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GCSE AND EQUIVALENT RESULTS IN ENGLAND 2010/11 (PROVISIONAL)

INTRODUCTION

This Statistical First Release (SFR) provides the earliest information on the overall achievements of young people in GCSE examinations and other accredited qualifications in 2010/11. The information is taken from data collated for the 2011 Secondary School Performance Tables, which is currently in the process of being checked by schools. The results shown in this SFR are based on pupils reaching the end of Key Stage 4 (KS4), typically those starting the academic year aged 15.

iGCSEs¹ accredited as International Certificates were included in this publication for the first time last year. However many of the more popular iGCSE qualifications which had significant volumes of entries were not accredited at the time of publication and were therefore excluded. Since the last publication, a greater number of iGCSEs have been accredited as certificates and are now reflected in these statistics. These have had a significant affect on the statistics published in this SFR, most notably for those covering the independent schools. Some analysis of the impact of iGCSEs on key indicators is provided in the technical notes of this SFR.

A number of new statistics are included in this publication:

- The entries and achievements in each English Baccalaureate subject area are now shown alongside overall entry and achievement figures in table 1b. These figures are also provided at Local Authority and regional level in table 18.

- There are two new national tables showing pupils making expected progress in English and mathematics from 2007/8 to 2010/11 (table 1c) and showing expected progress broken down by prior attainment and KS4 grades (table 1d). Local Authority and regional figures for pupil progression are in tables 19 and 20. These tables continue the series published in SFR10/2011 'Percentage of Pupils Making Expected Progress in English and Mathematics between Key Stage 2 and Key Stage 4 in England: 2007/08 - 2009/10'

¹ Further information on accreditation, contributions to pupil level and point scores of qualifications can be found through OfQual's Register of Regulated Qualifications: <http://register.ofqual.gov.uk/>.

KEY POINTS

National results for pupils at the end of Key Stage 4 for all schools (both maintained (including academies and special schools) and independent)

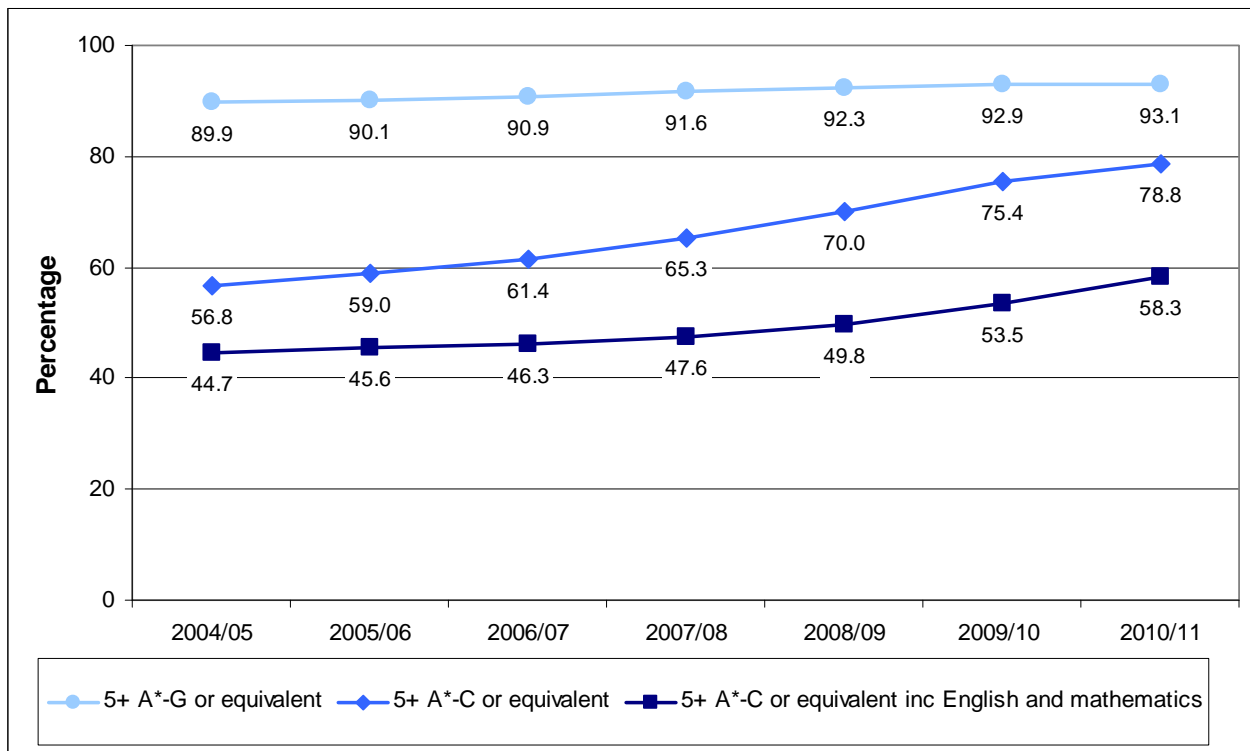
- 58.3 per cent achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs, an increase of 4.8 percentage points from 2009/10 (Table 1a, Chart 1).
- 22.7 per cent were entered for all of the subject areas of the English Baccalaureate and 16.5 per cent passed every subject area with grades A* to C. This compares to 22.0 per cent who were entered and 15.6 per cent who achieved the English Baccalaureate in 2009/10 (Table 1b).
- 59.0 per cent achieved English and mathematics GCSEs at grades A* to C, compared to 54.0 per cent in 2009/10 (Table 2).
- 78.8 per cent achieved 5 or more GCSEs at grade A* to C or equivalent, an increase of 3.4 percentage points from 2009/10 (Table 1a, Chart 1).

National results for pupils at the end of Key Stage 4 for maintained schools only (including academies and special schools)

- 57.8 per cent of pupils in maintained schools achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs, an increase of 2.6 percentage points from 2009/10 (Table 1a).
- 21.6 per cent of pupils in maintained schools were entered for all the subject areas of the English Baccalaureate – a small fall from 21.8 per cent in 2009/10. Despite this, the percentage achieving the English Baccalaureate rose by 0.1 percentage points to 15.2 per cent (Table 1b).
- Statistics on progression are only available for maintained schools. The percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English rose by 1.7 percentage points to 71.0 per cent (Table 1c).
- The percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics increased from 62.0 per cent in 2009/10 to 64.2 per cent in 2010/11, a rise of 2.2 percentage points (Table 1c).
- A greater percentage of pupils with higher prior attainment made expected progress in English and mathematics compared to those with lower prior attainment. 80.0 per cent of pupils who achieved level 5 in Key Stage 2 English went on to make expected progress by achieving at least a grade B in GCSE English. This compares to 48.7 per cent who were judged to be at level 2 at Key Stage 2 and made expected progress to grade E or above in GCSE English (Table 1d).
- In mathematics, 79.0 per cent made expected progress from a starting point of level 5 at Key Stage 2 compared to 18.9 per cent from a starting point of level 2 (Table 1d).
- 58.4 per cent of pupils in maintained schools achieved English and mathematics GCSEs or IGCSEs at grades A* to C, compared to 55.7 per cent in 2009/10. 96.4 per cent of pupils were entered for both English and mathematics GCSE or accredited iGCSE, a small rise from 96.1 per cent in 2009/10 (Table 4).

Time series of the main indicators

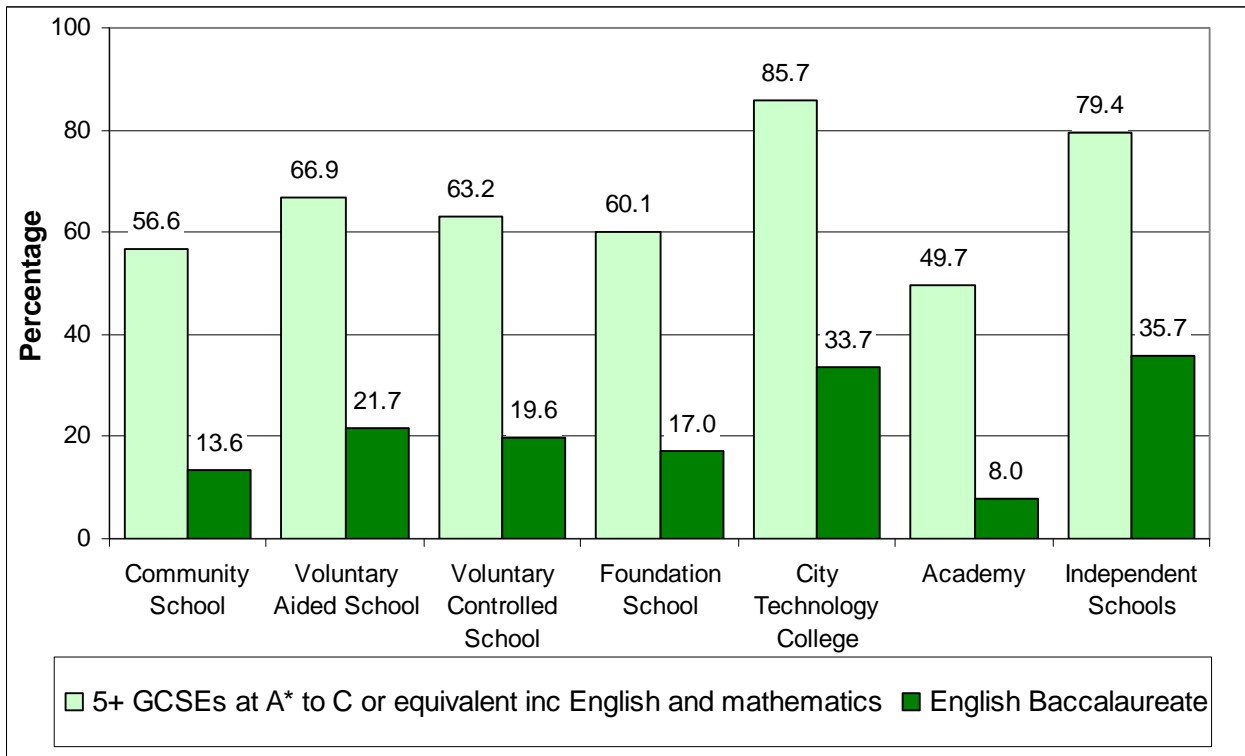
Chart 1: Percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent, 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs and 5 or more GCSEs at A* to G or equivalent (see Table 1a)



School types

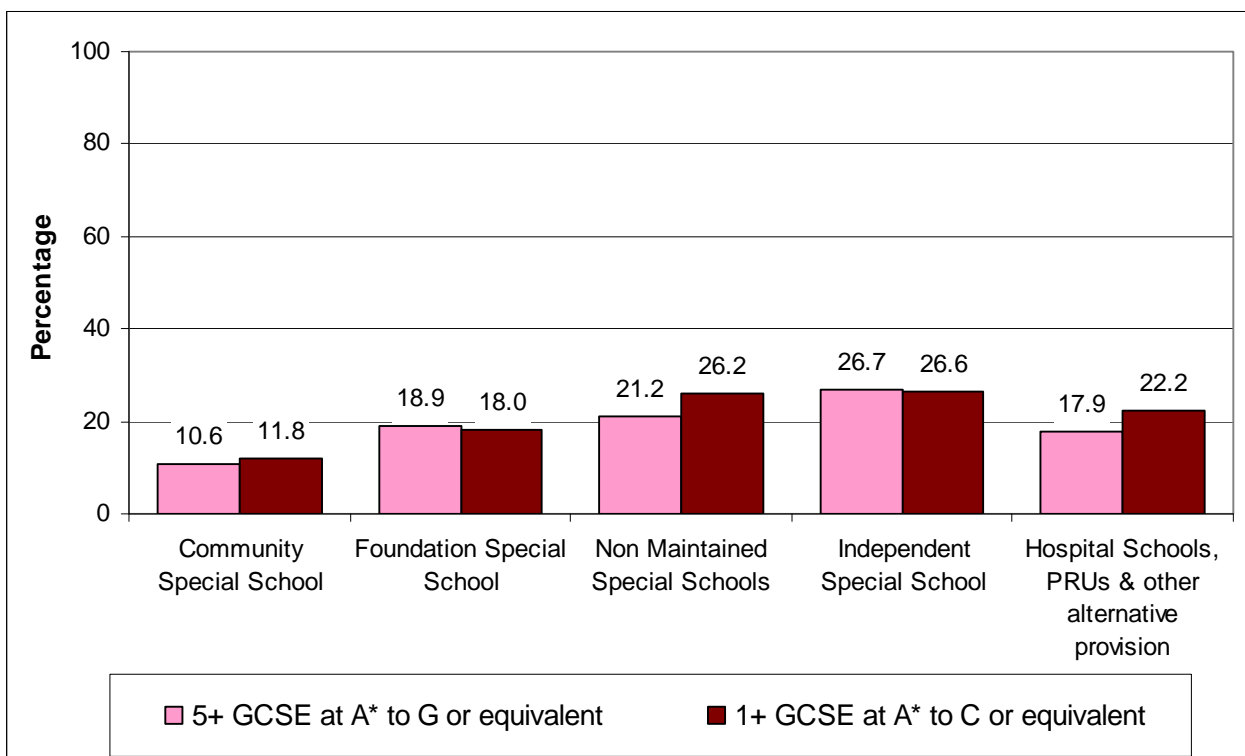
The following chart compares the performance of different types of schools against the English Baccalaureate and the 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSE measures. The types of school differ for a number of reasons, for example the school could be a registered independent school (normally fee paying), a community school which is maintained by the local authority or an academy which is a publicly-funded independent school.

Chart 2: Achievement of the English Baccalaureate and the percentage of pupils achieving 5 or more GCSEs or equivalent at A* to C including English and mathematics GCSEs by type of mainstream school (see Table 6)



For the purposes of this SFR, the date of 12 September 2010 has been used to determine the status of a school. Any schools which converted to an academy on or before this date have been published as an academy and those that have converted after this date have been treated as their predecessor school type. This policy will also be adopted in the School Performance Tables in January 2012 and in other school level releases.

Chart 3: The percentage of pupils achieving 5 or more GCSEs or equivalent at A* to G and the percentage achieving at least one GCSE at grade A* to C or equivalent in non-mainstream institutions (see Table 6)



Other qualifications

There are a large number of qualifications available for pupils to enter at the end of Key Stage 4 that are counted as being equivalent to GCSEs in that they contribute to the attainment of Level 1 (i.e. five or more GCSEs at grade A* to G) and Level 2 (i.e. five or more GCSEs at grade A* to C). Chart 4 shows the number of awards in a selection of non-GCSE qualifications that have contributed to pupils' Key Stage 4 achievement.

Chart 4: Number of non-GCSE qualifications that make a contribution to Key Stage 4 Levels 1 and 2 awarded to pupils at the end of Key Stage 4 (see Table 15).

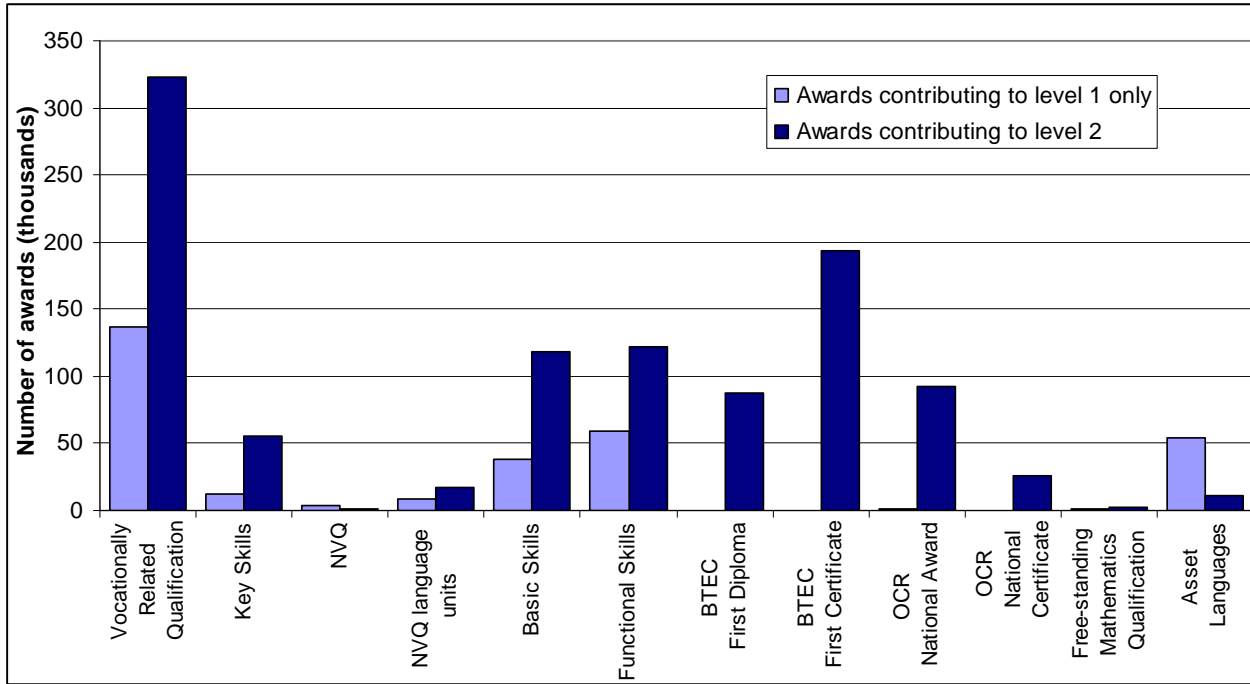
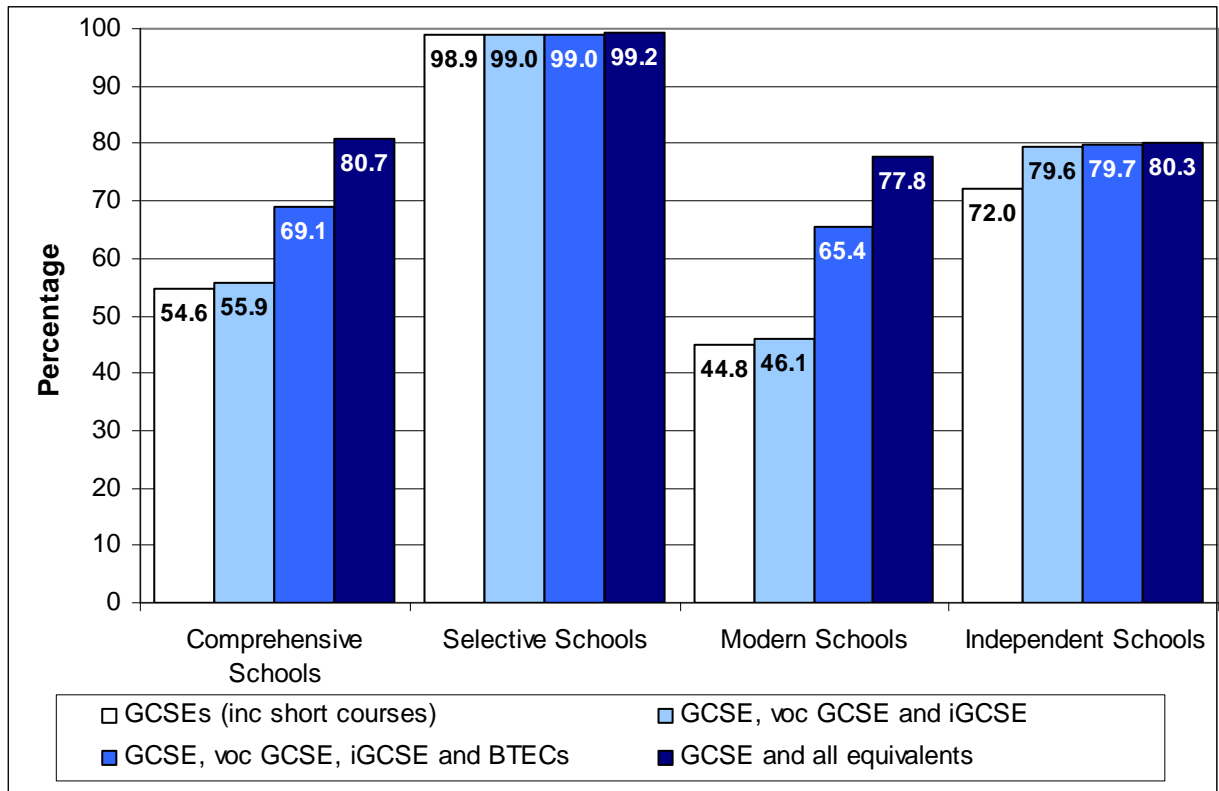


Chart 5 shows the effect that non-GCSE equivalents have on the attainment of Level 2 in mainstream schools. For example, 54.6 per cent of pupils in comprehensive schools achieve Level 2 when only full, double and short course GCSEs are counted. When vocational GCSEs and iGCSEs are included, this rises to 55.9 per cent and increases further to 69.1 per cent when BTECS are included. When all accredited qualifications are included, 80.7 per cent of pupils in comprehensive schools achieve Level 2.

Chart 5: Analysing the effect of including non-GCSE qualifications on the percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent (see Table 5)



TABLES

Included within this document and available on the DfE statistics website. Statistics are for England only:

<http://www.education.gov.uk/researchandstatistics/statistics/a00198393/dfc-gcse-and-equivalent-results-in-england-201011-provisional>

Table 1a	Time series of GCSE and equivalent attempts and achievements, 1995/96 to 2010/11.
Table 1b	The English Baccalaureate, 2009/10 to 2010/11
Table 1c	Percentage of pupils making expected progress in English and in mathematics between Key Stage 2 and Key Stage 4 by gender, 2007/08 to 2010/11
Table 1d	Percentage of pupils making expected progress in English and mathematics between Key Stage 2 and Key Stage 4 by KS2 attainment level and KS4 outcome
Table 2	National performance of pupils attaining Levels 1 and 2 (including English and mathematics) for pupils at the end of Key Stage 4, 2005/06 to 2010/11
Table 3	GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by admissions basis, 2010/11
Table 4	Average point scores, the English Baccalaureate and A*-C achievement of GCSE English and mathematics of pupils at the end of Key Stage 4 by admissions basis, 2010/11
Table 5	Percentage of pupils achieving Level 2 at the end of Key Stage 4 by qualification families and by admissions basis, 2010/11
Table 6	GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by school type, 2010/11

Additional tables

Available on the DfE statistics website only:

<http://www.education.gov.uk/researchandstatistics/statistics/a00198393/dfc-gcse-and-equivalent-results-in-england-201011-provisional>

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|-----------------|---|
| Table 7 | GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (numbers), 2010/11 |
| Table 8 | GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (percentages of pupils attempting the subject), 2010/11 |
| Table 9 | GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (percentages of all pupils), 2010/11 |
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| Table 15 | Other Qualification results of pupils at the end of Key Stage 4 by type of qualification, 2010/11 |
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| Table 17 | GCSE and equivalent results of pupils at the end of Key Stage 4 for each Local Authority and Region, 2005/06 - 2010/11 |
| Table 18 | The English Baccalaureate by Local Authority and Region, 2010/11 |
| Table 19 | Percentage of pupils in maintained mainstream schools making expected progress in English and in mathematics between Key Stage 2 and Key Stage 4, by Local Authority and Region, 2008/09 to 2010/11 |
| Table 20 | Percentage of pupils in maintained mainstream and special schools making expected progress in English and in mathematics between Key Stage 2 and Key Stage 4, by Local Authority and Region, 2008/09 to 2010/11 |

DEFINITIONS

Academic Age – Academic age used for reporting examinations and awards is the age at the start of the academic year. For the majority of pupils at the end of Key Stage 4, this will be age 15. The end of Key Stage 4 signals the end of compulsory education. From 2005, the Secondary School Performance Tables reported examination results for pupils at the end of Key Stage 4, rather than those aged 15. This shift to stage-based reporting removes any barriers to more flexible rates of learning.

Level – In order to incorporate other accredited qualifications into measures such as the percentage of pupils achieving the equivalent of 5 or more grades A* to C the contribution that a qualification makes towards the end of each level is used. The levels can be defined as follows:

Level 1 – The pupil has achieved the equivalent of 5 or more GCSEs at grades A* to G.

Level 2 – The pupil has achieved the equivalent of 5 or more GCSEs at grades A* to C.

The results reported in this SFR incorporate entry level, level 1 and level 2 qualifications with the addition of GCE/Applied GCE AS levels, which are level 3 qualifications.

Qualification Abbreviation/Descriptions – The following qualifications are reported within this SFR and the abbreviations used throughout stand for the following:

Entry Level – Qualifications with an academic standard below that of a G-grade GCSE.

GCE/Applied GCE – General Certificate of Education/Applied General Certificate of Education (Advanced Supplementary (AS) level qualifications only).

GCSE – General Certificate of Secondary Education.

iGCSE – international General Certificate of Secondary Education. A number of these qualifications are now accredited as **International Certificates** and the 'legacy' iGCSEs in those subjects that have been accredited are included and counted in the same way as a GCSE in this publication. For more information see the technical notes.

NVQ – National Vocational Qualification.

VRQ – Vocationally Related Qualifications.

BTEC – A qualification originally developed by the Business and Technology Education Council.

English and mathematics skills at level 2 – A pupil will fulfil this by achieving the equivalent of GCSE grades A* to C (level 2) in both English and mathematics. Valid equivalents, along with GCSEs are iGCSEs, Functional Skills, Key Skills and Basic Skills at level 2.

English and mathematics skills at level 1 – A pupil will fulfil this by achieving the equivalent of GCSE grades A* to G (level 1) in both English and mathematics. Valid equivalents, along with GCSEs, are iGCSEs, Functional Skills, Key Skills and Basic Skills at level 1.

English Baccalaureate (EBacc) – This was introduced into performance tables in 2010 with the aim of recognising pupils' achievements across a core of selected academic subjects. The EBacc covers achievement in GCSE (or accredited iGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject (history or geography). Further information on the exact qualifications included in the measures is available here:

http://www.education.gov.uk/performance/2011EnglishBaccalaureate_list_of_qualifications_Revised_Final25Aug.xls

The 2010 performance tables also, for the first time, included the percentage of pupils achieving good GCSE grades (A* to C) in English and maths which covers the same qualifications that qualify for the English and maths components of the 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs measure. Unlike the English subject area for the EBacc, this measure includes achievements in GCSE English studies.

TECHNICAL NOTES

Coverage of the data

The statistics in this first release cover the data collated for the 2011 Secondary School Performance Tables, which is currently in the process of being checked by schools. From 2005 the Performance Tables reported results based on pupils at the end of Key Stage 4. This publication includes tables only for pupils at the end of Key Stage 4.

The coverage of the Local Authority (LA) and regional statistics is maintained schools only in England. This includes City Technology Colleges and Academies but excludes hospital schools and pupil referral units.

Qualifications included in GCSE and Equivalent results

Range of Qualifications

The general range of qualifications, together with the qualification families into which they fall, is set out below

General	GCE AS	GCSE (Full course)	Accredited iGCSE	GCSE Short Course	Entry Level 1-3
General Applied	Applied GCE AS Double award	Applied GCE AS/ VCE AS	GCSE Single in applied subject	GCSE Double in applied subject	
Occupational	NVQ Level 1-2				
Vocationally related	VRQ Level 2 or BTEC First	VRQ Level 1			
Key Skills	Key Skills Level 1-2				
Basic Skills	Basic Skills Level 1-2				
Vocational Languages	NVQ Language Unit at Level 1-2				
Graded Exams	Graded Exam (Grade 1-8)				
Free Standing Maths	Level 1-3				
Other General	Other General qualifications Level 1-2				

GCSE (Short Courses) are of the same academic standard as a full GCSE but have half the content. GCSEs in applied subjects are of the same academic standard as a full GCSE and are available as a single or double course.

International GCSEs

In addition to counting International Certificates that were accredited at the start of the period of study, "legacy" iGCSEs – i.e. those subjects which gained accreditation as Certificates by the time the exam dataset was processed were included in this publication and in the Performance Tables for the first time last year. However, it was the case that the majority of iGCSEs that were taken in independent schools in 2010 remained unaccredited when the revised SFR (SFR01/2011) was published in January 2011 and were therefore not reported.

Since the last publication, a small number of iGCSEs have gained accreditation as International Certificates including the most popular qualification – Edexcel mathematics. The inclusion of the associated legacy iGCSEs in this SFR has resulted in a significant increase in some indicators, particularly those including schools in the independent sector.

The table below gives the list of Certificates that were accredited at the time of, and included in, the January 2011 publication, the list that have since been accredited and are now included in this SFR and a list of those which are not accredited. The volume of entries for accredited iGCSE subjects can be found in Table 12 of this SFR.

Table A – List of iGCSEs and accreditation status in 2009/10 and 2010/11

Accredited International Certificates and their legacy iGCSEs included in 2009/10	iGCSEs not accredited	
CIE Art and Design CIE Biology CIE Business Studies CIE Chemistry CIE English Language CIE English Literature CIE English as a Second Language CIE French CIE Geography CIE Greek CIE Hindi as a Second Language CIE History CIE ICT CIE Mathematics CIE Music CIE Physics	CIE Accounting CIE Afrikaans – First Language CIE Afrikaans – Second Language CIE Agriculture CIE Arabic – First Language CIE Arabic – Second Language CIE Bangladesh Studies CIE Child Development CIE Chinese – First Language CIE Computer Studies CIE Czech – First Language CIE Design & Technology CIE Development Studies CIE Drama CIE Dutch – First Language CIE Dutch – Foreign Language CIE Economics CIE Environmental Management CIE Food & Nutrition CIE French – First Language CIE German – First Language CIE Global Perspectives CIE Indonesian – Foreign Language CIE Information Technology CIE IsiZulu as a Second Language CIE Japanese – First Language CIE Japanese – Foreign Language CIE Kazakh as a Second Language CIE Korean – First Language CIE Latin CIE Malay – Foreign Language CIE Mathematics – Additional CIE International Mathematics CIE Mathematics (with coursework) CIE Pakistan Studies CIE Physical Education CIE Physical Science CIE Portuguese - First Language CIE Portuguese – Foreign Language CIE Religious Studies	CIE Russian – First Language CIE Sanskrit CIE Science Combined CIE Sciences – Co-ordinated (Double Award) CIE Sociology CIE Spanish – First Language CIE Spanish Literature CIE Thai – First Language CIE Travel & Tourism CIE Turkish – First Language CIE Twenty-first Century Science Edexcel Accounting Edexcel Arabic – First Language Edexcel Art and Design Edexcel Bangladesh Studies Edexcel Bengali Edexcel Biology Edexcel Business Studies Edexcel Chemistry Edexcel Chinese Edexcel Classical Arabic Edexcel Commerce Edexcel Drama Edexcel Economics Edexcel English as a Second Language Edexcel French Edexcel Further Pure Mathematics Edexcel Geography Edexcel German Edexcel Gujarati Edexcel History Edexcel Human Biology Edexcel ICT Edexcel Islamiyat Edexcel Modern Greek Edexcel Pakistan Studies Edexcel Physics Edexcel Religious Studies Edexcel Science (Double Award) Edexcel Sinhala Edexcel Spanish Edexcel Swahili Edexcel Tamil Edexcel Turkish Edexcel Urdu
Additional Accredited International Certificates and their legacy iGCSEs included in 2010/11		
CIE Chinese (Mandarin) – foreign language CIE Enterprise CIE German CIE Spanish Edexcel English Language Edexcel English Literature Edexcel Mathematics		

Impact of newly accredited iGCSEs on performance indicators

The largest impact can be seen in those measures which specifically require the achievement of GCSE mathematics and English. For example, the percentage of pupils achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs is published as 75.6 per cent for independent schools (Table 3) but if new iGCSEs had not been accredited this would have been 43.1 per cent – a difference of 32.5 percentage points. As so few iGCSEs are taken in maintained schools, the impact is only seen in the independent sector but the volume of iGCSEs is enough to have a 2.6 percentage point influence on the all schools national figure for this measure.

Figures showing the differences in selected performance measures are provided in Table B.

Table B – The impact of newly accredited iGCSEs on the percentage of pupils achieving selected performance indicators in the independent sector and nationally, 2010/11

Indicator	Independent schools			National		
	With newly accredited iGCSEs	Without newly accredited iGCSEs	Difference (percentage points)	With newly accredited iGCSEs	Without newly accredited iGCSEs	Difference (percentage points)
% Pupils achieving GCSEs at grades A* to C in English and mathematics	77.6	44.1	33.5	59.0	56.3	2.7
% Pupils achieving 5+ GCSEs at A* to C or equivalent including English and mathematics GCSEs	75.6	43.1	32.5	58.3	55.7	2.6
% Pupils entered for the English Baccalaureate	39.3	25.7	13.6	22.7	21.5	1.2
% Pupils achieving the English Baccalaureate	33.9	21.4	12.5	16.5	15.5	1.0

Average Point Score (Table 4)

Another measure of institution performance is an average point score. In order to incorporate a wider range of qualifications within average point scores, a number of points are applied to all accredited qualifications – on a scale equivalent to GCSEs – for use in Performance Tables. These are based on the relative challenge of a qualification together with the guided learning hours that a qualification requires. The capped point score in Table 4 is based on a pupil's best 8 GCSEs or equivalent. Finally, a pupil at the end of Key Stage 4 that has accumulated a non-zero number of points is considered to have passed at least one qualification (see Tables 1a,2,3,5 and 13).

It is important to note that the point scoring system developed for Performance Tables is designed as a means of institutional performance measurement. It is not intended that the figures replace national systems used for other purposes, for example UCAS tariffs for individual pupils.

Academies

For the purposes of this SFR, the date of 12 September 2010 has been used to determine the status of a school. Any schools which converted to an academy on or before this date have been published as an academy and those that have converted after this date have been treated as their predecessor school type. This policy will also be adopted in the School Performance Tables in January 2012 and in other school level releases.

Future publications will look at ways to publish figures for the different types of academies (e.g. sponsored, converters, free schools) but in this release they are all published together as one group.

Independent schools – pupils at the end of Key Stage 4

It is not simple to identify the number of pupils who are at the end of Key Stage 4 in independent schools. This is because, unlike in maintained schools, there is no pupil-level census meaning that exam data collected from awarding organisations cannot be matched directly to detailed information about pupils including their year group and type of registration at the school.

Instead, the pattern of KS4 exams taken and the years in which Key Stage 2 and Key Stage 3 tests were taken (if known) are used to determine which year group is most likely for the candidate. If a pupil does not enter any qualifications they do not appear in the data.

This SFR attempts to report on all pupils who reach the end of Key Stage 4 and not just those who are entered for exams, so the figures for the total number of pupils in independent schools are derived from the aggregate of school-level census returns across all independent schools.

It used to be the case that whatever value independent schools reported as their number of pupils in year 11, this value would be used as the denominator in performance measures, even if the number of pupils thought to be at the end of Key Stage 4 from exam records was greater. This could lead to inflated results in some independent schools where the number of pupils included in the numerator was greater than the denominator.

From 2011, any independent school which submitted a school census return for year 11 pupils having fewer pupils than identified as being at the end of Key Stage 4 in exam data has had their number of pupils adjusted to the higher number. These results have been published in this Statistical First Release.

Schools have been given the opportunity through the Performance Tables checking exercise to adjust this number, for example removing pupils who have been matched to the school who might be external candidates or overseas pupils. The results of these amendments will be published in the Performance Tables and the revised Statistical First Release in January 2012.

Confidentiality

The Code of Practice for Official Statistics requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the DfE protect confidentiality.

Every effort has been made to ensure the tables do not allow the identification of individuals. To protect confidentiality, low numbers of entries by either males or females in a particular subject will result in both sets of figures being suppressed. Where the total number of entries is very low, the numbers achieving each grade are suppressed. This suppression is consistent with the Departmental statistical policy which can be found at <http://www.education.gov.uk/rsgateway/ns-sp-confidentialityv3.pdf>

A NATIONAL STATISTICS PUBLICATION

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

Designation can be broadly interpreted to mean that the statistics:

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

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

The Department has a set of statistical policies in line with the *Code of Practice for Official Statistics*, these are published at: <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.

RELATED PUBLICATIONS

SFR01/2011 – [DfE: GCSE and Equivalent Results in England, 2009/10 \(Revised\)](#)

SFR30/2010 – [DfE: GCSE and Equivalent Results in England, 2009/10 \(Provisional\)](#)

SFR27/2011– [DfE: GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2010/11 \(Provisional\)](#)

SFR10/2011 - [DfE: Percentage of Pupils Making Expected Progress in English and Mathematics between Key Stage 2 and Key Stage 4 in England: 2007/08 - 2009/10](#)

ENQUIRIES

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London SW1P 3BT

Telephone number: 020 7925 6789

Table 1a: Time series of GCSE and equivalent attempts and achievements
Years: 1995/96 - 2010/11¹ (Provisional)²
Coverage: England

	Number of pupils ³	Percentage who achieved (including equivalents)				Any passes ⁴
		5+ GCSEs A*-C or equivalent	5+ GCSEs A*-C or equivalent inc. English & mathematics GCSEs ⁷	5+ GCSEs A*-G or equivalent	5+ GCSEs A*-G or equivalent inc. English & mathematics GCSEs ⁷	
15 year olds						
1995/96	594,035	44.5	35.2	86.1	83.4	92.2
1996/97 ⁵	586,766	45.1	35.6	86.4	83.9	92.3
1997/98	575,210	46.3	37.0	87.5	83.8	93.4
1998/99	580,972	47.9	38.6	88.5	85.8	94.0
1999/00	580,393	49.2	40.0	88.9	86.8	94.4
2000/01	603,318	50.0	40.7	88.9	86.9	94.5
2001/02	606,554	51.6	42.1	88.9	87.1	94.6
2002/03	622,122	52.9	41.9	88.8	86.6	94.8
2003/04 ⁶	643,560	53.7	42.6	88.8	86.7	95.9
2004/05	636,771	56.3	44.3	89.0	86.9	96.4
2005/06	648,942	58.5	45.3	89.4	86.8	96.7
2006/07	656,396	60.9	46.0	90.0	86.4	97.3
2007/08	653,808	64.8	47.3	90.8	86.7	98.0
Pupils at end Key Stage 4						
2004/05	636,119	56.8	44.7	89.9	87.6	97.0
2005/06	648,833	59.0	45.6	90.1	87.4	97.3
2006/07	655,146	61.4	46.3	90.9	87.1	98.0
2007/08	653,083	65.3	47.6	91.6	87.4	98.6
2008/09	634,496	70.0	49.8	92.3	88.3	98.9
2009/10	639,263	75.3	53.4	92.8	88.7	99.0
2009/10 including iGCSEs	639,263	75.4	53.5	92.9	88.8	99.1
2010/11	629,205	78.8	58.3	93.1	91.6	99.1
Pupils at end Key Stage 4 in maintained schools⁸						
2004/05	584,170	54.9	42.5	90.3	88.5	97.3
2005/06	594,134	57.3	44.0	90.8	88.8	97.8
2006/07	600,664	59.9	45.8	91.5	89.6	98.4
2007/08	598,102	64.4	48.2	92.5	91.0	99.0
2008/09	578,841	69.8	50.7	93.6	92.1	99.5
2009/10	578,060	76.2	55.2	94.7	93.4	99.7
2009/10 including iGCSEs	578,060	76.2	55.2	94.7	93.4	99.7
2010/11	567,170	80.0	57.8	95.1	93.8	99.9

1. Including attempts and achievement in previous academic years.

2. Figures for 2010/11 are provisional, all other figures are final.

3. Number of pupils on roll aged 15 at the start of the academic year or at the end of Key Stage 4

4. From 2003/04 this includes attempts in entry level qualifications which do not contribute towards A*-C or A*-G thresholds.

5. Percentages from 1996/97 include GCSEs and GNVQs.

6. Percentages from 2003/04 include GCSEs and other equivalent qualifications approved for use pre-16.

7. From 2009/2010 iGCSEs, accredited at time of publication, have been counted as GCSE equivalents and also as English & mathematics GCSEs.

8. All maintained schools including academies but excluding hospital schools, PRUs and Alternative Provision.

Table 1b: The English Baccalaureate
Year: 2009/10 - 2010/11 (Provisional)
Coverage: England

	Pupils at end Key Stage 4		Pupils at end Key Stage 4 in maintained schools ³	
	2009/10	2010/11	2009/10	2010/11
Number of pupils	639,263	629,205	578,060	567,170
English Baccalaureate ¹				
Percentage of pupils entered for the components of the English Baccalaureate	22.0	22.7	21.8	21.6
Percentage of pupils who achieved the English Baccalaureate	15.6	16.5	15.1	15.2
Percentage of pupils entered for the components of the English Baccalaureate:				
- English	94.4	94.7	96.2	96.5
- Mathematics	93.1	95.9	97.3	97.5
- Sciences	62.2	60.3	63.2	61.4
- History or Geography	48.9	48.5	47.8	47.9
- Languages	42.6	40.8	40.1	38.6
Percentage of pupils who achieved the components of the English Baccalaureate ² :				
- English	66.2	68.6	65.9	68.5
- Mathematics	60.6	65.5	62.5	65.0
- Sciences	73.7	76.4	72.1	75.1
- History or Geography	69.8	70.2	66.7	67.5
- Languages	72.6	73.3	69.3	70.3

1. The definition of the English Baccalaureate is outlined in the 'Definitions' section of the SFR.

2. The figures for pupils achieving the English and mathematics subject areas are calculated as a percentage of pupils at the end of Key Stage 4. The figures for sciences, history or geography and languages achievements are calculated as a percentage of those pupils who were entered in that subject area.

3. All maintained schools including academies but excluding hospital schools, PRUs and Alternative Provision.

Table 1c: Percentage of pupils making expected progress in English and in mathematics between Key Stage 2 and Key Stage 4 by gender

Year: 2007/08 - 2010/11 (Provisional) ¹

Coverage: England²

Note: These figures represent the mean average for pupils making expected progress. Median progression values based on ranked school performance will not be available until the revised SFR and Performance Tables are published in January 2012

		Maintained Mainstream Schools ³							
		2007/08		2008/09		2009/10		2010/11	
		Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress
English	Boys	290,719	58.8	280,252	60.6	280,409	65.1	271,748	67.4
	Girls	285,094	70.3	276,000	70.9	275,855	75.8	268,445	77.1
	Total	575,813	64.5	556,252	65.7	556,264	70.4	540,193	72.2
Mathematics	Boys	291,645	55.1	281,561	58.1	281,685	61.8	273,821	63.7
	Girls	284,998	59.4	276,113	59.6	275,966	64.1	267,809	66.7
	Total	576,643	57.2	557,674	58.8	557,651	62.9	541,630	65.2

		Maintained Schools ⁴							
		2007/08		2008/09		2009/10		2010/11	
		Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress
English	Boys	297,798	57.5	287,370	59.2	287,387	63.6	278,450	65.9
	Girls	287,920	69.7	278,722	70.3	278,503	75.1	271,089	76.4
	Total	585,718	63.5	566,092	64.7	565,890	69.3	549,539	71.0
Mathematics	Boys	298,652	53.9	288,609	56.8	288,585	60.5	280,367	62.4
	Girls	287,808	58.8	278,822	59.0	278,603	63.5	270,434	66.0
	Total	586,460	56.3	567,431	57.9	567,188	62.0	550,801	64.2

1. 2011 figures are provisional. All other years are final.

2. Pupils included are those at the end of Key Stage 4 who have valid matched KS2 result or teacher assessment. Pupils with no prior attainment record are excluded from the calculation unless they are ungraded or have achieved grade B or above at GCSE. A full explanation of how expected progress is calculated is included in the SFR:

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00196799/key-stage-2-to-4-progression-measures>

3. Maintained schools (including academies, City Technology Colleges) excluding hospital schools, Pupil Referral Units, Alternative Provision independent schools and all special schools

4. Maintained schools (including academies, City Technology Colleges, and special schools) excluding hospital schools, Pupil Referral Units and Alternative Provision

Table 1d: Percentage of pupils making expected progress¹ in English and mathematics between Key Stage 2 and Key Stage 4 by KS2 attainment level and KS4 outcome
Year: 2010/11 (Provisional)
Coverage: England

Maintained mainstream schools²											
GCSE English grade											
		A*	A	B	C	D	E	F	G	U / No entry	% making expected progress
Key Stage 2 English attainment level	W	0	x	x	21	44	70	82	43	143	64.9
	1	0	0	10	48	164	318	443	236	481	57.8
	2	x	17	85	901	2,713	4,769	3,777	1,513	2,246	53.0
	3	5	121	1,394	15,763	26,989	18,787	6,721	1,935	4,067	58.4
	4	1,311	12,969	55,148	120,799	50,574	11,541	2,794	1,147	4,481	72.9
	5	21,648	54,652	61,922	29,730	3,248	411	126	95	936	80.0
	No valid KS2 level2	969	2,490	4,137	7,038	5,721	4,799	3,150	1,407	5,152	59.6
GCSE mathematics grade											
		A*	A	B	C	D	E	F	G	U / No entry	% making expected progress
Key Stage 2 mathematics attainment level	W	0	3	5	9	18	26	85	125	158	63.2
	1	0	x	3	10	29	83	243	426	539	27.7
	2	0	17	69	363	782	2,108	5,225	5,284	2,860	20.0
	3	23	292	1,969	15,449	19,712	24,675	20,976	7,159	4,682	39.4
	4	1,243	12,151	41,219	107,489	43,031	19,047	7,081	1,873	3,814	68.4
	5	31,603	56,970	51,257	32,405	3,193	529	142	73	842	79.0
	No valid KS2 level2	2,075	3,393	4,294	6,283	3,266	3,312	4,257	3,560	4,495	68.5
Maintained schools³											
GCSE English grade											
		A*	A	B	C	D	E	F	G	U / No entry	% making expected progress
Key Stage 2 English attainment level	W	0	x	x	23	45	71	88	46	1,260	18.0
	1	0	0	10	49	166	335	474	256	1,588	35.9
	2	x	18	85	907	2,749	4,899	3,916	1,570	3,623	48.7
	3	5	121	1,394	15,793	27,054	18,895	6,803	1,970	4,573	57.9
	4	1,311	12,972	55,155	120,843	50,632	11,630	2,828	1,165	4,711	72.8
	5	21,648	54,653	61,926	29,741	3,255	417	126	98	950	80.0
	No valid KS2 level2	969	2,492	4,138	7,051	5,763	4,895	3,254	1,463	9,086	45.5
GCSE mathematics grade											
		A*	A	B	C	D	E	F	G	U / No entry	% making expected progress
Key Stage 2 mathematics attainment level	W	0	3	5	9	19	28	91	137	1,176	19.9
	1	0	x	3	10	31	88	270	477	1,497	17.0
	2	0	18	70	377	807	2,206	5,399	5,500	4,045	18.9
	3	23	293	1,974	15,491	19,798	24,804	21,137	7,299	5,154	39.2
	4	1,245	12,156	41,229	107,554	43,109	19,156	7,165	1,902	4,018	68.3
	5	31,605	56,973	51,266	32,424	3,211	534	146	77	861	79.0
	No valid KS2 level2	2,076	3,394	4,297	6,302	3,298	3,402	4,431	3,731	8,160	54.5

Note: Cells in grey relate to pupils who are not included in the calculation of progress measures

1. A full explanation of how expected progress is calculated is included in the SFR:

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00196799/key-stage-2-to-4-progression-measures>

2. Maintained schools (including academies, City Technology Colleges) excluding hospital schools, Pupil Referral Units, Alternative Provision independent schools and all special schools

3. Maintained schools (including academies, City Technology Colleges, and special schools) excluding hospital schools, Pupil Referral Units and Alternative Provision

Table 2: National performance of pupils attaining Levels 1 and 2 (including English and mathematics) for pupils at the end of Key Stage 4

Years: 2005/06 - 2010/11¹ (Provisional)²

Coverage: England

	2005/06			2006/07			2007/08			2008/09			2009/10			2009/10 with iGCSE ⁵			2010/11		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of pupils	331,343	317,490	648,833	334,369	320,777	655,146	334,245	318,838	653,083	324,890	309,606	634,496	328,005	311,258	639,263	328,005	311,258	639,263	322,213	306,992	629,205
Percentage who achieved at GCSE or equivalent:																					
5+A*-C grades	54.3	63.9	59.0	57.0	66.0	61.4	60.9	69.9	65.3	65.8	74.5	70.0	71.3	79.6	75.3	71.4	79.7	75.4	75.0	82.7	78.8
- Including English and Mathematics GCSE	41.3	50.1	45.6	41.9	51.0	46.3	43.2	52.3	47.6	45.7	54.1	49.8	49.2	57.9	53.4	49.3	57.9	53.5	54.6	62.2	58.3
- Including English and Mathematics skills ³ at Level 2	42.2	50.7	46.4	43.7	52.3	47.9	46.2	54.4	50.2	48.9	56.6	52.7	52.3	60.1	56.1	52.4	60.1	56.2	57.1	64.1	60.5
English and Mathematics GCSEs at grades A*-C	42.6	51.2	46.8	43.0	52.0	47.4	44.0	53.0	48.4	46.3	54.7	50.4	49.8	58.4	54.0	49.9	58.4	54.0	55.5	62.8	59.0
English and Mathematics skills at Level 2	44.0	52.1	47.9	45.9	53.9	49.8	48.3	55.9	52.0	50.8	57.8	54.2	53.9	61.1	57.4	54.0	61.2	57.5	58.6	65.0	61.8
5+A*-G grades	87.8	92.5	90.1	88.8	93.1	90.9	89.6	93.6	91.6	90.4	94.4	92.3	90.9	94.7	92.8	91.1	94.8	92.9	91.6	94.6	93.1
- Including English and Mathematics GCSE	84.6	90.3	87.4	84.5	89.9	87.1	84.8	90.1	87.4	85.8	90.8	88.3	86.4	91.1	88.7	86.5	91.2	88.8	90.0	93.3	91.6
- Including English and Mathematics skills ³ at Level 1	84.8	90.4	87.5	84.7	90.1	87.3	85.1	90.3	87.6	86.1	91.0	88.5	86.8	91.3	89.0	86.8	91.4	89.1	90.3	93.5	91.8
English and Mathematics GCSEs at grades A*-G	87.7	92.2	89.9	86.9	91.2	89.0	87.3	91.8	89.5	88.0	92.2	90.1	88.3	92.4	90.3	88.4	92.5	90.4	91.9	94.6	93.3
English and Mathematics skills at Level 1	88.1	92.4	90.2	87.9	92.2	90.0	88.2	92.3	90.2	88.9	92.8	90.8	89.3	93.1	91.2	89.4	93.1	91.2	92.8	95.2	93.9
Any qualification ⁴	96.7	98.1	97.3	97.4	98.7	98.0	98.1	99.1	98.6	98.3	99.5	98.9	98.5	99.6	99.0	98.6	99.6	99.1	98.8	99.4	99.1

Note: From 2010 iGCSEs, accredited at time of publication, have been included in these measures.

1. Including attempts and achievements by these pupils in previous academic years.

2. Figures for 2010/11 are provisional, all other figures are final.

3. Includes the equivalent levels in functional skills, key skills or basic skills.

4. This includes passes in entry level qualifications which do not contribute towards A*-C or A*-G thresholds.

Table 3: GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by admissions basis
Year: 2010/11¹ (Provisional)
Coverage: England

School Type (Admissions basis)	Number of end of Key Stage 4 pupils	Percentage entered for 5+ GCSEs or equivalent ²	Percentage who achieved at GCSE or equivalent ⁶				Percentage entered for GCSEs or equivalents ²	Percentage who achieved at GCSE or equivalent ⁶	
			5+ A*-C grades	5+ A*-C inc. English & mathematics	5+ A*-G grades	5+ A*-G inc. English & mathematics		1+ A*-C grades	Any passes
Comprehensive Schools									
Boys	259,896	97.0	77.6	54.0	95.9	94.4	100.0	94.5	100.0
Girls	252,794	97.8	84.0	60.9	97.0	95.8	100.0	96.4	100.0
Total	512,690	97.4	80.7	57.4	96.4	95.0	100.0	95.4	100.0
Selective Schools									
Boys	11,229	99.9	99.1	98.5	99.9	99.8	100.0	100.0	100.0
Girls	11,174	99.8	99.4	98.8	99.8	99.7	100.0	100.0	100.0
Total	22,403	99.9	99.2	98.6	99.9	99.7	100.0	100.0	100.0
Modern Schools									
Boys	11,032	97.5	74.6	46.2	96.2	95.1	100.0	94.7	100.0
Girls	11,483	97.5	80.9	54.3	96.8	95.7	100.0	96.2	100.0
Total	22,515	97.5	77.8	50.4	96.5	95.4	100.0	95.4	100.0
Maintained Special Schools									
Boys	6,871	46.9	1.5	0.4	13.2	9.0	75.2	13.7	78.1
Girls	2,691	39.5	0.9	0.4	6.2	3.4	65.8	8.4	69.1
Total	9,562	44.8	1.3	0.4	11.2	7.4	72.6	12.2	75.6
All Maintained Schools									
Boys	289,028	95.9	76.5	54.2	94.1	92.6	99.7	92.8	99.8
Girls	278,142	97.3	83.6	61.5	96.2	95.0	100.0	95.7	100.0
Total	567,170	96.6	80.0	57.8	95.1	93.8	99.8	94.2	99.9
Hospital Schools, PRUs & AP³									
Boys	6,809	23.2	2.8	1.2	16.6	13.5	71.6	20.3	77.1
Girls	3,508	27.3	4.7	2.7	20.4	17.4	76.2	26.0	81.0
Total	10,317	24.6	3.5	1.7	17.9	14.8	73.1	22.2	78.4
All Maintained Schools, Hospital Schools, PRUs & AP³									
Boys	295,837	94.2	74.8	53.0	92.3	90.7	99.0	91.1	99.2
Girls	281,650	96.4	82.7	60.8	95.3	94.0	99.7	94.8	99.8
Total	577,487	95.3	78.6	56.8	93.7	92.4	99.3	92.9	99.5
Independent Schools⁴									
Boys	26,376	85.6	77.7	73.0	84.2	81.3	93.3	88.6	94.2
Girls	25,342	87.8	83.0	78.3	87.2	85.0	93.6	91.5	94.4
Total	51,718	86.7	80.3	75.6	85.7	83.1	93.5	90.0	94.3
All Schools									
Boys	322,213	93.5	75.0	54.6	91.6	90.0	98.5	90.9	98.8
Girls	306,992	95.7	82.7	62.2	94.6	93.3	99.2	94.6	99.4
Total	629,205	94.6	78.8	58.3	93.1	91.6	98.9	92.7	99.1

1. Including attempts and achievements by these pupils in previous academic years.
2. This also includes attempts in entry level qualifications which are assessed below grade G.
3. Including pupils in Pupil Referral Units and Alternative Provision.
4. Including non-maintained and independent special schools.

Table 4: Average point scores, the English Baccalaureate and A* to C achievement of GCSE English and mathematics of pupils at the end of Key Stage 4 by admissions basis

Year: 2010/11¹ (Provisional)

Coverage: England

School Type (Admissions basis)	Average capped ² GCSE and equivalents point score per pupil	Average GCSE and equivalents point score per pupil	English Baccalaureate		GCSE or iGCSE English & mathematics at A*-C		
			Per cent entered components	Per cent passed	Per cent entered components	Per cent passed	
Comprehensive Schools							
Boys	330.1	452.3	17.9	10.9	97.4	54.7	
Girls	350.5	489.8	22.3	16.4	98.1	61.3	
Total	340.1	470.8	20.0	13.6	97.7	58.0	
Selective Schools							
Boys	412.9	574.8	75.2	66.2	99.9	98.9	
Girls	421.8	592.0	74.9	69.7	99.8	99.1	
Total	417.3	583.4	75.0	67.9	99.9	99.0	
Modern Schools							
Boys	320.7	444.0	9.7	4.6	98.2	47.2	
Girls	339.9	481.4	13.8	8.7	98.4	54.8	
Total	330.5	463.1	11.8	6.7	98.3	51.1	
Maintained Special Schools							
Boys	76.2	82.1	0.1	0.0	15.8	0.6	
Girls	57.5	61.9	0.0	0.0	6.8	0.4	
Total	70.9	76.4	0.0	0.0	13.3	0.6	
All Maintained Schools							
Boys	326.9	448.0	19.4	12.5	95.6	54.9	
Girls	350.1	489.4	23.8	18.1	97.3	62.0	
Total	338.3	468.3	21.6	15.2	96.4	58.4	
Hospital Schools, PRUs & AP³							
Boys	71.6	73.8	0.0	0.0	29.6	2.2	
Girls	82.3	85.4	0.3	0.1	36.1	4.2	
Total	75.2	77.8	0.1	0.0	31.8	2.9	
All Maintained Schools, Hospital Schools, PRUs & AP³							
Boys	321.0	439.4	18.9	12.3	94.0	53.7	
Girls	346.7	484.4	23.5	17.8	96.5	61.3	
Total	333.6	461.3	21.2	15.0	95.3	57.4	
Independent Schools⁴							
Boys	326.5	373.7	33.8	27.9	84.1	75.6	
Girls	351.8	416.0	45.1	40.1	86.5	79.8	
Total	338.9	394.4	39.3	33.9	85.2	77.6	
All Schools							
Boys	321.5	434.0	20.1	13.5	93.2	55.5	
Girls	347.1	478.7	25.3	19.7	95.7	62.8	
Total	334.0	455.8	22.7	16.5	94.4	59.0	

1. Including attempts and achievements by these pupils in previous academic years.

2. Average capped point scores are calculated using the best 8 GCSEs results or the equivalent.

3. Including pupils in Pupil Referral Units and Alternative F

4. Including non-maintained and independent special schc

Table 5: Percentages of pupils achieving level 2 at the end of Key Stage 4 by qualification families and by admissions basis
Year: 2010/11¹ (Provisional)
Coverage: England

School Type (Admissions basis)	Number of end of Key Stage 4 pupils	Percentages of pupils achieving 5 or more GCSEs at grade A*-C as successive equivalents are included				Percentages of pupils achieving 5 or more GCSEs at grade A*-C including English & mathematics GCSEs or iGCSE ⁵ as successive equivalents are included			
		GCSE only (inc. short course)	GCSE inc. iGCSE and applied GCSEs	GCSEs, iGCSEs, app GCSEs and BTECs	GCSEs and all equivalents	GCSE only (inc. short course)	GCSE inc. iGCSE and applied GCSEs	GCSEs, iGCSEs, app GCSEs and BTECs	GCSEs and all equivalents
Comprehensive Schools									
Boys	259,896	50.0	50.9	64.8	77.6	46.7	47.3	51.7	54.0
Girls	252,794	59.4	60.9	73.5	84.0	54.7	55.6	59.2	60.9
Total	512,690	54.6	55.9	69.1	80.7	50.7	51.4	55.4	57.4
Selective Schools									
Boys	11,229	98.7	98.8	98.8	99.1	98.2	98.2	98.3	98.5
Girls	11,174	99.2	99.2	99.2	99.4	98.7	98.7	98.7	98.8
Total	22,403	98.9	99.0	99.0	99.2	98.4	98.5	98.5	98.6
Modern Schools									
Boys	11,032	38.8	39.9	60.9	74.6	35.9	36.7	43.7	46.2
Girls	11,483	50.5	52.0	69.8	80.9	45.9	46.8	52.5	54.3
Total	22,515	44.8	46.1	65.4	77.8	41.0	41.8	48.2	50.4
Maintained Special Schools									
Boys	6,871	0.3	0.4	0.7	1.5	0.3	0.3	0.3	0.4
Girls	2,691	0.5	0.6	0.8	0.9	0.3	0.4	0.4	0.4
Total	9,562	0.4	0.4	0.7	1.3	0.3	0.3	0.3	0.4
All Maintained Schools									
Boys	289,028	50.3	51.2	64.4	76.5	47.2	47.7	52.0	54.2
Girls	278,142	60.1	61.5	73.7	83.6	55.6	56.4	59.9	61.5
Total	567,170	55.1	56.3	69.0	80.0	51.3	52.0	55.9	57.8
Hospital Schools, PRUs & AP²									
Boys	6,809	0.6	0.6	1.0	2.8	0.5	0.5	0.6	1.2
Girls	3,508	1.7	1.7	2.2	4.7	1.5	1.6	1.6	2.7
Total	10,317	1.0	1.0	1.4	3.5	0.9	0.9	0.9	1.7
All Maintained Schools, Hospital Schools, PRUs & AP²									
Boys	295,837	49.2	50.0	63.0	74.8	46.1	46.7	50.8	53.0
Girls	281,650	59.3	60.8	72.8	82.7	54.9	55.7	59.2	60.8
Total	577,487	54.1	55.3	67.8	78.6	50.4	51.1	54.9	56.8
Independent Schools³									
Boys	26,376	66.3	76.9	77.1	77.7	62.7	72.7	72.8	73.0
Girls	25,342	78.0	82.4	82.5	83.0	74.0	78.1	78.1	78.3
Total	51,718	72.0	79.6	79.7	80.3	68.2	75.3	75.4	75.6
All Schools									
Boys	322,213	50.6	52.2	64.1	75.0	47.4	48.8	52.6	54.6
Girls	306,992	60.9	62.6	73.6	82.7	56.5	57.6	60.8	62.2
Total	629,205	55.6	57.3	68.7	78.8	51.9	53.1	56.6	58.3

1. Including attempts and achievements by these pupils in previous academic years.

2. Including pupils in Pupil Referral Units and Alternative Provision.

3. Including non-maintained and independent special schools.

Table 6: GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by school type
Year: 2010/11¹ (Provisional)
Coverage: England

School Type ²	Number of end of Key Stage 4 pupils	Percentage entered for 5+ GCSEs or equivalent ³	Percentage who achieved at GCSE or equivalent ⁵				Percentage entered for GCSEs or equivalent ³	Percentage who achieved at GCSE or equivalent		English Baccalaureate	
			5+ A*-C grades	5+ A*-C inc. English & mathematics	5+ A*-G grades	5+ A*-G inc. English & mathematics		1+ A*-C grades	Any passes	Per cent entered components	Per cent passed
Community School											
Boys	123,563	97.0	75.8	52.9	95.8	94.1	100.0	93.8	100.0	17.5	10.6
Girls	122,252	97.7	82.7	60.3	96.9	95.6	100.0	96.0	100.0	22.5	16.6
Total	245,815	97.3	79.2	56.6	96.3	94.9	100.0	94.9	100.0	20.0	13.6
Voluntary Aided School											
Boys	40,752	98.1	83.4	64.9	97.4	96.6	100.0	96.3	100.0	28.1	19.4
Girls	40,345	98.5	87.7	68.9	98.0	97.2	100.0	97.4	100.0	30.9	23.9
Total	81,097	98.3	85.5	66.9	97.7	96.9	100.0	96.9	100.0	29.5	21.7
Voluntary Controlled School											
Boys	8,760	97.4	77.9	58.8	96.4	95.1	100.0	93.8	100.0	23.2	15.2
Girls	8,383	98.1	84.3	67.7	97.4	96.5	100.0	96.1	100.0	30.3	24.3
Total	17,143	97.8	81.1	63.2	96.9	95.8	100.0	94.9	100.0	26.7	19.6
Foundation School											
Boys	84,330	97.3	79.1	56.6	96.2	94.9	100.0	95.2	100.0	21.3	14.3
Girls	82,329	98.0	85.2	63.6	97.3	96.3	100.0	96.9	100.0	25.6	19.8
Total	166,659	97.7	82.2	60.1	96.8	95.6	100.0	96.0	100.0	23.4	17.0
City Technology College											
Boys	218	100.0	99.5	88.5	100.0	99.5	100.0	100.0	100.0	50.0	39.4
Girls	278	99.6	98.9	83.5	99.6	99.6	100.0	100.0	100.0	36.7	29.1
Total	496	99.8	99.2	85.7	99.8	99.6	100.0	100.0	100.0	42.5	33.7
Academy⁴											
Boys	24,130	95.4	79.8	47.4	94.3	92.2	100.0	95.1	100.0	11.3	7.3
Girls	21,584	96.6	85.1	52.2	95.5	93.6	100.0	96.8	100.0	12.0	8.7
Total	45,714	96.0	82.3	49.7	94.9	92.9	100.0	95.9	100.0	11.6	8.0
Community Special School											
Boys	6,411	46.2	1.4	0.4	12.7	8.5	74.8	13.2	77.7	0.1	0.0
Girls	2,480	38.2	0.8	0.3	5.4	3.1	65.0	7.9	68.4	0.0	0.0
Total	8,891	44.0	1.2	0.4	10.6	7.0	72.1	11.8	75.1	0.0	0.0
Foundation Special School											
Boys	460	57.4	2.4	0.7	20.4	15.4	81.7	20.0	83.9	0.0	0.0
Girls	211	54.0	1.4	1.4	15.6	7.1	74.9	13.7	77.3	0.0	0.0
Total	671	56.3	2.1	0.9	18.9	12.8	79.6	18.0	81.8	0.0	0.0
Other Maintained Schools											
Boys	404	94.6	73.0	43.1	92.8	91.6	99.8	94.1	99.8	5.2	1.5
Girls	280	97.5	81.4	45.4	97.1	94.6	100.0	96.8	100.0	12.1	8.6
Total	684	95.8	76.5	44.0	94.6	92.8	100.0	95.2	100.0	8.0	4.4
All Maintained Schools											
Boys	289,028	95.9	76.5	54.2	94.1	92.6	99.7	92.8	99.8	19.4	12.5
Girls	278,142	97.3	83.6	61.5	96.2	95.0	100.0	95.7	100.0	23.8	18.1
Total	567,170	96.6	80.0	57.8	95.1	93.8	99.8	94.2	99.9	21.6	15.2
Non Maintained Special Schools											
Boys	433	46.9	6.2	4.4	21.5	16.9	70.9	26.3	73.9	1.8	1.4
Girls	166	47.0	9.0	5.4	20.5	17.5	72.9	25.9	78.3	1.2	0.6
Total	599	46.9	7.0	4.7	21.2	17.0	71.5	26.2	75.1	1.7	1.2
Independent Special School											
Boys	1,547	41.9	8.3	5.8	27.5	23.7	70.6	27.0	71.7	0.2	0.1
Girls	465	40.2	4.1	2.6	24.1	21.3	67.7	25.6	69.0	0.0	0.0
Total	2,012	41.5	7.3	5.0	26.7	23.2	69.9	26.6	71.1	0.1	0.1
Independent Schools											
Boys	24,396	89.1	83.4	78.5	88.9	86.1	95.2	93.7	95.9	36.4	30.2
Girls	24,711	89.0	84.9	80.2	88.9	86.6	94.3	93.2	95.0	46.2	41.1
Total	49,107	89.0	84.2	79.4	88.9	86.3	94.7	93.4	95.5	41.4	35.7
Hospital Schools, PRUs & AP⁵											
Boys	6,809	23.2	2.8	1.2	16.6	13.5	71.6	20.3	77.1	0.0	0.0
Girls	3,508	27.3	4.7	2.7	20.4	17.4	76.2	26.0	81.0	0.3	0.1
Total	10,317	24.6	3.5	1.7	17.9	14.8	73.1	22.2	78.4	0.1	0.0
All Schools											
Boys	322,213	93.5	75.0	54.6	91.6	90.0	98.5	90.9	98.8	20.1	13.5
Girls	306,992	95.7	82.7	62.2	94.6	93.3	99.2	94.6	99.4	25.3	19.7
Total	629,205	94.6	78.8	58.3	93.1	91.6	98.9	92.7	99.1	22.7	16.5

1. Including attempts and achievements by these pupils in previous academic years.
2. School type as recorded in the Secondary School Performance Tables.
3. Includes attempts in entry level qualifications which are assessed below grade G.
4. Includes all academies that were open as at 12 September 2010. SFRs in future years will look to report different types of academies separately.
5. Including pupils in Pupil Referral Units and Alternative Provision.