



Provisional GCSE and equivalent results in England, 2017 to 2018



16 October 2018

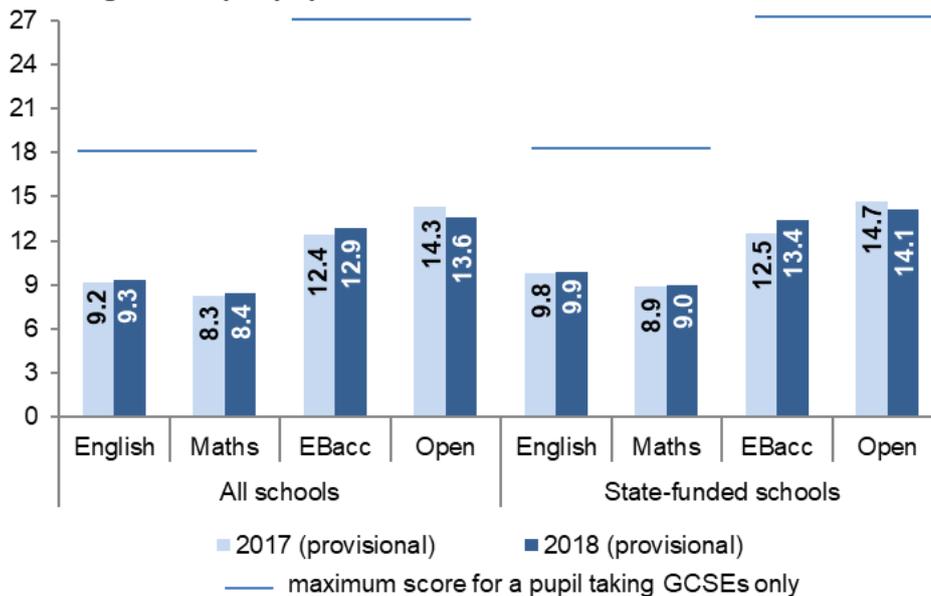
Headline measures and information about new reformed GCSEs in 2018

In 2018, an additional 20 reformed GCSEs graded on a 9-1 scale were sat by pupils for the first time, along with the English language, English literature and mathematics GCSEs which were reformed in 2017. Further reformed GCSEs in other subjects will be phased in over the next 3 years. 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 these additional 20 subjects, including sciences and French, German and Spanish will be included in 2018 measures¹).

The 2018 headline accountability measures for secondary schools are: Attainment 8, Progress 8, attainment in English and mathematics at grade 5 or above, English Baccalaureate (EBacc) entry and EBacc average point score per pupil – a new measure for this year - and destinations of pupils after key stage 4². Details of these measures are on page 6. This provisional release looks primarily at the 2018 headline measures, with comparisons made to 2017 results wherever possible.

The average Attainment 8 score per pupil remained relatively stable in comparison to 2017³

Average score per pupil in each element of Attainment 8



The maximum Attainment 8 score for a pupil taking only GCSE qualifications was 90 in 2018 (87 in 2017). A pupil who achieved two grade 9s in the English and maths slots and six grade 9s across the EBacc and open slots in qualifying subjects, would have a point score of 90. Any changes in the average score per pupil in the EBacc and open slots may reflect changes in the maximum available point scores for the reformed GCSEs which count in these slots, as well as any changes in pupil attainment.

In comparison to 2017, the average Attainment 8 score per pupil for all schools increased by 0.1 points to 44.3, and increased slightly for state-funded schools by 0.4 points to 46.4 in 2018.

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>

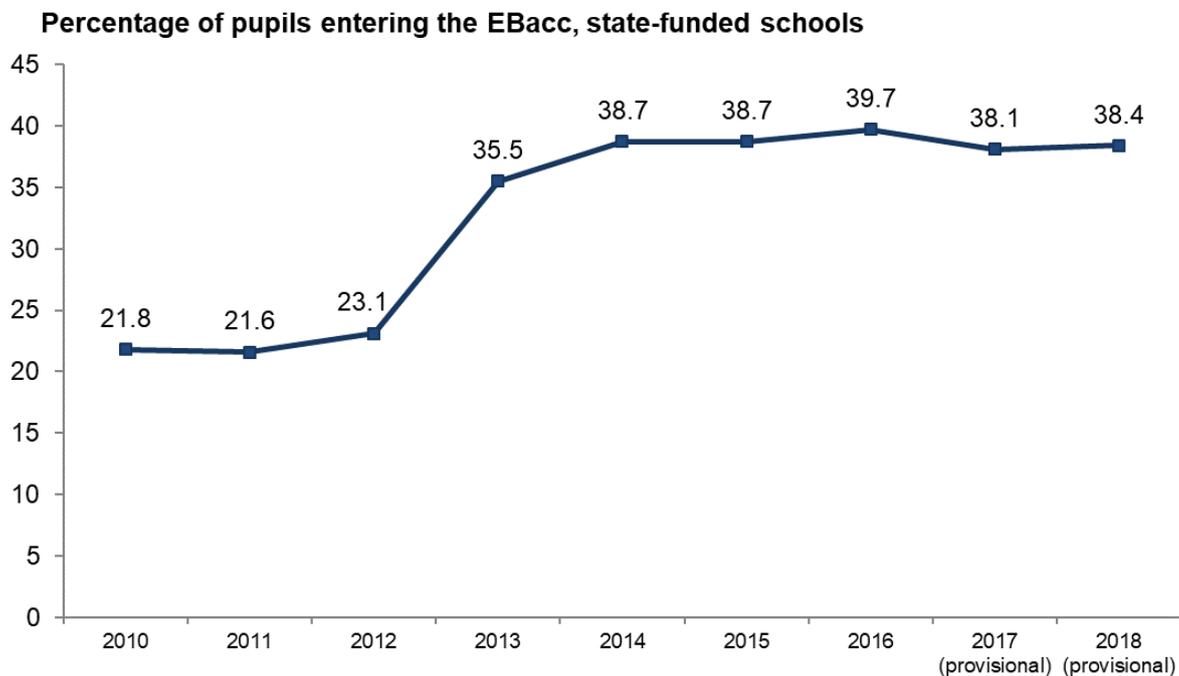
² Destinations of pupils after key stage 4 are covered in a separate publication at:

<https://www.gov.uk/government/collections/statistics-destinations>

³ Note that due to changes we observe between provisional and revised data each year, for consistency comparisons in this publication are made using provisional data for previous years. For more information see [About this release](#) and quality and methodology document published alongside this document.

Scores in the English and maths elements of Attainment 8 remained relatively stable between 2017 and 2018. For the EBacc element, the average score increased by 0.5 points for all schools, to 12.9 points, however this increase is likely to be due (at least in part) to more points being available for EBacc subjects in 2018 compared to 2017. The open element scores decreased by 0.7 points to 13.6 for all schools. This element will have also been affected by changes to eligible qualifications.

EBacc entry increased slightly since 2017



The proportion of pupils entering the EBacc increased by 0.3 percentage points since 2017. In 2018, 38.4% of pupils in state-funded schools entered the EBacc.

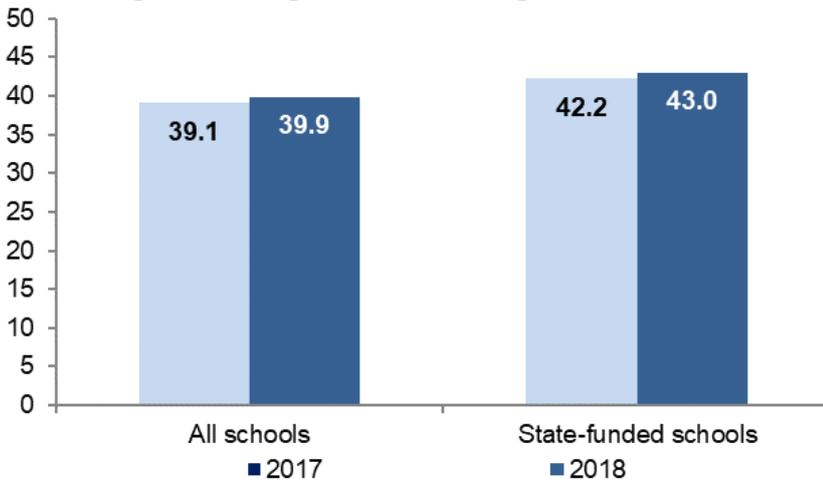
There was also an increase in the percentage of pupils entering four pillars of the EBacc. In 2018, 46.5% pupils entered four pillars compared to 43.7% in 2017, an increase of 2.8 percentage points, resulting largely from the rise in science and humanities entries. Of those pupils who entered four of the five EBacc pillars, the majority (83.9%) were missing the languages pillar in 2018. Entries to EBacc languages dropped by 1.2 percentage points in 2018 to 46.1%, continuing a falling trend since 2014; this drop in EBacc languages will have affected overall EBacc entry.

Entries to EBacc English and maths were relatively stable in comparison to 2017. Entries to EBacc science and humanities were up in comparison to 2017, increasing by 4.2 percentage points (to 95.4%) and 1.7 percentage points (to 78.3%) respectively.

The EBacc average point score (APS) is a new headline measure introduced in 2018. The EBacc APS for all schools was 3.83. For state-funded schools the EBacc APS was 4.03. The maximum possible EBacc APS is 10.75, which is possible by achieving an A* in an AS level qualification in each EBacc pillar.

Percentage achieving the threshold of a grade 5 or above in English and maths increased compared to 2017

Percentage achieving threshold in English and maths



The proportion of pupils achieving the headline measure of grades 5 or above in English and maths was 39.9% for all schools in 2018, increasing by 0.8 percentage points from 2017. In state-funded schools this also increased by 0.8 percentage points to 43.0% in 2018.

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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 2017-18 academic year. School level results for the headline measures are published in the [provisional school performance tables](#).

The data in this release is provisional and, 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 any amendment requests made by schools during the September checking exercise. These amendments will be incorporated into the revised release, due to be published in January 2019 alongside the revised secondary school performance tables.

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.

This publication will compare provisional results for 2018 to provisional results from 2017 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 accepted amendment requests made by schools. As such, users should be aware that the statistics in this release may be revised in a similar pattern in January 2019. As context, in 2017 there was an increase of 0.4 points in the Attainment 8 score in all schools, and 0.3 points in state-funded schools.

Of the reformed GCSE subjects introduced in 2018, only science had a significant change in the structure of the qualifications available; combined science was introduced replacing core and additional. Combined science is a double award GCSE and is graded from 9-9 to 1-1. For more detail on the combined science GCSE in relation to its inclusion in performance measures please see the [secondary accountability guidance](#).

Users should be cautious when comparing headline measures between 2018 and 2017. In 2018, Attainment 8 had a maximum point score of 90, compared to a maximum of 87 to 2017, as a result of the phased introduction of reformed GCSEs. This difference should be taken into account when considering any change in Attainment 8 scores between 2017 and 2018.

Figures for all schools typically change more than those for state-funded schools between the provisional and revised releases. This is 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 14-16 provision do not check their cohort figures until September, whereas state funded schools do this in June. More information regarding changes in results between provisional, revised and final can be found in the accompanying quality and methodology document.

A transparency notice detailing a minor issue affecting some schools' Progress 8 score can be found within the quality and methodology document that is published alongside this release.

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

⁴ A list of qualifications that count in the performance tables each year up to 2020 can be found at <https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>

1. 2018 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. In 2018, Progress 8 has been adjusted to take account of a small number of cases where pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. For more information please see the [secondary accountability guidance](#).

Attainment in English and maths (9-5)

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

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](#).

EBacc average point score

From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

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

When comparing the 2018 provisional headline measures to the equivalent provisional data from 2017, it is important to note any changes to methodology or data changes underpinning the 2018 measures. These changes are explained in the [About this release](#) section above and expanded upon in following sections on specific headline measures.

The tables below show increases across all headline measures in 2018, compared to 2017 provisional data, however any change in Attainment 8 may have been affected by the introduction of further reformed GCSEs graded on the 9-1 scale which have a higher maximum score than unreformed GCSEs.

Table 1: Average Attainment 8 score per pupil

Attainment 8 score		
	All schools	State-funded schools
2017 provisional	44.2	46.0
2018 provisional	44.3	46.4

Table 2: Percentage achieving the threshold in English and maths

Percentage achieving threshold in English and maths		
	All schools	State-funded schools
2017 provisional (9-5 grades in English and maths)	39.1%	42.2%
2018 provisional (9-5 grades in English and maths)	39.9%	43.0%

Table 3: Percentage entering the EBacc

Percentage entering the EBacc		
	All schools	State-funded schools
2017 provisional	34.9%	38.1%
2018 provisional	35.1%	38.4%

Table 4: EBacc average point score

Average point score		
	All schools	State-funded schools
2018 provisional	3.83	4.03

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, or any 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 zero⁵ where a slot is empty⁵.

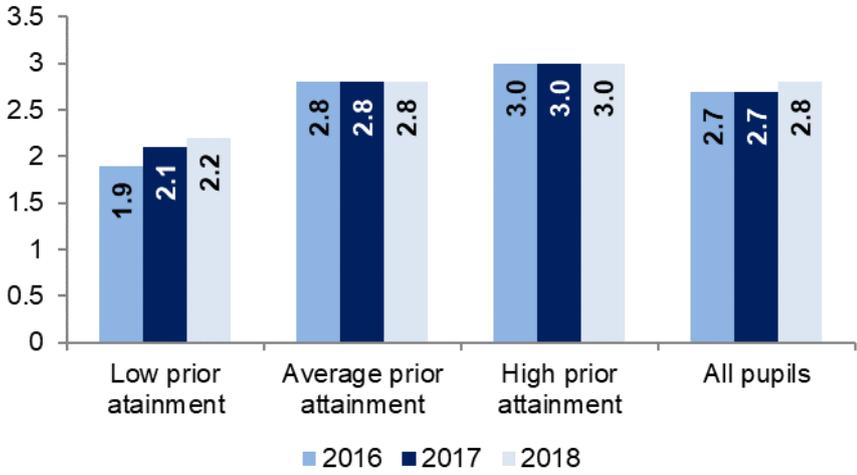
In 2018, pupils in state-funded schools filled an average of 2.8 EBacc slots. Pupils with high and average prior attainment were entering on average 3.0 and 2.8 EBacc slots respectively, which has remained consistent since 2016. However, pupils with low prior attainment have continued to increase the average number of EBacc slots filled (by 0.1) to 2.2 slots. 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

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

low prior attainment has increased, this is a smaller group of pupils, so this has not had a large 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, 2016 to 2018



Source: Key stage 4 provisional attainment data

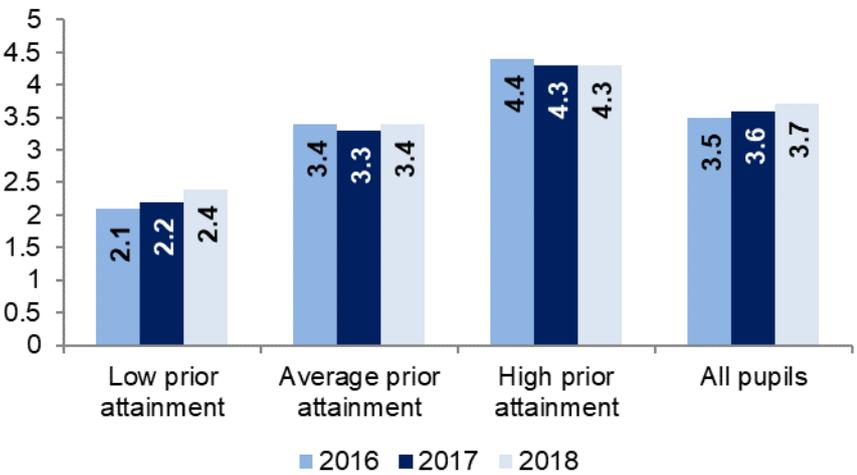
Pupils are not limited to taking three EBacc qualifications: Figure 2 shows the average number of qualifications taken which could count towards the EBacc slots of Attainment 8⁶.

This shows a similar pattern, with the average number of EBacc qualifications taken increasing by 0.1 for all pupils, between 2017 and 2018. There was an increase of 0.2 for those with low prior attainment, 0.1 for average prior attainment and all pupils, and no change for 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 the last 3 years) 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, 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 (or combined science) and a language, without taking a subject in the humanities pillar.

Figure 2: Average number of EBacc slots that could be filled by prior attainment band

England, state-funded schools, 2016-2018



Source: Key stage 4 provisional attainment data

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

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.

GCSE and other equivalent qualification entry decreased

The average number of entries to qualifications that count in the performance tables per pupil decreased between 2017 and 2018. The changes are shown in the figure 3, however they should be interpreted with caution in this period of reform. For the 20 reformed GCSE subjects in 2018, any early entries (e.g. when pupils were in year 10) in those subjects would have been to legacy qualifications in those subjects - which do not count in 2018 performance tables. This may have had an impact on the number of qualifications pupils have taken that count in 2018 performance tables.

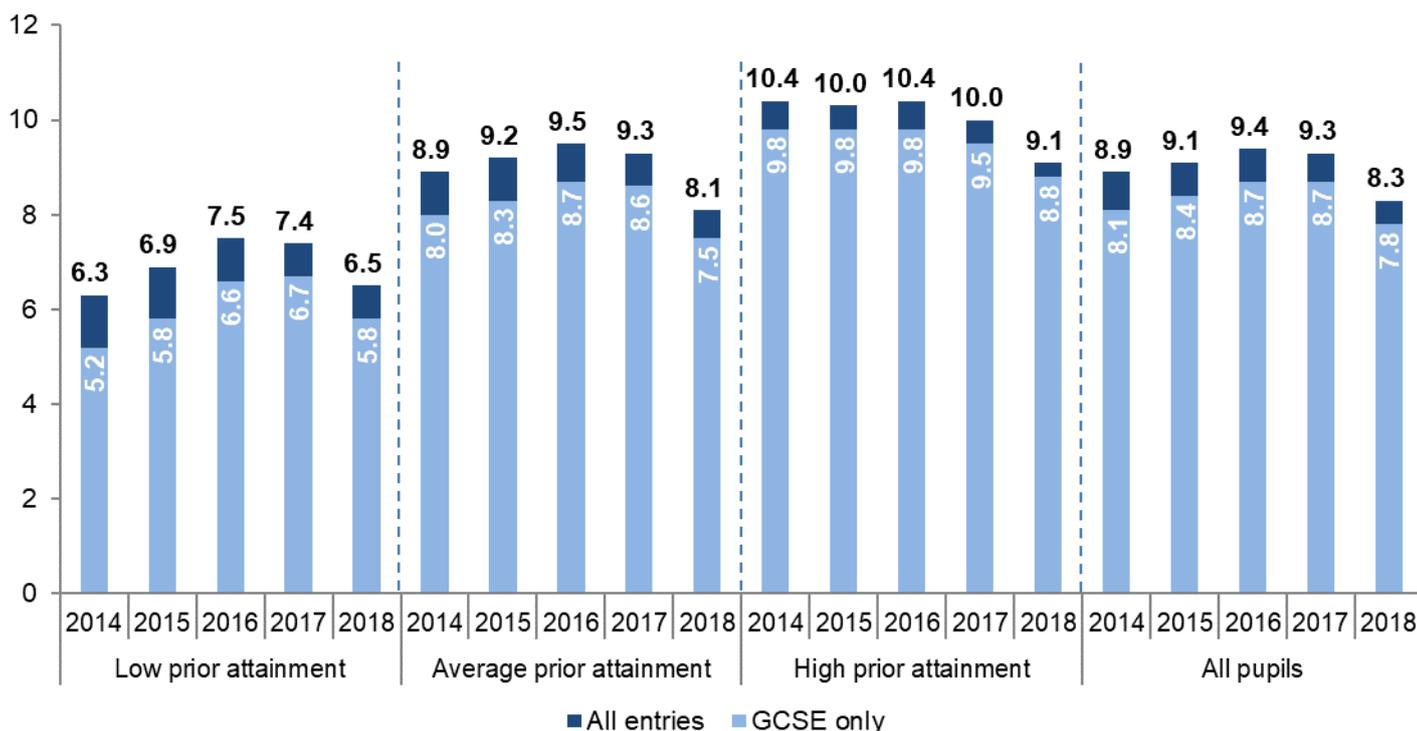
The change in the structure of science qualifications available is likely to have led to a reduction in the average number of GCSE entries. Combined science is a double award GCSE which has replaced core and additional. Entries into Combined science count as one entry, whereas in previous years entry into core and additional would count as two entries.

GCSE reforms have also led to a reduction in the number of non-GCSE qualifications which count in performance tables (as only the reformed GCSEs now count) which may have led to the reduction in non-GCSE entries.

We can only compare back to 2014, due to reforms to how these measures were calculated, but entry figures show that pupils took 8.3 qualifications on average in 2018, down from 8.9 in 2014. However, there has been a slight increase in the average number of entries by pupils with low prior attainment, on average 6.5 entries were taken in 2018 compared to 6.3 in 2014.

Figure 3: Average number of entries in all qualifications and GCSEs, by prior attainment band

England, state-funded schools, 2018



Source: Key stage 4 provisional attainment data

The percentage of GCSEs entered by the cohort has increased since 2014. GCSEs⁷ made up 83% of all entries for pupils with low prior attainment in 2014, increasing to 89% in 2018. There were increases of 3 percentage points for pupils with average and high prior attainment, from 90% in 2014 to 93% in 2018 for average prior attainment, and from 94% to 97% for high prior attainment. The percentage of GCSEs entered by the cohort increased at the same rate for all pupils, from 91% in 2014 to 94% in 2018.

⁷ Includes full course GCSEs, double award GCSEs, AS levels, Cambridge International Certificates and Edexcel Level 1/2 Certificates.

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

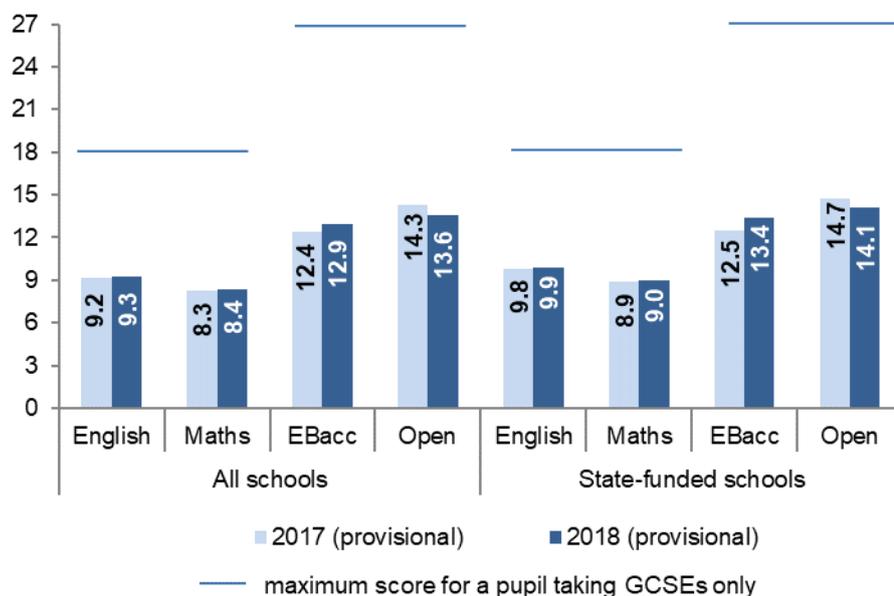
Attainment 8

The maximum Attainment 8 score for a pupil taking only GCSE qualifications was 90 in 2018 (87 in 2017). A pupil who achieved two grade 9s in the English and maths slots and six grade 9s across the EBacc and open slots in qualifying subjects, would have a point score of 90. Any changes in the average score per pupil in the EBacc and open slots, may reflect changes in the maximum available point scores for the reformed GCSEs which count in these slots, as well as any changes in pupil attainment.

In comparison to 2017, the average Attainment 8 score per pupil increased by 0.1 points for all schools to 44.3 and by 0.4 points for state-funded schools to 46.4. Across each element of Attainment 8, there were increases in the average score per pupil with the exception of the open slots which decreased from 14.3 in 2017 to 13.6 in 2018 (all schools) and from 14.7 in 2017 to 14.1 in 2018 (state-funded schools).

For all schools, the average score per pupil in the EBacc slots increased by 0.5 points to 12.9. The English and maths elements both had slight (0.1) increases compared to 2017. The pattern was similar for state-funded schools which saw a slight increase in English and maths average scores, with a 0.9 point increase in the EBacc element.

Figure 4: Average score per pupil in each element of Attainment 8 England, 2018



Source: Key stage 4 provisional attainment data

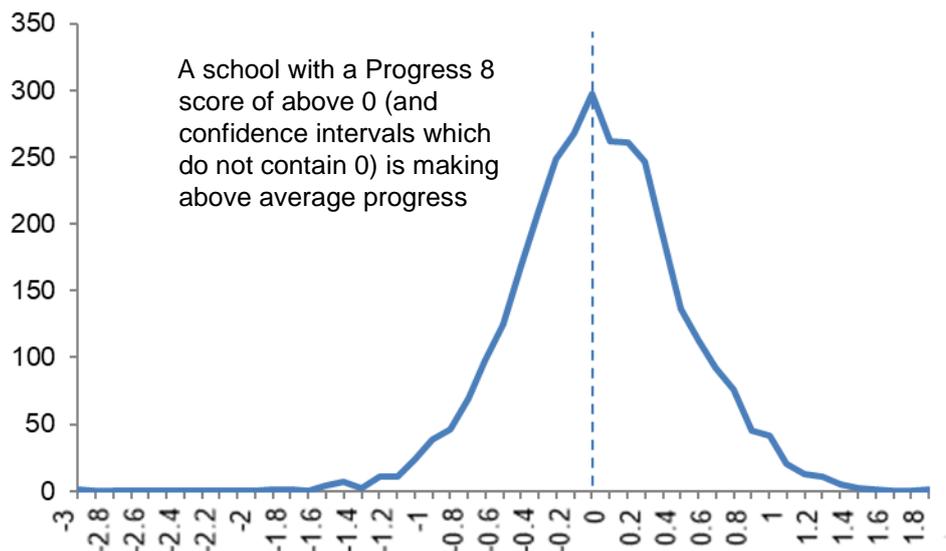
Progress 8

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.

2018 is the third 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 schools⁸ at school level run from -3 to 1.8, with approximately 99% of schools' scores between -1.3 and +1.3 in 2018.

⁸ Excludes further education colleges with 14-16 provision

Figure 5: Distribution of Progress 8 scores
 England, state-funded mainstream schools⁸, 2018



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 2017 and a score of -0.2 in 2018 tells you how the school did compared to the national average in those years but not whether their performance improved across years. However, knowing that they were in the 86th percentile in 2017 and in the 70th percentile in 2018 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)

Attainment in English and maths at grade 5 or above was 39.9% in all schools and 43.0% in state-funded schools. When comparing to 2017, this was an increase of 0.8 percentage points for both all schools and state-funded schools.

Table 3: Attainment in English and maths (9-5)
 England, 2017-2018

Year	Measure	All schools	State-funded schools
2017 provisional	% achieving grade 5 or above	39.1%	42.2%
2018 provisional	% achieving grade 5 or above	39.9%	43.0%

Source: Key stage 4 provisional attainment data

5. The English Baccalaureate (Table 1b)

The proportion of pupils entering and achieving the EBacc increased by 0.3 percentage points, with 38.4% of pupils in state-funded schools entering the EBacc in 2018.

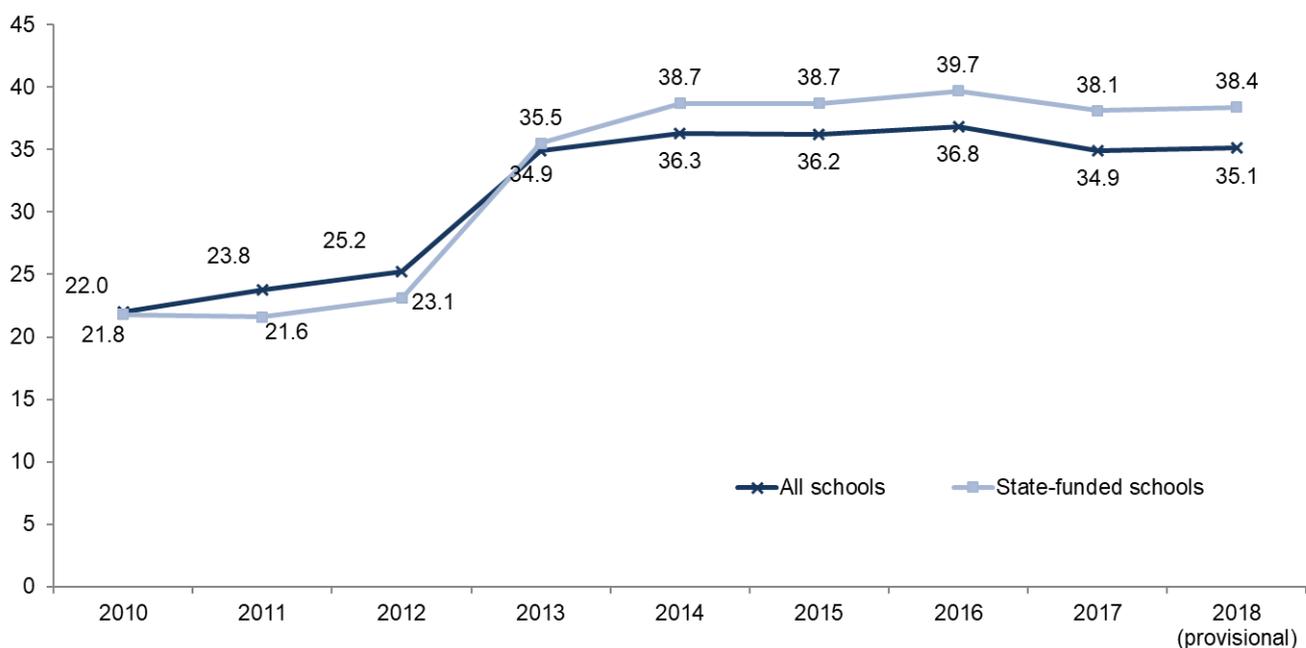
From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential. For more information please refer to the [secondary accountability guidance](#).

EBacc entry

In 2018, 35.1% of pupils in all schools and 38.4% of pupils in state-funded schools entered the EBacc, an increase of 0.2 and 0.3 percentage points respectively compared to 2017.

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. 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 such measures in the school 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.

Figure 6: Percentage of pupils entering the EBacc
England, 2010-2018



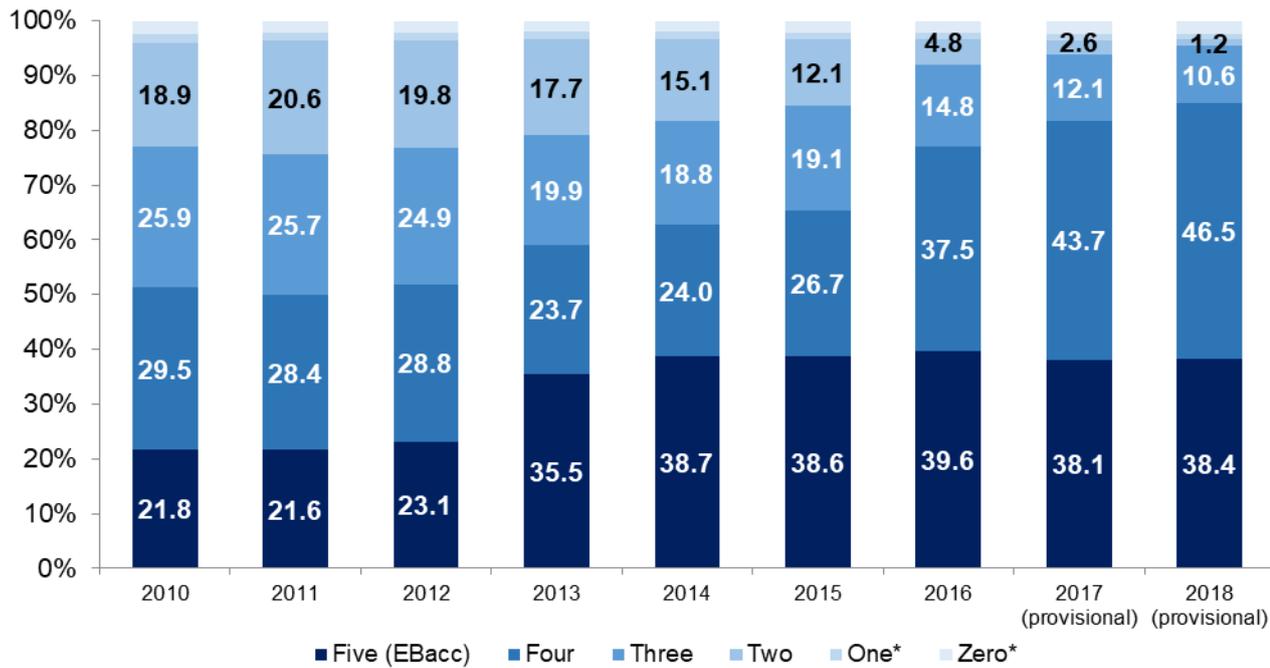
Source: Key stage 4 attainment data

There continued to be an increase in the percentage of pupils entering four components⁹ of the EBacc, from 43.7% to 46.5% between 2017 and 2018, with corresponding falls in pupils taking two or three components, down to 1.2% and 10.6% respectively, as shown in Figure 7.

⁹ There are five components that make up the English Baccalaureate: English, maths, science, a language, and history or geography

Figure 7: Percentage of pupils with entries into different numbers of EBacc components

England, state-funded schools, 2010-2018



*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 (83.9%) were missing the languages component in 2018, up from 80.4% in 2017. The humanities component was the second highest missing component, with 15.5% of those who entered four components not entering humanities in 2018, down from 17.3% in 2017.

The percentage of pupils who did not enter any EBacc components has increased slightly in recent years, from 1.9% in 2014 to 2.5% in 2018. However, this is still a similar proportion to 2010 when 2.4% of pupils did not enter any EBacc components. The majority of pupils who do not enter any EBacc components have low prior attainment at key stage 2 (76.9% in 2018).

EBacc average points score

Table 5 shows the EBacc average point score per pupil, both overall and for each component of the EBacc. The headline measure has changed for the EBacc in 2018. EBacc average point score (EBacc APS) has replaced the old threshold attainment measure. As this is a new measure, there is no comparison available for earlier years. The maximum EBacc average point score is 10.75. Some subjects' EBacc APS is heavily affected by the number of pupils not sitting these subjects and thus scoring zero. For more information please see the [secondary accountability guidance](#).

Table 5: EBacc average point score
England, 2018

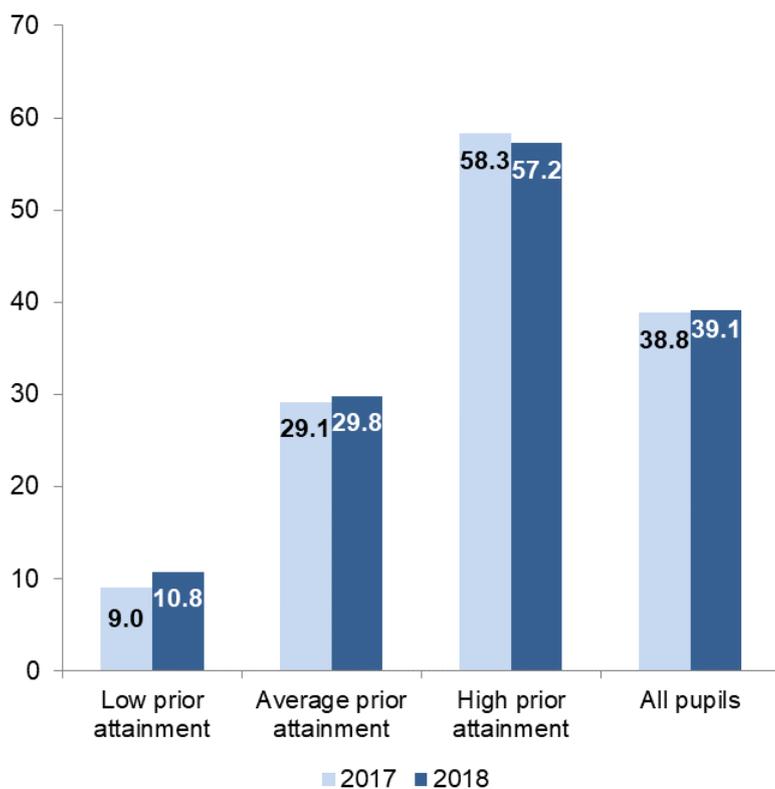
Year	Measure	All schools	State-funded schools
2018 provisional	EBacc average point score per pupil	3.83	4.03
	EBacc average point score in each component		
	English	4.60	4.93
	Mathematics	4.21	4.50
	Sciences	4.23	4.49
	History or Geography	3.41	3.54
	Languages	2.28	2.25

Source: Key stage 4 attainment data

EBacc by prior attainment

The overall EBacc entry rate in state-funded mainstream schools increased slightly from 38.8% in 2017 to 39.1% in 2018 (a rise of 0.3 percentage points). This was driven by increases in EBacc entry rates for pupils with low and average prior attainment, as shown in Figure 8. However, entry rates for pupils with high prior attainment fell, with 57.2% entering the EBacc in 2018 compared to 58.3% in 2017.

Figure 8: EBacc entry rates by prior attainment band
England, state-funded mainstream schools, 2017-2018



Source: Key stage 4 provisional attainment data

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

As in previous years, girls continue to do better than boys in all headline measures. The gender gap for Attainment 8 has increased to 5.6 points, an increase of 0.3 points. The gender gap has also increased for the English and maths attainment measure to 6.8 percentage points, as shown in Figure 9, an increase of 0.6 percentage points since 2017.

Table 10: Attainment 8 and Progress 8 by gender

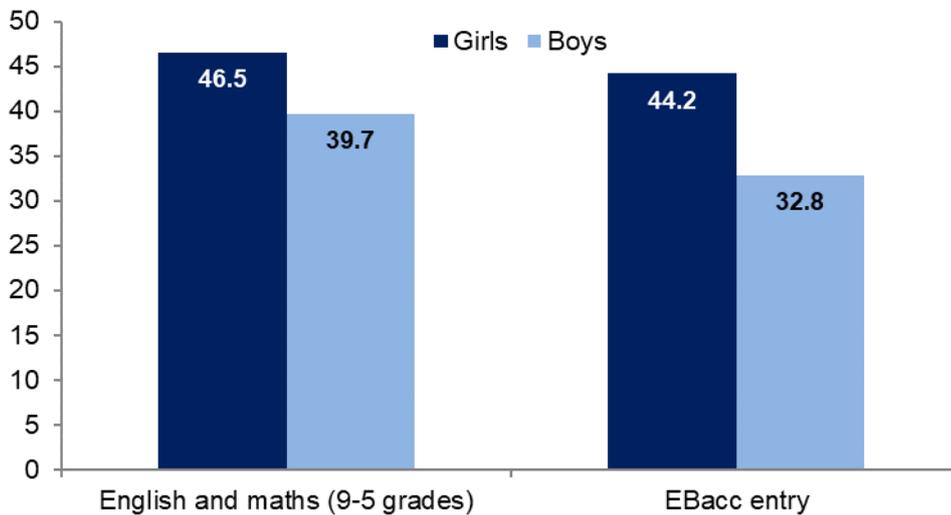
England, state-funded schools, 2018

	Average Attainment 8 score	Average Progress 8 score	<i>Progress 8 lower confidence interval</i>	<i>Progress 8 upper confidence interval</i>	EBacc average point score
Boys	43.6	-0.25	-0.26	-0.25	3.79
Girls	49.2	0.22	0.21	0.22	4.28

Source: Key stage 4 provisional attainment data

Figure 9: Performance in threshold measures by gender

England, state-funded schools, 2018



Source: Key stage 4 provisional attainment data

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

Schools in England can be divided into state-funded and independent schools. Independent schools are funded by fees paid by attendees. State-funded and independent schools are considered separately, because the department holds state-funded schools¹⁰ 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 11.

Table 11: Attainment 8 and Progress 8 by school type

England, state-funded mainstream schools, 2018

	Number of schools	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	<i>Progress 8 lower confidence interval</i>	<i>Progress 8 upper confidence interval</i>
Local authority maintained mainstream schools	930	151,241	46.4	-0.03	-0.03	-0.02
Academies and free schools	2,222	360,268	47.7	0.03	0.03	0.03
<i>Sponsored academies</i>	642	92,074	41.5	-0.19	-0.20	-0.19
<i>Converter academies</i>	1,431	258,141	50.0	0.12	0.11	0.12
<i>Free schools</i>	77	6,037	48.8	0.24	0.21	0.27
<i>University technical colleges</i>	44	2,955	38.0	-0.80	-0.85	-0.76
<i>Studio schools</i>	28	1,061	35.9	-0.65	-0.73	-0.57
Further education colleges	19	1,386	16.3	-2.02	-2.10	-1.94
All state-funded mainstream schools	3,174	513,455	47.2	0.01	0.01	0.01

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 2018.

¹⁰ 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, 2018

	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
Sponsored academies						
Open for one academic year	66	9,486	39.2	-0.42	-0.45	-0.39
Open for two academic years	41	5,836	39.8	-0.32	-0.36	-0.29
Open for three academic years	56	7,770	41.3	-0.31	-0.34	-0.28
Open for four academic years	59	7,576	41.6	-0.16	-0.19	-0.13
Open for five academic years	73	8,983	41.1	-0.17	-0.20	-0.14
Open for six academic years	58	7,757	40.7	-0.17	-0.20	-0.14
Open for seven academic years	45	6,144	41.4	-0.23	-0.27	-0.20
Open for eight academic years	59	8,658	40.3	-0.19	-0.22	-0.16
Open for nine or more academic years	185	29,864	43.4	-0.08	-0.10	-0.07
All sponsored academies	642	92,074	41.5	-0.19	-0.20	-0.19
Converter academies						
Open for one academic year	76	12,359	45.3	-0.06	-0.09	-0.04
Open for two academic years	58	10,138	46.8	0.05	0.03	0.08
Open for three academic years	46	8,423	47.8	0.03	0.00	0.05
Open for four academic years	65	12,102	48.0	0.06	0.03	0.08
Open for five academic years	149	26,133	47.5	0.04	0.02	0.05
Open for six academic years	367	64,622	49.0	0.09	0.08	0.10
Open for seven academic years	643	119,216	52.1	0.17	0.16	0.18
Open for eight or more academic years	27	5,148	55.3	0.34	0.31	0.38
All converter academies	1,431	258,141	50.0	0.12	0.11	0.12
All local authority maintained schools	930	151,241	46.4	-0.03	-0.03	-0.02

Source: Key stage 4 provisional attainment data

Free schools, UTCs and studio schools

The numbers of free schools, UTCs and studio schools with year 11 pupils are too small to allow robust conclusions to be drawn about their performance at the end of key stage 4¹¹, or 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. Progress 8 measures a pupil's academic progress during key stages 3 and 4. At the end of key stage 4, pupils in UTCs and studio schools will have typically only attended these schools for two out of the five years since the end of key stage 2. This should be taken into account when comparing this type of schools' results with those schools that start educating their pupils from the beginning of key stage 3.

¹¹ There are 77 free schools, 44 university technical colleges (UTCs) and 28 studio schools with results in 2018

Further education colleges

Since September 2013, general further education colleges and sixth-form colleges have been able to directly enrol 14- to 16-year-olds. The number of FE colleges offering 14-16 provision with year 11 pupils is too small to allow robust conclusions to be drawn about their performance¹². Interpretation of the figures is also limited by the fact that FE colleges do not complete the pupil level school census, meaning the department does not have as accurate a record of pupils at the end of key stage 4, as it does for other state-funded schools. Colleges 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 to their results included in the January revised publication.

Like UTCs and studio schools, pupils typically enrol in 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 these schools for only two out of the five years since the end of key stage 2. 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 detailed 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 2018 we have used; the percentage of pupils achieving a grade 4/C or above in English and mathematics, and the percentage of pupils entering the EBacc.

Table 13 shows increases in attainment of grade 4/C and above in English and maths in both sponsored academies and converter academies between 2017 and 2018, with a rise of 0.6 percentage points for sponsored academies and 0.4 percentage points for converter academies (to 54.0% and 70.4%, respectively). Over the same period, attainment in LA maintained mainstream schools increased from 62.6% to 63.8% (an increase of 1.2 percentage points).

¹² There are 18 further education colleges with 14-16 provision with results in 2017

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

England, 2017-2018

	Number of schools with results	% achieving grade 4/C or above in English and Maths		
		2015/16	2016/17	2017/18
Sponsored academies				
Open for one academic year	66	46.0	46.3	49.7
Open for two academic years	41	47.7	50.7	52.1
Open for three academic years	56	53.1	53.9	55.6
Open for four academic years	59	52.2	53.9	54.6
Open for five academic years	73	49.4	53.5	53.0
Open for six academic years	58	50.9	49.5	51.9
Open for seven academic years	45	53.6	51.5	53.7
Open for eight academic years	59	48.6	50.8	50.2
Open for nine or more academic years	185	56.2	55.9	57.3
All sponsored academies	642	53.1	53.4	54.0
Converter academies				
Open for one academic year	76	59.7	60.8	62.2
Open for two academic years	58	61.5	63.9	64.0
Open for three academic years	46	65.5	66.0	66.6
Open for four academic years	65	65.9	66.2	66.8
Open for five academic years	149	64.1	65.8	66.6
Open for six academic years	367	68.0	68.5	69.0
Open for seven academic years	643	72.8	73.3	73.8
Open for eight or more academic years	27	77.1	76.7	78.7
All converter academies	1,431	69.4	70.0	70.4
All local authority maintained schools	930	62.1	62.6	63.8

Source: Key stage 4 provisional attainment data

1. Includes academies and LA maintained schools that were open before 12 September 2017.
2. Includes entries and achievements by these pupils in previous academic years.
3. For this table one academic year is between 12 September 2017 and 11 September 2018.
4. The figures are based on a school's type on 12 September 2017 irrespective of their type in previous years.
5. Figures for 'Number of schools' are based on those with results in 2017/18.
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 increased slightly in local authority maintained schools, sponsored and converter academies. For sponsored and converter academies, EBacc entry increased marginally by 0.1 percentage points to 30.1% and 43.8% respectively, between 2017 and 2018. Over the same time period, EBacc entry in local authority maintained schools increased by 0.4 percentage points to 37.0%.

Table 14: Percentage of pupils entering the EBacc in academies and LA maintained schools by length of time open
England, 2017-2018

	Number of schools with results	% entered for all components of the English Baccalaureate		
		2015/16	2016/17	2017/18
Sponsored academies				
Open for one academic year	66	26.0	20.8	22.4
Open for two academic years	41	24.3	27.2	29.8
Open for three academic years	56	28.7	27.2	30.2
Open for four academic years	59	27.9	30.0	28.5
Open for five academic years	73	26.7	25.8	30.1
Open for six academic years	58	25.7	27.6	27.4
Open for seven academic years	45	33.6	31.2	30.4
Open for eight academic years	59	22.7	24.9	23.8
Open for nine or more academic years	185	35.6	34.2	35.4
All sponsored academies	642	30.5	30.0	30.1
Converter academies				
Open for one academic year	76	36.6	36.1	36.0
Open for two academic years	58	37.4	37.8	40.1
Open for three academic years	46	39.3	40.5	40.9
Open for four academic years	65	40.5	40.6	38.9
Open for five academic years	149	40.9	42.1	41.8
Open for six academic years	367	43.8	39.1	39.5
Open for seven academic years	643	41.8	48.0	48.1
Open for eight or more academic years	27	50.0	52.5	51.0
All converter academies	1,431	45.6	43.7	43.8
All local authority maintained schools	930	38.6	36.6	37.0

Source: Key stage 4 provisional attainment data

1. Includes academies and LA maintained schools that were open before 12 September 2017.
2. Includes entries and achievements by these pupils in previous academic years.
3. For this table one academic year is between 12 September 2017 and 11 September 2018.
4. The figures are based on a school's type on 12 September 2017 irrespective of their type in previous years.
5. Figures for 'Number of schools' are based on those with results in 2017/18.
6. Shaded cells contain information for the predecessor school for sponsored academies and for the school prior to conversion for converter academies.

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

Admissions basis

Prior to 2016, admissions basis was taken from 'Get information about schools¹³' (GIAS), 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 2018, admissions basis continues to use the alternative classification established in 2016. Results using the old definition are available as part of the historical download data published on the school performance tables website¹⁴.

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 schools¹⁵. 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, 2018

	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	23,199	70.9	0.57	0.55	0.58
Non-selective schools in highly selective areas	216	33,157	42.1	-0.13	-0.15	-0.12
Other non-selective schools	2,776	455,713	46.5	0.00	-0.01	0.00
All state-funded mainstream schools	3,174	513,455	47.2	0.01	0.01	0.01

Source: Key stage 4 provisional attainment data

Of the three groups, selective schools achieve the highest results, with an average Attainment 8 score of 70.9, and Progress 8 score of 0.57 in 2018, which was 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 42.1, and a Progress 8 score of -0.13, which was statistically significantly below the national average.

All other non-selective schools, which 87% of pupils in state-funded mainstream schools attend, and which therefore contribute the most to the national average, had an average Attainment 8 score of 46.5, 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. 93.5% 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 30.5% in non-selective schools in highly selective areas, and 41.0% in other non-selective schools. Non-selective schools in highly selective areas also had 16.0% of pupils below the expected level, compared to 13.1% in other non-selective schools, and 0.1% 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 71.8, compared to 55.3 and 59.6 respectively).

¹³ <https://get-information-schools.service.gov.uk/>

¹⁴ 'ADMPOL' variable in 2017-2018 provisional KS4 data download file here: <https://www.compare-school-performance.service.gov.uk/download-data>

¹⁵ These local authorities are Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Poole, Slough, Southend-on-Sea, Sutton, Torbay, Trafford and Wirral.

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

Religious character

Religious character is taken from GIAS¹⁶ 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 higher than the national average. In 2018, Muslim and Jewish schools were the highest performers, however there were only 11 and 13 schools with each religious character respectively.

Attainment 8 and Progress 8 scores for 2018 by religious character are shown in Table 17.

Table 17: Attainment 8 and Progress 8 by religious character

England, state-funded mainstream schools, 2018

	Number of schools	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	<i>Progress 8 lower confidence interval</i>	<i>Progress 8 upper confidence interval</i>
No Religious Character	2,576	421,068	46.9	-0.01	-0.02	-0.01
Church of England	181	29,102	48.4	0.08	0.06	0.09
Roman Catholic	309	49,639	49.3	0.13	0.12	0.14
Other Christian Faith	61	9,579	49.7	0.09	0.06	0.11
Jewish	13	1,346	59.8	0.83	0.75	0.90
Muslim	11	883	58.9	1.20	1.11	1.29
Sikh	3	345	54.4	0.62	0.48	0.76
Hindu	1	107	56.4	0.74	0.48	1.00
All state-funded mainstream schools	3,174	513,455	47.2	0.01	0.01	0.01

Source: Key stage 4 provisional attainment data

¹⁶ <https://get-information-schools.service.gov.uk/>

10. Attainment by local authority (Tables LA1)

As shown in Table 18, provisional performance by local authority varies considerably across headline measures.

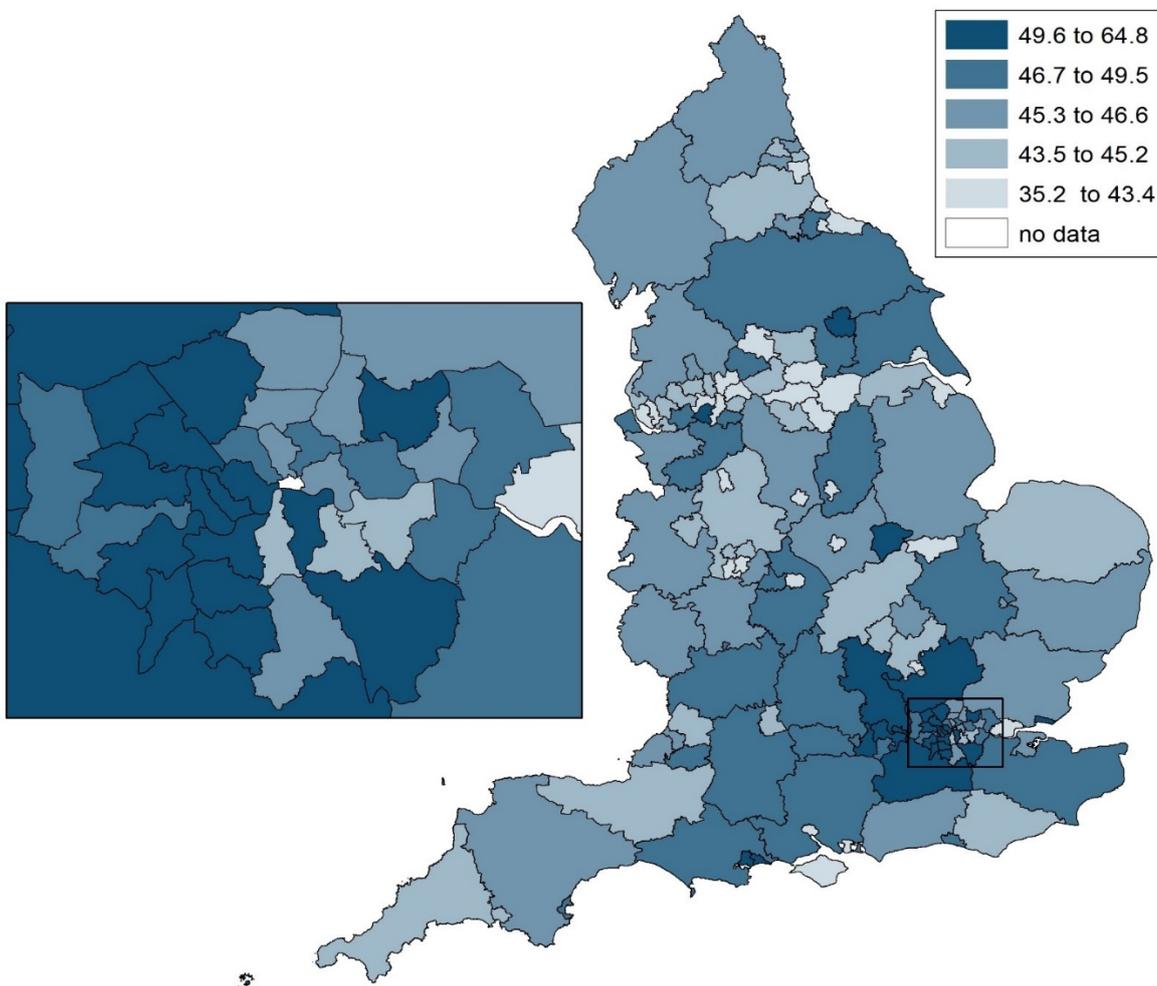
Table 18: Minimum and maximum local authority performance in headline measures*
England, state-funded schools, 2018

	Minimum	Maximum	Range
Average Attainment 8 score per pupil	35.2	58.0	22.8 points
% achieving 9-5 grades in English and maths	21.0	63.9	42.9 percentage points
% entering EBacc	15.1	64.8	49.7 percentage points
EBacc average point score	2.98	5.31	2.33 points

Source: Key stage 4 provisional attainment data

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

Figure 10: Average Attainment 8 score per pupil by local authority England, 2018



Source: Key stage 4 provisional attainment data

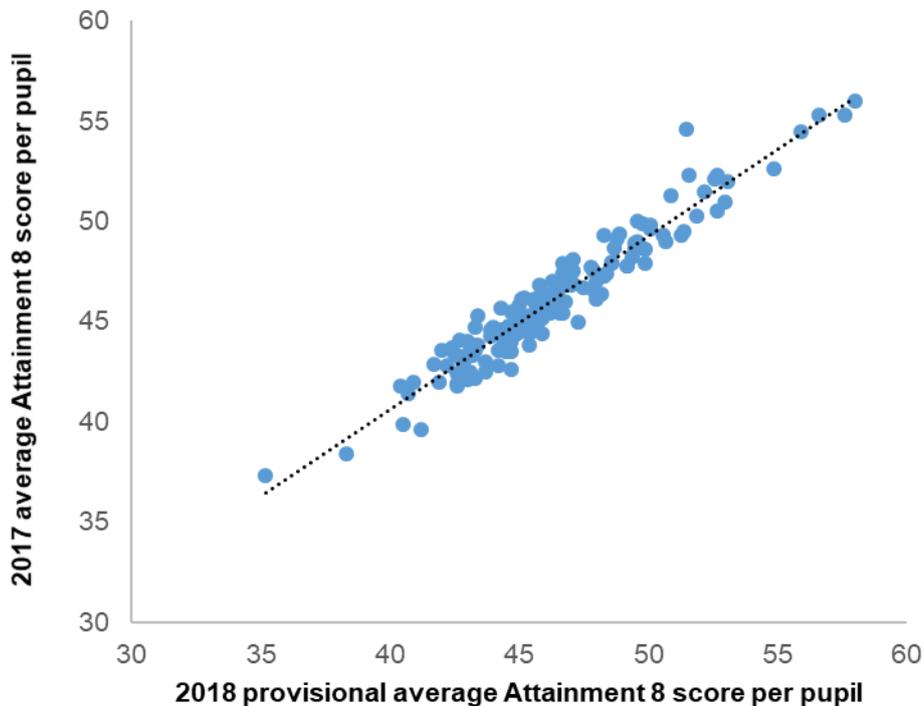
Provisional data for average Attainment 8 score per pupil shows that the highest performing local authorities in 2018 were concentrated in London and the South. The majority of the lowest performing local authorities were located in the Northern and Midland regions. This is a similar pattern to recent years when compared against 2017 Attainment 8 scores.

Figure 11 shows the correlation between the average Attainment 8 score per pupil in 2018 and the average Attainment 8 score per pupil in 2017 (at local authority level). This gave a correlation coefficient of 0.96, suggesting that there is a high level of correlation between the scores for 2017 and 2018. This shows that

the majority of areas that were high performing for average Attainment 8 score per pupil in 2017 remain high performing in 2018. Similarly, the majority of areas which were low performing in 2017 remained low for average Attainment 8 score per pupil in 2018 at local authority level.

Figure 11: Local authority achievement in average Attainment 8 for 2018 compared to average Attainment 8 2017

England, state-funded schools, 2018



Source: Key stage 4 provisional attainment data

11. 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 release are given to one decimal place.

Coverage of the data

The statistics in this release cover the data collated for the 2018 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.

12. 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 release, but will be published in the revised release in January 2019.
Previously published figures	Revised SFR01/2018: Revised GCSE and equivalent results in England: 2016 to 2017
Attainment for other key stages	Data on other key stages can be found at the following links: Early years foundation stage profile Key stage 1 Key stage 2 16-19 attainment School performance tables
Destination measures	Figures for young people who went into education, employment or training destinations the year after they completed key stage 4 or key stage 5 can be found at the following link: Destinations of key stage 4 and key stage 5 pupils
Attainment in Wales, Scotland and Northern Ireland	Information on educational attainment for secondary schools in Wales is available from the Welsh Government website . Information on educational attainment for secondary schools in Scotland is available from the Scottish Government website . Information on educational attainment for secondary schools in Northern Ireland is available from the Department for Education Northern Ireland (DENI) website .
Information published by Ofqual	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 . 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, 2016 to 2018 .

13. 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.

14. 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.

15. Get in touch

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