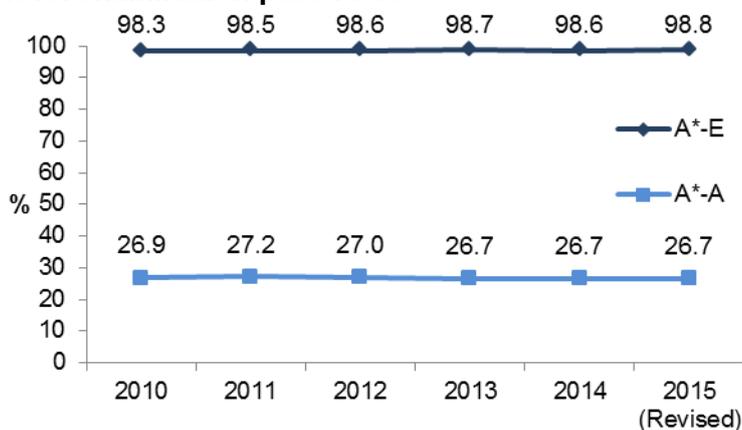




SFR 03/2016, 21 January 2016

A level examination pass rates remain relatively stable

A level examination pass rates

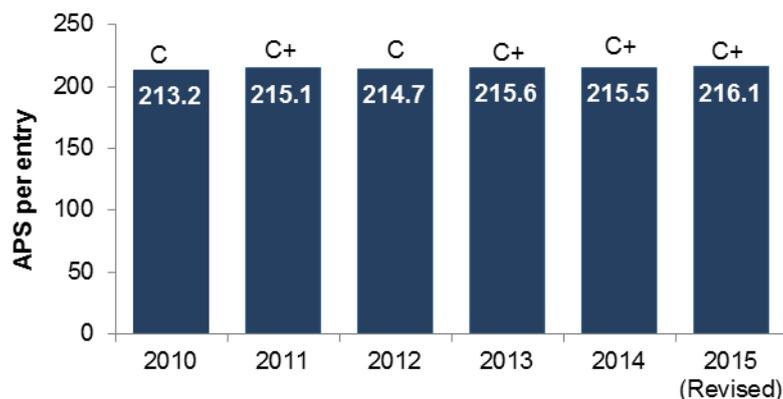


The A level exam pass rate has increased by 0.2 percentage points since last year to 98.8 per cent. Since 2010, it has increased by 0.5 percentage points.

The percentage of exams awarded top A* and A grades has been unchanged at 26.7 per cent for the past three years. There has been a decrease of 0.2 percentage points since 2010.

A level cohort attainment remains stable at C+ per entry

Average point score per A level entry

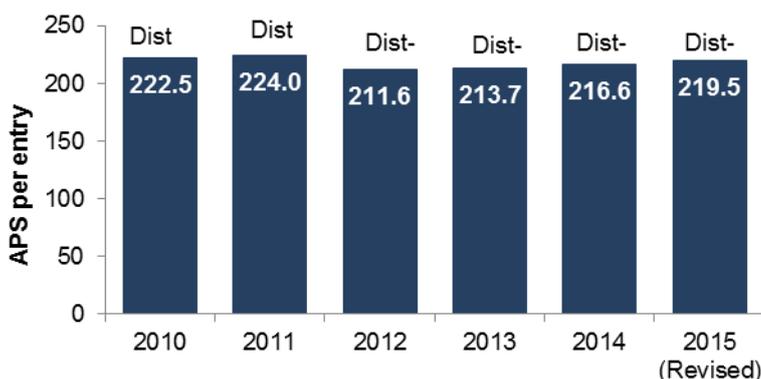


The average point score (APS) per A level entry, expressed as a grade, has been relatively stable for the past six years. It has fluctuated between a C and C+ over this period.

The underlying point score has increased by 2.9 points since 2010.

Vocational cohort attainment remains stable at Distinction- per entry

Average point score per vocational entry



The APS per vocational entry, expressed as a grade, remains at Distinction-. After a sharp fall in 2012, the underlying point score has continued to rise and is now closer to the 220.0 points required for a Distinction.

Dist: Distinction

Contents

1.	Introduction.....	3
2.	Level 3 participation	3
3.	Attainment by cohort	4
4.	Attainment by type of institution	9
5.	A level cohort attainment by local authority	11
6.	A level examination results within a single academic year	12
7.	Accompanying tables	14
8.	Further information is available	16
9.	National Statistics.....	17
10.	Technical Information.....	17
11.	Get in touch.....	17

Note on revised results

This release provides an update to the provisional figures published in October 2015 in SFR 38/2015. The revised figures incorporate the small proportion of amendments that awarding organisations, schools or colleges and local authorities submitted to the department after August 2015. A number of figures will have changed between the two releases; this is expected and occurs every year.

It is usual for student numbers to drop between the provisional and revised releases; for example, this year the number of level 3 students decreased from 416,676 to 404,100. In contrast, performance measures tend to improve but generally changes are not substantial and where relevant these have been highlighted. This is due to the combined effect of removals of students that should not be included and due to the outcomes of enquiries about results and the submission of late results by Awarding Organisations.

In this publication

The following excel files are published alongside the SFR text:

- national tables (excel .xls)
- time series tables (excel .xls)
- School location tables (excel .xls)
- local authority maps (pdf)
- local authority tables (excel .xls)
- School location tables (excel .xls)
- Maths and sciences tables(excel .xls)

A full list of the tables include in these files is shown on page 14.

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.gsi.gov.uk

1. Introduction

This statistical first release (SFR) shows results in level 3 qualifications for students aged 16-18 at the end of advanced level study in 2014/15 as well as A and AS level examination results in a single academic year. In addition, it reports results separately for three cohorts of students depending on the types of qualifications taken: A level, academic and vocational. The range of qualifications reported in this SFR covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000).

To be included in a cohort or overall level 3 results, a student must have been entered for at least one substantial qualification (defined as at least the size of an A level, ie.180 guided learning hours per year) in one or more of the qualification types listed below, in the reporting academic year (2014/15).

Since similar trends are seen in the A level and academic cohort (the overwhelming majority of academic students take A level programmes), information for the A level and vocational cohorts only is shown here. Data for the academic cohort can be found in table 1d and table S1.

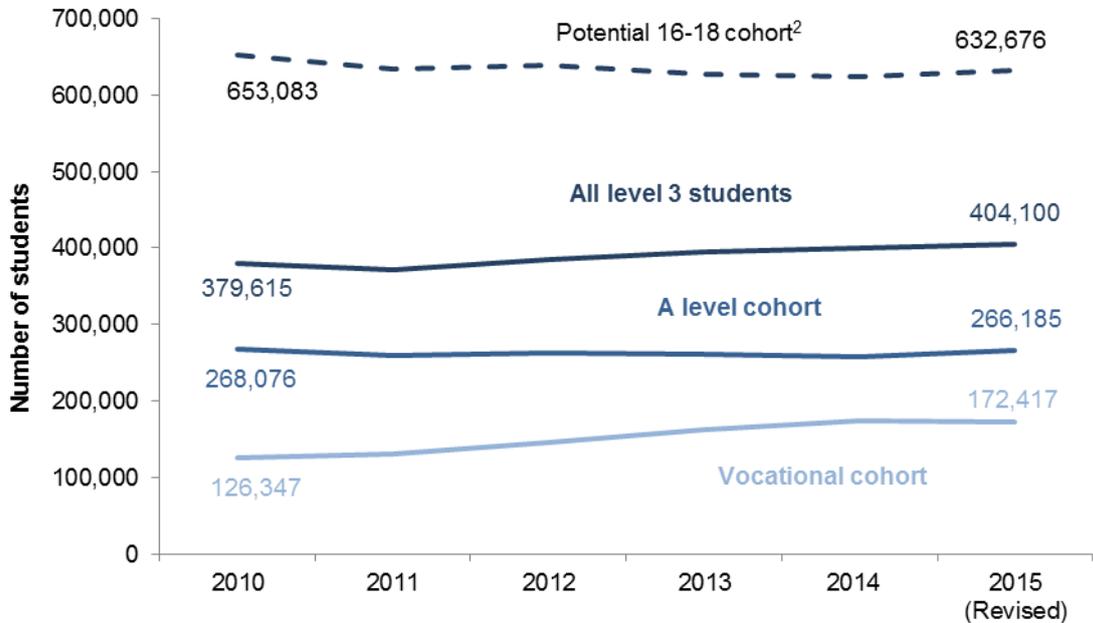
A level: A level or applied A level.
Academic qualifications: includes A level or applied A level. In addition it includes Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Mathematics and Extended Project (Diploma) qualifications.
Vocational qualifications: includes all other regulated qualifications.

2. Level 3 participation

Level 3 students

There has been a continued rise in the total number of students completing advanced level study. In 2015, 404,100 students entered at least one substantial level 3 qualification and completed their studies, a rise of 1.0 per cent since last year and 6.4 per cent since 2010.

Figure 1: Level 3 students by cohort¹
 England, 2010 to 2015



Source: 16-18 attainment data

1. All the A level cohort figures shown in figure 1 are based on the methodology introduced in the 2013 performance tables. Therefore, figures for earlier years may not match those shown in table 1b.
2. The potential 16-18 cohort is the number of students who completed key stage 4 two years previously.

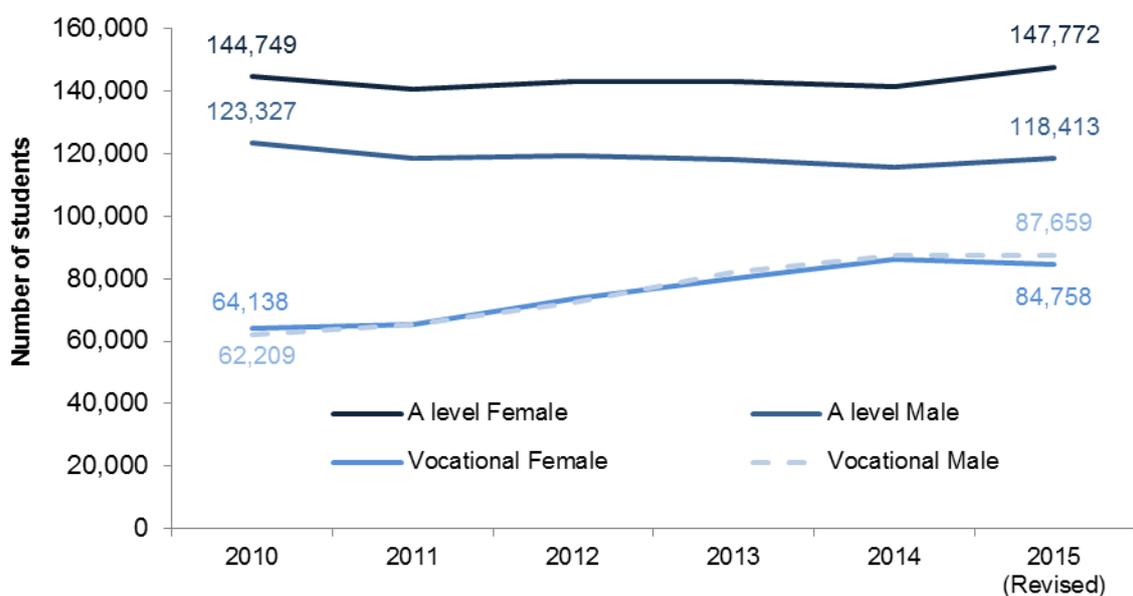
The proportion of the potential 16-18 cohort completing level 3 study has increased from 58.1 per cent in 2010 to 63.9 per cent (404,100 out of 632,676 students) in 2015. Until 2014, the rise in level 3 participation was sustained by growth in the number of vocational students, whereas participation in A levels remained relatively stable. This year, however, there has been an increase in the number of A level students by 3.4 per cent compared to 2014 and a small fall in the number of vocational students by 0.6 per cent.

Level 3 students by gender

More female students participate in level 3 study than males. In 2015, 53.1 per cent of the level 3 cohort were female, a ratio which has remain stable since 2010.

Considering participation in the A level cohort, female students are more likely to enter A level study than males. In 2015, 55.5 per cent of the A level cohort were females, up from 54.0 per cent in 2010. In contrast, about half of vocational students were females and this pattern has been relatively consistent since 2010.

Figure 2: Number of students by cohort and gender (Table 1d)
England, 2010 to 2015



Source: 16-18 attainment data

3. Attainment by cohort

The department publishes attainment measures for the A level, academic and vocational cohorts of students. These measures show the results that students achieved by the end of advanced level study. They take into account any results achieved in both the final year of study and the year prior to this.

Performance measures across A level and vocational qualifications should not be compared since vocational students take fewer qualifications and there are differences in grading structures between qualification types.

A level cohort results

To be included in the A level cohort a student needs to have been entered for at least one A level or applied A level in the reporting year. The A level cohort covers A and AS level, and applied A and AS level qualifications.

Average point score per entry

The average point score (APS) per entry is one of the main headline measures for the 16-18 performance tables. From 2016 onwards, this will become the only APS measure as the department will no longer publish any 'per student' measures. APS per entry gives an indication of the average result achieved per

qualification taken and provides a comparison of achievement over time, regardless of the volume of qualifications taken.

The APS per A level entry has been relatively stable for the past six years and has fluctuated between a C and C+ over this period. The APS per entry for both male and female students increased slightly by the same amount compared to last year. The gender gap therefore remains, with male students achieving a grade C on average and females achieving a grade C+.

Figure 3: APS per entry¹ for the A level cohort by gender (Table 1d)
England, 2010 to 2015

	2010	2011	2012	2013	2014	2015 (Revised)
Male	209.7 (C)	211.8 (C)	211.2 (C)	212.6 (C)	212.6 (C)	213.1 (C)
Female	216.2 (C+)	217.8 (C+)	217.5 (C+)	218.1 (C+)	217.9 (C+)	218.4 (C+)
All	213.2 (C)	215.1 (C+)	214.7 (C)	215.6 (C+)	215.5 (C+)	216.1 (C+)

Source: 16-18 attainment data

1. APS per entry expressed as a grade is shown in brackets.

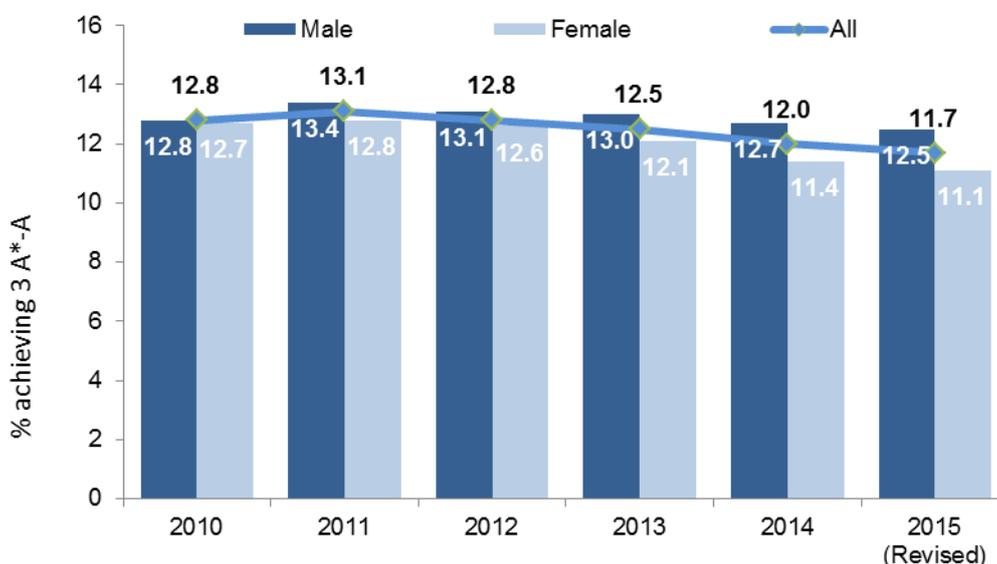
Note: All the A level cohort figures shown in Figure 3 are based on the methodology introduced in the 2013 performance tables. Therefore, figures for earlier years may not match those shown in table 1b.

Students achieving 3 A*-A grades at A level

The proportion of students achieving 3 A*-A grades or better at A level and applied A level reached a peak of 13.1 per cent in 2011 and has steadily declined to 11.7 per cent in 2015.

A higher proportion of male students achieved 3 A* -A grades than female students, a pattern which remains the same since 2010. After the peak in 2011, the measure dropped by 1.7 percentage points for female students, compared to 0.9 percentage points for males.

Figure 4: Percentage of students achieving 3 A*-A grades or better at A level by gender (Table 1a)
England, 2010 to 2015



Source: 16-18 attainment data

The shift in style of subject choice may have had an impact on grade achievement. Trends in overall A level examination entries show that the number of entries in facilitating subjects has increased for both genders in recent years. Further analysis of these trends can be found in Section 6. Another factor may be the removal of the January exam series from 2014 onwards, as part of the move towards linear A levels.

Students achieving grades AAB at A level

Overall AAB achievement in A level and applied A levels has declined, with 19.2 per cent of students attaining AAB or better in all A levels and applied A levels in 2015 compared to 20.9 per cent in 2011 when the measure was introduced.

In 2015, a slightly higher percentage (0.1 percentage points) of male students achieved grades AAB or better than female students.

Figure 5: Percentage of students achieving AAB grades or better at A level and applied A level by gender (Table 1a)
England, 2011 to 2015

		2011	2012	2013	2014	2015 (Revised)
Grade AAB or better in	Males	20.4	20.1	20.1	19.6	19.2
all A levels applied A	Females	21.2	21.0	20.5	19.5	19.1
levels (all subjects)	All	20.9	20.5	20.3	19.5	19.2

Source: 16-18 attainment data

There continues to be a higher percentage of male students achieving grades AAB or better at A level (of which at least two were in facilitating subjects) compared to females, since the measure was introduced in 2013. The gender gap for students achieving grades AAB or better at A level (of which at least two were in facilitating subjects) has increased slightly to 2.7 percentage points, compared to 2.6 percentage points in 2014. However, the AAB achievement rate in facilitating subjects has fallen for both genders since 2013. Similar to the trend seen in the 3 A*-A measure, this is possibly due to the shift in the choice of subjects.

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

Figure 6: Percentage of students achieving AAB grades or better at A level (of which at least two are in facilitating subjects) by gender (Table 1a)
England, 2013 to 2015

		2013	2014	2015 (Revised)
Grade AAB or better at A level	Males	16.6	16.4	16.2
(of which at least 2 are in	Females	14.2	13.8	13.5
facilitating subjects)	All	15.3	15.0	14.7

Source: 16-18 attainment data

Mathematics and science participation

This revised release includes additional statistics (tables 18-22) showing the percentage of A level students entered for mathematics and science subjects. The cohort measure covers students at the end of 16-18 study and takes into account A level results in the past two years. This provides further information to the provisional release, which included analysis on A level exam entries in mathematics and sciences in a single academic year only.

In addition, computing is included as one of the science subjects for the first time to align with the English Baccalaureate (EBacc) definition at key stage 4. Computer science has been included in the EBacc as a science since 2014.

Overall, the percentage of A level students entered for mathematics and further mathematics has continued to increase, while participation in science subjects (except computing) has dropped compared to 2014.

Entries in maths may have risen for a number of reasons. Changes to the curriculum and policy initiatives that highlight the importance of maths in careers like science and engineering could be encouraging students to continue with this subject at A level. The current government has continued to introduce a number of policies aimed at improving and encouraging STEM education, such as teaching Maths Hubs and the Your Life campaign.

A higher percentage of male students entered mathematics and science subjects than females, except in biology. The gender gap has widened for all mathematics and science subjects since 2010.

Participation in A level science increased steadily until last year for both genders. This year biology, chemistry and physics fell slightly for females and more noticeably for males. The current GCSE specifications introduced in the 2011/12 academic year increased the standard required, particularly for top grades, and may be a contributing factor in the fall in science participation at A level in 2015. In 2013, fewer pupils attained A* /A grades in science at GCSE. For example, in 2012 47.0 per cent of pupils who took physics GCSE achieved grades A*/A. This fell to 42.0 per cent in 2013.

Figure 7: Percentage of A level students entering for mathematics and science A levels by gender.

		2010	2011	2012	2013	2014	2015 (Revised)
Mathematics	Males	31.8	34.3	35.8	37.4	38.3	39.0
	Females	18.6	19.7	20.2	20.4	20.3	20.2
	All	24.7	26.4	27.3	28.1	28.4	28.6
Further Mathematics	Males	5.8	6.2	6.9	7.4	7.7	8.0
	Females	2.3	2.4	2.5	2.4	2.5	2.5
	All	3.9	4.1	4.5	4.7	4.8	4.9
Biology	Males	18.0	18.4	19.0	18.8	18.3	17.0
	Females	19.7	20.5	20.7	21.6	21.9	21.2
	All	18.9	19.6	19.9	20.3	20.3	19.4
Chemistry	Males	16.5	17.9	18.4	19.3	19.7	18.7
	Females	12.7	13.4	13.7	14.8	15.1	14.5
	All	14.5	15.4	15.8	16.8	17.1	16.4
Physics	Males	17.4	18.3	19.4	20.1	20.9	20.1
	Females	3.9	4.0	4.3	4.4	4.5	4.4
	All	10.1	10.6	11.1	11.5	11.9	11.4
Computing	Males	2.7	2.6	2.6	2.6	2.9	3.6
	Females	0.2	0.2	0.2	0.1	0.2	0.3
	All	1.3	1.3	1.3	1.2	1.4	1.8

Source: 16-18 attainment data

Vocational cohort results

To be included in the vocational cohort a student needs to have been entered for at least one vocational qualification equal in size to an A level in the reporting year. The vocational cohort covers qualifications which focus on developing knowledge and skills in a work related context, eg BTEC and NVQ qualifications.

Average point score per entry

After a sharp fall in 2012, the average point score (APS) per vocational entry has risen steadily and is now closer to the 220.0 points required for a Distinction, similar to levels seen prior to 2012.

Both female and male students have increased their APS per entry since last year, by 2.9 points and 2.8 points respectively. However, the average grade per entry is unchanged for female and male students compared to 2014, with females achieving a Distinction on average and males a Distinction- .

Figure 8: APS per entry¹ for the vocational cohort by gender (Table 1d)

England, 2010 to 2015

	2010	2011	2012	2013	2014	2015 (Revised)
Male	218.0 (Distinction-)	219.5 (Distinction-)	206.6 (Merit +)	208.2 (Merit +)	211.0 (Distinction-)	213.8 (Distinction-)
Female	226.8 (Distinction)	228.5 (Distinction)	216.8 (Distinction-)	219.4 (Distinction-)	222.5 (Distinction)	225.4 (Distinction)
All	222.5 (Distinction)	224.0 (Distinction)	211.6 (Distinction-)	213.7 (Distinction-)	216.6 (Distinction-)	219.5 (Distinction-)

Source: 16-18 attainment data

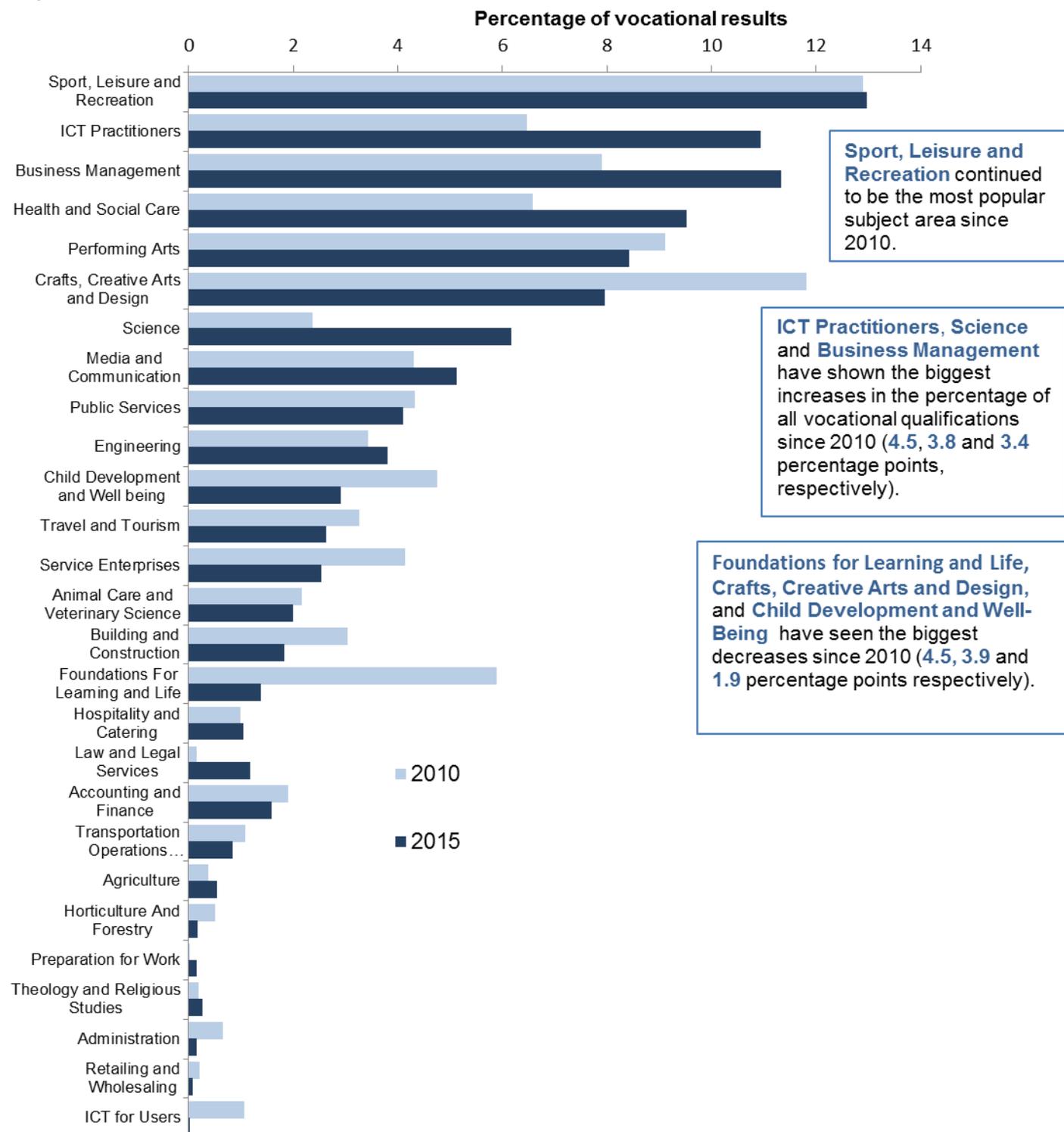
1. APS per entry expressed as a grade is shown in brackets.

Entries by subject sector

The entries for the vocational cohort in Figure 9 are shown by key sector subject areas for 2010 and 2015 to assess changes in subject choice over this period. Those sector subject areas with small numbers of entries have been omitted for clarity.

The Wolf reforms, announced in 2011, mean that a restricted list of qualifications will count in 16-18 performance tables from 2016 onwards. This may have had some early impact on student subject choices. Furthermore, the sector subject area classification of qualifications has changed between 2010 and 2015, therefore trends in subject choice may not always be a direct result of student behaviour.

Figure 9: Vocational exam entries by sector subject area
England, 2010 and 2015



Source: 16-18 attainment data

4. Attainment by type of institution

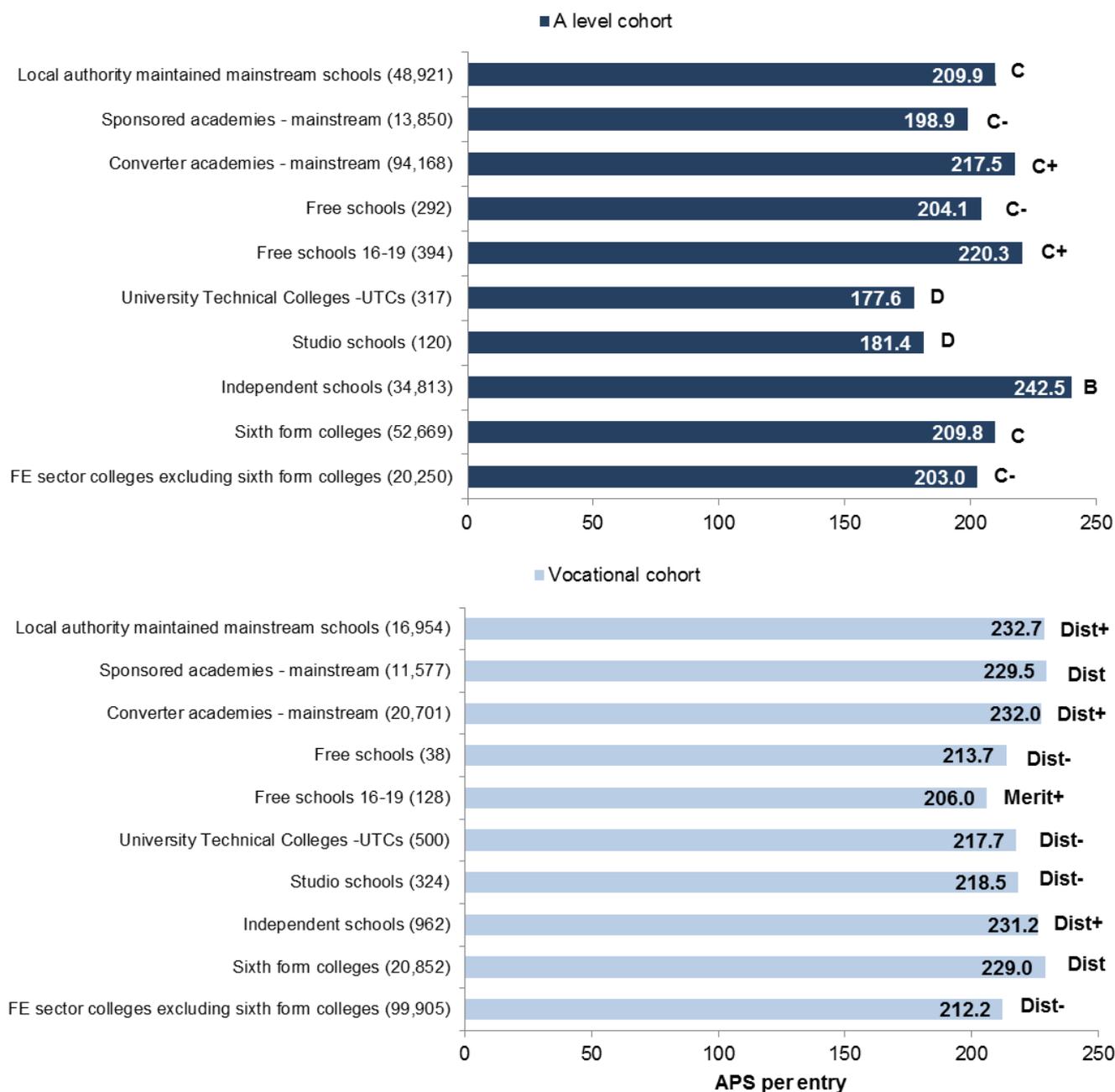
A level achievement varies more across institution types than vocational achievement. In 2015 the average point score (APS) per A level entry ranged from 177.6 to 242.5 (a range of 64.9 points), whereas the APS per vocational entry ranged from 206.0 to 232.7 (a difference of 26.7 points).

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

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

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

Figure 10: Average point score per entry by cohort and institution type¹ (table 1d)
England, 2015



1. Cohort size shown in brackets

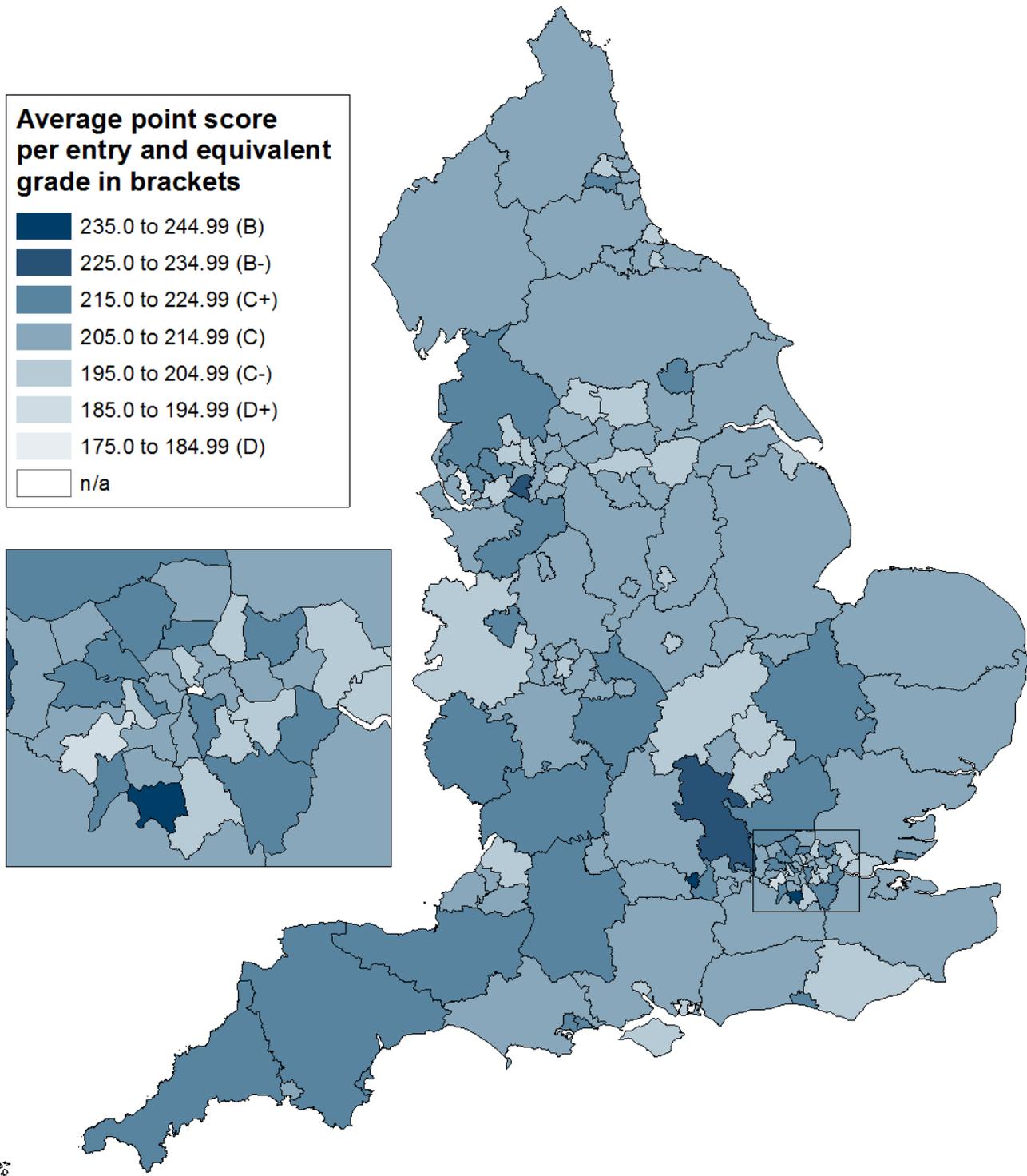
Dist: distinction

Source: 16-18 attainment data

5. A level cohort attainment by local authority

The average point score (APS) per A level entry lies between a grade C- and C+ for the majority of local authorities (LAs). London is the region which shows the highest level of variability in attainment. Care should be taken when comparing attainment at LA level as there are considerable differences in cohort sizes, ranging from less than 100 to over 8,000 students.

Figure 11: Average point score per entry for the A level cohort
England, 2015



Source: 16-18 attainment data

6. A level examination results within a single academic year

The A level cohort performance measures shown in sections 2 to 5 are based on the results for students at the end of their 16-18 study. They include qualifications taken in both the final year of study and the year prior to this. In contrast, all the data in this section, which is only available in this SFR release, is based on all A level (excludes applied single and double award A level) results in a single academic year only.

Overall A level pass rate

There were 758,625 A level entries in 2015, an increase of 2.2 per cent on last year.

Since 2010 the overall A level pass rate (percentage of examinations awarded grades A* to E) has risen by 0.5 percentage points from 98.3 per cent to 98.8 per cent. In 2015, the overall pass rate for females was higher than that for males, 99.0 per cent compared to 98.4 per cent respectively. This gender gap has remained largely unchanged in the past six years.

Figure 12: A level examinations overall pass rate A*-E (Tables 2 and 14)

England, 2010 to 2015

	2010	2011	2012	2013	2014	2015 (Revised)
Males	97.9	98.1	98.2	98.4	98.2	98.4
Females	98.6	98.8	98.8	99.0	98.9	99.0
All	98.3	98.5	98.6	98.7	98.6	98.8

Source: 16-18 attainment data

Top grades at A level

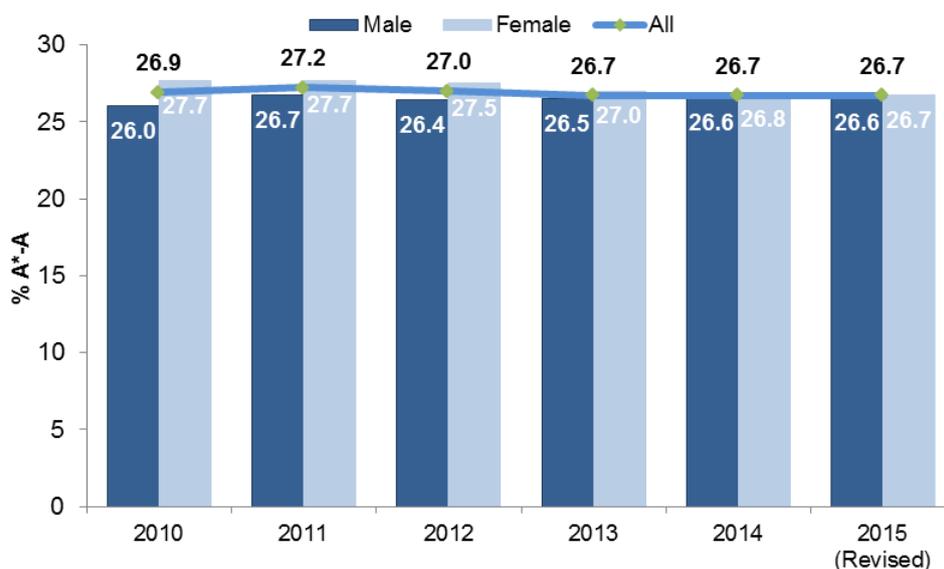
The total A*-A pass rate at A level reached a peak of 27.2 per cent in 2011 and has remained stable at 26.7 per cent since 2013.

The A*-A pass rate has decreased for female students since 2011, but slightly increased for male students since 2012. As a result the gender gap in the attainment of top grades has gradually closed over the past six years and in 2015 was 0.1 percentage points.

Note: the trend described for male students is different from that shown in the provisional Statistical First Release, where the A*-A pass rate had decreased for both genders, but at a faster rate for females.

Figure 13: Percentage of A level examination entries awarded A*- A grades by gender (Tables 2 and 14)

England, 2010 to 2015



Source: 16-18 attainment data

Trends in facilitating subjects

Since 2010 there has been a year-on-year increase in the percentage of all A level entries which are in facilitating subjects, up from 44.8 per cent to 50.8 per cent in 2015.

Note: The same list of facilitating subjects as those defined in cohort results (see page 6). The figures for facilitating subjects shown in this section have been calculated on a revised methodology compared to the 2013/14 SFR and are consistent with current performance tables' methodology.

Figure 14: A level exam entries in facilitating and non-facilitating subjects in England, 2010 to 2015

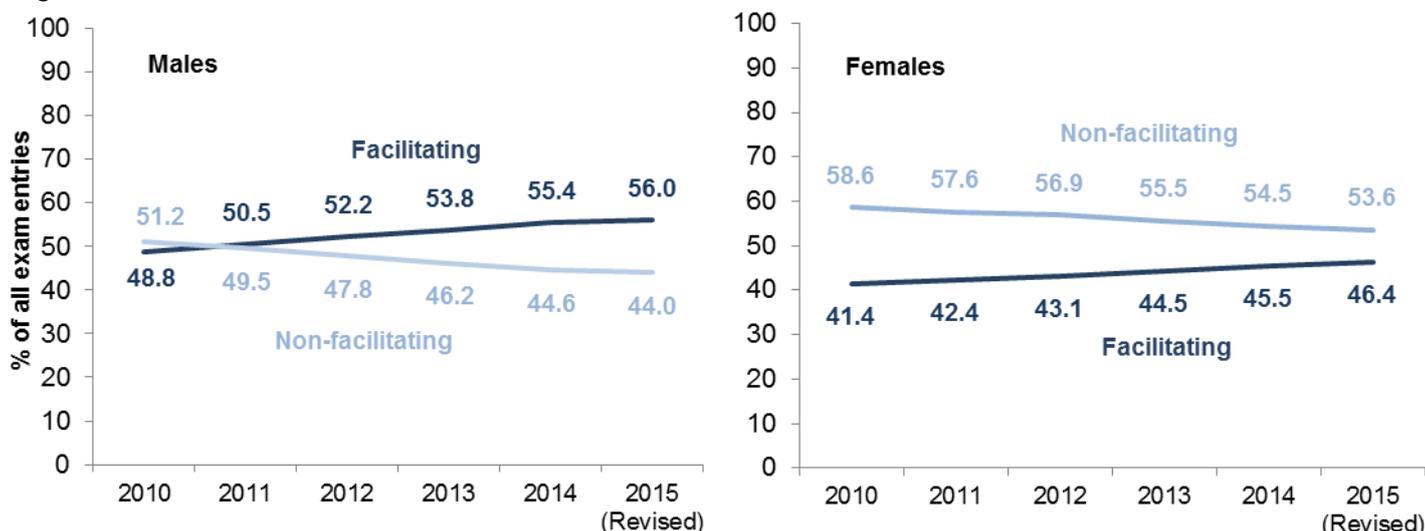
	2010	2011	2012	2013	2014	2015 (Revised)
Facilitating	351,059	361,244	368,666	377,015	371,180	385,034
(% all subjects)	44.8	46.1	47.3	48.7	50.0	50.8
Non-facilitating	432,288	421,528	410,813	396,630	370,967	373,591
(% all subjects)	55.2	53.9	52.7	51.3	50.0	49.2
All subjects	783,347	782,772	779,479	773,645	742,147	758,625

Source: 16-18 attainment data

Figure 15 shows the trend in the percentage of annual A level entries in facilitating and non-facilitating subjects by gender. The uptake of facilitating subjects for both genders has increased since 2010, but has done so at a faster rate for males. Since 2011, male students have taken more exams in facilitating subjects than in non-facilitating subjects. Female students continue to enter more non-facilitating subjects than facilitating subjects, but this gap has gradually reduced over the past six years.

One reason that female students enter a lower proportion of facilitating subjects compared to males is that they make up a higher number of entries in English language and English language & literature (24,834 compared to 10,802 entries for males), neither of which is currently classified as a facilitating subject.

Figure 15: Percentage of A level exam entries in facilitating and non-facilitating subjects by gender England, 2010 to 2015



Source: 16-18 attainment data

The increase in entries in facilitating subjects may be due to a number of factors: for example the introduction of the definition of 'facilitating' by the Russell Group alongside the introduction of the facilitating subject attainment measure in the 16-18 performance tables may have encouraged a greater uptake of these subjects. Furthermore, the introduction of the EBacc at key stage 4, which measures achievement in core academic subjects, could mean students are now more likely to continue studying similar subjects at A level.

7. Accompanying tables

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

National tables:

Student level results

- 1a A level and level 3 results by institution type and gender
- 1b Time series of A level and level 3 results by gender
- 1c A level and level 3 results of state-funded school students by admissions basis and gender
- 1d Level 3 results by cohort, institution type and gender

A level examination results

- 2 A level results of all students by subject and grade
- 2m A level results of male students by subject and grade
- 2f A level results of female students by subject and grade

AS level examination results

- 3 AS level results of all students by subject and grade
- 3m AS level results of male students by subject and grade
- 3f AS level results of female students by subject and grade
- 4 Discounted AS level results of all students by subject and grade
- 4m Discounted AS level results of male students by subject and grade
- 4f Discounted AS level results of female students by subject and grade

Applied A/AS level examination results

- 5 Applied single A level results by gender, subject and grade
- 6 Applied single AS level results by gender, subject and grade
- 7 Applied double A level results by gender, subject and grade
- 8 Applied double AS level results by gender, subject and grade

A level examination results by institution type

- 9 A level results of students by institution type, gender and grade
- 10 A level results of state-funded school students by admission basis, gender and grade
- 11a A level results of state-funded school students by subject and grade
- 11b A level results of independent school students by subject and grade
- 11c A level results of all further education sector college students by subject and grade
- 11d A level results of sixth form college students by subject and grade

Local authority tables

- 12a A level and level 3 results of state-funded students by gender, local authority and region
- 12b A level and level results of state-funded school students by gender, local authority and region
- 12c Average point score per exam entry of state-funded² students by cohort, gender, local authority and region
- 12d Average point score per exam entry of state-funded school² students by cohort, gender, local authority and region
- 13a Number of A level examination entries by state-funded students by subject, local authority and region
- 13b Number of A level A* and A grades achieved by state-funded students by subject, local authority and region
- 13c Number of A level A* to E grades achieved by state-funded students by subject, local authority and region

Subject time series

- 14 A level results by subject, grade and gender
- 15 AS level results by subject, grade and gender
- 16 A level and level 3 results by degree of rurality of school or college location and region
- 17 A level and level 3 results by local authority district of school or college location and region

Mathematics and sciences tables

- 18 Students entered for mathematics and science A level subjects by gender and institution
- 19 State-funded students entered for mathematics and science A level subjects by gender, local authority and region
- 20 Time series of students entered for mathematics and science A level subjects by gender
- 21 Time series of students entered for mathematics and science A level subjects by number of subjects and gender

22 Number of A level students by subject combination for science and maths and gender

Supplementary

S1 Average point score per entry for A level, academic and vocational cohorts

Maps (pdf format)

Average point score per entry for the A level cohort

Average point score per entry for the vocational cohort

When reviewing the tables, please note that:

The criteria we use to include students (tables 1a-d, 12a-b)

Students will be included if they meet the following criteria:

1. Were aged 16, 17 or 18 on 31 August 2014
2. Were on roll in January 2015
3. Were in, or deemed to be in, Year 13
4. Completed their advanced studies in the 2014/15 academic year
5. Entered for at least one substantial level 3 qualification in the 2014/15 academic year

Approved qualifications only

The range of qualifications reported in this SFR covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000).

Approved qualifications at level 3 and their point scores can be found at [Ofqual Register website](#)

How we avoid double counting subjects

To avoid double counting results, qualification discounting is applied where, for example, if a student achieves an AS en route to achieving an A level in the same subject, only the A level pass is included.

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.

The Department has a set of statistical policies in line with the Code of Practice for Official Statistics: [Standards for official statistics published by the Department for Education](#)

so we suppress some figures,

Any numbers less than three (1 to 2 inclusive) have been suppressed and have been replaced by an 'x'. An 'x' has also been used where secondary suppression has been applied.

Percentages have been shown to one decimal place but where the numerator is between 1 and 2 inclusive, they have been suppressed.

Where a number is shown as zero (0), the original figure submitted was zero.

adopt symbols to help identify this	Symbols are used in the tables as follows: . not applicable x publication of that figure would be disclosive
and round percentages	Percentages in this SFR are given to one decimal place. Totals may not add to 100% due to rounding.

8. Further information is available

Performance tables	Data for institutions can be seen within the school and college performance tables . The 16-18 performance tables will be updated with 2014/15 data in January 2016.
Key stage 4	GCSE and equivalent results for key stage 4 can be found at GOV.UK - Statistics: GCSEs (key stage 4) .
Key stage 2	Statistics on national curriculum assessments and review outcomes at key stage 2 (KS2), including measures of progress between KS1 and KS2, can be found at GOV.UK - Statistics: key stage 2 .
Key stage 1	Statistics on national curriculum assessments at key stage 1 and phonics screening check results can be found at GOV.UK - Statistics: key stage 1
Destination measures	Statistics on educational or employment destinations of key stage 4 and key stage 5 students can be found at GOV.UK - Statistics: destinations of key stage 4 and key stage 5 pupils .
Level 2 and 3 attainment at 16-18	Statistics on the attainment of young people aged 19, based on matched administrative data can be found at GOV.UK – attainment at 19 years .
Level 1 and 2 attainment in English and maths at 16-18	Experimental statistics on level 1 and 2 English and maths by students aged 16 to 18 who failed to achieve A* to C by the end of key stage 4 can be found at GOV.UK - attainment at 19 years .
Results for the rest of the UK	<p>The Welsh Assembly has published the results of external examinations taken by pupils aged 15 or 17 in 2014/15, available at: Welsh assembly statistics and research</p> <p>The Department for Education Northern Ireland (DENI) have published AS and A level headline statistics for 2014, available at: Department for Education Northern Ireland (DENI)</p> <p>The publication 'Summary statistics for attainment, leaver destinations and healthy living, No. 5: 2015 Edition' is published by the Scottish Government and is available at: The Scottish Government website</p>
Future changes	The 2016 performance tables will further disaggregate the level 3 vocational cohort into students taking approved applied general and tech level qualifications. This is to reflect the differing content, assessment and grading arrangements within these qualifications. The scope of this SFR will

be reviewed as the coverage of performance tables expands (as announced in the government's response to the [16-19 accountability consultation](#)).

The approved qualifications can be found here: [Vocational qualifications for 14- to 19-year-olds](#)

For more information on the upcoming reforms to the performance tables, please see the [16 to 19 accountability headline measures: technical guide](#).

9. National Statistics

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

Designation can be broadly interpreted to mean that the statistics:

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

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

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

10. Technical Information

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

11. Get in touch

Media enquiries

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Tel: 020 7783 8300

Other enquiries/feedback

Tingting Shu, Education Data Division, Department for Education, 53-55 Butts Road, Coventry, CV1 3BH

Tel: 020 7340 7712 Email: Attainment.STATISTICS@education.gsi.gov.uk



Department
for Education



© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries Tingting Shu, Education Data Division, Department for Education,
53-55 Butts Road, Coventry, CV1 3BH

Tel: 020 7340 7712 Email: Attainment.STATISTICS@education.gsi.gov.uk

download [Statistics: 16 to 19 attainment](#)

Reference: SFR 03/2016



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk