



PARLIAMENT
OF THE CAYMAN ISLANDS



PARLIAMENTARY QUESTION NO. 22

Answered on 30 September 2026

Second Meeting 2026-2027 Session – First Sitting

**PARLIAMENTARY QUESTION
ASKED BY**

**MR. ROY TATUM
ELECTED MEMBER FOR RED BAY**

TO

**HON. ROLSTON M. ANGLIN
MINISTER OF FINANCE & ECONOMIC DEVELOPMENT AND
EDUCATION & TRAINING**

QUESTION:

Can the Honourable Minister say what targeted support is provided to students entering Year 7 in high school who have not met the expected standard in one or more of reading, writing and mathematics, in light of the Year 6 results reported in Ministry of Education's Data Report for the Academic Year 2024 - 2025?

ANSWER:

Mister Speaker, the Government's approach begins before students enter Year 7. Year 6 attainment and assessment information is used to identify students who have not met the expected standard in reading, writing or mathematics and to support planning for their transition into secondary school.

One of the targeted measures is the DES Summer School programme. Students transitioning from Year 6 attend Summer School at their receiving high school, where those requiring additional support receive focused English and mathematics instruction, while also becoming familiar with the secondary-school environment, expectations and routines. The 2026 programme continued this targeted literacy and numeracy support.

Importantly, the transition to secondary school does not result in a reset of what we know about a student's learning. Primary attainment and assessment information is transferred to the receiving high school and considered alongside Key Stage 3 baseline and diagnostic assessments. This provides schools with a clearer picture of each student's strengths and areas of need and enables support to begin as early as possible.

The level of intervention is then matched to the student's identified needs. This may include differentiated classroom teaching, targeted small-group or individual intervention in literacy and mathematics, and additional or more intensive learning support for students with identified additional learning needs. Specific literacy interventions include programmes such as Fresh Start and On Track, supported by focused work in reading, comprehension and writing. Mathematics support similarly uses diagnostic assessment, targeted small-group teaching and digital interventions to address identified gaps in knowledge and understanding.

Students' progress is monitored throughout the intervention so that support can be adjusted where the expected progress is not being made. This is important because the objective is not simply to place a student on an intervention programme, but to determine whether that intervention is improving their learning and to change the nature or intensity of support where necessary.

For 2026–27, DES is strengthening this approach further through closer cross-phase planning between primary and secondary English and mathematics teams, clearer criteria for determining when students enter and exit interventions, and more regular review of progress.

Mister Speaker, the overall objective is to ensure that students who enter secondary school below the expected standard are identified early, that the information about their learning follows them into Year 7, and that they receive targeted support from the outset to address gaps and enable them to make sustained progress.