

GCSE and equivalent results in Jersey



Academic year 2016/2017

Introduction

This report summarises the attainment of 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 eligibility. The report also looks at the progress that pupils with these different characteristics make between the end of Key Stage 2¹ and the end of Key Stage 4^{2,3}.

Results in this report will differ slightly from those *provisional* results published on exam day in August. 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 2016/2017:

- a new grading system was introduced for some GCSEs, with English language, English literature and mathematics measured with grades 9-1, replacing the A*-G grades. This grading for all other GCSEs remains as A*-G. This will change to 9-1 for all GCSEs in the coming years;
- around three-fifths of pupils achieved five or more standard passes (4/C+) including English and mathematics, roughly in line with results in the previous years;
- there was a small decrease in the percentage of pupils achieving a standard pass (4/C+) in mathematics;
- 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 eligible for Jersey Premium achieving an average grade of 3.2 across their best eight subjects, compared to an average grade of 5.1 for pupils not eligible for Jersey Premium.

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

² 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.

³ 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.

Changes for 2017

The calculation of GCSE results in Jersey has changed this year. The figures now include all special schools. The calculation of English results has also been updated to match the method used in England. See **Technical Notes** for more details. The old approach is referred to as *2013 Methodology*, while the new approach is referred to as *Jersey 2017 Methodology*.

Comparisons to England

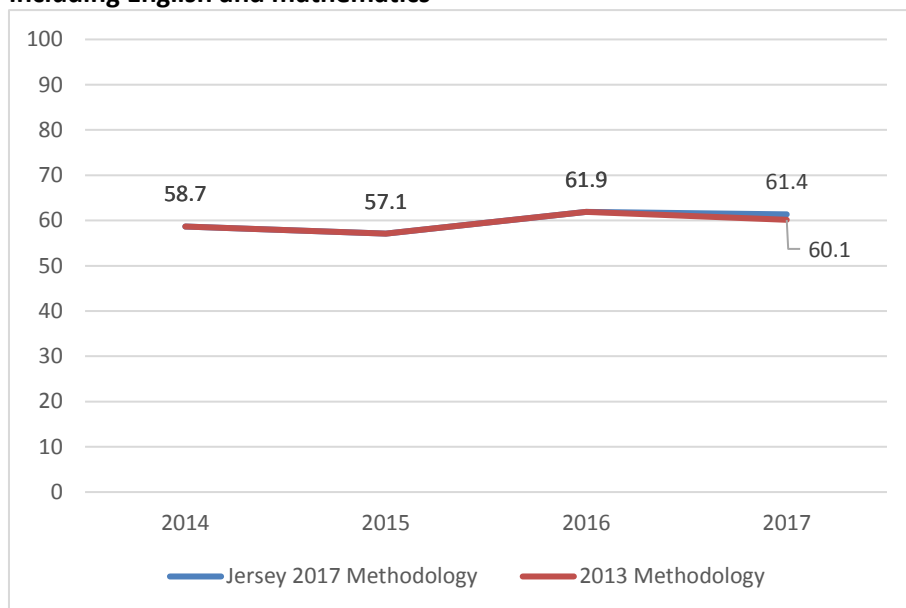
Since 2013, England have made various modifications to the methodology that they use to calculate GCSE results. These mean that it is no longer possible to make a direct comparison between results in Jersey and results in England. England's current methodology is referred to in this report as *England 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 English and mathematics, while Jersey's 2017 Methodology takes the pupil's best entry.
- In addition to the approved qualifications in England, the Jersey Education Department has included a wider range of qualifications that they have judged to facilitate good progression to post-16. These include some English GCSEs and IGCSEs graded on an A*-G scale rather than the new 9-1 scale.

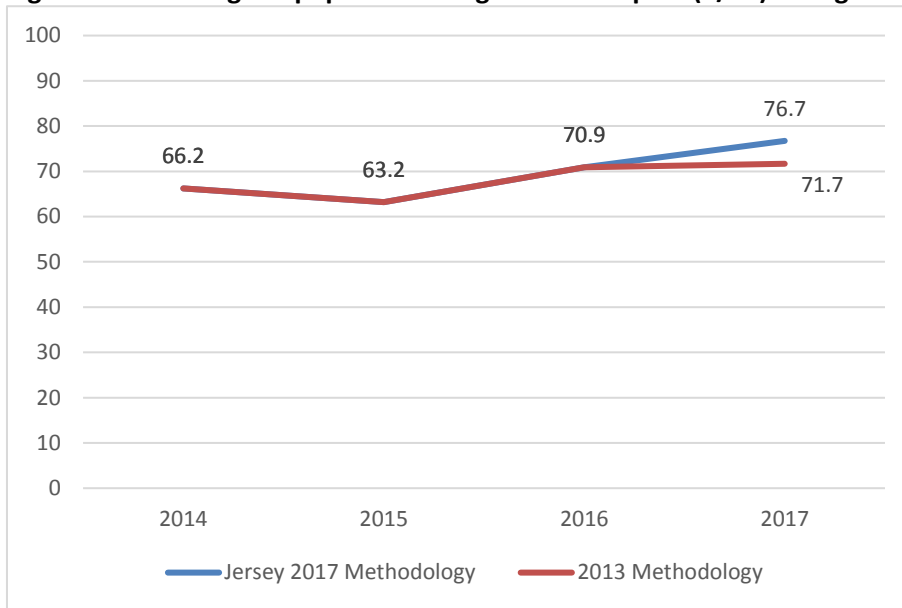
GCSE results for Jersey

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



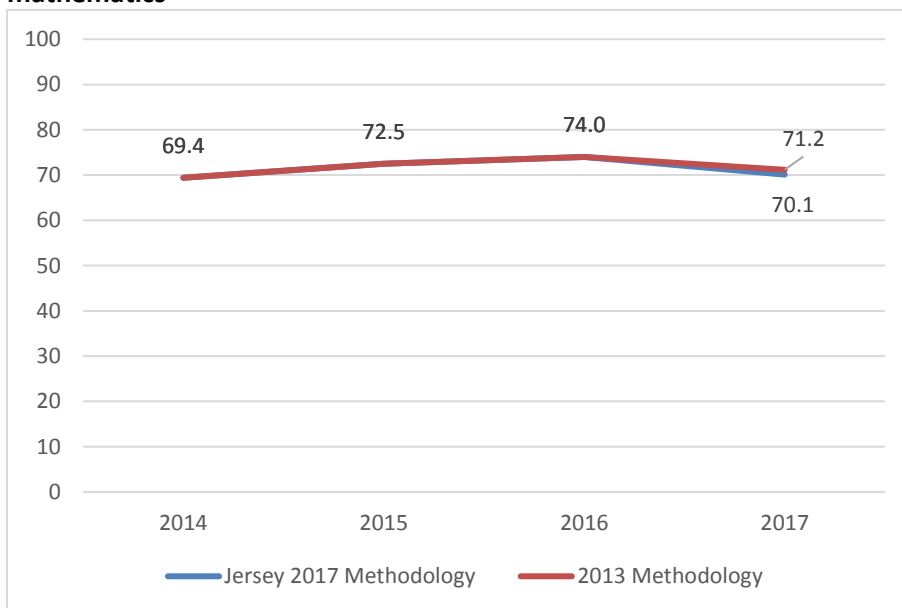
Three-fifths (61.4%) of pupils in Jersey achieved five or more standard passes including English and mathematics. After adjusting for the change in methodology, this represents a decrease of about two percentage points on 2015/2016.

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



Three-quarters (76.7%) of pupils in Jersey achieved a standard pass in English. After adjusting for the change in methodology, results were similar to 2015/2016.

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



Seven-tenths (70.1%) of pupils in Jersey achieved a standard pass in mathematics. After adjusting for the change in methodology, this represents a decrease of about three percentage points on 2015/2016.

For 2017, we have also calculated the percentage of children achieving strong passes (5/B+) in English and mathematics. Over three-fifths (63.3%) of pupils achieved a strong pass in English, while about half (51.6%) of pupils achieved a strong pass in mathematics. Two-fifths (39.1%) 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
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 classified as eligible for Jersey Premium. The measures in this section include all pupils in Jersey States mainstream schools, including States 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). 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. **By this definition, a child classed as having 'EAL' may still be fluent in English.**

Special Educational Needs (SEN)

A child has a Special Educational Need if they have a learning difficulty that calls for special educational provision to be made for the child. This includes pupils 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) may 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. States fee-paying and non-fee-paying schools have received extra funding for their eligible pupils since January 2017. Pupils are eligible if they:

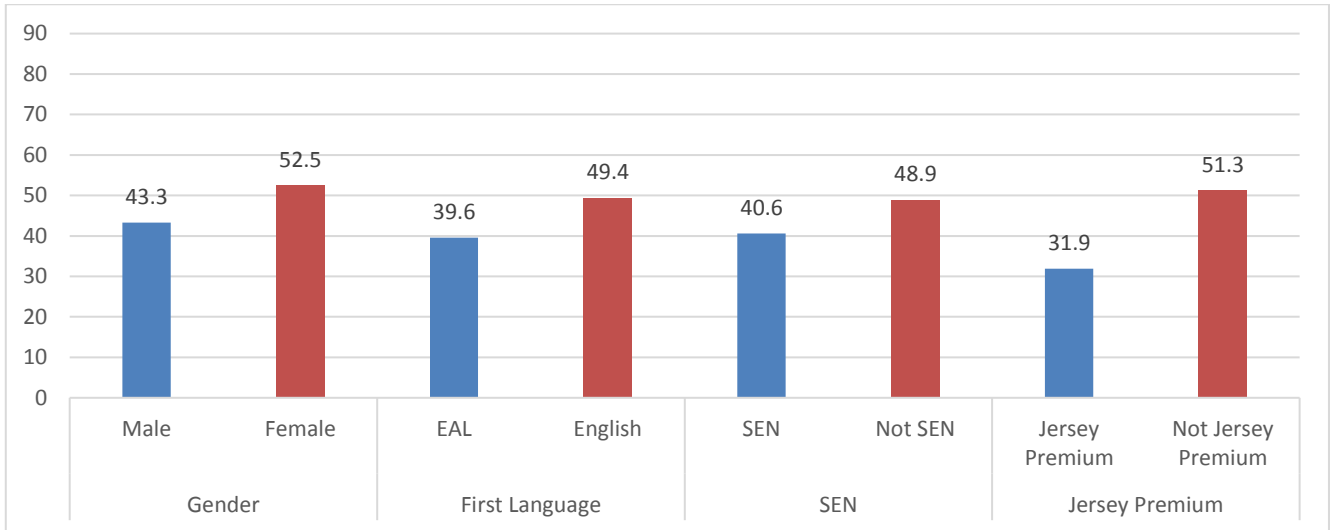
- are currently (or have ever been) a Looked After Child,
- live in a household claiming income support, or
- live in a household that could receive income support (i.e. it has a low income and meets the other requirements of the Social Security Department), but parents have not yet lived in Jersey for five years continuously.

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 the sum of the grades in their best eight subjects, combined with a bonus for English and mathematics. 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, while a pupil that achieved a 5 or equivalent in each of their best eight subjects would achieve a score of 50.

Figure 4: Best 8 Point Score by pupil characteristics; 2017

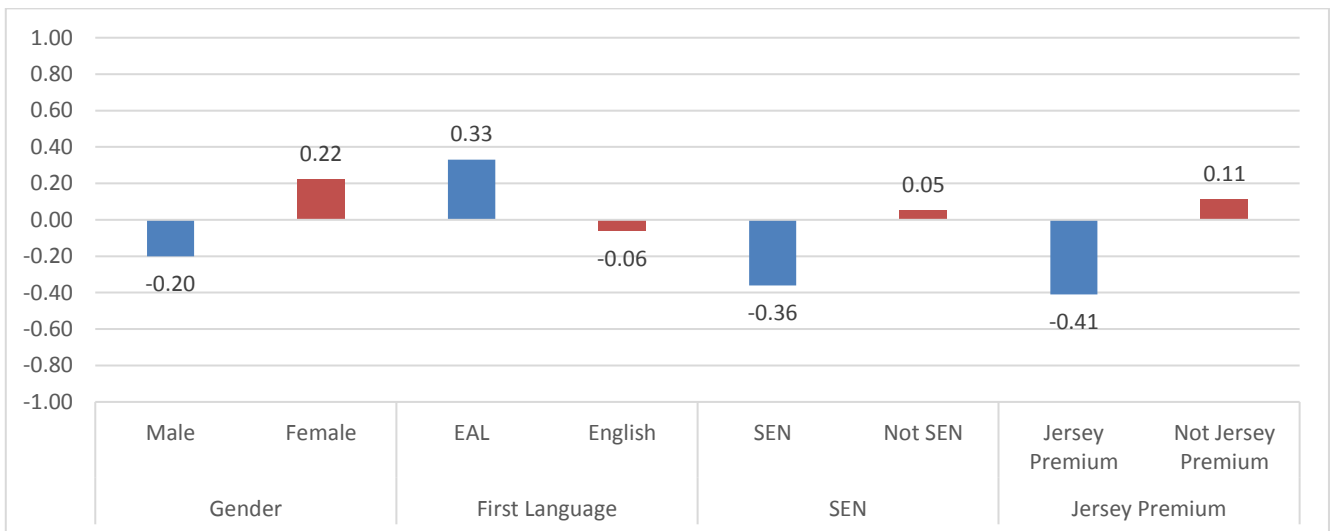


Males achieved an average grade of 4.3 across their best eight subjects compared to 5.2 for females. Similar gaps were observed based on first language and SEN status.

The largest gap was seen with Jersey Premium status, where pupils eligible for Jersey Premium achieved an average grade of 3.2 compared to 5.1 for pupils that were not eligible.⁴

Figure 5 shows the Best 8 Value Added by each of the characteristics. This is a measure of 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 compared to the results that would be expected based on their performance at the end of Key Stage 2. 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; 2017

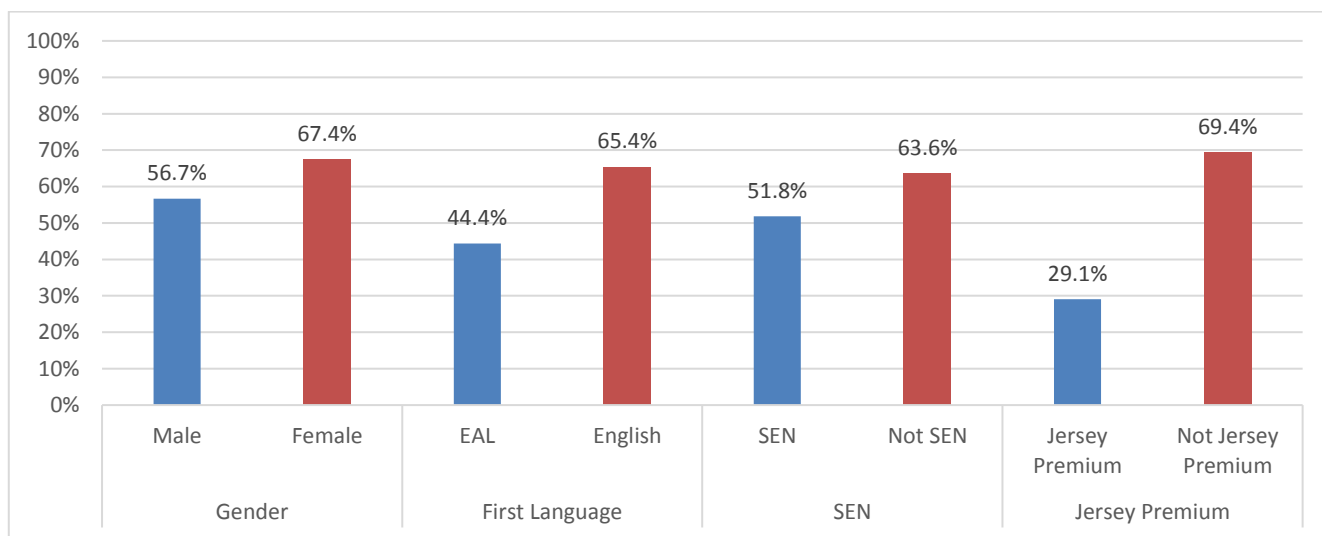


⁴ While a pilot scheme was run throughout 2016, Jersey Premium was not implemented until January 2017, so it is too early to evaluate the impact of the project on GCSE outcomes. Results for 2016 and 2017 will provide a baseline for measuring success over time.

Pupils with English as an additional language made 0.4 grades more progress than pupils whose first language was English. Similar gaps were seen with gender and SEN status. As with the Best 8 Point Score, the largest gap was seen with Jersey Premium, with pupils eligible for Jersey Premium making 0.5 grades less progress than those that were not eligible.⁴

Figure 6 shows the percentage of pupils achieving five or more standard passes (4/C+) including English and mathematics by each of the characteristics. The largest gap is again seen with Jersey Premium status, with three-tenths (29.1%) of pupils that were eligible achieving five or more standard passes compared to seven-tenths (69.4%) of those that were not eligible, a difference of around 40 percentage points. A gap of around 20 percentage points was seen on the basis of first language, with smaller gaps for gender and SEN status.

Figure 6: Percentage of pupils achieving five or more standard passes (4/C+) including English and mathematics by pupil characteristics; 2017



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 eligible to receive 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 available from www.gov.je/Government/Pages/StatesReports.aspx?ReportID=2668.

In 2017, the Jersey Premium Index was unchanged on the previous year at 5.3.⁴

Jersey and England Comparison

Figures for Jersey and England are given in Table 2. While the figures are not directly comparable, results were roughly similar in the two jurisdictions.

Table 2: GCSE results in Jersey and England; 2017

Jurisdiction	Methodology	Coverage	% of pupils achieving standard passes (4/C+) in English and mathematics
Jersey	Jersey 2017	All schools	66.6
Jersey	Jersey 2017	All States schools	65.1
England	England 2016	All schools	59.1
England	England 2016	All state-funded schools	63.9

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 States 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).

States 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	States schools	Mainstream schools
Grainville	1	1	1
Haute Vallée	1	1	1
Le Rocquier	1	1	1
Les Quennevais	1	1	1
Hautlieu	1	1	1
Jersey College for Girls	1	1	1
Victoria College	1	1	1
Mont à l'Abbé	1	1	-
Alternative Provision and Support Service	1	-	-
Beaulieu	1	-	1
De La Salle	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 do indicators in this statistical report differ from those published on exam day

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 not 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.