

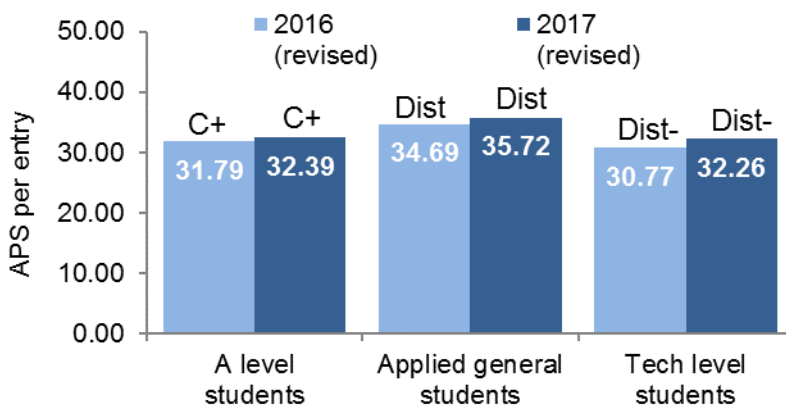


SFR 03/2018, 25 January 2018

## Changes to this SFR

Following the introduction of a new 16-18 school and college accountability system in 2016, which introduced new headline measures and changes to the methodology for calculating 16-18 results, there are further additions in 2017. This publication provides an update on the [provisional statistics](#) published in October 2017, and also includes 16-18 performance measures broken down by students' disadvantaged status at the end of key stage 4 for the first time. More detail can be found in section 2.

## Level 3 attainment increased for students at the end of 16-18 study



The average point score (APS) per entry increased for A level, applied general and tech level students, compared to equivalent 2016 revised data. The APS per entry expressed as a grade remained stable for all cohorts.

Performance measures across qualifications types should not be directly compared due to differences in entry patterns and grading structures between qualification types.

Dist: Distinction

## English and maths average progress increased for students still working towards qualifications below level 3 compared to 2016

The English and maths progress measure looks at attainment in these subjects at the end of 16-18 study, compared to attainment at the end of key stage 4 (KS4), for students who did not achieve A\*-C. In 2017, average progress is close to zero for students still studying GCSE or stepping stone qualifications. This means on average a student's point score is the same or slightly lower at the end of 16-18 studies than at the end of KS4.

	Average progress	
	English	Maths
2016 (revised)	-0.10	-0.13
2017 (revised)	-0.02	0.00

## Approximately 5% of institutions fall below the academic and applied general minimum standards

Of the total number of 16 to 18 providers assessed, 4.9% and 5.2% had value added progress scores that fell below the minimum standards set by the department for level 3 academic and applied general qualifications respectively, meaning these providers are seen as underperforming when compared nationally against other providers. There is wide variation at regional level.



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## Note on revised results

The revised statistics in this release provide an update to the provisional figures published in October 2017 in SFR 59/2017. The revised figures incorporate the small proportion of amendments that awarding organisations, schools or colleges and local authorities submitted to the department after August 2017. A number of figures have changed between the two releases; this is expected and occurs every year.

Between provisional and revised SFRs it is usual for student numbers to decrease, mainly due to the removal of students who should not be included. In 2017 the number of level 3 students decreased by 3.8% between the provisional and revised figures. In contrast, performance measures tend to improve but generally changes are not substantial and where relevant these will be highlighted in the revised SFR. These changes are due to the combined effect of removals of students who should not be included and the outcomes of enquiries about results and the submission of late results by awarding organisations. This publication compares revised results for 2017 to revised results from 2016 to take account of the normal change in results between provisional and revised data.

## Note on comparisons over time

Due to government policy reforms and methodological changes to the 16-18 performance measures in 2016, it is not possible to directly compare all results since 2016 to those published in the previous SFR series 'A level and other level 3 results', covering 2015 and earlier.

## In this publication

The following files are published alongside the SFR text:

- National tables (excel .xlsx)
- English and maths tables (excel .xlsx)
- School and college location tables (excel .xlsx)
- Exam and student level CSVs (CSV .csv)
- Local authority tables (excel .xlsx)
- Maths and sciences tables (excel .xlsx)
- Minimum standards tables (excel .xlsx)
- Local authority maps (pdf)

A full list of the tables and CSVs included in these files is shown in section 7 of the SFR.

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

## Feedback

We welcome feedback on any aspect of this document at [Attainment.STATISTICS@education.gov.uk](mailto:Attainment.STATISTICS@education.gov.uk)

# 1. Introduction

The 16-18 school and college performance headline measures changed in 2016, as a result of previously announced government reforms to the way schools and colleges are held to account for their performance. The headline measures from 2016 are: attainment; progress; English and maths (for those who did not achieve A\*-C at key stage 4); retention; and destinations<sup>1</sup>. The [provisional Statistical First Release](#) published data on the attainment, and English and maths measures. This revised SFR provides updates to these measures as well as publishing the level 3 value added progress measure. The retention measure and additional progress measure (completion and attainment) will be published as additional text and tables to this SFR in March 2018.

There are four main sections to this release:

- 1) 16-18 attainment
- 2) Level 3 value added progress and minimum standards
- 3) English and maths progress
- 4) Exam results for 2016/17

This SFR is part of a wider group of departmental publications on 16-18 accountability measures, which includes the 16-18 [school and college performance tables](#) and the student [destinations](#) SFRs. The 16-18 schools and college performance measures cover full time students aged 16-18 and at the end of their 16-18 study. The qualification achievement rates for apprenticeship, education and training can be found in the [national achievement rate tables](#). You can find further links to relevant publications in section 8.

## 2. Changes since last year

Tech certificates and other level 2 vocational qualifications studied by 16-18 year olds were published for the first time as headline measures in the [provisional SFR](#). In addition, breakdowns of the headline measures by disadvantage are published for the first time in this revised SFR. This applies students' disadvantage status at the end of key stage 4 to each headline measure to illustrate differences between how well disadvantaged students in a school or college perform compared to non-disadvantaged students nationally.

Other new measures will be published in the additional release in March 2018. More details can be found in the department's [statement of intent for performance tables](#) and the quality and methodology document published alongside this SFR.

### Disadvantage status

Students' disadvantage status at the end of key stage 4 are used for 16-18 performance measures. Students are defined as disadvantaged<sup>2</sup> if they are known to have been eligible for free school meals at some point during the time period between year 6 and year 11, if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care by the end of key stage 4. There are some students whose disadvantaged status cannot be determined at the end of key stage 4, for example, students who did not complete their secondary education in England. Characteristics data from key stage 4 is used because the department does not collect this data from all providers at 16-18.

Since 2013 Universal Credit (UC) has been gradually rolling out nationwide replacing a number of income-related benefits, some of which provided families with entitlement to free school meals. The 16-18 performance measures use the disadvantaged status at the end of key stage 4, therefore, the impact of Universal Credit on 2017 results is quite limited, but may increase in future years. A [consultation](#) which invites views on proposed approach to the eligibility for free school meals and the early years pupil premium under Universal Credit was closed in January 2018; the response will be published later this year.

<sup>1</sup> Data on destinations measures is published at the following link: <https://www.gov.uk/government/collections/statistics-destinations>

<sup>2</sup> Students who were in independent schools at the end of key stage 4 are included as non-disadvantaged student in 16-18.

A lower proportion of disadvantaged students participated in full-time 16-18 study after key stage 4 than other students. For students who were at the end of key stage 4 in state-funded mainstream schools in 2014/15, 88% of disadvantaged pupils were recorded in a sustained destination<sup>3</sup>, with 83% in a sustained education destination, compared with 96% of all other pupils in a sustained destination, and 93% in a sustained education destination. Disadvantaged pupils were slightly more likely to enter an employment and/or training destination (5%) after key stage 4 compared to all other pupils (3%).

### 3. 16-18 attainment

This section covers attainment for A level, academic, applied general, tech level, and level 2 vocational students who finished 16-18 study in 2016/17. This shows how well students performed across the whole of their 16-18 studies, according to the type of qualifications they entered.

Students are included in attainment measures if they:

- completed their studies at the end of the reporting academic year **or** are 18 at the start of the reporting year and have not been reported in the performance tables at their current allocated provider
- and**
- entered for at least one qualification in one or more of the qualification types listed below during their 16-18 studies

From 2016, the size for level 3 qualifications must be equivalent to at least 0.5 A levels<sup>4</sup> (except for the extended project which is equivalent to 0.3 A levels). Results are reported separately for six cohorts of students depending on the types of qualifications taken: A level, academic, applied general, tech level, level 2 vocational and tech certificates.

**A level:** A/AS levels, applied single A/AS levels, applied double A/AS levels or combined A/AS level.

**Academic qualifications:** includes qualifications in the A level group, as well as Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Maths, Extended Project (Diploma) qualifications and Core Maths at level 3.

**Applied general:** Applied general qualifications are rigorous level 3 qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning.

**Tech level qualifications:** Tech levels are rigorous level 3 technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus that want to specialise in a specific industry or prepare for a particular job.

**Tech certificate qualifications:** Tech certificates are rigorous intermediate (level 2) technical qualifications recognised by employers. They are for students aged 16 plus that wish to specialise in a specific industry or prepare for a particular job.

**Level 2 vocational qualifications:** In 2017 and 2018, vocational level 2 qualifications that are at least equivalent in size to 2 GCSEs, will be recognised in the 16-18 performance tables. However, from 2019 we will only include those students studying tech certificates that are on the tech certificates list for that year.

The list of applied general, tech level and tech certificate qualifications that will count in the 2017 performance tables can be found here: [vocational qualifications for 14 to 19 year olds](#).

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<sup>3</sup> To be included as having a sustained destination, young people have to be recorded as having participation throughout the 6 months from October to March 2014/15. This means attending for all of the first two terms of the academic year at one or more education provider; spending 5 of the 6 months in employment or a combination of the two. For more information, please refer to statistical releases on the [destinations of key stage 4 and key stage 5 pupils](#).

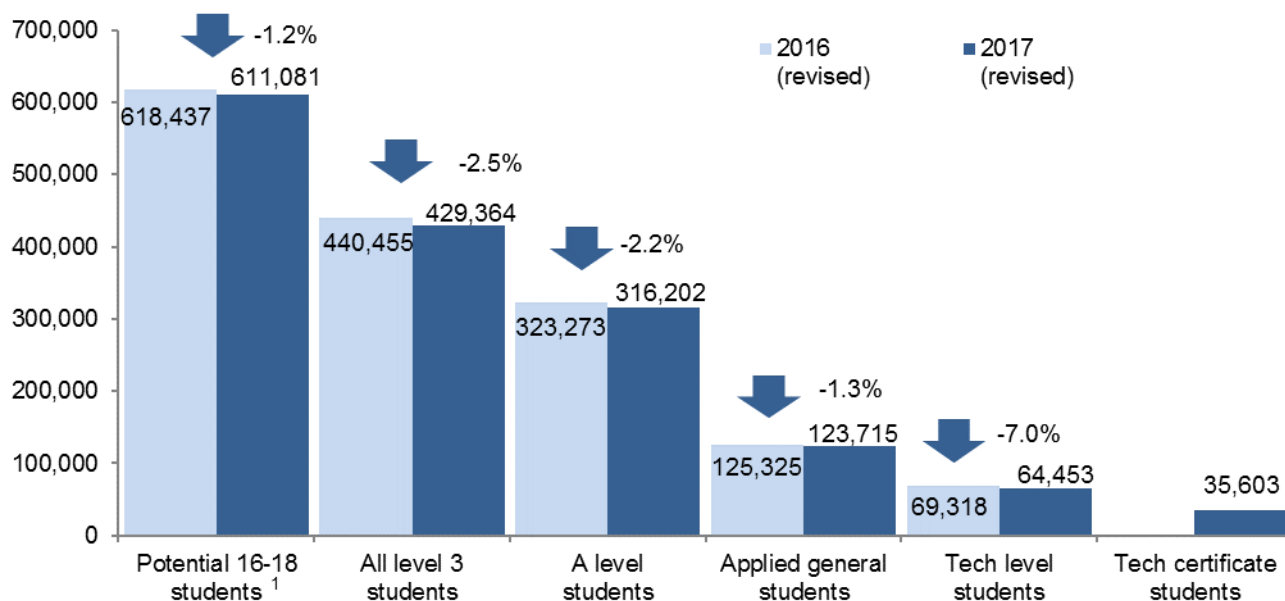
<sup>4</sup> The size of an A level is equivalent to between 325 hours and 414 guided learning hours. More information about how GCSE size equivalence and GCE A level size equivalence can be found at: <https://www.gov.uk/government/publications/performance-points-a-practical-guide-to-key-stage-4-and-5-points>

Since similar trends are seen in the results for A level and academic students (over 98% of academic students took A levels in 2017), information for academic students is not shown here. Data for academic students can be found in tables 1a and b in the tables accompanying this document.

## 16-18 participation

In 2017 (the 2016/17 academic year), there were 429,364 students who completed their 16-18 studies and entered at least one eligible level 3 qualification, down by 2.5% compared to 2016 revised data. In contrast the potential number of 16-18 students (those who completed key stage 4 two years previously) has decreased by 1.2% compared to 2016. The fall in level 3 students is mainly driven by a decrease in AS level entries as result of A level reform; and a fall in participation in tech level qualifications by male students (Fig. 2)

**Figure 1: 16-18 students by cohort** (Table 1)  
England, 2016 to 2017



Source: 16-18 attainment data

1. The potential 16-18 students are those who completed key stage 4 two years previously.

The number of A level students decreased by 2.2% compared to 2016, which is again more than the decrease to the potential 16-18 cohort. The fall in A level students may be explained by the decrease in AS level entries as result of A level reforms since September 2015. This is because students entering AS levels only are included in the A level cohort. The decrease in the number of students taking primarily A level qualifications is 1.6% since 2016, as measured using the number of students included in the 'best 3' A levels measure; this suggests that the decrease is primarily due to the fall in students taking AS levels only.

The number of applied general students decreased by 1.3%. This is different from that shown in the provisional release, where the number of applied general students was shown to have increased slightly compared to equivalent provisional figures from 2016. In the revised data, following student removals, the number of male students decreased by 2.3%, while the number of female students remained relatively stable.

The number of tech level students decreased by 7.0% compared to 2016. This is mainly driven by a decrease in participation by male students (Fig. 2)

**Figure 2: Number of students by gender (Table 1)**  
England, 2017

	Potential 16-18 students		All level 3 students		A level students		Applied general students		Tech level students		Tech certificate students	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2016 (revised)	301,214	317,223	229,738	210,717	175,564	147,709	62,736	62,589	28,968	40,350	-	-
2017 (revised)	297,765	313,316	225,752	203,612	171,468	144,734	62,571	61,144	28,385	36,068	14,973	20,630
Change (%)	-1.1	-1.2	-1.7	-3.4	-2.3	-2.0	-0.3	-2.3	-2.0	-10.6	-	-

Source: 16-18 attainment data

More female students participate in level 3 study than males. In 2017, 52.6% of level 3 students were female, compared to 48.7% in the potential 16-18 cohort. The proportion of all level 3 students who are female has increased by 0.4 percentage points to 52.6% compared to 52.2% in 2016.

There continues to be more female than male A level students. In 2017, 54.2% of A level students were females and 45.8% are male students, a pattern which remains stable compared to last year.

In 2017, around half of applied general students are female which is the same pattern as seen in 2016. There continues to be more male tech level students than females, but the proportion of tech level students who were male decreased by 2.2 percentage points compared to 2016 from 58.2% to 56.0%.

The majority of tech certificate students are male. In 2017, 57.9% of tech certificate students were male, compared to 42.1% for female students.

**Figure 3: Proportion of students by gender (Table 1)**  
England, 2017

	Potential 16-18 students		All level 3 students		A level students		Applied general students		Tech level students		Tech certificate students	
	%Female	%Male	%Female	%Male	%Female	%Male	%Female	%Male	%Female	%Male	%Female	%Male
2016 (revised)	48.7	51.3	52.2	47.8	54.3	45.7	50.1	49.9	41.8	58.2	-	-
2017 (revised)	48.7	51.3	52.6	47.4	54.2	45.8	50.6	49.4	44.0	56.0	42.1	57.9
Change (Percentage points)	0.0	0.0	0.4	-0.4	-0.1	0.1	0.5	-0.5	2.2	-2.2	-	-

Source: 16-18 attainment data

Students can take different combinations of qualifications during 16-18 study. Most academic and tech level students take one type of qualification only, and do not combine them with another type of qualification. In 2017, 58.2% of all level 3 students entered academic qualifications only, compared to 16.7% who also entered applied general and/or tech levels. The proportion of level 3 students who took only academic qualifications increased by 0.3 percentage points compared to 2016, while those who took both academic and applied general qualifications dropped by 0.3 percentage points.

Of all level 3 students, 9.7% entered tech level qualifications only, with 5.3% of the total cohort entering tech levels combined with academic and/or applied general qualifications. The proportion of level 3 students who only took tech levels dropped by 1.0 percentage points, while those who took tech levels and academic qualifications increased by 0.3 percentage points.

**Figure 4. Proportion of level 3 students by qualification type**

	Single pathway			Mixed qualification types			
	Academic qualifications only	Applied general only	Tech level only	Academic qualifications and applied generals	Academic qualifications and tech levels	Applied generals and tech levels	Academic qualifications, applied generals and tech levels
2016 (revised)	57.9	13.8	10.7	12.6	3.0	0.9	1.1
2017 (revised)	58.2	14.5	9.7	12.3	3.3	1.0	1.1
Change (percentage points)	0.3	0.7	-1.0	-0.3	0.3	0.0	0.0

Source: 16-18 attainment data

In contrast, around half of students who entered applied general qualifications also entered academic qualifications and/or tech levels. In 2017, 14.5% of all level 3 students entered applied general only, compared to 14.3% who entered applied general qualifications combined with academic qualifications and/or tech levels. The proportion of level 3 students who took only applied general qualifications increased by 0.7 percentage points compared to 2016, while those who took applied general as well as academic qualifications dropped by 0.3 percentage points.

### A level maths and science participation

Overall, A level maths and science participation increased for all subjects compared to 2016. Participation also increased for both male and females compared to 2016. Male students made higher increases in participation in maths, further maths, physics and computer science, while female students had a higher increase in participation in biology and chemistry.

A higher percentage of male students entered maths and science subjects than females, except in biology. This is the same pattern as previous years. In 2017, the gender gap in chemistry narrowed by 0.5 percentage points compared to 2016.

**Figure 5: Percentage of A level students entering for maths and science A levels by gender** (Table 11b) England, 2016 and 2017

	Females		Males		All	
	2016 (revised)	2017 (revised)	2016 (revised)	2017 (revised)	2016 (revised)	2017 (revised)
Maths	17.0	18.1	31.8	33.0	23.8	24.9
Further maths	2.2	2.3	6.7	7.1	4.2	4.5
Biology	18.0	18.6	13.5	13.5	16.0	16.3
Chemistry	12.3	13.0	14.7	14.9	13.4	13.9
Physics	3.7	3.8	15.9	16.9	9.3	9.8
Computer Science	0.3	0.4	3.3	4.5	1.7	2.3

Source: 16-18 attainment data

## Participation in vocational qualifications by subject area

This section shows the participation in applied general, tech level and tech certificate qualifications by broad subject area, for students who completed their 16-18 study in 2017. The full information about participation in vocational qualifications by detailed subject area can be found in the accompanying SFR CSV files. It is important to note that each subject area has different numbers of available qualifications.

In 2017, the top 3 most popular subject areas for applied general students are business, administration, finance and law; leisure, travel and tourism; and arts, media and publishing, the same pattern as 2016. The top 3 most popular subjects for tech level students are arts, media and publishing; engineering and manufacturing technologies; and information and communication technology (ICT) which are also the same as 2016.

The most popular subjects for tech certificate students are retail and commercial enterprise; construction, planning and the built environment; and engineering and manufacturing technologies.

**Figure 6: Participation by subject area in applied general, tech level qualifications** (Vocational student participation by subject CSV) England, 2017

Ofqual sector subject area	Applied general		Tech level		Tech certificate	
	Number of qualifications available	% Applied general students	Number of qualifications available	% Tech level students	Number of qualifications available	% Tech certificate students
Health, Public Services and Care	9	17.5	18	6.1	9	3.3
Science and Mathematics	8	13.6	.	.	.	.
Agriculture, Horticulture and Animal Care	4	0.1	70	9.9	32	12.3
Engineering and Manufacturing Technologies	3	0.4	59	16.9	25	12.4
Construction, Planning and the Built Environment	3	0.0	33	5.0	33	24.1
Information and Communication Technology (ICT)	5	12.5	14	13.9	5	10.0
Retail and Commercial Enterprise	3	0.1	40	4.1	33	25.7
Leisure, Travel and Tourism	21	22.5	14	8.6	7	4.4
Arts, Media and Publishing	29	20.0	30	29.6	6	2.8
Social Sciences	1	0.3	.	.	.	.
Preparation for Life and Work	1	0.1	.	.	.	.
Business, Administration, Finance and Law	20	26.7	6	7.0	12	6.2
All subjects	107	100.0	284	100.0	162	100.0

Source: 16-18 attainment data

. indicates not applicable

### Level 3 attainment

The level 3 attainment measures show the results that students achieved by the end of advanced level study. They take into account results achieved in all level 3 qualifications recognised in the 2017 performance tables and during all years of 16-18 study.

The headline attainment measures for level 3 qualifications are the average point score (APS) per entry and APS per entry expressed as a grade. APS per entry measures are reported separately for cohorts of level 3 students depending on the types of qualifications taken: A level, academic, applied general, tech level. It is calculated by dividing the total point score by the total size of entries. APS per entry gives an indication of the average result achieved per qualification taken and provides a comparison of achievement over time, regardless of the volume of qualifications taken.

We also report further attainment measures for A level students such as the 'best 3' measure (which looks at average attainment across a student's best 3 A levels), the percentage of students achieving 3 A\*-A grades, and measures on the percentage of students achieving grades AAB or better. The performance measures for A level students apply to different subsets of students, depending on the coverage of the measure. The summary below sets out the students we include in each of the measures.



**APS per entry:** includes students who have entered for at least 1 qualification equivalent to at least 0.5 A levels in each of A level, academic, applied general or tech levels.

**‘Best 3’ measure, percentage achieving 3 A\*-A and percentage achieving AAB or better:** includes students taking primarily A level qualifications. We identify these students using the following criteria: (a) students need to have entered for one or more full size A levels (including A levels or applied levels, not including AS levels, applied AS levels, general studies or critical thinking) and (b) if students have entered for less than three full size A levels, then they are only included in the measure if the total size of entries in other academic, applied general or tech level qualifications is less than the size of an A level.

**Percentage achieving AAB or better (of which at least two are in facilitating subjects):** includes students taking primarily A level qualifications, as set out above. However in addition, it also excludes those students who have entered only applied A levels or applied AS levels.

### Average point score per entry

In 2017, the APS per entry for A levels, expressed as a grade, remained stable at C+, compared to 2016. The underlying point score increased to 32.39 in 2017, from 31.79 in 2016.

The APS per entry for applied general and tech level students also increased compared to 2016. The APS per entry, expressed as a grade, remained stable at Distinction and Distinction- respectively, compared to 2016.

Performance measures across A level, tech level and applied general qualifications should not be compared due to differences in entry patterns and differences in grading structures between qualification types.

**Figure 7: APS per entry by level 3 cohort** (Table 1a)  
England, 2016 and 2017

	A level students			Applied general students			Tech level students		
	Number of students	APS per entry	grade	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
2016 (revised)	323,273	31.79	C+	125,325	34.69	Dist	69,318	30.77	Dist-
2017 (revised)	316,202	32.39	C+	123,715	35.72	Dist	64,453	32.26	Dist-

Source: 16-18 attainment data

Dist: Distinction

### Additional measures for A level students

Attainment for those taking A levels or applied A levels only (see definitions above) increased slightly compared to 2016. The proportion of students who achieved 3 A\*-A or better and AAB or better remained stable, at 13.4% and 22.4% respectively, compared to 13.2% and 22.1% in 2016. The APS per entry in students’ best 3 A levels increased from 34.97 in 2016 to 35.12.

When we exclude those taking applied A levels from this group, there are 220,936 students, 17.0% of whom achieved AAB or better (of which at least two are in facilitating subjects). This is stable compared to 2016.

Facilitating subjects are identified by the Russell Group of universities as: maths and further maths; English (literature); physics; biology; chemistry; geography; history; languages (modern and classical). A full list of qualification numbers for facilitating subjects can be found in the [technical guide](#).

**Figure 8: A level attainment** (Table 1a)  
England, 2016 and 2017

	All A level students		Students <sup>1</sup> entered for one or more A levels or applied A levels				Students <sup>1</sup> entered for one or more A levels	
	Number of students	APS per entry (grade)	Number of students	APS per entry in best 3 A levels (grade)	% achieving 3 A*-A grades or better	% achieving grades AAB or better	Number of students	% achieving grades AAB or better, of which at least two are in facilitating subjects
2016 (revised)	323,273	31.79 (C+)	225,732	34.97 (C+)	13.2	22.1	224,100	17.0
2017 (revised)	316,202	32.39 (C+)	222,084	35.12 (B-)	13.4	22.4	220,963	17.0

Source: 16-18 attainment data

1. Excluding students taking A levels as part of a mixed programme

## Attainment by gender

Overall female students achieved a higher APS per entry in A levels, but a higher proportion of male students achieved top grades. This is the same pattern as previous years.

A higher proportion of female students entered A levels or applied A levels (72.6%) than male students (67.4%). Female students achieved higher grades for the best 3 measure (B-) compared to male students (C+). However, a higher proportion of male students achieved 3 A\*-A grades or better (14.9%) and AAB grades or better (23.3%) compared to females, at 12.2% and 21.7% respectively. The gender gap in the proportion of students who achieved at least 3 A\*-A has increased to 2.7 percentage points in 2017, compared to 1.9 percentage points in 2016. Similarly, the gender gap in the proportion of students who achieved AAB grades or better also widened from 0.9 percentage points in 2016 to 1.6 percentage points in 2017.

Similarly, more female students entered one or more A levels (72.2%) compared to male students (67.1%), but a higher proportion of male students (19.3%) achieved AAB grades or better, at least two of which are in facilitating subjects, than female students (15.1%). The gender gap in this measure has increased to 4.2 percentage points in 2017, compared to 3.8 percentage points in 2016.

**Figure 9: A level cohort attainment by gender, 2017** (Table 1a)  
England, 2017

	All A level students		Students <sup>1</sup> entered for one or more A levels or applied A levels				Students <sup>1</sup> entered for one or more A levels			
	Number of students	APS per entry	Number of students	% A level cohort	APS per entry in best 3 A levels (grade)	% achieving 3 A*-A grades or better	% achieving grades AAB or better	Number of students	% A level cohort	% achieving grades AAB or better, of which at least two are in facilitating subjects
Female	171,468	33.12 (C+)	124,543	72.6	35.50 (B-)	12.2	21.7	123,789	72.2	15.1
Male	144,734	31.49 (C)	97,541	67.4	34.63 (C+)	14.9	23.3	97,174	67.1	19.3

Source: 16-18 attainment data

1. Excluding students taking A levels as part of a mixed programme

Female students achieved a higher APS per entry for both applied general and tech levels, though the gap was smaller for tech levels. For applied general qualifications, male students achieved Distinction on average in 2017 compared to Distinction- on average in 2016.

**Figure 10: Attainment by gender for applied general and tech level students** (Table 1a)  
England, 2017

	Applied general students			Tech level students		
	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
Female	62,571	37.68	Dist+	28,385	32.84	Dist-
Male	61,144	33.62	Dist	36,068	31.82	Dist-

Source: 16-18 attainment data

### Attainment by disadvantaged status

A high proportion of students who entered applied general and tech level qualifications were disadvantaged, compared to students who entered A levels. In 2017, 24.6% of applied general students and 23.7% of tech level students in state-funded institutions were reported as disadvantaged at the end of key stage 4, compared to 15.4% for A level students.

Attainment is lower for disadvantaged pupils compared to non-disadvantaged students across all qualification types. The average grade for A levels was C- for disadvantaged students, and C+ for non-disadvantaged students. For applied general and tech level qualifications, the average grades were the same for disadvantaged and non-disadvantaged students (Dist and Dist- respectively), however, the average point scores per entry are lower for disadvantaged students than non-disadvantaged students.

**Figure 11. Attainment by disadvantaged status for level 3 students** (student characteristics CSV)  
England, 2017

	A level students			Applied general students			Tech level students		
	Number of students	APS per entry	grade	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
Disadvantaged students	43,018	27.06	C-	30,103	33.83	Dist	15,252	30.92	Dist-
Non-disadvantaged students	231,764	31.78	C+	90,111	36.35	Dist	48,042	32.65	Dist-
Unknown status	4,115	32.08	C+	2,068	34.26	Dist	950	32.52	Dist-
<b>All State-funded students<sup>1</sup></b>	<b>278,897</b>	<b>31.13</b>	<b>C</b>	<b>122,282</b>	<b>35.69</b>	<b>Dist</b>	<b>64,244</b>	<b>32.25</b>	<b>Dist-</b>

Source: 16-18 attainment data

1. Include students who were reported as disadvantaged, non-disadvantaged students, and for whom disadvantaged status cannot be determined at the end of key stage 4.

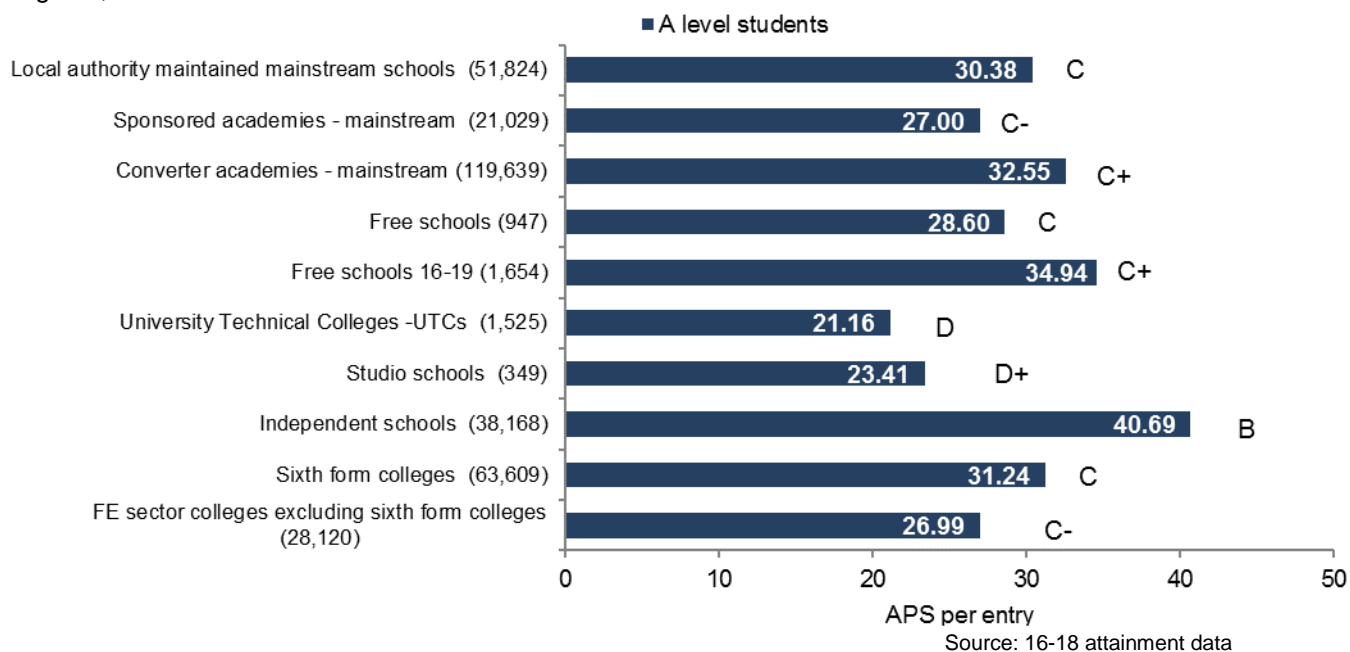
## Attainment by type of institution

Independent schools have the highest A level APS compared to other institution types, a similar pattern to previous years. University technical colleges and studio schools have the lowest APS per A level entry (although it should be noted that their cohorts are still relatively small at 1,525 and 349 students respectively).

Care should also be taken when comparing across institution types due to significant differences in cohort sizes and number of schools. For example, in 2017 there were 349 A level students in studio schools compared to 119,639 students in converter academies, and 16 free schools (16-19) with students at the end of level 3 study, compared to 1,043 converter academies.

It is important to note that prior attainment at key stage 4 is not taken into account in these figures. The ability of the student intake may vary significantly across institution types and therefore have an impact on the patterns seen in the results. For example, sponsored academies may have lower prior attainment due to their background as typically underperforming schools that are taken over by a sponsor.

**Figure 12: Average point score per entry for A level students by institution type<sup>1</sup> (Table 1a)**  
England, 2017

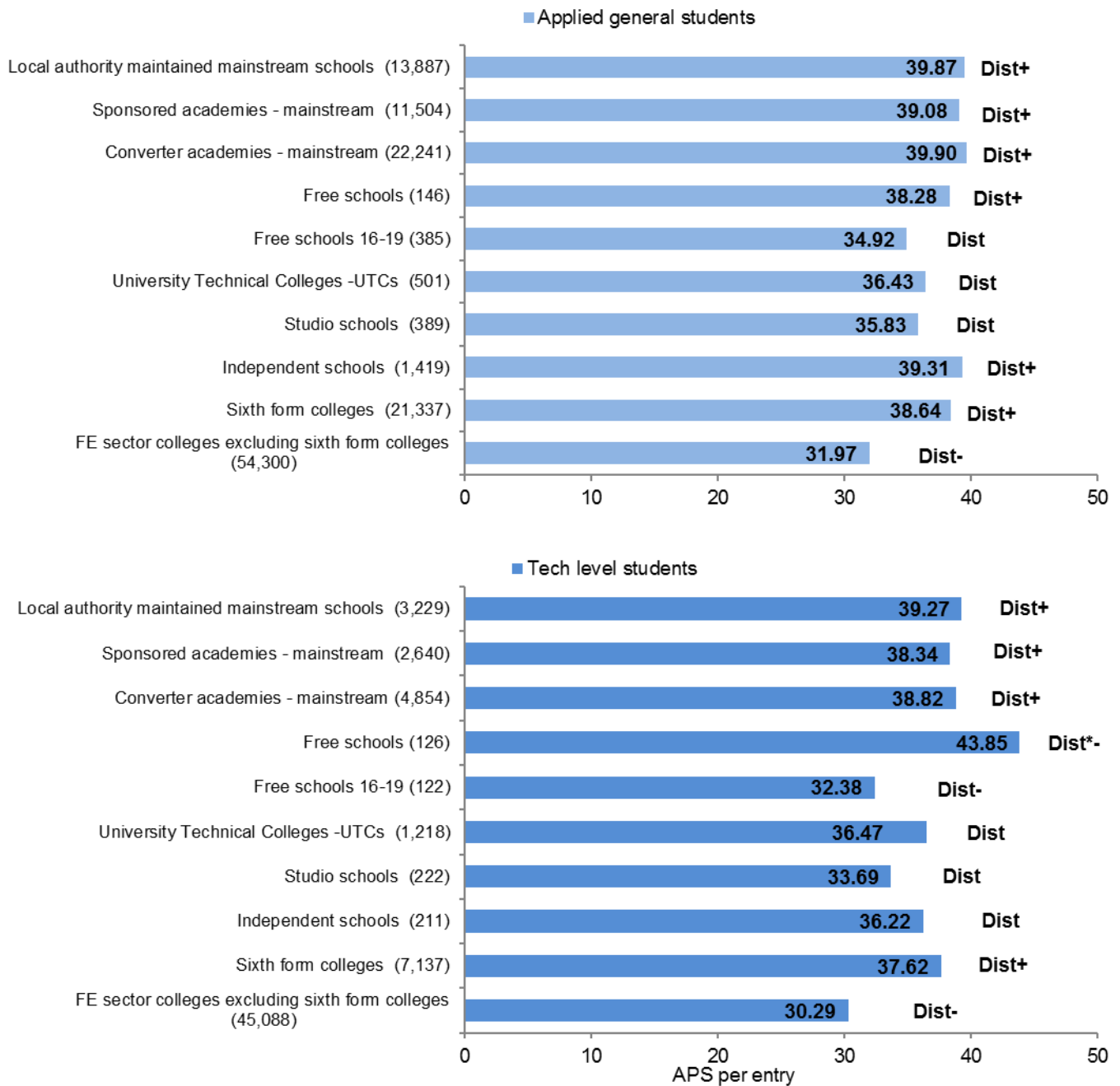


1. Cohort size shown in brackets

Of tech level students, 70.0% are in FE sector colleges, excluding sixth form colleges. In contrast, applied general students are spread more widely across FE sector colleges (excluding sixth form colleges) (43.9%), converter academies (18.0%) and sixth form colleges (17.2%).

Converter academies have the highest APS per entry for applied general students compared to other institution types. Free schools have the highest APS per entry for tech level students. The FE sector colleges, excluding sixth form colleges, have the lowest APS per entry for both applied general and tech level students.

**Figure 13: APS per entry<sup>1</sup> for applied general and tech level students by institution type (Table 1a)**  
 England, 2017



Source: 16-18 attainment data

1. Dist: distinction

## Attainment by local authority and region

Maps showing the APS per entry by local authority (LA) for A level, applied general and tech level students are published alongside the SFR. There are considerable differences in the number of students in each cohort by local authority, partly as a result of the size of the authority and the number of schools and colleges offering 16-18 education. Care should therefore be taken when comparing attainment at LA level.

At regional level, the South East has the highest number of A level students in state-funded institutions (18.1% of all state-funded students), while the North East has the smallest number of students (4.3% of all state-funded students). This is primarily driven by population size rather than participation in level 3 study. The highest performing region for A level students is the South East, while the lowest performing region is the East Midlands. In contrast, the North West and the North East are the highest performing region in tech level and applied general respectively, while the East Midlands and Inner London are the lowest performing region for tech level and applied general student respectively.

At local authority level, the average point score (APS) per A level entry lies between a grade C- and C+ for over 90% of LAs. The highest performing local authorities are located in the Outer London and South East, a pattern that has remained the same as 2016, with Reading, Sutton, and Buckinghamshire the top performing (with APS per entry of 37.98, 37.89, and 36.86 respectively). The poorest performing local authorities are in the North West and Inner London (Knowsley, Islington and Salford with 23.86, 24.44 and 25.42 respectively).

For applied general students, the highest performing local authorities were in the North East and Inner London (North Tyneside, Redcar and Cleveland and Southwark with APS per entry of 42.38, 42.32 and 41.73 respectively). Within Inner London, there is a large amount of variation in performance, with some of the poorest performing local authorities also located there and the North West (Knowsley, Camden, and Hammersmith and Fulham with 29.18, 29.19 and 29.95 respectively). For tech level students, like A level students, the highest performing local authorities are in the South East, Outer London and Inner London (Reading, Bexley and Southwark where APS per entry are 42.36, 41.01 and 39.62 respectively). The poorest performing local authorities are in the North West, East Midlands, and North East (Knowsley, Derbyshire, and South Tyneside with 26.00, 26.00 and 26.24 respectively).

## Level 3 maths measure

The new level 3 maths measure reports on students at the end of 16-18 study who achieved an A\*-C grade in GCSE maths (or equivalent) by the end of key stage 4 and go on to achieve an approved<sup>5</sup> level 3 maths qualification during 16-18 studies. Students who achieve grades A\*-C in GCSE maths or an equivalent qualification, and are included in either the level 2 or level 3 headline attainment cohorts, are in scope for the measure. Students are not included in the measure if they reach the A\*-C standard during post-16 study, rather than by the end of key stage 4. Those students who had already achieved an approved level 3 maths qualification by the end of key stage 4, but do not achieve another approved level 3 maths qualification during 16-18 study are excluded from the measure.

## Attainment in level 3 maths

In 2017, 391,266 students were in scope for the measure, and 24.2% of those achieved an approved level 3 maths qualification during 16-18 study. As this is a new measure for 2017, it is not possible to make comparisons over time.

More female students were in scope of for the measure than male, 198,078 compared to 193,188, respectively. A higher proportion of male students (28.7%) achieved an approved level 3 maths qualification than female (19.8%); this reflects the fact that a higher proportion of male students enter maths than female students, rather than significantly different patterns of attainment between males and females.

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<sup>5</sup> Approved qualifications will be those that count in the TechBacc, to see a full list of these qualification please see annex J in the [16-19 technical guidance](#).

**Figure 14: Level 3 maths cohort attainment by gender** (Table 1d)  
England, 2017

	Students at end of 16-18 studies	
	Number who achieved grades A*-C or equivalent in GCSE maths/other maths qualifications by the end of key stage 4	Percentage who achieved an approved level 3 maths qualification
Male	193,188	28.7
Female	198,078	19.8
<b>Total</b>	<b>391,266</b>	<b>24.2</b>

Source: 16-18 attainment data

## Level 2 attainment for vocational students

Attainment in tech certificates and all eligible level 2 vocational qualifications will be published in performance tables in 2017 for the first time. From 2019, only tech certificates will be recognised in the 16-18 performance tables. In order to give time for institutions to transition towards these qualifications a broader range of qualifications will also be reported in 2017 and 2018 tables. These include all level 2 vocational qualifications of size equivalent to at least two GCSEs (minimum 145 guided learning hours).

The list of tech certificate qualifications that will count in the 2017 performance tables can be found here: [vocational qualifications for 14 to 19 year olds](#).

## Attainment for level 2 vocational and tech certificate students

The APS per entry are 5.69 and 5.75 for level 2 vocational students and tech certificate students respectively. The performance points developed for the vocational qualifications at level 2 are on a different scale to those for qualifications at level 3, so level 2 and level 3 measures cannot be compared directly.

Female students achieved a higher APS per entry for both level 2 vocational and tech certificate students.

**Figure 15: Average point score per entry for level 2 vocational and tech certificate students** (Table 1b)  
England, 2017

	Level 2 vocational students			Tech certificate students		
	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
Female	39,741	5.79	L2Merit-	14,973	5.93	L2Merit
Male	47,823	5.62	L2Merit-	20,630	5.63	L2Merit-
All	87,564	5.69	L2Merit-	35,603	5.75	L2Merit-

Source: 16-18 attainment data

## Attainment by disadvantaged status

A higher proportion of level 2 vocational students were disadvantaged compared to level 3 students. In 2017, 32.8% of level 2 vocational students were disadvantaged at the end of key stage 4, compared to 23.7% for tech level students and 24.6% for applied general students.

Similar to level 3 attainment, level 2 attainment is lower for disadvantaged students compared to non-disadvantaged students in 2017.

**Figure 16: Attainment by disadvantaged status for level 2 vocational and tech certificate students** (student characteristics CSV)  
England, 2017

	Level 2 vocational students			Tech certificate students		
	Number of students	APS per entry	grade	Number of students	APS per entry	grade
Disadvantaged students	28,613	5.62	L2Merit-	11,470	5.72	L2Merit-
Non-disadvantaged students	56,080	5.72	L2Merit-	23,350	5.77	L2Merit-
Unknown status	2,526	5.80	L2Merit-	759	5.75	L2Merit-
<b>All State-funded students<sup>1</sup></b>	<b>87,219</b>	<b>5.69</b>	<b>L2Merit-</b>	<b>35,579</b>	<b>5.75</b>	<b>L2Merit-</b>

Source: 16-18 attainment data

1. Include students who were reported as disadvantage, non-disadvantaged students, and for whom disadvantaged status cannot be determined at the end of key stage 4.

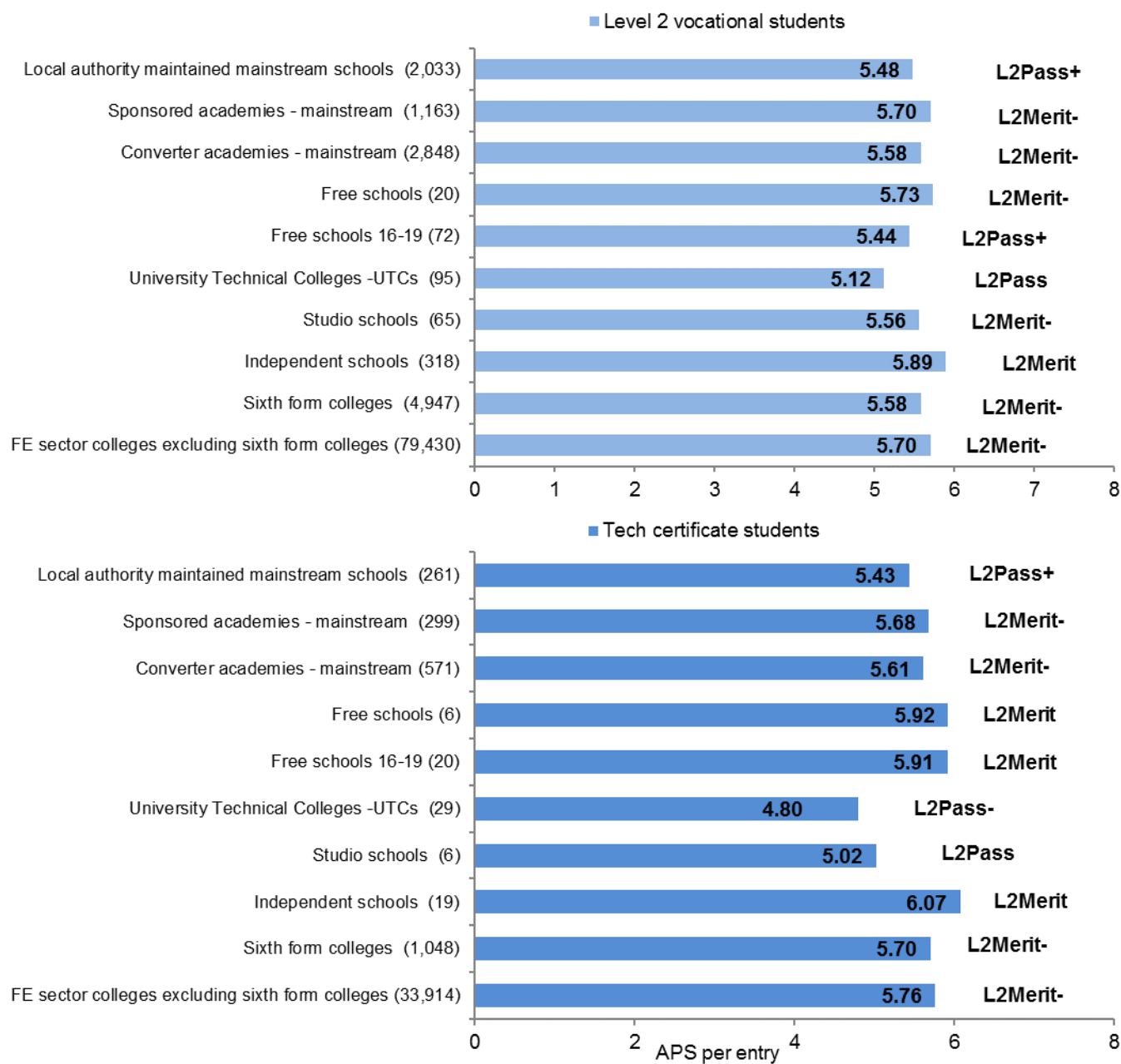


## Attainment by type of institution

The majority of level 2 vocational students are in FE sector colleges, excluding sixth form colleges (90.7% and 95.3% for all level 2 vocational students and tech certificate students respectively).

Care should be taken when comparing across institution types, which is partly due to significant differences in cohort sizes: for example, there are very low numbers of students in free schools, 16-19 free schools, university technical colleges, studio schools and independent schools compared with other institution types.

**Figure 17: APS per entry<sup>1</sup> for level 2 vocational and tech certificate students by institution type** (Table 1b) England, 2017



Source: 16-18 attainment data

## 4. Level 3 progress and minimum standards

The progress of students is the main focus of the 16-18 accountability system, and progress measures are used to assess providers against minimum expected levels of performance at level 3, the 16-18 minimum standards. For academic and applied general qualifications we use a value added progress measure to show how well students have progressed when compared with students with similar prior attainment. Progress is shown separately for academic and applied general qualifications. For tech level and level 2 vocational qualifications, a combined completion and attainment measure is used to measure progress; data on completion and attainment will be published in March 2018.

### Level 3 value added

The level 3 value added measure shows the progress each student makes between key stage 4 and graded level 3 qualifications (excluding tech levels) compared with the progress made by students nationally who had the same level of attainment at the end of secondary education (key stage 4)<sup>6</sup>. Students are compared with other students studying the same qualification nationally, before being aggregated to give an overall value added score for a provider (published in the 16-18 performance tables) or other breakdown for example institution type. This value added score is expressed as a proportion of a grade above or below the national average, for example, the data might show that students achieve half a grade lower than the national average for those with similar starting points, or a quarter of a grade higher.

Level 3 value added is a relative measure, which means that the national average score is zero and remains the same between years. This section looks at patterns broken down by institution type and disadvantaged status because the measure is more meaningful where we can compare between groups.

#### How the measure works<sup>7</sup>

For all students, we work out their average attainment at key stage 4. For academic qualifications, students' prior attainment is based on their average attainment in GCSEs only<sup>8</sup>. For applied general qualifications, students' prior attainment is based on all qualifications achieved at key stage 4<sup>9</sup>.

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 in the level 3 qualification 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 (their predicted score for a specific level 3 qualification). The difference between their actual result and their predicted result is the student's value added score in that qualification.

The students' value added scores are then aggregated to create an overall score for academic qualifications and an overall score for applied general qualifications.

#### Students and qualifications included in the measure

To be included in the L3VA measure, a student must:

- have results at the end of key stage 4.
- have completed an academic or applied general qualification. If they enter and fail they are included, but if they withdraw and don't enter, they are not.

The L3VA measure includes all academic qualifications and those on the [list of approved applied general qualifications](#). In addition, qualifications are only included if at least 16 eligible students, in at least five providers, have an exam result.

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<sup>6</sup> We also publish measures on English and maths progress (see section 5), which look at the progress of students in a different way. The English and maths progress measure compares students' attainment in English and maths against their own starting points, with positive progress being an improvement in point score compared to their starting point, rather than comparing to the attainment of other students nationally.

<sup>7</sup> More information on the level 3 value added measure, including detailed information about its calculation, is available in the [16-18 technical guidance](#).

<sup>8</sup> A small number of other academic qualifications (such as AS levels taken during key stage 4 study) are included as well as GCSEs.

<sup>9</sup> Only qualifications achieved during key stage 4 are included in the prior attainment calculation and they are included if they met the rules for inclusion in the key stage 4 tables for the year the student finished key stage 4 study. Re-sits or additional qualifications below level 3 gained during the 16-18 study phase are not included.

### Level 3 value added by disadvantage status

The level 3 value added scores for disadvantaged students are lower than for non-disadvantaged students for both the A level and applied general measures, as shown in Fig. 18. Disadvantaged students have a level 3 value added score of -0.06 for A level, compared to 0.00 for non-disadvantaged students, and -0.07 and 0.03 for applied general respectively; the difference is slightly larger for applied general compared to A level.

**Figure 18: Level 3 value added scores by disadvantaged status** (student characteristics CSV)  
England, state-funded providers, 2017

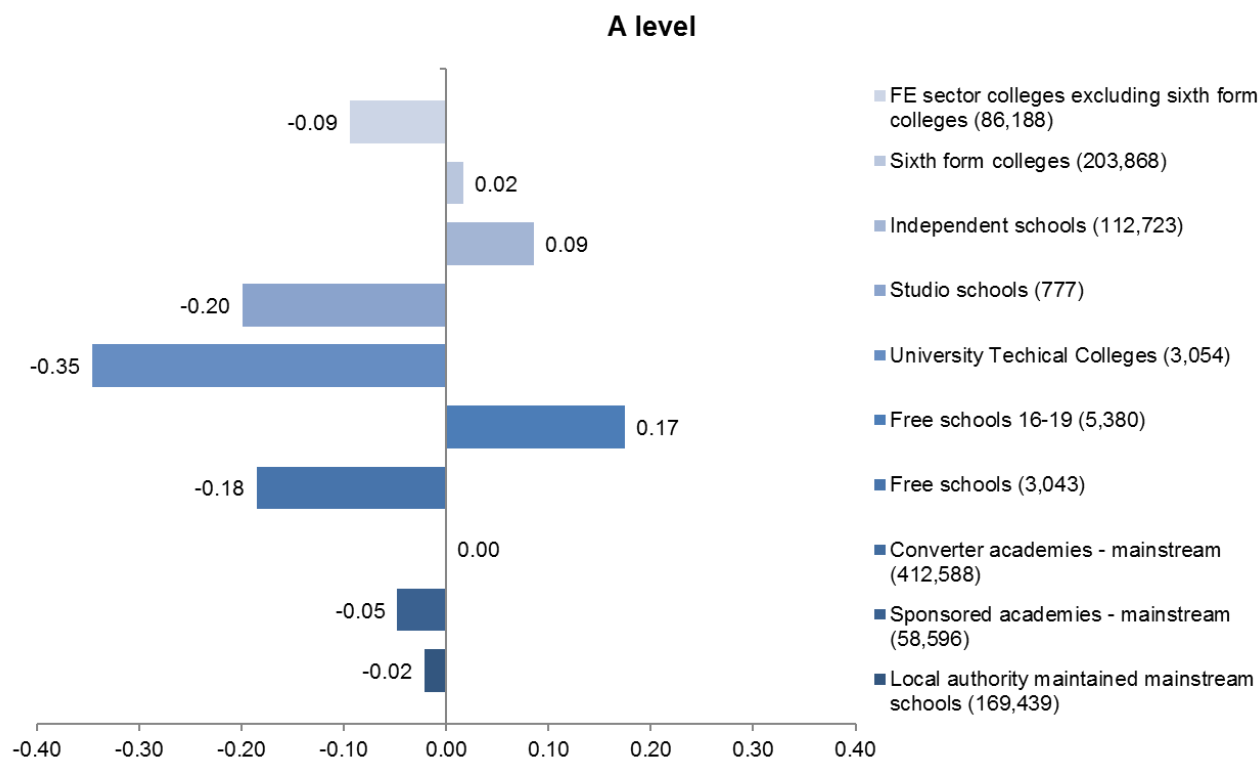
	A level	Applied general
Disadvantaged students	-0.06	-0.07
Non-disadvantaged students	0.00	0.03
All state-funded students	-0.01	0.00

Source: 16-18 attainment data

### Level 3 value added by institution type

Approximately 40% of A level entries which count towards the level 3 value added measure were by students at converter academies, 19% at sixth form colleges, and 16% at local authority maintained schools. These institution types had value added scores close to zero, the national average. Free schools (16-19) had the highest value added score, and University Technical Colleges (UTCs) the lowest, however care should be taken when comparing across institution types due to significant differences in cohort sizes; only 0.5% and 0.3% of all A level entries counting towards level 3 value added were taken in free schools (16-19) and UTCs respectively.

**Figure 19: Level 3 value added scores for A level qualifications by institution type** (Table 1e)  
England, 2017

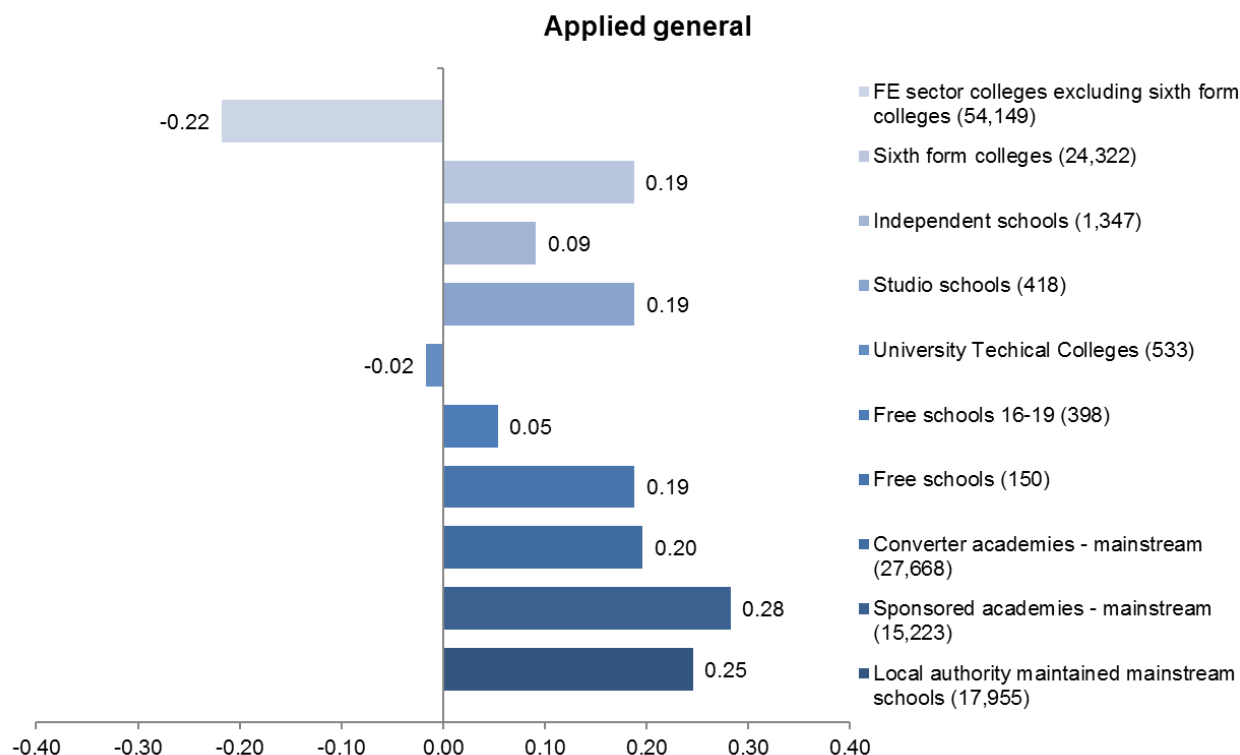


Source: 16-18 attainment data

For applied general entries which count towards the level 3 value added measure, approximately 40% were taken by students at FE colleges (excluding sixth form colleges), with a further 19% and 17% taken at converter academies and sixth form colleges respectively. FE colleges had the lowest applied general

value added score, -0.22, while converter academies and sixth form colleges had positive scores, at 0.20 and 0.19 respectively. As before, care should be taken when comparing across institution types due to differences in cohort sizes.

**Figure 20: Level 3 value added scores for applied general qualifications by institution type (Table 1g) England, 2017**



Source: 16-18 attainment data

### Academic and applied general minimum standards

The Department for Education applies 16 to 18 minimum standards to the performance of state-funded mainstream schools and colleges, to assess whether or not each institution is performing at the minimum expected level set by the department.

Since 2016, the department has used level 3 value added to assess institutions under the minimum standards<sup>10</sup>. Eligible providers are assessed separately on their value added scores for level 3 academic and applied general qualifications. Providers will also be assessed based on a combination of the completion and attainment measure score and raw attainment score for tech level qualifications in March 2018, when all the data is available.

#### 2017 16 to 18 minimum standards

A 16 to 18 provider is seen as underperforming and below the minimum standard if:

1. Its value added score is statistically significantly below the national average, i.e. both its upper and lower confidence intervals are below zero; and
2. It has a value added score below the threshold set by the Department for Education. For 2017, the thresholds are -0.52 and -0.65 for academic and applied general qualifications respectively.

The Department intends to raise the minimum standard so that an additional 1% of institutions come below them each year up to and including 2022, when the percentage will be approximately 10% of eligible institutions below each of the academic, applied general and tech level standards. In 2017, the thresholds were set so that approximately 5% of eligible institutions were below the 16 to 18 minimum standards, compared to approximately 4% in 2016.

<sup>10</sup> More information on the 16 to 18 minimum standards is available at: <https://www.gov.uk/government/publications/16-to-18-minimum-standards>

## 16 to 18 providers below the minimum standard

In 2017, 2,148 and 1,563 state-funded mainstream schools and colleges were assessed against the academic and applied general minimum standards respectively. Of those, 4.9% (105) and 5.2% (82) fell below the minimum standard for level 3 academic and applied general qualifications respectively. This means these providers are seen as underperforming when compared to other providers nationally.

**Figure 21: Number of 16 to 18 providers below the minimum standard** (Tables 15a and 15b)  
England, state-funded mainstream providers, 2017

	Number of providers	% of providers
Academic qualifications	105	4.9
Applied general qualifications	82	5.2

Source: 16-18 attainment data

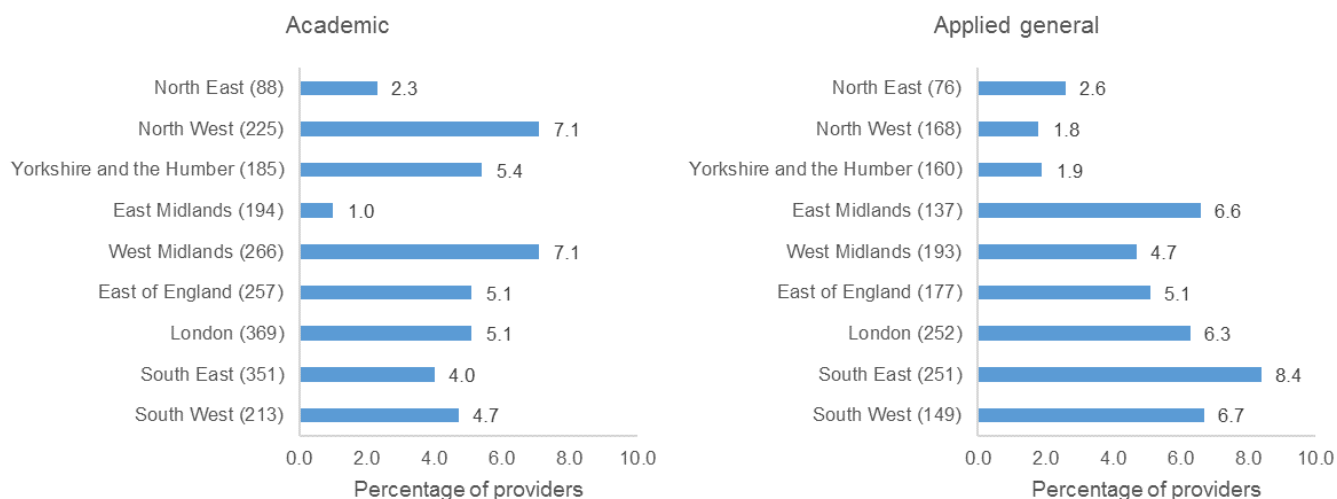
## 16 to 18 providers below the minimum standard by region

The North West and West Midlands have the highest proportion of underperforming schools and colleges in academic qualifications in 2017 (7.1%), whereas the East Midlands has the lowest proportion (1.0%). This reflects a similar pattern to 2016, where the North West had the highest proportion, the West Midlands the second highest, and East Midlands the lowest.

The South East has the highest proportion of underperforming schools and colleges in applied general qualifications in 2017 (8.4%), and, in contrast to the academic minimum standard, the North West has the lowest proportion (1.8%). This is a change to the pattern seen in 2016, when the South East had the second lowest proportion of providers below the minimum standard.

Changes in patterns between years and differences between regions can in some cases be explained by a small number of institutions falling below the minimum standard in a particular year.

**Figure 22: Percentage of providers below the minimum standard by region** (Tables 15c and 15d)  
England, state-funded mainstream providers, 2017



Source: 16-18 attainment data

Brackets denote number of providers assessed

## 16 to 18 providers below the minimum standard by institution type

A higher proportions of FE sector colleges fall below the minimum standard for both level 3 academic and applied general qualifications, compared to state-funded mainstream schools. For the academic and applied minimum standards, 7.7% and 8.1% of FE sector colleges fall below it respectively, in comparison to 4.6% of state-funded mainstream schools for both the academic and applied general minimum

standards. This is a different pattern to 2016, when similar proportions of FE sector colleges and state-funded mainstream schools fell below both minimum standards.

**Figure 23: Providers below the minimum standard by institution type** (Tables 15e and 15f)  
England, state-funded mainstream providers, 2017

	<b>Academic</b>		<b>Applied general</b>	
	Number of providers assessed	Number (%) of providers below the minimum standard	Number of providers assessed	Number (%) of providers below the minimum standard
All state-funded mainstream schools	1,927	88 (4.6%)	1,279	59 (4.6%)
FE sector colleges	221	17 (7.7%)	284	23 (8.1%)
<b>All state-funded mainstream providers</b>	<b>2,148</b>	<b>105 (4.9%)</b>	<b>1,563</b>	<b>82 (5.2%)</b>

Source: 16-18 attainment data

Care should be taken when comparing across institution types due to differences in the number of institutions in each group: for example, there are very low numbers of institutions in free schools, 16-19 free schools, university technical colleges and studio schools compared with other institution types.

## 5. English and maths progress measure

This section covers results for the English and maths progress measure, which reports on students at the end of 16-18 study who did not achieve A\*-C in GCSE<sup>11</sup> or equivalent English and maths qualifications by the end of key stage 4. These students are required to continue studying GCSE English and maths, or other equivalent qualifications, at 16-18. The measure shows how much progress students have made, by looking at the average change in grade. More details on the coverage of the measure are set out below.

### Which students are included in the measure

#### English and maths condition of funding

The English and maths progress measure and the number of students referenced as in scope in this section of the SFR align closely with the condition of funding<sup>12</sup> rules set out by the Education and Skills Funding Agency (ESFA).

All students aged 16 to 18 starting or who had already started a new study programme of 150 hours or more on or after 1 August 2014 and who do not hold a GCSE grade A\* to C, or equivalent qualification in maths and/or in English, are required to be studying these subjects as part of their study programme in each academic year. Students who meet this condition are included in the 2017 English and maths progress measure.

#### Exemptions

Students are exempt from the 2017 English and maths progress measure if they are recorded as having special educational needs or overseas qualifications equivalent to a GCSE grade C. In 2017, 2,382 and 2,707 students were exempt from the English and maths measure respectively

#### Students with GCSE grade D<sup>11</sup>

From 1 August 2015, full time students starting their study programme that have a grade D GCSE or equivalent qualification in maths and/or English must be enrolled on a GCSE rather than an approved stepping stone qualification during 16-18 studies.

Students that have below a grade D GCSE or equivalent qualification can study either a GCSE or an approved stepping stone qualification during 16-18 studies.

### How the reformed 9-1 GCSEs are included in the measure

Reformed GCSEs (graded on a new 9-1 scale rather than A\*-G) in English and maths were sat for the first time in 2017; these can count in the English and maths progress measure from 2017.

All students included in this measure have prior attainment dating from 2016 or earlier, when only legacy GCSEs (A\*-G) were available. Reformed GCSEs (9-1) are therefore not included in determining whether a student achieved a GCSE grade A\*-C (or equivalent) in an English or maths qualification at the end of key stage 4. Legacy GCSEs (A\*-G) will still count in 2017, therefore the progress element of the measure (students' attainment in English and/or maths during 16-18 study) can be made up of either legacy (A\*-G) or reformed (9-1) GCSEs.

### How points are assigned to English and maths qualifications<sup>13</sup>

The English and maths progress measure is based on achievement of GCSEs and of approved stepping stone qualifications such as functional skills, free standing maths, English for speakers of other languages, and AQA use of maths.

<sup>11</sup> All students reported in 2017 would have taken legacy GCSEs (A\*-G) or equivalent during key stage 4.

<sup>12</sup> Information on the [condition of funding](#) is published by Education and Skills Funding Agency.

<sup>13</sup> Information on point score structure can be found in the annex of the [16-19 technical guidance](#). References to the value added English and maths methodology are not applicable in this SFR.

Each student's exam results are assigned a capped point score, ranging from 0 to 8 points, depending on the type of qualification taken and the grade they achieved. For example, GCSE points range from 1 point for a grade G up to 8 points for an A\* grade. Stepping stone qualifications do not attract as many points as GCSEs and typically fall between GCSE grades on the points scale, for example, a level 1 functional skill qualification is equal to 2.5 points. A fail in any qualification is worth 0 points and students that do not enter any approved exams during 16-18 study automatically score -1 for the progress measure.

### How student progress is measured

The English and maths progress measure is 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 key stage 4 (KS4).

Students in scope have their progress calculated by subtracting their best grade (point score) by the end of key stage 4 from the best grade (point score) achieved by the end of 16-18 study. A national average of this calculation is taken to produce the average change in point score. Average progress scores can take the following broad categories:

**Positive progress score** – on average students' point scores increased during 16-18 studies when compared to the point scores achieved at the end of KS4

**Negative progress score** – on average students' point scores decreased during 16-18 studies when compared to the point scores achieved at the end of KS4

**Progress score is zero** – on average students' point scores stayed the same during 16-18 studies when compared to the point scores achieved at the end of KS4

Note that a cap is applied to the measure so that -1 is the maximum negative progress applied to an individual student in the calculation of their institution's progress measures.

### National average progress

In 2017 revised data, the average progress measure is close to zero for both English (-0.02) and maths (0.00). This means on average, students' point scores remained the same or decreased slightly during 16-18 studies when compared to the point score achieved at the end of key stage 4 (KS4). This is a very slight decrease from the average progress figures reported in provisional data, which were 0.00 and 0.02 for English and maths respectively.

The average progress in both English and maths has increased compared to the progress shown in 2016, with average progress in maths slightly higher than in English, as shown in Fig. 24. The increase in average progress from 2016 to 2017 may be explained by the timing of the condition of funding requirements. From the 2014/15 academic year, it was a requirement for students with prior attainment of GCSE grade D or equivalent in English and/or maths to enrol onto a GCSE during 16-18 studies. However, in the 2013/14 academic year, which was used to calculate progress in 2016, this was not a requirement and therefore institutions with students with prior attainment of GCSE grade D or equivalent may have enrolled students on qualifications worth fewer points than GCSEs. The number of students who did not enter an approved English (20.8%) or maths (19.2%) qualification decreased by 0.6 and 2.9 percentage points respectively when compared to 2016, and subsequently fewer students received a score of -1 in the measure due to non-entry. This may reflect institutions' increasing understanding of the measure and how students' entries in different qualifications affect their progress scores. The decrease in the number of students not entering an approved qualification is therefore a contributing factor to the increase in the national progress measures in 2017.

Of those students who are in scope for the measure (including students who obtained a -1 score for not entering), 33.7% and 36.5% improved their grade (point score) in English and maths respectively, which is a 3.7 and 5.0 percentage point increase from 2016. In contrast, 46.5% and 43.8% achieved a worse grade (points score), or did not enter an approved qualification, which is a 3.3 and 7.8 percentage point decrease from 2016. The remainder (19.7% in English and 19.7% in maths) achieved the same grade (points score) as they did at KS4.



Of those students who did enter approved qualifications during 16-18 studies (excluding students who obtained a -1 score for not entering), 42.6% and 45.2% improved their grade (point score) in English and maths respectively, which is a 4.3 and 4.7 percentage point increase from 2016. In contrast, 32.5% and 30.4% achieved a worse grade (points score), which is a 3.7 and 7.4 percentage point decrease from 2016. The remainder (24.9% in English and 24.4% in maths) achieved the same grade (points score) as they did at KS4.

**Figure 24: English and maths progress measure** (Tables 13a and 13b)  
England, 2016 and 2017

	English				Maths			
	Number of students in scope	Average progress total	Average progress males	Average progress females	Number of students in scope	Average progress total	Average progress males	Average progress females
2016 (revised)	145,524	-0.10	-0.11	-0.08	157,452	-0.13	-0.14	-0.11
2017 (revised)	117,830	-0.02	-0.04	0.01	145,930	0.00	-0.02	0.02

Source: 16-18 attainment data

The number of students in scope for the English and maths measure decreased by 19.0% and 7.3% respectively. This may be partially explained by a fall in the potential level 3 cohort, as well as increases in A\*-C pass rates for English and maths qualifications achieved by the end of key stage 4.

Males and females represent 64.1% and 35.9% respectively of the total students in scope for the English measure, and 51.3% and 48.7% respectively of the total students in scope for the maths measure.

Females in scope for this measure continue to outperform males in 2017, with a higher national average progress score in both English and maths, as shown in Fig. 24.

### National average progress breakdown by key stage 4 prior attainment

The highest proportion of students in scope for the English and maths measure entered 16-18 studies with a prior attainment score of 4 (GCSE equivalent of grade D), with 55.4% in English and 44.9% in maths, as shown in Fig. 25. Students with a prior attainment score of 4 saw an increase in average progress scores (-0.10 to 0.01) and (-0.13 to 0.05) for English and maths respectively when compared to 2016<sup>14</sup>. This is a contributing factor behind the national average increasing in 2017.

Students with the very lowest prior attainment, between 0 and 0.4 points (mostly students with fail grades or entry level qualifications), on average made positive progress, whilst almost all other prior attainment groups made negative average progress.

<sup>14</sup> 2016 provisional statistics can be found in the [A level and other 16 to 18 results: 2015 to 2016 \(revised\) statistical first release](#).

**Figure 25: Average progress and number of students by prior attainment point score<sup>1</sup> in English<sup>2</sup> and maths**  
(Tables 13a and 13b)<sup>3</sup>  
England, 2017

English			Maths		
Prior attainment point score	No. Students	Average progress	Prior attainment point score	No. Students	Average progress
0	2,258	0.62	0	12,684	0.39
0.4	2,450	0.26	0.4	3,865	0.05
0.8	N/A	N/A	0.8	x	-0.19
1	3,524	-0.01	1	15,180	-0.04
1.5	18	0.19	1.5	139	-0.30
1.7	N/A	N/A	1.7	x	-0.64
2	10,085	-0.16	2	18,794	-0.09
2.5	2,349	-0.08	2.5	2,859	-0.33
3	31,835	-0.10	3	26,809	-0.22
4	65,311	0.01	4	65,475	0.05
<b>All</b>	<b>117,830</b>	<b>-0.02</b>	<b>All</b>	<b>145,930</b>	<b>0.00</b>

Source: 16-18 attainment data

1. Information on how grades are assigned point scores can be found in the [16 to 18 technical guidance](#).
2. There is no data (N/A) for prior attainment scores 0.8 and 1.7 in English because there are currently no qualifications assigned these scores.
3. 'x' in the table refers to figures that have been suppressed due to small numbers.

### National average progress breakdown by disadvantaged status

Disadvantaged and non-disadvantaged students represent 41.7% and 58.1% respectively of the total number in scope for the English measure, and 40.6% and 59.2% respectively of the total number in scope for the maths measure. Pupils at the end of key stage 4 study in 2015 comprise the potential 16-18 cohort for 2017. The proportion of disadvantaged students in scope for the English and maths measure is considerably higher than in the potential 16-18 cohort (27.3%); this is linked to the fact that disadvantaged students achieve lower outcomes in key stage 4 study<sup>15</sup>. As this is a new breakdown for 2017, it is not possible to make comparisons over time.

Non-disadvantaged students in scope for this measure outperformed disadvantaged students in 2017, with a higher average progress score in both English and maths, as shown in Fig. 25. The average progress score for disadvantaged students was negative for both English and maths, with scores of -0.15 and -0.12 respectively. The average progress score for non-disadvantaged students was positive, with an average of 0.07 in both English and maths.

<sup>15</sup> In 2015, 39.4% of disadvantaged pupils achieved A\*-C in both English and maths GCSEs, compared to 66.7% of all other students in state-funded schools. See [Revised GCSE and equivalent results in England: 2014 to 2015](#)

**Figure 26: National average progress by disadvantaged status** (student characteristics CSV)  
England, 2017

	English		Maths	
	Number of students in scope	Average progress	Number of students in scope	Average progress
Disadvantaged students	48,376	-0.15	58,334	-0.12
Non-disadvantaged students	67,424	0.07	85,060	0.07
Unknown status	338	0.22	408	0.15
<b>All State-funded students<sup>1</sup></b>	<b>116,138</b>	<b>-0.02</b>	<b>143,802</b>	<b>-0.01</b>

Source: 16-18 attainment data

1. Include students who were reported as disadvantaged, non-disadvantaged students, and for whom disadvantaged status cannot be determined at the end of key stage 4.

Of those students who are in scope for the English progress measure, 24.2% of disadvantaged students and 17.7% of non-disadvantaged students did not enter an approved English qualification. Similarly, 22.7% disadvantaged students and 16.2% non-disadvantaged students in scope for the maths measure did not enter an approved maths qualification. Subsequently more disadvantaged students received a score of -1 in the measure due to non-entry, which is a contributing factor to the lower average progress for disadvantaged students.

Non-disadvantaged students in scope for this measure outperformed disadvantaged students, with a higher average progress score in both English and maths, for all prior attainment groups. Disadvantaged students with the lowest prior attainment in English, between 0 and 0.4 points, on average made positive progress and all other prior attainment groups made negative progress on average. In contrast, non-disadvantaged students in almost all prior attainment groups in English, on average made positive progress.

**Figure 27: Average progress and number of students by prior attainment point score in English by disadvantaged status**  
England, 2017

Prior attainment point score	English					
	Disadvantaged			Non-disadvantaged		
	No. Students	Average progress	Prior attainment point score	No. Students	Average progress	
0	1218	0.47	0	918	0.80	
0.4	1075	0.04	0.4	1240	0.42	
0.8	NA	N/A	0.8	NA	N/A	
1	1938	-0.11	1	1499	0.13	
1.5	11	-0.46	1.5	5	1.70	
1.7	NA	N/A	1.7	NA	N/A	
2	5175	-0.25	2	4703	-0.07	
2.5	945	-0.38	2.5	1237	0.13	
3	14117	-0.22	3	17281	0.01	
4	23897	-0.13	4	40541	0.09	
All	48376	-0.16	All	67424	0.08	

Source: 16-18 attainment data

Disadvantaged students with the lowest prior attainment in maths (0 points), on average made positive progress, whilst all other prior attainment groups made negative average progress. Non-disadvantaged students with the lowest (between 0 and 0.4 points) and the highest (4 points) prior attainment in maths, on average made positive progress, whereas almost all other prior attainment groups made negative average

progress, however average progress was higher for non-disadvantaged students than disadvantaged students.

**Figure 28: Average progress and number of students by prior attainment point score in maths by disadvantaged status**  
England, 2017

Maths					
Disadvantaged			Non-disadvantaged		
Prior attainment point score	No. Students	Average progress	Prior attainment point score	No. Students	Average progress
0	6873	0.33	0	5536	0.44
0.4	1675	-0.17	0.4	1964	0.21
0.8	19	-0.02	0.8	19	-0.35
1	7377	-0.13	1	7561	0.04
1.5	62	-0.44	1.5	74	-0.22
1.7	46	-0.76	1.7	40	-0.50
2	8182	-0.19	2	10393	-0.01
2.5	1158	-0.59	2.5	1550	-0.14
3	10418	-0.33	3	16018	-0.15
4	22524	-0.10	4	41905	0.13
All	58334	-0.12	All	85060	0.07

Source: 16-18 attainment data

### Average progress breakdown by institution type

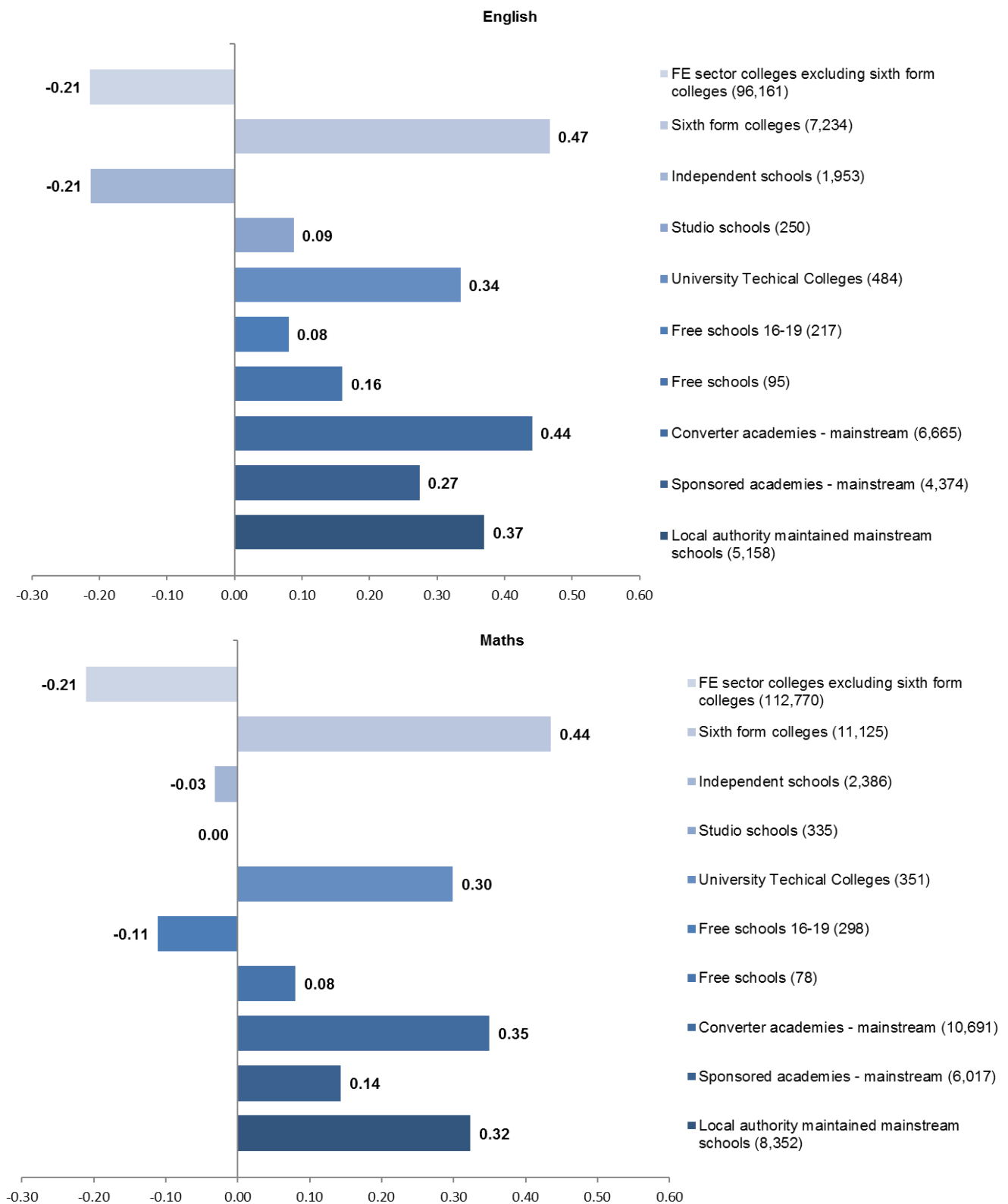
Approximately 85% of students who are in scope for the English and maths measure during 16-18 studies are studying at FE sector colleges. FE sector colleges (excluding sixth form colleges) on average have more negative progress than the majority of other institution types (-0.21 for progress in both English and maths, compared to positive scores for the majority of other state-funded institution types). This may be due to the large number of students in scope and prior attainment profile of these students (students in scope for this measure at FE colleges typically have lower starting prior attainment compared to students in scope at other institution types). This may affect the motivation of students and the level of challenge to improve their English and maths attainment during 16-18 studies.

However, FE sector colleges (excluding sixth form colleges) increased their progress scores, from -0.28 to -0.21 in English, and -0.31 to -0.21 in maths, when comparing progress in 2016 to 2017.

Care should be taken when comparing across institution types due to significant differences in cohort sizes and prior attainment: for example, there are very low numbers of students in free schools, 16-19 free schools, university technical colleges and studio schools compared with other institution types.

Institution types which have lower numbers of students in scope for both the English and maths measure, such as sixth form colleges, university technical colleges and converter academies have positive average progress. In particular, for both English and maths, sixth form colleges make the highest average progress.

**Figure 29: Average progress in English and maths by institution type (Tables 14a and 14b)**  
 England, 2017



Source: 16-18 attainment data

## 6. Examination results in 2017

This section differs from sections 3 to 5, as it covers results for exams taken in the 2016/17 academic year by all students aged 16-18, irrespective of whether they are at the end of 16-18 study. In contrast, the cohort performance measures shown in previous sections were based on the results for students at the end of their 16-18 study only. Exam results in the latest year gives an overview of the very latest national exam results and how this has changed over time.

### A level results

As part of ongoing reforms, AS qualifications are being separated (“decoupled”) from A levels so that their marks do not count towards the A level and they become stand-alone qualifications. The first tranche of AS and A levels have been taught in schools and colleges in England since September 2015, meaning the first results for the new AS levels were awarded in 2016, and the first results for new A levels in 2017. The second tranche of reformed subjects have been taught since September 2016, with the first results in new AS levels in these subjects awarded in 2017. Further subjects will be introduced over the following years.

The first tranche of revised and decoupled AS/A level subjects include art and design, biology, business, chemistry, computer science, economics, English literature, English language, English language and literature, history, physics, psychology, and sociology. The second tranche include ancient languages (classical Greek, Latin), dance, drama and theatre, geography, modern foreign languages (French, German, Spanish), music, physical education, and religious studies.

The full timetable for AS and A level reform can be found at [Get the facts: AS and A level reform](#).

Results in these subjects include both new and previous A/AS level specifications (because some students will have re-sat previous specifications in summer 2017). Figures for ‘decoupled subjects’ in this section are calculated by age group which are mostly likely to take the new specifications in 2017. For example, results for students aged 17 at the beginning of 2016/17 academic year are mostly in ‘decoupled A level subjects’.

### A level exam results

There were 743,729 A level entries in 2017, which is relatively stable compared to 2016 (a 0.1% decrease). In contrast, the change in the potential cohort of students at the end of 16-18 study (likely to be those in year 13) showed a decrease of 1.2% (see section 3). The proportion of exams grade A\*-E decreased to 98.2%, compared to 98.8% in 2016. In contrast, the proportion of exam entries that were graded A\*-A increased slightly to 26.9%, compared to 26.5% in 2016.

Entries in decoupled subjects by 17 year olds (those most likely to be taking the new A levels rather than re-sitting previous specifications) increased by 2.9% compared to 2016. Their A\*-E pass rates in these subjects decreased slightly by 1.0 percentage points compared to 2016, slightly higher than the fall in the overall A\*-E rate. However, it is not possible to make a true like-for-like comparison due to the reformed nature of the A level qualifications.

**Figure 30: A level examinations results** (Table 2a)

England, 2016 to 2017

	All subjects			De-coupled subjects (first tranche) by 17-year olds <sup>1,2</sup>				
	Number of entries	% A*-A	% A*-B	% A*-E	Number of entries	% A*-A	% A*-B	% A*-E
2016 (revised)	744,161	26.5	53.6	98.8	385,980	25.5	53.3	99.0
2017 (revised)	743,729	26.9	53.6	98.2	397,192	24.9	52.1	98.0

Source: 16-18 attainment data

- Covers students aged 17 at the start of the academic year, eg 31 August 2016.
- Figures for decoupled subjects in 2016 are based on final data. The difference between revised and final versions are negligible due to very small change between the two versions.

## A level results by gender

More female students entered A level exams than males, a similar pattern to previous years. In 2017, 55.0% of A level entries were by female students, compared to 45.0% by male students.

Entries by female students continue to achieve higher proportion of A\*-B grades (54.7%) and A\*-E pass rates (98.5%) when compared to entries by male students (52.0% and 97.8% respectively), the same pattern as in previous years. However, entries by male students achieved a higher proportion of A\*-A (27.2%) than female students (26.6%) this year. Last year, the same proportion (26.5%) of entries by female and male students achieved A\*-A grades.

**Figure 31: Percentage of A level examination entries by gender** (Table 2a)  
England, 2017

	Number of entries		% A*-A		% A*-B		% A*-E	
	Female	Male	Female	Male	Female	Male	Female	Male
2016 (revised)	410,801	333,360	26.5	26.5	55.0	51.6	99.1	98.5
2017 (revised)	408,647	335,082	26.6	27.2	54.7	52.0	98.5	97.8

Source: 16-18 attainment data

## Exam entries in facilitating subjects

In 2017, the proportion of A level entries in facilitating subjects increased slightly to 51.1% compared to 50.6% in 2016.

**Figure 32: A level exam entries in facilitating and non-facilitating subjects** (Table 2a)  
England, 2016 to 2017

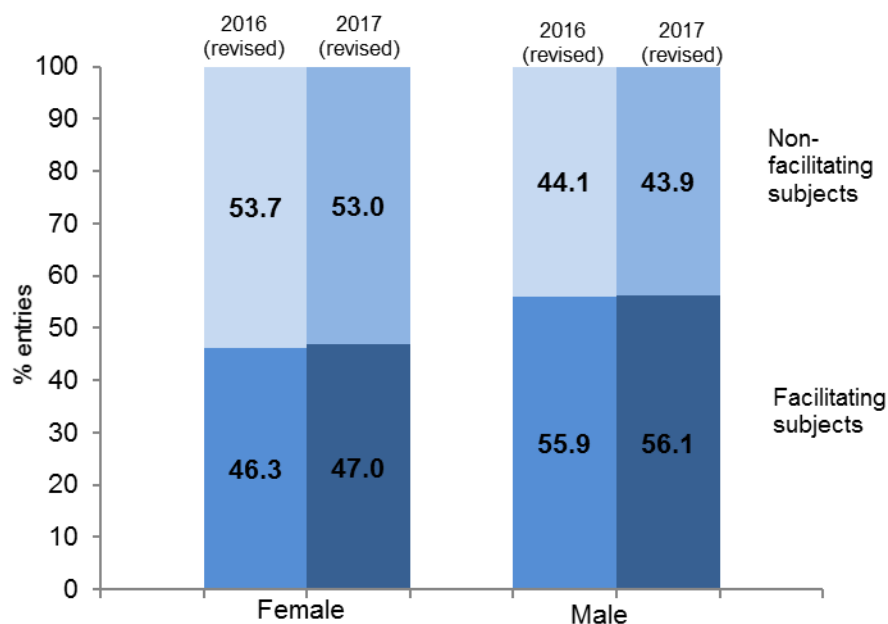
	Number of entries			% A level entries	
	Facilitating subjects	Non-facilitating subjects	Total	Facilitating subjects	Non-facilitating subjects
2016 (revised)	376,457	367,704	744,161	50.6	49.4
2017 (revised)	379,882	363,847	743,729	51.1	48.9

Source: 16-18 attainment data

A higher percentage of entries by male students were in facilitating subjects, whereas for females a higher proportion of entries were in non-facilitating subjects. This pattern of entries has remained unchanged since 2016. In 2017, 56.1% of entries by male students were in facilitating subjects, compared to 47.0% for females. The gender gap in entries to facilitating subjects closed to 9.2 percentage points in 2017, compared to 9.6 percentage points in 2016.

One reason that female students enter a lower proportion of facilitating subjects compared to males is that they make up a higher proportion of entries in psychology, arts and design, and sociology, none of which is classified as a facilitating subject. Males make up a higher proportion of entries in maths and physics, which are classified as facilitating subjects.

**Figure 33: Percentage of A level exam entries in facilitating and non-facilitating subjects by gender (Table 2a) England, 2016 to 2017**



Source: 16-18 attainment data

### Entries in decoupled subjects

Overall, A level entries in decoupled subjects by 17 year olds increased by 2.9% compared to 2016. The number of entries increased in all decoupled subjects except English subjects (English literature, English language, and English language and literature) and history. The largest increase was for computer science where entries were up by 39.3%, while English language has the largest decrease (9.2%) compared to 2016. The changes in A level entries to all tranche 1 decoupled subjects is shown in Fig. 34 below.

**Figure 34: Exam entries by 17 year olds in A levels decoupled in tranche 1 by subject (Table 2b) England, 2016 to 2017**

Subject	2016 (final)	2017 (revised)	% Change
Biology	46,014	48,044	4.4
Chemistry	37,990	40,622	6.9
Physics	26,449	28,635	8.3
English literature	40,017	39,213	-2.0
English language	19,290	17,507	-9.2
English language and literature	10,122	9,396	-7.2
Computer Science	4,931	6,871	39.3
Business Studies	21,431	23,901	11.5
Economics	23,476	24,987	6.4
History	44,047	41,666	-5.4
Psychology	49,323	50,552	2.5
Sociology	26,741	28,822	7.8
Art and Design	36,149	36,976	2.3
<b>ALL decoupled subjects in tranche 1</b>	<b>385,980</b>	<b>397,192</b>	<b>2.9</b>

Source: 16-18 attainment data



## AS level results

The AS level results reported in this section exclude AS entries by students who also entered an A level in the same subject in the same year. This is because we apply performance tables ‘discounting’ rules<sup>16</sup>, which ensure that a student’s learning is not double-counted in performance measures. In 2017, 16.9% of AS entries were excluded compared to 14.8% of entries excluded in 2016. The distribution of AS level grades will also reflect the impact of these discounting rules, as those students who take an AS level and then go on to take the A level in the same subject are likely to be those with relatively higher attainment.

There were 517,888 AS level entries in 2017, down by 42.0% compared to 2016. This pattern is largely driven by the decoupling of AS levels from A levels since 2016 (so that the AS level no longer counts towards the full A level).

The overall AS pass rate (A-E) has decreased to 86.9%, down 0.8 percentage points compared to 2016.

Entries in tranche 1 decoupled subjects by 16 year olds (those most likely to be taking the new AS levels rather than re-sitting previous specifications) continued to decrease, decreasing by 50.1% compared to 2016. The A-E pass rates and top grades in these subjects also decreased slightly in 2017, as shown in Fig. 35. This may reflect differences in the cohort taking AS levels, however it is not possible to make a true like-for-like comparison due to differences in the cohorts and the reformed nature of the qualifications.

Entries in tranche 2 decoupled subjects by 16 year olds decreased by 66.0% compared to 2016, and the A-E pass rates and top grades in these subjects also decreased slightly.

**Figure 35: AS level exam entries and results** (Tables 3a and 3b)  
England, 2016 to 2017

	All subjects by 16-18 year olds			Tranche 1 decoupled subjects by 16-year olds <sup>1,2</sup>			Tranche 2 decoupled subjects by 16-year olds <sup>1,2</sup>					
	Number of entries	% A	% A-B	% A-E	Number of entries	% A	% A-B	% A-E	Number of entries	% A	% A-B	% A-E
2016 (revised)	893,624	18.0	36.8	87.7	430,161	16.7	35.4	87.8	123,108	21.1	42.4	92.1
2017 (revised)	517,888	18.6	36.9	86.9	214,571	16.3	34.6	87.5	41,876	20.9	41.6	91.3

Source: 16-18 attainment data

1. Covers students aged 16 at the start of the academic year, eg 31 August 2016.
2. Figures for decoupled subjects in 2016 are based on final data.

## Entries in decoupled subjects

Overall entries in decoupled subjects (both tranche 1 and tranche 2) by 16 year olds have decreased by 53.7% since 2016, compared to 15.1% across all other non-decoupled subjects by all 16-18 students. For subjects decoupled in tranche 1 (taught from September 2015, with first results in summer 2016) the decrease was 50.1%, with a decrease of 66.0% for those decoupled in tranche 2.

For entries in decoupled subjects by 16 year olds, the largest change was for Drama where entries fell by 72.7%, while the smallest was for computer science where entries fell by 40.5%.

<sup>16</sup> You can find more information about 16-18 discounting on [gov.uk](http://gov.uk)

**Figure 36: Exam entries in decoupled AS levels (entered by 16 year olds) by subjects (Table 3b)**  
 England, 2016 to 2017

<b>Subject</b>	<b>Tranche</b>	<b>2016 (final)</b>	<b>2017 (revised)</b>	<b>% Change</b>
Biology	1	54,865	26,755	-51.2
Chemistry	1	46,073	23,343	-49.3
Physics	1	35,221	18,244	-48.2
English literature	1	36,764	17,372	-52.7
English language	1	19,473	8,488	-56.4
English language and literature	1	9,384	4,094	-56.4
Computer Science	1	8,936	5,316	-40.5
Business Studies	1	27,112	14,929	-44.9
Economics	1	25,880	12,932	-50.0
History	1	41,068	20,199	-50.8
Psychology	1	60,131	29,698	-50.6
Sociology	1	34,901	17,872	-48.8
Art and Design	1	30,353	15,329	-49.5
<b>ALL decoupled subjects in tranche 1</b>	<b>1</b>	<b>430,161</b>	<b>214,571</b>	<b>-50.1</b>
Geography	2	40,018	14,368	-64.1
Drama	2	12,144	3,311	-72.7
French	2	9,920	3,395	-65.8
German	2	4,009	1,397	-65.2
Spanish	2	8,538	3,041	-64.4
<i>Latin</i>	2	906	350	-61.4
<i>Greek</i>	2	116	43	-62.9
Religious Studies	2	25,539	8,358	-67.3
Music	2	6,881	3,078	-55.3
Physical Education (including dance)	2	15,037	4,535	-69.8
<b>ALL decoupled subjects in tranche 2</b>	<b>2</b>	<b>123,108</b>	<b>41,876</b>	<b>-66.0</b>
<b>All decoupled subjects</b>		<b>553,269</b>	<b>256,447</b>	<b>-53.6</b>

Source: 16-18 attainment data

## Below level 3 English and maths results by 16-18 year olds

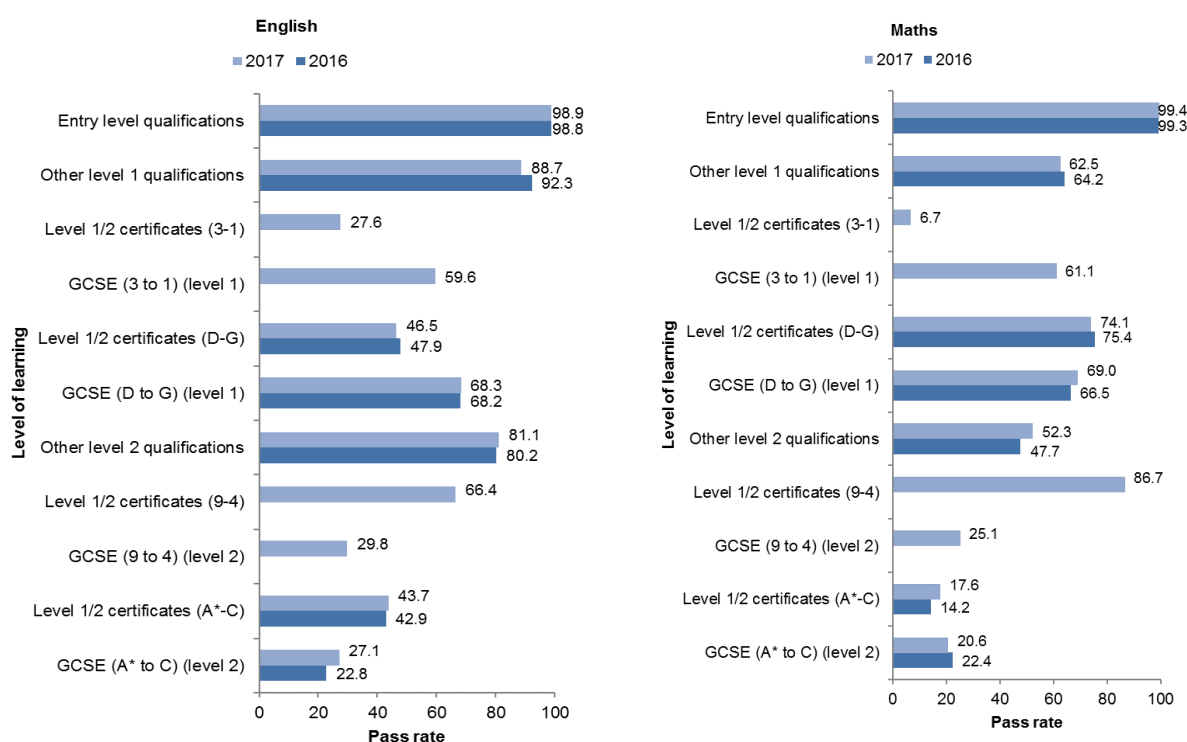
This section covers entries and subsequent pass rates in English and maths qualifications below level 3 by all students aged 16 to 18, regardless of their achievement in English or maths during key stage 4.

For the first time in 2017, students could enter English and maths qualifications in reformed (9-1) GCSEs. Of all entries to English GCSE qualifications, a higher number were in reformed (9-1) GCSEs than legacy (A\*-G) GCSEs, with 81,520 entries and 63,957 entries respectively. However in maths, legacy GCSEs (A\*-G) saw substantially more entries compared to reformed (9-1) GCSEs, with 174,699 entries and 19,802 entries respectively. This reflects the fact that institutions were able to continue<sup>17</sup> teaching legacy (A\*-G) GCSEs during 16-18 studies to count towards progress measures in the 2016/17 academic year. The difference in entry patterns to legacy and reformed GCSEs for English and maths may reflect that schools and colleges perceived them to present different levels of challenge.

Of those students who entered the reformed (9-1) GCSEs, 89.4% and 86.2% achieved a pass (1 or above and G or above in reformed and legacy GCSE, respectively), 6.0 and 3.4 percentage points lower than legacy (A\*-G) GCSE for English and maths respectively. Since the introduction of the condition of funding<sup>18</sup> requirement in August 2014 (see section 5), total entries in GCSE qualifications continued to increase in 2017. Total entries in GCSE qualifications in English and maths (combined entries for legacy (A\*-G) GCSEs and reformed (9-1) GCSEs) increased by 26.3% and 13.6% respectively when comparing figures from 2016 to 2017.

In contrast, entry level and other level 1 and level 2 qualifications in English and maths saw a decrease in entries, by between 8.3% and 41.5%. This shift may reflect the condition of funding requirement that those with a grade D at key stage 4 must continue to take GCSEs instead of other stepping stone qualifications. See accompanying tables 8a and 8b (available on the department's statistics [website](#)) for further 2017 figures.

**Figure 37: Pass rates in English and maths qualifications at 16-18, 2016<sup>1</sup> and 2017** (Tables 8a and 8b) England, 2016 to 2017



Source: 16-18 attainment data

1. In 2016, students could not enter reformed GCSEs (9-1) and level 1/2 certificates (9-1) in English and maths as these qualifications were not available.

<sup>17</sup> From 2018, legacy GCSEs (A\*-G) will no longer be an approved qualification to study at 16-18 for those students who did not achieve A\*-C or 9-4 in English and maths by the end of key stage 4.

<sup>18</sup> Information on the [condition of funding](#) is published by Education and Skills Funding Agency.

## Pass rates by gender

In English, females outperformed males with a higher pass rate at A\*-C and 9-4 in legacy and reformed GCSE, whereas males outperformed females, with a higher A\*-C/9-4 pass rate in maths, as shown in Fig. 38.

**Figure 38: Pass rates in GCSE English and maths at 16-18 by gender, 2017** (Tables 8a and 8b)  
England, 2017

	English		Maths	
	Females	Males	Females	Males
GCSE (A* to C) (level 2)	30.3	25.0	19.4	22.0
GCSE (D to G) (level 1)	65.7	70.0	71.1	66.7
<b>GCSE (A* to G)</b>	<b>96.0</b>	<b>95.0</b>	<b>90.4</b>	<b>88.7</b>
GCSE (9 to 4) (level 2)	36.1	25.6	23.4	26.6
GCSE (3 to 1) (level 1)	54.8	62.7	62.9	59.5
<b>GCSE (9-1)</b>	<b>90.9</b>	<b>88.3</b>	<b>86.3</b>	<b>86.1</b>

Source: 16-18 attainment data

## 7. Accompanying tables

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

### National tables:

#### Students at the end of 16-18 study

- 1a Level 3 attainment of students at the end of 16-18 study by institution type and cohort
- 1a Females: Level 3 attainment of female students at the end of 16-18 study by institution type and cohort
- 1a Males: Level 3 attainment of male students at the end of 16-18 study by institution type and cohort
- 1b Level 2 attainment of students at the end of 16-18 study by institution type, cohort and gender
- 1c Level 3 attainment of state-funded school students at the end of 16-18 study by selective institution status, cohort and gender
- 1d Attainment of Level 3 maths qualifications by students at the end of 16-18 studies, by institution type and gender
- 1e Level 3 value added scores and entries broken down by institution type for A level students at the end of 16-18 studies
- 1f Level 3 value added scores and entries broken down by institution type for academic students at the end of 16-18 studies
- 1g Level 3 value added scores and entries broken down by institution type for applied general students at the end of 16-18 studies

#### A and AS level examination results

- 2a A level results of all students aged 16-18 by subject and grade
- 2a Females: A level results of female students aged 16-18 by subject and grade
- 2a Males: A level results of male students aged 16-18 by subject and grade
- 2b Decoupled A level results of all 17 year old students by subject and grade
- 2b Females: Decoupled A level results of all 17 year old students by subject and grade
- 2b Males: Decoupled A level results of all 17 year old students by subject and grade
- 2c A level results of all students aged 16-18 by institution type and grade
- 2c Females: A level results of all students aged 16-18 by institution type and grade
- 2c Males: A level results of all students aged 16-18 by institution type and grade

2d A level results of state-funded school students aged 16-18 by selective institution status, grade and gender

- 3a AS level results of all students aged 16-18 by subject, grade and gender
- 3a Females: AS level results of all students aged 16-18 by subject, grade and gender
- 3a Males: AS level results of all students aged 16-18 by subject, grade and gender
- 3b Decoupled AS level results of 16 year old students by subject and grade
- 3b Females: Decoupled AS level results of 16 year old students by subject and grade
- 3b Males: Decoupled AS level results of 16 year old students by subject and grade

#### Applied A/AS level examination results

- 4a Applied single A level results of all students aged 16-18 by subject, grade and gender
- 4b Applied single AS level results of all students aged 16-18 by subject, grade and gender
- 5a Applied double A level results of all students aged 16-18 by subject, grade and gender
- 5b Applied double AS level results of all students aged 16-18 by subject, grade and gender

#### Applied general and Tech level results

- 6 Applied general and tech level entries of all students aged 16-18 by subject and gender

#### Level 2 vocational and Tech certificate results

- 7 Level 2 vocational and technical certificate entries of all students aged 16-18 by subject and gender

#### Below level 3 English and maths results

- 8a GCSE English and other below level 3 English qualification entries and results by qualification type, grade and gender
- 8b GCSE Maths and other below level 3 Maths qualification entries and results by qualification type, grade and gender

#### Local authority and regional level tables

- 9a Level 3 attainment of all state-funded students at the end of 16-18 study by local authority and region
- 9a Females: Level 3 attainment of all state-funded students at the end of 16-18 study by local authority and region

- 9a Males: Level 3 attainment of all state-funded students at the end of 16-18 study by local authority and region
- 9b Level 3 attainment of all state-funded school students at the end of 16-18 study by local authority and region
- 9b Females: Level 3 attainment of all state-funded school students at the end of 16-18 study by local authority and region
- 9b Males: Level 3 attainment of all state-funded school students at the end of 16-18 study by local authority and region
- 10 Level 2 attainment of state-funded students at the end of 16-18 study by local authority, region and gender

**Maths and Science subject time series**

- 11a Time series of students entered for maths and science A levels by subject and gender
- 11a Time series of proportion of students entered for maths and science A levels by subject and gender
- 12 Time series of students entered for maths and science A levels by number of subjects and gender

**Progress in English and maths tables**

- 13a Matrix of prior attainment and progress point scores in GCSE English and other English qualifications by students at the end of 16-18 studies
- 13b Matrix of prior attainment and progress point scores in GCSE Maths and other Maths qualifications by students at the end of 16-18 studies
- 14a Progress in GCSE English and other English qualifications by students at the end of 16-18 studies, by institution type and gender
- 14b Progress in GCSE maths and other maths qualifications by students at end of 16-18 studies, by institution type and gender

**Minimum standards**

- 15a 16-18 eligible providers below the minimum standard for level 3 academic qualifications

- 15b 16-18 eligible providers below the minimum standard for level 3 applied general qualifications
- 15c 16-18 eligible providers below the level 3 academic minimum standard for each local authority and region
- 15d 16-18 eligible providers below the level 3 applied general minimum standard for each local authority and region
- 15e 16-18 eligible providers below the level 3 academic minimum standard by institution type
- 15f 16-18 eligible providers below the level 3 applied general minimum standard by institution type

**School and college location tables**

- 16 Level 3 attainment of state-funded students at the end of 16-18 study by degree of rurality and region of school or college location
- 17 Level 3 attainment of state-funded students at the end of 16-18 study by local authority district and region of school or college location

**Maps (pdf format)**

- Average point score per entry for the A level cohort
- Average point score per entry for the applied general cohort
- Average point score per entry for the tech level cohort

**CSVs (csv format) and metadata**

- Metadata for CSV
- A and AS level exam results subject time series csv
- A level exam results by institution type csv
- A level exam results by LA and region csv
- A level student participation by subject csv
- Vocational student participation by subject csv
- A level student maths and science participation by gender and institution csv
- A level student maths and science participation by gender, local authority and region csv
- A level student maths and science participation by gender and subject combination csv
- Measures by disadvantaged characteristic status CSV

When reviewing the tables, please note that:

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The criteria we use to include students (tables 1a-b, 9a-b)	Students will be included if they were aged 16, 17 or 18 on 31 August 2015 and had completed 16-18 study. A student is considered to have completed 16-18 study in 2016 if they meet one of the following criteria: <ol style="list-style-type: none"><li>1. has entered for level 3 qualifications at least the size of 2 A levels</li><li>2. has attended the same institution for 2 years in a row</li><li>3. has reached academic age 18 and has not previously been included in performance tables results</li></ol>
Approved qualifications only	The range of qualifications reported in this SFR covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000). Approved qualifications at level 3 and their point scores can be found at <a href="#">Ofqual Register website</a>
How we avoid double counting subjects	To avoid double counting results, qualification discounting is applied where, for example, if a student achieves an AS en route to achieving an A level in the same subject, only the A level pass is included.
We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality. The Department has a set of statistical policies in line with the Code of Practice for Official Statistics: <a href="#">Standards for official statistics published by the Department for Education</a>
so we suppress some figures,	Any numbers less than three (1 to 2 inclusive) have been suppressed and have been replaced by an 'x'. An 'x' has also been used where secondary suppression has been applied. Percentages have been shown to one decimal place but where the numerator is between 1 and 2 inclusive, they have been suppressed. Where a number is shown as zero (0), the original figure submitted was zero.
adopt symbols to help identify this	Symbols are used in the tables as follows: . not applicable x publication of that figure would be disclosive
and round percentages	Percentages in this SFR are given to one decimal place. Totals may not add to 100% due to rounding.

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## 8. Further information is available

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Performance tables	Data for institutions can found in the <a href="#">school and college performance tables</a> . The 16-18 performance tables will be updated with data for the 2016/17 academic year in January 2018.
Key stage 4	GCSE and equivalent results for key stage 4 can be found at <a href="#">GOV.UK - Statistics: GCSEs (key stage 4)</a> .
Key stage 2	Statistics on national curriculum assessments and review outcomes at key stage 2 (KS2), including measures of progress between KS1 and KS2, can be found at <a href="#">GOV.UK - Statistics: key stage 2</a> .

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Key stage 1	Statistics on national curriculum assessments at key stage 1 and phonics screening check results can be found at <a href="#">GOV.UK - Statistics: key stage 1</a>
Destination measures	Statistics on educational or employment destinations of key stage 4 and key stage 5 students can be found at <a href="#">GOV.UK - Statistics: destinations of key stage 4 and key stage 5 pupils.</a>
Level 2 and 3 attainment at 16-18	Statistics on the attainment of young people aged 19, based on matched administrative data can be found at <a href="#">GOV.UK – attainment at 19 years.</a>
Level 1 and 2 attainment in English and maths at 16-18	Experimental statistics on level 1 and 2 English and maths by students aged 16 to 18 who failed to achieve A* to C by the end of key stage 4 can be found at <a href="#">GOV.UK - attainment at 19 years.</a> Note that this release has been discontinued.
Young people’s participation	Statistics on young people’s participation in education, employment and training and those not in education, employment or training (NEET) can be found at <a href="#">Gov.uk – statistics: NEET.</a>
Qualification achievement rates and minimum standards	Key information and guidance about qualification achievement rates (QAR) and minimum standards can be found at <a href="#">GOV.UK: qualification achievement rates and minimum standards</a>
Results for the rest of the UK	<p>The Welsh Assembly publishes the results of external examinations taken by pupils aged 15 or 17, available at: <a href="#">Welsh assembly statistics and research</a></p> <p>The Department for Education Northern Ireland (DENI) published AS and A level statistics, available at: <a href="#">Department for Education Northern Ireland (DENI)</a></p> <p>The publication ‘Summary statistics for attainment, leaver destinations and healthy living’ is published by the Scottish Government and is available at: <a href="#">The Scottish Government website</a></p>
Information published by Ofqual	<p>Ofqual follows the principle that if the cohort of students taking a subject is similar to previous years, then the proportions of students at each grade will be similar. A key piece of evidence in determining if the cohort is the same is prior attainment at GCSE for AS and A level qualifications. Background on the methodology and history of setting and maintaining exam standards can be found on <a href="#">GOV.UK - setting GCSE and A level grade standards</a></p> <p>Ofqual have also published information on variability in AS and A level results for schools and colleges which is available at <a href="#">GOV.UK - variability in AS and A level results</a></p>

## 9. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

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



Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

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

## 10. Technical Information

A quality and methodology information document accompanies this SFR. This provides further information on the data sources, their coverage and quality, and explains the methodology used in producing the data, including how it is validated and processed.

## 11. Get in touch

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### Other enquiries/feedback

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### We are changing how we present our data

From 2018, we are planning to change the way we present data in our publication. Our intention is to highlight key performance figures in the main text and tables. More detailed information breakdowns will be presented as underlying data in a downloadable and accessible format. We would welcome your feedback on these proposed changes at [Attainment.STATISTICS@education.gov.uk](mailto:Attainment.STATISTICS@education.gov.uk)



Department  
for Education



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