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[http://www.education.gov.uk/
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and-equivalent-results](http://www.education.gov.uk/researchandstatistics/statistics/a00219173/gcse-and-equivalent-results)

GCSE AND EQUIVALENT RESULTS IN ENGLAND 2011/12 (REVISED)

HEADLINES

The revised results published in this Statistical First Release (SFR) are based on data checked by schools. This shows that the percentage of pupils in all schools achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs **has increased** slightly from 2010/11. However the provisional results published in SFR 25/2012 reported a **small decrease** in this measure, driven by a significant drop in the percentage of pupils in independent schools achieving this standard. A small fall in the figure for independent schools is still evident in the revised results.

For the first time since progress measures were introduced, the percentage of pupils making expected progress in mathematics between Key Stage 2 and GCSE (Key Stage 4) is greater than the percentage making expected progress in English. The percentage making progress in mathematics has increased by nearly 4 percentage points from last year, while the English measure has fallen by a similar amount.

Pupils in selective schools continue to outperform pupils in other schools in all main Key Stage 4 (KS4) indicators.

BACKGROUND

This SFR provides updated information on the overall achievements of young people in GCSE examinations and other regulated qualifications in 2011/12. The information is taken from data collated for the 2012 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. 2010/11 figures shown in this SFR have been updated from revised to final.

This SFR also contains statistics on the attainment of pupils in alternative provision (Tables P1 to P5). See sections on 'Definitions' and 'Coverage of data' for more information.

The 2012 Secondary School Performance Tables are also published today at:

[http://www.education.gov.uk/researchandstatistics/statistics/a00219181/
secondary-school-key-stage-4-performance-tables-in-england](http://www.education.gov.uk/researchandstatistics/statistics/a00219181/secondary-school-key-stage-4-performance-tables-in-england)

Information on Key Stage 4 attainment by pupil characteristics is also being published today in SFR 04/2013 at:

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219200/gcse-and-equivalent-attainment->

KEY STATISTICS

National results for pupils at the end of Key Stage 4 for all schools (both state-funded and independent)

- 59.4 per cent achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs, an increase of 0.4 percentage points from 2010/11 (Table 1a, Chart 1).
- 25.1 per cent were entered for all of the subject areas of the English Baccalaureate and 18.3 per cent passed every subject area with grade A* to C. This compares to 23.8 per cent who were entered and 17.6 per cent who achieved the English Baccalaureate in 2010/11 (Table 1b).
- 59.9 per cent achieved English and mathematics GCSEs or iGCSEs at grade A* to C, compared to 59.6 per cent in 2010/11, an increase of 0.3 percentage points (Table 2).
- 81.8 per cent achieved 5 or more GCSEs at grade A* to C or equivalent, an increase of 2.2 percentage points from 79.6 per cent in 2010/11 (Table 1a, Chart 1).

National results for pupils at the end of Key Stage 4 for state-funded schools only

- 58.8 per cent of pupils in state-funded schools achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs, an increase of 0.6 percentage points from 2010/11 (Table 1a).
- 23.1 per cent of pupils in state-funded schools were entered for all the subject areas of the English Baccalaureate, an increase from 21.6 per cent in 2010/11. The percentage achieving the English Baccalaureate rose by 0.8 percentage points to 16.2 per cent (Table 1b).
- Statistics on progression are only available for state-funded schools. The percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English fell by 3.8 percentage points to 68.0 per cent (Table 1c). The impact of the new specifications used to assess GCSE English was included in the 'Technical notes' section of the provisional SFR which can be found here:
<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england>
- The percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics increased from 64.8 per cent in 2010/11 to 68.7 per cent in 2011/12, a rise of 3.9 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. 76.9 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 49.3 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, 79.7 per cent made expected progress from a starting point of level 5 at Key Stage 2 compared to 21.0 per cent from a starting point of level 2 (Table 1d).

- 59.3 per cent of pupils in state-funded schools achieved English and mathematics GCSEs or iGCSEs at grade A* to C, compared to 58.7 per cent in 2010/11. 96.5 per cent of pupils were entered for both English and mathematics GCSE or regulated iGCSE, an increase of 0.1 percentage point from 2010/11 (Table 4a).
- 83.0 per cent achieved 5 or more GCSEs at grade A* to C or equivalent, an increase of 2.5 percentage points from 2010/11 (Table 1a)
- 78.8 per cent of state-funded pupils in alternative provision achieved a pass in any qualification, an increase of 3.1 percentage points from 2010/11 (Table P1).
- 35.9 per cent of state-funded pupils in alternative provision achieved level 1 English and maths skills, a decrease of 2.0 percentage points from 2010/11 (Table P1).

School floor standard

It is expected that as a minimum standard, all schools should have at least 40 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 score for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English and in mathematics.

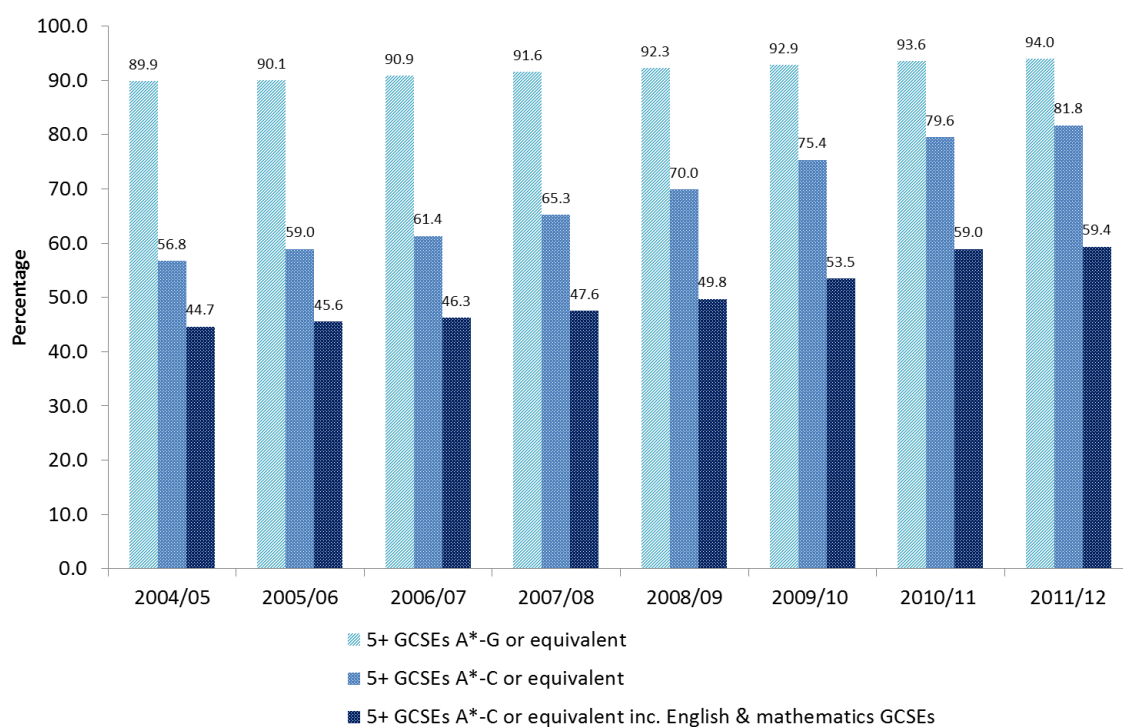
The **median** school score for pupils making expected progress in **English and in mathematics** is **70 per cent** for each in 2011/12.

In 2011/12, 195 open, state-funded mainstream schools, having at least 11 pupils at the end of Key Stage 4, were below this floor standard (see Table S2). In addition, there were 20 schools that would have been below the floor standard but have closed to become sponsored academies. In 2010/11, when the 5 or more GCSEs at grade A*-C including English and mathematics element of the measure was set at 35 per cent, 107 state-funded mainstream schools were below the floor standard. Had the 2010/11 minimum standard been set at 40 per cent for this element of the measure, 251 state-funded mainstream schools would have been below the standard. The median values for English and mathematics expected progress last year were 74 per cent and 66 per cent respectively.

The number of schools below the floor standard 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, all schools (see Table 1a)



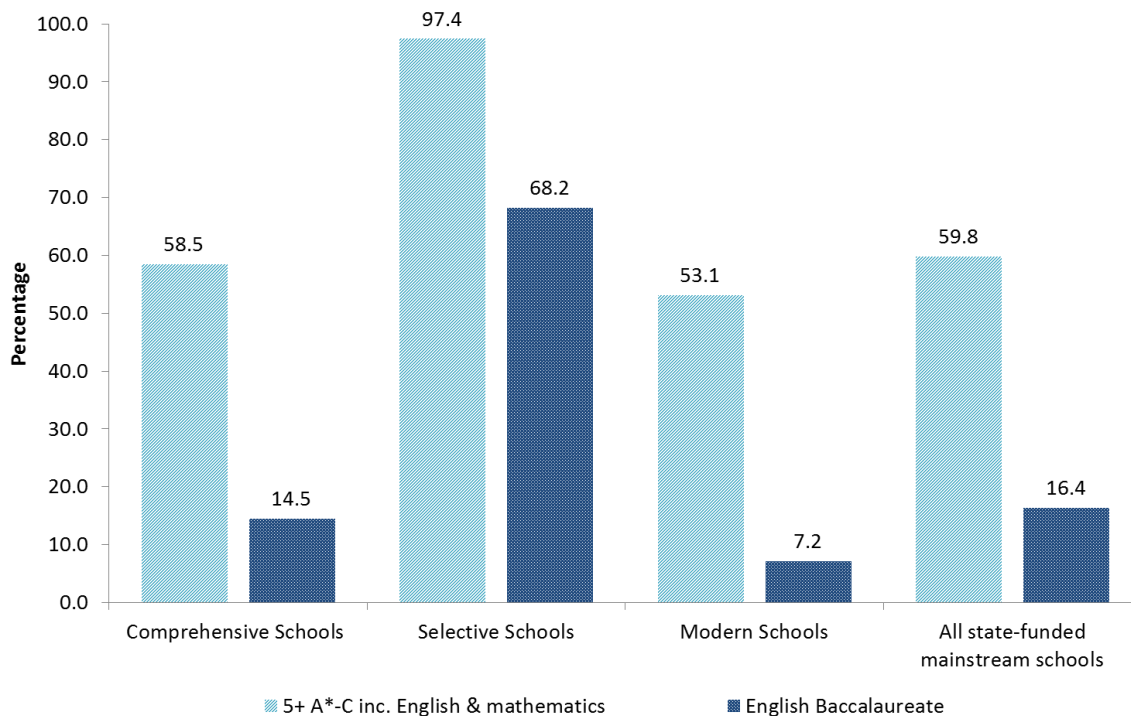
Each of the measures shown in Chart 1 has increased year on year since 2004/05. The percentage of pupils achieving 5 or more GCSEs at grade A* to G or equivalent has risen by 4.1 percentage points over this period, the percentage achieving 5 or more GCSEs at grade A* to C or equivalent has increased by 25.0 percentage points and the percentage achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs has risen by 14.7 percentage points.

Admissions basis

The following chart compares the performance of schools by admissions basis against the English Baccalaureate and the 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs (or iGCSEs) measures. These schools differ for a number of reasons, for example, a comprehensive school takes all pupils, usually regardless of their ability or aptitude, including schools operating pupil banding admission arrangements. A selective school admits pupils wholly or mainly with reference to ability.

A greater percentage of pupils in selective schools achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs (or iGCSEs) and the English Baccalaureate, at 97.4 per cent and 68.2 per cent respectively. In comprehensive schools, 58.5 per cent of pupils achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs (or iGCSEs) and 14.5 per cent achieved the English Baccalaureate.

Chart 2: Achievement of the English Baccalaureate and the percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs by admissions basis, state-funded mainstream schools (see Table 3b)



School types

Chart 3 below 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 GCSEs (or iGCSEs) measures.

A greater percentage of pupils in independent schools achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs (or iGCSEs) and the English Baccalaureate, at 80.7 per cent and 48.9 per cent respectively – this compares to 58.2 per cent and 14.5 per cent respectively in local authority maintained mainstream schools. However, these results are lower than would normally be expected and the reasons for this have been considered in the ‘Technical notes’ section of the provisional SFR available here: <http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england> (see ‘English qualifications’).

In converter academies, 68.4 per cent of pupils achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs (or iGCSEs), this was 10.2 percentage points higher than for pupils in local authority maintained mainstream schools. 25.7 per cent achieved the English Baccalaureate, 11.2 percentage points higher than for pupils in local authority maintained mainstream schools.

In sponsored academies, which largely replaced previously failing schools with lower outcomes overall, 49.3 per cent of pupils achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs (or iGCSEs), 8.9 per cent lower than for all pupils in local authority maintained mainstream schools. 6.3 per cent achieved the English Baccalaureate, 8.2 per cent lower than for pupils in local authority maintained mainstream schools.

For the purposes of this SFR, the date of 12 September 2011 has been used to determine the status of a school. Any schools which converted to an academy before this date have been published as an academy and those that have converted on or after this date have been treated as their predecessor school type. This is the same as the policy adopted in the School Performance Tables and in other school level releases.

Chart 3: Achievement of the English Baccalaureate and the percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs by type of school, state-funded mainstream schools (see Table 3a)

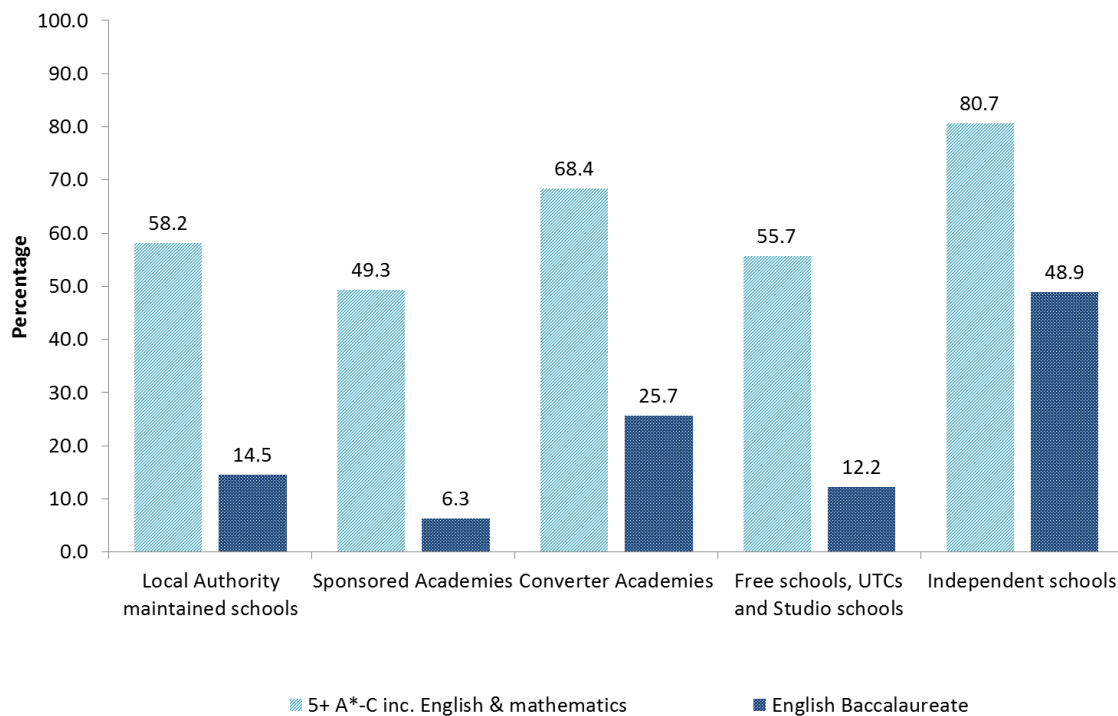


Chart 4: Achievement of the English Baccalaureate and the percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs in sponsored academies by date opened (see Table 3c)

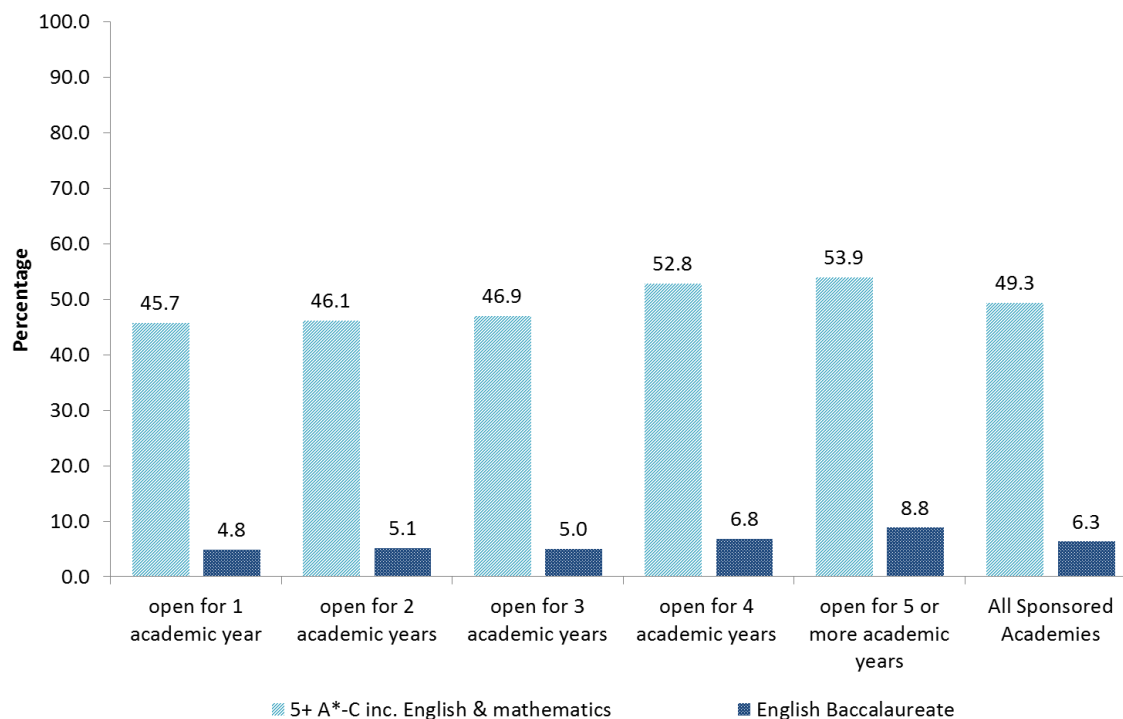


Chart 4 above shows the performance of sponsored academies by the length of time they have been open. In sponsored academies that have been open for 5 or more academic years, 53.9 per cent of pupils achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs (or iGCSEs), 8.2 percentage points higher than for pupils in sponsored academies that had only been open for one year. 8.8 per cent of pupils in sponsored academies that have been open for 5 or more academic years achieved the English Baccalaureate compared to 4.8 per cent in sponsored academies that had only been open for one year.

Chart 5: The 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 3a)

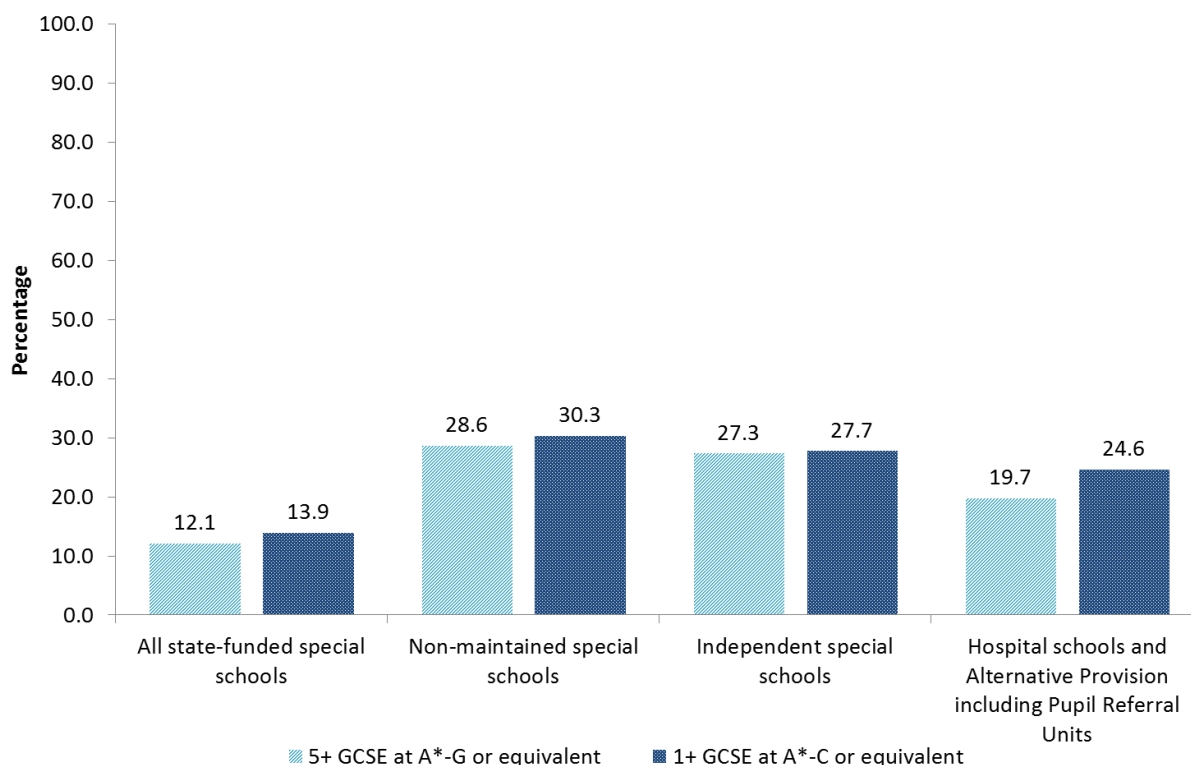


Chart 5 above compares the percentage of pupils achieving 5 or more GCSEs at grade A* to G or equivalent and the percentage achieving at least one full GCSE at grade A* to C or equivalent in different types of special school and in alternative provision (including pupil referral units and hospital schools). A greater percentage of pupils in non-maintained special schools and independent special schools achieve these measures compared to state-funded special schools. 28.6 per cent of pupils in non-maintained special schools achieved 5 or more GCSEs at grade A* to G or equivalent compared to 12.1 per cent in state-funded special schools. The percentage of pupils achieving one or more GCSEs at grade A* to C is slightly higher with 30.3 per cent in non-maintained special schools achieving this standard compared to 13.9 per cent in state-funded special schools.

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. 5 or more GCSEs at grade A* to G) and Level 2 (i.e. 5 or more GCSEs at grade A* to C). Chart 6 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 awards contributing to Level 1 and BTEC certificate has the highest number of

awards contributing to Level 2 attainment at Key Stage 4; examples of these include qualifications in sports leadership, hairdressing services, childcare skills and speech & drama.

Chart 6: 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, all schools (see Table 15)

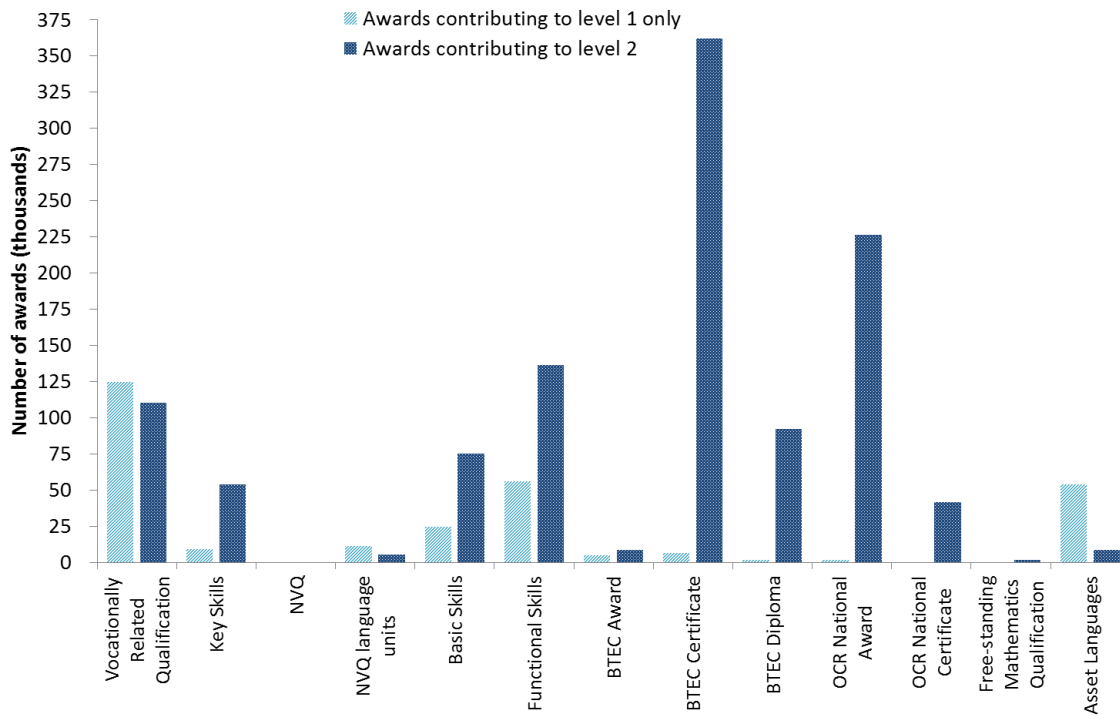


Chart 7: Analysing the effect of including non-GCSE qualifications on the percentage of pupils achieving 5 or more GCSEs at A* to C or equivalent, state-funded mainstream schools (see Table 5)

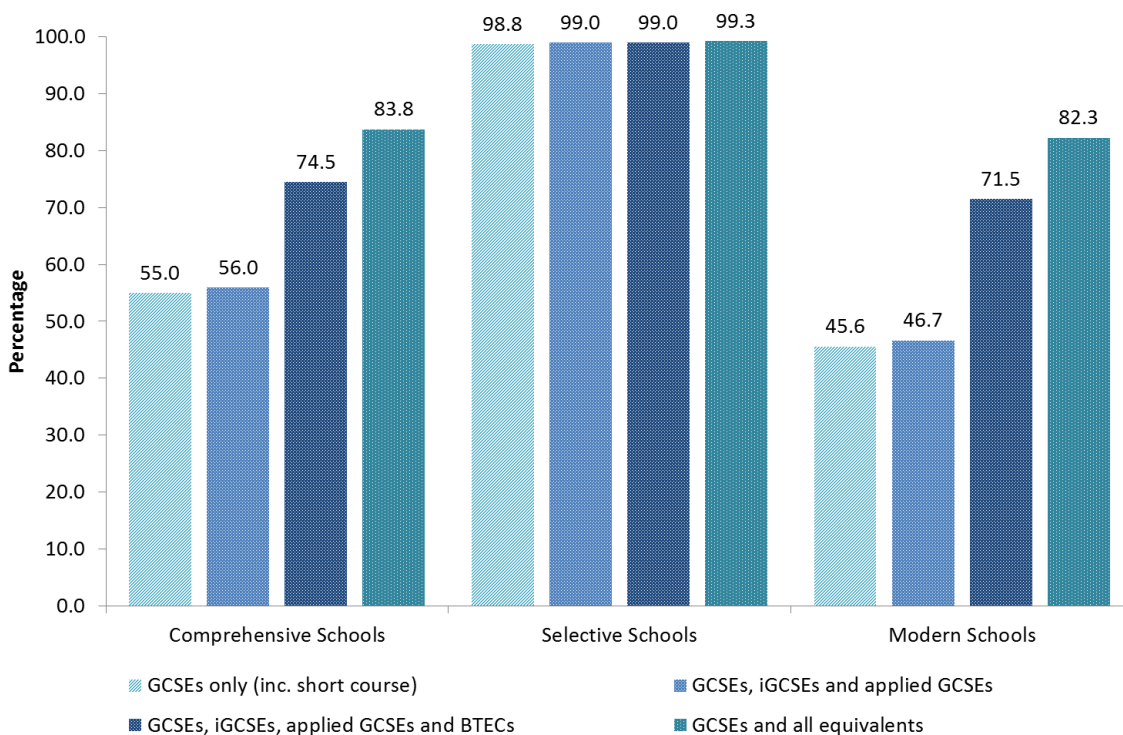


Chart 7 shows the effect that non-GCSE equivalents have on the attainment of Level 2 (5 or more GCSEs at grade A* to C or equivalent) in mainstream schools. For example, 55.0 per cent of pupils in comprehensive schools and 45.6 per cent of pupils in modern schools achieve Level 2 when only full, double and short course GCSEs are counted. When all regulated qualifications are included, 83.8 per cent of pupils in comprehensive schools and 82.3 per cent of pupils in modern schools achieve Level 2.

TABLES

Available on the DfE statistics website. Statistics are for England only:

<http://www.education.gov.uk/researchandstatistics/statistics/a00219173/gcse-and-equivalent-results>

National tables

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Table P5	Entry Level Qualifications results of pupils at the end of Key Stage 4 in AP, by subject and grade, 2011/12, England

RELATED PUBLICATIONS

- SFR02/2012 – [DfE: GCSE and Equivalent Results in England, 2010/11 \(Revised\)](#)
- SFR25/2012 – [DfE: GCSE and equivalent results \(provisional\) and National Curriculum teacher assessments at Key Stage 3 in England, 2011/12](#)
- SFR03/2012 – [DfE: GCSE and equivalent attainment by pupil characteristics in England, 2010/11 \(Revised\)](#)
- SFR04/2013 – [DfE: GCSE and equivalent attainment by pupil characteristics in England, 2011/12 \(Revised\)](#)
- SFR01/2012 – [DfE: GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2010/11 \(Revised\)](#)
- SFR26/2012 – [DfE: A Level and Equivalent Results in England, 2011/12 \(Provisional\)](#)
- SFR05/2013 – [DfE: A level and equivalent examination results in England, 2011/12 \(Revised\)](#)

Examination Results in Wales, 2011/12: This publication is produced by the Welsh Assembly Government and provides updated results of external examinations taken by pupils aged 15 or 17 in schools in Wales in 2011/12. It was published on 06 December 2012 and is available at: <http://wales.gov.uk/topics/statistics/headlines/schools2012/121206/?lang=en>

The Department for Education Northern Ireland (DENI) have published GCSE headline statistics 2012 on their website, which are available at: <http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics/115-curriculum-and-assessment-qualifications-pg/gcse-headline-statistics-2012.htm>

Summary Statistics for Schools in Scotland, No.3: 2013 Edition 11th December, 2012. 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/2012/12/2355/0>

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 regulated qualifications into measures such as the percentage of pupils achieving the equivalent of 5 or more grade 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 grade A* to G.

Level 2 – The pupil has achieved the equivalent of 5 or more GCSEs at grade 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 regulated as **Level 1/2 Certificates** and the 'legacy' iGCSEs in those subjects that have been regulated are included and counted in the same way as a GCSE in this publication. For more information see the 'Technical notes' section.

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 grade 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 the 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 regulated iGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject (history or geography). Further information and the exact qualifications included in the measures are available here: http://www.education.gov.uk/schools/performance/secondary_12/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 maths which covers the same qualifications that qualify for the English and maths components of the 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs measure. Unlike the English subject area for the EBacc, this measure includes achievements in GCSE English studies.

Alternative Provision

Alternative provision takes place when a Local Authority takes direct responsibility for the education of a young person who is unable to attend a maintained school. This provision comes in a wide range of forms including pupil referral units, which are a type of school that are set up and run by local authorities specifically for pupils who fall under section 19 of the Education Act 1996 (effectively, schools established for pupils in need of alternative provision). Common reasons for a young person receiving alternative provision include exclusion from mainstream schools, medical needs or school refusal.

Each Local Authority is responsible for its own provision, and the provision available varies greatly between authorities: for example, some LAs have one pupil referral unit responsible for all pupils, while others have multiple providers which specialise in the needs of different types of pupil.

School Type Descriptions

The school types reported within this SFR are taken from Edubase and are given as at 12 September 2011. They 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

Sponsored 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

Schools that have chosen through Governing Body Resolution and application to the Secretary of State for Education, to become an Academy under the Academies Act 2010.

Free Schools

Free schools are state-funded schools that have greater freedoms than local authority maintained schools. They are run by teachers and have freedom over the length of the school day and term, the curriculum and how they spend their money.

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.

Local Authority maintained schools

Schools fully or partially under local authority control that are state-funded, mainly by the Dedicated Schools Grant.

Registered independent school

Any school which provides full time education for 5 or more pupils of compulsory school age, which is not state-funded or a non-state-funded 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.

State-funded schools

Includes Local Authority maintained mainstream schools, Academies, Free Schools, City Technology Colleges and state-funded special schools (excluding hospital schools, Pupil Referral Units, Alternative Provision and independent schools).

State-funded mainstream

Includes Local Authority maintained mainstream schools, Academies, Free Schools 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-state-funded special schools.

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>.

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>

TRANSPARENCY

As part of the Government's drive for data transparency, supporting data for this SFR has been published at: http://www.education.gov.uk/schools/performance/download_data.html

KEY TO SYMBOLS

The following symbols have been used within this publication:

- 0 – zero
- x – small number suppressed to preserve confidentiality
- .

REVISIONS

2011/12 figures in this publication are revised. There is no plan to re-issue the publication with final 2011/12 figures. Final national figures for 2011/12 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.

TECHNICAL NOTES

Coverage of the data

The statistics in this first release cover the data collated for the 2012 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 state-funded schools only in England. This includes City Technology Colleges and Academies but excludes hospital schools, pupil referral units and alternative provision.

The coverage of the Alternative Provision statistics includes pupils who were present on the 2011/12 alternative provision (AP) or pupil referral unit (PRU) censuses. Pupils who were registered to an institution included within the Secondary School Performance Tables have been excluded.

For pupils in other alternative provision those aged 15 at the start of the 2011/12 academic year were deemed to have reached the end of KS4. This proxy has been used because year group data is not available through the AP census.

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

The following table gives the list of Certificates that were regulated at the time of this publication, and a list of those which are not regulated. 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 regulated status in 2009/10, 2010/11 and 2011/12

Regulated International Certificates and their legacy iGCSEs included in 2009/10	iGCSEs not regulated	
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	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 India Studies CIE Indonesian – Foreign Language CIE Information and Communication Technology CIE IsiZulu as a Second Language CIE Islamiyat CIE Italian 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 Science Combined	CIE Sciences – Co-ordinated (Double Award) CIE Sociology CIE Spanish – First Language CIE Spanish Literature CIE Thai – First Language CIE Travel & Tourism CIE Turkish – First Language CIE Twenty-first Century Science CIE World Literature Edexcel Accounting Edexcel Arabic – First Language Edexcel Art and Design Edexcel Bangladesh Studies Edexcel Bengali Edexcel Business Studies Edexcel Classical Arabic Edexcel Commerce Edexcel Economics Edexcel English as a Second Language Edexcel Further Pure Mathematics Edexcel Global Citizenship Edexcel Gujarati Edexcel Hindi Edexcel Human Biology Edexcel ICT Edexcel Islamiyat Edexcel Modern Greek Edexcel Pakistan Studies Edexcel Religious Studies Edexcel Sinhala Edexcel Swahili Edexcel Tamil Edexcel Turkish Edexcel Urdu
Additional Regulated International Certificates and their legacy iGCSEs included in 2010/11		
CIE Chinese (Mandarin) – foreign language CIE Enterprise CIE German CIE Spanish Edexcel English Language Edexcel English Literature Edexcel Mathematics Edexcel Chemistry Edexcel Physics Edexcel Biology Edexcel Geography Edexcel Science Double Award		
Additional Regulated International Certificates and their legacy iGCSEs included in 2011/12		
Edexcel History Edexcel Chinese* Edexcel French* Edexcel German* Edexcel Spanish*		
* Legacy qualifications not counted in the EBacc language component as no compulsory speaking element.		

English qualifications

Information about the introduction of new GCSEs in English and the methodology for including them in indicators was included in the provisional SFR published in October 2012. In summary, the following qualifications are counted as English:

- Legacy GCSE or iGCSE English (qualifications taken before summer 2012)
- One qualification in GCSE English which includes modules in English Language and English Literature
- Two qualifications taken together:
 - qualifications in English language: the Cambridge International Certificate, the Certificate offered by Edexcel or the new specification GCSE **and**
 - English Literature

Information was also included about the variation in achievement rates across the different GCSE specifications to help explain the overall fall in English A*-C pass rate when averaged across all specifications. The A*-C pass rate for those who entered GCSE English remains at 69 per cent and has not changed from the figure published in the provisional SFR (Table 8). The additional analysis provided in the provisional SFR is not updated here as the outcomes using revised data are very similar.

The figures in this SFR do not include the results of GCSE English resits that were taken in November 2012.

The provisional SFR can be found here:

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england>

English and independent schools

A significant decrease in the percentage of pupils in independent schools entering for GCSE or iGCSE English was reported in the provisional SFR (from 92 per cent in 2011 to a provisional figure of 87 per cent). This affected the national indicator for the percentage of pupils achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs (5ACEM) in independent schools, resulting in a drop from 82.8 per cent to 76.9 per cent.

Revised figures have put the percentage of pupils in independent schools entering English in 2012 at 91 per cent and the 5ACEM indicator has been revised up to 80.7 per cent – an increase of 3.8 percentage points. This increase is similar in scale to the difference seen between provisional and revised figures in 2011. However, this remains 2.1 percentage points lower than the equivalent revised figure in 2011.

The majority of the increase in the 5ACEM indicator from the provisional figure is explained by the removal of pupils from individual schools during the Performance Tables' checking exercise. Independent schools removed approximately 1,900 pupils from their provisional numbers having identified pupils that were either not at the end of Key Stage 4 or were not on roll at the school (e.g. external candidates). The vast majority of these pupils did not achieve 5 or more GCSEs at grade A* to C including English and Maths GCSEs or iGCSEs and their removal from the independent school figures account for approximately 3 percentage points of the rise from the provisional estimate. The rest of the rise is accounted for by revisions to exam results, missing pupils who have been added during the checking exercise and other school-level census corrections to the number of pupils at the end of Key Stage 4.

The factors contributing to the drop in the 5ACEM indicator that were outlined in the provisional SFR still remain valid.

- The independent schools identified as having potential issues with their published number of pupils at the end of Key Stage 4 either did not take the opportunity to check their results during the Performance Tables' checking exercise or did not make any adjustment to these numbers. Inflated denominators could account for up to a percentage point in the drop observed in this measure.
- Revised figures still suggest an increase in the number of overseas pupils in independent schools taking alternative qualifications other than English GCSEs. Around 550 extra pupils took iGCSE/Certificates in English for speakers of another language or basic and functional skills in literacy compared to 2011.
- A number of pupils did not take the correct combination of English language and literature qualifications or sat qualifications in English that are not counted towards this indicator.

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 regulated qualifications – on a scale equivalent to GCSEs – for use in 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 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 a 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 grade 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 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 state-funded 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.

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

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		

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 2011 has been used to determine the status of a school. Any schools which converted to an academy before this date have been published as an academy and those that have converted on or 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 state-funded 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. As it is possible for a pupil to achieve no qualifications, where a school

has fewer pupils identified as being at the end of Key Stage 4 in the exams data than in the census, then the school census return is used to identify the number of pupils at the end of Key Stage 4. For a small number of schools, the school census appears to be over inflating the number of pupils actually at the end of Key Stage 4.

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 Release and will be published in the Performance Tables.

Independent schools converting to Free Schools

Due to the expansion of the Academies Act in 2010, there have been a small number of independent schools that have chosen to become Free Schools. The numbers are too small to have impacted on the national figures.

ENQUIRIES

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

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