



24 January 2019

Attainment is lower for disadvantaged students compared to non-disadvantaged students across all qualification types.

	A level students		Applied general students		Tech level students	
	APS per entry	grade	APS per entry	grade	APS per entry	grade
Disadvantaged students	27.86	C-	27.24	Merit+	26.26	Merit
Non-disadvantaged students	32.82	C+	28.84	Merit+	28.67	Merit+

The average grade for A levels was C- for disadvantaged students, and C+ for non-disadvantaged students, the same grades as 2017.

The average grades for tech level and applied general qualifications were Merit and Merit+ respectively for disadvantaged students, compared to Merit+ for both qualification types for non-disadvantaged students. The gaps in applied generals and tech levels were smaller than A levels.

English and maths progress increased for students who did not achieve at least GCSE grade 4 or equivalent at the end of key stage 4.

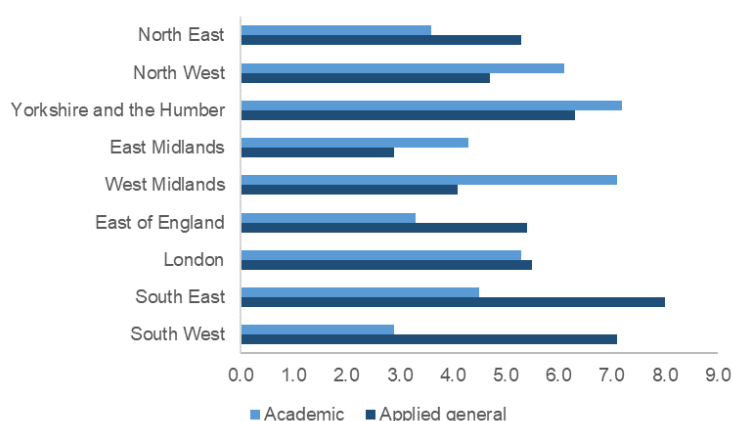
2018 was the first year that average progress was positive for both English and maths. Average progress was 0.06 and 0.05 for English and maths respectively.

The average progress of disadvantaged students improved for both English and maths in 2018 when compared to 2017; however the gap between the average progress for disadvantaged and non-disadvantaged students increased.

	Average progress					
	English			Maths		
	2017 (revised)	2018 (revised)	Change	2017 (revised)	2018 (revised)	Change
Disadvantaged students	-0.15	-0.09	0.06	-0.12	-0.08	0.04
Non-disadvantaged students	0.07	0.17	0.10	0.07	0.13	0.06
All State-funded students	-0.02	0.06	0.08	-0.01	0.05	0.06

Approximately 5% of institutions fall below the academic and applied general minimum standards

Of the total number of 16 to 18 providers assessed, 5.0% and 5.6% had value added progress scores that fell below the minimum standards set by the department for level 3 academic and applied general qualifications respectively, meaning these providers are seen as underperforming when compared nationally against other providers. There is wide variation at regional level.



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Note on revised results

The revised statistics in this release provide an update to the provisional figures published in October 2018. The revised figures incorporate the small number of amendments that awarding organisations, schools or colleges and local authorities submitted to the department after August 2018. A number of figures have changed between the two releases; this is expected and occurs every year.

Between provisional and revised publications it is usual for student numbers to drop, mainly due to the removal of students who should not be included. In 2018 the number of level 3 students decreased by 2.5% between the provisional and revised figures. In contrast, performance measures tend to improve but generally changes are not substantial and where relevant these will be highlighted in the revised publication. This is due to the combined effect of removals of students who should not be included and the outcomes of enquiries about results and the submission of late results by awarding organisations. This publication compares revised results for 2018 to revised results from 2017 to take account of the normal change in results between provisional and revised data.

Note on comparisons over time

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

In this publication

The following files are published alongside the text:

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

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

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

Feedback

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

1. Introduction

The 16-18 school and college performance headline measures changed in 2016, as a result of previously announced government reforms to the way schools and colleges are held to account for their performance. The headline measures from 2016 are: attainment; progress; English and maths, retention; and destinations. In 2016, they were reported across four different level 3 cohorts, which were determined by the qualifications taken by students: A levels, academic, applied general and tech levels. From 2017, these headline measures were extended to include level 2 vocational qualifications.

In October 2018, [the provisional release](#) published provisional information on 16-18 attainment measures and measures on English and maths. This revised publication provides updates to these measures following amendments submitted to the department. In addition, the level 3 value added measure and characteristics breakdown of main headline measures are published in this release. Further 2018 data will be released in March 2019, covering the completion and attainment, and retention measures.

These statistics are part of a wider group of departmental publications on 16-18 accountability measures, which includes the 16-18 [school and college performance tables](#) (published the same time with this release) and the student [destinations](#) statistics. You can find further links to relevant publications in section 6.

2. Changes since last year

New measures included for the first time in this year are shown below:

Level 3 vocational measures

New supporting measures showing the number of students entering level 3 vocational qualifications which count in the 16 to 18 performance tables as a proportion of the total number of students entering any level 3 vocational qualification are included in these statistics. The level 3 comparison group will include all level 3 vocational qualifications at least equivalent in size to one A level¹, including those which are not approved to count in the 16 to 18 performance tables. The measure will be shown separately for applied general qualifications and tech levels.

English and maths progress

The existing headline measure (average progress) will be supplemented by data showing the proportion of students in scope for either the English and/or maths measures that enter an approved qualification. Students are 'in scope' if they are studying programmes of 150 hours or more and do not hold a GCSE grade 9 to 4 or A* to C, or equivalent qualification in maths and/or in English.

More details can be found in the department's [16-19 technical guide](#) and the quality and methodology document published alongside these statistics.

3. 16-18 attainment

This section covers attainment for A level, academic, applied general, tech level, and level 2 vocational students who finished 16-18 study in 2017/18. The attainment measures show the results that students achieved by the end of 16-18 study. They take into account results achieved in all qualifications recognised in the 2018 performance tables and during all years of 16-18 study.

Students are included in attainment measures if they:

¹ The size of an A level is equivalent to guided learning hours between 325 hours and 414 hours. More information about how GCSE size equivalence and GCE A level size equivalence can be found at: <https://www.gov.uk/government/publications/performance-points-a-practical-guide-to-key-stage-4-and-5-points>

- completed their studies at the end of the reporting academic year **or** are 18 at the start of the reporting year and have not been reported in the performance tables at their current allocated provider

and

- entered for at least one qualification in one or more of the qualification types listed below during their 16-18 studies

From 2016, the size for level 3 qualifications must be equivalent to at least 0.5 A levels (except for the extended project which is equivalent to 0.3 A levels).

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

Results are reported separately for six cohorts of students depending on the types of qualifications taken: A level, academic, applied general, tech level, level 2 vocational and technical certificates.

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

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

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

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

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

Level 2 vocational qualifications: These qualifications comprise vocational level 2 qualifications that are at least equivalent in size to 2 GCSEs. However, from 2019 we will only include those students studying technical certificates that are on the technical certificates list for that year.

The list of applied general, tech level and technical certificate qualifications that will count in the 2018 performance tables can be found here: [2018 performance tables: technical and vocational qualifications](#).

The headline attainment measures are the average point score (APS) per entry and APS per entry expressed as a grade. The APS per entry measure is reported separately for cohorts of students depending on the types of qualifications taken: A level, academic, applied general, tech level, technical certificate and level 2 vocational qualifications. It is calculated by dividing the total point score by the total size of entries. APS per entry gives an indication of the average result achieved per qualification taken and provides a comparison of achievement over time, regardless of the volume of qualifications taken.

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

APS per entry: includes students who have entered for at least one qualification equivalent to at least 0.5 A levels and applies to each of A level, academic, applied general, tech levels and level 2 vocational cohorts.

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

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

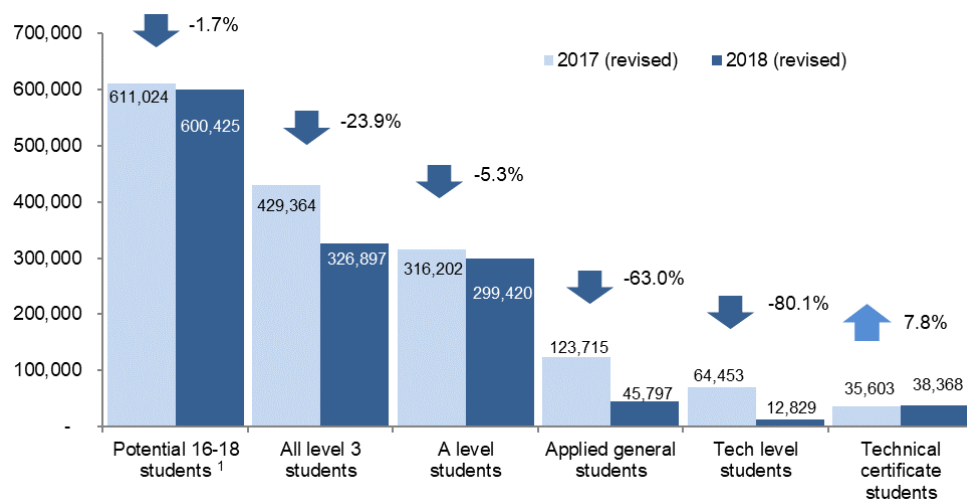
Since similar trends are seen in the results for A level and academic students (over 98% of academic students took A levels), information for academic students is not shown here. Data for academic students can be found in tables 1a and b in the tables accompanying this document.

National results

Students at the end of 16-18 study by qualification type

In 2018 (the 2017/18 academic year), there were 326,897 students who completed their 16-18 studies and entered at least one level 3 qualification eligible for performance tables, down by 23.9% compared to 2017 revised data. In contrast the potential number of 16-18 students (those who completed key stage 4 two years previously) has dropped by 1.7% compared to 2017. The drop in level 3 students is mainly driven by the following effects: 1) a drop in AS level entries as result of A level reform; and 2) a drop in the number of students entering tech level and applied general qualifications following the implementation of the full requirements² for these qualifications in 2018.

Figure 1: 16-18 students by cohort (tables 1a and 1b)
(England, 2017 to 2018)



Source: 16-18 attainment data

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

² Before 2018, qualifications could count in performance tables if they met interim requirements. Characteristics for interim requirements include declared purpose, size and recognition. From 2018, qualifications must also meet additional requirements to be eligible for performance tables. The additional requirements include appropriate content, appropriate assessment, synoptic assessment, grading and employer involvement. Information on the requirements can be found in the [technical guidance for awarding bodies](#).

The number of A level students fell by 5.3% compared to 2017, which was a greater drop than that which would be expected based on the drop in the potential 16-18 cohort (1.7%). The drop in A level students can be explained by the decrease in AS level entries as result of A level reforms since September 2015. This is because students entering AS levels only are included in the A level cohort. The number of students taking primarily A level qualifications, as measured using the number of students included in the 'best 3' A levels measure), increased by 3.9%, suggesting that the fall was primarily due to the fall in students taking AS levels only.

The number of applied general students and tech level students dropped by 63.0% and 80.1% respectively compared to 2017. The considerable drop in the number of applied general and tech level students is due to substantial change in the list of tech level and applied general qualifications that are eligible for reporting in the performance tables: From 2018 onwards, all tech level and applied general qualifications must have met the full requirement to be reported in performance tables. Prior to 2018, qualifications could count in performance tables if they met interim requirements. As result, the list of eligible tech level and applied general qualifications changed significantly from 2017 to 2018 (Table 1). Over 90% of tech level and applied general qualifications eligible in 2017 were no longer eligible in 2018 (260 out of 284 for tech level and 97 out of 107 for applied general).

Technical certificates were less affected by the change in 2018 and the majority of eligible qualifications in 2017 were still eligible in 2018 (148 out of 162). The number of technical certificate students increased by 7.8% compared to 2017. The increase in the number of level 2 vocational and technical certificate students in 2018 may be partially explained by the fall in the number of students entering tech level and applied general. In cases where only ineligible level 3 qualifications were entered and level 2 vocational qualifications have also been entered, a student would be included in level 2 vocational cohort.

Table 1: Number of tech level, applied general, and technical certificate qualifications by year
England, 2017 and 2018

Qualification type	Number of qualifications		Change in qualifications		
	2017	2018	2017 only	2018 only	Both 2017 and 2018
Tech level	284	182	260	158	24
Applied general	107	86	97	76	10
Technical certificate	162	173	14	25	148

Source: 16-18 attainment data

A level students

In 2018, the APS per entry for A levels, expressed as a grade, remained stable (C+) compared to 2017. The underlying point score is 33.33 in 2018, which increased slightly from 32.39 in 2017.

Although, as seen above, the number of potential 16-18 students fell, the number of students who took primarily A levels or applied A levels qualifications increased by 3.9%. The average point score per entry in the best 3 A levels (33.59) dropped compared to 2017 (35.12). The proportion of students who achieved 3 A*-A or better and AAB or better also fell, to 12.9% and 21.1% respectively in 2018, compared to 13.4% and 22.4% in 2017.

When we exclude those taking applied A levels; there were 230,124 A level students, an increase of 4.1% compared to 2017. The proportion of students who achieved AAB or better (of which at least two are in facilitating subjects) dropped from 17.0% in 2017 to 16.2% in 2018.

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

Table 2: A level attainment (table 1a)
England, 2016 to 2018

	All A level students		Students ¹ entered for one or more A levels or applied A levels				Students ¹ entered for one or more A levels	
	Number of students	APS per entry (grade)	Number of students	APS per entry in best 3 A levels (grade)	% achieving 3 A*-A grades or better	% achieving grades AAB or better	Number of students	% achieving grades AAB or better, of which at least two are in facilitating subjects
2016 (revised)	323,273	31.79 (C+)	225,732	34.97 (C+)	13.2	22.1	224,100	17.0
2017 (revised)	316,202	32.39 (C+)	222,084	35.12 (B-)	13.4	22.4	220,963	17.0
2018 (revised)	299,420	33.33 (C+)	230,827	33.59 (C+)	12.9	21.1	230,124	16.2
Change (2017-2018)	-5.3%	0.94	3.9%	-1.53	-0.5	-1.3	4.1%	-0.8

Source: 16-18 attainment data

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

In 2018, the number of students who entered A level maths and science subjects by the end of 16-18 study increased across all subjects. Computer science saw the biggest proportional increase in the number of students entering (27.5%) compared to 2017.

The number of A level students entering each of the A level maths and science subjects as a proportion of all A level students also increased across all subjects. The largest increase was in maths, where the proportion of students entering maths increased by 2.5 percentage points compared to 2017.

Table 3: A level students entering for maths and science A levels (table 11)
England, 2016 to 2018

Subjects	Number of students			% A level students		
	2017 (revised)	2018 (revised)	Change	2017 (revised)	2018 (revised)	Percentage points Change
Maths	78,867	82,070	4.1%	24.9	27.4	2.5
Further maths	14,119	14,294	1.2%	4.5	4.8	0.3
Biology	51,523	54,362	5.5%	16.3	18.2	1.9
Chemistry	43,924	46,605	6.1%	13.9	15.6	1.7
Physics	30,984	32,879	6.1%	9.8	11.0	1.2
Computer science	7,249	9,239	27.5%	2.3	3.1	0.8

Source: 16-18 attainment data

Applied general, tech level and technical certificate students

Changes to the accountability regime for vocational qualifications, as result of recommendations from Professor Alison Wolf's [Review of Vocational Education](#), have taken effect since 2016. This significantly raised the quality threshold for qualifications to be included in the 16-18 performance measures. From 2018 onwards, qualifications must meet the full set of characteristic requirements in order to count in performance tables. These include criteria relating to size, content and assessment, including a requirement that a proportion of the qualification's content is subject to external assessment. Prior to 2018,

qualifications could count in performance tables if they met interim requirements. Information on the requirements can be found in the [technical guidance for awarding bodies](#).

Measures in 16-18 performance tables only include vocational qualifications that are on the approved list of applied general, tech level and technical certificate qualifications (from 2019 for technical certificate).

In 2018, the number of students who took applied general and tech level qualifications by the end of 16-18 study dropped by 63.0% and 80.1% respectively compared to 2017. The APS per entry for applied general and tech level students also fell, by 7.27 and 4.16 respectively, compared to 2017. The drop in the APS per entry measure coincides with the change in requirements for eligible vocational qualifications.

The number of students who took level 2 vocational qualifications and technical certificates increased by 15.0% and 7.8% respectively compared to 2017. The APS per entry for level 2 vocational students and technical certificate students was broadly stable, at 5.71 and 5.77 respectively. The calculation of highest attainment by end of 16-18 study used in this measure is based on the highest attainment qualifications counting in accountability measures. Some of the rise observed between 2017 and 2018 in level 2 vocational attainment as a student's highest qualification may be due to the fall in the number of students achieving approved applied general and tech level qualifications.

The performance points developed for the vocational qualifications at level 2 are on a different scale to those for qualifications at level 3, so level 2 and level 3 measures cannot be compared directly.

Table 4: Applied general, tech level and technical certificate attainment (table 1 a and b)
England, 2016 to 2018

	Level 3 qualifications						Level 2 qualifications					
	Applied general students			Tech level students			Technical certificate students			Level 2 vocational students		
	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
2016 (revised)	125,325	34.69	Dist	69,318	30.77	Dist-	-	-	-	-	-	-
2017 (revised)	123,715	35.72	Dist	64,453	32.26	Dist-	35,603	5.75	L2Merit-	87,564	5.69	L2Merit-
2018 (revised)	45,797	28.45	Merit+	12,829	28.10	Merit+	38,368	5.77	L2Merit-	100,720	5.71	L2Merit-
Change (2017-2018)	-63.0%	-7.27		-80.1%	-4.16		7.8%	0.02		15.0%	0.02	

Source: 16-18 attainment data

- Indicates data not available.

Students entered for any vocational qualifications approved by section 96

Schools and colleges may offer qualifications that are not included in the performance tables, if approved for teaching to 16-19 year olds (also known as [Section 96 qualifications](#)). An additional measure was introduced in 2017 showing the number of students that entered an approved technical certificate as a proportion of students whose highest attainment is a section 96 approved vocational level 2 qualification.

In 2018 new measures have been introduced showing the number of students entering level 3 vocational qualifications which count in the 16 to 18 performance tables, as a proportion of the total number of students entering any section 96 approved level 3 vocational qualification (at least equivalent in size to one A level).

In 2018, the number of students who entered any section 96 approved level 3 vocational qualification by the end of 16-18 study fell by 3.1% compared to 2017. However, within that, the proportion of students entering eligible qualifications - applied general or tech levels - dropped by 62.8 percentage points

compared to 2017. This was a result of the substantial changes in the lists of these qualifications that were eligible for reporting in the performance tables.

Given that the number of tech level students fell by a much greater amount (80.1%, Fig.1) than the number entering level 3 vocational qualifications overall (3.1%), the number of students who entered level 3 section 96 qualifications excluding tech levels increased compared to 2017 – by 21.0%. The proportion of these students entering applied general qualifications fell by 63.3 percentage points compared to 2017.

Similarly, given that the number of applied general students fell by 63.0% (Fig.1), the number of students who entered level 3 section 96 qualifications excluding applied generals increased by 85.6% compared to 2017. The proportion of these students who entered tech levels fell by 71.8 percentage points.

The big drop in the numbers attaining eligible level 3 qualifications also has an impact on the size of the cohort whose highest attainment was level 2. Any student who attained an approved section 96 level 3 qualification not on the list of eligible tech level and applied general qualifications, and who also attained a level 2 qualification during 16-18 study, would appear in the level 2 cohort. The number of students whose highest attainment was level 2 increased by 32.1% compared to 2017. The proportion of these students entering technical certificates dropped from 43.2% in 2017 to 38.9% in 2018.

Table 5: Students entered for any vocational qualifications approved by section 96 (Tables 1 a and b)
England, 2017 to 2018

	Number of students who entered any level 3 vocational qualifications approved by section 96	% entering applied general or tech levels	Number of students who entered any level 3 vocational qualifications approved by section 96 (excluding tech levels)	% entering applied generals	Number of students who entered any level 3 vocational qualifications approved by section 96 (excluding applied generals)	% entering tech levels	Number of students whose highest attainment was level 2	% entering technical certificates
2017 (revised)	192,580	93.2	146,183	89.7	80,448	80.4	70,461	43.2
2018 (revised)	186,523	30.3	176,872	26.1	149,287	8.6	93,113	38.9
Change (2017-2018)	-3.1%	-62.8	21.0%	-63.3	85.6%	-71.8	32.1%	-4.3

Source: 16-18 attainment data

Vocational results by subject area

This section shows entries in applied general, tech level and technical certificate qualifications by broad subject area, for students who completed their 16-18 study in 2018. The full information about participation in vocational qualifications by detailed subject area can be found in the accompanying CSV files. It is important to note that each subject area has different numbers of available qualifications.

In 2018, the most popular subject area for applied general students was Business, Administration, Finance and Law, as in 2017. Health, Public Services and Care and Science and Mathematics were the next most popular subjects. The most popular subject area for tech level students became Health, Public Services and Care, while Arts, Media and Publishing was the most popular subject area in 2017.

The most popular subject area for technical certificate students in 2018 was Construction, Planning and the Built Environment, shortly followed by Retail and Commercial Enterprise, which was the most popular in 2017.

Table 6: Participation by subject area in applied general, tech level qualifications (Vocational student participation by subject CSV)

England, 2018

Ofqual sector subject area	Applied general			Tech level			Technical certificate		
	Number of qualifications available	% Applied general students	APS per entry	Number of qualifications available	% Tech level students	APS per entry	Number of qualifications available	% Technical certificate students	APS per entry
Health, Public Services and Care	10	20.6	29.51	16	25.0	28.31	11	3.0	6.09
Science and Mathematics	14	14.8	25.85	.	.	.	.	.	.
Agriculture, Horticulture and Animal Care	.	.	.	29	10.0	25.30	33	11.3	5.97
Engineering and Manufacturing Technologies	4	1.7	24.17	34	9.7	31.27	24	9.3	5.61
Construction, Planning and the Built Environment	2	0.2	35.91	18	2.2	24.77	33	25.7	5.85
Information and Communication Technology (ICT)	8	11.6	25.30	16	20.4	28.07	6	12.3	5.08
Retail and Commercial Enterprise	1	0.4	24.61	36	10.3	22.68	36	23.3	5.99
Leisure, Travel and Tourism	12	10.3	27.49	7	8.1	33.91	9	5.7	5.57
Arts, Media and Publishing	16	13.2	30.80	21	10.6	26.64	7	3.6	4.73
Social Sciences	2	5.1	26.93	.	.	.	.	.	.
Preparation for Life and Work	.	.	.	.	.	.	.	.	.
Business, Administration, Finance and Law	17	40.1	28.99	5	4.2	28.94	14	7.1	6.26
All subjects	86	100.0	28.45	182	100.0	28.10	173	100.0	5.77

Source: 16-18 attainment data

. indicates not applicable

Results by gender

Students at the end of 16-18 study by qualification type

Female students are more likely to enter level 3 study during 16-18 study than males. In 2018, 54.5% of level 3 students who were at the end of 16-18 study were female, compared to 48.7% in the potential 16-18 cohort. The proportion of level 3 students who are female increased to 54.5% compared to 52.6% in 2017 (whilst the proportion of potential students who are female has remained stable at 48.7%).

There continued to be more female than male A level students. In 2018, 54.4% of A level students were females and 45.6% were male, a situation which remains stable compared to last year.

In 2018, more students entering applied general qualifications were female than male (52.5% vs 47.5% respectively) and the same was true of tech level qualifications (53.9% female vs 46.1% male). The proportion of tech level students who were male dropped by 9.9 percentage points compared to 2017, from 56.0%.

The majority of technical certificate students are male. In 2018, 58.9% of technical certificate students were male, compared to 41.1% for female students. This pattern remained stable compared to 2017.

Table 7: Proportion of students by gender (Table 1a)

England, 2016 to 2018

	Potential 16-18 students		Level 3 Students								Technical certificate students	
			All level 3 students		A level students		Applied general students		Tech level students			
	%Female	%Male	%Female	%Male	%Female	%Male	%Female	%Male	%Female	%Male	%Female	%Male
2016 (revised)	48.7	51.3	52.2	47.8	54.3	45.7	50.1	49.9	41.8	58.2	-	-
2017 (revised)	48.7	51.3	52.6	47.4	54.2	45.8	50.6	49.4	44.0	56.0	42.1	57.9
2018 (revised)	48.7	51.3	54.5	45.5	54.4	45.6	52.5	47.5	53.9	46.1	41.1	58.9
Change (percentage points)	0.0	0.0	1.9	-1.9	0.2	-0.2	1.9	-1.9	9.9	-9.9	-1.0	1.0

Source: 16-18 attainment data

A level students

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

A higher proportion of female level 3 students entered one or more A levels or applied A levels (79.0%) than male students (74.8%). Both female students and male students achieved APS per entry as a grade of C+ in 2018. However, a higher proportion of male students achieved 3 A*-A grades or better (14.2%) and AAB grades or better (21.7%) compared to females (at 11.9% and 20.6% respectively). The gender gap in these measures dropped to 2.3 percentage points and 1.1 percentage points in 2018, compared to 2.7 percentage points and 1.6 percentage points in 2017 respectively, but remained wider than in 2016.

Similarly, more female students entered one or more A levels (78.7%) compared to male students (74.7%), but a higher proportion of male students (18.1%) achieved AAB grades or better, at least two of which are in facilitating subjects, than female students (14.7%). The gender gap in this measure is at its lowest since 2016. It dropped to 3.4 percentage points in 2018, compared to 4.2 percentage points in 2017.

Table 8: A level attainment by gender, 2018 (table 1a)
England, 2018

	All A level students		Students ¹ entered for one or more A levels or applied A levels					Students ¹ entered for one or more A levels		
	Number of students	APS per entry	Number of students	% A level cohort	APS per entry in best 3 A levels (grade)	% achieving 3 A*-A grades or better	% achieving grades AAB or better	Number of students	% A level cohort	% achieving grades AAB or better, of which at least two are in facilitating subjects
Female	162,983	33.96 (C+)	128,776	79.0	34.06 (C+)	11.9	20.6	128,214	78.7	14.7
Male	136,433	32.56 (C+)	102,049	74.8	33.00 (C+)	14.2	21.7	101,908	74.7	18.1

Source: 16-18 attainment data

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

The number of students entering A level maths and science by the end of 16-18 study increased for females across all subjects compared to 2017, and rose for males across all except further maths. There was higher percentage change in the number of female students than male students in all subjects.

Table 9: A level students entering for maths and science A levels by gender (Table 11)
England, 2017 and 2018

	Number of students					
	Female			Male		
	2017 (revised)	2018 (revised)	Change	2017 (revised)	2018 (revised)	Change
Maths	31,078	32,586	4.9%	47,789	49,484	3.5%
Further maths	3,910	4,081	4.4%	10,209	10,213	0.0%
Biology	31,957	34,508	8.0%	19,566	19,853	1.5%
Chemistry	22,347	24,590	10.0%	21,577	22,014	2.0%
Physics	6,591	7,258	10.1%	24,393	25,620	5.0%
Computer science	682	1,077	57.9%	6,567	8,162	24.3%

Source: 16-18 attainment data

Applied general, tech level and technical certificate students

Female students achieved a higher APS per entry for applied general qualifications, as in 2017. For tech levels, male students achieved a higher APS per entry (28.51) than female students (27.79) in 2018. This is a different pattern from 2017 where female students achieved a higher APS per entry. This is likely due to the change in the makeup of the students who entered the eligible qualifications as a result of the substantial change in eligible qualifications.

For both level 2 vocational qualifications and technical certificates, female students achieved higher APS per entry than male students. This is the same pattern as 2017.

Table 10: Applied general, tech level students and technical certificate attainment by gender (tables 1a and 1b)
England, 2018

	Level 3 qualifications						Level 2 qualifications					
	Applied general students			Tech level students			Technical certificate students			Level 2 vocational students		
	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
Female	24,028	29.82	Merit+	6,917	27.79	Merit+	15,770	5.95	L2Merit	44,893	5.79	L2Merit-
Male	21,769	26.87	Merit+	5,912	28.51	Merit+	22,597	5.65	L2Merit-	55,799	5.66	L2Merit-

Source: 16-18 attainment data

Results by institution type

A level students

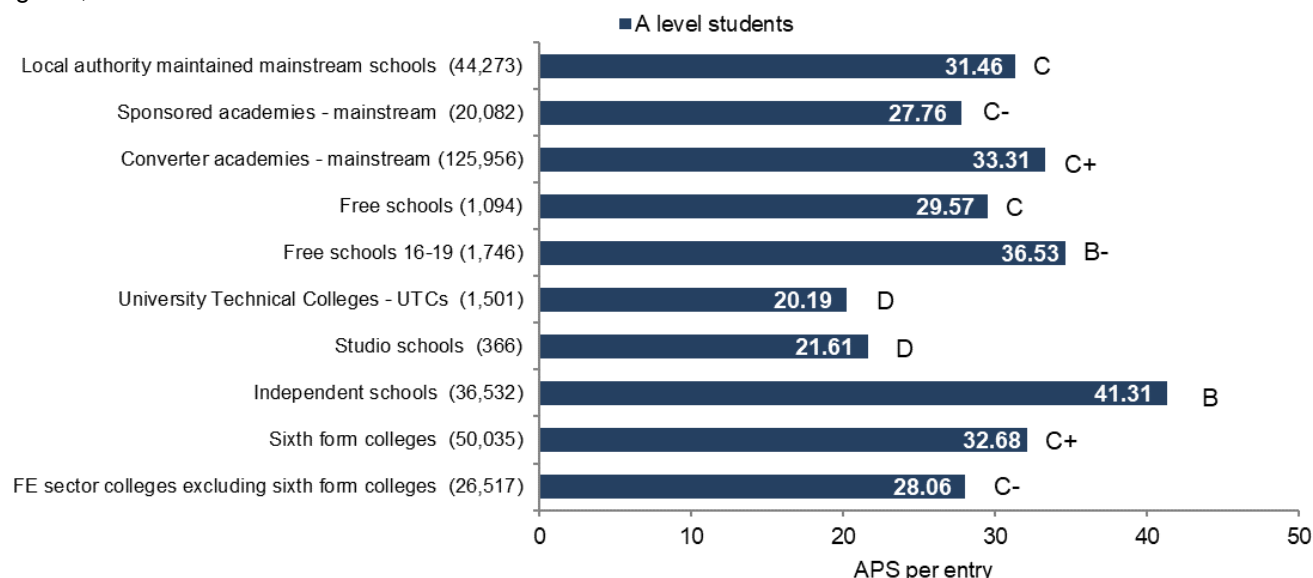
Independent schools had the highest A level APS compared to other institution types, as in previous years. University technical colleges and studio schools had the lowest APS per A level entry (although it should be noted that their cohorts are relatively small – 1,501 and 366 students respectively).

Care should be taken when comparing across institution types due to significant differences in cohort sizes and number of schools. For example, in 2018 there were 366 A level students in studio schools compared to 125,956 students in converter academies, and 29 free schools (16-18) with students at the end of level 3 study, compared to 1,088 converter academies.

It is important to note that prior attainment at key stage 4 is not taken into account in these figures. The prior attainment may vary significantly across institution types and therefore have an impact on the patterns

seen in the results. For example, sponsored academies may have lower prior attainment due to their background as typically underperforming schools that have been taken over by a sponsor.

Figure 2: Average point score per entry for A level students by institution type¹ (table 1a)
England, 2018



Source: 16-18 attainment data

1. Number of students shown in brackets

Applied general, tech level and technical certificate students

The number of students who entered eligible applied general and tech level qualifications by the end of 16-18 study in FE sector colleges (including other FE sector colleges and sixth form colleges) dropped by 85.9% and 86.6% respectively compared to 2017. In contrast, the number of students in state-funded schools dropped by 29.6% and 53.4% respectively. As result, the proportion of all applied general and tech level students who studied in FE sector colleges dropped to 23.3% and 54.7% in 2018 respectively, compared to 61.1% and 81.0% in 2017. The larger falls in FE sector colleges than in state-funded schools were possibly due to schools being more heavily incentivised by performance tables measures and the associated changes in eligible qualifications.

APS per entry dropped for applied general and tech level students compared to 2017. State-funded schools saw bigger drop in APS per entry in both applied general (-10.51) and tech levels (-6.98), compared to FE sector colleges (-7.28 and -5.53). This is linked to the change in eligible qualifications in 2018.

Table 11: APS per entry for applied general students by institution type (Table 1a)
England, 2018

Institution type	Applied general					
	Number of students			APS per entry		
	2017	2018	Change	2017	2018	Change
FE sector colleges	75,637	10,667	-85.9%	33.53	26.25	-7.28
FE sector colleges excluding sixth form colleges	54,300	6,175	-88.6%	31.97	25.19	-6.78
Sixth form colleges	21,337	4,492	-78.9%	38.64	28.41	-10.23
Independent schools	1,419	551	-61.2%	39.31	30.46	-8.85
State funded schools	49,424	34,782	-29.6%	39.60	29.09	-10.51
Studio schools	389	267	-31.4%	35.83	29.26	-6.57
University Technical Colleges - UTCs	501	537	7.2%	36.43	29.94	-6.49
Free schools 16-19	385	80	-79.2%	34.92	33.52	-1.40
Free schools	146	77	-47.3%	38.28	29.82	-8.46
Converter academies - mainstream	22,241	17,422	-21.7%	39.90	29.20	-10.70
Sponsored academies - mainstream	11,504	7,510	-34.7%	39.08	28.84	-10.24
Local authority maintained mainstream schools	13,887	8,813	-36.5%	39.87	28.99	-10.88
England¹	123,715	45,797	-63.0%	35.72	28.45	-7.27

Source: 16-18 attainment data

1. Figures for institution type may not add up to England total. This is because the discounting rule was applied at school/college level for institution type and at national level for England results. More information can be found in the ['technical guide'](#) document.

Table 12: APS per entry¹ for tech level students by institution type (Table 1a)
England, 2018

Institution type	Tech level					
	Number of students			APS per entry		
	2017	2018	Change	2017	2018	Change
FE sector colleges	52,225	7,017	-86.6%	31.13	25.60	-5.53
FE sector colleges excluding sixth form colleges	45,088	6,678	-85.2%	30.29	25.20	-5.09
Sixth form colleges	7,137	339	-95.3%	37.62	32.63	-4.99
Independent schools	211	29	-86.3%	36.22	24.90	-11.32
State funded schools	12,568	5,852	-53.4%	38.47	31.49	-6.98
Studio schools	222	133	-40.1%	33.69	27.29	-6.40
University Technical Colleges - UTCs	1,218	734	-39.7%	36.47	30.41	-6.06
Free schools 16-19	122	6	-95.1%	32.38	36.19	3.81
Free schools	126	34	-73.0%	43.85	38.67	-5.18
Converter academies - mainstream	4,854	2,566	-47.1%	38.82	32.23	-6.59
Sponsored academies - mainstream	2,640	1,178	-55.4%	38.34	30.93	-7.41
Local authority maintained mainstream schools	3,229	1,186	-63.3%	39.27	31.50	-7.77
England¹	64,453	12,829	-80.1%	32.26	28.10	-4.16

Source: 16-18 attainment data

1. Figures for institution type may not add up to England total. This is because the discounting rule was applied at school/college level for institution type and at national level for England results. More information can be found in the ['technical guide'](#) document.

For both level 2 vocational qualifications and technical certificates, over 95% of students were in FE sector colleges. In particular, over 90% of students were in FE sector colleges excluding sixth form colleges. This is the same pattern seen in 2017. The number of level 2 vocational and technical certificate students increased in both FE sector colleges and state-funded schools compared to 2017. The FE sector colleges saw a bigger increase in level 2 vocational students (14.6%) than technical certificate students (7.2%). In contrast, there was a larger increase in the number of technical certificate students than in level 2 vocational students in state-funded schools. Attainment for level 2 vocational and technical certificate students was relatively stable in both FE

sector colleges and state-funded schools. Care should be taken when comparing different types of state-funded schools due to the small number of students in some institution types.

Table 13: APS per entry¹ for level 2 vocational students by institution type (Table 1b)

England, 2018

Institution type	Level 2 vocational qualification					
	Number of students			APS per entry		
	2017	2018	Change	2017	2018	Change
FE sector colleges	84,377	96,715	14.6%	5.70	5.72	0.02
FE sector colleges excluding sixth form colleges	79,430	90,653	14.1%	5.70	5.72	0.02
Sixth form colleges	4,947	6,062	22.5%	5.58	5.77	0.19
Independent schools	318	317	-0.3%	5.89	5.83	-0.06
State funded schools	6,342	6,537	3.1%	5.56	5.57	0.01
Studio schools	65	120	84.6%	5.56	5.73	0.17
University Technical Colleges - UTCs	95	122	28.4%	5.12	5.44	0.32
Free schools 16-19	72	62	-13.9%	5.44	5.63	0.19
Free schools	20	29	45.0%	5.73	5.45	-0.28
Converter academies - mainstream	2,848	3,369	18.3%	5.58	5.62	0.04
Sponsored academies - mainstream	1,163	1,086	-6.6%	5.70	5.54	-0.16
Local authority maintained mainstream schools	2,033	1,696	-16.6%	5.48	5.48	0.00
England¹	87,564	100,720	15.0%	5.69	5.71	0.02

Source: 16-18 attainment data

1. Figures for institution type may not add up to England total. This is because the discounting rule was applied at school/college level for institution type and at national level for England results. More information can be found in the [technical guide](#) document.

Table 14: APS per entry¹ for technical certificate students by institution type (Table 1b)

England, 2018

Institution type	Technical certificate					
	Number of students			APS per entry		
	2017	2018	Change	2017	2018	Change
FE sector colleges	34,962	37,462	7.2%	5.76	5.77	0.01
FE sector colleges excluding sixth form colleges	33,914	36,070	6.4%	5.76	5.77	0.01
Sixth form colleges	1,048	1,392	32.8%	5.70	5.86	0.16
Independent schools	19	14	-26.3%	6.07	5.85	-0.22
State funded schools	1,205	1,288	6.9%	5.57	5.59	0.02
Studio schools	6	10	66.7%	5.02	6.00	0.98
University Technical Colleges - UTCs	29	28	-3.4%	4.80	4.67	-0.13
Free schools 16-19	20	16	-20.0%	5.91	6.00	0.09
Free schools	6	13	116.7%	5.92	4.75	-1.17
Converter academies - mainstream	571	617	8.1%	5.61	5.65	0.04
Sponsored academies - mainstream	299	336	12.4%	5.68	5.71	0.03
Local authority maintained mainstream schools	261	253	-3.1%	5.43	5.39	-0.04
England¹	35,603	38,368	7.8%	5.75	5.77	0.02

Source: 16-18 attainment data

1. Figures for institution type may not add up to England total. This is because the discounting rule was applied at school/college level for institution type and at national level for England results. More information can be found in the [technical guide](#) document.

Results by local authority and region

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

At regional level, the South East had the highest number of A level students in state-funded institutions (18.3% of all state-funded students), while the North East had the smallest number of students (4.2% of all state-funded students). The highest performing region for A level students is the South East with APS per entry of 33.14 (C+), while the lowest performing region is the West Midlands with 30.64 (C).

At local authority level, the average point score (APS) per A Level entry lies between a grade C- and C+ for 90% of LAs. The highest performing local authorities were Reading, Sutton and Buckinghamshire with APS per entry of 40.67, 38.61 and 38.04 respectively. The poorest performing local authorities were Knowsley, Islington and Salford with 21.28, 23.84 and 24.63 respectively.

The North East is the highest performing region for both applied general and tech level students with APS per entry of 29.86 (Merit+) and 29.53 (Merit+) respectively, while the South West is the lowest performing region with 27.23 (Merit+) and 25.25 (Merit).

The APS per entry measures for applied general and tech level students were also published at local authority level. However, care should be taken when comparing figures due to large variability in the number of students.

4. English and maths

Since August 2014 all students aged 16 to 18 on study programmes of 150 hours or more that do not hold a GCSE grade 9 to 4 or A* to C (or equivalent qualification) in maths and/or in English, are required to be studying these subjects as part of their study programme in each academic year. This section covers results for the English and maths progress measure, which reports on students at the end of 16-18 study who did not achieve 9 to 4 or A*-C in GCSE or equivalent English and maths qualifications by the end of key stage 4.

The additional level 3 maths measure which shows the percentage of students who achieved GCSE maths grade 4 or above (or equivalent) by the end of key stage 4 that subsequently go on to achieve an approved level 3 maths qualification, is also reported in this section.

English and maths progress measure

The English and maths progress measure shows how much progress students have made between the end of KS4 and the end of 16-18 study by looking at the average change in points. More details on the coverage of the measure are set out below.

Which students are included in the measure

English and maths condition of funding

The English and maths progress measure in this section of the publication align closely with [the condition of funding](#) rules set out by the Education and Skills Funding Agency (ESFA). Students who meet this condition are included in the English and maths progress measure.

Exemptions

Students are exempt from the English and maths progress measure if they are recorded as having special educational needs or overseas qualifications equivalent to a GCSE grade 4 above. In 2018, 2,473 and 2,833 students were exempt from the English and maths measure respectively.

Students with GCSE grade 3 or D³

From 1 August 2015, full time students starting their study programme that have a grade 3 or D GCSE or equivalent qualification in maths and/or English must be enrolled on a GCSE rather than an approved stepping stone qualification during 16-18 studies.

Students that have below a grade 3 or D GCSE or equivalent qualification can study either a GCSE or an approved stepping stone qualification during 16-18 studies.

How student progress is measured

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

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

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

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

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

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

National average progress

How points are assigned to English and maths qualifications

English and maths progress measure is based on a capped point score, ranging from 0 to 8 points, depending on the type of qualification taken and the grade they achieved. For example, points for reformed GCSEs range from 1 point for a grade 1 up to 8 points for a grade 9. The points these qualifications attract have been set to ensure that students are treated fairly whether they have results in either legacy or reformed GCSEs. Students that do not enter any approved exams during 16-18 study automatically score -1 for the progress measure. Further information about the list of English and maths qualifications and their capped points can be found at: [English and Maths progress measure qualifications: 2017 to 2018](#).

The average progress in English and maths continued to increase in 2018. In 2018 revised data, the average progress measure was 0.06 for English, compared to -0.02 in 2017. The average progress for maths was 0.05, compared to 0.00 in 2017. This means that for the first time since the measures were introduced in 2016, on average students' progress were positive during 16-18 studies in both English and maths.

The proportion of students who entered an approved English (81.1%) or maths (83.4%) qualification has increased each year since 2016, and consequently each year fewer students have received a score of -1 in the measure due to non-entry. This may reflect institutions' increasing understanding of the measure and how students' entries in different qualifications affect their progress scores. The proportion of students who improved their grade during 16-18 in English and maths has also continued to increase since 2016. In 2018, 36.6% and 37.9% improved their grade (point score) in English and maths respectively, which increased by 2.9 and 1.4 percentage points compared to 2017.

Table 15: English and maths progress (tables 13a and 13b)
England, 2016 to 2018

	English					Maths				
	Number of students in scope	Average progress	% entering an approved English qualification	% made positive progress	% that achieved grade 4 (or equivalent) or above	Number of students in scope	Average progress	% entering an approved English qualification	% made positive progress	% that achieved grade 4 (or equivalent) or above
2016 (revised)	145,524	-0.10	78.6%	30.0%	17.0%	157,452	-0.13	77.9%	31.5%	12.1%
2017 (revised)	117,830	-0.02	79.2%	33.7%	21.5%	145,930	0.00	80.8%	36.5%	17.5%
2018 (revised)	115,115	0.06	81.1%	36.6%	23.5%	145,448	0.05	83.4%	37.9%	18.7%

Source: 16-18 attainment data

The number of students in scope for the English measure decreased by 2.3% compared to 2017. This is in line with the drop in the number of the potential level 3 students. The number of students in scope for maths progress measure remained relatively stable. This may be partially explained by a fall in the proportion of students achieving A*-C in maths qualifications the end of key stage 4 during 2015 and 2016 academic years.

English and maths progress by gender

The majority of students who did not achieve 9 to 4 or A*-C in GCSE or equivalent in English qualifications by the end of key stage 4 were male students. In 2018, males and females represented 64.4% and 35.6% respectively of the total students in scope for the English measure, compared to 51.3% of male students and 48.7% of female students in the potential 16-18 students.

Both female and male students improved progress in English and maths in 2018 compared to 2017. However, female students continued to make more progress in English during 16-18 study than male students. In 2018, the average progress in English was 0.10 and 0.04 for female and male students respectively. A higher proportion of female students (37.7%) made positive progress than male students (35.9%).

Of all students who were eligible for maths progress measure, 51.7% were male students and 48.3% were female students. This is in line with the gender distribution in the potential 16-18 students. Male students and female students made similar progress in maths during 16-18 study.

Table 16: English and maths progress by gender (tables 13a and 13b)
England, 2017 to 2018

	English							Maths						
	Number of students			Average progress		% positive progress		Number of students			Average progress		% positive progress	
	All	% female	% male	Female	Male	Female	Male	All	% female	% male	Female	Male	Female	Male
2017 (revised)	117,613	35.9%	64.1%	0.01	-0.04	34.7%	33.1%	145,704	48.7%	51.3%	0.02	-0.02	37.3%	35.7%
2018 (revised)	115,115	35.6%	64.4%	0.10	0.04	37.7%	35.9%	145,448	48.3%	51.7%	0.06	0.04	38.0%	37.8%

Source: 16-18 attainment data

National average progress breakdown by key stage 4 prior attainment

The highest proportion of students in scope for the English and maths measure entered 16-18 studies with GCSE equivalent of grade just below 4 or C (eg, grades 3 or D), with 54.5% in English and 47.6% in maths. They made more progress in both English and maths (0.10 and 0.09 respectively) than the average progress for all students (0.06 and 0.05 respectively).

Students with fail grades or entry level qualifications on average made the most progress among all students (0.46 and 0.36 in English and maths respectively), whilst students with below grade 3 or D for GCSE or level 1 qualifications made negative progress (-0.03 for English and -0.08 for maths respectively).

Table 17: Average progress and number of students by prior attainment band in English and maths (tables 13a and 13b)³
England, 2017 to 2018

English			Maths		
Prior attainment	No. Students	Average progress	Prior attainment	No. Students	Average progress
Entry level or fail ¹	5,416	0.46	Entry level or fail ¹	16,055	0.36
Below grade 3 or D for GCSE or equivalent (level 1) ²	46,966	-0.03	Below grade 3 or D for GCSE or equivalent (level 1) ²	60,215	-0.08
Grade 3 or D for GCSE or equivalent (level 2) ³	62,733	0.10	Grade 3 or D for GCSE or equivalent (level 2) ³	69,178	0.09
ALL	115,115	0.06	ALL	145,448	0.05

Source: 16-18 attainment data

1. Includes students whose highest prior attainment in English or maths were entry level qualifications or fail grades. The prior attainment points are 0 or 0.4. Information on how grades are assigned point scores can be found in the [16 to 18 technical guidance](#).
2. Includes students whose highest prior attainment in English or maths were below grade 3 or D for GCSE or equivalent qualifications. This includes level 1 functional skills, free standing maths and ESOL. Their prior attainment points are between 0.8 and 3.
3. Include students whose highest prior attainment were grade 3 or D for GCSE or equivalent qualifications. This includes level 2 functional skills, free standing maths and ESOL. Their prior attainment points are 4.0.

Average progress breakdown by institution type

Around 90% of students who were in scope for the English and maths measure during 16-18 studies were studying at FE sector colleges. FE sector colleges on average had greater negative progress than the majority of other institution types (-0.13 and -0.15 for progress in English and maths respectively). This may be due to the large number of students in scope and the prior attainment profile of these students (students in scope for this measure at FE colleges typically have lower starting prior attainment compared to students in scope at other institution types). However, in 2018 FE sector colleges increased their progress scores, from -0.18 to -0.13 in English, and -0.18 to -0.15 in maths, compared to 2017.

Of these institution types, local authority maintained schools and converter academies made the highest average progress in English and sixth form colleges made the highest average progress in maths. Care should be taken when comparing across institution types due to significant differences in the number of students in scope and prior attainment; for example, there were very low numbers of students in free schools, 16-19 free schools, university technical colleges and studio schools compared with other institution types.

Table 18: Average progress in English and maths by institution type (tables 14a and 14b)
England, 2018

Institution type	No. Students	English		No. Students	Maths	
		Average prior attainment	Average progress		Average prior attainment	Average progress
FE sector colleges excluding sixth form colleges	104,545	3.25	-0.13	125,504	2.73	-0.15
Sixth form colleges	6,919	3.53	0.42	11,084	3.28	0.40
Independent schools	1,186	3.49	-0.22	1,141	3.27	0.05
Studio schools	339	3.42	0.23	418	2.97	-0.05
University Technical Colleges - UTCs	487	3.72	0.43	394	3.5	0.33
Free schools 16-19	164	3.68	0.17	267	3.39	0.18
Free schools	143	3.6	0.44	145	3.41	0.15
Converter academies - mainstream	6,756	3.63	0.52	11,523	3.39	0.37
Sponsored academies - mainstream	3,697	3.53	0.33	5,530	3.22	0.13
Local authority maintained mainstream schools	4,026	3.56	0.52	6,756	3.32	0.35
England¹	115,115	3.27	0.06	145,448	2.83	0.05

Source: 16-18 attainment data

1. Figures for institution type may not be add up to England total. This is because progress was calculated at school/college level for institution type and at national level for England results. More information can be found in the ['technical guide'](#) document.

Level 3 maths measure

The level 3 maths measure reports on students at the end of 16-18 study who achieved a 9-4 or A*-C grade in GCSE maths (or equivalent) by the end of key stage 4 and go on to achieve an approved³ level 3 maths qualification during 16-18 studies. Students who achieve grades 9-4 in GCSE maths or an equivalent qualification, and are included in either the level 2 or level 3 headline attainment cohorts, are in scope for the measure.

Students are not included in the measure if they reach the 9-4 standard during post-16 study, rather than by the end of key stage 4. Those students who had already achieved an approved level 3 maths qualification by the end of key stage 4, but do not achieve another approved level 3 maths qualification during 16-18 study are also excluded from the measure.

Attainment in level 3 maths

In 2018, 330,049 students were in scope for the measure, and 28.8% of those achieved an approved level 3 maths qualification during 16-18 study. The number of students who were in scope for Level 3 maths fell by 15.6% compared to 2017. This is in line with the drop in the number of students in scope for either the level 2 or level 3 headline attainment measures (17.3%).

A higher proportion of eligible students achieved an approved level 3 maths qualifications in 2018 (28.8%) than 2017 (24.2%). This is linked to the drop in the number of students in scope for the measure compared to 2017.

Table 19: Level 3 maths cohort attainment by gender (table 15)
England, 2018

	Number of students who achieved grades 9-4 or equivalent in GCSE maths/other maths qualifications by the end of key stage 4			Percentage who achieved an approved level 3 maths qualification		
	Male	Female	Total	Male	Female	Total
2017 (revised)	193,188	198,078	391,266	28.7	19.8	24.2
2018 (revised)	159,419	170,628	330,049	34.9	23.2	28.8

Source: 16-18 attainment data

³ Approved qualifications will be those that count in the TechBacc. A full list of these qualifications can be found in annex J in the [16-19 technical guidance](#).

More female students were in scope for the measure than males, 170,628 compared to 159,419 respectively. A higher proportion of male students (34.9%) achieved an approved level 3 maths qualification than females (23.2%). The gender gap in the proportion who achieved an approved level 3 maths qualification has increased to 11.7 percentage points in 2018 from 8.9 percentage points in 2017.

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

This section covers entries and subsequent pass rates in English and maths qualifications below level 3 by all 16-18 students, regardless of their attainment in English or maths during key stage 4 or whether they were at the end of 16-18 study. In contrast, the English and maths progress measure in previous sections was based on results achieved by the end of 16-18 study for students who did not achieve at least GCSE grade 4 or equivalent at the end of key stage 4.

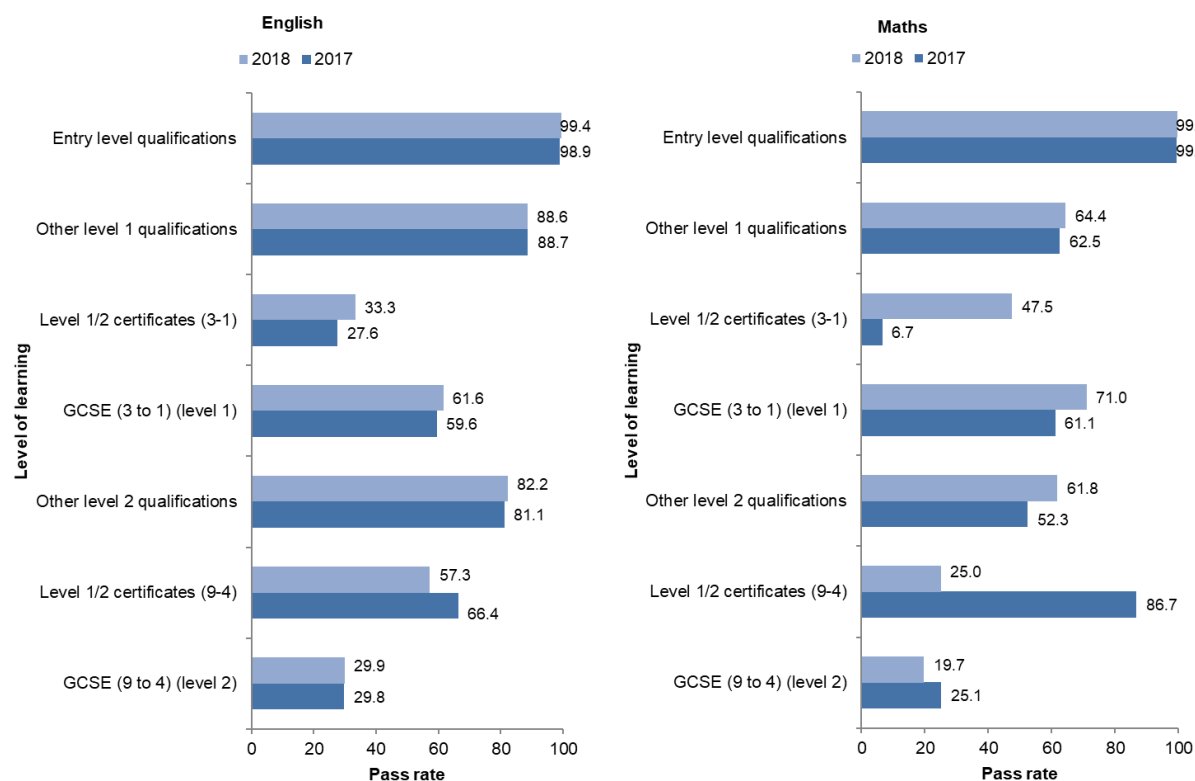
GCSEs in English language, English literature and maths were reformed from 2017. In 2018, there were no entries in legacy English and only 176 entries in legacy maths for 16-18 students. Since the introduction of the condition of funding⁴ requirement in August 2014, total entries in GCSE qualifications have increased year on year, and this continued in 2018. Total entries in GCSE English qualifications, by all 16 to 18 students, increased by 16.0% between 2017 and 2018. The pass rate (at grades 9-1) for entries in the reformed GCSE in English was 91.4% in 2018, an increase of 2.0 percentage points compared to 2017. 29.9% of entries achieved 9-4 grades, an increase of 0.1 percentage points.

Total entries in GCSE maths qualifications, from all 16-18 students, decreased by 11.5% compared to 2017. The drop in maths entries is mainly due to the change in curriculum from legacy to 9-1, which led to a drop of 37.4% of entries into winter exams. The pass rate (at grades 9-1) for entries in the reformed GCSE maths was 90.7% in 2018, an increase of 4.5 percentage points compared to 2017. However, the proportion of entries achieving 9-4 grades in the reformed (9-1) GCSE maths dropped by 5.4 percentage points compared 2017, to 19.7%.

In contrast, entries in other entry level, level 1 and level 2 qualifications in English and maths dropped by 41.9% and 8.0% respectively compared to 2017. This shift may reflect the condition of funding requirement that those with a grade D at key stage 4 must continue to take GCSEs instead of other stepping stone qualifications. See accompanying tables 8a and 8b (available on the department's statistics [website](#)) for further 2018 figures.

⁴ Information on the [condition of funding](#) is published by Education and Skills Funding Agency.

Figure 3: Pass rates¹ in English and maths qualifications at 16-18 (tables 8a and 8b)
England, 2017 to 2018



Source: 16-18 attainment data

1. The number of entries in some qualification types are relatively small so care should be taken when making inferences. For example, entries in level 1/2 certificates dropped from 33,814 in 2017 to 370 in 2018

5. Level 3 progress and minimum standards

The progress of students is the main focus of the 16-18 accountability system. Progress measures are used to assess providers against minimum expected levels of performance at level 3. This section covers results for the level 3 value added measure, which reports how well students have progressed for academic and applied general qualifications. The 16-18 minimum standards for academic and applied general qualifications are also reported in this section.

For tech level and level 2 vocational qualifications, a combined completion and attainment measure is used to measure progress; data on completion and attainment will be published in March 2019.

Level 3 value added measure

The level 3 value added measure shows the progress each student makes between key stage 4 and the end of 16-18 study (for students who enter graded level 3 qualifications (excluding tech levels)) compared with the progress made by students nationally who had the same level of attainment at the end of secondary education (key stage 4)⁵. More details on the coverage of the measure are set out below.

Which students and qualifications are included in the measure

To be included in the L3VA measure, a student must:

- have results at the end of key stage 4.

⁵ We also publish measures on English and maths progress (see section 4), which look at the progress of students in a different way. The English and maths progress measure compares students' attainment in English and maths against their own starting points, with positive progress being an improvement in point score compared to their starting point, rather than comparing to the attainment of other students nationally.

- have completed an academic or applied general qualification. If they enter and fail they are included, but if they withdraw and don't enter, they are not.

The L3VA measure includes all academic qualifications and those on the [list of approved applied general qualifications](#). In addition, qualifications are only included if at least 16 eligible students, in at least five providers, have an exam result.

How the measure works⁶

For all students, we work out their average attainment at key stage 4. For academic qualifications, students' prior attainment is based on their average attainment in GCSEs only⁷. For applied general qualifications, students' prior attainment is based on all qualifications achieved at key stage 4⁸.

To calculate the progress made by students taking the same qualification nationally we first divide students into up to 20 bands based on their prior attainment. We then calculate the average attainment in the level 3 qualification for each of these bands. This allows us to compare a student's result with the average result of students with equivalent prior attainment taking the same qualification (their predicted score for a specific level 3 qualification). The difference between their actual result and their predicted result is the student's value added score in that qualification.

The students' value added scores are then aggregated to create an overall score for academic qualifications and an overall score for applied general qualifications for a provider (published in the 16-18 performance tables) or other breakdown for example institution type.

The value added score is expressed as a proportion of a grade above or below the national average, for example, the data might show that students achieve half a grade lower than the national average for those with similar starting points, or a quarter of a grade higher.

National average progress

Level 3 value added is a relative measure, which means that the national average score is zero and remains the same between years. The following sections look at patterns broken down by gender and institution type, because the measure is more meaningful when compared between groups.

Level 3 value added by gender

In 2018, females were outperformed by males in the A level and academic cohorts, as in 2017. Males had positive value added scores, at 0.08 for both cohorts, compared to negative scores for females, at -0.06.

In contrast, females achieved a higher value added score than males in the applied general cohort, at 0.04 and -0.04 respectively.

Table 20: Level 3 value added scores by gender (Table 1d)
England, state-funded providers, 2017 to 2018

	Value added score			
	A levels		Applied Generals	
	2017 (revised)	2018 (revised)	2017 (revised)	2018 (revised)
Males	0.07	0.08	-0.09	-0.04
Females	-0.05	-0.06	0.09	0.04

Source: 16-18 attainment data

⁶ More information on the level 3 value added measure, including detailed information about its calculation, is available in the [16-18 technical guidance](#).

⁷ A small number of other academic qualifications (such as AS levels taken during key stage 4 study) are included as well as GCSEs.

⁸ Only qualifications achieved during key stage 4 are included in the prior attainment calculation and they are included if they met the rules for inclusion in the key stage 4 tables from 2014 onwards. Re-sits or additional qualifications below level 3 gained during the 16-18 study phase are not included.

Level 3 value added by institution type

Free schools (16-19) had the highest value added score (0.20), and University Technical Colleges (UTCs) the lowest (-0.47). This is the same pattern as seen in 2017.

Care should be taken when comparing across institution types due to significant differences in cohort sizes; only 0.6% and 0.3% of all A level entries counting towards the level 3 value added measure were taken in free schools (16-19) and UTCs respectively.

Table 21: Level 3 value added scores for A level qualifications by institution type (Table 1e)
England, 2018

Institution type	A level					
	Number of entries			Value added score		
	2017	2018	Change	2017	2018	Change
FE sector colleges excluding sixth form colleges	86,188	76,321	-11%	-0.09	-0.10	-0.01
Sixth form colleges	203,868	138,101	-32%	0.02	0.03	0.01
Independent schools	112,723	98,617	-13%	0.09	0.09	0.00
Studio schools	777	682	-12%	-0.20	-0.24	-0.04
University Technical Colleges - UTCs	3,054	2,783	-9%	-0.35	-0.47	-0.12
Free Schools 16-19	5,380	4,975	-8%	0.17	0.20	0.03
Free Schools	3,043	3,107	2%	-0.18	-0.17	0.01
Converter academies - mainstream	412,588	387,962	-6%	0.00	0.01	0.01
Sponsored academies - mainstream	58,596	52,126	-11%	-0.05	-0.09	-0.04
Local authority maintained mainstream schools	169,439	130,659	-23%	-0.02	-0.02	0.00

Source: 16-18 attainment data

For applied general qualifications, FE colleges had the lowest value added score in 2018 (-0.26), the same as 2017. Free schools (16-19) had the highest score (0.40) in 2018. As before, care should be taken when comparing across institution types due to differences in cohort sizes.

Table 22: Level 3 value added scores for applied general qualifications by institution type (Table 1e)
England, 2018

Institution type	Applied general					
	Number of entries			Value added score		
	2017	2018	Change	2017	2018	Change
FE sector colleges excluding sixth form colleges	54,149	6,063	-89%	-0.22	-0.26	-0.04
Sixth form colleges	24,322	4,725	-81%	0.19	0.04	-0.15
Independent schools	1,347	588	-56%	0.09	-0.03	-0.12
Studio schools	418	298	-29%	0.19	0.12	-0.07
University Technical Colleges - UTCs	533	547	3%	-0.02	0.10	0.12
Free Schools 16-19	398	90	-77%	0.05	0.40	0.35
Free Schools	150	74	-51%	0.19	0.14	-0.05
Converter academies - mainstream	27,668	21,308	-23%	0.20	0.05	-0.15
Sponsored academies - mainstream	15,223	9,767	-36%	0.28	0.03	-0.25
Local authority maintained mainstream schools	17,955	11,015	-39%	0.25	0.08	-0.17

Source: 16-18 attainment data

Academic and applied general minimum standards

The department applies 16 to 18 minimum standards to the performance of state-funded mainstream schools and colleges, to assess whether or not each institution is performing at the minimum expected level set by the department.

Since 2016, the department has used level 3 value added to assess institutions under the minimum standards⁹. Eligible providers are assessed separately on their value added scores for level 3 academic and applied general qualifications. Providers will also be assessed based on a combination of the completion and attainment measure score and raw attainment score for tech level qualifications in March 2019, when all the data is available.

2018 16 to 18 minimum standards

A 16 to 18 provider is seen as underperforming and below the minimum standard if:

1. Its value added score is statistically significantly below the national average, i.e. both its upper and lower confidence intervals are below zero; and
2. It has a value added score below the threshold set by the Department for Education. For 2018, the thresholds are -0.56 and -0.58 for academic and applied general qualifications respectively.

In line with changes to floor and coasting standards at key stages 2 and 4, the department are calculating 16-18 minimum standards in 2018 for support purposes only. Therefore, the department are maintaining the minimum standard so that approximately 5% of eligible institutions are below the academic and applied general minimum standards, the same proportion as in 2017.

16 to 18 providers below the minimum standard

In 2018, 2,072 and 1,195 state-funded mainstream schools and colleges were assessed against the academic and applied general minimum standards respectively. Of those, 5.0% (104) and 5.6% (67) fell below the minimum standard for level 3 academic and applied general qualifications respectively. This means these providers are seen as underperforming when compared to other providers nationally.

Table 23: Number of 16 to 18 providers below the minimum standard (Tables 16a and 16b)
England, state-funded mainstream providers, 2018

	Number of providers	% of providers
Academic qualifications	104	5.0
Applied general qualifications	67	5.6

Source: 16-18 attainment data

16 to 18 providers below the minimum standard by region

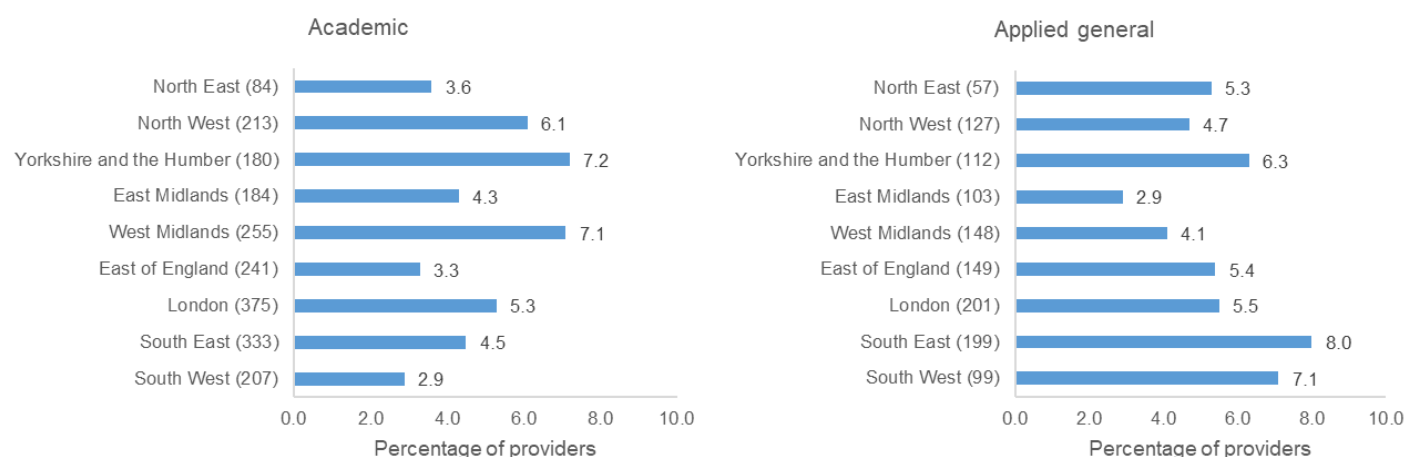
Yorkshire and the Humber, West Midlands and North West had the highest proportion of underperforming schools and colleges in academic qualifications in 2018 (7.2%, 7.1% and 6.1% respectively). The South West had the lowest proportion (2.9%) of providers below the minimum standard, followed by East of England at 3.3%.

For applied general qualifications, the South East had the highest proportion of underperforming schools and colleges in 2018 (8.0%). East Midlands had the lowest proportion (2.9%) of providers below the minimum standard.

Please note measures by region can be volatile from one year to the next due to small number of institutions in some regions. Therefore, care should be taken when comparing figures across regions or with previous years.

⁹ More information on the 16 to 18 minimum standards is available at: <https://www.gov.uk/government/publications/16-to-18-minimum-standards>

Figure 4: Percentage of providers below the minimum standard by region (Tables 16c and 16d)
England, state-funded mainstream providers, 2018



Source: 16-18 attainment data

Brackets denote number of providers assessed

16 to 18 providers below the minimum standard by institution type

A higher proportion of FE sector colleges fall below the minimum standard for both level 3 academic and applied general qualifications, compared to state-funded mainstream schools. For the academic and applied general minimum standards, 6.1% and 14.8% of FE sector colleges fell below it respectively in 2018, in comparison to 4.9% and 4.2% of state-funded mainstream schools. This is the same pattern as seen in 2017.

Table 24: Providers below the minimum standard by institution type (Tables 16e and 16f)
England, state-funded mainstream providers, 2018

	Academic		Applied general	
	Number of providers assessed	Number (%) of providers below the minimum standard	Number of providers assessed	Number (%) of providers below the minimum standard
All state-funded mainstream schools	1,893	93 (4.9%)	1,040	44 (4.2%)
FE sector colleges	179	11 (6.1%)	155	23 (14.8%)
All state-funded mainstream providers	2,072	104 (5.0%)	1,195	67 (5.6%)

Source: 16-18 attainment data

6. 16-18 measures by student characteristics

In the revised release, we are also publishing the 16-18 headline measures broken down by the following characteristics: disadvantaged status, ethnicity, English as an additional language (EAL), free school meal eligibility (FSM), and special educational needs status (SEN) for state-funded students.

Characteristics definitions

Characteristics information as recorded for students at the end of key stage 4 are used for 16-18 performance measures. Characteristics data from key stage 4 is used because the department does not collect this data from all providers at 16-18.

Disadvantaged status: Students are defined as disadvantaged if they are known to have been eligible for free school meals at some point during the time period between year 6 and year 11, if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care by the end of key stage 4. There

are some students whose disadvantaged status cannot be determined at the end of key stage 4, for example, students who did not complete their secondary education in England.

Since 2013 Universal Credit (UC) has been gradually rolling out nationwide replacing a number of income-related benefits, some of which provided families with entitlement to free school meals. The 16-18 performance measures use the disadvantaged status at the end of key stage 4, therefore the impact of Universal Credit on 2017 results is quite limited, but it may increase in future years. On 1 April 2018 a [new eligibility criteria](#), in the form of an earnings threshold under Universal Credit, was introduced for determining eligibility for free school meals and the early years pupil premium.

Eligible for free school meals: Students are defined as eligible for free school meals (FSM) where a pupil's family claimed eligibility in the School Census when they were at the end of key stage 4. Parents are able to claim free schools meals for their children if they receive a qualifying benefit¹⁰.

English as a first language: "First Language" is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community.

Special educational needs status: The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those on SEN support, with statements of SEN or an education, health and care (EHC) plan.

Ethnicity: Ethnicity is broken down into two ways: a major grouping (White, Black, Asian, Chinese, Other) and a minor grouping which includes more detailed categories.

The 16-18 school and college performance measures cover students aged 16-18 and at the end of their 16-18 study; patterns of attainment by characteristics may therefore be influenced by the characteristics of students who choose to continue their studies. The destinations of students by characteristics can be found in the [Destinations of key stage 4 and key stage 5 pupils](#) statistical release. Students may also choose to enter different types of qualifications. Students with special educational needs, those recorded as disadvantaged or eligible for free schools meals at the end of key stage 4, and white students, were overrepresented in the level 2 vocational and technical certificate cohorts. Asian and Chinese students, and those with English as an additional language were slightly overrepresented in the A level cohort.

16-18 measures by disadvantage status

A lower proportion of disadvantaged students participated in 16-18 study after key stage 4 than other students. For students who were at the end of key stage 4 in state-funded schools in 2015/16, 88% of disadvantaged pupils were recorded in a sustained destination¹¹, with 80% in a sustained education destination, compared with 96% of all other pupils in a sustained destination, and 89% in a sustained education destination. Disadvantaged pupils were slightly more likely to enter an employment destination (4%) after key stage 4 compared to all other pupils (3%).

16-18 state-funded students by disadvantage status

Non-disadvantaged students are more likely to enter level 3 study during 16-18 study than disadvantaged students. In 2018, 15.5%, 23.2% and 23.3% of A level, applied general and tech level students in state-funded schools and colleges were disadvantaged, compared to 27.7% in the potential state-funded students.

A high proportion of students who entered applied general and tech level qualifications were disadvantaged, compared to students who entered A levels. In 2018, 23.2% of applied general students and 23.3% of tech level students in state-funded institutions were reported as disadvantaged at the end of key stage 4, compared to 15.5% for A level students.

Disadvantaged students were over-represented in level 2 vocational qualifications. In 2018, 33.3% of level 2 vocational students and 32.2% of technical certificate students in state-funded institutions were reported

¹⁰ For more information and a list of qualifying benefits, see the quality and methodology document that accompanies this SFR.

¹¹ To be included as having a sustained destination, young people have to be recorded as having participation throughout the 6 months from October to March 2014/15. This means attending for all of the first two terms of the academic year at one or more education provider; spending 5 of the 6 months in employment or a combination of the two. For more information, please refer to [statistical releases](#) on the destinations of key stage 4 and key stage 5 pupils.

as disadvantaged at the end of key stage 4, compared to 27.7% in the potential cohort. This is similar pattern as 2017.

Table 25: 16-18 state-funded students by disadvantaged status (student characteristics CSV)
England, 2018

	Potential state-funded students ¹	Number of students				
		Level 3 students ²			Level 2 students ²	
		A level students	Applied general students	Tech level students	Technical Certificate students	Level 2 Vocational students
Disadvantaged students	149,895	40,882	10,480	2,982	12,343	33,415
Non-disadvantaged students	390,794	218,882	34,303	9,702	25,305	64,335
Unknown status	-	3,672	462	116	694	2,629
All State-funded students	540,689	263,436	45,245	12,800	38,342	100,379
% disadvantaged status	27.7%	15.5%	23.2%	23.3%	32.2%	33.3%

Source: 16-18 attainment data

1. State-funded school students who were at the end of KS4 by the end of 2015/16 academic year;

2. 16-18 state-funded students who were at the end of 16-18 study by the end of 2017/18

Level 3 value added by disadvantage status

The level 3 value added scores for disadvantaged students are lower than for non-disadvantaged students for both the A level and applied general measures, as shown in Table 26. In 2018 disadvantaged students had a level 3 value added score of -0.09 for A level, compared to 0.00 for non-disadvantaged students. The gap (-0.09) widened compared to 2017 (-0.06).

For applied general qualifications the scores for disadvantaged and non-disadvantaged were -0.03 and 0.02 respectively, compared to -0.07 and 0.03 in 2017 respectively. The gap has narrowed for applied general qualifications since 2017.

Table 26: Level 3 value added scores by disadvantaged status (student characteristics CSV)
England, state-funded providers, 2018

	A level		Applied general	
	2017	2018	2017	2018
Disadvantaged students	-0.06	-0.09	-0.07	-0.03
Non-disadvantaged students	0.00	0.00	0.03	0.02
All state-funded students	-0.01	-0.01	0.00	0.01

Source: 16-18 attainment data

Level 3 attainment by disadvantaged status

Attainment is lower for disadvantaged students compared to non-disadvantaged students across all level 3 qualification types, but the gap is greater in A-levels than it is in applied general and tech levels. The average grade for A levels was C- for disadvantaged students, and C+ for non-disadvantaged students. The average grade for Tech level students was a Merit for disadvantaged students, and Merit+ for non-disadvantaged students. For applied general the average grades were the same for disadvantaged and non-disadvantaged students (Merit+), however, the average point scores per entry are slightly lower for disadvantaged students than non-disadvantaged students.

Table 27. Attainment by disadvantaged status for level 3 students (student characteristics CSV)
England, 2018

	A level students			Applied general students			Tech level students		
	Number of students	APS per entry	grade	Number of students	APS per entry	grade	Number of students	APS per entry	grade
Disadvantaged students	40,882	27.86	C-	10,480	27.24	Merit+	2,982	26.26	Merit
Non-disadvantaged students	218,882	32.82	C+	34,303	28.84	Merit+	9,702	28.67	Merit+
Unknown status	3,672	32.81	C+	462	27.79	Merit+	116	27.96	Merit+
All State-funded students¹	263,436	32.12	C+	45,245	28.43	Merit+	12,800	28.11	Merit+

Source: 16-18 attainment data

1. Include students who were reported as disadvantaged, non-disadvantaged students, and for whom disadvantaged status cannot be determined at the end of key stage 4.

Level 2 attainment by disadvantaged status

Attainment is marginally lower for disadvantaged students compared to non-disadvantaged students across both qualification types. The average grades for both qualifications were the same (L2Merit-) in 2018 regardless of disadvantaged status, the same grades as in 2017.

Table 28. Attainment by disadvantaged status for level 2 students (student characteristics CSV)
England, 2018

	Level 2 Vocational			Technical Certificate		
	Number of students	APS per entry	grade	Number of students	APS per entry	grade
Disadvantaged students	33,415	5.63	L2Merit-	12,343	5.72	L2Merit-
Non-disadvantaged students	64,335	5.75	L2Merit-	25,305	5.79	L2Merit-
Unknown status	2,629	5.90	L2Merit	694	5.84	L2Merit
All State-funded students¹	100,379	5.71	L2Merit-	38,342	5.77	L2Merit-

Source: 16-18 attainment data

1. Include students who were reported as disadvantaged, non-disadvantaged students, and for whom disadvantaged status cannot be determined at the end of key stage 4.

English and maths national average progress breakdown by disadvantaged status

Disadvantaged and non-disadvantaged students represent 42.1% and 57.6% respectively of the total number in scope for the English measure, and 40.9% and 58.8% respectively of the total number in scope for the maths measure. The proportion of disadvantaged students in scope for the English and maths measure is considerably higher than in the potential state-funded students (27.7%); this is due to the fact that disadvantaged students achieve lower outcomes in key stage 4 study¹².

¹² In 2016, 43.1% of disadvantaged pupils achieved A*-C in both English and maths GCSEs, compared to 70.6% of all other students in state-funded schools. See [Revised GCSE and equivalent results in England: 2015 to 2016](#)

Non-disadvantaged students in scope for this measure outperformed disadvantaged students in 2018, with a higher average progress score in both English and maths, as shown in Table 29. The average progress score for disadvantaged students was negative for both English and maths, with scores of -0.09 and -0.08 respectively. The average progress score for non-disadvantaged students was positive, with an average of 0.17 in English and 0.13 in maths.

The average progress of disadvantaged students improved for both English and maths in 2018 when compared to 2017; however the gap between the average progress for disadvantaged and non-disadvantaged students increased. The average progress score gap in English in 2018 was 0.26, an increase of 0.04 when compared to 2017. The average progress score gap in maths in 2018 was 0.21, an increase of 0.02 when compared to 2017.

Table 29: National average progress by disadvantaged status (student characteristics CSV)
England, 2018

	Average progress					
	English			Maths		
	2017 (revised)	2018 (revised)	Change	2017 (revised)	2018 (revised)	Change
Disadvantaged students	-0.15	-0.09	0.06	-0.12	-0.08	0.04
Non-disadvantaged students	0.07	0.17	0.10	0.07	0.13	0.06
Unknown status	0.22	0.23	0.01	0.15	0.30	0.15
All State-funded students¹	-0.02	0.06	0.08	-0.01	0.05	0.06

Source: 16-18 attainment data

1. Includes students who were reported as disadvantaged, non-disadvantaged students, and for whom disadvantaged status cannot be determined at the end of key stage 4.

A higher proportion of students made positive progress in English for both disadvantaged and non-disadvantaged students (30.9% and 40.9% respectively) compared to 2017 (24.2% and 37.4%). The gap between disadvantaged students and non-disadvantaged students has narrowed (10.0 percentage points) compared to 2017 (13.2 percentage points). Similarly, a higher proportion of students made positive progress in maths for both disadvantaged and non-disadvantaged (33.1% and 41.2% respectively) compared to 2017 (32.1% and 39.4%). However, the gap has widened (8.1 percentage points) compared to 2017 (7.3 percentage points).

A smaller proportion of students in scope did not enter an approved qualification in English for both disadvantaged and non-disadvantaged students (21.6% and 15.9% respectively) compared to 2017 (24.2% and 17.7%). The gap between disadvantaged students and non-disadvantaged students has narrowed (5.8 percentage points) compared to 2017 (6.5 percentage points). Similarly, 19.7% disadvantaged students and 13.8% non-disadvantaged students in scope for the maths measure did not enter an approved maths qualification, compared to 22.7% and 16.2% respectively for 2017. The gap has narrowed (6.0 percentage points) compared to 2017 (6.5 percentage points).

Table 30: National average progress by disadvantaged status (student characteristics CSV)
England, 2018

	English					
	% that made positive progress			% who did not enter an approved qualification		
	2017	2018	change (percentage points)	2017	2018	change (percentage points)
Disadvantaged students	24.2	30.9	6.7	24.2	21.6	-2.6
Non-disadvantaged students	37.4	40.9	3.5	17.7	15.9	-1.8
Unknown status	54.4	36.7	-17.7	34.3	30.2	-4.1
All State-funded students	33.7	36.6	2.9	20.8	18.9	-1.9
Gap between disadvantaged and non-disadvantaged	-13.2	-10.0	3.2	6.5	5.8	-0.7

	Maths					
	% that made positive progress			% who did not enter an approved qualification		
	2017	2018	change (percentage points)	2017	2018	change (percentage points)
Disadvantaged students	32.1	33.1	1.0	22.7	19.7	-3.0
Non-disadvantaged students	39.4	41.2	1.8	16.2	13.8	-2.4
Unknown status	47.7	38.5	-9.2	33.1	29.8	-3.3
All State-funded students	36.5	37.9	1.4	19.2	16.6	-2.6
Gap between disadvantaged and non-disadvantaged	-7.3	-8.1	-0.8	6.5	6.0	-0.5

Source: 16-18 attainment data

Non-disadvantaged students in scope for this measure outperformed disadvantaged students, with a higher average progress score in both English and maths, for all prior attainment groups. Disadvantaged students with prior attainment at entry level or fail, on average made positive progress and all other prior attainment groups made negative progress on average. In contrast, non-disadvantaged students in all prior attainment groups in English, on average made positive progress.

Table 31: Average progress and number of students by prior attainment point score in English by disadvantaged status
England, 2018

English					
Disadvantaged			Non-disadvantaged		
Prior attainment	No. Students	Average progress	Prior attainment	No. Students	Average progress
Entry level or fail ¹	2,371	0.16	Entry level or fail ¹	2,698	0.73
Below grade 3 or D for GCSE or equivalent (level 1) ²	21,863	-0.17	Below grade 3 or D for GCSE or equivalent (level 1) ²	24,217	0.10
Grade 3 or D for GCSE or equivalent (level 2) ³	23,379	-0.04	Grade 3 or D for GCSE or equivalent (level 2) ³	38,242	0.18
ALL	47,613	-0.09	ALL	65,157	0.17

Source: 16-18 attainment data

1. Includes students whose highest prior attainment in English were entry level qualifications or fail grades. The prior attainment points are 0 or 0.4. Information on how grades are assigned point scores can be found in the [16 to 18 technical guidance](#).
2. Includes students whose highest prior attainment in English were below grade 3 or D for GCSE or equivalent qualifications. This includes level 1 functional skills and ESOL. Their prior attainment points are between 0.8 and 3.
3. Include students whose highest prior attainment were grade 3 or D for GCSE or equivalent qualifications. This includes level 2 functional skills, and ESOL. Their prior attainment points are 4.0.

Disadvantaged students with prior attainment at entry level or fail on average made positive progress, whilst all other prior attainment groups made negative average progress. Non-disadvantaged students on average made positive progress or no progress in all attainment groups. Average progress was higher for non-disadvantaged students than disadvantaged students.

Table 32: Average progress and number of students by prior attainment point score in maths by disadvantaged status
England, 2018

Maths					
Disadvantaged			Non-disadvantaged		
Prior attainment	No. Students	Average progress	Prior attainment	No. Students	Average progress
Entry level or fail ¹	8,129	0.25	Entry level or fail ¹	7,402	0.49
Below grade 3 or D for GCSE or equivalent (level 1) ²	26,235	-0.21	Below grade 3 or D for GCSE or equivalent (level 1) ²	33,164	0.00
Grade 3 or D for GCSE or equivalent (level 2) ³	24,343	-0.05	Grade 3 or D for GCSE or equivalent (level 2) ³	43,807	0.17
ALL	58,707	-0.08	ALL	84,373	0.13

Source: 16-18 attainment data

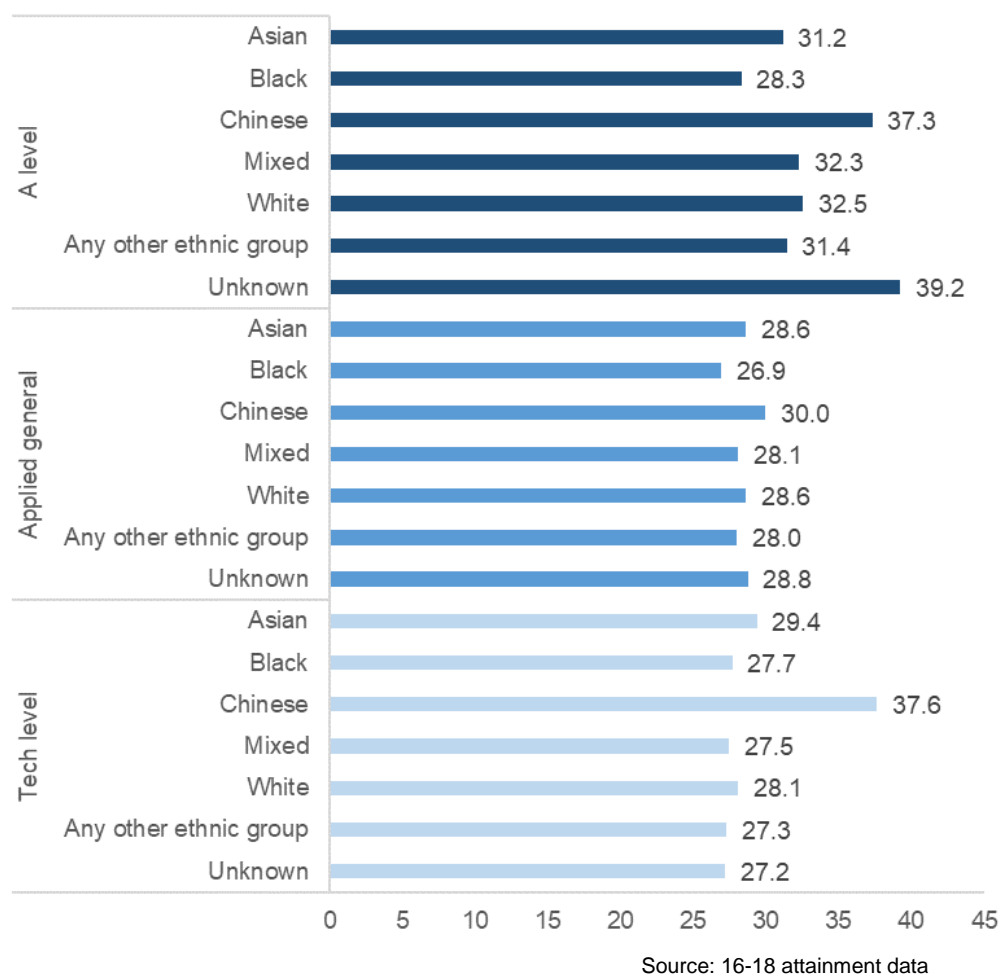
1. Includes students whose highest prior attainment in maths were entry level qualifications or fail grades. The prior attainment points are 0 or 0.4. Information on how grades are assigned point scores can be found in the [16 to 18 technical guidance](#).
2. Includes students whose highest prior attainment in maths were below grade 3 or D for GCSE or equivalent qualifications. This includes level 1 functional skills, free standing maths. Their prior attainment points are between 0.8 and 3.
3. Include students whose highest prior attainment were grade 3 or D for GCSE or equivalent qualifications. This includes level 2 functional skills, free standing maths. Their prior attainment points are 4.0.

16-18 measures by ethnicity

Figure 37 shows the pattern in average point score (APS) per entry for A level, applied general and tech level qualifications by major ethnicity. These show similar patterns as seen at other key stages.

Across different ethnic groups (where known), Chinese students had the highest APS per entry for all three qualification types shown. Black students had the lowest for A level and applied general, and mixed students had the lowest APS per entry for tech level. Students whose ethnic group is unknown had the highest APS per entry for A level; this is likely to reflect the fact that many of these students are likely to have attended an independent school at key stage 4, which have the highest attainment across different institution types.

Figure 5: Average points per entry by major ethnic group (measures by characteristics CSV)
England, 2018



As seen at other key stages, FSM eligible students, students with first language other than English, and students with special education needs have lower attainment than other students across the three qualification types. The exception to this is for Tech levels where students with first language other than English have a slightly higher APS per entry than those with English as a first language.

Table 33: Average points per entry by FSM, EAL and SEN (measures by characteristics CSV)
England, 2018

	FSM eligibility			First language			SEN status		
	Eligible for FSM	Not eligible for FSM	Unknown FSM eligibility	Other than English	English	Unknown first language	SEN	No identified SEN	Unknown SEN status
A level	27.7	33.6	37.4	30.8	32.4	39.5	29.3	32.3	39.5
Applied general	27.1	28.6	27.8	28.1	28.5	28.9	26.1	28.7	29.0
Tech level	26.2	28.3	27.7	29.1	28.0	27.0	25.9	28.4	27.1

Source: 16-18 attainment data

Further information on other measures broken down by these characteristics is available in the 'performance measures by characteristics' CSV published alongside this release on gov.uk. The patterns described here are broadly the same across the other 16-18 measures.

7. Accompanying tables

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

National tables:

Student level results

- 1a Level 3 attainment of students at the end of 16-18 study by institution type and cohort
- 1a Females: Level 3 attainment of female students at the end of 16-18 study by institution type and cohort
- 1a Males: Level 3 attainment of male students at the end of 16-18 study by institution type and cohort
- 1b Level 2 attainment of students at the end of 16-18 study by institution type, cohort and gender
- 1c Level 3 attainment of state-funded school students at the end of 16-18 study by selective institution status, cohort and gender
- 1d Level 3 value added scores and entries by gender for A level, Academic and Applied General students at the end of 16-18 studies
- 1e Level 3 value added for A level, academic and applied general students at the end of 16-18 study by institution type

A and AS level examination results

- 2a A level results of all students aged 16-18 by subject and grade
- 2a Females: A level results of female students aged 16-18 by subject and grade
- 2a Males: A level results of male students aged 16-18 by subject and grade
- 2b Decoupled A level results of all 17 year old students by subject and grade

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

Applied A/AS level examination results

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

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

Applied general and Tech level results

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

Level 2 vocational and Technical certificate results

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

Below level 3 English and maths results

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

Local authority and regional level tables

- 9a Level 3 attainment of all state-funded students at the end of 16-18 study by local authority and region
- 9a Females: Level 3 attainment of all state-funded students at the end of 16-18 study by local authority and region
- 9a Males: Level 3 attainment of all state-funded students at the end of 16-18 study by local authority and region
- 9b Level 3 attainment of all state-funded school students at the end of 16-18 study by local authority and region
- 9b Females: Level 3 attainment of all state-funded school students at the end of 16-18 study by local authority and region
- 9b Males: Level 3 attainment of all state-funded school students at the end of 16-18 study by local authority and region
- 10 Level 2 attainment of state-funded students aged 16-18 by local authority, region and gender

Maths and Science subject time series

- 11a Time series of students entered for maths and science A levels by subject and gender
- 11b Time series of percentage of students entered for maths and science A levels by subject and gender
- 12 Time series of students entered for maths and science A levels by number of subjects and gender

English and maths tables

- 13a Matrix of prior attainment and progress point scores in GCSE English and other English qualifications by students at the end of 16-18 studies
- 13b Matrix of prior attainment and progress point scores in GCSE maths and other Maths qualifications by students at the end of 16-18 studies
- 14a Progress in GCSE English and other English qualifications by students at the end of 16-18 studies, by institution type and gender
- 14b Progress in GCSE maths and other maths qualifications by students at end of 16-18 studies, by institution type and gender
- 14c English and maths progress of students at end of 16-18 studies by duration of course
- 14d Time series of progress in English and maths by students at end of 16-18 studies
- 15 Attainment of Level 3 maths qualifications by students at the end of 16-18 studies, by institution type and gender

Minimum standards tables

- 16a 16-18 eligible providers below the minimum standard for level 3 academic qualifications
- 16b 16-18 eligible providers below the minimum standard for level 3 applied general qualifications
- 16c 16-18 eligible providers below the level 3 academic minimum standard for each local authority and region
- 16d 16-18 eligible providers below the level 3 applied general minimum standard for each local authority and region
- 16e 16-18 eligible providers below the level 3 academic minimum standard by institution type
- 16f 16-18 eligible providers below the level 3 applied general minimum standard by institution type

School and college location tables

- 17 Level 3 attainment of state-funded students at the end of 16-18 study by degree of rurality and region of school or college location
- 18 Level 3 attainment of state-funded students at the end of 16-18 study by local authority district and region of school or college location

Maps (pdf format)

- Average point score per entry for the A level cohort
- Average point score per entry for the applied general cohort

Average point score per entry for the tech level cohort

Maths and Science by subject combination and gender csv

CSVs (csv format)

A and AS level exam results subject time series csv

Maths and Science by local authority, region and gender csv

A level exam results by institution type csv

Performance measures by characteristics csv

A level exam results by LA and region csv

A level subjects by characteristics csv

A level student participation by subject csv

A level grades by characteristics csv

Vocational student participation by subject csv

When reviewing the tables, please note that:

The criteria we use to include students (tables 1a-b, 9a-b)	Students will be included if they were aged 16, 17 or 18 on 31 August 2017 and had completed 16-18 study. A student is considered to have completed 16-18 study in 2018 if they meet one of the following criteria: <ol style="list-style-type: none">1. has entered for level 3 qualifications at least the size of 2 A levels2. has attended the same institution for 2 years in a row3. has reached academic age 18 and has not previously been included in performance tables results
Approved qualifications only	The range of qualifications reported in this statistical publication covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000). Approved qualifications at level 3 and their point scores can be found at Ofqual Register website
How we avoid double counting subjects	To avoid double counting results, qualification discounting is applied where, for example, if a student achieves an AS en route to achieving an A level in the same subject, only the A level pass is included.
We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality. We assess our statistics with reference to the National Statistician's Guidance on Confidentiality of Official Statistics and guidance from the Information Commissioner's Office (ICO) to establish the risk of disclosure and its associated impact and suppress the data accordingly. In our statistical releases, an 'x' indicates that a figure has been suppressed.
and round percentages	Percentages in this statistical publication are given to one decimal place. Totals may not add to 100% due to rounding.

8. Further information is available

Performance tables	Data for institutions can found in the school and college performance tables . The 16-18 performance tables will be updated with data for the 2017/18 academic year in January 2019.
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Key stage 4	GCSE and equivalent results for key stage 4 can be found at GOV.UK - Statistics: GCSEs (key stage 4) .
Key stage 2	Statistics on national curriculum assessments and review outcomes at key stage 2 (KS2), including measures of progress between KS1 and KS2, can be found at GOV.UK - Statistics: key stage 2 .
Key stage 1	Statistics on national curriculum assessments at key stage 1 and phonics screening check results can be found at GOV.UK - Statistics: key stage 1
Destination measures	Statistics on educational or employment destinations of key stage 4 and key stage 5 students can be found at GOV.UK - Statistics: destinations of key stage 4 and key stage 5 pupils .
Level 2 and 3 attainment at 16-18	Statistics on the attainment of young people aged 19, based on matched administrative data can be found at GOV.UK – attainment at 19 years .
Level 1 and 2 attainment in English and maths at 16-18	Experimental statistics on level 1 and 2 English and maths by students aged 16 to 18 who failed to achieve A* to C by the end of key stage 4 can be found at GOV.UK - attainment at 19 years . Note that this release has been discontinued.
Results for the rest of the UK	<p>The Welsh Assembly publishes the results of external examinations taken by pupils aged 15 or 17, available at: Welsh assembly statistics and research</p> <p>The Department for Education Northern Ireland (DENI) published AS and A level statistics, available at: Department for Education Northern Ireland (DENI)</p> <p>The publication 'Summary statistics for attainment, leaver destinations and healthy living' is published by the Scottish Government and is available at: The Scottish Government website</p>
Information published by Ofqual	<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 GCSE for AS and A level qualifications. Background on the methodology and history of setting and maintaining exam standards can be found on GOV.UK - setting GCSE and A level grade standards</p> <p>Ofqual have also published information on variability in AS and A level results for schools and colleges which is available at GOV.UK - variability in AS and A level results</p>

9. 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 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 16-18 schools and colleges performance measures are classified as official statistics and have been produced in line with the Code of Practice for Statistics, but have not been designated as National Statistics by the United Kingdom Statistics Authority. Department has a set of [statistical policies](#) in line with the Code of Practice for Statistics.

10. Technical Information

A quality and methodology information document accompanies this statistical publication. 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.

11. Get in touch

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Department
for Education



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