

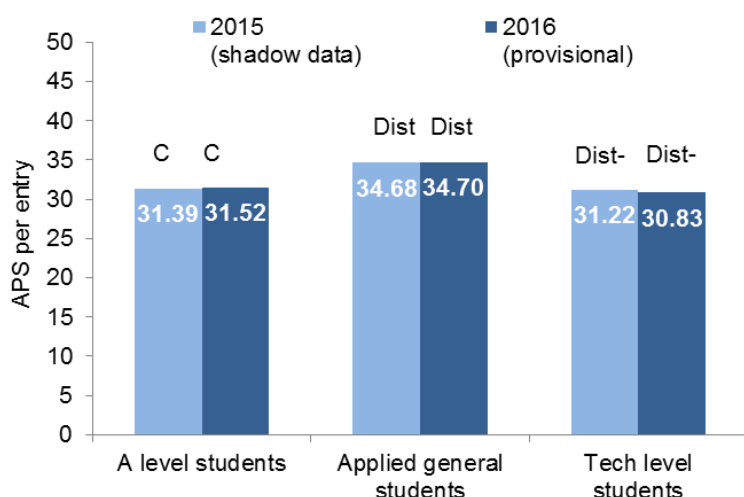


SFR 49/2016, 13 October 2016

Changes to this SFR

A new [16-18 school and college accountability system](#) has been implemented in 2016, which includes new headline accountability measures and changes to the methodology for calculating 16-18 results. These changes are reflected in this SFR. More details can be found in section 2.

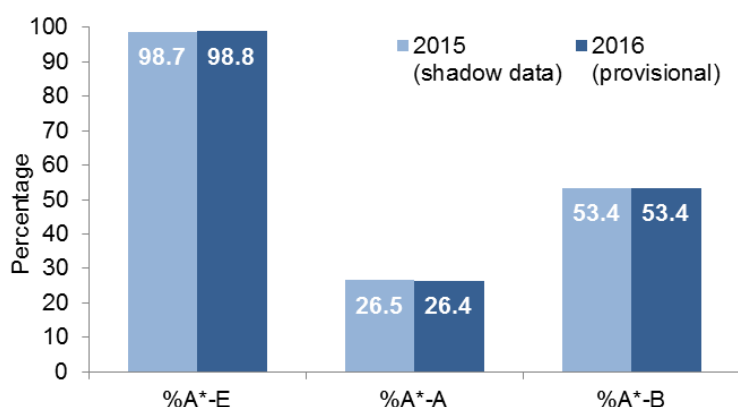
Level 3 attainment remains stable for students at the end of 16-18 study



The average point score per entry remains stable for A level, applied general and tech level students, compared to 2015 'shadow' data (see section 3 for definition).

The number of A level students dropped by 1.3 per cent compared to 2015, which is less than the drop to the estimated 16-18 cohort. Applied general and tech level students increased by 4.7 per cent and 3.7 per cent respectively. This may reflect schools and colleges incentivising take-up of these new qualifications in 2016, following government reforms.

A level examination pass rates remain relatively stable. Entries to AS levels have seen a noticeable decrease since 2015, following reforms to 13 subject areas



For A levels taken in 2015/16 only, attainment remains stable compared to 2015 shadow data.

There were 743,986 A level entries in 2016, down by 1.9 per cent compared to 2015 shadow data. AS level entries dropped by 17.8% compared to 2015, which is largely driven by the decoupling of 13 AS levels from A levels this year.

English and maths average progress remains negative for students still working towards qualifications below level 3

	Average progress	
	English	Maths
2015 (shadow data)	-0.18	-0.29
2016 (provisional)	-0.09	-0.11

In 2016, average progress is negative for those students still studying GCSE or stepping stone qualifications in English and maths, meaning on average a student's point score is lower at the end of 16-18 studies than it was at the end of key stage 4.

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Note on provisional results

The provisional statistics in this release are based on the results data that awarding organisations supply to the department by August 2016. This includes the vast majority of all student results; however it does not include the small proportion of amendments that awarding organisations, schools or colleges may submit to the department after August. These amendments will be incorporated into the revised Statistical First Release (SFR), due to be published in January 2017. A number of figures will change between the two releases; this is expected and occurs every year.

Between provisional and revised SFRs, it is usual for student numbers to drop. For example, in 2015 the number of level 3 students decreased from 416,676 to 404,100. In contrast, performance measures tend to improve but generally changes are not substantial. This is due to the combined effect of removals of students that should not be included and due to the outcomes of enquiries about results and the submission of late results by Awarding Organisations.

Note on comparisons over time

Due to government policy reforms and methodological changes to the statistics included in this SFR, it is not possible to directly compare all 2015/16 results to those published in the previous SFR series 'A level and other level 3 results'. Where a direct comparison with previously published statistics is not possible, we have instead made a comparison to 2015 'shadow' data calculated using the new methodologies. This provides a baseline against we can make some assessment of change over time, although it does not allow us to separate the extent to which this is due to schools and colleges changing their practices in response to government reforms, and what is due to change in the attainment of students.

In this publication

The following files are published alongside the SFR text:

- National tables (excel .xls)
- Time series tables (excel .xls)
- English and Maths tables (excel .xls)
- Local authority tables (excel .xls)
- Maths and sciences tables (excel .xls)
- local authority maps (pdf)

A full list of the tables included in these files is shown in section 8 of the SFR.

The accompanying quality and methodology information document provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at Attainment.STATISTICS@education.gov.uk

1. Introduction

The 16-18 school and college performance tables are changing this year, as a result of previously announced government reforms to the way schools and colleges are held to account for their performance. This includes a new set of headline measures which, for the first time, also cover GCSE and other below level 3 results in English and Maths.

As a result, this Statistical First Release (SFR) has been extended and now covers the level 3 results in the previous SFR series '[A level and other level 3 results in England](#)' as well as level 1 and 2 English and maths results, which were previously published in '[Level 1 and 2 English and maths: 16 to 18 students](#)'.

There are three main sections to this release:

- 1) Level 3 results
- 2) English and maths progress
- 3) A-level and below level 3 English and maths examination results

This SFR is part of a wider group of departmental publications on 16-18 accountability measures, which includes the 16-18 [school and college performance tables](#) (due to be updated with 2016 data in January 2017) and the student [destinations](#) SFRs. You can find further links to relevant publications in section 9.

2. Changes since last year

There have been a number of reforms to 2016 performance tables, which have had an impact on the way we calculate the statistics published in this SFR:

- The introduction of new performance measures
- Changes to the vocational qualifications that can count
- Changes to the points assigned to grades
- New rules for how students are included in measures
- New rules for how students are allocated to institutions

A summary is set out below and more detail can be found in the department's [16-19 technical guide](#) and also the quality and methodology document published alongside this SFR.

New performance measures

This SFR reflects the following main changes to performance tables measures:

- Level 3 results:
 - average attainment is reported separately for students studying different types of qualifications. Last year, the SFR reported attainment for A level, academic and vocational students respectively. In 2016, the SFR continues to report attainment for A level and academic students, but vocational attainment is no longer reported. Instead, we report attainment separately for students studying applied general and tech level qualifications (see the next section for more details).
 - average point score (APS) per entry measures continue to be reported but per student measures have been removed
 - a new measure has been included showing the average point score and grade for a student's best 3 A levels
- There are a series of new tables reporting on English and maths progress for students without a good pass at key stage 4. This replaces the experimental [level 1 and 2 English and maths experimental statistical release](#)

Changes to the vocational qualifications that can count

In 2016, the recommendations from Professor Alison Wolf's [Review of Vocational Education](#) will take effect for the first time in 16-18 performance tables and also in the calculation of the data underpinning this SFR.

This means that the measures only include vocational qualifications that are on the [approved list](#) of applied general or tech level qualifications.

Applied general qualifications: level 3 (advanced) qualifications that provide broad study of a vocational subject area e.g. a level 3 certificate/diploma in business or applied science.

Tech level qualifications: level 3 qualifications for students wishing to specialise in a technical occupation or occupational group e.g. a level 3 diploma in construction or bricklaying.

Changes to the points assigned to grades

A new point score system will be used in both the 2016 performance tables and this SFR. The old system used a scale of 150-300 for A levels, where a grade A* was given 300 points and a grade E was equal to 150 points. The new system uses a simpler scale of 10-60 points for A levels, where a grade A* is given 60 points and a grade E is given 10 points.

The new system reduces the size of the gap between a fail grade (0 points) and the lowest pass grade, which was previously much greater than the gap between other grades. This means that, considered in isolation of other changes to the data, fail grades will not have as large a negative impact on average point scores.

New rules for how students are included in measures

A level, academic, applied general and tech level students

When reporting average attainment for students that study A level, academic, applied general or tech level qualifications, we only include students who have entered for qualifications at least a certain size. This ensures that the students included are broadly comparable.

Previously, students were only included if they had entered for at least one qualification the size of an A level in the reporting year. This meant that any students who had only entered for qualifications the size of half an A level e.g. an AS level, were not reported.

This year, in line with changes to performance tables, we have lowered the threshold for inclusion to the size of half an A level. This means we will now include students who are at the end of 16-18 study and have studied for only an AS level (or similar sized vocational qualification).

Additional measures for A level students

The SFR reports additional average attainment measures for A level students, for example the average grade in a student's best 3 A levels and the proportion of students achieving AAB (in at least two facilitating subjects). These apply to a different subset of A level students. The AAB measure has changed since last year, and now only includes students that are on A level-only programmes. Students must have entered at least one A level (not including applied A levels or AS levels), and not studied other substantial academic, applied or technical qualifications. More information can be found in section 4.

New rules for how students are allocated to institutions

In addition, there are changes to how students are allocated to an institution for the purpose of reporting them in performance tables, which in turn feed through to the institution-type and local authority figures in the SFR. In previous years, a student was allocated to a single institution at the end of 16-18 study. This year, students at the end of 16-18 study can be reported against a maximum of three different institutions, depending on where they took their qualifications in each of the past three years. Students are included only once in the overall national and local authority results. More information on how we calculate

aggregate results for different types of schools and colleges can be found in the quality and methodology document accompanying this SFR.

3. What is the impact of the reforms?

In May 2016, the department shared ‘shadow’ 16-18 performance results with schools and colleges. This showed 2015 results calculated using the new methodologies and performance measures set out above.

By comparing the 2015 shadow data with the original 2015 SFR data, this helps to assess the impact of using the new methodology¹.

There are some limitations to the analysis. In particular, the data will not reflect all of the ways in which schools and colleges may change their practices in readiness for the 2016 reforms. Also, the analysis only shows the combined effect of all methodology changes. It does not fully isolate which of these has had the greatest impact. Below is a summary of changes to the main headline measures, comparing between 2015 shadow data and 2015 provisional SFR data:

- More level 3 students were included, particularly A level students.** The number of level 3 students included increased by 9.0 per cent, mainly driven by an increase in A level students (up 25.1 per cent). This is because last year, a student had to have taken at least 1 A level or equivalent sized qualification to be included. This year, this has been reduced to at least 0.5 of an A level i.e. an AS or equivalent sized qualification.
- Average Point Score (APS) per entry, expressed as a grade, remained broadly comparable.** However the underlying point scores cannot be directly compared, as they are on two different scales (due to the changes in points assigned to grades).
- The % achieving 3 A*-A and % achieving AAB in at least two facilitating subjects increased.** This is because students who are on mixed programmes of study i.e. taking A levels and other substantial academic, technical or applied qualifications are no longer included in the eligible cohort. These students were less likely to achieve these measures, therefore removing them has the impact of increasing the performance measure

Figure 1: Changes in level 3 headline measures (2015 provisional and 2015 shadow data)

	Level 3 students		A level students				Vocational students		Applied general students		Tech level students	
	Number of students	APS per entry	Number of students	APS per entry (grade)	% 3A*-A	% achieving AAB facilitating subjects	Number of students	APS per entry (grade)	Number of students	APS per entry (grade)	Number of students	APS per entry (grade)
2015 (Provisional)	416,676	214.8	269,942	215.4 (C+)	11.4	14.3	180,134	219.3 (Dist-)	-	-	-	-
2015 (shadow data)	453,975	32.09	337,661	31.39 (C)	13.1	16.8	-	-	124,990	34.68 (Dist)	67,506	31.22 (Dist-)

Source: 16-18 attainment data

¹ **Note:** the shadow 2015 data reported in this SFR differs slightly from the data that was shared with schools and colleges in May 2016. This is because students who were deferred by schools and colleges in 2015 checking exercise have been included in the SFR shadow data to allow us to compare with 2016 provisional data on a like-for-like basis. In addition, some areas of the methodology were refined on the basis of feedback from schools and colleges. More information can be found in the quality and methodology document accompanying this SFR.

4. Level 3 participation

This section covers results for A level, academic, applied general and tech level students who finished 16-18 study in 2015/16. This shows how well students performed across the whole of their 16-18 studies, according to the type of qualifications they entered.

From 2016, students are included in level 3 results if they entered for at least one qualification in one or more of the qualification types listed below during their 16-18 study, and completed their study at the end of the reporting academic year. The qualifications must be equivalent in size to at least 0.5 A levels². Results are reported separately for four cohorts of students depending on the types of qualifications taken: A level, academic, applied general and tech level.

A level: A/AS levels, applied single A/AS levels, applied double A/AS levels or combined A/AS level.

Academic qualifications: includes A/AS level or applied A/AS level. In addition it includes Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Mathematics, Extended Project (Diploma) qualifications and Core Maths at level 3.

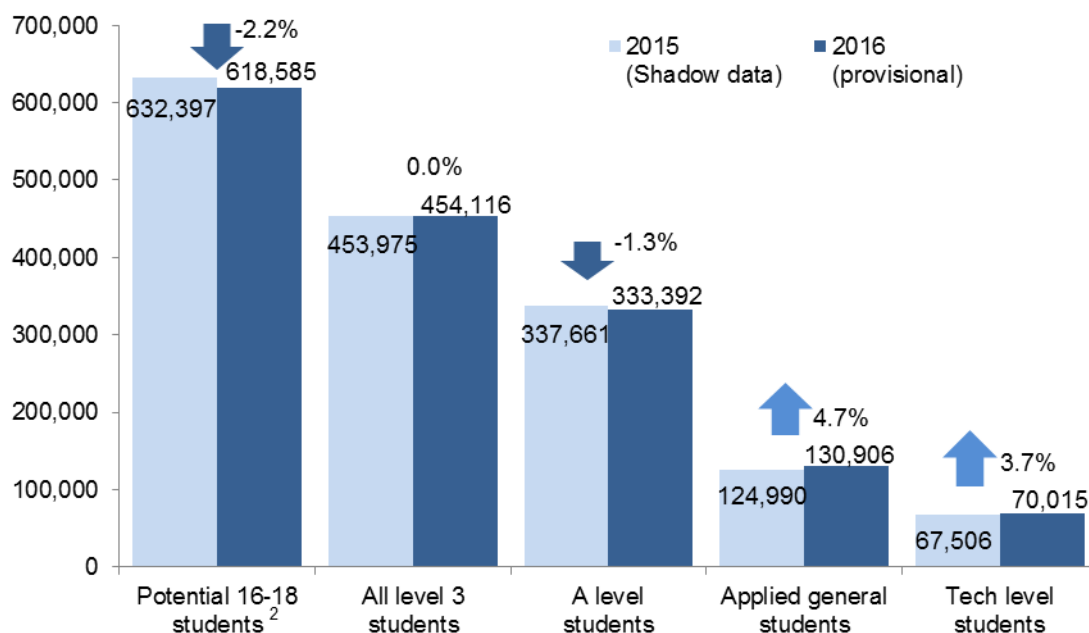
Applied general and tech level qualifications: From 2016, only high value level 3 vocational qualifications, which meet pre-defined characteristics, will be recognised in the 16-18 performance tables. The list of vocational qualifications that will count in the 2016 performance tables can be found here: [vocational qualifications for 14 to 19 year olds](#).

Since similar trends are seen in the results for A level and academic students (the overwhelming majority of academic students take A level programmes), information for A level, applied general and tech level students only is shown here. Data for academic students can be found in tables 1 a and b.

Number of Level 3 students

In 2016, there were 454,116 students that completed their 16-18 studies and entered at least one level 3 academic, applied general or tech level qualification, which is relatively stable compared to 2015 shadow data. In contrast the potential number of 16-18 students (those who completed key stage 4 two years previously) has dropped by 2.2 per cent compared to 2015.

Figure 2: Level 3 students by cohort¹ (England, 2015 to 2016)



Source: 16-18 attainment data

² The only exception is the extended project qualification, which has a size lower than 0.5 A levels.

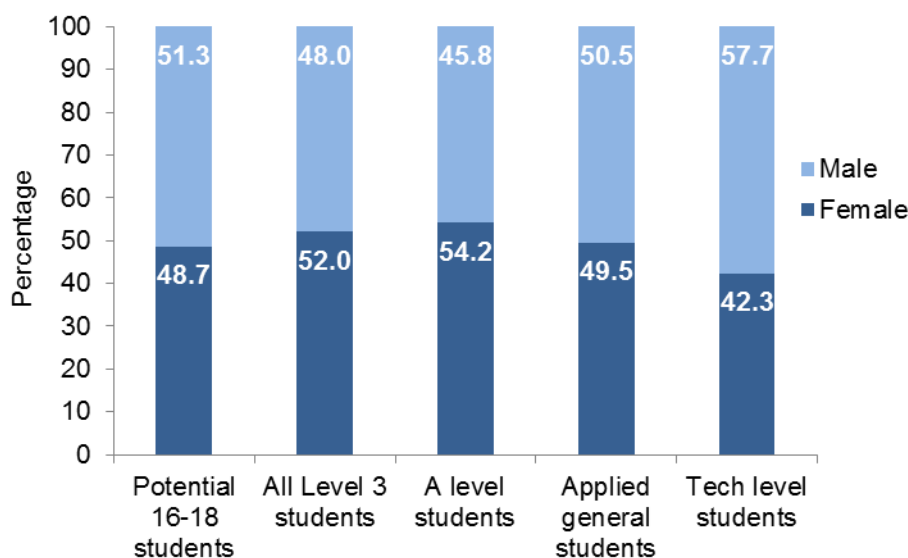
1. All the A level student figures shown in figure 1 are based on the methodology introduced in the 2016 performance tables.
2. The potential 16-18 students are those who completed key stage 4 two years previously.

The number of A level students dropped by 1.3 per cent compared to 2015, which is lower than the fall in the potential number of 16-18 students of 2.2 per cent. In contrast, the number of applied general and tech level students increased by 4.7 per cent and 3.7 per cent respectively. The increase in applied general and tech level students may reflect changes to the qualifications offered by schools and colleges, to incentivise students to enter qualifications that are approved for inclusion in 2016 performance tables. This rule only came into effect in 2016, therefore the 2015 shadow data will reflect the fact that students were more likely to be entered for other vocational qualifications that were not on the approved list.

More female students participate in level 3 studies than males. In 2016, 52.0 per cent of level 3 students were female, compared to 48.7 per cent in the potential 16-18 cohort. This pattern has been relatively consistent since 2010.

Considering participation in A level study, female students are more likely to enter A level study than males. In 2016, 54.2 per cent of A level students were females. In contrast, males are more likely to enter applied general or tech level study than females. This is particularly the case for tech levels, where 57.7 per cent of the students were males.

Figure 3: Proportion of students by cohort and gender (Table 1a)
England, 2016



Source: 16-18 attainment data

5. Level 3 results by type of qualification

The level 3 attainment measures show the results that students achieved by the end of advanced level study. They take into account results achieved in all level 3 qualifications recognised in the 2016 performance tables and during all years of 16-18 study.

Performance measures across A level, tech level and applied general qualifications should not be compared due to differences in entry patterns and differences in grading structures between qualification types.

A level students

The performance measures for A level students apply to different subsets of students, depending on the coverage of the measure.

The average point score (APS) per entry is one of the headline measures in the 16-18 performance tables. APS per entry gives an indication of the average result achieved per qualification taken and provides a comparison of achievement over time, regardless of the volume of qualifications taken. In addition to this, we also report further attainment measures such as the new ‘best 3’ measure (which looks at average attainment across a student’s best 3 A levels), the percentage of students achieving 3 A*-A grades and the percentage of students achieving grades AAB or better. The summary below sets out the students we include in each of the measures.

APS per entry: includes students who have entered for at least 1 AS level qualification. Previously students had to have entered for at least one A level to be included. In addition, the measure is now based on the new performance point system.

‘Best 3’ measure, percentage achieving 3 A*-A and percentage achieving AAB or better: includes students taking A level-only programmes. We identify these students using the following criteria: (a) students need to have entered for one or more full size A levels (including A levels or applied levels, not including AS levels, applied AS levels, general studies or critical thinking) and (b) if students have entered for less than three full size A levels, then they are only included in the measure if they have not entered for other academic, applied general or tech level qualifications greater than the size of an A level.

Percentage achieving AAB or better (of which at least two are in facilitating subjects): includes students taking A level-only programmes, as set out above. However in addition, it also excludes those students who have entered only applied A levels or applied AS levels.

Figure 4: A level cohort attainment (table 1a)
England, 2015 and 2016

	All A level students			Students ¹ entered for one or more A levels or applied A levels			Students ¹ entered for one or more A levels		
	Number of students	APS per entry grade		Number of students	APS per entry in best 3 A levels (grade)	% achieving 3 A*-A grades or better	% achieving grades AAB or better	Number of students	% achieving grades AAB or better, of which at least two are in facilitating subjects
2015 (shadow data)	337,661	31.39	C	234,355	34.44 (C+)	13.1	21.6	232,403	16.8
2016 (provisional)	333,392	31.52	C	229,341	34.64 (C+)	12.9	21.6	227,625	16.7

1. Excluding students taking A levels as part of a mixed programme

Source: 16-18 attainment data

Attainment in A levels

In 2016, the APS per entry, expressed as a grade, remains at C grade compared to 2015 shadow data. The underlying point score is 31.52 in 2016, compared to 31.39 in 2015.

When looking at those taking A levels or applied A levels only (see definitions above), in 2016, there were 229,341 students. Among which, 12.9 per cent achieved 3 A*-A or better and 21.6 per cent achieved AAB or better. The best 3 measure is a C+ grade, which is unchanged since the 2015 shadow data.

When we exclude those taking applied A levels from this group, there are 227,625 students, 16.7 per cent of whom achieved AAB or better (of which at least two are in facilitating subjects). This is broadly stable compared to the 2015 shadow data.

Facilitating subjects are identified by the Russell Group of universities as: mathematics and further mathematics; English (literature); physics; biology; chemistry; geography; history; languages (modern and classical). A full list of facilitating subjects can be found at this link to the [performance tables](#).

Attainment by gender

Overall female students achieved a higher APS per entry in A levels, the same pattern as previous years.

A higher proportion of female level 3 students entered A levels or applied A levels (71.3 per cent) than male students (65.8 per cent). Female students achieved higher grades for the best 3 measure (B-) compared to male students (C+). However, a higher proportion of male students achieved 3 A*-A grades (14.0 per cent) or AAB grades or better (22.1 per cent) compared to females, at 12.1 percent and 21.3 percent respectively.

Similarly, more female students entered one or more A levels (70.7 per cent) compared to male students (65.4 per cent). A higher proportion of male students (18.8 per cent) achieved AAB grades or better, at least two of which are in facilitating subjects than female students (15.0 per cent).

Figure 5: A level cohort attainment by gender, 2016 (table 1a)
England, 2015 and 2016

	All A level students			Students ¹ entered for one or more A levels or applied A levels					Students ¹ entered for one or more A levels		
	Number of students	APS per entry	grade	Number of students	% A level cohort	APS per entry in best 3 A levels (grade)	% achieving 3 A*-A grades or better	% achieving grades AAB or better	Number of students	% A level cohort	% achieving grades AAB or better, of which at least two are in facilitating subjects
Female	180,597	32.40	C+	128,803	71.3	35.16 (B-)	12.1	21.3	127,705	70.7	15.0
Male	152,795	30.45	C	100,538	65.8	33.98 (C+)	14.0	22.1	99,920	65.4	18.8

1. Excluding students taking A levels as part of a mixed programme

Source: 16-18 attainment data

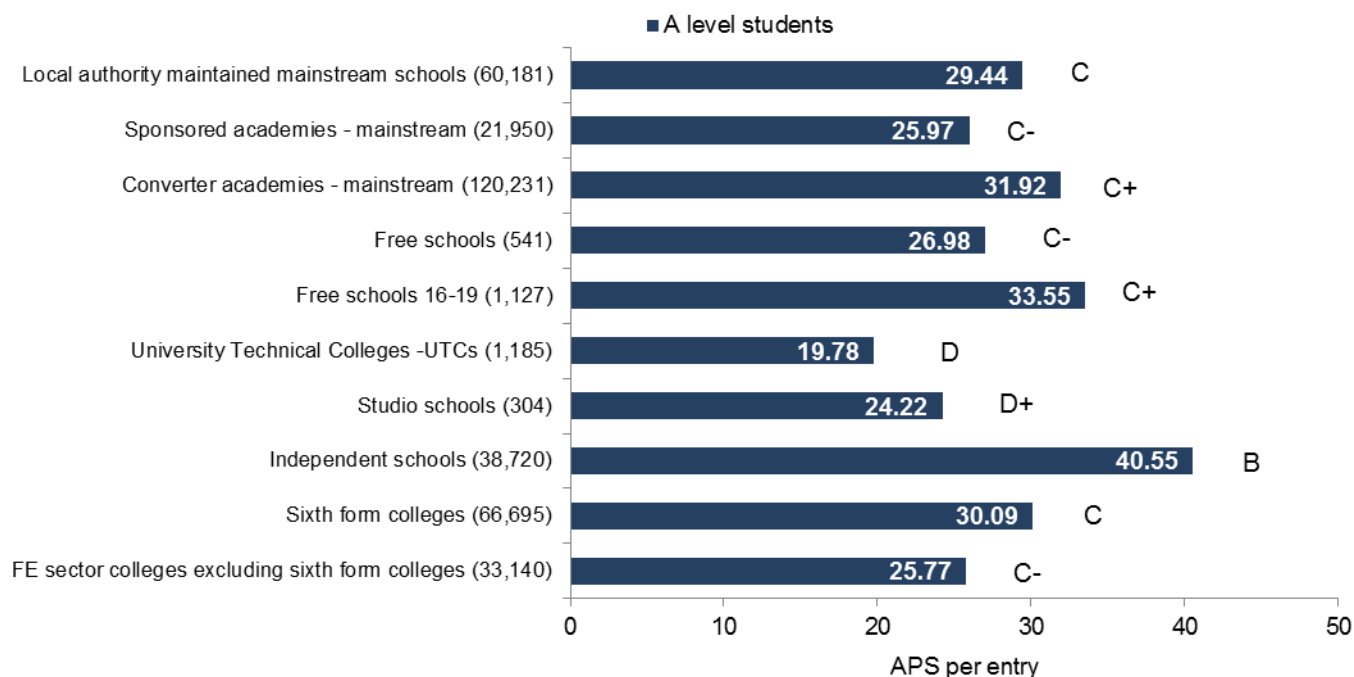
Attainment by type of institution

Independent schools have the highest A level APS compared to other institution types; a similar pattern to previous years. University technical colleges and studio schools have the lowest APS per A level entry (although it should be noted that their cohorts are still relatively small).

It is important to note that prior attainment at key stage 4 is not taken into account in these figures. The ability of the student intake may vary significantly across institution types and therefore impact on the patterns seen in the results. For example, sponsored academies may have lower prior attainment due to their background as typically underperforming schools that are taken over by a sponsor.

Care should also be taken when comparing across institution types due to significant differences in cohort sizes: for example, there are very low numbers of students in free schools, 16-19 free schools, university technical colleges and studio schools compared with other institution types.

Figure 6: Average point score per entry for A level students by institution type¹ (table 1a)
England, 2016



1.Cohort size shown in brackets

Source: 16-18 attainment data

Attainment by local authority and region

A map showing the APS per entry by local authority for A level students is published alongside the SFR. There are considerable differences in the number of A level students by local authority, as a result of the size of the authority and the number of schools and colleges offering 16-18 education. Care should be taken when comparing attainment at LA level.

At regional level, the South East and London regions have the highest number of A level students in state-funded institutions (18.3 per cent and 16.6 per cent respectively) compared to North East and East Midlands which have the smallest number of A level students (4.3 per cent and 8.0 per cent respectively). The highest performing region is South East, while the lowest performing region is East Midlands.

At local authority (LA) level, the average point score (APS) per A level entry lies between a grade C- and C+ for 94.7 per cent of LAs. The highest performing local authorities are in South East and Outer London, a pattern that has remained the same as that in the 2015 shadow data. The poorest performing local authorities are in North West, Inner London and South East, while the lowest performing local authorities in 2015 shadow data are in North West, Outer London and North East.

Mathematics and science participation

Overall, the percentage of A level students entered for mathematics, further mathematics and computing has increased slightly (0.1, 0.1 and 0.3 percentage points respectively) compared to 2015 shadow data, while participation in chemistry and physics dropped only slightly (0.1 and 0.2 percentage points) compared to 2015.

A higher percentage of male students entered mathematics and science subjects than females, except in biology. The gender gap in mathematics, physics and computing has widened since 2015.

Figure 7: Percentage of A level students entering for mathematics and science A levels by gender (Table 13)
England, 2015 and 2016

	% A level students					
	Females		Males		All	
	2015 (Shadow)	2016 (provisional)	2015 (Shadow)	2016 (provisional)	2015 (Shadow)	2016 (provisional)
Maths	16.8	16.7	30.6	31.0	23.1	23.2
Further Maths	2.0	2.1	6.2	6.5	4.0	4.1
Biology	17.6	17.7	13.4	13.2	15.6	15.6
Chemistry	12.0	12.0	14.6	14.3	13.2	13.1
Physics	3.7	3.6	15.7	15.5	9.2	9.0
Computing	0.2	0.3	2.8	3.3	1.4	1.7

Source: 16-18 attainment data

Applied general and tech level students

To be included in applied general or tech level results, students need to have been entered for at least one applied general or tech level qualification eligible for 2016 performance tables. The list of vocational qualifications that will count in the 2016 performance tables can be found here: [vocational qualifications for 14 to 19 year olds](#). Only those qualifications on the list of applied general qualifications are recognised in the applied general category, and only those qualifications on the list of tech level qualifications are recognised in the tech level category.

Average point score per entry

The APS per entry, expressed as a grade, remained stable at Distinction and Distinction- for applied general and tech level students, compared to 2015 shadow data.

Figure 8: Average point score per entry for applied general and tech level students (table 1a)
England, 2015 and 2016

	Applied general students			Tech level students		
	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
2015 (shadow data)	124,990	34.68	Dist	67,506	31.22	Dist-
2016 (provisional)	130,906	34.70	Dist	70,015	30.83	Dist-

Source: 16-18 attainment data

Attainment by gender

Female students achieved a higher APS per entry for both applied general and tech levels. For applied general qualifications, female students achieved a Distinction+ compared to a Distinction- for male students.

Figure 9: Attainment by gender for applied general and tech level students (table 1a)
England, 2016

	Applied general students			Tech level students		
	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
Female	64,850	36.77	Dist+	29,620	31.89	Dist-
Male	66,056	32.57	Dist-	40,395	30.10	Dist-

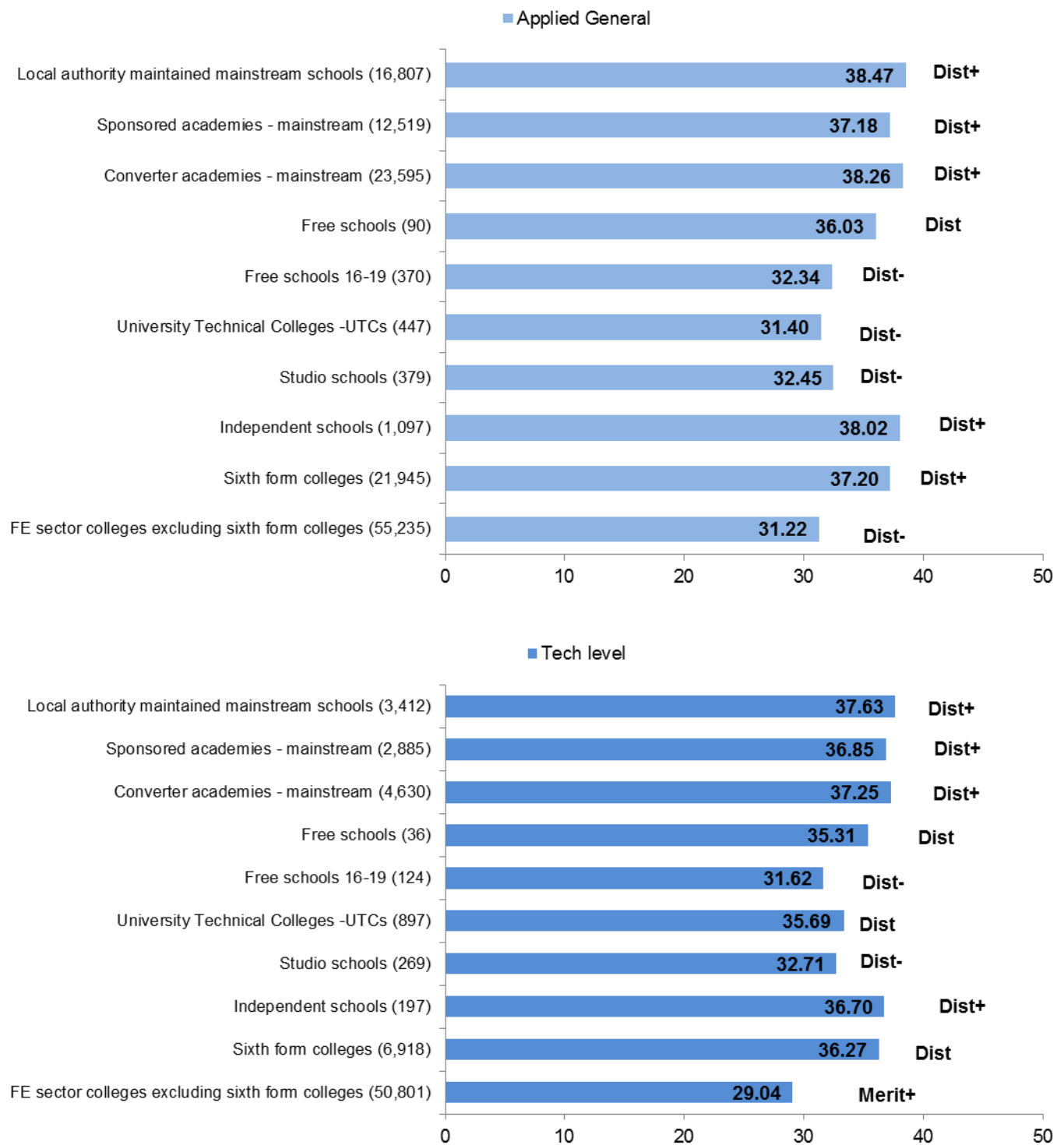
Source: 16-18 attainment data

Attainment by type of institution

72.6 per cent of tech level students are in FE sector colleges, excluding sixth form colleges. In contrast, applied general students are spread more widely across FE sector colleges, excluding sixth form colleges (42.2 per cent), converter academies (18.0 per cent) and sixth form colleges (16.8 per cent).

Local authority maintained mainstream schools have the highest APS for both applied general and tech level students compared to other institution types. FE sector colleges, excluding sixth form colleges, have the lowest APS per entry for both applied general and tech level students.

Figure 10: APS per entry¹ for the applied general and tech level students by institution type (Table 1a) England, 2016



Source: 16-18 attainment data

1. Dist: distinction

Attainment by local authority and region

Maps showing the APS per entry by local authority for applied general and tech level students are published alongside the SFR. Similar variation in the number of students was also seen in tech level

qualifications. Care should be taken when comparing attainment at LA level, as there can be considerable differences in the numbers of students, depending on the size and type of provision in the LA.

At local authority (LA) level, the highest performing local authorities for applied general students are in North West and outer London. The poorest performing local authorities are in Outer London and Inner London. For tech level students, the highest performing local authorities are in Inner London, South East and North West. The poorest performing local authorities are in South West and West Midlands.

Participation by subject area

This section shows the participation in applied general and tech level qualifications by subject area, for those students that completed their 16-18 study in 2016. The proportion of students entering each applied general and tech level subject area are shown in Figure 11. It is important to note that each subject area has different numbers of available qualifications.

In 2016, arts, media and publishing and Engineering and manufacturing technologies are the most popular subject areas for tech level students, as 33.3 per cent and 16.5 per cent of tech level students entered these subjects respectively. Business, administration and law, and Leisure, travel and tourism are the most popular subject areas for applied general students.

The numbers of underlying exam entries in 2016 by subject and gender for applied general and tech level qualifications can also be found in tables 6 and 7 of the accompanying SFR excel tables.

Figure 11: Percentage of students entering each subject area
England, 2016

Subject area	Applied general students			Tech level students		
	Number of qualifications available	Number of students	% Applied general students	Number of qualifications available	Number of students	% Tech level students
Agriculture, horticulture and animal care	4	131	0.1	69	7,267	10.4
Arts, media and publishing	24	22,229	17.0	30	23,344	33.3
Business, administration and law	20	35,232	26.9	5	4,403	6.3
Child development and well-being	1	223	0.2	5	1,488	2.1
Construction, planning and the built environment	1	35	0.0	24	3,949	5.6
Engineering and manufacturing technologies	1	501	0.4	45	11,534	16.5
Health, public services and care	8	23,679	18.1	9	98	0.1
Information and communication technology	5	18,932	14.5	8	9,206	13.1
Leisure, travel and tourism	17	30,777	23.5	9	6,475	9.2
Preparation for life and work	2	975	0.7	-	-	-
Retail and commercial enterprise	2	76	0.1	26	3,017	4.3
Science	5	17,034	13.0	-	-	-
Social sciences	1	364	0.3	-	-	-

Source: 16-18 attainment data

6. English and maths progress measure

This section covers results for the new English and maths progress measure, which reports on students at the end of 16-18 study who did not achieve A*-C in GCSE or equivalent English and maths qualifications by the end of key stage 4. These students are now required to continue studying GCSE English and maths, or other equivalent qualifications, at 16-18. The measure shows how much progress students have made, by looking at the average change in grade. More details on the coverage of the new measure are set out below.

Which students are included in the measure

English and maths condition of funding

The English and maths progress measure and the number of students referenced as in scope in this section of the SFR align closely with the condition of funding¹ rules set out by the Education Funding Agency (EFA).

All students aged 16 to 18 starting or who had already started a new study programme of 150 hours or more on or after 1 August 2014 and who do not hold a GCSE grade A* to C, or equivalent qualification in maths and/or in English, are required to be studying these subjects as part of their study programme in each academic year. Students who meet this condition are included in the 2016 English and maths progress measure.

Exemptions

Students are exempt from the 2016 English and maths progress measure if they are recorded as having learning difficulties or overseas qualifications equivalent to a GCSE grade C. In 2016, 2,722 and 2,879 students were exempt from the English and maths measure respectively.

Students with GCSE grade D

From 1 August 2015, full time students starting their study programme that have a grade D GCSE or equivalent qualification in maths and/or English must be enrolled on a GCSE rather than an approved stepping stone qualification during 16-18 studies.

How points are assigned to English and maths qualifications²

The English and maths progress measure is based on achievement of GCSEs and of approved stepping stone qualifications such as functional skills, free standing maths, English for speakers of other languages, and AQA use of mathematics.

Each student's exam results are assigned a capped point score, ranging from -1 to 8 points, depending on the type of qualification taken and the grade they achieved. For example, GCSE points range from 1 point for a grade G up to 8 points for an A* grade. Stepping stone qualifications do not attract as many points as GCSEs and typically fall between GCSE grades on the points scale, for example, a level 1 functional skill qualification is equal to 2.5 points. A fail in any qualification is worth 0 points and students that do not enter any approved exams during 16-18 study automatically score -1.

1. Information on the [condition of funding](#) is published by Education Funding Agency.
2. Information on point score structure can be found in the annex of the [16-19 technical guidance](#). References to the value added English and maths methodology are not applicable in this SFR.

How progress is measured

The English and maths progress measure is made up of two distinct measures, one for maths and the other for English, and an individual student can be in scope for one, both or neither measure depending on their achievement in English and maths by the end of key stage 4.

Students in scope have their progress calculated by subtracting their best grades (point score) by the end of key stage 4 from those achieved by the end of 16-18 study. A national average of this calculation is taken to produce the average change in point score (grade).

Note that a cap is applied to the measure so that a -1 grade is the maximum negative progress applied to an individual student.

Comparison over time

As this is a new measure, we are only able to make comparisons with 2015 shadow data. These comparisons help assess change over time, but have some limitations. In particular that the 2015 data includes students studying and taking exams in the 2012/13, 2013/14 and 2014/15 academic years, when the continued study of English and maths was not requirement of funding until 1 August 2014. As such, the cohort of students at the end of study in 2015 and 2016 are likely to have different levels of English and maths prior attainment.

National average progress

In 2016, average progress is negative for both English (-0.09) and maths (-0.11), therefore on average a student's point score goes backwards during 16-18 studies when compared to the point score achieved at the end of key stage 4 (KS4).

However, the average progress in both English and maths are an increase to the progress shown in 2015, with English progress on average higher than maths in 2015 and 2016. (All references to 2015 data in this section of the SFR relate to shadow measure data only).

For English and maths, 21% of students in each subject respectively did not enter an approved English or math qualification during 16-18 studies and subsequently received a score of -1 in the measure. This is therefore one of the contributing factors behind national progress currently being negative.

Figure 12: English and maths headline measure (tables 15a and 15b)

England, 2015 to 2016

	English				Maths			
	Number of students in scope	Average progress total	Average progress males	Average progress females	Number of students in scope	Average progress total	Average progress males	Average progress females
2015 (shadow data)	158,462	-0.18	-0.19	-0.16	161,528	-0.29	-0.30	-0.28
2016 (provisional)	157,048	-0.09	-0.11	-0.07	170,119	-0.11	-0.12	-0.09

Source: 16-18 attainment data

Males and females represent 64% and 36% respectively of the total students in scope for the English measure, whereas males and females represent 52% and 48% respectively of the total students in scope for the maths measure.

Females continue to outperform males in 2016 with a higher national average progress score in both English and maths, as shown in figure 12.

National average progress breakdown by key stage 4 prior attainment

The highest proportion of students entered 16-18 studies with a prior attainment score of 4 (GCSE equivalent of grade D), with 54% in English and 40% in maths, as shown in figure 13.

Students with the very lowest prior attainment, between 0 and 0.8 points (mostly students with fail grades or entry level qualifications), made positive progress, whilst almost all other prior attainment groups made negative progress on average. In 2015, a similar pattern was shown for English, however in maths in 2015 only students with a prior attainment score of 0 made positive progress on average.

Figure 13: Average progress and number of students by prior attainment point score in English¹ and maths (tables 15a and 15b)²

England, 2016

English			Maths		
Prior attainment point score	No. Students	Average progress	Prior attainment point score	No. Students	Average progress
0	2,462	0.46	0	11,451	0.40
0.4	3,315	0.31	0.4	4,160	0.04
0.8	N/A	N/A	0.8	x	0.24
1	4,417	0.00	1	20,107	-0.09
1.5	x	-0.42	1.5	79	0.57
1.7	N/A	N/A	1.7	50	-0.35
2	14,618	-0.18	2	27,154	-0.12
2.5	3,421	-0.17	2.5	3,614	-0.36
3	43,832	-0.15	3	35,952	-0.24
4	84,977	-0.09	4	67,532	-0.12
All	157,048	-0.09	All	170,119	-0.11

1. There is no data for prior attainment scores 0.8 and 1.7 in English because there are currently no qualifications which acquire these scores.
2. 'x' in the table refers to figures that have been suppressed due to small numbers

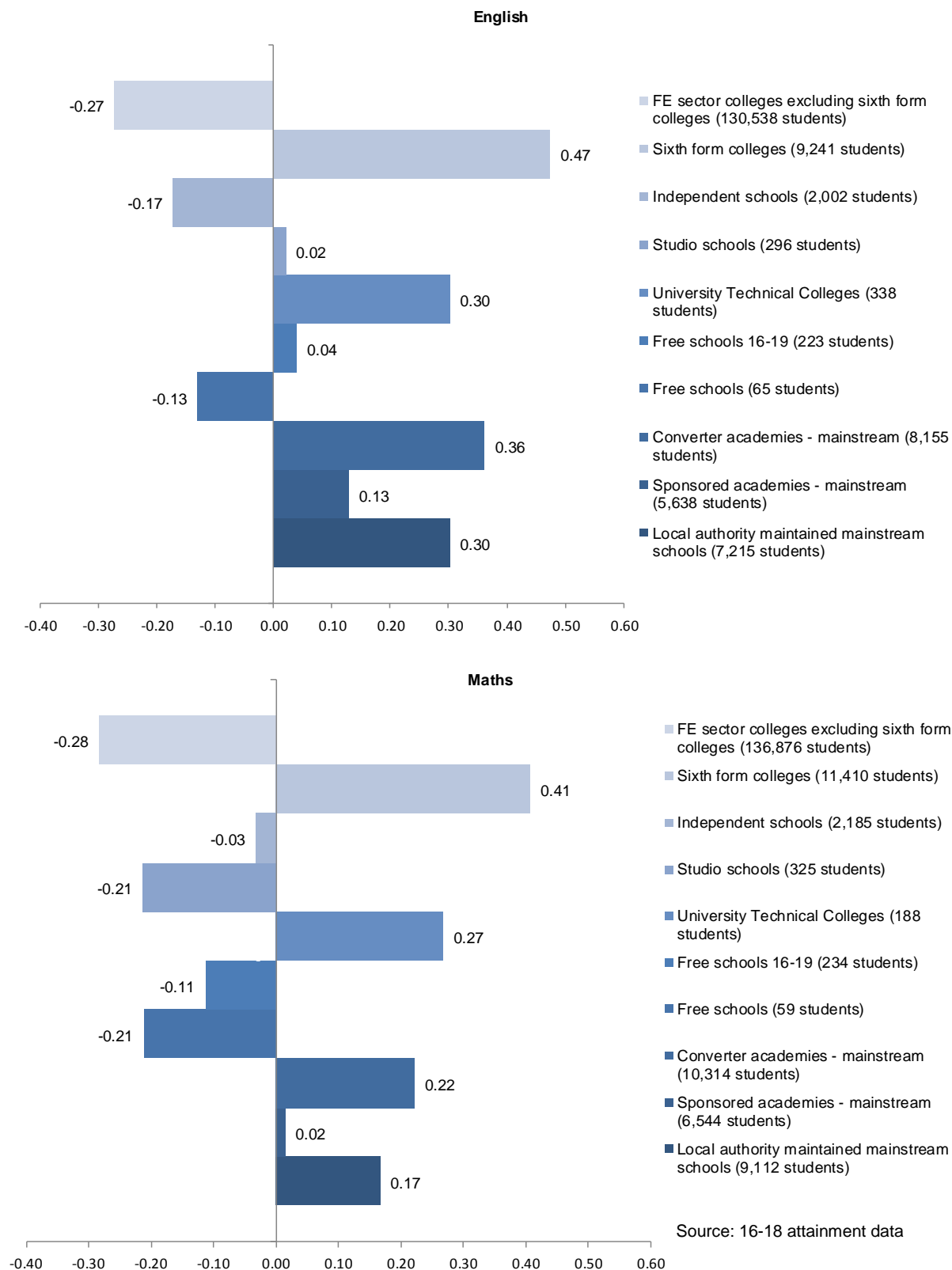
Source: 16-18 attainment data

Average progress breakdown by institution type

FE sector colleges on average perform more negatively than all other institution types, although it should be noted that around 80% of students who are in scope for the English and maths measure during 16-18 studies are studying at FE sector colleges, as shown in figure 14.

Figure 14: Average progress in English and maths by institution type (tables 16a and 16b)

England, 2016



Institution types which have lower numbers of students in scope for both the English and maths measure, such as, sixth form colleges, university technical colleges and converter academies have positive average progress. In particular, for both English and math sixth form colleges on average make the highest progress.

However, free schools, which had the smallest number of students in scope for both the English and maths measure, with 65 and 59 students respectively, have shown negative progress.

Care should also be taken when comparing across institution types due to significant differences in cohort sizes: for example, there are very low numbers of students in free schools, 16-19 free schools, university technical colleges and studio schools compared with other institution types.

7. A level and below level 3 English and math examination results

This section differs from sections 2 to 6, as it covers entries and grades for exams taken in the 2015/16 academic year by all students aged 16-18, irrespective of whether they are at the end of 16-18 study. This gives an overview of the very latest national exam results and how this has changed over time.

In contrast, the cohort performance measures shown in previous sections were based on the results for students at the end of their 16-18 study only.

This section also includes 2015/16 examination results for below level 3 English and maths qualifications, which are included in this SFR for the first time.

A level results

Changes to methodology

From 2016, for accountability purposes results are allocated to the provider where the student has enrolled to take their main programme of study, recorded in the school census or Individual Learner Record (ILR). The ILR has been used as additional data source for the first time this year, and this leads to very small differences in the student exam results included. For example, the number of A level entries in 2015 was 758,625 using 2015 methodology, compared to 758,565 entries in 2016 methodology.

A level exam results

There were 743,986 A level entries in 2016, down by 1.9 per cent compared to 2015 shadow data. This is lower than the potential cohort of students at the end of 16-18 study (likely to be those in year 13) which showed a decrease of 2.2% (see section 4). The pass rate, and the proportion of exam entries that were grade A*-A and A*-B, all remain stable.

Figure 15: A level examinations results (Table 2a)
England, 2015 to 2016

	Number of entries	%A*-E	%A*-A	%A*-B
2015 revised	758,625	98.8%	26.7%	53.5%
2015 (shadow data)	758,565	98.7%	26.5%	53.4%
2016 (provisional)	743,986	98.8%	26.4%	53.4%

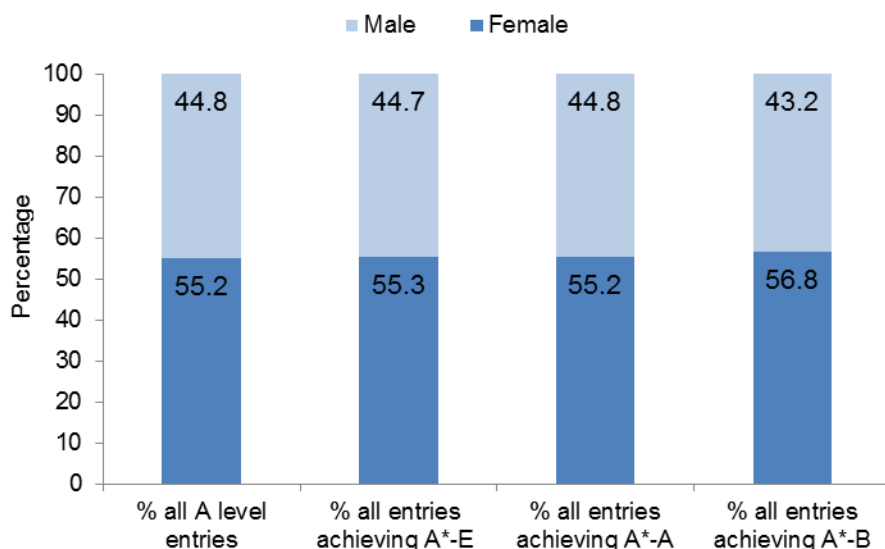
Source: 16-18 attainment data

A level results by gender

More female students entered A level exams than males, a similar pattern to previous years. In 2016, 55.2 per cent of A level entries were by female students, compared to 44.8 per cent by male students.

A higher proportion of entries awarded top A*-A grades (55.2 per cent), A*-B grades (56.8 per cent) and A*-E pass rates (55.3 per cent) are by female students compared to 44.8 per cent of A*-A grades, 43.2 per cent of A*-B grades and 44.7 per cent of A*-E grades by male students, the same pattern as in previous years.

Figure 16: Percentage of A level examination entries by gender (Table 2a)
England, 2016



Source: 16-18 attainment data

Exam entries in facilitating subjects

In 2016, 50.6 per cent of A level entries are in facilitating subjects, a slight drop compared to 50.8 per cent in 2015 shadow data.

Note: The same list of facilitating subjects applies here as those defined in cohort results (see page 9).

Figure 17: A level exam entries in facilitating and non-facilitating subjects (Table 2a)
England, 2015 to 2016

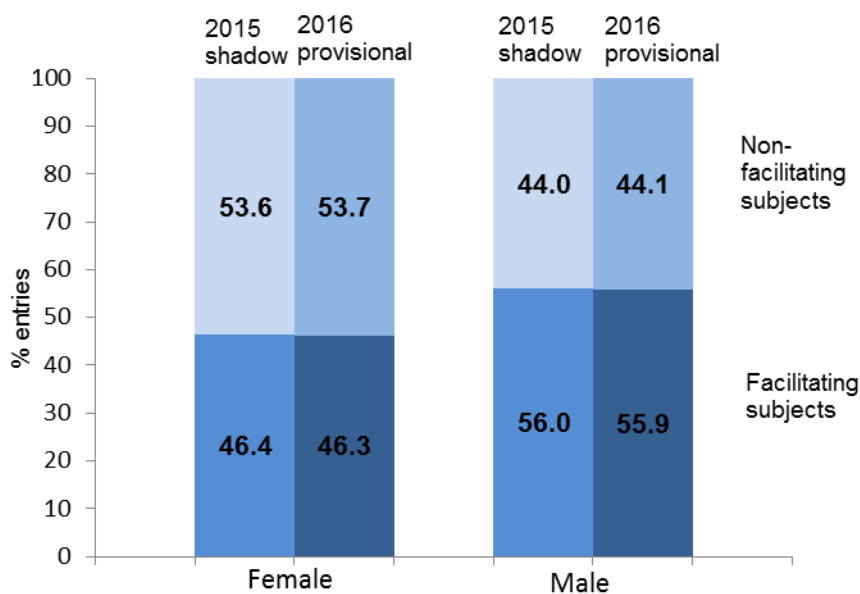
	Number of entries			% A level entries	
	Facilitating subjects	Non-facilitating subjects	Total	Facilitating subjects	Non-facilitating subjects
2015 (shadow data)	385,063	373,502	758,565	50.8	49.2
2016 (provisional)	376,383	367,603	743,986	50.6	49.4

Source: 16-18 attainment data

A higher percentage of entries by male students were in facilitating subjects, whereas for females the opposite is true. In 2016, 55.9 per cent of entries by male students were in facilitating subjects, compared to 46.3 per cent for females. This pattern of entries is relatively unchanged from 2015 shadow data, when equivalent figures were 56.0 per cent for males and 46.4 per cent for females.

One reason that female students enter a lower proportion of facilitating subjects compared to males is that they make up a higher number of entries in psychology, arts and design, and sociology, none of which are currently classified as a facilitating subject, while more male students entered mathematics and physics.

Figure 18: Percentage of A level exam entries in facilitating and non-facilitating subjects by gender (Table 2a) England, 2015 to 2016



Source: 16-18 attainment data

Exam entries in Maths and sciences subjects

Overall, the proportion of exam entries in these subjects has remained broadly stable. Maths (11.0 per cent) and further maths (1.9 per cent) have increased slightly compared to 2015 shadow data (10.8 per cent in maths and 1.8 per cent in further maths). The proportion of entries in science subjects remained the same except for computing, which increased slightly from 0.6 per cent to 0.8 per cent of entries.

Maths³ is the most popular A level subject with 81,507 entries in 2016, which accounted for 11.0 per cent of all A level entries, up from 10.8 per cent in 2015 shadow data. A higher percentage of male students entered mathematics and science subjects than females, except in biology. The gender gap has widened for mathematics and science subjects except for chemistry and physics.

³ Covers mathematics, pure mathematics, use of mathematics, mechanics and statistics. Excludes further mathematics. Figures for further mathematics are shown separately.

Figure 19: Percentage of A level exam entries in maths and science subjects by gender (Table 2a)
England, 2015 to 2016

		Number of exam entries		Proportion of A level entries	
		2015 (Shadow)	2016 (provisional)	2015 (Shadow)	2016 (provisional)
Mathematics	Females	31,824	31,485	7.6	7.7
	Males	50,189	50,022	14.7	15.0
	All	82,013	81,507	10.8	11.0
Further Mathematics	Females	3,809	3,863	0.9	0.9
	Males	9,878	10,184	2.9	3.1
	All	13,687	14,047	1.8	1.9
Biology	Females	33,422	33,203	8.0	8.1
	Males	21,729	21,095	6.4	6.3
	All	55,151	54,298	7.3	7.3
Chemistry	Females	22,932	22,706	5.5	5.5
	Males	23,686	22,722	6.9	6.8
	All	46,618	45,428	6.1	6.1
Physics	Females	6,803	6,649	1.6	1.6
	Males	25,113	24,396	7.4	7.3
	All	31,916	31,045	4.2	4.2
Computing	Females	418	530	0.1	0.1
	Males	4,416	5,068	1.3	1.5
	All	4,834	5,598	0.6	0.8

Source: 16-18 attainment data

AS level results

As part of ongoing reforms, AS qualifications are being separated (“decoupled”) from A levels so that their marks do not count towards the A level and they become stand-alone qualifications. New AS and A levels have been taught in schools and colleges in England from September 2015, meaning the first results for the new AS levels were awarded in 2016, and the first results for new A levels will be awarded in 2017. Further subjects will be introduced over the following two years.

Please note the AS level results reported in this section exclude AS entries by students who also entered an A level in the same subject in the same year. This is because we apply performance tables ‘discounting’ rules⁴, which ensure that a student’s learning is not double-counted in performance measures. In 2016, 14.8 per cent of AS entries were excluded compared to 12.5 per cent of entries excluded in 2015 shadow data. The distribution of AS level grades will also reflect the impact of these discounting rules, as those students who take an AS level and then go on to take the A level are likely to be those with relatively higher attainment.

There were 893,473 AS level entries in 2016, down by 17.8% compared to 2015. This pattern is largely driven by the decoupling of 13 AS levels from A levels this year (so that the AS no longer counts towards the full A level).

The 13 AS levels that have been revised and decoupled in 2016 are art and design, biology, business, chemistry, computer science, economics, English literature, English language, English language and literature, history, physics, psychology and sociology. The full time table for AS and A level reform can be found at [Get the facts: AS and A level reform](#).

⁴ You can find more information about 16-18 discounting on gov.uk

The figures for 'decoupled subjects' in this section of the SFR refer to those subjects where exams were taken in the new decoupled AS levels for the first time in 2016. The 2016 results in these subjects include both new and previous AS level specifications (because some students will have re-sat previous specifications in summer 2016). The 2015 results in these subjects only include previous specifications, as the new decoupled versions were not available in 2015.

Entries in other subjects refer to AS levels where the reforms have not yet come into effect. The results only include existing specifications, as students have not yet taken decoupled AS exams.

The overall AS pass rate (A-E) has increased slightly to 87.7 per cent, up 0.2 percentage points compared to 2015.

Entries in decoupled subjects by 16 year olds (those most likely to be taking the new AS levels rather than re-sitting previous specifications) dropped by 24.0 per cent compared to 2015. Their A-E pass rates in these subjects were also broadly stable in 2016– however it is not possible to make a true like-for-like comparison due to the reformed nature of the AS qualifications.

Figure 20: AS level exam entries and results (Tables 3)
England, 2015 to 2016

	All subjects by 16-18 year olds				De-coupled subjects by 16-year olds ¹			
	Number of entries	%A-E	%A	%A-B	Number of entries	%A-E	%A	%A-B
2015 revised	1,086,804	87.5	17.4	36.7	-	-	-	-
2015 (shadow data)	1,087,337	87.5	17.5	36.8	566,260	87.9	16.9	36.9
2016 (provisional)	893,473	87.7	18.0	36.8	430,158	87.8	16.7	35.4

1. Covers students aged 16 at the start of the 2015/16 academic year, ie 31 August 2015.

Source: 16-18 attainment data

Entries in decoupled subjects

Overall entries in decoupled subjects have decreased by 24.2 per cent since 2015, compared to 8.6 per cent across all other non-decoupled subjects. Independent schools showed smaller decreases in A level entry, while state-funded institutions showed larger decreases in AS entries to decoupled subjects (26.2 per cent and 23.3 per cent for schools and FE sector colleges respectively) compared to non-decoupled subjects (7.7 per cent and 9.0 per cent).

Figure 21: AS level exam entries in decoupled and non-decoupled subjects by institution type
England, 2015 to 2016

	Decoupled subjects				Non-decoupled subjects			
	Independent schools	All state-funded schools	FE sector college	All schools and FE sector colleges	Independent schools	All state-funded schools	FE sector college	All schools and FE sector colleges
2015 (shadow data)	46,956	403,765	192,188	642,910	39,403	278,039	126,979	444,427
2016 (provisional)	41,610	298,087	147,425	487,140	34,126	256,678	115,516	406,333
change	-11.4%	-26.2%	-23.3%	-24.2%	-13.4%	-7.7%	-9.0%	-8.6%

The largest change in de-coupled subjects was for art and design where entries fell by 36.0 per cent, while the smallest was for computing where entries fell by 11.4 per cent.

Figure 22: Exam entries in decoupled AS levels by subjects
England, 2015 to 2016

	2015 (shadow data)	2016 (provisional)	% Change
Art and Design	55,443	35,481	-36.0
English language and literature	15,647	10,446	-33.2
History	63,933	44,788	-29.9
English literature	56,952	40,141	-29.5
English language	28,582	21,278	-25.6
Psychology	88,277	67,645	-23.4
Biological Sciences	79,447	61,715	-22.3
Chemistry	67,099	52,357	-22.0
Economics	37,644	29,987	-20.3
Physics	50,897	40,557	-20.3
Sociology	49,441	40,728	-17.6
Business Studies	38,101	31,876	-16.3
Computing	11,447	10,141	-11.4
Total	642,910	487,140	-24.2

Source: 16-18 attainment data

Below level 3 English and maths results by 16-18 year olds

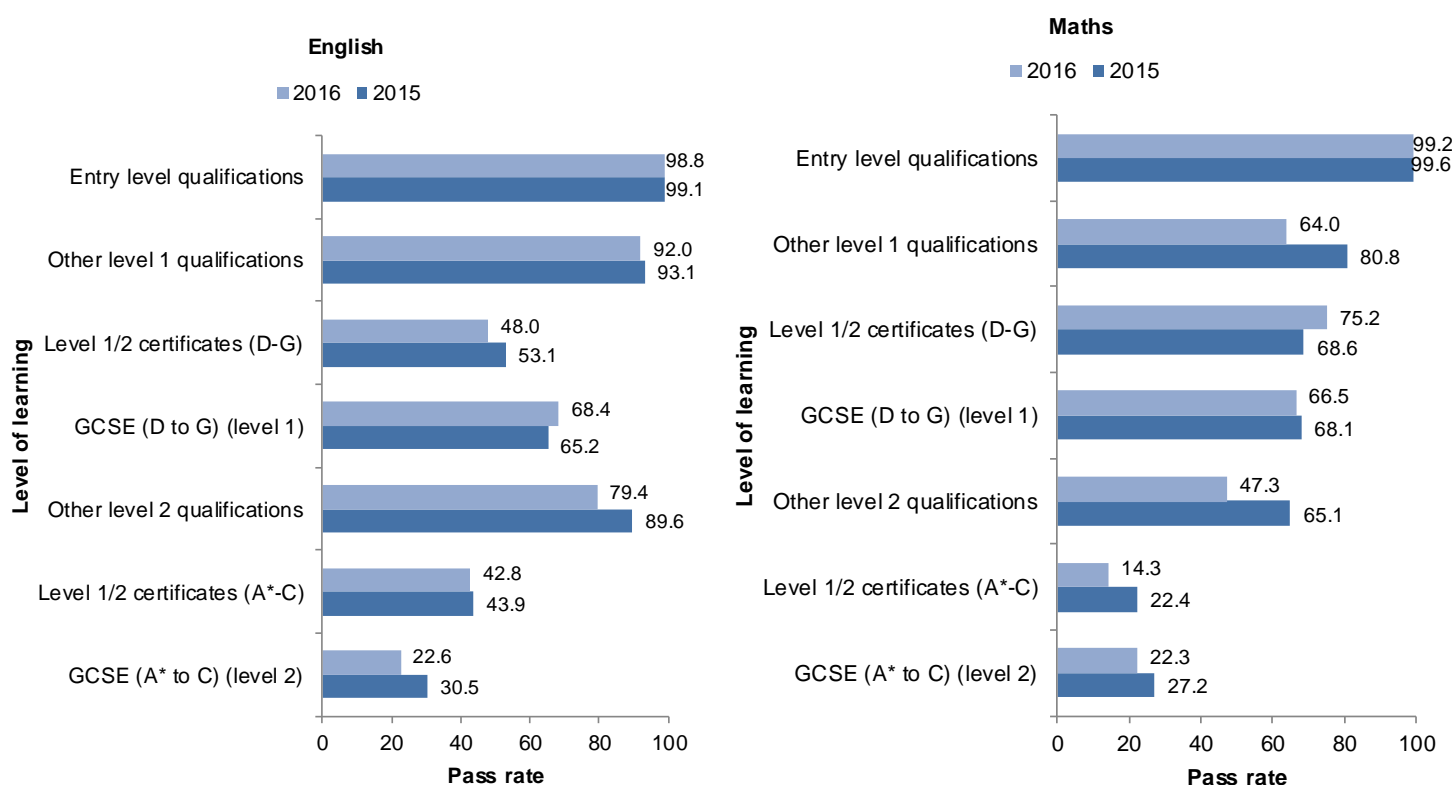
Since the introduction of the condition of funding requirement in August 2014 (see section 6) entries in GCSE English and maths increased by 37% and 53% respectively when comparing figures from 2015¹ to 2016. Whereas, other entry level, level 1 and level 2 qualifications in English and maths saw a decrease in entries by between 11% and 56%. This shift reflects the requirement that those with a grade D at key stage 4 must continue to take GCSEs instead of other stepping stone qualifications. This year's results are the first since this rule came into effect. See tables 8a and 8b for further 2016 figures.

The increasing number of entries in GCSE English and maths may in part explain the drop in overall pass rate (achieving A*-G), which decreased from 95.7% and 95.3% by 4.7 and 6.5 percentage points respectively when compared to 2015. This is also demonstrated by the fact that the A*-C pass rate for 16-18 year olds is much lower than the age 16 cohort, which includes the whole range of low to high attainers², whereas the 16-18 cohort is more likely to be made up of low attainers (i.e. students who did not achieve A*-C during key stage 4).

Note: Entries and subsequent pass rates in English and maths covers all 16-18 students regardless of their achievement in English or maths during key stage 4.

Figure 23: Pass rates in English and maths qualifications at 16-18, 2015 and 2016³ (tables 8a and 8b)

England, 2015 to 2016



Source: 16-18 attainment data

1. 2015 figures can be found in the [Level 1 and level 2 English and maths experimental statistical first release](#).
2. See the 2015/16 GCSE and equivalent results in England Statistical First Release for more information on attainment by pupils at the end of key stage 4
3. Due to an improvement in methodology for 2016 the number of entries and subsequent pass rates for 'other level 1' and 'other level 2' qualifications has been impacted.

Pass rates by gender

Females have outperformed males with a higher pass rate in GCSE A*-C in English, whereas males outperformed females in passing GCSE A*-C in math, as shown in figure 24.

Figure 24: Pass rates in GCSE English and math at 16-18 by gender, 2016 (tables 8a and 8b)

England, 2016

	English		Math	
	Females	Males	Females	Males
GCSE (A* to C) (level 2)	25.9	20.3	20.8	24.0
GCSE (D to G) (level 1)	66.4	69.8	69.1	63.6
GCSE (A* to G)	92.3	90.1	90.0	87.6

Source: 16-18 attainment data

8. Accompanying tables

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

National tables:

Student level results

- 1a Attainment of level 3 students aged 16-18 by institution type, cohort and gender
- 1b Attainment of level 3 in state-funded school students aged 16 to 18 by admissions basis, cohort and gender

A and AS level examination results

- 2a A level results by subject, grade and grade
- 2b A level results by institution type, grade and gender
- 2c A level results by subject, grade and institution type
- 2d A level results of state-funded school students by admissions basis, grade and gender
- 3a AS level results of all students by subject, grade and gender
- 3b Decoupled AS level results of 16 year old students by subject, grade and gender

Applied A/AS level examination results

- 4a Applied single A level results by subject, grade and gender
- 4b Applied single AS level results by subject, grade and gender
- 5a Applied double A level results by subject, grade and gender
- 5b Applied double AS level results by subject, grade and gender

Applied general results

- 6 Applied general entries by subject and gender

Tech Level results

- 7 Tech level entries by subject and gender

Below level 3 English and math results

- 8a GCSE English and other below level 3 English qualification entries and results by subject, grade and gender
- 8b GCSE mathematics and other below level 3 mathematics qualification entries and results by subject, grade and gender

Local authority tables

- 9a Attainment of level 3 state-funded students aged 16-18 by gender, local authority and region
- 9b Attainment of level 3 state-funded school students aged 16-18 by gender, local authority and region
- 10a Number of A level examination entries by state-funded students by subject, local authority and region

Subject time series

- 11 A level results by subject, grade and gender
- 12 AS level results by subject, grade and gender

Mathematics and sciences tables

- 13 Time series of students entered for mathematics and science A level subjects by gender
- 14 Time series of students entered for mathematics and science A level subjects by number of subjects and gender

Progress in English and mathematics tables

- 15a Matrix of prior attainment and progress point scores in GCSE English and other English qualifications by students at the end of 16-18 studies
- 15b Matrix of prior attainment and progress point scores in GCSE mathematics and other mathematics qualifications by students at the end of 16-18 studies
- 16a Progress in GCSE English and other English qualifications by students at the end of 16-18 studies, by institution type and gender
- 16b Progress in GCSE mathematics and other mathematics qualifications by students at end of 16-18 studies, by institution type and gender

Maps (pdf format)

- Average point score per entry for the A level cohort
- Average point score per entry for the applied general cohort
- Average point score per entry for the tech level cohort

When reviewing the tables, please note that:

The criteria we use to include students (tables 1a-b, 9a-b)	<p>Students will be included if they were aged 16, 17 or 18 on 31 August 2015 and had completed 16-18 study. A student is considered to have completed 16-18 study in 2016 if they meet one of the following criteria:</p> <ol style="list-style-type: none"> 1. has entered for level 3 qualifications at least the size of 2 A levels 2. has attended the same institution for 2 years in a row 3. has reached academic age 18 and has not previously been included in performance tables results
Approved qualifications only	<p>The range of qualifications reported in this SFR covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000).</p> <p>Approved qualifications at level 3 and their point scores can be found at Ofqual Register website</p>
How we avoid double counting subjects	<p>To avoid double counting results, qualification discounting is applied where, for example, if a student achieves an AS en route to achieving an A level in the same subject, only the A level pass is included.</p>
We preserve confidentiality	<p>The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.</p> <p>The Department has a set of statistical policies in line with the Code of Practice for Official Statistics: Standards for official statistics published by the Department for Education</p>
so we suppress some figures,	<p>Any numbers less than three (1 to 2 inclusive) have been suppressed and have been replaced by an 'x'. An 'x' has also been used where secondary suppression has been applied.</p> <p>Percentages have been shown to one decimal place but where the numerator is between 1 and 2 inclusive, they have been suppressed.</p> <p>Where a number is shown as zero (0), the original figure submitted was zero.</p>
adopt symbols to help identify this	<p>Symbols are used in the tables as follows:</p> <ul style="list-style-type: none"> . not applicable x publication of that figure would be disclosive
and round percentages	<p>Percentages in this SFR are given to one decimal place. Totals may not add to 100% due to rounding.</p>

9. Further information is available

Performance tables	Data for institutions can be seen within the school and college performance tables . The 16-18 performance tables will be updated with 2015/16 data in January 2017.
Key stage 4	GCSE and equivalent results for key stage 4 can be found at GOV.UK - Statistics: GCSEs (key stage 4) .
Key stage 2	Statistics on national curriculum assessments and review outcomes at key stage 2 (KS2), including measures of progress between KS1 and KS2, can be found at GOV.UK - Statistics: key stage 2 .
Key stage 1	Statistics on national curriculum assessments at key stage 1 and phonics screening check results can be found at GOV.UK - Statistics: key stage 1
Destination measures	Statistics on educational or employment destinations of key stage 4 and key stage 5 students can be found at GOV.UK - Statistics: destinations of key stage 4 and key stage 5 pupils .
Level 2 and 3 attainment at 16-18	Statistics on the attainment of young people aged 19, based on matched administrative data can be found at GOV.UK – attainment at 19 years .
Level 1 and 2 attainment in English and maths at 16-18	Experimental statistics on level 1 and 2 English and maths by students aged 16 to 18 who failed to achieve A* to C by the end of key stage 4 can be found at GOV.UK - attainment at 19 years . Note that this release has now been discontinued.
Results for the rest of the UK	<p>The Welsh Assembly publishes the results of external examinations taken by pupils aged 15 or 17, available at: Welsh assembly statistics and research</p> <p>The Department for Education Northern Ireland (DENI) published AS and A level statistics, available at: Department for Education Northern Ireland (DENI)</p> <p>The publication ‘Summary statistics for attainment, leaver destinations and healthy living’ is published by the Scottish Government and is available at: The Scottish Government website</p>
Information published by Ofqual	<p>Since 2010 Ofqual have used a process known as “comparable outcomes” to guide awarding decisions for AS and A levels. Awarding organisations predict AS and level outcomes for each subject based on prior attainment of the cohort. The aim is that, in normal circumstances, roughly the same proportion of students will achieve each grade in a given subject as in previous years. Background on the methodology and history of setting and maintaining exam standards can be found on GOV.UK - setting GCSE and A level grade standards</p> <p>Ofqual have also published information on variability in AS and A level results for schools and colleges, which is available at GOV.UK - variability in AS and A level results</p>
Future changes	The 2017 performance tables will include further changes as part of

previously announced reforms to 16-19 accountability. This includes additional performance measures for below level 3 students and further information on student characteristics, such as disadvantage. Further technical guidance on these changes will be published on gov.uk in due course.

10. National Statistics

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

Designation can be broadly interpreted to mean that the statistics:

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

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

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

11. Technical Information

A quality and methodology information document accompanies this SFR. This provides further information on the data sources, their coverage and quality, and explains the methodology used in producing the data, including how it is validated and processed.

12. Get in touch

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