



PARLIAMENT
OF THE CAYMAN ISLANDS



PARLIAMENTARY QUESTION NO. 46

Answered on 5 October 2026

Second Meeting 2026-2027 Session – Fourth Sitting

**PARLIAMENTARY QUESTION
ASKED BY**

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

TO

**HON. ROLSTON M. ANGLIN
MINISTER OF EDUCATION & TRAINING**

QUESTION:

Can the Honourable Minister say what targeted measures is the Government taking, or proposing to take, to increase the proportion of students achieving a Level 2 qualification in mathematics by the end of Year 11 from the 48.9% reported in the Ministry of Education's Data Report for the Academic Year 2024-2025?

ANSWER:

Mister Speaker, the Government has identified mathematics as a priority area for improvement, particularly the progression of students towards a Level 2 qualification by the end of Key Stage 4. The 2024–25 Data Report showed that 48.9% of the Year 11 cohort achieved a Level 2 qualification in mathematics. While this remains below where we want performance to be, it represented an improvement of 7.7 percentage points over the previous year. This is important progress, but mathematics continues to be one of the principal factors affecting the proportion of students achieving the wider benchmark of five Level 2 qualifications.

Our response is therefore not confined to Year 11. The evidence tells us that gaps in mathematical knowledge need to be identified and addressed earlier. DES is strengthening the use of assessment and performance data throughout Key Stages 3 and 4 to identify students who are falling behind, diagnose specific gaps in knowledge and understanding, and provide intervention before those gaps become more difficult to address.

At Key Stage 4, particular attention is being given to students who are approaching the Level 2 threshold and who, with appropriately targeted support, can successfully achieve the qualification. Assessment and performance data are being used to direct tutoring and other interventions to those students. This support is delivered within schools by teachers, who use formative and summative assessment data to identify individual strengths and areas for development. The information is then used to provide targeted interventions, including small-group sessions, masterclasses and after-school preparation sessions, to address identified learning gaps and improve student outcomes.

This is complemented by work to strengthen the quality and consistency of mathematics teaching, including specialist coaching, professional development, personalised digital learning and participation in the Modular CSEC pilot.

For 2026–27, DES is developing a system-wide mathematics intervention framework and further strengthening consistency in mathematics teaching and assessment at Key Stage 3. The intention is to establish a clearer continuum from early identification of mathematical gaps, through targeted intervention and progress monitoring, to qualification outcomes at Key Stage 4.

As with literacy, it is important to recognise the context in which Government schools are working. Government schools are non-selective and serve the full range of learners within our community. This includes students with a wide range of starting points, students with special and additional educational needs and disabilities, and students experiencing social and economic disadvantages. This does not lower our expectations for what students should achieve, but it does mean that some students require more intensive, sustained and individualised support to reach Level 2.

The provisional 2026 high-school CSEC data are encouraging, indicating a stronger mathematics cohort pass rate and positive movement towards the 65% Key Stage 4 strategic target.

Mister Speaker, our priority is to consolidate and sustain this progress. Performance will continue to be monitored annually at student, school and system level, with the expectation of continued improvement towards the strategic target. Importantly, our focus is not simply on improving the Year 11 result at the end of the system, but on identifying and addressing gaps earlier so that an increasing proportion of our students enter Key Stage 4 with the mathematical knowledge, skills and confidence required to succeed.