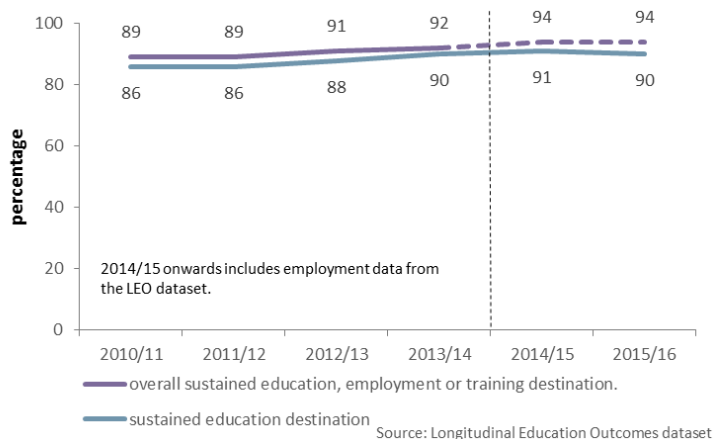




Destinations of key stage 4 and key stage 5 students, England, 2015/16

SFR 56/2017, 12 October 2017

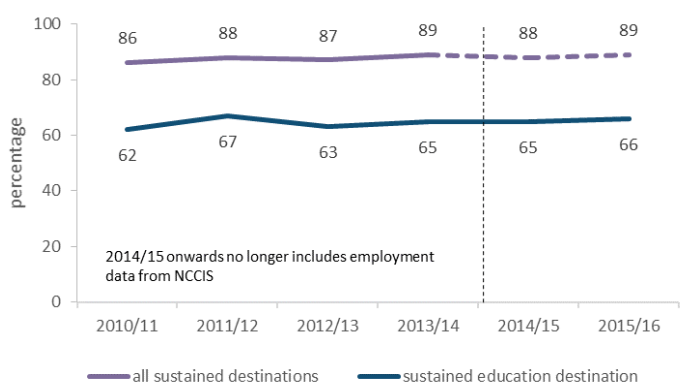
Percentage in sustained destinations after key stage 4 remains unchanged from 2014/15



Overall, 94% of pupils were in sustained education, employment or training in the year after key stage 4, unchanged from 2014/15.

90% of pupils were in sustained education, up 4 percentage points since 2010/11 and broadly similar to the last 2 years.

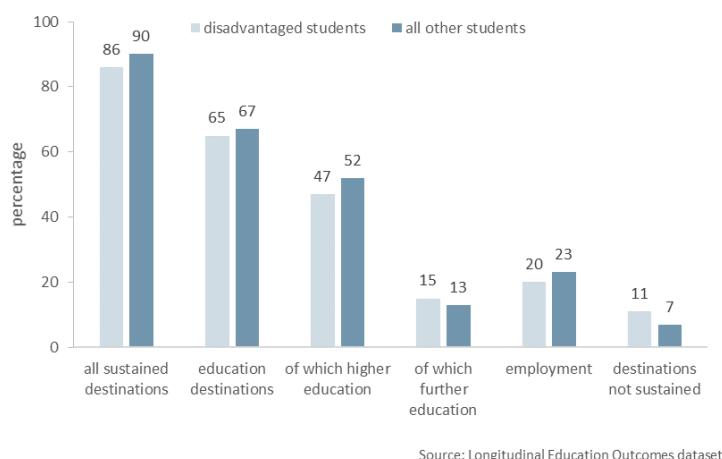
Percentage in sustained education or employment after key stage 5 remains high



Overall, 89% of students were in sustained education or employment after key stage 5, a 1 percentage point increase from 2014/15.

66% of students were in sustained education destinations, a 1 percentage point increase from 2014/15. There has been a general upward trend since 2010/11, with a spike in 2011/12 alongside changes to tuition fees.

Disadvantaged students are less likely to be employed or in higher education after key stage 5



Overall, 86% of disadvantaged students were in sustained education or employment compared to 90% of others, a 2 percentage point and 1 percentage point increase respectively.

Disadvantaged students who completed key stage 5 study were less likely to continue in sustained education (65%) compared to all other students (67%). Similarly, they were less likely to be in higher education (47% compared to 52% of others) or sustained employment.

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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 during which young people are participating in their chosen destination, and datasets have to be combined before measuring sustained participation in education, training or employment, which causes this time lag.

About this release

This statistical first release (SFR) shows the percentage of young people progressing to specified destinations in 2015/16. These are young people who completed key stage 4 (KS4) and key stage 5 (KS5) in 2014/15.

- 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 will be revised at institutional level in January 2018 for inclusion in performance tables. The revisions will include:

- The revision of destinations to independent mainstream and special schools obtained from additional 2016/17 awarding body data.
- The revision of employment destinations, destination not sustained and activity not captured from updated LEO data.

In this publication

The following tables are included in the SFR:

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

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

Additional experimental tables and commentary have also been included in a separate document.

Feedback

We are confident in our new methodology but welcome feedback from users on the methodology and presentation of these statistics. Please direct all comments and queries to: destination.measures@education.gov.uk

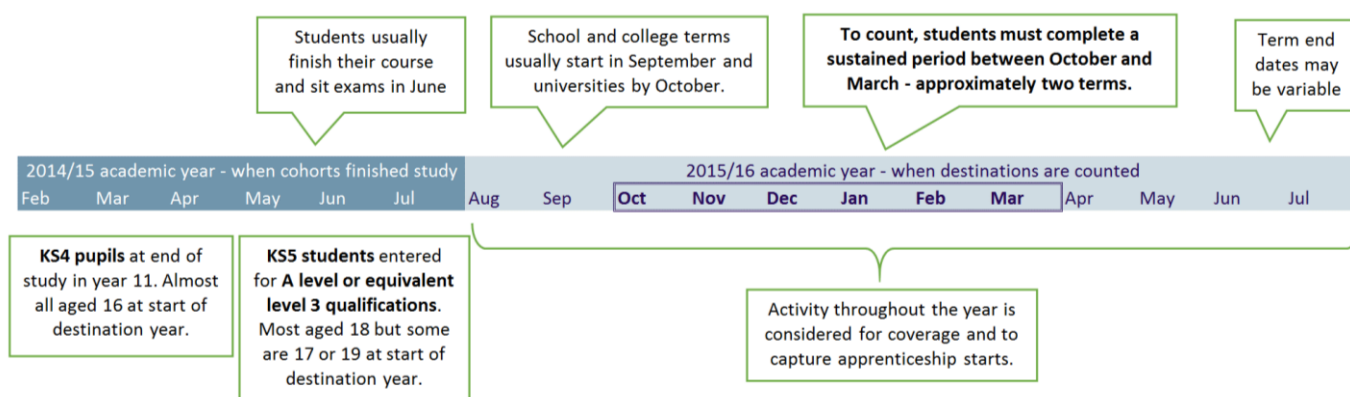
1. What are destination measures?

Destination measures show the percentage of pupils or students going to or remaining in an education and/or employment destination in the academic year after completing their key stage 4 or key stage 5 studies. The most recent data reports on students who completed the key stage in the 2014/15 academic year and identifies their education and/or employment destinations the following year.

After completing key stage 4 (finishing year 11, usually aged 16) 94% of pupils now stay in education, employment or training over the period we measure, with 90% staying in an education setting. After completing key stage 5 (taking A levels or other level 3 qualifications, usually aged 18) 89% of students now stay in education or employment over the period, with 66% staying in education.

What is a ‘sustained’ destination?

To be counted in a destination, young people have to be recorded as having sustained participation throughout the 6 months from October 2015 to March 2016. This means attending for all of the first two terms of the academic year at one or more education provider; spending 5 of the 6 months in employment or a combination of the two. Specific destinations such as school sixth forms, higher education institutions or apprenticeships are reported for these students.



A range of administrative data sources are used to determine the activity of young people; including records of school, college and university enrolments and tax and benefits information from other government departments.

What has changed?

This publication contains some changes to previous years. There is new information about school types, prior attainment and the interaction of disadvantage with other characteristics which is set out for key stage 4 and key stage 5 destinations below.

We have also brought forward key stage 5 destinations for independent schools into our October release.

A [separate change document](#) gives more information about these changes and new experimental statistics published as part of this release. These show progression from destinations after key stage 4 at 16 into destinations two academic years later at 18 and information about destinations of students required to continue studying English and maths post-16.

2. Sustained destinations after KS4

Key stage 4 destinations follow pupils who were at the end of key stage 4 study in 2014/15, i.e. they had finished compulsory schooling in year 11 and had likely taken GCSE and equivalent qualifications.

In the destination year, 2015/16, these students are aged 16 and 17 and entering year 12, their first year of sixth-form or post-16 education or training. The Raising the Participation Age policy means young people of this age are supposed to be participating in education or training alongside employment.

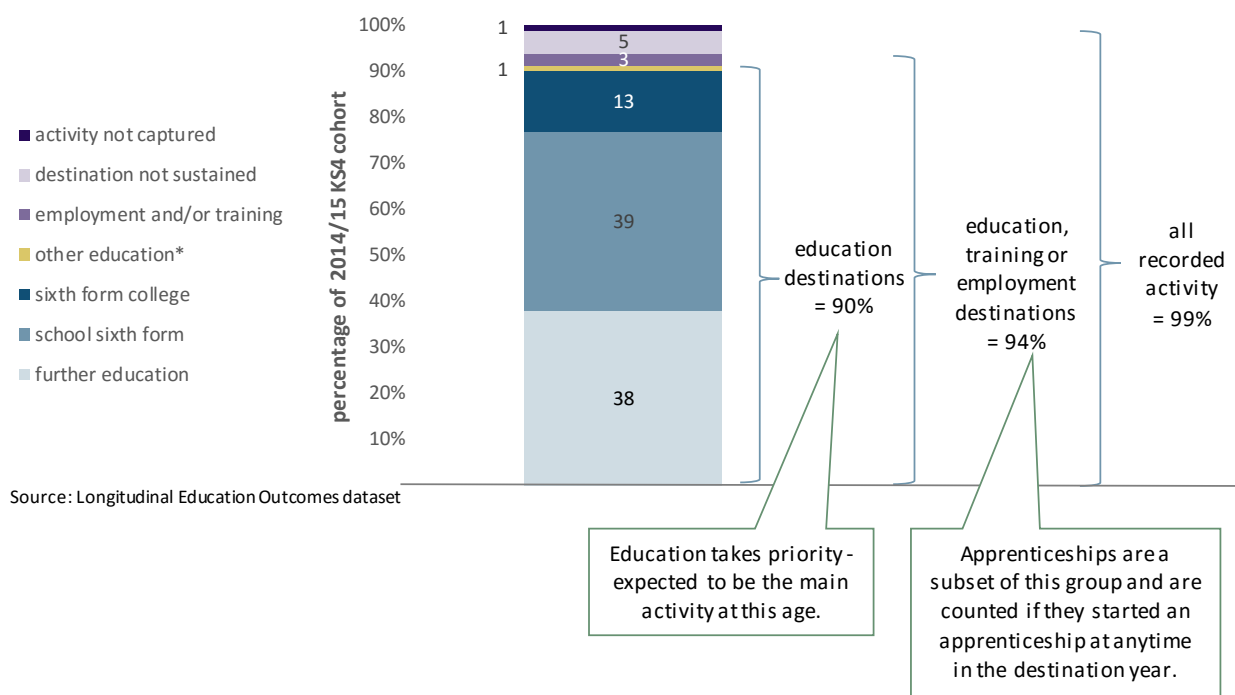
Raising the Participation Age

The Department's [Participation in Education, Training and Employment measures](#) are used to monitor progress in raising participation and reducing the number of young people not in education, employment or training (NEET). 2013/14 destinations reported on the first cohort of young people required to remain in education or training until 18.

Not all pupils achieve a sustained destination, by staying in education, employment, or training for at least two terms, but in most cases data exists on their activity in the destination year. Overall, there is activity information on 99% of the cohort.

Figure 1: Pupil activity after key stage 4

England: 2015/16 (state-funded mainstream schools)



*All other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

NB: totals may not sum to 100% due to rounding

In 2015/16, all key stage 4 headline destination percentages remained similar to 2014/15 with 94% of pupils going into a sustained education, training or employment destination. The majority of pupils continued into a school sixth form (39%) or went into further education (38%). 6% of pupils went into an apprenticeship destination.

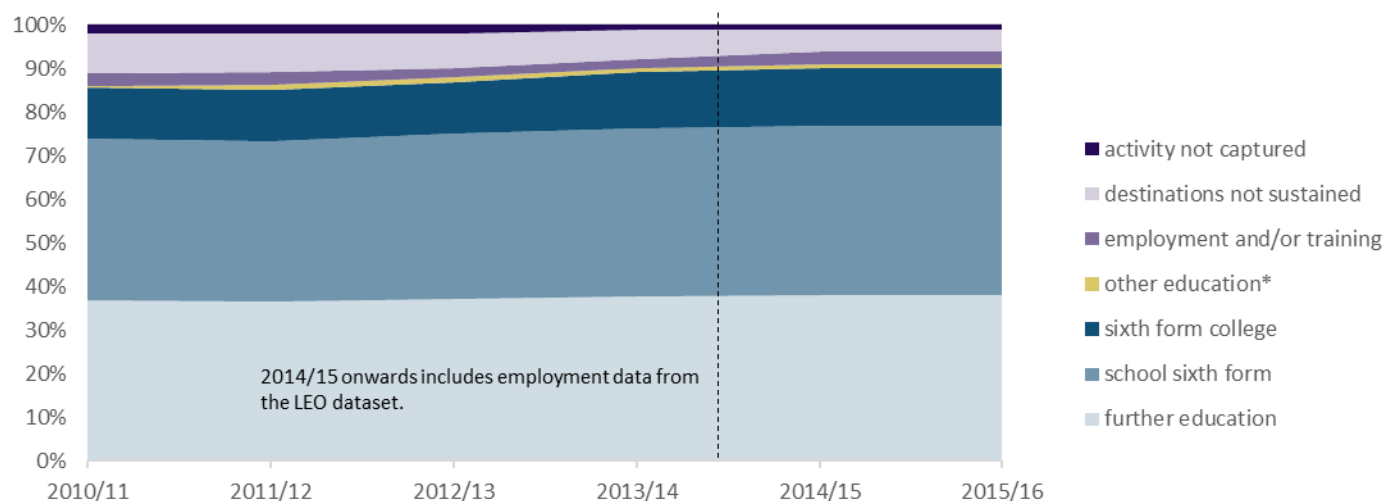
Apprenticeships

To be counted as an apprenticeship, young people must both complete 6 months sustained participation and be recorded on an apprenticeship at some point during the year. Therefore, apprenticeship destinations will also be recorded in one of the other reporting lines, for example, further education.

Changes over time

Figure 2: Sustained destinations after key stage 4

England: 2010/11 - 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

Sustained education destinations have increased by 4 percentage points since 2010/11 (up from 86% to 90%). Raising the participation age (RPA) was introduced in 2013/14 and education destinations saw a 2 percentage point increase in 2012/13 (up to 88%) as schools prepared for its introduction and another 2 percentage point increase in 2013/14 (up to 90%) on introduction. The impact of RPA is likely to be reducing in 2015/16 and this is highlighted by the education destinations percentage remaining similar to the two previous years.

Many of the pupils not counted in this category will have some participation in education in the year after finishing key stage 4, but which is not sustained throughout the period.

Addition of Longitudinal Education Outcomes (LEO) data

Destination measures included employment and benefits data from Her Majesty's Revenue and Customs (HMRC) and Department for Work and Pensions (DWP) from the LEO dataset for the first time in 2014/15. A 1 percentage point increase in employment destinations between 2013/14 and 2014/15 was attributed to the inclusion of LEO data.

Time series data for previous years has not been revised due to the expected small impact of this change on destinations at key stage 4. 99% of pupils had activity captured after key stage 4 in 2013/14.

However, there is a small break in the time series and direct comparison with previous years' employment estimates should be treated with caution. Education destinations are not affected by the addition of LEO data so direct comparisons can be drawn with previous years.

Self-employment information from HMRC has been included in 2015/16 for the first time and separate analysis has shown that for state-funded mainstream schools nationally, the inclusion of this data will not impact on the employment destinations. For the smaller cohort in alternative provision, there will be a more noticeable increase of around 1 percentage point.

Either 2% or 3% of pupils have been counted as sustained in employment each year since 2010/11. This dipped when RPA was introduced and rose once LEO data was added. This remained at 3% between 2014/15 and 2015/16.

In 2015/16 6% of pupils started apprenticeships during the year, as well as having sustained participation. This is the same level as 2014/5 but an increase on previous years, when it was 5%.

Table 1: Sustained destinations after key stage 4
England, 2010/11 - 2015/16 (state-funded mainstream)

Destinations	Destination year					
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Number of pupils	568,410	557,365	551,585	561,115	548,280	543,290
Overall going to a sustained education or employment/training destination	89%	89%	91%	92%	94%	94%
<i>Apprenticeships</i> ¹	5%	5%	5%	5%	6%	6%
Sustained education destination ²	86%	86%	88%	90%	91%	90%
Further education college	37%	37%	37%	38%	38%	38%
School sixth form - state funded	37%	37%	38%	39%	39%	39%
Sixth form college	12%	12%	12%	13%	13%	13%
Other education destinations ³	-	1%	1%	1%	1%	1%
Sustained employment and/or training destination	3%	3%	2%	2%	3%	3%
Destinations not sustained ⁴	9%	9%	8%	7%	5%	5%
No activity captured in data	2%	2%	2%	1%	1%	1%

Source: Longitudinal Education Outcomes dataset

Footnotes

1. Apprenticeships are recorded where a student has sustained education or employment and was also recorded as having an apprenticeship learning aim in the year. They are also recorded as either education or employment.
2. From 2011/12 onwards, education destinations also include independent schools, special schools, post-16 specialist institutions and alternative provision; these comprise less than 0.5% of destinations..
3. For 2010/11, other education destinations include other FE providers, higher education institutions and education combinations. From 2011/12 onwards, other education destinations additionally include independent schools, special schools, post-16 specialist institutions and alternative provision. Employment destinations include LEO in all years. Employment includes NCCIS data and self-employment data is added from 2015/16
4. Not sustained includes students with participation which did not last two terms, or who had no participation and claimed out-of-work benefits. NB: totals may not sum to 100% due to rounding

3. Pupil destinations after KS4 by pupil characteristics

Gender

In state-funded mainstream schools, 94% of girls had a sustained education, employment or training destination compared to 93% of boys, unchanged from 2014/15. Of the pupils with sustained education destinations, school sixth forms were the most common destinations for girls (41%), who were more likely to choose this option than boys (37%). Further education was the most common destination for boys (41%) and the second most common option for girls (35%).

Employment destinations for girls were in line with the national figure of 3% but boys were slightly higher at 4%. Boys were also more likely to start apprenticeships (7%) compared to girls (5%).

Special educational needs (SEN)

Special Educational Needs (SEN)

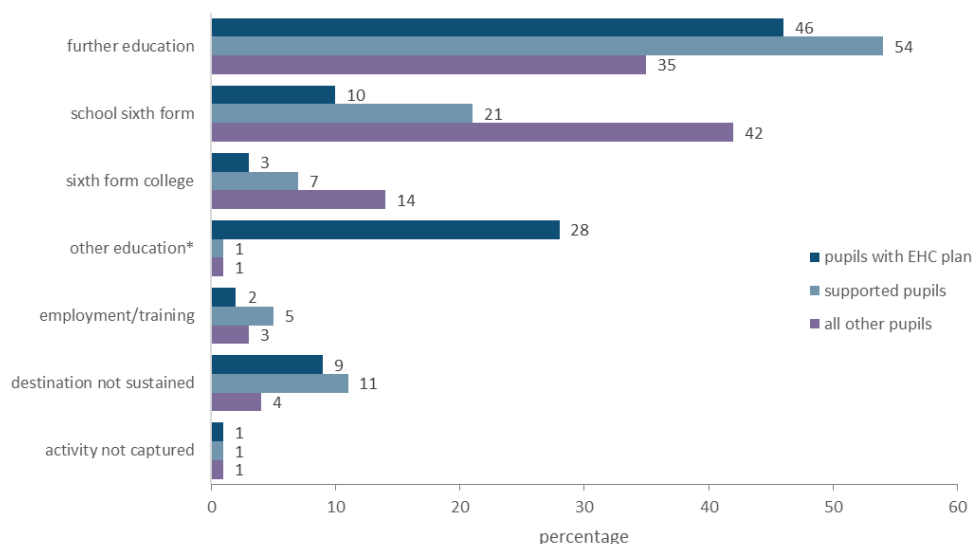
New provision for support of young people up to the age of 25 was introduced from September 2014. Pupils identified as having special educational needs or disabilities are now grouped into those with an Education, Health and Care (EHC) plan and those identified as requiring support. This replaces statements of educational need, school action and school action plus.

In 2013/14, when these pupils completed year 11, some pupils had new EHC assessments while others still had a statement of special educational needs. These are reported together (4% of pupils). All other SEN pupils are reported as requiring SEN support (12% of pupils).

Inclusion of special schools

Previous narrative on SEN pupils at key stage 4 covered state-funded mainstream schools only. To coincide with the change of SEN categorisation, the narrative in this publication will now cover state-funded mainstream schools and additionally maintained and non-maintained special schools to ensure fuller coverage of SEN pupils.

Figure 3: Sustained destinations after key stage 4 by SEN status. England: 2015/16 (state-funded mainstream, maintained and non-maintained special schools)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

Pupils with special educational needs were less likely to have a sustained education, employment or training destination than all other pupils. 90% of pupils with an EHC plan or statement of SEN were recorded in a sustained destination and 88% of pupils with SEN support. This compares with 95% for all other pupils with no identified special educational needs.

88% of pupils with an EHC plan or statement went to a sustained education destination compared to 83% of pupils with SEN support and 92% for those without special educational needs.

The most common destinations for pupils with an EHC plan and pupils with SEN support was further education (46% and 54% respectively), while for pupils without special educational needs it was a school sixth form (42%). Over a quarter of pupils with an EHC plan continued in, or progressed to, a special school after key stage 4, while this was true of less than 1% of pupils with SEN support. Pupils with SEN support were more likely to go straight into sustained employment at 16 (5%) than pupils with no SEN.

SEN pupils were more likely to have a destination which was not sustained, with 9% of those with an EHC plan or statement, and 11% of those with SEN support not having a sustained destination, compared to 4% of pupils with no special educational needs.

Primary SEN need

Primary need types are recorded for many SEN pupils. This identifies the nature of the pupils main need or disability, such as learning disabilities of different severities or sensory impairments.

The overall education, training and employment destinations varied when comparing pupils with different primary SEN needs. Pupils in most primary needs categories achieved an overall destination rate broadly in line with the national average (94%) but this was substantially lower for pupils with moderate learning difficulties (89%) and pupils with social, emotional and mental health needs (76%).

Almost all pupils with severe learning difficulties or profound and multiple learning difficulties went into a sustained destination (97%) with the majority of these pupils going into special schools or post-16 specialist institutions.

Disadvantage and free school meals

Disadvantaged pupils (those eligible for pupil premium funding) were less likely to have a sustained education, employment or training destination than all other pupils. 88% of disadvantaged pupils were recorded in a sustained destination, compared with 96% for all other pupils.

Figure 4: Sustained destinations after key stage 4 by disadvantage.

England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

The most common destination for disadvantaged pupils was further education (45%), compared to a school sixth form destination (43%) for all other pupils.

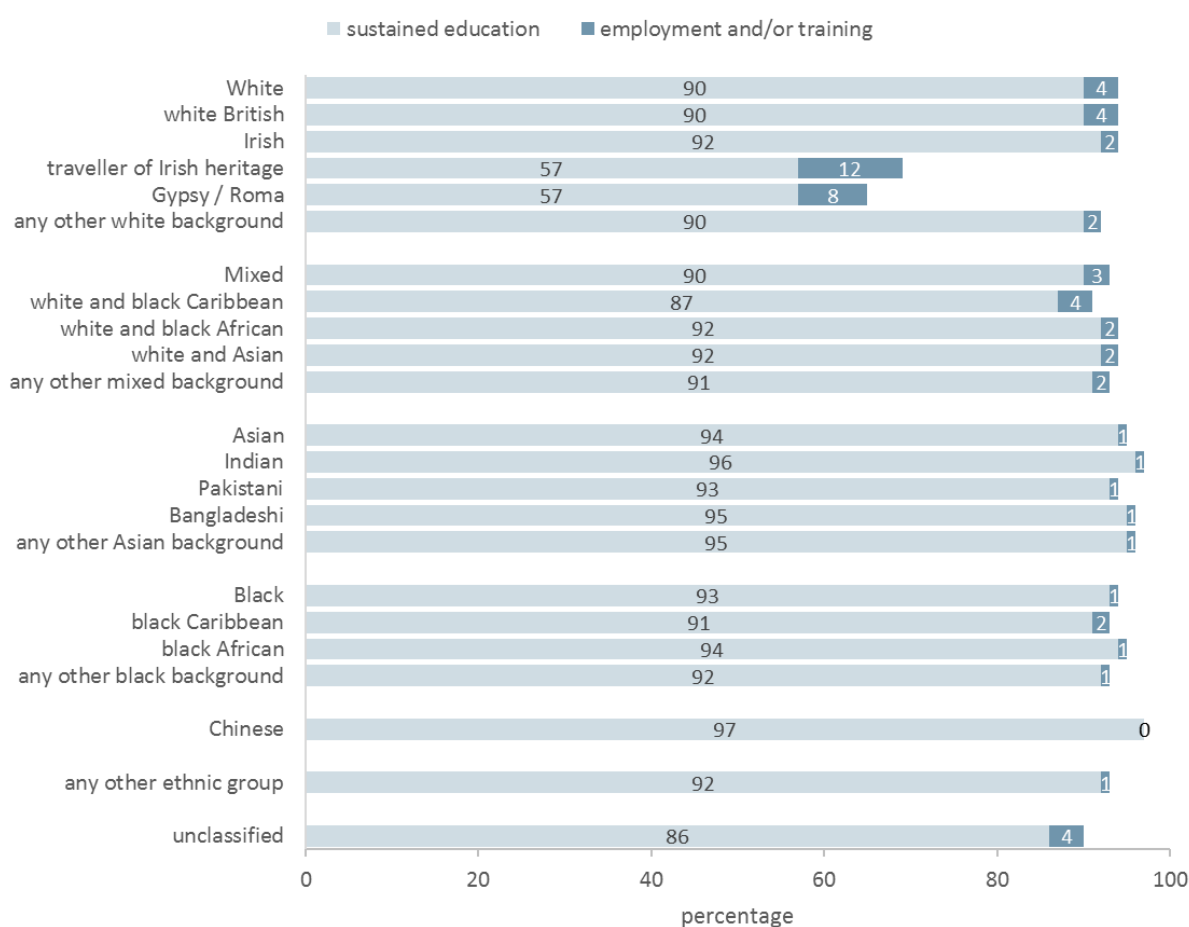
Disadvantaged pupils are more likely to enter an employment destination (5%) after key stage 4 compared to all other pupils (3%).

The figures for disadvantaged pupils are very similar to the breakdowns for pupils eligible for free school meals (who are a subset of the wider disadvantaged group).

Ethnicity and first language

There was relatively little variation between major ethnic groups in the proportion of pupils sustaining a destination overall. There was much more variation between detailed ethnicity categories and in the types of participation by ethnic group.

Figure 5: Sustained education and employment destinations after key stage 4 by ethnicity.
England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

Pupils from Gypsy Roma and Irish Traveller backgrounds had very distinct destinations after the end of key stage 4 compared to all other pupils. Only 57% continued in education (mostly in further education providers), while rates of sustained employment at 16 were much higher than for any other groups. A quarter of pupils from these backgrounds did not have a destination sustained for two terms, and a far higher proportion did not have any data captured compared to other ethnicities.

Pupils from Chinese and Indian backgrounds had the highest rate of sustained education, employment or training destinations overall, at 97%, with 97% and 96% respectively having a sustained education outcome. The majority of Chinese and Indian pupils continued to school sixth forms (63% and 60%), the highest proportions of any groups, while having the lowest proportions in further education destinations. 96% of Bangladeshi and other Asian, and 95% of black African pupils also stayed in education, employment or training, above the national average; again driven by very high rates of staying in education.

Apart from Gypsy Roma and Irish Traveller pupils, the groups with the highest proportion going straight into sustained employment at 16 were white British, white and black Caribbean and pupils with an unknown ethnicity, at 4%. Pupils from these groups, along with those from black Caribbean backgrounds, also had the highest percentage going to further education destinations and the lowest percentages going to school sixth forms. White British pupils were most likely to be counted in apprenticeships, with 8% starting apprenticeships in 2015/16.

English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English.

There was also very little variation in the proportion of pupils sustaining a destination overall by whether pupils spoke a language other than English. 94% of pupils with English as an additional language (EAL) had sustained education or employment participation, the same as for other pupils.

EAL pupils were more likely to go onto a school sixth form compared to other pupils (46% and 38% respectively) and less likely to go straight into sustained employment (1% compared to 4% for other pupils). This is likely to reflect the high proportions of pupils recorded as EAL in certain ethnic groups compared to very low proportions among white British pupils.

4. Destinations after key stage 4 by prior attainment

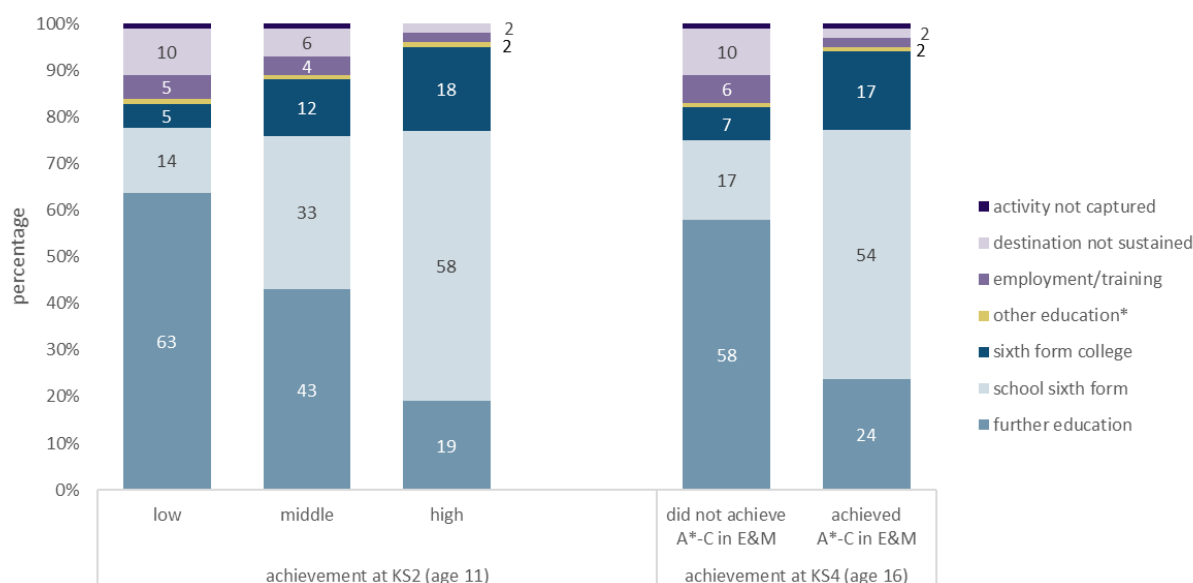
Pupils' achievements both at the end of key stage 4, and at the end of primary school (key stage 2), have a strong relationship with the likelihood of staying in education, employment and training, and with the specific destinations progressed to.

Attainment at different points in time

The measures indicating whether students have met key thresholds are published by Department for Education as outcomes from, and accountability measures for, these key stages. Although some students make faster or slower progress during secondary school, attainment at the two key stages is closely correlated.

Figure 6: Sustained destinations after key stage 4 by prior attainment

England: 2015/16 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

Achievement at key stage 4 (age 16)

97% of those achieving good passes at A*-C in English and maths GCSEs had a sustained education, employment or training destination the following year, in 2015/16, compared to 88% of who did not.

This measure is indicative of those likely to have the skills and qualifications to progress to a higher level of study at key stage 5. Within these groups, there are likely to be much larger differences between those with the top grades at GCSE and those leaving school with few qualifications.

Those achieving good passes were much more likely to attend school sixth forms (54%) and sixth-form colleges (17%), and less likely to attend further education colleges and other providers (24%). This may in part reflect conditions of entry, or the wider range of qualifications, including at level 2 or below, on offer at many FE colleges – which were attended by 58% of those leaving school without good passes in these subjects.

Almost a quarter (24%) of young people missing out on good passes still progressed to either school sixth forms or sixth-form colleges. They were more likely to progress directly to sustained employment, with 6% employed, compared to 2% of others.

Achievement at key stage 2 (age 11)

Prior attainment at the end of primary school (key stage 2) showed a similar pattern to attainment at key stage 4. 97% of those achieving above the expected level in reading writing and maths at age 11 had a sustained education, employment or training destination after key stage 4, compared to 93% of those

working at the expected level (level 4), and 89% of those achieving below the expected level.

Those with higher prior attainment were much more likely to attend school sixth forms and sixth-form colleges at 16, and less likely to attend further education colleges and other providers. One in ten pupils who had not achieved level 4 at the end of primary school did not stay in either education, employment or training for at least two terms post-16, compared to just 2% of high attainers.

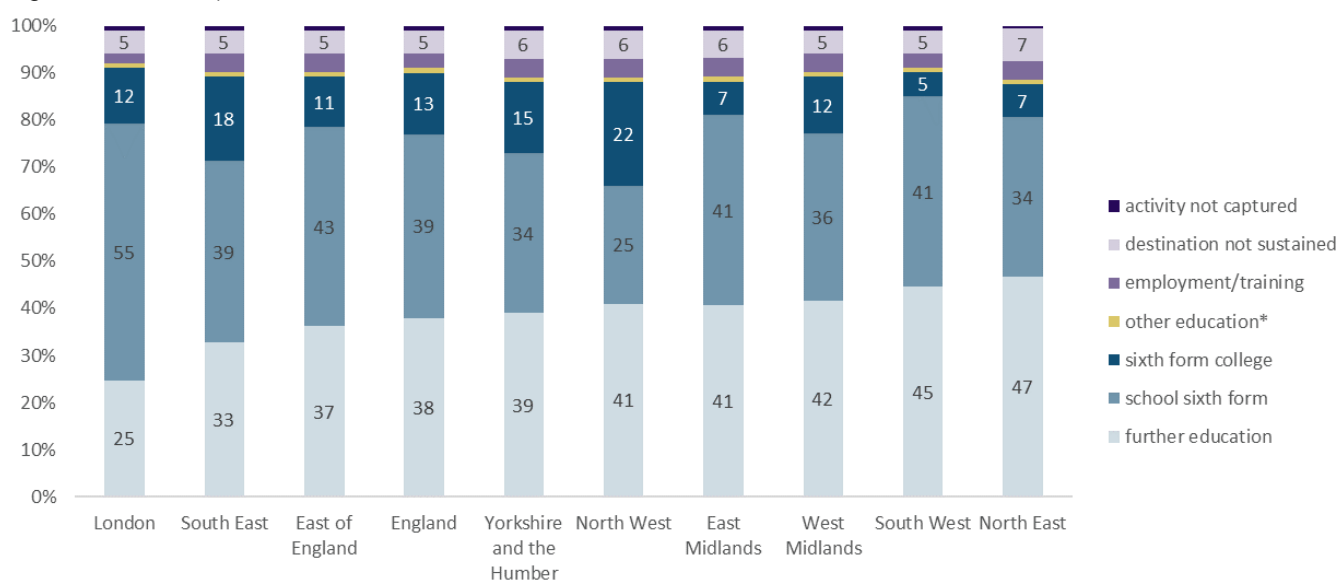
5. Destinations after key stage 4 for state-funded mainstream schools by region

There are few regional differences in the percentage of pupils in sustained education or employment after key stage 4, with between 93% and 95% of pupils in each region having a sustained destination overall in 2015/16. All three northern regions are slightly below the national average of 94%.

In all regions employment or training, rather than education, is the destination for a minority of young people after completing key stage 4; ranging from 2% of pupils in London to 3% or 4% in all other regions. North West and the North East are the regions where less than 90% of pupils continue in education for at least two terms after key stage 4.

Figure 7: Sustained destinations after key stage 4 by region

England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

There are bigger geographic differences in the education setting young people attend after key stage 4. Nationally, similar numbers complete their sustained period of education in school sixth forms and further education colleges. However, 55% of pupils in London go on to school sixth forms compared to just over a quarter (25%) in the North West, where over a fifth of pupils (22%) continue to a sixth-form college. The other northern regions and the West Midlands also have fewer pupils continuing to school sixth forms than the national average.

London has by far the smallest proportion of key stage 4 pupils continuing to further education colleges at 25%, compared to 38% nationally. Pupils are most likely to progress to further education colleges in the North East (47%) and South West (45%). This is likely to reflect difference in post-16 provision available in these areas of the country.

6. Destinations after KS4 for state-funded mainstream institutions by type

Destinations for state-funded mainstream institutions by funding type

This publication, for the first time, includes breakdown by type for state-funded mainstream institutions and includes local authority maintained schools, academies and free schools. Further education colleges with 14-16 provision are included in the breakdowns and are also reported in the publication for the first time.

UTCs, Studio schools and FE colleges

School and college types are reported on the basis of schools open at the start of the 2014/15 academic year (when these pupils began their last year of study).

There are small numbers of UTCs and studio schools and small numbers of pupils in FE colleges with 14-16 provision included in this publication so the data may be subject to volatility for these institution types.

The picture of the sector given in these statistics only includes some of the first schools of these types to open and many only had students joining for the last year of key stage 4 study.

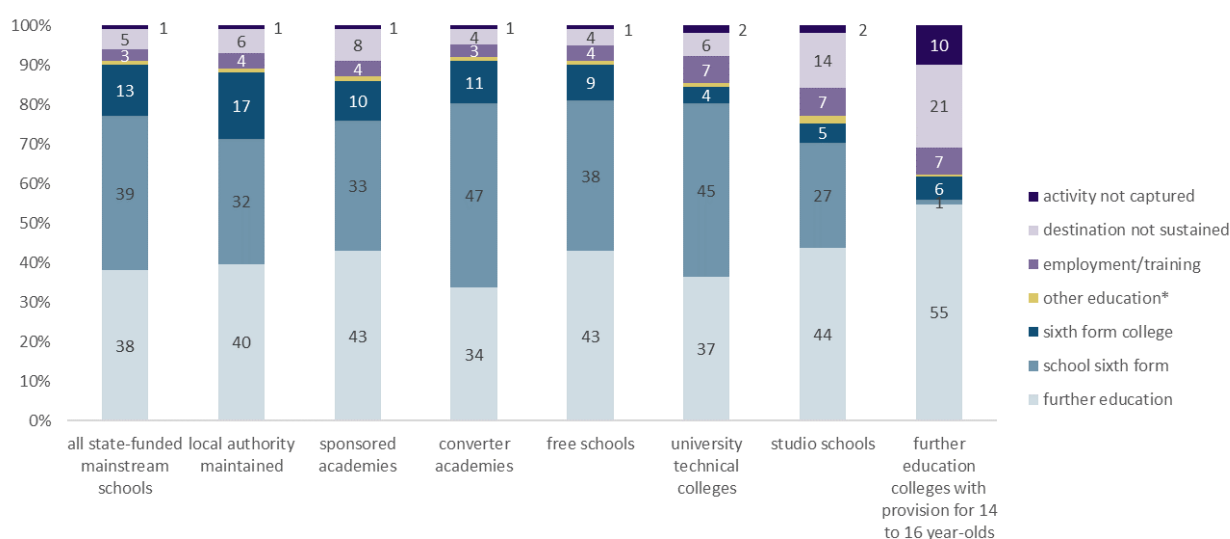
Overall education, training and employment destinations for local authority (LA) maintained schools, converter academies, free schools and university technical colleges (UTC) are broadly in line with the national average of 94%. Sponsored academies (91%), studio schools (84%) and further education (FE) colleges (69%) are below the national average.

The type of education destination differs considerably between school types with pupils in converter academies and UTCs more likely to go into school sixth forms compared to the national average of 39% while LA maintained schools, sponsored academies and studio schools are less likely. This may partly reflect the likelihood of schools of these types having their own sixth-form provision. LA maintained schools (17%) have the highest proportion going into sixth form colleges and are the only institution type where this destination is above the national average (13%).

Sponsored academies, free schools and studio schools (43% to 44%) have the highest proportions going into further education. FE colleges have the majority (55%) of their pupils staying in the FE sector after key stage 4.

Figure 8: Sustained destinations after key stage 4 by institution type.

England: 2015/16 (state-funded mainstream institutions)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

UTCs, studio schools and FE colleges have over double the percentage of pupils going into employment destinations (7% each compared to the national figure of 3%).

Destinations that are not sustained are 3 times the national average for studio schools (14%) and 4 times for FE colleges (21%). Sponsored academies (8%) are also 3 percentage points higher than the national figure. Converter academies and free schools have the lowest rate for destinations not sustained at 4%.

Destinations for state-funded mainstream schools by selective school status

There is some variation in the destinations of pupils from different types of schools by admission policy. **This is likely to reflect differences in prior attainment of pupils attending such school types. This factor is not taken into account in these statistics.**

Admission policy at key stage 4

For the purpose of this analysis, schools are grouped as follows:

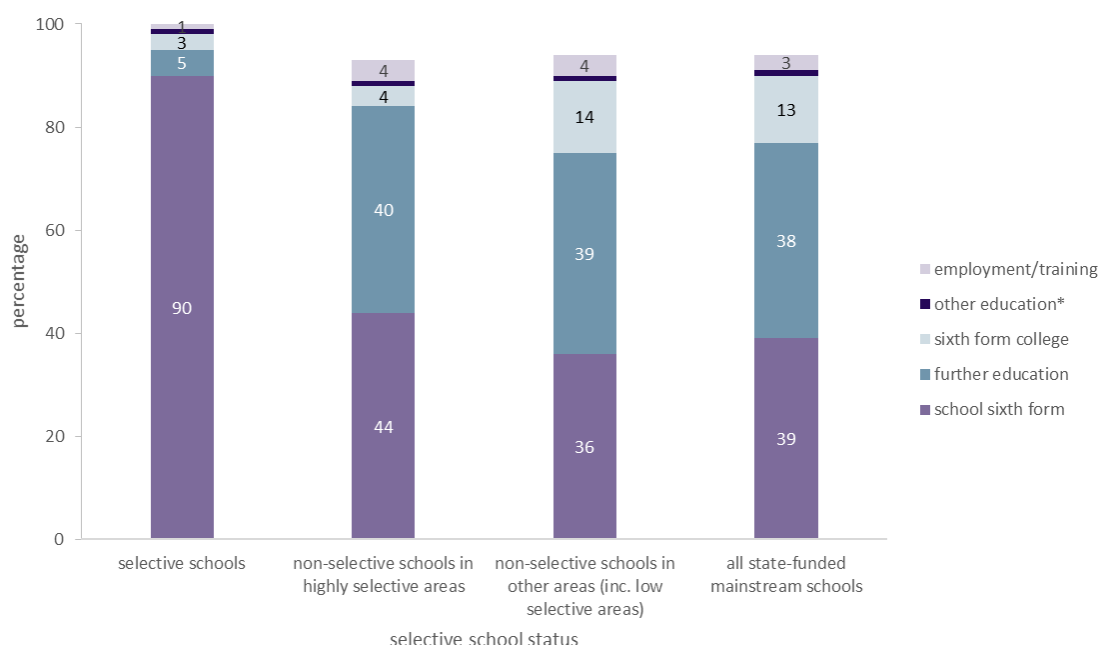
1. *Selective schools.*
2. *Non-selective schools in highly selective local authority areas*
3. *Non-selective schools in other local authority areas (including areas with low levels of selection)*

There are currently 163 state funded selective schools, which in general base admission on an entrance test at age 11. These are concentrated mainly in a small number of local authorities.

In local authorities that are highly selective¹ (more than 25% of pupils attend selective schools) other schools may designate themselves as either secondary modern or comprehensive but are likely to admit a smaller proportion of high ability pupils than schools elsewhere in the country. These schools are shown separately from other mainstream non-selective schools in the tables below.

There may be other differences between local authorities in the two groups which affect destinations of pupils.

Figure 9: Sustained education and employment destinations after key stage 4 by selective school status
England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

¹ The 12 local authorities with high levels of selection are: Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Poole, Slough, Southend-on-Sea, Sutton, Torbay, Trafford and Wirral where between 27.3% and 45.5% of secondary pupils are in selective schools.

Selective schools had the highest percentage of pupils going into sustained education, employment or training destinations after key stage 4 at 99% compared with 93% to 94% in other state-funded mainstream schools. This was reflected in the much higher percentage of pupils from selective schools continuing in education (98%) compared to non-selective schools (around 90%) driven by selective schools having a high percentage of pupils going into a school sixth form (90%) which is double the rate for all other school types. One reason for this may be differences in post-16 provision between the different geographic areas involved, and the greater likelihood of selective schools to contain sixth-form provision.

7. Disadvantage and its interactions with other factors

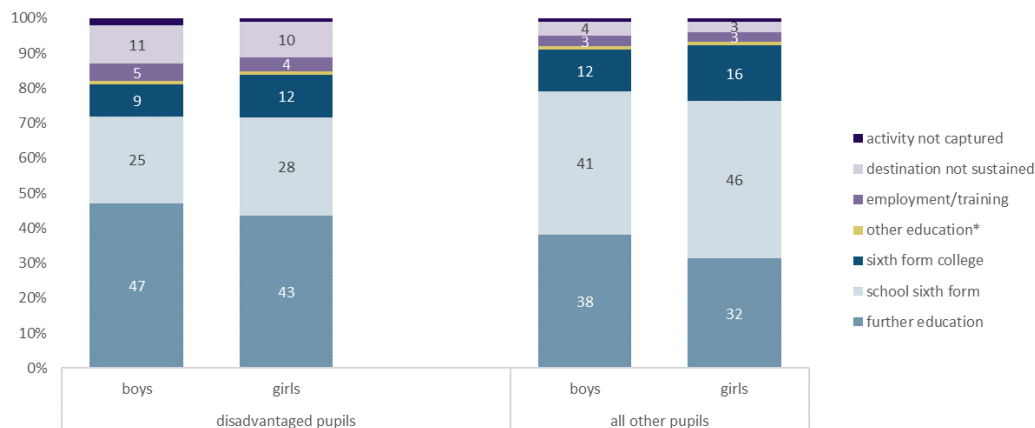
Disadvantage and gender

In 2015/16 disadvantaged boys were slightly less likely to sustain an education, employment or training destination after key stage 4 (87%) than disadvantaged girls (89%). These gender differences were very small compared to the differences between disadvantaged and other pupils (96% for both sexes).

In both the disadvantaged group, and among other pupils, there was a 2 percentage point gap in sustained education, with girls more likely to stay in education for two terms and also more likely in both groups to be in school sixth forms and sixth form colleges.

Figure 10: Sustained destinations after key stage 4 by disadvantage and gender

England: 2015/16 (state-funded mainstream schools)



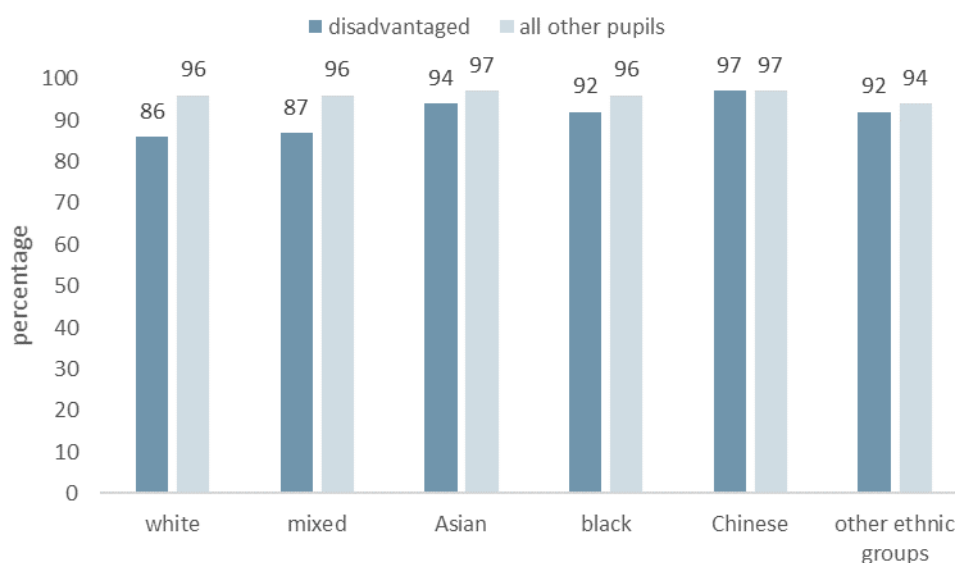
Source: Longitudinal Education Outcomes dataset

There was a gender difference in apprenticeships for non-disadvantaged pupils, with boys more likely to be counted in an apprenticeship at 16 (8% compared to 5% for girls). For disadvantaged pupils 6% of both boys and girls went into apprenticeships.

Disadvantage and ethnicity

Figure 11: Sustained destinations after key stage 4 by disadvantage and ethnic group

England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

For pupils not known to be disadvantaged there is little variation between ethnic groups, with 96% or 97% in sustained education, employment or training except for those of 'other ethnicities' (94%).

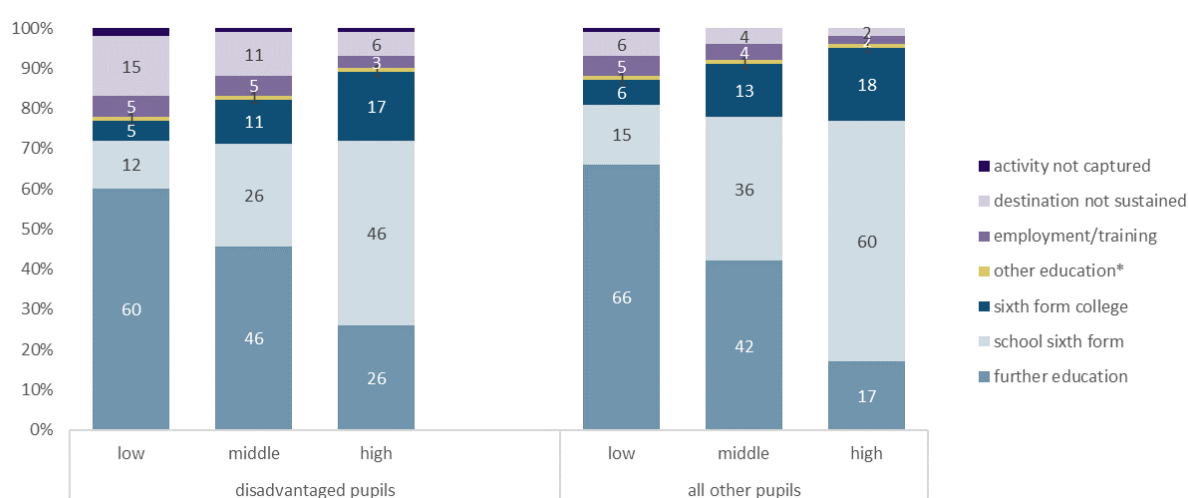
Disadvantaged Chinese pupils were as likely to go into sustained destinations as other Chinese pupils and the gap for Asian, black and other ethnic groups was fairly small, with disadvantaged pupils 2 to 4 percentage points less likely to stay in education, employment or training for at least two terms than other pupils of these ethnicities, and within 2 percentage points of the national average.

The difference was larger for white, and mixed, groups with a gap between disadvantaged pupils and others of 10, and 9, percentage points.

Disadvantage and prior attainment

Prior attainment at the end of primary school (key stage 2) had a strong relationship with destinations after key stage 4 for both disadvantaged and others. 97% of those achieving above the expected level in reading writing and maths at age 11 had a sustained education, employment or training destination at age 16, compared to 93% of those working at the expected level (level 4), and 89% of those achieving below the expected level.

Figure 12: Sustained destinations after key stage 4 by disadvantage and prior attainment at key stage 2
England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

Those with higher prior attainment were much more likely to attend school sixth forms and sixth-form colleges at 16, and less likely to attend further education colleges and other providers or to go into sustained employment.

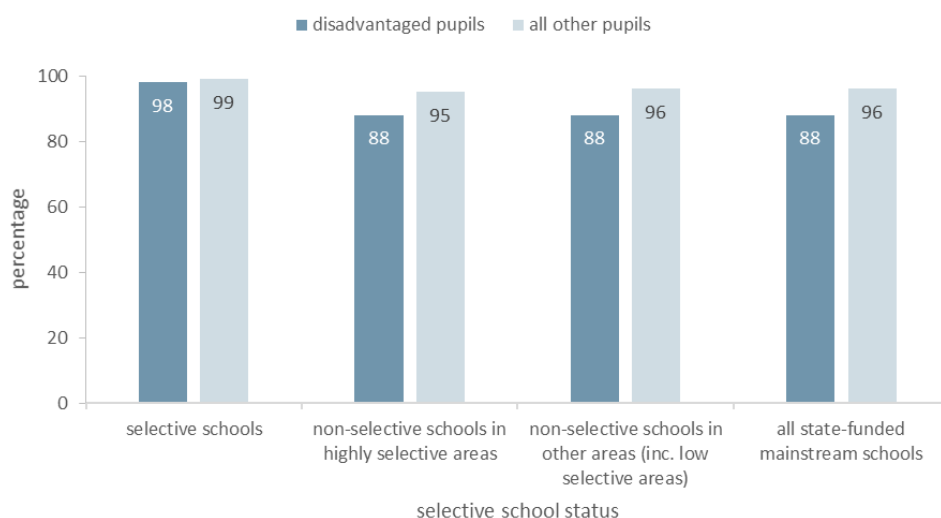
Although patterns by prior attainment were similar for both groups, at each level of key stage 2 attainment, disadvantaged pupils were less likely to have a sustained destination, and less likely to stay in education after the end of key stage 4 than other pupils with a similar achievement at age 11. Even disadvantaged pupils with high prior attainment were only as likely to have a sustained outcome as other pupils with low prior attainment (93%).

This may partly be explained by the lower progress made by disadvantaged pupils during secondary school. When looking at achievements at the end of key stage 4, 95% of disadvantaged pupils who achieved A*-C grades in English and maths GCSEs went on to stay in education, employment or training for two terms, 3 percentage points less than other pupils who had achieved this (98%).

Disadvantage and school admissions policy

Figure 13: Sustained destinations after key stage 4 by disadvantage and selective school status

England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

The percentage of disadvantaged pupils going on to sustained education, employment or training destinations was highest in selective school sixth forms, at 98%. As almost all pupils in selective schools continue in education, selective schools also had the smallest gap in overall outcomes between their disadvantaged and other pupils. This may be due to pupils in selective schools having higher prior attainment and more similar outcomes to each other at key stage 4.

Across all school types, including selective schools, disadvantaged pupils are less likely to attend school sixth forms and more likely to attend further education colleges than other pupils. Further education colleges are the most common destination for disadvantaged pupils in non-selective schools, with similar percentages for highly selective areas (47%) and all other areas (46%) whereas school sixth forms are the most frequent destination for other pupils.

8. Destinations for other school types

Special schools

A number of pupils go to schools specifically for pupils with special education needs – ‘special schools’. These pupils may either go to state-funded special schools, or non-maintained special schools where state-funding follows the learner. The different types of special school are not shown separately.

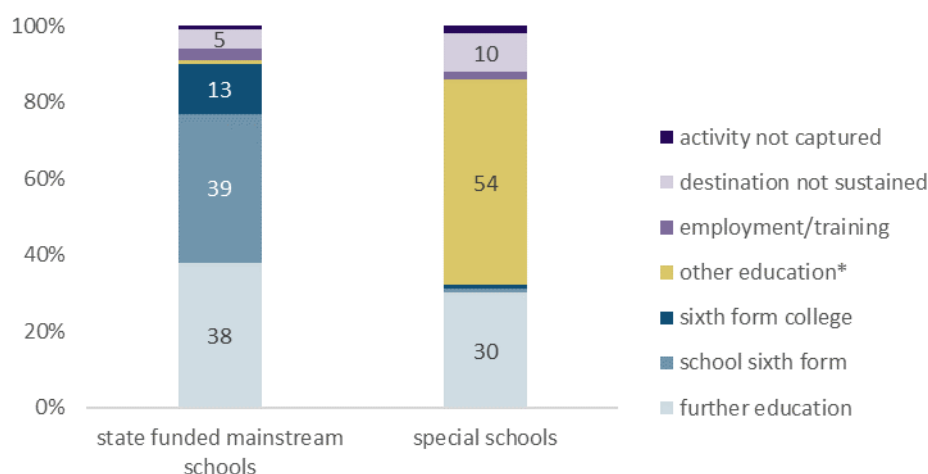
2% of pupils completed key stage 4 in special schools. Special school pupils in an overall education, training or employment destination after key stage 4 in 2015/16 have decreased by 1 percentage point since 2014/15 (down from 89% to 88%). This overall figure compares to 94% for pupils in state-funded mainstream schools.

Over half of pupils from special schools (52%) stayed in the special school sector after completing key stage 4, an increase of 1 percentage point from 2014/15.

30% of special school pupils were recorded in a further education college compared to 38% for mainstream pupils. 2% of special school pupils went into a mainstream school sixth form or sixth-form college compared to over half (52%) for mainstream pupils.

Figure 14: Sustained destinations after key stage 4

England: 2015/16 (state-funded special schools)



Source: Longitudinal Education Outcomes dataset

*Other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.

2% of pupils from special schools went on to sustained employment or training after key stage 4, slightly less than from mainstream schools (3%).

A higher proportion of pupils from special schools had a destination that was not sustained (10% compared to 5% in mainstream schools). Within this category they were much more likely to be recorded as NEET by their local authority or to be claiming out-of-work benefits than mainstream pupils.

Alternative provision (AP)

Some pupils are also educated in state place funded alternative provision and other types of alternative provision. These include pupils who have been excluded or who cannot attend mainstream school for other reasons.

Around 2% of pupils who completed key stage 4 were mainly attending state place funded AP or other type of alternative provision. Only around half of pupils (57%) from alternative provision went to a sustained education, training or employment destination after key stage 4, compared with 94% from state-funded mainstream schools. This figure is unchanged from 2014/15.

Alternative provision (AP)

State place funded AP includes pupil referral units, academy and free school alternative provision and hospital schools.

Other alternative provision includes education funded by the local authority outside of state place funded schools, including independent schools, non-maintained special schools, and providers who do not meet the criteria for registration as a school

Sustained education destinations for these pupils decreased by 1 percentage point from 2014/15 (47% to 46%). The most common route, taken by 35%, was to study in a further education college or other FE provider.

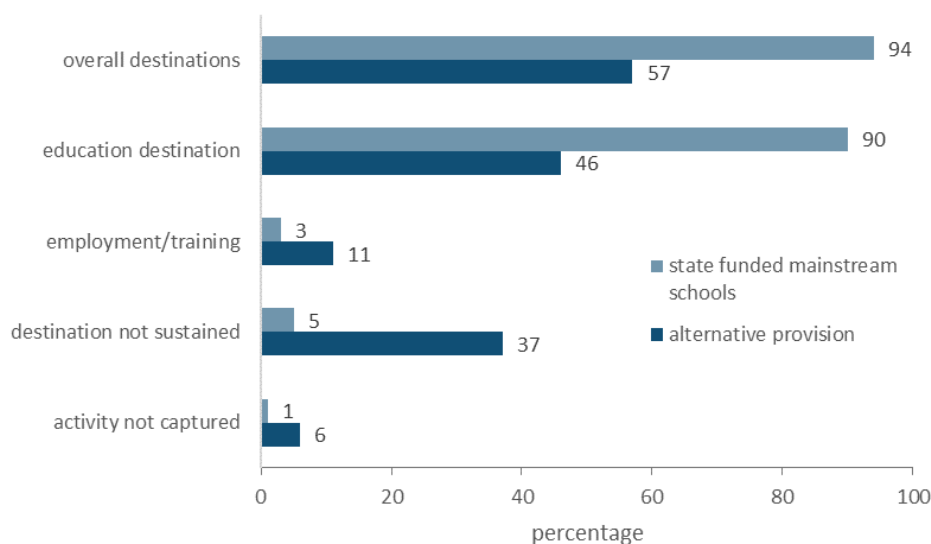
Employment destinations for pupils from alternative provision increased by 2 percentage points from 2014/15 (9% to 11%) and were almost 4 times as likely to be recorded in an employment destination compared to their mainstream peers (3%).

For 2015/16, 37% pupils from alternative provision went into a destination that was not sustained for 6 months and is unchanged from 2014/15. This compares to 5% for state-funded mainstream schools. Although, as for other school types, the majority of this group did have some education, training or employment participation after key stage 4. One in ten pupils leaving alternative provision, were known to be NEET or to claim out-of-work benefits during the period, and had no participation recorded.

6% of pupils from alternative provision had no activity captured in any destination data compared to 1% for pupils from state-funded mainstream schools. This is not due to a low rate of matching to our data sources; only 1% of pupils leaving alternative provision were not identified in any destination dataset. Most of these pupils, although they were identified in LEO data, were not employed and did not claim out-of-work benefits at any point in the period.

Figure 15: Sustained destinations after key stage 4

England: 2015/16 (All alternative provision)



Source: Longitudinal Education Outcomes dataset

Destinations for independent schools

Because the Department does not collect pupil level information from independent schools, it is not always possible to identify all pupils who completed key stage 4. Destinations statistics do not therefore represent the full sector and comparisons over time are affected.

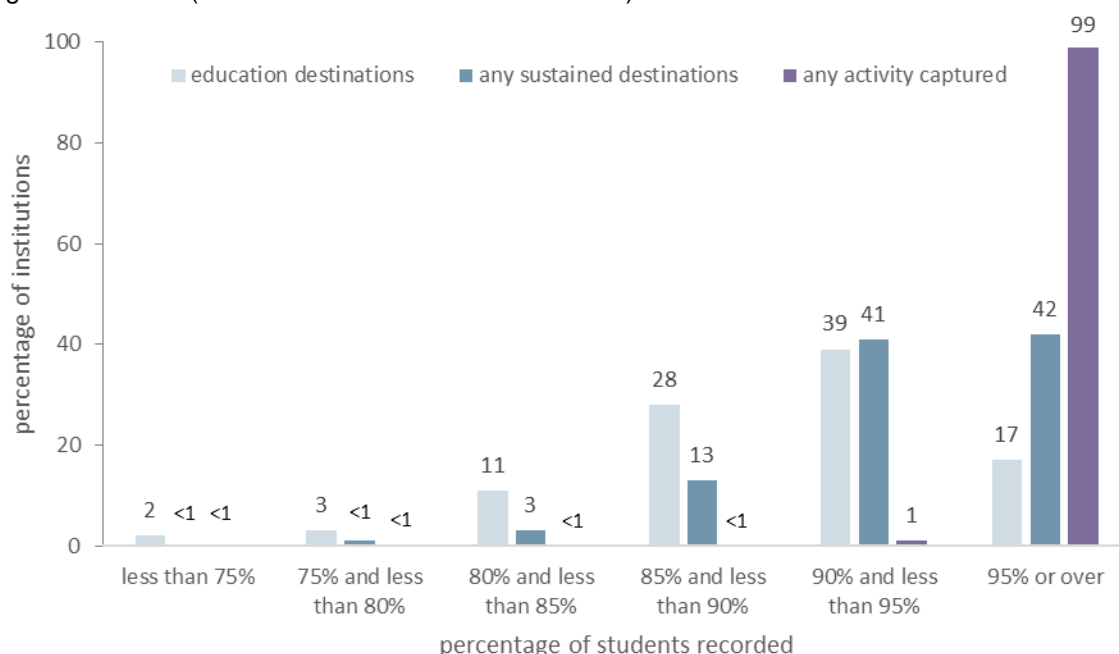
For this reason, we are not intending to publish destination measures for independent schools at key stage 4. [See change document for further details.](#)

9. Spread of outcomes for KS4 institutions

Nationally 94% of pupils from state-funded mainstream schools go on to sustained education, training or employment destinations after key stage 4. In 2 out of 5 of institutions, 95% or more of their pupils go on to a sustained destination, while in most of the rest at least 90% do. However, there are a small number of schools with lower proportions in education, training or employment. In over 100 mainstream institutions (4% of such schools) the proportion in sustained destinations is less than 85%.

For education destinations, over half of all mainstream schools achieve the national average of 90% or more. In just over 30 schools, the proportion going into education destinations is below 80%.

Figure 16: Percentage of schools with pupils going on to sustained destinations after key stage 4
England: 2015/16 (state funded mainstream institutions)



Source: Longitudinal Education Outcomes

Note: Proportions may not sum to 100% due to rounding.

Table 2: Number of schools with pupils going on to sustained destinations after key stage 4
England: 2015/16

Institution type	Institution count	Suppressed ¹	Number of schools where proportion of pupils with a sustained education, training or employment destination is:					
			less than 75%	75% and less than 80%	80% and less than 85%	85% and less than 90%	90% and less than 95%	95% or over
State funded mainstream	3,069	7						
education destinations			53	106	331	857	1,201	514
overall education / training / employment destinations			13	19	82	402	1,247	1,299
any activity captured			1	1	3	1	22	3,034
All state funded institutions	4,291	572						
education destinations			345	125	353	891	1,285	720
overall education / training / employment destinations			288	44	105	427	1,338	1,517
any activity captured			3	4	16	39	123	3,534

1. Outcomes are suppressed for schools with fewer than 11 pupils in the cohort at the end of key stage 4 and an additional 18 institutions with a low rate of matching to our data sources

Source: Longitudinal Education Outcomes dataset

Coverage at key stage 4

Data on activity is captured for almost all pupils in the vast majority of schools at key stage 4. However, there may be unusual circumstances where a school has a larger proportion of pupils with no activity captured. This may be because pupils continue to education destinations not captured in our data such as sixth forms in Wales, Scotland or the independent sector.

We have suppressed results for a total of 27 institutions (1 of them mainstream) at key stage 4 where fewer than 95% of students were matched to any of our data sources and therefore the outcomes may give an inaccurate reflection of the school's performance.

10. Sustained destinations after KS5

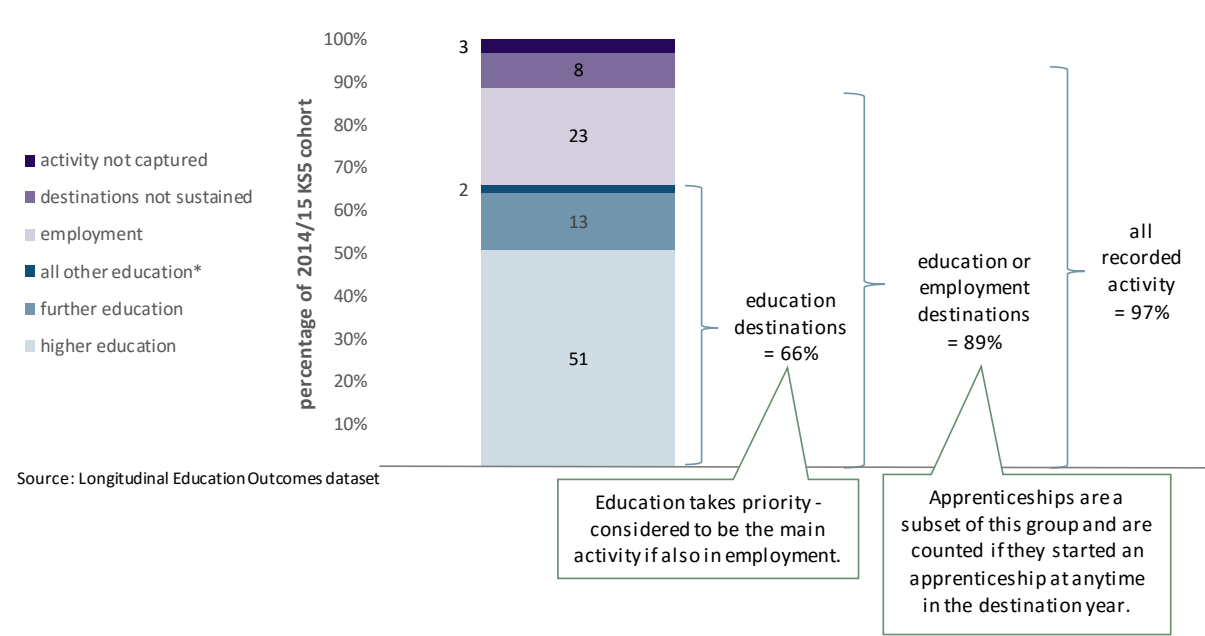
Key stage 5 destinations follow students who had entered A levels or other level 3 qualifications at the end of their 16 to 18 study in 2014/15. In the destination year, 2015/16, these students are mostly aged 18 or 19 (although some may be 17) and entering higher or further education as adults, or entering full time employment.

The KS5 cohort is level 3 only.

Key stage 5 destinations follow students who had entered A levels or other level 3 qualifications at the end of their 16 to 18 study. This doesn't give the full picture of what all 18 year olds go on to do as only around 60% of young people enter qualifications at this level. Many lower achieving pupils, and many 16 to 18 year olds studying in further education colleges, only study lower level qualifications or do not enter qualifications after key stage 4 and so are not included in these statistics.

89% 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, two thirds (66%) were recorded in a sustained education destination, and over half were in higher education.

Figure 17: Student activity after key stage 5
England: 2015/16 (state-funded mainstream schools and colleges)



*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

What did state-funded school and college students# go on to do?

Higher education destinations have increased by 3 percentage points.	51% of students from state-funded mainstream schools/colleges went to a higher education institution in 2015/16. This is a 3 percentage point increase from 2014/15 (48%).
Destinations to top third universities have increased slightly.	18% of students went to a 'top third' higher education institution ² in 2015/16, 1 percentage point increase from 2014/15. There has been a gradual upward trend since 2010/11.

² See blue box on page 28 for details of which higher education institutions are in the top third and Russell Group.

Russell group destinations have also increased slightly.	Russell group ² higher education institutions are a subset of the top third higher education institutions so are following a similar trend. Destinations to Oxford or Cambridge have remained constant at 1%.
The proportion going to further education colleges remains higher than in 2010/11.	13% of students went to a further education college or other further education provider, down 1 percentage point from 2014/15. A further 2% studied in other education destinations (including school sixth form and sixth-form college), also down 1 percentage point from 2014/15. This reflects the increase in destinations to higher education.
Apprenticeships were taken by 7%.	7% were studying for an apprenticeship. Students reported as being in an apprenticeship will also appear in another reporting line.
Almost a quarter went into employment.	23% were recorded in a sustained destination that included employment.
Around 1 in 10 did not meet the sustained participation criteria.	8% did not remain in education or employment/training for the required two terms, October to March, a 1 percentage point decrease from 2014/15.
Only a small number could not be captured in the destinations data.	3% of young people from state-funded mainstream schools/ colleges were not captured in the destination data. This means that destination measures are able to capture activity of 97% of the cohort.

Mainstream institutions only.

Change in data sources

Addition of Longitudinal Education Outcomes (LEO) data

Since 2014/15 new employment and benefits data from Her Majesty's Revenue and Customs (HMRC) and Department for Work and Pensions (DWP) from the LEO dataset have increased coverage and estimates of employment substantially. Key stage 5 destination measures for the years 2010/11 to 2013/14 have been [updated to include LEO data](#). These revised estimates are used in time series data in this publication.

Self-employment information from HMRC has been included in 2015/16 for the first time and separate analysis has shown that for state-funded mainstream schools and colleges nationally, the inclusion of this data will not impact on the employment destinations. For colleges, separately, there will be an expected increase of around 1 percentage point in overall employment destinations.

Removal of National Client Caseload Information System (NCCIS) data

From 2014/15, destination measures at key stage 5 no longer include data from the NCCIS dataset, as it is no longer required to be collected by local authorities for young people aged 18 or over. Removal of NCCIS data means there is a small break in the time series and comparison with previous years should be treated with caution. However, the impact is small as almost all employment destinations are available in LEO.

Addition of HESA alternative provider (HE AP) data

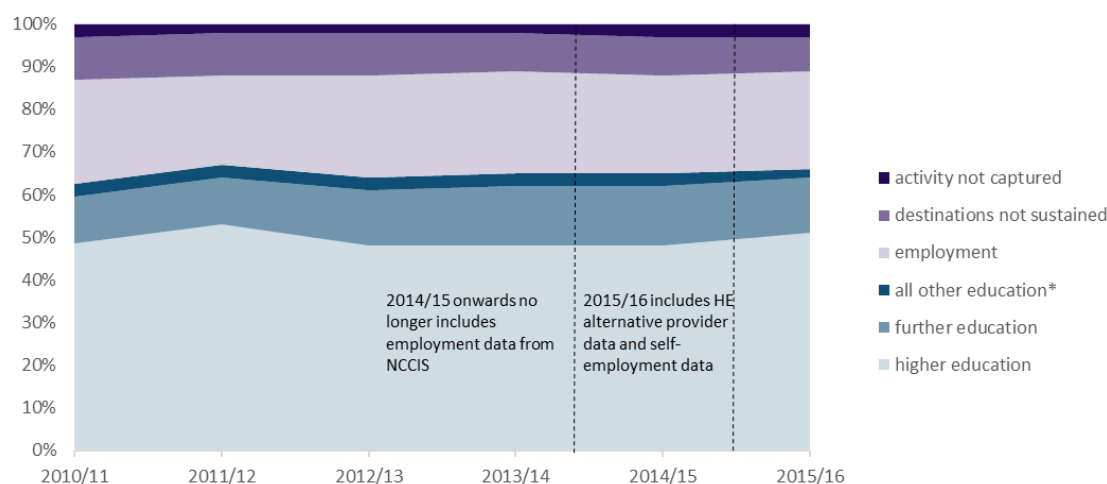
From 2015/16, HE AP data has been included. This data is collected on **UK domiciled students only** from non-mainstream (independent) HE institutions in England that provide **designated** undergraduate courses that attract public funding by way of the Student Loan Company (SLC). This data was collected by HESA for the first time in 2014/15. For the purposes of destinations, students on designated courses in AP institutions were afforded the same status as students on courses in mainstream institutions.

Data on students on non-designated courses was also collected from these same institutions, and any destinations so derived are reported as 'non-designated provision' under 'other education'.

Change over time

Figure 18: Sustained destinations after key stage 5

England: 2010/11 - 2015/16 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

The proportion of students in education destinations increased by 4 percentage points between 2010/11 and 2015/16 but has remained broadly similar for the past 3 years. There was a peak in education destinations in 2011/12 due to changes to tuition fees, which saw more students entering higher education directly after completing key stage 5.

23% of young people were recorded in sustained employment in 2015/16, broadly similar to the previous 3 years. There was a dip in employment in 2011/12 to 21% echoing the peak in higher education. This suggests that a small proportion of students recorded in employment the year after completing key stage 5 are employed during a gap year, and would be likely to attend higher education at a later point.

Taking these together, the proportion of students in sustained destinations was broadly static between 2013/14 and 2015/16 but remains 3 percentage points up on 2010/11. The proportion of students not sustaining education or employment for at least two terms shows a slight downward trend, from 10% in 2010/11 to 8% in 2015/16.

Table 3: Sustained destinations after key stage 5

England: 2010/11 – 2015/16 (state-funded mainstream schools and colleges)

Destinations	Destination year					
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Number of students	341,200	335,490	345,790	358,970	362,930	366,150
Overall sustained education or employment destination	86%	88%	87%	89%	88%	89%
<i>Apprenticeships¹</i>	5%	6%	6%	5%	7%	7%
Sustained education destination ²	62%	67%	63%	65%	65%	66%
Further education college	11%	11%	13%	14%	14%	13%
UK higher education institution	48%	53%	48%	48%	48%	51%
<i>Top third³</i>	14%	16%	16%	17%	17%	18%
<i>Oxford and Cambridge</i>	1%	1%	1%	1%	1%	1%
<i>Russell Group (including Oxbridge)</i>	8%	10%	11%	11%	11%	12%
Other education destinations ⁴	3%	3%	3%	3%	3%	2%
Sustained employment destinations ⁵	24%	21%	24%	24%	23%	23%
Destinations not sustained ⁶	10%	10%	10%	9%	9%	8%
Activity not captured	3%	2%	2%	2%	3%	3%

Source: Longitudinal Education Outcomes dataset

Footnotes

Destinations	Destination year					
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
1.	Apprenticeships are recorded where a student has sustained education or employment and was also recorded as having an apprenticeship learning aim in the year. They are also recorded as either education or employment.					
2.	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.					
3.	See Annex 1 in the quality and methodology information for institutions included in the top third.					
4.	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. From 2015/16 HE alternative providers are included.					
5.	Employment destinations include LEO in all years. Employment does not include NCCIS data from 2014/15 but does include self-employment from 2015/16					
6.	Not sustained includes students with participation which did not last two terms, or who had no participation and claimed out-of-work benefits.					

Higher education destinations

To be counted as going into a higher education (HE) destination in these statistics, young people must be recorded in higher education for the first two terms of the academic year immediately following their key stage 5 study.

They therefore differ from [Widening Participation in Higher Education](#) by not including either students who drop out of courses early on, or those who go on to attend after a 'gap' year. The percentage is given out of those who entered A levels or other level 3 qualifications and is not an HE entry rate for all people at a given age.

Higher education alternative providers (HE AP)

The addition of HESA alternative provider data has led to approximately 1 percentage point increase in higher education destinations recorded in the measures. The majority of these students were already recorded as being in education or employment so the overall destination percentage would not have been affected, but there would be a small shift from employment into overall education destinations.

Just over half (51%) of young people who completed key stage 5 went on to sustained higher education the following year in 2015/16. This showed a 3 percentage point increase from the 3 previous years, which had remained static at 48%, of which approximately 1 percentage point can be attributed to the addition of the HE AP data.

Destinations to further education institutions have remained broadly similar for the past 4 years but saw a 1 percentage point decrease in 2015/16, offsetting the increase in higher education. This meant the proportion staying in education overall only increased by 1 percentage point.

Top third

The top third group of higher education institutions are grouped by mean UCAS tariff score from the top three A level grades of entrants. The exact institutions included can change annually, although many will remain within the group. This publication uses the top third group of higher education institutions identified as at 2014/15, see our [quality and methodology information](#) for the list of institutions included.

Russell Group

The Russell Group of universities are a research-intensive group of higher education institutions with generally high UCAS tariff scores required for entry. The group expanded from 20 to 24 in 2012.

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

For further detail on exactly which institutions are included in each of these groups, see our [quality and methodology information](#).

Over time, more young people going on to higher education are attending the top third of institutions, based on UCAS tariff of entrants. This may point to these institutions now offering more places to school leavers, or to movement of larger institutions into this group. In 2015/16, 18% of students went to a top third university which was a 4 percentage point increase from 2010/11 (14%) and a 1 percentage point increase from 2014/15. Russell Group universities also saw a 1 percentage point increase in 2015/16.

The proportion of students attending Oxford or Cambridge universities after key stage 5 has remained constant at 1% of the cohort.

11. Student destinations after KS5 by student characteristics

Gender

The gap between female and male sustained destinations overall remains unchanged from last year at 4 percentage points. In 2015/16 91% of female students stayed in education or employment for at least two terms after key stage 5 study. This compares to 87% of male students.

Higher education was the most common destination for both female (52%) and male (49%) students. These percentages have increased for both females and males since 2014/15 (by 3 and 2 percentage points respectively). Male students were slightly more likely to attend a further education college or other further education provider after key stage 5.

Students with special educational needs and learners with learning difficulties and/or disabilities

Special educational needs (SEN) and learners with learning difficulties and disabilities (LLDD)

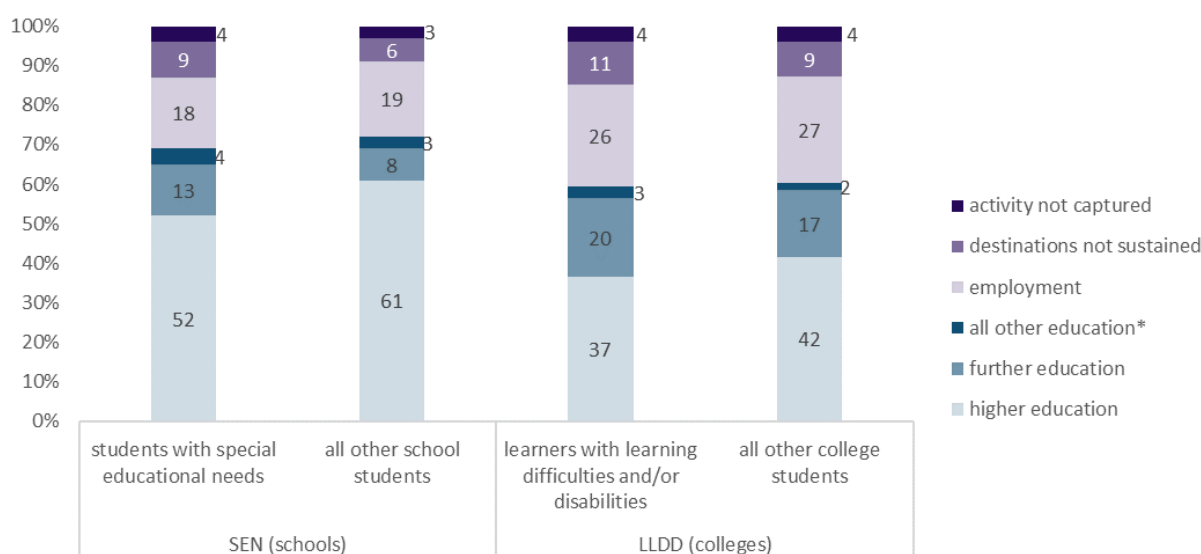
Students in schools may be recorded on the school census as having an Education Health and Care plan (EHC), a legacy statement of special educational needs, or as needing SEN support.

Colleges collect information about learners deemed to have learning difficulties and/or disabilities. The definitions may differ from SEN recorded by schools.

Since key stage 5 destinations only report on students studying advanced qualifications at level 3, few students with SEN or LLDD are included in these statistics. SEN and LLDD students included are likely to have less severe needs and may not be typical of all such students of this age.

Figure 19: Sustained destinations after key stage 5 by SEN and LLDD status

England: 2015/16 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

Of school students with special educational needs completing level 3 study at key stage 5, a lower proportion (87%) were recorded in sustained education, employment or training destinations in 2015/16 than for all other school students, at 91%.

College students with learning difficulties and disabilities completing key stage 5 were also less likely to be recorded in sustained education, employment or training destinations in 2015/16 than other college students, at 85% compared with 88%.

Disadvantage and free school meals

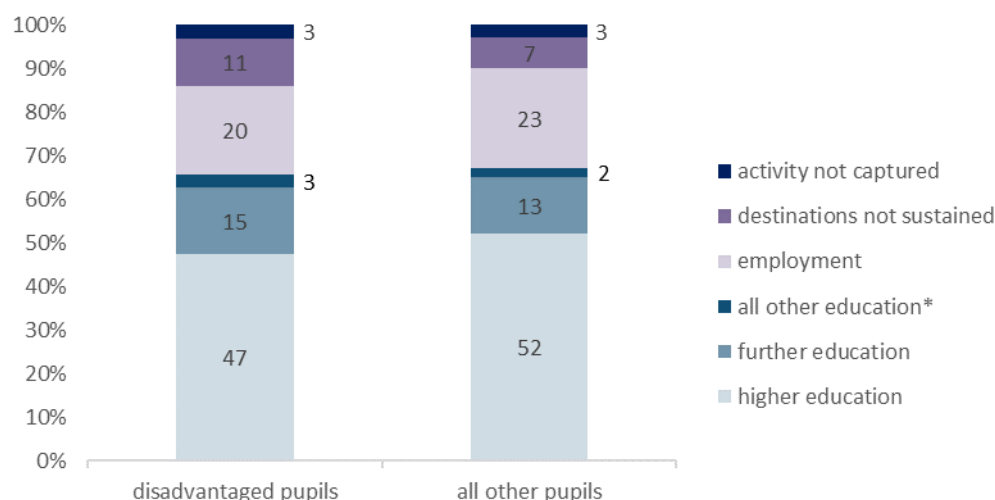
Disadvantage and free school meal status

Both disadvantage and free school meal eligibility are based on information recorded when students were in year 11. Students were considered disadvantaged in year 11 if they had been eligible for free school meals at any point in the last six years, had been looked after by the local authority, or had been adopted from care. Students eligible for free school meals are a subset of the wider disadvantaged group.

A lower proportion of students who were identified as disadvantaged in school and completed key stage 5 (86%) progressed to a sustained education or employment destination compared to all other students (90%).

Figure 20: Sustained destinations after key stage 5 by disadvantage

England: 2014/15 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

Disadvantaged students were less likely to continue in education after key stage 5 as other students (65% and 67% respectively). A higher education destination was the most common choice for disadvantaged students (47%) but they were less likely to progress to sustained higher education than other students completing key stage 5 study (52%). This disparity was greater for more elite higher education institutions.

Disadvantaged students were less likely to be recorded in employment, with 20% of disadvantaged students going on to sustained employment in the year after finishing key stage 5, compared to 23% of others. Reflecting this, they were more likely than other students to have a destination which was not sustained over the period (11% compared with 7% of other students).

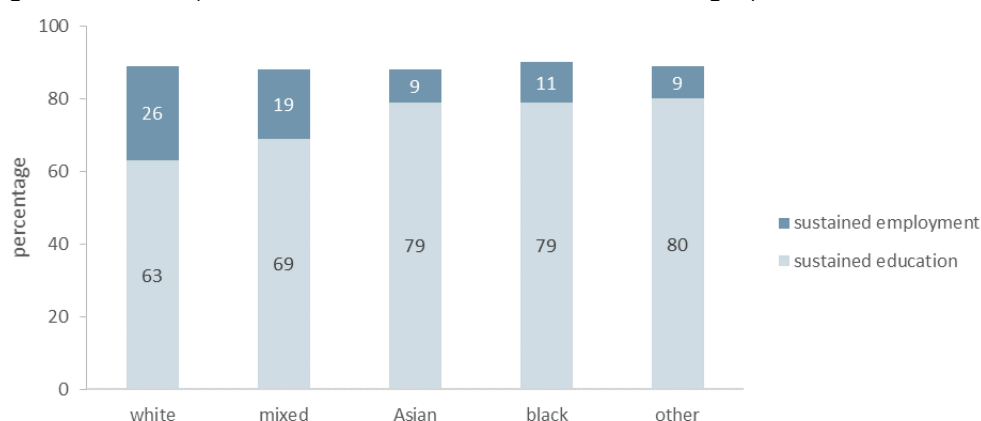
Ethnicity

There was relatively little variation by major ethnic groups in the proportion of students with an overall sustained destination, however, there is much more variation in the types of activity engaged in after key stage 5 study.

89% or 90% of students from most major ethnic groups have a sustained destination, with students from mixed ethnic backgrounds a little less likely at 88%.

One in four white students is recorded in employment compared with just one in ten black, Asian or other ethnicity students. By contrast, white and mixed ethnicity students were much less likely to continue education after key stage 5 study. Four out of five students from black, Asian and other ethnic backgrounds were in sustained education compared with just over three out five white students.

Figure 21: Sustained destinations after key stage 5 by ethnicity
England: 2015/16 (state-funded mainstream schools and colleges)

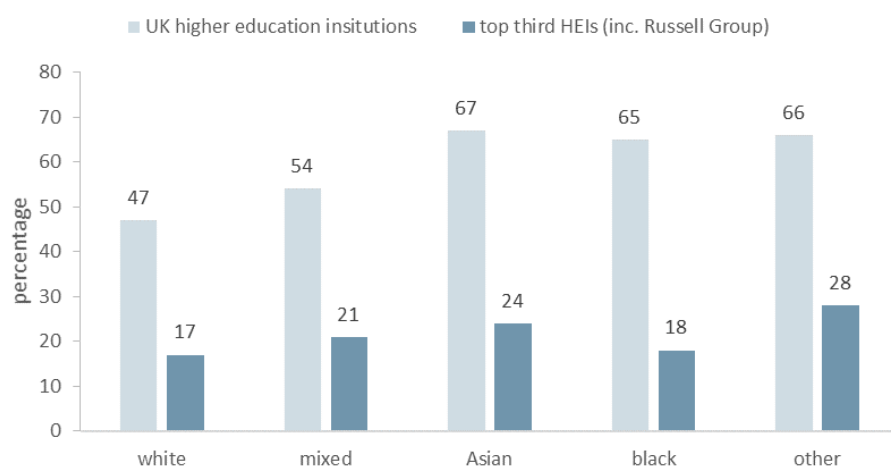


Source: Longitudinal Education Outcomes dataset

Asian, black and students from other ethnic backgrounds had the highest percentages entering higher education straight after key stage 5 (around two thirds) compared to white and mixed students (around half). Asian and other students were more likely to attend the top third most selective institutions compared to all other ethnic groups.

Although black students completing key stage 5 were almost as likely as Asian and other students to enter higher education, a much smaller proportion attended the most selective institutions.

Figure 22: Percentage of students in sustained higher education after key stage 5 by ethnicity
England: 2015/16 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

As was similarly reported at key stage 4, students from Gypsy Roma and Irish Traveller backgrounds had very distinct destinations after the end of key stage 5 compared to all other pupils. About 2 in 5 continued in education where they had the lowest proportion going into higher education of all ethnic groups, around 25%. Sustained employment was highest of all ethnic groups at 35%. As at key stage 4, destinations not sustained were high at 19%.

Students from Chinese backgrounds had the highest rates of sustained education (86%) driven by destinations to higher education where they had the highest rate (75%) compared to all other ethnic groups. Indian, Bangladeshi and black African students had sustained education rates of over 80% and higher education rates of 70% or over. Of these 3 ethnic groups, Indian students (33%) had the highest proportion going to the top third universities whereas Bangladeshi and black African achieved 25% and 21% respectively.

Apart from Gypsy Roma and Irish Traveller pupils, the groups with the highest proportion going into sustained employment after key stage 5 were white British and white and black Caribbean at 27% and 24% respectively. These two ethnic groups were also most likely to be counted in apprenticeships (9% and 6% respectively).

Student destinations after KS5 by prior attainment

Students' achievements in qualifications and assessments taken throughout their education have a strong relationship with the proportion going on to sustained education or employment after key stage 5 study, and with the specific destinations progressed to in this year. Information at national level is presented to help users understand a key influence on outcomes.

As key stage 5 destinations only include those who are entering level 3 qualifications (generally more able students) there are fewer students with low prior attainment included in the measures.

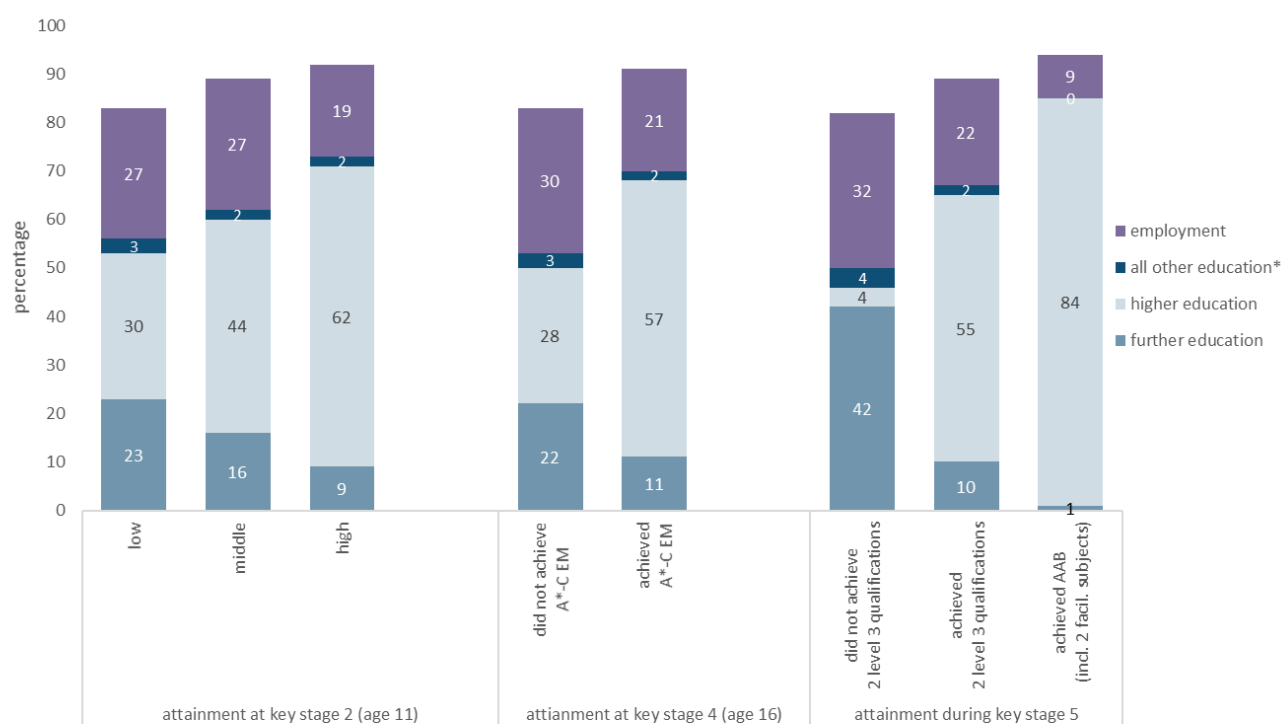
Attainment at different points in time

The measures indicating whether students have met key thresholds at different key stages are published each year by Department for Education as outcomes from, and accountability measures for, these key stages.

Although some students make faster or slower progress than average from the same starting point, attainment at each point in time is closely correlated. For students in school sixth forms the 'prior' attainment before the pupil entered the school is key stage 2, but key stage 4 attainment may be more relevant to course choices or post-16 admissions.

Figure 23: Sustained destinations after key stage 5 by prior attainment

England: 2015/16 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

Achievement at key stage 5 (16 to 18 study)

90% of those who achieved passes in at least 2 substantial level 3 qualifications at key stage 5 stayed in education or employment for at least two terms afterwards, compared to 81% of those who entered level 3 qualifications, but had not achieved this by the end of the 16 to 18 phase.

Two thirds (68%) of those achieving level 3 passes stayed in education for at least two terms compared to half (50%) of those not achieving. For those not achieving at least 2 level 3 passes it appears that remaining in education is likely to lead to continued study at the same or a lower level, with 42% staying in a further education setting and only 4% progressing to higher education directly after key stage 5. However,

they were more likely to be in sustained employment for at least six months the following year, (32% of this group).

Almost all (94%) of those achieving grades AAB or better at A level, of which at least two are in facilitating subjects, stay in education or employment and overwhelmingly progress to the most selective higher education institutions. 82% of students who achieved this attended top third higher HEIs for at least two terms directly after A levels.

Achievement at key stage 4 (age 16)

91% of those who had achieved good passes in English and maths GCSEs stayed in education or employment for at least two terms after level 3 study, compared to 83% of those not achieving this at key stage 4.

They were also far more likely to progress to higher education. However, while very few without this benchmark at key stage 4 went on to top third universities, more than 1 in 4 (28%) (of those who had entered level 3 qualifications) did progress to higher education after key stage 5.

Those without good passes at A*-C in English and maths GCSEs were much more likely to go straight into sustained employment after key stage 5 study. 3 in 10 (30%) did so in 2015/16 compared to only 2 in 10 (21%) of those with A*-C passes in English and maths.

Achievement at key stage 2 (age 11)

Key stage 5 destinations only include those who enter A levels or other level 3 qualifications, so few students with low prior attainment at age 11 are included. Such students who have undertaken level 3 study are not typical, and may have made above average progress during secondary school. Nonetheless, achievement at 11 remains a clear predictor of a student's likelihood of progressing successfully to education or employment destinations after key stage 5.

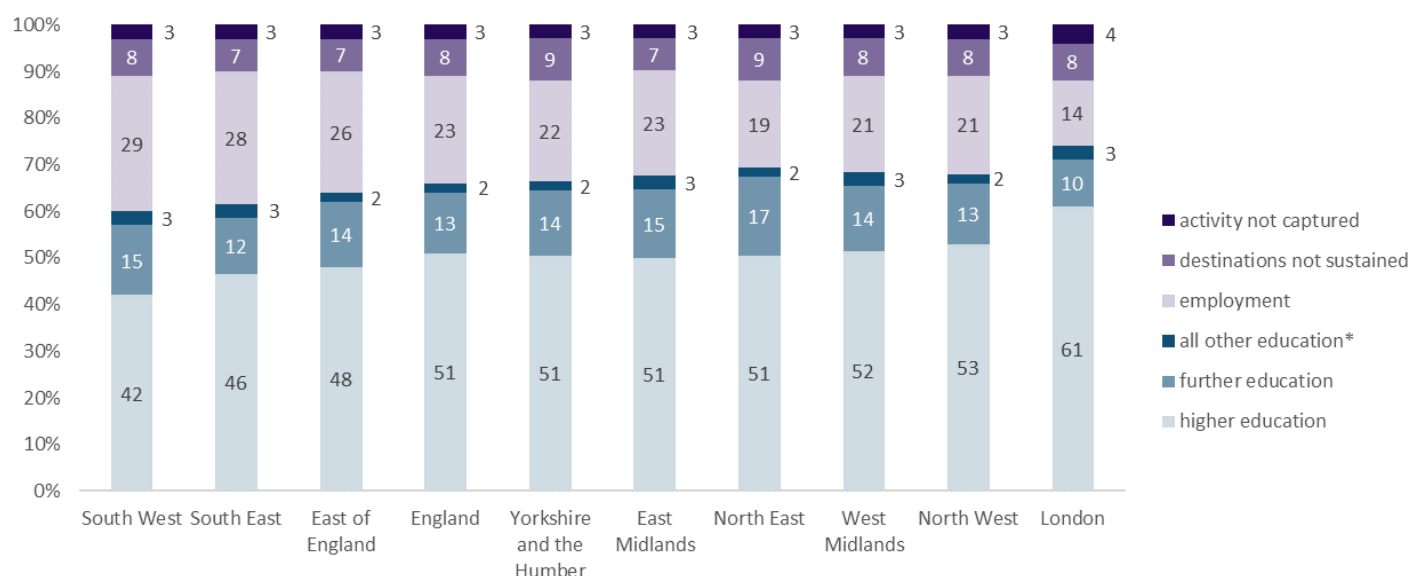
92% of those who were above the expected standard in reading, writing and maths assessments at the end of primary school (high prior attainers) stayed in education or employment for at least two terms after key stage 5, compared to 83% of those who entered level 3 qualifications but had been below the expected standard at age 11 (low prior attainers).

Those who had been either low or middle attainers at key stage 2 were similarly likely to go straight into sustained employment at 18. However, those who had been low attainers were more likely to stay on in FE colleges after the 16 to 18 phase, or to not sustain a destination.

12. Destinations after key stage 5 by region

Regional differences in the percentage of students from state-funded mainstream schools and colleges in sustained education or employment after taking A levels or other level 3 qualifications are small, with between 88% and 91% of students in each major region having a sustained destination in 2015/16. Inner London had a slightly lower rate at 87%. East Midlands and the East of England had the highest proportion of students in sustained education or employment after taking A levels or other level 3 qualifications.

Figure 24: Sustained destinations after key stage 5 by region
England: 2015/16 (state funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

In all regions, higher education was the destination for the largest group of students after completing key stage 5 study, followed by employment, then further education. The proportions undertaking each activity varied by region.

Nationally, just over half (51%) of students' progress directly to higher education institutions for at least two terms. However, 61% of key stage 5 students in London go on to higher education compared to 42% in the South West and 46% in the South East. This may be due to London having more universities than other regions making it relatively easier to remain living at home whilst still having a good choice of higher education.

London also has by far the smallest proportion of key stage 5 students continuing to sustained employment at 14%, compared to 23% nationally. Students are most likely to progress to employment in the South West (29%), South East (28%) and East of England (26%).

13. Student destinations after KS5 by institution type

This publication, for the first time, includes breakdown by type for state-funded mainstream institutions and includes colleges, local authority maintained schools, academies and free schools.

Free schools

Free schools covered in this publication include mainstream, 16-19, UTCs and studio schools. The numbers of these institutions is still small so the data may be subject to volatility for these institution types.

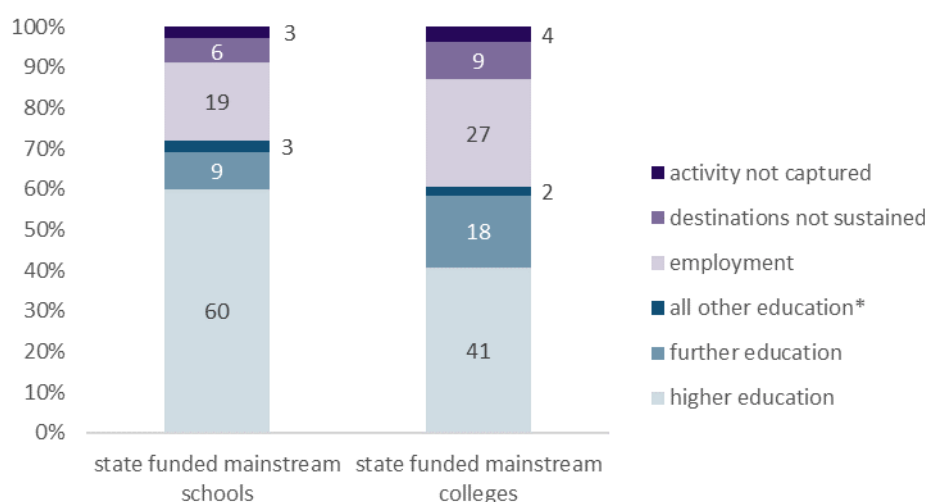
Destinations after key stage 5 for state-funded mainstream schools and colleges

Students completing key stage 5 study in school sixth forms were slightly more likely to have a sustained destination than those studying in sixth-form and other FE colleges, at 91% compared to 87%.

The activity of students from different provider types is likely to reflect differences in the kinds of level 3 courses studied, as well as differences in prior attainment of students attending different institutions.

Students in colleges were much more likely to enter employment, with over a quarter in sustained employment destinations, compared with one in five school students.

Figure 25: Sustained destinations after key stage 5 by main institution type
England: 2015/16 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

Students in schools were more likely to continue with education after key stage 5. This is driven by higher rates of higher education for school students, with six in ten (60%) going on to a sustained higher education destination compared with four in ten (41%) college students. In contrast, students in colleges were twice as likely to go into further education after key stage 5 as school students.

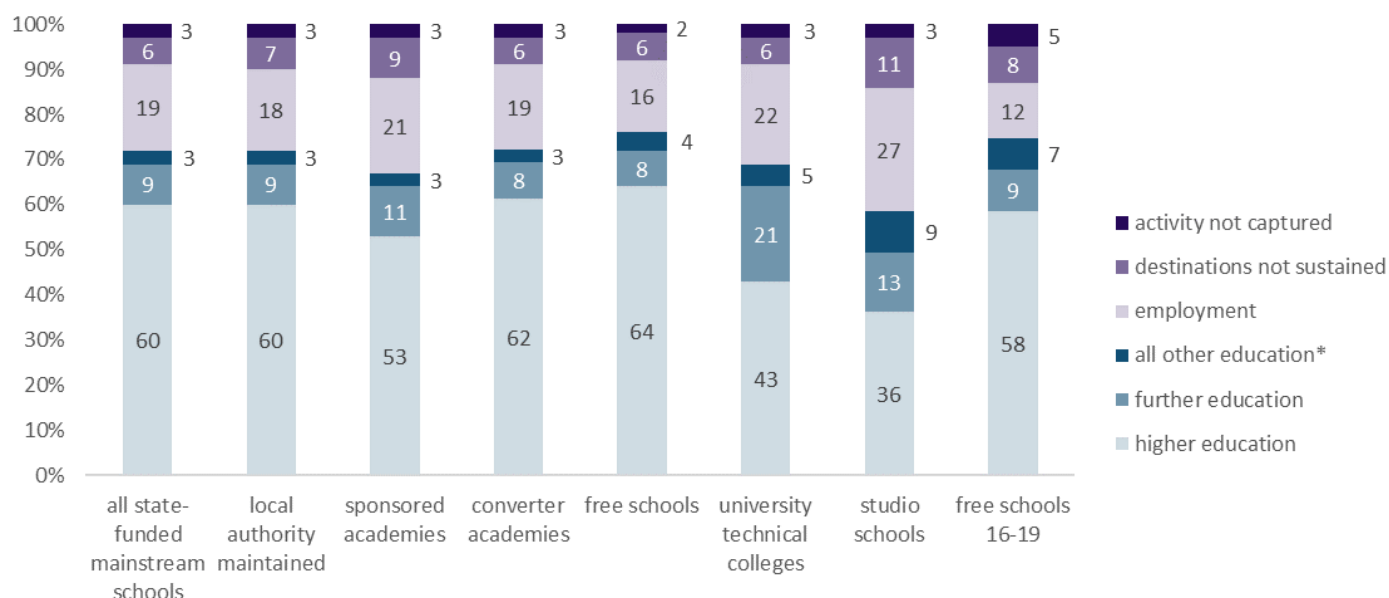
Destinations for state-funded mainstream schools by type

UTCs, studio schools and free schools

There are small numbers of UTCs, studio schools and free schools or free schools (16-19) included in this publication so the data may be subject to volatility.

Overall education, training and employment destinations for local authority (LA) schools, converter academies, free schools and university technical colleges (UTC) are broadly in line with the national average of 91%. Sponsored academies (88%), studio schools (85%) and free schools 16-19 (87%) are below the national average.

Figure 26: Sustained destinations after key stage 5 by school type
England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

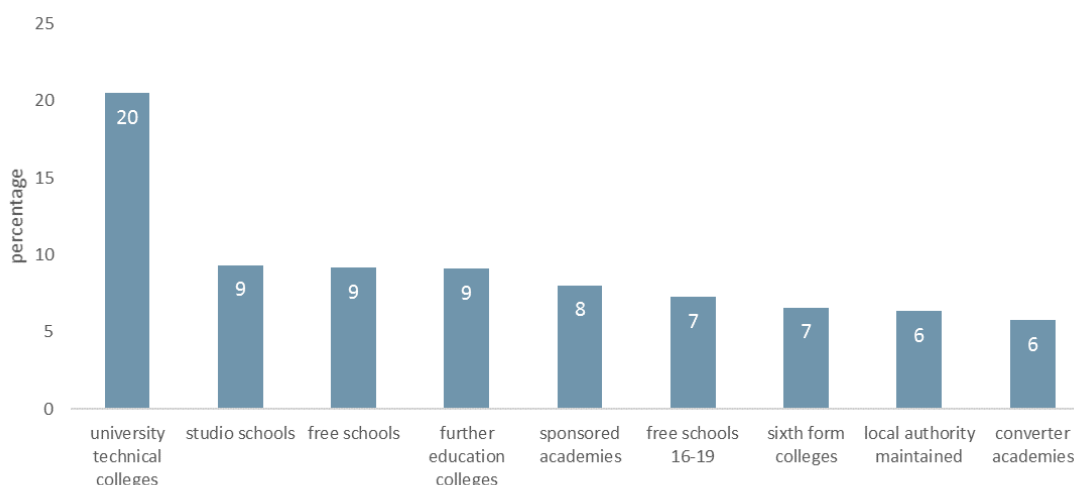
*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

The type of education destination differs considerably between school types with pupils in converter academies and free schools more likely to go into higher education than the national average of 60% for all state funded mainstream schools.

UTCs (21%) and studio schools (13%) have the highest proportion going into further education and also the lowest into higher education. They also have the highest proportions going into employment (22% and 17% respectively). This may reflect the specialist technical and professional education typically provided by these institutions from ages 14-19.

In 2015/16 a fifth of students completing level 3 study in UTCs started an apprenticeship the following year, alongside their sustained period of education and employment; twice as high as for any other type of mainstream school or college.

Figure 27: Percentage of students in apprenticeship destinations after key stage 5 by school and college type
England: 2015/16 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

Destinations after key stage 5 for schools and colleges by selective institution status

Variation in the destinations of students from different types of schools and colleges by admission policy is likely mainly to reflect differences in both prior attainment of students and the level 3 courses studied at different institution types, which has not been taken into account in these statistics.

School and college types at key stage 5

Admission policies for mainstream school sixth forms are given for the secondary school phase.

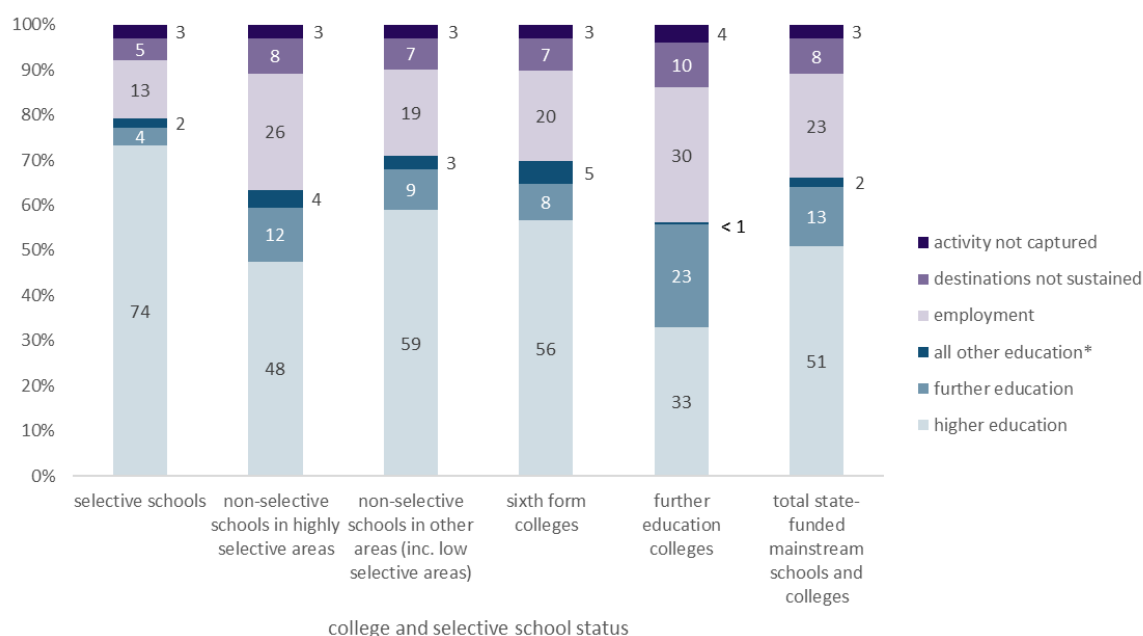
There are currently 163 state funded selective schools. These are concentrated mainly in a small number of local authorities. In local authorities that are highly selective³ (more than 25% of students attend selective schools) other schools are likely to admit a smaller proportion of high ability students than schools elsewhere in the country.

Many school sixth forms and colleges set conditions for entry to key stage 5, or for admission to particular courses, not only sixth forms of selective schools.

Sixth-form colleges tend to offer similar courses to school sixth forms. There is generally more variety in both courses offered and age range of students in other FE colleges, which often have lower entry requirements.

Figure 28: Sustained destinations after key stage 5 by selective institution status

England: 2015/16 (state-funded mainstream schools and colleges)



*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

Table 4: Number of institutions and students at key stage 5 by college and selective school status

England: 2015/16

	selective schools	non-selective schools in highly selective areas	non-selective schools in other areas (inc. low selective areas)	sixth form colleges	further education colleges	total state-funded mainstream schools and colleges
institution count	163	173	1,676	94	232	2,338
student count	23,135	11,955	147,785	65,705	117,560	366,145

³ The 12 local authorities with high levels of selection are: Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Poole, Slough, Southend-on-Sea, Sutton, Torbay, Trafford and Wirral where between 27.3% and 45.5% of secondary pupils are in selective schools.

Selective school sixth forms had the highest percentage of students staying in sustained education or employment after key stage 5, at 92%, while the lowest percentage was in further education colleges at 86%. Provider types with fewer students going on to sustained education destinations generally had a far higher percentage of students in employment, up to 30% in FE colleges compared with just 13% in selective schools, but overall sustained destinations were closely related to the percentage staying in education.

Where a provider type had a lower percentage of sustained education destinations, a higher percentage of students had a destination that had not been sustained. Selective schools have the highest proportion of students staying in education (79%) and only one in twenty students failing to sustain a destination whereas further education colleges had both the lowest proportion in education (56%) and one in ten with a destination that was not sustained.

14. Disadvantage and interactions with other characteristics

Disadvantage and gender

Figure 29: Sustained destinations after key stage 5 by disadvantage and gender

England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

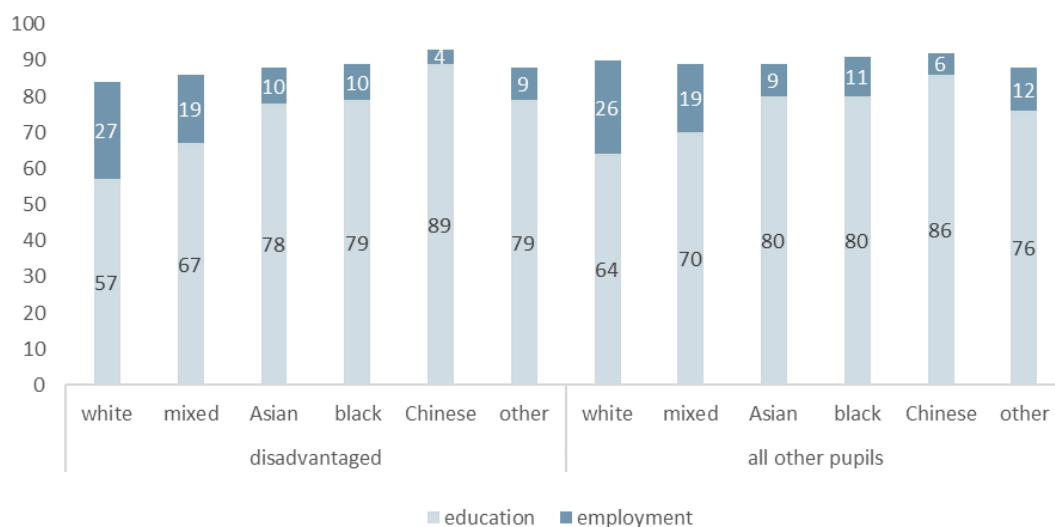
In both the disadvantaged group, and among other students, there was a 3 percentage point gender gap in sustained destinations overall in 2015/16, with female students more likely to stay in education or employment for two terms after key stage 5. Gender differences after key stage 5 study are of a similar size to the effect of disadvantage, with a 4 percentage point gap between disadvantaged and other students of each gender.

Taken together, this means that male disadvantaged students were least likely to stay in sustained education or employment, at 84%, and least likely to go into higher education the following year, while female disadvantaged students had outcomes almost as high as other male students.

Disadvantage and ethnicity

Figure 30: Sustained education and employment destinations after key stage 5 by disadvantage and ethnicity

England: 2015/16 (state-funded mainstream schools)



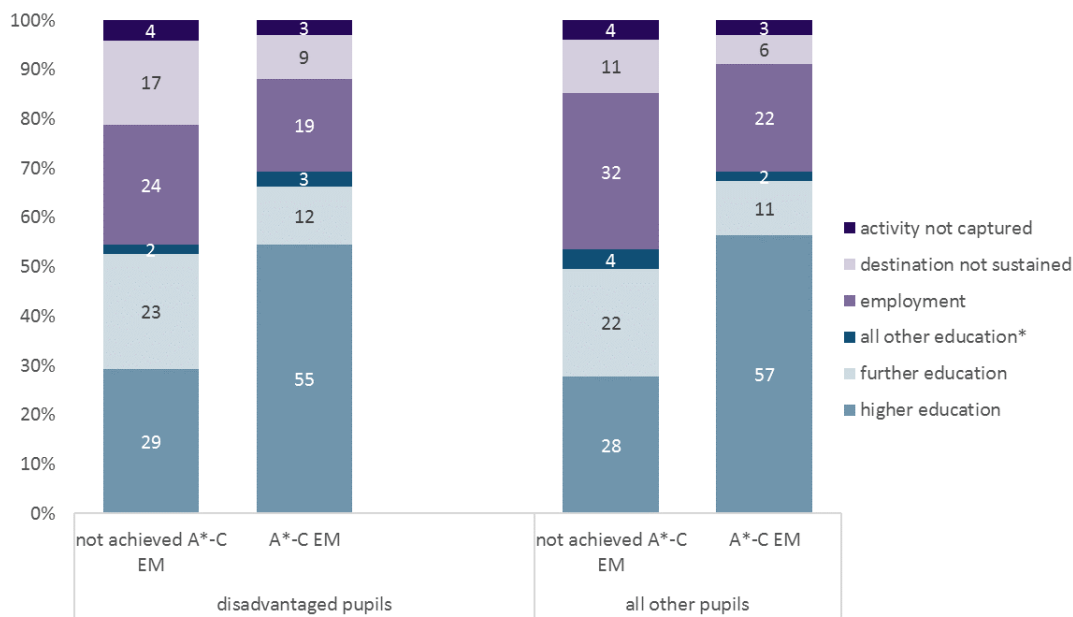
Source: Longitudinal education outcomes dataset

White disadvantaged students were the least likely to be in sustained education or employment in the year after finishing key stage 5, at 84%, compared with between 86% and 92% for other disadvantaged groups. The biggest disadvantage gap also appears for white students, with a 6 percentage point gap in sustained destinations overall between disadvantaged and other white students. Although disadvantaged students from mixed and Asian backgrounds were also slightly below the national average, there was only a 3 percentage point gap with other students from these groups.

In terms of the type of destination progressed to after key stage 5 study, there is much more variation between different ethnic groups than between disadvantaged and other students of the same ethnicity. For example, both groups of white students had the lowest proportion in sustained education and had over a quarter going into employment in 2015/16, followed by mixed students with around 7 in 10.

Disadvantage and prior attainment

Figure 31: Sustained destinations after key stage 5 by disadvantage and achievement at key stage 4
England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

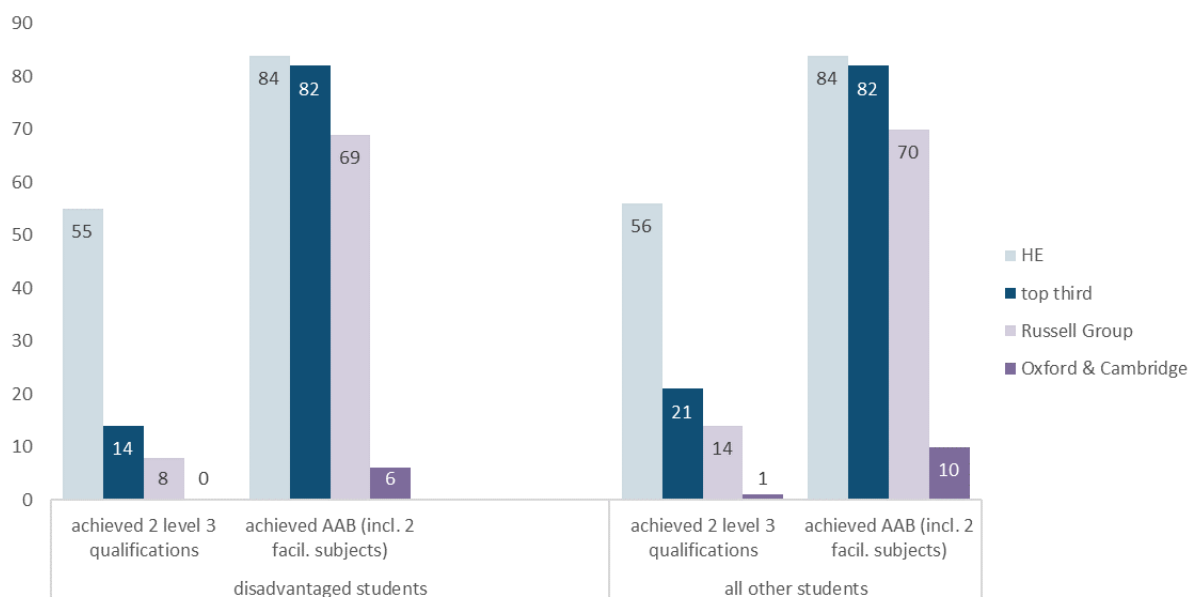
*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

Disadvantaged students were much more likely to have entered level 3 qualifications at key stage 5 despite not having achieved A*-C grades in English and maths GCSEs during key stage 4. 30% of disadvantaged key stage 5 students but only 17% of others had not reached this benchmark before entering key stage 5. This contributed to the lower proportion going on to sustained destinations.

Disadvantaged and other students with good passes in English and maths at GCSE were equally likely to stay in education after key stage 5 (70%) and similarly likely to go into higher education, while disadvantaged students who had not achieved this standard were slightly *more* likely to do so than other such students.

However, disadvantaged students, with or without good GCSE passes, were less likely to be in sustained education the following year, and more likely not to sustain either education or employment for at least two terms.

Figure 32: Higher education destinations after key stage 5 by disadvantage and attainment at key stage 5
 England: 2015/16 (state-funded mainstream schools)



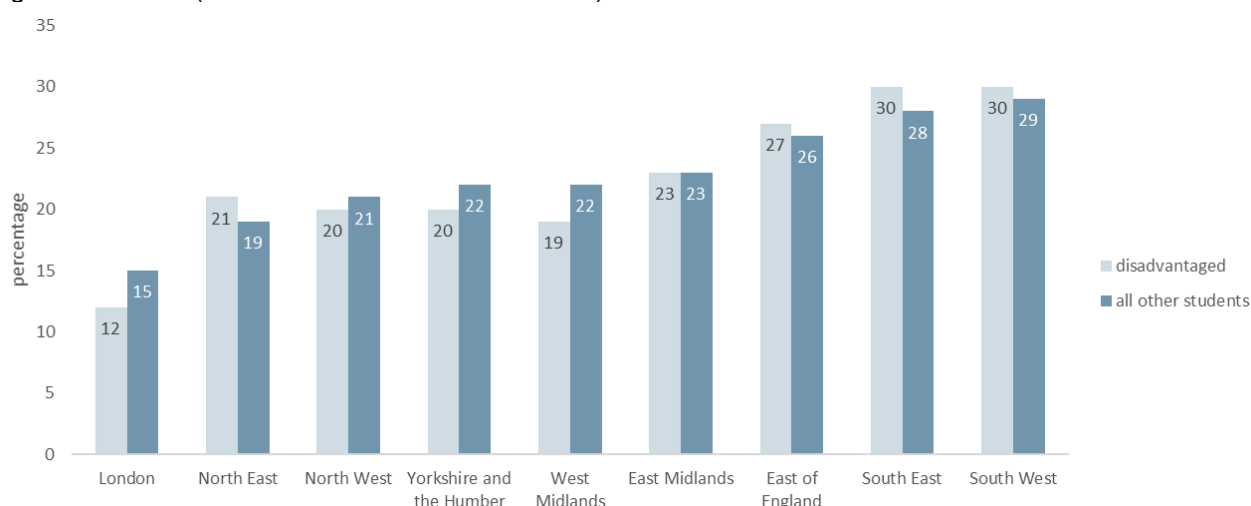
Source: Longitudinal Education Outcomes dataset

Although differences between disadvantaged students and others appear most stark when comparing the likelihood of attending more elite higher education institutions (HEIs), much of this difference disappears when qualifications achieved at key stage 5 are considered.

Disadvantaged students who achieved at least two As and a B in three A levels, of least two of which are in facilitating subjects, were equally likely to attend the top third most selective HEIs (including Russell Group universities) compared to other such students. Over 4 out of 5 disadvantaged students achieving AAB including 2 facilitating subjects went to a top third university the following year. There remained a gap in the proportion entering Oxford or Cambridge universities.

Disadvantage and region

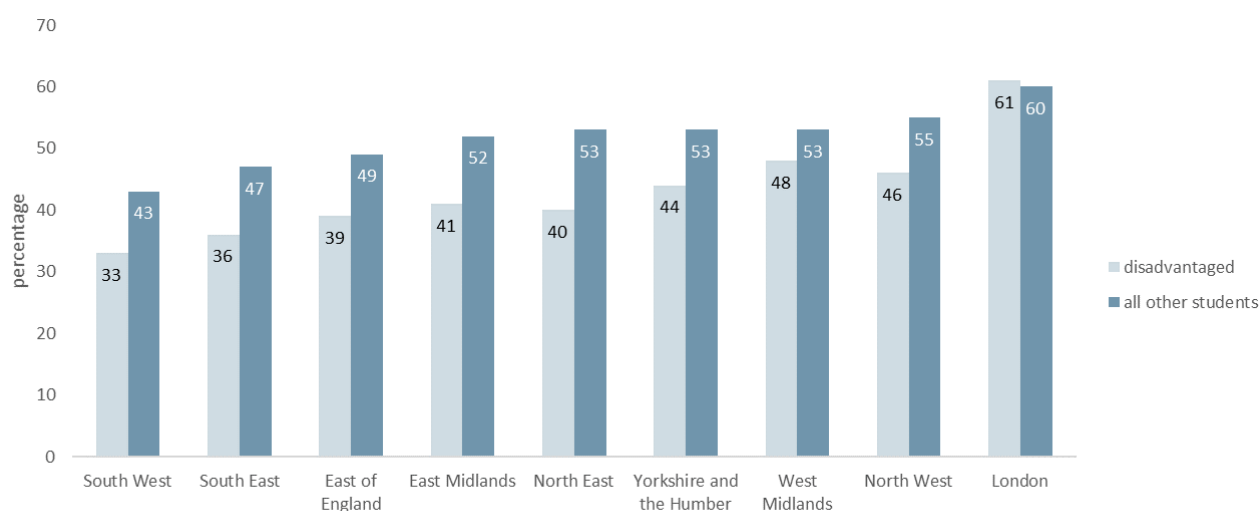
Figure 33: Sustained employment destinations after key stage 5 by region and disadvantage
England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

Nationally, disadvantaged students are less likely to be in sustained employment after key stage 5 study than other students. However, in areas where sustained employment is above the national average, they are more likely to be employed than other students. In the South West, South East and East of England (as well as the North East), a slightly higher percentage of disadvantaged students than others go into sustained employment.

Figure 34: Sustained higher education destinations after key stage 5 by region and disadvantage
England: 2015/16 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

Disadvantaged students are also less likely to go on to sustained higher education after key stage 5, especially to top third higher education institutions. Disadvantaged students in London (61%) are, however, more likely to go into higher education after key stage 5 than other students nationally, and also above the level for other students in the region (60%). This difference is driven by inner London where 63% of disadvantaged students go into higher education compared to 59% of other students.

15. Destinations after key stage 5 for other schools and colleges

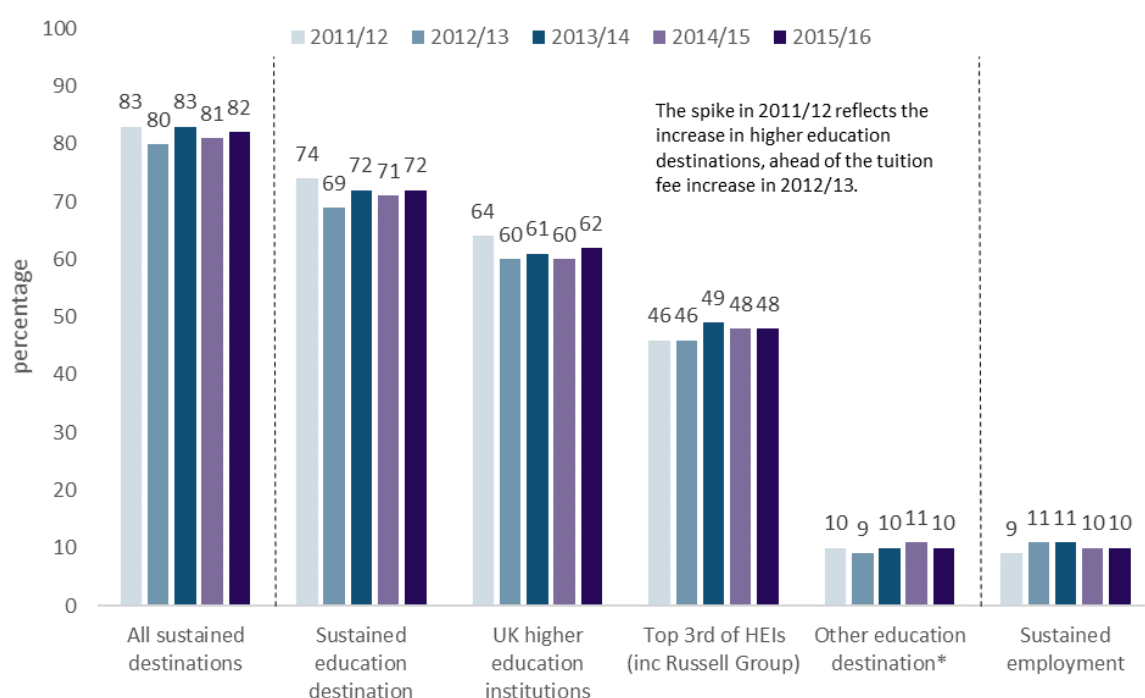
Destinations after key stage 5 from independent schools

Inclusion of independent schools

For the previous two years, destinations from independent schools were included only in the revised publication, in January, as awarding body data needed for adequate coverage of key stage 4 destinations were not available earlier. Internal analysis shows destinations for independents at key stage 5 are not materially affected by availability of awarding body data so we have now brought this information forward into this October publication.

Independent schools have 11% of key stage 5 students with no activity captured in our administrative data sources compared to 3% for state-funded mainstream schools and colleges. The lower percentage of students recorded as being in sustained education or employment overall is likely to reflect this missing data, so comparisons to other school and college types should be made with care.

Figure 35: Sustained destinations after key stage 5
England: 2011/12 - 2015/16 (independent schools)



Source: Longitudinal Education Outcomes dataset

*All other education destinations include further education colleges, school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

What do independent school students go on to do?

82% of students from independent schools went into a sustained destination.	The percentage of independent school students going to a sustained destination has fluctuated slightly since 2011/12, being between 80% and 83% each year.
72% of students from independent schools went into an education destination.	The percentage of students from independent schools going to an education destination was 72%, a 1 percentage point increase from 2014/15.
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 2 percentage points to 62%, driving the increase in education destinations. Destinations to a top third higher education institution remained static at 48%.

Coverage in independent schools

Lower coverage could be due to a lower rate of success in matching independent school students to other administrative data sources. Student address information is not collected by the Department for Education from independent schools. This missing data means a successful match is less likely to be made, as could other inconsistencies in how information, such as names, are recorded. This issue was highlighted in the statistical working paper [Improvements to destinations of key stage 5 students: 2014](#) where, for 2013/14, 99% of state-funded students were successfully linked to the LEO dataset, compared with 84% of independent students.

There may also be a higher likelihood of independent school students progressing to destinations which cannot currently be captured by our data sources due to a higher proportion of non-UK domiciled students from these institutions. Students who move overseas will have no activity captured in our data.

Destinations after key stage 5 for special schools

Very few students complete level 3 study at special schools, so the key stage 5 cohort for this sector is small. Students attending special schools who have entered A levels or other level 3 qualifications are likely to not be typical of most special school students.

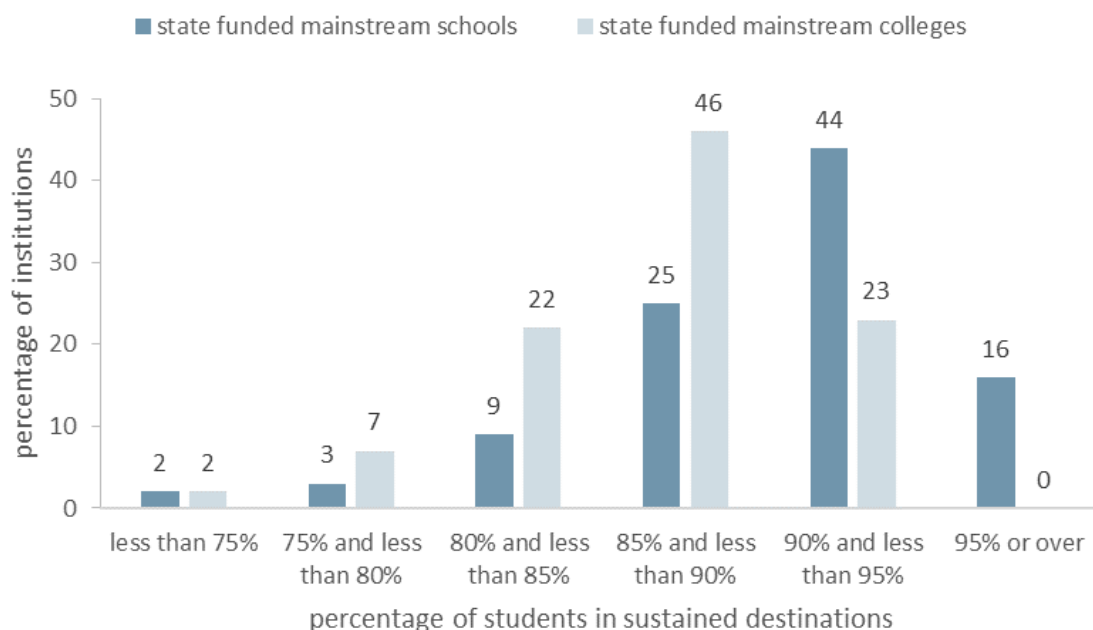
81% of these students continued to a sustained education destination, above the average for mainstream school sixth forms and colleges. Special school students attended a mixture of further and higher education institutions, or continued in special schools after completing key stage 5 study.

Only 5% of special school students had a sustained employment destination, lower than for other providers, while they were more likely to have a destination which was not sustained.

16. Spread of outcomes for KS5 institutions

Nationally 91% of students from state-funded mainstream schools and 87% of students from mainstream colleges go on to sustained education or employment destinations after key stage 5.

Figure 36: Percentage of institutions with students going on to sustained destination after key stage 5
England: 2015/16



Source: Longitudinal Education Outcomes dataset

For schools, the most common outcome was between 90% and 95% of students going into sustained destinations. Almost one in five schools had 95% or more of their students go on to a sustained destination, while two in five had less than 90%. A small number of schools had much lower proportions in education or employment. In 36 mainstream schools (2% of such schools) the proportion in sustained destinations was less than 75%.

For colleges, the most common outcome was between 85% and 90% of students to be in sustained destinations. One in five colleges had 90% or more of their students go on to a sustained destination, and none had over 95%. A small number of colleges had much lower proportions in education or employment. In 8 colleges (2% of such institutions) the proportion in sustained destinations was less than 75%.

Very few special schools have large enough key stage 5 cohorts for institution level results to be reported.

Table 5: Number of institutions with students going on to sustained destinations after key stage 5
England: 2015/16

			Number of schools or colleges where proportion of students with a sustained education, training or employment destination is:					
			less than 75%	75% and less than 80%	80% and less than 85%	85% and less than 90%	90% and less than 95%	95% or over
Institution type	Institution count	Suppressed ¹						
State funded mainstream schools	2,003	41						
education destinations			1,177	367	278	109	27	4
overall education or employment destinations			36	64	181	487	871	323
any activity captured			1	0	6	29	289	1,637
State funded mainstream colleges	326	4						
education destinations			294	18	10	0	0	0
overall education or employment destinations			8	22	71	148	73	0
any activity captured			0	0	0	1	62	259
State funded mainstream schools and colleges	2,329	45						
education destinations			1,471	385	288	109	27	4
overall education or employment destinations			44	86	252	635	944	323
any activity captured			1	0	6	30	351	1,896

1. Outcomes are suppressed for schools with fewer than 11 students in the cohort at the end of key stage 5 and an additional 13 institutions with a low rate of matching to our data sources.

Source: Longitudinal Education Outcomes dataset

17. Coverage of KS5 destinations at institution level

The 2015/16 measures captured activity for 97% of students.

Inevitably there will be some institutions which have a larger proportion of students with no activity captured. In some cases, this may be due to issues with data matching. We have suppressed results for a total of 14 schools and colleges (13 of them mainstream) at key stage 5 where fewer than 95% of students were matched to any of our data sources and therefore the outcomes may give an inaccurate reflection of the school's performance. This may include sixth forms where a large number of students attend from overseas and may lack information such as a UK address or national insurance number.

Other schools may have less activity captured due to what their students go on to do immediately following key stage 5. For example, if a large proportion of students spend the year overseas or doing activity other than paid employment or further study in the UK, their activity will not be captured.

18. Future developments

The schedule is as follows:

January 2018	Revision of key stage 4 and 5 institutional level data for inclusion on school and college performance tables.
October 2018	Key stage 4 and 5 destination measures for 2016/17.

We will continue to investigate further improvements to destination measures. We are exploring with the devolved assembly in Wales to obtain education data from Welsh schools and colleges to capture English students who continue their studies across the border. The impact is expected to be small and inclusion will take place as soon as the data are available.

It will be necessary to include further benefits data in future. The data used for this publication does not include any information about those claiming Universal Credit (which will have had very limited effect on coverage up to 2015/16). We are working closely with colleagues at the Department of Work and Pensions to explore the inclusion of Universal Credit data in destination measures in future.

19. Feedback

The department invites users to provide views on the methodology. Please direct all comments and queries to the following email address: destination.measures@education.gov.uk.

20. Accompanying tables

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

Key stage 4 tables

National

NA1	Percentage of 2014/15 key stage 4 cohort going to, or remaining in, an education or employment destination in 2015/16
NA2	by school type
NA3	spread of outcomes by number of institutions
NA10	as a time series (SFM)
NA11a	by pupil characteristics (state-funded mainstream)
NA11b	by pupil characteristics (state-funded schools - mainstream and special)
NA12a	by detailed pupil characteristics (state-funded mainstream)
NA12b	by detailed pupil characteristics (state-funded schools - mainstream and special)
NA20	by pupil disadvantage status and selective school type (state-funded mainstream schools)
NA21a	by disadvantage status and gender (state-funded mainstream schools)
NA21b	by disadvantage status and gender (state-funded schools - mainstream and special)
NA22a	by disadvantage status and major ethnic group (state-funded mainstream schools)
NA22b	by disadvantage status and major ethnic group (state-funded schools - mainstream and special)
NA23a	by disadvantage status and prior attainment group (state-funded mainstream schools)
NA23b	by disadvantage status and prior attainment group (state-funded schools – mainstream and special)

Local authority district, regional and parliamentary constituency

LA1	for state-funded mainstream schools
LA14	for state-funded and non-state maintained special schools
LA15	for all state-funded (mainstream and special)
LA16	for alternative provision
LA21a	by gender for state-funded mainstream schools
LA21b	by gender for all state-funded (mainstream and special)
LAD31a	by free school meal eligibility for state-funded mainstream schools
LAD31b	by free school meal eligibility for all state-funded (mainstream and special)
LAD33a	by disadvantage status for state-funded mainstream schools
LAD33b	by disadvantage status for all state-funded (mainstream and special)
LA41a	by special educational needs (SEN) status for state-funded mainstream schools
LA41b	by special educational needs (SEN) status for all state-funded (mainstream and special)
OA1	by disadvantage status for state-funded mainstream schools (opportunity areas)
PC1	for state-funded mainstream schools

Institutional

IN1	for state-funded institutions
IN11	for state-funded institutions by gender
IN16	for state-funded institutions by disadvantage

Key stage 5 tables

National

NA1	percentage of students, in 2014/15, who entered an A Level or other Level 3 qualification, going to, or remaining in, an education or employment destination in 2015/16
NA2	by institution type
NA3	spread of outcomes by number of institutions
NA10	as a time series
NA11a	by student characteristics (state-funded mainstream schools)
NA11b	by student characteristics (state-funded mainstream colleges)
NA11c	by student characteristics (state-funded mainstream schools and colleges)
NA12	by detailed student characteristics (state-funded mainstream schools and colleges)
NA20	by disadvantage status in year 11 and selective institution type
NA21	by gender and disadvantage status (state-funded mainstream schools and colleges)
NA22	by ethnicity and disadvantage status (state-funded mainstream schools and colleges)
NA23	by disadvantage status and prior attainment group (state-funded mainstream schools and colleges)

Local authority district, regional, and parliamentary constituency

LA1	for state-funded mainstream schools
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LA2	for state-funded mainstream colleges
LA13	for state-funded mainstream schools and colleges
LA21a	by gender for state-funded mainstream schools
LA21b	by gender for state-funded mainstream colleges
LA21c	by gender for state-funded mainstream schools and colleges
LAD33a	by disadvantage for state-funded mainstream schools
LAD33b	by disadvantage for state-funded mainstream colleges
LAD33c	by disadvantage for state-funded mainstream schools and colleges
LAD36	by disadvantage and KS4 school location for state-funded mainstream schools and colleges
LA41	by SEN for state-funded mainstream schools
LA42	by LLDD for state-funded mainstream colleges
OA1	by disadvantage status for state-funded mainstream schools and colleges (opportunity areas)
PC1	for state funded mainstream schools and colleges

Institutional

IN1	for state-funded institutions
IN2	for independent mainstream schools
IN11	for state-funded mainstream schools and colleges by gender
IN16	for state-funded mainstream schools and colleges by disadvantage

When reviewing the tables, please note that:

We report on a variety of schools and colleges.	This statistical publication includes destinations of students from mainstream state-funded schools and colleges, special schools and alternative provision. Destinations from independent schools at key stage 5 have been published as provisional data for the first time.
Students with deferred higher education places are not included in education destinations.	Students accepting a deferred higher education offer (including gap year students) are <u>not</u> included in this publication as entering higher education. Destinations look at activity in the following academic year after completing studies. Students who have accepted a deferred offer through UCAS are shown separately. Such students may also appear as being in education, employment, activity not sustained or with no activity captured depending on their activity during the relevant year.
We use the national pupil database...	The national pupil database (NPD) is a longitudinal database linking student characteristics (e.g. age, gender, and ethnicity) to school and college learning aims and attainment information for children and young people in schools and colleges in England.
... and longitudinal education outcomes datasets.	The longitudinal education outcomes datasets (LEO) extend the NPD to link information from other government departments on employment, earnings and out-of-work benefits. Details on how we use and share this data can be found here .
For education destinations, four administrative data sources from the national pupil database are used.	Four administrative data sources used in compiling the national pupil database are used to determine the education destinations, namely: <ul style="list-style-type: none">• Individualised Learner Record covering English colleges, further education providers and specialist post-16 institutions• School Census covering English schools. This also includes maintained and non-maintained special schools and alternative provision.• Awarding Body data for independent schools• Higher Education Statistics Agency covering United Kingdom higher education institutions
For employment, training, benefits and not in education, employment or training destinations we use three sources.	In addition to the data sources above, we compile information on employment, training, benefits and not in education, employment or training from the following datasets: <ul style="list-style-type: none">• Her Majesty's Revenue and Customs P45 and self-employment data (from LEO)• Department for Work and Pensions national benefit database for out-of-work benefits (from LEO)• National Client Caseload Information System (NCCIS) covering English local authorities for key stage 4 destinations only
Coverage is students in England only.	The destination measures data only reports information from students who studied in schools and colleges in England.
We preserve confidentiality.	The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
We only show outcomes for groups of 11 or more.	At institution, local and national level, we do not show any outcomes for a group of 10 or fewer students in total.
We suppress small counts.	Both counts and percentages showing any outcome that relates to 1 or 2 individuals, or that reveals that 0 students were counted in employment, are suppressed.

We make sure these cannot be easily calculated by concealing other numbers.	Where a figure relating to a small count could be calculated by differencing from a total, another value has been suppressed to protect this figure.
We round some numbers.	To preserve anonymity, we show national and local authority pupil numbers to the nearest 5. As a result of suppression and rounding, totals in text and in tables may not always equal the sum of their component parts.
We adopt symbols to help identify omitted and rounded numbers.	Symbols are used in the tables as follows: (0) where any number is shown as 0, the original figure was zero (x) suppressed to preserve confidentiality, for example a small number or where a percentage is based on a small number (.) not applicable (-) positive % less than 0.5

21. Further information

These measures are part of school and college performance tables.	Provisional school destination measures are included in the 2017 key stage 4 and 16-18 performance tables. Compare school and College Performance Please see our 2017 statement of intent .
This publication uses data from 2010/11 to 2013/14 that was released with two statistical working papers.	Two statistical working papers showing that data from the Longitudinal Education Outcomes dataset substantially improves coverage of key stage 5 destinations measures. The first paper includes information on improvements to coverage for different student characteristic groups in 2013/14. Detailed information about changes to our methodology is available in this publication. Improvements to destinations of key stage 5 students: 2014 The second includes information about change over time from 2010/11 to 2013/14. Improvements to destinations of key stage 5 students: time series
Previously published figures are still available.	Revised statistics for 2014/15 were published in January 2017. Destination measures that exclude the Department for Work and Pensions and Her Majesty's Revenue and Customs data are available on gov.uk for the years 2009/10 – 2013/14. Detailed quality and methodology information is published alongside the Destination measures publications. Statistics: destinations of key stage 4 and key stage 5 pupils
For some related publications	Experimental statistics on employment and earnings outcomes of higher education graduates using the LEO dataset: Employment and Earnings Outcomes of Higher Education Graduates: Experimental Data from the Longitudinal Education Outcomes (LEO) Dataset

Adult further education outcome-based success measures statistical first release is published here:

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

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

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

Widening Participation Measures are published at:

[Widening Participation in Higher Education](#)

On how we use and share the data

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

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

22. Official Statistics

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

This can be broadly interpreted to mean that the statistics:

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

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

23. 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.

Our detailed [quality and methodology information](#) is available on gov.uk

24. Get in touch

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Department for Education

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

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