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**GCSE AND EQUIVALENT RESULTS IN ENGLAND 2012/13
(REVISED)**

INTRODUCTION

This Statistical First Release (SFR) provides updated information on the overall achievements of young people in GCSE examinations and other regulated qualifications in 2012/13. The data has been collated for the 2013 Secondary School Performance Tables, which has been checked by schools. The results shown in this SFR are based on pupils reaching the end of Key Stage 4 (KS4), typically those starting the academic year aged 15.

KEY POINTS

National results for pupils at the end of key stage 4

Decline in the percentage of pupils achieving 5ACEM

There is a decrease of 0.2 percentage points for pupils achieving 5 or more GCSEs or equivalent at grade A* to C including English and mathematics GCSEs or iGCSEs^[1] (5ACEM), down from 59.4 per cent to 59.2. (Table 1a, Chart 1)

Increase in the percentage of pupils entered for and achieving the English Baccalaureate (EBacc)

34.8 per cent were entered for all subject areas of the EBacc compared to 25.2 per cent in 2011/12 (Table 1b).

23.0 per cent achieved the Ebacc compared to 18.4 per cent in 2011/12

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

Increase in pupils achieving 5ACEM

There is an increase of 1.8 percentage points for pupils achieving 5ACEM from 58.8 per cent to 60.6 per cent (Table 1a).

Increase in pupils entered for and achieving the EBacc

35.5 per cent of pupils entered for the Ebacc, compared to 23.1 per cent in 2011/12, an increase of 12.4 percentage points (Table 1b)

22.8 per cent achieved the Ebacc compared to 16.2 per cent in 2011/12.

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

Decrease in the proportion of pupils who were entered for the Ebacc who went on to achieve it

The proportion of pupils that entered all of the required subjects for and then achieved the EBacc has fallen to 64.2 per cent compared to 70.0 per cent in 2011/12.

More pupils are making expected progress in English and mathematics

The percentage of pupils making expected progress in English has risen 2.4 percentage points to 70.4 per cent from 68.0 per cent in 2011/12 (Table 1c).

In mathematics there has been an increase of 2.0 percentage points from 68.7 per cent to 70.7 per cent (Table 1c).

National results for pupils at the end of key stage 4 over time (chart 1)

Increase in the achievement of the Ebacc

There is an increase of 7.4 percentage points for pupils achieving the Ebacc since the introduction in 2009/10 (Table 1b).

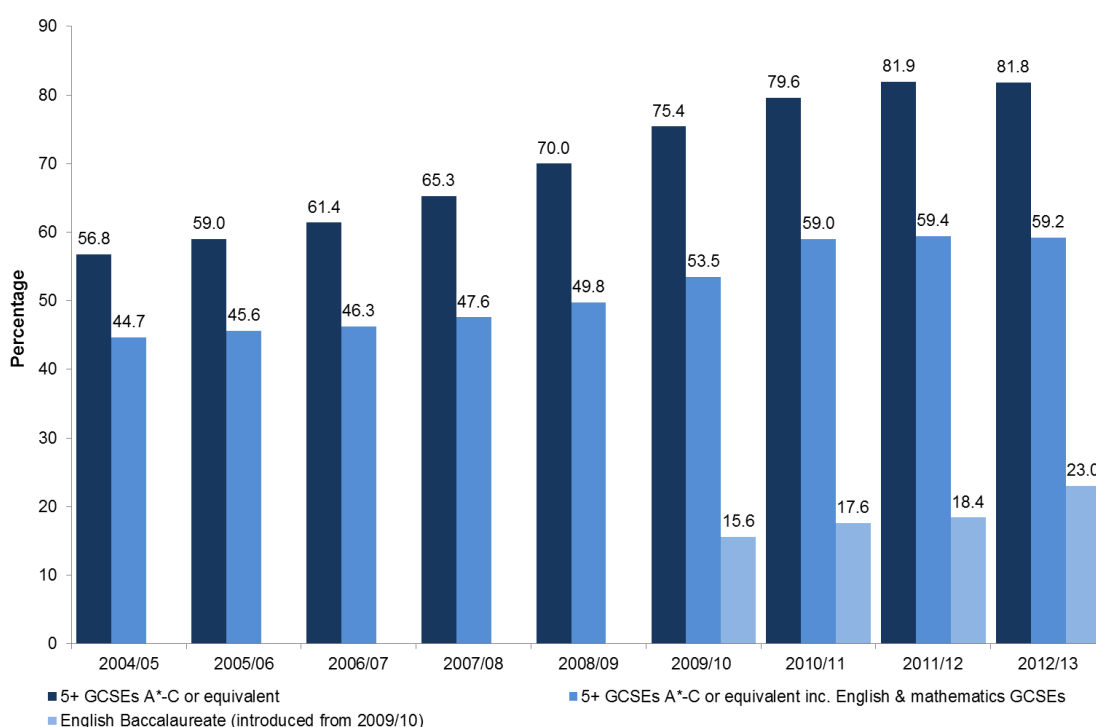
More pupils achieving 5AC

The percentage of pupils achieving 5 or more GCSEs at grade A* to C (5AC) has increased by 25.0 percentage points since 2004/05 (Table 1a).

Increase in the percentage of pupils achieving 5ACEM

The proportion of pupils achieving 5ACEM has risen by 14.5 percentage points from 44.7 per cent in 2004/05 to 59.2 per cent in 2012/13 (Table 1a).

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



AREAS OF INTEREST

School floor standard

State-funded mainstream schools are expected to have:

- at least 40 per cent of pupils achieving 5 or more GCSEs or equivalent at grade A* to C including English and mathematics GCSEs or iGCSEs (5ACEM);
- not be below the median school score for the percentage of pupils making expected progress between key Stage 2 and key Stage 4 in English and in mathematics.

The **median** school score for pupils making expected progress in **English and in mathematics** is **73 per cent** for each in 2012/13.

In 2012/13 154 open, state-funded mainstream schools with at least 11 pupils at the end of key stage 4, were below this floor standard (see Table S2).

A further 24 schools would have been below the floor standard but have since closed to become sponsored academies.

In 2011/12 195 schools were below the standard. The median values for both English and mathematics expected progress last year was 70 per cent.

The number of schools below the floor standard for 2012/13 in each local authority and region are shown in Table 21.

Pupils achieving A* grades in GCSE/iGCSE examinations

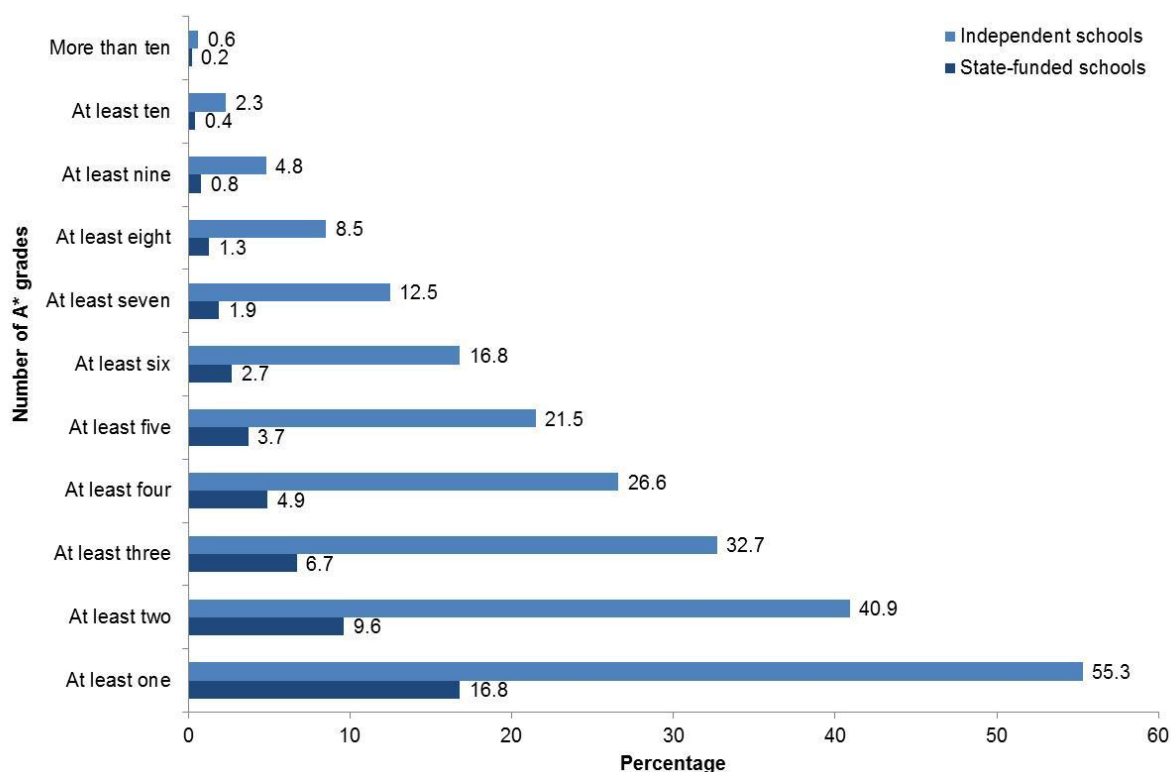
There has been a growing interest in pupils achieving A* grades in GCSE/iGCSE examinations, therefore analysis has been made available as part of this SFR.

A higher percentage of pupils in independent schools achieved at least one A*. In 2012/13 55.3 per cent of pupils in independent schools achieved at least 1 A*, in state-funded schools the equivalent figure was 16.8 per cent (Chart 2).

The percentage of pupils in independent schools achieving 10 or more A* was 0.6 per cent and for state-funded schools the figure was 0.2 per cent.

A higher percentage of girls (11.6%) achieved at least 1 A* grade than boys (8.1 per cent) and this trend continues, 2.9 per cent of girl achieved at least 5 A* compared to 2.1 per cent of boys.

Chart 2: Percentage of pupils achieving A* grades



Attainment of pupils by prior attainment band (Table 6a)

Prior attainment bands are used to analyse the difference in the performance of pupils who at the end of key stage 2 (the end of primary school) were below the expected level (lower attaining), above the expected level (higher attaining) or performing at the expected level. Further information on how this is calculated is contained in the technical notes section.

Far fewer low attaining pupils achieved 5 or more GCSEs or equivalent at grade A* to C including English and mathematics GCSEs or iGCSEs (5ACEM) (6.9%) when compared to pupils who had achieved at the expected level (57.4%), and higher attaining pupils (94.7%)

Lower attaining girls were slightly more likely to achieve the 5ACEM indicator than boys, 8.2 per cent compared to 5.9 per cent. A similar trend occurs for higher attaining pupils, with 96.8 per cent of girls achieving 5ACEM compared to 92.6 per cent of boys.

Lower attaining pupils in sponsored academies tended to do better in 5ACEM (8.6%) compared to pupils in local authority maintained mainstream school (6.8%)

Expected progress indicators consider the attainment of pupils in key stage 2 and the progress they have made to key stage 4. Lower attaining pupils tend to make less progress between key stage 2 and key stage 4 in both English and maths. In English, 45.2 per cent of lower attaining pupil made at least expected progress (three levels of progress) between key stage 2 and key stage 4, compared to 86.2 per cent of higher attaining pupils. In maths, 29.7 per cent of lower attainment pupil made at least expected progress compared to 87.8 per cent of higher attaining pupils

More details on how to calculate expected progress is available in the technical notes section.

The unusual English attainment of pupils in independent schools

The percentage of pupils entered for GCSE English has fallen dramatically since 2012 in independent schools; 66.2 per cent of pupils were entered in 2013 compared to 92.0 per cent in 2012, a fall of 25.8 percentage points. In the provisional SFR, we reported that 63.5 per cent of pupils were entered for English in 2013, this percentage has increased slightly as schools have taken the opportunity to check and update their data, removing pupils from overseas or including qualifications that were not in the original dataset.

Despite the increase in the percentage between the provisional and amended data, the overall decrease in English entries has had a significant impact on independent school results in key indicators.

The overall 5ACEM measure has fallen by 0.2 percentage points from 2012 nationally, but when this is limited to state-funded schools it has increased by 1.8 percentage points. This means the overall national average is dragged down by independent schools, which have shown a 24.7 percentage point decline since 2012.

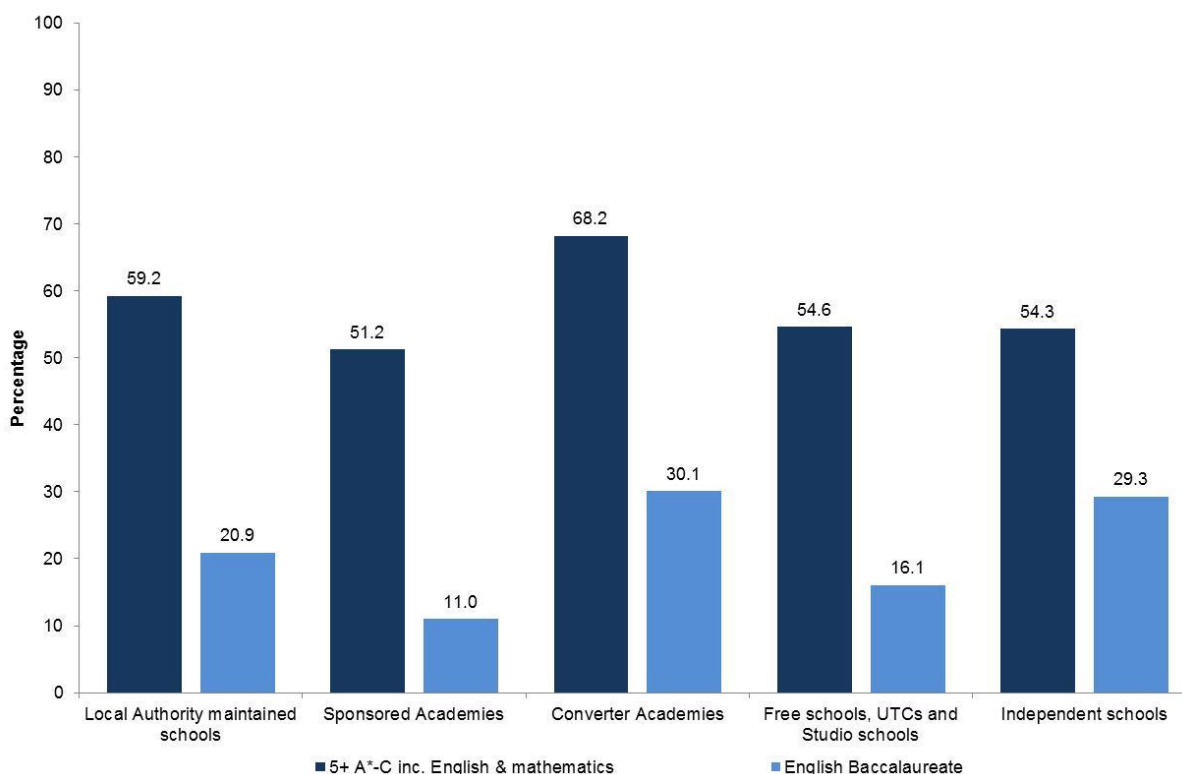
This subject was discussed in detail in the provisional release published in October 2013.

www.gov.uk/government/publications/2013-gcse-and-equivalent-results-including-key-stage-3-provisional

Comparing school types (chart 3)

Converter academies had the best results when compared to all state-funded schools. 68.2 per cent of pupils achieved 5ACEM in converter academies, 9.0 percentage points higher than for pupils in local authority maintained schools, and 30.1 per cent achieved the English Baccalaureate, 9.2 percentage points higher than for pupils in local authority maintained schools.

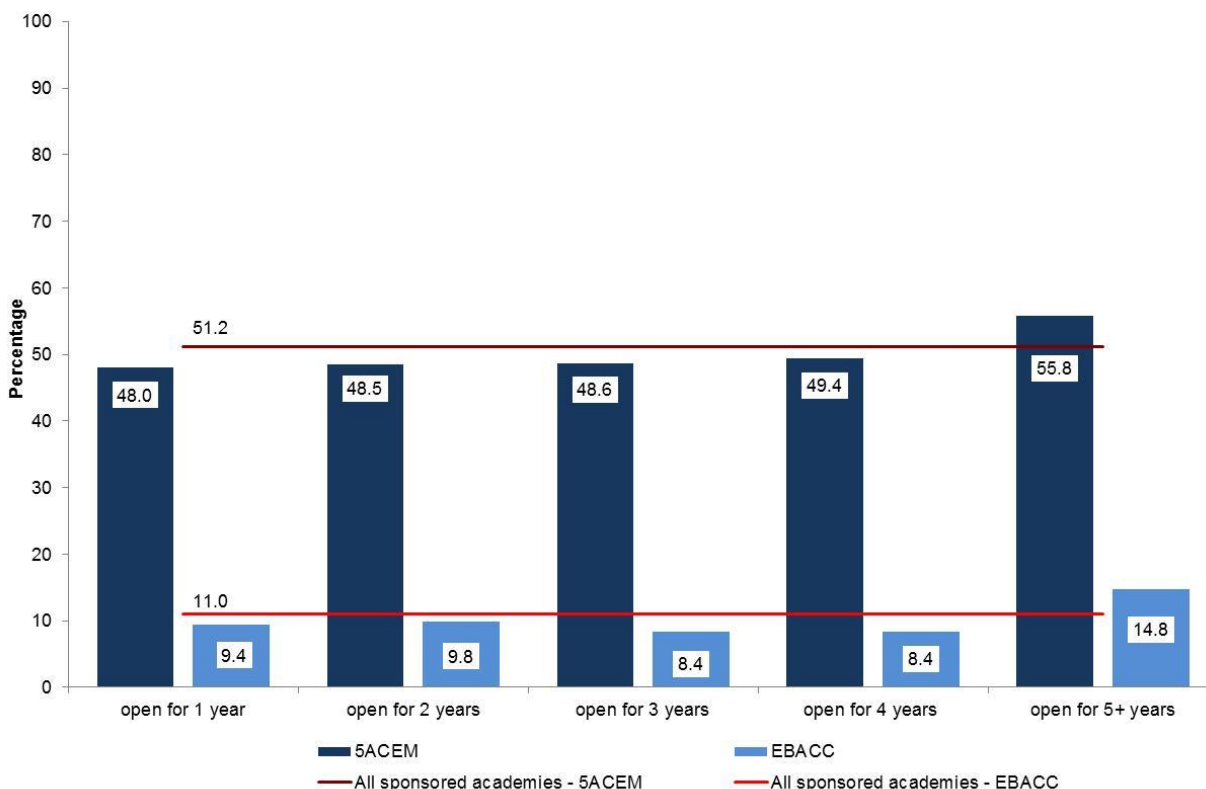
Chart 3: Achievement of 5ACEM and EBacc by type of school (see Table 3a)



Schools that converted to become an academy before the 12 September 2012 are published as an academy, schools that converted on or after this date are published as their predecessor school type.

The results of sponsored academies tend to improve when compared with the time they have been open (chart 4). In sponsored academies open for five or more academic years, 55.8 per cent of pupils achieved 5ACEM, 7.8 percentage points higher than for pupils in sponsored academies that had only been open for one year. 14.8 per cent of pupils in sponsored academies opened for five or more academic years achieved the EBacc compared to 9.4 per cent of pupils in sponsored academies that had only been open for one year.

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



Considering other qualifications

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

Some schools are more likely to offer vocational qualifications than others. Considering the attainment of 5 or more GCSEs at grade A* to C or equivalent (5AC) in state-funded schools, the headline figure, containing all of the regulated qualifications, was 82.9 per cent. If the qualifications are limited to GCSEs and regulated iGCSEs, this figure drops to 57.1 per cent.

The number of pupils entered for vocational qualifications differs when you compare different school type. 55.7 per cent of pupils in comprehensive schools and 97.3 per cent of pupils in selective schools achieve 5AC when only full, double and short course GCSEs are included in the indicator. When all regulated qualifications are included, for comprehensive school 5AC increases by 28.1 percentage points to 83.8 per cent of pupils, whereas there is almost no change for selective schools with an increase of 2.0 percentage points.

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

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

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RELATED PUBLICATIONS

- SFR40/2013 – [DfE: Provisional GCSE and equivalent results in England: academic year 2012 to 2013](#)
- SFR02/2013 – [DfE: Revised GCSE and equivalent results in England: academic year 2011 to 2012](#)
- SFR25/2012 – [DfE: GCSE and equivalent results \(provisional\) and National Curriculum teacher assessments at key stage 3 in England, 2011/12](#)
- SFR04/2013 – [DfE: GCSE and equivalent attainment by pupil characteristics in England, 2011/12 \(Revised\)](#)
- SFR05/2013 – [DfE: A level and equivalent examination results in England, 2011/12 \(Revised\)](#)
- SFR41/2013 – [DfE: A level and equivalent examination results in England, 2012/13 \(Provisional\)](#)

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

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

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

DEFINITIONS

Academic Age – Academic age used for reporting examinations and awards is the age at the start of the academic year. For the majority of pupils at the end of key stage 4, this will be age 15. The end of key stage 4 signals the end of compulsory education. From 2005, the secondary school performance tables reported examination results for pupils at the end of key stage 4, rather than those aged 15. This shift to stage-based reporting removes any barriers to more flexible rates of learning.

Level – In order to incorporate other regulated qualifications into measures such as the percentage of pupils achieving the equivalent of 5 or more grade A* to C the contribution that a qualification makes towards the end of each level is used. The levels can be defined as follows:

Level 1 – The pupil has achieved the equivalent of 5 or more GCSEs at grade A* to G.

Level 2 – The pupil has achieved the equivalent of 5 or more GCSEs at grade A* to C.

The results reported in this SFR incorporate entry level, Level 1 and Level 2 qualifications with the addition of GCE/Applied GCE AS levels, which are Level 3 qualifications.

Qualification Abbreviations/Descriptions – The following qualifications are reported within this SFR and the abbreviations used throughout stand for the following:

Entry Level – Qualifications with an academic standard below that of a G-grade GCSE.

GCE/Applied GCE – General Certificate of Education/Applied General Certificate of Education (Advanced Supplementary (AS) level qualifications only).

GCSE – General Certificate of Secondary Education.

iGCSE – international General Certificate of Secondary Education. A number of these qualifications are now regulated as Level 1/2 Certificates and are counted in the same way as a GCSE in this publication (see the technical notes for more details). The legacy unregulated iGCSE versions of these qualifications are also included if they have been awarded within two years of the regulated certificates becoming available. 2013/14 statistics will be based on a reformed list of high quality qualifications that will be used in Performance Tables. Only accredited certificates will count in measures from this time.

NVQ – National Vocational Qualification.

VRQ – Vocationally Related Qualifications.

BTEC – A qualification originally developed by the Business and Technology Education Council.

English and mathematics skills at level 2 – A pupil will fulfil this by achieving the equivalent of GCSE grade A* to C (Level 2) in both English and mathematics. Valid equivalents, along with GCSEs are iGCSEs, Functional Skills, Key Skills and Basic Skills at Level 2.

English and mathematics skills at level 1 – A pupil will fulfil this by achieving the equivalent of GCSE grades A* to G (Level 1) in both English and mathematics. Valid equivalents, along with GCSEs, are iGCSEs, Functional Skills, Key Skills and Basic Skills at Level 1.

English Baccalaureate (EBacc) – This was introduced into the performance tables in 2010 with the aim of recognising pupils' achievements across a core of selected academic subjects. The EBacc covers achievement in GCSE (or regulated iGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject (history or geography). Further information and the exact qualifications included in the measures are available here: www.education.gov.uk/schools/performance/secondary_13/documents.html

The 2010 performance tables also, for the first time, included the percentage of pupils achieving good GCSE grades (A* to C) in English and maths which covers the same qualifications that qualify for the English and maths components of the 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs measure. Unlike the English subject area for the EBacc, this measure includes achievements in GCSE English studies.

Alternative Provision

Alternative provision takes place when a Local Authority takes direct responsibility for the education of a young person who is unable to attend a maintained school. This provision comes in a wide range of forms including pupil referral units, which are a type of school that are set up and run by local authorities specifically for pupils who fall under section 19 of the Education Act 1996 (effectively, schools established for pupils in need of alternative provision). Common reasons for a young person receiving alternative provision include exclusion from mainstream schools, medical needs or school refusal.

Each Local Authority is responsible for its own provision, and the provision available varies greatly between authorities: for example, some LAs have one pupil referral unit responsible for all pupils, while others have multiple providers which specialise in the needs of different types of pupil.

School Type Descriptions

The school types reported within this SFR are taken from Edubase and are given as at 12 September 2012. They are defined as follows:

Comprehensive schools

Takes all pupils, usually regardless of their ability, aptitude or whether they have been selected for a place at a selective school, includes schools operating pupil banding admission arrangements.

Modern

Takes pupils regardless of their ability or aptitude, including those who have not been selected for a place at a local selective school.

Selective

Admits pupils wholly or mainly with reference to ability. These schools are formally designated as grammar schools.

Academy Sponsor Led

Sponsored academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities.

Academy Converter

Schools that have chosen through Governing Body Resolution and application to the Secretary of State for Education, to become an academy under the Academies Act 2010.

Free Schools

Free schools are state-funded schools that have greater freedoms than local authority maintained schools. They are run by teachers and have freedom over the length of the school day and term, the curriculum and how they spend their money.

City Technology Colleges

Independent all-ability, non fee-paying schools offering pupils the opportunity to study a curriculum geared, with the help of private sector sponsors, towards the world of work.

Local authority maintained schools

Schools fully or partially under local authority control that are state-funded, mainly by the Dedicated Schools Grant.

Registered independent school

Any school which provides full time education for 5 or more pupils of compulsory school age, which is not state-funded or a non-state-funded special school.

Independent special school

Approved by the Secretary of State for Education. They are run on a not-for-profit basis by charitable trusts and normally cater for children with severe and/or low incidence special educational needs.

State-funded schools

Includes local authority maintained mainstream schools, academies, free schools, city technology colleges and state-funded special schools (excluding hospital schools, pupil referral units, alternative provision and independent schools).

State-funded mainstream

Includes local authority maintained mainstream schools, academies, free schools, city technology colleges (excluding all special schools, pupil referral units, alternative provision and independent schools).

All independent

Includes independent schools, independent special schools and non-state-funded special schools.

NATIONAL STATISTICS PUBLICATION

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

Designation can be broadly interpreted to mean that the statistics:

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

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

The department has a set of statistical policies in line with the *Code of Practice for Official Statistics*, these are published at: www.statisticsauthority.gov.uk/assessment/code-of-practice/index.html

CONFIDENTIALITY

The Code of Practice for Official Statistics requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the DfE protect confidentiality.

Every effort has been made to ensure the tables do not allow the identification of individuals. To protect confidentiality, low numbers of entries by either males or females in a particular subject will result in both sets of figures being suppressed. Where the total number of entries is very low, the numbers achieving each grade are suppressed. This suppression is consistent with the Departmental statistical policy which can be found at:

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

KEY TO SYMBOLS

The following symbols have been used within this publication:

- 0 – zero
- x – small number suppressed to preserve confidentiality
- .

REVISIONS

2012/13 figures in this publication are revised.

Figures from 2011/12 have been updated to reflect the changes made to the data by the end of March 2013.

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

YOUR FEEDBACK

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

TECHNICAL NOTES

Coverage of the data

The statistics in this first release cover the data collated for the 2013 secondary school performance tables. From 2005 the performance tables reported results based on pupils at the end of key stage 4. This publication includes tables only for pupils at the end of key stage 4.

The coverage of the local authority (LA) and regional statistics is state-funded schools only in England. This includes city technology colleges and academies but excludes hospital schools, pupil referral units and alternative provision.

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

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

Qualifications included in GCSE and equivalent results

Range of qualifications

The general range of qualifications, together with the qualification families into which they fall, is set out below.

General	GCE AS	GCSE (Full course)	Accredited iGCSE	GCSE Short Course	Entry Level 1-3
General Applied	Applied GCE AS Double award	Applied GCE AS/ VCE AS	GCSE Single in applied subject	GCSE Double in applied subject	
Occupational	NVQ Level 1-2				
Vocationally related	VRQ Level 2 or BTEC First	VRQ Level 1			
Key Skills	Key Skills Level 1-2				
Basic Skills	Basic Skills Level 1-2				
Vocational Languages	NVQ Language Unit at Level 1-2				
Graded Exams	Graded Exam (Grade 1-8)				
Free Standing Maths	Level 1-3				
Other General	Other General qualifications Level 1-2				

GCSE (Short Courses) are of the same academic standard as a full GCSE but have half the content. GCSEs in applied subjects are of the same academic standard as a full GCSE and are available as a single or double course.

International GCSEs

The following table gives the list of certificates that were regulated at the time of this publication, and a list of those which were not regulated. The volume of entries for accredited iGCSEs and legacy iGCSE subjects can be found in Table 12 of this SFR.

Further information on accreditation, contributions to pupil level and point scores of qualifications can be found through OfQual's Register of Regulated Qualifications:

<http://register.ofqual.gov.uk/>

Table A – List of iGCSEs and status in 2012/13

Regulated International Certificates where legacy iGCSEs are no longer counted in 2012/13	iGCSEs not regulated	
CIE Art and Design CIE Biology CIE Business Studies CIE Chemistry CIE English Language CIE English Literature CIE English as a Second Language CIE French CIE Geography CIE Greek CIE Hindi as a Second Language CIE History CIE ICT CIE Mathematics CIE Music CIE Physics	CIE Accounting CIE Afrikaans – First Language CIE Afrikaans – Second Language CIE Agriculture CIE Arabic – First Language CIE Arabic – Second Language CIE Bangladesh Studies CIE Child Development CIE Chinese – First Language CIE Computer Studies CIE Czech – First Language CIE Design & Technology CIE Development Studies CIE Drama CIE Dutch – First Language CIE Dutch – Foreign Language CIE Economics CIE Environmental Management CIE Food & Nutrition CIE French – First Language CIE German – First Language CIE Global Perspectives CIE India Studies CIE Indonesian – Foreign Language CIE Information and Communication Technology CIE IsiZulu as a Second Language CIE Islamiyat CIE Japanese – First Language CIE Japanese – Foreign Language CIE Kazakh as a Second Language CIE Korean – First Language CIE Latin CIE Malay – Foreign Language CIE Mathematics – Additional CIE International Mathematics CIE Mathematics (with coursework) CIE Pakistan Studies CIE Physical Education CIE Physical Science CIE Portuguese - First Language CIE Portuguese – Foreign Language CIE Religious Studies CIE Russian – First Language CIE Science Combined	CIE Sciences – Co-ordinated (Double Award) CIE Sociology CIE Spanish – First Language CIE Spanish Literature CIE Thai – First Language CIE Travel & Tourism CIE Turkish – First Language CIE Twenty-first Century Science CIE World Literature Edexcel Accounting Edexcel Arabic – First Language Edexcel Art and Design Edexcel Bangladesh Studies Edexcel Bengali Edexcel Business Studies Edexcel Classical Arabic Edexcel Commerce Edexcel Economics Edexcel English as a Second Language Edexcel Further Pure Mathematics Edexcel Global Citizenship Edexcel Gujarati Edexcel Hindi Edexcel Human Biology Edexcel ICT Edexcel Islamiyat Edexcel Modern Greek Edexcel Pakistan Studies Edexcel Religious Studies Edexcel Sinhala Edexcel Swahili Edexcel Tamil Edexcel Turkish Edexcel Urdu
Additional Regulated International Certificates where their legacy iGCSEs will be included for the last time in 2012/13		
CIE Chinese (Mandarin) – foreign language CIE Enterprise CIE German CIE Spanish Edexcel English Language Edexcel English Literature Edexcel Mathematics Edexcel Chemistry Edexcel Physics Edexcel Biology Edexcel Geography Edexcel Science Double Award Edexcel History Edexcel Chinese* Edexcel French* Edexcel German* Edexcel Spanish*		
* Legacy qualifications not counted in the EBacc language component as no compulsory speaking element.		

Independent schools – pupils at the end of key stage 4

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

Instead, the pattern of KS4 exams taken and the years in which key stage 2 and key stage 3 tests were taken (if known) are used to determine which year group is most likely for the pupil. If a pupil does not enter any qualifications they do not appear in the data.

This SFR attempts to report on all pupils who reach the end of key stage 4 and not just those who are entered for exams, so the figures for the total number of pupils in independent schools are derived from the aggregate of school-level census returns across all independent schools.

It used to be the case that whatever value independent schools reported as their number of pupils in year 11, this value would be used as the denominator in performance measures, even if the number of pupils thought to be at the end of key stage 4 from exam records was greater. This could lead to inflated results in some independent schools where the number of pupils included in the numerator was greater than the denominator.

From 2011, any independent school which submitted a school census return for year 11 pupils having fewer pupils than identified as being at the end of key stage 4 in exam data has had their number of pupils adjusted to the higher number. These results have been published in this Statistical First Release. As it is possible for a pupil to achieve no qualifications, where a school has fewer pupils identified as being at the end of key stage 4 in the exams data than in the census, then the school census return is used to identify the number of pupils at the end of key stage 4. For a small number of schools, the school census appears to be over inflating the number of pupils actually at the end of key stage 4.

Schools have been given the opportunity through the performance tables checking exercise to adjust this number, for example removing pupils who have been matched to the school who might be external candidates or overseas pupils. The results of these amendments are shown in this Statistical Release and will be published in the performance tables.

Average Point Score (Table 4)

Another measure of institution performance is an average point score. In order to incorporate a wider range of qualifications within average point scores, a number of points are applied to all regulated qualifications – on a scale equivalent to GCSEs – for use in performance tables. These are based on the relative challenge of a qualification together with the guided learning hours that a qualification requires.

The points awarded for each GCSE grade are set out in the table below:

Grade	Points	Grade	Points
A*	58	E	28
A	52	F	22
B	46	G	16
C	40	Ungraded	0
D	34		

The capped point score in Table 4 is based on a pupil's best 8 GCSEs or equivalent. Finally, a pupil at the end of key stage 4 that has accumulated a non-zero number of points is considered to have passed at least one qualification (see Tables 1a,2,3,5 and 13).

It is important to note that the point scoring system developed for performance tables is designed as a means of institutional performance measurement. It is not intended that the figures replace national systems used for other purposes, for example UCAS tariffs for individual pupils.

Calculations of expected progress in English and mathematics

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

www.education.gov.uk/schools/performance/secondary_13/Guide_to_KS2-KS4_progress_measures_2013.pdf

Prior attainment

Information is included in this publication which highlights any differences in how pupils of different starting abilities performed against key attainment indicators.

Pupils are grouped based on their performance at key stage 2 (KS2) on completion of the primary school phase, averaged across qualifying outcomes in English, mathematics and science tests or teacher assessments. Indicators are shown for:

Low attainers - those below the expected level (Level 4) at KS2

Middle attainers - those at the expected level (Level 4) at KS2

High attainers- those above the expected level (Level 4) at KS2

All children in state-funded primary schools, including most academies, are required to sit National Curriculum tests in English and mathematics before they move to secondary school. The tests are graded according to attainment levels within the National Curriculum, KS2 tests are aimed at pupils working at levels 3, 4 and 5.

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

Typical age of child (years)	6	7	8	9	10	11	12	13	14	
National Curriculum Year Group	1	2	3	4	5	6	7	8	9	
key stage	1		2				3			
Expected National Curriculum level at end of key stage	2		4				5/6			

National Curriculum tests are a measurement of achievement against the precise attainment targets of the National Curriculum rather than any generalised concept of ability in any of the subject areas. Teacher assessment is the teachers' judgement of pupils' performance in the whole subject over the whole academic year. The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that by the end of KS2 pupils are expected to achieve Level 4.

The following website provides information on how pupils are expected to perform at each National Curriculum level in each subject for key stage 1 and 2: www.education.gov.uk/schools/teachingandlearning/curriculum/primary.

Academies

For the purposes of this SFR, the date of 12 September 2012 has been used to determine the status of a school. Any schools which converted to an academy before this date have been published as an academy and those that have converted on or after this date have been treated as their predecessor school type. This policy has also been adopted in the performance tables and in other school level releases.

Independent schools converting to free schools

Due to the expansion of the Academies Act in 2010, there have been a small number of independent schools that have chosen to become free schools. The numbers are too small to have impacted on the national figures

ENQUIRIES

Enquiries about the figures contained in this SFR should be addressed to:

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