



Department
for Education



Statistical First Release

Revised GCSE and equivalents results in England, 2013 to 2014

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CHANGES TO THE PRODUCTION OF THESE STATISTICS

Two major reforms have been implemented which affect the calculation of key stage 4 (KS4) performance measures data in 2014:

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.

Users are advised to take note of the information in sections 2 and 3 (with further detail provided in section 10) 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**.

A National Statistics publication

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

Contents

Contents.....	2
Headline results	3
1. Introduction	5
2. Major reforms that affect performance measures.....	6
3. Other changes affecting performance measures	7
4. Detailed Results Analysis	8
4.1 5+ A*-C GCSEs (or equivalent) including English and mathematics GCSEs	8
4.2 Comparison of policy impacts 5+ A*-C grades results over time (Table 1a)	10
4.3 Expected progress for pupils at the end of key stage 4 (Table 1c)	11
4.4 Floor standards	13
5. English Baccalaureate entries and achievement	14
6. School type breakdowns.....	17
6.1 State-funded schools (Table 3a)	17
6.2 Independent schools (Table 3a).....	21
7. Entry patterns to English Baccalaureate subjects (Table 20).....	22
8. Local authority achievement (Tables 15-19)	24
9. List of tables	25
10. Further detail of reforms and changes taking effect in 2014	27
11. Further information is available.....	31
12. National Statistics	33
13. Technical information	34
14. Got a query? Like to give feedback?	37

Headline results

Note: It is not possible to directly compare 2013/14 figures with earlier years due to the changes outlined on page 1. However, figures based on entries, as opposed to achievements, such as entries to English Baccalaureate (EBacc) subjects are less affected by methodological and examination changes than other measures in this statistical first release (SFR). As such, comparisons between 2012/13 and 2013/14 EBacc entries are more suitable here than for other measures.

All schools

53.4 per cent The percentage of pupils achieving 5 or more GCSEs or equivalent at grade A* to C (including English and mathematics), in 2013/14 (Table 1a). This is an upward revision of 0.8 percentage points from the provisional results published in October 2014¹.

36.3 per cent The percentage of pupils entered for all subject areas of the English Baccalaureate has increased from 34.9 in 2012/13.

22.9 per cent The percentage of pupils at the end of KS4 achieving the English Baccalaureate in 2013/14. (Table 1b).

State-funded schools only²

56.6 per cent The percentage of pupils achieving 5 or more GCSEs or equivalent at grade A* to C (including English and mathematics) in 2013/14 (Table 1a). This is an upward revision of 0.7 percentage points from the provisional results published in October 2014¹.

38.7 per cent The percentage of pupils entered for all subject areas of the English Baccalaureate has increased from 35.5 in 2012/13

24.2 per cent The percentage of pupils at the end of KS4 achieving the English Baccalaureate in 2013/14 (Table 1b).

¹ Figures in this revised SFR have changed compared to the provisional SFR following amendments made during the school checking exercise in September 2014. This is a result of late results being included and schools checking their data and requesting amendments.

² State-funded schools include academies, free schools, city technology colleges and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision. Alternative provision includes academy and free school alternative provision.

71.6 per cent The percentage of pupils making expected progress³ in English (Table 1c)

65.5 per cent The percentage of pupils making expected progress in mathematics (Table 1c)

Schools below the secondary school floor standard

330 schools below floor This represents 11.2% of state-funded mainstream schools included in the floor calculations in 2013/14 (Table S2).

³The expected progress measures cover state-funded schools only as they are based on progress at pupil level and use pupil-level school census data, which is not available for all schools

1. Introduction

This SFR shows revised 2013/14 GCSE and equivalent results in England at national, regional and local authority level. The data covers pupils at the end of KS4 in the 2013/14 academic year, typically those starting the academic year aged 15.

The data has been collated for the 2014 Secondary School Performance Tables and has been checked by schools. These are published at the same time as this release on the [performance tables website](#).

This release provides an update to the provisional figures released in October 2014 in SFR 41/2014. A number of figures will have changed between the two releases; this is expected and occurs every year, where relevant these have been highlighted.

In the data checking exercise, under specified criteria, schools can request the removal of pupils included in their calculations, this usually means that pupil numbers drop between the provisional and revised SFRs. Schools and awarding organisations will also submit late results between the two releases. The combination of these changes often results in performance measures improving. For more information on these changes, please see the quality and methodology document published alongside this SFR.

This revised SFR also shows how many schools in 2013/14 were deemed to be underperforming by the department based on the 'floor standard' (see section 4.4).

GCSE and equivalent qualifications:

Each regulated qualification has a level between entry level and level eight. Qualifications which are at the same level are judged to be of a similar difficulty. This SFR only includes GCSE and equivalent qualifications approved for pre-16 teaching and eligible for inclusion in school performance measures. This includes AS levels. More information can be found on the [Ofqual website](#).

Pupils at the end of key stage 4:

The results shown in this SFR are based on pupils reaching the end of key stage 4, typically those starting the academic year aged 15 (i.e. age of the pupil on 31 of August 2013). There are fewer pupils in this year's cohort; the number of pupils in all schools completing key stage 4 was 632,397 in 2012/13 and 618,585 in 2013/14. This is a reduction of 2.2 per cent⁴ (Table 1b).

⁴ The fall in the cohort is mainly due to a fall in the 15 year old population between 2013 and 2014

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 into 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 10.

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 isolate the impact of changes in school behaviour due to policy changes. 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 (except for resulting behavioural changes). 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

Performance measures using the '2014 best entry methodology'

The proxy '2014 best entry methodology' will be used to create a version of the performance measures (using the 2013/14 data), where the effects of the early entry rules have been removed but the effects of the Wolf review have been applied. This rule set will assist readers to understand what the effects of the Wolf reforms have been.

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

3. Other changes affecting performance measures

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 different qualification types** – in previous years we have not applied discounting across qualification types. This year discounting has been applied this way – 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 10.

Another factor influencing the results, and change between years, is the cohort effect, the pupil population reaching the end of key stage 4 changes each year and the different make-up and ability of the pupils can affect results.

4. Detailed Results Analysis

These measures are based on the same rules used to produce the measures shown in the [secondary school performance tables](#).

As outlined in sections 2 and 3 there are a wide range of changes to the calculation of performance measures in 2013/14. These mean it is not possible to compare 2013/14 with previous years. In line with previous SFRs, this section provides a time series of results for the selected measures. This allows readers to understand the trends up to 2012/13 and the see the 2013/14 results following the break in the time series. Additional data sets are provided to aid the reader in understanding the impact of this year's reforms. The comparison figures are intended only for use as a guide to the potential effect of different aspects of the reforms.

4.1 5+ A*-C GCSEs (or equivalent) including English and mathematics GCSEs

Figure 1: All schools

Pupils achieving 5+ A*-C grades (including English and mathematics)

Academic year	Data rule set	%	Comment
2012/13	2013 final published result	59.2	
2013/14	'2013 methodology' (best entry result with no Wolf rules applied)	56.8⁵	The difference of 2.4 percentage points between this and the above figure covers the combined impact of: <ul style="list-style-type: none"> • impact of unregulated IGCSE entries (this has a big impact in independent schools – see section 6.2) • the cohort effect⁶ • the changes in exam structure • behaviour change that cannot be reversed in the adjusted calculations
2013/14	'2014 best entry methodology' (Wolf rules and best entry result)	55.5⁷	The difference of 1.3 percentage points between this figure and the above figure is the result of introducing the Wolf recommendation rules into the calculation of performance measures.
2013/14	'2014 methodology' (both Wolf and early entry rules applied)	53.4⁸	The difference of 2.1 percentage points between this and the above figure is the result of introducing the early entry policy rules into the calculation of performance measures.

⁵ An increase of 0.8 percentage points compared to provisional figures

⁶ This refers to the change in the group of pupils at the end of KS4 each year in terms of size and ability

⁷ An increase of 1.2 percentage points compared to provisional figures

⁸ An increase of 0.8 percentage points compared to provisional figures

Figure 2: All state-funded schools
Pupils achieving 5+ A*-C grades (including English and mathematics)

Academic year	Data rule set	%	Comment
2012/13	2013 final published result	60.6	
2013/14	'2013 methodology' (best entry result with no Wolf rules applied)	60.3⁹	The difference of 0.3 percentage points between this and the above figure covers the combined impact of: <ul style="list-style-type: none"> • impact of unregulated IGCSE entries • the cohort effect • the changes in exam structure • behaviour change that cannot be reversed in the adjusted calculations
2013/14	'2014 best entry methodology' (Wolf rules and best entry result)	58.8¹⁰	The difference of 1.5 percentage points between this indicative figure and the above figure is the result of introducing the Wolf recommendation rules into the calculation of performance measures.
2013/14	'2014 methodology' (both Wolf and early entry rules applied)	56.6¹¹	The difference of 2.2 percentage points between this and the above figure is the result of introducing the early entry policy rules into the calculation of performance measures.

⁹ An increase of 0.7 percentage points compared to provisional figures

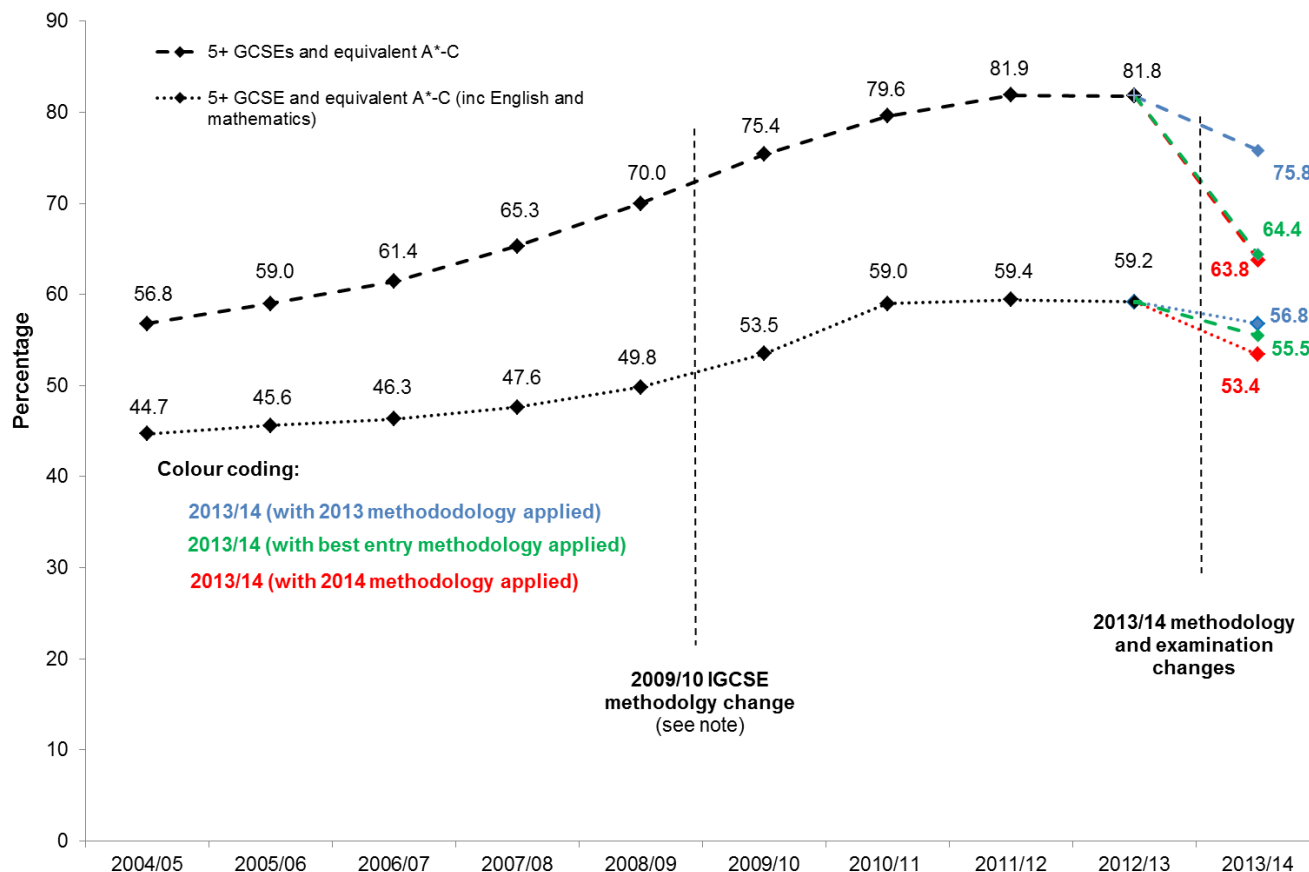
¹⁰ An increase of 1.1 percentage points compared to provisional figures

¹¹ An increase of 0.7 percentage points compared to provisional figures

4.2 Comparison of policy impacts 5+ A*-C grades results over time (Table 1a)

Figure 3 shows the trend in GCSE achievement from 2004/05 to 2012/13 and the beginning of the new time series in 2013/14.

Figure 3: Time series of key GCSE and equivalent indicators
England, 2004/05 – 2013/14 (all schools)



Note: 2009/10 IGCSE methodology change: from 2009/10 unregulated IGCSEs were counted as GCSE equivalents, this contributed to the increase in national attainment as a greater number of qualifications were included than previously. These unregulated versions were gradually replaced by new regulated Level 1/2 Certificates. The final unregulated IGCSEs counted for the last time in 2012/13. Further information on Level 1/2 Certificates can be found in the Qualification Abbreviations/Descriptions section on page 34.

Table 1a, in the underlying data, shows the impact of this methodology change in 2009/10, where the percentage achieving 5+ GCSEs A*-C or equivalent including English and mathematics GCSEs with and without the 'IGCSE' methodology change was 53.5 and 53.4, respectively.

4.3 Expected progress for pupils at the end of key stage 4 (Table 1c)

Expected progress indicators measure the progress pupils have made by the end of key stage 4, based upon what they achieved at the end of key stage 2. The majority of children are expected to leave key stage 2 (age 11), working at least at level 4. By the end of key stage 4, pupils who were at level 4 should progress to achieve at least a grade C at GCSE; while pupils working at level 5 should be expected to achieve at least a B at GCSE.

The percentage of pupils making expected progress between the end of key stage 2 and the end of key stage 4 in English and in mathematics is given in table 1c, and is summarised below for state-funded schools.

Figure 4: All state-funded schools
Pupils making expected progress in English

Academic year	Data rule set	%	Comment
2012/13	2013 final published result	70.4	
2013/14	'2013 methodology' (best entry result with no Wolf rules applied)	73.8	The difference of 3.4 percentage points between this and the above figure covers the combined impact of: <ul style="list-style-type: none"> • impact of unregulated IGCSE entries • the cohort effect • the changes in exam structure • behaviour change that cannot be reversed in the adjusted calculations
2013/14	'2014 best entry methodology' (Wolf rules and best entry result)	73.8	There is no difference between this figure and the above figure, indicating that there is no Wolf effect on progress at a national level.
2013/14	'2014 methodology' (both Wolf and early entry rules applied)	71.6	The difference of 2.2 percentage points between this and the above figure is the result of introducing the early entry policy rules into the calculation of performance measures.

Figure 5: All state-funded schools
Pupils making expected progress in mathematics

Academic year	Data rule set	%	Comment
2012/13	2013 final published result	70.8	
2013/14	'2013 methodology' (best entry result with no Wolf rules applied)	67.8	<p>The difference of 3.0 percentage points between this and the above figure covers the combined impact of:</p> <ul style="list-style-type: none"> • impact of unregulated IGCSE entries • the cohort effect • the changes in exam structure • behaviour change that cannot be reversed in the adjusted calculations
2013/14	'2014 best entry methodology' (Wolf rules and best entry result)	67.8	There is no difference between this figure and the above figure, indicating that there is no Wolf effect on progress at a national level.
2013/14	'2014 methodology' (both Wolf and early entry rules applied)	65.5	The difference of 2.3 percentage points between this and the above figure is the result of introducing the early entry policy rules into the calculation of performance measures.

4.4 Floor standards

The school performance measures are used to set the minimum levels of performance that schools are expected to achieve (also referred to as “floor standards”).

Schools will be deemed to be underperforming if their performance on the 2013/14 data is below the ‘floor standard’. A school is below these minimum expected levels if:

1. Less than 40 per cent of pupils at the end of key stage 4 achieve 5 or more GCSEs or equivalent at grade A* to C, including English and mathematics GCSEs

and

2. The proportion of pupils making expected progress in English and mathematics is below the median percentage for all state-funded mainstream schools¹²

Schools are eligible for inclusion in the floor standard measure if they:

- are a state-funded mainstream school;
- are open (including those proposed to close); and
- had more than 10 pupils at the end of key stage 4.

Schools below the floor in 2014

The median school score for pupils making expected progress in English was 74 per cent and in mathematics was 67 per cent in 2013/14.

In 2013/14 there are 330 open, state-funded mainstream schools, below the floor standard. This represents 11.2 per cent of schools included in the floor calculations in 2013/14 (Table S2).

When including closed schools or those proposed to close, the number of schools below the floor increases to 356.

In 2012/13 there were 154 schools below the floor standard. The median school scores for pupils making expected progress in 2012/13 was 73 per cent in English and 73 per cent in mathematics. However, it is not possible to directly compare last year’s figures with this year’s due to the changes outlined on page 1.

¹² Schools are ranked in terms of their expected progress from lowest to highest and the median is the resulting middle number

5. English Baccalaureate entries and achievement

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).

Entries for EBacc subjects are less affected by methodological and examination changes than other measures in this SFR. As such comparisons between 2012/13 and 2013/14 EBacc entries are more suitable here than for other measures.

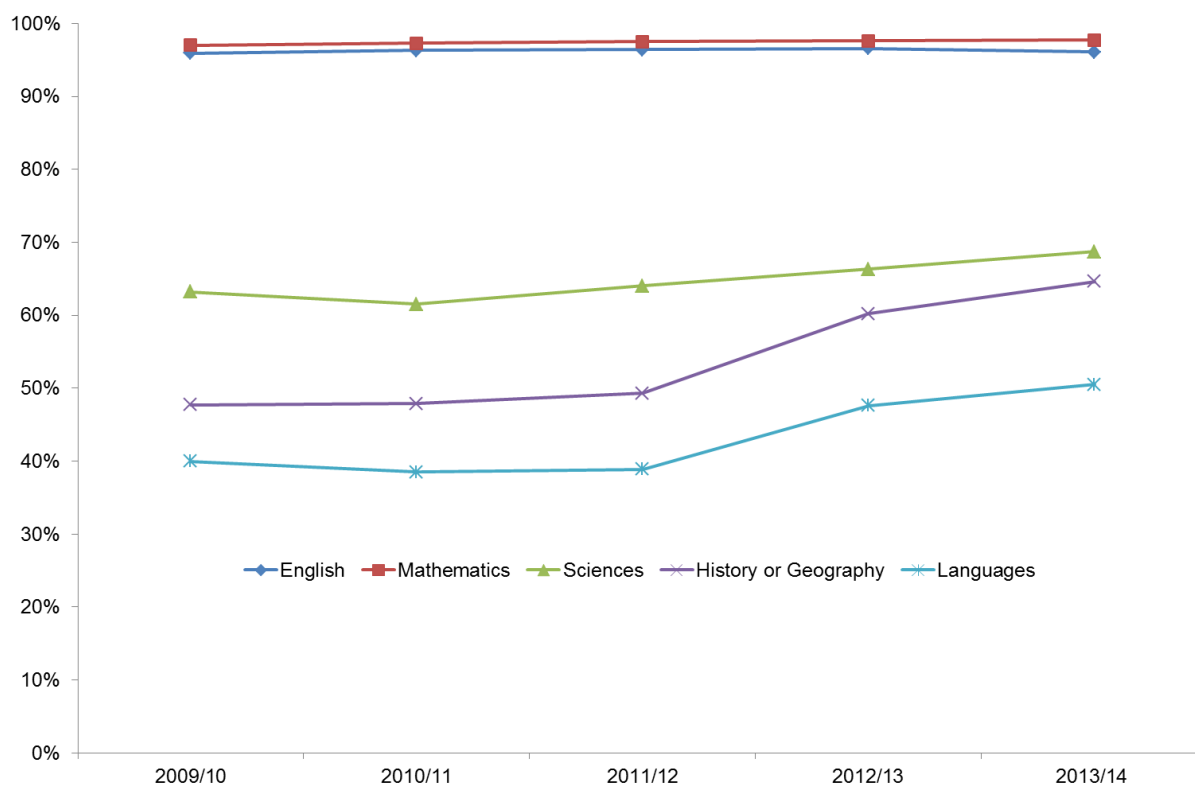
An increase in entries into the English Baccalaureate (Table 1b)

It is compulsory for pupils to study English, mathematics and one science. All of the other subjects within the EBacc (more than one science, languages and humanities) have shown an increase in entries since 2009/10.

Looking at the data for state-funded schools, the greatest percentage increase in pupil entries was in humanities where a rise of 4.4 percentage points from 60.2 per cent to 64.6 per cent has been seen. Languages increased by 2.9 percentage points from 47.6 per cent to 50.5 per cent.

The figures for all schools are slightly lower than these. This is related to large numbers of entries on un-regulated IGCSEs in independent schools (see section 6.2). These unregulated IGCSEs do not count towards the EBacc. This has had greater impact in 2013/14 than in previous years.

Figure 6: Percentage of pupils entered for components of the EBacc (Table 1b)
England, 2009/10 – 2013/14 (state-funded schools)



Whilst the percentage of boys and girls entered in the EBacc has increased, the gap between them has widened as shown in figure 7.

Figure 7: Percentage of pupils entered for the EBacc by gender
England, 2009/10 – 2013/14 (All schools)

	2009/10	2010/11	2012/13	2012/13	2013/14
Boys	19.6	21.4	22.7	30.6	31.8
Girls	24.5	26.3	27.8	39.3	40.9
Percentage point gap	4.9	4.9	5.1	8.7	9.1

Proportion of pupils achieving the English Baccalaureate (Table 1b)

Increase from 2009/10 to 2012/13 of 7.4 percentage points	The proportion of pupils achieving the EBacc in all schools was 15.6 per cent in 2009/10 and 23.0 per cent in 2012/13.
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22.9 per cent The result for all schools in 2013/14 using the ‘2014 methodology.

This cannot be directly compared with the 2012/13 figure due to the changes in methodology, examinations and behaviour as set out in section 10.

If we apply the 2013 methodology to the 2013/14 data the result is 23.1 per cent. The examination and behaviour changes in 2013/14 still affect this figure meaning it is not produced on a like-for-like basis with 2012/13.

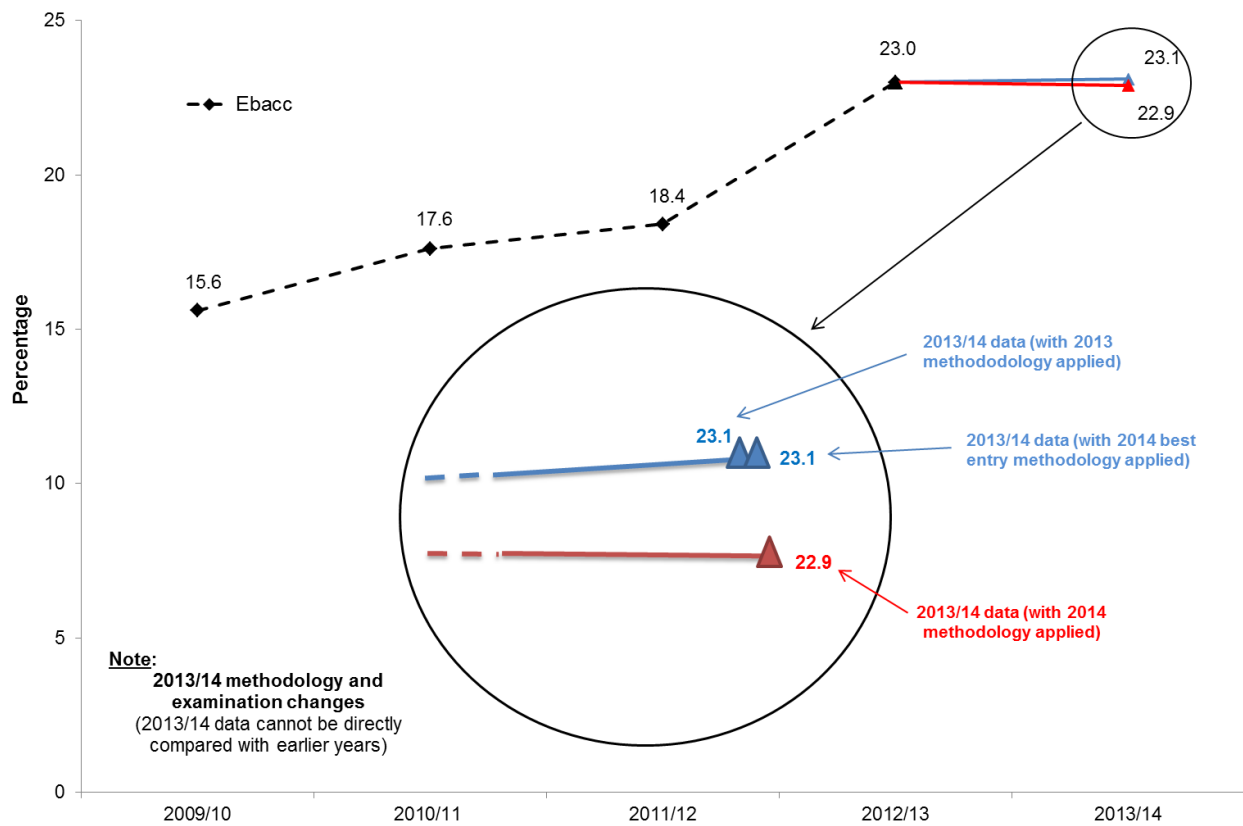
If we apply the ‘2014 Best Entry’ methodology to the 2013/14 data the result is 23.1 per cent.

24.2 per cent The result for state-funded schools in 2013/14 using the ‘2014 methodology. Again, the two figures cannot be directly compared.

The result is 24.4 per cent when applying either the 2013 methodology or the ‘2014 Best Entry’ methodology to the 2013/14 data.

The difference in behaviour between the “all schools” and “state-funded schools” figure is related to the impact of unregulated IGCSEs taken in independent schools. This will have reduced the 2013/14 result for “all schools”.

Figure 8: Time series for the proportion of pupils at the end of key stage 4 achieving the EBacc (Table 1b):
 England, 2009/10 – 2013/14 (All schools)



6. School type breakdowns

6.1 State-funded schools (Table 3a)

This release, like other statistics published by the department, shows some of the key measures broken down by type of establishment. The changes that have been implemented in 2013/14 have had an impact across all types of school and it means that it is not possible to make direct comparisons between 2013/14 and earlier years. Readers of this release should review section 10 to understand the nature of these changes.

Figure 9 shows the results in 2013/14 by school type using the '2014 methodology', the '2013 methodology' and the '2014 best entry methodology'.

Figure 9: Attainment in 2013/14 by school type

	Number of schools	Number of end of key stage 4 pupils	Proportion of pupils achieving 5+ A*-C grades (inc. English & mathematics) in 2013/14		
			'2013 methodology'	'2014 best entry methodology'	'2014 methodology'
All state-funded mainstream schools	3,037	548,290	61.4	59.9	57.6
Local authority maintained mainstream schools	1,362	242,583	59.0	57.7	55.4
Academies and free schools	1,672	305,159	63.3	61.7	59.3
<i>Sponsored academies</i>	441	70,838	50.3	47.4	45.3
<i>Converter academies</i>	1,201	232,937	67.4	66.2	63.6
<i>Free schools</i>	10	554	58.7	58.7	58.7
<i>University technical colleges (UTCs)</i>	7	290	50.3	48.3	48.3
<i>Studio schools</i>	13	540	22.4	20.0	20.0

Even without the reforms that were introduced in 2013/14, care would need to be taken when comparing performance by school type across years. This is because the group of schools included in each category changes from one year to the next – for example local authority maintained schools changing to converter academies or new provision schools having results published for the first time. This is demonstrated in figure 11 which shows the number of schools included in attainment measures in each year.

Figure 10: Schools in 2012/13 and 2013/14 by school type¹³

School type	Number of schools with results in 2012/13	Number of schools with results in 2013/14
Local authority maintained mainstream schools	1,602	1,362
Sponsored academies	360	441
Converter academies	1,045	1,201
Total	3,007	3,004

Source: 2013/14 figures are in Table 3a, 2012/13 figures available in GCSE and equivalent results in England 2012 to 13 (revised) SFR (Table 3a). Not all school types are shown in this table.

This means that comparing the headline figures for any of these groups captures not only the change in performance and the reforms introduced in 2013/14, but also the change in school composition. For example, if the additional schools to a group all had attainment that was below the average for the group, the effect would be to lower the average for the group even if each individual school saw no change in its own results.

When considering the results in different years by school type our recommended approach is to consider the results in the current year and the results from the same set of schools in the previous year regardless of school type in that year (e.g. matching back to predecessor schools for academies having results published for the first time as an academy and excluding schools with only one set of results). This removes the effect of changing composition.

¹³ School type is taken as at 11th of September (note: Academy and free schools are those which were operating as academies before 12 September 2013)

Figure 11: Results in 2012/13 and 2013/14 by school type

School type	Number of schools included in overall attainment figure	Number of schools included in year on year comparison	2012/13	2013/14 ('2013 methodology')	2013/14 ('best entry methodology')	2013/14 ('2014 methodology')
Proportion of pupils that achieved 5+ A*-C grades (including English and mathematics)						
LA maintained mainstream schools	1,362	1,362	59.8%	59.3%	57.9%	55.7%
Sponsored academies	441	436	50.7%	50.5%	47.6%	45.4%
Converter academies	1,201	1,201	67.7%	67.5%	66.3%	63.8%
Percentage of pupils that <u>entered</u> all components the EBacc						
LA maintained mainstream schools	1,362	1,362	34.3%	37.5%	37.5%	37.4%
Sponsored academies	441	436	21.8%	27.0%	27.0%	26.8%
Converter academies	1,201	1,201	42.8%	45.8%	45.8%	45.6%
Percentage of pupils that <u>achieved</u> the EBacc						
LA maintained mainstream schools	1,362	1,362	21.3%	22.8%	22.8%	22.6%
Sponsored academies	441	436	10.9%	13.0%	13.0%	12.8%
Converter academies	1,201	1,201	29.3%	30.8%	30.8%	30.5%

1. It is not possible to make direct comparisons between 2013/14 and 2012/13 due to changes in methodology, examinations and behaviour.
2. Some of the figures in this table differ from those in figure 9. This is due to differences in the underlying datasets. These figures are based upon school level information, those in figure 9 are based on pupil level data (which includes a number of pupils excluded from school calculations).
3. Analysis restricted to those schools with results in 2012/13 and 2013/14. Not all school types are shown in this table.
4. Figures for 2013/14 are based on revised data. Figures for all other years are based on final, end of year data.
5. Includes all academies and free schools that have been operating for at least a full academic year.

To better understand the performance of academies, school level performance tables data can be used to calculate a five year time series to show how results have changed since opening. Figure 12 shows results in each year by length of time open and is read from left to right, row by row, for comparison. The shaded cell in a series represents the performance of the predecessor school in that year. The local authority maintained mainstream line only includes schools who had maintained status in all years shown on figure 12. The results for 2013/14 cannot be directly compared with the earlier parts of the time series.

Figure 12: Time series of attainment in academies by length of time open

	Number of schools	Proportion of pupils that achieved 5+ A*-C grades (including English and mathematics)						
		2009/ 10	2010/ 11	2011/ 12	2012/ 13	2013/14 (2013 methodology)	2013/14 ('best entry methodology')	2013/14 (2014 methodology)
Sponsored academies								
Open 1 year	78				46.8	47.5	44.7	41.9
Open 2 years	59			46.2	48.6	47.3	44.5	42.0
Open 3 years	41		43.5	46.4	48.8	48.2	45.7	44.2
Open 4 years	62	36.8	42.6	46.6	49.1	47.8	44.9	43.2
Open 5 or more years	183	43.3	48.5	51.4	53.5	53.5	50.4	48.3
Converter academies								
Open 1 year	158				63.3	61.2	60.0	57.3
Open 2 years	365			63.4	65.3	65.0	63.8	61.4
Open 3 years	653		68.5	68.3	69.9	70.1	68.9	66.4
Open 4 years	25	73.1	75.8	75.3	73.6	74.8	73.8	71.5
Local authority maintained mainstream	1,356	54.4	57.3	57.9	59.8	59.3	57.9	55.7

1. It is not possible to make direct comparisons between 2013/14 and earlier years due to changes in methodology, examinations and behaviour.
2. Analysis is restricted to those schools with results in every year of time series. Shaded cells refer to results of predecessor schools.
3. Figures for 2013/14 are based on revised data. Figures for all other years are based on final, end of year data.
4. Includes all academies and free schools that have been operating for at least a full academic year.

6.2 Independent schools (Table 3a)

The proportion of pupils in independent schools achieving 5+ A*-C grades (including English and mathematics) has changed significantly between 2012/13 and 2013/14 due primarily to changes related to IGCSEs.

The measure was 57.8 per cent in 2012/13 and 29.5 per cent in 2013/14 (using the '2014 methodology'). This large change in attainment of 5+ A*-C grades (including English and mathematics) is predominantly due to independent school use of unregulated IGCSEs. In 2010, new regulated versions of IGCSEs were approved. This allowed them to be taken in state schools and included in the performance measures for the first time. At the same time, any results achieved by pupils in the legacy unregulated 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 replacement regulated certificates became available for teaching, with the expectation being that pupils should be moved to the regulated certificates after this period.

In independent schools, pupils have continued to be entered for unregulated qualifications that do not count in performance measures and they have not been moved across to the regulated certificate versions. The effect of this has been enhanced in 2013/14 by the final group of unregulated IGCSEs reaching the end of their grace period and not being included in results. This means that the results for 2013/14 cannot be directly compared to earlier years.

The independent school 5+ A*-C grades (including English and mathematics) result calculated using the '2013 methodology' proxy on 2013/14 data is 29.9 per cent. The small change between applying the '2014 methodology' and '2013 methodology' supports the above conclusion, that this dramatic change between years is not due to the introduction of Wolf and early entry reforms.

The result calculated using the '2014 Best Entry' methodology on the 2013/14 data is 29.8 per cent, which shows again the minimal impact of the Wolf recommendations on independent schools.

7. Entry patterns to English Baccalaureate subjects (Table 20)

The following table outlines the changes to the number of entries in EBacc subjects. All of these should be read in the context of there being fewer pupils in the 2013/14 cohort than the 2012/13 cohort.

Qualifying exam entries fell by more than pupil numbers ¹⁴	The overall number of entries into examinations that are included in the performance tables for pupils finishing KS4 fell from 7,634,929 in 2012/13 to 6,017,245 in 2013/14, which is a fall of 21.2 per cent. The behaviour changes linked to early entry policy and the restrictions on qualifications counted in performance measures, including unregulated IGCSEs, will have been a factor in this reduction.
The largest drops in exam entries are in non-EBacc subjects	The number of entries in examinations for non-EBacc qualifications fell from 3,403,660 in 2012/13 to 1,945,008 in 2013/14. This is a reduction of 42.9 per cent. This could be linked to the impact of the Wolf reforms and wider changes to performance measures.
Early entries for EBacc qualifications increase	The percentage of EBacc qualifications taken in a pupil's penultimate year of KS4 (year 10) increased from 11.2 per cent in the 2012/13 cohort to 16.6 per cent in the 2013/14 cohort. The early entry policy was announced after this year's cohort had completed year 10, which is why we do not see any related effect in their penultimate year's entry patterns.

English

Entries for qualifications in English have increased by 56,360 from 2012/13 to 2013/14, an increase of around 4.9 per cent. There was a shift from combined English (a drop of 42,731) towards the separate language and literature qualifications (note: combined English covers both a literature and language element within a single course of study).

Mathematics

The overall number of entries to mathematics qualifications from 2013 to 2014 has fallen by 238,375 – a decrease of over 21.1 per cent. This does not mean that fewer pupils are taking mathematics, just that the total number of exam entries per pupil is lower.

This reduction was due to a fall in entry numbers in the last year of KS4. This may be linked to behaviour changes relating to early and multiple entry patterns, where pupils who had already taken mathematics early did not resit.

¹⁴ Part of this fall is because more of the exams taken this year are no longer counted when compared to last year, in addition to less people actually taking exams

Science

The overall number of science entries has remained very similar from 2012/13 to 2013/14. There has been a notable shift towards core science and additional science qualifications¹⁵. These can be taken alongside each other and both cover biology, chemistry and physics.

- 59,807 **more** entries into **core science**
- 24,887 **more** entries into **additional science**
- 11,526 **more** entries to **computer science** (first year this subject counts in the science pillar of the EBacc).
- 4,720 **fewer** entries into **double science** (this could be linked to the cap on qualifications counting as larger than 1 GCSE¹⁶).
- 27,099 **fewer** entries into **biology**
- 28,517 **fewer** entries into **chemistry**
- 29,011 **fewer** entries into **physics**

Humanities

The overall number of entries in humanities increased slightly between 2012/13 and 2013/14

- 4,465 **more** entries in history – an increase of 1.8 per cent
- 7,596 **more** entries in geography – an increase of 3.7 per cent

Languages

The languages with the largest proportion of entries in 2013/14 were:

- French (166,165 entries in 2013/14, **down** by 108 from 2012/13)
- Spanish (89,950 entries in 2013/14, **up** by 3,554 from 2012/13)
- German (60,363 entries in 2013/14, **down** by 1,821 from 2012/13)

The fourth most popular subject was Latin with 10,819 entries, an increase in entries of 19.7 per cent between 2012/13 and 2013/14.

¹⁵ 2013/14 also saw the introduction of a Further Additional Science GCSE. There were 21,037 entries into this qualification (Table 20). This is not counted as an EBacc subject but can be combined with core and additional science to cover the same breadth of curriculum as taking separate biology, chemistry and physics qualifications.

¹⁶ The science double award will count as science in the Baccalaureate if A*A*-CC grades are achieved. The science double award GCSE will count as one in all other performance tables indicators in 2014.

8. Local authority achievement (Tables 15-19)

There is considerable variation between local authorities in attainment levels. Figure 13 shows the minimum and maximum local authority for:

- Percentages achieving 5 A* to C (including English and mathematics)
- Achievement of the EBacc at key stage 4
- Expected progress in English and mathematics

This excludes City of London and Isles of Scilly, which only have two and one schools, respectively.

Figure 13: Range in local authority achievement, minimum and maximum percentages of pupils achieving 5+ A*-C grades (including English and mathematics) and the EBacc: England (state-funded schools)

		Minimum	Maximum	Range (percentage points)
5+ A*-C grades (including English and mathematics)	2013/14	35.4 ¹⁷	73.8 ¹⁸	38.4
	2012/13	43.7	80.2	36.5
EBacc	2013/14	9.1	44.4	35.3
	2012/13	9.1	44.4	35.3
Expected progress in English	2013/14	51.3	85.2	33.9
	2012/13	53.6	86.0	32.4
Expected progress in mathematics	2013/14	41.8	80.8	39.0
	2012/13	51.7	83.8	32.1

Note: 2012/13 and 2013/14 figures are calculated using different methodologies as outlined earlier in the SFR. The 2013/14 figures are based on the '2014 methodology'

¹⁷ This is an increase of 1.0 percentage point from the provisional SFR figure

¹⁸ This is an increase of 1.3 percentage point from the provisional SFR figure

9. List of tables

The following tables are available in excel format on the department's statistics website alongside this SFR: [GCSEs \(Key Stage 4\) statistics](#).

National tables

- 1a Time series of GCSE and equivalent entries and achievements, 1995/96 to 2013/14
- 1b Time series of English Baccalaureate entries and achievements, 2009/10 to 2013/14
- 1c Expected progress between key stage 2 and key stage 4 by gender, 2007/08 to 2013/14
- 1d Expected progress by key stage 2 attainment and key stage 4 outcome
- 2 Level 1 and 2 attainment (including English and mathematics), 2005/06 to 2013/14
- 3a GCSE and equivalent entries and achievements by school type and gender
- 3b GCSE and equivalent entries and achievements by admission basis and gender
- 3c GCSE and equivalent entries and achievements in sponsored academies by length of time opened
- 3d GCSE and equivalent entries and achievements in converter academies by length of time opened
- 4a Average point scores and achievement of GCSE English and mathematics by grade, school type and gender
- 4b Average point scores and achievement of GCSE English and mathematics by grade, admission basis and gender
- 5a Level 2 achievement by qualification family, school type and gender
- 5b Level 2 achievement by qualification family, admission basis and gender
- 6a Attainment by prior attainment band, school type and gender
- 6b Attainment by prior attainment band, admission basis and gender
- S1a Number of schools showing pupils achieving the EBacc by school type
- S1b Number of schools showing pupils achieving the EBacc by admission basis

Floor standards

- S2 Number of schools achieving the floor standard

Subject tables

- 7 GCSE attempts and achievements by subject in schools (number)
- 8 GCSE attempts and achievements by subject (percentage of pupils attempting subject)
- 9 GCSE attempts and achievements by subject in schools (percentage of all pupils)
- 10a GCSE attempts by subject by school type
- 10b GCSE attempts by subject and admissions basis
- 11 GCSE Full Course results by subject and grade
- 12 Cambridge International Certificate and Edexcel Level1/2 Certificate results by subject and grade
- 13 Results of GCSEs in applied subjects by subject and grade
- 14 Other qualification results by qualification type

Local Authority tables

- 15 GCSE and equivalent results by gender for each local authority and region
- 16 GCSE and equivalent results for each local authority and region, 2005/06 to 2013/14
- 17 The English Baccalaureate by local authority and region
- 18 Expected progress in English and in mathematics between key stage 2 and key stage 4 in state-funded mainstream schools, by local authority and region, 2008/09 to 2013/14
- 19 Expected progress in English and in mathematics between key stage 2 and key stage 4 in state-funded schools, by local authority and region, 2008/09 to 2013/14

Multiple entries table

20 Non-discounted examination entries in EBacc and non-EBacc subjects in 2013 and 2014

Floor standards by Local Authority

21 Number of schools below the floor standard by local authority and region

Time series table

22 Time series of GCSE results by subject, grade and gender, 2007/08 to 2013/14

When reviewing the tables, please note the following:

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.

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](#).

adopt symbols to help identify this

Symbols are used in the tables as follows:

0 zero

. not available

x publication of that figure would be disclosive

and round numbers

Percentages in this SFR are given to one decimal place.

coverage of the data

The statistics in this first release cover the data collated for the 2014 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 2013/14 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 2013/14 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

10. Further detail of reforms and changes taking effect in 2014

As outlined previously, there are two major reforms that have an impact on the 2013/14 GCSE and equivalent results. These should be taken into consideration when looking at the latest results alongside previous years. These changes only apply to figures shown for 2013/14. The 2014 methodology has not been applied to previous years.

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 on the performance table website.
 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.
-

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](#).

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 '2014 best entry' 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 '2014 best entry 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 '2014 best entry 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

Performance measures using the '2014 best entry methodology'

The proxy '2014 best entry methodology' will be used to create a version of the performance measures (using the 2013/14 data), where the effects of the early entry rules have been removed but the effects of the Wolf review have been applied. This rule set will assist the department in analysing the effects of the Wolf reforms on their own.

Data set	Applies Wolf rules	Applies early entry rules
2014 methodology	✓	✓
2013 methodology	✗	✗
2014 best entry 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 approach¹⁹. Ofqual consulted upon and implemented this reform²⁰. 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.

¹⁹ Section 4.49 - [The Importance of Teaching](#)

²⁰ [Consultation on GCSE reform \(Ofqual\)](#)

Removal of the speaking and listening component from English examinations

Ofqual also reformed the constitution of GCSE English and GCSE English language results²¹. 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 year to the next, their results should look broadly the same²². However, individual schools and pupils may have been affected differently depending on their strengths and weaknesses in the skills being assessed.

²¹ [Changes to GCSE English and English language \(Ofqual website\)](#)

²² [Announcement on speaking and listening assessments \(Ofqual\)](#)

11. Further information is available

School level figures	School level data will be published in the secondary school performance tables in January 2015.
Characteristics breakdowns	Characteristics breakdowns will be published alongside the revised SFR in January 2015, updating SFR05/2014: GCSE and equivalent attainment by pupil characteristics.
Previously published figures	<p><u>SFR 41/2014: Provisional GCSE and equivalent results in England, 2013 to 2014</u></p> <p><u>SFR 01/2014: GCSE and equivalent results in England, 2012 to 2013 (revised)</u></p> <p><u>Secondary School Performance Tables 2013</u></p>
Attainment for other key stages	<p><u>SFR 43/2013: Early years foundation stage profile results: 2012 to 2013</u></p> <p><u>SFR 47/2013: EYFSP attainment by pupil characteristics: 2013</u></p> <p><u>SFR 37/2013: Phonics screening check and national curriculum assessments at key stage 1 in England: 2013</u></p> <p><u>SFR 30/2014: National curriculum assessments at key stage 2 in England, 2014 (Provisional)</u></p> <p><u>SFR 02/2014 A level and other level 3 results: academic year 2012 to 2013 (revised)</u></p> <p><u>SFR 42/2014 A level and other level 3 results: academic year 2013 to 2014 (provisional)</u></p> <p>SFR 03/2015 A level and other level 3 results: academic year 2013 to 2014 (revised) (this SFR will be published alongside the GCSE and equivalent SFR on the 29 January 2015 and will be available here: <u>Attainment at 19 years statistics</u>).</p>
Pupil numbers	<u>SFR 15/2014: Schools, Pupils and their Characteristics: January 2014</u>

Attainment in Wales,
Scotland and Northern
Ireland

Information on educational attainment for secondary schools in Wales is available from the [Welsh Government website](#).

Information on educational attainment for secondary schools in Scotland is available from the [Scottish Government website](#).

Information on educational attainment for secondary schools in Northern Ireland is available from the [Department for Education Northern Ireland \(DENI\) website](#).

Methodology document to support SFR 02/2015

Please also see the methodology document published alongside this SFR which provides more technical details to on the methodologies used.

12. 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.

13. Technical information

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 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.

Level 2 including English and mathematics skills

A pupil will fulfil this by achieving 5 or more GCSEs or equivalent at grade A* to C (Level 2) in both English and mathematics.

Level 1 with English and mathematics skills

A pupil will fulfil this by achieving 5 or more GCSEs or equivalent at grade A* to G (Level 1) in both English and mathematics.

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: [Technical Guides and Documents](#)

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. This 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 the GCSE English studies qualification.

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.](#)

Independent schools – pupils at the end of key stage 4

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.

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 SFR. 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.

Academies

For the purposes of this SFR, the date of 12 September 2013 has been used to determine the status of a school. Any school which began operating as an academy before this date has 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.

14. Got a query? Like to give feedback?

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	David Bartholomew, Education Data Division, Department for Education, 2 St Paul's Place, 125 Norfolk Street, Sheffield S1 2FJ. Attainment.STATISTICS@education.gsi.gov.uk



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Any enquiries regarding this publication should be sent to us at David Bartholomew, Education Data Division, Department for Education, 2 St Paul's Place, 125 Norfolk Street, Sheffield S1 2FJ.

This document is also available from our website at: [GCSEs \(Key Stage 4\) statistics](#).