

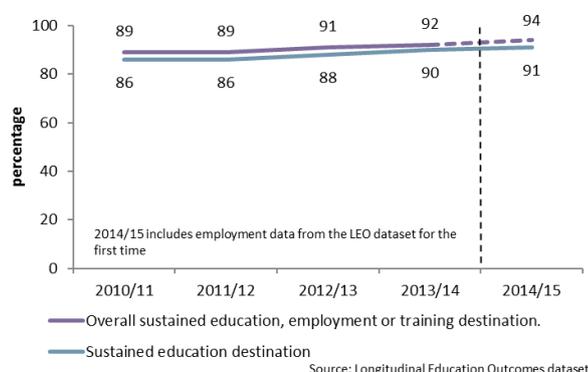


Destinations data now includes additional information on employment and benefits

Employment and benefits data from the longitudinal education outcomes (LEO) dataset, which links information on education with employment and earnings, has been used to improve coverage at key stage 5 for all years from 2010/11 to 2014/15. At key stage 4, only destinations for 2014/15 include the new data. Education destinations are unaffected by this change in methodology.

This revised release updates figures with 2016 awarding body data and later employment information. It includes destinations for independent schools, and analysis of regional differences and selective schools.

More pupils are in sustained destinations after key stage 4 compared with 2013/14

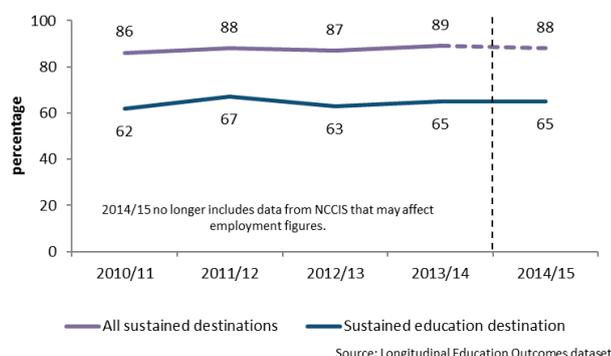


Overall, 94% of pupils were in sustained education, employment or training in the year after key stage 4, unchanged from provisional.

Since 2013/14 there has been a 1 percentage point increase in each of education and employment destinations. Higher employment may be attributable to the additional employment data used in 2014/15.

91% of pupils were in sustained education, up by 5 percentage points since 2010/11.

Percentage in sustained education or employment after key stage 5 remains high

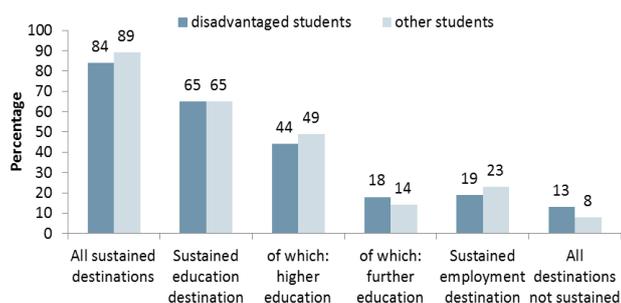


Overall, 88% of students were in sustained education or employment after key stage 5. This is unchanged from provisional and similar to 2013/14.

65% of students were in sustained education destinations, the same as 2013/14. There has been a general upward trend since 2010/11, with a spike in 2011/12 alongside changes to tuition fees.

Employment figures may have been affected by not including local authority reported data in 2014/15.

Disadvantaged students less likely to be employed or in higher education after key stage 5



Overall, 84% of disadvantaged students were in sustained education or employment compared to 89% of others. This is unchanged from provisional.

65% of disadvantaged students who completed key stage 5 study continued in sustained education, the same as for other students. However, they were less likely to be in higher education (44% compared to 49% of others) or sustained employment.

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Background and context

Destination measures provide clear and comparable information on the success of schools and colleges in helping their young people continue in education, employment or training.

Timeliness of data

There is a time lag between students completing their key stage and destination measures being published. A year has to elapse during which young people are participating in their chosen destination, and datasets have to be combined before measuring sustained participation in education, training or employment, which causes this time lag.

About this release

This statistical first release (SFR) shows the percentage of young people progressing to specified destinations in 2014/15. These are young people who completed key stage 4 (KS4) and key stage 5 (KS5) in 2013/14.

- The key stage 4 measure is based on activity the year after the young person finished compulsory schooling.
- The key stage 5 measure is based on activity in the year after the young person took their A Level or other level 3 qualifications.

The data presented in this publication are revised. A provisional statistical release was published in October 2016, covering the same period. The revisions include:

- The reporting of destinations from independent schools obtained from 2015/16 awarding body data.
- The revision of destinations to independent mainstream and special schools obtained from additional 2015/16 awarding body data.
- The revision of employment destinations, destination not sustained and activity not captured from updated LEO data.
- The top third category of higher education institutions has been updated to the 2013/14 list of included institutions.
- Admissions policy analysis has been updated with new selective school status categories.

In this publication

The following tables are included in the SFR:

- Key stage 4 national and local authority level (including characteristics) (Excel .xls)
- Key stage 4 institutional level (including characteristics) (Excel .xls)
- Key stage 4 parliamentary constituency level (Excel .xls)
- Key stage 5 national and local authority level (including characteristics) (Excel .xls)
- Key stage 5 institutional level (including characteristics) (Excel .xls)
- Key stage 5 parliamentary constituency level (Excel .xls)
- Underlying data and metadata (Excel .csv)

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

Feedback

We are confident in our new methodology but welcome feedback from users on the methodology and presentation of these statistics. Please direct all comments and queries to: destination.measures@education.gov.uk

1. Pupil and student destinations

Destination measures show the percentage of pupils or students going to or remaining in an education and/or employment destination in the academic year after completing their key stage 4 or key stage 5 studies. The most recent data reports on students who completed the key stage in the 2013/14 academic year and identifies their education and/or employment destinations the following year.

After completing key stage 4 (finishing year 11, usually aged 16) 94% of pupils now stay in education, employment or training over the period we measure, with 91% staying in an education setting. After completing key stage 5 (taking A levels or other level 3 qualifications, usually aged 18) 88% of students now stay in education or employment over the period, with 65% staying in education.

To be included as having a sustained destination, young people have to be recorded as having participation throughout the 6 months from October to March 2014/15. This means attending for all of the first two terms of the academic year at one or more education provider; spending 5 of the 6 months in employment or a combination of the two. Specific destinations such as school sixth forms, higher education institutions or apprenticeships are reported for these students.

A range of administrative data sources are used to determine the activity of young people.

This revised release updates provisional figures for this cohort, which were published in October 2016, with awarding body data and more up-to-date employment information, increasing coverage compared with the provisional release, particularly where pupils go on to study in independent schools after key stage 4.

It includes new information on destinations of leavers from independent schools, and new analysis of regional differences and selective schools.

2. Pupil education, employment and training destinations after KS4

In 2014/15, 94% of pupils went into a sustained education, training or employment destination after key stage 4, up 2 percentage points since 2013/14. It should be noted that 2013/14 destinations reported on the first cohort of young people required to remain in education or training in compliance with raising the participation age (RPA) and 2014/15 was the first year that employment data was included from the Longitudinal Education Outcomes (LEO) dataset.

Raising the participation age

The Department's [Participation in Education, Training and Employment measures](#) are used to monitor progress in raising participation and reducing the number of young people not in education, employment or training (NEET).

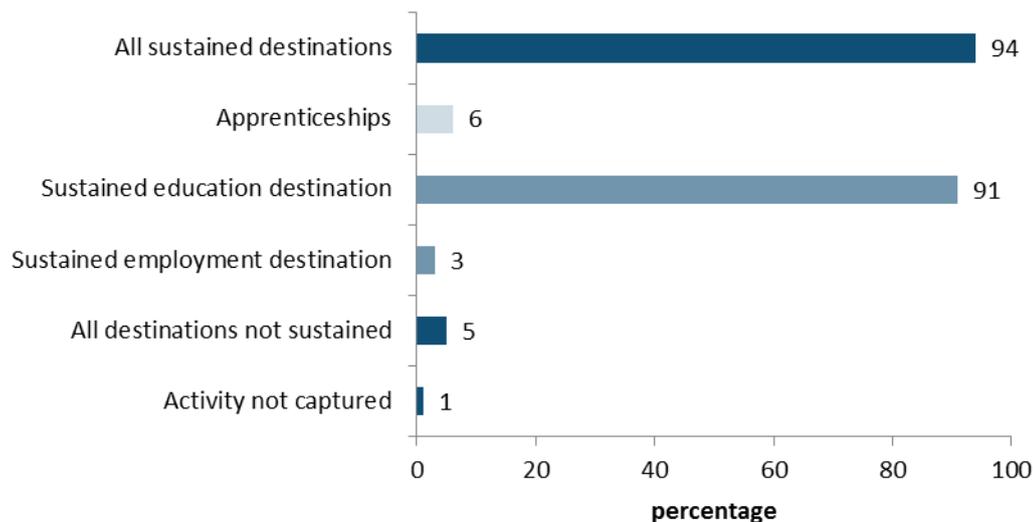
Addition of Longitudinal Education Outcomes (LEO) data

Destination measures include new employment and benefits data from Her Majesty's Revenue and Customs (HMRC) and Department for Work and Pensions (DWP) from the LEO dataset for the first time in 2014/15.

Time series data for previous years has not been revised due to the expected small impact of this change on destinations at key stage 4. 99% of pupils had activity captured after key stage 4 in 2013/14.

The 2014/15 increase in overall destinations consisted of a 1 percentage point increase in education destinations to 91 and a 1 percentage point increase in employment destinations (including training). This increase in employment can be attributed to the inclusion of LEO employment data.

Figure 1: Sustained destinations after key stage 4
 England: 2014/15 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

Apprenticeships

To be counted as an apprenticeship, young people must both complete 6 months sustained participation and be recorded on an apprenticeship at some point during the year. Therefore, apprenticeship destinations will also be recorded in one of the other reporting lines, for example, further education.

6% of young people went into an apprenticeship destination, up 1 percentage point from 2013/14. Some of this increase may be due to more of the young people with an existing apprenticeship record being found to have sustained employment in the new data, rather than an increase in apprenticeship starts among this age group.

5% of young people did not have a sustained destination. Almost all had some participation in education, training or employment, but this was not sustained over the period, while less than 1% had no participation recorded and were known to be not in education, employment or training (NEET) during the period. Pupils who were recorded in not-sustained destinations have shown a 2 percentage point decrease since 2013/14, down from 7% to 5%. This is a reflection of the 2 percentage point increase in overall destinations, and includes the impact of capturing that some pupils who did not sustain their education participation went on to employment.

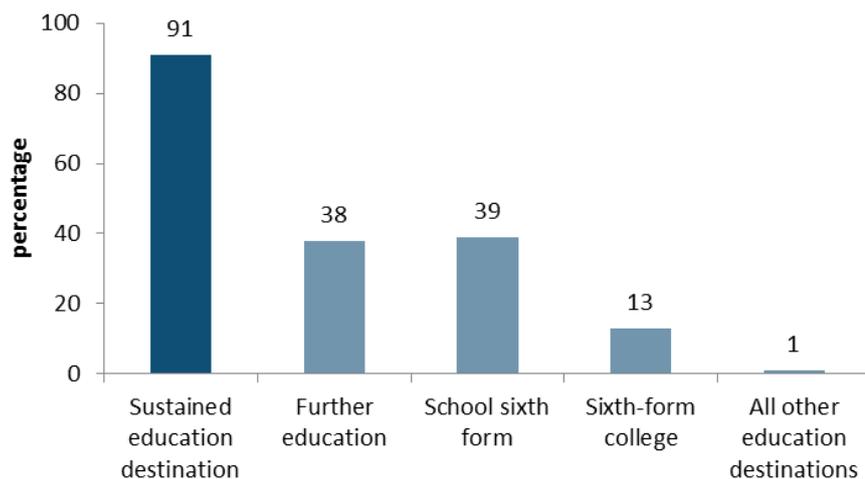
The number of young people with no activity captured in the data remains the same as 2013/14 at 1%.

Education destinations

The majority of young people (91%) went into an education destination after key stage 4 in 2014/15 which is a 1 percentage point increase from 2013/14. As raising the participation age was only implemented at the start of 2013/14, it would be expected that this policy would continue to have an impact in the following years and may be influencing this continuing increase in education destinations.

School sixth forms were the most common destination for pupils in 2014/15 (39%) with further education colleges the second most common (38%) followed by sixth-form colleges (13%). 1% went on to other sustained education destinations (for example, independent schools, special schools, specialist post-16 institutions, or alternative provision).

Figure 2: Sustained education destinations after key stage 4
 England: 2014/15 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

All other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

Changes over time

Sustained education destinations have increased by 5 percentage points since 2010/11 (up from 86% to 91%). Raising the participation age (RPA) was introduced in 2013/14 and education destinations saw a 2 percentage point increase in 2012/13 (up to 88%) as schools prepared for its introduction and another 2 percentage point increase in 2013/14 (up to 90%) on introduction. The impact of RPA is likely to still be affecting the increase of education destinations in 2014/15 (up to 91%).

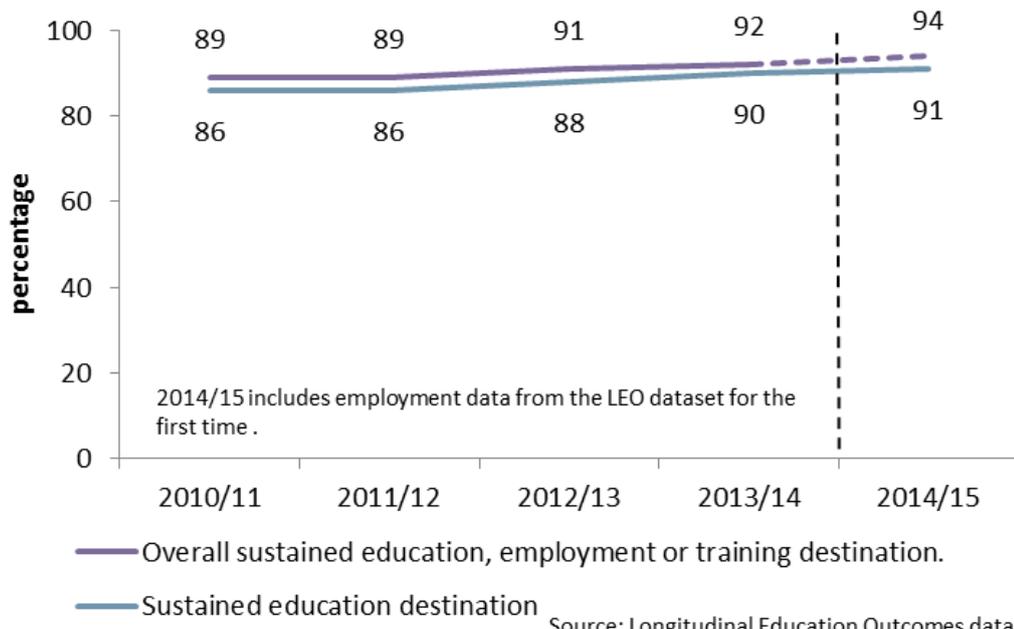
Many of the pupils not counted in this category will have some participation in education in the year after finishing key stage 4, but which is not sustained throughout the period.

Addition of Longitudinal Education Outcomes (LEO) data may affect the time series

Time series data for previous years has not been revised to include LEO due to the expected small impact of this change on destinations at key stage 4. 99% of pupils had activity captured after key stage 4 in 2013/14.

However, there is a small break in the time series and direct comparison with previous years' employment estimates should be treated with caution. Education destinations are not affected by the addition of LEO data so direct comparisons can be drawn with previous years.

Figure 3: Sustained destinations and education destinations after key stage 4
 England, 2014/15 (state-funded mainstream schools)

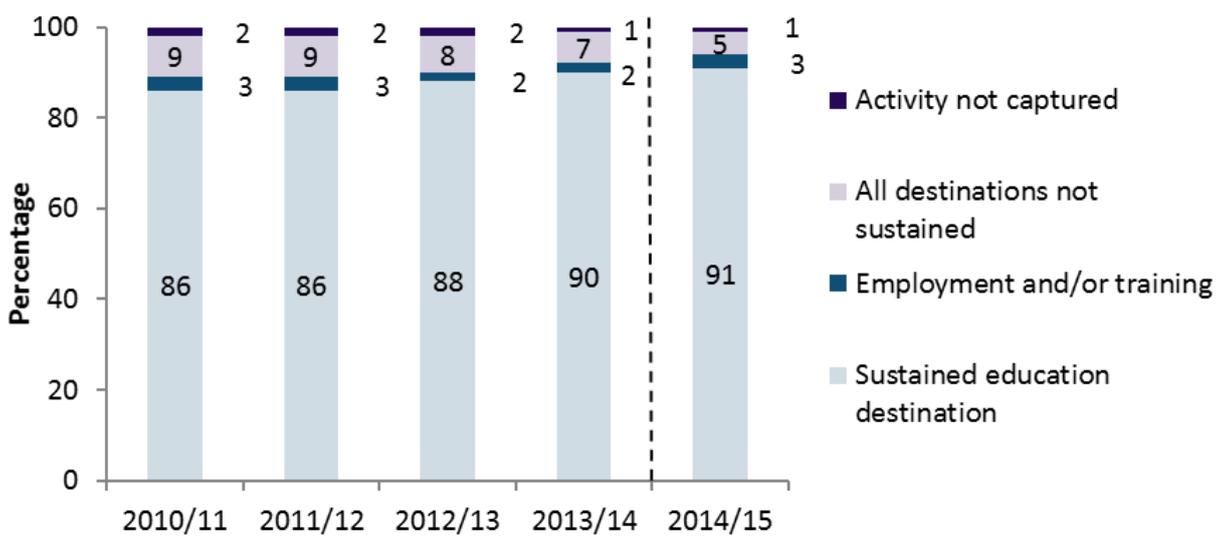


Between 2010/11 and 2013/14, employment destinations were only captured from the National Client Caseload Information System (NCCIS), collected by local authorities, and the impact of RPA saw a 1 percentage point reduction in employment destinations (down from 3% to 2%) between 2011/12 and 2012/13. This figure remained static in 2013/14 but the addition of LEO data has seen the employment destinations captured increase by 1 percentage point in 2014/15 (up to 3%).

Destinations that are not sustained have seen a 4 percentage point decrease since 2010/11 (down from 9% to 5%) and down 2 percentage points since 2013/14 (down from 7%). This latest decrease is driven by both the increase in education destinations and the increase in employment destinations due to the addition of the new data.

Activity not captured shows a decrease of 1 percentage point since 2010/11 (down from 2% to 1%) but has remained static since 2013/14.

Figure 4: Percentage of pupils in sustained education, employment or training destinations after key stage 4
 England: 2010/11 - 2014/15 (state-funded mainstream schools)



3. Pupil destinations after KS4 by pupil characteristics

Gender

Overall, 94% of girls had a sustained education, employment or training destination compared to 93% of boys. Of the pupils with sustained education destinations, school sixth forms were the most common destinations for girls (41%), who were more likely to choose this option than boys (37%). Further education was the most common destination for boys (41%) and the second most common option for girls (35%).

Employment destinations for both boys and girls were in line with the national figure of 3%.

Disadvantage and free school meals

Disadvantaged pupils (those eligible for pupil premium funding) were less likely to have a sustained education, employment or training destination than all other pupils. 88% of disadvantaged pupils were recorded in a sustained destination, compared with 96% for all other pupils.

The most common destination for disadvantaged pupils was further education (46%), compared to a school sixth form destination (44%) for all other pupils.

Disadvantaged pupils are more likely to enter an employment destination (4%) after key stage 4 compared to all other pupils (3%).

The figures for disadvantaged pupils are very similar to the breakdowns for pupils eligible for free school meals (who are a subset of the wider disadvantaged group).

Special educational needs (SEN)

Special Educational Needs

Children identified as having a special educational need or disability in 2013/14, when these pupils completed year 11, were grouped into those with a statement of special educational needs (2% of pupils), and those with school action or school action plus provision in place (16% of pupils).

New provision for support of young people up to the age of 25 through Education, Health and Care (EHC) plans was introduced from September 2014.

Special educational needs pupils were less likely to have a sustained education, employment or training destination than all other pupils. 91% of pupils with a statement of special educational needs were recorded in a sustained destination and 88% of pupils on 'school action/ school action plus'. This compares with 95% for all other pupils without special educational needs.

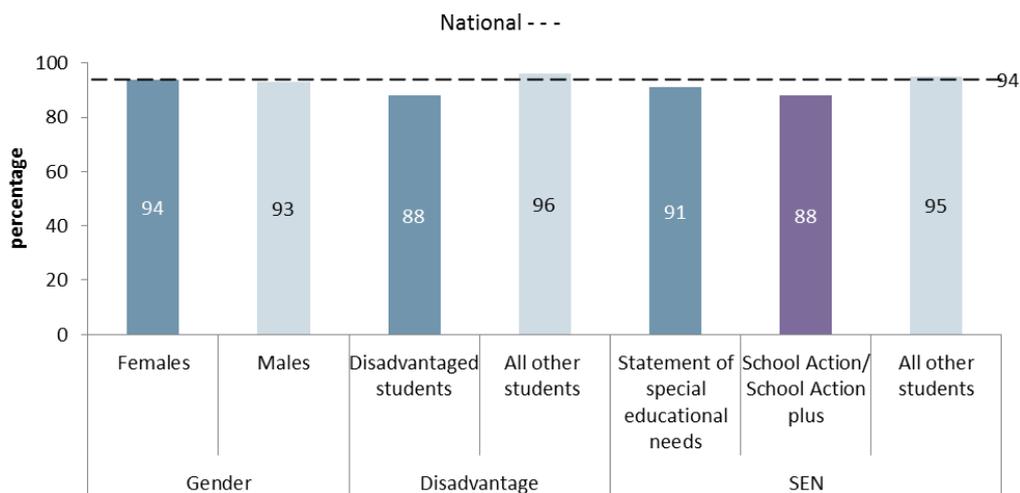
Education destination varied according to special educational needs status. 88% of pupils with a statement of special educational needs went to a sustained education destination compared to 83% on 'school action/ school action plus' and 92% for those without special educational needs.

The most common destinations for pupils with a statement and on 'school action/ school action plus' was further education (61% and 54% respectively), while for pupils without special educational needs it was a school sixth form (43%). A small proportion (2%) of pupils with a statement of educational needs in mainstream schools progressed to a special school after key stage 4.

Pupils with a statement of educational needs have employment destinations in line with the national figure of 3% and in line with all other pupils without special educational needs. By contrast, pupils on school action and school action plus (5%) are more likely to enter an employment destination compared to all other pupils.

Pupils with special educational needs, particularly those with school action or school action plus support, were more likely to have a destination which was not sustained, with 11% not having a sustained destination, compared to 4% of pupils with no special educational needs.

Figure 5: Percentage of pupils in sustained education, employment or training destinations after key stage 4 by pupil characteristics. England: 2014/15 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

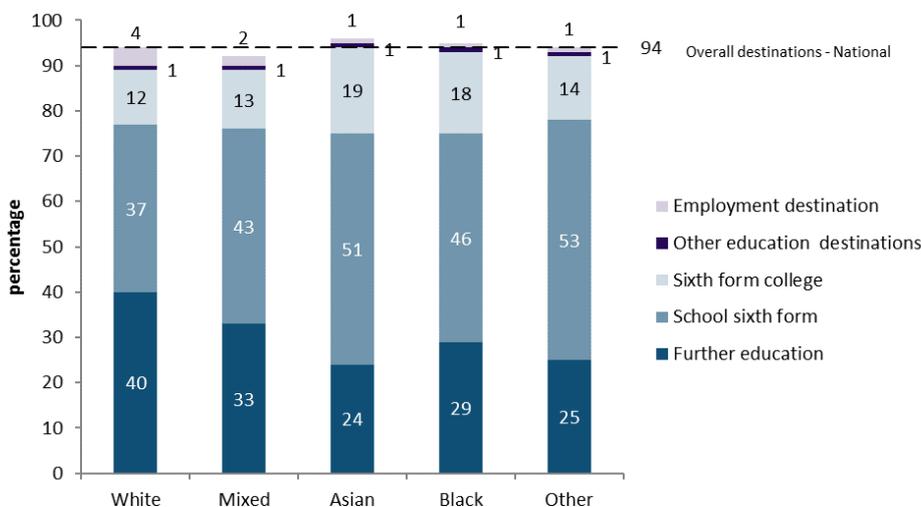
Ethnicity

There was relatively little variation by ethnicity in the proportion of pupils sustaining a destination overall. Pupils from Asian backgrounds had a slightly above average percentage in sustained education, employment or training destinations (95%). Pupils from mixed ethnic backgrounds had a slightly below average percentage with sustained destinations (93%). The figure for white, black and other ethnicity (including Chinese) pupils is in line with the national figure at 94%.

However, there was much more variation in the types of participation by ethnic group: pupils from white ethnic backgrounds had the highest percentage going to further education destinations (40%) and the lowest percentage going to school sixth forms (37%). This compares to pupils from other ethnic backgrounds (including Chinese pupils), where 25% went to further education colleges and 53% went to school sixth forms.

Pupils from white ethnic backgrounds had the highest percentage (4%) going into an employment destination which is above the national figure of 3%. This compares to 1% for Asian, black and other ethnicity (including Chinese) pupils.

Figure 6: Percentage of pupils in sustained education, employment or training destinations after key stage 4 by ethnicity England: 2014/15 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

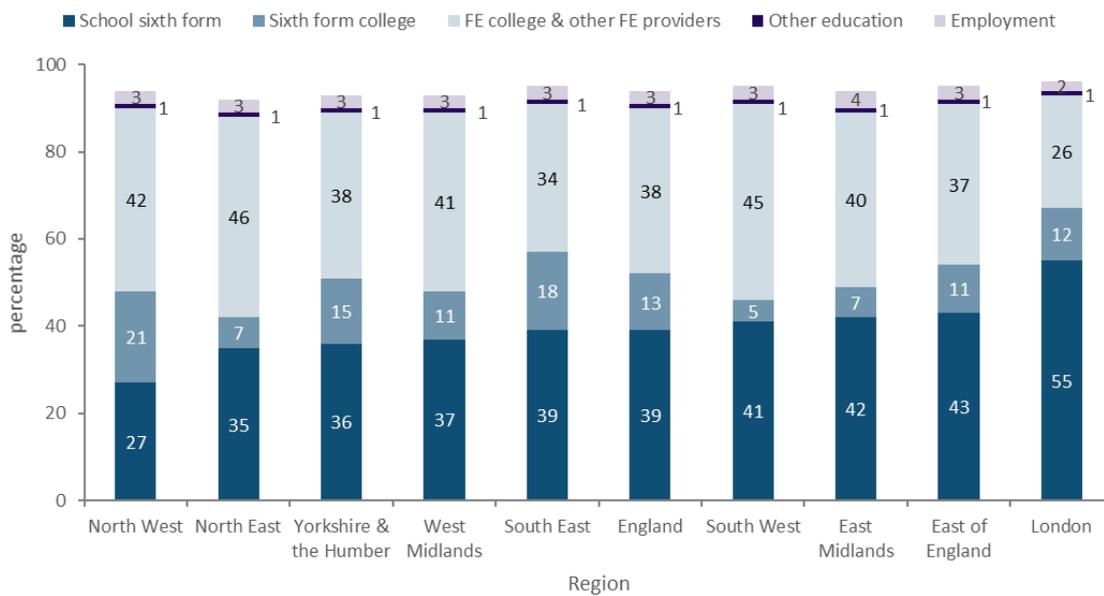
All other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

4. Destinations after key stage 4 for state-funded mainstream schools by region

There are few regional differences in the percentage of pupils in sustained education or employment after key stage 4, with between 92% and 95% of pupils in each region having a sustained destination overall in 2014/15. All three northern regions, along with the East Midlands and Inner London, are slightly below the national average of 94%.

In all regions employment or training, rather than education, is the destination for only a minority of young people after completing key stage 4; ranging from 2% of pupils in London to 4% in East Midlands. East Midlands and the North East are the regions where less than 90% of pupils continue in education for at least two terms after key stage 4.

Figure 7: Sustained education and employment destinations after key stage 4 by region
England: 2014/15 (state-funded mainstream schools)



There are bigger geographic differences in the education setting young people attend after key stage 4. Nationally, similar numbers complete their sustained period of education in school sixth forms and further education colleges. However, 55% of pupils in London go on to school sixth forms compared to just over a quarter (27%) in the North West, where a fifth of pupils (21%) continue to a sixth-form college. The other northern regions and the West Midlands also have fewer pupils continuing to school sixth forms than the national average.

London has by far the smallest proportion of key stage 4 pupils continuing to further education colleges at 26%, compared to 38% nationally. Pupils are most likely to progress to further education colleges in the North East (46%) and South West (45%).

5. Destinations after KS4 by institution type

Destinations for state-funded mainstream schools by selective school status

There is some variation in the destinations of pupils from different types of schools by admission policy. **This is likely largely to reflect differences in prior attainment of pupils attending such school types. This factor is not taken into account in these statistics.**

For the purpose of this analysis, schools are grouped as follows.

1. Selective schools.
2. Non-selective schools in highly selective local authority areas
3. Non-selective schools in other local authority areas (including areas with low levels of selection)

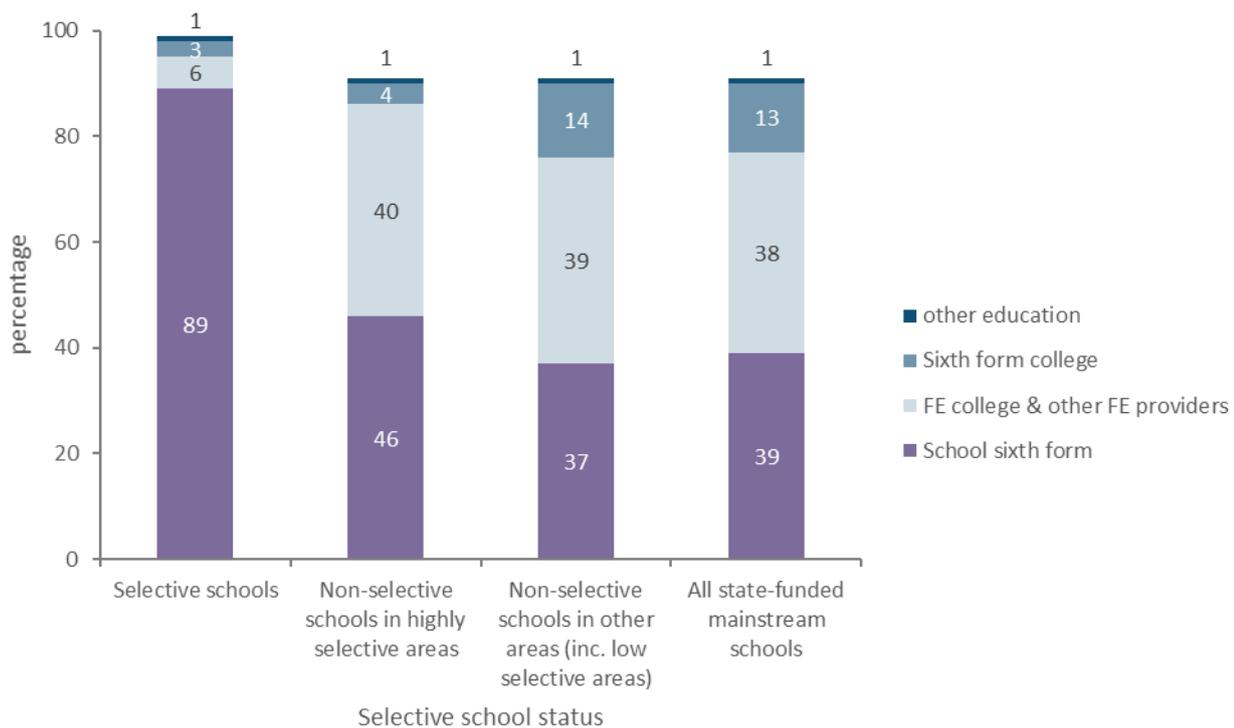
Admission policy at key stage 4

There are currently 163 state funded selective schools, which in general base admission on an entrance test at age 11. These are concentrated mainly in a small number of local authorities.

In local authorities that are widely selective¹ (more than 25% of pupils attend selective schools) other schools may designate themselves as either secondary modern or comprehensive but are likely to admit a smaller proportion of high ability pupils than schools elsewhere in the country. These schools are shown separately from other mainstream non-selective schools in the tables below.

There may be other differences between local authorities in the two groups which affect destinations of pupils.

Figure 8: Breakdown of education destinations after key stage 4 by selective school status England: 2014/15 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

Selective schools had the highest percentage of pupils going into sustained education, employment or training destinations after key stage 5 at 99% compared with 93% to 94% in other state-funded mainstream

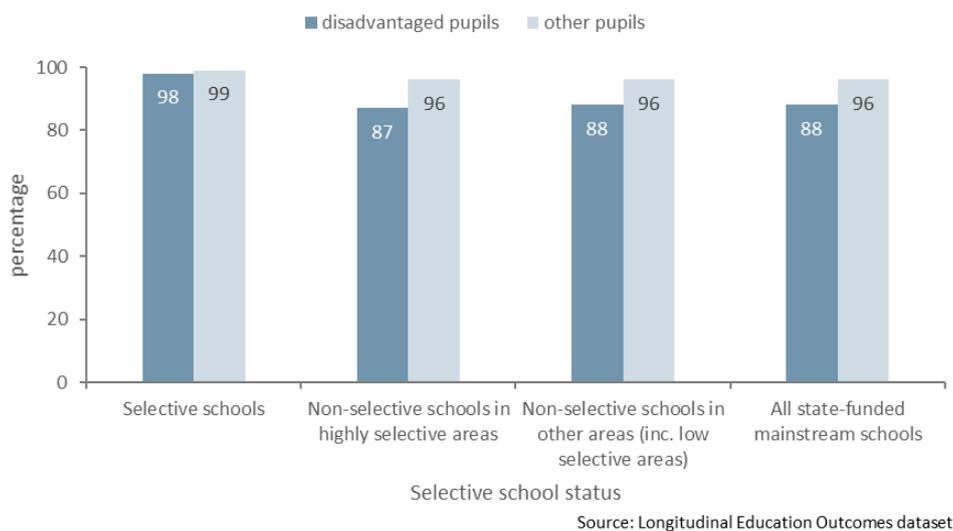
¹ The 12 local authorities with high levels of selection are: Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Poole, Slough, Southend-on-Sea, Sutton, Torbay, Trafford and Wirral where between 27.3% and 45.5% of secondary pupils are in selective schools.

schools. This was driven by a much higher percentage of pupils from selective schools continuing in education (99%) compared to non-selective schools (90%).

Selective schools also had the highest percentage of pupils going into a school sixth form (89%) which is double the rate for all other school types. Non-selective schools in highly selective areas also had a higher percentage (46%) going into a school sixth form compared to 37% for all other areas. Correspondingly, a lower percentage of pupils in highly selective areas went to a sixth-form college; this was the destination for just 4% of pupils in non-selective schools in these areas compared to 14% for all other areas, and similar to the 3% of selective school pupils going on to sixth-form colleges. This may reflect the post-16 provision available in different local authorities.

Further education colleges were a major destination for pupils from non-selective schools with four in ten pupils attending, compared with only 6% of pupils from selective schools.

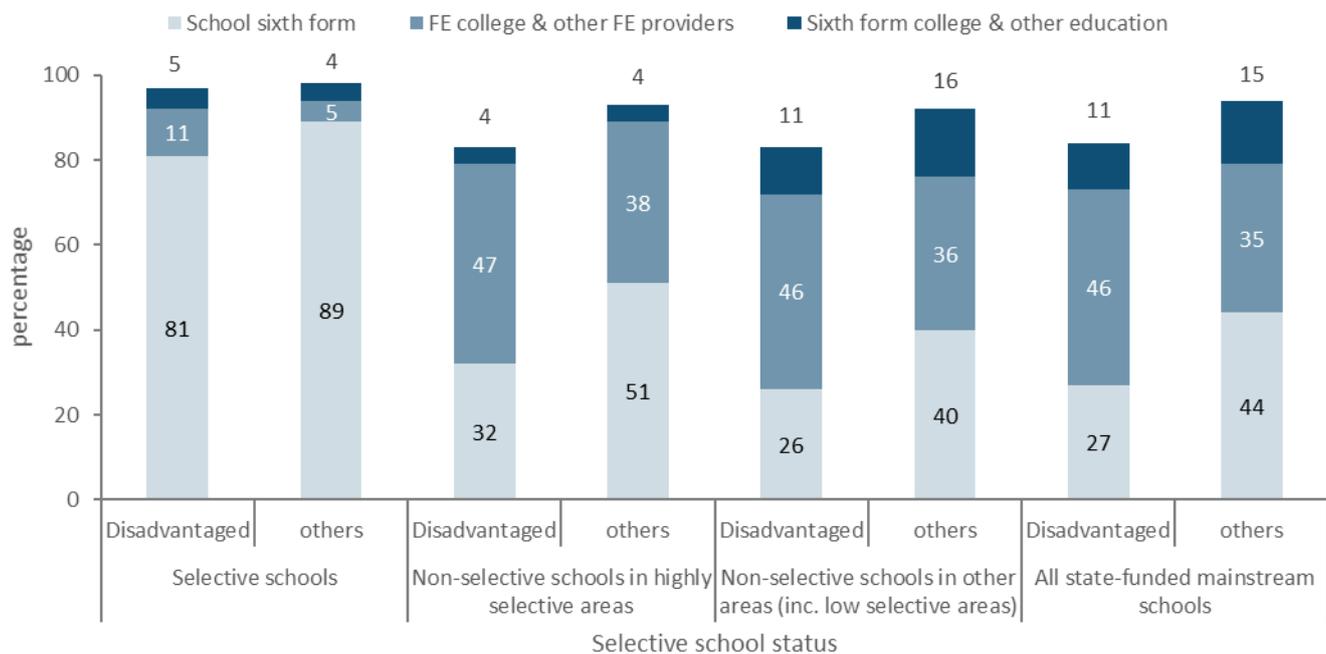
Figure 9: Breakdown of sustained destinations after key stage 4 by disadvantage and selective school status
 England: 2014/15 (state-funded mainstream schools)



The percentage of disadvantaged pupils going on to sustained education, employment or training destinations was also highest in selective school sixth forms, at 98%. As almost all pupils in selective schools continue in education, selective schools also had the smallest gap in overall outcomes between their disadvantaged and other pupils, with just a one percentage point difference in sustained destinations. This may be due to pupils in selective schools having higher attainment and more similar outcomes at key stage 4 to each other than for pupils in other schools.

Sustained education or employment destinations for disadvantaged and other pupils in non-selective schools were broadly similar in highly selective and other areas. Disadvantaged pupils were 1 percentage point less likely to have sustained education or employment in highly selective areas, possibly because more high ability pupils in these areas are attending selective schools.

Figure 10: Breakdown of sustained education destinations after key stage 4 by disadvantage and selective school status England: 2014/15 (state-funded mainstream schools)



Across all school types, disadvantaged pupils are less likely to attend school sixth forms and more likely to attend further education colleges than other pupils. The differences in education destinations between disadvantaged pupils and others are smallest in selective schools where the vast majority of pupils attend school sixth forms.

Further education colleges are the most common destination for disadvantaged pupils in non-selective schools, with similar percentages for highly selective areas (47%) and all other areas (46%) whereas school sixth forms are the most frequent destination for other pupils.

Disadvantaged pupils in selective schools (81%) are more than twice as likely to go into a school sixth form compared to their counterparts in non-selective schools in selective areas (32%) and 3 times as likely as pupils in non-selective schools in other areas (26%). One reason for this may be differences in post-16 provision between the different geographic areas involved, and the greater likelihood of selective schools to contain sixth-form provision, however, this difference is more pronounced for disadvantaged pupils than for others.

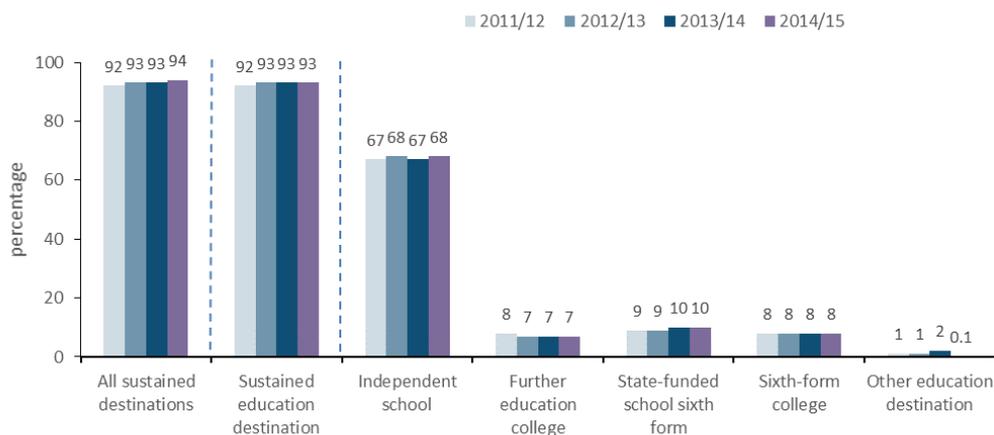
Destinations for independent schools

Destinations from independent schools were not included in the October 2016 provisional publication but are included in this revised version.

Because the Department does not collect pupil level information from independent schools, it is not always possible to identify all pupils who completed key stage 4. Only independent schools where we can identify all pupils at the end of key stage 4 are included in destination measures so these statistics do not represent the full sector. For 2014/15 destinations, data is published on 78% of independent schools. These may differ from those included in previous years which could affect comparisons over time.

Between 2011/12 and 2013/14 there were very low numbers identified in employment and training so the overall figure reported for destinations into education, employment or training was the same as that for education destinations. The inclusion of HMRC data has led to the inclusion of employment destinations (1%) that would not have been identified in previous years and means overall education, employment and training destinations are 1 percentage point higher than education destinations. This is likely to have driven the small increase in overall sustained destinations.

Figure 11: Sustained destinations after key stage 4
England, 2011/12 - 2014/15 (independent schools)



Source: Longitudinal Education Outcomes dataset

What did independent school pupils go on to do?

94% of independent school pupils went into a sustained destination.

Of those independent schools included in our measure, 94% of pupils were recorded in an education, training or employment destination in 2014/15 which is 1 percentage point higher than in 2013/14 due to the additional employment destinations captured. Education destinations remained the same as 2012/13 and 2013/14 at 93%

Most continued in the independent sector.

68% of pupils attending an independent school continued on to an independent school after key stage 4 which is 1 percentage point up from 2013/14 but the same as 2012/13.

A quarter moved into state-funded provision after key stage 4.

25% did not remain in the independent sector and moved into state-funded provision, the most common being school sixthforms (10%), sixth-form colleges (8%) and further education colleges (7%).

Not all destinations were sustained or captured.

1% of pupils from independent schools were recorded as not remaining in education or employment/training for the required two terms of sustained participation and the destinations of 5% were not captured in the data. This is down from 6% in 2013/14 due to the 1 percentage point increase in employment destinations identified.

Females were less likely to stay in the independent sector.

Females (66%) were less likely to continue in the independent sector than males (70%).

Coverage in independent schools

Independent schools have 5% of pupils with no activity captured in our administrative data sources compared to less than 1% for the state-funded sector. This lower coverage could be due to three main reasons:

1. A lower rate of success in matching independent school pupils to other administrative data sources. Pupil address information is not collected by the Department for Education from independent schools. This missing data means a successful match is less likely to be made, as could other inconsistencies in how information, such as names, are recorded.
2. A higher likelihood of independent school pupils progressing to destinations which cannot currently be captured by our data sources. For example, pupils who move overseas or undertake activities other than paid employment or study in the UK are currently recorded as not captured.
3. Local authorities were not required to monitor pupils from independent schools through NCCIS so almost no information on onward employment or training for these pupils has been identified through this data source.

Destinations for special schools, pupil referral units and other alternative provision after KS4

A number of pupils go to schools specifically for pupils with special education needs – ‘special schools’. These pupils may either go to state-funded special schools, or non-maintained special schools where state-funding follows the learner. The different types of special school are not shown separately.

Some pupils are also educated in pupil referral units and other alternative provision. These include pupils who have been excluded or who cannot attend mainstream school for other reasons.

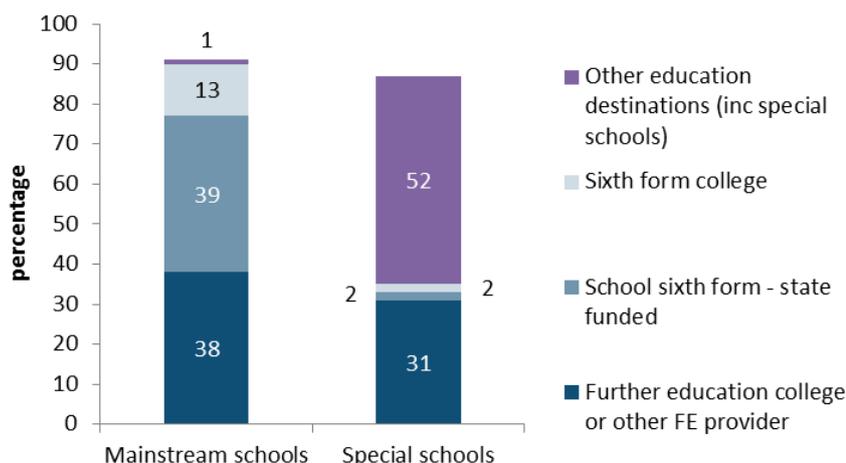
Special schools

2% of pupils completed key stage 4 in special schools. Special school pupils in an overall education, training or employment destination after key stage 4 in 2014/15 have increased by 2 percentage points since 2013/14 (up from 87% to 89%). This overall figure compares to 94% for pupils in state-funded mainstream schools.

Just over half of pupils from special schools (51%) stayed in the special school sector after completing key stage 4. This is an increase of 2 percentage points from 2013/14 and has contributed to the overall increase in sustained destinations.

31% of special school pupils were recorded in a further education college compared to 38% for mainstream pupils. 4% of special school pupils went into a mainstream school sixth form or sixth-form college compared to over half (52%) for mainstream pupils.

Figure 12: Percentage of pupils in sustained education destinations after key stage 4
England: 2014/15 (state-funded special schools)



Source: Longitudinal Education Outcomes dataset

Other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

2% of pupils from special schools went on to sustained employment or training after key stage 4, slightly less than from mainstream schools (3%).

A higher proportion of pupils from special schools had a destination that was not sustained (10% compared to 5% in mainstream schools). Within this category they were much more likely to be recorded as NEET by their local authority or to be claiming out-of-work benefits than mainstream pupils.

Pupil referral units and other alternative provision

Around 2% of pupils who completed key stage 4 were mainly attending a pupil referral unit or other form of alternative provision. Only around half of pupils (57%, revised up from 56%) from alternative provision went to a sustained education, training or employment destination after key stage 4, compared with 94% from state-funded mainstream schools.

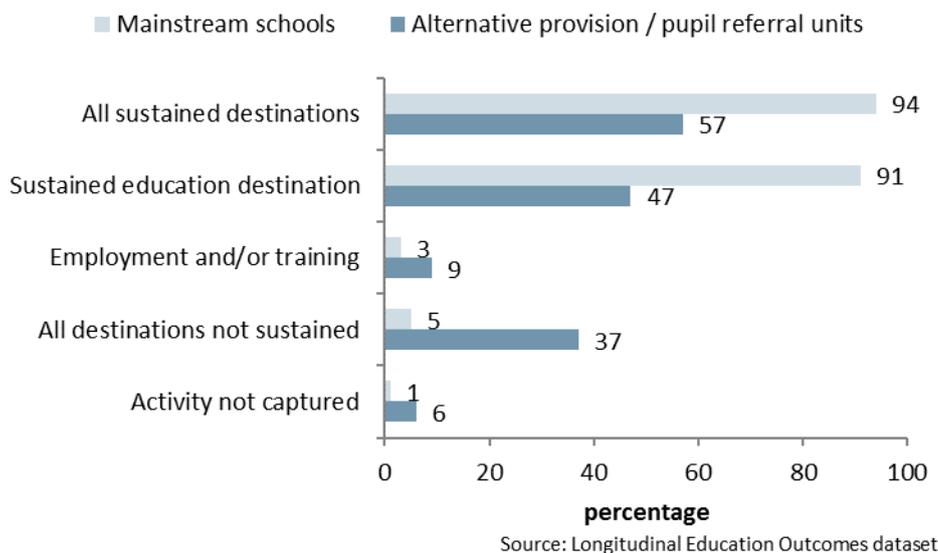
Sustained education destinations for these pupils remained static from 2013/14 at 47%. The most common route, taken by 36%, was to study in a further education college or other FE provider.

Pupils from alternative provision were 3 times as likely to be recorded in an employment destination (9%) compared to their mainstream peers (3%).

The addition of the new employment data has enabled more pupils from alternative provision (including pupil referral units) to be captured in the data and this has led to more pupils being identified in destinations that have not been sustained. For 2014/15 37% pupils from alternative provision went into a destination that was not sustained for 6 months. This compares to 5% for state-funded mainstream schools. Although, as for other school types, the majority of this group did have some education, training or employment participation after key stage 4 a higher proportion, one in ten pupils leaving alternative provision, were known to be NEET or to claim out-of-work benefits during the period, and had no participation recorded.

6% of pupils from alternative provision had no activity captured in any destination data compared to 1% for pupils from state-funded mainstream schools. This is not due to a low rate of matching to our data sources; only 1% of pupils leaving alternative provision were not identified in any destination dataset. Most of these pupils, although they were identified in LEO data, were not employed and did not claim out-of-work benefits at any point in the period.

Figure 13: Percentage of pupils in sustained education, employment or training destinations after key stage 4
England: 2014/15 (Pupil referral units and other alternative provision)



6. Spread of outcomes for KS4 institutions

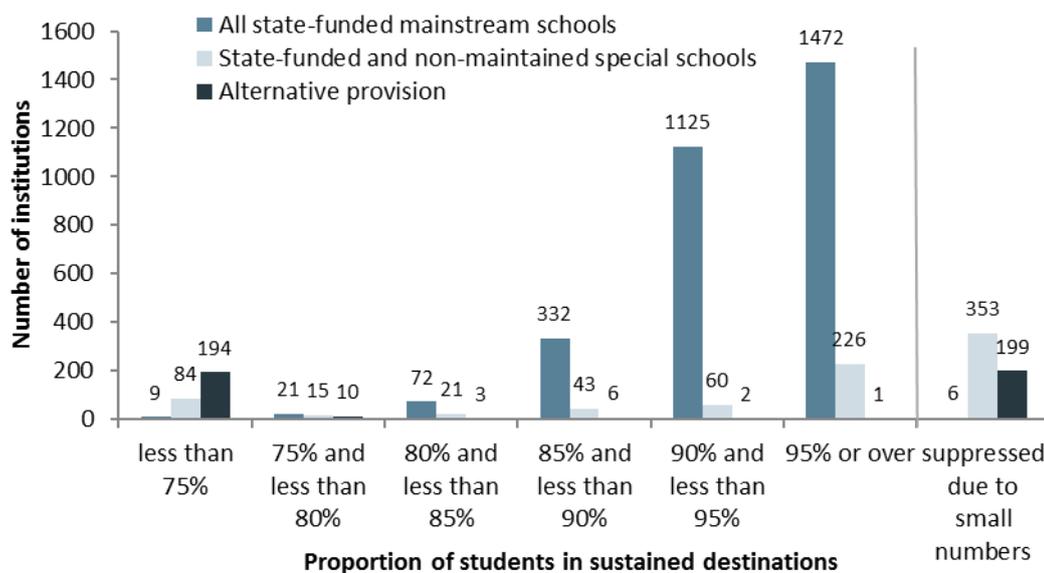
Nationally 94% of pupils from state-funded mainstream schools go on to sustained education, training or employment destinations after key stage 4. In just under half of institutions, 95% or more of their pupils go on to a sustained destination, while in most of the rest at least 90% do. However, there are a small number of schools with lower proportions in education, training or employment. In just over 100 mainstream institutions (3% of such schools) the proportion in sustained destinations is less than 85%.

The proportions vary much more for special schools, with a half of those schools with published results having 95% or more of their pupils in sustained destinations, but one in five special schools having sustained destinations recorded for less than three quarters of their pupils. This is likely to reflect the wide variety of educational need catered for in the sector, with some schools specialising in support for more severe learning disabilities.

The majority of pupil referral units and other alternative provision providers, with published results, had sustained destinations recorded for less than three quarters of their pupils, in line with the national average of 57% for this sector.

Figure 14: Number of schools with pupils going on to sustained education, employment or training destinations after key stage 4

England: 2014/15



Source: Longitudinal Education Outcomes dataset

Table 1: Number of schools with pupils going on to sustained education, employment or training destinations after key stage 4 England: 2014/15

	Number of schools where proportion of pupils with a sustained education, training or employment destination is:						Suppressed ¹	Total
	less than 75%	75% and less than 80%	80% and less than 85%	85% and less than 90%	90% and less than 95%	95% or over		
All state-funded mainstream schools	9	21	72	332	1,125	1,472	6	3,037
State-funded and non-maintained special schools	84	15	21	43	60	226	353	802
Alternative provision	194	10	3	6	2	1	199	415

1. Outcomes are suppressed for schools with fewer than 11 pupils in the cohort at the end of key stage 4 and an additional 21 institutions with a low rate of matching to our data sources

Source: Longitudinal Education Outcomes dataset

Coverage at key stage 4

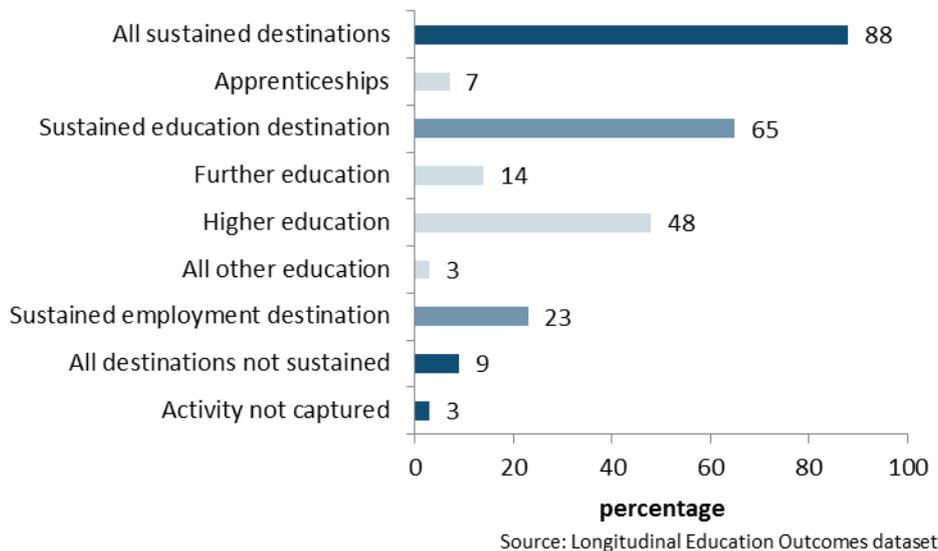
Data on activity is captured for almost all pupils in the vast majority of schools at key stage 4. However, there may be unusual circumstances where a school has a larger proportion of pupils with no activity captured. This may be because pupils continue to education destinations not captured in our data such as sixth forms in Wales, Scotland or the independent sector.

We have suppressed results for a total of 21 institutions (none of them mainstream) at key stage 4 where fewer than 95% of students were matched to any of our data sources and therefore the outcomes may give an inaccurate reflection of the school's performance.

7. Education and employment destinations after KS5

88% of young people were recorded in a sustained education, employment or training destination, the year after taking A level or other level 3 qualifications (key stage 5) at a state-funded mainstream school or college. Of these young people, almost two thirds (65%) were recorded in a sustained education destination, and almost half were in higher education.

Figure 15: Percentage of students in sustained education or employment destinations after key stage 5
England: 2014/15 (state-funded mainstream schools and colleges)



All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

What did state-funded school and college students* go on to do?

The most common destination was higher education institutions, which remains unchanged.	48% of students from state-funded mainstream schools/colleges went to a higher education institution in 2014/15. This is the same as in 2012/13 and 2013/14.
Destinations to top third universities have increased slightly.	17% of students went to a 'top third' higher education institution ² in 2014/15, the same as 2013/14 but up from 14% in 2010/11.
Russell group destinations remain the same.	Destinations to Russell group ² higher education institutions have remained the same as 2013/14 at 11% and destinations to Oxford or Cambridge have also remained constant at 1%.
The proportion going to further education colleges remains higher than in 2010/11.	14% of students went to a further education college or other further education provider, the same as in 2013/14, with a further 3% studying in other education destinations including school sixth form and sixth-form college.
Apprenticeships were taken by 7%.	7% were studying for an apprenticeship. Students reported as being in an apprenticeship will also appear in another reporting line.
Almost a quarter went into employment.	23% were recorded in a sustained destination that included employment.

² See blue box on page 22 for details of which higher education institutions are in the top third and Russell Group.

Around 1 in 10 did not meet the sustained participation criteria.	9% did not remain in education or employment/training for the required two terms, October to March.
Only a small number could not be captured in the destinations data.	3% of young people from state-funded mainstream schools/ colleges were not captured in the destination data. This means that destination measures are able to capture activity of 97% of the cohort.

*mainstream only

Change in data sources

Addition of Longitudinal Education Outcomes (LEO) data

Key stage 5 destination measures for the years 2010/11 to 2013/14 were updated to include new employment and benefits data from Her Majesty's Revenue and Customs (HMRC) and Department for Work and Pensions (DWP) from the LEO dataset. These revised estimates were published in a series of [statistical working papers](#) in August 2016. Time series data for these years, referenced in this publication, are taken from those statistical working papers.

Inclusion of this new data source improved the coverage of the destination measures substantially over these four years from what had previously been published in experimental destination measures. For 2013/14 this increased the students with activity captured from 85% to 98% of students in state-funded mainstream schools and colleges.

Removal of National Client Caseload Information System (NCCIS) data at key stage 5

The 2014/15 destination measures at key stage 5 no longer include data collected by local authorities from the NCCIS dataset. This data source had been used prior to the introduction of LEO data but was not able to provide very complete coverage of employment in this age group. It is no longer required to be collected by local authorities from September 2016 for young people aged 18 or over.

Removal of the NCCIS data this year means there is a small break in the time series data and direct comparison between 2014/15 and previous years should be treated with caution, however the impact on coverage of employment is expected to be small as almost all destinations in the source are also available through LEO.

98% of students have activity captured in the destinations data in the three years from 2011/12 to 2013/14, and 97% have activity captured in 2014/15.

Education destinations are not affected

Neither the addition of LEO data since the experimental releases nor the removal of NCCIS data in 2014/15 affect any education breakdowns so direct comparisons can be drawn with previous years.

Previously published experimental statistics on key stage 5 destinations showed substantial and variable proportions of students with destinations not captured (the proportions captured varying from 80% to 85%), making it difficult to robustly compare outcomes over time.

Including new employment and benefits data from LEO, 97% or 98% of students have activity captured over all five years allowing us to make robust comparisons over time. However, a small impact of not including NCCIS data from local authorities in 2014/15 is expected to have led to a slight drop in coverage.

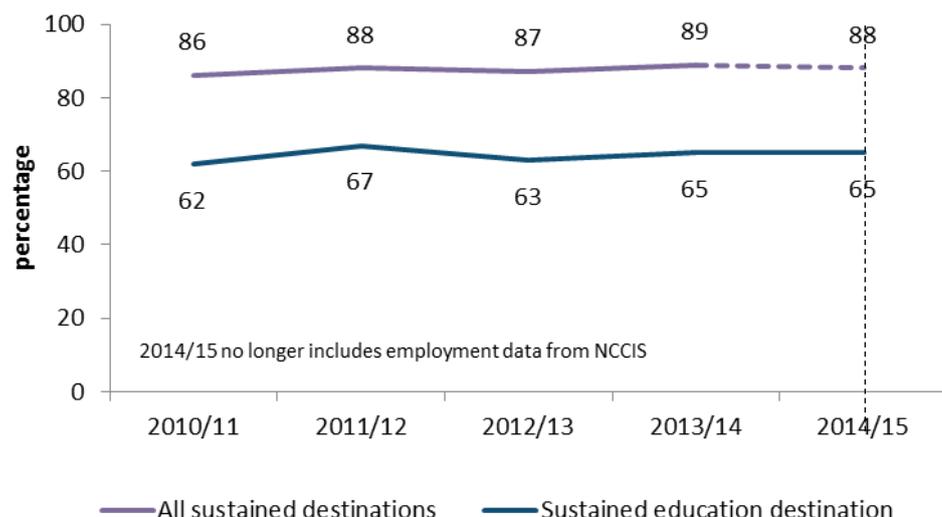
Change over time

The proportion of students in education destinations increased by 3 percentage points between 2010/11 and 2013/14 before remaining static this year. There was a peak in education destinations in 2011/12 due to changes to tuition fees, which saw more students entering higher education directly after completing key stage 5.

23% of young people were recorded in sustained employment in 2014/15, broadly similar to the 24% recorded in 2013/14. There was a dip in employment in 2011/12 to 21% echoing the peak in higher education. This suggests that a small proportion of students recorded in employment the year after completing key stage 5 are employed during a gap year, and would be likely to attend higher education at a later point.

Taking these together, the proportion of students in sustained destinations was broadly static between 2013/14 and 2014/15, following an increase of 3 percentage points between 2010/11 and 2013/14.

Figure 16: Percentage of students in sustained destinations, and education destinations after key stage 5
England: 2010/11 - 2014/15 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

Table 2: Education and employment destinations after key stage 5
England: 2010/11 – 2014/15 (state-funded mainstream schools and colleges)

Destinations	Destination year				
	2010/11	2011/12	2012/13	2013/14	2014/15
Number of students	341,200	335,490	345,790	358,970	362,930
Overall sustained education or employment destination	86%	88%	87%	89%	88%
<i>Apprenticeships</i> ¹	5%	6%	6%	5%	7%
Sustained education destination ²	62%	67%	63%	65%	65%
UK higher education institution	48%	53%	48%	48%	48%
<i>Top third</i> ³	14%	16%	16%	17%	17%
<i>Russell Group (including Oxbridge)</i>	8%	10%	11%	11%	11%
<i>Oxford and Cambridge</i>	1%	1%	1%	1%	1%
<i>Further education college</i>	11%	11%	13%	14%	14%
<i>Other education destinations</i> ⁴	3%	3%	3%	3%	3%
Sustained employment destinations ⁵	24%	21%	24%	24%	23%
Destinations not sustained ⁶	10%	10%	10%	9%	9%
Activity not captured	3%	2%	2%	2%	3%

Source: Longitudinal Education Outcomes dataset

Footnotes

1. Apprenticeships are recorded where a student has sustained education or employment and was also recorded as having an apprenticeship learning aim in the year. They are also recorded as either education or employment.
2. From 2011/12 onwards, education destinations also include independent schools, special schools and post 16 specialist institutions; these comprise less than 0.5% of destinations.
3. See Annex 1 in the [technical note](#) for institutions included in the top third.
4. For 2010/11, other education destinations include other further education providers, school sixthforms, sixth-form colleges and education combinations. From 2011/12 onwards, other education destinations additionally include independent schools, special schools and post 16 specialist institutions.
5. Employment destinations include LEO in all years. Employment does not include NCCIS data in 2014/15.
6. Not sustained includes students with some participation which did not last two terms, or who were not sustained and claimed out-of-work benefits.

Just under half of young people who complete key stage 5 go on to sustained higher education the following year. This has remained static each year, apart from a peak in 2011/12 due to changes to tuition fees.

Higher education destinations

Top third

The top third group of higher education institutions are grouped by mean UCAS tariff score from the top three A level grades of entrants. The exact institutions included can change annually, although many will remain within the group. This revised publication uses the top third group of higher education institutions identified as at 2013/14, see our [technical note](#) for the list of institutions included.

Russell Group

The Russell Group of universities are a research-intensive group of higher education institutions with generally high UCAS tariff scores required for entry. The group expanded from 20 to 24 in 2012.

Due to these changes in definition, caution must be exercised when comparing across years.

For further detail on exactly which institutions are included in each of these groups, see our [technical note](#).

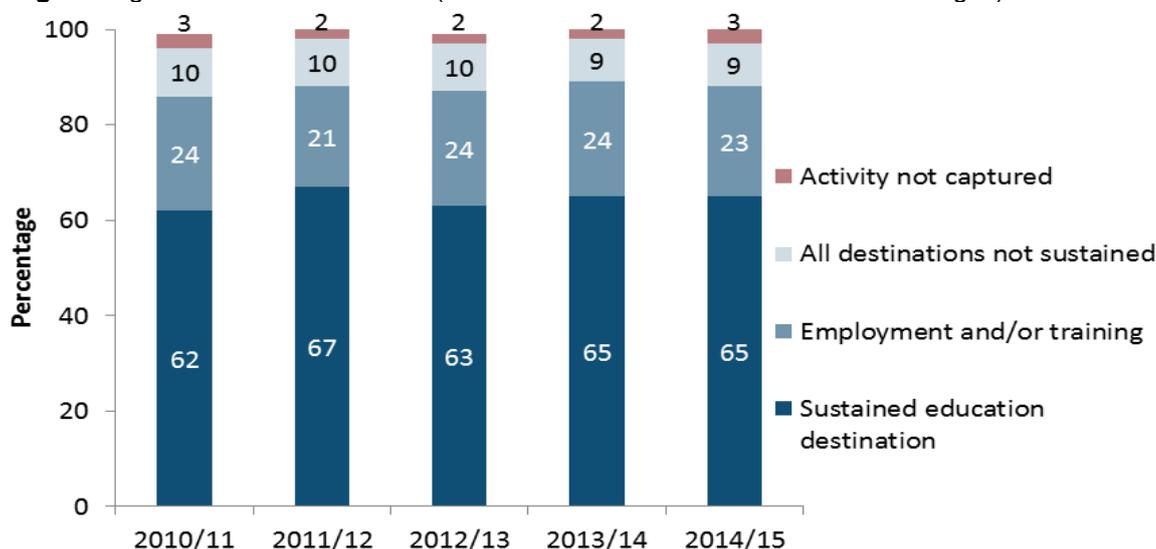
However, over time, more of the young people going to higher education are attending the top third of institutions, based on UCAS tariff of entrants. This may point to these institutions now offering more places, or to movement of larger institutions into this group.

11% of key stage 5 students have gone on to study at Russell Group universities each year since 2012/13. The current make-up of the group was established in 2012. The proportion attending Oxbridge after key stage 5 has remained constant at 1% of the cohort.

Since 2010/11 there has been a steady increase in the proportion of students continuing to study at further education institutions following key stage 5, increasing from 11% of students in 2010/11 to 14% in 2014/15. This has been the main reason for increased education destinations.

The proportion of students in destinations which were not sustained decreased slightly over the period, from 10% from 2010/11 to 2012/13 to 9% in each of the last two years.

Figure 17: Percentage of students in sustained education, employment or training destinations after key stage 5 England: 2010/11 - 2014/15 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

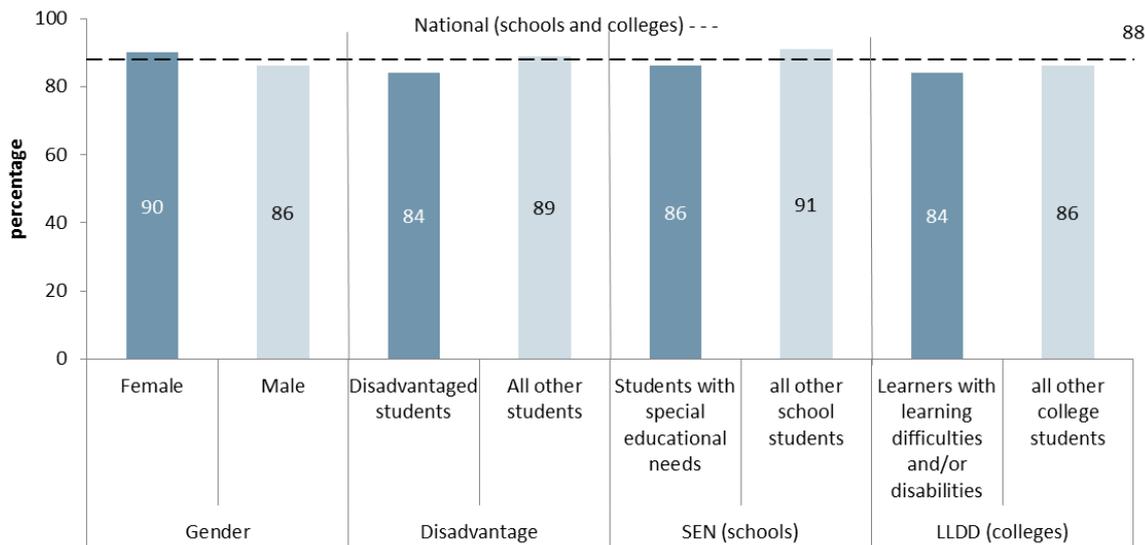
8. Student destinations after KS5 by student characteristics

The proportion of students in state-funded mainstream schools and colleges progressing to sustained destinations varies by student characteristics such as gender, ethnicity, free school meal eligibility, disadvantage and special educational needs or learning disability status.

In all groups shown, the proportion in sustained destinations is 84% or higher compared with a national average of 88%.

Figure 18: Percentage of students in sustained education or employment destinations after key stage 5 by student characteristics

England: 2014/15 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

Gender

90% of female students were recorded in sustained education, employment or training destinations in 2014/15. This compares to 86% of male students.

For education destinations, a higher education destination was the most common choice for both female (49%) and male (47%) students with female students slightly more likely to be in sustained higher education. These percentages have remained the same as 2013/14.

The second most common choice was a further education college or other further education provider at 14% for females, down 1 percentage point from 2013/14 and 15% for males, up 1 percentage point from 2013/14.

Female students were also more likely to be in sustained employment after key stage 5 than male students, with 24% of female and 21% of male students recorded as employed.

Disadvantage and free school meals

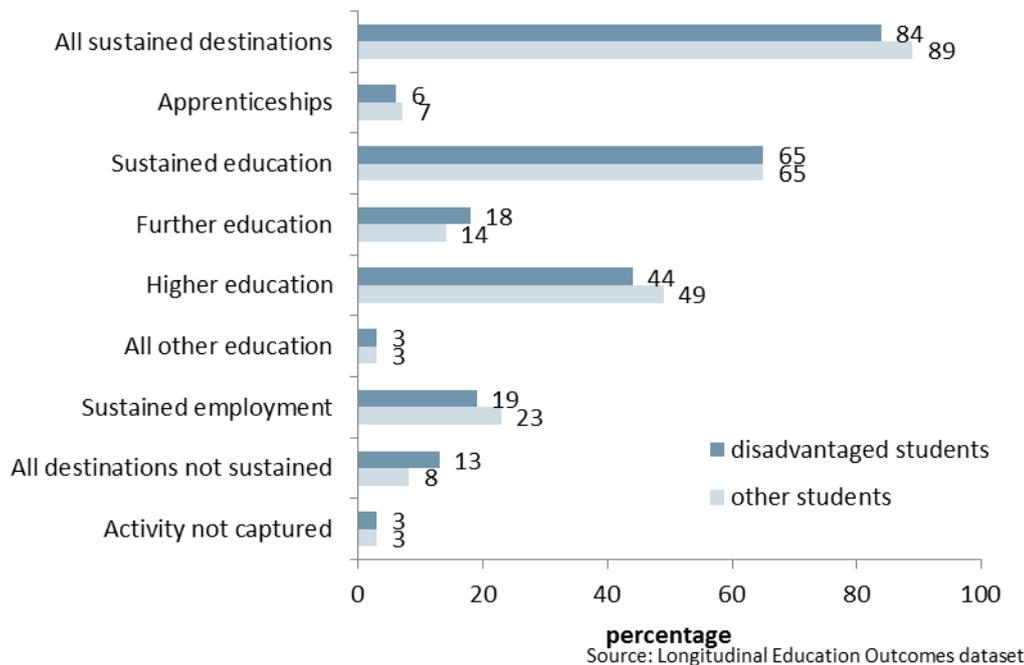
Disadvantage and free school meal status

Both disadvantage and free school meal eligibility are based on information recorded when students were in year 11. Disadvantage status for key stage 5 students is shown for the first time this year. This is because pupil premium funding was introduced in April 2011 and this is the first year all students completing key stage 5 can be identified as having been disadvantaged.

Students are considered disadvantaged if they have been eligible for free school meals at any point in the last six years, have been looked after by the local authority, or have been adopted from care. Students eligible for free school meals are a subset of the wider disadvantaged group.

A lower proportion of students who were identified as disadvantaged in school and completed key stage 5 (84%) progressed to a sustained education or employment destination compared to all other students (89%).

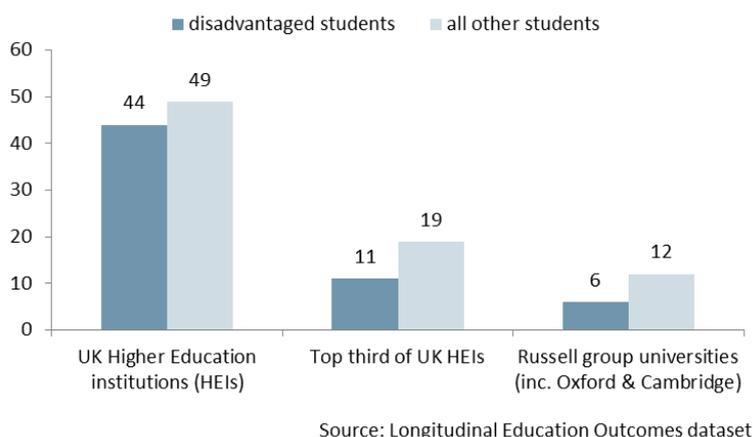
Figure 19: Percentage of disadvantaged and other students in education or employment destinations after key stage 5 England: 2014/15 (state-funded mainstream schools and colleges)



Disadvantaged students were equally likely to continue in education after key stage 5 as other students at 65%. A higher education destination was the most common choice for disadvantaged students (44%) but they were less likely to progress to sustained higher education than other students completing key stage 5 study (49%). This disparity was greater for more elite higher education institutions.

Around 90 disadvantaged students had a sustained destination at Oxford or Cambridge universities in 2014/15.

Figure 20: Percentage of disadvantaged and other students in higher education destinations after key stage 5 England: 2014/15 (state-funded mainstream schools and colleges)



Disadvantaged students were less likely to be recorded in employment, with 19% of disadvantaged students going on to sustained employment in the year after finishing key stage 5, compared to 23% of others. Reflecting this, they were more likely than other students to have a destination which was not sustained over the period (13% compared with 8% of other students).

Students with special educational needs and learners with learning difficulties and/or disabilities

Of school students with special educational needs completing key stage 5, a lower proportion (86%) were recorded in sustained education, employment or training destinations in 2014/15 than for all other school students, at 91%.

College students with learning difficulties and disabilities completing key stage 5 were also less likely to be recorded in sustained education, employment or training destinations in 2014/15 than other college students, at 84% compared with 86%.

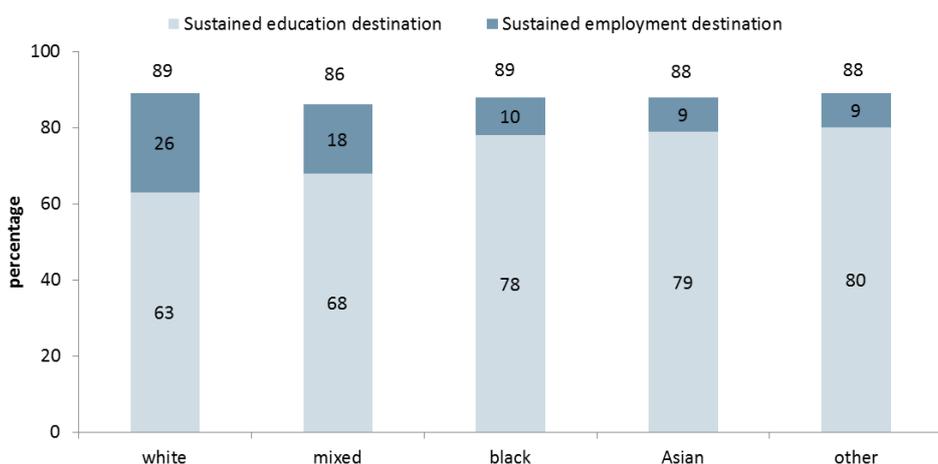
Ethnicity

There was relatively little variation by ethnicity in the proportion of students with a sustained destination, however, there is much more variation in the types of activity engaged in after key stage 5 study.

88% or 89% of students from most major ethnic groups have a sustained destination, with students from mixed ethnic backgrounds a little less likely at 86%.

One in four white students is recorded in employment compared with just one in ten black, Asian or other ethnicity students. By contrast, white and mixed ethnicity students were much less likely to continue education after key stage 5 study. Four out of five students from black, Asian and other ethnic backgrounds were in sustained education compared with just over three out five white students.

Figure 21: Percentage of students in sustained education or employment destinations after key stage 5 by ethnicity England: 2014/15 (state-funded mainstream schools and colleges)



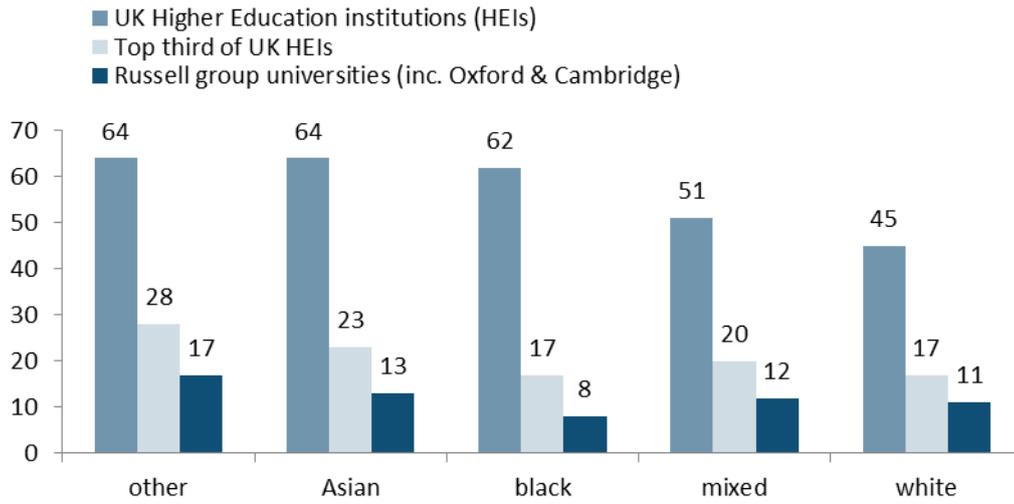
Source: Longitudinal Education Outcomes dataset

As well as having the highest proportion of students entering higher education, students from other ethnic backgrounds had the highest percentage going to a top third or Russell Group institution (28% and 17% respectively), closely followed by Asian students.

Although black students completing key stage 5 were almost as likely as Asian and other students to enter higher education, a much smaller proportion attended the most selective institutions. Black students were the least likely to continue to Russell Group universities.

The ethnic groups with the lowest percentages going to higher education were students from white (45%) and mixed ethnic backgrounds (51%).

Figure 22: Percentage of students in higher education after key stage 5 by ethnicity
England: 2014/15 (state-funded mainstream schools and colleges)

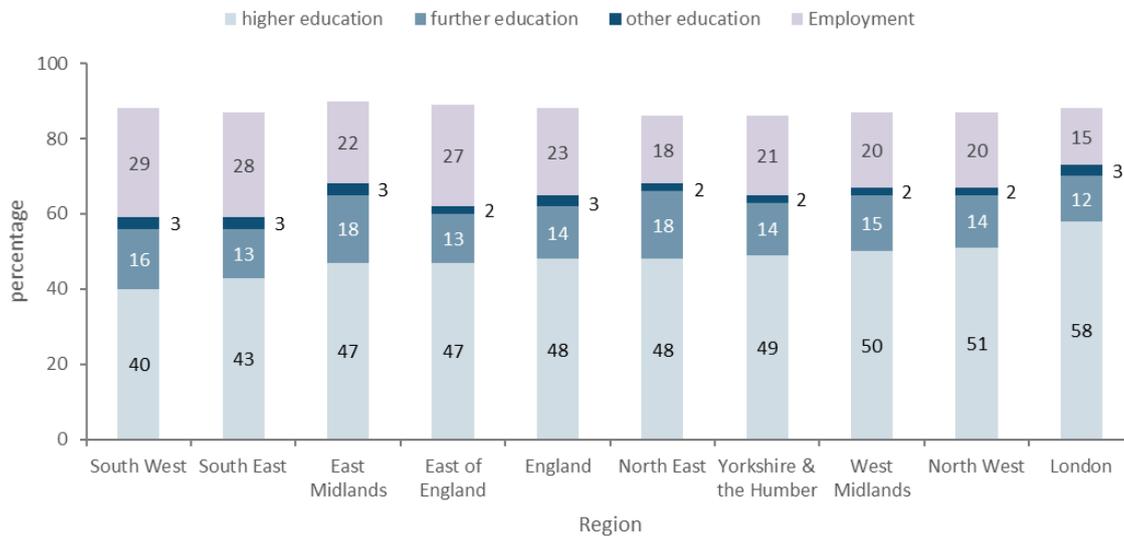


Source: Longitudinal Education Outcomes dataset

9. Destinations after key stage 5 by region

Regional differences in the percentage of students from state-funded mainstream schools and colleges in sustained education or employment after taking A levels or other level 3 qualifications are small, with between 87% and 90% of students in each major region having a sustained destination in 2014/15. Inner London had a slightly lower rate at 85%. East Midlands and the East of England had the highest proportion of students in sustained education or employment after taking A levels or other level 3 qualifications.

Figure 23: Sustained education and employment destinations after key stage 5 by region



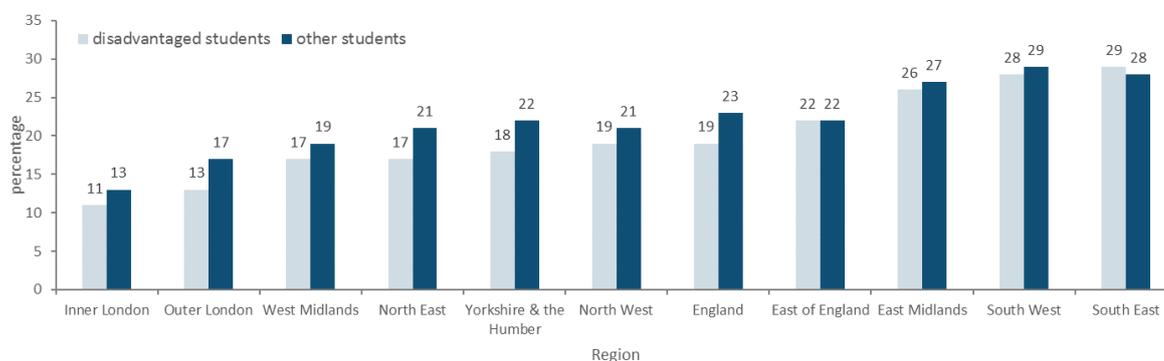
Source: Longitudinal Education Outcomes dataset

In all regions, higher education was the destination for the largest group of students after completing key stage 5 study, followed by employment, then further education. The proportions undertaking each activity did vary by region.

Nationally, just under half (48%) of students progress directly to higher education institutions for at least two terms. However, 58% of key stage 5 students in London go on to higher education compared to 40% in the South West and 43% in the South East.

London also has by far the smallest proportion of key stage 5 students continuing to sustained employment at 15%, compared to 23% nationally. Students are most likely to progress to employment in the South West (29%), South East (28%) and East of England (27%).

Figure 24: Sustained employment after key stage 5 by region and disadvantage



Source: Longitudinal Education Outcomes dataset

Disadvantaged students are less likely to be in sustained employment after key stage 5 study than other students. However, in areas where sustained employment for this group is above the national average, there is very little difference between disadvantaged students and others. In the South East a slightly higher percentage of disadvantaged students than others go into sustained employment.

Disadvantaged students are also less likely to go on to sustained higher education after key stage 5, especially to top third higher education institutions. Disadvantaged students in London are, however, more likely to be in higher education than the national average for other students, and almost as likely to be in top third institutions (17% compared with 18% of other students nationally). In Inner London 59% of disadvantaged students go on to higher education, above the level for other students in the region (55%).

10. Student destinations after KS5 by institution type

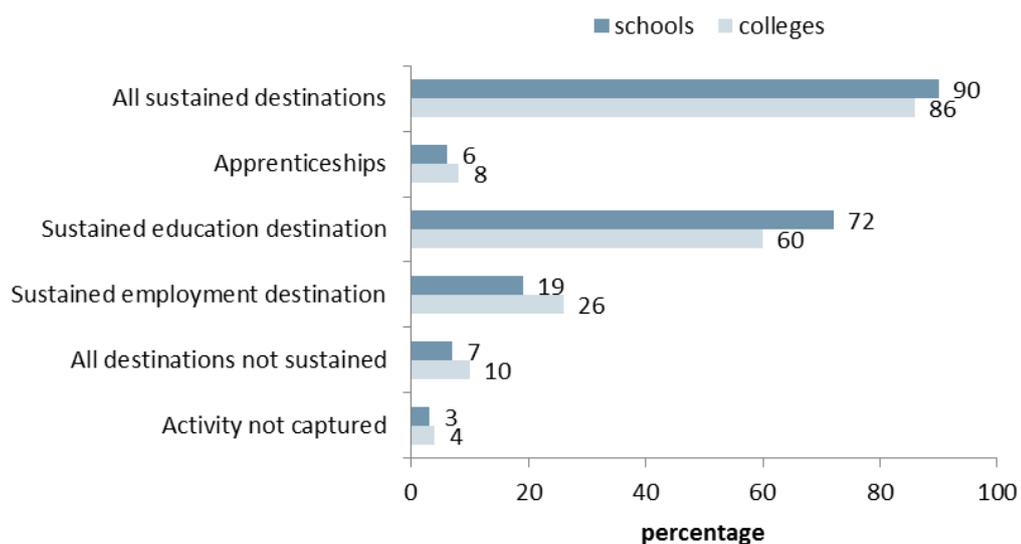
Destinations after key stage 5 for state-funded mainstream schools and colleges

Students completing key stage 5 study in school sixth forms were slightly more likely to have a sustained destination than those studying in sixth-form and other FE colleges, at 90% compared to 86%.

The activity of students from different provider types is likely to reflect differences in the kinds of level 3 courses studied, as well as differences in prior attainment of students attending different institutions.

Students in colleges were much more likely to enter employment, with over a quarter in sustained employment destinations, compared with one in five school students.

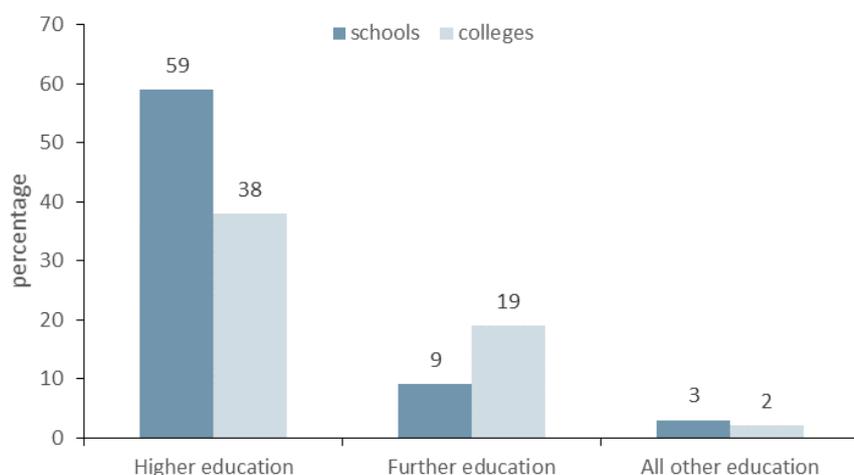
Figure 25: Percentage of students in sustained education or employment destinations after key stage 5 by institution type England: 2014/15 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

Students in schools were more likely to continue with education after key stage 5. This is driven by higher rates of higher education for school students, with six in ten (59%) going on to a sustained higher education destination compared with four in ten (38%) college students. In contrast, students in colleges were more likely than school students to study in FE colleges or other FE providers after key stage 5.

Figure 26: Breakdown of sustained education destinations after key stage 5 by institution type England: 2014/15 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

Destinations after key stage 5 for schools and colleges by selective institution status

There is variation in the destinations of students from different types of schools and colleges by admission policy and between sixth-form and other further education colleges. This is likely mainly to reflect differences in both prior attainment of students and the level 3 courses studied at different institution types, which has not been taken into account in these statistics.

For the purpose of this analysis, schools and colleges are grouped as follows.

1. Selective schools
2. Non-selective schools in highly selective local authority areas
3. Non-selective schools in other local authority areas including low selective areas
4. Sixth form colleges
5. Further education colleges

School and college types at key stage 5

Admission policies for mainstream school sixth forms are given for the secondary school phase.

There are currently 163 state funded selective schools which in general base admission on an entrance test at age 11. These are concentrated mainly in a small number of local authorities.

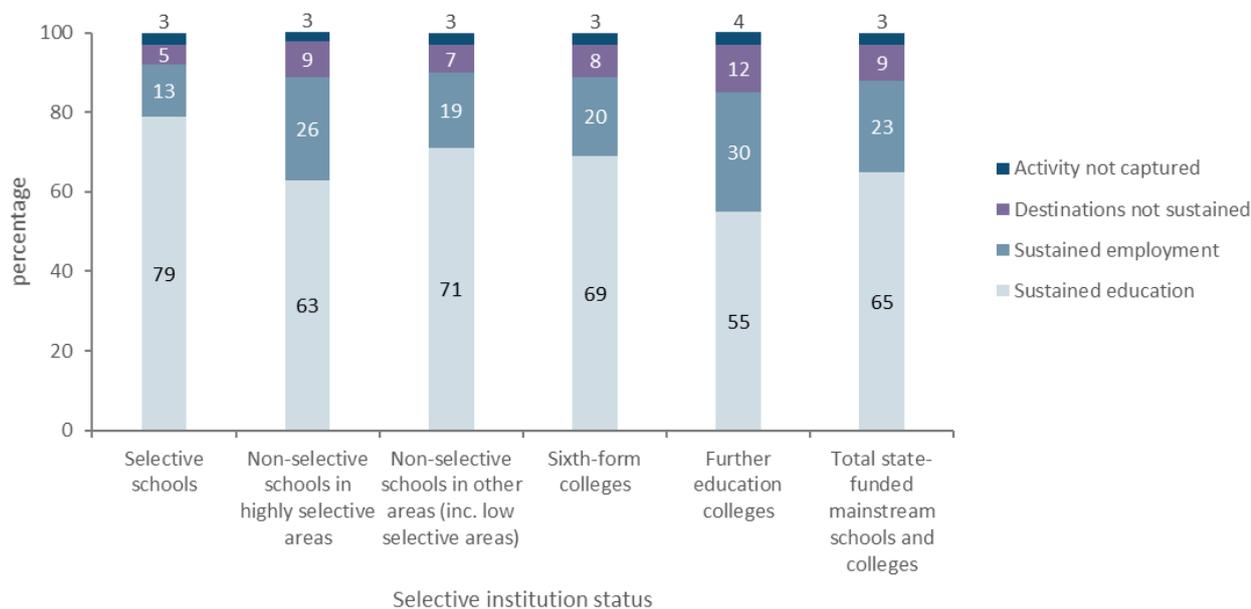
In local authorities that are highly selective³ (more than 25% of students attend selective schools) other schools may designate themselves as secondary modern or comprehensive but are likely to admit a smaller proportion of high ability students than schools elsewhere in the country. These schools are shown separately from other mainstream non-selective schools in the tables below.

Many school sixth forms and colleges may set conditions for entry to key stage 5, or for admission to particular courses, not only sixth forms of selective schools.

Sixth-form colleges tend to offer similar courses to school sixth forms. There is generally more variety in both courses offered and age range of students in other FE colleges, which often have lower entry requirements.

Figure 27: Breakdown of destinations after key stage 5 by selective institution status

England: 2014/15 (state-funded mainstream schools and colleges)



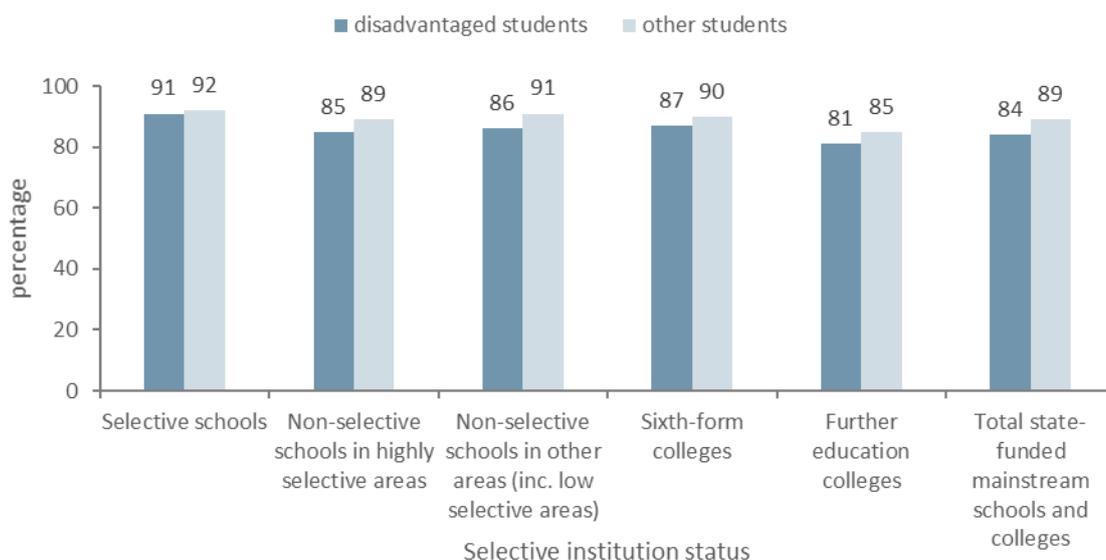
Source: Longitudinal Education Outcomes dataset

³ The 12 local authorities with high levels of selection are: Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Poole, Slough, Southend-on-Sea, Sutton, Torbay, Trafford and Wirral where between 27.3% and 45.5% of secondary pupils are in selective schools.

Selective school sixth forms had the highest percentage of students staying in sustained education or employment after key stage 5, at 92%, while the lowest percentage was in further education colleges at 84%. Provider types with fewer students going on to sustained education destinations generally had a far higher percentage of students in employment, up to 30% in FE colleges compared with just 13% in selective schools, but overall sustained destinations were closely related to the percentage recording an education destination.

Where a provider type had a lower percentage of sustained education destinations, a higher percentage of students had a destination that had not been sustained. Selective schools have the highest proportion of students staying in education (79%) and only one in twenty students failing to sustain a destination whereas further education colleges had both the lowest proportion in education (55%) and one in eight with a destination that was not sustained.

Figure 28: Sustained destinations after key stage 5 by selective institution status and disadvantage
 England: 2014/15 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

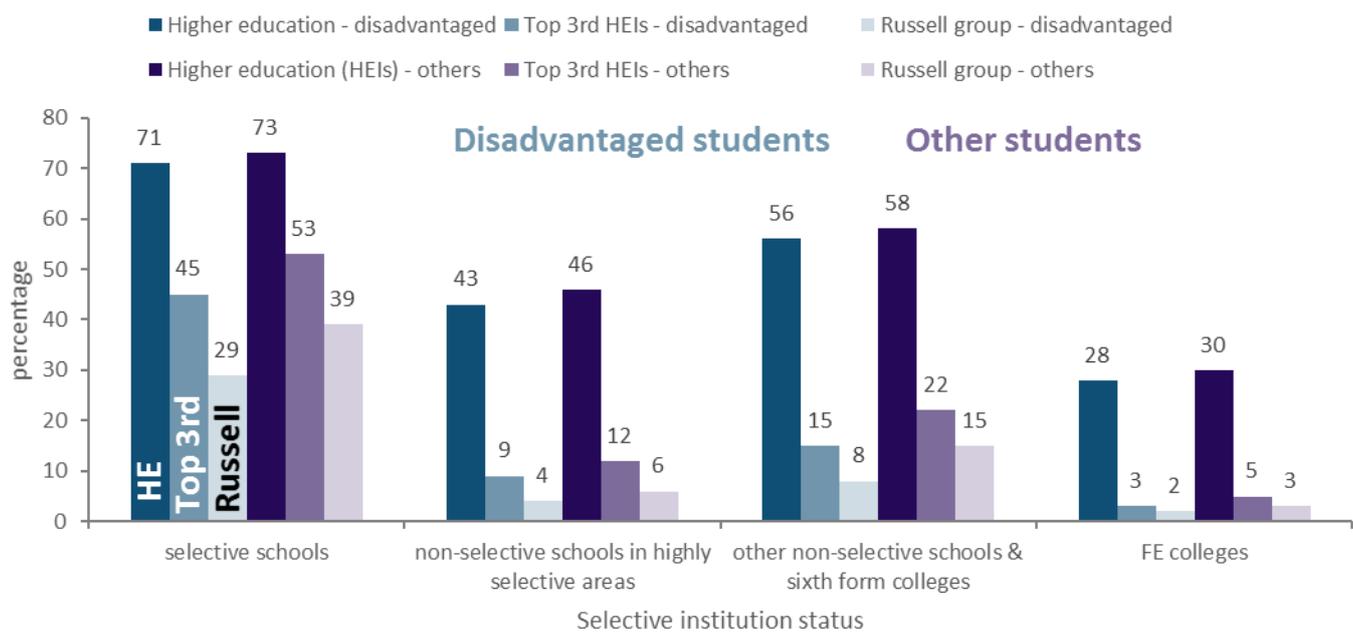
The percentage of disadvantaged students going on to sustained education or employment destinations was also highest in selective school sixth forms, at 91%, and selective schools had the smallest gap in overall outcomes between their disadvantaged and other students, with just a one percentage point difference in sustained destinations. This may be due to students in selective schools having higher and more similar prior attainment to each other than for students in other schools and colleges.

The smallest percentage of disadvantaged students (81%) went on to sustained education or employment from further education colleges, which was also the case for other students from further education colleges (85%). Disadvantaged students were less likely to progress to sustained education or employment than other students across all provider types.

Compared to non-selective schools elsewhere in the country, those in highly selective areas had 1 percentage point lower overall destinations for disadvantaged students (85% compared to 86%) and 2 percentage points lower for other students (89% compared to 91%). This may be due to lower numbers of students with high prior attainment attending such schools in highly selective areas.

Figure 29: Breakdown of higher education destinations after key stage 5 by admission policy and disadvantage

England: 2014/15 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

Students studying in selective school sixth forms were the most likely to participate in higher education, and to attend top third or Russell group institutions the year after completing key stage 5. 71% of disadvantaged students and 73% of others from selective schools went on to higher education, while almost half (45%) of disadvantaged students, and just over half (53%) of other students went to top third HEIs.

A smaller percentage of disadvantaged students from non-selective schools in highly selective areas went on to higher education (43%) compared to other non-selective schools and sixth-form colleges (56%). This was also reflected in the destinations to the top third and Russell group of HE institutions. It was a similar picture for other students in these institutions.

Although over half of students in non-selective schools and sixth-form colleges went on to higher education a smaller proportion of their higher education students were attending top third or Russell group institutions than from selective schools.

Students completing key stage 5 at further education colleges were least likely to progress to higher education (28% of disadvantaged students and 30% of others). Very few students from such institutions went on to top third or Russell group institutions in the year after key stage 5.

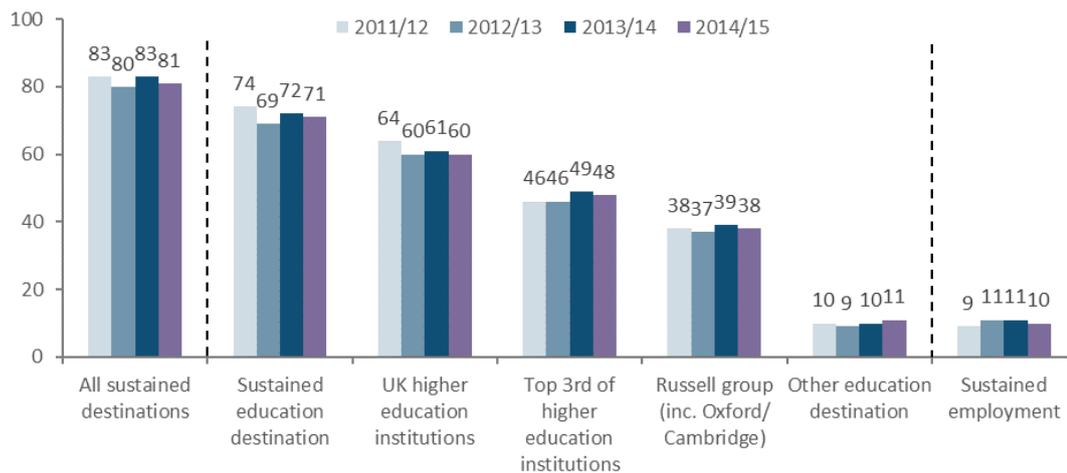
Across most provider types, disadvantaged students and others had very similar rates of progression to higher education overall (within 2 or 3 percentage points). There were much wider disparities in the type of higher education institution attended by disadvantaged students and others, with disadvantaged students less likely to attend top third or Russell group institutions than other students in their sector.

Destinations after key stage 5 for independent schools

Destinations from independent schools were not included in the October 2016 provisional publication but are included in this revised version. Independent schools have 12% of students with no activity captured in our administrative data sources compared to 3% for state-funded mainstream schools and colleges. The lower percentage of students recorded as being in sustained education or employment overall is likely to reflect this missing data so comparisons to other school and college types should be made with care.

Figure 30: Sustained destinations after key stage 5

England: 2011/12 - 2014/15 (independent schools)



Source: Longitudinal Education Outcomes dataset

The spike in 2011/12 reflects the increase in higher education destinations, ahead of the tuition fee increase in 2012/13.

What do independent school students go on to do?

81% of students from independent schools went into a sustained destination.

The percentage of independent school students going to a sustained destination has fluctuated slightly since 2011/12, being between 80% and 83% each year.

71% of students from independent schools went into an education destination.

The percentage of students from independent schools going to an education destination was 71%, a 1 percentage point decrease from 2013/14.

Higher education was the most common destination for independent school students.

In the same period, the percentage going to a higher education destination decreased by 1 percentage point to 60%, which was reflected in a 1 percentage point decrease (to 48%) for destinations to a top third higher education institution and a 1 percentage point decrease (to 38%) for destinations to a Russell Group higher education institution.

Female independent school students were more likely than males to go into an education destination...

From independent schools, 72% of females and 70% of males were recorded in sustained education destinations in 2014/15.

... more likely to go into higher education...

61% of females from independent schools went onto a higher education institution destination compared to 60% of males. This is a 2 percentage point decrease for females compared to 2013/14.

... and attend top third higher education institutions.

The gender difference was also reflected in the percentage of females and males going to a top third higher education institution (48% and 47% respectively) and going to a Russell Group higher education institution (39% and 38% respectively). For destinations to Russell group higher education institutions, females have seen a decrease of 1 percentage point from 2013/14 whilst males have seen a 1 percentage increase over the same period.

Coverage in independent schools

Lower coverage could be due to a lower rate of success in matching independent school students to other administrative data sources. Student address information is not collected by the Department for Education from independent schools. This missing data means a successful match is less likely to be made, as could other inconsistencies in how information, such as names, are recorded. This issue was highlighted in the statistical working paper [Improvements to destinations of key stage 5 students: 2014](#) where, for 2013/14, 99% of state-funded students were successfully linked to the LEO dataset, compared with 84% of independent students.

There may also be a higher likelihood of independent school students progressing to destinations which cannot currently be captured by our data sources due to a higher proportion of non-UK domiciled students from these institutions. Students who move overseas will have no activity captured in our data.

Destinations after key stage 5 for special schools

Very few students complete level 3 study at special schools, so the key stage 5 cohort for this sector is small. Students attending special schools who have entered A levels or other level 3 qualifications are likely to not be typical of most special school students.

69% of these students continued to a sustained education destination, slightly below the average for mainstream school sixth forms, but above that for colleges. Special school students attended a mixture of further and higher education institutions, or continued in special schools after completing key stage 5 study.

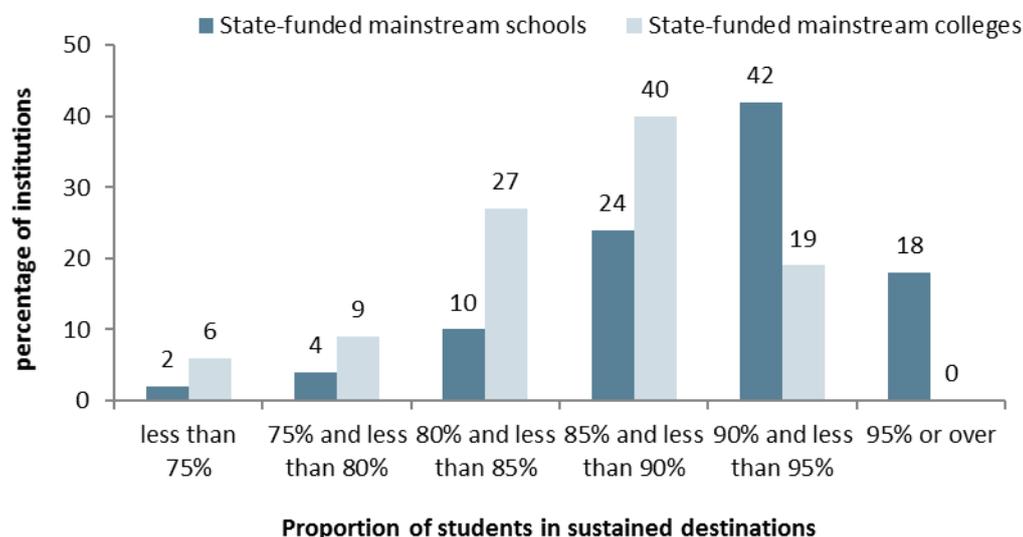
Only 7% of special school students had a sustained employment destination, lower than for other providers, while they were more likely to have a destination which was not sustained.

11. Spread of outcomes for KS5 institutions

Nationally 90% of students from state-funded mainstream schools and 86% of students from mainstream colleges go on to sustained education or employment destinations after key stage 5.

Figure 31: Percentage of institutions with students going on to sustained education or employment destination after key stage 5

England: 2014/15



Source: Longitudinal Education Outcomes dataset

For schools, the most common outcome was for between 90% and 95% of students to be in sustained destinations. Almost one in five schools had 95% or more of their students go on to a sustained destination, while two in five had less than 90%. A small number of schools had much lower proportions in education or employment. In 45 mainstream schools (2% of such schools) the proportion in sustained destinations is less than 75%.

For colleges, the most common outcome was between 85% and 90% of students to be in sustained destinations. One in five colleges had 90% or more of their students go on to a sustained destination, and none had over 95%. A small number of colleges had much lower proportions in education or employment. In 18 colleges (6% of such institutions) the proportion in sustained destinations is less than 75%.

Very few special schools have large enough key stage 5 cohorts for institution level results to be reported.

Table 3: Number of institutions with students going on to sustained education or employment destinations after key stage 5

England: 2014/15

	Number of schools or colleges where proportion of students with a sustained education, training or employment destination is:						Suppressed ¹	Total
	less than 75%	75% and less than 80%	80% and less than 85%	85% and less than 90%	90% and less than 95%	95% or over		
State-funded mainstream schools	45	80	183	455	806	333	62	1,964
State-funded mainstream colleges	18	28	88	130	61	0	4	329

1. Outcomes are suppressed for schools with fewer than 11 students in the cohort at the end of key stage 5 and an additional 20 institutions with a low rate of matching to our data sources.

Source: Longitudinal Education Outcomes dataset

12. Coverage of KS5 destinations at institution level

Statistical working papers published in August 2016 showed that coverage of destinations after key stage 5 had improved substantially and that 98% of students had some activity captured in our sources. This formed part of our assessment of the new methodology. The 2014/15 measures captured activity for 97% of students.

Inevitably there will be some institutions which have a larger proportion of students with no activity captured. In some cases, this may be due to issues with data matching. We have suppressed results for a total of 20 schools and colleges (19 of them mainstream) at key stage 5 where fewer than 95% of students were matched to any of our data sources and therefore the outcomes may give an inaccurate reflection of the school's performance. This may include sixth forms where a large number of students attend from overseas and may lack information such as a UK address or national insurance number.

Other schools may have less activity captured due to what their students go on to do immediately following key stage 5. For example, if a large proportion of students spend the year overseas or doing activity other than paid employment or further study in the UK, their activity will not be captured.

The majority of schools and colleges either have over 95% of students with activity captured or this figure is not shown because it is due to only one or two students in this category. There are 24 schools and colleges where less than 90% of students have any activity captured after key stage 5.

Table 4: Number of institutions with students going on to sustained education, employment or training destinations after key stage 5. England: 2014/15

	Number of schools or colleges where proportion of students with activity captured is:						Suppressed due to small numbers ¹	Total
	less than 75%	75% and less than 80%	80% and less than 85%	85% and less than 90%	90% and less than 95%	95% or over		
State-funded mainstream schools	1	1	2	18	133	792	1017	1,964
State-funded mainstream colleges	0	0	0	2	39	283	5	329

1. Outcomes are suppressed for schools with fewer than 11 students in the cohort at the end of key stage 5 and an additional 20 institutions with a low rate of matching to our data sources.

Source: Longitudinal Education Outcomes dataset

13. Future developments

The schedule of upcoming publication is as follows:

October 2017	Provisional key stage 4 and 5 destination measures for 2015/16.
January 2018	Revised key stage 4 and 5 destination measures for 2015/16.

We will continue to investigate further improvements to destination measures. The employment data used for this publication is taken from tax records submitted by employers to Her Majesty's Revenue and Customs on behalf of their employees; these do not include self-employment. We will explore the suitability of including information from self-assessment tax returns from HMRC in future destination measures.

It will be necessary to include further benefits data in future. The data used for this publication does not include any information about those claiming Universal Credit (which will have had very limited effect on coverage up to 2014/15). We are working closely with colleagues at the Department of Work and Pensions to explore the inclusion of Universal Credit data in destination measures in future.

14. Feedback

The department invites users to provide views on the methodology. Please direct all comments and queries to the following email address: destination.measures@education.gov.uk.

15. Accompanying tables

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

Key stage 4 tables

National

NA1	Percentage of 2013/14 key stage 4 cohort going to, or remaining in, an education or employment destination in 2014/15
NA10	as a time series (SFM)
NA11	by gender
NA12	by free school meal eligibility (FSM)
NA13	by special educational needs (SEN)
NA14	by major ethnic groups
NA15	by minor ethnic groups
NA16	by disadvantage
NA20	by disadvantage and selective school status

Local authority and regional

LA1	for state-funded mainstream schools
LA14	for state maintained and non-state maintained special schools
LA15	for all state-funded (mainstream and special)

Key stage 5 tables

National

NA1	Percentage of students, in 2013/14, who entered an A Level or other Level 3 qualification, going to, or remaining in, an education or employment destination in 2014/15
NA10	as a time series (SFM)
NA11	by gender
NA12	by free school meals eligibility (FSM)
NA13	by special educational needs (SEN) and learners with learning difficulties and/or disabilities (LLDD)
NA14	by major ethnic groups
NA15	by minor ethnic groups for state-funded schools
NA16	by minor ethnic groups for state-funded colleges
NA17	by minor ethnic groups for state-funded mainstream schools and colleges
NA18	by disadvantage status
NA19	by disadvantage status and admissions policy
NA20	by disadvantage and selective school status

Local authority and regional

LA1	for state-funded schools
LA2	for state-funded colleges

LA16	for pupil referral units and other alternative provision
LA21	by gender for state-funded mainstream schools
LA33	by disadvantage for state-funded mainstream schools
LA34	by disadvantage for special schools
LA41	by special educational needs (SEN) categories for state-funded mainstream schools
LA42	by special educational needs (SEN) for state-funded mainstream schools

Institutional

IN1	for state-funded institutions
IN2	for independent schools
IN11	for state-funded institutions by gender
IN16	for state-funded institutions by disadvantage

Parliamentary constituency

PC1	for state-funded mainstream schools
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LA13	for state-funded mainstream schools and colleges
LA21	by gender for state-funded schools
LA22	by gender for state-funded colleges
LA27	by gender for state-funded schools and colleges
LA33	by disadvantage for state-funded schools
LA34	by disadvantage for state-funded colleges
LA35	by disadvantage for state-funded schools and colleges
LA41	by SEN for state-funded schools
LA42	by LLDD for state-funded colleges

Institutional

IN1	for state-funded institutions
IN2	for independent schools
IN11	for state-funded mainstream schools and colleges by gender
IN16	for state-funded mainstream schools and colleges by disadvantage

Parliamentary constituency

PC1	for state-funded mainstream schools and colleges
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When reviewing the tables, please note that:

We report on a variety of schools and colleges.	This statistical publication includes destinations of students from mainstream state-funded schools and colleges, special schools and alternative provision. Data on independent schools which was not in the provisional release has also been included in this revised release.
Students with deferred higher education places are not included in education destinations.	Students accepting a deferred higher education offer (including gap year students) are <u>not</u> included in this publication as entering higher education. Destinations look at activity in the following academic year after completing studies. Students who have accepted a deferred offer through UCAS are shown separately. Such students may also appear as being in education, employment, activity not sustained or with no activity captured depending on their activity during the relevant year.
We use the national pupil database...	The national pupil database (NPD) is a longitudinal database linking student characteristics (e.g. age, gender, and ethnicity) to school and college learning aims and attainment information for children and young people in schools and colleges in England.
... and longitudinal education outcomes datasets.	The longitudinal education outcomes datasets (LEO) extend the NPD to link information from other government departments on employment, earnings and out-of-work benefits. Details on how we use and share this data can be found here .
For education destinations, four administrative data sources from the national pupil database are used.	Four administrative data sources used in compiling the national pupil database are used to determine the education destinations, namely: <ul style="list-style-type: none">• Individualised Learner Record covering English colleges, further education providers and specialist post-16 institutions• School Census covering English schools. This also includes maintained and non-maintained special schools and alternative provision.• Awarding Body data for independent schools• Higher Education Statistics Agency covering United Kingdom higher education institutions
For employment, training, benefits and not in education, employment or training destinations we use three sources.	In addition to the data sources above, we compile information on employment, training, benefits and not in education, employment or training from the following datasets: <ul style="list-style-type: none">• Her Majesty's Revenue and Customs P45 data (from LEO)• Department for Work and Pensions national benefit database for out-of-work benefits (from LEO)• National Client Caseload Information System (NCCIS) covering English local authorities for key stage 4 destinations only
Coverage is students in England only.	The destination measures data only reports information from students who studied in schools and colleges in England.
We preserve confidentiality.	The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
We only show outcomes for groups of 11 or more.	At institution, local and national level, we do not show any outcomes for a group of 10 or fewer students in total.

We suppress small counts.	Both counts and percentages showing any outcome that relates to 1 or 2 individuals, or that reveals that 0 students were counted in employment, are suppressed.
We make sure these cannot be easily calculated by concealing other numbers.	Where a figure relating to a small count could be calculated by differencing from a total, another value has been suppressed to protect this figure.
We round some numbers.	To preserve anonymity, we show national and local authority pupil numbers to the nearest 5. As a result of suppression and rounding, totals in text and in tables may not always equal the sum of their component parts.
We adopt symbols to help identify omitted and rounded numbers.	Symbols are used in the tables as follows: (0) where any number is shown as 0, the original figure was zero (x) suppressed to preserve confidentiality, for example a small number or where a percentage is based on a small number (.) not applicable (-) positive % less than 0.5

16. Further information

These measures are part of school and college performance tables.	Provisional school destination measures are included in the 2016 key stage 4 and 16-18 performance tables. Compare school and College Performance Please see our 2016 statement of intent .
Ahead of the provisional 2014/15 release we published two statistical working papers.	Two statistical working papers showing that new data from the Longitudinal Education Outcomes dataset substantially improves coverage of key stage 5 destinations measures. The first paper includes information on improvements to coverage for different student characteristic groups in 2013/14. Detailed information about the new methodology is available in this publication. Improvements to destinations of key stage 5 students: 2014 The second includes information about change over time from 2010/11 to 2013/14. Improvements to destinations of key stage 5 students: time series
Previously published figures are still available.	Provisional statistics for 2014/15 were published in October 2016. Destination measures that exclude the Department for Work and Pensions and Her Majesty's Revenue and Customs data are available on gov.uk for the years 2009/10 – 2013/14. A detailed technical note is published alongside the Destination measures publications. Statistics: destinations of key stage 4 and key stage 5 pupils
For some related publications	Experimental statistics on employment and earnings outcomes of higher education graduates using the LEO dataset:

[Employment and Earnings Outcomes of Higher Education Graduates: Experimental Data from the Longitudinal Education Outcomes \(LEO\) Dataset](#)

Participation in Education, Training and Employment by 16-18 year olds statistical first release is published here:

[DfE Participation in Education, Training and Employment](#)

Widening Participation Measures are published at:

[Widening Participation in Higher Education August 2016](#)

On how we use and share the data

Non-statutory guidance from the Department for Education to describe how we share and use education, employment and benefit claims information for research and statistical purposes:

[Longitudinal education outcomes study: how we use and share data](#)

17. Technical information

Our detailed [technical guidance](#) is available on gov.uk

18. Get in touch

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Department for Education

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<https://www.gov.uk/government/collections/statistics-destinations>

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