



Department
for Education

Level 1 and 2 attainment in English and maths by students aged 16-18: academic year 2013/14

About this release

This Statistical First Release is published as experimental (see [section 9](#)). It provides information on the English and maths qualifications entered and achieved by students aged 16-18 in England who did not achieve a GCSE grade A* to C by the end of key stage 4 (KS4).

16-18 refers to a student's academic age at the beginning of the academic year.

Who & what is included

Students

National figures for 2013/14 are based on students who were at the end of KS4 in 2011/12 and measures their subsequent level 1 and 2 attainment in 2012/13 and 2013/14. Students aged 16-18 are included, usually on completion of year 13 or 14.

Qualifications

The 2013/14 cohort is based on students not achieving grades A* to C in GCSE English and/or maths (including those who did not enter) at the end of KS4 in 2011/12, based on qualifications reported in the 2012 secondary school performance tables.

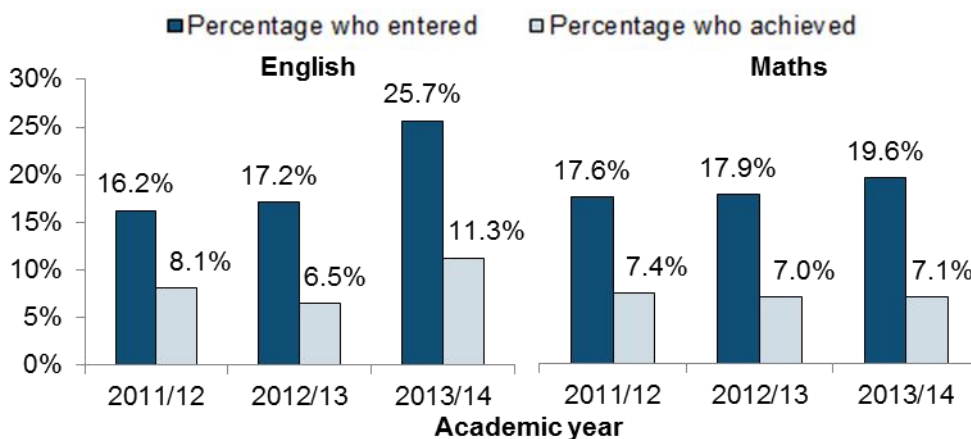
Level 1: equivalent to D-G at GCSE

Level 2: equivalent to A*-C at GCSE

See the technical note for further information on who and what is included in this release.

Both entry to GCSE English and maths, and achievement of A* to C at 16-18, of those who had not achieved A*-C by the end of Key Stage 4, have increased since 2012/13.

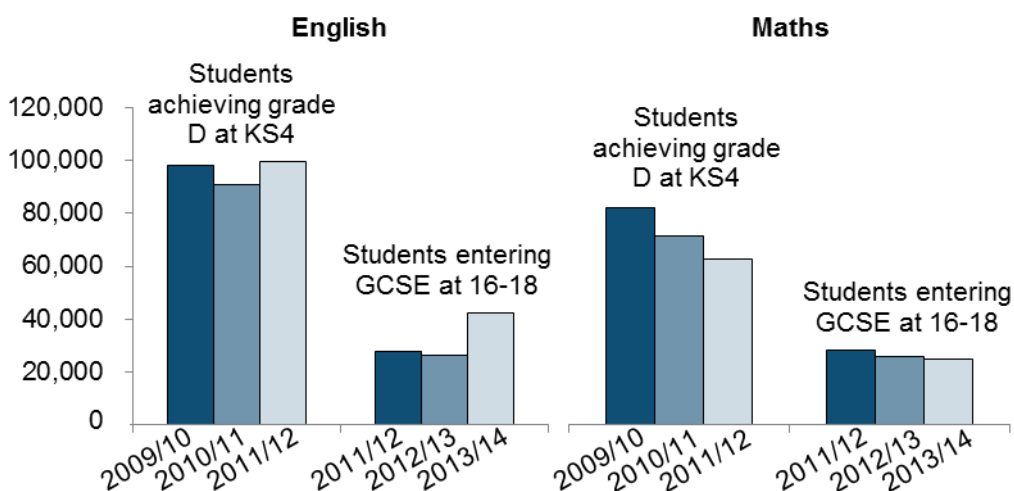
Entry to GCSE and achievement of A*-C in GCSE at 16-18
(Of those not achieving A*-C by end of KS4)



The increase in GCSE entries and achievement of A* to C between 2012/13 and 2013/14 was much larger for English, compared to maths. Entry to GCSE English and achievement of A* to C increased by 8.5 and 4.7 percentage points respectively.

The increase in GCSE English entries and achievement in 2013/14 was largely driven by there being more students with a grade D in the KS4 cohort in 2011/12 and more students with a grade D entering the GCSE at 16-18.

Achievement of grade D at KS4 and entries to GCSE at 16-18
(For those not achieving A*-C by end of KS4)



This was the first year in which a higher proportion of students with a D grade in English at KS4 entered the GCSE at 16-18 compared to maths (see chart 3b).

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In this publication

The following tables are included in the experimental Statistical First Release:

- National tables
- Institution tables

All tables are in Excel .xlsx format.

The accompanying technical note provides information on the coverage of students and qualifications, the data sources, and methodology for producing the experimental Statistical First Release.

Feedback

[Section 6](#) contains new information on how students will be allocated to providers from 2016 in 16-18 performance tables, if you have any feedback please let us know.

We are changing how our releases look and welcome feedback on any aspect of this document at Post16TableReform.MAILBOX@education.gsi.gov.uk.

1. Introduction


The school and college accountability system is being reformed to set higher expectations, with the aim to make the system fairer, more ambitious and transparent. This new system will be based on [five headline measures](#) and will be published in 16-18 performance tables from 2016. The headline measures are:

- Progress – a value added progress measure for academic and applied general cohorts; and a combined completion/attainment measure for the tech level cohort;
- Attainment – average point score per entry;
- English and maths progress measure - for students who have not achieved at least a grade C at the end of key stage 4;
- Retention – students who completed their main programme of study;
- Destinations – students who remain in sustained employment and/or education.

Ahead of these reforms, this experimental Statistical First Release (SFR) is produced as an interim indication of level 1 and 2 (see definition on page 11) English and maths entries and attainment by students at 16-18 who did not achieve a GCSE grade A* to C by the end of KS4. National figures show post-16 students in 2012/13 and 2013/14 who were at the end of KS4 in 2011/12, i.e. measuring subsequent attainment in the following two years.

Since August 2014, students without a GCSE grade A* to C in English and/or maths on 16-19 study programmes of more than 150 hours or on traineeships must continue to work towards achieving these qualifications as part of 16-19 funding conditions.

From August 2015, this condition of funding was revised, so all full-time 16-19 year old students with a grade D must study towards GCSEs, rather than stepping stone qualifications. This revised condition does not apply to young people on traineeships.

 The qualifications included in this experimental SFR will differ from those included in the new measure from 2016. The new English and maths progress measure will only count the GCSEs and approved stepping stone qualifications eligible as part of the condition of funding. Please refer to the [qualifications list](#) for approved qualifications that meet the condition of funding for the provision of English and maths at post-16. In addition, the treatment of stepping stone qualifications relating to student progression may not follow the hierarchy of achievement used in this release.

2. Students included at the end of KS4

Students included in the 2013/14 cohort are based on those that finished KS4 in 2011/12. There were 201,683 students who did not achieve grades A* to C in GCSE English and 186,160 students who did not achieve grades A* to C in GCSE maths. For maths, the number and proportion of students who did not achieve grades A* to C by the end of KS4 has declined over the past three years. This is in contrast to English where the number and proportion increased in 2011/12 from 2010/11 (table 2a).

New English GCSEs were awarded for the first time in summer 2012 with new curriculum content that included an increased focus on literacy skills; the GCSEs were modular (or 'unitised') for the first time; and coursework was replaced by controlled assessment amounting to 60% of total assessment in both English and English language (see the [GCSE publication](#) for more information). This may have had an impact on English outcomes in 2011/12 and could be a reason why the proportion of students who did not achieve grades A* to C increased.

Table 2a: Number and proportion of students who finished KS4 without a GCSE grade A* to C in English and maths, 2009/10 to 2011/12

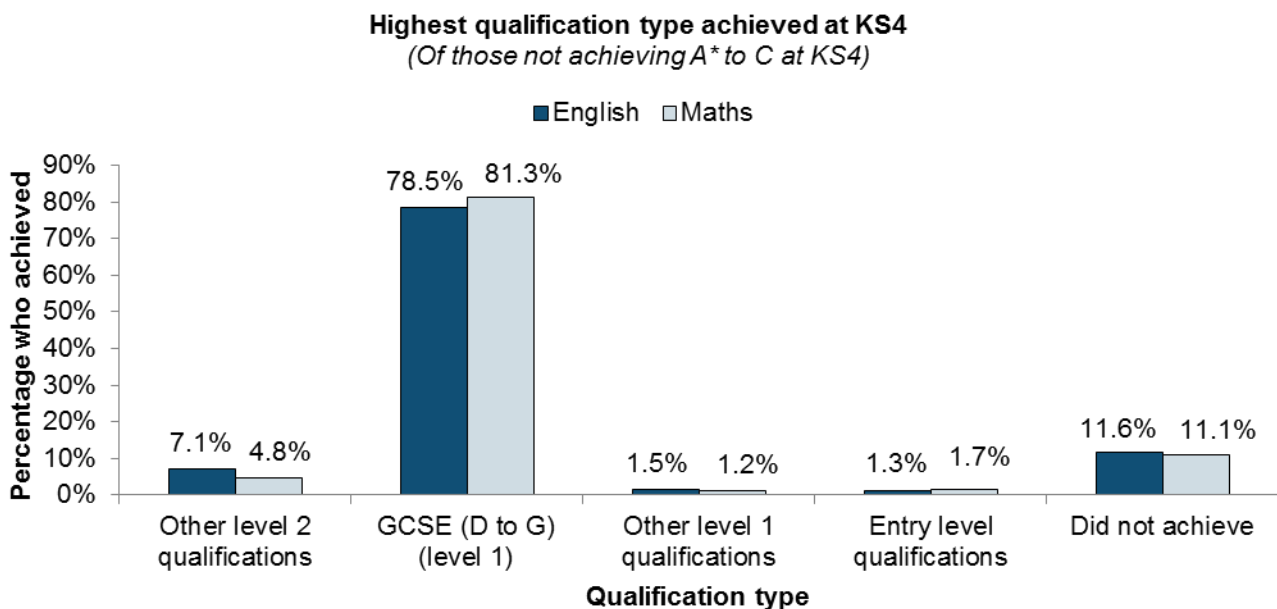
Students without A* to C in GCSE:

| End of KS4 in: | Number of students at end of KS4 | English (numbers) | English (%) | Maths (numbers) | Maths (%) |
|----------------|----------------------------------|-------------------|-------------|-----------------|-----------|
| 2009/10 | 639,263 | 210,347 | 32.9 | 232,398 | 36.4 |
| 2010/11 | 627,093 | 188,365 | 30.0 | 211,171 | 33.0 |
| 2011/12 | 620,617 | 201,683 | 32.5 | 186,160 | 29.1 |

Achievement by the end of KS4 (Table 5)

The majority of students who did not achieve at least a grade C by the end of KS4 in 2011/12 achieved grades D to G compared to other types of qualifications. Only a very small proportion of students achieved other level 1 or entry level qualifications (chart 2a).

Chart 2a: English and maths qualification type achieved by end of KS4 in 2011/12 for those not achieving A* to C to C



Underlying data to chart 2a:

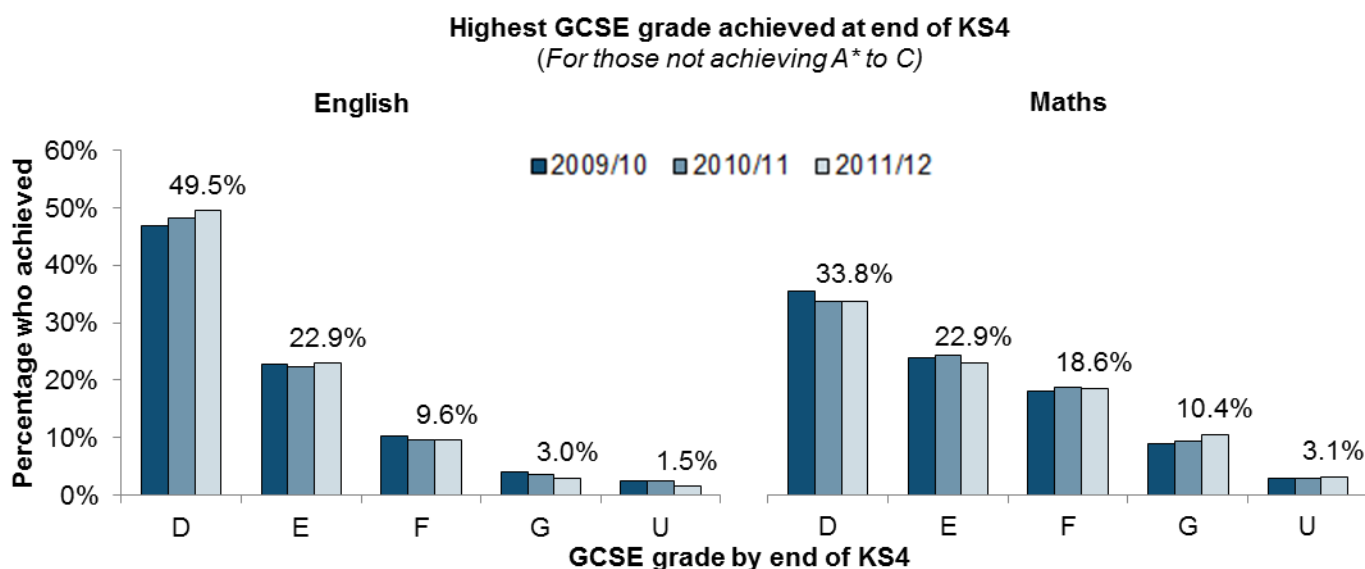
| Students not achieving A* to C at KS4 | Highest qualification type achieved at KS4 | | | | |
|---------------------------------------|--|-------------------------|------------------------------|----------------------------|-----------------|
| | Other level 2 qualifications | GCSE (D to G) (level 1) | Other level 1 qualifications | Entry level qualifications | Did not achieve |
| English (201,683) | 14,246 | 158,316 | 3,025 | 2,654 | 23,442 |
| Maths (186,160) | 8,849 | 151,259 | 2,200 | 3,134 | 20,718 |

Achievement by the end of KS4 over time (Table 5)

The distribution of grades achieved at the end of KS4 for those not achieving A* to C varies between English and maths, with more students achieving a grade D in English and more students achieving grades F and G in maths.

As the proportion of students who did not achieve grades A* to C in GCSE English at KS4 in 2011/12 increased, a higher proportion achieved a grade D compared to the previous year. This is in contrast to GCSE maths which saw stability in the proportion of students achieving a grade D between 2010/11 and 2011/12 (chart 2b).

Chart 2b: GCSE grade achieved at end of KS4 for those not achieving A* to C, 2009/10 to 2011/12



Underlying data for chart 2b:

| Students not achieving A* to C at KS4 (English & maths) | Highest GCSE grade achieved at KS4 | | | | | Highest GCSE grade achieved at KS4 | | | | |
|---|------------------------------------|--------|--------|-------|-------|------------------------------------|--------|--------|--------|-------|
| | D | E | F | G | U | D | E | F | G | U |
| 2009/10 (210,347 & 232,398) | 98,477 | 47,749 | 21,423 | 8,397 | 5,226 | 82,219 | 55,332 | 41,944 | 20,920 | 7,045 |
| 2010/11 (188,365 & 211,171) | 90,918 | 42,203 | 18,082 | 6,826 | 4,514 | 71,477 | 51,626 | 39,767 | 19,794 | 6,151 |
| 2011/12 (201,683 & 186,160) | 99,871 | 46,193 | 19,399 | 6,068 | 3,081 | 62,911 | 42,581 | 34,576 | 19,447 | 5,823 |

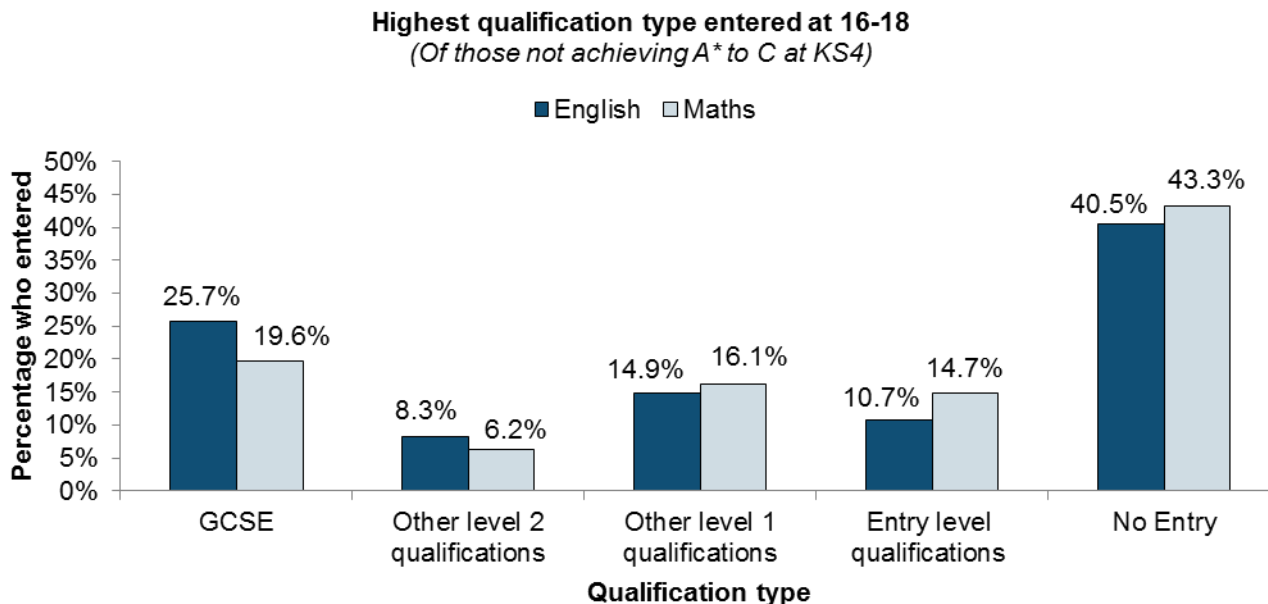
Those with 'no record of entry' to GCSE English and maths are not shown in chart 2b, therefore percentages for each year will not add up to 100% and numbers will not sum to the total students not achieving A* to C at KS4.

Percentages are only shown for 2011/12 in chart 2b.

3. Entries at 16-18 (Tables 1&3)

A large proportion of students finishing KS4 in 2011/12 without A* to C in English and maths did not enter for any English and maths qualifications by 2013/14. Only one quarter of students without A* to C in GCSE English entered for the GCSE at 16-18 and this drops to one-fifth for students without A* to C in GCSE maths (chart 3a). Much higher proportions of students entered other level 1 and entry level qualifications compared to the qualifications types that were achieved at KS4 (as shown above in chart 2a).

Chart 3a: English and maths qualification types entered by 16-18 students by 2013/14 for students who achieved GCSE grades D to G at the end of KS4 in 2011/12



Underlying data to chart 3a:

| Students not achieving A* to C at KS4 | Highest qualification type entered at KS4 | | | | |
|---------------------------------------|---|------------------------------|------------------------------|----------------------------|----------|
| | GCSE | Other level 2 qualifications | Other level 1 qualifications | Entry level qualifications | No Entry |
| English (201,683) | 51,784 | 16,720 | 29,999 | 21,526 | 81,654 |
| Maths (186,160) | 36,532 | 11,580 | 29,980 | 27,457 | 80,611 |

GCSE entries by prior attainment

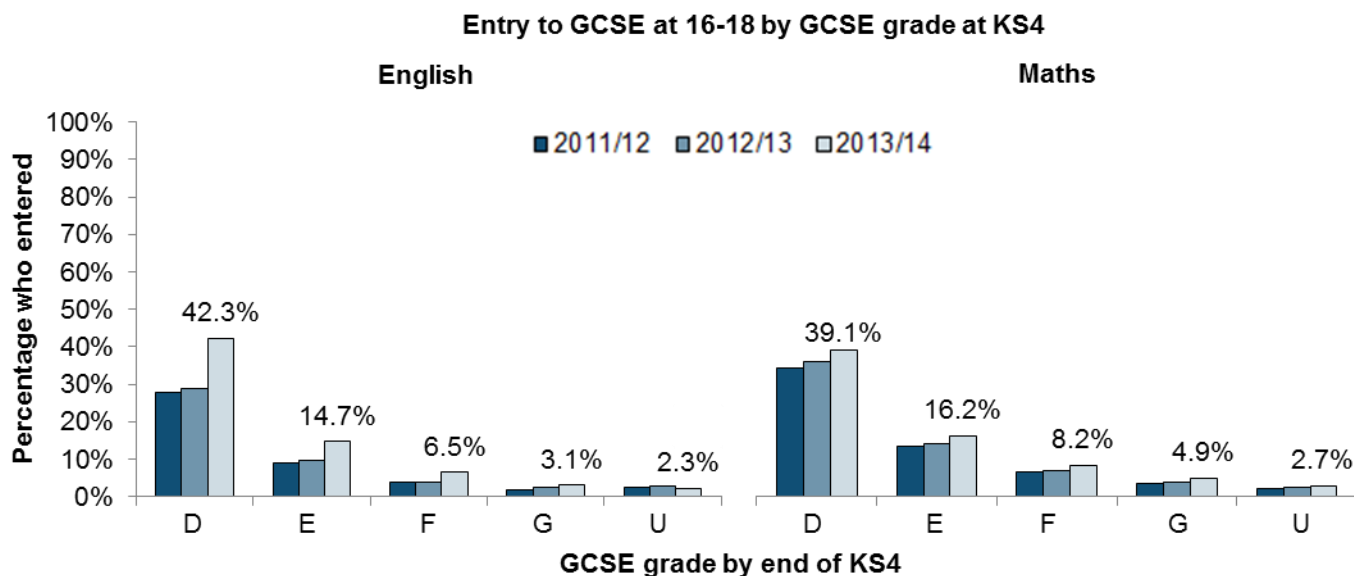
Students were more likely to enter GCSE at 16-18 if they had previously achieved a grade D in English and maths. For example, 42.3% of students who achieved a grade D at KS4 in 2011/12 entered the GCSE at 16-18 by 2013/14, this dropped to 14.7% for students with a grade E (chart 3b). The chart shows the proportion of students who entered by each grade at KS4, i.e. 57.7% of students with a grade D in GCSE English did not enter for the GCSE at 16-18.

From August 2015, 16-19 funding conditions required full time students starting a new study programme with a prior attainment of a D grade in English and/or maths to study towards GCSEs, rather than 'stepping stone' qualifications. This is likely to increase the number of entries for students with a prior attainment of a D grade in future cohorts (see [section 1](#)).

GCSE entries by prior attainment over time

As shown on page 1, the proportion of entries to English and maths GCSE at 16-18 have increase for the past three cohorts of students, but more so for English. The overall increase in GCSE English entries by 16-18 students in 2013/14 was largely driven by more students with a grade D entering the GCSE at post-16 (an increase of 13.4 percentage points). This is in contrast to students with a grade D entering for GCSE maths which saw a smaller increase of 2.9 percentage points (chart 3b). This was the first year in which a higher proportion of students with a D grade in English entered the GCSE compared to maths and may reflect the increase in the proportion of students that achieved a grade D in GCSE English at the end of KS4 in 2011/12 (as shown above in chart 2b).

Chart 3b: 16-18 students entering GCSE English and maths by prior attainment at the end of KS4, 2011/12 to 2013/14



Underlying data for chart 3b:

| Academic year | Entry to GCSE English at 16-18 (by GCSE grade at KS4) | | | | |
|---------------|--|-------|-------|-----|-----|
| | D | E | F | G | U |
| 2011/12 | 27,531 | 4,355 | 789 | 161 | 135 |
| 2012/13 | 26,238 | 4,083 | 725 | 171 | 129 |
| 2013/14 | 42,232 | 6,782 | 1,262 | 190 | 71 |

| Academic year | Entry to GCSE maths at 16-18 (by GCSE grade at KS4) | | | | |
|---------------|--|-------|-------|-----|-----|
| | D | E | F | G | U |
| 2011/12 | 28,264 | 7,488 | 2,695 | 716 | 162 |
| 2012/13 | 25,838 | 7,229 | 2,695 | 730 | 148 |
| 2013/14 | 24,586 | 6,881 | 2,829 | 956 | 158 |

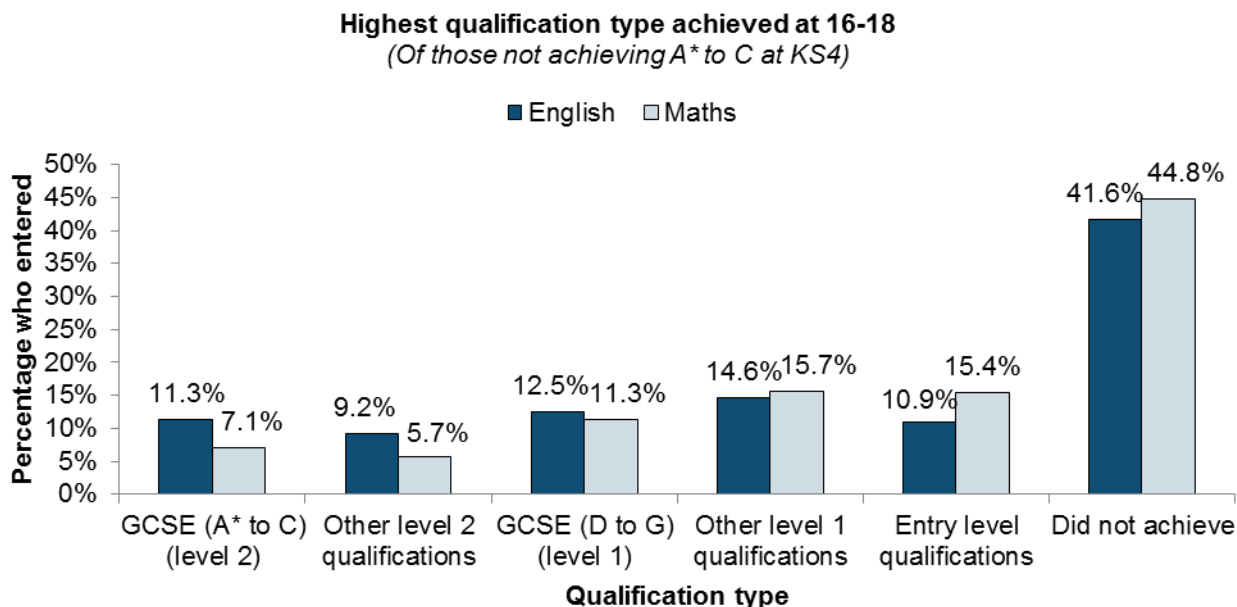
Underlying data shows the number that entered the GCSE at 16-18; it does not provide the denominator which is the total number of students who achieved each grade at KS4 in each year (see tables 6 & 7). Those with 'no record of entry' to GCSE English and maths at KS4 are not shown in chart 3b.

Percentages are only shown for 2011/12 in chart 3b.

4. Achievement at 16-18 (Tables 2&4)

Overall, 11.3% of students who did not achieve A* to C in GCSE English by the end of KS4 in 2011/12 went on to achieve A* to C at 16-18 by 2013/14, compared to 7.1% for maths. Around one quarter (25.4%) of students achieved other level 1 and entry level qualifications in English, compared to around one third (31.1%) of students in maths (chart 4a).

Chart 4a: English and maths qualification types achieved by 16-18 students by 2013/14 for students who did not achieve GCSE grades A* to C at the end of KS4 in 2011/12



Underlying data to chart 4a:

| Students not achieving A* to C at KS4 | Highest qualification type achieved at 16-18 | | | | | |
|---------------------------------------|--|------------------------------|-------------------------|------------------------------|----------------------------|-----------------|
| | GCSE (A* to C) (level 2) | Other level 2 qualifications | GCSE (D to G) (level 1) | Other level 1 qualifications | Entry level qualifications | Did not achieve |
| English (201,683) | 22,754 | 18,498 | 25,208 | 29,395 | 21,932 | 83,896 |
| Maths (186,160) | 13,239 | 10,590 | 21,084 | 29,161 | 28,708 | 83,378 |

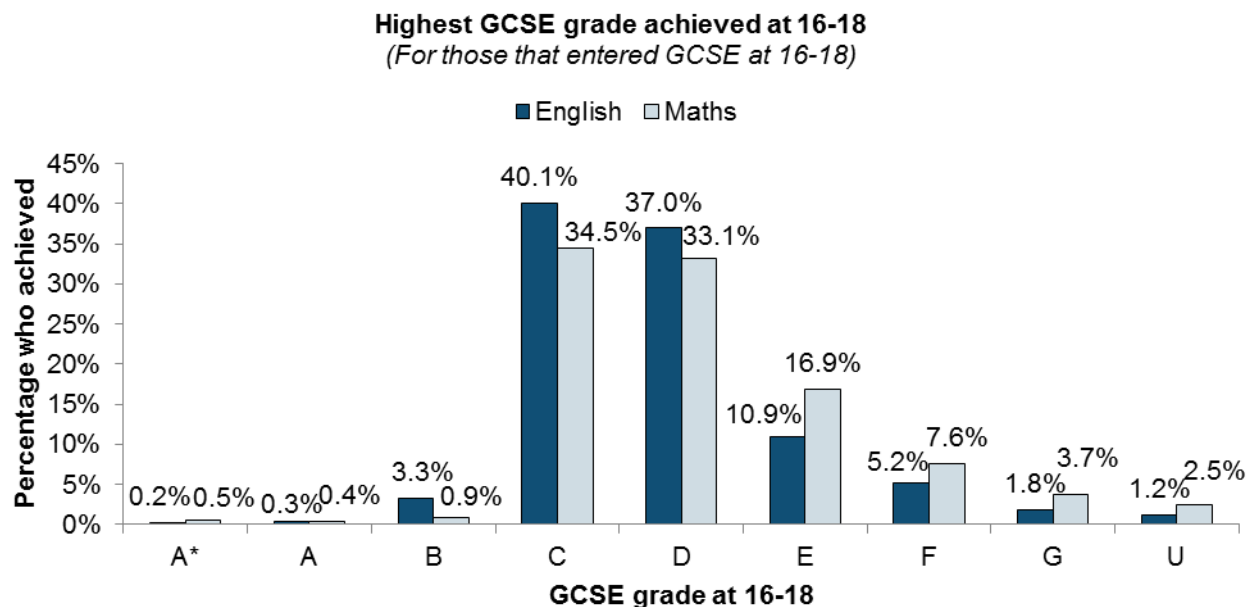
Tables 1-4: National figures provide information on all students who did not achieve A* to C by the end of KS4, including those identified as part-time and work-based learners.

ⓘ The highest qualification type entered may be different to the highest qualification type achieved i.e. highest entry could be a GCSE but highest achievement could be a qualification at level 2 (other than a GCSE).

Achievement of those who entered (Tables 6&7)

Of those that entered for GCSE English at 16-18, 43.9% achieved grades A* to C; of those that entered GCSE maths at 16-18, 36.2% achieved grades A* to C. The majority of students achieved grade C (chart 4b).

Chart 4b: GCSE grade achieved at 16-18 as a proportion of students who entered GCSE English and maths at 16-18



Underlying data to chart 4b:

| Students entering GCSE at 16-18 | Highest GCSE grade achieved at 16-18 | | | | | | | | |
|---------------------------------|--------------------------------------|-----|-------|--------|--------|-------|-------|-------|-----|
| | A* | A | B | C | D | E | F | G | U |
| English (51,792) | 107 | 181 | 1,719 | 20,747 | 19,181 | 5,625 | 2,673 | 936 | 623 |
| Maths (36,520) | 165 | 130 | 340 | 12,604 | 12,094 | 6,166 | 2,764 | 1,362 | 895 |

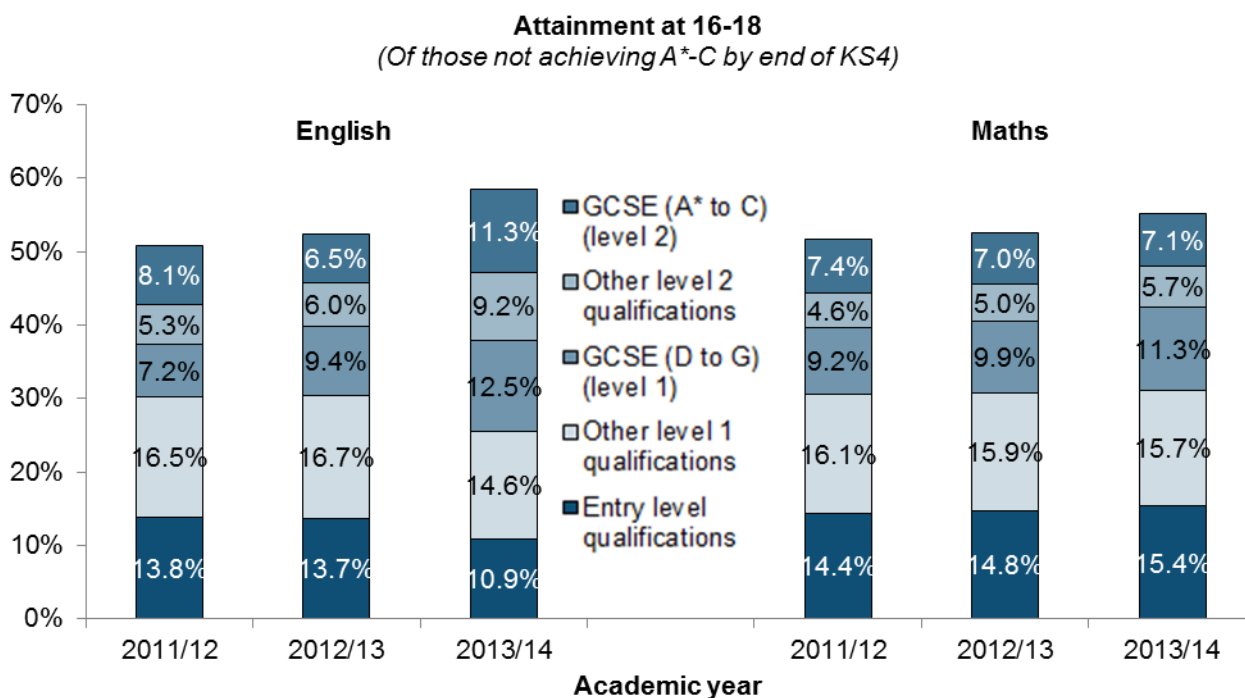
Achievement by prior attainment (Tables 5-7)

Students were more likely to achieve A* to C at 16-18 if they had achieved a grade D at KS4. Nearly half of students with a prior attainment of a grade D at KS4 achieved A* to C in GCSE English (49.2%) and in GCSE maths (47.7%). This dropped to 19.1% for English and 10.9% for maths for students with a prior attainment of a grade E at KS4. This is likely to reflect the amount of progress which is needed to achieve a grade C or above. For example, a higher proportion of students with a prior attainment of a grade E at KS4 improved their GCSE grade at 16-18; 55.8% for English and 45.1% for maths.

Achievement over time

In 2013/14, a higher proportion of students achieved GCSE English or other level 2 qualifications in English and a smaller proportion achieved entry level or level 1 qualifications, compared to previous cohorts. In contrast to English, in 2013/14 there was an increase in the proportion of students achieving entry level qualifications in maths. Achievement of A* to C in GCSE maths has been fairly stable but a higher proportion did achieve grades D to G in 2013/14 (chart 4c).

Chart 4c: Proportion of students who achieved English and maths qualifications of those not achieving A* to C by the end of KS4, by type of qualification, 2011/12 to 2013/14



Underlying data for chart 4c:

| | | | | | | |
|-----------|-----------|-----------|---------------------------------------|-----------|-----------|-----------|
| (210,347) | (188,365) | (201,683) | Students not achieving A* to C at KS4 | (232,398) | (211,171) | (186,160) |
| 17,075 | 12,316 | 22,754 | GCSE (A* to C) (level 2) | 17,218 | 14,823 | 13,239 |
| 11,188 | 11,328 | 18,498 | Other level 2 qualifications | 10,688 | 10,515 | 10,590 |
| 15,046 | 17,627 | 25,208 | GCSE (D to G) (level 1) | 21,460 | 20,939 | 21,084 |
| 34,756 | 31,492 | 29,395 | Other level 1 qualifications | 37,373 | 33,642 | 29,161 |
| 28,975 | 25,881 | 21,932 | Entry level qualifications | 33,537 | 31,160 | 28,708 |

Those who did not achieve any English and maths qualifications are not shown in chart 4c, therefore percentages for each year will not add up to 100% and the number in each qualification type will not sum to the total students not achieving A* to C at KS4.

Table 5: For the purposes of assessing progress (student achievement since the end of KS4), table 5 shows a matrix of achievement. It categorises qualifications into 'levels of learning' (see below) to show where there has been improvement from, for example, achievement of an entry level qualification by the end of KS4 to a level 2 qualification at 16-18.

Table 6-7: These tables are matrices of entries and achievements that specifically detail GCSE grades achieved by the end of KS4 and grades subsequently achieved at 16 to 18.

Higher/same/lower level of learning: This refers to a hierarchy of achievement described below:-

| Ranking | Qualification | Level |
|---------|--------------------------------|-------|
| Highest | 1 GCSE A*-C | 2 |
| ↓ | 2 Other level 2 qualifications | 2 |
| | 3 GCSE D-G | 1 |
| | 4 Other level 1 qualifications | 1 |
| Lowest | 5 Entry level qualifications | Entry |

For example, the achievement of 'other level 1 qualifications' will result in a lower level of learning if the student has already achieved a GCSE at grades D to G. Students who previously achieved an E grade at KS4 and subsequently achieved a D grade at 16-18 will be considered to have achieved the same level of learning, rather than a higher level of learning. Similarly, students who previously achieved a D grade at KS4 and subsequently achieved an E grade at 16-18 will also be considered to have achieved the same level of learning, rather than a lower level of learning. This is necessary to measure progress between different types of qualifications as shown in the table above.

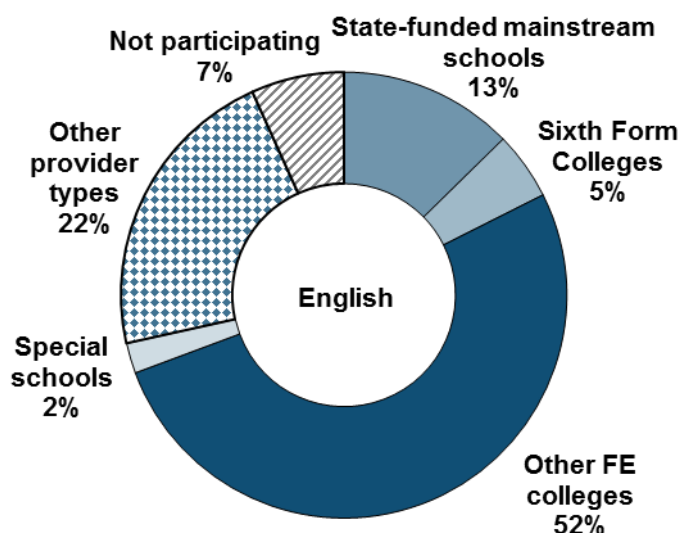
Other level 1 and 2 qualifications include functional skills, English for speakers of other languages (ESOL) qualifications, free standing maths qualifications, key skills and basic skills.

Entry level qualifications include functional skills and adult literacy and numeracy qualifications.

5. Institution types (Tables 1-4)

Over half of all students who did not achieve A* to C in English by the end of KS4 continue to study at further education (FE) colleges at post-16 (chart 5a). A similar distribution was seen in previous cohorts and also for maths.

Chart 5a: 16-18 place of study for students who did not achieve A* to C in GCSE English, 2013/14



State-funded mainstream schools include local authority mainstream schools, academies and free schools.

Other provider types includes part-time and work-based students, those deferred for reporting at institution level until next year as they were only active in 2013/14, and independent schools and other providers not reported in 16-18 performance tables.

Not participating means there was no record of the student studying or entering for any qualifications (including non-English and maths qualifications) in 2012/13 or 2013/14 in any data source.

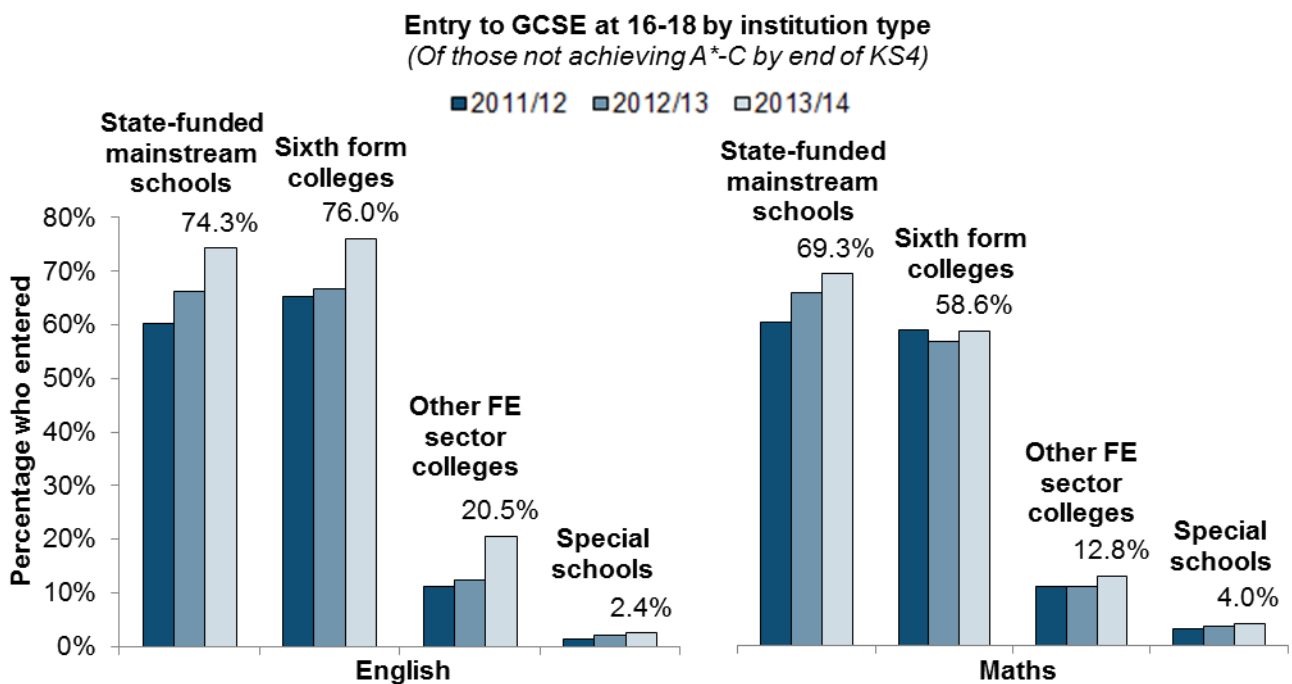
Further information on the achievement of students by provider type is available in the institution level tables. These tables include full-time students in state-funded mainstream schools, sixth form colleges, other FE colleges and special schools (as presented above).

GCSE English and maths entries and attainment by institution type

There were increases across all institution types in the proportion of students being entered for GCSE English and maths by 2013/14. There has been little change to institution type trends over time. State-funded mainstream schools and sixth form colleges continue to enter a higher proportion of their students for GCSE and a greater proportion of their students achieve A* to C post-16, for both English and maths (charts 5b & 5c).

It is expected that these figures will increase for all institution types for students studying from 2014/15 as the majority of students who have not achieved A* to C in English and/or maths have to continue to study these qualifications, as part of 16-19 funding conditions (see [section 1](#)).

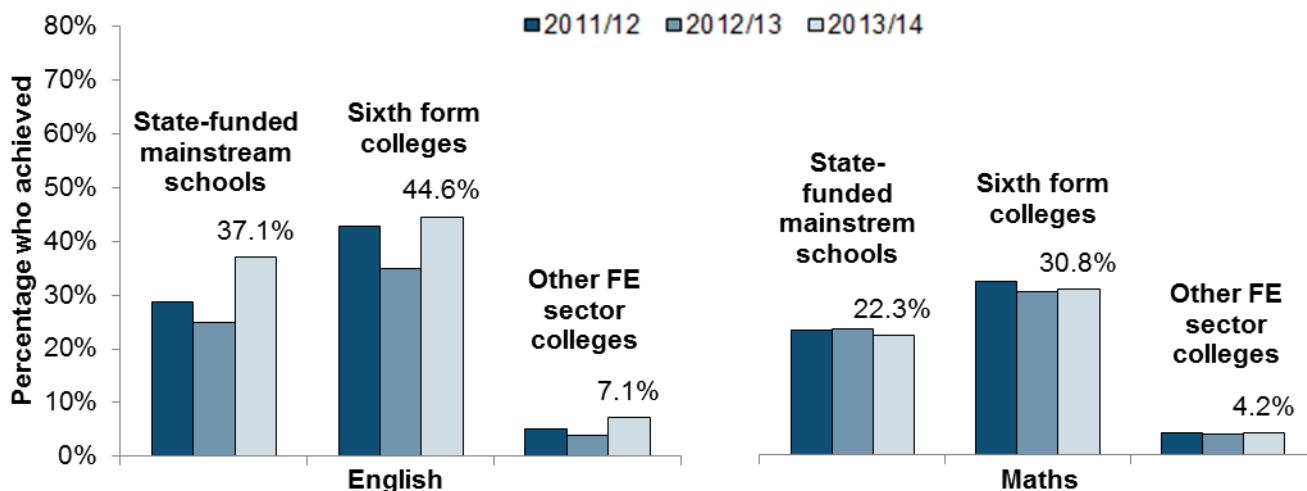
Chart 5b: Entry to GCSE English and maths at 16-18 by end of 2013/14, for students without A* to C at KS4 by institution type



Percentages are only shown for 2013/14 in charts 5b and 5c. Underlying data can be found in Tables 1-4 released alongside this release.

Chart 5c: Achievement of A*-C in GCSE English and maths at 16-18 by end of 2013/14, for students without A* to C at KS4 by institution type

Achievement of A*-C in GCSE at 16-18 by institution type
(Of those not achieving A*-C by end of KS4)



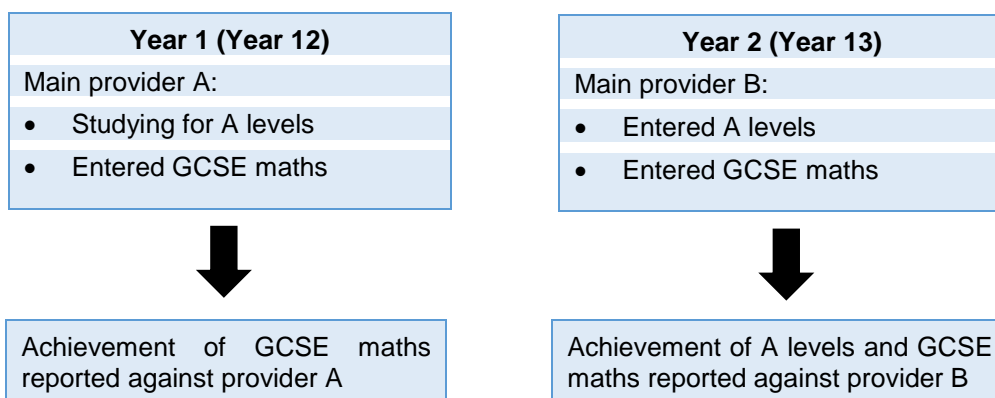
Special schools have not been shown on chart 5c due to small numbers.

6. Changes to allocation of students to providers

As detailed in [section 1](#), major reforms to 16-18 performance tables from 2016 mean there will be an increased coverage of students, from those taking qualifications at level 3 i.e. A levels, to including students taking qualifications below level 3. Ahead of these reforms we are sharing data to seek feedback on a proposed new methodology.

In the current 16-18 Performance Tables and in the institution tables S1 to S4 provided alongside this release, all results over the post-16 study phase have been allocated to one provider. Historically these principles have been effective as movement between providers among level 3 students is not common. However, as movement among students taking qualifications below level 3 occurs more frequently, it is important to find an approach to allocating students to providers which holds to account more than one provider (see the [16 to 19 accountability headline measures: technical guide](#) for more information).

For example, when a student is taking an academic pathway but moves providers between their first and second year (year 12/13) results will be reported against each provider:



For accountability purposes outcomes in 16-18 performance tables will be reported against the provider which is directly funded by the Education Funding Agency (EFA) in each year of study. This is where the student was recorded as:

- Being on-roll in the spring school census;
- 'On-roll' in the Individualised Learner Record (ILR), determined by where the student was studying their core aim (core aims will only be included if the student completed the qualifying period; this is generally six weeks for long qualifications and two weeks for short qualifications);
- Or where the student took the highest volume of their exams (for providers that do not complete the school census or ILR).

The technical note provides more information on these data sources and the new methodology.

Chart 6a provides a breakdown of how full-time students currently reported in the institution tables S1-S4 are reported using the new methodology. It shows that:

- **Over half of students (65%) stayed at the same provider in 2012/13 and 2013/14;**
- **12% of students moved providers between 2012/13 and 2013/14.** This means that students' results in each year get reported separately against each provider in tables S5-S6. However, students who achieved a grade C or above in English and/or maths in 2012/13 and subsequently moved onto a different provider in 2013/14 will not be included in the second provider's institution numbers;
- **One fifth of students (20%) only studied in one year, 2012/13 or 2013/14.** It is the main provider identified in this year which gets reported in tables S5-S6;
- **A minority of students are no longer reported (3%).** These students do not appear in tables S5-S6. This could be due to a student not being identified as 'on-roll' in the spring school census or ILR. In addition, the new methodology assigns all results to the 'core' provider and this may be a training provider, not currently included in 16-18 performance tables.


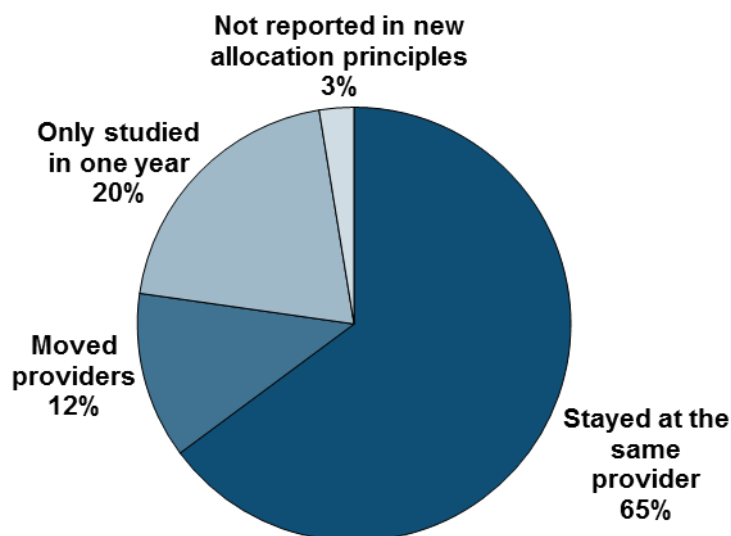
 The new allocation methodology has been applied to students identified as full time using the existing allocation methodology. When the new allocation methodology is used to define full time students that should be reported in institution tables, there will be further differences in students reported.

Chart 6a: Breakdown of 16-18 full-time students (reported in tables S1 to S4) using the new allocation methodology in 2012/13 and 2013/14



Additional institution tables (S5-S6) have been produced alongside this release using the new allocation methodology to show the impact of the changes for the 2013/14 cohort of students without A* to C by the end of KS4 in 2011/12.

Tables S1 & S3: Institution level figures on each school and college identified as having full time students in 2012/13 and/or 2013/14 who did not achieve A* to C by the end of KS4 in 2011/12 for English (S1) and maths (S3).

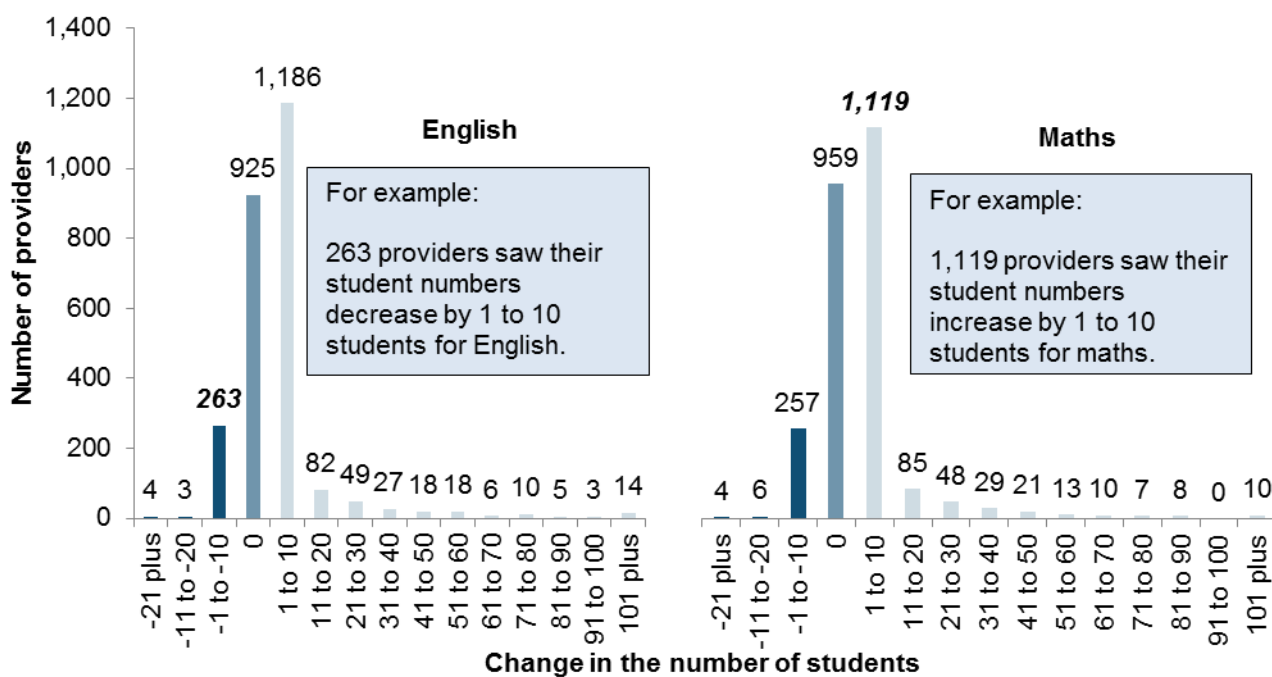
Tables S2 & S4: Institution level figures on each school and college identified as having full time students in 2012/13 and/or 2013/14 who achieved a grade D by the end of KS4 in 2011/12 for English (S2) and maths (S4).

Tables S5 & S6: Includes the students identified in table S1 & S3 using the new allocation methodology to assign results to providers. Some students in table S5 & S6 will be reported against a different provider to that of tables S1-S4.

Some providers are no longer reported in tables S5-S6 as they no longer have any students without A* to C; all of these had five or fewer students under the old allocation methodology (10 providers for English, 14 providers for maths). In contrast there are also new providers reported in tables S5-S6 (45 providers for English, 43 providers for maths).

Chart 6b shows that for providers presented under the old and new allocation methodology, the majority see their student numbers stay the same or increase, mostly by between 1 and 10 students, but some providers see their student numbers decrease. This is as a result of a combination of students who move providers now being reported against more than one provider and students being reported against a different provider to that under the old allocation methodology.

Chart 6b: Change in the number of 16-18 full-time students using the new allocation methodology



The majority of state-funded mainstream schools see their student numbers stay the same or increase by between 1 and 10 student(s) (86.4%). In contrast the majority of other FE colleges see their numbers increase by over 10 students (78.2%). This reflects the size of the 16-18 student cohort in these providers and proportionally state-funded mainstream schools see both the largest decrease and increase in student numbers under the new allocation methodology for English (Table 6a). A similar change is seen for maths.

Table 6a: Change in the proportion of 16-18 full-time students using the new allocation methodology for English, in 2012/13 and 2013/14, by institution type

| | Decrease (%) | Increase (%) |
|---------------------------------|--------------|--------------|
| State-funded mainstream schools | 1.6 | 10.7 |
| Sixth Form Colleges | 0.4 | 5.7 |
| Other FE sector colleges | 0.2 | 8.0 |
| Special Schools | 0.4 | 8.9 |

Prior to the reforms in 16-18 performance tables from 2016 (published in January 2017) we will share data with schools and colleges in summer 2016. To provide feedback on the new allocation methodology please get in touch via Post16TableReform.MAILBOX@education.gsi.gov.uk.

7. List of tables

The following tables are available in Excel .xlsx format on the department's statistics website: [Statistics: 16 to 19 attainment](#)

National tables

- 1 Entries in GCSE English and other English qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and did not achieve a grade A* to C, by institution type, 2013/14
- 2 Achievements in GCSE English and other English qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and did not achieve a grade A* to C, by institution type, 2013/14
- 3 Entries in GCSE mathematics and other mathematics qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and did not achieve a grade A* to C, by institution type, 2013/14
- 4 Achievements in GCSE mathematics and other mathematics qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and did not achieve a grade A* to C, by institution type, 2013/14
- 5 Matrices of achievements in English and mathematics by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and did not achieve a grade A* to C, by subject and level of achievement, 2013/14
- 6 Matrices of entries and achievements in GCSE English and other English qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and did not achieve a grade A* to C, by GCSE grade, 2013/14
- 7 Matrices of entries and achievements in GCSE mathematics and other mathematics qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and did not achieve a grade A* to C, by GCSE grade, 2013/14

Institution tables

- 1 Institution breakdown of entries and achievements including level of learning in GCSE English and other English qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and did not achieve A*-C, 2013/14
- 2 Institution breakdown of entries and achievements including level of learning in GCSE English and other English qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and achieved a grade D, 2013/14
- 3 Institution breakdown of entries and achievements including level of learning in GCSE maths and other maths qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and did not achieve A*-C, 2013/14
- 4 Institution breakdown of entries and achievements including level of learning in GCSE maths and other maths qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and achieved a grade D, 2013/14
- 5 Institution breakdown of entries and achievements including level of learning in GCSE English and other English qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and did not achieve A*-C, using new allocation principles, 2013/14
- 6 Institution breakdown of entries and achievements including level of learning in GCSE maths and other maths qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2011/12 and did not achieve A*-C, using new allocation principles, 2013/14

When reviewing the tables, please note that:

We preserve confidentiality

The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.

so we suppress some figures,

For national tables, values of 1 or 2 have been suppressed and secondary suppression has been applied.
For the institution tables, percentages based on fewer than 6 students have been suppressed.

and adopt symbols to help identify this

x: Publication of that figure at national level could be disclosive.
SUPP: School and college outcomes have been suppressed.

8. Further information is available

Level 1 and 2 English and maths: 16 to 18 students - 2012 to 2013 SFR 32/2014: <https://www.gov.uk/government/statistics/level-1-and-2-attainment-in-english-and-mathematics-by-16-to-18-students-academic-year-2011-to-2012>

Revised GCSE and equivalent results in England: 2013 to 2014 SFR 02/2015: <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2013-to-2014>

A level and other level 3 results: 2013 to 2014 (revised) SFR 03/2015: <https://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2013-to-2014-revised>

Level 2 and 3 attainment by young people aged 19 in 2014 SFR 11/2015: <https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2014>

Performance Tables <http://www.education.gov.uk/schools/performance/>

9. Experimental and Official Statistics

Post-16 accountability is being reformed and from 2015/16 a new English and maths progress measure will be released in 16-18 performance tables (see [section 1](#)). This publication has been produced to provide an interim indication of English and maths at level 2 and below for 16-18 students and to consult with users on new methodologies. The data and accompanying tables are published as experimental statistics and do not display the National Statistics logo. The figures should, therefore, be treated with caution.

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.

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.

10. Technical Information

A technical note accompanies this experimental SFR. This provides further information on the coverage of students and providers, the English and maths qualifications included, allocation of results to providers, and data sources.

11. Got a query? Like to give feedback?

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Department for Education

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This document is also available from our [website](#).