



Department  
for Education

### About this release

This experimental statistical first release (SFR) shows the percentage of young people progressing to specified destinations in 2013/14. These are young people in key stage 4 (KS4) and key stage 5 (KS5) in 2012/13.

- The key stage 4 measure is based on activity the year after the young person finished compulsory schooling.
- The key stage 5 measure is based on activity in the year after the young person took their A Level or other level 3 qualifications.

The data presented in this publication are provisional and will be subject to revision in January 2016. Destinations from independent schools are not included in this publication but will be included in the revised version.

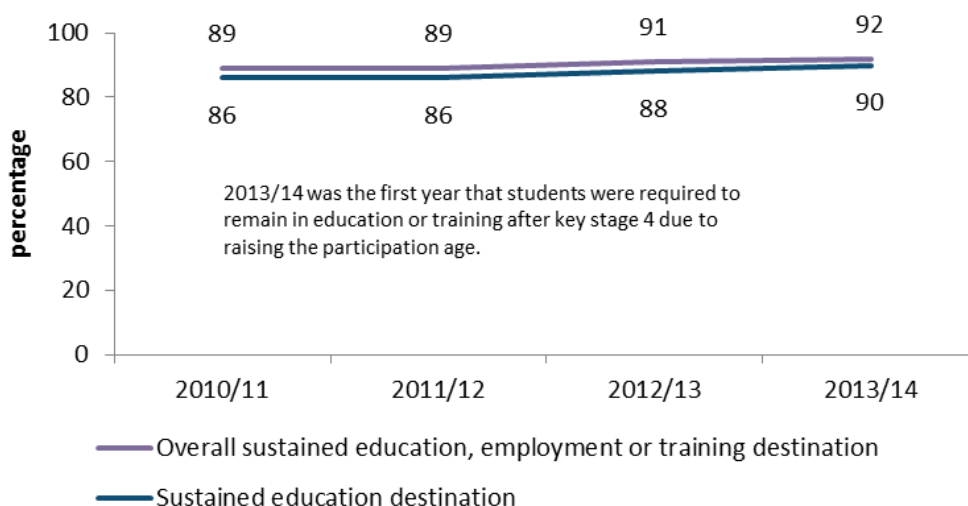
### Sustained destinations

To be included in the measure, young people have to show sustained participation in education or employment destinations in all of the first two terms of the year after they completed key stage 4 or took A level or other level 3 qualifications (October 2013 to March 2014).

## Provisional destinations of key stage 4 and key stage 5 students in state-funded institutions, England, 2013/14

### Sustained destinations after key stage 4 have increased since 2012/13

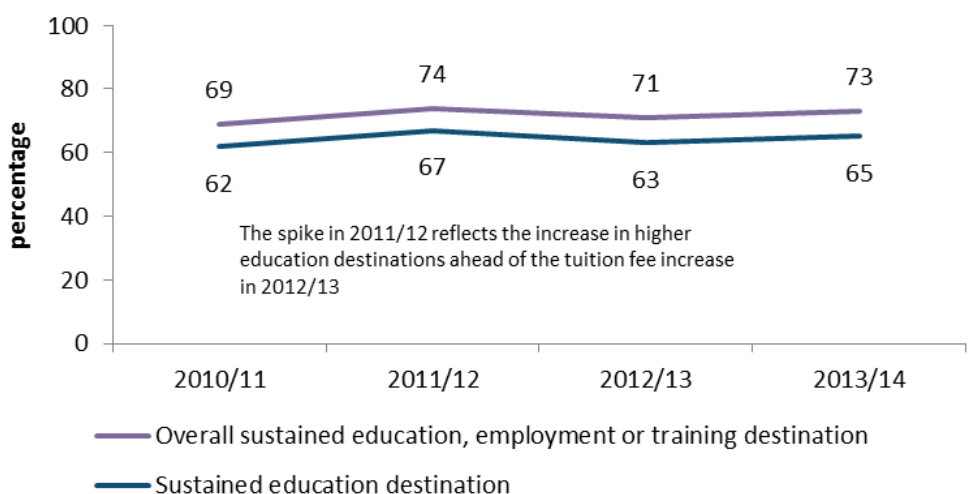
Percentage of students going to sustained education, employment or training destinations after key stage 4: England: 2010/11 - 2013/14 (state-funded mainstream schools)



Sustained education, employment or training destinations have increased by 1 percentage point since 2012/13. School sixth form, sixth form college and other further education provider destinations have each increased by 1 percentage point and there was no change in other education destinations.

### Sustained destinations after key stage 5 have also increased since 2012/13

Percentage of students going to sustained education, employment or training destinations after key stage: England: 2010/11 - 2013/14 (state-funded mainstream schools and colleges)



Overall sustained destinations after key stage 5 have increased by 2 percentage points. There was a 1 percentage point increase in further education college destinations and no change in other education destinations.

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### Background and context

Destination measures provide clear and comparable information on the success of schools and colleges in helping their young people take qualifications that offer them the best opportunity to continue in education, employment or training.

Destinations from independent schools are not included in this provisional release but will be included in the revised version in January 2016. Some destinations to independent schools may be missing in this publication and may be updated in the revised version when additional data are available

### Timeliness of data

There is a time lag between students completing their key stage and destination measures being published. This time lag is because a year had to elapse before sustained participation in education or training can be measured, while datasets then have to be matched together to arrive at a complete destinations picture.

### In this publication

The following tables are included in the SFR:

- Key stage 4 national and local authority level (including characteristics) (Excel .xls)
- Key stage 4 institutional level (including characteristics) (Excel .xls)
- Key stage 4 parliamentary constituency level (Excel .xls)
- Key stage 5 national and local authority level (including characteristics) (Excel .xls)
- Key stage 5 institutional level (including characteristics) (Excel .xls)
- Key stage 5 parliamentary constituency level (Excel .xls)
- Underlying data and metadata (Excel .csv)

The accompanying technical 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

[Destination.measures@education.gsi.gov.uk](mailto:Destination.measures@education.gsi.gov.uk)

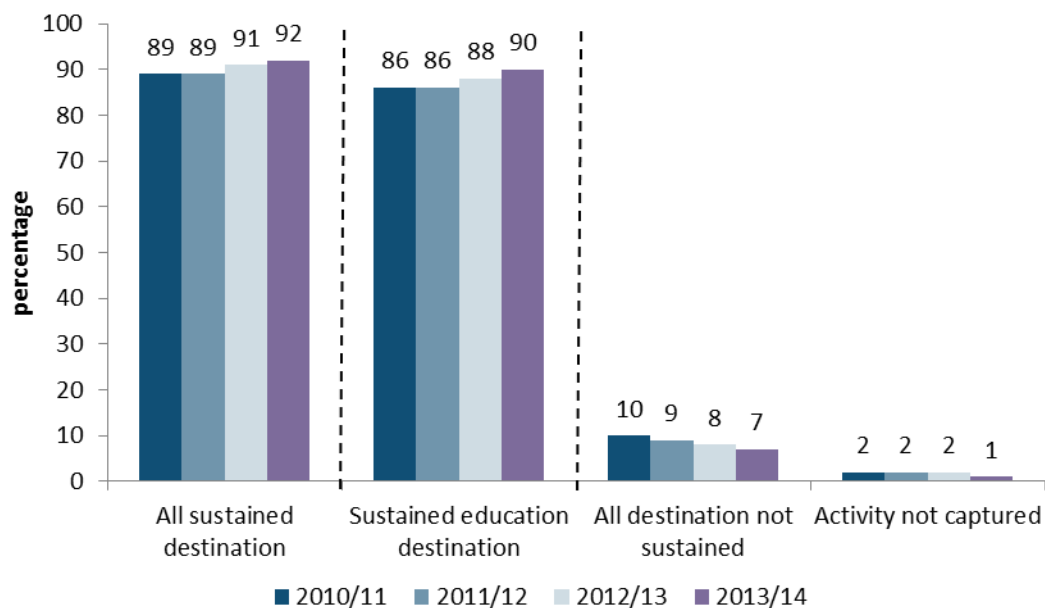
## 1. Destinations after key stage 4 (Table NA1)

In 2013/14, 92% of young people went into a sustained education, employment or training destination after key stage 4. This is a 1 percentage point increase on the previous year and a 3 percentage point increase on 2010/11. It should be noted that the 2013/14 destinations include the first cohort of young people required to remain in education or training in compliance with raising the participation age.

The 2013/14 increase in overall destinations is achieved through an increase in education destinations to 90%, 2 percentage points up from 2012/13 and 4 percentage points up from 2010/11.

Young people who did not sustain their destination or whose activity was not captured have both reduced by 1 percentage point to 7% and 1% respectively.

**Figure 1: Sustained destinations<sup>1</sup> after key stage 4  
England, 2010/11 - 2013/14 (state-funded mainstream schools)**



Number of students, underlying data to figure 1			
2010/11	2011/12	2012/13	2013/14
568,410	557,360	551,580	561,110

1. From 2011/12 onwards, education destinations also include independent schools, special schools, post 16 specialist institutions, pupil referral units and alternative provision; these comprise less than 0.5% of destinations.

### Destination not sustained

This includes students where for the majority of the 6 month period, the student was in education or employment/training but did not have continuous participation from October to March. These students will have had periods of education or employment/training, but changed activities within the six months.

### Activity not captured

These young people may have been attending an independent school missing from our data, a Scottish or Welsh college or school, have left the country, been in custody or their whereabouts not known.

For further detail on exactly which students are included in each of these categories, see our [technical note](#).

### Raising the participation age

The Department's [Participation in Education, Training and Employment measures](#) are used to monitor progress against the Department's objectives of raising participation and reducing the number of young people NEET.

## What destinations were chosen?

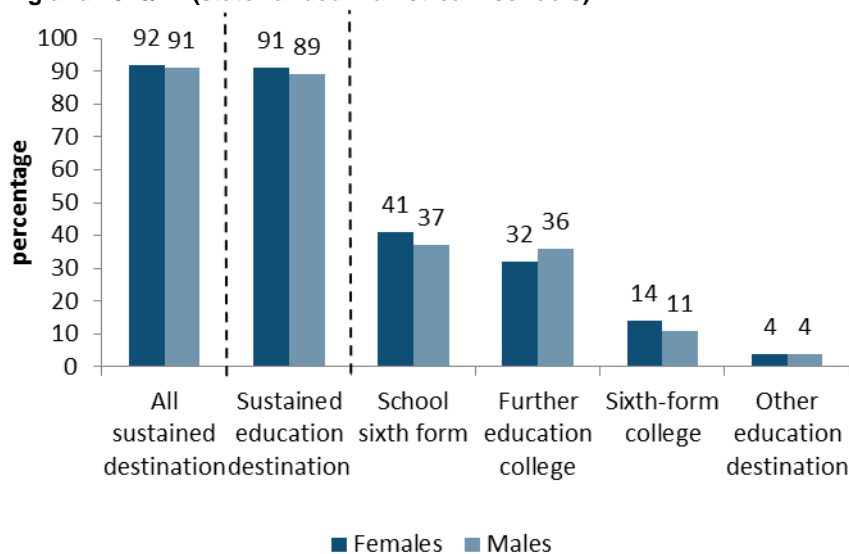
Most went to school sixth forms and further education colleges.	A school sixth form continues to be the most popular destination for young people (39%) with further education colleges the second most popular (34%). The percentage that went on to sixth-form colleges was 13%.
Some students took apprenticeships.	5% went on to an apprenticeship the year after key stage 4. This has remained constant for 4 years. Apprenticeships are a subset of all other destinations.
A small percentage went on to other destinations.	2% went on to other sustained employment and/or training destinations (unchanged from 2012/13).
Some didn't complete two terms.	7% of young people were not recorded in sustained destinations as they did not remain in education or employment/training for the required two terms of sustained participation. This is a 1 percentage point reduction from 2012/13 and a 3 percentage point reduction from 2010/11.
Some had no recorded activity.	The number of young people with no activity captured in the data has fallen to 1%, which was previously at 2% from 2010/11 to 2012/13.

## 2. Destinations after key stage 4 by characteristics (Tables NA11 - NA16)

### Sustained destinations by student characteristics

#### Gender

Figure 2: Sustained destinations after key stage 4 by gender England 2013/14 (state-funded mainstream schools)



Number of students, underlying data to figure 2	
Females	Male
277,590	283,520

92% of females and 91% of males were in sustained education, employment or training destination, both of which are 1 percentage point up from 2012/13.

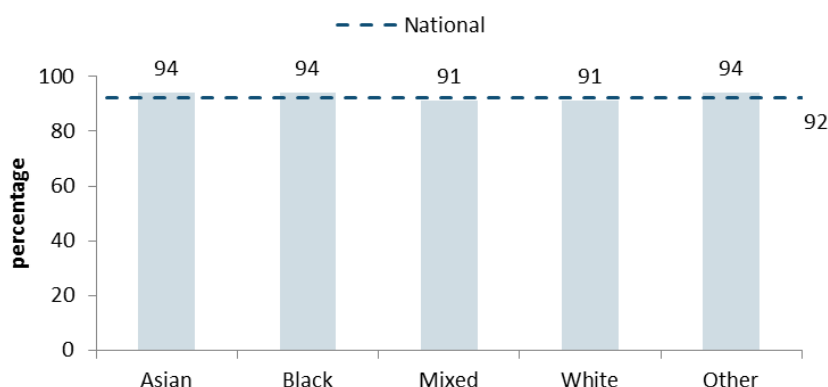
Of the students with sustained education destinations, the most common destination for females was school sixth form (41%) followed by further education college (32%). For males, 37% progressed to a school sixth form and 36% to a further education college.

## Ethnicity

Comparing students by their ethnicity, students from Asian, Black, and other ethnic origin backgrounds had the highest percentage in sustained education, employment or training destinations (94%). Students from White and Mixed ethnic origin backgrounds had the lowest percentages (91%), which are below the national figure for sustained destinations of 92%.

Students from White ethnic backgrounds had the highest percentage going to further education colleges (36%) and the lowest percentage going to school sixth forms (37%). This compares to students from other ethnic origins where 24% went to further education colleges and 54% went to school sixth forms.

**Figure 3: Overall sustained destinations after key stage 4 by ethnicity England 2013/14 (state-funded mainstream schools)**



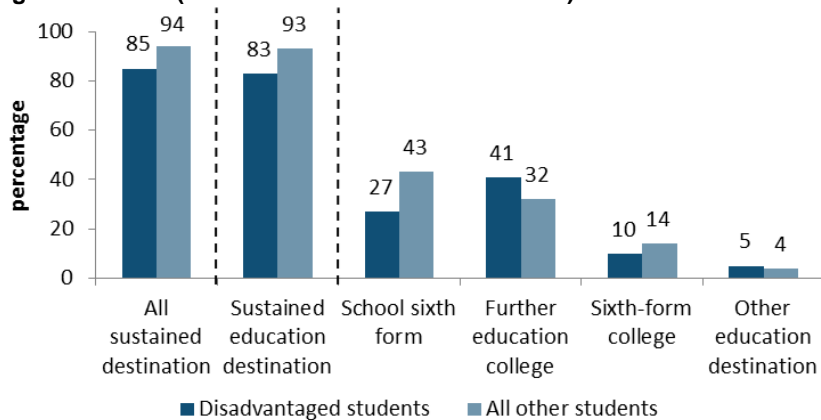
Number of students, underlying data to figure 3				
Asian	Black	Mixed	White	Other
46,190	27,010	21,240	451,960	9,390

## Disadvantage and free school meals

85% of disadvantaged students were recorded in a sustained education, employment or training destination with the most common destination being a further education college (41%). For all other students, 94% were in a sustained education, employment or training destination with the greatest percentage going to a school sixth form (43%).

The figures for disadvantaged students are very similar to the breakdowns for free school meals eligible students who are a subset of the wider disadvantaged group.

**Figure 4: Sustained destinations after key stage 4 by disadvantage England 2013/14 (state-funded mainstream schools)**



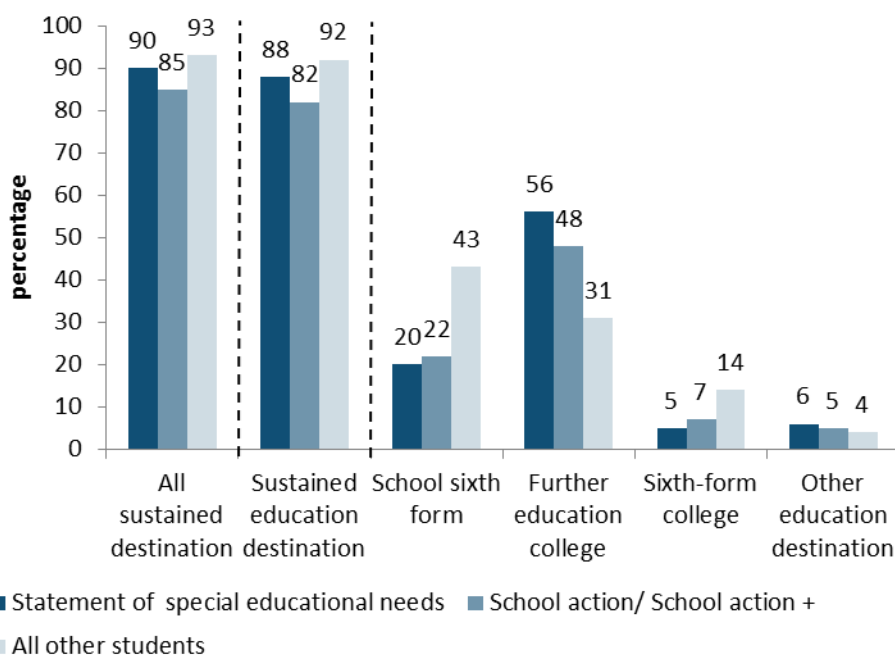
Number of students, underlying data to figure 4	
Disadvantaged students	All other students
148,270	412,850

### Special educational needs (SEN)

90% of students with a statement of special educational needs were recorded in a sustained education, employment or training destination, and 85% of students on 'school action/ school action plus'. The most common education destinations varied according to special educational needs status. 88% of students with a statement of special educational needs were in a sustained education destination compared to 82% on 'school action/ school action plus' and 92% for those without special educational needs.

The most common destination for students with a statement and on 'school action/ school action plus' was a further education college (56% and 48% respectively), while for students without special educational needs it was a school sixth form (43%).

**Figure 5: Sustained destinations after key stage 4 by special educational needs England 2013/14 (state-funded mainstream schools)**



Number of students, underlying data to figure 5		
Statement of special educational needs	School action/ school action plus	All other students
11,590	97,310	452,220

### 3. Destinations for special schools, pupil referral units and other alternative provision after key stage 4 (Tables NA1)

A number of students go to schools specifically for students with special education needs – ‘special schools’. These students may either go to state-funded special schools, or non-maintained special schools where state-funding follows the learner. Some students are also educated in pupil referral units and other alternative provision. These include pupils who have been excluded or who cannot attend mainstream school for other reasons.

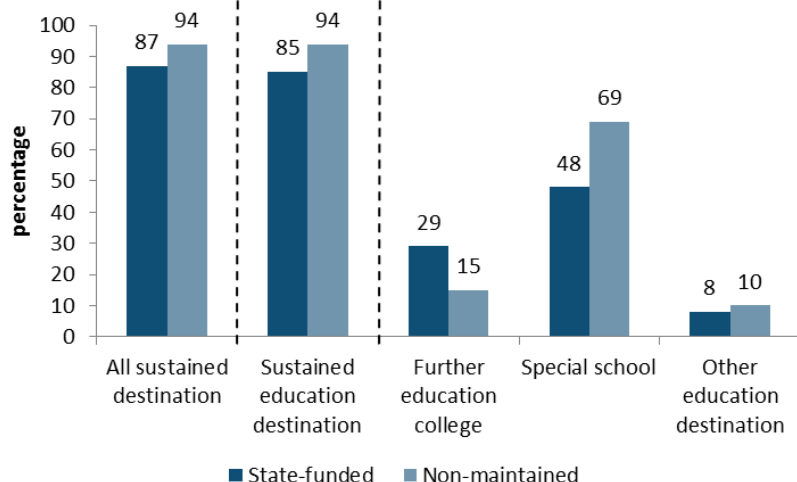
This section looks at destinations from special schools, pupil referral units and other alternative provision after key stage 4.

## Special schools

94% of students at non-maintained special schools were recorded in an education, training or employment destination after key stage 4 in 2013/14, with education destinations contributing nearly all of the overall destinations (94%). For state-funded special schools, there were fewer students with sustained education, training or employment destinations (87%) and education destinations (85%).

Many students from special schools stayed in the special school sector. 69% of students from non-maintained special schools remained in a special school after key stage 4 and 15% went to a further education college. 48% of students from maintained special schools went on to a special school and 29% went to a further education college. The national cohort for non-maintained special schools is small so is subject to year on year fluctuations.

**Figure 6: Sustained destinations after key stage 4 from special schools England, 2013/14 (state-funded and non-maintained special schools)**



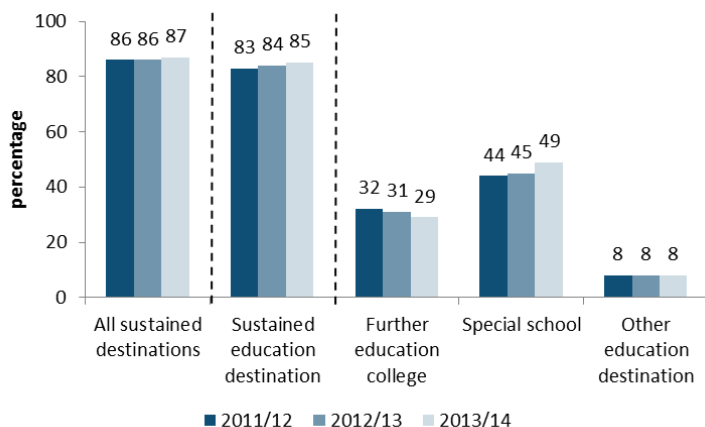
Number of students, underlying data to figure 6	
State-funded	Non-maintained
10,180	510

For maintained and non-maintained special schools combined, overall sustained education, employment and training destinations have increased by 1 percentage point to 87% since 2012/13.

This has been driven by an increase in sustained education destinations to 85%, up 1 percentage point from 2012/13 and 2 percentage points from 2011/12.

In particular, the proportion of students opting to stay in special school provision after key stage 4 has increased to 49%, an increase of 4 percentage points from 2012/13 and 5 percentage points from 2011/12.

**Figure 7: Sustained destinations after key stage 4 from special schools England 2011/12 – 2013/14 (state-funded and non-maintained special schools)**





Number of students, underlying data to figure 7		
2011/12	2012/13	2013/14
10,110	10,210	10,700

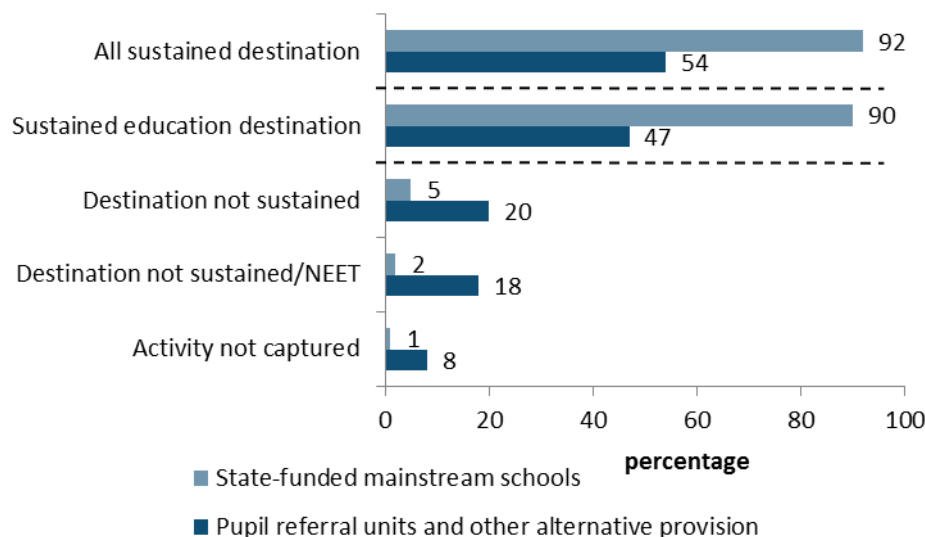
### Alternative provision and pupil referral units

Over half of students (54%) from pupil referral units and other alternative provision went to a sustained education, training or employment destination after key stage 4 compared to 92% from state-funded mainstream schools.

One in five (20%) of students from pupil referral units and other alternative provision did not complete the required two terms of participation to be counted as a sustained destination and an additional 18% did not sustain a destination and also had more than 2 months recorded not in education, employment, or training (NEET). This compares to 5% and 2% respectively for state-funded mainstream schools.

8% of students in pupil referral units and other alternative provision had no activity captured in the destination data compared to 1% for state-funded mainstream schools.

**Figure 8: Sustained destinations after key stage 4 from pupil referral units and other alternative provision England, 2013/14**



Number of students, underlying data to figure 8	
State-funded mainstream schools	Pupil referral units and other alternative provision
561,110	9,750

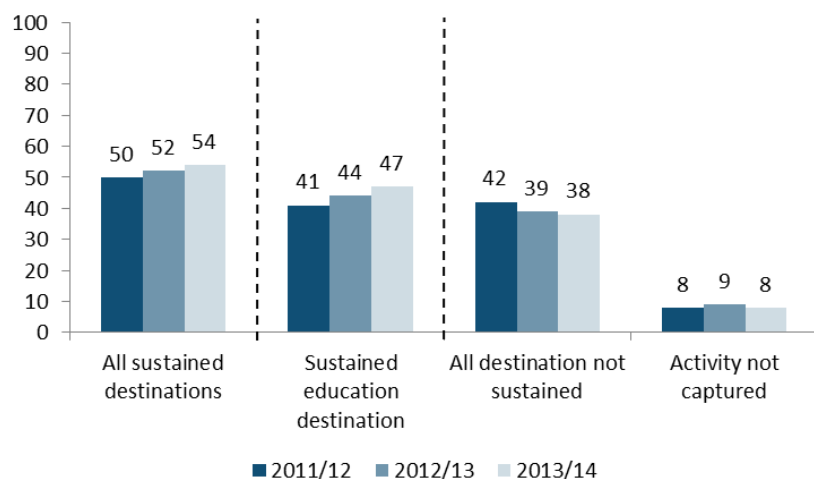
#### Destination not sustained/recorded NEET

This includes students who were in education or employment/training but did not have continuous participation from October to March and had more than 2 months reported NEET. It also includes those with no education or employment participation but did have a record of being NEET.

For further detail on exactly which students are included in each of these categories, see our [technical note](#).



**Figure 9: Sustained destinations after key stage 4 from pupil referral units and other alternative provision England 2011/12 – 2013/14**



Number of students, underlying data to figure 9		
2011/12	2012/13	2013/14
10,180	9,810	9,750

For pupil referral units and other alternative provision, overall sustained education, employment and training destinations have increased to 54%, up 2 percentage points from 2012/13 and 4 percentage points from 2011/12.

There has been an increase (to 47%) in sustained education destinations up 3 and 6 percentage points from 2012/13 and 2011/12 respectively.

Overall destinations that were not sustained have decreased to 38%, down 1 percentage point from 2012/13 and 4 percentage points from 2011/12.

## 4. Destinations after key stage 5 (Table NA1)

**Table 1: Education, employment and training destinations after key stage 5 England, 2010/11 - 2013/14 (state-funded mainstream schools and colleges)**

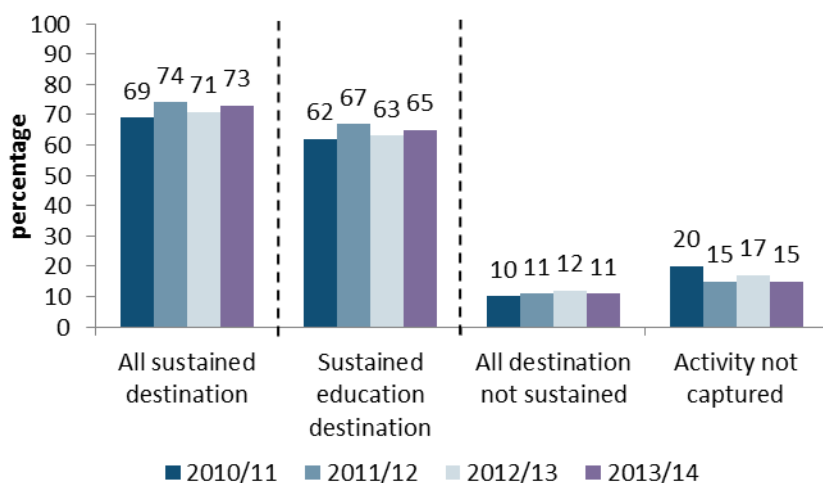
Destinations	Destination year			
	2010/11	2011/12	2012/13	2013/14
Number of students	341,200	335,490	345,790	358,970
Overall sustained education, training or employment destination	69%	74%	71%	73%
Sustained education destination <sup>1</sup>	62%	67%	63%	65%
UK higher education institution	48%	53%	48%	48%
Top third <sup>2</sup>	14%	16%	16%	17%
Russell Group (including Oxbridge)	8%	11%	11%	11%
Oxford and Cambridge	1%	1%	1%	1%
Further education college	8%	9%	10%	11%
Other education destinations <sup>3</sup>	6%	6%	6%	6%
Other sustained destinations <sup>4</sup>	7%	7%	8%	8%
Apprenticeships <sup>5</sup>	3%	4%	5%	5%
Total not sustained	10%	11%	12%	11%
Activity not captured	20%	15%	17%	15%
Recorded as UCAS acceptance for deferred entry (gap year) <sup>6</sup>	3%	1%	2%	2%

Source: National pupil database

## Footnotes

1. From 2011/12 onwards, education destinations also include independent schools, special schools and post 16 specialist institutions; these comprise less than 0.5% of destinations.
2. See Annex 1 in the [technical note](#) for institutions included in the top third.
3. For 2010/11, other education destinations include other further education providers, school sixth forms, sixth-form colleges and education combinations. From 2011/12 onwards, other education destinations additionally include independent schools, special schools and post 16 specialist institutions.
4. Other sustained destinations include employment, training and education/employment/training combination destinations.
5. Apprenticeships are a subset of all destinations.
6. UCAS deferred entry (gap years) are identified only for students reported as destination not sustained or activity not captured.

**Figure 10: Sustained destinations after key stage 5 England, 2010/11 - 2013/14 (state-funded mainstream schools and colleges)**



Number of students, underlying data to figure 10

2010/11	2011/12	2012/13	2013/14
341,200	335,490	345,790	358,970

73% of young people were recorded in a sustained education, employment or training destination, the year after taking A level or other level 3 qualifications (key stage 5) at a state-funded mainstream school or college. Of these, 65% were recorded in a sustained education destination.

Overall destinations (73%) have increased by 2 percentage points from 2012/13 and 4 percentage points from 2010/11. Education destinations (65%) have increased by 2 percentage points from 2012/13 and 3 percentage points from 2010/11.

Since 2012/13, the proportion of young people who did not sustain their destination has reduced by 1 percentage point to 11% and those not captured in the data have reduced by 2 percentage points to 15%.

### What destinations were chosen?

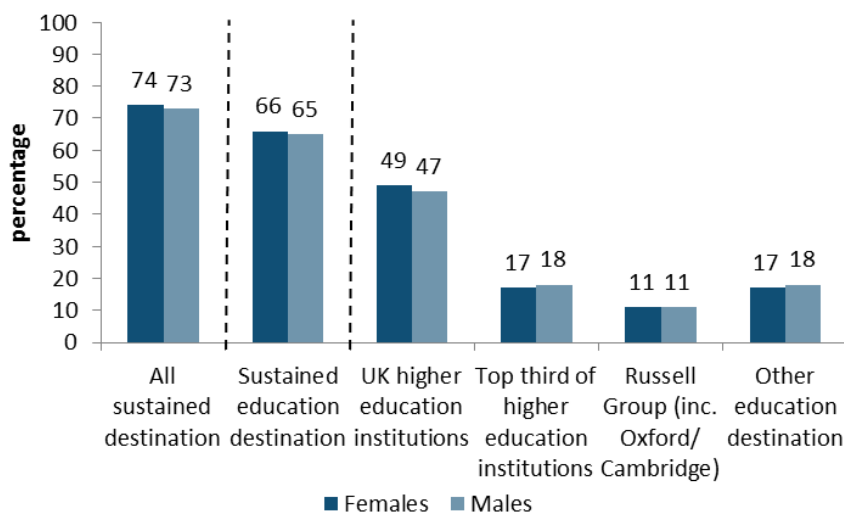
The percentage of young people going to a higher education institution remains the same.	48% of students from state-funded mainstream schools/colleges went to a higher education institution in 2013/14. This is the same as 2012/13 and the same as 2010/11.
The next biggest percentage were students in further education college destinations.	11% of students went to a further education college (10% in 2012/13), with a further 6% studying in a school sixth form, sixth-form college or other education destination.
More males than females went to a top third higher education institution.	Slightly more males (18%) than females (17%) went onto a top third higher education institution but the percentage going to Russell Group higher education institutions were the same.
Those eligible for free school meals at school were less likely to attend a top third higher education institution	Students who were eligible for free school meals at school (9%) were half as likely to go to a top third higher education institution compared to all other students (18%). It was less than half for destinations to Russell Group institutions, 5% compared to 12%.
Apprenticeships were taken by some.	5% were studying for an apprenticeship. This has remained the same from 2012/13 but is 2 percentage points up from 3% in 2010/11. Apprenticeships are a subset of all other destinations.
Some went into employment/training.	8% were recorded in a sustained destination that included training and/ or employment. This has remained the same since 2012/13
Around 1 in 10 did not meet the sustained participation criteria.	11% did not remain in education or employment/training for the required two terms. 9% did not sustain a destination (down from 10% in 2012/13) and 2% did not sustain a destination and had more than 2 months recorded NEET (same as 2012/13).
Others could not be captured in the destinations data.	15% of young people from state-funded mainstream schools/ colleges were not captured in the destination data which is 2 percentage points lower than in 2012/13 (17%). Of these 15% of young people where destinations were not captured 2% accepted a deferred offer to a higher education institution.

## 5. Destinations after key stage 5 by characteristics (Tables NA11 – NA14)

### Sustained destinations by student characteristics

#### Gender

**Figure 11: Sustained destinations after key stage 5 by gender**  
England 2013/14 (state-funded mainstream schools and colleges)



Number of students, underlying data to figure 11

Females	Males
191,100	167,870

74% of females and 73% of males were recorded in sustained education, employment or training destinations. The percentage of females in sustained destinations has increased by 3 percentage points since 2012/13, while sustained destinations for males have increased by 2 percentage points since 2012/13.

49% of females from state-funded mainstream schools and colleges went onto a higher education institution destination compared to 47% of males.

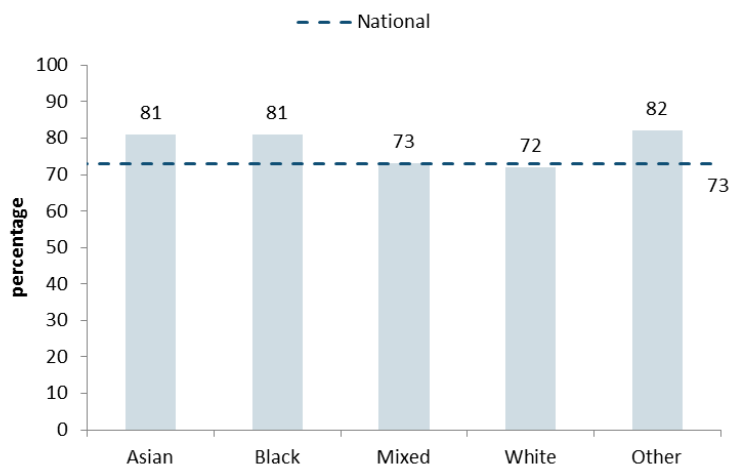
Slightly more males (18%) than females (17%) went onto a top third higher education institution but the percentage going to Russell Group higher education institutions were the same.

#### Ethnicity

Comparing ethnic groups, students from other ethnic origins had the highest percentage in sustained education, employment or training destinations (82%), while White ethnic origin students had the lowest percentage (72%).

Students from White ethnic origins are the only ethnic group below the national figure of 73% sustained education destinations.

**Figure 12: Overall sustained destinations after key stage 5 by ethnicity England 2013/14 (state-funded mainstream schools and colleges)**



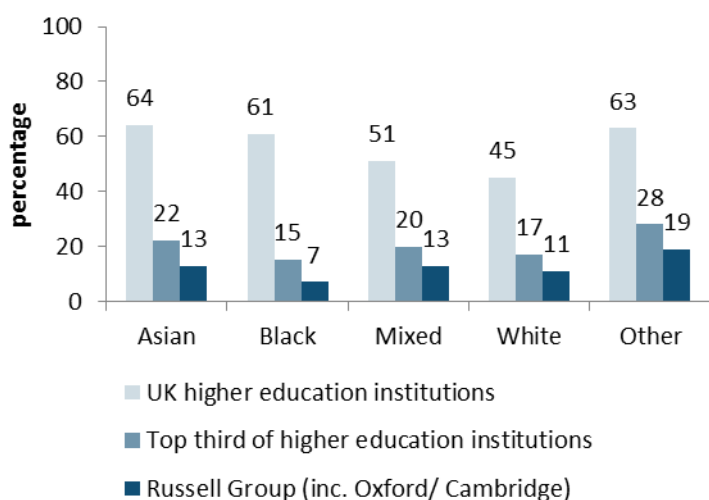
Number of students, underlying data to figure 12				
Asian	Black	Mixed	White	Other
32,440	18,030	12,150	272,630	6,640

By ethnicity, the highest percentages progressing to a higher education institution were students from Asian (64%) and other ethnic origins (63%). This compares to students from Black (61%), mixed (51%), and White (45%) ethnic origins.

Students from other ethnic origins had the highest percentage going to a top third or Russell Group institution (28% and 19% respectively).

The ethnic groups with the lowest percentages going to a top third or Russell Group institution were students from White (17% and 11%) and Black ethnic origins (15% and 7%).

**Figure 13: Higher education institution sustained destinations after key stage 5 by ethnicity England 2013/14 (state-funded mainstream schools and colleges)**



Number of students, underlying data to figure 13				
Asian	Black	Mixed	White	Other
32,440	18,030	12,150	272,630	6,640

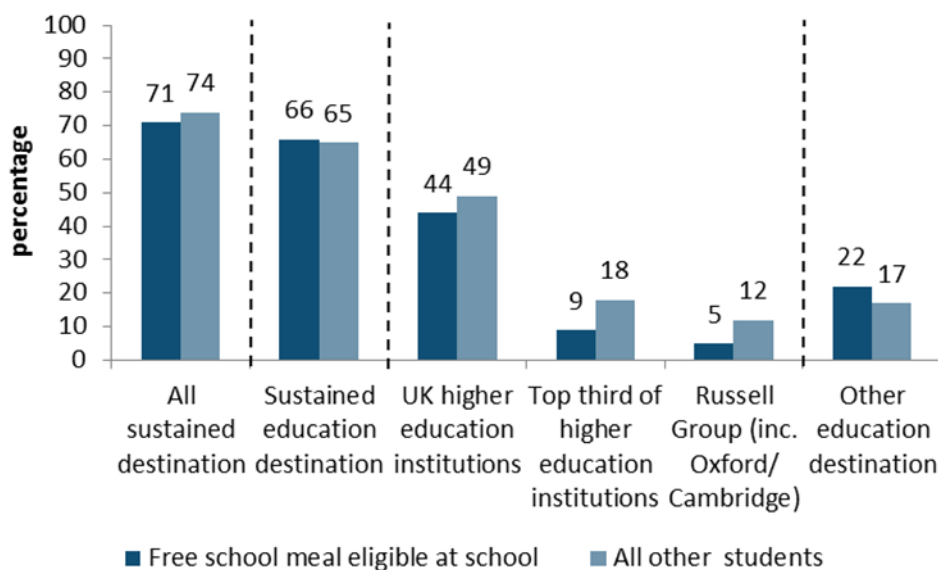
## Free school meals

There was a lower proportion of students progressing to a sustained education, employment or training destination who were eligible for free school meals at school (71%) compared to all other students (74%).

A lower percentage of free school meals eligible students (44%) went to a higher education institution compared to all other students (49%).

Free school meals eligible students (9%) were half as likely to go to a top third higher education institution compared to all other students (18%). It was less than half for destinations to Russell Group institutions, 5% compared to 12%.

**Figure 14: Sustained destinations after key stage 5 by free school meals eligibility England 2013/14 (state-funded mainstream schools and colleges)**



Number of students, underlying data to figure 14

Free school meals eligible at school	All other students
35,390	323,580

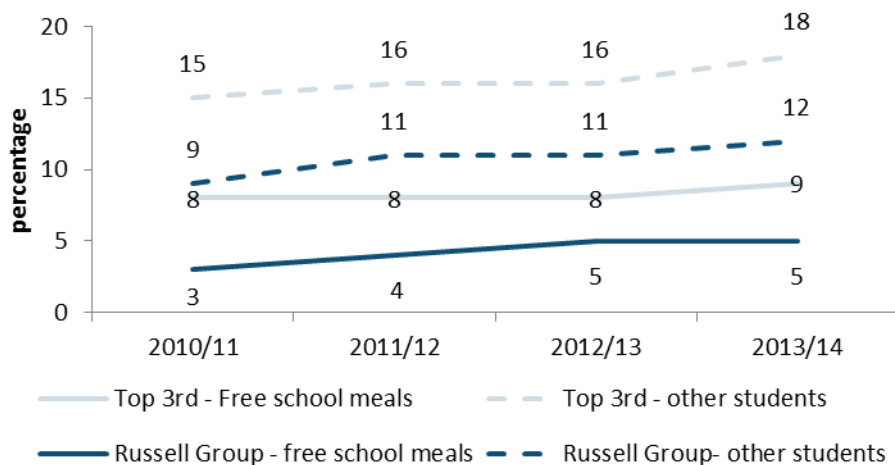
### Free school meal status

Students are identified with a free school meals status if they are eligible for a free school meal at any time in year 11. Key stage 5 data are still only shown by free school meals and not by disadvantage. This is because pupil premium was not introduced until April 2011, after these students had left compulsory education.

The gap between the percentage of free school meals eligible students going to the top third higher education institutions and all other students has widened from 7 to 9 percentage points between 2010/11 and 2013/14.

For Russell Group institutions the gap has widened from 6 to 7 percentage points.

**Figure 15: Top third higher education institution destinations after key stage 5 by free school meals eligibility England 2010/11 - 2013/14 (state-funded mainstream schools and colleges)**



Number of students, underlying data to figure 15				
	2010/11	2011/12	2012/13	2013/14
Free school meals eligible at school	27,250	28,770	31,670	35,390
All other students	313,940	306,720	314,120	323,580

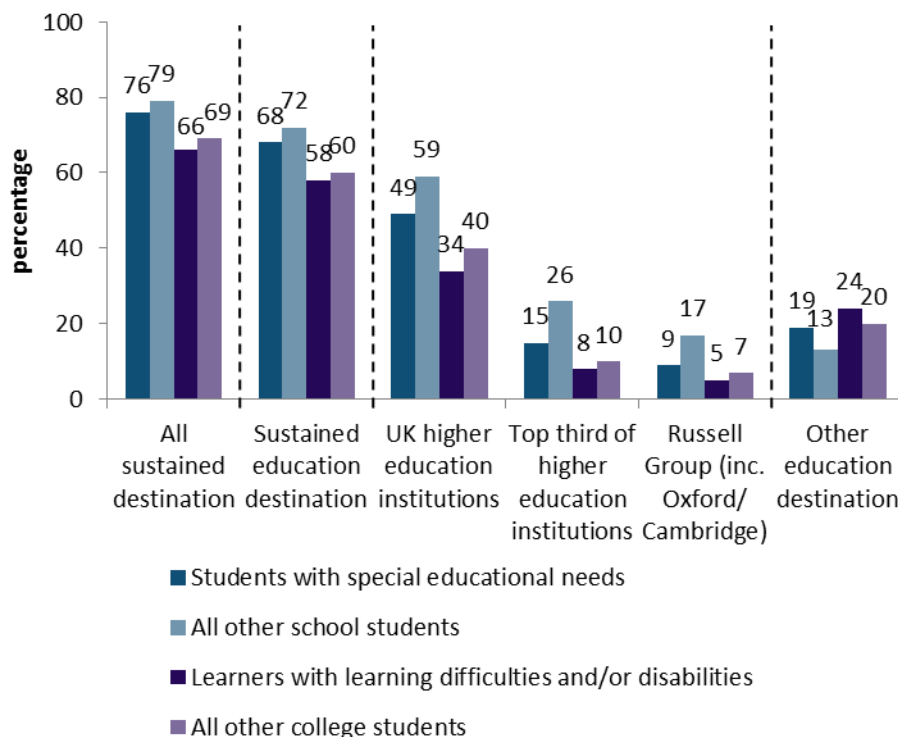
### Students with special educational needs and learners with learning difficulties and/or disabilities

Students with special educational needs (49%) were less likely to progress to a higher education institution compared to all other school sixth form students (59%). Similarly, students with learning difficulties and/or disabilities (34%) were less likely to progress to a higher education institution compared to all other college students (40%).

Students with special educational needs were less likely to attend a top third or Russell Group higher education institution (15% and 9% respectively) compared to all other schools sixth form students (26% and 17% respectively). A lower proportion of learners with learning difficulties and/or disabilities (8%) attended a higher education institution in the top third compared to all other college students (10%).



**Figure 16: Sustained destinations after key stage 5 by special educational needs, and learners with learning difficulties and/or disabilities and/or disabilities**  
**England 2013/14 (state-funded mainstream schools and colleges)**



Number of students, underlying data to figure 16	
Special educational needs	12,540
All other school students	160,100
Learning difficulties and/ or disabilities	28,620
All other college students	157,710

## 6. Destinations for special schools after key stage 5 (Tables NA1)

### Special schools

A number of students go to schools specifically for students with special education needs – ‘special schools’. There is a small cohort of students in special schools included at key stage 5. Of the 120 students who completed level 3 qualifications in those special schools, 77% went into a sustained education, employment or training destination. Of these the majority were in a sustained education destination (75%).

The numbers of special schools included in this statistical first release are small as special schools have to opt in at key stage 5 to be counted in the performance tables cohort.

## 7. Accompanying tables

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

### Key stage 4 tables

#### National

NA1	Percentage of 2012/13 key stage 4 cohort going to, or remaining in, an education or employment destination in 2013/14
NA11	by gender
NA12	by free school meals eligibility (FSM)
NA13	by special educational needs (SEN)
NA14	by major ethnic groups
NA15	by minor ethnic groups
NA16	by disadvantage

#### Local authority and regional

LA1	for state-funded mainstream schools
LA14	for state maintained and non-state maintained special schools
LA15	for all state-funded (mainstream and special)
LA16	for alternative provision and pupil referral units
LA26	by gender for state-funded mainstream schools
LA31	by free school meals eligibility (FSM) for state-funded mainstream schools
LA32	by free school meals eligibility (FSM) for special schools
LA33	by disadvantage for state-funded mainstream schools
LA34	by disadvantage for special schools
LA41	by special educational needs (SEN) categories for state-funded mainstream schools
LA42	by special educational needs (SEN) for state-funded mainstream schools
LA61	Local authority summary table

#### Institutional

IN1	all data
IN1	schools comparison tool
IN11	by gender
IN13	by special educational needs (SEN)
IN14	by major ethnic groups
IN16	by disadvantage

#### Parliamentary constituency

PC1	for state-funded mainstream schools
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### Key stage 5 tables

#### National

NA1	Percentage of students, in 2012/13, who entered an A Level or other Level 3 qualification, going to, or remaining in, an education or employment destination in 2013/14
NA11	by gender
NA12	by free school meals eligibility (FSM)
NA13	by special educational needs (SEN) and learners with learning difficulties and/or disabilities (LLDD)
NA14	by major ethnic groups
NA15	by minor ethnic groups for state-funded schools
NA16	by minor ethnic groups for state-funded colleges
NA17	by minor ethnic groups for state-funded mainstream schools and colleges

#### Local authority and regional

LA1	for state-funded schools
LA2	for state-funded colleges
LA13	for state-funded mainstream schools and colleges
LA21	by gender for state-funded schools
LA22	by gender for state-funded colleges
LA27	by gender for state-funded schools and colleges
LA31	by FSM eligibility for state-funded schools
LA32	by FSM eligibility for state-funded colleges
LA33	by FSM eligibility for state-funded schools and colleges
LA41	by SEN for state-funded schools
LA42	by LLDD for state-funded colleges
LA61	Local authority summary table

#### Institutional

IN1	all data
IN1	institution comparison tool
IN11	by gender
IN12	by FSM
IN13	by SEN for schools
IN14	by LLDD for colleges
IN15	by major ethnic groups

#### Parliamentary constituency

PC1	for state-funded mainstream schools and colleges
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**When reviewing the tables, please note that:**

<p>There are no destinations from independent schools and data will be revised in January 2016.</p>	<p>Destinations from independent schools are not included in this publication but will be included in the revised version in January 2016. Some destinations to independent schools may be missing in this publication and may be updated in the revised version when additional data are available.</p>
<p>We report on a variety of schools and colleges.</p>	<p>This SFR includes destinations of students from mainstream state-funded schools and colleges, maintained and non-maintained special schools, and for key stage 4 only, pupil referral units and other alternative provision. Some free schools now appear in the mainstream and special cohorts at both key stages.</p>
<p>There is a range of destinations included in the measure.</p>	<p>Destination measures capture students participating in a range of education destinations including: further learning at a school, at a college (further education or sixth-form college), an independent school, studying for an apprenticeship, or attending a higher education institution. The percentage of students moving into employment/ training, recorded as not in education, employment or training (NEET) or accepting a deferred offer into higher education (including gap year students) are also included.</p>
<p>We use the National Pupil Database.</p>	<p>Data from the National Pupil Database were used to calculate the destination measures. The National Pupil Database is a longitudinal database linking student characteristics (e.g. age, gender, and ethnicity) to school and college learning aims and attainment information for children in schools and colleges in England.</p>
<p>For education destinations, five administrative data sources from the National Pupil Database are used.</p>	<p>Five administrative data sources used in compiling the National Pupil Database have been used to determine the education destinations, namely:</p> <ul style="list-style-type: none"> <li>• Individualised Learner Record (ILR) covering English colleges, further education (FE) providers and Specialist post-16 institutions (SPI).</li> <li>• School Census (SC) covering English schools. This also includes maintained and non-maintained special schools and Pupil Referral Unit.</li> <li>• Awarding Body data for independent schools</li> <li>• Alternative provision census</li> <li>• Higher Education Statistics Agency (HESA) covering United Kingdom Higher Education Institutions</li> </ul>
<p>For employment/ training, NEET and accepted deferred higher education offers, we use two sources.</p>	<p>In addition to the data sources above, we compile information of employment/ training, NEET and accepted higher education offers from the following datasets:</p> <ul style="list-style-type: none"> <li>• National Client Caseload Information System (NCCIS) covering English local authorities.</li> <li>• Universities &amp; Colleges Admissions Service (UCAS) covering United Kingdom higher education institutions.</li> </ul>
<p>The 'top third' of higher education institutions provides an indication of the most selective Higher Education Institutions. The group is calculated by BIS.</p>	<p>The Department for Business, Innovation and Skills (BIS) calculate the top third most selective higher education institutions. They do this by grouping higher education institutions by mean UCAS tariff score from the top three A level grades of entrants. The latest top third list available is for 2012/13. The higher education institutions included in this group change every year, although 88% of higher education institutions remained in the top third for 7 consecutive years, from 2006/07 to 2012/13. The calculation is</p>

	restricted to the top three A level attainment; students who study other qualifications at key stage 5 will be excluded (see annex 1 in the <a href="#">technical note</a> for the list of higher education institutions in the top third). For more on the top third see the technical note.
There is information on the Russell Group.	The Russell Group represents 24 leading UK universities which have a strong focus on teaching and research. The universities included in the Russell Group are listed in annex 1 in the <a href="#">technical note</a> .
Characteristic data at key stage 4 were captured at year 11.	For key stage 4, gender, ethnicity, and students eligible for free school meals were captured at year 11 from the National Pupil Database. Special Educational Needs were captured at year 11 from the National Pupil Database and Census. Disadvantaged students were captured from the National Pupil Database where they were identified as either having been eligible for free school meals at some point in the last 6 years or having been looked after continuously for 6 months or more during the year.
Where characteristics data at key stage 5 came from was a little more complicated.	Gender was captured at year 13 from the National Pupil Database and awarding body data. Year 11 census data captured ethnicity information for students in colleges, as the ILR does not collect information on ethnicity; year 13 census data were used for young people in school at key stage 5. Free school meals data for key stage 5 students were captured from census and National Pupil Database data and were identified if they were claiming at any time in year 11 (students eligible for and claiming free school meals is only relevant up to year 11). For students in schools, special educational needs status was taken from the 2012/13 school census at key stage 5, whilst for young people in colleges, the learners with learning difficulties and/or disabilities indicators were taken from 2012/13 ILR. Learners were included if they had an indicator at any point during the year.
We preserve confidentiality.	The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
We omit numbers.	Any institution with fewer than 6 learners in their 2011/12 cohort had all of their data suppressed. For the main tables, any figures lower than 3 in the reporting lines were suppressed. For the characteristic tables, any figures lower than 6 were suppressed.
We round numbers.	To preserve anonymity, we show totals to the nearest 10 and breakdowns to the nearest 5. As a result of suppression and rounding, totals in text and in tables may not always equal the sum of their component parts.
We adopt symbols to help identify omitted and rounded numbers.	Symbols are used in the tables as follows: ( 0 ) where any number is shown as 0, the original figure was zero ( x ) small number suppressed to preserve confidentiality ( . ) not applicable ( - ) positive % less than 0.5 ( * ) 0, 1, 2 suppressed in UCAS data only

## 8. Some other essential points to note:

Remember the statistics are experimental.	Destination measures are published as "experimental statistics" and do not display the National Statistics Logo, as data are still being evaluated and remain subject to further testing in terms of their reliability and ability to meet customer needs. There are still high percentages of activity not
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captured in the key stage 5 measure, probably due to limited employment and unemployment data from some Local Authorities. As improvements are made to the methodology of the measures, the data will be judged to establish whether the statistics meet the quality standards to be published as National Statistics in future years.

Be careful when making comparisons between years.

Some of the differences between the years may be attributable to the tightening of methodology or improvements in data matching so any comparisons should be treated with caution.

You may have noticed there is a bit of a time lag.

Creation of the destination measures requires higher education (HESA) data to be matched to the student data in the National Pupil Database. The HESA data used in this Release are for the academic year 2013/14 and these are the most recent data to have been matched. This publication is therefore reporting on 2012/13 key stage 4 and key stage 5 (A level or other level 3 qualifications) students who went on to destinations in 2013/14.

Coverage – England only.

The destination measures data only reports information from schools and colleges in England.

## 9. Further information is available

For a detailed technical note

A detailed technical note is published alongside the statistical first release here: [Destination Measures: Technical note](#)

Previously published figures are still available

[Destination measures](#) are still available on gov.uk. for the years 2009/10 – 2012/13.

Student characteristics data were published from 2010/11.

Want to see these figures on Performance Tables?

We publish the key stage 4 education destinations on the [School Performance Tables](#) website. We have done this for the last 5 years.

For some related publications

The DfE Participation in Education, Training and Employment by 16-18 year olds SFR is published here:

[DfE Participation in Education, Training and Employment](#)

The BIS Widening Participation Measures are published at:

[BIS Widening participation in higher education](#)

## 10. Official Statistics

The United Kingdom Statistics Authority has designated these statistics as Official Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics. Destination measures are published as "experimental statistics" and do not display the National Statistics Logo.

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 Official 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.

## 11. 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.

More technical information here: [Destination Measures: Technical note](#)

## 12. Contact

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This document is also available from our [website](#).