



Department  
for Education



## Statistical First Release

# GCSE and equivalent attainment by pupil characteristics, 2013 to 2014 (Revised)

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### CHANGES TO THE PRODUCTION OF THESE STATISTICS

Two major reforms have been implemented which effect the calculation of key stage 4 (KS4) performance measures data:

- 1. Professor Alison Wolf's Review of Vocational Education recommendations** which;
  - restrict the qualifications counted
  - prevent any qualification from counting as larger than one GCSE
  - cap the number of non-GCSEs included in performance measures at two per pupil
- 2. An early entry policy** to only count a pupil's first attempt at a qualification.

Readers of this statistical first release (SFR) should review **sections 2 and 3** to understand the nature and rationale of these changes before drawing conclusions from the data presented. In particular, comparisons between 2013/14 and earlier years should not be made before reading **sections 2 and 3**.

For more detailed analysis of the possible effects of these reforms at a national level, please see the statistical release [SFR02/2015 "Revised GCSE and equivalent results in England, 2013 to 2014"](#) for further details. It is not possible to determine the effects of these reforms on smaller pupil groups.

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## Headline results

**Note: It is not possible to directly compare 2013/14 figures with earlier years due to the changes outlined on page 1.**

### State-funded schools only (2013/14 results – 2014 methodology)

Girls are outperforming boys	61.7% of girls achieved at least 5 A*- C GCSEs (or equivalent) grades including English and mathematics compared to 51.6% of boys; this is a gap of 10.1 percentage points.
Chinese pupils are the highest performing ethnic group	74.4% of Chinese pupils achieved at least 5 A*- C GCSEs (or equivalent) grades including English and mathematics. This is 17.9 percentage points above the national average (56.6%). Almost half are achieving the English Baccalaureate (49.5%); 25.4 percentage points above the national average (24.2%).
Pupils from a black background are the lowest performing group...	53.1% of pupils from a black background achieved at least 5 A*- C GCSEs (or equivalent) grades including English and mathematics; this is 3.4 percentage points below the national average (56.6%).
...although black pupils have an expected level of progress above the national average	75.5% of black pupils are making the expected progress in English and 68.4% in mathematics; both above the national average of 71.6% for English and 65.5% for mathematics.
Attainment gaps for pupil eligible for free school meals (FSM) and those who are disadvantaged are similar	33.5% of pupils eligible for FSM achieved at least 5 A*- C GCSEs (or equivalent) grades including English and mathematics compared to 60.5% of all other pupils. This is a gap of 27.0 percentage points. 36.5% of disadvantaged pupils achieved at least 5 A*- C GCSEs (or equivalent) grades including English and mathematics compared to 64.0% of all other pupils, a gap of 27.4 percentage points.

## 1. Introduction

This statistical first release (SFR) provides revised GCSE and equivalent results in England split by pupil characteristics at national, local authority, local authority district and parliamentary constituency level. The data covers pupils at the end of key stage 4 in the 2013/14 academic year in state-funded schools only; this is due to pupil characteristics information not being available for all schools.

Information on attainment has been broken down by the following pupil characteristics; gender, ethnicity, English as a first language, free school meal eligibility, disadvantage, and special educational needs as well as the deprivation measure - Income Deprivation Affecting Children Index (IDACI).

Additional school level data is published separately in the [secondary school performance tables](#).

The following quality and methodology documents accompany this SFR and provide information on the data sources, their coverage, the quality and how the data is validated and processed:

- [Attainment in secondary schools in England SFR02/2015](#)
- [Pupil characteristic and geography methodology SFR06/2015](#)

All gaps and changes throughout this document are calculated from unrounded percentages.

## 2. Major reforms that affect performance measures

As outlined on the front page of this document, there are two major reforms that have an impact on the 2013/14 GCSE and equivalent results. These should be taken in to consideration when looking at the latest results alongside previous years. These changes only apply to figures shown for 2013/14. The changes have not been applied to previous years. Further detail is set out in [section 7](#).

To aid readers in understanding this impact, the 2013/14 data has been presented on two alternative bases. These are presented where appropriate in this SFR and in the underlying data tables.

However, it is important to note that whilst we can adjust the rules used to calculate performance measures and demonstrate some impact of the reforms, we cannot adjust the school behaviour behind the results. For example, we can count best entry results rather than first entry results but some schools will have adjusted their behaviours according to the policy changes and stopped entering pupils in the same patterns as they would have done before the policy was introduced. The alternative data sets are therefore only proxies for different methodologies.

The data sets referenced in this release apply the reforms as follow:

### **Performance measures using the ‘2014 methodology’**

The 2014 performance measures will be published on the basis of only including qualifications which were identified as part of the Wolf review and also applying the rules regarding the changes in early entry policy.

### **Performance measures using the ‘2013 methodology’**

The proxy ‘2013 methodology’ will be used to create a version of the performance measures (using the 2013/14 data), where the effects of both the Wolf review and early entry rules have been removed. This rule set will assist readers in understanding what may have happened if we had not implemented Wolf or early entry changes.

Unregulated IGCSEs, which no longer count in performance measures, as detailed in paragraph 30 in the Performance Tables Statement of intent, have been removed from both the 2013/14 results in the ‘2013 methodology’ and ‘2014 methodology’. This means that the ‘2013 methodology’ will differ from the exact approach used to construct the performance measures in 2012/13.

<b>Data set</b>	<b>Applies Wolf rules</b>	<b>Applies early entry rules</b>
2014 methodology	✓	✓
2013 methodology	✗	✗

## **3. Other changes affecting performance measures**

Other changes from last year’s release In addition to the major reforms outlined in section 2 there are a number of other changes that have been made in the 2013/14 academic year, which will also impact on the 2013/14 GCSE and equivalent results.

The three key changes are:

- **Discounting across qualification type** – in previous years we have not applied discounting across qualification types, this year discounting has been applied as such – for example, a GCSE can now discount a BTEC and vice versa where there is an overlap in curriculum.
- **Move to linear GCSE formats** – course structures have changed in 2014 so that all examinations are taken at the end of the course as opposed to the previous modularised approach.
- **Removal of the speaking and listening component from English examinations** – the assessment of speaking and listening will no longer contribute to the calculation of the English grade.

Further detail on these changes is provided in [section 7](#).

## 4. Results by pupil characteristics

This section will focus on results based on the “2014 methodology” however, where possible comparative proxy figures for the ‘2013 methodology’ have been included in tables and charts. These comparative figures are for information only and should not be used to compare to previous years due to reasons outlined in [section 2](#) and [section 3](#).

The commentary that follows will focus on the following main indicators:

- 5+ A\*- C GCSEs (or equivalent);
- 5+ A\*- C GCSEs (or equivalent) including English and mathematics;
- English Baccalaureate;
- expected progress between key stage 2 and key stage 4 in English;
- expected progress between key stage 2 and key stage 4 in mathematics;

Other indicators are available in the [tables accompanying this release](#).

### 4.1 Gender (Table 1)

Girls are outperforming boys in all the main attainment indicators at key stage 4.

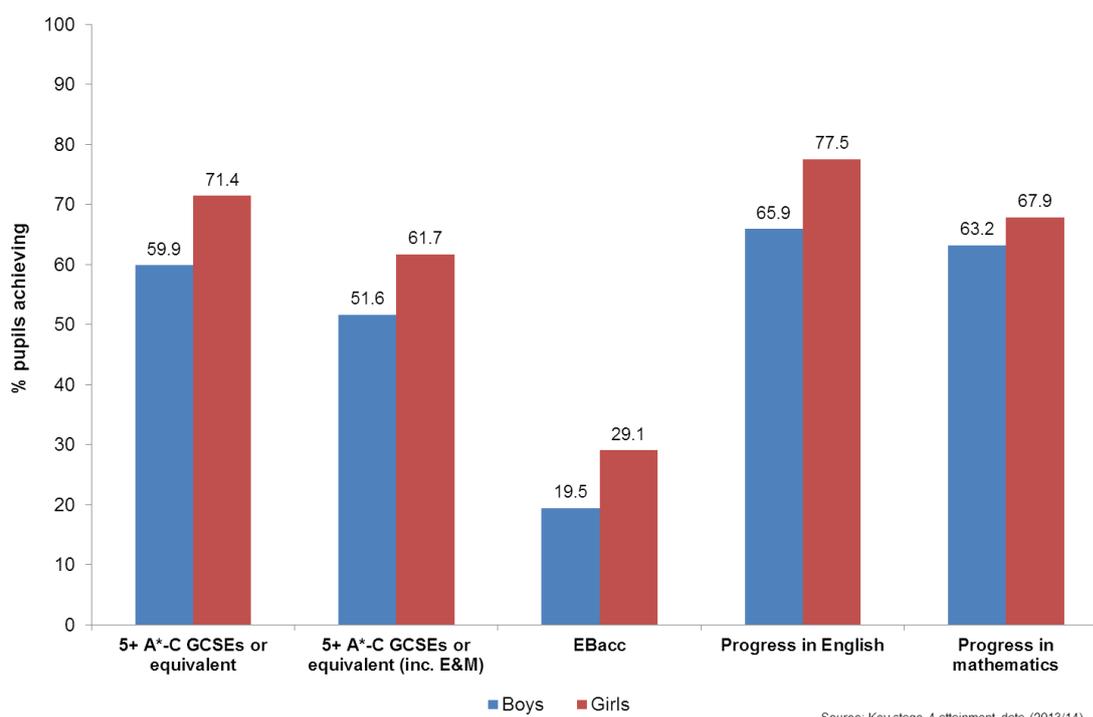
The gap between the percentage of girls and boys achieving at least 5 A\*- C GCSEs (or equivalent) grades is 11.6 percentage points, with 71.4% of girls achieving this indicator compared to 59.9% of boys.

The gap between the percentage of girls and boys achieving at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics is narrower at 10.1 percentage points, with 61.7% of girls achieving this indicator in 2013/14 compared to 51.6% of boys

Table A: Percentage of pupils achieving 5+ A\*- C GCSEs (or equivalent) grades including English and mathematics by gender

Gender	2012/13 (%)	2013/14 (%)	
		‘2013 methodology’	‘2014 methodology’
boys	55.7	55.6	51.6
girls	65.7	65.2	61.7
all pupils	60.6	60.3	56.6

Figure 1: Percentage of pupils achieving key stage 4 indicators by gender. England, 2013/14 (2014 methodology)



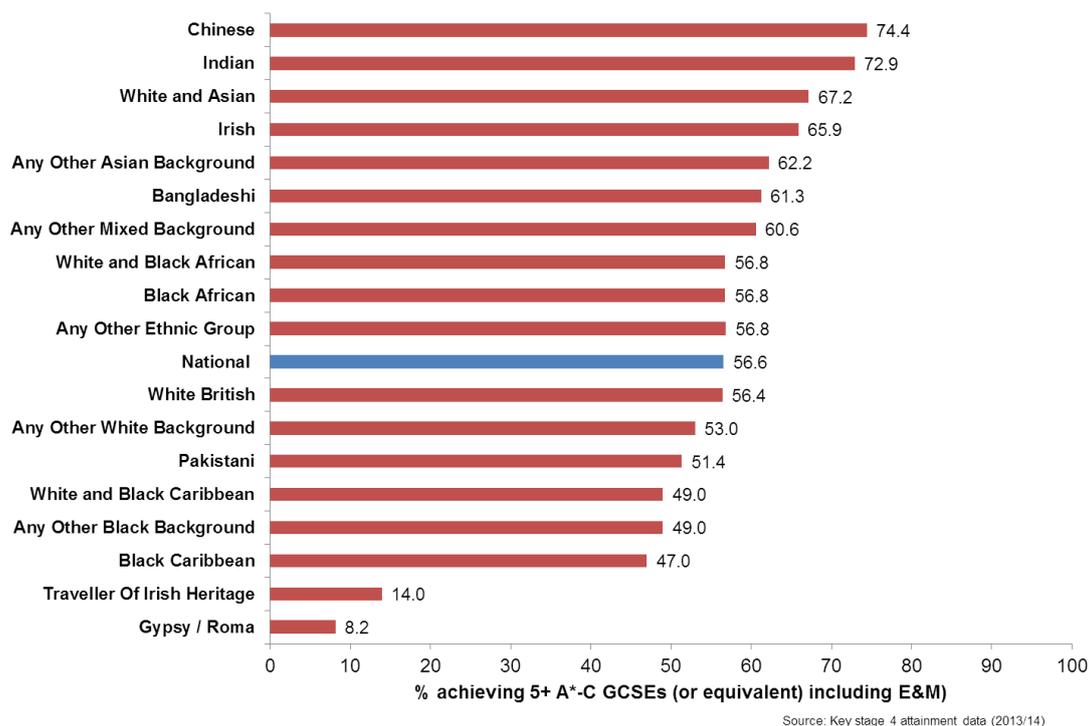
In 2013/14, 43.2% of girls were entered for all the subject areas of the English Baccalaureate, compared with 34.4% of boys a gap of 8.9 percentage points. The gap between the percentage of girls and boys achieving the English Baccalaureate is 9.6 percentage points, with 29.1% of girls achieving the English Baccalaureate, compared with 19.5% of boys.

The gap between the percentage of girls and boys making expected progress in mathematics is narrower than for expected progress in English – this is a pattern seen in previous years. 77.5% of girls made the expected level of progress in English in 2013/14 compared to 65.9% of boys; this is a gender gap of 11.6 percentage points. The gender gap for progress in mathematics is much narrower at 4.7 percentage points; 63.2% of boys achieved the expected level of progress in mathematics compared to 67.9% of girls.

## 4.2 Ethnicity (Tables 1, 2a, 2c)

The percentage of pupils achieving at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics continues to vary between different ethnic groups. Within each of these broader ethnic groupings, the minor ethnic groups show further variability which can be seen in the chart below.

Figure 2: Percentage of pupils achieving 5+ A\*- C GCSEs (or equivalent) grades including English and mathematics  
England, 2013/14 (2014 methodology)



Within the broader ethnic groups the pattern is similar to previous years across all main indicators.

Chinese pupils are the highest achieving group.

74.4% of Chinese pupils achieved at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics. This is 17.9 percentage points above the national average (56.6%)

Almost half are achieving EBacc (49.5%); this is 25.4 percentage points above the national average. This is due to more Chinese pupils being entered for Ebacc (61.1%) compared to the national average of 38.7%.

Chinese pupils made expected progress well above the national average in both English (86.2%; 14.6 percentage points above the national average of 71.6%) and mathematics (91.9%; 26.4 percentage points above the national average 65.5%).

Pupils from a black background are the lowest performing group...

53.1% of pupils from a black background achieved at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics. This is 3.4 percentage points below the national average (56.6%)

The percentage of pupils from a black background achieving the English Baccalaureate is 21.1%; this is 3 percentage points below the national average.

...although black pupils are progressing above the national average	75.5% of black pupils are making the expected progress in English and 68.4% in mathematics; both of these are above the national average of 71.6% in English and 65.5% in mathematics.
Pupils from an Asian background are performing above the national average	60.8% of pupils of any Asian background achieved at least 5 A*- C GCSEs (or equivalent) grades including English and mathematics; 4.3 percentage points above the national average (56.6%).
Pupils from a mixed background are also performing above the national level	57.7% of pupils from a mixed background achieved at least 5 A*-C GCSEs (or equivalent) grades including English and mathematics. This is 1.1 percentage points above the national average (56.6%)

Table B: Percentage of pupils achieving 5+ A\*- C GCSEs (or equivalent) grades including English and mathematics by major ethnic groups.

Major Ethnic Grouping	2012/13 (%)	2013/14 (%) '2013 methodology'	2013/14 (%) '2014 methodology'
white	60.2	60.1	56.2
mixed	62.6	60.9	57.7
Asian	64.2	63.8	60.8
black	58.1	56.3	53.1
Chinese	78.2	76.4	74.4
all pupils	60.6	60.3	56.6

Within the minor ethnic groupings:

Indian pupils are performing well above the national average	72.9% of pupils from an Indian background achieved at least 5 A*- C GCSEs (or equivalent) grades including English and mathematics. This is 16.3 percentage points above the national average (56.6%)  The percentage of pupils from an Indian background achieving the English Baccalaureate is 40.2%; 16 percentage points above the national average (24.2%).
Gypsy/Roma pupils are the lowest performers	Only 8.2% of Gypsy/Roma pupils achieved at least 5 A*- C GCSEs (or equivalent) grades including English and mathematics, well below the national average (56.6%).  Only 0.9% achieved the English Baccalaureate.  Almost a third of Gypsy/Roma pupils achieved the expected level of progress in English (30.9%). Fewer achieved the expected level of progress in mathematics (15.1%).

### 4.3 English as a first language (EFL) (Table 1)

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community. For more information please see the characteristics methodology document accompanying this release.

A greater proportion of pupils whose first language is English achieved at least 5 A\*-C GCSEs (or equivalent) grades including English and mathematics. In 2013/14, 56.9% of pupils whose first language is English achieving the measure compared to 54.7% of pupils whose first language is not English.

Table C: Percentage of pupils achieving 5+ A\*- C GCSEs (or equivalent) grades including English and mathematics by EFL

	2012/13 (%)	2013/14 (%) '2013 methodology'	2013/14 (%) '2014 methodology'
English	60.9	60.7	56.9
first language not English	58.4	57.6	54.7
all pupils	60.6	60.3	56.6

The reverse is seen for both EBacc and progress measures. In 2013/14, 25.7% of pupils whose first language is not English achieved EBacc, compared to 23.9% of pupils whose first language is English, although the former group is made up of a much smaller cohort of pupils.

Pupils whose first language is not English are making more expected progress than their peers....

77.2% of those pupils whose first language is not English made the expected level of progress in English, compared with 70.9% of those whose first language is English, a gap of 6.4 percentage points.

The gap is wider for progress in mathematics with 72.5% of those pupils whose first language is not English making the expected level of progress in mathematics, compared with 64.5% of those whose first language is English, a gap of 8 percentage points.

### 4.4 Free school meal (FSM) eligibility (Tables 1, 2a, 2b)

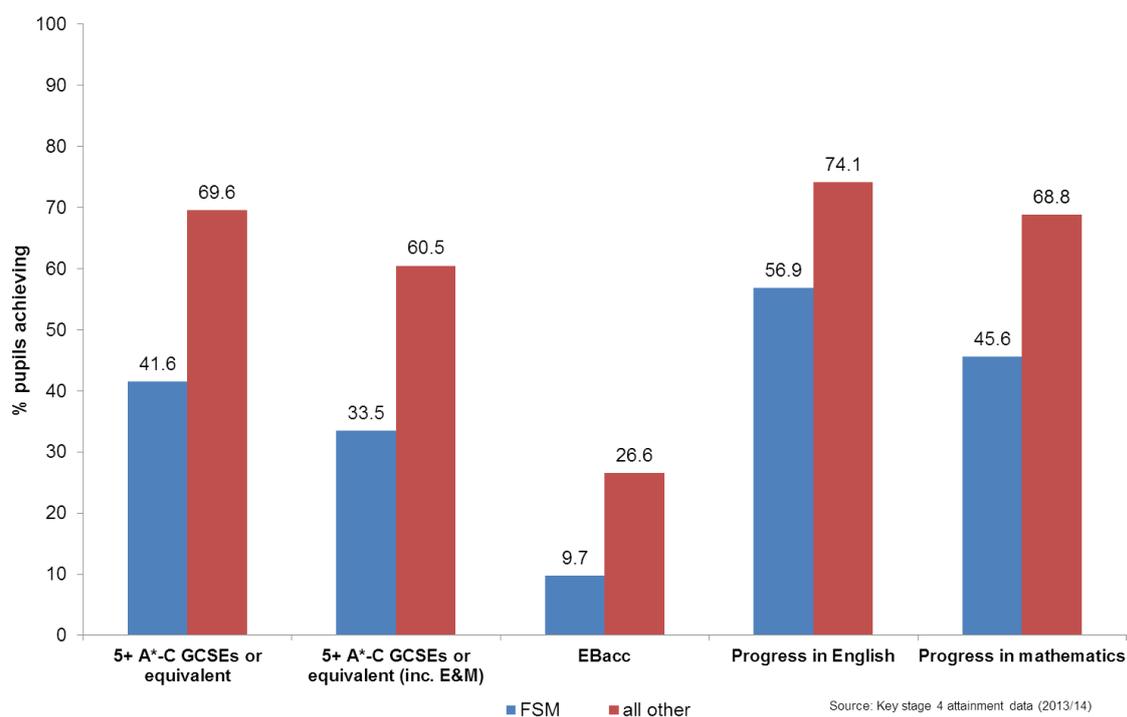
Pupils eligible for free school meals are still performing less well than their peers in all main key stage 4 indicators included within this release. In 2013/14, 33.5% of pupils eligible for free schools meals achieved at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics compared to 60.5% of all other pupils. This is an attainment gap of 27.0 percentage points.

Table D: Percentage of pupils achieving 5+ A\*- C GCSEs (or equivalent) grades including English and mathematics by FSM

	2012/13 (%)	2013/14 (%) '2013 methodology'	2013/14 (%) '2014 methodology'
FSM	37.9	37.0	33.5
all other pupils	64.6	64.2	60.5
all pupils	60.6	60.3	56.6

Figure 3: Attainment at key stage 4 by FSM eligibility

Percentage of pupils achieving each indicator:  
England, 2013/14 (2014 methodology)



Significant gaps are seen for FSM pupils across all measures

In 2013/14, 41.6% of pupils eligible for FSM achieved at least 5 A\* to C GCSEs (or equivalent) grades compared to 69.6% of all other pupils; this is a gap of 28.0 percentage points.

Fewer FSM pupils were entered and are achieving the EBacc;

Only 21.0% of FSM were entered for EBacc compared to 41.7% of all other pupils. This is a gap of 20.7 percentage points.

In 2013/14 only 9.7% of pupils eligible for FSM achieved EBacc compared to 26.6% of all other pupils, a gap of 16.9 percentage points

FSM pupils continue to make less progress between KS2 and KS4 compared to their peers

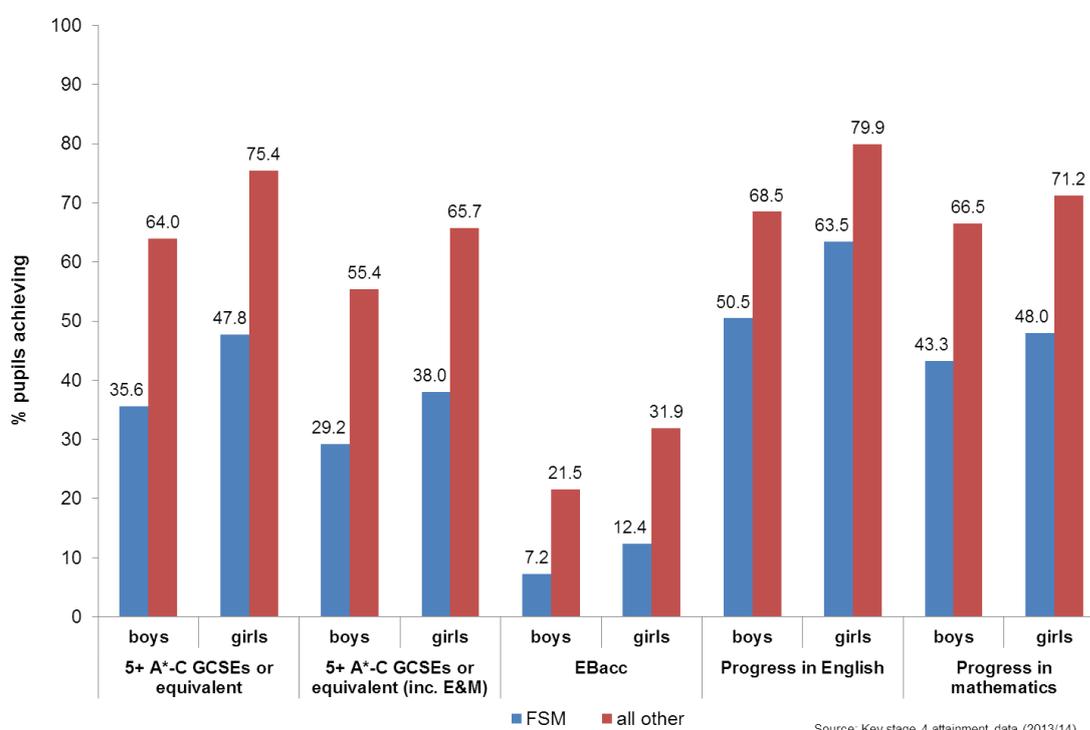
The gap for progress in English (17.2 percentage points) is narrower than the gap for progress in mathematics (23.2 percentage points).

56.9% of FSM pupils made the expected level of progress in English compared with 74.1% of all other pupils.

45.6% of FSM pupils made the expected level of progress in mathematics compared with 68.8% of all other pupils.

Comparing the attainment of FSM pupils by gender shows a similar pattern to the overall picture of attainment by gender. Girls who are eligible for FSM are outperforming boys who are eligible for FSM in all indicators.

Figure 4: Attainment at key stage 4 by gender and FSM  
Percentage of pupils achieving each indicator:  
England, 2013/14 (2014 methodology)



There are variations in pupil achievement across key groups of interest:

White British FSM boys are underperforming...

In 2013/14, 23.8% of white British boys known to be eligible for FSM achieved at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics. The group remains 32.7 percentage points below the national average (56.6%).

Black Caribbean FSM boys are below the national average

In 2013/14, 30.9% of black Caribbean boys known to be eligible for FSM achieved at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics. The group remains 25.7 percentage points below the national average (56.6%)

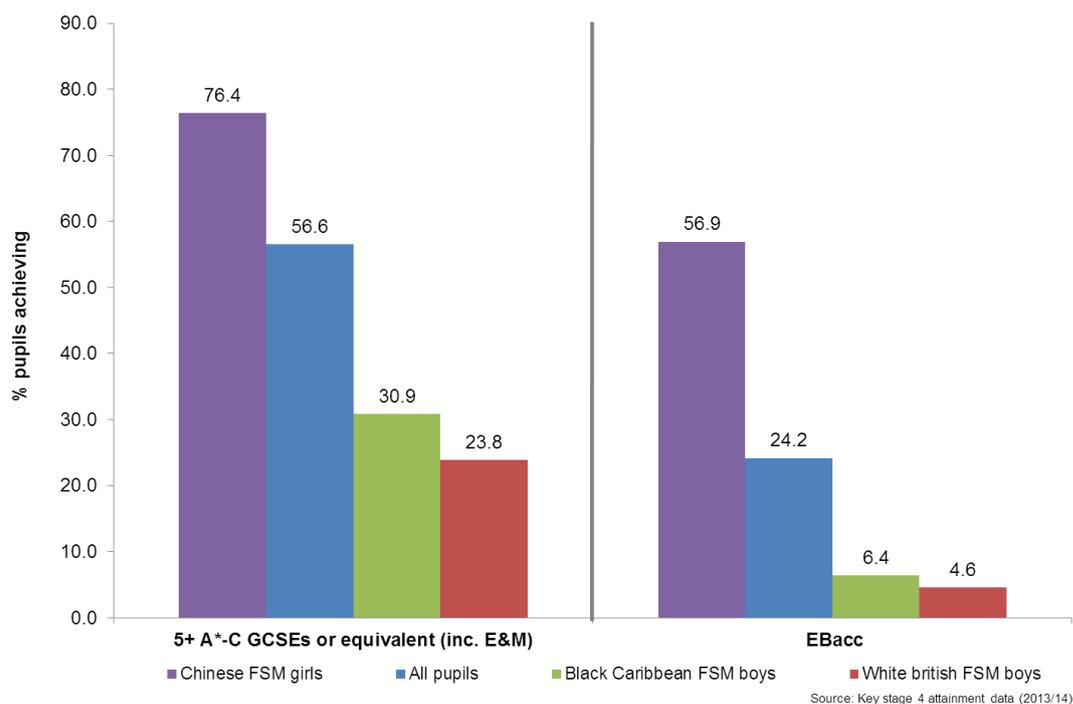
Chinese girls known to be eligible for FSM are achieving well above the national average in all indicators

76.4% of Chinese FSM girls achieved at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics, this is 19.8 percentage points above the national average (56.6%)

Figure 5: Attainment at key stage 4 by key groups (Table 2a)

Percentage of pupils achieving each indicator:

England, 2013/14 (2014 methodology)



#### 4.5 Disadvantage (Table 1)

**Disadvantaged pupils** are defined as pupils known to be eligible for free school meals in the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census or are children looked after by the local authority for more than 6 months.

The attainment of disadvantaged pupils is similar to those pupils currently eligible for FSM; disadvantaged pupils perform less well than their peers across all the key stage 4 indicators. 36.5% of disadvantaged pupils achieved least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics compared to 64.0% of all other pupils. The attainment gap is 27.4 percentage points.

Fewer disadvantaged pupils entering and achieving EBacc than their peers

In 2013/14, 22.9% of disadvantaged pupils entered the EBacc compared to 44.5% of all other pupils; this is a gap of 21.7 percentage points and is 15.8 percentage points below the national average.

10.9% of disadvantaged pupils achieved the EBacc compared to 29.1% of all other pupils; a gap of 18.1 percentage points and 13.3 percentage points below the national average.

Disadvantage pupils making less progress than all other pupils

The attainment gap between disadvantaged pupils making expected progress in English and all other pupils is 17.2 percentage points. The gap is larger for expected progress in mathematics at 23.3 percentage points.

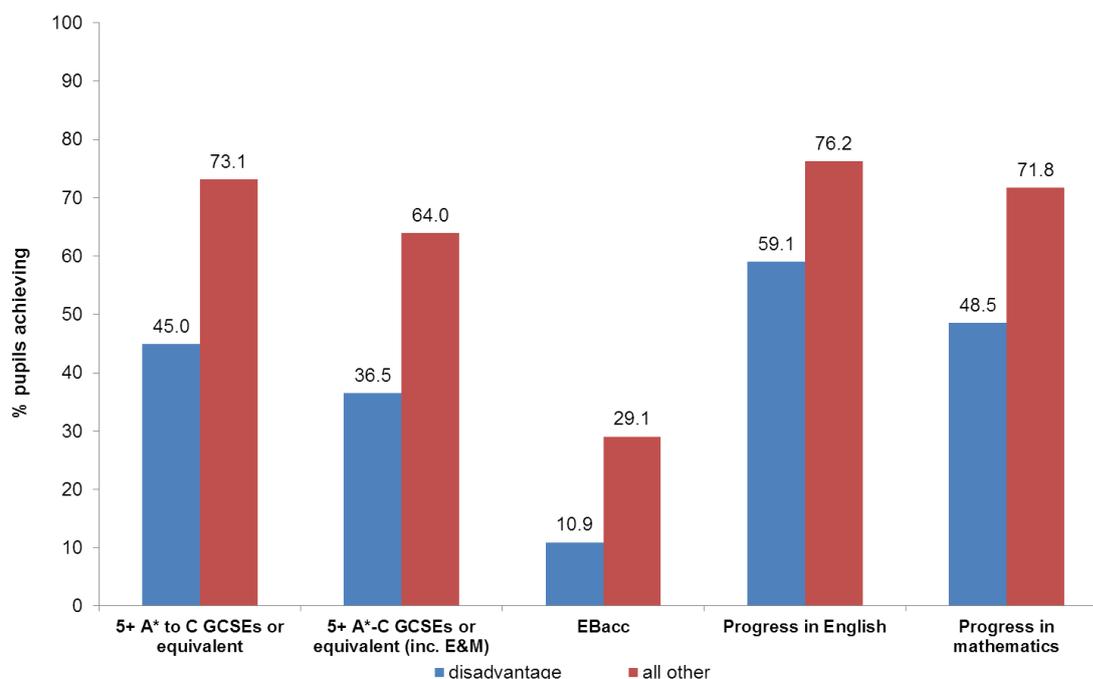
Table E: Percentage of pupils achieving 5+ A\*- C GCSEs (or equivalent) grades including English and mathematics by disadvantage

	2012/13 (%)	2013/14 (%) '2013 methodology'	2013/14 (%) '2014 methodology'
disadvantage	40.9	40.3	36.5
all other pupils	67.9	67.7	64.0
all pupils	60.6	60.3	56.6

Figure 6: Attainment at key stage 4 by disadvantage

Percentage of pupils achieving each indicator:

England, 2013/14 (2014 methodology)



Source: Key stage 4 attainment data (2013/14)

#### 4.6 Special Educational Needs (SEN) (Tables 1, 2b, 2c)

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN. Combining the SEN categories into one group, 20.5% of all pupils with SEN achieved at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics in 2013/14, compared with 65.3% of pupils with no identified SEN, resulting in an attainment gap of 44.9 percentage points. Of pupils with a specified primary need, those with a visual impairment were the highest achieving with 44.3% achieving at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics, still below the national average (56.6%).

Table F: Percentage of pupils achieving 5+ A\*- C GCSEs (or equivalent) grades including English and mathematics by SEN

	2012/13 (%)	2013/14 (%) '2013 methodology'	2013/14 (%) '2014 methodology'
all SEN pupils	23.3	23.4	20.5
No identified SEN	70.4	69.3	65.3
all pupils	60.6	60.3	56.6

Figure 7: Attainment at key stage 4 by SEN type  
Percentage of pupils achieving each indicator:  
England, 2013/14 (2014 methodology)

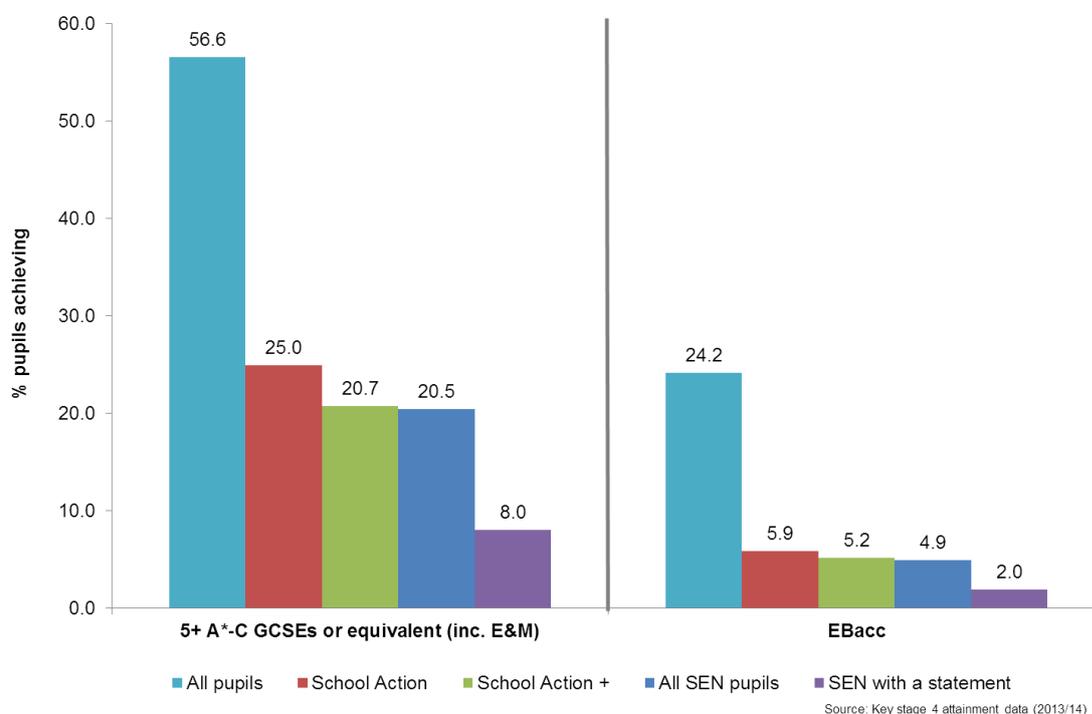


Table G: Number of pupils at the end of key stage 4 and percentage entering EBacc split by SEN type

	<b>Number of pupils at the end of key stage 4</b>	<b>% entering EBacc</b>	<b>% achieving EBacc</b>
all SEN pupils	109,159	11.7	4.9
School action	57,168	14.5	5.9
School action +	30,828	11.8	5.2
SEN with a statement	21,163	3.9	2.0
all pupils	558,444	38.7	24.2

Very few pupils with SEN are achieving EBacc; but entry levels are low.

Only 4.9% of pupils with SEN achieved EBacc in 2013/14, well below the national average of 24.2%. However, as Table G shows very few are entering the English Baccalaureate; with only 11.7% of SEN pupils entering in 2013/14.

More pupils with SEN making expected progress in English but they are behind the national average.

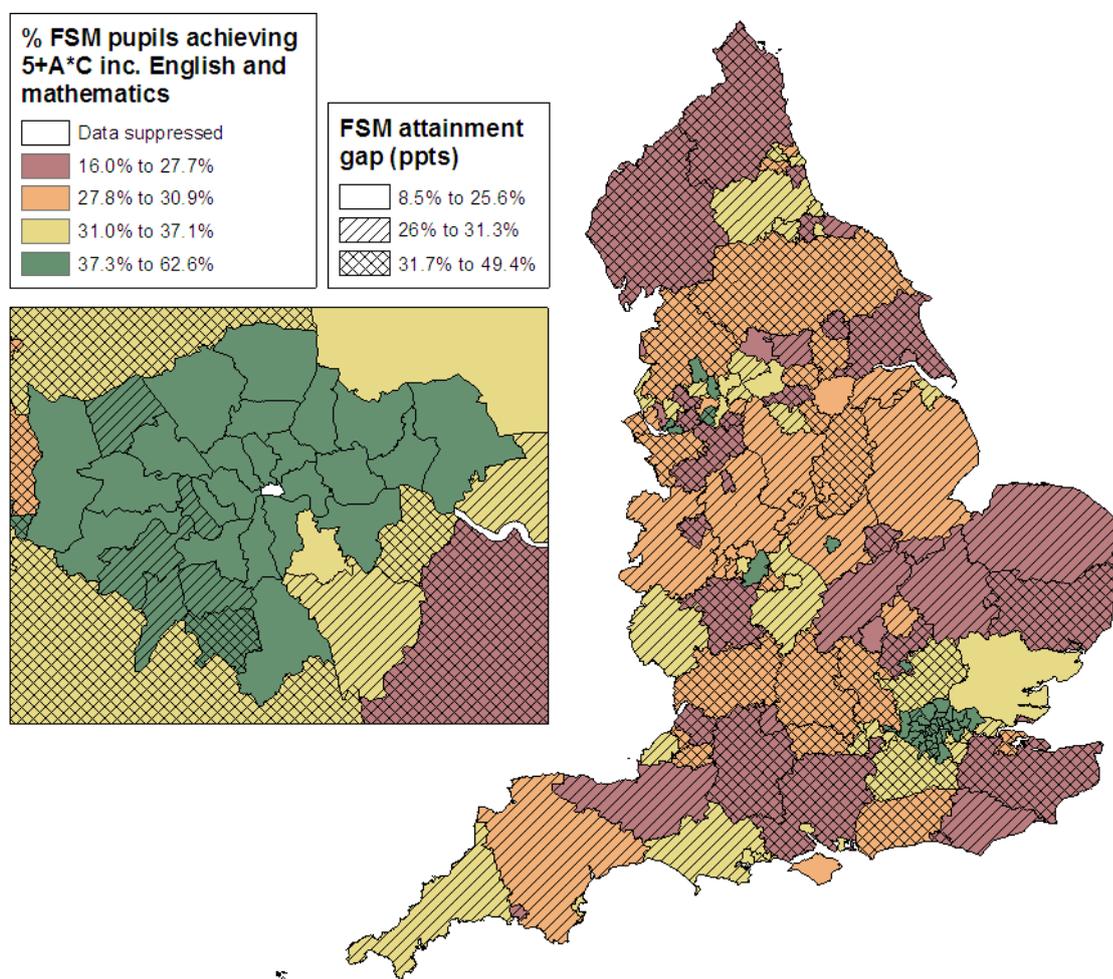
Almost half of pupils with SEN (48.9%) made the expected progress in English, and just over a third (36.5%) made the expected progress in mathematics.

## 5. Local authority achievement<sup>1</sup> (Tables 3 - 7)

There is variation across local authorities in the percentage of FSM pupils achieving at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics which can be seen in Figure 8 below. There is also variation at a regional level; 46.5% of FSM pupils in London achieved this measure compared to only 28.4% of FSM pupils in Yorkshire and the Humber. FSM pupils in London are now only 10.3 percentage points behind the national average (56.8%) for all pupils. Furthermore, higher FSM achievement tends to result in smaller attainment gaps.

Figure 8: Local authority attainment by FSM

Percentage of FSM pupils achieving 5+ A\*- C GCSEs (or equivalent) grades including English and mathematics, and the FSM attainment gap:  
England, 2013/14 (2014 methodology)



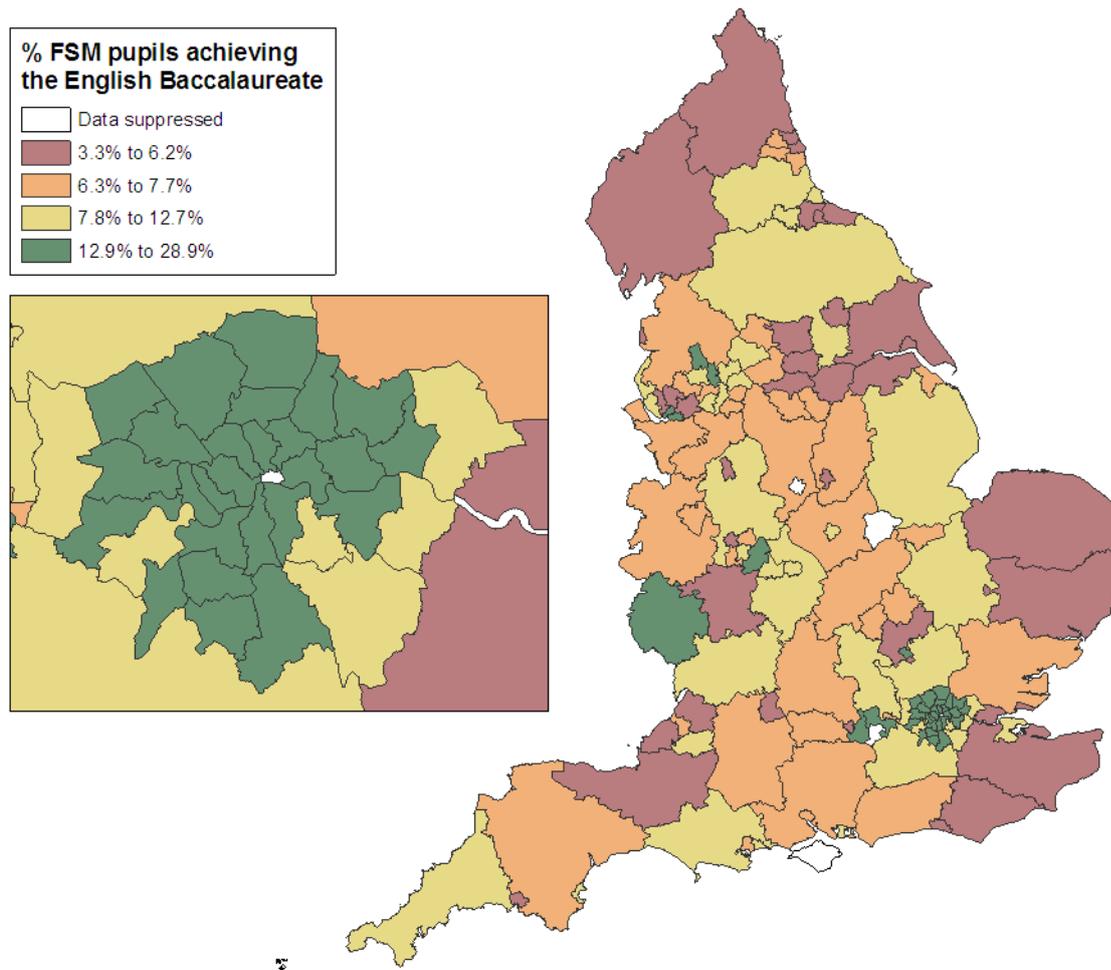
<sup>1</sup> The England, region and local authority figures in this section on local authority achievement do not include pupils recently arrived from overseas. Therefore the England averages will not be the same as in previous sections as these sections include overseas pupils.

The variation is similar for other indicators such as those entering and achieving EBacc, which can be seen in Figure 9 below. London still remains the highest for FSM entering EBacc (33.4%) and achieving EBacc (17.7%) with Yorkshire and the Humber being the lowest (15.3% entered and 6.3% achieving).

FSM pupils in London are only 6.6 percentage points below the national average for all pupils (24.3%) in terms of achieving EBacc.

Figure 9: Local authority attainment by FSM

Percentage of FSM pupils achieving EBacc:  
England, 2013/14 (2014 methodology)



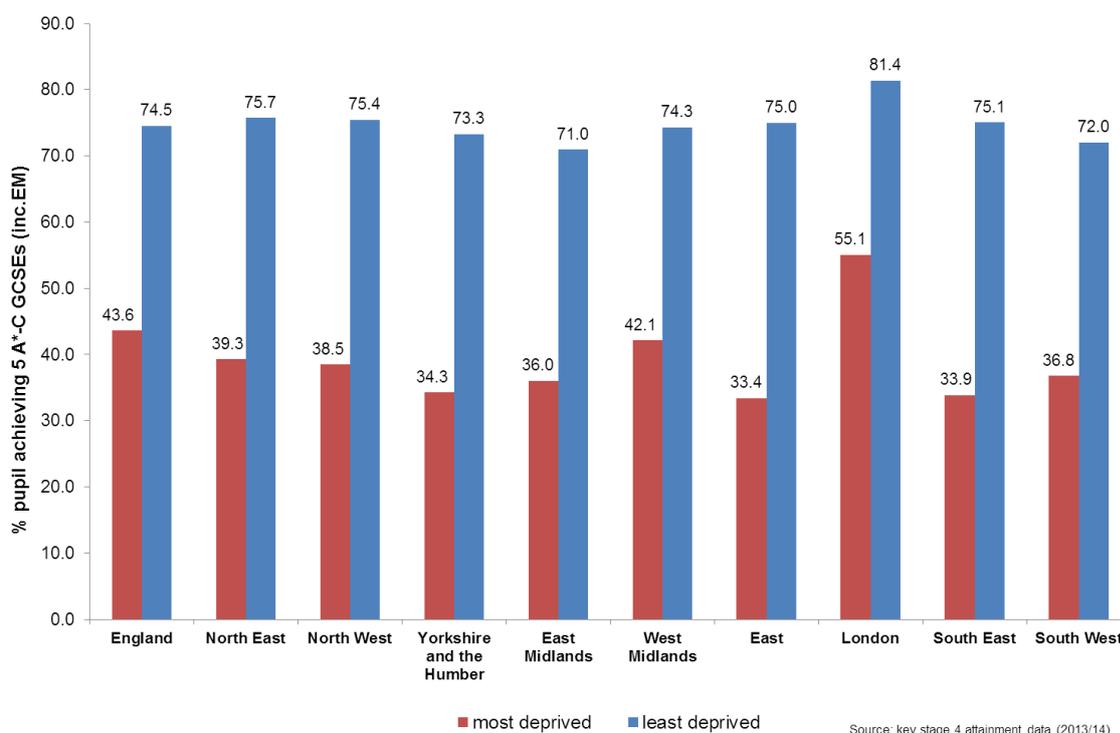
## 6. Income Deprivation Affecting Children Index (IDACI)

Deprived areas are defined by the Income Deprivation Affecting Children Index (see the pupil characteristics and geography methodology for more details).

In 2013/14, 74.5% of pupils resident in the least deprived areas achieved at least 5 A\*- C GCSEs (or equivalent) grades including English and mathematics compared with 43.6% of pupils resident in the most deprived areas. The attainment gap is 30.9 percentage points. A regional split can be seen in the figure 10 below. Pupils from the most deprived areas in London perform better than pupils in other deprived areas. Pupils in the least deprived areas are performing well above the national average of 56.8% for all pupils.

Figure 10: Percentage achieving 5+ A\*- C GCSEs (or equivalent) grades including English and mathematics by deprivation (IDACI) based on pupil residency<sup>2</sup> (Table A1):

England, 2013/14 (2014 methodology)



<sup>2</sup> The England and region figures in this section on the Income Deprivation Affecting Children Index include pupils who are resident in England only. Therefore the England averages will not be the same as in previous sections as these sections include pupils other than pupils resident in England.

## 7. Further detail of reforms and changes taking effect in 2014

### Understanding the impact of these reforms

The Wolf and early entry reforms have had a significant impact on the 2013/14 GCSE and equivalent results data. As in the provisional SFR we have continued to present the 2014 data on additional bases to aid users in understanding their impact. This is presented where appropriate in this SFR and in the underlying data tables and is referred to the '2013 methodology' and the 'Wolf/Best' methodology.

The '2013 methodology' removes the rules regarding the Wolf Review recommendations and early entry policy from the calculation of performance measures. It is intended to provide a point of comparison, using a proxy set of results for 2013/14 based on 2012/13 rules. However, there are limitations to this data. It cannot reverse the behaviour of some schools that happened in response to the policy changes nor does it mitigate for any cohort effect (differences in the ability of pupils between years).

For example, whilst we can change the rules and count best rather than first entries, some schools will have adjusted their behaviours and stopped entering pupils for qualifications in the same patterns that they may have done before the policy was introduced. In these cases a pupil's first entry may be their only entry. This means their result will not change when the '2013 methodology' is applied to the 2013/14 data. Since the early entry policy was announced after the summer 2013 exam season the behaviour change for early entries may be less pronounced in the 2013/14 results than the behaviour change linked to the Wolf reforms.

Unlike the '2013 methodology', the 'Wolf/Best methodology' includes the rules regarding the Wolf Review recommendations but like the '2013 methodology' applies the early entry policy in the calculation of performance measures.

For ease of reference, within this statistical release, this year's results (which will be published in the school performance tables in January) are referred to as the '2014 methodology' results. The additional results are referred to as the '2013 methodology' and 'Wolf/Best methodology' results.

The data sets referenced in this release apply the reforms as follow:

#### **Performance measures using the '2014 methodology'**

The 2014 performance measures will be published on the basis of only including qualifications which were identified as part of the Wolf review and also applying the rules regarding the changes in early entry policy.

#### **Performance measures using the '2013 methodology'**

The proxy '2013 methodology' will be used to create a version of the performance measures (using the 2013/14 data), where the effects of both the Wolf review and early entry rules have been removed. This rule set will assist the department in analysing what would have happened if we had not implemented any policy changes.

Unregulated IGCSEs, which no longer count in performance measures, as detailed in paragraph 30 in the Performance Tables [Statement of intent](#), have been removed from both the 2013/14 results in the '2013 methodology' and '2014 methodology'. This means that the '2013

methodology' will differ from the exact approach used to construct the performance measures in 2012/13

Data set	Applies Wolf rules	Applies early entry rules
2014 methodology	✓	✓
2013 methodology	✗	✗

## Other changes made in 2014

### Discounting across qualification type

Qualification discounting ensures that, where a pupil has taken two or more qualifications with an overlap in curriculum, the performance measures only give credit once to the school for teaching a single course of study (qualification discounting does not impact on the individual results achieved by pupils). For the first time this year, discounting will be applied across qualification types. For example a GCSE can now discount against a BTEC and vice versa where there is an overlap in curriculum. This may reduce the total number of qualifications a pupil is shown as achieving or entered for on the performance measures. Further information on discounting can be found in guidance available at:

[Raiseonline - discounting guidance.](#)

### Move to linear GCSE formats

In 2010 the Government set out its education policy aims in the White Paper, *The Importance of Teaching*. One of these was to reform GCSE qualifications and, in particular, course structures so that examinations are taken at the end of the course, as opposed to a modularised approach<sup>3</sup>. Ofqual consulted upon and implemented this reform<sup>4</sup>. For two-year GCSE courses starting in September 2012 all examinations had to be sat at the end of the course, in summer 2014. This affects the cohort of pupils that this SFR is based upon and may have had an impact on the grades they achieve.

### Removal of the speaking and listening component from English examinations

Ofqual also reformed the constitution of GCSE English and GCSE English language results<sup>5</sup>. From summer 2014, performance in speaking and listening no longer contributes to the overall grade achieved by a pupil but is separately reported. The GCSE grade is now calculated from the other component parts of the qualification.

Ofqual considered the impact, noting that overall results in these qualifications would fall because pupils generally do better in speaking and listening than in the rest of the qualification. To mitigate for this, Ofqual have used a comparable outcomes approach to setting standards. This means that where the group of pupils is basically the same from one

<sup>3</sup> Section 4.49 - [The Importance of Teaching](#)

<sup>4</sup> [Consultation on GCSE reform \(Ofqual\)](#)

<sup>5</sup> [Changes to GCSE English and English language \(Ofqual website\)](#)

year to the next, their results should look broadly the same<sup>6</sup>. However, individual schools and students may have been affected differently depending on their strengths and weaknesses in the skills being assessed.

As outlined previously, there are two major reforms that have an impact on the 2013/14 GCSE and equivalent results. These should be taken in to consideration when looking at the latest results alongside previous years. These changes only apply to figures shown for 2013/14. The new methodology has not been applied to previous years.

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**Reform of vocational qualifications**

The recommendations adopted from Professor Alison Wolf's Review of Vocational Education take effect for the first time in the calculation of the data underpinning this SFR:

1. Only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14. A full list of the qualifications that can count in 2013/14 performance measures can be found here: inclusion of 14-16 qualifications in 2014.
2. Adjust the associated point scores for non-GCSEs so that no qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it will now be reduced to the equivalence of a single GCSE in its contribution to performance measures.
3. Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.

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**Introduction of Early Entry policy**

In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it.

In September 2013 the department announced that only the first result a pupil achieves would count in performance measures from 2013/14 onwards. This new rule is only implemented with regard to English Baccalaureate subjects this year and will be expanded to apply to all subjects in 2014/15.

Further guidance on the new early entry policy and its application to the calculation of performance measures can be found in the guidance section of the [school performance tables](#).

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<sup>6</sup> [Announcement on speaking and listening assessments \(Ofqual\)](#)

## 8. Accompanying tables

The following tables are available in excel format on the department's statistics [website](#):

### National tables

Summary Achievements at GCSE and equivalent for pupils at the end of key stage 4 by pupil characteristics, 2009/10 to 2013/14 (*both 2013 and new 2014 methodologies included*)

1 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by pupil characteristics, 2009/10 to 2013/14 (*both 2013 and new 2014 methodologies included*)

2a Achievements at GCSE and equivalent for pupils at the end of key stage 4 by ethnicity, free school meal eligibility and gender, 2009/10 to 2013/14

2b Achievements at GCSE and equivalent for pupils at the end of key stage 4 by SEN provision, free school meal eligibility and gender, 2009/10 to 2013/14

2c Achievements at GCSE and equivalent for pupils at the end of key stage 4 by SEN provision, ethnicity and gender, 2009/10 to 2013/14

### Impact indicators

Impact indicator 3.8: Attainment gap at age 16 between free school meal pupils and the rest, 2012/13 to 2013/14

Impact indicator 5.18: Attainment gap between schools with the greatest and the least proportions of disadvantaged pupils, 2012/13 to 2013/14

### Local authority and regional tables

3 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by ethnicity and local authority, 2009/10 to 2013/14

4 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by English as a first language and local authority, 2009/10 to 2013/14

5 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by free school meal eligibility and local authority, 2009/10 to 2013/14

6 Achievements at GCSE and equivalent for disadvantaged pupils at the end of key stage 4 by local authority, 2010/11 to 2013/14

7 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by SEN provision and local authority, 2009/10 to 2013/14

### Pupil residency based tables

A1 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by IDACI decile of pupil residence, 2009/10 to 2013/14

A2 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by degree of rurality of pupil residence, 2009/10 to 2013/14

A3 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by local authority district and region of pupil residence, 2009/10 to 2013/14

A4 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by IDACI decile and degree of rurality of pupil residence, 2009/10 to 2013/14

### School location based tables

B1 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by degree of rurality of school location, 2013/14

B2 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by local authority district and region of school location, 2013/14

### Parliamentary constituency tables

C Achievements at GCSE and equivalent for pupils at the end of key stage 4 by parliamentary constituency of school location, 2010/11 to 2013/14

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When reviewing the tables, please note that:

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We preserve confidentiality

The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.

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so we suppress some figures,

Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved; or 0, 1 or 2 pupils who did not achieve a particular level are suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed.

This suppression is consistent with our [Statistical policy statement on confidentiality](#).

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adopt symbols to help identify this

Symbols are used in the tables as follows:

- . not applicable
- .. not available
- x publication of that figure would be disclosive

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and round numbers

Percentages in this SFR are given to 1 decimal place but all gaps and differences have been calculated on unrounded data. Therefore some figures may not match those produced from the rounded figures shown in the tables.

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We've made some changes this year

Please see [section 2](#) and [section 3](#) of this document for changes that have occurred this year.

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This is revised data.

2013/14 figures in this publication are based on revised data. There is no plan to re-issue this publication with final 2013/14 figures but final figures for 2013/14 will be made available in next year's release.

Any unplanned revisions will be made in accordance with our [Statistical policy statement on revisions](#).

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We provide underlying data

The SFR is accompanied by [underlying data](#) and metadata describing this data. This data is provided in csv format so that it can be loaded into the software of your choice.

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## 9. Further information is available

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School level figures	School level data has been published in the <a href="#">performance tables</a> .
Characteristics breakdowns	Characteristics breakdowns are included in this SFR.
Data for lower level geographies	Pupil residency based tables showing 2014 small area attainment data will be published by the Office for National Statistics (ONS) on the <a href="#">Neighbourhood Statistics Service (NeSS) website</a> in June 2015.
Previously published figures	SFR05/2014: <a href="#">GCSE and equivalent attainment by pupil characteristics</a>
Attainment for other key stages	<p>SFR34/2014: <a href="#">Phonics screening check and key stage 1 assessments: England 2014</a></p> <p>SFR39/2014: <a href="#">Early years foundation stage profile results: 2013 to 2014</a></p> <p>SFR46/2014: <a href="#">EYFSP attainment by pupil characteristics: 2013 to 2014</a></p> <p>SFR50/2014: <a href="#">National curriculum assessments at key stage 2: 2014 (revised)</a></p> <p>SFR 41/2014: <a href="#">Provisional GCSE and equivalent results in England: 2013 to 2014</a></p> <p><a href="#">2013 Performance Tables</a></p> <p>SFR 42/2014: <a href="#">A level and other level 3 results: 2013 to 2014 (provisional)</a></p>
Pupil numbers	SFR15/2014: <a href="#">Schools, Pupils and their Characteristics: January 2014</a>
Attainment in Wales, Scotland and Northern Ireland	<p>The Welsh Government publishes similar attainment data for schools in Wales. As in England, the national curriculum is divided into key stages and pupils are assessed at the end of key stage 1, 2 and 3 at ages 7, 11, and 14 respectively. Pupils are expected to achieve level 4 at the end of key stage 2 and level 5 at the end of key stage 3. Statutory assessment in Wales is by teacher assessments for all key stages. Further information is available on the <a href="#">Welsh Government website</a>.</p> <p>The Scottish Government measures attainment nationally using the Scottish Survey of Literacy and Numeracy (SSLN), an annual sample survey of pupil attainment in primary and early secondary school. Further information is available on the <a href="#">Scottish Government website</a>.</p> <p>Information on educational attainment for post-primary schools in Northern Ireland is available from the <a href="#">Northern Ireland Statistics and Research Agency</a>.</p>

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International comparisons

To position the performance levels of pupils in England in a global context, a sample of pupils in this country take part in international comparison studies, such as the Trends in International Maths and Science Study (TIMSS) and the Programme for International Student Assessment (PISA).

[TIMSS](#) provides an internationally comparable measure of the mathematics and science knowledge of 9-10 year olds and 13-14 year olds across schools in over 60 countries. It takes place every 4 years. [2011 results](#) for TIMSS 2011 were published on 12 November 2012.

[PISA](#), organised by the Organisation for Economic Co-operation and Development (OECD) aims to compare standards of achievement for 15 year olds in reading, mathematics and science, between participating countries. It takes place every 3 years. [2012 results](#) were published on 3 December 2013.

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## 10. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

## 11. Technical Information

The following quality and methodology information documents accompany this SFR.

- [Attainment in secondary schools in England SFR02/2015](#)
- [Pupil characteristic and geography methodology SFR06/2015](#)

These documents provide further information on the data sources, their coverage, the quality and how the data is validated and processed.

Figures published in this statistical first release (SFR) are based on the data that has been used to prepare the [2014 Secondary School Performance Tables](#). This data has been shared with schools and local authorities as part of the checking exercise.

Local authority (LA) figures cover state-funded schools in England, including academies, free schools and state-funded special schools.

You can find information on the number and type of primary schools in each individual local authority area in the [Schools, Pupils and their Characteristics](#) SFR (table 7d).

### Academic Age

Academic age used for reporting examinations and awards is the age at the start of the academic year. For the majority of pupils at the end of key stage 4, this will be age 15. The end of key stage 4 signals the end of compulsory education.

### Level

In order to incorporate other regulated qualifications into measures, such as the percentage of pupils achieving 5 or more GCSEs or equivalent at grade A\* to C, the contribution that a qualification makes towards the end of each level is used. The levels can be defined as follows:

**Level 1** – The pupil has achieved 5 or more GCSEs or equivalent at grade A\* to G.

**Level 2** – The pupil has achieved 5 or more GCSEs or equivalent at grade A\* to C.

The results reported in this SFR incorporate Level 1 and Level 2 qualifications with the addition of GCE/Applied GCE AS levels, which are Level 3 qualifications.

## Qualification Abbreviations/Descriptions

The following qualifications are reported within this SFR and the abbreviations used throughout stand for the following:

**GCE/Applied GCE** – General Certificate of Education/Applied General Certificate of Education (Advanced Supplementary (AS) level qualifications only).

**GCSE** – General Certificate of Secondary Education.

**Level 1/level 2 certificates** – These are a combination of established IGCSEs and newly developed IGCSE-style qualifications. Established IGCSEs are accredited versions of qualifications which were being offered as ‘IGCSE’ and were being taken in independent and/or international schools before June 2010 when Ministers announced that they would allow the use of accredited IGCSE qualifications in maintained schools. More information on established IGCSEs is available at: [Established IGCSE qualifications](#).

Newly developed level 1/level 2 certificates included in performance tables have been assessed and meet the criteria for inclusion within the list of other ‘Qualifications for 14-16 Year Olds and Performance Tables’, also known as the ‘Wolf list’. Since the introduction of the Wolf list, only a maximum of two qualifications per pupil that are not GCSEs, established IGCSEs or AS levels will count towards the headline measures in 2014 – these newly developed level 1/level 2 certificates will count towards this two qualification maximum. In May 2013 a limited number of the newly developed level 1/level 2 qualifications were also included in the EBacc list (from 2014). They remain subject to the two qualification maximum as described above.

**VRQ** – Vocationally Related Qualifications.

**BTEC** – A qualification originally developed by the Business and Technology Education Council.

### English and mathematics skills at level 2

A pupil will fulfil this by achieving GCSEs or equivalent at grade A\* to C (Level 2) in both English and mathematics.

### English and mathematics skills at level 1

A pupil will fulfil this by achieving GCSEs or equivalent at grade A\* to G (Level 1) in both English and mathematics.

## English Baccalaureate (EBacc)

This was introduced 2010 with the aim of recognising pupils' achievements across a core of selected academic subjects. The EBacc covers achievement in GCSE (or regulated IGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject (history or geography). Further information and the exact qualifications included in the measures are available here: [Technical Guides and Documents](#)

## Progress measures

Pupils included are those at the end of key stage 4 with valid key stage 2 test results or teacher assessments. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in mathematics by the end of key stage 2 should be expected to achieve at least a C grade at GCSE in that subject. Further guidance can be found at: [Progress measures guidance](#)

## Qualifications included in GCSE and equivalent results

### List of qualifications

The qualifications included in the 2014 key stage 4 results are contained within the following document: [Inclusion of 14-16 qualifications in 2014](#).

Further information on qualification accreditation, contributions to pupil level and point scores of qualifications can be found through [Ofqual's Register of Regulated Qualifications](#).

Full details of the progress measures calculations are included in the quality and methodology information document which accompanies this release.

## 12. Got a query? Like to give feedback?

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If from the media

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.  
020 7783 8300

If non-media

For queries on characteristics breakdowns:

Jenny Easby, Education Standards, Evidence and Dissemination Division, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

0207 7838457

[attainment.characteristics@education.gsi.gov.uk](mailto:attainment.characteristics@education.gsi.gov.uk)

For queries on KS4 methodology :

David Bartholomew, Education Data Division, Department for Education, 2 St Paul's Place, 125 Norfolk Street, Sheffield S1 2FJ.

0114 2742120

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Department  
for Education



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