

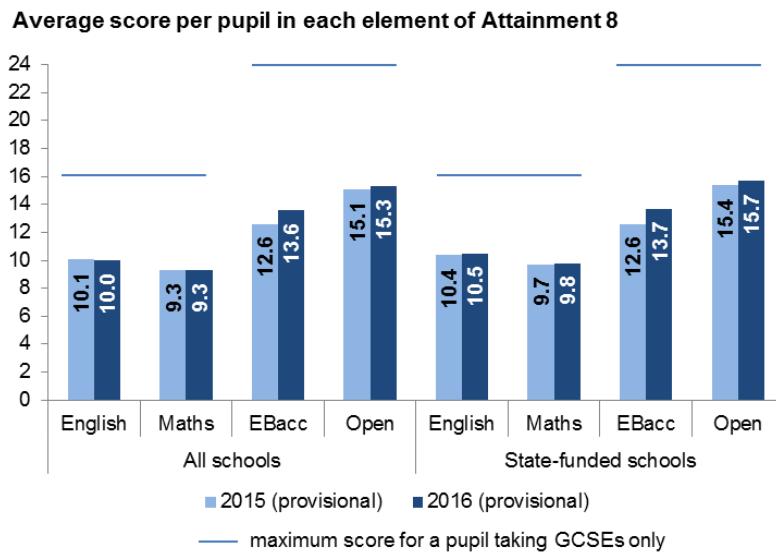


SFR48/2016, 13 October 2016

New headline measures in 2016

A new [secondary school accountability system](#) has been implemented in 2016. The headline accountability measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths (A*-C), and English Baccalaureate (EBacc) entry and achievement. Details of the new measures are on page 3. This release looks primarily at the 2016 headline measures, with comparisons to 2015 results recalculated on the new basis wherever possible, where there has been a change in methodology. Attainment in the previous headline measure of 5+ A*-C including English and maths is also shown for comparison purposes.

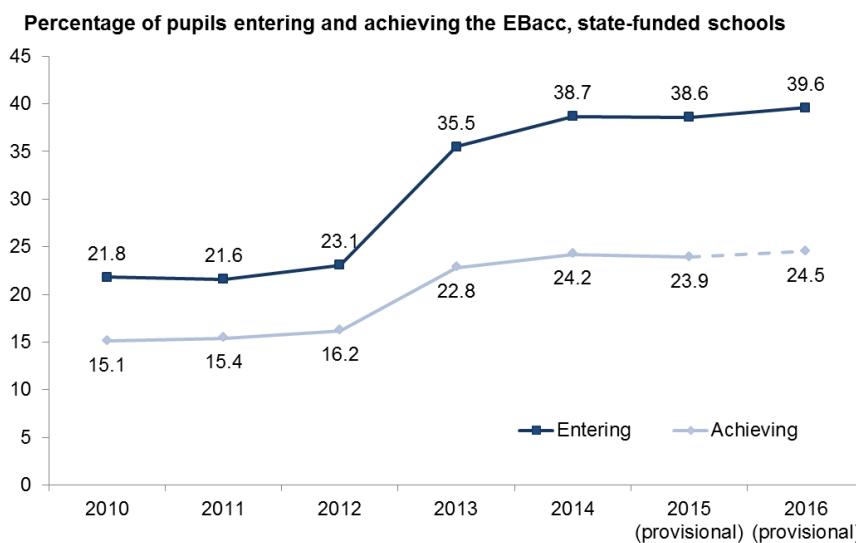
Average Attainment 8 score per pupil, one of our new headline measures, has increased



The average Attainment 8 score per pupil has increased by 1.2 points, to 48.2 in all schools, and 1.6 points, to 49.8 in state-funded schools, compared to the equivalent data in 2015.

The biggest increase is in the EBacc element, with an increase of 1.0 and 1.1 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.

EBacc entry and achievement have increased



The proportion of pupils entering and achieving the EBacc continues to increase, with 39.6% of pupils in state-funded schools entering the EBacc in 2016 and 24.5% achieving. Part of the increase in EBacc achievement is due to a change in methodology, illustrated on the chart with a dotted line.

Entries to EBacc English, maths and languages are stable, with large increases to entries in EBacc science and humanities.

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About this release

This statistical first release (SFR) provides provisional 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 for the headline measures are published in the [provisional performance tables](#).

The data in this release is provisional as, whilst it has been quality assured by the department, the underlying data has yet to be checked by schools. The statistics in this release are based on the results data that awarding organisations supply to the department by August 2016. This includes the vast majority of pupils' results; however it will not take account of accepted amendment requests made by schools to remove pupils and the addition of late results and remarks. These amendments will be incorporated into the revised release, due to be published in January 2017 alongside the revised secondary school performance tables.

This publication will compare provisional results for 2016 to provisional results from 2015 to take account of the normal change in results between provisional and revised data. Between the provisional and revised releases, there is usually a slight increase in the key national statistics as a result of amendments. As such, users should be aware that the statistics in this release may be revised in a similar pattern in January 2017. As context, in 2015 there was an increase of 0.4 of a point in the Attainment 8 score in all schools, and 0.2 of a point in state-funded schools.

In this publication

The following tables are included in the release:

- National tables (Excel .xls)
- Local authority tables (Excel .xls)
- Subject tables (Excel .xls)
- Subject time series table (Excel .xls)

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

Feedback

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

1. Headline measures from 2016

In October 2013, the Department for Education announced that a new secondary school accountability system will be implemented from 2016. The headline measures from 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 a pupil makes 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*-C)

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

In 2016, pupils could achieve the English component of this with A*-C in English language or literature. In 2015 pupils had to achieve an A*-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 an A*-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 an A*-C in at least one of these qualifications. In 2015 pupils had to achieve an A*-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.

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. These changes in methodology are responsible for some, but not all, of the increase in these measures. Further detail on the impact of the methodology change is given in the sections 4 and 5.

2. Attainment in the headline measures

(Tables 1a & 1d)

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

These increases are likely to be due to a range of factors across the measures, including a range of behaviour changes as schools adapt to the new accountability system, and changes in methodology (which accounts for all of the increase in the Attainment in English and maths and EBacc achievement measures in all schools, and the majority of the increase in state-funded schools).

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*-C)	Percentage achieving the EBacc
2015 provisional	47.0	36.0%	2015 provisional	54.9%	22.5%
2015 final	47.4	36.2%	2015 final	55.8%	22.9%
2016 provisional	48.2	36.6%	2016 provisional	58.7%	22.8%

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*-C)	Percentage achieving the EBacc
2015 provisional	48.2	38.6%	2015 provisional	58.3%	23.9%
2015 final	48.4	38.7%	2015 final	59.2%	24.3%
2016 provisional	49.8	39.6%	2016 provisional	62.6%	24.5%

Source: Key stage 4 attainment data

Attainment in the previous headline measure, the percentage of pupils achieving 5+ A*-C grades including English and maths, has also increased for state-funded schools, and remained stable for all schools.

Table 3: Attainment in 5+ A*-C grades including English and maths

England, 2015-2016

	All schools	State-funded schools
2015 provisional	52.8	56.1
2015 final	53.8	57.1
2016 provisional	52.8	56.8

Source: Key stage 4 attainment data

The measures covered in this release include qualifications which count towards the secondary performance tables¹. 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, due to the impact of results for independent schools. The level of change between provisional and revised data is higher for independent schools as, under the current process, independent schools do not check their cohort figures until September.

¹ A list of qualifications that count in the performance tables each year up to 2018 can be found at <https://www.gov.uk/government/publications/2018-performance-tables-discount-codes>

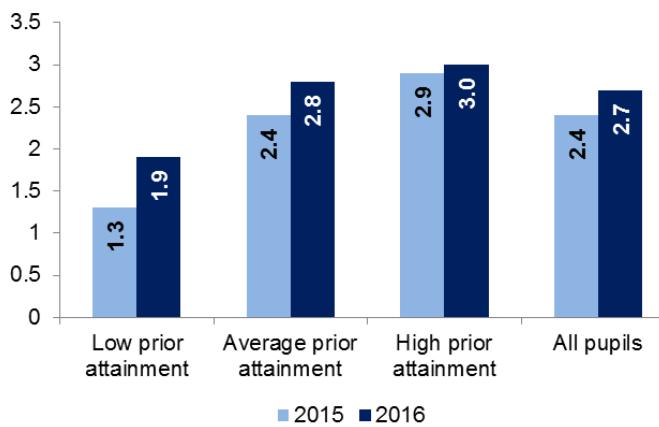
Schools appear to be adapting their curricula to match the headline measures

Attainment 8, the new headline measure, is made up of eight slots, which can be filled with English, maths, three 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 empty².

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

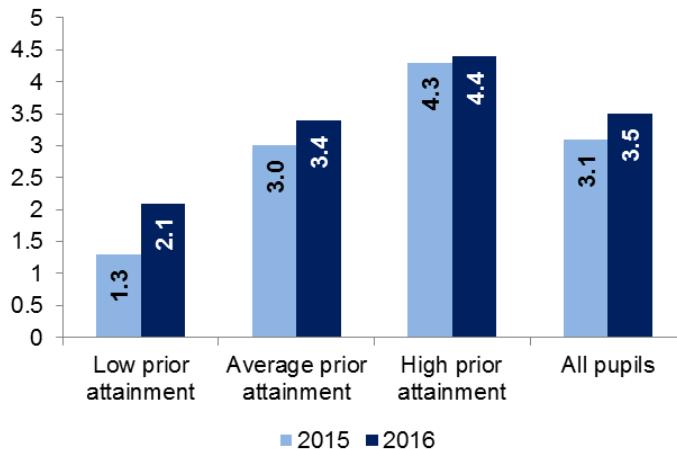


Source: Key stage 4 provisional attainment data

Pupils are not limited to taking three EBacc qualifications: Figure 2 shows the average number of qualifications taken which could count towards the EBacc slots of Attainment 8³. 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 0.1, from 4.3 in 2015 to 4.4 in 2016. This is the same increase as 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.

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 provisional attainment data

² U grades or other qualifications scoring zero points are counted as a non-filled slot.

³ Excluding English and maths, which have separate slots and do not count towards the Attainment 8 EBacc slots

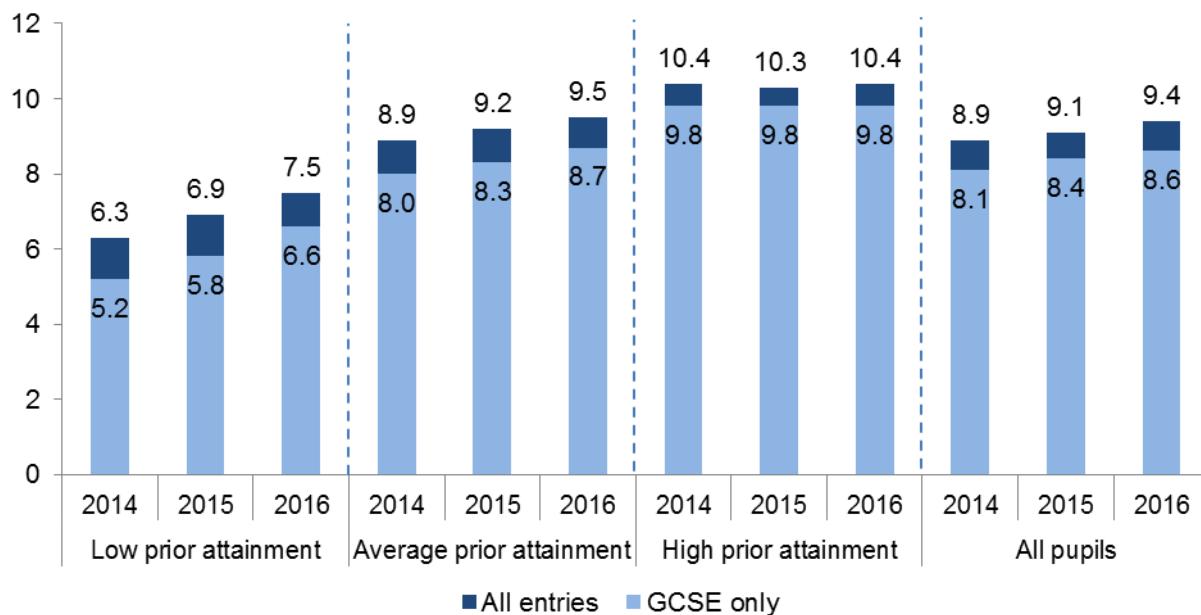
The average number of Open slots filled remained 2.8 for all pupils. Open slots can be filled by three GCSE qualifications (including any EBacc subjects that have not already been used) or any other non-GCSE qualifications on the DfE approved list.

There is evidence that schools respond to changes in accountability measures. For example, research⁴ 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 increased⁵. 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 are taking 9.4 qualifications on average, up from 8.9 in 2014, with an increase for pupils with low prior attainment from 6.3 to 7.5.

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



Source: Key stage 4 provisional attainment data

Additionally, GCSEs⁶ made up 83% of all entries for pupils with low prior attainment in 2014, increasing to 88% in 2016. There was a smaller increase for pupils with average prior attainment, from 90% in 2014 to 92% in 2016, and no change for pupils with high prior attainment, at 94%. It also stayed constant at 91% for all pupils.

⁴ See https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181218/DFE-RB150.pdf, Clemens, 2011, Centre for Analysis of Youth Transitions

⁵ 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 no difference in the figures.

⁶ Includes full course GCSEs, double award GCSEs, AS levels, Cambridge International Certificates and Edexcel Level1/2 Certificates.

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

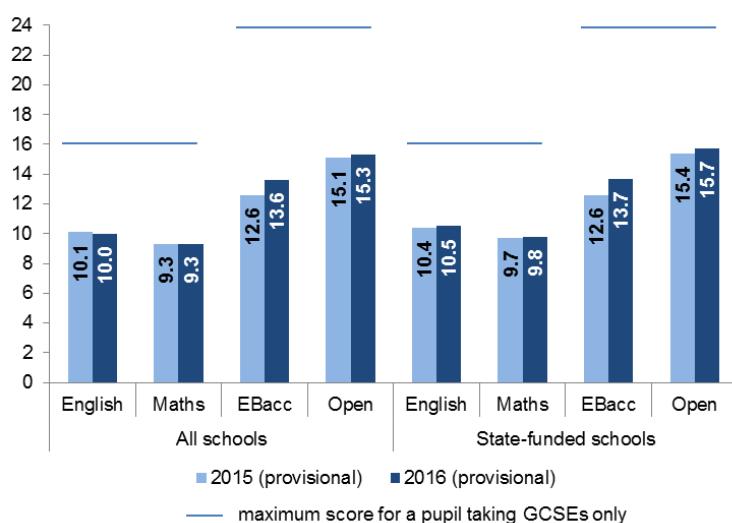
Attainment 8

The average Attainment 8 score per pupil has increased by 1.2 points, to 48.2 in all schools, and 1.6 points, to 49.8 in state-funded schools, compared to the equivalent data in 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 1.1 points respectively. This suggests the increase in this measure is driven largely by behaviour change, with pupils filling more EBacc slots (see above). 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



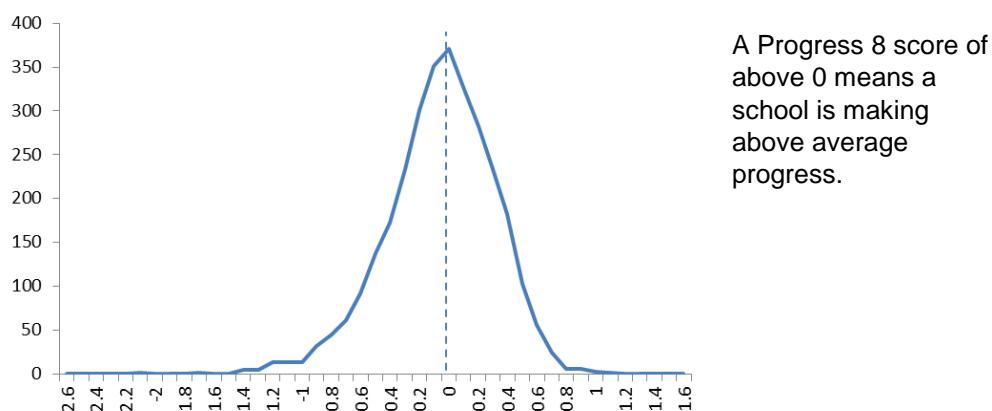
Source: Key stage 4 provisional attainment data

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 school type, admissions basis and gender, 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 schools⁷ at school level run from -2.5 to 1.5, with approximately 97% of schools' scores between -1.0 and +0.7 in 2016.

Figure 5: Distribution of Progress 8 scores
England, state-funded mainstream schools⁷, 2016



Source: Key stage 4 provisional attainment data

⁷ Excludes further education colleges with 14-16 provision

4. Attainment in English and maths (A*- C) (Table 1a)

Attainment in English and maths at A*-C increased by 3.8 percentage points in all schools, and 4.3 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*-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*-C or above in English language.

Table 4: Attainment in English and maths with the change in methodology

England, 2015-2016

Year	Methodology	All schools	State-funded schools	Comment
2015 provisional	2015	54.9%	58.3%	
2015 final	2015	55.8%	59.2%	This shows the normal increase between provisional and final results
2016 provisional	2015	54.6%	58.7%	The results are stable compared to 2015 using the same methodology, with a small decrease of 0.3 percentage points in all schools, and an increase of 0.4 percentage points in state-funded schools
2016 provisional	2016	58.7%	62.6%	The new methodology results in an increase of 4.1 percentage points for all schools, and 3.9 percentage points in state-funded schools.

Source: Key stage 4 attainment data

5. The English Baccalaureate (Table 1b)

The proportion of pupils entering and achieving the EBacc continues to increase, with 36.6% of pupils in all schools entering the EBacc in 2016 and 22.8% achieving. Entries to EBacc English, maths and languages are stable, while entries to EBacc science and humanities have increased.

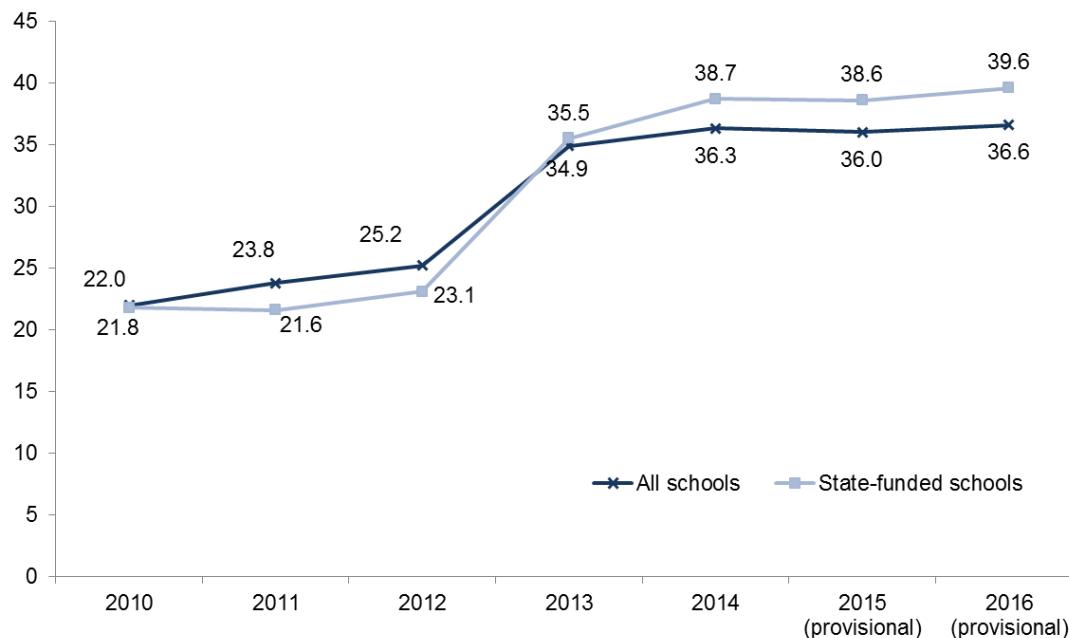
EBacc entry

In 2016, 36.6% of pupils in all schools and 39.6% 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 C grade or equivalent for qualifications that count towards the performance tables.

Figure 6: Percentage of pupils entering the EBacc

England, 2010-2016

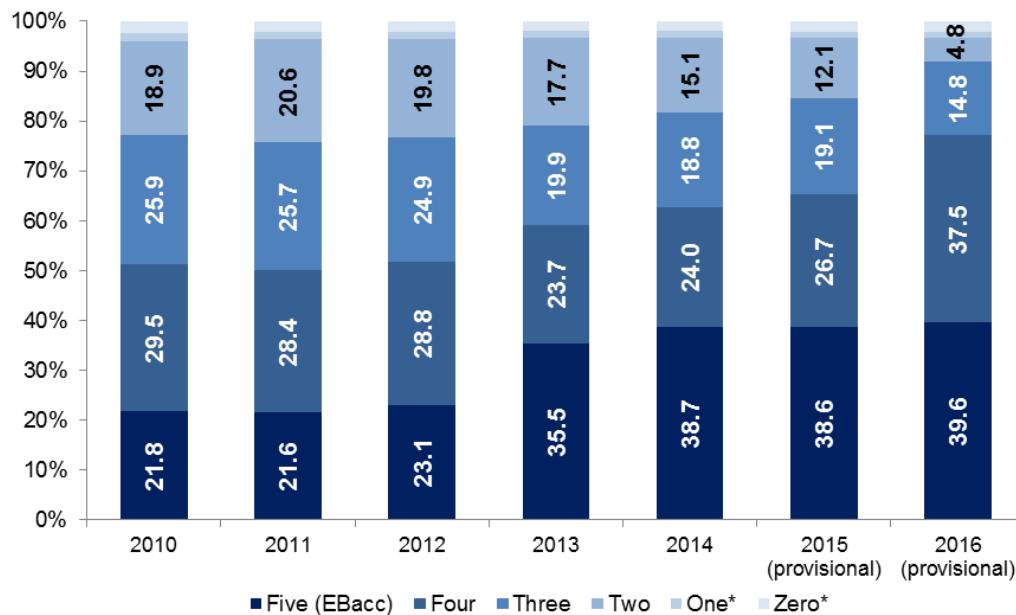


Source: Key stage 4 attainment data

There is a much larger increase in the percentage of pupils entering four components⁸ from 26.7% to 37.5%, with corresponding falls in pupils taking two or three components, down to 4.8% and 14.8% respectively, as shown in Figure 7. 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).

Figure 7: 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 (77.7%) were missing the languages component in 2016, up from 67.4% in 2015. The humanities component was the second highest missing component, with 18.6% who entered four components not entering humanities in 2016, down from 22.1% in 2015.

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

The percentage of pupils who did not enter any EBacc components has remained stable, at between 1.9% and 2.4% between 2010 and 2016. The majority of pupils who did not enter any EBacc components have low prior attainment at key stage 2 (82.2% in 2016).

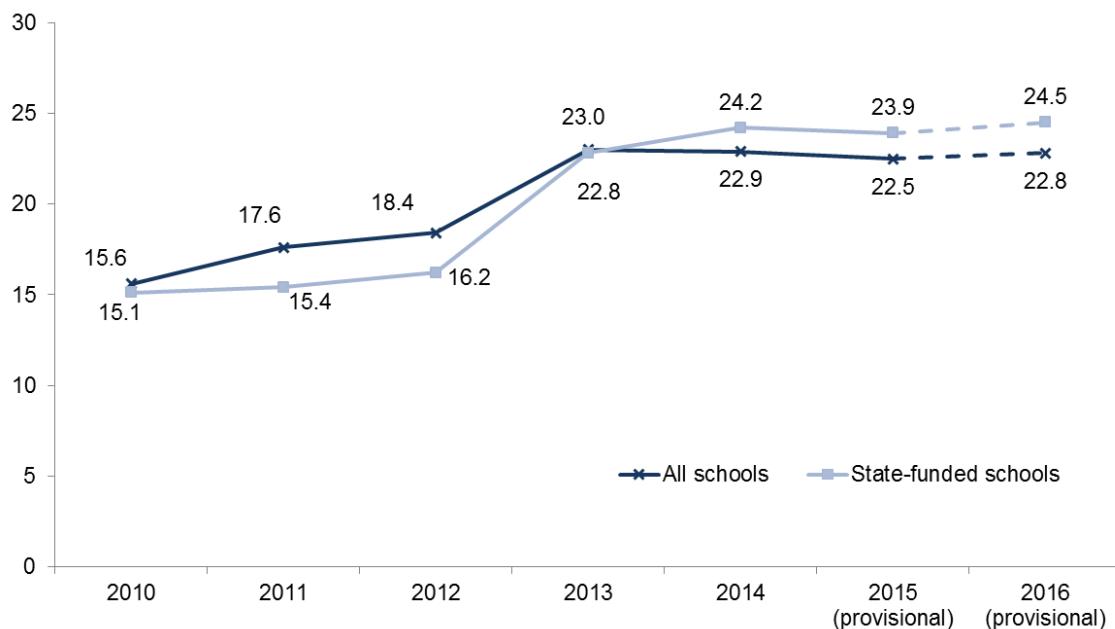
EBacc achievement

In 2016, 22.8% of pupils in all schools and 24.5% of pupils in state-funded schools achieved the EBacc, an increase of 0.3 and 0.6 percentage points 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*-C in either qualification. Previously pupils on this pathway had to take exams in both English language and literature, and achieve A*-C in English language.

Figure 8: EBacc achievement

England, 2010-2016



Source: Key stage 4 attainment data

The increase for state-funded schools is equally split between change in pupil level results and the change in methodology, with 0.3 percentage points increase due to each. When looking at all schools, the small increase is due to the change in methodology.

Table 5: EBacc achievement rates with change in methodology

England, 2015-2016

Year	Methodology	All schools	State-funded schools	Comment
2015 provisional	2015	22.5%	23.9%	
2015 final	2015	22.9%	24.3%	This shows the normal increase between provisional and final results
2016 provisional	2015	22.5%	24.2%	The results are stable compared to 2015 using the same methodology, with no change in all schools, and an increase of 0.3 percentage points in state-funded schools
2016 provisional	2016	22.8%	24.5%	There is an increase of 0.3 percentage points for all schools, and a further increase by the same amount in state-funded schools. This is due to change in methodology.

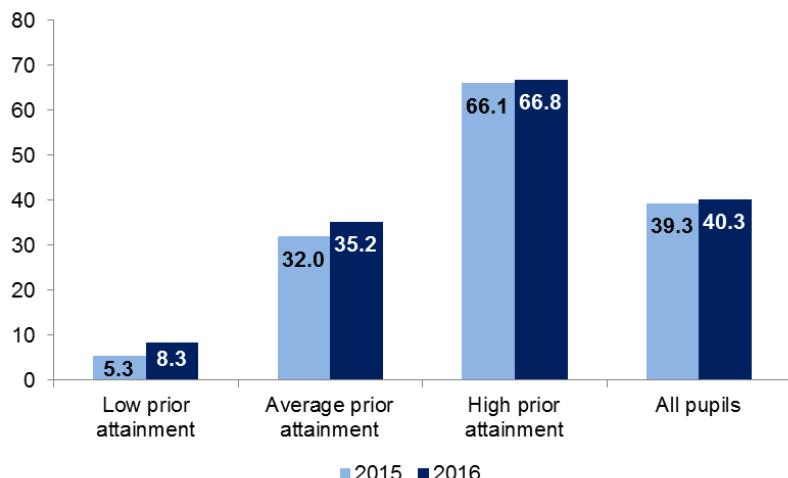
Source: Key stage 4 attainment data

EBacc by prior attainment

The overall EBacc entry rate in state-funded mainstream schools has risen slightly from 39.3% in 2015 to 40.3% in 2016, with EBacc entry rates increasing for pupils with low, average and high prior attainment, as shown in Figure 9. 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 9: EBacc entry rates by prior attainment band

England, state-funded mainstream schools, 2015-2016

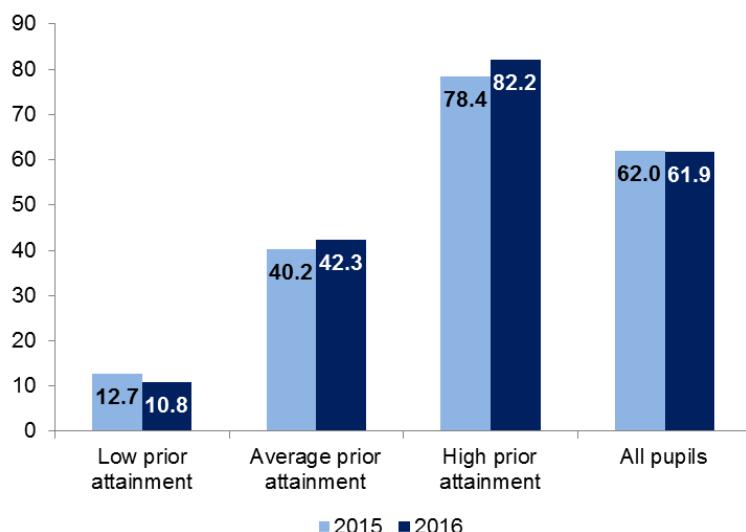


Source: Key stage 4 provisional attainment data

If we look at the EBacc pass rate only for pupils that entered the EBacc, as shown in Figure 10, achievement has remained stable, at 62.0% in 2015 and 61.9% in 2016. 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 10: EBacc achievement rates for pupils who entered the EBacc, by prior attainment band

England, state-funded mainstream schools, 2015-2016



Source: Key stage 4 provisional attainment data

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

EBacc English

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

- A*-C in combined English⁹ GCSE or approved equivalents; or
- A*-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 96.4% 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 provisional	2015	68.1%
2015 final	2015	69.1%
2016 provisional	2015	68.3%
2016 provisional	2016	74.4%

Source: Key stage 4 attainment data

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

EBacc maths

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

- A*-C in maths GCSE or approved equivalents; or
- A*-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 97.2% of pupils in state-funded schools. 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 0.4 percentage points for pupils in all schools and in state-funded schools, compared to the equivalent 2015 data.

Table 7: EBacc maths achievement

England, state-funded schools, 2015-2016

Year	Achieving EBacc maths
2015 provisional	68.0%
2015 final	68.3%
2016 provisional	68.4%

Source: Key stage 4 attainment data

⁹ Combined English covers both a literature and language element within a single course of study

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 science¹⁰; or
- double science

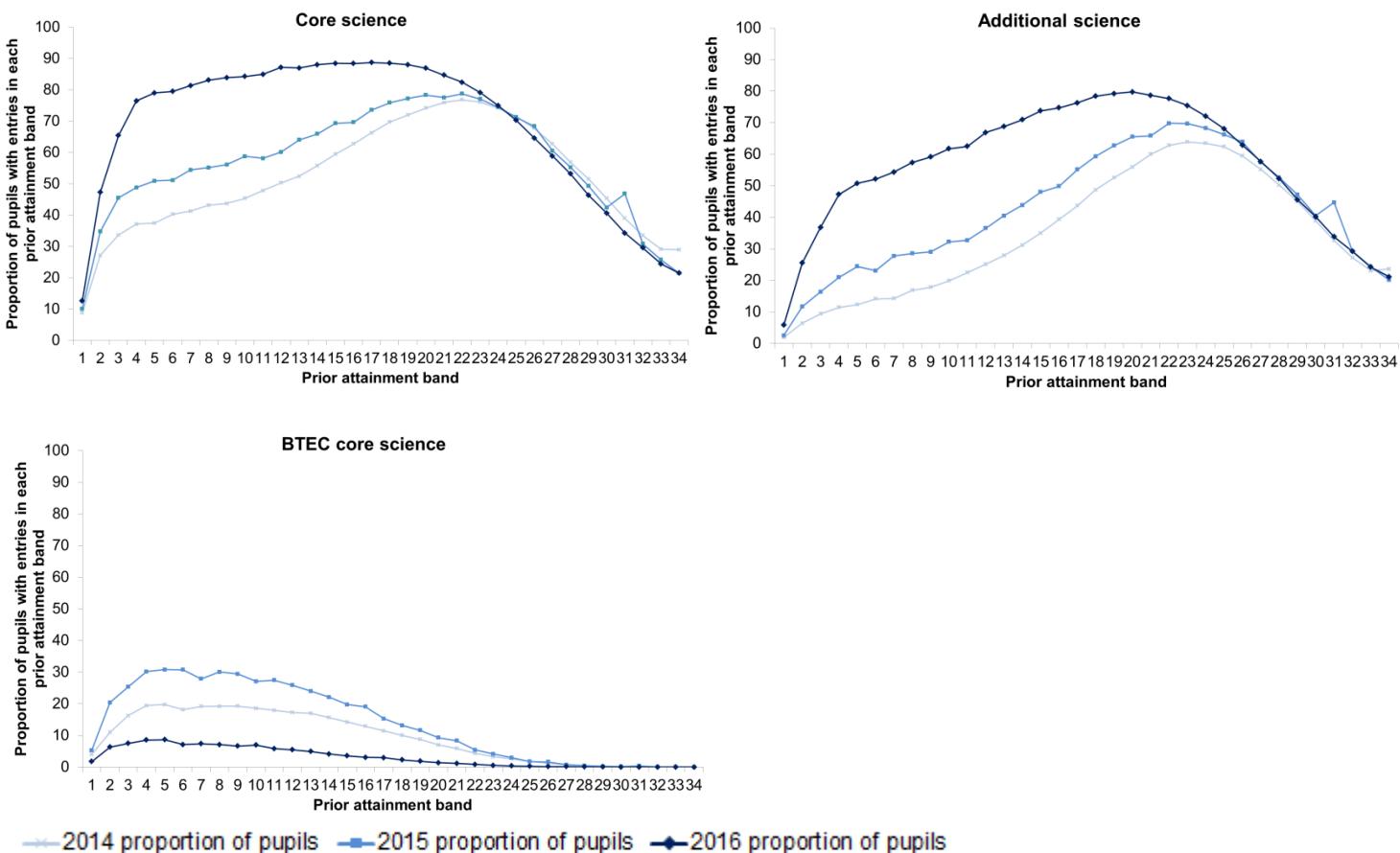
The proportion of pupils entering EBacc science increased to 86.7% in state-funded schools in 2016, an increase of 12.4 percentage points compared to equivalent provisional data in 2015. This is driven by an increase in pupils entering the core and additional pathway, with 62.3% of the cohort entering this combination in 2016, up from 52.4% in 2015. There has also been a smaller increase in pupils entering the triple science pathway (23.9% 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 11: Proportion of pupils in each prior attainment band who entered core science, additional science (EBacc) or core science BTEC (non-EBacc)

England, state-funded schools, 2014-2016



Source: Key stage 4 provisional attainment data

¹⁰ Core and additional science, together with further additional science, cover the same breadth of curriculum as biology, chemistry and physics GCSEs

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

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

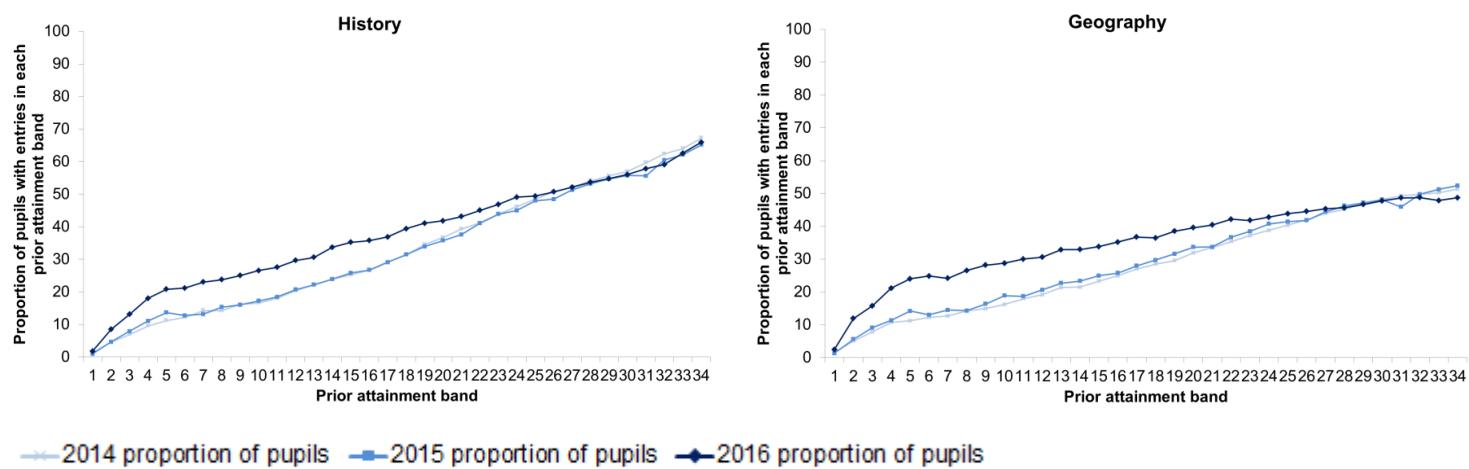
The increase in entry rate has come with a corresponding fall in attainment, which decreased to 63.6% of those entering EBacc science, from 68.8% in the equivalent 2015 data. Attainment remains stable for each prior attainment band (ie at each level of prior attainment, pupils achieve approximately the 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*-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 equivalent provisional data in 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 12: Proportion of pupils in each prior attainment band who entered history and geography
England, state-funded schools, 2014-2016



Source: Key stage 4 provisional attainment data

Attainment has also fallen to 63.6% in 2016, from 66.9% in the equivalent 2015 data. 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).

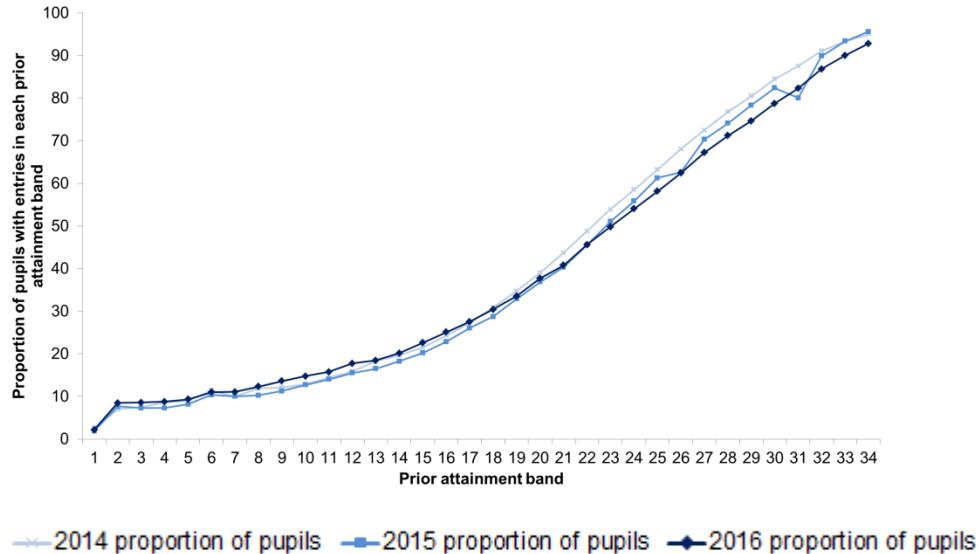
There has also been a small increase in entries into both geography and history in state-funded schools, from 9.4% in 2015 to 9.8% in 2016.

EBacc languages

To achieve the languages component of the EBacc, pupils must achieve A*-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 13 below.

Figure 13: Proportion of pupils in each prior attainment band who entered EBacc languages
England, state-funded schools, 2014-2016



Source: Key stage 4 provisional attainment data

The proportion of pupils entering more than one EBacc language qualification is stable, at 4.5% in 2015 and 4.4% in 2016. Attainment in languages was also stable, with 69.7% of those entering an EBacc language achieving the measure, compared to 70.0% 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 1.7 percentage points to 47.9% of pupils in state-funded schools.

Table 8: Percentage of pupils entered for at least one arts subject
England, 2010-2016

	2010 final	2011 final	2012 final	2013 final	2014 final	2015 provisional	2015 final	2016 provisional
Pupils entered for at least one arts subject	47.2%	45.8%	44.7%	44.8%	48.3%	49.6%	49.6%	47.9%

Source: Key stage 4 attainment data

7. 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 9.

Table 9: 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
Local authority maintained mainstream schools	1,120	191,749	49.8	-0.03	-0.04	-0.03
Academies and free schools	1,971	337,583	51.2	0.03	0.02	0.03
<i>Sponsored academies</i>	562	85,127	45.8	-0.14	-0.15	-0.14
<i>Converter academies</i>	1,322	247,634	53.2	0.09	0.09	0.10
<i>Free schools</i>	30	1,778	50.9	-0.02	-0.07	0.04
<i>University technical colleges</i>	27	1,936	43.4	-0.64	-0.69	-0.59
<i>Studio schools</i>	30	1,108	36.9	-0.88	-0.95	-0.82
Further education colleges	15	1,094	15.0	-2.24	-2.32	-2.16
All state-funded mainstream schools	3,109	530,968	50.6	0.00	0.00	0.00

Source: Key stage 4 provisional 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 academy status.

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 academy status.

Table 10 shows the performance in Progress 8 of academies by length of time open in 2016.

Table 10: 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
Sponsored academies				
Open for 1 academic year	55	-0.25	-0.27	-0.23
Open for 2 academic years	59	-0.15	-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	-0.22	-0.16
Open for 6 or more academic years	260	-0.10	-0.11	-0.09
All sponsored academies	562	-0.14	-0.15	-0.14
Converter academies				
Open for 1 academic year	49	-0.02	-0.04	0.01
Open for 2 academic years	68	0.09	0.07	0.11
Open for 3 academic years	159	0.01	0.00	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	0.28	0.25	0.31
All converter academies	1,322	0.09	0.09	0.10
All local authority maintained schools	1,120	-0.03	-0.04	-0.03

Source: Key stage 4 provisional 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 4¹¹, or comparison between years. Around a third of the free schools which currently have results are former independent schools rather than new provision, since 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 14-16 provision with year 11 pupils is too small to allow robust conclusions to be drawn about their performance¹². Interpretation of the figures is also limited by the fact that FE colleges do not complete the pupil level school census, meaning the department does not have as accurate a record of pupils at the end of key stage 4, as it does for other state-funded schools. Colleges will have the chance to remove pupils, as all schools do, in the September checking exercise, and these revisions are likely to make a bigger difference for college's results.

Pupils typically start further education colleges with 14-16 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.

¹¹ There are 30 free schools, 27 university technical colleges (UTCs) and 30 studio schools with results in 2016

¹² There are 15 further education colleges with 14-16 provision with results in 2016

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 five or more A*-C grade GCSEs including English and maths
- 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 11 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 11: Attainment 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
Total number of academies and LA maintained schools	3,002	3,004

Source: Key stage 4 provisional 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 12 shows provisional 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 12 shows increases in average Attainment 8 scores in both sponsored academies and converter academies between 2015 and 2016, with a rise of 3.0 points¹³ for sponsored academies and a rise of 1.3 points for converter academies (to 45.8 and 53.2, respectively). Over the same period, the average Attainment 8 score in LA maintained mainstream schools increased from 48.3 to 49.8 (an increase of 1.5 points).

Table 12: 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
Sponsored academies			
Open for 1 academic year	55	43.3	46.1
Open for 2 academic years	59	42.8	45.9
Open for 3 academic years	78	41.9	44.9
Open for 4 academic years	61	41.2	44.4
Open for 5 academic years	49	41.7	45.3
Open for 6 or more academic years	260	43.3	46.3
All sponsored academies	562	42.7	45.8
Converter academies			
Open for 1 academic year	49	50.2	50.9
Open for 2 academic years	68	50.3	51.4
Open for 3 academic years	159	49.3	50.5
Open for 4 academic years	368	50.6	52.1
Open for 5 academic years	652	53.3	54.6
Open for 6 or more academic years	26	55.8	57.2
All converter academies	1,322	51.9	53.2
All local authority maintained schools	1,120	48.3	49.8

Source: Key stage 4 provisional 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).

¹³ 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*-C including English and maths, on a similar basis.

Table 13 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 1.1 percentage points for sponsored academies and a rise of 0.7 percentage points for converter academies (to 14.5% and 30.3%, respectively). Over the same period, the percentage of pupils achieving the EBacc in LA maintained mainstream schools remained stable, at 22.9% in 2015 to 23.0% in 2016.

Table 13: 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	14.0%	13.6%	
Open for 2 academic years	59	12.9%	13.6%	14.3%
Open for 3 academic years	78	11.4%	11.1%	12.0%
Open for 4 academic years	61	11.1%	11.5%	12.4%
Open for 5 academic years	49	10.8%	11.5%	14.3%
Open for 6 or more academic years	260	13.9%	14.7%	15.8%
All sponsored academies	562	12.9%	13.4%	14.5%
Converter academies				
Open for 1 academic year	49	25.8%	24.2%	
Open for 2 academic years	68	26.8%	25.6%	25.7%
Open for 3 academic years	159	25.0%	25.1%	25.8%
Open for 4 academic years	368	26.8%	26.5%	26.9%
Open for 5 academic years	652	33.0%	32.8%	34.0%
Open for 6 or more academic years	26	38.9%	37.8%	37.6%
All converter academies	1,322	29.9%	29.6%	30.3%
All local authority maintained schools	1,120	22.6%	22.9%	23.0%

Source: Key stage 4 provisional 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 14 shows increases in attainment of 5+ A*-C including English and maths in both sponsored academies and converter academies between 2015 and 2016, with a rise of 1.7 percentage points for sponsored academies and a rise of 0.6 percentage points for converter academies (to 46.6% and 63.8%, respectively). Over the same period, attainment in LA maintained mainstream schools increased from 55.3% to 55.8% (an increase of 0.5 percentage points).

Table 14: Percentage of pupils achieving 5+ A*-C 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*-C including English and maths		
		2014	2015	2016
Sponsored academies				
Open for 1 academic year	55		45.7%	47.3%
Open for 2 academic years	59	44.3%	44.6%	46.2%
Open for 3 academic years	78	40.7%	42.4%	42.9%
Open for 4 academic years	61	41.1%	41.8%	44.7%
Open for 5 academic years	49	43.2%	43.4%	45.9%
Open for 6 or more academic years	260	47.2%	46.3%	48.0%
All sponsored academies	562	44.6%	44.9%	46.6%
Converter academies				
Open for 1 academic year	49		59.8%	58.0%
Open for 2 academic years	68	61.1%	59.1%	59.4%
Open for 3 academic years	159	56.4%	57.1%	57.2%
Open for 4 academic years	368	60.8%	60.5%	61.8%
Open for 5 academic years	652	65.6%	66.5%	67.1%
Open for 6 or more academic years	26	71.9%	72.1%	72.1%
All converter academies	1,322	62.9%	63.2%	63.8%
All local authority maintained schools	1,120	55.2%	55.3%	55.8%

Source: Key stage 4 provisional 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.

8. 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 is taken from Edubase. It is self-declared by each school and may not necessarily be a true reflection of a school's admissions policy.

Schools are grouped into **selective**, **comprehensive** and **modern** schools. Further information on the different admissions bases can be found in the quality and methodology document accompanying this release.

Table 15: 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
Comprehensive schools	2,814	489,014	50.0	-0.01	-0.01	0.00
Selective schools	163	22,515	69.0	0.33	0.32	0.35
Modern schools	117	18,345	47.6	-0.05	-0.06	-0.03
All state-funded mainstream schools	3,109	530,968	50.6	0.00	0.00	0.00

Source: Key stage 4 provisional attainment data

Of the three groups, selective schools achieve the highest results, with an average Attainment 8 score of 69.0, and Progress 8 score of 0.33, which is a statistically significant above average.

Comprehensive schools, which 92% of the pupils in state-funded mainstream schools attend, have an average Attainment 8 score of 50.0, and Progress 8 in line with the national average.

Modern schools have the lowest attainment of the three groups, with average Attainment 8 score of 47.6, and Progress 8 -0.05, just below 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 at selective schools had prior attainment above the expected level at the end of primary school, compared to 29.2% in comprehensive schools, and 20.6% in modern schools. Modern schools also had 19.5% of pupils below the expected level, compared to 17.5% in comprehensive schools, and 0.0%¹⁴ at selective schools). Pupils with high prior attainment (above the expected level) achieved higher results at selective schools than at comprehensive or modern schools (average Attainment 8 of 70.0, compared to 63.7 and 61.3 respectively).

9. Attainment by religious character (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 16.

¹⁴ Rounded down to 0.0%.

Table 16: Attainment 8 and Progress 8 by religious character

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	2,518	436,012	50.4	-0.01	-0.01	0.00
Church of England	176	29,277	51.5	0.02	0.01	0.04
Roman Catholic	311	51,365	52.5	0.08	0.07	0.09
Other Christian Faith	69	11,056	50.7	-0.01	-0.03	0.01
Jewish	11	1,316	60.2	0.45	0.38	0.51
Muslim	8	672	58.8	0.79	0.70	0.87
Sikh	1	176	57.5	0.35	0.19	0.51
All state-funded mainstream schools	3,109	530,968	50.6	0.00	0.00	0.00

Source: Key stage 4 provisional attainment data

10. Attainment by gender (Tables 1d & 2a)

As in previous years, girls continue to do better than boys. This is true for the new headline measures, as shown in Table 17, and threshold measures, as shown in Figure 14.

Table 17: Attainment 8 and Progress 8 by gender

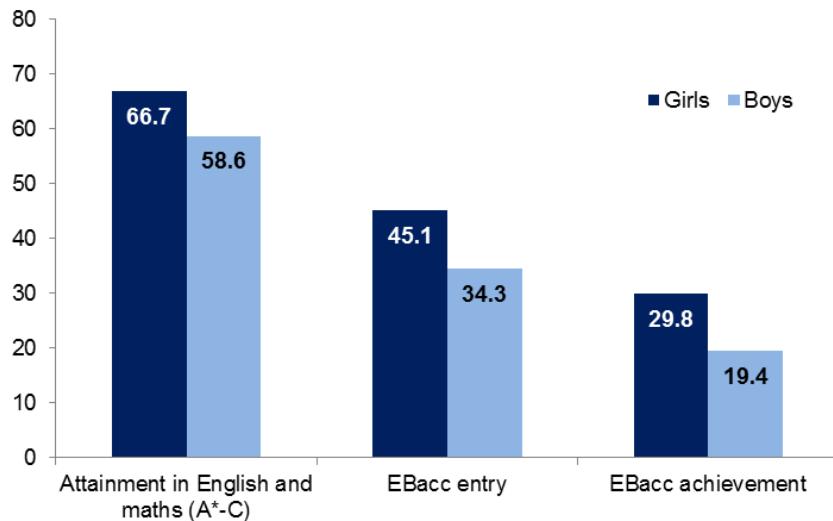
England, state-funded schools, 2016

	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
Boys	47.5	-0.17	-0.17	-0.16
Girls	52.1	0.11	0.11	0.12

Source: Key stage 4 provisional attainment data

Figure 14: Attainment in threshold measures by gender

England, state-funded schools, 2016



Source: Key stage 4 provisional attainment data

11. Attainment by local authority

(Tables LA1 & LA6)

Provisional attainment by local authority varies considerably across headline measures. However, this variability is similar in range to attainment for 5+ A*-C including English and maths where comparability is possible. As shown in Table 18, the percentage point range for achieving A*-C in English and maths and achieving EBacc is 38.2% and 38.9% respectively, which closely matches the percentage point range for pupils achieving 5+ A*-C including English and maths (39.0%).

Table 18: Minimum and maximum local authority attainment in headline measures

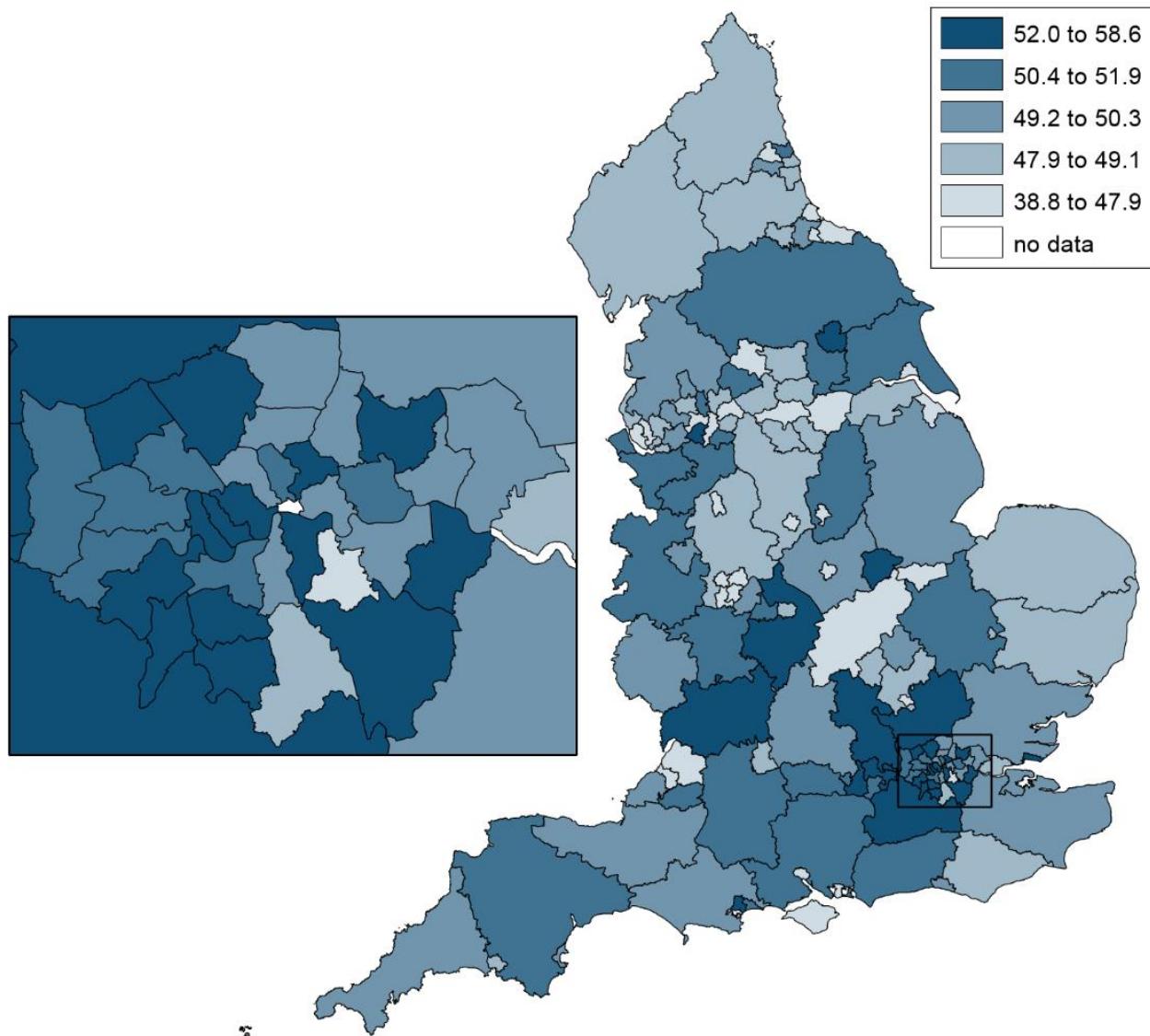
England, state-funded schools, 2016

	Minimum	Maximum	Range
Average Attainment 8 score per pupil	38.8	58.6	19.8 points
Percentage achieving A*-C in English and maths	39.1%	77.3%	38.2 percentage points
% achieving EBacc	9.2%	48.1%	38.9 percentage points
<i>Percentage achieving 5+ A*-C including English and maths</i>	<i>35.7%</i>	<i>74.7%</i>	<i>39.0 percentage points</i>

Source: Key stage 4 provisional attainment data

Figure 15: Average Attainment 8 score per pupil by local authority

England, 2016



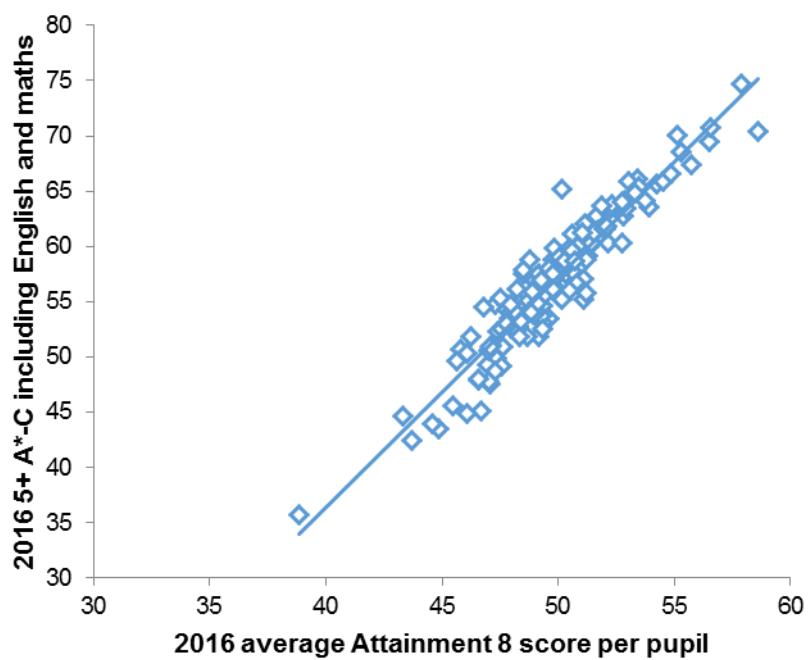
Source: Key stage 4 provisional attainment data

The average Attainment 8 score per pupil increased for the majority of local authorities from final 2014/15 figures, with an average increase of 1.3 points across provisional data.

Provisional data for average Attainment 8 score per pupil show that the highest performing local authorities 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 against 2015 Attainment 8 scores and provisional scores for 5+ A*-C including English and maths for 2016, suggesting that the change in headline measures has not greatly affected performance by region.

Figure 16 shows the correlation between the percentage of pupils achieving 5+ A*-C 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 0.9, 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*-C 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*-C including English and maths measure remain low for average Attainment 8 score per pupil.

Figure 16: Local authority achievement in Attainment 8 and 5+ A*-C including English and maths
England, state-funded schools, 2016



Source: Key stage 4 provisional attainment data

12. Accompanying tables

The following tables are available in Excel format on the department's statistics website ([hyperlink to 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 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 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

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

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 GCSE entries in selected subjects of pupils at the end of key stage 4 by school admission basis and 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

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 <u>Statistical policy statement on confidentiality</u>.</p>
We adopt symbols to help identify suppression	<p>Symbols are used in the tables as follows:</p> <ul style="list-style-type: none">0 zero. Not availablex Publication of that figure would be disclosive
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>

13. Further information is available

School level figures	Provisional school level data is published in the performance tables .
Characteristics breakdowns	Characteristics breakdowns are not included in this SFR, but will be published in the revised release in January 2017.
Previously published figures	Revised SFR01/2016: Revised GCSE and equivalent results in England: 2014 to 2015
Attainment for other key stages	Data on other key stages can be found at the following links: Early years foundation stage profile Key stage 1 Key stage 2 16-19 attainment School performance tables
Destination measures	Figures for young people who went into education, employment or training destinations the year after they completed key stage 4 or key stage 5 can be found at the following link: Destinations of key stage 4 and key stage 5 pupils
Attainment in Wales, Scotland and Northern Ireland	Information on educational attainment for secondary schools in Wales is available from the Welsh Government website . Information on educational attainment for secondary schools in Scotland is available from the Scottish Government website . Information on educational attainment for secondary schools in Northern Ireland is available from the Department for Education Northern Ireland (DENI) website .
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 GOV.UK – Setting GCSE and A level grade standards .

14. 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.

15. 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.

16. Get in touch

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

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