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GCSE AND EQUIVALENT RESULTS IN ENGLAND 2010/11 (REVISED)

INTRODUCTION

This Statistical First Release (SFR) provides updated information on the overall achievements of young people in GCSE examinations and other accredited qualifications in 2010/11. The information is taken from data collated for the 2011 Secondary School Performance Tables, which has been checked by schools. The results shown in this SFR are based on pupils reaching the end of Key Stage 4 (KS4), typically those starting the academic year aged 15. 2009/10 figures shown in this SFR have been updated from revised to final.

iGCSEs accredited as International Certificates were included in this publication for the first time last year. However many of the more popular iGCSE qualifications which had significant volumes of entries were not accredited at the time of publication and were therefore excluded. Since 2009/10, a greater number of iGCSEs have been accredited as certificates and are now reflected in these statistics. These have had a significant effect on the statistics published in this SFR, most notably for those covering independent schools. Some analysis of the impact of iGCSEs on key indicators is provided in the technical notes of this SFR.

A number of new statistics are included in this publication:

- The percentage of pupils achieving key indicators by prior attainment bands are shown in Table 6.
- There are two new national tables showing school counts for the percentage of pupils achieving the English Baccalaureate and number of schools below/at/above the floor standards (Tables S1 and S2). There is also a new table showing the number of schools below the floor standards in each Local Authority and region (Table 21).

KEY POINTS

National results for pupils at the end of Key Stage 4 for all schools (both maintained including academies and special schools and independent)

- 58.9 per cent achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs, an increase of 5.4 percentage points from 2009/10 (Table 1a, Chart 1).
- 23.7 per cent were entered for all of the subject areas of the English Baccalaureate and 17.6 per cent passed every subject area with grades A* to C. This compares to 22.0 per cent who were entered and 15.6 per cent who achieved the English Baccalaureate in 2009/10 (Table 1b).
- 59.5 per cent achieved English and mathematics GCSEs or iGCSEs at grades A* to C, compared to 54.0 per cent in 2009/10 (Table 2).
- 79.5 per cent achieved 5 or more GCSEs at grade A* to C or equivalent, an increase of 4.1 percentage points from 2009/10 (Table 1a, Chart 1).

National results for pupils at the end of Key Stage 4 for maintained schools only including academies and special schools

- 58.2 per cent of pupils in maintained schools achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs, an increase of 3.1 percentage points from 2009/10 (Table 1a).
- 21.6 per cent of pupils in maintained schools were entered for all the subject areas of the English Baccalaureate, a slight fall from 21.8 per cent in 2009/10. Despite this, the percentage achieving the English Baccalaureate rose by 0.3 percentage points to 15.4 per cent (Table 1b).
- Statistics on progression are only available for maintained schools. The percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English rose by 2.5 percentage points to 71.8 per cent (Table 1c).
- The percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics increased from 62.0 per cent in 2009/10 to 64.8 per cent in 2010/11, a rise of 2.8 percentage points (Table 1c).
- A greater percentage of pupils with higher prior attainment made expected progress in English and mathematics compared to those with lower prior attainment. 80.3 per cent of pupils who achieved level 5 in Key Stage 2 English went on to make expected progress by achieving at least a grade B in GCSE English. This compares to 49.4 per cent who were judged to be at level 2 at Key Stage 2 and made expected progress to grade E or above in GCSE English (Table 1d).
- In mathematics, 79.2 per cent made expected progress from a starting point of level 5 at Key Stage 2 compared to 19.1 per cent from a starting point of level 2 (Table 1d).
- 58.7 per cent of pupils in maintained schools achieved English and mathematics GCSEs or iGCSEs at grades A* to C, compared to 55.7 per cent in 2009/10. 96.4 per cent of pupils were entered for both English and mathematics GCSE or accredited iGCSE, a small rise from 96.1 per cent in 2009/10 (Table 4).
- 80.5 per cent achieved 5 or more GCSEs at grade A* to C or equivalent, an increase of 4.4 percentage points from 2009/10 (Table 1a, Chart 1).

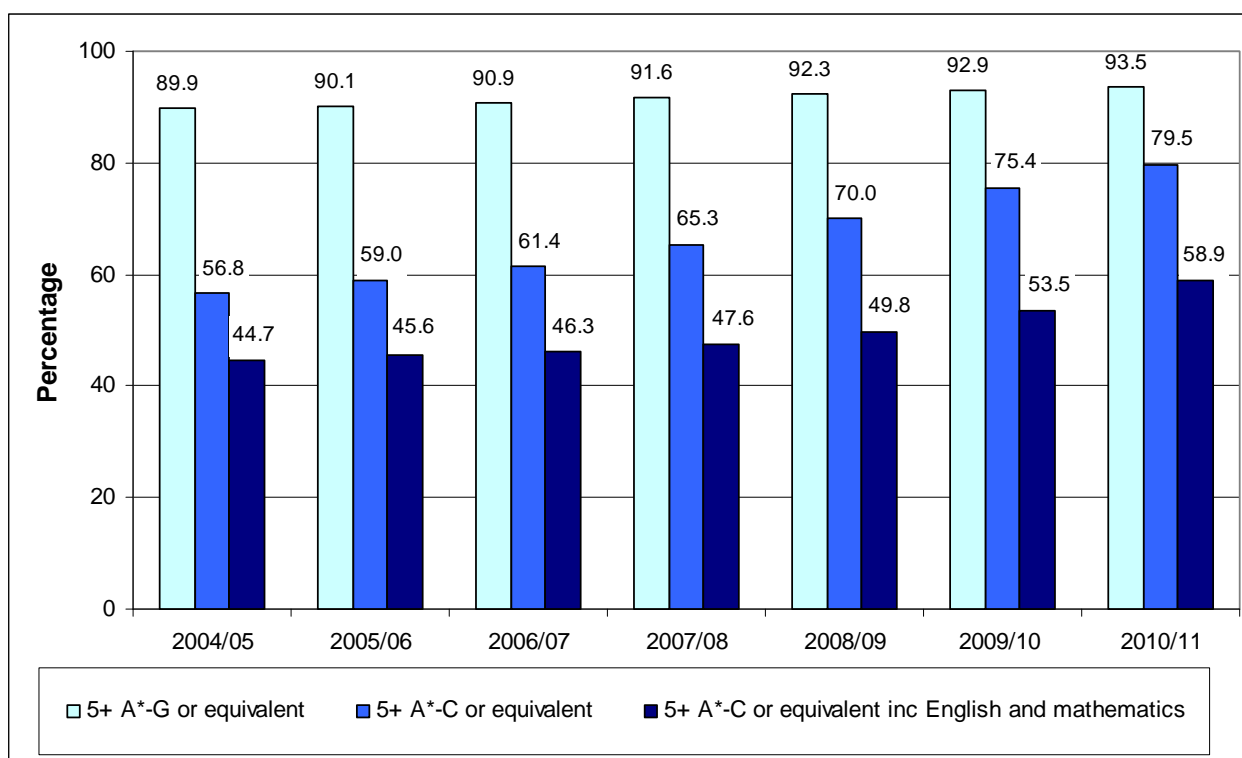
School floor standards

It is expected that as a minimum standard, all schools should have at least 35 per cent of pupils achieving 5 or more GCSEs at grade A*-C or equivalent including GCSEs (or iGCSEs) in both English and mathematics and not be below the median school scores for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English and in mathematics. The median for pupils making expected progress in English is 74 per cent and in mathematics is 66 per cent in 2010/11.

In 2010/11, 107 open, maintained mainstream schools were below these floor standards (see Table S2) compared to 214 schools in 2009/10. The number of schools below the floor standards in each Local Authority and region are shown in Table 21.

Time series of the main indicators

Chart 1: Percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent, 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs and 5 or more GCSEs at A* to G or equivalent (see Table 1a)



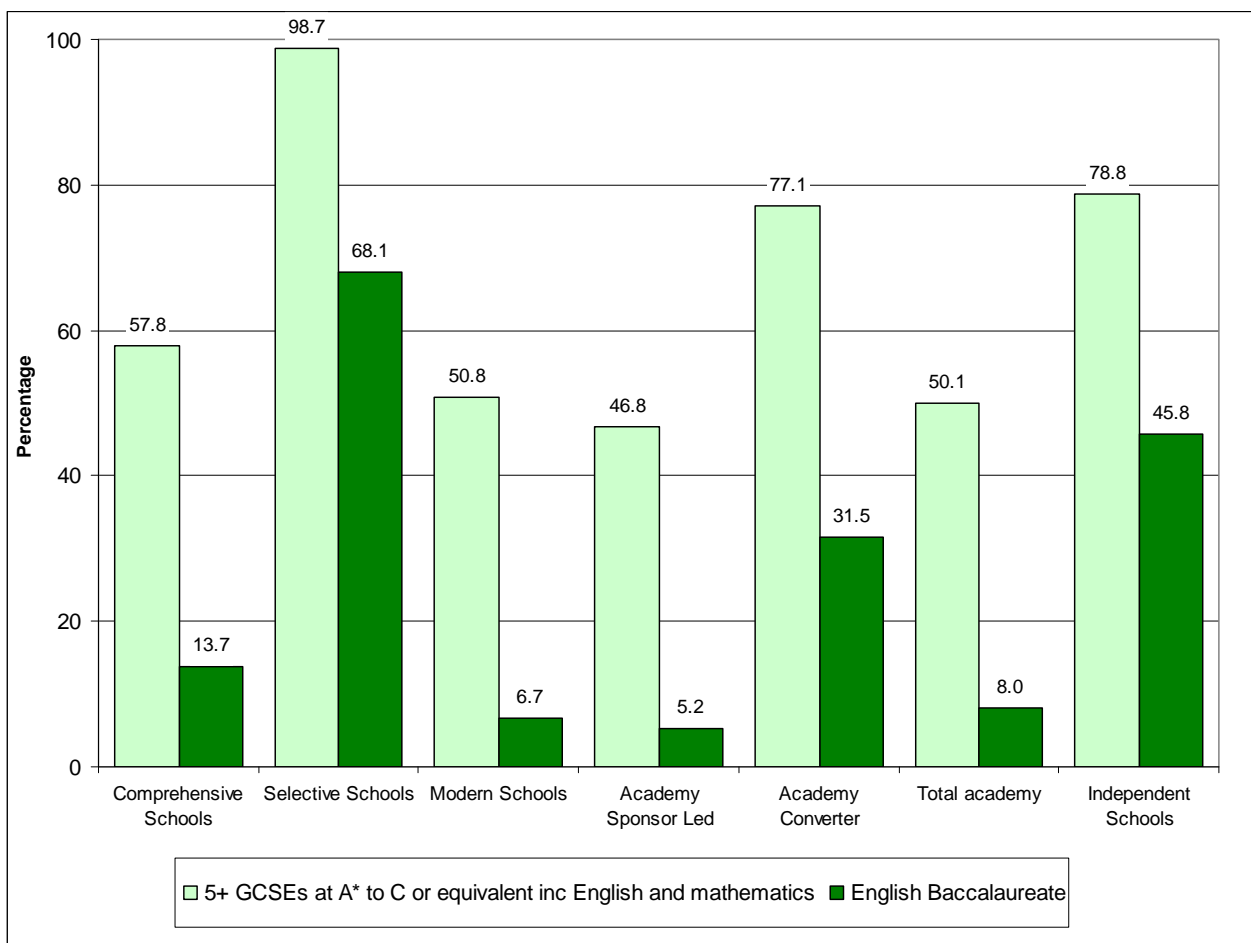
Each of the measures shown in Chart 1 have increased year on year since 2004/05. The percentage of pupils achieving 5 or more GCSEs at grade A*-G or equivalent has risen by 3.6 percentage points over this period, the percentage achieving 5 or more GCSEs at grade A*-C or equivalent has increased by 22.7 percentage points and the percentage achieving 5 or more GCSEs at grade A*-C or equivalent including English and mathematics GCSEs or iGCSEs has risen by 14.2 percentage points.

School types

The following chart compares the performance of different types of schools against the English Baccalaureate and the 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSE (or iGCSE) measures. The types of school differ for a number of reasons, for example the school could be a registered independent school (normally fee paying), a comprehensive school which is maintained by the local authority or an academy sponsor led which is a publicly-funded independent school.

A greater percentage of pupils in selective schools achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSE (or iGCSE) and the English Baccalaureate at 98.7 per cent and 68.1 per cent respectively. In comprehensive schools, 57.8 per cent of pupils achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSE (or iGCSE) and 13.7 per cent achieved the English Baccalaureate.

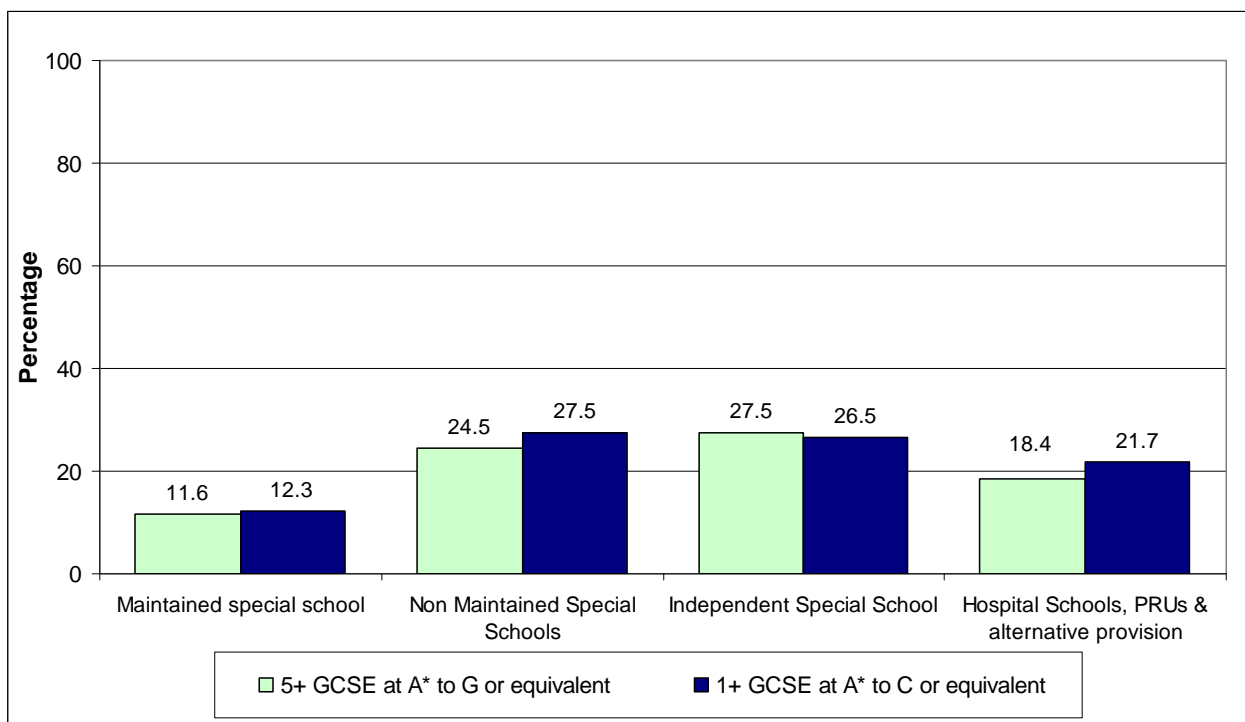
Chart 2: Percentage of pupils achieving the English Baccalaureate and percentage of pupils achieving 5 or more GCSEs or equivalent at A* to C including English and mathematics GCSEs or iGCSEs by type of mainstream school (see Table 3)



Please note: Academies are also included in the appropriate comprehensive/selective/modern categories

For the purposes of this SFR, the date of 12 September 2010 has been used to determine the status of a school. Any schools which converted to an academy on or before this date have been published as an academy and those that have converted after this date have been treated as their predecessor school type. This policy will also be adopted in the School Performance Tables in January 2012 and in other school level releases.

Chart 3: Percentage of pupils achieving 5 or more GCSEs at A* to G or equivalent and the percentage achieving at least one GCSE at grade A* to C or equivalent in non-mainstream institutions (see Table 3)



Other qualifications

There are a large number of qualifications available for pupils to enter at the end of Key Stage 4 that are counted as being equivalent to GCSEs in that they contribute to the attainment of Level 1 (i.e. five or more GCSEs at grade A* to G) and Level 2 (i.e. five or more GCSEs at grade A* to C). Chart 4 shows the number of awards in a selection of non-GCSE qualifications that have contributed to pupils' Key Stage 4 achievement. Vocationally Related Qualifications has the highest number of achievements in Level 1 and Level 2 that contribute towards Key Stage 4; examples of these include qualifications in travel and tourism, hair and beauty, retail and horticulture.

Chart 4: Number of non-GCSE qualifications that make a contribution to Key Stage 4 Levels 1 and 2 awarded to pupils at the end of Key Stage 4 in all schools (see Table 15).

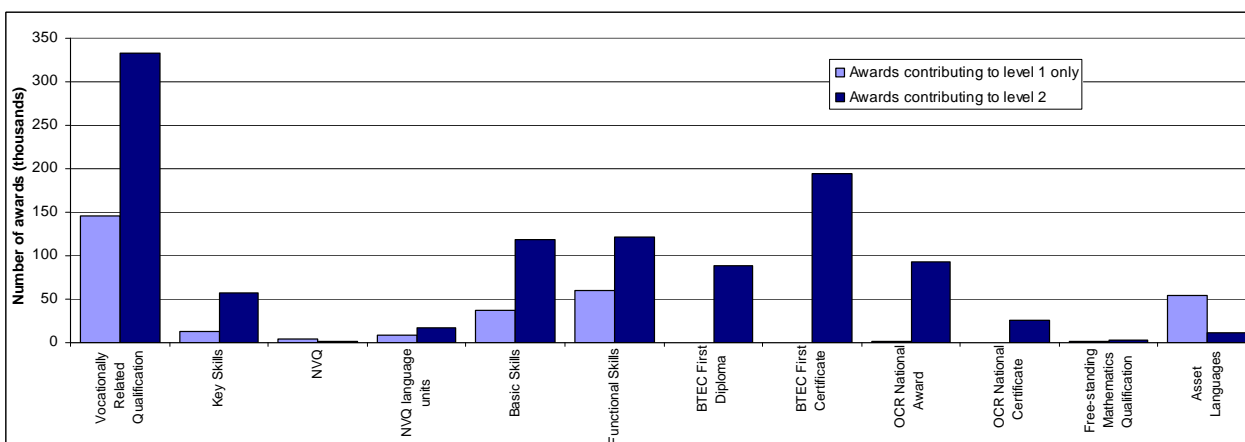
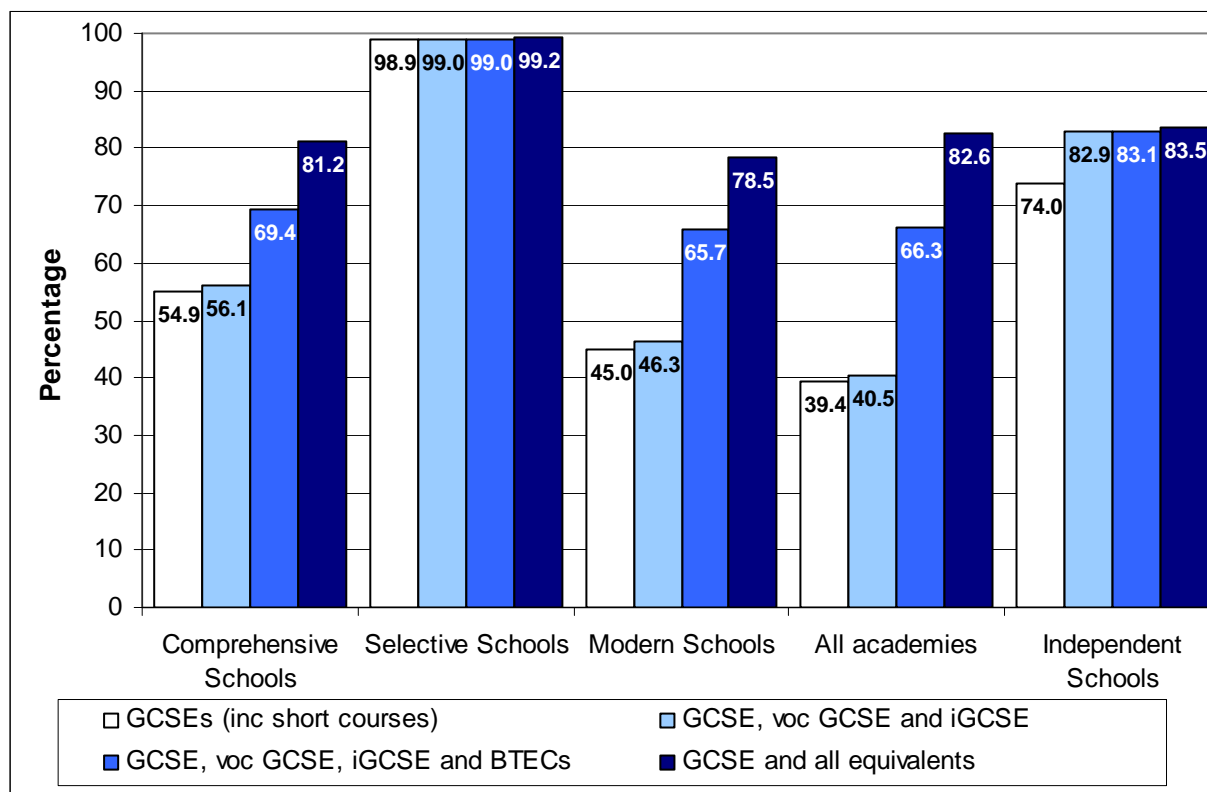


Chart 5 shows the effect that non-GCSE equivalents have on the attainment of Level 2 in mainstream schools. For example, 54.9 per cent of pupils in comprehensive schools achieve Level 2 when only full, double and short course GCSEs are counted. When vocational GCSEs and iGCSEs are included, this rises to 56.1 per cent and increases further to 69.4 per cent when BTECs are included. When all accredited qualifications are included, 81.2 per cent of pupils in comprehensive schools achieve Level 2.

Chart 5: Analysing the effect of including non-GCSE qualifications on the percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent in mainstream schools (see Table 5)



Please note: Academies are also included in the appropriate comprehensive/selective/modern categories

TABLES

Included within this document and available on the DfE statistics website. Statistics are for England only:

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00201306/dfe-gcse-and-equivalent-results-in-england-201011-revised>

- Table 1a** Time series of GCSE and equivalent attempts and achievements, 1995/96 to 2010/11.
- Table 1b** The English Baccalaureate, 2009/10 to 2010/11
- Table 1c** Percentage of pupils making expected progress in English and in mathematics between Key Stage 2 and Key Stage 4 by gender, 2007/08 to 2010/11
- Table 1d** Percentage of pupils making expected progress in English and mathematics between Key Stage 2 and Key Stage 4 by KS2 attainment level and KS4 outcome, 2010/11
- Table 2** National performance of pupils attaining Levels 1 and 2 (including English and mathematics) for pupils at the end of Key Stage 4, 2005/06 to 2010/11
- Table 3** GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by type of school, 2010/11
- Table 4** Average point scores and A* to C achievement of GCSE English and mathematics of pupils at the end of Key Stage 4 by type of school, 2010/11
- Table 5** Percentage of pupils achieving Level 2 at the end of Key Stage 4 by qualification families and by type of school, 2010/11
- Table 6** Percentage of pupils at the end of Key Stage 4 by prior attainment bands by type of school, 2010/11
- Table S1** Number of schools showing the percentage of pupils at the end of Key Stage 4 achieving English Baccalaureate by type of school, 2010/11
- Table S2** Number of schools achieving the floor standards, 2010/11

Additional tables

Available on the DfE statistics website only:

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00201306/dfe-gcse-and-equivalent-results-in-england-201011-revised>

- Table 7** GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (numbers), 2010/11
- Table 8** GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (percentages of pupils attempting the subject), 2010/11
- Table 9** GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (percentages of all pupils), 2010/11
- Table 10** GCSE attempts in selected subjects by pupils at the end of Key Stage 4 by type of school (percentages), 2010/11
- Table 11** GCSE results of pupils at the end of Key Stage 4 in schools, by subject and grade, 2010/11
- Table 12** International GCSE, Cambridge International Certificate and Edexcel Level1/2 Certificate results of pupils at the end of Key Stage 4 in schools, by subject and grade, 2010/11

- Table 13** Results of GCSEs in Applied subjects of end of Key Stage 4 pupils in schools, by subject and grade, 2010/11
- Table 14** GCSE (Short Course) results of pupils at the end of Key Stage 4 by subject and grade, 2010/11
- Table 15** Other Qualification results of pupils at the end of Key Stage 4 by type of qualification, 2010/11
- Table 16** GCSE and equivalent results of pupils at the end of Key Stage 4 by gender for each Local Authority and Region, 2010/11
- Table 17** GCSE and equivalent results of pupils at the end of Key Stage 4 for each Local Authority and Region, 2005/06 - 2010/11
- Table 18** The English Baccalaureate by Local Authority and Region, 2010/11
- Table 19** Percentage of pupils in maintained mainstream schools making expected progress in English and in mathematics between Key Stage 2 and Key Stage 4, by Local Authority and Region, 2008/09 to 2010/11
- Table 20** Percentage of pupils in maintained mainstream and special schools making expected progress in English and in mathematics between Key Stage 2 and Key Stage 4, by Local Authority and Region, 2008/09 to 2010/11
- Table 21** Number of schools below the floor standard by Local Authority and Region, 2010/11

DEFINITIONS

Academic Age – Academic age used for reporting examinations and awards is the age at the start of the academic year. For the majority of pupils at the end of Key Stage 4, this will be age 15. The end of Key Stage 4 signals the end of compulsory education. From 2005, the Secondary School Performance Tables reported examination results for pupils at the end of Key Stage 4, rather than those aged 15. This shift to stage-based reporting removes any barriers to more flexible rates of learning.

Level – In order to incorporate other accredited qualifications into measures such as the percentage of pupils achieving the equivalent of 5 or more grades A* to C the contribution that a qualification makes towards the end of each level is used. The levels can be defined as follows:

Level 1 – The pupil has achieved the equivalent of 5 or more GCSEs at grades A* to G.

Level 2 – The pupil has achieved the equivalent of 5 or more GCSEs at grades A* to C.

The results reported in this SFR incorporate entry level, Level 1 and Level 2 qualifications with the addition of GCE/Applied GCE AS levels, which are Level 3 qualifications.

Qualification Abbreviation/Descriptions – The following qualifications are reported within this SFR and the abbreviations used throughout stand for the following:

Entry Level – Qualifications with an academic standard below that of a G-grade GCSE.

GCE/Applied GCE – General Certificate of Education/Applied General Certificate of Education (Advanced Supplementary (AS) level qualifications only).

GCSE – General Certificate of Secondary Education.

iGCSE – international General Certificate of Secondary Education. A number of these qualifications are now accredited as **International Certificates** and the 'legacy' iGCSEs in those subjects that have been accredited are included and counted in the same way as a GCSE in this publication. For more information see the technical notes.

NVQ – National Vocational Qualification.

VRQ – Vocationally Related Qualifications.

BTEC – A qualification originally developed by the Business and Technology Education Council.

English and mathematics skills at Level 2 – A pupil will fulfil this by achieving the equivalent of GCSE grades A* to C (Level 2) in both English and mathematics. Valid equivalents, along with GCSEs are iGCSEs, Functional Skills, Key Skills and Basic Skills at Level 2.

English and mathematics skills at Level 1 – A pupil will fulfil this by achieving the equivalent of GCSE grades A* to G (Level 1) in both English and mathematics. Valid equivalents, along with GCSEs, are iGCSEs, Functional Skills, Key Skills and Basic Skills at Level 1.

English Baccalaureate (EBacc) – This was introduced into performance tables in 2010 with the aim of recognising pupils' achievements across a core of selected academic subjects. The EBacc covers achievement in GCSE (or accredited iGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject (history or geography). Further information on the exact qualifications included in the measure is available on the Performance Tables website:

<http://www.education.gov.uk/schools/performance/documents.html>

The 2010 performance tables also, for the first time, included the percentage of pupils achieving good GCSE grades (A* to C) in English and mathematics which covers the same qualifications that qualify for the English and mathematics components of the 5 or more GCSEs at A* to C grade or equivalent including English and mathematics GCSEs measure. Unlike the English subject area for the EBacc, this measure includes achievements in GCSE English studies.

School Type Descriptions - The school types reported within this SFR are defined as follows:

Comprehensive schools

Takes all pupils, usually regardless of their ability, aptitude or whether they have been selected for a place at a selective school, includes schools operating pupil banding admission arrangements.

Modern

Takes pupils regardless of their ability or aptitude, including those who have not been selected for a place at a local selective school.

Selective

Admits pupils wholly or mainly with reference to ability. These schools are formally designated as grammar schools.

Academy Sponsor Led

Academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities.

Academy Converter

All schools that have chosen through Governing Body Resolution and application to the Secretary of State to become an Academy under the Academies Act 2010.

City Technology Colleges

Independent all-ability, non fee-paying schools offering pupils the opportunity to study a curriculum geared, with the help of private sector sponsors, towards the world of work.

Registered independent school

Any school which provides full time education for 5 or more pupils of compulsory school age, which is not maintained by a local authority or a non-maintained special school.

Independent special school

Approved by the Secretary of State for Education. They are run on a not-for-profit basis by charitable trusts and normally cater for children with severe and/or low incidence special educational needs.

Maintained schools

Includes comprehensive, modern and selective schools, academies, city technology colleges and maintained special schools (excluding hospital schools, Pupil Referral Units, Alternative Provision and independent schools).

Maintained mainstream

Includes comprehensive, modern and selective schools, academies and city technology colleges (excluding all special schools, Pupil Referral Units, Alternative Provision and independent schools).

All independent

Includes independent schools, independent special schools and non-maintained special schools.

TECHNICAL NOTES

Coverage of the data

The statistics in this first release cover the data collated for the 2011 Secondary School Performance Tables. From 2005 the Performance Tables reported results based on pupils at the end of Key Stage 4. This publication includes tables only for pupils at the end of Key Stage 4.

The coverage of the Local Authority (LA) and regional statistics is maintained schools only in England. This includes City Technology Colleges and Academies but excludes hospital schools, pupil referral units and alternative provision.

Qualifications included in GCSE and Equivalent results

Range of Qualifications

The general range of qualifications, together with the qualification families into which they fall, is set out below

General	GCE AS	GCSE (Full course)	Accredited iGCSE	GCSE Short Course	Entry Level 1-3
General Applied	Applied GCE AS Double award	Applied GCE AS/ VCE AS	GCSE Single in applied subject	GCSE Double in applied subject	
Occupational	NVQ Level 1-2				
Vocationally related	VRQ Level 2 or BTEC First	VRQ Level 1			
Key Skills	Key Skills Level 1-2				
Basic Skills	Basic Skills Level 1-2				
Vocational Languages	NVQ Language Unit at Level 1-2				
Graded Exams	Graded Exam (Grade 1-8)				
Free Standing Maths	Level 1-3				
Other General	Other General qualifications Level 1-2				

GCSE (Short Courses) are of the same academic standard as a full GCSE but have half the content. GCSEs in applied subjects are of the same academic standard as a full GCSE and are available as a single or double course.

International GCSEs

In addition to counting International Certificates that were accredited at the start of the period of study, "legacy" iGCSEs – i.e. those subjects which gained accreditation as Certificates by the time the exam dataset was processed were included in this publication and in the Performance Tables for the first time last year. However, it was the case that the majority of iGCSEs that were taken in independent schools in 2009/10 remained unaccredited when the revised SFR (SFR01/2011) was published in January 2011 and were therefore not reported.

Since the 2009/10 publication, a small number of iGCSEs have gained accreditation as International Certificates including the most popular qualification – Edexcel mathematics. The inclusion of the associated legacy iGCSEs in the provisional 2010/11 SFR resulted in a significant increase in some indicators, particularly those including schools in the independent sector. Since the publication of provisional figures, a number of additional subjects have gained accreditation – Edexcel single sciences, double science and geography certificates. The inclusion of these subjects has further increased the percentages achieving key indicators.

The following table gives the list of Certificates that were accredited at the time of, and included in, the January 2011 publication, the list that have since been accredited and are now included in this SFR and a list of those which are not accredited. The volume of entries for accredited iGCSE subjects can be found in Table 12 of this SFR.

Further information on accreditation, contributions to pupil level and point scores of qualifications can be found through OfQual's Register of Regulated Qualifications:

<http://register.ofqual.gov.uk/>

Table A – List of iGCSEs and accreditation status in 2009/10 and 2010/11

Accredited International Certificates and their legacy iGCSEs included in 2009/10	iGCSEs not accredited	
<p>CIE Art and Design CIE Biology CIE Business Studies CIE Chemistry CIE English Language CIE English Literature CIE English as a Second Language CIE French CIE Geography CIE Greek CIE Hindi as a Second Language CIE History CIE ICT CIE Mathematics CIE Music CIE Physics</p>	<p>CIE Accounting CIE Afrikaans – First Language CIE Afrikaans – Second Language CIE Agriculture CIE Arabic – First Language CIE Arabic – Second Language CIE Bangladesh Studies CIE Child Development CIE Chinese – First Language CIE Computer Studies CIE Czech – First Language CIE Design & Technology CIE Development Studies CIE Drama CIE Dutch – First Language CIE Dutch – Foreign Language CIE Economics CIE Environmental Management CIE Food & Nutrition CIE French – First Language CIE German – First Language CIE Global Perspectives CIE Indonesian – Foreign Language CIE Information Technology CIE IsiZulu as a Second Language CIE Japanese – First Language CIE Japanese – Foreign Language CIE Kazakh as a Second Language CIE Korean – First Language CIE Latin CIE Malay – Foreign Language CIE Mathematics – Additional CIE International Mathematics CIE Mathematics (with coursework) CIE Pakistan Studies CIE Physical Education CIE Physical Science CIE Portuguese - First Language CIE Portuguese – Foreign Language CIE Religious Studies CIE Russian – First Language CIE Sanskrit CIE Science Combined CIE Sciences – Co-ordinated (Double Award) CIE Sociology CIE Spanish – First Language</p>	<p>CIE Spanish Literature CIE Thai – First Language CIE Travel & Tourism CIE Turkish – First Language CIE Twenty-first Century Science Edexcel Accounting Edexcel Arabic – First Language Edexcel Art and Design Edexcel Bangladesh Studies Edexcel Bengali Edexcel Business Studies Edexcel Chinese Edexcel Classical Arabic Edexcel Commerce Edexcel Drama Edexcel Economics Edexcel English as a Second Language Edexcel French Edexcel Further Pure Mathematics Edexcel German Edexcel Gujarati Edexcel History Edexcel Human Biology Edexcel ICT Edexcel Islamiyat Edexcel Modern Greek Edexcel Pakistan Studies Edexcel Religious Studies Edexcel Sinhala Edexcel Spanish Edexcel Swahili Edexcel Tamil Edexcel Turkish Edexcel Urdu</p>
Additional Accredited International Certificates and their legacy iGCSEs included in 2010/11		
<p>CIE Chinese (Mandarin) – foreign language CIE Enterprise CIE German CIE Spanish Edexcel English Language Edexcel English Literature Edexcel Mathematics</p> <p><u>Accredited after publication of provisional figures in October 2011</u> Edexcel Chemistry Edexcel Physics Edexcel Biology Edexcel Geography Edexcel Science Double Award</p>		

Impact of newly accredited iGCSEs on performance indicators

The largest impact can be seen in those measures which specifically require the achievement of GCSE mathematics and English. For example, the percentage of pupils achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs is published as 78.8 per cent for independent schools (Table 3) but if new iGCSEs had not been accredited this would have been 44.5 per cent – a difference of 34.3 percentage points. As so few iGCSEs are taken in maintained schools, the impact is only seen in the independent sector but the volume of iGCSEs is enough to have a 2.8 percentage point influence on the all schools national figure for this measure.

Figures showing the differences in selected performance measures are provided in Table B.

Table B – The impact of newly accredited iGCSEs on the percentage of pupils achieving selected performance indicators in the independent sector and nationally, 2010/11

Indicator	Independent schools			National		
	With newly accredited iGCSEs	Without newly accredited iGCSEs	Difference (percentage points)	With newly accredited iGCSEs	Without newly accredited iGCSEs	Difference (percentage points)
% Pupils achieving GCSEs at grades A* to C in English and mathematics	79.9	45.4	34.5	59.5	56.7	2.8
% Pupils achieving 5+ GCSEs at A* to C or equivalent including English and mathematics GCSEs	78.8	44.5	34.3	58.9	56.1	2.8
% Pupils entered for the English Bacallaureate	52.1	26.4	25.7	23.7	21.6	2.1
% Pupils achieving the English Bacallaureate	45.8	22.0	23.8	17.6	15.6	2.0

Average Point Score (Table 4)

Another measure of institution performance is an average point score. In order to incorporate a wider range of qualifications within average point scores, a number of points are applied to all accredited qualifications – on a scale equivalent to GCSEs – for use in the Performance Tables. These are based on the relative challenge of a qualification together with the guided learning hours that a qualification requires.

The points awarded for each GCSE grade are set out in the table below:

Grade	Points	Grade	Points
A*	58	E	28
A	52	F	22
B	46	G	16
C	40	Ungraded	0
D	34		

The capped point score in Table 4 is based on a pupil's best 8 GCSEs or equivalent. Finally, a

pupil at the end of Key Stage 4 that has accumulated a non-zero number of points is considered to have passed at least one qualification (see Tables 1a,2,3,5 and 13).

It is important to note that the point scoring system developed for the Performance Tables is designed as a means of institutional performance measurement. It is not intended that the figures replace national systems used for other purposes, for example UCAS tariffs for individual pupils.

Calculations of expected progress in English and mathematics

Calculating Key Stage 2 attainment

- If pupil has achieved level 3, 4, 5 or 6 in the Key Stage 2 National Curriculum Test, then that grade is taken as their Key Stage 2 attainment. This happens in the majority of cases.
- If the pupil was working below the level of the test (B), not awarded a test level (N) or achieved level 2 in the Key Stage 2 test, the teacher assessment (providing it is a valid level) is used as a measure of their Key Stage 2 attainment. However that teacher assessment is capped at level 2, this means that a pupil in this situation with a teacher assessment of 3, 4, 5 or 6 will be deemed to have attained a level 2. If the teacher assessment is missing or is not valid, the pupil is excluded from the measure if they obtain grades C to G in their GCSE result (see Figure 1 below). This is because if a pupil is deemed to be below the level of the test or awarded a level 2 or N, we cannot determine their actual Key Stage 2 attainment and it would be inaccurate to use level 2 as this is only awarded as a compensatory level for pupils who do not achieve enough marks for level 3.
- If the pupil was absent, unable to access the test, missing their test result, had a lost script or did not have a grade due to malpractice in their Key Stage 2 test (grades A, T, M, X or Q) and has any valid level (W, 1, 2, 3, 4, 5 or 6) for their Key Stage 2 teacher assessment, then we take their teacher assessment level as their attainment. A Key Stage 2 test result of showing the test was taken in the past or in the future (P, F) is treated as a missing test result.
- If the pupil was absent, unable to access the test, missing their test result, had a lost script or did not have a grade due to malpractice in their Key Stage 2 test (grades A, T, M, X or Q) but does not have a valid level for their teacher assessment, then we treat them as not having a Key Stage 2 test result or teacher assessment, and the pupil is excluded from the measure. A Key Stage 2 test result that suggests the test was taken in the past or the future should not still be within the dataset (P, F) and is treated as a missing test result.
- If the pupil had left the school (L) or was ineligible (Y/Z) as their Key Stage 2 test result then we exclude them from the measure if they obtain grades C to G in their GCSE result (see Figure 1 below).

Measuring progress between Key Stage 2 and Key Stage 4

The table below shows how levels at KS2 are mapped to GCSE grades in English or mathematics to determine whether a pupil can be included in the progress measure and, if included, whether or not they have made expected progress in the subject. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in mathematics by the end of KS2 should be expected to achieve at least a C grade at GCSE in that subject.

The highest standardised points are used in the calculation of the GCSE English and mathematics level, therefore if a pupil at the end of Key Stage 4 has taken a GCSE in English and gained a grade A, and also taken a GCE AS level in English and gained a grade D, the standardised points of the GCSE (52) will be used and not the standardised points of the GCE AS level (45).

Where AS levels are counted in place of GCSEs, those pupils with grade D and above are deemed to have made expected progress, whereas those who achieve a grade E are treated as reaching national curriculum level 7, the equivalent of grade C at GCSE.

Figure 1: Matrix showing how the English and mathematics progression measure is calculated.

		GCSE Grade									
		No KS4 result	U	G	F	E	D	C	B	A	A*
KS2 outcome	Working towards level 1	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 5	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	Level 6	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	Disapplied /Absent (TA)	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	Left the school	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	No TA or test	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	Not eligible for tests	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made

- Pupils who have not been entered for a GCSE in English or mathematics or those who are ungraded are deemed to not have made expected progress.
- Pupils attaining level 5 or level 6 at KS2 are expected to achieve at least a grade B at GCSE, therefore all pupils achieving an A*-B are deemed to have made the expected progress, whether or not their prior attainment is known.

Prior attainment

Information is included for the first time in this publication which highlights any differences in how pupils of different starting abilities performed against key attainment indicators.

Pupils are grouped based on their performance at Key Stage 2 (KS2) on completion of the primary school phase, averaged across qualifying outcomes in English, mathematics and science tests or teacher assessments. Indicators are shown for:

Low attainers - those below the expected level (Level 4) at KS2

Middle attainers - those at the expected level (Level 4) at KS2

High attainers- those above the expected level (Level 4) at KS2

All children in maintained primary schools, including most academies, are required to sit National Curriculum tests in English and mathematics before they move to secondary school. The tests are graded according to attainment levels within the National Curriculum. Key Stage 2 (KS2) tests are aimed at pupils working at levels 3, 4 and 5.

Typical age of child (years)	6	7	8	9	10	11	12	13	14
National Curriculum Year Group	1	2	3	4	5	6	7	8	9
Key Stage	1	2			3				
Expected National Curriculum level at end of Key Stage	2	4			5/6				

Figure 2: Age of child related to year group, Key Stage & expected attainment

National Curriculum tests are a measurement of achievement against the precise attainment targets of the National Curriculum rather than any generalised concept of ability in any of the subject areas. Teacher Assessment is the teachers' judgement of pupils' performance in the whole subject over the whole academic year. The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that by the end of KS2 pupils are expected to achieve **Level 4**.

The following website provides information on how pupils are expected to perform at each National Curriculum level in each subject for Key Stage 1 and 2: <http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary>.

Academies

For the purposes of this SFR, the date of 12 September 2010 has been used to determine the status of a school. Any schools which converted to an academy on or before this date have been published as an academy and those that have converted after this date have been treated as their predecessor school type. This policy has also been adopted in the Performance Tables and in other school level releases.

Independent schools – pupils at the end of Key Stage 4

It is not simple to identify the number of pupils who are at the end of Key Stage 4 in independent schools. This is because, unlike in maintained schools, there is no pupil-level census meaning that exam data collected from awarding organisations cannot be matched directly to detailed information about pupils, including their year group and type of registration at the school.

Instead, the pattern of KS4 exams taken and the years in which Key Stage 2 and Key Stage 3 tests were taken (if known) are used to determine which year group is most likely for the pupil. If a pupil does not enter any qualifications they do not appear in the data.

This SFR attempts to report on all pupils who reach the end of Key Stage 4 and not just those who are entered for exams, so the figures for the total number of pupils in independent schools are derived from the aggregate of school-level census returns across all independent schools.

It used to be the case that whatever value independent schools reported as their number of pupils in year 11, this value would be used as the denominator in performance measures, even if the number of pupils thought to be at the end of Key Stage 4 from exam records was greater. This could lead to inflated results in some independent schools where the number of pupils included in the numerator was greater than the denominator.

From 2011, any independent school which submitted a school census return for year 11 pupils having fewer pupils than identified as being at the end of Key Stage 4 in exam data has had their number of pupils adjusted to the higher number. These results have been published in this Statistical First Release.

Schools have been given the opportunity through the Performance Tables checking exercise to adjust this number, for example removing pupils who have been matched to the school who might be external candidates or overseas pupils. The results of these amendments are shown in this Statistical First Release and will be published in the Performance Tables.

National maintained figures – pupils not on roll

In previous publications a number of pupils have been included in maintained national results despite them not being listed as on roll at or having been claimed by a maintained school. These pupils have no pupil-level census records (either current or historical) but have, according to the data collected from awarding organisations, been entered for at least one qualification associated with a maintained school.

In our national figures we attempt to measure the attainment of all pupils at the end of Key Stage 4. Therefore these pupils are included in all indicators - the assumption is that they must be on roll somewhere in an institution that does not complete the school census. However, national maintained figures are calculated as a percentage of the total number of pupils on roll in all maintained schools at the end of Key Stage 4 and so including these off-roll pupils as 'maintained' in these measures has inflated some results slightly.

The school census now collects pupil level information from a wider range of school-types e.g. Pupil Referral Units and alternative provision, providing a better understanding of where pupils are. Off-roll pupils have been removed from the national maintained measures in this SFR and the historical series in tables 1a and 1b have been revised accordingly to ensure that valid comparisons can be made to earlier years. Off-roll pupils have also been removed from breakdowns by school-types that complete the school census.

These off-roll pupils tend to be very low achievers and so there is very little change in indicators that are at the higher end of the achievement scale (e.g. a change of 0.02 percentage points for pupils achieving 5 or more GCSEs at grades A*-C or equivalent including English and mathematics) but there have been small revisions in indicators at the lower end of achievement. For example, the percentage of pupils in maintained schools achieving any qualification in 2010 has been revised to 99.0% from 99.7%.

Confidentiality

The Code of Practice for Official Statistics requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the DfE protect confidentiality.

Every effort has been made to ensure the tables do not allow the identification of individuals. To protect confidentiality, low numbers of entries by either males or females in a particular subject will result in both sets of figures being suppressed. Where the total number of entries is very low, the numbers achieving each grade are suppressed. This suppression is consistent with the Departmental statistical policy which can be found at <http://www.education.gov.uk/rsgateway/ns-sp-confidentialityv3.pdf>

Key to symbols

The following symbols have been used within this publication:

- 0 – zero
- X – small number suppressed to preserve confidentiality
- . – not applicable

Revisions

2010/11 figures in this publication are revised. There is no plan to re-issue the publication with final 2010/11 figures. Final national figures for 2010/11 will be made available in next year's release.

Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at <http://www.education.gov.uk/rsgateway/ns-sp-revisionsv3.pdf>

Your Feedback

Please contact Richard Baker at attainment.statistics@education.gsi.gov.uk if you have comments on the content or presentation of this release so that we can take account of your needs in future editions.

Transparency

As part of the Government's drive for data transparency, supporting data for this SFR will also be published at:

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00201306/dfe-gcse-and-equivalent-results-in-england-201011-revised>

This will be available on the 9 February 2012.

A National Statistics Publication

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*, these are published at: <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.

Related Publications

- SFR30/2010 - [DfE: GCSE and Equivalent Results in England, 2009/10 \(Provisional\)](#)
- SFR01/2011 - [DfE: GCSE and Equivalent Results in England, 2009/10 \(Revised\)](#)
- SFR10/2011 - [DFE: Percentage of Pupils Making Expected Progress in English and Mathematics between Key Stage 2 and Key Stage 4 in England: 2007/08 - 2009/10](#)
- SFR26/2011 - [GCSE and Equivalent Results in England, 2010/11 \(Provisional\)](#)
- SFR27/2011 - [DfE: GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2010/11 \(Provisional\)](#)
- SFR01/2012 - [DfE: GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2010/11 \(Revised\)](#)

Examination Results in Wales, 2010/11: This publication is produced by the Welsh Assembly Government and provides the earliest results of external examinations taken by pupils aged 15 or 17 in schools in Wales in 2010/11. It was published on 30 November 2011 and is available at: <http://wales.gov.uk/topics/statistics/headlines/schools2011/111130/?lang=en>

The Department for Education Northern Ireland (DENI) have published GCSE headline statistics 2011 on their website, which are available at: http://www.deni.gov.uk/index/80-curriculum-and-assessment/115-curriculum-and-assessment-qualifications-pg/gcse_headline_statistics_2011-2.htm

Statistics Publication Notice Education Series: SQA Examination Results in Scottish Schools, 2009/10. This publication was produced by the *Scottish Executive* and presents information on attainment of National Qualifications by all pupils in publicly funded secondary schools. It was published on 29 September 2010 and is available at: <http://www.scotland.gov.uk/Publications/2010/09/27142058/0>

Summary Statistics for Schools in Scotland, No.2: 2011 Edition 7th December, 2011. Annual summary statistics can be found in this bulletin covering pupils, teachers, pre-school children, school attendance, exclusions, examination results, destinations on leaving school and school buildings: <http://www.scotland.gov.uk/Publications/2011/12/06114834/0>

Enquiries

Enquiries about the figures contained in this SFR should be addressed to:

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Telephone Number: 0870 000 2288

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Press enquiries should be made to the Department's Press Office at:

Department for Education,
Sanctuary Buildings,
Great Smith Street,
London SW1P 3BT

Telephone number: 020 7783 8300

Table 1a: Time series of GCSE and equivalent attempts and achievements

Years: 1995/96 - 2010/11 ¹ (Revised) ²

Coverage: England

	Number of pupils ³	Percentage who achieved (including equivalents)				
		5+ GCSEs A*-C or equivalent	5+ GCSEs A*-C or equivalent inc. English & mathematics GCSEs ⁴	5+ GCSEs A*-G or equivalent	5+ GCSEs A*-G or equivalent inc. English & mathematics GCSEs ⁴	Any passes ⁵
15 year olds						
1995/96	594,035	44.5	35.2	86.1	83.4	92.2
1996/97 ⁶	586,766	45.1	35.6	86.4	83.9	92.3
1997/98	575,210	46.3	37.0	87.5	83.8	93.4
1998/99	580,972	47.9	38.6	88.5	85.8	94.0
1999/00	580,393	49.2	40.0	88.9	86.8	94.4
2000/01	603,318	50.0	40.7	88.9	86.9	94.5
2001/02	606,554	51.6	42.1	88.9	87.1	94.6
2002/03	622,122	52.9	41.9	88.8	86.6	94.8
2003/04 ⁷	643,560	53.7	42.6	88.8	86.7	95.9
2004/05	636,771	56.3	44.3	89.0	86.9	96.4
2005/06	648,942	58.5	45.3	89.4	86.8	96.7
2006/07	656,396	60.9	46.0	90.0	86.4	97.3
2007/08	653,808	64.8	47.3	90.8	86.7	98.0
Pupils at end Key Stage 4						
2004/05	636,119	56.8	44.7	89.9	87.6	97.0
2005/06	648,833	59.0	45.6	90.1	87.4	97.3
2006/07	655,146	61.4	46.3	90.9	87.1	98.0
2007/08	653,083	65.3	47.6	91.6	87.4	98.6
2008/09	634,496	70.0	49.8	92.3	88.3	98.9
2009/10	639,263	75.3	53.4	92.8	88.7	99.0
2009/10 including iGCSEs ⁴	639,263	75.4	53.5	92.9	88.8	99.1
2010/11	627,745	79.5	58.9	93.5	92.1	99.2
Pupils at end Key Stage 4 in maintained schools ⁸						
2004/05	584,170	54.9	42.5	90.3	88.5	97.3
2005/06	594,134	57.3	44.0	90.8	88.8	97.8
2006/07	600,664	59.9	45.8	91.5	89.6	98.4
2007/08	598,102	64.4	48.2	92.4	90.9	98.3
2008/09	578,841	69.8	50.7	93.5	92.0	98.7
2009/10	578,060	76.1	55.1	94.7	93.3	99.0
2009/10 including iGCSEs ⁴	578,060	76.1	55.1	94.7	93.3	99.0
2010/11	566,932	80.5	58.2	95.2	93.9	99.2

1. Including attempts and achievement in previous academic years.

2. Figures for 2010/11 are revised, all other figures are final.

3. Number of pupils on roll aged 15 at the start of the academic year or at the end of Key Stage 4

4. From 2009/2010 iGCSEs, accredited at time of publication, have been counted as GCSE equivalents and also as English & mathematics GCSEs.

5. From 2003/04 this includes attempts in entry level qualifications which do not contribute towards A*-C or A*-G thresholds.

6. Percentages from 1996/97 include GCSEs and GNVQs.

7. Percentages from 2003/04 include GCSEs and other equivalent qualifications approved for use pre-16.

8. Includes all maintained schools, academies and city technology colleges. Excludes hospital schools, Pupil Referral Units (PRUs), Alternative Provision (AP) and independent schools.

Table 1b: The English Baccalaureate
Year: 2009/10 - 2010/11 (Revised) ¹
Coverage: England

	Pupils at end Key Stage 4		Pupils at end Key Stage 4 in maintained schools ²	
	2009/10	2010/11	2009/10	2010/11
Number of pupils				
Boys	328,005	321,512	294,465	288,887
Girls	311,258	306,233	283,595	278,045
Total	639,263	627,745	578,060	566,932
English Baccalaureate ³				
Percentage of pupils entered for the components of the English Baccalaureate				
Boys	19.6	21.4	19.8	19.4
Girls	24.5	26.2	24.0	23.9
Total	22.0	23.7	21.8	21.6
Percentage of pupils who achieved the English Baccalaureate				
Boys	12.8	14.7	12.6	12.7
Girls	18.5	20.5	17.7	18.2
Total	15.6	17.6	15.1	15.4
Percentage of pupils entered for the components of the English Baccalaureate:				
- English	94.4	94.9	95.9	96.3
- Mathematics	93.1	96.1	97.0	97.3
- Sciences	62.2	61.8	63.2	61.4
- History or Geography	48.9	48.9	47.7	47.9
- Languages	42.6	40.9	40.0	38.5
Percentage of pupils who achieved the components of the English Baccalaureate ⁴ :				
- English	66.2	69.0	65.8	68.7
- Mathematics	60.6	65.8	62.4	65.2
- Sciences	73.7	76.9	72.1	75.2
- History or Geography	69.8	70.5	66.7	67.7
- Languages	72.6	73.6	69.3	70.5

1. Figures for 2010/11 are revised, all other figures are final.

2. Includes all maintained schools, academies and city technology colleges. Excludes hospital schools, Pupil Referral Units (PRUs), Alternative Provision (AP) and independent schools.

3. The definition of the English Baccalaureate is outlined in the 'Definitions' section of the SFR.

4. The figures for pupils achieving the English and mathematics subject areas are calculated as a percentage of pupils at the end of Key Stage 4. The figures for sciences, history or geography and languages achievements are calculated as a percentage of those pupils who were entered in that subject area.

Table 1c: Percentage of pupils making expected progress in English and in mathematics between Key Stage 2 and Key Stage 4 by gender

Year: 2007/08 - 2010/11 (Revised) ¹

Coverage: England²

Note: These figures represent the mean average for pupils making expected progress. Median progression values based on ranked school performance are shown in Table S2

		Maintained Mainstream Schools ³							
		2007/08		2008/09		2009/10		2010/11	
		Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress
English	Boys	290,719	58.8	280,252	60.6	280,409	65.1	269,237	68.2
	Girls	285,094	70.3	276,000	70.9	275,855	75.8	266,294	77.9
	Total	575,813	64.5	556,252	65.7	556,264	70.4	535,531	73.0
Mathematics	Boys	291,645	55.1	281,561	58.1	281,685	61.8	271,374	64.4
	Girls	284,998	59.4	276,113	59.6	275,966	64.1	265,702	67.3
	Total	576,643	57.2	557,674	58.8	557,651	62.9	537,076	65.9

		Maintained Schools ⁴							
		2007/08		2008/09		2009/10		2010/11	
		Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress	Number of eligible pupils	Percentage making expected level of progress
English	Boys	297,798	57.5	287,370	59.2	287,387	63.6	275,867	66.7
	Girls	287,920	69.7	278,722	70.3	278,503	75.1	268,921	77.1
	Total	585,718	63.5	566,092	64.7	565,890	69.3	544,788	71.8
Mathematics	Boys	298,652	53.9	288,609	56.8	288,585	60.5	277,849	63.1
	Girls	287,808	58.8	278,822	59.0	278,603	63.5	268,310	66.7
	Total	586,460	56.3	567,431	57.9	567,188	62.0	546,159	64.8

1. 2011 figures are revised. All other years are final.

2. Pupils included are those at the end of Key Stage 4 who have valid matched KS2 result or teacher assessment. Pupils with no prior attainment record are excluded from the calculation unless they are ungraded or have achieved grade B or above at GCSE. A full explanation of how expected progress is calculated is included in the technical notes of this SFR.

3. Includes maintained schools, academies and city technology colleges. Excludes hospital schools, Pupil Referral Units (PRUs), Alternative Provision (AP), independent schools and all special schools.

4. Includes all maintained schools, academies and city technology colleges. Excludes hospital schools, Pupil Referral Units (PRUs), Alternative Provision (AP) and independent schools.

Table 1d: Percentage of pupils making expected progress¹ in English and mathematics between Key Stage 2 and Key Stage 4 by KS2 attainment level and KS4 outcome

Year: 2010/11 (Revised)

Coverage: England

Maintained mainstream schools²											
GCSE English grade											% making expected progress
	A*	A	B	C	D	E	F	G	U / No entry		
Key Stage 2 English attainment level	W	0	2	2	22	44	70	82	42	137	65.8
	1	0	0	10	48	164	317	438	233	463	58.4
	2	1	17	88	917	2,699	4,755	3,760	1,497	2,057	53.7
	3	5	121	1,405	15,894	26,850	18,704	6,668	1,882	3,482	59.0
	4	1,327	13,037	55,331	121,228	49,837	11,447	2,735	1,077	3,391	73.6
	5	21,942	54,716	61,766	29,627	3,118	403	118	85	507	80.3
No valid KS2 level2	975	2,469	4,114	7,003	5,620	4,758	3,113	1,372	3,403	69.0	
GCSE mathematics grade											% making expected progress
	A*	A	B	C	D	E	F	G	U / No entry		
Key Stage 2 mathematics attainment level	W	0	3	5	10	17	26	85	124	150	64.3
	1	0	1	3	10	29	82	243	424	523	28.0
	2	0	17	69	367	782	2,104	5,210	5,252	2,691	20.2
	3	23	294	1,979	15,617	19,513	24,598	20,869	7,073	4,079	39.8
	4	1,252	12,220	41,252	108,011	42,261	18,919	7,013	1,825	2,956	69.0
	5	31,760	56,973	51,183	32,350	3,105	511	138	64	426	79.3
No valid KS2 level2	2,072	3,352	4,240	6,196	3,170	3,256	4,190	3,509	2,918	76.8	
Maintained schools³											
GCSE English grade											% making expected progress
	A*	A	B	C	D	E	F	G	U / No entry		
Key Stage 2 English attainment level	W	0	2	2	24	45	72	87	45	1,254	18.1
	1	0	0	10	49	166	334	469	253	1,565	36.1
	2	1	18	88	923	2,735	4,885	3,897	1,554	3,419	49.4
	3	5	121	1,405	15,924	26,915	18,813	6,749	1,917	3,980	58.5
	4	1,327	13,040	55,338	121,272	49,896	11,534	2,769	1,095	3,608	73.5
	5	21,942	54,716	61,770	29,638	3,125	409	118	88	521	80.3
No valid KS2 level2	975	2,470	4,115	7,016	5,662	4,849	3,216	1,428	7,294	50.9	
GCSE mathematics grade											% making expected progress
	A*	A	B	C	D	E	F	G	U / No entry		
Key Stage 2 mathematics attainment level	W	0	3	5	10	18	28	91	136	1,170	19.9
	1	0	1	3	10	31	87	270	475	1,473	17.1
	2	0	18	70	381	806	2,202	5,382	5,465	3,867	19.1
	3	23	295	1,984	15,659	19,599	24,725	21,030	7,215	4,540	39.5
	4	1,254	12,225	41,262	108,078	42,338	19,027	7,096	1,854	3,151	68.9
	5	31,762	56,975	51,192	32,369	3,123	516	142	68	444	79.2
No valid KS2 level2	2,073	3,353	4,243	6,215	3,199	3,344	4,360	3,682	6,539	59.7	

Relates to pupils who have made the expected progress
 Relates to pupils who are not included in the calculation of the progress measures

1. A full explanation of how expected progress is calculated is included in the technical notes of this SFR.
2. Includes maintained schools, academies and city technology colleges. Excludes hospital schools, Pupil Referral Units (PRUs), Alternative Provision (AP), independent schools and all special schools.
3. Includes all maintained schools, academies and city technology colleges. Excludes hospital schools, Pupil Referral Units (PRUs), Alternative Provision (AP) and independent schools.

Table 2: National performance of pupils attaining Levels 1 and 2 (including English and mathematics) for pupils at the end of Key Stage 4

Years: 2005/06 - 2010/11 ¹ (revised) ²

Coverage: England

	2005/06			2006/07			2007/08			2008/09			2009/10			2009/10 with iGCSE ³			2010/11		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of pupils	331,343	317,490	648,833	334,369	320,777	655,146	334,245	318,838	653,083	324,890	309,606	634,496	328,005	311,258	639,263	328,005	311,258	639,263	321,512	306,233	627,745
Percentage who achieved at GCSE or equivalent:																					
5+A*-C grades	54.3	63.9	59.0	57.0	66.0	61.4	60.9	69.9	65.3	65.8	74.5	70.0	71.3	79.6	75.3	71.4	79.7	75.4	75.8	83.3	79.5
- Including English and Mathematics GCSE	41.3	50.1	45.6	41.9	51.0	46.3	43.2	52.3	47.6	45.7	54.1	49.8	49.2	57.9	53.4	49.3	57.9	53.5	55.2	62.8	58.9
- Including English and Mathematics skills ⁴ at Level 2	42.2	50.7	46.4	43.7	52.3	47.9	46.2	54.4	50.2	48.9	56.6	52.7	52.3	60.1	56.1	52.4	60.1	56.2	57.7	64.6	61.1
English and Mathematics GCSEs at grades A*-C	42.6	51.2	46.8	43.0	52.0	47.4	44.0	53.0	48.4	46.3	54.7	50.4	49.8	58.4	54.0	49.9	58.4	54.0	55.9	63.3	59.5
English and Mathematics skills ⁴ at Level 2	44.0	52.1	47.9	45.9	53.9	49.8	48.3	55.9	52.0	50.8	57.8	54.2	53.9	61.1	57.4	54.0	61.2	57.5	59.1	65.5	62.2
5+A*-G grades	87.8	92.5	90.1	88.8	93.1	90.9	89.6	93.6	91.6	90.4	94.4	92.3	90.9	94.7	92.8	91.1	94.8	92.9	92.1	95.0	93.5
- Including English and Mathematics GCSE	84.6	90.3	87.4	84.5	89.9	87.1	84.8	90.1	87.4	85.8	90.8	88.3	86.4	91.1	88.7	86.5	91.2	88.8	90.5	93.8	92.1
- Including English and Mathematics skills ⁴ at Level 1	84.8	90.4	87.5	84.7	90.1	87.3	85.1	90.3	87.6	86.1	91.0	88.5	86.8	91.3	89.0	86.8	91.4	89.1	90.8	93.9	92.3
English and Mathematics GCSEs at grades A*-G	87.7	92.2	89.9	86.9	91.2	89.0	87.3	91.8	89.5	88.0	92.2	90.1	88.3	92.4	90.3	88.4	92.5	90.4	92.3	95.0	93.6
English and Mathematics skills ⁴ at Level 1	88.1	92.4	90.2	87.9	92.2	90.0	88.2	92.3	90.2	88.9	92.8	90.8	89.3	93.1	91.2	89.4	93.1	91.2	93.1	95.5	94.3
Any qualification ⁵	96.7	98.1	97.3	97.4	98.7	98.0	98.1	99.1	98.6	98.3	99.5	98.9	98.5	99.6	99.0	98.6	99.6	99.1	98.9	99.4	99.2

1. Including attempts and achievements by these pupils in previous academic years.

2. Figures for 2010/11 are revised, all other figures are final.

3. From 2009/10 iGCSEs accredited at time of publication, have been counted as GCSE equivalents and also as English & mathematics GCSEs.

4. Includes the equivalent levels in functional skills, key skills or basic skills.

5. This includes passes in entry level qualifications which do not contribute towards A*-C or A*-G thresholds.

Table 3: GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by type of school
Year: 2010/11¹ (Revised)
Coverage: England

	Number of end of Key Stage 4 pupils	Percentage entered for 5+ GCSEs or equivalent ²	Percentage who achieved at GCSE or equivalent				Percentage entered for GCSEs or equivalents ²	Percentage who achieved at GCSE or equivalent		English Baccalaureate	
			5+ A*-C grades	5+ A*-C inc. English & mathematics	5+ A*-G grades	5+ A*-G inc. English & mathematics		1+ A*-C grades	Any passes	Per cent entered components	Per cent achieved
Comprehensive Schools											
Boys	259,750	97.0	78.1	54.4	95.9	94.6	99.6	94.3	99.5	17.9	11.0
Girls	252,708	97.8	84.3	61.2	97.0	95.9	99.7	96.2	99.6	22.4	16.5
Total	512,458	97.4	81.2	57.8	96.5	95.2	99.6	95.2	99.6	20.1	13.7
Selective Schools											
Boys	11,232	99.9	99.0	98.5	99.8	99.8	100.0	99.9	100.0	75.2	66.3
Girls	11,178	99.8	99.4	99.0	99.8	99.8	100.0	99.9	100.0	74.9	69.8
Total	22,410	99.8	99.2	98.7	99.8	99.8	100.0	99.9	100.0	75.1	68.1
Modern Schools											
Boys	11,033	97.4	75.3	46.7	96.2	95.1	99.8	94.3	99.7	9.7	4.6
Girls	11,469	97.6	81.5	54.7	96.9	95.8	99.7	96.1	99.6	13.8	8.8
Total	22,502	97.5	78.5	50.8	96.5	95.4	99.8	95.2	99.7	11.8	6.7
Total maintained mainstream³											
Boys	282,015	97.1	78.9	55.9	96.1	94.8	99.6	94.5	99.5	19.9	13.0
Girls	275,355	97.8	84.8	62.5	97.1	96.0	99.7	96.3	99.6	24.1	18.3
Total	557,370	97.5	81.8	59.1	96.6	95.4	99.6	95.4	99.6	22.0	15.6
Of which:											
<i>Academy Sponsor Led⁴</i>											
Boys	21,139	94.8	78.8	43.8	93.5	91.4	99.1	94.2	99.0	7.1	3.8
Girls	19,580	96.2	84.5	50.1	95.0	93.2	99.5	95.9	99.4	9.5	6.6
Total	40,719	95.5	81.6	46.8	94.2	92.3	99.3	95.0	99.2	8.3	5.2
<i>Academy Converter⁴</i>											
Boys	2,990	99.5	90.2	76.6	99.3	98.9	99.9	98.6	100.0	41.5	32.1
Girls	2,006	99.5	93.2	77.8	99.5	99.1	100.0	99.1	99.9	36.3	30.6
Total	4,996	99.5	91.4	77.1	99.4	99.0	99.9	98.8	99.9	39.4	31.5
<i>Total academy⁴</i>											
Boys	24,129	95.4	80.2	47.9	94.2	92.4	99.2	94.7	99.2	11.4	7.3
Girls	21,586	96.5	85.3	52.6	95.5	93.7	99.5	96.2	99.4	12.0	8.8
Total	45,715	95.9	82.6	50.1	94.8	93.0	99.4	95.4	99.3	11.7	8.0
Maintained special schools											
Boys	6,872	47.5	1.7	0.5	13.6	9.0	74.6	13.9	77.6	0.1	0.0
Girls	2,690	40.2	0.9	0.4	6.4	3.4	65.6	8.3	68.9	0.0	0.0
Total	9,562	45.5	1.5	0.5	11.6	7.5	72.0	12.3	75.1	0.0	0.0
All Maintained Schools											
Boys	288,887	95.9	77.0	54.6	94.1	92.7	99.0	92.6	99.0	19.4	12.7
Girls	278,045	97.3	84.0	61.9	96.2	95.1	99.4	95.5	99.4	23.9	18.2
Total	566,932	96.6	80.5	58.2	95.2	93.9	99.2	94.0	99.2	21.6	15.4
Hospital schools, Pupil Referral Units (PRUs) and Alternative Provision (AP)											
Boys	6,801	23.6	2.9	1.2	17.1	13.7	70.0	19.8	75.2	0.0	0.0
Girls	3,509	27.9	4.8	2.7	20.9	17.6	73.7	25.3	77.7	0.3	0.1
Total	10,310	25.1	3.6	1.7	18.4	15.0	71.3	21.7	76.0	0.1	0.0
All maintained schools, hospital schools, PRUs and AP											
Boys	295,688	94.3	75.3	53.3	92.4	90.9	98.3	90.9	98.5	19.0	12.4
Girls	281,554	96.4	83.0	61.1	95.3	94.2	99.0	94.6	99.1	23.6	17.9
Total	577,242	95.3	79.1	57.1	93.8	92.5	98.7	92.7	98.8	21.2	15.1
Non-maintained special schools											
Boys	413	50.1	7.3	4.8	24.9	18.9	72.2	27.8	75.5	1.9	1.5
Girls	162	47.5	9.3	5.6	23.5	17.9	69.1	26.5	74.1	1.2	0.6
Total	575	49.4	7.8	5.0	24.5	18.6	71.3	27.5	75.1	1.7	1.2
Independent schools											
Boys	23,870	92.5	87.0	82.0	92.3	89.5	95.9	94.5	96.4	52.6	45.2
Girls	24,061	92.2	88.2	83.5	92.1	90.1	95.0	94.1	95.5	57.1	51.2
Total	47,931	92.3	87.6	82.8	92.2	89.8	95.5	94.3	95.9	54.8	48.2
Independent special schools											
Boys	1,541	41.7	8.6	6.1	28.1	24.1	70.0	26.7	71.1	0.2	0.1
Girls	456	40.4	4.6	2.9	25.7	23.7	67.1	26.1	68.0	0.0	0.0
Total	1,997	41.4	7.7	5.4	27.5	24.0	69.3	26.5	70.4	0.2	0.1
All independent schools											
Boys	25,824	88.8	81.0	76.2	87.4	84.5	94.0	89.4	94.5	48.6	41.8
Girls	24,679	90.9	86.2	81.5	90.4	88.4	94.4	92.4	94.8	55.7	50.0
Total	50,503	89.8	83.5	78.8	88.9	86.4	94.2	90.9	94.7	52.1	45.8
All schools											
Boys	321,512	94.0	75.8	55.2	92.1	90.5	98.7	91.1	98.9	21.4	14.7
Girls	306,233	96.1	83.3	62.8	95.0	93.8	99.3	94.7	99.4	26.2	20.5
Total	627,745	95.0	79.5	58.9	93.5	92.1	99.0	92.9	99.2	23.7	17.6

1. Including attempts and achievements by these pupils in previous academic years.

2. This also includes attempts in entry level qualifications which are assessed below grade G.

3. Includes city technology colleges. Includes all academies that were open as at 12 September 2010.

4. Includes all academies that were open as at 12 September 2010.

Table 4: Average point scores and A* to C achievement of GCSE English and mathematics of pupils at the end of Key Stage 4 by type of school

Year: 2010/11¹ (Revised)

Coverage: England

	Average capped ² GCSE and equivalents point score per pupil	Average GCSE and equivalents point score per pupil	GCSE or iGCSE English & mathematics at A*-C	
			Per cent entered components	Per cent achieved
Comprehensive Schools				
Boys	330.7	456.6	97.3	55.1
Girls	350.9	493.5	98.1	61.6
Total	340.7	474.8	97.7	58.3
Selective Schools				
Boys	413.1	577.9	99.9	98.9
Girls	422.2	596.2	99.9	99.2
Total	417.7	587.0	99.9	99.0
Modern Schools				
Boys	321.2	447.6	97.9	47.5
Girls	340.5	485.0	98.2	55.1
Total	331.0	466.7	98.1	51.4
Total maintained mainstream³				
Boys	333.6	461.0	97.5	56.5
Girls	353.3	497.3	98.1	62.9
Total	343.4	478.9	97.8	59.7
Of which:				
<i>Academy Sponsor Led⁴</i>				
Boys	318.4	450.7	95.9	44.1
Girls	340.7	498.6	97.0	50.3
Total	329.1	473.8	96.4	47.1
<i>Academy Converter⁴</i>				
Boys	374.7	533.2	99.4	77.3
Girls	387.0	569.7	99.5	77.9
Total	379.6	547.8	99.5	77.5
<i>Total academy⁴</i>				
Boys	325.4	460.9	96.4	48.2
Girls	345.0	505.2	97.3	52.9
Total	334.6	481.9	96.8	50.4
Maintained special schools				
Boys	77.4	83.8	15.7	0.6
Girls	58.4	63.2	6.7	0.5
Total	72.0	78.0	13.2	0.6
All Maintained Schools				
Boys	327.6	452.1	95.5	55.2
Girls	350.5	493.1	97.3	62.3
Total	338.8	472.2	96.4	58.7
Hospital schools, Pupil Referral Units (PRUs) and Alternative Provision (AP)				
Boys	72.0	74.4	28.9	2.1
Girls	82.4	85.7	35.1	4.0
Total	75.5	78.2	31.0	2.8
All maintained schools, hospital schools, PRUs and AP				
Boys	321.7	443.4	94.0	54.0
Girls	347.2	488.0	96.5	61.6
Total	334.1	465.1	95.2	57.7
Non-maintained special schools				
Boys	100.9	109.5	26.4	5.8
Girls	96.9	109.7	20.4	7.4
Total	99.7	109.5	24.7	6.3
Independent schools				
Boys	368.0	438.7	90.3	83.3
Girls	375.3	455.4	90.6	84.3
Total	371.6	447.1	90.5	83.8
Independent special schools				
Boys	99.0	103.3	33.9	7.0
Girls	89.1	91.5	33.3	3.9
Total	96.7	100.6	33.8	6.3
All independent schools				
Boys	347.6	413.4	86.0	77.5
Girls	368.2	446.4	89.1	82.4
Total	357.7	429.5	87.5	79.9
All schools				
Boys	324.4	441.6	93.5	55.9
Girls	349.4	485.2	96.1	63.3
Total	336.6	462.9	94.8	59.5

1. Including attempts and achievements by these pupils in previous academic years.

2. Average capped point scores are calculated using the best 8 GCSEs results or the equivalent.

3. Includes city technology colleges. Includes all academies that were open as at 12 September 2010.

4. Includes all academies that were open as at 12 September 2010.

Table 5: Percentages of pupils achieving level 2 at the end of Key Stage 4 by qualification families and by type of school
Year: 2010/11¹ (Revised)
Coverage: England

	Number of end of Key Stage 4 pupils	Percentages of pupils achieving 5 or more GCSEs at grade A*-C as successive equivalents are included				Percentages of pupils achieving 5 or more GCSEs at grade A*-C including English & mathematics GCSEs or iGCSE ² as successive equivalents are included			
		GCSE only (inc. short course)	GCSE inc. iGCSE and applied GCSEs	GCSEs, iGCSEs, app GCSEs and BTECs	GCSEs and all equivalents ²	GCSE only (inc. short course)	GCSE inc. iGCSE and applied GCSEs	GCSEs, iGCSEs, app GCSEs and BTECs	GCSEs and all equivalents ²
Comprehensive Schools									
Boys	259,750	50.3	51.2	65.1	78.1	47.0	47.6	52.1	54.4
Girls	252,708	59.7	61.2	73.7	84.3	55.1	55.9	59.5	61.2
Total	512,458	54.9	56.1	69.4	81.2	51.0	51.7	55.8	57.8
Selective Schools									
Boys	11,232	98.7	98.7	98.8	99.0	98.2	98.3	98.3	98.5
Girls	11,178	99.2	99.2	99.2	99.4	98.8	98.9	98.9	99.0
Total	22,410	98.9	99.0	99.0	99.2	98.5	98.6	98.6	98.7
Modern Schools									
Boys	11,033	39.0	40.1	61.2	75.3	36.1	36.9	44.0	46.7
Girls	11,469	50.7	52.2	70.1	81.5	46.2	47.0	52.8	54.7
Total	22,502	45.0	46.3	65.7	78.5	41.3	42.1	48.5	50.8
Total maintained mainstream³									
Boys	282,015	51.8	52.7	66.3	78.9	48.6	49.2	53.6	55.9
Girls	275,355	60.9	62.4	74.6	84.8	56.5	57.3	60.9	62.5
Total	557,370	56.3	57.5	70.4	81.8	52.5	53.2	57.2	59.1
Of which:									
<i>Sponsor-led academy⁴</i>									
Boys	21,139	31.4	32.2	59.7	78.8	29.9	30.5	40.6	43.8
Girls	19,580	39.3	40.6	68.3	84.5	37.1	38.1	47.4	50.1
Total	40,719	35.2	36.2	63.8	81.6	33.4	34.2	43.9	46.8
<i>Converter academy⁴</i>									
Boys	2,990	72.7	73.5	84.0	90.2	70.6	71.1	75.6	76.6
Girls	2,006	76.6	78.0	88.9	93.2	73.0	73.7	77.3	77.8
Total	4,996	74.3	75.3	86.0	91.4	71.6	72.2	76.3	77.1
<i>Total academy⁴</i>									
Boys	24,129	36.5	37.3	62.7	80.2	35.0	35.6	45.0	47.9
Girls	21,586	42.7	44.1	70.2	85.3	40.5	41.4	50.2	52.6
Total	45,715	39.4	40.5	66.3	82.6	37.6	38.3	47.4	50.1
Maintained special schools									
Boys	6,872	0.4	0.5	0.8	1.7	0.3	0.3	0.4	0.5
Girls	2,690	0.6	0.6	0.8	0.9	0.4	0.4	0.4	0.4
Total	9,562	0.5	0.5	0.8	1.5	0.3	0.4	0.4	0.5
All Maintained Schools									
Boys	288,887	50.5	51.4	64.7	77.0	47.5	48.1	52.4	54.6
Girls	278,045	60.3	61.8	73.9	84.0	55.9	56.7	60.3	61.9
Total	566,932	55.3	56.5	69.2	80.5	51.6	52.3	56.2	58.2
Hospital schools, Pupil Referral Units (PRUs) and Alternative Provision (AP)									
Boys	6,801	0.6	0.6	1.0	2.9	0.5	0.5	0.6	1.2
Girls	3,509	1.6	1.6	2.2	4.8	1.5	1.5	1.5	2.7
Total	10,310	1.0	1.0	1.4	3.6	0.9	0.9	0.9	1.7
All maintained schools, hospital schools, PRUs and AP									
Boys	295,688	49.4	50.3	63.2	75.3	46.4	47.0	51.2	53.3
Girls	281,554	59.6	61.0	73.0	83.0	55.2	56.0	59.5	61.1
Total	577,242	54.4	55.5	68.0	79.1	50.7	51.4	55.3	57.1
Non-maintained special schools									
Boys	413	4.8	5.3	5.6	7.3	4.4	4.4	4.4	4.8
Girls	162	8.0	8.0	8.6	9.3	5.6	5.6	5.6	5.6
Total	575	5.7	6.1	6.4	7.8	4.7	4.7	4.7	5.0
Independent schools									
Boys	23,870	72.9	86.3	86.5	87.0	69.3	81.8	81.8	82.0
Girls	24,061	82.3	87.7	87.8	88.2	78.5	83.4	83.4	83.5
Total	47,931	77.6	87.0	87.2	87.6	73.9	82.6	82.6	82.8
Independent special schools									
Boys	1,541	6.6	6.9	7.4	8.6	5.1	5.3	5.6	6.1
Girls	456	4.4	4.4	4.4	4.6	2.9	2.9	2.9	2.9
Total	1,997	6.1	6.3	6.7	7.7	4.6	4.7	5.0	5.4
All independent schools									
Boys	25,824	67.8	80.3	80.5	81.0	64.5	76.0	76.1	76.2
Girls	24,679	80.4	85.7	85.8	86.2	76.6	81.4	81.4	81.5
Total	50,503	74.0	82.9	83.1	83.5	70.4	78.6	78.7	78.8
All schools									
Boys	321,512	50.9	52.7	64.7	75.8	47.9	49.3	53.2	55.2
Girls	306,233	61.3	63.0	74.1	83.3	57.0	58.1	61.3	62.8
Total	627,745	55.9	57.7	69.2	79.5	52.3	53.6	57.2	58.9

1. Including attempts and achievements by these pupils in previous academic years.

2. Achievements in AS levels are added in the final 'GCSE and all equivalents' column. In Performance Tables, AS levels are counted as GCSE achievements.

3. Includes city technology colleges. Includes all academies that were open as at 12 September 2010.

4. Includes all academies that were open as at 12 September 2010.

Table 6: Percentage of pupils at the end of Key Stage 4 by prior attainment bands¹ by type of school
Year: 2010/11² (Revised)
Coverage: England

	Percentage of pupils whose prior attainment was:			Percentage of pupils achieving 5+ A*-C GCSEs including English & mathematics whose prior attainment was:			Percentage of pupils achieving A*-C in English & mathematics whose prior attainment was:			Percentage of pupils achieving the English Baccalaureate whose prior attainment was:			Percentage of pupils making the expected level of progress in English whose prior attainment was:			Percentage of pupils making the expected level of progress in mathematics whose prior attainment was:		
	Below Level 4	At Level 4	Above Level 4	Below Level 4	At Level 4	Above Level 4	Below Level 4	At Level 4	Above Level 4	Below Level 4	At Level 4	Above Level 4	Below Level 4	At Level 4	Above Level 4	Below Level 4	At Level 4	Above Level 4
Comprehensive Schools																		
Boys	18.9	50.5	30.7	6.1	50.7	93.6	6.3	51.6	94.1	0.2	4.5	29.0	45.8	65.7	82.8	28.0	63.2	83.1
Girls	16.5	50.9	32.6	7.9	57.8	95.8	8.0	58.3	96.1	0.4	8.4	38.1	55.8	76.1	89.5	27.7	65.6	84.8
Total	17.7	50.7	31.6	6.9	54.2	94.8	7.1	55.0	95.1	0.3	6.4	33.6	50.5	70.9	86.2	27.9	64.4	83.9
Selective Schools																		
Boys	0.0	9.2	90.7	x	92.9	99.1	x	94.5	99.4	x	40.3	68.3	x	94.1	94.9	x	90.7	96.4
Girls	0.0	10.2	89.8	x	94.4	99.6	x	95.4	99.7	x	42.2	72.7	x	93.2	98.0	x	93.3	96.8
Total	0.0	9.7	90.3	x	93.6	99.3	x	95.0	99.5	x	41.3	70.5	x	93.6	96.5	x	92.1	96.6
Modern Schools																		
Boys	22.4	58.3	19.3	5.4	49.8	89.7	5.6	50.8	90.7	0.1	3.0	14.7	45.0	63.5	77.2	31.8	65.2	77.0
Girls	20.0	58.7	21.3	7.3	57.4	93.6	7.4	57.9	94.0	0.2	5.7	25.1	53.6	72.8	84.4	30.5	67.5	81.4
Total	21.2	58.5	20.4	6.3	53.7	91.8	6.5	54.5	92.5	0.2	4.4	20.3	49.2	68.3	81.1	31.2	66.3	79.3
Total maintained mainstream³																		
Boys	18.3	49.2	32.6	6.0	51.0	94.1	6.2	51.9	94.6	0.2	4.7	32.9	45.8	65.8	84.0	28.2	63.5	84.4
Girls	16.0	49.6	34.4	7.9	58.0	96.2	8.0	58.6	96.5	0.4	8.5	41.3	55.7	76.1	90.3	27.8	65.9	85.9
Total	17.1	49.4	33.5	6.9	54.5	95.2	7.1	55.3	95.5	0.3	6.6	37.2	50.4	70.9	87.2	28.0	64.7	85.2
Of which:																		
<i>Academy Sponsor Led⁴</i>																		
Boys	27.7	52.1	20.2	7.1	47.1	92.1	7.2	47.5	92.6	0.2	1.8	14.4	43.9	62.1	75.7	28.4	58.4	74.4
Girls	25.4	53.5	21.1	8.1	54.2	94.1	8.1	54.5	94.4	0.2	3.9	21.2	52.2	73.2	83.7	27.0	61.6	76.8
Total	26.6	52.8	20.6	7.5	50.5	93.1	7.6	50.9	93.5	0.2	2.8	17.7	47.7	67.5	79.6	27.8	60.0	75.6
<i>Academy Converter⁴</i>																		
Boys	11.4	40.0	48.5	7.6	70.4	97.9	8.2	71.5	98.2	0.6	9.2	56.7	61.1	84.2	93.2	37.5	78.0	92.2
Girls	10.4	43.5	46.1	8.8	71.3	99.1	8.8	71.5	99.2	0.5	12.0	53.4	75.1	89.0	96.4	38.4	77.4	94.9
Total	11.0	41.4	47.5	8.1	70.8	98.4	8.5	71.5	98.6	0.6	10.4	55.4	66.5	86.3	94.5	37.8	77.7	93.2
<i>Total academy⁴</i>																		
Boys	25.6	50.6	23.8	7.1	49.4	93.6	7.2	49.9	94.0	0.2	2.5	25.4	44.9	64.3	80.3	28.9	60.4	79.0
Girls	23.9	52.5	23.6	8.1	55.5	95.0	8.2	55.9	95.3	0.2	4.6	27.3	53.2	74.5	86.1	27.5	62.9	80.3
Total	24.8	51.5	23.7	7.6	52.4	94.3	7.7	52.8	94.6	0.2	3.5	26.3	48.7	69.2	83.0	28.3	61.6	79.6
Maintained special schools																		
Boys	85.8	13.3	1.0	0.2	2.8	11.9	0.3	3.5	16.7	0.0	0.0	2.4	7.2	9.0	17.5	7.5	15.4	22.0
Girls	93.6	6.1	0.3	0.2	8.7	20.0	0.2	9.8	20.0	0.0	0.0	0.0	3.8	16.1	20.0	2.6	17.6	20.0
Total	87.8	11.4	0.8	0.2	3.6	12.8	0.3	4.3	17.0	0.0	0.0	2.1	6.3	10.0	17.8	6.2	15.7	21.7
All Maintained Schools																		
Boys	19.4	48.6	32.0	5.6	50.8	94.1	5.8	51.7	94.6	0.2	4.7	32.9	43.0	65.6	84.0	26.7	63.3	84.3
Girls	16.4	49.3	34.2	7.6	58.0	96.2	7.7	58.6	96.4	0.4	8.5	41.3	54.0	76.0	90.3	27.0	65.9	85.9
Total	17.9	49.0	33.1	6.5	54.4	95.1	6.7	55.1	95.5	0.2	6.6	37.2	48.0	70.8	87.2	26.8	64.6	85.2

1. An explanation of how prior attainment bands are calculated are included in the technical notes of this SFR.

2. Including attempts and achievements by these pupils in previous academic years.

3. Includes city technology colleges. Includes all academies that were open as at 12 September 2010.

4. Includes all academies that were open as at 12 September 2010.

Table S1: Number of schools¹ showing the percentage of pupils at the end of Key Stage 4 achieving English Baccalaureate by type of school

Year: 2010/11 (Revised)

Coverage: England

	Pupils achieving English Baccalaureate										Total
	less than 10%	10% and less than 20%	20% and less than 30%	30% and less than 40%	40% and less than 50%	50% and less than 60%	60% and less than 70%	70% and less than 80%	80% and less than 90%	90% or over	
Comprehensive Schools	1,294	680	385	184	74	21	9	6	0	0	2,653
Selective Schools	0	1	5	11	9	21	35	30	33	19	164
Modern Schools	107	24	7	3	1	0	0	0	0	0	142
Of which:											
<i>Academy Sponsor Led</i> ²	211	20	9	6	2	0	0	1	0	0	249
<i>Academy Converter</i> ²	3	6	6	3	1	0	1	4	0	1	25
<i>Total academy</i> ²	214	26	15	9	3	0	1	5	0	1	274
Independent schools	161	55	82	66	72	79	64	72	52	27	730
Total	1,562	760	479	264	156	121	108	108	85	46	3,689

1. Mainstream schools published in the 2011 Performance Tables which were open with more than 10 pupils at the end of Key Stage 4 and having at least one pupil with KS4 entries.

2. Includes all academies that were open as at 12 September 2010.

Table S2: Number of schools achieving the floor standards ^{1 2 3}

Year: 2010/11¹ (Revised)

Coverage: England

achieving 5+ A*-C inc. English & mathematics	Number of maintained mainstream schools:					
	making the expected progress between KS2 & KS4 in English		making the expected progress between KS2 & KS4 in mathematics		making the expected progress between KS2 & KS4 in English & mathematics	
	Below the national median	At or above the national median	Below the national median	At or above the national median	Below the national median in both subjects	At or above the national median in at least one subject
less than 20%	3	0	3	0	3	0
20% and less than 25%	10	0	10	0	10	0
25% and less than 30%	26	0	25	1	25	1
30% and less than 35%	70	2	71	1	69	3
less than 35%:	109	2	109	2	107	4
35% and less than 40%	146	10	154	2	144	12
40% and less than 45%	247	21	252	16	234	34
45% and less than 50%	256	56	279	33	229	83
50% and less than 55%	263	105	280	88	201	167
55% and less than 60%	213	162	224	151	124	251
60% and less than 65%	129	226	128	227	47	308
65% and less than 70%	85	247	34	298	10	322
70% and less than 75%	12	208	5	215	0	220
75% and less than 80%	3	141	1	143	0	144
80% and less than 85%	0	91	0	91	0	91
85% and less than 90%	0	35	0	35	0	35
90% and less than 95%	0	24	0	24	0	24
95% and over	1	167	0	168	0	168

Percentage of pupils:

1. Including only those maintained mainstream schools with results published in the relevant year's Secondary School Performance Tables. The standard excludes special schools, schools with fewer than 11 pupils and closed schools.

2. Including city technology colleges and academies.

3. A school is below the floor standard if less than 35% of pupils achieve 5+A*-C including English and mathematics and the expected progress between KS2 and KS4 is less than the median of 74% in English and less than the median of 66% in mathematics.