Department of Education Services
Cayman Islands Government

Data Report for the Academic Year 2023-24

This Data Report consists of enrolment data for both government and private schools as well as attendance and achievement data for government schools only.

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Ministry of Education
Cayman Islands Government

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Executive Summary

This report presents a comprehensive overview of the Cayman Islands' education system for the 2023-24 academic year, emphasising progress and growth in enrolment, attendance, and academic achievement. Significant strides have been made across several key areas, demonstrating the effectiveness of current policies and targeted interventions. Notably, enrolment in government Early Childhood Care and Education (ECCE) settings increased by 10.1% over the past two years, reflecting the Ministry of Education's commitment to expanding access to foundational learning opportunities. Additionally, long-term performance improvements at Key Stage 2 (KS2) underscore the system's adaptability and focus on excellence, with a 6.5 percentage point increase in core subject attainment since the 2019 curriculum reform.

This report is the first to represent a change in reporting for future iterations. Traditionally, the data reports have reported on attainment data by cohort versus by the actual number of students taking the particular assessment. While there is value in reporting by cohort, particularly where whole school or system policy decisions need to be made, reporting subject performance by sittings, i.e. the number of students that sat the particular assessment, has been identified as a more accurate reflection of the reporting that is required to tell the story of subject and system performance.

The reporting of the attainment data by both cohort and student/subject entries will be presented in this report, however, for future reports, attainment data reporting by entries will be the methodology used.

While persistent challenges, such as gender disparities and mathematics performance, remain, the report highlights targeted strategies designed to address these gaps. Emphasising sustained investment in teacher development, resource equity, and innovative learning approaches, these efforts continue to enhance the education system's capacity to deliver improved outcomes for all students.

Introduction

This section serves to establish the framework for understanding the structure and purpose of the education system while outlining its primary goals. It details how the system is organised, from foundational levels such as early childhood and primary education to secondary and post-secondary pathways. By defining these structural elements and objectives, this section provides essential context for the data and analyses presented throughout the report.

Generally, our education system is structured into three key stages: early years, primary, and secondary education. Each stage is designed to build on the previous one, fostering the skills and knowledge necessary for students to succeed academically while contributing to their social, and emotional growth. Understanding these provisions and challenges is crucial in evaluating the effectiveness of the education system while ensuring that all students have access to a high-quality education.

Early Years Education

Early years education typically encompasses the period before formal schooling, usually from birth to age five. This stage focuses on the foundational development of young children, including cognitive, social, emotional, and physical skills.

The provision of quality early education has a profound impact on a child's long-term learning outcomes. Preschool, kindergarten, and early childhood education centres play a vital role in preparing children for primary education. This provision is designed to ensure readiness for primary education. That is, effective, high-quality early years provision makes a difference to young children, helping to break the cycle of disadvantage to give them a good start in life. It is a key element of early help and leads to better developmental outcomes and readiness to learn. Early intervention services are often part of this stage. The provision of these services assists in supporting children with additional learning needs or developmental delays.

Primary Education

The primary stage covers three age ranges: nursery (under 5), infant (5 to 7 or 8 - Key Stage 1) and junior (up to 11 or 12 - Key Stage 2). The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics and other requisite subject areas. Primary education also promotes the development of soft skills such as critical thinking, problem-solving, and social skills. The quality of primary education is often a key indicator of long-term academic success, as it sets the stage for further learning.

Secondary Education

Secondary education typically follows primary education and is divided into two stages: lower secondary and upper secondary. Lower secondary education generally spans from ages 11 or 12 to 14 or 15, and it builds on the foundations laid during primary education. In this stage, students are often introduced to a wider range of subjects, including practical subjects such as technology and the arts.

Upper secondary education typically lasts from ages 15 to 18, culminating in qualifications that prepare students for post-secondary education or entry into the workforce. Generally, students are required to take external examinations that assess their subject-specific knowledge, which influences their eligibility for further education, such as university or vocational training programmes. Secondary education is critical for the development of specialised knowledge and skills, and it plays a key role in shaping future career pathways and academic interests.

Early Years Provision		Primary Provision						Secondary Provision					
		Key Stage 1		Key Stage 2				Key Stage 3			Key Stage 4		
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year7	Year 8	Year 9	Year 10	Year 11	Year 12
Nursery	**Pre-K3**	**Pre-K 4**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**
Age	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17

Table 1 *The Organisation of the CI Compulsory Education System*

Interconnection and Challenges

Each stage of education is interconnected, with early years education laying the groundwork for primary learning, and primary education serving as a foundation for secondary education. Research suggests that a smooth transition between these stages is essential to ensure students continue to thrive academically and socially. However, challenges such as disparities in educational resources, regional variations in quality, and socio-economic factors can affect the effectiveness of these provisions. Addressing these challenges requires targeted interventions at each stage which when applied effectively, ensures that every child has the opportunity to succeed.

The mandatory education system in the Cayman Islands (CI) is structured into primary and secondary levels, which are organised into specific year groups by Key Stages (KS), as illustrated in Table 1.

An important feature of the framework outlined in Table 1 is the integration of early years provision, a cornerstone of foundational education.

It is critically important to note that while the early years provision and the Reception year, in particular, is broadly acknowledged as a pivotal stage in the educational continuum, it has not yet been legally classified as a mandatory component of our education system. This situation presents a significant policy gap, given the overwhelming evidence linking high-quality early years education to improved learning outcomes, social development, and long-term academic success.

Recognising the critical role of early years education in fostering school readiness, the Ministry of Education has taken proactive steps to bridge this gap. Historically, much of this provision has been reliant on private sector services, leading to disparities in accessibility and quality. To address these inequities and ensure universal access to early learning opportunities, the Ministry has prioritised the inclusion of the early years provision in all public schools. By doing so, it aims to provide a consistent, equitable, and high-quality early education experience, laying a robust foundation for children's future academic and personal development. This initiative underscores a commitment to aligning educational policy with the developmental needs of young learners, reducing barriers to entry, and promoting holistic, inclusive education for all.

This report includes information on early years to provide a holistic view of the public education system and its offerings. The analyses are designed to inform strategic decision-making and foster initiatives that enhance educational outcomes.


JCHS
DAKINE
Boyz 2 Men

Strengthening Early Childhood Education

The enrolment data presented in this report is sourced from all government and private schools in the Cayman Islands. Centres providing Early Childhood Care and Education (ECCE) are also included.

Early Childhood Care and Education (ECCE) Provision

ECCE is categorised into three main types:

01 **Private ECCE Centres:** Independently owned centers offering care and education for children below the compulsory school age.

02 **ECCE Settings in Private Schools:** Programmes for children under the compulsory school age that are attached to or affiliated with registered private schools.

03 **ECCE Settings in Public Schools:** Programmes under government oversight, such as reception classes, that serve children younger than compulsory school age and are attached to public schools.

The ECCE sector is predominantly managed by the private sector, with the Ministry of Education serving in the critical role of providing oversight and the regulatory frameworks to ensure quality standards and compliance. This regulatory framework ensures compliance and consistency in service delivery across the sector.

Recognising the importance of expanding and enhancing early childhood education (ECE) within the public domain, the Ministry has adopted a comprehensive approach that addresses key pillars: access, quality, equity, sustainability, and community engagement. This strategy is central to ensuring that ECE meets the developmental and educational needs of all children while aligning with the Ministry's broader priorities.

To advance access, the Ministry has provisioned and expanded ECCE settings in public schools over time. That is, building on the existing nursery setting at Creek and Spot Bay Primary School, the Ministry has recently established an additional nursery setting at East End Primary School.

Further, the Ministry administers the Early Childhood Assistance Programme (ECAP), which provides funding for eligible Caymanian children who turn three years old by September 1. This funding enables these children to attend early childhood institutions, giving them access to foundational learning opportunities during their critical developmental years. This initiative not only prioritises the child's right to education but also acknowledges the broader economic and social implications of accessible ECE. By alleviating financial barriers for families, ECAP ensures that early learning is not a privilege but an accessible right for qualifying children.

The provision of ECAP funding also has significant socio-economic benefits. It affords parents, particularly those in vulnerable circumstances, the opportunity to participate in the workforce, enhance their skills, and contribute actively to society. With their children enrolled in safe, nurturing, and developmentally appropriate environments, parents gain the confidence to pursue employment or professional development, secure in the knowledge that their children are receiving care from trained individuals committed to their growth and learning. This dual benefit strengthens family stability and contributes to national economic productivity.

The Ministry's commitment to ECE extends beyond access. Improving the quality of ECE is equally critical. Efforts to ensure the quality of early learning environments include teacher training programmes. Comprehensive teacher training and professional development programmes have been developed and are now in-place to ensure educators are equipped with modern, evidence-based teaching strategies.

Further, the development and inclusion of age-appropriate, culturally relevant, and inclusive curricula which emphasise play-based and experiential learning have further enhanced the learning experience of children. These measures serve to ensure that children are not only cared for but are stimulated cognitively, emotionally, and socially during their time in early childhood institutions.

On the whole, the strategies employed by the Ministry in ECE have borne fruit. This is evidenced by the positive reports on status of ECE delivered by the OES.

Enrolment Statistics for the 2023-2024 Academic Year

During the 2023-24 academic year, 2,082 children were enrolled in Early Childhood Care and Education (ECCE) Centres across the Cayman Islands, marking a 1.3% increase compared to the previous year's enrolment.

As illustrated in Figure 1, 52.2% of the enrolled children were male, while 47.8% were female.

Other enrolment metrics revealed the following:

01 Enrolment at ECCE Centres saw a 2.5 percentage point (pp) increase compared to the 2022-23 figures.

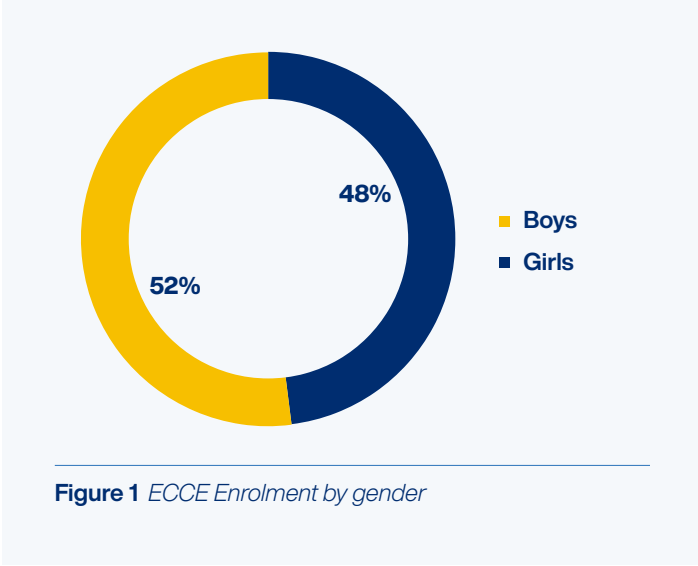


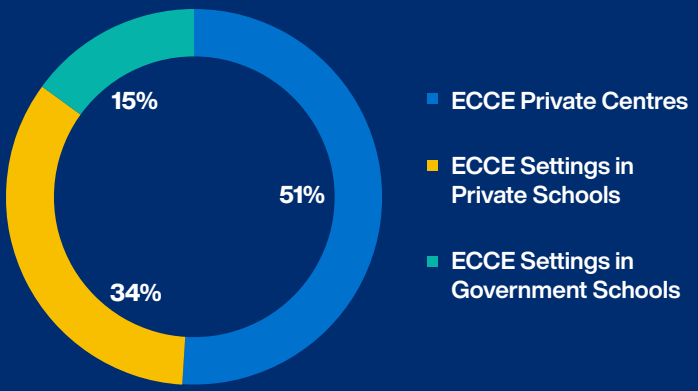
Figure 1 *ECCE Enrolment by gender*

02 Specifically, private centres reported a 2% increase, while government schools experienced a 1% rise.

The distribution of ECCE provision by sector and location is depicted in the charts in Figure 2.

Chart A shows the percentage distribution between private and public provisions, highlighting that 85% of the 2023-24 ECCE services were delivered by the private sector, underscoring its dominant role in early childhood care.

A. Percentage Enrolment by ECCE Settings



B. ECCE Enrolment Distribution by District

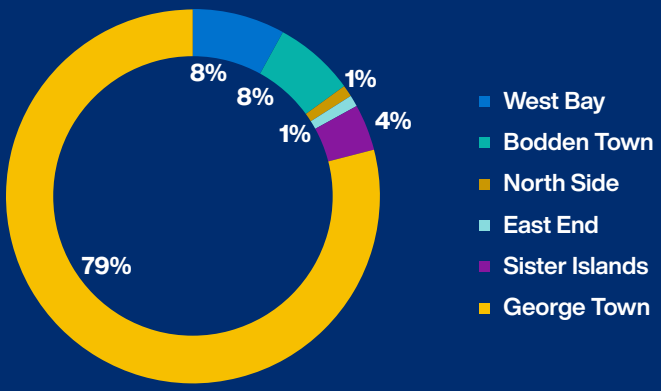


Figure 2 *ECCE Enrolment Distribution by Sector and Location*

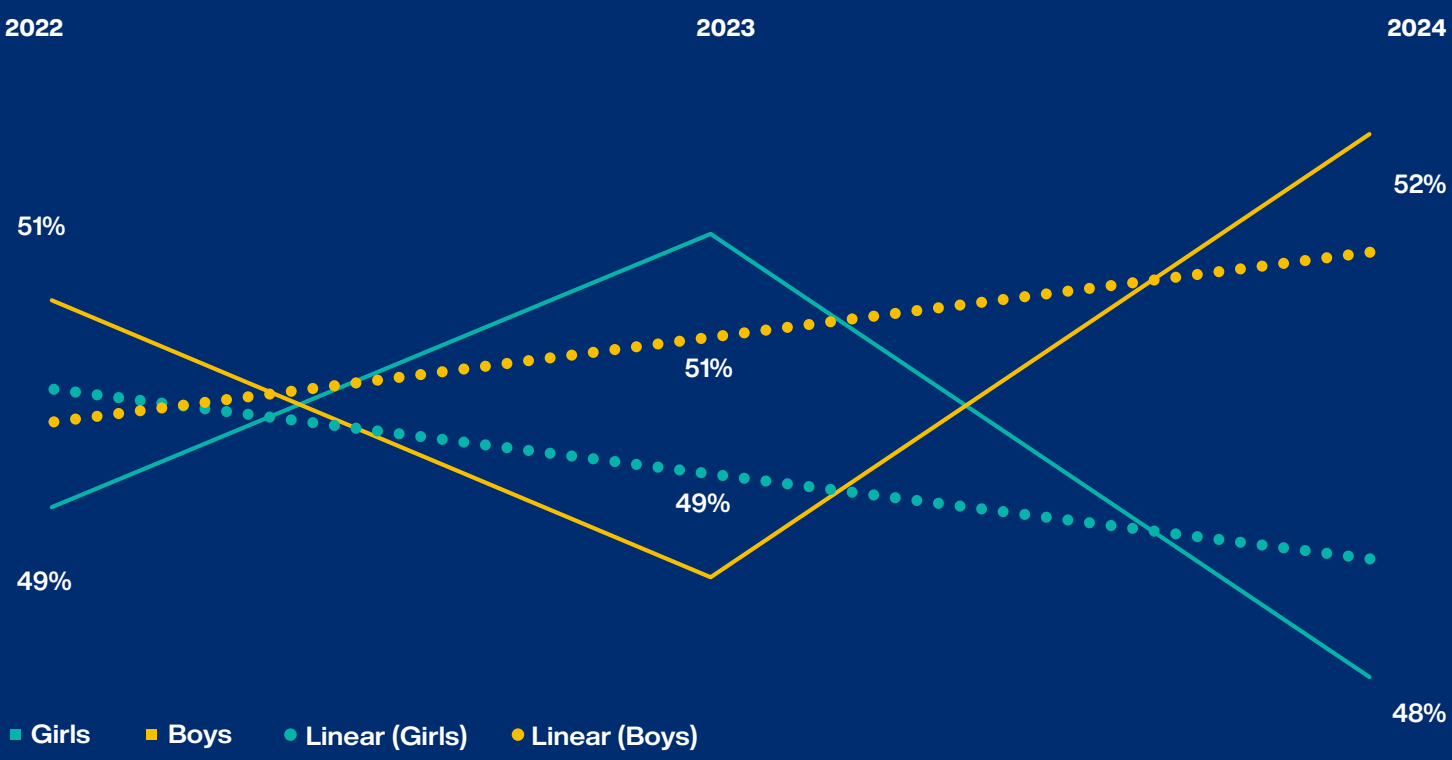


Figure 3 *Enrolment trends over a five-Year period with respect to gender*

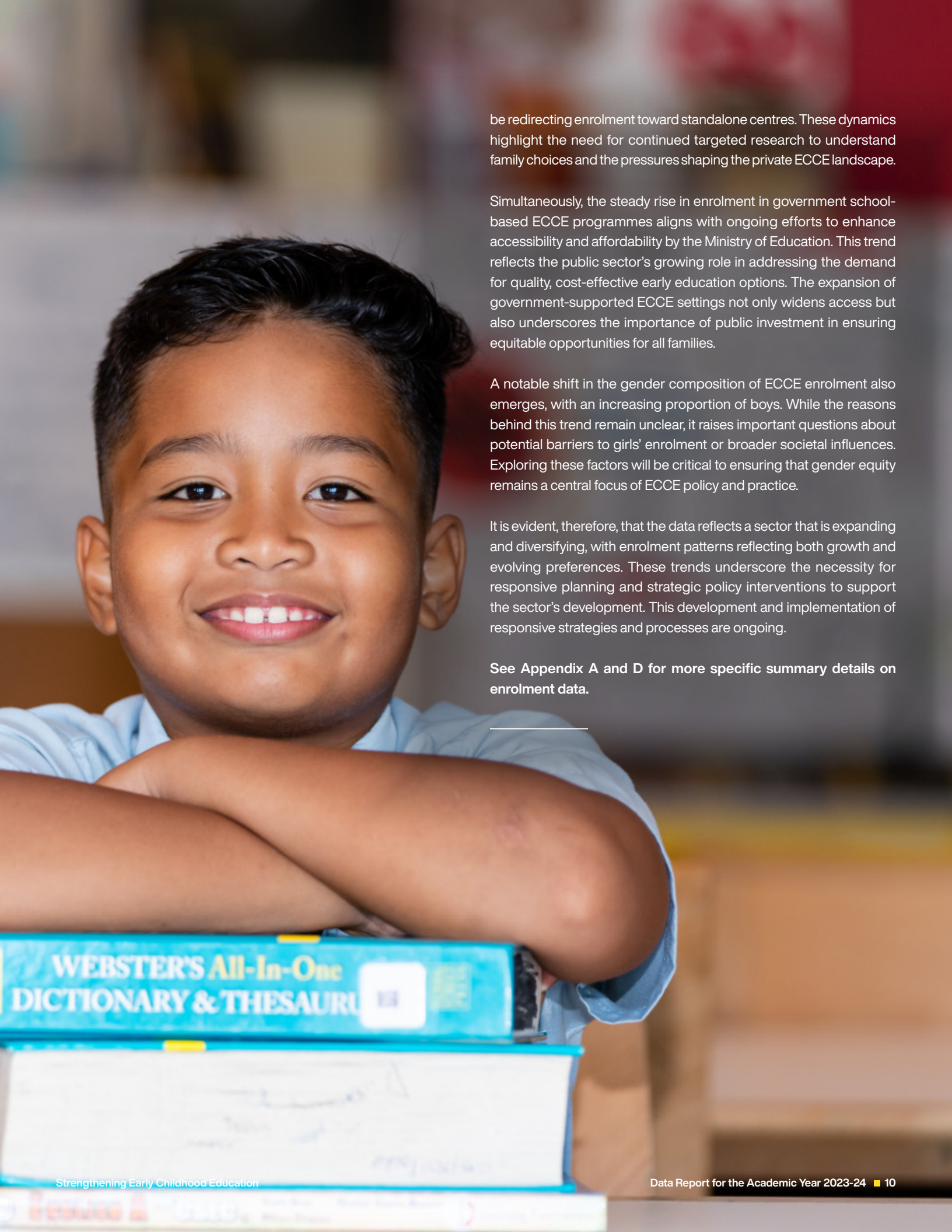
Chart B illustrates the geographical distribution of ECCE centres across districts in the Cayman Islands, with 80% concentrated in George Town.

The CI education system continues to experience steady growth, with overall enrolment increasing by 3.8% since 2022. Government ECCE settings have demonstrated particularly robust growth, with a 10.1% rise over two years, reflecting both expanded access and enhanced public trust in these programmes. This increase, along with the implementation of the Early Childhood Assistance Programme (ECAP), underscores the Ministry's focus on reducing barriers to early education. These efforts not only lay a solid foundation for lifelong learning but also promote social and economic benefits by supporting working families and fostering equitable access.

Gender-based enrolment patterns show some fluctuations during this period. The enrolment of girls rose from 986 in 2022 to 1,056 in 2023 but decreased slightly to 996 in 2024, resulting in a modest overall growth of 1.0%. By comparison, boys' enrolment exhibited more consistent growth, increasing from 1,019 in 2022 to 1,086 in 2024, a rise of 6.6%. This trend indicates a growing gender disparity, with boys representing an increasing proportion of the total enrolment. Boys accounted for 50.8% of enrolment in 2022, 48.6% in 2023, and 52.1% in 2024 (See Figure 3).

Enrolment in the Early Childhood Care and Education (ECCE) sector is experiencing noteworthy growth, underscoring the sustained demand for early education services. This positive trend reflects both the increasing recognition of the importance of early childhood education and efforts to expand access. However, fluctuations in enrolment across different settings reveal the dynamic nature of the sector, necessitating closer continued examination of underlying factors.

The robust growth in private ECCE centres, juxtaposed with a decline in enrolment within private school settings in 2024, may suggest a shift in parental preferences or currently undefined constraints. Families may be increasingly drawn to standalone private centres due to their specialised focus or more accessible entry points. Alternatively, capacity limitations in private school-based ECCE programmes could



be redirecting enrolment toward standalone centres. These dynamics highlight the need for continued targeted research to understand family choices and the pressures shaping the private ECCE landscape.

Simultaneously, the steady rise in enrolment in government school-based ECCE programmes aligns with ongoing efforts to enhance accessibility and affordability by the Ministry of Education. This trend reflects the public sector's growing role in addressing the demand for quality, cost-effective early education options. The expansion of government-supported ECCE settings not only widens access but also underscores the importance of public investment in ensuring equitable opportunities for all families.

A notable shift in the gender composition of ECCE enrolment also emerges, with an increasing proportion of boys. While the reasons behind this trend remain unclear, it raises important questions about potential barriers to girls' enrolment or broader societal influences. Exploring these factors will be critical to ensuring that gender equity remains a central focus of ECCE policy and practice.

It is evident, therefore, that the data reflects a sector that is expanding and diversifying, with enrolment patterns reflecting both growth and evolving preferences. These trends underscore the necessity for responsive planning and strategic policy interventions to support the sector's development. This development and implementation of responsive strategies and processes are ongoing.

See Appendix A and D for more specific summary details on enrolment data.

Enrolment Data

Primary and Secondary Enrolment

Appendix C provides detailed enrolment figures and staffing ratios for primary and secondary schools. A total of 9,054 students were enrolled in compulsory education in the 2023-24 academic year, marking a negligible increase of approximately 0.13 percentage points over the 2022-23 figures. The enrolment was nearly evenly split by gender, with 49.8% female and 50.2% male students. This data excludes the 116 students enrolled in special education at the Lighthouse School.

In addition, among the school-age population, 48.3% (4,377 students) were in primary education, while 51.7% (4,677 students) were in secondary education

Figure 4 breaks down the enrolment by sector - homeschooling, private schools, and public schools. At the primary level, 46.7% of students were in private schools, 52.3% in public schools, and 1% homeschooled (See Figure 4A). This trend remains similar at the secondary level, though with a slightly higher disparity: 57.6% of students are enrolled in public education, 40.9% in private education, and 1.5% homeschooled (See Figure 4B).

Overall, the ratio of private to public school enrolment has remained stable over the last two years, with an average of 45% enrolled in private private schools and 55% in public schools (see Figure 5).

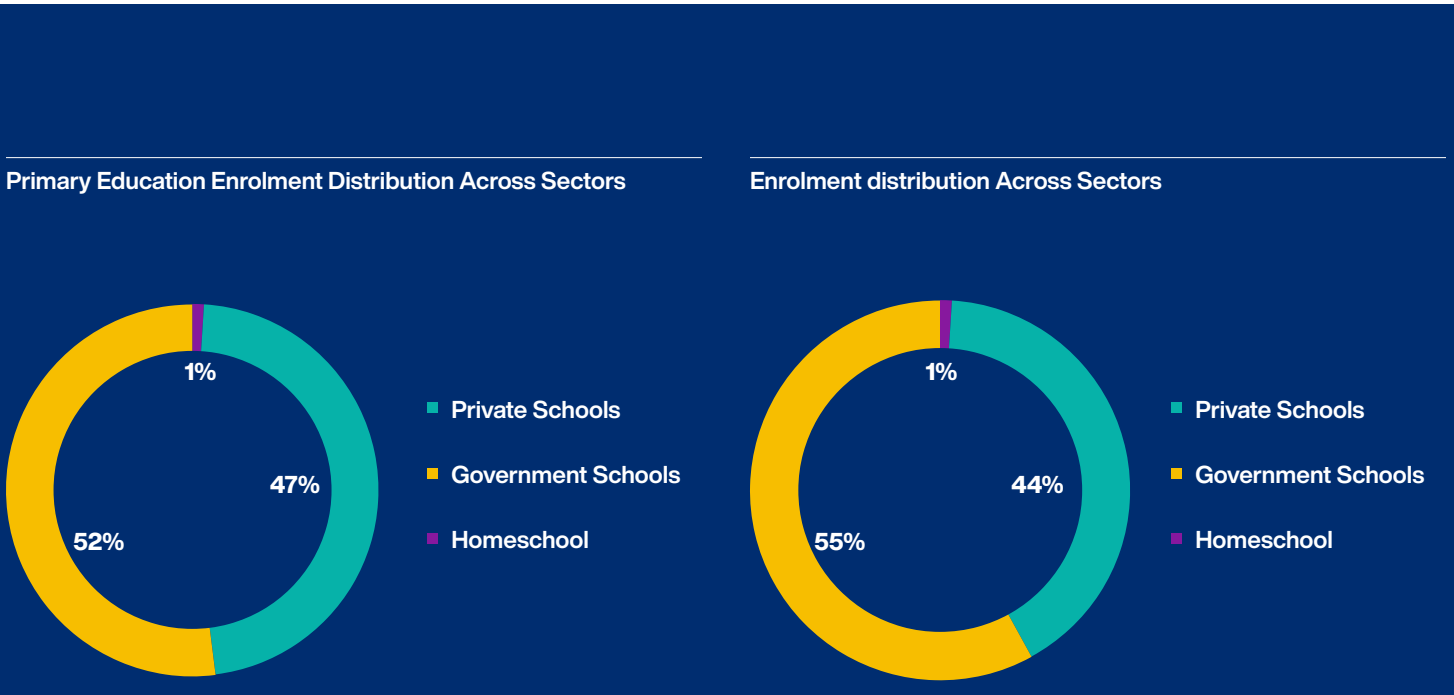


Figure 4 *School Enrolment Distribution by Sector and Location*

Enrolment Trends

Generally, the data for the period 2022 to 2024 reveal several trends in the education sector, with respect to enrolment, school types, gender distribution, and sector differences (See Figure 6). The total number of schools remained constant at 27 throughout this period, indicating no significant expansion or contraction in the educational infrastructure (See Appendix D and E). Total enrolment grew modestly, rising from 8,936 in 2022 to 9,054 in 2024, suggesting slow but steady population growth or improved access to education.

When examining enrolment patterns across school types, government schools demonstrated consistent growth, with enrolment increasing from 4,757 in 2022 to 4,982 in 2024. This suggests a growing preference for places in public education.

Conversely, private school enrolment declined from 4,061 to 3,958, signaling a potential shift in parental preference, affordability issues, or capacity limitations. This is further supported by the increasing enrolment gap between private and public schools, specifically from 578 in 2022 (6pp) to 910 in 2024 (10pp). Homeschooling enrolment also declined slightly, from 118 in 2022 to 114 in 2024. This trend may be indicative of a reduced interest in the feasibility in this alternative mode of education.

At the primary education level, enrolment remained relatively stable, with minor changes in total numbers. That is, enrolment in private primary schools decreased from 2,201 in 2022 to 2,045 in 2024, while government school enrolment exhibited minor fluctuations.

In secondary education, private school enrolment showed a slight growth, rising from 1,860 in 2022 to 1,913 in 2024, but government secondary enrolment experienced more significant growth, increasing from 2,509 to 2,693 over the same period.

Gender distribution within the enrolment data remained balanced, with boys consistently representing a slight majority. In 2022, boys constituted 50.7% of total enrolment, which decreased marginally to 50.2% by 2024. The percentage of girls peaked at 50.0% in 2023 before declining slightly to 49.8% in 2024. This consistent near-equal representation reflects commendable gender equity access with respect to education within the Cayman Islands.

It is evident and noteworthy therefore, that currently the education system in the Cayman Islands is exhibiting a slight shift from private to public schooling, evidenced by government schools showing stronger growth across both primary and secondary levels. Alternatively, the private sector to include Homeschooling, exhibited a decline, particularly at the primary level. This may be aligned to challenges surrounding affordability or changing perceptions with respect to the quality of educational outcomes. This trend highlights the importance of strengthening public school infrastructure to accommodate increasing demand while addressing the factors contributing to the private sector's declining enrolment share.

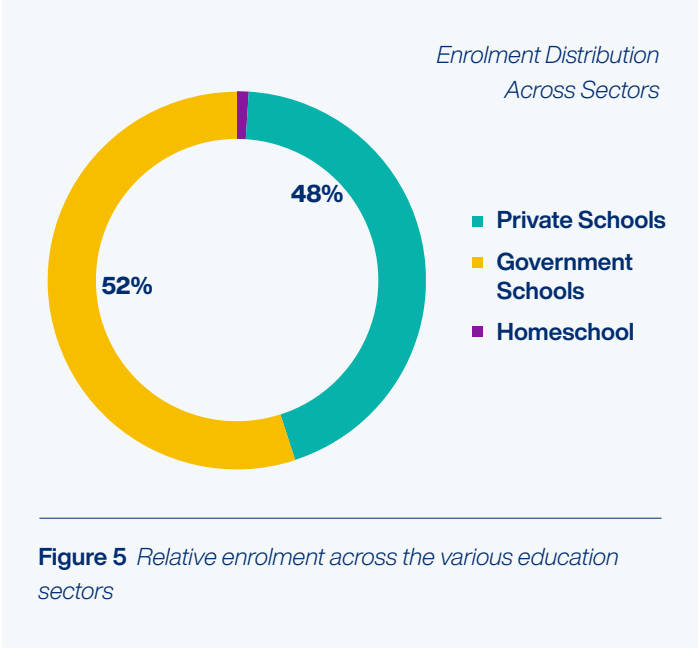
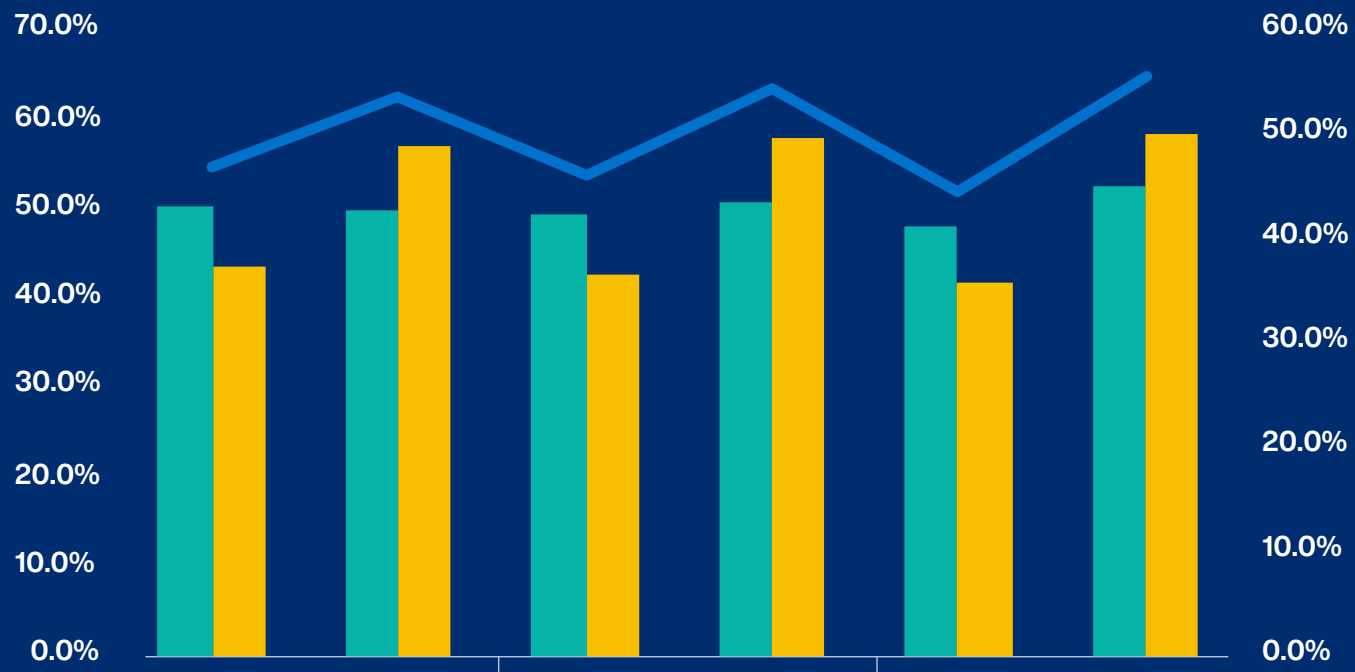


Figure 5 *Relative enrolment across the various education sectors*



	2021-22		2022-23		2023-24	
	Private schools	Government schools	Private schools	Government schools	Private schools	Government schools
Primary	50.2%	49.8%	49.3%	50.7%	47.7%	52.3%
Secondary	43.3%	56.7%	42.5%	57.5%	41.7%	58.3%
Total	46.8%	53.2%	45.9%	54.1%	44.6%	55.4%

Figure 6 *School Enrolment Distribution over a three-year Period*

Attendance Data

Mandatory attendance is a requirement for all students of compulsory school age who are legally resident in the Cayman Islands as stipulated in **The Education Act 2016 (2017, March)**. The law mandates 185 days of formal instruction for all schools in the Cayman Islands. Compliance with these regulations ensures that children receive the education necessary for their overall development. The data for this report is derived from the public-school system.

Government Schools are required to take attendance registers twice daily indicating whether students are:

01 Present

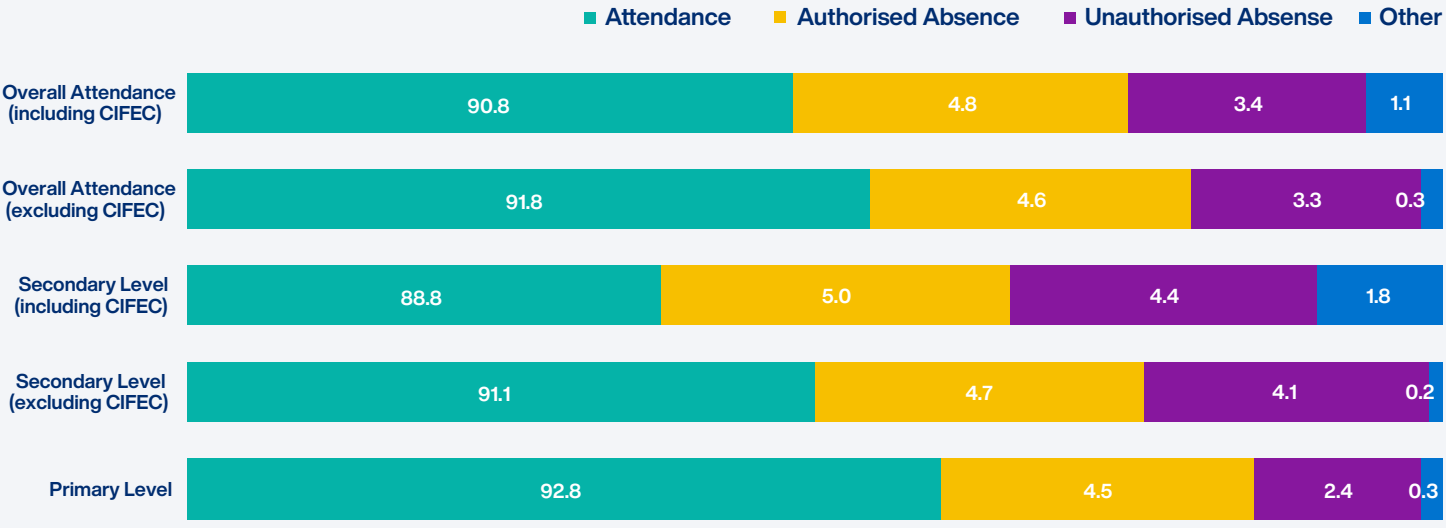
02 Attending an approved educational activity

03 Absent: unable to attend school due to exceptional circumstances; absences may be classified as either authorised or unauthorised.

Overall Attendance Rate

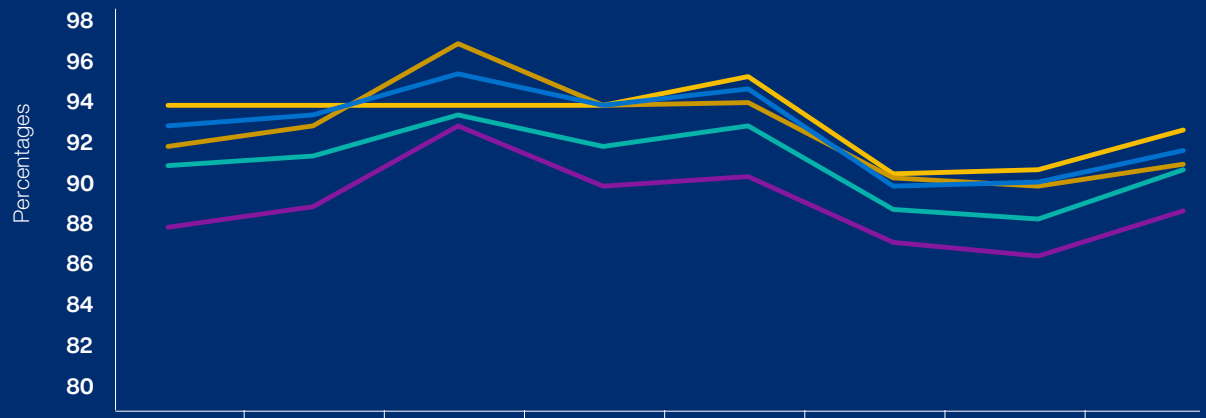
The overall attendance rate is a crucial metric for assessing student engagement in educational activities. Research consistently supports the pivotal role and direct impact of regular attendance in academic success, demonstrating its statistically significant and quantitatively relevant influence on student learning.

The overall attendance rate for the public education system in 2023-24 was 90.8%. This rate is above the previous year's 88.4% but significantly under the national benchmark of 96% set by the Office of Education Standards (OES) (See Figure 7).



Average Attendance by Category for the Academic Year 2023-24

Figure 7 *Average Attendance for the Academic Year 2023-24*



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Primary	94.0	94.0	94.0	94.0	95.4	90.6	90.8	92.8
Secondary (Including CIFEC)	88.0	89.0	93.0	90.0	90.5	87.3	86.6	88.8
Secondary (Excluding CIFEC)	92.0	93.0	97.0	94.0	94.1	90.4	90.0	91.1
National (excluding CIFEC)	93.0	93.5	95.5	94.0	94.8	90.0	90.2	91.8
National (including CIFEC)	91.0	91.5	93.5	92.0	93.0	88.9	88.4	90.8

Figure 8 *Attendance trends over the period 2016-17 to 2023-24*

Average Attendance Rates over a 7 Year Period (By Category)

Despite the challenges posed by the COVID-19 pandemic, the education system has shown resilience in recovering attendance rates. Primary school attendance has rebounded to 92.8%, reflecting significant progress from pandemic-induced lows. This recovery demonstrates the effectiveness of strategies aimed at building strong school-family relationships and creating positive learning environments.

At the Secondary Level, the Attendance figures averaged 88.8%. When the Cayman Islands Further Education Centre (CIFEC) is excluded, the rate rises to 91.1%, indicating CIFEC's significant influence on the overall metrics. It should also be noted that this increase was facilitated through family engagement programmes as well.

Figure 8 details the attendance patterns over an 8-year period. The data for the academic periods 2016-17 to 2023-24 reveal significant patterns, including the disruptions attributed to the COVID-19 pandemic:

Primary Schools: Attendance remained stable at 94% until 2019-20, peaking at 95.4% in 2020-21. The pandemic caused a sharp decline to 90.6% in 2021-22, with gradual recovery to 92.8% by 2023-24.

Secondary Schools (Excluding CIFEC): Attendance improved from 92% in 2016-17 to 97% in 2018-19, followed by a decline during the pandemic to 90.4% in 2021-22. Recovery has been modest, reaching 91.1% in 2023-24.

Secondary Schools (Including CIFEC): Attendance peaked at 93% in 2018-19 but fell to 86.6% in 2022-23. A slight recovery to 88.8% was seen in 2023-24.

Public Schools Attendance: Excluding CIFEC, rates declined from 95.5% pre-pandemic to 90% in 2021-22, improving to 91.8% by 2023-24. Including CIFEC, rates followed a similar trajectory, peaking at 93.5% in 2018-19 before dropping to 88.4% in 2022-23 and recovering slightly to 90.8% in 2023-24. It is evident that CIFEC's consistently lower attendance rates significantly affect national averages. Addressing this requires strategic enhancements in attendance monitoring, recording consistency, and tailored interventions for CIFEC's unique challenges.

Generally, improving attendance requires a comprehensive student-centered approach which prioritises building strong relationships, fostering a positive school culture, early intervention, addressing broader challenges, and introducing creative incentives. By combining these strategies, schools can create the conditions for improved attendance, which in turn supports better academic outcomes and social well-being for all students.

It is noteworthy that schools are cognizant of these realities and are already adopting a variety of strategies aimed at improving and strengthening relationships with families. In particular, the emphasis has been on communicating the importance of attendance and the critical role parents play in their children's educational success. Workshops and informational sessions have been convened to help families overcome barriers such as transportation issues or health concerns, empowering them to support regular school attendance.

Further, research suggests that students are more likely to attend regularly when they feel safe, welcomed, and valued.

To this end, schools have invested in creating a positive and inclusive school culture to include:

- Recognising and rewarding good attendance through awards, public acknowledgments, or celebratory events,
- Fostering personal connections between students and school staff in order to build a sense of belonging and encourage consistent participation,
- Early identification of attendance issues and resolution of chronic absenteeism,
- The monitoring of attendance data closely to flag at-risk students and develop tailored intervention

However, addressing attendance rates and by extension responding to the educational fallout will continue to require ongoing efforts in terms resource allocation, and support for students and educators. The secondary level's attendance dynamics (excluding CIFEC), reveal a level of stability while emphasising the need to continue and expand efforts to strategically address truancy and absenteeism. The level of stability evidenced over the past three years is indicative of a concerted push to raise attendance standards, even as allowances are made for the unique challenges encountered. Generally, schools have increasingly prioritised early intervention and inclusive policies, ensuring that attendance challenges are addressed proactively. Initiatives such as workshops for parents and recognition programs for good attendance continue to foster a culture of engagement and accountability. As schools succeed in addressing the diverse needs of students and their families, the conditions for every child to succeed academically and socially will be developed.

Further analyses of attendance data by schools are provided in Appendix F.

In future reports, attendance data from private schools will be included.

Attainment & Progress Data

This section of the report examines attainment and progress data with respect to the defined national expectations at the end of Key Stage 2 (Year 6) and at the end of Key Stage 4 (Years 11 and 12).

A key focus is the identification of gender disparities in performance, with particular attention given to understanding the underlying factors that contribute to these differences.

Further, the discourse serves to provide a holistic overview of students' achievement and progress data by contextualising performance in terms of the established national benchmarks. This approach ensures that the analysis reflects not only the outcomes achieved but also the progress made relative to initial attainment levels. By combining historical trends, comparative data, and baseline assessments, the report seeks to offer a nuanced perspective on the effectiveness of current practices and to inform evidence-based recommendations for continued improvement. Furthermore, the insights presented serve as a foundation for evaluating how schools and educators can better align their strategies with the goal of raising the achievement and progress of all students.

Historically, the analyses in the Key Stage 4 Attainment & Progress Data section of the reports has been done on the entire cohort of Year 11 or Year 12 students. At Key Stage 2, analysis has been by the number of students that participated in the assessment. This report will present the 2024 Key Stage 4 data both by cohort and by number of students that sat the subjects.

There are benefits in analysing the data in both ways. In analysing whole cohort data, the system is better able to make policy and strategy decisions, and equity analyses. In looking at analyses by sittings, the system is better able to be more accurate in reporting subject performance, assessing teaching and learning within the subjects, and importantly, effect better comparisons with regional neighbours and international countries who also report by subject sittings.

End of Key Stage 2 (Year 6) Assessment

With the implementation of the National Curriculum at the primary level in August 2019, the CI Government set out clear ambitious goals for primary education which emphasise detailed curricula, assessments, and accountability to ensure students are 'secondary ready'. Reforms were aimed at defining 'secondary readiness' more rigorously, thus ensuring that students were prepared for future success.

The assessment model for the curriculum defined attainment in terms of a 'scaled score' ranging from 80 to 120.

A **scaled score** is a best practice representation of a transformed raw score - the total number of correct responses provided by a candidate in the end of KS2 test, which has been adjusted or converted to a common scale to facilitate comparison across different versions or forms of the test. While the KS2 tests are developed to the same specification each year, the use of a scaled score accounts for the potential differences in difficulty across test forms and facilitates accurate comparisons of performance over time.

Scaled scores are interpreted as follows: 100 or more indicates that the student has met or exceeded the age-related expected standard; 99 or less means that the student has not met the expected standard in the test. Students achieving a scaled score of 110 or higher are deemed to be 'working at greater depth', or 'meeting the higher standard'.

Students are tested in the areas of English reading, English grammar, punctuation and spelling, and in mathematics. To be awarded a scaled score, students must take each test paper for the subject. The results obtained are reported to schools as:

01 A raw score

02 A scaled score (except where students have too few marks to be awarded the lowest scaled score – 3 or lower)

03 Either 'NS' (expected standard not achieved) or 'AS' (expected standard achieved)

Students are also assessed in **writing**. Assessment of 'writing proficiency' relies on teacher evaluations. It draws upon a diverse array of classroom evidence such as the analysis of students' work in their notebooks, the outcomes of class tests and published assessments, ongoing meticulous marking, and recorded observations of students' work in terms of its alignment with the defined teacher assessment frameworks.

To ensure objectivity and reliability, Teacher Judgements undergo external moderation and quality assurance. Trained Moderators, possessing comprehensive knowledge and insight with respect to the assessment frameworks as well as a proven track record of recognising the expected standard, review and validate the accuracy of the writing assessment outcomes. A grade of 'expected standard' is considered the minimum requirement for students to independently navigate the primary and secondary education provision successfully.

End of KS2 Performance Data

The KS2 Standard Assessment Tests (SATS) were administered this year for the third time since the implementation of the new curriculum. A summary of the results is shown in Figure 9.

Results indicate that:

64.1% of the cohort achieved the expected standard in grammar, punctuation, and spelling.

54.9% of the cohort achieved the expected standard in reading.

43.5% of the cohort achieved the expected standard in mathematics.

52.3% of the cohort achieved the expected standard in writing (Teacher assessed and externally moderated);

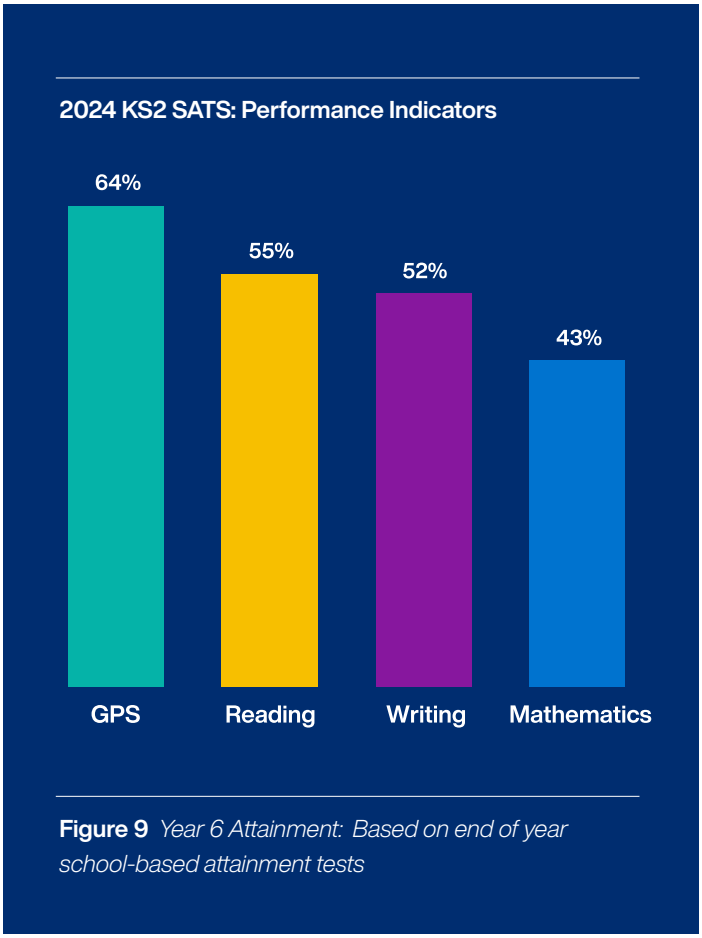


Figure 9 *Year 6 Attainment: Based on end of year school-based attainment tests*

The percentage of students meeting the expected standard is inclusive of 23.4% of the cohort who exceeded the standard in GAPS, 14.6% exceeded the standard in writing and 8.6% exceeded the standard in mathematics. 14.6% of the cohort exceeded the expected standard in reading.

Key Stage 2 results for 2023-24 reflect sustained progress in student achievement, with an average improvement of 6.5 percentage points across core subjects since the introduction of the 2019 curriculum. This improvement highlights the successful implementation of evidence-based teaching practices and robust teacher development programs. In reading, a notable 12.5 percentage point increase since 2022 demonstrates the system's focus on literacy as a cornerstone of academic success. While mathematics results remain an area of focus, the steady upward trend underscores the potential for continued improvement through targeted interventions.

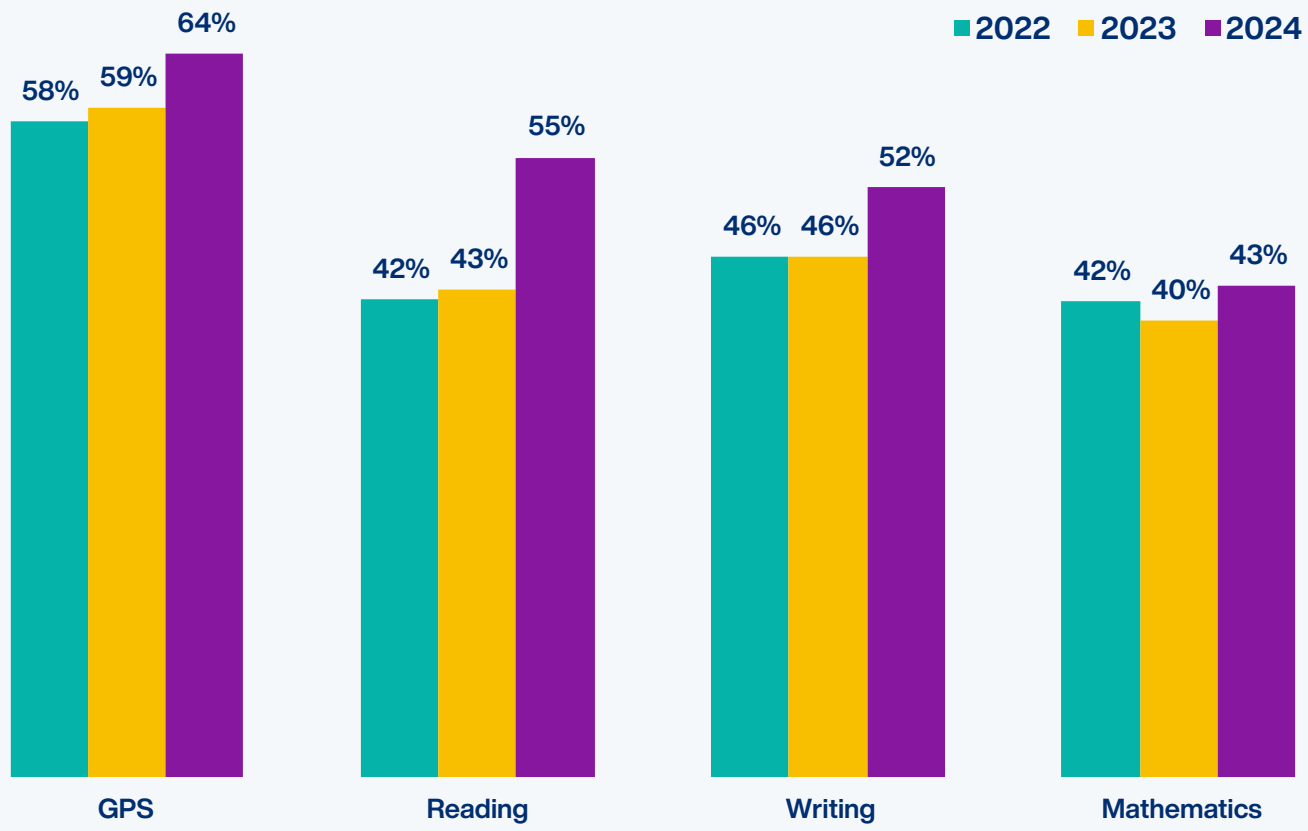


Figure 10 *Year 6 performance indicators over a three-year period* **KS2 Results Over 3 Year Period**

These results, however, must be contextualised within the broader challenges faced by the educational sector since the introduction of the new curriculum, particularly the substantial disruptions caused by the outbreak of the COVID-19 pandemic.

The pandemic's impact on curriculum delivery cannot be overstated. Extended school closures, shifts to remote learning, and limited access to resources for both educators and students disrupted the continuity and quality of instruction. These factors inevitably affected student outcomes, especially for those with limited access to technology.

Despite these obstacles, the data points to the adaptive efforts by educators and stakeholders to navigate these unprecedented circumstances and implement the curriculum as effectively as possible.

It is important to note also that the introduction of the 2019 curriculum aimed to modernise and enhance instruction, focusing on evidence-based instruction and assessment and on the development of critical thinking, literacy, numeracy and communication skills. Early signs of improvement suggest that these objectives are beginning to take root, although the pace of change remains slower than anticipated. Continued investment in professional development for teachers, support for struggling students, and the refinement of instructional methods are in-place and will be critical in improving outcomes.

Gender Comparisons

Figure 11 presents a comparative analysis of KS2 performance based on gender. The data reveals that girls outperformed boys by on average 16 pp, with the most significant difference observed in writing (27pp). While fluctuations are evident across different subject areas, this pattern aligns with global assessment trends which suggest that, on average, girls tend to outperform boys in specific academic domains, notably in reading and writing.

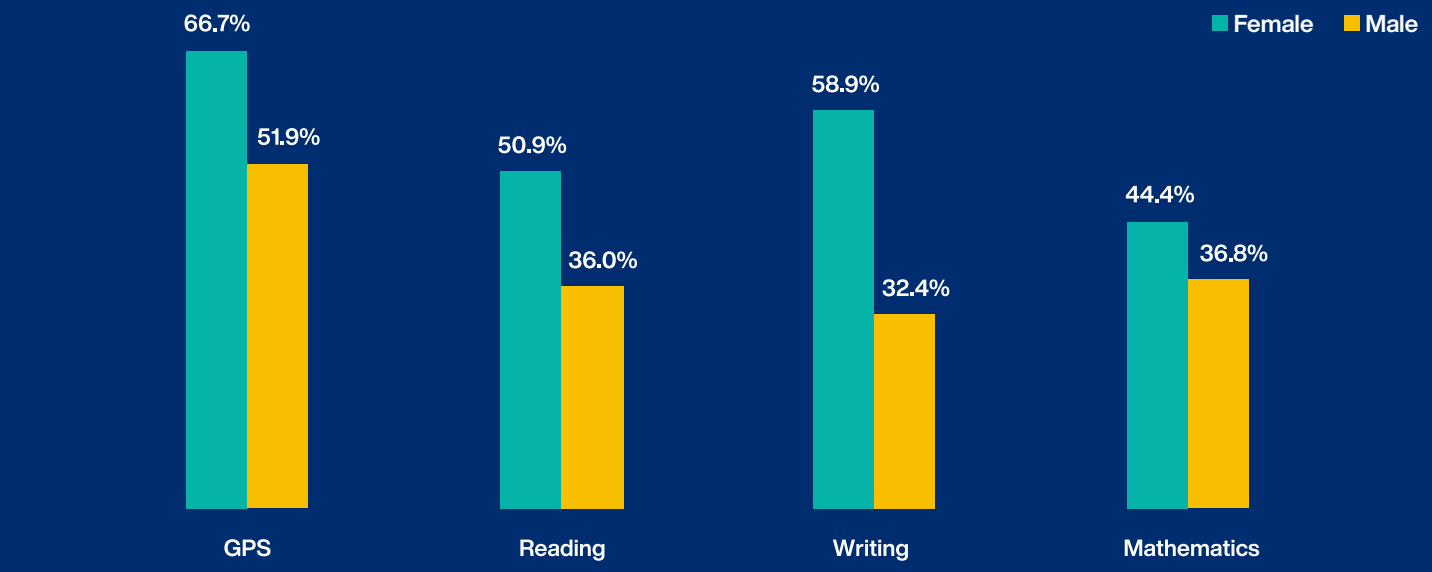


Figure 11 *Year 6 performance indicators by gender*

KS2 Performance by Gender

This phenomenon is generally recognised and acknowledged among educators within the system. Efforts are ongoing to address these gender disparities and to create more inclusive learning environments which cater to the diverse needs and strengths of all students, irrespective of gender.

KS2 Prior Attainment Metrics

"Prior attainment metrics" refers to the quantitative measures or indicators used to assess a student's academic achievements, skills, or knowledge before entering a particular educational level or programme. These metrics provide insights into a student's academic history and can be valuable in understanding students' baseline knowledge and skills as they progress through their education.

Cognitive Abilities Test Fourth Edition (CAT4): The CAT4 is employed as a valuable set of prior attainment metrics. The metrics, derived from CAT4 assessments, provide a detailed overview of a student's cognitive abilities and serve as a baseline measure of their academic potential.

CAT4's four batteries — Verbal Reasoning, Quantitative (or Numerical) Reasoning, Non-verbal Reasoning, and Spatial Ability — offer a comprehensive evaluation of a student's cognitive skills and provide a basis for an understanding of a student's strengths, weaknesses, and preferred learning style. The population distribution for the CAT4 test is a 'normal' bell curve with a mean score of 100.

Progress Tests: Hodder Assessments: The system also uses a set of Rising Stars (RS) standardised progress tests, namely progress in reading assessment (PiRA), progress in understanding mathematics (PUMA), and progress in grammar, punctuation and spelling (GAPS), to track student attainment and progress. Standardised assessments refer to tests or exams that are administered and scored in a consistent and predetermined manner. These assessments are designed to measure a student's knowledge, skills, abilities, or other characteristics in a uniform way so that results can be compared across individuals or groups with consistency, reliability, and validity.

When the KS2 data is compared against both CAT4 predictors and Rising Stars estimates for this cohort, a consistent pattern emerged: students consistently lag behind their predicted or estimated levels across all areas. The striking aspect is the substantial variances mathematics: 56pp and 33pp for CAT4 and RS, respectively (See Figure 12).

This underperformance may stem from gaps in foundational knowledge, insufficient practice opportunities, or potential misalignment between instructional approaches and the skills measured by these assessments.

Processes are currently in-place to conduct in-depth analysis of instructional methods, curriculum coverage, and resource allocation (particularly in the area of mathematics) to identify and address the root causes of these shortfalls. Additionally, targeted interventions and tailored support for students struggling in mathematics are critical in ensuring the closure of the gaps. That is, ensure greater alignment of actual outcomes with predictions.

Comparison of KS2 Prior Attainment Metrics With Actual Attaiment

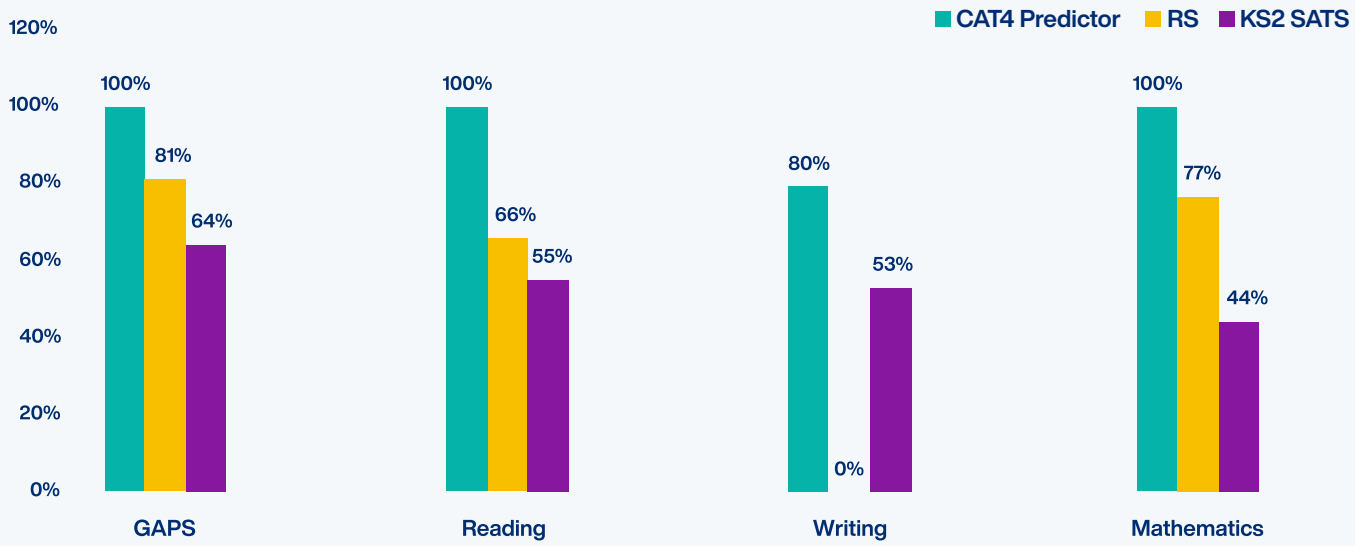


Figure 12 *Year 6 Attainment: Based on end of year school-based attainment tests*

Further analysis of the KS2 results by school are detailed in Appendix G to I.

Key Stage 4 (KS4)

This section of the report provides a summary of the cumulative achievements of the Year 11 and Year 12 cohort, as well as data presented by subject entries for mathematics, English and science. To ensure a deeper understanding, student accomplishments are systematically categorised by qualification levels, with higher levels signifying greater difficulty and representing advanced knowledge, skills, and competencies. This analysis focuses on Level 2 (L2) and Level 1 (L1) qualifications, which form the basis of academic achievement at KS4.

The qualifications considered include, but are not limited to, the Caribbean Secondary Certificate of Education (CSEC), the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (iGCSE), BTEC awards, IMI awards, ASDAN awards, and City & Guilds certificates.

It is important to note that the nationally expected standard for students' attainment at the end of KS4 is a minimum of five L2 qualifications, including English and mathematics. This benchmark serves as a critical measure of student success and is a key indicator of academic readiness for further education or employment pathways. Student attainment will be described in this report in terms of this standard.

A more comprehensive explanation of the categorisation of qualifications in the Cayman Islands is detailed in the Cayman Islands National Qualification Framework (CINQF) (See Appendix J).

Performance Indicators - Year 11

The cumulative key performance indicators for the 2024 Year 11 cohort are shown in Figure 13 (a), and the subject passes for the 2024 Year 11 students based on the number of students who sat the key areas of English, mathematics and science, are presented in Figure 13 (b).

When analysed by cohort in Figure 13 (a), the chart indicates that 70.7% of the cohort achieved a Level 2 qualification in English Language, while 41.2% achieved this standard in mathematics. Additionally, 66.3% of students achieved a Level 2 qualification in science, and 39.7% met the national expectation of five or more Level 2 qualifications, including English and mathematics.

In analyzing subject performance (not all of the Key Performance Indicators) by sitting, as shown in Figure 13 (b), of those students that sat the subjects, 73.8% obtained a Level 2 qualification in English, 47.2% achieved a Level 2 pass in mathematics and 78.5% gained a Level 2 qualification in science.

These comparative analyses, as expected, show higher percentages when considering the students that sat the subject exams, versus considering the entire cohort, inclusive of those who did not sit the subjects. English Level 2 passes increased by 3.1%, mathematics Level 2 passes are higher by 6% and science by 12.2%.

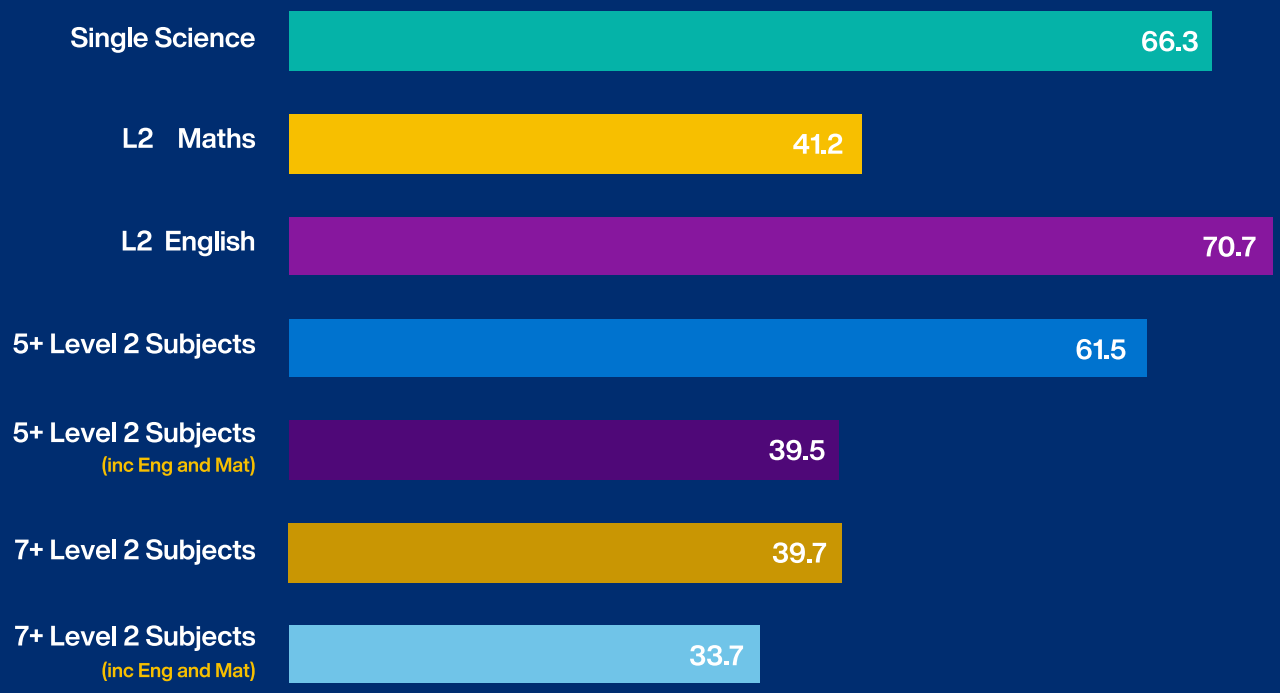


Figure 13 (a) *Year 11 Key Performance Indicators by Cohort (2024)*

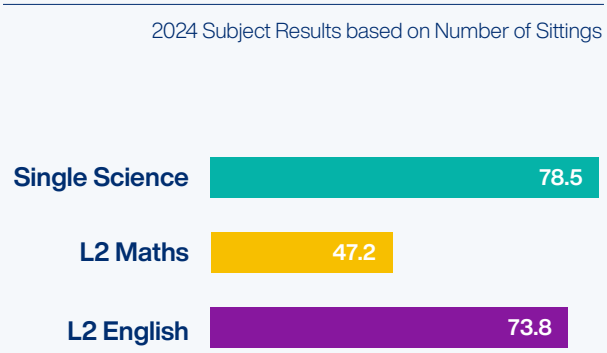


Figure 13 (b) Year 11 Subject Results only, by Subject Sittings (2024)

A comparative analysis of the 2023 and 2024 metrics analysed by cohort, reveals a decline across all of the key indicators by on average 7.1pp (Figure 14). Notably, English performance dropped by 9pp, mathematics by 11.1pp, single science by 1pp, five or more Level 2 qualifications (including English and mathematics) by 9pp, and five or more Level 2 qualifications by 6.2pp. Of consideration for this analysis by cohort, is consideration of the cohort size and the number of students that did not take the exam in the key subjects reported.

While a similar comparative analysis of the 2023 and 2024 data by subject entries for Year 11 is not presented in this report, the 2024-25 Data Report will in fact speak to a similar comparison to compare results by entries.

Analysis of students who sat 5 or more subjects in Year 11

In addition to the previously presented cohort analysis, another crucial metric evaluated is the subset of students who sat five or more Level 2 (L2) subjects. This analysis not only defines the actual performance of students who took the examinations but also facilitates international comparisons and benchmark assessments.

It is important to note that these percentages, as presented in Figure 13 (c) below, differ from the percentages in Figure 13 (b) as these now represent, of the students who sat the subject exams, a sub-set that sat 5 or more subjects.

The findings reveal that for the Year 11 cohort that sat 5 or more subjects, 72% achieved a Level 2 qualification in English Language, while 41.9% reached this standard in Mathematics. In Science, 67.4% of students attained a Level 2 qualification and 62.6% achieved five or more subjects. Additionally, 40.2% of students met the national benchmark of securing five or more L2 qualifications, including both English and Mathematics.

These findings underscore the commendable effort exhibited by students in excelling across multiple subjects. The strong performances in English and Science align well with international standards, showcasing the students' aptitude and dedication. However, the lower achievement in Mathematics highlights a key area for improvement.

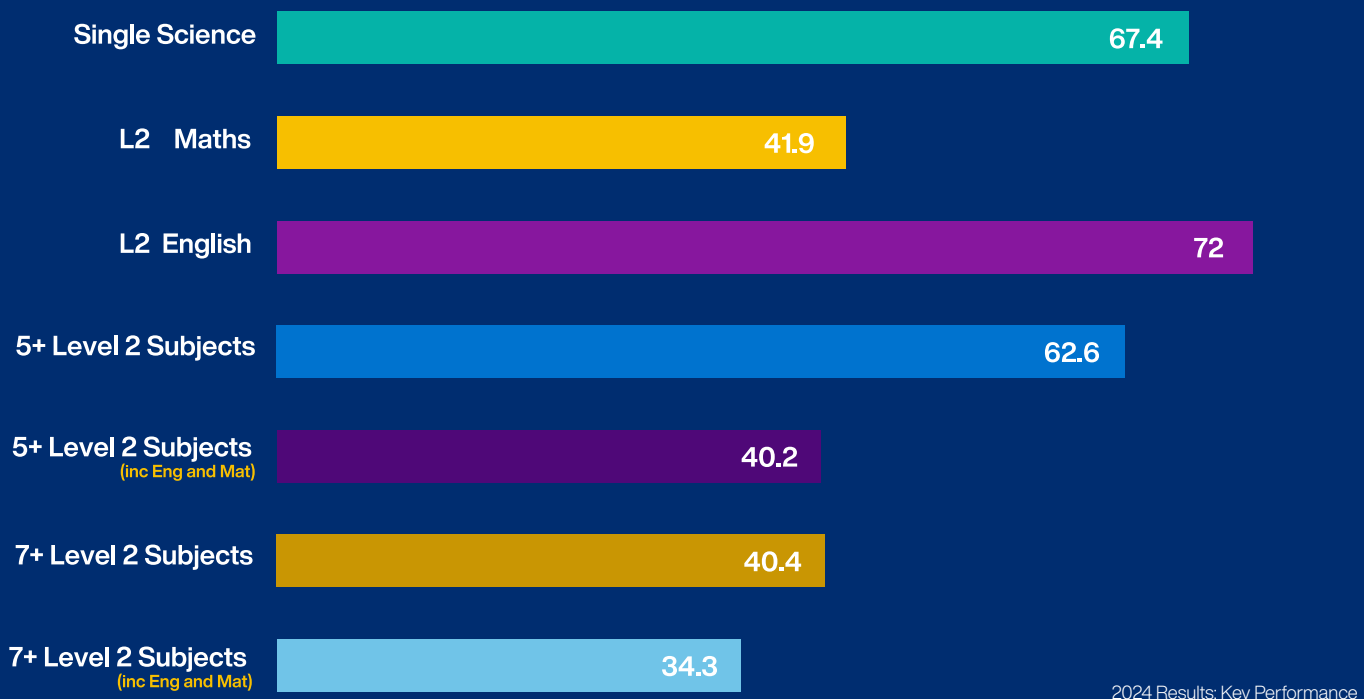


Figure 13 (c) *Year 11 Key Performance Indicators by Subject Entries (2024) for Students Sitting 5 or More Subjects*

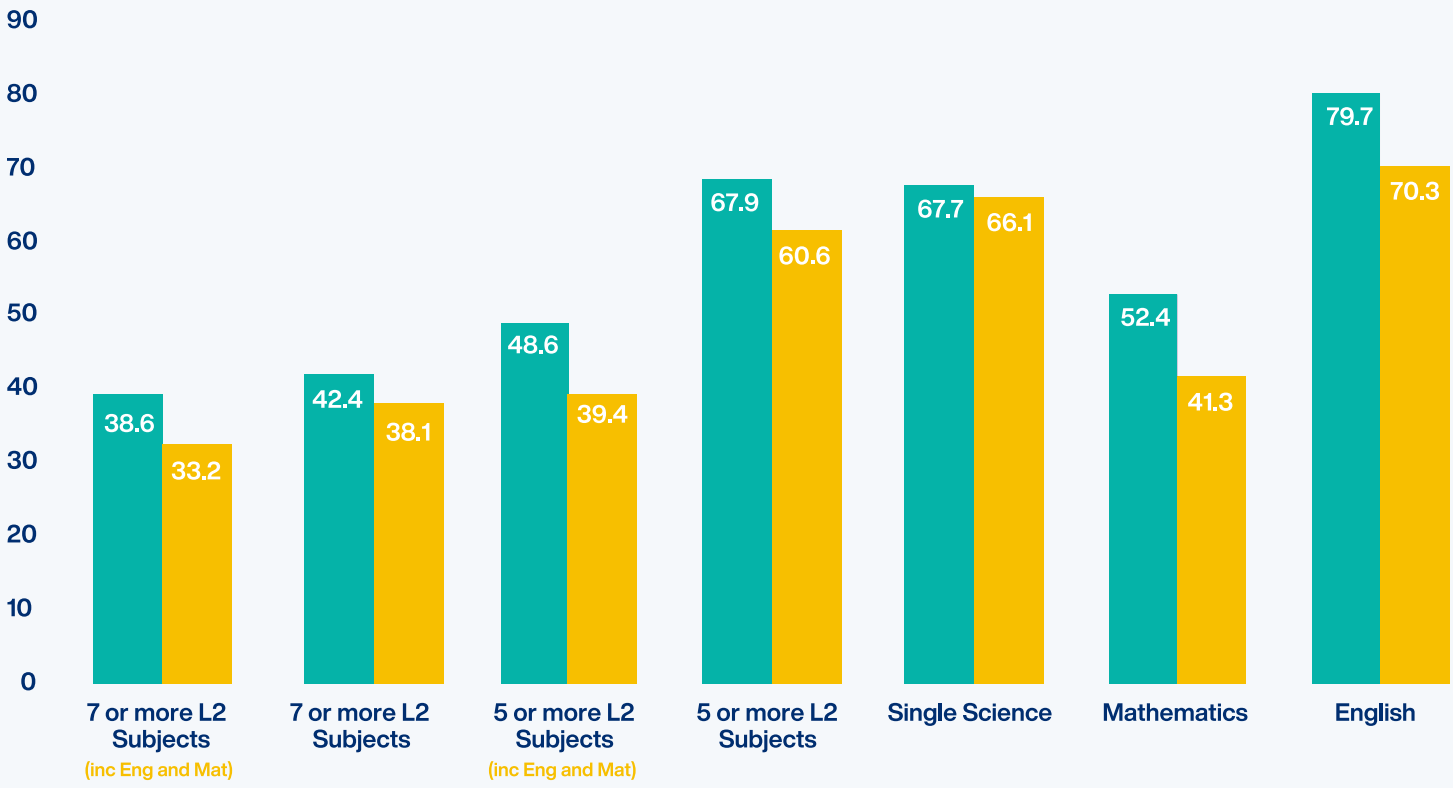


Figure 14 *Comparison between 2023 and 2024 Year 11 Key Performance Indicators*

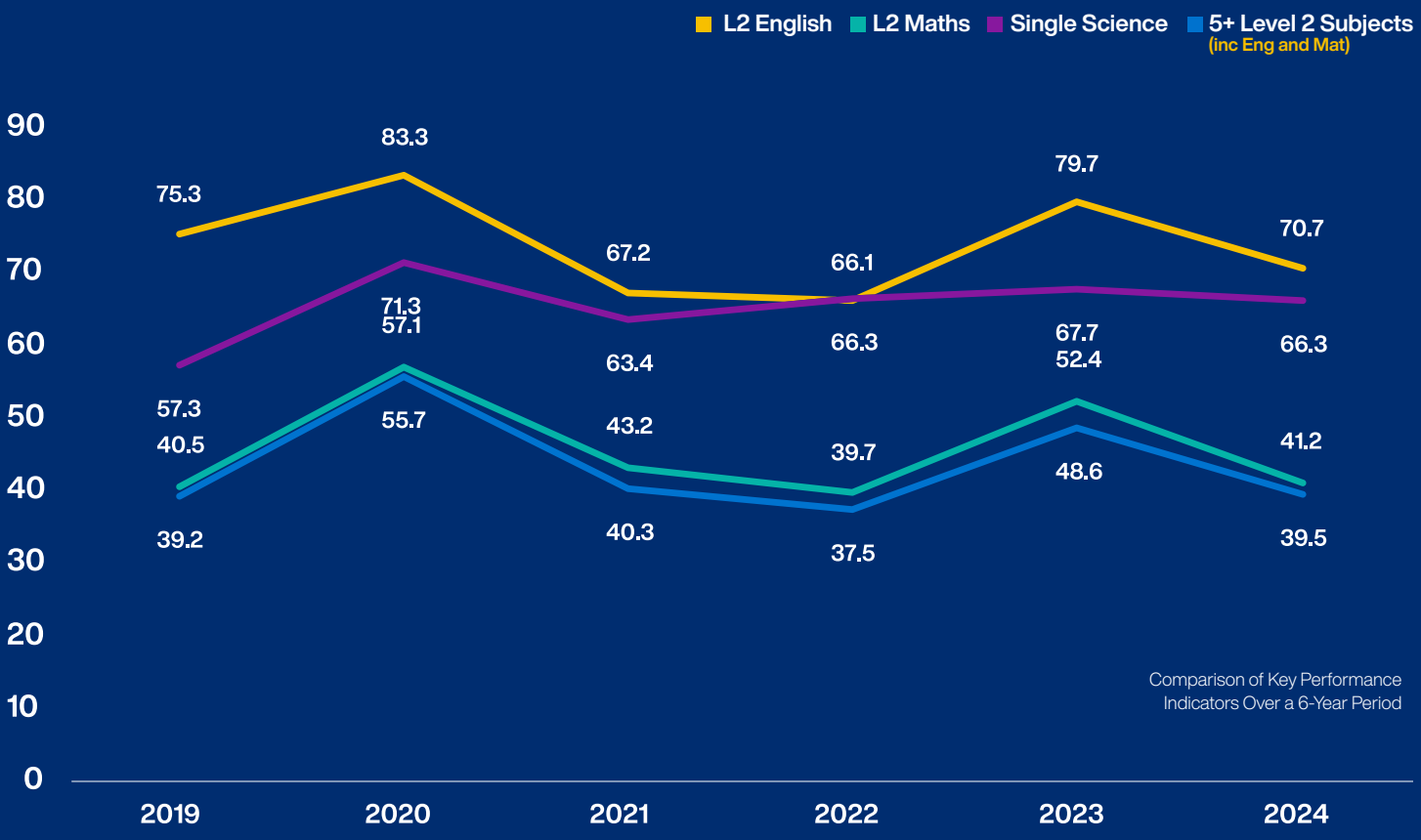


Figure 15 *Year 11 Key performance indicators (2019 - 2024)*

A broader performance trajectory spanning a six-year period is illustrated in Figure 15. Excluding 2020 and 2021, when outcomes were influenced by the COVID-19 pandemic, most indicators display a gradual upward trend from the pre-pandemic baseline in 2019. Note also that performance in English and science consistently outpaces that of mathematics by on average 28.1 and 20pp, respectively.

This disparity underscores the subject-specific challenges students face in mathematics and points to its role as the key factor in achieving the national standard of five Level 2 qualifications, including English and mathematics. Indeed, the correlation between mathematics success and meeting the national benchmark suggests that improving mathematics outcomes is critical to raising overall student attainment levels. That is, targeted efforts to enhance mathematics performance could have a significant impact on increasing the percentage of students meeting the national standard.

Looking ahead, improving performance in mathematics remains a priority. Strategies currently include revisiting curriculum resources and delivery, providing professional development for teachers, increasing access to tutoring and interventions, and fostering a positive attitude toward mathematics through innovative teaching methods. By addressing these challenges, schools can better equip students to meet and exceed national expectations, ensuring mathematics becomes a strength rather than a limiting factor in their academic journeys.

General Performance Trends

At Key Stage 4, the Year 11 cohort results illustrate a high level of resilience and achievement, with 33.7% of students earning 'honours' status by surpassing the national standard. Despite a modest decline in key indicators from the previous year, the broader six-year trajectory reflects consistent growth in overall performance, particularly in science and English (See Figure 16). Mathematics, while presenting challenges, has been prioritised for enhanced curriculum support, teacher professional development, and innovative delivery methods. These measures aim to close existing gaps and further elevate student outcomes

The data also highlights a pattern of consistency in high-level achievement despite slight fluctuations. Although there was an 8-percentage-point (pp) decline in the proportion of students surpassing the national standard between 2023 and 2024, the overall stability in this high-achieving category demonstrates schools' commitment to fostering a culture of academic achievement.

In the next data report, the trends will be discussed between the 2024 and the 2025 exam sittings.

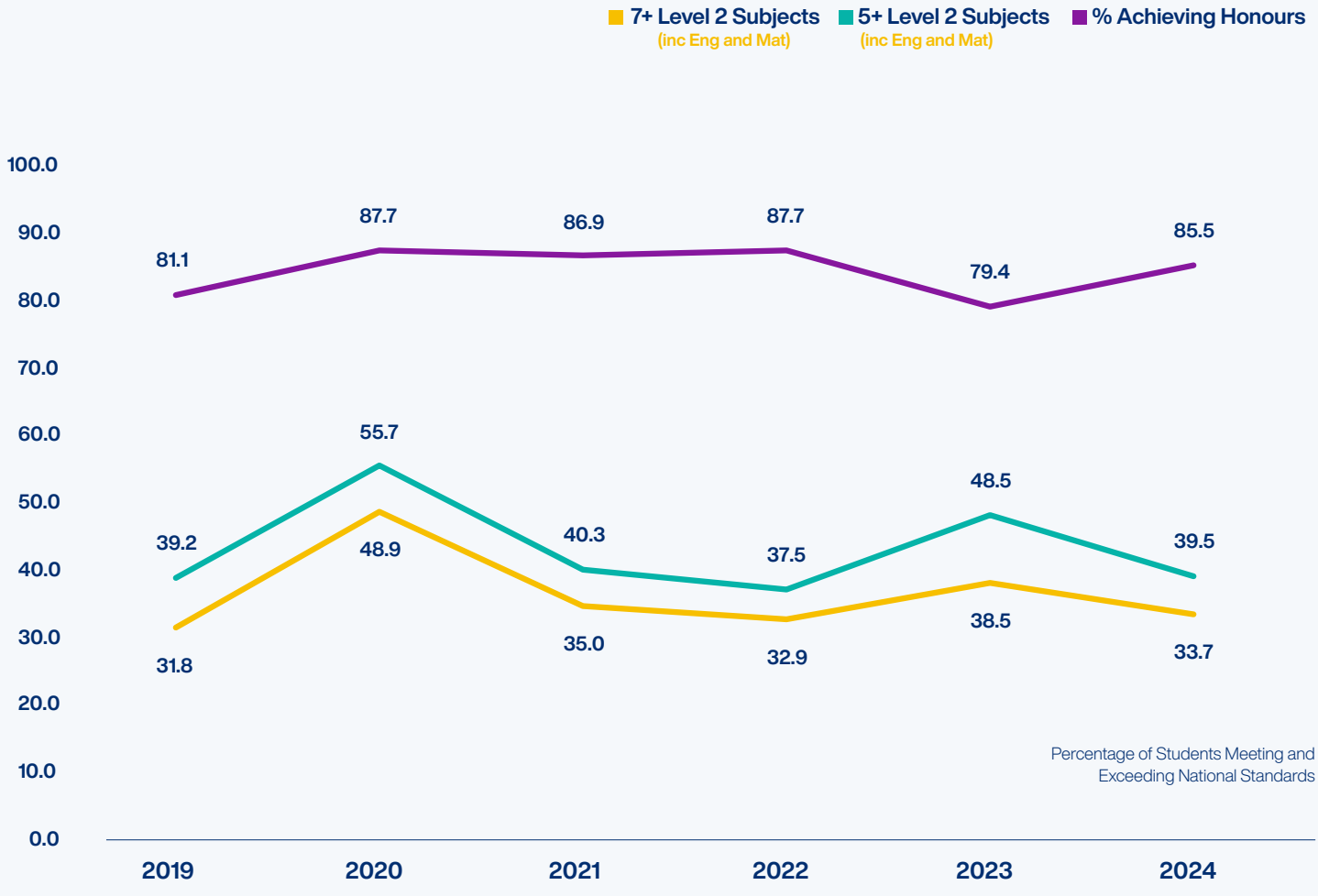


Figure 16 *Percentage of Students meeting expected standard to include the ratio of students achieving the standard that exceeded the standard*

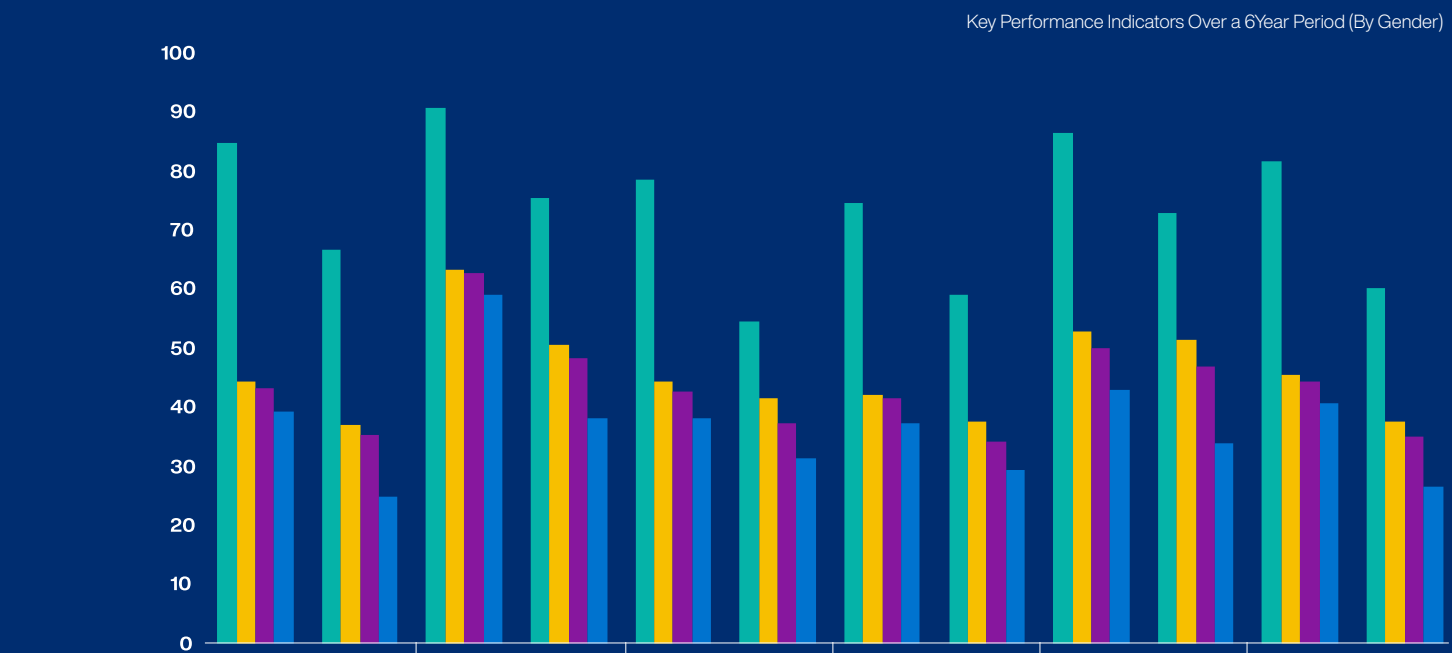
Student Characteristics

01 Gender

There were 413 students in this cohort of which 228 (55.2%) were boys and 185 (44.8%) were girls.

Figure 17 compares the performances of boys and girls relative to their respective cohorts across the six key performance measures over time. The chart reveals that in general, there are significant performance gaps between the boys and girls across all the indicators considered. English accounts for the largest average performance difference to the tune of 18.0 pp. Mathematics and the national standard metric also show gender performance differences of 6.2pp and 7.9pp, respectively.

This disparity underscores a significant gender-based trend in literacy and by extension language-based subjects, potentially highlighting differing levels of engagement, support, or proficiency in this area. In mathematics, the performance gap narrows but remains evident, with girls achieving higher results by on average 6.2pp. While smaller, this difference may reflect underlying factors such as differences in confidence, instructional strategies, or the teaching and learning approaches to the delivery of content with schools.



	2019		2020		2021		2022		2023		2024	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
L2 English	85.0	66.7	90.9	75.6	78.6	54.6	74.6	59.2	86.5	73.0	81.8	60.4
L2 Maths	44.5	37.0	63.4	50.6	44.5	41.7	42.2	37.7	53.0	51.5	45.5	37.8
5+ Level 2 Subjects (inc Eng and Mat)	43.4	35.4	62.9	48.3	42.9	37.5	41.6	34.2	50.0	47.0	44.4	35.0
7+ Level 2 Subjects (inc Eng and Mat)	39.3	25.0	59.1	38.3	38.2	31.5	37.3	29.4	43.0	34.0	40.6	26.7

Figure 17 *Year 11 Key performance indicators by gender*

The disparity is also evident in broader metrics such as the national standard of achieving five or more Level 2 qualifications, including English and mathematics. Here, girls outperform boys by an average of 7.9pp, indicating a consistent advantage in achieving holistic academic benchmarks. This gap could be indicative of factors like greater persistence, better study habits, or higher levels of overall academic engagement among girls. These trends are consistent with broader international research, which often shows girls excelling in structured academic settings, particularly in languages and multi-subject benchmarks.

Gender analysis reveals consistent trends across most academic benchmarks. While this aligns with international patterns, the CI education system is taking proactive steps to narrow these gaps. Initiatives include literacy programs tailored to engage boys, the integration of more diverse teaching materials, and teacher professional development focused on gender-responsive practices. By fostering inclusive and supportive learning environments, schools aim to ensure that every student has the opportunity to excel, regardless of gender.

02 Prior Attainment

Generally, performance on the Cognitive Abilities Test (CAT4) is used within the education system to provide additional context for the interpretation of examination results. The population distribution for the CAT4 test is a 'normal' bell-shaped curve with a mean score of 100 as shown in Figure 18.

Performance on the Cognitive Abilities Test (CAT4) offers critical insights into academic outcomes by providing a baseline measure of students' cognitive potential. The CAT4 test results are distributed in a typical bell-shaped curve with a mean score of 100, representing a standard range of abilities within the cohort.

The range suggests that that while some students possess high cognitive potential, others may require additional support to meet academic expectations. The alignment between CAT4 scores and actual outcomes can reveal the effectiveness of instructional strategies, interventions, and student engagement within the school system.

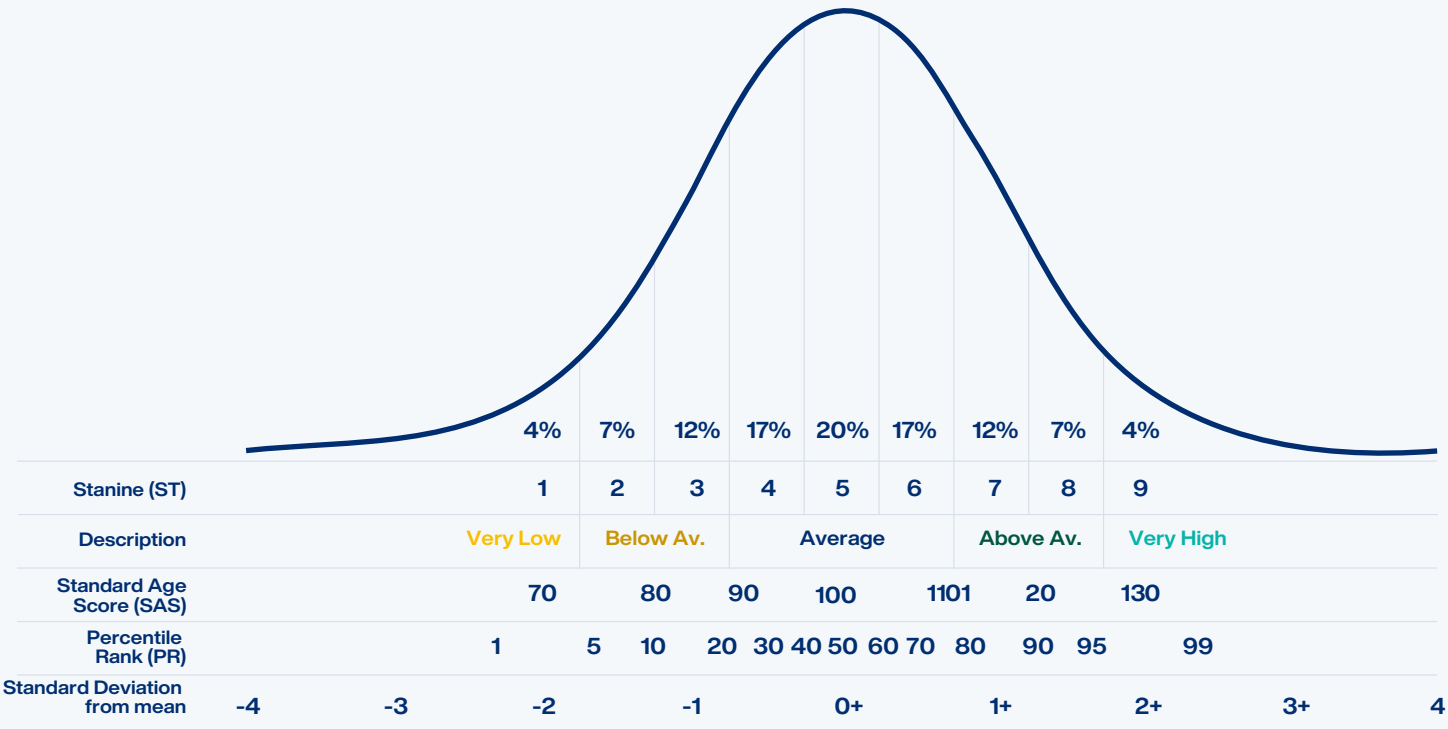


Figure 18 *Prior Attainment: Distribution for scores obtained in CAT4 test*

Understanding the relationship between prior attainment and current performance also provides a framework for evaluating the impact of school interventions. For example, if students with lower CAT4 scores show strong progress in achieving Level 2 qualifications, it could signify the effectiveness of targeted teaching methods or support programmes. Conversely, if high-ability students fail to achieve their expected outcomes, this may indicate the need for more rigorous challenges or advanced academic opportunities to keep them engaged.

By leveraging CAT4 data alongside performance metrics, schools can refine their instructional approaches, ensuring that all students, regardless of their starting point, are supported to reach their full academic potential. This deeper understanding of prior attainment enables a more targeted and equitable allocation of resources, thus fostering an educational environment that addresses the diverse needs of every student.

In order to provide a standard Age Score (SAS), the CAT tests are standardised so that the average score for any age group is always 100: this makes it easy to tell whether a student is above or below the national average. The spread of scores (the 'standard deviation') is also set to plus or minus 15 points, so that for any age group about two-thirds of the students in the national sample will have a standardised score of between 85 and 115, approximately 95 per cent score between 70 and 130, and over 99 per cent score between 60 and 140.

Application within our system

The Cognitive Abilities Test (CAT4) is an essential tool for contextualising overall student achievement and providing valuable insights into examination results within our educational system. The test results for the 2024 Year 11 cohort are visually represented in Figure 19, where the typical 'normal' bell-shaped distribution—characterised by a mean standard age score of 100—serves as the expected baseline for comparison.

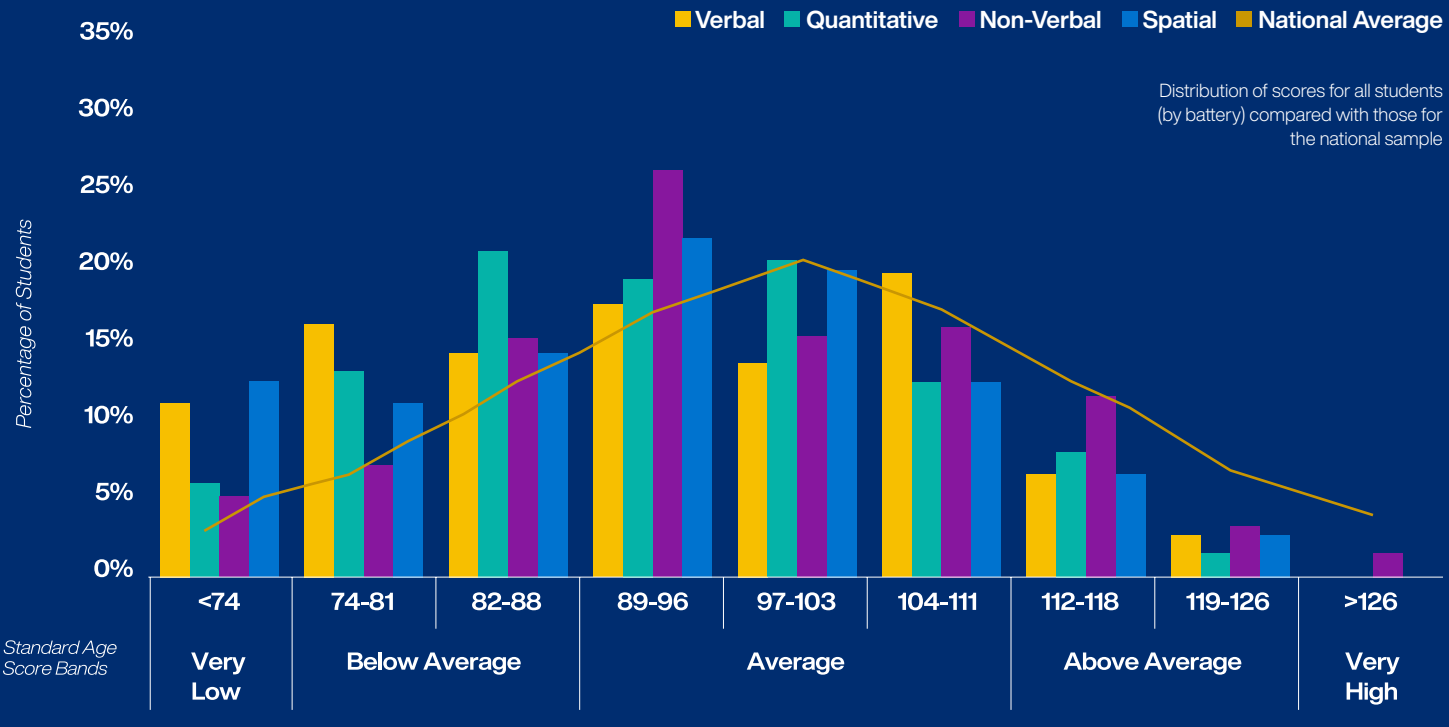


Figure 19 *Prior Attainment: Distribution for scores obtained in CAT4 test*

Analysis of this cohort's results reveals a positively skewed distribution, with a mean SAS of 95. The skewness observed suggests that the majority of scores are concentrated toward the lower end of the scale, while fewer students achieved scores at the higher end. In practical terms, the distribution deviates from the ideal symmetrical curve, suggesting that a larger proportion of students performed below the expected national average.

This distribution provides insights into disparities within the student population. For instance, it may reflect strong performance by a subset of students while highlighting challenges in lifting overall performance levels.

Addressing this skewness could involve the implementation of strategies aimed at closing the achievement gap, such as targeted interventions for low-performing students or by expanding access to enrichment opportunities for all students.

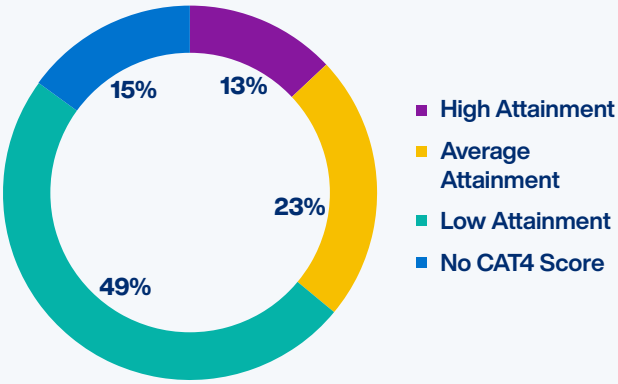


Figure 20 *Prior Attainment Groupings by the Mean Score Obtained in the CAT4 Test*

Hence, for the purposes of this report and to provide context for the analysis, the Year 11 cohort was divided into attainment groups based on their CAT4 mean SAS. These groups were analysed using the attainment categories defined in Figure 20, enabling a more granular understanding of performance patterns and the identification of specific student needs.

Students with higher CAT4 scores are expected to perform better on Level 2 qualifications. Disparities between expected and actual performance might point to systemic issues, such as barriers faced by high-potential students in achieving their full potential or challenges in providing adequate support to low-performing students.

Moreover, examining the correlation between CAT4 scores and success in key subjects like English and mathematics can help identify areas where cognitive potential is either maximised or underutilised. This structured approach ensures that the insights drawn from the CAT4 data are effectively translated into actionable strategies for enhancing educational outcomes.

The performance in English, mathematics, and science was analysed with reference to the defined attainment groups in Figure 20. Notably, at least 46% of the cohort were projected to attain acceptable grades in all the core subject areas – English, mathematics and single science. The actual results met and exceeded these expectations. Table 2 provides a breakdown of the grades achieved in each category.

The attainment data reveals significant trends across English, Mathematics, and Science with reference to their starting points and predictors as defined by the CAT scores. In English, students with high CAT scores (greater than 105) perform exceptionally well, with 96.2% achieving acceptable grades, while students with average CAT scores (94–106) achieve slightly better, with 97.8% reaching the acceptable standard. However, performance among students with low CAT scores (below 95) drops significantly, with only 55.6% attaining acceptable grades. Similarly, those without CAT scores struggle, with 57.1% achieving acceptable grades. This highlights a clear positive correlation between CAT scores and attainment, with High and Average scorers excelling while Low scorers and those without CAT scores face challenges.

In Mathematics, high CAT scorers maintain strong performance, with 92.3% attaining acceptable grades. Students in the average range show a notable drop, with only 77.2% achieving acceptable grades. Among low CAT scorers, performance deteriorates sharply, as just 15.8% achieve acceptable grades. This marks the steepest decline among the subjects. Students without CAT scores fare only slightly better, with 25.4% reaching acceptable grades. Overall, Mathematics shows the most pronounced disparity in attainment, with low CAT scorers facing significant difficulties compared to their high-performing peers.

The findings for Science show that high CAT scorers excel, with 100% achieving acceptable grades, while average scorers also perform strongly, with 96.7% attaining the standard. Low CAT scorers, who form the largest group, show much weaker performance, with only 49.0% achieving acceptable grades. Students without CAT scores align closely with this lower-performing group, with 57.1% attaining acceptable grades. Science demonstrates a consistent trend where high and average CAT scorers excel, but low scorers and those without CAT data struggle.

CAT Ability Grouping	Other	VI (E/G)	V (E/F)	IV (D)	III (C)	II (B)	I (A/A+)	Grand Total	Acceptable Grades (%)
English									
High: CAT Score greater than 105	1	-	0	1	1	17	32	52	96.20%
Average: CAT Score between 94 and 106	0	-	0	2	9	41	40	92	97.80%
Low: CAT Score below 95	11	-	28	48	51	42	16	196	55.60%
No CAT Score available	8	-	7	12	13	16	7	63	57.10%
Grand Total	**20**		**35**	**63**	**74**	**116**	**95**	**403**	**70.70%**
Mathematics									
High: CAT Score greater than 105	1	-	0	3	2	25	21	52	92.30%
Average: CAT Score between 94 and 106	0	-	6	15	35	23	13	92	77.20%
Low: CAT Score below 95	42	-	62	61	24	7	0	196	15.80%
No CAT Score available	9	-	18	20	10	6	0	63	25.40%
Grand Total	**52**		**86**	**99**	**71**	**61**	**34**	**403**	**41.20%**
Science									
High: CAT Score greater than 105		-	-	0	6	20	26	52	100.00%
Average: CAT Score between 94 and 106	1			2	29	43	17	92	96.70%
Low: CAT Score below 95	23	-	27	50	68	24	4	196	49.00%
No CAT Score available	6	-	6	15	13	19	4	63	57.10%
Grand Total	**30**		**33**	**67**	**116**	**106**	**51**	**403**	**67.70%**

Table 2 *Comparison of Cognitive Ability Indicators and Actual Performance English, mathematics and science*

Across all subjects, the data indicates a strong relationship between CAT scores and attainment, with higher scores correlating with better results. Low scorers consistently struggle, particularly in Mathematics, where the performance gap is starkest. The 'No CAT Score' group mirrors the struggles of low scorers, suggesting a need for focused intervention to support these students. English appears to be the most balanced subject, with slightly better outcomes for students with lower scores compared to Mathematics and Science. In contrast, Mathematics exhibits the sharpest drop in performance among low scorers. These patterns emphasise the importance of identifying struggling students early and implementing targeted support, particularly for those with low CAT scores and those without CAT data, to improve their outcomes and reduce attainment gaps.

The data suggests that high and average categories perform at or above expectations in English and science; a high level of success was also achieved in mathematics for these groups as well. This implies that the strategies employed have been effective in yielding positive outcomes in these areas.

To enhance overall performance and to address the specific challenges in the low attaining group, it is crucial to implement more comprehensive, consistent, and precisely tailored interventions. Given that this category represents a significant proportion of the cohort, any improvement in the overall performance outcomes in this category will stimulate enhancement of standards across the system. The existing strategies, while effective to some degree, may benefit from a more substantial and focused approach to include but not limited to:

- Implementing personalised learning plans for students who may require extra help in specific subjects, thus addressing individual needs.
- Creating a more robust framework for interventions that not only address current challenges but also contribute to sustained academic improvement over time.
- Establishing a robust monitoring system to track the effectiveness of interventions.
- Regularly assessing student progress to identify any emerging challenges and adjusting interventions accordingly.
- Providing ongoing training and professional development for educators to equip them with effective intervention tools and strategies.

03 Added Value Metric

Value-added analysis demonstrates the significant contributions of the CI education system to student progress. The term "value-added" refers to the measurable improvement an educational process or institution contributes to a student's knowledge, skills, and overall development. It focuses on assessing the progress students make during their educational journey, taking into consideration their starting points and the value that the educational experience adds to their academic and personal growth.

This concept is often employed to evaluate the effectiveness of schools, teachers, and educational programmes. Value-added analysis looks beyond standardised test scores and measures the broader educational impact on students over time. That is, this approach provides insights into the academic achievement and developmental benefits an educational entity brings to its students.

Figures 21, 22, and 23 present scatter plot charts illustrating the value-added scores relative to the CAT4 mean achieved by students in the core subjects of English, Mathematics, and Science. The charts highlight the significant role schools play in enabling less capable students to achieve satisfactory grades, particularly in English and science.

On average, students achieve grade improvements of 1.14 in English and 1.2 in science, underscoring the success of targeted teaching strategies and school-based interventions. While mathematics shows smaller gains, ongoing curriculum enhancements and professional development initiatives are expected to accelerate progress. These results highlight the system's ability to maximise student potential and deliver transformative educational experiences

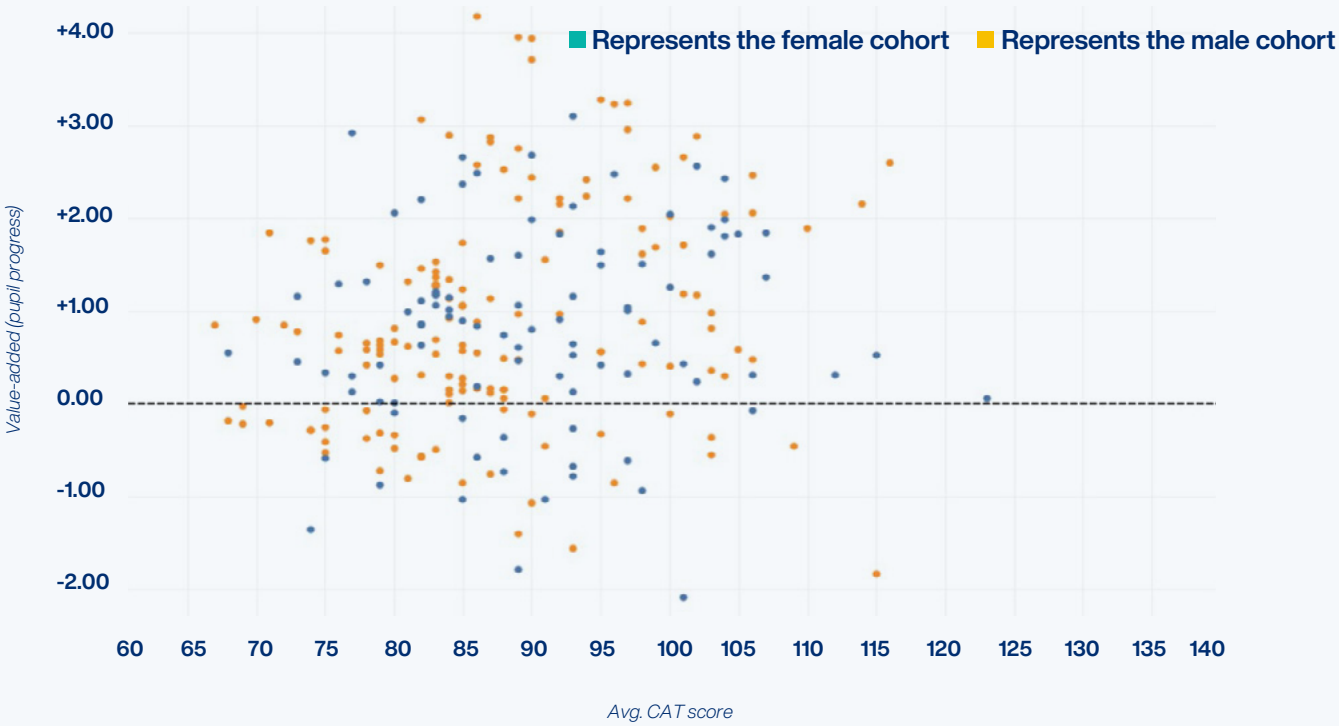


Figure 21 *Student Progress: Scatter Plot Chart Showing the Value Added Indicators for English*

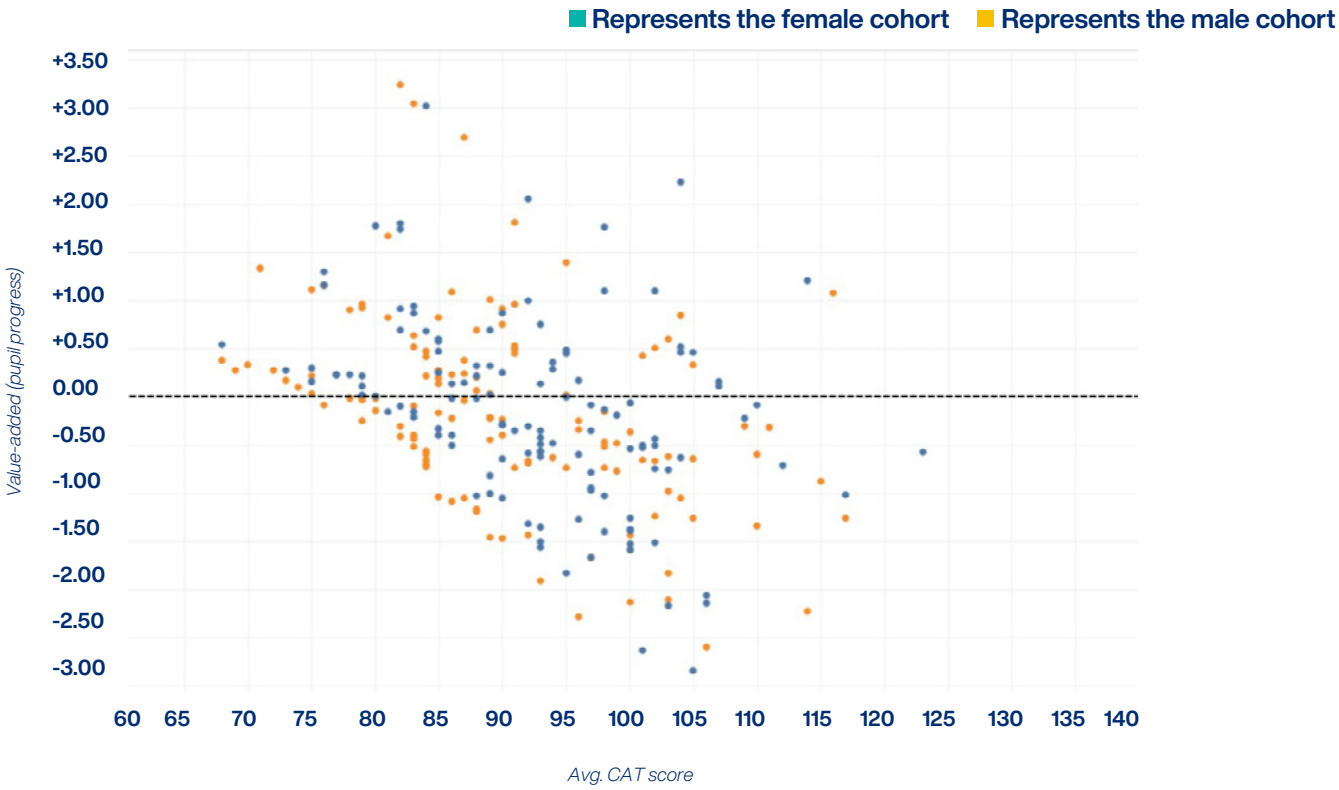


Figure 22 *Student Progress: Scatter Plot Chart Showing the Value Added Indicators for Mathematics*

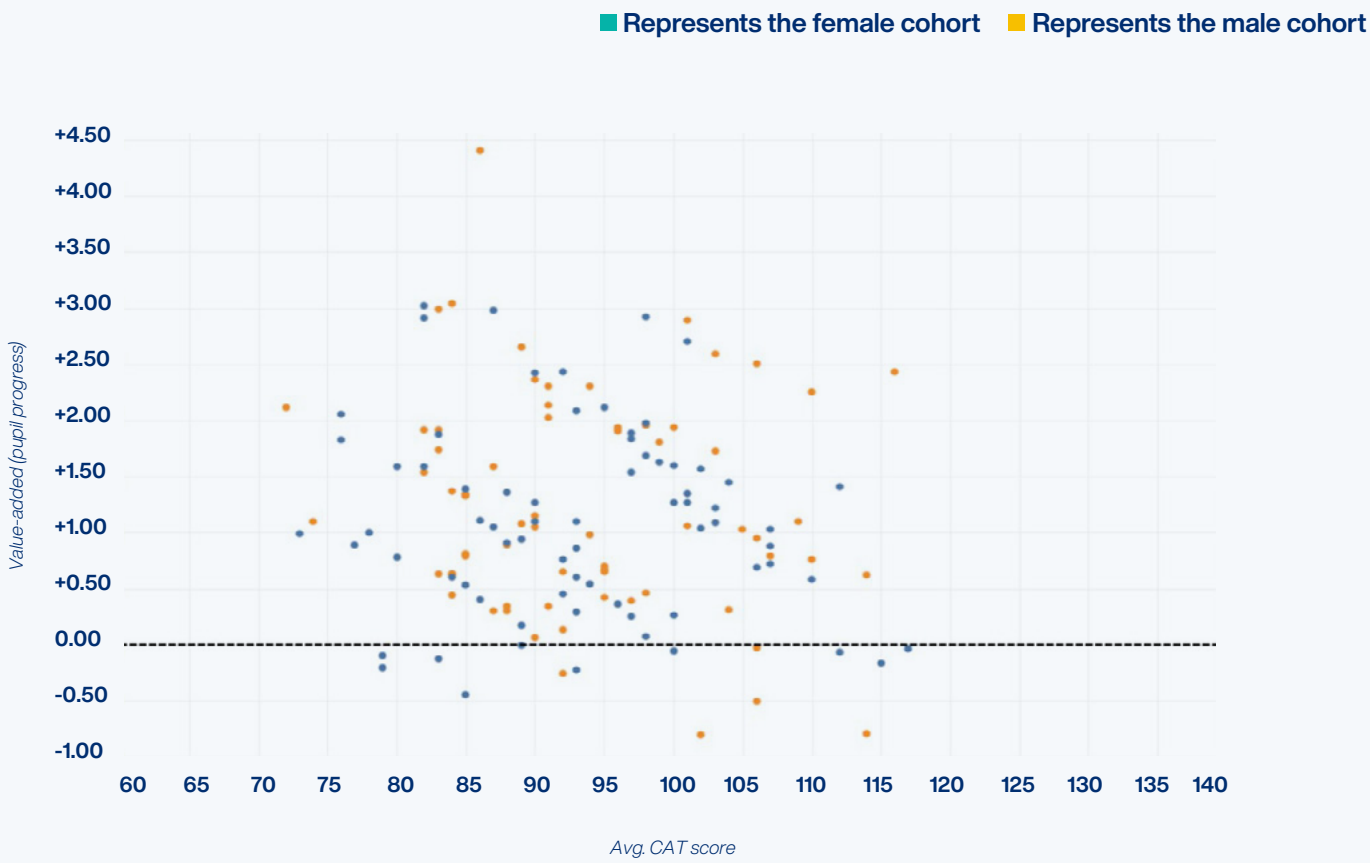


Figure 23 *Student Progress: Year 11 Scatter Plot Chart Showing the Value Added Indicators for Science*

Additional Learning Needs

Students with additional needs are identified through the intervention strategies employed to support their ongoing development. These strategies are categorised into distinct levels of action, each tailored to address the specific requirements of the students:

Teacher Action (TA) - Early Screening and Progress Monitoring: The classroom teacher typically designs a Differentiated Instruction Plan under this level. It focuses on early identification and personalised support to address diverse learning needs.

School Action (SA) - School-Based Support Team (SBST) Individual Intervention Plans: This level builds on TA by refining measurable targets, developing alternative strategies, and increasing the intensity and frequency of interventions.

School Action Plus (SA+) - Special Educational Needs and Disabilities (SEND) Eligibility and Individual Education Plans (IEPs): At this stage, students qualify for SEND-specific provisions, which are outlined in comprehensive IEPs tailored to their unique challenges and goals.

English as a Second Language (ESL): This category addresses the needs of non-native English speakers, providing targeted language acquisition support.

The education system's commitment to inclusivity is evident in the tailored support provided to students with Special Educational Needs and Disabilities (SEND). Table 3 summarises the number of students in each category and their performance outcomes, with particular emphasis on the proportion achieving acceptable grades. Note that approximately 7% (27) of the Year 11 cohort required SEND+ provisions. Among these students: 74% achieved acceptable grades in English; 33% in mathematics; and 67% in science. This demonstrates the effectiveness of the individualised learning support plans (LSP) and targeted interventions employed to support this sector. In addition, early identification processes, combined with advanced tools and professional development for educators, have significantly enhanced the ability to meet diverse learner needs. By fostering an inclusive and supportive framework, the CI education system continues to ensure equitable opportunities for all students

Category	No Grade	VI(F/G)	V(E)	IV(D)	III (C)	II (B)	I (A/A*)	Grand Total	Acceptable Grade (%)
English									
No SEND Need	13		7	27	50	102	93	292	84%
ESL	1		4	7	1	1	0	14	14%
TA	1		5	3	4	3	1	17	47%
SA	3		17	23	7	3	0	53	19%
SA+	2		2	3	12	7	1	27	74%
Grand Total	**20**	**0**	**35**	**63**	**74**	**116**	**95**	**403**	**71%**
Mathematics									
No SEND Need	21		46	74	62	56	33	292	52%
ESL	1		9	3	1	0	0	14	7%
TA	3		4	7	1	2	0	17	18%
SA	28		17	7	2	0	0	54	4%
SA+	0		10	8	5	3	1	27	33%
Grand Total	**53**	**0**	**86**	**99**	**71**	**61**	**34**	**404**	**41%**
Science									
No SEND Need	15		8	35	90	97	47	292	80%
ESL	3		5	4	1	1	0	14	14%
TA	1		3	7	4	0	2	17	35%
SA	8		16	16	9	3	1	53	25%
SA+	3		1	5	12	5	1	27	67%
Grand Total	**30**	**0**	**33**	**67**	**116**	**106**	**51**	**403**	**68%**

Table 3 *Year 11 Key performance indicators by Additional Learning Needs Categories*

It is important to note that schools have considerable discretion in implementing intervention strategies to promote the continuous development and success of these students. While the specifics of SEND needs and provisions exceed the scope of this report, it is important to note that improving provisions for students with SEND is central to fostering inclusivity and achieving equitable educational outcomes. Schools are increasingly focusing on enhanced early identification and screening processes, utilising advanced tools and data analytics to detect learning difficulties at an earlier stage.

This proactive approach enables timely and targeted interventions, reducing the likelihood of students falling behind. Alongside these efforts, the development of individualised LSPs has seen significant refinement. Flexible review mechanisms allow educators to adapt strategies promptly based on assessments and feedback, making the plans dynamic and responsive.

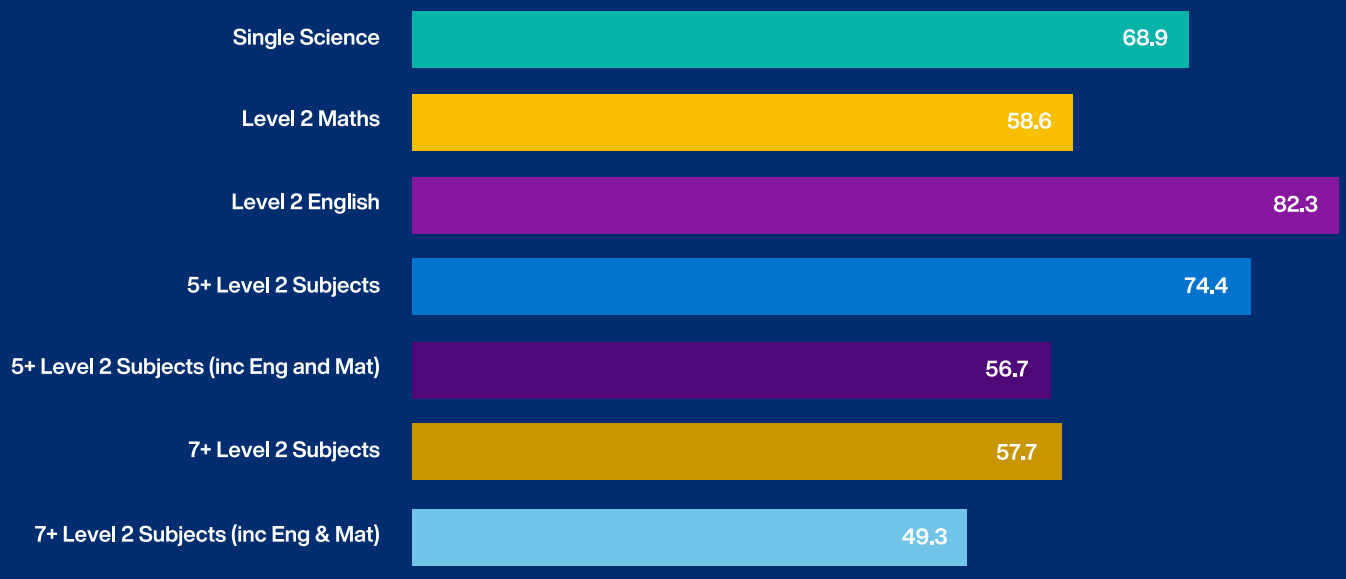
Professional development for teachers remains a cornerstone of these initiatives, with regular training workshops and opportunities for peer collaboration, thus equipping educators to implement inclusive teaching practices effectively.

These initiatives, among others, collectively demonstrate a commitment to addressing the unique challenges faced by SEND students. By creating an inclusive and supportive educational framework, schools are enabling these learners to thrive and achieve their potential. The outcomes indicate a significant degree of success for the implemented interventions.

Other specific indicators and findings regarding the cumulative attainment and data analytics for the 2022-23 Year 11 cohort are provided in Appendix J to M.

Year 12: Performance Metrics

The key highlights and interconnectivity among the cumulative national key performance indicators for the Year 12 cohort are illustrated in Figure 24 (a) and the subject passes for the 2024 Year 12 students based on the number of students who sat the key areas of English, mathematics and science, are presented in Figure 24 (b).



Year 12 Summary Results: Key Performance Indicators

Figure 24 (a) *Year 12 Cumulative Results by Cohort: Key Performance Indicators*

Figure 24 (a) shows that 82.3% and 68.9% of the cohort achieved Level 2 qualifications in English and a single science, respectively. Additionally, 58.6% of the cohort earned a qualification in mathematics, with 56.7% meeting the expected standard and 49.3% exceeding it.

When analyzing the metrics shown in Figure 24 (b), considering only those students that sat the subjects, focusing only on the subject performance and not the full slate of Key Performance Indicators, Level 2 English qualifications rise to 86% (increase of 3.7%), science to 80.5% (increase of 11.6%) and mathematics to 60.6% (increase of 2%).

These increases are expected as this dataset considers only the Year 12 students that were entered to sit the respective subjects, and not the entire Year 12 cohort.

Overall, performance improved across the cohort for most indicators compared to the previous year, except for mathematics which reflected a 4.2 percentage point decline (see Figure 25).

While a similar comparative analysis of the 2023 and 2024 data by subject entries for Year 12 is not presented in this report, the 2024-25 Data Report will in fact speak to a similar comparison to compare results by entries.

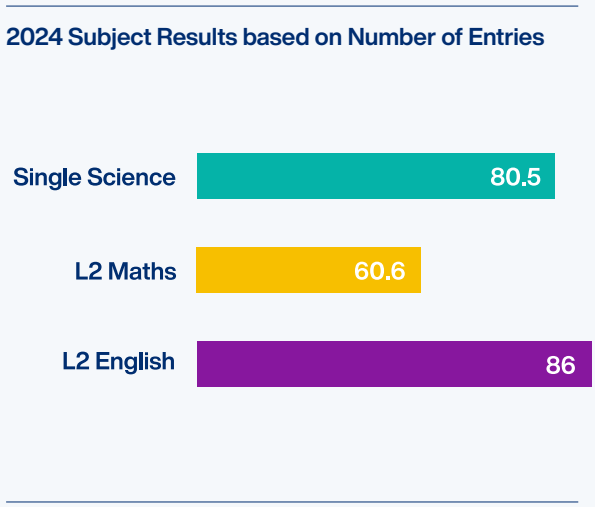


Figure 24 (b) *Year 12 Subject Results only, by Subject Entries (2024)*

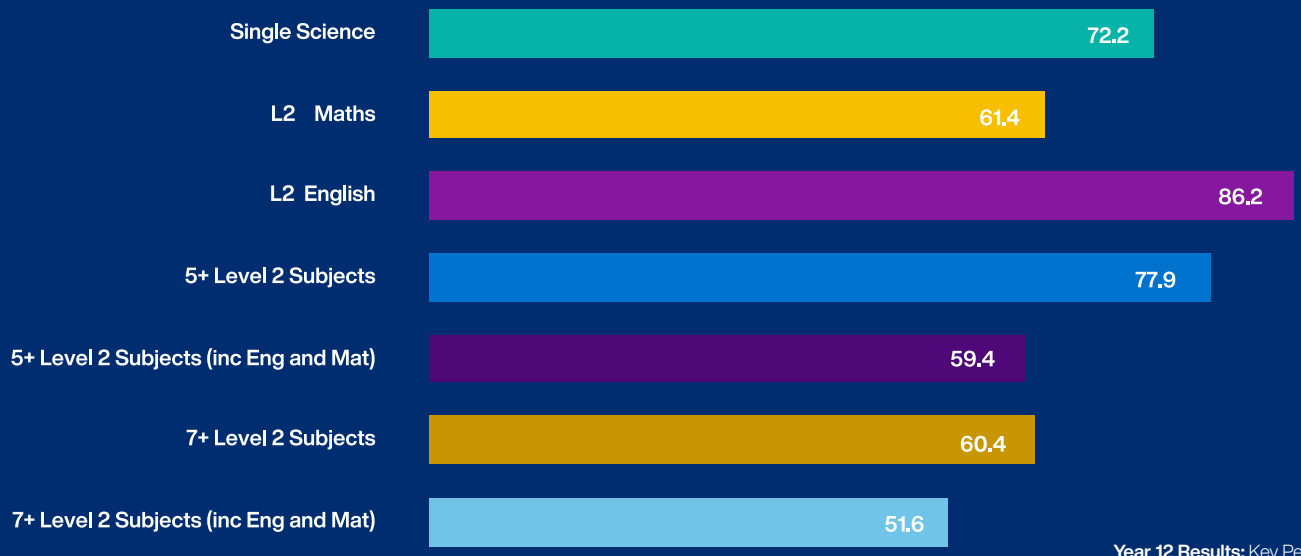
The true reflection of the performance of students in the government education system is reflected in this dataset. As Year 12 represents the end of the compulsory education journey for students in the government system, these metrics demonstrate what the students who sat 5 or more subjects achieved at the end of their school journey in the government system. The results are highly commendable, comparing favourably to regional and international counterparts.

Analysis of students who sat 5 or more subjects in Year 12

In addition to the previously presented cohort analysis, another crucial metric evaluated is the subset of students who sat five or more Level 2 (L2) subjects. This analysis not only defines the actual performance of students who took the examinations but also facilitates international comparisons and benchmark assessments.

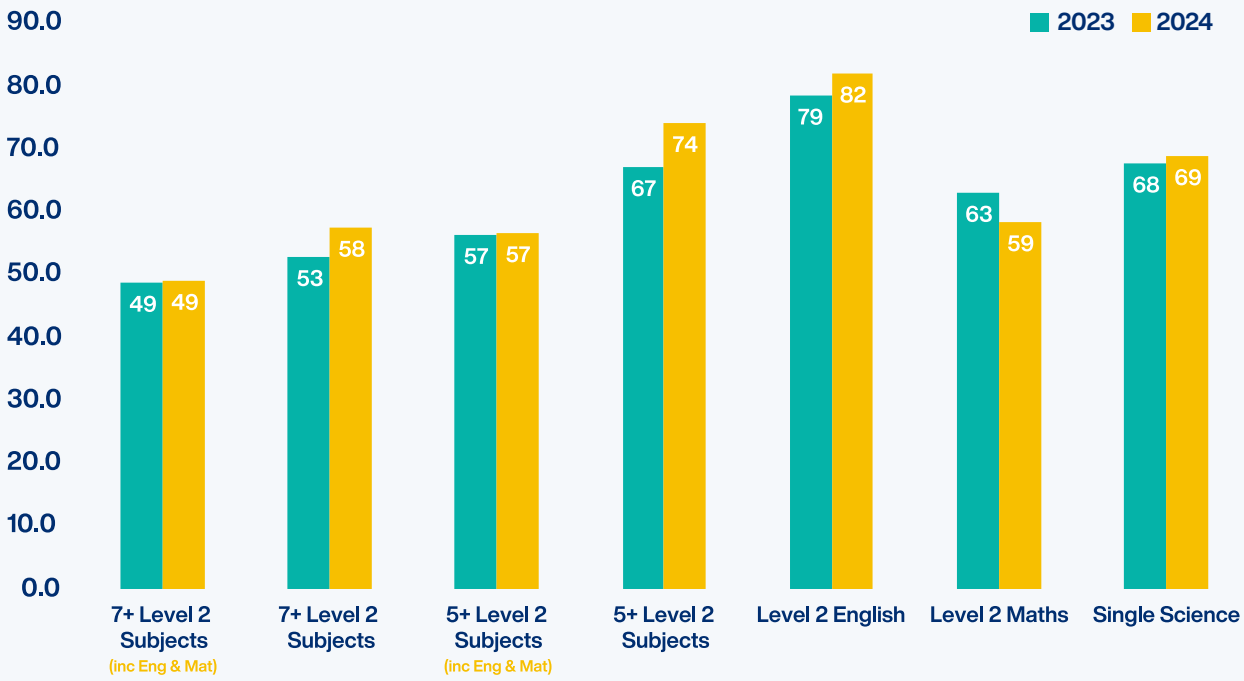
It is important to note that these percentages, as presented in Figure 24 (c) below, differ from the percentages in Figure 24 (b) as these now represent, of the students who sat the subject exams, a sub-set that sat 5 or more subjects.

The findings reveal that for the Year 12 cohort that sat 5 or more subjects, 86.2% achieved a Level 2 qualification in English Language, while 61.4% reached this standard in Mathematics. In Science, 72.2% of students attained a Level 2 qualification and 77.9% achieved five or more subjects. Additionally, 59.4% of students met the national benchmark of securing five or more L2 qualifications, including both English and Mathematics.



Year 12 Results: Key Performance Indicators by Subject Entries for Year 12 Students Sitting 5 or More Subjects

Figure 24 (c) *Year 12 Key Performance Indicators by Subject Entries (2024) for Students Sitting 5 or More Subjects*



Comparison of Results over a 2-Year Period

Figure 25 *Year 12 Cumulative Results: Key Performance Indicators*

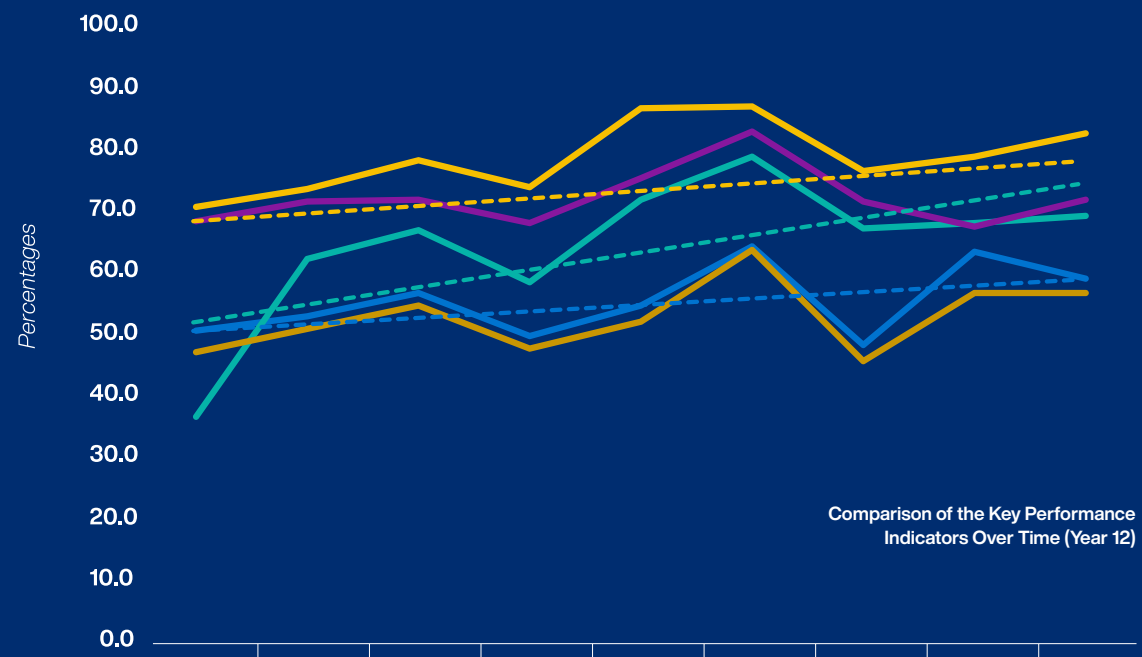
A review of key performance metrics over the past seven years reveals that, on average, an impressive 72% of students, when analysed by cohort, consistently achieved the benchmark of '5 or more Level 2 qualifications'. Considering an average over the same period of 52.6% obtained the national standard of 5 or more passes including mathematics and English, approximately 20% of each cohort excelled academically but did not meet the nationally defined expected standard. This finding highlights the need for targeted strategies to identify and address this specific gap in performance.

Significant progress is evident in science education over the period under review (see Figure 26). Despite fluctuations—from a low of 37% in 2016 to a peak of 79% in 2021—the overall trend demonstrates substantial improvement. The 32-percentage point increase from 2016 to 2024 underscores the commendable strides made in science education. These achievements reflect the success of implemented strategies and the enhanced quality of instruction within the system.

From 2016 to 2024, academic performance metrics show steady improvement, though recent years have seen slight declines compared to pre-2021 levels. This stabilisation may reflect shifts in cohort characteristics or the impact of external challenges on the education system. Nevertheless, the long-term trajectory remains positive, with most 2024 metrics significantly exceeding 2016 baselines.

Overall, the data portrays an education system making steady gains in critical areas, despite signs of plateauing in recent years. To sustain progress and address emerging challenges, continued innovation and targeted support will be essential.

The Data Report for 2024-25 will consider the trend which will begin to form between the 2024 data and the 2025 data as it pertains to results by exam sitting.



	2016	2017	2018	2019	2020	2021	2022	2023	2024
Level 2 English	70.4	73.4	78.2	73.8	86.4	86.8	76.3	78.6	82.5
Level 2 Maths	50.4	52.7	56.6	49.4	54.4	64.1	48.1	63.2	58.9
Single Science	36.5	61.9	66.7	58.2	71.6	78.6	66.9	67.9	68.9
5+ Level 2 Subjects	68.1	71.4	71.7	67.8	75.3	82.7	71.5	67.2	71.5
5+ Level 2 Subjects (inc Eng and Mat)	46.8	50.7	54.3	47.4	51.9	63.6	45.5	56.5	56.5

Figure 26 *Year 12: Comparison of the Key National Performance Indicators over a 5-Year period*

Gender Comparisons

Figure 27 illustrates the performance by gender in 2024, showcasing in particular the percentage of males and females attaining or exceeding the nationally expected standards as well as performance on other national core curriculum metrics.

The data reveals distinct trends in academic performance over a two-year period, with both improvements and declines across key areas. These shifts highlight nuanced differences in gender-based academic outcomes.

Female students showed a notable decline in their performance between 2023 and 2024. The percentage exceeding the expected standard dropped from 55.7% in 2023 to 52.4% in 2024, while those meeting the standard also fell from 63.8% to 57.1%. In subject-specific outcomes, English performance for females remained strong but dipped slightly from 87.0% in 2023 to 86.2% in 2024. Mathematics results reflected a more significant decline, with performance falling from 65.9% to 58.1%. However, female students excelled in single science, where performance surged dramatically from 76.2% in 2023 to 99.5% in 2024, demonstrating significant overall progress in science for this group.

Male students, by contrast, demonstrated a generally positive trend in performance over the same period. The percentage of males exceeding the expected standard increased from 43.6% in 2023 to 46.2% in 2024, while those meeting the standard rose more markedly, from 50.8% to 56.3%. English outcomes improved significantly for males, with performance increasing from 72.0% in 2023 to 78.4% in 2024. In mathematics, however, male performance experienced a slight decline, dropping from 61.0% to 59.1%. Single science outcomes for males showed moderate growth, rising from 61.4% in 2023 to 64.4% in 2024. These results indicate steady progress for male students, particularly in their ability to exceed expected standards.

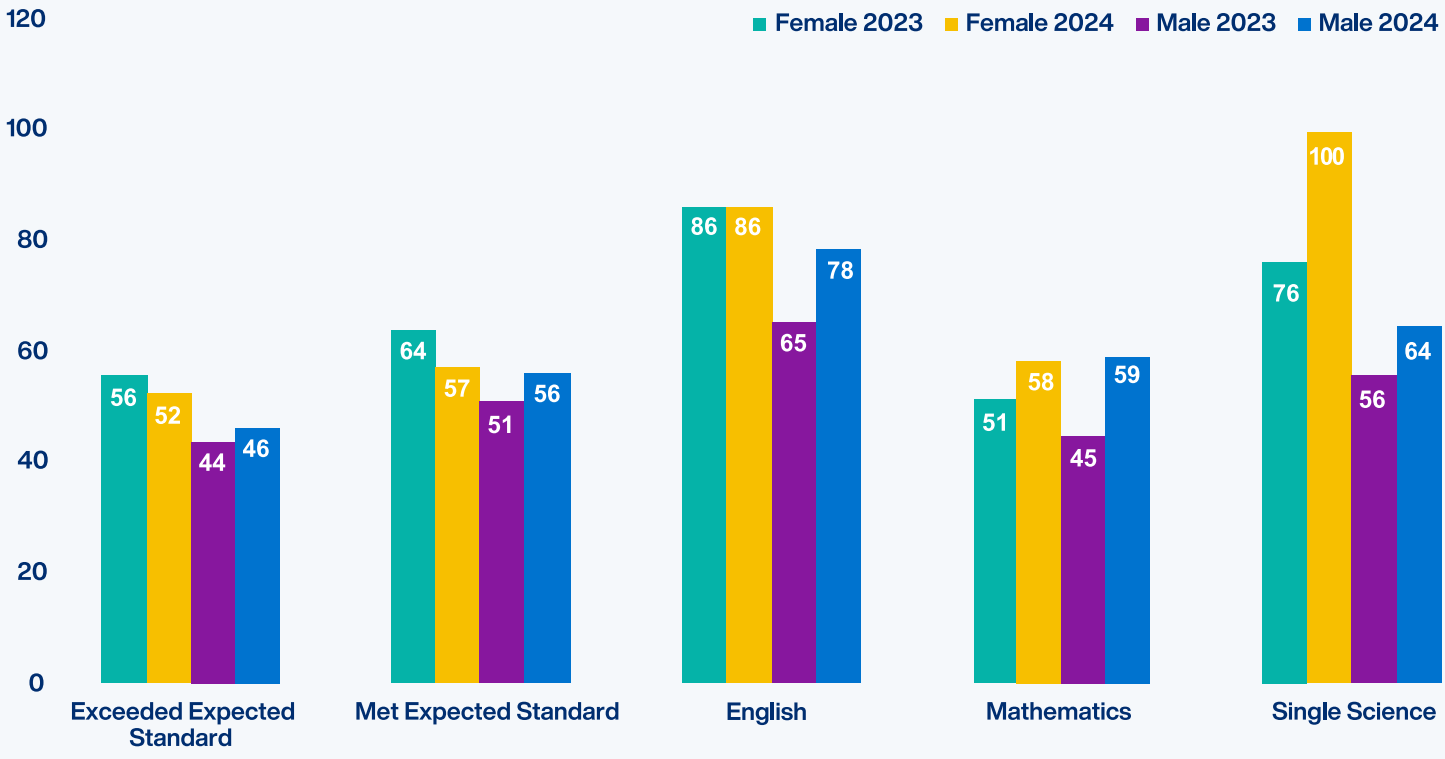


Figure 27 *Year 12 Indicators: Gender performance comparisons*

An examination of trends over the broader timeframe, from 2016 to 2024, reveals significant fluctuations (See Figure 28). Female students consistently outperformed their male counterparts in both the "Exceeded" and "Met" categories, although their performance exhibited more variability over time. The proportion of females exceeding expectations rose from 49% in 2016 to a peak of 68% in 2021 before declining and stabilising at 52% by 2024. Similarly, the proportion meeting expectations increased from 58% in 2016 to 71% in 2021, followed by a decline to 57% by 2024. Despite these fluctuations, female students maintained high levels of academic achievement throughout the period.

Male students showed a more consistent upward trajectory over the same nine-year period, particularly in the "Exceeded" category. Their performance nearly doubled, rising from 26% in 2016 to 46% in 2024. Gains were most pronounced after 2019, with a sharp increase between 2020, when 38% of males exceeded expectations, and 2021, when this figure jumped to 53%. Performance in the "Met" category also improved steadily, increasing from 38% in 2016 to 56% by 2024. This steady growth, especially after 2022, reflects progress in closing the gender gap, particularly in exceeding expectations.

The year 2021 stands out as a peak for both genders, with female students achieving their highest percentages in both categories—68% exceeding expectations and 71% meeting them—while male students reached significant highs of 53% and 56%, respectively. This suggests that interventions, changes in educational strategies, or other external factors during that year may have contributed to enhanced performance across the board. Conversely, 2022 marked a period of decline for both genders. Female performance in the "Exceeded" category dropped sharply to 47%, while male performance fell to 35%. This dip may reflect challenges or disruptions during that period.

By 2024, the data suggests a stabilisation of performance for both genders. Female students maintained consistently high outcomes, though at slightly lower levels than their peak years, while male students demonstrated steady growth, achieving their highest-ever recorded percentages in both the "Exceeded" and "Met" categories. These trends indicate significant progress in academic equity, with male students narrowing the performance gap, particularly in exceeding expectations.

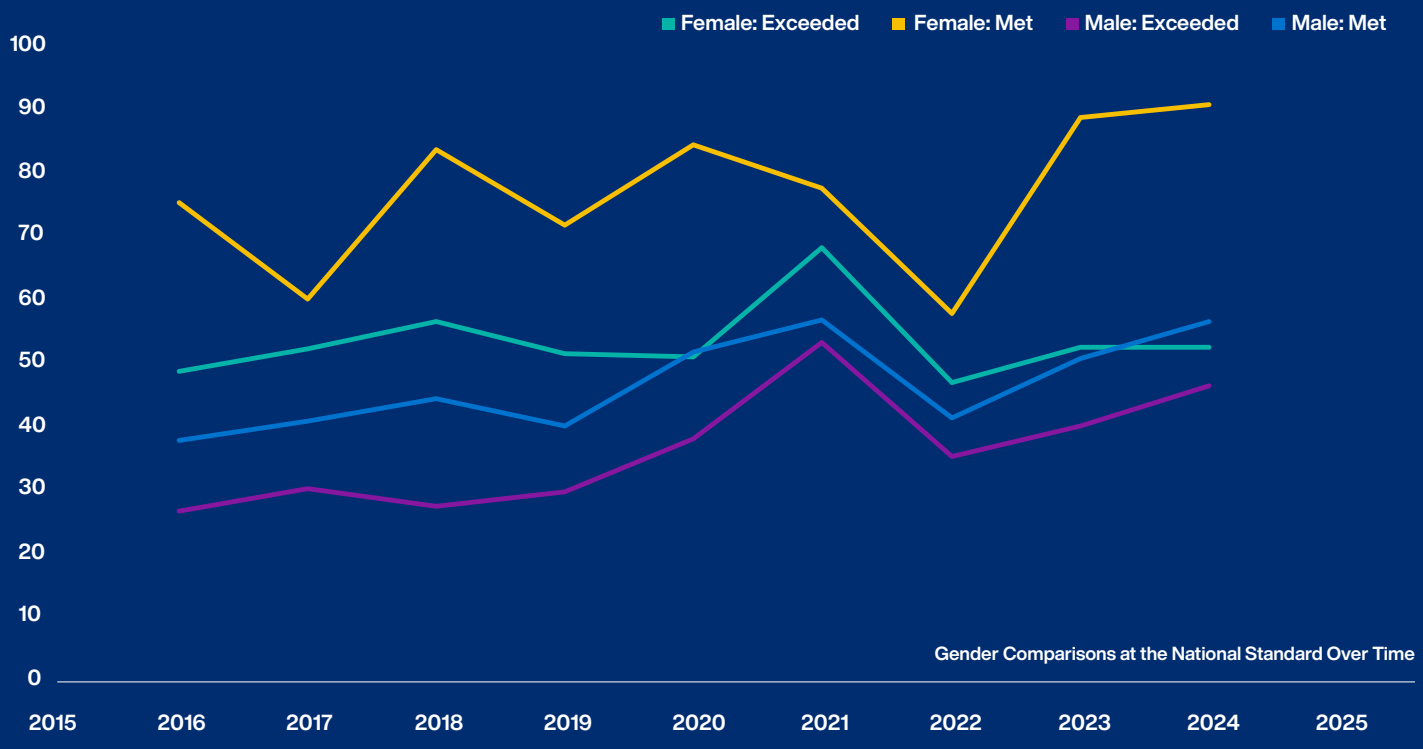


Figure 28 *Year 12: Comparison of Students attaining the National performance standard over a 10-Year period by gender*

Overall, the data reflects consistent excellence among female students and substantial improvement among male students. While females continue to lead overall, the narrowing gap points to effective interventions and positive developments in male academic performance. Peaks in 2021 and declines in 2022 underscore the influence of external factors or educational policies on student outcomes, while stabilisation in 2024 highlights a period of strong, sustained achievement for both genders.

Despite this resultant growth trajectory, the KPIs reveal a high degree of variability: Level 2 English performance fluctuates significantly, with a notable low in 2020-21 (3.5%) and a peak in 2022-23 (12.5%). Mathematics mirrors this pattern, surging to 23.5% in 2022-23 before declining to 6.6% in 2023-24. Single Science1 exemplifies these fluctuations, peaking at 14.3% in 2019-20 but falling to 1.6% by 2022-23, underscoring the challenges associated with sustaining progress.

Value Added Analysis

Figures 29 illustrate the gains in Year 12 over the Year 11 results of a cohort. The data indicates that on average, a cohort makes a gain of 11 percentage points across all KPIs.

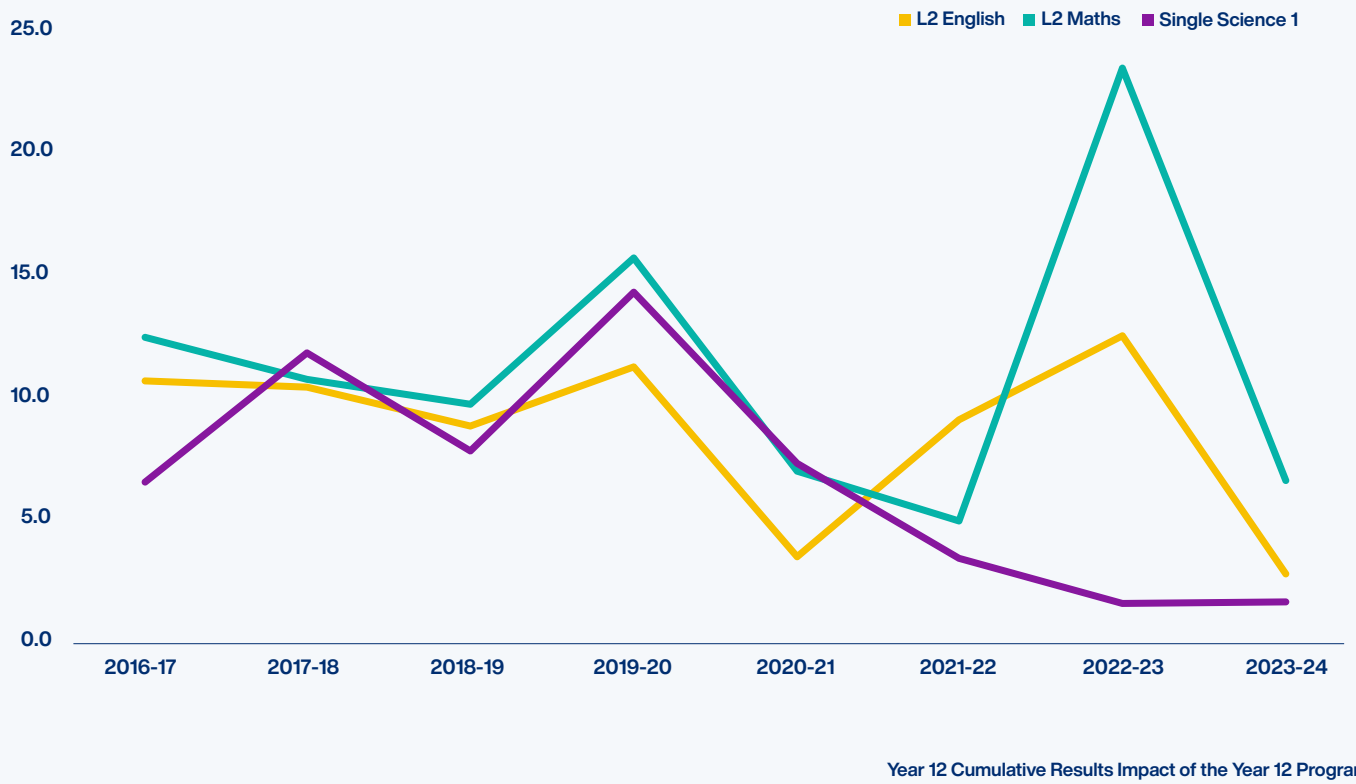


Figure 29 *Value Added: Year 12 cumulative performance compared to the achievement at the end of Year 11 (same cohort)*

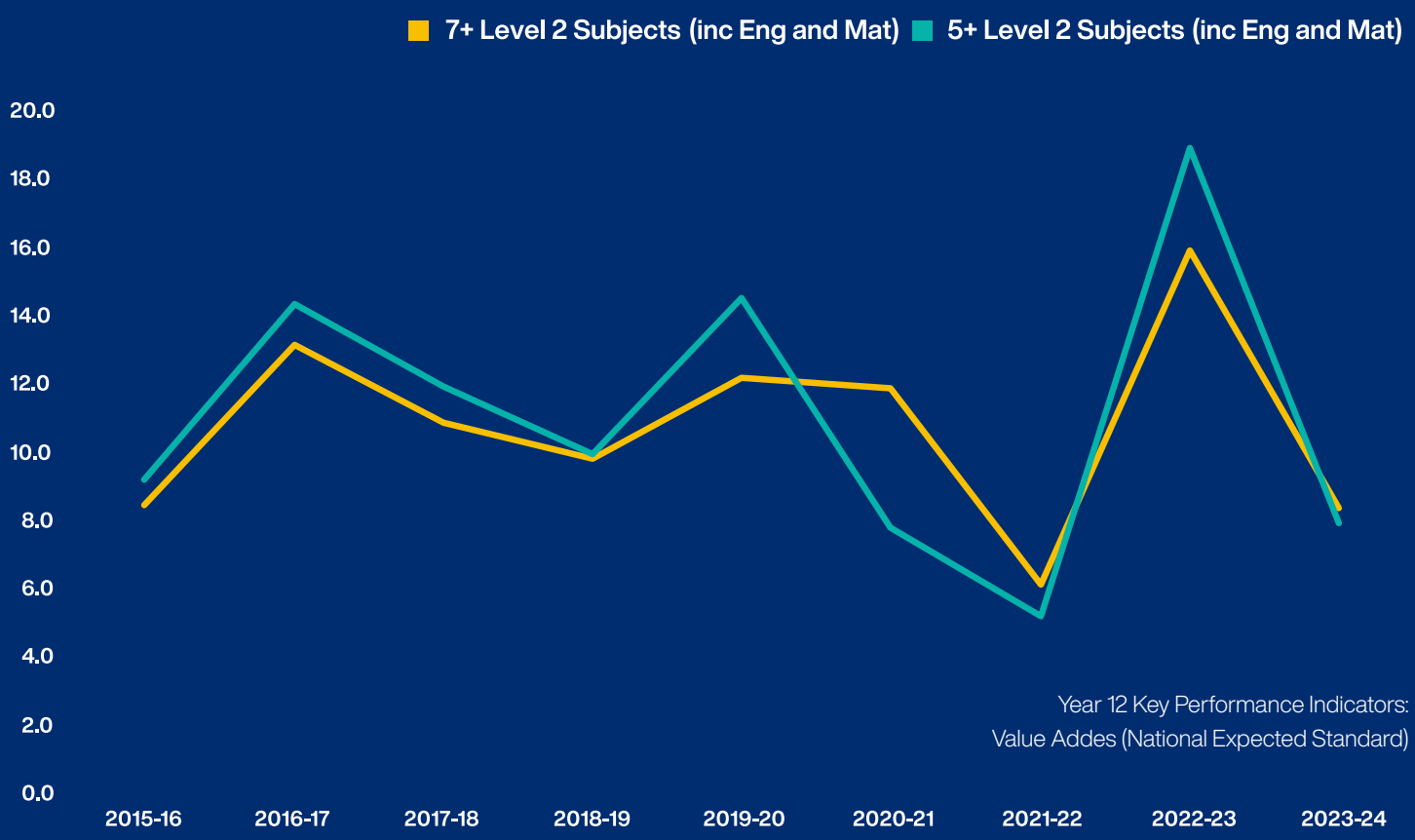


Figure 30 *Value Added: Year 12 cumulative performance compared to the achievement at the end of Year 11 (same cohort)*

Beyond the core subjects, the broader academic performance metrics also reflect positive trends. For instance, the proportions of students achieving '5 or more subjects (including English and mathematics)' and '7 or more subjects (including English and mathematics)' have shown proportional increases, as depicted in Figure 30.

Short-term spikes in performance, like those in 2022-23, highlight the potential of targeted intervention strategies while subsequent declines present a different picture. Notably, the trend remains one of improvement. For example, English improves by on average 8.9 percentage points, while mathematics achieves an even higher average rate of 10.4 percentage points.

In general, the data reaffirms the value of an extended secondary education programme, given the notable gains in the core curriculum areas and by extension the broader academic metrics. However, achieving sustainable and equitable progress necessitates consistency, adaptability, and a balanced focus across the curriculum.

The implications of these trends are profound. They underscore not only the advantages of an extended secondary education at Key Stage 4 but also the tangible impact of this educational approach on academic outcomes. The data affirms that the additional year fosters deeper learning, enhances readiness for post-secondary challenges, and equips students with a broader and more robust academic foundation. The success of this expanded programme is evident in the consistent upward trajectory of results, showcasing the value of a strategy that prioritises long-term academic development and achievement.

Subject-specific trends also highlight disparities. The performance in Level 2 English remains erratic but largely stable, except for a significant low point in 2020-21 (3.5%) and a peak in 2022-23 (12.5%). Similarly, Level 2 Maths shows uneven progress, with an impressive surge to 23.5% in 2022-23 before dropping back to 6.6% in 2023-24. Notably,

Single Science1 exhibits a steady rise from 0.8% in 2015-16 to a peak of 14.3% in 2019-20, though the subsequent years demonstrate a steep decline, reaching just 1.6% in 2022-23 and remaining stagnant in 2023-24.

These trends may suggest variability influenced by external factors or shifts in educational strategies, with notable spikes and declines pointing to potential disruptions or policy changes in specific years. The 2022-23 academic year is an example of significant improvements across several metrics, though these gains were unsustainable.

Further data analyses and comparisons related to KS4 results are made available in Appendix L and O.

Category	English Language	Maths	Integrated Science
Public Schools	76.7	46.6	78
Regional	76.3	36.3	58.1
England	61.6	59.6	57.1

Table 4: *Year 11: Comparative results based on sittings in 2024 in 3 core subjects*

Comparative Analysis of Cayman Islands Public School Performance in 2024

The National and School Data Reports are pivotal tools in driving educational reform. They serve as benchmarks for evaluating progress and fostering accountability across the system. While the journey of systemic reform is ongoing, measurable gains in student achievement underscore the effectiveness of current initiatives and affirm the commitment to continuous improvement in the quality of education provided in schools.

Unlike other systems, the attainment data for Year 11 and Year 12 in the CI public schools reflects the cumulative performance of students across all years of their secondary education, up to and including the current academic year. To provide context, Table 4 compares the 2024 results from Cayman Islands public schools' CSEC examination sittings with the regional outcomes for CSEC examinations and England's GCSE results from the same year.

This comparative analysis highlights key trends and provides valuable insights into the relative performance of Cayman Islands students within a broader educational landscape. By examining these results, stakeholders can better understand areas of strength and opportunities for improvement in the local education system. Additionally, such comparisons help to contextualise the academic achievements of Cayman Islands students within the regional and international benchmarks.

The comparative results for Year 11 students in 2024 across three core subjects—English Language, Mathematics, and Integrated Science—reveal a nuanced picture of the performance of CI public schools. In English Language, public school students slightly outperformed the regional average, achieving 76.7% compared to 76.3%, and surpassed England's results by a significant margin of 15.1 pp, highlighting strength in this area.

In Mathematics, our students demonstrated an advantage over the regional average, with 46.6% compared to 36.3%. However, there remains a noticeable gap when compared to England, where students achieved 59.6%, indicating an area for improvement.

Integrated Science emerged as a particular strength, with our students achieving 78.0%, far exceeding both the regional average of 58.1% and England's 57.1%. This strong performance suggests effective practices in science education.

These results highlight the competitive standing of CI public schools within the Caribbean, particularly in English Language and Integrated Science, reflecting the effectiveness of the local education system in fostering strong academic performance. However, work continues in Mathematics with targeted interventions and strategies to enhance achievement in this area. These findings emphasise the importance of identifying best practices and addressing gaps to ensure sustained progress, with comparative benchmarks serving as a critical tool for strategic educational planning and resource allocation.

System Initiatives

Recognising that high expectations must be supported by robust resources, each school benefits from a broad network of support led by the Department of Education Services (DES) largely through its assigned Senior School Improvement Officers (SSIO). These officers collaborate with internal and external specialists, including Subject Specialists, Learning Coaches, Additional Needs Specialists, Counsellors, and Educational Psychologists. This multidisciplinary approach ensures schools have access to the expertise needed to address diverse challenges effectively.

In addition to national data, schools are provided with detailed, school-specific performance data tailored to their unique contexts. This granular level of information allows principals and senior staff to delve deeper into the specific challenges and strengths of their respective schools. By using this data, they can engage in focused, data-driven discussions with the SSIO to facilitate a collaborative approach to enhancing student outcomes. This dialogue often centers on identifying trends, addressing performance gaps, and leveraging strengths to achieve defined strategic objectives.

An essential feature of these discussions is the continual enhancement of teaching and learning practices with the aim of ensuring that they align with the latest educational standards and evidence-based approaches.

Additionally, the data supports the design and implementation of targeted interventions tailored to meet the needs of specific student groups, such as those requiring additional support or those capable of excelling to greater depth. It is expected that schools will make informed decisions that directly impact student performance and by extension, overall school improvement if these areas are prioritised.

Generally, the DES has been successful in fostering a culture of accountability and sustained progress by effectively leveraging these initiatives. The work continues.

Subject Specific Interventions and strategies:

01 What are we doing to improve mathematics education?

To improve mathematics across compulsory education we continue to work on the implementation of Mastery teaching for mathematics. This approach fundamentally changes how students and teachers engage with mathematical concepts, ensuring deep understanding rather than surface-level learning. Our teaching staff have been exposed to this methodology professional development, participating in workshops and twilight training sessions that have enhanced their ability to deliver effective mathematics instruction.

To support this pedagogical shift, we have ensured that resources available to our students and staff are in line with the Mastery approach. The implementation of White Rose mathematics materials across both primary and high schools has been particularly impactful. These resources complement our existing materials while strengthening conceptual understanding. Teachers have found that the structured approach provided by White Rose materials aligns perfectly with our mastery teaching philosophy, creating a coherent learning experience for students.

Understanding the importance of foundational skills, we have renewed our focus on Key Mathematics Facts and fluency recall. This initiative ensures that students build strong computational skills while developing deeper mathematical understanding. Through careful tracking and monitoring of these fundamental skills, we can identify areas where students need additional support and provide targeted intervention before gaps in understanding develop.

Last year also saw the start of our Mathematics Specialist Teachers programme. Starting with three specialist teachers last year, we saw marked improvements in the schools where they were deployed. Building on this success, we have expanded the programme

significantly, currently employing twelve specialist teachers with plans to increase this to fourteen by year's end. These specialists not only provide expert instruction but also serve as valuable resources for other teachers, sharing best practices and supporting professional development across our schools.

For students who need additional support, we have implemented targeted intervention programs such as Maths Whizz. This program has proven particularly effective for students working below expected standards, providing personalised learning pathways that help bridge gaps in understanding. The interactive nature of the program engages students while providing valuable data that helps teachers track progress and adjust instruction accordingly.

Looking to the future, we continue to build on these successful foundations. Our plans include further development of the Mathematics Specialist Teachers, enhanced integration of digital learning tools, and the development of cross-school mathematics networks. We are also exploring additional professional development opportunities to ensure our teachers remain at the forefront of mathematics education.

The impact of these initiatives is already evident in our schools. Students demonstrate greater confidence in tackling mathematical problems, while teachers report increased effectiveness in their instruction. The combination of improved resources, specialist support, and targeted interventions has created a robust framework for mathematics education that benefits all learners.

As we move forward, our commitment to excellence in mathematics education remains unwavering. We continue to evaluate and refine our approaches, responding to the needs of our students and teachers while maintaining high expectations for achievement. Through sustained focus on professional development, resource enhancement, and targeted support, we are building a mathematics programme that prepares students for success in an increasingly quantitative world.

03 What are we doing to improve literacy education?

To improve English proficiency by the end of primary school, it is vital to establish a strong foundation in the early years. Research underscores that early oral language development, phonemic awareness, and phonological skills are prerequisites for reading success (Castles, Rastle, & Nation, 2018). Aligning with Vygotsky's principles of the Zone of Proximal Development (ZPD), the English National Curriculum emphasises using spoken language as a foundational skill to support reading and writing development in the Early Years and Key Stage 1 (KS1). Collaborations with Early Childhood Care Education (ECCE) specialists ensure literacy expectations are well integrated, laying a robust groundwork for lifelong learning.

The implementation of the Science of Reading principles is a cornerstone of our approach. Evidence-based programs, such as *Read Write Inc.*, are integral to teaching phonics systematically in Reception and KS1. Furthermore, English instructional practices in this jurisdiction focus on explicit teaching, scaffolding strategies, and modelling to enable students to build connections, assimilate new knowledge, and promote reading comprehension. To ensure equitable access and effectiveness, teacher training and data-driven approaches guide instruction, fostering a culture of literacy excellence.

Assessment

In order for our students to make progress we have to ensure that data informs our actions. The use of the Renaissance products such as Star Early Literacy and Star Reading provides not only provides rich data but generates reports that teachers can easily use to inform individual, small group and whole class instruction. The report highlights specific English strands and objectives which students have yet to master so that teachers can tailor/differentiate instruction to meet these students needs.

Intervention and Catch-up Literacy programmes

Capitalise on the benefit of the Read Write Inc Fresh Start programme to accelerate progress of Year 5 and Year 6 students whose reading challenges are as a result of poor decoding skills. The Fast Track Tutoring programme is used to support the progress of Lower KS2 students to improving their decoding and comprehension skills.

Rising Stars ON Track intervention for Key Stage 2 students who need to improve comprehension skills. This intervention aligns with the Rising Stars PIRA and English Reading Progress tests

The Lindamood Bell Seeing Stars intervention is a Tier 3 intervention programme that targets students who have a specific learning disability in reading. The theoretical framework of this programme shows the importance of using visual memory to assist students who have dyslexic predispositions and therefore experience difficulties when learning to read phonetically.

All Assistant teachers have received introductory and refresher trainings to deliver the interventions with fidelity and also to use their professional judgement and knowledge of students learning profile to respond to students' needs within the intervention sessions.

Use of technology

We have found ways to leverage the use of technology to motivate and promote reading for pleasure. All students have access to their personal online library through myON which is an online library that is directly linked to their Star Reading and Early Star reading assessment profile. Thus, the students have at their fingertips a plethora of diverse texts within an interactive medium. As a result, texts can be read automatedly, students can record their live reading of the text which can be used to ascertain students' level of fluency, students can digitally annotate the texts and the can also complete comprehension quizzes based on the texts read. Additionally, teachers can create class and group projects on myON and can also set up guided reading groups with students at similar reading levels.

Additionally, the Ruth Miskin website which supports the teaching of Read Write Inc Phonics and the delivery interventions such as Fast Track tutoring, One to One Tutoring and Fresh Start provides access to virtual classrooms so in the event of the need for remote learning, students can still access phonics instruction virtually.

Teachers have also been using the Seesaw platform for students to access learning activities and have also used the platform to upload students' oral presentations of written tasks such as non-chronological reports, science experiments and 'hot-seating'/role play. Students are also using their laptops to research topics for content area subjects and as result they are taught to employ skills literacy skills such as determining importance, distinguishing relevant and irrelevant information, skimming and scanning, discriminating between fact and fiction, summarising, paraphrasing and using information to validate/ support their point of view.

Active Learning & Student Agency

For literacy learning, it is challenging to see students demonstrating their learning as a lot of it takes place unseen in the mind. Deliberate planning to include active learning strategies, the use of talk and discussions such as dialogic talk, Socratic conversations etc. needs to be encouraged.

Closer links with subject specialists as English learning and application of skills can be evidenced and consolidated in other curriculum areas. The following are real life applications which give students real audiences and purposes for application of literacy skills:

01 Designing a wanted poster,

02 Writing an experiment,

03 Writing a recipe for a fruit smoothie and following the recipe to produce smoothies for the class, creating a tourist brochure after visiting places of interest,

04 Participating in a debate after researching the effects of removing the mangroves to build more residential homes.

05 Justifying the purchase of one item over a quantity of another,

06 Labelling or identifying products at the supermarket,

07 Writing a recount of a school shopping trip.

08 Writing an interview for your favourite author,

09 Persuading the Minister of Education to shorten the school day or

10 Convincing principal for a longer recess or more physical education classes,

11 Using stories with strong emotion content or dilemma to build students' emotional competence, empathy and resilience.

12 These are all topics/ activities that students care about are within their spheres of interest/influence.

The Road Ahead

Moving forward, closer monitoring and tracking of students' performance within interventions and triangulation for data to make more conclusive judgements on the impact of interventions on students' progress especially if progress is not being captured in summative assessments. Another important action that will be taken on in the future is ensuring a smoother transition across the key Stages that is a students transition from Reception to KS1 (YEAR 1), From KS1 to Lower KS2 (Year 2 to Year 3), Lower KS2 to Upper KS2 (Year 4 to Year 5) and from Upper KS2 to KS3 (year 6 to Year 7). This is significant because these transitionary years are characterised by critical stages of reading /learning development that if not addressed will not only propagate students' poor performance but also widen learning gaps throughout their primary school years to Secondary school. Ensuring that the progression of skills document is used to guide the depth and breadth of content delivered to students as they move through the years groups is therefore a key area of focus.

Availability and access to culturally relevant and culturally responsive texts where students can see their experiences reflected in texts and thus make stronger connections, be more engaged and therefore be more amenable to comprehending the texts. This is a feature that is not as prominent but has been promoted especially during the launch of the 21 days of writing. Schools were encouraged to use literature that were Caymanian based and to use experiential writing (visits to places

interest within their neighbourhood and surrounding areas).

Formative assessment and responsive teaching are also areas of concern that will be addressed in the upcoming year. Constructivists learning theories such as visible learning, Vygotsky's Zone of Proximal development, students as co-constructors of their learning and other instructional constructs such as structured literacy, spaced learning and 21st century literacies should inform teachers' teaching of English as the reading and writing objective sin the Adapted Cayman Islands English National curriculum are yearlong objective. Students need not only be taught once but receive multiple opportunities to assimilate new and old knowledge and apply their knowledge, skills and understanding to consolidate what they have been taught/ what they have learnt and further use what they have learnt to gain new knowledge and skills or a better understanding of new content.

Literacy Leadership

Greater emphasis is also placed on building capacity of Literacy Leads to be Literacy champions within school and to support the implementation of systemic initiatives. Leads meet with the Specialist every month to engage in professional learning, receive strategic directives and capacity building to support teachers and students. This is an ongoing practice as leads and by extensions schools are still at different stages of embedding effective practices.

There is, however, a heightened awareness to improve students' writing outcomes. During school visits school leaders are starting to speak a common language. However, there is a need for greater consistency of practice among schools. As a result, the Teaching and Learning team has also partnered with a few principals – a task-force of sort- to create non-negotiables for teaching and learning across the system. Planning for instruction, improving pedagogical understanding & practices, use of assessment data to inform instruction

Success of the year

Recognising the need to improve students' writing outcomes across the primary system, there is a greater focus on improving teachers' instructional practices and pedagogical understanding with regards to effective writing instruction. A lot of effort has gone into training teachers to make more accurate judgements in their assessment of students' writing, to ensure that planning for writing instruction aligns with the literature-based approach where students 'read as writers' and 'write as readers'. In other words, the reading-writing connection is made explicit.

After launching the '21days of writing- using a literature -based approach' project in schools, we followed up with monthly Literacy Matters PDs which focused on the expectations for teaching reading and writing using the Literature based approach. External support was also garnered where we partnered with UK Based experts to provide moderation training for teachers and also using the Pobble online platform as a resource to enhance the teaching and assessment of writing.


PREFECT

Appendix A

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
Number of Centres	32	5	4	1	1	4	**43**
Total Enrolment	1643	152	164	5	12	80	**2056**
Enrolment by setting:							
ECCE private centres	847	87	82	-	-	33	**1049**
ECCE settings in private schools	696	8	-	-	-	-	**704**
ECCE settings in government schools	100	57	82	5	12	47	**303**
Enrolment by Gender:							
Girls	854	74	83	1	8	36	**1056**
Boys	789	78	81	4	4	44	**1000**

Enrolment Data *Enrolment by type of ECCE centre and district*

Appendix B

Age	Primary			Secondary			Total		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
3 years	0	0	**0**	0	0	**0**	0	0	**0**
4 years	0	0	**0**	0	0	**0**	0	0	**0**
5 years	179	186	**365**	0	0	**0**	179	186	**365**
6 years	184	196	**380**	0	0	**0**	184	196	**380**
7 years	180	183	**363**	0	0	**0**	180	183	**363**
8 years	185	223	**408**	0	0	**0**	185	223	**408**
9 years	197	194	**391**	0	0	**0**	197	194	**391**
10 years	221	213	**434**	0	0	**0**	221	213	**434**
11 years	3	7	**10**	205	215	**420**	208	222	**430**
12 years	0	0	**0**	212	253	**465**	212	253	**465**
13 years	0	0	**0**	256	243	**499**	256	243	**499**
14 years	0	0	**0**	236	238	**474**	236	238	**474**
15 years	0	0	**0**	235	254	**489**	235	254	**489**
16 years	0	0	**0**	165	191	**356**	165	191	**356**
17 years	0	0	**0**	22	22	**44**	22	22	**44**
18 years	0	0	**0**	0	-	**-**	0	0	**0**
19 years	0	0	**0**	0	0	**0**	-	0	**0**
Total	**1149**	**1202**	**2351**	**1331**	**1416**	**2737**	**2480**	**2618**	**5098**

Enrolment Data *Enrolment Distribution (by age) for government schools 2023-24 - including Lighthouse School*

Appendix C

Sector	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Totals	Percentage By Category
Number of Schools	15	3	2	2	1	4	27	
Total Enrolment by school	6410	685	661	954	71	273	9054	100.00%
Primary							4377	48.30%
Private schools	1974	71	-	-	-	-	2045	46.70%
Government schools	943	444	642	73	67	120	2289	52.30%
Homeschool	22	14	3	4			43	1.00%
Total (private)	1996	85	3	4	0	0	2088	47.70%
Secondary							4677	51.70%
Private schools	1778	135	-	-	-	-	1913	40.90%
Government schools	1665	-		875	-	153	2693	57.60%
Homeschool	28	21	16	5	1	0	71	1.50%
Total (private)	1806	156	16	5	1	0	1984	42.40%
Enrolment by gender								
Girls	3196	342	333	471	29	134	4505	49.80%
Boys	3214	343	328	483	42	139	4549	50.20%
Total	6410	685	661	954	71	273	9054	100.00%
Percentage								
Girls	49.90%	49.90%	50.40%	49.40%	40.80%	49.10%	49.80%	
Boys	50.10%	50.10%	49.60%	50.60%	59.20%	50.90%	50.20%	

Staffing and student teacher ratios by school type

	Private Schools *(All Years)*	Gov. Schools Primary	Gov. Schools Secondary	Homeschool	Total *(Excluding Special Education)*	Special Education (Lighthouse School)
Students	3958	2289	2693	114	9054	116
Teachers	419	210	246		875	18
Student Teacher Ratio	10	11	11		12	6

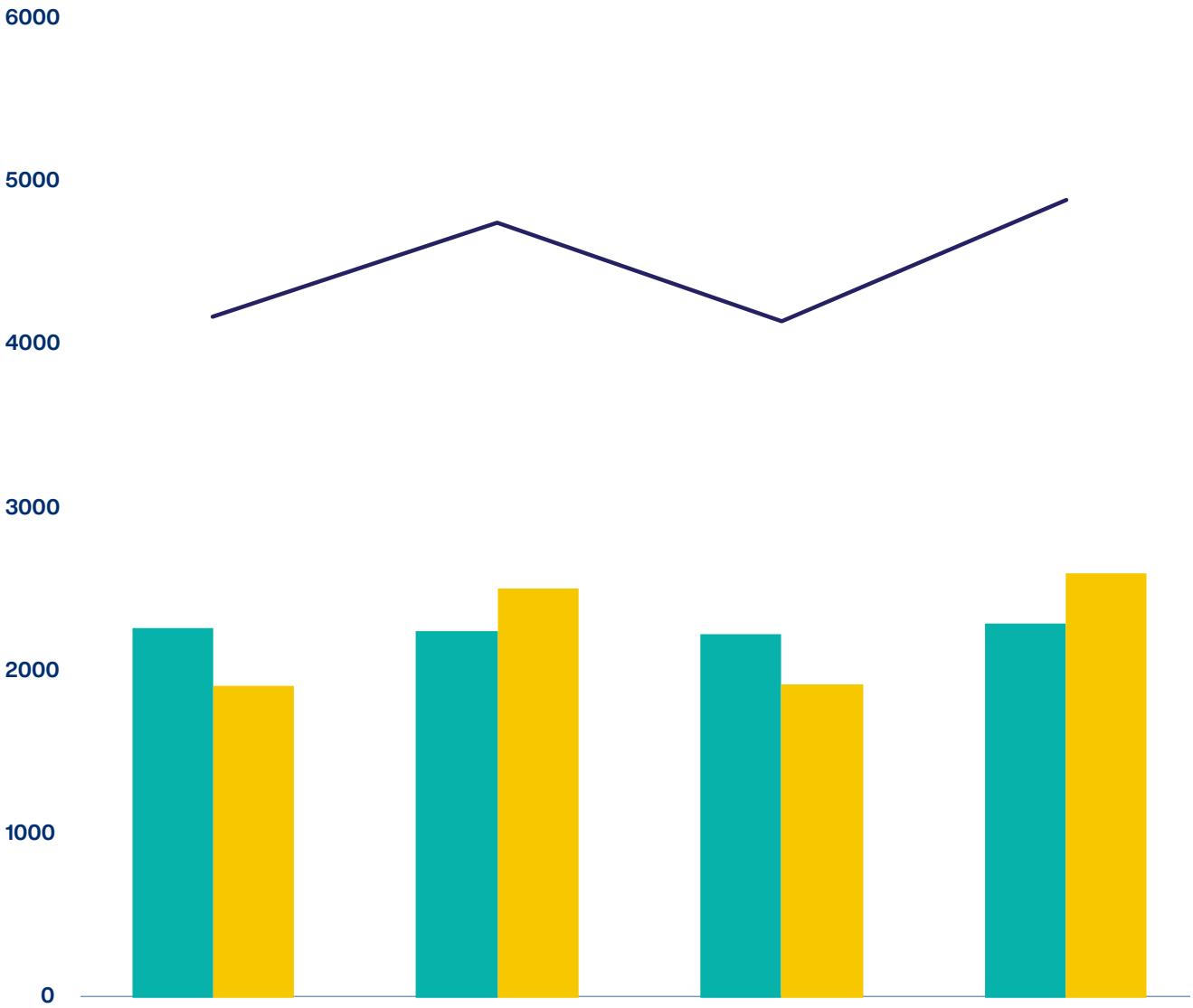
Enrolment Data *Enrolment and staffing data by school type and district*

Appendix D

	Years		
Sector	**2022**	**2023**	**2024**
Number of Schools	**27**	**27**	**27**
Total Enrolment by school	**8936**	**9042**	**9054**
Primary	4514	4515	
Private schools	2201	2170	2045
Government schools	2248	2291	2289
Homeschool	65	54	43
Total (private)	**2266**	**2224**	**2088**
Secondary	4422	4527	4677
Private schools	1860	1860	1913
Government schools	2509	2603	2693
Homeschool	53	64	71
Total (private)	**1913**	**1924**	**1984**
Enrolment by gender			
Girls	4410	4522	4505
Boys	4526	4520	4549
Total	**8936**	**9042**	**9054**
Percentage			
Girls	49.35%	50.01%	49.76%
Boys	50.65%	49.99%	50.24%
System wide			
Private schools	4061	4030	3958
Government schools	4757	4894	4982
Homeschool	118	118	114
Totals	**8936**	**9042**	**9054**
Total (Private)	**4179**	**4148**	**4072**
Differences (Private/Public)	**578**	**746**	**910**
Percentage Difference	**6%**	**8%**	**10%**

Enrolment Data

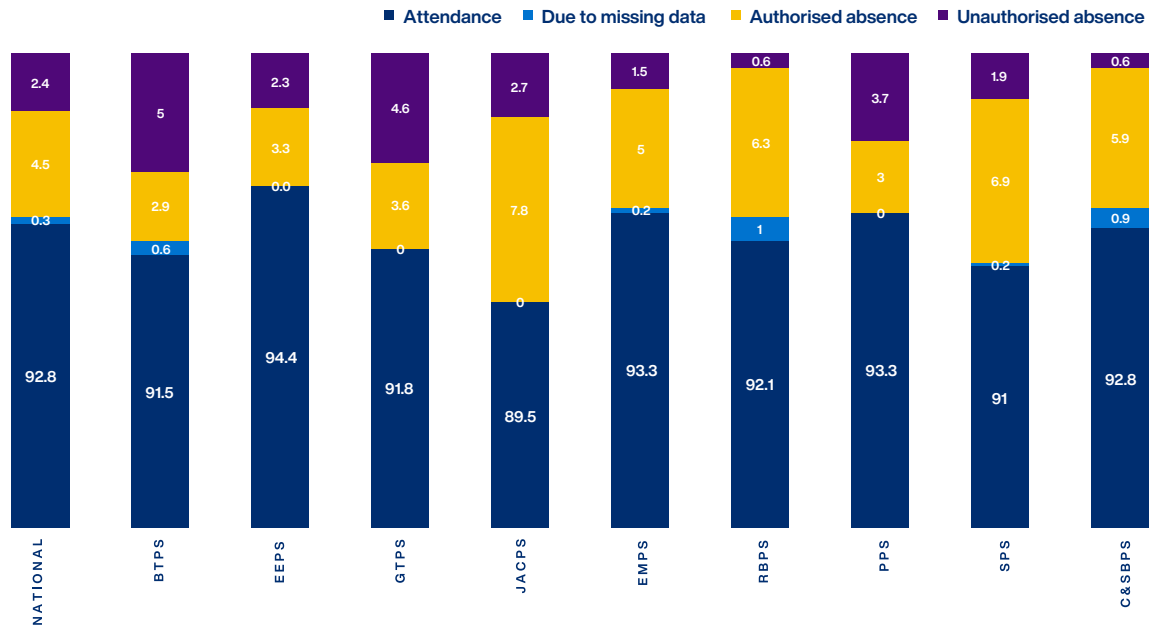
Appendix E



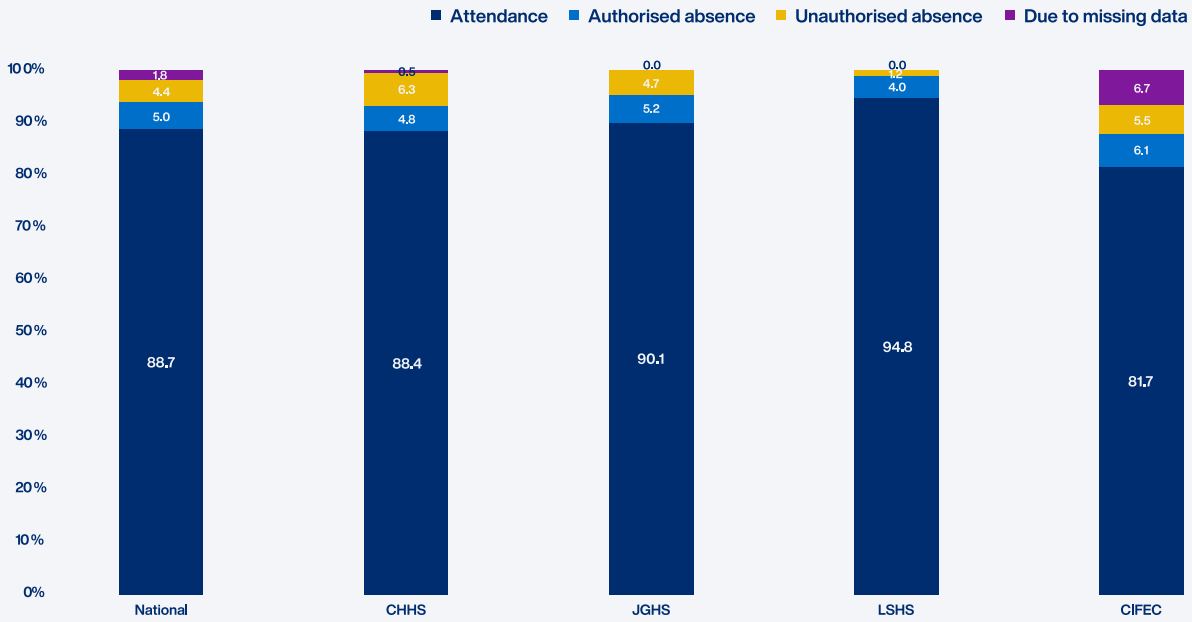
	2021-22		2022-23	
Primary	2266	2248	2224	2291
Secondary	1913	2509	1924	2603
Total	**4179**	**4757**	**4148**	**4894**

Enrolment Data *Enrolment Distribution by school type*

Appendix F



Average Student Attendance *By Primary Schools*



Average Student Attendance *for Secondary Schools*

Appendix G

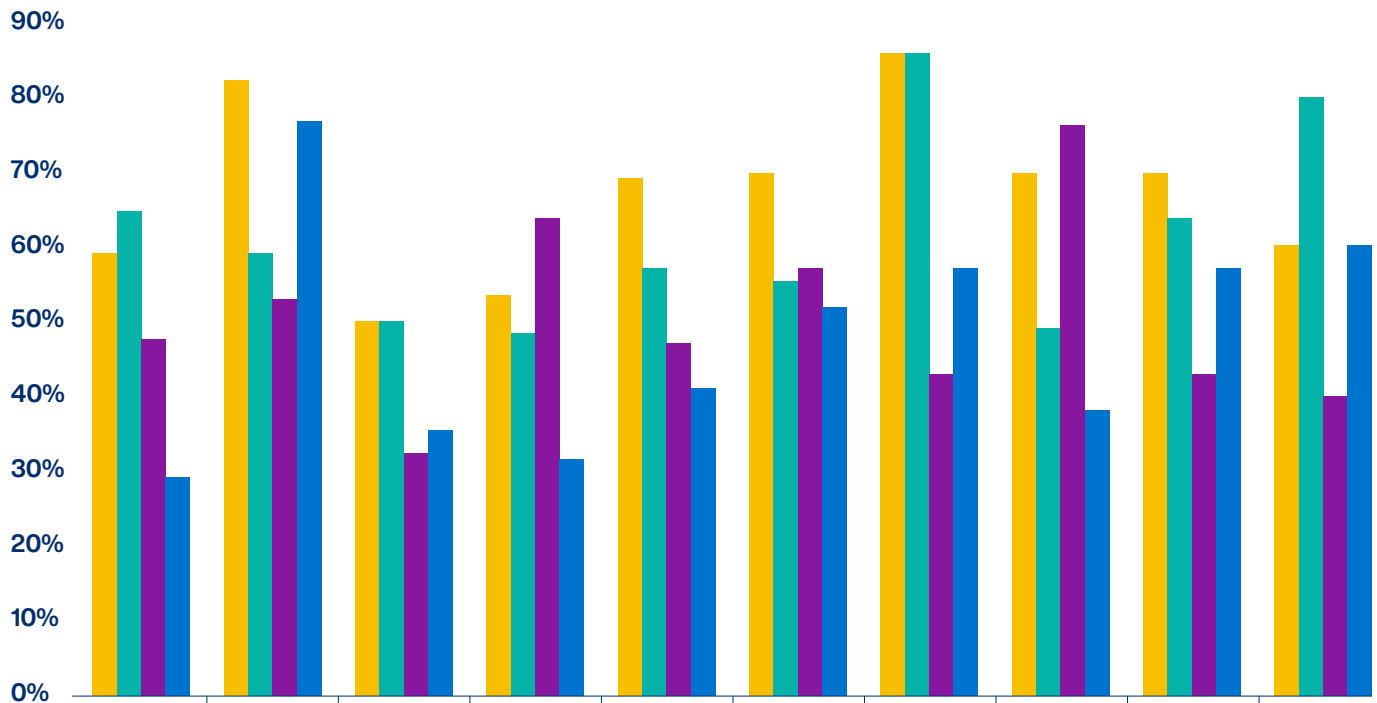
School	Totals Sitting	GAPS		Reading		Writing		Mathematics	
		DNMES	MES Actual	DNMES	MES Actual	DNMES	MES	DNMES	MES Actual
EEPS	17	41	59	35	65	53	47	71	29
EMPS	17	18	82	41	59	47	53	24	76
JCPS	76	50	50	50	50	67	33	64	36
MMPS	41	46	54	51	49	37	63	68	32
PPS	51	31	69	43	57	53	47	59	41
RBPS	69	30	70	45	55	43	57	48	52
SBPS	7	14	86	14	86	57	43	43	57
SJACPS	66	30	70	52	48	24	76	62	38
TMPS	30	30	70	37	63	60	43	43	57
WEPS	10	40	60	20	80	60	40	40	60
Total	**384**	**35.9**	**64.1**	**45.1**	**54.9**	**47.9**	**52.3**	**56.5**	**43.5**

Key Stage 2 SATs results *by school*

MES: *Met Expected Standard* **DMES:** *Did not meet expected standard*

Appendix H

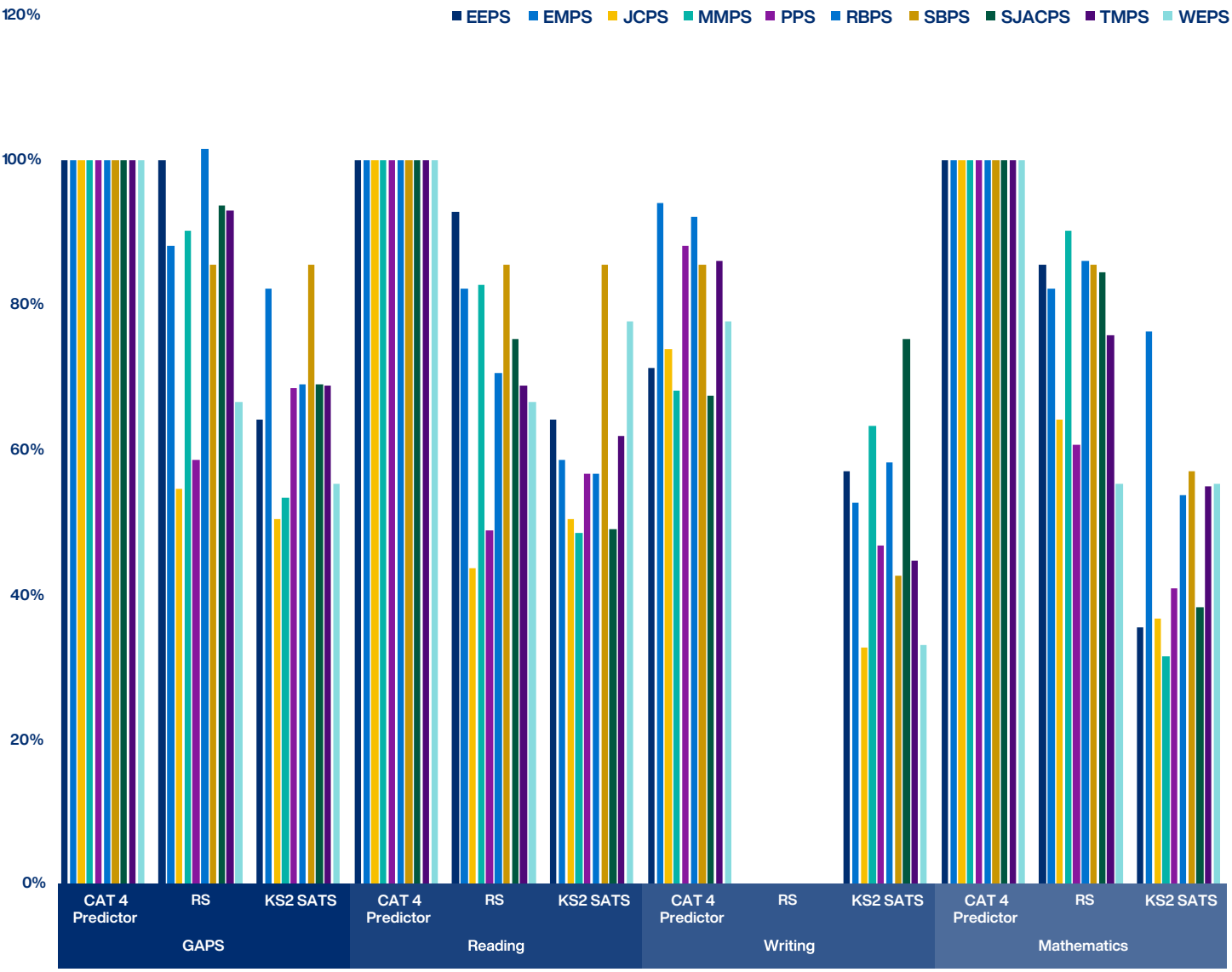
KS2 Comparative Performance Indicators (By School)



	EEPS	EMPS	JCPS	MMPS	PPS	RBPS	SBPS	SJACPS	TMPS	WEPS
GPS	59%	82%	50%	54%	69%	70%	86%	70%	70%	60%
Reading	65%	59%	50%	49%	57%	55%	86%	48%	63%	80%
Writing	47%	53%	33%	63%	47%	57%	43%	76%	43%	40%
Mathematics	29%	76%	36%	32%	41%	52%	57%	38%	57%	60%

Key Stage 2 SATs results by school

Appendix I



End of Key Stage 2: *Comparison of the Y6 performance metrics by school*

KS2 Test: Comparison of CAT Predictors with Actual Attainment *(By School)*

Appendix J

NQF	Sample Qualifications		Educational Stage
Level 5	Postgraduate Degree		**Tertiary or Advanced Professional Qualifications**
Level 4	Bachelor's Degree or equivalent		**Tertiary**
Level 3	A-Levels	Associate Degree	**Key Stage 5**
	IB Diploma	CAPE	Usually enables entry to the Bachelor's Degree
	BTEC Level 3 (Nationals)	Advanced Placement	(may also offer advanced standing)
	Trinity Music Grade 8		
Level 2	**Cayman Islands Level 2 High School Diploma (Standard or Honours)**		**Years 10/11/12**
	CSEC (Grades I-III)	GCSE/IGCSE (Grades A*-C)	(Key Stage 4 – Standard High School)
	GED	BTEC Level 2 (First diplomas)	National Curriculum Level 7-8
	IMI Level 2	Trinity Music Grade 5	
	ASDAN (CoPE)		
Level 1	**Cayman Islands Level 1 High School Diploma**		**Years 7/8/9**
	CSEC (Grades IV-VI)	GCSE/IGCSE (Grades D-G)	(Key Stage 3 – Middle School)
	CCSLC (Grades C & M)	BTEC Level 1 (Introductory)	National Curriculum Level 5-6
	IMI Level 1		
Entry Level	**Entry Level Certificates**	**CoEA**	**Years 4/5/6**
	ASDAN Bronze Award		(Key Stage 2 – Upper Primary)
			National Curriculum Level 3-4

Glossary of terms used in the CINQF		
A-Level	**Advanced level qualification.**	These examinations typically allow for entrance into Bachelor level programmes
ASDAN	**Award Scheme Development and Accreditation Network**	This organisation offers programmes and qualifications targeting skills for learning, employment and life.
BTEC	**Business and Technology Educational Council**	An examining body that validates and certifies vocational courses.
CAPE	**Caribbean Advanced Proficiency Examination**	This is an academic qualification awarded in a specified subject offered by the Caribbean Examinations Council; these examinations typically allow for entrance into Bachelor level programmes.
CCSLC	**Caribbean Certificate of Secondary Level Competence**	This is an academic qualification awarded in a specified subject offered by the Caribbean Examinations Council; the certification is based on a core of knowledge skills, attitudes and values targeting school leavers.
CoEA	**Certificate of Educational Achievement**	An entry level certification usually assessed in the final three years of secondary schooling.
CSEC	**Caribbean Secondary Education Certificate**	This is an academic qualification awarded in a range of subjects offered by the Caribbean Examinations Council. This award usually leads to entrance to further programmes of advanced study.
CXC	**Caribbean Examinations Council**	A regional examining body that offers examinations at various levels.
GCSE	**General Certificate of Secondary Education**	This is an academic qualification awarded in a specified subject, generally taken in a number of subjects by students aged 14–16 in secondary education.
GED	**General Educational Development**	GED tests are a group of five subject tests which, when passed, certify that the taker has American or Canadian high school level academic skills.
IB	**International Baccalaureate**	The IB Diploma typically allows for entrance into Bachelor level programmes.
IGCSE	**International General Certificate of Secondary Education**	This is an academic qualification awarded in a specified subject, generally taken in a number of subjects by students aged 14–16 in secondary education.
IMI	**Institute of the Motor Industry**	The IMI offers certification in courses such as Vehicle Maintenance and Repair at various levels of competence.

Cayman Islands National Qualifications Framework *(CINF)*

Appendix K

All Students	Cohort Size 1	Average no. Of entries/ student 1	7+Level 2 Subjects (inc Eng and Mat) 1	7+ Level 2 Subjects 1	5+ Level 2 Subjects (inc Eng and Mat) 1	5+ Level 2 Subjects 1	L2 English 1	L2 Maths 1
2024	403	8.1	136	160	159	248	285	166
2023	399	8.6	154	169	194	271	318	209
2022	413	7.5	136	156	155	225	273	164
2021	454	8.3	159	187	183	272	305	196
2020	366	8.4	179	188	204	263	305	209
2019	365	8.2	116	129	143	227	275	148
Female								
2024	187	8.6	77	97	83	139	154	85
2023	199	8.7	86	98	100	150	172	106
2022	185	8	69	87	77	116	138	78
2021	238	8.7	91	114	102	167	187	106
2020	186	8.7	110	115	117	150	169	118
2019	173	8.5	68	78	75	120	147	77
Male								
2024	216	7.7	59	63	76	109	131	81
2023	200	8.5	68	71	94	121	146	103
2022	228	7.1	67	69	78	109	135	86
2021	216	7.8	68	73	81	105	118	90
2020	180	8	69	73	87	113	136	91
2019	192	7.8	48	51	68	107	128	71

Year 11 2024 Cumulative Results *(Actuals)*

Appendix L

Cohort	Cohort Size	Average no. Of entries/ student	7+ Level 2 Subjects (inc Eng and Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng and Mat)	5+ Level 2 Subjects	L2 English	L2 Maths
All Students								
2019	365	8.2	31.8	35.3	39.2	62.2	75.3	40.5
2020	366	8.4	48.9	51.4	55.7	71.9	83.3	57.1
2021	454	8.3	35	41.2	40.3	59.9	67.2	43.2
2022	413	7.5	32.9	37.8	37.5	54.5	66.1	39.7
2023	400	8.6	38.5	42.3	48.5	67.8	79.8	52.3
2024	403	8.1	33.7	39.7	39.5	61.5	70.7	41.2
Female								
2019	173	8.5	39.3	45.1	43.4	69.4	85	44.5
2020	186	8.7	59.1	61.8	62.9	80.6	90.9	63.4
2021	238	8.7	38.2	47.9	42.9	70.2	78.6	44.5
2022	185	8	37.3	47	41.6	62.7	74.6	42.2
2023	200	8.7	43	49	50	75	86.5	53
2024	187	8.6	41.2	51.9	44.4	74.3	82.4	45.5
Male								
2019	192	7.8	25	26.6	35.4	55.7	66.7	37
2020	180	8	38.3	40.6	48.3	62.8	75.6	50.6
2021	216	7.8	31.5	33.8	37.5	48.6	54.6	41.7
2022	228	7.1	29.4	30.3	34.2	47.8	59.2	37.7
2023	200	8.5	34	35.5	47	60.5	73	51.5
2024	216	7.7	27.3	29.2	35.2	50.5	60.6	37.5

Year 11 2024 Cumulative Results *(Percentages)*

Appendix M

Subject	Number of Students with Aceptable Grades	Totals Number of Students	Pass Rate
Additional Mathematics	4	8	**50%**
Biology	68	72	**94%**
Caribbean History	13	23	**57%**
Chemistry	45	55	**82%**
Economics	10	10	**100%**
Electronic Document Preparation and Management	364	446	**82%**
English A	358	467	**77%**
English B	93	104	**89%**
Family And Resource Management	26	30	**87%**
Food, Nutrition And Health	58	70	**83%**
Geography	19	28	**68%**
Human And Social Biology	120	184	**65%**
Industrial Technology Building	40	41	**98%**
Industrial Technology Electrical	36	45	**80%**
Information Technology	87	91	**96%**
Integrated Science	128	164	**78%**
Mathematics	233	500	**47%**
Music	1	2	**50%**
Office Administration	88	92	**96%**
Physical Education And Sport	160	160	**100%**
Physics	30	36	**83%**
Principles Of Accounts	28	32	**88%**
Principles Of Business	114	143	**80%**
Social Studies	63	95	**66%**
Spanish	23	34	**68%**
Technical Drawing	43	52	**83%**
Textiles, Clothing And Fashion	2	6	**33%**
Theatre Arts	17	17	**100%**
Visual Arts	36	43	**84%**
Grand Total	**4614**	**6100**	**76%**

Year 11 Performance Summary *(2024 Sitting)*

Department of Education Services
Cayman Islands Government

Ministry of Education
Cayman Islands Government

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