



*Office of Education Standards
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31 March 2022

Ms. Steph Rasmussen
#4 Windjammer Building,
461 Walkers Road,
Grand Cayman

Dear Ms. Rasmussen,

OES thematic visit to Clever Fish School

Following my visit to your school on 30 March 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 your 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, your leadership teams, the school's owner and members of 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. I 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:

- All staff demonstrated a consistently high level of care and commitment to the safety and wellbeing of the students.
- All stakeholders followed Covid-19 protocols with respect to mask wearing and hand sanitizing. Although the relatively small areas of some parts of the school made social distancing difficult at times, students and staff were very aware of the requirements to stay safe. All protocols were fully embedded across the school.
- In the morning, students were met by a member of staff at the front door who ensured COVID protocol was adhered to and that parents did not enter the building. This was repeated at the end of the day whereby students were released from school only once the member of staff had made visual contact with the students' parents.
- Attendance was recorded both manually and electronically on a daily basis. The school was able to produce detailed attendance records on the day of the visit. Attendance records were also able to separate absences into Covid and non-Covid related issues.
- Attendance since the start of the academic year was 92.76% with absence due to Covid being 1.76% over the same period.
- The school had reported very few cases of Covid amongst either the staff or students throughout the pandemic. This was accredited, in part, to the school's robust adherence to Covid protocols.
- 50% of the students had educational psychologist reports and many recommended small and calm environments. The school were able to deliver this within the appropriate Covid regulations and protocols.
- The school had employed additional cleaning resource in response to the pandemic. The school had employed a full-time cleaner that worked throughout the school before, during and after the school day.
- Senior leaders have invested in the school with respect to additional disinfectant sprays, hand sanitizers, and staff resource.
- Field trips and sports events had continued throughout the pandemic and were considered as significant contributors to student wellbeing. All events were risk assessed and showed due cognizance to Covid protocols.
- Staff kept detailed records of all absences, including Covid related absences, and noted work missed on those days. The school ensured the student received missed work either whilst absent, if well enough to work, or upon returning to school. This practice enabled staff to identify areas of learning loss and target additional support as required.
- Heads of department reported minimal learning loss and continued progress in all core subjects during the pandemic. This was supported by detailed internal data analysis and work scrutiny.
- The school had grown in terms of student numbers from the start of the pandemic. This was attributed, in part, to parents and students being unwilling or unable to return to various schools abroad when Covid took hold in the Cayman Islands. Students wished to stay on Island.

- As student numbers increased, the owner and principal responded by increasing the size of the staff, including senior leaders, and two new staff were subsequently appointed.
- Senior leaders had ensured self-evaluation, school improvement and school policies had been completed and had been regularly reviewed throughout the pandemic to ensure they were addressing any new issues.
- All stakeholders openly discussed the concepts of 'mental health' and 'wellbeing' and reported they felt comfortable discussing such issues with management and colleagues.
- Wellbeing for the students' particular needs was a priority at the school and staff monitored all aspects of pastoral care robustly. The head of pastoral care kept a daily welfare log and this was shared with all staff. Particular issues and items of information were shared through the principal's weekly newsletter to staff. General wellbeing was a standing item at all staff meetings.
- Wellbeing events were held for both students and staff. The school had taken the students on beach visits, sports competitions and inter-house events with prizes for competitors. Staff wellbeing events included meals out, social events and gatherings. All staff, including external supply staff were included.
- The owner of the school checked in on the wellbeing of the principal on a daily basis. The principal checked in on all staff regularly and the senior leadership team added additional support to all staff. Staff reported an open ethos at the school with strong peer-to-peer support. Staff reported the school as being an extended family.
- Senior leaders had ensured the continuation of professional development throughout the pandemic with staff receiving, for example, training on all aspects of remote learning. Teachers undertook a series of practice sessions and the principal had recently delivered her teaching remotely during a period of absence.
- All stakeholders had their own laptop, and the school had purchased an additional bank of ten laptops to support students if required. Staff and students reported confidence and competence in accessing and using digital resources.
- The owner had a positive, 'hands on' relationship with the staff and students throughout the pandemic and had a solid understanding of progress throughout the school.
- The owner and principal were aware of the necessity of an empowered leadership and staff model that could react swiftly to the possible consequences of staff absence throughout the pandemic and beyond. This was well embedded and embraced by all stakeholders.
- Staff and students followed protocol with respect to the undertaking of lateral flow tests, and evidence of negative results was sent to a designated website twice a week.
- LFT kits were collected, collated and distributed to staff and students by the school support staff. Due to the relatively small numbers of stakeholders this was not perceived as a particularly onerous task. Detailed spreadsheets and records were kept, including each student's daily Covid status.
- The school's SENCo reported that SEN students, in general, had not been significantly affected by the pandemic with respect to their levels of anxiety, this was accredited to the uniqueness of the school setting and the small number of students that had been exposed to the virus on a first-hand basis.
- Meeting with the parents of students with Learning Support Plans had been moved online in response to the pandemic. The school report stakeholders reported they liked the

convenience and time management these meetings afforded, and expressed a desire to maintain the format post-Covid.

- School communicated with parents and the community through a variety of media including email, Facebook, the school's website, WhatsApp and hard copies of documents.
- Stakeholders reported improved communication with parents with respect to frequency and depth of interactions. The school's WhatsApp group was reported as being particularly effective.
- During the pandemic staff were uploading schemes of work and lessons onto Dropbox. The head of science had also created a school-specific science website through the Weebly platform.

'COVID Keepers'

- **Regular hygiene and hand sanitizing protocols** to support general health across the school.
- **The use of online applications**, to support teaching and learning.
- **Continued use of WhatsApp** to maintain the strength and quality of communication with parents.
- **Virtual meetings with parents** to be offered as an alternative to face-to-face meetings where appropriate.

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 Director of Education Services, 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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Successful Schools
and Achieving Students **2**

Cayman Islands Government