

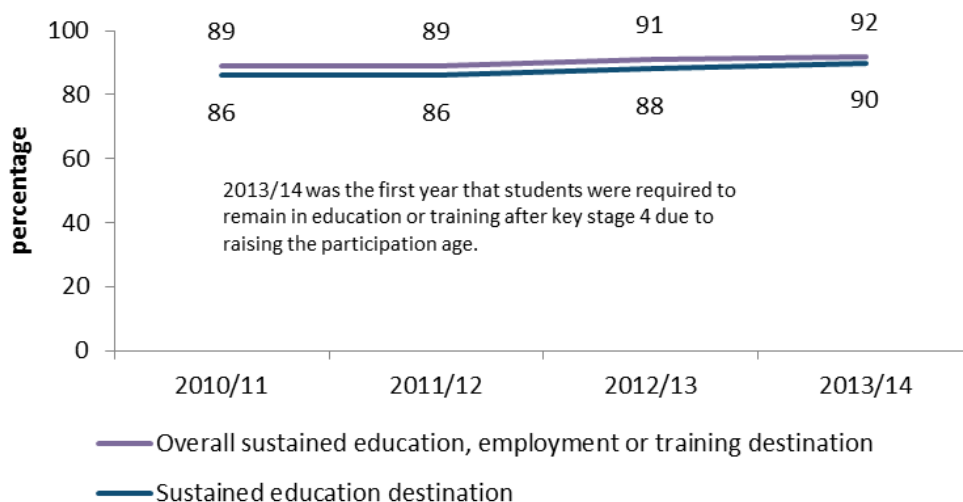


Destinations of key stage 4 and key stage 5 students in state-funded and independent institutions, England, 2013/14

SFR 05/2016, 21 January 2016

Sustained destinations after key stage 4 have increased since 2012/13

Percentage of students going to sustained education, employment or training destinations after key stage 4: England: 2010/11 - 2013/14 (state-funded mainstream schools)

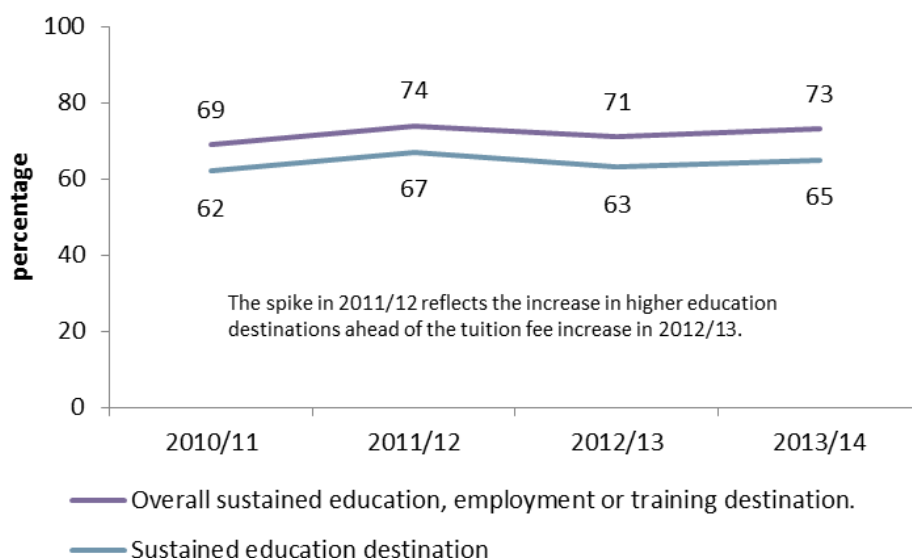


Sustained education, employment or training destinations have increased by 1 percentage point since 2012/13 and by 3 percentage points since 2010/11.

Education destinations have increased by 2 percentage points since 2012/13 and by 4 percentage points since 2010/11.

Sustained destinations after key stage 5 have also increased since 2012/13

Percentage of students going to sustained education, employment or training destinations after key stage 5: England: 2010/11 - 2013/14 (state-funded mainstream schools and colleges)



Overall sustained destinations after key stage 5 have increased by 2 percentage points since 2012/13 and by 4 percentage points since 2010/11.

Education destinations have increased by 2 percentage points since 2012/13 and by 3 percentage points since 2010/11.

Contents

1.	Destinations after key stage 4	4
2.	Destinations after key stage 4 by characteristics	6
3.	Destinations from independent schools after key stage 4	8
4.	Destinations for special schools, pupil referral units and other alternative provision after key stage 4 ..	9
5.	Destinations after key stage 5	13
6.	Destinations after key stage 5 by characteristics	15
7.	Destinations for independent schools after key stage 5	19
8.	Destinations for special schools after key stage 5.....	20
9.	Accompanying tables.....	21
10.	Some other essential points to note:	23
11.	Further information is available.....	24
12.	Official Statistics.....	25
13.	Technical information.....	25
14.	Get in touch.....	25

About this release

This experimental statistical first release (SFR) shows the percentage of young people progressing to specified destinations in 2013/14. These are young people in key stage 4 (KS4) and key stage 5 (KS5) in 2012/13.

- The key stage 4 measure is based on activity the year after the young person finished compulsory schooling.
- The key stage 5 measure is based on activity in the year after the young person took their A Level or other level 3 qualifications.

The data presented in this publication contain revised figures for state-funded institutions, in addition to newly published destinations for independent schools. The figures are revised due to the availability of new data and were first published as provisional statistics on 20 October 2015.

Background and context

Destination measures provide clear and comparable information on the success of schools and colleges in helping their young people continue in education, employment or training.

Timeliness of data

There is a time lag between students completing their key stage and destination measures being published. A year has to elapse and datasets have to be combined before measuring sustained participation in education or training, which causes this time lag.

In this publication

The following tables are included in the SFR:

- Key stage 4 national and local authority level (including characteristics) (Excel .xls)
- Key stage 4 institutional level (including characteristics) (Excel .xls)
- Key stage 4 parliamentary constituency level (Excel .xls)
- Key stage 5 national and local authority level (including characteristics) (Excel .xls)
- Key stage 5 institutional level (including characteristics) (Excel .xls)
- Key stage 5 parliamentary constituency level (Excel .xls)
- Underlying data and metadata (Excel .csv)

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

Key points to note:

Sustained destinations

To be included in the measure, young people have to show sustained participation in education, training or employment destinations in all of the first two terms of the year after they completed key stage 4 or took A level or other level 3 qualifications (October 2013 to March 2014).

Destination not sustained

This includes students who were in education or employment/training but they did not have continuous participation from October to March of the destination year.

Activity not captured

These young people may have been attending an independent school missing from our data, a Scottish or Welsh college or school, have left the country, been in custody or their whereabouts not known.

For further detail on exactly which students are included in each of these categories, see our [technical note](#).

Rounding

Individual figures may not sum to totals due to rounding. All percentages are rounded to the nearest whole number. All cohort numbers are rounded to the nearest 10.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at

Destination.measures@education.gsi.gov.uk

1. Destinations after key stage 4 (Table NA1)

In 2013/14, 92% of young people went into a sustained education, training or employment destination after key stage 4. This is a 1 percentage point increase on the previous year and a 3 percentage point increase on 2010/11. It should be noted that the 2013/14 destinations include the first cohort of young people required to remain in education or training in compliance with raising the participation age.

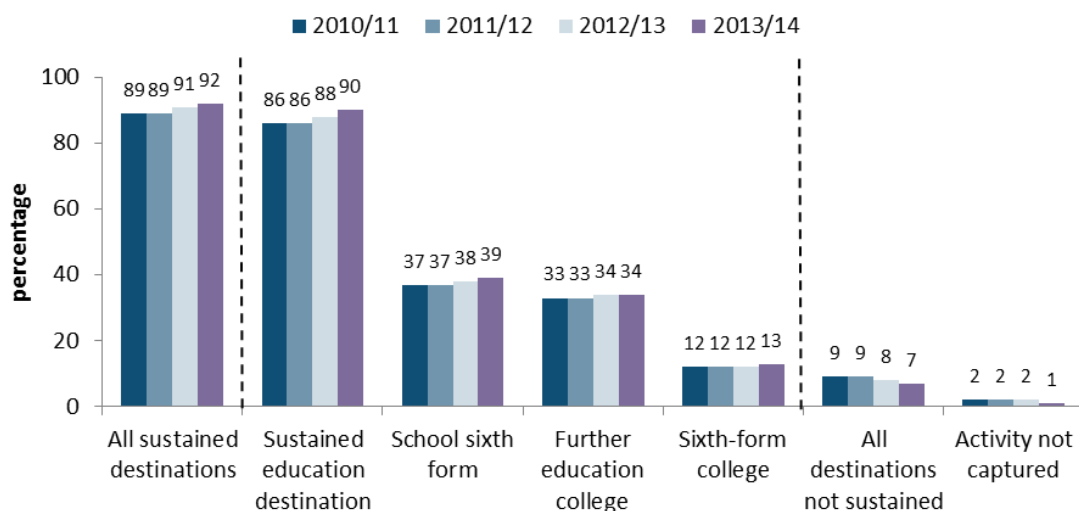
Raising the participation age

The Department's [Participation in Education, Training and Employment measures](#) are used to monitor progress against the Department's objectives of raising participation and reducing the number of young people not in education, employment or training (NEET).

The 2013/14 increase in overall destinations is achieved through an increase in education destinations to 90%. This is up 2 percentage points from 2012/13 and 4 percentage points from 2010/11.

Young people who did not sustain their destination or whose activity was not captured have both reduced by 1 percentage point to 7% and 1% respectively.

**Figure 1: Sustained destinations¹ after key stage 4
England, 2010/11 - 2013/14 (state-funded mainstream schools)**



Number of students in cohort, underlying data to figure 1

2010/11	2011/12	2012/13	2013/14
568,410	557,360	551,580	561,110

- From 2011/12 onwards, education destinations also include independent schools, special schools, post 16 specialist institutions, pupil referral units and alternative provision; these comprise less than 0.5% of destinations.
- Other education destinations and other sustained destinations are not included in figure 1. See table 1.

What destinations were chosen?

Most went to school sixth-forms and further education colleges.	School sixth-form schools continue to be the most common destination for young people (39%) with further education colleges the second most common (34%) followed by sixth-form colleges (13%).
Some students took apprenticeships.	5% went on to an apprenticeship the year after key stage 4. This has remained constant for 4 years.
A small percentage went on to other destinations.	2% went on to other sustained employment and/or training destinations (unchanged from 2012/13).
Some didn't complete two terms.	7% of young people were recorded in not-sustained destinations as they had some participation but did not remain in education or employment/training for the required two terms of sustained participation. This is a 1 percentage point reduction from 2012/13 and a 2 percentage point reduction from 2010/11.
Some had no recorded activity.	The number of young people with no activity captured in the data has fallen to 1%, which was previously at 2% from 2010/11 to 2012/13.

Apprenticeships

Students reported in apprenticeship destinations will also be recorded in one of the other reporting lines, for example, further education college.

Table 1: Education, employment and training destinations after key stage 4 England, 2010/11 - 2013/14 (state-funded mainstream)

Destinations	Destination year			
	2010/11	2011/12	2012/13	2013/14
Number of students	568,410	557,360	551,580	561,110
Overall sustained education, employment or training destination.	89%	89%	91%	92%
Sustained education destination ¹	86%	86%	88%	90%
Further education college	33%	33%	34%	34%
School sixth-form	37%	37%	38%	39%
Sixth-form college	12%	12%	12%	13%
Other education destinations ²	4%	4%	4%	4%
Other sustained destinations ³	3%	3%	2%	2%
Apprenticeships ⁴	5%	5%	5%	5%
Destination not sustained	9%	9%	8%	7%
Activity not captured	2%	2%	2%	1%

Source: National pupil database

Footnotes

1. From 2011/12 onwards, education destinations also include independent schools, special schools, post 16 specialist institutions, pupil referral units and alternative provision; these comprise less than 0.5% of destinations.
2. For 2010/11, other education destinations include other further education providers, higher education institutions and education combinations. From 2011/12 onwards, other education destinations additionally include independent schools, special schools, post 16 specialist institutions, pupil referral units and alternative provision.
3. Other sustained destinations include employment, training and education/employment/training combination destinations.
4. Apprenticeships are a subset of all other destinations.

2. Destinations after key stage 4 by characteristics (Tables NA11 – NA16)

Gender

92% of both females and males were in sustained education, employment or training destinations. The male figure is revised up from 91% in the provisional publication. The proportion of those in sustained destinations has increased by 1 percentage point for females and 2 percentage points for males since 2012/13.

Of the students with sustained education destinations, school sixth-forms were the most common destinations for both genders with females (41%) more likely to choose this option than males (37%). Further education colleges were the second most common destinations for both genders with males (36%) more likely to choose this option than females (32%).

Disadvantage and free school meals

Disadvantaged students were less likely to have a sustained education, employment or training destination than all other students. 85% of disadvantaged students were recorded in a sustained destination, compared with 94% for all other students.

The most common destination for disadvantaged students was a further education college destination (41%), compared to a school sixth-form destination (43%) for all other students. The figures for disadvantaged students are very similar to the breakdowns for free school meals eligible students who are a subset of the wider disadvantaged group.

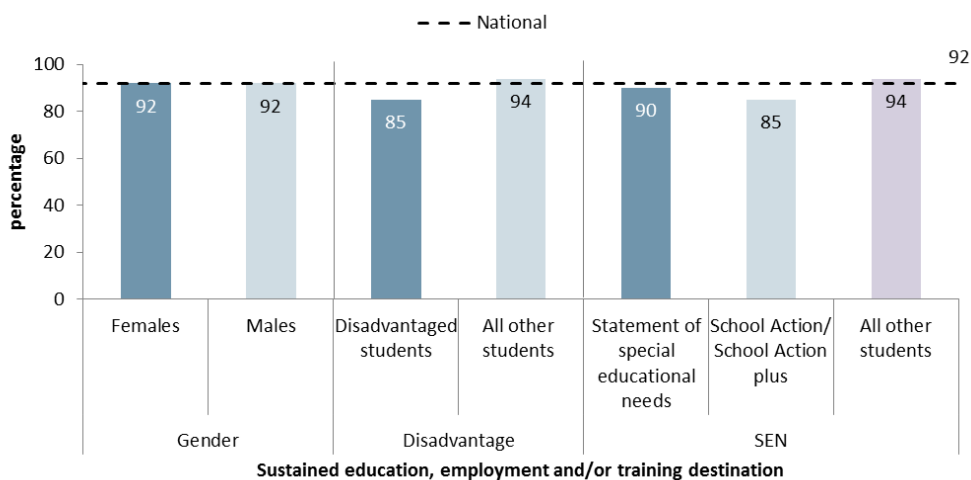
Special educational needs

Special educational needs students were less likely to have a sustained education, employment or training destination than all other students. 90% of students with a statement of special educational needs were recorded in a sustained destination and 85% of students on 'school action/ school action plus'. This compares with 94% for all other students without special educational needs.

Education destination varied according to special educational needs status. 88% of students with a statement of special educational needs went to a sustained education destination compared to 82% on 'school action/ school action plus' and 92% for those without special educational needs.

The most common destinations for students with a statement and on 'school action/ school action plus' was a further education college (56% and 48% respectively), while for students without special educational needs it was a school sixth-form (43%).

Figure 2: Sustained education, employment and/or training destinations after key stage 4 by student characteristics, England, 2013/14 (state-funded mainstream schools)



Number of students in cohort, underlying data to figure 2

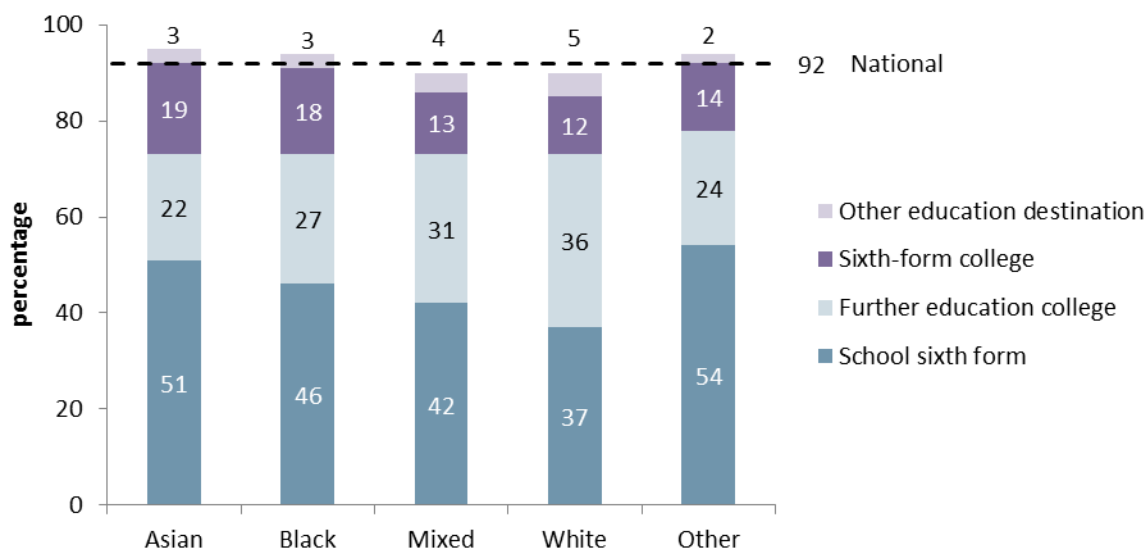
Females	Males	Disadvantaged students	All other students	Statement of special educational needs	School Action/ School Action +	All other students
277,590	283,520	148,270	412,850	11,590	97,310	452,220

Ethnicity

Students from Asian, Black, and other ethnic origin backgrounds had the highest percentage in sustained education, employment or training destinations (94%). Students from Mixed ethnic origin backgrounds had the lowest percentage (91%) with sustained destinations, which is below the national figure of 92% for sustained destinations. The figure for White ethnic origin students is revised up from 91% in the provisional publication and now aligns with the national figure of 92%.

Students from White ethnic backgrounds had the highest percentage going to further education colleges (36%) and the lowest percentage going to school sixth-forms (37%). This compares to students from other ethnic origins, where 24% went to further education colleges and 54% went to school sixth-forms.

Figure 3: Sustained destinations after key stage 4 by ethnicity England, 2013/14 (state-funded mainstream schools)



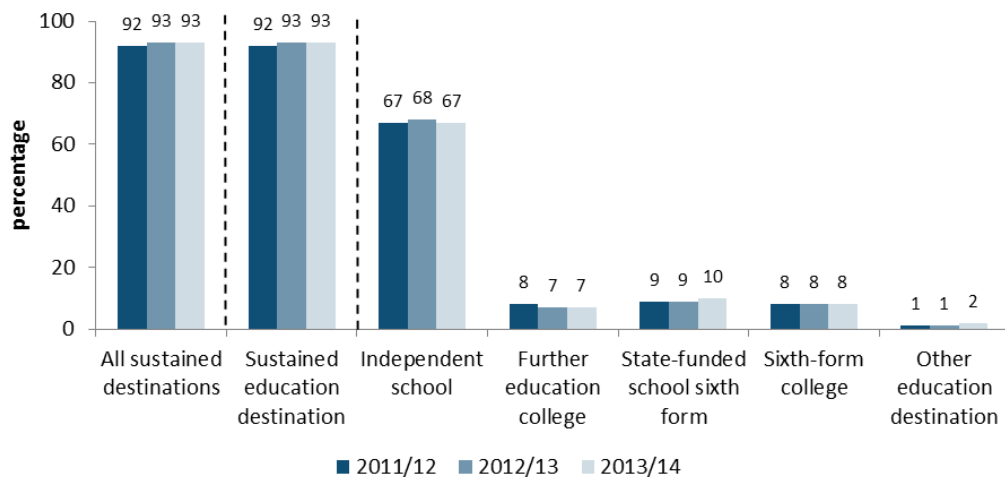
Number of students in cohort, underlying data to figure 3				
Asian	Black	Mixed	White	Other
46,190	27,010	21,240	451,960	9,390

3. Destinations from independent schools after key stage 4 (Tables NA1, NA11)

NA11)

Destinations from independent schools were not included in the October 2015 provisional publication but are included in this revised version.

Figure 4: Sustained destinations after key stage 4 England, 2011/12 - 2013/14 (independent schools)



Number of students in cohort, underlying data to figure 4		
2011/12	2012/13	2013/14
40,770	43,220	42,860

What destinations were chosen?

93% of independent school students went into a sustained destination.

Of those independent schools included in our measure, 93% of students were recorded in an education, training or employment destination in 2013/14 which is the same as 2012/13 but up 1 percentage point on 2011/12. These figures are reflected in the sustained education destinations.

Most continued in the independent sector.

67% of students attending an independent school continued on to an independent school after key stage 4 which is 1 percentage point down from 2012/13 but the same as 2011/12.

A quarter moved into state-funded provision after key stage 4.

26% did not remain in the independent sector and moved into state-funded provision, the most common being school sixth-forms (10%), sixth-form colleges (8%) and further education colleges (7%).

Not all destinations were sustained or captured.

1% of students from independent schools were recorded as not remaining in education or employment/training for the required two terms of sustained participation and the destinations of 6% were not captured in the data.

Females were less likely to stay in the independent sector.

Females (65%) were less likely to continue in the independent sector than males (68%).

The key stage 4 independent school cohort

At key stage 4, information is only available for 85% of independent schools (see [technical note](#) for further explanation)

4. Destinations for special schools, pupil referral units and other alternative provision after key stage 4 (Tables NA1)

A number of students go to schools specifically for students with special education needs – ‘special schools’. These students may either go to state-funded special schools, or non-maintained special schools where state-funding follows the learner. Some students are also educated in pupil referral units and other alternative provision. These include students who have been excluded or who cannot attend mainstream school for other reasons.

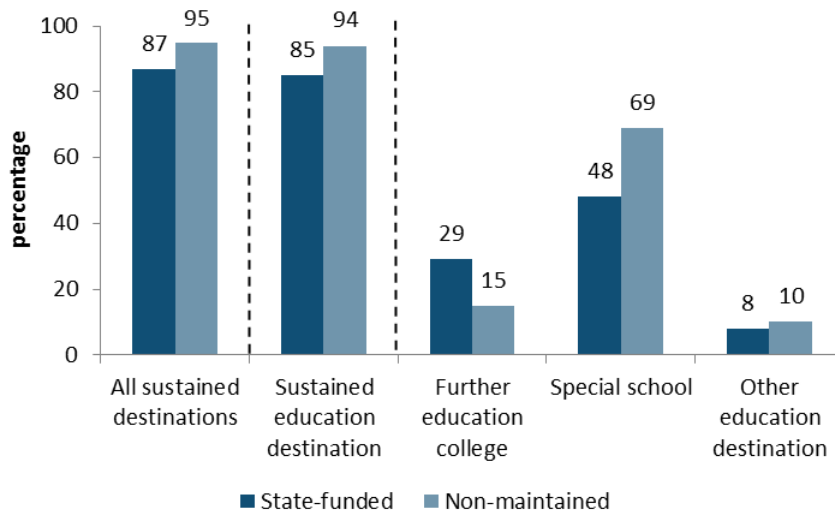
This section looks at destinations from special schools, pupil referral units and other alternative provision after key stage 4.

Special schools

95% of students at non-maintained special schools were recorded in an education, training or employment destination after key stage 4 in 2013/14. This is revised up from 94% in the provisional publication. Education destinations contributed nearly all of the overall destinations (94%). For state-funded special schools, there were fewer students with sustained education, training or employment destinations (87%) and education destinations (85%).

Many students from special schools stayed in the special school sector. 69% of students from non-maintained special schools remained in a special school after key stage 4 and 15% went to a further education college. 48% of students from maintained special schools went on to a special school and 29% went to a further education college. The national cohort for non-maintained special schools is small so is subject to year on year fluctuations.

Figure 5: Sustained destinations after key stage 4 from special schools England, 2013/14 (state-funded and non-maintained special schools)



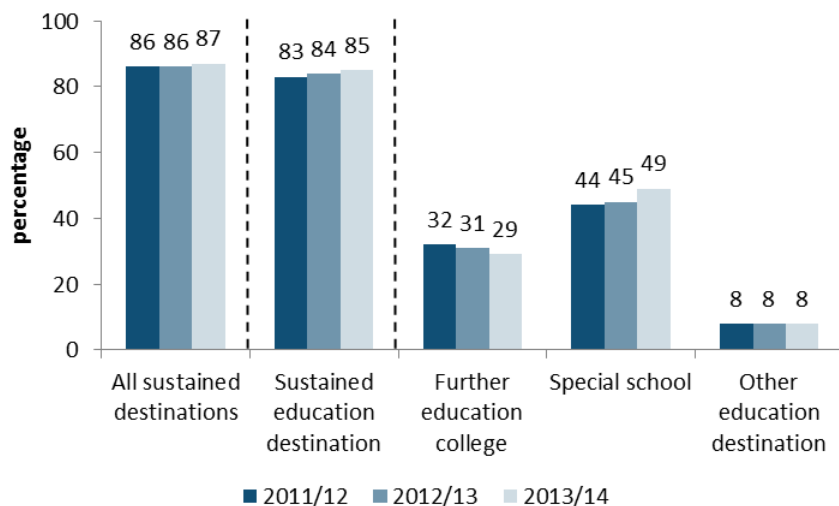
Number of students in cohort, underlying data to figure 5	
State-funded	Non-maintained
10,180	510

For maintained and non-maintained special schools combined, overall sustained education, employment and training destinations have increased by 1 percentage point to 87% since 2012/13.

This has been achieved by an increase in sustained education destinations to 85%, up 1 percentage point from 2012/13 and 2 percentage points from 2011/12.

In particular, the proportion of students opting to stay in special school provision after key stage 4 has increased to 49%, an increase of 4 percentage points from 2012/13 and 5 percentage points from 2011/12.

**Figure 6: Sustained destinations after key stage 4 from special schools
England, 2011/12 – 2013/14 (state-funded and non-maintained special schools)**



Number of students in cohort, underlying data to figure 6		
2011/12	2012/13	2013/14
10,110	10,210	10,700

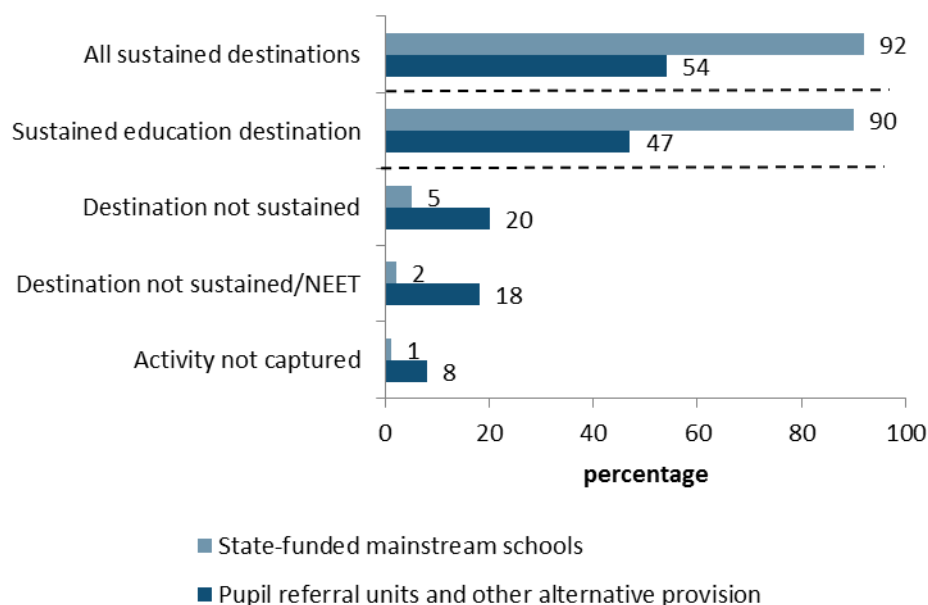
Alternative provision and pupil referral units

Over half of students (54%) from pupil referral units and other alternative provision went to a sustained education, training or employment destination after key stage 4, compared with 92% from state-funded mainstream schools.

One in five (20%) students from pupil referral units and other alternative provision did not complete the required two terms of participation to be counted as a sustained destination and an additional 18% did not sustain a destination and also had more than 2 months recorded not in education, employment, or training (NEET). This compares to 5% and 2% respectively for state-funded mainstream schools.

8% of students in pupil referral units and other alternative provision had no activity captured in the destination data compared to 1% for state-funded mainstream schools.

Figure 7: Sustained destinations after key stage 4 from pupil referral units and other alternative provision England, 2013/14 (pupil referral units and other alternative provision, and state-funded mainstream schools)



Number of students in cohort, underlying data to figure 7	
State-funded mainstream schools	Pupil referral units and other alternative provision
561,110	9,750

Destination not sustained / recorded not in education, employment or training (NEET)

This includes students who

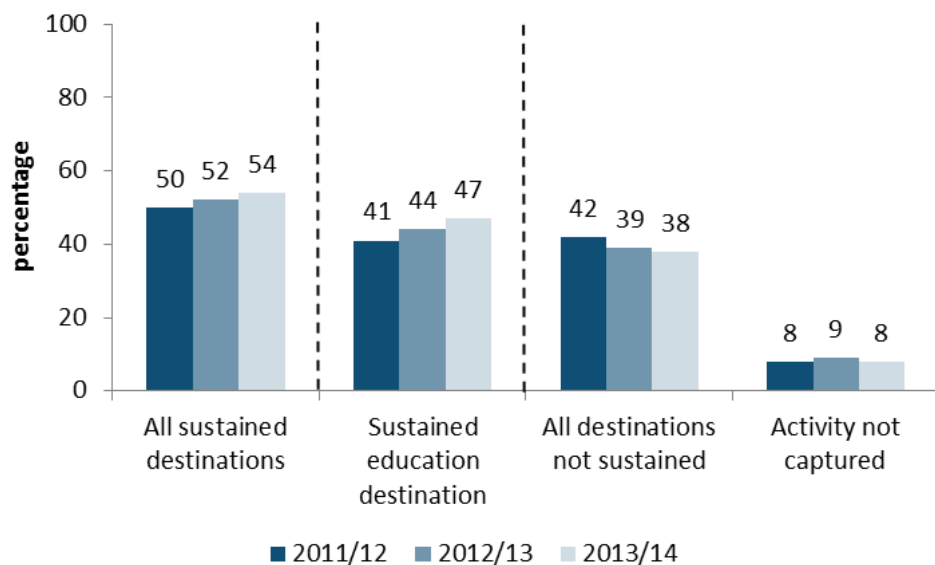
were in education or employment/training but they did not have continuous participation from October to March and were also reported as not in education, employment or training (NEET) for 3 months or more during the October to March qualifying period.

or

were without any employment or education participation at any time in the destination year and were reported as not in education, employment or training (NEET).

For further detail on exactly which students are included in each of these categories, see our [technical note](#).

Figure 8: Sustained destinations after key stage 4 from pupil referral units and other alternative provision England, 2011/12 – 2013/14 (pupil referral units and other alternative provision)



Number of students in cohort, underlying data to figure 8		
2011/12	2012/13	2013/14
10,180	9,810	9,750

For pupil referral units and other alternative provision, overall sustained education, employment and training destinations have increased to 54%, up 2 percentage points from 2012/13 and 4 percentage points from 2011/12.

There has been an increase (to 47%) in sustained education destinations up 3 and 6 percentage points from 2012/13 and 2011/12 respectively.

Overall destinations that were not sustained have decreased to 38%, down 1 percentage point from 2012/13 and 4 percentage points from 2011/12.

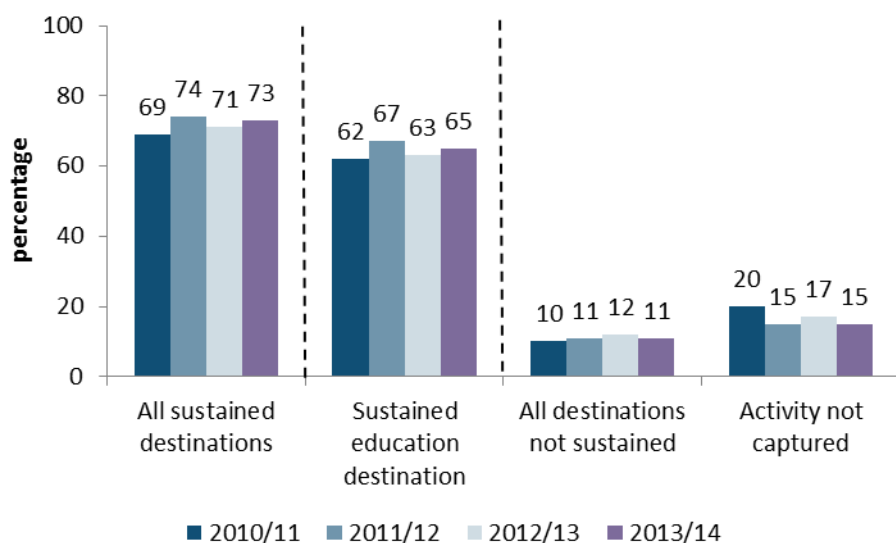
5. Destinations after key stage 5 (Table NA1)

73% of young people were recorded in a sustained education, employment or training destination, the year after taking A level or other level 3 qualifications (key stage 5) at a state-funded mainstream school or college. Of these young people, 65% were recorded in a sustained education destination.

Overall destinations (73%) have increased by 2 percentage points from 2012/13 and 4 percentage points from 2010/11. Education destinations (65%) have increased by 2 percentage points from 2012/13 and 3 percentage points from 2010/11.

Since 2012/13, the proportion of young people who did not sustain their destination has reduced by 1 percentage point to 11% and those not captured in the data have reduced by 2 percentage points to 15%.

**Figure 9: Sustained destinations after key stage 5
England, 2010/11 - 2013/14 (state-funded mainstream schools and colleges)**



Number of students in cohort, underlying data to figure 9			
2010/11	2011/12	2012/13	2013/14
341,200	335,490	345,790	358,970

What destinations were chosen?

The most common destination was higher education institutions, which is unchanged on 2012/13.	48% of students from state-funded mainstream schools/colleges went to a higher education institution in 2013/14. This is the same as in 2012/13 and 2010/11.
The second most common destination was further education college.	11% of students went to a further education college (10% in 2012/13), with a further 6% studying in a school sixth-form, sixth-form college or other education destination.
Apprenticeships were taken by some.	5% were studying for an apprenticeship. This has remained the same as 2012/13 but is up 2 percentage points from 3% in 2010/11.
Some went into employment/training.	8% were recorded in a sustained destination that included training and/ or employment. This has remained the same since 2012/13.

Around 1 in 10 did not meet the sustained participation criteria.	11% did not remain in education or employment/training for the required two terms. 9% did not sustain a destination (down from 10% in 2012/13) and 2% did not sustain a destination and had more than 2 months recorded not in education, employment or training (same as in 2012/13).
Others could not be captured in the destinations data.	15% of young people from state-funded mainstream schools/ colleges were not captured in the destination data which is 2 percentage points lower than in 2012/13 (17%). Of the 15% of young people where destinations were not captured, 2% accepted a deferred offer to a higher education institution.

Table 2: Education, employment and training destinations after key stage 5 England, 2010/11 - 2013/14 (state-funded mainstream schools and colleges)

Destinations	Destination year			
	2010/11	2011/12	2012/13	2013/14
Number of students	341,200	335,490	345,790	358,970
Overall sustained education, training or employment destination	69%	74%	71%	73%
Sustained education destination ¹	62%	67%	63%	65%
UK higher education institution	48%	53%	48%	48%
Top third ²	14%	16%	16%	17%
Russell Group (including Oxbridge)	8%	11%	11%	11%
Oxford and Cambridge	1%	1%	1%	1%
Further education college	8%	9%	10%	11%
Other education destinations ³	6%	6%	6%	6%
Other sustained destinations ⁴	7%	7%	8%	8%
Apprenticeships ⁵	3%	4%	5%	5%
Total not sustained	10%	11%	12%	11%
Activity not captured	20%	15%	17%	15%
Recorded as UCAS acceptance for deferred entry (gap year) ⁶	3%	1%	2%	2%

Source: National pupil database

Footnotes

1. From 2011/12 onwards, education destinations also include independent schools, special schools and post 16 specialist institutions; these comprise less than 0.5% of destinations.
2. See Annex 1 in the [technical note](#) for institutions included in the top third.
3. For 2010/11, other education destinations include other further education providers, school sixth-forms, sixth-form colleges and education combinations. From 2011/12 onwards, other education destinations additionally include independent schools, special schools and post 16 specialist institutions.
4. Other sustained destinations include employment, training and education/employment/training combination destinations.
5. Apprenticeships are a subset of all destinations.
6. UCAS deferred entry (gap years) are identified only for students reported as destination not sustained or activity not captured.

Top third

The top third group of higher education institutions can change annually. 88% of institutions have remained in the top third for 7 consecutive years, from 2006/07 to 2012/13.

Russell Group

The Russell Group of higher education institutions expanded from 20 to 24 in 2012.

Due to these changes, caution must be exercised when comparing across years.

For further detail on exactly which institutions are included in each of these groups, see our [technical note](#).

6. Destinations after key stage 5 by characteristics (Tables NA11 – NA14)

Overall education, employment and/or training destinations

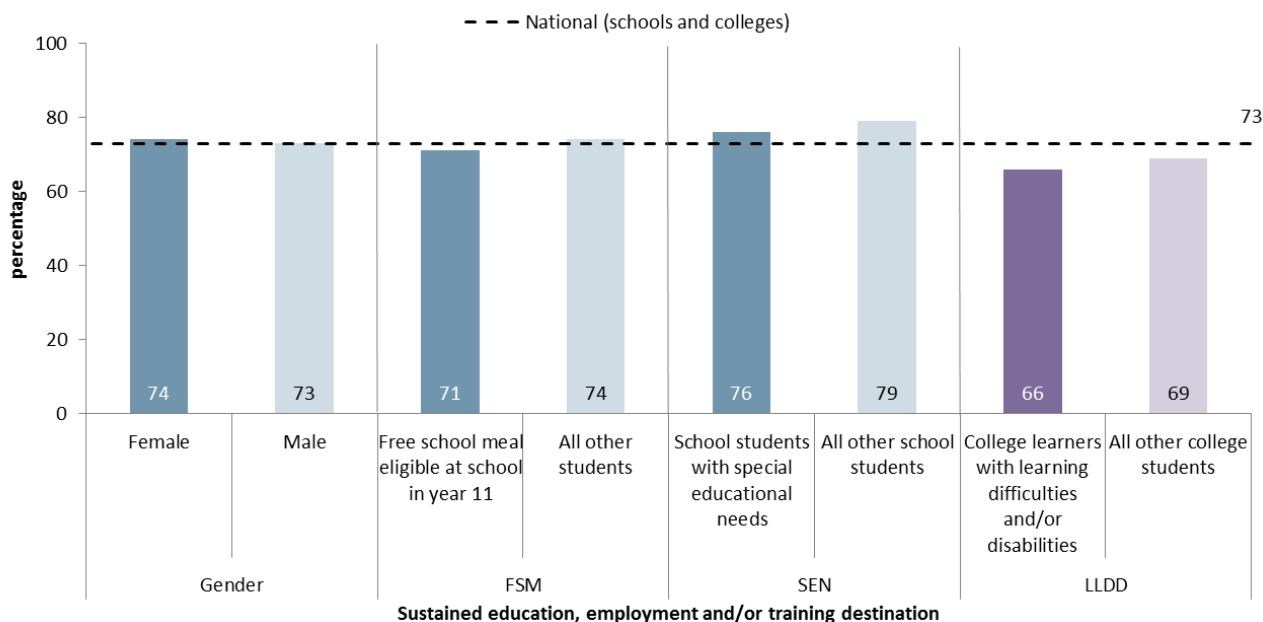
74% of females and 73% of males were recorded in sustained education, employment or training destinations. The percentage of females in sustained destinations has increased by 3 percentage points since 2012/13, while sustained destinations for males have increased by 2 percentage points since 2012/13.

A lower proportion of students who were eligible for free school meals at school (71%) progressed to a sustained education, employment or training destination compared to all other students (74%).

Free school meal status

Students are identified with a free school meals status if they are eligible for a free school meal at any time in year 11. Key stage 5 data are still only shown by free school meals and not by disadvantage. This is because pupil premium was not introduced until April 2011, after these students had left compulsory education.

Figure 10: Overall sustained destinations after key stage 5 by student characteristics England, 2013/14 (state-funded mainstream schools and colleges)



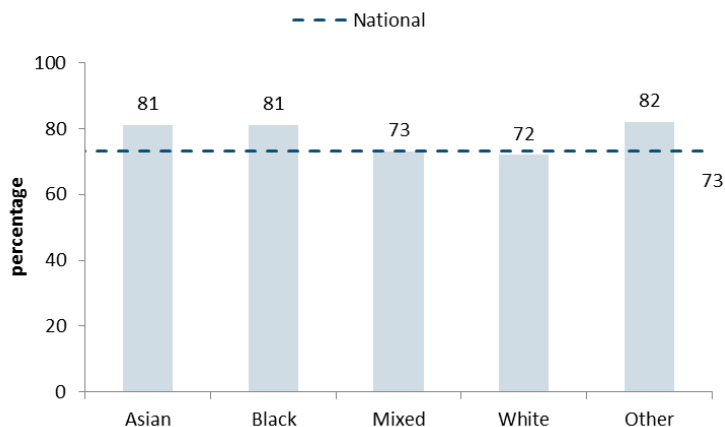
Number of students in cohort, underlying data to figure 10							
schools and colleges				schools only		colleges only	
Female	Male	Free school meal eligible at school in year 11	All other students	School students with special educational needs	All other school students	College learners with learning difficulties and/or disabilities	All other college students
191,100	167,870	35,390	323,580	12,540	160,100	28,620	157,710

Students from other¹ ethnic origins had the highest percentage in sustained education, employment or training destinations (82%), while White ethnic origin students had the lowest percentage (72%).

Students from White ethnic origins are the only ethnic group below the national figure of 73% sustained destinations.

¹ Other ethnic group includes Chinese and any other ethnicity not already categorised.

Figure 11: Overall sustained destinations after key stage 5 by ethnicity England, 2013/14 (state-funded mainstream schools and colleges)



Number of students in cohort, underlying data to figure 11				
Asian	Black	Mixed	White	Other
32,440	18,030	12,150	272,630	6,640

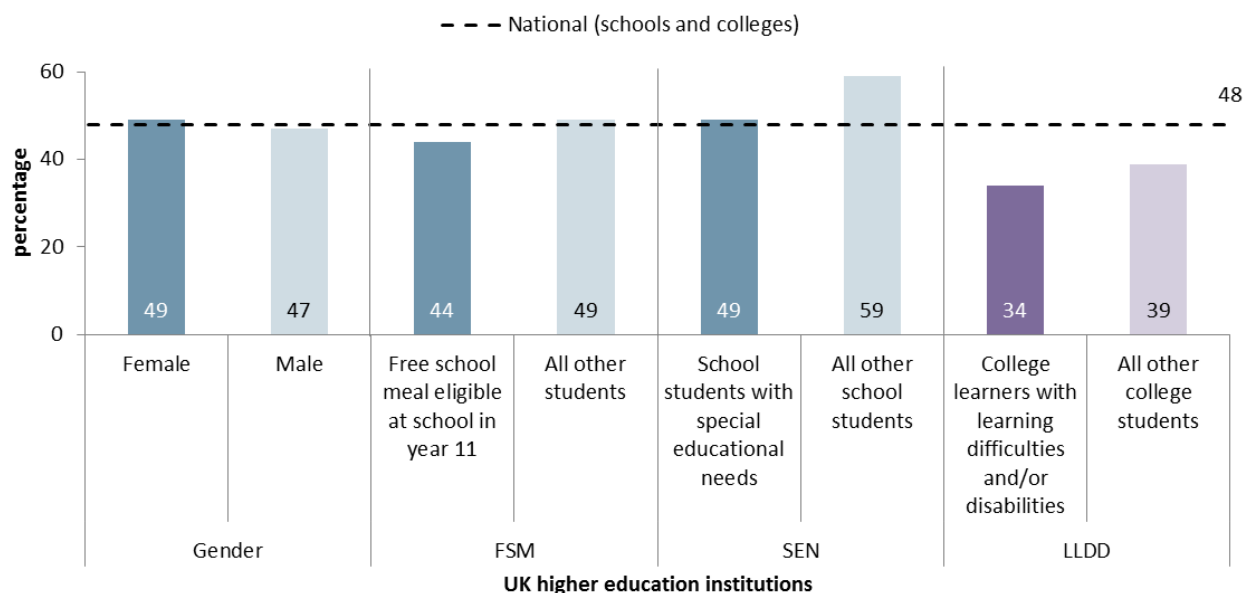
Destinations to higher education institutions

49% of females from state-funded mainstream schools and colleges went onto a higher education institution destination, compared with 47% of males.

A lower percentage of free school meals eligible students (44%) went to a higher education institution, compared to all other students (49%).

Looking at schools only, students with special educational needs (49%) were less likely to go to a higher education institution destination compared to all other school students (59%). There was a similar picture with colleges only where learners with learning difficulties and/or disabilities (34%) were less likely to go to a higher education institution destination compared to all other college students (39%).

Figure 12: Higher education destinations after key stage 5 by student characteristics England, 2013/14 (state-funded mainstream schools and colleges)



Number of students in cohort, underlying data to figure 12							
schools and colleges				schools only		colleges only	
Female	Male	Free school meal eligible at school in year 11	All other students	School students with special educational needs	All other school students	College learners with learning difficulties and/or disabilities	All other college students
191,100	167,870	35,390	323,580	12,540	160,100	28,620	157,710

By ethnicity, the highest percentages progressing to a higher education institution were students from Asian (64%) and other ethnic origins (63%). This compares to students from Black (61%), Mixed (51%), and White (45%) ethnic origins.

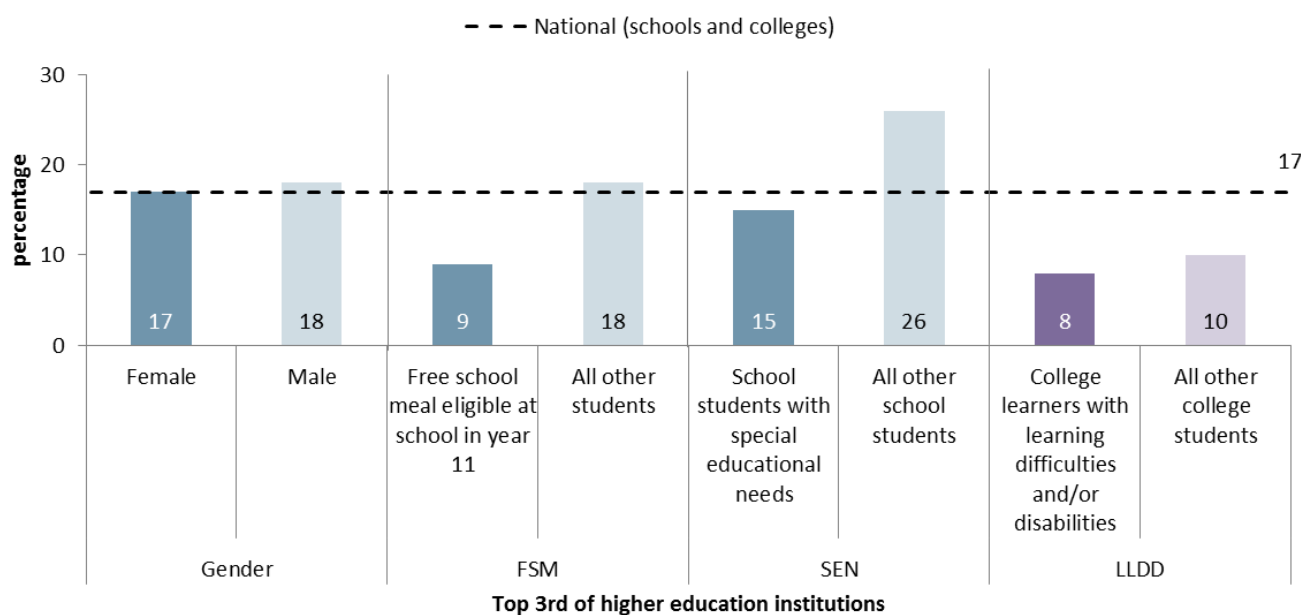
Destinations to the top third and Russell Group higher education institutions

More males (18%) than females (17%) went onto a top third higher education institution but the percentages going to a Russell Group higher education institution were the same.

Free school meals eligible students (9%) were half as likely to go to a top third higher education institution compared to all other students (18%). It was less than half for destinations to Russell Group institutions, 5% compared to 12%.

Looking at schools only, students with special educational needs were less likely to attend a top third or Russell Group higher education institution (15% and 9% respectively) compared to all other school sixth-form students (26% and 17% respectively). There was a similar picture with colleges only where a lower proportion of learners with learning difficulties and/or disabilities (8%) attended a higher education institution in the top third compared to all other college students (10%).

Figure 13: Top third higher education institution sustained destinations after key stage 5 by student characteristics, England, 2013/14 (state-funded mainstream schools and colleges)

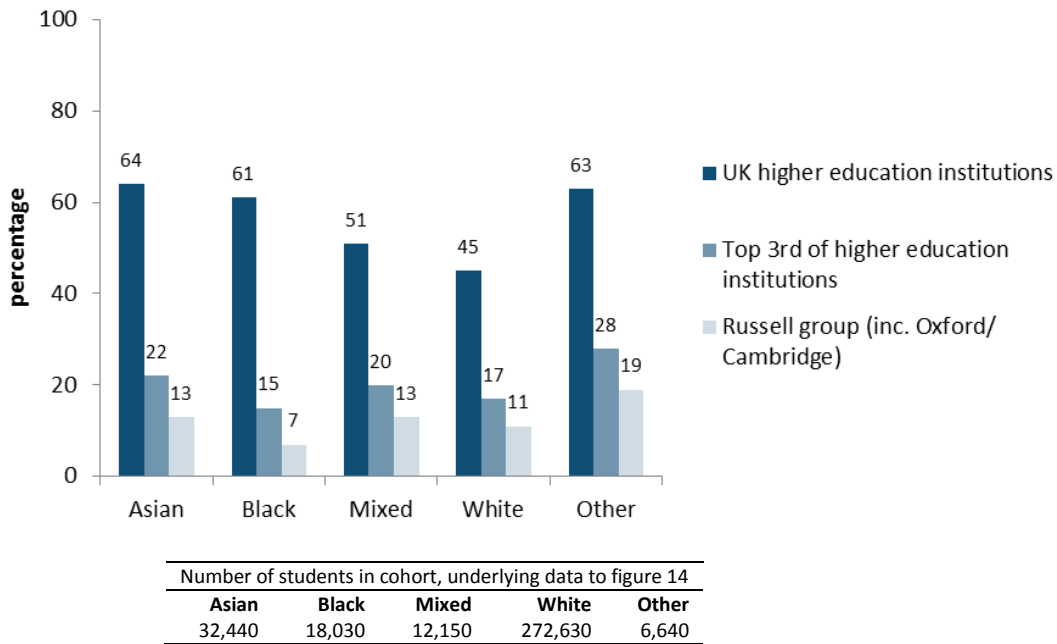


Number of students in cohort, underlying data to figure 13							
schools and colleges			schools only		colleges only		
Female	Male	Free school meal eligible at school in year 11	All other students	School students with special educational needs	All other school students	College learners with learning difficulties and/or disabilities	All other college students
191,100	167,870	35,390	323,580	12,540	160,100	28,620	157,710

Students from other ethnic origins had the highest percentage going to a top third or Russell Group institution (28% and 19% respectively).

The ethnic groups with the lowest percentages going to a top third or Russell Group institution were students from White (17% and 11%) and Black ethnic origins (15% and 7%).

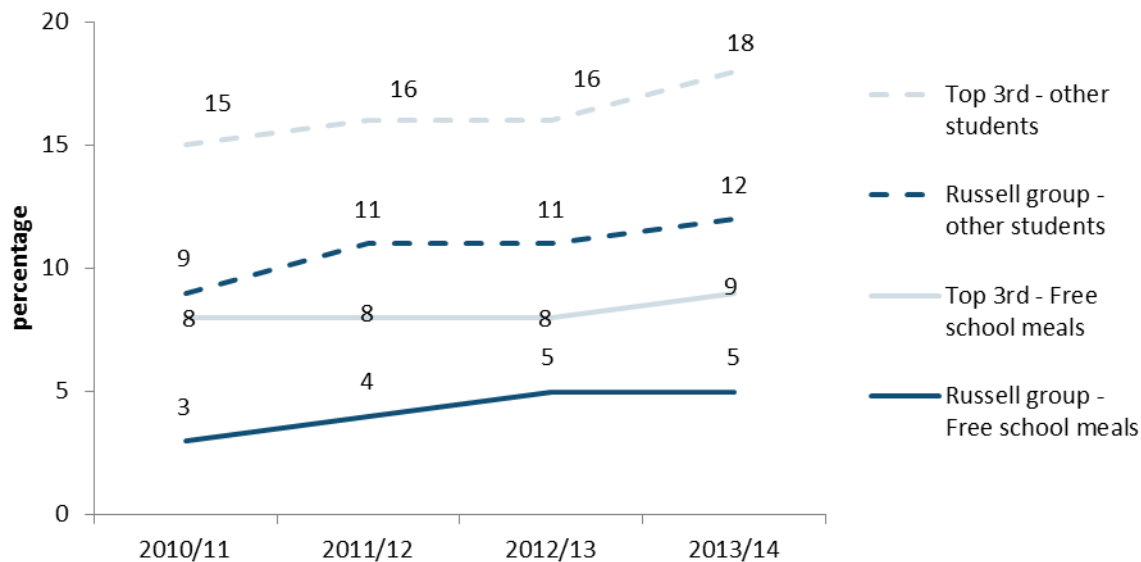
Figure 14: Higher education institution sustained destinations after key stage 5 by ethnicity England, 2013/14 (state-funded mainstream schools and colleges)



The gap between the percentage of free school meals eligible students going to a top third higher education institution and all other students has widened from 7 to 9 percentage points between 2010/11 and 2013/14.

For Russell Group institutions the gap has widened from 6 to 7 percentage points between 2010/11 and 2013/14.

Figure 15: Top third and Russell Group higher education institution sustained destinations gap after key stage 5 by free school meals eligibility England, 2010/11 - 2013/14 (state-funded mainstream schools and colleges)

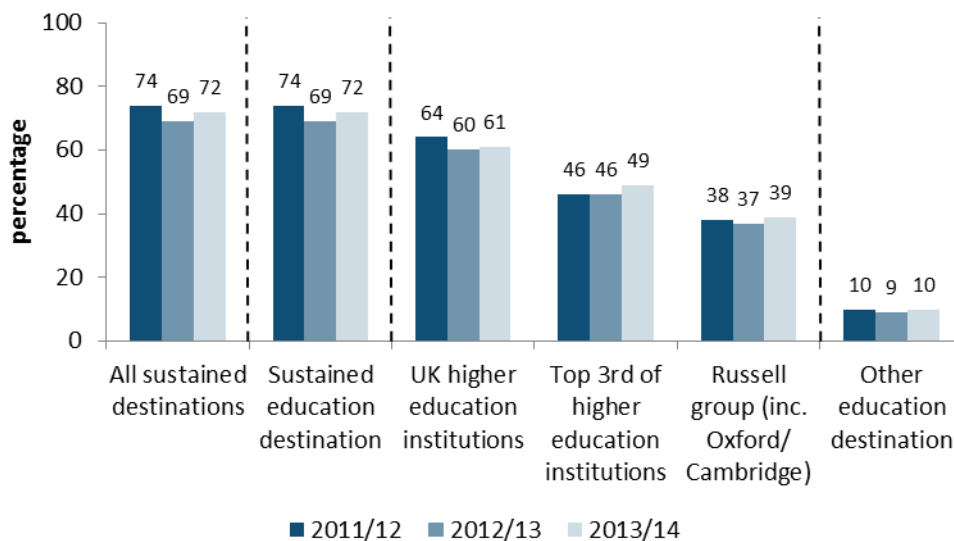


Number of students in cohort, underlying data to figure 15				
	2010/11	2011/12	2012/13	2013/14
Free school meal eligible at school	27,250	28,770	31,670	35,390
All other students	313,940	306,720	314,120	323,580

7. Destinations for independent schools after key stage 5 (Tables NA1, NA11)

Destinations from independent schools were not included in the October 2015 provisional publication but are included in this revised version.

**Figure 16: Sustained destinations after key stage 5
England, 2011/12 - 2013/14 (independent schools)**



Number of students in cohort, underlying data to figure 16		
2011/12	2012/13	2013/14
35,450	36,350	35,920

The spike in 2011/12 reflects the increase in higher education destinations ahead of the tuition fee increase in 2012/13.

What destinations were chosen?

72% of students from independent schools went into a sustained destination.

The percentage of students going from an independent school to a sustained education destination has risen by 3 percentage points since 2012/13 to 72%.

Higher education was the most common destination for independent school students.

In the same period, the percentage going to a higher education destination increased by 1 percentage point to 61%, which included a 3 percentage point increase (to 49%) for destinations to a top third higher education institution and a 2 percentage point increase (to 39%) for destinations to a Russell Group higher education institution.

Females were more likely than males to go into an education destination.

From independent schools, 73% of females and 70% of males were recorded in sustained education destinations in 2013/14.

Females were more likely to go into higher education.

63% of females from independent schools went onto a higher education institution destination compared to 60% of males.

Males were less likely to go to a top third higher education institution.

The gender difference was also reflected in the percentage of females and males going to a top third higher education institution (51% and 48% respectively) and going to a Russell Group higher education institution (40% and 37% respectively).

8. Destinations for special schools after key stage 5 (Tables NA1)

Special schools

A number of students go to schools specifically for students with special education needs – ‘special schools’. There is a small cohort of students in special schools included at key stage 5. Of the 120 students who completed level 3 qualifications in those special schools, 77% went into a sustained education, employment or training destination. Of these the majority were in a sustained education destination (75%).

The numbers of special schools included in this statistical first release are small as special schools have to opt in at key stage 5 to be counted in the performance tables cohort.

9. Accompanying tables

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

Key stage 4 tables

National

- NA1 Percentage of 2012/13 key stage 4 cohort going to, or remaining in, an education or employment destination in 2013/14
- NA11 by gender
- NA12 by free school meals eligibility (FSM)
- NA13 by special educational needs (SEN)
- NA14 by major ethnic groups
- NA15 by minor ethnic groups
- NA16 by disadvantage

Local authority and regional

- LA1 for state-funded mainstream schools
- LA2 for independent schools
- LA13 for all mainstream schools
- LA14 for state maintained and non-state maintained special schools
- LA15 for all state-funded (mainstream and special)
- LA16 for alternative provision and pupil referral units
- LA21 by gender for state-funded mainstream schools
- LA22 by gender for independent schools
- LA27 by gender for all mainstream schools
- LA31 by free school meals eligibility (FSM) for state-funded mainstream schools
- LA32 by free school meals eligibility (FSM) for special schools
- LA33 by disadvantage for state-funded mainstream schools
- LA34 by disadvantage for special schools
- LA41 by special educational needs (SEN) categories for state-funded mainstream schools
- LA42 by special educational needs (SEN) for state-funded mainstream schools
- LA61 Local authority summary table

Institutional

- IN1 all data
- IN1 schools comparison tool
- IN11 by gender
- IN13 by special educational needs (SEN)
- IN14 by major ethnic groups
- IN16 by disadvantage

Parliamentary constituency

- PC1 for state-funded mainstream schools
- PC2 for all mainstream schools

Key stage 5 tables

National

- NA1 Percentage of students, in 2012/13, who entered an A Level or other Level 3 qualification, going to, or remaining in, an education or employment destination in 2013/14
- NA11 by gender
- NA12 by free school meals eligibility (FSM)
- NA13 by special educational needs (SEN) and learners with learning difficulties and/or disabilities (LLDD)
- NA14 by major ethnic groups
- NA15 by minor ethnic groups for state-funded schools
- NA16 by minor ethnic groups for state-funded colleges
- NA17 by minor ethnic groups for state-funded mainstream schools and colleges

Local authority and regional

- LA1 for state-funded schools
- LA2 for state-funded colleges
- LA3 for independent schools
- LA13 for state-funded mainstream schools and colleges
- LA14 for all mainstream schools
- LA21 by gender for state-funded schools
- LA22 by gender for state-funded colleges
- LA23 for independent schools
- LA27 by gender for state-funded schools and colleges
- LA28 for all mainstream schools
- LA31 by FSM eligibility for state-funded schools
- LA32 by FSM eligibility for state-funded colleges
- LA33 by FSM eligibility for state-funded schools and colleges
- LA41 by SEN for state-funded schools
- LA42 by LLDD for state-funded colleges
- LA61 Local authority summary table

Institutional

- IN1 all data
- IN1 institution comparison tool
- IN11 by gender
- IN12 by FSM
- IN13 by SEN for schools
- IN14 by LLDD for colleges
- IN15 by major ethnic groups

Parliamentary constituency

- PC1 for state-funded mainstream schools and colleges
- PC2 for all mainstream schools

When reviewing the tables, please note that:

Destinations from independent schools are now included.	Destinations from independent schools are included in this publication but were not included in the provisional version published in October 2015. Some additional destinations to independent schools may now be included in this publication due to the availability of additional data.
We report on a variety of schools and colleges.	This SFR includes destinations of students from mainstream state-funded schools and colleges, independent schools, maintained and non-maintained special schools, and for key stage 4 only, pupil referral units and other alternative provision. Some free schools now appear in the mainstream and special cohorts at both key stages.
There is a range of destinations included in the measure.	Destination measures capture students participating in a range of education destinations including: further learning at a school, at a college (further education or sixth-form college), an independent school, studying for an apprenticeship, or attending a higher education institution. The percentage of students moving into employment/ training, recorded as not in education, employment or training (NEET) or accepting a deferred offer into higher education (including gap year students) are also included.
We use the National Pupil Database.	Data from the National Pupil Database were used to calculate the destination measures. The National Pupil Database is a longitudinal database linking student characteristics (e.g. age, gender, and ethnicity) to school and college learning aims and attainment information for children in schools and colleges in England.
For education destinations, five administrative data sources from the National Pupil Database are used.	Five administrative data sources used in compiling the National Pupil Database have been used to determine the education destinations, namely: <ul style="list-style-type: none">• Individualised Learner Record (ILR) covering English colleges, further education (FE) providers and Specialist post-16 institutions (SPI).• School Census (SC) covering English schools. This also includes maintained and non-maintained special schools and Pupil Referral Unit.• Awarding Body data for independent schools• Alternative provision census• Higher Education Statistics Agency (HESA) covering United Kingdom higher education institutions
For employment/ training, NEET and accepted deferred higher education offers, we use two sources.	In addition to the data sources above, we compile information of employment/ training, NEET and accepted higher education offers from the following datasets: <ul style="list-style-type: none">• National Client Caseload Information System (NCCIS) covering English local authorities.• Universities & Colleges Admissions Service (UCAS) covering United Kingdom higher education institutions.
The 'top third' of higher education institutions provides an indication of the most selective higher education institutions. The group is calculated by BIS.	The Department for Business, Innovation and Skills (BIS) calculate the top third most selective higher education institutions. They do this by ranking higher education institutions by mean average UCAS tariff score from the top three A level grades of entrants. The UCAS tariff is a means of allocating points to post-16 qualifications used for entry to higher education. The latest top third list available is for 2012/13. The higher education institutions included in this group change every year, although 88% of higher education institutions remained in the top third for 7 consecutive years, from 2006/07 to 2012/13. The calculation is restricted

	to the top three A level attainment; students who study other qualifications at key stage 5 will be excluded (see annex 1 in the technical note for the list of higher education institutions in the top third). For more on the top third see the technical note.
There is information on the Russell Group.	The Russell Group represents 24 leading UK universities which have a strong focus on teaching and research. The universities included in the Russell Group are listed in annex 1 in the technical note .
Characteristic data at key stage 4 were captured at year 11.	For key stage 4, gender, ethnicity, and students eligible for free school meals were captured at year 11 from the National Pupil Database. Special Educational Needs were captured at year 11 from the National Pupil Database and Census. Disadvantaged students were captured from the National Pupil Database where they were identified as either having been eligible for free school meals at some point in the last 6 years or having been looked after continuously for 6 months or more during the year.
Where characteristics data at key stage 5 came from was a little more complicated.	Gender was captured at year 13 from the National Pupil Database and awarding body data. Year 11 census data captured ethnicity information for students in colleges, as the Individualised Learner Record does not collect information on ethnicity; year 13 census data were used for young people in school at key stage 5. Free school meals data for key stage 5 students were captured from census and National Pupil Database data and were identified if they were claiming at any time in year 11 (students eligible for and claiming free school meals is only relevant up to year 11). For students in schools, special educational needs status was taken from the 2012/13 school census at key stage 5, whilst for young people in colleges, the learners with learning difficulties and/or disabilities indicators were taken from 2012/13 Individualised Learner Record. Learners were included if they had an indicator at any point during the year.
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 omit numbers.	Any institution with fewer than 6 learners in their 2011/12 cohort had all of their data suppressed. For the main tables, any figures lower than 3 in the reporting lines were suppressed. For the characteristic tables, any figures lower than 6 were suppressed.
We round numbers.	To preserve anonymity, we show totals to the nearest 10 and breakdowns 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.	Symbols are used in the tables as follows: (0) where any number is shown as 0, the original figure was zero (x) small number suppressed to preserve confidentiality (.) not applicable (-) positive % less than 0.5 (*) 0, 1, 2 suppressed in UCAS data only

10. Some other essential points to note:

Remember the statistics are experimental.	Destination measures are published as "experimental statistics" and do not display the National Statistics Logo, as data are still being evaluated and remain subject to further testing in terms of their reliability and ability to meet customer needs. There are still high percentages of activity not
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	captured in the key stage 5 measure, probably due to limited employment and unemployment data from some Local Authorities. As improvements are made to the methodology of the measures, the data will be judged to establish whether the statistics meet the quality standards to be published as National Statistics in future years.
Be careful when making comparisons between years.	Some of the differences between the years may be attributable to the tightening of methodology or improvements in data matching so any comparisons should be treated with caution.
You may have noticed there is a bit of a time lag.	Creation of the destination measures requires higher education data to be matched to the student data in the National Pupil Database. The higher education statistics agency data used in this Release are for the academic year 2013/14 and these are the most recent data to have been matched. This publication is therefore reporting on 2012/13 key stage 4 and key stage 5 (A level or other level 3 qualifications) students who went on to destinations in 2013/14.
Coverage – England only.	The destination measures data only reports information from schools and colleges in England.

11. Further information is available

For a detailed technical note	A detailed technical note is published alongside the statistical first release here: Destination Measures: Technical note
Previously published figures are still available	Destination measures are still available on gov.uk. for the years 2009/10 – 2012/13. Student characteristics data were published from 2010/11.
Want to see these figures on Performance Tables?	We publish the key stage 4 education destinations on the School Performance Tables website. We have done this for the last 5 years.
For some related publications	The DfE Participation in Education, Training and Employment by 16-18 year olds SFR is published here: DfE Participation in Education, Training and Employment The BIS Widening Participation Measures are published at: BIS Widening participation in higher education

12. Official Statistics

The United Kingdom Statistics Authority has designated these statistics as Official Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics. Destination measures are published as "experimental statistics" and do not display the National Statistics Logo.

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 Official 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.

13. 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.

More technical information here: [Destination Measures: Technical note](#)

14. Get in touch

Media enquiries

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Tel: 020 7783 8300

Other enquiries/feedback

Stephen Harris, Education Data Division, Department for Education, Piccadilly Gate, Store Street, Manchester, M1 2WD

Tel: 0161 600 1595. Email: Destination.measures@education.gsi.gov.uk



Department for Education

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About this publication:

Stephen Harris, Education Data Division, Department for Education,
Piccadilly Gate, Store Street, Manchester, M1 2WD.

0161 600 1595 Destination.measures@education.gsi.gov.uk

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