



*Office of Education Standards
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24 February 2022

Chief Administrative Officer Mendoza-Hydes
Triple C School
74 Fairbanks Road
Grand Cayman

Dear Mrs. Mendoza-Hydes,

OES Thematic Visit to Triple C School

Following our visit to your school on 23 February 2022, we write on behalf of the Office of Education Standards to confirm the findings. We would like to take this opportunity to thank you for the time you made available to discuss how the 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 one 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 and a section of your staff.

Context

As we learn to manage community transmission and continue to support the school family, the OES will undertake thematic visits to 31 government and private 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 will be published on our website available to parents and other stakeholders.

From this visit the inspector noted that:

- Senior leaders and staff exhibited a clear commitment towards maintaining a safe learning environment for staff and students and the continuity of learning for all students.
- A new chair of the Board of Governors was recently appointed. The school board provided guidance to the senior leadership team and was mindful of its role in developing and updating school policies and leading educational provision. Consequently, there were plans to establish committees to provide targeted support to the school.
- Throughout the school, health routines such as mask wearing and the sanitizing of hands were well established. The school board had increased funding for cleaning and had extended the hours of the current cleaning staff. During the termly breaks, the school reported having a cleaning company come in and deep clean the school.
- There was a clear focus upon health and good hygiene. Across the school, there were prominently displayed signs with reminders to sanitise or wash hands, to wear masks and to social distance. Classrooms had been adapted to ensure the correct social distancing although this had meant collaborative and group tasks were more difficult to organise.
- Wardens and staff conducted regular temperature checks of students on their arrival. Multiple entry points ensured appropriate social distance was maintained at arrival and dismissal. Staggered dismissals were efficient and effective.
- All students had access to a range of communal space indoors and outdoors. Throughout the day, staggered break and lunch times ensured all groups of students had regular access to the outdoor learning environment during which they had mask breaks.
- Students were well supervised throughout the day, including while outdoors, and a warm supportive atmosphere was evident.
- There were appropriate arrangements in place to track students' attendance. Notwithstanding, senior staff reported challenges tracking students' attendance online. Average attendance for most year groups for the previous term to present was in the mid-90s, with the exception of three year groups where attendance averaged 87 per cent.
- The pastoral team demonstrated strong commitment to student care and a shared responsibility for students' wellbeing. The pastoral team was complemented by an adjunct staff member who provided support at key points in the school year. The team reported an increased case load due to the number of students in the high school who required counselling support during the pandemic. They felt the increasing demands for support coupled with their regular workload was often too much for the small team.
- Individual education plans were in place for students and the pastoral team diligently coordinated support for students with additional learning needs. For example, parent conferences were facilitated via zoom to discuss students' progress and wellbeing.
- Although Covid-19 absences were marginally lower than most schools, a majority of staff reported carrying a significant workload including providing cover for other colleagues.
- Counseling support was available to promote staff wellbeing. A majority of staff spoke positively about regular check-ins from the leadership team as well as support from the pastoral team. Staff also highlighted how a dinner at Christmas, which all categories of staff attended, had provided a welcome opportunity to relax and had boosted staff spirits.
- The school used Seesaw and Google classrooms as the main online learning platforms. Zoom was also used for meetings and lessons. School leaders had recently purchased IXL subscriptions for mathematics, science and English to augment online learning resources. The school's learning management system, FACTS, was utilised for posting homework and other assignments.
- During the pandemic, staff who were skilled in the use of online platforms facilitated training for their peers. The Information technology department also developed short instructional videos for staff. Information

technology classes were used to support students in understanding the features of online platforms. Nonetheless, there was the need for a well-coordinated continuous professional development plan to promote staff development in key areas during the pandemic.

- The leadership team was forward thinking and had developed a Covid-19 response plan which outlined three distinct learning models based on various scenarios. Clear expectations for online learning were developed and shared with staff. Senior leaders had conducted walkthroughs and formal lesson observations to monitor the quality of teaching and learning during the pandemic. Review of students' workbooks during the thematic visit indicated variability in the quality and regularity of marking.
- Heads of department reported that most students continued to make progress in their learning during the pandemic. Two MAP assessments had been conducted at the elementary phase. One assessment was completed at the middle and high school phases with another scheduled shortly. Early results indicated that a majority of students made acceptable progress in their learning. Planned interventions such as early morning classes and an after school club were used to support students with knowledge gaps or who required additional support in their learning.
- A new senior leadership team was recently appointed. Leadership was aware of the need to strengthen planning processes, systems and teams to drive school improvement in a targeted manner. There was also the need for well-developed systems to guide staff and improve practice.
- School planning documentation indicated reflection on practice and the setting of targets for improvement, however; self-evaluation and school improvement planning processes required refining and strengthening to drive systematic school-wide improvements.
- Parent and staff survey results reflected the need for greater stakeholder involvement in school planning processes.
- A number of middle leaders were participating in leadership courses. Given their relative newness, all members of the senior leadership team would also benefit from planned training to promote strategic leadership and school development. This will require the support of the school board.
- Almost all parents who responded to the parent survey, indicated that their child had appropriate information technology resources to participate in remote learning.
- Students at Grades 10 to 12 had Chrome books. At Kindergarten to Year 9, students had iPads. There were plans to distribute Chrome books to additional year groups next school year.
- Loaner laptops were issued to staff, some of whom reported early challenges such as access to webcams for laptops. There was the need for a comprehensive whole school digital plan to embed digital technologies in teachers' practice including structured opportunities for assessment.
- The use of digital technologies was evident during the thematic visit. In several classes, teachers facilitated lessons simultaneously for students in person and online.
- Regular communication was maintained with parents through emails, phone calls and notices posted on the school's learning management system.
- Staff reported that the pandemic had restricted field trips and participation in a number of sports activities.

'COVID Keepers'

The staff shared examples of strategies and innovations that they had implemented either as a direct or indirect consequence of the COVID-19 pandemic and which they planned to retain post COVID-19. These included:

- **Online Parent Conferences.** Staff reported increased parent participation in online parent conferences than in-person parent conferences. Given the flexibility and convenience offered by this medium, staff noted that in many instances both parents attended online conferencing to discuss their child's progress and wellbeing.
- **Emphasis on general hygiene.** The pandemic had ensured a clear focus upon health and good hygiene. For example, high contact surfaces were cleaned periodically throughout the school day and lunch tables were sanitised between uses. Staff expressed that the improvement in general health awareness including

the use of sanitizers, hand washing and social distancing will also be beneficial in other areas such as during the flu season.

- **Flipped Learning.** Online platforms allowed teachers the flexibility and ease to upload class materials and mini lessons that students could access ahead of regular lessons. Students also had the opportunity to regularly review recorded lessons or learning resources to reinforce and consolidate their learning.
- **Use of Class WhatsApp Groups** had improved regularity of communication between home and school and supported immediacy of feedback.
- **Blended learning.** Throughout the pandemic, students who were isolating/ quarantining at home were able to join classes remotely.

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

We are copying this letter to the Chair of the Board of Governors, 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,

A. Edwards-Boothe

Althea Edwards-Boothe
Senior Inspector

N. Sherriff

Nicholas Sherriff
Chief Inspector

Office of Education Standards
Portfolio of the Civil Service

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Successful Schools
and Achieving Students **2**

Cayman Islands Government