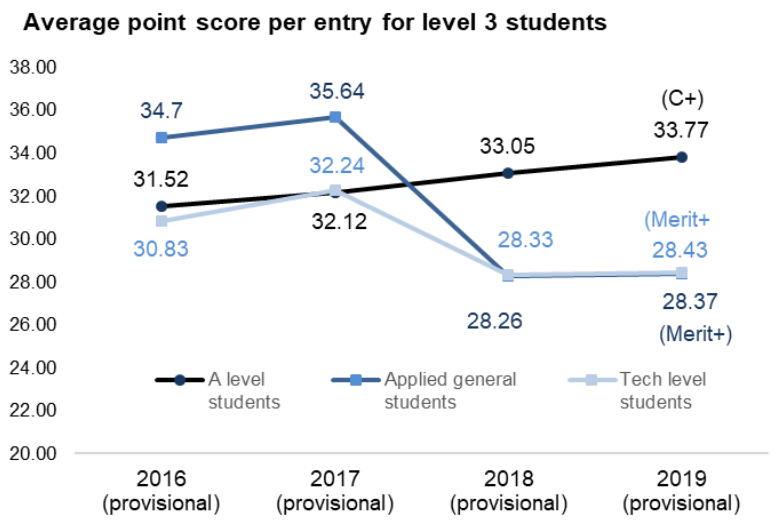
Department for Education

# Provisional A level and other 16-18 results in England, 2018/2019

**17 October 2019**

## A level attainment increased for students at the end of 16-18 study in comparison to 2018.




The average point score (APS) per entry for A level has increased each year since 2016. The APS per entry expressed as a grade remained stable year-on-year (C+).

Attainment for applied general and tech level qualifications were broadly consistent with 2018 figures. This follows a decrease in attainment the previous year, due to vocational qualification reform.

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

## Decreased participation in level 2 technical certificates due to changes in the list of eligible qualifications

The number of students entering level 2 technical certificates saw a notable decrease of 86.2% compared to 2018. This was due to reforms to the list of approved technical certificate qualifications.

These changes were made to improve the standard of the qualifications included, and follow on from previous reforms to the approved list of applied general and tech level qualifications in 2017/18.

Despite this major change in the size of cohort, the APS per entry for technical certificate students remained stable at L2Merit-.

| | Technical certificate students | |
|---|---|---|
| | Number of students | APS per entry |
| 2018 (provisional) | 41,770 | 5.76 (L2Merit-) |
| 2019 (provisional) | 5,763 | 5.72 (L2Merit-) |

## English and maths progress increased for students who did not achieve at least GCSE grade 4 or equivalent at the end of key stage 4.

| | Average progress | |
|---|---|---|
| | English | Maths |
| 2016 (provisional) | -0.09 | -0.11 |
| 2017 (provisional) | 0 | 0.02 |
| 2018 (provisional) | 0.08 | 0.07 |
| 2019 (provisional) | 0.15 | 0.1 |

In 2019, average progress was 0.15 and 0.10 for English and maths respectively. This means that on average, for students included in this measure, their point score was marginally higher at the end of 16-18 studies than it was at the end of key stage 4.

Average progress has steadily increased each year since the measure was introduced in 2016.

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**Note on provisional results**

The provisional statistics in this release are based on the results data that awarding organisations suppliedy to the department by August 2019. This includes the vast majority of all student results; however it does not include the small proportion of amendments awarding organisations, schools or colleges may submit to the department after August. These will be incorporated into the revised statisical publication due to be published in January 2020.

Some figures will change between the two releases. Between provisional and revised publications it is usual for student numbers to drop, mainly due to the removal of students who should not be included. Generally changes are not substantial and where relevant, these will be highlighted in the January publication.

This publication compares provisional results for 2019 with provisional results from 2018 to take into account any changes between provisional and revised data.

**Additional data available**

A range of datasets are published alongside this document. These are detailed in the 'Accompanying tables' section.

# 1. Introduction

The 16-18 school and college performance headline measures changed in 2016 as a result of government reforms to how schools and colleges are held to account for their performance. The headline measures since 2016 are: attainment; progress; English and maths, retention; and destinations, with the latter published separately. They are reported across four level 3 cohorts, determined by the qualifications taken by students: A levels, academic, applied general and tech levels. From 2017, these headline measures were extended to include level 2 vocational qualifications. This has from 2019 has been limited to students taking approved technical certifications (see 'Changes since last year').

This release reports provisional information on 16-18 attainment measures, including English and Maths progress measures. The revised publication will be published in January 2020, and will include the level 3 progress measure. The revised publication will take account of updates to the data made following the September checking exercise. Further 2019 data will be published in March 2020, covering the completion and attainment, and retention measures.

This is part of a wider group of publications on 16-18 accountability measures, which includes the 16-18 school and college performance tables (due to be updated with 2019 data in January 2020) and the student destinations statistical publications. You can find links to relevant publications under Further Information.

## 2. Changes since last year

From the 2019 performance tables onwards, only approved technical certificate qualifications are reported in level 2 attainment, completion and attainment, and retention measures. More details can be found in the department's 16-19 technical guide and the quality and methodology document published alongside this document.

## 3. 16-18 attainment

This section covers attainment for A level, academic, applied general, tech level, and technical certificate students who finished 16-18 study in 2018/19. Attainment measures show the results that students achieved by the end of 16-18 study, in all qualifications recognised in the 2019 performance tables and during all years of 16-18 study.

Students are included in attainment measures if they:

- completed their studies at the end of the reporting academic year **or** are 18 at the start of the reporting year and have not been reported in the performance tables at their current allocated provider

  **and**

- entered for at least one qualification in one or more of the qualification types listed below during their 16-18 studies

Results are reported separately for five cohorts of students depending on the types of qualifications taken: A level, academic, applied general, tech level and technical certificates.

While eligible level 2 vocational qualifications were published in performance tables from 2017, it was agreed that a broader range of qualifications would be reported in 2017 and 2018 tables to give time for institutions to transition towards these qualifications. These included all level 2 vocational qualifications of size equivalent to at least two GCSEs (minimum 145 guided learning hours). From 2019, only technical certificates are recognised in the 16-18 performance tables.

Details on the eligible qualifications of each type are available in the 'Qualifications and Performance points' section of the technical guide.

The headline attainment measures are:

- **APS per entry:** the average point score (APS) is calculated by dividing the total point score by the number of entries. This gives an indication of the average result achieved per qualification taken, which can be presented either in points or as a grade. This measure includes students who have entered for at least 1 qualification equivalent to at least 0.5 A levels, and applies to A level, applied general, academic (which combines the previous two cohorts), tech levels and level 2 vocational cohorts.
- **Percentage achieving 3 A*-A; Percentage achieving AAB or better:** these 'best 3' measures primarily include students taking A level qualifications. We identify these students using the following criteria: (a) students need to have entered one or more full size A level (including GCE A levels or applied A levels; not including AS levels, applied AS levels, general studies or critical thinking) and (b) if students have entered fewer than three full size A levels, they are only included in the measure if the total size of entries in other academic, applied general or tech level qualifications is less than the size of an A level.
- **Percentage achieving AAB or better (of which at least two are in facilitating subjects):** includes students taking primarily A level qualifications, as set out above. In addition, it also excludes those students who have entered only applied A levels or applied AS levels.

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

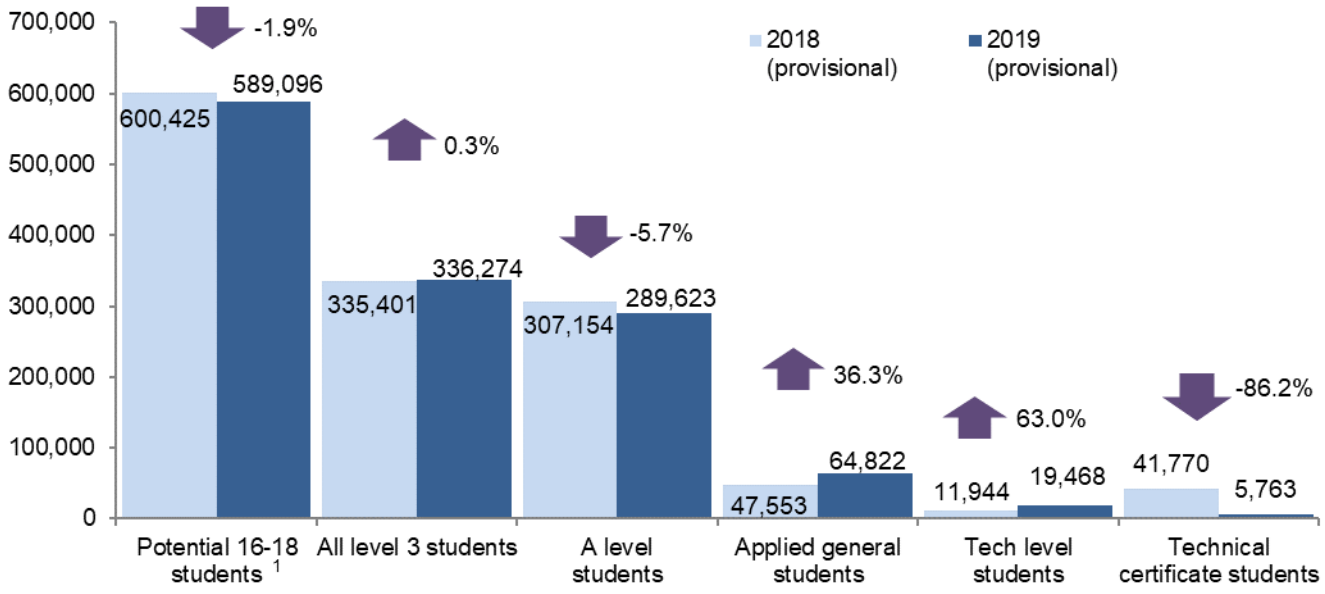
## National results

### Students at the end of 16-18 study by qualification type

In 2019 (the 2018/19 academic year) 336,274 students completed their 16-18 studies and entered at least one level 3 qualification eligible for inclusion in the performance tables. This was a slight increase of 0.3% compared to 2018 provisional data. The number of potential 16-18 students (those who completed key stage 4 two years previously) decreased by 1.9%.

The large decrease in the number of technical certificate students (86.2%) is likely to have been due to reforms to the list of approved technical certificate qualifications. These changes were made to improve the standard of the qualifications included, and were expected to lead to a decrease in student numbers in this cohort. Applied general and Tech level qualifications went through similar reforms in the 2017/18 academic year, and saw similarly large decreases immediately following the reforms. These have since been followed by increases this year, as institutions adapt the qualifications they offer, leading to greater alignment with the list of qualifications approved for inclusion in the performance tables.

**Figure 1: 16-18 students by cohort** (table 1a,b)
England, 2018 to 2019




Source: 16-18 attainment data

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

### A-level students

In 2019, the APS per entry for A levels, expressed as a grade, remained stable (C+). The underlying point score was 33.77 in 2019; a slight increase from 33.05 in 2018. The number of A level students decreased by 5.7%; a continuing trend after student numbers dropped by 6.0% in 2018. Explanatory factors include: a reduction in the number of potential 16-18 students (those who completed KS4 two years previously), which is 1.9% lower in 2019 compared to 2018; and the continuing impact of A level reforms, one effect of which has been a reduction in the number of entries to AS levels (AS level only students being counted as part of the A level student cohort).

**Figure 2: A level attainment** (table 1a)
England, 2017 to 2019

| | All A level students | | Students[1] entered for one or more A levels or applied A levels | | | | Students[1] entered for one or more A levels | |
|---|---|---|---|---|---|---|---|---|
| | Number of students | APS per entry (grade) | Number of students | APS per entry in best 3 A levels (grade) | % achieving 3 A*-A grades or better | % achieving grades AAB or better | Number of students | % achieving grades AAB or better, of which at least two are in facilitating subjects[2] |
| 2017 (provisional) | 326,687 | 32.12 (C+) | 226,397 | 34.75 (C+) | 13.0 | 21.8 | 225,174 | 16.6 |
| 2018 (provisional) | 307,154 | 33.05 (C+) | 233,356 | 33.28 (C+) | 12.5 | 20.6 | 232,620 | 15.9 |
| 2019 (provisional) | 289,623 | 33.77 (C+) | 226,301 | 33.26 (C+) | 12.3 | 20.3 | 226,284 | 15.8 |
| Change (2018-2019) | -5.7% | 0.72 | -3.0% | -0.02 | -0.2 | -0.3 | -2.7% | -0.1 |

Source: 16-18 attainment data

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

2. Facilitating subjects are maths, further maths; English (literature); physics; biology; chemistry; geography; history; languages (modern and classical). Detail can be found in the 'AAB measure' section of the technical guide.

## Applied general, tech level, and technical certificate students

Applied general and tech level qualifications were reformed in 2017/18 which resulted in a large reduction in the size of the reported cohort between 2018 and 2017. In 2019, substantial rises in student numbers were seen which suggests that this year there has been increased alignment with the approved list of qualifications. The number of students reported as achieving applied general qualifications has increased from 47,553 in 2018 to 64,822 in 2019 (a 36% increase); for tech levels, student numbers increased from 11,994 in 2018 to 19,468 in 2019 (a 63% increase). However, the size of the reported cohorts (those taking approved qualifications) still remain substantially below that of 2017. APS per entry expressed as a grade for these qualifications remained stable (both Merit+) while the APS per entry rose by ~0.10 for both cohorts.

As noted in figure 1, the number of students who took technical certificate qualifications by the end of 16-18 study dropped by 86.2% compared to 2018, due to a substantial change in the list of approved level 2 qualifications. These changes included ensuring eligible qualifications had a minimum level of external assessment, and were made to improve the standard of the qualifications included. Despite the large change in the size of cohort, the APS per entry expressed as a grade remained stable (L2Merit-).

**Figure 3: Applied general, tech level and technical certificate attainment** (table 1a and 1b)
England, 2017 to 2019

| | Level 3 qualifications | | | | | | Level 2 qualifications | | |
|---|---|---|---|---|---|---|---|---|---|
| | Applied general students | | | Tech level students | | | Technical certificate students | | |
| | Number of students | APS per entry | APS per entry as a grade | Number of students | APS per entry | APS per entry as a grade | Number of students | APS per entry | APS per entry as a grade |
| 2017 (provisional) | 131,471 | 35.64 | Dist | 66,333 | 32.24 | Dist- | 39,233 | 5.74 | L2Merit- |
| 2018 (provisional) | 47,553 | 28.26 | Merit+ | 11,944 | 28.33 | Merit+ | 41,770 | 5.76 | L2Merit- |
| 2019 (provisional) | 64,822 | 28.37 | Merit+ | 19,468 | 28.43 | Merit+ | 5,763 | 5.72 | L2Merit- |
| Change (2018-2019) | 36.3% | 0.11 | | 63.0% | 0.10 | | -86.2% | -0.04 | |

Source: 16-18 attainment data

1. The performance points developed for the vocational qualifications at level 2 are on a different scale to those for qualifications at level 3, so level 2 and level 3 measures cannot be compared directly.

## Vocational qualifications approved by section 96

Schools and colleges may offer qualifications that are approved for teaching to 16-19 year olds (known as Section 96), but which are not included in the performance tables. Below this wider categorisation is used in looking at vocational qualifications.

A measure was introduced in 2017 showing the number of students that entered an approved technical certificate as a proportion of students whose highest attainment is a vocational level 2 qualification approved under Section 96.

In 2018 a related measure was introduced which shows the number of students entering level 3 vocational qualifications eligible for inclusion in the performance tables (tech level and applied general qualifications), as a proportion of those entering any level 3 vocational qualification approved under Section 96.

The large drop in the proportion of students entering technical certificates is the result of the substantial reforms made to the list of qualifications that are eligible for reporting in the performance tables. Over 85% of tech certificate qualifications considered eligible in 2018 were no longer eligible in 2019 (149 of 173). Of the 97 qualifications available for 2019, just 24 were a continuation from 2018, reflecting a large change in the qualifications available. These changes included ensuring eligible qualifications had a minimum level of external assessment, and were made to improve the standard of the qualifications included in the measure. Institutions appear not to have reacted fully to the change this year; mirroring what happened when the list of eligible qualifications at level 3 was reduced last year.

At level 3, there has been a rise in participation in eligible qualifications in both applied general and tech level qualifications from 2018 to 2019, following large falls last year due to reforms. Consequently there was a fall in the number of students studying level 3 vocational qualifications on Section 96, but who are not eligible for inclusion in the performance tables.

**Figure 4: Students entered for any vocational qualifications approved by section 96 (Tables 1 a and b)**
England, 2018 to 2019

| | Number of students who entered any level 3 vocational qualifications approved by section 96 (excluding tech levels) | % entering applied generals | Number of students who entered any level 3 vocational qualifications approved by section 96 (excluding applied generals) | % entering tech levels | Number of students whose highest attainment was level 2 | % entering technical certificates |
|---|---|---|---|---|---|---|
| 2018 (provisional) | 182,953 | 26.2 | 152,918 | 7.8 | 103,257 | 38.3 |
| 2019 (provisional) | 177,600 | 36.9 | 136,800 | 14.2 | 96,514 | 5.2 |
| Change (2018-2019) | -2.9% | 10.7 | -10.5% | 6.4 | -6.5% | -33.1 |

Source: 16-18 attainment data

## Vocational results by subject area

The table below shows the number of qualifications available for each of the three vocational cohorts. Following the decrease in level 2 vocational qualifications, the area with the largest number of qualifications is Tech Levels (212; increased from 182 in 2018). The number of available Applied General qualifications increased from 86 to 115. The number of available Tech Certificates dropped considerably as a result of the reforms, from 173 down to 97 approved courses, with only 24 qualifications from 2018 also being approved for 2019.

For Applied General qualifications, Business, Administration, Finance and Law is still the most popular subject area amongst students (40% in 2018; 34% in 2019). For Tech Level, the Health, Public Services and Care subject area is the most popular (28%; unchanged compared to last year). For Tech certificates, the large change cohort change prevents a meaningful comparison of the figures year-on-year.

**Figure 5: Participation by subject area in applied general, tech level qualifications**
England, 2019

| | **Cohort: Applied general** | | **Cohort: Tech level** | | **Cohort: Tech certificate** | |
|---|---|---|---|---|---|---|
| Ofqual sector subject area | Number of qualifications available | % cohort | Number of qualifications available | % cohort | Number of qualifications available | % cohort |
| Health, Public Services and Care | 11 | 20.6 | 16 | 28.2 | 5 | 2 |
| Science and Mathematics | 18 | 15.3 | 0 | 0 | 1 | 0.3 |
| Agriculture, Horticulture and Animal Care | 0 | 0 | 30 | 16.6 | 7 | 9.1 |
| Engineering and Manufacturing Technologies | 5 | 2 | 35 | 10.9 | 14 | 6.6 |
| Construction, Planning and the Built Environment | 2 | 0.1 | 27 | 2.2 | 14 | 9.2 |
| Information and Communication Technology (ICT) | 13 | 11 | 17 | 18.2 | 6 | 2.4 |
| Retail and Commercial Enterprise | 2 | 1.1 | 42 | 6 | 30 | 38.1 |
| Leisure, Travel and Tourism | 15 | 11.3 | 14 | 5.4 | 8 | 4.8 |
| Arts, Media and Publishing | 24 | 12.8 | 25 | 10.6 | 5 | 5.2 |
| Social Sciences | 2 | 7.8 | 0 | 0 | 0 | 0 |
| Business, Administration, Finance and Law | 23 | 33.6 | 6 | 2.6 | 7 | 22.5 |
| **All subjects** | **115** | **100** | **212** | **100** | **97** | **100** |

source: 16 to 18 attainment data

## Entry and attainment by gender

### Composition of cohort

Female students are more prevalent than males in all 16-18 student cohorts, despite making up only 48.8% of the potential 16-18 students. The proportion of female students increased across all cohorts, year-on-year. The area with the largest increase of females as proportion of students was in technical certificates. This is a cohort which has decreased considerably in size this year (86% decrease) following reforms to the list of approved technical certificate qualifications.

**Figure 6: Student gender breakdown by cohort** (Table 1a)
England, 2017 to 2019

| | Potential 16-18 students | | Level 3 students | | | | | | | | Technical certificate students | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | All level 3 students | | A level students | | Applied general students | | Tech level students | | | |
| | %Female | %Male | %Female | %Male | %Female | %Male | %Female | %Male | %Female | %Male | %Female | %Male |
| 2017 (provisional) | 48.7 | 51.3 | 52.5 | 47.5 | 54.2 | 45.8 | 50.3 | 49.7 | 44.2 | 55.8 | 41.8 | 58.2 |
| 2018 (provisional) | 48.7 | 51.3 | 54.5 | 45.5 | 54.4 | 45.6 | 52.3 | 47.7 | 54.8 | 45.2 | 41.1 | 58.9 |
| 2019 (provisional) | 48.8 | 51.2 | 54.6 | 45.4 | 54.6 | 45.4 | 52.9 | 47.1 | 55.9 | 44.1 | 65.6 | 34.4 |
| Percentage points change (2018-2019) | 0.1 | -0.1 | 0.2 | -0.2 | 0.2 | -0.2 | 0.5 | -0.5 | 1.1 | -1.1 | 24.4 | -24.4 |

Source: 16-18 attainment data

### A level attainment by gender

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

Across both genders, maths was the most popular subject with 27% of students entered for an A-Level. There was a gender split, as 37% of male students entered maths compared to 19% for female students (further detail available from table 11b of the Accompanying tables). Female students were disproportionately likely to choose biological sciences, with 24% entered for an A-Level, compared to 17% for males.

Across both genders, 44% of students entered any maths or science A-Levels – up from 41% last year (see table 12 of the Accompanying tables). While this trend was similar for both genders, 51% of male students entered at least one maths or science A-Level, compared to 37% of female students.

**Figure 7: A level attainment by gender, 2019** (table 1a)
England, 2019

| | All A level students | | Students[1] entered for one or more A levels or applied A levels | | | | | Students[1] entered for one or more A levels | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number of students | APS per entry | Number of students | % A level cohort | APS per entry in best 3 A levels (grade) | % achieving 3 A*-A grades or better | % achieving grades AAB or better | Number of students | % A level cohort | % achieving grades AAB or better, of which at least two are in facilitating subjects |
| Female | 158,250 | 34.32 (C+) | 125,877 | 79.5 | 33.68 (C+) | 11.5 | 20.0 | 125,865 | 79.5 | 14.5 |
| Male | 131,372 | 33.08 (C+) | 100,424 | 76.4 | 32.74 (C+) | 13.3 | 20.8 | 100,419 | 76.4 | 17.4 |

Source: 16-18 attainment data

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

## Applied general, tech level and technical certificate entry and attainment by gender

As in 2018, female students achieved an APS per entry 3 points higher than for males in applied general qualifications. For tech levels, male students achieved a slightly higher APS per entry (28.73) than female students (28.22), although this gender gap decreased from 2018.

For technical certificates, female students achieved higher APS per entry than male students. This is the same pattern as 2018.

**Figure 8: Applied general, tech level students and technical certificate attainment by gender** (table 1a)
England, 2019

| | Level 3 qualifications | | | | | | Level 2 qualifications | | |
|---|---|---|---|---|---|---|---|---|---|
| | Applied general students | | | Tech level students | | | Technical certificate students | | |
| | Number of students | APS per entry | APS per entry as a grade | Number of students | APS per entry | APS per entry as a grade | Number of students | APS per entry | APS per entry as a grade |
| Female | 34,281 | 29.79 | Merit+ | 10,874 | 28.22 | Merit+ | 3,026 | 5.78 | L2Merit- |
| Male | 30,541 | 26.77 | Merit+ | 8,594 | 28.73 | Merit+ | 2,737 | 5.66 | L2Merit- |

Source: 16-18 attainment data

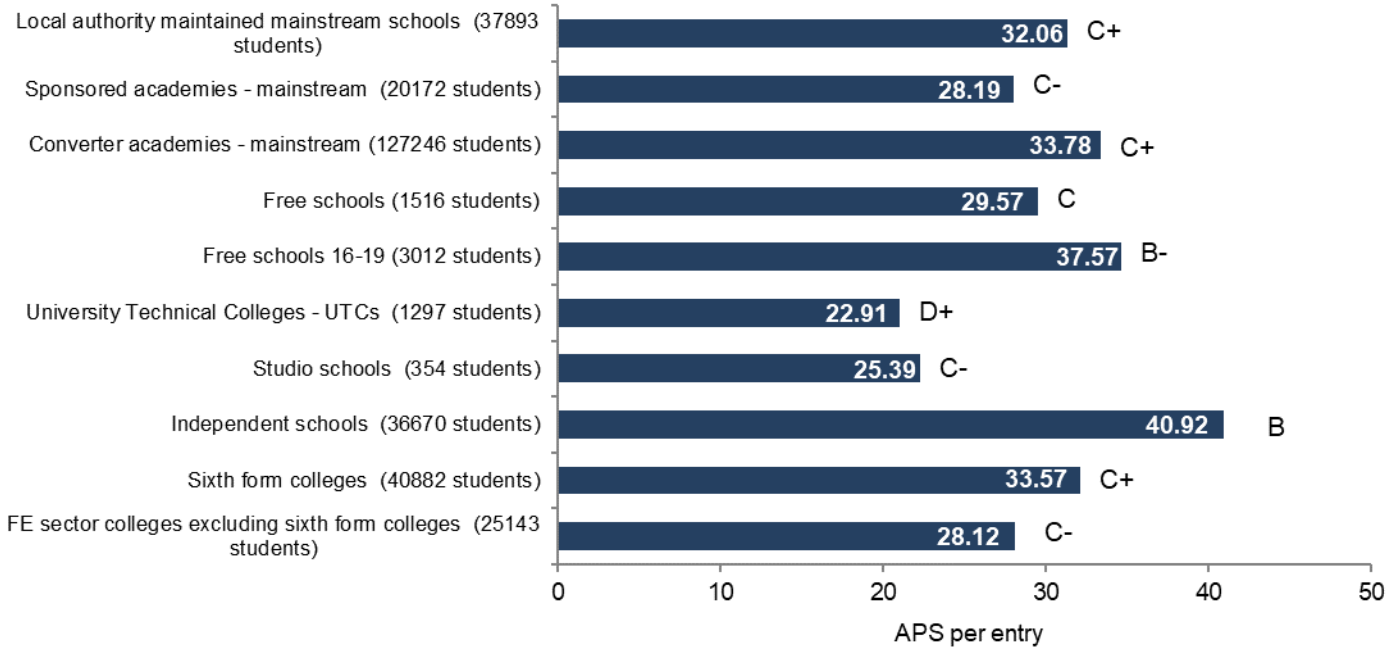
## Results by institution type

### A-level students

Independent schools have the highest APS in A levels compared to other institution types. University technical colleges and studio schools have the lowest APS per A level entry, although it should be noted that their cohorts are relatively small.

Care should be taken when comparing across institution types due to significant differences in cohort sizes and number of schools. For example, in 2019 there were 354 A level students in studio schools compared to 127,246 students in converter academies, and 22 free schools (16-18) with students at the end of level 3 study, compared to 1,107 converter academies. It is also important to note that prior attainment at key stage 4 is not taken into account in these figures.

**Figure 9: Average point score per entry for A level students by institution type[1]** (table 1a)
England, 2019




Source: 16-18 attainment data

## Applied general, tech level and technical certificate students

The number of applied general students increased in every institution type with the exception of free schools. The increase was larger in FE colleges (+84.2%) than schools (+21.2%) so the proportion of students taking applied general qualifications who are in FE colleges rose in 2019. Overall APS per entry in applied general qualifications rose slightly, with larger increases in the FE sector.

**Figure 10: APS per entry for applied general students by institution type** (Table 1a)
England, 2019

| | Applied general | | | | | |
|---|---|---|---|---|---|---|
| | Number of students | | | APS per entry | | |
| Institution type | 2018 | 2019 | Change | 2018 | 2019 | Change |
| **FE sector colleges** | **12,045** | **22,190** | **84.2%** | **25.88** | **26.77** | **0.89** |
| *FE sector colleges excluding sixth form colleges* | *7,347* | *15,579* | *112.0%* | *24.81* | *26.09* | *1.28* |
| *Sixth form colleges* | *4,698* | *6,611* | *40.7%* | *28.30* | *29.14* | *0.84* |
| Independent schools | 583 | 1,009 | 73.1% | 30.44 | 30.55 | 0.11 |
| **State funded schools** | **35,154** | **42,614** | **21.2%** | **29.01** | **29.21** | **0.2** |
| *Studio schools* | *271* | *294* | *8.5%* | *29.13* | *27.55* | *-1.58* |
| *University Technical Colleges - UTCs* | *537* | *679* | *26.4%* | *29.98* | *30.51* | *0.53* |
| *Free schools 16-19* | *84* | *271* | *222.6%* | *33.24* | *31.02* | *-2.22* |
| *Free schools* | *77* | *69* | *-10.4%* | *26.09* | *28.82* | *2.73* |
| *Converter academies - mainstream* | *17,580* | *22,712* | *29.2%* | *29.13* | *29.29* | *0.16* |
| *Sponsored academies - mainstream* | *7,628* | *8,899* | *16.7%* | *28.80* | *29.33* | *0.53* |
| *Local authority maintained mainstream schools* | *8,901* | *9,578* | *7.6%* | *28.93* | *28.73* | *-0.2* |
| **England[1]** | **47,553** | **64,822** | **36.3%** | **28.26** | **28.37** | **0.11** |

Source: 16-18 attainment data

1. Figures for institution type may not add up to England total. This is because the discounting rule was applied at school/college level for institution type and at national level for England results. More information can be found in the 'technical guide' document.

The number of tech level students increased across every institution type over the last year, but as with applied general qualifications the biggest increase was in FE sector colleges, where numbers approximately doubled. This meant that in 2019 nearly two thirds of tech levels were delivered in FE sector

colleges. As in applied general qualifications there was a small increase in APS per entry overall, with the most main institution types seeing modest increases.

**Figure 11: APS per entry[1] for tech level students by institution type** (Table 1a)
England, 2019

| | Tech level | | | | | |
|---|---|---|---|---|---|---|
| | Number of students | | | APS per entry | | |
| Institution type | 2018 | 2019 | Change | 2018 | 2019 | Change |
| **FE sector colleges** | **6,378** | **12,667** | **98.6%** | **25.86** | **26.75** | **0.89** |
| FE sector colleges excluding sixth form colleges | *6,049* | *12,000* | *98.4%* | *25.45* | *26.32* | *0.87* |
| Sixth form colleges | *329* | *667* | *102.7%* | *32.69* | *34.56* | *1.87* |
| **Independent schools** | **29** | **45** | **55.2%** | **24.90** | **29.53** | **4.63** |
| **State funded schools** | **5,587** | **7,028** | **25.8%** | **31.43** | **32.12** | **0.69** |
| Studio schools | *128* | *160* | *25.0%* | *27.77* | *30.33* | *2.56* |
| University Technical Colleges - UTCs | *709* | *855* | *20.6%* | *30.03* | *31.11* | *1.08* |
| Free schools 16-19 | *6* | *35* | *483.3%* | *36.19* | *30.09* | *-6.1* |
| Free schools | *33* | *37* | *12.1%* | *38.72* | *37.01* | *-1.71* |
| Converter academies - mainstream | *2,433* | *3,138* | *29.0%* | *32.29* | *32.98* | *0.69* |
| Sponsored academies - mainstream | *1,118* | *1,483* | *32.6%* | *30.79* | *31.17* | *0.38* |
| Local authority maintained mainstream schools | *1,146* | *1,306* | *14.0%* | *31.38* | *31.86* | *0.48* |
| **England[1]** | **11,944** | **19,468** | **63.0%** | **28.33** | **28.43** | **0.10** |

Source: 16-18 attainment data

1. Figures for institution type may not add up to England total. This is because the discounting rule was applied at school/college level for institution type and at national level for England results. More information can be found in the 'technical guide' document.

Over 96% of technical certificate students are in FE sector colleges. In particular, more than 95% are in FE sector colleges excluding sixth form colleges. This is a similar pattern to that seen in 2018. There was a large drop in the number of students across all institution types, due to the aforementioned qualification reform. APS per entry also dropped across all institution types.

**Figure 12: APS per entry[1] for technical certificate students by institution type** (Table 1b)
England, 2019

| | Technical certificate | | | | | |
|---|---|---|---|---|---|---|
| | Number of students | | | APS per entry | | |
| Institution type | 2018 | 2019 | Change | 2018 | 2019 | Change |
| **FE sector colleges** | **40,716** | **5,583** | **-86.3%** | **5.77** | **5.74** | **-0.03** |
| FE sector colleges excluding sixth form colleges | *39,111* | *5,502* | *-85.9%* | *5.76* | *5.73* | *-0.03* |
| Sixth form colleges | *1,605* | *81* | *-95.0%* | *5.86* | *6.45* | *0.59* |
| **Independent schools** | **19** | **0** | **-100.0%** | **6.00** | **-** | **-** |
| **State funded schools** | **1,414** | **221** | **-84.4%** | **5.60** | **5.48** | **-0.12** |
| Studio schools | *2* | *1* | *-50.0%* | *x* | *x* | *x* |
| University Technical Colleges -UTCs | *30* | *2* | *-93.3%* | *4.69* | *x* | *x* |
| Free schools 16-19 | *16* | *0* | *-100.0%* | *6.00* | - | - |
| Free schools | *14* | *0* | *-100.0%* | *4.86* | - | - |
| Converter academies - mainstream | *684* | *121* | *-82.3%* | *5.65* | *5.45* | *-0.20* |
| Sponsored academies - mainstream | *367* | *81* | *-77.9%* | *5.73* | *5.62* | *-0.11* |
| Local authority maintained mainstream schools | *286* | *13* | *-95.5%* | *5.43* | *4.71* | *-0.72* |
| **England[1]** | **41,770** | **5,763** | **-86.2%** | **5.76** | **5.72** | **-0.04** |

Source: 16-18 attainment data

x indicates figure has been suppressed where underlying numbers are small (ie 1 or 2)
1. Figures for institution type may not add up to England total. This is because the discounting rule was applied at school/college level for institution type and at national level for England results. More information can be found in the 'technical guide' document.

### Results by local authority and region

At local authority level, the average point score (APS) per A Level entry lies between a grade C- and C+ for 87.4% of LAs, with an overall range of 24.69 – 39.63. For applied general students, APS per entry had a range of 21.51 – 35.43. For tech level students there was a much wider range of 18.19 – 42.28, reflecting the smaller size of the cohort. However, the number of students taking tech levels in all these local authorities are relatively small so care should be taken when making inferences.

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

## 4. English and maths

Since August 2014 all students aged 16 to 18 on study programmes of 150 hours or more that do not hold a GCSE grade 9 to 4 or A* to C (or equivalent qualification) in maths and/or in English, are required to be studying these subjects as part of their study programme in each academic year. The English and maths progress measure reports on these students. Students who are included in either the level 2 or level 3 headline attainment cohorts, are in scope for the measure.

The additional level 3 maths measure, which shows the percentage of students who achieved GCSE maths grade 4 or above (or equivalent) by the end of key stage 4 that subsequently go on to achieve an approved level 3 maths qualification, is also reported in this section.

**How points are assigned to English and maths qualifications**

The English and maths progress measure is based on a capped point score, ranging from 0 to 8 points, depending on the type of qualification taken and the grade achieved. Students that do not enter any approved exams during 16-18 study automatically score -1 for the progress measure.

A list of the qualifications eligible for inclusion in these measures, and their capped points is available here.

### National average progress

The proportion of students entering approved qualifications continued to increase in 2019. While average progress in both English and maths increased from 2018 to 2019, the proportion of students making positive progress in maths decreased by over 2 percentage points. A change in the distribution of progress has occurred, with a smaller group of students making greater progress in attainment than in 2018, driving the overall increase in average progress.

**Figure 13: English and maths progress** (tables 13a and 13b)
England, 2017 to 2019

| | English | | | | Maths | | | |
|---|---|---|---|---|---|---|---|---|
| | Number of students in scope | Average progress | % entering an approved English qualification | % made positive progress[1] | Number of students in scope | Average progress | %entering an approved maths qualification | % made positive progress[1] |
| 2017 (provisional) | 130,700 | 0.00 | 80.3% | 34.4% | 160,706 | 0.02 | 82.0% | 37.3% |
| 2018 (provisional) | 128,496 | 0.08 | 82.1% | 37.2% | 161,237 | 0.07 | 84.5% | 38.6% |
| 2019 (provisional) | 118,038 | 0.15 | 82.4% | 37.7% | 155,324 | 0.10 | 85.5% | 36.5% |

Source: 16-18 attainment data

[1] Improved point score in the subject between by the end of key stage 4/16-18 studies, compared to prior attainment in key stage 4

## English and maths progress by gender

Average progress increased in both English and maths, for both male and female students. Female students continued to make more progress in English during 16-18 than male students, but this gender gap has reduced from 2018. The proportion of males eligible for the English measure continues to be almost twice that of females. In Maths, both males and females exhibited similar increases in average progress, and decreases in the proportion of students making positive progress.

**Figure 14: English and maths progress by gender** (tables 14a and 14b)
England, 2019

| | English | | | | | | | Maths | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of students | | | Average progress | | % positive progress | | Number of students | | | Average progress | | % positive progress | |
| | All | % female | %male | Female | Male | Female | Male | All | % female | %male | Female | Male | Female | Male |
| 2018 (provisional) | 128,496 | 35.7% | 64.3% | 0.13 | 0.06 | 38.7% | 36.4% | 161,237 | 48.2% | 51.8% | 0.07 | 0.06 | 38.5% | 38.7% |
| 2019 (provisional) | 118,038 | 34.8% | 65.2% | 0.16 | 0.14 | 37.8% | 37.7% | 155,324 | 49.0% | 51.0% | 0.11 | 0.09 | 36.2% | 36.9% |

Source: 16-18 attainment data

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

Students with fail grades or entry level qualifications on average made the most progress among all student cohorts (0.59 and 0.45 in English and maths respectively), but are the smallest prior attainment group. All three cohorts made greater progress in English and maths than in 2018, resulting in an increase in overall average progress (0.15 vs. 0.08 in English, 0.10 vs. 0.07 in maths).

**Figure 15: Average progress by prior attainment band in English and maths** (tables 13a and 13b)
England, 2019

| English | | |
|---|---|---|
| Prior attainment[1] | No. Students | Average progress |
| Entry level or fail | 5,921 | 0.59 |
| Below grade 3 or D for GCSE or equivalent (level 1) | 49,622 | 0.07 |
| Grade 3 or D for GCSE or equivalent (level 2) | 62,495 | 0.16 |
| **ALL** | **118,038** | **0.15** |

| Maths | | |
|---|---|---|
| Prior attainment[1] | No. Students | Average progress |
| Entry level or fail | 14,218 | 0.45 |
| Below grade 3 or D for GCSE or equivalent (level 1) | 71,067 | -0.01 |
| Grade 3 or D for GCSE or equivalent (level 2) | 70,039 | 0.14 |
| **ALL** | **155,324** | **0.10** |

Source: 16-18 attainment data

1. Information on how grades are assigned point scores can be found in the 16 to 18 technical guidance.

## English and maths progress by institution type

In the FE sector, sixth form colleges continue to show greater progress in the English and Maths measures than other FE sector colleges, with both making greater progress than in 2018. In the state funded schools sector, converter academies and local authority maintained schools continue to make the greatest progress. Overall, state funded schools have greater progress than FE sector colleges, by 0.38 points.

Independent schools on average have greater negative progress than the majority of other institution types (-0.35 and -0.20 in English and Maths respectively). This is likely to be due to a greater proportion of iGCSE qualifications in this sector. These can be in scope as prior attainment measures, but not as progress, which is reflected by Independent schools having a lower proportion of students taking approved qualifications in this area at KS5. As a result students can be in scope for the English and maths measure based on prior attainment, but sit a non-approved qualification in KS5, which would appear as negative progress.

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

**Figure 16: Average progress in English and maths by institution type** (tables 14a and 14b)
England, 2019

| | English | | | Maths | | |
|---|---|---|---|---|---|---|
| | No. Students | Average prior attainment | Average progress | No. Students | Average prior attainment | Average progress |
| **FE sector colleges** | **111,962** | **3.24** | **0.02** | **141,918** | **2.79** | **-0.03** |
| FE sector colleges excluding sixth form colleges | 105,803 | 3.22 | 0.00 | 131,379 | 2.75 | -0.07 |
| Sixth form colleges | 6,129 | 3.52 | 0.48 | 10,539 | 3.26 | 0.41 |
| Independent schools | 2,288 | 3.06 | -0.35 | 2,348 | 2.58 | -0.20 |
| **State funded schools** | **16,118** | **3.38** | **0.40** | **27,771** | **3.18** | **0.31** |
| Studio schools | 225 | 3.51 | 0.21 | 336 | 2.92 | -0.03 |
| University Technical Colleges - UTCs | 492 | 3.69 | 0.44 | 427 | 3.41 | 0.25 |
| Free schools 16-19 | 195 | 3.64 | 0.16 | 410 | 3.36 | 0.44 |
| Free schools | 82 | 3.46 | 0.36 | 117 | 3.54 | 0.05 |
| Converter academies - mainstream | 7,101 | 3.54 | 0.54 | 13,284 | 3.35 | 0.42 |
| Sponsored academies - mainstream | 3,497 | 3.52 | 0.33 | 5,710 | 3.21 | 0.21 |
| Local authority maintained mainstream schools | 3,233 | 3.59 | 0.54 | 5,937 | 3.32 | 0.37 |
| **England**[1] | **118,038** | **3.24** | **0.15** | **155,324** | **2.84** | **0.10** |

Source: 16-18 attainment data

1. Figures for institution type may not be add up to England total. This is because progress was calculated at school/college level for institution type and at national level for England results. More information can be found in the technical guide

## Level 3 maths measure

### Attainment in level 3 maths

In 2019, 306,840 students were in scope for the level 3 maths measure, and 28.6% of those achieved an approved level 3 maths qualification during 16-18 study – broadly consistent with 2018.

A higher percentage of males achieved an approved level 3 maths qualification and this gender gap has widened slightly since 2018.

**Figure 17: Level 3 maths cohort attainment by gender**
England, 2019

| | Number who achieved grades 9-4 or equivalent in GCSE maths/other maths qualifications by the end of key stage 4 | | | Percentage who achieved an approved level 3 maths qualification | | |
|---|---|---|---|---|---|---|
| | Female | Male | Total | Female | Male | Total |
| 2018 (provisional) | 175,331 | 164,853 | 340,186 | 22.9% | 34.3% | 28.4% |
| 2019 (provisional) | 164,040 | 142,799 | 306,840 | 21.2% | 37.1% | 28.6% |

Source: 16-18 attainment data

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

Full detail on these measures can be found in table 8 of the Accompanying tables.

# 5. Accompanying tables

A wide range of datasets are published alongside this document. These are available at the 'Statistics: 16 to 19 attainment' data collection page, and include the following tables:

**National tables:**

**Student level results**

1a Level 3 attainment of students at the end of 16-18 study by institution type and cohort

1a Females: Level 3 attainment of female students at the end of 16-18 study by institution type and cohort

1a Males: Level 3 attainment of male students at the end of 16-18 study by institution type and cohort

1b Level 2 attainment of students at the end of 16-18 study by institution type, cohort and gender

1c Level 3 attainment of state-funded school students at the end of 16-18 study by selective institution status, cohort and gender

**A and AS level examination results**

2a A level results of all students aged 16-18 by subject and grade

2a Females: A level results of female students aged 16-18 by subject and grade

2a Males: A level results of male students aged 16-18 by subject and grade

2b Decoupled A level results of all 17 year old students by subject and grade

2b Females: Decoupled A level results of all 17 year old students by subject and grade

2b Males: Decoupled A level results of all 17 year old students by subject and grade

2c A level results of all students aged 16-18 by institution type and grade

2c Females: A level results of all students aged 16-18 by institution type and grade

2c Males: A level results of all students aged 16-18 by institution type and grade

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

3a AS level results of all students aged 16-18 by subject, grade and gender

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

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

3b Decoupled AS level results of 16 year old students by subject and grade

3b Females: Decoupled AS level results of 16 year old students by subject and grade

3b Males: Decoupled AS level results of 16 year old students by subject and grade

**Applied A/AS level examination results**

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

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

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

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

**Applied general and Tech level results**

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

**Level 2 vocational and Technical certificate results**

7 Technical certificate entries of all students aged 16-18 by subject and gender

**Below level 3 English and maths results**

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

8b GCSE maths and other below level 3 maths qualification entries and results by qualification type, grade and gender

**Local authority and regional level tables**

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

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

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

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

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

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

10 Level 2 attainment of state-funded students aged 16-18 by local authority, region and gender

**Maths and Science subject time series**

11 Time series of students entered for maths and science A levels by subject and gender

12 Time series of students entered for maths and science A levels by number of subjects and gender

**English and maths tables**

13a Matrix of prior attainment and progress point scores in GCSE English and other English qualifications by students at the end of 16-18 studies

13b Matrix of prior attainment and progress point scores in GCSE maths and other Maths qualifications by students at the end of 16-18 studies

14a Progress in GCSE English and other English qualifications by students at the end of 16-18 studies, by institution type and gender

14b Progress in GCSE maths and other maths qualifications by students at end of 16-18 studies, by institution type and gender

14c English and maths progress of students at end of 16-18 studies by duration of course

15 Attainment of Level 3 maths qualifications by students at the end of 16-18 studies, by institution type and gender

**Maps (pdf format)**

Average point score per entry for the A level cohort

Average point score per entry for the applied general cohort

Average point score per entry for the tech level cohort

**CSVs (csv format)**

A and AS level exam results subject time series csv

A level exam results by institution type csv

A level exam results by LA and region csv

A level student participation by subject csv

Vocational student participation by subject csv

When reviewing the tables, please note that:

| | |
|---|---|
| The criteria we use to include students<br>(tables 1a-b, 9a-b) | Students will be included if they were aged 16, 17 or 18 on 31 August 2017 and had completed 16-18 study. A student is considered to have completed 16-18 study in 2018 if they meet one of the following criteria:<br>1. has entered for level 3 qualifications at least the size of 2 A levels<br>2. has attended the same institution for 2 years in a row<br>3. has reached academic age 18 and has not previously been included in performance tables results |
| Approved qualifications only | The range of qualifications reported in this statistical publication covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000).<br>Approved qualifications at level 3 and their point scores can be found at Ofqual Register website |
| How we avoid double counting subjects | To avoid double counting results, qualification discounting is applied where, for example, if a student achieves an AS en route to achieving an A level in the same subject, only the A level pass is included. |
| We preserve confidentiality | The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.<br>The Department has a set of statistical policies in line with the Code of Practice for Official Statistics: Standards for official statistics published by the Department for Education |
| so we suppress some figures, | In some cases numbers less than three (1 to 2 inclusive) have been suppressed and have been replaced by an 'x'. An 'x' has also been used where secondary suppression has been applied.<br>Percentages have been shown to one decimal place but where the numerator is between 1 and 2 inclusive, they have been suppressed.<br>Where a number is shown as zero (0), the original figure submitted was zero. |
| adopt symbols to help identify this | Symbols are used in the tables as follows:<br>. not applicable<br>x publication of that figure would be disclosive |
| and round percentages | Percentages in this statistical publication are given to one decimal place. Totals may not add to 100% due to rounding. |

## 6. Further information is available

| | |
|---|---|
| Performance tables | Data for institutions can found in the school and college performance tables. The 16-18 performance tables will be updated with data for the 2018/19 academic year in January 2020. |
| Key stage 4 | GCSE and equivalent results for key stage 4 can be found at GOV.UK - Statistics: GCSEs (key stage 4). |
| Key stage 2 | Statistics on national curriculum assessments and review outcomes at key stage 2 (KS2), including measures of progress between KS1 and KS2, can be found at GOV.UK - Statistics: key stage 2. |

| | |
|---|---|
| Key stage 1 | Statistics on national curriculum assessments at key stage 1 and phonics screening check results can be found at GOV.UK - Statistics: key stage 1 |
| Destination measures | Statistics on educational or employment destinations of key stage 4 and key stage 5 students can be found at GOV.UK - Statistics: destinations of key stage 4 and key stage 5 pupils. |
| Level 2 and 3 attainment at 16-18 | Statistics on the attainment of young people aged 19, based on matched administrative data can be found at GOV.UK – Attainment at 19 years. |
| Level 1 and 2 attainment in English and maths at 16-18 | Experimental statistics on level 1 and 2 English and maths by students aged 16 to 18 who failed to achieve A* to C by the end of key stage 4 can be found at GOV.UK - Attainment at 19 years. Note that this release has been discontinued. |
| Results for the rest of the UK | The Welsh Assembly publishes the results of external examinations taken by pupils aged 15 or 17, available at: Welsh assembly statistics and research<br><br>The Department for Education Northern Ireland (DENI) published AS and A level statistics, available at: Department for Education Northern Ireland (DENI)<br><br>The publication 'Summary statistics for attainment, leaver destinations and healthy living' is published by the Scottish Government and is available at: The Scottish Government website |
| Information published by Ofqual | Ofqual follows the principle that if the cohort of students taking a subject is similar to previous years, then the proportions of students at each grade will be similar. A key piece of evidence in determining if the cohort is the same is prior attainment at GCSE for AS and A level qualifications.<br><br>Ofqual publish information on variability in AS and A level results for schools and colleges which is available at GOV.UK - Variability in AS and A level results |

## 7. 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 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 Statistics.

## 8. Technical Information

A quality and methodology information document accompanies this document. 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. More details can be found in the department's technical guide.

## 9. Get in touch

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