Department for Education

16 to 18 accountability measures

Technical guidance

February 2026

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Summary

The department publishes performance measures for schools and colleges with provision for 16- to 18-year-olds. This guidance sets out what these measures are and how we have calculated them for students completing 16 to 18 study in the 2024 to 2025 academic year.

Expiry or review date

This guidance will be reviewed by February 2027.

Who this publication is for

This guidance is for**:**

- School and college leaders, school and college staff and governing bodies in all maintained schools, academies and free schools with a sixth form, sixth form colleges and general further education colleges.
- Local authorities.
- Other users of 16 to 18 performance measures.

Headline performance measures for the 2024 to 2025 academic year

We will produce and publish the following headline performance measures for students completing 16 to 18 study in the 2024 to 2025 academic year:

- **16 to 18 value added (progress) measures:** these measures show how well students did in their qualifications compared to other students with similar prior attainment nationally. For more information, see the section on value added measures.
- **Attainment measures:** the headline attainment measures show the average point score (APS) per entry, also expressed as an average grade. For more information, including on additional attainment measures, see the section on attainment measures.
- **Retention measures:** the headline retention measures show the percentage of students retained to the end of the core aim of their study programme. For more information, including on additional retention measures, see the section on retention measures.
- **English & maths progress measures:** these measures show, for students that did not achieve a grade 4 or above in English or maths GCSE at KS4, how much grade improvement students made from their KS4 GCSE result (or from their result at a previous 16-18 institution, if higher). These measures return for the first time since 2019, as we were not able to publish them in recent years due to the impacts of COVID-19 on the data. For more information, see the section on English & maths progress measures.

In 2025, we have also published the following headline performance measures for students that completed 16 to 18 study in the 2022 to 2023 academic year:

- **Destination measures:** the headline destination measure shows the percentage of students that progress to a sustained education, training or employment destination after 16 to 18 study (and associated breakdowns of this information). For more information, including on additional destination measures, see the section on destination measures.

We will publish some additional information, including subject entries information and Apprenticeship Qualification Achievement Rates. Please see the relevant sections for more information.

We will also publish performance measures for:

- **Disadvantaged students** – headline measures broken down for disadvantaged students only. See the section on measures for disadvantaged students.
- **Multi-academy trusts (MATs)** – school and college level measures aggregated up to MAT level, for eligible MATs. We will publish headline progress (16-19 value

added) and attainment (APS) measures at MAT level this year. See the section on Multi-Academy Trust measures.

How will performance data for the 2024 to 2025 academic year be used?

Users of education school and college performance data will need to consider this data alongside a range of other information about a school or college and its individual circumstances, for example by speaking to a school or college directly. Conclusions should not be drawn on a single piece of data alone.

Department for Education (DfE) officials may use 2024 to 2025 16-18 performance data when setting criteria to allocate additional funding.

As set out in DfE guidance[1], school, college and trust leaders should not make pay progression for teachers dependent on the assessment data for a single group of students. Performance management targets relating to student performance should not be used in isolation and other factors should also be considered.

Ofsted

As set out in Ofsted's inspection handbooks, Inspectors will consider what nationally published school and college performance data (where it is available) indicates about students' achievement over time and will use it as a starting point for discussions with leaders about achievement.

Inspectors will be aware of the data's gaps or limitations (for example in relation to small cohorts) and will take into account that published outcomes do not reflect the achievement of all students. Inspectors will consider data alongside evidence gathered on site to provide a fuller picture of achievement over time.

DfE Regional Directors

DfE regional Directors will have 2024 to 2025 assessment, test and exam results data to refer to. Decisions will not be made on a single year's data and will continue to be informed by a range of factors. 2024 to 2025 16-18 school and college performance data can be used to make comparisons between schools/colleges, trusts and with local authority and national averages, and, where data is available, can be considered alongside data from 2022 to 2023 and 2023 to 2024, as the approach to grading was consistent across years.

[1] School teachers' pay and conditions: guidance - GOV.UK

Schools and colleges included in 16 to 18 performance measures

Schools and colleges in England with 16 to 18 study provision are generally included in performance measures. However, we do not include performance measures for:

- training providers;
- independent FE colleges, adult education colleges, special colleges;
- higher education institutions with 16 to 18 provision;
- international schools, hospital schools, Pupil Referral Units.

For special schools, we only include those that have opted in – see below.

Independent schools

We calculate and publish progress and attainment measures, including English & maths progress measures, for independent schools, using information sourced from awarding bodies.

Retention measures are not calculated for independent schools because the department does not have access to the relevant data.

We do not produce school-level destination measures for independent schools due to more limited information on students causing low coverage. Independent schools are similarly excluded from the national and local authority comparator figures. They are however included at national and institution level in the destination measures statistical release.

Disadvantaged measures are not calculated for independent schools.

Special schools

Students who need more specialised teaching and facilities may go to special schools. Special schools with sixth form students can currently choose to have their results included in the 16 to 18 performance measures. Even if they opt-in, some special schools will have no results published for their students because they do not take the qualifications reported in these tables.

Students included in 16 to 18 performance measures

Students are eligible to be included in 16 to 18 performance measures if they are of academic age 16, 17 or 18 at the start of the 2024 to 2025 academic year (31 August 2024) and at the end of their 16-18 studies. They are identified as being at the end of 16-18 study when they first meet at least one of the following criteria:

a) they have entered for at least 2 qualifications, each of which is at least the size of an A level or they have entered for at least 1 qualification the size of at least 2 A levels, in the reporting year; OR

b) they have entered for both a T Level core and T Level occupational specialism during 16 to 18 study (T Level measures are not yet published as part of the performance measures set out in this guidance, but this rule is already applied to produce a normal cohort when reporting begins, and to ensure other student cohorts that are published are correct), OR

c) they are 18 at the start of the reporting year and have not been reported in 16 to 18 performance measures at their current allocated school or college.

Schools or colleges are able to defer students who meet criteria a) or b) but who are continuing their 16 to 18 study, as part of the checking exercise, as long as the student has not reached age 18 before the start of the reporting year.

Please note a student eligible for reporting in 16 to 18 performance measures will also need to meet criteria for each performance measure to be included in that measure. For example, to be included in the average point score per A level entry expressed as a grade, the student must have been entered for at least an AS qualification.

Allocation of students to schools and colleges

Results are allocated on an annual basis to the school or college where the student has enrolled to take their main programme of study, as recorded in the school census or Individualised Learner Record (ILR). All results taken in that year will be allocated to the main school or college, irrespective of where they were taken.

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

- **schools that return the spring school census** – the spring school census returns student level information and is used to identify 16 to 18 students on-roll in state-funded schools;
- **colleges that return the ILR** – the ILR returns student level information and is used to identify 16 to 18 students 'on-roll' in colleges (and other provider types returning the ILR); determined by where the student studied their main course of study. Outcomes related to additional courses recorded on the ILR, which may include those delivered by a different school or college, are also reported against the 'core' college since they are responsible for that student's overall study programme; and
- awarding organisation data[2] (for schools or colleges that do not return the spring school census or ILR) – for schools or colleges which do not return student level information to the department i.e. independent schools, we use awarding organisation data to allocate results to schools and colleges but on an annual basis.

On completion of 16 to 18 study, outcomes are reported against one, two or three schools or colleges, reflecting the study and achievements of the student in the year(s) they were allocated to that particular school or college.

The following section sets out the rules in practice using these data sources, including some worked examples.

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

Allocation rules and worked examples

The tables below show how a student will be allocated to one or more schools or colleges for an individual year based on the three data sources that we use to determine allocation.

Table 1: Allocation of a student to a school or college

	Spring School Census	**Individualised Learner Record (ILR SN10 for report year, SN14 for previous years)**	**Awarding Organisation Data**
If students are reported once, select school or college based on:	Where the student is recorded as on-roll in the spring school census.	Where the student is recorded as studying a main course of study/core aim which is 16 to 19 funded and is level 3 or below.	Where the student is recorded as having sat their exams.
If students are returned multiple times in the same data source:	School selected prioritising enrolment status of 'current', then 'main', then 'subsidiary'. If the enrolment status is the same, the school with the highest volume of entries (from awarding organisation data) will be selected.	Where two or more courses are recorded in different colleges, the following hierarchy is used to select the college: 1. Aim started before 1 May 2. Latest start date Where there are concurrent courses of study: 3. Largest course of study 4. Earliest start date 5. Latest end date	School or college with the highest volume of exams (based on size) will be selected.

Table 2: Allocation of a student to a school or college

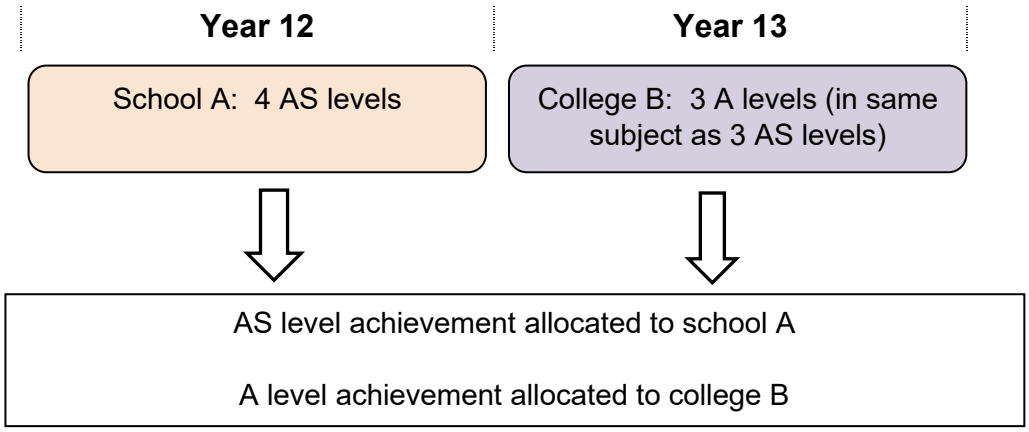
	Spring School Census, Individualised Learner Record and/or Awarding Organisation Data
If students are returned in multiple data sources:	• If students are reported in both the spring school census and the ILR: The ILR record (a college) will be selected when the student has an enrolment status of subsidiary at the school or is retained in their main course of study and the college either had the highest volume of exam results, or started their main course of study after the date of the spring school census (but before 1st May). Otherwise, the spring school census (a school) will be selected. • If students are reported in both the ILR and Awarding Organisation data, where a student did level 3 qualifications mainly in an independent school and small qualifications in a college, the independent school will be selected. • If students are reported in both the spring school census and Awarding Organisation data: State-funded school with 'main' or 'current' enrolment status is chosen; but if 'subsidiary' or hospital school then independent school is selected based on AO data.

If the same college or school was selected in all years of post-16 study, then all the student's outcomes will be reported against this one school or college. However, if different schools or colleges were selected using the principles above, only the outcomes achieved in that year are reported against the school or college.

The following examples show some common scenarios and how results are reported against each school or college.

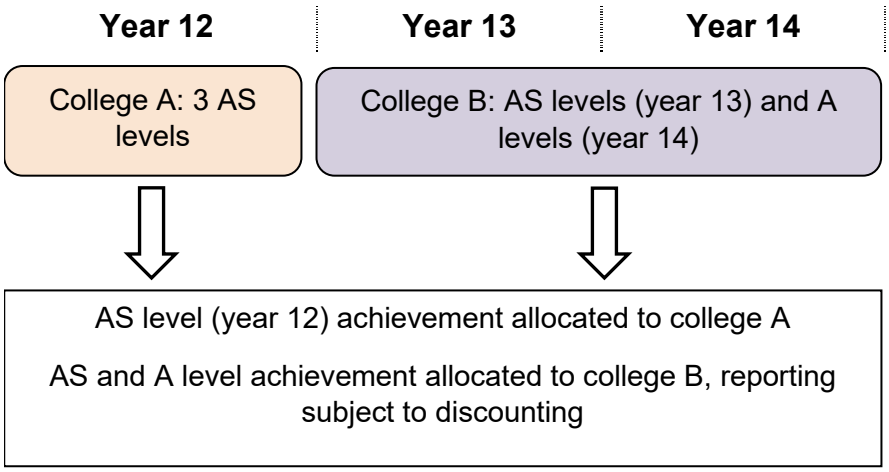
Scenario 1: A student is taking an academic pathway but moves from a school to a college between AS and A levels

On completing 16 to 18 study in year 13, the student's outcomes are reported:



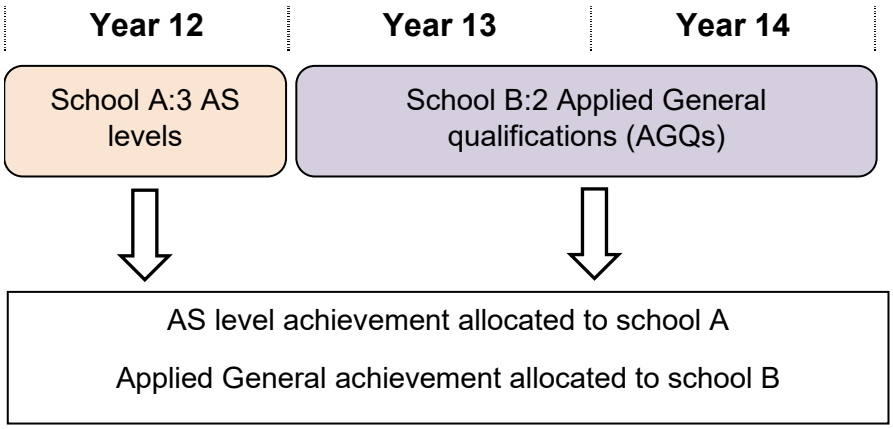
Scenario 2: A student starts on an academic pathway but moves to another academic pathway and moves college

On completing 16 to 18 study in year 14 or by age 18 outcomes are reported:



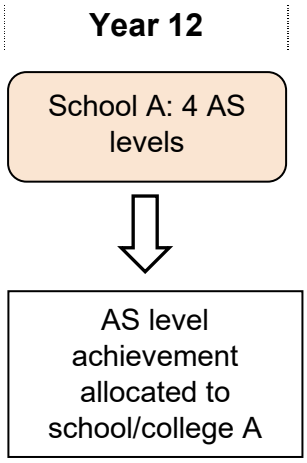
Scenario 3: A student starts on an academic pathway but moves to a vocational pathway and moves schools

On completing 16 to 18 study in year 14 or by age 18 outcomes are reported:



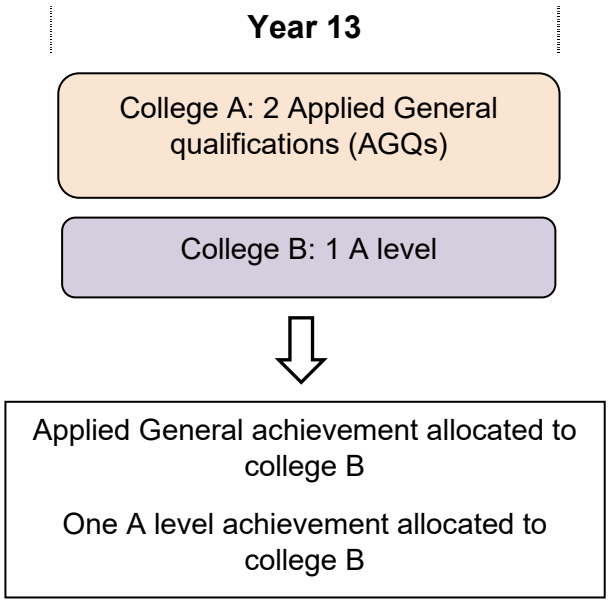
Scenario 4: A student starts on an academic pathway but leaves partway through

At reaching the age of 18 or requesting the student be included in performance measures early via the checking exercise outcomes are reported:



Scenario 5: A student studies in 2 different colleges in the same academic year

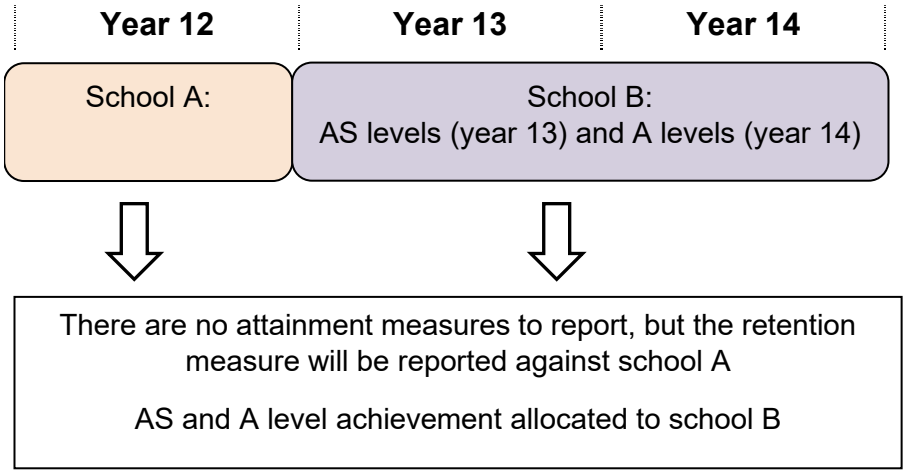
A college is selected using DfE allocation rules – see table 1 above. All their results are attributed to a single college, including any results studied elsewhere. This may mean qualifications not offered by the allocated college are reported against them.



To note: in this scenario the student will be included against college A and B for the retention measures based on the core aim at each college.

Scenario 6: A student attends a school in the first year but takes no exams and then takes an academic pathway at a different school

On completing 16 to 18 study in year 14 or by age 18 outcomes are reported:



Qualifications and performance points

Qualifications included

A list of qualifications recognised in performance measures is published on gov.uk: https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores

The list of qualifications included in performance measures for a particular reporting year (i.e. 2024 to 2025) is usually first published around 2 to 3 years in advance, i.e. before the student has started studying the qualification.

Cohorts

Progress, attainment and retention measures are published separately by cohort, so that you can see separately the outcomes for the different types of qualifications taken in a school or college.

The level 3 cohorts in 16 to 18 performance measures are:

- A level
- Academic (the A level cohort is a subset of this, so the academic cohort includes A level outcomes as well as the outcomes of other academic qualifications)
- Applied general
- Tech level

At level 2, there is only one cohort, for technical certificate outcomes.

All qualifications that count in 16 to 18 performance measures are one of these qualification types, and are listed as such in the link above.

A level

To be included in the A level performance cohort for a school or college, the student must have been entered for at least one of the following qualifications in the academic years they have been allocated to that school or college:

- GCE A level
- GCE AS level

Academic

The A level category is a subset of the academic category. Therefore, the qualifications listed above will also be reported as academic qualifications.

To be included in the academic performance cohort for a school or college, the student must have entered for one of the following qualifications, which must be equivalent in size to at least 0.5 A levels with the exception of the extended project, which although smaller is still included.

- GCE A level
- GCE AS level
- International Baccalaureate Diploma (IB)
- IBO Standard level component
- IBO Higher level component
- IBO Diploma Theory of Knowledge, Extended Essay and Reflective Project*
- Pre-U Principal Subject
- Pre-U Short Course Subject
- Pre-U Diploma
- Extended Project (Diploma)
- Advanced Extension Award
- Core Maths Qualifications at level 3
- Free standing Maths Qualification level 3 (FSMQ)*

*These qualifications are too small to cause inclusion in the academic performance cohort on their own; however, they are still counted if students have entered other qualifications on this list.

Applied general and tech level

The lists of vocational and technical qualifications that count in performance measures can be found here: https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores

To be included in the applied general or tech level performance cohort, the student must have entered for at least one of these qualifications in the academic years they have been allocated to that school or college.

Alternative Academic Qualifications (AAQs) will not be included in performance measures for the 2024 to 2025 academic year, because AAQs were first taught in September 2025 and take two years to study. AAQs will be included in performance measures for students completing 16-18 study in the 2025 to 2026 academic year onwards. Please see the list of qualifications that count in performance measures for more information: https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores.

T Levels do not count as either an applied general or tech level qualification. We do not yet publish T Level measures as part of the public-facing 16-18 performance measures set out in this guidance. For more information on T Level performance measures, see the T Level section of this guidance.

Technical certificates (level 2)

The lists of qualifications that count in performance measures can be found here: https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores

Technical certificates are a subset of level 2 vocational qualifications. All technical certificate qualifications that count in performance measures are at least equivalent in size to two GCSEs (minimum 145 guided learning hours), and often larger.

To be included in the technical certificate performance cohort, the student must have entered for at least one of these qualifications in the academic years they have been allocated to that school or college.

Discounting

Discounting is applied to progress and attainment measures at 16 to 18. Discounting is primarily about ensuring that where a student has taken more than one qualification in the same subject area, performance measures only give credit to institutions once for teaching a single course of study.

Fuller details on discounting can be found in the discounting guidance.

Performance points for progress and attainment measures

Performance points for progress and attainment measures can be found here: https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores

Level 3 qualifications

The points for level 3 qualifications in progress and attainment measures are designed to allow level 3 qualifications of different sizes and grade structures to be compared, as well as to act as a good basis for calculation and statistical modelling in performance measures.

Level 2 qualifications

The performance points at level 2 are designed to have the following properties (and can differ from the points used in KS4 performance measures):

- As per level 3 performance points, larger qualifications attract more points (size is measured relative to 1 GCSE equivalent);
- Differences in reported headline attainment measures (average point score per entry, or average grade) make intuitive sense: for most qualifications an improvement of one grade would translate to an improvement of one unit (APS per entry).

16-18 Value Added (progress) measures

16 to 18 value added measures show how well students did in their qualifications compared to other students with similar prior attainment nationally. We will publish 16 to 18 value added measures in the 2024 to 2025 performance measures, for the following cohorts:

- Level 3 A Level
- Level 3 Academic
- Level 3 Applied General
- Level 3 Tech Level
- Level 2 Technical Certificate

This is the first time we will publish value added measures for the L2 Technical Certificate cohort.

We will not publish value added measures for T Level students. T Levels are a new course, different from Tech Levels. For more information see the section on T Level measures.

Value added measures methodology

Students included in the measure

To be included in the 16 to 18 value-added (VA) measure, a student must:

- have results at the end of key stage 4.
- have completed an academic, applied general or tech level qualification (see the section on qualifications and performance points). If they enter and fail they are included, but if they withdraw and don't enter, they are not.

Qualifications included in the measure

Only qualifications on the academic, applied general and tech level lists (see the section on qualifications and performance points) are included in value-added measures. In addition, qualifications are only included if at least 16 eligible students, in at least five schools or colleges, have an exam result.

How the measure works

For all students, we work out their average attainment at key stage 4 (KS4). For academic qualifications, students' prior attainment is based on their average attainment in GCSEs only. For applied general and tech level qualifications, students' prior attainment is based on all qualifications achieved at KS4.

From 2023 to 2024 value added measures onwards, qualifications in scope are those approved for reporting in key stage 4 performance measures in the academic year the student completed KS4. Each student's prior attainment will reflect the points scales used at KS4 in the academic year the student completed KS4. This is a change from the approach used in 2019 when, for all students, we took into account all KS4 qualifications approved from 2014 onwards. Simple discounting rules apply, with the best result in any subject used when calculating the average point score. Resits or additional qualifications gained during 16 to 18 are ignored.

In line with commitments made under the previous government[3], outcomes from KS4 qualifications achieved between January 2020 and August 2021 will be excluded when calculating a student's prior attainment for the 16 to 18 value added measures. Students will be included in the 16 to 18 value added measures if they have at least one outcome from KS4 qualifications achieved in the 2021 to 2022 academic year or later.

To calculate the progress made by students taking the same qualification nationally we first divide students into up to 20 bands based on their prior attainment. We then calculate the average attainment for each of these bands. This allows us to compare a student's result with the average result of students with equivalent prior attainment taking the same qualification. The difference between the two is the student's value-added score in that qualification.

The students' value-added scores are then aggregated to create separate scores for academic qualifications, applied general, and tech level qualifications for each school or college. The supporting information allows schools and colleges to see value-added scores for specific qualifications and qualification types (e.g. A levels). All scores are shown with confidence intervals.

Prior attainment grades awarded using different grading approaches

In the 2021 to 2022 academic year a different grading approach was used for GCSES, AS and A levels and most VTQs that were taken alongside A levels, to take account of the impact of the pandemic. In the 2022 to 2023 academic year there was a return to pre-pandemic standards for GCSEs, AS and A levels, with protection built into the grading process to recognise the disruption that students have faced. For VTQs that were taken alongside, or instead, of GCSEs and A levels, there was also a return to pre-pandemic standards in 2022 to 2023.

Data including in KS4 prior attainment calculations for the 16 to 18 value added measures in the 2024 to 2025 academic year will come from both the 2021 to 2022 and 2022 to 2023 academic years. However, the way that we calculate our 16 to 18 value

[3] The previous goverment committed not to include results of qualifications achieved between January 2020 and August 2021 in future performance measures, given the alternative assessment arrangements used to award grades in this period, which was during the COVID-19 pandemic.

added measures is by using the KS4 prior attainment data to put students into prior attainment groups. This allows us to compare 16 to 18 outcomes for a particular student to students with similar prior attainment, rather than actually looking at how far they have come from KS4 to 16 to 18. Therefore, any impact on the measures from the different grading approaches will be limited.

Value-added calculations

The calculation of 16-18 value added measures contain four main steps, where each step will be explained in detail in the following sections:

- Calculating the national average grade for comparison
- Calculating student value-added (VA) scores
- Calculating school and college VA scores
- Calculating confidence intervals

Calculating the national average grade for comparison

Calculating average prior attainment at key stage 4

The starting point for the 16-18 value added calculation is to determine each student's KS4 prior attainment. Prior attainment reflects the point scale used at KS4 in the current reporting year. For specific points information see the KS4 performance points for qualifications that count in performance measures.

Different qualifications are taken into account when calculating VA scores for qualifications in the academic, and applied general and tech level cohorts. As a subset of the academic cohort, the calculation for the A level cohort follows the same method as the academic cohort:

Table 3: Data used to calculate average prior attainment, by qualification type / cohort

Qualification type / cohort	Average prior attainment based on
Academic (incl A level) qualifications	GCSEs grades only
Applied general, tech level and technical certificate qualifications	All key stage 4 results

- For both categories, only qualifications achieved during key stage 4 are included in the prior attainment calculation. Re-sits or additional qualifications gained during the 16 to 18 study phase are not included.
- Qualifications in the same subjects will be discounted.
- AS levels taken before a student reaches the end of key stage 4 are included in the prior attainment calculation for academic and applied general/tech level value added.

To calculate prior attainment of students, we first identify exams that are done both during KS4, and are approved for reporting in KS4 tables (in the year the student completed their KS4 study). Simple discounting is applied to pick exam entries that had the highest points for a particular subject, filtering out lower scoring results. This will usually return the best entry that a student sat. The points they received from their exam entries are averaged – weighted by the qualification size of their entries – to return their average point scores.

This process is applied to both a student's GCSE entries – to use as prior attainment for academic qualifications in 16-18 value added measures – and to all of a student's KS4 entries – to use as prior attainment for applied general and tech level qualifications in 16 to 18 value added measures.

Worked examples

The student below achieved 4 GCSEs at grade 4 (worth 4 points each) and an OCR Level 1/2 National Certificate at grade M2 (worth 5.5 points) in key stage 4. Each qualification is equivalent to a size of 1.

Table 4: Comparison of the way prior attainment is calculated for different cohorts

Academic qualifications	Applied general,tech level and technical certificate qualifications
For academic VA scores, only the student's GCSE grades are included: Total points: 4*4 = 16 Total size: 4*1 = 4 Total points/total size: 16/4 = 4 Average prior attainment at KS4: APS per entry = 4	For applied general VA scores, all of the student's key stage 4 qualifications are included: Total points: 4*4+1*5.5 = 21.5 Total size: 5*1 = 5 Total points/total size: 21.5/5 = 4.3 Average prior attainment at KS4: APS per entry = 4.3

In the 2024 to 2025 progress measures, a very small number of students have a mix of prior attainment grades from 2022, which we can use, and from 2021, which we can not use – for example, where students have previously entered GCSE exams early in year 9. The table below shows how we will calculate prior attainment for a student in this situation.

Table 5: Calculating prior attainment where a student has prior attainment grades from 2021

Qualification	Date taken	Grade	Counts toward prior attainment?
GCSE	Summer 2022	4	Included
GCSE	Summer 2022	4	Included
GCSE	Summer 2022	4	Included
GCSE	Summer 2021	4	Ignored

Total included points: 3*4 = 12

Total size: 3*1 = 3

Total points/total size: 12/3 = 4

Average prior attainment at KS4: APS per entry = 4

Calculating the national average grade

After determining each student's KS4 average prior attainment, the next step is to calculate the national average grade of every qualification type that will be included within the 16-18 value added report for comparison.

At the start, data for a particular subject are taken – for example A level design and technology[4].

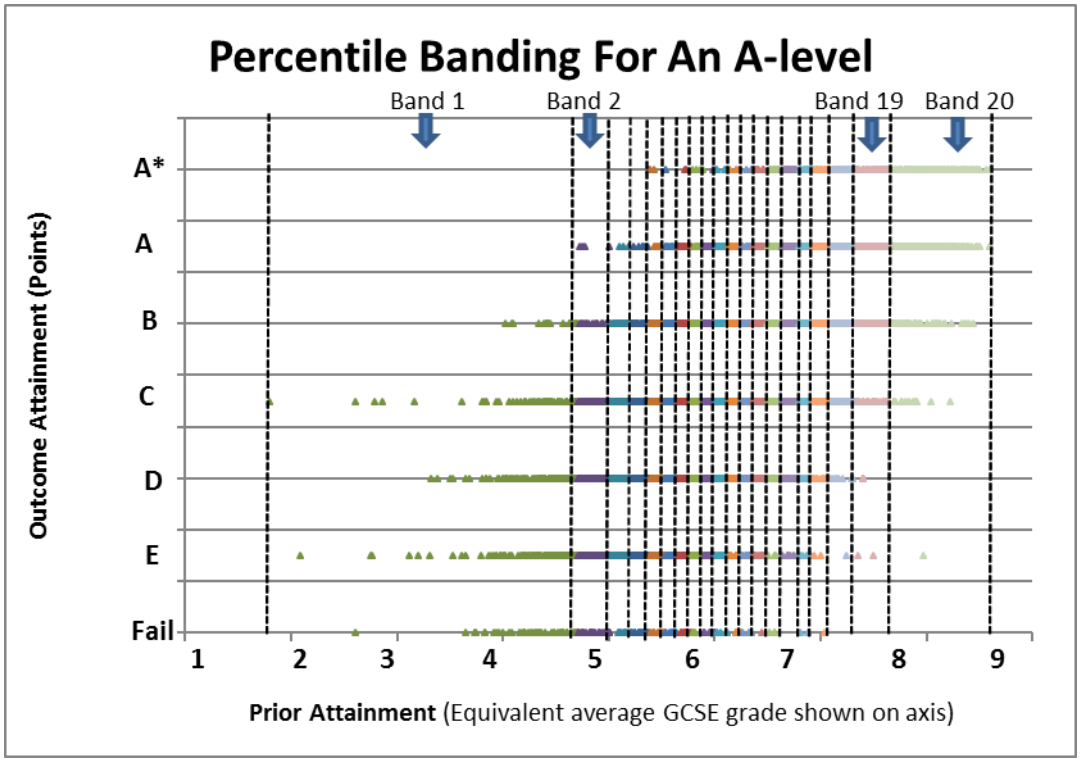
For each student taking this subject, their average KS4 prior attainment and their A level grade are plotted on a chart and divided into 20 bands[5] based on their prior attainment. Each band contains the same number of students.

The first band contains the 5 per cent of students with the lowest prior attainment. In the example below, these mainly achieved '4' grades in their GCSEs. The 20th band contains the 5 per cent of students with the highest prior attainment. They mainly achieved '8' grades in their GCSEs.

[4] This example shows an A level but the methodology is equivalent for academic, applied general and tech level qualifications.

[5] There are usually 20 bands. However, if the 20 bands model does not fit well for a qualification due to various reasons, this is reduced to 10 bands, 5 bands or 1 band. 1 band is used where there is a poor relationship between prior attainment at key stage 4 and outcome in level 3 qualifications, for example where there are only a small number of students entering the qualification.

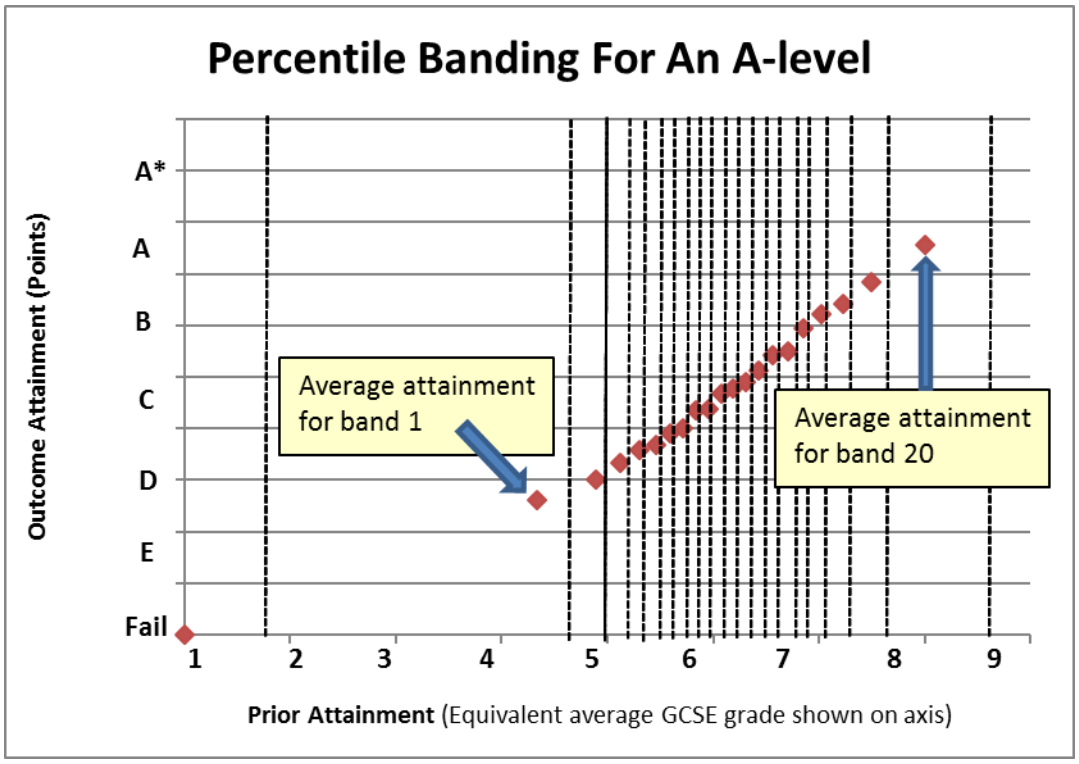
Figure 1: Percentile Banding for an A-level



The average attainment for each of these 20 bands can then be calculated. As prior attainment increases, the 16 to 18 attainment will typically increase[6]. This reflects the fact that students who get better grades at key stage 4 typically do better at 16 to 18.

[6] Where the outcome attainment does not increase steadily with prior attainment, bands will be combined to create an average attainment based on a larger number of students. This will ensure a steadily increasing or level line. The methodology used is called “pool adjacent violators smoothing”.

Figure 2: Percentile Banding for an A-level



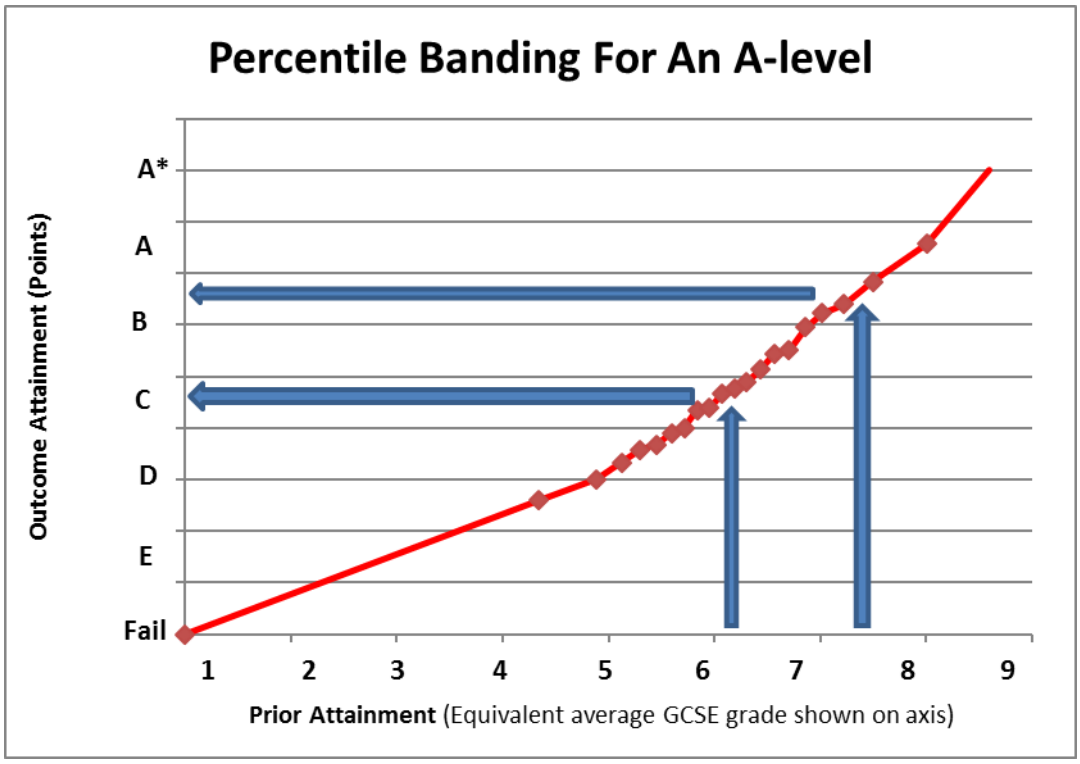
In the example above, for band 1 (the students with the lowest attainment), the average A level grade in this subject is just below a grade 5. For band 20 (the students with the highest prior attainment), the average A level grade in this subject is around an 8 grade.

These averages can then be “joined up” by drawing a straight line between the points to get a line of average attainment, which shows that students with higher prior attainment typically get better grades. The line is also extrapolated with the lowest and highest grades achieved in the qualification type being the starting and ending points respectively.

For example, the figure below shows that students whose average prior attainment was equivalent to a grade 6 at GCSE, on average attain a grade C in this A level (30pts).

Value-added uses the same point scores for outcome attainment as those used in the 16-18 headline attainment measure with one exception. A fail grade in the full International Baccalaureate (IB) scores 91pts (rather than 0pts). This is to avoid a cliff-edge effect compared to students who narrowly pass the IB (the lowest pass grade 24 scores 100.5 pts, pass grade 25 scores 110 pts, pass grade 26 scores 119.5 pts etc).

Figure 3: Percentile Banding for an A-level



Calculating student value-added scores

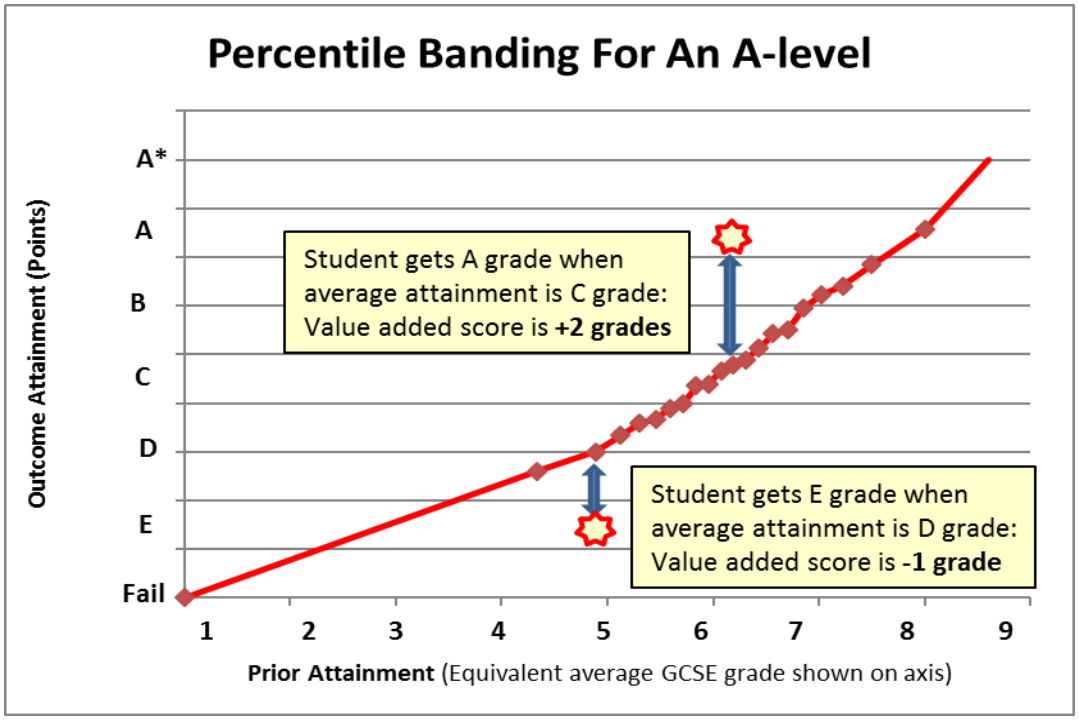
This is the second step of how the 16-18 VA calculation works.

Calculating student value-added scores for individual qualifications

The line of average attainment from the previous section can then be used to calculate the VA scores. These are the difference between actual attainment and average attainment for students with the same key stage 4 prior attainment.

For example, if a student achieves an A grade when the average attainment for a student with that prior attainment in that subject was a C grade, the VA score is +2 grades. Where the difference between the average attainment and the actual attainment is a fraction of a grade, the VA score will be a decimal. VA scores are reported to 2 decimal points.

Figure 4: Percentile Banding for an A-level



The percentile banding approach allows for the average attainment to be calculated in a way that closely aligns with the underlying data. This minimises any bias for certain groupings of prior attainment that can occur if a “line of best fit” is used.

Calculating school and college value-added scores

School and college VA scores for individual qualifications (e.g. A level chemistry), qualification types (e.g. A Levels) and overall academic, applied general and tech level qualifications can be calculated. This is explained in the following sections.

Calculating value-added scores for individual qualifications

Once the student VA scores have been calculated for a particular qualification, the average of all the student VA scores for that qualification is calculated within the school or college.

The figure below shows an example of how a school or college VA score is calculated from five student VA scores in an individual qualification.

Table 6: Worked example for calculating the school or college VA score for individual qualifications

Student / school or college	VA score
Student 1	+0.25
Student 2	+0.35
Student 3	+0.50
Student 4	-0.60
Student 5	-0.80
School or college VA score in the qualification (eg. A level maths)	+0.25+0.35+0.50-0.60-0.80 ÷ 5 = -0.06 A level grades

The information required to perform this calculation is detailed below:

Table 7: Information required to calculate a school or college's value-added score for an individual qualification

Variable	Description
n	Number of exam records in qualification per school/college
$\underline{u}$	Array of exam record VA scores

A qualification VA score for a school or college is calculated by finding the average of all the exam level VA scores in that qualification and in that institution.

$$VA_{avg} = \sum_{1}^{n} \underline{u}_n \Big/ n$$ where $\underline{u}_n$ = the VA score of the n_{th} exam record

Hence, the overall institution VA score U for the given qualification is $U = VA_{avg}$.

Calculating value-added scores for qualification types

After the VA scores for each qualification have been determined, the qualification type VA scores for the school or college can be calculated by finding the sum of the VA scores for each qualification within the type, divided by the total number of students taking each individual qualification.

Table 8: Calculating value-added scores for qualification types

Score / number of students	Score
A level history VA score	+0.25
Number of students	50
A level economics VA score	-0.70
Number of students	20
A level maths VA score	+0.35
Number of students	100
Overall A level VA score	$\frac{(50*+0.25)+(20*-0.70)+(100*+0.35)}{50+20+100}$ =+0.20 A level grades

The information required to perform this calculation is as follows:

Table 9: Information required to calculate a school or college's value-added score for qualification types

Variable	Description
$VA_{QualSubj}$	VA score for a particular qualification within a given qualification type at school/college level
VA_{Qual}	Aggregate VA score across qualifications within a given qualification type at school/college level
$n_{ExamQualSubj}$	Number of exams for a particular qualification at school/college level
$n_{ExamQuals}$	Number of exams across all qualifications within a given qualification type at school/college level

Weighting factor for selected qualifications, ω = 1 for all qualifications, except General Studies, where ω = 0.5

Calculating aggregate value-added scores for a qualification type

The formula below is used to calculate aggregate VA scores for qualification types for a school or college. This formula is used for each qualification type that a school or college offers:

$$VA_{Qual} = \frac{\sum_{1}^{TotalSubjs} VA_{QualSubj} \cdot n_{ExamQualSubj} \cdot \omega}{\sum n_{ExamQualSub} \cdot \omega}$$

Calculating academic, applied general and tech level qualifications value-added score

Finally, using VA scores for all qualifications, school and college overall academic, applied general and tech level VA scores can be calculated.

Academic VA scores are the average of all academic qualification type VA scores. This calculation is weighted by the relative size of each qualification type. Applied general and tech level scores are calculated likewise.

Below is the summary of all qualification type VA scores for an example school:

Table 10: Qualification type VA scores for an example school

Qualification type	VA score	Number of students	Qualification type size
A level chemistry	+0.50	50	1.0
AS level maths	–0.15	100	0.5
BTEC Level 3 subsidiary diploma business studies	+0.30	30	1.0
Level 3 Foundation Diploma in art and design	–0.10	60	2.0

Table 11: Calculating an Academic VA score and Applied general VA score using VA scores for an example school (as in table 9 above)

Academic VA scores	Applied general VA scores
Total points: (50*+0.50*1)+(100*-0.15*0.5) = 17.5 Total sizes: 50*1+100*0.5 = 100 Total points/total sizes: 17.5/100 =+0.175 A level grades	Total points: (30*+0.30*1)+(60*-0.10*2) = -3 Total sizes: 30*1+60*2 = 150 Total points/total sizes: -3/150 =-0.02 BTEC grades

The information required to perform this calculation is detailed below:

Table 12: Information required to calculate an aggregate VA score for a qualification type

Variable	Description
VA_{ACVQ}	School or college's overall academic, applied general or tech level VA score
$N_{QualACVQ}$	The number of academic, applied general or tech level qualifications for that school or college
VA_{Qual}	School or college's VA score for given academic, applied general or tech level qualification (e.g. A level physics VA score)
μ_{Qual}	National average VA score for a given academic, applied general or tech level qualification
n_{Qual}	Number of entries within school or college within given academic, applied general or tech level qualification
Vol_{Qual}	The size of the qualification type for the given academic, applied general or tech level qualification, in relation to A Levels (for academic qualifications) or BTEC level 3 Subsidiary Diplomas (for applied general qualifications)

The formula below is used to calculate aggregated VA scores for academic, applied general and tech level qualifications. As this VA score combines information from different qualification types, the Vol_{Qual} variable is included in the formula.

$$VA_{ACVQ} = \frac{\sum_{1}^{N_{Qual ACVQ}} \left([\![(VA)]\!]_{Qual} - \mu_{Qual} \right) \cdot n_{Qual} \right)}{\sum_{1}^{N_{QualACVQ}} \left(n_{Qual} \cdot Vol_{Qual} \right)}$$

This step includes a small adjustment to correct for aggregation error. This means the student average VA score is 0 rather than the institution average. This may mean there is a small inconsistency with qualification type and individual qualification scores. For example, if an institution only offered A levels, then their A levels score could be slightly different from their aggregate academic score, even though they are calculated from the same results.

Calculating confidence intervals for 16 to 18 value-added

This is the final step of how the 16-18 VA calculation works.

Purpose

The 16-18 VA measure help to give an indication of how effective a school or college is in helping their students make progress. However, the VA scores of a school or college are derived from a given set of students' results for a particular test paper on a particular day. In addition, it is known that the school or college is not the only influence on students' attainment. In fact, there are many random factors that will make a considerable impact on students' attainment, such as their home life or any private tuition they receive. As such, confidence intervals are used to capture the uncertainty of the 16-18 VA measure.

Calculating confidence intervals around a school or college's qualification value-added score

The information required to perform this calculation is detailed below:

Table 13: Information required to calculate confidence intervals around a school or college's qualification value-added score

Variable	Description
σ^2	National variance of error
n	Number of exam records in qualification per school/college
$\underline{u}$	Array of exam record VA scores
ψ	Standard error per qualification per school/college

Using the standard error, it is possible to calculate confidence intervals around a school or college's qualification value-added score.

$$\psi = \sqrt{\sigma^2 / n}$$

The 95% confidence interval around a school or college's qualification VA score is then given by:

$$U \pm 1.96\psi$$

Calculating confidence intervals around a school or college's qualification type value-added score

The information required to performance this calculation is as follows:

Table 14: Information required to calculate confidence intervals around a school or college's qualification type value-added score

Variable	Description
$VA_{QualSubj}$	VA score for a particular qualification within a given qualification type at school/college level
VA_{Qual}	Aggregate VA score across qualifications within a given qualification type at school/college level
$n_{ExamQualSubj}$	Number of exams for a particular qualification at school/college level
$n_{ExamQuals}$	Number of exams across all qualifications within a given qualification type at school/college level
$\Psi_{QualSubj}$	Standard error for a given qualification at school/college level
$\Psi_{VA_{Qual}}$	Standard error for a given qualification type at school/college level
ω	Weighting factor for selected qualifications, ω = 1 for all qualifications, except General Studies, where ω = 0.5

It is then possible to calculate 95% confidence intervals around the school or college's qualification type VA score. To do this, the standard error for the qualification type needs to be determined first:

$$\psi_{VA_{Qual}} = \sqrt{\sum_{1}^{n_{ExamQualSubj}} \left(\frac{n_{ExamQualSubj}}{n_{ExamQuals}} \right)^2 \cdot \psi^2_{QualSubj}}$$

With the standard error for the qualification type, the following equation can be used to calculate confidence intervals around the VA score:

$$VA_{Qual} \pm 1.96\psi_{VA_{qual}}$$

Calculating confidence intervals around a school or college's academic, applied general or tech level value-added score

The information required to perform this calculation is detailed below:

Table 15: Information required to calculate confidence intervals around a school or college's academic, applied general or tech level value-added score

Variable	Description
VA_{ACVQ}	School or college's overall academic, applied general or tech level VA score (in grades)
$N_{QualACVQ}$	The number of academic, applied general or tech level qualifications for that school or college
VA_{Qual}	School or college's VA score for given academic, applied general or tech level qualification (e.g. A level physics VA score)
μ_{Qual}	National average VA score for a given academic, applied general or tech level qualification
n_{Qual}	Number of entries within school or college within given academic, applied general or tech level qualification
Vol_{Qual}	The size of the qualification type for the given academic, applied general or tech level qualification, in relation to A Levels (for all level 3 cohorts)
$\Psi_{VA_{ACVQ}}$	Standard error of overall academic, applied general or tech level value-added score (in grades)
ψ_{Qual}	Standard error for the VA score for the given academic, applied general or tech level qualification (in points, before rescaling to grades)

It is possible to calculate confidence intervals around each sector subject area (across qualification types) VA score. To do this, the standard error must first be calculated which is given by the formula below:

$$\Psi_{VA_{ACVQ}} = \sqrt{\sum_{1}^{N_{QualACVQ}} \left(\frac{n_{Qual} \cdot Vol_{Qual}}{\sum_{1}^{N_{QualACVQ}} (n_{Qual} \cdot Vol_{Qual})} \right)^2 \cdot \left(\frac{\psi_{Qual}}{Vol_{Qual}} \right)^2}$$

With the academic or applied general standard error, the following equation can be used to calculate confidence intervals around the VA score:

$$VA_{ACVQ} \pm 1.96 \cdot \psi_{VA_{ACVQ}}$$

Understanding school and college confidence intervals

Confidence intervals are used to capture the uncertainty of the 16-18 VA measure.

A school or college's confidence interval is always centred on the school or college's VA score. For example, if a school or college's VA score is +1 and the size of their confidence interval is 0.5 grades, then the confidence interval ranges between +0.5 and +1.5 (i.e. half a grade either side of the VA score).

The size of the confidence interval is largely determined by the number of students in the school or college that completed the level 3 qualification. Schools and colleges with fewer students completing the qualification have wider confidence intervals because their VA score is based on a smaller number of students, and so there is less evidence on which to judge the school or college's effectiveness.

School and college confidence intervals can be interpreted to give one of three conclusions:

- a school or college is ***significantly below*** the national average;
- a school or college is ***not significantly different*** to the national average;
- a school or college is ***significantly above*** the national average.

The national average VA score is **0**.

Calculation of statistical significance of value-added scores

A school or college qualification VA score (denoted U) is defined to be below the national average and statistically significant when their VA score is below 0 and their upper end of the 95% confidence interval is below 0. This can be expressed formulaically as:

$$U < 0 \qquad \& \qquad \left(U + 1.96\psi\right) < 0$$

A school or college qualification VA score (denoted U) is defined to be above the national average and statistically significant when their VA score is above 0 and their lower end of the 95% confidence interval is above 0. This can be expressed formulaically as:

$$U > 0 \qquad \& \qquad \left(U - 1.96\psi\right) > 0$$

Statistical significance at qualification type level

A school or college qualification type VA score is defined to be below the national average and statistically significant when their VA score is below 0 and their upper end of the 95% confidence interval is below 0. This can be expressed formulaically as:

$$VA_{Qual} < 0 \qquad \& \qquad \left(VA_{Qual} + 1.96\psi_{VA_{Qual}}\right) < 0$$

A school or college qualification VA score defined to be above the national average and statistically significant when their VA score is above 0 and their lower end of the 95% confidence interval is above 0. This can be expressed formulaically as:

$$VA_{Qual} > 0 \qquad \& \qquad \left(VA_{Qual} - 1.96\psi_{VA_{Qual}}\right) > 0$$

Statistical significance at academic, applied general or tech level

A school or college academic, applied general or tech level VA score is defined to be below the national average and statistically significant when their VA score is below 0 and their upper end of the 95% confidence interval is below 0[7]. This can be expressed formulaically as:

$$VA_{ACVQ} < 0 \;\&\; \left(VA_{ACVQ} + 1.96 \cdot \psi_{VA_{ACVQ}}\right) < 0$$

A school or college academic, applied general or tech level VA score is defined to be above the national average and statistically significant when their VA score is above 0 and their lower end of the 95% confidence interval is above 0. This can be expressed formulaically as:

$$VA_{ACVQ} > 0 \;\&\; \left(VA_{ACVQ} - 1.96 \cdot \psi_{VA_{ACVQ}}\right) > 0$$

[7] We base calculations on rounded figures (to 2 decimal places). For example, in the rare case that the upper CI is -0.000001, it is not regarded as significantly below average as the rounded upper CI is 0.00, therefore the CI range includes 0.

Value added measure bandings for the 2024 to 2025 data

When value added measures are published, each school and college's progress score is given a banding, which also takes the confidence interval into account.

The tables below shows what these bandings are for each cohort, and how we calculated them for the progress measures for students completing 16-18 study in the 2024 to 2025 academic year.

Table 16: Bandings for A level progress measures

Progress banding	A school or college is given this banding if…
Well above average	The progress score is greater than or equal to 0.38, and the entire confidence interval is above 0. 5% of schools and colleges in England.
Above average	The progress score is greater than 0 but lower than 0.38, and the entire confidence interval is above 0. 21% of schools and colleges in England.
Average	The banding for this school or college is 'average' because the confidence interval for the progress score includes 0. 43% of schools and colleges in England.
Below average	The progress score is lower than 0 but greater than or equal to -0.59, and the entire confidence interval is below 0. 26% of schools and colleges in England.
Well below average	The progress score is lower than -0.59 and the entire confidence interval is below 0. 5% of schools and colleges in England.

Table 17: Bandings for Academic progress measures

Progress banding	A school or college is given this banding if…
Well above average	The progress score is greater than or equal to 0.37, and the entire confidence interval is above 0. 5% of schools and colleges in England.
Above average	The progress score is greater than 0 but lower than 0.37, and the entire confidence interval is above 0. 20% of schools and colleges in England.
Average	The banding for this school or college is 'average' because the confidence interval for the progress score includes 0. 43% of schools and colleges in England.
Below average	The progress score is lower than 0 but greater than or equal to -0.60, and the entire confidence interval is below 0. 26% of schools and colleges in England.
Well below average	The progress score is lower than -0.60 and the entire confidence interval is below 0. 5% of schools and colleges in England.

Table 18: Bandings for Applied General progress measures

Progress banding	A school or college is given this banding if…
Well above average	The progress score is greater than or equal to 0.60, and the entire confidence interval is above 0. 5% of schools and colleges in England.
Above average	The progress score is greater than 0 but lower than 0.60, and the entire confidence interval is above 0. 20% of schools and colleges in England.
Average	The banding for this school or college is 'average' because the confidence interval for the progress score includes 0. 58% of schools and colleges in England.
Below average	The progress score is lower than 0 but greater than or equal to -0.50, and the entire confidence interval is below 0. 13% of schools and colleges in England.
Well below average	The progress score is lower than -0.50 and the entire confidence interval is below 0. 5% of schools and colleges in England.

Table 19: Bandings for Tech Level progress measures

Progress banding	A school or college is given this banding if…
Well above average	The progress score is greater than or equal to 1.02, and the entire confidence interval is above 0. 5% of schools and colleges in England.
Above average	The progress score is greater than 0 but lower than 1.02, and the entire confidence interval is above 0. 13% of schools and colleges in England.
Average	The banding for this school or college is 'average' because the confidence interval for the progress score includes 0. 66% of schools and colleges in England.
Below average	The progress score is lower than 0 but greater than or equal to -0.61, and the entire confidence interval is below 0. 11% of schools and colleges in England.
Well below average	The progress score is lower than -0.61and the entire confidence interval is below 0. 5% of schools and colleges in England.

Table 20: Bandings for L2 Technical Certificate progress measures

Progress banding	A school or college is given this banding if…
Well above average	The progress score is greater than or equal to 0.67, and the entire confidence interval is above 0. 5% of schools and colleges in England.
Above average	The progress score is greater than 0 but lower than 0.67, and the entire confidence interval is above 0. 10% of schools and colleges in England.
Average	The banding for this school or college is 'average' because the confidence interval for the progress score includes 0. 68% of schools and colleges in England.
Below average	The progress score is lower than 0 but greater than or equal to -0.30, and the entire confidence interval is below 0. 12% of schools and colleges in England.
Well below average	The progress score is lower than -0.30and the entire confidence interval is below 0. 5% of schools and colleges in England.

Attainment measures

Headline attainment measure

The headline attainment measure is a measure of the average point score (APS) per entry. This is expressed as both a point score and as a grade.

The headline attainment measure is reported by cohort: for level 3 - A level, academic, applied general, and tech level; and the technical certificate cohort for level 2. A student can be reported in more than one cohort, for example, a student who enters both A level and applied general qualifications will contribute to an institution's performance in both attainment measures.

Headline attainment measure methodology

The average point score per entry is calculated by dividing the total number of points achieved by students in a particular cohort by the total size of entries for those students.

For example, to calculate an average point score per academic entry, the total point score achieved by students in all academic qualifications is divided by those students' total size of academic entries. The average point score per applied general and tech level entry is calculated in the same way, based on students entered for the relevant qualifications and their results.

At 16 to 18 qualifications can be smaller or larger, for example an AS level is size 0.5, compared to A level having size 1, whilst an International Baccalaureate is size 5 (and would count as 5 entries). Where a student has attempted an A level and failed, but they have been awarded an AS in the same subject, the size of the A level entry is counted and not the size of the AS level entry. Therefore, these students will have an A level size of 1 and not 0.5.

Average grades are published for each school and college in the 16 to 18 performance measures alongside the average point score per entry measure. These are reported to help interpret the average point score per entry in terms of grades that are meaningful for the types of qualification reported within each performance cohort.

The average grade per entry is calculated using the average point score per entry. The average point score per entry is assigned an average grade based on the average point score band rules set out in table 2, table 3 and table 4 below. The average point score is kept unrounded when assigning the grade; for example, an A level APS per entry of 41.6667 would be given a grade B.

- The average grade per A level and academic entry is reported in terms of A level grades. Table 18 shows the relevant point score bands for A levels and academic qualifications.

- The average grade per level 3 vocational entry is reported in terms of qualification with a four-grade structure (for example, Distinction*/Distinction/Merit/Pass). Table 19 shows the relevant point score bands for applied general and tech level qualifications.
- The average grade per level 2 technical certificate entry is based on a level 2 qualification with a Distinction*/Distinction/Merit/Pass grade structure. Historically some reported level 2 technical certificates have had passing grades at level 1, and the scale is extended to reflect this. All passing grades in reported qualifications will count towards an institution's APS per entry score and the related average grade. Table 20 shows the relevant point score bands for technical certificate qualifications.

Table 21: Average grade per A level or academic qualification

A level grade (for comparison only)	A level point score (for comparison only)	APS band	Fine grade[8]
A*	60	>= 58.34 – 60.00	A*
A*	60	>= 55.00 – < 58.34	A*-
A	50	>= 51.67 – < 55.00	A+
A	50	>= 48.34 – < 51.67	A
A	50	>= 45.00 – < 48.34	A-
B	40	>= 41.67 – < 45.00	B+
B	40	>= 38.34 – < 41.67	B
B	40	>= 35.00 – < 38.34	B-
C	30	>= 31.67 – < 35.00	C+
C	30	>= 28.34 – < 31.67	C
C	30	>= 25.00 – < 28.34	C-
D	20	>= 21.67 – < 25.00	D+
D	20	>= 18.34 – < 21.67	D
D	20	>= 15.00 – < 18.34	D-
E	10	>= 11.67 – < 15.00	E+
E	10	>= 8.34 – < 11.67	E
E	10	>= 5.00 – < 8.34	E-
U	0	< 5.00	U

[8] Fine grades such as B-, B and B+ are assigned by evenly distributing the points around the point score i.e. 40 points for a grade B.

Table 22: Average grade per applied general or tech level qualification

Grade	Points / size (L3 vocational)	APS band	Fine grade[9]
Distinction*	50[10]	>= 46.67 – 50.00	Dist*
Distinction*	50[11]	>= 41.67 – < 46.67	Dist*-
Distinction	35	>= 36.67 – < 41.67	Dist+
Distinction	35	>= 33.34 – < 36.67	Dist
Distinction	35	>= 30.00 – < 33.34	Dist-
Merit	25	>= 26.67 – < 30.00	Merit+
Merit	25	>= 23.34 – < 26.67	Merit
Merit	25	>= 20.00 – < 23.34	Merit-
Pass	15	>= 16.67 – < 20.00	Pass+
Pass	15	>= 13.34 – < 16.67	Pass
Pass	15	>= 10.00 – < 13.34	Pass-
U	0	< 10.00	U

[9] Fine grades for the vocational grade bands are assigned by evenly distributing the points around the points/grades for a prototypical vocational qualification with a 4-grade structure (D*/D/M/P).

[10] Note: in some exceptional circumstances schools/colleges may achieve a tech level APS above 50 where students have entered for Principal Learning qualifications.

[11] Note: in some exceptional circumstances schools/colleges may achieve a tech level APS above 50 where students have entered for Principal Learning qualifications.

Table 23: Average grade per level 2 technical certificate qualification

Level	Grade	Points / size (L1/L2 vocational)	APS band	Fine grade[12]
L2	Distinction *	8	>= 7.83 - 8.00	L2 Dist*
L2	Distinction *	8	>= 7.50 - < 7.83	L2 Dist*-
L2	Distinction	7	>= 7.17 - < 7.50	L2 Dist+
L2	Distinction	7	>= 6.83 - < 7.17	L2 Dist
L2	Distinction	7	>= 6.50 - < 6.83	L2 Dist-
L2	Merit	6	>= 6.17 - < 6.50	L2 Merit+
L2	Merit	6	>= 5.83 - < 6.17	L2 Merit
L2	Merit	6	>= 5.50 - < 5.83	L2 Merit-
L2	Pass	5	>= 5.17 - < 5.50	L2 Pass+
L2	Pass	5	>= 4.83 - < 5.17	L2 Pass
L2	Pass	5	>= 4.50 - < 4.83	L2 Pass-
L1	Distinction	4	>= 4.17 - < 4.50	L1 Dist+
L1	Distinction	4	>= 3.83 - < 4.17	L1 Dist
L1	Distinction	4	>= 3.50 - < 3.83	L1 Dist-
L1	Merit	3	>= 3.17 - < 3.50	L1 Merit+
L1	Merit	3	>= 2.83 - < 3.17	L1 Merit
L1	Merit	3	>= 2.50 - < 2.83	L1 Merit-
L1	Pass	2	>= 2.17 - < 2.50	L1 Pass+
L1	Pass	2	>= 1.83 - < 2.17	L1 Pass
L1	Pass	2	>= 1.50 - < 1.83	L1 Pass-
No level	U	0	< 1.50	U

A worked example of calculating an average grade per academic qualification based on a cohort of five students is shown in Table 21.

[12] Fine grades for the L2 vocational grade bands are assigned by evenly distributing the points/grades for a prototypical qualification with a D*/D/M/P grade structure at L2. Some reported qualifications include grades that span both L2 and L1 so the fine-grade classification is extended to reflect this.

Table 24: Example of calculation for average grade per academic qualification

Students	Total academic point score	No of academic entries
Student 1	100	3.0
Student 2	240	4.0
Student 3	140	3.0
Student 4	210	5.5
Student 5	140	4.0
Sum	830	19.5
Average point score	**42.56**	
Average grade (academic)	**B+**	

Discounting in attainment measures

Discounting is primarily about ensuring that where a student has taken more than one qualification in the same subject area, the performance measures only give credit to institutions once for teaching a single course of study.

- One level 3 qualification can discount another level 3 qualification(s) in the same subject area.
- Level 2 qualifications can discount other level 2 qualification(s) in the same subject. Discounting between level 2 qualifications prefers first the largest qualification, and if all the same size, the qualification with the most performance points in the same subject area. Note, a failed technical certificate qualification cannot discount a smaller technical certificate pass.
- Level 3 qualifications (applied general and tech levels) can discount a level 2 qualification in the same subject area (but not vice-versa). Note, a failed level 3 qualification cannot discount a level 2 pass.

Full details on discounting can be found in the discounting guidance.

Additional attainment measures

We will publish the following additional attainment measures for 2024/25.

Best 3 A levels

This measure applies to the subset of A level students who entered at least one full size A level (this does not include AS levels, general studies or critical thinking). If students are entered for less than three full size A levels, they are only included in the measure if they have not entered for other academic, applied general and tech level qualifications greater than or equal to the size of an A level. Where a student has only been at a school or college for one year, they need to have entered three A levels to be included.

A best 3 A levels score is then calculated for each student by adding together the points in their best 3 A levels, then summed across a school or college. This is divided by the number of eligible students, then further divided by three to give a best 3 A levels points per entry, and this is also expressed as a grade.

For students who have only entered one or two A levels, but have been at a school or college for two years and have not entered at least size 1 of other approved qualifications, the points in their one or two A levels are still divided by three.

Worked examples of the best 3 A levels measure

The following examples assume all the students remained at the same school or college for two years.

Table 25: Worked example for the best 3 A levels measure – student level

Student	Qualification	Size	Year achieved	Grade	Points
A	A level	1	2025	A*	60 pts
A	A level	1	2025	B	40 pts
A	A level	1	2025	B	40 pts
	Total points				**140 pts**
B	A level	1	2025	A*	60 pts
B	A level	1	2025	A*	60 pts
B	A level	1	2025	A	50 pts
B	A level	1	2025	B	Ignored
	Total points				**170 pts**
C	A level	1	2024	B	40 pts
C	A level	1	2025	B	40 pts
C	AS level	0.5	2025	C	Ignored
	Total points				**80 pts**

- For student A: their best 3 A levels count in the measure. Note that students who study combined A/AS levels, where size = 1.5, each result is divided by 1.5 to scale the size/points to 1 A level.
- For student B: their best 3 A levels count in the measure. The fourth will be ignored.
- For student C: although this student has only entered 2 A levels they still count in the measure, provided they have not also entered an approved tech level, applied general or other academic qualification of size=1). The AS result does not count (only A levels count in this measure).

The points for students A, B and C are combined to produce a school/college score in the best 3 A levels measure as follows:

Table 26: Worked example for the best 3 A levels measure – school or college level

Student / total	Points
Student A	140
Student B	170
Student C	80
Total points	390
Total entries	9 (number of students x 3)
Points per entry	390 / 9 = 43.33
Result expressed as a grade	B+

AAB measure (of which at least two are in facilitating subjects)

We will publish a measure of the proportion of students in a school or college that achieve at least AAB in their A levels, and where at least two of the A levels are in 'facilitating subjects'.

The 'facilitating subjects' are: Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature, and Classical/Modern Languages[13].

This measure applies to the subset of A level students who entered at least one full size A level, excluding applied A levels (this includes double award A levels, but also does not include AS levels, general studies or critical thinking). It is a similar subset to the best 3 A levels measure, except that applied A levels are not included when determining the cohort. If students are entered for less than three full size A levels, they are only included in the measure if they have not entered for other academic, applied general and tech level qualifications greater than or equal to the size of an A level. Where a student has only been at a school or college for one year, they need to have entered three A levels to be included. A student must have achieved three A levels, of which at least two are in facilitating subjects, at grades AAB or better.

The qualification numbers for A level facilitating subjects, awarding organisations and qualification titles are flagged in the guidance showing discount codes here: https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores.

The following table summarises the rules governing which A level and academic qualification results contribute to headline attainment and the Best 3 A level and AAB additional measures:

[13] Classical/Modern Languages which will count towards the AAB 16 to 18 performance measure in 2022 to 2023 are: Arabic, Bengali, Chinese, Dutch, French, German, Greek (Classical), Greek (Modern), Gujarati, Irish (second language), Italian, Japanese, Latin, Modern Hebrew, Panjabi, Persian, Polish, Portuguese, Russian, Spanish, Turkish, Urdu, Welsh (second language)

Table 27: Rules for which A level results contribute to headline and additional attainment measures

Qualification	Counts in headline attainment (APS)	Counts in best 3 A levels measure	Counts in at least AAB in 2+ facilitating subjects measure
GCE A level	Yes	Yes (except General Studies and Critical Thinking)	Yes (except General Studies and Critical Thinking)
GCE AS level	Yes	No	No

Level 3 maths measure

This measure shows the percentage of students who achieved GCSE maths grade 4 or above by the end of key stage 4, who go on to achieve an approved level 3 maths qualification.

Students are only included in this measure if they are also reported in headline attainment measures (i.e. they have also entered either a level 2 or level 3 qualification in the 16-18 phase that counts towards performance measures).

The same list of qualification types used to assess prior attainment in the English and maths progress measure is also used in the level 3 maths measure. As such the vast majority of students will either be included in the maths progress measure (those without GCSE grades 9-4) or in this level 3 maths attainment measure (those with GCSE grades 9-4). No student can be included in both measures.

Approved maths qualifications at level 3 are those that count are flagged in guidance on discount codes and points: https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores.

Calculating the level 3 maths measure

In the most straightforward cases, the calculation simply divides the number of students who pass an approved level 3 maths qualification by the number of students in scope for the measure.

However, if a student already has an approved level 3 maths qualification (from either key stage 4 or an earlier 16-18 institution) that student remains in scope for the current institution only if they achieve another approved level 3 maths qualification. This special treatment for students who already have an approved Level 3 maths qualification is to avoid penalising institutions where, for example, students do not repeat an AS Maths qualification gained at KS4 in the 16-18 phase. If a student changes institutions in the 16-18 phase in between AS and A level maths, the A level attainment will count positively towards the second institution's performance in this measure.

Additional entry measures

These additional entry measures are published in downloadable performance data only.

Level 3 vocational entry measures

The measures show the number of students entering level 3 technical and vocational qualifications that count in the 16 to 18 performance measures as a proportion of the total number of students entering any level 3 vocational qualification. The level 3 comparison group includes all level 3 vocational qualifications at least equivalent in size to one A level (minimum 325 guided learning hours), including those which are not approved to count in the 16 to 18 performance measures. The measures are produced separately for applied general qualifications and tech levels.

We do not apply discounting when determining the proportion of students entering approved level 3 vocational qualifications out of the entire cohort of level 3 vocational students (approved and non-approved).

T Level students are not included in this measure in any way. See the section on T Level accountability measures for more information.

Calculating the tech level entry measure

Table 28: Calculating the tech level entry measure

Variable	Description
$\%_{Tech}$	Proportion of students entering tech levels that count in performance measures
N_{Tech}	Number of students entering tech levels that count in performance measures
$N_{NonL3Voc}$	Number of students just entering level 3 vocational qualifications that do not count in performance measures at least the size of one A level

$$\%_{Tech} = \frac{N_{Tech}}{N_{Tech} + N_{NonL3Voc}}$$

Note: The denominator in this calculation does not include applied general qualifications.

Calculating the applied general entry measure

Table 29: Calculating the applied general entry measure

Variable	Description
$\%_{AGen}$	Proportion of students entering applied general qualifications that count in performance measures
N_{AGen}	Number of students entering applied general qualifications that count in performance measures
$N_{NonL3Voc}$	Number of students just entering level 3 vocational qualifications that do not count in performance measures at least the size of one A level

$$\%_{AGen} = \frac{N_{AGen}}{N_{AGen} + N_{NonL3Voc}}$$

Note: The denominator in this calculation does not include tech level qualifications.

Level 2 Technical Certificate entry measure

This measure shows the proportion of students whose highest attainment is a level 2 qualification and who achieve a technical certificate approved to count in performance measures.

Note discounting will not apply in this measure. Consequently, a student who passes both a technical certificate and also a larger vocational qualification at level 2, will count towards an institution's performance in this measure.

Retention measures

All retention measures are reported separately for each cohort.

Headline retention measure

The headline retention measure shows the percentage of students who are retained to the end of the 'core aim' (or main learning aim) of their study programme at a school or college. The core aim is either a level 3 qualification that counts in performance measures (academic, A level, applied general and tech level) or a level 2 qualification that counts in performance measures (technical certificate).

Withdrawing from supporting aims, such as GCSEs, will not stop students being counted as retained on this measure. Similarly, an A level student only needs to complete one A level to be counted as retained[14].

Students are counted as retained if they are recorded as having "completed the learning activities leading to the learning aim" on the Learning Aim Status field of the school census or the Completion Status field of the ILR.

Some programmes will be more than one-year long. For example, an International Baccalaureate is typically studied over two years. For a student to be counted as retained they must complete all learning activities for an aim.

Since the retention measure is calculated at student level it is not affected by the total number of subjects a student takes, or whether they only complete a subset of these. Enrolling a student for additional AS level subjects alongside A levels, or entering a student for AS level exams as well as A level exams in the same subject will not affect the retention calculation.

In the majority of cases, the core aim will be at least the size of 1 A level or 4 GCSEs. However, where students are solely taking AS levels they can be counted as retained in year 12 provided they complete at least one AS level. We publish separate supporting information on the proportion of level 3 students who return in year 13 (see the section below on the returned and retained for a second year measure).

Some students may take multiple programmes that are one academic year in length. In these cases, they need to have completed in any year, for level 3 programmes, an aim equivalent to the size of 1 A Level and for level 2 programmes an aim equivalent in size to 4 GCSEs. Or if they have no aims of this size, an aim of A level size 0.5 or GCSE size 2, for level 3 and level 2 programmes respectively, again in any year. A range of examples are shown below.

[14] The A level that is completed must be in a subject other than General Studies or Critical Thinking.

Exceptions to the retention measure

Students who are not eligible for funding because they withdrew during the "qualifying period" at the start of their programme are not included in the retention measure. For programmes longer than 24 weeks the qualifying period is six weeks, for programmes that are 2 to 24 weeks the qualifying period is two weeks. All withdrawals from a programme will be treated in the same way in the measure methodology regardless of whether they are related to educational reasons or not. This aligns with the funding methodology.

The following aims are not included in the retention measure:

- where a student's core aim is less than 0.5 in size
- where a student's core aim has a completion status of 'continuing'

where the planned end date of a student's core aim is after the current reporting year and the student is academic age 18 in the reporting year.

Independent schools are not included in the retention measure as learning aims data are not available for these schools.

Students that have completed aims and are at the end of 16-18 study will only be reported in retention measures if they also meet the criteria for inclusion in 16-18 performance measures as set out in the section on 'Students included in 16 to 18 performance measures'.

Selection of the core aim

The majority of students will only have one core aim for their time in 16 to 18 education. However, any students who attend multiple institutions will have one core aim for each institution attended.

The process of selecting a student's core aim depends on the combination of aims that a student is studying. A student can be studying either all academic aims, all vocational aims or a mixture of academic and vocational aims.

When a student has a mix of level 2 and level 3 aims, the level of their aims is largely ignored in selecting the core aim as selection will continue to be done on the status of the aim. The level of the aim only comes into consideration where a student has multiple aims of the same size with the same status.

All academic aims or academic aims and level 2 vocational aims

If a student is studying the International Baccalaureate, this aim is selected as their core aim due to the large size of this type of qualification. Otherwise, an aim of size 1 A level or 4 GCSEs or above is selected as their core aim, with preference being given to any aim recorded as 'completed'. If a student has no completed aims, then an aim recorded

as ‘continuing’ is selected. If a student has no completed or continuing aims, then an aim recorded as ‘withdrawn’ or ‘transferred’ is selected as their core aim.

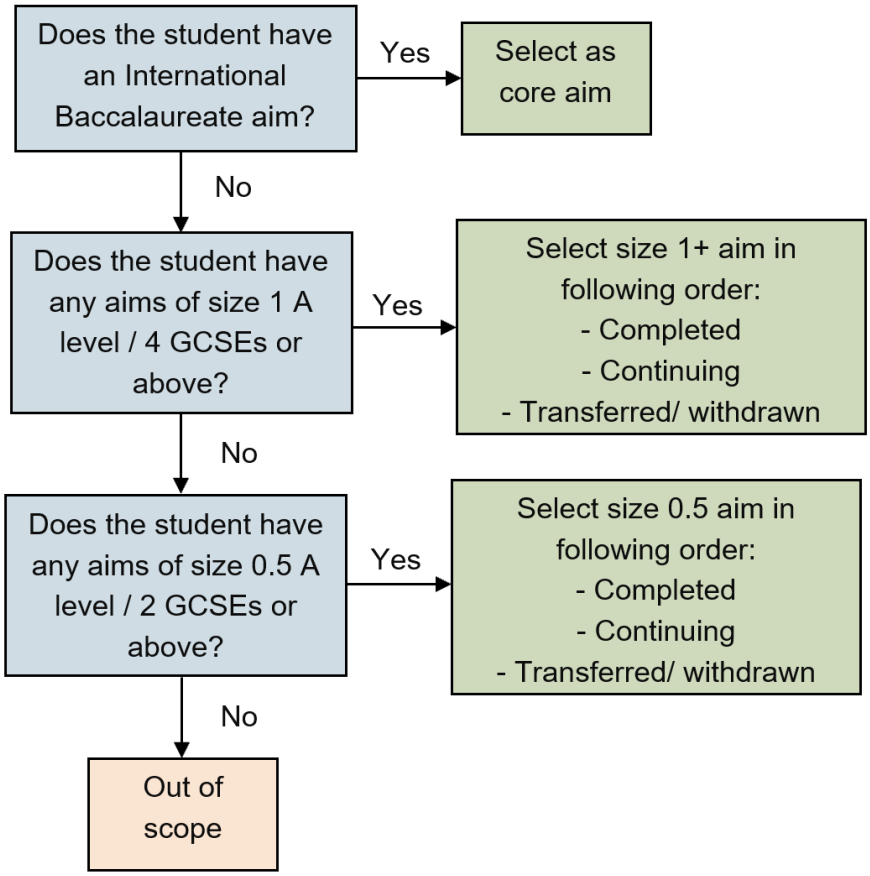
If a student does not have any aims of size 1 A level or 4 GCSEs or above, the above process is followed for aims of size 0.5 A levels or 2 GCSEs or above.

If a student has multiple aims with the same status, the following criteria are used (in order) to select a single core aim:

- A level or AS level
- aim flagged as a ‘core aim’ by the school or college
- qualification included in 16 to 18 performance measures
- largest size (size of level 2 aims is divided by 4 before comparing to level 3 aims)
- level 3 over level 2

This is set out in the flowchart below.

Figure 5: Flowchart which shows how the core aim is selected for students with all academic aims or academic aims and level 2 vocational aims



All vocational aims

If a student has an aim which has been flagged by their school or college as being their ‘core aim’ (for funding purposes), it is selected for the retention measure. If a student has no aims flagged as a ‘core aim’, then any aim equivalent in size to 1 A level (level 3

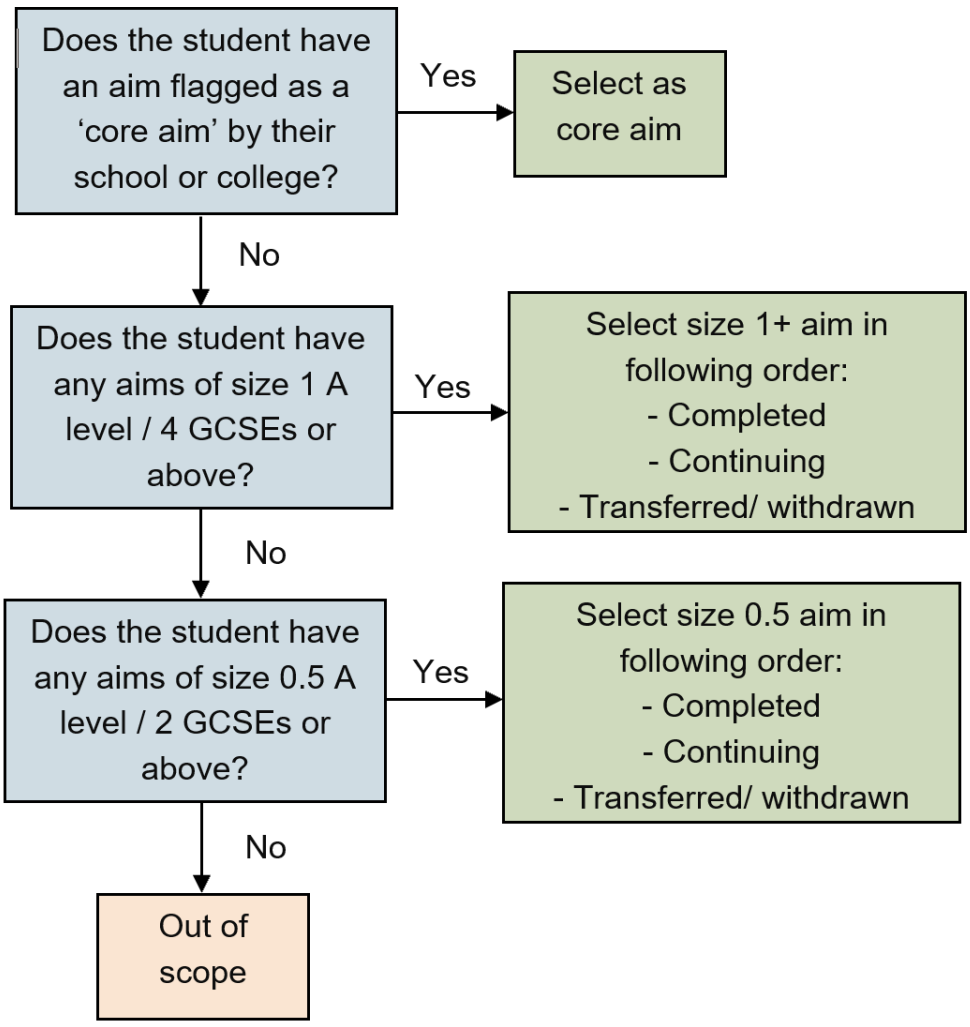
programmes) or 4 GCSEs (level 2 programmes) or above is selected as their core aim, with preference being given to any aim recorded as ‘completed’. If a student has no completed aims, then any aim recorded as ‘continuing’ is selected. If a student has no completed or continuing aims, then any aim recorded as ‘withdrawn’ or ‘transferred’ is selected as their core aim. If a student does not have any aims of size 1 A level or 4 GCSEs or above, the process below is followed for aims of size 0.5 A levels or 2 GCSEs or above.

If a student has multiple aims with the same status, the following criteria are used (in order) to select a single core aim

- qualification included in 16 to 18 performance measures
- aim of the same type as the majority of the student’s attainment
- largest size (size of level 2 aims is divided by 4 before comparing to level 3 aims)
- level 3 over level 2

This process is set out in the flowchart below.

Figure 6: Flowchart which shows how the core aim is selected for students with all vocational aims



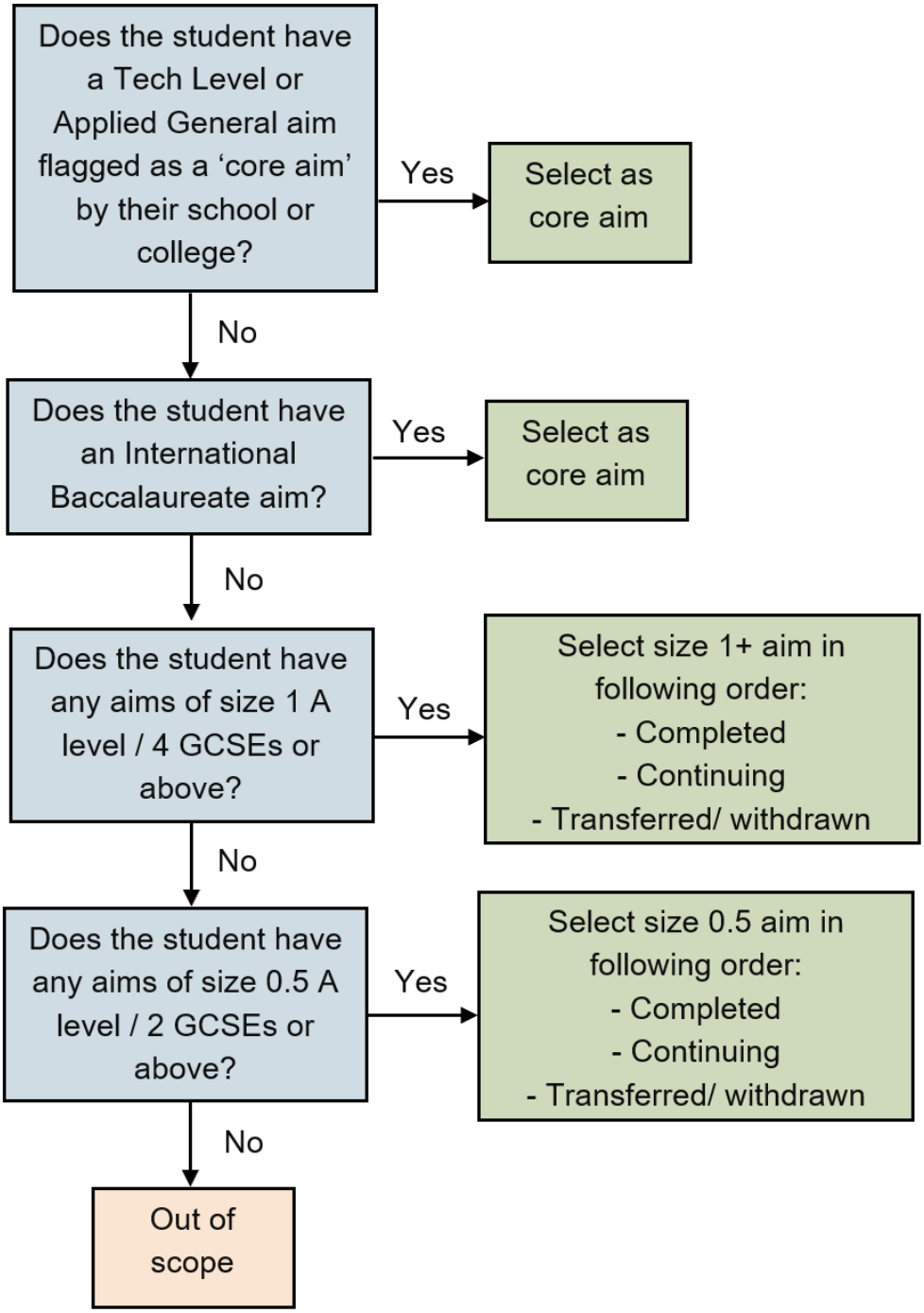
Mixture of academic and vocational aims

If a student has a tech level or applied general aim which has been flagged by their school or college as being their ‘core aim’ it is selected for the retention measure. If not and they are studying the International Baccalaureate, then this aim is selected as their core aim. If a student does not meet these first two criteria, then any aim of size equivalent to 1 A level (level 3 programmes) or 4 GCSEs (level 2 programmes) or above is selected as their core aim, with preference being given to any aim recorded as ‘completed’. If a student has no completed aims, then any aim recorded as ‘continuing’ is selected. If a student has no completed or continuing aims, then any aim recorded as ‘withdrawn’ or ‘transferred’ is selected as their core aim. If a student does not have any aims of size 1 A level or 4 GCSEs or above, the process below is followed for aims of size 0.5 A levels or 2 GCSEs or above.

If a student has multiple aims with the same status, the following criteria are used (in order) to select a single core aim:

- qualification included in 16 to 18 performance measures
- aim of the same type as the majority of the student’s attainment
- A level or AS level if the majority of the student’s attainment is academic
- largest size (size of level 2 aims is divided by 4 before comparing to level 3 aims)
- level 3 over level 2

Figure 7: Flowchart which shows how the core aim is selected for students with a mixture of academic and vocational aims



Worked examples

The following tables give examples of how the core aim is selected and show whether the students count as retained or not retained in the headline retention measure.

Example 1: The VR2 aim is selected as the core aim since it is the only one with size of at least 1. This student does not count as retained as they withdrew from the core aim.

Table 30: Headline retention measure – worked example 1

Qualification type	Size	'Core aim' flagged by school/ college	Completion Status	Selected Core Aim	Retained?
AS level	0.5		Completed		
AS level	0.5		Completed		
AS level	0.5		Completed		
AS level	0.5		Completed		
VR2	1.3		Withdrawn	X	No

Example 2: The tech level VR3 aim is selected as the core aim since there are multiple completed aims and the majority of the student's attainment is tech level. This student counts as retained.

Table 31: Headline retention measure – worked example 2

Qualification type	Size	'Core aim' flagged by school/ college	Completion Status	Selected Core Aim	Retained?
VR3	1.3		Completed	X	Yes
VR2	1.3		Completed		
VR2	1.3		Completed		
VR2	1.3		Continuing		
A level	1.0		Continuing		

Example 3: Although the IB qualification is the only one that the student did not complete, this is selected as their core aim due to its large size. This student does not count as retained as they withdrew from the core aim.

Table 32: Headline retention measure – worked example 3

Qualification type	Size	'Core aim' flagged by school/ college	Completion Status	Selected Core Aim	Retained?
AS level	0.5		Completed		
AS level	0.5		Completed		
AS level	0.5		Completed		
International Baccalaureate	5.0		Withdrawn	X	No

Example 4: The BTEC Diploma level 3 qualification (size 1) is selected as the core aim as this vocational aim has been flagged by the school or college as being the student's 'core aim'. This student does not count as retained as they withdrew from the core aim.

Table 33: Headline retention measure – worked example 4

Qualification type	Size	'Core aim' flagged by school/ college	Completion Status	Selected Core Aim	Retained?
Extended Project	0.3		Completed		
AS level	0.5		Completed		
AS level	0.5		Completed		
BTEC Diploma level 3	2		Withdrawn		
BTEC Diploma level 3	2		Completed		
BTEC Diploma level 3	1	X	Withdrawn	X	No

Example 5: One of the AS level qualifications is arbitrarily selected as the core aim as the student only had 0.5 size aims, all of which were completed. This student counts as retained.

Table 34: Headline retention measure – worked example 5

Qualification type	Size	'Core aim' flagged by school/ college	Completion Status	Selected Core Aim	Retained?
AS level	0.5		Completed	X	Yes
AS level	0.5		Completed		
AS level	0.5		Completed		
AS level	0.5		Completed		

Additional retention measures

For 2024/25 we will publish two additional retention measures:

Retained and assessed

This additional measure shows the percentage of students who are retained to the end of their course and are assessed. This allows monitoring of whether students are effectively completing their study rather than merely being enrolled at an institution for a certain period of time.

A student is considered retained and assessed[15] as long as they have an exam entry that matches on the level of and is at least the same size as the core aim qualification selected for the headline retention measure. For example, if a student's core aim is an A level in Biology with size of 1, we do not require it to match to a Biology A level but just one of the same size. Similarly, we also do not require the qualification type of the result to match the aim as long as it is of the same size. For example, a student with a tech level aim of size 1 is considered a match to an applied general result of size 1.

The retained and assessed measure is reported separately for each cohort: at level 3, academic, A level, applied general and tech level; and technical certificates at level 2.

The following tables provide examples of whether a student is retained and assessed and shows situations where a student would not be counted.

[15] Students that have been assessed but are recorded as not retained in the headline retention measure will not be included. Students need to be both retained and assessed to be included in the retained and assessed supporting measure.

Example 1: The student was retained in an A level core aim and was assessed in five exams. Two of these, the Applied General and Tech level assessments are of sufficient size and level to allow the student to be retained and assessed.

Table 35: Retained and assessed measure – worked example 1

	Type / qualification	Size	Level
Core aim	A level	1	Level 3
Exams taken	AS level	0.5	Level 3
Exams taken	AS level	0.5	Level 3
Exams taken	AS level	0.5	Level 3
Exams taken	Tech level	1	Level 3
Exams taken	Applied general	1	Level 3
Retained and assessed?	**Yes**		

Example 2: The student was retained in a BTEC Diploma level 3 qualification and was assessed in three exams. However, this student is not retained and assessed as the individual A level assessments do not match the size of the BTEC Diploma level 3.

Table 36: Retained and assessed measure – worked example 2

	Type / qualification	Size	Level
Core aim	BTEC Diploma Level 3	2	3
Exams taken	A level	1	3
Exams taken	A level	1	3
Exams taken	A level	1	3
Retained and assessed?	**No**		

Example 3: The student was retained in a BTEC Certificate level 2, and was assessed in three exams. However, this student would not be considered retained and assessed as even though the Tech level qualification is larger than the core aim, it is at a different level.

Table 37: Retained and assessed measure – worked example 3

	Type / qualification	Size	Level
Core aim	BTEC Certificate level 2	1	2
Exams taken	AS level	0.5	3
Exams taken	AS level	0.5	3
Exams taken	Applied general	1.5	3
Retained and assessed?	**No**		

Returned and retained for a second year

This additional measure shows the percentage of level 3 students who return to the same school or college for a second year of study and are retained in their second year. It highlights cases where, although students are retained, they have only completed, for example, AS levels and do not return for a second year of study.

The returned and retained for a second year measure is reported separately by cohort, but for level 3 cohorts only: academic, A level, applied general and tech level.

The following students are excluded:

- Students with a level 2 core aim (since many level 2 programmes are not expected to be two years long);
- Students who are academic age 18 in their first year in the institution (since they would be out of scope for inclusion in performance measures in their second year);
- Students who achieve a sizeable qualification (their level 3 qualifications of size 1 or above sum to 2 or more) in their first year in the institution (since they have already completed what is expected).

To be counted as returned and retained for a second year, a student must meet all of the following:

- be recorded as completing their selected core aim which is at least size 1 and in scope for inclusion in 16 to 18 performance measures;
- have been attending the institution for at least two academic years; and
- have completed a level 3 qualification of at least size 1 in their second (or third) year at the institution (this may be the selected core aim or another aim).

A student is deemed to have been attending an institution for at least two academic years if they meet any of the following conditions:

- they have aims at that institution in three academic years;
- they have aims at that institution in two academic years and have been at that institution for at least 602 days (based on the start and end dates of all their aims at that institution);
- they have aims at that institution in two academic years; they left in May, June or July and have been at that institution for at least 480 days.

The following tables give examples of whether the student counts as returned and retained for a second year and show situations where a student is excluded from the measure.

Example 1: This student had aims in the institution in two academic years and spent a total of 657 days in the institution. They completed an aim of size 1+ in their second year so they count as returned and retained for a second year.

Table 38: Returned and retained measure – worked example 1

Year	Qualification type	Size	Aim start date	Aim end date	Completion Status	Selected Core Aim	Returned & retained for a 2nd year?
1	VR3	1.5	09/09/2014	27/06/2015	Completed		
2	VR3	3.0	09/09/2015	26/06/2016	Completed	X	Yes

Example 2: This student had aims in the institution in two academic years and spent a total of 690 days in the institution. The selected core aim was completed in their first year but they have other level 3 aims of size 1+ in their second year so they count as returned and retained for a second year.

Table 39: Returned and retained measure – worked example 2

Year	Qualification type	Size	Aim start date	Aim end date	Completion Status	Selected Core Aim	Returned & retained for a 2nd year?
1	AS level	0.5	02/09/2014	23/07/2015	Completed		
1	AS level	0.5	02/09/2014	23/07/2015	Completed		
1	AS level	0.5	02/09/2014	23/07/2015	Completed		
1	A level	1.0	02/09/2014	23/07/2015	Completed	X	Yes
2	A level	1.0	01/09/2015	22/07/2016	Completed		
2	A level	1.0	01/09/2015	22/07/2016	Completed		
2	A level	1.0	01/09/2015	22/07/2016	Completed		

Example 3: This student had aims in the institution in three academic years. Although they did not complete an aim of size 1+ in their second year, they did in their third year so they count as returned and retained for a second year.

Table 40: Returned and retained measure – worked example 3

Year	Qualification type	Size	Aim start date	Aim end date	Completion Status	Selected Core Aim	Returned & retained for a 2nd year?
1	AS level	0.5	03/09/2013	19/07/2014	Completed		
1	AS level	0.5	03/09/2013	19/07/2014	Completed		
1	AS level	0.5	03/09/2013	19/07/2014	Completed		
2	AS level	0.5	02/09/2014	18/07/2015	Completed		
2	AS level	0.5	02/09/2014	18/07/2015	Completed		
2	AS level	0.5	02/09/2014	18/07/2015	Completed		
3	A level	1.0	01/09/2015	01/06/2016	Completed		
3	A level	1.0	01/09/2015	01/06/2016	Completed		
3	A level	1.0	01/09/2015	01/06/2016	Completed	X	Yes

Example 4: This student had aims in the institution in two academic years and spent a total of 682 days in the institution. They did not complete a qualification of size 1+ in their second year so they do not count as returned and retained for a second year.

Table 41: Returned and retained measure – worked example 4

Year	Qualification type	Size	Aim start date	Aim end date	Completion Status	Selected Core Aim	Returned & retained for a 2nd year?
1	AS level	0.5	06/09/2014	04/03/2015	Withdrawn		
1	AS level	0.5	06/09/2014	04/03/2015	Withdrawn		
1	AS level	0.5	06/09/2014	19/07/2015	Completed		
2	AS level	0.5	02/09/2015	18/07/2016	Completed		
2	AS level	0.5	02/09/2015	18/07/2016	Completed		
2	AS level	0.5	02/09/2015	18/07/2016	Completed	X	No

Example 5: This student had aims in the institution in two academic years but only spent 432 days in the institution. Even though they completed a qualification of size 1, they do not count as returned and retained for a second year since they were not in the institution for long enough.

Table 42: Returned and retained measure – worked example 5

Year	Qualification type	Size	Aim start date	Aim end date	Completion Status	Selected Core Aim	Returned & retained for a 2nd year?
1	BD3	1.0	09/09/2014	02/07/2015	Completed	X	No
2	BD3	2.0	09/09/2015	14/11/2015	Withdrawn		

Example 6: This student had aims in the institution in one academic year. However, they are excluded from the returned and retained for a second year measure since they are aged 18 and although they may return for a second year, they will be too old to be included in performance measures.

Table 43: Returned and retained measure – worked example 6

Year	Qualification type	Size	Aim start date	Aim end date	Completion Status	Selected Core Aim	Returned & retained for a 2nd year?
1	AS level	0.5	03/09/2015	22/07/2016	Completed		
1	AS level	0.5	03/09/2015	22/07/2016	Completed	X	N/A
1	AS level	0.5	03/09/2015	22/07/2016	Completed		
1	GCSE	0.3	03/09/2015	22/07/2016	Completed		

Example 7: This student had aims in the institution in one academic year. However, they are excluded from the returned and retained for a second year measure since their level 3 qualifications of size 1 or above sum to 2 or more.

Table 44: Returned and retained measure – worked example 7

Year	Qualification type	Size	Aim start date	Aim end date	Completion Status	Selected Core Aim	Returned & retained for a 2nd year?
1	AS level	0.5	04/09/2015	10/07/2016	Completed		
1	A level	1.0	04/09/2015	10/07/2016	Completed		
1	A level	1.0	04/09/2015	10/07/2016	Completed	X	N/A
1	A level	1.0	04/09/2015	10/07/2016	Completed		

Example 8: This student had aims in the institution in two academic years and spent a total of 671 days in the institution. However, they are excluded from the returned and retained for a second year measure since their selected core aim is a level 2 qualification.

Table 45: Returned and retained measure – worked example 8

Year	Qualification type	Size	Aim start date	Aim end date	Completion Status	Selected Core Aim	Returned & retained for a 2nd year?
1	AS level	0.5	09/09/2014	25/07/2015	Completed		
1	AS level	0.5	09/09/2014	25/07/2015	Completed		
2	VR2	1.3	04/09/2015	10/07/2016	Completed	X	N/A

English and maths progress measures

We have returned to publishing English and maths progress measures for the 2024 to 2025 academic year. We have not been able to publish these measures since 2019, due to the impacts of COVID-19.

How the measure works

The English and maths progress measures are made up of two distinct measures, one for maths and the other for English, and an individual student can be in scope for one, both or neither measure depending on their achievement in English and maths by the end of KS4.

Students in overall scope for each measure have their progress assessed by comparing their best grades by the end of KS4 to those achieved by the end of post-16 study[16].

Data sources

The primary source of information underpinning the English and maths progress measure is current and historical exam data sourced from Awarding Organisations. This data is used to determine students' prior attainment (and so whether in scope of the measure), and the progress students make in the 16 to 18 phase.

In addition, funding data is used to determine whether any student is exempt from the requirement to study English and/or maths post-16 irrespective of their prior attainment. The English and maths accountability measure broadly aligns with the condition of funding rules which require students without prior attainment of GCSE grades 9-4 in English and/or maths to be studying these subjects as part of their study programme in each academic year.

Calculating the English and maths progress measures

The following sections give more detail on what is involved when determining which students are in scope of the progress measure, and for those in scope, calculating both their level of prior attainment and progress made in the institution post-16.

[16] Note, because only a student's best performance is considered, both during KS4 and in the 16 to 18 phase, formal discounting as implemented in attainment measures is not required here.

Students included in the measures

Students are potentially in scope for either the English or maths progress measures if they did not achieve a GCSE grade 9-4 or equivalent by the end of KS4 in that subject.

The following types of student are excluded from the measure:

- Students that schools and colleges have confirmed as exempt from the requirement to study English and maths at 16 to 18. These students are identified by combining exam results with funding data. This includes:
    - students with special educational needs and disabilities (SEND) and an EHC plan, who are assessed as not able to study towards either GCSE, Functional Skills level 2 or approved qualification at level 1 or entry level – please see Condition of Funding guidance for further details;
    - students with overseas qualifications that are established as equivalent to GCSE grade 4.
- Students for whom condition of funding rules do not apply. This includes:
    - students on study programmes under 150 hours.
    - students not on a study programme generally, for example those on an apprenticeship programme. Where an apprenticeship student has been recorded on the ILR or school census and have been included in the English and maths progress measure, Schools and colleges can submit a request to remove these students from the English and maths measure.
- Students that have a level 2 functional skill and do not have a GCSE grade 3 by the end of KS4.
- Students for whom no recorded prior achievement exists in exam record

A student is considered enrolled on an apprenticeship programme in the reporting years if:

- They have a continuing or completed apprenticeship recorded in the ILR for two academic years; OR
- They have no core learning aim recorded in the ILR alongside their apprenticeship programme in the same academic year; OR
- They are recorded in the ILR on an apprenticeship programme at the same provider as their learning aims.

Qualifications used to determine whether students are in scope for the measures

Guidance on the maths and English Condition of Funding sets out the full list of qualification types equivalent to GCSE grade 9-4 for the purpose of prior attainment. Principally these are qualifications in maths, English language and English literature from Ofqual approved GCSEs graded 9-4, , equivalent Level 2 qualifications, and some level 3 qualifications such as A/AS levels, International Baccalaureate including maths components, and Core Maths.

The guidance is used to inform a list of specific qualifications that the student's exam record is checked against to determine whether the student is in scope for the English and maths progress measures. The check is made against all examination results achieved by the student up to and including key stage 4.

English literature GCSE counts for prior attainment; a student with either an English language or literature GCSE at 9-4 by the end of key stage 4 is out of scope of the English progress measure. However, English literature GCSE does not count for progress (see below).

Students with a GCSE grade 3

The condition of funding states that a student with a grade 3 at GCSE at key stage 4 should study for GCSE qualifications in the post-16 phase rather than stepping stone qualifications. This requirement also means that a student cannot be taken out of scope of the progress measure by achieving a functional skill level 2 if they already have a GCSE grade 3.Qualifications used to determine a student's starting point

When assessing a student's starting point for the calculation a similar process occurs as when assessing whether a student is in scope for the measure. However, the list of qualifications used to establish their level of prior attainment is wider, including Entry Level qualifications and ESOL. This is to recognise that whilst students may end key stage 4 with no GCSE passes in English and/or maths, achievement in other qualifications provide evidence of their level of ability when starting post-16 study.

Qualifications used to measure a student's progress

During post-16 study, students for whom the condition of funding applies must be enrolled on an approved English or maths qualification. The list of qualifications approved for teaching under the condition of funding is maintained on the Learning Aims Reference Service (LARS).

This list of qualifications approved for teaching is used to determine which individual qualifications count for progress in the measure. Any post-16 attainment in an English or maths qualification that is not approved for teaching as set out on LARS is not captured in the progress measure.

Qualifications are approved for a set period of time and are organised in LARS based on whether the qualification is approved in a given academic year. As such, the student's exam record for a given academic year is compared to the list of approved qualifications for that academic year, and the student's best result (in terms of performance points) is recorded and used when calculating progress.

Calculating progress

In the most straightforward cases, the calculation of progress simply subtracts a student's highest grade performance at a 16-18 provider from their prior attainment at KS4. For example, in the case of GCSEs:

- If an individual student moves from a grade 2 to a grade 4 they would receive a progress score of +2 as they have made two grades progress;
- If the student starts at grade 2 but achieves a grade 1 during post-16 they would receive a progress score of -1.

We apply a cap on negative progress so that -1 grade is the maximum negative progress score applied to an individual student when calculating the measure. For example, in the case of GCSEs:

- A student who enters with a grade 3 but achieves a grade 1 when they retake has their progress capped to -1 grade (rather than -2);
- A student who enters with a grade 3 but does not sit the exam has their progress capped to -1 grade (rather than -3).

Students not entered for any exams also score -1.

Students attending multiple institutions post-16

The highest English and maths grade a student has achieved when they enter an institution is the baseline for the calculation. This may be the grade a student achieved at key stage 4 or a grade achieved with a different institution at an earlier stage of 16 to 18 study. This ensures the measure only counts the progress an institution makes with a student to improve their English and/or maths.

If a student achieves the 9-4 standard or level 2 functional skills at their first institution, the student would be out of scope for the measure at their second institution. The progress in the first institution will be included in performance measures.

When a student attends multiple institutions post-16, requiring both their scope and starting point to be re-assessed, the only new exams taken into account after key stage 4 are those approved for teaching post-16 under the condition of funding, i.e. the qualifications listed on LARS online that 'count' for progress.

Points awarded for stepping stone qualifications

Stepping stone qualifications such as functional skills and free standing maths are taken into account when calculating the progress made by students. This is done by using a capped version of the "challenge points"[17] from the performance points system.

A comprehensive list of points to be used in performance measures can be found here https://www.gov.uk/government/publications/16-to-18-english-and-maths-progress-measure-qualifications. A summary table of the points can be seen below:

[17] Challenge points are points awarded for grades awarded in qualifications regardless of their size. More detail can be found in the guide to performance points.

Table 46: English and maths measure points from 2020

Points awarded	9-1 GCSEs	Legacy GCSEs	Functional Skills	ESOL	AQA use of maths
9	9				
8.5		A*			
8	8				
7	7	A			
6	6				
5.5		B			
5	5				
4	4	C			
3.5			L2		
3	3	D		L2 (all grades)	A*/A/B/C
2	2	E	L1		
1.75				L1 (D/M)	D/E
1.5		F			F
1.25				L1 (pass)	
1	1	G			G
0.8					
0.75			EL 3	EL 3	
0.5			EL 2	EL 2	
0.25			EL 1	EL 1	

Whilst stepping stone qualifications are typically smaller than GCSEs, capped points do not factor in size, as all approved qualifications have sufficient breadth to meet the existing requirements of funding.

The measure only looks at the highest value outcome a student has attained in the institution attended. A student achieving a level 1 functional skill and a GCSE grade 3 will be assigned 3 points in the calculation – the value of the GCSE grade 3.

A student may meet the condition of funding through approved level 3 qualifications (Core maths at level 3, A or AS levels, the International Baccalaureate, OCR Maths for Engineering level 3 certificate and OCR Cambridge Pre-U maths). The points awarded for approved level 3 qualifications are capped at 9 pts.

Detailed worked examples, including what happens when students attend multiple institutions, are shown below.

Calculating school or college progress

Once the student progress scores have been calculated, the average of all the student progress scores is then calculated within the school or college. The table below shows an example for a school or college with 5 student progress scores:

Table 47: Worked example of calculating school or college English and maths progress

Student / School or College	Score
Student 1 English progress	+1.0
Student 2 English progress	+1.0
Student 3 English progress	+0.4
Student 4 English progress	-1.0
Student 5 English progress	-1.0
School or college progress score for English	$\frac{+1.0 \;\; +1.0 \;\; +0.4 \;\; -1.0 \;\; -1.0}{5}$ = +0.08 grades

The headline English and maths progress measures are supplemented by contextual data showing the proportion of students in scope for the English and/or maths measures that entered an approved qualification. This will highlight the percentage of students in an institution that study English and maths and take examinations in these subjects.

Worked examples: English and maths progress

Individual student progress in the same institution throughout

As the table below illustrates, the progress calculation uses the student's best result whilst at a particular institution.

Table 48: Calculating individual student progress in the English and maths progress measure, where the student has been in the same institution throughout

Scenario	Prior Attainment	Attainment whilst at institution: Year 1	Attainment whilst at institution: Year 2	Attainment whilst at institution: Year 3	Student progress
Student A	GCSE grade 3 3 pts	GCSE grade 2 2 pts	GCSE grade 4 4 pts	N/A	4 - 3 = 1
Student B	GCSE grade 2 2 pts	GCSE grade 3 3 pts	GCSE grade 2 2 pts	N/A	3 - 2 = 1
Student C	GCSE grade 1 1 pts	ESOL Entry L2 0.5 pts	ESOL L1 Merit 1.75 pts	ESOL L2 Pass 3 pts	3 – 1 = 2
Student D	GCSE grade 2 2 pts	FSM L1 Grade E 0.8 pts	No entries	FSM L1 grade E 0.8 pts	0.8 – 2 = -1 (capped)
Student E	GCSE grade 1 1 pt	No entries	No entries	No entries	-1 (no entries)
Student F	GCSE grade 5 5 pts	Not in scope	Not in scope	Not in scope	N/A

- For Student A the GCSE grade 4 (4 points) achieved in Year 2 (after KS4) discounts the grade 2 (2 points) achieved in Year 1.
- As long as the student is aged 16 to 18, it does not matter in which year the best results was achieved, so in the case of Student B and Student D the progress calculation uses their best achievements in Year 1, Year 2 and Year 3 respectively
- Student D gives an example of capping progress, where uncapped the student's progress would be -1.2, but is capped at -1
- Student E who had no entries in the 16 to 18 phase automatically scored -1

Individual student progress in multiple institutions

Calculating student progress when they attend multiple institutions in the 16 to 18 phase is slightly more complicated as the student's overall progress may be split across more than one institution, and each institution is only credited for progress made in that institution.

The table below considers another scenario (Student G), and retaining the exam profile throughout, imagines instead that the student attended 1, 2 or 3 different institutions in the 16 to 18 phase.

Table 49: Calculating individual student progress in the English and maths progress measure, where the student has moved institutions during 16 to 18 study

Scenario	Prior attainment	Attainment in 16 to 18 phase: Year 1	Attainment in 16 to 18 phase: Year 2	Attainment in 16 to 18 phase: Year 3	Progress in Institution A	Progress in Institution B	Progress in Institution C
Student G: 1	1 pt	Institution A: 2 pts	Insitution A: 3 pts	Insitution A: 2 pts	3-1 =2	N/A	N/A
Student G: 2	1 pt	Institution A: 2 pts	Institution B: 3 pts	Insitution B: 2 pts	2-1 =1	3-2 =1	N/A
Student G: 3	1 pt	Institution A: 2 pts	Insitution A: 3 pts	Insitution B: 2 pts	3-1 =2	2-3 = -1	N/A
Student G: 4	1 pt	Institution A: 2 pts	Institution B: 3 pts	Insitution A: 2 pts	Better of: 2-1 =1 or 2-3 = -1	3-2 =1	N/A
Student G: 5	1 pt	Institution A: 2 pts	Institution B: 3 pts	Institution C: 2 pts	2-1 =1	3-2 =1	2-3 =-1

- Scenario 1 works in the same way as the examples A-F, so 3 points is the best result in the 16 to 18 phase and the key stage 4 prior attainment of 1 points is subtracted.
- Scenario 2 has the student move institutions after Year 1. Progress in the first institution uses Year 1 attainment (2 points) from which the key stage 4 prior

attainment of 1 is subtracted; however the best achievement in the second institution (3 points) takes into account the progress made in the first institution, and so the prior attainment subtracted is now 2 points

- Scenario 4 is the most complex situation that is encountered and occurs when a student attends the same institution in Year 1 and Year 3, but another in Year 2
- The student makes progress in Year 1 (1 pt). However, in Year 3 the student goes backwards compared to their Year 2 in a different institution (-1 point). In this situation, where progress is both positive and negative, we report the positive progress in performance measures for Institution 1.
- If the student had made positive progress in both Year 1 and Year 3 in Institution 1 then both sets of progress would be added together and reported against Institution 1.

Multiple institutions and moving out-of-scope of tables

If a student attends multiple institutions, it becomes possible that they move out-of-scope. The table below illustrates this in the case of student H who achieves 4 points in year 2 (equivalent to GCSE grade 4) and so is out-of-scope of the progress measure by the time they attend institution 2.

Table 50: Calculating individual student progress in the English and maths progress measure, where the student has moved institutions during 16 to 18 study, and moves out of scope while in one institution

Scenario	Prior attainment	Attainment in 16 to 18 phase: Year 1	Attainment in 16 to 18 phase: Year 2	Attainment in 16 to 18 phase: Year 3	Progress in Institution A	Progress in Institution B	Progress in Institution C
Student H	1 pt	Institution A: 2 pts	Insitution A: 4 pts	Insitution B: out of scope	4-1 =3	N/A	N/A

Destination measures

Headline destination measure

The headline destination measure shows the percentage of students staying in education, employment or training for at least two terms in the year after their last allocation to a school or college at 16 to 18.

The measure is published on a two-year time lag compared to other performance measures, to allow us to see whether students have sustained their destination. The data published in the October 2025 statistical release and 2025 performance measures reports on students who were deemed to have reached the end of 16 to 18 study in the 2022 to 2023 academic year and identifies their education and/or employment destinations in October to March of their destination year, or any six months in the year for apprenticeships.

How the headline measure works

The headline destination measures cohort aims for full coverage by including young people aged 16, 17 or 18 who were deemed to be at the end of 16 to 18 study and had been allocated to a school or college, regardless of qualifications entered.

To be counted in the headline measure as having a positive destination, young people must be recorded as having participation in one of the following:

- Six consecutive months at any point in the year (from August to July) in an apprenticeship;
- all of the first two terms of the academic year (October to March) at one or more education destinations; or
- six consecutive months from October to March in employment, although if there is no activity in March then April may be substituted.

Young people with a combination of education and employment, or apprenticeships, meeting the sustained participation criteria are also counted as having a positive destination in the measure.

Data sources

Data used to compile the measure come from the National Pupil Database (NPD) and Longitudinal Education Outcomes (LEO) datasets with individual student level data matched to a range of administrative sources on education participation, employment records and claims of out-of-work benefits.

Five administrative data sources used in compiling the national pupil database have been used to determine pupils' education destinations:

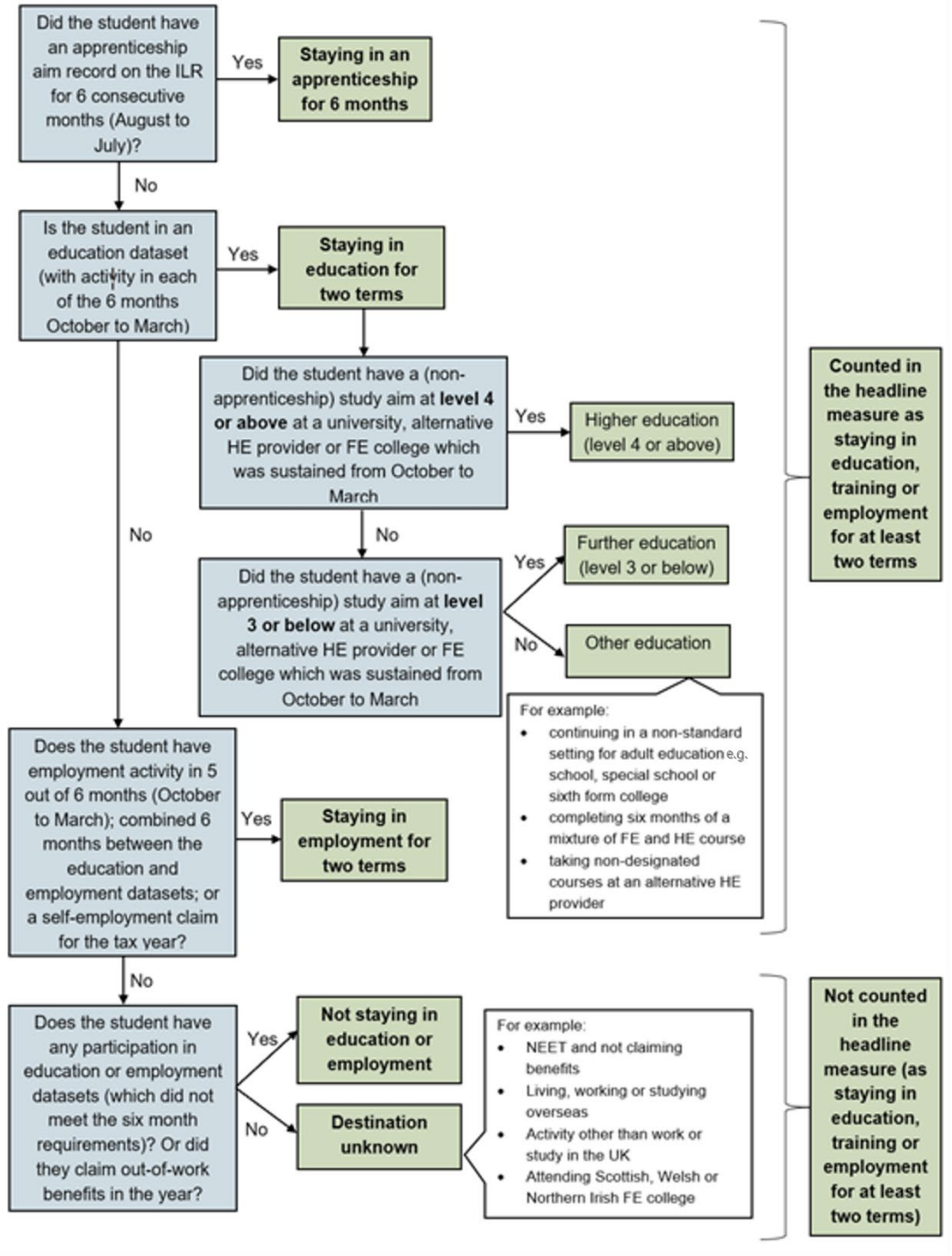
- individualised learner record (ILR) covering English further education providers and specialist post-16 institutions
- school census covering English schools
- awarding body data
- alternative provision census
- Higher Education Statistics Authority (HESA) data covering UK universities and other higher education institutions (including alternative providers)

Employment data and out-of-work benefit data have been linked to the national pupil database to form the longitudinal education outcomes (LEO) dataset. LEO data is used to calculate employment destinations. Two administrative datasets are used:

- employment data from His Majesty's Revenue and Customs (HMRC)
- out-of-work benefit data from the Department for Work and Pensions (DWP)

A hierarchical series of rules is used to determine whether students meet the criteria for sustained participation and the specific destinations they are reported under if more than one definition is met.

Figure 8: Flowchart which shows how destinations are allocated in the headline destination measure



We are continuing to work with other government departments and with analysts developing the Longitudinal Education Outcomes dataset to improve the scope of activity that can be captured. Strands under development include increasing the range of benefits included and the quality of the employment information, as well as linking to information on Scottish and Welsh schools and colleges. We are hopeful that this will increase our coverage beyond 95% in future years and more fairly reflect the outcomes of certain institutions.

Included institution types

Destinations are reported for students completing 16 to 18 study at state-funded mainstream schools and colleges. The national and local authority totals on the performance measures website include state-funded mainstream schools and colleges only. Destinations are not reported in the 16 to 18 performance measures for independent schools or special schools (including maintained, non-maintained and independent special schools).

Because destination measures are calculated for students who reached the end of 16 to 18 study at the school or college two years previously, not all providers with attainment results have destination measures reported.

Schools and colleges that have both attainment results and destinations include:

- providers which have remained open throughout the period and have not undergone any changes to school type
- providers which have become a converter academy
- providers which have undergone a merger (one continuing provider 'absorbs' another)

Schools and colleges which have attainment results but no destinations reported include:

- providers which have opened (as entirely new schools or colleges)
- providers which have become a sponsored academy
- providers which have formed from an amalgamation (two or more providers come together to form a 'new' provider)
- providers which did not have students completing 16 to 18 study two years previously (this may include schools or colleges which were new)

Breakdown of data by level of study

Destination results are broken down by level so that schools and colleges with a high proportion of level 2 and below students are not unfairly compared against those that primarily cater to level 3 students. When a student has studied a mixture of qualification types at their allocated institution, the level they are reported against is determined by the size of the exams they have entered at each level. Unapproved qualifications are however only taken into account when the size of approved qualifications for that student totals to less than half an A level (at level 3) or one GCSE (at level 2). The higher level is chosen in the event of a tie.

Flexible destination years

The majority of level 3 students (about 95%) are allocated to the school or college they are reported against in the same year as which they were deemed to have reached the end of 16 to 18 study. At level 2 and below however a significant proportion (about 20%) of the cohort are not allocated to a school or college in the year in which they are deemed to have reached the end of 16 to 18 study (for example, by having reached the age of 18 but without having completed qualifications equivalent in size to two A levels). We therefore use a 'flexible destination year' methodology, to ensure that we include level 2 students in this situation.

The figure below shows the seven possible attendance patterns over the 16 to 18 study period for the 2022 to 2023 cohort who were reported on in October 2025. Students who were not allocated to their institution in the year before triggering (groups 3, 6 and 7) are included but with the destination activity taken from an earlier year than the majority of the cohort (groups 1, 2, 4 and 5).

This means that not all destinations reported will have taken place in the same year. It allows more students to be included, and it more accurately reflects the influence of the school or college in achieving that destination (which is important for accountability purposes), and it measures the destinations at a more meaningful point in time than if the 2023/24 academic year was uniformly used for all student destinations.

Table 51: Diagram showing the seven possible permutations of institution allocation

	2020/21	2021/22	2022/23	2023/24
Group 1	X	X	X	O
Group 2		X	X	O
Group 3	X	X	O	
Group 4	X		X	O
Group 5			X	O
Group 6		X	O	
Group 7	X	O		

This table shows the seven possible permutations of institution allocation (Xs / purple blocks) in each of the years before triggering as end of 16 to 18 study (blue lines between 2022/23 and 2023/24 columns). Purple blocks / Xs represent a year of allocation; green blocks / Os show the subsequent year chosen for consideration of destination activity.

Additional destination measures

Progression to higher education or training measure

In addition to the headline destination measure, we also publish the 'Progression to higher education or training' measure.

The progression to higher education or training measure is published on a three-year time lag compared to other results-based performance measures, to allow us to see if students sustain their destination, including students that take a gap year after 16 to 18 study. This means that in destinations data published in October 2025, this measure reported mostly on level 3 students that completed 16 to 18 study during the 2021 to 2022 academic year.

The measure shows the percentage of Level 3 students from each school or college that continue to degrees, higher technical courses and higher apprenticeships. Degrees, higher technical courses and higher apprenticeships are treated equally as level 4+ destinations. The measure also contains a Higher Education Institution (HEI) breakdown that shows the number of students progressing to a top-third HEI, determined by the average UCAS points of successful applicants. This shows which schools and colleges do well at supporting their students to secure opportunities at the most selective higher education providers.

In previous years we have also published a value-added score that shows whether the progression of students to higher level learning demonstrates good progress based on the students' prior attainment and qualification type. We are not able to produce this for students leaving 16-18 study in 2022 or 2023, as these students have KS4 prior attainment data from the 2020 and 2021 academic years, the previous government committed not to use to calculate performance measures due to the impact of COVID-19.

The progression to higher education or training measure for students completing 16 to 18 study in 2022 (published in October 2025) was affected by the change we made to the rules which trigger students for inclusion in performance measures (see the section on Students included in 16 to 18 performance measures). In the first year we made this change (2021), lots of students that would normally have been triggered by the 'two years at the same provider' rule were not included in the cohort, and without a checking exercise for schools and colleges to add students back in, this saw a large reduction in

numbers for this cohort[18]. This change particularly impacted students in state-funded mainstream colleges, who are more likely to spend more than two years in the same college. Caution should therefore be taken when comparing data between providers for this cohort. We have made this clear to users with guidance alongside the data.

Students in scope and progression criteria

The cohort for the 'Progression to higher education and training' measure consists only of level 3 students on the grounds that students of level 2 courses and below are not expected to progress directly to a level 4 or higher destination. Students of academic qualifications (such as A levels), applied general qualifications, tech levels and unapproved level 3 qualifications are in scope.

A student is deemed to have successfully progressed to a level 4 or higher destination if they sustain a level 4 or higher course in an HE or FE institution, a level 4 or above apprenticeship, or a mixture of the two for at least six months within the two-year period following their allocation to a school or college at 16 to 18.

Included institution types

Destinations are reported for students completing 16 to 18 study at state-funded mainstream schools and colleges. Only students at state-funded mainstream schools and colleges are included in the cohort for determining the value-added progression scores. Because destinations are determined for pupils who reached the end of 16 to 18 study at the school or college up to three years previously, not all providers with attainment results have destination measures reported.

How the progression measure works

Level 4+ education or training must be sustained for six consecutive months at any point within the two-year destination window to count as a positive destination. When a sustained period of activity begins in or extends into the second year of the window, that second year will be used to determine the reported destination type such as whether the education or training was an apprenticeship/level 4 or 5 course/degree, and whether a Top third flag should be applied. Otherwise, the first year will be used.

Information included in the progression to higher education and training measure as published in October 2025

- **Total number of students:** The school or college's total cohort size of students that completed 16 to 18 study and entered predominantly level 3 qualifications.
- **Students progressing to higher education or training:** The proportion of 16 to 18 students that progressed to degrees, higher apprenticeships or other study at level 4 or above for at least 6 consecutive months in the 2 years after taking advanced level qualifications (level 3) at this school or college.
- **Higher apprenticeships:** Proportion of students that sustained a higher apprenticeship destination. A higher apprenticeship is at level 4 or higher and a vocational equivalent to a foundation, bachelor's or post-graduate degree.
- **Degrees:** Proportion of students that sustained a degree destination. Degree destinations include any study at level 6 or higher such as bachelor degrees, graduate diplomas, and post-graduate degrees.
- **Top third higher education institutions:** Proportion of students that sustained a destination at a top-third higher education institution (HEI). This is those HEIs that, when ranked by average UCAS tariff score of entrants across their best 3 A levels, represent 1/3 of that year's total HE entrants.
- **Other study at level 4 or 5:** Other study at level 4 or 5 destinations include those students studying qualifications such as foundation degrees, Higher National Certificates (HNCs) and Higher National Diplomas (HNDs).
- **Students that took academic and applied general qualifications:** These students predominantly studied applied general qualifications or academic qualifications such as A levels at this school or college. This table shows their rate of progression from these qualifications to any higher education or training after 16 to 18 (level 3) study.
- **Students that took technical qualifications:** These students predominantly studied technical qualifications such as level 3 diplomas and advanced technical certificates, equivalent to A levels, at this school or college. This table shows their rate of progression from these qualifications to any higher education or training after 16 to 18 (level 3) study.
- **Students taking qualifications not included in 16 to 18 performance measures:** These students studied qualifications that are similar in level to A levels and equivalent technical qualifications, but do not meet the criteria for being included in other 16 to 18 performance measures.

Supporting information

Further information is published in the Destination measures statistical release on Explore Education Statistics showing national trends and characteristics data such as special educational needs, ethnicity, disadvantage and gender. A detailed methodology is available from this page.

T Level accountability measures

Background

T Levels have been taught since September 2020 and are equivalent to 3 A levels. These 2-year courses have been developed in collaboration with employers and business so that the content meets the needs of industry and prepares students for skilled employment. You can find out more information about T Levels at Introduction of T Levels - GOV.UK (www.gov.uk).

Attainment measures

We have not yet published T Level attainment measures. T Level attainment measures will not be published as part of the performance measures set out in this guidance for the 2024 to 2025 academic year.

As announced previously, we have been working to develop a T Level attainment measure which captures overall attainment. We expect that this will first be published alongside existing performance measures for the 2025 to 2026 academic year (in February 2027). Shadow data demonstrating how these measures will work will be shared directly with providers only, during the 2024 to 2025 academic year.

Until the new attainment measure is available, we will continue to publish provider-level data on T Level attainment on Explore Education Statistics for transparency. This data will not include average point scores.

Other T Level measures

We will share information on the introduction of other T Level measures in due course.

Performance measures for disadvantaged students

All headline measures are also shown for disadvantaged students in a school or college only.

The disadvantage classification follows that used at KS4. Disadvantaged students are all students who were in receipt of pupil premium when they were in their last year of KS4. Note, the pupil premium is distinct from the Service Pupil Premium (SPP); students eligible for the SPP but not in receipt of pupil premium will not be identified as disadvantaged.

Except for destination measures, measures for disadvantaged students do not include students who were not reported at the end of KS4 – for example, because they came from overseas. Students who were known to be at independent schools in their last year of KS4 are treated as non-disadvantaged. However, destination measures group all students not known to be disadvantaged at the end of key stage 4 as “all other students”.

Performance measures for disadvantaged students are not calculated for independent schools.

Reporting on College Groups

Currently in 16 to 18 performance measures, we report at college level, or college group level depending on which is the legal entity, which is important for accountability. However, the sector has been changing with more colleges expanding and merging into large college groups where the legal entity may feel far removed from the site where education is delivered.

Following public consultation college groups will soon also be reported in their constituent parts i.e. colleges. This is to aid transparency for the students and local accountability. It will supplement existing reporting and not replace it. Information on the public consultation is available.

Eligible college groups will allocate students to a college in the Individualised Learner Record (ILR) where they are principally based. If the student is allocated to that college group based on current allocation principles (allocations section), performance measures will also be disaggregated to the colleges eligible for reporting within the college group.

Disaggregated data of college groups will not be published for the 2024 to 2025 performance measures. It will be published for the first time as part of 2025 to 2026 performance measures (data for students completing 16 study in the 2025 to 2026 academic year).

Multi-Academy Trust measures

For 2024 to 2025 academic year, we will publish two measures at MAT level:

- 16-18 value added (progress) measures;
- Attainment measures (APS per entry).

We produce 16 to 18 MAT measures for the Academic and Applied general cohorts only.

We will also produce breakdowns of these measures for disadvantaged pupils - provided that a MAT has results from disadvantaged students to meet the inclusion criteria.

Eligibility for inclusion in the MAT measures

We publish performance data at MAT level for trusts that are sufficiently well established to a) have had time to have an impact on the performance of the academies within the MAT and b) so that aggregate data tells you more than the individual institution data would.

For 2024 to 2025, for each cohort (Academic, Applied General) we will produce measures for MATs:

- that have at least three academies with results, in that cohort, at 16 to 18, and
- where those schools have been with the MAT for at least three academic years (defined as having joined that MAT before 14 September 2022).

This means that we do not produce measures for all MATs. It also means that where we do produce measures for a MAT, the measures may be based on the results from only some of their academies (i.e. a MAT may have at least three academies, that have been part of the MAT for 3 or more years, with results at 16 to 18, but also have academies with results at 16 to 18 that have been with the MAT for less than 3 years). Additionally, a MAT may be reported for one cohort but not another, if it satisfies the above eligibility criteria for one cohort (e.g. Academic) but doesn’t satisfy the criteria for another cohort (e.g. Applied General).

The examples below show how the inclusion criteria would apply for MATs with various compositions.

Example MAT 1

Table 52: Worked example for inclusion criteria for example MAT 1

Academy name	Years in MAT	16 to 18 Academic cohort results?	16 to 18 Applied general cohort results?
Red Academy	7	Yes	Yes
Blue Academy	4	Yes	Yes
Green Academy	2	Yes	Yes
Yellow Academy	2	Yes	Yes

MAT 1 would not be reported, because while they have four academies, with results for the 16 to 18 cohorts, only two of the academies have been in the MAT for three or more years.

Example MAT 2

Table 53: Worked example for inclusion criteria for example MAT 2

Academy name	Years in MAT	16 to 18 Academic cohort results?	16 to 18 Applied general cohort results?
North Academy	6	Yes	Yes
West Academy	5	Yes	Yes
South Academy	4	Yes	No
East Academy	2	Yes	Yes

MAT 2 would be reported for the academic cohort, because they have three academies, with academic results, that have been in the MAT for three or more years. However, MAT 2 would not be reported for the applied general cohort, as they do not have three academies with applied general results that have been in the MAT for three or more years.

The measures cover state-funded mainstream academies (including academies with sixth forms, 16-19 academies, University Technical Colleges (UTCs) and studio schools) within MATs. Special schools, pupil referral units, alternative provision academies and alternative provision free schools are not included.

Calculating the 16-18 value added (progress) measure at MAT level

We produce the 16-18 value added measure at MAT level, for the Academic and Applied general cohorts.

We calculate 16-18 value added measures at MAT level by aggregating up data for students across the component institutions of a MAT. The 16-18 Value Added measures section of this guidance has more information on how we calculate institution level progress scores, and the aggregation to MAT will work in the same way.

Calculating the attainment measure at MAT level

We will produce the attainment measure (APS per entry) at MAT level, for the Academic and Applied general cohorts.

The Average Point Score per entry for a MAT is based on the weighted average of its individual academies' respective APS per entry scores. Weighting is employed when calculating the average to ensure an academy's contribution to the overall score is proportional to its size. At 16 to 18, size is not determined by the number of pupils but rather the number of entries. This is because pupils may take different numbers of qualifications, and qualifications themselves can have varying size (with larger qualifications counting as larger entry).

The example below shows how this weighting is applied to calculate the measures:

Example MAT 2

Table 54: Worked example for calculating APS at MAT level for example MAT 2

Academy	Years in MAT	Included in calculation?	APS per entry	Total Entries
North Academy	6	Yes	41	80
West Academy	5	Yes	38	90
South Academy	4	Yes	42	100
East Academy	2	No	36	110

We would calculate the APS per entry for MAT 2 in the following way:

$$MAT\ APS\ per\ entry = \frac{41 * 80\ +\ 38 * 90\ +\ 42 * 100\ +\ Not\ Counted}{80 + 90 + 100 + Not\ Counted}$$

Note that 'Not Counted' refers to East Academy, which is 'not counted' because it hasn't been in the MAT for 3 or more years.

Additional information published on the school and college performance measures website

Subject entries information

We will publish a table showing the number of entries into qualifications that count in the attainment performance measures for the 2024 to 2025 academic year.

Apprenticeship reporting

Qualification achievement rates (QARs) for 16 to 18 year old apprenticeships are shown alongside the performance measures detailed in this guidance, on the school and college performance measures website.

This data is currently published in National Achievement Rate Tables, updated annually at the following link:

https://explore-education-statistics.service.gov.uk/find-statistics/apprenticeships-and-traineeships

The QAR shows the proportion of apprenticeships in an institution that were achieved, calculated as the number achieved in an institution divided by the number started for the relevant year. The relevant year is defined as the 'Hybrid End Year', which is the later of the Achievement Year, Expected End Year, Actual End Year or Reporting Year of an apprenticeship. Students who start an apprenticeship but transfer to another qualification within the same institution are excluded from the calculation. Full details of the methodology are available at this link:

https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards

There are two significant differences between the QAR and the other 16 to 18 performance measures reported on the school and college performance measures website. Firstly, QAR reporting is not subject to allocation rules (see section on allocation rules). This means that in the QARs a student could be reported against more than one institution in a given academic year (in this case if they started apprenticeship aims in different institutions). Secondly, the cohort of students in the apprenticeship QAR are academic age 16 to 18 when they started the apprenticeship framework, so unlike other performance table measures could be aged 19+ when they achieved (or did not achieve) the apprenticeship framework.

Data sources

Attainment and retention measures

These are the data sources for the 16 to 18 performance measures for the 2024 to 2025 academic year:

- Student 'on roll' status, for allocation of students to schools: spring school census for 2024/25, 2023/24 and 2022/23. For general guidance on the school census click here: https://www.gov.uk/guidance/school-census
- Student core aim, for allocation of students to colleges: ILR SN10 for 2024/25; ILR SN14 for 2023/24 and 2022/23. For general guidance on ILR click here: https://www.gov.uk/government/collections/individualised-learner-record-ilr
- Students' learning aims, for retention measures: ILR SN14 for 2024/25, 2023/24 and 2022/23.
- Learning Aims from the autumn school census relating to education completed in 2024/25, 2023/24 and 2022/23 academic years for retention measures.
- School census funding relating to education completed in 2024/25, 2023/24 and 2022/23 academic years for retention measures.
- Students' exams in the 16 to 18 phase: awarding organisation data for 2024/25 and previous years.

Destination measures

Students who had previously been recorded as being at the end of 16 to 18 study are matched to a wide range of data sources that contain information about their activity in the following academic year.

Matching takes place at individual level using personal identifiers such as name, date of birth and postcode. Information on the students' activity throughout the following academic year, as recorded across these administrative datasets, is used to determine whether they sustained an education or employment destination, and the specific category they are recorded against.

Many of the datasets used to determine whether a student continued participating in education form part of the National Pupil Database (NPD):

- individualised learner record (ILR) covering English further education (FE) sector colleges, other FE providers and specialist post-16 institutions (SPIs).
- school census (SC) covering state-funded schools in England. This includes state-funded and non-maintained special schools and pupil referral units (PRU) and the alternative provision (AP) census.
- awarding body data for independent schools

- Higher Education Statistics Agency (HESA) data covering United Kingdom higher education institutions and higher education alternative providers

The Longitudinal Educational Outcomes (LEO) dataset extends the national pupil database by linking employment, earnings and benefits data from other government departments to education data at an individual level:

- employment data from HM Revenue and Customs (HMRC) including self-employment
- out-of-work benefit data from the Department for Work and Pensions (DWP)

These sources give reliable information about participation throughout the year and do not rely on self-report or activity at a single point in time. Activity was captured in these sources for 95% of 16 to 18 students in the 2022 to 2023 academic year. We cannot include evidence from sources beyond those listed at this point in time, but will continue to investigate further datasets for future years.

Additional information from the Universities & Colleges Admissions Service (UCAS) showing students having an accepted deferred offer for a UK higher education institution is shown alongside their recorded activity in the year.

Annex A: 16-18 performance measures for 2024 to 2025

The table below shows the performance measures, breakdowns and information that will be published for 2024/25. There are further performance data and measures available as a downloadable data file.

All measures relate to students completing 16-18 study in the 2024 to 2025 academic year, unless otherwise specified.

Headline measures

Cohorts	Measures
Level 3 A level Level 3 Academic Level 3 Applied General Level 3 Tech Level Level 2 Technical Certificate **All students**, and broken down to show **disadvantaged students** only, for each cohort.	**Value added (progress) measure** - how well students did in their 16-18 qualifications compared to other students with similar prior attainment nationally. **Attainment measure** – Average Point Score (APS) per entry, also expressed as an average grade. **Retention measure** – Percentage of students retained to the end of the core aim of their study programme.
Students that have not yet achieved a grade 4 or above in English GCSE or equivalent	**English progress measure –** average grade improvement - comparing students' KS4 grades (or 16-18 grade at a previous provider) with their best 16-18 grade at that provider
Students that have not yet achieved a grade 4 or above in maths GCSE or equivalent	**Maths progress measure –** average grade improvement - comparing students' KS4 grades (or 16-18 grade at a previous provider) with their best 16-18 grade at that provider
All students at all levels (completing 16-18 study in 2022/23)	**Destination measure** – Percentage of students progressing to any sustained education, apprenticeship or employment destination following 16-18 study.

Additional measures

Cohorts	Measures
Level 3 A level	**Best 3 A levels** - Average points and grade across students' best 3 A levels. **AAB or higher, including at least 2 facilitating subjects** – the percentage of students that achieved AAB or higher in their A levels, where their A levels included at least 2 facilitating subjects.
Students who achieved GCSE maths grade 4 or above by the end of key stage 4	**Level 3 maths measure** – the percentage of students who achieved an approved level 3 maths qualification.
Level 3 A level Level 3 Academic Level 3 Applied General Level 3 Tech Level Level 2 Technical Certificate	**Retained and assessed** - the percentage of students who are retained to the end of their course and are assessed.
All students that took a level 3 qualification at 16-18, completing 16-18 study in 2021/22	Percentage of students progressing to sustained higher education or training (level 4+) following level 3 study.

Progression into higher education or training – additional breakdowns

Cohorts	Measures
All students that took a level 3 qualification at 16-18, completing 16-18 study in 2021/22 (**All students**, and broken down to show **disadvantaged students only**)	Percentage of students progressing to Higher apprenticeships Percentage of students progressing to degrees Percentage of students progressing to degrees at top third higher education institutions Percentage of students progressing to other study at level 4 or 5
Students that took academic and applied general level 3 qualifications at 16-18, completing study in 2021/22 Students that took technical qualifications at 16-18, completing study in 2021/22 Students that took qualifications that do not count towards attainment performance measures, completing study in 2021/22	Percentage of students progressing to higher education and training (level 4)

Subjects entered

Cohorts	Measures
All students included in the attainment measure cohorts	A list of the subjects and qualifications entered by students completing 16-18 study. The list only includes qualifications that count towards the attainment measures. The number of students entering exams in each subject/qualification.

Apprenticeships

Cohorts	Measures
Level 3 Apprenticeships Level 2 Apprenticeships	Qualification Achievement Rates (QARs)

MAT-level measures

Level 3 Academic Level 3 Applied General (**All students**, and broken down to show **disadvantaged students** only)	**Value added (progress) measure** - how well students did in their 16-18 qualifications compared to other students with similar prior attainment nationally. **Attainment measure** - Average Point Score (APS) per entry, also expressed as an average grade

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