



Department
for Education

Quality and methodology information

Destination Measures, 2015 to 2016

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Contents

1. Introduction to destination measures	5
What are destination measures?	5
Why we publish destination measures	5
Background to the KS4 and KS5 destination measures	5
Definition of 2015/16 destination measures	6
Changes included in 2015/16	6
Additional experimental tables	6
2. Constructing the measure	7
Identifying the Cohort	7
Key stage 4 cohort	7
Key stage 5 cohort	8
Duplicate pupils within the base cohort	9
Education destinations: data sources and definitions	10
The national pupil database	10
Deferred HE offers (including 'gap year' students)	10
Calculation of sustained participation in education destinations	10
Employment and training: data sources and definitions	12
Longitudinal education outcomes data	12
National Client Caseload Information System (NCCIS) data	12
Calculation of sustained participation in employment and training	13
Education/employment/training combinations	14
Additional information	14
Destination not sustained	14
No activity captured in the data	15
Hierarchy of destinations	15
Double counting across destinations	15
Time lag	16
Comparisons with previous years	16
3. Defining the destinations	17
Destination breakdowns	17
FE providers	20

Other HE Providers	20
Deriving the top third of HEIs	21
4. Characteristics information	21
Data sources and timing	21
Key stage 4	21
Key stage 5	21
Ethnicity	22
Special Educational Needs	22
KS5 Pupils with SEN and Learners with LDD	23
Disadvantaged pupils	23
5. Prior attainment	24
6. Geographic information	26
Where pupils and institutions are recorded	26
Key stage 5 tables by key stage 4 school location	26
Opportunity areas	26
7. Other Reporting Information	27
School Sixth Form Consortia/Feeders	27
Selective institutions	27
8. Additional experimental tables	28
What are experimental statistics?	28
Why are these tables considered experimental?	28
Why are they included in this Statistical First Release?	28
16 to 18 students studying different types of qualification	29
Cohort	29
Destination methodology	29
Data issues to be aware of	30
Destinations at age 16 and age 18	31
Cohort	31
Destinations after key stage 4 (aged 16)	31
Destinations aged 18 (3rd academic year after key stage 4)	31
Data issues to be aware of	32
9. How data is shown	33
Suppression	33

Symbols used in the publication	33
10. Similar publications	34
Widening Participation in higher education	34
Comparisons	34
Comparisons	35
FE Choices learner destination measures	35
Comparisons	35
Participation in Education, Training and Employment SFR	36
Comparisons	36
Annex 1: History of change and timeline	37
Annex 2: Top third most selective institutions and Russell group	39
Annex 3: NCCIS codes	41
Annex 4: Double counting	42
Annex 5: Suppression	46
Annex 6: Local authority areas with selective schools	48

1. Introduction to destination measures

What are destination measures?

Destination measures show: the percentage of students with sustained participation in education destinations including schools, further education or sixth-form colleges and higher education institutions (HEI); the percentage who went into employment or training; and those who did not have sustained participation in education, employment or training.

All data published in the provisional destinations of key stage 4 and key stage 5 students 2015/16 statistical first release (SFR) are obtained from matched administrative datasets and require no additional data collection.

Why we publish destination measures

We publish destination measures to:

- provide clear and comparable information on the success of schools and colleges in helping their students continue in education, training or employment.
- encourage institutions to make sure their students receive the support needed to prepare for and take up education, training or employment that offers good long-term prospects.

Background to the KS4 and KS5 destination measures

KS4 and KS5 destination measures were published for the first time in 2012. The first publication covered students included in the 2008/09 performance tables and showed their destinations in 2009/10. Published data has followed for all subsequent student cohorts up to and including the 2014/15 cohort showing their destinations in 2015/16. Until the October 2016 provisional publication, all data was released as experimental statistics.

The provisional 2014/15 destination release was the first to include the new administrative data from the longitudinal education outcomes (LEO) dataset, meaning coverage was high at both key stages. See [Annex 1](#) for the full history and timeline.

Definition of 2015/16 destination measures

- Percentage of 2014/15 key stage 4 cohort going to, or remaining in, an education, training and/or employment destination in 2015/16
- Percentage of students, in 2014/15, who were entered for A level or other level 3 qualification, going to, or remaining in, an education and/or employment destination in 2015/16

Changes included in 2015/16

A separate document sets out changes to publication schedules, tables included and presentation in 2015/16.

The following changes have been incorporated into the 2015/16 destination measures methodology since the publication of the 2014/15 revised SFR in January 2017.

- There are 2 new school types added to the key stage 4 cohort for the first time in the 2015/16 measures.
 - Hospital schools are included in the 'state place funded' alternative provision reporting line.
 - Further education colleges that have 14-16 provision are included with all other state-funded mainstream institutions.
- Higher Education Statistics Agency (HESA) alternative provision data has been added covering destinations to independent higher education institutions providing designated courses that attract Student Loan Company funding. These same institutions also provide data on students studying non-designated courses that are also included in the measures.
- Her Majesty's Revenue and Customs (HMRC) self-assessment data has been added covering destinations into self-employment in addition to the P45 employment already included.

Additional experimental tables

- Two sets of experimental statistics have been included alongside the main tables for key stage 4 and key stage 5 destinations.
- These cover different cohorts of students to the main tables but use the same methodology, definitions and breakdowns to find their destinations in 2015/16 as we use in the standard key stage 5 measures.
- Further information on the cohorts and information in these tables is given in [section 8](#).

2. Constructing the measure

Identifying the Cohort

This SFR reports on students who completed key stage 4 or key stage 5 in the 2014/15 academic year and identifies their education, training or employment destinations in the 2015/16 academic year.

The base cohort includes students in English schools, colleges, and alternative provision. The coverage of destinations is explained in the 'Data sources' section below.

The students included for each institution align with the cohort count published in the performance tables in 2014/15.

A student is included in the school/college figure if they have been flagged in the data as being included in the school/college 'number on roll'. Even if the student is included in more than one school/college, they should only appear once in the LA total and once in the national total.

For further detail please see the 2015 performance tables.

Key stage 4 cohort

The 2014/15 cohort is obtained from the published performance tables (PT) where pupils are identified as being at the end of KS4. In the majority of schools, pupils in year 11 in the 2014/15 school year were at the end of KS4, but some may have completed this key stage in an earlier or later year group.

The cohort is from state-funded mainstream schools, state-funded and non-maintained special schools and alternative provision as follows:

Mainstream

- academies - converter
- academies - sponsor led
- city technology colleges
- community schools
- voluntary aided schools
- voluntary controlled schools
- foundation schools
- free schools – mainstream, university technical colleges and studio schools
- FE colleges with 14-16 provision

Special

- state-funded - including free, academy converter, sponsor led academies and local authority maintained special schools
- non-maintained

Alternative provision

- pupil referral units – state-funded
- alternative provision – including free, academy converter and sponsor led academies
- hospital schools
- other alternative provision

Independent schools

Independent mainstream schools have previously been included in revised publications only due to dependence on awarding body data, not available until later in the year.

At KS4, independent schools were only included where the national pupil database (NPD) cohort matches exactly to the cohort from the awarding body data.

Statistics for independent school at KS4 do not represent the full sector, and the schools included may differ from those in other years, which could affect comparisons over time.

For this reason, we will no longer be publishing destination measures on independent schools at key stage 4. See changes document for further details.

KS4 independent special schools

Independent special schools have always been excluded from the KS4 measures due to low matching between the cohorts in the NPD and the awarding body data.

Pupils repeating year 11

Pupils who repeated year 11 were not included in the KS4 cohort but counted as a destination in a school or college.

Key stage 5 cohort

The 2014/15 cohort is obtained from the published performance tables where:

- Students aged 16, 17 or 18 were entered for A levels or other level 3 qualifications during the 2014/15 academic year; this is also referred to as '16-19'.

A student was only included in the cohort if they were deemed to be at the end of their study and had been entered for at least one A level or other level 3 qualification of equivalent size. Someone who had been entered for a BTEC National Award is in our cohort, but someone who has been entered for an AS Level only is not in the cohort.

These rules were in place in 2014/15 and destinations are reported on this basis. The [16 to 19 accountability technical guide](#) sets out information about changes to reporting rules from 2016.

The destination measures KS5 cohort is for state-funded mainstream schools, independent schools, maintained, non-maintained and independent special schools plus sixth-form colleges, other further education (FE) colleges and other FE providers.

KS5 independent schools

Independent mainstream schools have not previously been included in provisional publications due to non-availability of data but are included in 2015/16. Coverage for key stage 5 independent schools changed little between provisional and revised publications in 2014/15. All independent schools at KS5 with an identified level 3 cohort are included.

KS5 special schools

Due to small numbers, the figures for special schools are shown as a combined total covering state-funded, non-maintained and independent special schools.

Duplicate pupils within the base cohort

Duplicate students are students who appear more than once in the cohort in the national pupil database (NPD).

The NPD is a pupil level database which matches pupil and school characteristic data to pupil level attainment. A pupil may appear more than once in the NPD resulting, for example, from a change of school or college, or dual registration. These records are valid. Including independent mainstream schools, the 2014/15 destination measure base cohorts had around 140 duplicates at KS4 and 60 at KS5.

Although duplicates were included at school and college level, some were omitted at LA and national level so that these students were not counted twice in the overall figures. Some pupils (eg recent arrivals from overseas) are in the national figures but do not count towards any school's figure. This means the number of pupils included in institution and local authority tables is expected to differ slightly from the national total.

Education destinations: data sources and definitions

The national pupil database

Data from the national pupil database (NPD) were used to calculate education destinations. The NPD is a longitudinal database linking pupil/student characteristics (e.g. age, gender and ethnicity) to school and college learning aims and attainment information for children in schools in England. Five administrative data sources used in compiling the NPD have been used to determine the education destinations, namely:

- Individualised learner record (ILR) covering English colleges, further education (FE) providers and Specialist post-16 institution (SPIs)
- School census (SC) covering English schools. This includes state-funded and non-maintained special schools and pupil referral units (PRU)
- Awarding body data for independent schools
- Alternative provision (AP) census
- Higher Education Statistics Agency (HESA) covering United Kingdom higher education institutions and English higher education alternative providers.

The matching of these databases was undertaken at individual level using personal characteristics such as name, date of birth and postcode.

Deferred HE offers (including 'gap year' students)

In addition to the data sources above, information on deferred HE offers was received from the Universities & Colleges Admissions Service (UCAS); this covers United Kingdom higher education institutions. Students having an accepted deferred offer for 2016/17 are shown alongside their recorded activity in 2015/16 to provide additional context.

Calculation of sustained participation in education destinations

To be included in the measure, students have to be recorded in sustained participation in all of the first two terms of the year at one or more education destinations. This therefore encourages schools and colleges to support and prepare their students to progress to a destination that offers sustained engagement.

Sustained participation is defined to be between October 2015 and March 2016 in the 2015/16 academic year, as this addresses change at the start of the academic year, where students may switch courses or start later. It is also the measurement period that is closest to the point at which the student left their former school or college and so is the period over which the institution has most influence. Sustained participation was mainly calculated using recorded start and end dates for their participation within each of the relevant datasets.

Calculation of sustained participation in the ILR, HESA and school census

Sustained participation was calculated using recorded start and end dates for participation within each of the relevant datasets.

In the ILR, the first month of an aim is counted as being 'in participation' if attendance occurred on at least the last day of that first month. For the last month of an aim, the ILR requires attendance on at least the first day of the month. To bring census and HESA data in line with the ILR, the sustained participation for each learner has used the ILR methodology from the second year of the measure.

From 2015/16, the measures include HESA alternative provider data covering independent HE institutions in England. If a student is found in the HESA main data and the alternative provider data simultaneously, the participation is aggregated to provide a single HE destination in line with the methodology for other destinations.

Calculation of sustained participation in awarding body data

For participation in independent schools, the awarding body data has information on which season the pupil sat their exam/s and this has been used to provide an indication of participation. For example, if a pupil sat an exam in winter 2015, it can be surmised the pupil had three months' participation. If the pupil sat an exam in summer 2016 it has been assumed the pupil fulfilled the full six months' participation from October 2015 to March 2016.

Calculation of sustained participation in alternative provision (AP)

Start and end dates are not shown in the AP census. For this reason, it is only known if a student attended AP for a period of time in the first five months of the academic year. This was used as a proxy for sustained participation.

Calculation of sustained participation in specialist post-16 institutions (SPI)

Sustained participation in SPIs is calculated from ILR data using start and end dates.

Participation with different providers: 'Education combination' line

Students who have completed the required six months but with two different providers (e.g. two months in a school sixth form followed by four months in a FE college) were included in the measures, reported in the 'other education' line as an 'education combination'. The two blocks can be of unequal length but they must completely cover the 6-month participation period.

Employment and training: data sources and definitions

Longitudinal education outcomes data

The Longitudinal Educational Outcomes (LEO) dataset extends the national pupil database by linking employment, earnings and benefits data from other government departments to education data at an individual level. It is used to calculate employment destinations and to identify students with no sustained destination who are claiming out-of-work benefits. The administrative datasets used are as follows:

- P45 and self-employment data from Her Majesty's Revenue and Customs (HMRC)
- out-of-work benefit data from the Department for Work and Pensions (DWP)

The matching of this data used the same methods as the education datasets outlined above.

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

From 2015/16, destinations include self-employment from HMRC self-assessment data. If a student is found in the P45 data and the self-employed data simultaneously, the participation is aggregated to provide a single employment destination in line with the methodology for other destinations.

National Client Caseload Information System (NCCIS) data

The NCCIS is a secure system that takes a data feed directly from the local databases (CCIS) that each English local authority maintains to support their work with students. It records activity of students including employment, training and whether students are considered to be not in education, employment or training (NEET).

The 2015/16 destination measures at key stage 5 no longer include data collected by local authorities from the NCCIS dataset. This data source had been used prior to the introduction of LEO data but was not able to provide complete coverage of employment in this age group. It was no longer required to be collected by local authorities from September 2016 for students aged 18 or over.

Removal of the NCCIS data at key stage 5 from 2014/15 onwards means there is a small break in the time series data and direct comparison between 2014/15 onwards and previous years should be treated with caution, however the impact on coverage of

employment is small as almost all destinations in the source are also available through LEO.

NCCIS data continues to be used at key stage 4, where it provides additional information on employment, training and NEET students not captured in LEO data.

Calculation of sustained participation in employment and training

Employment/training participation is counted providing the student had been in work or training at any time during that month, and regardless of hours worked. Sustained participation for employment/training was counted if there was some participation in at least 5 of the 6 months. This is different to the 6 months used in the education methodology, as explained below.

In development of the measure, analysis highlighted many cases where sustained participation periods of employment and training were interspersed with a single month of 'something else'. This often took the form of being reported NEET or claiming out-of-work benefits. Many of the students then continued in employment or training beyond the 6-month participation period.

As there is less permanency and security with employment than in education, this is taken into consideration in the methodology. A single month period of 'something else' is therefore permissible within the 6-month period.

If the 'something else' occurred during the final month (March) of the 6-month period, then the next month's (April) activity is checked. April must be recorded as employment or training for the participation criteria to be met.

Incorporating NCCIS employment and training data into the measure

The full list of 2015/16 codes from the NCCIS database are in [Annex 3](#). The following paragraphs explain how they have been included in the key stage 4 measures.

The table below shows which employment and training codes are included in the employment/training reporting line. Training destinations are not currently shown separately.

Table 1: NCCIS categories included in the measure

Employment /training	Categories Included	Codes
Employment with Training	<ul style="list-style-type: none"> Apprenticeships Employment with training to NVQ2 or above Employment with locally recognised training 	310, 320, 340, 381, 550

Employment /training	Categories Included	Codes
Employment	<ul style="list-style-type: none"> • Employment (without locally recognised training or training to NVQ2 or above) • Temporary employment • Part Time Employment (average of less than 16 hours per week) 	330, 350, 360, 380
Training	<ul style="list-style-type: none"> • EFA delivered work based learning • Other EFA funded training • Other training • Traineeships • Supported internships 	410, 430, 450, 460

Training activity codes 410 relate to EFA funded training, which should be reported in the ILR. If all of the 6 participation months contained these two activity codes, this training was reported from the ILR. This form of training could be permitted along with other employment or training codes to form part of a sustained period of Employment/Training. Apprenticeships (code 310) should also be captured through the ILR, rather than in the NCCIS.

Education/employment/training combinations

Young people in education for all 6 months are counted in education regardless of employment participation. Employment or employment/training destinations include young people who did not meet this education requirement both if they were in employment throughout the period, or if they had a mixture of education and employment that met the 'sustained' timing definitions for employment.

If the employment and training participation did not meet the full 5 months sustained participation criteria but would be met if combined with education participation, then the student was included in the 'employment/training' reporting line.

The education destinations currently permit one swap between institution types during the 6-month participation period. Similarly, one swap between education and employment/training is allowed.

Additional information

Destination not sustained

Students whose records show that they did not have continuous participation in employment or education in the 6-month period from October to March but for whom we

have some activity captured in our data. It primarily captures those students just missing out on sustained participation. A student would be included in this reporting line if:

- they had participated in education, employment or training during the academic year but did not complete the required six months' participation. This could include periods of being reported NEET by their local authority, or if they were known to be claiming out-of-work benefits at some time during the destination year.
- they had no participation recorded and were recorded as NEET by their local authority, or were known to be claiming out-of-work benefits at some time during the destination year.

No activity captured in the data

Some students have no education, employment or training activity recorded in any of the destinations datasets. Students are included in this category if:

- they are identified in the Department for Work and Pensions' Customer Information System as having been issued with a national insurance number, but have no recorded education, employment or training participation in the United Kingdom or benefit claim activity in Great Britain.
- they are missing from destination measures because their education, employment and benefits status is unknown and there is no record of a National Insurance number allocation (either because they have never received one or because no successful match has been made in our data).

Hierarchy of destinations

Students who have sustained participation in education throughout the period are reported as being in a sustained education destination and not shown as in employment, even if they were in employment alongside their study.

Students without sustained participation in education but with a combination of education and employment which together covers the entire 6-month period, are recorded as in employment.

Double counting across destinations

The linking of students across destinations (obtained from HESA, ILR, SC, SPI and awarding body data) identified a number of students who appeared in more than one education destination (i.e. more than one dataset) simultaneously. There were a number of reasons for this and processes were put in place to eliminate the double counts where possible.

These are explained in [Annex 4](#).

Time lag

Creation of the destination measures requires the defined cohort to complete participation in the destination year. At the end of the destination year, the relevant administrative data is matched to the national pupil database (NPD) to enable destinations to be identified and reported. This means that there is a time lag between the cohort completing a key stage and the reporting of their destinations. This time lag has been reduced as far as possible but efforts remain to reduce it further.

Comparisons with previous years

Some of the differences across years may be attributable to the tightening of methodology or the improvements in data matching, so comparisons across years must be treated with caution.

- At key stage 5, employment destinations have been revised to include LEO data from 2010/11 but, from 2014/15 onwards, NCCIS is no longer used. See our [statistical working papers](#) published in August 2016 for further information.
- From 2014/15 LEO data is used in key stage 4 destinations accounting for an increase of around 1 percentage point in recorded employment.
- In 2015/16, data on higher education alternative providers (HEAPs) and on self-employment were added. These are expected to have a small impact accounting for just over 1% of students having sustained destinations at key stage 5 and less than 0.5% at key stage 4. Previous years have not been revised.

3. Defining the destinations

Destination breakdowns

Table 2: Destination breakdowns reported

Destination	Key stage	Definition
Number of students (cohort)	4,5	This is the total number of students in the 2014/15 cohort and was used to create the denominator for the measure.
Overall going to a sustained education or employment (/ training) destination	4,5	Overall going to a sustained education or employment (/ training) destination
Apprenticeships	4,5	<p>Students were counted as being on an apprenticeship if they participated in relevant learning at any time during the October to March participation period providing that they met the sustained education criteria.</p> <p>They are identified within the ILR data by means of the aim type and programme type in line with other FE analysis.</p> <p>Apprenticeships are not counted as destinations in their own right for the purposes of the destination measures but are included within other reporting lines (e.g. education, FE). Apprenticeships are a subset of other reporting lines and are also identified separately within the table.</p>
Total in a sustained education destination	4,5	Students that have gone on to any form of sustained education destination. This contained no double counting.
Further education college and other FE provider	4,5	Students that have gone on to FE colleges or other FE providers, as identified by the ILR. Further education courses at HEIs are also included, identified through HESA records.
School sixth form – state funded	4	Pupils that have gone on to school sixth forms. These destinations were identified from school census data.
Sixth-form college	4	Students that have gone on to sixth-form colleges, as identified by the ILR.
Higher education	5	<p>Students that have gone on to universities or other Higher Education Institutions (HEIs), as identified in HESA data.</p> <p>This includes designated courses at higher education alternative providers (HEAPs) from 2015/16. Higher education courses at FE providers are also included, identified through ILR.</p>

Destination	Key stage	Definition
Breakdown of HEIs	5	<ul style="list-style-type: none"> • Top third of HEIs (see below for methodology) Subgroups of the top third of HEIs are also shown: <ul style="list-style-type: none"> ○ Oxford and Cambridge universities ○ Russell Group institutions (including Oxford and Cambridge) • All other HEIs and other HE providers (excluding top third institutions). See below for further explanation.
Other education destinations	4,5	Includes categories below:
<i>Independent school</i>	4,5	Pupils that have gone on to independent schools. These destinations were identified from awarding body data.
<i>Alternative provision</i>	4	<p>Data on pupils in state place funded AP includes those who have their primary registration at a pupil referral unit (PRU), AP academy, AP free school or hospital school.</p> <p>Data on children in other alternative provision includes education funded by the local authority outside of state place funded schools, including independent schools, non-maintained special schools, and providers who do not meet the criteria for registration as a school</p> <p>Attendance via AP for a period in the first five months of the academic year was used as a proxy for sustained participation.</p>
<i>Special schools</i>	4	Pupils that have gone on to state-funded, non-maintained or independent special schools. State-funded special includes local authority maintained schools, free schools and academies.
<i>Specialist post-16 institutions</i>	4	Students that have gone on to specialist post-16 institutions. These destinations are identified from Individualised Learner Record (ILR) data.
<i>Sustained education combination</i>	4,5	<p>Students could be identified as completing a first period of learning at one type of institution then moving to another type of institution to continue their learning. Providing they fulfilled the sustained participation criteria across institution types, they were counted in the measure and reported in this line. This is different from the double counts where students were attending a school and a college at the same time, with an equal number of learning aims at both, over the six-month period.</p> <p>This combination line does not include AP, as sustained participation information was not available here; it was only known if they attended for a period in the first five months of the academic year.</p>

Destination	Key stage	Definition
<i>UK higher education (HE) institution</i>	4	Students that have gone on to any HE institution (HEI) in the UK or HE alternative provider in England. Due to the very small numbers reported in the HEI line for KS4, it was not possible to show further breakdowns for this cohort.
<i>School sixth form – state funded</i>	5	See key stage 4 for definition.
<i>Sixth-form college</i>	5	See key stage 4 for definition.
<i>Specialist provision</i>	5	Includes special schools and specialist post-16 providers. See key stage 4 for definitions.
<i>Non-designated provision</i>	5	Students undertaking a non-designated course at an HE alternative provider.
<i>Sustained employment (/training) destination</i>	4,5	Students that have gone on to sustained employment or training (including a combination of education and employment to meet the sustained definition).
<i>Not recorded as a sustained destination</i>	4,5	This includes pupils who were captured in the destination source data but who failed to meet the sustained participation criteria; it covers students who had participated in education, employment or training during the academic year but did not complete the required six months sustained participation or were known to be claiming out-of-work benefits at some time during the destination year. (At key stage 4, this could also include periods of being recorded as NEET by their local authority). <ul style="list-style-type: none"> students who had no participation recorded or were known to be claiming out-of-work benefits at some time during the destination year. (At key stage 4, this could also include periods of being recorded as NEET by their local authority).
<i>Activity not captured in the data</i>	4,5	The student was not found to have any participation in education or employment nor recorded as receiving out-of-work benefits at any point in the year. (At key stage 4, this would also include not being recorded by their Local Authority as NEET). Possible reasons for this could be that the pupil was living, working or studying abroad or was attending a Scottish or Welsh college or school. Some pupils may have an education destination to an independent school that was not identified in the currently available data but may be included in the revised publication. Some students were identified as being DWP/HMRC customers and had been issued with a national insurance number but no employment or benefit data was recorded for them. The remainder of the students (less than 1% of the cohort) were not found in any data. These students may have participation that was not correctly matched to the individual.

Destination	Key stage	Definition
Recorded as UCAS acceptance for deferred entry into HE (including 'gap year')	5	<p>This is an estimate of students who have been accepted through the UCAS system for entry into the following academic year (many of those taking a 'gap year' before entering higher education will be accepted through UCAS in this way). Not all such deferred acceptances will translate into entrants and students may enter HE that year through other routes, including applying in another UCAS application cycle.</p> <p>Deferred acceptances are calculated from the entire cohort and are not reported as a distinct destination. Students reported as deferred acceptance could also be recorded in any other reporting line including education destination, employment destination, destination not sustained or not captured in the data depending on their activity in the 2015/16 academic year.</p>

FE providers

A number of students were identified as attending more than one type of FE institution simultaneously or as attending different types of FE institutions sequentially. To ensure no double counting was introduced and avoid confusion with the education combination reporting line, the following methodology was used to allocate FE institution types:

- Any student identified in more than one FE institution type was allocated to where most of their learning was carried out, according to their learning aims.
- Any student with an equal number of aims in two different FE institution types was allocated to the 'Further education and other FE provider' line.

In addition, a number of students were identified within the HESA data as being registered for FE level study i.e. they were undertaking FE study within a HEI. These students were also reported in the 'Further education and other FE provider' category.

Other HE Providers

A number of students were identified within the ILR data as having higher education (HE) aims i.e. there were students undertaking higher education learning within a further education institution. These students were identified as having HE aims by looking at variables such as HEFCE funding, level 4 aims and an indicator that HE data was collected for this particular aim. If a student was identified and had all HE aims, the student would be counted in the HEI reporting line and included under 'Other HE institutions or providers'.

In 2015/16, data on students in [Higher Education Alternative Providers](#) (HEAPs) has been collected by HESA for the first time. Students undertaking designated courses at these providers in 2015/16 have been included as being in higher education.

Deriving the top third of HEIs

The most selective higher education is defined as the top third of higher education institutions (HEIs) when grouped by mean UCAS tariff score from the top three A level grades of entrants. This is a way of grouping HEIs for statistical purposes, using available information that gives an indication of whether institutions are generally attended by higher attaining students. It does not cover all students and all qualifications and is not intended as a comprehensive measure of qualifications on entry to higher education. Users should be aware that the Higher Education sector has a diverse mix of institutions and courses, so any grouping of HEIs has limitations as an indicator of quality.

The HEIs included in this group change every year, although over 80% of HEIs remained in the top third for 9 consecutive years, from 2006/07 to 2014/15. The latest top third list is for 2014/15. The calculation is restricted to the top three A level attainment; pupils who study other qualifications at key stage 5 will be excluded.

A small improvement was made to the methodology for the identification of the most selective group of higher education institutions (HEIs). Students with no A level points recorded on the database have been removed from the calculations. This has increased the mean scores of HEIs, but the identification of the top third most selective HEIs otherwise remains the same.

[Annex 2](#) lists the HEIs in the 'Top third of HEIs' and Russell Group. Further information is also available in tables 3a, 3b and 3c and technical note section 2 in the [Widening Participation in Higher Education](#) publication.

4. Characteristics information

Data sources and timing

Key stage 4

Information on gender, ethnicity, first language, free school meal eligibility and special educational needs is captured at year 11 from the national pupil database (NPD). This is based mainly on information recorded in the January 2015 school census.

Disadvantage status includes information from local authorities on looked after children.

Key stage 5

Information on gender was captured at the latest year available (e.g. in year 13) from NPD, which includes data from census (schools), ILR (colleges) and awarding body data (independent schools).

Information on ethnicity was captured at the latest year available (e.g. in year 13) for students in schools from the census. The ILR does not collect information on ethnicity.

Data on ethnicity in colleges was based on the student's school census record in year 11, where available.

Free school meal eligibility and disadvantage status were captured from NPD data as at year 11, for all students.

Ethnicity

Major ethnic group	Minor ethnic groups included
White	White British, White Irish, Traveller of Irish Heritage, Gypsy/Roma, any other white background
Mixed	White and Black Caribbean, White and Black African, White and Asian, any other mixed background
Asian	Indian, Pakistani, Bangladeshi, any other Asian background
Black	Black Caribbean, Black African, any other black background
Chinese	Chinese
Other ethnic group	'Other' ethnic group. Any other ethnic group not included above
Unclassified	Refused or Information not yet obtained

Special Educational Needs

The Special Educational Needs and Disability (SEND) provisions in the Children and Families Act 2014 were introduced on 1 September 2014. From September 2014, children or young people who are newly referred to a local authority for assessment are considered under the new Education, Health and Care (EHC) plan assessment process.

The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. Transferring children and young people with statements to EHC plans will be phased and in 2014/15 (when this cohort completed study) a mixture of both assessments were in place. In addition, the previous 'School Action' and 'School Action Plus' categories were replaced by a new category 'SEN support'. All transfers to this category have now taken place.

See the [SEND code of practice: 0 to 25](#) for more detailed information on the reforms.

Pupils with special educational needs are currently classified as follows:

SEN category	description
SEN Support	From 2015, the School Action and School Action Plus categories have combined to form one category of SEN support. Extra or different help is given from that provided as part of the school's usual curriculum.

SEN category	description
	<p>The class teacher and special educational needs co-ordinator (SENCO) may receive advice or support from outside specialists.</p> <p>The pupil does not have a statement or education, health and care plan.</p>
Statement of special educational needs (statement) or Education, Health and Care (EHC) Plan	<p>A pupil has a statement or EHC plan when a formal assessment has been made.</p> <p>A document is in place that sets out the child's need and the extra help they should receive.</p>

KS5 Pupils with SEN and Learners with LDD

Destinations after KS5 are shown for students with SEN in schools and learners with learning difficulties and disabilities (LLDD) in colleges. College data is self-identified and records a learning difficulty and /or disability in the individualised learner record (ILR) whilst schools identify students with SEN in the school census.

SEN indicators were taken from the 2014/15 school census at KS5 and LLDD indicators were taken from 2014/15 ILR. Learners were included if they had an indicator at any point during the year. As SEN is only applicable for students in schools and LLDD is only applicable for colleges, information is presented in separate tables for schools and colleges.

Disadvantaged pupils

We show destinations for disadvantaged pupils and all other pupils.

Disadvantaged pupils are defined as those who were eligible for the [pupil premium](#) when in year 11. In 2014/15 this included pupils who had:

- been eligible for free school meals at any point in the previous six years
- been looked after by their local authority for at least 1 day
- left care through adoption, a special guardianship order, or a child arrangements order (previously known as a residence order).

This information comes from the school census and local authority records.

For the KS5 cohort, their disadvantage status in year 11 is used. Pupil premium funding was introduced in 2011; however, there have been some minor changes to the rules for eligibility each year, affecting a small number of pupils.

KS5 students who had not attended a state-funded school in England in year 11 (for example because they were in independent schools, in other parts of the UK, or overseas) are not known to be disadvantaged and are included in all other pupils.

5. Prior attainment

The measures of achievement shown are published as accountability measures at the key stage in question. Achievement at both key stage 2 and 4 is taken from the end of key stage 4 pupil attainment file.

Key stage 2 prior attainment (achievement at age 11) is based on the pupils' assessments at the end of primary school in reading, writing and mathematics. Key stage 2 prior attainment bands are also used as prior attainment for published key stage 4 attainment measures.

Attainment breakdown	Description
above level 4 (high attainers)	Achieved level 5 or above in all areas. Above the expected standard.
At level 4 (middle attainers)	Achieved level 4 or above in all areas. At the expected standard.
Below level 4 (low attainers)	Achieved level 3 or below in at least one area. Below the expected standard.
no prior attainment recorded	Includes pupils absent on the day or not taking the tests for other reasons; as well as pupils who were in independent schools not taking these assessments; or not in England at age 11. At key stage 5, students with no match to a key stage 4 record are included in this group.

Key stage 4 (prior) attainment (achievement at age 16) is based on the pupils' GCSE and equivalent results in English and maths at the end of secondary school. Passes in English and maths will continue to be assessed in future years and tie closely to conditions for post-16 funding and accountability.

Attainment breakdown	Description
Achieved A*-C in English & maths GCSEs (level 2)	Achieved A*-C grades in relevant qualifications in both English and maths.
Did not achieve A*-C in English & maths GCSEs	Did not achieve A*-C grades in relevant qualifications in both English and maths. This includes pupils achieving grades D or below in at least one subject and also pupils who completed key stage 4 but had no recorded entry to a relevant qualification.
no prior attainment recorded	no prior attainment recorded: at key stage 5 this includes students with no match to a key stage 4 record. Students in this group are likely not to have been in schools in England before key stage 5.

Key stage 5 attainment (achievement at 16 to 18) is based on the students' achievement while undertaking level 3 study at 16 to 18. All students included in the cohort entered level 3 qualifications equivalent to at least one A level in size.

Attainment breakdown	Description
Achieved at least 2 substantial level 3 qualifications	Substantial qualifications are equivalent in size to 1 A level.
Did not achieve at least 2 substantial level 3 qualifications	Did not achieve passes at in qualifications equivalent in size to at least 2 A levels, either because not enough qualifications were entered, or because they were not passed at level 3.
Achieved grades AAB or better at A level, of which at least two are in facilitating subjects	<p>The facilitating subjects are: Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical/Modern Languages. The 'AAB' indicator includes students who achieve three A levels, of which two are in facilitating subjects, at grades AAB.</p> <p>Facilitating subjects have been identified as likely to provide good preparation for entry into a wide range of university degrees.</p> <p>These students are also included in those achieving 2+ level 3 qualifications.</p>

6. Geographic information

Geographic information is presented at regional, local authority (LA), parliamentary constituency and local authority district (LAD) level for areas within England.

Information on UK geographies can be found from the [Office for National Statistics](#).

Where pupils and institutions are recorded

Pupils and students are reported in the area in which their school or college is located and not by home address (residency). In some cases, pupils will live in a different local authority area to the one they are reported in, including some pupils attending schools in England who live in Wales or Scotland.

Information on cross-border movements is published in the [schools, pupils and characteristics](#) statistical series.

Schools or colleges may occasionally be recorded in a different local authority from their official postcode for administrative purposes. This is generally the case where an institution has multiple sites that are located in two areas (e.g. Nottingham and Nottinghamshire).

Key stage 5 tables by key stage 4 school location

This table shows students who have completed key stage 5 study, but students are reported in the local authority district (LAD) in which their key stage 4 school was located (where applicable).

Many students travel greater distances at key stage 5 to attend institutions (such as large further education colleges) that may be in a different area to where they have completed most of their education. In some LADs there is limited post-16 provision and all or the majority of students travel outside the areas to study.

Opportunity areas

The [opportunity areas programme](#) was announced in October 2016. 12 areas have now been identified as the most challenged when it comes to social mobility, and will see local partnerships formed with early years' providers, schools, colleges, universities, businesses, charities and local authorities.

The 12 areas are:

West Somerset, Norwich, Blackpool, Scarborough (North Yorkshire Coast), Derby and Oldham, Bradford, Doncaster, Fenland & East Cambridgeshire, Hastings, Ipswich and Stoke-on-Trent.

At key stage 5, these are shown by the students' key stage 4 school location.

7. Other Reporting Information

School Sixth Form Consortia/Feeders

Schools can engage in consortium arrangements for sixth form provision. Some schools report at school level and some report at consortia level

In our institution tables, all feeder schools are identified with a ♦. Aggregate consortia results are reported under the heading Sixth form centre/ consortia. The exception is Harris Federation Post-16 sixth form consortium where only the aggregated results are reported at institution level and not individual feeder schools.

When aggregating up to Local Authority and national level from institutions, consortia are not included to avoid double counting.

Selective institutions

This publication includes analysis by selective school status and the groupings are defined as follows:

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

At KS5 there are additional categories of

4. Sixth-form college
5. FE college and other FE provider

A local authority area is deemed highly selective if 25% or more of secondary pupils attend selective schools. See [Annex 6](#) for details of selective LA areas.

8. Additional experimental tables

What are experimental statistics?

Experimental statistics are in the testing phase and not yet fully developed. Users should be aware of the status and cautions of these series.

We regularly consult the users of our statistics during methodological reviews and the development stage of methodological changes. We recognise that making experimental series available during a development period assists in the quality assurance process and helps familiarise potential users with any changes.

Why are these tables considered experimental?

The statistics included show destinations for a different group of students to those covered in the standard key stage 4 and key stage 5 destination measures.

They show information for:

- 16 to 18 students studying different types of qualification
- 18-year-old students in their 3rd academic year after key stage 4 study

We expect to continue to publish information on these topics in future, but this may not be updated in the format provided in this release.

The department is in the process of reviewing the coherence of its statistics and will be outlining a wider set of proposed changes to its statistical outputs in due course.

Why are they included in this Statistical First Release?

Although the statistics included show destinations for a different group of students, they use the same destinations methodology as the key stage 5 tables. There is considerable overlap in the students included in all three sets of statistics, as many young people complete key stage 5 in the 3rd academic year after key stage 4 and complete level 3 qualifications counted under both 2015 and 2016 rules.

The tables showing destinations at age 18 (in 3rd year after key stage 4) also link to destinations after key stage 4, which were published in our standard 2013/14 publication.

Publishing these in one place allows users to make connections between these figures.

16 to 18 students studying different types of qualification

Cohort

The students included would have been reported as completing 16 to 18 study in the 2014/15 academic year if new rules used for reporting of attainment and progress results from 2016 had been applied.

From 2016 and 2017, school and college performance tables have begun to report on the achievements of students aged 16 to 18 studying lower level qualifications. There are also some changes to how students are counted and which level 3 qualifications count.

These changes are outlined in the [16 to 19 accountability technical guide](#).

This 'shadow' 2014/15 data applying these rules was not the official dataset used to publish results data, but was shared with institutions in 2014/15.

Level 3 students

This group is very similar to those included in our standard key stage 5 tables for 2015/16. They have entered approved advanced qualifications such as A levels.

Differences to key stage 5 cohort:

- From 2016, fewer qualifications were approved for 16 to 18 students, which were designated as academic, applied general or tech levels. Students taking other qualifications have been excluded.
- Students entering a qualification at least the size of one AS level have been included (rather than at least one A level to be included in key stage 5 cohort).

Students in scope for 16 to 18 English and maths measures

These are students who did not achieve A*-C grades in both English and maths GCSEs during key stage 4. They are now required to continue studying these subjects post-16 and have been reported in performance tables from 2016.

Some students in this group also study at level 3, but others will only study at level 2 or below and so are not in scope for our standard key stage 5 tables.

Destination methodology

The tables show whether these students went into a sustained education or employment destination for at least two terms in the year after the end of their 16 to 18 phase of study, from October 2015 to March 2016.

These outcomes use the same methodology and data sources as our standard key stage 5 destinations tables and show breakdowns for the same specific destination categories. Information on this methodology can be found in the preceding sections.

Data issues to be aware of

Coverage

Coverage is lower for English and maths students than for our current key stage 5 cohort. 9% of students in this group had no activity captured in our data sources, compared with 3% of key stage 5 students in state-funded institutions in our standard tables.

This may be for several reasons:

- More of these students are doing activities we have no data on. For example, they may be not in education employment or training, but not claiming out-of-work benefits; they may be out of the country; or they may be undertaking activities other than work or study.
- Fewer students in these groups are in education in 2015/16. This means a larger proportion are being matched to LEO data on employment and benefits. Lower match rates for these sources than education would lead to lower overall coverage for groups not in education.

Timing

New allocation rules mean students are flagged as at the end of 16 to 18 study if they:

- a) Have entered at least 2 A levels-worth of level 3 qualifications
- b) Have been at the same provider for two years
- c) Have reached the age of 18

Under these new rules, some students (especially those studying below level 3) are not reported as having reached the end of 16 to 18 study until they are academic age 18 but may not have been in education for all three years of their '16 to 18 phase'.

These students have been identified as not enrolled in a school or college in 2014/15. For these students the destination period measured in 2015/16 is not strictly comparable.

Outcomes for this group may genuinely differ because this group may have taken only a one-year course, or dropped out of a programme of study.

Presentation of cohorts and destinations

In these experimental tables, destinations for level 3 and English and maths students are shown for both the full cohorts, and for non-overlapping cohorts. From 2017 attainment results for students studying substantial level 2 qualification at 16 to 18 will also be reported.

In future years, we will need to develop the way we present information for these groups of students and which combinations are shown.

We have continued to show the same destination categories as in our standard key stage 5 tables to enable comparison between groups. It may be that in future other breakdowns are considered more appropriate for different groups of students.

Destinations at age 16 and age 18

Cohort

This analysis follows all young people who completed key stage 4 in state-funded schools in England in 2012/13. They finished year 11 and would have been reported in GCSE and equivalent results) in 2012/13.

In 2015/16 these young people are in the third academic year after finishing compulsory schooling, and almost all will be aged 18 at the start of the academic year.

There is overlap between this group and those reported in our standard key stage 5 tables, which include students who have completed level 3 qualifications over two years.

Destinations after key stage 4 (aged 16)

These show whether the pupils went into a sustained education, employment or training destination for at least two terms the following academic year, from October 2013 to March 2014.

These outcomes were previously reported in our 2013/14 destinations release. Further information on this methodology can be found in the preceding sections and in the technical note accompanying the 2013/14 destinations SFR. Destinations differ from those reported in key stage 4 tables in 2015/16 because LEO data on employment and benefits was not included.

The majority of pupils are aged 16 at the start of this destination year (although a small number may be older or younger than this when completing key stage 4).

Destinations aged 18 (3rd academic year after key stage 4)

These show whether the pupils went into a sustained education or employment destination for at least two terms in the 3rd academic year after key stage 4, from October 2015 to March 2016.

These outcomes use the same methodology and data sources as our standard key stage 5 destinations tables and show breakdowns for the same specific destination categories. Information on this methodology can be found in the preceding sections.

The majority of pupils are aged 18 at the start of this destination year (although a small number may be older or younger than this if they completed key stage 4 early or late).

Data issues to be aware of

Timing

We have captured activity on the destinations of students in the third academic year after key stage 4. For a large number of students who have completed traditional two-year programmes (e.g. A levels) at sixth forms and colleges this is the point in time that they will move on to higher education or full time employment. It is also the year in which most students taking level 3 qualifications will be reported in our key stage 5 tables.

There are other potential points in time at which activity could be considered. For example, activity at age 19 would include higher education entry for students taking gap years or taking a third year to complete 16 to 18 study.

Because the majority of young people in our destination measures are still in education and we want to capture transitions, the period from October to March the next academic year is considered 'the next year'.

Statistics looking at longer-term outcomes and earnings for graduates, 1, 3, 5 and 10 years after graduation, which focus on employment, use periods based on the following financial year to measure sustained employment or further study.

Overlap with other statistics

In these experimental tables, destinations in 2015/16 for all 2012/13 key stage 4 pupils are shown. This is presented as being information on activity of '18 year olds' as the majority of students will be academic age 18 in their destination year, and may be in a range of education phases.

Participation statistics show information for all 18 year olds in England. This is estimated to cover the full population, including young people who had not completed key stage 4 in state-funded schools. Data in this release is given as a snapshot of activity at the end of the calendar year rather than being based on a sustained period.

The department is in the process of reviewing the coherence of its statistics and will be outlining a wider set of proposed changes to its statistical outputs in due course. We expect to continue to publish more information on the longer-term outcomes and pathways of young people in future but this may not be on the same basis as these experimental statistics.

9. How data is shown

Suppression

The Department has applied the following suppression rules to the destination measure data to ensure that individual pupils cannot be identified.

In all tables:

- Any institution with fewer than 11 pupils in their 2014/ cohort has had all of their data suppressed; the figures have been replaced with an 'x'. Schools with no pupils in the cohort are shown with a '.'.
- Figures referring to outcomes for 1 or 2 individuals have been suppressed and replaced by an 'x'. Zeros remain zeros unless they reveal information about employment destinations.

At national, LA and regional:

- All numbers have been rounded to the nearest 5.

In all tables:

- Secondary and tertiary suppression has been applied to preserve confidentiality and prevent disclosure by disaggregating published figures and values are replaced with an 'x'. See [Annex 5](#).

The only exception to these rules is 'Deferred HE acceptances' data from UCAS where values of zero, 1 and 2 have been suppressed and replaced with a '**' in all cases. Some values have been suppressed due to possible disclosure by totalling values elsewhere.

These rules are also applied to the percentages tables, so that numerators of less than 3 are suppressed. Percentages are calculated using unrounded data.

Symbols used in the publication

The following symbols have been used in this publication:

(0) zero

(x) small number suppressed to preserve confidentiality

(.) not applicable

(-) positive % less than 0.5

(*) 0, 1, 2 suppressed in UCAS data only

10. Similar publications

Widening Participation in higher education

The following measures looking at [widening participation](#) are published:

- Estimated proportions of pupils with and without free school meals (FSM) who progressed to higher education
- Estimated proportions of pupils from independent and state schools progressing to higher education and progressing to the most selective higher education institutions (HEIs)

Further information can be found in the [Widening Participation Measures](#) publication.

Comparisons

There are some key differences between these measures and destination measures

- (i) Scope: The destination measures consider those progressing to all destinations including higher education (HE), further education colleges and school sixth forms, and those going into employment, whilst the widening participation measure only considers those who progress to HE.
- (ii) Timing: In addition, the destination measures only include those who are in sustained participation during the first two terms after KS4 or taking A level or other level 3 qualifications, whilst the widening participation measure is looking at HE participation by the time the students reach academic age 19, which is potentially a year after completing the qualifications.
- (iii) Coverage:

widening participation free school meals measure

The widening measure covers pupils aged 15 in state-funded schools, by free school meal status at age 15, who entered HE by age 19. The KS5 destination measure looks at students in the October to March after taking A level or other level 3 qualifications.

widening participation most selective HEI measure

The destinations measure includes those entered for A level or other level 3 qualifications aged 16-18, whilst the widening participation measure includes those who studied at least one A Level at academic age 17.

Adult further education: outcome-based success measures

[FE Outcomes based success measures](#) cover the destinations of all adult (19+) learners that completed an eligible further education (FE) learning aim.

The standard sustained positive destination measure shows the proportion of all adult learners who progress to a sustained destination into learning or employment (or both) following completion of their FE learning.

More information can be found in the [FE Outcomes based success measures](#) publication.

Comparisons

The timing of the 'sustained' destination definition is the same as for key stage 4 and key stage 5 destinations. A similar range of administrative data sources are used to determine whether education or employment has been undertaken in the following year including HMRC / DWP data from LEO using Pay-As-You-Earn (PAYE) records and sole trader returns within self-assessed employment data. Specific destination breakdowns shown differ and are more appropriate to the learners included.

The main difference is coverage of learners by age and course type. FE outcome-based success measures cover adult learners of all ages (19+) who have completed an eligible funded course within the academic year. This is broken down by the highest level of study aim, from entry level to level 4+.

Key stage 5 destinations cover 16 to 18 learners in schools and colleges who have entered A levels or other level 3 qualifications only. Key stage 5 learners are funded through 16 to 19 study programmes and not as adults, although if their destination indicates that they are continuing in further education they may later be reported in FE outcome-based success measures.

FE Choices learner destination measures

This publication covers the destinations of adult learners and 16-18 year old apprentices and is based on a survey.

Further information can be found at the [FE Choices](#) webpage.

Comparisons

The main differences are:

- (i) Coverage of learners by age and course type. FE learner destinations cover adult learners of all ages and do not include learners in schools.
- (ii) Methodology. The FE Choices Learner Destinations Survey employment rate measures the proportion of learners who in the year following completion of

learning have either entered into sustained employment (including self-employment) or improved their position in their existing job, where they consider these outcomes wouldn't have occurred without the learning.

- (iii) Timing. FE Choices does not apply 'sustained education' criteria to its learner destination measures.

Participation in Education, Training and Employment SFR

This SFR provides estimates of participation in education and training, and those who are not in education, employment or training (NEET) for 16, 17 and 18 year olds in England. All estimates relate to a snapshot of activities at the end of the calendar year, and are based on academic age, defined as age at the start of the academic year (31st August).

Further information can be found in the [Participation in Education, Training and Employment](#) statistical first release.

Comparisons

Differences between the destination measures and the Participation SFR can be expected for two main reasons:

- (i) Timing: the destination measures are based on a sustained destination over 6 months (October-March), whereas the Participation SFR just requires participation at a point in time, or snapshot, around the end of the calendar year.

As the destination measures' requirement is for sustained participation, with all other things being equal, this will result in lower numbers of students being counted as being in an education or employment/training destination as they need to be participating for at least 6 months.

- (ii) Coverage: The Participation SFR covers a different cohort of students.

It estimates participation for the entire population of academic age 16 year olds in England, rather than those who had completed key stage 4 the previous year. Some pupils complete key stage 4 earlier or later than academic age 15 and not all 16 year olds had previously been in schools in England.

The key stage 5 cohort for destination measures is defined as students who entered A levels or other level 3 qualifications, in schools and colleges, at academic age 16-18 (2014/15 in this SFR). Most students are academic age 18 in their destination year but students aged 17 and 19 are included together depending on whether they took 1,2 or 3 years to complete key stage 5. Young people not in education at this age, or entering level 2 or below qualifications are not included.

The Participation SFR describes the education outcomes for all young people in England of academic ages 16, 17 and 18 separately by age, irrespective of what they were doing in the previous year.

Annex 1: History of change and timeline

Publication Date	Cohort	Detail
July 2012	2008/09 into 2009/10	Destination measures were published for first time as an experimental SFR for the 2008/9 KS4 and KS5 cohorts into 2009/10 destinations. The cohort consisted of state-funded mainstream schools and colleges only and reported on education destinations only.
August 2013	2009/10 into 2010/11	The 2009/10 cohort into 2010/11 destinations were published as an SFR and in performance tables. Destinations now included employment, training and young people NEET. Reporting at Parliamentary Constituency level was included. Destinations by student characteristics was included. At KS5, the Top third selective HE breakdown was included. At KS4, education data was shared with schools and included in performance tables.
November 2014	2010/11 into 2011/12	The 2010/11 cohort into 2011/12 destinations were published as an SFR and in performance tables. The cohort was expanded to include independent mainstream schools and special schools for both key stages and pupil referral units and other alternative provision at KS4 only. Schools and colleges were separated in the KS5 cohort. Destinations now included independent schools and special schools and also pupil referral units and other alternative provision at KS4.
January 2015	2011/12 into 2012/13	The 2011/12 cohort into 2012/13 destinations were published as an SFR and in performance tables. Publication brought forward 6 months
October 2015	2012/13 into 2013/14	The 2012/13 cohort into 2013/14 destinations were published as an SFR and in performance tables. Independent mainstream schools were removed from the cohort and the remaining state-funded institutions were reported as provisional data.
January 2016	2012/13 into 2013/14	The October 2015 publication was updated to include independent schools in the cohort and destinations to independent institutions were updated.

Publication Date	Cohort	Detail
August 2016	2009/10 to 2012/13 cohorts	Two statistical working papers were published covering the inclusion of additional employment and benefit data for KS5. The first publication updated the October 2016 SFR (2013/14 destinations) for state-funded mainstream institutions and the second paper updated the years 2010/11 to 2012/13 for all mainstream institution types.
October 2016	2013/14 into 2014/15	The 2013/14 cohort into 2014/15 destinations were published as an SFR and in performance tables as provisional data. Destinations data now included employment destinations from HMRC employment data and NEET information from DWP benefits data. Employment/training/NEET data from NCCIS was no longer used for KS5 but retained for KS4. Destination measures were no longer classed as experimental. Destination measures become a headline accountability measure.
January 2017	2013/14 into 2014/15	The October publication was revised. KS5 destinations now published in performance tables.
October 2017	2014/15 into 2015/16	<p>Destinations from KS5 Independent schools were included in the October publication. Hospital schools and FE colleges with 14-16 provision included in the cohort.</p> <p>Destinations now include higher education alternative providers from HESA and self-employment from HMRC.</p> <p>Some further breakdowns included: destinations by prior attainment included at KS4 and KS5, further characteristic breakdowns, local authority district figures.</p> <p>Experimental data released on below level 3 cohorts and KS4 destinations after 3 years.</p>

Annex 2: Top third most selective institutions and Russell group

This was calculated according to mean UCAS A level tariff score of entrants. The latest top third list available is for 2014/15.

Aston University
Cardiff University
Central School of Speech and Drama
City University
Courtauld Institute of Art
Glasgow School of Art
Goldsmiths College
Guildhall School of Music and Drama
Heriot-Watt University
Imperial College of Science, Technology and Medicine
Kings College London
London School of Economics and Political Science
Loughborough University
Queen Mary and Westfield College
Queens University of Belfast
Royal Academy of Music
Royal College of Music
Royal Conservatoire of Scotland
Royal Holloway and Bedford New College
Royal Veterinary College
School of Oriental and African Studies
St Georges Hospital Medical School
University College London
University of Aberdeen
University of Bath
University of Birmingham
University of Bristol
University of Cambridge
University of Durham
University of East Anglia
University of Edinburgh
University of Exeter
University of Glasgow
University of Kent
University of Lancaster
University of Leeds
University of Leicester
University of Liverpool
University of Manchester
University of Newcastle-upon-Tyne
University of Nottingham
University of Oxford
University of Reading
University of Sheffield
University of Southampton
University of St Andrews

University of Strathclyde
University of Surrey
University of Sussex
University of Warwick
University of York

Russell Group

University of Birmingham
University of Bristol
University of Cambridge
Cardiff University
University of Durham
University of Edinburgh
University of Exeter
University of Glasgow
Imperial College London
King's College London
University of Leeds
University of Liverpool
London School of Economics and Political Science
University of Manchester
Newcastle University
University of Nottingham
University of Oxford
Queen Mary University of London
Queens University of Belfast
University of Sheffield
University of Southampton
University College London
University of Warwick
University of York

Annex 3: NCCIS codes

	Item	Activity Code
MEETING THE DUTY TO PARTICIPATE	Full time education	
	School sixth-form	210
	Sixth-form college	220
	Further education	230
	Higher education	240
	Other post-16 education	270
	Independent specialist provider	280
	Custodial institution (juvenile offender)	290
	Full time training*	
	EFA delivered work based learning	410
	Other training (eg private training provider)	430
	Traineeship	450
	Supported Internship	460
	Apprenticeship	
	Apprenticeship	310
	Employment with study	
Full time employment with study (regulated qualification)	320	
Self-employment with study (regulated qualification)	381	
Work not for reward with study (regulated qualification)	550	
WORKING TOWARDS	Working towards participation	
	Re-engagement provision	530
	Start date agreed (RPA compliant)	616
NOT PARTICIPATING	Employment without training	
	Employment without training	330
	Employment with training (other)	340
	Temporary employment	350
	Self-employment	380
	Not settled (active in the labour market)	
	Part time education	250
	Part time employment	360
	Start date agreed (other)	615
	Working not for reward	540
	Not ready for work or learning	610
	Seeking employment, education or training	619
	Not settled (not active in the labour market)	
	Not available - young carer	620
	Not available – teenage parent	630
	Not available - illness	640
	Not available - pregnancy	650
	Not available on religious grounds	660
	Unlikely ever to be economically active	670
	Not available – other reason	680
Current activity not established		
Current situation not known	810	
Cannot be contacted – no current address	820	
Refused to disclose activity	830	
Other	Refugee/asylum seeker **	720

Annex 4: Double counting

Mismatching

As outlined under 'Data Sources' above, the destinations data are independently matched to the national pupil database (NPD). When investigating why students appeared in more than one destination, it was discovered that there were cases where more than one student (from the destination datasets) had incorrectly been associated with the same pupil matching reference (PMR). In these cases, a manual check was carried out and the incorrect matches were removed from the appropriate destinations data source.

ILR and School census (SC) or HESA double counts: Unfunded students

A number of students appeared in the ILR data and other data sources simultaneously. Some of these were identified as being unfunded by the Education Funding Agency (EFA) and were removed from the ILR source data. In addition, some students were being funded from a different source to where they undertake their main participation. These records were removed from the ILR data and reported as participating at the institution that was funding them.

SC and ILR or HESA double counts: Subsidiary pupils

A number of students appeared in the SC data and other data sources simultaneously and were identified as having an enrolment status of 'Subsidiary' within the SC. This covers students who are registered and carrying out their learning in one institution but complete some subsidiary learning in another. The records with the subsidiary learning were removed from the SC source data and the pupil was reported as participating in their 'main' institution.

ILR and SC double counts: Lowest aims count

Having eliminated double counts as detailed above, some students appeared in the ILR and SC datasets simultaneously. To deal with this, students were allocated to the destination in which they carried out the majority of their study. Records with the lower aims count were removed from the relevant dataset. This does not remove double counts entirely.

HESA and ILR or SC double counts: Learning aims

Double counts also appeared simultaneously in the HESA and the ILR or SC data. These double counts were removed from the ILR or SC as it was decided to remove the lower

level of aims; the majority of aims in the ILR or SC were at level 3 and above, whilst the majority of aims in the HESA database were HE aims at level 4 and above.

Some students were shown as double counts in the HESA and ILR or SC but the HE Course Aim reference indicated that the HE record was for a modular element supplied to the school or college by HEIs such as the Young Applicants in Schools Scheme (YASS) run by the Open University and other HEIs participating in Higher Education Modules in Schools (HEMiS). In these instances, the student was not allocated to the HEI but was recorded as a destination in the ILR or SC.

Awarding Body data (independent schools) and ILR or school census

Students were identified as being simultaneously in independent schools, via the awarding body data, and the ILR. If the ILR indicated that the student was being funded by the EFA, the student was allocated to the college. Otherwise the student was allocated to the independent school.

Where students were identified as being in both an independent school and a state-funded mainstream school, the student was allocated to the independent school if the (state-funded) school census recorded the pupil as having an enrolment status of 'Subsidiary'. Otherwise the student was allocated to the state-funded school.

For students identified as being in an independent school (via awarding body data) and college (via the ILR) or school (via the School census), the student was allocated according to where the majority of aims were completed, if they had not been allocated according to the rules above.

Special schools and ILR, school census or awarding body data

Students were identified as being simultaneously in colleges and special schools. If the ILR indicated that the student was being funded by the EFA, the student was allocated to the college. Otherwise the student was allocated to the special school.

Where students were identified as being in both a special school and a mainstream school, the pupil was allocated to the special school if the mainstream school census recorded the pupil as having an enrolment status of 'Subsidiary'. Otherwise the student was allocated to the mainstream school.

For students identified as being in a special school and in an independent school (via awarding body data), the student was allocated to the independent school if the special school census recorded the pupil as having an enrolment status of 'Subsidiary'. Otherwise the pupil was allocated to the special school.

SPIs and ILR, school census or awarding body data

Students were identified as being simultaneously in SPIs and colleges. If the ILR indicated that the student was being funded by the EFA, the student was allocated to the college. Otherwise the student was allocated to the SPI.

Where students were identified as being in both an SPI and a mainstream school, the pupil was allocated to the SPI if the mainstream school census recorded the pupil as having an enrolment status of 'Subsidiary'. Otherwise the student was allocated to the mainstream school.

For students identified as being in an SPI and a special school or pupil referral unit (PRU), the student was allocated to the SPI if the special school or PRU census recorded the pupil as having an enrolment status of 'subsidiary'. Otherwise the student was allocated to the special school or PRU.

Pupil referral unit (PRU)

Students were identified as being simultaneously in PRUs and colleges. If the ILR indicated that the student was being funded by the EFA, the student was allocated to the college. Otherwise the student was allocated to the PRU.

Where students were identified as being in both a PRU and a mainstream school, the student was allocated to the PRU if the mainstream school census recorded the student as having an enrolment status of 'subsidiary'. Otherwise the student was allocated to the mainstream school.

For students identified as being in a PRU and special school, the student was allocated to the PRU if the special school recorded the student as having an enrolment status of 'subsidiary'. Where both the PRU and special school recorded the student as having an enrolment status of 'subsidiary', the student was allocated to the special school.

Where students were identified as being in a PRU and SPI, the student was allocated to the SPI if the PRU census recorded the pupil as having an enrolment status of 'subsidiary'. Otherwise the student was allocated to the PRU.

Alternative provision

These destinations are only included if the student has not been identified in any other education destination.

Non-designated provision

Some destinations have been identified using HESA alternative provider data where they are on courses classified as 'non-designated'. As the level or quality of the study cannot

be determined, students are only allocated to a non-designated destination if they have not been identified in any other education destination.

Remaining double counts

The processes outlined above reduced the number of double counts but did not eliminate them entirely as some students were taking an equal number and equal level of aims in both of the datasets. Some double counts remain in the final datasets for KS4 and KS5.

There are no double counts between employment and education as students are allocated to education destinations first should they be in education and employment simultaneously.

Annex 5: Suppression

Suppression of all destinations data

Small cohorts

All outcomes are suppressed for cohorts of fewer than 11 individuals. This is to minimise the risk that somebody could use the table to deduce information about individuals. Only the number of students in the cohort will be shown.

This applies to institutions, geographic breakdowns and characteristics breakdowns. For example, if a school had 20 students, of which 12 were girls and 8 were boys, an overall figure for the school would be provided but the gender breakdown would be suppressed.

Low coverage

All outcomes are suppressed for a small number of state-funded institutions where the data matching rate is low and could give a misleading representation of the institution's performance. Institutions where fewer than 95% of students were matched to any of our data sources have all outcomes suppressed. Only the number of students in the cohort will be shown.

This is to avoid making judgements about a school which could be due to our data quality or matching process rather than differences in the activity of students. A total of 13 institutions are affected at key stage 5, all of them mainstream. At key stage 4 there are a total of 18 institutions affected, all of them special schools or alternative provision, except for one further education provider.

Independent mainstream schools have a lower match rate to our administrative data due to the way data is collected for these institutions so the **95% match rate has not been applied to independent mainstream schools** to prevent large numbers of institutions from being suppressed under this rule. Users should be aware of the lower coverage of destinations in independent schools.

Primary suppression of certain destination breakdowns

Small numbers

Figures referring to 1 or 2 individuals are suppressed to prevent the risk of identification. Both the number of students and percentages based on 1 or 2 individuals are suppressed.

Disclosive zeroes

Zeroes are shown as zeroes in the table for education breakdowns. Although this reveals information about the cohort as a whole, it is not considered to be sensitive. Where zeroes appear in the employment destinations this is considered more sensitive due to the use of HMRC data in this category. Both the number of students and percentages based on 0 individuals being recorded in employment are suppressed.

Secondary and tertiary suppression

Across destination breakdowns

Where a number has been suppressed in one category (for example due to a small number) it would be possible to calculate the missing number by differencing from a total.

Additional breakdowns within the table are suppressed to prevent this figure from being revealed. Usually the next smallest number is suppressed to preserve the maximum information within the table.

In some cases, tertiary suppression is required due to the hierarchical nature of the destination categories.

Across characteristic categories

Where a breakdown is not provided for one subgroup (e.g. girls) either due to a small cohort, or to primary or secondary suppression of a breakdown, the corresponding figure for another subgroup (e.g. boys) is suppressed to prevent calculation by differencing from the total.

Rounding

Rounding has been applied to tables at local authority and national level to aid in suppression across geographic areas.

Suppression of UCAS deferred entry data

The only exception to these rules is 'Deferred HE acceptances' data from UCAS where values of zero, 1 and 2 have been suppressed and replaced with a '**' in all cases. Some additional values have been suppressed due to possible disclosure by totalling values elsewhere.

Annex 6: Local authority areas with selective schools

Pupils in selective state-funded mainstream secondary schools in LAs with at least one selective school
January 2016 School Census

LA code	LA name	Selective Schools		
		Number of schools	Percentage of schools	Percentage of pupils
ENGLAND		163	4.8	5.2
<u>Highly Selective LAs (12)</u>				
303	Bexley	4	25.0	27.3
319	Sutton	5	35.7	31.6
344	Wirral	6	28.6	31.2
358	Trafford	7	38.9	45.5
825	Buckinghamshire	13	35.1	42.6
836	Poole	2	22.2	28.2
871	Slough	4	28.6	35.1
880	Torbay	3	33.3	35.2
882	Southend-on-Sea	4	33.3	35.0
886	Kent	32	32.0	34.2
887	Medway	6	33.3	32.1
925	Lincolnshire	15	27.3	28.2
<u>LAs with some selection (24)</u>				
302	Barnet	3	12.0	11.2
305	Bromley	2	11.1	9.3
308	Enfield	1	5.0	6.0
314	Kingston upon Thames	2	18.2	21.9
317	Redbridge	2	11.1	7.5
330	Birmingham	8	9.2	10.3
335	Walsall	2	10.5	7.8
336	Wolverhampton	1	5.3	5.4
341	Liverpool	1	3.2	3.4
381	Calderdale	2	14.3	14.4
382	Kirklees	1	3.6	5.6
815	North Yorkshire	3	7.1	6.9
837	Bournemouth	2	16.7	22.4
861	Stoke-on-Trent	1	6.3	8.9
865	Wiltshire	2	6.5	6.7
870	Reading	2	20.0	22.9
878	Devon	1	2.3	2.1
879	Plymouth	3	15.8	16.6
881	Essex	4	5.1	4.3
888	Lancashire	4	4.7	6.6
894	Telford and Wrekin	2	15.4	12.5
909	Cumbria	1	2.6	2.9
916	Gloucestershire	7	17.9	16.7
937	Warwickshire	5	13.9	12.8



Department
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