



SFR57/2017, 12 October 2017

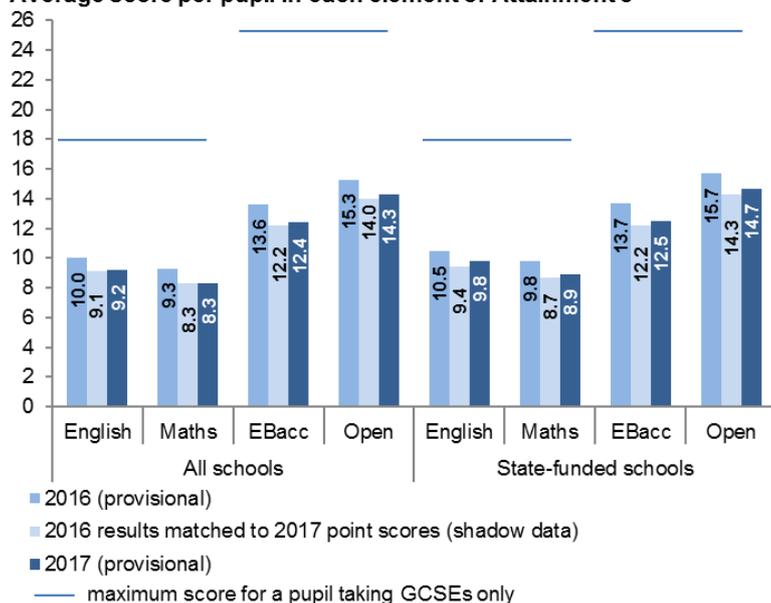
Headline measures and information about new reformed GCSEs in 2017

In 2017, pupils sat reformed GCSEs in English language, English literature and mathematics for the first time, graded on a 9-1 scale. New GCSEs in other subjects are being phased in for first teaching over 3 years: from September 2016, 2017 and the remaining few from 2018. To ensure all pupils benefit from the reformed qualifications, only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject (for example, only reformed GCSEs in English and mathematics will be included in 2017 measures¹).

The 2017 headline accountability measures for secondary schools are: Attainment 8, Progress 8, attainment in English and mathematics at grades 5 or above, English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and mathematics), and destinations of pupils after key stage 4. Details of these measures are on page 4. This provisional release looks primarily at the 2017 headline measures, with comparisons made to 2016 results wherever possible. In addition to the headline measures for transparency reasons we are also publishing attainment at grades 4 or above in the threshold measures which will allow for comparisons over time.

The average Attainment 8 score per pupil has decreased in comparison to 2016 but this change is as expected from when we applied the 2017 point score scale to the 2016 data

Average score per pupil in each element of Attainment 8



In comparison to 2016, the average Attainment 8 score per pupil has decreased by 4 points for all schools to 44.2 and by 3.8 points for state-funded schools to 46.0 in 2017. These decreases are as expected following changes to the 2017 point scores assigned to grades because of the introduction of 9-1 GCSEs in performance tables.

The published shadow data, where 2016 results were mapped onto the 2017 point score scale², produced an average Attainment 8 score of 43.6 for all schools and 44.6 for state-funded schools - the 2017 score is stable in comparison to this shadow data³.

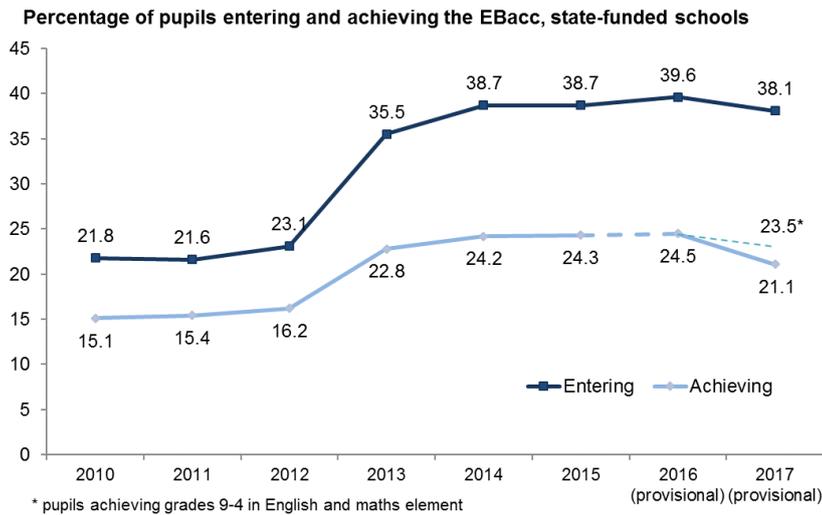
¹ For further information on GCSE reform, including grade/points changes and secondary accountability measures:

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

² 2016 shadow data took pupil results from 2016 and directly matched them to the points that they would have been allocated, if the same pupil took exactly the same subjects and achieved the same marks in 2017. For further information, see the 'Key stage 4 shadow measures' ad-hoc release here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604312/KS4_shadow_measures_FINAL.pdf

³ When comparing 2017 provisional data and 2016 shadow data, it is important to consider the differences in the points allocated to 9-1 GCSEs which were absent in the shadow data, for example the highest points awarded in the shadow data in English and maths were 8.5, whereas from 2017 it is possible for pupils to achieve a grade 9 in the new reformed English and maths qualifications.

EBacc entry and achievement have both decreased



The proportion of pupils entering the EBacc has decreased by 1.5 percentage points since 2016. In 2017, 38.1% of pupils in state-funded schools entered the EBacc and 21.1% achieved the EBacc by gaining **grades 5 or above** in English and maths GCSEs and grades C or above in unreformed qualifications that count towards the remaining EBacc subject areas.

However, 23.5% of pupils achieved the EBacc by gaining **grades 4 or above** in English and maths GCSEs and grades C or above in unreformed subject areas.

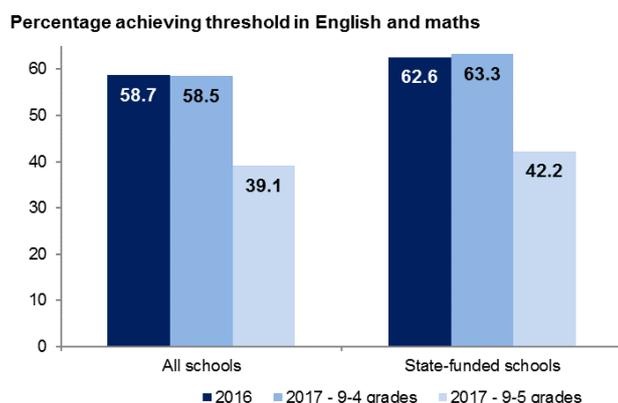
This figure is most comparable to 2016

data, because the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C in unreformed GCSEs. Comparison of the grade 4 or above figure to the 2016 provisional data shows a decrease in EBacc achievement of 1 percentage point.

There is a large increase of 6.2 percentage points in the percentage of pupils entering for only four pillars of the EBacc – up to 43.7% in 2017 from 37.5% based on equivalent data in 2016. Of those pupils who entered four of the five EBacc pillars, the majority (80.4%) were missing the languages pillar in 2017. Entries to EBacc languages dropped by 1.7 percentage points in 2017 to 47.3%, this drop in EBacc languages will have impacted on overall EBacc entry. In addition 2017, EBacc entry figures are also likely to have been impacted by over 30,000 pupils continuing to be entered solely for unreformed English and maths GCSEs, despite these qualifications not counting in performance tables this year. However, further analysis suggests the impact of the languages decrease far outweighs the impact of pupils taking unreformed qualifications, as less than 200 pupils missed entering the EBacc because they were entered for the unreformed English or mathematics qualifications or qualifications in these subjects that no longer count in performance tables such as international GCSEs.

Entries to EBacc English are down slightly (by 0.8 percentage points, from 96.4% to 95.6%). while entries to EBacc maths remain fairly stable. Entries to EBacc science and humanities are up in comparison to 2017.

Percentage achieving the threshold of a grade 4 or above in English and maths is stable compared to equivalent 2016 data



The proportion of pupils achieving the headline measure of grades 5 or above in English and maths is 39.1% for all schools and 42.2% for state-funded schools. This figure does not have a comparator in previous years.

In 2017, 58.5% of pupils in all schools and 63.3% of pupils in state-funded schools achieved grade 4 or above in English and maths. This figure is comparable to 2016 data because the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C of unreformed GCSEs. Comparison of these figures to equivalent 2016 data shows that

attainment in this measure is stable, with an increase of 0.7 percentage points across state-funded schools.

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About this release

This SFR provides provisional GCSE and equivalent results of pupils at the end of key stage 4 in England. Figures are provided at national, regional and local authority level for the 2016-17 academic year. School level results for the headline measures are published in the [provisional school performance tables](#).

The data in this release is provisional as, whilst it has been quality assured by the department, the underlying data has yet to be checked by schools. The statistics in this release are based on the results data that awarding organisations supply to the department. This includes the vast majority of pupils' results; however it will not take account of accepted amendment requests made by schools to remove pupils and the addition of late results and remarks. These amendments will be incorporated into the revised release, due to be published in January 2018 alongside the revised secondary school performance tables.

This publication will compare provisional results for 2017 to provisional results from 2016 to take account of the normal change in results between provisional and revised data. Between the provisional and revised releases, there is usually a slight increase in the key national statistics as a result of amendments. As such, users should be aware that the statistics in this release may be revised in a similar pattern in January 2018. As context, in 2016 there was an increase of 0.3 points in the Attainment 8 score in all schools, and 0.1 points in state-funded schools.

Users should be cautious when comparing headline measures between 2017 and 2016. In 2017, Attainment 8 scores have been calculated using slightly different point score scales in comparison to 2016, in order to minimise change following the introduction of 9-1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017, as a result of changes to the methodology. Where possible, for further context, 2017 Attainment 8 scores have been compared to 2016 shadow data which mapped 2017 point scores onto 2016 results.

As explained below in the headline measures section, the threshold for the English and maths and EBacc attainment headline measures has risen in 2017 to include a grade 5 or above in English and maths, following the introduction of 9-1 reformed GCSEs in these subjects. In this release, pupils must achieve grades 5 or above for English and maths to achieve these threshold attainment measures. Additional measures are published alongside this where the threshold is set to achievement of grade 4 or above in English and maths in order to allow for comparisons to 2016.

In this publication

The following tables are included in the release:

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

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

Feedback

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

1. 2017 Headline measures

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools. More information on Attainment 8 and Progress 8 can be found [here](#).

Attainment in English and maths (9-5)

From 2017, this measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

The English Baccalaureate (EBacc) entry and achievement

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications](#).

In 2017, the headline EBacc achievement measure includes pupils who take exams in both English language and English literature, and achieve a grade 5 or above in at least one of these qualifications. Pupils must also achieve a grade 5 or above in mathematics and a grade C or above in the remaining subject areas.

Additional measures

For transparency and to allow comparison to 2016, the threshold attainment measures are also published at grade 4 or above, as additional measures. These additional measures are:

Attainment in English and maths (9-4)

From 2017, this measure looks at the percentage of pupils achieving grade 4 or above in both English and maths. Pupils can achieve the English component of this with 9-4 in English language or literature. There is no requirement to sit both exams.

English Baccalaureate (EBacc) achievement

This measure includes pupils who take exams in both English language and English literature, and achieve a grade 4 or above in at least one of these qualifications. Pupils also need to achieve a grade 4 or above in mathematics and a grade C or above in the remaining subject areas.

2. Attainment in the headline measures (Tables 1a & 1d)

When comparing 2017 headline measures to the equivalent provisional data from 2016, it is important to note the changes in methodology underpinning the 2017 data. These changes are explained in the 'About this release' section above and expanded upon in following sections on specific headline measures.

The table on the following page shows decreases across the headline measures in 2017 compared to 2016 provisional data. However, these decreases are due to a number of methodological changes, including the move to a new point score scale for 2017 Attainment 8 scores, the introduction of reformed GCSEs in English and maths graded on the 9-1 scale and changes to the attainment threshold for the EBacc and the English and maths measure.

For Attainment 8, 2016 shadow data is shown alongside the 2016 provisional results; this data is more comparable to 2017. For the threshold attainment measures, the equivalent measure using grade 4 or above as a threshold for English and maths are given in the table, to aid comparability with 2016 data. The bottom of a C grade in unreformed GCSEs is mapped onto the bottom of a grade 4 in reformed GCSEs.

Table 1: Attainment in the 2017 headline measures

England, all schools, 2016-2017

Average Attainment 8 score per pupil

<i>The methodology for this measure has changed from 2016 to 2017</i>	Attainment 8 score
2016 provisional	48.2
2016 results matched to 2017 point scores (shadow data)	43.6
2017 provisional	44.2

Percentage achieving the threshold in English and maths

<i>The methodology for this measure has changed from 2016 to 2017</i>	Percentage achieving threshold in English and maths
2016 provisional	58.7%
2017 provisional (9-5 grades in English and maths)	39.1%
(9-4 grades in English and maths)	58.5%

Percentage entering the EBacc

<i>This measure is calculated using the same methodology as 2016</i>	Percentage entering the EBacc
2016 provisional	36.6%
2017 provisional	34.9%

Percentage achieving the EBacc

<i>The methodology for this measure has changed from 2016 to 2017</i>	Percentage achieving the EBacc
2016 provisional	22.8%
2017 provisional (9-5 grades in English and maths and A*-C in unreformed subjects)	19.5%
(9-4 grades in English and maths and A*-C in unreformed subjects)	21.7%

Source: key stage 4 attainment data

Table 2: Attainment in the 2017 headline measures

England, state-funded schools, 2016-2017

Average Attainment 8 score per pupil

<i>The methodology for this measure has changed from 2016 to 2017</i>	Attainment 8 score
2016 provisional	49.8
2016 results matched to 2017 point scores (shadow data)	44.6
2017 provisional	46.0

Percentage achieving the threshold in English and maths

<i>The methodology for this measure has changed from 2016 to 2017</i>	Percentage achieving threshold in English and maths
2016 provisional	62.6%
2017 provisional (9-5 grades in English and maths)	42.2%
<i>(9-4 grades in English and maths)</i>	63.3%

Percentage entering the EBacc

<i>This measure is calculated using the same methodology as 2016</i>	Percentage entering the EBacc
2016 provisional	39.6%
2017 provisional	38.1%

Percentage achieving the EBacc

<i>The methodology for this measure has changed from 2016 to 2017</i>	Percentage achieving the EBacc
2016 provisional	24.5%
2017 provisional (9-5 grades in English and maths and A*-C in unreformed subjects)	21.1%
<i>(9-4 grades in English and maths and A*-C in unreformed subjects)</i>	23.5%

Source: key stage 4 attainment data

The measures covered in this release include qualifications which count towards the secondary performance tables⁴. Schools that offer unapproved qualifications, such as unregulated international GCSEs, will not have these qualifications counted in the performance tables, and pupils' achievements in these qualifications are therefore not reflected in this release. This release is therefore representative of the performance of schools and pupils in qualifications which count in the performance tables, and not of all qualifications taken by pupils. The difference between the figures for all schools and state-funded schools is predominantly due to the impact of unregulated international GCSEs taken more commonly in independent schools.

In 2017, over 30,000 pupils at the end of key stage 4 were entered for either unreformed English or maths GCSEs, despite these qualifications not counting in 2017 performance tables. These pupils were not entered for the reformed GCSEs (graded on a 9-1 scale) in the same subject, which will have had an impact on Attainment 8, Progress 8, the EBacc entry measure and the attainment in English and maths measures. This is likely to have happened as a result of pupils taking these qualifications in 2016 before they reached the end of key stage 4. In addition, pupils have still entered unregulated iGCSEs and regulated international GCSEs (that counted in 2016 but no longer count in 2017) will account for some of the remaining difference between the 2016 and 2017 outcomes.

The decrease in the proportion of pupils entering the EBacc is largely driven by a decrease in pupils entering the languages pillar and whilst there has been an increase in pupils with low prior attainment entering the EBacc, there has been a decrease in pupils with higher prior attainment entering the EBacc. This is covered in more detail in chapter 5.

Figures for all schools typically change more than those for state-funded schools between the provisional and revised releases, due to the impact of results for independent schools and FE colleges with 14-16 provision. The level of change between provisional and revised data is higher for independent schools and FE colleges with 14-16 provision as, under the current process, independent schools and FE colleges with

⁴ A list of qualifications that count in the performance tables each year up to 2019 can be found at <https://www.gov.uk/government/publications/2018-performance-tables-discount-codes>

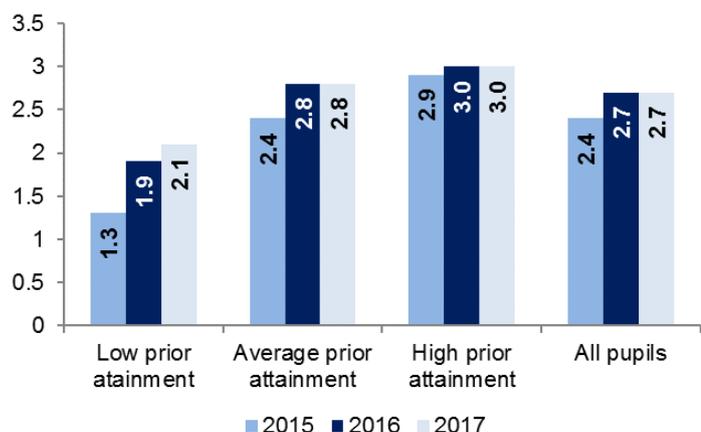
14-16 provision do not check their cohort figures until September, whereas state funded schools do this in June.

Schools continue to adapt their curricula to match the headline measures

Attainment 8 is made up of eight slots, which can be filled with English, maths, three qualifications which count towards the English Baccalaureate (EBacc), and three other qualifications from the DfE approved list, which can include additional EBacc qualifications. If a pupil has not taken the maximum number of qualifications that count in each group then they will receive a point score of zero where a slot is empty⁵.

In 2017, pupils in state-funded schools filled an average of 2.7 EBacc slots. There was stability in the number of EBacc slots filled by pupils with average and high prior attainment (2.8 slots and 3.0 slots respectively) but pupils with low prior attainment increased from 1.9 average EBacc slots filled in 2016 to 2.1 in 2017. This suggests that schools are continuing to enter pupils into qualifications that count towards the new headline measures. Whilst the average uptake for pupils with low prior attainment has increased, this is a smaller group of pupils, so this has not had much of an impact on the average for all pupils. The average number of EBacc slots filled is shown in Figure 1.

Figure 1: Average number of EBacc slots filled by prior attainment band England, state-funded schools, 2015-2017



Source: Key stage 4 provisional attainment data

Pupils are not limited to taking three EBacc qualifications: Figure 2 shows the average number of qualifications taken which could count towards the EBacc slots of Attainment 8⁶.

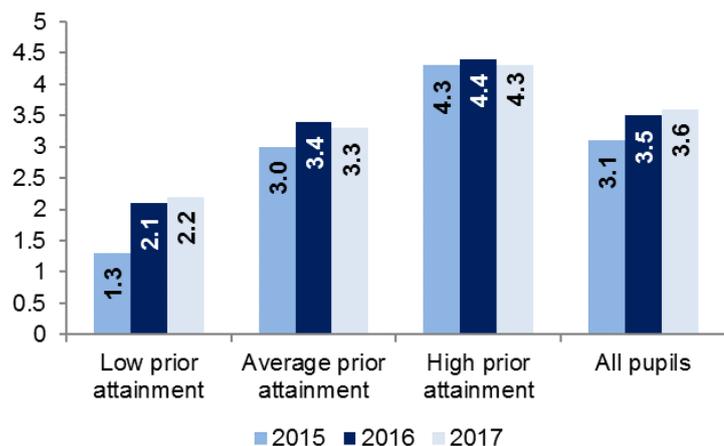
This shows a similar pattern, with the average number of EBacc qualifications taken remaining fairly stable from 2016 to 2017. There is a small increase of 0.1 for those with low prior attainment and for all pupils, and decreases of 0.1 across average prior attainment and high prior attainment. This stability for those with higher prior attainment, when considered alongside the average number of EBacc slots filled for these pupils (3.0 in 2016 and 2017, 2.9 in 2015) continues to suggest that pupils with high prior attainment routinely enter a higher number of EBacc qualifications than other pupils. The additional EBacc qualifications taken can be used in the open slots, for other approved qualifications.

The average number of EBacc slots filled in Attainment 8 is relatively stable despite the decrease in the proportion of pupils entering the EBacc, partly because you do not have to enter all of the pillars of the EBacc to fill the three EBacc slots of Attainment 8. For example, it is possible to fill the EBacc slots in Attainment 8 with two sciences and a language without taking a subject in the humanities pillar.

⁵ U grades or other qualifications scoring zero points are counted as a non-filled slot.

⁶ Excluding English and maths, which have separate slots and do not count towards the Attainment 8 EBacc slots

Figure 2: Average number of EBacc slots that could be filled by prior attainment band England, state-funded schools, 2015-2017



Source: Key stage 4 provisional attainment data

The average number of open slots filled has remained at 2.8 for all pupils since 2015. Open slots can be filled by three GCSE qualifications (including any EBacc subjects that have not already been used) or any other non-GCSE qualifications on the DfE approved list.

There is evidence that schools are responding to changes in accountability measures. For example, research⁷ into the effect of the EBacc on schools in 2011 found that around half of schools surveyed said that the EBacc influenced their curriculum offer. The change in headline measures in 2016 appears to have had a similar effect, with schools adapting their curricula in line with the new measures and continuing to do so in 2017. However, we cannot rule out other reasons for the change.

GCSE and other equivalent qualification entry remains steady

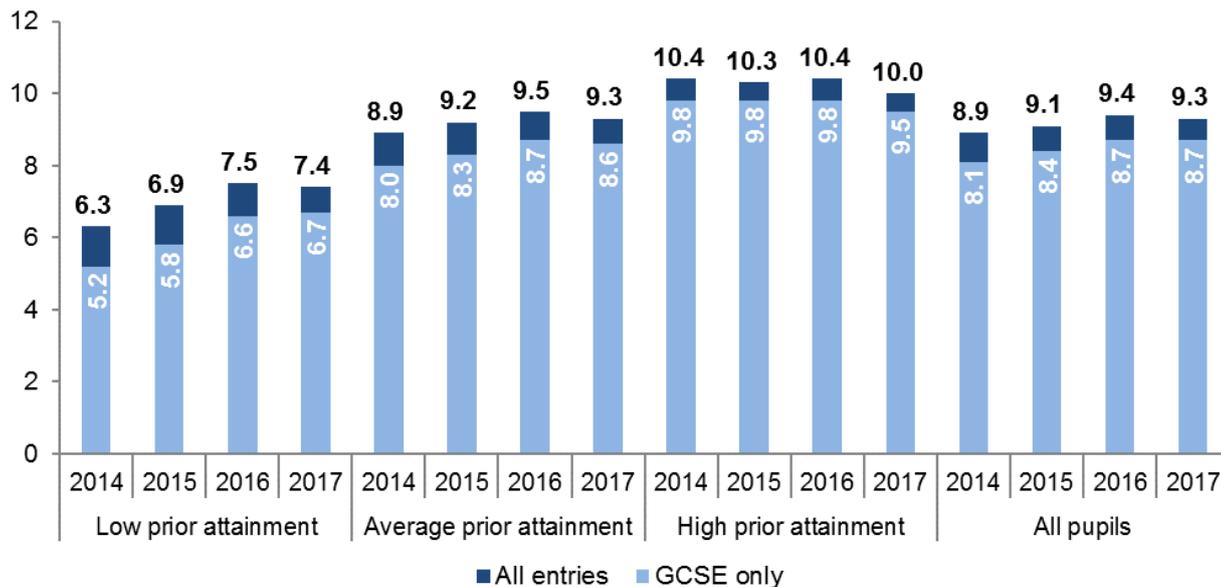
The average number of entries to qualifications that count in the performance tables per pupil has remained steady in comparison to 2016⁸. Slight decreases (up to 1 point change) are shown in the table, however this should be interpreted with caution as this is likely to reflect the schools who are still entering pupils for unreformed English and maths qualifications that no longer count in performance tables in 2017.

We can only compare back to 2014, due to reforms to how these measures were calculated, but entry figures show that pupils are taking 9.3 qualifications on average, up from 8.9 in 2014, with an increase for pupils with low prior attainment from 6.3 to 7.4 over the same period.

⁷ See https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181218/DFE-RB150.pdf, Clemens, 2011, Centre for Analysis of Youth Transitions

⁸ In 2015, the average number of entries figures allowed pupils to take two non-GCSE qualifications from the DfE's approved list, whereas in 2016, three such qualifications are permitted, to align more closely with Attainment 8 and Progress 8. We have looked at 2016 average entry figures with both two and three non-GCSE qualifications included, and there is no difference in the figures.

Figure 3: Average number of entries in all qualifications and GCSEs, by prior attainment band
England, state-funded schools, 2017



Source: Key stage 4 provisional attainment data

The percentage of GCSEs entered by the cohort has increased in 2017. GCSEs⁹ made up 83% of all entries for pupils with low prior attainment in 2014, increasing to 91% in 2017. This is a 3 percentage point increase from 2016. There was a smaller increase for pupils with average prior attainment, from 90% in 2014 to 92% in 2017, and a one percentage point increase for pupils with high prior attainment, from 94% at 95%. The percentage of GCSEs entered by the cohort increased at this rate for all pupils, from 92% in 2014 to 93% in 2017.

3. Attainment 8 and Progress 8 (Table 1d and 2a)

Attainment 8

In comparison to 2016, the average Attainment 8 score per pupil has decreased by 4 points for all schools to 44.2 and by 3.8 points for state-funded schools to 46.0 in 2017. However, these decreases are as expected given the move to the new point scores following the introduction of reformed GCSEs (graded on the 9-1 scale) in performance tables. Compared to shadow data, where 2016 results were mapped onto the 2017 point score scale¹⁰, the average Attainment 8 score per pupil for 2017 is stable. The 2016 shadow data provides a more accurate comparison, than the 2016 provisional scores, as the 2016 provisional data was based on a different point score scale to the 2017 provisional data.

The maximum Attainment 8 score for a pupil taking only GCSE qualifications is 87 in 2017 (80 in 2016). A pupil who achieves two grade 9s in the English and maths slots and six A* grades across the EBacc and open slots in qualifying subjects, would have a point score of 87

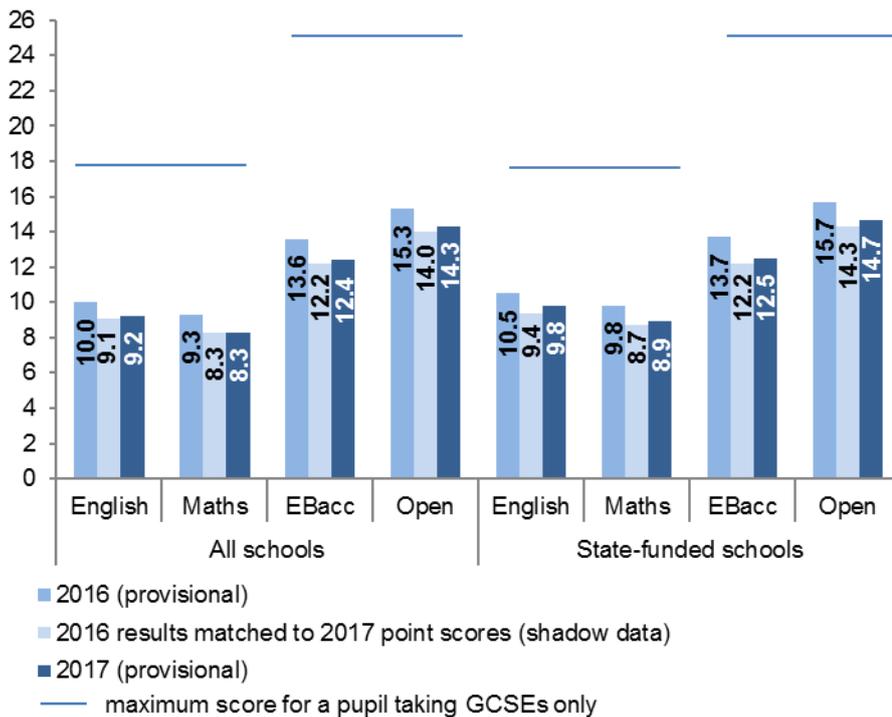
When comparing 2017 to 2016 shadow data, it is important to consider that the highest grade awarded in the shadow data for English and maths was 8.5, whereas in 2017 it was possible for pupils to achieve a grade 9 in reformed English and maths qualifications.

The average score per pupil has increased slightly in the EBacc and open elements of Attainment 8 compared to 2016 shadow data. The English and maths elements remain stable in comparison to 2016 shadow data.

⁹ Includes full course GCSEs, double award GCSEs, AS levels, Cambridge International Certificates and Edexcel Level1/2 Certificates.

¹⁰ 2016 shadow data takes pupils results from 2016 and directly matches them to the points that they would have been allocated, if the same pupil took exactly the same subjects and achieved the same marks in 2017. For further information, see the 'Key stage 4 shadow measures' ad-hoc release here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604312/KS4_shadow_measures_FINAL.pdf

Figure 4: Average score per pupil in each element of Attainment 8 England, 2017



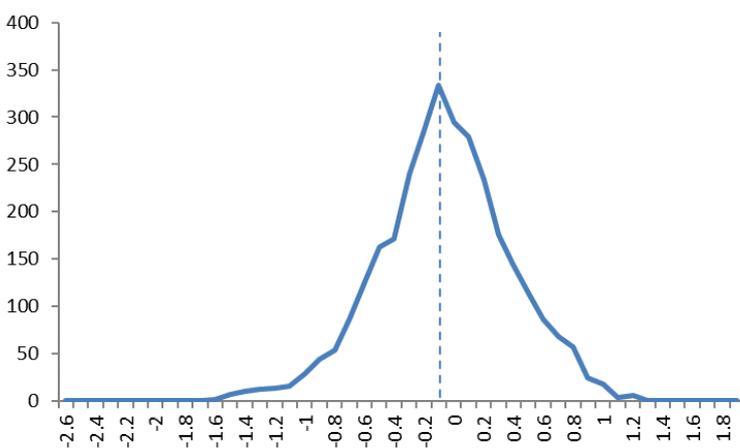
Source: Key stage 4 provisional attainment data

Progress 8

Progress 8 is a relative measure, which means that the overall national score remains the same between years. We will look further at patterns in Progress 8 in the sections on school type, admissions basis and gender, as Progress 8 is more relevant where we can compare between groups.

From 2017 onwards, reading and mathematics test results only are used in calculating key stage 2 prior attainment fine levels for use in progress 8¹¹. 2017 is the second year in which Progress 8 scores have been published for all state-funded schools. The distribution of Progress 8 scores by school is shown below. Progress 8 scores for mainstream schools¹² at school level run from -2.5 to 1.8, with approximately 99% of schools' scores between -1.6 and +1.2 in 2017.

Figure 5: Distribution of Progress 8 scores
England, state-funded mainstream schools⁷, 2017



A Progress 8 score of above 0 means a school is making above average progress.

¹¹ For 2016 and for 2015 for schools opting in early to Progress 8, overall English and mathematics key stage 2 test results were used to calculate prior attainment. This change to reading in 2017 is because since 2012 primary schools have used a form of teacher assessment in writing at key stage 2 that does not map easily to test scores.

¹² Excludes further education colleges with 14-16 provision

Source: Key stage 4 provisional attainment data

In 2017, a new methodology was implemented which changed the basis for calculating key stage 2 prior attainment. Previously attainment had been calculated using an average for English (reading and writing) and maths scores. This was revised to be just reading and maths. This resulted in a larger proportion of pupils with higher key stage 2 prior attainment scores. The Progress 8 measure should not be compared year on year, however, at school level it may be useful to compare a school's percentile rank based on Progress 8. For example, knowing a school had a Progress 8 score of -0.2 in 2016 and a score of -0.2 in 2017 tells you how the school did compared to national average in those years but not whether their performance improved across years. However, knowing that they were in the 86th percentile in 2016 and in the 70th percentile in 2017 tells you they have improved over time compared to other schools.

Percentile ranks should still be comparable despite possible changes in the distribution of Progress 8 scores and are a good starting point for understanding performance on this measure over time.

4. Percentage of pupils achieving a grade 5 or above in English and maths (Table 1a)

The new headline attainment measure requires pupils to achieve a grade 5 or above in either English language or literature (with no requirement to take both) and to achieve a grade 5 or above in EBacc maths. For transparency and to allow comparison to 2016 figures, the percentage of pupils achieving grade 4 or above in English and maths is also shown.

Attainment in English and maths at grade 5 or above is 39.1% in all schools and 42.2% in state-funded schools. To compare to 2016, it is best to use attainment in English and maths at grade 4 or above, as the bottom of a C grade in unreformed English and maths qualifications maps onto the bottom of a grade C of unreformed GCSEs in these subjects. As shown in Table 4, attainment at this threshold is stable for 2017, with an increase of 0.7 percentage points across state-funded schools.

Table 3: Attainment in English and maths (9-5)

England, 2016-2017

Year	Measure	All schools	State-funded schools	Comment
2017 provisional	% achieving grade 5 or above	39.1%	42.2%	The headline threshold measure has changed in 2017, to set a higher standard for schools. As the threshold is now higher, these figures should not be compared to the English and maths attainment figures for 2016.

Source: Key stage 4 provisional attainment data

Table 4: Attainment in English and maths (9-4)

England, 2016-2017

Year	Measure	All schools	State-funded schools	Comment
2017 provisional	% achieving grade 4 or above	58.5%	63.3%	The results are stable compared to 2016 using this measure, because the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C of unreformed GCSEs in these subjects.
2016 provisional	-	58.7%	62.6%	

Source: Key stage 4 provisional attainment data

5. The English Baccalaureate (Table 1b)

The proportion of pupils entering and achieving the EBacc has decreased, with 38.1% of pupils in state-funded schools entering the EBacc in 2017 and 21.1% achieving the EBacc by gaining a grade 5 or above in English and maths GCSEs and grades A*-C in unreformed qualifications in the other EBacc subject areas.

In 2017, 23.5% of pupils achieved the EBacc by gaining a grade 4 or above in English and maths GCSEs, this figure is most comparable to 2016. Comparison of these two figures shows a smaller decrease of 1 percentage point.

Changes in methodology and patterns of entry for specific EBacc pillars may be responsible for the decrease in EBacc entry, as explained in the sections below. Across the elements that make up the EBacc, entries to EBacc English are down slightly while entries to EBacc maths remain fairly stable, entries to EBacc languages decreased and entries to EBacc Science and humanities are up in comparison to 2017.

EBacc entry

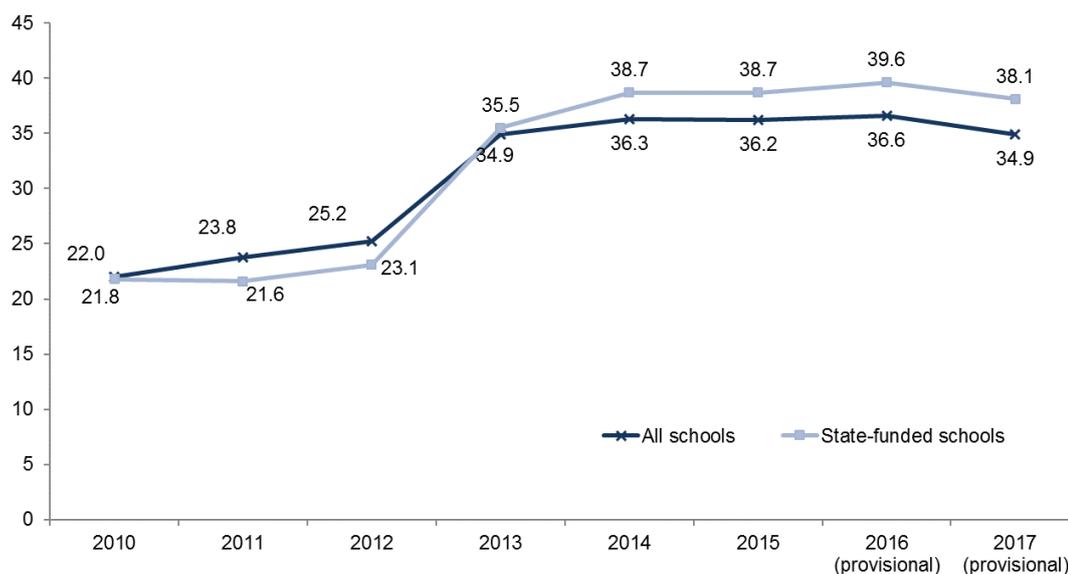
In 2017, 34.9% of pupils in all schools and 38.1% of pupils in state-funded schools entered the EBacc, a decrease of 1.5 and 1.7 percentage points respectively compared to 2016.

The difference between the figures for all schools and state-funded schools is related to the impact of unregulated international GCSEs commonly taken in independent schools. This lowers the 2017 result for all schools, as it has since 2013. Some independent schools choose to enter qualifications which do not count towards the performance tables, particularly for English and maths. These schools will therefore have scores of 0% for some measures in the performance tables, for example EBacc entry and achievement, which has an effect on the national figures. However, it is worth noting that there are many other reasons why a school may have a score of 0% in threshold measures.

The 2017 figures for both all schools and state-funded schools are also likely to be impacted by over 30,000 pupils still entering for either unreformed English or maths GCSEs in 2017, despite these qualifications not counting in performance tables in 2017. These pupils were not also entered for the reformed GCSEs (graded on the 9-1 scale) in the same subject. The difference between the entry figures from 2016 could partly be attributed to these 30,000 pupils, as well as pupils still entering unregulated international GCSEs and international GCSEs that counted in 2016 but no longer count in 2017. There has also been a drop in entries to EBacc languages, which is likely to have caused most of the overall decrease.

Figure 6: Percentage of pupils entering the EBacc

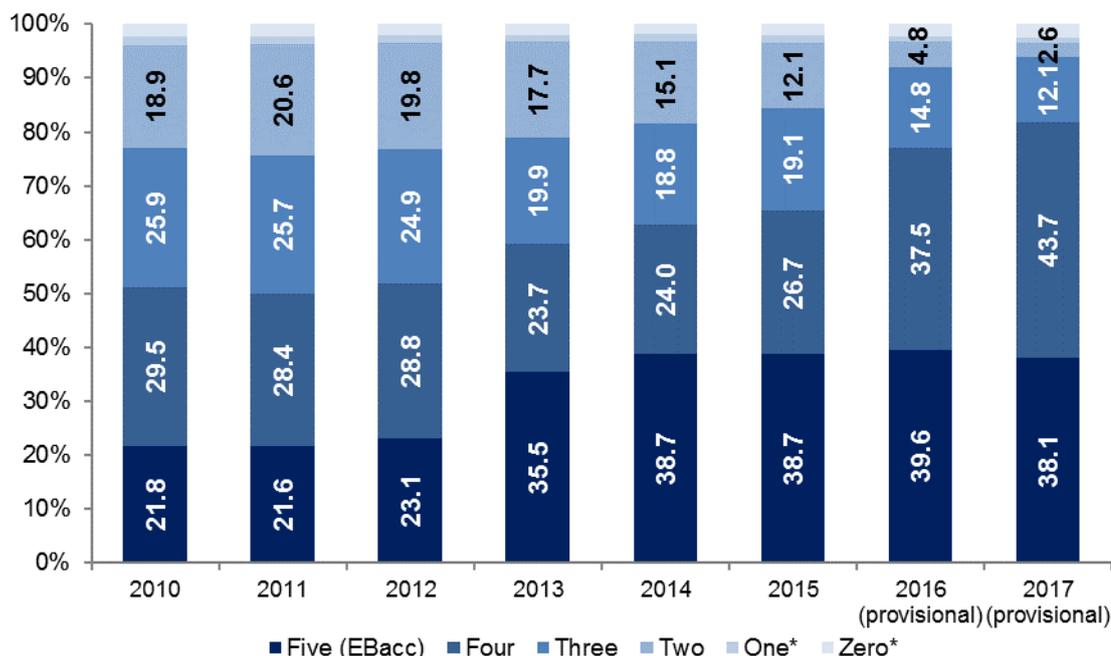
England, 2010-2017



Source: Key stage 4 attainment data

There continues to be a large increase in the percentage of pupils entering four components¹³ from 37.5% to 43.7%, with corresponding falls in pupils taking two or three components, down to 2.6% and 12.1% respectively, as shown in Figure 7.

Figure 7: Percentage of pupils with entries into different numbers of EBacc components England, state-funded schools, 2010-2017



*A data label for the percentage entering zero or one components is not shown on the chart

Source: Key stage 4 attainment data

Of those pupils who entered four out of the five EBacc components, the majority (80.4%) were missing the languages component in 2017, up from 77.7% in 2016. The humanities component was the second highest missing component, with 17.3% who entered four components not entering humanities in 2017, down from 18.6% in 2016.

The percentage of pupils who did not enter any EBacc components has remained stable, at between 2.4% and 2.5% between 2010 and 2017. The majority of pupils who did not enter any EBacc components have low prior attainment at key stage 2 (77.8% in 2017).

EBacc achievement

The new headline EBacc achievement measure requires pupils on the English language and English literature pathway to enter both language and literature, and achieve a grade 5 or above in either qualification. Pupils must also achieve a grade 5 or above in EBacc maths and a grade C or above in the science, humanities and language pillars of the EBacc. For transparency and to allow comparison to 2017 figures, the percentage of pupils achieving the EBacc with a grade 4 or above in English and maths and a grade C or above in unreformed subjects is also shown.

In 2017, 19.5% of pupils in all schools and 21.5% of pupils in state-funded schools achieved the EBacc achievement headline measure (grade 5 or above in English and maths and grade C or above in legacy subjects), a decrease of 3.3 and 1 percentage points respectively compared to 2016.

The tables below provide commentary and compare EBacc achievement at grade 4 or above in English and maths and grade C or above in unreformed subjects to 2016 results.

¹³ There are five components that make up the English Baccalaureate: English, maths, science, a language, and history or geography

Table 5: EBacc achievement (9-5 in English and maths)

England, 2016-2017

Year	Measure	All schools	State-funded schools	Comment
2017 provisional	% achieving grade 5 or above in English and maths and A*-C in unreformed subjects	19.5%	21.1%	The headline threshold measure has changed for the English and maths elements of the EBacc in 2017 to establish grade 5 as a new headline measure, in order to raise standards for schools. As the threshold is now higher, these figures should not be compared to the EBacc achievement figures for 2016.

*Source: Key stage 4 attainment data***Table 6: EBacc achievement (9-4)**

England, 2016-2017

Year	Measure	All schools	State-funded schools	Comment
2017 provisional	% achieving grade 4 or above in English and maths and A*-C in unreformed subjects	21.7%	23.5%	When comparing to 2016, this measure should be used as the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C in unreformed GCSEs in English and maths. Comparison shows a drop in EBacc achievement, with decreases of 1.1 and 1.0 percentage points respectively.
2016 provisional	-	22.8%	24.5%	

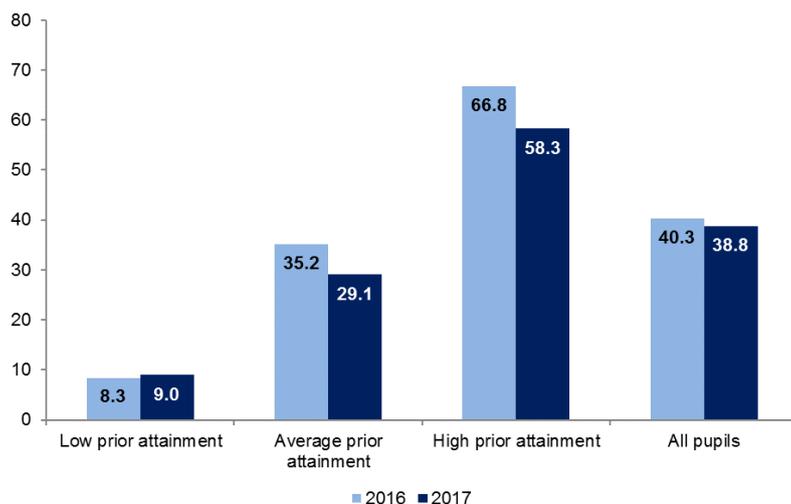
Source: Key stage 4 attainment data

EBacc by prior attainment

The overall EBacc entry rate in state-funded mainstream schools has decreased from 40.3% in 2016 to 38.8% in 2017 (a drop of 1.5 percentage points). EBacc entry rates have also decreased for pupils with average and high prior attainment, as shown in Figure 8. Entry rates continue to rise for pupils with low prior attainment, with 9% entering the EBacc in 2017 compared to 8.3% in 2016.

Figure 8: EBacc entry rates by prior attainment band

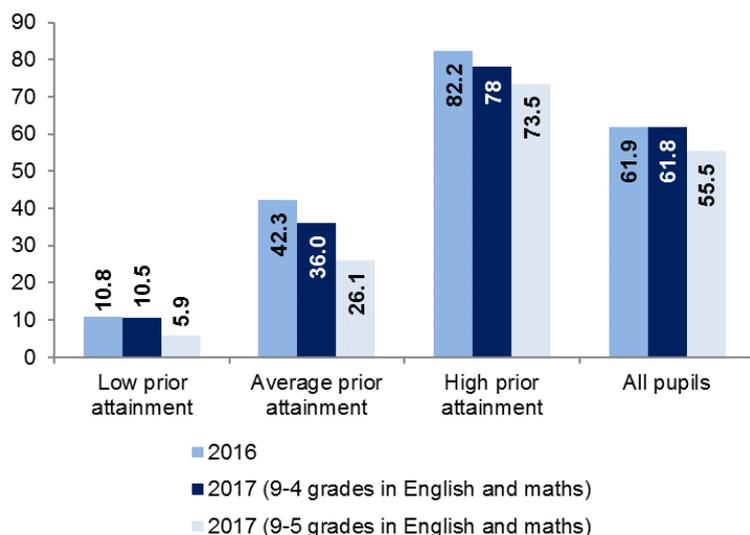
England, state-funded mainstream schools, 2016-2017

*Source: Key stage 4 provisional attainment data*

In 2017, 55.5% of pupils that entered the EBacc in state-funded mainstream schools achieved the EBacc, gaining grades 5 or above in English and maths elements and grades C and above across unreformed subjects in remaining elements, as shown in Figure 9. The proportion of pupils achieving the EBacc by gaining grades 4 and above in the English and maths pillars and grades C and above across unreformed subjects in the remaining pillars was 61.8%, which is stable in comparison to 2016.

Using the new headline threshold measure which includes achievement of a grade 5 or above in English and maths, the EBacc achievement rate for low prior attainment is 5.9%, 26.1% for average prior attainment and 73.5% for high prior attainment. For those who achieved the EBacc with grades 4 or above in English and maths GCSEs, the EBacc pass rate decreased from 2016 for pupils with average and high prior attainment (by 6.3 and 4.2 percentage points respectively). The EBacc pass rate remained stable for low prior attainment pupils at 10.5%

Figure 9: EBacc achievement rates for pupils who entered the EBacc, by prior attainment band
England, state-funded mainstream schools, 2016-2017



Source: Key stage 4 provisional attainment data

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

EBacc English

To pass the English element of the headline EBacc attainment measure, pupils must achieve a grade 5 or above in either English language or English literature GCSEs (or A*-C grades in approved AS levels), with entries into both

The percentage of pupils with entries to EBacc English has decreased slightly in comparison with 2016, from 96.4% to 95.6%. The entry rate remains high and this is due to the fact that it is compulsory for pupils to study English at key stage 4 in state-funded schools, and the vast majority of pupils enter English qualifications that count in the performance tables.

Table 7: EBacc English achievement

England, state-funded schools, 2016-2017

Year	Achieving EBacc English
2016 provisional	74.4%
2017 provisional (grade 5 or above)	59.9%
<i>2017 provisional (grade 4 or above)</i>	<i>74.8%</i>

Source: Key stage 4 provisional attainment data

Achievement of EBacc English at grade 5 or above is 59.9% in 2017. Achievement of EBacc English at grade 4 or above is 74.8% which is similar to the percentage of pupils who achieved grades C or above in EBacc English in 2016 (74.4%)

EBacc maths

To pass the maths element of the headline EBacc attainment measure, pupils must achieve a grade 5 or above in maths GCSE or A*-C in approved AS levels

The percentage of pupils with entries to EBacc maths has remained stable in state-funded schools in 2017, with entries for 97.1% of pupils in state-funded schools. This stability and high entry rate is due to the fact that it is compulsory for pupils to study maths at key stage 4 in state-funded schools, and the vast majority of pupils enter maths qualifications that count in the performance tables.

Achievement of EBacc maths at grade 5 or above is 48.3% in 2017. Achievement of EBacc maths at grade 4 or above is 68.9% which is similar to the percentage of pupils who achieved grades C or above in EBacc maths in 2016 (68.4%)

Table 8: EBacc maths achievement

England, state-funded schools, 2016-2017

Year	Achieving EBacc maths
2016 provisional	68.4%
2017 provisional (grade 5 or above)	48.3%
<i>2017 provisional (grade 4 or above)</i>	68.9%

Source: Key stage 4 provisional attainment data

EBacc science

It is compulsory for state-funded schools to teach science at key stage 4. For EBacc science, a pupil must enter:

- three individual sciences (three out of biology, chemistry, physics, and computer science); or
- core and additional science¹⁴; or
- double science

The proportion of pupils entering EBacc science increased to 91.2% in state-funded schools in 2017, an increase of 4.5 percentage points compared to equivalent provisional data in 2016. This is driven by a continued increase in pupils entering the core and additional pathway, with 65.6% of the cohort entering this combination in 2017, up from 62.3% in 2016. There has also been a smaller increase in pupils entering the triple science pathway (25.1% in 2017, up from 23.9% in 2016).

As in 2016, the increase in pupils entering the core and additional pathway continues to be driven by a movement away from science BTECs (which no longer count in performance tables in 2017) to core and additional science by pupils with lower prior attainment.

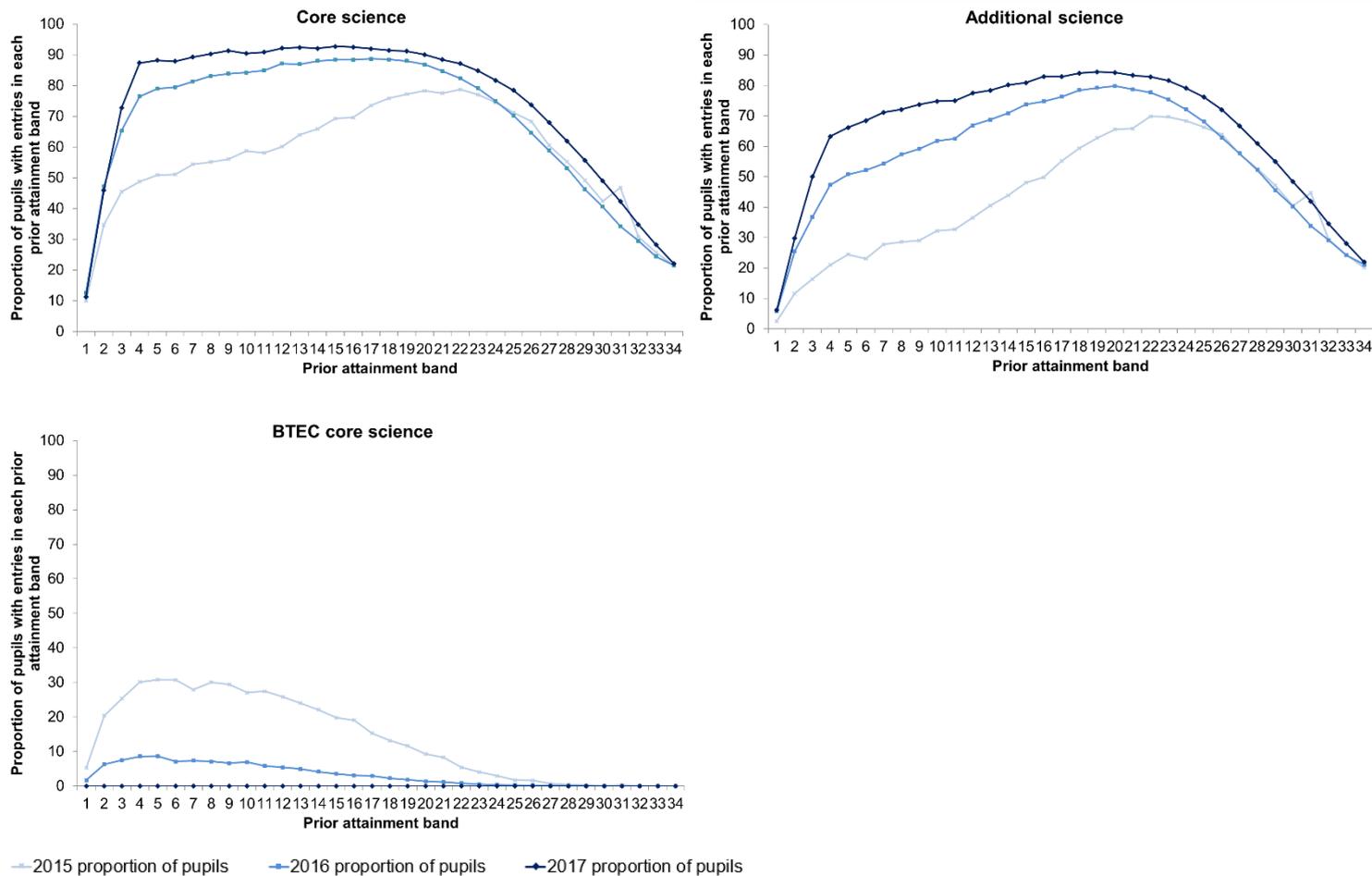
In the figure below, where the darkest blue line for 2017 is higher than the equivalent line for 2016, this means that a greater proportion of pupils in that prior attainment group entered the subject. The increase is less noticeable from 2016 to 2017 compared to 2015 to 2016, however it does show continued growth in entries by pupils with low prior attainment.

The lines decrease for the higher prior attainment end of the distribution, as pupils with higher prior attainment are more likely to take individual sciences, rather than core and additional science or BTECs.

¹⁴ Core and additional science, together with further additional science, cover the same breadth of curriculum as biology, chemistry and physics GCSEs

Figure 10: Proportion of pupils in each prior attainment band who entered core science, additional science (EBacc) or core science BTEC (non-EBacc)

England, state-funded schools, 2015-2017



Source: Key stage 4 provisional attainment data

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

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

The trend seen in 2016, of a decrease in EBacc Science attainment, continues into 2017, although on a smaller scale, with 61.9% of those entering EBacc science achieving A*-C grades, compared to 63.6% in 2016 (the decrease from 2015 to 2016 was wider, at 5.2 percentage points from 68.8% in 2015).

Due to changes in point score scale from 2016 to 2017, comparisons of attainment for each prior attainment band between these years are not valid. However, overall attainment is likely to continue to be impacted by the increased number of pupils with low prior attainment entering EBacc science in 2017.

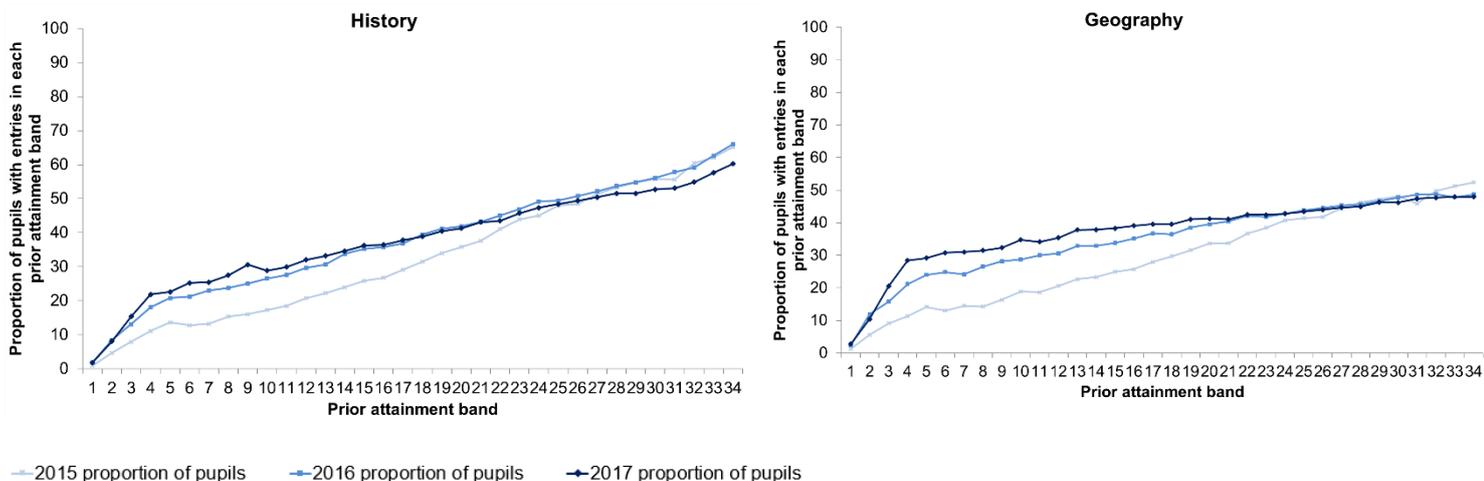
EBacc humanities

The EBacc humanities subjects are geography and history: pupils must achieve A*-C in one of these qualifications to achieve the EBacc humanities pillar.

The proportion of pupils entering EBacc humanities continues to increase in 2017, to 76.6% in state-funded schools in 2017, an increase of 2.9 percentage points compared to equivalent provisional data in 2016. This continues to be driven by an increase in entries by pupils with low prior attainment for history and geography, although on a smaller scale than in 2016, as shown in the charts below. The proportion of

pupils with lower prior attainment, who entered EBacc humanities qualifications, is higher in 2017 than 2015 and 2016. In history, the increase in entries from pupils with low prior attainment is slightly counterbalanced by a small decrease in the high prior attainers taking this subject.

Figure 11: Proportion of pupils in each prior attainment band who entered history and geography
England, state-funded schools, 2014-2017



Source: Key stage 4 provisional attainment data

Attainment has fallen slightly, to 62.6% in 2017, from 63.6% in the equivalent 2016 data. As in 2016, this continues to be driven by the increase in entries by pupils with low prior attainment and could also be effected by the decrease in entries by pupils with high prior attainment.

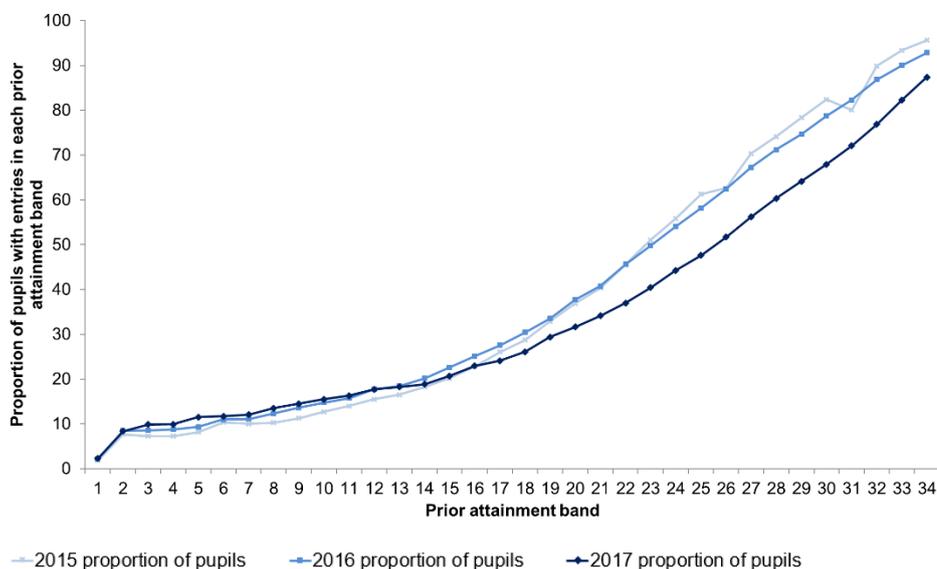
Entries into both geography and history in state-funded schools remains stable at 9.8% in 2017.

EBacc languages

To achieve the languages component of the EBacc, pupils must achieve A*-C in any language qualification on the EBacc approved list.

Entries to EBacc languages decreased in 2017 to 47.3%, a fall of 1.7 percentage points from 49.0% in equivalent 2016 data. The decrease occurred more for pupils with higher prior attainment, with a very small increase for pupils with low prior attainment, as shown in Figure 12 below. This decrease in entries for those with high prior attainment is greater than the drop between 2015 and 2016.

Figure 12: Proportion of pupils in each prior attainment band who entered EBacc languages
England, state-funded schools, 2015-2017



Source: Key stage 4 provisional attainment data

The proportion of pupils entering more than one EBacc language qualification is stable, at 4.2% in 2017 and 4.4% in 2016. In 2017, 70.1% of those entering an EBacc language achieved a grade C or above, compared to 69.7% in 2016.

Art and design subjects

For the purposes of these figures, arts subjects include Applied Art and Design, Art and Design, Drama, Media/Film/TV, Music, Dance and Performing Arts. The figures include GCSEs, level 1/2 certificates, and AS levels.

The percentage of pupils entering at least one arts subject decreased in 2017, by 1.5 percentage points compared to equivalent data in 2016 to 46.4% of pupils in state-funded schools.

Table 9: Percentage of pupils entered for at least one arts subject
England, 2010-2017

	2010 final	2011 final	2012 final	2013 final	2014 final	2015 final	2016 provisional	2016 final	2017 provisional
Pupils entered for at least one arts subject	47.2%	45.8%	44.7%	44.8%	48.3%	49.6%	47.9%	48.0%	46.4%

Source: Key stage 4 attainment data

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

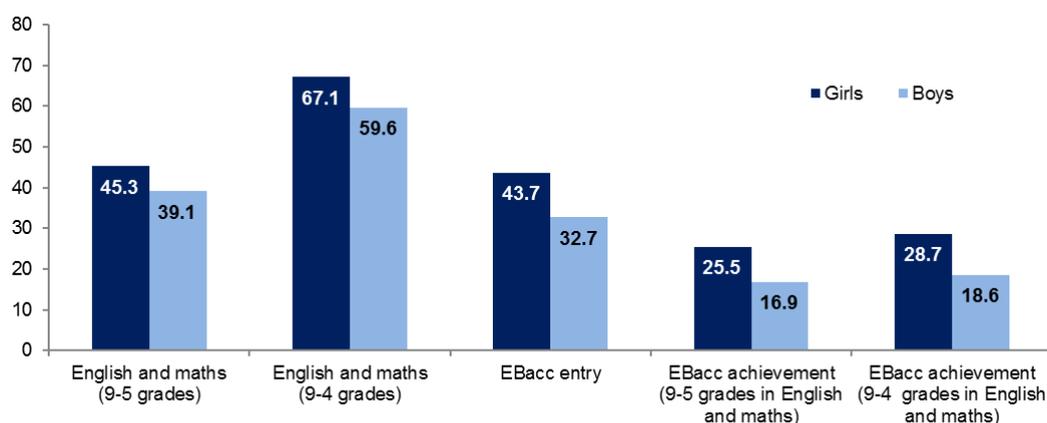
As in previous years, girls continue to do better than boys in all headline measures.

Table 10: Attainment 8 and Progress 8 by gender
England, state-funded schools, 2017

	Average Attainment 8 score	Average Progress 8 score	<i>Progress 8 lower confidence interval</i>	<i>Progress 8 upper confidence interval</i>
Boys	43.4	-0.24	-0.24	-0.23
Girls	48.7	0.18	0.18	0.19

Source: Key stage 4 provisional attainment data

Figure 13: Performance in threshold measures by gender
England, state-funded schools, 2017



Source: Key stage 4 provisional attainment data

8. Attainment by school type (Tables 2a, 2d & 2e)

Schools in England can be divided into state-funded and independent schools. Independent schools are funded by fees paid by attendees. State-funded and independent schools are considered separately, because the department holds state-funded schools¹⁵ accountable for their performance.

State-funded mainstream schools

Schools can be split into groups according to their governance. Further information on the different school types can be found in the quality and methodology document accompanying this release.

Attainment 8 and Progress 8 scores by school type are shown in Table 10.

Table 11: Attainment 8 and Progress 8 by school type

England, state-funded mainstream schools, 2017

	Number of schools	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
Local authority maintained mainstream schools	1,038	172,487	45.7	-0.05	-0.06	-0.05
Academies and free schools	2,095	344,491	47.6	0.03	0.03	0.04
<i>Sponsored academies</i>	592	86,564	41.9	-0.13	-0.13	-0.12
<i>Converter academies</i>	1,375	250,720	49.7	0.10	0.09	0.10
<i>Free schools</i>	54	3,383	47.9	0.10	0.05	0.14
<i>University technical colleges</i>	40	2,561	37.1	-0.87	-0.92	-0.82
<i>Studio schools</i>	34	1,263	36.0	-0.69	-0.77	-0.62
Further education colleges	18	1,310	12.8	-2.24	-2.31	-2.16
All state-funded mainstream schools	3,154	518,846	46.9	0.00	0.00	0.00

Source: Key stage 4 provisional attainment data

Looking at the attainment of academies and free schools as a single group masks important variation between the different types of schools within this group.

Academies

Converter academies have on average higher attainment across the headline measures than the average for state-funded schools. This may be explained by the fact that these were already high performing schools that chose to convert to academies.

The converse may be true of sponsored academies, which perform below the average for state-funded schools, as these are schools that were already low performing before their conversion to academy status.

Table 12 shows the performance in Progress 8 of academies by length of time open in 2017.

¹⁵ State-funded schools also include further education colleges with 14-16 provision

Table 12: Progress 8 scores in academies and LA maintained schools by length of time open
England, 2017

Source: Key stage 4 provisional attainment data

	Number of schools with results	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
Sponsored academies				
Open for 1 academic year	40	-0.24	-0.28	-0.21
Open for 2 academic years	56	-0.31	-0.33	-0.28
Open for 3 academic years	59	-0.12	-0.15	-0.09
Open for 4 academic years	77	-0.10	-0.13	-0.08
Open for 5 academic years	60	-0.16	-0.18	-0.13
Open for 6 academic years	47	-0.21	-0.24	-0.18
Open for 7 or more academic years	253	-0.06	-0.07	-0.05
All sponsored academies	592	-0.13	-0.13	-0.12
Converter academies				
Open for 1 academic year	57	0.06	0.03	0.08
Open for 2 academic years	47	0.02	-0.01	0.05
Open for 3 academic years	67	0.06	0.03	0.08
Open for 4 academic years	155	0.04	0.03	0.06
Open for 5 academic years	371	0.06	0.05	0.07
Open for 6 academic years	651	0.14	0.13	0.15
Open for 7 or more academic years	27	0.28	0.25	0.32
All converter academies	1,375	0.10	0.09	0.10
All local authority maintained schools	1,038	-0.05	-0.06	-0.05

Source: key stage 4 attainment data

Free schools, UTCs and studio schools

The numbers of free schools, UTCs and studio schools with year 11 pupils are too small to allow robust conclusions to be drawn about their performance at the end of key stage 4¹⁶, or compare between years.

Pupils typically start UTCs and studio schools at the start of key stage 4 (year 10) rather than at the end of key stage 2 as is the case for most secondary schools. At the end of key stage 4, pupils will have typically attended in these schools for two out of the five years since the end of key stage 2. Progress 8 measures a pupil's academic progress during Key Stages 3 and 4. This should be taken into account when comparing their results with those for schools that start educating their pupils from the beginning of Key Stage 3.

Further education colleges

Since September 2013, general further education colleges and sixth-form colleges have been able to directly enrol 14- to 16-year-olds. The number of FE colleges offering 14-16 provision with year 11 pupils is too small to allow robust conclusions to be drawn about their performance¹⁷. Interpretation of the figures is also limited by the fact that FE colleges do not complete the pupil level school census, meaning the department does not have as accurate a record of pupils at the end of key stage 4, as it does for other state-funded schools. Colleges will have the chance to request amendments to their data, as all schools do, in the September checking exercise, and these revisions are likely to make a bigger difference for college's results.

¹⁶ There are 54 free schools, 40 university technical colleges (UTCs) and 34 studio schools with results in 2017

¹⁷ There are 18 further education colleges with 14-16 provision with results in 2017

Pupils typically start further education colleges with 14-16 provision at the start of key stage 4 (year 10) rather than at the end of key stage 2 as is the case for most secondary schools. At the end of key stage 4, pupils will have typically attended in these schools for two out of the five years since the end of key stage 2. Progress 8 measures a pupil's academic progress during key stages 3 and 4. This should be taken into account when comparing their results with those for schools that start educating their pupils from the beginning of key stage 3.

Change in performance by school type over time in academies

For information on the issues associated with comparing academy performance over time, please see the quality and methodology document. In order to compare performance of academies over time, the measures selected to compare them need to be comparable. Therefore in 2017 we have used; the percentage of pupils achieving a grade 4 (2017)/C (2016) or above in English and mathematics, the percentage of pupils entering the EBacc and the percentage of pupils achieving the EBacc with a grade 4/C or above in each of the subject areas counted in the EBacc.

Table 13 shows increases in attainment of grade C (2016) /4 (2017) and above in English and maths in both sponsored academies and converter academies between 2016 and 2017, with a rise of 0.6 percentage points for both sponsored academies and converter academies (to 53.2% and 70.1%, respectively). Over the same period, attainment in LA maintained mainstream schools increased from 62.1% to 62.6% (an increase of 0.5 percentage points).

Table 13: Percentage of pupils achieving grade 4/C or above in English and maths in academies and LA maintained schools by length of time open

England, 2016-2017

	Number of schools with results	% achieving grade 4/C or above in English and Maths	
		2015/16	2016/17
Sponsored academies			
Open for one academic year	40	50.3	50.7
Open for two academic years	56	53.1	53.9
Open for three academic years	59	52.2	53.9
Open for four academic years	77	48.9	53.0
Open for five academic years	60	50.4	48.9
Open for six academic years	47	52.2	50.7
Open for seven or more academic years	253	54.3	54.6
All sponsored academies	592	52.6	53.2
Converter academies			
Open for one academic year	57	63.2	64.1
Open for two academic years	47	65.2	65.7
Open for three academic years	67	65.8	66.0
Open for four academic years	155	63.6	65.4
Open for five academic years	371	67.8	68.2
Open for six academic years	651	72.7	73.1
Open for seven or more academic years	27	77.1	76.7
All converter academies	1,375	69.5	70.1
All local authority maintained schools	1,038	62.1	62.6

Source: Key stage 4 provisional attainment data

1. Includes academies and LA maintained schools that were open before 12 September 2016.
2. Includes entries and achievements by these pupils in previous academic years.
3. For this table one academic year is between 12 September 2015 and 11 September 2016.
4. The 'All sponsored academies' and 'All converter academies' figures include data for all schools which were academies on 12 September 2015 irrespective of their type in previous years.
5. Figures for 'Number of schools' are based on those with results in 2016/17.
6. Shaded cells contain information for the predecessor school for sponsored academies and for the school prior to conversion for converter academies.

Table 14 shows that entry into the EBacc has decreased in sponsored academies, converter academies and local authority maintained schools. For sponsored academies, EBacc entry has decreased by 0.3 percentage points to 29.7% between 2016 and 2017, with some variation in this trend by length of time opened. Over the same time period, EBacc entry decreased by 1.8 percentage points in converter academies to 43.9% with only converter academies that have been open for 7 or more academic years showing an increase. In local authority maintained schools, EBacc entry decreased by 2 percentage points between 2016 and 2017.

Table 14: Percentage of pupils entering the EBacc in academies and LA maintained schools by length of time open England, 2016-2017

	Number of schools with results	% entered for all components of the English Baccalaureate	
		2015/16	2016/17
Sponsored academies			
Open for one academic year	40	28.0	27.2
Open for two academic years	56	28.7	27.2
Open for three academic years	59	27.9	30.0
Open for four academic years	77	27.4	27.0
Open for five academic years	60	25.0	26.3
Open for six academic years	47	32.6	30.3
Open for seven or more academic years	253	32.3	31.7
All sponsored academies	592	30.0	29.7
Converter academies			
Open for one academic year	57	39.1	38.3
Open for two academic years	47	39.8	39.8
Open for three academic years	67	41.3	41.0
Open for four academic years	155	43.4	41.9
Open for five academic years	371	41.5	38.8
Open for six academic years	651	49.8	47.8
Open for seven or more academic years	27	51.1	52.5
All converter academies	1,375	45.7	43.9
All local authority maintained schools	1,038	38.6	36.6

Source: Key stage 4 provisional attainment data

1. Includes academies and LA maintained schools that were open before 12 September 2016.
2. Includes entries and achievements by these pupils in previous academic years.
3. For this table one academic year is between 12 September 2015 and 11 September 2016.
4. The 'All sponsored academies' and 'All converter academies' figures include data for all schools which were academies on 12 September 2015 irrespective of their type in previous years.
5. Figures for 'Number of schools' are based on those with results in 2016/17.
6. Shaded cells contain information for the predecessor school for sponsored academies and for the school prior to conversion for converter academies.

Table 15 shows decreases in the percentage of pupils achieving the EBacc at grade 4/C or above in both sponsored academies and converter academies between 2016 and 2017, with a drop in attainment of 0.2 percentage points for sponsored academies and a drop of 1.4 percentage points for converter academies (to 14.4% and 29.0%, respectively). Over the same period, the percentage of pupils achieving the EBacc at grade 4/C or above in LA maintained mainstream schools decreased to from 23.2% in 2016 to 22.1% in 2017, a drop by 1.1 percentage points.

Table 15: Percentage of pupils achieving the EBacc in academies and LA maintained schools by length of time open

England, 2016-2017

	Number of schools with results	% achieving grade 4/C or above in all components of the English Baccalaureate	
		2015/16	2016/17
Sponsored academies			
Open for one academic year	40	13.5	12.9
Open for two academic years	56	13.7	12.8
Open for three academic years	59	14.3	14.8
Open for four academic years	77	12.0	12.2
Open for five academic years	60	12.5	12.4
Open for six academic years	47	14.6	13.5
Open for seven or more academic years	253	16.0	15.9
All sponsored academies	592	14.6	14.4
Converter academies			
Open for one academic year	57	25.0	23.0
Open for two academic years	47	24.5	24.1
Open for three academic years	67	25.8	24.7
Open for four academic years	155	26.2	25.2
Open for five academic years	371	27.1	25.2
Open for six academic years	651	34.1	32.7
Open for seven or more academic years	27	37.6	38.5
All converter academies	1,375	30.4	29.0
All local authority maintained schools	1,038	23.2	22.1

Source: Key stage 4 provisional attainment data

1. Includes academies and LA maintained schools that were open before 12 September 2016.
2. Includes entries and achievements by these pupils in previous academic years.
3. For this table one academic year is between 12 September 2015 and 11 September 2016.
4. The 'All sponsored academies' and 'All converter academies' figures include data for all schools which were academies on 12 September 2015 irrespective of their type in previous years.
5. Figures for 'Number of schools' are based on those with results in 2016/17.
6. Shaded cells contain information for the predecessor school for sponsored academies and for the school prior to conversion for converter academies.

9. Attainment by admissions basis (Tables 2b & 4b)

Admissions basis

Prior to 2016, admissions basis was taken from Edubase (now known as 'Get information about schools¹⁸'), which was self-declared by each school and not necessarily a true reflection of a school's admission policy. From 2016, we moved to an alternative classification and provided this alongside the older definition. In 2017, admissions basis uses the alternative classification established in 2016. Results using the old definition are available as part of the download data published on the school performance tables website¹⁹.

The new definition is a more accurate reflection of the current admissions basis of a school. This groups schools into selective schools, non-selective schools in highly selective areas and all other non-selective schools. The selective group covers the same schools as in the previous grouping. Non-selective schools in highly selective areas cover all schools in local authorities where 25% or more of state-funded secondary places are in state-funded selective schools²⁰. The other non-selective schools group includes schools in local authorities with some selection, as well as those with no selection.

To give us feedback regarding this change, please contact Attainment.STATISTICS@education.gov.uk.

Table 16: Attainment 8 and Progress 8 by admissions basis

England, state-funded mainstream schools, 2017

	Number of schools	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
Selective schools	163	22,723	69.1	0.46	0.44	0.47
Non-selective schools in highly selective areas	215	33,673	41.8	-0.14	-0.15	-0.13
Other non-selective schools	2,758	461,140	46.2	-0.01	-0.01	0.00
All state-funded mainstream schools	3,154	518,846	46.9	0.00	0.00	0.00

Source: Key stage 4 provisional attainment data

Of the three groups, selective schools achieve the highest results, with an average Attainment 8 score of 69.1, and Progress 8 score of 0.46, which is a statistically significantly above the national average.

Non-selective schools in highly selective areas have the lowest attainment of the three groups, with an average Attainment 8 score of 41.8, and a Progress 8 score of -0.14, which is statistically significantly below the national average.

All other non-selective schools, which 89% of pupils in state-funded mainstream schools attend, and which therefore contribute the most to the national average, have an average Attainment 8 score of 46.2, and Progress 8 score in line with the national average.

Much of the difference in attainment can be explained by the prior attainment intake of each school type. 93.7% of pupils at the end of key stage 4 for whom data is available at selective schools had prior attainment above the expected level at the end of primary school, compared to 30.2% in non-selective schools in highly selective areas, and 40.9% in other non-selective schools. Non-selective schools in highly selective areas also had 15.9% of

¹⁸ <https://get-information-schools.service.gov.uk/>

¹⁹ 'ADMPOL' variable in 2016-2017 provisional KS4 data download file here: <https://www.compare-school-performance.service.gov.uk/download-data>

²⁰ These local authorities are Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Poole, Slough, Southend-on-Sea, Sutton, Torbay, Trafford and Wirral.

pupils below the expected level, compared to 13.0% in other non-selective schools, and 0.0%²⁴ at selective schools). Pupils with high prior attainment (above the expected level) achieved higher results at selective schools than at non-selective schools in highly selective areas, and other non-selective schools (average Attainment 8 of 70.0, compared to 54.9 and 59.6 respectively).

10. Attainment by religious character (Tables 2c & 4c)

Religious character

Religious character is taken from Edubase²¹ (now known as 'Get information about schools') and is the legal designation of each school.

Further information on faith schools can be found in the quality and methodology document accompanying this release.

The vast majority of pupils (82% of those at state-funded mainstream schools) attend schools with no designated religious character. Results for these schools are therefore very close to the national average, as they make up the vast majority of the total.

Results in faith schools are slightly higher than the national average. Muslim and Jewish schools are the highest performers, but there are only eight and 12 schools with each religious character respectively.

Attainment 8 and Progress 8 scores for 2017 by religious character are shown in Table 17.

Table 17: Attainment 8 and Progress 8 by religious character

England, state-funded mainstream schools, 2017

	Number of schools	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
No Religious Character	2,556	425,266	46.6	-0.01	-0.02	-0.01
Church of England	178	29,059	47.9	0.04	0.02	0.05
Roman Catholic	310	50,237	48.8	0.10	0.09	0.11
Other Christian Faith	68	10,579	47.9	0.03	0.01	0.06
Jewish	12	1,297	58.4	0.62	0.54	0.69
Muslim	8	711	56.5	1.03	0.94	1.13
Sikh	3	291	54.2	0.78	0.63	0.93
Hindu	1	96	54.7	0.57	0.31	0.83
All state-funded mainstream schools	3,154	518,846	46.9	0.00	0.00	0.00

Source: Key stage 4 provisional attainment data

11. Attainment by local authority (Tables LA1)

As shown in Table 17, provisional performance by local authority varies considerably across headline measures.

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

England, state-funded schools, 2017

	Minimum	Maximum	Range
Average Attainment 8 score per pupil	37.3	56.0	18.7 points
% achieving 9-5 grades in English and maths	24.4%	62.4%	38 percentage points
% achieving 9-4 grades in English and maths*	46.9%	80.3%	33.4 percentage points
% entering EBacc	19.1%	62.4%	43.3 percentage points
% achieving EBacc (including 9-5 grades in English and maths and A*-C in unreformed subjects)	7.4%	43.5%	36.1 percentage points
% achieving EBacc (including 9-4 grades in English and maths and A*-C in unreformed subjects)*	8.7%	46.2%	37.5 percentage points

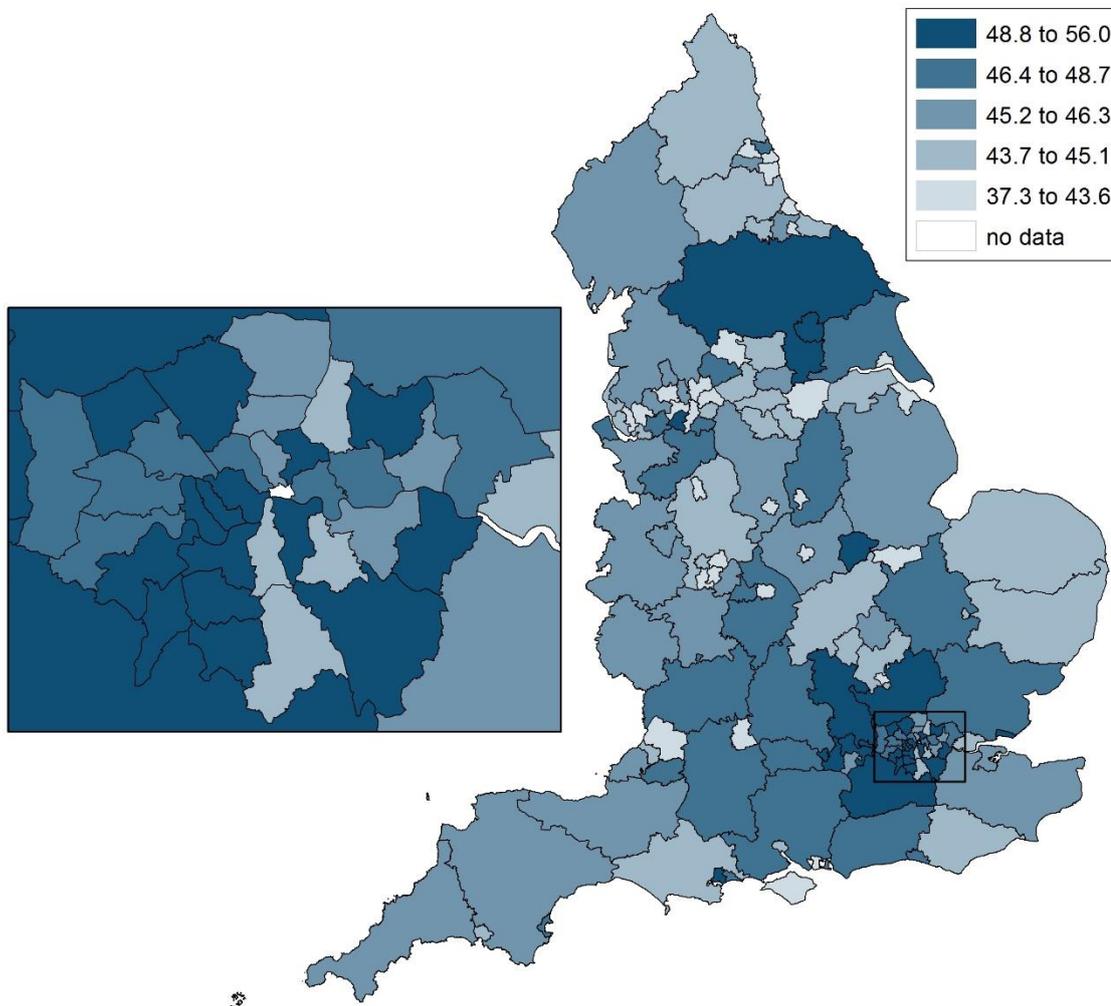
²¹ <https://get-information-schools.service.gov.uk/>

Source: Key stage 4 provisional attainment data

*Not headline measures, but shown to aid comparability to previous years. See section 1: 2017 Headline measures for more information.

**Removed Isles of Scilly as this local authority has only one school recorded.

Figure 14: Average Attainment 8 score per pupil by local authority
England, 2017



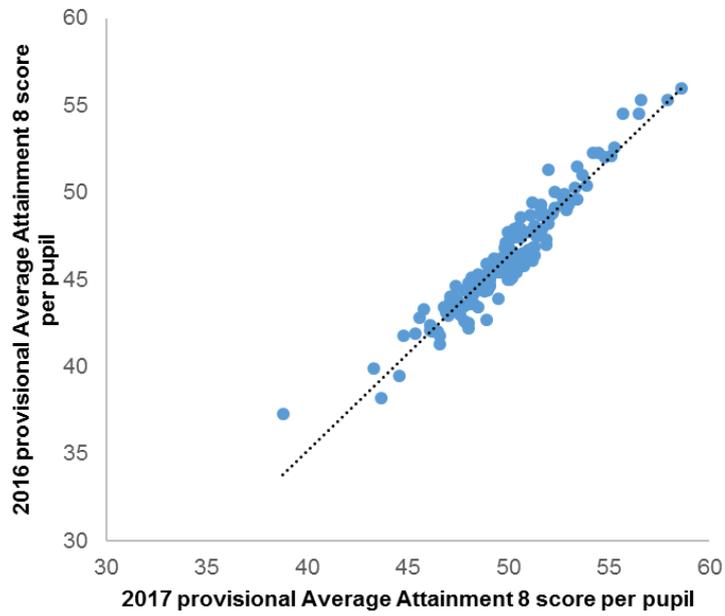
Source: Key stage 4 provisional attainment data

Provisional data for average Attainment 8 score per pupil show that the highest performing local authorities are concentrated in London and the South. The majority of the lowest performing local authorities are located in the Northern and Midland regions. This is a similar pattern to recent years when compared against 2016 Attainment 8 scores.

Figure 15 shows the correlation between the average Attainment 8 score per pupil in 2017 and the average Attainment 8 score per pupil based on equivalent 2016 data (at local authority level). This gave a correlation coefficient of 0.9, suggesting that there is a high level of correlation between the scores for 2016 and 2017. This shows that the majority of areas that were high performing for average Attainment 8 score per pupil in 2016 remain high performing in 2017, despite the differences seen when comparing across years using two different point scales. Similarly, the majority of areas which were low performing in 2016 remain low for average Attainment 8 score per pupil in 2017 at local authority level.

Figure 15: Local authority achievement in Attainment 8 for 2017 compared to Attainment 8 using 2016 shadow data

England, state-funded schools, 2017



Source: Key stage 4 provisional attainment data

12. Accompanying tables

The following tables are available in Excel format on the department's statistics website (hyperlink to gov.uk collection):

National tables

- 1a Comparison over time in headline measures
- 1b The English Baccalaureate
- 1c Entry to specific subject groups
- 1d Average Attainment 8 scores for pupils at the end of key stage 4
- 2a GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by type of school and gender
- 2b GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by school admission basis and gender
- 2c GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by gender and religious character of school
- 2d GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in sponsored academies by length of time open
- 2e GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in converter academies by length of time open
- 3 Transition matrices in English and mathematics showing attainment at key stage 4 by key stage 2 attainment level
- 4a Attainment of pupils at the end of key stage 4 by prior attainment band, type of school and gender
- 4b Attainment of pupils at the end of key stage 4 by prior attainment band, school admission basis and gender
- 4c Attainment of pupils at the end of key stage 4 by prior attainment band, gender and religious character

Local authority and regional tables

- LA1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by gender for each local authority and region

- LA2 Average Attainment 8 scores for each local authority and region
- LA3 The English Baccalaureate by local authority and region
- LA4 Attainment 8 scores and components by local authority and region
- LA5 Progress 8 scores and components by local authority and region

Subject tables

- S1 GCSE and equivalents entries and achievements in selected subjects of pupils at the end of key stage 4 in all schools
- S2 GCSE and equivalents entries and achievements in selected subjects of pupils at the end of key stage 4 in state-funded schools
- S3 GCSE results of pupils at the end of key stage 4 in all schools, by subject and grade
- S4 Entries and achievements in AS levels and Free Standing Mathematics Qualifications of pupils at the end of key stage 4 in all schools, by subject
- S5 Vocational qualification entries and achievements in selected subjects of pupils at the end of key stage 4 in all schools
- S6 Non-discounted examination entries in English Baccalaureate and non-English-Baccalaureate subjects of pupils at the end of key stage 4
- S7 GCSE entries in selected subjects of pupils at the end of key stage 4 by school type (percentage)
- S8 GCSE entries in selected subjects of pupils at the end of key stage 4 by school admission basis and school religious character of state funded mainstream schools (percentage)
- S9 GCSE entries in selected subjects of pupils at the end of key stage 4 by school religious character of state-funded mainstream schools

Subject time series table

Time series of GCSE results of pupils at the end of key stage 4 in all schools, by subject, grade and gender

When reviewing the tables, please note that:

We preserve confidentiality

The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.

We suppress some figures

Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved; or 0, 1 or 2 pupils who did not achieve a particular level are suppressed in circumstances where non-suppression would lead to disclosure of pupils.

Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed.

This suppression is consistent with our [Statistical policy statement on confidentiality](#).

We adopt symbols to help identify suppression

Symbols are used in the tables as follows:

0 zero

. Not available

x Publication of that figure would be disclosive

We round figures

Percentages in this SFR are given to one decimal place.

Coverage of the data

The statistics in this release cover the data collated for the 2017 secondary school performance tables. The performance tables and this release report results based on pupils at the end of key stage 4, who are typically aged 15 at the start of the academic year.

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

13. Further information is available

School level figures

Provisional school level data is published in the [performance tables](#).

Characteristics breakdowns

Characteristics breakdowns are not included in this SFR, but will be published in the revised release in January 2018.

Previously published figures

Revised SFR01/2016: [Revised GCSE and equivalent results in England: 2015 to 2016](#)

Attainment for other key stages

Data on other key stages can be found at the following links:

[Early years foundation stage profile](#)

[Key stage 1](#)

[Key stage 2](#)

[16-19 attainment](#)

[School performance tables](#)

Destination measures

Figures for young people who went into education, employment or training destinations the year after they completed key stage 4 or key stage 5 can be found at the following link:

[Destinations of key stage 4 and key stage 5 pupils](#)

School level figures	Provisional school level data is published in the performance tables .
Attainment in Wales, Scotland and Northern Ireland	<p>Information on educational attainment for secondary schools in Wales is available from the Welsh Government website.</p> <p>Information on educational attainment for secondary schools in Scotland is available from the Scottish Government website.</p> <p>Information on educational attainment for secondary schools in Northern Ireland is available from the Department for Education Northern Ireland (DENI) website.</p>
Information published by Ofqual	<p>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 key stage 2 for GCSE 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.</p> <p>Ofqual have also published information on variability in GCSEs for schools and colleges which is available on GOV.UK – Variability in GCSE results in schools, 2015 to 2017.</p>

14. National Statistics

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

Designation can be broadly interpreted to mean that the statistics:

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

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

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

15. Technical information

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

16. Get in touch

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Department
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