

# GCSE and equivalent results in Jersey



Academic year 2015/2016

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## Introduction

This report summarises the attainment of pupils in GCSE and equivalent examinations in Jersey and provides a measure of 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>. Island-wide GCSE results are presented, and are broken down by gender, first language, Special Educational Needs (SEN) and Jersey Premium eligibility.

In order to maintain comparability with previous years, throughout this report, the results presented are calculated using U.K Department for Education (DfE) '2013 methodology', unless otherwise stated. Where a comparison with England is made, the U.K. DfE's new '2016 methodology' has been used to allow for a fair comparison.

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** i.e. post re-sits and appeals, and the data is subject to a full validation process, before indicators are calculated.

## Summary

### In academic year 2015/2016:

- the proportions of pupils making expected progress in English and mathematics were similar to those recorded in 2014/2015;
- the percentage of pupils attaining 5 or more GCSEs at grade A\* to C including English and mathematics was higher than in 2014/2015, a difference of just under 5 percentage points;
- increases of around 8 percentage points and around 1.5 percentage points were recorded in the proportion of pupils attaining a grade A\* to C in English and mathematics respectively;
- girls continue to outperform boys at Key Stage 4; the attainment gap was similar to in the previous year at around 13 percentage points;
- the attainment gap observed as a result of first language (English as a first language / English as an additional language) remained similar to that in previous years;
- the proportion of pupils attaining an A\* to C in both English and mathematics was higher in Jersey than in England.

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<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.

# GCSE results for Jersey

## Key Stage 2 to Key Stage 4 'expected progress'

*In this section results are calculated according to U.K. Department for Education '2013 methodology'.*

This section presents the percentage of pupils that make 'expected progress' between the end of Key Stage 2 (year 6) and the end of Key Stage 4 (year 11) in English and Mathematics.

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. For example, pupils working at a level 4 (age-expected attainment) at the end of Key Stage 2 in a particular subject are considered to have made 'expected progress' if they go on to attain a grade C or higher at Key Stage 4 in that subject. Similarly, pupils working at a level 5 (above age-expected attainment) at the end of Key Stage 2 are considered to have made 'expected progress' if they go on to attain a B or higher in their GCSE (see Appendix A for further information on the calculation of expected progress measures).

Table 1 shows the percentage of pupils making expected progress in English and Mathematics in the latest four academic years.

**Table 1: Percentage of pupils making expected progress between the end of Key Stage 2 and the end of Key Stage 4 in English and mathematics; academic years 2012/2013 to 2015/2016**

| Academic Year | Percentage of pupils making expected progress |             |
|---------------|-----------------------------------------------|-------------|
|               | English                                       | Mathematics |
| 2015/2016     | 70.9                                          | 74.8        |
| 2014/2015     | 71.3                                          | 75.3        |
| 2013/2014     | 71.2                                          | 73.3        |
| 2012/2013     | 66.5                                          | 72.1        |

In 2015/2016, around seven out of ten (70.9%) pupils made the expected amount of progress in English. This was similar to the proportion recorded in the previous two years.

Around three-quarters (74.8%) of pupils made the expected amount of progress in mathematics in 2015/2016.

The breakdown of pupils making expected progress by their teacher assessment level at Key Stage 2 is given in Table 2 (English) and Table 3 (mathematics).

**Table 2: Percentage of pupils making expected progress in English by prior attainment level (based on end of Key Stage 2 teacher assessments); academic year 2015/2016**

■ Making expected progress    
 ■ Excluded from analysis    
 ■ Not making expected progress

| English Key Stage 2 teacher assessment | Percentage attaining each grade in English GCSE |           |           |           |           |          |          |          |               | Percentage making expected progress |           |
|----------------------------------------|-------------------------------------------------|-----------|-----------|-----------|-----------|----------|----------|----------|---------------|-------------------------------------|-----------|
|                                        | A*                                              | A         | B         | C         | D         | E        | F        | G        | U / no result |                                     |           |
| 2 or lower                             |                                                 |           |           |           |           | 19       |          |          |               | 52                                  | 33        |
| 3                                      |                                                 |           | 8         | 23        | 28        | 17       | 6        |          |               | 14                                  | 60        |
| 4                                      | 1                                               | 8         | 22        | 37        | 21        | 6        | 3        |          |               | 1                                   | 68        |
| 5 or 6                                 | 20                                              | 33        | 27        | 17        | 3         |          |          |          |               |                                     | 79        |
| No prior level available               | 13                                              | 37        | 38        |           |           |          |          |          |               | 12                                  | 88        |
| <b>All</b>                             | <b>7</b>                                        | <b>16</b> | <b>21</b> | <b>28</b> | <b>15</b> | <b>6</b> | <b>2</b> | <b>1</b> | <b>2</b>      | <b>2</b>                            | <b>71</b> |

\*Cells that represent fewer than 5 pupils have been left blank to prevent any individuals being identified

In 2015/2016, around two-thirds (68%) of pupils working at a level 4 (at age related expectation) at the end of Key Stage 2 made expected progress in English. This compares to around eight out of ten (79%) pupils who were working at a level 5 or above (above age related expectation) at the end of Key Stage 2.

**Table 3: Percentage of pupils making expected progress in mathematics by prior attainment level (based on end of Key Stage 2 teacher assessments); academic year 2015/2016**

■ Making expected progress    
 ■ Excluded from analysis    
 ■ Not making expected progress

| Maths Key Stage 2 teacher assessment | Percentage attaining each grade in mathematics GCSE |           |           |           |           |          |          |          |               | Percentage making expected progress |           |
|--------------------------------------|-----------------------------------------------------|-----------|-----------|-----------|-----------|----------|----------|----------|---------------|-------------------------------------|-----------|
|                                      | A*                                                  | A         | B         | C         | D         | E        | F        | G        | U / no result |                                     |           |
| 2 or lower                           |                                                     |           |           |           |           |          |          |          |               | 63                                  | 11        |
| 3                                    |                                                     |           |           | 24        | 23        | 26       | 15       | 4        |               | 7                                   | 49        |
| 4                                    | 1                                                   | 10        | 18        | 47        | 15        | 4        | 2        |          |               | 2                                   | 76        |
| 5 or 6                               | 22                                                  | 34        | 31        | 12        |           |          |          |          |               |                                     | 86        |
| No prior level available             | 13                                                  | 40        | 40        |           |           |          |          |          |               |                                     | 93        |
| <b>All</b>                           | <b>7</b>                                            | <b>16</b> | <b>19</b> | <b>31</b> | <b>12</b> | <b>6</b> | <b>4</b> | <b>1</b> | <b>4</b>      | <b>4</b>                            | <b>75</b> |

\*Cells that represent fewer than 5 pupils have been left blank to prevent any individuals being identified

Three-quarters of pupils with prior attainment level 4 (76%) made the expected amount of progress in mathematics in the latest year. At prior attainment level 3, this proportion decreases to around half of all pupils (49%).

## Attainment

Using the 2013 methodology for analysis, Table 4 presents the percentage of Key Stage 4 pupils achieving 5 or more GCSEs (or equivalent qualifications) at grade A\* to C including English and mathematics, and the percentage of pupils achieving 5 or more GCSEs at grade A\* to C in any subject.

**Table 4: Key Stage 4 attainment measures; academic years 2012/2013 to 2015/2016**

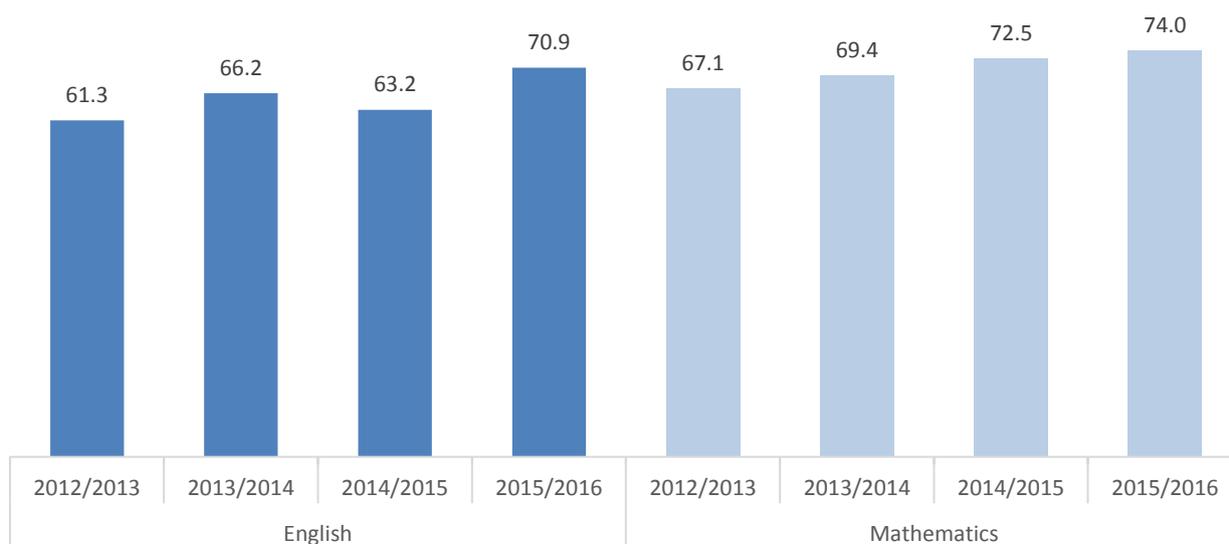
| Academic Year | % of pupils achieving 5+ A* to C grades (incl. English and mathematics) | % of pupils achieving 5+ A* to C grades (any subjects) |
|---------------|-------------------------------------------------------------------------|--------------------------------------------------------|
| 2015/2016     | 61.9                                                                    | 74.2                                                   |
| 2014/2015     | 57.1                                                                    | 71.3                                                   |
| 2013/2014     | 58.7                                                                    | 71.0                                                   |
| 2012/2013     | 53.1                                                                    | 70.6                                                   |

As Table 4 shows, three-fifths (61.9%) of pupils in Jersey achieved 5 or more GCSE or equivalent examinations at grade A\* to C including English and mathematics, a slightly higher proportion than in the previous academic year (57.1%).

The proportion of pupils achieving 5 or more GCSE or equivalent qualifications at grade A\* to C (in any subject) was also slightly higher in 2015/16 at almost three-quarters of all pupils (74.2%).

The percentage of pupils achieving a GCSE or equivalent qualification in English at grade A\* to C, and similarly for mathematics, is given in Figure 1.

**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 2015/2016**



In the latest year, the proportion of pupils attaining a grade A\* to C in English was 8 percentage points higher than in 2014/2015. The proportion of pupils attaining a grade A\* to C in mathematics also increased in the latest year.

## Pupil Characteristics

In this section, measures of progress and 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 availability of robust pupil characteristic information).

### Gender

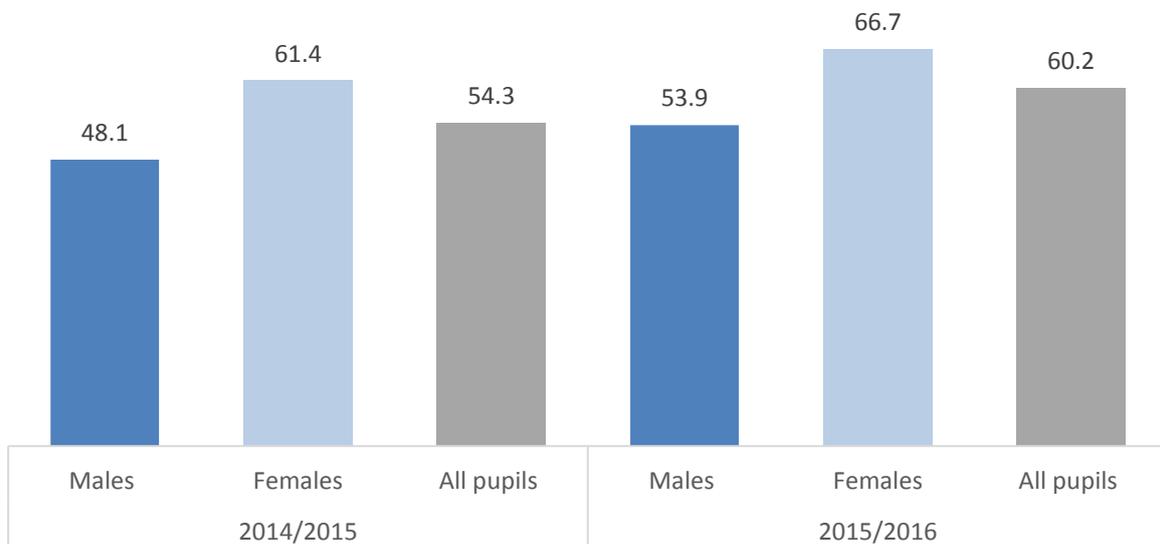
In the latest academic year, four-fifths (79.4%) of girls made the expected amount of progress in English from the end of Key Stage 2 to the end of Key Stage 4. This compares to around three-fifths (58.7%) of boys. In comparison the proportions of boys and girls making expected progress in mathematics were almost identical at around three-quarters of pupils (73.2% and 72.7% 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, by gender; academic years 2014/2015 and 2015/2016**

|                | English |         | Mathematics |         |
|----------------|---------|---------|-------------|---------|
|                | Males   | Females | Males       | Females |
| <b>2015/16</b> | 58.7    | 79.4    | 73.2        | 72.7    |
| <b>2014/15</b> | 58.8    | 78.3    | 73.3        | 73.6    |

Figure 2 shows that in the latest academic year, as in previous years, a higher percentage of girls achieved ‘5 or more GCSE or equivalent qualifications at grade A\* to C including English and mathematics’. In 2015/2016, around two-thirds (66.7%) of girls attained this benchmark compared to just over half (53.9%) of boys. The attainment gap between girls and boys was similar in 2015/2016 (12.8 percentage points) to in the previous year (13.3 percentage points).

**Figure 2: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in Jersey, by gender; academic years 2014/2015 to 2015/2016**



English as a first language / English as an additional language (EAL)

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. **By the above definition, a child may be classed as having ‘EAL’ but may still be fluent in English.**

**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 in all States mainstream schools, by first language; academic years 2014/2015 and 2015/2016**

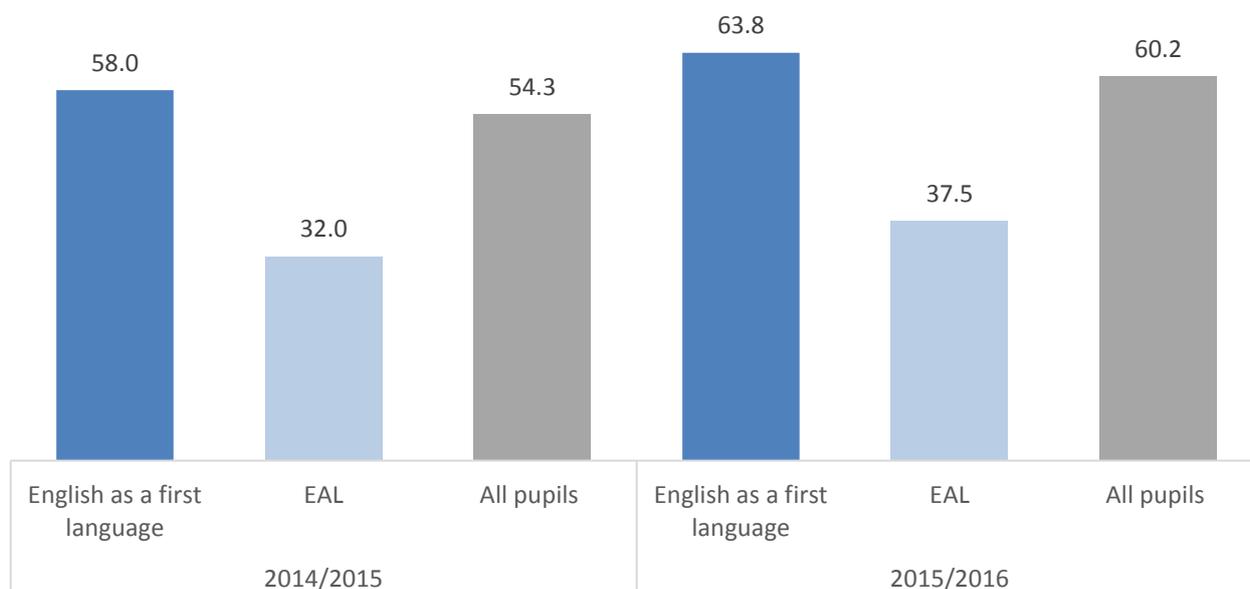
|                | English                   |      | Mathematics               |      |
|----------------|---------------------------|------|---------------------------|------|
|                | English as first language | EAL  | English as first language | EAL  |
| <b>2015/16</b> | 69.8                      | 63.0 | 74.7                      | 60.6 |
| <b>2014/15</b> | 69.4                      | 59.4 | 75.6                      | 58.8 |

Table 6 shows that in 2015/2016, 69.8% of pupils whose first language is English made the expected amount of progress in English. This compares to 63.0% of pupils who have English as an additional language. In mathematics, three-quarters (74.7%) of pupils with English as a first language made the expected amount of progress compared to 60.6% of pupils with EAL.

It should be noted that the above figures reflect all States mainstream schools including selective schools (i.e. States fee-paying and academically selective schools). Within the States selective schools the proportion of pupils with EAL is small at around 4% of pupils in the year 11 cohort. This compares to a fifth of year 11 pupils in non-selective schools. If selective schools are excluded from the analysis, a higher proportion of pupils with EAL are observed to make expected progress in English (57.5%) compared to pupils who have English as a first language (53.9%) in the latest year and no difference in the proportion of pupils making expected progress in mathematics is recorded.

Figure 3 below shows the difference in attainment for pupils with English as a first language compared to those with English as an additional language in all States mainstream schools.

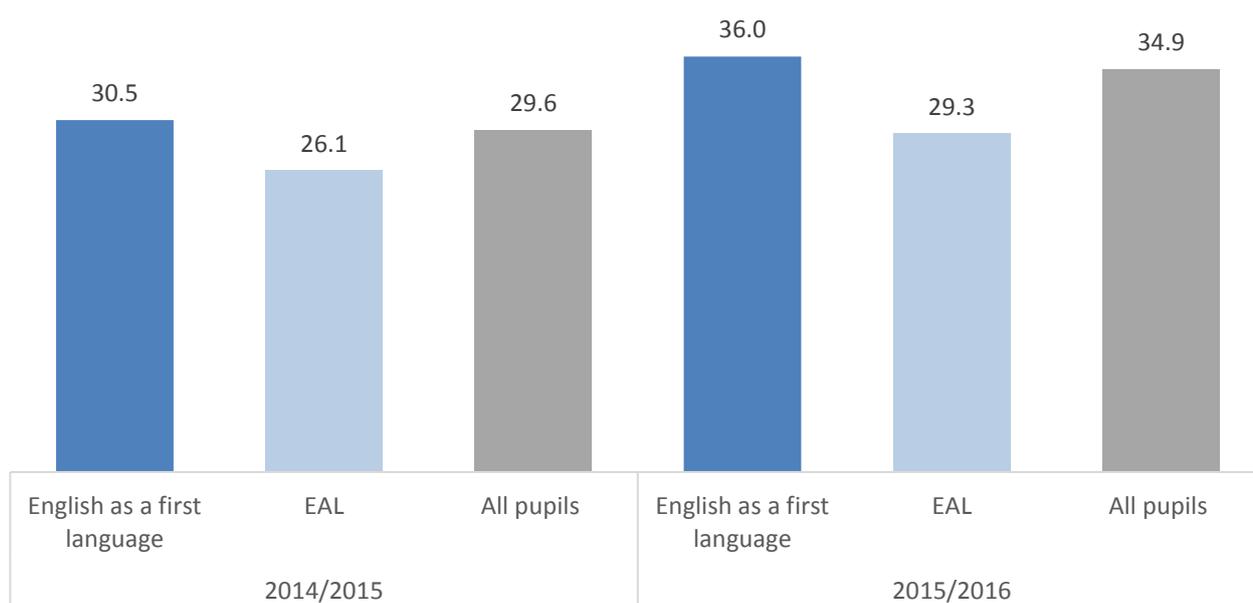
**Figure 3: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in all States mainstream schools, by EAL; academic years 2014/2015 to 2015/2016**



Across all States mainstream schools, a greater proportion (63.8%) of pupils whose first language is English attain 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 (37.5%) reflecting an attainment gap of 26.3 percentage points.

Excluding States selective schools results in an attainment gap which is closer to 7 percentage points in the latest year as shown in Figure 4.

**Figure 4: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in non-selective States mainstream schools, by EAL; academic years 2014/2015 to 2015/2016**



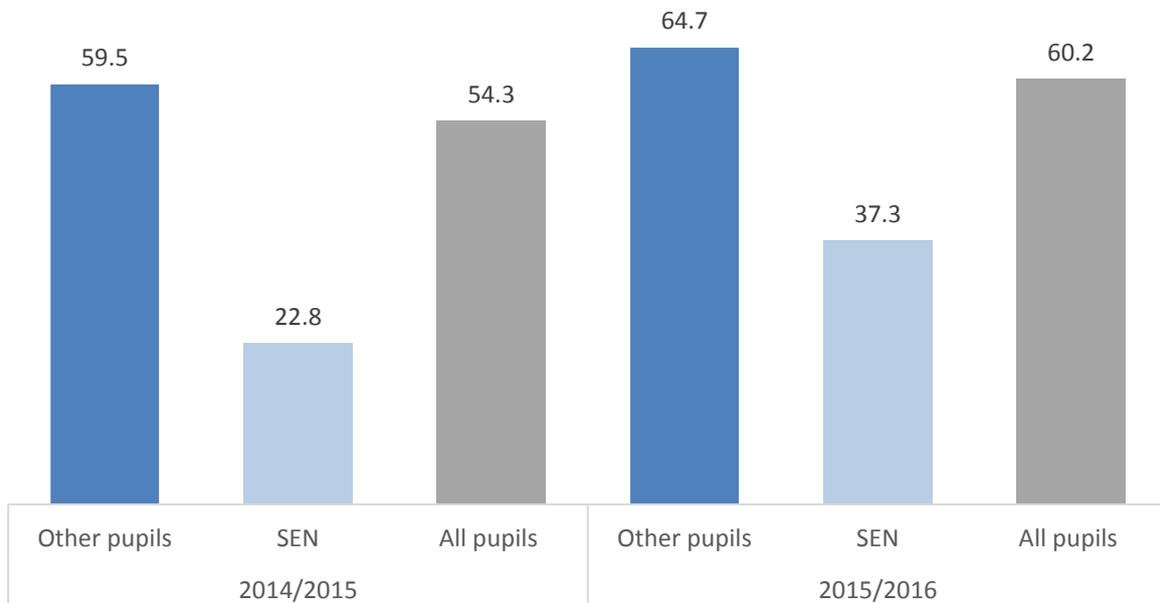
## Special Educational Needs (SEN)

**Table 7: Percentage of pupils making expected progress between the end of Key Stage 2 and the end of Key Stage 4 in English and mathematics, by SEN; academic years 2014/2015 and 2015/2016**

|                | English      |      | Mathematics  |      |
|----------------|--------------|------|--------------|------|
|                | Other pupils | SEN  | Other pupils | SEN  |
| <b>2015/16</b> | 72.2         | 52.3 | 77.2         | 51.2 |
| <b>2014/15</b> | 72.1         | 43.4 | 78.0         | 45.0 |

In 2015/2016, slightly over half of pupils with a Special Educational Need made the expected amount of progress in English (52.3%) and mathematics (51.2%).

**Figure 5: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in Jersey, by SEN; academic year 2014/2015 and 2015/2016<sup>3</sup>**



In 2015/2016, around two-fifths (37.3%) of pupils with a Special Educational Need achieved 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics, compared to about two-thirds (64.7%) of other pupils.

## Jersey Premium

Jersey Premium is a new approach to support the Education Department’s drive to raise standards and to support individual Jersey pupils. Jersey Premium funding is available to States schools across Primary and Secondary education.

<sup>3</sup> Robust information to allow identification of the group of pupils with special educational needs is not available prior to 2014/15.

Funding is targeted at pupils with socio-economic disadvantage who are at risk of lower attainment. Evidence shows that some pupils are impacted by social, emotional or economic influences and do not always reach their full academic potential.

This programme is being introduced to provide an opportunity for Jersey schools with eligible pupils to significantly increase their capacity to improve teaching and learning for **all** pupils, with particular benefit for disadvantaged pupils.

Objectives:

- to improve standards for all Jersey pupils but specifically those who are at risk of underachievement due to their socio-economic background;
- to develop a greater understanding of 'disadvantage' in Jersey and how to remove the barriers to achievement this can generate;
- to ensure that Jersey schools adopt the most effective approaches to tackle underachievement by disadvantaged learners.

Eligible pupils must

- currently be (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.

As this initiative was not implemented until January 2017<sup>4</sup>, any impact of the project on GCSE outcomes cannot be evaluated until late 2017 at the earliest. This year's results will provide a baseline for measuring success over time.

**Table 8: Percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English and mathematics, by Jersey Premium; academic year 2015/2016**

|                | English      |                | Mathematics  |                |
|----------------|--------------|----------------|--------------|----------------|
|                | Other pupils | Jersey Premium | Other pupils | Jersey Premium |
| <b>2015/16</b> | 73.2         | 48.5           | 77.3         | 52.2           |

In 2015/2016, about half of all pupils identified as being eligible for Jersey Premium funding in schools made the expected amount of progress in English (48.5%) and mathematics (52.2%) compared to around three-quarters of pupils that were not eligible for such funding.

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<sup>4</sup> A pilot scheme for Jersey Premium was delivered throughout 2016. As part of this pilot, a small number of Year 11 pupils participated in a project aimed at improving their GCSE results.

**Figure 6: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in Jersey, by Jersey Premium; academic year 2015/2016**



In 2015/2016, under a third (29.3%) of pupils identified as being eligible for Jersey Premium achieved 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics, compared to two-thirds (66.7%) of other pupils.

### The Jersey Premium Index

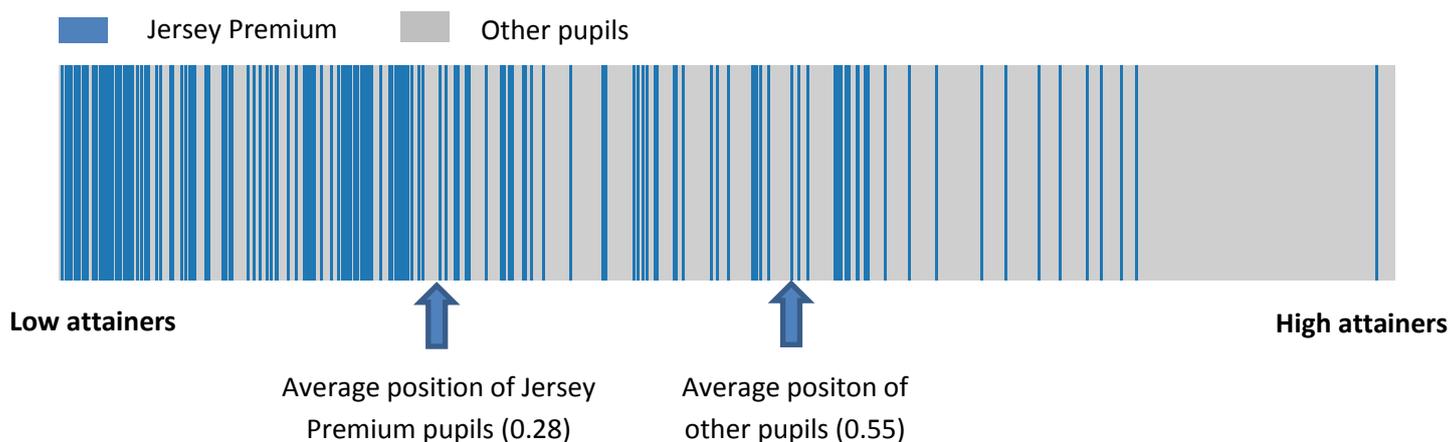
The U.K. Department for Education has developed a methodology for examining the difference in attainment between ‘disadvantaged’ and ‘non-disadvantaged’ pupils over time. This ‘gap index’ has been designed to be resilient to changes in curriculum, methodology, scoring systems and headline measures which 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’ will therefore be 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 will be 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.

The logic behind the calculation of the ‘Jersey Premium Index’ can be depicted in graphical form, as seen below in Figures 7 and 8. The figures show the distribution of pupil results in English and mathematics GCSEs, where lowest attainment is on the left and the highest is on the right. The blue lines represent pupils eligible for Jersey Premium and the grey lines represent other pupils.

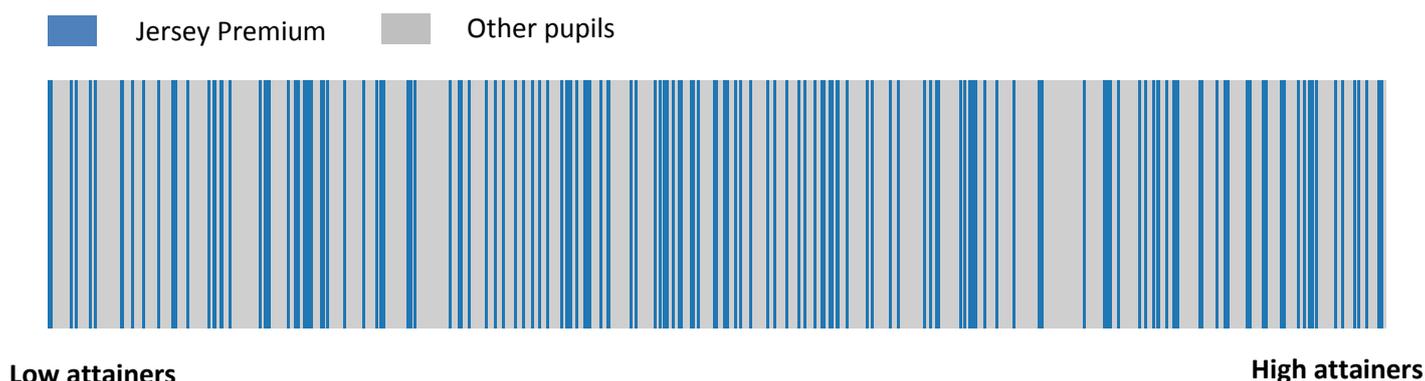
Figure 7 shows the current situation (academic performance in 2015/2016) where the attainment of Jersey Premium pupils is generally clustered at the lowest attaining end.

**Figure 7: The current distribution of pupil attainment In English and mathematics by Jersey Premium pupils and others**



If there were no difference between the outcomes of Jersey Premium pupils and others, the barcode illustration would look similar to that seen in Figure 8. This is the aim of the Jersey Premium project.

**Figure 8: Ideal distribution of pupil attainment In English and mathematics by Jersey Premium pupils and others**



If pupils are lined up from the lowest attainer to the highest, the average (mean) position of ‘Jersey Premium’ pupils and the average position of other pupils is calculated. The Jersey Premium Index is a measure of the difference between these two groups.

In 2015/2016 the average position of pupils eligible for Jersey Premium funding was 0.28 compared to an average position of 0.55 for other pupils. This results in a Jersey Premium Index of **5.3**  $((0.55 - 0.28) \times 20 = 5.3)$ . As the Jersey Premium project continues to develop in schools it is hoped that the index becomes closer to 0.

## Jersey and England Comparison

In 2016, the U.K. Department for Education implemented a new system of accountability for secondary schools which included the introduction of new headline measures and changes to existing methodology. Due to these changes it is now only possible to make a robust comparison of performance in Jersey and England in the subjects of English and mathematics (using new U.K. DfE 2016 methodology).

### English and mathematics (A\* to C)

One of the headline measures now in place in England is the percentage of pupils who achieve an A\* to C grade in both English and mathematics.

In methodology used previous to 2016, a pupil had to achieve an A\* to C in English language and have sat an exam in English literature to be counted as achieving the English component. According to methodology adopted in 2016, pupils can now achieve the benchmark in English with either an A\* to C in English language or English literature. This change means that a higher proportion of pupils attain the measure in 2015/2016 compared to in previous years (results in the latest year are not comparable with those calculated in previous years).

**Table 9: Percentage of pupils achieving a GCSE or equivalent qualification at grade A\* to C in English and mathematics in Jersey and England; academic years 2014/2015 and 2015/2016**

|                                   | Jersey | England |
|-----------------------------------|--------|---------|
| <b>2015/16 (2016 methodology)</b> | 65.7   | 59.3    |
| <b>2014/15 (2014 methodology)</b> | 54.6   | 55.8    |

In the latest year, a higher proportion of pupils attained an A\* to C grade in both English and mathematics in Jersey (65.7%) compared to in England (59.3%).

It should be noted that restrictions on qualifications that can be counted in performance measures in England and Jersey are not the same. Implementing the U.K. DfE restrictions in Jersey would result in a fall on this measure of around 1 percentage point.

## 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*                     |
|----------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------|------------------------|------------------------|
| <b>Working towards level 1</b>   | Expected progress not made | Expected progress not made | Not included               | Not included               | Expected progress made     | Expected progress made     | Expected progress made     | Expected progress made | Expected progress made | Expected progress made |
| <b>Level 1</b>                   | Expected progress not made | Expected progress not made | Not included               | Not included               | Expected progress made     | Expected progress made     | Expected progress made     | Expected progress made | Expected progress made | Expected progress made |
| <b>Level 2</b>                   | Expected progress not made | Expected progress made     | Expected progress made     | Expected progress made     | Expected progress made | Expected progress 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 provided to the department by schools.

The above information was validated by schools.

### Data coverage

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

Attainment measures presented for Jersey and England according to '2014 methodology' and '2016 methodology' represent results achieved by pupils in all schools offering KS4 provision including 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 as well as some level 3 qualifications such as AS levels.

## Calculating attainment in English and mathematics GCSEs

### 2013 and 2014 methodology

To be counted as attaining an A\* to C grade in English and mathematics under '2013 methodology' and '2014 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

## 2016 methodology

Under '2016 methodology', pupils can achieve an 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.