

# GCSE and equivalent results in Jersey



Academic year 2014/2015

---

## Introduction

This annual statistical report summarises the progress that pupils make between the end of Key Stage 2<sup>1</sup> and the end of Key Stage 4<sup>2</sup> and the attainment of pupils in GCSE and equivalent examinations in Jersey. As well as presenting GCSE results for all pupils on the Island, indicators in this report are broken down by gender, English as a first language/English as an additional language (EAL) and Special Educational Needs (SEN).

In this report, indicators of progress and attainment at Key Stage 4 are analysed according to best practice methodology (U.K. Department for Education). In 2014, two major methodological reforms were implemented in England to reflect the outcomes of Professor Alison Wolf's Review of Vocational Education recommendations and an early entry policy to only count a pupil's first attempt in a qualification. These reforms impact on the way that GCSE and equivalent examinations are analysed and the results that are produced accordingly. Therefore key performance indicators in this report have been calculated two different ways: to compare performance in Jersey in 2015 with that in previous years, '2013 methodology' (pre methodological reforms) has been employed. However in order to make a fair comparison of performance in Jersey and in England, new '2014 methodology' (post methodological reforms) has been used (see Technical note 6 for more details on methodological reforms).

Performance indicators presented in this report will differ from those published on exam day in August. This is because the indicators published in the summer are based on summary level data provided by schools and are provisional in nature. In November, detailed information is collected from schools representing final pupil results i.e. post re-sits and appeals. This data is subject to a stringent validation process and indicators are calculated according to best practice methodology (see Technical note 5 for further details).

## Summary

### In academic year 2014/2015:

- a higher proportion of pupils made the expected amount of progress in mathematics than in the previous two years. The proportion of pupils making the expected amount of progress in English was similar to in 2013/2014;
- the percentage of pupils attaining 5 or more GCSEs at grade A\* to C including English and mathematics was marginally lower than in 2013/2014, a difference of just under 2 percentage points; results recorded in the latest year remain 4 percentage points higher than recorded in 2012/2013;
- an annual increase of 3 percentage points was recorded in the proportion of pupils attaining a grade A\* to C in mathematics. In comparison, the proportion of pupils attaining a grade A\*-C in English fell by around 3 percentage points in the latest year;

---

<sup>1</sup> Key Stage 2 is the four year stage of schooling for pupils aged 7 to 11 (known as years 3 to 6, inclusive).

<sup>2</sup> 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.

- girls continue to outperform boys at Key Stage 4; since 2012/2013 the attainment gap has widened from 7 to 14 percentage points;
- the attainment gap observed as a result of first language (English as a first language / English as an additional language) decreased for the second consecutive year; since 2012/2013 the attainment gap has narrowed from 15 to 4 percentage points;
- a higher proportion of pupils who have English as an additional language made the expected amount of progress in English compared those who have English as a first language; a similar proportion of pupils made the expected amount of progress in mathematics;
- when applying U.K. '2014 methodology' to the calculation of performance measures, pupils in Jersey and England perform similarly on measures of attainment.

## Key Performance Indicators

In this section, progress and attainment of pupils in Jersey in the latest academic year (2014/2015) is compared to that calculated in the previous two academic years (2012/2013 and 2013/2014). In order to present trends in performance over time in Jersey, indicators are calculated according to U.K. Department of Education '2013 methodology'.

*Key Stage 4 results for Jersey pupils were collected and analysed by the Jersey Education Department prior to 2012/2013, however, data in these years was not subject to the same stringent validation process or compiled according to best practice methodology. Therefore, Key Stage 4 results prior to 2013 are not compared with results in this report.*

### Progress

In this section, the percentage of pupils that make the expected amount of progress between the end of Key Stage 2 (year 6) and the end of Key Stage 4 (year 11) in English and mathematics is examined. To calculate expected progress, pupils' attainment in moderated teacher assessments made at the end of Key Stage 2 is compared to their attainment in GCSE and equivalent qualifications at the end of Key Stage 4.

Progress measures are built on the principle that pupils who are working at a level 4 (i.e. age-expected attainment) at the end of Key Stage 2 in a particular subject should attain a grade C or higher at GCSE in that subject. A pupil who is assessed as working at a level 5 (i.e. above age-expected attainment) at the end of Key Stage 2 is expected to attain a B or higher at GCSE (see Technical note 3 and Appendix A for further information on the calculation of expected progress measures).

Table 1 below shows the percentage of pupils making the expected amount of progress between the end of Key Stage 2 and end of Key Stage 4 in English and mathematics in the latest three academic years (2012/2013 to 2014/2015).

**Table 1: Percentage of pupils making the expected amount of progress between the end of Key Stage 2 and the end of Key Stage 4 in English and mathematics; academic years 2012/2013 to 2014/2015**

Academic Year	Percentage of pupils making expected progress	
	English	Mathematics
<b>2014/2015</b>	<b>71.3</b>	<b>75.3</b>
2013/2014	71.2	73.3
2012/2013	66.5	72.1

In 2014/2015, around seven out of ten (71.3%) pupils made the expected amount of progress in English. This was almost identical to the proportion recorded in the previous year (71.2%) and about 5 percentage points higher than in 2012/2013 (66.5%).

Three-quarters (75.3%) of pupils made the expected amount of progress in mathematics, an increase of about 2 percentage points on 2013/2014.

**Table 2: Key Stage 4 outcomes (percentage of pupils achieving each grade) and percentage of pupils making expected progress in English by prior attainment level (based on end of Key Stage 2 teacher assessments); academic year 2014/2015**

Key Stage 2 teacher assessment level in English	Percentage of pupils attaining each grade in English GCSE									Percentage of all pupils making expected progress	
	A*	A	B	C	D	E	F	G	U / no result		
1											
2					20.7					48.3	41.4
3			3.4	24.8	35.2	13.8	4.8			16.6	64.1
4	1.1	9.4	24.5	37.5	20.2	4.7	1.1			1.1	72.6
5	7.1	31.1	38.6	18.7	3.3						76.8
No prior level available		13.0	22.5	26.6	14.2	6.5				14.2	72.7
All	2.5	13.6	23.7	28.6	17.3	5.6	1.6			6.7	71.3

Making expected progress
  Discounted from expected progress
  Not making expected progress

\*Cells that represent less than 5 pupils have been collapsed and left blank for the purposes of disclosure control

In 2014/2015, around three-quarters of pupils who were assessed at level 4 (72.6%) or level 5 (76.8%) at the end of Key Stage 2 made the expected amount of progress in English. The proportion of pupils making expected progress in English was seen to decrease with each decrease in prior attainment level such that at prior attainment level 2, around two-fifths of pupils made the expected amount of progress.

**Table 3: Key Stage 4 outcomes (percentage of pupils achieving each grade) and percentage of pupils making expected progress in mathematics by prior attainment level (based on end of Key Stage 2 teacher assessments); academic year 2014/2015**

Key Stage 2 teacher assessment level in Mathematics	Percentage of pupils attaining each grade in mathematics GCSE									Percentage of pupils making expected progress	
	A*	A	B	C	D	E	F	G	U / no result		
1											
2							20.8			41.7	20.8
3				23.2	23.2	19.5	14.1	7.0		11.9	47.6
4		10.4	24.1	50.0	10.4	1.6	1.6				85.1
5	28.7	30.6	24.9	15.3							84.2
No prior level available	8.4	9.6	21.0	29.9	10.2	4.8	4.8			9.6	80.2
All	7.5	12.2	19.0	33.8	10.5	5.1	4.5	2.1		5.3	75.3

Making expected progress
  Discounted from expected progress
  Not making expected progress

\*Cells that represent less than 5 pupils have been collapsed and left blank for the purposes of disclosure control

More than four-fifths of pupils with prior attainment level 4 (85.1%) or level 5 (84.2%) at the end of Key Stage 2 made the expected amount of progress in mathematics in the latest year. At prior attainment level 3, this

proportion decreases significantly to less than half of pupils (47.6%). A fifth (20.8%) of pupils who were assessed at level 2 at the end of Key Stage 2 made the expected amount of progress in mathematics.

## Attainment

Currently the main indicator of Key Stage 4 attainment utilised in England and Jersey is the percentage of Key Stage 4 pupils achieving 5 or more GCSE or equivalent qualifications at grade A\* to C including English and mathematics.

**Table 4: Key Performance Indicators of GCSE and equivalent results in Jersey; academic years 2012/2013 to 2014/2015**

Academic Year	Methodology	% of pupils achieving 5+ A* to C grades (including English and mathematics)	% of pupils achieving 5+ A* to C grades (any subjects)
2014/2015	'2013 methodology'	57.1	71.3
2013/2014	'2013 methodology'	58.7	71.0
2012/2013	'2013 methodology'	53.1	70.6

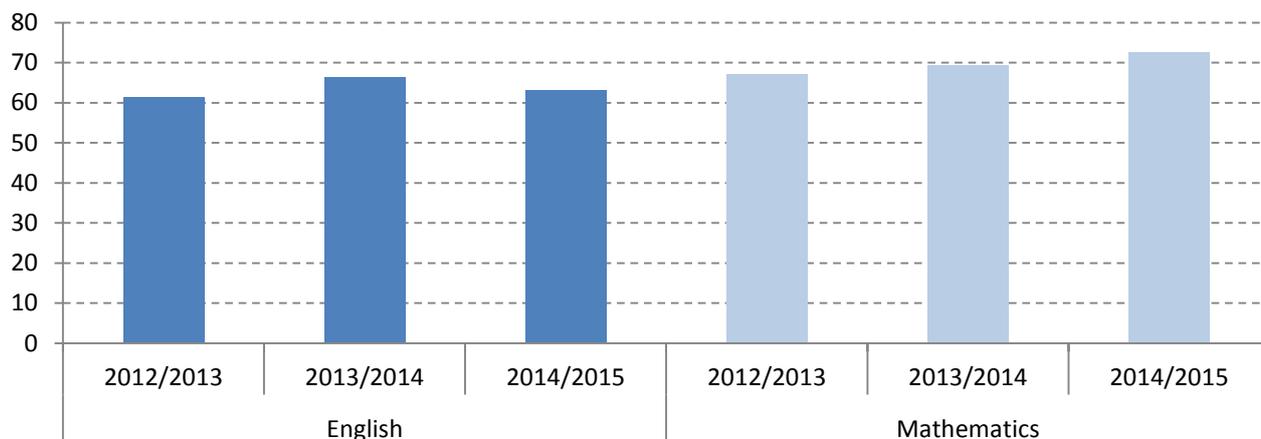
Table 4 shows that in Jersey, the proportion of pupils attaining 5 or more GCSE or equivalent examinations at grade A\* to C including English and mathematics was marginally lower in academic year 2014/2015 (57.1%) than that recorded in the previous year (58.7%), though it remained above the level recorded two years previously in 2012/2013 (53.1%).

The proportion of pupils achieving 5 or more 'good' GCSE or equivalent examinations (in any subject) has been similar in each of the last three years at around 71% of pupils.

In the latest year, the proportion of pupils attaining a grade A\* to C in mathematics increased by about 3 percentage points compared to 2013/2014 and by 5 percentage points compared to 2012/2013.

In contrast, the proportion of pupils attaining a grade A\* to C in English fell by around 3 percentage points in the latest year, though it remained around 2 percentage points higher than in 2012/2013.

**Figure 1: Percentage of pupils achieving a GCSE or equivalent qualification at grade A\* to C in English and mathematics; academic years 2012/2013 to 2014/2015**



## Pupil Characteristics

In this section, information on progress and attainment is broken down by the following pupil characteristics; gender, English as a first language/English as an additional language (EAL) and Special Educational Needs (SEN).

All indicators of progress and attainment presented in this section are calculated according to '2013 methodology'.

### Gender

In the latest academic year, four-fifths (81.3%) of girls made the expected amount of progress in English from the end of Key Stage 2 to the end of Key Stage 4. This compares to three-fifths (61.8%) of boys. In comparison the proportions of boys and girls making expected progress in mathematics were almost identical at around three-quarters of pupils (74.8% and 75.8% respectively).

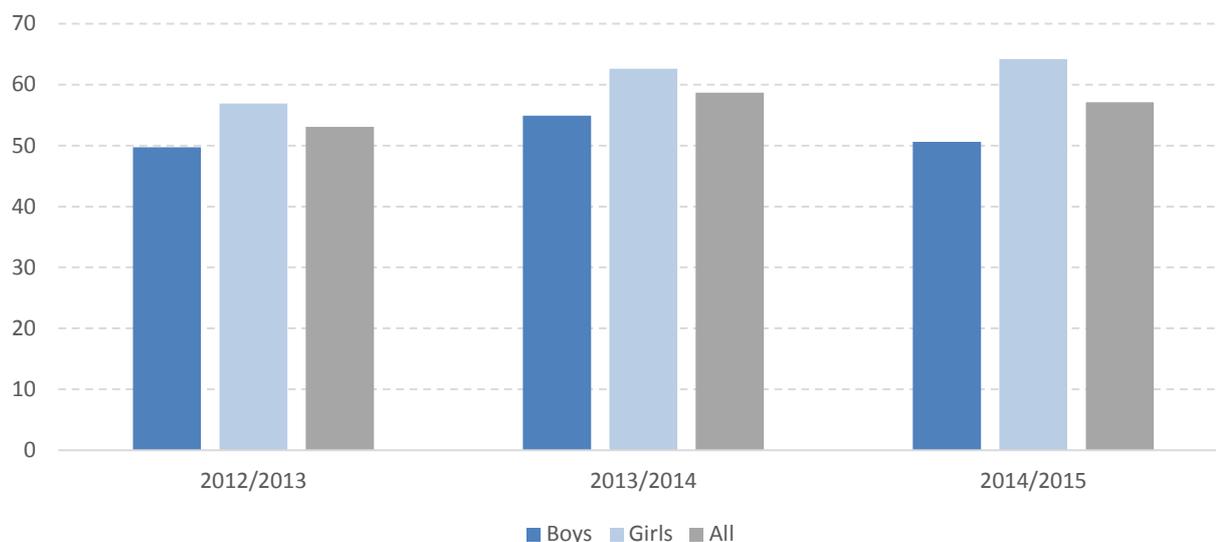
**Table 5: Percentage of pupils making expected progress between the end of Key Stage 2 and the end of Key Stage 4 in English and mathematics, broken down by gender; academic year 2014/2015**

English		Mathematics	
Boys	Girls	Boys	Girls
61.8	81.3	74.8	75.8

Figure 2 shows that in the latest academic year, girls outperformed boys on the Key Performance Indicator '5 or more GCSE or equivalent qualifications at grade A\* to C including English and mathematics'. In 2014/2015, around two-thirds (64.2%) of girls attained this benchmark compared to around a half (50.6%) of boys.

Over the last three years the attainment gap at Key Stage 4 between boys and girls in Jersey has increased from around 7 percentage points in 2012/2013 to almost 14 percentage points in 2014/2015.

**Figure 2: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in Jersey, broken down by gender; academic years 2012/2013 to 2014/2015**



### English as a first language

*A pupil's first language is defined as 'the language that a child was exposed to during early development and continues to be exposed to in the home or community'. Many children start life with more than one language during early development (which may include English). Where a language other than English is recorded, the child is deemed to have English as an Additional Language (EAL). This is recorded irrespective of the child's proficiency in English.*

The data presented in this section covers pupils at the end of Key Stage 4 in schools that:

- provide reliable first language information;
- record more than 5 per cent of pupils as having English as an additional language.

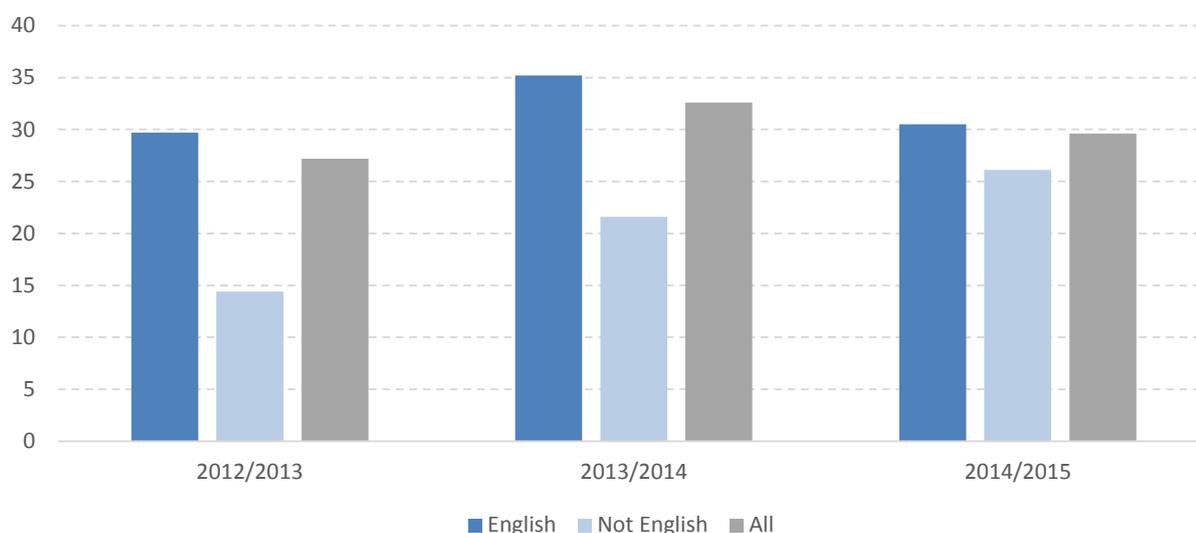
**Table 6: Percentage of pupils making expected progress between the end of Key Stage 2 and the end of Key Stage 4 in English and mathematics, broken down by English as a first language; academic year 2014/2015**

English		Mathematics	
English	EAL	English	EAL
55.3	56.3	59.1	55.4

Table 6 shows that in 2014/2015, 55.3 per cent of pupils whose first language is English made the expected amount of progress in English (Key Stage 2 to Key Stage 4). This compares to 56.3 per cent of pupils who have English as an additional language. In mathematics, three-fifths (59.1%) of pupils with English as a first language made the expected amount of progress compared to 55.4 per cent of pupils with English as an additional language.

Figure 3 below shows the proportion of pupils who attained 5 or more 'good' GCSE or equivalent qualifications including English and mathematics broken down by English as a first language/English as an additional language.

**Figure 3: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in Jersey, broken down by English as a first language; academic years 2012/2013 to 2014/2015**



A greater proportion of pupils whose first language is English attained 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics than pupils who have English as an additional language; a difference of around 4 percentage points was recorded in the latest year.

The attainment gap recorded as a result of first language has decreased in each of the last two years; in 2014/2015 the attainment gap of 4 percentage points was significantly smaller than that recorded two years previous in 2012/2013 when the difference in attainment was over 15 percentage points.

### Special Educational Needs

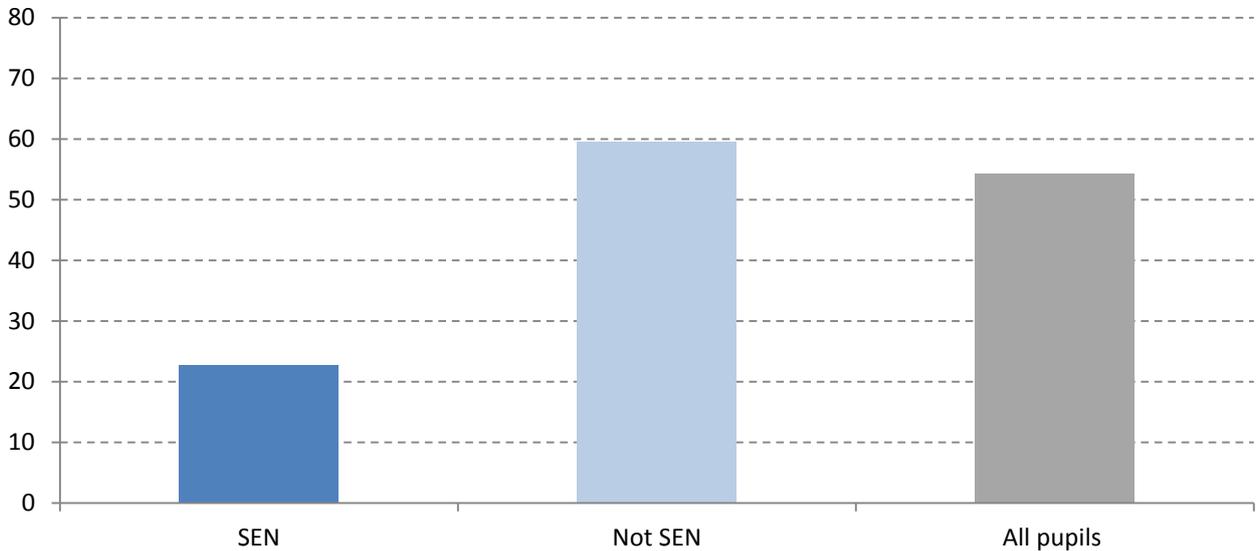
The data presented in this section covers pupils at the end of Key Stage 4 in States schools only (excludes pupils in non-provided schools). Attainment for pupils with Special Educational Needs is presented for academic year 2014/2015 only as robust information on SEN pupils was not available in previous years.

**Table 7: Percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English and mathematics, broken down by SEN; academic year 2014/2015**

English		Mathematics	
SEN	No SEN	SEN	No SEN
43.4	72.1	45.0	78.0

In 2014/2015, slightly less than half of pupils with a Special Educational Need made the expected amount of progress in English (43.4%) and mathematics (45.0%).

**Figure 4: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in Jersey, broken down by SEN; academic year 2014/2015**



In 2014/2015, around one-fifth (22.8%) of pupils with a Special Educational Need achieved 5 or more GCSE and equivalent qualifications at grades A\* to C including English and mathematics, compared to just under three-fifths (59.5%) of pupils without a Special Educational Need.

### Jersey and England Comparison

In order to compare pupil progress and attainment at Key Stage 4 in Jersey with that in England, indicators have been calculated according to the new U.K. DfE ‘2014 methodology’ (after methodological changes).

It should be noted when comparing progress and attainment in Jersey and England that a different list of accredited qualifications that count towards performance measures is used in Jersey than is utilised by the U.K DfE.

### Progress

*Progress measures presented in this sections reflect pupils in State-funded schools only.*

In 2014/2015, the percentage of pupils making the expected amount of progress in English was 4 percentage points lower in Jersey (67.0%) than in England (71.1%).

**Table 8: Percentage of pupils making expected progress between the end of Key Stage 2 and the end of Key Stage 4 in English in State-funded schools in Jersey and England; academic year 2014/2015**

Academic Year	Methodology	Jersey	England
2014/2015	‘2014 methodology’	67.0	71.1

The percentage of pupils making the expected amount of progress in mathematics was similar in Jersey (65.7%) and England (66.9%).

**Table 9: Percentage of pupils making expected progress between the end of Key Stage 2 and the end of Key Stage 4 in mathematics in State-funded schools in Jersey and England; academic year 2014/2015**

Academic Year	Methodology	Jersey	England
2014/2015	'2014 methodology'	65.7	66.9

## Attainment

In 2014/2015, the percentage of pupils who attained 5 or more grades at A\* to C in GCSE or equivalent qualifications including English and mathematics was similar in Jersey (53.1%) and England (53.8%).

**Table 10: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in Jersey and England; academic year 2014/2015**

Academic Year	Methodology	Jersey	England
2014/2015	'2014 methodology'	53.1	53.8

The proportion of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C in any subjects was also similar in both jurisdictions.

**Table 11: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C (any subjects) in Jersey and England; academic year 2014/2015**

Academic Year	Methodology	Jersey	England
2014/2015	'2014 methodology'	63.7	64.9

In the latest year a higher proportion of pupils in England attained an A\* to C grade in the subject of English than in Jersey; in 2014/2015 around three-fifths (61.2%) of pupils in Jersey achieved this benchmark compared to around two-thirds (65.8%) of pupils in England.

**Table 12: Percentage of pupils achieving a GCSE or equivalent qualification at grade A\* to C in English in Jersey and England; academic year 2014/2015**

Academic Year	Methodology	Jersey	England
2014/2015	'2014 methodology'	61.2	65.8

In 2014/2015, the proportion of pupils attaining an A\* to C grade in mathematics was almost identical in Jersey and England at around two-thirds of all Key Stage 4 pupils.

**Table 13: Percentage of pupils achieving a GCSE or equivalent qualification at grade A\* to C in Mathematics in Jersey and England; academic year 2014/2015**

Academic Year	Methodology	Jersey	England
2014/2015	'2014 methodology'	65.6	65.5

## Appendix A

Matrix showing how expected progress between the end of Key Stage 2 and end of Key Stage 4 is calculated

	No KS4 result	U	G	F	E	D	C	B	A	A*
Working towards level 1	Expected progress not made	Expected progress not made	Not included	Not included	Expected progress made					
Level 1	Expected progress not made	Expected progress not made	Not included	Not included	Expected progress made					
Level 2	Expected progress not made	Expected progress made								

<b>Level 3</b>	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made				
<b>Level 4</b>	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made					
<b>Level 5</b>	Expected progress not made	Expected progress made	Expected progress made	Expected progress made						
<b>Level 6</b>	Expected progress not made	Expected progress made	Expected progress made	Expected progress made						
<b>No KS2 teacher assessment</b>	Expected progress not made	Expected progress not made	Not included	Expected progress made	Expected progress made	Expected progress made				

## 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);
- GCSE and equivalent results data provided to the department by Independent fee-paying schools;
- Key Stage 2 teacher assessment data extracted directly from CMIS;
- Key Stage 2 teacher assessment data provided to the department by Independent fee-paying schools.

The above information was validated by schools.

#### 1. Data coverage

Indicators in this statistical report cover results attained by pupils at the end of Key Stage 4.

Attainment and progress measures for Jersey, calculated according to '2013 methodology', represent results achieved by pupils in all schools offering Key Stage 4 provision. These include States schools, States fee-paying schools, independent fee-paying schools and special schools.

Attainment measures presented for Jersey and England according to '2014 methodology' represent results achieved by pupils in State-funded schools, independent schools, independent special schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision. Alternative provision includes academy and free school alternative provision.

Qualifications covered in this report include level 1 and level 2 qualifications e.g. GCSEs, iGCSEs, and BTECs.

## 2. Calculating attainment in English and mathematics GCSEs

To be counted as attaining an A\* to C grade in English and mathematics 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

## 3. How do indicators in this statistical report differ from those published on exam day (August 2015)?

On exam day, summary data on GCSE performance is collected from schools and collated to provide a breakdown of entries by grade and Key Performance Indicators. The data collected on exam day is provisional i.e. it reflects GCSE results before resits and appeals occur and is un-validated by the Department.

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 (U.K. Department for Education) methodology.

## 4. Effects of applying U.K. reforms to the calculation of Key Performance Indicators

There were two major reforms in England that have impacted the calculation of GCSE and equivalent results in 2014 and later years.

**1) An early entry policy** was implemented to address the significant increase in early entries into examinations. According to this policy only the first result that a pupil achieves in a subject counts towards performance measures. This new rule affects only performance indicators; pupils are still accredited with every grade achieved, regardless of the number of entries made.

**2) A number of Professor Alison Wolf's Review of Vocational Education recommendations<sup>3</sup> were adopted:**

- restricting the qualifications which are counted in performance measures to those that meet new quality criteria. This led to the removal of around 3,000 unique qualifications from performance indicators;
- preventing any qualification from counting for more than one GCSE in performance measures. According to previous methodology a BTEC<sup>4</sup> qualification may have counted for up to four GCSEs. Now these large qualifications are reduced to the equivalence of a single GCSE in their contribution to performance measures;
- capping the number of non-GCSE qualifications<sup>5</sup> that count in performance measures to two per pupil.

For more information on the effects of methodological reforms on the outputs of Key Performance Measures please see 'GCSE and Equivalent Results in Jersey in 2013/2014' which can be found on the reports section of GOV.je.

---

<sup>3</sup> Professor Alison Wolf's review of Vocational Education can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/180504/DFE-00031-2011.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf)

<sup>4</sup> BTEC qualifications were originally developed by the Business and Technology Education Council and are generally vocational.

<sup>5</sup> Non GCSEs include vocational qualifications such as BTEC Level 2 Certificates, BTEC Level 2 Extended Certificates and BTEC Level 2 Diplomas.