



Department
for Education

Statistical First Release



SFR 25/2012

18 October 2012

Coverage: England

Theme: Children
Education and
Skills

Issued by

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GCSE AND EQUIVALENT RESULTS IN ENGLAND 2011/12 (PROVISIONAL)

INTRODUCTION

This Statistical First Release (SFR) provides the earliest information on the overall achievements of young people in GCSE examinations and other regulated qualifications in 2011/12. The information is taken from data collated for the 2012 Secondary School Performance Tables, which is currently in the process of being checked by schools. The results shown in this SFR are based on pupils reaching the end of Key Stage 4 (KS4), typically those starting the academic year aged 15. 2010/11 figures shown in this SFR have been updated from revised to final.

This publication shows the entries and achievement figures by the length of time sponsored academies have been open. These statistics are shown in Table 3c and Chart 4.

KEY STATISTICS

National results for pupils at the end of Key Stage 4 for all schools (both state-funded and independent)

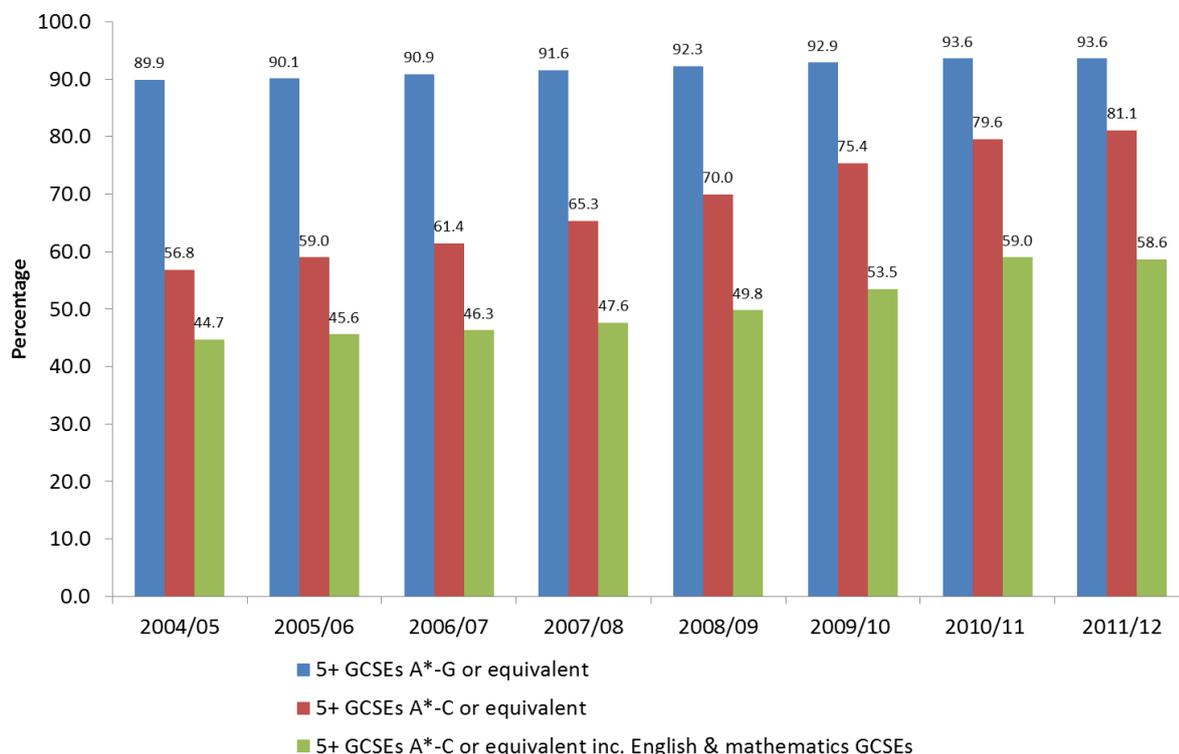
- 58.6 per cent achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs, a decrease of 0.4 percentage points from 2010/11 (Table 1a, Chart 1). The decrease appears to be because of a reduction in English entries in independent schools, the possible reasons for this reduction have been analysed in the technical notes section of this SFR.
- 25.0 per cent were entered for all of the subject areas of the English Baccalaureate and 18.1 per cent passed every subject area with grade A* to C. This compares to 23.8 per cent who were entered and 17.6 per cent who achieved the English Baccalaureate in 2010/11 (Table 1b).
- 59.2 per cent achieved English and mathematics GCSEs or iGCSEs at grade A* to C, compared to 59.6 per cent in 2010/11, a decrease of 0.4 percentage points (Table 2).
- 81.1 per cent achieved 5 or more GCSEs at grade A* to C or equivalent, an increase of 1.5 percentage points from 79.6 per cent in 2010/11 (Table 1a, Chart 1).

National results for pupils at the end of Key Stage 4 for state-funded schools only

- 58.3 per cent of pupils in state-funded schools achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs, an increase of 0.1 percentage points from 2010/11 (Table 1a).
- 23.0 per cent of pupils in state-funded schools were entered for all the subject areas of the English Baccalaureate – an increase from 21.6 per cent in 2010/11. The percentage achieving the English Baccalaureate rose by 0.6 percentage points to 16.0 per cent (Table 1b).
- Statistics on progression are only available for state-funded schools. The percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English fell by 4.2 percentage points to 67.6 per cent (Table 1c). The impact of the new specifications used to access GCSE English has been included in the technical notes section of this SFR.
- The percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics increased from 64.8 per cent in 2010/11 to 68.5 per cent in 2011/12, a rise of 3.7 percentage points (Table 1c).
- A greater percentage of pupils with higher prior attainment made expected progress in English and mathematics compared to those with lower prior attainment. 76.6 per cent of pupils who achieved level 5 in Key Stage 2 English went on to make expected progress by achieving at least a grade B in GCSE English. This compares to 49.2 per cent who were judged to be at level 2 at Key Stage 2 and made expected progress to grade E or above in GCSE English (Table 1d).
- In mathematics, 79.5 per cent made expected progress from a starting point of level 5 at Key Stage 2 compared to 21.0 per cent from a starting point of level 2 (Table 1d).
- 58.8 per cent of pupils in state-funded schools achieved English and mathematics GCSEs or iGCSEs at grade A* to C, compared to 58.7 per cent in 2010/11. 96.4 per cent of pupils were entered for both English and mathematics GCSE or regulated iGCSE, the same as in 2010/11 (Table 4a).
- 82.5 per cent achieved 5 or more GCSEs at grade A* to C or equivalent, an increase of 2.0 percentage points from 2010/11 (Table 1a)

Time series of the main indicators

Chart 1: Percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent, 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs and 5 or more GCSEs at A* to G or equivalent (see Table 1a)



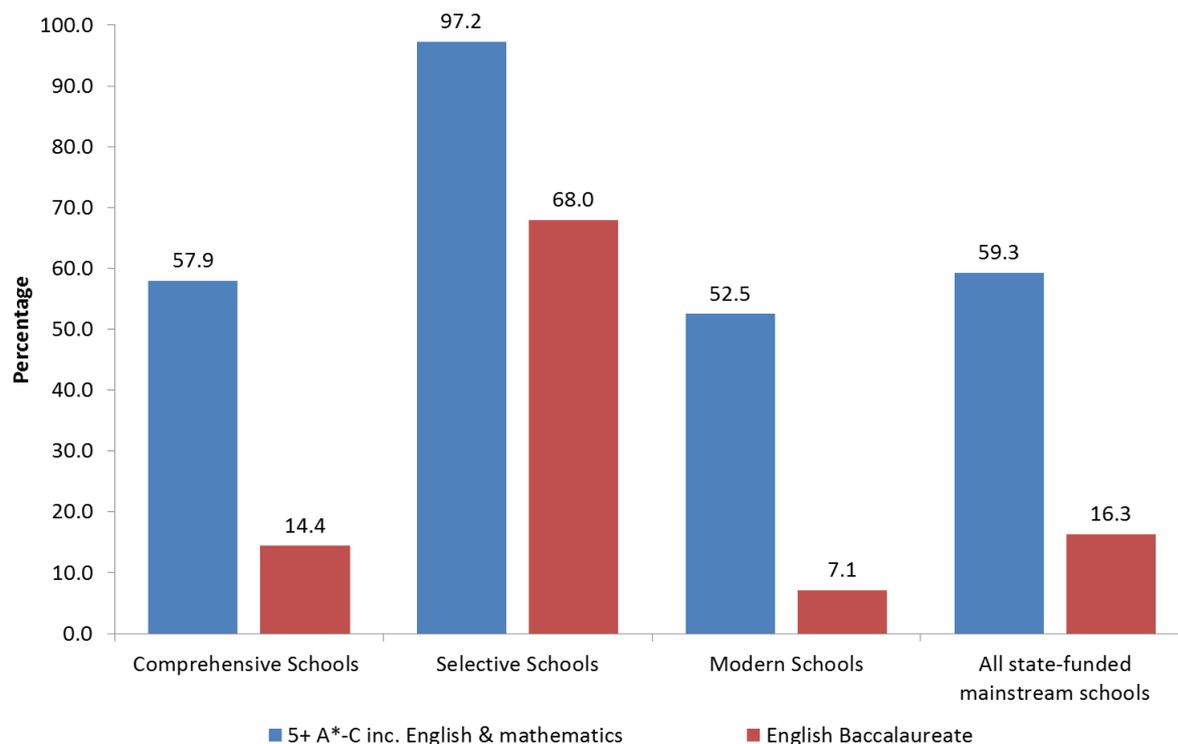
The percentage of pupils achieving 5 or more GCSEs at grade A* to G or equivalent has risen by 3.7 percentage points over this period, the percentage achieving 5 or more GCSEs at grade A* to C or equivalent has increased by 24.3 percentage points and the percentage achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs has risen by 13.9 percentage points.

Admissions basis

The following chart compares the performance of schools by admissions basis against the English Baccalaureate and the 5 or more GCSEs or equivalent at grade A* to C including English and mathematics GCSE (or iGCSE) measures. These schools differ for a number of reasons, for example, a modern school takes all pupils regardless of their ability or aptitude. A selective school admits pupils wholly or mainly with reference to ability.

A greater percentage of pupils in selective schools achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSE (or iGCSE) and the English Baccalaureate at 97.2 per cent and 68.0 per cent respectively. In comprehensive schools, 57.9 per cent of pupils achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSE (or iGCSE) and 14.4 per cent achieved the English Baccalaureate.

Chart 2: Achievement of the English Baccalaureate and the percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs by admissions basis (see Table 3b)



School types

Chart 3: Achievement of the English Baccalaureate and the percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs by type of mainstream school (see Table 3a)

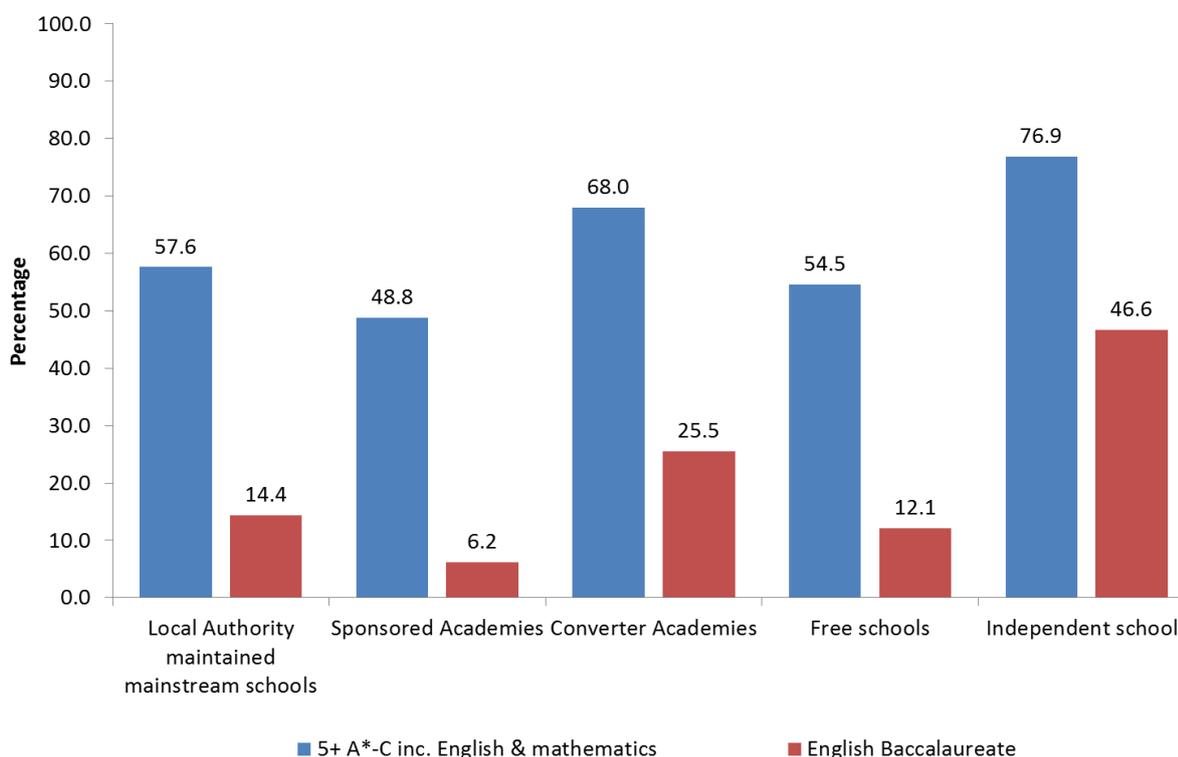


Chart 3 above compares the performance of different types of schools against the English Baccalaureate and the 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSE (or iGCSE) measures.

A greater percentage of pupils in independent schools achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSE (or iGCSE) and the English Baccalaureate at 76.9 per cent and 46.6 per cent respectively compared to 57.6 per cent and 14.4 per cent respectively in Local Authority maintained mainstream schools. However these results are lower than would normally be expected and the reasons for this have been considered in the technical notes section (see English qualifications).

In Converter Academies, 68.0 per cent of pupils achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSE (or iGCSE) and 25.5 per cent achieved the English Baccalaureate. For Sponsored Academies these numbers were 48.8 per cent and 6.2 per cent respectively.

For the purposes of this SFR, the date of 12 September 2011 has been used to determine the status of a school. Any schools which converted to an Academy on or before this date have been published as an Academy and those that have converted after this date have been treated as their predecessor school type. This is the same as the policy adopted in the School Performance Tables and in other school level releases.

Chart 4: Achievement of the English Baccalaureate and the percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs in Sponsored Academies by date opened (see Table 3c)

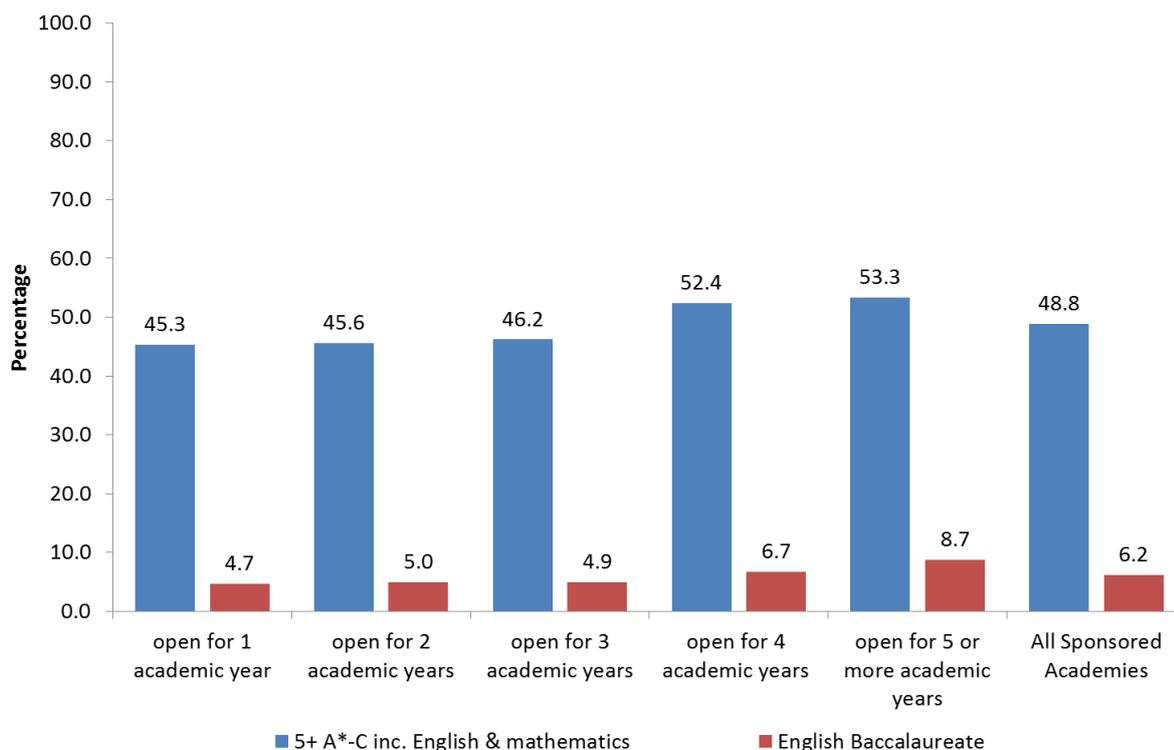
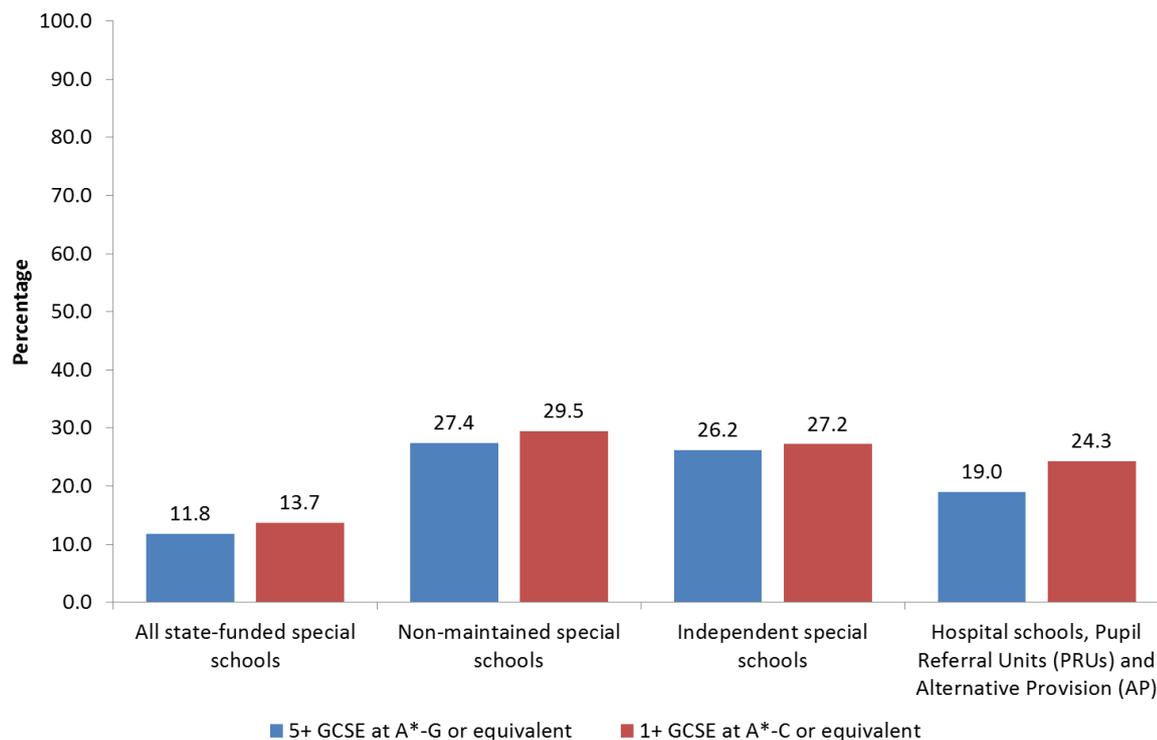


Chart 4 above shows the performance of Sponsored Academies by the length of time they have been open. In Sponsored Academies that have been open for 5 or more academic years, 53.3 per cent of pupils achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSE (or iGCSE), 8 percentage points more than pupils in Sponsored Academies that had only been open for one year. 8.7 per cent of pupils in Sponsored Academies that have been open for 5 or more academic years achieved the English Baccalaureate compared to 4.7 per cent in Sponsored Academies that had only been open for one year.

Chart 5: The percentage of pupils achieving 5 or more GCSEs at A* to G or equivalent and the percentage achieving at least one GCSE at grade A* to C or equivalent in non-mainstream institutions (see Table 3a)



Other qualifications

Chart 6: Analysing the effect of including non-GCSE qualifications on the percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent (see Table 5)

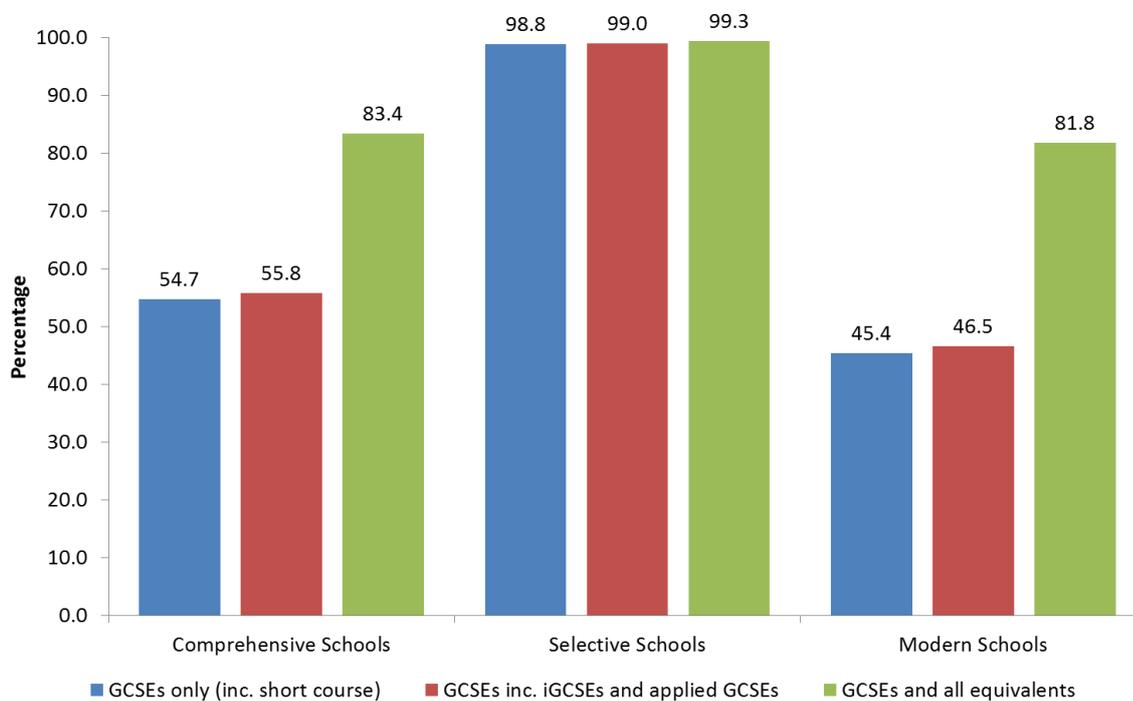


Chart 6 shows the effect that non-GCSE equivalents have on the attainment of Level 2 (5 or more GCSEs at grade A* to C or equivalent) in mainstream schools. For example, 54.7 per cent of pupils in comprehensive schools and 45.4 per cent of pupils in modern schools achieve Level 2 when only full, double and short course GCSEs are counted. When all regulated qualifications are included, 83.4 per cent of pupils in comprehensive schools and 81.8 per cent of pupils in modern schools achieve Level 2.

TABLES

Available on the DfE statistics website. Statistics are for England only:

<http://www.education.gov.uk/researchandstatistics/statistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england>

Table 1a	Time series of GCSE and equivalent attempts and achievements, 1995/96 to 2011/12.
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Table 3a	GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by type of school, 2011/12
Table 3b	GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by admission basis, 2011/12
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Table 5a	Percentage of pupils achieving Level 2 at the end of Key Stage 4 by qualification families and by type of school, 2011/12
Table 5b	Percentage of pupils achieving Level 2 at the end of Key Stage 4 by qualification families and admission basis, 2011/12
Table 6a	Attainment of pupils at the end of Key Stage 4 by prior attainment bands and type of school, 2011/12
Table 6b	Attainment of pupils at the end of Key Stage 4 by prior attainment bands and admission basis, 2011/12

Additional tables

Available on the DfE statistics website:

<http://www.education.gov.uk/researchandstatistics/statistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england>

Table 7	GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (number), 2011/12
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Table 9	GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (percentage of all pupils), 2011/12

Table 10a	GCSE attempts in selected subjects by pupils at the end of Key Stage 4 by school type (percentage), 2011/12
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Table 11	GCSE results of pupils at the end of Key Stage 4 in schools, by subject and grade, 2011/12
Table 12	International GCSE and Cambridge International Certificate and Edexcel Level1/2 Certificate results of pupils at the end of Key Stage 4 in schools, by subject and grade, 2011/12
Table 13	Results of GCSEs in Applied subjects of pupils at the end of Key Stage 4 in schools, by subject and grade, 2011/12
Table 14	GCSE (Short Course) results of pupils at the end of Key Stage 4 in all schools, by subject and grade, 2011/12
Table 15	Other Qualification results of pupils at the end of Key Stage 4 in all schools, by type of qualification, 2011/12
Table 16	GCSE and equivalent results of pupils at the end of Key Stage 4 by gender for each Local Authority and Region, 2011/12
Table 17	GCSE and equivalent results of pupils at the end of Key Stage 4 for each Local Authority and Region, 2005/06 - 2011/12
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Table 20	Percentage of pupils in state-funded schools making expected progress in English and mathematics between Key Stage 2 and Key Stage 4, by Local Authority and Region, 2008/09 to 2011/12

RELATED PUBLICATIONS

- SFR26/2011 – [DfE: GCSE and Equivalent Results in England, 2010/11 \(Provisional\)](#)
- SFR02/2012 – [DfE: GCSE and Equivalent Results in England, 2010/11 \(Revised\)](#)
- SFR27/2011 – [DfE: GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2010/11 \(Provisional\)](#)
- SFR01/2012 – [DfE: GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2010/11 \(Revised\)](#)
- SFR26/2012 – [DfE: A Level and Equivalent Results in England, 2011/12 \(Provisional\)](#)

DEFINITIONS

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. From 2005, the Secondary School Performance Tables reported examination results for pupils at the end of Key Stage 4, rather than those aged 15. This shift to stage-based reporting removes any barriers to more flexible rates of learning.

Level – In order to incorporate other regulated qualifications into measures such as the percentage of pupils achieving the equivalent of 5 or more 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 the equivalent of 5 or more GCSEs at grade A* to G.

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

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

Qualification Abbreviation/Descriptions – The following qualifications are reported within this SFR and the abbreviations used throughout stand for the following:

Entry Level – Qualifications with an academic standard below that of a G-grade GCSE.

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

GCSE – General Certificate of Secondary Education.

iGCSE – international General Certificate of Secondary Education. A number of these qualifications are now regulated as **Level 1/2 Certificates** and the 'legacy' iGCSEs in those subjects that have been regulated are included and counted in the same way as a GCSE in this publication. For more information see the technical notes.

NVQ – National Vocational Qualification.

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 the equivalent of GCSE grade A* to C (Level 2) in both English and mathematics. Valid equivalents, along with GCSEs are iGCSEs, Functional Skills, Key Skills and Basic Skills at Level 2.

English and mathematics skills at level 1 – A pupil will fulfil this by achieving the equivalent of GCSE grades A* to G (Level 1) in both English and mathematics. Valid equivalents, along with GCSEs, are iGCSEs, Functional Skills, Key Skills and Basic Skills at Level 1.

English Baccalaureate (EBacc) – This was introduced into the performance tables in 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: http://www.education.gov.uk/schools/performance/secondary_11/documents.html

The 2010 performance tables also, for the first time, included the percentage of pupils achieving good GCSE grades (A* to C) in English and maths which covers the same qualifications that qualify for the English and maths components of the 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs measure. Unlike the English subject area for the EBacc, this measure includes achievements in GCSE English studies.

School Type Descriptions

The school types reported within this SFR are taken from the Edubase and are given as at 12 September 2011. They are defined as follows:

Comprehensive schools

Takes all pupils, usually regardless of their ability, aptitude or whether they have been selected for a place at a selective school, includes schools operating pupil banding admission arrangements.

Modern

Takes pupils regardless of their ability or aptitude, including those who have not been selected for a place at a local selective school.

Selective

Admits pupils wholly or mainly with reference to ability. These schools are formally designated as grammar schools.

Academy Sponsor Led

Sponsored Academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities.

Academy Converter

Schools that have chosen through Governing Body Resolution and application to the Secretary of State for Education, to become an Academy under the Academies Act 2010.

Free Schools

Free schools are state-funded schools that have greater freedoms than local authority maintained schools. They are run by teachers and have freedom over the length of the school day and term, the curriculum and how they spend their money.

City Technology Colleges

Independent all-ability, non fee-paying schools offering pupils the opportunity to study a curriculum geared, with the help of private sector sponsors, towards the world of work.

Local Authority maintained schools

Schools fully or partially under local authority control that are state-funded, mainly by the Dedicated Schools Grant.

Registered independent school

Any school which provides full time education for 5 or more pupils of compulsory school age, which is not state-funded or a non-state-funded special school.

Independent special school

Approved by the Secretary of State for Education. They are run on a not-for-profit basis by charitable trusts and normally cater for children with severe and/or low incidence special educational needs.

State-funded schools

Includes Local Authority maintained mainstream schools, Academies, Free Schools, City Technology Colleges and state-funded special schools (excluding hospital schools, Pupil Referral Units, Alternative Provision and independent schools).

State-funded mainstream

Includes Local Authority maintained mainstream schools, Academies, Free Schools and City Technology Colleges (excluding all special schools, Pupil Referral Units, Alternative Provision and independent schools).

All independent

Includes independent schools, independent special schools and non-state-funded special schools.

CONFIDENTIALITY

The Code of Practice for Official Statistics requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the DfE protect confidentiality.

Every effort has been made to ensure the tables do not allow the identification of individuals. To protect confidentiality, low numbers of entries by either males or females in a particular subject will result in both sets of figures being suppressed. Where the total number of entries is very low, the numbers achieving each grade are suppressed. This suppression is consistent with the Departmental statistical policy which can be found at <http://www.education.gov.uk/rsgateway/ns-sp-confidentialityv3.pdf>

A NATIONAL STATISTICS PUBLICATION

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*, these are published at: <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.

TECHNICAL NOTES

Coverage of the data

The statistics in this first release cover the data collated for the 2012 Secondary School Performance Tables, which is currently in the process of being checked by schools. From 2005 the Performance Tables reported results based on pupils at the end of Key Stage 4. This publication includes tables only for pupils at the end of Key Stage 4.

The coverage of the Local Authority (LA) and regional statistics is state-funded schools only in England. This includes City Technology Colleges and Academies but excludes hospital schools, pupil referral units and alternative provision.

Qualifications included in GCSE and Equivalent results

Range of Qualifications

The general range of qualifications, together with the qualification families into which they fall, is set out below

General	GCE AS	GCSE (Full course)	Accredited iGCSE	GCSE Short Course	Entry Level 1-3
General Applied	Applied GCE AS Double award	Applied GCE AS/ VCE AS	GCSE Single in applied subject	GCSE Double in applied subject	
Occupational	NVQ Level 1-2				
Vocationally related	VRQ Level 2 or BTEC First	VRQ Level 1			
Key Skills	Key Skills Level 1-2				
Basic Skills	Basic Skills Level 1-2				
Vocational Languages	NVQ Language Unit at Level 1-2				
Graded Exams	Graded Exam (Grade 1-8)				
Free Standing Maths	Level 1-3				
Other General	Other General qualifications Level 1-2				

GCSE (Short Courses) are of the same academic standard as a full GCSE but have half the content. GCSEs in applied subjects are of the same academic standard as a full GCSE and are available as a single or double course.

International GCSEs

The following table gives the list of Certificates that were regulated at the time of this publication, and a list of those which are not regulated. The volume of entries for accredited iGCSE subjects can be found in Table 12 of this SFR.

Further information on accreditation, contributions to pupil level and point scores of qualifications can be found through OfQual's Register of Regulated Qualifications:

<http://register.ofqual.gov.uk/>

Table A – List of iGCSEs and regulated status in 2009/10, 2010/11 and 2011/12

Regulated International Certificates and their legacy iGCSEs included in 2009/10	iGCSEs not regulated	
CIE Art and Design CIE Biology CIE Business Studies CIE Chemistry CIE English Language CIE English Literature CIE English as a Second Language CIE French CIE Geography CIE Greek CIE Hindi as a Second Language CIE History CIE ICT CIE Mathematics CIE Music CIE Physics	CIE Accounting CIE Afrikaans – First Language CIE Afrikaans – Second Language CIE Agriculture CIE Arabic – First Language CIE Arabic – Second Language CIE Bangladesh Studies CIE Child Development CIE Chinese – First Language CIE Computer Studies CIE Czech – First Language CIE Design & Technology CIE Development Studies CIE Drama CIE Dutch – First Language CIE Dutch – Foreign Language CIE Economics CIE Environmental Management CIE Food & Nutrition CIE French – First Language CIE German – First Language CIE Global Perspectives CIE India Studies CIE Indonesian – Foreign Language CIE Information and Communication Technology CIE IsiZulu as a Second Language CIE Islamiyat CIE Italian CIE Japanese – First Language CIE Japanese – Foreign Language CIE Kazakh as a Second Language CIE Korean – First Language CIE Latin CIE Malay – Foreign Language CIE Mathematics – Additional CIE International Mathematics CIE Mathematics (with coursework) CIE Pakistan Studies CIE Physical Education CIE Physical Science CIE Portuguese - First Language CIE Portuguese – Foreign Language CIE Religious Studies CIE Russian – First Language CIE Science Combined	CIE Sciences – Co-ordinated (Double Award) CIE Sociology CIE Spanish – First Language CIE Spanish Literature CIE Thai – First Language CIE Travel & Tourism CIE Turkish – First Language CIE Twenty-first Century Science CIE World Literature Edexcel Accounting Edexcel Arabic – First Language Edexcel Art and Design Edexcel Bangladesh Studies Edexcel Bengali Edexcel Business Studies Edexcel Classical Arabic Edexcel Commerce Edexcel Economics Edexcel English as a Second Language Edexcel Further Pure Mathematics Edexcel Global Citizenship Edexcel Gujarati Edexcel Hindi Edexcel Human Biology Edexcel ICT Edexcel Islamiyat Edexcel Modern Greek Edexcel Pakistan Studies Edexcel Religious Studies Edexcel Sinhala Edexcel Swahili Edexcel Tamil Edexcel Turkish Edexcel Urdu
Additional Regulated International Certificates and their legacy iGCSEs included in 2010/11		
CIE Chinese (Mandarin) – foreign language CIE Enterprise CIE German CIE Spanish Edexcel English Language Edexcel English Literature Edexcel Mathematics Edexcel Chemistry Edexcel Physics Edexcel Biology Edexcel Geography Edexcel Science Double Award		
Additional Regulated International Certificates and their legacy iGCSEs included in 2011/12		
Edexcel History Edexcel Chinese* Edexcel French* Edexcel German* Edexcel Spanish* * Legacy qualifications not counted in the EBacc language component as no compulsory speaking element.		

English qualifications

New English GCSEs were awarded for the first time in summer of this year. The curriculum content was new and included an increased focus on literacy skills; the GCSEs were modular (or 'unitised') for the first time; and coursework had been replaced by controlled assessment amounting to 60 per cent of total assessment in both English and English language.

This has meant that the methodology for including English in the indicators reported in this SFR has been amended. Where English is required as part of the indicator, for example in the 5 or more GCSEs at grade A* to C including English and mathematics or the English Baccalaureate indicators, the following qualifications are counted as English:

- Legacy GCSE or iGCSE English (qualifications taken before summer 2012) referred to in this text as **old specification English**.
- One qualification in GCSE English which includes modules in English Language and English Literature) referred to in this text as **new specification English**
- Two qualifications taken together (these qualifications will be referred to as **English Language** in this text):
 - qualifications in English language: the Cambridge International Certificate, the Certificate offered by Edexcel or the new specification GCSE **and**
 - English Literature

The Cambridge International Certificate and the Certificate offered by Edexcel are regulated versions of the iGCSE, a qualification which has in some cases recently been approved for use in state-funded schools in England (see the technical notes section on 'International GCSEs' above). For ease, they will be referred to as iGCSEs in this text.

Understanding the new English GCSE

This section will focus on the changes to outcomes in GCSE English. There has been a decrease in the percentage of pupils achieving grades A* to C in the English GCSE by 3 percentage points from 72 per cent in 2011 to 69 per cent in 2012.

Analysis has been undertaken to further understand this difference. This has focused on the grades achieved by pupils who were entered for the different specifications available to pupils when studying GCSE English.

Of the pupils entered for GCSEs in English:

- 70 per cent sat English Language
- 23 per cent sat the new specification English
- 7 per cent of pupils sat the old specification English.

For those pupils that took the new specification English, fewer achieved a pass at grade A* to C compared to pupils taking the other English qualifications. 33 per cent of pupils who took the new specification English achieved grades A* to C compared to 79 per cent of pupils who took either English Language or the old specification English.

This difference is, in part, explained by prior attainment. Splitting the cohort of pupils that took the new specification English by their prior attainment band at Key Stage 2 (age 11) shows that 7 per cent were in the higher attainment band, compared to 37 per cent who took old specification English or English language. Conversely 33 per cent of pupils doing the new specification English qualification were in the low attainment band at Key Stage 2, compared to 9 per cent who took old specification English or English language. A more detailed breakdown by the main prior attainment bands is available below.

Percentage of pupils entered for English by their prior attainment band

	Prior attainment band			
	Low	Middle	High	No prior attainment
Old specification English or English Language	9%	45%	37%	9%
New specification English	33%	51%	7%	9%
All pupils who took English	14%	46%	31%	9%

Once this is taken into account, the difference in the percentage of pupils achieving 5 or more GCSEs including English and maths at grades A* to C over the different English specifications is lessened but is still noticeable. Again, looking at pupils in the high prior attainment band, of those who had taken old specification English or English Language, 94.8 per cent achieved 5 or more GCSEs including English and maths at grades A* to C. This compares to 74.1 per cent of pupils who had taken new specification English.

Percentage of pupils achieving 5 or more GCSEs or equivalent including English and mathematics at grade A* to C by their prior attainment band and English qualification

	Low	Middle	High	All pupils*
Old specification English or English Language	11.1%	62.3%	94.8%	71.1%
New specification English	4.3%	31.0%	74.1%	24.7%
English cohort	7.6%	54.5%	93.7%	60.6%
National 2012	6.9%	54.4%	93.6%	58.6%
National 2011	6.5%	54.4%	95.1%	59.0%

*including those with no prior attainment and in the denominator those who did not take English.

One of the indicators that we produce considers whether a pupil achieved at least three levels of progress from Key Stage 2 to Key Stage 4, and therefore allows for prior attainment at Key Stage 2. 46.9 per cent of pupils who took the new specification English made expected progress, compared to 75.5 per cent of pupils who took English Language or the old specification English.

English and independent schools

There has been a decrease in the percentage of pupils entering for GCSE or iGCSE English in independent mainstream schools, from 92 per cent in the revised data for 2011 to 87 per cent in 2012.

This has affected the national indicator 5 or more GCSEs or iGCSE (new or legacy) at grade A* to C including English and maths. In 2011, 82.8 per cent of pupils in independent schools achieved this measure compared to 76.9 per cent of pupils in 2012.

The reasons behind this fall have been analysed and are reasonably complicated. Some of the difference (approx. 0.6 percentage points of the fall in the 5 or more GCSEs or iGCSE at grade A* to C or equivalent including English and maths indicator between 2011 and 2012) is attributable to too many pupils being reported as being at the end of KS4 in independent schools census. The issue with the number of pupils being counted in independent schools has been explained in 'Independent schools: Pupils at the end of Key Stage 4' further on in this technical notes section.

There are number of reasons related to English that also help to account for the reduction:

- There appears to have been an increase in the number of pupils from overseas attending

independent schools. This has been suggested by the rise of a third in entries in iGCSE/Certificates in English for speakers of another language and entries in basic and functional skills in literacy that have more than doubled. These increases suggest that around 600 extra pupils were taking these qualifications in independent schools compared to last year. However this does not tell the full story as there will be overseas pupils who took no English qualifications.

- Around five per cent of pupils in independent schools took the new English specification outlined above and this appears to have had an effect on the A* to C pass rate. The A*-C pass rate for these pupils is 61 per cent.
- Around 400 pupils achieved grade A* to C in an English language qualification but did not have a valid English Literature qualification so have not been counted as they have not achieved the full qualification.
- A small number of pupils have taken English but in qualifications that are not counted towards the English indicator and so are again excluded.

These data are provisional and all schools have been given the opportunity through the Performance Tables checking exercise to check the data. The results of these amendments will be published in the Performance Tables and the revised Statistical First Release in January 2013.

Average Point Score (Table 4)

Another measure of institution performance is an average point score. In order to incorporate a wider range of qualifications within average point scores, a number of points are applied to all regulated qualifications – on a scale equivalent to GCSEs – for use in Performance Tables. These are based on the relative challenge of a qualification together with the guided learning hours that a qualification requires.

The points awarded for each GCSE grade are set out in the table below:

Grade	Points	Grade	Points
A*	58	E	28
A	52	F	22
B	46	G	16
C	40	Ungraded	0
D	34		

The capped point score in Table 4 is based on a pupil's best 8 GCSEs or equivalent. Finally, a pupil at the end of Key Stage 4 that has accumulated a non-zero number of points is considered to have passed at least one qualification (see Tables 1a,2,3,5 and 13).

It is important to note that the point scoring system developed for Performance Tables is designed as a means of institutional performance measurement. It is not intended that the figures replace national systems used for other purposes, for example UCAS tariffs for individual pupils.

Calculations of expected progress in English and mathematics

Calculating Key Stage 2 attainment

- If pupil has achieved level 3, 4, 5 or 6 in the Key Stage 2 National Curriculum Test, then that grade is taken as their Key Stage 2 attainment. This happens in the majority of cases.
- If the pupil was working below the level of the test (B), not awarded a test level (N) or achieved level 2 in the Key Stage 2 test, the teacher assessment (providing it is a valid level) is used as a measure of their Key Stage 2 attainment. However that teacher assessment is capped at level 2, this means that a pupil in this situation with a teacher assessment of 3, 4, 5 or 6 will be deemed to have attained a level 2. If the teacher assessment is missing or is not valid, the pupil is excluded from the measure if they obtain grade C to G in their GCSE result (see Figure 1 below). This is because if a pupil is deemed to be below the level of the test or awarded a level 2 or N, we cannot determine their actual Key Stage 2 attainment and it would be inaccurate to use level 2 as this is only awarded as a compensatory level for pupils who do not achieve enough marks for level 3.
- If the pupil was absent, unable to access the test, missing their test result, had a lost script or did not have a grade due to malpractice in their Key Stage 2 test (grades A, T, M, X or Q) and has any valid level (W, 1, 2, 3, 4, 5 or 6) for their Key Stage 2 teacher assessment, then we take their teacher assessment level as their attainment. A Key Stage 2 test result of showing the test was taken in the past or in the future (P, F) is treated as a missing test result.
- If the pupil was absent, unable to access the test, missing their test result, had a lost script or did not have a grade due to malpractice in their Key Stage 2 test (grades A, T, M, X or Q) but does not have a valid level for their teacher assessment, then we treat them as not having a Key Stage 2 test result or teacher assessment, and the pupil is excluded from the measure. A Key Stage 2 test result that suggests the test was taken in the past or the future should not still be within the dataset (P, F) and is treated as a missing test result.
- If the pupil had left the school (L) or was ineligible (Y/Z) as their Key Stage 2 test result then we exclude them from the measure if they obtain grades C to G in their GCSE result (see Figure 1 below).

Measuring progress between Key Stage 2 and Key Stage 4

The table below shows how levels at KS2 are mapped to GCSE grades in English or mathematics to determine whether a pupil can be included in the progress measure and, if included, whether or not they have made expected progress in the subject. 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 KS2 should be expected to achieve at least a C grade at GCSE in that subject.

The highest standardised points are used in the calculation of the GCSE English and mathematics level, therefore if a pupil at the end of Key Stage 4 has taken a GCSE in English and gained a grade A, and also taken a GCE AS level in English and gained a grade D, the standardised points of the GCSE (52) will be used and not the standardised points of the GCE AS level (45).

Where AS levels are counted in place of GCSEs, those pupils with grade D and above are deemed to have made expected progress, whereas those who achieve a grade E are treated as reaching national curriculum level 7, the equivalent of grade C at GCSE.

Figure 1: Matrix showing how the English and mathematics progression measure is calculated.

		GCSE Grade									
		No KS4 result	U	G	F	E	D	C	B	A	A*
KS2 outcome	Working towards level 1	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 2	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made			
	Level 3	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made				
	Level 4	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made					
	Level 5	Expected progress not made	Expected progress made	Expected progress made	Expected progress made						
	Level 6	Expected progress not made	Expected progress made	Expected progress made	Expected progress made						
	Disapplied /Absent (TA)	Expected progress not made	Expected progress not made	Not included	Expected progress made	Expected progress made	Expected progress made				
	Left the school	Expected progress not made	Expected progress not made	Not included	Expected progress made	Expected progress made	Expected progress made				
	No TA or test	Expected progress not made	Expected progress not made	Not included	Expected progress made	Expected progress made	Expected progress made				
	Not eligible for tests	Expected progress not made	Expected progress not made	Not included	Expected progress made	Expected progress made	Expected progress made				

- Pupils who have not been entered for a GCSE in English or mathematics or those who are ungraded are deemed to not have made expected progress.
- Pupils attaining level 5 or level 6 at KS2 are expected to achieve at least a grade B at GCSE, therefore all pupils achieving an A*-B are deemed to have made the expected progress, whether or not their prior attainment is known.

Prior attainment

Information is included in this publication which highlights any differences in how pupils of different starting abilities performed against key attainment indicators.

Pupils are grouped based on their performance at Key Stage 2 (KS2) on completion of the primary school phase, averaged across qualifying outcomes in English, mathematics and science tests or teacher assessments. Indicators are shown for:

Low attainers - those below the expected level (Level 4) at KS2

Middle attainers - those at the expected level (Level 4) at KS2

High attainers- those above the expected level (Level 4) at KS2

All children in state-funded primary schools, including most academies, are required to sit National Curriculum tests in English and mathematics before they move to secondary school. The tests are graded according to attainment levels within the National Curriculum. Key Stage 2 (KS2) tests are aimed at pupils working at levels 3, 4 and 5.

Typical age of child (years)	6	7	8	9	10	11	12	13	14
National Curriculum Year Group	1	2	3	4	5	6	7	8	9
Key Stage	1		2				3		
Expected National Curriculum level at end of Key Stage	2		4				5/6		

Figure 2: Age of child related to year group, Key Stage & expected attainment

National Curriculum tests are a measurement of achievement against the precise attainment targets of the National Curriculum rather than any generalised concept of ability in any of the subject areas. Teacher Assessment is the teachers' judgement of pupils' performance in the whole subject over the whole academic year. The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that by the end of KS2 pupils are expected to achieve **Level 4**.

The following website provides information on how pupils are expected to perform at each National Curriculum level in each subject for Key Stage 1 and 2: <http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary>.

Academies

For the purposes of this SFR, the date of 12 September 2011 has been used to determine the status of a school. Any schools which converted to an academy on or before this date have been published as an academy and those that have converted after this date have been treated as their predecessor school type. This policy has also been adopted in the Performance Tables and in other school level releases.

Independent schools – pupils at the end of Key Stage 4

It is not simple to identify the number of pupils who are at the end of Key Stage 4 in independent schools. This is because, unlike in state-funded schools, there is no pupil-level census meaning that exam data collected from awarding organisations cannot be matched directly to detailed information about pupils including their year group and type of registration at the school.

Instead, the pattern of KS4 exams taken and the years in which Key Stage 2 and Key Stage 3 tests were taken (if known) are used to determine which year group is most likely for the pupil. If a pupil does not enter any qualifications they do not appear in the data.

This SFR attempts to report on all pupils who reach the end of Key Stage 4 and not just those who are entered for exams, so the figures for the total number of pupils in independent schools are derived from the aggregate of school-level census returns across all independent schools.

It used to be the case that whatever value independent schools reported as their number of pupils in year 11, this value would be used as the denominator in performance measures, even if the number of pupils thought to be at the end of Key Stage 4 from exam records was greater. This could lead to inflated results in some independent schools where the number of pupils included in the numerator was greater than the denominator.

From 2011, any independent school which submitted a school census return for year 11 pupils having fewer pupils than identified as being at the end of Key Stage 4 in exam data has had their number of pupils adjusted to the higher number. These results have been published in this Statistical First Release. As it is possible for a pupil to achieve no qualifications, where a school has fewer pupils identified as being at the end of Key Stage 4 in the exams data than in the census, then the school census return is used to identify the number of pupils at the end of Key Stage 4. For a small number of schools, the school census appears to be over inflating the number of pupils actually at the end of Key Stage 4.

Schools have been given the opportunity through the Performance Tables checking exercise to adjust this number, for example removing pupils who have been matched to the school who might be external candidates or overseas pupils. The results of these amendments will be published in the Performance Tables and the revised Statistical First Release in January 2013.

Independent schools converting to Free Schools

Due to the expansion of the Academies Act in 2010, there have been a small number of independent schools that have chosen to become Free Schools. The numbers are too small to have impacted on the national figures.

ENQUIRIES

Enquiries about the figures contained in this SFR should be addressed to:

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Schools Data Unit – Attainment
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Telephone Number: 0114 2742118

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Press enquiries should be made to the Department's Press Office at:

Department for Education,
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