

Cookies on GOV.UK

We use some essential cookies to make this website work.

We'd like to set additional cookies to understand how you use GOV.UK, remember your settings and improve government services.

We also use cookies set by other sites to help us deliver content from their services.

[Accept additional cookies](#)

[Reject additional cookies](#)

[View cookies](#)

GOV.UK

▼ Menu

[Home](#) > [Education, training and skills](#) > [School curriculum](#) > [Secondary curriculum, key stage 3 and key stage 4 \(GCSEs\)](#)
> [GCSE changes and reforms](#)
> [Proposed changes to the assessment of mathematics, physics and combined science GCSEs in 2023](#)



Consultation outcome

Assessment of mathematics, physics and combined science GCSEs in 2023: analysis

of consultation responses

Updated 30 November 2022

Contents

[Introduction](#)

[Approach to analysis](#)

[Who responded?](#)

[Views expressed](#)

[Annex A: List of organisational respondents](#)



Print this page

Introduction

Ofqual and the Department for Education (DfE) [confirmed in September](#) that GCSE, AS, and A level exams in England will largely return to pre-pandemic arrangements next summer as young people continue to recover from the pandemic.

DfE has also announced that, in 2023, students are not required to memorise formulae for GCSE mathematics and equations for GCSE physics and combined science. This reflects their responsibility for GCSE subject content and was a change that was also made for exams that took place in 2022.

Ofqual conducted [a consultation on the proposal](#) to carry forward from summer 2022 the provision of support materials, in the form of formulae and revised equation sheets, in the exams for 2023 only in GCSE mathematics, physics and combined science.

Approach to analysis

The [consultation on the proposal to carry forward from summer 2022 the provision of support materials](#) was published on Ofqual's website and available for responses, using the online form, between 29 September and 20 October 2022.

The consultation included closed questions where respondents could indicate the extent to which they agreed or disagreed with the proposals. These questions used a 5-point scale (Strongly agree, Agree, Neither agree nor disagree, Disagree and Strongly disagree) and open questions, inviting comments.

Respondents could use the open questions to identify any impacts of the proposals on equalities or regulatory considerations.

Respondents could choose to respond to questions in the consultation. They did not have to respond to them all. This analysis confirms the number of responses received for each question. It also provides tables of the responses to the closed questions and presented them as charts. There are some instances where percentages total more than 100. This is due to the rounding of the individual percentages.

All responses to the open questions have been read in full, with the key themes that emerged presented in the discussion.

Respondents were asked to identify which group they belonged to, for example: teacher or student. The total numbers for each respondent group are set out in the table below, based on these descriptions. The tables use these unverified self-descriptions.

Some respondents chose to express their views in response to an open question without specifically answering the question. The analysis considered these responses but does not include them in the data.

The 4 organisations recognised by Ofqual to offer GCSE, AS and A level qualifications are referred to as exam boards: AQA, Eduqas, Pearson Edexcel and OCR. However, there are many more awarding organisations offering other qualifications. Where the responses from exam boards differ to those from awarding organisations more generally, or where exam board responses differ between themselves, the details are included in the analysis for the relevant questions.

A selection of comments from respondents have been included as quotes in the report to illustrate the main themes identified. Some quotes have been edited for clarity, brevity and to preserve anonymity but care has been taken not to change their meaning.

Who responded?

There were 8,189 responses to this consultation.

The following tables present the number of respondents by type.

Official organisational responses	Number of respondents
Academy chain	189
Awarding body or exam board	9
Employer	21
Local authority	41
Other representative or interest group	12
Private training provider	6
School or college	708
University or higher education institution	3
Total	989

Individual responses	Number of respondents
Awarding organisation employee	10
Consultant	9
Examiner	31
Exams officer or manager	31
Governor	6
Parent or carer	1,626
SLT (Senior leadership team)	199

Student	2,988
Student – private, home-educated of any age	89
Teacher (responding in a personal capacity)	2,065
Other	144
Not answered	2
Total	7,200

Views expressed

This section reports the views of those who responded to the consultation proposals.

Question 1

To what extent do you agree or disagree that a formulae sheet should be provided in the exam room for GCSE mathematics in 2023?

Question 1 response	Count	Percentage
Strongly agree	7,210	88.0%
Agree	465	5.7%
Neither agree nor disagree	269	3.3%
Disagree	65	0.8%
Strongly disagree	110	1.3%

Total number of responses	Count
Question 1: Response provided	8,119
Question 1: No response	70
Survey total responses	8,189

There was strong support for this proposal, with 93.7% of respondents strongly agreeing or agreeing.

Question 2

Do you have any comments on the proposal to provide a formulae sheet in the exam room for GCSE mathematics in 2023?

There were 2,937 comments in response to question 2. The majority of comments were related to the view that the education of students taking exams in 2023 had been disrupted by the COVID-19 pandemic and that the provision of a formulae sheet would provide welcome support. Respondents also noted that some schools had started teaching GCSE mathematics when these students were in year 9 and having to learn remotely for some of that academic year.

“ Students examined in 2023 will have faced significant disruption to their education due to COVID-19. It will be a challenge to get through all of the specification and to enable students to have formulae in the exam will be a supportive measure.”

(SLT – Senior leadership team)

“ I feel it’s very necessary. As a student who is sitting my GCSE exams in 2023, I believe my learning was affected by the pandemic, as we went into lockdown in year 9 when we had already started learning the GCSE

course in mathematics.”

(Student)

Many respondents also commented that students should not have to memorise formulae as they believe it is the skills of understanding, applying and rearranging the formulae that are more meaningful. They also noted that it is easy to look up formulae, which, they suggest, is the approach taken in further and higher education and in employment.

“ Testing the recall of these formulae is unnecessary even in a normal year – assessing how students use the formulae is far more important. It is far more useful and valid to assess whether students can select the right formula for the problem in front of them and whether they can use it properly, than it is to assess their memory.”

(Other representative or interest group)

“ It’s a good idea. In the real world you would just look something up if you needed it. It’s about applying the knowledge in a context we should be testing.”

(Teacher – responding in a personal capacity)

“ It is our view that memorising formulae for exams is not a proxy for understanding of the underlying mathematical concepts.”

(Awarding body or exam board)

Some respondents believed a formulae sheet would make the exam less stressful for students and give them confidence when answering questions.

“ I think the sheet should be provided. It will be a constant and comfort to students as it something they will recognise. This may help lower anxiety levels.”

(Teacher – responding in a personal capacity)

“ I think that since the pandemic, our children have been under a lot of pressure to catch up on their learning. I am all for anything that will help relieve some pressure and give the children more confidence when

sitting an exam.”

(Parent or carer)

Some respondents believed that formulae sheets should always be provided to students in their exams for GCSE mathematics.

“ We believe that the formulae sheets for GCSE mathematics should be kept in place for future exam series.”

(Other representative or interest group)

“ This should be a permanent change to exams. The real skill is in being able to apply the formulae correctly, not being able to remember them correctly.”

(Teacher – responding in a personal capacity)

The small proportion of respondents who disagreed with the proposal commented that some students had learned the formulae already and that this cohort had not had their education disrupted to any great extent by the pandemic.

“ It is completely unnecessary to provide a formulae sheet, as the ability to memorise these formulae is not something that will have been affected by the pandemic. Providing this sheet to students also devalues the efforts of those students who have memorised them.”

(Teacher – responding in a personal capacity)

“ I feel that providing the formulae takes the point away from learning basic maths skills that will be used in the real world once students begin to look for jobs. Furthermore, students in the 2023 GCSE exams did not have their KS4 studies interrupted by online learning.”

(Student)

Respondents commented that the way that the formulae were presented in 2022 did not match how they are used in the classroom and asked that this be improved for 2023 to provide more helpful support to students.

“ The formula sheet should reflect common pedagogical methods in order to support students. Formulae for compound interest and set notation were not appropriate for the majority of students.”

(Teacher – responding in a personal capacity)

“ It needs to be in a more student friendly format where the formulae are more representative of how they are commonly taught in schools.”

(SLT – Senior leadership team)

Question 3

To what extent do you agree or disagree that a revised equation sheet covering all equations should be provided in the exam room for GCSE physics and combined science in 2023?

Question 3 response	Count	Percentage
Strongly agree	7,512	91.7%
Agree	305	3.7%
Neither agree nor disagree	132	1.6%
Disagree	61	0.7%
Strongly disagree	132	1.6%

Total number of responses	Count
Question 3: Response provided	8,142
Question 3: No response	47
Survey total responses	8,189

There was strong support for this proposal, with 95.4% of respondents strongly agreeing or agreeing.

Question 4

Do you have any comments on the proposal to provide a revised equation sheet covering all equations in the exam room for GCSE physics and combined science in 2023?

There were 2,783 comments in response to question 4. Many respondents thought that the education of students taking exams in 2023 had been disrupted by the COVID-19 pandemic and that revised equation sheets would provide necessary support. Many comments were similar to those made in response to Question 2 about formulae sheets. It was pointed out that some students had started their GCSE studies in physics and combined science in year 9 when some of the academic year was spent learning remotely.

“ During the COVID-19 lockdown, current year 11 were in year 9. Most schools begin GCSE physics and combined science content in year 9, therefore these students have a gap in their knowledge.”

(Parent or carer)

“ The students of the 2023 series have also had disrupted learning due to COVID-19 and, given the fact the sheet was given last year, it only seems fair it is given this year also.”

(Teacher – responding in a personal capacity)

The majority of comments raised common themes such as that rote learning of equations is unnecessary when it is possible to look them up and emphasised their view that this is the approach in further and higher education and employment. Some respondents pointed out that a data book is available in the exam for use by A level physics students. There were many comments that the skills of understanding, application and

manipulation of the equation are more meaningful and should be the focus of the assessment of equations.

“ I don't feel that in this day and age rote learning is an important skill to emphasise to students. They will know many of them after the two-year course but surely the understanding of the physics behind the equation and the ability to manipulate the equations is much more important. Students do not need to know these for A level so I am not sure why GCSE puts such an emphasis on them.”

(Teacher – responding in a personal capacity)

“ The ability to memorise an equation is relatively unimportant (and would always be available in a real-world situation). We should instead be testing the ability to apply the equation to derive a solution to the given problem.”

(Parent or carer)

“ As a physics teacher, it is not about memorising equations but using them in the correct context and knowing which ones to use based on the question.”

(Teacher – responding in a personal capacity)

Some respondents noted that the provision of revised equation sheets would make the exams less stressful for students and increase their confidence in the subject and in the exams.

“ I believe it made students more confident in physics. Students felt they could access physics because they were not restricted in answering the questions and we found more students were interested in studying physics at post-16 than previous cohorts.”

(SLT – Senior leadership team)

“ We understand that the equation sheet had a positive impact on student confidence when preparing for exams.”

(Awarding body or exam board)

“ Huge loss of learning placing them at indisputable disadvantage. I’m also concerned about the mental health of this year group who have tried desperately hard to catch up with lost learning. A little bit of extra support would help alleviate some of the anxiety they’re feeling.”

(Parent or carer)

Some respondents requested that equations also be added to the sheet to support students in GCSE chemistry and biology.

“ Equation sheets should be provided for chemistry and biology also.”

(Student)

“ We want to test the student’s ability to select, use and manipulate equations – these are science skills. Memorising these is not a science skill. I would also add in chemistry equations such as $n=m/Mr$ and the biology magnification equation.”

(Teacher – responding in a personal capacity)

Some respondents believed that revised equation sheets should always be provided to students in their exams for GCSE physics and combined science.

“ I think this is entirely appropriate and, indeed, should be adopted for all future years.”

(School or college)

“ This should be a permanent change to exams. The real skill is in being able to apply the equations correctly, not being able to remember them correctly.”

(Teacher – responding in a personal capacity)

Respondents who disagreed with the proposal said that students in this cohort had not had their GCSE years disrupted by the pandemic and some had already spent valuable time learning the equations. There was also concern about the impact of this support on grade boundaries and that it might mean that some low-demand questions would be removed.

“ My classes have been learning these since the start of year 10. I feel even if the changes were confirmed now, I will have wasted significant teaching time.”

(Teacher – responding in a personal capacity)

“ The equations in physics are a huge part of the marks available and to take that away when, for some students, that could be the only way that they could pass their exam would mean that some students would struggle more for marks as there would be more challenging questions.”

(Student)

“ By far the majority of students got all or nearly all calculations correct this year. It raises the grade boundaries and is a disadvantage to those who would bother to learn the equations. It makes the exam less discriminating in terms of separating out the different grade students.”

(School or college)

Equality impact

As a public body, Ofqual is subject to the public sector equality duty. The consultation considered whether these proposals might impact (positively or negatively) on students who share particular protected characteristics.

Question 5

Are there other potential equality impacts that we have not explored?

Question 5 response	Count	Percentage
Yes	1,058	12.9%

No	7,129	87.1%
Total number of responses		
Question 5: Response provided	8,187	
Question 5: No response	2	
Survey total responses	8,189	

Almost all respondents answered this question with most respondents answering 'no' (87.1%).

Question 6

If yes, what are they?

There were 965 responses to this question, with some respondents who had answered 'no' to the previous question also providing comments. Many of the comments identified wider impacts that go beyond protected characteristics^[footnote 1].

A few respondents expressed concerns that students with special educational needs and disabilities (SEND) would be disadvantaged by the proposals.

“ SEN students coping with the extra sheet [may be impacted by the proposals]. [If it was] Printed as part of the paper [it] would feel less overwhelming.”

(Teacher – responding in a personal capacity)

“Flipping between a formula sheet and question paper might be difficult for

students who find managing themselves difficult.” (Teacher – responding in a personal capacity)

A few respondents expressed concerns that students for whom English is an additional language (EAL) could be disadvantaged by the proposals.

“ Will EAL students be given access to either a translated version of the formulae sheet or use of a translator to do this?”

(Teacher – responding in a personal capacity)

“ If you keep the current arrangement, rather than modifying the formula sheet and including only the formula without descriptions, then pupils with English as an additional language are being penalised as many will need more time to process the formula sheet text on top of the text of the question. This is something which only including the basic lettering of the equation avoids.”

(Teacher – responding in a personal capacity)

However, most comments related to the impact of the COVID-19 pandemic more generally, rather than addressing the impacts directly associated with the consultation proposals. For example, SEND students who, due to the pandemic, have not been able to access their normal learning support, or students whose homes, due to the pandemic, are not conducive to study. These comments were outside the scope of the proposals in the consultation.

Some respondents expressed concerns that some students were more affected by the COVID-19 pandemic than others:

- Students that had had more time off school than others:

“ ...I've had COVID twice and both times I had to isolate for more than 14 days...I have lost family members due to the COVID pandemic which has deprived me of the ability to pay full attention in lessons.”

(Student)

“ Some students may have lost several more weeks of education through lockdowns than others, suffering more anxiety and disruption to

education.”

(Teacher – responding in a personal capacity)

“ My child doesn’t have caring responsibilities but I am immune suppressed so there were times where I was too scared to send him to school!”

(Parent or carer)

- Students that developed mental health issues during the lockdown period which now might impact their ability to engage with schooling.

“Those children who have been severely affected with mental health issues due to lockdown and who have subsequently lost even more school days due to their condition.” (Parent or carer)

“Two years of disrupted learning (and everything else) has had a huge impact on the mental health of many of our pupils.” (Exams officer or manager)

“Many more young people have depression and anxiety, and anxiety is the leading reason provided by persistent absentees.” (Teacher – responding in a personal capacity)

Respondents raised the issues of disruption to learning during the pandemic for all year groups. These concerns were sometimes attached to comments about the mental health of students and the quality of educational provision during the pandemic.

“Due to the coronavirus, online learning was not as effective as being in a classroom. Due to this, students could not gain a full education.” (Student)

“Students that have had disrupted teaching due to high turnover of staff due to illness or cover as it’s so hard to get continuity of teaching.” (Parent or carer)

“We have had lockdown affecting our year 9 and our first year in GCSE and it affected our learning a lot by not being able to move on in year 10 because of having to do over year 9 so we are behind.” (Student)

“Children with two working parents who were unable to supervise home

learning for children throughout the pandemic.” (Parent or carer)

Question 7

Do you have any suggestions for how any potential negative impacts on particular groups of students could be mitigated?

There were 863 responses to this question.

Most respondents expressed the view that while the proposals were welcomed for providing additional support, further steps should be taken to maximise their effectiveness.

A few respondents suggested that the formulae and equations should be attached to specific questions that require the use of formulae and equations. Comments suggesting this approach often noted that SEND students may struggle with having to navigate between the question and the formulae or revised equation sheet.

“ Neurodiversity can make it difficult to remember to check a formulae sheet. To ensure everyone receives support just put the formulae next to the question.”

(Parent or carer)

Conversely, a few respondents suggested that inclusion of a formulae or revised equation sheet could disadvantage SEND students because students with SEND might struggle with changes.

“ Students with SEND who do not cope with changes well. Keep the rules as they are, stop changing things.”

(Teacher – responding in a personal capacity)

A few respondents suggested that the formulae and revised equation sheets should be edited or translated to be more accessible for EAL students. (It is important to note that this would be contrary to Ofqual’s

General Conditions of Recognition (G2.1), therefore, it is not something that exam boards could consider.)

“ Will EAL students be given access to either a translated version of the formulae sheet or use of a translator to do this?”

(Teacher – responding in a personal capacity)

“ Those who speak English as a second language should have their GCSE paper translated into their own language or an interpreter should sit and translate the questions and their responses.”

(Student)

A few respondents suggested changes to exam arrangements (such as allowing extra time for students to read the formulae and revised equation sheets) or that the formulae and revised equation sheets should be edited or printed in different formats to be more accessible for some SEND students.

“ Support, reading out questions, exam on computer, extra time.”

(Teacher – responding in a personal capacity)

“ Provide revised equation sheet to students in all formats – braille, large print, Makaton, coloured paper etc...”

(Teacher – responding in a personal capacity)

Most responses fell outside of the scope of the consultation, focussing on a range of wider changes that, in their opinion, would benefit all students, rather than addressing possible negative impacts of the introduction of the proposals and mitigations for groups of students. For example, the use of a modular exam system, giving advanced information, removing the need for formulae in exams and returning to the use of coursework to reduce pressure on exams.

Regulatory impact

Question 8

We have set out our understanding of the cost implications and burdens of our proposals for schools, colleges and exam boards. Are there additional activities associated with providing students with formulae and revised equation sheets in their GCSE mathematics, physics and combined science exams that we have not identified?

Question 8 response	Count	Percentage
Yes	503	6.1%
No	7,684	93.8%

Total number of responses	Count
Question 8: Response provided	8,187
Question 8: No response	2
Survey total responses	8,189

Almost all respondents answered this question with the majority answering 'no' (93.8%).

Question 9

If yes, what are they?

There were 410 responses to this question, with many respondents who

answered 'no' to the previous question also providing comments.

A few respondents commented that some schools have already spent time teaching the formulae that may now be given on the formulae and equation sheets, therefore, that time has been wasted.

“ We will have already lost teaching time in the teaching of equations that may no longer need to be remembered. This is alongside the costs we incur in providing the revision and learning materials for this purpose.”

(Teacher – responding in a personal capacity)

A few respondents raised the need for exam boards to change exam papers to reflect the provision of formulae and revised equation sheets.

“ The papers should be written to reflect the existence of the formulae sheet. Marks should not be given for recall of equations on the higher paper, but more questions involving multistep calculations can be put into place as the inability to recall would no longer be a factor and it would be a pure test of mathematical skill.”

(School or college)

“ The exam boards must properly change exam questions so that marks are not given simply for copying equations from the given sheet.”

(Teacher – responding in a personal capacity)

“ Some of the questions in the physics 2022 paper were not necessary. Asking them to copy the equation for a one-mark answer should be removed. Allow students to show their understanding and application of the equation sheet rather than worthlessly asking them to copy from the equation sheet.”

(Teacher – responding in a personal capacity)

A few respondents raised the need to quickly clarify the position on formulae and revised equation sheets to reduce the burden on teachers and students. For example, clarification about the format of the sheets, how they will be presented to the students and how they will be included in the exam paper. This point was often raised alongside the need for time to teach

students how to use the sheets. Additionally, respondents raised the need for time to prepare for internal assessments such as mock exams.

“ Most schools do mock exams this term. They need to set these according to the actual process to be used next summer. There are no secure past papers that don't require the extended equation sheet for physics examinations.”

(Examiner)

“ Keep the format of the equation sheets the same and confirm their use as soon as possible so we can support pupils in using them. February is too late to embed practice and wasted time if we have been directing pupils to learn the equations.”

(Academy chain)

Question 10

What additional costs do you expect you would incur if the proposed changes to the exam and assessment arrangements were carried forward for summer 2022?

There were 1,223 responses to this question.

Many respondents raised concerns around the costs involved (both financial cost and time costs) in printing the formulae and revised equation sheets, or otherwise editing mock exam papers.

“ The production, insertion and print costs of formulae sheets will cost approximately £10,000. There will be minor costs associated with the additional checks needed to ensure additions to question papers are made accurately and consistently.”

(Awarding body or exam board)

“ All students would have to be provided with a formulae sheet at the start

and throughout the year. This would require a large amount of organisation and printing.”

(Teacher – responding in a personal capacity)

“ Photocopying costs for these to be added to class workbooks, classroom displays and for use in mock examinations.”

(Teacher – responding in a personal capacity).

Question 11

Do you have any suggestions for alternative approaches that could reduce burden and costs?

There were 730 responses to this question.

Many respondents gave suggestions for how to remove the need for a paper copy of the formulae or revised equation sheets, for example through laminating the sheets enabling re-use, screening the sheet electronically in the exam halls or attaching the formulae/equations to the relevant questions in the exam papers.

“ Incorporate the formulae into the question instead of a separate sheet.”

(Teacher – responding in a personal capacity)

“ Use the formulae sheets from last year instead of printing new ones.”

(School or college)

Many responses made comments that extended beyond the scope of the consultation. For example, a few respondents suggested significant changes to the wider examination procedures such as timetabling, or requested advanced information, or made comments relating to other subjects for example, information on required practical elements of science papers.

Annex A: List of organisational respondents

When completing the consultation questionnaire, respondents were asked to indicate whether they were responding as an individual or on behalf of an organisation.

These are the organisations that submitted a non-confidential response:

- Abbey Grange C of E Academy
- Abbot Beyne School
- Abbot's Hill School
- Accord Multi Academy Trust
- Adult Learning North Yorkshire
- Alder Community High School
- Alderman White School
- All Saints Catholic High School
- Allerton High School
- Appleby Grammar School
- AQA
- Archbishop Temple School
- Ark Academy
- Ark Alexandra Academy
- Ark Bolingbroke Academy
- Armfield Academy
- Arthur Terry School
- Ash Manor School
- Ashfield Comprehensive School
- ASCL (Association of School and College Leaders)
- Astrea Academy Trust
- Attleborough Academy
- Audenshaw School
- Aylsham High

- Aylward Academy
- Backwell School
- Bancroft's School
- Barnwood Park School
- BBG Academy
- Beacon Hill Academy
- Bedale High School
- Beechen Cliff School
- Benjamin Britten High School
- Berkeley Green UTC
- Bexhill Academy
- Bishop Stopford's school
- Bishop Wordsworth's School
- Bitterne Park School
- Blackfen School for Girls
- Blessed Thomas Holford Catholic College
- Bloxham School
- Bluecoat Aspley Academy
- Bradfield School
- Bradford Girls' Grammar School
- Bramhall High School
- Brampton College
- Brayton Academy
- Brentwood School
- Bridgewater School
- Brighthouse High School
- Brimsham Green school
- Broadlands Academy
- Broadway Academy
- Bungay High School
- Bury Church of England High School
- Caldew School

- Canons High School
- Cansfield High School
- Cardinal Newman Catholic School
- Cardinal Wiseman Catholic School
- Carlton Bolling
- Carmel College
- Central Lancaster High School
- Chailey School
- Charters School
- Cheltenham Bournside School
- Chenderit School
- CHES Academy
- Chester Catholic High School
- Chesterfield High School
- City of London Academy
- Clapton Girls' Academy
- Clayesmore School
- Cognita
- Colchester Academy
- Collingwood College
- Colne Primet Academy
- Colyton Grammar School
- Confederation of School Trusts
- Connaught School for Girls
- Constellation Trust
- Corbet School
- Corfe Hills School
- Corpus Christi Catholic High School
- Cottesloe School
- County Durham and Darlington NHS Foundation Trust
- Court Field School
- Court Moor School

- Cowley International College
- Crawshaw Academy
- Crofton School
- Crown Hills Community College
- Culcheth high school
- Culford School
- Cundall Manor School
- Dartford Science and Technology College
- Darwen Vale High School
- De Lacy Academy
- Delta Academies Trust
- Dene Academy
- Derby Cathedral School
- Derby Moor Spencer Academy
- Ditcham Park School
- Dixons Trinity Chapelton
- Dormston School
- Duke's Secondary School
- Dyson Perrins Academy
- E21C (Education for the 21st Century)
- East Leake Academy
- Ecclesfield School
- Eden Girls' School Star Academies
- Edgbaston High School for Girls
- Eggar's School
- Eltham Hill School
- Enfield County School for Girls
- Erasmus Darwin Academy
- Faringdon Community College
- Farnborough Spencer Academy
- Farnham Heath End School
- Felixstowe School

- Ferryhill School
- Fleetwood High School
- Footman Education Limited
- Fred Longworth High School
- Frederick Gough School
- Freeman Johnson
- Friary School
- Frome College
- Fulford School
- Fullhurst Community College
- Furze Platt Senior School
- Future Academies Watford
- Fylde Coast Academy Trust
- Goodwin Academy
- Gordano School
- Great Western Academy
- Greenford High School
- Grove School
- Guiseley School
- Haggerston School
- Hampton High
- Hampton School
- Handsworth Grange Community Sports College
- Harris Academy Sutton
- Harris Invictus Academy Croydon
- Harrow College
- Hartismere School
- Harwich and Dovercourt High School
- Hayesfield Girls' school
- Hazel Grove High School
- Hazelwick School
- Healing Academy

- Hedingham School and Sixth Form
- Hele's School
- Herne Bay High School
- Hessle High School
- Hetton Academy
- High Storrs School
- Hilbre High School
- Hodge Hill Girls School
- Hodgson Academy
- Holy Cross Catholic High School
- Holy Family Catholic High School
- Holyrood Academy
- Hope Academy
- Horsforth School
- Huddersfield Grammar School
- Humphry Davy School
- Hurst School
- ICS Learn
- Imberhorne School
- Independent Schools Council
- Ipswich Academy
- Ipswich High School
- James Calvert Spence College
- Jane Austen College
- John Hanson Community School
- John Spendluffe Technology College
- Kendrick School
- King Edward VI Northfield School for Girls
- King Edward VII Academy
- King Fahad Academy
- King James I Academy
- King's Leadership Academy

- Kingsdale Foundation School
- Kingsley Academy
- Kingsway Park High School
- Langley Park School for Boys
- Langley School
- Lathom High School
- Lavington School
- Le Rocquier School
- Leigh Academies Trust
- Leventhorpe school
- Lode Heath School
- Lord Lawson of Beamish Academy
- Lord Wandsworth college
- Loreto College
- Lutterworth High School
- Lynn Grove Academy
- Macmillan Academy
- Madeley Academy
- Mark Hall Academy
- Matravers School
- Mayflower High School
- Melksham Oak
- Meridian High School
- Miltoncross Academy
- Minsthorpe Community College
- Monk's Walk School
- Monkton Combe School
- Moseley Park
- Mounts Bay Academy
- Mulberry School
- NAHT
- National Education Union

- Nene Park Academy
- Newquay Tretherras
- NEXUS Camborne Science and International Academy
- Nixon Global Education and Psychology Ltd
- NK Tutoring
- Northgate High School
- Northolt High School
- Norton Hill School
- Nottingham Girls' High School
- Oakley College
- Oakwood High School
- Orchard Mead Academy
- Orminston Bolingbroke Academy
- Ormiston Ilkeston Enterprise Academy
- Ormskirk School
- Our Lady Queen of Peace Catholic Engineering College
- Our Lady's Catholic High School
- Outwood Academy City Fields
- Outwood Academy Normanby
- Outwood Grange Academies Trust
- Paradigm Trust
- Park Vale Academy
- Parklands High School
- Parkside Academy
- Parkside Community School
- Parrenthorn High School
- Patcham High School
- Pearson
- Penair School
- Pendle Vale College
- Phoenix Collegiate
- Pilton Community College

- Pimlico Academy
- Plymouth College
- Poltair School
- Presdales School
- Q3 Academy Langley
- Queen Elizabeth's Grammar School
- Queens Park Community School
- Radley College
- Rainham School for Girls
- Rastrick High School
- Reading School
- Redhill Academy
- Redland Green School
- Redmoor Academy
- Richmond School and Sixth Form College
- Ripley St Thomas Church of England Academy
- Risedale School
- Rivers Academy West London
- Robert Blake School
- Robertsbridge Community College
- Roundwood Park School
- Royal Alexandra and Albert School
- Russell Education Trust
- Ryde Academy
- Saint Benedict's Catholic Academy
- Saint Cecilia's Church of England School
- Saint Nicholas School
- Saint Thomas More Language College
- Salford City College
- Sapientia Education Trust
- Saracens High School
- School 21

- Sedgefield Community College
- Seven Kings School
- Sharples School
- Shire Oak Academy
- Shuttleworth College
- Sidney Stringer Academy
- Sir John Colfox Academy
- Sir William Borlase's Grammar School
- Sirius Academy West
- Skinners' Academy
- Slough and Eton School
- Soar Valley College
- Southend High School for Girls
- Spalding Academy
- St Aloysius College
- St Ambrose Barlow RC High School Swinton
- St Anne's Catholic High School for Girls
- St Bartholomew's School
- St Catherine's School
- St Crispin's Grammar School
- St Damian's RC Science College
- St Edmund Arrowsmith Catholic High School
- St Edmund's Catholic School
- St George's Ascot
- St Georges Church of England Foundation School
- St Helena School
- St Ignatius College
- St James School
- St James's Church of England High School
- St John's Catholic School & Sixth Form College
- St John's Marlborough
- St Joseph's School, Launceston

- St Julie's Catholic High School
- St Leonard's Catholic School
- St Margaret's Academy Liverpool
- St Mary's Catholic High School
- St Michael's Catholic Academy
- St Richard Reynolds Catholic College
- St Thomas More Catholic Comprehensive School
- St Ursula's Convent School
- Staffordshire University Academy
- Stanborough School
- Star Academies
- Stephen Perse Foundation
- Stockland Green School
- Stradbroke High School
- Stratford Girls Grammar School
- Sum Maths Tuition
- Sutton Trust
- Swanshurst School
- Sydenham School
- Tamworth Enterprise College
- Testbourne Community School
- The Academy at Shotton Hall
- The Avon Valley School
- The Axholme Academy
- The Beacon School
- The British School Al Khubairat
- The Bulmershe School
- The Charter School North Dulwich
- The Chase School
- The Cherwell School
- The Compton School
- The Cottesloe School

- The Crestwood School
- The de Ferrers Academy
- The Dormston School
- The Gilbert School
- The Grange School
- The Hayfield School
- The Holy Cross School
- The Joseph Whitaker School
- The Kemnal Academies Trust
- The King's School
- The Leigh Academies Trust
- The Market Bosworth School
- The Market Weighton School
- The Marvell College
- The Mountbatten School
- The Nobel School
- The Norton Knatchbull School
- The Oldershaw School
- The Polesworth School
- The Portsmouth Academy
- The Royal Hospital School
- The Samworth Church Academy
- The South Wolds Academy and Sixth Form
- The Spires College
- The Sweyne Park School
- The Trafalgar School
- The Unicorn School
- The University of Manchester
- The Weald School
- The Westleigh School
- The Weston Road Academy
- Thomas Knyvett College

- Thornden School
- Tile Cross Academy
- Trentham Academy
- Tresham college
- Trinity Academy Bradford
- Trinity High School and Sixth Form Centre
- Unity College
- Uplands Academy
- Upton-by-Chester High School
- UTC Leeds
- Vandyke School
- Venturers Trust
- Waldegrave School
- Walthamstow School for Girls
- Warden Park Secondary Academy
- Washington Academy
- Waterhead Academy
- Wath Academy
- Wave Multi Academy Trust
- West Hill School
- Westcliff High School for Girls
- Westcountry Schools Trust
- Westfield School
- Weston Road Academy
- Weydon School
- Wildern school
- Willingdon Community School
- Wilsthorpe School
- Winchmore School
- Winifred Holtby Academy
- Wirral Grammar School for Girls
- Witchford Village College

- WJEC
- Wolfreton School and Sixth Form College
- Wombourne High School
- Woodbrook Vale School
- Woodford County High School
- Woodham Academy
- Woolmer Hill School
- Wright Robinson College

-
-
1. The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. [↪](#)

[Back to top](#)

Is this page useful?

Yes

No

Report a problem with this page

Topics

[Benefits](#)

[Births, death, marriages and care](#)

[Business and self-employed](#)

[Education and learning](#)

[Employing people](#)

[Environment and countryside](#)

Government activity

[Departments](#)

[News](#)

[Guidance and regulation](#)

[Childcare and parenting](#)

[Housing and local services](#)

[Research and statistics](#)

[Citizenship and living in the UK](#)

[Money and tax](#)

[Policy papers and consultations](#)

[Cost of living support](#)

[Passports, travel and living abroad](#)

[Transparency](#)

[Crime, justice and the law](#)

[Visas and immigration](#)

[How government works](#)

[Disabled people](#)

[Working, jobs and pensions](#)

[Get involved](#)

[Driving and transport](#)

[Help](#) [Privacy](#) [Cookies](#) [Accessibility statement](#) [Contact](#) [Terms and conditions](#)

[Rhestr o Wasanaethau Cymraeg](#) [Government Digital Service](#)

All content is available under the [Open Government Licence v3.0](#), except where otherwise stated



© Crown copyright