



**Subject:**

**SCHOOL DEVELOPMENT PLANNING AND TARGET SETTING (POST-PRIMARY)**

**Circular Number:**  
**2017/08**

**Date of Issue:**  
29 August 2017

**Target Audience:**

- Principals and Boards of Governors of all grant-aided post-primary schools;
- Education Authority (EA);
- Council for Catholic Maintained Schools (CCMS);
- Controlled Schools' Support Council (CSSC);
- Council for the Curriculum, Examinations and Assessment (CCEA);
- Northern Ireland Council for Integrated Education (NICIE);
- General Teaching Council Northern Ireland (GTCNI);
- Governing Bodies Association (GBA);
- Comhairle na Gaelscolaíochta (CnaG);
- Teachers' Unions

**Summary of Contents:**

This circular sets out the general context for school development planning and provides benchmarking information for target setting.

**Enquiries:**

Any enquiries about the contents of this Circular should be addressed to:

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BANGOR, BT19 7PR

**Governor Awareness:**  
Essential

**Status of Contents:**  
Information for schools

**Related Documents:**  
DE Circular 2010/22  
"School Development Planning  
Regulations & Guidance".

**Superseded Documents:**  
2016/14

**Expiry Date:**  
Not applicable

**DE Website:**  
<https://www.education-ni.gov.uk/>

**Additional copies:**  
Tel: 028 9127 9455

## Performance of the system

- 1 At a system level we have set ambitious priorities to raise standards and improve educational outcomes for all pupils and specifically for our most disadvantaged pupils. Our long-term targets are published in “Count, Read: Succeed - A Strategy to Improve Outcomes in Literacy and Numeracy”, details of these targets and our performance to date are summarised in Annex 1.
- 2 The milestones and targets outlined in Annex 1 are system-level targets and not intended to be reflected directly in school-level targets; rather, each school is required to set its own targets which reflect the particular circumstances of that school. Of key importance however is the requirement for schools to set and achieve challenging targets which firstly support individual attainment, but also make a positive contribution to system-level performance.
- 3 Each school needs to play its part in raising standards. As outlined in our school improvement policy, Every School a Good School, schools themselves are best placed to identify areas for improvement and to implement changes that can bring about better outcomes for their pupils. Effective school development planning, robust target-setting and evaluation of progress will make a significant contribution to achieving this.

## School Development Planning

- 4 The School Development Plan (SDP) is the school’s strategic plan for improvement. It brings together the school’s priorities, the main actions that will be taken to raise standards, the resources dedicated to these actions, the training required to support delivery and the key outcomes to be achieved.
- 5 The Education (School Development Planning) Regulations (Northern Ireland) 2010 set out the detailed requirements relating to the preparation of SDPs and the matters they should include. The Regulations and Guidance on School Development Planning are available on the Department’s website; <https://www.education-ni.gov.uk/articles/school-development-planning>.

- 6 Schools are required to submit a copy of their School Development Plan to the Education Authority and, in the case of Catholic maintained schools, to CCMS.
- 7 As part of the C2k Education Network contract, a School Development Planning tool by Wholeschool is available to all schools. This is an on-line tool which can be used to create a dynamic, rolling, three-year plan. Information about the tool and how your school can activate it can be accessed via C2k Exchange using the following link when logged on in school;  
<https://www.c2kexchange.net/software/User%20Manuals/Post%20Primary/Wholeschool%20Flyer.pdf>
- 8 In addition, Information sheet EN110 available on C2k Exchange provides detail about the School Development Planning tool. Schools can contact the C2k service desk; (0870 6011 666) to have the SDP tool activated.

### **Target Setting**

- 9 Schools are required to set their own targets for improvement, including targets for literacy and numeracy and targets for pupils with entitlement to free school meals. These targets, and the actions that flow from them, should be included in the School Development Plan.
- 10 When setting targets for improvement, schools will wish to take into account a range of factors, including:
  - i) *the priorities set out in the School Development Plan;*
  - ii) *the context within which the school is operating;*
  - iii) *overall performance and the gap between the highest and lowest achievers and between the most and least disadvantaged pupils; and*
  - iv) *the prior attainment of each year group.*
- 11 Targets need to be challenging, yet achievable, and informed by robust and reliable information. School, class, subject and pupil-level data will inform self-evaluation and help to identify areas where action might be taken to bring about improvement.

- 12** To assess trends and identify priorities for action, schools are encouraged to use the full range of information available to them; this will include data held within the school (including whatever standardised test results, if any, the school uses), the data packs provided to Boards of Governors, information in the Department’s statistical bulletins and information provided by the Education Authority and/or CCMS.
- 13** Annex 2 of this circular provides benchmarking data in relation to GCSE and Level 3 attainment in 2016. Please note that the free school meal bands have changed this year. The extension of the criteria for eligibility to free school meal in post primary schools has increased the proportion of children with free school meal entitlement (FSME). The subsequent impact on the proportion of pupils with FSME in each school led to there being very low numbers of schools in the lowest FSM bands used in previous releases of the benchmarking data. As schools might have moved in to different bands and the bands might comprise different schools the changes impact on the ability to make comparisons over time and we would caution against using the data in that way.

### **End of Key Stage 3: Levels of Progression**

#### **Calculating the NI averages**

- 14** The table below provides Key Stage 3 benchmarking information which you may also wish to use to inform target setting. The averages presented in the table are based on returns from a proportion of schools. Further details of how these have been calculated are available in the Key Stage Assessments: Levels of Progression 2015/16 Methodology Paper; <https://www.education-ni.gov.uk/publications/circular-201706-school-development-planning-and-target-setting-primary-key-stage-assessments-levels>.

As they are based on a sample, the average is the best estimate and the actual value may lie between the higher and lower confidence limits provided in the table.

**Table 1: Levels of progression in Communication and Using Maths, NI averages with Confidence Intervals 2015/16**

% pupils achieving the expected level			2015/16			2014/15
			Best Estimate	Lower Estimate	Higher Estimate	Best Estimate
Key Stage Three	Level 5 or above	NI Average				
		Communication (English)	78.2	77.5	78.9	74.0
	Using Maths	78.7	78.0	79.4	77.3	
	Level 5 or above	Grammar:				
		Communication (English)	97.6	97.2	98.0	98.4
		Using Maths	98.0	97.6	98.4	99.7
Non-grammar:						
Communication (English)	64.1	63.0	65.2	58.5		
Using Maths	63.6	62.5	64.7	63.5		

Source: CCEA (DE)

**Notes:**

1. Excludes Special and Independent schools.
2. Data have been weighted to account for non-response bias.
3. The best estimate is the mean figure drawn from the sample. The lower and higher estimates are for the 95% confidence interval. There is 95% certainty that the true population value lies between the lower and higher estimates.

### The use of end of Key Stage data

- 15** The primary purpose of the statutory assessment arrangements is as a tool used to raise the quality of the provision for numeracy, literacy and using ICT and to advance the skills of pupils in these crucial cross curricular areas. While schools are required by law to provide information to CCEA on their assessment outcomes in Communication, Using Mathematics and Using ICT (which was introduced in the 2016/17 academic year), it should be recognised that the collation and reporting of end of Key Stage 3 outcomes are a means by which the Department is held to account, as well as a means by which it demonstrates improvement and makes the case for investment in education.
- 16** Schools should be assured that end of Key Stage data is not used within the Department to make judgements about the quality of provision at individual school level or as the sole component by ETI to evaluate the value a school adds to a pupil's learning. Indeed, as part of on-going discussions with teaching unions, from 2015/16

(AY) onwards, the Department will **not** hold end of key stage 1, 2 or 3 data at school level.

### **Assessment & Reporting**

- 17** DE Circulars 2015/08 and 2009/15 updated schools on the arrangements relating to assessment and reporting requirements. Schools are required to continue to provide information to CCEA on their assessment outcomes in Communication, Using Maths and Using ICT at the end of Key Stage 3.
  
- 18** When a pupil moves from one school to another, it is a legal requirement for the school they are leaving to transfer a formal record of the pupil's academic achievements and progress; this must be provided to the principal or Board of Governors of the receiving school within 15 days. In the case of post-primary schools, this should include, though it is not restricted to, outcomes achieved at the end of Key Stage 3, where appropriate (especially where a pupil is transferring to a Senior High School) and achievement in public examinations (i.e. GCSE, GCE AS- and A-level, or equivalent).

### **Contacts regarding this Circular**

- 19** A copy of this circular has been placed on the DE website. Any enquiries about the data or its interpretation should be addressed to **Patricia Wyers, Analytical Services Unit**, telephone number 028 9127 9213.
  
- 20** Enquiries about any other aspects of this Circular should be addressed to **School Improvement Team**, telephone number 028 9127 9936.

**Karen McCullough**  
**School Improvement Team**

Performance and Milestone Targets	Actual Performance								Milestones
	2008/09	2009/10	2010/11	2011/12	2012/13 <sup>1</sup>	2013/14	2014/15	2015/16	2019/20
Key Stage 3 Communication, in Irish (% of pupils at expected level) - pupils educated through the medium of Irish	92.1%	98.1%	88.1%	75.8%	75.0%	n/a <sup>2</sup>	n/a <sup>2</sup>	n/a <sup>2</sup>	85%+
Key Stage 3 Communication, in English (% of pupils at expected level)	78.9%	79.4%	79.2%	79.4%	72.2%	74.1% <sup>3</sup>	74.0% <sup>3</sup>	78.2% <sup>3</sup>	85%+
Key Stage 3 Using Maths (% of pupils at expected level)	77.3%	76.7%	77.3%	77.3%	73.9%	77.1% <sup>3</sup>	77.3% <sup>3</sup>	78.7% <sup>3</sup>	85%+
At least 5 GCSEs A*-C (or equivalent) including GCSEs in Gaelige, English and Maths - pupils educated through the medium of Irish					29.3% <sup>4</sup>				70%+
At least 5 GCSEs A*-C (or equivalent) including GCSEs in English and Maths	58.4%	59.0%	59.5%	62.0%	62.2%	63.5%	66.0%	67.7%	70%+
At least 5 GCSEs A*-C (or equivalent) including GCSEs in English and Maths – Girls	63.7%	64.7%	64.3%	67.8%	67.0%	68.6%	70.5%	72.2%	70%+
At least 5 GCSEs A*-C (or equivalent) including GCSEs in English and Maths – Boys	53.1%	53.4%	55.0%	56.3%	57.5%	58.6%	61.6%	63.3%	70%+
At least 5 GCSEs A*-C (or equivalent) including GCSEs in English and Maths – FSME pupils only <sup>5</sup>	29.7%	31.3%	31.7%	34.1%	34.9%	34.9%	41.3%	44.8%	65%+

Sources: Key Stage Three Assessments (CCEA) and School Leavers Survey (DE)

<sup>1</sup> Levels of Progression were introduced in 2012/13 Academic Year.

<sup>2</sup> Due to Industrial Action, too few pupils were assessed in Irish to generate a robust measure for 2013/14, 2014/15 and 2015/16.

<sup>3</sup> Due to the effects of Industrial Action, 2013/14, 2014/15 and 2015/16 KS3 averages have been weighted to account for non-response bias. Accordingly, these (best) estimates for Communication in English and Using Maths are subject to confidence intervals (of +/- 0.8) and (of +/- 1.4) and (of +/- 1.1).

<sup>4</sup> This represents 24 out of 82 pupils achieving this measure.

<sup>5</sup> Criteria for entitlement to Free School Meals in Post-primary changed in 2014/15 and consideration will be given to this target.

# **BENCHMARKING DATA**

## **GCSE & Level 3 Post-primary Schools**

**2015/16**



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## NORTHERN IRELAND AVERAGES 2015/16 ALL PUPILS

Year 12	Grammar	Non-grammar
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	<b>96.6</b>	<b>72.7</b>
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-G	<b>99.8</b>	<b>97.6</b>
% of Year 12 pupils achieving no GCSEs or equivalent	<b>0.1</b>	<b>0.1</b>
% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE mathematics	<b>91.0</b>	<b>41.9</b>
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE mathematics	<b>94.1</b>	<b>47.0</b>
<b>Pupils in the final year of a level 3 (A level or equivalent) course</b>	<b>Grammar</b>	<b>Non-grammar</b>
% of pupils entered for A levels or equivalent and achieving 3 or more grades A*-C	<b>76.3</b>	<b>51.5</b>
% of pupils entered for A levels or equivalent and achieving 3 or more grades A*-E	<b>96.5</b>	<b>82.3</b>
% of pupils entered for A levels or equivalent and achieving 2 or more grades A*-E	<b>99.5</b>	<b>96.1</b>

These are average performance figures for Grammar and Secondary (Non Grammar) schools. It follows therefore that individual schools will be above and below these averages. They provide a context within which a school can set its own aspirational targets, taking into account trends within the school itself. More detailed figures to assist in this process can be found in the pages that follow, along with guidance on how to interpret the analysis.

## NORTHERN IRELAND AVERAGES 2015/16 *FSME* PUPILS

Year 12	Grammar	Non-grammar
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	<b>89.8</b>	<b>64.0</b>
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-G	<b>99.5</b>	<b>96.2</b>
% of Year 12 pupils achieving no GCSEs or equivalent	<b>*</b>	<b>#</b>
% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE mathematics	<b>80.1</b>	<b>30.9</b>
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE mathematics	<b>85.0</b>	<b>35.9</b>
<b>Pupils in the final year of a level 3 (A level or equivalent) course</b>	<b>Grammar</b>	<b>Non-grammar</b>
% of pupils entered for A levels or equivalent and achieving 3 or more grades A*-C	<b>68.4</b>	<b>45.9</b>
% of pupils entered for A levels or equivalent and achieving 3 or more grades A*-E	<b>94.4</b>	<b>76.8</b>
% of pupils entered for A levels or equivalent and achieving 2 or more grades A*-E	<b>99.0</b>	<b>93.7</b>

These are average performance figures for Grammar and Secondary (Non Grammar) schools. It follows therefore that individual schools will be above and below these averages. They provide a context within which a school can set its own aspirational targets, taking into account trends within the school itself. More detailed figures to assist in this process can be found in the pages that follow, along with guidance on how to interpret the analysis.

\* denotes fewer than 5 pupils

# figure not disclosed under rules of statistical disclosure

## NORTHERN IRELAND AVERAGES 2015/16 *NON FSME PUPILS*

Year 12	Grammar	Non-grammar
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	<b>97.6</b>	<b>77.9</b>
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-G	<b>99.9</b>	<b>98.4</b>
% of Year 12 pupils achieving no GCSEs or equivalent	<b>0.1</b>	<b>0.1</b>
% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE mathematics	<b>92.8</b>	<b>48.4</b>
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE mathematics	<b>95.6</b>	<b>53.6</b>
<b>Pupils in the final year of a level 3 (A level or equivalent) course</b>	<b>Grammar</b>	<b>Non-grammar</b>
% of pupils entered for A levels or equivalent and achieving 3 or more grades A*-C	<b>77.1</b>	<b>53.8</b>
% of pupils entered for A levels or equivalent and achieving 3 or more grades A*-E	<b>96.8</b>	<b>84.5</b>
% of pupils entered for A levels or equivalent and achieving 2 or more grades A*-E	<b>99.6</b>	<b>97.0</b>

These are average performance figures for Grammar and Secondary (Non Grammar) schools. It follows therefore that individual schools will be above and below these averages. They provide a context within which a school can set its own aspirational targets, taking into account trends within the school itself. More detailed figures to assist in this process can be found in the pages that follow, along with guidance on how to interpret the analysis.

## NI AVERAGES

### Grammar Schools by FSM Band

#### Year 12 Pupils

FSM Band%	% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-G	% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE mathematics	% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE mathematics
0.00-9.99%	97.9	100.0	93.8	96.2
10.00-19.99%	97.7	99.8	92.3	95.7
20.00%+	91.3	99.5	82.6	86.4

#### Pupils in final year of a level 3 (A level or equivalent) course of study

FSM Band%	% of pupils entered for A levels or equivalent and achieving 3 or more grades A*-C	% of pupils entered for A levels or equivalent and achieving 3 or more grades A*-E	% of pupils entered for A levels or equivalent and achieving 2 or more grades A*-E
0.00-9.99%	77.1	96.4	99.6
10.00-19.99%	77.2	96.9	99.5
20.00%+	72.3	95.8	99.3

Please note that some of the FSM bandings have changed from previous years to reflect an increase in the number of pupils with FSME. See paragraph 13 of the circular for more information.

## Non-Grammar Schools by FSM Band

### Year 12 Pupils

FSM Band%	% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-G	% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE mathematics	% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE mathematics
00.00-29.99	75.4	98.3	49.3	54.1
30.00-39.99	70.4	97.6	39.2	45.0
40.00-49.99	73.8	97.2	41.3	45.7
50.00+	71.2	97.3	36.8	42.1

### Pupils in final year of a level 3 (A level or equivalent) course of study

FSM Band%	% of pupils entered for A levels or equivalent and achieving 3 or more grades A*-C	% of pupils entered for A levels or equivalent and achieving 3 or more grades A*-E	% of pupils entered for A levels or equivalent and achieving 2 or more grades A*-E
00.00-29.99	60.0	87.0	97.6
30.00-39.99	50.0	82.9	97.1
40.00-49.99	53.7	83.9	97.6
50.00+	42.7	75.7	92.4

Please note that some of the FSM bandings have changed from previous years to reflect an increase in the number of pupils with FSME. See paragraph 13 of the circular for more information.

# BENCHMARKING: QUARTILES 2015/16

## Guidance on interpreting the tables

### Individual schools are not identified in the data.

The tables have been constructed using the following method:

- Schools have been grouped together according to the proportion of pupils entitled to free school meals.
- **Please note that some of the FSM bandings have changed from previous years to reflect an increase in the number of pupils with FSME. See paragraph 13 of the circular for more information.**
- Within each group the school results have been ranked from the lowest performing school to the highest.
- The data within each table is presented in terms of:
  - lower quartile
  - median
  - upper quartile
  - 95<sup>th</sup> percentile
- The lower quartile figures in each line of a table are the actual results of the school which was a quarter of the way up the scale, i.e. the results achieved or bettered by 75% of schools in the group.
- The median figures are the actual results of the school in the middle of the scale, i.e. the results achieved or bettered by 50% of schools in the group.
- The upper quartile figures are the actual results of the school three quarters of the way up the scale, i.e. the results achieved or bettered by 25% of schools in the group.

- The 95<sup>th</sup> percentile figures are the actual results of the school 95% of the way up the scale, i.e. the results achieved or bettered by the top 5% of schools in the group.

You may also find the following (fictional) example useful in understanding how the benchmarking data have been calculated.

### Example

A Secondary (Non-Grammar) school has 15% of children entitled to free school meals, and 41.2% of their year 12 pupils achieved 5 or more GCSEs or equivalent at grades A\*-C including English and mathematics. To compare their result in this indicator, the school would look at the table for non-grammar schools with 0-29.99% Free School Meals. It has been partly reproduced below:

Schools with 0 – 29.99% of children entitled to free school meals (48 Schools):-

	Lower quartile	Median	Upper quartile	95 <sup>th</sup> Percentile
% of pupils doing A levels or equivalents achieving 2 or more grades A*-E	93.8	96.8	100.0	100.0
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including English and mathematics	25.8	<b>36.6</b>	<b>44.2</b>	54.2
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	40.3	50.9	62.9	71.4

**The median is the middle value when all the results are ranked in ascending order. In this example, the 24<sup>th</sup> school has a result of 36.6%, lower than the school's result of 41.2%**

**The school has a result of 41.2% - this places it between the median and upper quartile of results of schools in the same FSM band.**

**The top 25% of schools in this FSM band achieve at least 44.2% - this could form the basis of a target for the school, with 41.2% currently achieving.**



## GRAMMAR SCHOOLS by FSM Quartiles

Schools with **0.00 – 9.99%** of children entitled to free school meals (23 schools<sup>1</sup>):-

	Lower quartile	Median	Upper quartile	95 <sup>th</sup> Percentile
% of pupils doing A levels or equivalents achieving 3 or more grades A*-C	71.1	77.7	84.2	88.8
% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A*-C	92.6	96.4	97.4	98.9
% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE maths	90.5	96.0	97.1	98.9
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	97.1	98.1	99.4	100.0
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE maths	94.9	97.1	99.2	100.0

Schools with **10.00 – 19.99%** of children entitled to free school meals (30 schools<sup>1</sup>):-

	Lower quartile	Median	Upper quartile	95 <sup>th</sup> Percentile
% of pupils doing A levels or equivalents achieving 3 or more grades A*-C	71.1	76.1	82.6	90.8
% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A*-C	91.9	95.3	97.5	99.2
% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE maths	90.3	93.9	95.9	99.2
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	96.8	98.1	100.0	100.0
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE maths	93.9	96.8	98.3	100.0

Schools with **20 +%** of children entitled to free school meals (12 schools<sup>1</sup>):-

	Lower quartile	Median	Upper quartile	95 <sup>th</sup> Percentile
% of pupils doing A levels or equivalents achieving 3 or more grades A*-C	65.8	70.9	80.4	81.0
% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A*-C	68.0	90.0	95.9	98.0
% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE maths	66.7	87.5	93.9	96.8
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	79.1	97.1	98.0	99.5
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE maths	74.5	92.2	94.9	97.6

<sup>1</sup> This figure represents the number of schools who entered candidates for **GCSEs**

## NON GRAMMAR SCHOOLS by FSM Quartiles

Schools with **0.00 – 29.99%** of children entitled to free school meals (33 Schools<sup>1</sup>):-

	Lower quartile	Median	Upper quartile	95 <sup>th</sup> Percentile
% of pupils doing A levels or equivalents achieving 3 or more grades A*-C	48.6	56.1	65.4	75.0
% of pupils doing A levels or equivalents achieving 2 or more grades A*-E	96.3	99.0	100.0	100.0
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE maths	46.7	56.6	63.2	78.6
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	68.2	75.8	89.8	95.7
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-G	98.4	99.4	100.0	100.0
% of Year 12 pupils achieving 1 or more GCSEs or equivalent	100.0	100.0	100.0	100.0

Schools **30.00 – 39.99%** of children entitled to free school meals (37 Schools<sup>1</sup>):-

	Lower quartile	Median	Upper quartile	95 <sup>th</sup> Percentile
% of pupils doing A levels or equivalents achieving 3 or more grades A*-C	41.4	46.7	60.0	71.7
% of pupils doing A levels or equivalents achieving 2 or more grades A*-E	95.0	98.0	100.0	100.0
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE maths	36.8	43.5	49.2	65.2
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	59.6	72.3	83.2	93.3
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-G	94.2	98.1	100.0	100.0
% of Year 12 pupils achieving 1 or more GCSEs or equivalent	100.0	100.0	100.0	100.0

Schools with **40.00 – 49.99%** of children entitled to free school meals (28 Schools<sup>1</sup>):-

	Lower quartile	Median	Upper quartile	95 <sup>th</sup> Percentile
% of pupils doing A levels or equivalents achieving 3 or more grades A*-C	37.8	53.3	63.4	71.4
% of pupils doing A levels or equivalents achieving 2 or more grades A*-E	96.3	99.2	100.0	100.0
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE maths	32.2	45.8	58.0	77.3
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	63.9	76.6	84.2	100.0
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-G	95.1	98.9	100.0	100.0
% of Year 12 pupils achieving 1 or more GCSEs or equivalent	100.0	100.0	100.0	100.0

<sup>1</sup> This figure represents the number of schools who entered candidates for **GCSEs**.

Schools with **50+**% of children entitled to free school meals (32 Schools<sup>1</sup>):-

	Lower quartile	Median	Upper quartile	95 <sup>th</sup> Percentile
% of pupils doing A levels or equivalents achieving 3 or more grades A*-C	29.3	41.0	52.9	61.5
% of pupils doing A levels or equivalents achieving 2 or more grades A*-E	89.5	96.1	98.9	100.0
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE maths	30.0	38.1	48.7	61.1
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	56.3	72.2	85.8	94.7
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-G	94.9	98.3	100.0	100.0
% of Year 12 pupils achieving 1 or more GCSEs or equivalent	100.0	100.0	100.0	100.0

<sup>1</sup> This figure represents the number of schools who entered candidates for **GCSEs**.

**Please note that some of the FSM bandings have changed from previous years to reflect an increase in the number of pupils with FSME. See paragraph 13 of the circular for more information.**

*Should you have any enquiries about the 2015/16 Benchmarking Data, or its interpretation then Email:*

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