

GCSE and equivalent results in Jersey



Academic year 2017/2018

Introduction

This report summarises the attainment of Year 11 pupils in GCSE and equivalent examinations in Jersey. Island-wide GCSE results are presented, and are broken down by gender, first language, Special Educational Needs (SEN) and Jersey Premium. The report also looks at the progress¹ that pupils with these different characteristics make between the end of Key Stage 2² and the end of Key Stage 4³.

Results in this report may differ slightly from *provisional* results published on results day in August and in response to Freedom of Information requests. This is because in November detailed information is collected from schools representing **final pupil results** after appeals, and the data is subject to a full validation process before indicators are calculated.

Summary

In academic year 2017/2018:

- there were 910 pupils on roll in Year 11, of which two-thirds achieved five or more standard passes (4/C+) including English and mathematics, the highest proportion since the Department started calculating results centrally
- there was an increase of 5.8 percentage points in the proportion of pupils achieving a standard pass (4/C+) in English, along with an increase of 3.5 percentage points in mathematics, compared to the previous year
- girls continue to outperform boys at Key Stage 4, and pupils with English as their first language continue to outperform those with English as an additional language
- the largest attainment gap is seen with Jersey Premium status, with pupils in receipt of Jersey Premium achieving an average grade of 3.6 across their best eight subjects, compared to an average grade of 5.4 for all other pupils

¹ Expectations of progress are calculated based on the performance of pupils within Jersey. This means that it is possible to look at the relative progress of different groups of pupils, but the island-wide results will always be zero.

² Key Stage 2 is the four-year stage of schooling for pupils aged 7 to 11 (known as Years 3 to 6, inclusive).

³ Key Stage 4 describes the two years of education for pupils aged 14 to 16 (known as Year 10 and Year 11) which concludes with GCSE and equivalent examinations.

Methodological changes

In 2017, Jersey made some changes to how English results were calculated and which schools were included in the results. See **Technical Notes** for more details. A comparison of results under the two methodologies is given in the [GCSE and equivalent results report 2017](#).

Comparisons to England

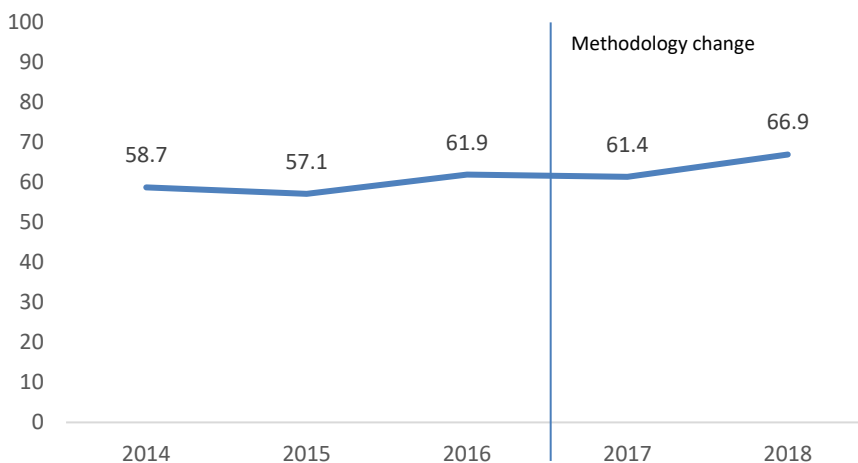
Since 2013, England have made various modifications to the methodology that they use to calculate GCSE results. These mean that it is no longer possible to make a direct comparison between results in Jersey and results in England. England's current methodology is referred to in this report as *England 2016 Methodology*.

There are two key differences that affect the comparisons made in this report:

- England's 2016 Methodology is based on each pupil's first entry into each subject, while Jersey's 2017 Methodology takes the pupil's best entry.
- In addition to the approved qualifications in England, the Department for Children, Young People, Education and Skills has included a wider range of qualifications that they have judged to facilitate good progression to post-16 education. These include some unreformed GCSEs and IGCSEs graded on an A*-G scale rather than the new 9-1 scale.

GCSE results for Jersey

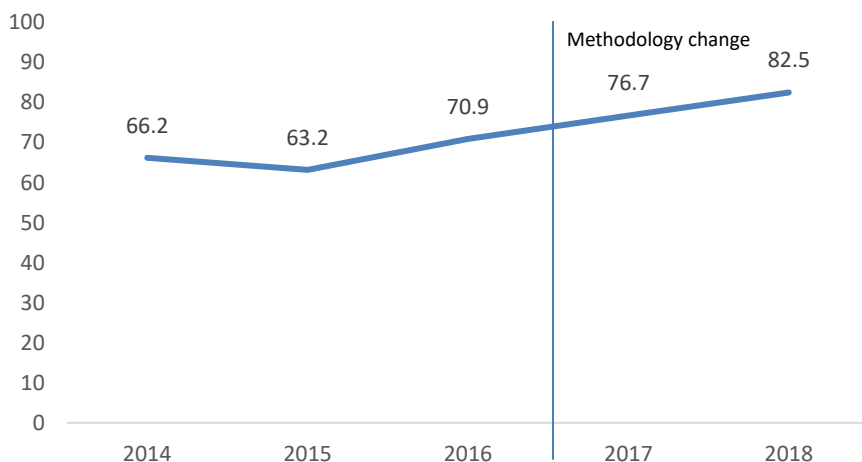
Figure 1: Percentage of pupils achieving five or more standard passes (4/C+) including English and mathematics⁴



Two-thirds (66.9%) of pupils in Jersey achieved five or more standard passes including English and mathematics. This represents an increase of about five percentage points on the previous year.

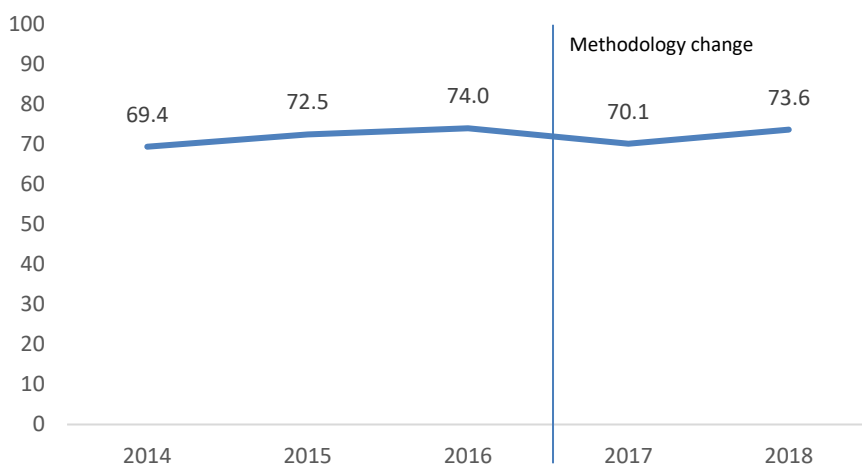
⁴ Due to methodological changes, results from 2017 are not directly comparable to those in previous years. In 2017, the percentage of pupils achieving five standard passes including English and mathematics was around one percentage point higher under the new methodology than under the old one. The percentage achieving a standard pass in English was about five percentage points higher than under the old methodology, while the percentage achieving a standard pass in mathematics was about one percentage point lower.

Figure 2: Percentage of pupils achieving a standard pass (4/C+) in English⁴



Four-fifths (82.5%) of pupils achieved a standard pass in English, an increase of just under six percentage points.

Figure 3: Percentage of pupils achieving a standard pass (4/C+) in mathematics⁴



Three-quarters (73.6%) of pupils achieved a standard pass in mathematics, an increase of around three percentage points.

From 2017, we have also calculated the percentage of children achieving strong passes (5/B+) in English and mathematics. In 2018, two-thirds (65.3%) of pupils achieved a strong pass in English, while about half (51.9%) of pupils achieved a strong pass in mathematics. Slightly under half (45.5%) achieved a strong pass in both English and mathematics.

Table 1: Attainment in English and mathematics; Jersey 2017 Methodology

Academic Year	% of pupils achieving standard passes (4/C+) in English and mathematics	% of pupils achieving strong passes (5/B+) in English and mathematics	% of pupils achieving a strong pass (5/B+) in English	% of pupils achieving a strong pass (5/B+) in mathematics
2017/2018	69.3	45.5	65.3	51.9
2016/2017	66.6	39.1	63.3	51.6

Pupil Characteristics

In this section, measures of attainment are presented by gender, first language i.e. English as a first language/English as an additional language (EAL), whether the pupils have Special Educational Needs (SEN) and whether they are in receipt of Jersey Premium. The measures in this section include all pupils in Jersey Government mainstream schools, including Government fee-paying and academically selective schools (data from private schools is excluded due to the lack of availability of robust pupil characteristic information).

First language/English as an additional language (EAL)

A pupil's first language is defined as 'the language that a child experienced during early development and continues to experience in the home or community'. Many children start life with more than one language during early development (which may include English). If a pupil experienced more than one language during early development, then they are deemed to have English as an additional language (EAL) and the language other than English is recorded as their first language, irrespective of the child's proficiency in English. **By this definition, a child classed as having 'EAL' may still be fluent in English.**

Special Educational Needs (SEN)

A child may have Special Educational Needs for a wide range of reasons. They may have a learning difficulty that calls for special educational provision to be made for the child, or a physical need such as a visual impairment. Pupils may be provided with **SEN Support**, where extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and special educational needs co-ordinator (SENCo) often receive advice or support from outside specialists. In some cases a pupil may have a **Record of Need**, where a formal assessment of their Special Educational Needs has been made and a document is in place that sets out the child's needs and the extra help they should receive.

Jersey Premium

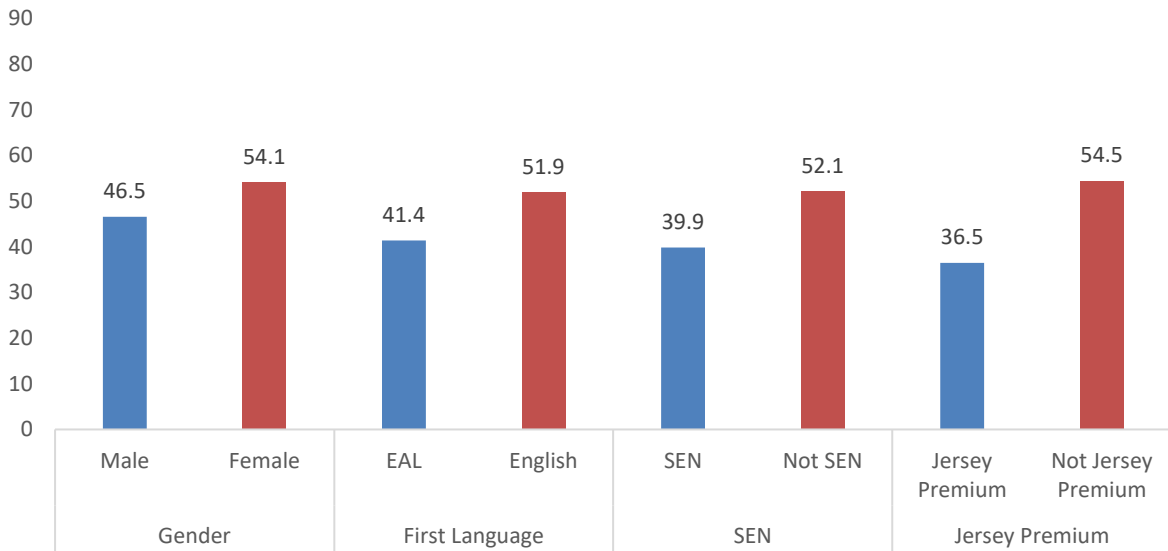
Jersey Premium is a targeted funding programme for schools that has been introduced to help all children get the very best from their education. Government fee-paying and non-fee-paying schools have received extra funding for their eligible pupils since January 2017.

More information about the scheme is available from www.gov.je/JerseyPremium.

Figure 4 shows the average Best 8 Point Score by each of these characteristics.

A pupil’s Best 8 Point Score is given by taking the sum of the grades in their best eight subjects, then adding a bonus equal to the sum of their best grades in English and mathematics. This means that a pupil that achieved a 4 or equivalent in each of their best eight subjects including English and mathematics would achieve a score of 40 (32 points for achieving a 4 in each of their best eight subjects, plus a bonus of eight points for achieving a 4 in both English and mathematics), while a pupil that achieved a 5 or equivalent in each of their best eight subjects including English and mathematics would achieve a score of 50.

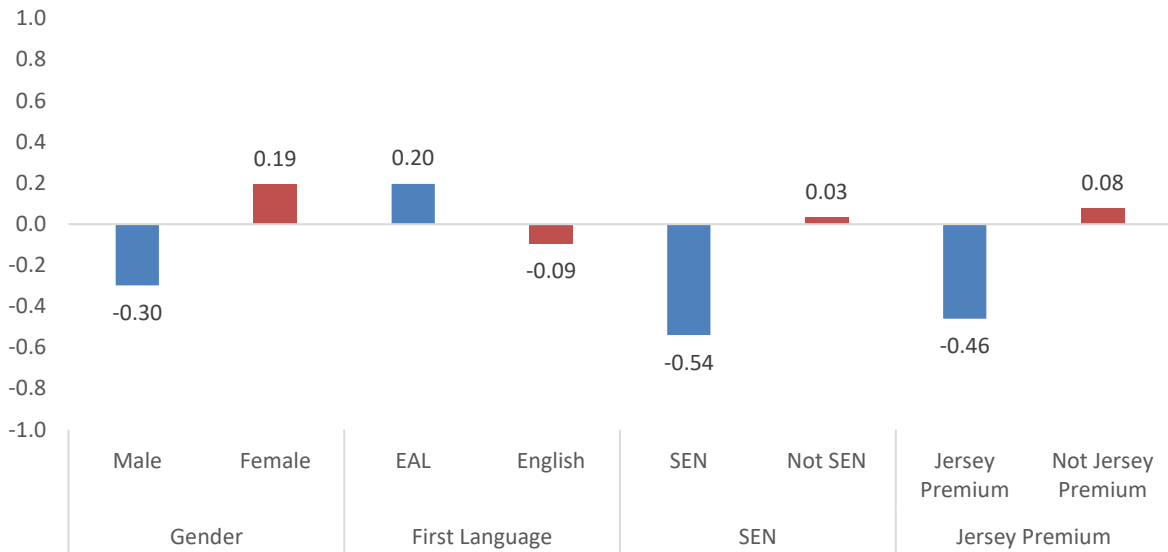
Figure 4: Best 8 Point Score by pupil characteristics; 2018



Males achieved an average grade of 4.7 across their best eight subjects compared to 5.4 for females. Gaps of just over a grade were seen for first language and SEN status. The largest gap was seen with Jersey Premium status, where pupils in receipt of Jersey Premium achieved an average grade of 3.6 compared to 5.4 for other pupils.

Figure 5 shows the Best 8 Value Added by each of the characteristics. This is a measure of relative progress made at secondary school given by the difference between the results achieved at the end of Key Stage 4 in the pupil’s best eight subjects and the results that would be expected based on their performance at the end of Key Stage 2, where the expectations are defined such that the average score across all pupils in Jersey is 0. A score of 1 would correspond to scoring one grade higher than expected in each of the eight subjects, while a score of -1 would correspond to scoring one grade lower than expected in each of the eight subjects.

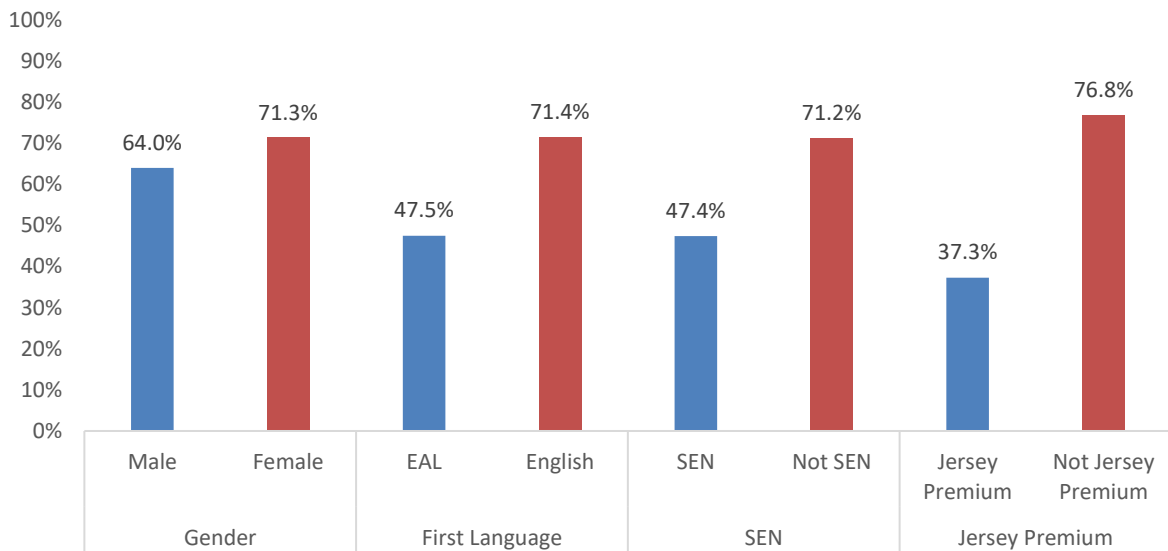
Figure 5: Best 8 Value Added by pupil characteristics; 2018



Pupils with English as an additional language made 0.3 grades more progress than pupils whose first language was English. Gaps of around 0.5 to 0.6 grades were seen for gender, SEN status and Jersey Premium.

Figure 6 shows the percentage of pupils achieving five or more standard passes (4/C+) including English and mathematics by each of the characteristics. As with the Best 8 Point Score, the largest gap is seen with Jersey Premium status, with two-fifths (37.3%) of pupils in receipt of Jersey Premium achieving five or more standard passes compared to three-quarters (76.8%) of all other pupils, a difference of almost 40 percentage points. Gaps of around 25 percentage points was seen on the basis of first language and SEN status, with the smallest seen for gender at about seven percentage points.

Figure 6: Percentage of pupils achieving five or more standard passes (4/C+) including English and mathematics by pupil characteristics; 2018



The Jersey Premium Index

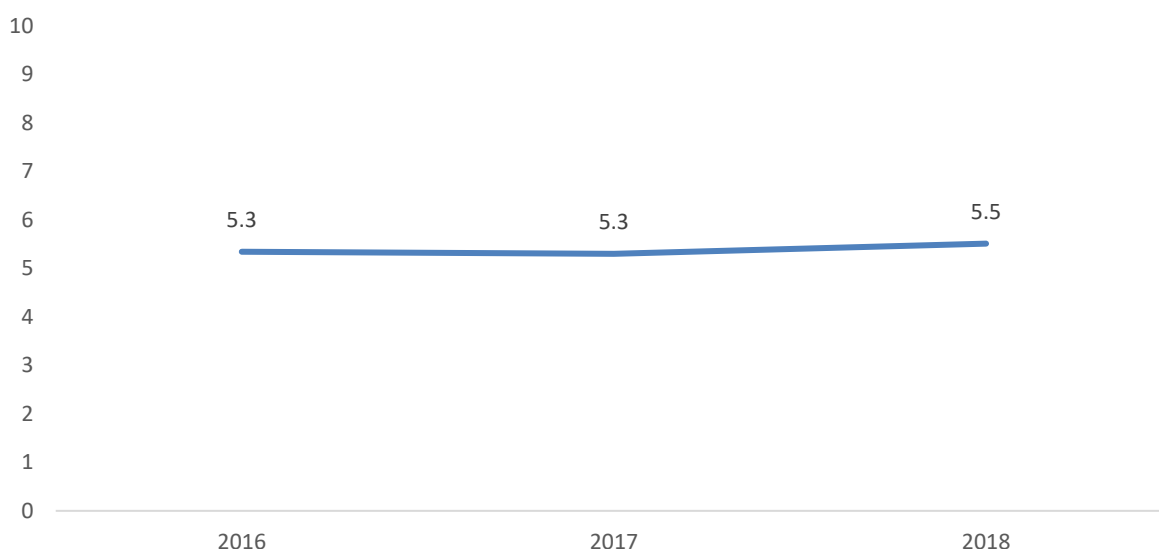
England’s Department for Education has developed a methodology for examining the difference in attainment between ‘disadvantaged’ and ‘non-disadvantaged’ pupils over time. Since 2011, the Pupil Premium has been provided to support the learning of these pupils. This *gap index* has been designed to be resilient to changes in curriculum, methodology, scoring systems and headline measures that have recently occurred and will continue to occur over the coming years.

In Jersey, it is also important to adopt methodology which is resilient to change. The *Jersey Premium Index* is calculated on an annual basis to provide a measure of the difference in attainment between pupils who are in receipt of Jersey Premium funding and those who are not. The index is expressed as a number between 0 and 10, where 0 represents no difference between the two groups of pupils and 10 represents the largest possible difference between the groups.

More details of how the index is calculated can be found in the [GCSE and equivalent results report 2016](#).

Figure 7 shows the gap index for pupils in Government schools and alternative provision. In 2018, the Jersey Premium Index was similar to the previous two years at 5.5.

Figure 7: Jersey Premium Index



Jersey and England Comparison

Figures for Jersey and England are given in Table 2. They are not directly comparable due to differences in methodology, so any comparisons should be made with caution.

Table 2: GCSE results in Jersey and England; 2018

Jurisdiction	Methodology	Coverage	% of pupils achieving standard passes (4/C+) in English and mathematics	% of pupils achieving strong passes (5/B+) in English and mathematics
Jersey	Jersey 2017	All schools	69.3	45.5
Jersey	Jersey 2017	All Government schools	69.7	47.5
England	England 2016	All schools	59.4	40.2
England	England 2016	All state-funded schools	64.2	43.3

Technical Notes

Data sources

Indicators of attainment and progress at Key Stage 4 in Jersey were compiled using the following principal data sources:

- school census records
- GCSE and equivalent results extracted directly from the Management Information System (CMIS/SIMS)
- GCSE and equivalent results data provided to the department by independent fee-paying schools
- Key Stage 2 teacher assessment data provided to the department by schools

Results for Government schools were validated by the schools, with Key Stage 2 assessments subject to an external moderation process.

Data coverage

All schools include state-funded schools, independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision (including pupil referral units, AP free schools and AP academies as well as state-funded AP placements in other institutions).

Government schools/state-funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision.

Mainstream schools include state-funded schools and independent schools, but not special schools or alternative provision.

Unless otherwise stated, results calculated under *England 2016 Methodology* and *Jersey 2017 Methodology* represent all schools, while those calculated under *2013 Methodology* represent mainstream schools only.

Table 3: Classification of Jersey schools

Setting	All schools	Government schools	Mainstream schools
Grainville School	1	1	1
Haute Vallée School	1	1	1
Le Rocquier School	1	1	1
Les Quennevais School	1	1	1
Hautlieu School	1	1	1
Jersey College for Girls	1	1	1
Victoria College	1	1	1
Mont à l'Abbé School	1	1	-
La Sente	1	-	-
Beaulieu Convent School	1	-	1
De La Salle College	1	-	1

Qualifications covered in this report include level 1 and level 2 qualifications such as GCSEs, IGCSEs, and BTECs, as well as some level 3 qualifications such as AS levels.

Calculating attainment in English and mathematics GCSEs

To be counted as attaining an A* to C grade in English and mathematics under *2013 Methodology* a pupil must:

English

- achieve an A* to C grade in GCSE English **or**
- enter both English language and English literature GCSEs, achieving an A* to C grade in the English language and an A* to G grade or U in English literature

Mathematics

- achieve an A* to C grade in GCSE mathematics **or**
- achieve an A* to C grade in GCSE additional mathematics **or**
- enter both GCSE applications of mathematics and GCSE methods in mathematics and achieve A* to C in either

Under *England 2016 Methodology* and *Jersey 2017 Methodology*, pupils can achieve the A* to C grade in either English language or English literature with no requirement to enter both.

How indicators in this statistical report differ from those published on results day

On results day, summary data on GCSE performance is collected from schools and collated to provide a breakdown of entries by grade. The data collected on results day is provisional i.e. it reflects GCSE results before appeals occur and is not validated by the Department for Children, Young People, Education and Skills.

In comparison, the data used in the production of this statistical report is collected from schools in November (after resits and appeals, etc.) and is at the result and pupil level of detail i.e. individual results in GCSE and equivalent qualifications are collected as well as information pertaining to pupils, such as age, gender, first language, etc. This information is subject to a stringent validation process and indicators included in this report are calculated according to best practice methodology.

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