



INSPECTION REPORT

CAYMAN PREP AND HIGH SCHOOL

OFFICE OF EDUCATION STANDARDS
March 2019

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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 Cayman Prep and High School

Name of school	Cayman Prep and High School
Address	Primary; 242, Smith Road, Grand Cayman. Secondary; 559, Walkers Road, Grand Cayman. PO Box 10013, Grand Cayman. KY1-1001.
Telephone	01-345-949-9115
E-mail address	hsoffice@cayprep.edu.ky psoffice@cayprep.edu.ky
School Website	https://www.cayprep.edu.ky
Director	Ms. D. McLaughlin
School day timing	Kindergarten. 8am to 2pm. Year 1 and 2. 8am to 2.15pm. Year 3 to 6. 8am to 2.30pm. Year 7 to 13. 7.45am to 3pm.
Age range of students	4 to 18 years
Number of students	974 (522 primary and 452 secondary)
Number of teaching staff	85
Number of support staff	47
Date of last inspection	March 2006

The context of the school

Cayman Prep and High School is the largest private school on The Cayman Islands. At the time of the inspection there were 974 students on roll, including 522 in the primary school and 452 in the secondary school.

Cayman Prep and High School is owned by The United Church in Jamaica and the Cayman Islands. The Church Council appoints the Board of Governors for the school including the Chairman. There is parental representation on the School Board. The school was founded in 1949 with the objective to provide outstanding educational opportunities guided by Christian principles. It is a not for profit, co-educational school.

Cayman Prep and High School follows the revised National Curriculum of England and is organised into year groups aligned to the English system. In the Kindergarten section, children follow the Early Years Foundation Curriculum and the Cayman Islands Early Years Curriculum. Primary and Year 7 to 9 students follow the revised English National Curriculum (2014). Secondary students take General Certificate of Secondary Education (GCSE) and International General Certificate of Secondary Education (IGCSE) examinations at the end of Year 11. In the post-16 phase, students follow Advanced Level courses, with examinations in both Year 12 and Year 13.

For the purposes of this report, information regarding the school is organised into four phases;

- Early Years. Kindergarten classes. Children from four to five years.
- Primary. Years 1 to 6. Students from five to 11 years.
- Secondary. Years 7 to 11. Students from 11 to 16 years.
- Post-16. Years 12 and 13. Students from 16 to 18 years.

The school has two sites which are just over one mile apart. One houses the prep school (Kindergarten to Year 6) and the other, which is situated on Walkers Road, accommodates the high school students (Years 7 to 13).

Key strengths

Inspectors identified the following strengths in the school;

- Students' attainment and progress in secondary and post-16 is excellent and it is good in primary and early years;
- The strong, positive culture and Christian ethos which lead to students' behaviour being exemplary across all stages of the school;
- Students' civic and environmental understanding in all phases of the school is excellent;
- Teaching in the secondary and post-16 phases is excellent because it meets the needs of all students, including the more able and those with special educational needs;
- The highly effective links with parents including the excellent arrangements for communication and the positive partnerships with the local and wider community.

Recommendations

Inspectors identified the following areas requiring improvement;

- Leaders should review assessment systems across the school to help monitor students' progress more effectively, particularly in the primary and early secondary stages;
- Staff and the primary leadership team should further develop the early years curriculum so that adults guide children's learning more consistently and develop the children's core knowledge and skills across all of the early learning goals;
- The Director and Board of Governors should continue with the arrangements to achieve international accreditation to support the school's ongoing drive towards excellence.

Summary

Overall Evaluation - Good

Cayman Prep and High School performs well in all major aspects of its work. The senior staff are capable of leading further improvement. Across all quality indicators, almost all judgements are good or better. There were a number of excellent features as listed below.

Inspectors identified excellent practice in the following areas;

- Students' attainment and progress in English in both secondary and post-16 phases and students' attainment in science at Key Stage 4;
- Students' personal and social development in all phases of the school.
- Teaching and learning in the secondary and post-16 phases of the school;
- Curriculum quality in the post-16 phase;
- Arrangements to secure students' health and safety in the secondary and post-16 phase;
- Support and guidance in the secondary and post-16 phases of the school;
- Links with parents and the community in all phases of the school.

There were no weak areas of performance identified in the school. Students' progress in key subjects, leadership, self-evaluation and improvement planning were evaluated as good rather than excellent because certain aspects require further development.

Achievement

Students' attainment in relation to international standards	Early Years	Primary	Secondary	Post-16
Attainment in English	Good	Good	Excellent	Excellent
Attainment in mathematics	Good	Good	Good	Good
Attainment in science	Good	Good	Excellent	Good

Attainment in English in the early years was good. Most staff created exciting and motivating contexts to support the children's acquisition of key skills in both reading and writing. This needed to be more consistently developed across classes. In the primary classes most students read confidently and accurately, above the expected level at most stages. Programmes such as Accelerated Reading effectively promoted children's reading and comprehension skills. Primary students wrote at length in a good range of contexts using an increasingly complex range of vocabulary and diverse styles to engage their readers. Students' attainment in English at the secondary and post-secondary phases was excellent. Most students performed above national and international standards in external examinations. For example, in the 2017 and 2018 I-GCSE assessment for English Language most students achieved the highest grades and all students reached the expected level. Similarly, students' attainment in English Literature in the Cambridge International Examination was excellent. In 2018, Year 13 results in English Literature were excellent because most students achieved the highest grades and all received grades from A to C.

Attainment in mathematics was good in all phases of the school. In Kindergarten, children made a good start to their mathematical learning because teachers provided regular opportunities within the programme for mathematical exploration, promoting understanding of spatial concepts and the accurate use of appropriate mathematical terms and symbols. In the primary years, regular problem-solving and realistic contexts for mathematical learning supported students' confidence with number, shape and measures. In one Year 3 class, for example, students investigated the relationship between different multiplication tables facts and identified patterns and rules. By the end of primary years, students' mental calculation skills were good. Attainment in mathematics in the secondary stages was good because, by the end of Year 11, almost all students achieved at the expected level and a majority achieved higher

than this. Similarly, in Year 13, in A-level examinations, most students achieved at the highest level though AS Year 12 results in 2018 were notably weaker.

Attainment in science was good in early years, primary and post-16. In early years classes, the children were able to investigate the natural environment and use scientific vocabulary well. In primary school students' attainment was good because the majority of students had a knowledge and understanding of space and animal classification above curriculum standards. Attainment was excellent in the secondary school in biology, chemistry and physics at I-GCSE because students used the full range of measuring equipment in practical science to test their hypothesis fairly and write detailed conclusions. In A-level chemistry, attainment was excellent because most students achieved above international standards.

Students' progress in key subjects	Early Years	Primary	Secondary	Post-16
Progress in English	Good	Good	Excellent	Excellent
Progress in mathematics	Good	Good	Good	Good
Progress in science	Good	Good	Good	Good

In the early years, most children made good progress in English in their speaking, listening and emergent writing skills. Teachers regularly used photographic and written records of children's learning and these indicated the good progress in students' literacy skills over time. Most children were able to segment and blend letter sounds. Most had well developed spoken language skills and talked confidently in a range of contexts. Similarly, at the primary level most students made good progress in their learning. Assessment tests in English which checked progress from Years 2 to 6 showed that around half of students made better than expected progress. In addition, a review of students' work books indicated that the most were making progress in line with or above curriculum expectations. At the secondary and post-16 phases, most students made excellent progress in English. Students' current work indicated that most students were achieving above curriculum standards. Most students organised information coherently and communicated ideas with good use of syntax, grammar and language. Progress was excellent in lessons because students were required to think carefully about style and language. Most students were able to infer accurately from poetic and narrative forms and could analyse texts critically.

In mathematics, children made good progress in the Kindergarten classes and were able to count accurately and categorise shapes according to their properties. Through exploratory play they were able to weigh and measure, though their accuracy and method could have been refined, at times, with more effective guidance and intervention by staff. Primary students made good progress because teachers provided an appropriate range of mathematical experiences many of which engaged and motivated the students. Year 6 students, for example,

were able to investigate whether shapes with the same area could have different perimeters. Across the secondary and post-16 phases there was a strong emphasis placed upon real-life contexts and problem-solving alongside the course curriculum requirements. Progress was good because lessons were effectively planned and teachers demonstrated strong subject knowledge.

Progress in science in all phases was good. In early years classes progress was good because most children made expected progress and a majority made above expected progress. Children enjoyed working as scientists exploring the properties of different liquids. In the primary school the new curriculum had ensured that the majority of students made good progress in their understanding of measuring distance, time and temperature and how to record these accurately. In secondary, students made good progress in the full range of scientific skills because the department was well resourced and the Key Stage 3 and 4 curriculum was sequenced well. In the post-16 phase, progress was good because teachers used their excellent subject knowledge to challenge the majority of students to exceed their target grades.

Students' personal and social development

Promoting students' personal and social development	Early Years	Primary	Secondary	Post-16
Positive behaviour for good learning	Excellent	Excellent	Excellent	Excellent
Students' civic and environmental understanding	Excellent	Excellent	Excellent	Excellent

The strong Christian ethos of the school was reflected in the excellent behaviour and purposeful attitudes of students across all phases of the school. Students' personal development was of a high standard and their conduct in lessons and around the school was exemplary. All students were polite and respectful in their interactions with adults and with their peers. Students enjoyed excellent relationships with the staff. In interviews, all students reported that they felt safe at school and were well supported by all staff whom they trusted. Most agreed that incidents of bullying were rare, and were confident that, if such occurred staff would deal with it effectively. The school's stance on this was clear as, on admission, all high school students signed an anti-bullying policy. In interviews, all students expressed that the school leaders actively promoted values such as respect, tolerance and inclusiveness. Almost all students highlighted the caring and welcoming culture in the school. The result was the creation of a learning environment where all students felt valued and were comfortable taking intellectual risks. In lessons, all students worked purposefully and almost all worked harmoniously in pairs and groups. Almost all students followed the agreed policy for school uniform. Attendance for each term was good and almost all students arrived in time for lessons at the start of the school day. Most students demonstrated high levels of motivation and engagement in lessons.

Almost all students demonstrated excellent knowledge of the Caymanian culture and traditions and could confidently explain important events in the history and development of the Cayman Islands as well as the significance of the National Coat of Arms. Across different sections of the school there were several displays that celebrated different aspects of Caymanian culture linked to learning goals in various subjects. A majority of students contributed actively and positively to the life of the school in leadership positions such as prefects, student council representatives, house captains, reading buddies and ECO-warriors. Members of the student council reported that they had made an impact in the school, that their opinions were valued and their suggestions were acted upon. Almost all students had participated in a range of activities that extended and enriched their learning and inculcated values such as citizenship and social responsibility. These activities included raising funds to support awareness of childhood cancer, participation in the United Nations General Conference and initiating and participating in

activities that promoted environmental sustainability and conservation. Overall, students benefitted from a wide range of excellent opportunities that promoted their achievement and holistic development.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Early Years	Primary	Secondary	Post-16
Teaching	Good	Good	Excellent	Excellent
Learning	Good	Good	Excellent	Excellent
Assessment	Good	Satisfactory	Satisfactory	Good

The quality of teaching was good in early years and primary and excellent in secondary and post-16. Teaching was consistently good in English, mathematics and science and there were no examples of weak teaching identified in the school during the inspection. Teachers consistently valued students' talents and lessons were effectively planned to meet the needs of almost all students. Teachers always shared the purpose of lessons and planned an excellent balance of activities while deploying resources imaginatively. For example, students were encouraged to use a wide range of measurement devices in science. They used technology in music composition and in physical education lessons. Teachers in all phases almost always ensured that students were active participants in their learning. In a minority of lessons assessment information was not used effectively by teachers to meet the needs of all students. The highest proportion of excellent teaching in the school was noted in non-core subjects. In particular, the quality of teaching in music, art, information technology and humanities was consistently of a very high standard. In all phases, minimal time was spent managing behaviour because teachers planned engaging lesson content and expectations were consistently high. In these areas of the curriculum, lessons always started promptly with motivating tasks. For example, in a Year 7 lesson the topic of the Roman Empire was effectively introduced when the students were required to explain what connected a series of images. Similarly, technology was deployed imaginatively in a Year 11 geography lesson, where the teacher made excellent use of video material about power stations in Germany.

Learning was good in early years and primary and excellent in secondary and post-16. Almost all students collaborated effectively with others in pairs and during group work because teachers gave each student a clear role. Teachers planned lessons which enabled students to make connections between their learning in different parts of the curriculum. For example, in science students learnt about the sustainability of tourist developments on the islands and discussed the grouper moon project. Technology was integrated across the curriculum with the use of video analysis in physical education lessons and early years children produced art on computers.

Students' proficiency for finding out information themselves was not fully developed in primary phase because students did not use working walls, dictionaries or books with sufficient regularity to find things out for themselves. They relied too much on their teacher. In early years classes, adults' questioning during free-flow learning did not always guide children's learning into higher levels of challenge.

Assessment was satisfactory in primary and secondary but good in early years and sixth form. Summative assessment in children's learning journals in early years was good because staff used a wide range of evidence to show progress in children's learning. Teacher's use of summative assessment and target setting systems on GCSE and A-level courses was a strength. For example, in physical education lessons, students' performance was analysed to give students a clear picture of their strengths and areas to improve. Formative use of assessment during lessons was good in English and post-16 lessons because teachers used it to adjust plans and meet the needs of most students. In primary and early secondary phases of the school, staff had access to a wide range of external assessment data. This information was not yet used effectively in core subjects to accurately monitor progress over time.

Curriculum

Offering a curriculum that meets the educational needs of all students	Early Years	Primary	Secondary	Post-16
Curriculum	Good	Good	Good	Excellent

The curriculum was good in early years, primary and secondary and excellent in post-16. The curriculum reflected the strong Christian ethos and values of the school. It was broad, balanced and covered academic, creative, physical and practical experiences. The enrichment curriculum, including the opportunities to support others in the local community was excellent. The curriculum in primary, secondary and post-16 complied with regulatory requirements and included a broad range of extra-curricular opportunities for students. The curriculum in early years was good and included planned activities that interested the children and allowed them to explore, discover and develop independence. In addition, in certain classes the quality of teachers' knowledge and their interpretation of the curriculum plan enhanced the children's learning. The primary curriculum was good. In Key Stages 1 and 2 there was a planned thematic, cross-curricular approach alongside the separate teaching of core subjects which gave students opportunities to practise and use skills in different contexts and this helped to make learning both relevant and interesting. Specialist teaching of music and information technology was effective allowing students to access these subjects in depth. Transition arrangements between Years 6 and 7 were strong in addressing students' pastoral needs but leaders had correctly identified the need to improve the planning of curriculum content and skill progression across the primary and into the early secondary stages.

The secondary curriculum was good and was broad, balanced and well-structured within subjects. Enrichment activities such as visits, visitors and special events were used well in departments to make the curriculum relevant and motivating. Specialist teaching of art, music, humanities and information technology was strong allowing students to access these subjects in depth and quality. Transition from Year 11 into the sixth form was excellent. The curriculum in the post-16 phase was excellent and was well matched to the needs of the students. A recent curriculum review identified the need to provide further challenge for more able students and so further mathematics was added to the curriculum subject choices. There were regular planned opportunities for students to learn in the locality and beyond. The induction of students arriving into the sixth form from other schools, including many from public schools, was excellent. Almost all students gained places at international high quality universities.

Safety and support

Keeping our students safe and always supported	Early Years	Primary	Secondary	Post-16
Health and safety	Good	Good	Excellent	Excellent
Support and guidance	Good	Good	Excellent	Excellent

Health and safety arrangements were good in the early years and primary stages and excellent at secondary and post-16. School leaders and staff rigorously adhered to all safeguarding policies and procedures and as a result fulfilled their responsibilities to keep all children safe. Leaders ensured that all safeguarding training was up-to-date and all records were kept securely. The school premises were regularly maintained and consequently were hygienic and in a good state of repair. Fire and Environmental Health inspections had been undertaken and action taken, as necessary, to ensure full compliance with fire safety and health regulations. The school actively promoted healthy eating and active lifestyles for children from the moment they arrived at the school and these included, for example, daily exercise routines. Although there were written policies and procedures in place for drop-off and pick-up, arrangements to oversee the entrance and departure of adults onto the primary school site required review.

Teachers in Kindergarten, primary, secondary and post-16 phases had very good relationships with children and students. They knew their children and students very well and were fully aware of their individual needs both academically and socially and planned to support them. For example, students who lacked confidence during transition between schools received nurturing support. There was effective support for students with special educational needs and there was a strong emphasis placed upon the students being fully included in all aspects of life at the school. As a result, students with special educational needs made good progress in primary and Kindergarten and exceptional progress in secondary and post-16. Students with special educational needs were closely monitored and detailed plans were in place to support their learning. For all phases there were detailed individual education plans (IEP's) in place and strong links with outside agencies. Overall, the IEP's were used well by teachers to inform their lesson plans. For example, in a Year 11 business lesson, the teachers' plan included a clear focus on addressing the needs of students with specific barriers to their learning. However, on occasions in a few observed lessons, particularly in the primary school, this focused intervention was less evident.

Leadership and management

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

Overall, leadership of Cayman Prep and High School was judged to be good. The Director and the Principal of each campus and the Business Manager formed the Senior Leadership Team (SLT). The SLT provided effective leadership and demonstrated strong capacity to secure ongoing improvements. Steps had been taken recently to create a consultative approach to school self-evaluation and, as a consequence, teachers had become more fully involved in the process of school improvement planning. School leaders demonstrated a good knowledge of the schools' strengths and acted promptly, when necessary, to address identified weaknesses. Leaders at all levels had helped secure excellent academic outcomes in most subject areas and strategies to improve teaching quality were ongoing. The Director had taken appropriate steps to further develop the performance of the school. This included initial involvement in external accreditation with an international education body which aimed to help verify the quality of education in comparison to that of the highest performing private schools around the world. The Board of Governors met regularly to support the management of the school and held the Director and SLT to account for aspects of performance. There was scope for the Board and SLT to develop a clearer long-term strategy and vision for the school and for the Board members to take a more active role in driving forward improvements to the curriculum and to the quality of students' progress, in particular.

The arrangements for improvement planning and self-evaluation were good. In the Kindergarten and primary phase, the Principal had overseen significant improvements to the quality of provision in the early years and had effectively managed the transition to the revised English National Curriculum. Supported by the Director and the primary SLT, there were comprehensive arrangements in place to monitor and evaluate the quality of teaching and academic standards. The arrangements to check students' progress required development and this featured as a key element of the primary school improvement plan for the current year. In the secondary and post-16 phases, the recently appointed secondary Principal and secondary SLT had developed robust arrangements for self-evaluation. The secondary Principal and Director had reviewed the curriculum and pastoral arrangements in the light of feedback from

staff, students and parents. The future plans for development were ambitious, well-judged and carefully planned in order to secure ongoing high performance.

There were excellent links with parents and the community. Parents were very supportive of the work of the school and many contributed to its success through active participation in school events, with trips and visits and with students' learning in school. For example, in the primary classes a large team of parents supported reading through a programme of one-to-one support for different classes. Communication between home and school was highly effective and started with the use of learning profiles in the Kindergarten classes, continued with home-school reading logs and involved a wide range of curriculum meetings for parents regarding topics such as phonics, reading, mathematics and e-safety. In the secondary school parents made regular use of an application which provided information about homework, attendance, behaviour and students' achievement. At all stages parents reported that they found teachers and senior leaders to be approachable and quick to respond to any concerns that may have been raised. The school enjoyed positive links with the community and, in the high school, for example, there was a good programme to ensure help promote students' community action and service.

Staffing and the learning environment were judged to be good. Teaching staff were well qualified and deployed efficiently to maximise students' learning. Staff retention levels in the school were good. The library areas in each school were inviting, well-organised and managed effectively to promote positive attitudes to reading from the earliest stages of the school. In the secondary school, the library was used well to promote independent study. Resources for learning, including information and communication technology were of a high quality and teachers made regular use of modern equipment to engage students in their lessons. Facilities across the school had improved with support from the Parent Teachers Association and local businesses. A new outdoor play area had been provided and both school sites benefitted from specialised facilities for certain curriculum subjects. In secondary, however, there was a lack of design technology and home economics facilities and aspects of the physical education curriculum were taught off-site due to restrictions in available provision.

Survey results

416 parents, 106 staff and 476 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Four hundred and sixteen parents completed the survey. The responses were evenly distributed across the school year groups and more than half of the parents had children in the school for over three years. Half were Caymanian. Overall, parents were satisfied with the quality of education provided by the school. Almost all agreed with the statement, 'this school provides a good quality of education' and around one half 'strongly agreed' with the statement. Almost all believed that their children were making good progress in English, mathematics, science and other subjects. The parents felt that their children were inspired to learn. As one parent of a primary-aged students stated, 'I feel my child is very safe, thriving and happy'. Across prep and high school, almost all parents agreed that reports they received were regular and informative. A few expressed concerns regarding the time allotted during parent evening events in the secondary school. They wanted more opportunity to discuss their children's progress with specialist staff. Most parents of children in primary and secondary phases felt that communication between school and home was timely and effective. Although almost all parents judged teaching to be good, a few stated in their written comments that there was scope for higher achieving students to receive greater challenge in their learning.

Both teaching and support staff completed the survey in advance of the school inspection. More than half of the staff had worked in the school for three years or more. Almost all agreed that students' behaviour was good and that the school offered a safe and caring environment for students and also staff. Most felt that the school was well led and judged the professional development opportunities offered to be effective. Similarly, almost all staff believed the school to be well resourced and appreciated the strong links with the community. Almost all staff stated that they had been involved in the development of the school improvement plan and had completed surveys recently to inform this process. A few expressed concern that the results from such surveys had not been more widely shared to help inform self-evaluation and development plans.

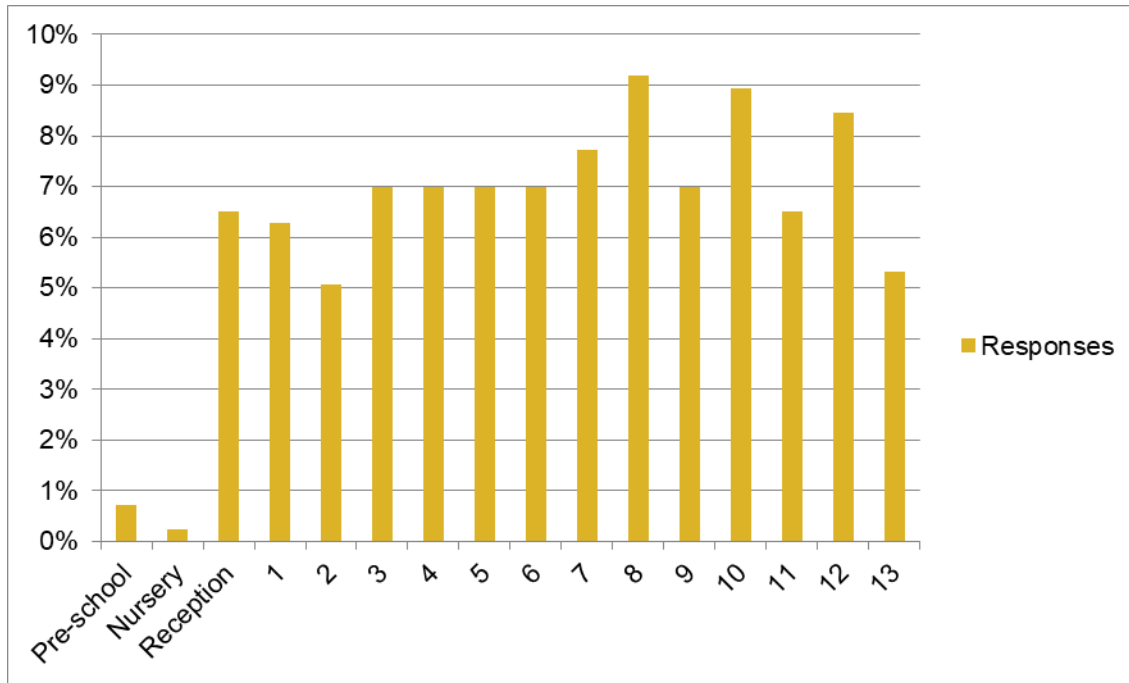
Four hundred and seventy six students from Years 5 to 13 completed the on-line survey. They were very positive about the work of the school and most agreed that Cayman Prep and High School provided a good quality of education. Over three quarters stated that they were making good progress in their studies. They felt that lessons were enjoyable and that teachers regularly explained the next steps in their learning. Most students felt safe and cared for in the school. This was because incidents of bullying were dealt with effectively and behaviour was generally considered to be good. Over 200 students provided written comments within the survey. One of the younger students wrote, 'I have a lot of fun in this school and I learn a great deal'. Another Year 9 student explained, 'This is a caring school with very knowledgeable teachers'. Older students, especially those preparing for examinations, stated that they felt a great deal of pressure and would welcome further support from the pastoral teams in the secondary school. A few students also requested additional opportunities within the curriculum to experience home economics and other practical subjects.

What happens next?

As the school is judged to be providing overall a good quality of education, there will be no further inspections until the next round of inspections which will commence in September 2020.

Office of Education Standards | Parent Survey 2019

In which grade/year is your eldest child?



Response	Count
Answered	414
Skipped	2

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

Response	Percentage	Count
Less than one year	13%	54
More than one year but less than three years	19%	77
More than three years	68%	284
Answered		415
Skipped		1

What is your nationality?

53%

Caymanian

47%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	53%	213
Agree	38%	152
Disagree	4%	18
Strongly Disagree	1%	6
I am unsure or unable to answer the question	4%	16
	Answered	405
	Skipped	11

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	49%	199
Agree	41%	165
Disagree	5%	22
Strongly Disagree	2%	8
I am unsure or unable to answer the question	3%	13
	Answered	407
	Skipped	9

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	45%	184
Agree	46%	187
Disagree	5%	21
Strongly Disagree	0%	2
I am unsure or unable to answer the question	3%	13
	Answered	407
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	46%	188
Agree	48%	196
Disagree	4%	16
Strongly Disagree	0%	1
I am unsure or unable to answer the question	2%	9
	Answered	410
	Skipped	6

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	45%	185
Agree	51%	210
Disagree	2%	8
Strongly Disagree	0%	1
I am unsure or unable to answer the question	2%	7
	Answered	411
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	46%	189
Agree	50%	207
Disagree	1%	6
Strongly Disagree	0%	1
I am unsure or unable to answer the question	2%	8
	Answered	411
	Skipped	5

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	52%	215
Agree	46%	188
Disagree	1%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	4
	Answered	411
	Skipped	5

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	47%	189
Agree	47%	188
Disagree	4%	15
Strongly Disagree	0%	1
I am unsure or unable to answer the question	2%	10
	Answered	403
	Skipped	13

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	38%	153
Agree	53%	213
Disagree	7%	28
Strongly Disagree	0%	2
I am unsure or unable to answer the question	2%	9
	Answered	405
	Skipped	11

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	36%	147
Agree	53%	213
Disagree	6%	24
Strongly Disagree	1%	4
I am unsure or unable to answer the question	4%	16
	Answered	404
	Skipped	12

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

Response	Percentage	Count
Strongly Agree	36%	146
Agree	48%	193
Disagree	11%	43
Strongly Disagree	1%	3
I am unsure or unable to answer the question	5%	19
	Answered	404
	Skipped	12

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	35%	140
Agree	53%	214
Disagree	6%	26
Strongly Disagree	1%	4
I am unsure or unable to answer the question	4%	18
	Answered	402
	Skipped	14

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	25%	102
Agree	54%	220
Disagree	14%	58
Strongly Disagree	3%	11
I am unsure or unable to answer the question	3%	13
	Answered	404
	Skipped	12

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	54%	218
Agree	43%	175
Disagree	2%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	4
	Answered	404
	Skipped	12

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	36%	145
Agree	51%	203
Disagree	8%	32
Strongly Disagree	0%	1
I am unsure or unable to answer the question	5%	21
	Answered	402
	Skipped	14

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	17%	69
Agree	27%	111
Disagree	2%	10
Strongly Disagree	1%	2
I am unsure or unable to answer the question	52%	212
	Answered	404
	Skipped	12

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	35%	142
Agree	54%	218
Disagree	2%	7
Strongly Disagree	4%	18
I am unsure or unable to answer the question	5%	19
	Answered	404
	Skipped	12

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	25%	100
Agree	36%	145
Disagree	10%	39
Strongly Disagree	2%	7
I am unsure or unable to answer the question	28%	113
	Answered	404
	Skipped	12

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

Response	Percentage	Count
Strongly Agree	24%	98
Agree	38%	152
Disagree	5%	21
Strongly Disagree	0%	1
I am unsure or unable to answer the question	33%	132
	Answered	404
	Skipped	12

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

Response	Percentage	Count
Strongly Agree	26%	107
Agree	30%	120
Disagree	5%	20
Strongly Disagree	1%	5
I am unsure or unable to answer the question	38%	152
	Answered	404
	Skipped	12

The school is well led.

Response	Percentage	Count
Strongly Agree	29%	119
Agree	53%	216
Disagree	9%	38
Strongly Disagree	1%	4
I am unsure or unable to answer the question	7%	27
	Answered	404
	Skipped	12

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

Response	Percentage	Count
Strongly Agree	25%	99
Agree	52%	208
Disagree	15%	62
Strongly Disagree	1%	4
I am unsure or unable to answer the question	7%	30
	Answered	403
	Skipped	13

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	36%	145
Agree	54%	217
Disagree	7%	29
Strongly Disagree	1%	6
I am unsure or unable to answer the question	2%	7
	Answered	404
	Skipped	12

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	28%	111
Agree	51%	206
Disagree	11%	43
Strongly Disagree	1%	4
I am unsure or unable to answer the question	9%	38
	Answered	402
	Skipped	14

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	39%	159
Agree	53%	214
Disagree	6%	26
Strongly Disagree	0%	1
I am unsure or unable to answer the question	1%	3
	Answered	403
	Skipped	13

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	39%	157
Agree	50%	200
Disagree	10%	41
Strongly Disagree	1%	2
I am unsure or unable to answer the question	1%	4
	Answered	404
	Skipped	12

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	23%	94
Agree	51%	205
Disagree	12%	47
Strongly Disagree	1%	5
I am unsure or unable to answer the question	13%	51
	Answered	402
	Skipped	14

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	30%	119
Agree	52%	209
Disagree	6%	23
Strongly Disagree	1%	2
I am unsure or unable to answer the question	12%	50
	Answered	403
	Skipped	13

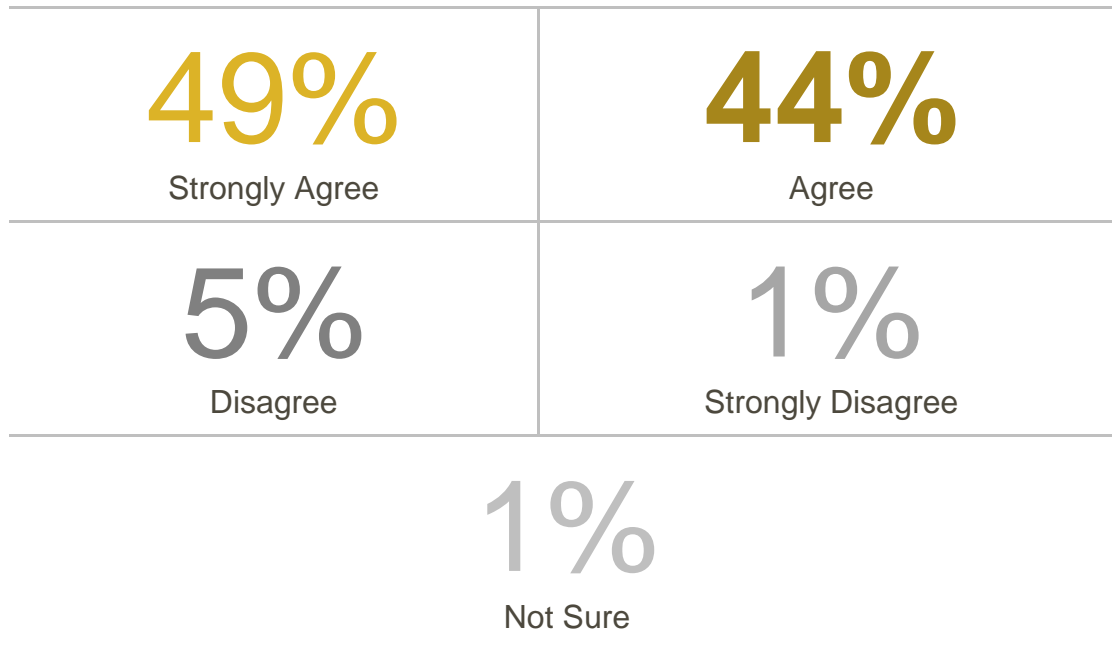
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	44%	178
Agree	47%	190
Disagree	4%	16
Strongly Disagree	1%	2
I am unsure or unable to answer the question	4%	16
	Answered	402
	Skipped	14

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

Response	Percentage	Count
Strongly Agree	43%	172
Agree	50%	200
Disagree	4%	18
Strongly Disagree	0%	1
I am unsure or unable to answer the question	3%	11
	Answered	402
	Skipped	14

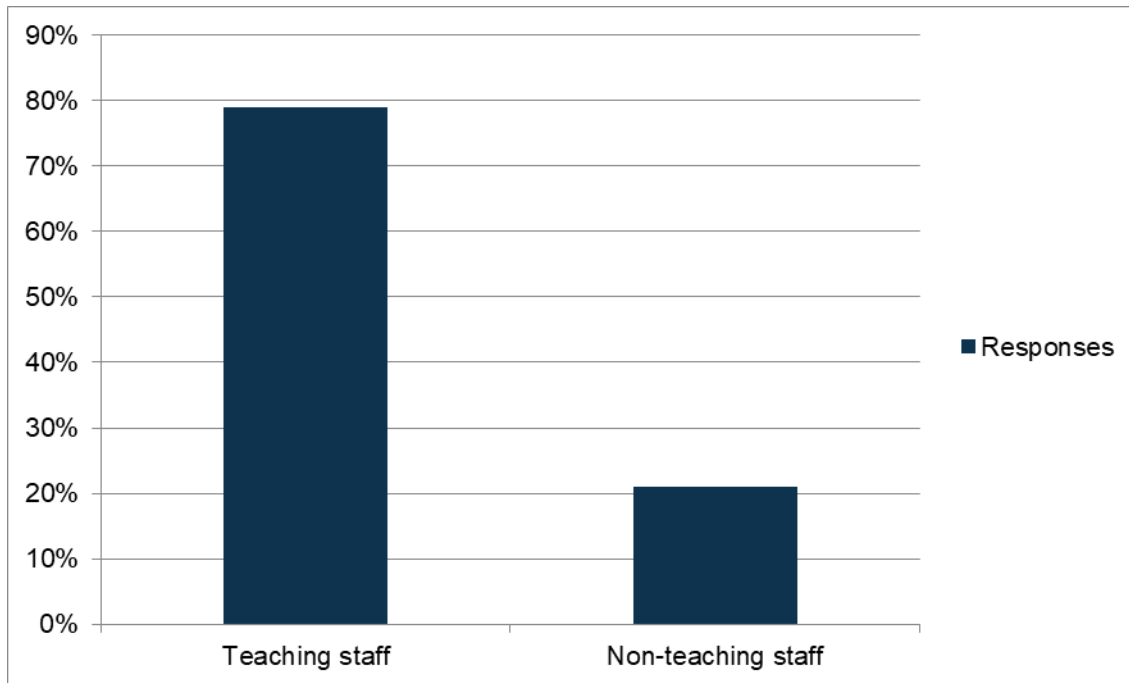
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	404
Skipped	12

Office of Education Standards | Staff Survey 2019

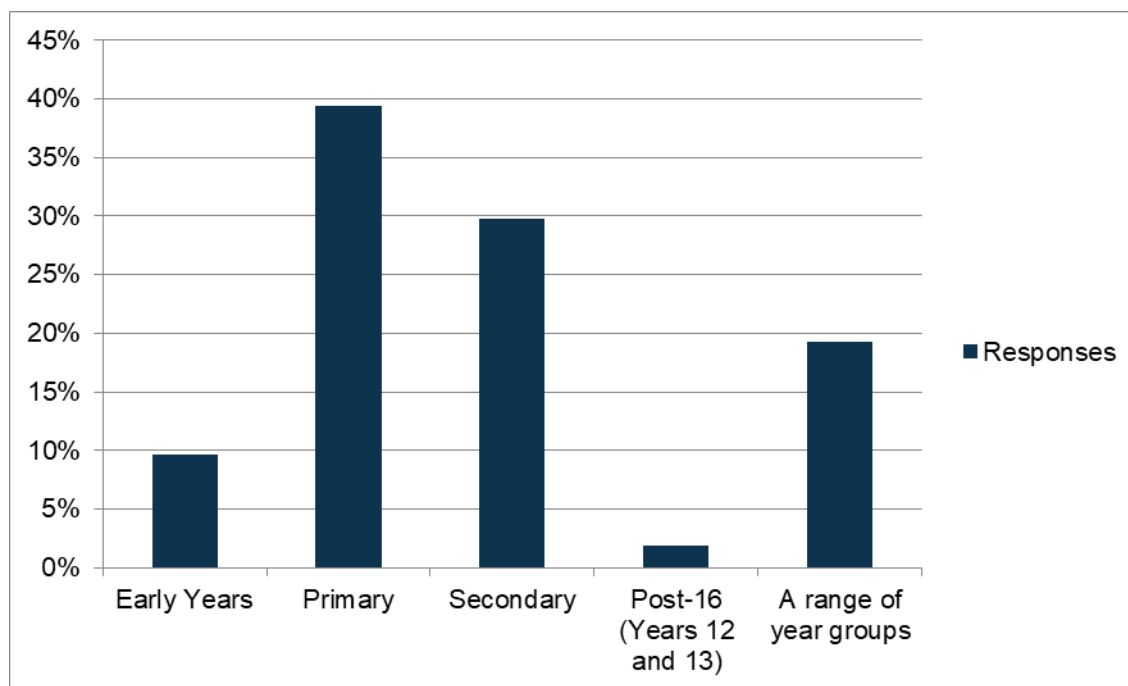
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	13%	13
More than one year but less than three years	23%	24
Three years or more	64%	67
	Answered	104
	Skipped	2

Which age-group of students are you mostly supporting?



What is your nationality?

21%

Caymanian

79%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	76%	80
Agree	23%	24
Disagree	0%	0
Strongly Disagree	1%	1
I am unsure or unable to answer the question	0%	0
	Answered	105
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	54%	57
Agree	42%	44
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	2
	Answered	105
	Skipped	1

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	66%	69
Agree	33%	35
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	105
	Skipped	1

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	40%	42
Agree	52%	55
Disagree	3%	3
Strongly Disagree	2%	2
I am unsure or unable to answer the question	4%	4
	Answered	106
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	84%	89
Agree	15%	16
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	106
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	63%	67
Agree	33%	35
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	4
	Answered	106
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	65%	69
Agree	29%	31
Disagree	5%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	106
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	52%	55
Agree	44%	47
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	106
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	62%	66
Agree	35%	37
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	2
	Answered	106
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	59%	63
Agree	37%	39
Disagree	0%	0
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	3
	Answered	106
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	43%	46
Agree	38%	40
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	19
	Answered	106
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	68%	72
Agree	27%	29
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	2
	Answered	106
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	30%	32
Agree	50%	52
Disagree	13%	14
Strongly Disagree	2%	2
I am unsure or unable to answer the question	5%	5
	Answered	105
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	47%	49
Agree	44%	46
Disagree	2%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	7%	7
	Answered	105
	Skipped	1

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	42%	44
Agree	45%	47
Disagree	6%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	7%	7
	Answered	105
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	42%	44
Agree	47%	49
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	9
	Answered	105
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	32%	34
Agree	55%	58
Disagree	3%	3
Strongly Disagree	2%	2
I am unsure or unable to answer the question	8%	8
	Answered	105
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	50%	52
Agree	47%	49
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	4
	Answered	105
	Skipped	1

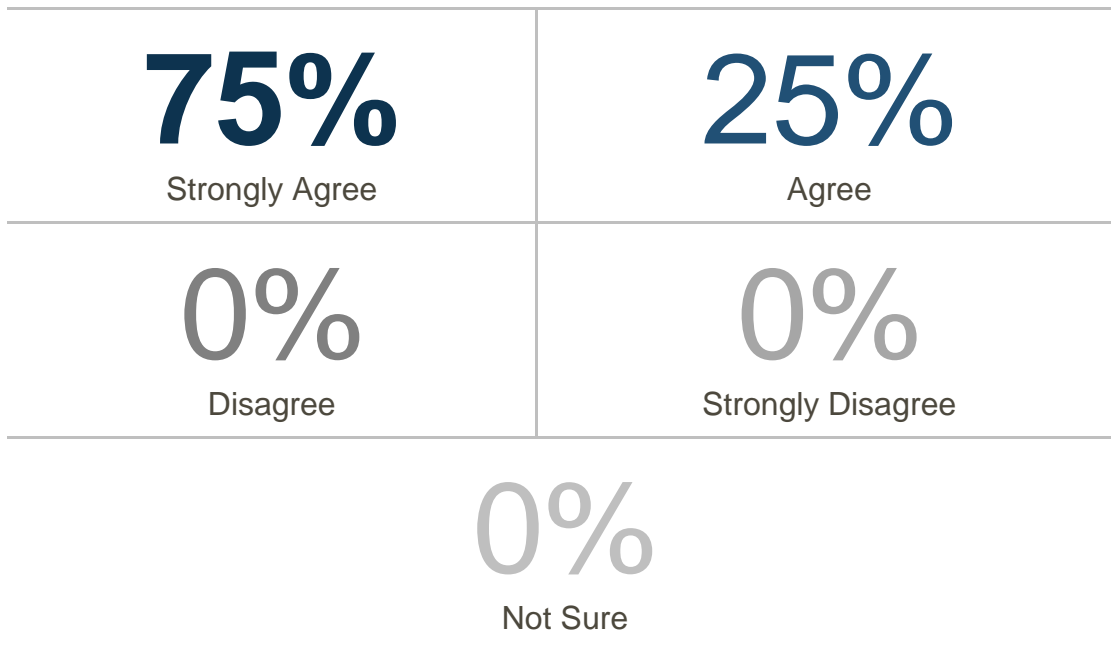
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	76%	81
Agree	23%	24
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	106
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	65%	69
Agree	27%	29
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	7
	Answered	106
	Skipped	0

Overall, this school provides a good quality of education.

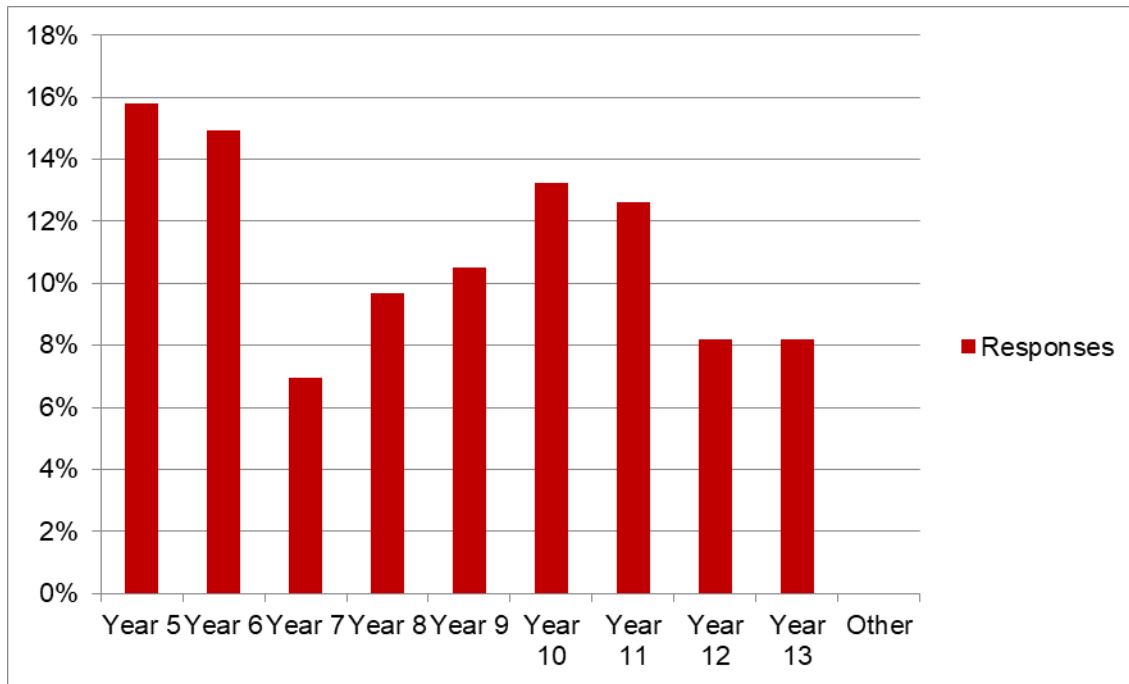


Response	Count
Answered	106
Skipped	0

Appendix 3

Office of Education Standards | Student Survey 2019

Which is your current year group?



What is your nationality?

70%

Caymanian

30%

Non-Caymanian

Please state your gender.

218

Boys

258

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	18%	83
Agree	58%	275
Disagree	10%	46
Strongly Disagree	1%	5
I am unsure or unable to answer the question	13%	63
	Answered	472
	Skipped	4

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	29%	135
Agree	50%	235
Disagree	10%	49
Strongly Disagree	2%	10
I am unsure or unable to answer the question	9%	44
	Answered	473
	Skipped	3

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	25%	117
Agree	57%	271
Disagree	8%	36
Strongly Disagree	1%	5
I am unsure or unable to answer the question	9%	44
	Answered	473
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	29%	138
Agree	63%	297
Disagree	4%	17
Strongly Disagree	1%	5
I am unsure or unable to answer the question	3%	16
	Answered	473
	Skipped	3

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	10%	48
Agree	67%	313
Disagree	16%	77
Strongly Disagree	3%	15
I am unsure or unable to answer the question	3%	16
	Answered	469
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	9%	40
Agree	61%	285
Disagree	19%	91
Strongly Disagree	2%	10
I am unsure or unable to answer the question	9%	42
	Answered	468
	Skipped	8

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	14%	67
Agree	58%	275
Disagree	19%	89
Strongly Disagree	3%	13
I am unsure or unable to answer the question	6%	27
	Answered	471
	Skipped	5

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	21%	100
Agree	68%	321
Disagree	8%	37
Strongly Disagree	1%	6
I am unsure or unable to answer the question	1%	6
	Answered	470
	Skipped	6

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	16%	76
Agree	61%	287
Disagree	18%	84
Strongly Disagree	4%	17
I am unsure or unable to answer the question	1%	6
	Answered	470
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	25%	119
Agree	58%	274
Disagree	11%	51
Strongly Disagree	2%	10
I am unsure or unable to answer the question	3%	15
	Answered	469
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	27%	129
Agree	53%	248
Disagree	12%	58
Strongly Disagree	3%	16
I am unsure or unable to answer the question	4%	19
	Answered	470
	Skipped	6

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	23%	109
Agree	49%	232
Disagree	21%	99
Strongly Disagree	3%	12
I am unsure or unable to answer the question	4%	17
	Answered	469
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	16%	77
Agree	53%	249
Disagree	21%	97
Strongly Disagree	7%	33
I am unsure or unable to answer the question	3%	13
	Answered	469
	Skipped	7

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	23%	107
Agree	65%	303
Disagree	8%	38
Strongly Disagree	2%	9
I am unsure or unable to answer the question	3%	12
	Answered	469
	Skipped	7

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	24%	112
Agree	56%	262
Disagree	13%	62
Strongly Disagree	3%	15
I am unsure or unable to answer the question	3%	14
	Answered	465
	Skipped	11

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	17%	77
Agree	51%	236
Disagree	22%	100
Strongly Disagree	6%	27
I am unsure or unable to answer the question	5%	25
	Answered	465
	Skipped	11

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	17%	79
Agree	44%	204
Disagree	12%	55
Strongly Disagree	2%	11
I am unsure or unable to answer the question	25%	116
	Answered	465
	Skipped	11

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	13%	62
Agree	63%	292
Disagree	7%	33
Strongly Disagree	13%	62
I am unsure or unable to answer the question	4%	17
	Answered	466
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	30%	139
Agree	48%	224
Disagree	11%	51
Strongly Disagree	3%	13
I am unsure or unable to answer the question	8%	36
	Answered	463
	Skipped	13

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

Response	Percentage	Count
Strongly Agree	21%	96
Agree	59%	276
Disagree	10%	45
Strongly Disagree	1%	6
I am unsure or unable to answer the question	9%	44
	Answered	467
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	22%	103
Agree	35%	165
Disagree	5%	22
Strongly Disagree	2%	7
I am unsure or unable to answer the question	36%	169
	Answered	466
	Skipped	10

The school is well led.

Response	Percentage	Count
Strongly Agree	20%	93
Agree	55%	253
Disagree	15%	70
Strongly Disagree	4%	20
I am unsure or unable to answer the question	6%	27
	Answered	463
	Skipped	13

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	20%	93
Agree	48%	222
Disagree	20%	91
Strongly Disagree	8%	37
I am unsure or unable to answer the question	4%	20
	Answered	463
	Skipped	13

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	11%	52
Agree	45%	210
Disagree	25%	118
Strongly Disagree	7%	34
I am unsure or unable to answer the question	11%	51
	Answered	465
	Skipped	11

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

Response	Percentage	Count
Strongly Agree	28%	128
Agree	60%	277
Disagree	9%	44
Strongly Disagree	1%	3
I am unsure or unable to answer the question	3%	13
	Answered	465
	Skipped	11

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

Response	Percentage	Count
Strongly Agree	16%	73
Agree	58%	272
Disagree	14%	66
Strongly Disagree	3%	15
I am unsure or unable to answer the question	8%	39
	Answered	465
	Skipped	11

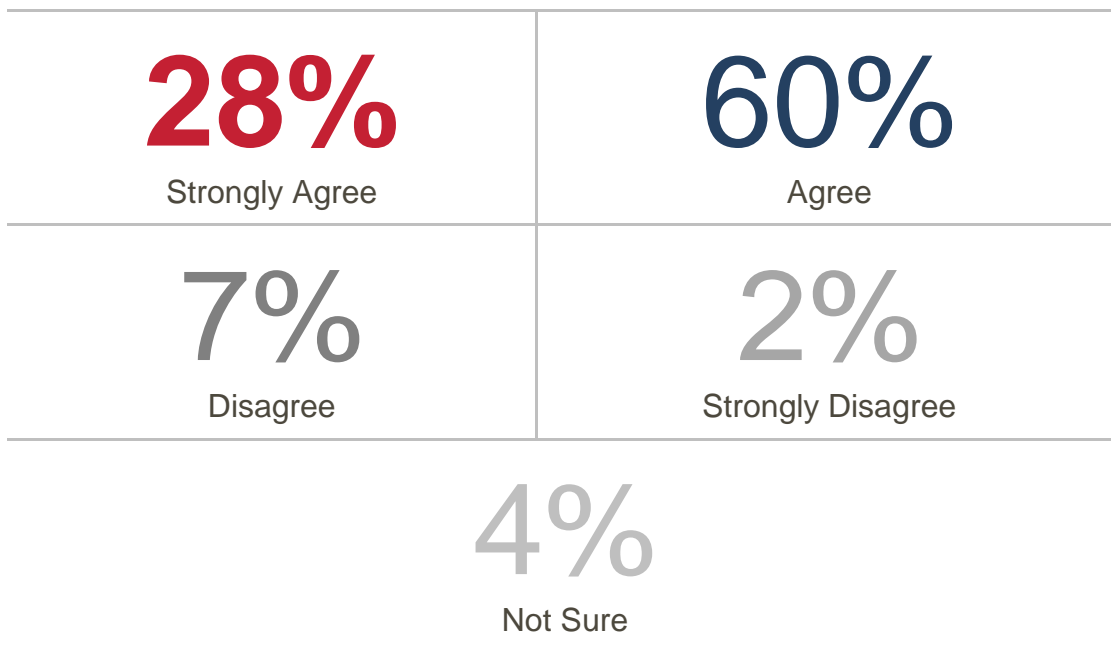
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	27%	126
Agree	58%	268
Disagree	11%	49
Strongly Disagree	1%	6
I am unsure or unable to answer the question	4%	17
	Answered	466
	Skipped	10

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	30%	139
Agree	62%	289
Disagree	5%	23
Strongly Disagree	1%	4
I am unsure or unable to answer the question	2%	10
	Answered	465
	Skipped	11

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



Response	Count
Answered	464
Skipped	12

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

