Disagree	8%	5
I am unsure or unable to answer the question	8%	5
	Answered	64
	Skipped	0

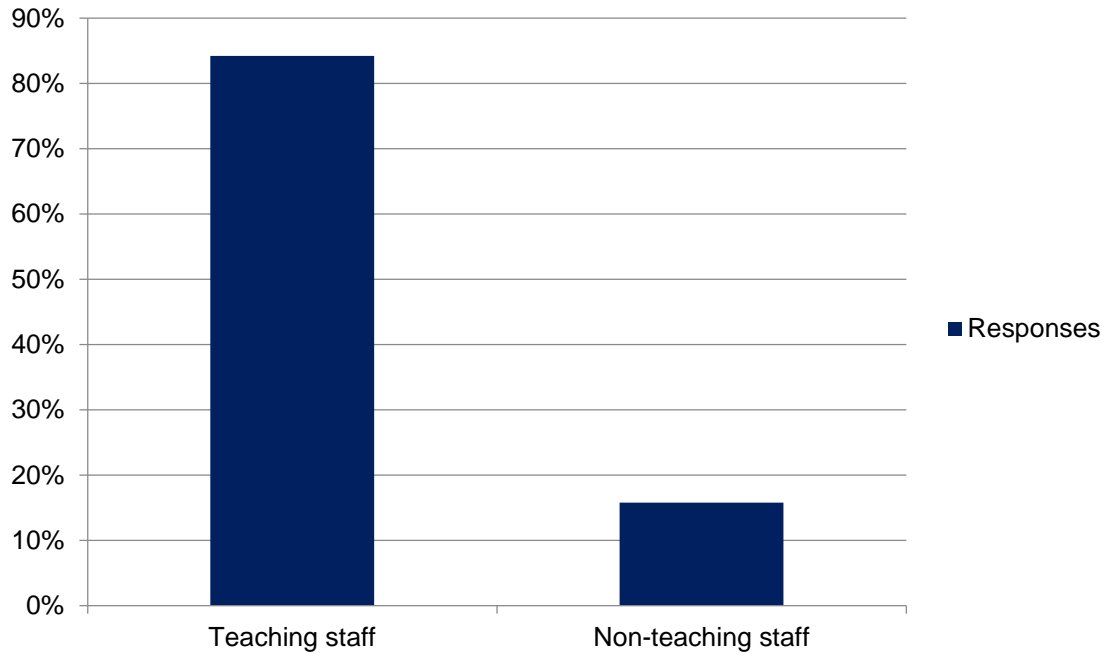
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	64
Skipped	0

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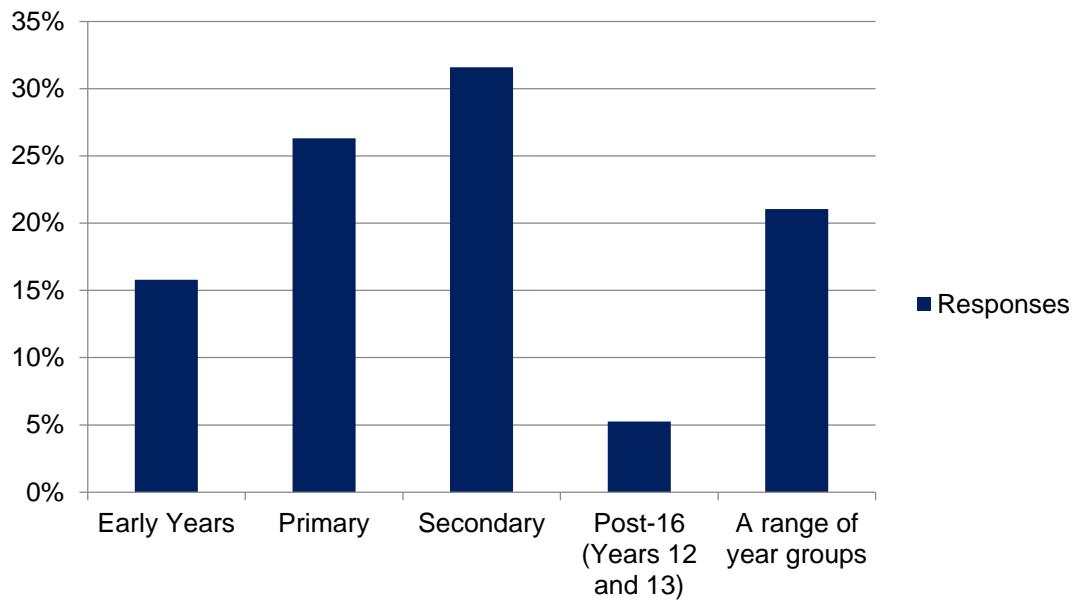
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	16%	3
More than one year but less than three years	42%	8
Three years or more	42%	8
	Answered	19
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

32%

Caymanian

68%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	79%	15
Agree	21%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	42%	8
Agree	53%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	42%	8
Agree	53%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	37%	7
Agree	53%	10
Disagree	11%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	32%	6
Agree	42%	8
Disagree	26%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	42%	8
Agree	47%	9
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	67%	12
Agree	22%	4
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	1

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	50%	9
Agree	44%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	1

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	56%	10
Agree	33%	6
Disagree	6%	1
Strongly Disagree	6%	1
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	67%	12
Agree	28%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	44%	8
Agree	50%	9
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33%	6
Agree	33%	6
Disagree	6%	1
Strongly Disagree	6%	1
I am unsure or unable to answer the question	22%	4
	Answered	18
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	56%	10
Agree	17%	3
Disagree	6%	1
Strongly Disagree	17%	3
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	39%	7
Agree	39%	7
Disagree	6%	1
Strongly Disagree	6%	1
I am unsure or unable to answer the question	11%	2
	Answered	18
	Skipped	1

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	53%	9
Agree	18%	3
Disagree	18%	3
Strongly Disagree	6%	1
I am unsure or unable to answer the question	6%	1
	Answered	17
	Skipped	2

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	17%	3
Agree	50%	9
Disagree	17%	3
Strongly Disagree	6%	1
I am unsure or unable to answer the question	11%	2
	Answered	18
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	22%	4
Agree	50%	9
Disagree	6%	1
Strongly Disagree	6%	1
I am unsure or unable to answer the question	17%	3
	Answered	18
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	56%	10
Agree	22%	4
Disagree	11%	2
Strongly Disagree	6%	1
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	44%	8
Agree	44%	8
Disagree	0%	0
Strongly Disagree	6%	1
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	39%	7
Agree	44%	8
Disagree	11%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	1

Overall, this school provides a good quality of education.

55%

Strongly Agree

33%

Agree

6%

Disagree

0%

Strongly Disagree

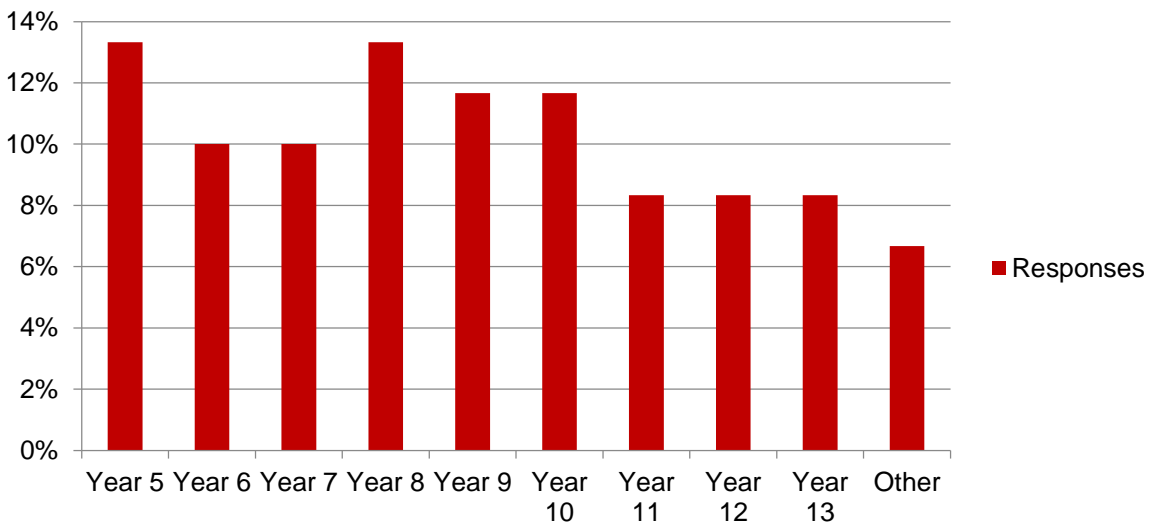
6%

Not Sure

Response	Count
Answered	18
Skipped	1

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

83%

Caymanian

17%

Non-Caymanian

Please state your gender.

52%

Male

48%

Female

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	24%	14
Agree	58%	34
Disagree	8%	5
Strongly Disagree	8%	5
I am unsure or unable to answer the question	2%	1
	Answered	59
	Skipped	1

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	20%	12
Agree	61%	36
Disagree	10%	6
Strongly Disagree	7%	4
I am unsure or unable to answer the question	2%	1
	Answered	59
	Skipped	1

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	32%	19
Agree	46%	27
Disagree	8%	5
Strongly Disagree	7%	4
I am unsure or unable to answer the question	7%	4
	Answered	59
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	39%	23
Agree	42%	25
Disagree	8%	5
Strongly Disagree	7%	4
I am unsure or unable to answer the question	3%	2
	Answered	59
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	19%	11
Agree	71%	42
Disagree	3%	2
Strongly Disagree	3%	2
I am unsure or unable to answer the question	3%	2
	Answered	59
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	17%	10
Agree	59%	35
Disagree	14%	8
Strongly Disagree	7%	4
I am unsure or unable to answer the question	3%	2
	Answered	59
	Skipped	1

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	24%	14
Agree	54%	32
Disagree	8%	5
Strongly Disagree	5%	3
I am unsure or unable to answer the question	8%	5
	Answered	59
	Skipped	1

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	38%	22
Agree	52%	30
Disagree	3%	2
Strongly Disagree	7%	4
I am unsure or unable to answer the question	0%	0
	Answered	58
	Skipped	2

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	29%	17
Agree	50%	29
Disagree	12%	7
Strongly Disagree	7%	4
I am unsure or unable to answer the question	2%	1
	Answered	58
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	36%	21
Agree	47%	27
Disagree	10%	6
Strongly Disagree	7%	4
I am unsure or unable to answer the question	0%	0
	Answered	58
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	19%	11
Agree	43%	25
Disagree	16%	9
Strongly Disagree	14%	8
I am unsure or unable to answer the question	9%	5
	Answered	58
	Skipped	2

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	15%	9
Agree	46%	27
Disagree	17%	10
Strongly Disagree	17%	10
I am unsure or unable to answer the question	5%	3
	Answered	59
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	19%	11
Agree	56%	33
Disagree	8%	5
Strongly Disagree	5%	3
I am unsure or unable to answer the question	12%	7
	Answered	59
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	37%	22
Agree	47%	28
Disagree	3%	2
Strongly Disagree	12%	7
I am unsure or unable to answer the question	0%	0
	Answered	59
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	42%	24
Agree	44%	25
Disagree	0%	0
Strongly Disagree	7%	4
I am unsure or unable to answer the question	7%	4
	Answered	57
	Skipped	3

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	28%	16
Agree	40%	23
Disagree	16%	9
Strongly Disagree	5%	3
I am unsure or unable to answer the question	11%	6
	Answered	57
	Skipped	3

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	25%	14
Agree	35%	20
Disagree	4%	2
Strongly Disagree	7%	4
I am unsure or unable to answer the question	30%	17
	Answered	57
	Skipped	3

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	28%	16
Agree	40%	23
Disagree	12%	7
Strongly Disagree	11%	6
I am unsure or unable to answer the question	9%	5
	Answered	57
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	42%	24
Agree	46%	26
Disagree	5%	3
Strongly Disagree	5%	3
I am unsure or unable to answer the question	2%	1
	Answered	57
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	37%	21
Agree	42%	24
Disagree	5%	3
Strongly Disagree	7%	4
I am unsure or unable to answer the question	9%	5
	Answered	57
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	32%	18
Agree	28%	16
Disagree	5%	3
Strongly Disagree	11%	6
I am unsure or unable to answer the question	25%	14
	Answered	57
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	31%	17
Agree	33%	18
Disagree	11%	6
Strongly Disagree	16%	9
I am unsure or unable to answer the question	9%	5
	Answered	55
	Skipped	5

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	20%	11
Agree	29%	16
Disagree	18%	10
Strongly Disagree	18%	10
I am unsure or unable to answer the question	15%	8
	Answered	55
	Skipped	5

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	21%	12
Agree	38%	21
Disagree	14%	8
Strongly Disagree	18%	10
I am unsure or unable to answer the question	9%	5
	Answered	56
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	30%	17
Agree	46%	26
Disagree	7%	4
Strongly Disagree	7%	4
I am unsure or unable to answer the question	9%	5
	Answered	56
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	30%	17
Agree	39%	22
Disagree	11%	6
Strongly Disagree	9%	5
I am unsure or unable to answer the question	11%	6
	Answered	56
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	25%	14
Agree	43%	24
Disagree	5%	3
Strongly Disagree	14%	8
I am unsure or unable to answer the question	13%	7
	Answered	56
	Skipped	4

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	20%	11
Agree	52%	29
Disagree	7%	4
Strongly Disagree	13%	7
I am unsure or unable to answer the question	9%	5
	Answered	56
	Skipped	4

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

29%

Strongly Agree

38%

Agree

14%

Disagree

14%

Strongly Disagree

5%

Not Sure

Response	Count
Answered	56
Skipped	4

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

