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**GCSE AND EQUIVALENT RESULTS IN ENGLAND 2012/13
(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 2012/13. The information is from data collated for the 2013 secondary school performance tables, which is currently 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. Last year's (2011/12) figures have been updated from revised to final reflecting all of the changes made to the data by the end of March 2013.

AREAS OF INTEREST

An increase in entries into the English Baccalaureate

The English Baccalaureate (EBacc) was first introduced into the performance tables in 2009/10. It aims to recognise pupils' achievements across a core of selected academic subjects in GCSE (or regulated IGCSE (known as certificates) English, mathematics, at least two sciences, a language and humanities (history or geography). It is compulsory for pupils to study English, mathematics and one science. All of the non-compulsory subjects (more than one science, languages and humanities) have shown an increase in entries since 2009/10.

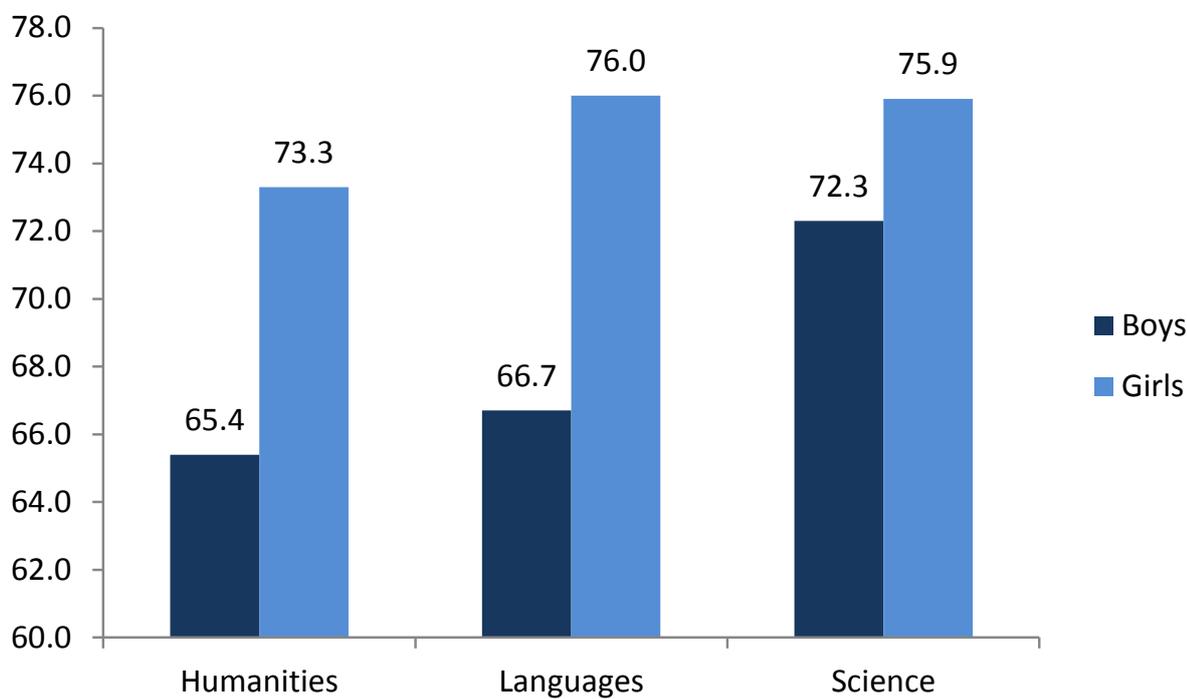
The greatest percentage increase in entries was in humanities where a rise of 11.3 percentage points from 48.9 per cent to 60.2 per cent has been seen. Languages increased by 6 percentage points from 42.6 per cent to 48.6 per cent. For pupils in state-funded schools, these increases were even greater with humanities entries increasing by 12.5 percentage points and languages by 7.6 percentage points.

The gap between the percentage of girls and boys entering all of the EBacc subjects has widened as shown in the table below.

	2009/10	2010/11	2011/12	2012/13
Boys	19.6	21.4	22.7	30.4
Girls	24.5	26.3	27.8	39.0
Percentage point gap	4.9	4.9	5.1	8.6

Girls were also more likely to achieve at least a grade C in the non-compulsory subject areas. The following chart compares achievement of grades A* to C of pupils who entered the subjects by boys and girls. The largest gap was in languages, where 76 per cent of girls who entered for languages achieved at least a grade C compared to 66.7 per cent of boys.

Chart 1: Comparing attainment of grades A* to C in the non-compulsory EBacc components by gender



Early and multiple entry into English and mathematics

The Joint Council for Qualifications reported an increase in entries to GCSE English and mathematics of 9.2 per cent and 12.1 per cent respectively in the summer 2013 GCSE results for the UK. In England, the increase was greater, 13.4 per cent in English and 8.9 per cent in mathematics. OfQual¹ (Office of Qualifications and Examinations Regulation) identified that many of these additional entries were for pupils who had not yet reached the end of key stage 4 and were therefore taking the qualifications early.

The exam data that underlies the figures in this release can be used to investigate both early entries, when a pupil has entered a qualification before summer 2013 exams, and multiple entries, when a pupil has entered for the same qualifications more than once by the end of KS4. These figures will differ from those produced by OfQual as they are based on pupils at the end of KS4.

The data shows a large increase in the number of pupils who have been entered more than once in English or maths by the end of key stage 4. In English, the percentage of pupils attempting the subject more than once has risen to 11.8 per cent from 6.8 per cent in 2012. The most striking finding is a ten-fold increase in those who sat a GCSE as well as an iGCSE in English. Just 3,400 pupils sat both in 2012 (0.5 per cent of all KS4 pupils) which rose to over 34,000 pupils in 2013 (5.4 per cent).

¹ www.ofqual.gov.uk/standards/summer-exams-2013/

The mathematics GCSE has recently had a high rate of multiple-entry but this has increased considerably in 2013. The latest figures show that pupils having two or more entries in maths are now just as common as those having a single entry. 48.3 per cent of pupils had multiple maths entries in 2013 compared to 39.2 per cent in 2012. Over 10,000 pupils took a GCSE as well as an iGCSE in the subject in 2013, almost double the number that did the same in 2012.

The unusual English attainment of pupils in independent schools

The percentage of pupils entered for GCSE English has fallen dramatically since 2012 in independent schools; 63.5 per cent were entered in 2013 compared to 92 per cent in 2012, a fall of 28.5 percentage points. This has had a significant impact on independent school results in key indicators such as the percentage achieving 5 or more GCSEs or equivalent at grade A* to C including English and mathematics GCSEs or iGCSEs (5ACEM) and the EBacc.

The 5ACEM measure has fallen by 0.8 percentage points from 2012 nationally, but when this is limited to state-funded schools it has increased by 1.4 percentage points. The means the overall national average is being dragged down by independent schools which have seen a 27.6 percentage point decline since 2012.

Provisional results for independent schools are subject to a degree of uncertainty as pupils are allocated to these schools solely from exam data. Some of the entrants might not be on roll at the school or might not be at the end of key stage 4. As a result, it is likely that the number of pupils in independent schools is over-estimated in this release. Revised figures released in January should give a more accurate picture once schools have checked their results.

A detailed analysis of how English entry in independent schools has fallen and the resulting impact can be found in the technical notes. In summary:

- Pupils have continued to be entered for unregulated Cambridge International iGCSEs in English Language and have not moved across to the regulated certificate versions. The grace period for inclusion of these iGCSEs in performance measures has now ended but around 10,500 pupils (just over a fifth of those in independent schools) were still entered for them in 2013. This is the main cause of the fall in indicators that have English GCSE as a requirement.
- Around 2,300 pupils in independent schools were entered for English GCSEs or certificates that did not satisfy the requirements to be counted as English in performance measures. These include approximately 1,600 pupils entered for AQA and WJEC certificates in English and 700 pupils who entered for English language GCSE but did not also have an entry in English literature.
- The Independent Schools Council (ISC) census points to a rise in the number of non-British pupils in its member schools in 2013. Some of the fall in English GCSE entry may be attributed to there being more pupils from non-English speaking backgrounds, although we do not have the data on pupil characteristics to quantify this. Within the attainment data we can see there has been a modest rise in the percentage of independent school pupils entered for English for speakers of other languages which supports this.

KEY POINTS

National results for pupils at the end of key stage 4

Decline in the percentage of pupils achieving 5ACEM	There is a decrease of 0.8 percentage points for pupils achieving 5 or more GCSEs or equivalent at grade A* to C including English and mathematics GCSEs or iGCSEs ^[1] (5ACEM), down from 59.4 per cent to 58.6. (Table 1a, Chart 2)
Increase in the percentage of pupils entered for and achieving the English Baccalaureate (EBacc)	34.6 per cent were entered for all subject areas of the EBacc compared to 25.2 per cent in 2011/12 (Table 1b). 22.7 per cent achieved the Ebacc compared to 18.4 per cent in 2011/12 (Table 1b).

National results for pupils at the end of key stage 4 in state-funded schools only

Increase in pupils achieving 5ACEM	There is an increase of 1.4 percentage points for pupils achieving 5ACEM from 58.8 per cent to 60.2 per cent (Table 1a).
Increase in pupils entered for the EBacc	35.4 per cent of pupils entered for the Ebacc, compared to 23.1 per cent in 2011/12, an increase of 12.3 percentage points (Table 1b).
Decrease in the proportion of pupils who were entered for the EBacc who went on to achieve it	The proportion of pupils that entered all of the required subjects for and then achieved the EBacc has fallen to 64 per cent compared to 70 per cent in 2011/12.
More pupils are making expected progress in English and mathematics	The percentage of pupils making expected progress in English has risen 2.1 percentage points to 70.1 per cent from 68.0 per cent in 2011/12 (Table 1c). In mathematics there has been an increase of 1.9 percentage points from 68.7 per cent to 70.6 per cent (Table 1c).

^[1] iGCSEs include Level 1/2 certificates which have been regulated by OfQual and for a limited time unregulated iGCSEs that predated level 1/2 certificates.

National results for pupils at the end of key stage 4 over time (chart 2)

Increase in the achievement of the Ebacc

There is an increase of 7.1 percentage points for pupils achieving the Ebacc since the introduction in 2009/10 (Table 1b).

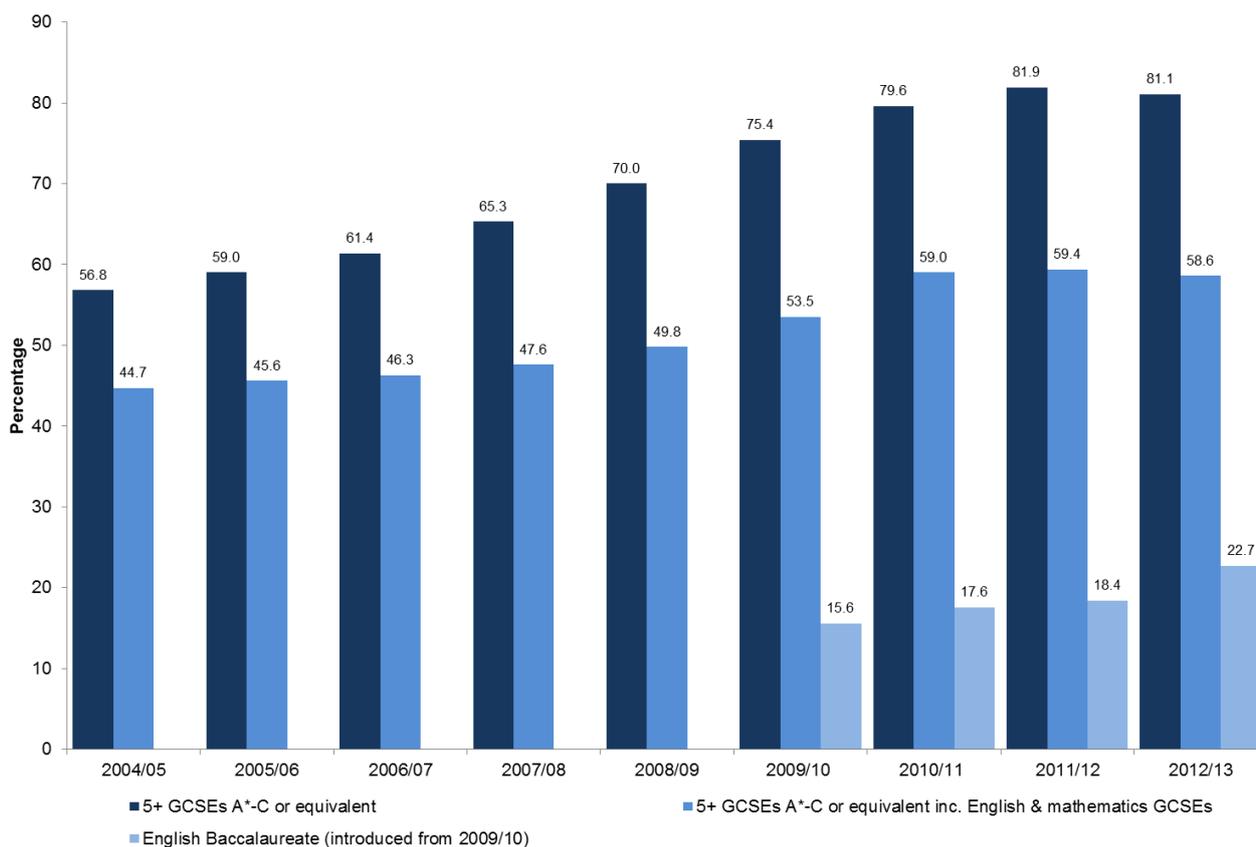
More pupils achieving 5AC

The percentage of pupils achieving 5 or more GCSEs at grade A* to C (5AC) has increased by 24.3 percentage points since 2004/05 (Table 1a).

Increase in the percentage of pupils achieving 5ACEM

The proportion of pupils achieving 5ACEM has risen by 13.9 percentage points from 44.7 per cent in 2004/05 to 58.6 per cent in 2012/13 (Table 1a).

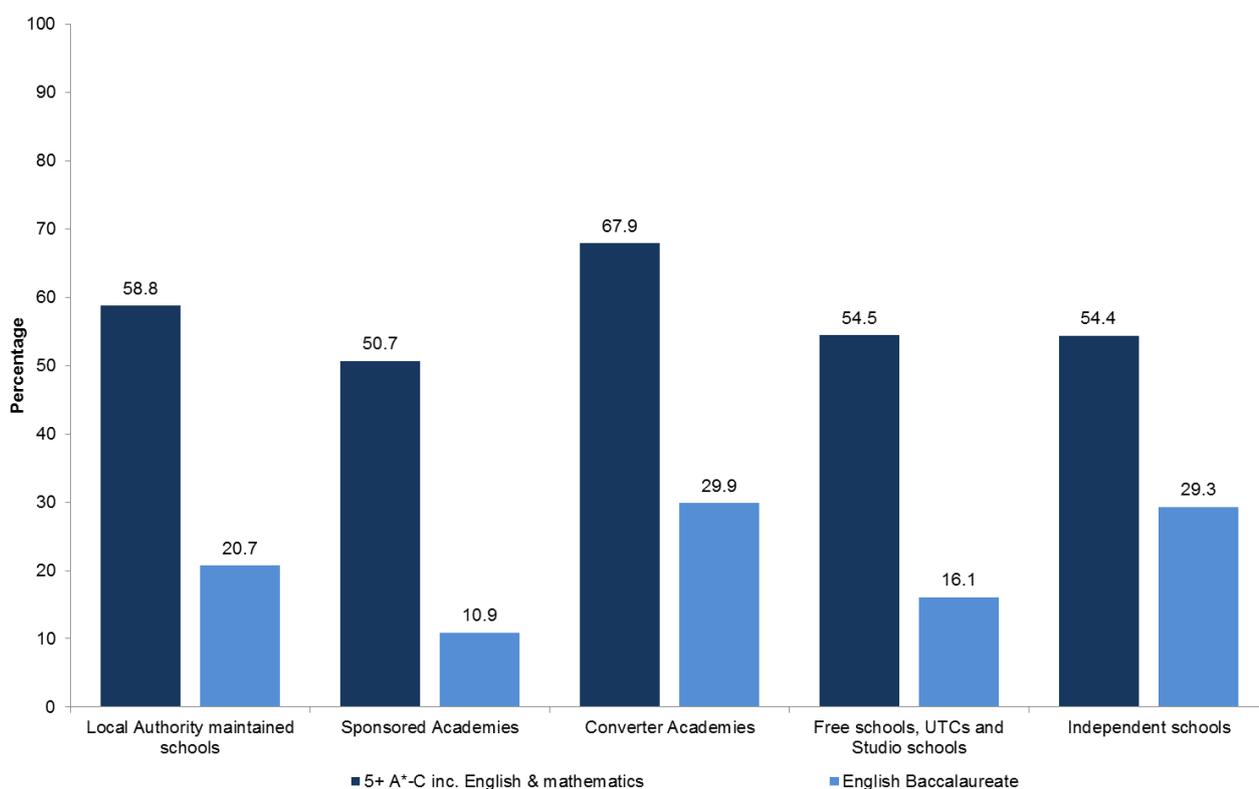
Chart 2: Time series of key indicators, all schools (see Table 1a and 1b)



Comparing school types (chart 3)

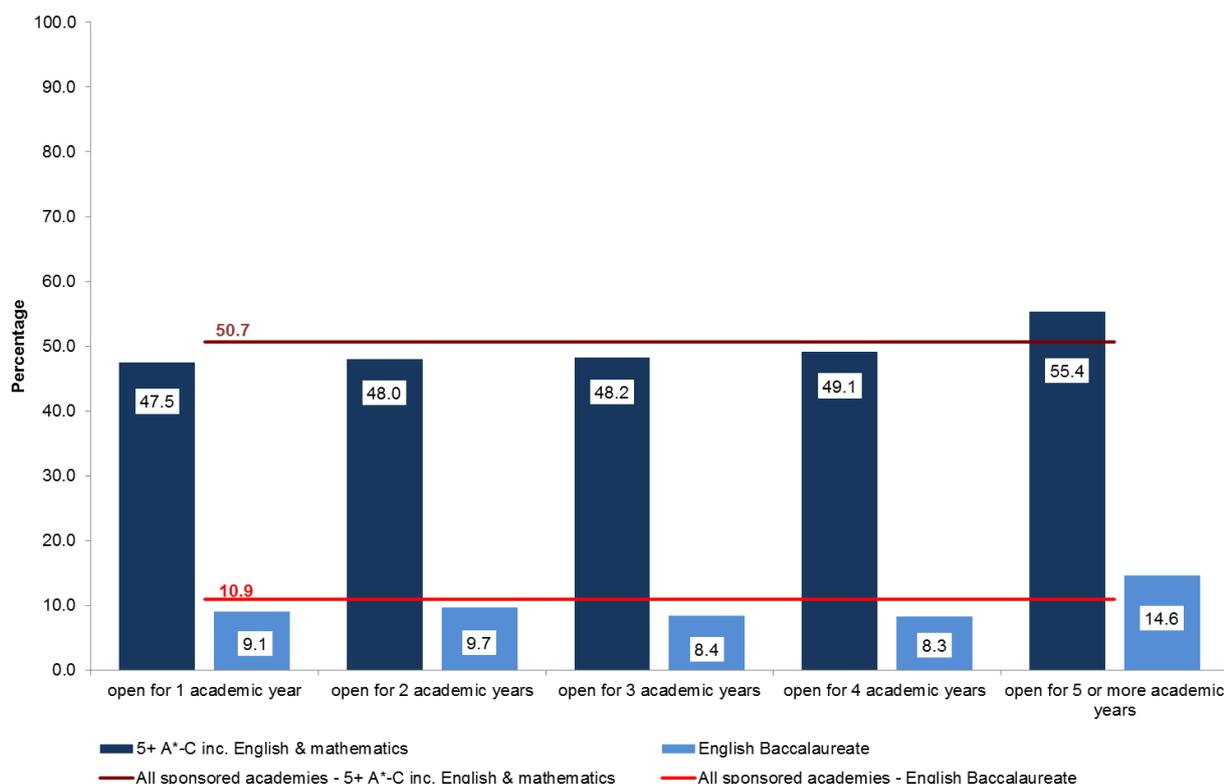
Converter academies had the best results when compared to all state-funded schools. 67.9 per cent of pupils achieved 5ACEM in converter academies, 9.1 percentage points higher than for pupils in local authority maintained schools, and 29.9 per cent achieved the English Baccalaureate, 9.2 percentage points higher than for pupils in local authority maintained schools.

Chart 3: Achievement of 5ACEM and EBacc by type of school (see Table 3a)



The results of sponsored academies tend to improve when compared with the time they have been open (chart 4). In sponsored academies open for five or more academic years, 55.4 per cent of pupils achieved 5ACEM, 7.9 percentage points higher than for pupils in sponsored academies that had only been open for one year. 14.6 per cent of pupils in sponsored academies opened for five or more academic years achieved the EBacc compared to 9.1 per cent of pupils in sponsored academies that had only been open for one year.

Chart 4: Achievement of the 5ACEM and EBacc in sponsored academies by length of time opened (see Table 3c)



Considering other qualifications

There are a large number of qualifications available for pupils to enter at the end of key stage 4 that are counted as being equivalent to GCSEs; they contribute to the attainment of Level 1 (i.e. 5 or more GCSEs at grade A* to G) and Level 2 (i.e. 5 or more GCSEs at grade A* to C). Vocationally Related Qualifications has the highest number of awards contributing to Level 1 and BTEC certificate has the highest number of awards contributing to Level 2 attainment at key stage 4; examples of these include qualifications in sports leadership, hairdressing services, childcare skills and speech and drama (Table 15).

Some schools are more likely to offer vocational qualifications than others. Considering the attainment of 5 or more GCSEs at grade A* to C or equivalent (5AC) in mainstream schools, the headline figure, containing all of the regulated qualifications, was 60.2 per cent. If the qualifications are limited to GCSEs and regulated iGCSEs, this figure drops to 53.5 per cent.

The number of pupils entered for vocational qualifications differs when you compare different school type. 55.0 per cent of pupils in comprehensive schools and 98.8 per cent of pupils in selective schools achieve 5AC when only full, double and short course GCSEs are included in the indicator. When all regulated qualifications are included, for comprehensive school 5AC increases by 27.8 percentage points to 83.8 per cent of pupils, whereas there is almost no change for selective schools with an increase of 1.9 percentage points.

TABLES

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

www.gov.uk/government/organisations/department-for-education/series/statistics-gcse-key-stage-4

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RELATED PUBLICATIONS

- SFR02/2013 – [DfE: Revised GCSE and equivalent results in England: academic year 2011 to 2012](#)
- SFR25/2012 – [DfE: GCSE and equivalent results \(provisional\) and National Curriculum teacher assessments at key stage 3 in England, 2011/12](#)
- SFR04/2013 – [DfE: GCSE and equivalent attainment by pupil characteristics in England, 2011/12 \(Revised\)](#)
- SFR05/2013 – [DfE: A level and equivalent examination results in England, 2011/12 \(Revised\)](#)
- SFR41/2013 – [DfE: A level and equivalent examination results in England, 2012/13 \(Provisional\)](#)

Examination Results in Wales, 2012/13: This publication is produced by the Welsh Assembly Government and provides updated results of external examinations taken by pupils aged 15 or 17 in schools in Wales in 2012/13. It was published on 26 September 2013 and is available at: <http://wales.gov.uk/topics/statistics/headlines/schools2013/examination-results-2012-13-provisional/?lang=en>

The Department for Education Northern Ireland (DENI) have published GCSE headline statistics 2013 on their website. www.deni.gov.uk/index/facts-and-figures-new/education-statistics/115-curriculum-and-assessment-qualifications-pg/gcse-headline-statistics-2013.htm

Summary statistics for attainment, leaver destinations and healthy living, No. 3: 2013 Edition
Summary Statistics for Schools in Scotland, No.3: 2013 Edition 25 June, 2013 can be found in this bulletin: www.scotland.gov.uk/Publications/2013/06/7503

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 Abbreviations/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 are counted in the same way as a GCSE in this publication (see the technical notes for more details). The legacy unregulated iGCSE versions of these qualifications are also included if they have been awarded within two years of the regulated certificates becoming available. 2013/14 statistics will be based on a reformed list of high quality qualifications that will be used in Performance Tables. Only accredited certificates will count in measures from this time.

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: www.education.gov.uk/schools/performance/secondary_12/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 Edubase and are given as at 12 September 2012. 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, 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.

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: www.statisticsauthority.gov.uk/assessment/code-of-practice/index.html

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:

www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education

KEY TO SYMBOLS

The following symbols have been used within this publication:

- 0 – zero
- x – small number suppressed to preserve confidentiality
- . – not applicable

REVISIONS

2012/13 figures in this publication are provisional, revised figures will be published in January 2014.

Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at: www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education

YOUR FEEDBACK

Please contact Rick Baker at attainment.statistics@education.gsi.gov.uk if you have comments on the content or presentation of this release so that we can take account of your needs in future editions.

TECHNICAL NOTES

Coverage of the data

The statistics in this first release cover the data collated for the 2013 secondary school performance tables. 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.

The coverage of the alternative provision statistics includes pupils who were present on the 2012/13 alternative provision (AP) or pupil referral unit (PRU) censuses. Pupils who were registered to an institution included within the secondary school performance tables have been excluded.

For pupils in other alternative provision those aged 15 at the start of the 2012/13 academic year were deemed to have reached the end of KS4. This proxy has been used because year group data is not available through the AP census.

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 were not regulated. The volume of entries for accredited iGCSEs and legacy 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 status in 2012/13

Regulated International Certificates where legacy iGCSEs are no longer counted in 2012/13	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 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 where their legacy iGCSEs will be included for the last time in 2012/13		
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 Edexcel History Edexcel Chinese* Edexcel French* Edexcel German* Edexcel Spanish*		
* Legacy qualifications not counted in the EBacc language component as no compulsory speaking element.		

Independent schools and English

Provisional results for pupils in independent schools are subject to a degree of uncertainty because the department does not have pupil census records that allow identification of exactly who is registered at these schools and in which year group they belong. The data collected from awarding organisations are used to match entrants to independent schools but some of these pupils might not be on roll at the school or might not be at the end of key stage 4. Schools have had the opportunity to remove these pupils during the checking exercise and the results of these amendments will be seen in the revised data to be published in January 2014. Further details about how measures for independent schools are calculated are available in the 'Independent schools – pupils at the end of key stage 4' section of the technical notes.

The percentage of pupils entered for GCSE English in independent schools has fallen dramatically since 2012 (92 per cent entered last year compared to the 63.5 per cent seen in these provisional statistics – a fall of 28.5 percentage points). This has had a significant effect on independent school results in key indicators such as the EBacc and the achievement of 5ACEM and can also be seen to a smaller degree in the national averages.

There are a number of factors that have contributed to the fall in English entry in independents:

- Pupils entering unregulated Cambridge International (CIE) iGCSEs

In 2010, new regulated versions of iGCSEs offered by CIE (including English Language) were approved for use in state schools and therefore included in the performance tables for the first time. At the same time, any results achieved by pupils in the legacy unregulated CIE iGCSEs in these subjects were also valid for inclusion in performance indicators.

The period for inclusion of the legacy qualifications in measures was set for two years commencing from the point at which the regulated certificates became available for teaching. In the case of those introduced in 2010, the legacy qualifications would therefore only count in 2011 and 2012 with the expectation being that pupils should be moved to the regulated certificates after this period. See the technical notes for further information on the CIE iGCSE subjects affected.

A fifth (20.8 per cent) of pupils in independent schools had been entered for the unregulated CIE iGCSE in English Language in summer 2013 and these results are now excluded from any performance measures. This exclusion explains most of the fall in English entry and the subsequent drop in performance measures that require the inclusion of English.

- Other pupils not meeting the requirements of English entry

Around 700 pupils in independent schools were entered for a GCSE in English Language but did not also sit English Literature. Both are required for the language result to count as an English entry.

Another 1,600 pupils were entered for AQA/WJEC certificates in English language. While these are regulated qualifications and are included in general measures of attainment, they do not count as an English entry because they are new qualifications with no track record of leading to progression.

The combined number in these groups is much higher than seen in the final 2012 figures and can account for another 4.2 percentage points of the fall in English entry.

- Rise in the number of overseas pupils

The latest Independent Schools Council (ISC) census² points to the ‘internationalisation of UK independent schools’ and shows a rise in non-British pupils at ISC schools. This could explain some of the reduced percentage of pupils taking English in independent schools but is difficult to quantify without having pupil characteristics information. The exam data does show a modest rise (0.2 percentage points) in pupils taking English for speakers of other languages (ESOL) instead of English and there are a greater proportion of pupils who have exam entries in the awarding organisation data but no English. Schools have had the opportunity to remove overseas pupils from countries where English is not the first language and the results of these amendments will be seen in the revised figures to be published in January 2014.

Table B gives a full breakdown of the number of pupils entered for English in 2013 compared to 2012 and how the groups above impact on the EBacc English and the 5ACEM measures.

Table B - Impact on the EBacc English and the 5ACEM measures

	2012						2013					
	Number of pupils	% of group	Number of pupils passed this at A*-C	% of all KS4 pupils achieving A* in this qualification	Pupils who achieved A*-C in this qualification and had maths A*-C and achieved	% of KS4 pupils achieving level 2 including English in this group	Number of pupils	% of group	Number of pupils passed this at A*-C	% of all KS4 pupils achieving A* in this qualification	Pupils who achieved A*-C in this qualification and had maths A*-C and achieved	% of KS4 pupils achieving level 2 including English in this group
Entered Ebacc English												
Entered Ebacc English (not Cambridge IGCSE)	31,997	68.4	29,386	62.8	27,841	59.5	32,243	63.5	29,422	57.9	27,612	54.4
Entered Cambridge IGCSE (not counted in 2013)	11,061	23.6	10,821	23.1	10,551	22.5	10,537	20.8	10,267	20.2	9,839	19.4
Did not enter EBacc English but entered other 'non-qualifying' English												
Entered GCSE English Language without English Literature	72	0.2	-	-	-	-	699	1.4	495	1.0	377	0.7
Entered AQA/WJEC certificates in English	31	0.1	20	0.0	19	0.0	1,589	3.1	1,501	3.0	1,450	2.9
Total based on qualifications that satisfy requirement for English entry	43,058	92.0	40,207	85.9	38,392	82.0	32,243	63.5	29,422	57.9	27,612	54.4
Total based on all English activity	43,161	92.2	40,227	85.9	38,411	82.1	45,068	88.8	41,685	82.1	39,278	77.4
Did not enter any GCSE or certificate in English												
Entered for ESOL qualification (indicates overseas pupil)	834	1.8	-	-	-	-	1,032	2.0	-	-	-	-
Pupil in exam data but has no record of GCSE, certificate or ESOL entry	1,689	3.6	-	-	-	-	2,933	5.8	-	-	-	-
Not present in exam data	1,123	2.4	-	-	-	-	1,742	3.4	-	-	-	-
Total in exam data	45,684	97.6	-	-	-	-	49,033	96.6	-	-	-	-
Total cohort (see)	46,807	100.0	-	-	-	-	50,775	100.0	-	-	-	-

Independent schools – pupils at the end of key stage 4

Provisional results for pupils in independent schools are subject to a degree of uncertainty because the Department does not have pupil-level census records to tell us exactly who is registered at the school and to which year group they belong. Data from awarding organisations are used to match entrants to independent schools but some of these entrants might not be enrolled with the school or might not be at the end of key stage 4.

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.

² www.isc.co.uk/research/Publications/annual-census/isc-annual-census-2013

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 are shown in this Statistical Release and will be published in the performance tables.

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

Information on the calculation of expected progress between key stage 2 and key stage 4 can be found at:

www.education.gov.uk/schools/performance/secondary_12/Guide_to_KS2-KS4_progress_measures_2012.pdf

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, KS2 tests are aimed at pupils working at levels 3, 4 and 5.

Figure 2: Age of child related to year group, key stage & expected attainment

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			4		
Expected National Curriculum level at end of key stage	2	4		5/6			7/8		

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: www.education.gov.uk/schools/teachingandlearning/curriculum/primary.

Academies

For the purposes of this SFR, the date of 12 September 2012 has been used to determine the status of a school. Any schools which converted to an academy before this date have been published as an academy and those that have converted on or 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 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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