MINISTRY OF
EDUCATION, YOUTH, SPORTS
AGRICULTURE & LANDS

DEPARTMENT OF
EDUCATION SERVICES

CAYMAN ISLANDS GOVERNMENT

# Education Data Report




For the 2018-19 academic year

Cayman Islands Government

06/12/2019

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# Introduction

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

The compulsory education system in the Cayman Islands is comprised of primary and secondary levels divided by year groups and Key Stages (KS) as shown in Table 1. Reception is not considered part of compulsory education but is included in Table 1 for completeness.

Table 1
The Organisation of the Compulsory Education System

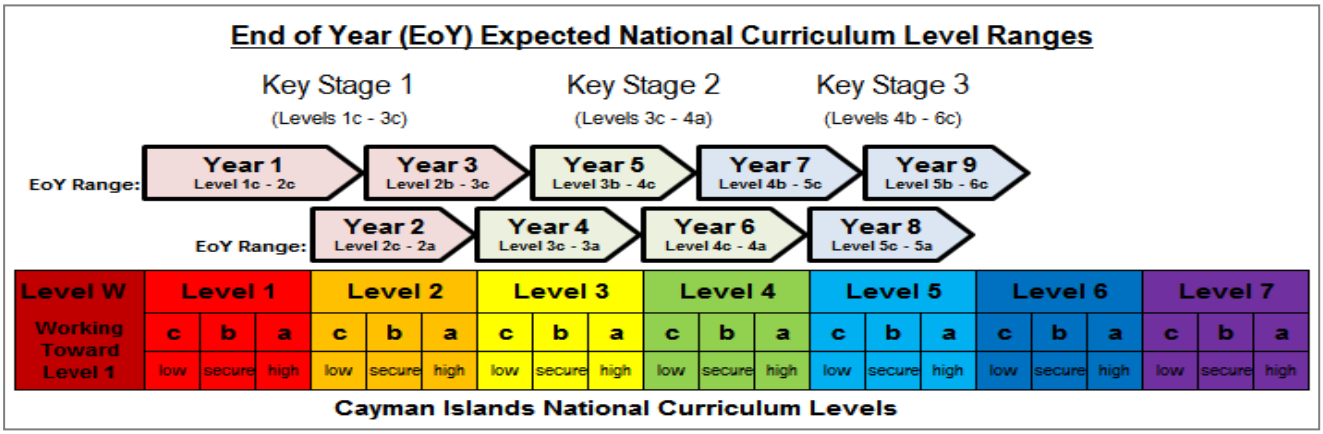
| Early Years Provision | Primary Provision | | | | | | Secondary Provision | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Key Stage 1 | | | Key Stage 2 | | | Key Stage 3 | | | Key Stage 4 | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 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 |

Schools gauge the attainment of students in Key Stages 1, 2 and 3 according to the National Curriculum Levels (NCL) and age-related expectations (See Figure 1). The NCL indicates the level the average student should be able to achieve by the end of each academic year. It ranges from Level 1 through to Level 8 and describes the achievement of students from age five (Year 1) to fourteen (Year 9). Each level is divided into three sub levels (e.g. 4c, 4b or 4a) defined as follows:

- **c** means the student has started to work at the level
- **b** means the student is working securely within the level
- **a** means the student has reached the top of the level and is working towards the next level.

The national expectation is that students will progress 1.5 sub levels every year. For example, a student working at level 2b at the end of Year 2 would be expected to reach 3b at the end of Year 4. Attainment above the 'expected level' is considered exceptional; working below the expected level is cause for concern.

Figure 1



**National Curriculum Levels**

A variety of assessments is used to determine whether students are performing below, within or above the expected level for their age group. The expectation is that the majority of students at the end of Year 6 (i.e. end of Key Stage 2) will achieve Level 4, considered the minimum requirement to successfully access secondary education.

# Enrolment Data

The enrolment data outlined in this report is sourced from all government and private schools in the Cayman Islands including centres providing early childhood care and education.

## Early Childhood Care and Education (ECCE) Centres

ECCE provision is largely a function of the private sector with Government providing the oversight and regulatory framework for this sector. ECCE provision is categorised as:

- **ECCE Private Centres:** Centres owned by private individuals/companies who provide care and education services for children younger than compulsory school age;
- **ECCE Settings in Private Schools:** Services/programmes for children under compulsory school age which are attached or affiliated with registered private schools;
- **ECCE Settings in Public Schools:** Services/programmes for children under compulsory school age which are attached or affiliated with Government schools (i.e. Reception programme).

Table 2 provides details regarding the enrolment at all Early Childhood Care and Education (ECCE) Centres by district and type of centre.

Table 2
Enrolment by type of ECCE centre and district

| | George Town | West Bay | Bodden Town | North Side | East End | Sister Islands | Total |
|---|---|---|---|---|---|---|---|
| **Number of Centres** | **26** | **5** | **4** | **1** | **1** | **4** | **41** |
| | | | | | | | |
| **Total Enrolment** | **1622** | **158** | **110** | **5** | **12** | **59** | **1966** |
| | | | | | | | |
| **Enrolment by setting:** | | | | | | | |
| **ECCE private centres** | 1160 | 87 | 39 | - | - | 37 | 1323 |
| **ECCE settings in private schools** | 376 | 17 | - | - | - | - | 393 |
| **ECCE settings in government schools** | 86 | 54 | 71 | 5 | 12 | 22 | 250 |
| | | | | | | | |
| **Enrolment by Gender** | | | | | | | |
| **Girls** | 806 | 82 | 58 | 3 | 6 | 24 | 979 |
| **Boys** | 816 | 76 | 52 | 2 | 6 | 35 | 987 |

## Primary and Secondary Enrolment

Table 3 indicates that 8241 students were enrolled in compulsory education: 49% female; 51% male. Of the total mandatory school age population, 44% of the students were enrolled private schools and 56% in public schools. This reflects a 1 percentage point (pp) increase over the 2018 figures. At the primary level, 46% (up 2pp) and 54% were enrolled in private and public education respectively while at the secondary level, the figure stood at 42% (up by 1pp) and 58% for private and public schools respectively.

At the primary level, 44% students of mandatory school age attend private schools while 56% are in public education. For the secondary schools, 41% and 59% are in private and public education respectively. On average, 43% and 57% of mandatory school age attend private and public schools respectively.

Table 3
Enrolment staffing data by school type and district

| | George Town | West Bay | Bodden Town | North Side | East End | Sister Islands | Total |
|---|---|---|---|---|---|---|---|
| **Number of Schools** | **15** | **3** | **2** | **2** | **1** | **4** | **27** |
| **Total Enrolment** | | | | | | | |
| **Enrolment by school** | **5715** | **669** | **646** | **867** | **77** | **267** | **8241** |
| **Primary** | | | | | | | |
| **Private schools** | 1895 | 127 | - | - | - | - | **2022** |
| **Government schools** | 1012 | 448 | 646 | 88 | 77 | 125 | **2396** |
| **Secondary** | | | | | | | |
| **Private schools** | 1502 | 94 | - | - | - | - | **1596** |
| **Government schools** | 1306 | - | 779 | - | - | 142 | **2227** |
| **Enrolment by gender** | | | | | | | |
| **Girls** | 2771 | 323 | 319 | 437 | 37 | 127 | **4041** |
| **Boys** | 2944 | 346 | 327 | 430 | 40 | 140 | **4227** |

**Staffing and student teacher ratios by school type**

| | **Private Schools** *(All Years)* | **Gov. Schools Primary** | **Gov. Schools Secondary** | **Total** *(Excluding Special Education)* | | **Special Education** *(Lighthouse School)* |
|---|---|---|---|---|---|---|
| **Students** | 3618 | 2396 | 2227 | **4241** | | **110** |
| **Teachers** | 330 | 191 | 229 | **750** | | **18** |
| **Student Teacher Ratio** | 11 | 13 | 10 | **11** | | **6** |

Other specific details related to student enrolment data by age group are provided in Appendix A.

# Attendance Data

Attendance is mandatory for all students that are legally resident in the Cayman Islands. A total of 185 days or 370 sessions are mandated by the CI Government for formal education in a school year.
Schools are required to take attendance registers twice daily: once at the start of morning session of each school day and once during the afternoon session. Registration should indicate whether students are

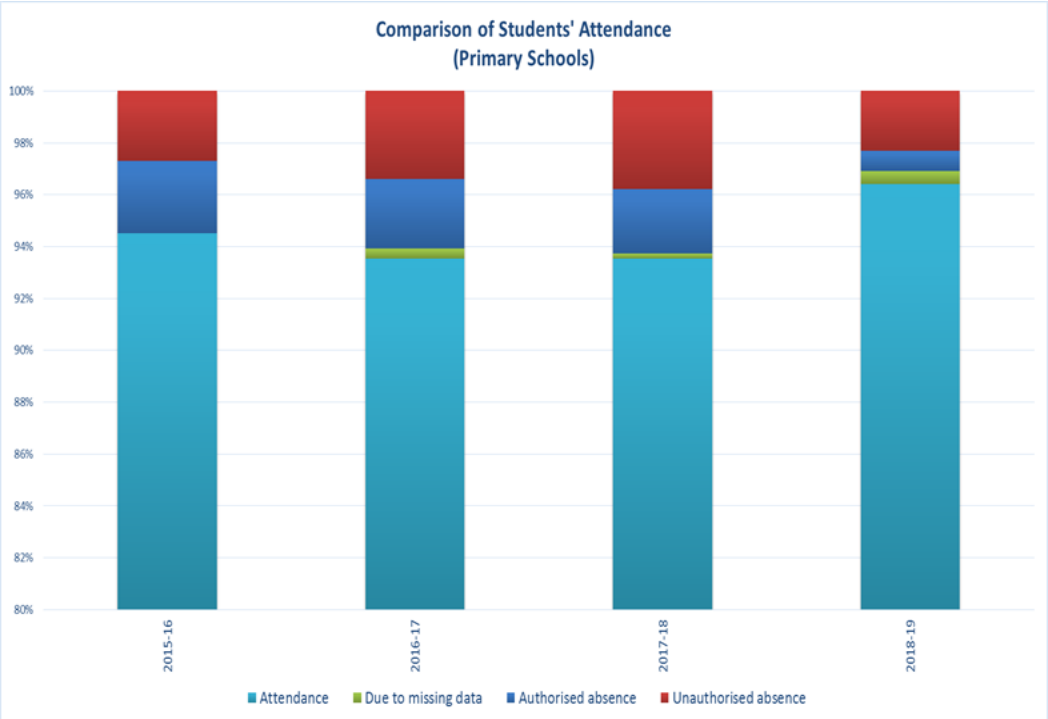
- Present
- Attending an approved educational activity
- Absent: unable to attend school due to exceptional circumstances; absences may be classified as either authorised or unauthorised.

When students of compulsory school age are absent, schools are required to:

- ascertain the reason for the absence;
- ensure the proper safeguarding action is taken
- classify and record the absence as authorised by the school or unauthorised

Student attendance at the primary level remained relatively stable over the four year period under consideration averaging approximately 94% (see Figure 2). The attendance for the year 2018-19 stands at 94% with an absent rate of 6% (2.4% authorised and 3.2% unauthorised). Although the attendance of students in 2018-19 represents an approximate 1pp increase over the previous year, it is still below the target (96%) set for a "good' school as defined by the Office of Education Standards, Cayman Islands. Given that attendance is closely linked to students' attainment, it is expected that overall school performance will continue to be impacted negatively if this deficiency is not corrected.

Figure 2
Primary: School Attendance over a 4 year period (2014-15 to 2018-19)



At the secondary level (excluding Cayman Islands Further Education centre (CIFEC)), the overall attendance for 2018-19 was 94%; the absence rate 6.4%, of which 2.7% was classed as authorised and 4.6 unauthorised. While this represents an improvement in attendance over 2017-18, the difference is not statistically significant.

When the figures for CIFEC are included, the average attendance figure for secondary schools is reduced by four percentage points. 'Missing data' in the electronic registration system is a significant contributor to this decline (See Figure 4B). Failure to accurately record attendance data remains a source of concern and needs to be addressed as a matter of urgency.

Figure 3A
School Attendance – Secondary

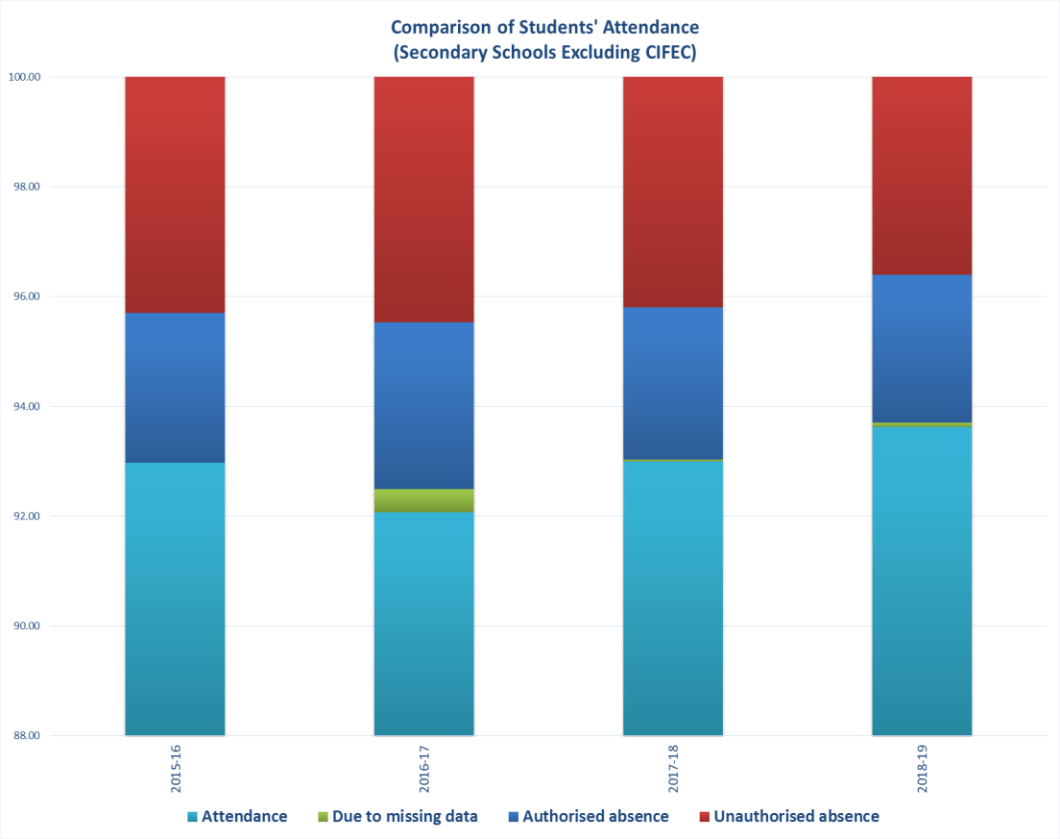
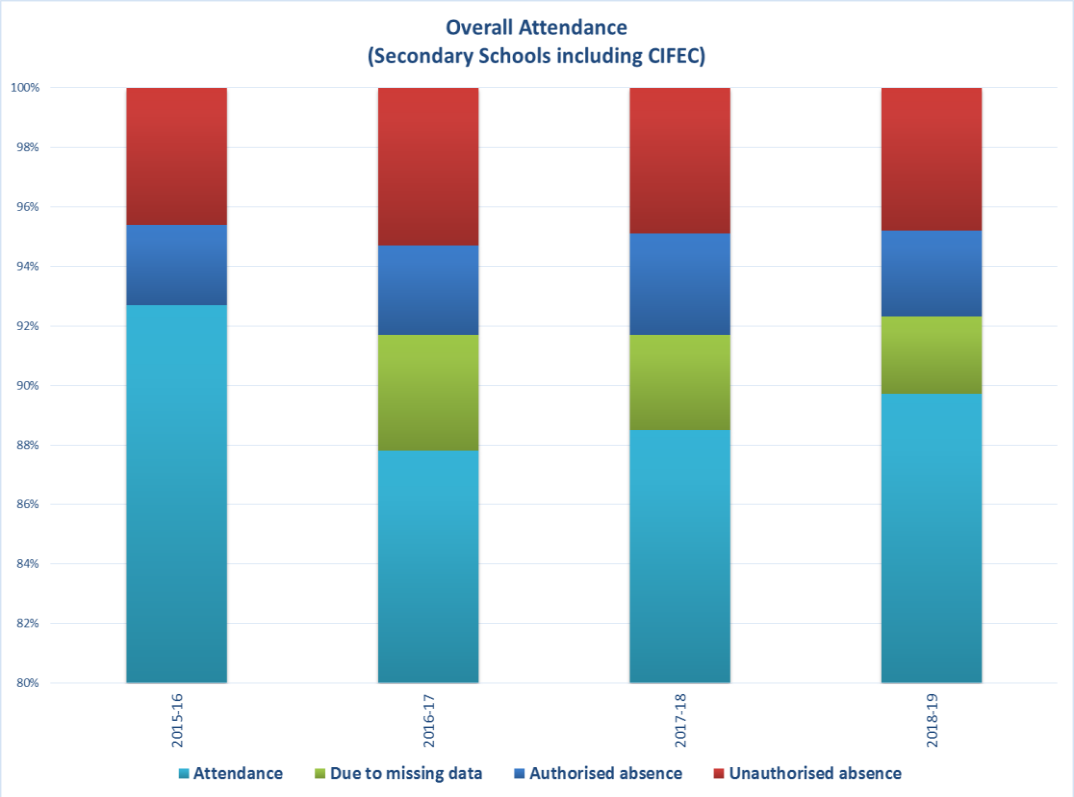


Figure 3B


Overall Attendance
(Secondary Schools including CIFEC)
100%
98%
96%
94%
92%
90%
88%
86%
84%
82%
80%
2015-16
2016-17
2017-18
2018-19
Attendance
Due to missing data
Authorised absence
Unauthorised absence

# Student Performance Data

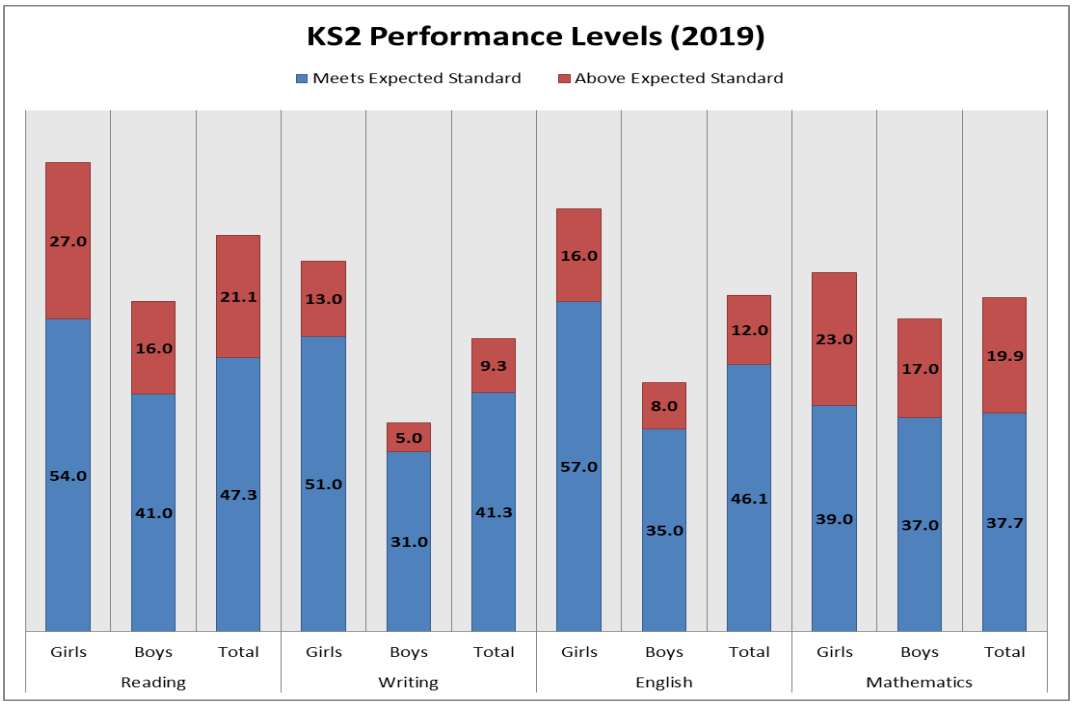
This report focusses on the achievement data for students enrolled in the public school system in the Cayman Islands. More specifically, students' achievement standards at the end of KS2 (Year 6) and KS4 (Years 11 and 12) are discussed in light of national expectations.

## Key Stage 2 (Year 6)

Achievement data for students taking the KS2 examinations in June 2019 are illustrated in Figure 4. Results in English are derived by combining the results obtained for the examinations taken in reading and writing.

The data indicate that 68% of the cohort achieved the expected standard or higher in reading, 51% in writing, 58% in English and 58% in mathematics.

Figure 4
KS2 Attainment Indicators (English reading, English writing and mathematics): 2017-2019




An analysis of the data reveals significant gains (approximately 9pp) in the reading outcomes, particularly in the above expected category where the gains stand at 12pp over the 2018 figures. According to Figure 5, all other areas show declines when compared to the 2018 results: writing (15pp); English (3pp); mathematics (4pp).

While performance in mathematics has grown over time, growth in reading and writing has been uneven with an overall decline evidenced over the period (See Figure 6). It is evident therefore, that raising overall achievement standards in English, requires schools to give attention to improving and maintaining

high standards of achievement in both writing and reading.

Figure 5
KS2 Attainment Indicators (reading, writing and mathematics)

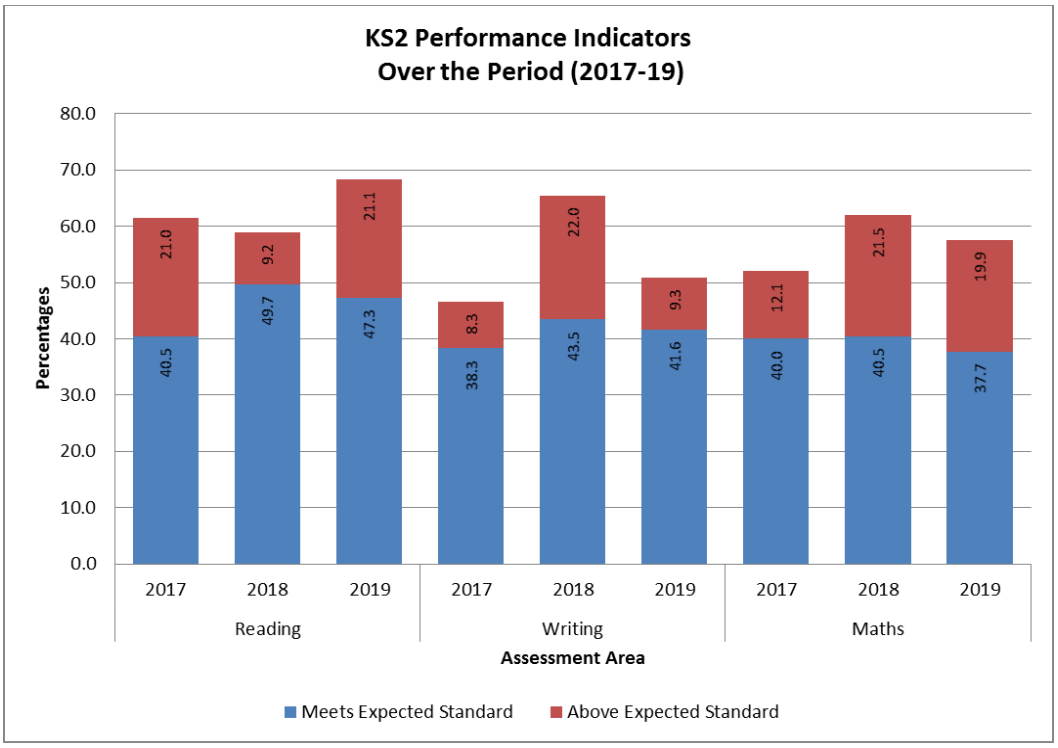
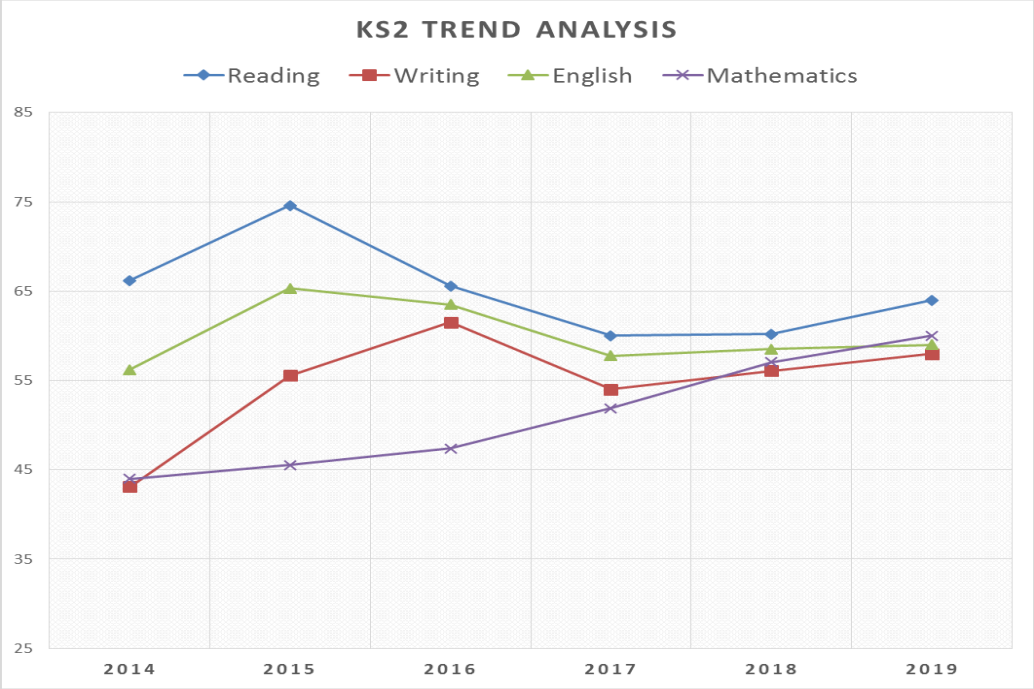



Figure 6
KS2 Performance Trends over the period 2015 – 2019

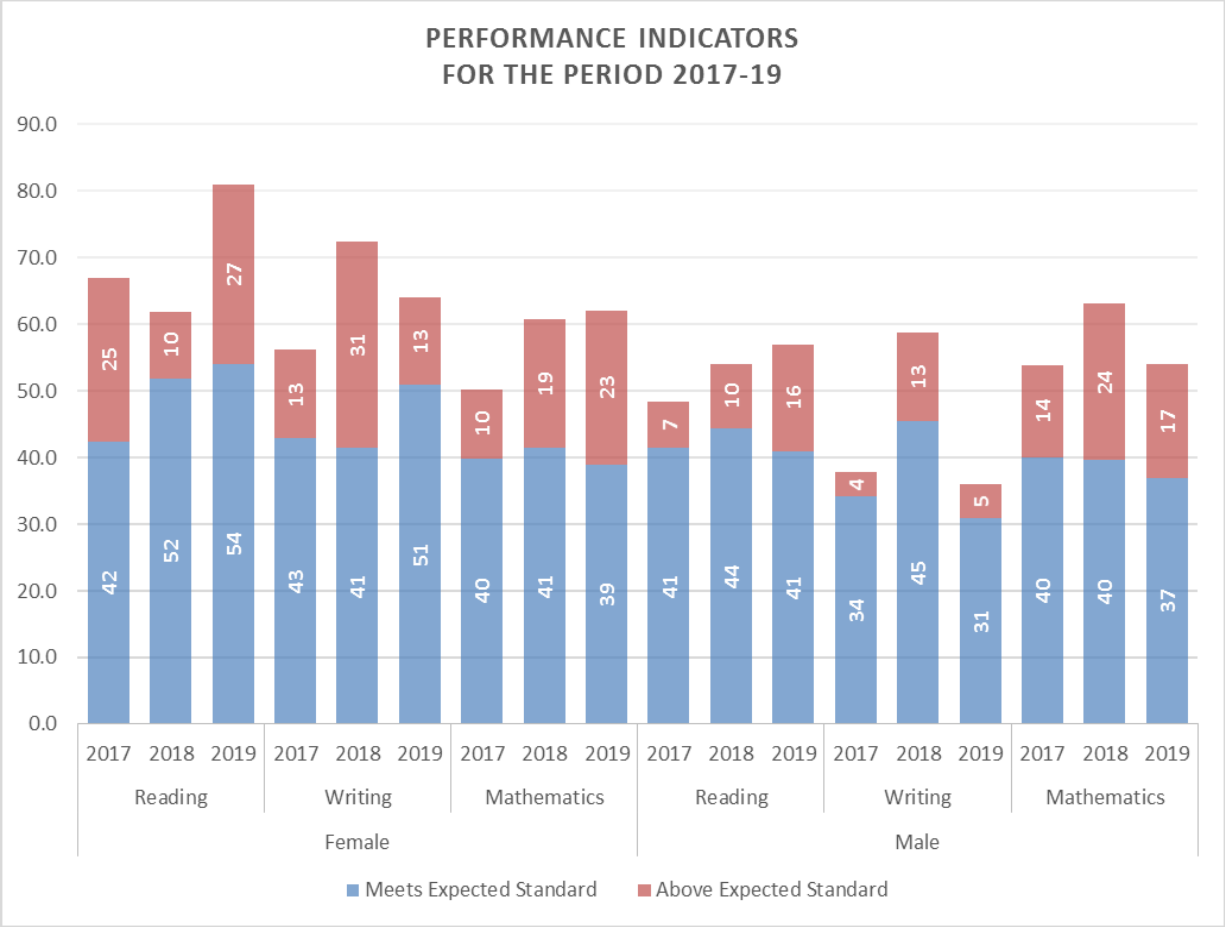



Of significance also is that 39% of the cohort achieved the expected level or above in all of English reading and English writing and mathematics. This represented a 6pp decrease over 2018 figures (See Appendix D).

Figure 7 compares the performance of boys and girls. Results indicate that girls are significantly outperforming boys in all subject areas tested. In English the gap is 22pp at the expected level, 8pp at the above expected level, and 30pp at the expected or above category. While this lower performance is evidenced in both reading and writing, the performance gap is more keenly evidenced in writing where the difference stands at 30pp in contrast to reading which stands at 24pp. While a gender difference is consistent with international norms, the size of the gaps remains a source of concern and needs to be addressed as a matter of urgency.

The gender gap for mathematics is less significant standing at 2pp at the expected level, 6pp at the above expected level and 8pp overall (expected or higher level category).

Figure 7
KS2 Attainment Indicators showing gender comparisons for the period 2017-2018




Achievement in mathematics continues to show a gradual positive trend over time. In contrast, achievement in English is demonstrating negative growth for the period considered. While marginal gains in English were registered in 2018 over the 2017 figures, the gradual negative trajectory within the system is still evident over 2019.

A detailed description of the actual performances on the KS2 examination for the 2018 Year 6 cohort is provided in Appendix B. As indicated earlier, the national expectation is that students will achieve a National Curriculum level 4 or above by the end of primary education.

## Cognitive Abilities Tests (CAT) predictors

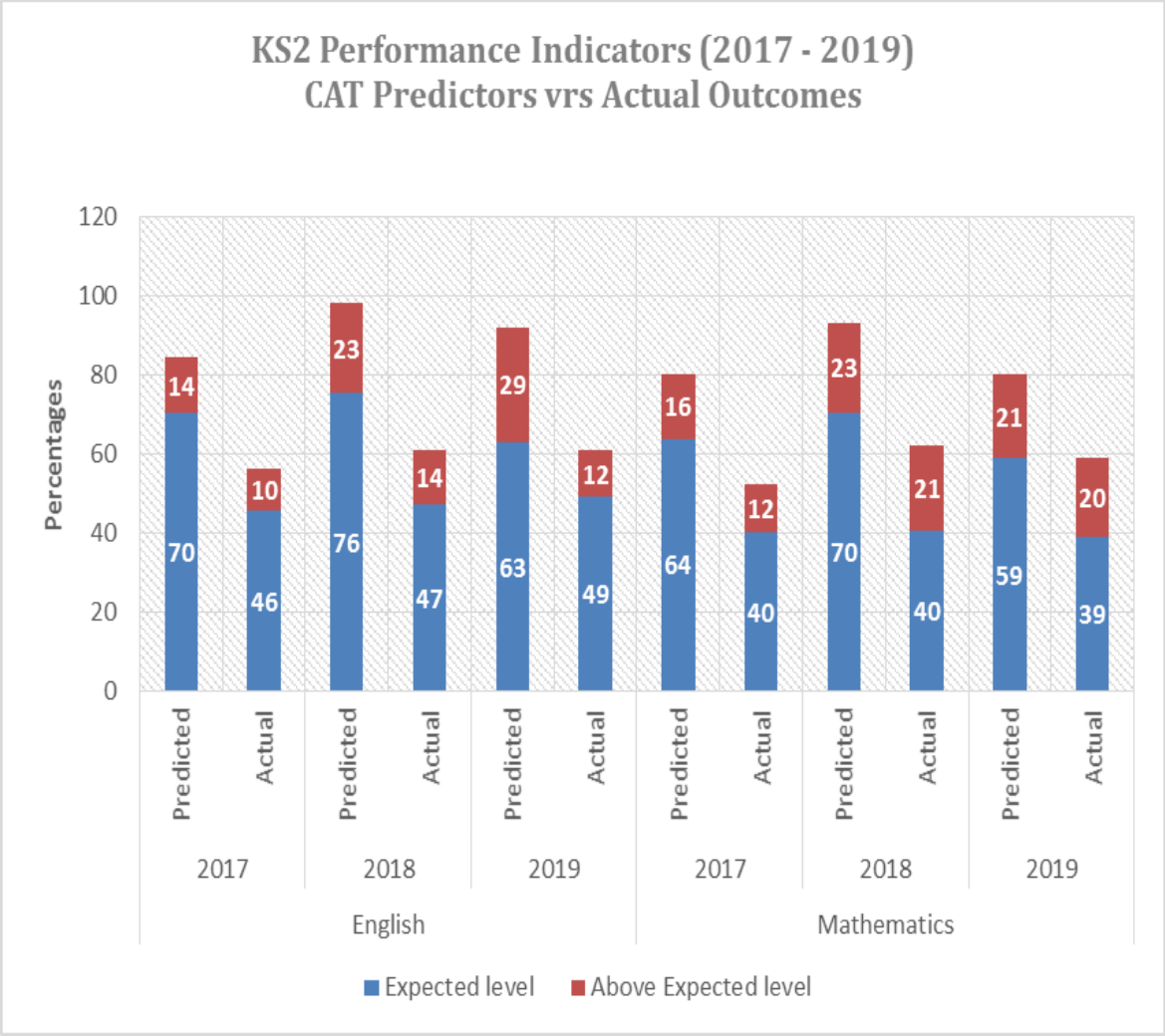
The Cognitive Abilities Test Fourth Edition (CAT4) is a suite of tests which assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. CAT4 comprises the following sections or batteries: Reasoning Battery – thinking with words; Quantitative (or Numerical) Reasoning Battery – thinking with numbers; Non-verbal Reasoning Battery – thinking with shapes; Spatial Ability Battery – thinking with shape and space.

CAT4 is also used as a valuable screening tool to identify a pupil's strengths, weaknesses and learning preferences and to help set challenging but realistic targets. Significant identified variations between the potential measured by CAT4 and actual outcomes can form the basis for further investigation of potential barriers to learning. Currently, CAT4 tests are taken in Years 4, 6 and 9.

Figure 8 is a comparative analysis of actual attainment levels achieved by students against the corresponding CAT 4 predictors for the Year 6 cohort for the period 2017 to 2019. In 2018, the CAT4 assessments indicate that approximately 98% (English) and 93% (mathematics) of our students should be achieving the expected National Curriculum Level (NCL), that is, Level 4 or higher. The actual attainment stands at 61% for English and 62% for mathematics, a difference of 37pp and 31pp respectively.

Hence, for the period under consideration, it is evident that students are underachieving in English and mathematics relative to their CAT estimates (CAT4). The challenge therefore, is for schools to get better at identifying and supporting students that are performing below age level expectations and may be deemed borderline - level 3a (See Appendix B). Early identification and the provision of the necessary targeted support will assist in minimising underachievement within the cohort.

Figure 8
KS2 achievement actuals vs. CAT 4 predictors




**Key Points:**

- Students are performing well below their CAT 4 predictions.
- Performances in mathematics have been on par with English for the past two years; that is, in 2018 the difference was 0pp and in 2019 the difference was 2pp.
- More targeted support and interventions are needed to raise the standard of achievement among students in level 3 band to move students into the expected band

## Key Stage 4 (KS4)

Generally, qualifications achieved by students are defined in terms of a difficulty level. The established convention for interpreting the level of the qualification is: the higher the level, the more difficult the qualification. The levels are based on the standards of knowledge, skill and competence needed for each qualification. The Cayman Islands' National Qualification Framework (CINQF) explains that students at KS4 would be expected to take and pass subjects at Level 2 (expected level at the end of secondary education). The qualifications identified in CINQF can be reviewed in Appendix E.

A combination of the results obtained by students in the following Level 1 or 2 qualifications is reported in this document:

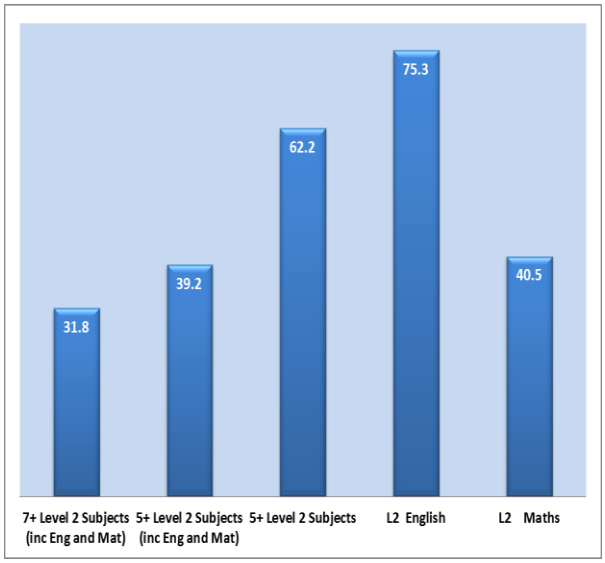
- Caribbean Secondary Certificate of Education (CSEC)
- General Certificate of Secondary Education (GCSE)
- International General Certificate of Secondary Education (iGCSE)
- Business and Technical Education Council (BTEC) awards
- Institute of the Motor Industry (IMI) awards
- Award Scheme Accreditation and Development Network (ASDAN) awards

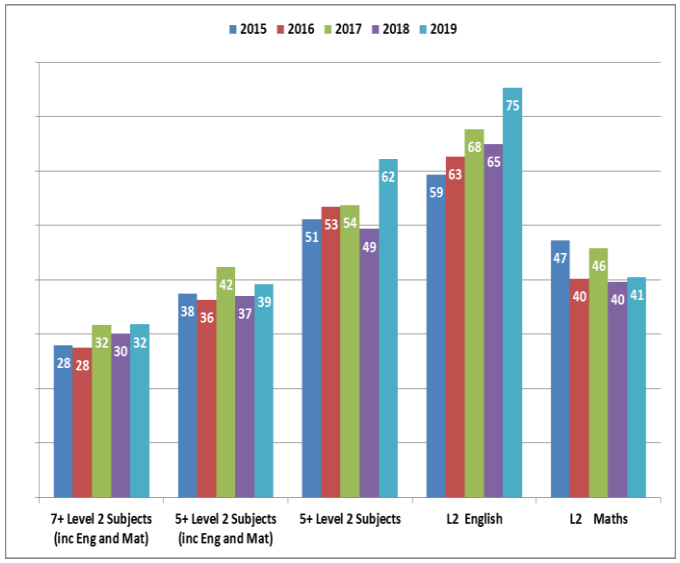
The external examinations that students take in Years 10 and 11 contribute to their cumulative results at the end of compulsory education (Year 12). The national expectation is that students will pass at least five subjects, including English and mathematics at Level 2. The attainment results at both the end of Year 11 and 12 are captured in this report. A summary of the subjects' performance in these various categories at KS4 is itemised in Appendices F and G.

### **Year 11:** Performance Indicators

The cumulative attainment of students at the end of Year 11 (2019) are shown in Figure 9 and further detailed in Appendix F. The data indicate that attainment in English continues to outpace mathematics by significant margins (35 pp, up by 10 pp in 2019 over 2018 – see Figure 9B). The actual attainment in English is 75% while attainment in mathematics is 41%.

Figure Year 9
Year 11 Performance Indicators



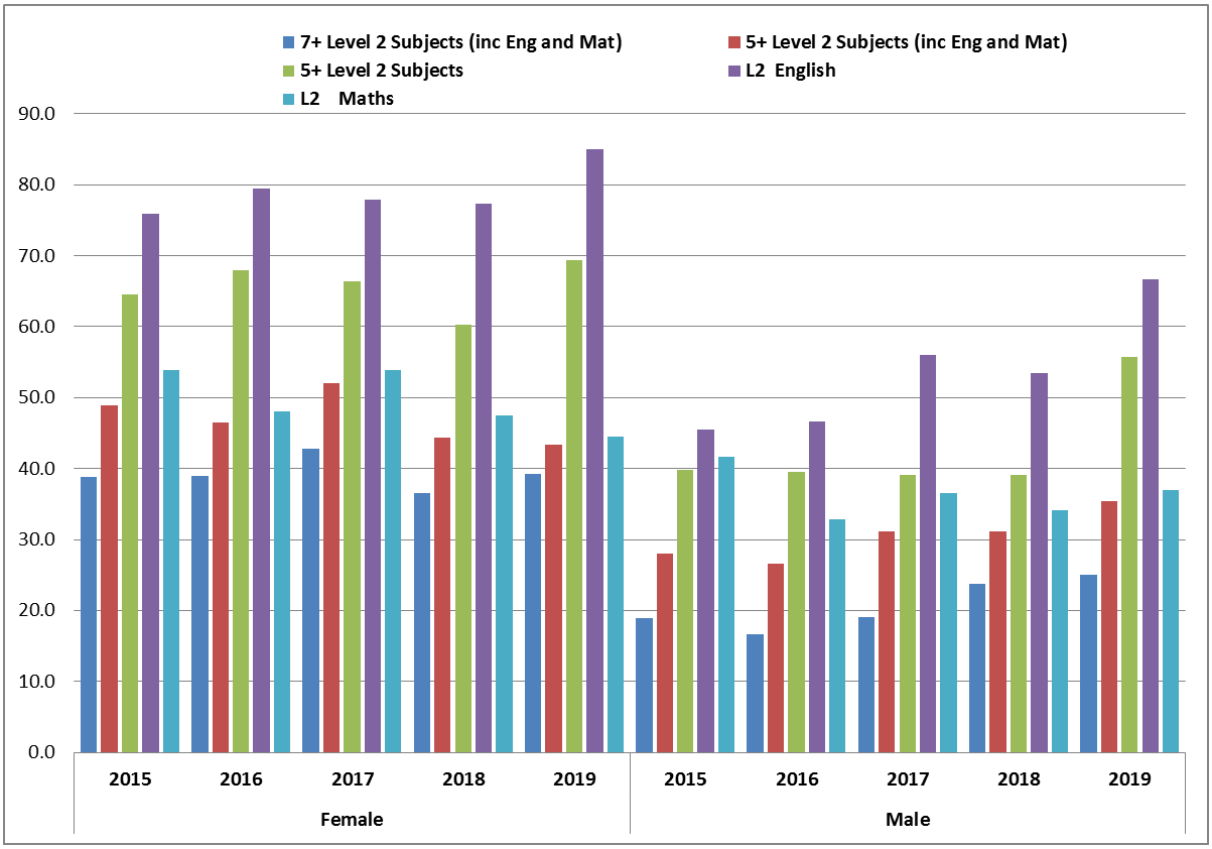

The impact of this low performance in mathematics has a significant overall negative impact on the percentage of students meeting national expectations – five or more subjects including English and mathematics. This limiting effect is evident in Figure 10 which compares performance trends over time in English, mathematics and the percentage of students meeting the expected standard.

Further, aside from attainment in English and the '5+ Level L2 subjects' (up 13 pp), other indicators reflect marginal increases over all the 2018 headline measures and national expectations (See Figure 9B). The increase in the attainment for English was significant (up 10pp in 2019).

Figure 9B also indicates that growth in mathematics' achievement continues to be uneven over the period considered ranging from 40 to 45 percent and averaging approximately 43 percentage points. Similarly, performance on the indicator '5 or higher level passes including English and mathematics' while showing marginal improvement over 2018 continues to reflect a similar to that of mathematics. It is evident that raising standards in the system is linked to the ability to raise performance standards in mathematics.

Figure 10 highlights a significant gender performance gap on all the national performance indicators over the five year period considered. The difference on average is 13pp in favour of females across all six national performance indicators. For 2019, the most significant difference was exhibited in English achievement (19pp) in the 7 or more subjects (14pp) category.

Figure 10
Year 11 performance indicators by gender over the period 2015-19

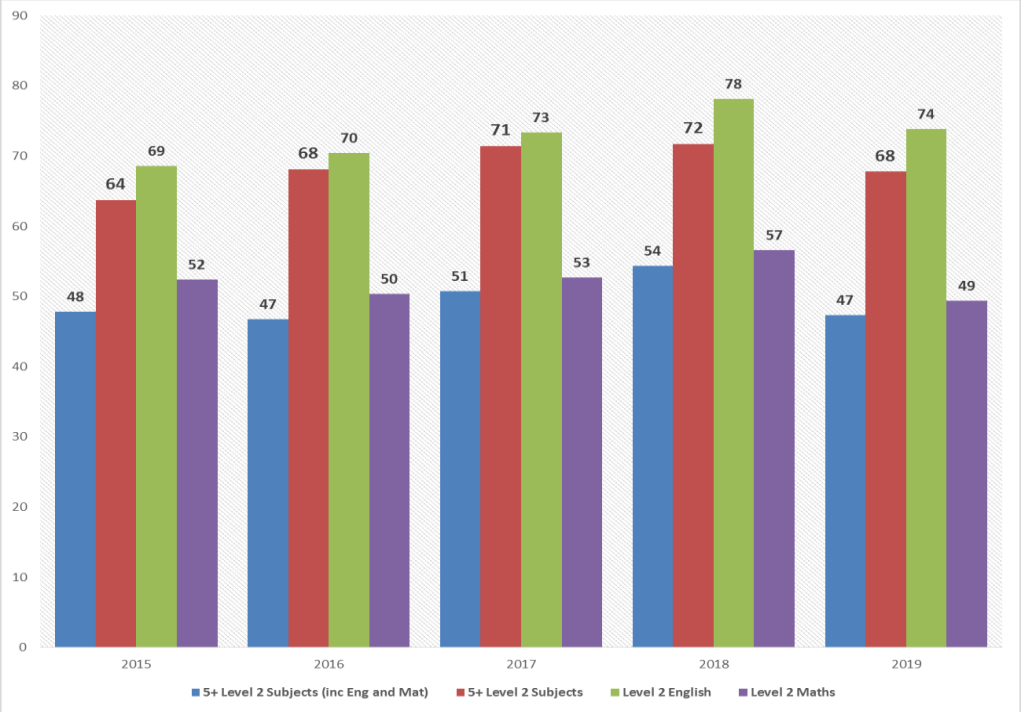


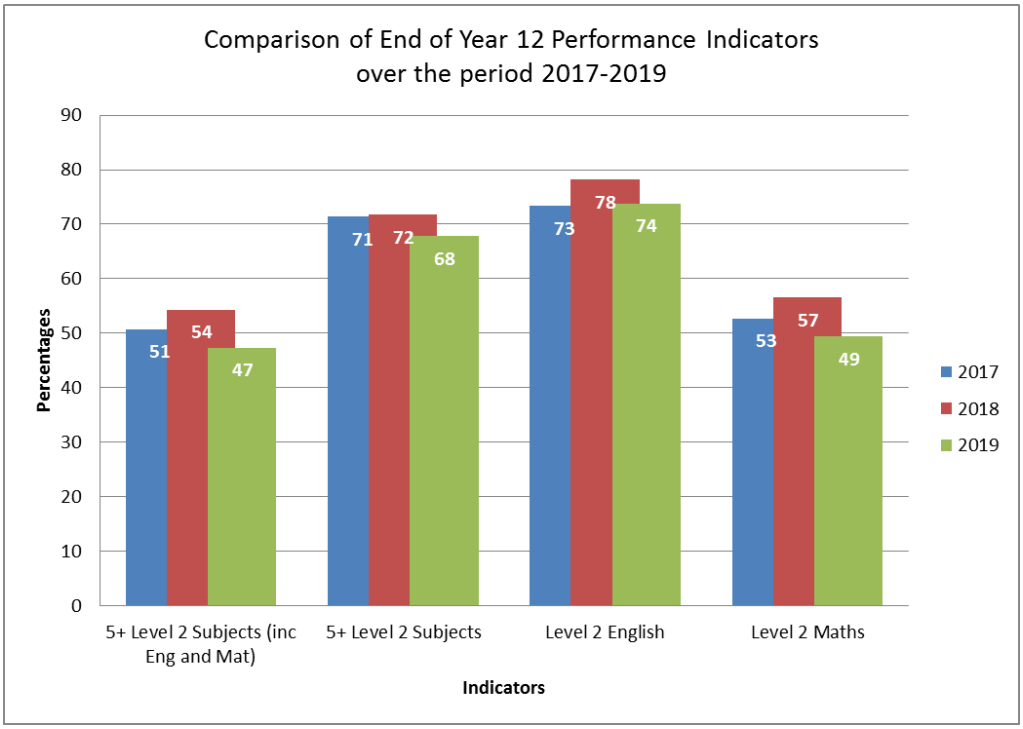

## **Year 12:** Performance Indicators

Overall performance for the Year 12 cohort is illustrated in Figures 11 and 12 for the five year period 2015 to 2019. The data show a decline in performance in the all of the national performance indicators over the 2018 figures by on average 5 pp. the most significant of this decline is in mathematics (down 7pp) and by extension the category 5+ Level 2 subjects including English and mathematics.

An interrogation of the data reveals 49% of the students achieved a Level 2 qualification in maths (down 7pp), 74% in English (down 4pp) and 47% achieved 5+ Level 2 Subjects including English and mathematics (down 7pp). These results highlight the need for the development of an effective strategy in math education to combat the persistent low performance in mathematics and that will put the system on-track for greater and more sustained gains. Given the national expectations, it is evident that discussions surrounding improvement will continue to be tied to system wide improvements in the standards achieved in mathematics as growth in mathematics performance over time continues to be sluggish and uneven at best.

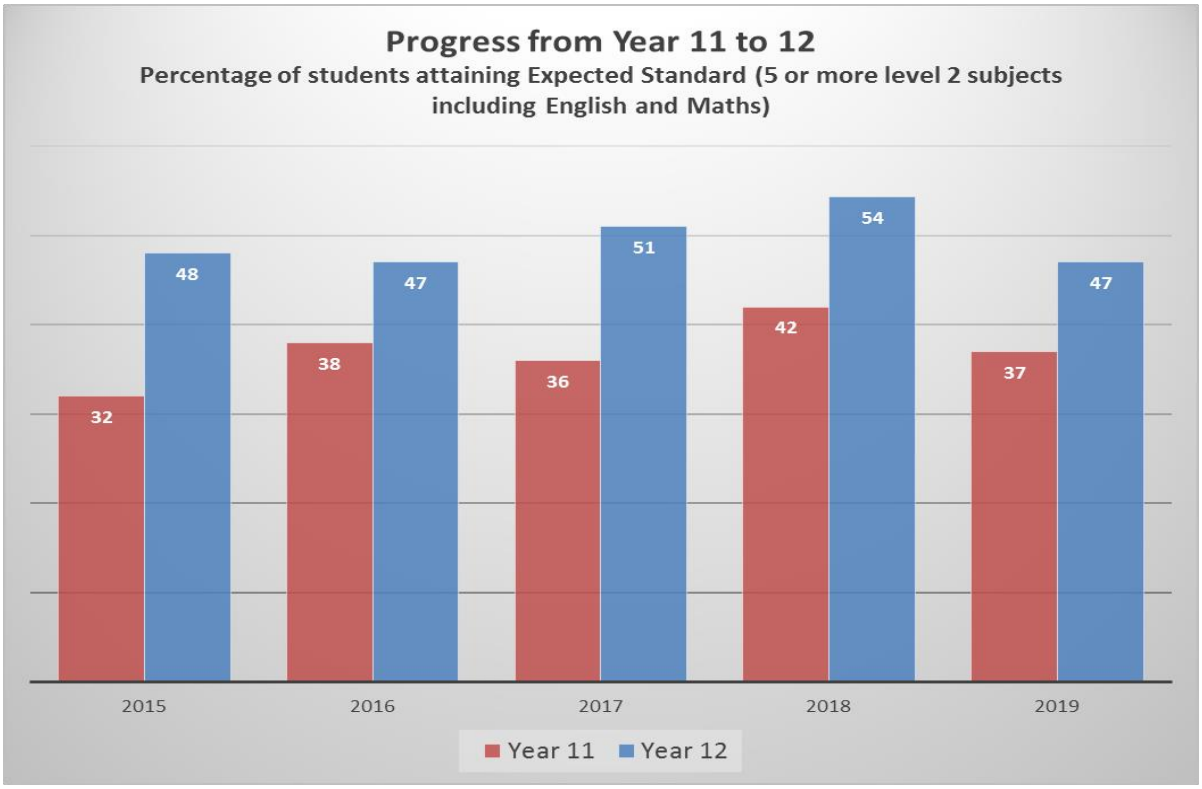
Figure 11
Year 12: National performance indicators



Achievement on the key performance indicators continues to reflect improvement over time in the transition from Year 11 to 12. Figure 14 shows on average 13pp points growth in the number of students achieving 5 or more subjects including English and mathematics over the five year period considered. This speaks to the benefit of the additional year in secondary education at KS4.

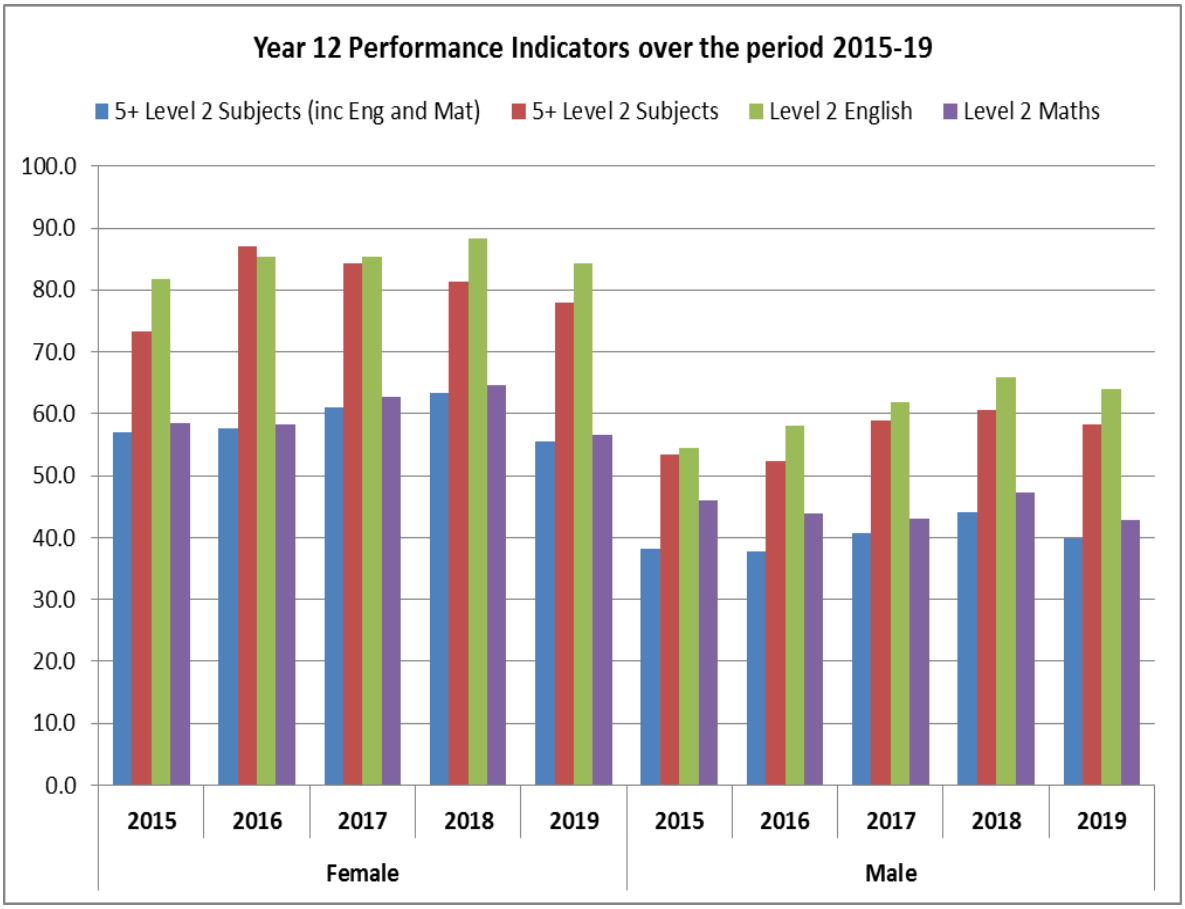
Figure 12
KS4 Indicators: Percentage of Year 12 students achieving 5 or more subjects at Level 2 including English and Mathematics from 2015-2019 (Comparative performance in Year 11 and 12 – same cohort)




Of the 47% of students who achieved the expected standard in 2019, 85% achieved 7 or more subjects including English and math (honours status). This represents a 6 pp increase over last year (See Appendix G).

Results also indicate that girls continue to outperform the boys by significant margins in all the key performance indicators considered. 84% of the girls in contrast to 64% of the boys achieved a L2 pass in English while 57% of the girls and 43% of the boys achieved a L2 pass in mathematics (See Figure 13).

Figure 13
Year 12 Achievement: Gender comparisons over a two year period



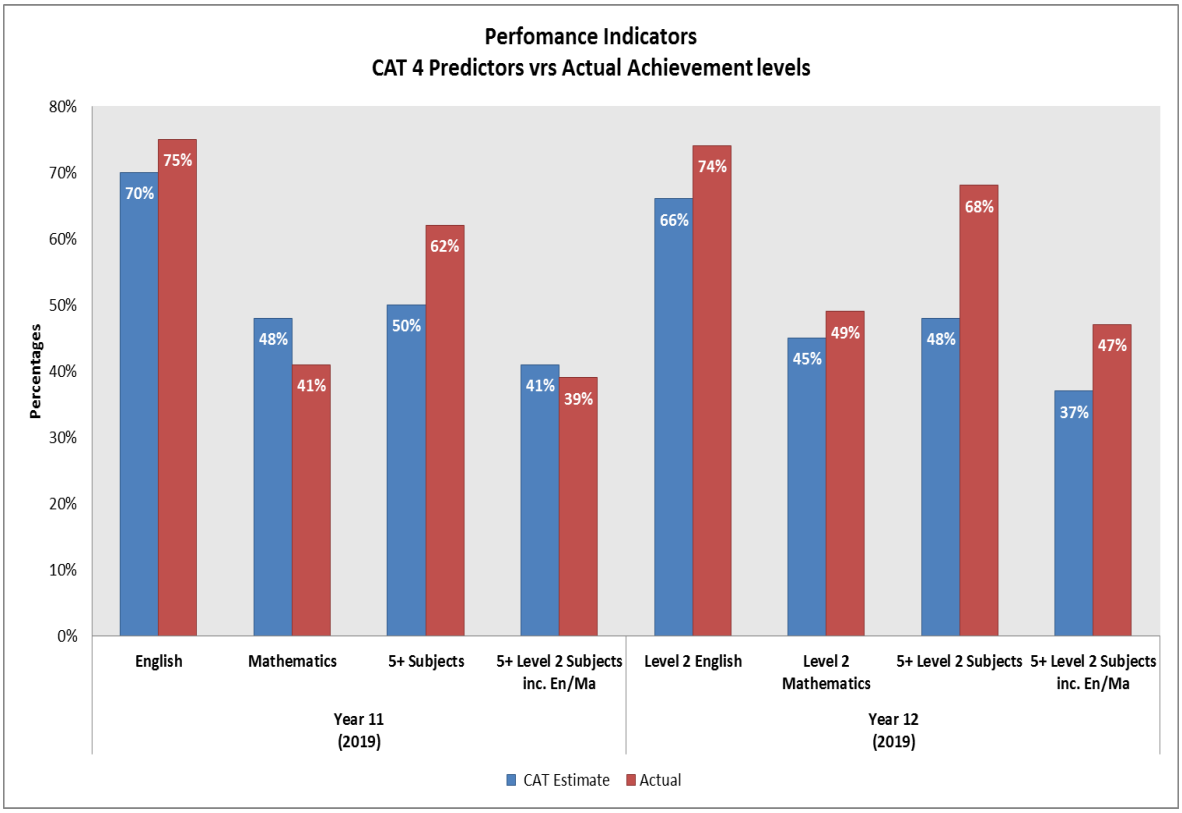

## Cognitive Abilities Tests (CAT4) – KS4

The CAT 4 test is taken in Year 9 and used to identify both a student's academic potential and challenges. The results of the CAT 4 are used as a predictor of student performance at the end of KS4. When these predictors are compared with actual outcomes, results indicate that with the exception of mathematics (a difference 7pp), results compare favourably – with 5pp on each performance indicator (See Figure 15).

For year 11 the figures indicate that students are exceeding expectations in English (up 5pp) and the achievement of 5 or more subjects at grades A-C or I to III. Students are underachieving in mathematics and by extension the national target of 5 or more subjects including English and mathematics.

The picture changes at the end of Year 12. Performances are either on-par with the predicted outcomes or significantly exceed them: English (8 pp); mathematics (4 pp); 5 subjects including English & maths (20 pp); 5 or more Level 2 passes including English and mathematics (10 pp).

Figure 14
KS4 Achievement: CAT4 predictors compared with Actual Outcomes




Further analysis of other data and comparisons related to KS4 results are made available in Appendices F to G.

# Appendix A
## Enrolment Data

Table A1
Enrolment in government schools including Lighthouse School 2018-19

| 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 | 118 | 98 | **216** | 0 | 0 | **0** | 118 | 98 | **216** |
| 5 years | 191 | 173 | **364** | 0 | 0 | **0** | 191 | 173 | **364** |
| 6 years | 187 | 197 | **384** | 0 | 0 | **0** | 187 | 197 | **384** |
| 7 years | 187 | 232 | **419** | 0 | 0 | **0** | 187 | 232 | **419** |
| 8 years | 209 | 218 | **427** | 0 | 0 | **0** | 209 | 218 | **427** |
| 9 years | 221 | 214 | **435** | 0 | 0 | **0** | 221 | 214 | **435** |
| 10 years | 183 | 194 | **377** | 24 | 26 | **50** | 207 | 220 | **427** |
| 11 years | 6 | 18 | **24** | 205 | 196 | **401** | 211 | 214 | **425** |
| 12 years | 0 | 0 | **0** | 193 | 221 | **414** | 193 | 221 | **414** |
| 13 years | 0 | 0 | **0** | 193 | 198 | **391** | 193 | 198 | **391** |
| 14 years | 0 | 0 | **0** | 209 | 176 | **385** | 209 | 176 | **385** |
| 15 years | 0 | 0 | **0** | 140 | 173 | **313** | 140 | 173 | **313** |
| 16 years | 0 | 0 | **0** | 154 | 171 | **325** | 154 | 171 | **325** |
| 17 years | 0 | 0 | **0** | 31 | 38 | **69** | 31 | 38 | **69** |
| 18 years | 0 | 0 | **0** | 3 | 2 | **5** | 3 | 2 | **5** |
| 19 years | 0 | 0 | **0** | 0 | 0 | **0** | 0 | 0 | **0** |
| 20 years | 0 | 0 | **0** | 0 | 0 | **0** | 0 | 0 | **0** |
| **Total** | **1302** | **1344** | **2646** | **1152** | **1201** | **2353** | **2454** | **2545** | **4999** |

Table A2
Enrolment in private schools 2018-19

| 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 | 131 | 143 | **274** | 0 | 0 | **0** | 131 | 143 | **274** |
| 5 years | 137 | 152 | **289** | 0 | 0 | **0** | 137 | 152 | **289** |
| 6 years | 177 | 176 | **353** | 0 | 0 | **0** | 177 | 176 | **353** |
| 7 years | 170 | 159 | **329** | 0 | 0 | **0** | 170 | 159 | **329** |
| 8 years | 163 | 161 | **324** | 0 | 0 | **0** | 163 | 161 | **324** |
| 9 years | 149 | 187 | **336** | 0 | 0 | **0** | 149 | 187 | **336** |
| 10 years | 132 | 169 | **301** | 12 | 7 | **19** | 144 | 176 | **230** |
| 11 years | 30 | 44 | **74** | 103 | 109 | **212** | 133 | 153 | **186** |
| 12 years | 0 | 0 | **0** | 136 | 128 | **264** | 136 | 128 | **264** |
| 13 years | 0 | 0 | **0** | 146 | 139 | **285** | 146 | 139 | **285** |
| 14 years | 0 | 0 | **0** | 119 | 121 | **240** | 119 | 121 | **240** |
| 15 years | 0 | 0 | **0** | 114 | 111 | **225** | 114 | 111 | **225** |
| 16 years | 0 | 0 | **0** | 97 | 89 | **186** | 97 | 89 | **186** |
| 17 years | 0 | 0 | **0** | 71 | 59 | **130** | 71 | 59 | **130** |
| 18 years | 0 | 0 | **0** | 9 | 28 | **37** | 9 | 28 | **37** |
| 19 years | 0 | 0 | **0** | 0 | 1 | **1** | 0 | 1 | **1** |
| 20 years | 0 | 0 | **0** | 0 | 0 | **0** | 0 | 0 | **0** |
| **Total** | **1089** | **1191** | **2280** | **807** | **792** | **1599** | **1896** | **1983** | **3879** |

# Appendix B
## End of Key Stage 2 Data

Key Stage 2 results by subject and gender

| | Number of students at each Level | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | WTL2 | Level 2 | Level 3 | Level 4 | Level 5 | Total | Meeting/Exceeding Expectations | Above Expectations |
| **All pupils** | | | | | | | | | | |
| English Test | 8 | 3 | 19 | 11 | 98 | 153 | 40 | 332 | **193** | **40** |
| Reading Test | 4 | 3 | 45 | 0 | 53 | 157 | 70 | 332 | **227** | **70** |
| Writing Test | 6 | 3 | 22 | 0 | 133 | 137 | 31 | 332 | **168** | **31** |
| Mathematics Test | 2 | 1 | 37 | 13 | 88 | 125 | 66 | 332 | **191** | **66** |
| | | | | | | | | | | |
| **Girls** | | | | | | | | | | |
| English Test | 4 | 0 | 4 | 3 | 33 | 95 | 27 | 166 | **122** | **27** |
| Reading Test | 2 | 0 | 12 | 0 | 19 | 89 | 44 | 166 | **133** | **44** |
| Writing Test | 3 | 0 | 6 | 0 | 50 | 85 | 22 | 166 | **107** | **22** |
| Mathematics Test | 2 | 0 | 11 | 4 | 47 | 64 | 38 | 166 | **102** | **38** |
| | | | | | | | | | | |
| **Boys** | | | | | | | | | | |
| English Test | 4 | 3 | 15 | 8 | 65 | 58 | 13 | 166 | **71** | **13** |
| Reading Test | 2 | 3 | 33 | 0 | 34 | 68 | 26 | 166 | **94** | **26** |
| Writing Test | 3 | 3 | 16 | 0 | 83 | 52 | 9 | 166 | **61** | **9** |
| Mathematics Test | 0 | 1 | 26 | 9 | 41 | 61 | 28 | 166 | **89** | **28** |
| | | | | | | | | | | |
| | Percentage at each Level | | | | | | | | | |
| | A | B | WTL2 | level 2 | level 3 | level 4 | level 5 | Total | Meeting/Exceeding Expectations | Above Expectations |
| **All pupils** | | | | | | | | | | |
| English Test | 2 | 1 | 6 | 3 | 30 | 46 | 12 | 100 | **58** | **12** |
| Reading Test | 1 | 1 | 14 | 0 | 16 | 47 | 21 | 100 | **68** | **21** |
| Writing Test | 2 | 1 | 7 | 0 | 40 | 41 | 9 | 100 | **51** | **9** |
| Mathematics Test | 1 | 0 | 11 | 4 | 27 | 38 | 20 | 100 | **58** | **20** |
| | | | | | | | | | **0** | **0** |
| **Girls** | | | | | | | | | **0** | **0** |
| English Test | 2 | 0 | 2 | 2 | 20 | 57 | 16 | 100 | **73** | **16** |
| Reading Test | 1 | 0 | 7 | 0 | 11 | 54 | 27 | 100 | **80** | **27** |
| Writing Test | 2 | 0 | 4 | 0 | 30 | 51 | 13 | 100 | **64** | **13** |
| Mathematics Test | 1 | 0 | 7 | 2 | 28 | 39 | 23 | 100 | **61** | **23** |
| | | | | | | | | | | |
| **Boys** | | | | | | | | | | |
| English Test | 2 | 2 | 9 | 5 | 39 | 35 | 8 | 100 | **43** | **8** |
| Reading Test | 1 | 2 | 20 | 0 | 20 | 41 | 16 | 100 | **57** | **16** |
| Writing Test | 2 | 2 | 10 | 0 | 50 | 31 | 5 | 100 | **37** | **5** |
| Mathematics Test | 0 | 1 | 16 | 5 | 25 | 37 | 17 | 100 | **54** | **17** |
| | | | | | | | | | | |

**Key:**

A represents pupils who were absent.

B represents pupils who were working below the level of the test.

WTL2 represents students who took the tests but were still working towards Level

# Appendix C

2019 KS2 Results by Subject and School

**Numbers of Students**

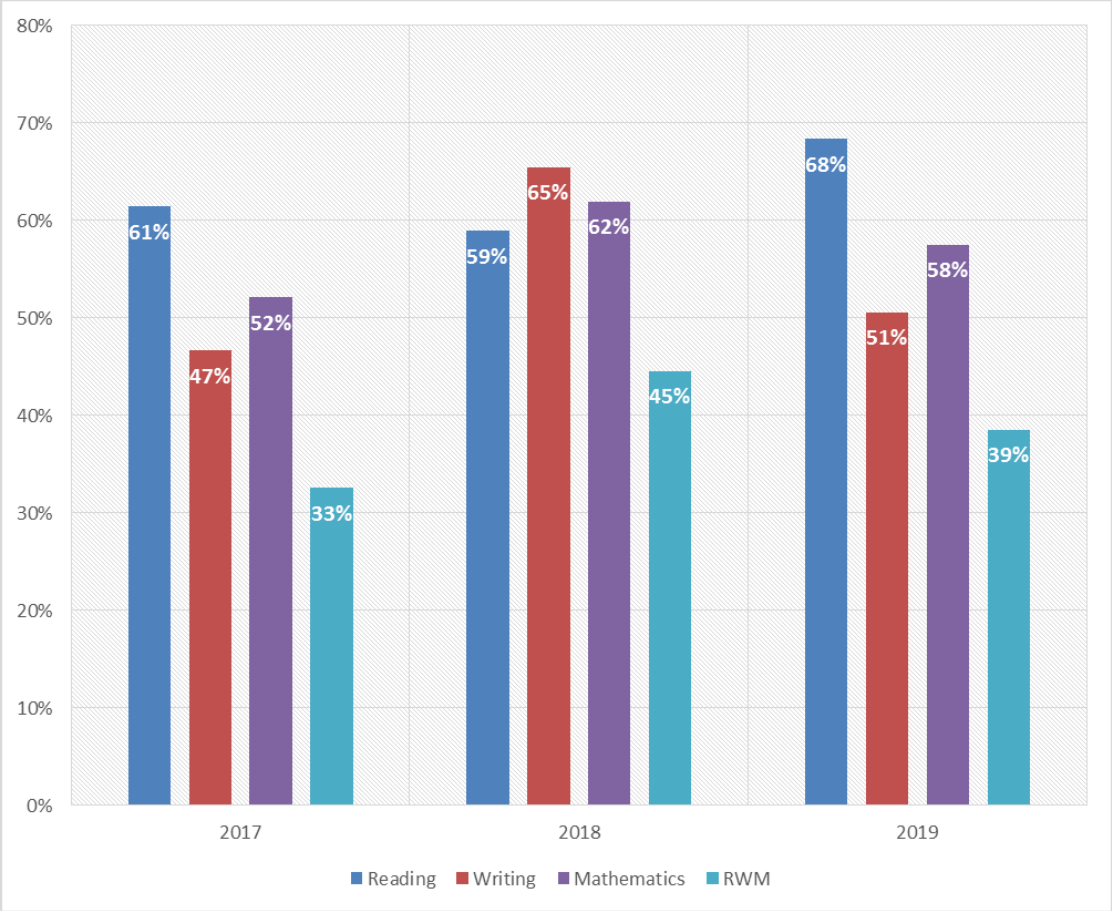
| | | Expected Level | | | | Above Expected Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| **School** | **Enrolment** | **Reading** | **Writing** | **English** | **Mathematics** | **Reading** | **Writing** | **English** | **Mathematics** |
| BTPS | 31 | 13 | 10 | 11 | 16 | 4 | 2 | 2 | 4 |
| EEPS | 10 | 5 | 3 | 5 | 4 | 0 | 2 | 0 | 1 |
| EMPS | 9 | 5 | 2 | 5 | 5 | 3 | 0 | 1 | 0 |
| GTPS | 35 | 14 | 17 | 15 | 14 | 8 | 2 | 4 | 8 |
| LCES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PPS | 47 | 25 | 23 | 24 | 20 | 14 | 8 | 7 | 8 |
| RBPS | 64 | 19 | 24 | 20 | 20 | 21 | 8 | 15 | 16 |
| SBPS | 4 | 2 | 3 | 3 | 2 | 2 | 0 | 1 | 2 |
| SJACPS | 59 | 29 | 22 | 27 | 14 | 7 | 2 | 4 | 2 |
| SPS | 67 | 41 | 30 | 40 | 29 | 11 | 7 | 6 | 23 |
| WEPS | 6 | 4 | 3 | 3 | 1 | 0 | 0 | 0 | 2 |
| **Grand Total** | **332** | **157** | **137** | **153** | **125** | **70** | **31** | **40** | **66** |

**Percentage of Students**

| | | Expected Level | | | | Above Expected Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| **School** | **Enrolment** | **Reading** | **Writing** | **English** | **Mathematics** | **Reading** | **Writing** | **English** | **Mathematics** |
| BTPS | 31 | 42% | 32% | 35% | 52% | 13% | 6% | 6% | 13% |
| EEPS | 10 | 50% | 30% | 50% | 40% | 0% | 20% | 0% | 10% |
| EMPS | 9 | 56% | 22% | 56% | 56% | 33% | 0% | 11% | 0% |
| GTPS | 35 | 40% | 49% | 43% | 40% | 23% | 6% | 11% | 23% |
| LCES | 0 | | | | | | | | |
| PPS | 47 | 53% | 49% | 51% | 43% | 30% | 17% | 15% | 17% |
| RBPS | 64 | 30% | 38% | 31% | 31% | 33% | 13% | 23% | 25% |
| SBPS | 4 | 50% | 75% | 75% | 50% | 50% | 0% | 25% | 50% |
| SJACPS | 59 | 49% | 37% | 46% | 24% | 12% | 3% | 7% | 3% |
| SPS | 67 | 61% | 45% | 60% | 43% | 16% | 10% | 9% | 34% |
| WEPS | 6 | 67% | 50% | 50% | 17% | 0% | 0% | 0% | 33% |
| **Grand Total** | **332** | 47% | 41% | 46% | 38% | 21% | 9% | 12% | 20% |

# Appendix D

Comparison of KS2 Results by Subject over the period 2017-19




RWM – refers to the percentage of students who achieved the expected standard or higher in reading writing & mathematics

# Appendix E

## Cayman Islands National Qualifications Framework (CINQF)

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

# Appendix F
## KS4 Results (Year 11)

Table F1
Percentages of Year 11 students achieving 5 or more subjects at Level 2 including English and mathematics for the period 2014-18

| School | Year | 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 Math) | 5+ Level 2 Subjects | L2 English | L2 Maths |
|---|---|---|---|---|---|---|---|---|---|
| **John Gray High School** | | | | | | | | | |
| | 2019 | 224 | 8.2 | 29.5 | 33.9 | **36.6** | **61.6** | 74.6 | 38.4 |
| | 2018 | 203 | 7.5 | 30.5 | 35.5 | **33.5** | **49.8** | 63.5 | 36.0 |
| | 2017 | 230 | 7.8 | 28.7 | 30.4 | **38.3** | **52.6** | 64.3 | 40.0 |
| | 2016 | 202 | 8.5 | 29.2 | 36.6 | **31.7** | **58.4** | 62.9 | 34.7 |
| | 2015 | 194 | 8.5 | 27.8 | 36.1 | **34.5** | **55.7** | 62.9 | 41.2 |
| **Clifton Hunter High School** | | | | | | | | | |
| | 2019 | 123 | 7.9 | 31.7 | 34.1 | **39.0** | **58.5** | 74.0 | 39.0 |
| | 2018 | 167 | 7.6 | 29.3 | 30.5 | **40.1** | **46.1** | 65.3 | 41.9 |
| | 2017 | 158 | 7.8 | 30.4 | 31.0 | **43.7** | **51.9** | 70.9 | 50.0 |
| | 2016 | 186 | 7.7 | 24.2 | 24.7 | **38.7** | **45.2** | 60.8 | 44.1 |
| | 2015 | 170 | 8.4 | 22.9 | 23.5 | **36.5** | **42.9** | 52.9 | 51.2 |
| **Layman Scott Snr. High School** | | | | | | | | | |
| | 2019 | 18 | 9.4 | 61.1 | 61.1 | **72.2** | **94.4** | 94.4 | 77.8 |
| | 2018 | 21 | 8.7 | 33.3 | 33.3 | **52.4** | **76.2** | 76.2 | 57.1 |
| | 2017 | 18 | 9.5 | 83.3 | 83.3 | **83.3** | **83.3** | 83.3 | 83.3 |
| | 2016 | 22 | 8.9 | 40.9 | 40.9 | **59.1** | **77.3** | 77.3 | 59.1 |
| | 2015 | 25 | 8.2 | 64.0 | 64.0 | **68.0** | **72.0** | 76.0 | 68.0 |
| **Summary** | | | | | | | | | |
| | **2019** | **365** | **8.2** | **31.8** | **35.3** | **39.2** | **62.2** | **75.3** | **40.5** |
| | **2018** | **391** | **7.6** | **30.2** | **33.2** | **37.3** | **49.4** | **65.0** | **39.6** |
| | **2017** | **406** | **7.9** | **31.8** | **33.0** | **42.4** | **53.7** | **67.7** | **45.8** |
| | **2016** | **410** | **8.2** | **27.6** | **31.5** | **36.3** | **53.4** | **62.7** | **40.2** |
| | **2015** | **389** | **8.4** | **28.0** | **32.4** | **37.5** | **51.2** | **59.4** | **47.3** |

Table F2
Year 11 examination results by gender for the period 2015-2019

| Description | Year | 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 |
|---|---|---|---|---|---|---|---|---|---|
| **Summary** | | | | | | | | | |
| | 2019 | 365 | 8.2 | 31.8 | 35.3 | 39.2 | 62.2 | 75.3 | 40.5 |
| | 2018 | 391 | 7.6 | 30.2 | 33.2 | 37.1 | 49.4 | 65.0 | 39.6 |
| | 2017 | 406 | 7.9 | 31.8 | 33.0 | 42.4 | 53.7 | 67.7 | 45.8 |
| | 2016 | 410 | 8.2 | 27.6 | 31.5 | 36.3 | 53.4 | 62.7 | 40.2 |
| | 2015 | 389 | 8.4 | 28.0 | 32.4 | 37.5 | 51.2 | 59.4 | 47.3 |
| **Female** | | | | | | | | | |
| | *2019* | 173 | 8.5 | 39.3 | 45.1 | 43.4 | 69.4 | 85.0 | 44.5 |
| | 2018 | 189 | 7.9 | 37.0 | 41.8 | 43.4 | 60.3 | 77.2 | 47.4 |
| | 2017 | 217 | 8.2 | 42.9 | 45.2 | 52.1 | 66.4 | 77.9 | 53.9 |
| | 2016 | 200 | 8.9 | 39.0 | 46.5 | 46.5 | 68.0 | 79.5 | 48.0 |
| | 2015 | 178 | 9.1 | 38.8 | 45.5 | 48.9 | 64.6 | 75.8 | 53.9 |
| **Male** | | | | | | | | | |
| | *2019* | 192 | 7.8 | 25.0 | 26.6 | 35.4 | 55.7 | 66.7 | 37.0 |
| | 2018 | 202 | 7.3 | 23.8 | 25.2 | 31.7 | 39.1 | 53.5 | 34.2 |
| | 2017 | 189 | 7.4 | 19.0 | 19.0 | 31.2 | 39.2 | 56.1 | 36.5 |
| | 2016 | 210 | 7.5 | 16.7 | 17.1 | 26.7 | 39.5 | 46.7 | 32.9 |
| | 2015 | 211 | 7.8 | 19.0 | 21.3 | 28.0 | 39.8 | 45.5 | 41.7 |

**Key Points:**

- There is negative growth in all performance indicators over 2018.
- While performance in English has remained relatively high, growth in mathematics remains sluggish.
- Girls are significantly out performing boys in all performance indicators.

# Appendix G
## KS4 Performance Summaries (Year 12)

Table G1
Year 12 Level 2 external examinations' summary data (2015-2019) by gender

| Description | Year | Cohort Size | Average no. Of entries/ student | 7+ Level 2 Subjects (inc Eng & Mat) | 7+ Level 2 Subjects | 5+ Level 2 Subjects (inc Eng and Mat) | 5+ Level 2 Subjects | Level 2 English | Level 2 Maths |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | | | | | | | | | |
| | 2019 | 397 | 9.3 | 40.1 | 47.6 | 47.4 | 67.8 | 73.8 | 49.4 |
| | 2018 | 403 | 9.2 | 42.7 | 49.1 | 54.3 | 71.7 | 78.2 | 56.6 |
| | 2017 | 402 | 9.6 | 40.8 | 52.0 | 50.7 | 71.4 | 73.4 | 52.7 |
| | 2016 | 389 | 9.6 | 36.5 | 47.8 | 46.8 | 68.1 | 70.4 | 50.4 |
| | 2015 | 391 | 9.5 | 33.0 | 36.1 | 47.8 | 63.7 | 68.5 | 52.4 |
| **Female** | | | | | | | | | |
| | 2019 | 191 | 9.7 | 51.3 | 60.2 | 55.5 | 78.0 | 84.3 | 56.5 |
| | 2018 | 215 | 9.7 | 56.3 | 64.7 | 63.3 | 81.4 | 88.4 | 64.7 |
| | 2017 | 198 | 10.1 | 52.0 | 63.6 | 61.1 | 84.3 | 85.4 | 62.6 |
| | 2016 | 177 | 10.0 | 48.6 | 65.0 | 57.6 | 87.0 | 85.3 | 58.2 |
| | 2015 | 202 | 10.0 | 44.6 | 47.0 | 56.9 | 73.3 | 81.7 | 58.4 |
| **Male** | | | | | | | | | |
| | 2019 | 206 | 8.9 | 29.6 | 36.4 | 39.8 | 58.3 | 64.1 | 42.7 |
| | 2018 | 188 | 8.7 | 27.1 | 31.4 | 44.1 | 60.6 | 66.0 | 47.3 |
| | 2017 | 204 | 9.1 | 29.9 | 40.7 | 40.7 | 58.8 | 61.8 | 43.1 |
| | 2016 | 212 | 9.3 | 26.4 | 33.5 | 37.7 | 52.4 | 58.0 | 43.9 |
| | 2015 | 189 | 8.9 | 20.6 | 24.3 | 38.1 | 53.4 | 54.5 | 46.0 |

# Appendix H

## Key Stage 4 – Cumulative Subject Performance Summaries

| Subject | No of Entries | Percentage of Cohort | No of Top grades (A*/A/I) | No of Level 2 | No of Level 1&2 | No of Ungraded (U/UNG*) | No of Absent/No Result |
|---|---|---|---|---|---|---|---|
| Principles of Accounts (CSEC) | 51 | 13% | 20% | 71% | 98% | 0% | 2% |
| Additional Mathematics (CSEC) | 5 | 1% | 0% | 60% | 80% | 0% | 20% |
| Art & Design BTEC Certificate | 7 | 2% | 0% | 100% | 100% | 0% | 0% |
| Art & Design BTEC Ext Certificate | 7 | 2% | 0% | 86% | 86% | 14% | 0% |
| Art (GCSE) Result | 34 | 9% | 9% | 41% | 88% | 12% | 0% |
| Beauty Therapy BTEC Ext Certificate | 7 | 2% | 0% | 71% | 71% | 29% | 0% |
| Biology (iGCSE) | 10 | 3% | 0% | 30% | 100% | 0% | 0% |
| Biology (CSEC) Result | 52 | 13% | 15% | 90% | 100% | 0% | 0% |
| Building Technology (CSEC) | 107 | 27% | 29% | 83% | 94% | 0% | 6% |
| Principles of Business (CSEC) | 164 | 41% | 24% | 76% | 97% | 0% | 3% |
| Business BTEC Certificate | 47 | 12% | 0% | 66% | 66% | 34% | 0% |
| Business BTEC Ext Certificate | 6 | 2% | 0% | 67% | 67% | 33% | 0% |
| Chemistry (iGCSE) | 4 | 1% | 0% | 75% | 100% | 0% | 0% |
| Chemistry (CSEC) Result | 47 | 12% | 6% | 60% | 100% | 0% | 0% |
| Creative Media Production BTEC Certificate | 16 | 4% | 0% | 88% | 88% | 13% | 0% |
| Creative Media Production BTEC Ext Certificate | 11 | 3% | 0% | 91% | 91% | 9% | 0% |
| Construction BTEC Certificate | 22 | 6% | 0% | 73% | 73% | 27% | 0% |
| CoPE L1/L2 | 71 | 18% | 0% | 100% | 100% | 0% | 0% |
| Design & Technology (GCSE) | 20 | 5% | 0% | 45% | 95% | 5% | 0% |
| Drama (GCSE) Result | 17 | 4% | 0% | 47% | 100% | 0% | 0% |
| EAL (En. Add. Lang) (iGCSE) | 7 | 2% | 0% | 0% | 57% | 29% | 14% |
| Electrical (CSEC) | 33 | 8% | 9% | 61% | 85% | 0% | 15% |
| Electronic Document Preparation & Management (CSEC) | 367 | 92% | 44% | 89% | 94% | 0% | 6% |
| English (CSEC) | 370 | 93% | 18% | 79% | 98% | 0% | 2% |
| English Literature (CSEC) | 162 | 41% | 6% | 73% | 98% | 0% | 2% |
| Food & Nutrition (CSEC) | 84 | 21% | 1% | 58% | 95% | 0% | 5% |
| Geography (CSEC) | 28 | 7% | 11% | 64% | 96% | 0% | 4% |
| Health & Social BTEC Ext Certificate | 14 | 4% | 0% | 79% | 79% | 21% | 0% |
| History (CSEC) | 38 | 10% | 0% | 61% | 97% | 0% | 3% |
| Home Management (CSEC) | 9 | 2% | 33% | 89% | 100% | 0% | 0% |
| Hospitality BTEC Certificate | 38 | 10% | 0% | 89% | 89% | 11% | 0% |
| Hospitality BTEC Ext Certificate | 16 | 4% | 0% | 100% | 100% | 0% | 0% |
| Human & Social Biology | 188 | 47% | 11% | 61% | 94% | 0% | 6% |
| Integrated Science (CSEC) | 230 | 58% | 4% | 56% | 94% | 0% | 6% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Information Technology (CSEC) | 68 | 17% | 28% | 97% | 100% | 0% | 0% |
| Information Technology BTEC Certificate | 15 | 4% | 0% | 93% | 93% | 7% | 0% |
| Information Technology BTEC Ext Certificate | 23 | 6% | 0% | 96% | 96% | 4% | 0% |
| Leisure & Tourism (GCSE) | 54 | 14% | 2% | 37% | 87% | 13% | 0% |
| Mathematics (CSEC) | 388 | 97% | 4% | 51% | 98% | 0% | 2% |
| Mathematics (iGCSE) Result | 1 | 0% | 0% | 0% | 100% | 0% | 0% |
| Motor Vehicle Award | 35 | 9% | 0% | 0% | 97% | 3% | 0% |
| Motor Vehicle Certificate | 38 | 10% | 0% | 0% | 74% | 8% | 0% |
| Motor Vehicle Diploma | 4 | 1% | 0% | 0% | 0% | 0% | 0% |
| Music (GCSE) | 11 | 3% | 9% | 73% | 100% | 0% | 0% |
| Music Technology BTEC Certificate | 11 | 3% | 0% | 100% | 100% | 0% | 0% |
| Music Technology BTEC Ext Certificate | 1 | 0% | 0% | 0% | 0% | 100% | 0% |
| Office Administration (CSEC) | 48 | 12% | 15% | 75% | 98% | 0% | 2% |
| Physical Education (CSEC) | 79 | 20% | 67% | 96% | 96% | 0% | 4% |
| Performimg Arts BTEC Ext Certificate | 13 | 3% | 0% | 85% | 85% | 15% | 0% |
| Physics (iGCSE) | 5 | 1% | 0% | 60% | 100% | 0% | 0% |
| Physics (CSEC) | 39 | 10% | 13% | 69% | 100% | 0% | 0% |
| RE SA (GCSE) | 8 | 2% | 13% | 75% | 100% | 0% | 0% |
| RE SC (GCSE) | 8 | 2% | 25% | 75% | 100% | 0% | 0% |
| Skills & Activities - Sport BTEC Certificate | 9 | 2% | 0% | 89% | 89% | 11% | 0% |
| Social Studies (CSEC) | 78 | 20% | 1% | 60% | 97% | 0% | 3% |
| Spanish (CSEC) | 45 | 11% | 44% | 82% | 96% | 0% | 4% |
| Spanish (GCSE) | 31 | 8% | 42% | 58% | 100% | 0% | 0% |
| Sport & Leisure BTEC Certificate | 23 | 6% | 0% | 87% | 87% | 13% | 0% |
| Sport & Leisure BTEC Ext Certificate | 15 | 4% | 0% | 47% | 47% | 53% | 0% |
| Statistics (GCSE) | 51 | 13% | 0% | 43% | 96% | 4% | 0% |
| Technical Drawing (CSEC) | 30 | 8% | 7% | 63% | 87% | 3% | 10% |
| Textiles Clothing & Fashion (CSEC) | 7 | 2% | 0% | 71% | 100% | 0% | 0% |
| Visual Arts (CSEC) | 3 | 1% | 0% | 33% | 100% | 0% | 0% |
| Vocational Studies L1 | 12 | 3% | 0% | 0% | 92% | 8% | 0% |
| Workskills L1 BTEC Certificate | 14 | 4% | 0% | 0% | 100% | 0% | 0% |
| Workskills L2 BTEC Certificate | 35 | 9% | 0% | 89% | 89% | 3% | 3% |
| C&G English Skills Stage 2 | 18 | 5% | 0% | 0% | 17% | 39% | 44% |
| C&G English Skills Stage 3 | 5 | 1% | 0% | 0% | 0% | 100% | 0% |
| C&G Math Skills Stage 1 | 37 | 9% | 0% | 0% | 95% | 5% | 0% |
| C&G Math Skills Stage 2 | 83 | 21% | 0% | 0% | 28% | 61% | 11% |
| C&G Math Skills Stage 3 | 74 | 19% | 0% | 0% | 61% | 31% | 8% |
| Communication Studies (CAPE) | 16 | 4% | 0% | 69% | 100% | 0% | 0% |
| Digital Media (CAPE Unit 1) | 16 | 4% | 6% | 38% | 94% | 0% | 6% |