

## Statistical Bulletin 5/2017

### Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2015-16

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This statistical bulletin presents an analysis of examination performance of pupils in year 12 and year 14 at post-primary schools in Northern Ireland for the 2015/16 academic year.

**Key points:**

- In 2015/16, 67.9% of year 12 pupils achieved 5 or more GCSEs at grades A\*-C (or equivalent) including GCSE English and GCSE maths, an increase of 0.9 percentage points from 2014/15. 47.0% of free school meal entitled pupils achieved this indicator (45.6% in 2014/15).
- 66.3% of pupils in the final year of an A-level (or equivalent) course achieved 3 or more A-levels at grades A\*-C. This figure compares with 64.9% in 2014/15.
- In 2015/16, non-grammar schools have seen a slight increase in achievement in all main performance indicators at both Year 12 and Year 14 whilst grammar schools have experienced a slight decrease across all indicators.



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## Introduction

The data in this statistical bulletin are taken from the Summary of Annual Examination Results (SAER) process, which collates summary school level examinations data and validates it with schools. The 2015/16 figures in this statistical release are based on information as at 7<sup>th</sup> April 2017.

Since 2012/13 summary data on pupils with free school meal entitlement (FSME) have been collected and validated; this statistical bulletin provides summarised examination performance analysis on the percentage of all pupils and FSME pupils achieving a range of benchmarks.

In 2013/14, 3,888 year 12 pupils eligible for inclusion in the summary of annual examination results data collection were entitled to free schools meals, 17.7% of all eligible year 12 pupils. By 2015/16, this figure has increased to 5,563, 27.1% of the year 12 cohort. This increase in the proportion of FSME pupils coincides with an extension of the eligibility for free school meals under the Working Tax Credit free school meal criterion. This was introduced on a phased basis with Nursery, Foundation Stage and Key Stage 1 pupils eligible from September 2010 and Key Stage 2 pupils eligible from September 2011. It was extended to post-primary pupils from September 2014.

Further statistics relating to individual school and sector examination performance can be found on the DE website in the Schools+ database which is accessible via the link on the home page (<https://www.education-ni.gov.uk/>).

The requirement for the SAER exercise is underpinned by legislation, the **Education (School information and prospectuses) Regulations (Northern Ireland) 2003**. Under the above named regulations, post-primary schools are required to provide information about public examination performance for the year immediately preceding the publication of the prospectus.

The tables presented in this bulletin reflect the key examination information requirements of the Department, Education & Training Inspectorate, the Education Authority, schools and the wider user group.

The bulletin includes information regarding year 12 and 14 examination performance by gender, sector, and free school meal entitlement, with links provided to related publications in England, Scotland and Wales.

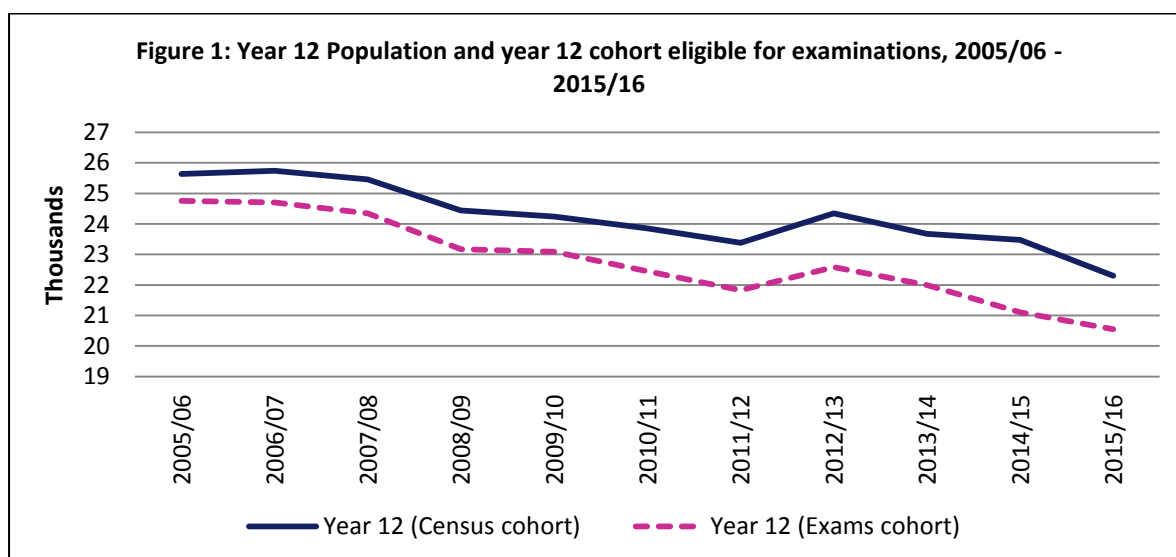
The figures included in this release may be subject to minor revision which will be notified in accordance with DE Analytical Services Unit revisions policy (see Note 6 of 'Notes for Readers' (p.37) for further information).

## SECTION 1: Year 12 Pupils

## 1.1 The year 12 cohort

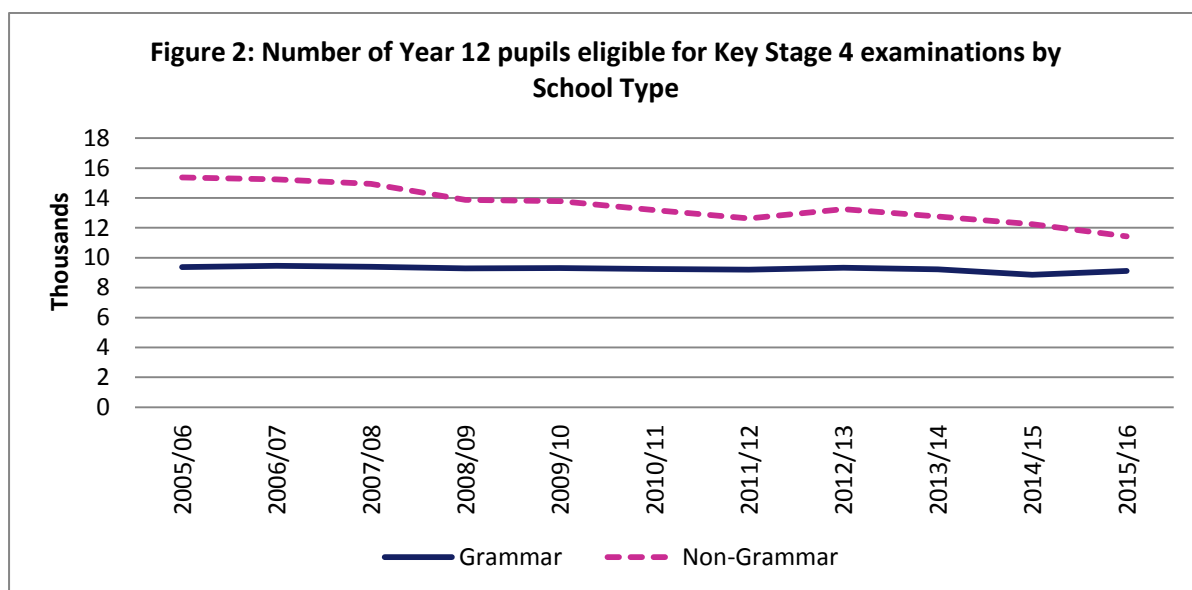
There were **20,552 year 12 pupils eligible for GCSE (including equivalent) examination returns in 2015/16** – 9,122 in grammar schools and 11,430 in non-grammar schools (see Table 1). This represents a decrease of 549 pupils since 2014/15, when 21,101 year 12 pupils were eligible for the examinations return and is in line with a decrease of 1179 pupils in the year 12 population (source: Annual School Census) in the same period (see Figure 1). Overall there has been a recent trend of decline in the year 12 cohorts since 2005/06 (see Figure 1).

The variation between the two lines depicted in Figure 1 reflects an increasing proportion of pupils either being deemed ineligible for year 12 examination returns, or not meeting the criteria to be included in the return. Additionally, schools which have closed at the end of the 2014/15 academic year are not included in the summary of annual examination results data collection, for 2015/16 this accounts for 137 year 12 pupils.



- Across **all post-primary schools**, there has been a 2.6% decrease in year 12 pupils eligible for SAER returns since 2014/15.
- In 2015/16 there were 11,430 year 12 pupils eligible for examinations in **non-grammar schools**, which constitutes 55.6% of the overall cohort. In 2014/15 the figure was 12,244 (58.0%). This represents a decrease of 6.6% in the number of year 12 pupils eligible for SAER returns over the period (see Figure 2).
- There were 9,122 year 12 pupils eligible for SAER returns in **grammar schools**, which constitutes 44.4% of the overall cohort. This represents an increase of 3.0% since 2014/15 (8,857 (42.0%; see Figure 2). This suggests that a falling cohort size and a

greater proportion of pupils in grammar schools these (grammar) schools may be catering to pupils with a wider range of abilities.



## 1.2 Year 12 Pupil Ineligibility

The year 12 performance figures are based on the number of pupils at the end of a GCSE or equivalent course of study who are eligible for inclusion in the Summary of Annual Examination Results exercise. A school can consider a pupil to be ineligible for inclusion in the year 12 performance statistics if:

1. A pupil has died;
2. A pupil, either through serious illness (including mental health issues) or pregnancy, was unable to sit any examinations;
3. A pupil has transferred to another school or has emigrated;
4. A pupil is in a special unit approved by the Department;
5. A pupil has a statement of special educational needs;
6. A pupil has been placed in the EOTAS<sup>1</sup> scheme;
7. A pupil has serious welfare issues that have culminated in the inability to sit any examinations; or
8. A pupil has been withdrawn from the school with the consent of their parent/guardian.

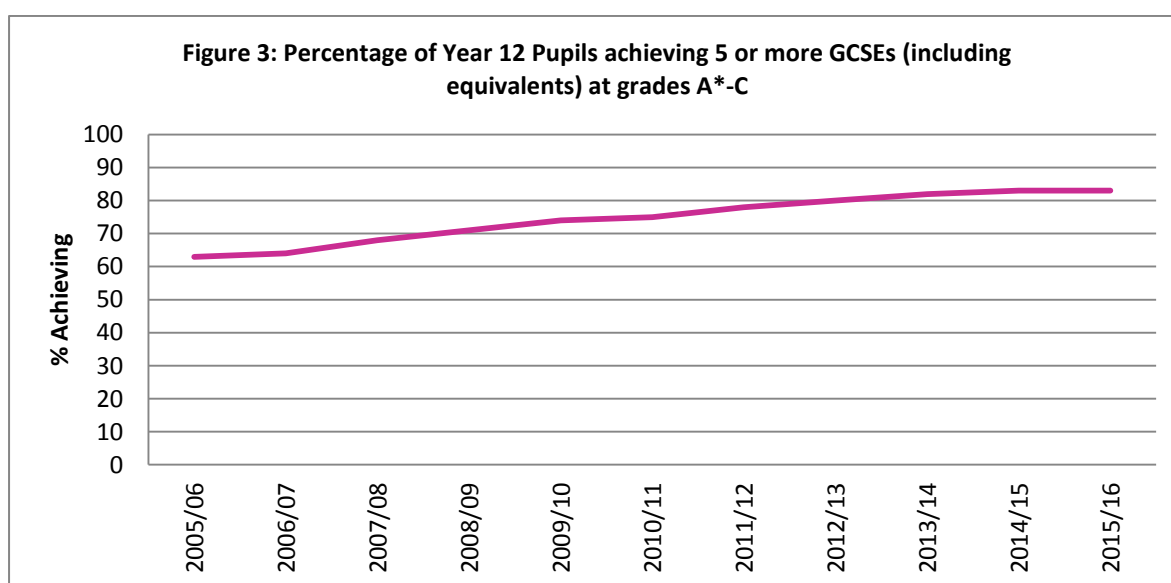
<sup>1</sup> EOTAS, Education other than at school  
<https://www.deni.gov.uk/articles/education-outside-school>

All other year 12 pupils recorded on the annual school census in October 2015 are included in this SAER return.

- In 2015/16, 7.0% of the overall year 12 cohort were deemed ineligible for inclusion in the summary of annual examination results returns; there is no change in this figure since 2014/15. This ineligibility rate varies by school type with 10.9% of year 12 pupils in non-grammar schools deemed ineligible for returns compared with only 1.5% of year 12 pupils in grammar schools.

### 1.3 Overall year 12 performance

- In 2015/16, 83.3% of year 12 pupils achieved 5 or more GCSEs (including equivalents) at grades A\*-C, an increase of 0.5 of a percentage point from 82.8% in 2014/15 (see Figure 3 and Table 4).



#### 1.3.1 Year 12 pupils achieving 5 or more GCSE (including equivalents) at grades A\*-C including GCSE English and GCSE maths.

It is widely accepted that good literacy and numeracy are key to employability and further study, and the NI Executive is committed to ensuring that more pupils master the basics by the time they leave school.

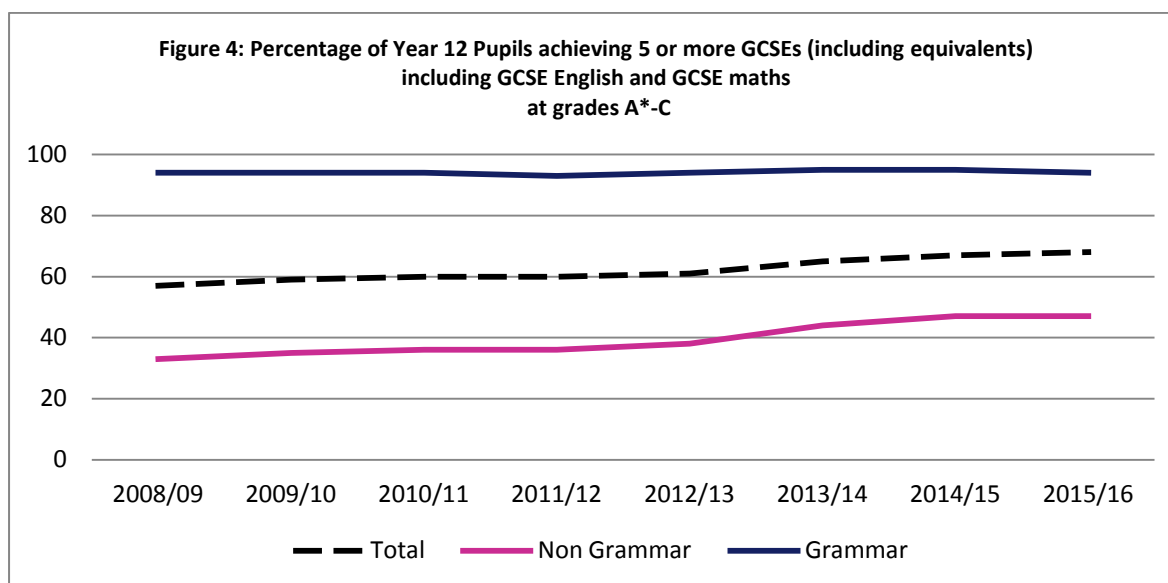
It should be noted that unlike the 5 or more GCSEs (including equivalents) at grades A\*-C figure, which has been collected since 1992/93, the indicator including the achievement of a grade A\*-C in GCSE English and GCSE maths was introduced in 2008/09.

- In 2015/16, 67.9% of year 12 pupils achieved 5 or more GCSEs (including equivalents) at grades A\*-C including GCSE English and GCSE maths, an increase of 0.9 percentage points from 67.0% in 2014/15 (see Figure 4 and Table 4).

The increase is at a lower rate than in the previous two years (see Table 2). This coincides with the discontinuation of a range of programmes specifically targeting the

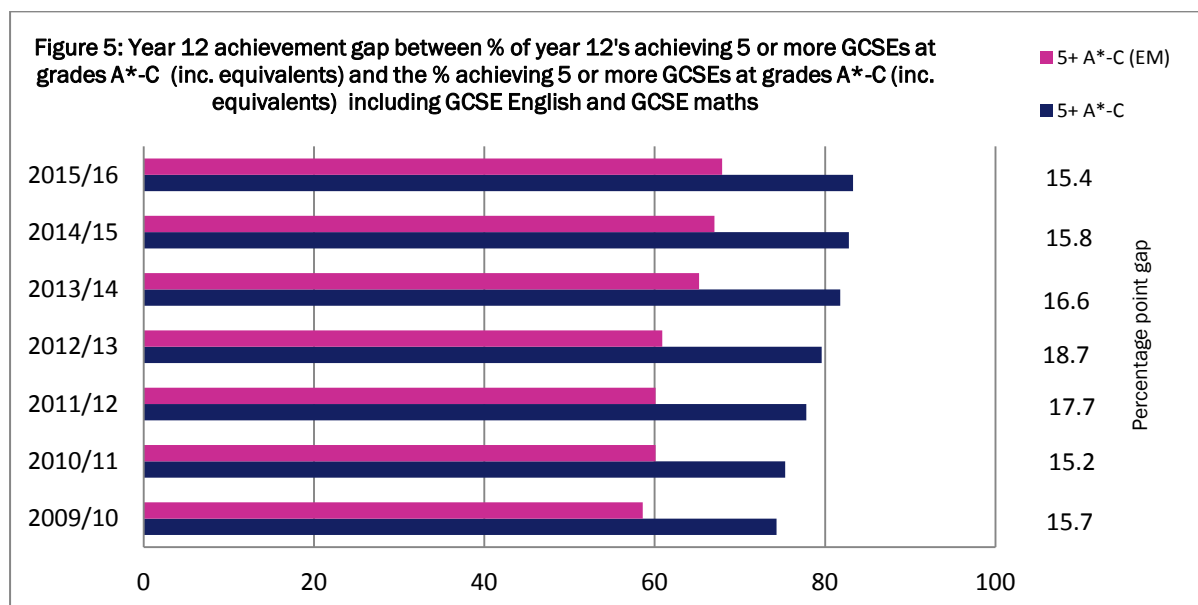
literacy and numeracy of young people in those schools serving the most disadvantaged pupils<sup>2</sup>.

- Since 2008/09, the rate of increase in the proportion of year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths has been greater in non-grammar schools than in grammar schools. In 2008/09, the proportion of year 12 grammar school pupils achieving this indicator was 93.8%. By 2015/16 this figure had risen to 94.1%. The equivalent figures for non-grammar schools are 32.9% and 47.0% respectively (see Table 2 and Figure 4).



- In 2015/16, the **achievement gap** between the percentage of pupils achieving 5 or more GCSEs (including equivalents) at grades A\*-C and those with the same level of achievement but also including grades A\*-C in GCSE English and GCSE maths was 15.4 percentage points. The gap has decreased by 0.4 of a percentage point since 2014/15, when it was 15.8 percentage points (see Table 4); the narrowing of this gap is due to a higher rate of increase in the proportion of year 12 pupils achieving the indicator including GCSE English and GCSE maths than without (see Figure 5).

<sup>2</sup> <https://www.etini.gov.uk/publications/evaluation-implementation-delivering-social-change-improving-literacy-and-numeracy-0>



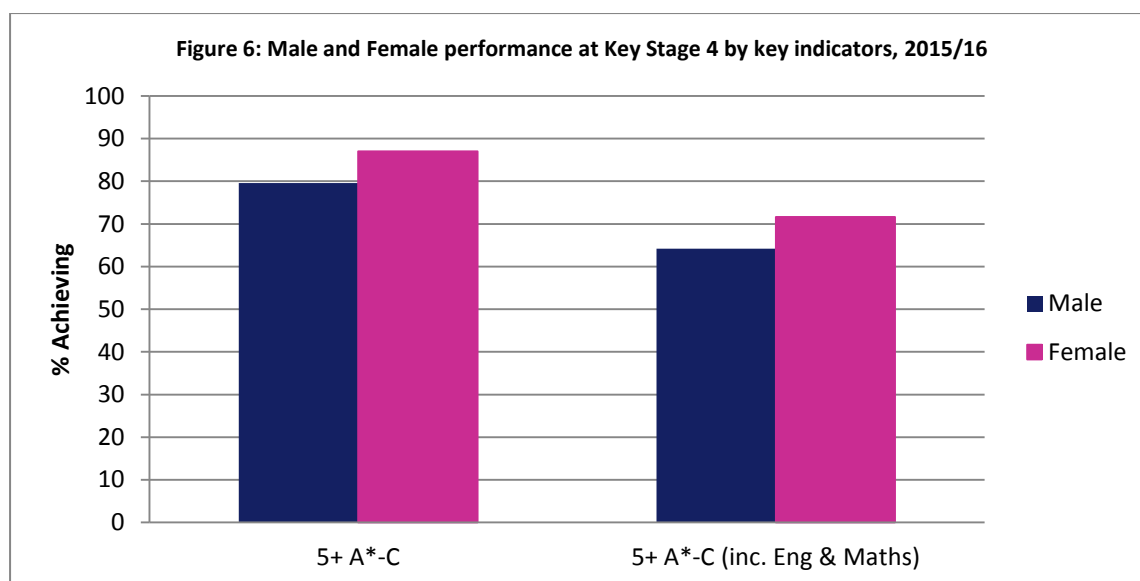
### 1.3.3 Year 12 pupils achieving 7 or more GCSEs (including equivalents) at grades A\*-C

- In 2015/16, 70.0% of year 12 pupils achieved 7 or more GCSEs (including equivalents) at grades A\*-C. When the achievement of a grade A\*-C in both GCSE English and GCSE maths are included the figure falls to 63.7%, a gap of 6.3 percentage points. Whilst performance in both indicators has increased by 0.8 percentage points in 2015/16 the gap remains the same as in 2014/15 (see Table 4).

### 1.4 Year 12 performance by gender

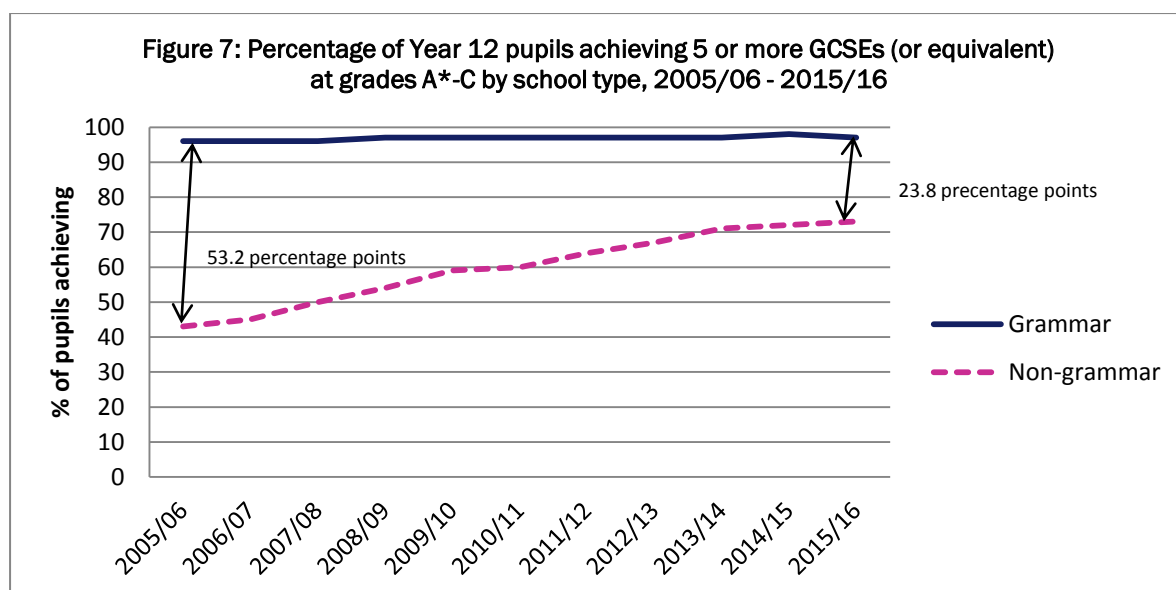
- The gender breakdown of eligible pupils in year 12 was 50.4% male, 49.6% female. This compares with 43.5% male and 56.5% female pupils in the final year of an A-level or equivalent course of study (see Table 1).
- Results from 2015/16 indicate that females continue to perform better than their male counterparts with 87.0% of female pupils in year 12 achieving 5 or more GCSEs (including equivalents) at grades A\*-C compared with 79.6% of males, a gap of 7.4 percentage points (see Figure 6 and Table 6). This changes the recent narrowing of this performance gap, which was 6.8 percentage points in 2014/15 having fallen consistently from a high of 11.2 in 2009/10.
- The gender performance gap widens when GCSE English and GCSE maths are added to the 5 or more GCSEs at grades A\*-C indicator; 71.6% of female pupils in year 12 achieved 5 or more GCSEs (including equivalents) at grades A\*-C including GCSE English and GCSE maths compared with 64.2% of males, a gap of 7.4 percentage points (see Figure 6 and Table 6). This gap has seen its recent declining trend continue since 2011/12 when it was 9.9 percentage points.





### 1.5 Year 12 performance by school type

- In terms of **achievement at the end of Key Stage 4**, grammar schools display higher attainment than non-grammar schools in all key performance indicators. In 2015/16, 96.5% of grammar school pupils in year 12 achieved 5 or more GCSEs at grades A\*-C, compared with 72.7% of non-grammar school pupils (see Table 7a).
- This **performance gap** has shown signs of narrowing in recent years: in 2005/06 the gap between grammar and non-grammar achievement of 5 or more GCSEs (including equivalents) at grades A\*-C was 53.2 percentage points; by 2015/16 this gap had fallen to 23.8 percentage points (see Figure 7 and Table 9).
- The narrowing of this performance gap **is due to the higher rate of increase** in the percentage of pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) in **non-grammar schools than in grammar schools**. Since 2005/06, the percentage of pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) in grammar schools has increased by 0.6 percentage points (with a 1.3 percentage point decrease in achievement between 2014/15 and 2015/16) in contrast to a 29.9 percentage point increase in non-grammar schools, including a 0.7 percentage point increase since 2014/15.



- As illustrated in section 1.3.1, 67.9% of year 12 pupils achieved 5 or more GCSEs (including equivalents) at grades A\*-C including GCSE English and GCSE maths. When this figure is analysed by school type, 47.0% of non-grammar school and 94.1% of grammar school pupils achieved this standard. This represents a performance gap of 47.1 percentage points, a 13.8 percentage point decrease on the gap recorded in 2008/09 when the information was first collected, and a decrease of 1.1 percentage points since 2014/15 (see Table 4, 7a & 9).

The narrowing of this performance gap in 2015/16 is due to an increase in the percentage of pupils achieving 5 or more GCSEs at grades A\*-C (or equivalent) including GCSE English and GCSE maths in non-grammar schools and a small decrease in grammar schools. Since 2008/09, the percentage of pupils achieving this standard in non-grammar schools has increased by 14.1 percentage points, compared with 0.3 percentage points in grammar schools. Much of the narrowing of this gap occurred between 2012/13 and 2014/15, as a consequence of programmes such as the Delivering Social Change Literacy and Numeracy Strategy which has now ended. (see Tables 2, 7a & 9).

- At 96.5% in 2015/16, **grammar schools** displayed a **2.4 percentage point** difference in the proportion of year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents), and those achieving the higher standard of 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths, 94.1%. The equivalent difference in **non-grammar schools** is **25.7 percentage points**, with 72.7% of year 12 pupils achieving 5 or more GCSEs grades A\*-C (including equivalents) compared with 47.0% achieving 5 or more GCSEs grades A\*-C (including equivalents) including GCSE English and GCSE maths (see Tables 2 and 7a).
- The performance gap between grammar and non-grammar school pupils widens when consideration is given to achievement in **7 or more GCSEs** (including equivalents) at grades A\*-C. While the gap at 5 or more GCSEs (including equivalents) at grades A\*-C is 23.8 percentage points, this widens to 39.8 percentage points at 7 or more GCSEs, with 92.1% of grammar school pupils achieving this standard compared with 52.3% of non-grammar school pupils. This

gap has reduced by 2.2 percentage points since 2014/15, with a 0.7 percentage point increase in non-grammar schools compared to a 1.5 percentage point decrease in grammar school achievement (see Tables 7 and 9).

## 1.6 Year 12 performance of free school meal entitled pupils

Free school meal entitlement (FSME) is one of the measures used as an indicator of the levels of deprivation experienced by a school's population. It should be noted however that whilst there is a link between FSME and performance, many other factors can affect school assessment and examination results. Some schools with a high proportion of pupils with FSME perform well whilst others with a proportionally lower number of pupils with FSME perform less well.

Due to the differing levels of free school meal entitlement between grammar and non-grammar schools, traditionally different FSME bands have been used in the analysis of grammar and non-grammar school examination data (see Table 10). In the 2012/13 data collection the Department, for the first time, collected summary data relating specifically to those pupils in year 12 and year 14 who were entitled to free school meals. Between 2013/14 and 2015/16 there has been a 9.4 percentage point increase in the proportion of year 12 pupils entitled to free school meals, (17.7% 2013/14, 25.4% 2014/15, 27.1% 2015/16). This increase is consistent with the extension of free school meal eligibility under the Working Tax Credit free school meal criterion to post-primary school pupils from September 2014. Further information on the legislation and policy governing free school meal entitlement can be found on the Department's website<sup>3</sup>.

### 1.6.1 Year 12 FSME pupils achieving 5 or more GCSEs (including equivalents) at grades A\*-C

- **69.8%** of year 12 FSME pupils achieved 5 or more GCSEs (including equivalents) at grades A\*-C, a decrease of 0.2 percentage points from 70.0% in 2014/15 (see Table 4).
- In 2015/16, **88.3%** of non-FSME pupils achieved this indicator, a gap of 18.5 percentage points, up from 17.2 percentage points in 2014/15 (see Table 14).
- As is the case with all pupils, females entitled to free school meals perform better than their male counterparts in all performance indicators. In 2015/16, 75.5% of female FSME pupils achieved 5 or more GCSEs (including equivalents) at grades A\*-C compared with 64.1% of males, a gap of 11.4 percentage points. This gap is 4.0 percentage points wider than that reported for all pupils (see Table 6), and has increased by 2.9 percentage points since 2014/15, due to an increase in the performance of female pupils and a decrease for male pupils.

### 1.6.2 Including GCSE English and GCSE maths

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<sup>3</sup> <https://www.education-ni.gov.uk/articles/school-milk-and-meals-background>

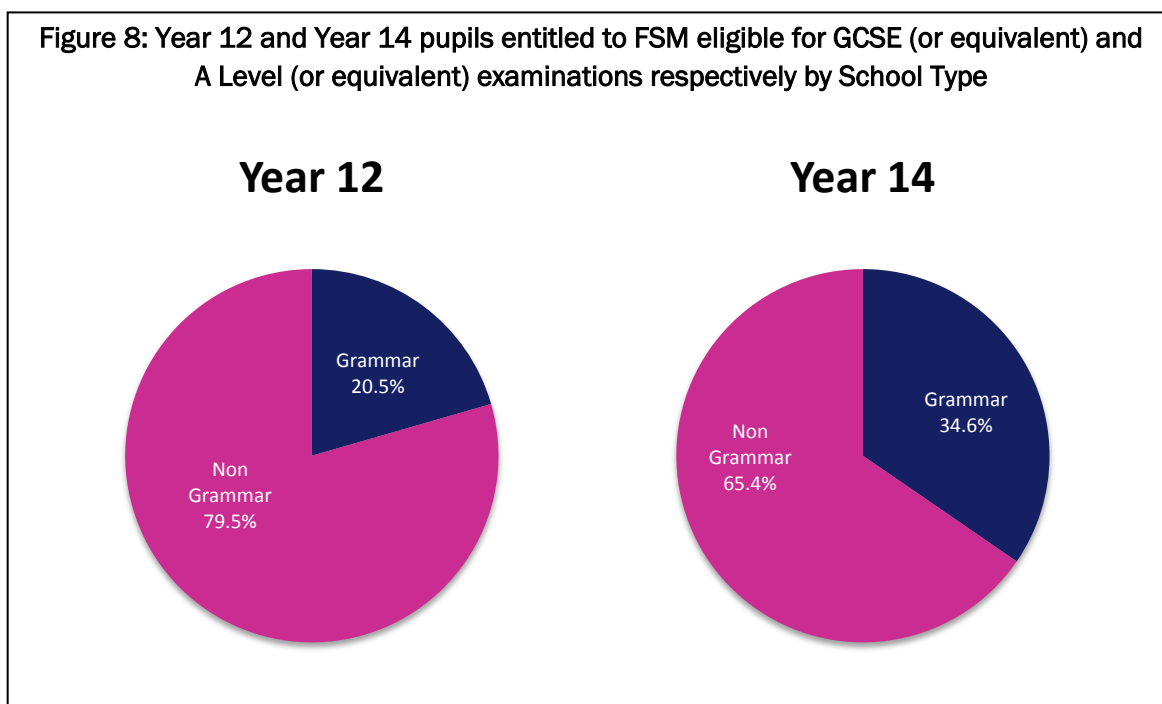
- In 2015/16, 47.0% of year 12 FSME pupils achieved 5 or more GCSEs (including equivalents) at grades A\*-C including GCSE English and GCSE maths, an increase of 1.4 percentage points since 2014/15 (45.6%), and 13.1 percentage points since 2012/13 (33.9%) when these data were first collected (see Table 4).
- This is 28.6 percentage points lower than the equivalent achievement for non-FSME pupils of 75.6% (an increase of 1.3 percentage points from 74.3% in 2014/15; see Table 14).

### 1.7 Year 12 performance by school type and free school meal entitlement

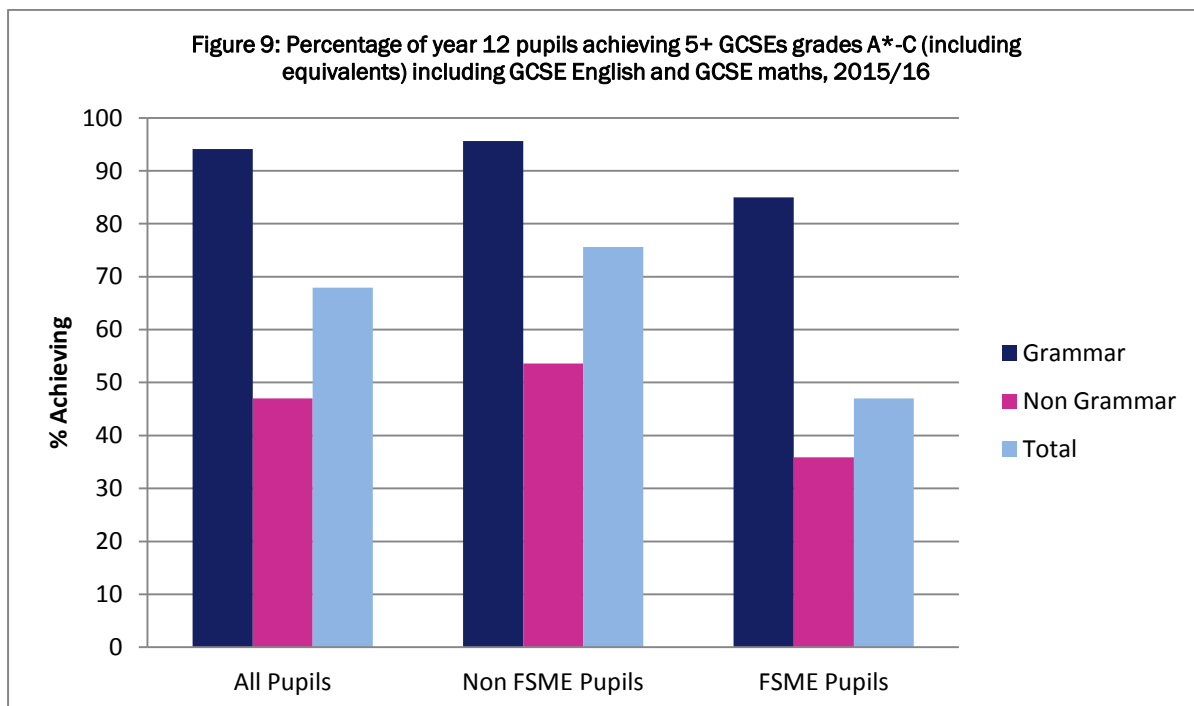
In terms of achievement, as is the case for all pupils, those with free school meal entitlement in grammar schools have higher attainment than those in non-grammar schools in all key performance indicators.

In 2015/16, overall, 13.9% of grammar school pupils were entitled to free school meals, compared with 39.9% of non-grammar school pupils (source: Annual School Census).

- At 79.5%, the majority of year 12 FSME pupils eligible for inclusion in performance returns attended non-grammar schools. At year 14 this figure was 65.4% (see Figure 8).



- In 2015/16, 85.0% of year 12 FSME grammar school pupils achieved 5 or more GCSEs grades A\*-C (including equivalents) including GCSE English and GCSE maths, compared with 35.9% of non-grammar school pupils with FSME, a gap of 49.1 percentage points (see Tables 7b & 14 and Figure 9). This gap has reduced by 5.7 percentage points since 2014/15 due to a 1.0 percentage point increase in non-grammar school performance and a corresponding 4.7 percentage point decrease in grammar school performance.



## SECTION 2: Year 14 Pupils

### 2.1 The A-level (or equivalent) cohort

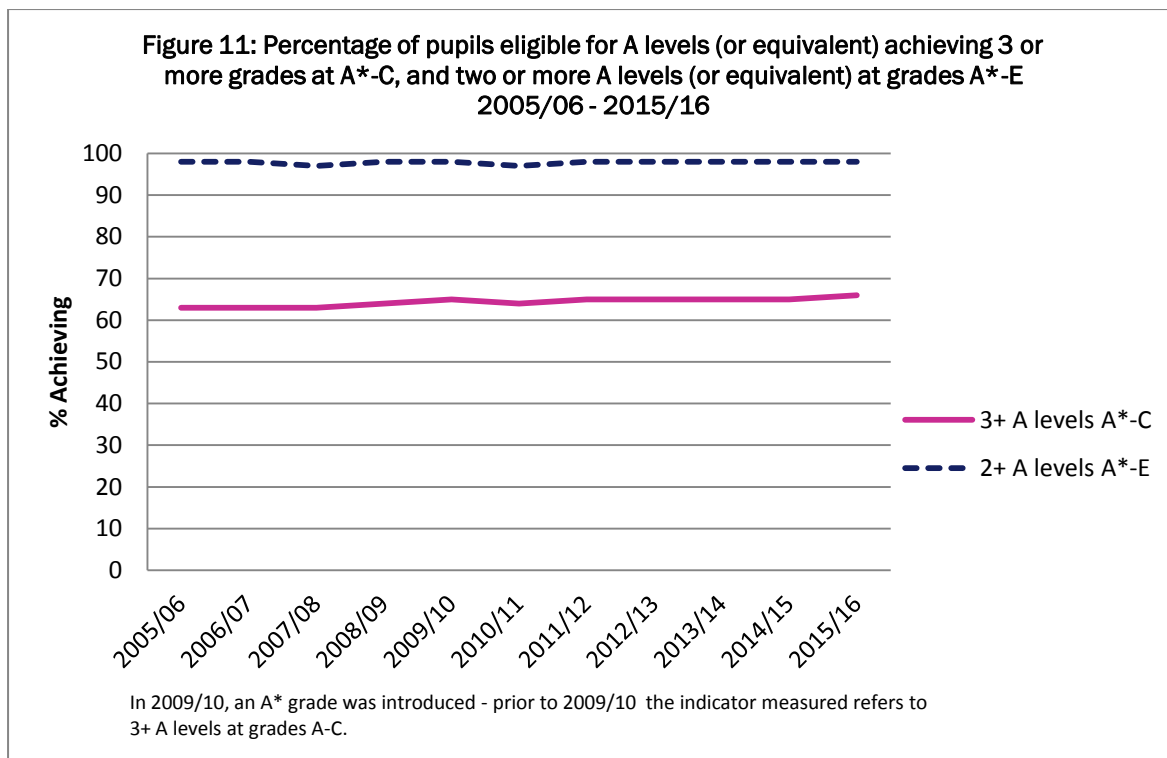
The year 14 performance figures are based on the number of pupils in the final year of a level 3 (A-level or equivalent) course of study for the first time.

- In 2015/16 there were **13,253 pupils in year 14 eligible for A-level (or equivalent) examinations** (see Table 1). This is similar to 2014/15, when there were 13,206 pupils in year 14 eligible for A-level (or equivalent) examinations.
- In 2015/16, 3.6% of the overall A-level (or equivalent) cohort were deemed ineligible for inclusion in the Summary of Annual Examination Results (SAER) returns. This proportion equates to 6.1% of pupils in non-grammar schools and 1.7% of pupils in grammar schools. A further 5.2% of the overall A-level cohort did not meet the criteria to be included in the return (6.8% non-grammar, 3.8% grammar).

Pupils in the final year of an A-level can be deemed ineligible on the basis of the same criteria used for year 12 pupils (see Page 5). Additionally, a number of pupils fail to meet the criteria to be included in the SAER exercise, for example, those that are studying a three year programme at post-16. These pupils will be included in the return in a different academic year.

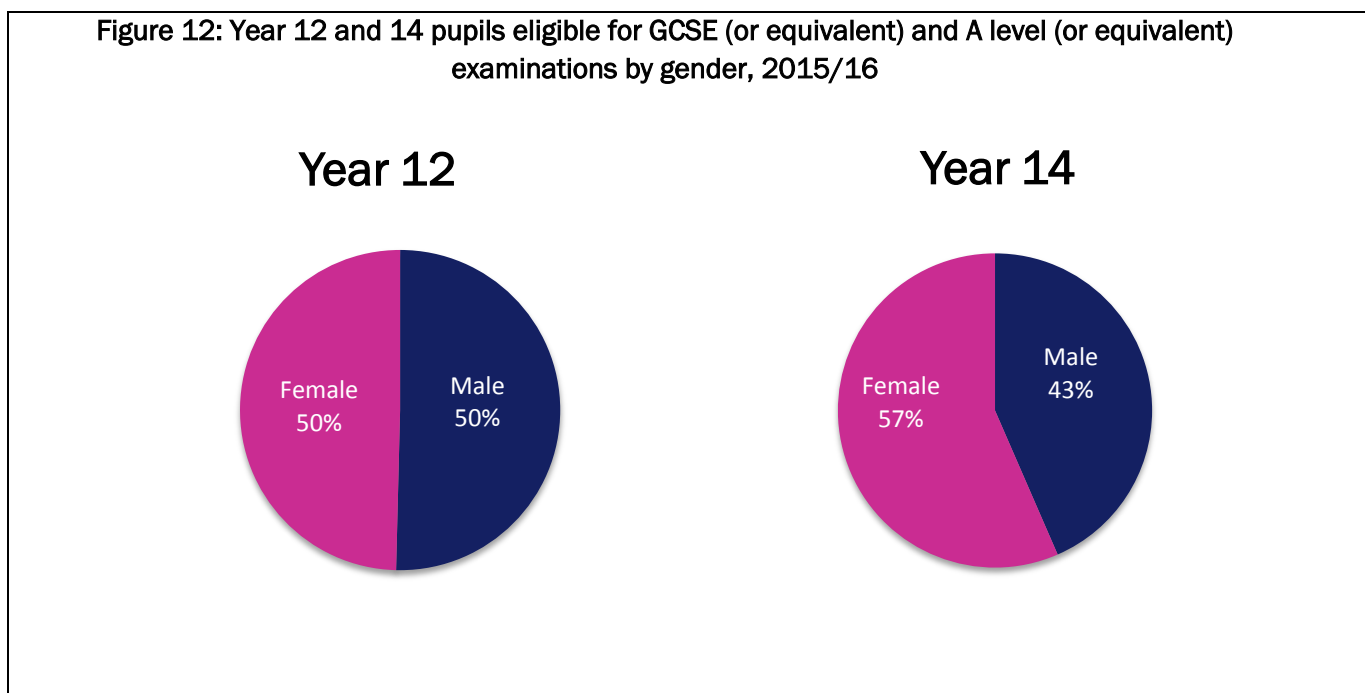
### 2.2 Performance of pupils in the final year of an A-level or equivalent course

- **66.3%** of year 14 pupils **achieved 3 or more A levels** (including equivalents) at grades A\*-C. This compares with 64.9% in 2014/15 (see Figure 11 and Table 5).
- **98.1%** of year 14 pupils **achieved 2 or more A levels** (including equivalents) at grades A\*-E, the same proportion as achieved this indicator in 2014/15 (98.1%; see Figure 11 and Table 5).
- **99.3%** of year 14 pupils **achieved 1 or more A levels** (including equivalents) at grades A\*-E (see Table 5). There was a 1.2 percentage point difference in grammar and non-grammar performance in this indicator – 98.4% of non-grammar school pupils achieved this standard compared with 100% of grammar school pupils (see Table 5 and 8a).

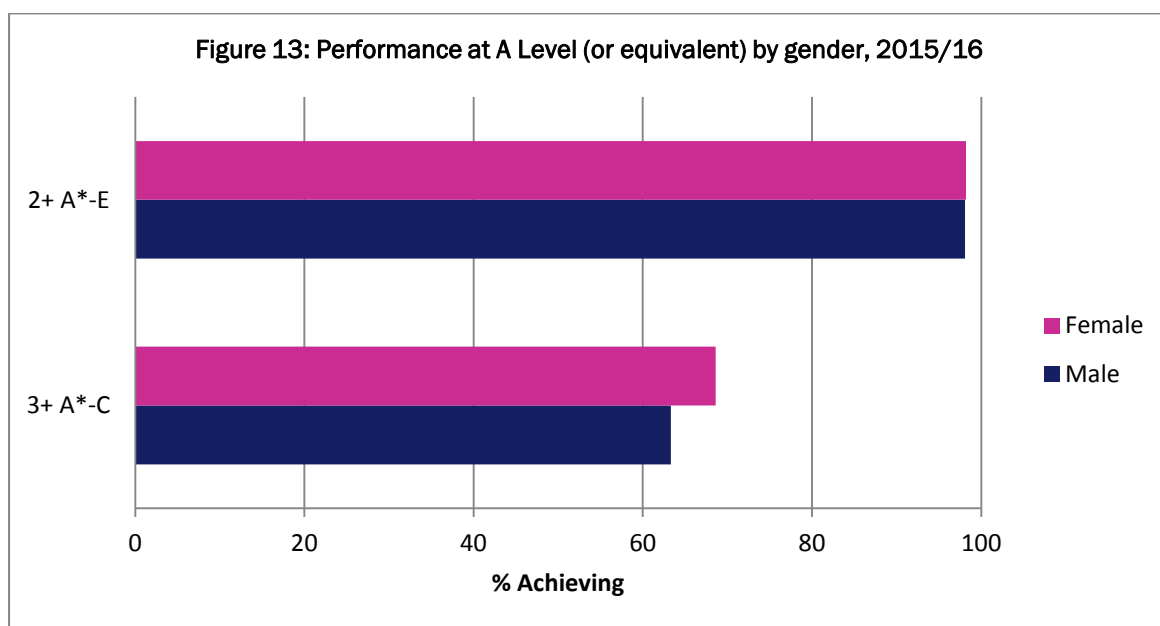


### 2.3 A-level or equivalent performance by gender

- The reported **gender of year 14 pupils eligible for A-levels (or equivalent) in 2015/16** was: 43.5% male, 56.5% female. This compares with 50.4% male, 49.6% female in year 12 (see Table 1 and Figure 12).

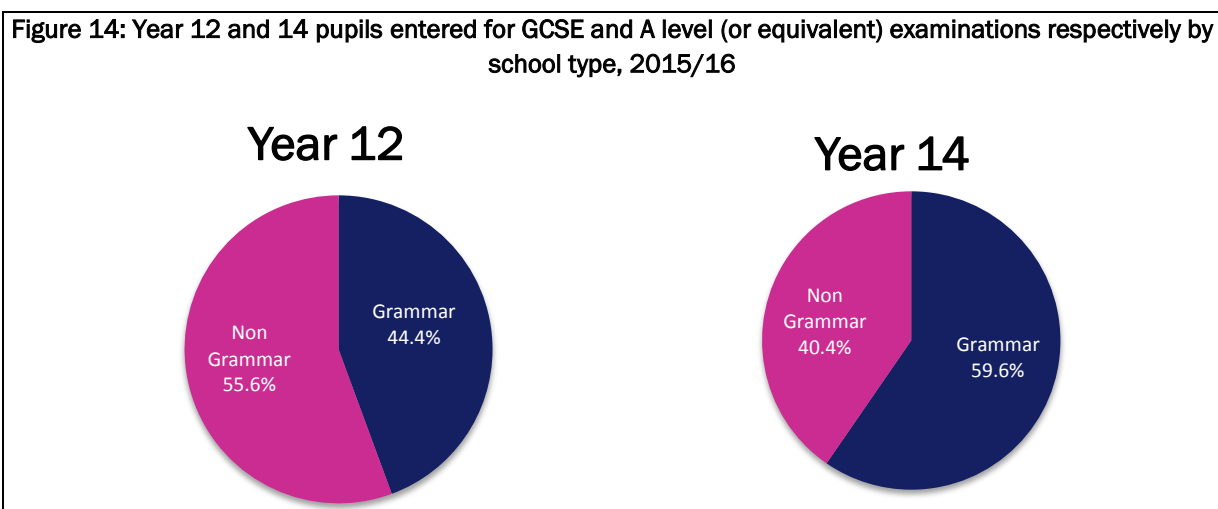


- **Females** in the final year of an A-level, as in year 12, generally perform better than their male counterparts: 68.6% of female pupils in year 14 achieved 3 or more A levels (including equivalents) at grades A\*-C compared with 63.3% of males in 2015/16 (see Figure 13 and Table 6).
- The **performance gap** is not as great when 2 or more A-level passes are considered: 98.2% of female pupils in year 14 achieved 2 or more A-levels (including equivalents) at grades A\*-E compared with 98.1% of males (see Figure 13 and Table 6).



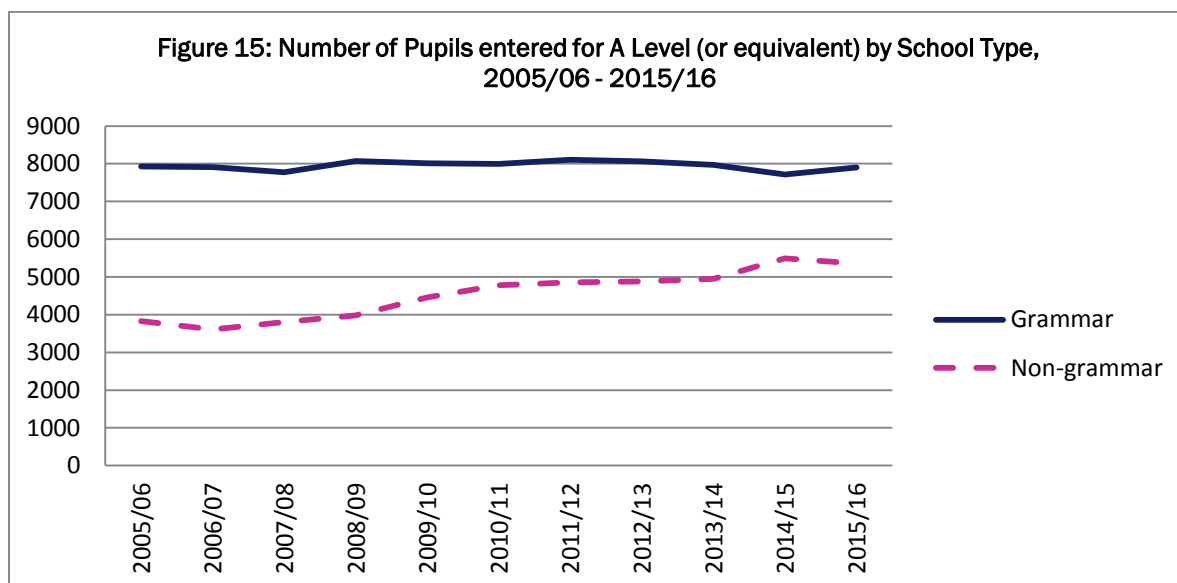
#### 2.4 A-level performance by school type

- A greater proportion of year 14 pupils attend grammar schools (59.6%) than non-grammar schools (40.4%). This contrasts with the year 12 cohort, where 44.4% attend grammar schools and 55.6% attend non-grammar schools (see Figure 14 and Table 1).

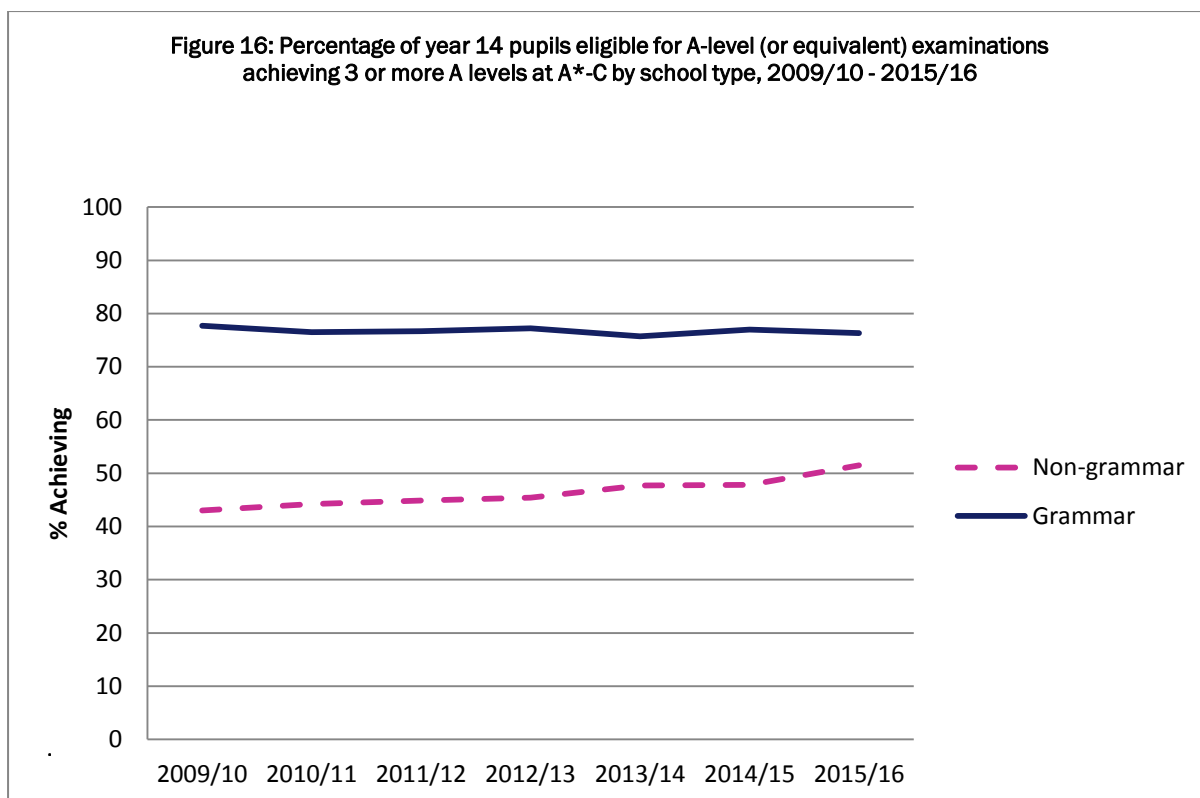




- There were 5,353 year 14 pupils eligible for A-levels in **non-grammar schools**. This constitutes 40.4% of the overall year 14 cohort entered for examinations. In 2014/15 the figure was 5,488. This represents a decrease of 2.4% over the period (see Figure 15 and Table 1).
- There were 7,900 year 14 pupils eligible for A-levels in **grammar schools**. This constitutes 59.6% of the overall year 14 cohort entered for examinations. In 2014/15 the figure was 7,718. This represents an increase of 2.4% over the period (see Figure 15 and Table 1).



- Grammar schools had a higher percentage than non-grammar schools of pupils gaining 3 or more A-levels (including equivalents) at grades A\*-C. In 2015/16, 76.3% of grammar school pupils in year 14 achieved this standard, compared with 51.5% of non-grammar school pupils (see Figure 16 and Table 8a).
- This **performance gap** had shown signs of decreasing in recent years. In 2009/10 the gap between grammar and non-grammar achievement of 3 or more A-levels (including equivalents) at grades A\*-C was 34.7 percentage points; however by 2015/16 the gap had decreased in overall terms to 24.8 (see Table 3).
- This narrowing of the performance gap in the percentage of pupils achieving 3 or more A levels (including equivalents) at grades A\*-C is due to an increase in achievement at non-grammar schools (3.7 percentage points) and a corresponding decrease (0.7 percentage points) in achievement in grammar schools between 2014/15 and 2015/16 (see Table 8).



- The **performance gap** between grammar and non-grammar achievement of 2 or more A-levels (including equivalents) at grades A\*-E is not as wide as the 3 or more A-levels at grades A\*-C indicator; in 2015/16 the gap at 2 or more A-levels was 3.4 percentage points with 99.5% of grammar school pupils achieving this standard, compared with 96.1% of non-grammar school pupils (see Table 9).

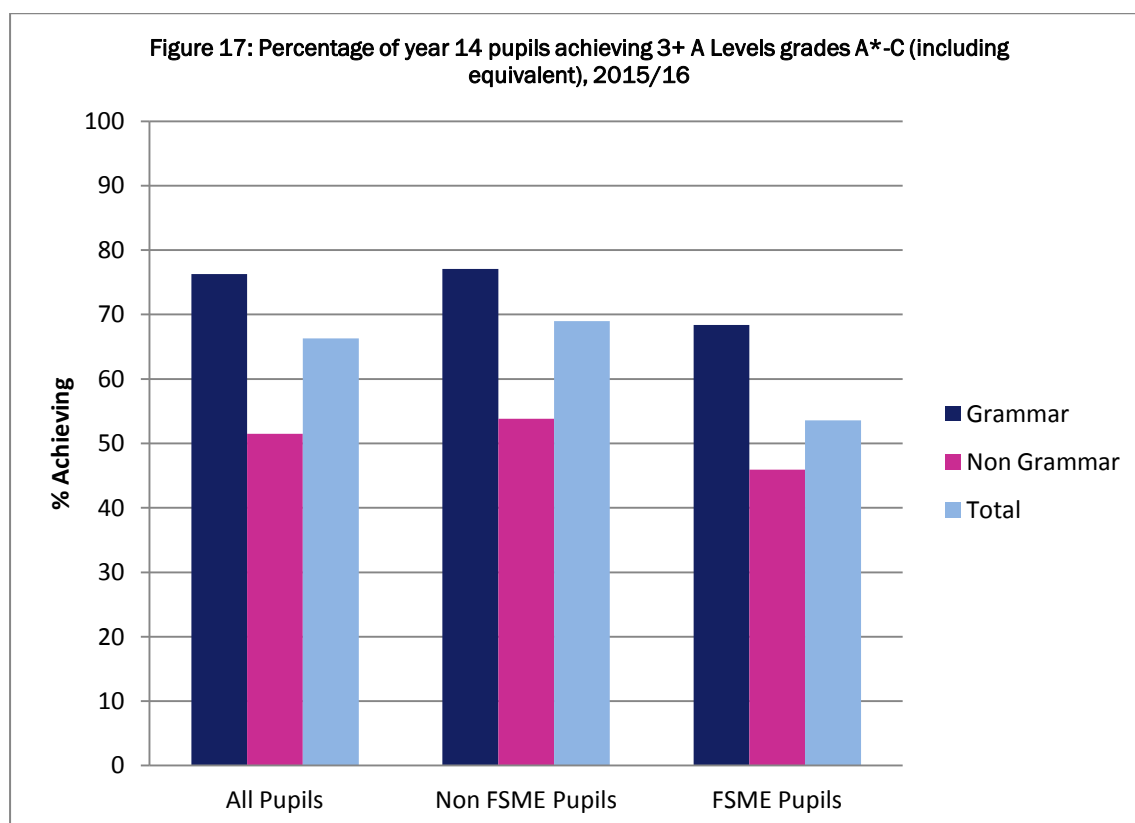
## 2.5 A-level performance, Free School Meal Entitled Pupils

- Between 2013/14 and 2015/16 there has been a **6.9 percentage point** increase in the proportion of year 14 pupils entitled to free school meals, (10.7% 2013/14, 15.4% 2014/15, 17.5% 2015/16) eligibility under the Working Tax Credit free school meal criterion was extended to post-primary school pupils from September 2014.
- **53.6%** of year 14 FSME pupils achieved 3 or more A-levels (including equivalents) at grades A\*-C compared with **69.0%** of year 14 non-FSME pupils, a 15.4 percentage point gap (see Figure 17 and Table 15). The gap has decrease by 2.0 percentage points since 2014/15.
- **95.5%** of year 14 FSME pupils achieved 2 or more A-levels (including equivalents) at grades A\*-E. For year 14 non-FSME pupils this figure was **98.7%**, a gap of 3.2 percentage points (see Table 15).

### 2.5.1 FSME Pupils A-level performance and School Type

Year 14 pupils with FSME have higher attainment in grammar schools than non-grammar schools in all key performance indicators, as is the case for all pupils.

- **45.9%** of year 14 non-grammar school pupils with FSME achieved 3 or more A-levels at grades A\*-C, an increase of 4.6 percentage points from 41.3% in 2014/15. **68.4%** of year 14 grammar school pupils with FSME achieved this indicator, a 0.3 percentage point decrease from 68.7% in 2014/15 (see Table 8b).
- The performance gap between grammar and non-grammar FSME pupils achieving 3 or more A-levels at grades A\*-C is 22.5 percentage points, compared with a 27.4 percentage point gap in 2014/15 (see Figure 17 and Table 8b).
- Within **non-grammar schools**, **45.9%** of year 14 FSME pupils achieved 3 or more A-levels at grades A\*-C (including equivalents) compared with **53.8%** of non-FSME pupils, a performance gap of 7.9 percentage points (see Figure 17). The corresponding performance gap for the indicator 2 or more A-levels at grades A\*-E (including equivalents) is 3.3 percentage points (see Tables 8b and 8c).
- Within **grammar schools**, **68.4 %** of year 14 FSME pupils achieved 3 or more A-levels at grades A\*-C (including equivalents) compared with **77.1%** of non-FSME pupils, a performance gap of 8.7 percentage points (see Figure 17). There is a corresponding performance gap of 0.6 percentage points for the indicator 2 or more A-levels at grades A\*-E (including equivalents) with 99.0% of FSME and 99.6% of non FSME year 14 pupils achieving this indicator (see Tables 8b & 8c).



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**Table 1: Year 12 and Year 14 pupils eligible for SAER returns by school type and gender, 2015/16**

<b>Year 12</b>		<b>Non-Grammar</b>	<b>Grammar</b>	<b>Total</b>
<b>All Pupils</b>	Male	5,742	4,616	10,358
	Female	5,688	4,506	10,194
	<b>Total</b>	<b>11,430</b>	<b>9,122</b>	<b>20,552</b>
<b>FSME Pupils<sup>1</sup></b>	Male	2,109	671	2,780
	Female	2,194	589	2,783
	<b>Total</b>	<b>4,303</b>	<b>1,260</b>	<b>5,563</b>
<b>Year 14</b>		<b>Non-Grammar</b>	<b>Grammar</b>	<b>Total</b>
<b>All Pupils</b>	Male	2,124	3,637	5,761
	Female	3,229	4,263	7,492
	<b>Total</b>	<b>5,353</b>	<b>7,900</b>	<b>13,253</b>
<b>FSME Pupils<sup>1</sup></b>	Male	553	358	911
	Female	975	433	1,408
	<b>Total</b>	<b>1,528</b>	<b>791</b>	<b>2,319</b>

1. Free School Meal Entitled (FSME)

**Table 2: Year 12 pupil performance by school type, 2008/09 - 2015/16**

Performance Indicator (includes equivalents)	School Type	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
% achieving 5+ GCSEs A*-C	Non-Grammar	54.1	59.1	60.1	63.9	67.2	70.6	72.0	72.7
	Grammar	96.8	96.8	97.0	97.0	97.3	97.2	97.8	96.5
	<b>Total</b>	<b>71.2</b>	<b>74.3</b>	<b>75.3</b>	<b>77.8</b>	<b>79.6</b>	<b>81.8</b>	<b>82.8</b>	<b>83.3</b>
% achieving 5+ GCSEs A*-C including GCSE English and GCSE mathematics	Non-Grammar	32.9	34.9	36.4	36.2	37.7	44.0	46.8	47.0
	Grammar	93.8	93.5	93.9	92.9	94.0	94.5	95.0	94.1
	<b>Total</b>	<b>57.3</b>	<b>58.6</b>	<b>60.1</b>	<b>60.1</b>	<b>60.9</b>	<b>65.2</b>	<b>67.0</b>	<b>67.9</b>
% achieving 5+ GCSEs A*-G	Non-Grammar	87.6	92.8	94.6	95.8	96.2	97.1	97.4	97.6
	Grammar	99.3	99.7	99.8	99.9	99.9	99.8	99.9	99.8
	<b>Total</b>	<b>92.3</b>	<b>95.6</b>	<b>96.7</b>	<b>97.5</b>	<b>97.7</b>	<b>98.2</b>	<b>98.4</b>	<b>98.6</b>
% achieving 5+ GCSEs A*-G including GCSE English and GCSE mathematics	Non-Grammar	n/a	n/a	89.0	89.0	88.2	89.4	89.4	89.5
	Grammar	n/a	n/a	99.2	99.0	99.3	99.4	99.7	99.6
	<b>Total</b>	<b>n/a</b>	<b>n/a</b>	<b>93.2</b>	<b>93.2</b>	<b>92.8</b>	<b>93.6</b>	<b>93.7</b>	<b>94.0</b>
% achieving no GCSEs	Non-Grammar	1.8	1.2	0.7	#	#	#	#	0.1
	Grammar	0.1	0.1	0.1	*	*	*	*	0.1
	<b>Total</b>	<b>1.1</b>	<b>0.7</b>	<b>0.4</b>	<b>0.2</b>	<b>0.2</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>

\* denotes a figure of less than 5 pupils

# figure not disclosed under rules of statistical suppression

**Table 3: Year 14 pupil performance by school type, 2008/09 - 2015/16**

Performance Indicator (including equivalents)	School Type	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
% achieving 3+ A Levels A*-C	Non-Grammar	41.4	43.0	44.2	44.9	45.4	47.7	47.8	51.5
	Grammar	75.1	77.7	76.5	76.7	77.2	75.7	77.0	76.3
	<b>Total</b>	<b>64.0</b>	<b>65.3</b>	<b>64.5</b>	<b>64.8</b>	<b>65.2</b>	<b>65.0</b>	<b>64.9</b>	<b>66.3</b>
% achieving 3+ A Levels A*-E	Non-Grammar	n/a	n/a	76.9	78.5	79.1	78.1	78.9	82.3
	Grammar	n/a	n/a	95.9	96.5	97.0	96.5	96.9	96.5
	<b>Total</b>	<b>n/a</b>	<b>n/a</b>	<b>88.8</b>	<b>89.7</b>	<b>90.2</b>	<b>89.4</b>	<b>89.4</b>	<b>90.8</b>
% achieving 2+ A Levels A*-E	Non-Grammar	94.4	94.7	95.1	95.9	95.7	95.4	95.8	96.1
	Grammar	99.5	99.7	99.3	99.5	99.6	99.6	99.7	99.5
	<b>Total</b>	<b>97.9</b>	<b>97.9</b>	<b>97.7</b>	<b>98.1</b>	<b>98.1</b>	<b>98.0</b>	<b>98.1</b>	<b>98.1</b>
% achieving 1+ A Levels A*-E	Non-Grammar	98.9	99.2	99.2	99.4	99.0	99.5	98.7	98.4
	Grammar	100.0	99.9	99.9	99.9	99.9	100.0	99.9	100.0
	<b>Total</b>	<b>99.6</b>	<b>99.6</b>	<b>99.6</b>	<b>99.7</b>	<b>99.6</b>	<b>99.8</b>	<b>99.4</b>	<b>99.3</b>

**Table 4: Year 12 pupil performance by gender**

Key indicator (including equivalents)		FSME Pupils (%)		All Pupils (%)	
		2014/15	2015/16	2014/15	2015/16
7+ GCSEs	At grades A*-C (male)	45.0	45.3	64.3	64.6
	At grades A*-C (female)	56.0	57.5	74.2	75.4
	At grades A*-C (total)	<b>50.5</b>	<b>51.4</b>	<b>69.2</b>	<b>70.0</b>
	Incl. English and maths at grades A*-C (male)	36.5	37.2	58.3	58.9
	Incl. English and maths at grades A*-C (female)	44.9	46.9	67.5	68.6
	Incl. English and maths at grades A*-C (total)	<b>40.7</b>	<b>42.1</b>	<b>62.9</b>	<b>63.7</b>
5+ GCSEs	At grades A*-C (male)	65.7	64.1	79.4	79.6
	At grades A*-C (female)	74.2	75.5	86.2	87.0
	At grades A*-C (total)	<b>70.0</b>	<b>69.8</b>	<b>82.8</b>	<b>83.3</b>
	Incl. English and maths at grades A*-C (male)	41.6	43.0	63.2	64.2
	Incl. English and maths at grades A*-C (female)	49.5	51.0	70.9	71.6
	Incl. English and maths at grades A*-C (total)	<b>45.6</b>	<b>47.0</b>	<b>67.0</b>	<b>67.9</b>
	At grades A*-G (male)	95.9	96.4	98.1	98.3
At grades A*-G (female)	97.1	97.5	98.8	98.9	
At grades A*-G (total)	<b>96.5</b>	<b>97.0</b>	<b>98.4</b>	<b>98.6</b>	
No GCSEs	At grades A*-G (male)	*	#	0.1	0.1
	At grades A*-G (female)	#	#	0.1	0.1
	At grades A*-G (total)	<b>0.2</b>	<b>0.2</b>	<b>0.1</b>	<b>0.1</b>

\* denotes a figure of less than 5 pupils

# figure not disclosed under rules of statistical suppression

**Table 5: Year 14 pupil performance by gender**

Key indicator (including equivalents)		FSME Pupils (%)		All Pupils (%)	
		2014/15	2015/16	2014/15	2015/16
3+ A levels	At grades A*-C (male)	47.0	51.3	61.2	63.3
	At grades A*-C (female)	52.3	55.0	67.7	68.6
	At grades A*-C (total)	<b>50.2</b>	<b>53.6</b>	<b>64.9</b>	<b>66.3</b>
2+ A levels	At grades A*-E (male)	93.9	96.0	97.6	98.1
	At grades A*-E (female)	95.6	95.2	98.4	98.2
	At grades A*-E (total)	<b>94.9</b>	<b>95.5</b>	<b>98.1</b>	<b>98.1</b>
1+ A levels	At grades A*-E (male)	98.2	98.8	99.3	99.4
	At grades A*-E (female)	98.6	98.2	99.5	99.4
	At grades A*-E (total)	<b>98.5</b>	<b>98.4</b>	<b>99.4</b>	<b>99.3</b>



**Table 6: Gender attainment gaps for year 12 and 14 pupils****Year 12 Gender attainment gaps**

Key indicator (including equivalents)		FSME Pupils (%)		All Pupils (%)	
		2014/15	2015/16	2014/15	2015/16
7+ GCSEs	At grades A*-C (male)	45.0	45.3	64.3	64.6
	At grades A*-C (female)	56.0	57.5	74.2	75.4
	<b>Gender attainment gap (percentage points)</b>	<b>11.0</b>	<b>12.2</b>	<b>9.9</b>	<b>10.8</b>
	Incl. English and maths at grades A*-C (male)	36.5	37.2	58.3	58.9
	Incl. English and maths at grades A*-C (female)	44.9	46.9	67.5	68.6
	<b>Gender attainment gap (percentage points)</b>	<b>8.4</b>	<b>9.7</b>	<b>9.2</b>	<b>9.7</b>
5+ GCSEs	At grades A*-C (male)	65.7	64.1	79.4	79.6
	At grades A*-C (female)	74.2	75.5	86.2	87.0
	<b>Gender attainment gap (percentage points)</b>	<b>8.5</b>	<b>11.4</b>	<b>6.8</b>	<b>7.4</b>
	Incl. English and maths at grades A*-C (male)	41.6	43.0	63.2	64.2
	Incl. English and maths at grades A*-C (female)	49.5	51.0	70.9	71.6
	<b>Gender attainment gap (percentage points)</b>	<b>7.9</b>	<b>8.0</b>	<b>7.7</b>	<b>7.4</b>
No GCSEs	At grades A*-G (male)	95.9	96.4	98.1	98.3
	At grades A*-G (female)	97.1	97.5	98.8	98.9
	<b>Gender attainment gap (percentage points)</b>	<b>1.2</b>	<b>1.1</b>	<b>0.7</b>	<b>0.6</b>
	At grades A*-G (male)	*	#	0.1	0.1
At grades A*-G (female)	#	#	0.1	0.1	
<b>Gender attainment gap (percentage points)</b>	<b>#</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	

\* denotes a figure of less than 5 pupils

# figure not disclosed under rules of statistical suppression

**Year 14 Gender attainment gaps**

Key indicator (including equivalents)		FSME Pupils (%)		All Pupils (%)	
		2014/15	2015/16	2014/15	2015/16
3+ A levels	At grades A*-C (male)	47.0	51.3	61.2	63.3
	At grades A*-C (female)	52.3	55.0	67.7	68.6
	<b>Gender attainment gap (percentage points)</b>	<b>5.3</b>	<b>3.7</b>	<b>6.5</b>	<b>5.3</b>
2+ A levels	At grades A*-E (male)	93.9	96.0	97.6	98.1
	At grades A*-E (female)	95.6	95.2	98.4	98.2
	<b>Gender attainment gap (percentage points)</b>	<b>1.7</b>	<b>0.8</b>	<b>0.8</b>	<b>0.1</b>
1+ A levels	At grades A*-E (male)	98.2	98.8	99.3	99.4
	At grades A*-E (female)	98.6	98.2	99.5	99.4
	<b>Gender attainment gap (percentage points)</b>	<b>0.4</b>	<b>0.6</b>	<b>0.2</b>	<b>0.0</b>

**Table 7: Year 12 Performance by School Type and Gender, 2014/15 - 2015/16****7a) All Pupils**

Key indicator (including equivalents)		2014/15		2015/16	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	45.2	90.7	45.4	88.6
	At grades A*-C (female)	58.1	96.4	59.3	95.7
	At grades A*-C (total)	<b>51.6</b>	<b>93.6</b>	<b>52.3</b>	<b>92.1</b>
	Incl. English and maths at grades A*-C (male)	36.1	89.1	35.8	87.6
	Incl. English and maths at grades A*-C (female)	47.4	95.2	48.0	94.5
	Incl. English and maths at grades A*-C (total)	<b>41.7</b>	<b>92.1</b>	<b>41.9</b>	<b>91.0</b>
5+ GCSEs	At grades A*-C (male)	67.1	96.4	67.3	94.9
	At grades A*-C (female)	77.0	99.1	78.1	98.3
	At grades A*-C (total)	<b>72.0</b>	<b>97.8</b>	<b>72.7</b>	<b>96.5</b>
	Incl. English and maths at grades A*-C (male)	41.7	93.0	41.8	92.1
	Incl. English and maths at grades A*-C (female)	51.9	97.0	52.1	96.2
	Incl. English and maths at grades A*-C (total)	<b>46.8</b>	<b>95.0</b>	<b>47.0</b>	<b>94.1</b>
	At grades A*-G (male)	96.8	99.8	97.1	99.8
At grades A*-G (female)	97.9	99.9	98.1	99.8	
At grades A*-G (total)	<b>97.4</b>	<b>99.9</b>	<b>97.6</b>	<b>99.8</b>	
No GCSEs	At grades A*-G (male)	0.1	*	#	*
	At grades A*-G (female)	0.1	*	*	#
	At grades A*-G (total)	<b>0.1</b>	*	<b>0.1</b>	<b>0.1</b>

**7b) Pupils entitled to FSM**

Key indicator (including equivalents)		2014/15		2015/16	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	35.0	82.2	35.8	75.0
	At grades A*-C (female)	48.5	90.3	48.8	90.0
	At grades A*-C (total)	<b>41.9</b>	<b>86.0</b>	<b>42.4</b>	<b>82.0</b>
	Incl. English and maths at grades A*-C (male)	24.8	80.2	25.7	73.5
	Incl. English and maths at grades A*-C (female)	35.4	88.0	36.0	87.6
	Incl. English and maths at grades A*-C (total)	<b>30.3</b>	<b>83.9</b>	<b>30.9</b>	<b>80.1</b>
5+ GCSEs	At grades A*-C (male)	58.3	92.9	57.3	85.4
	At grades A*-C (female)	68.9	98.8	70.3	94.7
	At grades A*-C (total)	<b>63.8</b>	<b>95.6</b>	<b>64.0</b>	<b>89.8</b>
	Incl. English and maths at grades A*-C (male)	29.6	86.5	31.2	79.9
	Incl. English and maths at grades A*-C (female)	39.9	93.4	40.3	90.8
	Incl. English and maths at grades A*-C (total)	<b>34.9</b>	<b>89.7</b>	<b>35.9</b>	<b>85.0</b>
	At grades A*-G (male)	94.8	100.0	95.4	99.6
At grades A*-G (female)	96.6	99.8	97.0	99.5	
At grades A*-G (total)	<b>95.7</b>	<b>99.9</b>	<b>96.2</b>	<b>99.5</b>	
No GCSEs	At grades A*-G (male)	*	0.0	*	*
	At grades A*-G (female)	#	0.0	*	*
	At grades A*-G (total)	<b>0.2</b>	<b>0.0</b>	<b>#</b>	<b>*</b>

\* denotes a figure of less than 5 pupils

# figure not disclosed under rules of statistical suppression

**7c) Pupils not entitled to FSM**

		2014/15		2015/16	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
<b>Key indicator (including equivalents)</b>					
7+	At grades A*-C (male)	50.5	92.0	50.9	90.9
	At grades A*-C (female)	63.6	97.2	66.0	96.6
	At grades A*-C (total)	<b>56.9</b>	<b>94.6</b>	<b>58.3</b>	<b>93.7</b>
GCSEs	Incl. English and maths at grades A*-C (male)	41.9	90.3	41.7	90.0
	Incl. English and maths at grades A*-C (female)	54.3	96.1	55.5	95.6
	Incl. English and maths at grades A*-C (total)	<b>48.0</b>	<b>93.2</b>	<b>48.4</b>	<b>92.8</b>
5+	At grades A*-C (male)	71.6	97.0	73.1	96.5
	At grades A*-C (female)	81.6	99.1	82.9	98.8
	At grades A*-C (total)	<b>76.5</b>	<b>98.0</b>	<b>77.9</b>	<b>97.6</b>
	Incl. English and maths at grades A*-C (male)	47.9	94.0	48.0	94.1
	Incl. English and maths at grades A*-C (female)	58.8	97.5	59.5	97.0
	Incl. English and maths at grades A*-C (total)	<b>53.2</b>	<b>95.7</b>	<b>53.6</b>	<b>95.6</b>
	At grades A*-G (total)	<b>98.3</b>	<b>99.8</b>	<b>98.4</b>	<b>99.9</b>
No GCSEs	At grades A*-G (male)	*	*	#	*
	At grades A*-G (female)	*	*	#	*
	At grades A*-G (total)	<b>0.1</b>	*	<b>0.1</b>	<b>0.1</b>

\* denotes a figure of less than 5 pupils

# figure not disclosed under rules of statistical suppression

**Table 8: Year 14 Performance by School Type and Gender, 2014/15 - 2015/16****8a) All Pupils**

Key indicator (including equivalents)		2014/15		2015/16	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	41.1	73.6	47.6	72.4
	At grades A*-C (female)	52.3	80.0	54.1	79.5
	At grades A*-C (total)	<b>47.8</b>	<b>77.0</b>	<b>51.5</b>	<b>76.3</b>
2+ A levels	At grades A*-E (male)	94.4	99.6	95.8	99.4
	At grades A*-E (female)	96.6	99.8	96.3	99.7
	At grades A*-E (total)	<b>95.8</b>	<b>99.7</b>	<b>96.1</b>	<b>99.5</b>
1+ A levels	At grades A*-E (male)	98.3	99.9	98.4	100.0
	At grades A*-E (female)	98.9	99.9	98.5	100.0
	At grades A*-E (total)	<b>98.7</b>	<b>99.9</b>	<b>98.4</b>	<b>100.0</b>

**8b) Pupils Entitled to FSM**

Key indicator (including equivalents)		2014/15		2015/16	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	37.3	63.7	42.9	64.2
	At grades A*-C (female)	43.6	72.5	47.6	71.8
	At grades A*-C (total)	<b>41.3</b>	<b>68.7</b>	<b>45.9</b>	<b>68.4</b>
2+ A levels	At grades A*-E (male)	90.8	99.3	94.4	98.6
	At grades A*-E (female)	93.8	99.7	93.4	99.3
	At grades A*-E (total)	<b>92.7</b>	<b>99.6</b>	<b>93.7</b>	<b>99.0</b>
1+ A levels	At grades A*-E (male)	97.2	100.0	98.0	100.0
	At grades A*-E (female)	98.0	100.0	97.3	100.0
	At grades A*-E (total)	<b>97.7</b>	<b>100.0</b>	<b>97.6</b>	<b>100.0</b>

**8c) Pupils not Entitled to FSM**

Key indicator (including equivalents)		2014/15		2015/16	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	42.2	74.5	49.2	73.3
	At grades A*-C (female)	55.4	80.7	57.4	80.4
	At grades A*-C (total)	<b>49.9</b>	<b>77.8</b>	<b>53.8</b>	<b>77.1</b>
2+ A levels	At grades A*-E (male)	95.5	99.6	96.3	99.5
	At grades A*-E (female)	97.7	99.8	97.4	99.7
	At grades A*-E (total)	<b>96.8</b>	<b>99.7</b>	<b>97.0</b>	<b>99.6</b>
1+ A levels	At grades A*-E (male)	98.7	99.9	98.5	100.0
	At grades A*-E (female)	99.3	99.9	99.1	100.0
	At grades A*-E (total)	<b>99.0</b>	<b>99.9</b>	<b>98.7</b>	<b>100.0</b>

**Table 9: School type attainment gaps for year 12 and 14 pupils 2015/16*****Year 12 School type attainment gaps***

<b>Key indicator (including equivalents)</b>	Non-Grammar (%)	Grammar (%)	School type attainment gap (pp)
7 or more GCSEs at grades A*-C	52.3	92.1	<b>39.8</b>
7 or more GCSEs incl. English and maths at grades A*-C	41.9	91.0	<b>49.1</b>
5 or more GCSEs at grades A*-C	72.7	96.5	<b>23.8</b>
5 or more GCSEs incl. English and maths at grades A*-C	47.0	94.1	<b>47.1</b>
5 or more GCSEs at grades A*-G	97.6	99.8	<b>2.2</b>
No GCSEs at grades A*-G	0.1	0.1	<b>0.0</b>

***Year 14 School type attainment gaps***

<b>Key indicator (including equivalents)</b>	Non-Grammar (%)	Grammar (%)	School type attainment gap (pp)
3 or more A levels at grades A*-C	51.5	76.3	<b>24.8</b>
2 or more A levels at grades A*-E	96.1	99.5	<b>3.4</b>
1 or more A levels at grades A*-E	98.4	100.0	<b>1.6</b>

(pp) = percentage points

\* denotes a figure of less than 5 pupils

# figure not disclosed under rules of statistical suppression

**Table 10: Year 12 Performance by Free School Meal Bands, 2015/16**

Key GCSE indicator (including equivalents)	Non-Grammar					NI Total (%)
	0-19.99%	20-29.99%	30-39.99%	40-49.99%	50+%	
7+ grades A*-C - males	48.1	50.9	40.2	44.6	46.0	45.4
7+ grades A*-C - females	73.1	63.2	57.2	61.5	54.8	59.3
7+ grades A*-C - total	58.8	57.0	49.1	52.6	50.4	52.3
7+ grades A*-C incl. Eng and maths - male	44.3	43.5	31.5	35.8	31.4	35.8
7+ grades A*-C incl. Eng and maths - female	68.1	54.1	46.3	47.4	42.2	48.0
7+ grades A*-C incl. Eng and maths - total	54.5	48.8	39.2	41.3	36.8	41.9
5+ grades A*-C - males	62.0	70.9	64.6	68.2	66.5	67.3
5+ grades A*-C - females	86.6	80.5	75.8	80.2	75.8	78.1
5+ grades A*-C - total	72.6	75.6	70.4	73.8	71.2	72.7
5+ grades A*-C incl. Eng and maths - male	50.0	49.5	38.3	41.5	36.9	41.8
5+ grades A*-C incl. Eng and maths - female	70.6	57.9	51.2	50.3	47.1	52.1
5+ grades A*-C incl. Eng and maths - total	58.8	53.6	45.0	45.7	42.1	47.0

Key GCSE indicator (including equivalents)	Grammar			NI Total (%)
	0-4.99%	5-9.99%	10%+	
7+ grades A*-C - males	88.1	93.5	86.2	88.6
7+ grades A*-C - females	99.4	97.3	94.6	95.7
7+ grades A*-C - total	92.5	95.4	90.5	92.1
7+ grades A*-C incl. Eng and maths - male	86.7	93.0	85.1	87.6
7+ grades A*-C incl. Eng and maths - female	98.4	96.3	93.3	94.5
7+ grades A*-C incl. Eng and maths - total	91.3	94.6	89.3	91.0
5+ grades A*-C - males	95.3	97.3	93.6	94.9
5+ grades A*-C - females	100.0	99.1	97.7	98.3
5+ grades A*-C - total	97.1	98.2	95.7	96.5
5+ grades A*-C incl. Eng and maths - male	91.8	95.7	90.3	92.1
5+ grades A*-C incl. Eng and maths - female	99.0	97.6	95.3	96.2
5+ grades A*-C incl. Eng and maths - total	94.6	96.6	92.9	94.1

**Table 11: Performance by Free School Meal Bands, 2015/16**

Performance Indicator (including equivalents)		Non-Grammar					NI Total (%)
		0-19.99%	20-29.99%	30-30.99%	40-49.99%	50+%	
3+ A levels	At grades A*-C - male	63.0	54.3	41.8	49.8	42.3	47.6
	At grades A*-C - female	77.4	62.6	54.3	56.5	43.1	54.1
	At grades A*-C - total	71.3	59.1	50.0	53.7	42.7	51.5
2+ A levels	At grades A*-E - male	93.5	96.5	96.1	97.1	94.0	95.8
	At grades A*-E - female	100.0	98.4	97.6	98.0	91.3	96.3
	At grades A*-E - total	97.2	97.6	97.1	97.6	92.4	96.1

Performance Indicator (including equivalents)		Grammar			NI Total (%)
		0-4.99%	5-9.99%	10%+	
3+ A levels	At grades A*-C - male	67.7	74.5	72.3	72.4
	At grades A*-C - female	81.4	81.0	78.5	79.5
	At grades A*-C - total	73.5	78.1	75.7	76.3
2+ A levels	At grades A*-E - male	99.3	99.8	99.2	99.4
	At grades A*-E - female	100.0	99.5	99.7	99.7
	At grades A*-E - total	99.6	99.7	99.5	99.5

**Table 12: Year 12 Performance by Management Type, 2015/16**

% achieving Key Indicator (including equivalents)		Controlled			Catholic Maintained	Other Maintained	Controlled Integrated	GMI	Voluntary - Other Managed	Voluntary - Catholic Managed
		Non-Grammar	Grammar	Total	All Non-Grammar	All Non-Grammar	All Non-Grammar	All Non-Grammar	All Grammar	All Grammar
7+ GCSEs	At grades A*-C (male)	36.9	89.7	53.0	52.0	72.5	46.7	44.8	86.8	89.4
	At grades A*-C (female)	49.4	95.8	67.3	67.3	78.1	57.0	55.7	95.4	96.0
	At grades A*-C (total)	42.9	93.2	60.3	60.0	75.0	50.6	50.2	90.8	92.5
	Incl. English and maths at grades A*-C (male)	29.6	88.7	47.6	40.6	62.5	33.7	36.7	86.1	88.2
	Incl. English and maths at grades A*-C (female)	40.2	94.4	61.1	54.2	65.6	43.0	45.8	94.4	94.7
	Incl. English and maths at grades A*-C (total)	34.7	92.0	54.5	47.7	63.9	37.2	41.2	89.9	91.3
5+ GCSEs	At grades A*-C (male)	60.8	95.5	71.4	72.3	90.0	71.9	66.1	94.9	94.6
	At grades A*-C (female)	68.3	98.4	79.9	85.6	87.5	78.8	75.5	98.2	98.2
	At grades A*-C (total)	64.4	97.2	75.8	79.2	88.9	74.5	70.7	96.4	96.3
	Incl. English and maths at grades A*-C (male)	36.1	92.8	53.4	45.9	72.5	39.3	44.0	92.4	91.5
	Incl. English and maths at grades A*-C (female)	45.3	96.3	65.0	58.0	65.6	45.5	49.1	96.3	96.1
	Incl. English and maths at grades A*-C (total)	40.6	94.8	59.3	52.2	69.4	41.6	46.5	94.2	93.7

**Table 13: Year 14 Performance by Management Type, 2015/16**

% achieving Key Indicator (including equivalents)		Controlled			Catholic Maintained	Other Maintained	Controlled Integrated	GMI	Voluntary - Other Managed	Voluntary - Catholic Managed
		Non-Grammar	Grammar	Total	All Non-Grammar	All Non-Grammar	All Non-Grammar	All Non-Grammar	All Grammar	All Grammar
3+ A levels	At grades A*-C (male)	42.1	68.8	57.1	50.3	45.0	30.8	50.2	71.3	74.8
	At grades A*-C (female)	55.2	71.6	64.4	54.5	54.5	56.5	49.5	80.0	84.0
	At grades A*-C (total)	49.9	70.5	61.5	52.9	50.9	44.7	49.8	75.9	79.6
2+ A levels	At grades A*-E (male)	94.9	99.6	97.6	95.9	85.0	97.4	97.6	99.6	99.1
	At grades A*-E (female)	97.6	99.5	98.6	95.8	81.8	95.7	97.0	99.5	99.9
	At grades A*-E (total)	96.5	99.5	98.2	95.8	83.0	96.5	97.3	99.5	99.6



**Table 14: Year 12 Pupil Performance by gender and free school meal entitlement, 2015/16**

Key indicator (including equivalents)		FSME Pupils	Non FSME Pupils	All Pupils
7+ GCSEs	At grades A*-C (male)	45.3	71.7	64.6
	At grades A*-C (female)	57.5	82.2	75.4
	At grades A*-C (total)	51.4	76.9	70.0
	Incl. English and maths at grades A*-C (male)	37.2	66.8	58.9
	Incl. English and maths at grades A*-C (female)	46.9	76.7	68.6
	Incl. English and maths at grades A*-C (total)	42.1	71.7	63.7
5+ GCSEs	At grades A*-C (male)	64.1	85.3	79.6
	At grades A*-C (female)	75.5	91.3	87.0
	At grades A*-C (total)	69.8	88.3	83.3
	Incl. English and maths at grades A*-C (male)	43.0	72.0	64.2
	Incl. English and maths at grades A*-C (female)	51.0	79.3	71.6
	Incl. English and maths at grades A*-C (total)	47.0	75.6	67.9
	At grades A*-G (total)	97.0	99.2	98.6
No GCSEs	At grades A*-G (male)	#	#	0.1
	At grades A*-G (female)	#	*	0.1
	At grades A*-G (total)	0.2	0.1	0.1

\* denotes a figure of less than 5 pupils

# figure not disclosed under rules of statistical suppression

**Table 15: Year 14 Pupil Performance by Gender and Free School Meal Entitlement, 2015/16**

Key indicator (including equivalents)		FSME Pupils	Non FSME Pupils	All Pupils
3+ A levels	At grades A*-C (male)	51.3	65.5	63.3
	At grades A*-C (female)	55.0	71.9	68.6
	At grades A*-C (total)	53.6	69.0	66.3
2+ A levels	At grades A*-E (male)	96.0	98.4	98.1
	At grades A*-E (female)	95.2	98.9	98.2
	At grades A*-E (total)	95.5	98.7	98.1
1+ A levels	At grades A*-E (male)	98.8	99.5	99.4
	At grades A*-E (female)	98.2	99.7	99.4
	At grades A*-E (total)	98.4	99.5	99.3

## NOTES FOR READERS

### National Statistics

1. 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.

2. For general enquiries about National Statistics, contact the National Statistics Public Enquiry Service by:

Telephone: 0845 601 3034

minicom: 01633 815044

E-mail: [info@ons.gsi.gov.uk](mailto:info@ons.gsi.gov.uk)

Fax: 01633 652747

Letters: Customer Contact Centre, Office for National Statistics, Room 1.101, Government Buildings, Cardiff Road, Newport, South Wales, NP10 8XG

3. Further information on National Statistics can be accessed at: [www.statistics.gov.uk](http://www.statistics.gov.uk), <http://www.ons.gov.uk/ons/index.html>

### School performance

4. The data collected are used extensively by schools to monitor and evaluate their academic performance to inform all aspects of their school improvement planning and to satisfy their data requirements in areas such as their prospectus and other public communications which contain performance information. The press, the public and various public bodies also access the data regularly to keep their records of school attainment current and to compare with previous years.

5. Data collected through the SAER are used by policy branches within the Department of Education (DE) to evaluate initiatives including: Literacy and Numeracy strategies, school improvement programmes, benchmarking, and to monitor performance against relevant Departmental milestone targets. Further users include the Education and Training Inspectorate (ETI) who use the information to facilitate the school inspection process, and the Education Authority (EA). The data are also the basis of responses to a number of Assembly questions and are used in the EA auditing process.
6. The 2015/16 figures in this statistical release are based on information as at 7<sup>th</sup> April 2017. They may be subject to minor revision and these will be notified in accordance with DE Statistics and Research Team revisions policy, which can be accessed at: <https://www.education-ni.gov.uk/sites/default/files/publications/education/Revisions%20policy.pdf>
7. The tables presented in the release reflect key information on performance, as determined by Departmental needs and also on requests for information from other sources.
8. The statistics in this press release have been derived from the Summary of Annual Examination Results (SAER).
9. Data excludes special and independent schools.
10. The year 12 cohort used to determine the performance statistics in this document is based on the number of pupils in the final year of a GCSE (or equivalent) course of study who are eligible to be entered in the SAER return for the relevant academic year. Pupils can be ineligible for inclusion for a number of reasons and therefore the SAER year 12 cohort can differ from the year 12 cohort collected in the annual school census. Further information can be found at: <https://www.education-ni.gov.uk/publications/summary-annual-examination-results-saer-documentation>
11. The year 14 cohort used to determine the performance statistics in the document is based on the number of pupils in the final year of an A level (or equivalent) course of study. This level of education, unlike year 12, is non-compulsory, pupils can be deemed ineligible for inclusion in this cohort for a number of reasons (similar to those used for the year 12 cohort). Further information can be found at: <https://www.education-ni.gov.uk/publications/summary-annual-examination-results-saer-documentation>
12. More detail about the collection of school performance statistics may be found at: <https://www.education-ni.gov.uk/publications/summary-annual-examination-results-saer-documentation>

13. Statistics relating to school performance can be found on the DE website: (<https://www.education-ni.gov.uk/>) under the Schools+ section <https://www.education-ni.gov.uk/services/schools-plus>

14. The following list details the variables collected during the SAER process:

Number of pupils in year 12 eligible for examinations

Number of pupils achieving 7+ GCSEs at grades A\*-C (including equivalents)

Number of pupils achieving 7+ GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths

Number of pupils achieving 5+ GCSEs at grades A\*-C (including equivalents)

Number of pupils achieving 5+ GCSEs at grades A\*-C (including equivalent) including GCSE English and GCSE maths

Number of pupils achieving 5+ GCSEs at grades A\*-E (including equivalents)

Number of pupils achieving 1-4 GCSEs at grades A\*-G (including equivalents)

Number of pupils achieving 5+ GCSEs at grades A\*-G (including equivalents)

Number of pupils achieving 5+ GCSEs at grades A\*-G (including equivalents) including GCSE English and GCSE maths

Number of pupils achieving no GCSEs at grades A\*-G (including equivalents)

Entered for A levels

Achieving 3+ A levels A\*-C (including Equivalents)

Achieving 3+ A levels A\*-E (including Equivalents)

Achieving 2+ A levels A\*-E (including Equivalents)

Achieving 1+ A levels A\*-E (including Equivalents)

15. The following list details related publications in England, Scotland and Wales:

- SFR03/2017: Revised GCSE and equivalent results in England, 2015 to 2016 <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2015-to-2016>
- *SFR 05/2017 A level and other level 3 results in England, 2015/16 (revised)*

<https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2015-to-2016-revised>

- *SFR 165/2016 Examination Results in Wales, 2015/16 (Final)*  
<http://gov.wales/docs/statistics/2016/161207-examination-results-2015-16-en.pdf>
- *Summary Statistics for Schools in Scotland, No.7-2016*  
<http://www.gov.scot/Publications/2016/12/9271>