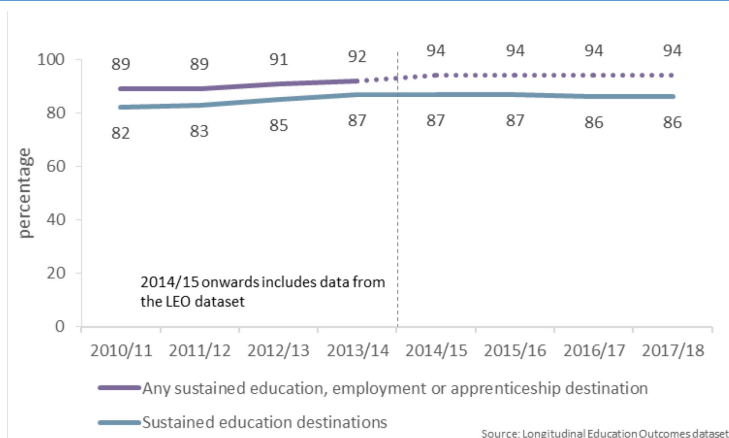




# Destinations of key stage 4 and 16-18 students, England, 2017/18

17 October 2019

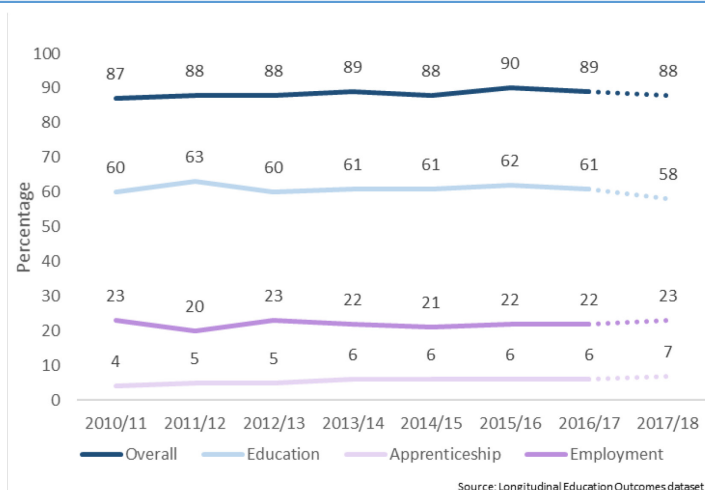
## Percentage of pupils in sustained destinations after key stage 4 remains unchanged from 2016/17



Overall, 94% of pupils were in sustained education, employment or apprenticeships in the year after key stage 4, unchanged from 2016/17.

86% of pupils were in sustained education, up 4 percentage points since 2010/11 and unchanged from 2016/17.

## Percentage of students, studying level 3 approved qualifications, going into sustained destinations after 16 to 18 remains high

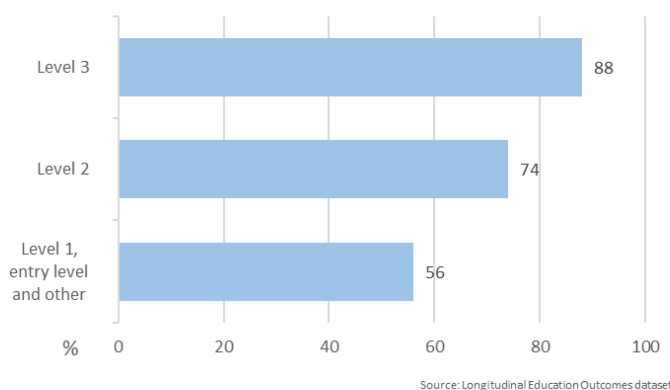


Overall, 88% of students were in any sustained education, employment or apprenticeship destination after 16 to 18 study, a 1 percentage point decrease compared to 2016/17.

Apprenticeships and employment destinations rose slightly whilst education destinations dropped.

This is due in part to changes in the level 3 cohort which now includes students who did not attend an institution in the final year and are less likely to continue in education.

## Students who took level 3 qualifications during their 16 to 18 study were more likely to have a sustained destination than those who took courses at level 2 or below.



Overall, 88% of students who took mainly level 3 qualifications went to a sustained education, apprenticeship or employment destination.

Students taking qualifications at level 2 and below were less likely to have a sustained destination overall.

However, they were more likely to enter apprenticeships and employment.

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## Background and context

Destination measures provide clear and comparable information on the success of schools and colleges in helping their young people continue in education, employment or apprenticeships.

## Timeliness of data

There is a time lag between students completing their study at the two different stages and destination measures being published. This is because a year has to elapse during which young people are participating in their chosen destination, and then datasets have to be combined before measuring sustained participation in education, employment or apprenticeships.

## About this release

This publication shows the percentage of young people progressing to specified destinations in 2017/18. These are young people who reached the end of key stage 4 (KS4) and 16-18 study (KS5) in 2016/17.

- The key stage 4 measure is based on activity the year after the young person finished compulsory schooling.
- The 16-18 measure is based on activity in the year after the young person was deemed to have completed their 16-18 study

The data presented in this publication will be revised at institutional level in January 2020 for inclusion in performance tables. The revisions will include:

- The revision of destinations to independent mainstream and special schools obtained from additional 2018/19 awarding body data.

## In this publication

The following tables are included in this publication:

- Key stage 4 national level (Excel .ods)
- Key stage 4 local authority (including characteristics) and parliamentary constituency level (Excel .ods)
- Key stage 4 institutional level (including characteristics) (Excel .ods)
- 16-18 national level (Excel .ods)
- 16-18 local authority (including characteristics) and parliamentary constituency level (Excel .ods)
- 16-18 institutional level (including characteristics) (Excel .ods)
- Additional and underlying data and metadata (Excel .csv)

**Many tables are provided in .ods format in this publication and are directly accessible from links. This data is replicated in the additional and underlying data tables along with additional data not contained in the .ods tables. Data has been additionally released this way to ensure maximum access and transparency without adding to the complexity of the formal .ods tables. The data in the additional and underlying data table has been produced in a machine-readable format to aid analysis.**

The accompanying quality and methodology document, provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

## Feedback

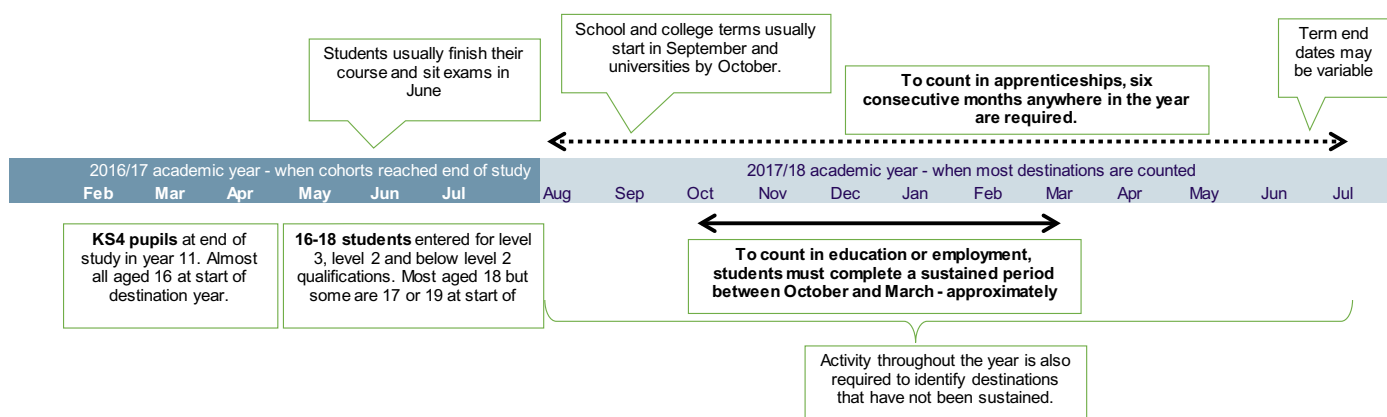
We are confident in our new methodology but welcome feedback from users on the methodology and presentation of these statistics. Please direct all comments and queries to: [destination.measures@education.gov.uk](mailto:destination.measures@education.gov.uk)

# 1. What are destination measures?

Destination measures show the percentage of pupils or students going to or remaining in an education and/or employment destination in the academic year after completing their key stage 4 (finishing year 11, usually aged 16) or 16-18 (finishing year 13, usually aged 18) studies. The most recent data reports on students who completed the key stage in the 2016/17 academic year and identifies their education and/or employment destinations the following year.

## What is a 'sustained' destination?

To be counted in a destination, young people have to be recorded as having sustained participation for a 6 month period in the destination year. This means attending for all of the first two terms of the academic year (October 2017 – March 2018) at one or more education providers; spending 5 of the 6 months in employment or a combination of the two. Specific destinations such as school sixth forms, higher education institutions or apprenticeships are reported for these students. A sustained apprenticeship is recorded when 6 months continuous participation is recorded at any point in the destination year.



## The way we calculate destination measures has changed.

In previous years, destinations after 16-18 study were only reported for students of approved level 3 qualifications (such as A levels, applied general qualifications and tech levels). For the first time this year, we have extended the destination measures cohort to include all qualifications at level 3, level 2, level 1, entry level and other students.

In 2018 destinations were only reported for students who were allocated to their school or college in the same year as they were deemed to have reached the end of 16 to 18 study. For 16-18 study this year we have introduced a flexible year methodology to pick up students who didn't attend an institution in their final year.

We have also introduced a new measure within destination measures namely, "Progression to higher education or training", which provides more detailed breakdowns of higher education (HE) destinations including destinations to top third, Russell Group and Oxbridge higher education institutions. As a result of this publication, HE destination breakdowns (top third, Russell Group, Oxbridge) are no longer included in the 16-18 destination measures. Similarly, data on deferred HE entries from Universities & Colleges Admissions Service (UCAS) is no longer incorporated into destination measures publications as university entrants after gap years are now captured within the methodology of the 'Progression to higher education or training' measure.

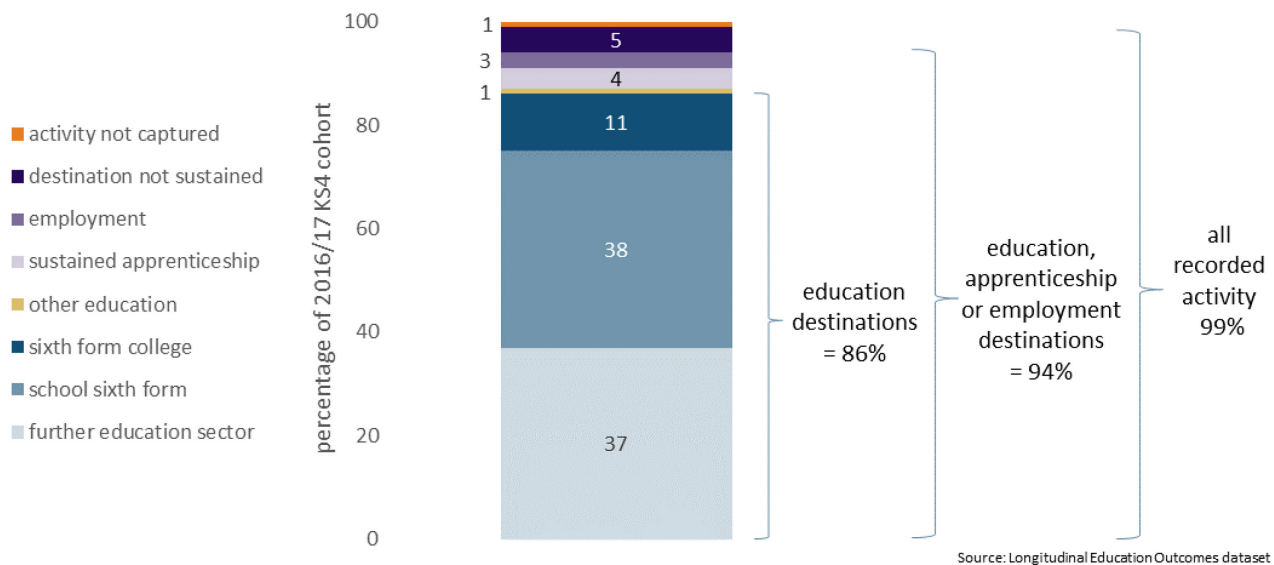
For further details of these changes see [Quality and methodology information](#) document.

## 2. Sustained destinations after key stage 4

Key stage 4 destinations follow pupils who were at the end of key stage 4 study in 2016/17, i.e. they had finished compulsory schooling in year 11 and had likely taken GCSE and equivalent qualifications. In the destination year, 2017/18, these students are aged 16 and 17 and entering year 12, their first year of sixth-form or post-16 education or training.

Not all pupils achieve a sustained destination by staying in education, employment or apprenticeships for at least two terms, but in most cases some data exists on their activity in the destination year. Overall, there is activity information on 99% of the cohort.

**Figure 1: Pupil activity after key stage 4**  
England: 2017/18 (state-funded mainstream schools)



\*All other education destinations include independent schools, specialist post-16 institutions, pupil referral units and other alternative provision, special schools, higher education institutions and education combination destinations.  
NB: totals may not sum to 100% due to rounding

In 2017/18, all key stage 4 headline destination percentages remained similar to 2016/17 with 94% of pupils going into a sustained education, apprenticeship or employment destination. The majority of pupils continued into a school sixth form (38%) or went into further education (37%). 4% of pupils went into a sustained apprenticeship destination.

### Changes over time

Sustained education destinations have increased steadily by 4 percentage points overall since 2010/11 (up from 82% to 86%). The rise is driven by the Raising the Participation Age (RPA) policy which was introduced in 2013/14.

Apprenticeships have remained broadly constant, fluctuating between 4% and 5%.

Since Longitudinal Education Outcomes<sup>1</sup> (LEO) employment data was added in 2014/15, employment destinations have been constant at 3%.

Many of the pupils not counted as being in a sustained destination will have some participation in the year after finishing key stage 4, but is not sustained throughout the required 6 month period.

<sup>1</sup> LEO data consists of Her Majesty's Revenue and Customs (HMRC) employment data and Department for Work and Pensions (DWP) benefit data linked to the National Pupil Database. See [quality and methodology information](#) document for further information.



### 3. Pupil destinations after key stage 4 by pupil characteristics

#### Gender

In all state-funded mainstream schools, 94% of females and 93% of males had a sustained education, apprenticeship or employment destination. Females (88%) were more likely to have an education destination than males (84%)

Males (5%) were more likely to have a sustained an apprenticeship compared to females (3%).

#### Special educational needs (SEN)

##### Inclusion of special schools

The narrative in this section on SEN students covers state-funded mainstream schools and additionally maintained and non-maintained special schools to ensure fuller coverage of SEN pupils.

Pupils with special education needs were less likely to have any sustained destination than those with no identified SEN, 90% went onto education, employment or apprenticeships compared to 95% of those with no identified SEN.

SEN pupils overall were also less likely to go into any sustained education destination (82%) than all other pupils (87%) although those with an education, health and care (EHC) plan or statement of SEN were just as likely (87%) to go into a sustained education destination.

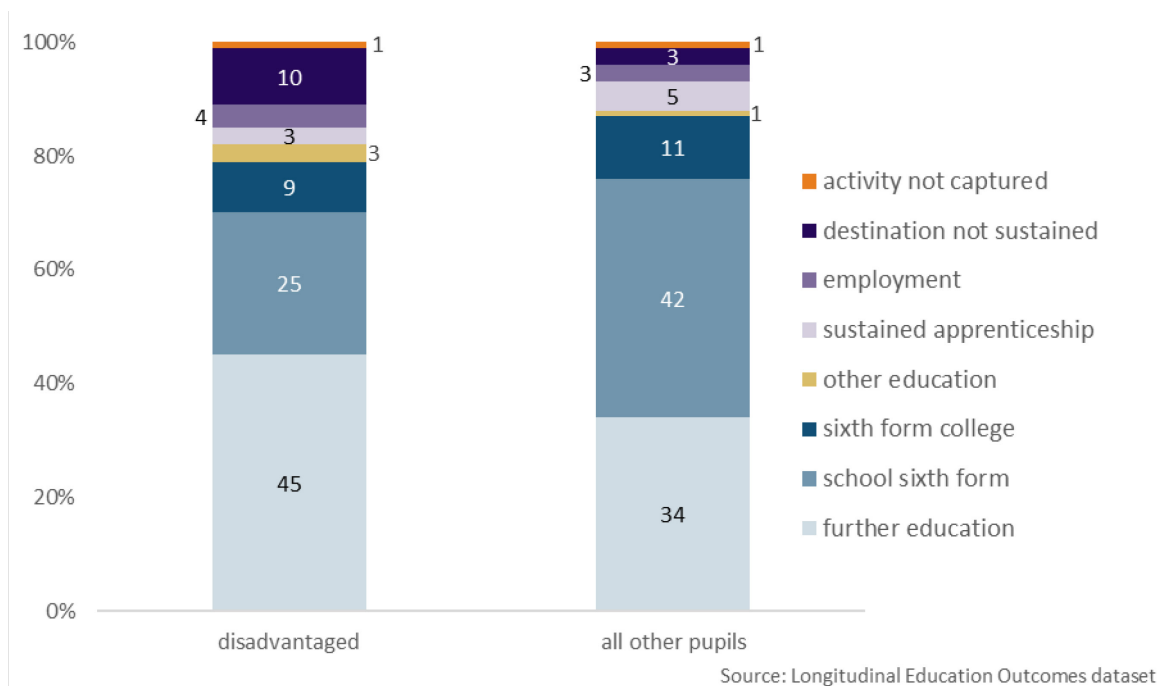
Destinations varied by the type of need, pupils with social, emotional and mental health needs were least likely to go to sustained education (69%) and more likely not to have a sustained destination (18%) compared to all other types of need.

#### Disadvantage and free school meals

Disadvantaged pupils (those eligible for pupil premium funding) were less likely to have a sustained destination (88%) than all other pupils (96%). Percentages for both groups remain unchanged since 2016/17

**Figure 2: Sustained destinations after key stage 4 by disadvantage**

England: 2017/18 (state-funded mainstream schools)





The most common destination for disadvantaged pupils was further education (45%), compared to a school sixth form destination (42%) for all other pupils.

Disadvantaged pupils were more likely to enter an employment destination and less likely to go into a sustained apprenticeship. They were also more likely not to sustain a destination compared to all other pupils.

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

## **Ethnicity**

Destinations varied by ethnic group, pupils from Gypsy Roma and Irish traveller backgrounds had very distinctive destinations compared to all other pupils. Only 57% of Gypsy/Roma and 59% of Irish traveller pupils continued in education (mostly in further education providers). They were more likely than other ethnic groups to go into sustained employment or not sustain a destination.

Pupils from Chinese and Indian backgrounds had the highest rate of sustained education, employment or training destinations overall, at 96% and 97% respectively. The majority of them continued in school sixth forms.

Across the majority of ethnic groups disadvantaged pupils have a lower percentage of sustained destinations than non-disadvantaged. The largest gap was found in pupils of white ethnic background (9%).

## 4. Destinations after key stage 4 by prior attainment

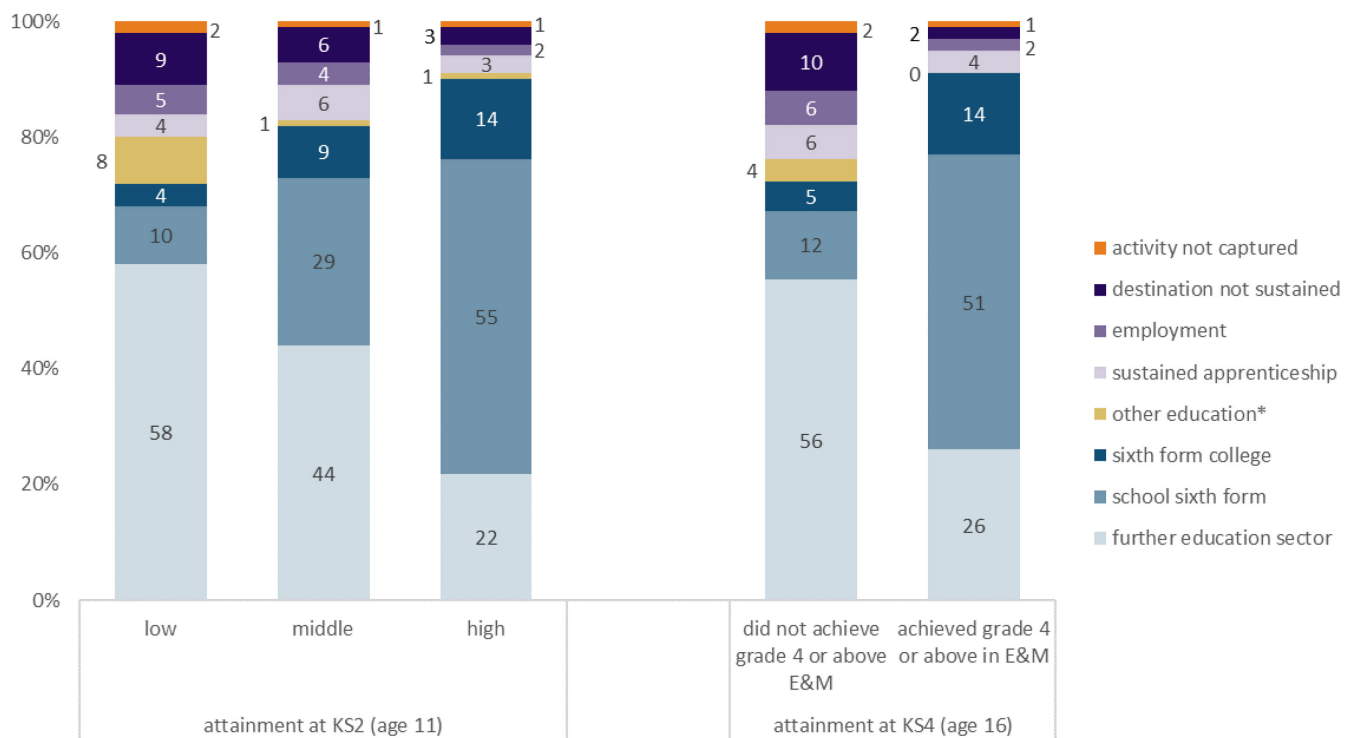
Pupils' achievements both at the end of key stage 4, and at the end of primary school (key stage 2), have a strong relationship with the likelihood of staying in education and employment, and with the specific destinations to which they progress.

### Attainment at different points in time

The measures indicating whether students have met key thresholds are published by the Department for Education as outcomes from, and accountability measures for, these key stages. Although some students make faster or slower progress during secondary school, attainment at the two key stages is closely correlated.

The prior attainment thresholds referenced reflect the policies in place at the time the cohort completed those key stages and may differ from current benchmarks.

**Figure 3: Sustained destinations after key stage 4 by prior attainment**  
England: 2017/18 (state-funded mainstream schools)



Source: Longitudinal Education Outcomes dataset

\*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destination

### Attainment at key stage 2 (age 11)

Prior attainment at the end of primary school (key stage 2) showed a similar pattern to attainment at key stage 4.

The majority (97%) of those with high key stage 2 prior attainment in reading, writing and maths at age 11 had a sustained destination, compared to 93% of those in the middle prior attainment band, and 89% of those with low key stage 2 prior attainment.

Those with higher prior attainment were much more likely to attend school sixth forms and sixth form colleges at 16, and less likely to attend further education colleges and other providers.

## Attainment at key stage 4 (age 16)

The majority (97%) of those achieving grade 4 and above in English and maths had a sustained education, employment or apprenticeship destination compared to 88% of those who did not.

Those achieving grade 4 or above were much more likely to attend school sixth forms (51%) and sixth-form colleges (14%), and less likely to attend further education colleges and other providers (26%) compared to students who did not achieve grade 4 and above (12%, 5% and 56% respectively). This may in part reflect conditions of entry, or the wider range of qualifications, including at level 2 or below, on offer at many FE colleges.

Students not achieving grade 4 or above were more likely to progress to sustained employment (6%) or apprenticeships (6%) compared to students achieving (2% and 4% respectively).

## Disadvantage and prior attainment

Disadvantaged and all other pupils have similar patterns of destinations by prior attainment.

Looking at attainment at key stage 2, high attaining pupils were less likely to go into sustained apprenticeships than middle or low achievers. High and middle achieving disadvantaged pupils were less likely to go into a school sixth form or a sixth form college and more likely to go into a further education college or employment. They were also more likely not to sustain their destination.

Low attaining pupils' outcomes were similar across the disadvantaged and all other groups in terms of education destinations. However, low attaining disadvantaged pupils were significantly less likely to go into sustained apprenticeships (4 percentage point gap) and much more likely not to sustain their destination (7 percentage point gap) than those who were not found to be disadvantaged.

When looking at achievements at the end of key stage 4, 95% of disadvantaged pupils who achieved grade 4 and above in English and maths went on to stay in education, employment or training for two terms, 3 percentage points less than other pupils who had achieved this (98%).

The gap between disadvantaged and other pupils widens when looking at those who did not achieve a 4-9 pass in English and maths at key stage 4. Only 83% of disadvantaged had any sustained destination, compared to 91% of all other pupils – an 8 percentage point gap.

## 5. Destinations after key stage 4 for state-funded mainstream institutions by type

### Destinations for state-funded mainstream institutions by funding type

Included in this publication are further breakdowns by type for state-funded mainstream institutions and include local authority maintained schools, academies, free schools and further education colleges with 14-16 provision.

#### UTCs, Studio schools and FE colleges

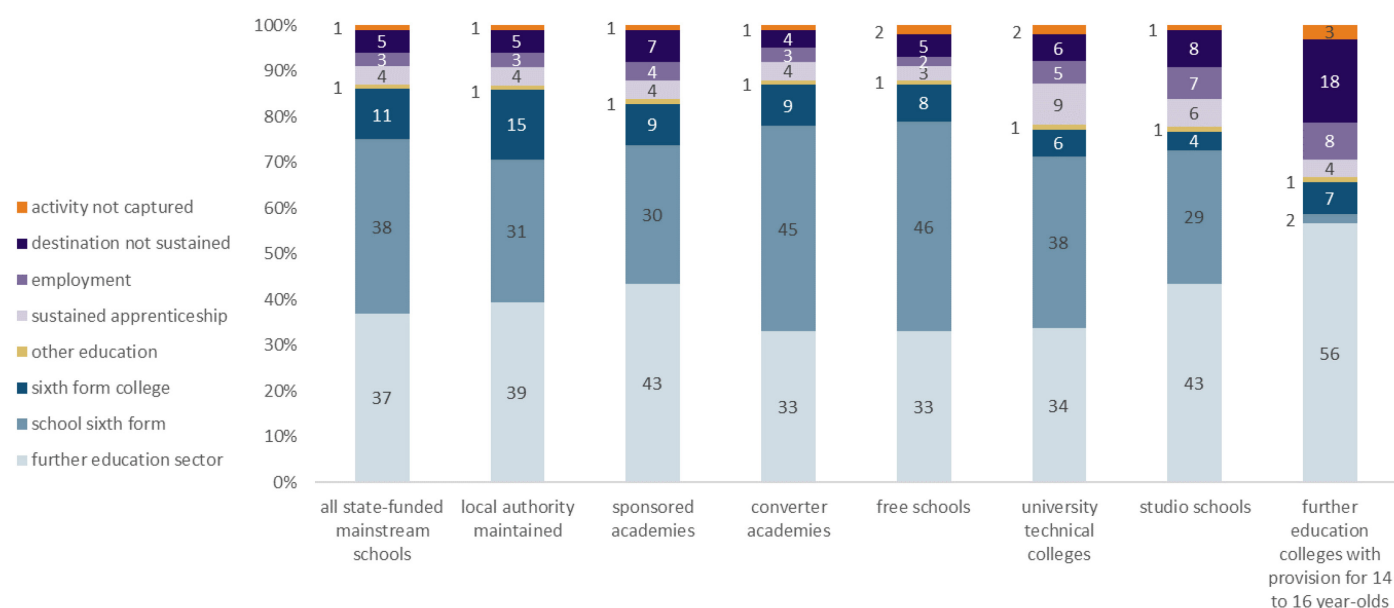
School and college types are reported on the basis of schools open at the start of the 2016/17 academic year (when these pupils began their last year of key stage 4 study).

There are small, but increasing, numbers of UTCs and studio schools and small numbers of pupils in FE colleges with 14-16 provision included in this publication so the data may be subject to volatility for these institution types.

Overall education, employment and apprenticeship destinations for local authority (LA) maintained schools, converter academies, free schools and university technical colleges (UTC) are broadly in line with the national average of 94%. Sponsored academies (91%), studio schools (91%) and further education (FE) colleges (78%) are below the national average.

**Figure 5: Sustained destinations after key stage 4 by institution type.**

England: 2017/18 (state-funded mainstream institutions)



Source: Longitudinal Education Outcomes dataset

The type of education destination differs between school types with pupils in converter academies and free schools more likely to go on to school sixth forms, compared to the national average of 38%, while LA maintained schools, sponsored academies and studio schools are less likely. This may partly reflect the higher likelihood of schools of these types having their own sixth-form provision. LA maintained schools (15%) have the highest proportion going into sixth form colleges and are the only institution type where this destination is above the national average (11%). These differences may reflect varying policies on post-16 provision in different areas of the country.

Sustained apprenticeship and employment destinations for UTCs (9% and 5%) and studio schools (6% and 7%) are above the national average (4% and 3%) in both categories. All other school types are broadly similar to the national average except for FE colleges where students are more than twice as likely to go in to employment (8%) when compared to the national figure of 3%.

## 6. Destinations for other school types

### Special schools

A number of pupils go to schools specifically for pupils with special educational needs – ‘special schools’. These pupils may either go to state-funded special schools, or non-maintained special schools where state-funding follows the learner. The different types of special school are not shown separately.

Of pupils in special schools, 90% had an overall sustained education, apprenticeship or employment destination compares to 94% for pupils in state-funded mainstream schools.

Over half of pupils from special schools (53%) stayed in the special school sector.

### Alternative provision (AP)

#### Alternative provision (AP)

**State place funded AP** includes pupil referral units, academy and free school alternative provision and hospital schools.

**Other alternative provision** includes education funded by the local authority outside of state place funded schools, including independent schools, non-maintained special schools, and providers who do not meet the criteria for registration as a school

Less than 2% of pupils who completed key stage 4 were mainly attending state place funded AP or other type of alternative provision. Just over half of pupils (59%) from alternative provision went to a sustained destination, compared with 94% from state-funded mainstream schools.

Over a third (35%) of pupils in any AP provision had no sustained destination. A larger proportion of AP pupils had no activity captured compared to mainstream pupils (6% compared to 1%). AP pupils were more likely to go on to employment (10% compared to 3% in mainstream schools).

## 7. Sustained destinations after 16 to 18 study

### Changes to 16 to 18 cohort

Until the 2015/16 cohort, destination measures only followed students who had entered A levels or other approved level 3 qualifications at the end of their 16 to 18 study. This accounted for only around 60% of young people entering qualifications at this level. The expanded cohort that includes students taking qualifications at level 2 and below, gives a fuller picture of what 18 year olds go on to do after leaving secondary education.

An early analysis of outcomes of level 2 students was published in October 2018 as [experimental statistics](#).

This publication captures a wider group of students finishing 16 to 18 study compared to earlier years. The cohort has been expanded to include not just students of approved level 3 qualifications but all level 3, level 2, level 1 and entry level.

The 16 to 18 cohort now also includes students who we deemed to have reached the end of 16 to 18 study in 2016/17 but did not attend their school or college in that year. For those students, we report their activity in the year following their last recorded attendance at the institution to which they were allocated.

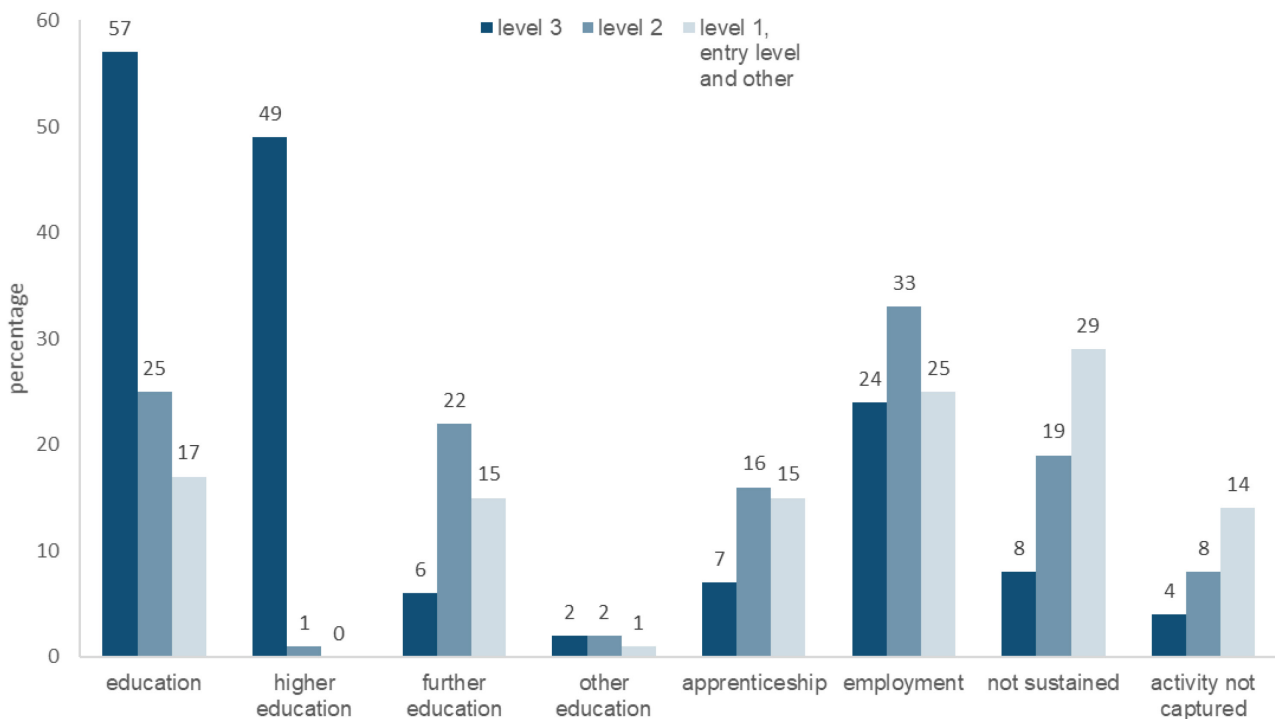
### Destinations after 16 to 18 study for state-funded mainstream schools and colleges

Almost half (49%) of all students who took mainly level 3 qualifications progressed to higher education (level 4 and above) in the year after they finished 16 to 18 study. A further 24% went into employment, 6% into further education and 7% into apprenticeships.

Only 1% of level 2 students progressed directly into study at level 4 or above. One third (33%) went into employment and 22% continued into further education, of which 12% progressed to study at level 3 and 10% continued to study at level 2 or below. Nearly 1 in 5 (19%) did not sustain their destination.

Students who took level 1, entry level and other qualifications had the lowest rates of overall sustained destinations at 56%. Only 17% continued in education, 15% in apprenticeships and 25% went onto employment. Almost one third (29%) did not have a sustained destination and 14% had no activity captured in the data.

**Figure 6: Destinations by level studied at 16 to 18**  
England, 2017/18 (state-funded mainstream schools and colleges))



Source: Longitudinal Education Outcomes dataset

## Change over time

With the changes to how the 16 to 18 cohort is defined, comparisons over time should be made with caution. Destinations data for previous years only capture students who took A levels and other approved level 3 qualifications. From this year, 16 to 18 destinations capture a much wider group of students with very different and distinctive destinations patterns.

In addition, the latest cohort includes students who left their institutions up to two years before being deemed to have reached the end of 16 to 18 study. Development analysis has shown that this group of students is much less likely to continue in education than those who stayed in education up to the end of 16 to 18 study.

Partially as a result of these changes, the overall rate of progression to education for the level 3 approved group has decreased by three percentage points to 58% in the latest data. The percentage progressing to higher education has remained unchanged at 50%.

The proportion of students going to apprenticeships has risen by one percentage point to 7% and there has been a one percentage point decrease (to 6%) in the number of students going into further education (level 3 and below).

## 8. Student destinations after 16 to 18 by student characteristics

### Gender

There is a 5 percentage point gender gap for all students leaving 16 to 18 study and going into any sustained destination, 84% of females achieved a sustained destination compared to 79% for males.

The gender gap widens to 8 percentage points when looking at disadvantaged students – 76% of disadvantaged females progress to a sustained destination, compared with 68% of disadvantaged males.

Females were more likely to enter higher education (39% of females compared to 31% of males), while males were more likely to take up apprenticeships (11% of males compared to 8% of females).

### Disadvantage

#### Disadvantage and free school meal status

Both disadvantage and free school meal eligibility are based on information recorded when students were in year 11. Students were considered disadvantaged in year 11 and attracted pupil premium funding if they had been eligible for free school meals at any point in the last six years, had been looked after by the local authority, or had been adopted from care. Students eligible for free school meals are a subset of the wider disadvantaged group.

Of all the state-funded mainstream students reaching the end of 16 to 18 study in 2016/17, at all levels, 24% were disadvantaged in year 11. Disadvantaged students were overrepresented in the groups studying qualifications below level 3. Of the students taking mainly level 2 qualifications, 34% were disadvantaged. For the group below level 2, 39% were disadvantaged.

Overall, disadvantaged students were less likely to have a sustained destination compared to all other students, 72% and 84% respectively.

Disadvantaged students were also less likely to go to higher education (25% compared to 38% of all others) and more likely to go to further education (13% compared to 9% for all others), studying courses at level 3 and below.

The two groups were similarly likely to go into employment, 24% for disadvantaged students compared to 26% for all others.

## Ethnicity

There is relatively little variation by major ethnic group in the proportion of students with a sustained destination overall. Students of mixed ethnic background were the least likely to have a sustained destination (80%), while Chinese students had the highest rate at 87%. Students of white ethnic background, who make up the majority of the cohort, were one percentage point above the national average of 81%.

There is considerable variation in the types of activity students of different ethnic groups take after leaving 16 to 18 study. Between 65% and 79% of students of Black, Asian, and Chinese ethnic origin continued in education following 16 to 18 study. Students of white and mixed ethnic backgrounds were less likely to continue in education (43% and 51% respectively) and more likely to take up work and apprenticeships.

Only 17% of disadvantaged students of white ethnic origin went to higher education, well below the national average for disadvantaged students (25%).

## 9. Student destinations after 16 to 18 by prior attainment

Students' achievements in qualifications and assessments taken throughout their education have a strong relationship with the proportion going on to sustained education or employment after 16 to 18 study, and with the specific destinations they progress to in this year. Information at national level is presented to help users understand a key influence on outcomes.

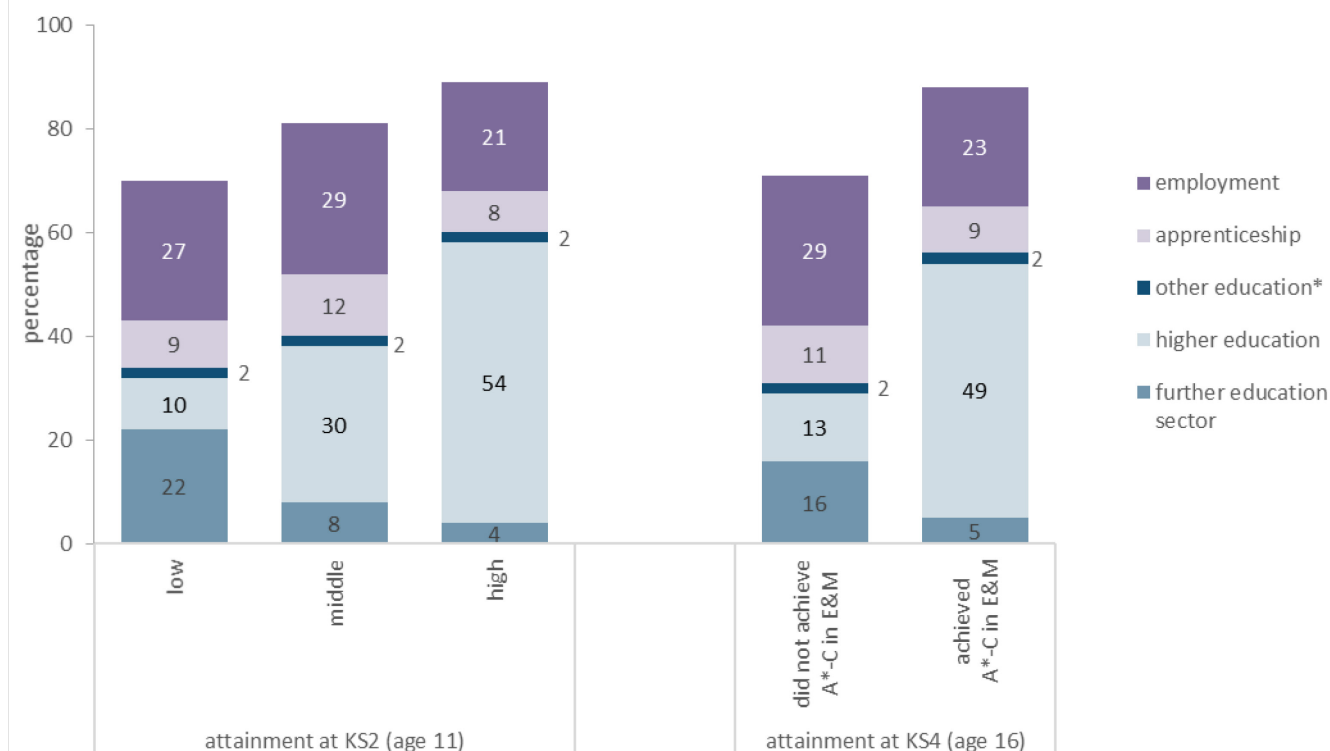
### Attainment at different points in time

The measures indicating whether students have met key thresholds at different key stages are published each year by the Department for Education as outcomes from, and accountability measures for, these key stages.

Although some students make faster or slower progress than average from the same starting point, attainment at each point in time is closely correlated. For students in school sixth forms the 'prior' attainment before the pupil entered the school is key stage 2, but key stage 4 attainment may be more relevant to course choices or post-16 admissions.

**Figure 7: Sustained destinations after 16 to 18 study by prior attainment**

England: 2017/18 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset



\*All other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations.

## Attainment at key stage 4 (age 16)

### GCSE grade scale changes

The cohort reported is for 2016/17 when they would have taken GCSEs using the A\*-G grading scale which, since 2017, has been replaced by the 9-1 scale. Information on grade equivalence can be found in the [OFQUAL guide](#).

Of those who had achieved grade C or above in English and maths GCSEs, 89% stayed in education or employment for at least two terms after 16 to 18 study, compared to 72% of those not achieving this benchmark at key stage 4. They were also far more likely to progress to higher education as almost a half (49%) of those who achieved this benchmark went on to higher education in the year after finishing 16 to 18 study, compared to 13% of those who didn't achieve it.

## Attainment at key stage 2 (age 11)

Achievement at age 11 is a clear predictor of a student's likelihood of progressing successfully to education or employment destinations after 16 to 18 study. Low prior attainers were less likely to have any sustained destination (69%) and only 10% of them entered higher education in the year after 16 to 18 study compared to 54% entering higher education from the high prior attainment group.

### Disadvantage and attainment

Students who were eligible for pupil premium in year 11 and did not achieve A\* to C in English and maths GCSEs were significantly less likely to have a sustained destination than their peers who were not found to be eligible for the premium (63% compared to 77%). This is driven chiefly by smaller take up of sustained apprenticeships and employment in the disadvantaged group (8% and 25% compared to 13% and 32%) and higher rate of students not sustaining their destination (28% to 16%).

The disadvantage gap is less pronounced in the group of students who met the A\* to C benchmark at the end of key stage 4. It stood at 6 percent (84% compared to 90%) when looking at the overall rate of sustained destinations.

We can observe similar effects when looking at the interplay between disadvantage and attainment at key stage 2 (at age 11). A full 29% of disadvantaged pupils who did not meet the expected standard in reading, writing and mathematics did not have a sustained destination after 16 to 18 study, compared with 17% of other early low attainers.

Disadvantaged pupils who met the expected standard at key stage 2 were more likely to go into employment than to higher education after 16 to 18 study (27% compared to 25%), while all other students in the same attainment group were equally likely to go to HE and work (31%).

A smaller proportion of disadvantaged students exceeded the expected standard at KS2 than other students (20% compared with 36%). When looking at the overall rate of sustained destinations, the disadvantage gap between the two groups was 7 percent.

## 10. Student destinations after 16 to 18 by institution type

### Destinations after 16 to 18 study for state-funded mainstream schools and colleges

The 16 to 18 student population differs between provider types. Further education colleges admit higher numbers of students taking qualifications at level 2 and below who tend to have lower prior attainment. Any comparisons between schools and FE colleges should therefore be made with caution.

The activity of students from different provider types is likely to reflect differences in the kinds of courses studied, differences in prior attainment, as well as student preferences.

Students who took level 3 qualifications were spread equally between state-funded mainstream schools and FE colleges while over 90% of students studying at or below level 2 attended an FE college.

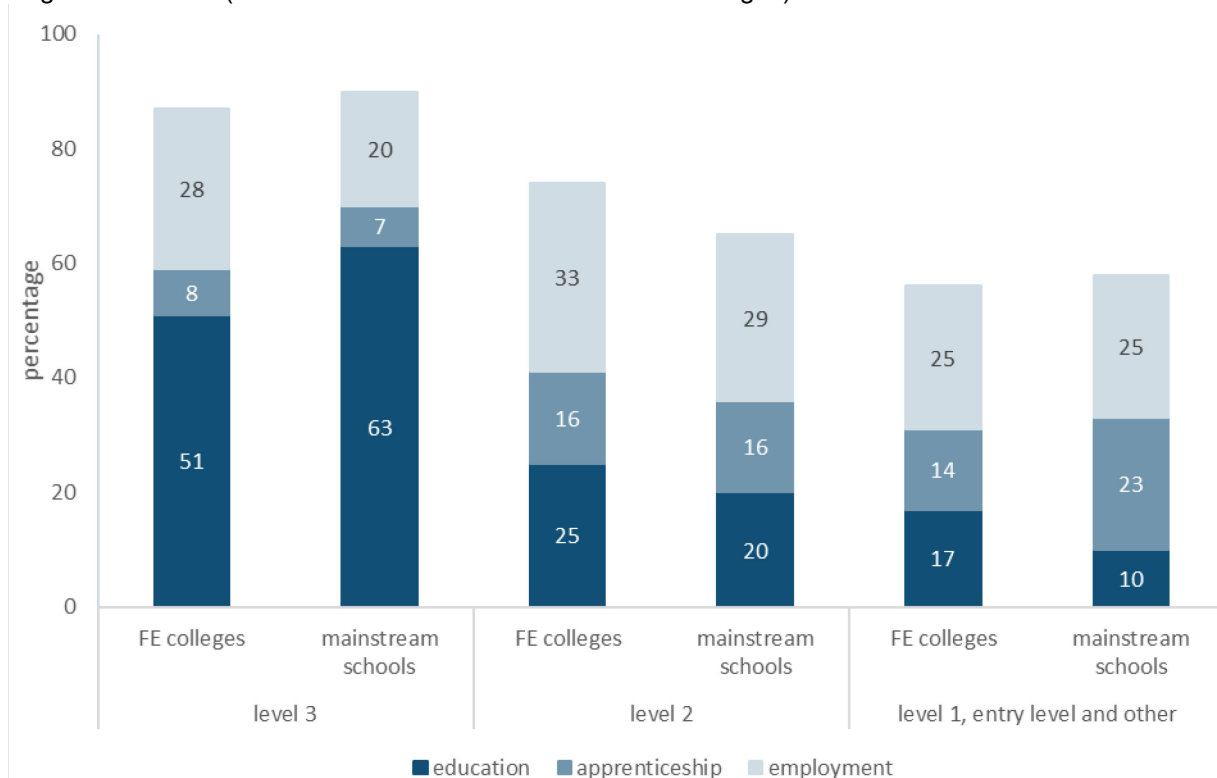
**Table 1: Number of 16 to 18 students by main qualification studied and institution type**

England: 2017/18 (state-funded mainstream schools and colleges)

	Main qualification studied (level)		
	Level 3	Level 2	Level 1 entry level and other
Total	379,441	79,257	75,630
FE Sector colleges	49%	92%	94%
Mainstream schools	51%	8%	6%

**Figure 8: Destinations after 16 to 18 by institution type and main level studied**

England: 2017/18 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

Level 3 students in schools were more likely to continue in education after 16 to 18 study. This is driven by higher rates of school students going on to a sustained higher education destination (57%) compared with 41% of college students.

Level 2 students leaving colleges were more likely to sustain a destination than those leaving schools with 33% going to employment and 25% continuing in education, which compares to 29% employment and 20% education for schools.

### **Destinations after 16 to 18 study for special schools**

There were some 6,500 students in the 16 to 18 cohort who attended a special school. The majority (89%) of them took level 1 or entry level qualifications.

76% of students leaving special schools went on to a sustained education destination with most continuing in special education (58%) while 17% went to further education colleges, studying mainly at level 1 or below.

Only 4% of special school students had a sustained employment destination, lower than for other providers.

## 11. Future developments

The schedule is as follows:

January 2020	Revision of key stage 4 and 5 institutional level data for inclusion on school and college performance tables. Experimental statistics on longer term destinations after key stage 4
October 2020	Key stage 4 and 16 to 18 destination measures for 2018/19.

### Longitudinal picture

We published experimental statistics in 2017 showing destinations one and three years after key stage 4. We intend to expand on this work in future to develop a better long-term picture of post-16 progression for young people in English schools.

### Data sources

We are continuing to work with other government departments and with analysts developing the Longitudinal Education Outcomes dataset to improve the scope of activity that can be captured.

Strands under development include increasing the range of benefits and the quality of the employment information, as well as linking to information on Scottish and Welsh schools and colleges. We are hopeful that this will increase our coverage beyond 97% in future years and more fairly reflect the outcomes of certain institutions.

## 12. Accompanying tables

The following tables are available in OpenDocument Spreadsheet format on the department's statistics [website](#). Tables marked with asterisk (\*) are provided in the **additional and underlying data tables** available alongside the OpenDocument tables.

### Key stage 4 tables

NA1	Percentage of 2015/16 key stage 4 cohort going to, or remaining in, an education or employment destination in 2016/17	NA21b	by disadvantage status and gender (state-funded schools - mainstream and special)
NA2	by school type	NA22a*	by disadvantage status and major ethnic group (state-funded mainstream schools)
NA3	spread of outcomes by number of institutions	NA22b	by disadvantage status and major ethnic group (state-funded schools - mainstream and special)
NA10	time series (state-funded mainstream)	NA23a*	by disadvantage status and prior attainment group (state-funded mainstream schools)
NA10a*	time series by disadvantage status (state-funded mainstream)	NA23b	by disadvantage status and prior attainment group (state-funded schools – mainstream and special)
NA12a*	by pupil characteristics (state-funded mainstream)		
NA12b	by pupil characteristics (state-funded schools - mainstream and special)		
NA20	by pupil disadvantage status and selective school type (state-funded mainstream schools)		
NA21a*	by disadvantage status and gender (state-funded mainstream schools)		
		<b>Local authority district, regional and parliamentary constituency</b>	
		LA1	for state-funded mainstream schools

LA14	for state-funded and non-state maintained special schools	LAD33a*	by disadvantage status for state-funded mainstream schools (school location)
LA15	for all state-funded (mainstream and special)	LAD33b	by disadvantage status for all state-funded (mainstream and special) (school location)
LA16	for alternative provision	LA34a*	by disadvantage status for state-funded mainstream schools
LAD20a*	State-funded mainstream schools (school location)	LA34b	by disadvantage status for all state-funded
LAD20b*	all state-funded (mainstream and special) (school location)	LA41a*	by special educational needs (SEN) status for state-funded mainstream schools
LA21a*	by gender for state-funded mainstream schools	LA41b	by special educational needs (SEN) status for all state-funded (mainstream and special)
LA21b	by gender for all state-funded (mainstream and special)	PC1	for state-funded mainstream schools (parliamentary constituency)
LAD31a*	by free school meal eligibility for state-funded mainstream schools (school location)		
LAD31b	by free school meal eligibility for all state-funded (mainstream and special) (school location)		
LA32a*	by free school meal eligibility for state-funded mainstream schools		
LA32b	by free school meal eligibility for all state-funded (mainstream and special)		

## Key stage 5 tables

### National

NA1	percentage of students, in 2015/16, who entered an A Level or other Level 3 qualification, going to, or remaining in, an education or employment destination in 2016/17	LA1	for state-funded mainstream schools
NA2	by institution type	LA2	for state-funded mainstream colleges
NA3	spread of outcomes by number of institutions	LA13	for state-funded mainstream schools and colleges
NA10	time series (state-funded mainstream)	LA21a	by gender for state-funded mainstream schools
NA10a	time series by disadvantage status (state-funded mainstream)	LA21b	by gender for state-funded mainstream colleges
NA12a	by detailed student characteristics (state-funded mainstream schools)	LA21c	by gender for state-funded mainstream schools and colleges
NA12b	by detailed student characteristics (state-funded colleges)	LAD33a*	by disadvantage for state-funded mainstream schools (institution location)
NA12c	by detailed student characteristics (state-funded mainstream schools and colleges)	LAD33b*	by disadvantage for state-funded mainstream colleges (institution location)
NA20	by disadvantage status in year 11 and selective institution type	LAD33c	by disadvantage for state-funded mainstream schools and colleges (institution location)
NA21	by gender and disadvantage status (state-funded mainstream schools and colleges)	LA34a*	by disadvantage for state-funded mainstream schools
NA22	by ethnicity and disadvantage status (state-funded mainstream schools and colleges)	LA34b*	by disadvantage for state-funded mainstream colleges
NA23	by disadvantage status and prior attainment group (state-funded mainstream schools and colleges)	LA34c	by disadvantage for state-funded mainstream schools and colleges
		LAD36	by disadvantage and KS4 school location for state-funded mainstream schools and colleges
		LA41	by SEN for state-funded mainstream schools
		LA42	by LLDD for state-funded mainstream colleges

### Local authority district, regional, and parliamentary constituency

PC1 for state funded mainstream schools and colleges

**Institutional**

IN1 for state-funded institutions

IN2 for independent mainstream schools

IN11 for state-funded mainstream schools and colleges by gender

IN16 for state-funded mainstream schools and colleges by disadvantage

## When reviewing the tables, please note that:

<p>Care must be taken when comparing data with previous years</p> <p>...we have expanded the cohort.</p> <p>...we have introduced a flexible destination year methodology</p>	<p>Until the 2015/16 cohort, destination measures only followed students who had entered A levels or other approved level 3 qualifications at the end of their 16 to 18 study. The cohort for 2016/17 has expanded to include students taking qualifications at level 2 and below, gives a fuller picture of what 18 year olds go on to do after leaving secondary education.</p> <p>In previous years we reported for students who were allocated to their school or college in the same year as they were deemed to have reached the end of 16 to 18 study. For the 16-18 measure this year we have introduced a flexible year methodology to pick up students who didn't attend an institution in their final year</p>
<p>We report on a variety of schools and colleges.</p>	<p>This statistical publication includes destinations of students from mainstream state-funded schools and colleges, special schools and alternative provision. Destinations from independent schools at key stage 5 are published but not at key stage 4.</p>
<p>Students with deferred higher education places are not included in education destinations.</p>	<p>Students accepting a deferred higher education offer (including gap year students) are <u>not</u> included in this publication as entering higher education. Destinations look at activity in the following academic year after completing studies.</p>
<p>We use the national pupil database...</p>	<p>The <a href="#">national pupil database</a> (NPD) is a longitudinal database linking student characteristics (e.g. age, gender, and ethnicity) to school and college learning aims and attainment information for children and young people in schools and colleges in England.</p>
<p>... and longitudinal education outcomes datasets.</p>	<p>The longitudinal education outcomes datasets (LEO) extend the NPD to link information from other government departments on employment, earnings and out-of-work benefits. Details on how we use and share this data can be found <a href="#">here</a>.</p>
<p>For education destinations, four administrative data sources from the national pupil database are used.</p>	<p>Four administrative data sources used in compiling the national pupil database are used to determine the education destinations, namely:</p> <ul style="list-style-type: none"><li>• Individualised Learner Record covering English colleges, further education providers and specialist post-16 institutions</li><li>• School Census covering English schools. This also includes maintained and non-maintained special schools and alternative provision.</li><li>• Awarding Body data for independent schools</li><li>• Higher Education Statistics Agency covering United Kingdom higher education institutions including alternative providers</li></ul>
<p>For apprentice destinations we use one source of data</p>	<p>The Individualised Learner Records are used to determine the apprenticeship destinations.</p>
<p>For employment, training, benefits and not in education, employment or training destinations we use three sources.</p>	<p>In addition to the data sources above, we compile information on employment, training, benefits and not in education, employment or training from the following datasets:</p> <ul style="list-style-type: none"><li>• Her Majesty's Revenue and Customs P45 and self-employment data (from LEO)</li><li>• Department for Work and Pensions national benefit database for out-of-work benefits (from LEO)</li><li>• National Client Caseload Information System (NCCIS) covering English local authorities for key stage 4 destinations only</li></ul>

Coverage is students in England only.	The destination measures data only reports information from students who studied in schools and colleges in England.
We only show outcomes for groups of 6 or more.	At institution, local and national level, we do not show any outcomes for a group of 5 or fewer students in total.

## 13. Data confidentiality

We preserve confidentiality The Code of Practice for Official Statistics requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.

Symbols are used in the tables as follows:

- ( 0 ) zero
- ( - ) small percentage less than 0.5%
- ( x ) Suppressed to preserve confidentiality or for groups less than 6
- ( . ) not applicable

## 14. Further information

These measures are part of school and college performance tables.	<p>Provisional school destination measures are included in the 2019 key stage 4 and 16-18 performance tables.</p> <p><a href="#">Compare school and College Performance</a></p> <p>Please see our <a href="#">2018 statement of intent</a>.</p>
Previously published figures are still available.	<p>Revised statistics for 2016/17 were published in January 2019.</p> <p>Destination measures that exclude the Department for Work and Pensions and Her Majesty's Revenue and Customs data are available on gov.uk for the years 2009/10 – 2013/14. Detailed quality and methodology information is published alongside the Destination measures publications.</p> <p><a href="#">Statistics: destinations of key stage 4 and key stage 5 pupils</a></p>
For some related publications	<p>Experimental statistics on employment and earnings outcomes of higher education graduates using the LEO dataset:</p> <p><a href="#">Employment and Earnings Outcomes of Higher Education Graduates: Experimental Data from the Longitudinal Education Outcomes (LEO) Dataset</a></p> <p>Adult further education outcome-based success measures statistical first release is published here:</p> <p><a href="#">Adult further education outcome-based success measures</a></p> <p>Participation in Education, Training and Employment by 16-18 year olds statistical first release is published here:</p> <p><a href="#">DfE Participation in Education, Training and Employment</a></p> <p>Widening Participation Measures are published at:</p> <p><a href="#">Widening Participation in Higher Education</a></p>



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On how we use and share the data

Non-statutory guidance from the Department for Education to describe how we share and use education, employment and benefit claims information for research and statistical purposes:

[Longitudinal education outcomes study: how we use and share data](#)

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## 15. Official Statistics

These are Official Statistics and have been produced in line with Code of Practice for Official Statistics.

This 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
- are managed impartially and objectively in the public interest

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

## 16. Technical information

A quality and methodology information document accompanies this publication. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

Our detailed [quality and methodology information](#) is available on gov.uk

## 17. Get in touch

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# Department for Education

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<https://www.gov.uk/government/collections/statistics-destinations>

Reference: Destinations of KS4 and 16-18 (KS5) pupils: 2019



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