



*Office of Education Standards  
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10 February 2022

Mrs Shauna Haylock  
Wesleyan Christian Academy  
62 Crescent Close  
West Bay

Dear Mrs Haylock,

### **OES thematic visit to Wesleyan Christian Academy**

Following my visit to your school on 9 February 2022, I write on behalf of the Chief Inspector 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 school's leadership team is 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 happened in your school regarding leadership and wellbeing since September 2021.

During the visit, we spoke to you and your leadership teams.

### **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 did not find any significant concerns. As such a thematic visit report would be published on our website available to parents and carers.

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

- Senior leaders, and all other staff across the school, exhibited an exemplary attitude towards the ongoing provision of education for all students throughout the pandemic.
- Staff shortages, due to Covid-19, had recently led to one class transferring to remote provision. A teacher was supporting part of the class through synchronous delivery throughout the day, with the remaining students working through their Individualised PACE goals.
- Teachers have used IT to engage with students' lessons remotely. Teachers used 'Google Meet' to facilitate support. Teachers reported they were adequately resourced and had been trained in the use of digital technology to deliver the curriculum.
- There were clear protocols in place for the safe arrival and departure of students, although a few parents, and students, entered the school grounds without masks on. Students readily put on masks when challenged by staff.
- Students remained in 'bubbles' throughout the day whereby each class remains isolated from each other class. Lunchtimes and access to the playground were staggered to avoid bubbles interacting. Students followed protocols throughout the day and were aware of the necessity for sanitization, mask wearing and physical distancing.
- The school had responded swiftly to incidences of Covid-19 within the school, with a contracted cleaner being brought in to deep-clean the relevant classroom(s) before students were able to re-enter the area.
- Staff were currently cleaning their own classrooms at the end of the day. With the extra depth of cleaning required at this time, this has placed an additional strain on staff resources during the pandemic.
- The principal has collected LFT kits from the ministry every week and prepared them for distribution. Whilst not being a particularly onerous task it was noted that it can be highly time consuming. The principal had created a detailed spreadsheet to monitor the usage and distribution of the LFT kits.
- On the current system, the school had recorded student attendance as either present or absent, with the absence being either excused or unexcused. The school was unable to distinguish absences due to Covid-19.
- Staff reported anecdotally, that some students, particularly higher in the school, had lost a degree of 'drive' during the pandemic. Staff contributed this to Covid-related factors such as parents losing jobs, or illnesses in the family, that had led to a loss of focus or optimism for the future.
- Teachers reported that there had been a slight 'distancing' of relationships between staff and students during the pandemic. Students were unable to relate to staff's facial expressions and the younger students were denied the physical reassurances enabled pre-Covid. Staff expressed the feeling that the mask may have been perceived as a 'comprehension barrier'.
- Teachers reported communication between school and parents had been considerably strengthened during the pandemic, with parents much more willing to engage on all matters academic, behavioural, health-related and regarding wellbeing. Communication with parents was mostly through email although the school also used Google Meet, Sycamore, Facebook and the phone.

- The school had a limited middle management structure, with a principal but no designated deputy, health and safety or wellbeing officer.
- The previous principal, who had remained at the school in a full-time teaching role, was able to offer wellbeing support to the current principal.
- Throughout the pandemic, the positions of heads of maths, English and science are shared between two members of staff.
- The head of maths and English, and the head of science were able to report eloquently upon the relative progress of the subjects throughout the pandemic. However, although the data was available at student level there was no school-wide, or cohort-wide data analysis available.
- The school's Self-evaluation form and School improvement plan were not yet finalised due to Covid although senior leadership are addressing the targets and had prioritised the completion of each document.
- The principal had created a designated 'Covid results' email address to which all relevant staff and students must send negative LFT evidence as required. The principal and secretary checked this each morning.
- The Advisory Council acts as the school's governing body and work to oversee the safety and wellbeing of all staff and students. The administrator of the Council was off-island, but regularly checked in with the principal to monitor her wellbeing. The Council recently granted the principal a short period of leave to attend to a family Covid-19 related issue.
- Staff meetings were held once a week during the pandemic, with the emphasis during three out of four being on planning, and on staff sharing new initiatives and strategies with their peers.
- Leadership delivered a week of professional development in August covering topics including safeguarding and preparation for inspection.
- The school had ensured all staff had appropriate devices to facilitate remote learning as required throughout the pandemic.

### **'COVID Keepers'**

- **Sharing certain school events through social media, especially Facebook.** The school were able to share key events through the pandemic and all stakeholders appreciated the opportunity to access these remotely.
- **Increased hygiene focus in school.** The school had found that Covid-19 protocols and discussions had raised awareness amongst all stakeholders as to the necessity and advantages of general hygiene and healthy living. Hygienic practices such as regular hand washing and sanitising had become embedded across the school.

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 Administrator of the Advisory Council, 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,



David Baldwin

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

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