



Statistical Bulletin 8/2018

Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2017-18

Revised 29 March 2019

Inconsistencies were discovered in some FSME and A Level (3+ A-E, 2+ A*-C) data. This bulletin has been revised to reflect these minor changes.*

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This statistical bulletin contains an analysis of the examination performance of year 12 and year 14 pupils in Northern Ireland in the 2017/18 academic year.

Key points:

- **In 2017/18, 71.8%** of year 12 pupils achieved 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE Maths. This increased from 70.3% in 2016/17. **51.6%** of free school meal entitled pupils achieved this indicator (49.6% in 2016/17).
- **In 2017/18**, the proportion of year 12 pupils in non-grammar schools achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths increased to 52.4% from 49.9% in 2016/17. Grammar schools experienced little change from 2016/17.
- **70.2%** 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 69.0% in 2016/17.



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Introduction

The data in this statistical bulletin are sourced from the Summary of Annual Examination Results (SAER) database. The SAER process collates summary school level examinations data and validates it with schools. The 2017/18 figures in this statistical release are based on information as at 29th November 2018.

Summary data on pupils with free school meal entitlement (FSME) have been collected and validated since 2012/13. This statistical bulletin provides an analysis of examination performance for year 12 and year 14 pupils as well as those with FSME.

There was an increase in the proportion of post-primary pupils with FSME between 2013/14 (18.5%) and 2014/15 (26.1%). The increase coincided 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.

Schools+ on the DE website provides examination performance statistics for individual schools. Schools+ 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 these 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 in this bulletin reflect key examination information required by the Department, Education & Training Inspectorate, the Education Authority, schools and the wider user group.

This bulletin examines year 12 and 14 examination performance by gender, sector, and free school meal entitlement. Links to related publications for England, Scotland and Wales are provided in 'Notes for Readers' (p.39).

The figures included in this release may be subject to minor revision. Any such revisions will be notified in accordance with DE Analytical Services Unit revisions policy (see Note 7 of 'Notes for Readers' (p.38) for further information).

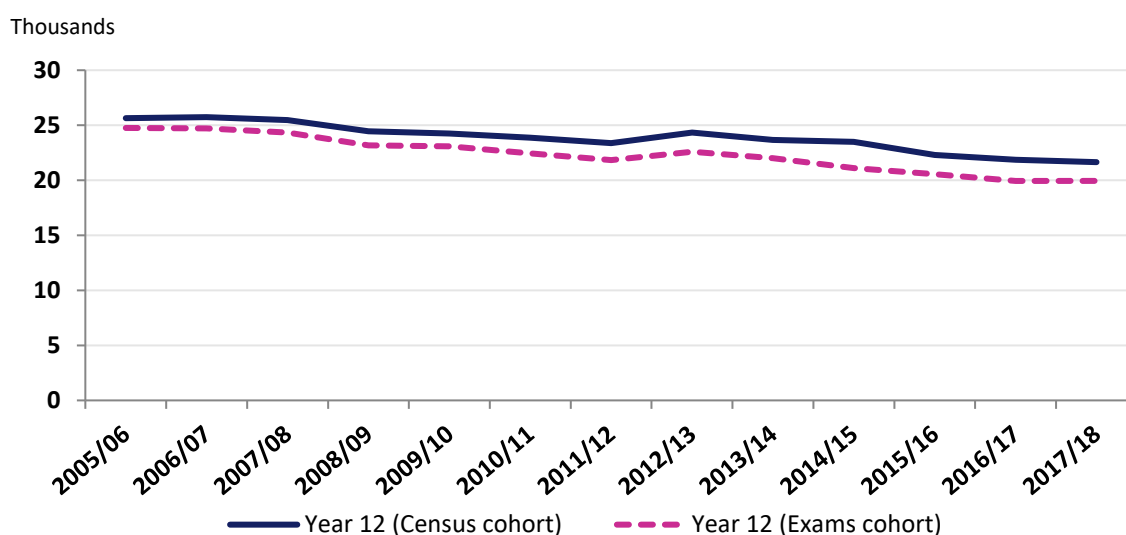
SECTION 1: Year 12 Pupils

1.1 The year 12 cohort

There were **19,940 year 12 pupils eligible for GCSE (including equivalent) examination returns in 2017/18**. Of these, 9,300 were in grammar schools and 10,640 in non-grammar schools (see Table 1). This figure is similar to 2016/17 (19,938). Schools that closed at the end of the 2017/18 academic year are not included in the summary of annual examination results data collection. In 2017/18 this accounts for 286 year 12 pupils. Overall there has been a trend of decline in the year 12 cohort since 2005/06 (see Figure 1).

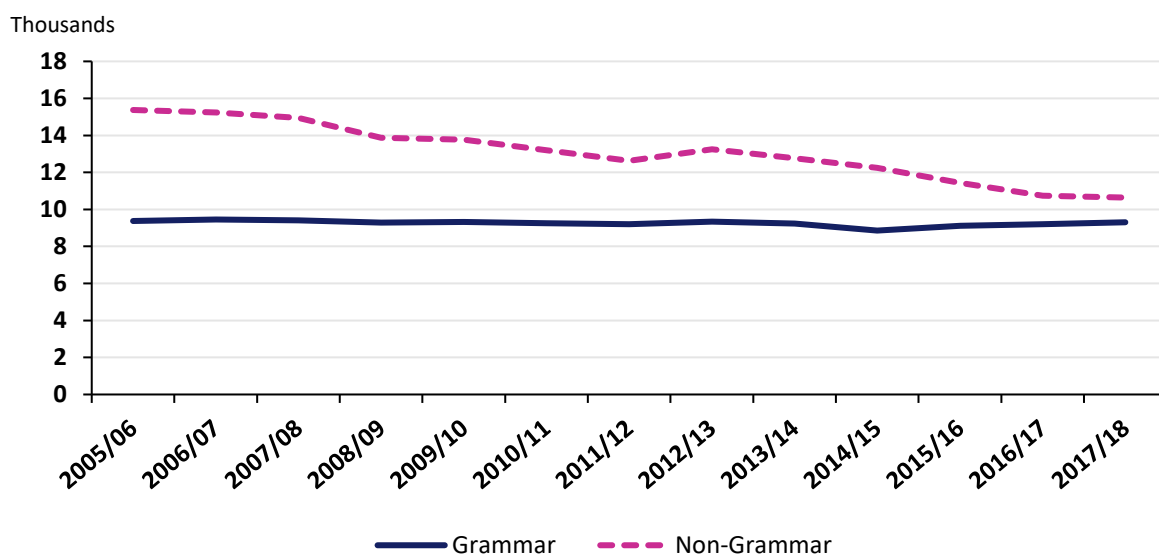
The gap between the two lines in Figure 1 depicts the number of pupils deemed ineligible for year 12 examination returns along with those who did not meet the criteria to be included in the return from 2005/06 to 2017/18.

Figure 1: Year 12 Population and year 12 cohort eligible for examinations
2005/06 to 2017/18 (academic years)



- Across **all post-primary schools**, the number of year 12 pupils eligible for SAER returns has remained relatively unchanged since 2016/17.
- In 2017/18 there were 10,640 year 12 pupils eligible for examinations in **non-grammar schools**, which is 53.4% of the overall cohort. In 2016/17 the figure was 10,741 (53.9%). This represents a decrease of 0.9% in the number of year 12 non-grammar pupils eligible for SAER returns (see Figure 2).
- There were 9,300 year 12 pupils eligible for SAER returns in **grammar schools**, which is 46.6% of the overall cohort. This represents an increase of 1.1% since 2016/17 when there were 9,197 (46.1%; see Figure 2). The increasing proportion of pupils in grammar schools, along with a falling overall cohort, suggests that grammar schools may be catering to pupils with a wider range of abilities.

Figure 2: Year 12 pupils eligible for Key Stage 4 examinations by School Type
2005/06 to 2017/18 (academic years)



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. If a pupil has undertaken 1 or more examinations in the summer examination series they must be included;
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 EOTAS¹ scheme;
7. A pupil has serious welfare issues that have culminated in the inability to sit any examinations. If a pupil has undertaken 1 or more examinations in the summer examination series they must be included; or

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

8. A pupil has left the school system. If a pupil was recorded in the school census in October 2017 and was entered for any qualification in the school, either as an internal or external candidate, they must be included.

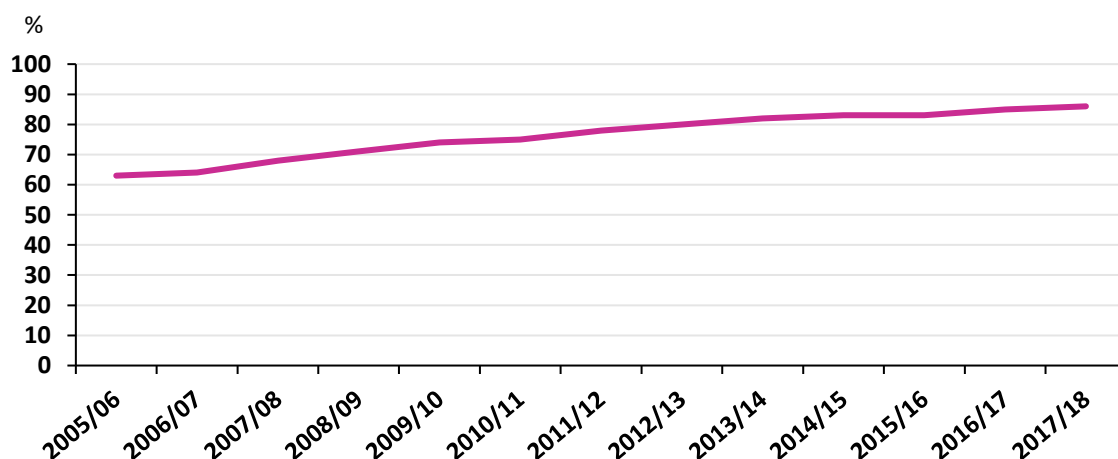
All other year 12 pupils recorded on the annual school census in October 2017 are included in this SAER return.

- In 2017/18, 6.7% of the overall year 12 cohort were deemed ineligible for inclusion in the summary of annual examination results returns. This level has remained relatively stable since 2012/13. The ineligibility rate varies by school type with 11.0% of year 12 pupils in non-grammar schools deemed ineligible for returns compared with 1.9% of year 12 pupils in grammar schools.

1.3 Overall year 12 performance

- In 2017/18, 86.0% of year 12 pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C. This is an increase from 84.6% in 2016/17 (see Figure 3 and Table 4).

Figure 3: Year 12 Pupils achieving 5 or more GCSEs (inc equivalents) at grades A*-C 2005/06 to 2017/18 (academic years)



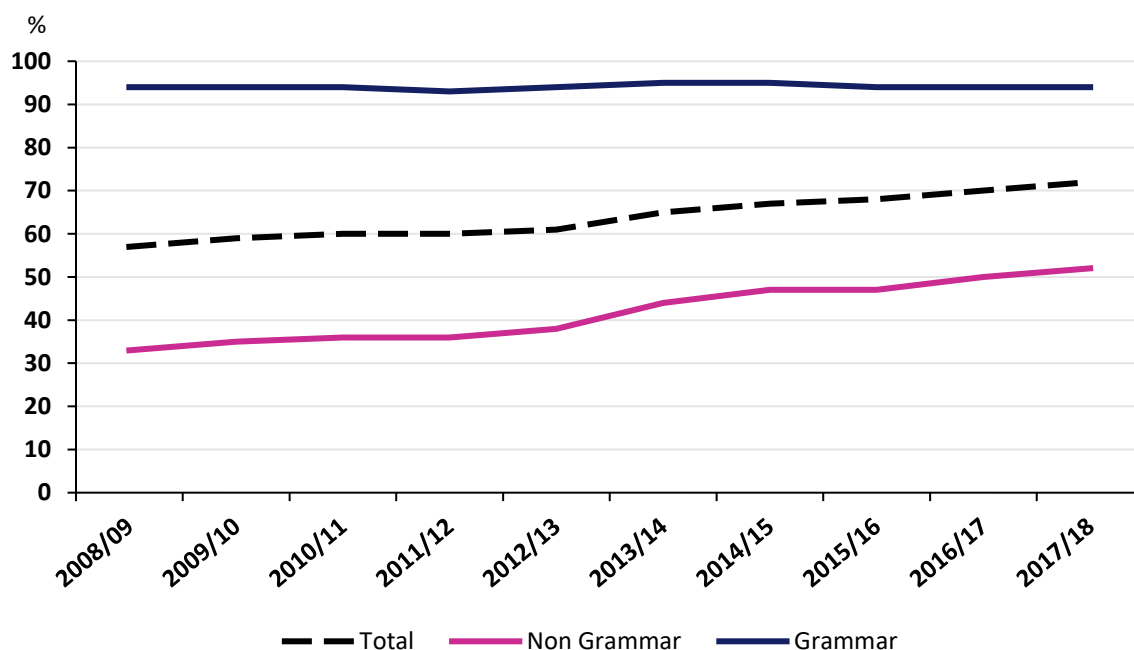
1.3.1 Year 12 pupils achieving 5 or more GCSE (including equivalents) at grades A*-C including GCSE English and GCSE maths.

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.

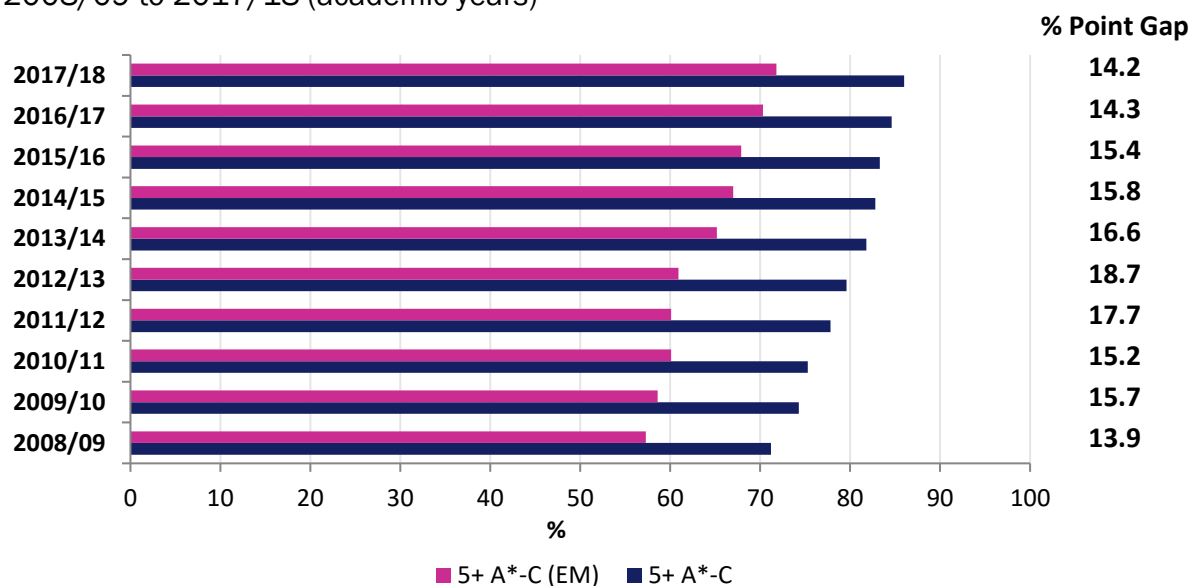
- In 2017/18, 71.8% of year 12 pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C including GCSE English and GCSE maths. This is an increase from 70.3% in 2016/17 (see Figure 4 and Table 4).
- Since 2008/09, the rate of increase in the proportion of year 12 pupils achieving 5 or more 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 2017/18 this figure had risen to 94.0%. The equivalent figures for non-grammar schools are 32.9% and 52.4% respectively (see Table 2 and Figure 4).

Figure 4: Year 12 Pupils achieving 5 or more GCSEs (inc equivalents) including GCSE English and GCSE Maths at grades A*-C
2008/09 to 2017/18 (academic years)



- In 2017/18, 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 including grades A*-C in GCSE English and GCSE maths was 14.2 percentage points. The gap has remained stable since 2016/17 (14.3 percentage points) (see Table 4).

Figure 5: Achievement gap between year 12s achieving 5 or more GCSEs at grades A*-C (inc. equivalents) and achieving 5 or more GCSEs at grades A*-C (inc. equivalents) including GCSE English and GCSE Maths 2008/09 to 2017/18 (academic years)



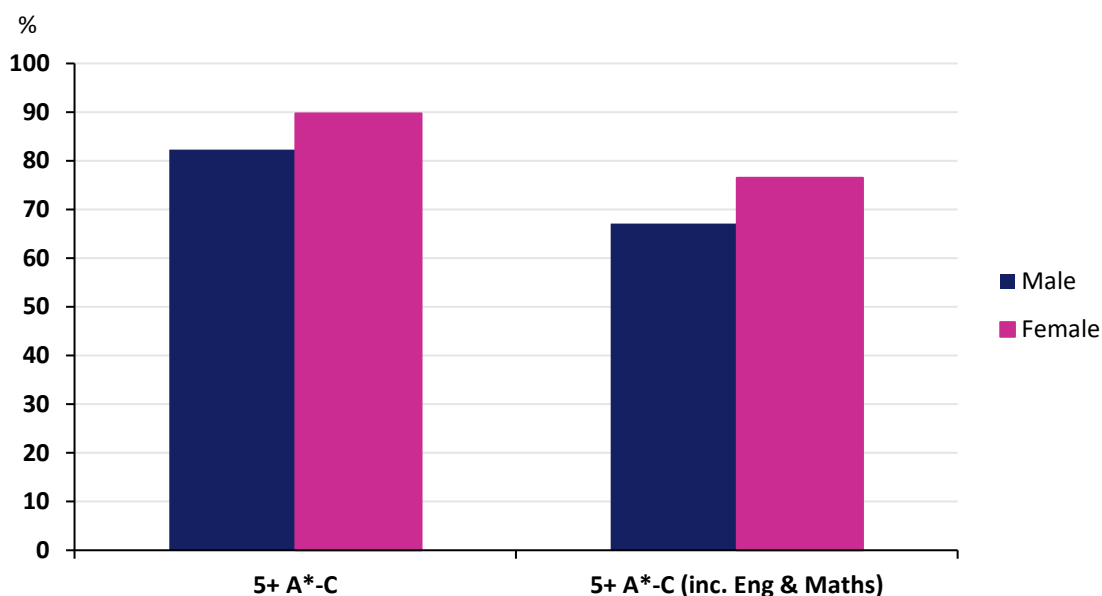
1.3.3 Year 12 pupils achieving 7 or more GCSEs (including equivalents) at grades A*-C

In 2017/18, 71.9% 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 66.4%, a gap of 5.5 percentage points. This is similar to the gap of 5.4 percentage points seen in 2016/17.

1.4 Year 12 performance by gender

- The **gender breakdown of eligible pupils in year 12** was 49.4% male, 50.6% female. This compares with 44.3% male and 55.7% female pupils in the final year of an A-level or equivalent course of study (see Table 1).
- In **2017/18 females** continued to perform better than their male counterparts. **89.7%** of **female** pupils in year 12 achieving 5 or more GCSEs (including equivalents) at grades A*-C compared with **82.3%** of **males**, a gap of 7.4 percentage points (see Figure 6 and Table 6).
- The gender **performance gap** is wider when GCSE English and GCSE maths are added to the 5 or more GCSEs at grades A*-C indicator. **76.5%** 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 **67.1%** of **males**, a gap of 9.4 percentage points (see Figure 6 and Table 6).

Figure 6: Key Stage 4 key indicators by gender
2017/18 (academic year)

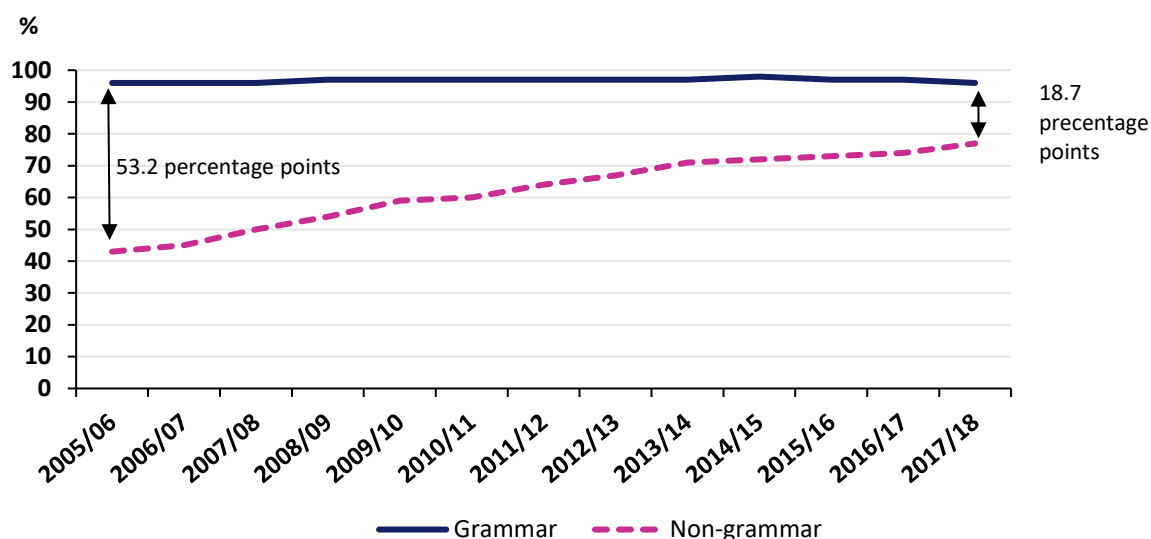


1.5 Year 12 performance by school type

- In terms of **achievement at the end of Key Stage 4**, grammar school pupils display higher attainment than non-grammar school pupils in all key performance indicators. In 2017/18, 96.0% of grammar school pupils in year 12 achieved 5 or more GCSEs at grades A*-C, compared with 77.3% of non-grammar school pupils (see Table 7a).
- This **performance gap** continues to narrow. 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 2017/18 this gap had fallen to 18.7 percentage points (see Figure 7 and Table 9).
- The narrowing of this performance gap is **due to a greater 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 0.1 percentage points in contrast to a 34.5 percentage point increase in non-grammar schools. It is worth noting that at 96.0% in grammar schools, there is less opportunity for significant increases in performance.

Figure 7: Year 12 pupils achieving 5 or more GCSEs (inc equivalent) at grades A*-C by school type

2005/06 to 2017/18 (academic years)



- As illustrated in section 1.3.1, 71.8% 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, 52.4% of non-grammar school and 94.0% of grammar school pupils achieved this standard. This gap of 41.6 percentage points is 19.3 percentage points lower than the gap recorded in 2008/09 and 2.6 percentage points lower than 2016/17 (see Table 2, 7a & 9).
- The narrowing of this performance gap in 2017/18 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. Since 2008/09, the percentage of pupils achieving this standard in non-grammar schools has increased by 19.5 percentage points, compared with 0.2 percentage points in grammar schools. At 94.0% there is little room for significant growth in grammar schools for this indicator. 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 Strategy² which has now ended. (see Table 2).
- In 2017/18, in **grammar schools** the difference between the proportion of year 12 pupils achieving 5 or more GCSEs at grades A*-C (including equivalents) (96.0%), and those achieving the higher standard of 5 or more GCSEs at grades A*-C (including equivalents) including GCSE English and GCSE maths (94.0%), dropped to 2.0 percentage points from 2.4 percentage points in 2016/17. The equivalent gap in **non-grammar schools** is **24.9 percentage points**. 77.3% of year 12 pupils achieving 5 or more GCSEs grades A*-C (including equivalents) compared with 52.4% achieving 5 or more GCSEs grades A*-C (including equivalents) including GCSE English and GCSE maths (see Tables 2 and 7a).

² <https://www.education-ni.gov.uk/articles/delivering-social-change-literacy-numeracy-signature-programme>

- The performance gap between grammar and non-grammar school pupils is greater when achievement of **7 or more GCSEs** (including equivalents) at grades A*-C is considered. The gap of 18.7 percentage points for achievement of 5 or more GCSEs (including equivalents) at grades A*-C widens to 35.3 percentage points at 7 or more GCSEs. This gap has reduced by 1.9 percentage points since 2016/17. (see Tables 7a 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 deprivation experienced by a school's population. It should be noted 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.

There are differing levels of free school meal entitlement between grammar and non-grammar schools. This means that different FSME bands have been used in the analysis of grammar and non-grammar school examination data (see Table 10). In 2012/13, the Department began collecting summary data for pupils in year 12 and year 14 who were entitled to free school meals. Between 2013/14 and 2014/15 there has been an increase in the proportion of year 12 pupils entitled to free school meals. 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 website³.

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

- **74.6%** of year 12 FSME pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C, an increase from 71.8% in 2016/17 (see Table 4).
- In 2017/18, **90.4%** of non-FSME pupils achieved this indicator, a gap of 15.8 percentage points, down from 17.6 percentage points in 2016/17 (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 2017/18, 79.5% of female FSME pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C compared with 69.3% of males, a gap of 10.2 percentage points. This gap has decreased by 1.6 percentage points since 2016/17. Whilst both male and female pupils have experienced an improvement in this indicator, the narrowing of the gap is due to a greater increase in the performance of male pupils (3.6 percentage points compared to 2.0 for female pupils).

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

1.6.2 Including GCSE English and GCSE maths

- In 2017/18 51.6% of year 12 FSME pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C including GCSE English and GCSE maths. This is an increase since 2016/17 when it was 49.6%, and from 33.9% in 2012/13 when these data were first collected (see Table 4).
- The equivalent achievement for non-FSME pupils is 79.6% (see Table 14).

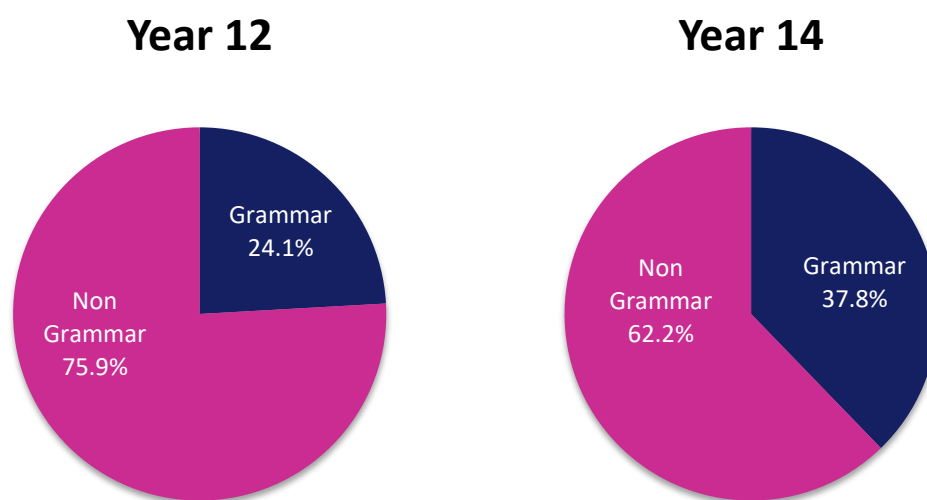
1.7 Year 12 performance by school type and free school meal entitlement

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.

Overall in 2017/18, 14.3% of grammar school pupils were entitled to free school meals, compared with 39.4% of non-grammar school pupils (source: Annual School Census).

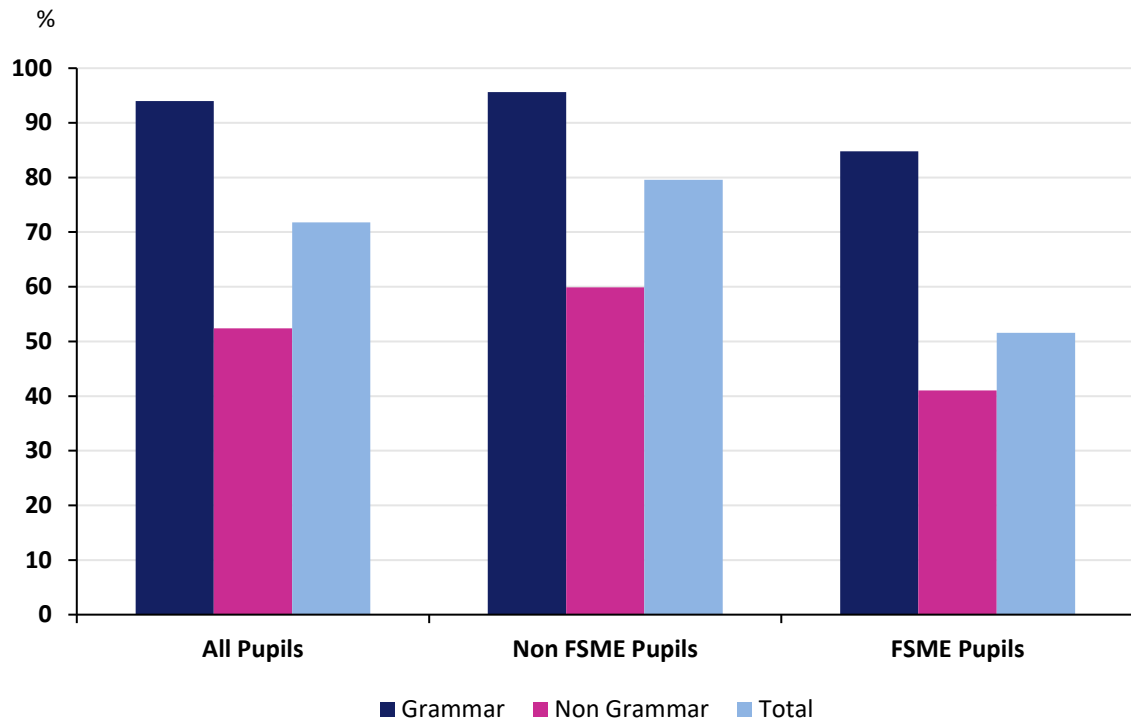
- Around three quarters of year 12 FSME pupils eligible for inclusion in performance returns attended non-grammar schools (75.9%). At year 14 this figure was around two thirds (62.2%) (see Figure 8).

Figure 8: Year 12 and Year 14 pupils entitled to FSM eligible for GCSE (or equivalent) and A Level (or equivalent) examinations respectively by School Type 2017/18 (academic year)



In 2017/18, 84.8% of year 12 FSME grammar school pupils achieved 5 or more GCSEs grades A*-C (including equivalents) including GCSE English and GCSE maths. This compares with 41.0% of non-grammar school pupils with FSME, a gap of 43.8 percentage points (see Tables 7b & 14 and Figure 9). This gap has reduced by 3.6 percentage points since 2016/17.

Figure 9: Year 12 pupils achieving 5+ GCSEs grades A*-C (inc equivalents) including GCSE English and GCSE Maths 2017/18 (academic year)



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 2017/18 there were **12,371 pupils in year 14 eligible for A-level (or equivalent) examinations** (see Table 1). This represents a 3.8% decline from 2016/17, when there were 12,853 pupils in year 14 eligible for A-level (or equivalent) examinations. As with year 12 pupils, schools that closed at the end of the 2017/18 academic year are not included in the summary of annual examination results data collection. For 2017/18 this accounts for 98 year 14 pupils.
- In 2017/18, 4.6% 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 7.8% of pupils in non-grammar schools and 2.4% of pupils in grammar schools.

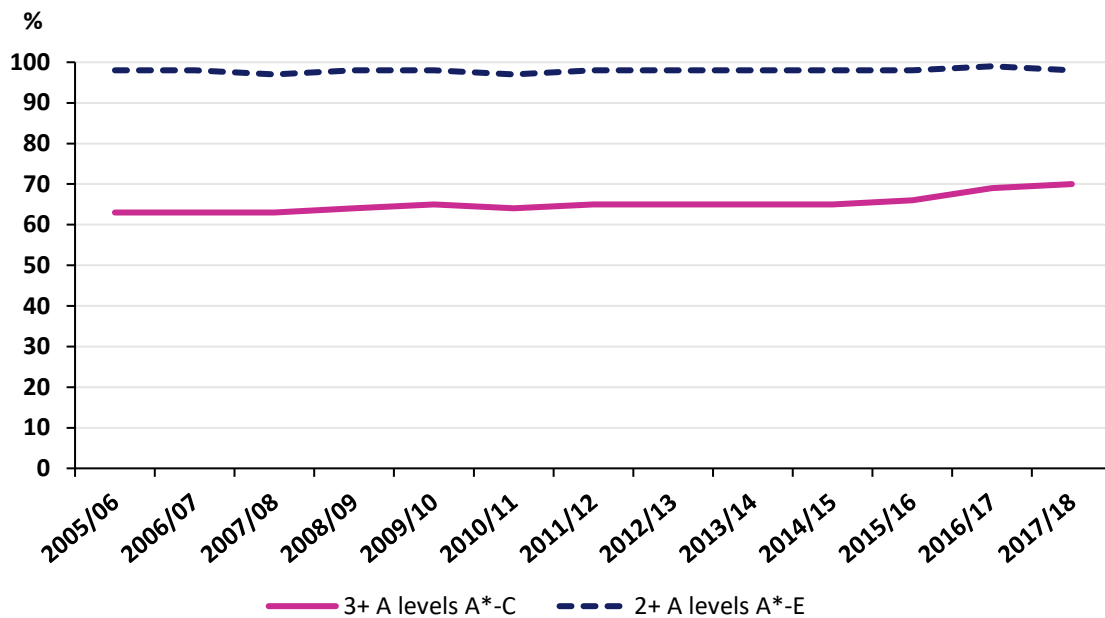
Pupils in the final year of an A-level can be deemed ineligible on the basis of the same criteria used for year 12 pupils (see Page 5). Additionally, a number of pupils fail to meet the criteria to be included in the SAER exercise, for example, those that are studying a three year programme at post-16.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

- **70.2%** of year 14 pupils **achieved 3 or more A levels** (including equivalents) at grades A*-C. This compares with 69.0% in 2016/17 (see Figure 10 and Table 5).
- **90.24%** of year 14 pupils **achieved 2 or more A levels** (including equivalents) at grades A*-C. This is the first year this data has been collected (see Table 5).
- **98.3%** of year 14 pupils **achieved 2 or more A levels** (including equivalents) at grades A*-E. This is a decrease since 2016/17 (98.7%; see Figure 10 and Table 5).
- **99.7%** of year 14 pupils **achieved 1 or more A levels** (including equivalents) at grades A*-E (see Table 5). There was a small difference in grammar and non-grammar performance in this indicator. 99.4% of non-grammar school pupils achieved this standard compared with 99.9% of grammar school pupils (see Table 5 and 8a).

⁴ Amended figure

Figure 10: Percentage of pupils eligible for A levels (or equivalent) achieving 3 or more grades at A*-C, and two or more A levels (or equivalent) at grades A*-E
2005/06 to 2017/18 (academic years)

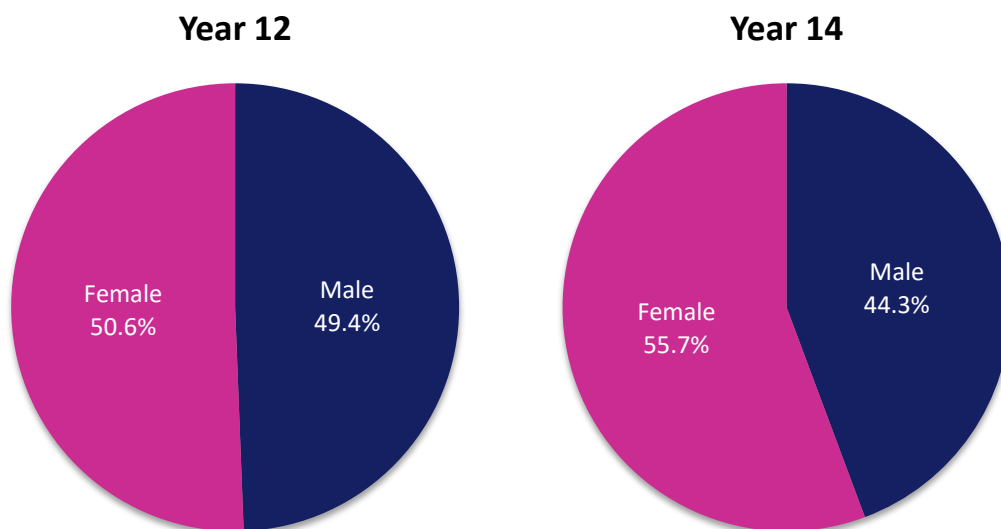


In 2009/10, an A* grade was introduced - prior to 2009/10 the indicator measured refers to 3+ A levels at grades A-C.

2.3 A-level or equivalent performance by gender

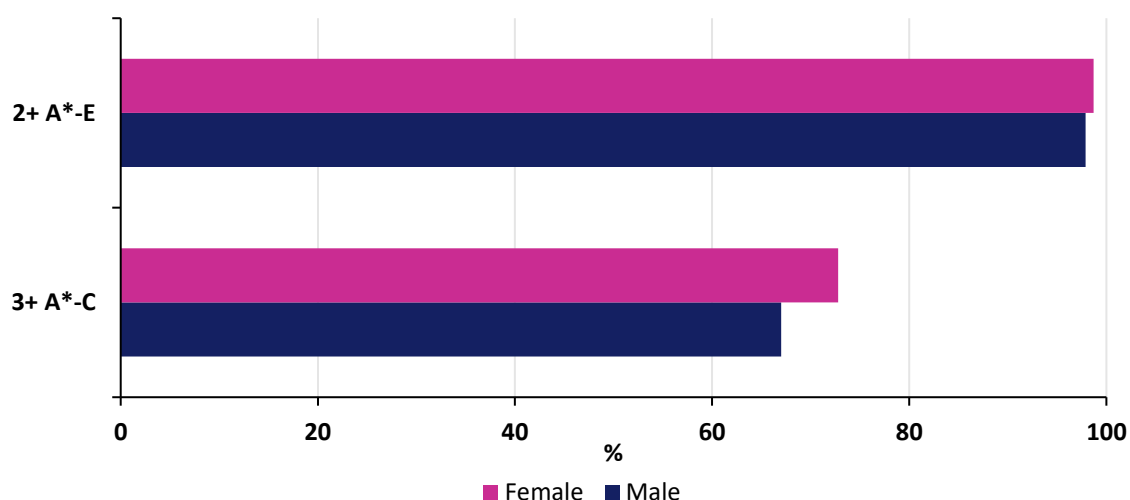
- The reported **gender of year 14 pupils eligible for A-levels (or equivalent) in 2017/18** was: 44.3% male, 55.7% female. This compares with 49.4% male, 50.6% female in year 12 (see Table 1 and Figure 11).

Figure 11: Year 12 and 14 pupils eligible for GCSE (or equivalent) and A level (or equivalent) examinations by gender
2017/18 (academic year)



- **Females** in the final year of an A-level, as in year 12, perform better than their male counterparts. 72.8% of female pupils in year 14 achieved 3 or more A levels (including equivalents) at grades A*-C compared with 67.0% of males in 2017/18 (see Figure 12 and Table 6).
- **The performance gap** narrows when 2 or more A-level passes at grades A*-C are considered. 91.9% of female pupils in year 14 achieved 2 or more A-levels (including equivalents) at grades A*-C compared with 87.9% of males (see Figure 12 and Table 6).
- When 2 or more A-level passes at grades A*-E are considered, the gap is smaller again. 98.7% of female pupils in year 14 achieved 2 or more A-levels (including equivalents) at grades A*-E compared with 97.9% of males (see Figure 12 and Table 6).

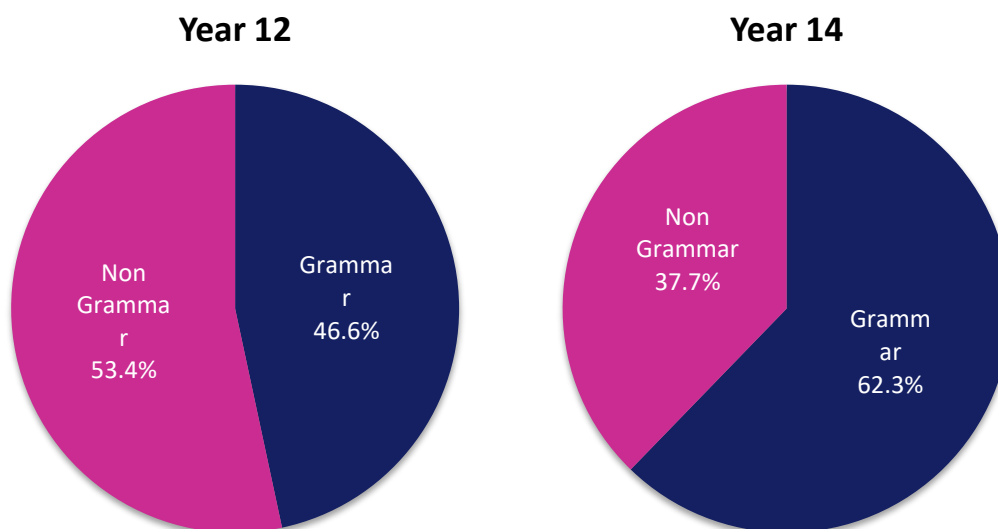
Figure 12: Performance at A Level (or equivalent) by gender
2017/18 (academic year)



2.4 A-level performance by school type

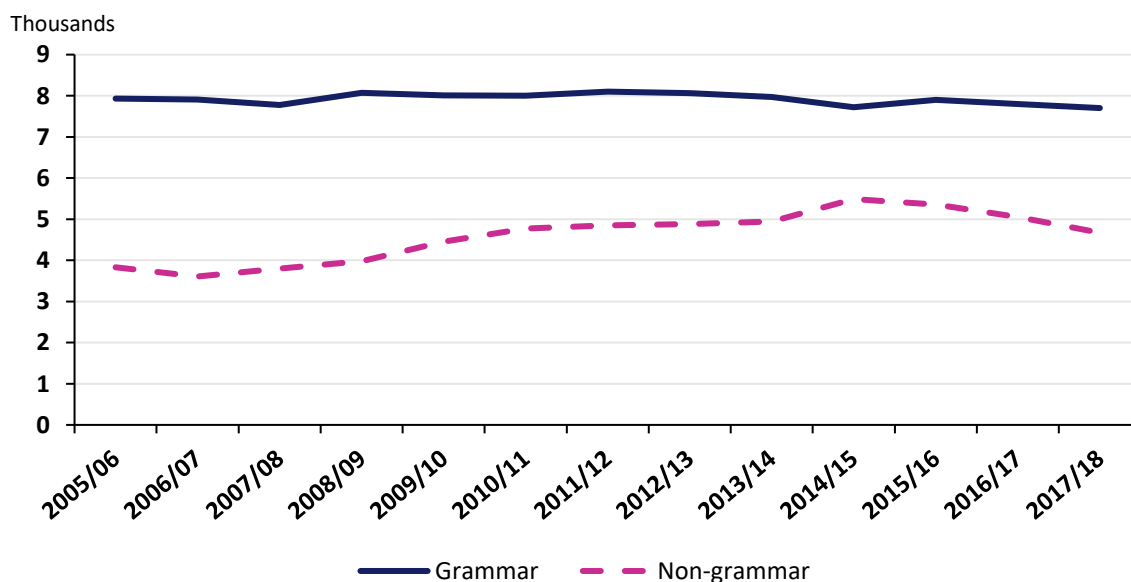
- A greater proportion of year 14 pupils attend grammar schools (62.3%) than non-grammar schools (37.7%). This contrasts with the year 12 cohort, where 46.6% attend grammar schools and 53.4% attend non-grammar schools (see Figure 13 and Table 1). It is worth noting that not all non-grammar schools have a sixth form provision which may explain some of the differences seen here.

Figure 13: Year 12 and 14 pupils entered for GCSE and A level (or equivalent) 2017/18 (academic year)



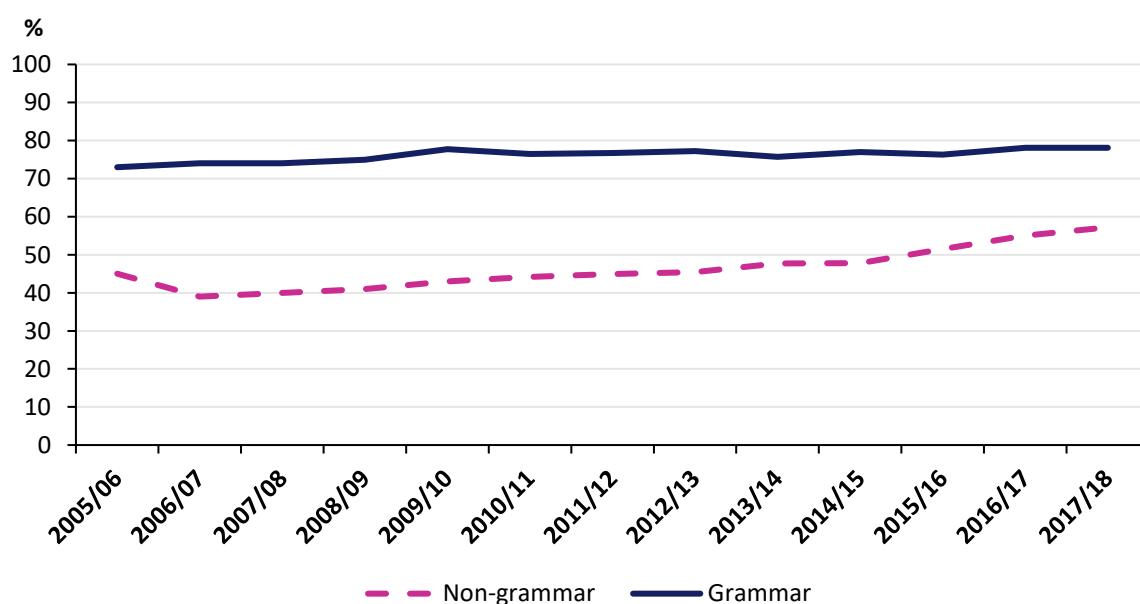
- There were 4,670 year 14 pupils eligible for A-levels in **non-grammar schools**. This constitutes 37.7% of the overall year 14 cohort entered for examinations. In 2016/17 the figure was 5,054 (39.3%). This represents a decrease of 7.6% over the period (see Figure 14 and Table 1).
- There were 7,701 year 14 pupils eligible for A-levels in **grammar schools**. This constitutes 62.3% of the overall year 14 cohort entered for examinations. In 2016/17 the figure was 7,799 (60.7%). This represents a decrease of 1.3% over the period (see Figure 14 and Table 1).

Figure 14: Number of Pupils entered for A Level (or equivalent) by School Type 2005/06 to 2017/18 (academic years)



- Grammar schools had a higher proportion of their pupils gaining 3 or more A-levels (including equivalents) at grades A*-C than non-grammar schools. In 2017/18, 78.1% of grammar school pupils in year 14 achieved this standard, compared with 57.2% of non-grammar school pupils (see Figure 15 and Table 8a).
- This **performance gap** has shown signs of decreasing. In 2008/09 the gap between grammar and non-grammar achievement of 3 or more A-levels (including equivalents) at grades A*-C was 33.7 percentage points. By 2017/18 the gap had decreased to 20.9 percentage points (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 a larger increase in achievement at non-grammar schools (2.2 percentage points increase since 2016/17) while grammar schools maintained the same level as 2016/17 (see Table 8).

Figure 15: Percentage of year 14 pupils eligible for A-level (or equivalent) examinations achieving 3 or more A levels at A*-C by school type 2005/06 to 2017/18 (academic years)



- The **performance gap** between grammar and non-grammar achievement of 2 or more A-levels (including equivalents) at grades A*-C is not as wide as the 3 or more A-levels at grades A*-C indicator. In 2017/18, 94.1% of grammar school pupils achieved this standard, compared with 83.7⁵% of non-grammar school pupils (see Table 9).
- This gap is even smaller when achievement of 2 or more A-levels (including equivalents) at grades A*-E is considered. In 2017/18, 99.5% of grammar school pupils achieved this standard, compared with 96.4% of non-grammar school pupils (see Table 9).

⁵ Amended figure

2.5 A-level performance, Free School Meal Entitled Pupils

- Between 2013/14 and 2014/15 there has been an increase in the proportion of year 14 pupils entitled to free school meals. Eligibility under the Working Tax Credit free school meal criterion was extended to post-primary school pupils from September 2014.
- **58.9%** of year 14 FSME pupils achieved 3 or more A-levels (including equivalents) at grades A*-C compared with **72.6%** of year 14 non-FSME pupils, a 13.7 percentage point gap (see Figure 17 and Table 15). The gap remains the same in 2016/17.
- **84.2%** of year 14 FSME pupils achieved 2 or more A-levels (including equivalents) at grades A*-C. For year 14 non-FSME pupils this figure was **91.4%**. (see Table 15).
- **96.6%** 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%**. (see Table 15).

2.5.1 FSME Pupils A-level performance and School Type

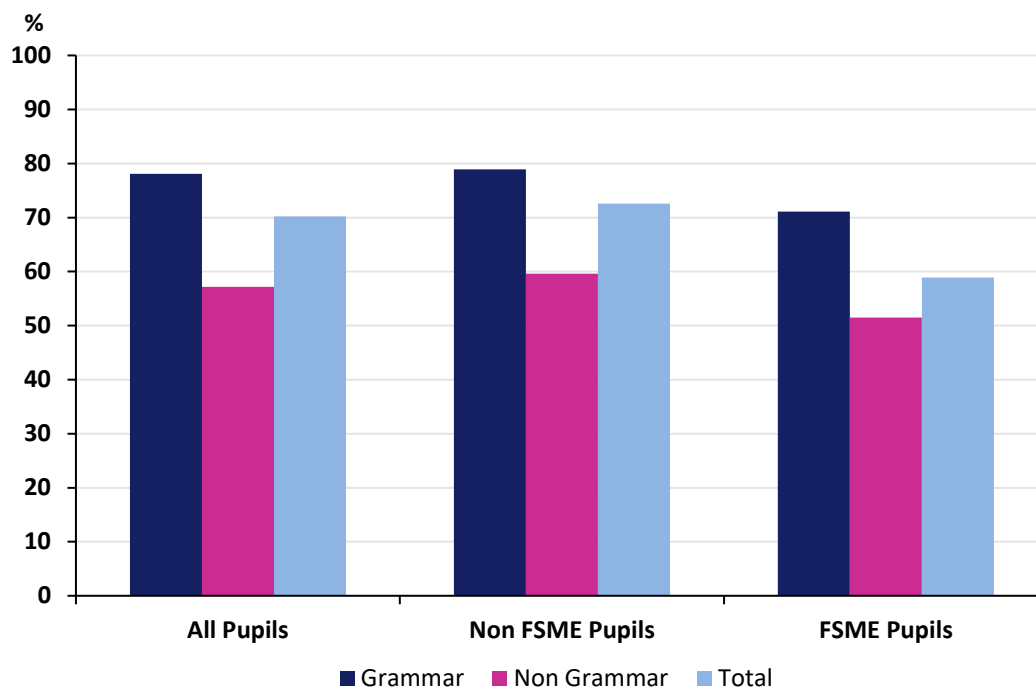
Year 14 pupils with FSME have higher attainment in grammar schools than non-grammar schools in all key performance indicators, as is the case for all pupils.

- **51.5⁶%** of year 14 non-grammar school pupils with FSME achieved 3 or more A-levels at grades A*-C, an increase from 50.8% in 2016/17. **71.1%** of year 14 grammar school pupils with FSME achieved this indicator, a decrease from 71.6% in 2016/17 (see Table 8b).
- The performance gap between grammar and non-grammar FSME pupils achieving 3 or more A-levels at grades A*-C is 19.6⁶ percentage points. This is a narrower gap than in 2016/17 when it was 20.8 percentage points (see Figure 16 and Table 8b).
- In **non-grammar schools**, **51.5⁶%** of year 14 FSME pupils achieved 3 or more A-levels at grades A*-C (including equivalents) compared with **59.6%** of non-FSME pupils. A performance gap of 8.1⁶ percentage points (see Figure 16). The corresponding performance gap for 2 or more A-levels at grades A*-E (including equivalents) is 1.9 percentage points (see Tables 8b and 8c).
- In **grammar schools**, **71.1%** of year 14 FSME pupils achieved 3 or more A-levels at grades A*-C (including equivalents) compared with **78.9%** of non-FSME pupils. A performance gap of 7.8 percentage points (see Figure 16). The corresponding performance gap for 2 or more A-levels at grades A*-E (including equivalents) was smaller with 99.0% of FSME and 99.5% of non FSME year 14 pupils achieving this indicator (see Tables 8b & 8c).

⁶ Amended figure

Figure 16: Percentage of year 14 pupils achieving 3+ A Levels grades A*-C (including equivalent)

2017/18 (academic year)



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Table 1: Year 12 and Year 14 pupils eligible for SAER returns by school type and gender, 2017/18

Year 12

		Non-Grammar	Grammar	Total
All Pupils	Male	5,220	4,629	9,849
	Female	5,420	4,671	10,091
	Total	10,640	9,300	19,940
FSME Pupils¹	Male	2,008	677	2,685
	Female	2183 ²	655	2838 ²
	Total	4191²	1,332	5523²

Year 14

		Non-Grammar	Grammar	Total
All Pupils	Male	1,879	3,603	5,482
	Female	2,791	4,098	6,889
	Total	4,670	7,701	12,371
FSME Pupils¹	Male	506	375	881
	Female	856 ²	452	1308 ²
	Total	1362²	827	2189²

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 2: Year 12 pupil performance by school type, 2008/09 - 2017/18

Performance Indicator (includes equivalents)	School Type	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
% achieving 5+ GCSEs A*-C	Non-Grammar	54.1	59.1	60.1	63.9	67.2	70.6	72.0	72.7	74.4	77.3
	Grammar	96.8	96.8	97.0	97.0	97.3	97.2	97.8	96.5	96.5	96.0
	Total	71.2	74.3	75.3	77.8	79.6	81.8	82.8	83.3	84.6	86.0
% 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	49.9	52.4
	Grammar	93.8	93.5	93.9	92.9	94.0	94.5	95.0	94.1	94.1	94.0
	Total	57.3	58.6	60.1	60.1	60.9	65.2	67.0	67.9	70.3	71.8
% achieving 5+ GCSEs A*-G	Non-Grammar	87.6	92.8	94.6	95.8	96.2	97.1	97.4	97.6	97.5	98.0
	Grammar	99.3	99.7	99.8	99.9	99.9	99.8	99.9	99.8	99.8	99.7
	Total	92.3	95.6	96.7	97.5	97.7	98.2	98.4	98.6	98.6	98.8
% 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	90.8	92.0
	Grammar	n/a	n/a	99.2	99.0	99.3	99.4	99.7	99.6	99.6	99.5
	Total	n/a	n/a	93.2	93.2	92.8	93.6	93.7	94.0	94.8	95.5
% achieving no GCSEs	Non-Grammar	1.8	1.2	0.7	#	#	#	#	0.1	0.2	#
	Grammar	0.1	0.1	0.1	*	*	*	*	0.1	0.1	*
	Total	1.1	0.7	0.4	0.2	0.2	0.1	0.1	0.1	0.1	0.1

* 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 - 2017/18

Performance Indicator (including equivalents)	School Type	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
% achieving 3+ A Levels A*-C	Non-Grammar	41.4	43.0	44.2	44.9	45.4	47.7	47.8	51.5	55.0	57.2
	Grammar	75.1	77.7	76.5	76.7	77.2	75.7	77.0	76.3	78.1	78.1
	Total	64.0	65.3	64.5	64.8	65.2	65.0	64.9	66.3	69.0	70.2
% achieving 3+ A Levels A*-E	Non-Grammar	n/a	n/a	76.9	78.5	79.1	78.1	78.9	82.3	84.1	84.9 ²
	Grammar	n/a	n/a	95.9	96.5	97.0	96.5	96.9	96.5	97.4	96.9
	Total	n/a	n/a	88.8	89.7	90.2	89.4	89.4	90.8	92.2	92.4²
% achieving 2+ A Levels A*-C	Non-Grammar	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.7 ²
	Grammar	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94.1
	Total	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90.2²
% achieving 2+ A Levels A*-E	Non-Grammar	94.4	94.7	95.1	95.9	95.7	95.4	95.8	96.1	97.0	96.4
	Grammar	99.5	99.7	99.3	99.5	99.6	99.6	99.7	99.5	99.7	99.5
	Total	97.9	97.9	97.7	98.1	98.1	98.0	98.1	98.1	98.7	98.3
% achieving 1+ A Levels A*-E	Non-Grammar	98.9	99.2	99.2	99.4	99.0	99.5	98.7	98.4	99.3	99.4
	Grammar	100.0	99.9	99.9	99.9	99.9	100.0	99.9	100.0	99.9	99.9
	Total	99.6	99.6	99.6	99.7	99.6	99.8	99.4	99.3	99.7	99.7

1. School type is Grammar/Non-grammar

2. Denotes amended figure

Table 4: Year 12 pupil performance by gender, 2016/17 - 2017/18

Key indicator (including equivalents)		FSME Pupils ¹ (%)		All Pupils (%)	
		2016/17	2017/18	2016/17	2017/18
7+ GCSEs	At grades A*-C (male)	45.6	45.5	65.8	65.5
	At grades A*-C (female)	60.4	60.6	76.4	78.1
	At grades A*-C (total)	53.2	53.3	71.1	71.9
	Incl. English and maths at grades A*-C (male)	38.7	37.8	61.0	60.3
	Incl. English and maths at grades A*-C (female)	49.8	51.8 ²	70.4	72.4
	Incl. English and maths at grades A*-C (total)	44.4	45.0	65.7	66.4
5+ GCSEs	At grades A*-C (male)	65.7	69.3	81.0	82.3
	At grades A*-C (female)	77.5	79.5	88.2	89.7
	At grades A*-C (total)	71.8	74.6	84.6	86.0
	Incl. English and maths at grades A*-C (male)	45.2	45.5	66.8	67.1
	Incl. English and maths at grades A*-C (female)	53.7	57.3	73.8	76.5
	Incl. English and maths at grades A*-C (total)	49.6	51.6	70.3	71.8
	At grades A*-G (male)	96.0	96.2	98.3	98.3
At grades A*-G (female)	97.1	98.1	98.8	99.3	
At grades A*-G (total)	96.5	97.2	98.6	98.8	
No GCSEs	At grades A*-G (male)	0.4	0.2	0.2	0.1
	At grades A*-G (female)	0.3	0.2	0.1	0.1
	At grades A*-G (total)	0.3	0.2	0.1	0.1

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 5: Year 14 pupil performance by gender, 2016/17 - 2017/18

Key indicator (including equivalents)		FSME Pupils ¹ (%)		All Pupils (%)	
		2016/17	2017/18	2016/17	2017/18
3+ A levels	At grades A*-C (male)	53.2	54.4	65.3	67.0
	At grades A*-C (female)	60.8	61.9	71.9	72.8
	At grades A*-C (total)	57.8	58.9	69.0	70.2
2+ A levels	At grades A*-C (male)	n/a	81.4	n/a	87.9
	At grades A*-C (female)	n/a	86.1 ²	n/a	91.9
	At grades A*-C (total)	n/a	84.2	n/a	90.2²
	At grades A*-E (male)	95.7	95.2	98.4	97.9
	At grades A*-E (female)	97.6	97.5	98.9	98.7
	At grades A*-E (total)	96.8	96.6	98.7	98.3
1+ A levels	At grades A*-E (male)	99.2	99.2	99.7	99.7
	At grades A*-E (female)	99.4	99.6	99.7	99.8
	At grades A*-E (total)	99.3	99.5	99.7	99.7

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 6: Gender attainment gaps for year 12 and 14 pupils, 2016/17 - 2017/18**Year 12 Gender attainment gaps**

Key indicator (including equivalents)		FSME Pupils ¹ (%)		All Pupils (%)	
		2016/17	2017/18	2016/17	2017/18
7+ GCSEs	At grades A*-C (male)	45.6	45.5	65.8	65.5
	At grades A*-C (female)	60.4	60.6	76.4	78.1
	Gender attainment gap (percentage points)	14.8	15.1	10.6	12.6
	Incl. English and maths at grades A*-C (male)	38.7	37.8	61.0	60.3
	Incl. English and maths at grades A*-C (female)	49.8	51.8 ²	70.4	72.4
	Gender attainment gap (percentage points)	11.1	14.0²	9.4	12.1
5+ GCSEs	At grades A*-C (male)	65.7	69.3	81.0	82.3
	At grades A*-C (female)	77.5	79.5	88.2	89.7
	Gender attainment gap (percentage points)	11.8	10.2	7.2	7.4
	Incl. English and maths at grades A*-C (male)	45.2	45.5	66.8	67.1
	Incl. English and maths at grades A*-C (female)	53.7	57.3	73.8	76.5
	Gender attainment gap (percentage points)	8.5	11.8	7.0	9.4
No GCSEs	At grades A*-G (male)	96.0	96.2	98.3	98.3
	At grades A*-G (female)	97.1	98.1	98.8	99.3
	Gender attainment gap (percentage points)	1.1	1.9	0.5	1.0
	At grades A*-G (male)	0.4	0.2	0.2	0.1
	At grades A*-G (female)	0.3	0.2	0.1	0.1
	Gender attainment gap (percentage points)	0.1	0.0	0.1	0.0

Year 14 Gender attainment gaps

Key indicator (including equivalents)		FSME Pupils ¹ (%)		All Pupils (%)	
		2016/17	2017/18	2016/17	2017/18
3+ A levels	At grades A*-C (male)	53.2	54.4	65.3	67.0
	At grades A*-C (female)	60.8	61.9	71.9	72.8
	Gender attainment gap (percentage points)	7.6	7.5	6.6	5.8
2+ A levels	At grades A*-C (male)	n/a	81.4	n/a	87.9
	At grades A*-C (female)	n/a	86.1 ²	n/a	91.9
	Gender attainment gap (percentage points)	n/a	4.7²	n/a	4.0
	At grades A*-E (male)	95.7	95.2	98.4	97.9
	At grades A*-E (female)	97.6	97.5	98.9	98.7
	Gender attainment gap (percentage points)	1.9	2.3	0.5	0.8
1+ A levels	At grades A*-E (male)	99.2	99.2	99.7	99.7
	At grades A*-E (female)	99.4	99.6	99.7	99.8
	Gender attainment gap (percentage points)	0.2	0.4	0.0	0.1

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 7: Year 12 Performance by School Type and Gender, 2016/17 - 2017/18

7a) All Pupils

Key indicator (including equivalents)		2016/17		2017/18	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	47.1	87.4	46.9	86.6
	At grades A*-C (female)	60.7	95.0	63.7	94.8
	At grades A*-C (total)	54.0	91.2	55.4	90.7
	Incl. English and maths at grades A*-C (male)	39.1	86.3	37.8	85.6
	Incl. English and maths at grades A*-C (female)	50.2	94.2	53.8	94.0
	Incl. English and maths at grades A*-C (total)	44.7	90.3	46.0	89.8
5+ GCSEs	At grades A*-C (male)	69.3	94.6	72.0	93.8
	At grades A*-C (female)	79.6	98.3	82.4	98.2
	At grades A*-C (total)	74.4	96.5	77.3	96.0
	Incl. English and maths at grades A*-C (male)	45.3	91.7	45.5	91.4
	Incl. English and maths at grades A*-C (female)	54.5	96.5	59.1	96.6
	Incl. English and maths at grades A*-C (total)	49.9	94.1	52.4	94.0
	At grades A*-G (male)	97.0	99.7	97.1	99.7
At grades A*-G (female)	98.0	99.8	98.8	99.8	
At grades A*-G (total)	97.5	99.8	98.0	99.7	
No GCSEs	At grades A*-G (male)	#	*	#	*
	At grades A*-G (female)	#	*	#	#
	At grades A*-G (total)	0.2	0.1	#	*

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

7b) Pupils entitled to FSM¹

Key indicator (including equivalents)		2016/17		2017/18	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	36.9	74.5	37.2	70.3
	At grades A*-C (female)	52.3	86.6	52.6 ²	87.5
	At grades A*-C (total)	44.8	80.7	45.2	78.8
	Incl. English and maths at grades A*-C (male)	28.7	72.5	27.1	69.6
	Incl. English and maths at grades A*-C (female)	38.9	85.3	41.4	86.3
	Incl. English and maths at grades A*-C (total)	33.9	79.2	34.6	77.8
5+ GCSEs	At grades A*-C (male)	59.2	87.6	64.7	83.0
	At grades A*-C (female)	72.6	93.4	75.2	93.9
	At grades A*-C (total)	66.1	90.6	70.2	88.4
	Incl. English and maths at grades A*-C (male)	34.2	82.0	34.3	78.7
	Incl. English and maths at grades A*-C (female)	42.8	89.6	47.1	91.1
	Incl. English and maths at grades A*-C (total)	38.6	86.0	41.0	84.8
	At grades A*-G (male)	94.9	99.3	95.2	99.4
At grades A*-G (female)	96.4	99.4	97.7	99.4	
At grades A*-G (total)	95.7	99.4	96.5	99.4	
No GCSEs	At grades A*-G (male)	#	0.0	*	*
	At grades A*-G (female)	#	*	#	#
	At grades A*-G (total)	#	*	#	*

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

7c) Pupils not entitled to FSM

Key indicator (including equivalents)		2016/17		2017/18	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	53.4	89.4	52.9	89.4
	At grades A*-C (female)	66.3	96.4	71.2	95.9
	At grades A*-C (total)	59.8	92.8	62.1	92.7
	Incl. English and maths at grades A*-C (male)	45.6	88.4	44.5	88.4
	Incl. English and maths at grades A*-C (female)	57.7	95.7	62.2 ²	95.2
	Incl. English and maths at grades A*-C (total)	51.6	92.0	53.4	91.8
5+ GCSEs	At grades A*-C (male)	75.4	95.7	76.6	95.6
	At grades A*-C (female)	84.2	99.1	87.3	98.9
	At grades A*-C (total)	79.8	97.4	82.0	97.3
	Incl. English and maths at grades A*-C (male)	52.2	93.1	52.5	93.6
	Incl. English and maths at grades A*-C (female)	62.2	97.7	67.2	97.5
	Incl. English and maths at grades A*-C (total)	57.2	95.4	59.9	95.6
	At grades A*-G (male)	98.3	99.8	98.4	99.7
At grades A*-G (female)	99.1	99.9	99.6	99.9	
At grades A*-G (total)	98.7	99.8	99.0	99.8	
No GCSEs	At grades A*-G (male)	#	*	*	#
	At grades A*-G (female)	*	*	*	#
	At grades A*-G (total)	#	*	*	#

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 8: Year 14 Performance by School Type and Gender, 2016/17 - 2017/18**8a) All Pupils**

Key indicator (including equivalents)		2016/17		2017/18	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	50.5	73.6	52.7	74.4
	At grades A*-C (female)	58.0	82.0	60.2	81.4
	At grades A*-C (total)	55.0	78.1	57.2	78.1
2+ A levels	At grades A*-C (male)	n/a	n/a	80.1	92.0
	At grades A*-C (female)	n/a	n/a	86.0	95.9
	At grades A*-C (total)	n/a	n/a	83.7²	94.1
	At grades A*-E (male)	96.2	99.6	95.2	99.3
	At grades A*-E (female)	97.5	99.8	97.3	99.7
At grades A*-E (total)	97.0	99.7	96.4	99.5	
1+ A levels	At grades A*-E (male)	99.3	99.9	99.3	99.8
	At grades A*-E (female)	99.3	100.0	99.5	100.0
	At grades A*-E (total)	99.3	99.9	99.4	99.9

8b) Pupils Entitled to FSM¹

Key indicator (including equivalents)		2016/17		2017/18	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	46.3	63.9	46.6	64.8
	At grades A*-C (female)	53.3	78.2	54.3	76.3
	At grades A*-C (total)	50.8	71.6	51.5²	71.1
2+ A levels	At grades A*-C (male)	n/a	n/a	75.3	89.6
	At grades A*-C (female)	n/a	n/a	81.7 ²	94.5
	At grades A*-C (total)	n/a	n/a	79.3²	92.3
	At grades A*-E (male)	93.2	99.7	93.1	98.1
	At grades A*-E (female)	96.7	99.5	96.3	99.8
At grades A*-E (total)	95.4	99.6	95.1	99.0	
1+ A levels	At grades A*-E (male)	98.7	100.0	99.0	99.5
	At grades A*-E (female)	99.2	99.8	99.4	100.0
	At grades A*-E (total)	99.0	99.9	99.3	99.8

8c) Pupils not Entitled to FSM

Key indicator (including equivalents)		2016/17		2017/18	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	52.2	74.6	55.0	75.5
	At grades A*-C (female)	60.2	82.4	62.8	82.0
	At grades A*-C (total)	56.9	78.8	59.6	78.9
2+ A levels	At grades A*-C (male)	n/a	n/a	81.9	92.3
	At grades A*-C (female)	n/a	n/a	88.0	96.1
	At grades A*-C (total)	n/a	n/a	85.5²	94.3
	At grades A*-E (male)	97.4	99.6	96.0	99.4
	At grades A*-E (female)	97.9	99.8	97.7	99.7
At grades A*-E (total)	97.7	99.7	97.0	99.5	
1+ A levels	At grades A*-E (male)	99.5	99.9	99.4	99.9
	At grades A*-E (female)	99.4	100.0	99.6	99.9
	At grades A*-E (total)	99.4	99.9	99.5	99.9

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 9: School type attainment gaps for year 12 and 14 pupils, 2017/18**Year 12 School type attainment gaps**

Key indicator (including equivalents)		Non-Grammar (%)	Grammar (%)	School type attainment gap (pp ¹)
7+ GCSEs	At grades A*-C	55.4	90.7	35.3
	Incl. English and maths at grades A*-C	46.0	89.8	43.8
5+ GCSEs	At grades A*-C	77.3	96.0	18.7
	Incl. English and maths at grades A*-C	52.4	94.0	41.6
	At grades A*-G	98.0	99.7	1.7
No GCSEs	At grades A*-G	#	*	#

Year 14 School type attainment gaps

Key indicator (including equivalents)		Non-Grammar (%)	Grammar (%)	School type attainment gap (pp ¹)
3+ A levels	3 or more A levels at grades A*-C	57.2	78.1	20.9
2+ A levels	2 or more A levels at grades A*-C	83.7 ²	94.1	10.4²
	2 or more A levels at grades A*-E	96.4	99.5	3.1
1+ A levels	1 or more A levels at grades A*-E	99.4	99.9	0.5

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

1. (pp) = percentage points

2. Denotes amended figure

Table 10: Year 12 Performance by Free School Meal Bands, 2017/18

Key Indicator (including equivalents)		Non-Grammar				NI Total (%)
		0-29.99%	30-39.99%	40-49.99%	50+%	
7+ GCSEs	At grades A*-C (male)	51.9	44.5	49.1	43.0	46.9
	At grades A*-C (female)	73.8	59.7	66.2	57.6	63.7
	At grades A*-C (total)	62.6	52.2	57.9	50.7	55.4
	Incl. English and maths at grades A*-C (male)	46.3	37.2	36.7	30.3	37.8
	Incl. English and maths at grades A*-C (female)	66.3	52.5	52.5	44.9	53.8
	Incl. English and maths at grades A*-C (total)	56.1	45.0	44.8	38.0	46.0
5+ GCSEs	5+ grades A*-C - males	73.6	70.0	75.6	70.4	72.0
	5+ grades A*-C - females	87.1	80.5	83.6	79.7	82.4
	5+ grades A*-C - total	80.2	75.3	79.7	75.3	77.3
	5+ grades A*-C incl. Eng and maths - male	53.9	45.8	44.4	36.7	45.5
	5+ grades A*-C incl. Eng and maths - female	70.4	58.5	56.2	51.7	59.1
	5+ grades A*-C incl. Eng and maths - total	62.0	52.2	50.5	44.6	52.4

Key Indicator (including equivalents)		Grammar			NI Total (%)
		0-9.99%	10-19.99%	20%+	
7+ GCSEs	7+ grades A*-C - males	90.9	87.8	77.9	86.6
	7+ grades A*-C - females	97.6	94.1	91.4	94.8
	7+ grades A*-C - total	94.0	91.4	83.7	90.7
	7+ grades A*-C incl. Eng and maths - male	90.4	86.6	76.7	85.6
	7+ grades A*-C incl. Eng and maths - female	97.2	93.4	89.7	94.0
	7+ grades A*-C incl. Eng and maths - total	93.5	90.5	82.2	89.8
5+ GCSEs	5+ grades A*-C - males	96.4	95.4	87.0	93.8
	5+ grades A*-C - females	99.2	98.1	96.6	98.2
	5+ grades A*-C - total	97.7	96.9	91.1	96.0
	5+ grades A*-C incl. Eng and maths - male	95.1	92.9	83.3	91.4
	5+ grades A*-C incl. Eng and maths - female	98.5	96.7	93.0	96.6
	5+ grades A*-C incl. Eng and maths - total	96.7	95.1	87.4	94.0

Table 11: Performance by FSM¹ Bands, 2017/18

Key Indicator (including equivalents)		Non-Grammar				NI Total (%)
		0-29.99%	30-39.99%	40-49.99%	50+%	
3+ A levels	At grades A*-C (male)	61.1	46.7	52.5	51.9	52.7
	At grades A*-C (female)	70.1	55.8	56.7	57.6	60.2
	At grades A*-C (total)	66.6	52.2	55.0	55.2	57.2
2+ A levels	At grades A*-C (male)	85.3	77.3 ²	77.0	80.8	80.1
	At grades A*-C (female)	92.6	83.8 ²	84.8	82.6	86.0
	At grades A*-C (total)	89.7	81.2²	81.6	81.8	83.7²
	At grades A*-E (male)	96.7	94.8	93.8	95.1	95.2
	At grades A*-E (female)	98.9	96.7	98.4	95.4	97.3
	At grades A*-E (total)	98.1	95.9	96.5	95.3	96.4

Key Indicator (including equivalents)		Grammar			NI Total (%)
		0-9.99%	10-19.99%	20%+	
3+ A levels	At grades A*-C (male)	76.2	75.6	69.1	74.4
	At grades A*-C (female)	84.8	79.8	79.0	81.4
	At grades A*-C (total)	80.4	78.1	73.4	78.1
2+ A levels	At grades A*-C (male)	92.3	92.5	90.7	92.0
	At grades A*-C (female)	96.6	95.5	96.2	95.9
	At grades A*-C (total)	94.4	94.3	93.2²	94.1
	At grades A*-E (male)	99.4	99.6	98.5	99.3
	At grades A*-E (female)	99.8	99.7	99.5	99.7
	At grades A*-E (total)	99.6	99.7	98.9	99.5

1. Free School Meals

2. Denotes amended figure

Table 12: Year 12 Performance by Management Type¹, 2017/18

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)	43.4	87.0	58.1	50.1	53.1	37.9	47.7	87.0	86.1
	At grades A*-C (female)	56.7	94.0	72.0	69.4	48.9	46.7	64.7	94.8	95.2
	At grades A*-C (total)	49.8	90.9	65.2	60.5	51.1	42.2	56.1	90.8	90.5
	Incl. English and maths at grades A*-C (male)	34.4	85.7	51.7	41.6	38.8	28.7	37.1	86.3	85.0
	Incl. English and maths at grades A*-C (female)	47.6	92.7	66.1	59.8	35.6	34.1	52.9	94.3	94.6
	Incl. English and maths at grades A*-C (total)	40.8	89.6	59.1	51.4	37.2	31.3	44.9	90.2	89.6
5+ GCSEs	At grades A*-C (male)	68.8	94.6	77.5	74.0	77.6	69.7	74.9	95.2	92.3
	At grades A*-C (female)	78.0	98.0	86.2	86.0	75.6	71.4	83.1	98.7	97.9
	At grades A*-C (total)	73.2	96.5	81.9	80.5	76.6	70.6	79.0	96.9	95.0
	Incl. English and maths at grades A*-C (male)	41.8	91.6	58.5	49.9	44.9	31.8	45.1	93.5	89.7
	Incl. English and maths at grades A*-C (female)	54.3	95.6	71.3	64.4	46.7	40.1	56.7	97.7	96.5
	Incl. English and maths at grades A*-C (total)	47.8	93.9	65.0	57.6	45.7	35.8	50.9	95.6	93.0

1. School Management Type

Table 13: Year 14 Performance by Management Type¹, 2017/18

% 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)	49.3	74.8	63.8	52.8	30.4	53.5	60.6	72.1	75.8
	At grades A*-C (female)	54.3	80.2	69.6	61.8	32.0	60.0	67.0	79.7	83.2
	At grades A*-C (total)	52.3	78.1	67.3	58.4	31.3	56.2	64.2	76.0	79.6
2+ A levels	At grades A*-C (male)	78.1 ²	92.9	86.5 ²	80.5	65.2	83.7	83.5	90.7	92.5
	At grades A*-C (female)	84.6 ²	95.4	90.9	86.0	76.0	86.7	89.9	95.3	96.7
	At grades A*-C (total)	82.0 ²	94.4	89.2 ²	83.8	70.8	84.9	87.2	93.1	94.7
	At grades A*-E (male)	93.7	99.6	97.0	96.0	69.6	95.3	97.5	99.3	99.1
	At grades A*-E (female)	97.2	99.8	98.8	97.3	80.0	100.0	98.4	99.8	99.6
	At grades A*-E (total)	95.8	99.7	98.1	96.8	75.0	97.3	98.0	99.5	99.4

1. School Management Type

2. Denotes amended figure

Table 14: Year 12 Pupil Performance by gender and free school meal entitlement¹, 2017/18

Key indicator (including equivalents)		FSME Pupils	Non FSME Pupils	All Pupils
7+ GCSEs	At grades A*-C (male)	45.5	73.0	65.5
	At grades A*-C (female)	60.6	84.9	78.1
	At grades A*-C (total)	53.3	79.0	71.9
	Incl. English and maths at grades A*-C (male)	37.8	68.7	60.3
	Incl. English and maths at grades A*-C (female)	51.8 ²	80.5	72.4
	Incl. English and maths at grades A*-C (total)	45.0	74.6	66.4
5+ GCSEs	At grades A*-C (male)	69.3	87.1	82.3
	At grades A*-C (female)	79.5	93.7	89.7
	At grades A*-C (total)	74.6	90.4	86.0
	Incl. English and maths at grades A*-C (male)	45.5	75.2	67.1
	Incl. English and maths at grades A*-C (female)	57.3	84.0	76.5
	Incl. English and maths at grades A*-C (total)	51.6	79.6	71.8
At grades A*-G	At grades A*-G (male)	96.2	99.1	98.3
	At grades A*-G (female)	98.1	99.8	99.3
	At grades A*-G (total)	97.2	99.4	98.8
	At grades A*-G (male)	#	*	0.1
No GCSEs	At grades A*-G (female)	#	*	0.1
	At grades A*-G (total)	0.2	0.0	0.1

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 15: Year 14 Pupil Performance by Gender and Free School Meal Entitlement¹, 2017/18

Key indicator (including equivalents)		FSME Pupils	Non FSME Pupils	All Pupils
3+ A levels	At grades A*-C (male)	54.4	69.4	67.0
	At grades A*-C (female)	61.9	75.3	72.8
	At grades A*-C (total)	58.9	72.6	70.2
2+ A levels	At grades A*-C (male)	81.4	89.2	87.9
	At grades A*-C (female)	86.1 ²	93.3	91.9
	At grades A*-C (total)	84.2	91.4	90.2²
	At grades A*-E (male)	95.2	98.4	97.9
	At grades A*-E (female)	97.5	99.0	98.7
	At grades A*-E (total)	96.6	98.7	98.3
1+ A levels	At grades A*-E (male)	99.2	99.7	99.7
	At grades A*-E (female)	99.6	99.8	99.8
	At grades A*-E (total)	99.5	99.8	99.7

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

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

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.ons.gov.uk/ons/index.html>.
4. The Year 12 and Year 14 examination statistics were recently assessed by the Office for Statistics Regulation (OSR) to ensure compliance with National Statistics standards. Following assessment, the statistics were considered continuing to meet the standards required for designation as National Statistics. A copy of the compliance check letter can be found [here](#).

School performance

5. 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.

6. Data collected through the Summary of Annual Examination Results (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.
7. The 2017/18 figures in this statistical release are based on information as at 29th March 2019. These data have been revised since their earlier release in December 2018, to reflect the identification of inconsistencies found in some FSME and A Level (3+ A*-E, 2+ A*-C) data. Overall GCSE data were unaffected. While the impact of these revisions is minor (generally less than 0.2 percentage points), it has been decided to reissue this bulletin to ensure consistency of these data with other publications. All amended figures have been identified within this bulletin. This revision is in line with the 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>
8. 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.
9. The statistics in this press release have been derived from the SAER.
10. Data excludes special and independent schools.
11. 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>
12. 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 which are the same as 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>

13. 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>

14. 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>

15. 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 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*-C (including Equivalents)

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

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

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

- *GCSE (key stage 4) and equivalent results in England, 2017 to 2018*
<https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

- *A level and other level 3 results in England, 2017/18*
<https://www.gov.uk/government/collections/statistics-attainment-at-19-years>
- *Examination Results in Wales, 2017/18*
<http://gov.wales/statistics-and-research/examination-results/?lang=en>
- *Summary Statistics for Schools in Scotland*
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/Summarystatsforschools>