MINISTRY OF
EDUCATION, YOUTH, SPORTS
AGRICULTURE & LANDS

DEPARTMENT OF
EDUCATION SERVICES

CAYMAN ISLANDS GOVERNMENT

Education Data Report 2017

(For the 2016-17 academic year)

SECTION 1

Introduction

The Education Data Report for the Cayman Islands consists of enrolment data for both government and private schools and students' attendance and performance data from government schools.

In order to set targets for improvement both in individual schools and for the country as a whole, it is essential that reported students' performance data be both valid and reliable. To this end, the Ministry has established procedures which allow for the independent verification and validation of the data collection and report process prior to the publication of the reports.

The Data Report is published after all external examination results are made available to the Department of Education Services (DES). The data team, consisting of representatives from the Ministry of Education and the DES, is responsible for the collation and analysis of the data and for producing a report in a format suitable for public dissemination.

The Cayman Islands' education system

The compulsory education system is comprised of primary and secondary levels divided by year groups and key stages as shown in Table 1.1.

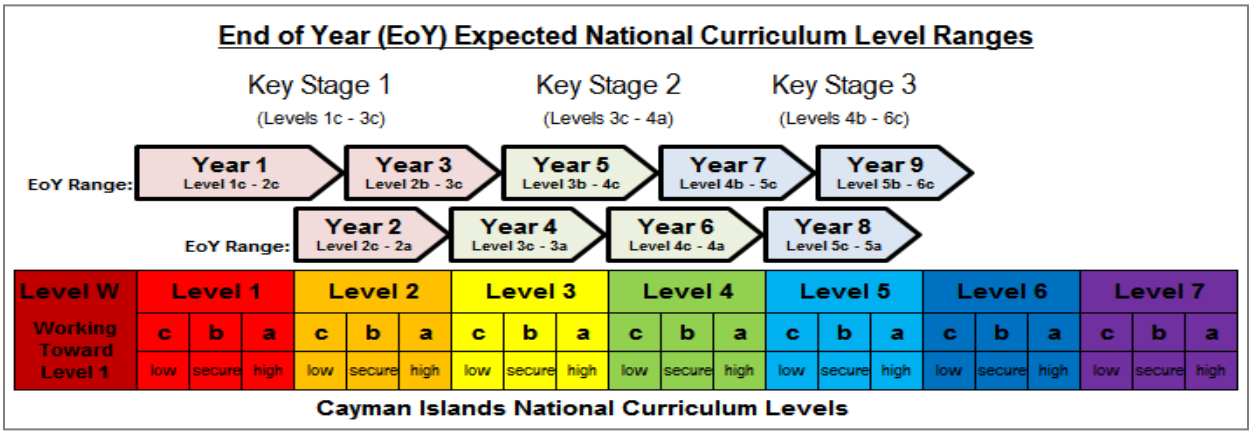
Table 1.1
Organisation of the Compulsory Education System

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 students' attainment in Key Stages 1, 2 and 3 (Years 1 to 9) according to the **National Curriculum (NC) level achieved**. The National Curriculum states what level the average student should be able to achieve by the end of each year. The range of national Curriculum Levels is illustrated in Figure 1.1. A variety of assessments is used to determine whether students are performing below, within or above the expected level for their age group. The average student at the end of

- Key Stage 2 (Year 6) should be achieving within the **Level 4** range
- Key Stage 3 (Year 9) should be achieving within the **Level 5 to 6** range

Figure 1.1
National Curriculum Levels



Cayman Islands National Qualifications Framework (CINQF)

Generally, qualifications are defined in terms of a difficulty level. The established convention for interpreting levels is: the higher the level, the more difficult the qualification. The Cayman Islands' National Qualification Framework (see Table 1.2) explains that students at KS4 would be expected to take and pass subjects at **Level 2** (expected level at the end of secondary education). Qualifications identified in CINQF are defined in Table 1.2.

Table 1.2
Qualifications Framework

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

Graduation Criteria for government schools

The academic levels and the criteria for graduation are set out as follows:

a. **Level 1 diploma**: at least 5 subjects passed at Level 1 or higher, which must include English or literacy functional skills and mathematics, numeracy or mathematics functional skills;

b. **Level 2 diploma**: at least 5 subjects passed at Level 2 or higher, which must include English and Mathematics(CXC, GCSE, IGCSE, AS or AP);

c. **Level 2 diploma with honours**: at least 7 subjects passed at Level 2 or higher, which must include English and mathematics (CXC, GCSE, IGCSE, AS or AP);

d. **Level 2 diploma with high honours**: at least 9 subjects passed at Level 2 or higher at grades I-II/A* - B or the equivalent standard (grades I or II for CXC CSEC; A*, A, or B for GCSE/IGCSE; Distinction for BTEC; or the equivalent standard for other externally awarded qualifications). The 9 subjects must include English and mathematics at this standard through one of the following examinations: CXC CSEC, GCSE, IGCSE, AS or AP.

In addition to the academic criteria, students must also achieve 90% or more attendance during Years 10-12 (authorised absences are included in this figure, provided they have been submitted by the required deadline in Year 12) and have less than 15 days suspension during Year 10-12

Students with special educational needs studying within mainstream education at the high schools should be able to access at least the Level 1 diploma. In exceptional cases, a Special Educational Needs Level 1 Diploma may be awarded. Students from Lighthouse School receive a separate diploma.

The academic level achieved by the student is identified on the Diploma.

SECTION 2

2016-17 Enrolment and Attendance Data

The data in this section reflect enrolment data for all government and private schools in the Cayman Islands including centres providing early childhood care and education. Attendance data are not currently collected for the private schools and are therefore not discussed in this report.

Table 2.1 provides details regarding the enrolment at all Early Childhood Care and Education (ECCE) Centres by district and type of centre. The provision for ECCE is largely a function of the private sector. Government provides the oversight and regulatory framework for this sector.

Table 2.1
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	**1,555**	**180**	**172**	**9**	**15**	**63**	**1994**
Enrolment by setting:							
ECCE private centres	981	91	66	0	0	45	1183
ECCE settings in private schools	492	17	0	0	0	0	509
ECCE settings in government schools	82	72	106	9	15	18	308
Enrolment by Gender							
Girls	777	86	69	4	9	30	975
Boys	778	94	103	5	6	33	1019

Categories of ECCE centres:

1. ***ECCE Private Centres:***
   Centres owned by private individuals/companies who provide care and education services for children younger than compulsory school age

2. ***ECCE Settings in Private Schools:***
   Services/programmes for children under compulsory school age which are attached or affiliated with registered private schools

3. ***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)

Primary and Secondary Enrolment

Tables 2.2 to 2.5 provide enrolment and staffing data for public and private schools. At the primary level, 44% of students of mandatory school age attend private schools while 54% are in public education. 44% and 56% are in private or public education respectively at the secondary level. On average, 42% and 58% of mandatory school age attend private schools and public schools respectively.

Table 2.2
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	3,379	2,418	2,281	**8,078**		**103**
Teachers	333	151	209	**672**		**19**
Student Teacher Ratio	10	16	11	**12**		**5**
Teachers *(Full Time Equivalent (FTE))*	292.7	138.7	257.8	**668**		
Student Teacher Ratio *(FTE)*	11.5	17.4	8.8	**12.1**		

Table 2.3
Enrolment 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	**5,486**	**710**	**634**	**899**	**82**	**267**	**8,078**
Primary							
Private schools	1,769	112	-	-	-	-	**1,881**
Government schools	990	494	634	81	82	137	**2,418**
Secondary							
Private schools	1,394	104	0	0	0	0	**1,498**
Government schools	1,333	0	0	818	0	130	**2,281**
Enrolment by gender							
Girls	2,695	341	315	459	42	128	**3,980**
Boys	2,791	369	319	440	40	139	**4,098**

Table 2.4
Enrolment in government schools including Lighthouse School 2016-17 *(Compulsory school ages only)*

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	163	197	**360**	0	0	**0**	163	197	**360**
6 years	208	222	**430**	0	0	**0**	208	222	**430**
7 years	181	183	**364**	0	0	**0**	181	183	**364**
8 years	246	248	**494**	0	0	**0**	246	248	**494**
9 years	220	224	**444**	0	0	**0**	220	224	**444**
10 years	144	164	**308**	63	59	**122**	207	223	**430**
11 years	4	13	**17**	188	179	**367**	192	192	**384**
12 years	0	0	**0**	208	174	**382**	208	174	**382**
13 years	0	1	**1**	166	182	**348**	166	183	**349**
14 years	0	0	**0**	195	188	**383**	195	188	**383**
15 years	0	0	**0**	200	200	**400**	200	200	**400**
16 years	0	0	**0**	89	139	**228**	89	139	**228**
17 years	0	0	**0**	22	28	**50**	22	28	**50**
18 years	0	0	**0**	0	1	**1**	0	1	**1**
19 years	0	0	**0**	0	0	**0**	0	0	**0**
20 years	0	0	**0**	0	0	**0**	0	0	**0**
Total	**1166**	**1252**	**2418**	**1131**	**1150**	**2281**	**2297**	**2402**	**4699**

Table 2.5
Enrolment in private schools 2015-16

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	16	17	**33**	0	0	**0**	16	17	**33**
5 years	172	164	**336**	0	0	**0**	172	164	**336**
6 years	170	161	**331**	0	0	**0**	170	161	**331**
7 years	127	159	**286**	0	0	**0**	127	159	**286**
8 years	147	168	**315**	0	0	**0**	147	168	**315**
9 years	137	137	**274**	0	0	**0**	137	137	**274**
10 years	123	125	**248**	15	8	**23**	138	133	**271**
11 years	22	35	**57**	110	112	**222**	132	147	**279**
12 years	0	1	**1**	135	116	**251**	135	117	**252**
13 years	0	0	**0**	101	115	**216**	101	115	**216**
14 years	0	0	**0**	116	103	**219**	116	103	**219**
15 years	0	0	**0**	113	115	**228**	113	115	**228**
16 years	0	0	**0**	103	91	**194**	103	91	**194**
17 years	0	0	**0**	53	59	**112**	53	59	**112**
18 years	0	0	**0**	23	9	**32**	23	9	**32**
19 years	0	0	**0**	0	1	**1**	0	1	**1**
20 years	0	0	**0**	0	0	**0**	0	0	**0**
Total	**914**	**967**	**1881**	**769**	**729**	**1498**	**1683**	**1696**	**3379**

Government school attendance

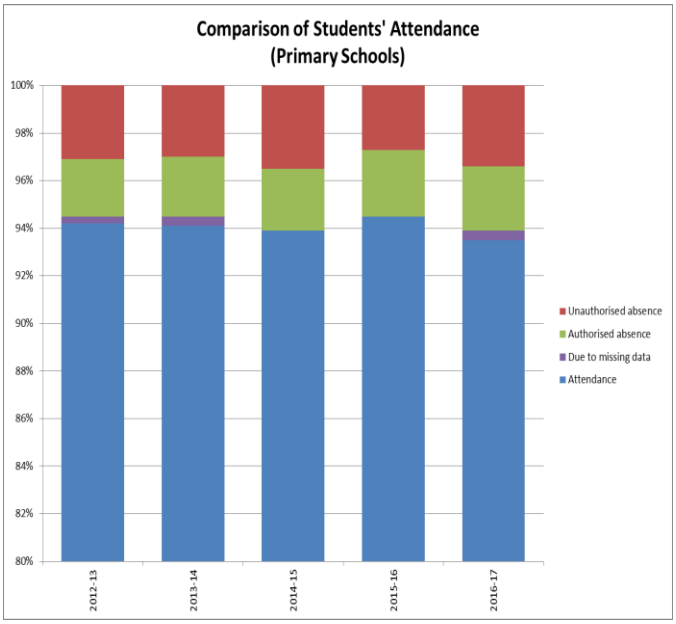
Figure 2.1 reports on attendance in the public school system for the period under consideration. As indicated earlier, attendance is one of the components of the graduation criteria. Research confirms a strong link between attendance and student outcomes. While some students' absences are unavoidable and understandable due to illness and the like, or enforced school disciplinary policies, many are not. Absences are classified as either authorised or unauthorised absences. Research suggests that poor attendance can be linked to student disengagement and/or disaffection, which are readily observable warning signs for potential longer-term adverse outcomes such as low academic performance, truancy, school drop-outs, and substance abuse.

Student attendance in the primary level has remained relatively stable over the period ranging from 93.5% to 94.2%, an average of 94.0%. Of the 6% absence rate, approximately 3.1% was unauthorised (see figure 2.1.1)

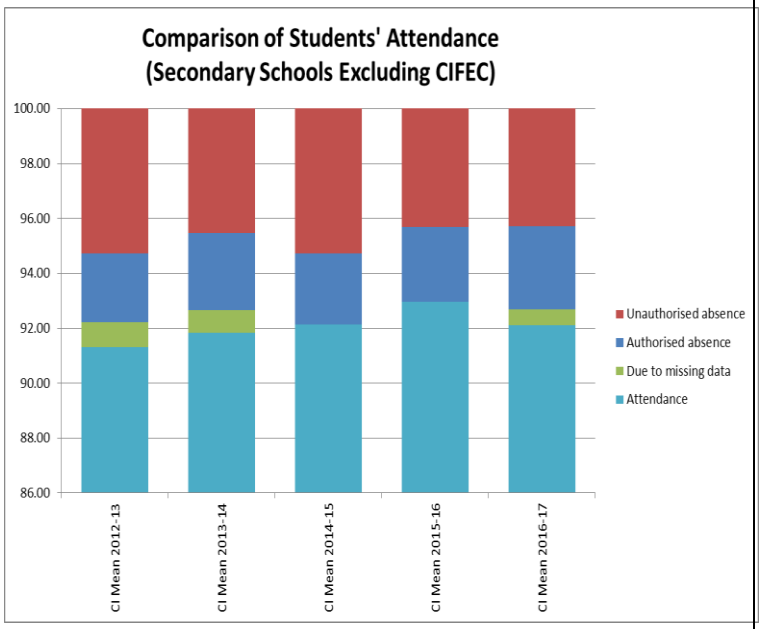
The figures for secondary schools (excluding CIFEC) were also relatively stable over the period ranging 91.3% (2013-14) to 92.1% (2016-17), an overall average of 92.07%. This average attendance shrinks to 86.4% when the figures for CIFEC are included. 'Missing data' in the electronic registration system for the year 2016-17 contributed significantly to this decline (See Figure 2.1.3). On average, the absence rate for secondary schools is 10.5%, standard deviation 1.5.

Figure 2.1
School Attendance

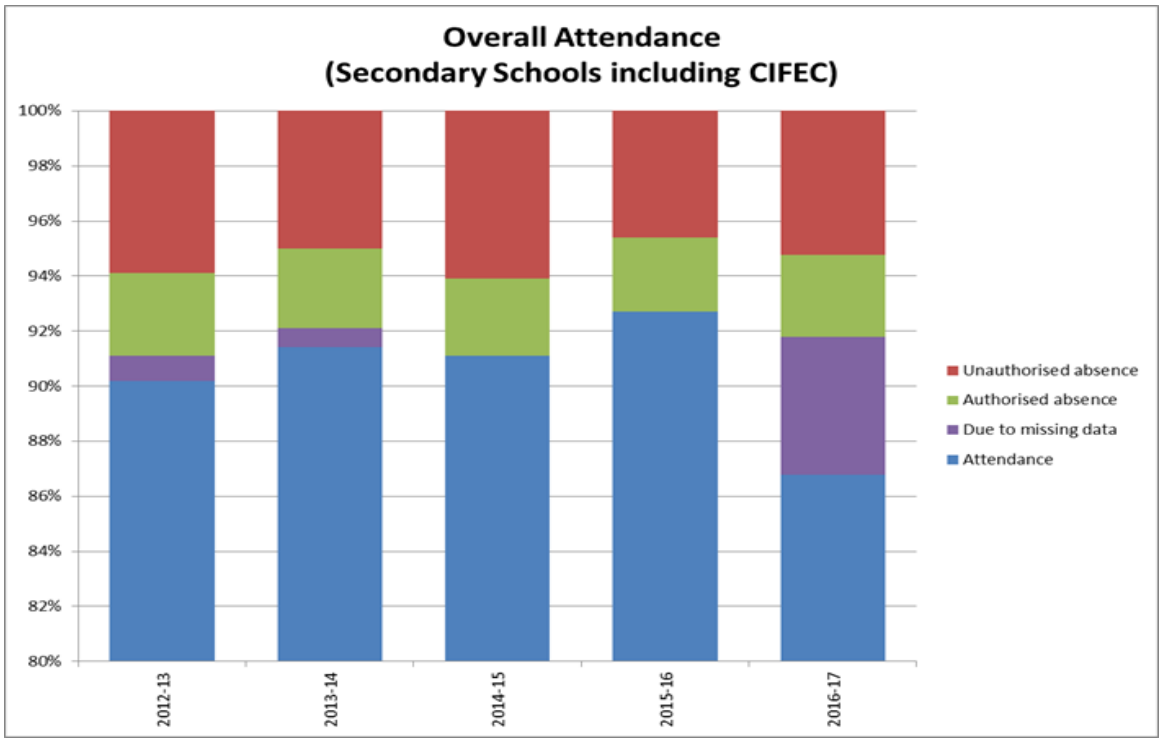
2.1.1



2.1.2



2.1.3


Overall Attendance
(Secondary Schools including CIFEC)
100%
98%
96%
94%
92%
90%
88%
86%
84%
82%
80%
2012-13
2013-14
2014-15
2015-16
2016-17
Unauthorised absence
Authorised absence
Due to missing data
Attendance

SECTION 3

PERFORMANCE DATA

This report reflects the performance data of students at the end of Key Stages 2 and 4.

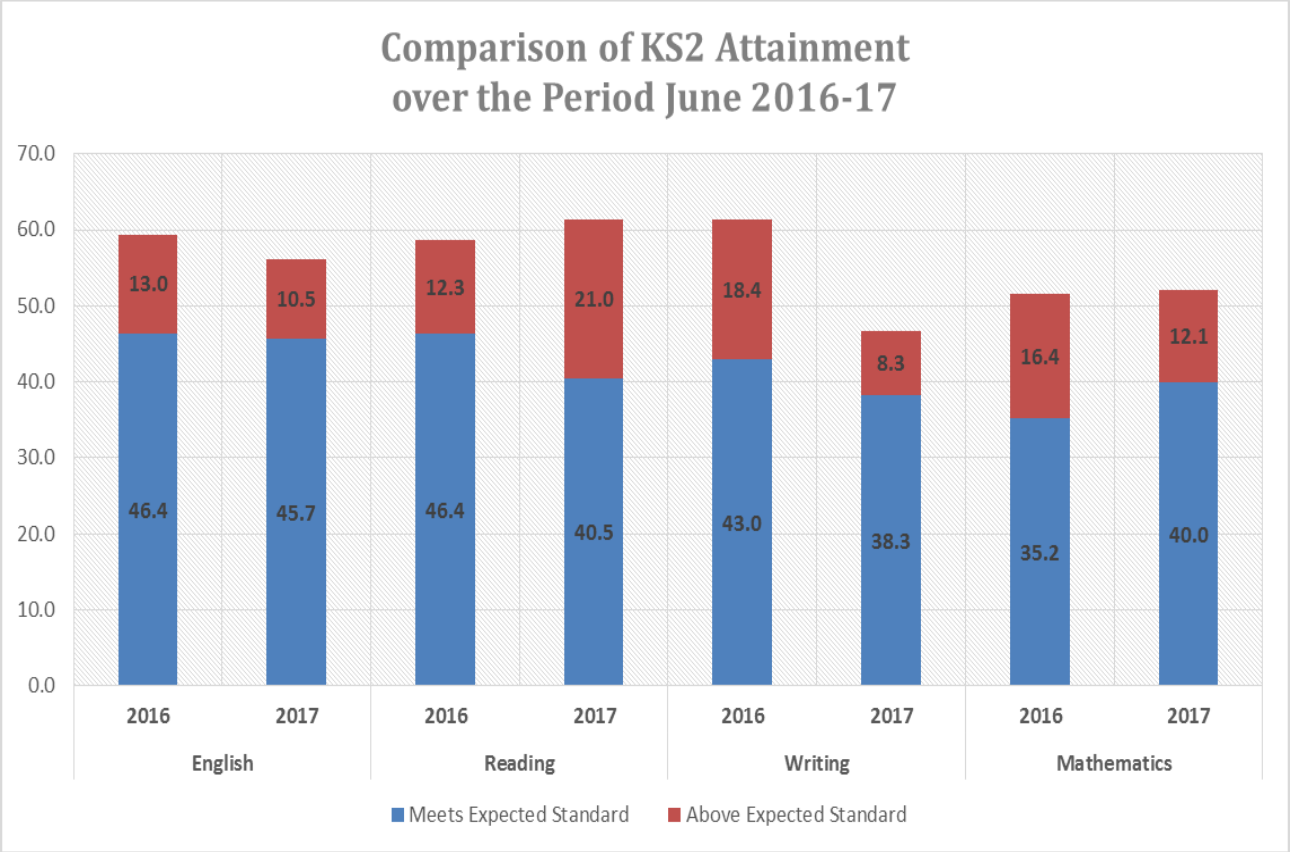
Key Stage 2 (Year 6)

A detailed description of the actual performances on the KS2 examination for the 2017 Year 6 cohort is provided in Tables 3.2 and Figure 3.1. The national expectation is that students will leave primary education on a National Curriculum level 4 or above.

Figure 3.1 indicates that 56% of the cohort achieved the expected standard or higher in English, and 52% achieved the standard in mathematics. This represents a modest 3 percentage points (pp) reduction in English and 1% increase in mathematics. While performance levels in reading improved there was a significant decline in writing over the 2016 figures. With the exception of Reading, all components experienced declines at the higher level over the 2016 figures. It is worth noting that performance levels in writing have shown growth during the five year period 2013 to 2016. However, there was a significant decline in 2017 (see Table 3.1). Further, the decline in English performance level can be attributed to the overall decline in standard of writing.

Figure 3.1

KS2 National Curriculum attainment Levels (English, reading, writing and mathematics): 2016-2017



It is important to note that achievement in mathematics continues to show a positive trend over time. While there has been a similar trend for English over the period 2013 through to 2015, this upward trend has tapered over the last two years and is now beginning to reflect a downward trajectory (See Appendix B2 and B3). Even with this decline, performance levels in English still exceed the levels achieved in mathematics.

Other NC KS2 attainment levels data are detailed in Appendix A.

Table 3.1

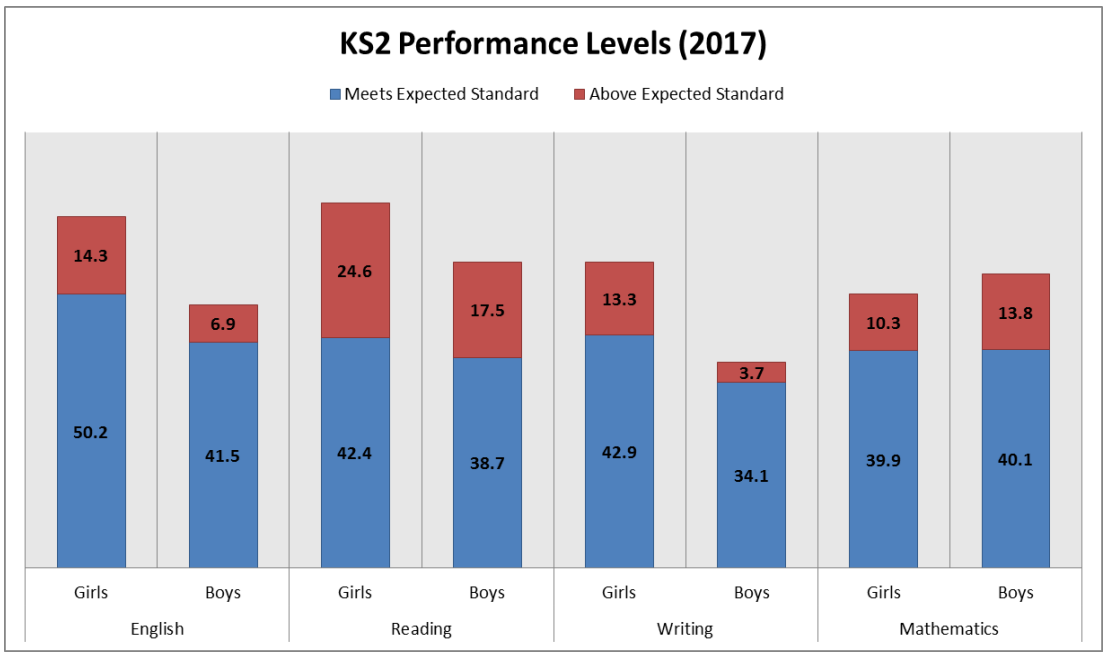
Percentage of students achieving KS2 NC Levels (English, reading, writing and mathematics) for the period 2013-2017

		Reading		Writing		English		Mathematics	
Year	Number on roll	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
2017	420	61	21	47	8	56	10	52	12
2016	440	59	12	61	18	59	13	52	16
2015	396	72	23	62	12	68	15	43	11
2014	378	77	36	49	12	63	20	48	15
2013	406	56	14	37	7	50	7	40	7
Key:	L4+	Meeting or exceeding expected level							
	L5+	Above expected level							

Figure 3.2 indicates that girls outperformed the boys both at the expected standard and above the expected standard in the 2017 KS2 exam. This is particularly noticeable in the writing. The gap was significantly narrowed in mathematics where marginal gains in performance over the girls were evident.

Figure 3.2

Title: 2017 National Curriculum attainment Levels (English, reading, writing and mathematics)



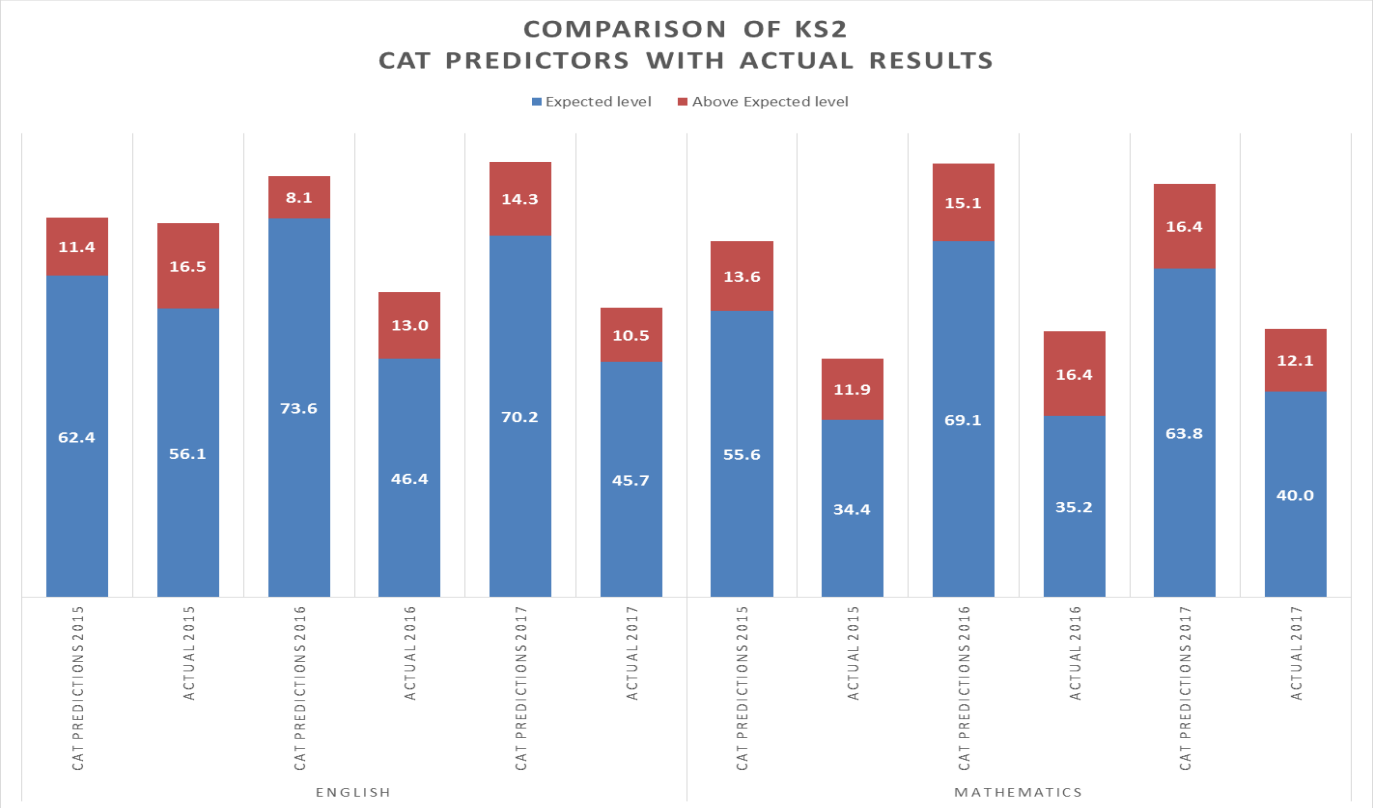
Cognitive Abilities Tests (CAT4)

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 is the fourth edition of the test and 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 3.3 provides a comparative picture of actual attainment levels against the corresponding CAT 4 predictors for the Year 6 cohort for the past three years (2015 to 2017). In 2017, the CAT4 assessments indicate that approximately 85% (English) and 80% (mathematics) of our students should be achieving the expected level (National Curriculum (NC) Level 4) or higher. The actual attainment stands at 56% and 52% in English and mathematics respectively.

Figure 3.3
Title: KS2 achievement actuals vrs CAT 4 predictors



For the period under consideration, it is evident that our students are underachieving in English and mathematics relative to their CAT estimates (CAT4). The good news is that schools are meeting and in some cases exceeding the predicted performance targets for students on the higher end. The challenge therefore, is for schools to get better at targeting and responding to the needs of students that may be deemed borderline (more specifically, level 3). This may also involve the provision of more targeted support in order to minimise underachievement within this group (See Appendix A2).

Key stage 4

The external examinations that students take in Years 10 and 11 will contribute to their cumulative results at the end of Year 12. The expectation is that students will pass five subjects, including English and Mathematics at Level 2. (See the Cayman Islands National Qualifications Framework).

Attainment results at both the end of year 11 and 12 are captured in this report. A combination of the following Level 1 or 2 qualifications are reported:

- 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

An analysis of the subjects' performance in these various categories at KS4 is itemised in Appendix D.

Year 11

Table 3.2 and Figure 3.4 outline the performance indicators for external examinations taken at the end of Year 11 for the period June 2013 to June 2017. Achievement in English has grown by 12 pp since 2014 and now stands at 68%. While there has been some growth in mathematics (15 pp over the period), progress has been uneven over time. The nationally expected standard – 5 or more L2 subjects including English and mathematics, has increased by 7 pp over the 2016 figures.

Figure 3.4
Title: Year 11 performance indicators

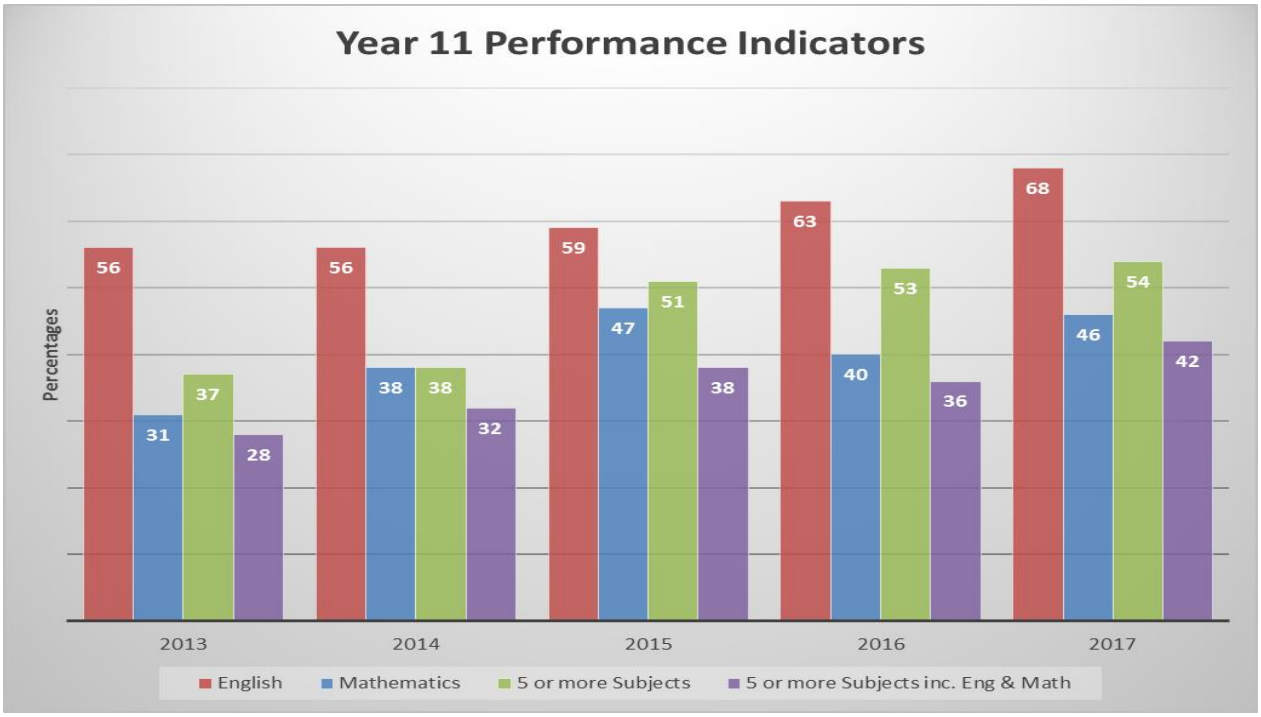


Table 3.2
Comparison of percentages of Year 11 students achieving 5 or more subjects at Level 2 including English and mathematics

Year	Cohort Size	Average no. of Subject Entries	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								
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
2014	388	8.0	21.4	22.4	31.7	38.4	55.7	37.9
2013	395	8.0	23.3	24.8	27.8	37.2	55.7	30.9
Female								
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
2014	199	8.3	29.1	30.2	38.7	45.7	68.3	43.2
2013	189	8.4	30.2	33.3	N/A	N/A	65.1	37.6
Male								
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
2014	189	7.6	13.2	14.3	24.3	30.7	42.3	32.3
2013	206	7.7	17.0	17.0	N/A	N/A	47.1	24.8

Key Points:

- There is an increase in all performance indicators over 2016. On the whole, modest positive growth trends are evident across the system despite the marginal declines in 2016
- While there has been improvement in mathematics over 2016, the level remains below that achieved in 2015.

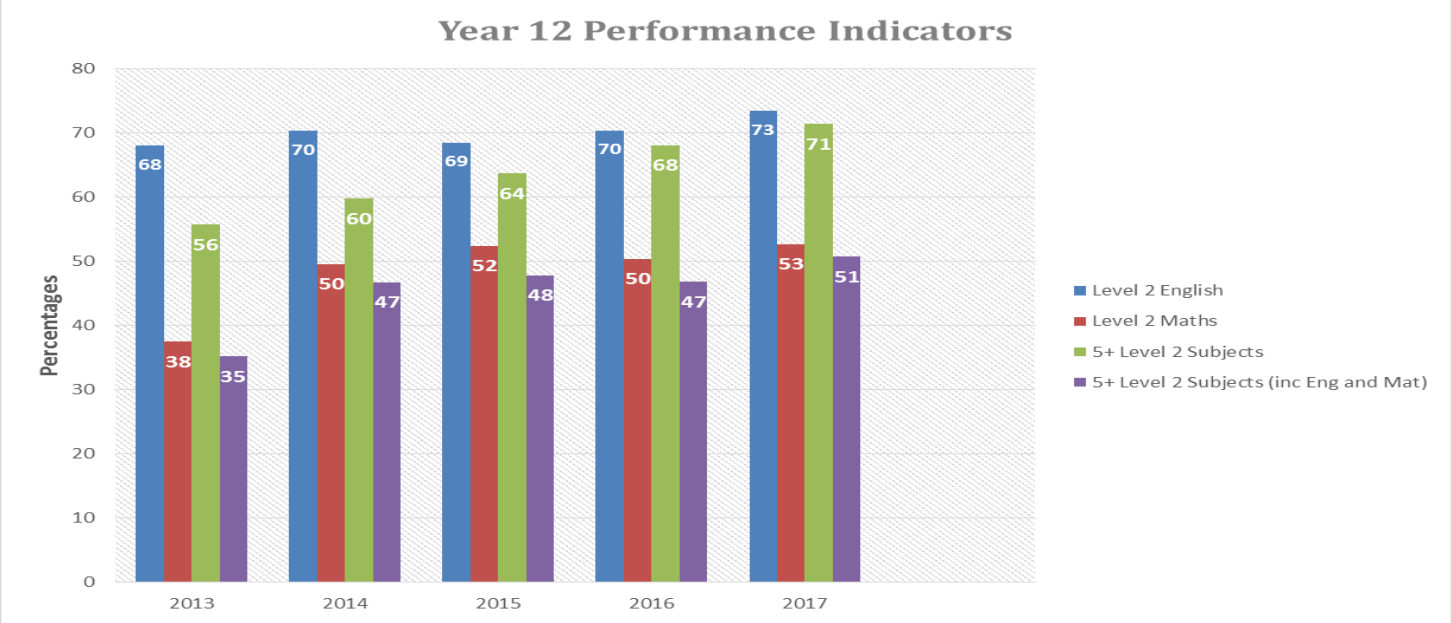
Year 12

Performance at the expected standard (5 or more Level 2 subjects including English and mathematics) has increased over the 2016 figures by 4 pp (see Figure 4.2). It is evident that discussions surrounding continued improvement of this national expectation will continue to be tied to system wide improvements in the standards achieved in mathematics. Currently 53% of the cohort is achieving a level 2 qualification in mathematics. While this reflects a marginal 2 pp over 2016, the figures are reflective of gains reported in 2015.

Further, Figure 4.2 shows that 41% of the cohort achieved 7 or more subjects (including English and mathematics), an improvement of 4 pp over 2016. Of note also is the continued growth of the number of students achieving 5 or more subjects. This is listed at 73% and reflects a 3 pp growth over 2016.

Other specific Year 12 performance details are itemised in Appendix D.

Figure 3.5
Year 12 Achievement: comparison of performance indicators over 5 years

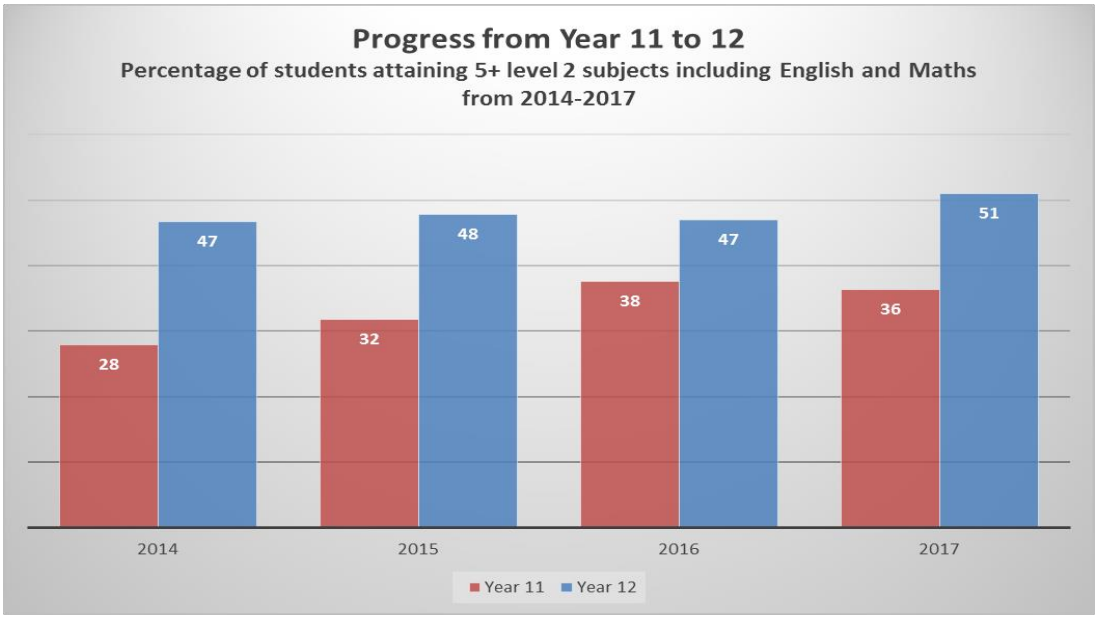


Key Point:

- The percentage of students in **Year 12** attaining 5 or more subjects including English and mathematics at Level 2 has increased by 15 pp over the period under consideration.
- Performance in mathematics has increased by approximately 3pp over the 2016 figures.
- A positive growth trend is still evident in all performance indicators, despite the marginal decline in 2016

The data shown in Figure 3.6 underscores the value added by the compulsory educational provision in Year 12 over the period 2014 to 2015. The number of students achieving the expected standard (51%) increased by 15 pp in 2017 over the performance standard (36%) achieved at the end of year 11.

Figure 3.6
Percentage of Year 12 students achieving 5 or more subjects at Level 2 including English and Mathematics from 2012-2017 (Comparative performance in Year 11 and 12 – same cohort)



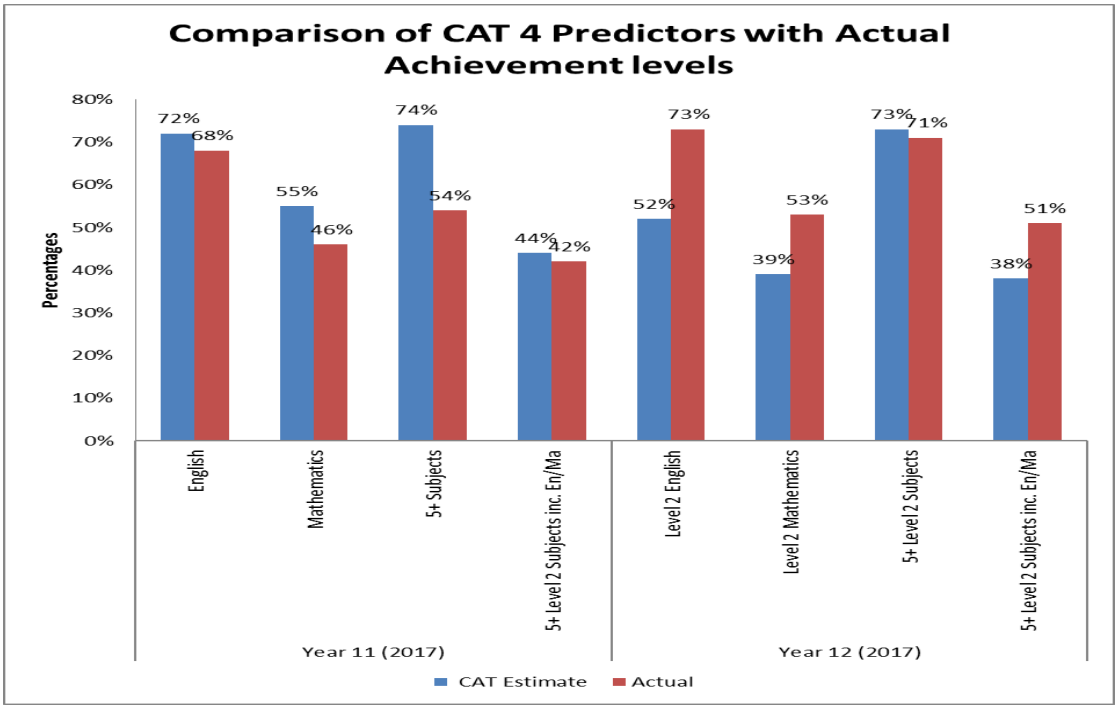
Cognitive Abilities Tests (CAT4)

Secondary students take the CAT4 test in Year 9, the outcome of which is a prediction of the grades that students will be able to achieve by the end of Year 11. Figure 3.7 compares the predicted results derived from the CAT 4 assessments with the actual grades achieved on external examinations at the end of Year 11 and Year 12 (the end of compulsory education in the Cayman Islands).

According to Figure 3.7, the year 11 cohort underachieved in all the performance indicators considered. More specifically, the year 11 cohort performed 2 pp below their CAT predictors on the performance indicator 5 or more Level 2 passes including English and mathematics. The largest differential exists in the performance category 5 or more subjects in the amount of 20 pp.

The Year 12 cohort exceeded the CAT 4 predictors in three of the performance targets considered: English (21 pp); mathematics (14 pp); 5 subjects including English & maths (13 pp).

Figure 3.7
Year 12 Achievement: CAT4 predictors compared with Actual Outcome (2017)



An analysis of other specific data and comparisons related to KS4 are made available in Appendix C and D.

Appendix A
End of Key Stage 2 Data

Table A1

Percentage of students attaining NC level 2 or below by gender for English, reading, writing and Mathematics

	Percentage of students at Level 2 or below			
	English	**Reading**	**Writing**	**Mathematics**
All students				
2017	14	17	14	14
2016	10	19	5	13
2015	8	10	9	16
2014	4	6	6	15
2013	12	19	11	13
2012	14	13	9	16
2011	24	25	26	23
Girls				
2017	11	13	9	12
2016	6	14	2	4
2015	3	6	4	13
2014	4	4	6	16
2013	9	16	7	12
2012	6	6	3	11
2011	16	19	17	22
Boys				
2017	17	21	18	16
2016	14	0	9	13
2015	13	15	15	20
2014	5	9	5	14
2013	15	22	16	14
2012	23	22	17	22
2011	32	32	33	24

Key Points:

- Level 2 and below is the lowest recorded level a student can achieve. The decreasing trend from 2011 to 2016 is a positive feature of recent improvements. However, the expectation is that most students would have achieved a NC Level 4 by the end of Year 6.

Table A2
Percentage of students attaining NC level 3 by gender for English, reading, writing and Mathematics

	Percentage of students at Level 3 or above			
	English	**Reading**	**Writing**	**Mathematics**
All students				
2017	85	82	85	85
2016	86	86	91	84
2015	90	88	89	81
2014	91	93	90	81
2013	85	81	86	85
2012	82	85	87	81
2011	73	72	73	74
Girls				
2017	87	86	89	87
2016	91	84	95	85
2015	95	92	94	85
2014	92	94	91	82
2013	90	84	92	87
2012	91	93	94	87
2011	80	78	80	73
Boys				
2017	82	78	81	83
2016	80	72	86	82
2015	85	84	83	77
2014	90	91	89	80
2013	81	77	80	83
2012	71	76	77	74
2011	67	67	66	74

Key Points:

- The expectation is that most students would have achieved a NC Level 4 by the end of Year 6.

Table A3
Percentage of students attaining NC level 4 or above by gender for English, reading, writing and Mathematics

Percentage of students at Level 4 or above				
	English	**Reading**	**Writing**	**Mathematics**
All students				
2017	56	61	47	52
2016	59	59	61	52
2015	68	72	62	43
2014	63	77	49	48
2013	50	56	37	40
2012	50	62	39	42
2011	33	44	29	25
Girls				
2017	65	67	56	50
2016	67	66	71	53
2015	76	80	70	43
2014	69	80	59	48
2013	53	59	44	40
2012	66	73	53	44
2011	41	52	36	26
Boys				
2017	48	56	38	54
2016	51	50	51	50
2015	58	64	52	43
2014	57	74	39	47
2013	46	52	29	40
2012	31	49	22	39
2011	25	35	23	24

Table A4
Percentage of students attaining NC level 5 by gender for English, reading, writing and Mathematics

	Percentage of students at Level 5			
	English	**Reading**	**Writing**	**Mathematics**
All students				
2017	10	21	8	12
2016	13	12	18	16
2015	15	23	12	11
2014	20	36	12	15
2013	7	14	7	7
2012	8	14	4	6
2011	4	10	3	5
Girls				
2017	14	25	13	10
2016	17	16	24	16
2015	19	29	16	9
2014	27	40	20	15
2013	9	17	8	5
2012	11	18	5	5
2011	4	13	3	5
Boys				
2017	7	18	4	14
2016	8	8	12	16
2015	11	16	8	13
2014	12	32	4	15
2013	4	11	5	9
2012	4	9	3	7
2011	4	7	2	4

Key Points:

- The trend over the last five years is an increase in the number of students attaining National Curriculum Level 5 in Mathematics, Writing, Reading and English. However, aside from reading, there have been performance declines over last year.

- The overall number of students is relatively small so judgments about this trend are less secure. Students achieving Level 5 are performing above national expectations (Level 4).

Table A5

Key Stage 2 2017 test assessment levels of attainment by subject and gender

Number of students at each level											
Description	**A**	**T**	**B**	**WTL2**	**level 2**	**level 3**	**level 4**	**level 5**	**Total**	**Meeting/Exceeding Expectations**	**Above Expectations**
Cohort											
English Test	5		0	49	11	119	192	44	420	**236**	**44**
Reading Test	4		0	72	0.0	86	170	88	420	**258**	**88**
Writing Test	4		0	59	0.0	161	161	35	420	**196**	**35**
Mathematics Test	4		0	49	11	137	168	51	420	**219**	**51**
Females											
English Test	3		0	16	7	46	102	29	203	**131**	**29**
Reading Test	2		0	26	0.0	39	86	50	203	**136**	**50**
Writing Test	3		0	19	0.0	67	87	27	203	**114**	**27**
Mathematics Test	2		0	20	5	74	81	21	203	**102**	**21**
Males											
English Test	2		0	33	4	73	90	15	217	**105**	**15**
Reading Test	2		0	46	0.0	47	84	38	217	**122**	**38**
Writing Test	1		0	40	0.0	94	74	8	217	**82**	**8**
Mathematics Test	2		0	29	6	63	87	30	217	**117**	**30**

Key:

A represents students who were absent.

WTL2 represents students who took the tests but were still working towards Level 2.

Table A6

2017 National Curriculum Attainment Levels (English, reading, writing and mathematics)

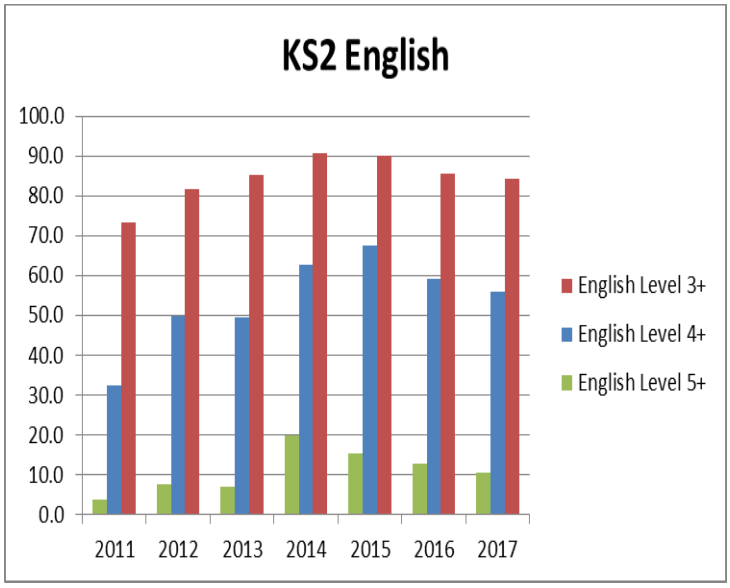
	Percentage of students at each Level									
	A	**T**	**B**	**WTL2**	**level 2**	**level 3**	**level 4**	**level 5**	**% at/above expected Level**	**% above Expected Level**
All pupils										
English Test	1	0	0	12	3	28	46	10	**56**	**10**
Reading Test	1	0	0	17	.	20	40	21	**61**	**21**
Writing Test	1	0	0	14	.	38	38	8	**47**	**8**
Mathematics Test	1	0	0	12	3	33	40	12	**52**	**12**
Girls										
English Test	1	0	0	8	3	23	50	14	**65**	**14**
Reading Test	1	0	0	13	.	19	42	25	**67**	**25**
Writing Test	1	0	0	9	.	33	43	13	**56**	**13**
Mathematics Test	1	0	0	10	2	36	40	10	**50**	**10**
Boys										
English Test	1	0	0	15	2	34	41	7	**48**	**7**
Reading Test	1	0	0	21	.	22	39	18	**56**	**18**
Writing Test	0	0	0	18	.	43	34	4	**38**	**4**
Mathematics Test	1	0	0	13	3	29	40	14	**54**	**14**

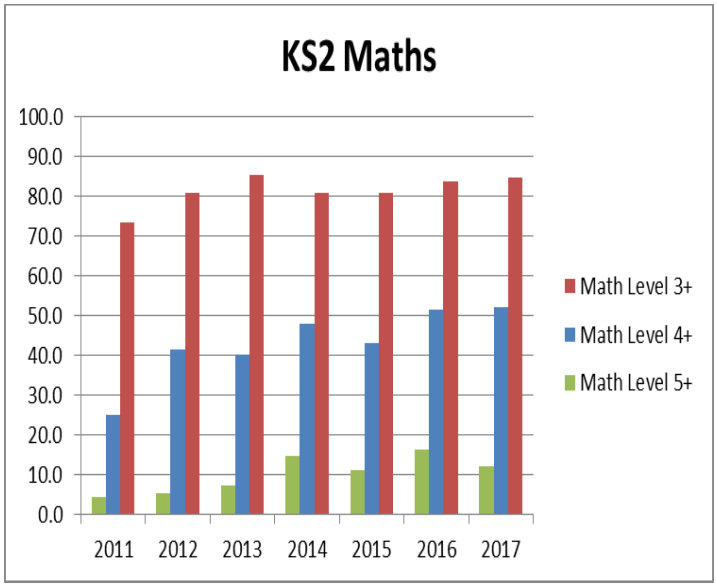
A *represents pupils who were absent.*
T *represents pupils working at the level of the assessment but unable to access the test.*
B *represents pupils who were working below the level of the test.*
WTL2 *represents pupils who took the tests but failed to register a Level.*

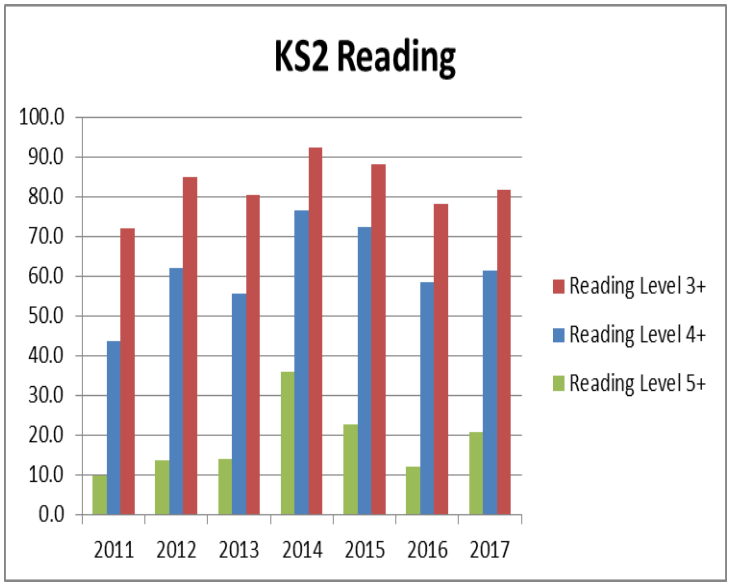
Appendix B
End of Key Stage 2 Data

Figure B1

KS2 Year 6 Cohort performances







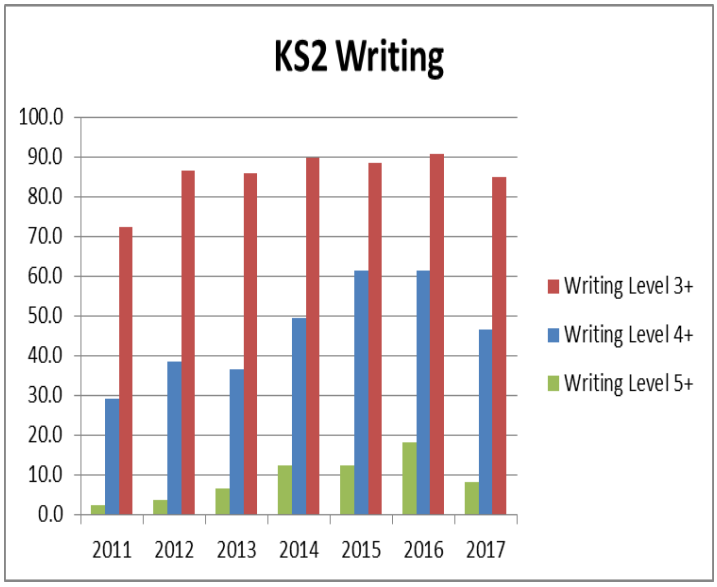
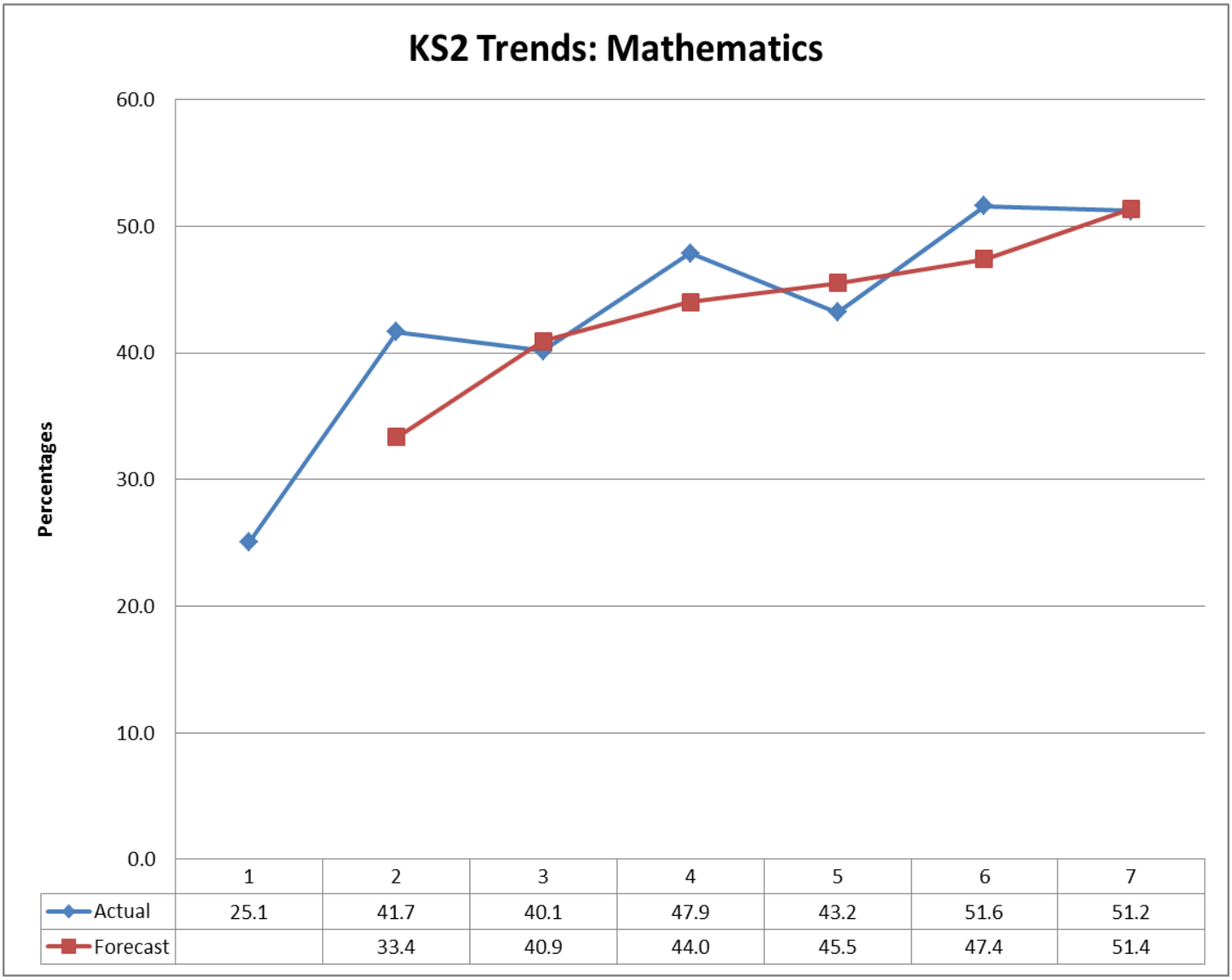
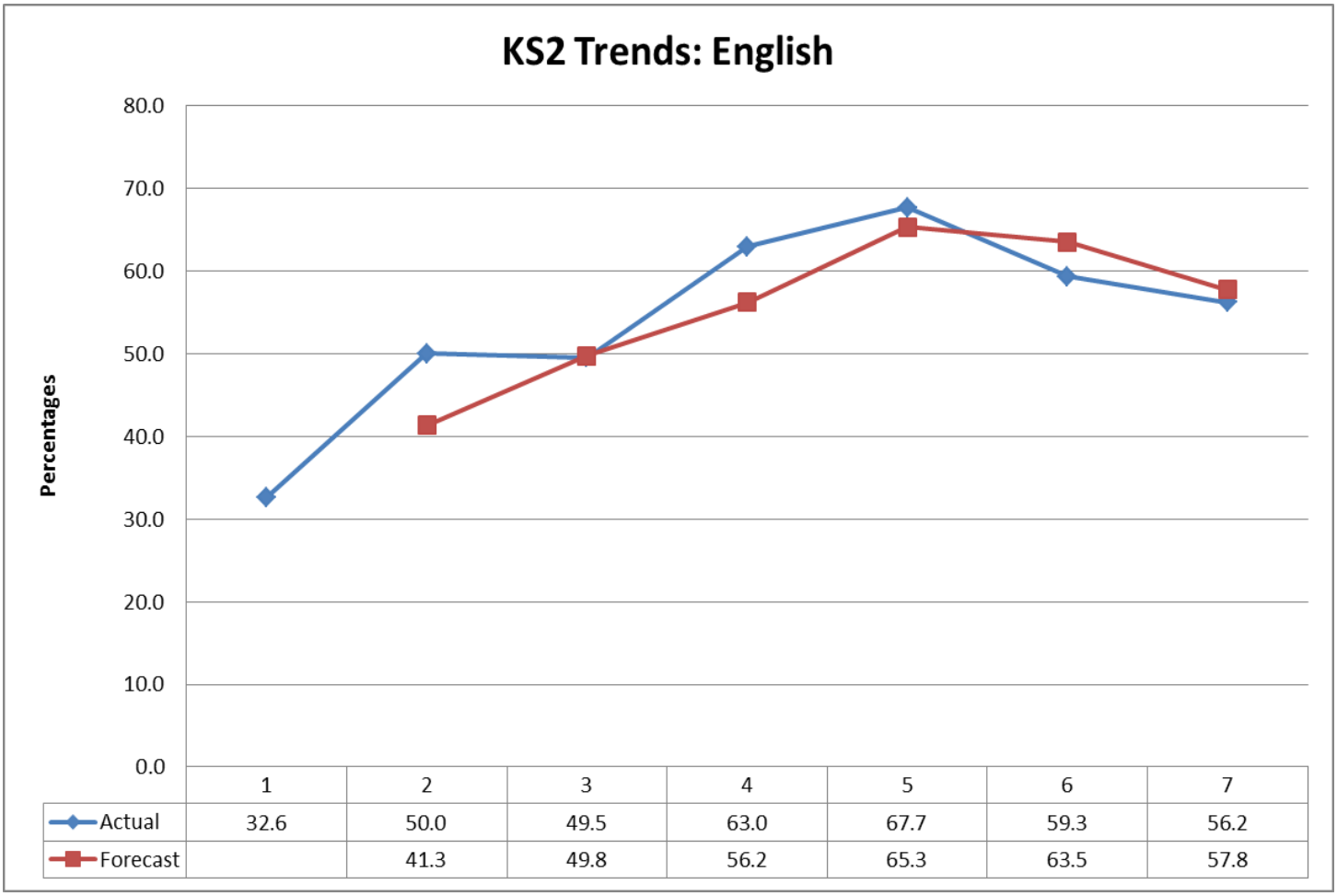


Figure B2
Mathematical performance trends



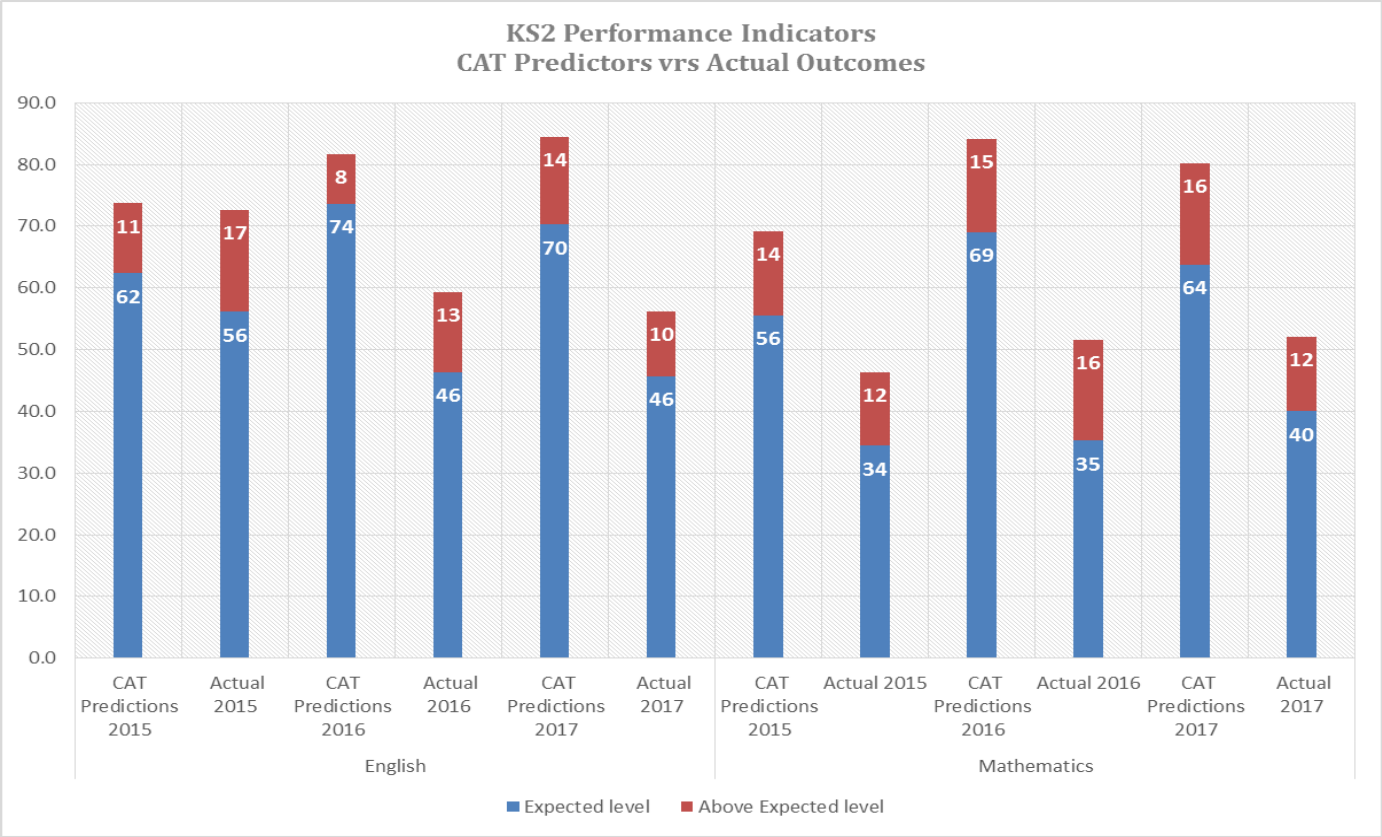
	1	2	3	4	5	6	7
Actual	25.1	41.7	40.1	47.9	43.2	51.6	51.2
Forecast		33.4	40.9	44.0	45.5	47.4	51.4

Figure B3
Performance trends in English



	1	2	3	4	5	6	7
Actual	32.6	50.0	49.5	63.0	67.7	59.3	56.2
Forecast		41.3	49.8	56.2	65.3	63.5	57.8

Figure A4
Comparison of Actual Outcomes with Predicted Outcomes



Key Points:

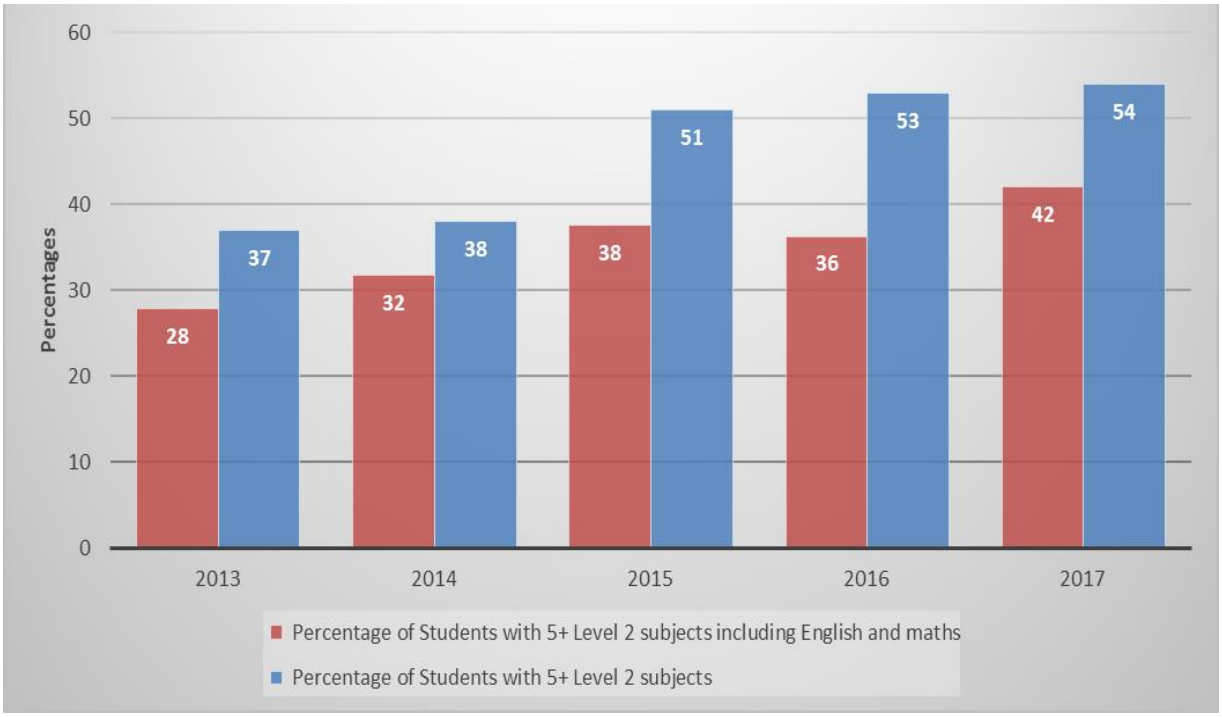
- While the number of students achieving the NC target (level 4) is increasing, generally students are performing well below their CAT 4 predictions. Additionally, performances in English exceed those in mathematics.
- There is significant value adding at the higher end of the cohort.
- More targeted support and interventions are needed to raise the standard of achievement among students in level 3 band.

Appendix C
Key Stage 4 Subject Performance Summaries
(Year 11)

Table C1
Comparison of Year 11 examination results (2013-2017)

	Numbers of Students							
	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								
2017	**406**	7.9	129	134	**172**	218	275	186
2016	410	8.2	113	129	**149**	219	257	165
2015	389	8.4	109	126	**146**	199	231	184
2014	388	8.0	83	87	**123**	149	216	147
2013	395	8.0	92	98	**110**	147	220	122
Female								
2017	217	8.2	93	98	**113**	144	169	117
2016	200	8.9	78	93	**93**	136	159	96
2015	178	9.1	69	81	**87**	115	135	96
2014	199	8.3	58	60	**77**	91	136	86
2013	189	8.4	57	63	**66**	X	123	71
Male								
2017	189	7.4	36	36	**59**	74	106	69
2016	210	7.5	35	36	**56**	83	98	69
2015	211	7.8	40	45	**59**	84	96	88
2014	189	7.6	25	27	**46**	58	80	61
2013	206	7.7	35	35	**44**	X	97	51

Figure C1
Year 11 performance indicators



Key Points:

While the number of students achieving 5 or more higher level passes has demonstrated growth for the period considered, it has not kept pace with the number of students achieving five subjects. This has exceeded 12 pp since 2015. This in some measure may be attributed to difference (exceeds 20pp) in performance between mathematics and English.

Appendix D
Key Stage 4 Performance Summaries
(Year 12)

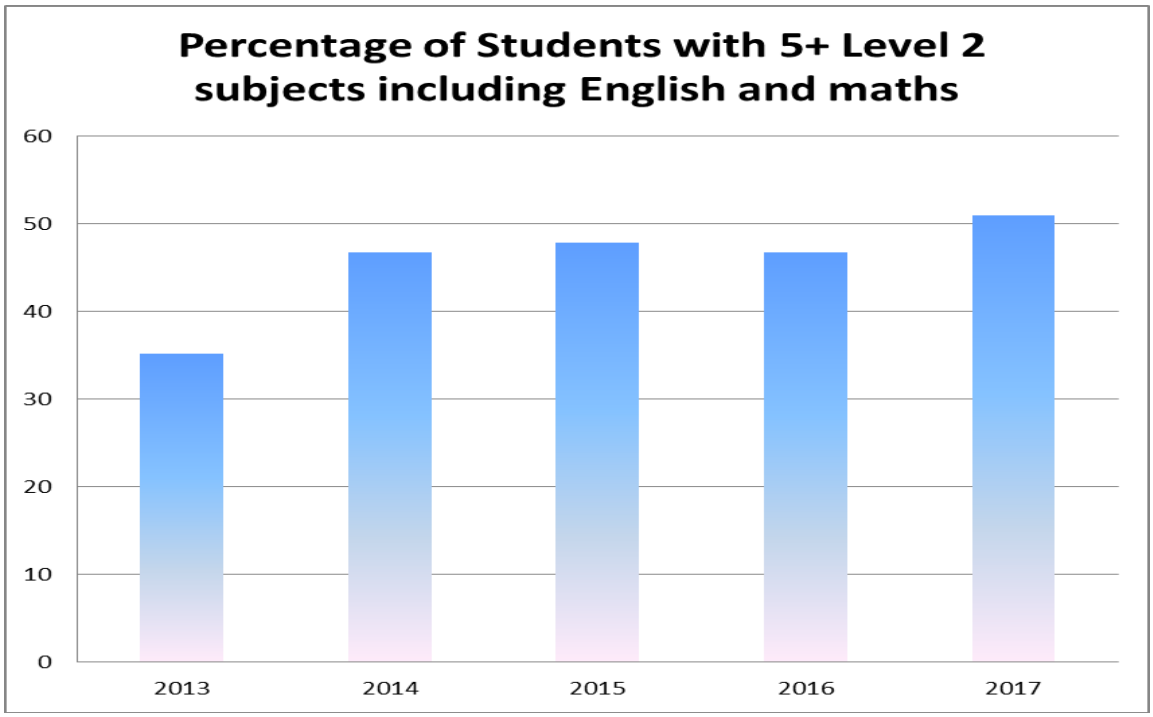
Table D1
Comparison of Year 12 Level 2 external examinations' data (2013-2017)

Student Numbers								
	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*	*L2 English*	*L2 Maths*
All Students								
2017	**402**	9.6	164	209	**204**	287	295	212
2016	**389**	9.6	142	186	**182**	265	274	196
2015	**391**	9.5	129	141	**187**	249	268	205
2014	**381**	9.8	132	144	**178**	228	268	189
2013	**384**	10.0	102	115	**135**	214	261	144
Female								
2017	**198**	10.1	103	126	**121**	167	169	124
2016	**177**	10.0	86	115	**102**	154	151	103
2015	**202**	10.0	90	95	**115**	148	165	118
2014	**183**	9.9	83	92	**102**	125	145	105
2013	**204**	9.7	68	75	**81**	129	155	84
Male								
2017	**204**	9.1	61	83	**83**	120	126	88
2016	**212**	9.3	56	71	**80**	111	123	93
2015	**189**	8.9	39	46	**72**	101	103	87
2014	**198**	9.6	49	52	**77**	104	123	84
2013	**180**	10.4	34	40	**54**	85	106	60

Table D2
Year 12 Achievement: comparison of performance indicators over 5 years

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								
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
2014	381	9.8	34.6	37.8	46.7	59.8	70.3	49.6
2013	384	10.0	26.6	29.9	35.2	55.7	68.0	37.5
Female								
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
2014	183	9.9	45.4	50.3	55.7	68.3	79.2	57.4
2013	204	9.7	33.3	36.8	39.7	63.2	76.0	41.2
Male								
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
2014	198	9.6	24.7	26.3	38.9	52.5	62.1	42.4
2013	180	10.4	18.9	22.2	30.0	47.2	58.9	33.3

Figure D1
Percentage of Year 12 students achieving 5 or more subjects at Level 2 including English and Mathematics from 2013-2017



Appendix E
Key Stage 4 – Cumulative Subject Performance Summaries

Cohort Size: 402			**Percentages by Entry**					
Subjects	**No of Entries**	**% of Cohort**	**A*/A/I**	**# of Level 2 (A*- C)**	**% Level 2 Passes**	**% Level 1**	**Ungraded**	**Absent/No Result**
Accounts (CSEC)	55	**14%**	11%	**29**	**53%**	**96%**	0	2
Additional Mathematics (CSEC)	6	**1%**	0%	**2**	**33%**	**100%**	0	0
Art & Design (BTEC Extended Certificate)	11	**3%**	9%	**8**	**73%**	**73%**	3	0
Art (GCSE)	53	**13%**	9%	**21**	**40%**	**96%**	2	0
Beauty Therapy (BTEC Extended Certificate)	13	**3%**	0%	**6**	**46%**	**46%**	7	0
Biology (CSEC)	**85**	**21%**	14%	**70**	**82%**	**99%**	0	1
Building Technology (CSEC)	36	**9%**	33%	**24**	**67%**	**92%**	0	3
Business (BTEC Certificate)	56	**14%**	7%	**43**	**77%**	**77%**	13	0
Business (BTEC Extended Certificate)	48	**12%**	4%	**42**	**88%**	**88%**	6	0
Business (CSEC)	111	**28%**	28%	**99**	**89%**	**95%**	0	6
Chemistry (CSEC)	**64**	**16%**	3%	**31**	**48%**	**100%**	0	0
Chemistry (iGCSE)	3	**1%**	0%	**2**	**67%**	**100%**	0	0
Child Development (iGCSE)	**6**	**1%**	0%	**3**	**50%**	**100%**	0	0
Construction (BTEC Certificate)	32	**8%**	63%	**26**	**81%**	**81%**	6	0
CoPE L1/L2 Result (ASDAN)	184	**46%**	0%	**152**	**83%**	**100%**	0	0
Creative Media Production (BTEC Certificate)	2	**0%**	0%	**2**	**100%**	**100%**	0	0
Creative Media Production (BTEC Extended Certificate)	15	**4%**	7%	**14**	**93%**	**93%**	1	0
Design & Technology (GCSE)	**19**	**5%**	5%	**12**	**63%**	**95%**	1	0
Digital Media (CAPE Unit 1)	12	**3%**	0%	**5**	**42%**	**100%**	0	0
Drama (GCSE)	**8**	**2%**	0%	**0**	**0%**	**63%**	3	0
EDPM (CSEC)	383	**95%**	24%	**312**	**81%**	**96%**	10	7
Electrical & Electronics Technology (CSEC)	**42**	**10%**	2%	**21**	**50%**	**95%**	0	2
English (CSEC)	400	**100%**	16%	**295**	**74%**	**99%**	0	6
English as an Additional Language (iGCSE)	**3**	**1%**	0%	**1**	**33%**	**100%**	0	0
English Literature (CSEC)	162	**40%**	8%	**94**	**58%**	**99%**	0	1
Food & Nutrition (CSEC)	90	**22%**	3%	**68**	**76%**	**90%**	0	9
Geography (CSEC)	46	**11%**	0%	**23**	**50%**	**96%**	1	1
Health &Social Care (BTEC Extended Certificate)	9	**2%**	0%	**7**	**78%**	**78%**	2	0
History (CSEC)	31	**8%**	3%	**16**	**52%**	**97%**	0	1
Home Economics Management (CSEC)	20	**5%**	5%	**12**	**60%**	**100%**	0	0
Hospitality (BTEC Certificate)	31	**8%**	0%	**24**	**77%**	**77%**	7	0

Subjects	No of Entries	% of Cohort	A*/A/I	# of Level 2 (A*- C)	% Level 2 Passes	% Level 1	Ungraded	Absent/No Result
Hospitality (BTEC Extended Certificate)	17	**4%**	0%	**16**	**94%**	**94%**	1	0
Human & Social Biology (CSEC)	165	**41%**	4%	**93**	**56%**	**92%**	2	12
Integrated Science (CSEC)	253	**63%**	7%	**157**	**62%**	**98%**	1	5
IT (BTEC Certificate)	13	**3%**	23%	**10**	**77%**	**77%**	3	0
IT (BTEC Extended Certificate)	13	**3%**	62%	**13**	**100%**	**100%**	0	0
IT (CSEC)	92	**23%**	12%	**78**	**85%**	**98%**	0	2
Leisure & Tourism (GCSE)	51	**13%**	12%	**20**	**39%**	**96%**	2	0
Mathematics (CSEC)	399	**99%**	7%	**212**	**53%**	**98%**	0	8
Mathematics (iGCSE)	22	**5%**	5%	**2**	**9%**	**91%**	2	0
Media Studies (GCSE)	**9**	**2%**	0%	**1**	**11%**	**89%**	1	0
Motor Vehicle (IMI L1 Award)	48	**12%**	0%	**0**	**0%**	**100%**	0	0
Music (GCSE)	**8**	**2%**	0%	**4**	**50%**	**100%**	0	0
Music (iGCSE)	5	**1%**	0%	**0**	**0%**	**100%**	0	0
Music Technology (BTEC Certificate)	28	**7%**	36%	**26**	**93%**	**93%**	2	0
Music Technology (BTEC Extended Certificate)	4	**1%**	0%	**4**	**100%**	**100%**	0	0
Office Administration (CSEC)	56	**14%**	2%	**35**	**63%**	**98%**	0	1
Performing Arts (BTEC Extended Certificate)	29	**7%**	31%	**25**	**86%**	**86%**	4	0
Physical Education (CSEC)	54	**13%**	67%	**54**	**100%**	**100%**	0	0
Physics (CSEC)	66	**16%**	11%	**36**	**55%**	**95%**	0	3
Physics (iGCSE)	5	**1%**	20%	**1**	**20%**	**100%**	0	0
Religious Education SA (GCSE)	**5**	**1%**	20%	**3**	**60%**	**100%**	0	0
Religious Education SC (GCSE)	3	**1%**	0%	**1**	**33%**	**100%**	0	0
Social Studies (CSEC)	77	**19%**	0%	**53**	**69%**	**96%**	2	1
Spanish (CSEC)	25	**6%**	60%	**24**	**96%**	**100%**	0	0
Spanish (GCSE)	**62**	**15%**	31%	**32**	**52%**	**98%**	1	0
Sport & Leisure (BTEC Certificate)	38	**9%**	8%	**29**	**76%**	**76%**	9	0
Statistics (GCSE)	**69**	**17%**	6%	**32**	**46%**	**91%**	2	4
Tech Drawing (CSEC)	20	**5%**	10%	**10**	**50%**	**100%**	0	0
Workskills (L1 BTEC Certificate)	9	**2%**	0%	**0**	**0%**	**67%**	3	0
Workskills (L1 BTEC Extended Certificate)	8	**2%**	0%	**0**	**0%**	**100%**	0	0
Workskills (L2 BTEC Certificate)	28	**7%**	0%	**19**	**68%**	**68%**	9	0
Workskills (L2 BTEC Extended Certificate)	6	**1%**	0%	**6**	**100%**	**100%**	0	0
Workskills (Level 2 BTEC Award)	172	**43%**	0%	**116**	**67%**	**67%**	56	0