

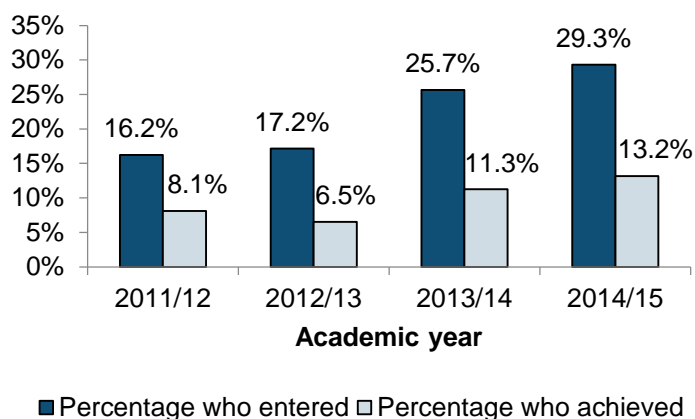


Department
for Education

Level 1 and 2 attainment in English and maths by students aged 16-18: academic year 2014/15

English: For those who had not achieved A* to C in English by the end of Key Stage 4, entries in GCSE English have increased in each year since 2011/12. Achievement of A* to C by the end of 16-18 study has increased in each year since 2012/13.

Entry to GCSE English and achievement of A*-C in GCSE English at 16-18
(Of those not achieving A*-C in English GCSE by end of KS4)

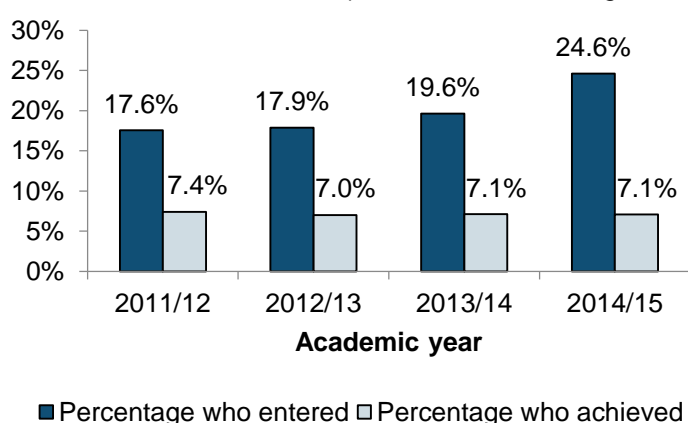


		Thousands			
English		2011/12	2012/13	2013/14	2014/15
Left KS4 without A*-C		210.3	188.4	201.7	209.0
Of which:					
Entered GCSE		34.2 (16.2%)	32.3 (17.2%)	51.8 (25.7%)	61.3 (29.3%)
Achieved A*-C		17.1 (8.1%)	12.3 (6.5%)	22.8 (11.3%)	27.6 (13.2%)

The numbers of students completing their 16-18 study in 2014/15 who did not have an A*-C in English by the end of Key Stage 4 is similar to 2011/12, following a drop in 2012/13. English GCSE entries by those who had not achieved an A*-C continued to increase for 2014/15, following a step increase in the previous year. Achievement of A* to C in English by this group increased too, but by a smaller amount. Over 10,000 more students achieved A* to C during their 16-18 study in 2014/15 compared with 2011/12.

Maths: For those who had not achieved A* to C in maths by the end of Key Stage 4, entries in GCSE maths have increased in each year since 2011/12. Achievement of A* to C has remained steady.

Entry to GCSE maths and achievement of A*-C in GCSE maths at 16-18
(Of those not achieving A*-C in maths GCSE by end of KS4)



		Thousands			
Maths		2011/12	2012/13	2013/14	2014/15
Left KS4 without A*-C		232.4	211.2	186.2	178.4
Of which:					
Entered GCSE		40.8 (17.6%)	37.7 (17.9%)	36.5 (19.6%)	43.9 (24.6%)
Achieved A*-C		17.2 (7.4%)	14.8 (7.0%)	13.2 (7.1%)	12.6 (7.1%)


The number completing 16-18 study who left Key Stage 4 without A*-C in Maths has fallen steadily from 232,400 in 2011/12 to 178,400 in 2014/15. Maths GCSE entries increased by more in 2014/15 than in previous years. However, there has been no increase in the proportion achieving A* to C despite the increase in entries.

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About this release

This Statistical First Release is published as experimental (see section 9). It provides information on the English and maths qualifications entered and achieved by students aged 16-18 in England who did not achieve a GCSE grade A* to C by the end of key stage 4 (KS4).

 16-18 refers to a student's academic age at the beginning of the academic year.

Who & what is included

Students

National figures for 2014/15 are based on students who were at the end of KS4 in 2012/13 and measure their subsequent level 1 and 2 attainment in 2013/14 and 2014/15. Students aged 16-18 are included, usually on completion of year 13. Institution tables also include a small number of students who were at the end of KS4 in 2011/12 and were deferred due to having no record of participation in 2012/13.

Tables 8 and 9 of this release (see section 6) include exams taken by all 16-18 year olds, not just those without an A* to C at GCSE. Students do not have to have finished their 16-18 study. This means that students in years 12, 13 or 14 who already have a GCSE grade C or above may be included.

Qualifications

The 2014/15 cohort is based on students not achieving grades A* to C in GCSE English and/or maths (including those who did not enter) at the end of KS4 in 2012/13, based on qualifications reported in the 2013 secondary school performance tables.

Level 1: equivalent to D-G at GCSE

Level 2: equivalent to A*-C at GCSE

 See the technical note for further information on who and what is included in this release.

In this publication

The following tables are included in the experimental Statistical First Release:

- National tables
- Institution tables

All tables are in Excel .xlsx format.

The accompanying technical note provides information on the coverage of students and qualifications, the data sources, and methodology for producing the experimental Statistical First Release.

1. Introduction

The school and college accountability system is being reformed to set higher expectations, with the aim to make the system fairer, more ambitious and transparent. This new system will be based on [five headline measures](#) and will be published in 16-18 performance tables from 2016. The headline measures are:

- Progress – a value added progress measure for academic and applied general cohorts; and a combined completion/attainment measure for the tech level cohort;
- Attainment – average point score per entry;
- English and maths progress measures - for students who have not achieved at least a grade C at GCSE at the end of key stage 4;
- Retention – students who completed their main programme of study;
- Destinations – students who remain in sustained employment and/or education.

Ahead of these reforms, this experimental Statistical First Release (SFR) is produced as an interim indication of English and maths entries and attainment by students at 16-18 who did not achieve a GCSE grade A* to C by the end of KS4. National figures show exam entries and achievement by post-16 students in 2013/14 and 2014/15 who were at the end of KS4 in 2012/13, i.e. measuring subsequent attainment in the following two years.


From the 2015/16 academic year, this release will be discontinued. Instead, the new English and maths progress measures will be included in the 2016 performance tables published in 2017 and national figures will be included in the 16-18 results SFR, published provisionally in autumn 2016. The new progress measures will look at students' progress in grades from their starting point before they start post-16 study at a school or college, to the point where they leave a school or college or reach the age of 18. More detail can be found in the [technical guide to 16-19 accountability headline measures](#).

In last year's Level 1 and 2 attainment in English and maths by students aged 16-18: academic year 2013/14 statistical first release, published in September 2015, two additional institution tables were published using the allocations methodology that will be introduced from the 2015/16 academic year, for the purpose of seeking feedback; these two additional tables are not included in this release, however from the 2016 performance tables institution information will be provided using the new allocation rules only.

For the first time, this release includes national tables showing exam entries and pass rates for English and maths. These national tables are for all 16-18 students in 2014/15, for students with any prior attainment (including above a C) and in any year group. See section 6 and tables 8 and 9.

A change to funding policy for 16-19 students in state-funded schools and colleges is likely to have an impact on the trends over time of entries to English and maths seen in this release:

- Since August 2014, students starting a new study programme without a GCSE grade A* to C in English and/or maths on 16-19 study programmes of more than 150 hours or on traineeships must continue to work towards achieving these qualifications as part of 16-19 funding conditions. For the cohort covered in this release, this requirement applied for one year.
- From August 2015, this condition of funding was revised, so all full-time 16-19 year old students with a grade D must study towards GCSEs, rather than stepping stone qualifications. This revised condition does not apply to young people on traineeships. This revision did not apply to the cohort covered in this release.

 The qualifications included in this experimental SFR 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. Please refer to the [qualifications list](#) for approved qualifications that meet the 16-19 English and maths condition of funding. In addition, the treatment of stepping stone qualifications relating to student progression is slightly different to the hierarchy of achievement used in this release.

2. Students included at the end of KS4

Students included in the 2014/15 cohort are based on those that finished KS4 in 2012/13. There were 209,000 students who did not achieve grades A* to C in GCSE English and 178,400 students who did not achieve grades A* to C in GCSE maths. For maths, the number and proportion of students who did not achieve grades A* to C by the end of KS4 has declined over the past four years. This is in contrast to English where the number and proportion increased from 2010/11 to 2012/13 (table 2a).

New English GCSEs were awarded for the first time in summer 2012 with new curriculum content that included an increased focus on literacy skills; the GCSEs were modular (or 'unitised') for the first time; and coursework was replaced by controlled assessment amounting to 60% of total assessment in both English and English language (see the [GCSE publication](#) for more information). This may have had an impact on English outcomes in 2011/12 and onwards and could be a reason why the proportion of students who did not achieve grades A* to C increased since 2010/11.

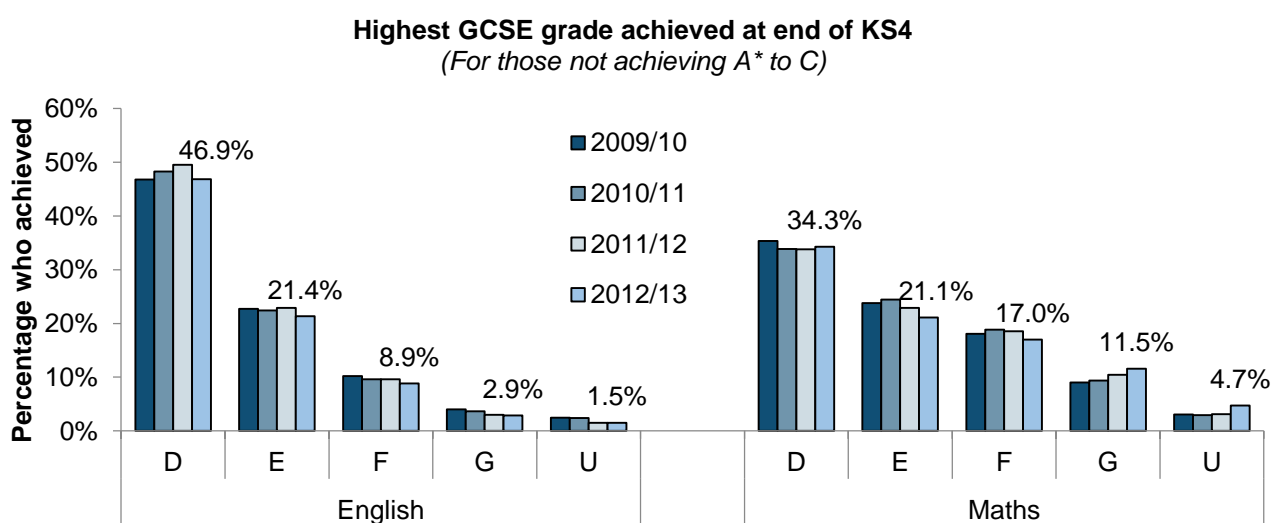
Table 2a: Number and proportion of students who finished KS4 without a GCSE grade A* to C in English or maths, 2009/10 to 2012/13

Students without A* to C in GCSE:

End of KS4 in:	Number of students at end of KS4	English (numbers)	English (%)	Maths (numbers)	Maths (%)
2009/10	639,263	210,347	32.9	232,398	36.4
2010/11	627,093	188,365	30.0	211,171	33.0
2011/12	620,617	201,683	32.5	186,160	29.1
2012/13	632,397	208,957	33.0	178,374	28.2

In English, nearly half of students not achieving A* to C had achieved a D grade at KS4, whereas for maths only just over a third of students achieved a D grade in KS4. The proportion achieving an E grade was similar for English and maths, and in maths a higher proportion achieved F, G and U grades in GCSE at KS4. This pattern in the make-up of students without an A* to C has remained steady for the four cohorts up to 2012/13.

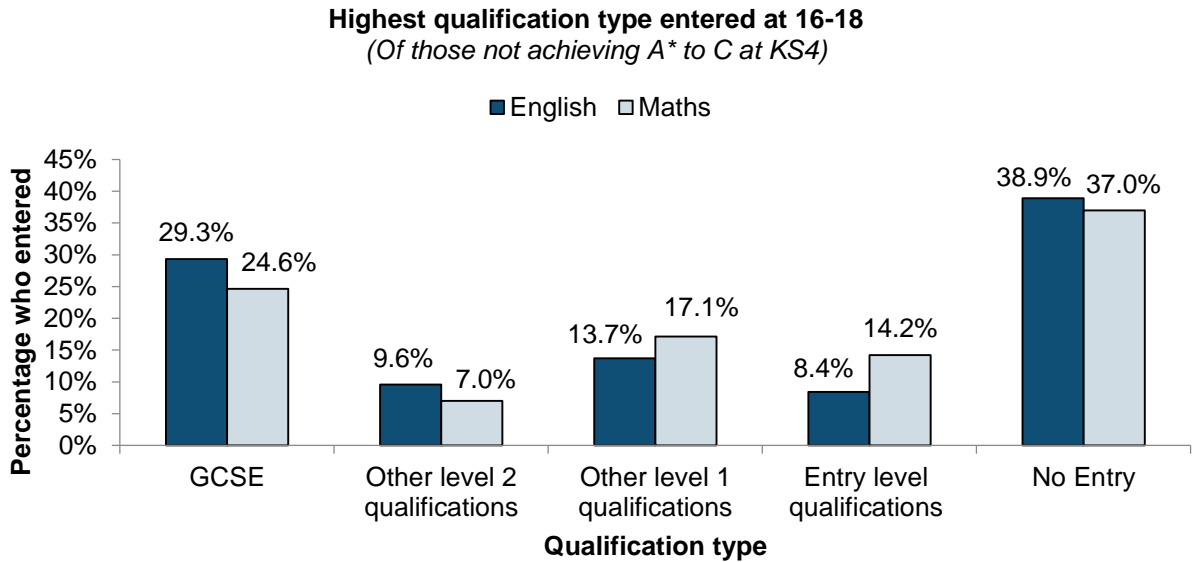
Chart 2a: Proportion of students achieving each of grades D to U in GCSE at the end of KS4, 2009/10 to 2012/13



3. Entries at 16-18 (Tables 1&3)

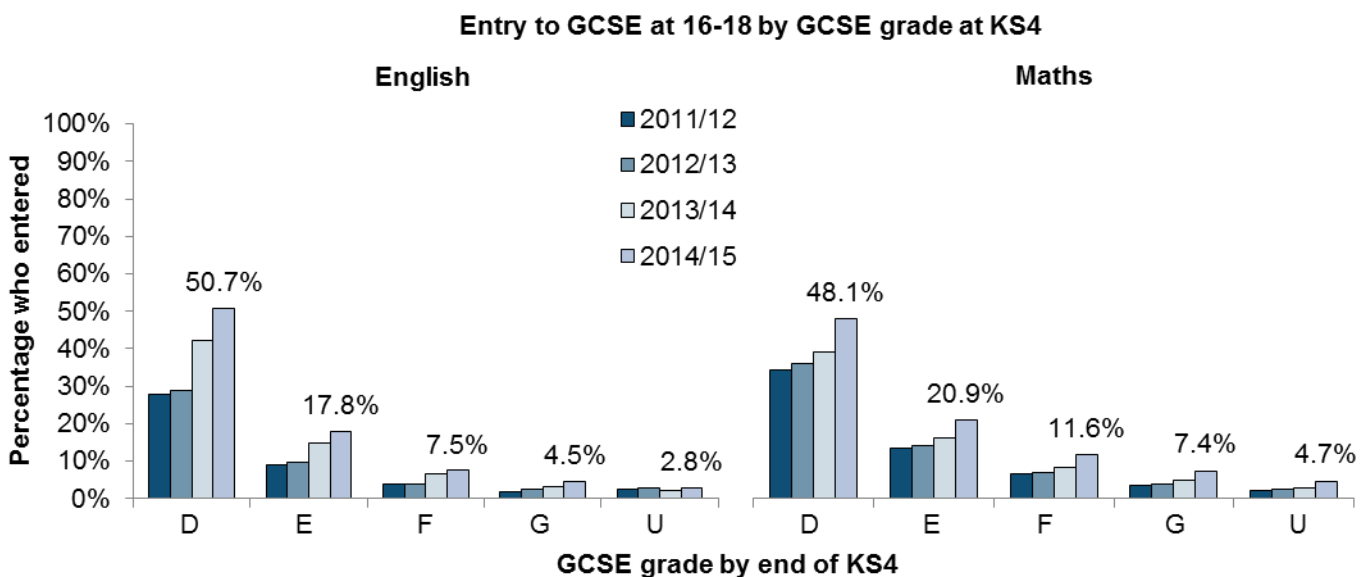
Almost four in ten students finishing KS4 in 2012/13 without A* to C in English and maths did not enter for any English and maths qualifications by 2014/15. Only around 30% of students without A* to C in GCSE English entered for the GCSE at 16-18 and this drops to 25% for students without A* to C in GCSE maths (chart 3a).

Chart 3a: English and maths qualification types entered by 16-18 students by 2014/15 for students without A* to C at the end of KS4 in 2012/13



The difference between GCSE English and maths entries may be related to the higher proportion of students without an A* to C that had a D in GCSE English at KS4 (chart 2a), as for both English and maths students were more likely to enter GCSE at 16-18 if they had previously achieved a grade D (chart 3b). For example, half of students who achieved a grade D in English at KS4 in 2012/13 entered the GCSE at 16-18 by 2014/15, this dropped to just over a sixth for students with a grade E.

Chart 3b: 16-18 students entering GCSE English and maths by prior attainment at the end of KS4, 2011/12 to 2014/15



Underlying data for chart 3b:

Academic year	Entry to GCSE English at 16-18 (by GCSE grade at KS4)					Entry to GCSE maths at 16-18 (by GCSE grade at KS4)				
	D	E	F	G	U	D	E	F	G	U
2011/12	27,531	4,355	789	161	135	28,264	7,488	2,695	716	162
2012/13	26,238	4,083	725	171	129	25,838	7,229	2,695	730	148
2013/14	42,232	6,782	1,262	190	71	24,586	6,881	2,829	956	158
2014/15	49,624	7,945	1,382	271	90	29,367	7,855	3,518	1,529	395

Those with 'no record of entry' to GCSE English and maths at KS4 are not shown in chart 3b.

Percentages are only shown for 2014/15 in chart 3b.

However although about half of students with a D in GCSE English or maths entered the GCSE, some students entered qualifications which would not allow them to improve on their level of achievement. Nearly an eighth (12.2%) of students with a D in GCSE English at KS4 and nearly a sixth (15.3%) of students with a D in GCSE maths at KS4 entered level 1 or entry level qualifications as their highest English or maths qualification at 16-18.

From August 2015 (after the period covered within this release), 16-19 funding conditions required full time students starting a new study programme with a prior attainment of a D grade in English and/or maths to study towards GCSEs, rather than 'stepping stone' qualifications. This means these students will have to study GCSE English or maths to meet the condition of funding (see [Introduction](#)).

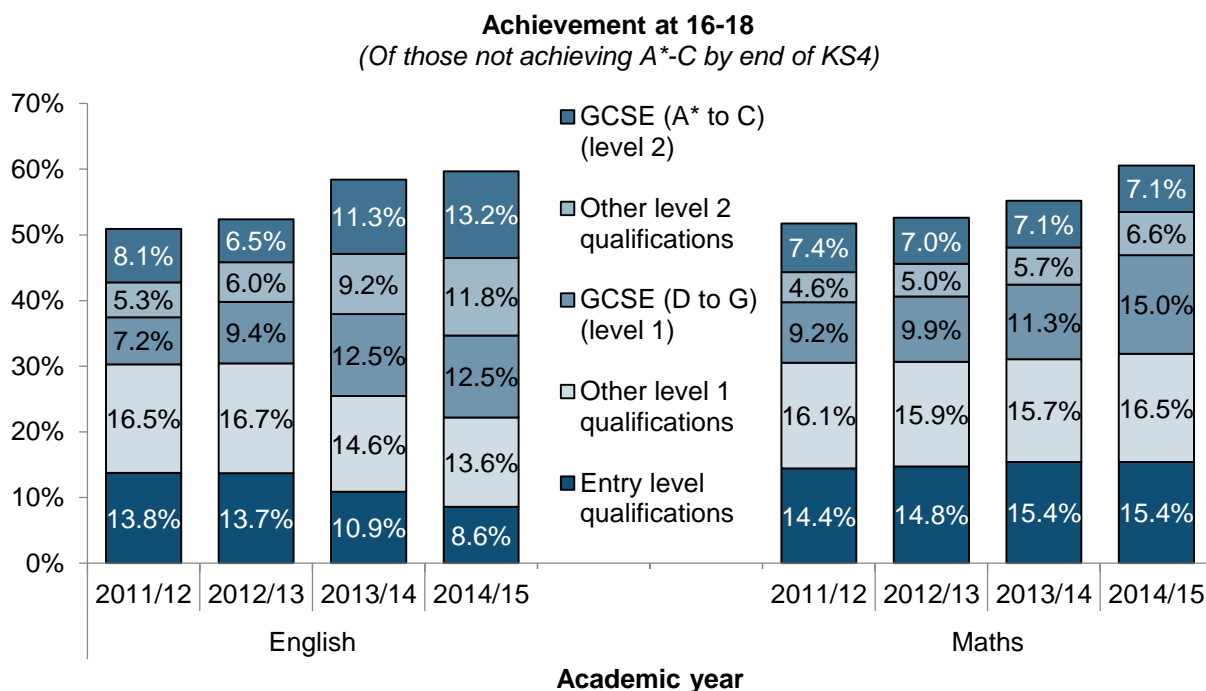
GCSE entries by prior attainment over time

As shown on page 1, the proportion of entries to English and maths GCSE at 16-18 has increased for the past four cohorts of students, but more so for English. For both English and maths there has been an increase in GCSE entries by students with each prior attainment grade (chart 3b above). The largest increase, as in previous years, is in the percentage of students with a grade D entering for the GCSE, which has increased by 9 percentage points in maths and by 8.4 percentage points in English. Before 2013/14 a higher proportion of students with a D entered maths GCSE than English GCSE; from 2013/14 this trend has reversed. This is when a higher proportion of students started leaving KS4 without an A* to C in GCSE English compared to GCSE maths.

4. Achievement at 16-18 (Tables 2&4)

Overall, 13.2% of students who did not achieve A* to C in GCSE English by the end of KS4 in 2012/13 went on to achieve A* to C at 16-18 by 2014/15, compared to 7.1% for maths. Around half of students achieved other qualifications in English or maths (46.5% in English and 53.5% in maths).

In 2014/15, a higher proportion of students achieved A* to C in GCSE English or other level 2 qualifications in English and a smaller proportion achieved entry level or level 1 qualifications compared to previous cohorts. In contrast, for maths in 2014/15, there was an increase in the proportion of students achieving level 1 qualifications. Achievement of A* to C in GCSE maths has been fairly stable (chart 4a).



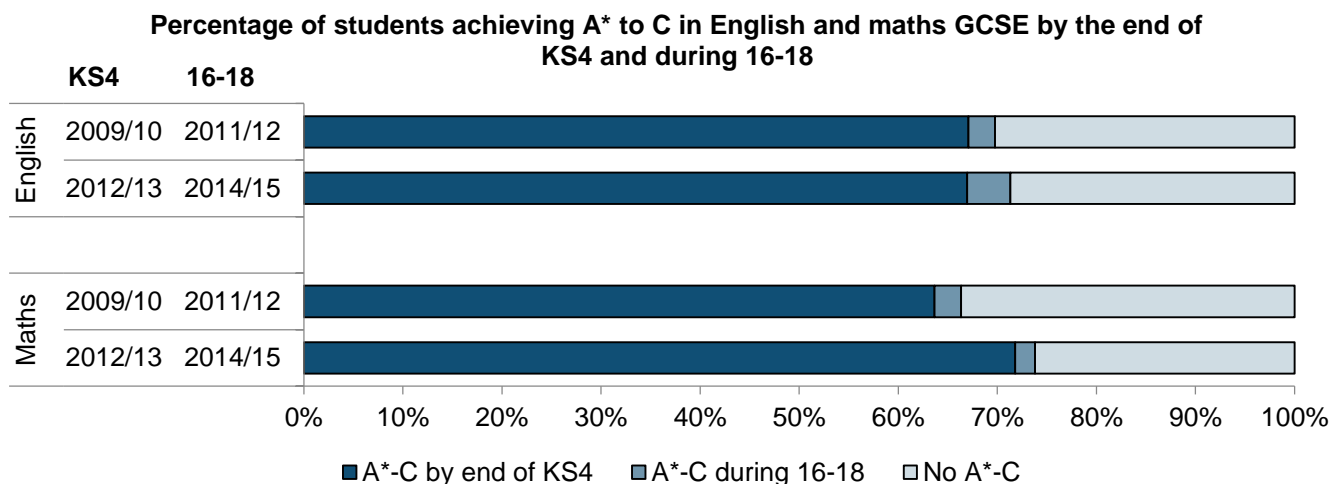
Those who did not achieve any English and maths qualifications are not shown in chart 4a; therefore percentages for each year will not add up to 100%.

Tables 1-4: 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.

The highest qualification type entered may be different to the highest qualification type achieved i.e. highest entry could be a GCSE but highest achievement could be a qualification at level 2 (other than a GCSE).

A* to C achievement over time

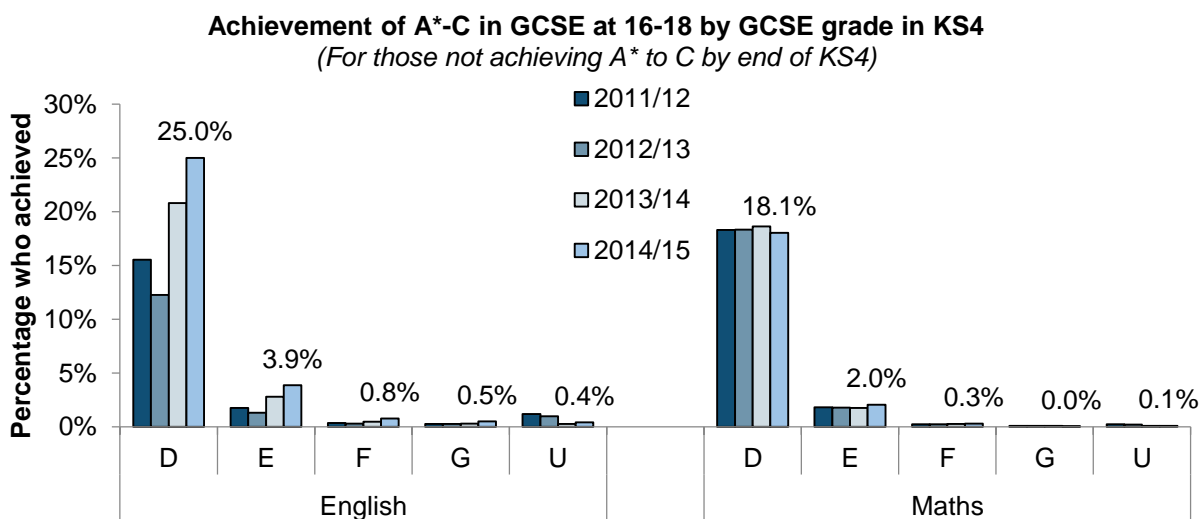
Although achievement of A* to C in maths at 16-18 has stayed static, this has increased at KS4 and so a larger proportion of students are finishing 16-18 study with an A* to C in maths than in 2011/12. The percentage of students achieving A* to C in maths GCSE by the end of KS4 increased by eight percentage points from 2009/10 to 2012/13, to 71.8%. This means there are fewer students leaving 16-18 study without an A* to C in maths GCSE, despite fewer achieving the GCSE during 16-18 study. The percentage achieving A* to C in English GCSE by the end of KS4, however, remained fairly static at 67.0% over the same time period. By 2014/15, 26.2% of the whole 2012/13 KS4 cohort didn't have an A* to C in maths GCSE, compared to 28.7% for English.



A* to C achievement by prior attainment

Students without an A* to C by the end of KS4 are most likely to achieve A* to C if they had a D grade. In maths this has remained steady for the last four years at about a fifth of students with a D grade in KS4 achieving A* to C in GCSE maths at 16-18, while in English this proportion doubled from an eighth in 2010/11 to a quarter in 2012/13. This follows a drop between 2009/10 to 2010/11. In the most recent years the pattern of achievement by prior attainment does not follow that for entries (see chart 3b above) – while a similar proportion of students with a D grade entered English or maths GCSE, the proportion achieving A* to C is lower for maths, and while a greater proportion of students with prior attainment below a D entered maths GCSE, a smaller proportion achieved A* to C. This reflects a smaller proportion of those who entered achieving A* to C in maths compared to English.

Chart 4c: Proportion of students who achieved A* to C in GCSE English or maths of those not achieving A* to C by the end of KS4, by attainment at the end of KS4

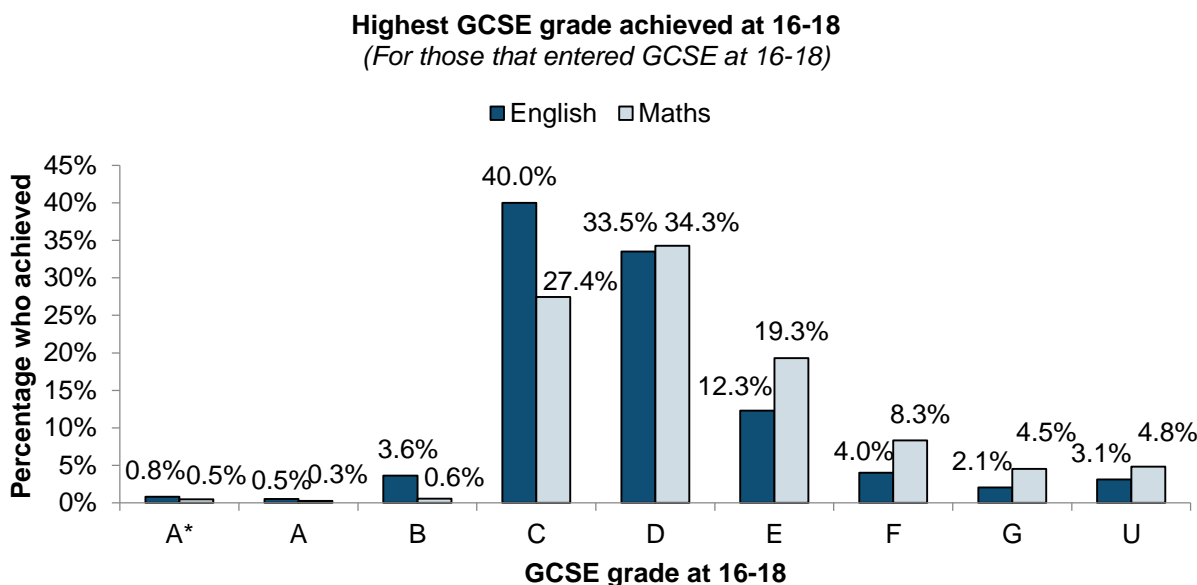


GCSE achievement of those who entered (Tables 6&7)

Of those that entered for GCSE English at 16-18 in 2014/15, 45.0% achieved grades A* to C, compared with only 28.8% of those that entered GCSE maths at 16-18. This is a slight increase of one percentage point in English (from 43.9% in 2013/14) and a drop of seven percentage points in maths (from 36.2% in 2013/14); this may in part be linked to the increase in the proportion of students who had already achieved A* to C in maths GCSE by the end of KS4. Of those students who achieved grades A* to C at 16-18 in

SFR 15/2016: Level 1 and 2 attainment in English and maths by students aged 16-18: academic year 2014/15, 24 May 2016
 English or maths, the majority achieved grade C (chart 4d). Of those that entered the GCSE, a C was the most common grade for English, whilst a grade D was most common for maths.

Chart 4d: GCSE grade achieved at 16-18 as a proportion of students who entered GCSE English and maths at 16-18, 2014/15



Achievement of those who entered the GCSE by prior attainment (Tables 5-7)

Students who entered the GCSE were more likely to achieve A* to C at 16-18 if they had achieved a grade D at KS4. Nearly half of students with a prior attainment of a grade D at KS4 achieved A* to C in GCSE English (49.3%) and over a third in GCSE maths (37.6%). This dropped to 21.6% for English and 9.7% for maths for students with a prior attainment of a grade E at KS4. This is likely to reflect the amount of progress which is needed to achieve a grade C or above.

Achievement at a higher level of learning (Tables 2,4&5)

Over a quarter (28.0%) of full-time students achieved a higher level of learning in English by 2014/15, but nearly a fifth (19.1%) achieved a lower level of learning. In maths less than a fifth (18.3%) of full-time students achieved a higher level of learning by 2014/15 and over a quarter (27.0%) achieved a lower level of learning.

In English, students with a D to G at GCSE were most likely to achieve a higher level of learning (29.8%), whereas in maths, students with no qualification were most likely to achieve a higher level of learning (39.2%). 37.3% of students who already had maths at level 2 achieved a lower level of learning by 2014/15, compared to 29.7% of students who already had English at level 2.

Table 5: 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' (see below) 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.

Table 6-7: These tables are matrices of entries and achievements that specifically detail GCSE grades achieved by the end of KS4 and grades subsequently achieved at 16 to 18.

Higher/same/lower level of learning: This refers to a hierarchy of achievement described below:-

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

For example, the 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. Students who previously achieved an E grade at KS4 and subsequently achieved a D grade at 16-18 will be considered to have achieved the same level of learning, rather than a higher level of learning. Similarly, students who previously achieved a D grade at KS4 and subsequently achieved an E grade at 16-18 will also be considered to have achieved the same level of learning, rather than a lower level of learning. This is necessary to measure progress between different types of qualifications as shown in the table above.

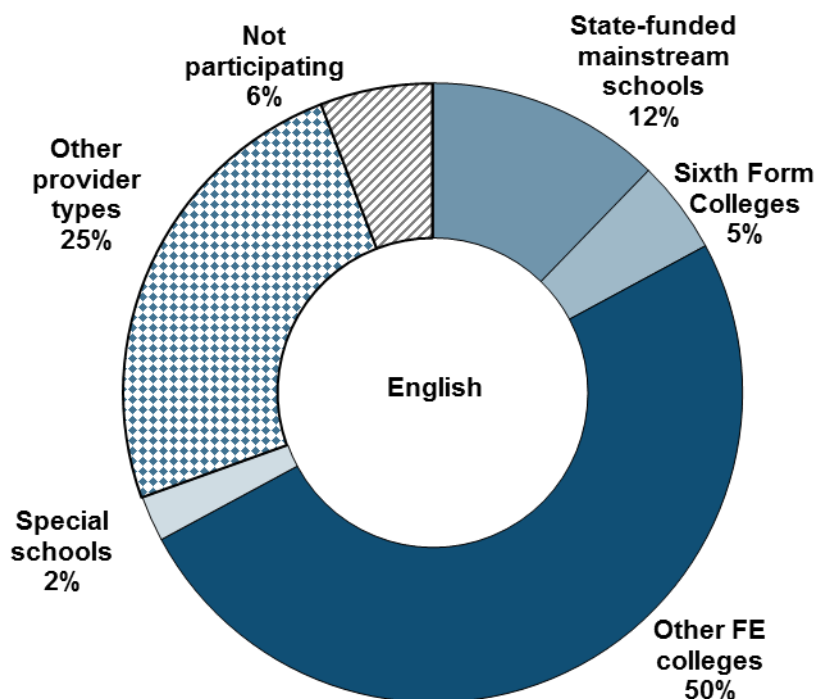
Other level 1 and 2 qualifications include functional skills, English for speakers of other languages (ESOL) qualifications, free standing maths qualifications, key skills and basic skills.

Entry level qualifications include functional skills and adult literacy and numeracy qualifications.

5. Institution types (Tables 1-4)

Half of all students who did not achieve A* to C in English by the end of KS4 continue to study at further education (FE) colleges at post-16 (chart 5a). A similar distribution was seen in previous cohorts and also for maths.

Chart 5a: 16-18 place of study for students who did not achieve A* to C in GCSE English, 2014/15



 State-funded mainstream schools include local authority mainstream schools, academies and free schools.

Other provider types includes part-time and work-based students, those deferred for reporting at institution level until next year as they were only active in 2014/15, independent schools and providers not reported in 16-18 performance tables.

Not participating means there was no record of the student studying or entering for any qualifications (including non-English and maths qualifications) in 2013/14 or 2014/15 in any data source.

Further information on the achievement of students by provider type is available in the institution level tables. These tables include full-time students in state-funded mainstream schools, sixth form colleges, other FE colleges and special schools (as presented above).

The remainder of this section focuses on the entries and achievements of students at institutions included within the institution tables. Additional information on the entries and achievements of students studying at other provider types is included within Tables 1 to 4.

Prior attainment by institution type

In general, other FE sector colleges take more students with lower prior attainment. As shown in table 5a below, while for both sixth form colleges and state-funded mainstream schools over two-thirds of students without A* to C in English GCSE had prior attainment of a D grade at GCSE, only just over a half of students without A* to C in other FE colleges had a D grade at GCSE.

Table 5a: Proportion of students studying in post-16 providers in 2014/15 who finished KS4 without a GCSE grade A* to C in English in 2012/13

	D	E	F	G	U	No record
State-funded mainstream schools	69.2%	17.5%	5.3%	1.2%	0.4%	6.4%
Sixth Form colleges	67.9%	15.9%	3.5%	1.0%	0.4%	11.4%
Other FE sector colleges	51.9%	25.7%	10.1%	2.9%	1.1%	8.3%
Special schools	0.8%	1.4%	2.0%	0.7%	0.2%	94.8%

Prior attainment is generally lower in maths than in English, but the pattern between institution types is similar to that for English. As shown in table 5b below, while for both sixth form colleges and state-funded mainstream schools over half of students without A* to C had prior attainment of a D grade at GCSE, only just over a third of students without A* to C in other FE colleges had a D grade at GCSE.

Table 5b: Proportion of students studying in post-16 providers in 2014/15 who finished KS4 without a GCSE grade A* to C in maths in 2012/13

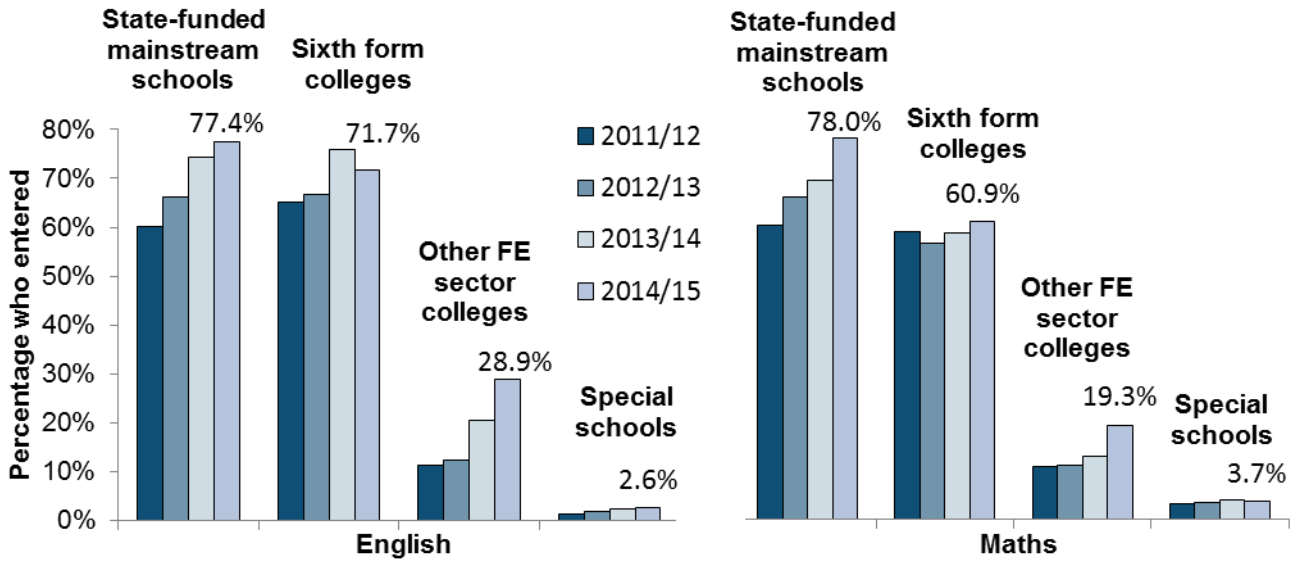
	D	E	F	G	U	No record
State-funded mainstream schools	51.9%	22.2%	13.9%	7.5%	2.2%	2.2%
Sixth Form colleges	52.5%	20.7%	13.4%	6.6%	2.2%	4.7%
Other FE sector colleges	35.0%	23.2%	18.8%	12.4%	4.5%	6.1%
Special schools	0.7%	0.9%	2.0%	2.4%	2.0%	92.1%

GCSE English and maths entries and achievement by institution type

There were increases across all institution types in the proportion of students being entered for GCSE English and maths by 2014/15, with the exception of sixth form colleges where there was a drop in English entries after a large increase between 2012/13 and 2013/14. There has been little change to institution type entry and achievement patterns over time. State-funded mainstream schools and sixth form colleges continue to enter a higher proportion of their students for GCSE and a greater proportion of their students achieve A* to C post-16, for both English and maths (charts 5b & 5c), which is likely to be partially explained by the higher prior attainment of their students (see table 5a & 5b).

It is expected that these figures will increase for all institution types for students studying from 2014/15 as students with a GCSE grade D in English or maths have to continue to study GCSE, as part of 16-19 funding conditions (see [Introduction](#)).

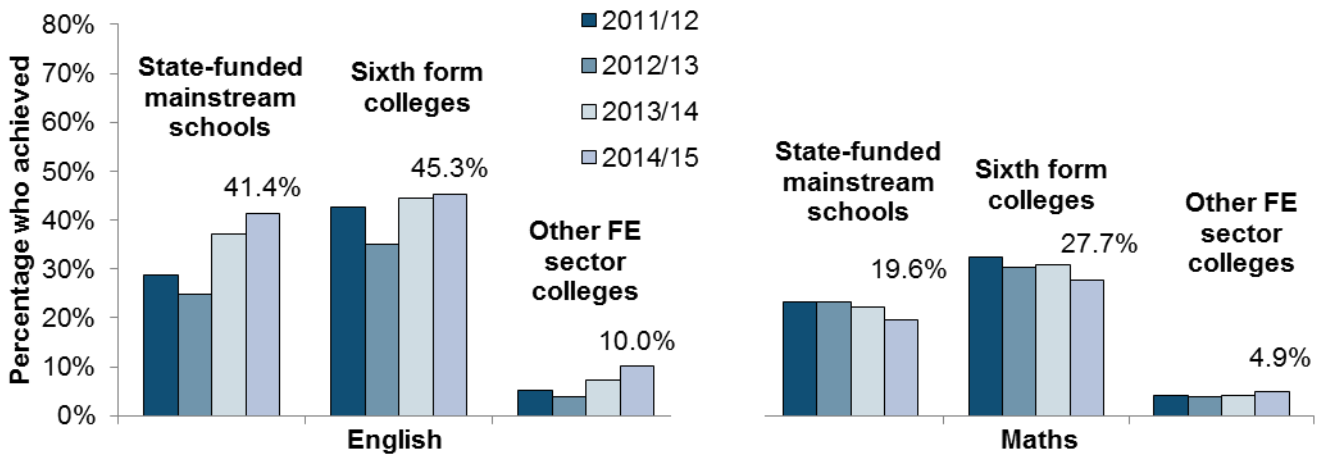
Entry to GCSE at 16-18 by institution type
(Of those not achieving A-C by end of KS4)*



Percentages are only shown for 2014/15 in charts 5b and 5c. Underlying data can be found in Tables 1-4 published alongside this release.

Chart 5c: Achievement of A*-C in GCSE English and maths at 16-18 by end of 2014/15, for students without A* to C at KS4 by institution type

Achievement of A*-C in GCSE at 16-18 by institution type
(Of those not achieving A-C by end of KS4)*



Special schools have not been shown on chart 5c due to small numbers.

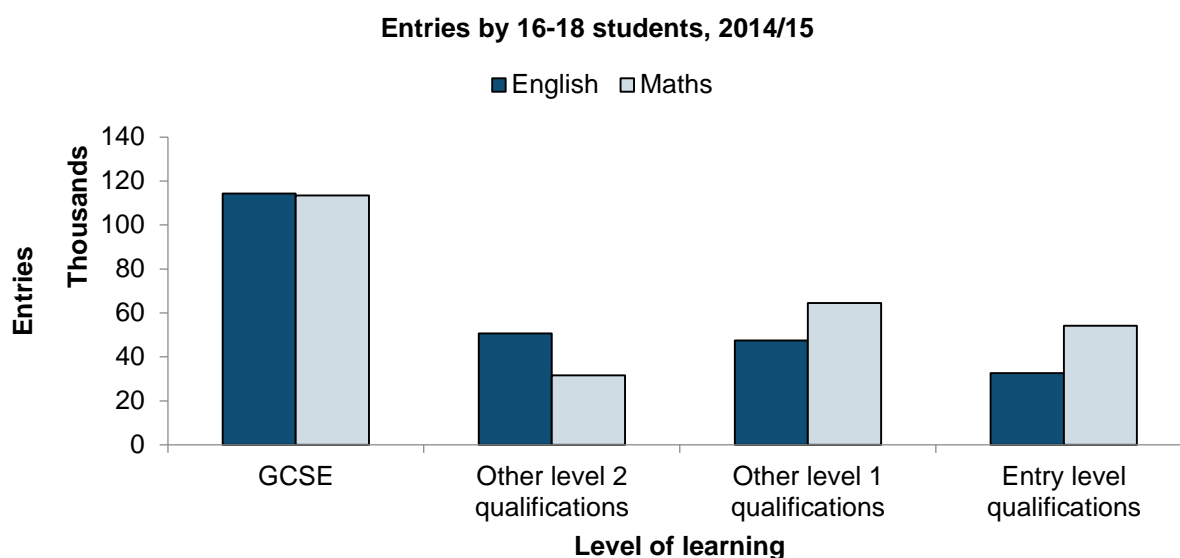
6. Entries and pass rates in English and maths exams in 2014/15

(Tables 8&9)

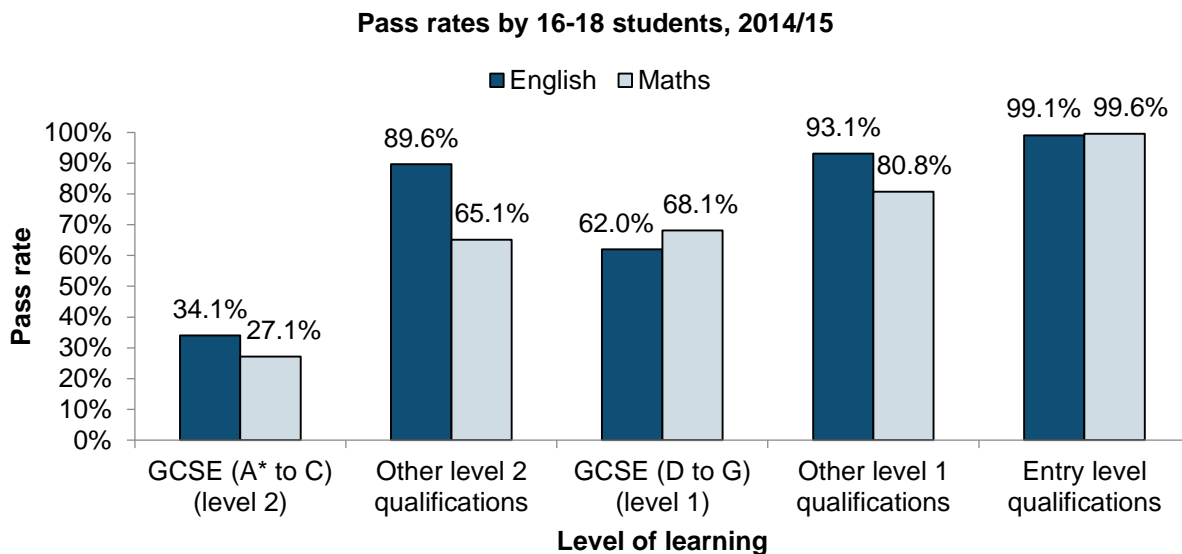
In contrast to the rest of this release, the figures in Section 6 relate to exam entries in English and maths qualifications at GCSE or below of all 16-18 students in 2014/15, regardless of the prior attainment of the student, or whether they are at the end of 16-18 study. This means they may include students with a C or higher at GCSE, and students in their first, second or third year of study.

In both English and maths just under half of exam entries were in GCSEs; in English these were followed by other level 2 qualifications, other level 1 qualifications, and entry level qualifications, whereas in maths, GCSEs were followed by other level 1 qualifications, entry level qualifications and other level 2 qualifications. In this release, the GCSE category includes approved IGCSE qualifications. In English, 26.6% of GCSE/IGCSE entries in 2014/15 were in IGCSE qualifications, compared to 1.7% in maths.

Chart 6a: Entries in English and maths qualifications at GCSE or below at 16-18 in 2014/15, for students with any prior attainment



For all 16-18 year olds, when prior attainment isn't taken into account, the highest pass rates are in entry level qualifications followed by other level 1 qualifications. In English, the next highest pass rates are in other level 2 qualifications, whereas in maths the next highest pass rates are in GCSE (D to G). For both English and maths the lowest pass rates are in GCSE (A* to C). English has higher pass rates at all qualification levels except entry level. In English, pass rates in IGCSE qualifications were higher than in GCSEs – 43.9% of English IGCSE entries resulted in an A* to C grade compared to 30.5% of English GCSE entries. In maths the reverse was true – 22.4% of maths IGCSE entries resulted in an A* to C grade compared to 27.2% of maths GCSE entries.



7. List of tables

The following tables are available in Excel .xlsx format on the department's statistics website: [Statistics: 16 to 19 attainment](#)

National tables

- 1 Entries in GCSE English and other English qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2012/13 and did not achieve a grade A* to C, by institution type, 2014/15
- 2 Achievements in GCSE English and other English qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2012/13 and did not achieve a grade A* to C, by institution type, 2014/15
- 3 Entries in GCSE mathematics and other mathematics qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2012/13 and did not achieve a grade A* to C, by institution type, 2014/15
- 4 Achievements in GCSE mathematics and other mathematics qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2012/13 and did not achieve a grade A* to C, by institution type, 2014/15
- 5 Matrices of achievements in English and mathematics by 16-18 year olds who completed key stage 4 (KS4) in 2012/13 and did not achieve a grade A* to C, by subject and level of achievement, 2014/15
- 6 Matrices of entries and achievements in GCSE English and other English qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2012/13 and did not achieve a grade A* to C, by GCSE grade, 2014/15
- 7 Matrices of entries and achievements in GCSE mathematics and other mathematics qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2012/13 and did not achieve a grade A* to C, by GCSE grade, 2014/15
- 8 Entries in GCSE English and other English qualifications by 16-18 year olds, by qualification level, 2014/15
- 9 Entries in GCSE mathematics and other mathematics qualifications by 16-18 year olds, by qualification level, 2014/15

Institution tables

- S1 Institution breakdown of entries and achievements including level of learning in GCSE English and other English qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2012/13 and did not achieve A*-C, 2014/15
- S2 Institution breakdown of entries and achievements including level of learning in GCSE English and other English qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2012/13 and achieved a grade D, 2014/15

SFR 15/2016: Level 1 and 2 attainment in English and maths by students aged 16-18: academic year 2014/15, 24 May 2016
S3 Institution breakdown of entries and achievements including level of learning in GCSE maths and other maths qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2012/13 and did not achieve A*-C, 2014/15

S4 Institution breakdown of entries and achievements including level of learning in GCSE maths and other maths qualifications by 16-18 year olds who completed key stage 4 (KS4) in 2012/13 and achieved a grade D, 2014/15

When reviewing the tables, please note that:

- **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.
- **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.
- **Symbols to help identify suppression:**
x: Publication of that figure at national level could be disclosive.
SUPP: School and college outcomes have been suppressed.

8. Further information is available

- Level 1 and 2 English and maths: 16 to 18 students - 2013 to 2014:
<https://www.gov.uk/government/statistics/level-1-and-2-english-and-maths-16-to-18-students-2013-to-2014>
- Revised GCSE and equivalent results in England: 2014 to 2015:
<https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2014-to-2015>
- A level and other level 3 results: 2014 to 2015 (revised):
<https://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2014-to-2015-revised>
- Level 2 and 3 attainment by young people aged 19 in 2015:
<https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2015>
- Performance Tables: <https://www.compare-school-performance.service.gov.uk/>

9. Experimental and Official Statistics

Post-16 accountability is being reformed and from 2015/16 a new English and maths progress measure will be published as part of the 16-18 performance tables (see [section 1](#)). This publication has been produced to provide an interim indication of English and maths at level 2 and below for 16-18 students and to consult with users on new methodologies. The data and accompanying tables are published as experimental statistics and do not display the National Statistics logo. The figures should, therefore, be treated with caution.

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.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;

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- 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.

10. Technical Information

A technical note accompanies this experimental SFR. This provides further information on the coverage of students and providers, the English and maths qualifications included, allocation of results to providers, and data sources.

11. Get in touch

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