



Department  
for Education

## Statistical First Release

### Level 1 and 2 attainment in English and maths by students aged 16-18: academic year 2012/13

These are experimental statistics

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Internet	<a href="#">Statistics: 16-19 Attainment</a> and <a href="#">Statistics: GCSEs (key stage 4)</a>

Of the students not achieving grades A\* to C by the end of key stage 4 (KS4):

English		Maths
<b>6.5%</b>	Achieved GCSE A* to C at 16-18	<b>7.0%</b>
<b>16.7%</b>	Achieved a qualification at level 1 (not GCSE)	<b>15.9%</b>
<b>13.7%</b>	Achieved a qualification at entry level	<b>14.8%</b>
<b>47.6%</b>	Did not achieve any English and/or maths qualification	<b>47.4%</b>

Large proportion did not take English and/or maths

Nearly half of the students leaving KS4 without A\*-C in GCSE English and/or maths did not enter any further qualifications in these subjects at age 16-18; 7.6% and 6.9%, respectively, did not go on to participate in 16-18 education (table 1 and 3).

Achievement of GCSE grades A\*-C was low

The majority that entered for English and/or maths at age 16-18 achieved a level 1 or entry level qualification. Only 15.8% and 15.0%, respectively, achieved a higher level of learning than they did previously (table 2 and 4).

Minority improved their GCSE grade

Only 7.9% and 9.3% of students who did not achieve A\*-C in English and maths by the end of KS4, respectively, went on to improve their GCSE grade at age 16-18 (table 6 and 7).

## 1. Introduction

This experimental Statistical First Release (eSFR) provides information on the English and maths qualifications entered and achieved by students aged 16-18 who did not achieve a GCSE grade A\* to C by the end of KS4. National figures provide information on all students who did not achieve A\* to C by the end of KS4, including those identified as part-time and work-based learners. Institution breakdowns only include full-time students in schools and colleges normally reported in 16-18 performance tables. Please see the technical note published alongside this release for more information on the coverage of students and qualifications included.

### **Experimental Statistics: Improving the methodology**

These statistics are published as experimental and do not display the National Statistics logo. Amendments have been made on last year's methodology to improve data quality and coverage (see technical note for further information). For this reason these statistics are not comparable to last year's experimental release. To enable a comparison over time, last year's data has been re-run on this year's methodology. These statistics are published alongside this release.

## 2. Background and context

The Government introduced 16-19 study programmes in August 2013, following Professor Alison Wolf's [Review of Vocational Education](#) in 2011. A core principle of 16-19 study programmes is that students who have not achieved a GCSE grade A\* to C by the end of KS4 in English and/or maths must continue to work towards achieving these qualifications, or an approved 'stepping stone' towards GCSE. From August 2014 this became a condition of student places being funded by the Education Funding Agency (EFA). The Government also recently [announced](#) a tightening of the funding condition from 2015/16. This requires all full-time students (excluding those on a traineeship) enrolling on a 16 to 19 study programme with a grade D in English and/or maths to be enrolled on GCSE courses.

These experimental statistics are produced as an interim indication of entries and attainment in these qualifications at 16-18 at national, school and college level. The Government's response to the [16-19 accountability consultation](#) announced that from 2016 (published in performance tables in January 2017) a level 2 English and maths progress measure will form one of the headline performance table measures.

Please note when using the experimental statistics from this publication that the qualifications included will differ from those included in the new measure from 2016. The new English and maths progress measure will only count the GCSEs and approved stepping stone qualifications [eligible](#) as part of the condition of funding. In addition, the treatment of stepping stone qualifications relating to student progression may not follow the hierarchy of achievement used in this release. Further details on how the new English and maths progress measure will be calculated will be included in '16-19 Accountability Headline Measures Technical Guidance' due to be released in autumn 2014.

**Definitions:**

**16-18:** refers to a student's academic age (at the beginning of the academic year) therefore includes the age range 16 to 19.

**Higher/same/lower level of learning:** refers to a hierarchy of achievement described below. Please bear in mind when reading this eSFR that achievement of other level 1 qualifications will result in a lower level of learning if the student has already achieved a GCSE at grades D to G.

Ranking:		Qualification	Level
Highest	1	GCSE A*-C	Level 2
↓	2	Other level 2 qualifications	Level 2
	3	GCSE D-G	Level 1
	4	Other level 1 qualifications	Level 1
Lowest	5	Entry level qualifications	Entry level

### 3. Entries and attainment (Tables 1-4)

Nearly half of students who did not achieve A\* to C in GCSE English and/or maths by the end of KS4 in 2010/11 did not enter for any English or maths qualifications at 16-18.

Of those that did achieve English and/or maths qualifications at 16-18, nearly a third achieved a lower level of learning. Only 6.5% went on to achieve an A\* to C in English and 7.0% in maths.

Figure 1: Highest<sup>1</sup> entry and attainment in English and maths by 16-18 students, 2012/13

	English	Maths
<b>Number of students</b> (not achieving grades A* to C by end of KS4)	<b>188,365</b>	<b>211,171</b>
Did not participate in 16-18 education (%)	7.6	6.9
<b>Entries (%) at 16-18</b> (of those not achieving A*-C by end of KS4)		
GCSE	17.2	17.9
Other qualifications at level 2	5.8	5.5
Other qualifications at level 1	17.3	16.3
Entry level	13.5	14.3
Did not enter	46.1	46.1
<b>Attainment (%) at 16-18</b> (of those not achieving A*-C by end of KS4)		
GCSE (A* to C)	6.5	7.0
Other qualifications at level 2	6.0	5.0
GCSE (D to G)	9.4	9.9
Other qualifications at level 1	16.7	15.9
Entry level	13.7	14.8
Did not achieve	47.6	47.4
Achieved higher level of learning (%)	15.8	15.0
Achieved same level of learning (%)	9.2	9.9
Achieved lower level of learning (%)	27.4	27.8

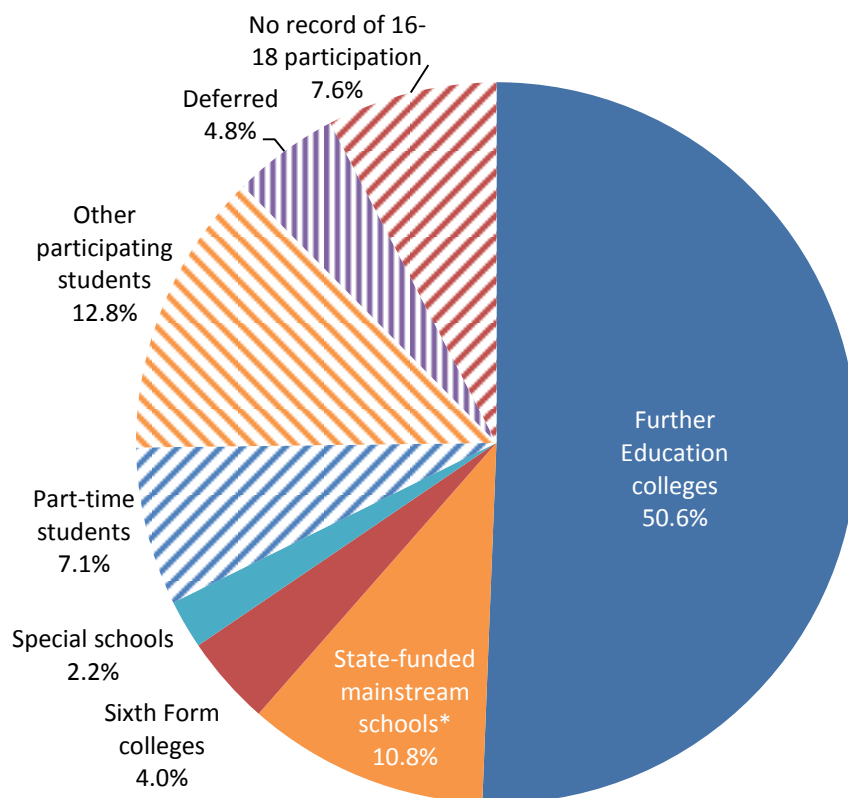
<sup>1</sup> Please note the highest level of entry may be different to the highest level of attainment i.e. highest entry could be a GCSE but highest attainment could be a qualification at level 2 (other than a GCSE).

## 4. Institution types (Tables 1-4)

Just over half of students who did not achieve A\* to C in GCSE English and/or maths by the end of KS4 went on to attend a FE college at 16-18.

Chart 1: 16-18 place of study for students who did not achieve A\* to C in GCSE English, 2012/13

*A very similar distribution is seen for maths.*



\* Includes local authority mainstream schools, academies and free schools.

### English by institution type

FE colleges entered a minority of students for the English GCSE

State-funded mainstream schools and sixth form colleges entered around two-thirds (~66%) of their students who did not achieve A\* to C for the English GCSE at 16-18. This is in contrast to FE colleges that enter just over one-tenth (12.4%) of their students. However, the majority (50.6%) of students without A\* to C by the end of KS4 went on to attend a FE college compared to 10.8% who went on to attend state-funded mainstream schools and 4.0% who went on to attend sixth form colleges (table 1).

Highest achievement of A\* to C at sixth form colleges

Although state-funded mainstream schools and sixth form colleges entered a relatively high proportion of their students for GCSE English, their success was varied. Sixth form colleges had the highest proportion of their students achieving A\* to C (35.0%), compared to state-funded mainstream schools that got around one quarter (24.9%) to this standard (table 2).

Higher proportion achieved level 1 and entry level qualifications at FE colleges

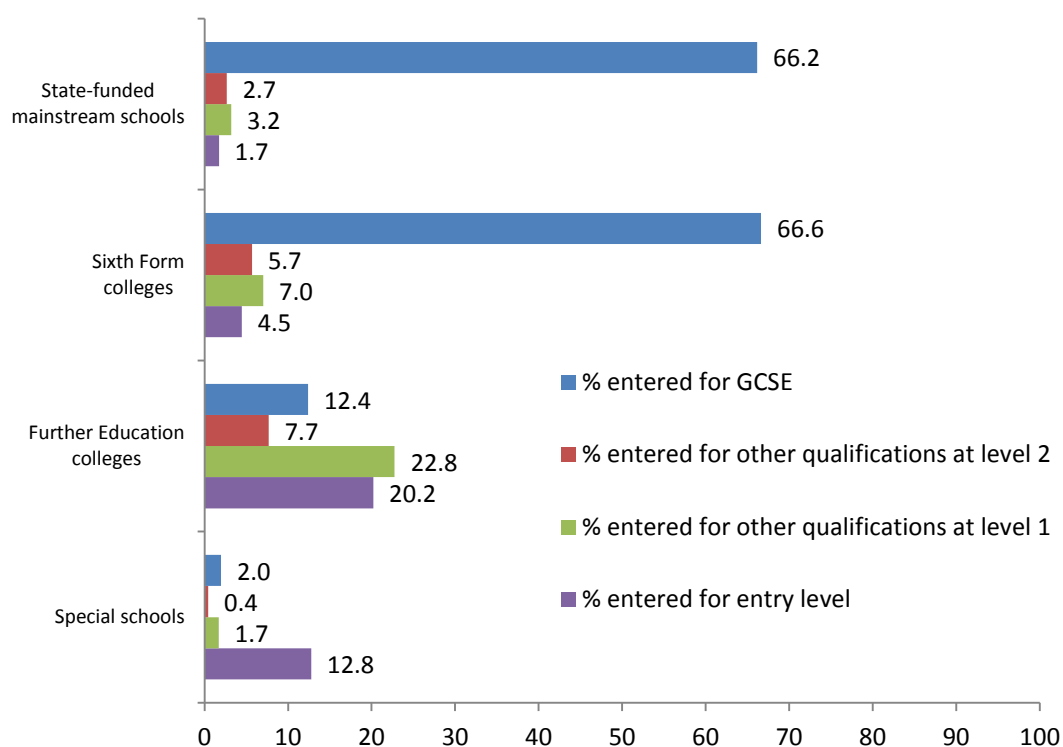
Over one third of students at FE colleges achieved a lower level of learning at 16-18; a high proportion achieved entry level and qualifications at level 1 (other than GCSE D-G) (table 2).

While special schools entered the majority of their students for English entry level qualifications, most achieved a higher level of learning at 16-18 (table 1 and 2).

### English entries by institution type

State-funded mainstream schools and sixth form colleges entered the majority of their students for the GCSE at 16-18. Further Education (FE) colleges entered a higher proportion of their students for English qualifications at entry level and level 1 compared to the GCSE and other level 2 qualifications.

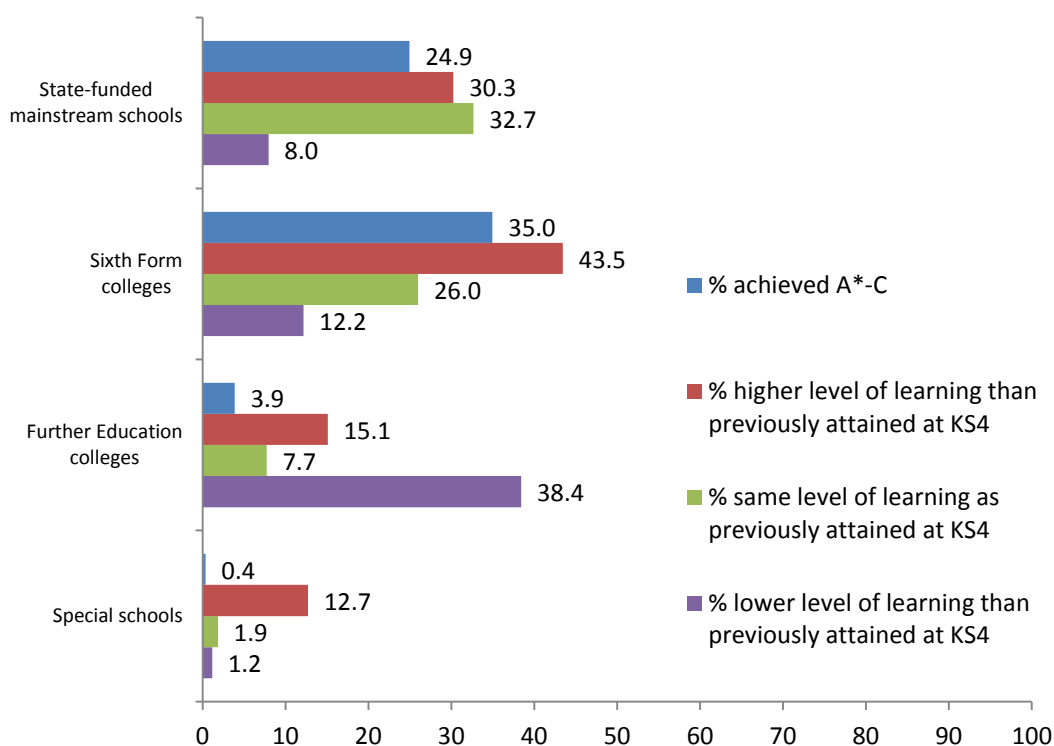
Chart 2: Highest English entry by 16-18 students who did not achieve A\* to C by end of KS4, by institution type, 2012/13



### English attainment by institution type

Sixth form colleges had the highest proportion of students achieving grades A\* to C in English at 16-18 compared to other institution types. The majority of students at FE colleges achieved a lower level of learning than they did previously. This is likely to be due to the majority of their students being entered for and achieving English qualifications at entry level and level 1 when they have already achieved a GCSE at grades D to G.

Chart 3: Highest English attainment by 16-18 students who did not achieve A\* to C by end of KS4, by institution type, 2012/13



### Maths by institution type

FE colleges entered a minority of students for the maths GCSE

State-funded mainstream schools entered the highest proportion (65.9%) of their students for the maths GCSE at 16-18. Sixth form colleges entered 56.5%. This is in contrast to FE colleges that entered just over one-tenth (10.9%). However, the majority (50.1%) of students without A\* to C by the end of KS4 went on to attend a FE college compared to 13.0% who went on to attend state-funded mainstream schools and 4.7% who went on to attend sixth form colleges (table 3).

Highest achievement of A\* to C at sixth form colleges

Although state-funded mainstream schools and sixth form colleges entered a relatively high proportion of their students for GCSE maths, their success was varied. Sixth form colleges had the highest proportion of their students achieving A\* to C (30.4%), compared to state-funded mainstream schools that got around one quarter (23.4%) to this standard (table 4).

Higher proportion achieved level 1 and entry level qualifications at FE colleges

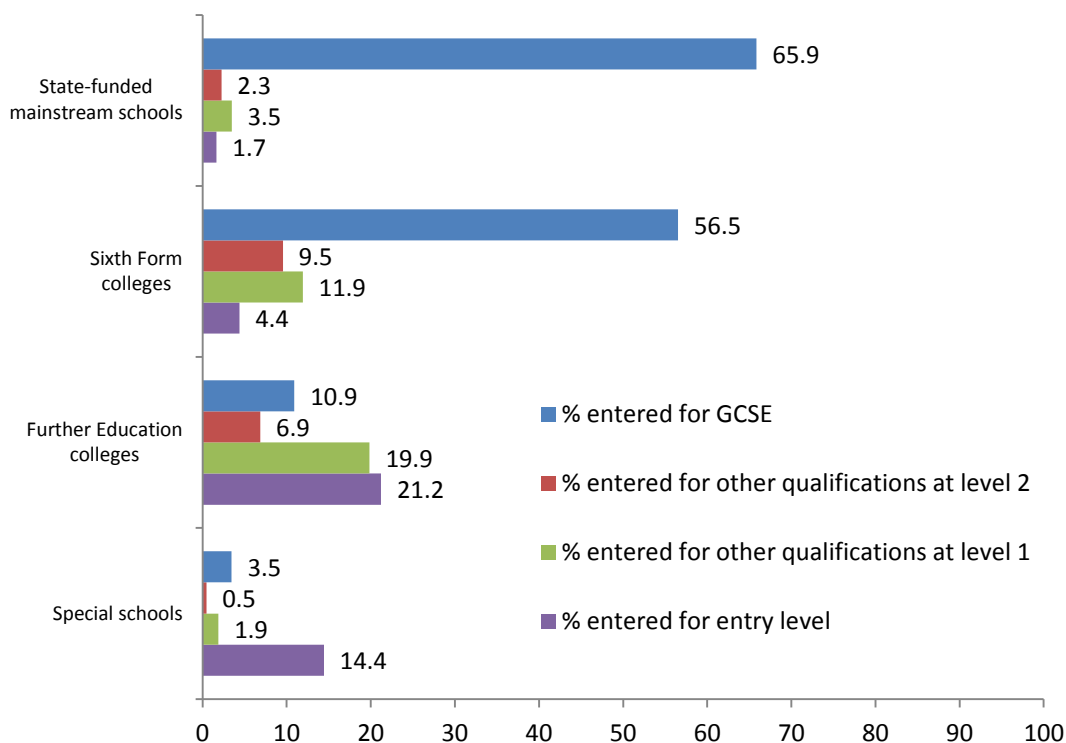
Over one third of students at FE colleges achieved a lower level of learning at 16-18; a high proportion achieved entry level and qualifications at level 1 (other than GCSE D-G) (table 4).

While special schools entered the majority of their students for maths entry level qualifications, most achieved a higher level of learning at 16-18 (table 3 and 4).

### Maths entries by institution type

Overall, a similar pattern in entries was seen in maths as in English. However, while state-funded mainstream schools entered a similar proportion of their students for the maths GCSE as the English GCSE, sixth form colleges entered a lower proportion of students for the maths GCSE compared to the English GCSE.

Chart 4: Highest maths entry by 16-18 students who did not achieve A\* to C by end of KS4, by institution type, 2012/13

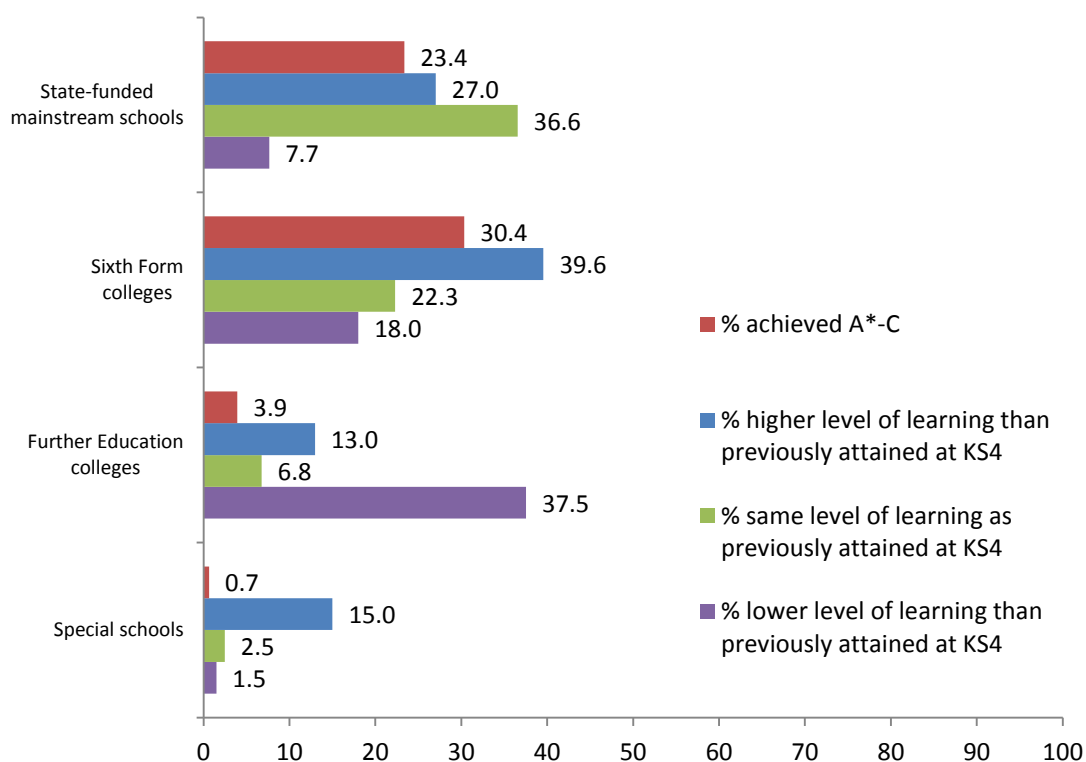


### Maths attainment by institution type

Overall, a similar pattern in attainment is seen in maths as in English. However, a lower proportion of students achieved a higher level of learning in maths compared to English across all institution types with the exception of special schools.



Chart 5: Highest maths attainment by 16-18 students who did not achieve A\* to C by end of KS4, by institution type, 2012/13



## 5. Progress (Tables 5-7)

For the purposes of assessing progress (student achievement since the end of KS4), table 5 shows a matrix of achievement. It categorises qualifications into levels of learning to show where there has been improvement from, for example, achievement of an entry level qualification by the end of KS4 to a level 2 qualification at 16-18. As mentioned on page 2, this approach is likely to be different to the English and maths progress measure that will form part of the headline measures in 16-18 performance tables from 2016.

The majority of English (76.7%) and maths (80.5%) students who did not achieve A\* to C by the end of KS4 had achieved GCSE grades D to G rather than other types of qualifications (see table 5 for progression in other qualifications types). Of these students, higher proportions achieved qualifications at level 1 and entry level compared to qualifications at level 2.

Figure 2: Highest attainment in English and maths by 16-18 students who achieved grades D to G by the end of KS4, 2012/13

	English	Maths
<b>Attainment (%) at 16-18</b>		
<i>(of those achieving D-G by end of KS4)</i>		
GCSE (A* to C)	7.0	7.4
Other qualifications at level 2	6.8	5.5
GCSE (D to G)	10.6	11.2
Other qualifications at level 1	18.9	17.6
Entry level	13.2	14.0
Did not enter	43.4	44.3

Tables 6 and 7 are matrices of entries and achievements that look specifically at GCSE grades achieved by the end of KS4 and grades subsequently achieved at 16 to 18. As mentioned on page 2, from August 2015 it will become a condition of student places being funded that students who achieved a GCSE grade D by the end of KS4 will have to study towards the GCSE qualification at 16-18.

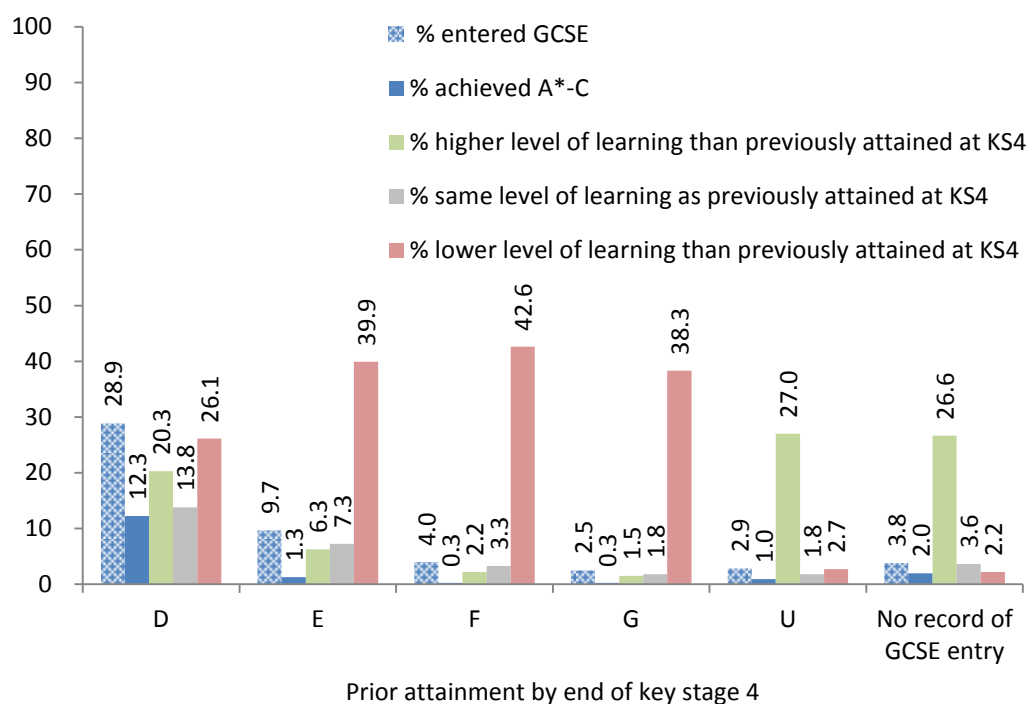
Minority improved their GCSE grade	Only 7.9% and 9.3% of students who did not achieve A*-C in English and maths, respectively, went on to improve their GCSE grade at 16-18.
Students with D grades more likely to enter the GCSE at 16-18	Students with D grades were almost three times more likely to enter the GCSE than those with E grades. 28.9% of those with a D grade in English and 36.1% of those with a D grade in maths entered the GCSE.
Students with D grades more likely to achieve A*-C	When D grade students went on to enter the GCSE, 42.5% achieved grades A*-C in English and 50.7% achieved grades A*-C in maths. This drops to 13.5% and 12.6% for English and maths respectively, for students with an E grade.
Student with grades below a D likely to achieve a lower level of learning at 16-18	The majority of students with E, F and G grades achieved qualifications at level 1 (other than the GCSE) and entry level at 16-18. For grades E and F a slightly higher proportion of English entries achieved a lower level of learning compared to maths but for grade G a higher proportion of maths entries achieve a lower level of learning.

In addition to the institution tables provided in the last experimental release, this year additional institution tables have been provided for students that previously achieved a grade D by the end of KS4. Institution breakdowns for the remaining grades have not been provided due to the small numbers that go on to take English and/or maths qualifications and the high proportion that would therefore be suppressed.

### English progression

As a student's prior attainment goes down they are less likely to enter for the English GCSE (except for those failing or without a record of a GCSE). A similar proportion of students with grades E, F and G go on to achieve English qualifications at a lower level of learning at 16-18.

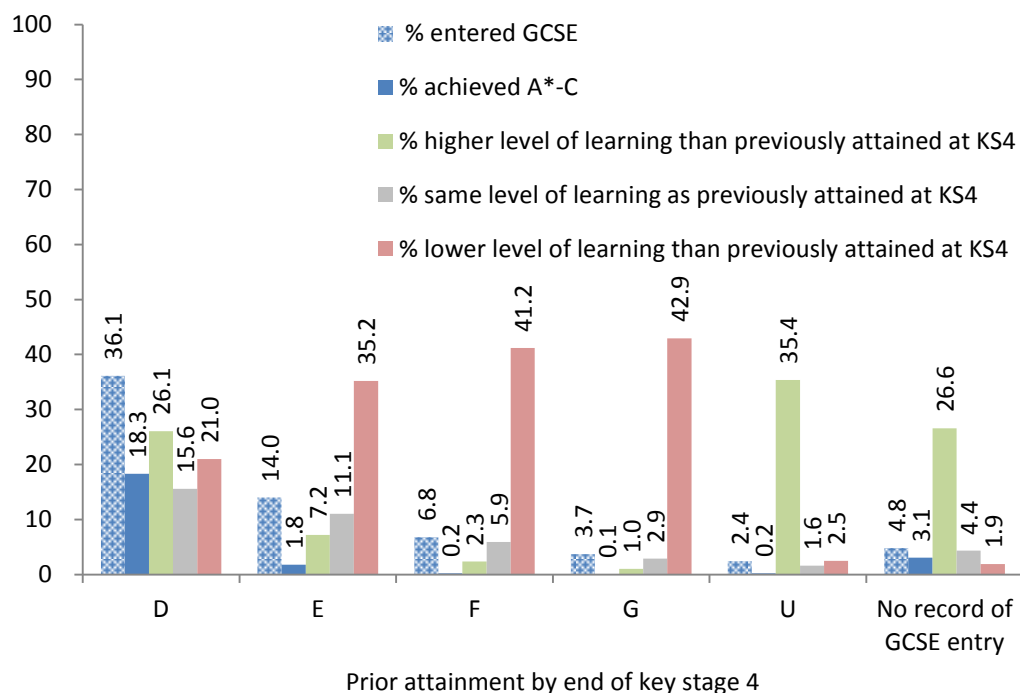
Chart 6: Highest entry and attainment in English by 16-18 students, by GCSE grade achieved by the end of KS4, 2012/13



### Maths progression

As a student's prior attainment goes down they are less likely to enter for the maths GCSE (except for those without a record of a GCSE). In addition, as prior attainment goes down, students are more likely to go on to achieve maths qualifications at a lower level of learning at 16-18 (except for those failing or without a record of a GCSE).

Chart 7: Highest entry and attainment in maths by 16-18 students, by GCSE grade achieved by the end of KS4, 2012/13



## 6. Comparisons to 2011/12

As mentioned on page 2, due to the change in the methodology this year, these statistics should not be compared to last year's experimental release. Therefore, national and institution tables for 2011/12 based on the methodology used in this eSFR have been published alongside this release.

As more students achieved grades A\* to C in their English and maths GCSEs in 2010/11 (when the students in this release were at the end of KS4) compared to 2009/10, the number of students included in 2012/13 is lower than in 2011/12.

### English comparisons to 2011/12 data:

More students entered for GCSE English across institution types...	Most notable increase for state-funded mainstream schools that increased the proportion of their students entering GCSE English from 60.3% in 2011/12 to 66.2% in 2012/13.
..fewer achieved grades A*-C	Although more students entered GCSE English in 2012/13, the proportion that achieved grades A*-C decreased from 8.1% in 2011/12 to 6.5% and the proportion that achieved grades D-G increased from 7.2% to 9.4%.
Overall stability in students studying English qualifications	The proportion of students entering any English qualification has increased marginally from 53.4% in 2011/12 to 53.9% in 2012/13.

### Maths comparisons to 2011/12 data:

State-funded mainstream schools entered more students for GCSE maths...	From 60.2% in 2011/12 to 65.9% in 2012/13, in contrast to sixth form colleges that entered a lower proportion in 2012/13 and FE colleges that entered the same proportion.
...and achieved a similar proportion of grades A*-C	While state-funded mainstream schools maintained the proportion of their students getting grades A*-C, the proportion of students achieving these grades in sixth form and FE colleges decreased in 2012/13.
Overall stability in students studying maths qualifications	The proportion of students entering any maths qualification has increased marginally from 53.5% in 2011/12 to 53.9% in 2012/13.

Although these findings show that between 2011/12 and 2012/13 there have been some increases in the proportion of students entering the GCSE, these have been small, and overall, shows stability. This is likely to be because the Government reforms to 16-19 study programmes, as mentioned on page 2, did not commence until August 2013.

## User Engagement

In the 2011/12 release, users were invited to complete a short survey to feedback on the experimental release and methodology. There were 42 responses and feedback centred on a few themes: presentation of statistics in tables and charts, the use of attainment measures, confusion relating to transition matrices, and unclear technical notes.

- *Presentation of statistics in tables and charts:* tabs in spreadsheets have been labelled to reflect what is contained in the table; tables have been re-designed to make column headings easier to read.
- *The use of attainment measures:* similar to feedback in the 16-19 accountability consultation, there were concerns that attainment measures do not show how much progress a provider makes with a student. This release includes additional information on those achieving a higher level of learning which is based on prior attainment, so will highlight progress even if the student hasn't achieved A\* to C. In addition, the Government's response to the consultation announced that from 2016, there will be a GCSE English and maths measure based on a value-added methodology (see page 2).
- There was also feedback on the presentation of these qualifications over the typical two-year study period, and whether annual figures would be a more useful tool. While we will continue to report on students at the end of their 16-18 studies, it is an issue that is being considered as part of the development of the new headline measure and more detail will be available in technical guidance due to be published in autumn 2014.
- *Confusion relating to transition matrices:* there was an inconsistent naming of the matrix tables in last year's release which is likely to have caused the confusion. This release has consistently referred to matrices of achievements so this should be clearer.
- *Unclear technical notes:* the technical notes have been revised to improve the structure and flow.

Please use the contact details under section 9 if you have any further feedback or comments on this eSFR and accompanying data tables.

### What else has changed from the previous experimental statistics?

As mentioned on page 2, this is an experimental release and as such we have sought to improve on last year's methodology. The key changes to the methodology are (see technical note for further information):

- **Student coverage:** These statistics more accurately identify pupils at the end of KS4 instead of using students at academic age 15 which was used as a proxy.
- **Qualification coverage:** The English and maths qualifications included in this release has been reviewed and revised to more accurately reflect what counts as achievement.
- **Allocation of results:** students already published in the 2013 16-18 performance tables have been published here against the same institution.

## 7. List of tables

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

### National tables

- 1 Entries in GCSE English and other English qualifications by 16-18 students who did not achieve a grade A\* to C by end of KS4, by institution type, 2012/13
- 2 Achievements in GCSE English and other English qualifications by 16-18 students who did not achieve a grade A\* to C by end of KS4, by institution type, 2012/13
- 3 Entries in GCSE maths and other maths qualifications by 16-18 students who did not achieve a grade A\* to C by end of KS4, by institution type, 2012/13
- 4 Achievements in GCSE maths and other maths qualifications by 16-18 students who did not achieve a grade A\* to C by end of KS4, by institution type, 2012/13
- 5 Matrices of achievements in English and maths by 16-18 students who did not achieve a grade A\* to C by end of KS4, by subject and level of achievement, 2012/13
- 6 Matrices of entries and achievements in GCSE English and other English qualifications by 16-18 students who did not achieve a grade A\* to C by end of KS4, by GCSE grade, 2012/13
- 7 Matrices of entries and achievements in GCSE maths and other maths qualifications by 16-18 students who did not achieve a grade A\* to C by end of KS4, by GCSE grade, 2012/13

### Institution tables

- 1 Institution breakdown of entries and achievements including level of learning in GCSE English and other English qualifications by 16-18 students who did not achieve A\*-C by end of KS4, 2012/13
- 2 Institution breakdown of entries and achievements including level of learning in GCSE English and other English qualifications by 16-18 students who achieved a grade D by end of KS4, 2012/13
- 3 Institution breakdown of entries and achievements including level of learning in GCSE maths and other maths qualifications by 16-18 students who did not achieve A\*-C by end of KS4, 2012/13
- 4 Institution breakdown of entries and achievements including level of learning in GCSE maths and other maths qualifications by 16-18 students who achieved a grade D by end of KS4, 2012/13

When reviewing the tables, please note the following:

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.
so we suppress some figures,	For national tables, values of 1 or 2 have been suppressed and secondary suppression has been applied.  For the institution tables, percentages based on fewer than 6 students have been suppressed.
adopt symbols to help identify this	x publication of that figure at national level could be disclosive SUPP where school and college outcomes have been suppressed

## 8. Want more?

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Attainment at key stage 4 (KS4)      SFR01/2014: [GCSE and equivalent results in England, 2012 to 2013 \(revised\)](#)

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Level 3 attainment at 16-18      SFR02/2014: [A level and other level 3 results: academic year 2012 to 2013 \(revised\)](#)

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Level 2 and 3 attainment at 16-18      SFR10/2014: [Level 2 and 3 attainment by young people aged 19 in 2013](#)

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Performance Tables      2013: <http://www.education.gov.uk/schools/performance/>

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## 9. Got a query? Like to give feedback?

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