

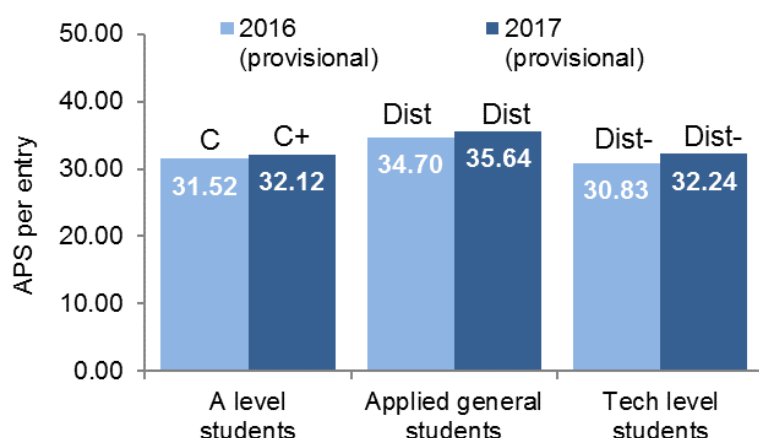


SFR 59/2017, 12 October 2017

Changes to this SFR

Following the introduction of a new 16-18 school and college accountability system in 2016, which introduced new headline measures and changes to the methodology for calculating 16-18 results, there are further additions in 2017. Tech certificates and other level 2 vocational qualifications studied by 16-18 year olds are published for the first time as headline measures. More detail can be found in section 2.

Level 3 attainment increased for students at the end of 16-18 study



The average point score (APS) per entry increased for A level, applied general and tech level students, compared to equivalent 2016 provisional data. The APS per entry expressed as a grade remained stable for all cohorts apart from A level, where it increased from C to C+.

Performance measures across qualifications types should not be directly compared due to differences in entry patterns and grading structures between qualification types.

Dist: Distinction

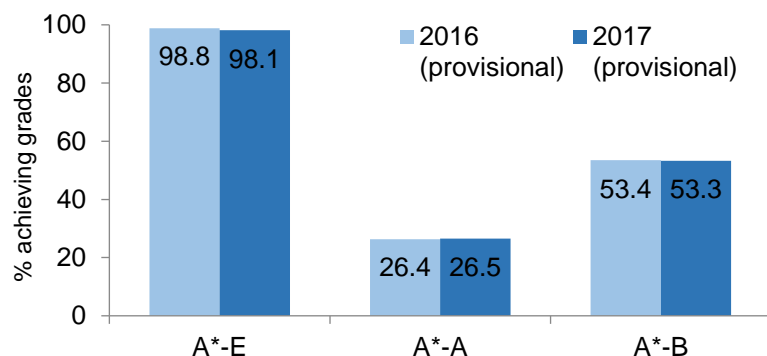
English and maths average progress increased for students still working towards qualifications below level 3

The English and maths progress measure looks at attainment in these subjects at the end of 16-18 study, compared to attainment at the end of key stage 4 (KS4), for students who did not achieve A*-C. In 2017, average progress is close to zero for students still studying GCSE or stepping stone qualifications. This means on average a student's point score is the same or higher at the end of 16-18 studies than at the end of KS4.

	Average progress	
	English	Maths
2016 (provisional)	-0.09	-0.11
2017 (provisional)	0.00	0.02

A level exam entries remained relatively stable and the pass rate dropped slightly.

Entries to AS levels continued to decrease since 2016, following ongoing A level reforms



There were 741,982 A level entries in 2017 which is relatively stable compared to 2016 (a 0.3% decrease). For A levels taken in 2016/17 only, attainment in top grades remains stable compared to 2016, but the A*-E pass rate dropped slightly, as shown in the chart.

AS level entries dropped by 42.1%, which is largely driven by the decoupling of AS levels from A levels in 2016.

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Note on provisional results

The provisional statistics in this release are based on the results data that awarding organisations supply to the department by August 2017. This includes the vast majority of all student results; however it does not include the small proportion of amendments that awarding organisations, schools or colleges may submit to the department after August. These amendments will be incorporated into the revised Statistical First Release (SFR), due to be published in January 2018. A number of figures will change between the two releases; this is expected and occurs every year.

Between provisional and revised SFRs it is usual for student numbers to drop, mainly due to the removal of students who should not be included. In 2016 the number of level 3 students decreased by 3.0% between the provisional and revised figures. In contrast, performance measures tend to improve but generally changes are not substantial and where relevant these will be highlighted in the revised SFR. This is due to the combined effect of removals of students who should not be included and the outcomes of enquiries about results and the submission of late results by awarding organisations. This publication compares provisional results for 2017 to provisional results from 2016 to take account of the normal change in results between provisional and revised data.

Note on comparisons over time

Due to government policy reforms and methodological changes to the 16-18 performance measures in 2016, it is not possible to directly compare all results since 2016 to those published in the previous SFR series 'A level and other level 3 results', covering 2015 and earlier.

In this publication

The following files are published alongside the SFR text:

- National tables (excel .xls)
- English and maths tables (excel .xls)
- Exam time series tables (CSV .csv)
- Local authority tables (excel .xls)
- Maths and sciences tables (excel .xls)
- Local authority maps (pdf)

A full list of the tables included in these files is shown in section 6 of the SFR.

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 welcome feedback on any aspect of this document at Attainment.STATISTICS@education.gov.uk

1. Introduction

The 16-18 school and college performance headline measures changed in 2016, as a result of previously announced government reforms to the way schools and colleges are held to account for their performance. The headline measures from 2016 are: attainment; progress; English and maths (for those who did not achieve A*-C at key stage 4); retention; and destinations. In 2016, they were reported across four different level 3 cohorts, which were determined by the qualifications taken by students: A levels, academic, applied general and tech levels. From 2017, these headline measures will be extended to include level 2 vocational qualifications in the provisional release. New additional attainment measures are published from the provisional publication onwards, and additional retention measures will be published in March 2018.

As a result, this Statistical First Release (SFR) has been extended and now covers the level 2 results and the new supporting measures.

There are three main sections to this release:

- 1) 16-18 attainment
- 2) English and maths progress
- 3) Exam results for 2016/17

This SFR is part of a wider group of departmental publications on 16-18 accountability measures, which includes the 16-18 [school and college performance tables](#) (due to be updated with 2017 data in January 2018) and the student [destinations](#) SFRs. You can find further links to relevant publications in section 7.

2. Changes since last year

New measures included for the first time in the provisional SFR are shown below:

Level 2 vocational students and tech certificate students

The 16-18 performance tables, and associated releases covering the performance of 16-18 students, include two new categories from 2017, level 2 vocational students and tech certificate students. Technical certificates (referred to as tech certificates in this SFR) were developed to encourage take-up of level 2 vocational qualifications that support student progression into a recognised occupation. To give time for schools and colleges to transition towards these qualifications, a broader range of level 2 vocational qualifications will also be reported in 2016/17 and 2017/18 tables. Performance tables in 2016/17 and 2017/18 will include all students taking any 'vocational' level 2 qualification that is at least the size of 2 GCSEs (minimum 145 guided learning hours). However, from 2018/19 we will only include those students studying tech certificates that are on the tech certificates list for that year.

An additional measure showing the proportion of students whose highest attainment is a vocational level 2 qualification, and who achieve an approved tech certificate, is also published for level 2 vocational students.

Level 3 maths

This measure supports the ambition for the overwhelming majority of young people in England to study maths to age 18 by 2020. This measure will show the percentage of students who achieved A*-C¹ in GCSE maths (or equivalent) by the end of key stage 4 and who go on to achieve an approved level 3 maths qualification. It is published as an additional attainment measure.

Results for disadvantaged students will be published in the revised SFR in January 2018, and other new measures in the additional release in March 2018. More details can be found in the department's [16-19 technical guide](#) and the quality and methodology document published alongside this SFR.

¹ All students reported in the 2017 16 to 18 performance tables would have taken legacy GCSEs (A*-G) or equivalent during key stage 4.

3. 16-18 attainment

This section covers attainment for A level, academic, applied general, tech level, and level 2 vocational students who finished 16-18 study in 2016/17. This shows how well students performed across the whole of their 16-18 studies, according to the type of qualifications they entered.

Students are included in attainment measures if they:

- completed their studies at the end of the reporting academic year **or** are 18 at the start of the reporting year and have not been reported in the performance tables at their current allocated provider
- and**
- entered for at least one qualification in one or more of the qualification types listed below during their 16-18 studies

From 2016, the size for level 3 qualifications must be equivalent to at least 0.5 A levels² (except for the extended project which is equivalent to 0.3 A levels). Results are reported separately for six cohorts of students depending on the types of qualifications taken: A level, academic, applied general, tech level, level 2 vocational and tech certificates.

A level: A/AS levels, applied single A/AS levels, applied double A/AS levels or combined A/AS level.

Academic qualifications: includes qualifications in the A level group, as well as Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Maths, Extended Project (Diploma) qualifications and Core Maths at level 3.

Applied general: Applied general qualifications are rigorous level 3 qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning.

Tech level qualifications: Tech levels are rigorous level 3 technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus that want to specialise in a specific industry or prepare for a particular job.

Tech certificate qualifications: Tech certificates are rigorous intermediate (level 2) technical qualifications recognised by employers. They are for students aged 16 plus that wish to specialise in a specific industry or prepare for a particular job.

Level 2 vocational qualifications: In 2017 and 2018, vocational level 2 qualifications that are at least equivalent in size to 2 GCSEs, will be recognised in the 16-18 performance tables. However, from 2019 we will only include those students studying tech certificates that are on the tech certificates list for that year.

The list of applied general, tech level and tech certificate qualifications that will count in the 2017 performance tables can be found here: [vocational qualifications for 14 to 19 year olds](#).

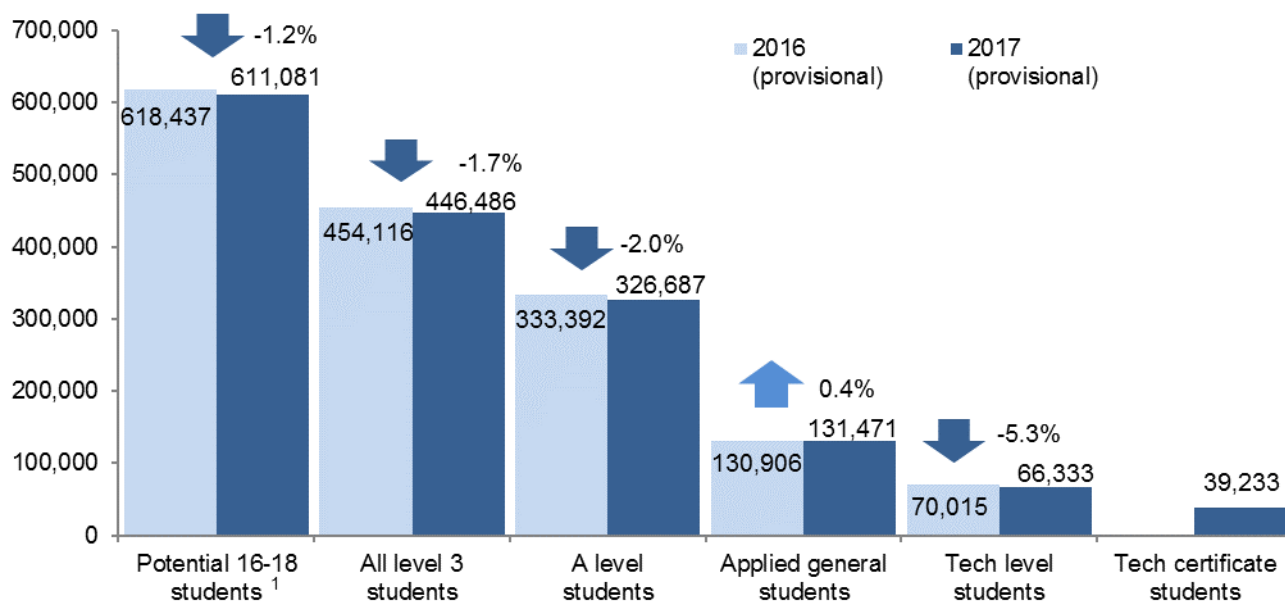
Since similar trends are seen in the results for A level and academic students (over 98% of academic students took A levels in 2017), information for academic students is not shown here. Data for academic students can be found in tables 1a and b in the tables accompanying this document.

16-18 participation

In 2017 (the 2016/17 academic year), there were 446,486 students who completed their 16-18 studies and entered at least one eligible level 3 qualification, down by 1.7% compared to 2016 provisional data. In contrast the potential number of 16-18 students (those who completed key stage 4 two years previously) has dropped by 1.2% compared to 2016. The drop in level 3 students is mainly driven by the following effects: 1) drop in AS level entries as result of A level reform; and 2) drop in the participation in tech level qualifications by male students (Fig. 3)

² The size of an A level is equivalent to guided learning hours between 325 hours and 414 hours. More information about how GCSE size equivalence and GCE A level size equivalence can be found at: <https://www.gov.uk/government/publications/performance-points-a-practical-guide-to-key-stage-4-and-5-points>

Figure 1: 16-18 students by cohort (England, 2016 to 2017)



Source: 16-18 attainment data

1. The potential 16-18 students are those who completed key stage 4 two years previously.

The number of A level students dropped by 2.0% compared to 2016, which is again more than the drop to the potential 16-18 cohort. The drop in A level students may be explained by the decrease in AS level entries as result of A level reforms since September 2015. This is because students entering AS levels only are included in the A level cohort. The drop in the number of students taking primarily A level qualifications is consistent with the fall in the potential 16-18 students (a 1.3% decrease, as measured using the number of students included in the 'best 3' A levels measure), suggesting that the fall is primarily due to the fall in students taking AS levels only.

The number of applied general students increased slightly, by 0.4%, despite the drop in the number of level 3 students. This is driven by an increase in participation by female students; participation by male students decreased compared to 2016.

The number of tech level students dropped by 5.3% compared to 2016. This is mainly driven by a decrease in participation by male students (Fig. 2)

Figure 2: Number of students by gender (Table 1a)
England, 2017

	Potential 16-18 students		All level 3 students		A level students		Applied general students		Tech level students		Tech certificate students	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2016 (provisional)	301,214	317,223	236,287	217,829	180,597	152,795	64,850	66,056	29,620	40,395	-	-
2017 (provisional)	297,765	313,316	234,235	212,251	176,966	149,721	66,083	65,388	29,324	37,009	16,389	22,844
Change (%)	-1.1	-1.2	-0.9	-2.6	-2.0	-2.0	1.9	-1.0	-1.0	-8.4	-	-

Source: 16-18 attainment data

More female students participate in level 3 study than males. In 2017, 52.5% of level 3 students were female, compared to 48.7% in the potential 16-18 cohort. Participation of female students in level 3 study has increased to 52.5% compared to 52.0% in 2016.

There continues to be more female than male A level students. In 2017, 54.2% of A level students were females and 45.8% are male students, a situation which remains stable compared to last year.

In 2017, more applied general students were female than male, whereas in 2016 more applied general students were male. There continues to be more male tech level students than females, but the proportion of tech level students who were male dropped by 1.9 percentage points compared to 2016 from 57.7% to 55.8%.

The majority of tech certificate students are male. In 2017, 58.2% of tech certificate students were male, compared to 41.8% for female students.

Figure 3: Proportion of students by gender (Table 1a)
England, 2017

	Potential 16-18 students		All level 3 students		A level students		Applied general students		Tech level students		Tech certificate students	
	%Female	%Male	%Female	%Male	%Female	%Male	%Female	%Male	%Female	%Male	%Female	%Male
2016 (provisional)	48.7	51.3	52.0	48.0	54.2	45.8	49.5	50.5	42.3	57.7	-	-
2017 (provisional)	48.7	51.3	52.5	47.5	54.2	45.8	50.3	49.7	44.2	55.8	41.8	58.2
Percentage points change	0.0	0.0	0.4	-0.4	0.0	0.0	0.7	-0.7	1.9	-1.9	-	-

Source: 16-18 attainment data

A level maths and science participation

Overall, A level maths and science participation increased for all subjects compared to 2016. Participation also increased for both male and females compared to 2016. Male students made higher increases in participation in maths, further maths, physics and computing, while female students had a higher increase in participation in biology and chemistry.

A higher percentage of male students entered maths and science subjects than females, except in biology. This is the same pattern as previous years. In 2017, the gender gap in chemistry narrowed by 0.4 percentage points in 2017 compared to 2016.

Figure 4: Percentage of A level students entering for maths and science A levels by gender (Table 11)
England, 2016 and 2017

	% A level students					
	Females		Males		All	
	2016 (provisional)	2017 (provisional)	2016 (provisional)	2017 (provisional)	2016 (provisional)	2017 (provisional)
Maths	16.7	17.8	31.0	32.3	23.2	24.4
Further maths	2.1	2.3	6.5	6.9	4.1	4.4
Biology	17.7	18.3	13.2	13.3	15.6	16.0
Chemistry	12.0	12.8	14.3	14.7	13.1	13.7
Physics	3.6	3.8	15.5	16.6	9.0	9.6
Computing	0.3	0.4	3.3	4.5	1.7	2.3

Source: 16-18 attainment data

Participation in vocational qualifications by subject area

This section shows the participation in applied general, tech level and tech certificate qualifications by broad subject area, for students who completed their 16-18 study in 2017. The full information about participation in vocational qualifications by detailed subject area can be found in the accompanying SFR CSV files. It is important to note that each subject area has different numbers of available qualifications.

In 2017, the top 3 most popular subject areas for applied general students are business, administration, finance and law; leisure, travel and tourism; and arts, media and publishing, the same pattern as 2016. The top 3 most popular subjects for tech level students are arts, media and publishing; engineering and manufacturing technologies; and information and communication technology (ICT) which are also the same as 2016.

The most popular subjects for tech certificate students are retail and commercial enterprise; construction, planning and the built environment; and agriculture, horticulture and animal care.

Figure 5: Participation by subject area in applied general, tech level qualifications (Vocational student participation by subject CSV)
England, 2017

Ofqual sector subject area	Applied general		Tech level		Tech certificate	
	Number of qualifications available	% Applied general students	Number of qualifications available	% Tech level students	Number of qualifications available	% Tech certificate students
Health, Public Services and Care	9	17.5	18	6.0	9	3.3
Science and Mathematics	8	13.4	.	.	.	.
Agriculture, Horticulture and Animal Care	4	0.1	70	10.2	32	12.7
Engineering and Manufacturing Technologies	3	0.4	59	17.2	25	12.6
Construction, Planning and the Built Environment	3	0.0	33	4.6	33	22.8
Information and Communication Technology (ICT)	5	12.8	14	13.8	5	11.4
Retail and Commercial Enterprise	3	0.1	40	3.7	33	25.2
Leisure, Travel and Tourism	21	22.3	14	8.9	7	4.3
Arts, Media and Publishing	29	19.8	30	30.2	6	3.0
Social Sciences	1	0.3	.	.	.	.
Preparation for Life and Work	1	0.1	.	.	.	.
Business, Administration, Finance and Law	20	26.6	6	6.9	12	6.0
All subjects	107	100.0	284	100.0	162	100.0

Source: 16-18 attainment data

. indicates not applicable

Level 3 attainment

The level 3 attainment measures show the results that students achieved by the end of advanced level study. They take into account results achieved in all level 3 qualifications recognised in the 2017 performance tables and during all years of 16-18 study.

The headline attainment measures for level 3 qualifications are the average point score (APS) per entry and APS per entry expressed as a grade. APS per entry measures are reported separately for cohorts of level 3 students depending on the types of qualifications taken: A level, academic, applied general, tech level. It is calculated by dividing the total point score by the total size of entries. APS per entry gives an indication of the average result achieved per qualification taken and provides a comparison of achievement over time, regardless of the volume of qualifications taken.

We also report further attainment measures for A level students such as the 'best 3' measure (which looks at average attainment across a student's best 3 A levels), the percentage of students achieving 3 A*-A grades, and measures on the percentage of students achieving grades AAB or better. The performance measures for A level students apply to different subsets of students, depending on the coverage of the measure. The summary below sets out the students we include in each of the measures.

APS per entry: includes students who have entered for at least 1 qualification equivalent to at least 0.5 A levels in each of A level, academic, applied general or tech levels.

‘Best 3’ measure, percentage achieving 3 A*-A and percentage achieving AAB or better: includes students taking primarily A level qualifications. We identify these students using the following criteria: (a) students need to have entered for one or more full size A levels (including A levels or applied levels, not including AS levels, applied AS levels, general studies or critical thinking) and (b) if students have entered for less than three full size A levels, then they are only included in the measure if the total size of entries in other academic, applied general or tech level qualifications is less than the size of an A level.

Percentage achieving AAB or better (of which at least two are in facilitating subjects): includes students taking primarily A level qualifications, as set out above. However in addition, it also excludes those students who have entered only applied A levels or applied AS levels.

Average point score per entry

In 2017, the APS per entry for A levels, expressed as a grade, increased to C+, compared to 2016 (C grade). The underlying point score is 32.12 in 2017, compared to 31.52 in 2016.

The APS per entry for applied general and tech level students also increased compared to 2016. The APS per entry, expressed as a grade, remained stable at Distinction and Distinction- respectively, compared to 2016.

Performance measures across A level, tech level and applied general qualifications should not be compared due to differences in entry patterns and differences in grading structures between qualification types.

Figure 6: APS per entry by level 3 cohort (table 1a)
England, 2016 and 2017

	A level students			Applied general students			Tech level students		
	Number of students	APS per entry	grade	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
2016 (provisional)	333,392	31.52	C	130,906	34.70	Dist	70,015	30.83	Dist-
2017 (provisional)	326,687	32.12	C+	131,471	35.64	Dist	66,333	32.24	Dist-

Dist: Distinction

Source: 16-18 attainment data

Additional measures for A level students

Attainment for those taking A levels or applied A levels only (see definitions above) increased slightly compared to 2016. The proportion of students who achieved 3 A*-A or better and AAB or better remained stable, at 13.0% and 21.8% respectively, compared to 12.9% and 21.6% in 2016. The APS per entry in students’ best 3 A levels increased to 34.75.

When we exclude those taking applied A levels from this group, there are 225,174 students, 16.6% of whom achieved AAB or better (of which at least two are in facilitating subjects). This is broadly stable compared to 16.7% in 2016.

Facilitating subjects are identified by the Russell Group of universities as: maths and further maths; English (literature); physics; biology; chemistry; geography; history; languages (modern and classical). A full list of qualification numbers for facilitating subjects can be found in the [technical guide](#).

Figure 7: A level attainment (table 1a)
England, 2016 and 2017

	All A level students		Students ¹ entered for one or more A levels or applied A levels				Students ¹ entered for one or more A levels	
	Number of students	APS per entry (grade)	Number of students	APS per entry in best 3 A levels (grade)	% achieving 3 A*-A grades or better	% achieving grades AAB or better	Number of students	% achieving grades AAB or better, of which at least two are in facilitating subjects
2016 (provisional)	333,392	31.52 (C)	229,341	34.64 (C+)	12.9	21.6	227,625	16.7
2017 (provisional)	326,687	32.12 (C+)	226,397	34.75 (C+)	13.0	21.8	225,174	16.6

1. Excluding students taking A levels as part of a mixed programme

Source: 16-18 attainment data

Attainment by gender

Overall female students achieved a higher APS per entry in A levels, but a higher proportion of male students achieved top grades. This is the same pattern as previous years.

A higher proportion of female level 3 students entered A levels or applied A levels (71.8%) than male students (66.4%). Female students achieved higher grades for the best 3 measure (B-) compared to male students (C+). However, a higher proportion of male students achieved 3 A*-A grades or better (14.5%) and AAB grades or better (22.8%) compared to females, at 21.1% and 11.8% respectively. The gender gap in these measures has increased to 2.7 percentage points and 1.7 percentage points in 2017, compared to 1.9 percentage points and 0.8 percentage points in 2016 respectively.

Similarly, more female students entered one or more A levels (71.3%) compared to male students (66.1%), but a higher proportion of male students (19.0%) achieved AAB grades or better, at least two of which are in facilitating subjects, than female students (14.8%). The gender gap in this measure has increased to 4.2 percentage points in 2017, compared to 3.8 percentage points in 2016.

Figure 8: A level cohort attainment by gender, 2017 (table 1a)
England, 2017

	All A level students		Students ¹ entered for one or more A levels or applied A levels				Students ¹ entered for one or more A levels			
	Number of students	APS per entry	Number of students	% A level cohort	APS per entry in best 3 A levels (grade)	% achieving 3 A*-A grades or better	% achieving grades AAB or better	Number of students	% A level cohort	% achieving grades AAB or better, of which at least two are in facilitating subjects
Female	176,966	32.85 (C+)	126,998	71.8	35.12 (B-)	11.8	21.1	126,180	71.3	14.8
Male	149,721	31.21 (C)	99,399	66.4	34.28 (C+)	14.5	22.8	98,994	66.1	19.0

1. Excluding students taking A levels as part of a mixed programme

Source: 16-18 attainment data

Female students achieved a higher APS per entry for both applied general and tech levels, though the gap was smaller for tech levels. For applied general qualifications, male students achieved Distinction on average in 2017 compared to Distinction- on average in 2016.

Figure 9: Attainment by gender for applied general and tech level students (table 1a)
England, 2017

	Applied general students			Tech level students		
	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
Female	66,083	37.64	Dist+	29,324	32.82	Dist-
Male	65,388	33.54	Dist	37,009	31.80	Dist-

Source: 16-18 attainment data

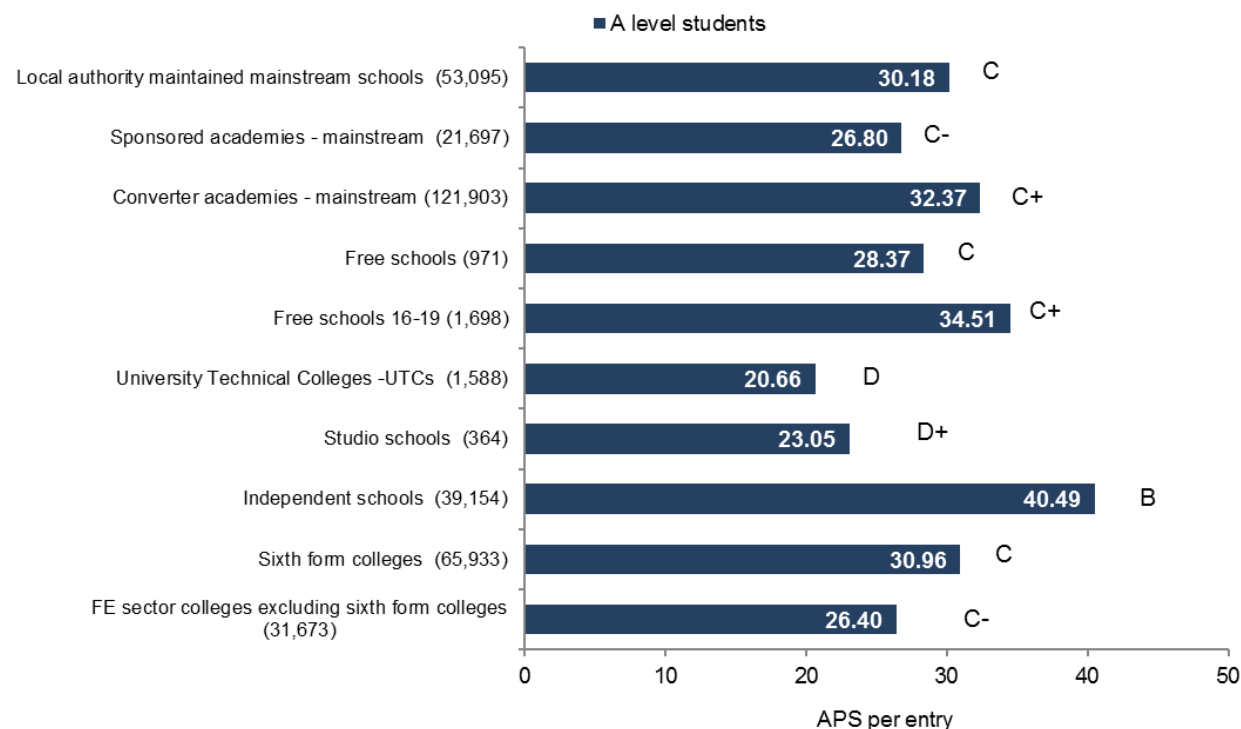
Attainment by type of institution

Independent schools have the highest A level APS compared to other institution types, a similar pattern to previous years. University technical colleges and studio schools have the lowest APS per A level entry (although it should be noted that their cohorts are still relatively small – 1,588 and 364 students respectively).

Care should also be taken when comparing across institution types due to significant differences in cohort sizes and number of schools. For example, in 2017 there were 364 A level students in studio schools compared to 121,903 students in converter academies, and 16 free schools (16-18) with students at the end of level 3 study, compared to 1,043 converter academies.

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

Figure 10: Average point score per entry for A level students by institution type¹ (table 1a)
England, 2017



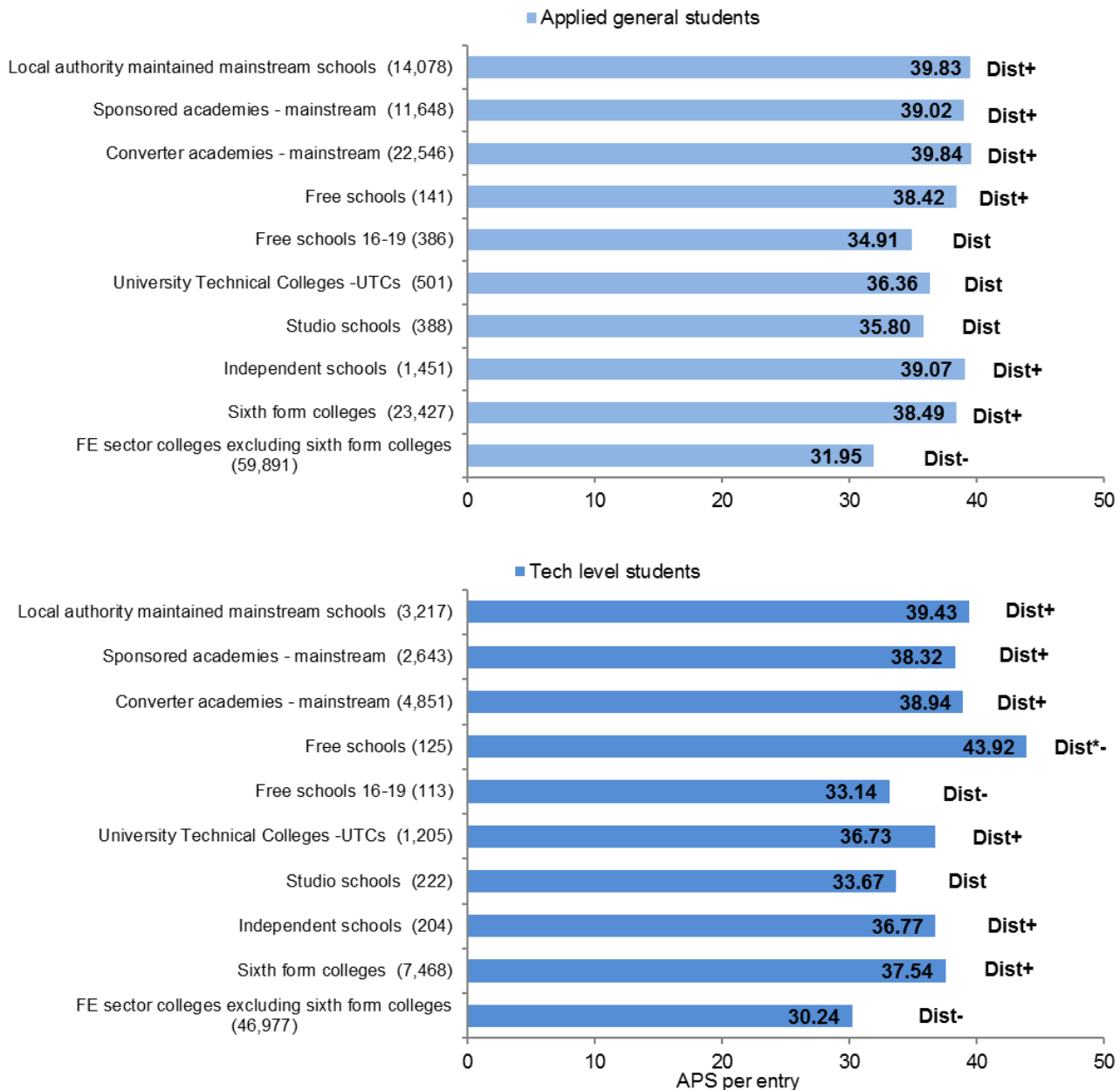
1. Cohort size shown in brackets

Source: 16-18 attainment data

70.8% of tech level students are in FE sector colleges, excluding sixth form colleges. In contrast, applied general students are spread more widely across FE sector colleges (excluding sixth form colleges) (45.6%), sixth form colleges (17.8%) and converter academies (17.1%).

Converter academies have the highest APS per entry for applied general students compared to other institution types. Free schools have the highest APS per entry for tech level students. The FE sector colleges, excluding sixth form colleges, have the lowest APS per entry for both applied general and tech level students.

Figure 11: APS per entry¹ for the applied general and tech level students by institution type (Table 1a) England, 2017



Source: 16-18 attainment data

1. Dist: distinction

Attainment by local authority and region

Maps showing the APS per entry by local authority (LA) for A level, applied general and tech level students are published alongside the SFR. There are considerable differences in the number of students in each cohort by local authority, partly as a result of the size of the authority and the number of schools and colleges offering 16-18 education. Care should therefore be taken when comparing attainment at LA level.

At regional level, the South East has the highest number of A level students in state-funded institutions (18.3% of all state-funded students), while the North East has the smallest number of students (4.3% of all state-funded students). This is primarily driven by population size rather than participation in level 3 study. The highest performing region for A level students is the South East, while the lowest performing region is the West Midlands. In contrast, the North East is the highest performing region in both tech level and applied general cohorts and the East Midlands is the lowest performing region for both cohorts.

At local authority level, the average point score (APS) per A level entry lies between a grade C- and C+ for over 90% of LAs. The highest performing local authorities are located in the Outer London and South East, a pattern that has remained the same as 2016, with Sutton, Reading and Buckinghamshire the top performing (with APS per entry of 37.75, 37.73, and 36.76 respectively). The poorest performing local authorities are in the North West and Inner London (Knowsley, Islington and Salford with 23.86, 24.23 and 24.43 respectively).

For applied general students, the highest performing local authorities were in the North East and Inner London (North Tyneside, Southwark and Gateshead with APS per entry of 42.41, 41.70 and 41.70 respectively). Within Inner London, there is a large amount of variation in performance, with some of the poorest performing local authorities also located there, and the North West (Camden, Knowsley, and Hammersmith and Fulham with 29.09, 29.48 and 30.03 respectively). For tech level students, like A level students, the highest performing local authorities are in the South East and Outer London (Reading, Bexley and Sutton where APS per entry are 44.07, 41.07 and 40.27 respectively). The poorest performing local authorities are in the North East, North West, and East Midlands (South Tyneside, Knowsley and Derbyshire with 25.39, 25.72 and 25.9 respectively).

Level 3 maths measure

The new level 3 maths measure reports on students at the end of 16-18 study who achieved an A*-C grade in GCSE maths (or equivalent) by the end of key stage 4 and go on to achieve an approved³ level 3 maths qualification during 16-18 studies. Students who achieve grades A*-C in GCSE maths or an equivalent qualification, and are included in either the level 2 or level 3 headline attainment cohorts, are in scope for the measure. Students are not included in the measure if they reach the A*-C standard during post-16 study, rather than by the end of key stage 4. Those students who had already achieved an approved level 3 maths qualification by the end of key stage 4, but do not achieve another approved level 3 maths qualification during 16-18 study are excluded from the measure.

Attainment in level 3 maths

In 2017, 405,964 students were in scope for the measure, and 23.9% of those achieved an approved level 3 maths qualification during 16-18 study. As this is a new measure for 2017, it is not possible to make comparisons over time.

³ Approved qualifications will be those that count in the TechBacc, to see a full list of these qualification please see annex J in the [16-19 technical guidance](#).

Figure 12: Level 3 maths cohort attainment by gender (table 1d)

England, 2017

Students at end of 16-18 studies		
	Number who achieved grades A*-C or equivalent in GCSE maths/other maths qualifications by the end of key stage 4	Percentage who achieved an approved level 3 maths qualification
Male	201,197	28.3
Female	204,767	19.6
Total	405,964	23.9

Source: 16-18 attainment data

More female students were in scope of the measure than male, 204,767 compared to 201,197, respectively. A higher proportion of male students (28.3%) achieved an approved level 3 maths qualification than female (19.6%).

Level 2 attainment for vocational students

Attainment in tech certificates and all eligible level 2 vocational qualifications will be published in performance tables in 2017 for the first time. From 2019, only tech certificates will be recognised in the 16-18 performance tables. In order to give time for institutions to transition towards these qualifications a broader range of qualifications will also be reported in 2017 and 2018 tables. These include all level 2 vocational qualifications of size equivalent to at least two GCSEs (minimum 145 guided learning hours).

The list of tech certificate qualifications that will count in the 2017 performance tables can be found here: [vocational qualifications for 14 to 19 year olds](#).

Attainment for level 2 vocational and tech certificate students

The APS per entry are 5.69 and 5.74 for level 2 vocational students and tech certificate students respectively. The performance points developed for the vocational qualifications at level 2 are on a different scale to those for qualifications at level 3, so level 2 and level 3 measures cannot be compared directly.

Female students achieved a higher APS per entry for both level 2 vocational and tech certificate students.

Figure 13: Average point score per entry for level 2 vocational and tech certificate students (table 1b)
England, 2017

	Level 2 vocational students			Tech certificate students		
	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
Female	43,686	5.80	L2Merit-	16,389	5.95	L2Merit
Male	51,951	5.61	L2Merit-	22,844	5.61	L2Merit-
All	95,637	5.69	L2Merit-	39,233	5.74	L2Merit-

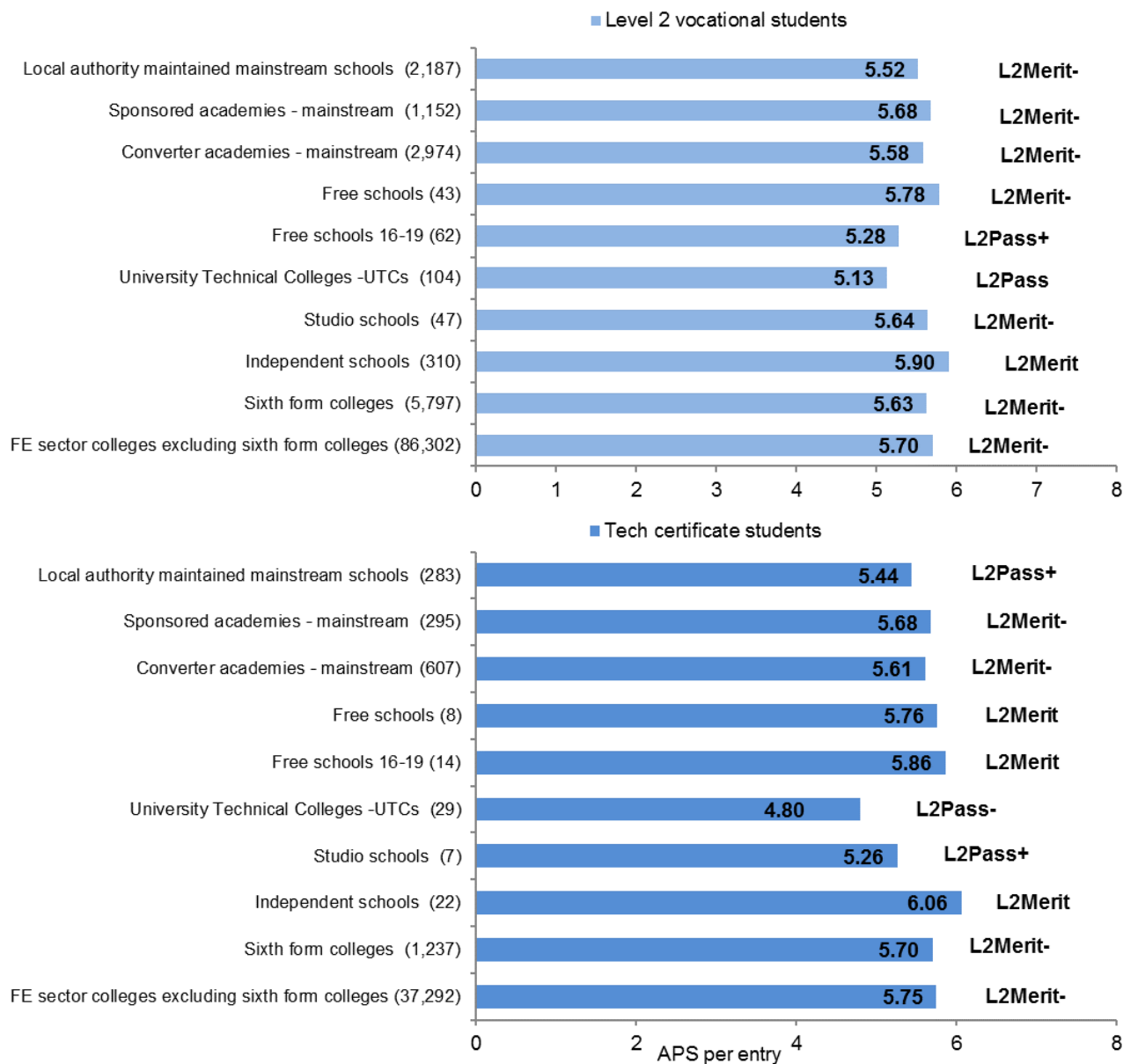
Source: 16-18 attainment data

Attainment by type of institution

The majority of level 2 vocational students are in FE sector colleges (excluding sixth form colleges) (90.2% and 95.1% for all level 2 vocational students and tech certificate students respectively).

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

Figure 14: APS per entry¹ for level 2 vocational and tech certificate students by institution type (Table 1b) England, 2017



Source: 16-18 attainment data

4. English and maths progress measure

This section covers results for the English and maths progress measure, which reports on students at the end of 16-18 study who did not achieve A*-C in GCSE⁴ or equivalent English and maths qualifications by the end of key stage 4. These students are required to continue studying GCSE English and maths, or other equivalent qualifications, at 16-18. The measure shows how much progress students have made, by looking at the average change in grade. More details on the coverage of the measure are set out below.

Which students are included in the measure

English and maths condition of funding

The English and maths progress measure and the number of students referenced as in scope in this section of the SFR align closely with the condition of funding⁵ rules set out by the Education and Skills Funding Agency (ESFA).

All students aged 16 to 18 starting or who had already started a new study programme of 150 hours or more on or after 1 August 2014 and who do not hold a GCSE grade A* to C, or equivalent qualification in maths and/or in English, are required to be studying these subjects as part of their study programme in each academic year. Students who meet this condition are included in the 2017 English and maths progress measure.

Exemptions

Students are exempt from the 2017 English and maths progress measure if they are recorded as having special educational needs or overseas qualifications equivalent to a GCSE grade C. In 2017, 2,443 and 2,775 students were exempt from the English and maths measure respectively.

Students with GCSE grade D⁴

From 1 August 2015, full time students starting their study programme that have a grade D GCSE or equivalent qualification in maths and/or English must be enrolled on a GCSE rather than an approved stepping stone qualification during 16-18 studies.

Students that have below a grade D GCSE or equivalent qualification can study either a GCSE or an approved stepping stone qualification during 16-18 studies.

How the reformed 9-1 GCSEs are included in the measure

Reformed GCSEs (graded on a new 9-1 scale rather than A*-G) in English and maths were sat for the first time in 2017; these can count in the English and maths progress measure from 2017.

All students included in this measure have prior attainment dating from 2016 or earlier, when only legacy GCSEs (A*-G) were available. Reformed GCSEs (9-1) are therefore not included in determining whether a student achieved a GCSE grade A*-C (or equivalent) in an English or maths qualification at the end of key stage 4. Legacy GCSEs (A*-G) will still count in 2017, therefore the progress element of the measure (students' attainment in English and/or maths during 16-18 study) can be made up of either legacy (A*-G) or reformed (9-1) GCSEs.

⁴ All students reported in 2017 would have taken legacy GCSEs (A*-G) or equivalent during key stage 4.

⁵ Information on the [condition of funding](#) is published by Education and Skills Funding Agency.

How points are assigned to English and maths qualifications⁶

The English and maths progress measure is based on achievement of GCSEs and of approved stepping stone qualifications such as functional skills, free standing maths, English for speakers of other languages, and AQA use of maths.

Each student's exam results are assigned a capped point score, ranging from 0 to 8 points, depending on the type of qualification taken and the grade they achieved. For example, GCSE points range from 1 point for a grade G up to 8 points for an A* grade. Stepping stone qualifications do not attract as many points as GCSEs and typically fall between GCSE grades on the points scale, for example, a level 1 functional skill qualification is equal to 2.5 points. A fail in any qualification is worth 0 points and students that do not enter any approved exams during 16-18 study automatically score -1 for the progress measure.

How student progress is measured

The English and maths progress measure is made up of two distinct measures, one for maths and the other for English, and an individual student can be in scope for one, both or neither measure depending on their achievement in English and maths by the end of key stage 4 (KS4).

Students in scope have their progress calculated by subtracting their best grade (point score) by the end of key stage 4 from the best grade (point score) achieved by the end of 16-18 study. A national average of this calculation is taken to produce the average change in point score. Average progress scores can take the following broad categories:

Positive progress score – on average students' point scores increased during 16-18 studies when compared to the point scores achieved at the end of KS4

Negative progress score – on average students' point scores decreased during 16-18 studies when compared to the point scores achieved at the end of KS4

Progress score is zero – on average students' point scores stayed the same during 16-18 studies when compared to the point scores achieved at the end of KS4

Note that a cap is applied to the measure so that -1 is the maximum negative progress applied to an individual student in the calculation of their institution's progress measures.

National average progress

In 2017 provisional data, the average progress measure is close to zero for both English (0.00) and maths (0.02). This means on average, students' point scores remained the same or increased slightly during 16-18 studies when compared to the point score achieved at the end of key stage 4 (KS4).

The number of students who did not enter an approved English (19.7%) or maths (18.0%) qualification decreased by 0.8 and 3.1 percentage points respectively when compared to 2016, and subsequently fewer students received a score of -1 in the measure due to non-entry. This may reflect institutions' increasing understanding of the measure and how students' entries in different qualifications affect their progress scores. The decrease in the number of students not entering an approved qualification is therefore a contributing factor to the increase in the national progress measures in 2017.

Of those students who are in scope for the measure (including students who obtained a -1 score for not entering), 34.4% and 37.3% improved their grade (point score) in English and maths respectively, which is a 4.4 and 4.9 percentage point increase from 2016. In contrast, 45.2% and 42.8% achieved a worse grade (points score), or did not enter an approved qualification, which is a 4.1 and 7.8 percentage point decrease from 2016. The remainder (20.3% in English and 20.0% in maths) achieved the same grade (points score) as they did at KS4.

⁶ Information on point score structure can be found in the annex of the [16-19 technical guidance](#). References to the value added English and maths methodology are not applicable in this SFR.

Of those students who did enter approved qualifications during 16-18 studies (excluding students who obtained a -1 score for not entering), 42.9% and 45.5% improved their grade (point score) in English and maths respectively, which is a 5.0 and 4.4 percentage point increase from 2016. In contrast, 31.8% and 30.2% achieved a worse grade (points score), which is a 4.5 and 7.2 percentage point decrease from 2016. The remainder (25.3% in English and 24.3% in maths) achieved the same grade (points score) as they did at KS4.

The average progress in both English and maths has increased compared to the progress shown in 2016, with maths progress higher than English progress on average, as shown in figure 15. The increase in average progress from 2016 to 2017 may be explained by the timing of the condition of funding requirements. From the 2014/15 academic year, it was a requirement for students with prior attainment of GCSE grade D or equivalent in English and/or maths to enrol onto a GCSE during 16-18 studies. However, in the 2013/14 academic year, which was used to calculate progress in 2016, this was not a requirement and therefore institutions with students with prior attainment of GCSE grade D or equivalent may have enrolled students on qualifications worth fewer points than GCSEs.

Figure 15: English and maths headline measure (tables 13a and 13b)
England, 2016 and 2017

	English				Maths			
	Number of students in scope	Average progress total	Average progress males	Average progress females	Number of students in scope	Average progress total	Average progress males	Average progress females
2016 (provisional)	157,048	-0.09	-0.11	-0.07	170,119	-0.11	-0.12	-0.09
2017 (provisional)	130,700	0.00	-0.02	0.04	160,706	0.02	0.00	0.03

Source: 16-18 attainment data

The number of students in scope for the English and maths measure decreased by 16.8% and 5.5% respectively. This may be partially explained by a fall in the potential level 3 cohort, as well as increases in A*-C pass rates for English and maths qualifications achieved by the end of key stage 4.

Males and females represent 64.1% and 35.9% respectively of the total students in scope for the English measure, and 51.4% and 48.6% respectively of the total students in scope for the maths measure.

Females in scope for this measure continue to outperform males in 2017, with a higher national average progress score in both English and maths, as shown in figure 15.

National average progress breakdown by key stage 4 prior attainment

The highest proportion of students in scope for the English and maths measure entered 16-18 studies with a prior attainment score of 4 (GCSE equivalent of grade D), with 55.6% in English and 45.0% in maths, as shown in figure 16. Students with a prior attainment score of 4 saw an increase in average progress scores (-0.09 to 0.03) and (-0.12 to 0.07) for English and maths respectively when compared to 2016⁷. This is a contributing factor behind the national average increasing in 2017.

Students with the very lowest prior attainment, between 0 and 0.4 points (mostly students with fail grades or entry level qualifications), on average made positive progress, whilst almost all other prior attainment groups made negative average progress.

⁷ 2016 provisional statistics can be found in the [A level and other 16 to 18 results: 2015 to 2016 \(provisional\) statistical first release](#).

Figure 16: Average progress and number of students by prior attainment point score¹ in English² and maths (tables 13a and 13b)³
England, 2017

English			Maths		
Prior attainment point score	No. Students	Average progress	Prior attainment point score	No. Students	Average progress
0	2,427	0.63	0	13,837	0.42
0.4	2,617	0.26	0.4	4,084	0.05
0.8	N/A	N/A	0.8	46	-0.10
1	3,809	-0.01	1	16,686	-0.01
1.5	22	0.18	1.5	x	-0.21
1.7	N/A	N/A	1.7	x	-0.64
2	11,062	-0.16	2	20,772	-0.06
2.5	2,473	-0.07	2.5	3,017	-0.33
3	35,622	-0.07	3	29,656	-0.20
4	72,668	0.03	4	72,354	0.07
All	130,700	0.00	All	160,706	0.02

Source: 16-18 attainment data

1. Information on how grades are assigned point scores can be found in the [16 to 18 technical guidance](#).
2. There is no data (N/A) for prior attainment scores 0.8 and 1.7 in English because there are currently no qualifications assigned these scores.
3. 'x' in the table refers to figures that have been suppressed due to small numbers

Average progress breakdown by institution type

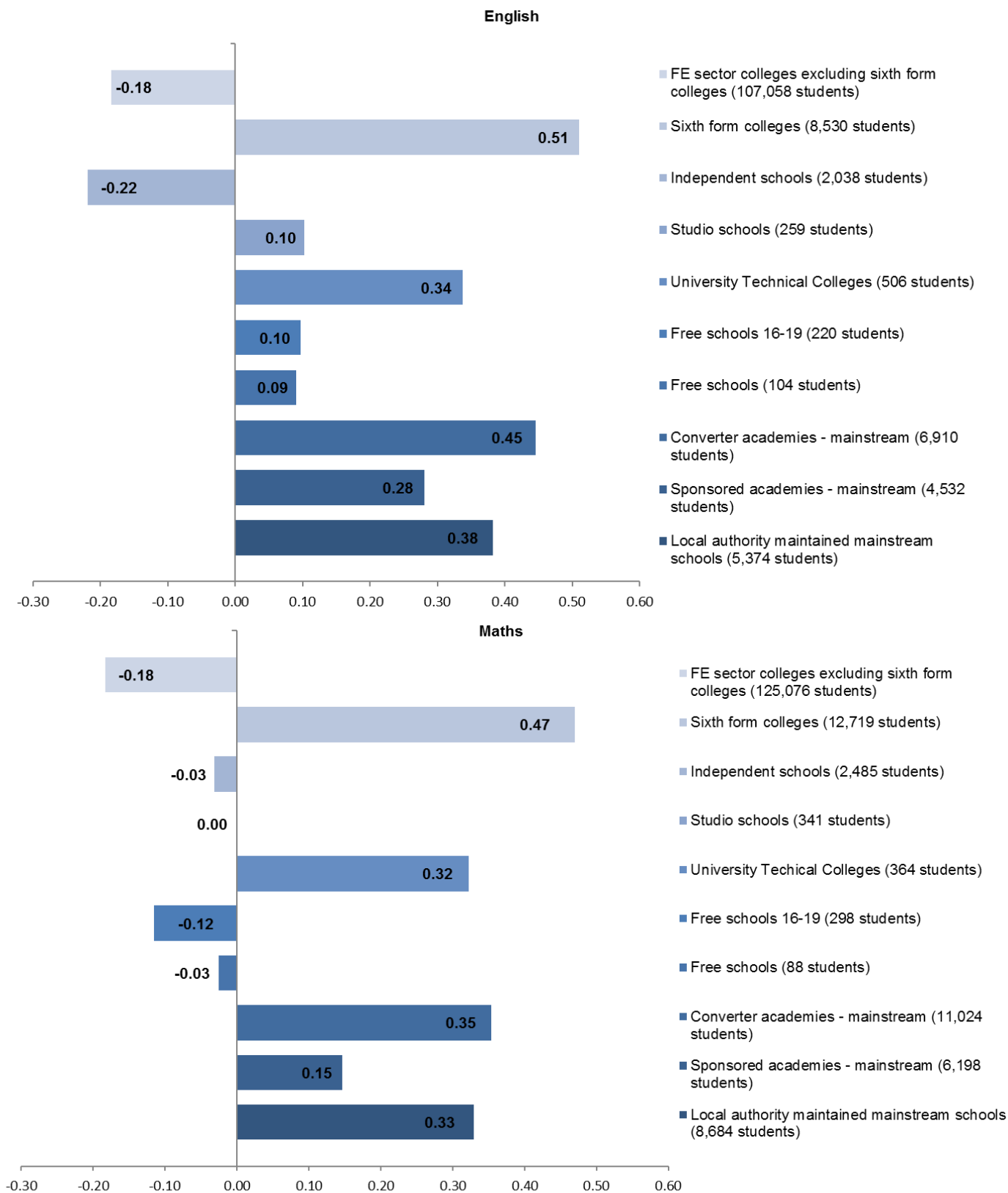
Approximately 80% of students who are in scope for the English and maths measure during 16-18 studies are studying at FE sector colleges, as shown in figure 17. FE sector colleges on average have more negative progress than the majority of other institution types (-0.18 for progress in both English and maths, compared to positive scores for the majority of other state-funded institution types). This may be due to the large number of students in scope and prior attainment profile of these students (students in scope for this measure at FE colleges typically have lower starting prior attainment compared to students in scope at other institution types). This may affect the motivation of students and the level of challenge to improve their English and maths attainment during 16-18 studies.

However, FE sector colleges increased their progress scores, from -0.27 to -0.18 in English, and -0.28 to -0.18 in maths, when comparing progress in 2016 to 2017.

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

Institution types which have lower numbers of students in scope for both the English and maths measure, such as sixth form colleges, university technical colleges and converter academies have positive average progress. In particular, for both English and maths, sixth form colleges make the highest average progress.

Figure 17: Average progress in English and maths by institution type (tables 14a and 14b)
 England, 2017



Source: 16-18 attainment data

5. Examination results in 2017

This section differs from sections 3 and 4, as it covers results for exams taken in the 2016/17 academic year by all students aged 16-18, irrespective of whether they are at the end of 16-18 study. In contrast, the cohort performance measures shown in previous sections were based on the results for students at the end of their 16-18 study only. Exam results in the latest year gives an overview of the very latest national exam results and how this has changed over time.

A level results

As part of ongoing reforms, AS qualifications are being separated (“decoupled”) from A levels so that their marks do not count towards the A level and they become stand-alone qualifications. The first tranche of AS and A levels have been taught in schools and colleges in England since September 2015, meaning the first results for the new AS levels were awarded in 2016, and the first results for new A levels in 2017. The second tranche of reformed subjects have been taught since September 2016, with the first results in new AS levels in these subjects awarded in 2017. Further subjects will be introduced over the following years.

The first tranche of revised and decoupled AS/A level subjects include art and design, biology, business, chemistry, computer science, economics, English literature, English language, English language and literature, history, physics, psychology, and sociology.

The second tranche include ancient languages (classical Greek, Latin), dance, drama and theatre, geography, modern foreign languages (French, German, Spanish), music, physical education, and religious studies.

The full timetable for AS and A level reform can be found at [Get the facts: AS and A level reform](#).

Results in these subjects include both new and previous A/AS level specifications (because some students will have re-sat previous specifications in summer 2017). Figures for ‘decoupled subjects’ in this section are calculated by age group which are mostly likely to take the new specifications in 2017. For example, results for students aged 17 at the beginning of 2016/17 academic year are mostly in ‘decoupled A level subjects’.

A level exam results

There were 741,982 A level entries in 2017, which is relatively stable compared to 2016 (a 0.3% decrease). In contrast, the change in the potential cohort of students at the end of 16-18 study (likely to be those in year 13) showed a decrease of 1.2% (see section 3). The A*-E pass rate dropped to 98.1%, compared to 98.8% in 2016, but the proportion of exam entries that were graded A*-A and A*-B remain stable. The A*-E pass rate in entries to decoupled subjects by 17 year olds fell by 1.0 percentage points, slightly higher than the fall in the overall A*-E rate.

Entries in decoupled subjects by 17 year olds (those most likely to be taking the new A levels rather than re-sitting previous specifications) increased by 2.8% compared to 2016. Their A*-E pass rates in these subjects dropped slightly compared to 2016 – however it is not possible to make a true like-for-like comparison due to the reformed nature of the A level qualifications.

Figure 18: A level examinations results (Table 2a)
England, 2016 to 2017

	All subjects			De-coupled subjects (first tranche) by 17-year olds ¹				
	Number of entries	% A*-A	% A*-B	% A*-E	Number of entries	% A*-A	% A*-B	% A*-E
2016 (provisional)	743,986	26.4	53.4	98.8	385,903	25.4	53.3	99.0
2017 (provisional)	741,982	26.5	53.3	98.1	396,890	24.5	51.7	98.0

Source: 16-18 attainment data

1. Covers students aged 17 at the start of the 2016/17 academic year, ie 31 August 2016.

A level results by gender

More female students entered A level exams than males, a similar pattern to previous years. In 2017, 55.0% of A level entries were by female students, compared to 45.0% by male students.

Entries by female students continue to achieve higher proportion of A*-B grades (54.5%) and A*-E pass rates (98.5%) are compared to entries by male students (51.8% and 97.8% respectively), the same pattern as in previous years. However, entries by male students achieved a higher proportion of A*-A (26.9%) than female students (26.2%) this year. Last year, entries by female students achieved a slightly higher proportion of A*-A grades (26.4%) compared to entries by male students (26.3%).

Figure 19: Percentage of A level examination entries by gender (Table 2a)
England, 2017

	Number of entries		% A*-A		% A*-B		% A*-E	
	Female	Male	Female	Male	Female	Male	Female	Male
2016 (provisional)	410,718	333,268	26.4	26.3	54.9	51.6	99.1	98.5
2017 (provisional)	407,784	334,198	26.2	26.9	54.5	51.8	98.5	97.8

Source: 16-18 attainment data

Exam entries in facilitating subjects

In 2017, the proportion of A level entries in facilitating subjects increased slightly to 51.0% compared to 50.6% in 2016.

Figure 20: A level exam entries in facilitating and non-facilitating subjects (Table 2a)
England, 2016 to 2017

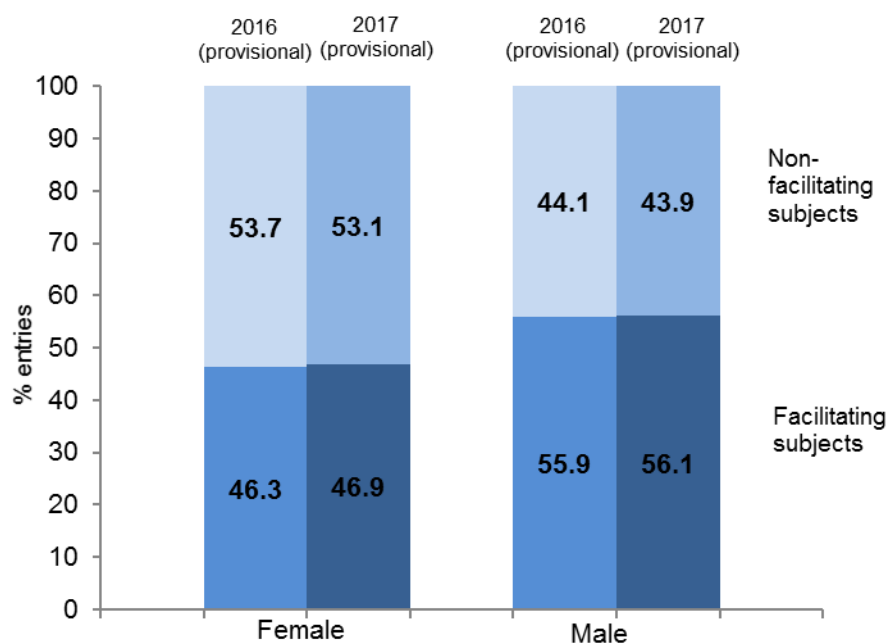
	Number of entries			% A level entries	
	Facilitating subjects	Non-facilitating subjects	Total	Facilitating subjects	Non-facilitating subjects
2016 (provisional)	376,383	367,603	743,986	50.6	49.4
2017 (provisional)	378,689	363,293	741,982	51.0	49.0

Source: 16-18 attainment data

A higher percentage of entries by male students were in facilitating subjects, whereas for females a higher proportion of entries were in non-facilitating subjects. This pattern of entries has remained unchanged since 2016. In 2017, 56.1% of entries by male students were in facilitating subjects, compared to 46.9% for females. The gender gap in entries to facilitating subjects closed to 9.1 percentage points in 2017, compared to 9.6 percentage points in 2016.

One reason that female students enter a lower proportion of facilitating subjects compared to males is that they make up a higher proportion of entries in psychology, arts and design, and sociology, none of which is classified as a facilitating subject. Males make up a higher proportion of entries in maths and physics, which are classified as facilitating subjects.

Figure 21: Percentage of A level exam entries in facilitating and non-facilitating subjects by gender (Table 2a)
England, 2016 to 2017



Source: 16-18 attainment data

Entries in decoupled subjects

Overall, A level entries in decoupled subjects by 17 year olds increased by 2.8% compared to 2016. The number of entries increased in all decoupled subjects except English subjects (English literature, English language, and English language and literature) and history. The largest increase was for computing where entries were up by 39.4%, while English language has the largest drop (9.2%) compared to 2016. The changes in A level entries to all tranche 1 decoupled subjects is shown in Figure 22 below.

Figure 22: Exam entries by 17 year olds in A levels decoupled in tranche 1 by subject (Table 2b)
England, 2016 to 2017

Subject	2016 (provisional)	2017 (provisional)	% Change
Biology	46,004	48,010	4.4
Chemistry	37,982	40,578	6.8
Physics	26,447	28,596	8.1
English literature	40,011	39,201	-2.0
English language	19,284	17,506	-9.2
English language and literature	10,113	9,394	-7.1
Computing	4,930	6,870	39.4
Business Studies	21,429	23,881	11.4
Economics	23,474	24,933	6.2
History	44,036	41,649	-5.4
Psychology	49,314	50,531	2.5
Sociology	26,738	28,806	7.7
Art and Design	36,141	36,935	2.2
ALL decoupled subjects in tranche 1	385,903	396,890	2.8

Source: 16-18 attainment data

AS level results

Please note the AS level results reported in this section exclude AS entries by students who also entered an A level in the same subject in the same year. This is because we apply performance tables 'discounting' rules⁸, which ensure that a student's learning is not double-counted in performance measures. In 2017, 16.9% of AS entries were excluded compared to 14.8% of entries excluded in 2016. The distribution of AS level grades will also reflect the impact of these discounting rules, as those students who take an AS level and then go on to take the A level in the same subject are likely to be those with relatively higher attainment.

There were 517,554 AS level entries in 2017, down by 42.1% compared to 2016. This pattern is largely driven by the decoupling of AS levels from A levels since 2016 (so that the AS no longer counts towards the full A level).

The overall AS pass rate (A-E) has dropped to 86.9%, down 0.8 percentage points compared to 2016.

Entries in tranche 1 decoupled subjects by 16 year olds (those most likely to be taking the new AS levels rather than re-sitting previous specifications) continued to decrease, dropping by 50.1% compared to 2016. The A-E pass rates and top grades in these subjects also dropped slightly in 2017, as shown in Figure 23. This may reflect differences in the cohort taking AS levels, however it is not possible to make a true like-for-like comparison due to differences in the cohorts and the reformed nature of the qualifications.

Entries in tranche 2 decoupled subjects by 16 year olds dropped by 66.0% compared to 2016, and the A-E pass rates and top grades in these subjects also dropped slightly.

Figure 23: AS level exam entries and results (Tables 3a and 3b)
England, 2016 to 2017

	All subjects by 16-18 year olds				Tranche 1 decoupled subjects by 16-year olds ¹				Tranche 2 decoupled subjects by 16-year olds ¹			
	Number of entries	% A	% A-B	% A-E	Number of entries	% A	% A-B	% A-E	Number of entries	% A	% A-B	% A-E
2016 (provisional)	893,473	18.0	36.8	87.7	430,139	16.7	35.4	87.8	123,104	21.1	42.4	92.1
2017 (provisional)	517,554	18.6	36.9	86.9	214,551	16.3	34.6	87.5	41,873	20.9	41.6	91.3

1. Covers students aged 16 at the start of the 2016/17 academic year, ie 31 August 2016.

Source: 16-18 attainment data

Entries in decoupled subjects

Overall entries in decoupled subjects (both tranche 1 and tranche 2) by 16 year olds have decreased by 53.7% since 2016, compared to 15.1% across all other non-decoupled subjects by all 16-18 students. For subjects decoupled in tranche 1 (taught from September 2015, with first results in summer 2016) the decrease was 50.1%, with a decrease of 66.0% for those decoupled in tranche 2.

For entries in decoupled subjects by 16 year olds, the largest change was for Drama where entries fell by 72.7%, while the smallest was for computing where entries fell by 40.5%.

⁸ You can find more information about 16-18 discounting on gov.uk

Figure 24: Exam entries in decoupled AS levels (entered by 16 year olds) by subjects (Tables 3b) England, 2016 to 2017

Subject	Tranche	2016 (provisional)	2017 (provisional)	% Change
Biology	1	54,864	26,753	-51.2
Chemistry	1	46,073	23,340	-49.3
Physics	1	35,220	18,239	-48.2
English literature	1	36,764	17,371	-52.7
English language	1	19,465	8,488	-56.4
English language and literature	1	9,384	4,094	-56.4
Computing	1	8,936	5,315	-40.5
Business Studies	1	27,105	14,927	-44.9
Economics	1	25,880	12,928	-50.0
History	1	41,068	20,198	-50.8
Psychology	1	60,130	29,698	-50.6
Sociology	1	34,901	17,871	-48.8
Art and Design	1	30,349	15,329	-49.5
ALL decoupled subjects in tranche 1		430,139	214,551	-50.1
Geography	2	40,018	14,366	-64.1
Drama	2	12,144	3,311	-72.7
French	2	9,917	3,394	-65.8
German	2	4,008	1,397	-65.1
Spanish	2	8,538	3,041	-64.4
<i>Latin</i>	2	906	350	-61.4
<i>Greek</i>	2	116	43	-62.9
Religious Studies	2	25,539	8,358	-67.3
Music	2	6,881	3,078	-55.3
Physical Education (including dance)	2	15,037	4,535	-69.8
ALL decoupled subjects in tranche 2		123,104	41,873	-66.0
All decoupled subjects		553,243	256,424	-53.7

Source: 16-18 attainment data

Below level 3 English and maths results by 16-18 year olds

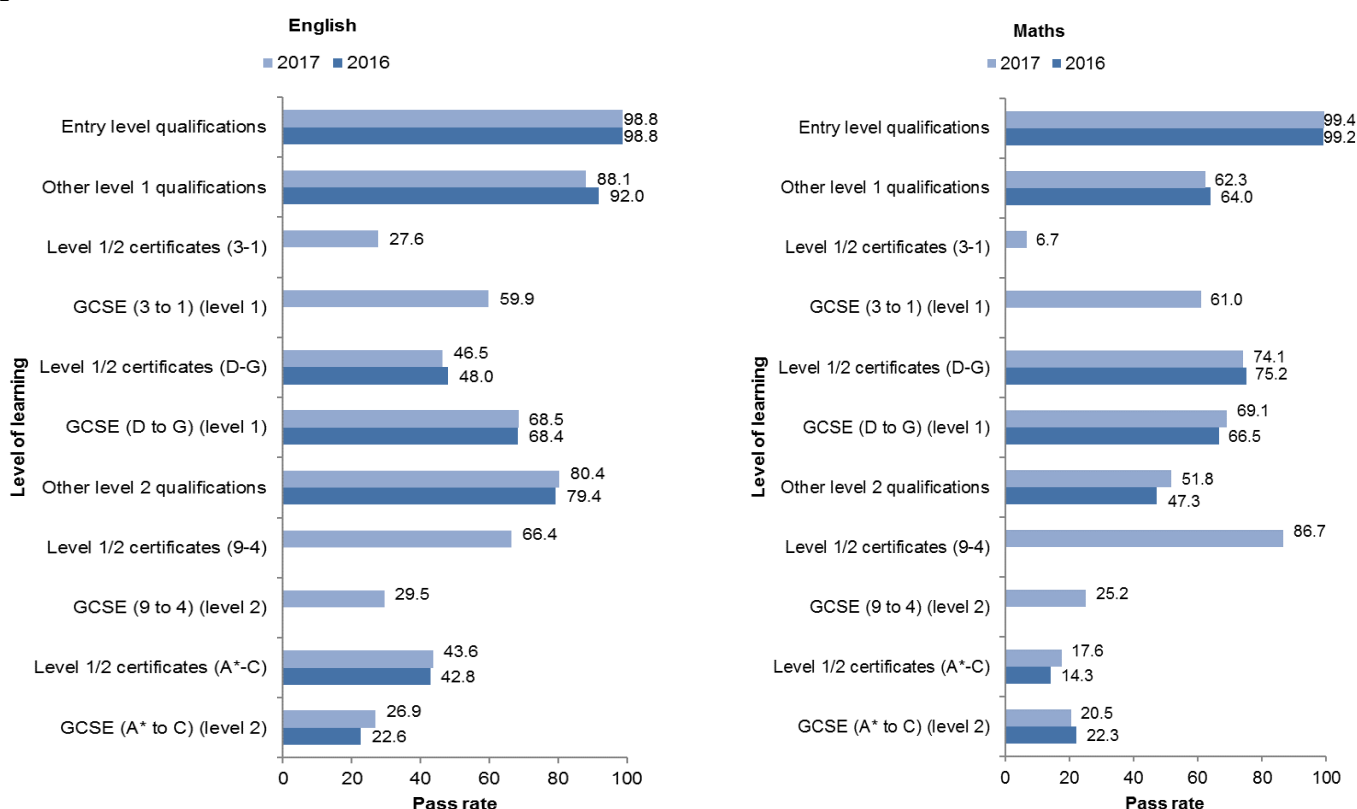
This section covers entries and subsequent pass rates in English and maths qualifications below level 3 by all 16-18 students, regardless of their achievement in English or maths during key stage 4.

For the first time in 2017, students could enter English and maths qualifications in reformed (9-1) GCSEs. Of all entries to English GCSE qualifications, a higher number were in reformed (9-1) GCSEs than legacy (A*-G) GCSEs, with 81,324 entries and 63,916 entries respectively. However in maths, legacy GCSEs (A*-G) saw substantially more entries compared to reformed (9-1) GCSEs, with 174,512 entries and 19,668 entries respectively. This reflects the fact that institutions were able to continue⁹ teaching legacy (A*-G) GCSEs during 16-18 studies to count towards progress measures in the 2016/17 academic year. The difference in entry patterns to legacy and reformed GCSEs for English and maths may reflect that schools and colleges perceived them to present different levels of challenge.

Of those students who entered the reformed (9-1) GCSEs, 89.3% and 86.2% achieved a pass, 6.1 and 3.5 percentage points lower than legacy (A*-G) GCSE for English and maths respectively. Since the introduction of the condition of funding¹⁰ requirement in August 2014 (see section 4), total entries in GCSE qualifications continued to increase in 2017. Total entries in GCSE qualifications in English and maths (combined entries for legacy (A*-G) GCSEs and reformed (9-1) GCSEs) increased by 26.1% and 13.4% respectively when comparing figures from 2016 to 2017.

In contrast, other entry level, level 1 and level 2 qualifications in English and maths saw a decrease in entries by between 8.1% and 41.5%. This shift may reflect the condition of funding requirement that those with a grade D at key stage 4 must continue to take GCSEs instead of other stepping stone qualifications. See accompanying tables 8a and 8b (available on the department's statistics [website](#)) for further 2017 figures.

Figure 25: Pass rates in English and maths qualifications at 16-18, 2016¹ and 2017 (tables 8a and 8b)
England, 2016 to 2017



Source: 16-18 attainment data

1. In 2016, students could not enter reformed GCSEs (9-1) and level 1/2 certificates (9-1) in English and maths as these qualifications were not available.

⁹ From 2018, legacy GCSEs (A*-G) will no longer be an approved qualification to study at 16-18 for those students who did not achieve A*-C or 9-4 in English and maths by the end of key stage 4.

¹⁰ Information on the [condition of funding](#) is published by Education and Skills Funding Agency.

Pass rates by gender

Females outperformed males with a higher pass rate in GCSE A*-C and GCSE (9-4) in English, whereas males outperformed females in passing GCSE A*-C and GCSE (9-4) in maths, as shown in figure 26.

Figure 26: Pass rates in GCSE English and maths at 16-18 by gender, 2017 (tables 8a and 8b)
England, 2017

	English		Maths	
	Females	Males	Females	Males
GCSE (A* to C) (level 2)	30.0	24.8	19.3	21.9
GCSE (D to G) (level 1)	66.0	70.2	71.1	66.8
GCSE (A* to G)	96.0	95.0	90.4	88.7
GCSE (9 to 4) (level 2)	35.8	25.3	23.5	26.7
GCSE (3 to 1) (level 1)	55.1	63.0	62.7	59.5
GCSE (9-1)	90.9	88.3	86.2	86.1

Source: 16-18 attainment data

6. Accompanying tables

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

National tables:

Student level results

- 1a Level 3 attainment of students at the end of 16-18 study by institution type and cohort
- 1a Females: Level 3 attainment of female students at the end of 16-18 study by institution type and cohort
- 1a Males: Level 3 attainment of male students at the end of 16-18 study by institution type and cohort
- 1b Level 2 attainment of students at the end of 16-18 study by institution type, cohort and gender
- 1c Level 3 attainment of state-funded school students at the end of 16-18 study by selective institution status, cohort and gender
- 1d Attainment of Level 3 maths qualifications by students at the end of 16-18 studies, by institution type and gender

A and AS level examination results

- 2a A level results of all students aged 16-18 by subject and grade
- 2a Females: A level results of female students aged 16-18 by subject and grade
- 2a Males: A level results of male students aged 16-18 by subject and grade
- 2b Decoupled A level results of all 17 year old students by subject and grade
- 2b Females: Decoupled A level results of all 17 year old students by subject and grade
- 2b Males: Decoupled A level results of all 17 year old students by subject and grade
- 2c A level results of all students aged 16-18 by institution type and grade
- 2c Females: A level results of all students aged 16-18 by institution type and grade
- 2c Males: A level results of all students aged 16-18 by institution type and grade
- 2d A level results of state-funded school students aged 16-18 by selective institution status, grade and gender
- 3a AS level results of all students aged 16-18 by subject, grade and gender
- 3a Females: AS level results of all students aged 16-18 by subject, grade and gender
- 3a Males: AS level results of all students aged 16-18 by subject, grade and gender

3b Decoupled AS level results of 16 year old students by subject and grade

3b Females: Decoupled AS level results of 16 year old students by subject and grade

3b Males: Decoupled AS level results of 16 year old students by subject and grade

Applied A/AS level examination results

- 4a Applied single A level results of all students aged 16-18 by subject, grade and gender
- 4b Applied single AS level results of all students aged 16-18 by subject, grade and gender
- 5a Applied double A level results of all students aged 16-18 by subject, grade and gender
- 5b Applied double AS level results of all students aged 16-18 by subject, grade and gender

Applied general and Tech level results

6 Applied general and tech level entries of all students aged 16-18 by subject and gender

Level 2 vocational and Tech certificate results

7 Level 2 vocational and technical certificate entries of all students aged 16-18 by subject and gender

Below level 3 English and maths results

- 8a GCSE English and other below level 3 English qualification entries and results by qualification type, grade and gender
- 8b GCSE Maths and other below level 3 Maths qualification entries and results by qualification type, grade and gender

Local authority and regional level tables

9a Level 3 attainment of all state-funded students at the end of 16-18 study by local authority and region

9a Females: Level 3 attainment of all state-funded students at the end of 16-18 study by local authority and region

9a Males: Level 3 attainment of all state-funded students at the end of 16-18 study by local authority and region

9b Level 3 attainment of all state-funded school students at the end of 16-18 study by local authority and region

9b Females: Level 3 attainment of all state-funded school students at the end of 16-18 study by local authority and region

9b Males: Level 3 attainment of all state-funded school students at the end of 16-18 study by local authority and region

10a Level 2 attainment of state-funded students aged 16 to 184 by local authority, region and gender

Maths and Science subject time series

11 Time series of students entered for maths and science A levels by subject and gender

12 Time series of students entered for maths and science A levels by number of subjects and gender

Progress in English and maths tables

13a Matrix of prior attainment and progress point scores in GCSE English and other English qualifications by students at the end of 16-18 studies

13b Matrix of prior attainment and progress point scores in GCSE Maths and other Maths qualifications by students at the end of 16-18 studies

14a Progress in GCSE English and other English qualifications by students at the end of 16-18 studies, by institution type and gender

14b Progress in GCSE maths and other maths qualifications by students at end of 16-18 studies, by institution type and gender

Maps (pdf format)

Average point score per entry for the A level cohort

Average point score per entry for the applied general cohort

Average point score per entry for the tech level cohort

CSVs (csv format)

A and AS level exam results subject time series csv

A level exam results by institution type csv

A level exam results by LA and region csv

A level student participation by subject csv

Vocational student participation by subject csv

When reviewing the tables, please note that:

The criteria we use to include students (tables 1a-b, 9a-b)	Students will be included if they were aged 16, 17 or 18 on 31 August 2015 and had completed 16-18 study. A student is considered to have completed 16-18 study in 2016 if they meet one of the following criteria: <ol style="list-style-type: none">1. has entered for level 3 qualifications at least the size of 2 A levels2. has attended the same institution for 2 years in a row3. has reached academic age 18 and has not previously been included in performance tables results
Approved qualifications only	The range of qualifications reported in this SFR covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000). Approved qualifications at level 3 and their point scores can be found at Ofqual Register website
How we avoid double counting subjects	To avoid double counting results, qualification discounting is applied where, for example, if a student achieves an AS en route to achieving an A level in the same subject, only the A level pass is included.
We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality. The Department has a set of statistical policies in line with the Code of Practice for Official Statistics: Standards for official statistics published by the Department for Education
so we suppress some figures,	Any numbers less than three (1 to 2 inclusive) have been suppressed and have been replaced by an 'x'. An 'x' has also been used where secondary suppression has been applied. Percentages have been shown to one decimal place but where the numerator is between 1 and 2 inclusive, they have been suppressed. Where a number is shown as zero (0), the original figure submitted was zero.

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

7. Further information is available

Performance tables	Data for institutions can found in the school and college performance tables . The 16-18 performance tables will be updated with data for the 2016/17 academic year in January 2018.
Key stage 4	GCSE and equivalent results for key stage 4 can be found at GOV.UK - Statistics: GCSEs (key stage 4) .
Key stage 2	Statistics on national curriculum assessments and review outcomes at key stage 2 (KS2), including measures of progress between KS1 and KS2, can be found at GOV.UK - Statistics: key stage 2 .
Key stage 1	Statistics on national curriculum assessments at key stage 1 and phonics screening check results can be found at GOV.UK - Statistics: key stage 1
Destination measures	Statistics on educational or employment destinations of key stage 4 and key stage 5 students can be found at GOV.UK - Statistics: destinations of key stage 4 and key stage 5 pupils .
Level 2 and 3 attainment at 16-18	Statistics on the attainment of young people aged 19, based on matched administrative data can be found at GOV.UK – attainment at 19 years .
Level 1 and 2 attainment in English and maths at 16-18	Experimental statistics on level 1 and 2 English and maths by students aged 16 to 18 who failed to achieve A* to C by the end of key stage 4 can be found at GOV.UK - attainment at 19 years . Note that this release has been discontinued.
Results for the rest of the UK	<p>The Welsh Assembly publishes the results of external examinations taken by pupils aged 15 or 17, available at: Welsh assembly statistics and research</p> <p>The Department for Education Northern Ireland (DENI) published AS and A level statistics, available at: Department for Education Northern Ireland (DENI)</p> <p>The publication ‘Summary statistics for attainment, leaver destinations and healthy living’ is published by the Scottish Government and is available at: The Scottish Government website</p>
Information published by Ofqual	Ofqual follows the principle that if the cohort of students taking a subject is similar to previous years, then the proportions of students at each grade will be similar. A key piece of evidence in determining if the cohort is the same is prior attainment at GCSE for AS and A level qualifications. Background on the methodology and history of setting and maintaining exam standards can be found on GOV.UK - setting GCSE and A level grade standards

Ofqual have also published information on variability in AS and A level results for schools and colleges which is available at [GOV.UK - variability in AS and A level results](#)

8. 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.

9. Technical Information

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

10. Get in touch

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