

Technical Note - Level 1 and 2 attainment in English and maths by 16-18 students

1. Introduction

This experimental Statistical First Release (SFR) provides information on the English and maths qualifications entered and achieved by 16-18 students in 2012/13 and 2013/14 who did not achieve a GCSE grade A* to C by the end of key stage 4 (KS4) in 2011/12. National figures provide information on all students who did not achieve A* to C by the end of KS4, including those identified as studying part-time and work-based learners. Institution breakdowns only include full-time students in schools and colleges normally reported in 16-18 performance tables.

16-18: refers to a student's academic age at the beginning of the academic year, therefore it can include the age range 16 to 19, to the end of year 13 or 14.

These statistics are provided as an interim indicator of level 2 English and maths in 16-18 students and will be replaced in 2016 by a level 2 English and maths progress measure, as announced in the government's [response](#) to the 16-19 accountability consultation. The figures should be treated with caution as this is only the third year for which such data has been produced.

Qualification levels

- **Level 3:** Equivalent to an A or AS level.
- **Level 2:** Equivalent to GCSE grades A* to C.
- **Level 1:** Equivalent to GCSE grades D to G.

This technical note provides further information on the methods used to produce this publication, including:

- At key stage 4 (KS4):
 - How we identify students that have achieved A* to C
 - English and maths qualifications that are included
- At 16-18 study:
 - How we identify students in 16-18 study
 - English and maths qualifications that are included
- How we allocate results to providers
- Providers included in this release
- Presentational changes
- Data sources

2. Identifying students at the end of key stage 4 (KS4)

These experimental statistics identify the students at the end of KS4 in 2011/12 (those reported in the 2012 secondary school performance tables). These students were then matched to post-16 data using a pupil identifier.

Coverage: In the 2011/12 secondary school performance tables there were 620,617¹ students at the end of KS4. Approximately 92% of students identified in KS4 awarding body results data matched students identified in the School Census and those published in the secondary school performance tables. The remaining 8% of students were from independent and hospital schools where the total number of students at school level (returned through the School Level Annual School Census (SLASC)) did not match the number of students DfE had received results data for. For these students, where possible a proxy has been used to identify at student level those at the end of KS4 based on age and year group, ensuring the provider has been published in the 2012 performance tables. A further 7.6% of students were identified using this method.

In addition, a small minority (<0.1%) of students identified as being at the end of KS4 had duplicate information and were removed. In total, over 99% of students reported at the end of KS4 in 2011/12 have been identified for matching to post-16 data.

3. Qualifications included to identify students who achieved grades A* to C in GCSE English and maths by end of KS4

The same qualifications as those reported in the 2012 secondary performance tables have been used to identify students that achieved grades A* to C in GCSE English and/or maths in 2011/12 i.e their highest achievement in A levels, AS levels, GCSEs and regulated level 1/2 certificates (those qualifications on the EBacc list in 2011/12 that count as English and maths). However, the KS4 EBacc requirement to take GCSEs/level 1 and 2 certificates in both English literature and English language does not apply. Therefore, a result in English language will count as an English achievement if taken on its own. In addition, maths linked pairs do not both have to be achieved to count as maths in this publication.

Students achieving an A*-C (or a level 3 qualification) in these qualifications have subsequently been removed from those identified at the end of KS4 in 2011/12 as they are out of scope for this publication.

Coverage: A minority of students (0.2%) who completed KS4 early in 2011/12 (prior to academic age 15) do not have achievement data (as this is only included from academic age 15). Therefore, they will be included in the denominator data as having not achieved A* to C when this might not be the case. This methodology is preferable to using academic age as a

¹ [GCSE and equivalent results in England, 2013 to 2014, Table 1a](#)

proxy for end of KS4 as there are a higher proportion (0.9%) of students who finish KS4 after academic age 15 and could be included as not achieving A*-C prior to finishing their studies. From 2016, the 16-18 performance tables measure will source all achievement data regardless of age on completion of KS4.

4. Students identified as being in 16-18 study

Students are included in these statistics if they are identified as being in education in the two years from end of KS4, i.e. in 2012/13 and/or 2013/14. However, the total also includes those without A* to C at end of KS4 who did not go on to enter education at 16-18.

Students must have been studying full-time at some point during the two year reporting period to be included in the institution level statistics. Outcomes are not reported at institutional level if students are only recorded against an institution in the second year of study (2013/14). Instead, institution level outcomes for these students are deferred for reporting to the following year as they are deemed not to be at the end of their 16-18 study. This is in line with 16-18 performance tables practice.

Students identified as being deferred for institution level reporting in last year's statistics have been included in the institution breakdowns in this release.

5. Qualifications included to identify students entering and achieving English and maths qualifications post-16

These statistics recognise entries and attainment in level 2, level 1, and entry level English and maths qualifications. These are:

- AS levels
- GCSEs (full-courses)
- Regulated level 1/2 certificates
- Level 1 and level 2 Functional Skills and English for Speakers of other Languages (ESOL) qualifications
- Level 1, level 2 and level 3 Free Standing Mathematics Qualifications (FSMQs)
- Level 1 and level 2 Key Skills and Basic Skills
- Entry level qualifications (include functional skills and adult literacy and numeracy qualifications)

However, the KS4 EBacc requirement to take GCSEs or level 1/2 certificates in both English literature and English language does not apply. Therefore, results in English language will count as an English achievement if taken on its own.

In this release, GCSEs (including regulated level 1/2 certificates) are presented separately from other qualifications at level 1 and 2. For the purposes of describing these qualifications they will be grouped together under other qualifications at level 2, level 1, and entry level.

A minority of students have entered and achieved an AS level qualification but have not entered and achieved a GCSE (56 students for English and 43 students for maths). These are included in GCSE entries, attainment at A* to C and for individual grade breakdowns with A* (as in 2013/14 the performance points for a grade E at AS level was higher than A* at GCSE).

6. Allocating results to providers

This year, two sets of institution tables have been published. The first is based on last year's methodology of allocating results to providers, and the second on new allocation principles that will be used in 2016 16-18 performance tables.

In the first set of tables, if the student already had results reported in the 2014 16-18 performance tables, the English and/or maths result has been assigned to this provider. The remaining students were allocated to providers based on where the source data (see below) recorded they took their exam in English and/or maths. A number of rules were applied when a student had entered for exams at more than one provider:

To allocate results to providers (where student not reported in 2014 16-18 performance tables):

Where there was more than one possible choice of institution:

- Allocate to the institution with the highest volume of entries, this approach is consistent with the methodology used in the performance tables.

Where the institutions cannot be separated based on volume of entries:

- Allocate to the institution where English or maths GCSE has been sat. Where competing institutions both have English or maths GCSE entries, then allocate to where the best, most recent result was achieved.

Where the institutions cannot be separated based on volume of entries and there are no GCSE English or maths entries; based on the first condition that is true:

- If the student has been recorded against the same institution in both years of the reporting period, then allocate to this school or college.
- If the student is identified as full-time in a college, then allocate to that college. If part-time in a college but full time in a school, then allocate to the school.
- Where there is a choice between an institution in the first year of the reporting period and a different institution in the second, allocate to the most recent school or college.

7. New allocation principles

From 2016, for accountability purposes we want to allocate results in 16-18 performance tables to the provider which is directly funded by the Education Funding Agency (EFA) in

each year of study. This means results will be allocated to the provider where the student has enrolled to take their main programme of study, recorded in the School Census or Individual Learner Record (ILR). These principles move away from assigning all results to one provider (in the reporting year) and instead assign results on an annual basis if the student moves during 16-18 study. Results will continue to be published at the end of the post-16 study phase; usually when the student is academic age 17 (year 13). However, if a school or college defers the student's results this might mean that some results are published three years after the end of key stage 4.

There are three possible sources of provider information to consider, each year:

1. **Providers who return spring School Census** – the spring school census returns student level information and will continue to be used to identify 16-18 students on-roll in schools;
2. **Providers who return the ILR** – the ILR returns student level information and will be used for the first time to identify 16-18 students 'on-roll' in colleges (and other provider types returning the ILR); determined by where the student is studying their core aim (core aims will only be included if the student completed the qualifying period²). Results related to subsidiary aims that may be delivered elsewhere are reported against the 'core' provider since it is responsible for that student's overall study programme.
3. **Awarding organisation data³ (for providers who do not return the spring school census or ILR)** – for providers that don't return student level information to the department i.e. independent schools, we will continue to use awarding organisation data to allocate results to providers, but on an annual basis.

For this release, data sources for 2012/13 and 2013/14 have been used to allocate results to providers. **Annex A** provides more information on how these new principles work in practice.

These new allocation principles result in a number of differences and have been presented in additional institution level tables (S5 & S6) and are discussed in the main experimental SFR (Section 7).

² This is generally six weeks for long qualifications and two weeks for short qualifications.

³ Awarding organisations (AOs) deliver regulated qualifications and award examination results to students in post-16 study. Each year, the department collects data from AOs, via an external contractor, on the students who have entered exams and their results.

8. Providers presented in this release

Tables 1 to 4 contain a number of institution types.


- State-funded mainstream schools – includes all maintained mainstream schools and mainstream academies and free schools
- Local authority mainstream schools – includes all maintained mainstream schools (excluding academies and free schools)
- Sponsored academies – these are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities
- Other academies and free schools – includes converter academies (schools who have chosen through Governing Body Resolution and application to the Secretary of State for Education, to become an Academy under the Academies Act 2010) and free schools (state-funded schools that have greater freedoms than local authority maintained schools. They are run by teachers and have freedom over the length of the school day and term, the curriculum and how they spend their money)
- Sixth Form Colleges – 16-18 institutions which typically offer academic qualifications such as A levels or GCSEs
- Other FE sector colleges – these include general further education, agriculture and horticulture, art, design and performing arts, specialist designated and tertiary colleges
- Special schools – these include community, foundation and non-maintained special schools

Other providers includes students enrolled in institutions that were not reported in the 2014 16-18 performance tables (e.g. schools/colleges that have been closed for over a year, private education providers, higher education institutions, pupil referral units, hospital schools etc.) and those which are not covered by the school census or Individualised Learner Record (ILR) collections (e.g. independent schools) and can therefore only be identified based on qualification entries in the awarding organisation data.

9. Presentational changes

There continue to be two types of indicators in this release: threshold measures (tables 1-4) and matrices bringing together prior attainment by the end of KS4 and subsequent attainment at 16-18 (tables 5-7). Measures showing higher/same/lower level of learning are based on the following hierarchy:

Table 1: Level of learning hierarchy

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

10. Data Sources

In order to gather information on 16-18 students studying at schools and colleges several data sources were matched together at student level:

- School Census database containing information on the participation and personal characteristics of pupils in all maintained schools, academies, free schools, studio schools, university technical colleges (UTCs), and non-maintained special schools, collected by the department.
- Awarding Organisation exam results data collected as part of the school and college performance tables exercise.
- Vocational Qualifications database containing information on student vocational achievements at all institutions, collected from awarding organisations.
- Individualised Learner Record (ILR) database covering participation and qualifications obtained in Further Education (FE) and Work-based Learning (WBL), collected by the Skills Funding Agency from learning providers.

Further information on these datasets, including data quality and coverage, is available in [DfE's Statement of Administrative Sources](#).

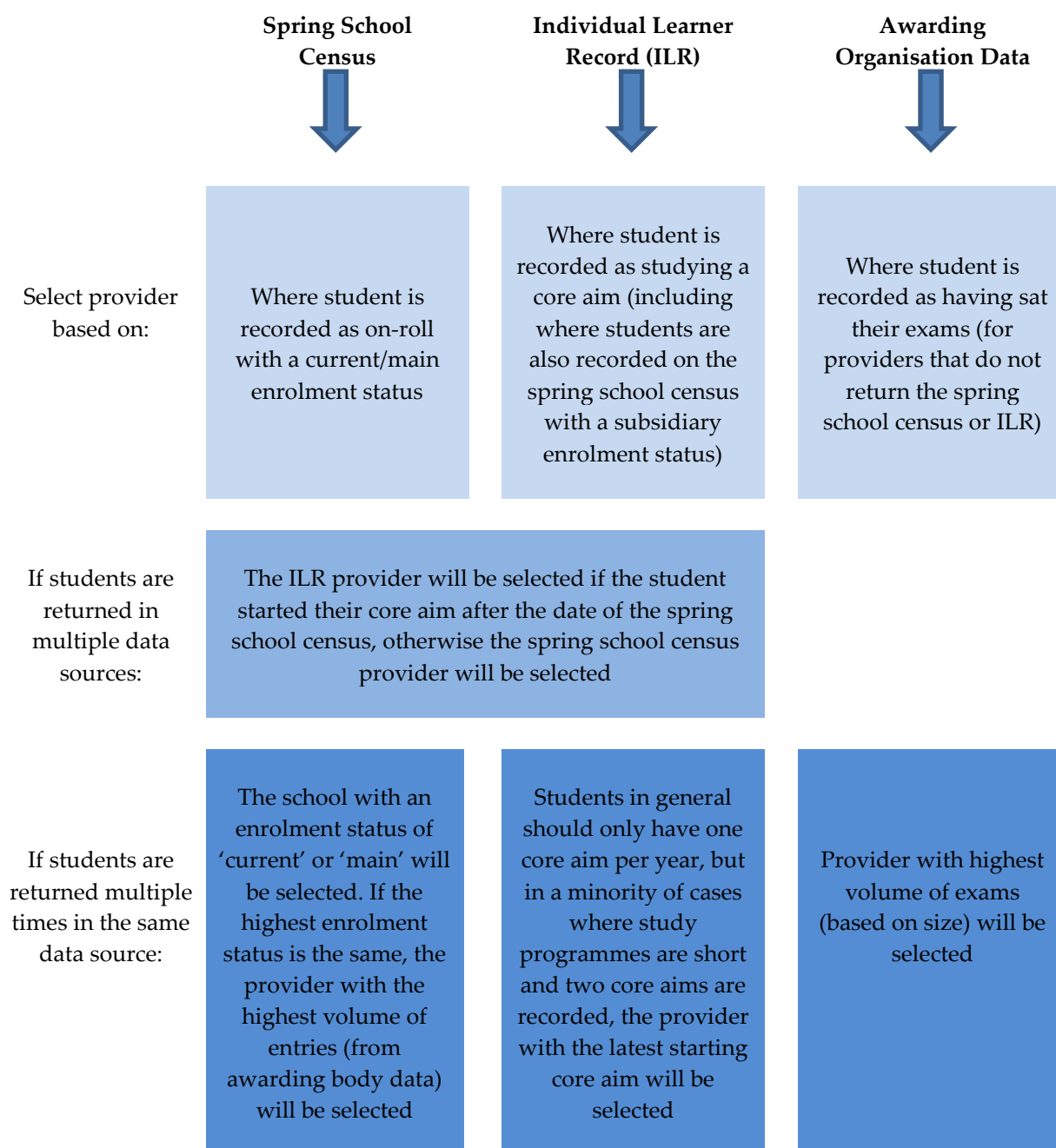
The number of eligible qualifications not recorded in the datasets is considered to be minimal. The level of matching between data sources is very high.

11. Contact Us

If you have any comments or feedback on the methodology used in this release, please let us know: Post16TableReform.MAILBOX@education.gsi.gov.uk

Allocating students to providers – new methodology

In order to identify which provider to report outcomes against in each year, the following **three** data sources will be used:



If the same provider is selected in all years of post-16 study then all the student's results will be reported against this one provider. However, if different providers are selected using the principles above, only the results achieved in that year will be reported against the provider.