



# Revised GCSE and equivalent results in England, 2015 to 2016



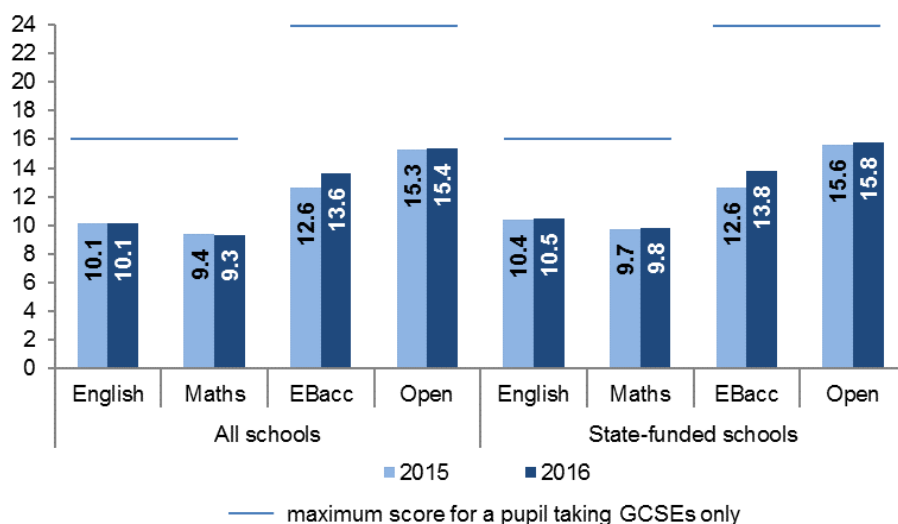
SFR03/2017, 19 January 2017

## New headline measures in 2016

A new [secondary school accountability system](#) has been implemented in 2016. The 2016 headline accountability measures for schools are: Attainment 8, Progress 8, attainment in English and maths (A\* to C), English Baccalaureate (EBacc) entry and achievement, and destinations of pupils after key stage 4. Details of these measures are given on page 3. This revised release looks primarily at the 2016 headline measures, with comparisons made to 2015 results wherever possible. Attainment in the previous headline measure of 5+ A\* to C grades including English and maths is also shown where relevant for continuity purposes.

## Average Attainment 8 score per pupil, one of our new headline measures, has increased

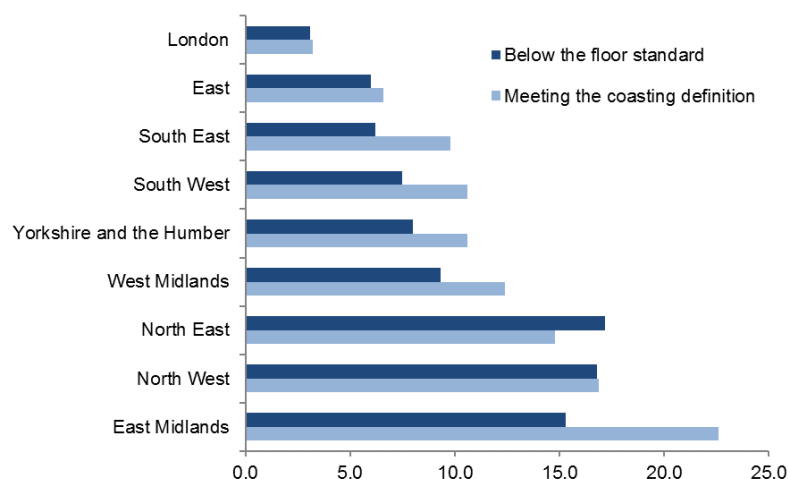
Average score per pupil in each element of Attainment 8



The average Attainment 8 score per pupil has increased by 1.1 points, to 48.5 in all schools, and 1.5 points, to 49.9 in state-funded schools, compared to 2015 shadow data.

The biggest increase is in the English Baccalaureate (EBacc) element, with an increase of 1.0 and 1.2 points respectively. This suggests the increase in this measure is driven largely by behaviour change, with pupils entering more qualifications which count in the EBacc.

## 282 schools are below the new floor standard in 2016, and 319 meet the coasting definition



Progress 8, one of the new headline measures in 2016, is used for the new secondary floor standard, and the 2016 element of the coasting definition.

282 schools are below the new secondary school floor standard (see section 8 for definition). This represents 9.3% of the state-funded mainstream schools included in the floor calculations. In 2015, 329 (11.0%) of schools were below the 2015 floor standard.

319 schools (11.3% of eligible schools) meet the coasting definition (see section 9). 152 schools are below the floor and also meet the coasting definition.

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## About this release

This statistical first release (SFR) the revised GCSE and equivalent results of pupils at the end of key stage 4 in England. Figures are provided at national, regional and local authority level for the 2015/16 academic year. School level results are published in the [performance tables](#). The data covers pupils at the end of key stage 4, typically those starting the academic year aged 15.

This release provides an update to the provisional figures released in October 2016 in [SFR48/2016](#).

## In this publication

The following tables are included in the release:

- |                          |  |
|--------------------------|--|
| • national tables        | • national characteristics tables            |
| • local authority tables | • local authority characteristics tables     |
| • subject tables         | • subject time series table                  |
| • AP/PRU tables          | • pupil residency and school location tables |

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

## Feedback

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

## 1. Headline measures from 2016

In October 2013, the Department for Education announced that a new secondary school accountability system would be implemented from 2016. The headline measures for 2016 are:

### Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

### Progress 8

Progress 8 aims to capture the progress pupils make from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is zero. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

More information on Attainment 8 and Progress 8 can be found [here](#).

### Attainment in English and maths (A\* to C)

This measure looks at the percentage of pupils achieving A\* to C in both English and maths.

In 2016, pupils could achieve the English component of this with A\* to C in English language or literature. In 2015 pupils had to achieve an A\* to C in English language, and have sat an English literature exam. The change means a higher proportion of pupils achieve the measure.

### The English Baccalaureate (EBacc) entry and achievement

The EBacc was first introduced into the performance tables in 2009/10. It allows people to see how many pupils get A\* to C or above in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications](#).

In 2016, pupils on the English language/literature pathway must take exams in both English language and English literature, and achieve A\* to C in at least one of these qualifications. In 2015 pupils had to achieve an A\* to C in English language, and take an exam in English literature in order to meet the English Baccalaureate. The change means a higher proportion of pupils achieve the measure.

### Students staying in education or employment after key stage 4 (destinations)

This measure looks at the percentage of students staying in education or employment after key stage 4. For more information, see [Statistics: destinations of key stage 4 and key stage 5 pupils](#)

## 2. Attainment in the headline measures (Tables 1a & 1d)

Attainment has increased across the headline measures in 2016 compared to 2015, both for all schools and state-funded schools. This is shown on the following page.

These increases are likely to be due to a number of different factors, which vary by measure, for example changes in behaviours (see page 5) as schools adapt to the new accountability system, and changes in methodology. The department made changes to how English counts in two of the headline measures, attainment in English and maths, and achievement of the English Baccalaureate in 2016, to align more closely with Attainment 8 and Progress 8, and give English literature parity with English language in performance measures. These changes in methodology are responsible for the majority of the increase for the figures for state-funded schools, and all of the increase for the figures for all schools in these measures. Further detail on the impact of the methodology change is given in the sections 4 and 5.

**Table 1: Attainment in the 2016 headline measures**

England, all schools, 2015-2016

| These measures are calculated using the same methodology as in 2015. |                    |                               | The methodology for these measures has changed in 2016. This is the main reason for the increase in attainment. Further detail is given in sections 4 and 5. |   |                                |
|--|--------------------|-------------------------------|--|---|--------------------------------|
|  | Attainment 8 score | Percentage entering the EBacc |  | Attainment in English and maths (A* to C) | Percentage achieving the EBacc |
| 2015   | 47.4               | 36.2%                         | 2015   | 55.8%                                     | 22.9%                          |
| 2016   | 48.4               | 36.8%                         | 2016   | 59.3%                                     | 23.1%                          |
| Source: Key stage 4 attainment data                                  |                    |                               | Source: Key stage 4 attainment data  |   |                                |

**Table 2: Attainment in the 2016 headline measures**

England, state-funded schools, 2015-2016

| These measures are calculated using the same methodology as in 2015. |                    |                               | The methodology for these measures has changed in 2016. This is responsible for the majority of the increase. Further detail is given in sections 4 and 5. |   |                                |
|--|--------------------|-------------------------------|--|---|--------------------------------|
|  | Attainment 8 score | Percentage entering the EBacc |  | Attainment in English and maths (A* to C) | Percentage achieving the EBacc |
| 2015   | 48.4               | 38.7%                         | 2015   | 59.2%                                     | 24.3%                          |
| 2016   | 49.9               | 39.7%                         | 2016   | 63.0%                                     | 24.7%                          |
| Source: Key stage 4 attainment data                                  |                    |                               | Source: Key stage 4 attainment data  |   |                                |

Attainment in the previous headline measure, the percentage of pupils achieving 5+ A\* to C grades including English and maths, also remained broadly stable, with an increase of 0.3 of a percentage point, to 57.4% in state-funded schools, and a decrease by the same amount, to 53.5% in all schools.

The measures covered in this release include qualifications which count towards the secondary performance tables<sup>1</sup>. Schools that offer unapproved qualifications, such as unregulated international GCSEs, will not have these qualifications counted in the performance tables, and pupils' achievements in these qualifications are therefore not reflected in this release. This release is therefore representative of the performance of schools and pupils in qualifications which count in the performance tables, and not of all qualifications taken by pupils. The difference between the figures for all schools and state-funded schools is predominantly due to the impact of unregulated international GCSEs taken in independent schools.

Figures for 'all schools' typically change more than those for state-funded schools between the provisional and revised releases. The level of change between provisional and revised data is typically higher for independent schools as, under the current process, independent schools do not have an opportunity to check their cohort figures before the data for the provisional publication is finalised.

The change between provisional and revised results in 2016 was slightly smaller than the equivalent change in 2015, for both all schools and state-funded schools, as shown in Table 3 on the following page. Possible reasons for this might include a smaller number of late results submitted to the department by awarding organisations, driven by fewer challenges to grades by schools, and subsequent changes by awarding organisations, compared to 2015<sup>2</sup>, which suggests the quality of the provisional data was higher overall in 2016. In measures where the methodology has changed in 2016 (attainment in English and maths (A\* to C) and EBacc achievement) the change in methodology may also have had an impact. This means that in some cases where we reported an increase in the 2016 provisional results compared to 2015 provisional data, we are now reporting a slightly smaller change when 2016 revised data is compared to final 2015 data. However, many of the patterns originally reported in the provisional release still stand.

<sup>1</sup> A list of qualifications that count in the performance tables each year can be found at [performance tables: approved qualifications and discount codes](#).

<sup>2</sup> See Table 2, [Reviews of marking and moderation for GCSE and A Level: summer 2016 exam series](#), Ofqual

**Table 3: Change between provisional and revised data in 2015 and 2016**  
England, 2015-2016

| Change between provisional and revised | All schools  |   |                               |                                | State-funded schools |   |                               |                                |
|--|--------------|---|-------------------------------|--------------------------------|----------------------|---|-------------------------------|--------------------------------|
|  | Attainment 8 | Attainment in English and maths (A* to C) | Percentage entering the EBacc | Percentage achieving the EBacc | Attainment 8         | Attainment in English and maths (A* to C) | Percentage entering the EBacc | Percentage achieving the EBacc |
| 2015                                   | +0.4         | +0.9                                      | +0.2                          | +0.4                           | +0.2                 | +0.9                                      | +0.1                          | +0.4                           |
| 2016                                   | +0.3         | +0.6                                      | +0.2                          | +0.3                           | +0.1                 | +0.4                                      | +0.1                          | +0.2                           |

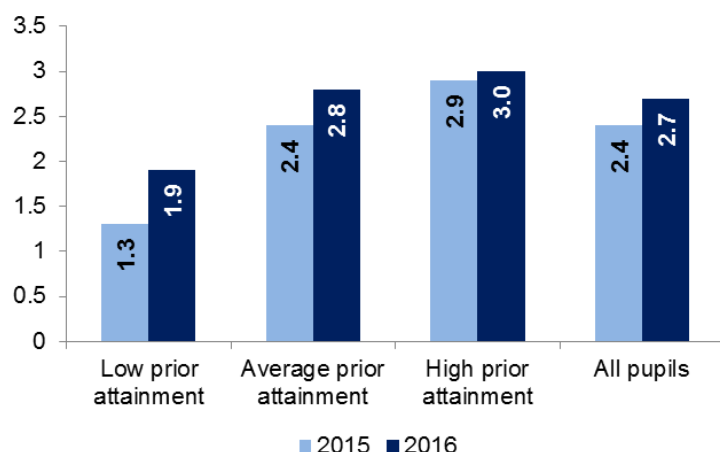
Source: Key stage 4 attainment data

### Schools appear to be adapting their curricula to match the headline measures

Attainment 8, one of the new headline measures, is made up of eight slots, which can be filled with English, maths, three further qualifications which count towards the English Baccalaureate (EBacc), and three other qualifications from the DfE approved list, which can include additional EBacc qualifications. If a pupil has not taken the maximum number of qualifications that count in each group then they will receive a point score of zero where a slot is empty<sup>3</sup>.

In 2015, pupils in state-funded schools filled an average of 2.4 EBacc slots, which increased to 2.7 in 2016. The increase was particularly marked for pupils with low prior attainment, who filled on average 1.3 EBacc slots in 2015, but increased this to 1.9 in 2016. This suggests that some of the increase in the Attainment 8 score is driven by schools' behaviour change as pupils enter more qualifications that count towards the new measures. The average number of EBacc slots filled is shown in Figure 1.

**Figure 1: Average number of EBacc slots filled by prior attainment band**  
England, state-funded schools, 2015-2016



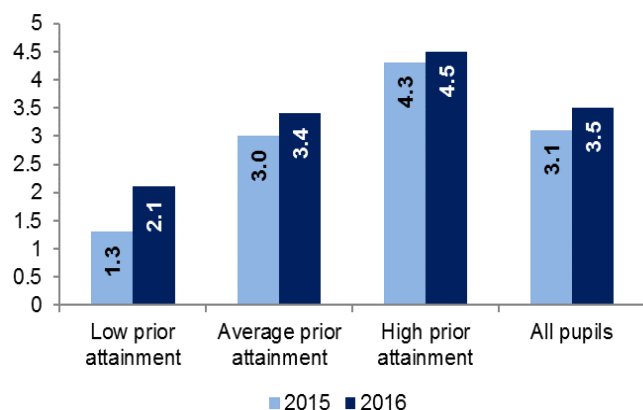
Source: Key stage 4 attainment data

Pupils are not limited to taking three EBacc qualifications, in addition to English and maths: Figure 2 shows the average number of qualifications taken which could count towards the EBacc slots of Attainment 8<sup>4</sup>. This shows a similar pattern as above, with the largest increase for pupils with low prior attainment. For pupils with high prior attainment, the average number of EBacc qualifications taken increased by 0.2, from 4.3 in 2015 to 4.5 in 2016. This is similar to the increase in the average number of EBacc slots filled (2.9 in 2015, 3.0 in 2016), suggesting that pupils with high prior attainment did not considerably increase the number of EBacc qualifications entered in 2016, but do routinely enter a higher number of EBacc qualifications than other pupils; the additional EBacc qualifications taken can be used in the Open slots, for other approved qualifications.

<sup>3</sup> U grades or other qualifications scoring zero points are counted as a non-filled slot.

<sup>4</sup> Excluding English and maths, which have separate slots and do not count towards the Attainment 8 EBacc slots

**Figure 2: Average number of EBacc slots that could be filled by prior attainment band**  
England, state-funded schools, 2015-2016



Source: Key stage 4 attainment data

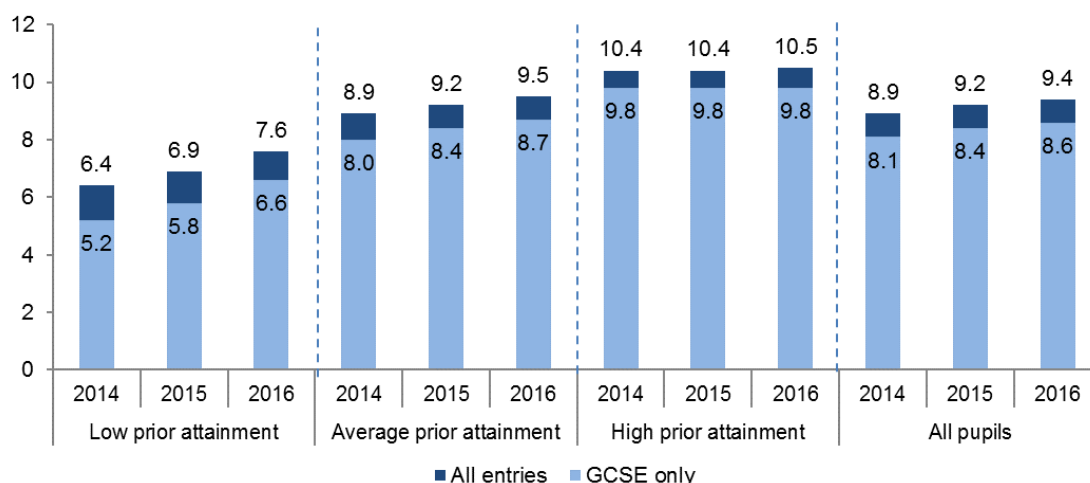
The average number of Open slots filled remained 2.8 for pupils in state-funded schools. Open slots can be filled by three GCSE qualifications (including any EBacc subjects that have not already been used) or any other non-GCSE qualifications on the DfE approved list.

There is evidence that schools respond to changes in accountability measures. For example, research<sup>5</sup> into the effect of the EBacc on schools in 2011 found that around half of schools surveyed said that the EBacc influenced their curriculum offer. The change in headline measures in 2016 appears to have had a similar effect, with schools adapting their curricula in line with the new measures. However, we cannot rule out other reasons for the change.

### Pupils are entering more qualifications, and, for pupils with low prior attainment, more of them are GCSEs

The average number of entries to qualifications which count in the performance tables per pupil has increased<sup>6</sup>, as shown in Figure 3. This is particularly true for pupils with low prior attainment. We can only compare back to 2014, due to reforms to how these measures were calculated, but entry figures show that pupils in state-funded schools are taking 9.4 qualifications on average, up from 8.9 in 2014, with an increase for pupils with low prior attainment from 6.4 to 7.6.

**Figure 3: Average number of entries in all qualifications and GCSEs, by prior attainment band**  
England, state-funded schools, 2016



Source: Key stage 4 attainment data

<sup>5</sup> See [The English Baccalaureate and GCSE choices: brief](#), Clemens, 2011, Centre for Analysis of Youth Transitions

<sup>6</sup> In 2015, the average number of entries figures allowed pupils to take two non-GCSE qualifications from the DfE's approved list, whereas in 2016, three such qualifications are permitted, to align more closely with Attainment 8 and Progress 8. We have looked at 2016 average entry figures with both two and three non-GCSE qualifications included, and there is minimal difference in the figures (with pupils with low prior attainment entering 7.5 qualifications on average when two non-GCSEs are counted instead of 7.6 when three are counted as shown above).



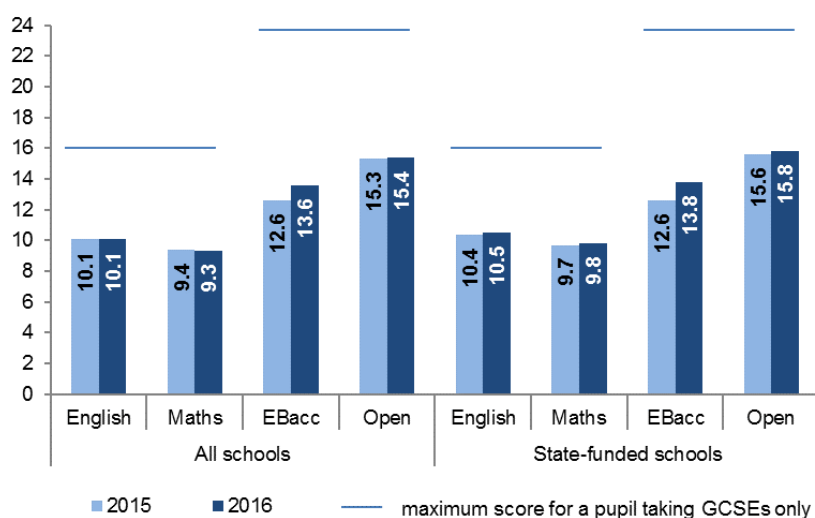
Additionally, GCSEs<sup>7</sup> made up 82% of all entries for pupils with low prior attainment in 2014, increasing to 87% in 2016. There was a smaller increase for pupils with average prior attainment, from 90% in 2014 to 91% in 2016, and a small fall for pupils with high prior attainment, at 94% in 2014 and 93% in 2016. The proportion of GCSEs also stayed stable at 91% for all pupils in 2016.

### 3. Attainment 8 and Progress 8 (Table 1d)

#### Attainment 8

The average Attainment 8 score per pupil has increased by 1.1 points, to 48.5 in all schools, and 1.5 points, to 49.9 in state-funded schools, compared to 2015. The maximum Attainment 8 score for a pupil taking only GCSE qualifications is 80, for a pupil who achieves eight A\* grades at GCSE in qualifying subjects. The biggest increase is in the EBacc element, with an increase of 1.0 and 1.2 points respectively. This suggests the increase in this measure is driven largely by behaviour change, with pupils filling more EBacc slots (see page 5). The Open element has a smaller increase, and the English and maths elements are stable.

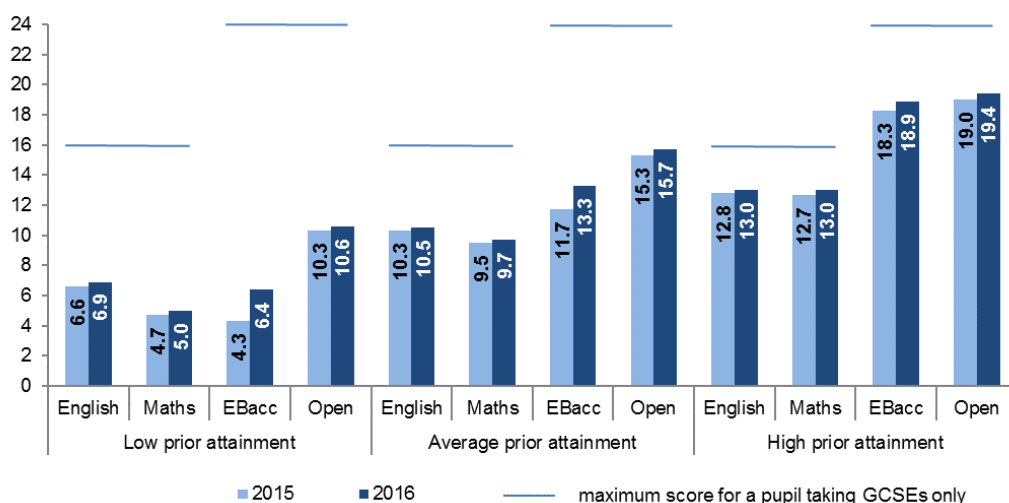
**Figure 4: Average score per pupil in each element of Attainment 8**  
England, 2016



Source: Key stage 4 attainment data

Figure 5 shows the average score achieved in each Attainment 8 element by prior attainment. Pupils with low prior attainment have the biggest increase in attainment the EBacc element; as above this is likely to be driven by behaviour change, with pupils with low prior attainment filling more EBacc slots.

**Figure 5: Average score per pupil in each element of Attainment 8 by prior attainment**  
England, state-funded schools, 2016



Source: Key stage 4 attainment data

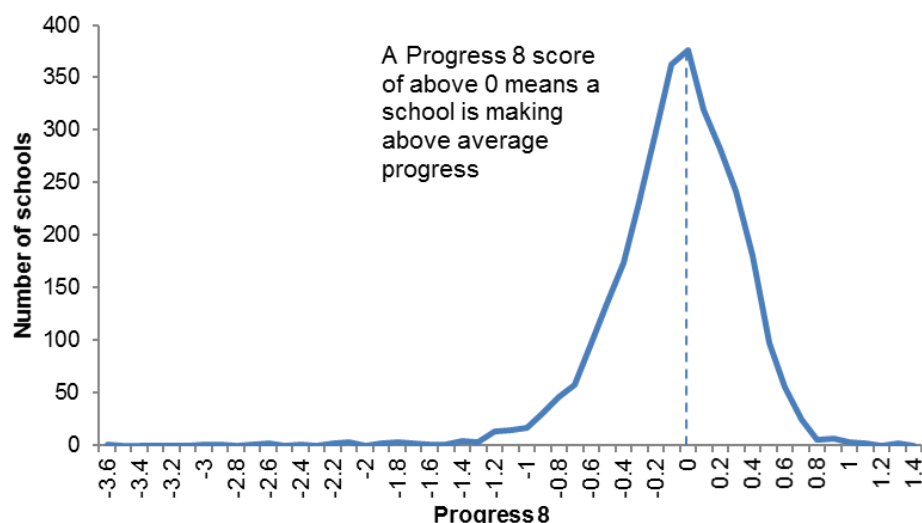
<sup>7</sup> Includes full course GCSEs, double award GCSEs, AS levels, Cambridge International Certificates and Edexcel Level 1/2 Certificates.

## Progress 8

Progress 8 is a relative measure, which means that the overall national score remains the same between years. We will look further at patterns in Progress 8 in the sections on pupil characteristics, school type and admissions basis, as Progress 8 is more relevant where we can compare between groups.

2016 is the first year in which Progress 8 scores have been published for all state-funded schools. The distribution of Progress 8 scores by school is shown below. Progress 8 scores for mainstream schools at school level run from -3.6 to 1.4, with approximately 97% of schools' scores between -1.0 and +0.7 in 2016.

**Figure 6: Distribution of Progress 8 scores**  
England, state-funded mainstream schools, 2016



Source: Key stage 4 attainment data

## 4. Attainment in English and maths (A\* to C) (Table 1a)

Attainment in English and maths at A\* to C increased by 3.5 percentage points in all schools, and 3.8 percentage points in state-funded schools, between 2015 and 2016.

The majority of this increase is due to the change in methodology, as shown in the table below, although there was a slight increase in attainment in this measure in state-funded schools when looking at the previous methodology.

The new methodology requires pupils on the English language and English literature pathway to achieve an A\* to C in either language or literature, with no requirement to take both. Previously pupils on this pathway had to take exams in both English language and literature, and achieve an A\* to C or above in English language.

**Table 4: Attainment in English and maths (A\* to C) with the change in methodology**  
England, 2015-2016

| Year        | Methodology | All schools  | State-funded schools | Comment   |
|-------------|-------------|--------------|----------------------|---|
| 2015        | 2015        | 55.8%        | 59.2%                |   |
| 2016        | 2015        | 55.3%        | 59.3%                | The results are stable compared to 2015 using the same methodology, with a small decrease of 0.5 of a percentage point in all schools, and an increase of 0.1 of a percentage point in state-funded schools |
| <b>2016</b> | <b>2016</b> | <b>59.3%</b> | <b>63.0%</b>         | The new methodology results in an increase of 4.0 percentage points for all schools, and 3.7 percentage points in state-funded schools  |

Source: Key stage 4 attainment data



## 5.The English Baccalaureate (Table 1b)

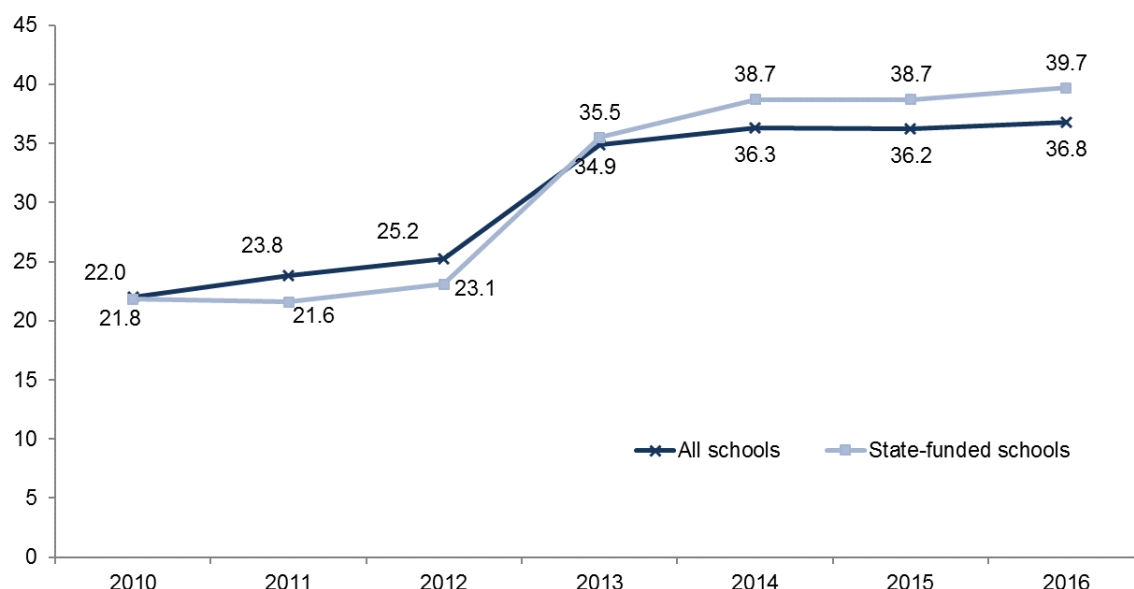
The proportion of pupils entering the EBacc continues to increase, with 36.8% of pupils in all schools entering the EBacc in 2016, an increase of 0.6 of a percentage point. 23.1% of pupils in all schools achieved the EBacc in 2016, compared to 22.9% in 2015. Entries to EBacc English, maths and languages are stable, while entries to EBacc science and humanities have increased since 2015.

### EBacc entry

In 2016, 36.8% of pupils in all schools and 39.7% of pupils in state-funded schools entered the EBacc, an increase of 0.6 and 1.0 percentage points respectively compared to 2015.

The difference between the figures for all schools and state-funded schools is related to the impact of unregulated international GCSEs taken in independent schools. This lowers the 2016 result for all schools, as it has since 2013. Some independent schools choose to enter qualifications which do not count towards the performance tables, particularly for English and maths. These schools will therefore have scores of 0% for some measures in the performance tables, for example EBacc entry and achievement, which has an effect on the national figures. However, it is worth noting that there are many other reasons why a school may have a score of 0% in threshold measures, for example attainment below a C grade or equivalent for qualifications that count towards the performance tables.

**Figure 7: Percentage of pupils entering the EBacc**  
England, 2010-2016

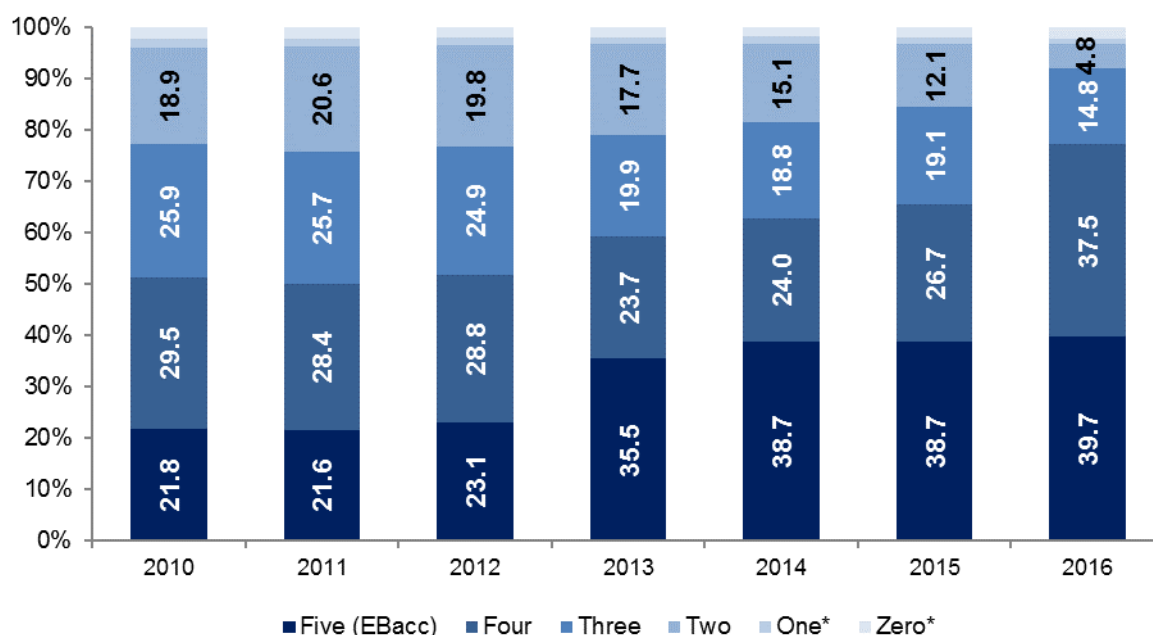


Source: Key stage 4 attainment data

There is a much larger increase in the percentage of pupils entering four components<sup>8</sup>, from 26.7% in 2015 to 37.5% in 2016 in state-funded schools, with corresponding falls in pupils taking two or three components, down to 4.8% and 14.8% respectively, as shown in Figure 8 on the following page. This is driven by increases in the proportion of pupils with entries in EBacc science and humanities, particularly those with low prior attainment (see section 6).

<sup>8</sup> There are five components that make up the English Baccalaureate: English, maths, science, a language, and history or geography

**Figure 8: Percentage of pupils with entries into different numbers of EBacc components**  
England, state-funded schools, 2010-2016



\*A data label for the percentage entering zero or one components is not shown on the chart

Source: Key stage 4 attainment data

Of those pupils who entered four out of the five EBacc components, the majority (77.8%) were missing the languages component in 2016, up from 67.5% in 2015. The humanities component was the second highest missing component, with 18.7% who entered four components not entering humanities in 2016, down from 22.1% in 2015.

The percentage of pupils who did not enter any EBacc components has remained stable, at between 1.9% and 2.4% in state-funded schools between 2010 and 2016. Of the 2.2% of pupils in state-funded schools who did not enter any EBacc components in 2016, the majority (82.8% of those for whom prior attainment information was available) had low prior attainment at key stage 2, and 79.7% had special educational needs (SEN).

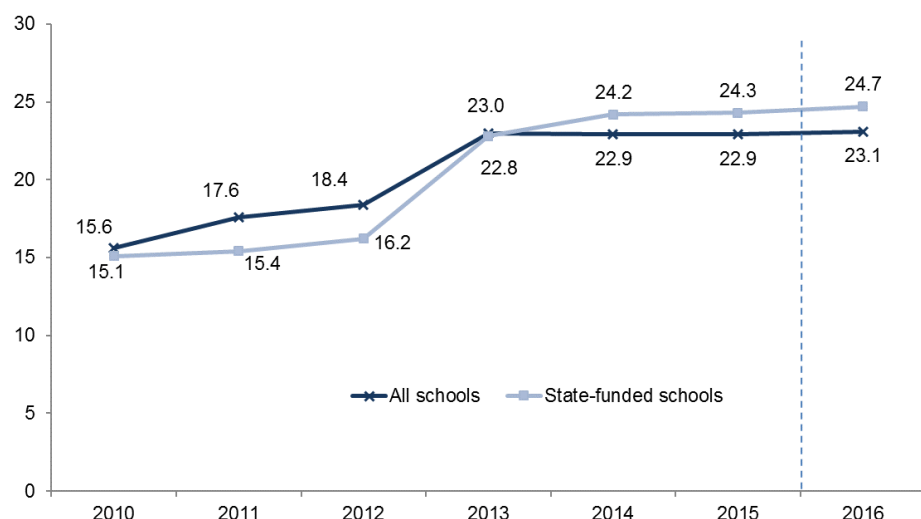
## EBacc achievement

In 2016, 23.1% of pupils in all schools and 24.7% of pupils in state-funded schools achieved the EBacc, a small increase of 0.2 and 0.4 of a percentage point respectively compared to 2015.

The new methodology requires pupils on the English language and English literature pathway to enter both language and literature, and achieve A\* to C in either qualification. Previously pupils on this pathway had to take exams in both English language and literature, and achieve A\* to C in English language.

The increases are driven primarily by the change in methodology, with the results stable for both all schools and state-funded schools when 2016 results are calculated using the 2015 methodology, but an increase using the new methodology, as shown in Table 5. This is a change from the provisional release, in which the figures showed that the increase of 0.6 of a percentage point for state-funded schools was split equally between the change in pupil level results and change in methodology.

**Figure 9: Percentage of pupils achieving the EBacc**  
England, 2010-2016



Source: Key stage 4 attainment data

**Table 5: EBacc achievement rates with change in methodology**  
England, 2015-2016

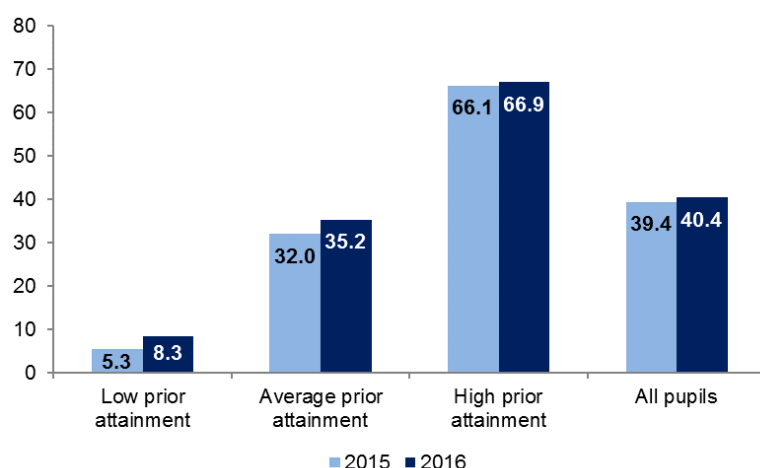
| Year | Methodology | All schools | State-funded schools | Comment   |
|------|-------------|-------------|----------------------|---|
| 2015 | 2015        | 22.9%       | 24.3%                |   |
| 2016 | 2015        | 22.8%       | 24.4%                | The results are stable compared to 2015 using the same methodology, with a decrease of 0.1 of a percentage point in all schools, and an increase of 0.1 of a percentage point in state-funded schools                                   |
| 2016 | 2016        | 23.1%       | 24.7%                | The increase due to the change in methodology is 0.3 of a percentage point for both all schools and state-funded schools. This gives an overall increase of 0.2 of a percentage point for all schools and 0.4 for state-funded schools. |

Source: Key stage 4 attainment data

## EBacc by prior attainment

The overall EBacc entry rate in state-funded mainstream schools has risen slightly from 39.4% in 2015 to 40.4% in 2016, with EBacc entry rates increasing for pupils with low, average and high prior attainment, as shown in Figure 10. Entry rates have risen most sharply for pupils with low prior attainment, with 8.3% of entering EBacc in 2016 compared to 5.3% in 2015.

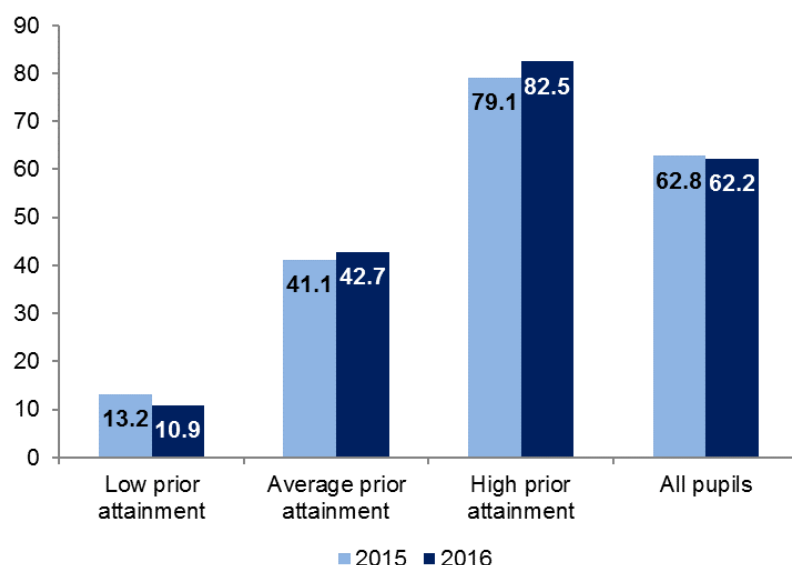
**Figure 10: EBacc entry rates by prior attainment band**  
England, state-funded mainstream schools, 2015-2016



Source: Key stage 4 attainment data

If we look at the EBacc pass rate only for pupils who entered the EBacc, as shown in Figure 11, there has been a slight fall in achievement, at 62.8% in 2015 and 62.2% in 2016<sup>9</sup>. The EBacc pass rate has increased for pupils with high and average prior attainment, but decreased for pupils with low prior attainment. This could potentially be related to increased entries for pupils with low prior attainment.

**Figure 11: EBacc achievement rates for pupils who entered the EBacc, by prior attainment band**  
England, state-funded mainstream schools, 2015-2016



Source: Key stage 4 attainment data

## 6. Subject analysis (Tables 1b & 1d)

### EBacc English

To pass the English element of the EBacc, pupils must achieve either:

- A\* to C in combined English<sup>10</sup> GCSE or approved equivalents; or
- A\* to C in English language or English literature, with entries into both. Previously pupils on this pathway had to take exams in both English language and literature, and achieve a C or above in English language.

The percentage of pupils with entries to EBacc English has remained stable in state-funded schools in 2016, with entries for 96.5% of pupils. This stability and high entry rate is due to the fact that it is compulsory for pupils to study English at key stage 4 in state-funded schools, and the vast majority of pupils enter English qualifications that count in the performance tables.

**Table 6: EBacc English achievement with the change in methodology**

England, state-funded schools, 2015-2016

| Year        | Methodology | Achieving EBacc English |
|-------------|-------------|-------------------------|
| 2015        | 2015        | 69.1%                   |
| 2016        | 2015        | 68.9%                   |
| <b>2016</b> | <b>2016</b> | <b>74.8%</b>            |

Source: Key stage 4 attainment data

Achievement of EBacc English has increased in state-funded schools, however as shown in the table above, this increase is due to the change in methodology, with achievement broadly stable on the previous methodology between 2015 and 2016.

<sup>9</sup> This was previously reported as being stable in the provisional data

<sup>10</sup> Combined English covers both a literature and language element within a single course of study

## EBacc maths

To pass the maths element of the EBacc, pupils must achieve either:

- A\* to C in maths GCSE or approved equivalents; or
- A\* to C in at least one element of GCSE maths linked pairs ('applications of mathematics' and 'methods in mathematics'). Where this option is chosen, both elements of linked pairs must be taken for a pupil to have entered EBacc maths.

The percentage of pupils with entries to EBacc maths has remained stable in state-funded schools in 2016, with entries for 97.3% of pupils in state-funded schools. As with EBacc English entries, this stability and high entry rate is due to the fact that it is compulsory for pupils to study maths at key stage 4 in state-funded schools, and the vast majority of pupils enter maths qualifications that count in the performance tables.

Achievement of EBacc maths is also stable, with an increase of 0.3 of a percentage point for pupils in state-funded schools, and a decrease of 0.2 of a percentage point in all schools, compared to 2015.

## EBacc science

It is compulsory for state-funded schools to teach science at key stage 4. For EBacc science, a pupil must enter:

- three individual sciences (three out of biology, chemistry, physics, and computer science); or
- core and additional science<sup>11</sup>; or
- double science

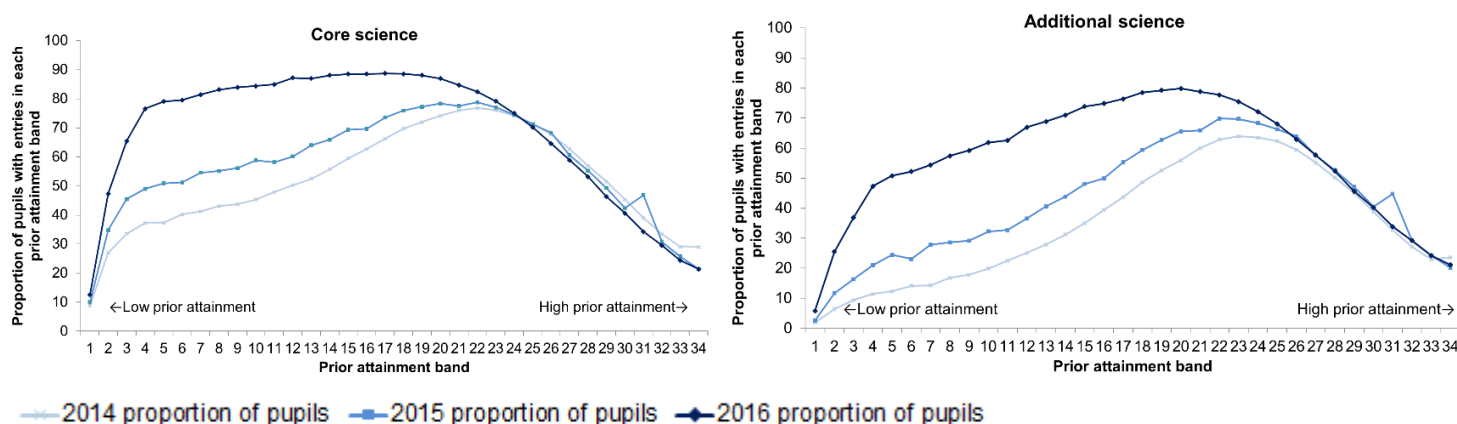
The proportion of pupils entering EBacc science increased to 86.8% in state-funded schools in 2016, an increase of 12.4 percentage points compared to 2015. This is driven by an increase in pupils entering the core and additional pathway, with 62.3% of the cohort entering this combination in 2016, up from 52.4% in 2015. There has also been a smaller increase in pupils entering the any three sciences pathway (24.0% in 2016, up from 21.7% in 2015).

The increase in pupils entering the core and additional pathway is driven by a move from science BTECs to core and additional science, by pupils with lower prior attainment, as shown by the charts below. Where the darkest blue line for 2016 is higher than the equivalent line for 2015, this means that a greater proportion of pupils in that prior attainment group entered the subject.

The lines decrease for the higher prior attainment end of the distribution, as pupils with higher prior attainment are more likely to take individual sciences, rather than core and additional science or BTECs.

**Figure 12: Proportion of pupils in each prior attainment band who entered core science, additional science (EBacc)<sup>12</sup>**

England, state-funded schools, 2014-2016

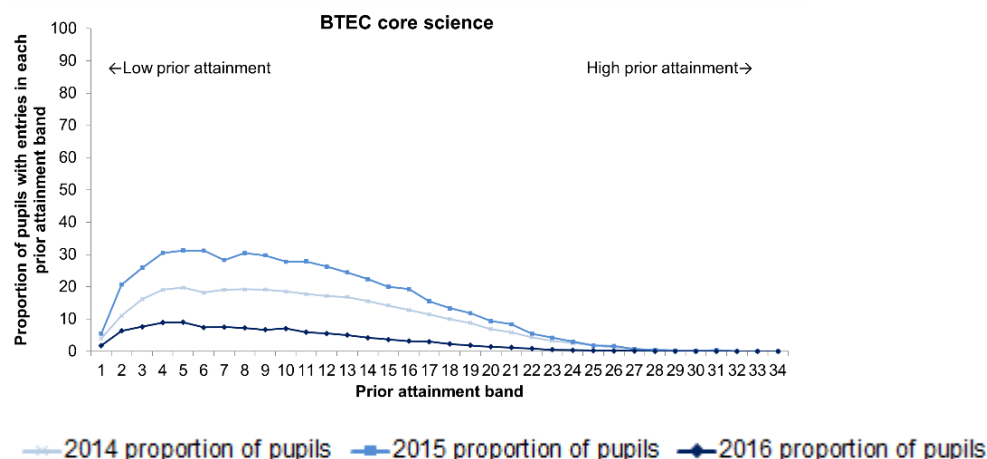


Source: Key stage 4 attainment data

<sup>11</sup> Core and additional science, together with further additional science, cover the same breadth of curriculum as biology, chemistry and physics GCSEs

<sup>12</sup> There is a small amount of deviation from the overall trend in 2015 for pupils in prior attainment band 31 (which equates to a fine level of 5.5) due to the impact of key stage 2 test boycotts in 2010

**Figure 13: Proportion of pupils in each prior attainment band who entered core science BTEC (non-EBacc)**  
England, state-funded schools, 2014-2016



Source: Key stage 4 attainment data

Achievement of EBacc science is reported as a percentage of pupils who entered the subject. A pupil achieves EBacc science with:

- A\* to C in at least two of biology, chemistry, physics and computer science, having entered at least three; or
- A\* to C in both core and additional science; or
- A\*A\* to CC in double science

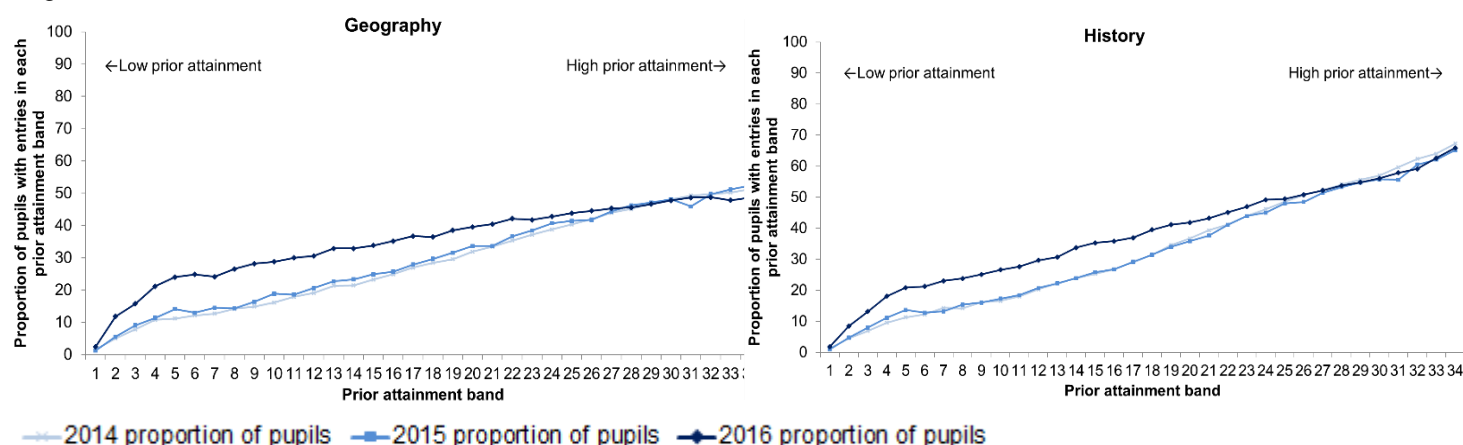
The increase in entry rate has come with a corresponding fall in attainment, which decreased to 63.8% of those entering EBacc science, from 69.1% in 2015. Attainment remains stable for each prior attainment band (ie at each level of prior attainment, pupils achieve approximately the same grades as those with the same level of prior attainment the previous year). However overall attainment has decreased because more pupils with low prior attainment entered EBacc science in 2016 than in previous years.

## EBacc humanities

The EBacc humanities subjects are geography and history: pupils must achieve A\* to C in one of these qualifications to achieve the EBacc humanities pillar.

The proportion of pupils entering EBacc humanities increased to 73.7% in state-funded schools in 2016, an increase of 8.2 percentage points compared to 2015. This is driven by an increase in entries by pupils with low prior attainment for history and geography, as shown in the charts below. The proportion of pupils with lower prior attainment who entered EBacc humanities qualifications is higher in 2016 than 2014 and 2015.

**Figure 14: Proportion of pupils in each prior attainment band who entered geography and history<sup>13</sup>**  
England, state-funded schools, 2014-16



Source: Key stage 4 attainment data

<sup>13</sup> There is a small amount of deviation from the overall trend in 2015 for pupils in prior attainment band 31 (which equates to a fine level of 5.5) due to the impact of key stage 2 test boycotts in 2010



Attainment has also fallen to 63.9% in 2016, from 67.2% in 2015. This is driven by the increase in entries by pupils with low prior attainment. As with science, attainment has remained stable for each prior attainment band (ie at each level of prior attainment, pupils achieve approximately the same grades as those with the same level of prior attainment the previous year).

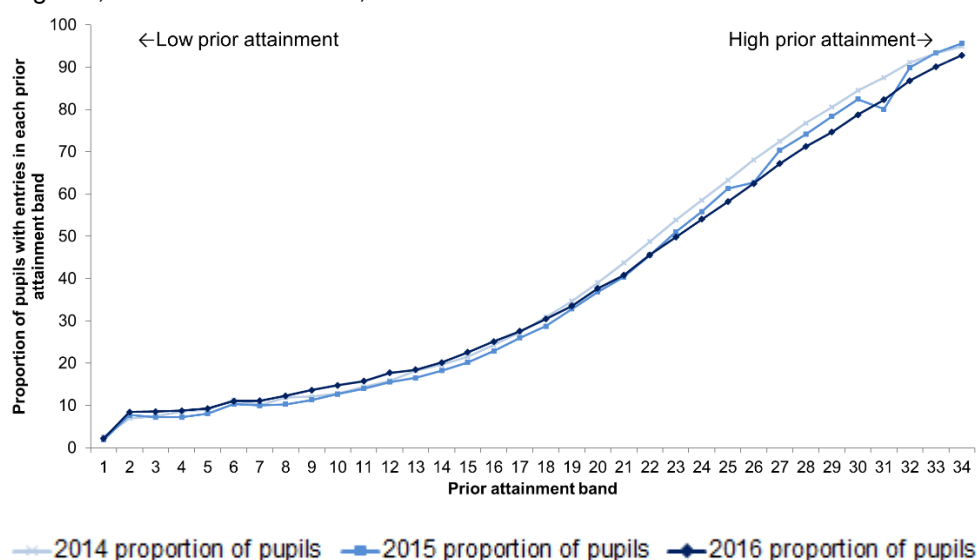
There has also been a small increase in entries into both geography and history in state-funded schools, from 9.4% in 2015 to 9.8% in 2016.

## EBacc languages

To achieve the languages component of the EBacc, pupils must achieve A\* to C in any language qualification on the EBacc approved list.

Entries to EBacc languages were stable between 2015 and 2016, with a small fall from 49.3% to 49.0%. The decrease occurs more for pupils with higher prior attainment, with a very small increase for pupils with low prior attainment, as shown in Figure 15 below.

**Figure 15: Proportion of pupils in each prior attainment band who entered EBacc languages<sup>14</sup>**  
England, state-funded schools, 2014-2016



Source: Key stage 4 attainment data

The proportion of pupils entering more than one EBacc language qualification in state-funded schools is stable, at 4.5% in 2015 and 4.4% in 2016. Attainment in languages was also stable, with 70.0% of those entering an EBacc language achieving at least a C grade, compared to 70.5% in 2015.

## Art and design subjects

For the purposes of these figures, arts subjects include Applied Art and Design, Art and Design, Drama, Media/Film/TV, Music, Dance and Performing Arts. The figures include GCSEs, level 1/2 certificates, and AS levels.

The percentage of pupils entering at least one arts subject decreased in 2016, by 1.6 percentage points to 48.0% of pupils in state-funded schools, and 1.8 percentage points to 47.0% of pupils in all schools.

**Table 7: Percentage of pupils entered for at least one arts subject**  
England, 2010-2016

|                      | 2010  | 2011  | 2012  | 2013  | 2014  | 2015  | 2016         |
|----------------------|-------|-------|-------|-------|-------|-------|--------------|
| All schools          | 46.6% | 45.5% | 44.4% | 44.4% | 47.5% | 48.8% | <b>47.0%</b> |
| State-funded schools | 47.2% | 45.8% | 44.7% | 44.8% | 48.3% | 49.6% | <b>48.0%</b> |

Source: Key stage 4 attainment data

<sup>14</sup> There is a small amount of deviation from the overall trend in 2015 for pupils in prior attainment band 31 (which equates to a fine level of 5.5) due to the impact of key stage 2 test boycotts in 2010

## 7. Attainment by pupil characteristics

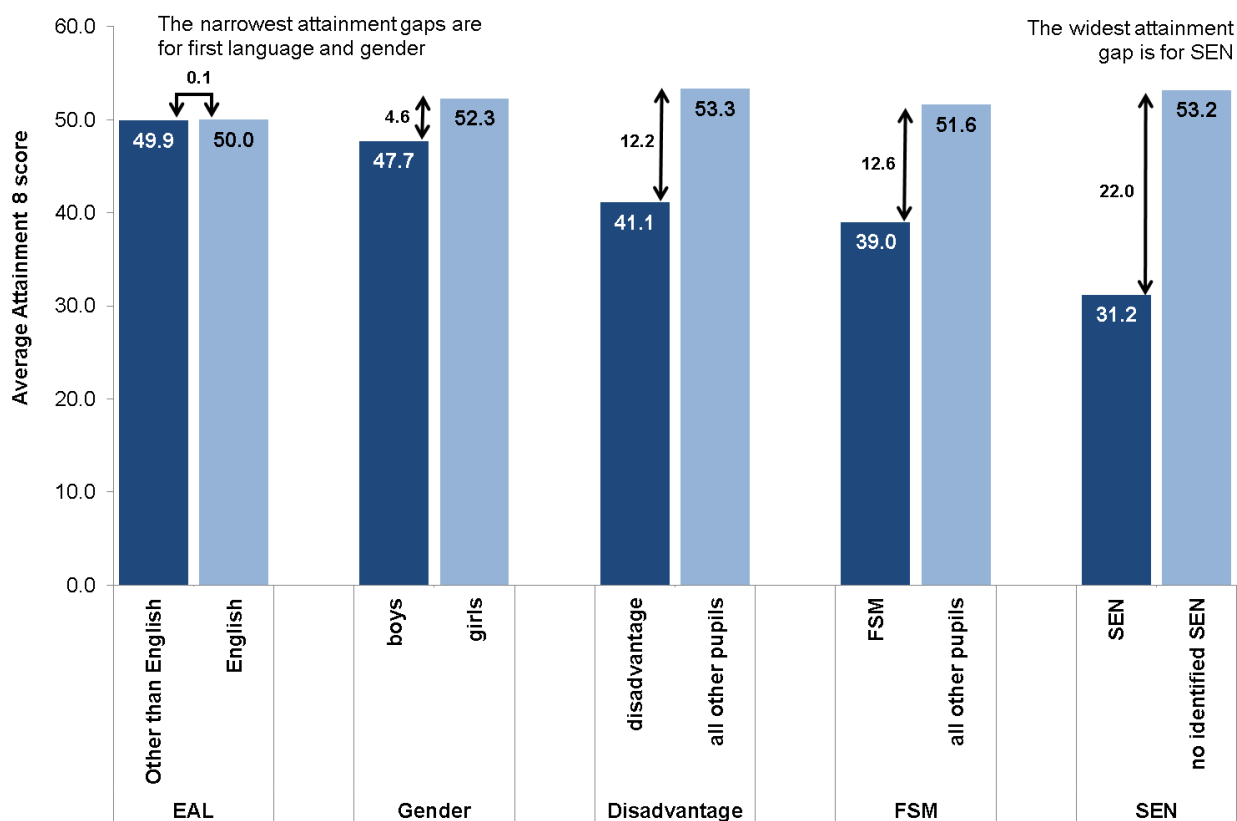
### Characteristics definitions

Please see the pupil characteristics section of the characteristics quality and methodology document for additional information on characteristics definitions.

Information on attainment has been broken down by the following pupil characteristics: ethnicity, English as an additional language (EAL), free school meal eligibility (FSM), disadvantage, and special educational needs (SEN). These characteristics are broken down further by local authority in the tables accompanying this SFR.

Figure 16 shows the pattern in Attainment 8 by different pupil characteristics. Further information on attainment broken down by Indices of Deprivation Affecting Children (IDACI), degree of rurality, local authority district, and parliamentary constituency, based on the postcode of pupil residence or school location, can be found in the tables published alongside this release on gov.uk.

**Figure 16: Average Attainment 8 score by pupil characteristics**  
England, state-funded schools, 2016



Source: Key stage 4 attainment data

## Disadvantage: Gap Index

### Official Statistic

The gap index has moved out of experimental statistics status (as reported in [SFR 01/2016](#)) and into official statistics status. 'Calculating the index' summarises how the measure is produced; and more details of the methodology and consultation were published in [SFR 40/2014](#).

### Disadvantage

Pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

In 2016, 27.7% of pupils at the end of key stage 4 were disadvantaged, 0.4 percentage points higher than 2015 (27.3%)

Attainment is lower for disadvantaged pupils compared to all other pupils across all headline measures in 2016, as seen in previous years. Due to the new headline measures, and changes in methodology, it is recommended that the gap index is used to look at the difference in attainment between disadvantaged and other pupils over time.

### Calculating the Index

Pupils are ordered by average grade in English and maths GCSEs.

The average rank of disadvantaged pupils was 0.36, meaning the average pupil was just over a third of the way up the distribution, while that of other pupils was 0.55, more than halfway up the distribution (see Figure 18).

The disadvantaged pupils' attainment gap index multiplies the difference between these by 20:

$$(0.55244 - 0.36328) \times 20 = 3.78$$

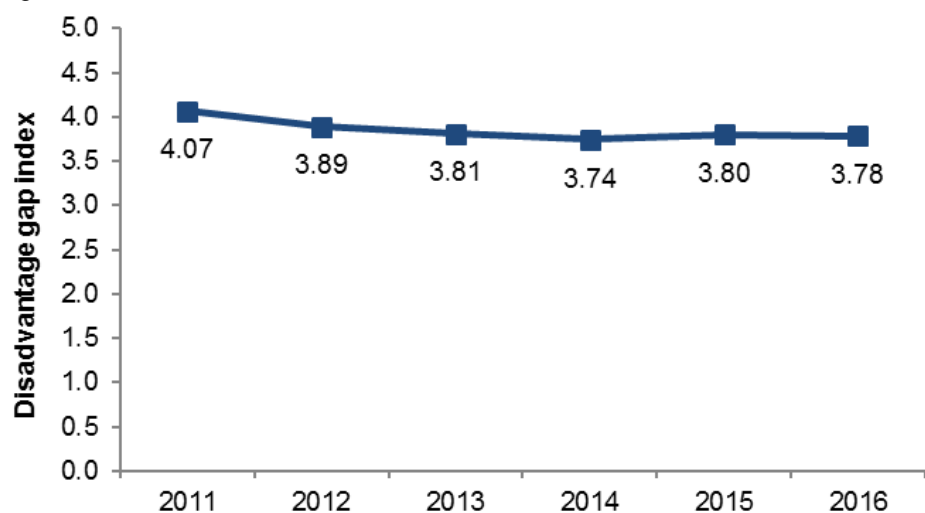
The gap is measured on a scale of 0 to 10 (or minus 10 if disadvantaged pupils achieved higher)

The gap between disadvantaged pupils and others, measured using the gap index, decreased in four of the last five years, narrowing by 7.0% overall since 2011. The average position of disadvantaged pupils in the distribution compared to others remains similar to that in 2013.

The methodology of the disadvantage gap index changed in 2016 to reflect the change in the English Baccalaureate measure (see section 5). This change means, for the purpose of the gap index, we now take the highest point score of English language and English literature, where previously we took the point score from English language. The impact of this change in methodology on the gap index is minimal: when rounded to two decimal places the gap index under the old methodology is 0.01 points higher, at 3.79. When comparing unrounded figures, this translates to a difference of 0.0023.

**Figure 17: Trend in the disadvantaged pupils' attainment gap index**

England, state-funded schools, 2011-2016



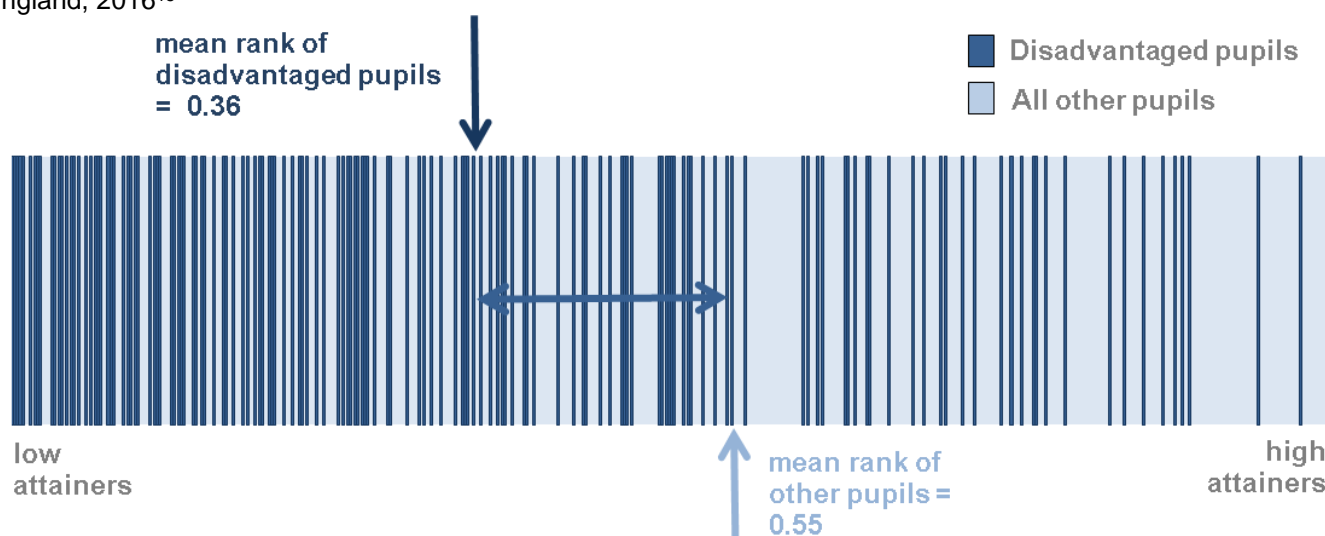
Source: National pupil database and key stage 4 attainment data

In addition to this change, disadvantage data for pupils who attend further education colleges with 14 to 16 provision is available for 2016 and are therefore included in the gap index. The inclusion of these pupils adds around 900 pupils at the end of year 11 or around 0.2% of all pupils in state-funded schools. The impact of including these pupils is small. Excluding these pupils, the gap index would be slightly larger, at 3.80.

Figure 18 shows the distribution of pupils' results in English and maths GCSEs in 2016, from lowest attainment on the left to the highest attainment on the right. Dark blue lines represent disadvantaged pupils, while light blue lines represent others. Although there were some disadvantaged pupils among the highest attainers, they were more likely to be clustered at the lower attaining end. The gap index measures the distance between the average position of disadvantaged and other pupils in the distribution (shown by arrows); if disadvantage were not associated with differences in attainment, pupils would be evenly spaced and the gap would be zero, but currently the average position of disadvantaged pupils is lower than others.

**Figure 18: The distribution of pupil attainment, disadvantaged pupils and others**

England, 2016<sup>15</sup>



Source: Key stage 4 attainment data

To understand more about differences between the two groups we can look at illustrative points in the distribution and compare how likely pupils are to be particularly high or low achievers.

For example, 94% of pupils who were not disadvantaged achieved an average grade of E or above in English and maths. Disadvantaged pupils are more likely to be low achieving, and 79% of disadvantaged pupils achieved E or above.

Disadvantaged pupils are also under-represented at the high achieving end: 18% of non-disadvantaged pupils achieved an A or above (achieving either A/A\*s in both assessments, or one B and one A\*); however, only 6% of all disadvantaged pupils reached this standard.

Further breakdowns of average English and maths grades by disadvantaged and all other pupils can be found in table CH4b of the accompanying data tables.

### Disadvantage: headline measures

This section is included for transparency, however it is recommended that the gap index (see page 17) is used in preference to comparing raw attainment scores for disadvantaged and other pupils to analyse the difference in attainment. The gap index is more resilient to changes to assessment and therefore offers greater comparability between years.

Attainment is lower for disadvantaged pupils compared to all other pupils across all headline measures in 2016.

<sup>15</sup> The diagram shows the position of every 1000<sup>th</sup> disadvantaged pupil and every 1000<sup>th</sup> other pupil at the end of key stage 4 in 2016, in order of their average grade across English and mathematics. The average position for each group is indicated.

**Table 8: Attainment 8 and Progress 8 for disadvantaged pupils and all other pupils**  
England, state-funded schools, 2016

|                         | Number of pupils at end of key stage 4 | Average Attainment 8 score | Average Progress 8 score | Progress 8 lower confidence interval | Progress 8 upper confidence interval |
|-------------------------|--|----------------------------|--------------------------|--------------------------------------|--------------------------------------|
| <b>Disadvantaged</b>    | 149,895                                | 41.1                       | -0.38                    | -0.38                                | -0.37                                |
| <b>All other pupils</b> | 390,794                                | 53.3                       | 0.10                     | 0.10                                 | 0.11                                 |

Source: Key stage 4 attainment data

The gap in attainment for disadvantaged pupils increased by 0.1 percentage point<sup>16</sup> for A\* to C in English and maths, but decreased for the percentage entering and achieving the EBacc by 1.1 and 0.1 percentage points respectively.

**Table 9: Percentage of disadvantaged and all other pupils achieving threshold measures**  
England, state-funded schools, 2015-2016

|                         | A* to C in English and maths |      | Entering the EBacc |      | Achieving the EBacc |      |
|-------------------------|------------------------------|------|--------------------|------|---------------------|------|
|                         | 2015                         | 2016 | 2015               | 2016 | 2015                | 2016 |
| <b>Disadvantaged</b>    | 39.4                         | 43.1 | 23.3               | 25.2 | 11.2                | 11.7 |
| <b>All other pupils</b> | 66.7                         | 70.6 | 44.5               | 45.2 | 29.2                | 29.7 |
| <b>Gap<sup>16</sup></b> | 27.3                         | 27.4 | 21.1               | 20.1 | 18.1                | 18.0 |

Source: Key stage 4 attainment data

## Free school meals

### Free school meals

Where a pupil's family have claimed eligibility for free school meals in the School Census they are defined as eligible for Free school meal (FSM).

FSM data for pupils who attend further education colleges with 14 to 16 provision is available for 2016 and are therefore included in data presented here. The inclusion of these pupils adds around 900 pupils at the end of year 11 or around 0.2% of all pupils in state-funded schools.

In 2016, 13.4% of pupils at the end of key stage 4 were eligible for free school meals, compared to 13.8% in 2015.

The pattern in performance of FSM eligible pupils in 2016 is broadly similar to that of disadvantaged pupils. FSM eligible pupils have lower attainment than that of other pupils for all of the key performance measures at key stage 4.

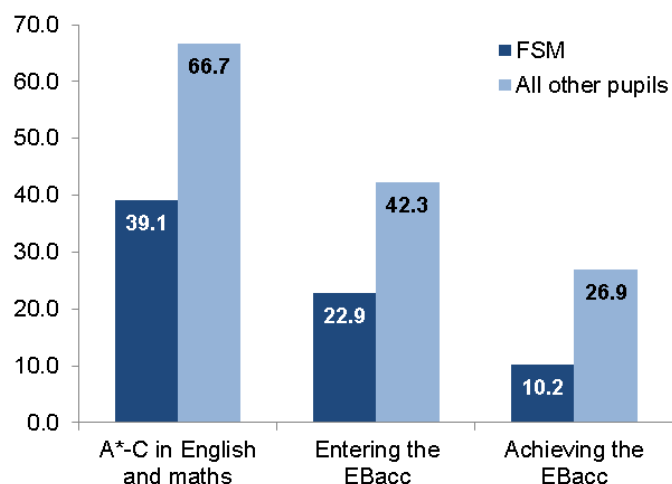
**Table 10: Attainment 8 and Progress 8 for FSM eligible and all other pupils**  
England, state-funded schools, 2016

|                         | Number of pupils at end of key stage 4 | Average Attainment 8 score | Average Progress 8 score | Progress 8 lower confidence interval | Progress 8 upper confidence interval |
|-------------------------|--|----------------------------|--------------------------|--------------------------------------|--------------------------------------|
| <b>FSM</b>              | 72,528                                 | 39.0                       | -0.46                    | -0.47                                | -0.45                                |
| <b>All other pupils</b> | 468,161                                | 51.6                       | 0.04                     | 0.03                                 | 0.04                                 |

Source: Key stage 4 attainment data

<sup>16</sup> Gaps are based on unrounded figures.

**Figure 19: Attainment in threshold measures for FSM eligible and all other pupils**  
England, state-funded schools, 2016



Source: Key stage 4 attainment data

## English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English.

15.2% of pupils at the end of key stage 4<sup>17</sup> had a first language other than English in 2016. This is one percentage point higher than 2015 (14.2%)

The average Attainment 8 score of those with English as an additional language is broadly similar to those with English as a first language, but their average Progress 8 score is higher, as shown in table 11.

**Table 11: Attainment 8 and Progress 8 by first language**

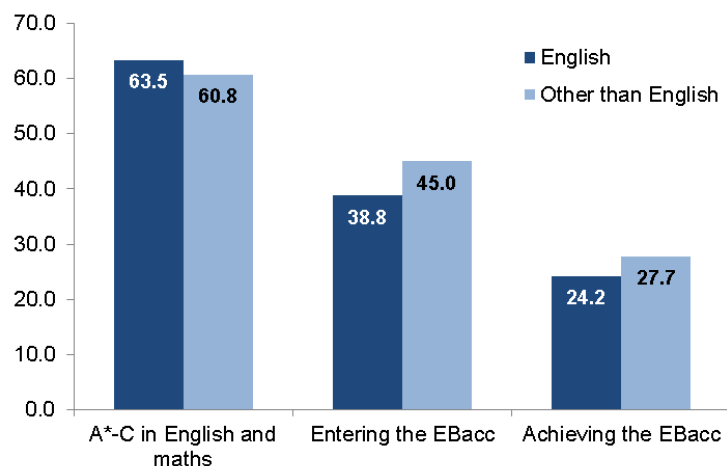
England, state-funded schools, 2016

|                           | Number of pupils at end of key stage 4 | Average Attainment 8 score | Average Progress 8 score | Progress 8 lower confidence interval | Progress 8 upper confidence interval |
|---------------------------|--|----------------------------|--------------------------|--------------------------------------|--------------------------------------|
| <b>English</b>            | 457,376                                | 50.0                       | -0.09                    | -0.09                                | -0.09                                |
| <b>Other than English</b> | 81,708                                 | 49.9                       | 0.39                     | 0.38                                 | 0.40                                 |

Source: Key stage 4 attainment data

**Figure 20: Attainment in threshold measures by first language**

England, state-funded schools, 2016



Source: Key stage 4 attainment data

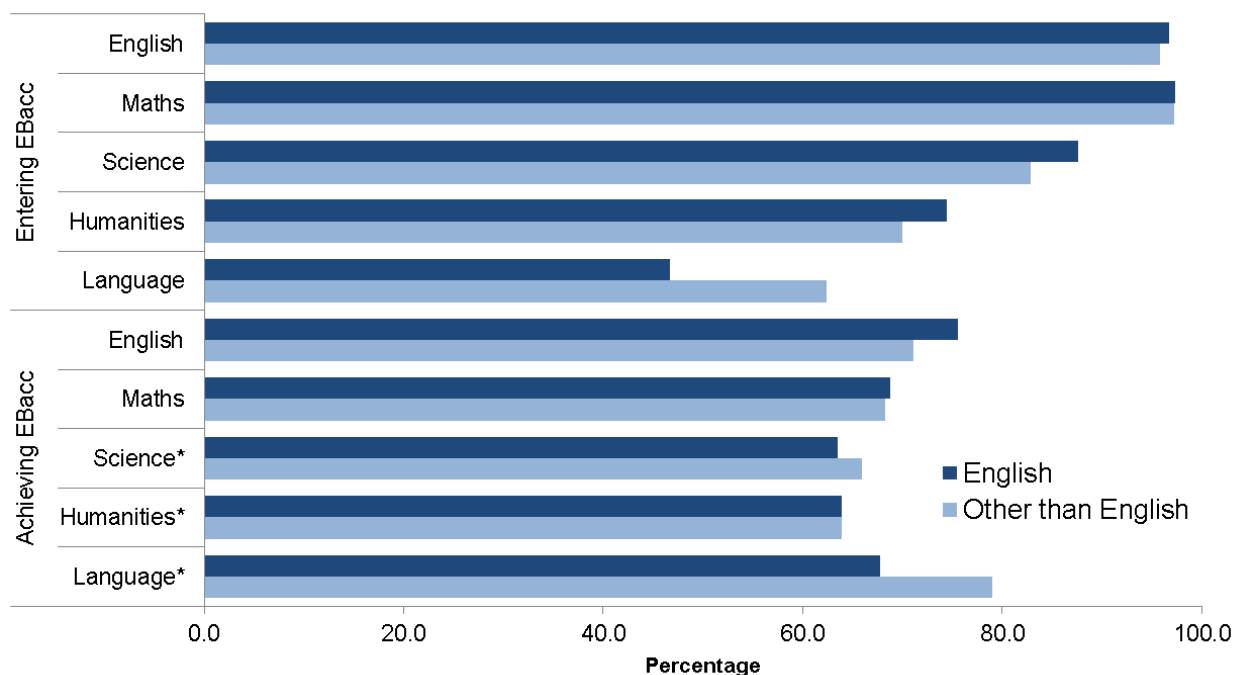
<sup>17</sup> Excluding pupils whose first language is unclassified



Achievement of pupils with English as an additional language is lower than pupils with English as a first language for A\* to C in English and maths in 2016, driven by lower attainment in English for pupils with English as an additional language. Entry and achievement of the EBacc, however, is higher for pupils with English as an additional language, as shown in Figure 20.

Analysis shows that for pupils who entered four out of five of the EBacc pillars, the language pillar was the most likely not to be entered. Figure 21 shows that pupils with English as an additional language have much higher rates of entry and achievement of the language component of the EBacc, compared to pupils whose first language is English. They have a slightly lower entry rate to the science and humanities pillars. Higher entry and achievement rates in the language pillar for pupils with English as an additional language contributes to their higher overall rates of EBacc entry and achievement.

**Figure 21: Percentage of pupils entering and achieving the EBacc pillars by first language**  
England, state-funded schools, 2016



\*as a percentage of those entering

Source: Key stage 4 attainment data

## Special Educational Needs (SEN)

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. More information on these is given in the quality and methodology document.

14.6% of pupils at the end of key stage 4 had a special educational need in 2016, 1.6 percentage points lower than 2015 (16.2%).

The attainment gap between pupils with SEN compared to pupils with no identified SEN remains the largest gap of all characteristics groups: pupils with SEN perform significantly worse than pupils with no identified SEN across all headline measures of attainment, as shown in Table 12 and Figure 22. The average Attainment 8 score per pupil with SEN was 31.2, compared to 53.2 for pupils with no identified SEN.

Pupils with a statement of SEN or EHC plan had lower attainment and progress scores than those with SEN support, with average Attainment 8 scores of 17.0 and 36.2 respectively, and average Progress 8 scores of -1.03 (+/-0.01) and -0.38 (+/-0.01) respectively.

**Table 12: Attainment 8 and Progress 8 by special educational need**

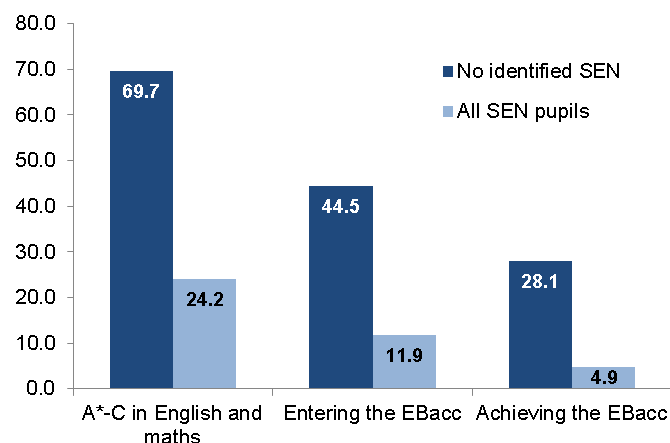
England, state-funded schools, 2016

|                          | Number of pupils at end of key stage 4 | Average Attainment 8 score | Average Progress 8 score | Progress 8 lower confidence interval | Progress 8 upper confidence interval |
|--------------------------|--|----------------------------|--------------------------|--------------------------------------|--------------------------------------|
| <b>No identified SEN</b> | 461,072                                | 53.2                       | 0.06                     | 0.06                                 | 0.06                                 |
| <b>All SEN pupils</b>    | 78,682                                 | 31.2                       | -0.55                    | -0.56                                | -0.54                                |

Source: Key stage 4 attainment data

**Figure 22: Attainment in threshold measures by special educational need**

England, state-funded schools, 2016



Source: Key stage 4 attainment data

## Ethnicity

Ethnicity is broken down into two main variables: a minor grouping variable and a major groupings variable.

79.0% of pupils at the end of key stage 4<sup>18</sup> are white, 9.6% are Asian, 5.2% are black, 4.3% are mixed, 0.4% are Chinese, and 1.5% are any other ethnic group.

The average Attainment 8 scores for Chinese, mixed and Asian pupils are higher than that of the national average. The same is also true for Progress 8 scores, with the exception of mixed pupils whose Progress 8 score is close to the national average, as shown in table 13. Average Attainment 8 scores of white and black pupils are both below the national average. White pupils' average progress 8 score is also below the national average, but black pupils' is above.

**Table 13: Attainment 8 and Progress 8 by major ethnic group**

England, state-funded schools, 2016

|                   | Number of pupils at end of key stage 4 | Average Attainment 8 score | Average Progress 8 score | Progress 8 lower confidence interval | Progress 8 upper confidence interval |
|-------------------|--|----------------------------|--------------------------|--------------------------------------|--------------------------------------|
| Chinese           | 2,026                                  | 62.4                       | 0.68                     | 0.63                                 | 0.73                                 |
| Asian             | 51,218                                 | 52.5                       | 0.31                     | 0.30                                 | 0.32                                 |
| Mixed             | 22,868                                 | 50.5                       | -0.04                    | -0.06                                | -0.03                                |
| White             | 422,763                                | 49.7                       | -0.09                    | -0.09                                | -0.08                                |
| Black             | 27,924                                 | 48.7                       | 0.17                     | 0.16                                 | 0.19                                 |
| <i>All pupils</i> | <i>540,689</i>                         | <i>49.9</i>                | <i>-0.03</i>             | <i>-0.03</i>                         | <i>-0.03</i>                         |

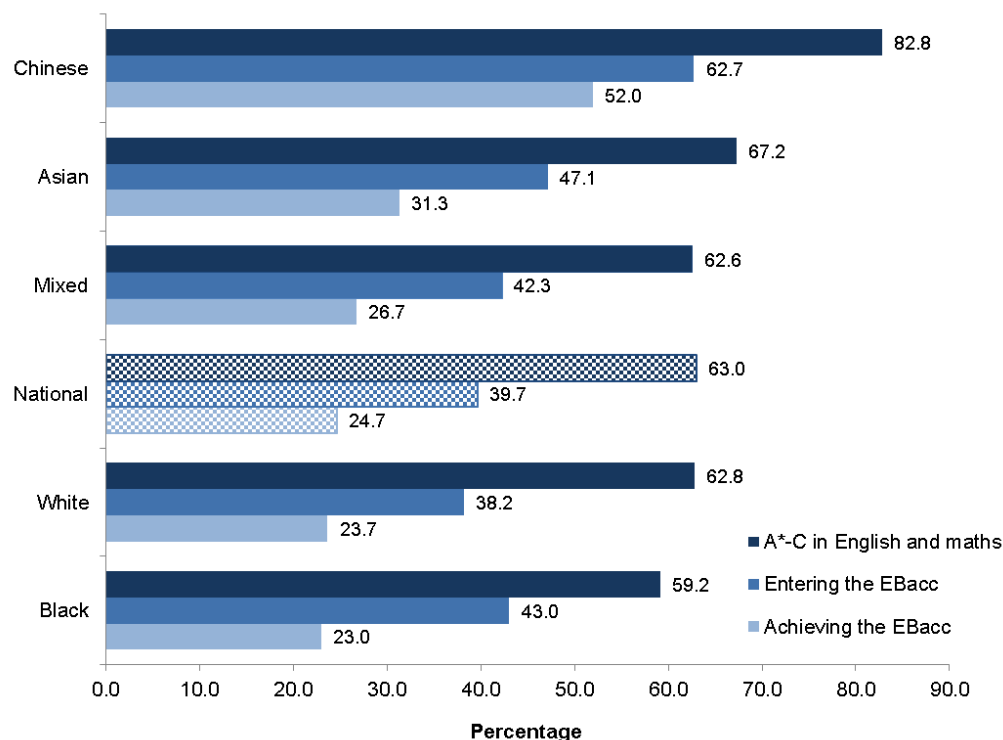
Source: Key stage 4 attainment data

<sup>18</sup> Excluding pupils whose ethnicity is unclassified

The pattern in attainment for threshold measures remains broadly similar to 2015: attainment of Chinese and Asian pupils continue to be above the national average for A\* to C in English and maths, and entry and achievement of the EBacc. Attainment of pupils within the mixed ethnic group also remained above the national average for EBacc entry and achievement, however these pupils were slightly below the national average for A\* to C in English and maths in 2016. Attainment of white and black pupils remains below the national average for A\* to C in English and maths, and EBacc achievement, as shown in Figure 23. White pupils are also below the average for EBacc entry, but black pupils are slightly above.

**Figure 23: Attainment in threshold measures by major ethnic group**

England, state-funded schools, 2016

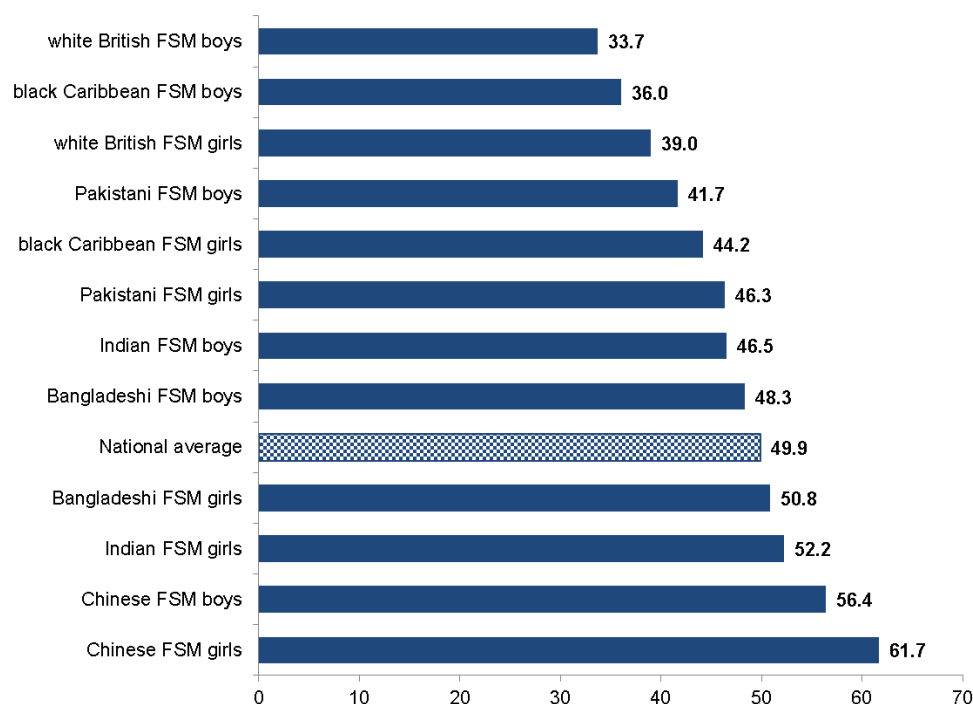


Source: Key stage 4 attainment data

Pupil attainment by ethnicity is more varied when figures are broken down further by ethnic group, FSM eligibility and gender.

White pupils eligible for FSM are the lowest-attaining major ethnic group in all main indicators of attainment at the end of key stage 4 in 2016, including an average Attainment 8 score 13.4 points below the national average. The gap increases to 15.9 points when only white FSM boys are considered. Figure 24 shows average Attainment 8 scores by minor ethnic group, FSM eligibility and gender for selected groups.

**Figure 24: Average Attainment 8 score for selected minor ethnic groups, by gender**  
England, state-funded schools, 2016



Source: Key stage 4 attainment data

## Gender

As in previous years, girls continue to do better than boys. This is true for the new headline measures, as shown in Table 14, and threshold measures, as shown in Figure 25.

**Table 14: Attainment 8 and Progress 8 by gender**

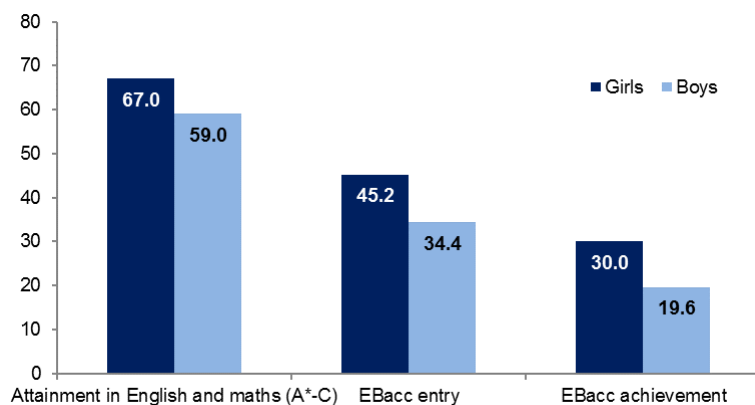
England, state-funded schools, 2016

|       | Average<br>Attainment<br>8 score | Average<br>Progress 8<br>score | Progress 8<br>lower<br>confidence<br>interval | Progress 8<br>upper<br>confidence<br>interval |
|-------|----------------------------------|--------------------------------|---|---|
| Boys  | 47.7                             | -0.17                          | -0.17   | -0.16   |
| Girls | 52.3                             | 0.11                           | 0.11  | 0.12  |

Source: Key stage 4 attainment data

**Figure 25: Attainment in threshold measures by gender**

England, state-funded schools, 2016



Source: Key stage 4 attainment data

## 8. Floor standards

In 2016 a school is below the floor if:

1. it's Progress 8 score is below -0.5; and
2. the upper band of the 95% confidence interval is below zero

282 schools are below the 2016 secondary floor standard. This is 9.3% of state-funded mainstream schools included in the calculation. In 2015, 11.0% of schools were below the previous floor standard.

Closed schools, including those which closed during the 2015/16 academic year and re-opened as a different type of school (for example, a sponsored academy) are excluded from the floor standards. There were 62 closed schools in 2016 that would otherwise have been included in the floor standard, and 19 of these would have been below the floor.

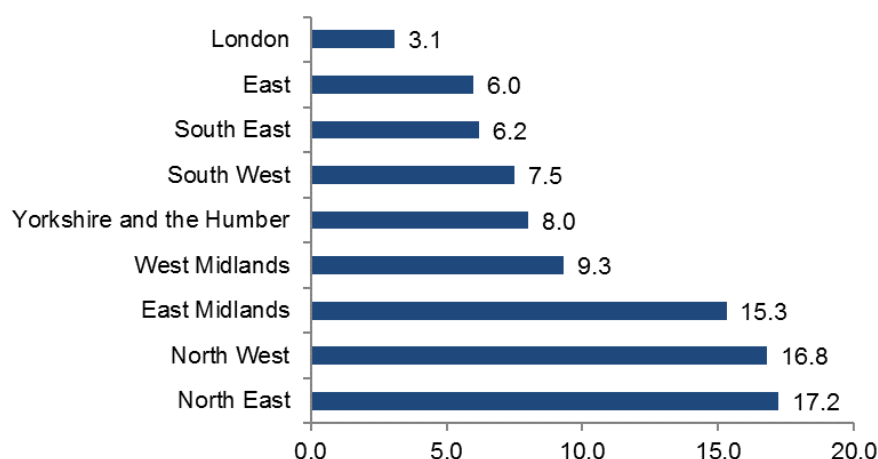
Schools are also excluded from the floor standards where:

- there are fewer than six pupils in the year 11 cohort, or included in the Progress 8 measure; or
- fewer than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculation of Progress 8

The breakdown of schools below the floor by region is shown in Figure 26 below. There is considerable variation in the percentage of schools below the floor standard in different regions. London has the lowest proportion of schools below the floor, with 3.1%, and North East the highest, with 17.2%.

**Figure 26: Percentage of schools below the floor by region**

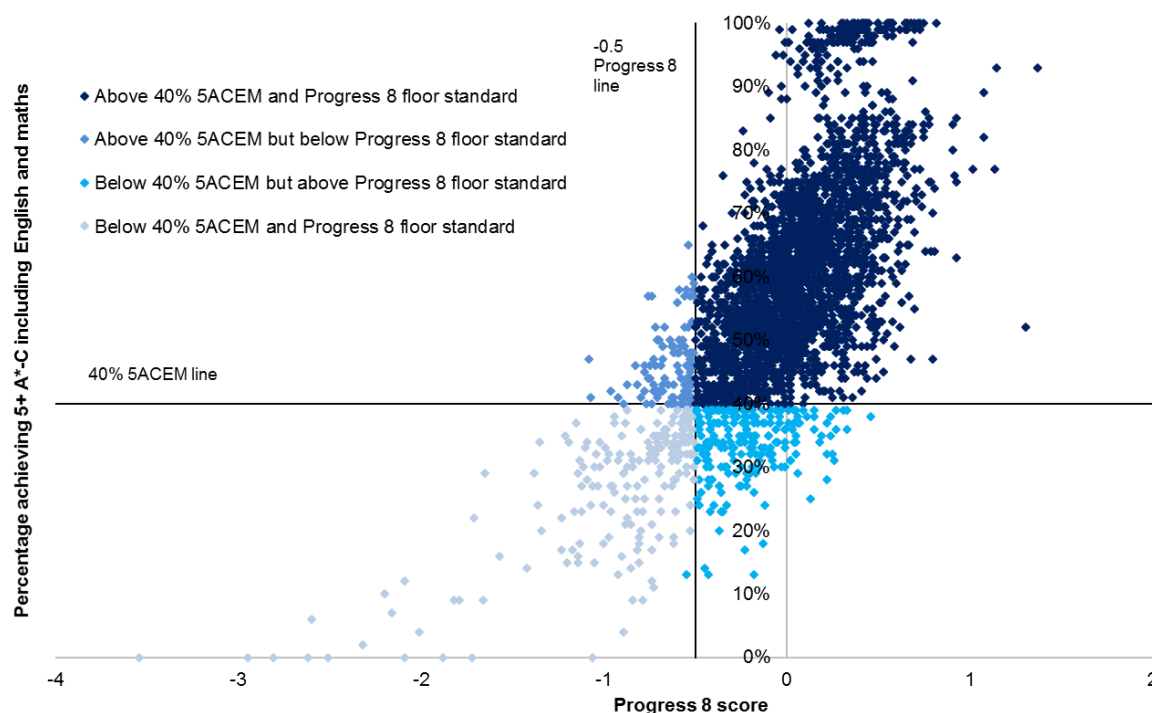
England, state-funded schools assessed against the floor standard, 2016



Source: Key stage 4 attainment data

The previous floor standard was based on the percentage of pupils achieving 5+ A\* to C grades including English and maths, and the percentage of pupils making expected levels of progress. Figure 27 below shows the percentage of pupils achieving 5+ A\* to C grades including English and maths for each school in 2016 against their Progress 8 score, used for the 2016 floor standard. Schools in the fourth quadrant (bottom right) would have been in-scope to be below the 5ACEM floor, as the percentage of pupils achieving 5+ A\* to C grades including English and maths is below 40%, but are above the Progress 8 floor standard.

**Figure 27: Comparison of 2015 and 2016 floor standards**  
England, state-funded mainstream, 2016



Source: Key stage 4 attainment data

## 9. Coasting schools

A school will fall within the coasting definition if data shows that over time, it has not supported its pupils to fulfil their potential.

A secondary school will meet the coasting definition if:

1. In 2014, fewer than 60% of pupils achieved 5+ A\* to C grades including English and maths, and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics; and
2. In 2015, fewer than 60% of pupils achieved 5+ A\* to C grades including English and maths, and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics<sup>19</sup>; and
3. In 2016, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero

Schools will be excluded from the coasting definition if one of the following applies in at least one of the three years:

- the number of eligible pupils is fewer than 11 in 2014 or 2015, or fewer than 6 in 2016;
- the school does not have published results against all relevant performance measures;
- fewer than 50% of pupils have tests or assessments that can be used as prior attainment in the calculations of progress measures; or
- the school closed within the academic year and did not re-open as a converter academy

The Education and Adoption Act 2016 (the Act) allows the Secretary of State to identify and support coasting schools for the first time. The Department consulted on a coasting definition in autumn 2015 and the Act received Royal Assent in March 2016. On 20 October 2016, the Secretary of State laid draft regulations in Parliament setting out the Department's proposed definition of a coasting school. These were formally approved by Parliament in December 2016 and came into force on 11 January 2017.

On 9 November the Department published a [statistical note](#) that set out the coasting definition in full and provided a brief analysis of the number and types of schools that fell under the proposed definition based on final results for 2014 and 2015 and provisional results for 2016.

<sup>19</sup> Schools that chose to opt in to Progress 8 early must also have a 2015 Progress 8 score below -0.25 to meet the coasting definition



319 schools met the coasting definition in the 2016 revised data. This is 11.3% of state-funded mainstream schools included in the calculation.

- 11 schools which previously met the definition based on provisional results no longer meet the definition on revised results (including newly closed schools)
- 3 schools previously not meeting the coasting definition on provisional results now fall within the definition based on revised data

152 of the 319 schools meeting the coasting definition were also below the floor standard in 2016. The breakdown of schools meeting the coasting definition by region is shown in Figure 28 below. There is considerable variation in the percentage of schools meeting the coasting definition in different regions. London has the lowest proportion of schools meeting the definition, with 3.2%, and East Midlands the highest, with 22.6%.

**Figure 28: Percentage of schools meeting the coasting definition by region**  
England, eligible state-funded schools, 2016



Source: Key stage 4 attainment data

## 10. Attainment by school type (Tables 2a, 2d & 2e)

Schools in England can be divided into state-funded and independent schools. Independent schools are funded by fees paid by attendees. State-funded and independent schools are considered separately, because the department holds state-funded schools accountable for their performance.

### State-funded mainstream schools

Schools can be split into groups according to their governance. Further information on the different school types can be found in the quality and methodology document accompanying this release.

Attainment 8 and Progress 8 scores by school type are shown in Table 15. Attainment by pupil characteristics and school type have also been published for the first time in this release – see table CH3a in the national characteristics tables.

**Table 15: Attainment 8 and Progress 8 by school type**  
England, state-funded mainstream schools, 2016

|  | Number of schools | Number of pupils at end of key stage 4 | Average Attainment 8 score | Average Progress 8 score | Progress 8 lower confidence interval | Progress 8 upper confidence interval |
|--|-------------------|--|----------------------------|--------------------------|--------------------------------------|--------------------------------------|
| <b>Local authority maintained mainstream schools</b> | 1,120             | 191,701                                | 49.9                       | -0.03                    | -0.04                                | -0.03                                |
| <b>Academies and free schools</b>                    | 1,975             | 337,452                                | 51.3                       | 0.03                     | 0.02                                 | 0.03                                 |
| <i>Sponsored academies</i>                           | 562               | 85,080                                 | 45.9                       | -0.14                    | -0.15                                | -0.14                                |
| <i>Converter academies</i>                           | 1,322             | 247,551                                | 53.3                       | 0.09                     | 0.09                                 | 0.10                                 |
| <i>Free schools</i>                                  | 32                | 1,838                                  | 51.0                       | -0.02                    | -0.07                                | 0.03                                 |
| <i>University technical colleges</i>                 | 28                | 1,864                                  | 43.4                       | -0.64                    | -0.69                                | -0.59                                |
| <i>Studio schools</i>                                | 31                | 1,119                                  | 37.2                       | -0.86                    | -0.93                                | -0.80                                |
| <b>Further education colleges</b>                    | 15                | 885                                    | 17.6                       | -1.99                    | -2.08                                | -1.90                                |
| <b>All state-funded mainstream schools</b>           | <b>3,113</b>      | <b>530,580</b>                         | <b>50.8</b>                | <b>0.00</b>              | .                                    | .                                    |

Source: Key stage 4 attainment data

Looking at the attainment of academies and free schools as a single group masks important variation between the different types of schools within this group.

### Academies

Converter academies have on average higher attainment across the headline measures than the average for state-funded schools. This may be explained by the fact that these were already high performing schools that chose to convert to academies.

The converse may be true of sponsored academies, which perform below the average for state-funded schools, as these are schools that were already low performing before their conversion to sponsored academy status.

Table 16 shows the performance in Progress 8 of academies by length of time open in 2016.

**Table 16: Progress 8 scores in academies and LA maintained schools by length of time open**  
England, 2016

|   | Number of schools with results | Average Progress 8 score | Progress 8 lower confidence interval | Progress 8 upper confidence interval |
|---|--------------------------------|--------------------------|--------------------------------------|--------------------------------------|
| <b>Sponsored academies</b>                    |                                |                          |                                      |                                      |
| Open for 1 academic year                      | 55                             | -0.25                    | -0.27                                | -0.23                                |
| Open for 2 academic years                     | 59                             | -0.16                    | -0.18                                | -0.13                                |
| Open for 3 academic years                     | 78                             | -0.18                    | -0.20                                | -0.16                                |
| Open for 4 academic years                     | 61                             | -0.17                    | -0.19                                | -0.14                                |
| Open for 5 academic years                     | 49                             | -0.19                    | -0.21                                | -0.16                                |
| Open for 6 or more academic years             | 260                            | -0.10                    | -0.11                                | -0.09                                |
| <b>All sponsored academies</b>                | <b>562</b>                     | <b>-0.14</b>             | <b>-0.15</b>                         | <b>-0.14</b>                         |
| <b>Converter academies</b>                    |                                |                          |                                      |                                      |
| Open for 1 academic year                      | 49                             | -0.02                    | -0.04                                | 0.00                                 |
| Open for 2 academic years                     | 68                             | 0.09                     | 0.07                                 | 0.11                                 |
| Open for 3 academic years                     | 159                            | 0.01                     | -0.01                                | 0.02                                 |
| Open for 4 academic years                     | 368                            | 0.06                     | 0.05                                 | 0.07                                 |
| Open for 5 academic years                     | 652                            | 0.13                     | 0.13                                 | 0.14                                 |
| Open for 6 or more academic years             | 26                             | 0.27                     | 0.25                                 | 0.30                                 |
| <b>All converter academies</b>                | <b>1,322</b>                   | <b>0.09</b>              | <b>0.09</b>                          | <b>0.10</b>                          |
| <b>All local authority maintained schools</b> | <b>1,120</b>                   | <b>-0.03</b>             | <b>-0.04</b>                         | <b>-0.03</b>                         |

Source: Key stage 4 attainment data

### Free schools, UTCs and studio schools

The numbers of free schools, UTCs and studio schools with year 11 pupils are too small to allow robust conclusions to be drawn about their performance at the end of key stage 4<sup>20</sup>, or comparison between years. Around a third of the free schools which currently have results are former independent schools rather than new provision, because most new free schools have only been open for a relatively short time and many do not yet have a year 11 cohort.

Pupils typically start UTCs and studio schools at the start of key stage 4 (year 10) rather than at the end of key stage 2 as is the case for most secondary schools. At the end of key stage 4, pupils will have typically attended in these schools for two out of the five years since the end of key stage 2.

### Further education colleges

Since September 2013, general further education colleges and sixth-form colleges have been able to directly enrol 14- to 16-year-olds. The number of FE colleges offering 14 to 16 provision with year 11 pupils is too small to allow robust conclusions to be drawn about their performance<sup>21</sup>.

Pupils typically start further education colleges with 14 to 16 provision at the start of key stage 4 (year 10) rather than at the end of key stage 2 as is the case for most secondary schools. At the end of key stage 4, pupils will have typically attended in these schools for two out of the five years since the end of key stage 2.

### Independent schools

Progress measures are not published for independent schools, due to lack of prior attainment data. Progress 8, one of the new headline measures, is also predominantly an accountability measure, to which independent schools are not subject.

<sup>20</sup> There are 32 free schools, 28 university technical colleges (UTCs) and 31 studio schools with results in 2016

<sup>21</sup> There are 15 further education colleges with 14 to 16 provision with results in 2016

The average Attainment 8 score per pupil in independent schools is 42.2, and 11.0% of pupils achieve the EBacc. Attainment in independent schools, particularly in threshold measures which require pupils to achieve a C or above in certain subjects, has been affected by changes relating to how unregulated international GCSEs count in the performance tables. The impact of unregulated international GCSEs can be seen most clearly in the attainment in English and maths (A\* to C) measure. In 2013, 58.1% of pupils in independent schools achieved the measure, but this fell to 30.0% in 2014, and to 28.3% in 2015. There has been an increase to 31.7% in 2016, but this is largely due to the change in methodology (see section 4).

These falling attainment figures are predominantly due to independent schools' continued use of unregulated international GCSEs. In 2010, new regulated versions of international GCSEs were approved. This allowed them to be taken in state-funded schools and included in the performance measures for the first time. At the same time, any results achieved by pupils in the legacy unregulated international GCSEs in these subjects were also valid for inclusion in performance indicators.

The period for inclusion of the unregulated legacy international GCSEs in measures was set for two years, commencing from the point at which the replacement regulated certificates became available for teaching, with the expectation being that pupils should be moved to the regulated certificates after this period. In independent schools, pupils have continued to be entered for unregulated international GCSEs that do not count in performance measures and they have not been moved across to the regulated certificate versions.

### Change in performance by school type over time in academies

There is public interest in the performance of academies and performance data can be used to calculate time series to show how results have changed since opening.

A variety of factors mean that care should be taken when comparing results between years:

- changes to school accountability may lead schools to prioritise performance in different measures. For example, focusing more attention on pupil progress as a result of the introduction of Progress 8 than on pupils meeting a C grade threshold to contribute to the 5+ A\* to C grades including English and maths measure
- the group of schools included in each category changes from one year to the next – for example local authority maintained schools changing to converter academies or new provision schools having results published for the first time. This is demonstrated in Table 17 which shows the number of schools included in attainment measures in each year. This means that comparing the headline figures for any of these groups captures not only the change in performance and the effect of reforms, but also the change in school composition. For example, if the additional schools to a group all had attainment that was below the average for the group, the effect would be to lower the average for the group even if each individual school saw no change in its own results

**Table 17: Number of schools with results by school type**

England, state-funded mainstream schools, 2016

|  | Number of schools with results in 2015 | Number of schools with results in 2016 |
|--|--|--|
| Local authority maintained mainstream schools              | 1,227                                  | 1,120                                  |
| Sponsored academies  | 503                                    | 562                                    |
| Converter academies  | 1,272                                  | 1,322                                  |
| <b>Total number of academies and LA maintained schools</b> | <b>3,002</b>                           | <b>3,004</b>                           |

Source: Key stage 4 attainment data

- measuring improvement over time can show whether underperforming schools or groups of schools are catching up with higher performing schools. However, when interpreting such measures, it should be noted that the extent to which a school improves is related to a range of factors, which makes it difficult to fully reflect the effect of any individual factor. Schools with the lowest previous outcomes tend to see the largest improvements but simply controlling for starting points does nothing to account for the very different circumstances which may exist in two schools. For example,

in two schools with the same outcomes, pupils might be far exceeding expectations given prior attainment in one while, in the other, pupils might be making less progress than expected. This will affect the relative ability to demonstrate improvement. For further discussion and analysis of these issues, see [Attainment by pupils in academies 2012](#) and the methodology document for [Multi-academy trust performance measures: 2014 to 2015](#).

Table 18 shows results for average Attainment 8 scores for academies over the last two years, by length of time open, and is read from left to right, row by row, for comparison. The shaded cell in a series (where applicable) represents the performance of the predecessor schools in that year. The local authority maintained mainstream line only includes schools who had maintained status in all years shown.

Table 18 shows increases in average Attainment 8 scores in both sponsored and converter academies between 2015 and 2016, with a rise of 2.8 points<sup>22</sup> for sponsored academies and a rise of 1.2 points for converter academies (to 45.9 and 53.3, respectively). Over the same period, the average Attainment 8 score in LA maintained mainstream schools increased from 48.6 to 49.9 (an increase of 1.4 points<sup>22</sup>).

**Table 18: Attainment 8 scores in academies and LA maintained schools by length of time open**  
England, 2015-2016

|   | Number of schools with results | Average Attainment 8 score |             |
|---|--------------------------------|----------------------------|-------------|
|   |                                | 2015                       | 2016        |
| <b>Sponsored academies</b>                    |                                |                            |             |
| Open for 1 academic year                      | 55                             | 43.8                       | 46.3        |
| Open for 2 academic years                     | 59                             | 43.3                       | 46.0        |
| Open for 3 academic years                     | 78                             | 42.4                       | 45.0        |
| Open for 4 academic years                     | 61                             | 41.6                       | 44.5        |
| Open for 5 academic years                     | 49                             | 42.2                       | 45.5        |
| Open for 6 or more academic years             | 260                            | 43.8                       | 46.4        |
| <b>All sponsored academies</b>                | <b>562</b>                     | <b>43.2</b>                | <b>45.9</b> |
| <b>Converter academies</b>                    |                                |                            |             |
| Open for 1 academic year                      | 49                             | 50.5                       | 51.1        |
| Open for 2 academic years                     | 68                             | 50.6                       | 51.5        |
| Open for 3 academic years                     | 159                            | 49.6                       | 50.6        |
| Open for 4 academic years                     | 368                            | 50.8                       | 52.3        |
| Open for 5 academic years                     | 652                            | 53.5                       | 54.7        |
| Open for 6 or more academic years             | 26                             | 56.1                       | 57.3        |
| <b>All converter academies</b>                | <b>1,322</b>                   | <b>52.1</b>                | <b>53.3</b> |
| <b>All local authority maintained schools</b> | <b>1,120</b>                   | <b>48.6</b>                | <b>49.9</b> |

Source: Key stage 4 attainment data

1. Includes academies and LA maintained schools that were open before 12 September 2015.
2. Includes entries and achievements by these pupils in previous academic years.
3. For this table one academic year is between 12 September 2014 and 11 September 2015.
4. The 'All sponsored academies' and 'All converter academies' figures include data for all schools which were academies on 12 September 2014 irrespective of their type in previous years.
5. Figures for 'Number of schools' are based on those with results in 2015/16.
6. Shaded cells contain information for the predecessor school for sponsored academies and for the school prior to conversion for converter academies.

<sup>22</sup> Based on unrounded data

In order to make further comparisons over time, we have also looked at the EBacc achievement, and the previous headline measure, the percentage of pupils achieving 5+ A\* to C grades including English and maths, on a similar basis.

Table 19 shows increases in the percentage of pupils achieving the EBacc in both sponsored academies and converter academies between 2015 and 2016, with a rise in attainment of 0.9 of a percentage point for sponsored academies and a rise of 0.5 of a percentage point for converter academies (to 14.6% and 30.6%, respectively). Over the same period, the percentage of pupils achieving the EBacc in LA maintained mainstream schools remained stable, at 23.2% in both 2015 and 2016.

**Table 19: Percentage of pupils achieving the EBacc in academies and LA maintained schools by length of time open**

England, 2014-2016

|  | Number of schools with results | Percentage of pupils achieving the EBacc |       |       |
|--|--------------------------------|--|-------|-------|
|  |                                | 2014                                     | 2015  | 2016  |
| Sponsored academies                    |                                |  |       |       |
| Open for 1 academic year               | 55                             |  | 14.3% | 13.7% |
| Open for 2 academic years              | 59                             | 13.2%                                    | 13.8% | 14.4% |
| Open for 3 academic years              | 78                             | 11.7%                                    | 11.7% | 12.1% |
| Open for 4 academic years              | 61                             | 11.2%                                    | 11.6% | 12.4% |
| Open for 5 academic years              | 49                             | 10.9%                                    | 11.7% | 14.4% |
| Open for 6 or more academic years      | 260                            | 14.1%                                    | 15.0% | 16.0% |
| All sponsored academies                | 562                            | 13.1%                                    | 13.8% | 14.6% |
| Converter academies                    |                                |  |       |       |
| Open for 1 academic year               | 49                             |  | 26.0% | 24.3% |
| Open for 2 academic years              | 68                             | 27.1%                                    | 26.0% | 25.9% |
| Open for 3 academic years              | 159                            | 25.2%                                    | 25.5% | 26.0% |
| Open for 4 academic years              | 368                            | 27.0%                                    | 26.9% | 27.1% |
| Open for 5 academic years              | 652                            | 33.4%                                    | 33.2% | 34.2% |
| Open for 6 or more academic years      | 26                             | 39.1%                                    | 38.3% | 37.8% |
| All converter academies                | 1,322                          | 30.2%                                    | 30.0% | 30.6% |
| All local authority maintained schools | 1,120                          | 22.9%                                    | 23.2% | 23.2% |

Source: Key stage 4 attainment data

1. Includes academies and LA maintained schools that were open before 12 September 2015.
2. Includes entries and achievements by these pupils in previous academic years.
3. For this table one academic year is between 12 September 2014 and 11 September 2015.
4. The 'All sponsored academies' and 'All converter academies' figures include data for all schools which were academies on 12 September 2014 irrespective of their type in previous years.
5. Figures for 'Number of schools' are based on those with results in 2015/16.
6. Shaded cells contain information for the predecessor school for sponsored academies and for the school prior to conversion for converter academies.



Table 20 shows increases in attainment of 5+ A\* to C grades including English and maths in both sponsored academies and converter academies between 2015 and 2016, with a rise of 1.2 percentage points for sponsored academies and a small increase of 0.2 percentage points for converter academies (to 47.2% and 64.4%, respectively). Over the same period, attainment in LA maintained mainstream schools remained stable at 56.3% in 2015 and 56.4% in 2016.

**Table 20: Percentage of pupils achieving 5+ A\* to C grades including English and maths in academies and LA maintained schools by length of time open**

England, 2014-2016

|   | Number of schools with results | Percentage of pupils achieving 5+ A* to C including English and maths |       |       |
|---|--------------------------------|---|-------|-------|
|   |                                | 2014  | 2015  | 2016  |
| <b>Sponsored academies</b>                    |                                |   |       |       |
| Open for 1 academic year                      | 55                             |   | 46.8% | 47.8% |
| Open for 2 academic years                     | 59                             | 45.0%   | 45.8% | 46.8% |
| Open for 3 academic years                     | 78                             | 41.5%   | 43.8% | 43.4% |
| Open for 4 academic years                     | 61                             | 41.7%   | 43.0% | 45.1% |
| Open for 5 academic years                     | 49                             | 44.3%   | 44.8% | 46.4% |
| Open for 6 or more academic years             | 260                            | 47.8%   | 47.3% | 48.6% |
| <b>All sponsored academies</b>                | <b>562</b>                     | 45.3%   | 46.0% | 47.2% |
| <b>Converter academies</b>                    |                                |   |       |       |
| Open for 1 academic year                      | 49                             |   | 60.5% | 58.5% |
| Open for 2 academic years                     | 68                             | 61.6%   | 60.2% | 59.9% |
| Open for 3 academic years                     | 159                            | 57.1%   | 58.1% | 57.7% |
| Open for 4 academic years                     | 368                            | 61.4%   | 61.5% | 62.5% |
| Open for 5 academic years                     | 652                            | 66.3%   | 67.4% | 67.6% |
| Open for 6 or more academic years             | 26                             | 72.5%   | 73.1% | 72.6% |
| <b>All converter academies</b>                | <b>1,322</b>                   | 63.6%   | 64.2% | 64.4% |
| <b>All local authority maintained schools</b> | <b>1,120</b>                   | 55.9%   | 56.3% | 56.4% |

Source: Key stage 4 attainment data

1. Includes academies and LA maintained schools that were open before 12 September 2015.
2. Includes entries and achievements by these pupils in previous academic years.
3. For this table one academic year is between 12 September 2014 and 11 September 2015.
4. The 'All sponsored academies' and 'All converter academies' figures include data for all schools which were academies on 12 September 2014 irrespective of their type in previous years.
5. Figures for 'Number of schools' are based on those with results in 2015/16.
6. Shaded cells contain information for the predecessor school for sponsored academies and for the school prior to conversion for converter academies.
7. In 2014/15, early entry policy, under which only a pupil's first attempt at a qualification is counted in performance measures, is extended to all subjects (see SFR quality and methodology document).

# 11. Attainment by admissions basis (Tables 2b & 4b)

## Admissions basis

Schools can be grouped by the basis on whether they select their pupils by ability. School admission basis has historically been taken from Edubase. It is self-declared by each school and may not necessarily be a true reflection of a school's admissions policy. Edubase groups schools into **selective**, **comprehensive** and **modern**. Further information on these different admissions bases can be found in the quality and methodology document accompanying this release.

In this release we are moving to an alternative classification, which is expected to be a more accurate reflection of the current admissions basis of a school. This groups schools into **selective schools**, **non-selective schools in highly selective areas**, and **all other non-selective schools**. The selective group covers the same schools as in the previous grouping. Non-selective schools in highly selective areas cover all schools in local authorities where 25% or more of state-funded secondary places are in state-funded selective schools<sup>23</sup>. The all other non-selective schools group includes schools in local authorities with some selection, as well as those with no selection.

The equivalent section in the provisional release looked at results under the Edubase definition. Analysis in this section will focus on the new definition of admission basis, however attainment data based on schools grouped according to the Edubase definition can be found in tables 2b(2), 4b(2), 6b(2), CH3b(2) and S7b(2) of the excel tables accompanying this release.

To give us feedback regarding this change, please contact [Attainment.STATISTICS@education.gov.uk](mailto:Attainment.STATISTICS@education.gov.uk).

Table 21 shows the number of non-selective schools in each group, under the old and new definitions of admissions basis.

**Table 21: Number of schools in each group, under the old and new definitions of admissions basis**  
England, state-funded mainstream schools, 2016

|   | Comprehensive | Modern     | Total non-selective schools |
|---|---------------|------------|-----------------------------|
| Non-selective schools in highly selective areas | 124           | 89         | 213                         |
| All other non-selective schools                 | 2,694         | 28         | 2,722                       |
| <b>Total non-selective schools</b>              | <b>2,818</b>  | <b>117</b> |                             |

Source: Key stage 4 attainment data

96% of schools previously listed as comprehensive are in the "all other non-selective" group, and 76% of those previously modern are now in the "non-selective in highly selective areas" group. The same 163 schools are grouped as selective in both definitions.

**Table 22: Attainment 8 and Progress 8 by admissions basis**  
England, state-funded mainstream schools, 2016

|   | Number of schools | Number of pupils at end of key stage 4 | Average Attainment 8 score | Average Progress 8 score | Progress 8 lower confidence interval | Progress 8 upper confidence interval |
|---|-------------------|--|----------------------------|--------------------------|--------------------------------------|--------------------------------------|
| Selective schools                               | 163               | 22,512                                 | 69.1                       | 0.33                     | 0.32                                 | 0.35                                 |
| Non-selective schools in highly selective areas | 213               | 34,658                                 | 46.9                       | -0.09                    | -0.10                                | -0.08                                |
| All other non-selective schools                 | 2,722             | 472,525                                | 50.3                       | 0.00                     | -0.01                                | 0.00                                 |
| <b>All state-funded mainstream schools</b>      | <b>3,113</b>      | <b>530,580</b>                         | <b>50.8</b>                | <b>0.00</b>              | .                                    | .                                    |

Source: Key stage 4 attainment data

Selective schools achieve the highest results, with an average Attainment 8 score of 69.1, and Progress 8 score of 0.33, which is a statistically significant above average.

Non-selective schools in highly selective areas have the lowest attainment of the three groups, with average Attainment 8 score of 46.9, and Progress 8 -0.09, which is statistically significantly below the national average.

<sup>23</sup> These local authorities are Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Poole, Slough, Southend-on-Sea, Sutton, Torbay, Trafford and Wirral.

All other non-selective schools, which 89% of pupils in state-funded mainstream schools attend, and which therefore contribute the most to the national average, have an average Attainment 8 score of 50.3, and Progress 8 in line with the national average.

Much of the difference in attainment can be explained by the prior attainment intake of each school type. 88.8% of pupils at the end of key stage 4 for whom data is available at selective schools had prior attainment above the expected level at the end of primary school, compared to 19.4% in non-selective schools in highly selective areas, and 29.6% in other non-selective schools. Non-selective schools in highly selective areas also had 21.1% of pupils below the expected level, compared to 17.3% in other non-selective schools, and 0.0%<sup>24</sup> at selective schools). Pupils with high prior attainment (above the expected level) achieved higher results at selective schools than at non-selective schools in highly selective areas, and other non-selective schools (average Attainment 8 of 70.2, compared to 60.6 and 63.9 respectively).

### Attainment by admissions basis and pupil characteristics

The patterns in attainment and progress for pupils with different characteristics are similar to those for all pupils by admissions basis. Across different characteristics, pupils at selective schools have on average the highest scores. Pupils in non-selective schools in highly selective areas have on average lower attainment and progress than those in other non-selective schools.

**Table 23: Attainment 8 for disadvantaged and other pupils by admissions basis**

England, state-funded mainstream schools, 2016

|   | Number of pupils at end of key stage 4 |                  | Average Attainment 8 score |                  |
|---|--|------------------|----------------------------|------------------|
|   | Disadvantaged pupils                   | All other pupils | Disadvantaged pupils       | All other pupils |
| Selective schools                               | 1,495                                  | 21,017           | 65.9                       | 69.4             |
| Non-selective schools in highly selective areas | 9,518                                  | 25,140           | 40.0                       | 49.5             |
| Non-selective schools in other areas            | 132,625                                | 339,900          | 42.6                       | 53.3             |
| <b>All state-funded mainstream schools</b>      | <b>143,832</b>                         | <b>386,748</b>   | <b>42.7</b>                | <b>53.8</b>      |

Source: Key stage 4 attainment data

7% of pupils at the end of key stage 4 in selective schools are disadvantaged, compared to 27% in state-funded mainstream schools nationally. The average Attainment 8 score for disadvantaged pupils at selective schools is above the national averages for both disadvantaged and all other pupils, and close to that of all other pupils at selective schools.

The same patterns hold for Progress 8 by admissions basis, with disadvantaged pupils in selective schools making on average more progress compared to disadvantaged pupils with similar starting points in other schools, and disadvantaged pupils in non-selective schools in highly selective areas making less progress than those in all other non-selective schools. The Progress 8 score for disadvantaged pupils in selective schools in 2016 (0.13 +/- 0.05) is in line with the Progress 8 score for all other pupils nationally (0.12).

<sup>24</sup> Rounded down to 0.0%.

**Table 24: Progress 8 for disadvantaged and other pupils by admissions basis**  
England, state-funded mainstream schools, 2016

|   | Average Progress 8 score |                  | Progress 8 lower confidence interval |                  | Progress 8 upper confidence interval |                  |
|---|--------------------------|------------------|--------------------------------------|------------------|--------------------------------------|------------------|
|   | Disadvantaged pupils     | All other pupils | Disadvantaged pupils                 | All other pupils | Disadvantaged pupils                 | All other pupils |
| Selective schools                               | 0.13                     | 0.35             | 0.07                                 | 0.33             | 0.18                                 | 0.36             |
| Non-selective schools in highly selective areas | -0.44                    | 0.04             | -0.46                                | 0.03             | -0.42                                | 0.06             |
| Non-selective schools in other areas            | -0.31                    | 0.12             | -0.32                                | 0.11             | -0.31                                | 0.12             |
| <b>All state-funded mainstream schools</b>      | <b>-0.32</b>             | <b>0.12</b>      | <b>-0.32</b>                         | <b>0.12</b>      | <b>-0.31</b>                         | <b>0.13</b>      |

Source: Key stage 4 attainment data

## 12. Attainment by religious character of school (Tables 2c & 4c)

### Religious character

Religious character is taken from Edubase and is the legal designation of each school.

Further information on faith schools can be found in the quality and methodology document accompanying this release.

The vast majority of pupils (82% of those at state-funded mainstream schools) attend schools with no designated religious character. Results for these schools are therefore very close to the national average, as they make up the vast majority of the total.

Results in faith schools are slightly higher than the national average. Muslim and Jewish schools are the highest performers, but there are only eight and 11 schools with each religious character respectively.

Attainment 8 and Progress 8 scores for 2016 by religious character are shown in Table 25.

**Table 25: Attainment 8 and Progress 8 by religious character of school**  
England, state-funded mainstream schools, 2016

|  | Number of schools | Number of pupils at end of key stage 4 | Average Attainment 8 score | Average Progress 8 score | Progress 8 lower confidence interval | Progress 8 upper confidence interval |
|--|-------------------|--|----------------------------|--------------------------|--------------------------------------|--------------------------------------|
| No Religious Character                     | 2,522             | 435,878                                | 50.5                       | -0.01                    | -0.01                                | -0.01                                |
| Church of England                          | 176               | 29,270                                 | 51.6                       | 0.02                     | 0.01                                 | 0.04                                 |
| Roman Catholic                             | 311               | 51,329                                 | 52.6                       | 0.08                     | 0.07                                 | 0.09                                 |
| Other Christian Faith                      | 69                | 11,052                                 | 50.9                       | -0.01                    | -0.03                                | 0.01                                 |
| Jewish                                     | 11                | 1,318                                  | 60.3                       | 0.44                     | 0.38                                 | 0.50                                 |
| Muslim                                     | 8                 | 672                                    | 58.9                       | 0.78                     | 0.70                                 | 0.86                                 |
| Sikh                                       | 1                 | 176                                    | 57.5                       | 0.34                     | 0.18                                 | 0.50                                 |
| <b>All state-funded mainstream schools</b> | <b>3,113</b>      | <b>530,580</b>                         | <b>50.8</b>                | <b>0.00</b>              | .                                    | .                                    |

Source: Key stage 4 attainment data

Attainment by pupil characteristics and religious character of the school have also been published for the first time in this release – see table CH3c in the national characteristics tables.

### 13. Attainment by local authority (Tables LA1 & LA6)

As in previous years, attainment and progress varies considerably between local authorities, as shown in Table 26. The headline measure for 2015 and earlier years, the percentage of pupils achieving 5+ A\* to C grades including English and maths is also shown for comparison.

**Table 26: Minimum and maximum local authority attainment**

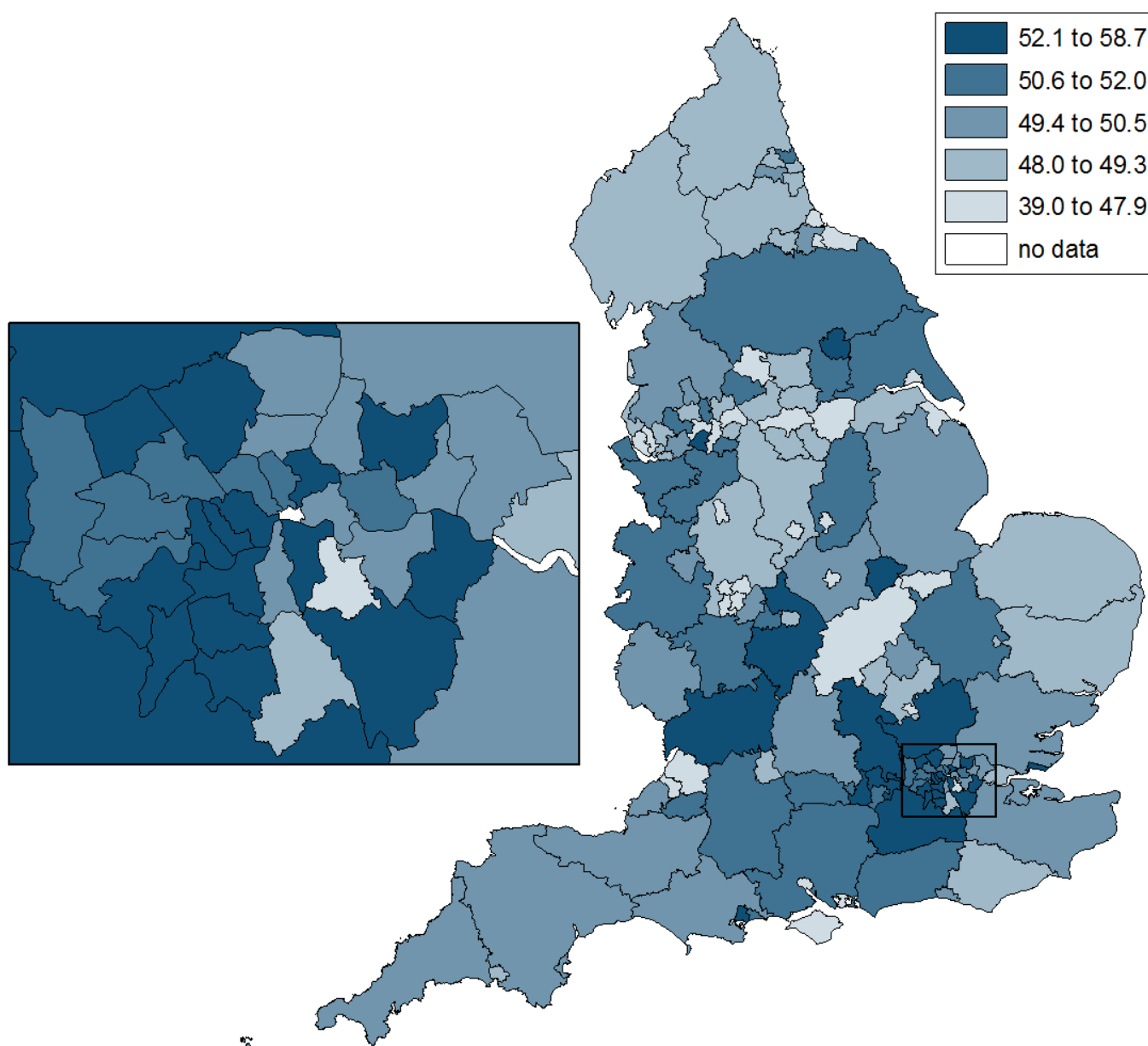
England, state-funded schools, 2016

|  | Minimum      | Maximum      | Range                         |
|--|--------------|--------------|-------------------------------|
| Average Attainment 8 score per pupil   | 39.0         | 58.7         | 19.7 points                   |
| Average Progress 8 score   | -0.89        | 0.35         | 1.24                          |
| Percentage achieving A* to C in English and maths  | 39.6%        | 78.2%        | 38.6 percentage points        |
| Percentage entering the EBacc  | 18.5%        | 64.6%        | 46.1 percentage points        |
| Percentage achieving the EBacc   | 9.3%         | 48.6%        | 39.3 percentage points        |
| <i>Percentage achieving 5+ A* to C grades including English and maths – headline measure in 2015</i> | <i>36.4%</i> | <i>75.7%</i> | <i>39.3 percentage points</i> |

Source: Key stage 4 attainment data

**Figure 29: Average Attainment 8 score per pupil by local authority**

England, 2016

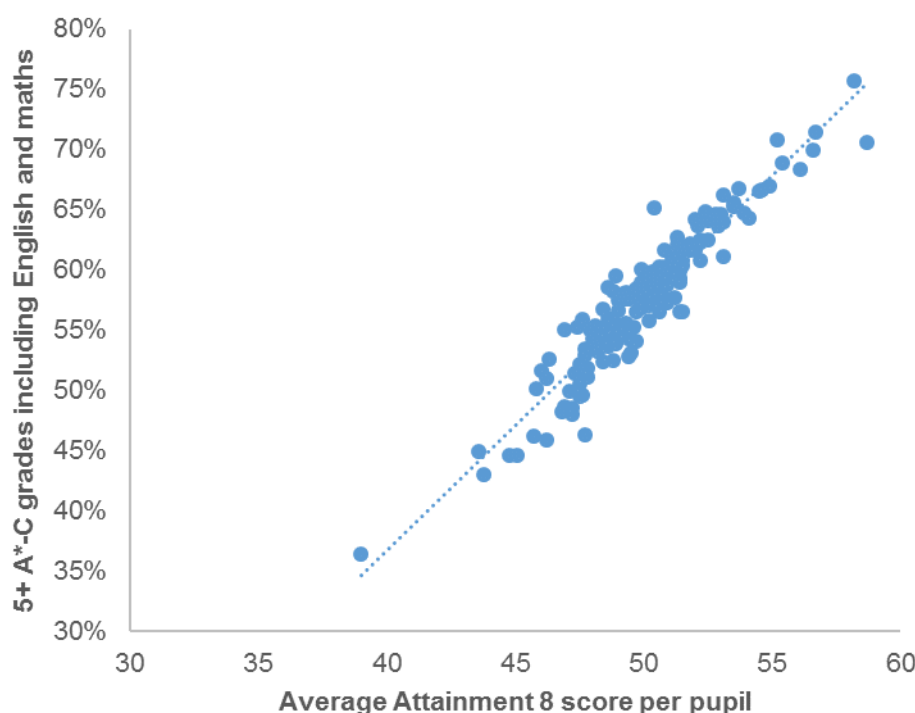


Source: Key stage 4 attainment data

The highest performing local authorities, based on average Attainment 8 score per pupil, are concentrated in London and the South. The majority of the lowest performing local authorities are located in the Northern and Midland regions. This is a similar pattern to recent years when compared to 2015 Attainment 8 scores and the percentage of pupils achieving for 5+ A\* to C including English and maths for 2016, suggesting that the change in headline measures has not greatly affected patterns in performance by region.

Figure 30 shows the correlation between the percentage of pupils achieving 5+ A\* to C grades including English and maths in 2016 and the average Attainment 8 score per pupil in 2016 at local authority level. This gave a correlation coefficient of 0.90, suggesting that there is a high level of correlation between the two measures. This shows that the majority of areas that are high performing for the 5+ A\* to C grades including English and maths measure remain high performing for average Attainment 8 score per pupil. Similarly, the majority of areas which are low performing for the 5+ A\* to C grades including English and maths measure remain low for average Attainment 8 score per pupil.

**Figure 30: Local authority achievement in Attainment 8 and 5+ A\* to C including English and maths**  
England, state-funded schools, 2016



Source: Key stage 4 attainment data

## 14. Accompanying tables

The following tables are available in Excel format on the department's statistics website ([hyperlink to gov.uk collection](https://gov.uk/collection)):

### National tables

1a Comparison over time in headline measures

1b The English Baccalaureate

1c Entry to specific subject groups

1d Average Attainment 8 scores for pupils at the end of key stage 4

2a GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by type of school and gender

2b(1) GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by school admission basis (new definition) and gender

2b(2) GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by school admission basis and gender

2c GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by gender and religious character of school

2d GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in sponsored academies by length of time open

2e GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in converter academies by length of time open

3 Transition matrices in English and mathematics showing attainment at key stage 4 by key stage 2 attainment level

4a Attainment of pupils at the end of key stage 4 by prior attainment band, type of school and gender

4b(1) Attainment of pupils at the end of key stage 4 by prior attainment band, school admission basis (new definition) and gender

4b(2) Attainment of pupils at the end of key stage 4 by prior attainment band, school admission basis and gender

4c Attainment of pupils at the end of key stage 4 by prior attainment band, gender and religious character

5 Time series of GCSE and equivalent entries and achievements – pre-2016 headline measures

6a Number of schools showing the percentage of pupils at the end of key stage 4 achieving the English Baccalaureate by type of school

6b(1) Number of schools showing the percentage of pupils at the end of key stage 4 achieving the English Baccalaureate by admission basis (new definition)

6b(2) Number of schools showing the percentage of pupils at the end of key stage 4 achieving the English Baccalaureate by admission basis

6c Number of schools showing the percentage of pupils at the end of key stage 4 achieving the English Baccalaureate by religious character of the school

7 Number of schools achieving the floor standard

8 Number of schools meeting the coasting definition

### National characteristics tables

Summary GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by pupil characteristics

CH1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by pupil characteristics

CH2a GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by ethnicity, free school meal eligibility and gender

CH2b GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by SEN provision, free school meal eligibility and gender

CH2c GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by SEN provision, ethnicity and gender

CH3a GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by type of school, pupil characteristics, and gender

CH3b(1) GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by school admission basis (new definition), pupil characteristics, and gender

CH3b(2) GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by school admission basis, pupil characteristics, and gender

CH3c GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by religious character of school, pupil characteristics, and gender

CH4a Time series of the disadvantaged pupils attainment gap index at key stage 4 (Official statistics)

CH4b Average English and maths GCSE grade breakdown of pupils eligible for the pupil premium and others (Official statistics)

### Local authority and regional tables

LA1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by gender for each local authority and region



LA2 Average Attainment 8 scores for each local authority and region

LA3 The English Baccalaureate by local authority and region

LA4 Attainment 8 scores and components by local authority and region

LA5 Progress 8 scores and components by local authority and region

LA6 Achievement of 5+ A\*-C grades including English and mathematics GCSEs of pupils at the end of key stage 4 for each local authority and region

LA7 Number of schools below the floor standard for each local authority and region

LA8 Number of schools meeting the coasting definition for each local authority and region

LA9 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by ethnicity for each local authority and region

LA10 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by first language for each local authority and region

LA11 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by free school meal eligibility for each local authority and region

LA12 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by disadvantage for each local authority and region

LA13 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by SEN provision for each local authority and region

### **Subject tables**

S1 GCSE and equivalents entries and achievements in selected subjects of pupils at the end of key stage 4 in all schools

S2 GCSE and equivalents entries and achievements in selected subjects of pupils at the end of key stage 4 in state-funded schools

S3 GCSE results of pupils at the end of key stage 4 in all schools, by subject and grade

S4 Entries and achievements in AS levels and Free Standing Mathematics Qualifications of pupils at the end of key stage 4 in all schools, by subject

S5 Vocational qualification entries and achievements in selected subjects of pupils at the end of key stage 4 in all schools

S6 Non-discounted examination entries in English Baccalaureate and non-English-Baccalaureate subjects of pupils at the end of key stage 4

S7a GCSE entries in selected subjects of pupils at the end of key stage 4 by school type (percentage)

S7b(1) GCSE entries in selected subjects of pupils at the end of key stage 4 by school admission basis (new definition) and school religious character of state funded mainstream schools (percentage)

S7b(2) GCSE entries in selected subjects of pupils at the end of key stage 4 by school admission basis of state funded mainstream schools (percentage)

S7c GCSE entries in selected subjects of pupils at the end of key stage 4 by school religious character of state funded mainstream schools (percentage)

### **Subject time series table**

Time series of GCSE results of pupils at the end of key stage 4 in all schools, by subject, grade and gender

### **AP PRU tables**

P1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in alternative provision including pupil referral units for each local authority and region

P2 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in alternative provision including pupil referral units, by subject and grade

P3 Other Qualifications entries of pupils at the end of key stage 4 in alternative provision including pupil referral units, by type of qualification

### **Pupil residency and school location tables**

PR1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by IDACI decile of pupil residence

PR 2 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by degree of rurality of pupil residence

PR 3 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by local authority district and region of pupil residence

PR 4 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by IDACI decile and degree of rurality of pupil residence

SL1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by degree of rurality of school location

SL 2 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by local authority district and region of school location

PC1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by parliamentary constituency of school location

When reviewing the tables, please note that:

|   |   |
|---|---|
| We preserve confidentiality                   | The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.  |
| We suppress some figures                      | <p>Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved; or 0, 1 or 2 pupils who did not achieve a particular level are suppressed in circumstances where non-suppression would lead to disclosure of pupils. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed.</p> <p>This suppression is consistent with our <a href="#">Statistical policy statement on confidentiality</a>.</p>   |
| We adopt symbols to help identify suppression | <p>Symbols are used in the tables as follows:</p> <p>0 zero</p> <p>. Not available</p> <p>x Publication of that figure would be disclosive</p>  |
| We round figures                              | Percentages in this SFR are given to one decimal place.   |
| Coverage of the data                          | <p>The statistics in this release cover the data collated for the 2016 secondary school performance tables. The performance tables and this release report results based on pupils at the end of key stage 4, who are typically aged 15 at the start of the academic year.</p> <p>The coverage of the local authority (LA) and regional statistics is state-funded schools only in England. This includes city technology colleges and academies but excludes hospital schools, pupil referral units and alternative provision.</p> |

## 15. Further information is available

|  |   |
|--|---|
| School level figures                               | School level data is published in the <a href="#">performance tables</a> .  |
| Previously published figures                       | Revised SFR01/2016: <a href="#">Revised GCSE and equivalent results in England: 2014 to 2015</a>  |
| Attainment for other key stages                    | Data on other key stages can be found at the following links:<br><a href="#">Early years foundation stage profile</a><br><a href="#">Key stage 1</a><br><a href="#">Key stage 2</a><br><a href="#">16-19 attainment</a><br><a href="#">School performance tables</a>  |
| Destination measures                               | Figures for young people who went into education, employment or training destinations the year after they completed key stage 4 or 16 to 18 can be found at the following link:<br><a href="#">Destinations of key stage 4 and key stage 5 pupils</a>   |
| Attainment in Wales, Scotland and Northern Ireland | Information on educational attainment for secondary schools in Wales is available from the <a href="#">Welsh Government website</a> .<br>Information on educational attainment for secondary schools in Scotland is available from the <a href="#">Scottish Government website</a> .<br>Information on educational attainment for secondary schools in Northern Ireland is available from the <a href="#">Department for Education Northern Ireland (DENI) website</a> .  |
| Information published by Ofqual                    | Since 2011 Ofqual have used a process known as “comparable outcomes” to guide awarding decisions for GCSEs. Awarding organisations predict GCSE outcomes for each subject based on prior attainment of the cohort. The aim is that, in normal circumstances, roughly the same proportion of students will achieve each grade in a given subject as in previous years. Background on the methodology and history on setting and maintaining exam standards is available from <a href="#">GOV.UK – Setting GCSE and A level grade standards</a> . |

## 16. National Statistics

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

Designation can be broadly interpreted to mean that the statistics:

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

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

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

## 17. Technical information

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

## 18. Get in touch

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Department  
for Education



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download <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

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