GCSE and equivalent results in Jersey

Academic year 2018/2019

Introduction

This report summarises the <u>attainment</u> 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 <u>progress</u>[1] that pupils with these different characteristics make between the end of Key Stage 2[2] and the end of Key Stage 4[3].

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 2018/2019:

- there were 989 pupils on roll in Year 11, of which three-fifths achieved five or more standard passes (4/C+) including English and mathematics, a decrease of five percentage points on the previous year

- the proportion of pupils achieving a standard pass in mathematics saw a similar decrease, while the proportion achieving a standard pass in English was roughly in line with 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

- while attainment gaps for SEN and Jersey Premium remain large, the Jersey Premium Index showed a reduction in the gap relative to previous years

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[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. In this report, the old and new methodologies are referred to as *2013 Methodology* and *Jersey Methodology* respectively.

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 Methodology*.

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

- England Methodology is based on each pupil's first entry into each subject, while Jersey 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.

Jersey 8

Jersey 8 is a new measure introduced in 2019 that is based on England's Attainment 8 and is intended to encourage schools to offer a broad and balanced curriculum. It looks at each pupil's performance across eight subjects, with extra weight given to English and mathematics. See **Technical Notes** for more about how it is calculated, including any differences from Attainment 8.

GCSE results for Jersey

Figure 1: Percentage of pupils achieving five or more standard passes (4/C+) including English and mathematics[4]
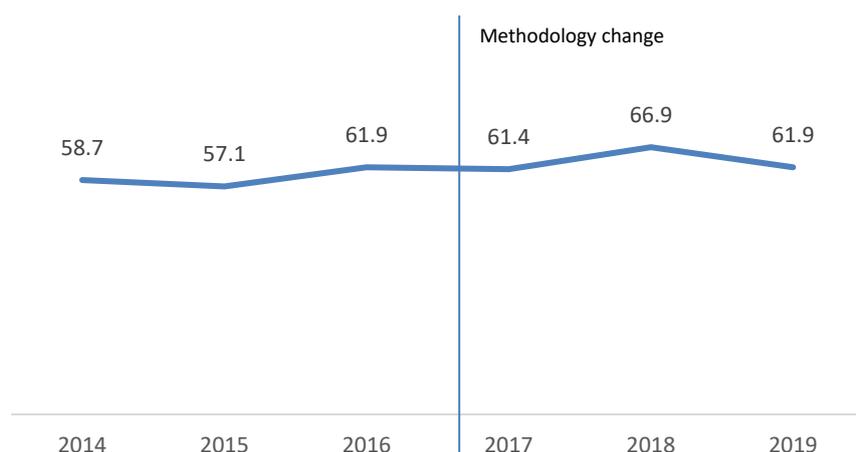
Three-fifths (61.9%) of pupils in Jersey achieved five or more standard passes including English and mathematics. This represents a decrease of about five percentage points on the previous year.

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[4] 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 English[4]
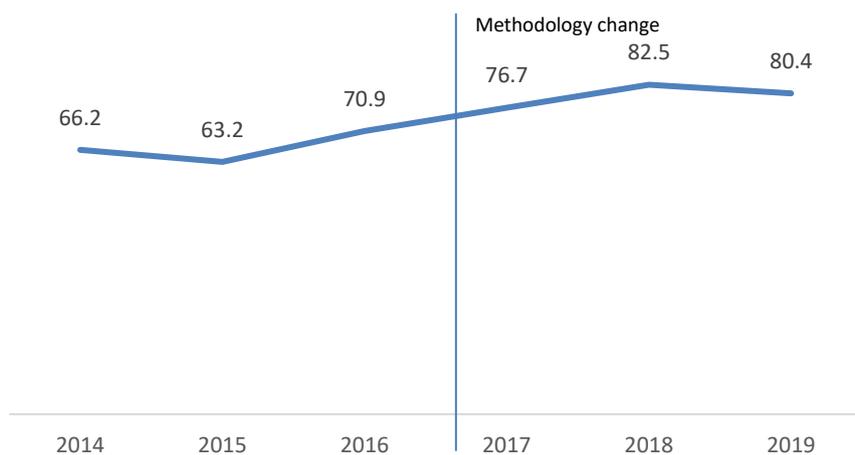
Four-fifths (80.4%) of pupils achieved a standard pass in English, roughly in line with the previous year.

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                              Methodology change
                                                82.5
                                   76.7                    80.4
                           70.9
  66.2
          63.2

  2014    2015    2016     2017    2018     2019
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Figure 3: Percentage of pupils achieving a standard pass (4/C+) in mathematics[4]
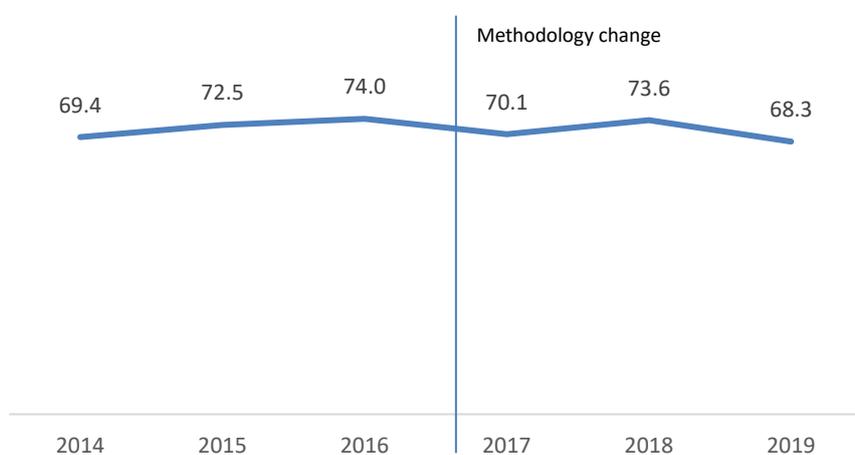
Two-thirds (68.3%) of pupils achieved a standard pass in mathematics, a decrease of around five percentage points.

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                              Methodology change
                  72.5    74.0                   73.6
          69.4                    70.1                      68.3

  2014    2015    2016     2017    2018     2019
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From 2017, we have also calculated the percentage of children achieving strong passes (5/B+) in English and mathematics. In 2019, three-fifths (61.5%) of pupils achieved a strong pass in English, while about half (48.3%) achieved a strong pass in mathematics. Two-fifths (41.6%) achieved a strong pass in both English and mathematics.

Table 1: Attainment in English and mathematics; Jersey 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
2018/2019	**64.6**	**41.6**	**61.5**	**48.3**
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 Jersey 8 score by each of these characteristics.

Figure 4: Jersey 8 by pupil characteristics; 2019
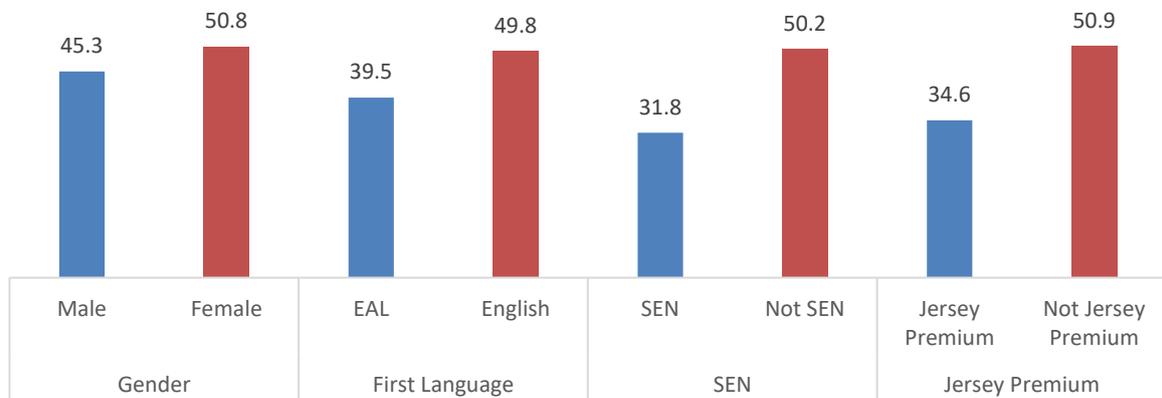
Males achieved an average Jersey 8 score of 45 compared to 51 for females, a difference of about six points (equivalent to about 0.6 grades per subject). A gap of about ten points (1.0 grades per subject) was seen for first language, compared to about 16 points (1.6 grades per subject) for Jersey Premium and 18 points (1.8 grades per subject) for SEN.

Figure 5 shows the Jersey Progress score by each of the characteristics. This is a measure of <u>relative</u> progress made at secondary school given by the difference between each pupil's Jersey 8 score achieved at the end of Key Stage 4 and the score 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. This difference is then divided by ten. 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: Jersey Progress by pupil characteristics; 2019
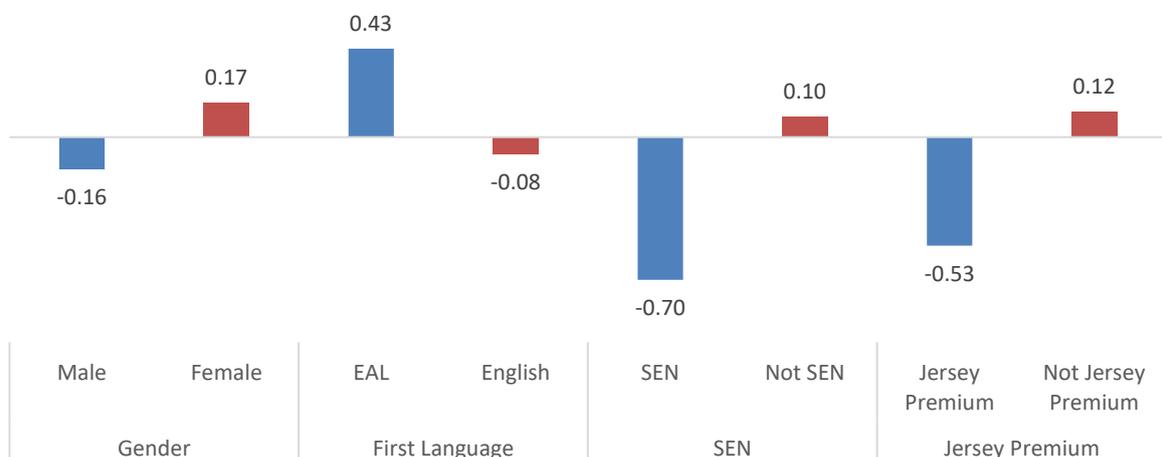
Pupils with English as an additional language made 0.5 grades per subject more progress than pupils whose first language was English, while girls made about 0.3 grades per subject more progress than boys. The largest gaps were seen for Jersey Premium and SEN, at around 0.7 and 0.8 grades per subject respectively.

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 Jersey 8, the largest gap is seen with SEN, with one-third (33.7%) of SEN pupils achieving five or more standard passes compared to two-thirds (67.2%) of all other pupils, a difference of almost 35 percentage points. Gaps of around 20 percentage points was seen for first language and Jersey Premium, with the smallest seen for gender at about five percentage points.

Figure 6: Percentage of pupils achieving five or more standard passes (4/C+) including English and mathematics by pupil characteristics; 2019
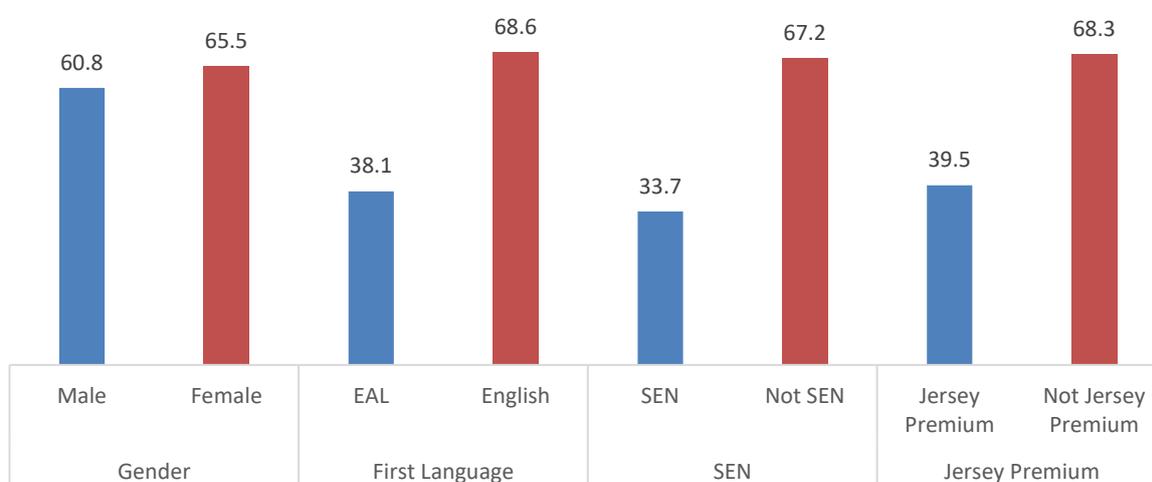
The Jersey Premium Index

The UK's Department for Education has developed a methodology for examining the difference in attainment between 'disadvantaged' and 'non-disadvantaged' pupils over time. 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 2019, the gap index reduced to 4.5, about one point lower than the value seen in the previous three years. This reduction in the attainment gap is equivalent to 10 per cent of the largest possible gap and almost 20 per cent of the gap seen in previous years.

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; 2019

Jurisdiction	Methodology	Coverage	Jersey 8 (Jersey) / Attainment 8 (England)	% of pupils achieving standard passes (4/C+) in English and mathematics	% of pupils achieving strong passes (5/B+) in English and mathematics
Jersey	Jersey	All schools	46.9	64.6	41.6
Jersey	Jersey	All Government schools	47.6	64.6	43.7
England	England	All schools	44.7	59.8	40.1
England	England	All state-funded schools	46.7	64.6	43.2

Technical Notes

Data sources and accuracy

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

- January school census records for Year 11 pupils
- GCSE and equivalent results extracted directly from the Management Information System (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.

Figures for England are taken from the report Key Stage 4 Performance 2019 (Revised)[5], published in February 2020.

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 Methodology* and *Jersey Methodology* represent all schools, while those calculated under *2013 Methodology* represent underline 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

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[5] https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised

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.

Jersey 8

A pupil's Jersey 8 score is given by the sum of their scores for two subjects in Selection 1 (English and mathematics), three subjects in Selection 2 (sciences, languages, and humanities), and three subjects in Selection 3 (any approved qualifications). English and mathematics are double-weighted.

	Subject	Pupils should be guided in their selections as follows:	%
1	1. English	English and Mathematics: double weighted For English the best result from Language or Literature is used, but only if both are taken. When **only one English qualification** is taken then the grade counts, but **only as 10%.**	20%
	2. Maths		20%
2	3.	Select at **least ONE science qualification plus two** others from the following listed subjects:	10%
	4.	<u>Science</u> - Combined Science (best grade or both) or Biology, Chemistry, Physics or Computer Science	10%
	5.	<u>MFL</u> French, Spanish, German, Italian, Portuguese, Polish, Chinese... <u>Humanities</u> – History, Geography or Religious Studies	10%
3	6.	Select **THREE** more from the Jersey approved list : For example: Art, Business Studies, Dance, Design and Technology, Drama, Health and Social Care, Media Studies, Music, Photography, Sport/PE, Animal Care, Business and Enterprise and many more. Any Selection 1 and Selection 2 subjects not claimed above can be claimed in Selection 3 in place of these alternatives.	10%
	7.		10%
	8.		10%

The details of the calculation are very similar to those for Attainment 8[6], with the following exceptions:

- Selection 2 must contain at least one science qualification in Jersey 8. There is no such requirement in Attainment 8.
- Jersey 8 allows religious studies to be included in Selection 2 as a humanity.

In addition, Jersey 8 is calculated using Jersey Methodology. This means that it is based on best entry rather than first entry and that it can include some qualifications such as IGCSEs and unreformed GCSEs that do not count towards performance measures in England.

Calculating attainment in English and mathematics GCSEs

To be counted as attaining a standard pass (4/C+) in English and mathematics under *2013 Methodology* a pupil must:

English
- achieve a standard pass in GCSE English **or**
- enter both English language and English literature GCSEs, achieving a standard pass in the English language and any grade in English literature

Mathematics
- achieve a standard pass in GCSE mathematics **or**
- achieve a standard pass in GCSE additional mathematics **or**

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[6] See
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561021/Progress_8_and_Attainment_8_how_measures_are_calculated.pdf for more detail.

- enter both GCSE applications of mathematics and GCSE methods in mathematics and achieve a standard pass in either

Under *England Methodology* and *Jersey Methodology*, pupils can achieve the standard pass 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, <u>summary</u> 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 <u>result</u> and <u>pupil</u> level of detail i.e. individual results in <u>GCSE and equivalent qualifications</u> 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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