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## LEVEL 1 AND 2 ATTAINMENT IN ENGLISH AND MATHEMATICS BY 16-18 STUDENTS

These are experimental statistics

### INTRODUCTION

This experimental Statistical First Release (eSFR) provides information on level 1 and 2 English and mathematics attainment by 16-18 students who failed to achieve the key stage 4 standard (A\*-C grades at GCSE) in these subjects by academic age 15 in 2009/10.

These new measures were announced in the performance tables 2012 Statement of Intent. From September 2013, students up to 19 who do not have an A\*-C in GCSE English or mathematics will be expected to continue to study towards these qualifications as part of their 16-19 study programme. This will become a condition of 16-19 participation funding from 2014.

Entries and attainment in all level 1 and 2 English and mathematics qualifications are included within this release and reported separately for each subject<sup>1</sup>. The figures are presented at national level and for individual schools and colleges along with transition matrices showing national progress according to prior achievement.

For the purpose of this release, national figures report on all 16-18 year olds who had not achieved A\*-C in English or mathematics by age 15 in 2009/10. For institution level figures, only full-time students in schools and colleges are included. Outcomes for 2011/12 are reported at academic age 17.

We would welcome your views on both the measures and methodology in this publication of experimental statistics. Please take the time to complete the questionnaire at <http://www.surveymonkey.com/s/5C2QF5D> which closes on 6 December 2013.

<sup>1</sup> The new measures recognise attainment in all level 1 (the equivalent of grades D to G at GCSE) and level 2 (the equivalent of grades A\* to C at GCSE) English and mathematic qualifications which are currently reported in the performance tables. In the future, following implementation of the 16-19 participation funding reforms, we would only recognise those qualifications in English and mathematics that are approved for funding. More details can be found in the technical note published alongside this release.

## KEY POINTS

### Entries and achievements in GCSE English (Table 1, Box 1 and Chart 1)

In 2009/10, just over a third (34 per cent) of young people failed to meet the standard expected of pupils in English at the end of KS4 (A\*-C at GCSE) by academic age 15, and 7.1 per cent did not attain a pass grade (A\* to G) in GCSE English.

Of the 222,117 students that did not meet the KS4 standard in English at academic age 15:

- 15.2 per cent went on to enter GCSE English. This equates to 33,807 students.
- 7.6 per cent achieved grades A\* to C. This equates to 16,922 students (50 per cent) of the 33,807 students who entered English GCSE.
- 8.9 per cent improved their grade. This equates to 19,840 students (59 per cent) of the 33,807 students who entered English GCSE.

Of the small proportion (7.1 per cent) of students that did not attain a pass grade in GCSE English at academic age 15 (45,561 students), 4.1 per cent went on to enter for a GCSE in the subject with the majority (98 per cent) of entrants achieving a pass by 2011/12.

### Entries and achievements in GCSE mathematics (Table 2, Box 1 and Chart 1)

A slightly higher proportion (37 per cent) of young people failed to meet the KS4 standard in mathematics (A\*-C at GCSE) by academic age 15 compared to English, and 6.7 per cent did not attain a pass grade (A\* to G) in GCSE mathematics.

Of the 244,231 students that did not meet the KS4 standard in mathematics at academic age 15:

- 16.5 per cent went on to enter mathematics GCSE. This equates to 40,329 students.
- 7.0 per cent achieved grades A\* to C. This equates to 17,009 students (42 per cent) of the 40,329 students who entered mathematics GCSE.
- 9.0 per cent improved their grade. This equates to 22,060 students (55 per cent) of the 40,329 students who entered mathematics GCSE.

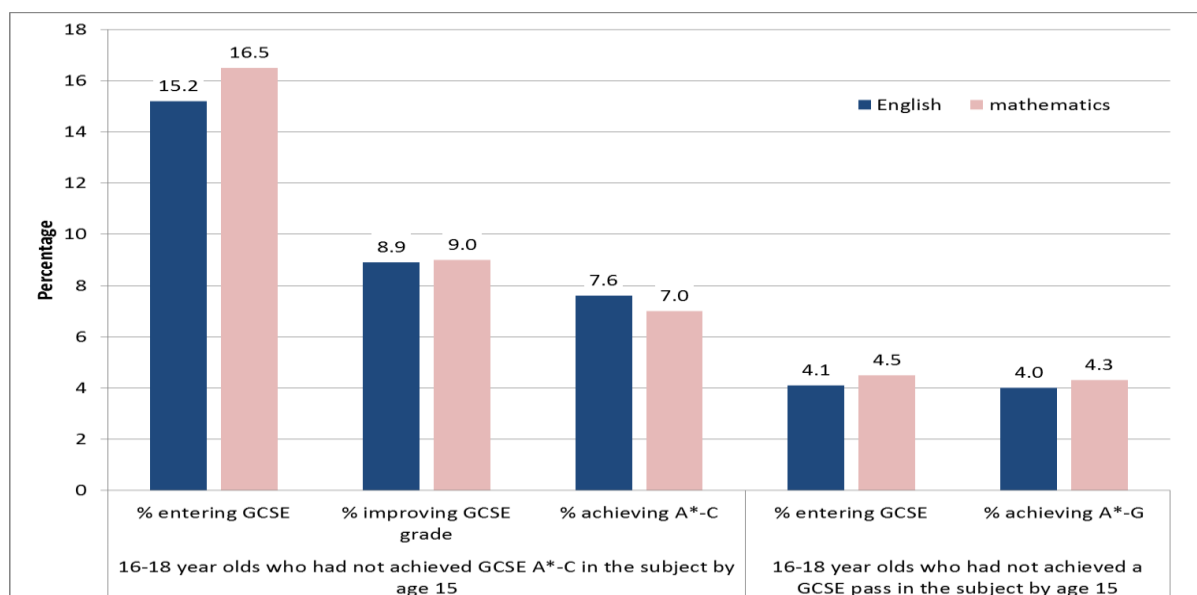
Whilst the rate of entries in mathematics was slightly higher than in English, the A\*-C pass rate was lower.

Similar to the pattern of attainment in English, of the small proportion (6.7 per cent) of students that did not attain a pass grade in GCSE mathematics (43,468 students) at academic age 15, very few (4.5 per cent) went on to enter for a GCSE in the subject with the majority (95 per cent) of entrants achieving a pass by 2011/12.

**Box 1: Entries and achievements in GCSE English and mathematics by 16-18 year olds who had not achieved grades A\*-C at academic age 15.**

	English GCSE	Mathematics GCSE
Cohort	222,117 students	244,231 students
Entered for GCSE	15.2% (33,807 students)	16.5% (40,329 students)
Achieved KS4 standard (A*-C)	7.6% (16,922 students) <i>50% of the 33,807 students who entered English GCSE.</i>	7.0% (17,009 students) <i>42% of the 40,329 students who entered mathematics GCSE.</i>
Improved grade	8.9% (19,840 students) <i>59% of the 33,807 students who entered English GCSE.</i>	9.0% (22,060 students) <i>55% of the 40,329 students who entered mathematics GCSE.</i>

**Chart 1 – Entries and achievements in GCSE English and mathematics by 16-18 year olds who had not achieved grade A\*-C in the subject by age 15.**



### English and mathematics skills (Table 3)

The 16-18 attainment of level 1 and 2 English and mathematics skills (GCSEs and other skills qualifications such as functional skills, basic skills, key skills and free standing maths qualifications) is mainly driven by entries into GCSEs. Therefore, the pattern of skills achievement is very similar to that of the GCSE only measures (as highlighted above).

### Institution type

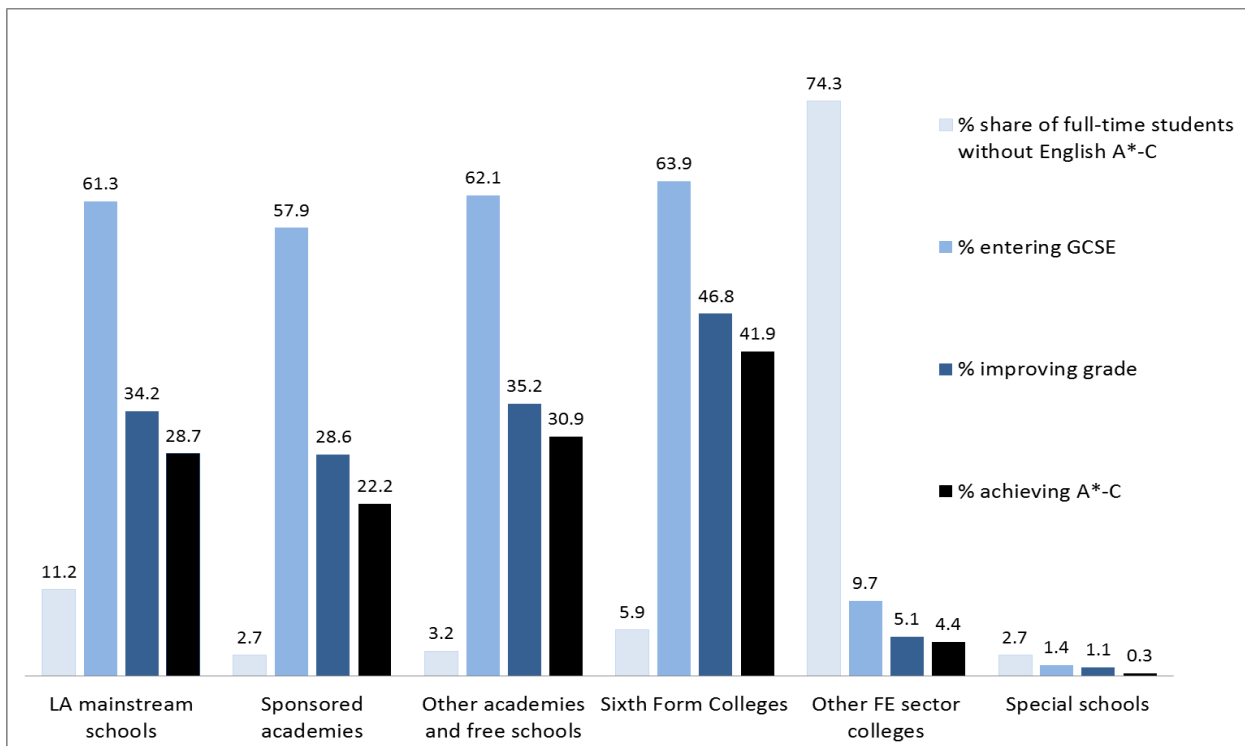
Around two thirds of all young people who did not achieve A\*-C in English or mathematics by age 15 participated in full-time education in 2011/12 (145,275 and 165,285 students for English and mathematics respectively). Many of these students (107,923 and 117,785 students for English and mathematics respectively) studied in specialist, tertiary or General FE colleges known as 'other FE colleges'.

Students in 'other FE colleges' were the least likely to go on and study English and mathematics, even those with the best chance of achieving A\*-C (those who had achieved grade D by age 15).

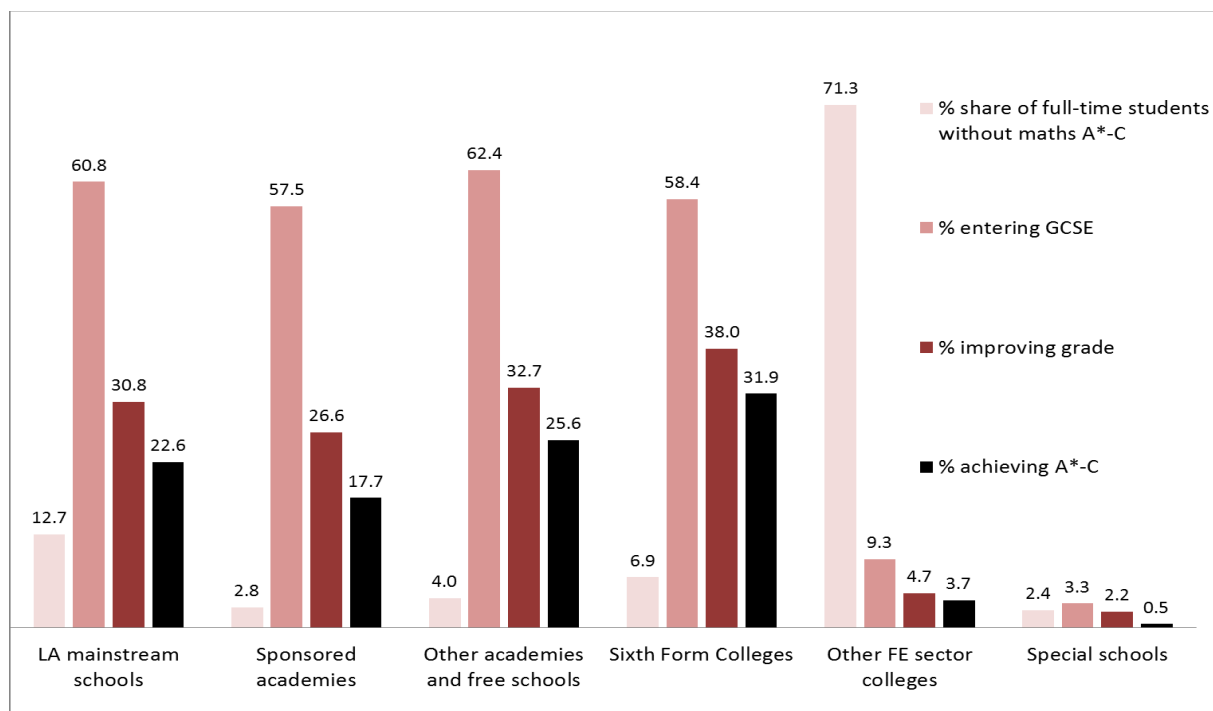
Full-time students in Sixth Form colleges were most likely to have attempted GCSEs in English (63.9 per cent). The rates of grade improvement and A\*-C achievement were the highest in Sixth Form colleges across all institution types in both English and mathematics (see charts 2 and 3).

For mathematics, students in mainstream schools were most likely to have entered the GCSE but had less success at grade improvement and A\*-C achievement than seen in Sixth Form Colleges.

**Chart 2 – GCSE English entries and achievements by full-time 16-18 year old students who did not achieve grade A\*-C by academic age 15 in 2009/10, by institution type.**



**Chart 3 – GCSE mathematics entries and achievements by full-time 16-18 year old students who did not achieve grade A\*-C by academic age 15 in 2009/10, by institution type.**



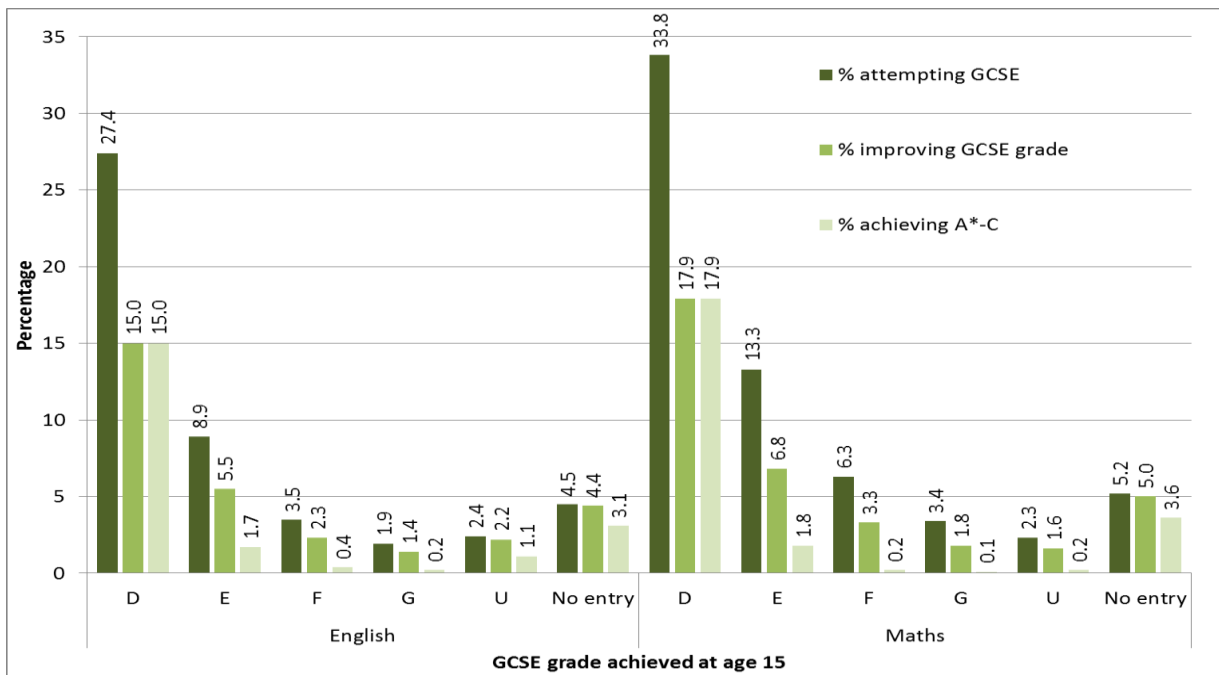
### GCSE progression

Table 4 shows the GCSE grades achieved by 16-18 year olds in English and mathematics by 2011/12 broken down by the grade achieved at academic age 15. Chart 4 summarises the percentage attempting GCSEs, the associated rates for grade improvement and A\*-C attainment.

This shows that students who attained higher grades in the D-G range (level 1) by academic age 15 were most likely to re-sit and improve their grades in these subjects aged 16-18:

- Of the students that attained a grade D in English, 27.4 per cent went on to take the subject again and 15.0 per cent achieved at least a grade C.
- Of the students that attained a grade D in mathematics, 33.8 per cent went on to take the subject again and 17.9 per cent achieved at least a grade C.

**Chart 4 – GCSE English and mathematics entries and achievements by 16-18 year olds by grade achieved at academic age 15.**



## TABLES

### National tables

- Table 1** Students who did not achieve A\*-C in GCSE English by age 15 in 2009/10, entries and subsequent pass-rates of 16-18 year olds by 2011/12 broken down by institution type.
- Table 2** Students who did not achieve A\*-C in GCSE mathematics by age 15 in 2009/10, entries and subsequent pass-rates of 16-18 year olds by 2011/12 broken down by institution type.
- Table 3** Students who did not achieve A\*-C in English and maths skills by age 15 in 2009/10, entries and subsequent pass-rates of 16-18 year olds by 2011/12 broken down by institution type.
- Table 4** Matrices of achievements in GCSE English and mathematics by 16-18 year olds who did not achieve a C grade or better by age 15 broken down by subject and grade 2011/12.
- Table 5** Matrices of achievements in English and mathematics by 16-18 year olds who did not achieve a C grade or better at GCSE by age 15 broken down by subject and level, 2011/12

### Additional tables

Supplementary tables showing figures at institution level are available from the website

- Table S1** Students who did not achieve A\*-C in GCSE English by age 15 in 2009/10, entries and subsequent pass-rates of 16-18 year olds by 2011/12 broken down by institution.
- Table S2** Students who did not achieve A\*-C in GCSE mathematics by age 15 in 2009/10, entries and subsequent pass-rates of 16-18 year olds by 2011/12 broken down by institution.
- Table S3** Students who did not achieve A\*-C in English and maths skills by age 15 in 2009/10, entries and subsequent pass-rates of 16-18 year olds by 2011/12 broken down by institution.

In order to improve data accessibility, underlying data will be published alongside this release on 10 October 2013. This will include national and institution-level numbers for those attempting and achieving English and maths at levels 1 and 2.

Additional information and underlying data will be published alongside this eSFR as part of the statistical series of releases covering 16-18 year old attainment

<https://www.gov.uk/government/organisations/department-for-education/series/statistics-attainment-at-19-years>

## EVALUATION OF METHODOLOGY AND DATA (by 6 December 2013)

In order for the Department to meet user needs it is essential that we capture feedback from those who access the data. One approach we use to obtain the views and opinions from our users is the Evaluation questionnaire.

This questionnaire provides the opportunity for our users to share their views on how this release has met their needs, how the measures and methodology set out in the technical note could be developed and what additional analysis might be incorporated into future releases. The link to the questionnaire is below. Please complete before 6 December 2013.

<http://www.surveymonkey.com/s/5C2QF5D>

## RELATED PUBLICATIONS

DfE: Attainment by young people in England measured using matched administrative data: by age 19 in 2012

<https://www.gov.uk/government/publications/attainment-by-young-people-in-england-measured-using-matched-administrative-data-by-age-19-in-2012>

DfE: Revised GCSE and equivalent results in England: academic year 2011 to 2012

<https://www.gov.uk/government/publications/revised-gcse-and-equivalent-results-in-england-academic-year-2011-to-2012>

## TECHNICAL NOTE

A detailed technical note is published alongside the SFR as part of the statistical series of releases covering 16-19 year old attainment

<https://www.gov.uk/government/organisations/department-for-education/series/statistics-attainment-at-19-years>

### Experimental statistics

This is the first publication of level 1 and 2 attainment rates in English and maths by 16-18 year olds that has been constructed to allow reporting of results in individual schools and colleges. These results are classified as experimental statistics as the data and methodology used are still being evaluated and remain subject to further testing in terms of their reliability and ability to meet customer needs. The results should be treated with caution as this is the first year for which such data has been produced.

### Cohort

In order to develop institution-level measures which are as consistent as possible with current 16-19 Performance Tables, a two-year reporting period has been used.

The measures in this eSFR report achievements in English and mathematics by the end of the 2011/12 academic year by young people who did not achieve grade A\*-C in these subjects at academic age 15 in 2009/10.

At national-level, all those at academic age 15 in 2009/10 who failed to achieve at least grade C in English or mathematics are included, with subsequent achievement by the end of 2011/12 being reported.

To be reported in institution-level measures, the student must have been recorded as participating in education at academic age 16 in 2010/11 and have been studying full-time at a maintained school or FE college during the 2010/11 to 2011/12 reporting period.



Those students recorded as not studying at academic age 16 but found to be in education at age 17 in 2011/12 are not reported at institution-level in this release. Achievements by these students will be reported in institutions at academic age 18 in the 2012/13 figures to allow for two years study. Any achievements by these pupils at academic age 17 are included in the 'deferred reporting' category in the national tables.

The next institution-level publication will therefore expand to include those who were academic age 15 in 2010/11 plus those who were academic age 15 in 2009/10 and deferred from reporting in this release.

The reference to age 18 in the 2011/12 '16-18 cohort' is the group of students aged 18 by the end of the 2011/12 academic year (ie aged 18 on 31/08/2012) as outlined in the table below.

The relationship between academic year, academic age and year group for the '18' in 2011/12 cohort

<b>Academic year</b>	<b>Academic age (years)</b>	<b>Year group</b>	<b>Age by end of academic year</b>
<b>2009/10</b>	15	11	16
<b>2010/11</b>	16	12	17
<b>2011/12</b>	17	13	18

### Data sources

For this publication, data from the matched administrative data (MAD) used to produce SFR13/2013: 'Level 2 And 3 Attainment By Young People In England Measured Using Matched Administrative Data: Attainment By Age 19 In 2012' has been used

<https://www.gov.uk/government/publications/attainment-by-young-people-in-england-measured-using-matched-administrative-data-by-age-19-in-2012>

Three administrative data sources used to compile the MAD have been used to determine English and maths achievement for 16-18 year olds, namely

- Schools Census covering English schools.
- Awarding Organisation data including that collected as part of the School and Colleges Performance Tables exercise.
- Individualised Learner Record (ILR) database covering participation and qualifications obtained in Further Education (FE) and Work-based Learning (WBL).

### Qualifications included

English and mathematics qualifications included in the experimental data are consistent with those recognised in the key stage 4 performance tables. They include the following (dependent on the measure):

- GCSEs (full-courses);
- Established iGCSEs;
- AS levels;
- Level 1 and 2 functional skills;
- Level 1, 2 and 3 Free Standing Mathematics Qualifications (FSMQs);
- Level 1 and 2 key skills and basic skills<sup>2</sup>;

<sup>2</sup> The new measures recognise attainment in all level 1 (the equivalent of grades D to G at GCSE) and 2 (the equivalent of grades A\* to C at GCSE) English and mathematic qualifications which are currently reported in the performance tables. In the future, following implementation of the 16-19 funding reforms, we would only recognise those qualifications in English and mathematics that are approved for funding. More

- Entry level qualifications (transition matrices only)

The key stage 4 National Curriculum requirement to take GCSEs in both English Literature and English Language does not apply to these statistics. Therefore, results in English Language GCSE will count as an English achievement if taken on its own.

### Allocation of students to schools and colleges

In some situations a student can be reported at more than one institution in the same period. In the majority of these cases a student is reported against a school or college where the highest volume of study was recorded. Where volume of study cannot separate institutions, other factors are taken into consideration such as at which institution English and maths GCSEs have been sat and achieved, different modes of study and academic years the student was present. More information is available in the detailed technical note.

### Institution types

Tables 1 to 3 of this publication contain a number of institution types. All institutions reported are state-funded and therefore no independents are included in the data:

*State funded mainstream schools* – includes all maintained mainstream schools including academies and free schools

*Local Authority mainstream schools* – includes all maintained mainstream schools excluding academies and free schools.

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

*Other academies and free schools* – includes converter academies (schools who have chosen through Governing Body Resolution and application to the Secretary of State for Education, to become an Academy under the Academies Act 2010) free schools (state-funded schools that have greater freedoms than local authority maintained schools. They are run by teachers and have freedom over the length of the school day and term, the curriculum and how they spend their money.

*Sixth Form Colleges* – 16-18 institutions which typically offer academic qualifications such as A levels or GCSEs.

*Other FE sector colleges* – these include General Further Education, Agriculture and horticulture, Art, design and performing arts, Specialist designated and Tertiary colleges

*Special schools* – these include community, foundation and non-maintained special schools.

## Suppression

For any institutions where the total number of students in the measure is fewer than 6, all data have been suppressed. In the national figures, all cells with fewer than 3 people have been suppressed and replaced by an 'x'. Where any number is shown as zero (0), the original figure was also zero.

## Symbols used

0 – zero

x – cell suppressed to protect confidentiality (national tables)

SUPP – cell suppressed to protect confidentiality (school and college tables)

'.' – Not applicable

## **ENQUIRIES**

Enquiries (non-media) or feedback about information contained in this release should be addressed to Schools Performance Data Unit, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT or email [Tables.PERF@education.gsi.gov.uk](mailto:Tables.PERF@education.gsi.gov.uk)

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