



Destinations of 16 to 18 students entering different qualification types; and destinations of all key stage 4 pupils at ages 16 and then 18, England 2015 to 2016

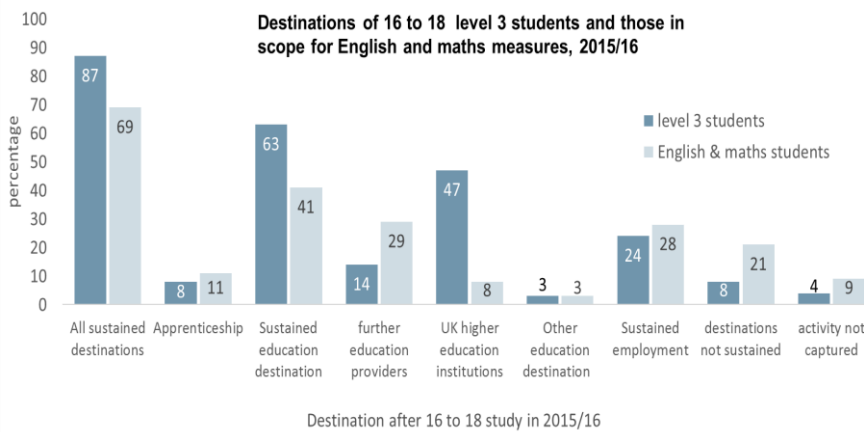
SFR 56/2017, 12 October 2017

We have released additional experimental statistics alongside our standard tables

We've included some new experimental statistics which aim to help users understand the bigger picture of destination outcomes for all students. We expect to continue to publish information on these topics in future, but this may not be updated in the format provided in this release.

We would welcome feedback on these statistics. Please let us know if you have any comments, questions or suggestions. You can email us at destination.measures@education.gov.uk

Students without good passes in English and maths GCSEs are less likely to stay in education or employment after 16 to 18 study than other students of this age



Over a fifth (21%) of students in scope for the new 16 to 18 English and maths measures (without A*-C at GCSE) did not stay in education or employment for two terms after 16 to 18 study.

These students were more likely to continue in further education and much less likely to progress to higher education than the group entering level 3 qualifications...

... and were only slightly more likely to be in sustained employment or to start an apprenticeship.

4 out of 5 young people are in sustained education or employment at 18; there is a strong relationship between their activities at ages 16 and 18.



85% of young people who had stayed in education or been in apprenticeships after key stage 4 (age 16) were also in a sustained destination at 18.

Only half of young people who did not sustain a destination after key stage 4 did so at 18.

Young people who went straight into sustained employment at 16 were almost as likely to have no sustained participation at 18 as those with no sustained outcome at this age.

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About this supplementary experimental release

This document provides information on experimental statistics published alongside our standard key stage 4 and key stage 5 destination measures for 2015/16.

We've included these new experimental statistics, which aim to help users understand the bigger picture of destination outcomes for all students. We expect to continue to publish information on these topics in future, but this may not be updated in the format provided in this release. We expect that we will continue to make methodology developments to cover wider groups of students appropriately and provide more information about longer-term outcomes of young people following different educational pathways.

In this publication

The following experimental statistical tables are included in the SFR:

- Destination measures 2015/16 experimental tables (Open document spreadsheet .ods)

The accompanying quality and methodology information document, provides information on the data sources, their coverage and quality and explains the methodology used for both the experimental and standard tables.

Feedback

We would welcome feedback on these experimental statistics. Please let us know if you have any comments, questions or suggestions. You can email us at destination.measures@education.gov.uk

1. Destinations for 16 to 18 students studying different types of qualification (Table Exp 1)

This experimental analysis provides a high level overview of outcomes for students beyond those who entered A levels or other level 3 qualifications (who are reported in our standard key stage 5 tables) using our existing key stage 5 destination methodology.

From 2016 and 2017, school and college performance tables have begun to report on the achievements of other students aged 16 to 18 studying lower level qualifications.

Whose destinations are we reporting?

The students included are those who would have been reported as completing 16 to 18 study in the 2014/15 academic year if new rules used for reporting of attainment and progress results from 2016 had been applied. This 'shadow' 2014/15 data was not used to publish results data in 2014/15.

Level 3 students

This group is very similar to those included in our standard key stage 5 tables for 2015/16. They have entered approved advanced qualifications such as A levels. From 2016, fewer qualifications were approved for 16 to 18 students, which were designated as **academic**, **applied general** or **tech levels**. Students taking other qualifications have been excluded. Students entering a qualification at least the size of one AS level have been included.

Students in scope for 16 to 18 English and maths measures (English and maths students)

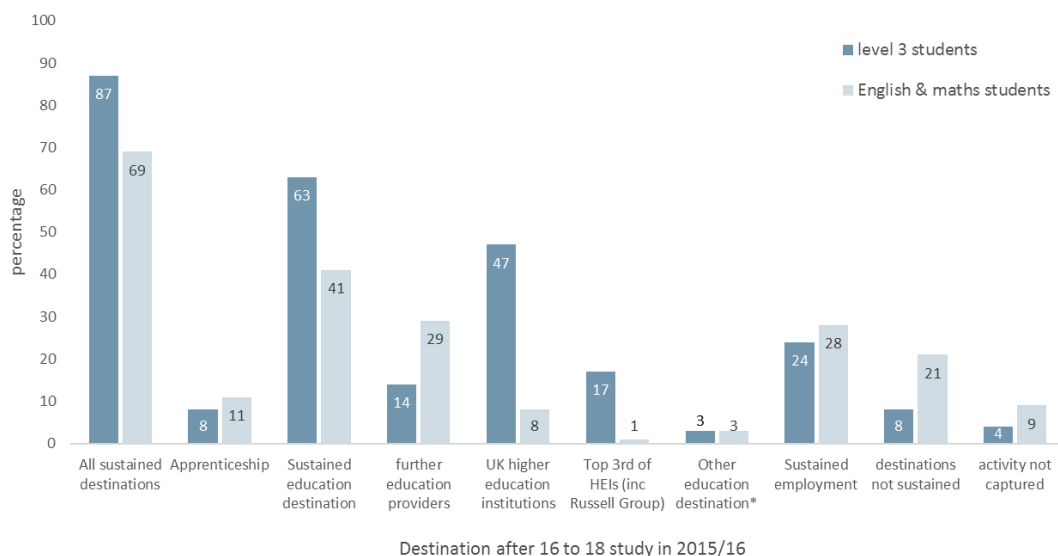
These are students who did not achieve A*-C grades in English and maths GCSEs during key stage 4. They are now required to continue studying these subjects post-16 and have been reported in performance tables from 2016. Some students in this group also study at level 3, but others will study at level 2 or below

We show whether these students went into a sustained education or employment destination for at least two terms in the year after the end of their 16 to 18 phase of study, from October 2015 to March 2016. These outcomes use the same methodology as our key stage 5 destinations tables and show the same specific destination categories.

Full Level 3 and English and maths cohorts

Figure 1: Destinations of Level 3 and English & maths students (full cohorts)

England, state-funded schools and colleges, 2015/16



Source: Longitudinal Education Outcomes dataset

In the 2014/15 shadow data there were 405,000 level 3 students at the end of 16 to 18 study and 249,000 students in scope for the English and maths measures. 75,000 students were counted in both groups.

Level 3 students in the shadow data have similar destinations to the students included in our standard key stage 5 measures, although overall sustained destinations are slightly lower. This is likely to be due to the inclusion of students with qualifications worth less than one full A level in size in the shadow figures. The most common destination for level 3 students is higher education, with almost half attending a UK university for at least two terms in the year after 16 to 18 study.

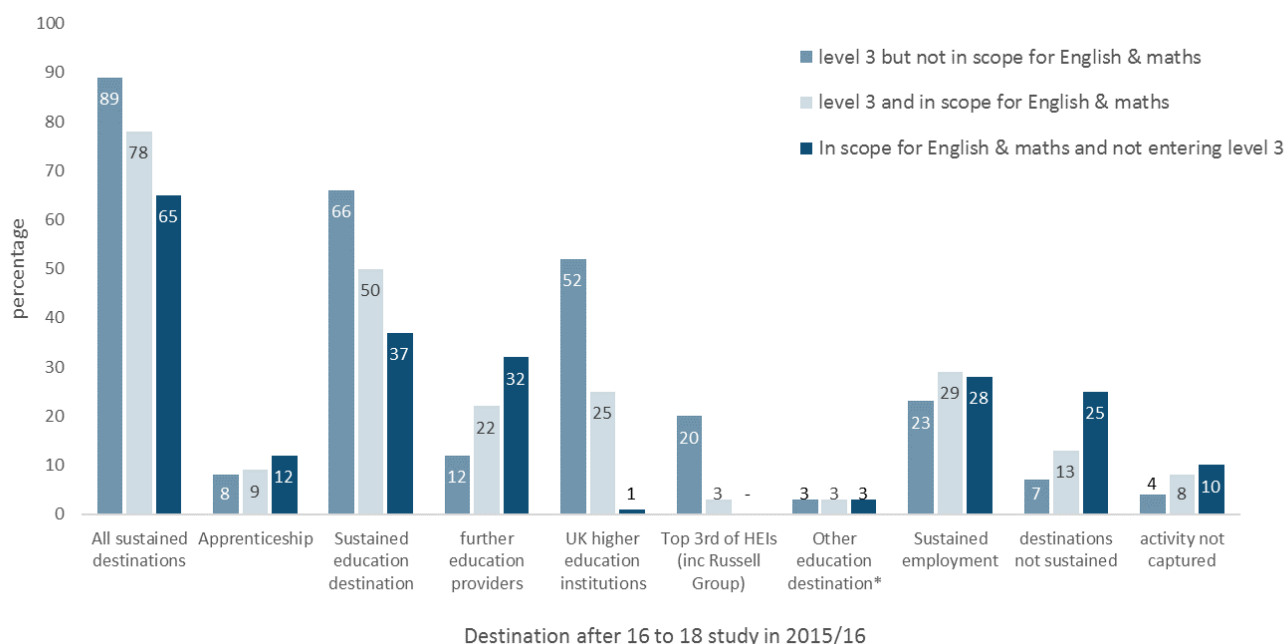
Destinations of the students in scope for the 16 to 18 English and maths measures are very different. Far fewer students have a sustained destination and are much more likely not to stay in education or employment for two terms after 16 to 18 study, with over a fifth in this group.

English and maths students are much more likely to continue in further education settings and less likely to progress to higher education, however, they were only slightly more likely to be in sustained employment for two terms or to start an apprenticeship than level 3 students.

Almost 1 in 10 English and maths students are not captured in our datasets, much lower than our coverage of students of this age entering level 3 qualifications.

Non-overlapping cohorts

Figure 2: Destinations of Level 3 and English & maths students (non-overlapping cohorts)
England, state-funded schools and colleges, 2015/16



Source: Longitudinal Education Outcomes dataset

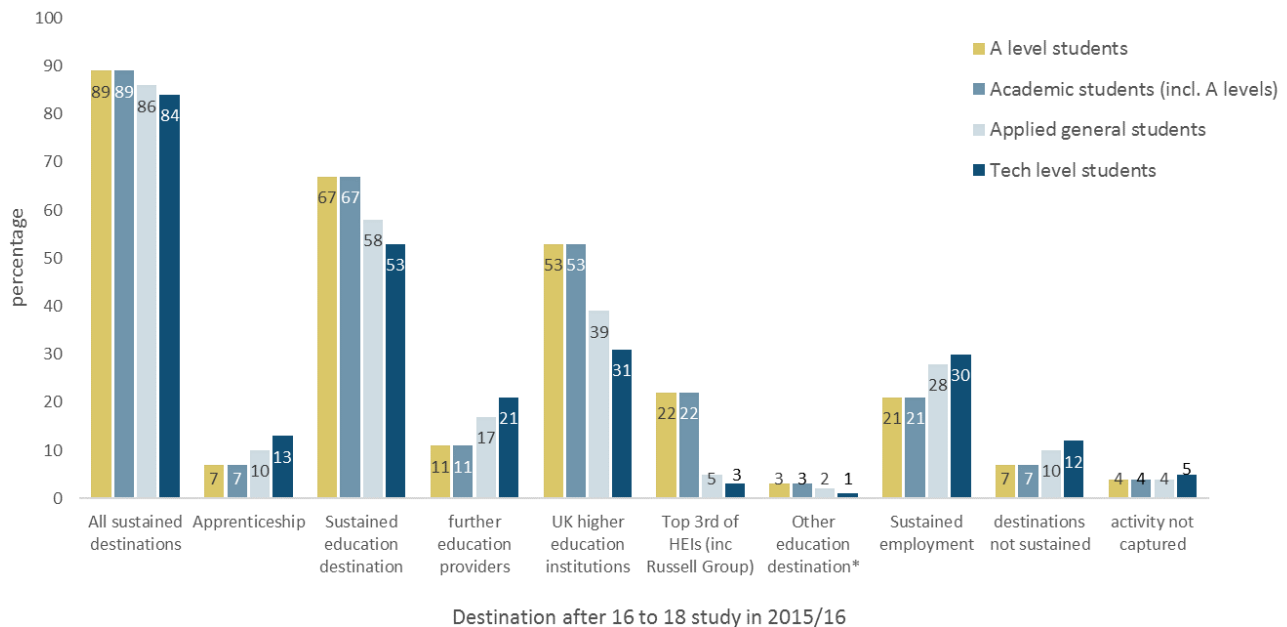
Outcomes for level 3 students who were also in scope for 16 to 18 English and maths measures (those without good passes in both English and maths GCSEs) have outcomes intermediary between those of the two full cohorts, for all outcomes except sustained employment. Although this group are largely included in our standard key stage 5 measures, outcomes are substantially different, with only a quarter going into higher education in 2015/16.

Those who were in scope for post-16 English and maths measures and did not enter any approved level 3 qualifications (and therefore unlikely to be included in our standard key stage 5 tables) have even poorer outcomes on our headline measure than the English and maths cohort as a whole.

Unsurprisingly, only 1% of this group progressed to higher education in 2015/16 (considerably lower than when looking at the full English and maths cohort), while almost a third continued in further education. A quarter of this group did not sustain a destination for two terms in 2015/16.

Level 3 qualification cohorts

Figure 3: Destinations of Level 3 students by qualification type (full cohorts)
England, state-funded schools and colleges, 2015/16



Source: Longitudinal Education Outcomes dataset

There are no differences at national level between the A level and full academic cohorts (which is comprised mainly of A level students). These groups show higher overall sustained destinations, and higher rates of going on to higher education after 16 to 18 study, than applied general and tech level students; but lower levels of continuing in further education or going into sustained employment or apprenticeships.

Applied general students are in between tech level and academic or A level students in their likelihood of going on to each destination category shown.

In 2014/15, 1 in 5 students are duplicated in multiple level 3 cohorts because they took a combination of course types.

Timing of end of 16 to 18 study

If students do not complete level 3 qualifications, or do not stay at one provider for two years, they may not be reported as having reached the end of 16 to 18 study until they are academic age 18.

Many such students were not in education for all three years of their '16 to 18 phase' and were not enrolled in a school or college in 2014/15. The vast majority of level 3 students counted did study in 2014/15, however, 29% of English and maths only students were not enrolled at an institution in the year.

Table 1: Numbers and proportions of Level 3 and English & maths students by timing of study (non-overlapping cohorts)

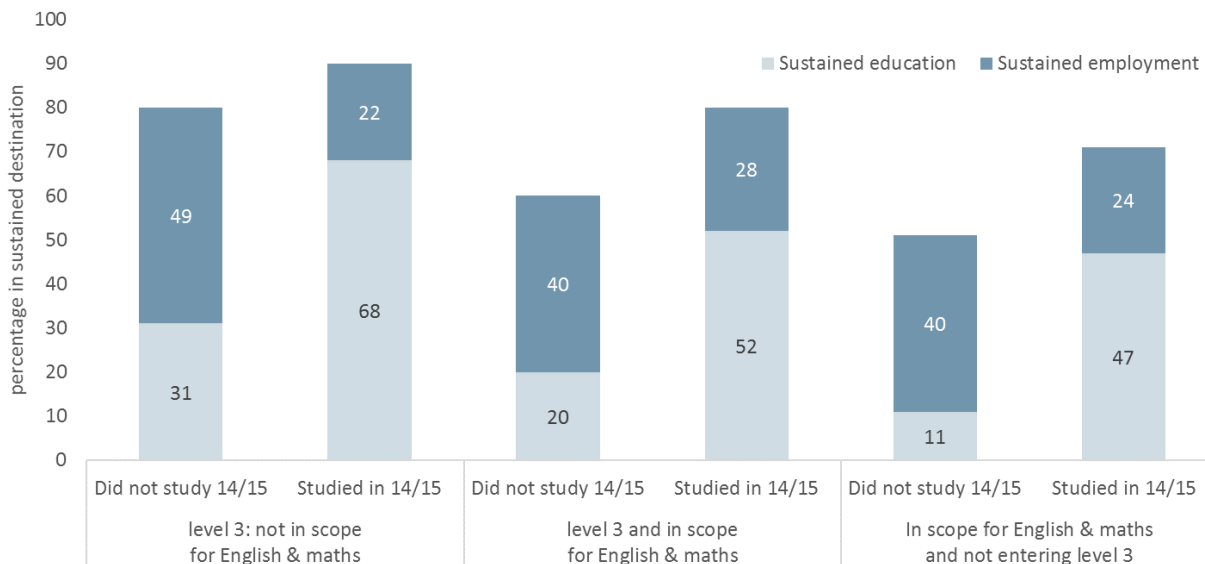
England, state-funded schools and colleges, 2015/16

	Total number of students	Number enrolled in 2014/15	Number with no enrolment in 2014/15	Percentage enrolled in 2014/15	Percentage with no enrolment in 2014/15
Level 3 students (not in scope for 16-18 English and maths measures)	329,810	315,185	14,625	96%	4%
Level 3 students (also in scope for 16-18 English and maths measures)	75,200	69,480	5,720	92%	8%
Other students in scope for 16-18 English & maths measures	173,910	124,040	49,870	71%	29%

Source: Longitudinal education outcomes dataset

For students not enrolled in 2014/15 there is a longer pause between actual end of study and the destination reported for them in 2015/16 than for other students, meaning the period measured is not strictly comparable. Their outcomes may also genuinely differ because they represent a group that may have had limited engagement with education at 16 to 18; for example they may have taken only a one-year course, or dropped out of a programme of study.

Figure 4: Destinations of Level 3 and English & maths students by timing of study (non-overlapping cohorts)
England, state-funded schools and colleges, 2015/16



Cohort and timing of study

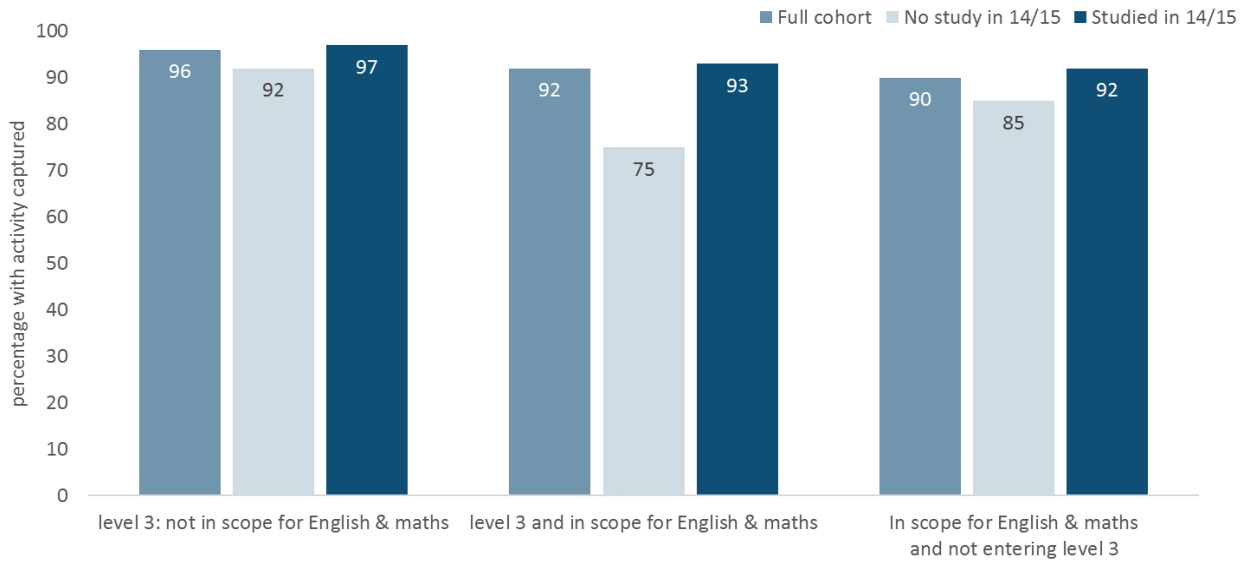
Source: Longitudinal Education Outcomes dataset

Students in scope for English and maths measures only (who had not also entered level 3 qualifications), and who had been enrolled to study in 2014/15 were more likely both to have a sustained destination, and to stay in education, than this English and maths only cohort as a whole, while only half (51%) of those who had not been in education in 2014/15 had a sustained destination.

The small group of level 3 students who did not study in 2014/15 (around 20,000) were also much less likely to have a sustained destination in 2015/16 than other level 3 students, whether or not they were in scope for the English and maths measures.

For all three groups, those who had not been allocated to schools or colleges in 2014/15 were much more likely to be in sustained employment, and less likely to be in education in 2015/16.

Figure 5: Coverage of Level 3 and English & maths students by timing of study (non-overlapping cohorts)
 England, state-funded schools and colleges, 2015/16



Source: Longitudinal Education Outcomes dataset

Those not allocated to schools or colleges in 2014/15 were more likely to have no activity captured in our data sources in 2015/16. This contributes to the lower coverage in the English and maths cohort. Coverage of destinations in 2015/16 is, however, as high among level 3 students who did not study in 2014/15 as those in only the English and maths cohort who did.

This suggests that both timing of study and the type of qualifications entered in the 16 to 18 phase influence our ability to find information students' future activities.

2. Destinations at age 16 and age 18 (Tables Exp 2a, 2b& 2c)

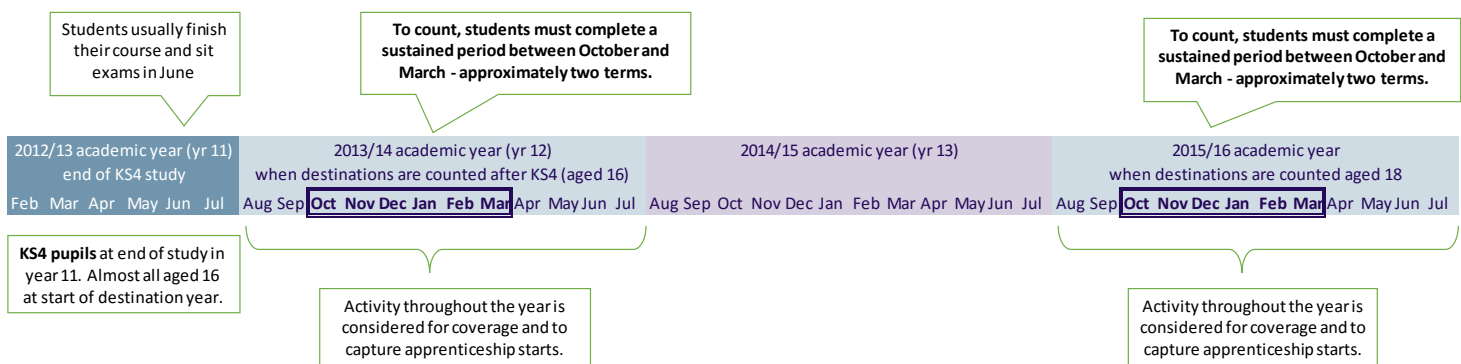
These statistics show the immediate destinations pupils went into after key stage 4 in 2013/14 (generally aged 16) and then the destination they were in during the first two terms of the 2015/16 academic year (generally aged 18).

This allows us to see the differences between key stage 4 destinations and to see outcomes at age 18 (based on our existing key stage 5 methodology) for the full key stage 4 cohort, including those who do not participate in education post-16.

Whose destinations are we following?

This analysis follows all young people who completed key stage 4 in state-funded schools in England in 2012/13. We originally reported their immediate destinations the following year, in 2013/14, when they were generally aged 16. In 2015/16 these young people are in the third academic year after finishing compulsory schooling, and almost all will be aged 18 at the start of the academic year.

Many of them will have completed traditional two-year programmes (e.g. A levels) at sixth forms and colleges and be moving on to higher education or full time employment. Others may be taking a third year to complete their 16 to 18 study, or taking a 'gap year' for work or travel. There is overlap between this group and those reported in our standard key stage 5 tables, which include those 18 year olds who had completed level 3 qualifications over two years.



The **2012/13 key stage 4 cohort** is made up of those who were at the end of key stage 4 study (finished year 11 and would have been reported in GCSE and equivalent results) in 2012/13.

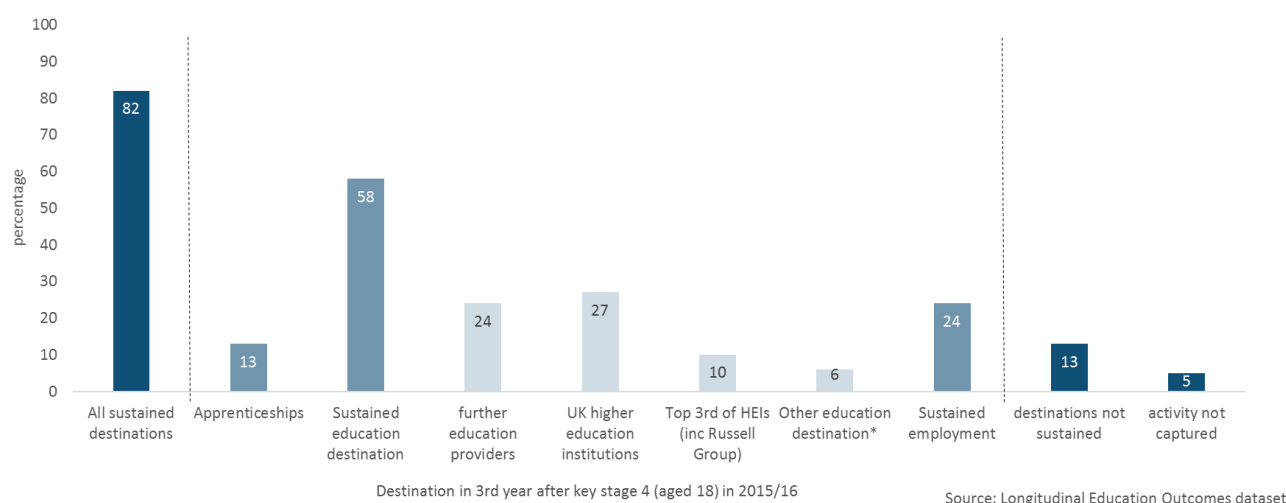
Destinations after key stage 4 (aged 16) show whether the pupils went into a sustained education, employment or training destination for at least two terms the following academic year, from October 2013 to March 2014. These outcomes were previously reported in our 2013/14 destinations release. The majority of pupils are aged 16 at the start of this destination year (although a small number may be older or younger than this when completing key stage 4).

Destinations aged 18 (3rd academic year after key stage 4) show whether the pupils went into a sustained education or employment destination for at least two terms in the 3rd academic year after key stage 4, from October 2015 to March 2016. These outcomes use the same methodology as our key stage 5 destinations tables. The majority of pupils are aged 18 at the start of this destination year (although a small number may be older or younger than this if they completed key stage 4 early or late).

What is the big picture of young people's destinations at 18?

Figure 6: Destinations in 3rd academic year after key stage 4 (age 18)

England, state-funded schools, 2015/16



Overall 82% of young people were in sustained education or employment in the first two terms of 2015/16, in the third academic year after they had completed key stage 4. Over three quarters of young people had a sustained outcome at 16 and again at 18; over half were in sustained education at both ages.

Over a quarter of young people who completed key stage 4 in 2012/13 went to university at 18 and stayed there for at least the first two terms. Almost as many young people (just under a quarter) were studying in FE colleges and other providers at age 18. Another quarter of 18 year olds were in sustained employment throughout the first two terms of 2015/16.

13% did not sustain a destination at 18: they had either some education or employment that did not last for 6 months, or they had no participation and claimed out-of-work-benefits in the year. We have information on the activities of 95% of this wider group in 2015/16, slightly lower than when considering those who completed level three qualifications in our standard key stage 5 tables.

Young people's destinations after key stage 4 (aged 16)

Table 2: Numbers and proportions of pupils in destinations after key stage 4 (aged 16)

England, state-funded schools and colleges, 2015/16

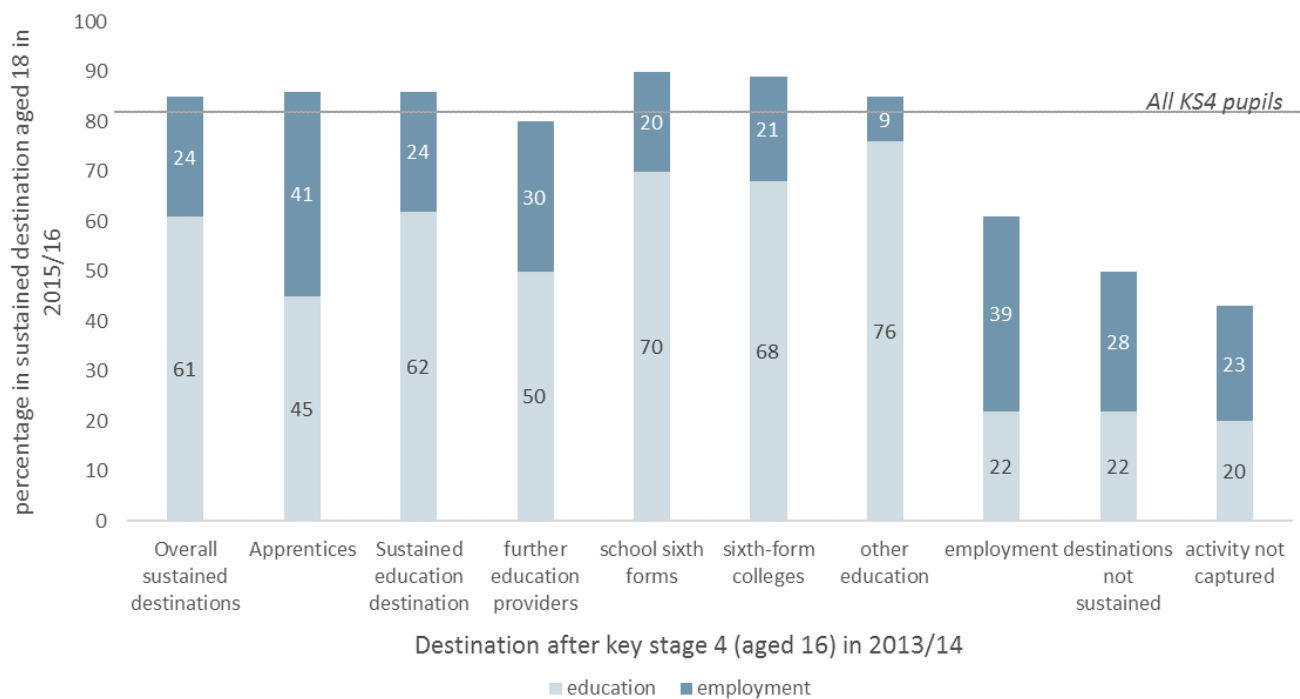
	Total number of students after KS4 at 16	As a percentage of KS4 cohort At 16	Percentage of group with a sustained destination at 18
Sustained education for at least two terms after key stage 4 (age 16)	515,285	90%	85%
Sustained employment for at least two terms after key stage 4 (age 16)	10,055	2%	61%
Destination not sustained after key stage 4 (age 16)	38,900	7%	50%
No activity captured after key stage 4 (age 16)	7,570	1%	43%

Source: Longitudinal education outcomes dataset

After key stage 4, 9 out of 10 young people stayed in education for at least two terms the following academic year, in 2013/14, when they were aged 16. This includes young people studying at school sixth forms, sixth-form and other FE colleges, and other providers. Only 2% did not stay in education throughout this period, but were counted in sustained employment at 16.

How do young people's destinations at 16 relate to outcomes at 18?

Figure 7: Destinations in 3rd academic year after key stage 4 (age 18) by destination after key stage 4 (age 16)
England, state-funded schools, 2015/16



Young people who stayed in education for at least two terms or who began apprenticeships in the year after finishing key stage 4 had a high rate of sustained destination at 18, with 85% staying in education or employment. Half of young people who started apprenticeships at 16 were still completing an apprenticeship (either the same or a second programme) at 18.

Outcomes at 18 were less good for the small group of young people (2% of the 2013/14 key stage 4 cohort) who had gone straight into employment or training after key stage 4, without staying in education. Around two fifths were in employment throughout the period measured in 2015/16, while another fifth had successfully returned to education; however, altogether only 6 in 10 sustained a destination at 18, much lower than for pupils recorded in any of the education categories after key stage 4.

We recorded 7% of young people as not staying in a sustained education, employment or training destination the year after key stage 4 at 16. In 2015/16, half of young people in this group did sustain a destination at 18 - with many moving successfully into apprenticeships, FE colleges and other providers, or into sustained employment. However, almost 40% of young people in the group at 16 did not have a sustained destination at 18 either, far higher than for any other group.

We could not find any information on the activities of 1% of 16 year olds in 2013/14. One third of this group remain missing from our data at 18 - this is likely to include young people who moved overseas at 16. However, we have captured data on two thirds of them at 18, who have a pattern of outcomes similar to other groups who did not stay in education at 16.

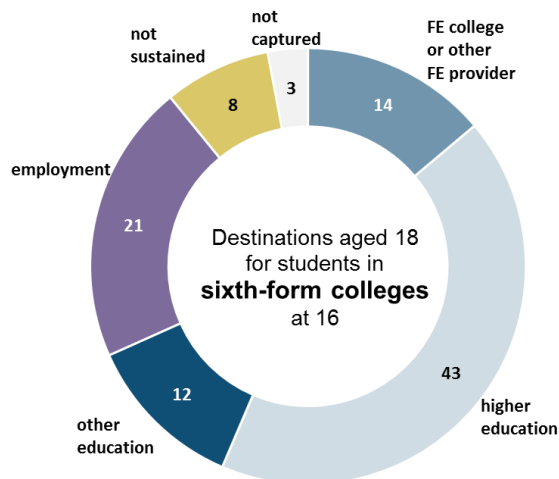
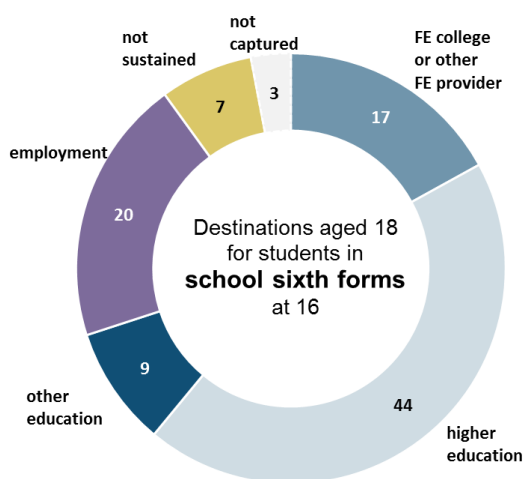
Outcomes from different types of education setting after key stage 4

Sixth forms and sixth-form colleges

The pattern of all outcomes at 18 for pupils who had progressed to school sixth forms and sixth-form colleges in the first two terms after key stage 4 were very similar.

9 out of 10 young people who had gone on to school sixth forms or sixth-form colleges for at least two terms after key stage 4, in 2013/14, were in a sustained destination at 18, with over two thirds of pupils in these groups staying in education.

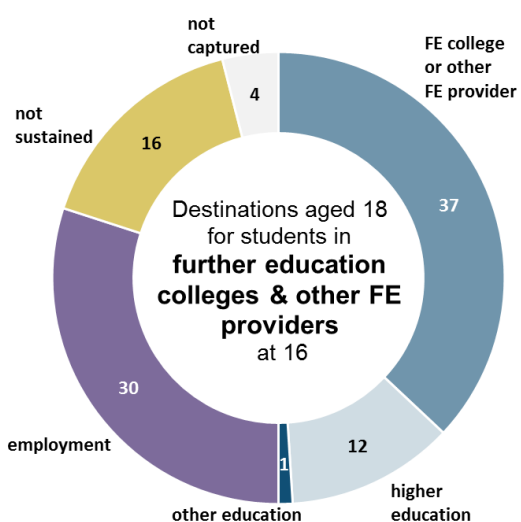
These groups were also most likely to progress to higher education at age 18, with over 40% attending higher education institutions for the first two terms of 2015/16.



A lower percentage of students are counted in higher education, and a higher percentage in other education than in our standard key stage 5 destinations in 2015/16.

This is likely to be explained by some students taking a third year to complete their 16 to 18 study and continuing at the school or sixth form college in 2015/16.

These students would not be reported in key stage 5 measures until the following year. Others may never enter level 3 qualifications and not be reported at all.



Further education colleges and other FE providers

For students whose first destination in 2013/14 was a further education college or other FE provider, the two main destinations in 2015/16 were continuing in FE colleges or other providers, and sustained employment - together accounting for two thirds of FE students.

Higher education was a much rarer outcome but more than 1 in 10 did go straight on to university at 18.

This is much lower than for FE college students in our standard key stage 5 destinations in 2015/16 (where 33% went into higher education). A major reason is likely to be the inclusion of many FE students who do not enter level 3 qualifications.

Source: Longitudinal education outcomes dataset

3. Accompanying tables

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

National tables

- 1 Destinations after 16 to 18 study for students studying different types of qualifications (2014/15 shadow cohort)
- 2a Pupil destinations aged 16 and 18 (in 1st and 3rd academic years after completing key stage 4), state-funded schools (mainstream and special) AS A PROPORTION OF EACH KS4 DESTINATION CATEGORY
- 2b Pupil destinations aged 16 and 18 (in 1st and 3rd academic years after completing key stage 4), state-funded schools (mainstream and special) DESTINATION COMBINATIONS AT 16 AND 18 AS A PROPORTION OF ALL PUPILS AT END OF KS4
- 2c Pupil destinations aged 16 and 18 (in 1st and 3rd academic years after completing key stage 4), state-funded schools (mainstream and special) PUPIL NUMBERS

When reviewing the tables, please note that:

Destinations at 16 and 18 use rules from different reporting years.	<p>The key stage 4 cohort is made up of those who were at the end of key stage 4 study (finished year 11 and would have been reported in GCSE and equivalent results) in 2012/13.</p> <p>Destinations after key stage 4 were previously reported in our 2013/14 destinations release. The methodology used differs slightly from our current key stage 4 methodology.</p> <p>Destinations aged 18 (3rd academic year after key stage 4) use the same methodology as our key stage 5 destinations tables and there is expected to be overlap with students whose destinations are reported in our 2015/16 key stage 5 destinations.</p>
Shadow data for 2014/15 differs from other information published on key stage 5 in 2014/15	The cohort reflects students who would have been reported as completing 16 to 18 study in the 2014/15 academic year using new 2015/16 rules. This 'shadow' 2014/15 data was not used to publish results data in 2014/15 but was shared with institutions.
We use the national pupil database...	The national pupil database (NPD) is a longitudinal database linking student characteristics (e.g. age, gender, and ethnicity) to school and college learning aims and attainment information for children and young people in schools and colleges in England.
... and longitudinal education outcomes datasets.	The longitudinal education outcomes datasets (LEO) extend the NPD to link information from other government departments on employment, earnings and out-of-work benefits. Details on how we use and share this data can be found here .
For education destinations, four administrative data sources from the national pupil database are used.	<p>Four administrative data sources used in compiling the national pupil database are used to determine the education destinations, namely:</p> <ul style="list-style-type: none"> • Individualised Learner Record covering English colleges, further education providers and specialist post-16 institutions • School Census covering English schools. This also includes maintained and non-maintained special schools and alternative provision. • Awarding Body data for independent schools • Higher Education Statistics Agency covering United Kingdom higher education institutions and alternative providers

For employment, training, benefits and not in education, employment or training destinations we use three sources.	<p>In addition to the data sources above, we compile information on employment, training, benefits and not in education, employment or training from the following datasets:</p> <p>In 2015/16:</p> <ul style="list-style-type: none"> • Her Majesty’s Revenue and Customs P45 and self-employment data (from LEO) • Department for Work and Pensions national benefit database for out-of-work benefits (from LEO) <p>In 2013/14 key stage 4:</p> <ul style="list-style-type: none"> • National Client Caseload Information System (NCCIS) covering English local authorities
Coverage is students in England only.	The destination measures data only reports information from students who studied in schools and colleges in England.
We preserve confidentiality.	The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
We only show outcomes for groups of 11 or more.	At institution, local and national level, we do not show any outcomes for a group of 10 or fewer students in total.
We suppress small counts.	Both counts and percentages showing any outcome that relates to 1 or 2 individuals, or that reveals that 0 students were counted in employment, are suppressed.
We make sure these cannot be easily calculated by concealing other numbers.	Where a figure relating to a small count could be calculated by differencing from a total, another value has been suppressed to protect this figure.
We round some numbers.	To preserve anonymity, we show national and local authority pupil numbers to the nearest 5. As a result of suppression and rounding, totals in text and in tables may not always equal the sum of their component parts.
We adopt symbols to help identify omitted and rounded numbers.	<p>Symbols are used in the tables as follows:</p> <p>(0) where any number is shown as 0, the original figure was zero</p> <p>(x) suppressed to preserve confidentiality, for example a small number or where a percentage is based on a small number</p> <p>(.) not applicable</p> <p>(-) positive % less than 0.5</p>

4. Further information is available

These experimental statistics have been published alongside our standard 2015/16 statistical first release

Commentary on destinations in 2015/16 after students completed key stage 4 or key stage 5 study with information on local authority, characteristics, and time series trends is available in the main commentary document.

Supporting Excel tables and a detailed technical note are available.

[Statistics: destinations of key stage 4 and key stage 5 pupils](#)

Previously published figures for key stage 4 and key stage 5 destinations are still available.

Revised statistics for 2014/15 were published in January 2017.

Destination measures for key stage 4 and key stage 5 in previous years and statistical working papers setting out improvements to the data which were made in 2014/15 are available.

[Statistics: destinations of key stage 4 and key stage 5 pupils](#)

For some related publications

Experimental statistics on employment and earnings outcomes of higher education graduates using the LEO dataset:

[Employment and Earnings Outcomes of Higher Education Graduates: Experimental Data from the Longitudinal Education Outcomes \(LEO\) Dataset](#)

Experimental statistics on destinations of adult further education learners using the LEO dataset:

[Adult further education outcome-based success measures](#)

Participation in Education, Training and Employment by 16-18 year olds statistical first release is published here:

[DfE Participation in Education, Training and Employment](#)

Widening Participation Measures are published at:

[Widening Participation in Higher Education August 2016](#)

On how we use and share the data

Non-statutory guidance from the Department for Education to describe how we share and use education, employment and benefit claims information for research and statistical purposes:

[Longitudinal education outcomes study: how we use and share data](#)

5. Official (Experimental) Statistics

These are Official Statistics and have been produced in line with Code of Practice for Official Statistics.

This 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
- are managed impartially and objectively in the public interest

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

These statistics are designated as experimental statistics because they are in the testing phase and not yet fully developed. Users should be aware of the status and cautions of these series.

We regularly consult the users of our statistics during methodological reviews and the development stage of methodological changes. We recognise that making experimental series available during a development period assists in the quality assurance process and helps familiarise potential users with any changes.

The department is in the process of reviewing the [coherence of its statistics](#) and will be outlining a wider set of proposed changes to its statistical outputs in due course.

6. Technical information

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

7. Get in touch

Media enquiries

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

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