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10<sup>th</sup> February 2022

Tiffany Jeremiah  
Calvary Baptist Christian Academy  
191 Walkers Rd  
George Town 1105  
Cayman Islands

Dear Acting Principal Jeremiah,

### **OES thematic visit to Calvary Baptist Christian Academy**

Following my visit to your school on 9<sup>th</sup> February 2022, I write on behalf of the Office of Education Standards to confirm the findings. I would like to take this opportunity to thank you, for the time you made available to discuss how the school's leadership teams are managing and leading the school during the Covid-19 pandemic in two key areas of provision:

- Performance Standard 5: Keeping our students safe and always supported
- Performance standard 6: Leading and managing our school and developing links with the community we serve.

Following the publication of Ministry of Education guidelines and the constraints of COVID-19 the OES devised this 1 day thematic visit to reduce the pressure on the school.

OES visits to schools during this Spring Term are not inspections. We are not giving graded judgements. We did not undertake the usual range of inspection activities and were not always able to gather all sources of evidence, such as visits to lessons. The content of this letter gives an overview of our discussions about what has happened in your school regarding leadership and wellbeing since September 2021.

During the visit, we spoke to you, your leadership teams and staff. We did not speak to students.

## **Context**

As we learn to manage community transmission and continue to support the school family, the OES will undertake a 'thematic visit' program and will visit:

- A sample of 31 schools.
- Both government and private sector schools.

The information from this visit will feed into OES's national reporting so that the insights can be shared with the government and the education sector.

We found no significant concerns. As such a thematic visit report will be published on our website.

### **From this visit the inspector noted that:**

- The Governors and senior leadership team were committed to creating and maintaining a safe environment for the school community and the continuation of learning for all students during the pandemic.
- Prior to Covid-19 the school had procured a Learning Management System - PRAXI (LMS) which made a pivot to a more online approach to administration and learning much smoother. The school had also incorporated 'Google Classroom' into the LMS but not all teachers had migrated their subjects on to the LMS.
- Leadership had utilised a new online version of the curriculum (Abeka) that allowed for the monitoring of student online attendance. The school board had supported additional spending for 'streamed hours' for the Abeka online curriculum that allowed students access to live or recorded lessons.
- Moreover, the system was able to show how much of the online lessons had been attended, including how much of the supporting resources had been used by individual students. However, a number of middle leaders remarked that despite the system and the data a number of students were just not showing up online when isolating and that attendance support from parents was needed.
- Leadership had created a clear system of entry and exit from school with students all wearing masks and having their temperature checked. Due to limited space in school a one way system had been devised ensuring younger students went direct to their classrooms and older students went onto the school playground. Students were able to purchase additional masks from the school secretary.
- School leaders had created procedures for dealing with Covid-19 cases and had pre-prepared LFT quantity packages with parental instructions to ease the management of incidents should they arise. As a small school with limited staffing students that required a LFT were sent home to test rather than disrupt other classes.
- The water fountain was turned off and replaced with a water bottle filling station with students encouraged to bring in their own water bottles.
- The school had increased the cleaning budget that incorporated cleaning equipment for staff and students, hand sanitizer, a monthly deep clean and a 3 monthly 'static' clean.
- In KG children had individualised boxes of supplies to avoid cross contamination through sharing. Staff and students regularly wiped down toys and surfaces in addition periodic cleaning pulled out all items on the shelves and bookcases for cleaning.

- Students took some responsibility for their own safety by cleaning their desks after use and clearing up the lunch area as per the schedule.
- The school was concerned with the wellbeing of students and during the visit was promoting the UK Children's Mental Health Week that had themed the Bible studies lessons that week. Staff reported that student's, particularly older students had been very open and involved.
- The school operated an 'at risk register' with 5 students on individual learning plans with some referrals to Cayman Inclusion and Cayman ABA, although the school monitoring tool had not been completed for the start of term 2.
- Staff wellbeing was less formal although devotion is offered for staff twice per week where issues and concerns had been discussed. In addition staff events had been organised for each quarter for instance the Principal reported that staff had attended an escape room, Compass Media Loft for Christmas celebration, Stingray City and end of year luncheons.
- Senior leaders had a lot of data collection across many aspects of the school but less Covid-19 specific information. In addition this had not moved into the analysis phase limiting its use for future improvement.
- A school improvement plan was presented however it lacked the specific targets and expectations that would support the correct identification and measurement of improvement.
- Middle leaders in English, mathematics and science did report periodic learning loss linked to isolation and remote learning suggesting they were in a constant state of catching up.
- Leaders had been recording face to face and online attendance which showed a number of students had missed some considerable face to face time during the Pandemic.
- The results of the parental survey suggest positive support for the school during the pandemic. Parents receive regular emails regarding LFT testing, online learning as well as a revised Covid-19 implementation plan.
- Parents had been sent Google Classroom codes for their child's subjects as a precautionary measure should the need to study from home arise which facilitated a smoother transition for those isolating.
- The school had moved parent's meetings/evenings to an online 'Teams' system that was now more practical given the pandemic constraints.
- The school had updated their Covid-19 health and safety policy for Sept 2021 which was understood by students, parents and teachers.
- Middle leaders reported that parents had been contacted regarding the support for attendance during the isolation and remote lessons.
- Staff were supportive of the direction of the school and welcomed the arrival of newer laptops. However, teachers expressed the need for additional in class technology and 'Hybrid' training in order to maximise the online learning potential.
- The board had appointed a curriculum coordinator but due to Covid-19 related on-boarding issues had only recently arrived at the school. The school further reported difficulties of getting new staff to apply and move on to the islands.
- The Principal stated that additional continuous professional development was planned to explore the additional features of Google Classroom and the Learning Management System.

## ‘COVID Keepers’

- **Mental health week** – The school will continue to use the ‘Place2Be’s online system for incorporating wellbeing activities and ideas in to lessons.
- **Hand sanitization** – To minimize the transmission of germs in general for classes, break, lunch and bus.
- **Mid-day cleaning routine** - Disinfection of high touch surface areas, bathrooms, corridors
- **KG Individualized supplies** – Each child has their own box with learning items thus avoid sharing and cross contamination potential.
- **Online meeting with parents** – Continue to use Zoom and Teams for parents evenings and conference calls.
- **Increased online resources for students** – Virtual College and careers fair, and video lessons for students.
- **Electronic report cards** – A greener solution will see less paper-based reports. This also provides improved access for many.
- **Improved pick up and drop off routines** – Continue to better manage entry into school and to stagger entry and exit timings.

Thank you again for contributing to this important national work. The views and experiences you have shared will help inform future policy.

I am copying this letter to the Chair of the Board, the Chief Officer for the Ministry of Education and the Chair of the Education Council. This letter will be published on the Office of Education Standards website.

Yours sincerely,



Nicholas Sherriff

**Chief Inspector** | Office of Education Standards  
Portfolio of the Civil Service

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