Department for Education

A level and other level 3 results in England, 2014/2015 (provisional)

About this release

This statistical first release (SFR) provides provisional 2015 overall level 3 results for students in schools and colleges in England. Figures are provided at national, regional and local authority level.

In addition it provides these results separately for A level, academic and vocational cohorts.

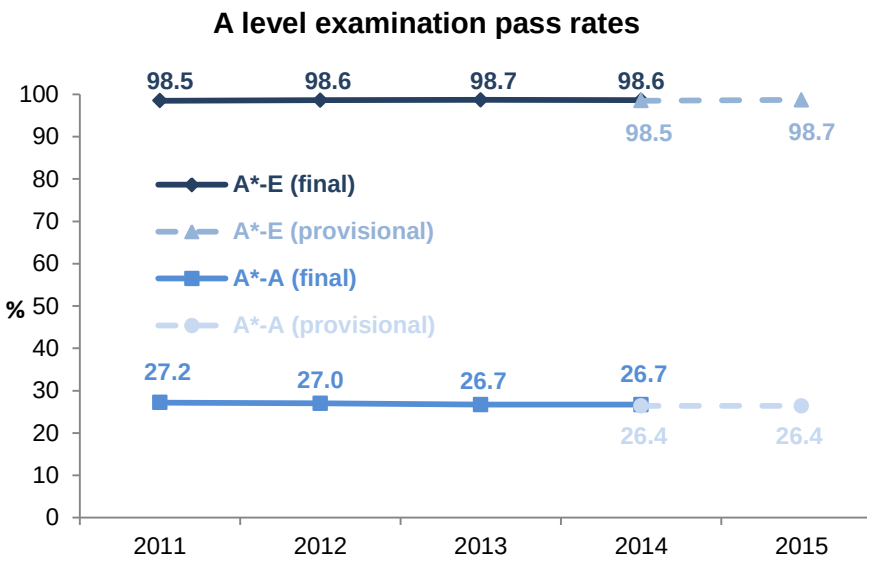
The range of qualifications reported in this SFR covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000).

This publication compares results for 2015 to provisional results from 2014 to take account of the normal change in results between provisional and revised data. All other years show final results unless otherwise stated. More information can be found in the Statement from the DfE's Head of Profession for Statistics.

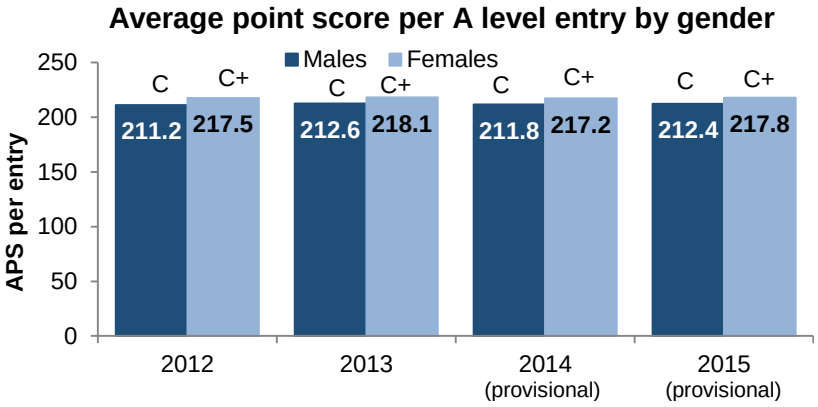
A level examination pass rates remain relatively stable

The A level exam pass rate has increased by 0.2 percentage points since last year to 98.7 per cent.

The percentage of exams awarded top A* and A grades has fallen gradually since 2011.



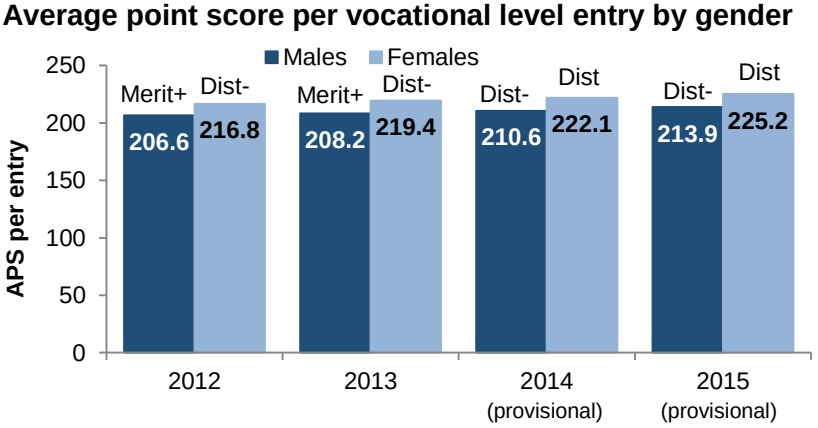
A level cohort attainment remains stable at C+ per entry for female students and C for males



A level cohort attainment is relatively stable.

The average point score (APS) per A level entry for female students remains higher than that for males.

Vocational cohort attainment remains stable at Distinction per entry for female students and Distinction- for males



The APS per vocational entry continues to improve for both male and female students.

APS per vocational entry remains higher for females.

Dist: Distinction

Contents

Note on provisional results

The provisional statistics in this release are based on the results data that awarding organisations supply to the department by August 2015. This includes the vast majority of all student results; however it does not include the small proportion of amendments that awarding organisations, schools or colleges may submit to the department after August. These amendments will be incorporated into the revised Statistical First Release (SFR), due to be published in January 2016.

Between provisional and revised SFRs there is usually a slight increase in the key national statistics as a result of these amendments. As such, users should be aware that the statistics in this release may follow a similar pattern in January 2016.

As context, compare the following headline statistics for the 2013/14 provisional and revised results:

The A level A*-E exam pass rate increased by 0.1 percentage points between the 2013/14 provisional and revised results, from 98.5 percent to 98.6 per cent

The A level A*-A attainment exam pass rate increased by 0.3 percentage points between the 2013/14 provisional and revised results, from 26.4 percent to 26.7 per cent.

In this publication

The following excel files are published alongside the SFR text:

• national tables (excel .xls)

• local authority tables (excel .xls)

• time series tables (excel .xls)

• local authority maps (pdf)

A full list of the tables include in these files is shown on page 13.

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

Feedback

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

1. Level 3 participation

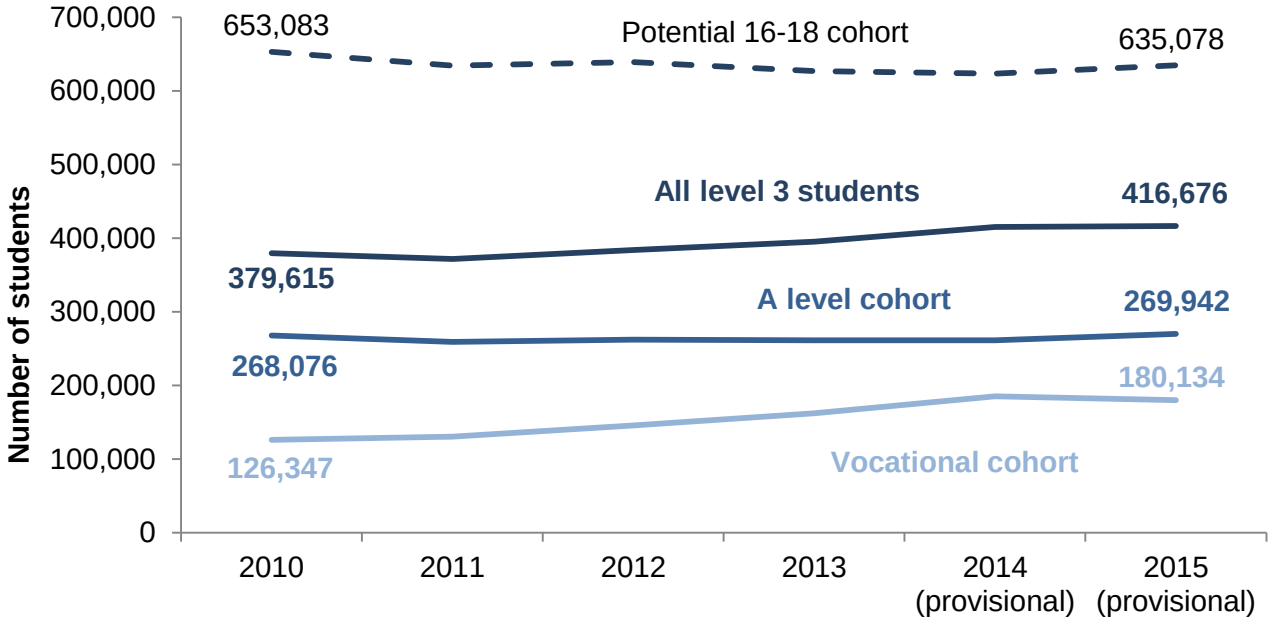
Level 3 students

There has been a continued rise in the total number of students completing advanced level study. In 2015, 416,676 students entered at least one substantial level 3 qualification and completed their studies, a rise of 0.3 per cent since last year and 9.8 per cent since 2010.

Until this year the recent rise in level 3 participation had been sustained by an increase in the number of vocational students, whereas partcipation in A levels remained relatively stable. This year, however, there has been a fall in the vocational cohort, down 2.7 percent on 2014, and an increase in the A level cohort, up 3.3 per on last year.

The potential 16-18 cohort shown in figure 1 is the number of students who completed key stage 4 two years previously. The increase in level 3 participation is not due to a rise in the potential level 3 cohort, the proportion of the cohort participating has increased from 58.1 per cent (379,615 out of 653,083 students) in 2010 to 65.6 per cent (416,676 out of 635,078 students) in 2015.

Figure 1: Level 3 students by cohort[1]
England, 2010 to 2015



Source: 16-18 attainment data

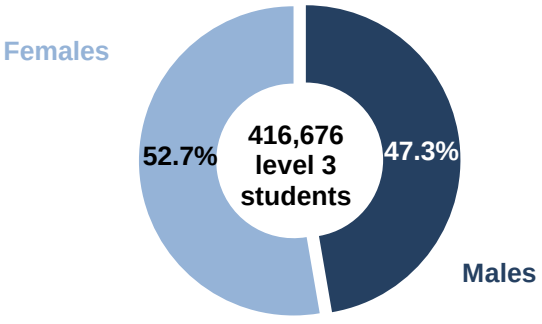
1. All the A level cohort figures shown in figure 1 are based on the methodology introduced in the 2013 performance tables. Therefore, figures for earlier years may not match those shown in table 1b.

Level 3 students by gender

More female students participate in level 3 study than males.

In 2015, 52.7 per cent of the level 3 cohort was female, a ratio which has dropped only slightly from 53.1 per cent 2010.

Figure 2: Level 3 students by gender, 2015



Source: 16-18 attainment data

2. Attainment by cohort

The department publishes results for the A level, academic and vocational cohorts of students. These attainment measures show the results that students achieved by the end of advanced level study. They take into account any results achieved in both the final year of study and the year prior to this. To be included in a cohort a student must have been aged 16 to 18 at the start of the reporting year (eg 31 August 2014) and have entered for at least one substantial qualification in one or more of the qualification types. A substantial qualification is defined as at least the size of an A level, ie 180 guided learning hours per year. Depending on the qualifications taken, a student may be included in one or more cohort.

Since similar trends in attainment are seen in the A level and academic cohort (the overwhelming majority of academic students take A level programmes) information for the A level and vocational cohorts only is shown here. The academic cohort includes students entered for A level and AS levels (A level cohort students). In addition it includes students entered for Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Mathematics and Extended Project (Diploma) qualifications. For more information on academic attainment please see table 1d.

Performance measures across A level and vocational qualifications should not be compared since vocational students take fewer qualifications and there are differences in grading structures between qualification types.

A level cohort

To be included in the A level cohort a student needs to have been entered for at least one A level or applied A level in the reporting year. The A level cohort covers A and AS level, and applied A and AS levels qualifications.

Average point score per entry

The average point score (APS) per entry is one of the main headline measures for the 16-18 performance tables. From 2016 onwards, this will become the only APS measure as the department will no longer publish any 'per student' measures. APS per entry gives an indication of the average result achieved per qualification taken and provides a comparison of achievement over time, regardless of the volume of qualifications taken.

The APS per A level entry has been relatively stable for the past six years and has fluctuated between a C and C+ over this time. The APS per entry for both male and female students increased slightly compared to last year. The gender gap therefore remains, with male students achieving a grade C on average and females achieving a grade C+.

Figure 3: APS per entry[1] for the A level cohort by gender (Table 1d)
England, 2010 to 2015

		2010 (final)	2011 (final)	2012 (final)	2013 (final)	2014[2] (provisional)	2015 (provisional)
Male	Cohort size	123,327	118,564	119,233	118,165	117,602	120,168
	APS	209.7 (C)	211.8 (C)	211.2 (C)	212.6 (C)	211.8 (C)	212.4 (C)
Female	Cohort size	144,749	140,753	143,157	143,303	143,720	149,774
	APS	216.2 (C+)	217.8 (C+)	217.5 (C+)	218.1 (C+)	217.2 (C+)	217.8 (C+)
Total	Cohort size	268,076	259,317	262,390	261,468	261,322	269,942
	APS	213.2 (C)	215.1 (C+)	214.7 (C)	215.6 (C+)	214.8 (C)	215.4 (C+)

Source: 16-18 attainment data

1. APS per entry expressed as a grade is shown in brackets.

2. Differences between provisional and final APS per entry figures are relatively small. Final 2014 APS per entry figures for males, females and all students are 212.6 (C), 217.9 (C+) and 215.5 (C+) respectively.

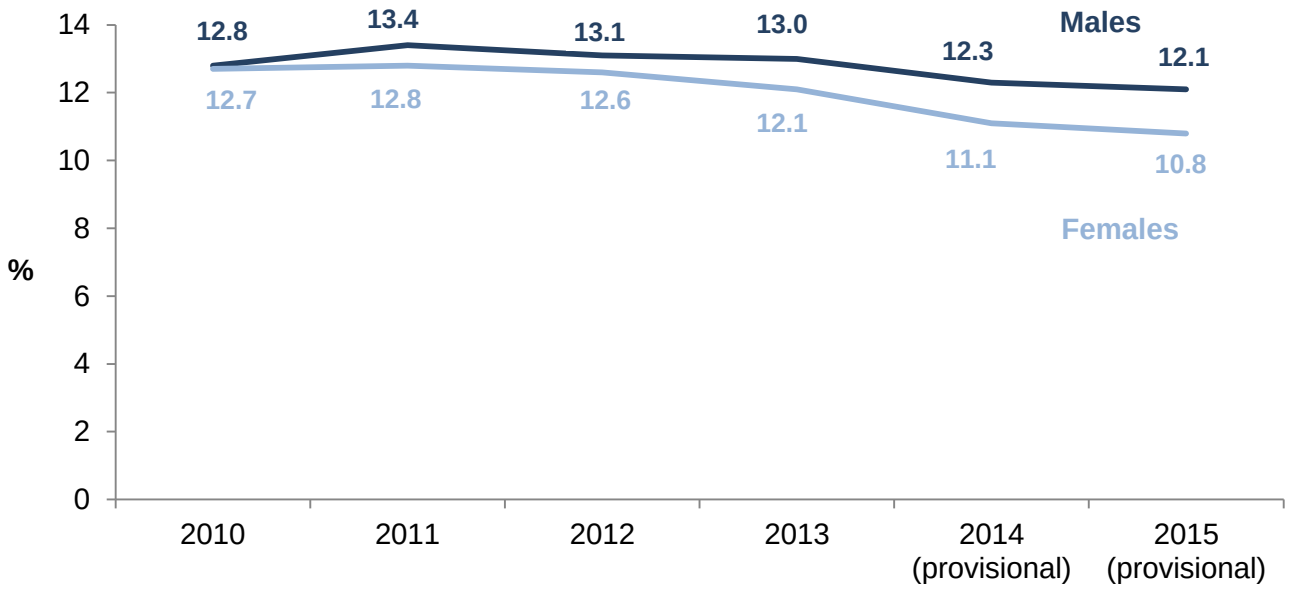
Note: All the A level cohort figures shown in figure 3 are based on the methodology introduced in the 2013 performance tables. Therefore, figures for earlier years may not match those shown in table 1b.

Students achieving 3 A*-A grades at A level

The proportion of students achieving 3 A* and A grades or better at A level and applied A levels reached a peak of 13.1 per cent in 2011 and has steadily declined to 11.4 per cent in 2015.

The rate of decline since 2011 has been faster for female students, at 2.0 percentage points compared to 1.3 percentage points for males. As a result a higher percentage of male students continue to achieve 3 A* and A grades or better at A level compared to females.

Figure 4: Percentage of students achieving 3 A*-A grades or better at A level by gender (Table 1a)
England, 2010 to 2015



Source: 16-18 attainment data

The shift in style of subject choice may have had an impact on grade achievement. Trends in overall A level examination entries show that the number of entries in facilitating subjects has increased for both genders in recent years. Further analysis of these trends can be found in Section 5. Another factor may be the removal of the January exam series from 2014 onwards, as part of the move towards linear A levels.

Students achieving grades AAB at A level

Overall AAB achievement in A level and applied A levels has declined, with 18.7 per cent of students attaining AAB or better in all A levels and applied A levels in 2015 compared to 20.9 per cent 2011.

The gender gap in overall AAB achievement in A level and applied A levels has closed and for the second year in a row attainment levels are the same for male and female students.

Figure 5: Percentage of students achieving AAB grades or better at A level and applied A level by gender (Table 1a)
England, 2011 to 2015

		2011 (final)	2012 (final)	2013 (final)	**2014 (provisional)**	2014 (final)	**2015 (provisional)**
Grade AAB or better in all A levels applied A levels (all subjects)	Males	20.4	20.1	20.1	**19.0**	19.6	**18.7**
	Females	21.2	21.0	20.5	**19.0**	19.5	**18.7**
	Total	20.9	20.5	20.3	**19.0**	19.5	**18.7**

Source: 16-18 attainment data

In contrast, the gender gap for students achieving grades AAB or better at A level (of which at least two were in facilitating subjects) is unchanged from last year at 2.6 percentage points. A higher percentage of male students (15.8 per cent) achieved grades AAB or better in facilitating subjects compared to females (13.2 percent). However, the AAB achievement rate in facilitating subjects has fallen for both genders since it was introduced in 2013.

Figure 6: Percentage of students achieving AAB grades or better at A level (of which at least 2 are in facilitating subjects) by gender (Table 1a)
England, 2013 to 2015

		2013 (final)	**2014 (provisional)**	2014 (final)	**2015 (provisional)**
Grade AAB or better at A level (of which at least 2 are in facilitating subjects)	Males	16.6	**16.0**	16.4	**15.8**
	Females	14.2	**13.4**	13.8	**13.2**
	Total	15.3	**14.6**	15.0	**14.3**

Source: 16-18 attainment data

Vocational cohort

To be included in the vocational cohort a student needs to have been entered for at least one vocational qualification equal in size to an A level in the reporting year. The vocational cohort covers qualifications which focus on developing knowledge and skills in a work related context, eg BTEC and NVQ qualifications

Average point score per entry

After a sharp fall in 2012, the average point score (APS) per vocational entry has risen steadily and is now closer to the 220 points required for a Distinction, similar to levels seen prior to 2012.

Both female and male students have increased their APS per entry since last year, by 3.1 points and 3.3 points respectively. However, the average grade per entry is unchanged for female and male students compared to 2014, with females achieving a Distinction on average and males a Distinction- .

Figure 7: APS per entry[1] for the vocational cohort by gender (Table 1d)
England, 2010 to 2015

		2010 (final)	2011 (final)	2012 (final)	2013 (final)	2014[2] (provisional)	2015 (provisional)
Males	Cohort size	62,209	65,476	72,523	82,281	94,227	92,665
	APS	218.0 (Distinction-)	219.5 (Distinction-)	206.6 (Merit +)	208.2 (Merit +)	210.6 (Distinction-)	213.9 (Distinction-)
Females	Cohort size	64,138	65,163	73,414	80,045	90,984	87,469
	APS	226.8 (Distinction)	228.5 (Distinction)	216.8 (Distinction-)	219.4 (Distinction-)	222.1 (Distinction)	225.2 (Distinction)
Total	Cohort size	126,347	130,639	145,937	162,326	185,211	180,134
	APS	222.5 (Distinction)	224.0 (Distinction)	211.6 (Distinction-)	213.7 (Distinction-)	216.3 (Distinction-)	219.3 (Distinction-)

Source: 16-18 attainment data

1. APS per entry expressed as a grade is shown in brackets.

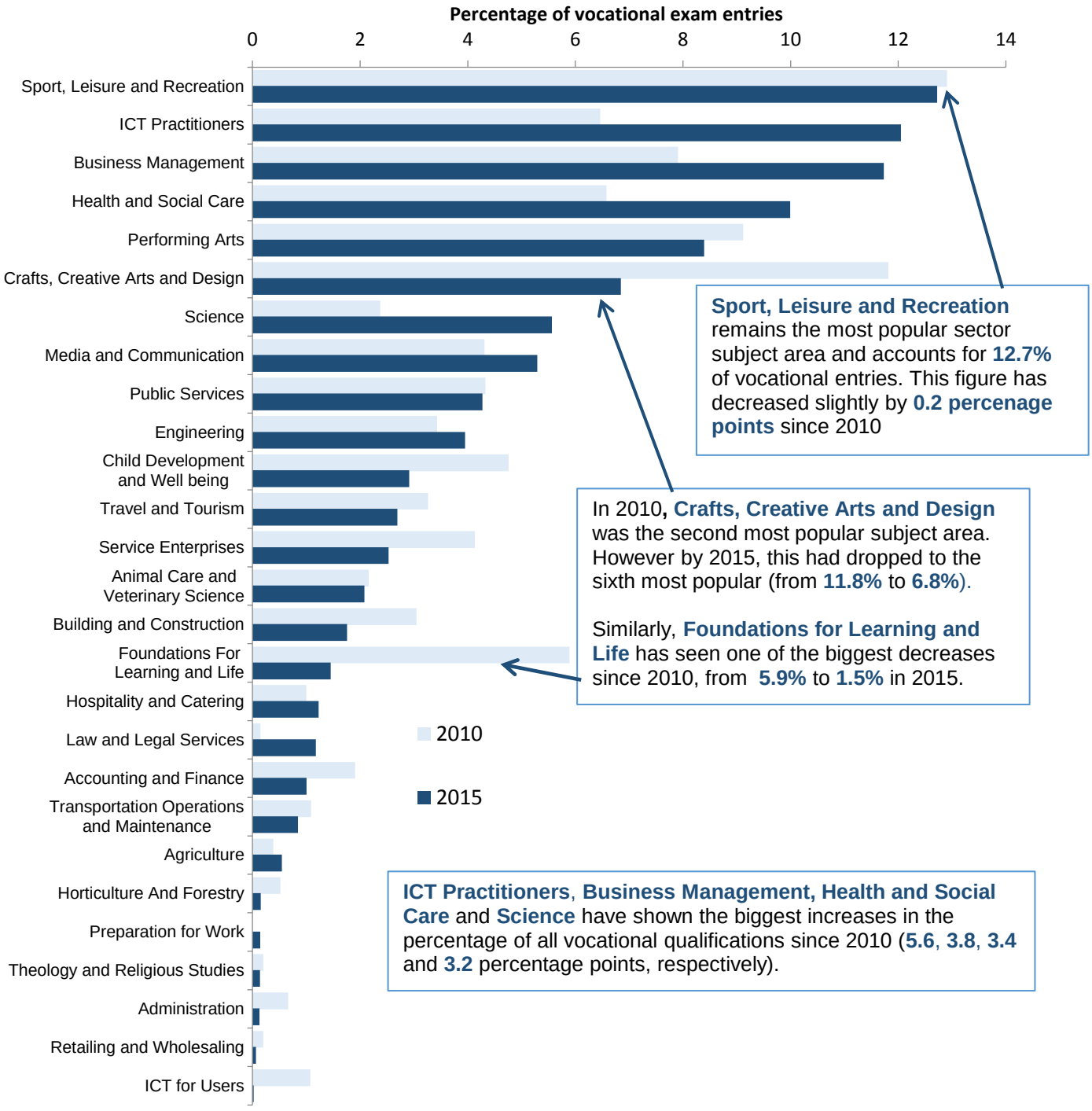
2. Differences between provisional and final APS per entry figures are relatively small. Final 2014 APS per entry figures for males, females and all students are 211.0 (Distinction-), 222.5 (Distinction+) and 216.6 (Distinction-) respectively.

Entries by subject sector

The entries for the vocational cohort in figure 8 are shown by key sector subject areas for 2010 and 2015 to assess changes in subject choice over this period. Those sector subject areas with small numbers of entries have been omitted for clarity.

The Wolf reforms, announced in 2011, mean that a restricted list of qualifications will count in 16-18 performance tables from 2016 onwards. This may have had some early impact on student subject choices. Furthermore the sector subject area classification of qualifications changed between 2010 and 2015, therefore trends in subject choice may not always be a direct result of student behaviour.

Figure 8: Vocational exam entries by sector subject area
England, 2010 and 2015



Source: 16-18 attainment data

3. Attainment by type of institution

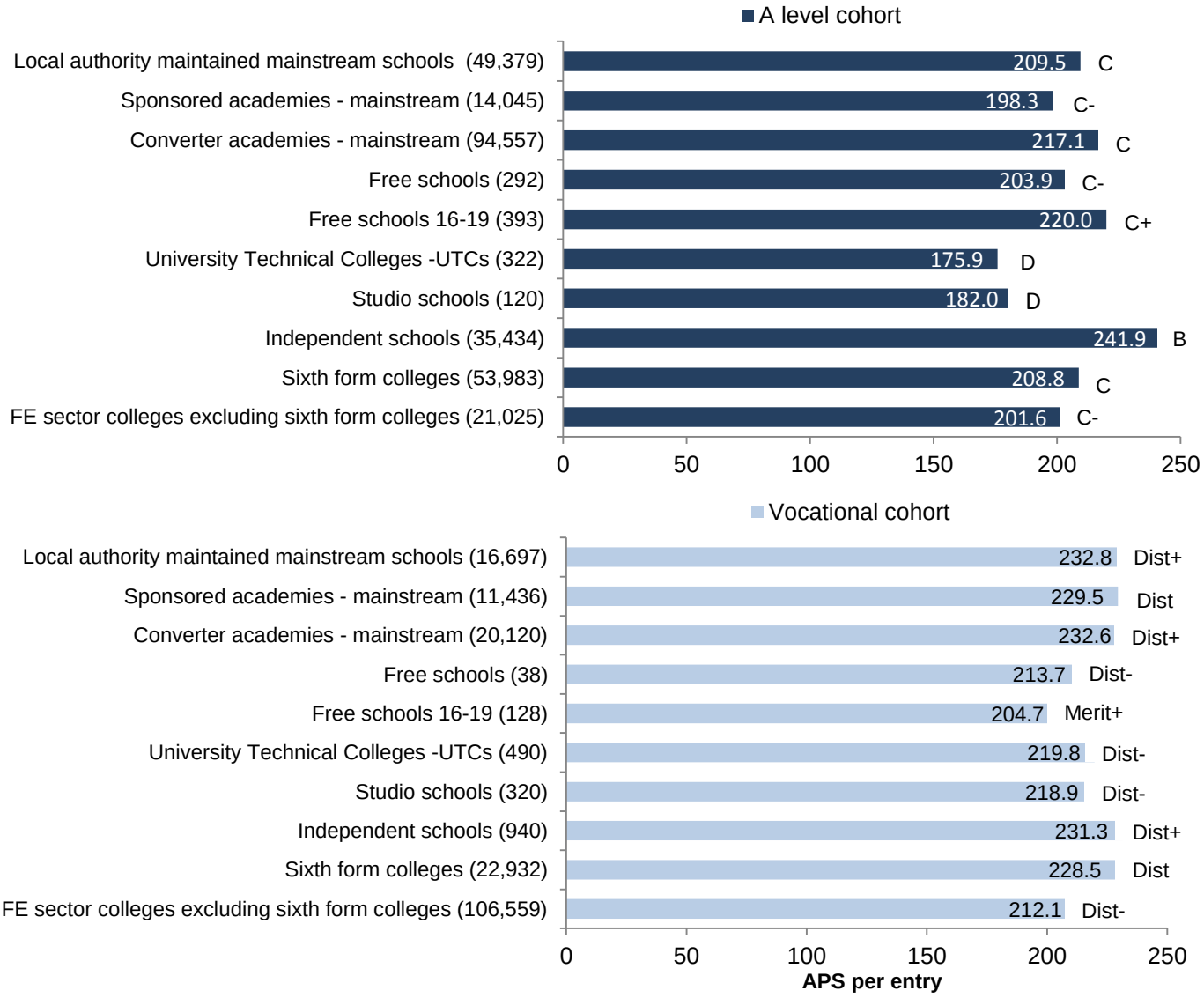
A level achievement varies more across institution types than vocational achievement. In 2015 the average point score (APS) per A level entry ranged from 175.9 to 241.9 (a range of 66.0 points), whereas the APS per vocational entry ranged from 204.7 to 232.8 (a difference of 28.1 points).

Independent schools have the highest average A level APS compared to other institution types; a similar pattern to last year. University Technical Colleges and studio schools have the lowest APS per A level entry (although it should be noted that their cohorts are still relatively small).

It is important to note that prior attainment at key stage 4 is not taken into account in these figures. The ability of the student intake may vary significantly across institution types and therefore impact on the patterns seen in the results. For example, sponsored academies may have lower prior attainment due to their background as typically underperforming schools that are taken over by a sponsor.

Care should also be taken when comparing across institution types due to significant differences in cohort sizes: for example, there are very low numbers of students in free schools, 16-19 free schools, university technology colleges and studio schools compared to other institution types.

Figure 9: Average point score per entry by cohort and institution type* (table 1d)
England, 2015

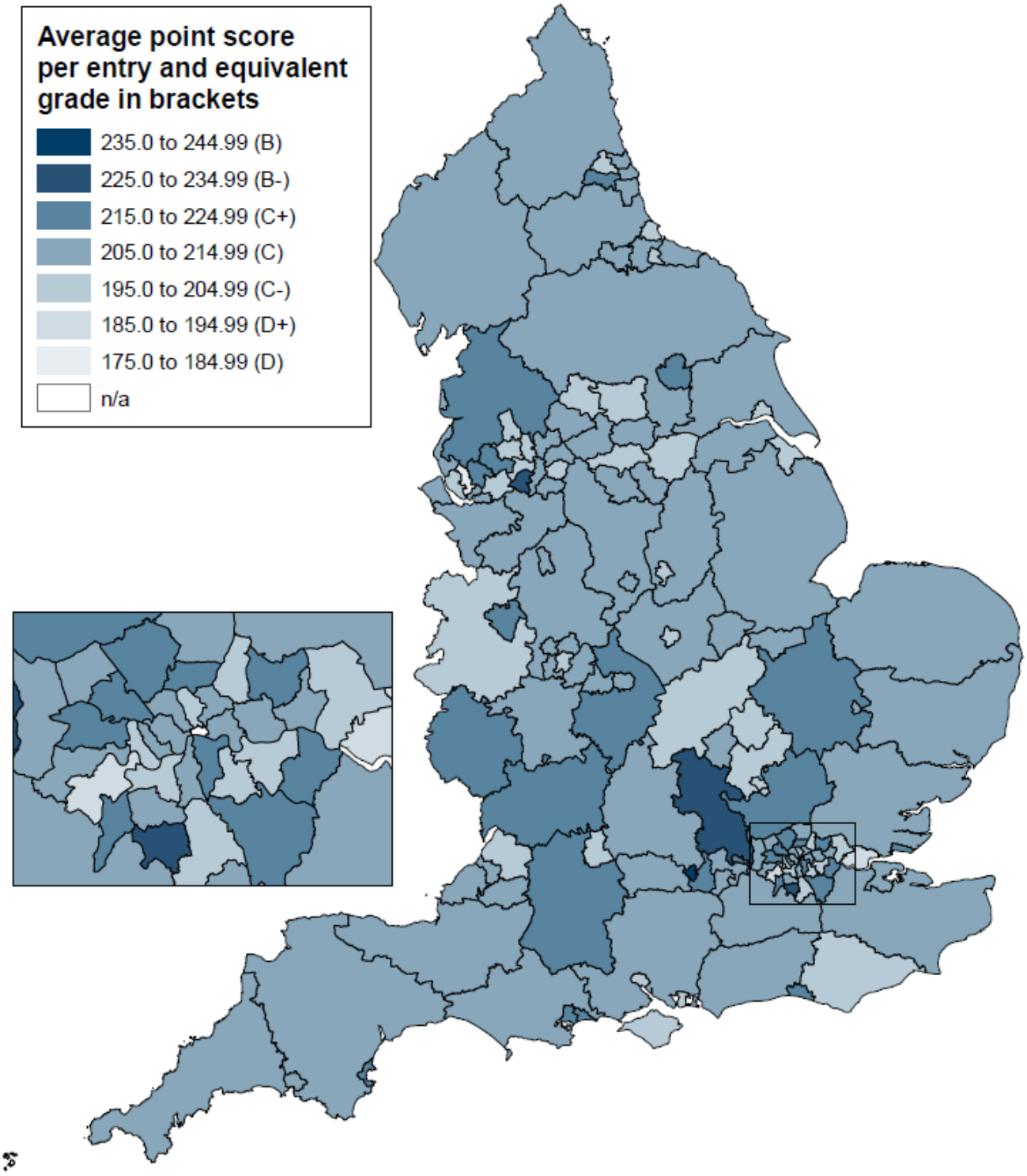


***Cohort size shown in brackets** **Dist: distinction** Source: 16-18 attainment data

4. A level cohort attainment by local authority

The average point score (APS) per A level entry lies between a grade C- and C+ for the majority of local authorities (LAs). London is the region which shows the highest level of variability in attainment. Care should be taken when comparing attainment at LA level as there are considerable differences in cohort sizes, ranging from less than 100 to over 8,000 students.

Figure 10: Average point score per entry for the A level cohort
England, 2015



Source: 16-18 attainment data

5. A level examination results within a single academic year

The A level cohort information shown in sections 2 to 4 is based on the results for students at the end of their 16-18 study and is the data that is published in the performance tables. Those cohort results include qualifications taken in both the final year of study and the year prior to this. In contrast, all the data in this section, which is only available in this SFR release, is based on all A level (excludes applied single and double award A level) results in a single academic year only.

Overall A level pass rate

There were 758,768 A level entries in 2015, an increase of 2.2 per cent on last year.

Since 2010 the overall A level pass rate (percentage of examinations awarded grades A* to E grades) has risen by 0.4 percentage points from 98.3 percent to 98.7 per cent. In 2015, the overall pass rate for females was higher than that for males, 99.0 per cent compared to 98.4 per cent respectively. This gender gap has remained largely unchanged in the last six years.

Figure 11: A level examinations overall pass rate A*-E (Tables 2 and 14)
England, 2010 to 2015

		2010 (final)	2011 (final)	2012 (final)	2013 (final)	**2014 (provisional)**	2014 (final)	**2015 (provisional)**
Grades A*-E (%)	Males	97.9	98.1	98.2	98.4	**98.2**	98.2	**98.4**
	Females	98.6	98.8	98.8	99.0	**98.8**	98.9	**99.0**
	Total	98.3	98.5	98.6	98.7	**98.5**	98.6	**98.7**

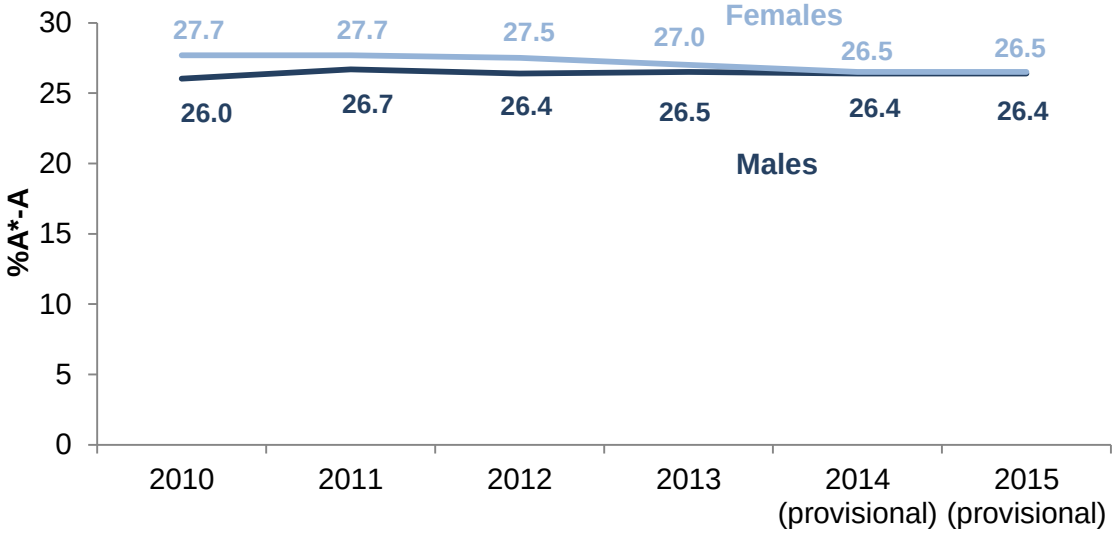
Source: 16-18 attainment data

Top grades at A level

The total A*-A pass rate at A level reached a peak of 26.9 per cent in 2011 and has fallen since then, to 26.4 per cent in 2015.

The A*-A pass rate has decreased for both genders since 2011, but has done so at a faster rate for females. As a result the gender gap in the attainment of top grades has gradually closed over the last six years and is unchanged from last year at 0.1 percentage point.

Figure 12: Percentage of A level examination entries awarded A* or A grades by gender (Tables 2 and 14)
England, 2010 to 2015



Source: 16-18 attainment data

Trends in facilitating subjects

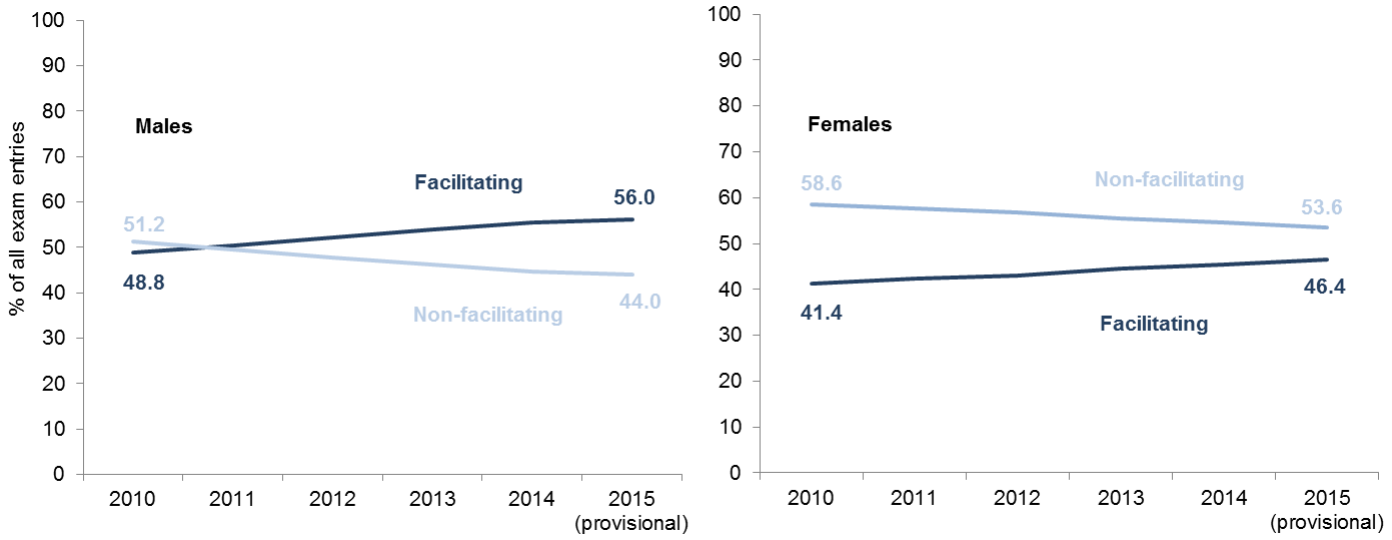
Facilitating subjects are identified by the Russell Group of universities as: mathematics and further mathematics; English (literature); physics; biology; chemistry; geography; history; languages (modern and classical). A full list of facilitating subjects can be found at this link to the **performance tables.**

Since 2010 there has been a year on year increase in the percentage of all A level entries which are in facilitating subjects, up from 44.8 per cent to 50.8 per cent in 2015.

The graphs in figure 13 below plot the percentage of all annual A level entries in facilitating and non-facilitating subjects by gender. They show that the uptake of facilitating subjects for both genders has increased since 2010, but has done so at a faster rate for males. From 2011, male students have taken more exams in facilitating subjects than in non-facilitating subjects. Female students continue to enter more non-facilitating subjects than facilitating subjects, but this gap has gradually reduced over the last six years.

One reason that female students enter a lower proportion of facilitating subjects compared to males is that they make up a higher number of entries in English language and English language & literature (24,838 compared to 10,808 entries for males), neither of which is currently classified as a facilitating subject.

Figure 13: Percentage of A level exam entries in facilitating and non-facilitating subjects by gender
England, 2010 to 2015



Source: 16-18 attainment data

The figures for facilitating subjects shown in figure 13 have been calculated on a revised methodology compared to the 2013/14 SFR and are consistent with current performance tables' methodology.

The increase in entries in facilitating subjects may be due to a number of factors: for example the introduction of the definition of 'facilitating' by the Russell Group alongside the introduction of the facilitating subject attainment measure in the 16-18 performance tables may have encouraged a greater uptake of these subjects. Furthermore, the introduction of the EBacc at key stage 4, which measures achievement in core academic subjects, could mean students are now more likely to continue studying similar subjects at A level.

Trends in A level maths and science

For a second year in a row, maths[1] is the most popular A level subject with 82,054 entries. Maths accounted for 10.8 per cent of all A level entries in 2015, up from 10.7 per cent last year and 8.9 per cent in 2010.

The proportion of A level entries by male students which were in maths has continued to grow and reached a high of 14.7 per cent in 2015, up from 11.5 per cent in 2010. Over the same period participation in maths has increased for female students but from a lower base and at a slower rate than males.

Entries in maths may have risen for a number of reasons. Changes to the curriculum and policy initiatives that highlight the importance of maths in careers like science and engineering could be encouraging students to continue with this subject at A level. For example, The Further Mathematics Support Programme was rolled out in 2005 to support mathematics teaching at key stage 4 and encourage students to carry on their studies post-16. The current government has continued to introduce a number of policies aimed at improving and encouraging STEM education, such as teaching Maths Hubs and the Your Life campaign.

Participation in A level science increased steadily until last year, but this year fell slightly for females and more noticeably for males. The current GCSE specifications introduced in the 2011/12 academic year increased the standard required, particularly for top grades, and may be a contributing factor in the fall in science participation at A level in 2015.

In 2013 fewer pupils attained A* /A grades in science at GCSE which may have had an impact on numbers going on to take A level science. For example, in 2012 47.0 per cent of pupils who took physics GCSE achieved grades A*/A. This fell to 42.0 per cent in 2013, which equates to approximately 6,000 pupils not achieving A*/A compared to 2012.

Figure 14: Percentage of A level exam entries in maths and science by gender
England, 2010 to 2015

		Percentage of all entries					
		Maths	Further Maths	Biological sciences	Chemistry	Physics	all entries
Males	2010 (final)	11.5	2.0	6.4	5.8	6.1	362,064
	2011 (final)	12.5	2.2	6.6	6.3	6.4	362,062
	2012 (final)	13.1	2.4	6.8	6.6	6.8	357,523
	2013 (final)	13.8	2.6	6.8	6.9	7.2	353,689
	2014 (provisional)	**14.4**	**2.8**	**6.8**	**7.2**	**7.6**	**337,273**
	2014 (final)	14.4	2.8	6.8	7.2	7.6	337,188
	2015 (provisional)	**14.7**	**2.9**	**6.4**	**6.9**	**7.4**	**341,068**
Females	2010 (final)	6.7	0.8	7.0	4.6	1.4	421,283
	2011 (final)	7.2	0.9	7.4	4.9	1.4	420,709
	2012 (final)	7.4	0.9	7.5	5.0	1.5	421,956
	2013 (final)	7.5	0.9	7.9	5.4	1.6	419,956
	2014 (provisional)	**7.6**	**0.9**	**8.2**	**5.6**	**1.7**	**405,074**
	2014 (final)	7.6	0.9	8.2	5.6	1.7	404,959
	2015 (provisional)	**7.6**	**0.9**	**8.0**	**5.5**	**1.6**	**417,700**

Source: 16-18 attainment data

[1] Covers mathematics, pure mathematics, use of mathematics, mechanics and statistics. Excludes further mathematics. Figures for further mathematics are shown separately.

6. Accompanying tables

The following tables are available in Excel format on the department's statistics website.

National tables:

Student level results

1a A level and level 3 results by institution type and gender

1b Time series of A level and level 3 results by gender

1c A level and level 3 results of state-funded school students by admissions basis and gender

1d Level 3 results by cohort, institution type and gender

A level examination results

2 A level results of all students by subject and grade

2m A level results of male students by subject and grade

2f A level results of female students by subject and grade

AS level examination results

3 AS level results of all students by subject and grade

3m AS level results of male students by subject and grade

3f AS level results of female students by subject and grade

4 Discounted AS level results of all students by subject and grade

4m Discounted AS level results of male students by subject and grade

4f Discounted AS level results of female students by subject and grade

Applied A/AS level examination results

5 Applied single A level results by gender, subject and grade

6 Applied single AS level results by gender, subject and grade

7 Applied double A level results by gender, subject and grade

8 Applied double AS level results by gender, subject and grade

A level examination results by institution type

9 A level results of students by institution type, gender and grade

10 A level results of state-funded school students by admission basis, gender and grade

11a A level results of state-funded school students by subject and grade

11b A level results of independent school students by subject and grade

11c A level results of all further education sector college students by subject and grade

11d A level results of sixth form college students by subject and grade

Local authority tables:

12a A level and level 3 results of state-funded students by gender, local authority and region

12b A level and level results of state-funded school students by gender, local authority and region

13a Number of A level examination entries by state-funded students by subject, local authority and region

13b Number of A level A* and A grades achieved by state-funded students by subject, local authority and region

13c Number of A level A* to E grades achieved by state-funded students by subject, local authority and region

Subject time series

14 A level results by subject, grade and gender

15 AS level results by subject, grade and gender

Supplementary

S1 Average point score per entry for A level, academic and vocational cohorts

Maps (pdf format)

Average point score per entry for the A level cohort

Average point score per entry for the vocational cohort

When reviewing the tables, please note that:

The criteria we use to include students (tables 1a-d, 12a-b)	Students will be included if they meet the following criteria: 1. Were aged 16, 17 or 18 on 31 August 2014 2. Were on roll in January 2015 3. Were in, or deemed to be in, Year 13 4. Completed their advanced studies in the 2014/15 academic year 5. Entered for at least one substantial level 3 qualification in the 2014/15 academic year
Approved qualifications only	The range of qualifications reported in this SFR covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000). 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. 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,	Any 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. Percentages have been shown to one decimal place but where the numerator is between 1 and 2 inclusive, they have been suppressed. Where a number as shown as zero (0), the original figure submitted was zero.
adopt symbols to help identify this	Symbols are used in the tables as follows: . not applicable x publication of that figure would be disclosive
and round percentages	Percentages in this SFR are given to one decimal place. Totals may not add to 100% due to rounding.

7. Further information is available

Performance tables	Data for institutions can be seen within the school and college performance tables. The 16-18 performance tables will be updated with 2014/15 data in January 2016.
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 GOV.UK - attainment at 19 years.
Results for the rest of the UK	The Welsh Assembly has published the results of external examinations taken by pupils aged 15 or 17 in 2012/13, available at: Welsh assembly statistics and research The Department for Education Northern Ireland (DENI) have published AS and A level headline statistics for 2014, available at: Department for Education Northern Ireland (DENI) The publication 'Summary statistics for attainment, leaver destinations and healthy living, No. 5: 2015 Edition' is published by the Scottish Government and is available at: The Scottish Government website
Future changes	The 2016 performance tables will further disaggregate the level 3 vocational cohort into students taking approved applied general and tech level qualifications. This is to reflect the differing content, assessment and grading arrangements within these qualifications. The scope of this SFR will be reviewed as the coverage of performance tables expands (as announced in the government's response to the 16-19 accountability consultation). The approved qualifications can be found here: Vocational qualifications for 14- to 19-year-olds For more information on the upcoming reforms to the performance tables, please see the 16 to 19 accountability headline measures: technical guide.

8. National Statistics

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

Designation can be broadly interpreted to mean that the statistics:

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

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

The Department has a set of statistical policies in line with the Code of Practice for Official Statistics.

9. Technical Information

A quality and methodology information document accompanies this SFR. 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.

10. Got a query? Like to give feedback?

If from the media	Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. 020 7783 8300
If non-media	School Performance Data Unit, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT Telephone Number: 0870 000 2288 Email: Attainment.STATISTICS@education.gsi.gov.uk

Department for Education

Any enquiries regarding this publication should be sent to us at:
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This document is also available from our website.