



Revised A level and other 16 to 18 results in England, 2017/2018 – Additional text



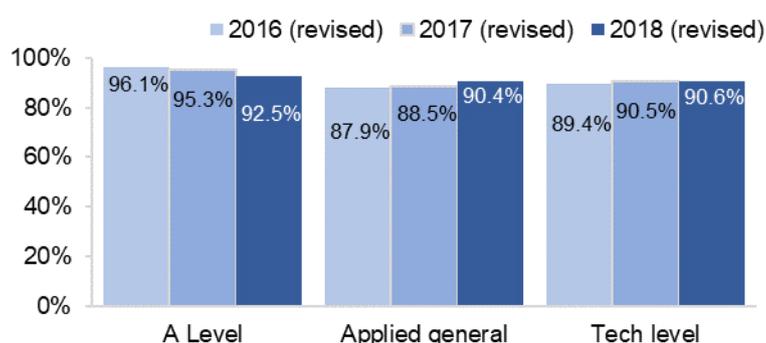
14 March 2019

Note on additional measures and Multi-Academy Trust performance measures

This publication adds the retention, and completion and attainment measures to the [Revised A level and other 16 to 18 results in England, 2017/18](#).

This release also presents performance measures for multi-academy trusts (MATs). The MAT performance measures at 16 to 18 are Level 3 value added (L3VA) progress scores for both the academic and applied general cohorts.

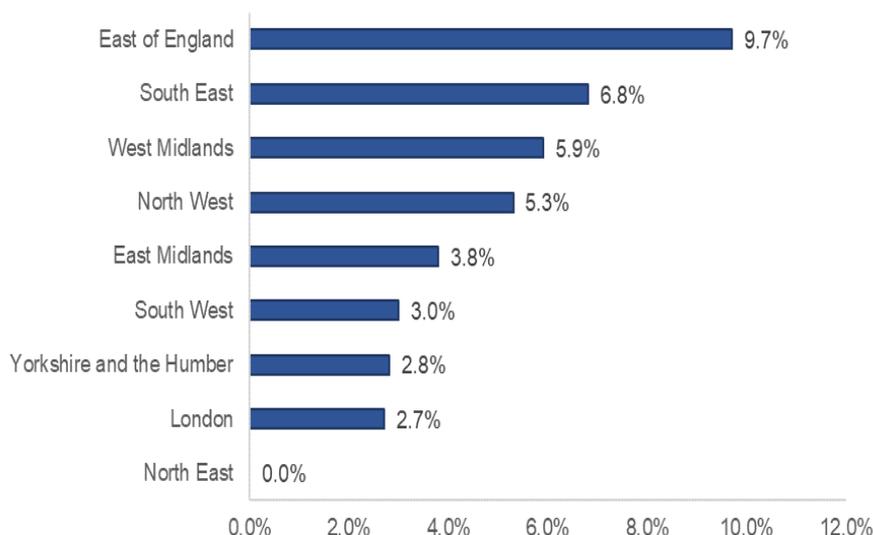
Retention rates remain highest for A level programmes, despite decreasing since 2016



Retention rates are highest for A level study programmes, the same pattern as seen in 2017. The retention rate decreased for A level programmes from 95.3% in 2017 to 92.5% in 2018, while the rates increased for Applied General (88.5% and 90.4% respectively) and remained stable for Tech Level programmes (90.5% and 90.6% respectively) compared to 2017.

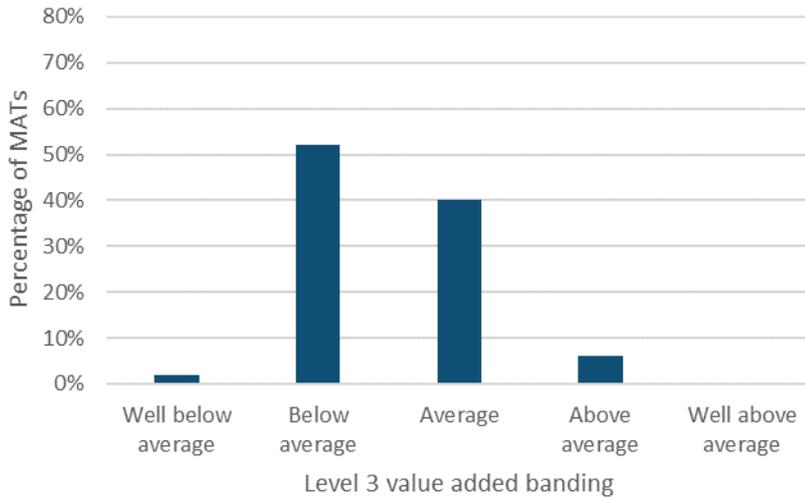
The retention rates for Technical Certificate and level 2 vocational programmes were 88.3% for both in 2018.

The proportion of 16 to 18 state-funded mainstream schools falling below the national minimum standards varies by region.



Of the 300 16 to 18 state-funded mainstream schools and colleges assessed, 14 (4.7%) fell below the minimum standards set by the department for level 3 Tech Level qualifications. These providers are seen to be underperforming when compared nationally against other providers. The East of England had the highest proportion of underperforming schools and colleges in 2018 (9.7%), and the North East had the lowest proportion (0.0%).

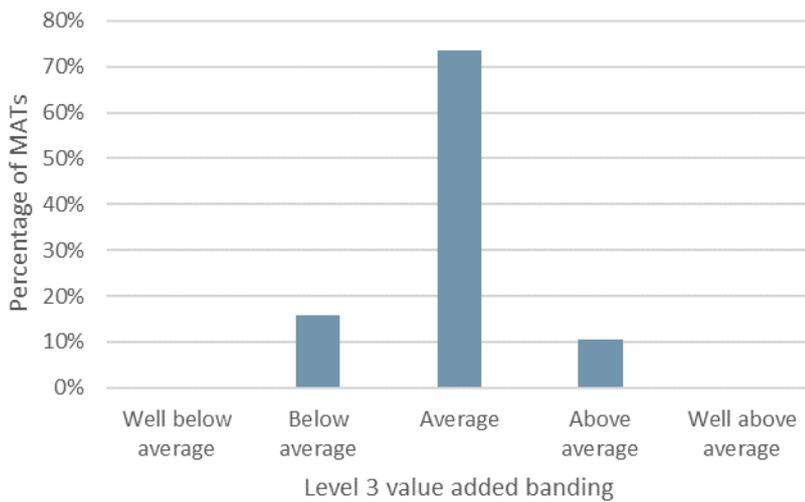
Level 3 value added for the academic cohort is lower in MATs than the national average



In the 2018 academic cohort, students in MATs had an average L3VA score of -0.09. Students in all state funded mainstream institutions nationally had an average L3VA score of -0.01.

6.0% of MATs had L3VA scores above the national average, while no MATs were well above average. 52.0% of MATs were below the national average and 2.0% well below average. The remaining 40.0% were not above or below the national average by a statistically significant amount.

Level 3 value added for the applied general cohort is similar in MATs to the national average



In the 2018 applied general cohort, students in MATs had an average L3VA score that was not statistically different to the L3VA score of students in all state funded mainstream institutions nationally.

10.5% of MATs had L3VA scores above the national average, while no MATs were well above average. 15.8% of MATs were below the national average and no MATs were well below average. The remaining 73.7% were not above or below the national average by a statistically significant amount.

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About this release

The retention measure and the completion and attainment measure use information on student 16 to 18 learning aims from the Autumn School Census and Individualised Learner Record (ILR). The aims information was collected in October 2018 and made available for analysis in January 2019. Due to data availability, these measures are published in March 2019.

The statistics in this release are based on the same revised data extract as that used in the figures published in January 2019. The revised figures incorporate the small proportion of amendments that awarding organisations, schools or colleges and local authorities submitted to the department after August 2018; these amendments are included in the data for the retention measure, and the completion and attainment measure.

Note on comparisons over time

The retention measure and the completion and attainment measure have been published since 2016. Data on these measures is not available before 2016. This is the first year we have published the MAT measures for 16-18.

In this publication

The following files are published alongside the additional publication text:

- Retention measure, completion and attainment measure and Tech Level minimum standards tables (.XLSX)
- Characteristics CSV (.CSV)
- Multi-academy trust tables (.XLSX)
- Multi-academy trust underlying data (.CSV)

A full list of the tables and CSVs included in these files is shown in section 5 of this publication.

The accompanying quality and methodology information document has also been updated to provide information on the data sources used to calculate the retention and completions and attainment measures, 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. Retention

The retention measure shows the percentage of students who completed their main study programme at a provider. A student's main study programme is also known as a core aim.

Alongside the headline retention measure there are two supporting retention measures:

- 1) Returned and retained for a second year (the percentage of level 3 students who return to the same provider for a second year of study and complete their programme of study in their second year)
- 2) Retained and assessed (the percentage of students who are retained to the end of their course and are assessed)

Which students are included in the measure?

A student is in scope for the retention measure if they are:

- aged 16 to 18 and at the end of their 16 to 18 study in 2018;
- enrolled in an eligible study programme, i.e. having a core aim¹ that is either a) level 3 academic (including A levels) b) A level programme c) level 3 Applied General d) level 3 Tech Level e) level 2 vocational qualification (including Technical Certificates) or f) level 2 Technical Certificate.

In most cases, the core aim will be at least the size of one A level. Other qualifications, including level 1 qualifications, supported internships and traineeships are not reported in the headline measures.

How retention is measured

Students are counted as retained if they are recorded as having “completed the learning activities leading to the learning aim”².

The retention measure is calculated by dividing the total number of students retained by the total number of students in scope for each A level, academic, Applied General and Tech Level core aim. This is then expressed as a percentage. For example, if at a provider, 100 students had an academic core aim and of those students, 80 went on to complete the learning activities of their core aim, this provider would have a retention rate of 80%.

Since similar trends are seen in the measures for A level and academic programmes (99.1% of students in academic programmes are in A level programmes in 2018), information for academic programmes is not shown here. Data for academic programmes can be found in the tables accompanying this document.

National retention rates

In 2018 (2017/18 academic year), the number of students enrolled in A level programmes increased by 4.0% compared to 2017. In contrast, the number of students in Applied General and Tech Level programmes decreased by 74.1% and 80.6% respectively. These patterns are in line with changes in the cohorts which were described in the [main publication text](#) in January.

From 2018 onwards, all tech level and applied general qualifications must meet 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.

The retention rate decreased for A level programmes from 95.3% in 2017 to 92.5% in 2018, while the rate increased for both level 3 vocational programmes (Table 1). The decrease in retention for A level programmes may be an impact of recent A level reform, which includes the decoupling of A levels from AS levels. The A level retention measure also decreased (by a small amount) between 2016 and 2017, when the first group of decoupled subjects started to take effect³.

Retention rates for Technical Certificate and Level 2 vocational programmes were both 88.3%, which is lower than for students in level 3 programmes. One possible reason is that they have lower prior attainment than level 3 students and therefore could be more likely to change their chosen pathway to different education options (for example traineeships or apprenticeships).

1 Information on exemptions and the process of selecting a student's core aim can be found in the 16-19 technical guidance.

2 The Learning Aim Status Field of the School Census or the Completion Status Field of the ILR is used to show if a student is counted as retained.

3 More information on A level changes: <https://www.gov.uk/government/publications/as-and-a-level-changes-a-summary/summary-of-changes-to-as-and-a-levels-from-2015>

Table 1: Retention by study programme (Table 19a)
England, 2018

	A Level programmes		Applied General programmes		Tech Level programmes		Technical Certificate programmes		Level 2 vocational programmes	
	Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained
2017 (revised)	247,251	95.3	115,579	88.5	62,529	90.5	38,582	86.3	88,317	85.5
2018 (revised)	257,237	92.5	29,951	90.4	12,114	90.6	41,144	88.3	104,811	88.3

Source: 16 to 18 revised attainment data

Retention by gender

In 2018 retention rates were broadly similar for females and males (92.8% and 92.1% respectively) in A level programmes, which was the same pattern seen in 2017 (Table 2). The retention rate for A level programmes dropped for both female and male students compared to 2017 (-2.5 percentage points and -3.3 percentage points respectively).

The retention rate in Applied General programmes was broadly similar for female and male students, breaking the pattern of the past two years, where female retention was higher. Retention rates were higher in 2018 for both female and male students compared to 2017, and the gender gap also decreased in 2018 (0.4 percentage points) compared to 2017 (1.7 percentage points).

The retention rate in Tech Level programmes was higher for female students than males in 2018, which was the opposite of the pattern in 2017.

More male students were enrolled in Level 2 vocational and Technical Certificate programmes in 2018, and the retention rates were higher for male students than female students (Table 2)

Table 2: Number of students and retention rate by gender and programme (measures by characteristics CSV)
England, 2018

		A Level programmes		Applied General programmes		Tech Level programmes		Technical Certificate programmes		Level 2 vocational programmes	
		Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained
2017 (revised)	Females	137,467	95.3%	58,259	89.4%	27,912	89.4%	15,488	84.9%	39,143	84.5%
	Males	108,516	95.4%	57,320	87.7%	34,617	91.3%	23,094	87.2%	49,174	86.4%
2018 (revised)	Females	142,182	92.8%	16,080	90.6%	6,941	91.4%	15,816	87.7%	45,943	87.6%
	Males	115,055	92.1%	13,871	90.2%	5,173	89.5%	25,328	88.7%	58,867	88.8%

Source: 16 to 18 revised attainment data

In 2018, the number of female and male students enrolled in A level programmes increased by 3.4% and 6.0% respectively, compared to 2017. For Applied General programmes, the number of male students and female students decreased by 72.4% and 75.8% respectively (Table 2).

The number of students in Tech Level programmes dropped by 75.1% and 85.1% for female and male students respectively (Table 2). This is similar pattern seen in the participation of Tech Level students in the [main text](#) published in January 2019.

Retention by disadvantaged status⁴

Like the pattern seen in the [main text](#) for attainment measures, only 16.2% of students with A level programmes as their core aim were recorded as disadvantaged at the end of key stage 4. For Applied General and Tech Level programmes, 25.5% and 25.4% of students respectively were recorded as disadvantaged. The Technical Certificate and Level 2 vocational programmes have higher proportions of disadvantaged students (36.0% and 38.0% respectively) than level 3 programmes.

Pupils at the end of key stage 4 study in 2016 comprise the potential 16 to 18 cohort for 2018, and 27.7% of this group were disadvantaged. This shows disadvantaged students were underrepresented in the A level cohort, and overrepresented in the level 2 vocational and Technical Certificate programmes.

Retention rates are lower for disadvantaged pupils compared to non-disadvantaged students across all programme types (Table 3). Tech Level programmes had the highest retention rates for disadvantaged pupils, at 88.6%.

Table 3: Retention by disadvantaged status and study programme (measures by characteristics CSV) England, 2018

	A level programmes		Applied General programmes		Tech Level programmes		Technical Certificate programmes		Level 2 vocational programmes	
	Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained
Disadvantaged students	41,603	87.3	7,645	88.2	3,089	88.6	14,800	85.7	39,889	85.7
Non-disadvantaged students	212,475	93.5	21,957	91.2	8,904	91.3	25,645	89.7	62,415	89.7
Unknown status	3,159	90.4	349	87.1	121	87.6	699	92.8	2,507	92.5
All State-funded students^{1,2}	257,237	92.5	29,951	90.4	12,114	90.6	41,144	88.3	104,811	88.3

Source: 16 to 18 revised 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.
2. Covers state-funded mainstream schools and colleges.

Retention by institution type

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

Converter academies and sixth form colleges have the largest number of students enrolled in A level programmes (46.1% and 19.4% of the total number of A level students respectively). Similarly, 35.5% of students in Applied General programmes are in converter Academies, but the second largest number of students are in other FE sector colleges (19.8%). In contrast, almost two-thirds (61.3%) of students in Tech Level programmes are in other FE sector colleges. For Technical Certificate and level 2 vocational programmes, around 90% are in other FE sector colleges (93.8% and 89.7% respectively).

A level programmes at converter academies had the highest retention rate (94.6%). Meanwhile, studio schools had the lowest retention rate (68.9%). UTCs, had the lowest retention rate in 2017 and the second lowest retention rate this year (76.0%).

UTCs and converter academies had the higher retention rates in Applied General programmes (Table 4). The very low numbers of students in Tech Level programmes across institution types means care is needed in making any comparisons, but other FE sector colleges were once again among the institution types with the highest retention rates.

⁴ Students' disadvantaged status at the end of key stage 4 are used for 16 to 18 performance measures. More information about disadvantaged status can be found in the [main text](#) for this publication.

The retention rates for Technical Certificate and Level 2 vocational programmes were 88.4% and 88.5% respectively for other FE sector colleges.

Table 4: Retention by institution type (Table 19b)
England, 2018.

Institution type	A level programmes		Applied General programmes		Tech Level programmes		Technical Certificate programmes		Level 2 vocational programmes	
	Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained	Number of students	% of students retained
Local authority maintained mainstream schools	40,957	93.6	5,800	90.5	769	91.7	232	87.1	1,384	84.4
Sponsored academies	16,956	91.1	5,116	89.9	870	89.0	333	83.2	973	80.4
Converter academies	118,519	94.6	10,616	92.3	1,806	92.3	580	88.1	2,628	86.6
Free schools	1,067	91.8	78	84.6	26	76.9	8	100.0	21	85.7
Free schools (16-19)	1,741	92.8	36	86.1	4	100.0	25	84.0	58	82.8
University technical colleges	1,054	76.0	343	93.3	805	86.1	13	84.6	56	67.9
Studio schools	312	68.9	174	87.4	119	92.4	2	100.0	25	80.0
Sixth form colleges	49,932	89.5	1,822	88.9	280	86.8	1,376	87.2	5,674	87.2
Other FE sector colleges	26,302	88.4	5,936	87.9	7,421	90.9	38,575	88.4	93,992	88.5

Source: 16 to 18 revised attainment data

Retained and assessed

This supporting measure shows the percentage of students who are retained to the end of their course and are assessed. This allows users of the performance tables to see whether students are effectively completing their studies and taking the assessments needed to gain qualifications.

Students are considered retained and assessed if they have an exam result at the same level and at least the same size as the core aim qualification selected for the headline retention measure.

For all students, 90.7% of students were retained and assessed in A level programmes. The lowest rate was for Technical Certificate programmes at 76% (Table 5). A higher proportion of female students were retained and assessed for all types of programme, this is broadly the pattern seen in 2017. Although female students have a lower retention rate in Technical Certificate and Level 2 vocational programmes, the percentages retained and assessed for these measures are higher than for male students for both programmes (80.4% and 79.1% compared to 73.2% and 75.0% respectively).

Table 5: Retained and assessed by gender and programme type (measures by characteristic CSV)
England, 2018

Gender	Percentage of students retained and assessed				
	A level programmes	Applied General programmes	Tech Level programmes	Technical Certificate programmes	Level 2 vocational programmes
Female	91.2	84.2	81.0	80.4	79.1
Male	90.1	81.8	75.8	73.2	75.0
All students¹	90.7	83.1	78.8	76.0	76.8

Source: 16 to 18 revised attainment data

1. Covers state-funded mainstream schools and colleges.

Returned and retained for a second year

This supporting measure shows the percentage of level 3 students who return to the same provider for a second year of study and complete their programme of study in their second year.

Students are in scope for the returned and retained for a second year measure if they have a level 3 A level, academic, Applied General or Tech Level core aim. Students are excluded if they

- have a level 2 core aim; or
- are aged 18 in their first year in the institution; or
- achieved at least two level 3 qualifications of size equivalent to at least 1 A level in their first year in the institution

Students are counted as returned and retained for a second year if they have completed a level 3 aim of size equivalent to at least 1 A levels in their second (or third) year at an institution and are in the institution for at least 2 years.

In 2018, 80.6% of students in A level, and 80.0% of those in Applied General programmes, returned to the same provider, compared to 84.2% of students for Tech Level programmes. A higher proportion of female students in A level (82.3%) and Applied General programmes (81.3%) returned to the same provider for a second year of study and are retained in their second year compared to male students (78.6% and 78.4% respectively, Table 6). This follows the pattern seen in 2017.

For the Tech Level programmes, a higher proportion of male students (85.0%) are returned and retained for a second year compared to female students (83.5%). This is also in-line with the pattern seen in 2017.

Table 6: Returned and retained for a second year by gender and programme type (measures by characteristic CSV)
England, 2018

Gender	Returned and retained for a second year					
	A level programmes		Applied General programmes		Tech Level programmes	
	Number of students	% of students returned and retained for a second year	Number of students	% of students returned and retained for a second year	Number of students	% of students returned and retained for a second year
Female	140,666	82.3	15,658	81.3	6,479	83.5
Male	113,859	78.6	13,506	78.4	4,923	85.0
All students¹	254,525	80.6	29,164	80.0	11,402	84.2

Source: 16 to 18 revised attainment data

1. All students in state-funded mainstream schools and colleges.

2. Completion and attainment

This section covers results for the completion and attainment measure, which compares the attainment of students who have taken Tech Level, Technical Certificate and level 2 vocational qualifications with the national average attainment for each qualification. The scores for each qualification are aggregated to give an overall completion and attainment score for the provider, which will be expressed as points above or below the national average. More information on the completion and attainment measure can be found in the [16 to 19 technical guidance](#).

Which students are included in the measure

Students are included when they have studied at least one Tech Level, Technical Certificate or level 2 vocational course in a state-funded institution for years where the student attracted funding. Students who withdraw from a course within the funding “qualifying period”⁵ are not counted in the measure⁶. Where a student is recorded as having withdrawn from a qualification after the qualifying period they will be treated as having failed the qualification.

How points are assigned in completion and attainment

For all students who complete relevant qualifications we assign a point score⁷ based on the grade that they achieved. Fails and withdrawals after the qualifying period will be given zero points. The grading information is sourced from the data supplied to the Department by awarding bodies.

How completion and attainment is calculated

Attainment in each qualification delivered by a provider is first calculated by adding up all the point scores for the qualification and dividing them by the number of students who started the qualification after the qualifying period.

A provider’s attainment in a subject is then subtracted from the national average attainment in that subject to generate a score expressed as points above or below the national average. Scores for each subject are finally aggregated to produce an overall provider score relative to the national average.

National completion and attainment score breakdown by gender

In 2018, females had higher completion and attainment scores than males for Tech Levels, Technical Certificates and level 2 vocational qualifications (Table 7).

Table 7: Completion and attainment score in Tech Level, Technical Certificate and level 2 vocational qualifications, for students entering these qualifications by gender (measures by characteristics CSV) England, 2018

	Number of Tech Level qualifications studied	Completion and attainment Score	Number of Technical Certificate qualifications studied	Completion and attainment Score	Number of L2 vocational qualifications studied	Completion and attainment Score
Female	7,901	0.03	6,476	0.07	28,574	0.06
Male	6,269	-0.05	12,849	-0.03	34,729	-0.05
All students¹	14,170	0.00	19,325	0.00	63,303	0.00

Source: 16 to 18 revised attainment data

1. Covers state-funded mainstream schools and colleges.

Completion and attainment score breakdown by institution type

Care should be taken when comparing across institution types due to significant differences in cohort sizes: for example, there are very low numbers of students in free schools, 16-19 free schools and studio schools compared with other institution types. Because of changes to the list of qualifications eligible for inclusion in the performance tables, the cohort covered by this measure has changed substantially between 2017 and 2018 which further challenges comparisons to 2017.

⁵ Further information on qualifying periods can be found in the [16-19 technical guidance](#).

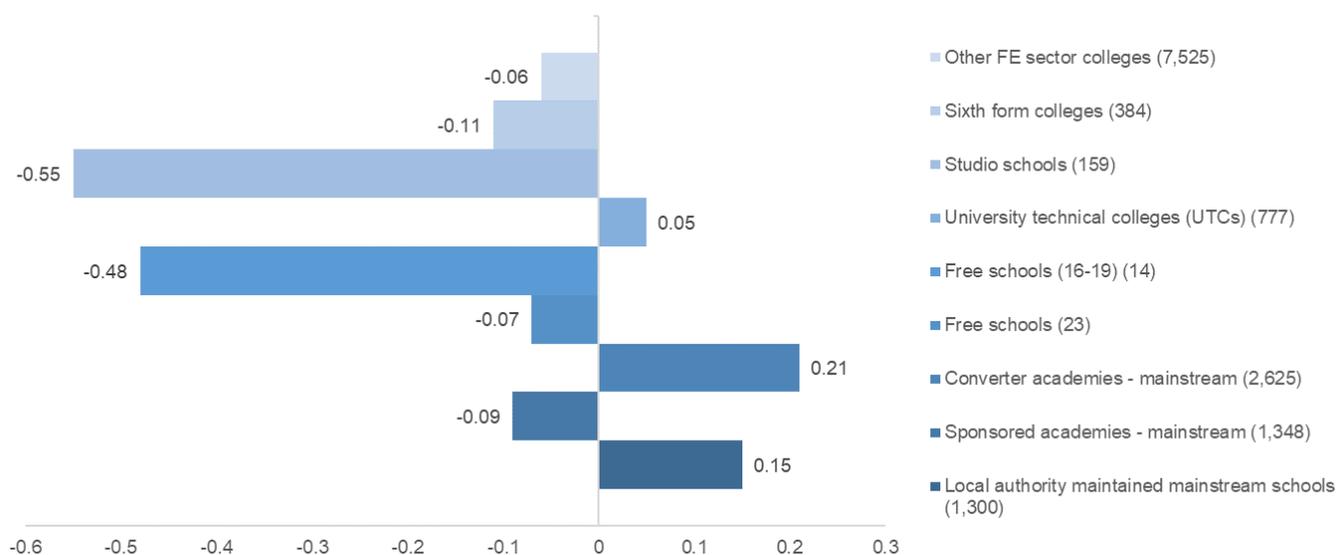
⁶ For information on students excluded from the completion and attainment measure, see the [16-19 technical guidance](#).

⁷ See annex B of the [16-19 technical guidance](#) for further details on how grades map to point scores.

Converter academies had the highest completion and attainment score (0.21) for Tech Levels. This is a different pattern to last year, where sixth form colleges achieved the highest score (0.48) for Tech Levels. The average completion and attainment score in other FE sector colleges (excluding sixth form colleges), where many Tech Level qualifications are taken (53% of the total number of Tech Level entries) was -0.06 (Figure 1).

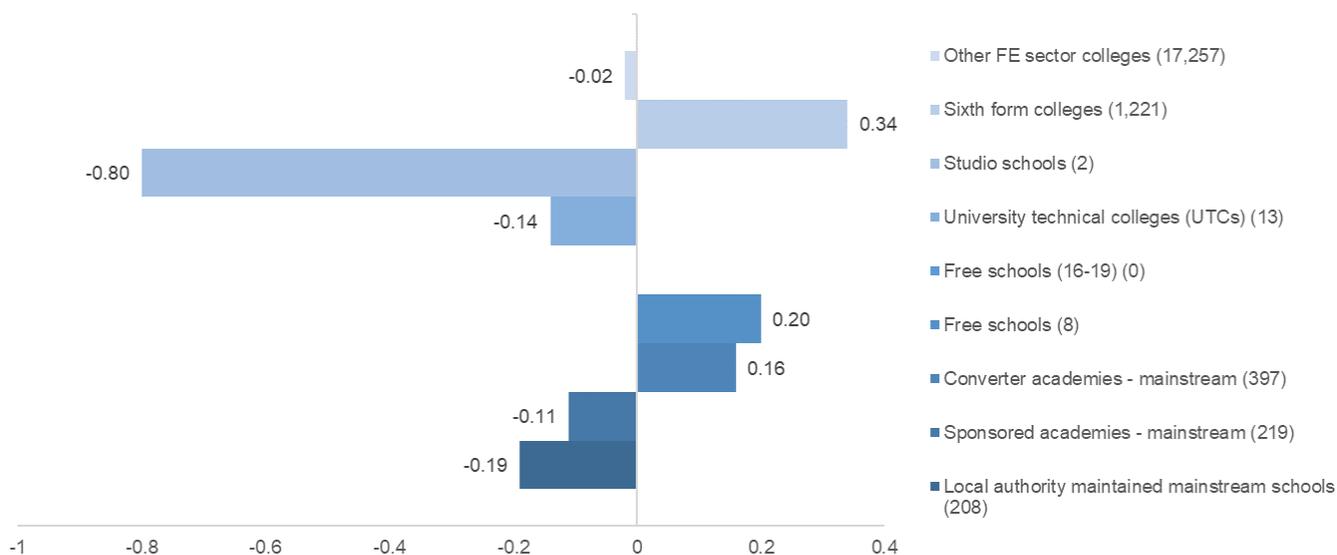
Most Technical Certificates and level 2 vocational qualifications are also studied at other FE sector colleges; students in other FE sector colleges accounted for 89% and 84% of entries to these qualification types respectively. Other FE colleges have a completion and attainment score of -0.02 and -0.03 for Technical Certificates and level 2 vocational qualifications respectively (Figure 2 & Figure 3). The next highest number of Technical Certificate and level 2 vocational qualifications are studied in sixth form colleges (6% and 9% respectively of the total number of entries). The average completion and attainment score for sixth form colleges is 0.34 for Technical Certificates and 0.31 for level 2 vocational qualifications (Figure 2 & Figure 3).

Figure 1: Completion and attainment score in Tech Level qualifications, for students entering Tech Level qualifications, by institution type (Table 20a)
England, 2018



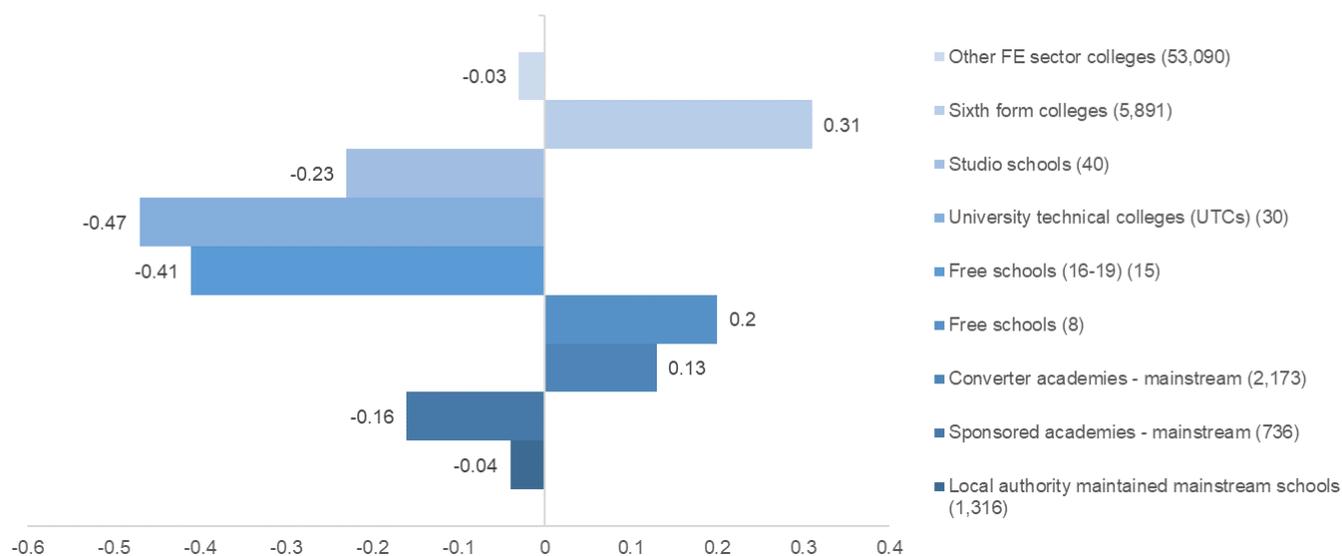
Source: 16 to 18 revised attainment data

Figure 2: Completion and attainment score in Technical Certificate qualifications, for students entering Technical Certificate qualifications, by institution type (Table 20b)
England, 2018



Source: 16 to 18 revised attainment data

Figure 3: Completion and attainment score in level 2 vocational qualifications, for students entering level 2 vocational qualifications, by institution type (Table 20c)
England, 2018



Source: 16 to 18 revised attainment data

Completion and attainment score breakdown by disadvantaged status

Disadvantaged students represented 25.2% of the total number of students entered for Tech Level qualifications. A higher proportion of students entered for Technical Certificate and level 2 vocational qualifications were disadvantaged, at 35.9% and 38.5% respectively. Completion and attainment scores were lower for disadvantaged students than non-disadvantaged students for Tech Levels, Technical Certificates and level 2 vocational qualifications (Table 8).

Table 8: Completion and attainment score in Tech Level, Technical Certificate and level 2 vocational qualifications, for students entering these qualifications by disadvantaged status (measures by characteristics CSV)
England, 2018

	Number of Tech Level qualifications studied	Completion and attainment Score	Number of Technical Certificate qualifications studied	Completion and attainment Score	Number of L2 vocational qualifications studied	Completion and attainment Score
Disadvantaged students	3,576	-0.25	6,934	-0.12	24,384	-0.14
Non-disadvantaged students	10,458	0.08	11,968	0.06	37,236	0.08
Unknown status	136	-0.02	423	0.28	1,683	0.34
All state-funded students^{1,2}	14,170	0.00	19,325	0.00	63,303	0.00

Source: 16 to 18 revised 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.
2. Covers state-funded mainstream schools and colleges.

3. Tech Level minimum standards

The Department for Education applied 16 to 18 minimum standards to the performance of eligible institutions (state-funded mainstream schools and colleges), to assess whether each institution was performing at the minimum expected level set by the department.

Definition of minimum standards⁸ for Tech Level qualifications

In the 2018 (2017/18 academic year) performance tables, an eligible Tech Level provider⁹ is seen as underperforming if:

1. their completion and attainment score is below -0.55, i.e. just over half a grade below the national average; and
2. fewer than 55% of students achieved an average point score per entry in Tech Levels of 25 points (equal to a Merit grade)

This is different to the 2017 minimum standard: in 2017 a 16 to 18 provider was below the 2017 Tech Level minimum standard if it had a completion and attainment score below -0.50 and fewer than 70% of students have an average point score per entry in Tech Levels of 25 points.

In 2017, the Department raised the academic, Applied General and Tech Level minimum standards so that each standard captures approximately 5% of eligible institutions, an increase of 1 percentage point compared to the percentage of providers below the 2016 minimum standard.

16 to 18 institutions below the Tech Level minimum standard

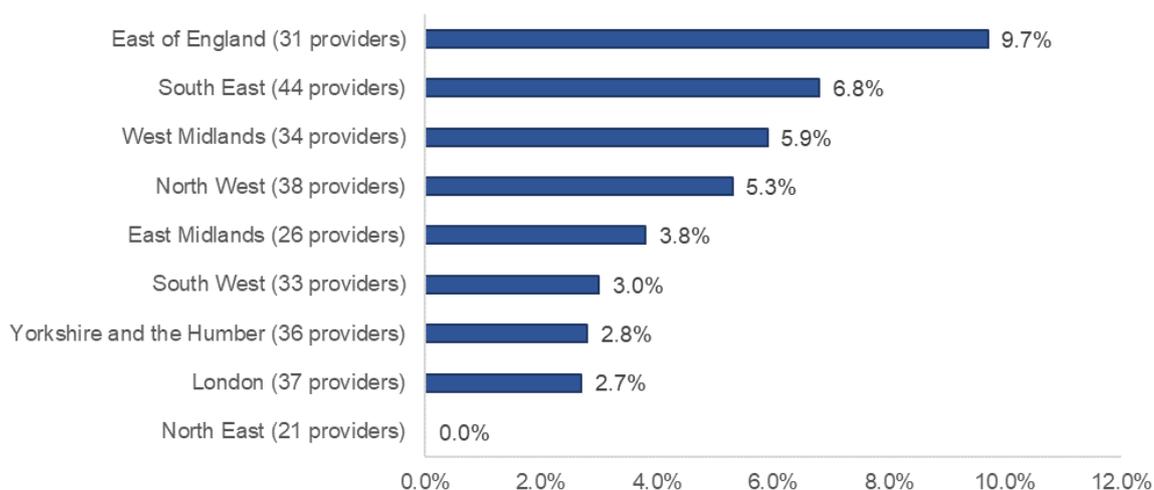
In 2018, 300 state-funded mainstream schools and colleges were assessed against the Tech Level minimum standard. Of those, 14 providers, 4.7% (Table 21a) fell below the minimum standard for Tech Level qualifications; these are seen to be underperforming when compared nationally against other providers.

16 to 18 institutions below the Tech Level minimum standard by region

The East of England had the highest proportion of underperforming schools and colleges in Tech Level qualifications in 2018 (9.7%), whereas the North East had the lowest proportion (0.0%) (Figure 4). This is similar to the pattern seen in 2017, when the East of England had the highest proportion below the minimum standard, though the North East had the 5th lowest proportion. Changes in patterns between years and differences between regions can in some cases be explained by the small number of institutions falling below the minimum standard in a particular year.

Figure 4: Percentage of providers below the Tech Level minimum standard (and number of providers assessed) by region (Table 21a)

England, state-funded providers, 2018



Source: 16 to 18 revised attainment data

⁸ For more information on the 16 to 18 minimum standards please see the [16 to 18 minimum standards guidance](#) published by the Education and Skills Funding Agency.

⁹ For the definition of an eligible Tech Level provider, please refer “section 2.1 coverage” on the guidance page here: [16 to 18 minimum standards](#)

16 to 18 institutions below the minimum standard by institution type

FE sector colleges have a higher proportion of providers below the Tech Level minimum standard (7.4%) compared to state-funded mainstream schools (2.4%). (Table 9).

Further breakdowns by institution type are published in table 21b accompanying this release (available on the department's statistics [website](#)). Care should be taken when comparing across institution types due to significant differences in cohort sizes: for example, there are very low numbers of Tech Level students in free schools, 16-19 free schools, university technical colleges and studio schools compared with other institution types.

Table 9: Percentage of providers below the minimum standard by institution type (Table 21b)
England, state-funded providers, 2018

	Numbers of providers assessed	Providers below the minimum standard
State-funded mainstream schools	164	4 (2.4%)
FE sector colleges	136	10 (7.4%)
All state-funded mainstream providers	300	14 (4.7%)

Source: 16 to 18 revised attainment data

4. Multi-academy trust performance measures

This section compares multi-academy trust (MAT) figures to the national average. This is the first academic year for which MAT performance measures have been produced at 16 to 18.

Figures for MATs include eligible MATs and eligible institutions only. Non-mainstream state funded institutions such as special schools do not meet the criteria for inclusion in the MAT performance measures. MAT performance is therefore compared to the national average for all state funded mainstream institutions, which excludes these institution types¹⁰. Some institutions are in a MAT but are not eligible for inclusion. These are excluded from the MAT figures but included in the national average.¹¹

MAT performance measures at 16 to 18 are Level 3 value added progress scores. These measures only include the performance of eligible students in Level 3 qualifications, so do not fully capture MAT performance at 16 to 18. Performance measures for institutions within a MAT are multiplied by the cohort weight in order to produce MAT level figures. More information on the calculation of the measures and eligibility criteria is contained in the accompanying quality and methodology document.

A MAT must have at least three institutions that have been with the MAT for at least three years and have results in 2018 to be included. Where an academy sponsor oversees several multi-academy trusts, results are presented under the sponsor rather than the individual constituent MATs.

Academies and multi-academy trusts

Academies are state schools directly funded by the government. Each one is part of an academy trust. Trusts can be single academy trusts responsible for one academy or multi-academy trusts (MATs) responsible for a group of academies. An academy sponsor may oversee several MATs. The statistics in this release report at the highest level of accountability. Where an academy sponsor oversees several multi-academy trusts, results are presented under the sponsor rather than the individual constituent MATs.

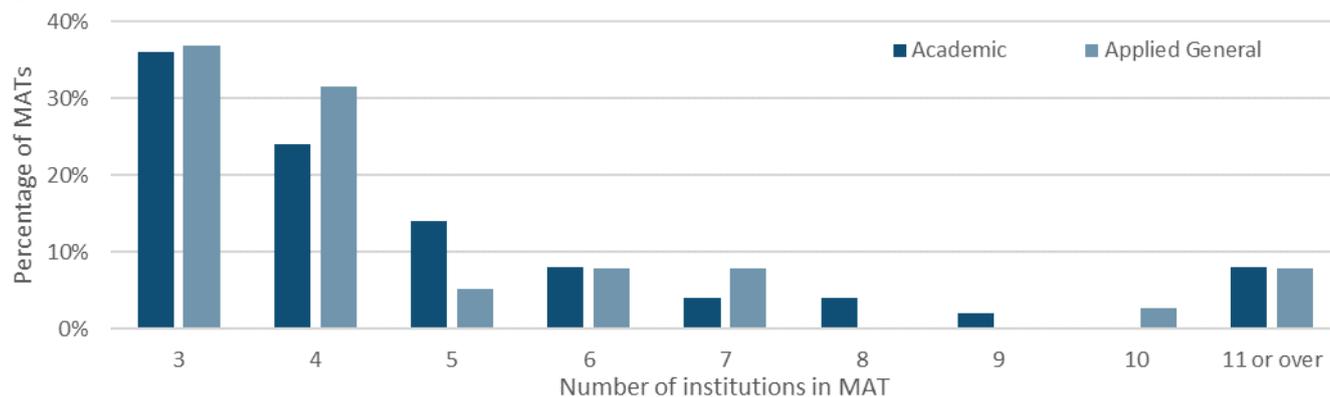
This is the first academic year for which MAT performance measures have been produced at 16 to 18. The number of eligible MATs included in these measures is 50 for the academic cohort and 38 for the applied general cohort, corresponding to 47,325 entries from 16,236 students (academic) and 5,942 entries from 4,530 students (applied general). This represents 5.6% and 11.0% of the respective state funded mainstream 16 to 18 entry counts. For context, when all MATs and constituent institutions that are currently ineligible for inclusion in these measures are counted too, 26.7% of the state funded mainstream academic entry count (225,273 entries) and 38.5% of the state funded mainstream applied general student cohort (20,801 entries) are in MATs.

Figure 5 shows the percentage of MATs by the size of the MAT, for MATs and institutions eligible for inclusion in the measures in this release. In 2018, 36.0% of eligible MATs in the academic cohort had three eligible institutions, while 36.8% had three eligible institutions in the applied general cohort.

¹⁰ For the 2017/18 academic year a very small number of students in non-mainstream institutions had L3VA performance data. When rounded to 2 decimal places, the national comparators for L3VA scores used in this document and the accompanying tables therefore have the same values as those for all state funded institutions (including non-mainstream), the comparator used on the [school and college performance tables](#).

¹¹ MAT national figures are derived from qualification level data, not institution level data, in line with the approach used to calculate national comparison figures used in the school performance tables and elsewhere in this release. This means that no weighting has been applied in the MAT national figures, as the weights used to derive MAT level figures are institution level weights, not student level.

**Figure 5: Percentage of eligible MATs by size in 16 to 18 2018 MATs performance data, academic and applied general cohorts
England 2018**



Source: 16 to 18 revised attainment data

Table 10 shows the distribution of the institutions included in the MAT academic and applied general measures by institution type. For both the academic and applied general cohorts, MATs eligible for inclusion in these measures show a lower proportion of converter academies (typically previously high performing schools) than sponsor led academies (typically previously poor performing schools).

Institutions at 16 to 18 have a range of sizes. For the applied general cohort, the percentage of entries is in line with the percentage of institutions by type. For the academic cohort the proportion of entries from converter academies is larger than the proportion of institutions in MATs that are of converter academy type, with the inverse being true for sponsor led academies and free schools.

**Table 10: Institutions in 16 to 18 MATs academic and applied general measures by type
England 2018**

Institution Type	Academic			Applied General		
	Institutions		Entries	Institutions		Entries
	Number	Percentage	Percentage	Number	Percentage	Percentage
Converter academies	64	24.7%	37.3%	43	22.6%	23.3%
Sponsor led academies	174 ¹	67.2%	57.1%	135 ¹	71.1%	72.3%
Free schools/UTCs/Studio schools	21	8.1%	5.6%	12	6.3%	4.4%

Source: 16 to 18 revised attainment data

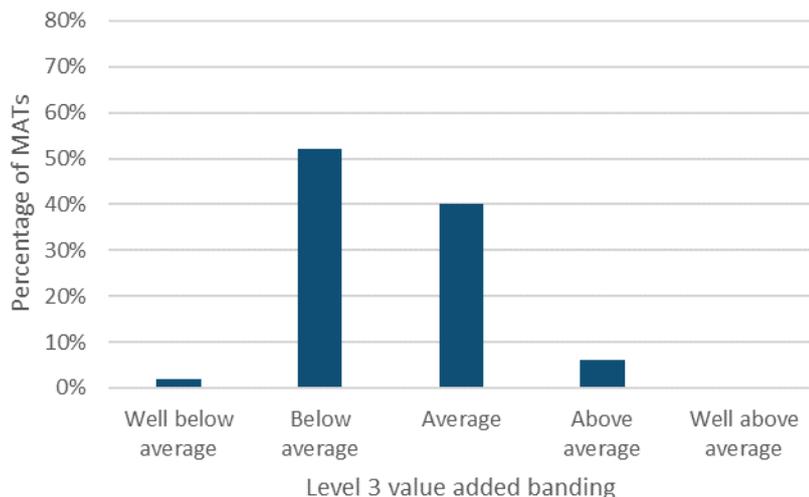
Overall MAT performance in 2018

Figures 6 & 7 summarise the progress bandings for MATs in Level 3 value added. Progress bandings for MATs are aligned to the methodology used to produce institution level progress bandings, reported in the school and college performance tables. They are calculated based on the overall L3VA score for the MAT and the associated confidence intervals.¹²

Figure 6 shows the academic cohort. 6.0% of MATs had L3VA scores above the national average, while no MATs were well above average. 52.0% were below the national average and 2.0% well below average. The remaining 40.0% were not above or below the national average by a statistically significant amount.

¹² More information on how progress bandings are calculated is available in the 16 to 18 accountability headline measures guidance: <https://www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide>

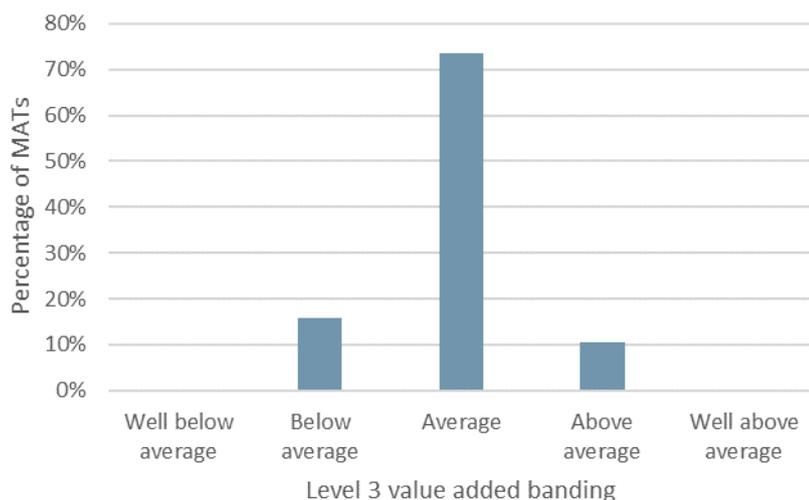
Figure 6: Level 3 value added bandings of MATs, academic cohort
England 2018



Source: 16 to 18 revised attainment data

Figure 7 shows the applied general cohort. 10.5% of MATs had L3VA scores above the national average, while no MATs were well above average. 15.8% were below the national average and no MATs were well below average. The remaining 73.7% were not above or below the national average by a statistically significant amount.

Figure 7: Level 3 value added bandings of MATs, applied general cohort
England 2018



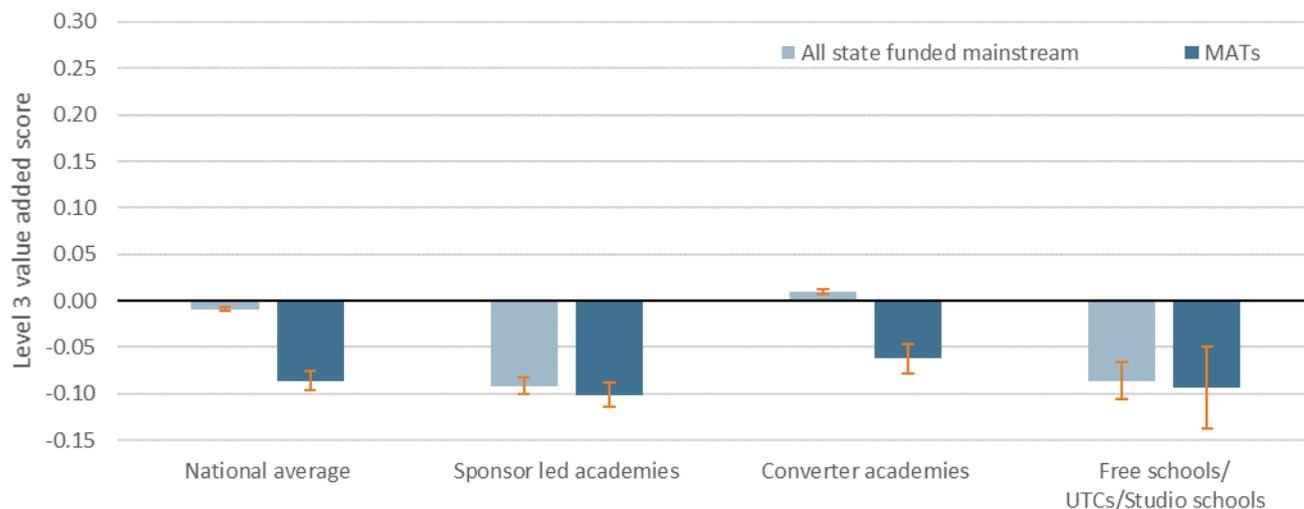
Source: 16 to 18 revised attainment data

MAT performance in 2018 by institution type

Figure 8 compares performance in the academic cohort in MATs with the national average for state funded mainstream institutions, broken down by institution type. The national average for state funded mainstream institutions includes institution types that are not eligible to be in MATs, such as local-authority-maintained schools. Students in MATs had an average L3VA score of -0.09, compared to -0.01 nationally.

Figure 8: Value added scores in MATs compared with national average, by institution type, academic cohort

England, 2018, eligible MATs and state funded mainstream institutions



Source: 16 to 18 revised attainment data

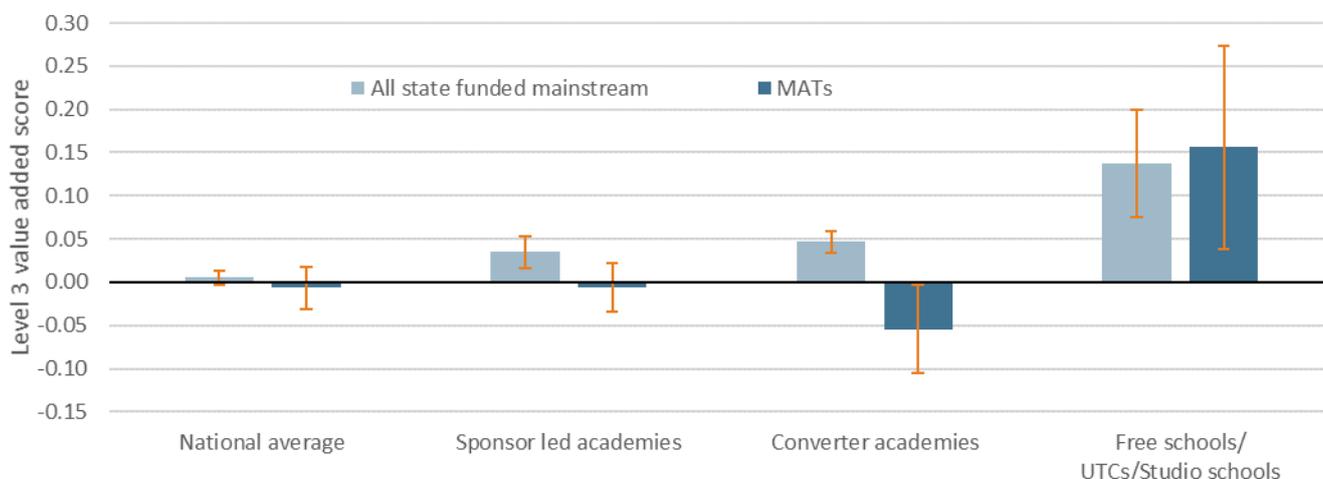
For the academic cohort, the average L3VA score for every institution type was lower in MATs than the corresponding national average. However, as the confidence intervals for sponsor led academies and free schools/UTCs/studio schools overlap between students in MATs and students nationally, the differences for those institution types are not statistically significant. Converter academies had the largest attainment gap, with students in MATs having an average L3VA score of -0.06, compared to 0.01 nationally.

The national average in MATs for Level 3 value added in the academic cohort is lower than the average for all state funded mainstream institutions largely because of the different proportions of sponsor led academies. In MATs, sponsor led academies made up 57% of entries included in L3VA, whereas nationally students in sponsor led academies made up only 7% of entries in L3VA¹³.

Figure 9 shows that in the applied general cohort, due to the overlapping confidence intervals displayed, overall performance of students in MATs was not statistically different from that of students in state funded mainstream institutions nationally.

Figure 9: Value added scores in MATs compared with national average, by institution type, applied general cohort

England, 2018, eligible MATs and state funded mainstream institutions



Source: 16 to 18 revised attainment data

¹³ In calculating L3VA scores entries are weighted by qualification size. The accompanying quality and methodology document details how entries are weighted to derive MAT level L3VA scores. Calculation of national average L3VA scores, or scores broken down by institution type or disadvantaged status, mirrors this process.

For the applied general cohort, the differences in L3VA score between students in MATs and students nationally are only statistically significant for converter academies. Students in converter academies in MATs had an average L3VA score of -0.05, compared to 0.05 nationally. As with the academic cohort, this is the largest attainment gap exhibited between students in MATs and students nationally.

The large, often overlapping confidence intervals presented in Figure 8 & Figure 9 are mostly as a result of the relatively small cohort sizes analysed here. This is especially the case for free schools/UTCs/studio schools where, for example, in the applied general cohort there were only 251 entries from students in MATs in that category.

MAT performance in 2018 by disadvantaged status

Table 11 shows that in 2018 the percentage of students that were disadvantaged was higher in MATs (eligible MATs and institutions only) than the national average for both the academic and applied general cohorts. This was also the case when looking at the number of entries to each cohort submitted by disadvantaged students¹³.

Table 11: Disadvantaged status of students and entries in eligible MATs compared with national average, academic and applied general cohorts

England, 2018, eligible MATs and state funded mainstream institutions

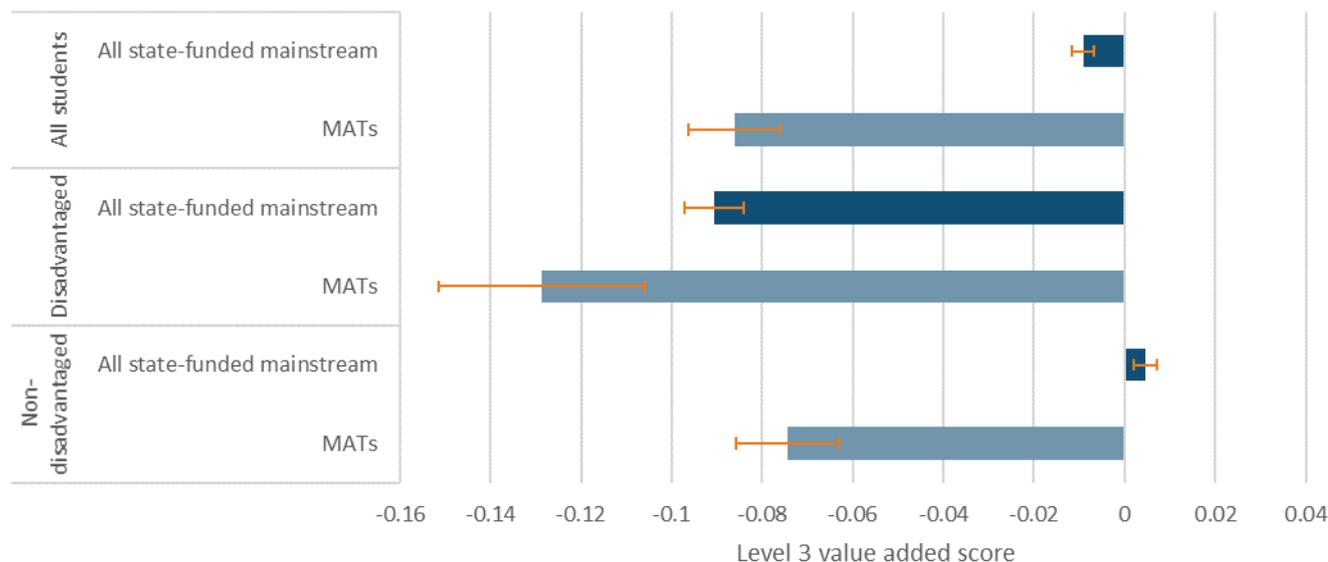
	Academic		Applied General	
	Students	Entries	Students	Entries
Disadvantaged (National)	15.8%	14.9%	23.4%	23.7%
Disadvantaged (MATs)	23.2%	22.0%	29.4%	29.5%

Source: 16 to 18 revised attainment data

Figure 10 compares performance in the academic cohort in MATs with the national average for state funded mainstream institutions, broken down by disadvantaged status. Both disadvantaged and non-disadvantaged students made less progress in MATs than the national average. The gap between disadvantaged and non-disadvantaged students was smaller in MATs than the national average, at 0.05 as compared to 0.10. However, both student types had negative value-added scores in MATs, whereas non-disadvantaged students nationally had positive value-added scores.

Figure 10: Value added scores in MATs compared with national average, by disadvantaged status, academic cohort

England, 2018, eligible MATs and state funded mainstream institutions



Source: 16 to 18 revised attainment data

For the academic cohort, the gap between progress for students in MATs and the national average was smallest for disadvantaged students at 0.04. Both all students and non-disadvantaged students had a progress gap of 0.08.

Confidence intervals are sufficiently small for the academic cohort that, within any one student characteristic type, they do not overlap. The differences in progress between students in MATs and those in all mainstream institutions is therefore statistically significant.

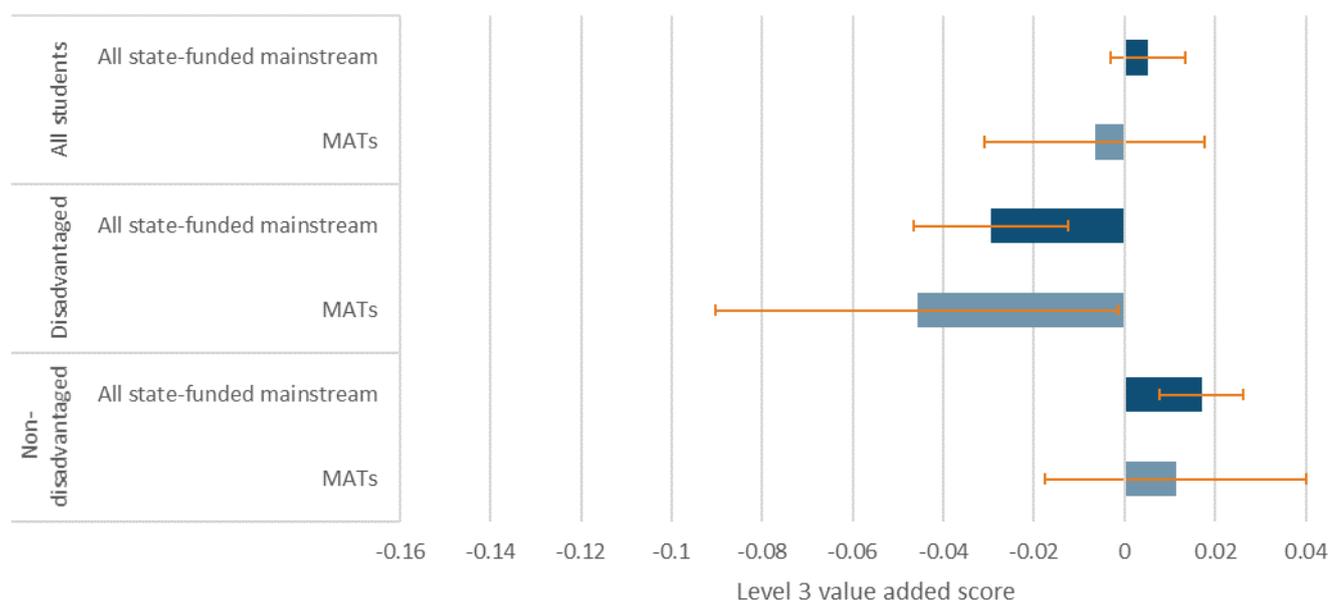
Figure 11 shows that, in the applied general cohort, every student characteristic type has overlaps between the confidence intervals for students in MATs and for those in all state funded mainstream institutions. Comparisons between these results are therefore not statistically significant.

Disadvantaged students in MATs in the applied general cohort had negative value-added scores, whereas non-disadvantaged students had positive value-added scores. This was also the case for students nationally.

Confidence intervals for disadvantaged pupils in MATs and non-disadvantaged pupils in MATs also overlap. Therefore, the difference between students in MATs and students nationally for the progress gap between disadvantaged and non-disadvantaged students is also not statistically significant.

Figure 11: Value added scores in MATs compared with national average, by disadvantaged status, applied general cohort

England, 2018, eligible MATs and state funded mainstream institutions



Source: 16 to 18 revised attainment data

L3VA by size of MAT and mix of academy types

There is no clear relationship between the number of entries in a cohort within each MAT and the performance of a MAT in L3VA. Smaller MATs have more variation, whereas larger MATs are more likely to be close to the average.

The individual MATs are composed of different types of academies in varying proportions. The data suggests that there is no clear relationship between mix of institution types within a MAT and their performance in L3VA.

Variation in performance of MATs in Level 3 value added

Figure A1 in Annex A shows the variation in Level 3 value added by MAT in 2018 for the academic cohort, where values in Level 3 value added at MAT level ranged from -0.60 to 0.13. This was a smaller range than for all state funded mainstream institutions (-1.60 to 1.99).

Figure A2 shows the variation for the applied general cohort, where the range was from -0.33 to 0.48. This again was smaller than the range for all state funded mainstream institutions (-1.44 to 1.22). In both cases, the smaller range shown is likely to be as a result of the larger cohort sizes in MATs compared to individual institutions.

This annex is linked from the [release page](#).

5. Accompanying tables

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

National tables:

19a: Percentage of state-funded students at the end of 16 to 18 studies, who are retained to the end of their main level 3 study programme (core aim) at a provider, by institution type

19b: Percentage of state-funded students at the end of 16 to 18 studies, who are retained to the end of their main level 2 study programme (core aim) at a provider, by institution type

20a: Completion and Attainment score in Technical Certificate qualifications, for students entering Technical Certificate qualifications and who are at the end of 16 to 18 studies, by institution type

20b: Completion and Attainment score in level 2 vocational qualifications, for students entering level 2 vocational qualifications and who are at the end of 16 to 18 studies, by institution type

20c: Completion and Attainment score in level 2 vocational qualifications, for students entering level 2 vocational qualifications and who are at the end of 16 to 18 studies, by institution type

21a: Number of 16 to 18 eligible providers below the level 3 Tech Level minimum standard for each local authority and region

21b: Number of 16 to 18 eligible providers below the level 3 Tech Level minimum standard by institution type

MATs National tables:

MAT 1: Multi-academy trust performance at 16 to 18 in the academic cohort, 2017/18 (revised data)

MAT 2: Multi-academy trust performance at 16 to 18 in the applied general cohort, 2017/18 (revised data)

MAT 3: Multi-academy trust performance at 16 to 18, national figures by characteristic, 2017/18 (revised data)

MAT 4: Multi-academy trust and sponsor lookup

CSVs:

Performance Measures by Characteristics CSV

A level Subjects by Characteristics

Multi-academy trust underlying data, a compressed file containing:

- MATs Hierarchy CSV
- MATs Institution Characteristics CSV
- MATs Institution Progress Scores CSV

6. Further information is available

Performance tables	Data for institutions can be seen within the school and college performance tables . The 16 to 18 performance tables were updated with retention measure and completion and attainment measure for 2015/16 data in March 2017.
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 to 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 to 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 now 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>Since 2010 Ofqual have used a process known as “comparable outcomes” to guide awarding decisions for AS and A levels. Awarding organisations predict AS and level outcomes for each subject based on prior attainment of the cohort. The aim is that, in normal circumstances, roughly the same proportion of students will achieve each grade in a given subject as in previous years. 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>

Academies	Reports on academy school sector expenditure and performance can be found at GOV.UK – Academies sector annual reports and accounts
Future changes	Any future changes will be announced in the statement of intent and/or technical guidance ahead of any impact on future publications.

7. 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.

Multi-academy trust statistics 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.

Designation can be broadly interpreted to mean that the statistics:

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

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

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

8. Technical Information

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

A separate quality and methodology document on multi-academy trusts accompanies this release, including information on the methodology to derive figures at multi-academy trust level.

9. Get in touch

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download [Statistics: 16 to 19 attainment](#)

Reference: Statistical publication 03/2019



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