



Revised GCSE and equivalent results in England, 2016 to 2017

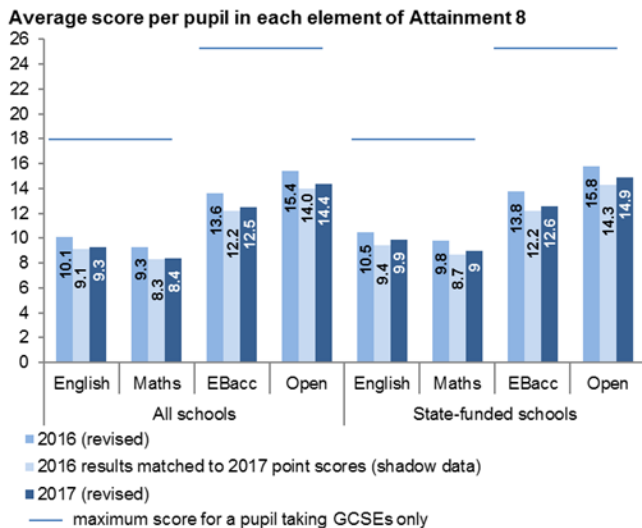


SFR01/2018, 25 January 2018

Information about new reformed GCSEs in 2017

In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9 to 1 scale. New GCSEs in other subjects are being phased in for first teaching from September 2016 to 2018. To ensure all pupils benefit from the reformed qualifications, only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject (for example, only reformed GCSEs in English and maths will be included in 2017 measures¹).

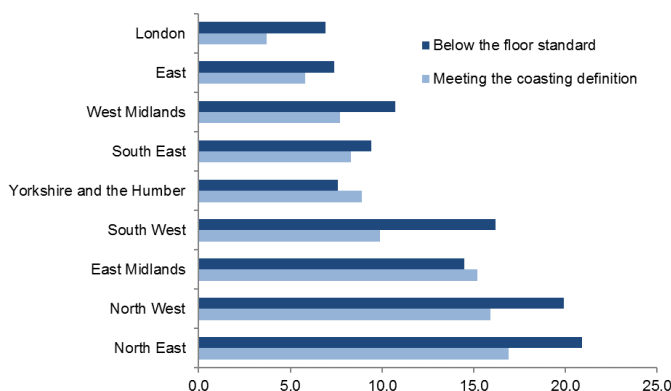
The average Attainment 8 score per pupil has decreased in comparison to 2016 but this change is as expected when compared to 2016 data with the 2017 point score scale applied



In comparison to 2016, the average Attainment 8 score per pupil has decreased by 3.9 points for all schools to 44.6 and by 3.6 points for state-funded schools to 46.3 in 2017. These decreases are as expected following changes to the 2017 point scores assigned to grades because of the introduction of 9 to 1 GCSEs in performance tables.

The published shadow data, where 2016 results were mapped onto the 2017 point score scale², produced an average Attainment 8 score of 43.6 for all schools and 44.6 for state-funded schools. The 2017 scores are stable in comparison to this shadow data³.

365 schools are below the floor standard in 2017, and 271 meet the coasting definition



365 schools are below the secondary school floor standard (see section 8 for definition, the floor standard for 2017 is the same as 2016). This represents 12% of state-funded mainstream schools. In 2016, 282 (9.3%) of schools were below the floor standard.

271 schools (9.6% of eligible schools) meet the coasting definition (see section 9). 169 schools are both below the floor and meet the coasting definition.

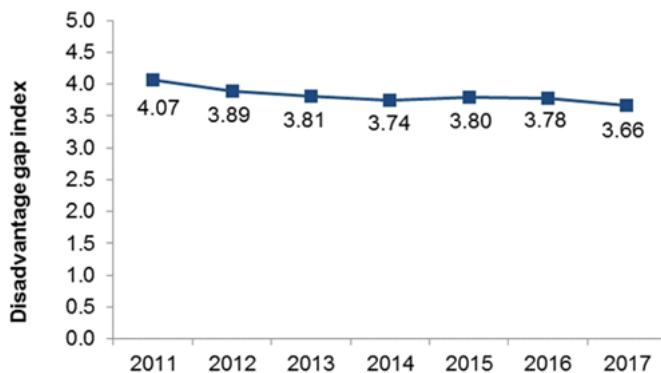
¹ For further information on GCSE reform, including grade/points changes and secondary accountability measures:

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

² 2016 shadow data took pupil results from 2016 and directly matched them to the points that they would have been allocated, if the same pupil took exactly the same subjects and achieved the same marks in 2017. For further information, see the 'Key stage 4 shadow measures' ad-hoc release here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604312/KS4_shadow_measures_FINAL.pdf

³ When comparing 2017 revised data and 2016 shadow data, it is important to consider the differences in the points allocated to 9-1 GCSEs which were absent in the shadow data, for example the highest points awarded in the shadow data in English and maths were 8.5, whereas from 2017 it is possible for pupils to achieve a grade 9 in the new reformed English and maths qualifications.

The gap between disadvantaged pupils and others continues to narrow

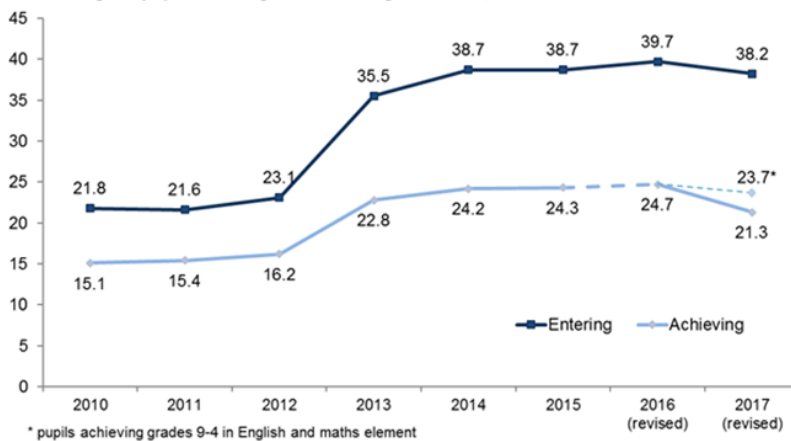


The gap between disadvantaged pupils and others, measured using the gap index, decreased in five of the last six years, narrowing by 10.0% overall since 2011 and 3.2% since 2016. The average position of disadvantaged pupils compared to others is closer together than it was last year.

The effect of the introduction of reformed English and maths GCSEs on the comparability of this measure has been considered and is estimated to be small.

EBacc entry and achievement have both decreased

Percentage of pupils entering and achieving the EBacc, state-funded schools



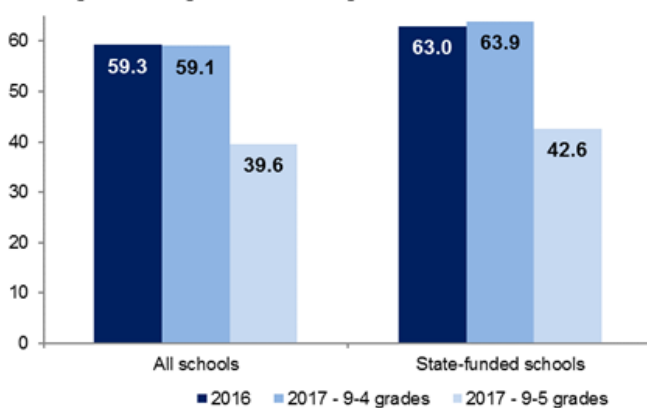
The proportion of pupils entering the EBacc has decreased by 1.5 percentage points since 2016. In 2017, 38.2% of pupils in state-funded schools entered the EBacc and 21.3% achieved the EBacc by gaining grades 5 or above in English and maths GCSEs and grades C or above in unreformed qualifications that count towards the remaining EBacc subject areas.

However, 23.7% of pupils achieved the EBacc by gaining grades 4 or above in English and maths GCSEs and grades C or above in unreformed subject areas. This figure is most comparable to 2016 data,

because the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C in unreformed GCSEs. Comparison of the grade 4 or above figure to the 2016 revised data shows a decrease in EBacc achievement of 1 percentage point.

Percentage achieving the threshold of a grade 4 or above in English and maths is stable compared to equivalent 2016 data

Percentage achieving threshold in English and maths



The proportion of pupils achieving the headline measure of grades 5 or above in English and maths is 39.6% for all schools and 42.6% for state-funded schools. This figure does not have a comparator in previous years.

In 2017, 59.1% of pupils in all schools and 63.9% of pupils in state-funded schools achieved grade 4 or above in English and maths. This figure is comparable to 2016 data because the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C of unreformed GCSEs. Comparison of these figures to equivalent 2016 data shows that attainment in this measure is stable, with an

increase of 0.9 percentage points across state-funded schools.

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About this release

This SFR provides revised GCSE and equivalent results of pupils at the end of key stage 4 in England. Figures are provided at national, regional and local authority level for the 2016-17 academic year. School level results for the headline measures are published in the [revised school performance tables](#).

This release provides an update to the provisional figures released in October 2017 in [SFR57/2017](#). Amendments made during the schools checking exercise in September are included in this release, as are the majority of late results and reviews of marking received after the cut-off date for the provisional release in October.

This release also provides breakdowns by pupil characteristics and information on schools below the floor and those meeting the coasting definition, which was not included in the provisional update in October 2017.

Users should be cautious when comparing headline measures between 2017 and 2016. In 2017, Attainment 8 scores were calculated using slightly different point score scales in comparison to 2016, in order to minimise change following the introduction of grade 9 to 1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017, as a result of changes to the methodology. Where possible, for further context, 2017 Attainment 8 scores have been compared to 2016 shadow data, which mapped 2017 point scores onto 2016 results.

As explained below in the headline measures section, the threshold for the English and maths and EBacc attainment headline measures has risen in 2017 to include a grade 5 or above in English and maths, following the introduction of grade 9 to 1 reformed GCSEs in these subjects. In this release, pupils must achieve grades 5 or above for English and maths to achieve these threshold attainment measures. Additional measures are published alongside this where the threshold is set to achievement of grade 4 or above in English and maths in order to allow for comparisons to 2016. Since 2013, Universal Credit (UC) has been gradually rolling out nationwide replacing a number of income-related benefits, some of which provided families with entitlement to free school meals. Key stage 4 performance measures use pupils' disadvantaged status at the end of key stage 4, therefore, the impact of Universal Credit on disadvantage measures is currently limited given the gradual roll out, but may increase in future years. A consultation which invited views on proposed approach to the eligibility for free school meals and the early year's pupil premium under Universal Credit was closed in January 2018, the response will be published later this year.

In this publication

The following tables are included in the release:

- National tables (Excel .xls)
- Local authority tables (Excel .xls)
- Subject tables (Excel .xls)
- Alternative provision tables (Excel .xls)
- National characteristics tables (Excel .xls)
- Local authority characteristics tables (Excel .xls)
- Subject time series table (Excel .xls)
- Pupil residency and school location tables (Excel .xls)

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

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at Attainment.STATISTICS@education.gov.uk.

1. 2017 Headline measures

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools. More information on Attainment 8 and Progress 8 can be found [here](#).

Attainment in English and maths (grades 5 or above)

From 2017, this measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

The English Baccalaureate (EBacc) entry and achievement

The EBacc was first introduced into the performance tables in 2009/10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications](#).

In 2017, the headline EBacc achievement measure includes pupils who take exams in both English language and English literature, and achieve a grade 5 or above in at least one of these qualifications. Pupils must also achieve a grade 5 or above in mathematics and a grade C or above in the remaining subject areas.

Percentage of students staying in education or going into employment after key stage 4 (pupil destinations)

This measure is published [here](#) as part of a release including post key stage 4 and 16 to 18 destinations.

Additional measures

For transparency and to allow comparison to 2016, the threshold attainment measures are also published at grade 4 or above, as additional measures. These additional measures are:

Attainment in English and maths (grades 4 or above)

From 2017, this measure looks at the percentage of pupils achieving grade 4 or above in both English and maths. Pupils can achieve the English component of this with a grade 4 or above in English language or literature. There is no requirement to sit both exams.

English Baccalaureate (EBacc) achievement

This measure includes pupils who take exams in both English language and English literature, and achieve a grade 4 or above in at least one of these qualifications. Pupils also need to achieve a grade 4 or above in maths and a grade C or above in the remaining subject areas.

2. Attainment in the headline measures (Tables 1a & 1d)

When comparing 2017 headline measures to the equivalent revised data from 2016, it is important to note the changes in methodology underpinning the 2017 data. These changes are explained in the 'About this release' section above and expanded upon in following sections on specific headline measures.

The tables below show decreases across the headline measures in 2017 compared to 2016 revised data. However, these decreases are due to a number of methodological changes, including the move to a new point score scale for 2017 Attainment 8 scores, the introduction of reformed GCSEs in English and maths graded on the 9 to 1 scale and changes to the attainment threshold for the EBacc and the English and maths measure.

For Attainment 8, 2016 shadow data is shown alongside the 2016 revised results; this data is more comparable to 2017. For the threshold attainment measures, the equivalent measure using grade 4 or above as a threshold for English and maths are given in the table, to aid comparability with 2016 data. The bottom of a C grade in unreformed GCSEs is mapped onto the bottom of a grade 4 in reformed GCSEs.

Table 1: Attainment in the 2017 headline measures

England, all schools, 2016-2017

Average Attainment 8 score per pupil

<i>The methodology for this measure has changed from 2016 to 2017</i>	Attainment 8 score
2016 revised	48.5
2016 results matched to 2017 point scores (shadow data)	43.6
2017 revised	44.6

Percentage achieving the threshold in English and maths

<i>The methodology for this measure has changed from 2016 to 2017</i>	Percentage achieving threshold in English and maths
2016 revised	59.3%
2017 revised (9-5 grades in English and maths)	39.6%
(9-4 grades in English and maths)	59.1%

Percentage entering the EBacc

<i>This measure is calculated using the same methodology as 2016</i>	Percentage entering the EBacc
2016 revised	36.8%
2017 revised	35.0%

Percentage achieving the EBacc

<i>The methodology for this measure has changed from 2016 to 2017</i>	Percentage achieving the EBacc
2016 revised	23.1%
2017 revised (9-5 grades in English and maths and A*-C in unreformed subjects)	19.7%
(9-4 grades in English and maths and A*-C in unreformed subjects)	21.9%

Table 2: Attainment in the 2017 headline measures

England, state-funded schools, 2016-2017

Average Attainment 8 score per pupil

<i>The methodology for this measure has changed from 2016 to 2017</i>	Attainment 8 score
2016 revised	49.9
2016 results matched to 2017 point scores (shadow data)	44.6
2017 revised	46.3

Percentage achieving the threshold in English and maths

<i>The methodology for this measure has changed from 2016 to 2017</i>	Percentage achieving threshold in English and maths
2016 revised	63.0%
2017 revised (9-5 grades in English and maths)	42.6%
(9-4 grades in English and maths)	63.9%

Percentage entering the EBacc

<i>This measure is calculated using the same methodology as 2016</i>	Percentage entering the EBacc
2016 revised	39.7%
2017 revised	38.2%

Percentage achieving the EBacc

<i>The methodology for this measure has changed from 2016 to 2017</i>	Percentage achieving the EBacc
2016 revised	24.7%
2017 revised (9-5 grades in English and maths and A*-C in unreformed subjects)	21.3%
(9-4 grades in English and maths and A*-C in unreformed subjects)	23.7%

Source: key stage 4 attainment data

The measures covered in this release include qualifications that count towards the secondary performance tables⁴. Schools that offer unapproved qualifications, such as unregulated international GCSEs, will not have these qualifications counted in the performance tables, and pupils' achievements in these qualifications are therefore not reflected in this release. This release is therefore representative of the performance of schools and pupils in qualifications which count in the performance tables, and not of all qualifications taken by pupils. The difference between the figures for all schools and state-funded schools is predominantly due to the impact of unregulated international GCSEs taken more commonly in independent schools.

In 2017, over 30,000 pupils at the end of key stage 4 were entered for either unreformed English or maths GCSEs, despite these qualifications not counting in 2017 performance tables. These pupils were not entered for the reformed GCSEs (graded on a 9 to 1 scale) in the same subject, which will have had

⁴ A list of qualifications that count in the performance tables each year up to 2019 can be found at <https://www.gov.uk/government/publications/2018-performance-tables-discount-codes>

an impact on Attainment 8, Progress 8, the EBacc entry measure and the attainment in English and maths measures. This is likely to have happened as a result of pupils taking these qualifications in 2016 before they reached the end of key stage 4. In addition, pupils have still entered unregulated international GCSEs and regulated international GCSEs (that counted in 2016 but no longer count in 2017) which will account for some of the remaining difference between the 2016 and 2017 outcomes.

The decrease in the proportion of pupils entering the EBacc is largely driven by a decrease in pupils entering the languages pillar, and whilst there has been an increase in pupils with low prior attainment entering the EBacc, there has been a decrease in pupils with higher prior attainment entering the EBacc. This is covered in more detail in section 5.

Figures for all schools typically change more than those for state-funded schools between the provisional and revised releases, due to the impact of results for independent schools and FE colleges with 14-16 provision. The level of change between provisional and revised data is higher for independent schools and FE colleges with 14-16 provision as, under the current process, independent schools and FE colleges with 14-16 provision do not check their cohort figures until September, whereas state funded schools do this in June.

The change between provisional and revised results in 2017 was slightly smaller than the equivalent change in 2016 for EBacc measures, and the same for English and maths achievement (at grades 4 or above) to the change seen last year (at grades C or above), as shown in table 3. There was a slightly larger change in average Attainment 8 score.

Possible reasons for this might include an increased number of amendments during the September checking exercise as schools continue to adapt to the new accountability system. There was also an increase in the number of GCSE grades challenged and grades changed in 2017, mainly in the reformed English and English literature GCSEs⁵. These changes could have affected Attainment 8, more than the other headline measures, if the grade changes, as a result of reviews, were across the range of grades and not just the grade 3 and 4 boundary. The 2017 point score scale change could also have impacted Attainment 8, as the difference in points in 2017 means that higher grades attract more points in comparison to 2016. Reviews of marking between provisional and revised data at higher grade boundaries would therefore have increased Attainment 8 scores more than an equivalent change in 2016.

These changes are not substantially different to previous years and many of the patterns originally reported in the provisional release still stand.

⁵ See [Reviews of marking and moderation for GCSE and A Level: summer 2017 exam series, Ofqual](#)

Table 3: Change between provisional and revised data in 2016 and 2017
England, 2016-2017

All schools						
Change between provisional and revised	Average Attainment 8 score per pupil	Attainment in English and maths (A*-C in 2016, 9-4 grades in 2017)	Attainment in English and maths (9-5 grades)	Percentage entering the EBacc	Percentage achieving the EBacc (including 9-4 grades in English and maths in 2017)	Percentage achieving the EBacc (including 9-5 grades in English and maths in 2017)
2016	+0.3	+0.6	NA	+0.2	+0.3	NA
2017	+0.4	+0.6	+0.5	+0.1	+0.2	+0.2

State-funded schools						
Change between provisional and revised	Average Attainment 8 score per pupil	Attainment in English and maths (A*-C in 2016, 9-4 grades in 2017)	Attainment in English and maths (9-5 grades)	Percentage entering the EBacc	Percentage achieving the EBacc (including 9-4 grades in English and maths in 2017)	Percentage achieving the EBacc (including 9-5 grades in English and maths in 2017)
2016	+0.2	+0.9	NA	+0.1	+0.4	NA
2017	+0.3	+0.6	+0.4	+0.1	+0.2	+0.2

Source: Key stage 4 attainment data

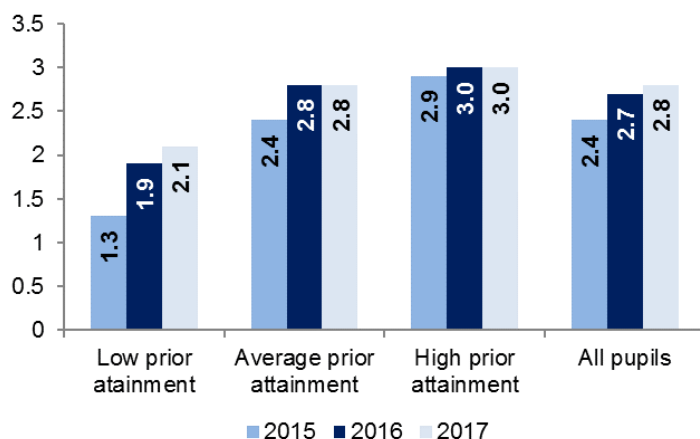
Schools continue to adapt their curricula to match the headline measures

Attainment 8 is made up of eight slots, which can be filled with English, maths, three qualifications which count towards the English Baccalaureate (EBacc), and three other qualifications from the DfE approved list, which can include additional EBacc qualifications. If a pupil has not taken the maximum number of qualifications that count in each group then they will receive a point score of zero where a slot is empty⁶.

In 2017, pupils in state-funded schools filled an average of 2.8 EBacc slots. There was stability in the number of EBacc slots filled by pupils with average and high prior attainment (2.8 slots and 3.0 slots respectively) but pupils with low prior attainment increased from 1.9 average EBacc slots filled in 2016 to 2.1 in 2017. This suggests that schools are continuing to enter pupils into qualifications that count towards the new headline measures. Whilst the average uptake for pupils with low prior attainment has increased, this is a smaller group of pupils, so this has not had much of an impact on the average for all pupils. The average number of EBacc slots filled is shown in Figure 1.

Figure 1: Average number of EBacc slots filled by prior attainment band

England, state-funded schools 2015-2017



Source: Key stage 4 revised attainment data

Pupils are not limited to taking three EBacc qualifications. Figure 2 shows the average number of qualifications taken which could count towards the EBacc slots of Attainment 8⁷.

⁶ U grades or other qualifications scoring zero points are counted as a non-filled slot.

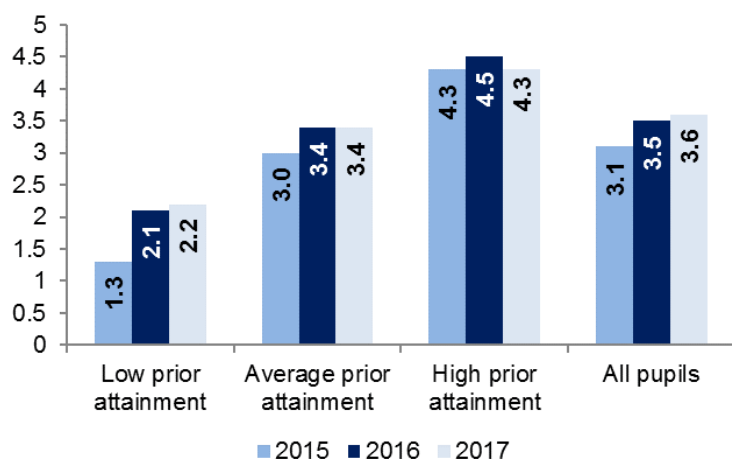
⁷ Excluding English and maths, which have separate slots and do not count towards the Attainment 8 EBacc slots

This shows a similar pattern, with the average number of EBacc qualifications taken remaining fairly stable from 2016 to 2017. There is a small increase of 0.1 for those with low prior attainment and for all pupils, stability for those with average prior attainment and a small decrease of 0.2 across high prior attainment. The average number of EBacc slots filled for pupils with average and high prior attainment in the years shown below continues to suggest that these pupils routinely enter a higher number of EBacc qualifications than other pupils. The additional EBacc qualifications taken can be used in the open slots, for other approved qualifications.

The average number of EBacc slots filled in Attainment 8 is relatively stable despite the decrease in the proportion of pupils entering the EBacc, partly because you do not have to enter all of the pillars of the EBacc to fill the three EBacc slots of Attainment 8. For example, it is possible to fill the EBacc slots in Attainment 8 with two sciences and a language without taking a subject in the humanities pillar.

Figure 2: Average number of EBacc slots that could be filled by prior attainment band

England, state-funded schools, 2015-2017



Source: Key stage 4 revised attainment data

The average number of open slots filled has remained at 2.8 for all pupils since 2015. Open slots can be filled by three GCSE qualifications (including any EBacc subjects that have not already been used) or any other non-GCSE qualifications on the DfE approved list.

There is evidence that schools respond to changes in accountability measures. For example, research⁸ into the effect of the EBacc on schools in 2011 found that around half of schools surveyed said that the EBacc influenced their curriculum offer. The change in headline measures in 2016 appears to have had a similar effect, with schools adapting their curricula in line with the new measures and continuing to do so in 2017. However, we cannot rule out other reasons for the change.

GCSE and other equivalent qualification entry remains steady

The average number of entries to qualifications that count in the performance tables per pupil has remained steady in comparison to 2016⁹. Slight decreases (up to 1 point change) are shown in the table.

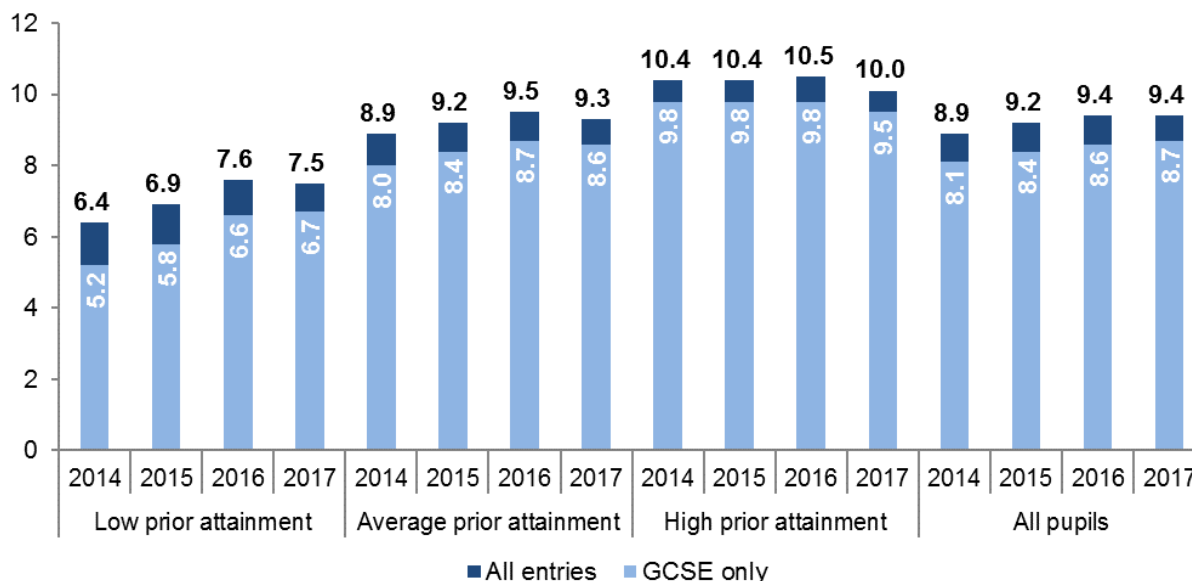
We can only compare back to 2014, due to reforms to how these measures were calculated, but entry figures show that pupils are taking 9.4 qualifications on average, up from 8.9 in 2014, with an increase for pupils with low prior attainment from 6.4 to 7.5 over the same period. The average number of qualifications for pupils with high prior attainment decreased from 2014 to 2017, remaining relatively stable from 2014-2016 before dropping by 0.5 to 10.0 in 2017.

⁸ See https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181218/DFE-RB150.pdf, Clemens, 2011, Centre for Analysis of Youth Transitions

⁹ In 2015, the average number of entries figures allowed pupils to take two non-GCSE qualifications from the DfE's approved list, whereas in 2016, three such qualifications are permitted, to align more closely with Attainment 8 and Progress 8. We have looked at 2016 average entry figures with both two and three non-GCSE qualifications included, and there is no difference in the figures.

Figure 3: Average number of entries in all qualifications and GCSEs, by prior attainment band

England, state-funded schools, 2017



Source: Key stage 4 revised attainment data

The percentage of GCSEs entered by the cohort has increased in 2017. GCSEs¹⁰ made up 81% of all entries for pupils with low prior attainment in 2014, increasing to 89% in 2017. This is a 2 percentage point increase from 2016. There was a smaller increase for pupils with average prior attainment, from 90% in 2014 to 92% in 2017. The percentage of GCSEs entered by pupils with high prior attainment has remained steady at 94%. The percentage of GCSEs entered by the whole cohort increased by one percentage point, from 91% in 2014 to 92% in 2017.

3. Attainment 8 and Progress 8 (Table 1d and 2a)

Attainment 8

In comparison to 2016, the average Attainment 8 score per pupil has decreased by 3.9 points for all schools to 44.6 and by 3.6 points for state-funded schools to 46.3 in 2017. However, these decreases are as expected given the move to the new point scores following the introduction of reformed GCSEs (graded on the 9-1 scale) in performance tables. Compared to shadow data, where 2016 results were mapped onto the 2017 point score scale¹¹, the average Attainment 8 score per pupil for 2017 is stable. The 2016 shadow data provides a more accurate comparison, than the 2016 revised scores, as the 2016 revised data was based on a different point score scale to the 2017 revised data.

The maximum Attainment 8 score for a pupil taking only GCSE qualifications is 87.5 in 2017 (80 in 2016). A pupil who achieves two grade 9s in the English and maths slots and six A* grades across the EBacc and open slots in qualifying subjects, would have a point score of 87.

When comparing 2017 to 2016 shadow data, it is important to consider that the highest grade awarded in the shadow data for English and maths was 8.5, whereas in 2017 it was possible for pupils to achieve a grade 9 in reformed English and maths qualifications.

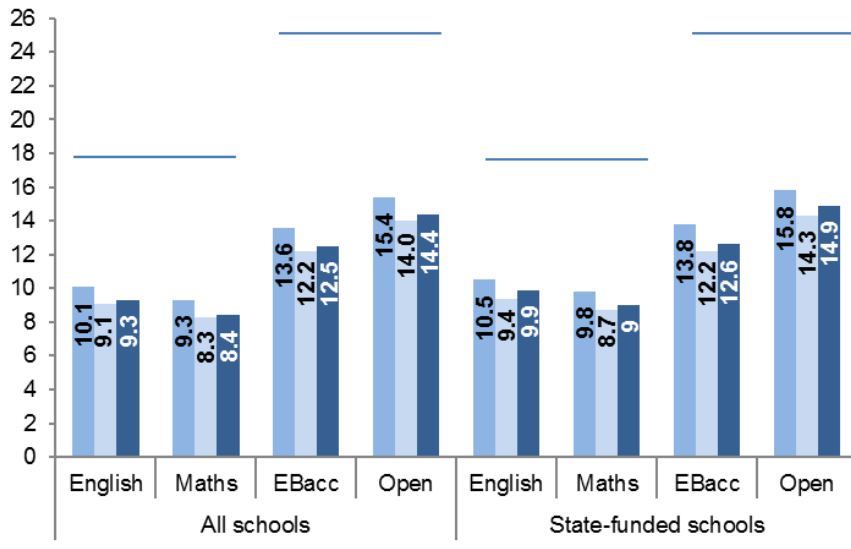
Figure 4 shows that the average score per pupil has increased slightly or remained stable across all elements of Attainment 8 compared to 2016 shadow data.

Figure 4: Average score per pupil in each element of Attainment 8

England, 2017

¹⁰ Includes full course GCSEs, double award GCSEs, AS levels, Cambridge International Certificates and Edexcel Level1/2 Certificates.

¹¹ 2016 shadow data takes pupils results from 2016 and directly matches them to the points that they would have been allocated, if the same pupil took exactly the same subjects and achieved the same marks in 2017. For further information, see the 'Key stage 4 shadow measures' ad-hoc release here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604312/KS4_shadow_measures_FINAL.pdf



- 2016 (revised)
- 2016 results matched to 2017 point scores (shadow data)
- 2017 (revised)
- maximum score for a pupil taking GCSEs only

Source: Key stage 4 revised attainment data

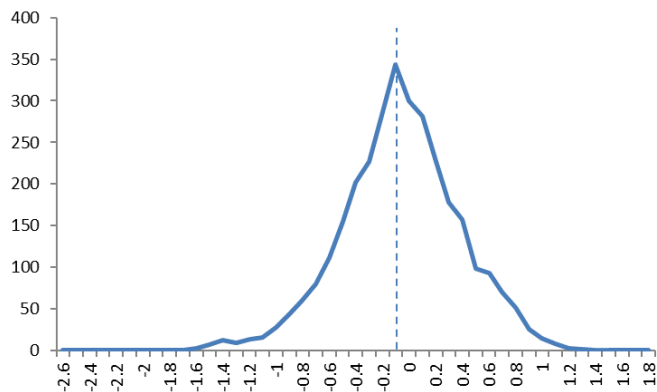
Progress 8

Progress 8 is a relative measure, which means that the overall national score remains the same between years¹². We will look further at patterns in Progress 8 in the sections on school type, admissions basis and gender, as Progress 8 is more relevant where we can compare between groups.

From 2017 onwards, reading and maths test results only are used in calculating key stage 2 prior attainment fine levels for use in Progress 8¹³. 2017 is the second year in which Progress 8 scores have been published for all state-funded schools. The distribution of Progress 8 scores by school is shown below. Progress 8 scores for mainstream schools¹⁴ at school level run from -2.5 to 1.8, with approximately 99% of schools' scores between -1.6 and +1.0 in 2017.

Figure 5: Distribution of Progress 8 scores

England, state-funded mainstream schools⁷, 2017



A Progress 8 score of above 0 means a school is making above average progress.

Source: Key stage 4 revised attainment data

4. Percentage of pupils achieving a grade 5 or above in English and maths (Table 1a)

The new headline attainment measure requires pupils to achieve a grade 5 or above in either English language or literature (with no requirement to take both) and to achieve a grade 5 or above in EBacc maths. For transparency and to allow comparison to 2016 figures, the percentage of pupils achieving grade 4 or above in English and maths is also shown.

Attainment in English and maths at grade 5 or above is 39.6% in all schools and 42.6% in state-funded schools. To compare to 2016, it is best to use attainment in English and maths at grade 4 or above, as the bottom of a C grade in unreformed English and maths qualifications maps onto the bottom of a grade 4 of reformed GCSEs in these subjects. As shown in Table 4, attainment at this threshold is stable for 2017, with an increase of 0.9 percentage points across state-funded schools.

¹² The Progress 8 measure should not be compared year on year, however, at school level it may be useful to compare a school's percentile rank based on Progress 8. For example, knowing a school had a Progress 8 score of -0.2 in 2016 and a score of -0.2 in 2017 tells you how the school did compared to national average in those years but not whether their performance improved across years. However, knowing that they were in the 86th percentile in 2016 and in the 70th percentile in 2017 tells you they have improved over time compared to other schools. Percentile ranks should still be comparable despite possible changes in the distribution of Progress 8 scores and are a good starting point for understanding performance on this measure over time.

¹³ For 2016 and for 2015 for schools opting in early to Progress 8, overall English (a combination of reading and writing) and maths key stage 2 test results were used to calculate prior attainment. In 2017, a new methodology was implemented using just the reading element alongside maths scores. This resulted in a larger proportion of pupils with higher key stage 2 prior attainment scores. This change to reading in 2017 is because since 2012 primary schools have used a form of teacher assessment in writing at key stage 2 that does not map easily to test scores.

¹⁴ Excludes further education colleges with 14-16 provision

Table 4: Attainment in English and maths (grades 5 or above)

England, 2016-2017

Year	Measure	All schools	State-funded schools	Comment
2017 revised	% achieving grade 5 or above	39.6%	42.6%	The headline threshold measure has changed in 2017, to set a higher standard for schools. As the threshold is now higher, these figures should not be compared to the English and maths attainment figures for 2016.

*Source: Key stage 4 revised attainment data***Table 5: Attainment in English and maths (grades 4 or above)**

England, 2016-2017

Year	Measure	All schools	State-funded schools	Comment
2017 revised	% achieving grade 4 or above	59.1%	63.9%	The results are stable compared to 2016 using this measure, because the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C of unreformed GCSEs in these subjects.
2016 revised	-	59.3%	63.0%	

Source: Key stage 4 revised attainment data

5. The English Baccalaureate (Table 1b)

The proportion of pupils entering and achieving the EBacc has decreased, with 38.2% of pupils in state-funded schools entering the EBacc in 2017 and 21.3% achieving the EBacc by gaining a grade 5 or above in English and maths GCSEs and grades A* to C in unreformed qualifications in the other EBacc subject areas.

In 2017, 23.7% of pupils achieved the EBacc by gaining a grade 4 or above in English and maths GCSEs, this figure is the most comparable to 2016 data. Comparison of these two figures shows a smaller decrease of 1 percentage point.

Changes in methodology and patterns of entry for specific EBacc pillars may be responsible for the decrease in EBacc entry, as explained in the sections below. Across the elements that make up the EBacc, entries to EBacc English are down slightly while entries to EBacc maths remain fairly stable, entries to EBacc languages decreased and entries to EBacc Science and humanities are up in comparison to 2017.

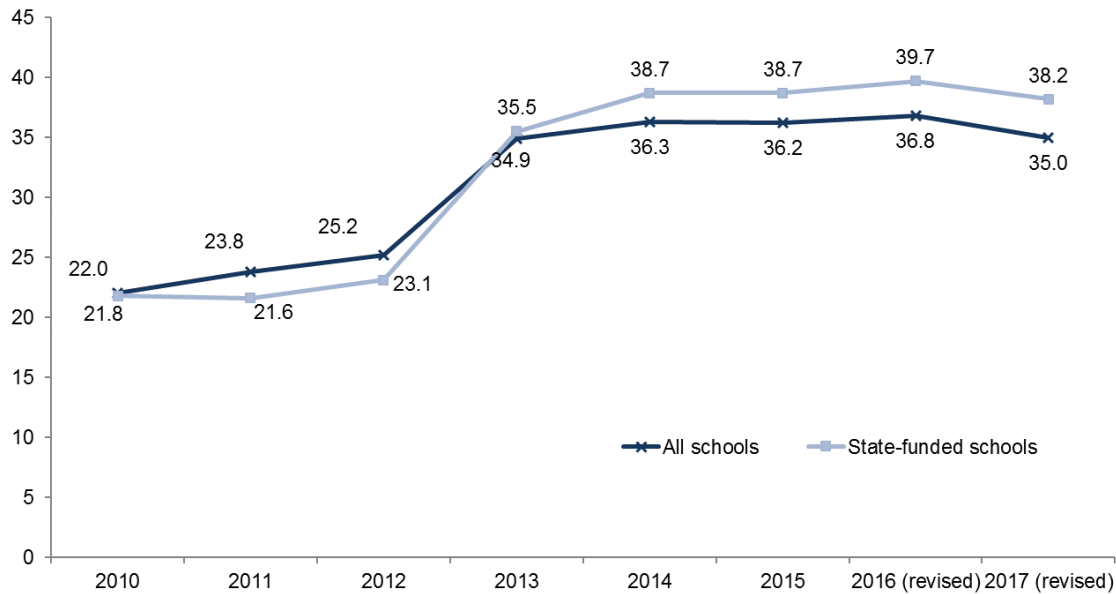
EBacc entry

In 2017, 35.0% of pupils in all schools and 38.2% of pupils in state-funded schools entered the EBacc, a decrease of 1.8 and 1.5 percentage points respectively compared to 2016.

The difference between the figures for all schools and state-funded schools is related to the impact of unregulated international GCSEs commonly taken in independent schools. This lowers the 2017 result for all schools, as it has since 2013. Some independent schools choose to enter qualifications which do not count towards the performance tables, particularly for English and maths. These schools will therefore have scores of 0% for some measures in the performance tables, for example EBacc entry and achievement, which has an effect on the national figures. However, it is worth noting that there are many other reasons why a school may have a score of 0% in threshold measures.

In 2017, EBacc entry figures are also likely to have been impacted by over 30,000 pupils continuing to be entered solely for unreformed English and maths GCSEs, despite these qualifications not counting in performance tables this year. However, further analysis suggests that a reduction in entries to the language element far outweighs the impact of pupils taking unreformed qualifications, as less than 200 pupils missed entering the EBacc because they were entered for the unreformed English or mathematics qualifications or qualifications in these subjects that no longer count in performance tables such as international GCSEs.

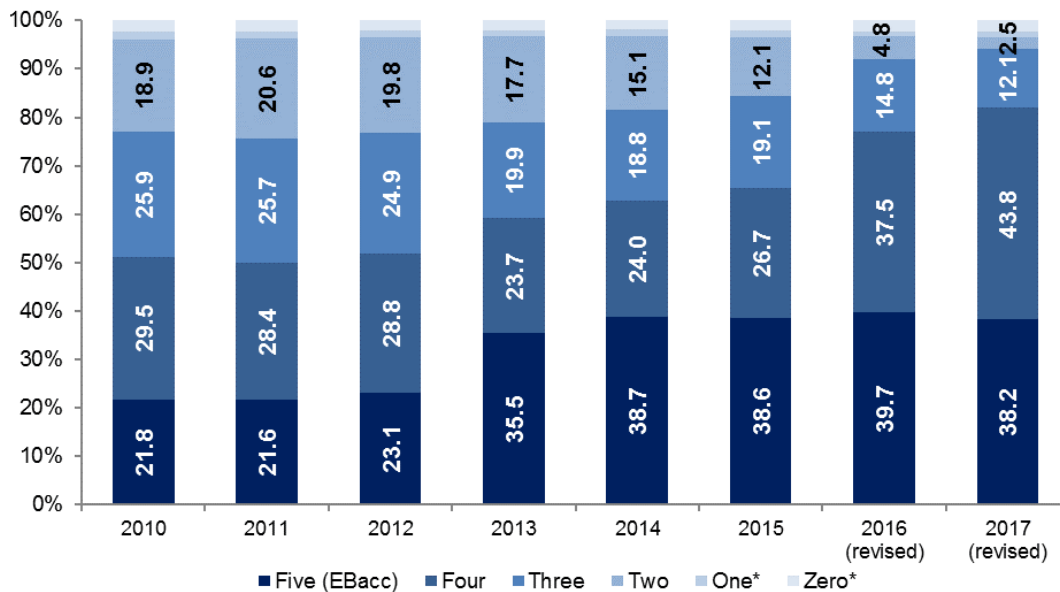
Figure 6: Percentage of pupils entering the EBacc
England, 2010-2017



Source: Key stage 4 attainment data

There was another large increase in the percentage of pupils entering four components¹⁵ of the EBacc from 37.5% in 2016 to 43.8% in 2017, with corresponding falls in pupils taking two or three components, down to 2.5% and 12.1% respectively, as shown in figure 7.

Figure 7: Percentage of pupils with entries into different numbers of EBacc components
England, state-funded schools, 2010-2017



*A data label for the percentage entering zero or one components is not shown on the chart

Source: Key stage 4 attainment data

Of those pupils who entered four out of the five EBacc components, the majority (80.4%) were missing the languages component in 2017, up from 77.8% in 2016. The humanities component was the second highest missing component, with 17.3% who entered four components not entering humanities in 2017, down from 18.7% in 2016.

¹⁵ There are five components that make up the English Baccalaureate: English, maths, science, a language, and history or geography

The percentage of pupils who did not enter any EBacc components has remained stable, at between 1.9% and 2.4% between 2010 and 2017. The majority of pupils who did not enter any EBacc components have low prior attainment at key stage 2 (80.0% in 2017).

EBacc achievement

The new headline EBacc achievement measure requires pupils on the English language and English literature pathway to enter both language and literature, and achieve a grade 5 or above in either qualification. Pupils must also achieve a grade 5 or above in EBacc maths and a grade C or above in the science, humanities and language pillars of the EBacc. For transparency and to allow comparison to 2017 figures, the percentage of pupils achieving the EBacc with a grade 4 or above in English and maths and a grade C or above in unreformed subjects is also shown.

In 2017, 19.7% of pupils in all schools and 21.3% of pupils in state-funded schools achieved the EBacc achievement headline measure (grade 5 or above in English and maths and grade C or above in legacy subjects), a decrease of 3.4 percentage points compared to 2016.

The tables below provide commentary and compare EBacc achievement at grade 4 or above in English and maths and grade C or above in unreformed subjects to 2016 results.

Table 6: EBacc achievement (grades 5 or above in English and maths)

England, 2016-2017

Year	Measure	All schools	State-funded schools	Comment
2017 revised	% achieving grade 5 or above in English and maths and A*-C in unreformed subjects	19.7%	21.3%	The headline threshold measure has changed for the English and maths elements of the EBacc in 2017 to establish grade 5 as a new headline measure, in order to raise standards for schools. As the threshold is now higher, these figures should not be compared to the EBacc achievement figures for 2016.

Source: Key stage 4 revised attainment data

Table 7: EBacc achievement (grades 4 or above in English and maths)

England, 2016-2017

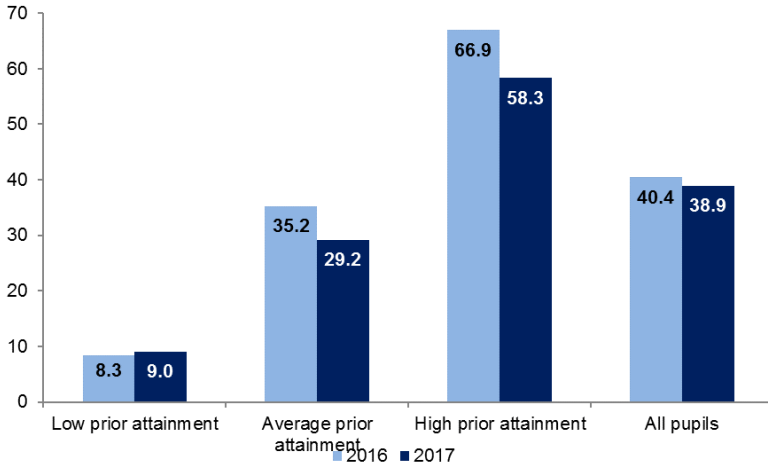
Year	Measure	All schools	State-funded schools	Comment
2017 revised	% achieving grade 4 or above in English and maths and A*-C in unreformed subjects	21.9%	23.7%	When comparing to 2016, this measure should be used as the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C in unreformed GCSEs in English and maths. Comparison shows a drop in EBacc achievement, with decreases of 1.2 and 1.0 percentage points respectively.
2016 revised	-	23.1%	24.7%	

Source: Key stage 4 revised attainment data

EBacc by prior attainment

The overall EBacc entry rate in state-funded mainstream schools has decreased from 40.3% in 2016 to 38.9% in 2017 (a drop of 1.4 percentage points). EBacc entry rates have also decreased for pupils with average and high prior attainment, as shown in Figure 8. Entry rates continue to rise for pupils with low prior attainment, with 9.0% entering the EBacc in 2017 compared to 8.3% in 2016.

Figure 8: EBacc entry rates by prior attainment band
England, state-funded mainstream schools, 2016-2017

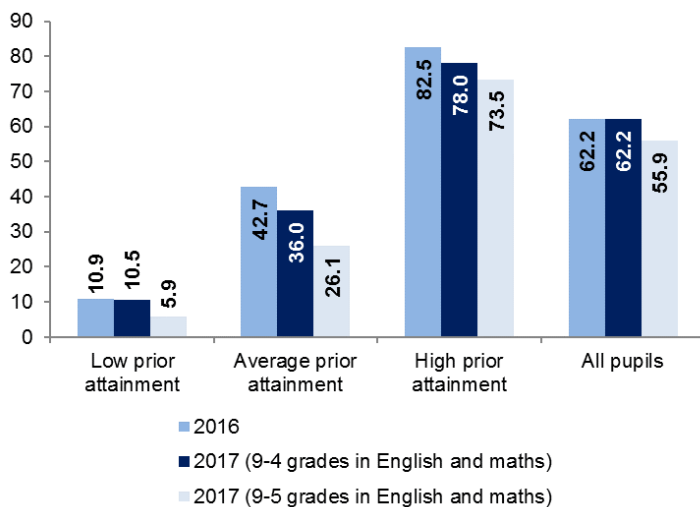


Source: Key stage 4 revised attainment data

In 2017, 55.9% of pupils that entered the EBacc in state-funded mainstream schools achieved the EBacc, gaining grades 5 or above in English and maths elements and grades C and above across unreformed subjects in remaining elements, as shown in Figure 9. The proportion of pupils achieving the EBacc by gaining grades 4 and above in the English and maths pillars and grades C and above across unreformed subjects in the remaining pillars was 62.2%, which is stable in comparison to 2016.

Using the new headline threshold measure which includes achievement of a grade 5 or above in English and maths, the EBacc achievement rate for low prior attainment is 5.9%, 26.1% for average prior attainment and 73.5% for high prior attainment. For those who achieved the EBacc with grades 4 or above in English and maths GCSEs, the EBacc pass rate decreased from 2016 for pupils with average and high prior attainment (by 6.7 and 4.5 percentage points respectively). The EBacc pass rate remained stable for low prior attainment pupils at 10.5%

Figure 9: EBacc achievement rates for pupils who entered the EBacc, by prior attainment band
England, state-funded mainstream schools, 2016-2017



Source: Key stage 4 revised attainment data

6. Subject analysis (Tables 1b, 1c & 1d)

EBacc English

To pass the English element of the headline EBacc attainment measure, pupils must achieve a grade 5 or above in either English language or English literature GCSEs (or A*-C grades in approved AS levels), with entries into both

The percentage of pupils with entries to EBacc English has decreased slightly in comparison with 2016, from 96.5% to 95.7%. The entry rate remains high and this is due to the fact that it is compulsory for pupils to study English at key stage 4 in state-funded schools, and the vast majority of pupils enter English qualifications that count in the performance tables.

Table 8: EBacc English achievement

England, state-funded schools, 2016-2017

Year	Achieving EBacc English
2016 revised	74.8%
2017 revised	60.5%
(grade 5 or above)	
<i>2017 revised (grade 4 or above)</i>	<i>75.5%</i>

Source: Key stage 4 revised attainment data

Achievement of EBacc English at grade 5 or above is 60.5% in 2017. Achievement of EBacc English at grade 4 or above is 75.5%, which is similar to the percentage of pupils who achieved grades C or above in EBacc English in 2016 (74.8%)

EBacc maths

To pass the maths element of the headline EBacc attainment measure, pupils must achieve a grade 5 or above in maths GCSE or A*-C in approved AS levels

The percentage of pupils with entries to EBacc maths has remained stable in state-funded schools in 2017, with entries for 97.3% of pupils in state-funded schools. This stability and high entry rate is due to the fact that it is compulsory for pupils to study maths at key stage 4 in state-funded schools, and the vast majority of pupils enter maths qualifications that count in the performance tables.

Achievement of EBacc maths at grade 5 or above is 48.6% in 2017. Achievement of EBacc maths at grade 4 or above is 69.2% which is similar to the percentage of pupils who achieved grades C or above in EBacc maths in 2016 (68.6%)

Table 9: EBacc maths achievement

England, state-funded schools, 2016-2017

Year	Achieving EBacc maths
2016 revised	68.6%
2017 revised	48.6%
(grade 5 or above)	
<i>2017 revised (grade 4 or above)</i>	<i>69.2%</i>

Source: Key stage 4 revised attainment data

EBacc science

It is compulsory for state-funded schools to teach science at key stage 4. For EBacc science, a pupil must enter:

- three individual sciences (three out of biology, chemistry, physics, and computer science); or
- core and additional science¹⁶; or
- double science

The proportion of pupils entering EBacc science increased to 91.3% in state-funded schools in 2017, an increase of 4.5 percentage points compared to equivalent revised data in 2016. This is driven by a continued increase in pupils entering the core and additional pathway, with 65.7% of the cohort entering this combination in 2017, up from 62.3% in 2016. There has also been a smaller increase in pupils entering the triple science pathway (25.1% in 2017, up from 23.9% in 2016).

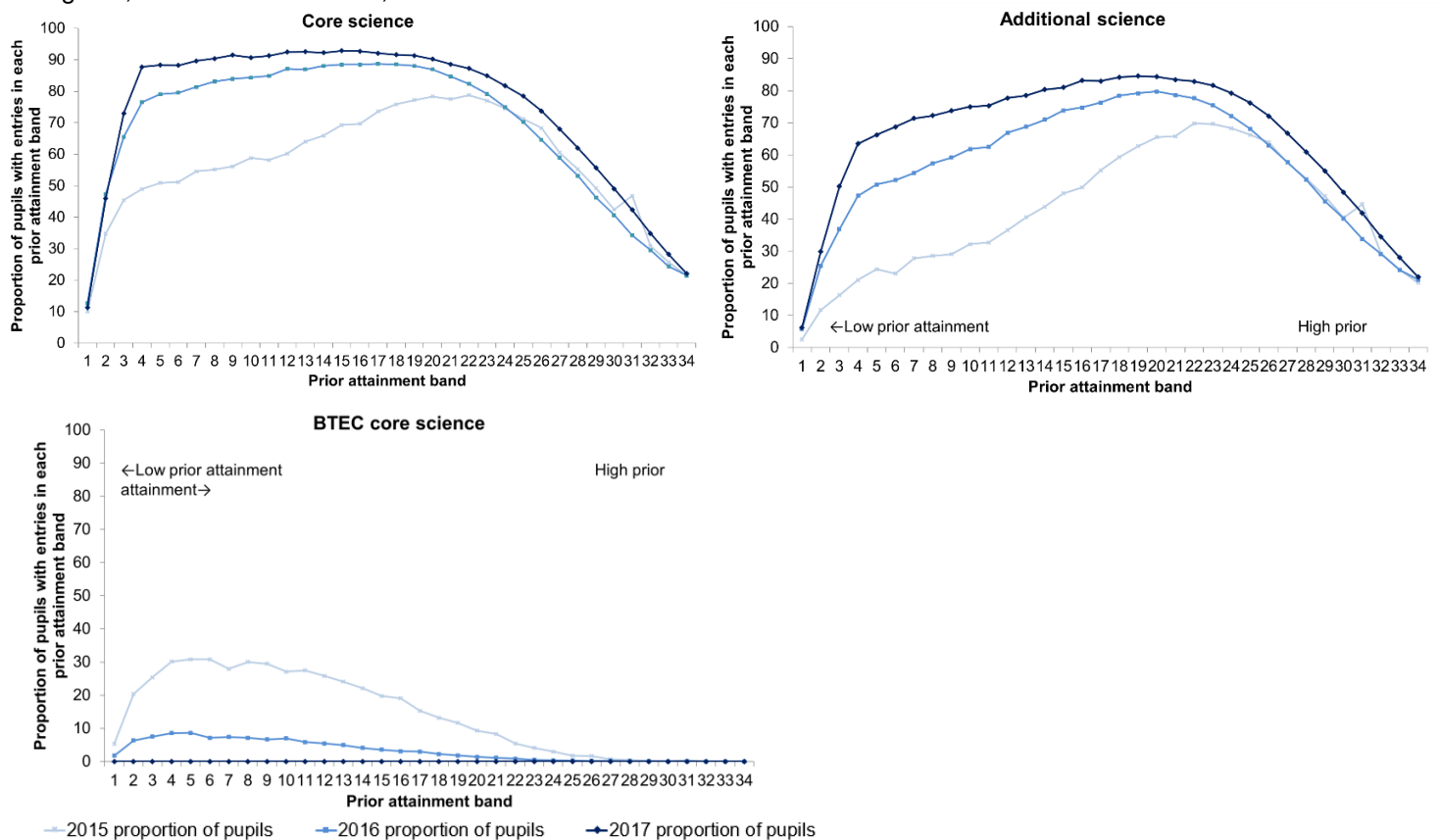
As in 2016, the increase in pupils entering the core and additional pathway continues to be driven by a movement away from science BTECs (which no longer count in performance tables in 2017) to core and additional science by pupils with lower prior attainment.

In the figure below, where the darkest blue line for 2017 is higher than the equivalent line for 2016, this means that a greater proportion of pupils in that prior attainment group entered the subject. The increase is less noticeable from 2016 to 2017 compared to 2015 to 2016, however it does show continued growth in entries by pupils with low prior attainment.

The lines decrease for the higher prior attainment end of the distribution, as pupils with higher prior attainment are more likely to take individual sciences, rather than core and additional science or BTECs.

Figure 10: Proportion of pupils in each prior attainment band who entered core science (EBacc), additional science (EBacc) or core science BTEC (non-EBacc)

England, state-funded schools, 2015-2017



¹⁶ Core and additional science, together with further additional science, cover the same breadth of curriculum as biology, chemistry and physics GCSEs

Achievement of EBacc science is reported as a percentage of pupils who entered the subject. A pupil achieves EBacc science with:

- A* to C in at least two of biology, chemistry, physics and computer science, having entered at least three; or
- A* to C in both core and additional science; or
- A*A* to CC in double science

The trend seen in 2016, of a decrease in EBacc Science attainment, continues into 2017, although on a smaller scale, with 62.2% of those entering EBacc science achieving A*-C grades, compared to 63.8% in 2016 (the decrease from 2015 to 2016 was wider, at 5.3 percentage points from 69.1% in 2015).

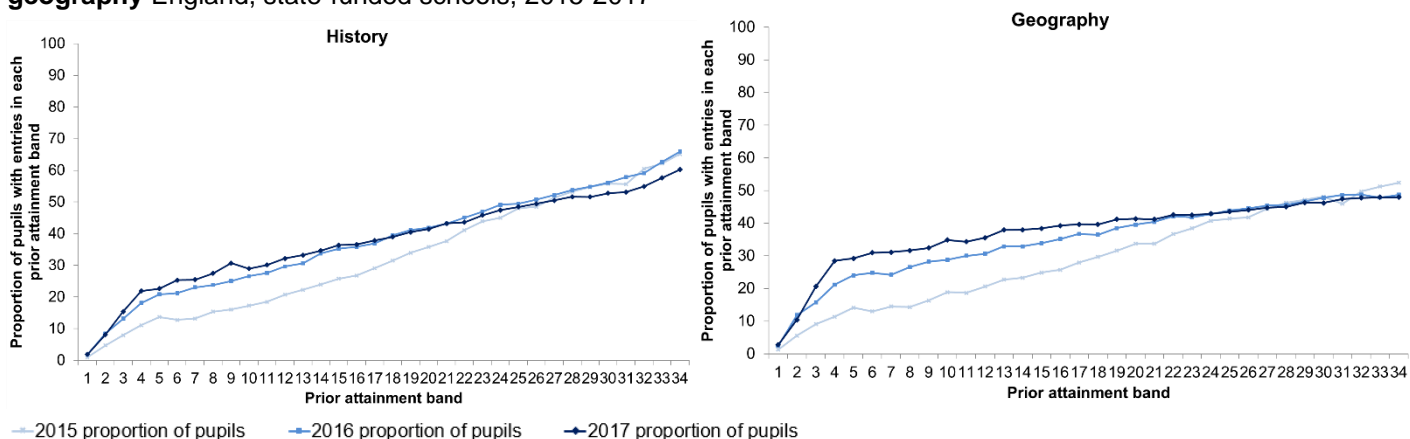
Due to changes in the point score scale from 2016 to 2017, comparisons of attainment for each prior attainment band between these years are not valid. However, overall attainment is likely to continue to be impacted by the increased number of pupils with low prior attainment entering EBacc science in 2017.

EBacc humanities

The EBacc humanities subjects are geography and history: pupils must achieve A*-C in one of these qualifications to achieve the EBacc humanities pillar.

The proportion of pupils entering EBacc humanities continues to increase in 2017, to 76.8% in state-funded schools in 2017, an increase of 3.1 percentage points compared to equivalent revised data in 2016. This continues to be driven by an increase in entries by pupils with low prior attainment for history and geography, although on a smaller scale than in 2016, as shown in the charts below. The proportion of pupils with lower prior attainment, who entered EBacc humanities qualifications, is higher in 2017 than 2015 and 2016. In history, the increase in entries from pupils with low prior attainment is slightly counterbalanced by a small decrease in the high prior attainers taking this subject.

Figure 11: Proportion of pupils in each prior attainment band who entered history and geography England, state-funded schools, 2015-2017



Source: Key stage 4 revised attainment data

Attainment has fallen slightly, to 62.9% in 2017, from 63.9% in the equivalent 2016 data. As in 2016, this continues to be driven by the increase in entries by pupils with low prior attainment and could also be effected by the decrease in entries by pupils with high prior attainment.

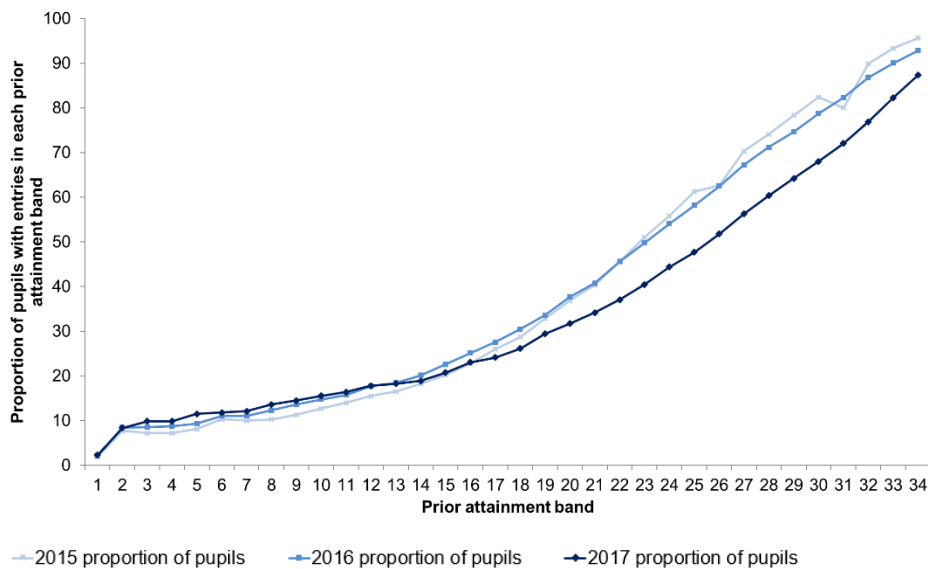
Entries into both geography and history in state-funded schools remains stable at 9.8% in 2017.

EBacc languages

To achieve the languages component of the EBacc, pupils must achieve A*-C in any language qualification on the EBacc approved list.

Entries to EBacc languages decreased in 2017 to 47.4%, a fall of 1.6 percentage points from 49.0% in equivalent 2016 data. The decrease occurred more for pupils with higher prior attainment, with a very small increase for pupils with low prior attainment, as shown in Figure 12 below. This decrease in entries for pupils with high prior attainment between 2016 and 2017, is greater than the drop between 2015 and 2016.

Figure 12: Proportion of pupils in each prior attainment band who entered EBacc languages
England, state-funded schools, 2015-2017



Source: Key stage 4 revised attainment data

The proportion of pupils entering more than one EBacc language qualification is stable, at 4.2% in 2017 and 4.4% in 2016. In 2017, 70.4% of those entering an EBacc language achieved a grade C or above which is stable compared to 70.0% in 2016.

Art and design subjects

For the purposes of these figures, arts subjects include applied art and design, art and design, drama, media/film/TV, music, dance and performing arts. The figures include GCSEs, level 1/2 certificates, and AS levels.

The percentage of pupils entering at least one arts subject decreased in 2017, by 1.5 percentage points compared to equivalent data in 2016 to 46.5% of pupils in state-funded schools.

Table 10: Percentage of pupils entered for at least one arts subject
England, 2010-2017

	2010 final	2011 final	2012 final	2013 final	2014 final	2015 final	2016 revised	2016 final	2017 revised
Pupils entered for at least one arts subject	47.2%	45.8%	44.7%	44.8%	48.3%	49.6%	48.0%	48.0%	46.5%

Source: Key stage 4 attainment data

7. Attainment by pupil characteristics

Characteristics definitions

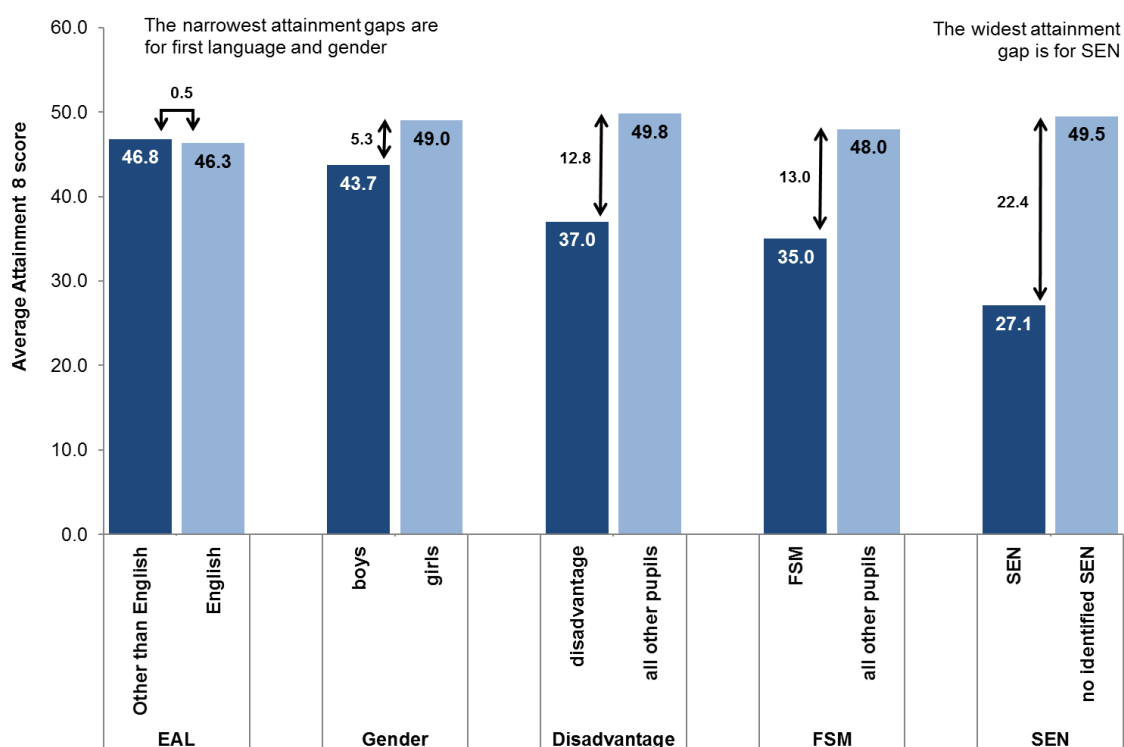
Please see the pupil characteristics section of the characteristics quality and methodology document for additional information on characteristics definitions.

Information on attainment has been broken down by the following pupil characteristics: ethnicity, English as an additional language (EAL), free school meal eligibility (FSM), disadvantage, and special educational needs (SEN). These characteristics are broken down further by local authority in the tables accompanying this SFR.

Figure 13 shows the pattern in Attainment 8 by different pupil characteristics. Further information on attainment broken down by Indices of Deprivation Affecting Children (IDACI), degree of rurality, local authority district, and parliamentary constituency, based on the postcode of pupil residence or school location, can be found in the tables published alongside this release on gov.uk.

Figure 13: Average Attainment 8 score by pupil characteristics

England, state-funded schools, 2017



Source: Key stage 4 revised attainment data

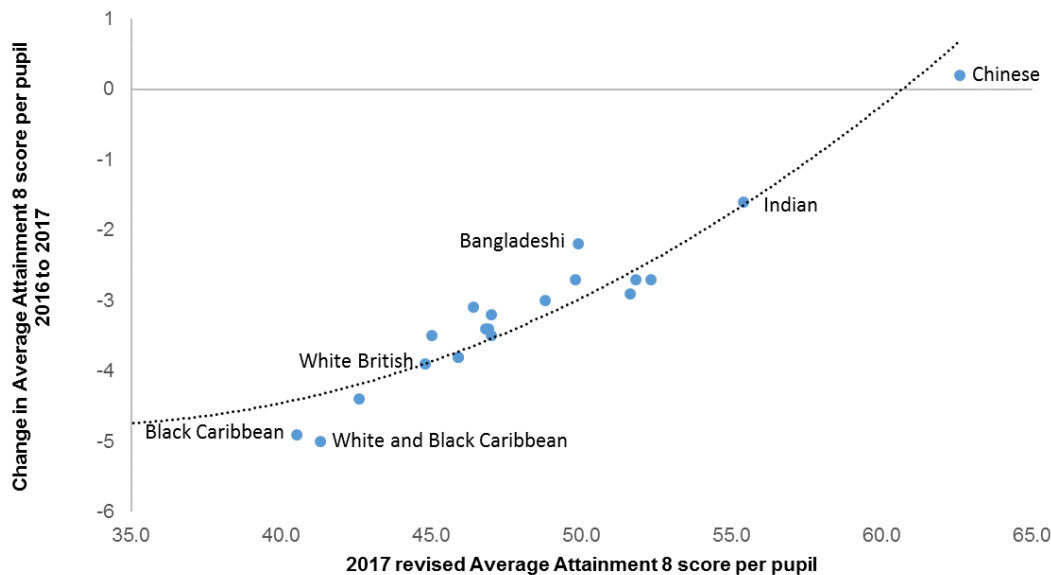
How have changes to Attainment 8 points affected scores for different pupil groups?

As explained in section 3, decreases in Attainment 8 score are expected following changes to the 2017 point scores assigned to grades due to the introduction of 9 to 1 GCSEs in performance tables. The overall difference in average Attainment 8 score per pupil between 2016 and 2017 was 3.6 points for pupils in state-funded schools, which is stable in comparison to 2016 shadow data (as discussed in [section 3](#)). 2017 also saw decreases to Attainment 8 scores across characteristic groups.

The general pattern of attainment gaps for this measure remains the same as in 2016. The gaps between boys and girls, and by first language are relatively small, while the gap between the average Attainment 8 score per pupil for pupils with special educational needs and others is much larger (as shown in figure 13). However, the actual gaps in Attainment 8 score awarded have widened slightly across most characteristic groups compared to 2016. This is expected because the change in point scales has a different effect on pupils with different levels of attainment, and therefore will not equally affect the average for pupil groups with a different average attainment.

The point scale used in 2017 awards more points to higher grades, for example, it is possible to achieve a maximum of 9 points for a reformed GCSE at grade 9 and 8.5 points for an A* in an unreformed GCSE, in comparison to a maximum of 8 points awarded for an A* in a GCSE in 2016. However, the new point scale awards fewer points for most other grades, particularly at C to E, leading to the overall decrease in scores, particularly for pupil groups with a lower average attainment.

Figure 14: Change in average Attainment 8 score since 2016 against score in 2017, by ethnic group*
 England, state-funded schools, 2017



* Gypsy Roma and Irish Traveller pupils had average Attainment 8 scores below 35 in 2017 and are not displayed on the chart, but do influence the trendline.

Source: National pupil database and key stage 4 attainment data

Groups with many pupils achieving the highest possible grades may therefore have a higher Attainment 8 score on the 2017 scale, as has been the case for Chinese pupils (Attainment 8 increased slightly (+0.2) from 62.4 to 62.6). However, groups where few pupils are achieving high grades will see larger decreases, meaning it appears that the gap has widened, even if there is no change in the grades achieved. Although almost all groups saw a decrease in Attainment 8 score between 2016 and 2017 the decrease was in general much smaller for high achieving groups such as Indian (-1.6) and Bangladeshi pupils (-2.2) as shown in Figure 14.

This pattern was strong for groups with an average Attainment 8 score of around 40 or higher (equivalent to C/4 or above in all slots). Groups with very low Attainment 8 scores below around 30 (such as some groups with special educational needs) did not see such large decreases.

The fact that gaps in Attainment 8 score between many pupil groups are larger in 2017 than 2016, when measured in these points, should not therefore be taken as indicating that real differences in attainment have increased, as scores in the two years are measured on different scales.

Although the size of attainment gaps cannot therefore be directly compared between years for this measure, looking at differences in Attainment 8 score between groups in 2017 highlights the continued disparities in outcomes at GCSE. These are examined further below.

Disadvantage: Gap Index

Official Statistic

The gap index has moved out of experimental statistics status (as reported in [SFR 01/2016](#)) and into official statistics status. 'Calculating the index' summarises how the measure is produced; and more details of the methodology and consultation were published in [SFR 40/2014](#).

Disadvantage

Pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

In 2017, 27.2% of pupils at the end of key stage 4 were disadvantaged, 0.5 percentage points lower than 2016 (27.7%).

Attainment is lower for disadvantaged pupils compared to all other pupils across all headline measures in 2017, as seen in previous years. Due to the new headline measures introduced in 2016, and changes to comparability as a result of reformed GCSEs and point scales in 2017, it is recommended that the gap index is used to look at the difference in attainment between disadvantaged and other pupils over time.

Calculating the Index

Pupils are ordered by average grade in English and maths GCSEs.

The average rank of disadvantaged pupils was 0.37, meaning the average pupil was just over a third of the way up the distribution, while that of other pupils was 0.55, more than halfway up the distribution (see Figure 16).

The disadvantaged pupils' attainment gap index multiplies the difference between these by 20:

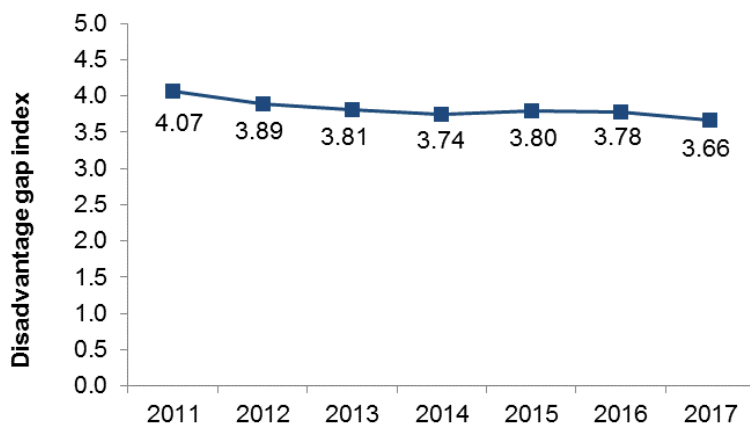
$$(0.54979 - 0.36676) \times 20 = 3.66$$

The gap is measured on a scale of 0 to 10 (or minus 10 if disadvantaged pupils achieved higher)

The gap between disadvantaged pupils and others, measured using the gap index, decreased in five of the last six years, narrowing by 10.0% overall since 2011 and 3.2% in the latest year. The average position of disadvantaged pupils in the distribution compared to others is closer together than it was last year.

Figure 15: Trend in the disadvantaged pupils' attainment gap index

England, state-funded schools, 2011-2017

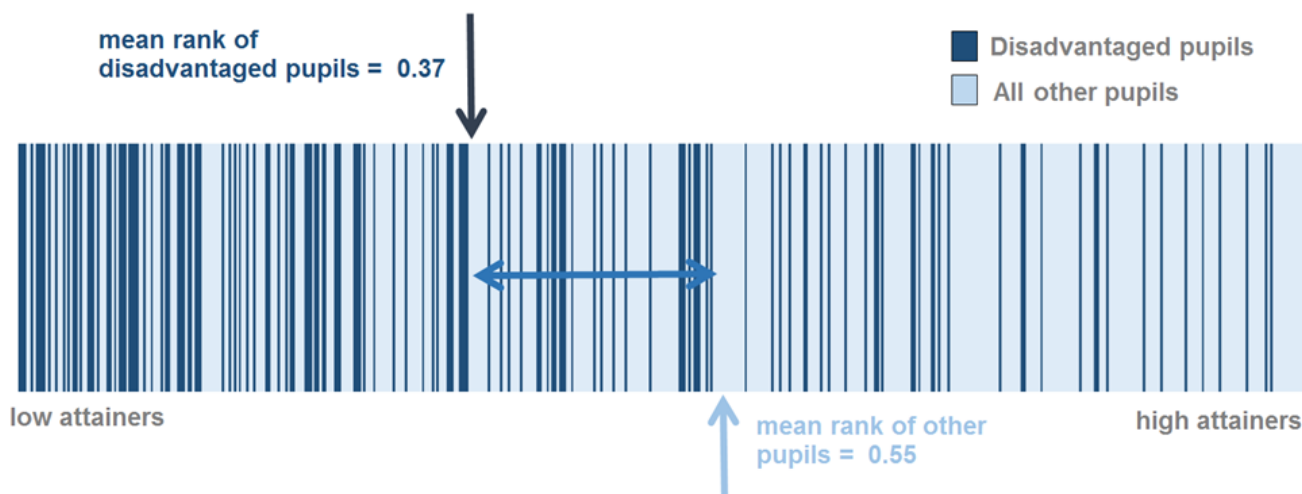


Source: National pupil database and key stage 4 attainment data

Figure 16 shows the distribution of pupils' results in English and maths GCSEs in 2017, from lowest attainment on the left to the highest attainment on the right. Dark blue lines represent disadvantaged pupils, while light blue lines represent others. Although there were some disadvantaged pupils among the highest attainers, they were more likely to be clustered at the lower attaining end. The gap index measures the distance between the average position of disadvantaged and other pupils in the distribution (shown by arrows); if disadvantage were not associated with differences in attainment,

pupils would be evenly spaced and the gap would be zero, but currently the average position of disadvantaged pupils is lower than others.

Figure 16: The distribution of pupil attainment, disadvantaged pupils and others
England, 2017¹⁷



Source: Key stage 4 attainment data

Impact of reformed GCSEs

In 2017, the English and maths point scores used to order pupils (as shown in the diagram above) were based on reformed GCSEs with grades from 9 to 1 rather than A* to G. The impact of this change on the measure is expected to be small because it is based only on the ranking of grades; that a pupil achieving a grade 7 has done better than a pupil achieving a grade 6, for example. We don't need to estimate whether this difference is of the same magnitude as between pupils achieving grade As and grade Bs in earlier years.

However, if the impact of the new GCSE curricula and assessments had a disproportionate impact on disadvantaged pupils, then this would affect the measure. For example, we might expect to see a decrease in the relative position of disadvantaged pupils if they struggled more than others with subject areas that have an increased emphasis in the new curriculum. In fact, the spread of grades achieved by disadvantaged pupils and others was slightly more similar in 2017, on the reformed GCSEs, than has been the case in previous years. This decrease in the gap was in line with earlier annual changes.

By averaging English and maths grades there are several points of comparability between the two scales; for example, in 2016 52% of pupils (32% of disadvantaged pupils and 59% of others) achieved at least a grade B/C average across English and maths. In 2017, 51% of pupils (31% of disadvantaged pupils and 58% of others) achieved at least a grade 5 average. The shape of the distribution (how clustered disadvantaged pupils are at each end) has remained very similar between years.

High and low attainers

To understand more about differences between the two groups we can look at illustrative points in the distribution and compare how likely pupils are to be particularly high or low achievers. For example, 95% of pupils who were not disadvantaged achieved an average grade of 3 or above in English and maths. Disadvantaged pupils are more likely to be low achieving, and 69% of disadvantaged pupils achieved 3 or above. Disadvantaged pupils are also under-represented at the high achieving end: 20% of non-disadvantaged pupils achieved a 7 or above; however, only 7% of all disadvantaged pupils reached this standard.

¹⁷ The diagram shows the position of every 1000th disadvantaged pupil and every 1000th other pupil at the end of key stage 4 in 2016, in order of their average grade across English and mathematics. The average position for each group is indicated.

Further breakdowns of average English and maths grades by disadvantaged and all other pupils can be found in table CH4b of the accompanying data tables.

Disadvantage: headline measures

This section is included for transparency, however it is recommended that the gap index (see page 23) is used in preference to comparing raw attainment scores for disadvantaged and other pupils to analyse the difference in attainment. The gap index is more resilient to changes to assessment and therefore offers greater comparability between years.

As in 2016, attainment is lower for disadvantaged pupils compared to all other pupils across all headline measures in 2017.

Table 11: Attainment 8 and Progress 8 for disadvantaged pupils and all other pupils

England, state-funded schools, 2017

	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
Disadvantaged	143,586	37.0	-0.40	-0.41	-0.39
All other pupils	384,273	49.8	0.11	0.11	0.11

Source: Key stage 4 revised attainment data

For comparison to 2016 across threshold attainment measures, it is best to use the attainment in English and maths at grade 4 or above and achievement of the EBacc including a grade 4 or above in English and maths and A*-C in unreformed subjects¹⁸.

Table 12: Percentage of disadvantaged and all other pupils achieving threshold measures

England, state-funded schools, 2016-2017

	Pass in English and maths			Entering the EBacc		Achieving the EBacc		
	2016 (A*-C grades)	2017 (9-5 grades)	2017 (9-4 grades)	2016	2017	2016 (A*-C grades in English and maths)	2017 (9-5 grades in English and maths)	2017 (9-4 grades in English and maths)
Disadvantaged	43.1	24.5	44.3	25.2	25.4	11.7	9.8	11.7
All other pupils	70.6	49.4	71.2	45.2	43	29.7	25.6	28.2
Difference	27.5	24.9	26.9	20.0	17.6	18.0	15.8	16.5

Source: Key stage 4 attainment data

Table 12 shows that the difference in attainment for disadvantaged pupils decreased across threshold measures and EBacc entry in 2017 (by 2 percentage points for pupils gaining a pass in English and maths, by 2.4 percentage points for pupils entering the EBacc and by 0.7 percentage points for pupils achieving the EBacc¹⁹

The difference in attainment between disadvantaged pupils and others for those achieving grades 5 or above in threshold measures is less than the difference shown for those achieving a threshold of grades 4 or above.

¹⁸ The headline threshold measures have changed in 2017, to set a higher standard for schools. To compare to 2016, it is best to use attainment in English and maths at grade 4 or above, as the bottom of a C grade in unreformed English and maths qualifications maps onto the bottom of a grade C of unreformed GCSEs in these subjects.

¹⁹ Comparing achievement of grades 4 or above to A* to C for English and maths in threshold measures

Free school meals

Where a pupil's family have claimed eligibility for free school meals in the School Census, they are defined as eligible for free school meals (FSM). Parents are able to claim free schools meals if they receive a qualifying benefit²⁰.

Free school meals does not relate to pupils who actually received free school meals but those who are eligible to receive free school meals. In 2017, 13.1% of pupils at the end of key stage 4 were eligible for free school meals, compared to 13.4% in 2016.

The pattern in performance of FSM eligible pupils in 2017 is broadly similar to that of disadvantaged pupils. FSM eligible pupils have lower attainment than that of other pupils for all of the key performance measures at key stage 4.

Table 13: Attainment 8 and Progress 8 for FSM eligible and all other pupils

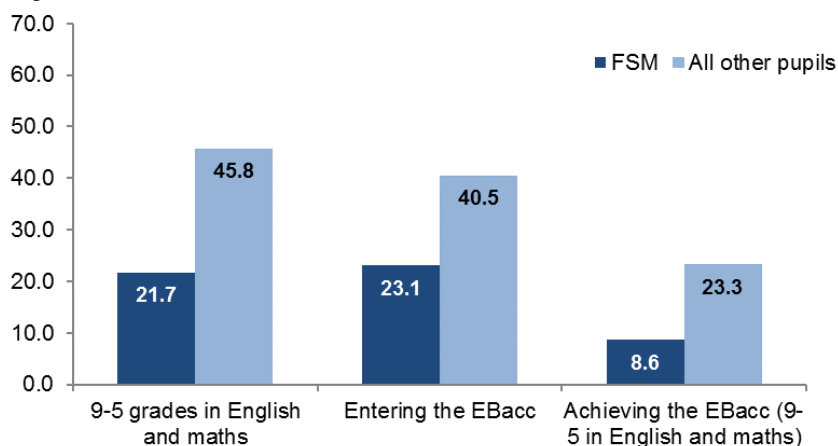
England, state-funded schools, 2017

	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
FSM	69,261	35.0	-0.48	-0.49	-0.47
All other pupils	458,598	48.0	0.04	0.03	0.04

Source: Key stage 4 attainment data

Figure 17: Attainment in threshold measures for FSM eligible and all other pupils (including grades 5 or above in English and maths)

England, state-funded schools, 2017



Source: Key stage 4 revised attainment data

²⁰ For more information and a list of qualifying benefits, see the quality and methodology document that accompanies this SFR.

Figure 18: Attainment in threshold measures for FSM eligible and all other pupils (including grades 4 or above in English and maths)

England, state-funded schools, 2016-2017

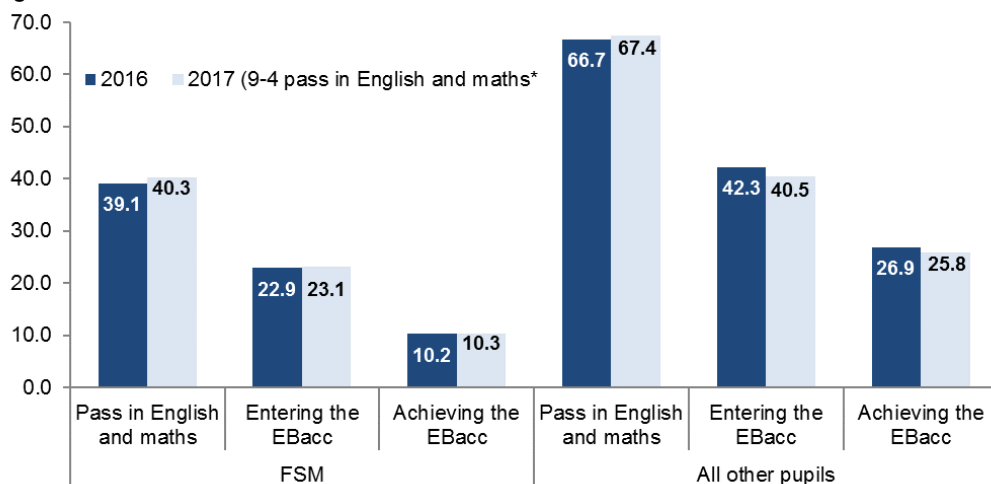


Figure 18 shows that the difference in attainment for FSM eligible and all other pupils increased across threshold measures and EBacc entry in 2017 (by 0.5 percentage points for pupils gaining a pass in English and maths by 2.0 percentage points for pupils entering the EBacc and by 1.2 percentage points for pupils achieving the EBacc²¹. The difference in attainment for those achieving grades 5 or above in threshold measures is less than the difference shown for those achieving a threshold of grades 4 or above.

English as a first language

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

15.9% of pupils at the end of key stage 4²² had a first language other than English in 2017. This is 0.8 percentage points higher than 2016 (15.1%)

As in 2016, the average Attainment 8 score of those with English as an additional language is broadly similar to those with English as a first language, but their average Progress 8 score is higher, as shown in table 14.

Table 14: Attainment 8 and Progress 8 by first language

England, state-funded schools, 2017

	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
English	442,222	46.3	-0.11	-0.11	-0.11
Other than English	83,905	46.8	0.50	0.49	0.51

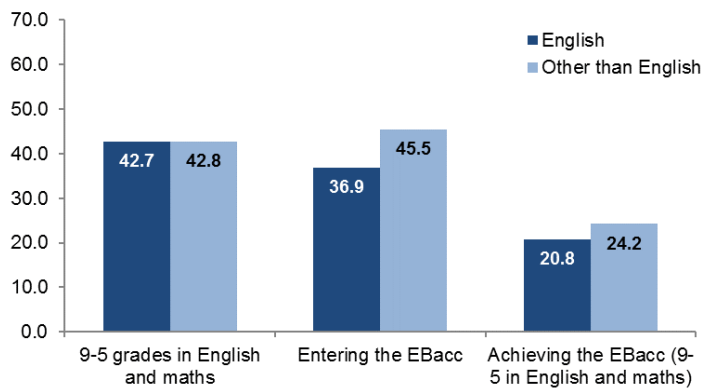
Source: Key stage 4 revised attainment data

²¹ Comparing achievement of grades 4 or above to A* to C for English and maths in threshold measures

²² Excluding pupils whose first language is unclassified

Figure 19: Attainment in threshold measures by first language (including grades 5 or above in English and maths)

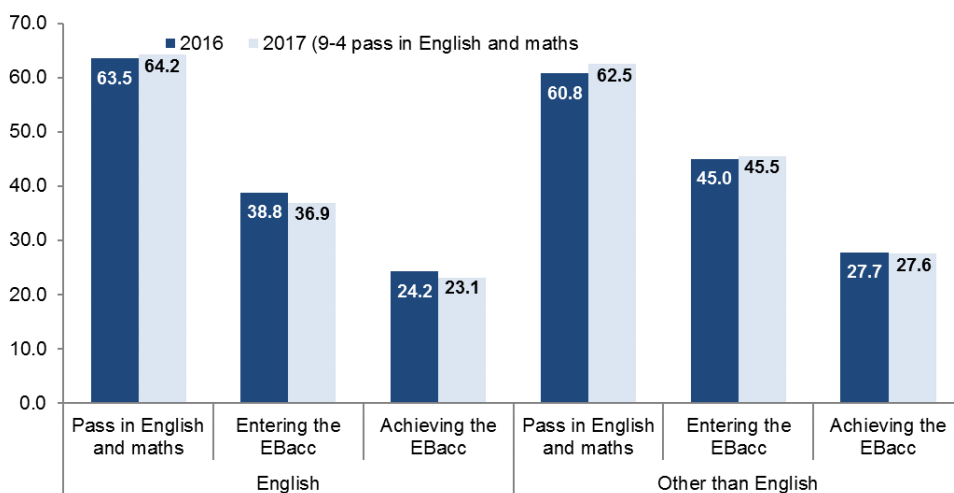
England, state-funded schools, 2017



Source: Key stage 4 revised attainment data

Figure 20: Attainment in threshold measures by first language (including grades 4 or above in English and maths)

England, state-funded schools, 2016-2017

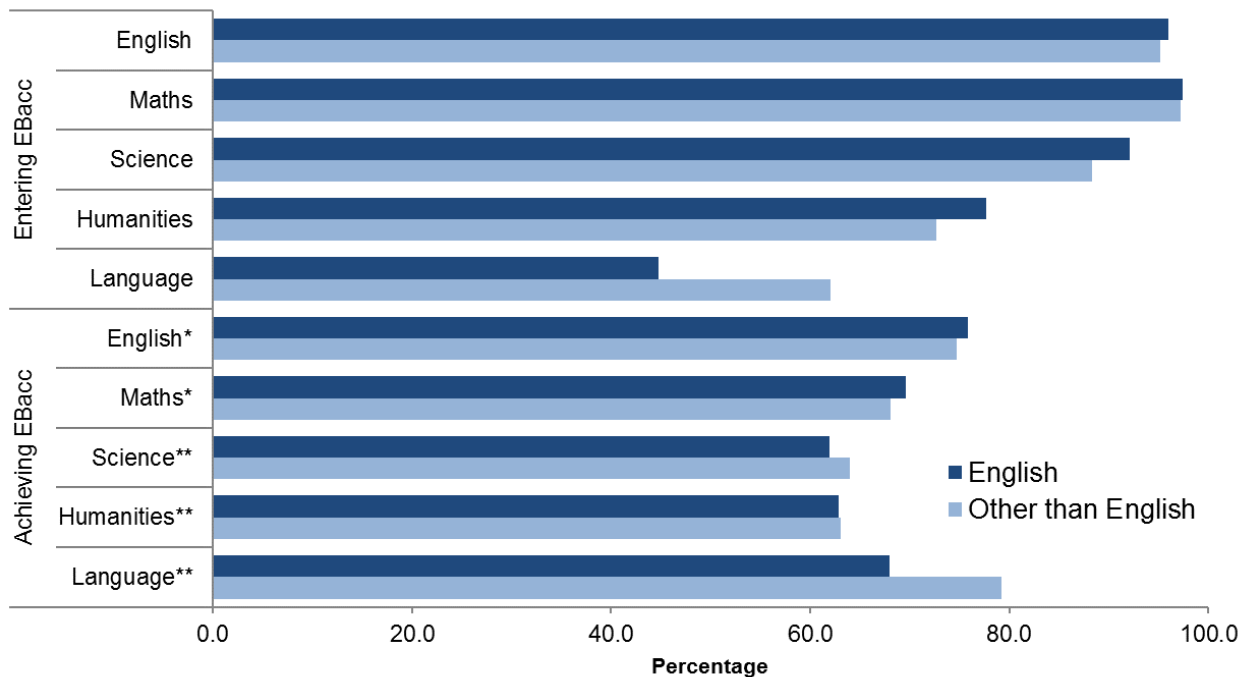


Source: Key stage 4 attainment data

As in 2016, achievement of pupils with English as an additional language is lower than pupils with English as a first language for the pass in English and maths measure, however this is no longer driven by lower attainment in English as in 2016 (the difference has decreased by 3.4 percentage points from 4.5 to 1.1 percentage points difference). The attainment difference between the two groups in English and maths is now broadly similar (at 1.1 points and 1.5 points respectively). Entry and achievement of the EBacc, however, remains higher for pupils with English as an additional language, as shown in Figure 20.

Analysis shows that for pupils who entered four out of five of the EBacc pillars, the language pillar was the most likely not to be entered. Figure 21 shows that pupils with English as an additional language have much higher rates of entry and achievement in the language component of the EBacc, compared to pupils whose first language is English. They have a slightly lower entry rate to the science and humanities pillars. Higher entry and achievement rates in the language pillar for pupils with English as an additional language contributes to their higher overall rates of EBacc entry and achievement.

Figure 21: Percentage of pupils entering and achieving the EBacc pillars by first language
England, state-funded schools, 2017



*'achievement' in these elements classed as grades 4 or above as this is most comparable with 2016.

**as a percentage of those entering

Source: Key stage 4 attainment data

Special Educational Needs (SEN)

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. More information on these is given in the quality and methodology document.

14.1% of pupils at the end of key stage 4 had a special educational need in 2017, 0.5 percentage points lower than 2016 (14.6%).

The attainment gap between pupils with SEN compared to pupils with no identified SEN remains the largest gap of all characteristics groups: pupils with SEN perform significantly worse than pupils with no identified SEN across all headline measures of attainment, as shown in Table 15, Figure 22 and 23. The average Attainment 8 score per pupil with SEN was 27.1, compared to 49.5 for pupils with no identified SEN.

Pupils with a statement of SEN or EHC plan had lower attainment and progress scores than those with SEN support, with average Attainment 8 scores of 13.9 and 31.9 respectively, and average Progress 8 scores of -1.04 (+/-0.02) and -0.43 (+/-0.01) respectively.

Table 15: Attainment 8 and Progress 8 by special educational need

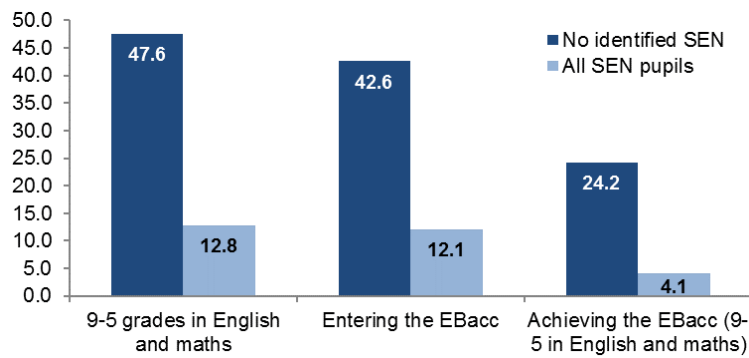
England, state-funded schools, 2017

	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
No identified SEN	452,215	49.5	0.07	0.06	0.07
All SEN pupils	74,420	27.1	-0.59	-0.60	-0.58

Source: Key stage 4 revised attainment data

Figure 22: Attainment in threshold measures by special educational need (including grades 5 or above in English and maths)

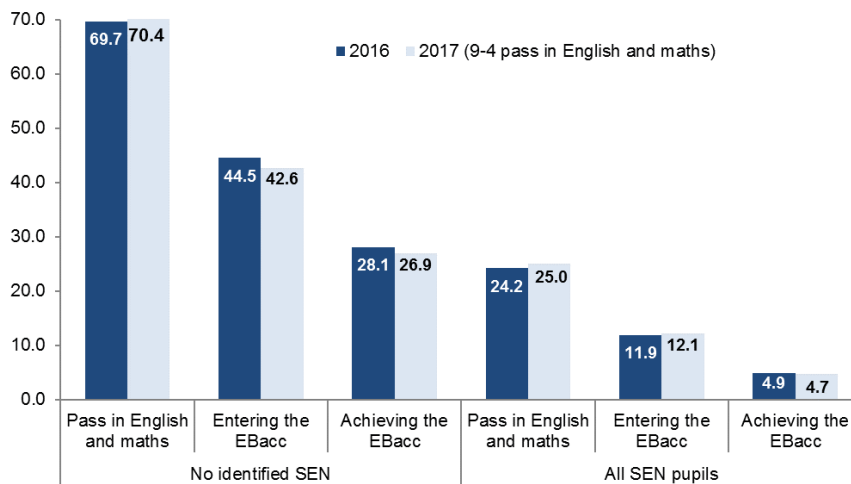
England, state-funded schools, 2017



Source: Key stage 4 attainment data

Figure 23: Attainment in threshold measures by special educational need (including grades 4 or above in English and maths)

England, state-funded schools, 2017



Source: Key stage 4 attainment data

Ethnicity

Ethnicity is broken down into two main variables: a minor grouping variable and a major groupings variable.

White pupils make up 78% of pupils at the end of key stage 4²³, 10.1% are Asian, 5.4% are black, 4.5% are mixed, 0.4% are Chinese, and 1.6% are any other ethnic group.

As in 2016, the average Attainment 8 scores for Chinese, mixed and Asian pupils are higher than the national average. The same is also true for Progress 8 scores, with the exception of mixed pupils whose Progress 8 score is close to the national average, as shown in table 16. Average Attainment 8 scores of white and black pupils are both below the national average. White pupils' average progress 8 score is also below the national average, but black pupils' is above.

²³ Excluding pupils whose ethnicity is unclassified

Table 16: Attainment 8 and Progress 8 by major ethnic group
England, state-funded schools, 2017

	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
Chinese	2,073	62.6	0.93	0.87	0.99
Asian	52,787	49.8	0.47	0.46	0.48
Mixed	23,483	47.0	-0.02	-0.04	0.00
White	406,342	45.9	-0.11	-0.12	-0.11
Black	27,922	44.8	0.16	0.15	0.18
<i>All pupils</i>	<i>527,859</i>	<i>46.3</i>	<i>-0.03</i>	<i>-0.03</i>	<i>-0.03</i>

Source: Key stage 4 attainment data

The pattern in attainment for threshold measures remains broadly similar to 2016: attainment of Chinese and Asian pupils continue to be above the national average for a pass in English and maths, and entry and achievement of the EBacc. Attainment of pupils within the mixed ethnic group also remained above the national average for EBacc entry and achievement, and these pupils were slightly below the national average for grades 4 or above in English and maths in 2017. However, mixed pupils were also slightly above the national average for grades 5 or above in English and maths in 2017.

Attainment of white and black pupils remains below the national average for a pass in English and maths and EBacc achievement, as shown in figure 24 and figure 25. White pupils are also below the average for EBacc entry, but black pupils are above by 4.8 percentage points in 2017 in comparison to 3.3 percentage points in 2016.. However, this increase is driven by a decrease in EBacc entry nationally, rather than an increase in the number of black pupils entering the EBacc.

Figure 24: Attainment in threshold measures by major ethnic group (including grades 5 or above in English and maths)

England, state-funded schools, 2017

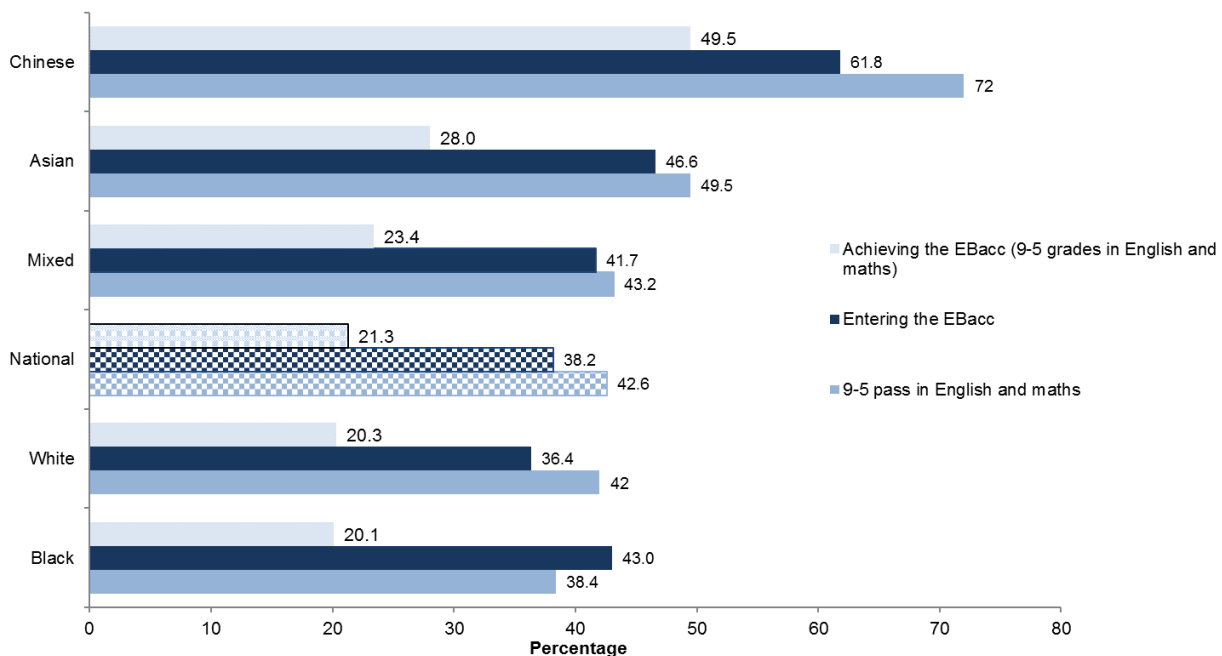
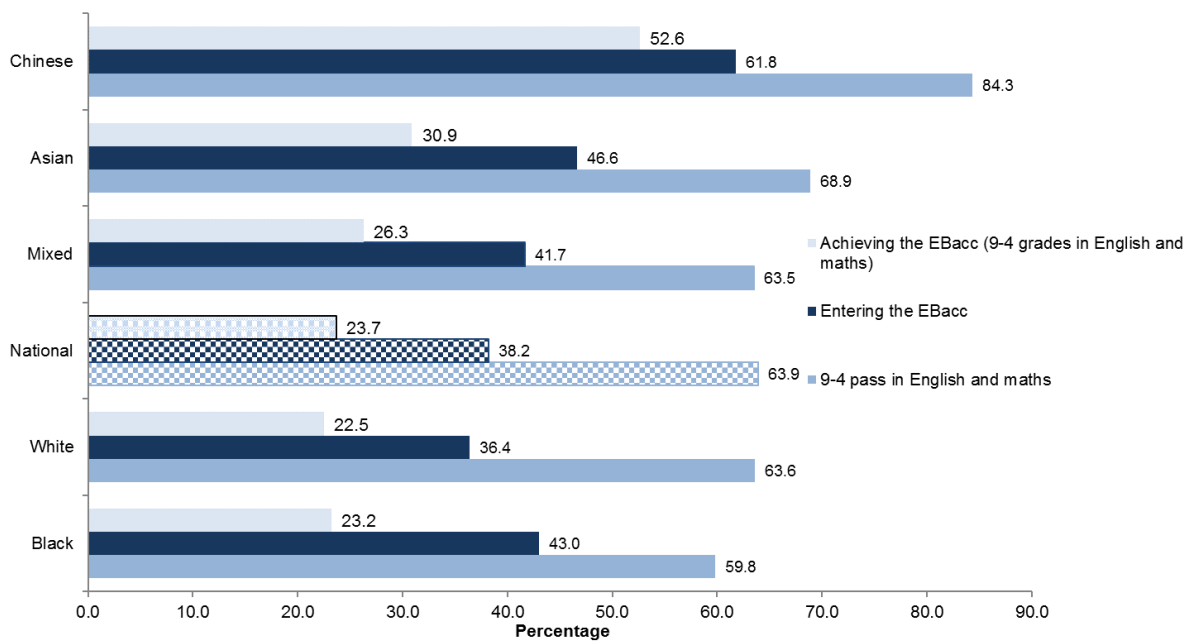


Figure 25: Attainment in threshold measures by major ethnic group (including grades 4 or above in English and maths)

England, state-funded schools, 2017



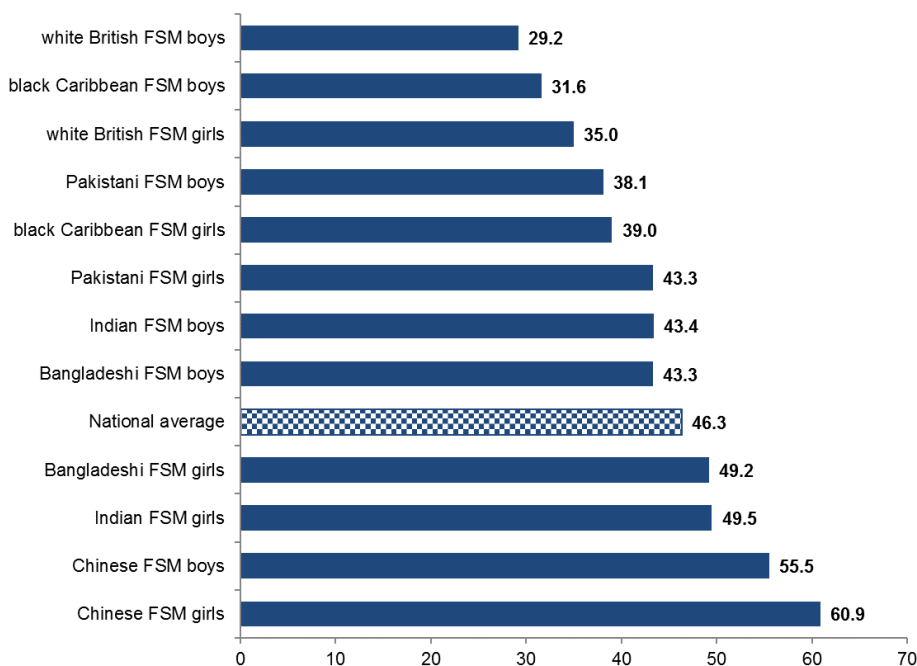
Source: Key stage 4 attainment data

Pupil attainment by ethnicity is more varied when figures are broken down further by ethnic group, FSM eligibility and gender.

White pupils eligible for FSM are the lowest attaining major ethnic group in all main indicators of attainment at the end of key stage 4 in 2017, including an average Attainment 8 score 14.0 points below the national average. The gap increases to 17.1 points when only white British FSM boys are considered. Figure 26 shows average Attainment 8 scores by minor ethnic group, FSM eligibility and gender for selected groups.

Figure 26: Average Attainment 8 score for FSM eligible pupils from selected minor ethnic groups, by gender

England, state-funded schools, 2017



Source: Key stage 4 attainment data

Gender

As in previous years, girls continue to do better than boys in all headline measures.

Table 17: Attainment 8 and Progress 8 by gender

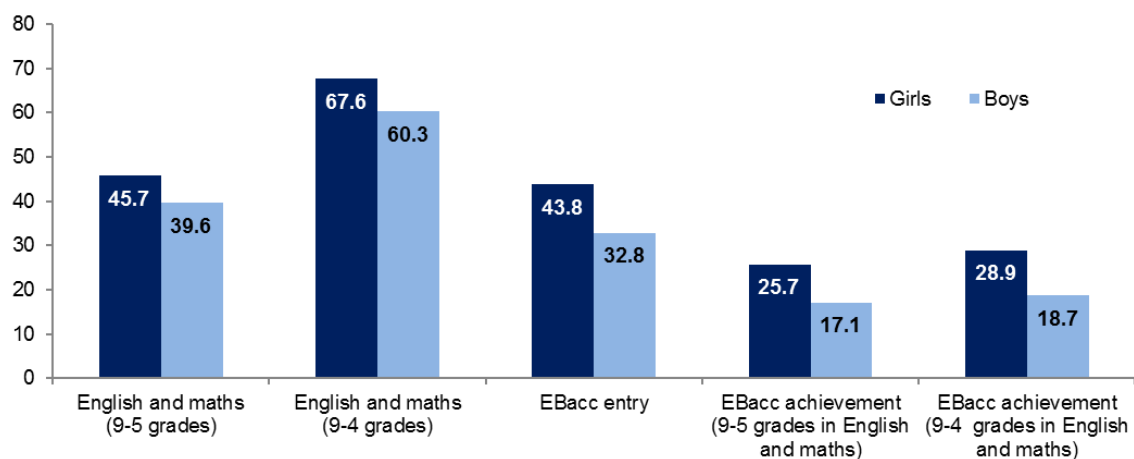
England, state-funded schools, 2017

	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
Boys	43.7	-0.24	-0.24	-0.23
Girls	49.0	0.18	0.18	0.19

Source: Key stage 4 revised attainment data

Figure 27: Performance in threshold measures by gender

England, state-funded schools, 2017



Source: Key stage 4 revised attainment data

8. Floor standards

The 2017 floor standard is the same as in 2016. A school is below the floor if:

1. its Progress 8 score is below -0.5; and
2. the upper band of the 95% confidence interval is below zero

Schools are also excluded from the floor standards where:

- there are fewer than six pupils in the year 11 cohort, or included in the Progress 8 measure; or
- fewer than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculation of Progress 8

365 schools are below the 2017 secondary floor standard. This is 12% of state-funded mainstream schools included in the calculation. In 2016, 9.3% of schools were below the floor standard.

Closed schools, including those which closed during the 2016/17 academic year and re-opened as a different type of school (for example, a sponsored academy) are excluded from the floor standards. There were 89 closed schools in 2017 that would otherwise have been included in the floor standard, and 39 of these would have been below the floor.

The breakdown of schools below the floor by region is shown in figure 28 below. There is considerable variation in the percentage of schools below the floor standard in different regions. London has the lowest proportion of schools below the floor, with 6.9%, and North East the highest, with 20.9%.

Figure 28: Percentage of schools below the floor by region

England, state-funded schools assessed against the floor standard, 2017



Source: Key stage 4 attainment data

A number of factors have contributed to the increase in the number of schools below the floor standard. Changes to the point scores allocated to grades in unreformed GCSEs to reflect the introduction of new GCSEs graded 9 to 1 in English and maths is the main reason for the increase. The changes mean the range of possible Attainment 8 scores has increased and there is more spread in Progress 8 scores.

Changes in the way prior attainment is calculated is also a factor. Key stage 2 fine level was previously an average of reading, writing and maths test results. The key stage 2 writing test was abolished in 2012 and so prior attainment for these pupils (who reached the end of key stage 4 in 2017) is now based on reading and maths test outcomes only. This has resulted in more pupils allocated to higher prior attainment groups, increasing the variation in Progress 8 scores for these groups.

Finally, a small number of schools fall below the threshold because their pupils sat GCSEs or certificates in English or maths that no longer count towards the measures.

9. Coasting schools

The Education and Adoption Act 2016 (the Act) allowed the Secretary of State to identify and support coasting schools for the first time. The Department consulted on a coasting definition in autumn 2015 and the Act received Royal Assent in March 2016. On 20 October 2016, the Secretary of State laid draft regulations in Parliament setting out the Department's proposed definition of a coasting school. These were formally approved by Parliament in December 2016 and came into force on 11 January 2017. This is the second year that the coasting definition has been published.

A school will fall within the coasting definition if data shows that over time, it has not supported its pupils to fulfil their potential. A secondary school will meet the coasting definition if:

1. In 2015, fewer than 60% of pupils achieved 5+ A* to C grades including English and maths, and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics²⁴; and
2. In 2016 and 2017, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero

Schools will be excluded from the coasting definition if one of the following applies in at least one of the three years:

- the number of eligible pupils is fewer than 11 in 2015, or fewer than 6 in 2016 and 2017;
- the school does not have published results against all relevant performance measures;
- fewer than 50% of pupils have tests or assessments that can be used as prior attainment in the calculations of progress measures; or
- the school closed within the academic year and did not re-open as a converter academy

271 schools met the coasting definition in the 2017 revised data. This is 9.6% of state-funded mainstream schools included in the calculation. This number has decreased since 2016, where 319 schools (11.3%) met the coasting definition.

- 9 schools which previously met the definition based on provisional results no longer meet the definition on revised results (including two closed schools²⁵)
- 5 schools previously not meeting the coasting definition on provisional results now fall within the definition based on revised data

As with the floor standard, more schools were identified under coasting criteria based on 2017 performance than in 2016, due to changes in the distribution of Progress 8 scores. However, to be considered coasting, schools have to meet the definition in three consecutive years. Of the schools identified in both 2015 and 2016, fewer met the definition for a third year in 2017 (and so are considered coasting this year) than had met the 2014 definition, which formed part of the assessment last year.

169 of the 271 schools meeting the coasting definition in 2017 were also below the floor standard. The breakdown of schools meeting the coasting definition by region is shown in figure 29 below. There is considerable variation in the percentage of schools meeting the coasting definition in different regions. London has the lowest proportion of schools meeting the definition, with 3.7%, and the North East the highest, with 16.9%.

²⁴ Schools that chose to opt in to Progress 8 early must also have a 2015 Progress 8 score below -0.25 to meet the coasting definition

²⁵ Both schools closed after 12th September 2016

Figure 29: Percentage of schools meeting the coasting definition by region
England, eligible state-funded schools, 2017



Source: Key stage 4 revised attainment data

10. Attainment by school type (Tables 2a, 2d & 2e)

Schools in England can be divided into state-funded and independent schools. Independent schools are funded by fees paid by attendees. State-funded and independent schools are considered separately, because the department holds state-funded schools²⁶ accountable for their performance.

State-funded mainstream schools

Schools can be split into groups according to their governance. Further information on the different school types can be found in the quality and methodology document accompanying this release.

Attainment 8 and Progress 8 scores by school type are shown in table 18.

Table 18: Attainment 8 and Progress 8 by school type

England, state-funded mainstream schools, 2017

	Number of schools	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
Local authority maintained mainstream schools	1,038	172,106	46.0	-0.06	-0.06	-0.05
Academies and free schools	2,095	343,917	47.8	0.03	0.03	0.04
<i>Sponsored academies</i>	593	86,459	42.2	-0.12	-0.13	-0.11
<i>Converter academies</i>	1,375	250,283	49.9	0.10	0.09	0.10
<i>Free schools</i>	53	3,362	48.7	0.15	0.10	0.19
<i>University technical colleges</i>	40	2,555	37.5	-0.86	-0.91	-0.81
<i>Studio schools</i>	34	1,258	36.5	-0.68	-0.75	-0.61
Further education colleges	17	1,175	14.2	-2.10	-2.18	-2.02
All state-funded mainstream schools	3,153	517,756	47.1	0.00	0.00	0.00

Source: Key stage 4 revised attainment data

Looking at the attainment of academies and free schools as a single group masks important variation between the different types of schools within this group.

Academies

Converter academies have on average higher attainment across the headline measures than the average for state-funded schools. This may be explained by the fact that these were already high performing schools that chose to convert to academies.

The converse may be true of sponsored academies, which perform below the average for state-funded schools, as these are schools that were already low performing before their conversion to academy status.

Table 19 shows the performance in Progress 8 of academies by length of time open in 2017.

²⁶ State-funded schools also include further education colleges with 14-16 provision

Table 19: Progress 8 scores in academies and LA maintained schools by length of time open
England, 2017

	Number of schools with results	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
Sponsored academies				
Open for 1 academic year	41	-0.25	-0.28	-0.22
Open for 2 academic years	56	-0.30	-0.33	-0.27
Open for 3 academic years	58	-0.11	-0.14	-0.09
Open for 4 academic years	78	-0.10	-0.13	-0.08
Open for 5 academic years	60	-0.15	-0.18	-0.12
Open for 6 academic years	47	-0.20	-0.23	-0.17
Open for 7 or more academic years	253	-0.05	-0.07	-0.04
All sponsored academies	593	-0.12	-0.13	-0.11
Converter academies				
Open for 1 academic year	57	0.06	0.03	0.08
Open for 2 academic years	47	0.01	-0.01	0.04
Open for 3 academic years	67	0.05	0.03	0.07
Open for 4 academic years	155	0.04	0.03	0.06
Open for 5 academic years	371	0.05	0.05	0.06
Open for 6 academic years	651	0.14	0.13	0.15
Open for 7 or more academic years	27	0.28	0.24	0.31
All converter academies	1,375	0.10	0.09	0.10
All local authority maintained schools	1,038	-0.06	-0.06	-0.05

Source: key stage 4 revised attainment data

Free schools, UTCs and studio schools

The numbers of free schools, UTCs and studio schools with year 11 pupils are too small to allow robust conclusions to be drawn about their performance at the end of key stage 4²⁷, or compare between years.

Pupils typically start UTCs and studio schools at the start of key stage 4 (year 10) rather than at the end of key stage 2 as is the case for most secondary schools. At the end of key stage 4, pupils will have typically attended in these schools for two out of the five years since the end of key stage 2. Progress 8 measures a pupil's academic progress during key stages 3 and 4. This should be taken into account when comparing their results with those for schools that start educating their pupils from the beginning of key stage 3.

Further education colleges

Since September 2013, general further education colleges and sixth-form colleges have been able to directly enrol 14- to 16-year-olds. The number of FE colleges offering 14-16 provision with year 11 pupils is too small to allow robust conclusions to be drawn about their performance²⁸.

Pupils typically start further education colleges with 14-16 provision at the start of key stage 4 (year 10) rather than at the end of key stage 2 as is the case for most secondary schools. At the end of key stage 4, pupils will have typically attended in these schools for two out of the five years since the end of key

²⁷ There are 54 free schools, 40 university technical colleges (UTCs) and 34 studio schools with results in 2017

²⁸ There are 18 further education colleges with 14-16 provision with results in 2017

stage 2. Progress 8 measures a pupil's academic progress during key stages 3 and 4. This should be taken into account when comparing their results with those for schools that start educating their pupils from the beginning of key stage 3.

Change in performance by school type over time in academies

For information on the issues associated with comparing academy performance over time, please see the quality and methodology document. In order to compare performance of academies over time, the measures selected to compare them need to be comparable. Therefore in 2017 we have used: the percentage of pupils achieving a grade 4 (2017) or C (2016) or above in English and maths, the percentage of pupils entering the EBacc and the percentage of pupils achieving the EBacc with a grade 4 or C or above in each of the subject areas counted in the EBacc.

Table 20 shows increases in attainment of grade C (2016) or 4 (2017) and above in English and maths in both sponsored academies and converter academies between 2016 and 2017, with a rise of 0.9 percentage points for sponsored academies (to 53.9%) and a rise of 0.8 percentage points for converter academies (to 70.6%). Over the same period, attainment in local authority maintained mainstream schools increased from 62.4% to 63.2% (an increase of 0.8 percentage points).

Table 20: Percentage of pupils achieving grade 4 or C or above in English and maths in academies and local authority maintained schools by length of time open
England, 2016-2017

	Number of schools with results	% achieving grade 4/C or above in English and Maths	
		2015/16	2016/17
Sponsored academies			
Open for one academic year	41	50.7	51.4
Open for two academic years	56	53.5	54.6
Open for three academic years	58	52.6	54.5
Open for four academic years	78	49.3	53.7
Open for five academic years	60	50.6	49.7
Open for six academic years	47	52.5	51.5
Open for seven or more academic years	253	54.8	55.3
All sponsored academies	593	53.0	53.9
Converter academies			
Open for one academic year	57	63.6	64.7
Open for two academic years	47	65.5	66.3
Open for three academic years	67	66.1	66.5
Open for four academic years	155	64.0	65.9
Open for five academic years	371	68.0	68.8
Open for six academic years	651	72.9	73.6
Open for seven or more academic years	27	77.3	77.2
All converter academies	1,375	69.8	70.6
All local authority maintained schools	1,038	62.4	63.2

Source: Key stage 4 revised attainment data

1. Includes academies and LA maintained schools that were open before 12 September 2016.
2. Includes entries and achievements by these pupils in previous academic years.
3. For this table one academic year is between 12 September 2015 and 11 September 2016.
4. The 'All sponsored academies' and 'All converter academies' figures include data for all schools which were academies on 12 September 2015 irrespective of their type in previous years.
5. Figures for 'Number of schools' are based on those with results in 2016/17.
6. Shaded cells contain information for the predecessor school for sponsored academies and for the school prior to conversion for converter academies.

Table 21 shows that entry into the EBacc has decreased in sponsored academies, converter academies and local authority maintained schools. For sponsored academies, EBacc entry has decreased by 0.3 percentage points to 29.8% between 2016 and 2017, with some variation in this trend by length of time opened. Over the same time period, EBacc entry decreased by 1.8 percentage points in converter academies to 44.0% with only converter academies that have been open for 7 or more academic years showing an increase. In local authority maintained schools, EBacc entry decreased by 2 percentage points between 2016 and 2017.

Table 21: Percentage of pupils entering the EBacc in academies and local authority maintained schools by length of time open

England, 2016-2017

	Number of schools with results	% entered for all components of the English Baccalaureate	
		2015/16	2016/17
Sponsored academies			
Open for one academic year	41	28.0	26.9
Open for two academic years	56	28.8	27.3
Open for three academic years	58	27.9	29.9
Open for four academic years	78	27.4	27.2
Open for five academic years	60	25.0	26.4
Open for six academic years	47	32.7	30.5
Open for seven or more academic years	253	32.3	31.9
All sponsored academies	593	30.1	29.8
Converter academies			
Open for one academic year	57	39.1	38.4
Open for two academic years	47	39.8	39.9
Open for three academic years	67	41.3	41.0
Open for four academic years	155	43.4	42.0
Open for five academic years	371	41.6	38.9
Open for six academic years	651	49.9	47.8
Open for seven or more academic years	27	51.2	52.5
All converter academies	1,375	45.8	44.0
All local authority maintained schools	1,038	38.7	36.7

1. Includes academies and LA maintained schools that were open before 12 September 2016.
2. Includes entries and achievements by these pupils in previous academic years.
3. For this table one academic year is between 12 September 2015 and 11 September 2016.
4. The 'All sponsored academies' and 'All converter academies' figures include data for all schools which were academies on 12 September 2015 irrespective of their type in previous years.
5. Figures for 'Number of schools' are based on those with results in 2016/17.
6. Shaded cells contain information for the predecessor school for sponsored academies and for the school prior to conversion for converter academies.

Table 22 shows decreases in the percentage of pupils achieving the EBacc at grade 4 or C or above in both sponsored academies and converter academies between 2016 and 2017, with a slight drop in attainment of 0.1 percentage points for sponsored academies and a drop of 1.4 percentage points for converter academies (to 14.6% and 29.2%, respectively). Over the same period, the percentage of pupils achieving the EBacc at grade 4 or C or above in LA maintained mainstream schools decreased from 23.3% in 2016 to 22.3% in 2017, a drop by 1.1 percentage points.

Table 22: Percentage of pupils achieving the EBacc in academies and local authority maintained schools by length of time open
England, 2016-2017

	Number of schools with results	% achieving grade 4/C or above in all components of the English Baccalaureate	
		2015/16	2016/17
Sponsored academies			
Open for one academic year	41	13.6	12.9
Open for two academic years	56	13.9	13.0
Open for three academic years	58	14.5	15.2
Open for four academic years	78	12.1	12.3
Open for five academic years	60	12.5	12.5
Open for six academic years	47	14.7	13.7
Open for seven or more academic years	253	16.2	16.1
All sponsored academies	593	14.7	14.6
Converter academies			
Open for one academic year	57	25.1	23.2
Open for two academic years	47	24.6	24.3
Open for three academic years	67	26.0	24.9
Open for four academic years	155	26.4	25.4
Open for five academic years	371	27.3	25.4
Open for six academic years	651	34.3	32.9
Open for seven or more academic years	27	37.8	38.7
All converter academies	1,375	30.5	29.2
All local authority maintained schools	1,038	23.3	22.3

Source: Key stage 4 revised attainment data

1. Includes academies and LA maintained schools that were open before 12 September 2016.
2. Includes entries and achievements by these pupils in previous academic years.
3. For this table one academic year is between 12 September 2015 and 11 September 2016.
4. The 'All sponsored academies' and 'All converter academies' figures include data for all schools which were academies on 12 September 2015 irrespective of their type in previous years.
5. Figures for 'Number of schools' are based on those with results in 2016/17.
6. Shaded cells contain information for the predecessor school for sponsored academies and for the school prior to conversion for converter academies.

Table 23 shows results for pupils in academies and local authority maintained schools that were open in both 2016 and 2017. The same group of schools is compared with no changes to the composition of the groups. In both years, pupils in converter academies were more likely to achieve passes in English and maths than those in local authority maintained schools, while pupils in sponsored academies were less likely to achieve this. This was also true across all pupil groups presented in the tables, except Chinese pupils who did slightly better in sponsored academies than local authority maintained schools in 2016. Patterns in attainment of pupils with different characteristics were similar across school types and years.

In all school types slightly more pupils achieved a pass in English and maths measures (at a grade 4 or above) in 2017 than did so last year (at a grade C or above) with the highest increase overall in sponsored academies (0.9 percentage points compared to 0.8 percentage points in other school types). However, in sponsored academies the percentage of pupils eligible for free school meals achieving a pass at 4 or C in English and maths only increased by 0.6 percentage points, compared to 0.8 percentage points in converter academies. Pupils with SEN in sponsored academies also saw a smaller increase (0.5 percentage points) compared to other school types (1.2 percentage points in local authority maintained schools and 1.0 percentage points in converter academies).

Table 23: Percentage of pupils achieving grade C (2016) or 4 (2017) and above in English and maths by school type and pupil characteristics

England, 2016-2017

	Mainstream sponsored academies with results in 2016 and 2017		Mainstream converter academies with results in 2016 and 2017		LA maintained mainstream schools with results in 2016 and 2017		All state-funded mainstream schools with results in 2016 and 2017	
	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
All pupils	53.0	53.9	69.8	70.6	62.4	63.2	64.3	65.1
Pupils eligible for free school meals (FSM)	37.5	38.1	44.7	46.0	41.7	42.9	41.5	42.7
All other pupils	57.1	57.8	72.4	73.1	65.8	66.5	67.6	68.3
Asian	58.9	61.9	74.6	75.7	64.9	66.3	68.2	69.8
Black	58.1	56.6	64.4	65.8	58.4	59.2	60.4	61.0
Chinese	80.7	75.1	86.3	89.5	79.7	81.6	83.6	85.1
Mixed	54.7	55.5	69.9	70.9	59.8	61.5	63.7	64.7
White	51.6	52.3	69.5	70.2	62.5	63.1	64.1	64.9
Any other ethnic group	56.2	57.3	66.5	68.1	62.7	64.0	62.6	64.2
Unclassified	49.9	51.1	67.3	66.5	62.4	61.1	54.4	53.9
No identified SEN	58.8	59.4	74.8	75.4	68.0	68.5	69.8	70.4
All SEN pupils	21.3	21.8	32.4	33.4	25.4	26.6	27.7	28.7
SEN support	22.1	22.8	34.4	35.2	26.6	27.9	29.1	30.2
SEN with a statement or EHC plan	16.4	15.2	22.1	23.8	18.7	19.0	19.8	20.7

Source: Key stage 4 revised attainment data

1. In 2017, pupils sat reformed GCSEs in English language, English literature and mathematics for the first time, graded on a 9-1 scale. The bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C in unreformed GCSEs. As a result, we can compare 2016 and 2017 in this table based on attainment in English and maths.

2. State-funded mainstream schools include academies and free schools but exclude state-funded special schools, independent schools, independent special schools, non-maintained special schools, hospital schools, special academies and pupil referral units.

3. Each year, the number of state-funded schools in England remains relatively stable. However the number of schools within an individual school type group can vary, most commonly due to local authority maintained schools closing to become academies. Because of this, it is not appropriate to make comparisons of the results published in statistical releases across successive years.

4. Only includes schools with results for both 2016 and 2017. In all cases, the school type relates to the 2017 school type. Results for 2016 refer to the results schools of a given type in 2017 obtained in 2016, with results of predecessor schools used where applicable in 2016.

11. Attainment by admissions basis (Tables 2b & 4b)

Admissions basis

Prior to 2016, admissions basis was taken from Get information about schools²⁹ (previously known as 'Edubase') which was self-declared by each school and not necessarily a true reflection of a school's admission policy. From 2016, we moved to an alternative classification and provided this alongside the older definition. In 2017, admissions basis uses the alternative classification established in 2016. Results using the old definition are available as part of the download data published on the school performance tables website³⁰.

The new definition is a more accurate reflection of the current admissions basis of a school. This groups schools into selective schools, non-selective schools in highly selective areas and all other non-selective schools. The selective group covers the same schools as in the previous grouping. Non-selective schools in highly selective areas cover all schools in local authorities where 25% or more of state-funded secondary places are in state-funded selective schools³¹. The other non-selective schools group includes schools in local authorities with some selection, as well as those with no selection.

To give us feedback regarding this change, please contact Attainment.STATISTICS@education.gov.uk.

Table 24: Attainment 8 and Progress 8 by admissions basis

England, state-funded mainstream schools, 2017

	Number of schools	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
Selective schools	163	22,715	69.3	0.45	0.44	0.47
Non-selective schools in highly selective areas	215	33,611	42.1	-0.14	-0.15	-0.13
Other non-selective schools	2,758	460,255	46.5	-0.01	-0.01	0.00
All state-funded mainstream schools	3,153	517,756	47.1	0.00	0.00	0.00

Source: Key stage 4 revised attainment data

Of the three groups, selective schools achieve the highest results, with an average Attainment 8 score of 69.3, and Progress 8 score of 0.45, which is a statistically significantly above the national average.

Non-selective schools in highly selective areas have the lowest attainment of the three groups, with an average Attainment 8 score of 42.1, and a Progress 8 core of -0.14, which is statistically significantly below the national average.

All other non-selective schools, which 89% of pupils in state-funded mainstream schools attend, and which therefore contribute the most to the national average, have an average Attainment 8 score of 46.5, and Progress 8 score in line with the national average.

²⁹ <https://get-information-schools.service.gov.uk/>

³⁰ 'ADMPOL' variable in 2016-2017 revised KS4 data download file here: <https://www.compare-school-performance.service.gov.uk/download-data>

³¹ These local authorities are Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Poole, Slough, Southend-on-Sea, Sutton, Torbay, Trafford and Wirral.

Much of the difference in attainment can be explained by the prior attainment intake of each school type. 93.7% of pupils at the end of key stage 4 for whom data is available at selective schools had prior attainment above the expected level at the end of primary school, compared to 30.3% in non-selective schools in highly selective areas, and 41.0% in other non-selective schools. Non-selective schools in highly selective areas also had 15.9% of pupils below the expected level, compared to 13.0% in other non-selective schools, and 0.0%³² at selective schools). Pupils with high prior attainment (above the expected level) achieved higher results at selective schools than at non-selective schools in highly selective areas, and other non-selective schools (average Attainment 8 of 70.2, compared to 55.2 and 59.8 respectively).

12. Attainment by religious character (Tables 2c & 4c)

Religious character

Religious character is taken from [Get information about schools](#) (previously known as 'Edubase') and is the legal designation of each school.

Further information on faith schools can be found in the quality and methodology document accompanying this release.

The vast majority of pupils (82% of those at state-funded mainstream schools) attend schools with no designated religious character. Results for these schools are therefore very close to the national average, as they make up the vast majority of the total.

Results in faith schools are slightly higher than the national average. Jewish and Muslim schools are the highest performers for Attainment 8, but there are 12 and eight schools with each religious character respectively.

Attainment 8 and Progress 8 scores for 2017 by religious character are shown in Table 25.

Table 25: Attainment 8 and Progress 8 by religious character

England, state-funded mainstream schools, 2017

	Number of schools	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	<i>Progress 8 lower confidence interval</i>	<i>Progress 8 upper confidence interval</i>
No Religious Character	2,556	424,481	46.9	-0.01	-0.02	-0.01
Church of England	178	28,991	48.1	0.04	0.02	0.05
Roman Catholic	310	50,148	49.0	0.10	0.09	0.11
Other Christian Faith	68	10,553	48.2	0.04	0.01	0.06
Jewish	12	1,310	58.6	0.61	0.54	0.69
Muslim	8	711	56.6	1.02	0.93	1.12
Sikh	3	291	54.5	0.78	0.63	0.92
Hindu	1	96	54.9	0.56	0.31	0.82
All state-funded mainstream schools	3,153	517,756	47.1	0.00	0.00	0.00

Source: Key stage 4 revised attainment data

³² Rounded down to 0.0%.

13. Attainment by local authority (Tables LA1)

As shown in table 26, revised performance by local authority varies considerably across headline measures.

Table 26: Minimum and maximum local authority performance in headline measures
England, state-funded schools, 2017

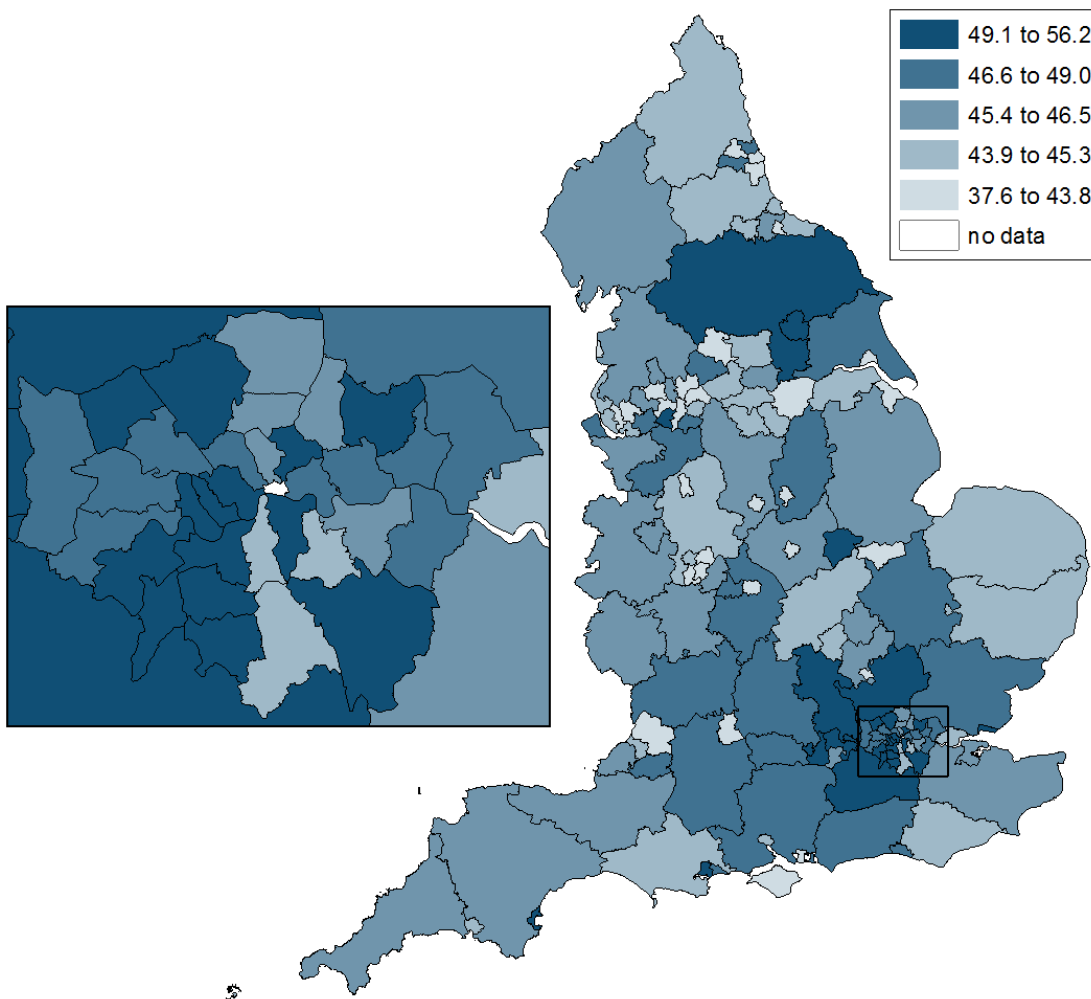
	Minimum	Maximum	Range
Average Attainment 8 score per pupil	37.6	56.2	18.6 points
% achieving 9-5 grades in English and maths	24.6%	68.4%	43.8 percentage points
% achieving 9-4 grades in English and maths*	47.5%	84.2%	36.7 percentage points
% entering EBacc	19.2%	63.0%	43.8 percentage points
% achieving EBacc (including 9-5 grades in English and maths and A*-C in unreformed subjects)	7.4%	43.8%	37.6 percentage points
% achieving EBacc (including 9-4 grades in English and maths and A*-C in unreformed subjects)*	8.8%	46.4%	37.6 percentage points

Source: Key stage 4 revised attainment data

*Not headline measures, but shown to aid comparability to previous years. See section 1: 2017 Headline measures for more information.

**Removed Isles of Scilly as this local authority has only one school recorded.

Figure 30: Average Attainment 8 score per pupil by local authority
England, 2017



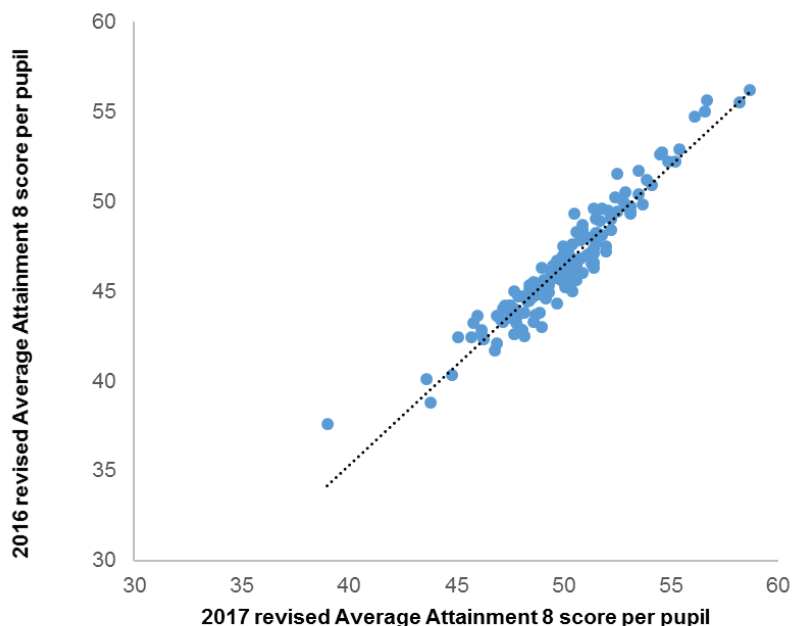
Source: Key stage 4 revised attainment data

Revised data for average Attainment 8 score per pupil show that the highest performing local authorities are concentrated in London and the south. The majority of the lowest performing local authorities are located in the northern and midland regions. This is a similar pattern to recent years when compared against 2016 Attainment 8 scores.

Figure 31 shows the correlation between the average Attainment 8 score per pupil in 2017 and the average Attainment 8 score per pupil based on equivalent 2016 data (at local authority level). This gave a correlation coefficient of 0.96, suggesting that there is a high level of correlation between the scores for 2016 and 2017. This shows that the majority of areas that were high performing for average Attainment 8 score per pupil in 2016 remain high performing in 2017, despite the differences seen when comparing across years using two different point scales. Similarly, the majority of areas which were low performing in 2016 remain low for average Attainment 8 score per pupil in 2017 at local authority level.

Figure 31: Local authority achievement in Attainment 8 for 2017 compared to Attainment 8 using 2016 shadow data

England, state-funded schools, 2017



Source: Key stage 4 revised attainment data

14. Accompanying tables

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

National tables

- 1a Comparison over time in headline measures
- 1b The English Baccalaureate
- 1c Entry to specific subject groups
- 1d Average Attainment 8 scores for pupils at the end of key stage 4
- 2a GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by type of school and gender
- 2b GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by school admission basis and gender
- 2c GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by gender and religious character of school
- 2d GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in sponsored academies by length of time open
- 2e GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in converter academies by length of time open
- 3 Transition matrices in English and mathematics showing attainment at key stage 4 by key stage 2 attainment level
- 4a Attainment of pupils at the end of key stage 4 by prior attainment band, type of school and gender
- 4b Attainment of pupils at the end of key stage 4 by prior attainment band, school admission basis and gender
- 4c Attainment of pupils at the end of key stage 4 by prior attainment band, gender and religious character
- 5a Number of schools showing the percentage of pupils at the end of key stage 4 achieving the English Baccalaureate by type of school
- 5b Number of schools showing the percentage of pupils at the end of key stage 4 achieving the English Baccalaureate by admission basis
- 5c Number of schools showing the percentage of pupils at the end of key stage 4 achieving the English Baccalaureate by religious character of the school
- 6 Number of schools achieving the floor standard
- 7 Number of school meeting the coasting definition

National characteristics tables

Summary GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by pupil characteristics

CH1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by pupil characteristics

CH2a GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by ethnicity, free school meal eligibility and gender

CH2b GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by SEN provision, free school meal eligibility and gender

CH2c GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by SEN provision, ethnicity and gender

CH3a GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by type of school, pupil characteristics, and gender

CH3b GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by school admission basis, pupil characteristics, and gender

CH3c GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by religious character of school, pupil characteristics, and gender

CH4a Time series of the disadvantaged pupils attainment gap index at key stage 4 (Official statistics)

CH4b(1) Average English and mathematics GCSE grade breakdown of pupils eligible for the pupil premium and others (9-1 GCSEs in English and maths) (Official statistics)

CH4b(2) Average English and mathematics GCSE grade breakdown of pupils eligible for the pupil premium and others (Official statistics)

Local authority and regional tables

LA1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by gender for each local authority and region

LA2 Average Attainment 8 scores for each local authority and region

LA3 The English Baccalaureate by local authority and region

LA4 Attainment 8 scores and components by local authority and region

LA5 Progress 8 scores and components by local authority and region

LA6 Number of schools below the floor standard for each local authority and region

LA7 Number of schools classified as coasting for each local authority and region.

LA8 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by ethnicity for each local authority and region

LA9 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by English as a first language for each local authority and region

LA10 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by free school meal eligibility for each local authority and region

LA11 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by disadvantage for each local authority and region

LA12 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by SEN provision for each local authority and region

Subject tables

S1 GCSE and equivalent entries and achievements in selected subjects of pupils at the end of key stage 4 in all schools

S2 GCSE and equivalent entries and achievements in selected subjects of pupils at the end of key stage 4 in state-funded schools

S3 GCSE results of pupils at the end of key stage 4 in all schools, by subject and grade

S4 Entries and achievements in AS levels and Free Standing Mathematics Qualifications of pupils at the end of key stage 4 in all schools, by subject

S5 Vocational qualification entries and achievements in selected subjects of pupils at the end of key stage 4 in all schools

S6 Non-discounted examination entries in English Baccalaureate and non-English-Baccalaureate subjects of pupils at the end of key stage 4

S7 GCSE entries in selected subjects of pupils at the end of key stage 4 by school type (percentage)

S8 GCSE entries in selected subjects of pupils at the end of key stage 4 by school admission basis of state-funded mainstream schools

S9 GCSE entries in selected subjects of pupils at the end of key stage 4 by school religious character of state-funded mainstream schools

Subject time series table

Time series of GCSE results of pupils at the end of key stage 4 in all schools, by subject, grade and gender

When reviewing the tables, please note that:

We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
We suppress some figures	Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved; or 0, 1 or 2 pupils who did not achieve a particular level are suppressed in circumstances where non-suppression would lead to disclosure of pupils. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with our Statistical policy statement on confidentiality .
We adopt symbols to help identify suppression	Symbols are used in the tables as follows: 0 zero . Not available x Publication of that figure would be disclosive
We round figures	Percentages in this SFR are given to one decimal place.
Coverage of the data	The statistics in this release cover the data collated for the 2017 secondary school performance tables. The performance tables and this release report results based on pupils at the end of key stage 4, who are typically aged 15 at the start of the academic year. 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.

15. Further information is available

School level figures	School level data is published in the performance tables .
Previously published figures	Revised SFR01/2016: Revised GCSE and equivalent results in England: 2015 to 2016 key stage 4 statistical releases for previous years

Attainment for other key stages	<p>Data on other key stages can be found at the following links:</p> <p>Early years foundation stage profile</p> <p>Key stage 1</p> <p>Key stage 2</p> <p>16-19 attainment</p> <p>School performance tables</p>
Destination measures	<p>Figures for young people who went into education, employment or training destinations the year after they completed key stage 4 or key stage 5 can be found at the following link:</p> <p>Destinations of key stage 4 and key stage 5 pupils</p>
Attainment in Wales, Scotland and Northern Ireland	<p>Information on educational attainment for secondary schools in Wales is available from the Welsh Government website.</p> <p>Information on educational attainment for secondary schools in Scotland is available from the Scottish Government website.</p> <p>Information on educational attainment for secondary schools in Northern Ireland is available from the Department for Education Northern Ireland (DENI) website.</p>
Information published by Ofqual	<p>Ofqual follows the principle that if the cohort of students taking a subject is similar to previous years, then the proportions of students at each grade will be similar. A key piece of evidence in determining if the cohort is the same is prior attainment at key stage 2 for GCSE qualifications. Background on the methodology and history of setting and maintaining exam standards can be found on GOV.UK – Setting GCSE and A level grade standards.</p> <p>Ofqual have also published information on variability in GCSEs for schools and colleges which is available on GOV.UK – Variability in GCSE results in schools, 2015 to 2017.</p>

16. National Statistics

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

Designation can be broadly interpreted to mean that the statistics:

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

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

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

17. Technical information

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

18. Get in touch

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We are changing how our releases look

From 2018, we are planning to change the way we present data in our publication. Our intention is to highlight key performance figures in the main text and data presentation. More detailed breakdown of information, such as local authority by gender and lower geographies, will be presented as underlying data in a downloadable and accessible format. We would welcome your feedback on these proposed changes at

Attainment.STATISTICS@education.gov.uk



Department
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