Academic year 2024/25

A level and other 16 to 18 results

This is the latest release

Accredited

Published	12 February 2026
Last updated	12 February 2026

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12 February 2026
Updated with revised data for the 2024/25 academic year, including additional data sets on "Value added" and Multi-academy trust attainment.

20 November 2025
16-18 Transition Matrices and Ready Reckoner links fixed

Release type	Accredited official statistics
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Produced by	Department for Education

This statistical release focuses on the A level and other results of students at the end of 16-18 study in 2024/25 in schools and colleges in England. This revised release includes student characteristic breakdowns such as disadvantage status, Special Educational Needs status and ethnicity.

Comparisons are made to revised data for 2023/24.

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Methodologies

A level and other 16 to 18 results

Headline facts and figures - 2024/25

Average A level result

B-

No change in average grade from 2023/24 (35.55 points to 36.09 points)

Average applied general result

Merit+

No change in average grade from 2023/24 (29.17 points to 29.97 points)

Average tech level result

Merit+

No change in average grade from 2023/24 (28.14 points to 28.86 points)

Average technical certificate result

L2Merit-

No change in average grade from 2022/23 (5.63 to 5.60 points)

- A level average point score per entry (APS) is slightly higher than 2023/24, however the average grade has remained the same. Across the applied general and tech level cohorts the APS has risen slightly when compared to last year, by 0.8pts and 0.7pts respectively.
- Gaps between disadvantaged and non-disadvantaged students remained broadly unchanged in comparison to last year for the level 3 cohorts.
- Within the A level and applied general cohort, female students continue to achieve higher average point scores (APS) compared to male students, as has been the trend for the past five years.
- The rank order of attainment by ethnicity has remained broadly unchanged at A level for the last five years; the White ethnic group has had the highest APS and the Black or Black British ethnic group has had the lowest APS.
- For students who did not achieve a grade 4 or above at key stage 4, 81.2% of

students entered an approved English qualification, and 82.3% of students entered an approved maths qualification during 16-18 study. Of these students, 38.8% and 33.3% of English and maths students respectively improved their point score.

Explore data and files used in this release

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Additional supporting files

Hide

All supporting files from this release are listed for individual download below:

KS5 transition matrices (2025 revised) (csv, 1 Mb)
Transition matrices data used for visualising the progress of pupils aged 16 to 18 from key stage 4 (KS4) to key stage 5 (KS5).

KS5 transition matrices notes (docx, 34 Kb)
Instructions to accompany the transition matrices data.

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View related dashboard(s)

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> **Access the 16 to 18 time series attainment and single year entry dashboard (opens in new tab)**

This dashboard allows users to explore time series data for 16 to 18 qualifications in England. It brings together figures compiled from the current and previous versions of the ‘A level and other 16 to 18 results’, with focus on headline attainment measures and subject entries data.

> **Access the 16-18 Transition Matrices dashboard (opens in new tab)**

Transition matrices (TM) are a useful tool to help visualise the progression from different groups of attainment at key stage 4 (KS4) to outcomes achieved during 16 to 18 for a range of different subjects.

> **Access the 16-18 Ready Reckoner (opens in new tab)**

The 16-18 ready reckoner is a tool that can be used to both understand the value added model better, and to manipulate student data and inform target setting.

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About the data

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Changes from provisional 2024/25 data

This updated release is based on revised data. Since the release of provisional data in November, amendments to the data have been made by schools and colleges through a 'checking exercise'. More details on the checking exercise and changes in numbers from the provisional release are given in the methodology documentation.

We have also added information to the underlying data tables on:

- Value added measures;
- Performance in Multi academy Trusts (MATs); and
- Institution-level data (also available via Compare School & College Performance)

A/AS levels and vocational and technical qualifications (VTQs) awarded in summer 2025 and published in August

Statistics in this release for 2024/25 include grades received by students as announced on 14 August 2025. The exam grades have been matched to students to enable student level analyses.

Breakdowns of the A/AS level grades achieved in summer 2025 were previously published on results day by the Joint Council for Qualifications (JCQ) (opens in new tab). These statistics were at exam entry level for students of all ages in England and the UK. However, data in this statistical release covers exam entries by 16 to 18 year olds in schools and colleges in England.

T Level outcomes are not included in this statistical release, but provisional results for 2024/25 were published by DfE in August for students who had started a T Level in England in 2023/24.

In addition, Ofqual (opens in new tab) also routinely publish statistics on results day for students in England.

Performance measures methodology

Further details on specific performance measures methodology, qualifications approved for reporting, and determining when a student is at the end of 16-18 study are given in methodology documentation.

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Introduction: students and results reported in these statistics

Hide

Qualifications are grouped into A level (subset of Academic), applied general, and tech level exam cohorts at level 3, and technical certificates at level 2. Applied general, tech level and technical certificates are 'vocational and technical qualifications' (VTQs). Students can be reported in more than one exam cohort. Further detail on the cohorts is available in 16 to 18 accountability headline measures: technical guide (opens in new tab).

The number of students in the level 3 cohort has fallen

Compared to 2023/24, the number of students at the end of 16-18 study has increased by 2.7%, however the number of students in the level 3 cohort has fallen by 2.2%. This decrease is largely driven by the tech level cohort, which like last year, has continued to reduce, falling by 9.2%.

The A level cohort, which includes some students who just enter AS levels, has remained relatively level, unlike in previous years which has seen a steady rise. This was following an initial decline when A and AS levels were decoupled during A level reform (opens in new tab).

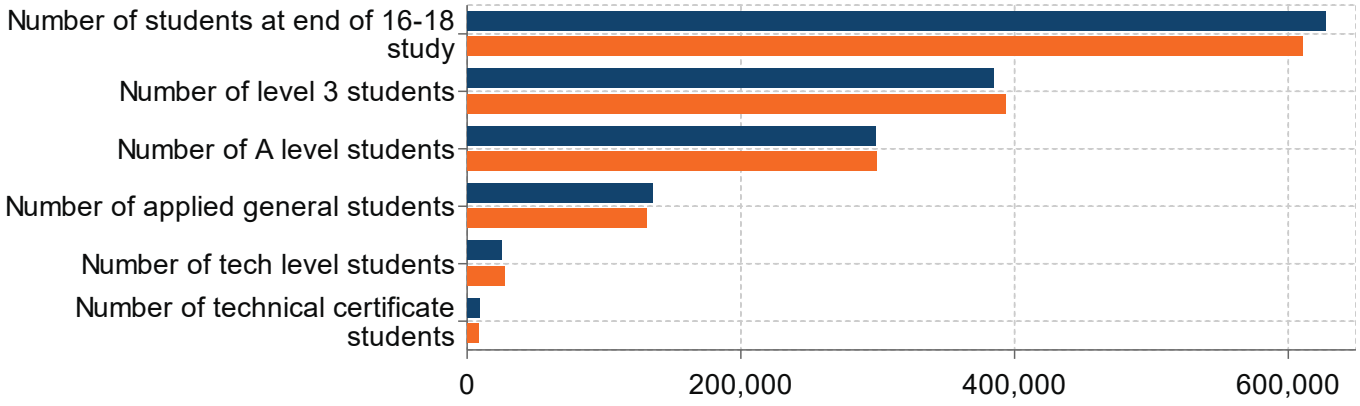
The increase in the A level cohort size in 2021/22 and 2022/23 coincided with more students getting higher GCSE grades at KS4 two years earlier when students received centre-assessment and teacher assessed grades (CAGs and TAGs).

In 2024/25 the technical certificate cohort (who generally enter the qualification in their first year of their 16 to 18 study) has increased compared to last year (4.9%). Lower student numbers in 2021/22 and 2022/23 were due to removing grades awarded through CAG/TAG, where the pattern of early entries meant this cohort was more strongly impacted (see section ‘Changes introduced in the 2021/22 release’ of the Methodology).

Chart | Table

▶ Export options

The number of students in the level 3 cohort has fallen.



All students, England, 2024/25

All students, England, 2023/24

Footnotes

1. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

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Attainment

Hide

> These figures give the average points and average result that students achieved throughout their 16 to 18 study. Points are given to all qualifications approved for reporting so we can compare qualifications of different size and grading structures. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates.

A level average point score per entry (APS) is slightly higher than last year

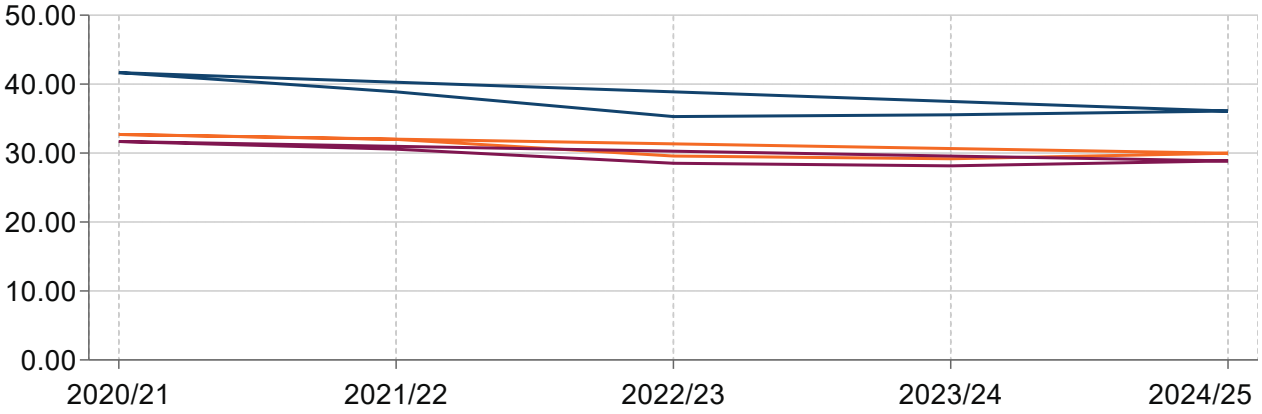
The A level average point score per entry (APS) has risen from 35.55 to 36.09 when compared to last year. (NB, for all level 3 qualifications a change in 1pt corresponds to a change of 1/10th of a grade; meaning this slight annual increase in A level attainment of 0.5 pts translates into an increase of just 1/20th of a grade).

Across the applied general and tech level cohorts the APS has risen slightly when compared to last year, by 0.8pts and 0.7pts respectively.

Chart | Table

▶ Export options

Average point scores (APS) for the level 3 cohorts have risen slightly in comparison to last year



- APS per A level entry
- APS per applied general entry
- APS per tech level entry

Footnotes

1. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the technical guide for 16 to 18 accountability measures (opens in new tab).
2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

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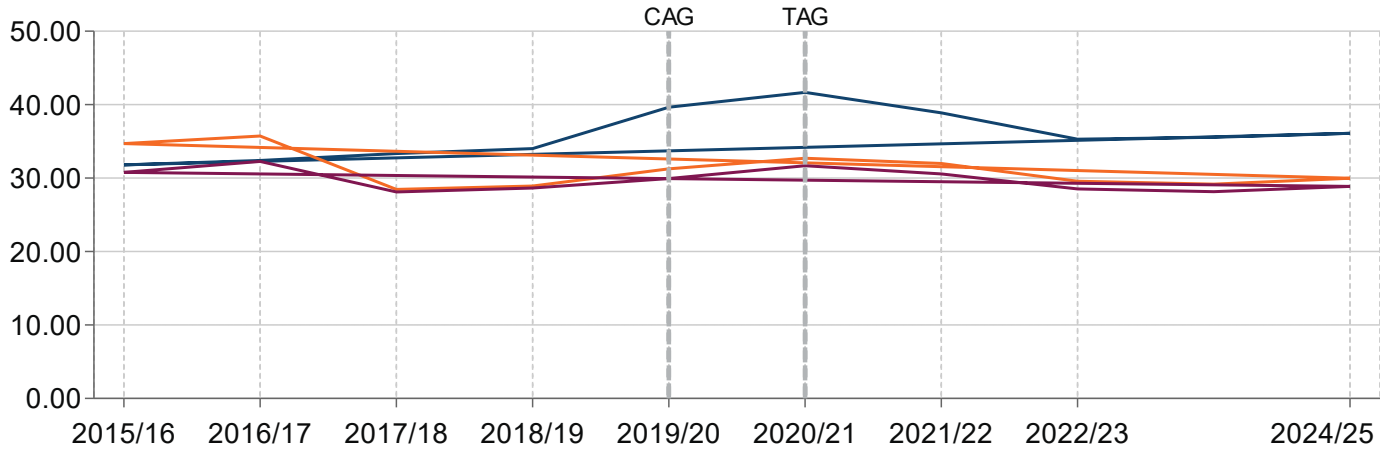
Chart | Table

▶ Export options

Average point score (APS) timeseries for the level 3 cohorts.



- APS per A level entry
- APS per applied general entry
- APS per tech level entry

Footnotes

1. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

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Retention

Hide

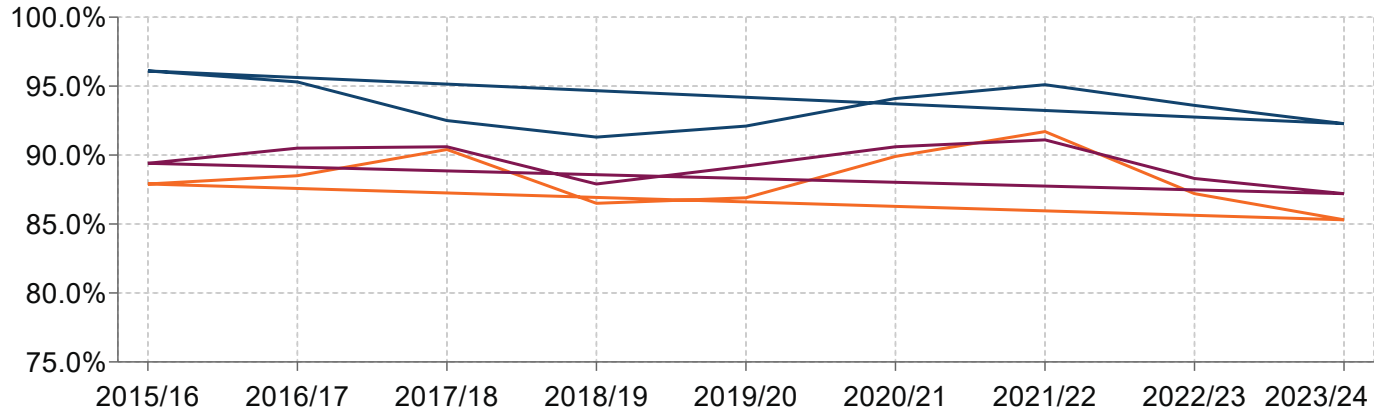
The retention measure shows the percentage of students who are retained to the end of the ‘core aim’ (or main learning aim) of their study programme at a school or college. More details on the underlying methodology are given in the methodology documentation.

The most recent retention data available is for 2023/24 - an update to this statistical release with 2024/25 retention figures is expected to be released in March 2026.

Chart | Table

▶ Export options

In 2023/24, all level 3 cohorts observe a drop in retention compared to the previous year



- % retained (A level, England)
- % retained (Applied general, England)
- % retained (Tech level, England)

Footnotes

1. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

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The retention rates across all level 3 study programmes fell in 2023/24 when compared to 2022/23, continuing the trend of decreasing retention rates. Applied general and tech level retention rates were at their lowest since the retention measure was introduced in 2015/16. Falling retention rates in 2023/24 may be linked to the previously observed increase in the number of students entering level 3 qualifications in 2021/22 and 2022/23, having received higher centre-assessment grade and teacher assessed grade (CAG and TAG) GCSEs earlier at Key Stage 4 in 2019/20 and 2020/21. Students unable to complete their level 3 courses will tend to be flagged as being at the end of 16-18 study after 3 years, i.e. if students with TAG GCSE grades are less likely to be retained in level 3 courses, the impact on retention rates will have been observed in 2023/24.

A level programmes continued to have the highest retention rates, as has been the case since 2015/16, when the measure was introduced. Applied general programmes had the lowest level 3 retention rates, which has been the general trend for the past five years with the notable exception of 2021/22.

Technical certificate programmes continued to have a lower retention rate than the level 3 programmes. They have also seen a fall in retention rate in 2023/24 when compared to the previous year.

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Results by disadvantage status

Hide

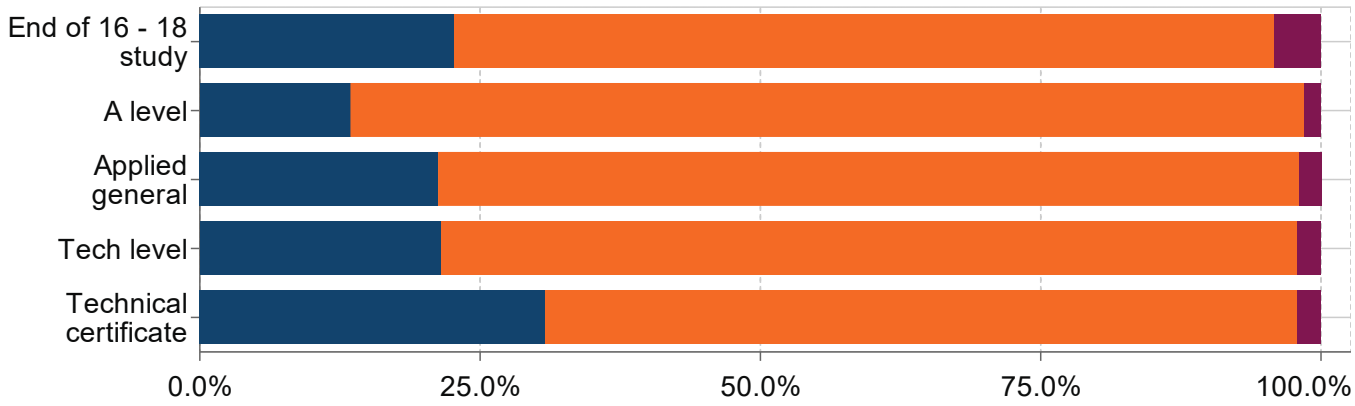
Disadvantaged students are unevenly represented in 16 to 18 cohorts

At the end of 16-18 study, 22.7% of state-funded students were recorded as being disadvantaged in 2024/25. A higher proportion of disadvantaged students study technical certificates compared to the end of 16 to 18 cohort whereas a lower proportion of disadvantaged students study A levels.

Chart | Table

▶ Export options

Students with disadvantaged status are overrepresented in the technical certificate cohort and underrepresented in the A level cohort.



Proportion of students (Disadvantaged, England, 2024/25)
Proportion of students (Non-Disadvantaged, England, 2024/25)
Proportion of students (Unknown disadvantaged status, England, 2024/25)

Footnotes

1. Disadvantage status is as reported at the end of key stage 4. Analysis involving disadvantage status includes students at state-funded schools and colleges only.
2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

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Explore data

In 2024/25, the average point scores (APS) for both disadvantaged and non-disadvantaged students have increased slightly compared to last year for each of the A level, applied general, and tech level cohorts.

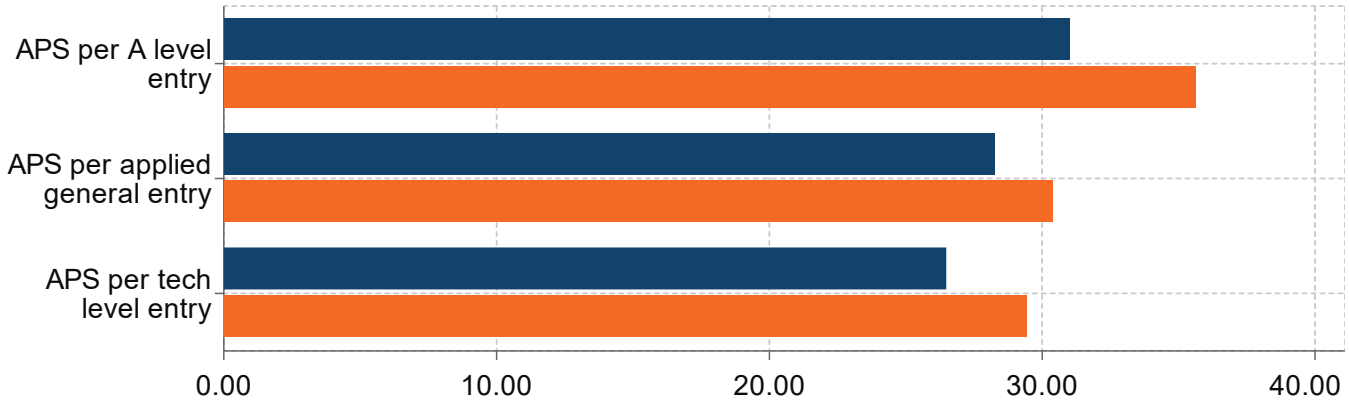
Gaps between disadvantaged and non-disadvantaged students have narrowed slightly in comparison to last year for the A level and applied general cohorts

The A level cohort disadvantage gap has narrowed to 4.6pts, 0.3pts lower than last year. The applied general cohort disadvantage gap has also slightly decreased by 0.2pts from last year, now at 2.1pts, however the tech level disadvantage gap has remained almost level at 3.0pts this year.

Chart | Table

▶ Export options

The average point score (APS) gap between disadvantaged and non-disadvantaged students is highest for the A level cohort.



Disadvantaged, England, 2024/25

Non-Disadvantaged, England, 2024/25

Footnotes

1. Disadvantage status is as reported at the end of key stage 4. Analysis involving disadvantage status includes students at state-funded schools and colleges only.
2. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the technical guide for 16 to 18 accountability measures (opens in new tab).

Show 1 more footnote

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Explore data

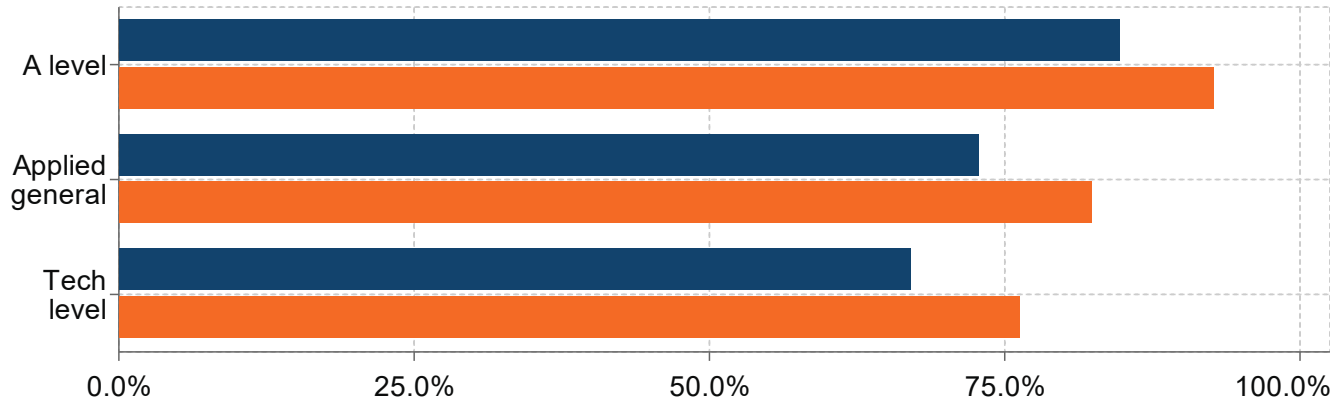
Disadvantaged students also have lower retention rates

To get a fuller picture on the impact of disadvantaged status, this data should be looked at in conjunction with data on retention rates (the percentage of students who have completed their main study programme at a provider). In 2023/24, 92.7% of non-disadvantaged A level students were retained and assessed compared to 84.7% of disadvantaged students. Students can only be included in the APS measure if they are entered for examination i.e. if they are retained and assessed. More information on 2023/24 retention can be found in the 2023/24 version of this statistical release. An update to this statistical release with 2024/25 retention figures is expected to be released in March 2026.

Chart | Table

▶ Export options

Non-disadvantaged students have a higher retained and assessed rate than disadvantaged students across all level 3 cohorts in 2023/24.



% retained and assessed (Disadvantaged, England, 2023/24)

% retained and assessed (Non-Disadvantaged, England, 2023/24)

Footnotes

1. Disadvantage status is as reported at the end of key stage 4. Analysis involving disadvantage status includes students at state-funded schools and colleges only.
2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

Explore and edit this data online

Use our table tool to explore this data.

Explore data

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Results by ethnicity

Hide

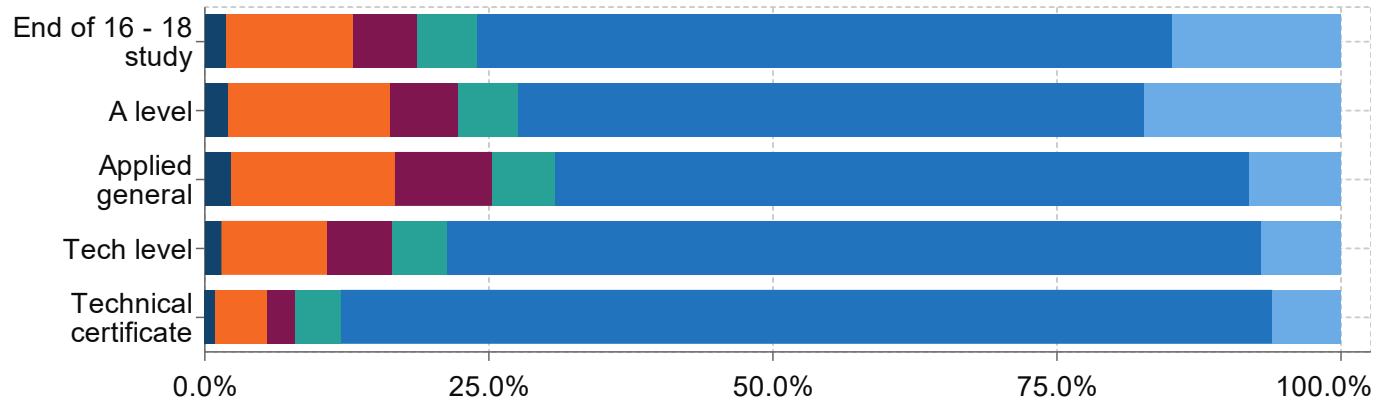
Students are unevenly represented by ethnicity in 16 to 18 cohorts

Students continue to be unevenly distributed across exam cohorts when results are broken down by ethnicity. A higher proportion of Asian or Asian British groups study A level and Applied General when compared to the overall end of 16 to 18 study cohort. The reverse is true for White students, where a higher proportion study technical certificates than the overall end of 16 to 18 cohort.

Chart | Table

▶ Export options

Ethnicity major as a proportion of exam cohort, for students in 2024/25



- Proportion of students (Any other ethnic group, England, 2024/25)
- Proportion of students (Asian or Asian British, England, 2024/25)
- Proportion of students (Black or Black British, England, 2024/25)
- Proportion of students (Mixed Dual background, England, 2024/25)
- Proportion of students (White, England, 2024/25)
- Proportion of students (Unknown ethnicity, England, 2024/25)

Footnotes

1. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

Explore and edit this data online

Use our table tool to explore this data.

Explore data

White students attained the highest average points score (APS) within the A level cohorts in 2024/25

At A level, most ethnicities had broadly similar attainment except for Black or Black British students, which had an average points score (APS) at least 2.3pts lower than that of any other major ethnic group. White students achieved the highest APS, 3.4pts higher than that of Black or Black British students.

The rank order of attainment by ethnicity has remained unchanged at A level for the past five years, including through the COVID-19 pandemic and the changes to the grading processes.

Asian or Asian British students achieved the highest APS within the applied general and tech level cohorts (30.6pts and 29.7pts respectively).

Chart | Table

▶ Export options

Average point score (APS) by ethnicity for the A level cohort between 2020/21 and 2024/25.

			2024/25	2023/24	2022/23	2021/22
Ethnicity	**Asian or Asian British**	**Number of A level students**	42,593	41,505	39,106	36,688
		APS per A level entry	35.07	34.34	33.86	37.52
	Black or Black British	**Number of A level students**	17,699	17,610	16,811	15,444
		APS per	31.90	30.87	30.67	34.06

	A level entry				
Mixed Dual background	**Number of A level students**	16,002	15,709	14,566	13,582
	APS per A level entry	35.23	34.59	34.43	38.09
White	**Number of A level students**	164,614	168,206	168,622	167,568
	APS per A level entry	35.32	34.81	34.60	38.31
Any other ethnic group	**Number of A level students**	6,244	6,191	5,747	5,363
	APS per A level entry	34.15	33.46	33.09	36.74
Unknown ethnicity	**Number of A level students**	51,561	50,114	47,349	45,735
	APS per A level entry	40.93	40.78	40.63	43.79

Show full screen table

Data symbols

Footnotes

1. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the technical guide for 16 to 18 accountability measures (opens in new tab).
2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

Explore and edit this data online

Use our table tool to explore this data.

Explore data

The proportion of disadvantaged students varies greatly across the major ethnicity groups

At A level, 9.5% of White students, 18.2% of Asian or Asian British students, 20.6% of Mixed Dual background students, 33.6% of Black or Black British students, and 34.9% of 'any other ethnic group' students had disadvantage status. This ordering has changed slightly from previous years, where Black or Black British students had the highest proportion of disadvantaged students. The proportion of disadvantaged students will impact on each ethnic group's overall APS.

The disadvantage gap is largest for students from the White ethnic group

Across all level 3 cohorts, non-disadvantaged students attained a higher APS than disadvantaged students across all ethnicity groups.

At A level, the disadvantaged gap is largest for students from the White ethnic group (5.2pts) and smallest for students from the Black or Black British ethnic group (1.7pts). This latter result is driven primarily by the APS for non-disadvantaged Black or Black British students falling below the level achieved by their peers in other ethnic groups.

Chart | Table

▶ Export options

Average point score (APS) by ethnicity and disadvantaged status, for 2024/25.

			Number of A level students	APS per A level entry
Ethnicity	**Any other ethnic group**	**Disadvantaged**	2,142	31.86
		Non-Disadvantaged	3,997	35.37
		Unknown disadvantaged status	0	z
	Asian or Asian British	**Disadvantaged**	7,618	31.68
		Non-Disadvantaged	34,274	35.75
		Unknown disadvantaged status	0	z
	Black or Black British	**Disadvantaged**	5,866	30.71
		Non-Disadvantaged	11,586	32.45

	Unknown disadvantaged status	0	z
Mixed Dual background	**Disadvantaged**	3,242	31.45
	Non-Disadvantaged	12,491	36.02
	Unknown disadvantaged status	0	z
White	**Disadvantaged**	15,438	30.48
	Non-Disadvantaged	147,175	35.73
	Unknown disadvantaged status	0	z
Unknown ethnicity	**Disadvantaged**	813	31.27
	Non-Disadvantaged	12,881	36.58
	Unknown disadvantaged status	3,924	32.01

Show full screen table

Data symbols

Footnotes

1. Disadvantage status is as reported at the end of key stage 4. Analysis involving disadvantage status includes students at state-funded schools and colleges only.

2. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the technical guide for 16 to 18 accountability measures (opens in new tab).

Show 1 more footnote

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Explore data

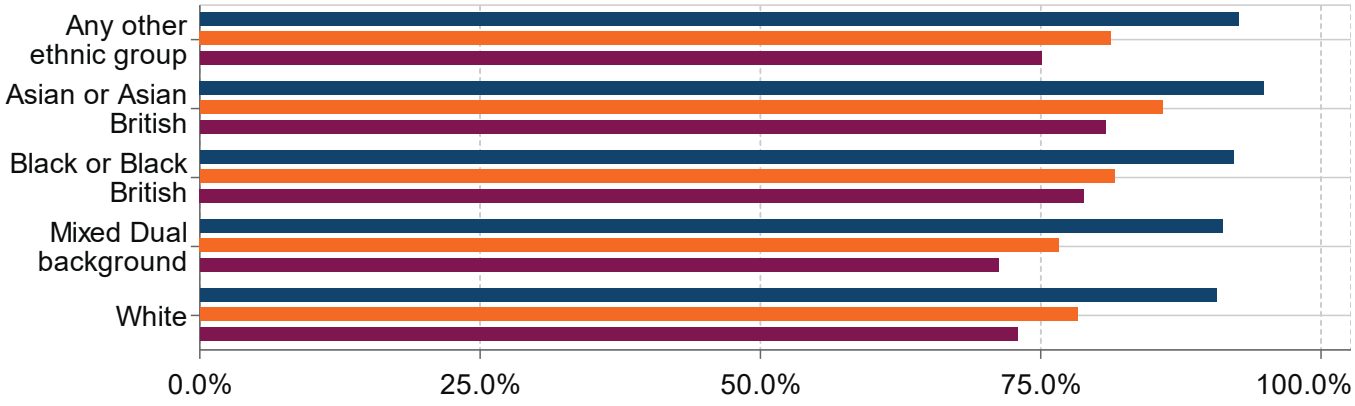
White students also have lower retention rates

To get a fuller picture on the impact of ethnicity, this data should be looked at in conjunction with data on retention rates (the percentage of students who have completed their main study programme at a provider). In 2023/24, 90.7% of White A level students were retained and assessed compared to an average across all students of 91.5%. The Asian or Asian British group had the highest retained and assessed rate at A level at 94.9%. An update to this statistical release with 2024/25 retention figures is expected to be released in March 2026.

Chart | Table

▶ Export options

White A level students have lower retained and assessed rates in 2023/24.



% retained and assessed (A level, England, 2023/24)

% retained and assessed (Applied general, England, 2023/24)

% retained and assessed (Tech level, England, 2023/24)

Footnotes

1. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

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Results by sex

Hide

Female students perform better than male students within the A level and applied general cohort.

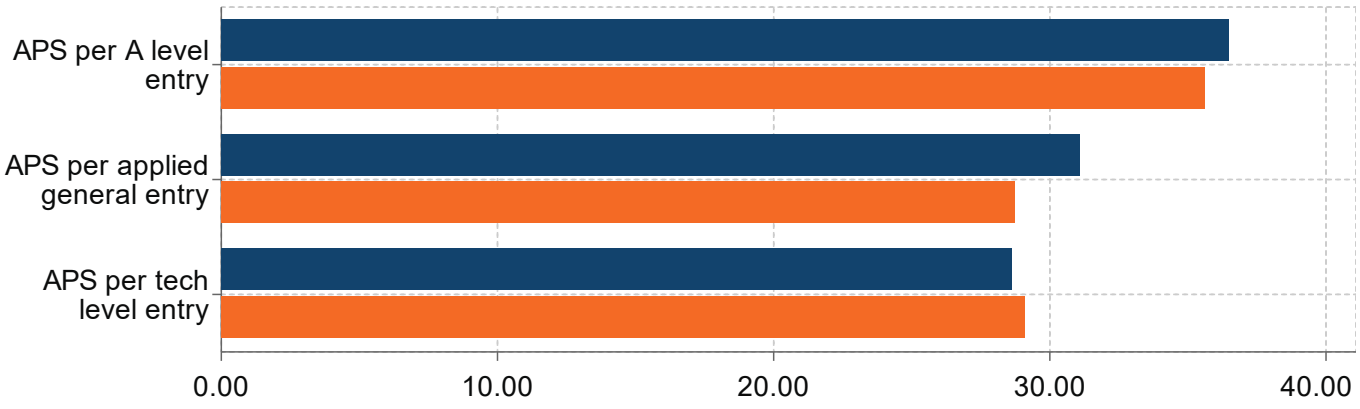
Within the A level and applied general cohort, female students continue to achieve higher average point scores (APS) compared to male students, as has been the trend for the past five years. For A level students, the gap has decreased in comparison to last year, with a difference of 0.9pts in favour of females from 1.2pts. For applied general students the gap is slightly narrower, falling from 2.6pts last year to 2.4pts this year.

For the second consecutive year, the attainment gap between female and male tech level students is in favour of male students. The gap has widened slightly to 0.5pts in favour of males from 0.3pts last year.

Chart | Table

▶ Export options

Average point score (APS) is higher for females than for males within the A level and applied general cohorts, but higher for males within the tech level cohort.



Female, England, 2024/25

Male, England, 2024/25

Footnotes

1. Figures for the total number of students may not match the sum of females and males, as not all institutions recorded the sex for every student.
2. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the technical guide for 16 to 18 accountability measures (opens in new tab).

Show 1 more footnote

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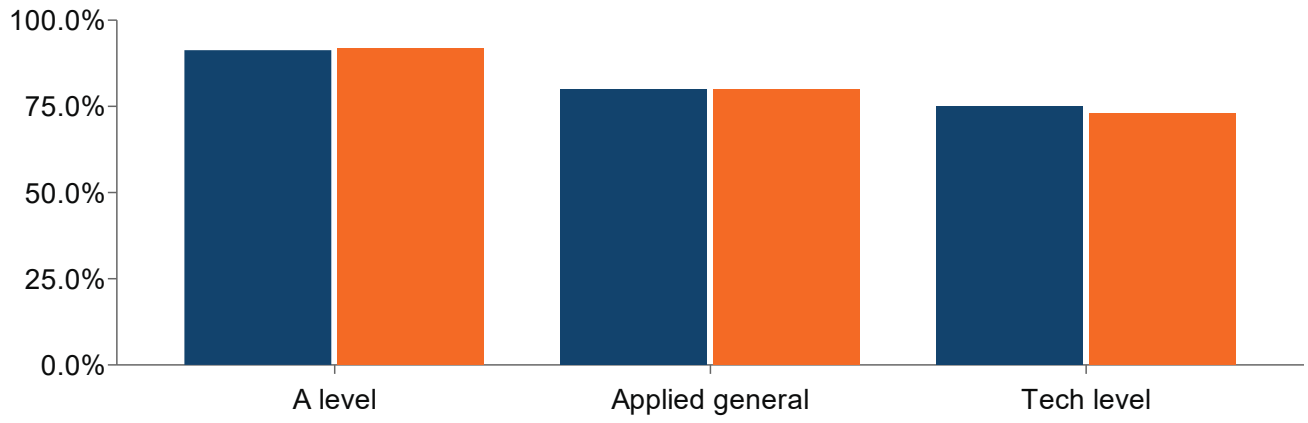
Retention rates for female and male students are roughly equal

From 2023/24 data for applied general students, the female and male retained and assessed rates were roughly equal. At A level, the gap between female and male retained and assessed rates was 0.5ppts in favour of male students. For tech level students, the gap had narrowed to 2.0ppts in favour of female students. An update to this statistical release with 2024/25 retention figures is expected to be released in March 2026.

Chart | Table

▶ Export options

In 2023/24, the gap between applied general retained and assessed rates for female and male students is roughly zero.



% retained and assessed (Female, England, 2023/24)

% retained and assessed (Male, England, 2023/24)

Footnotes

1. Figures for the total number of students may not match the sum of females and males, as not all institutions recorded the sex for every student.
2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology

document.

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Results by SEN provision

Hide

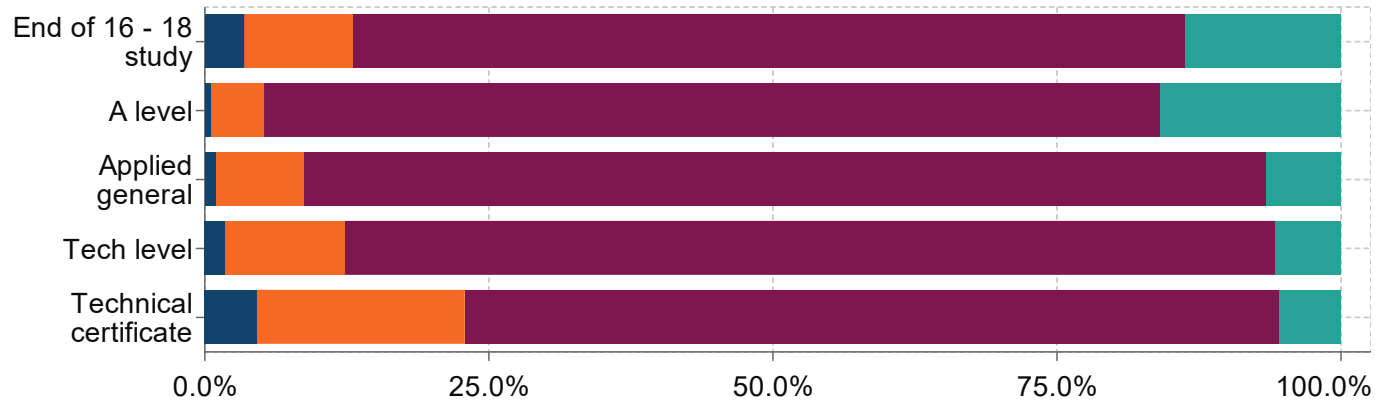
Special Educational Needs (SEN) students are unevenly represented in 16 to 18 cohorts

At the end of 16-18 study, 13.1% of students were recorded as having some identified SEN in 2024/25. SEN students continue to be more likely to be represented in the technical certificate cohort and less likely to be represented in the A level cohort, with 22.9% and 5.2% respectively having SEN support, a statement of SEN, or an EHC plan in place.

Chart | Table

▶ Export options

SEN provision as a proportion of exam cohort, for students in 2024/25



Proportion of students (Total EHC plans and statements of SEN, England, 2024/25)

Proportion of students (Total SEN support, England, 2024/25)

Proportion of students (Total No identified SEN, England, 2024/25)

Proportion of students (Total Unknown SEN status, England, 2024/25)

Footnotes

1. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

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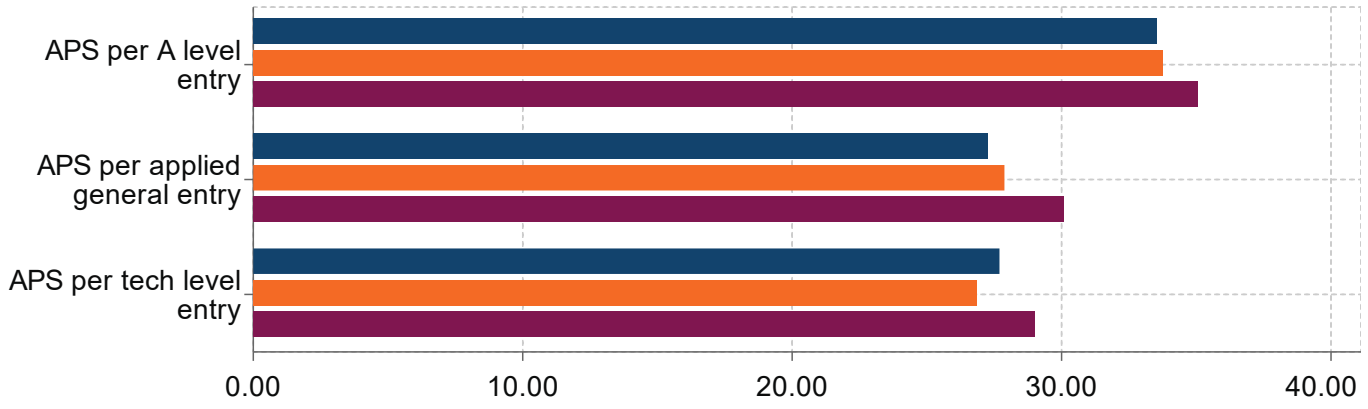
In 2024/25, the A level average points score (APS) has risen by 1.4pts for students with an EHC plan compared with 2023/24, while the APS has risen by 1.0pts for

students with SEN support. Students with no identified SEN have also seen an increase in APS by 0.6pts.

Chart | Table

▶ Export options

Average point score (APS) for students with an EHC plan or SEN support.



- Total EHC plans and statements of SEN, England, 2024/25
- Total SEN support, England, 2024/25
- Total No identified SEN, England, 2024/25

Footnotes

1. EHC plans and statements of SEN are legal documents which detail the needs of the individual student, and the assistance they are to receive.
2. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the technical guide for 16 to 18 accountability measures (opens in new tab).

Show 1 more footnote

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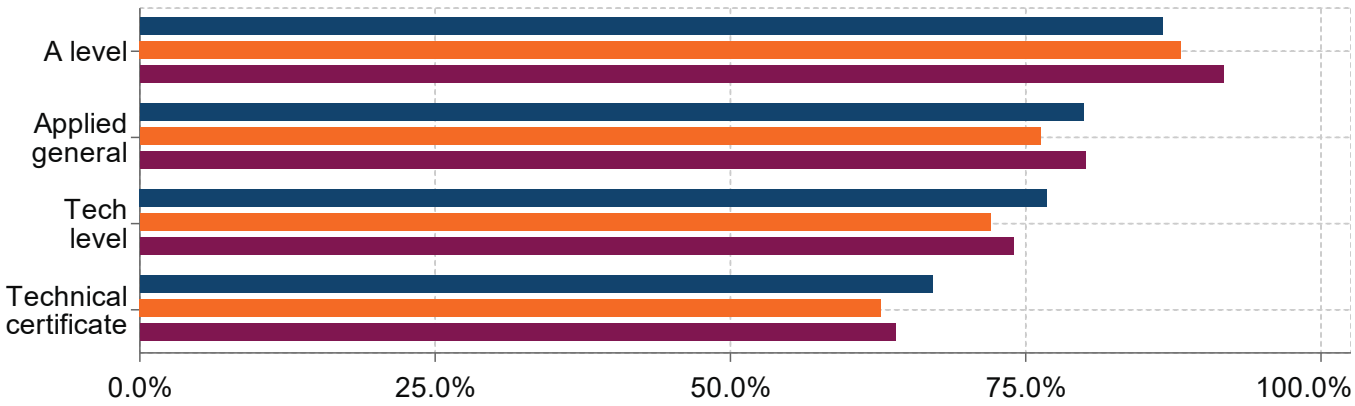
SEN students have slightly lower retention rates in academic cohorts

In 2023/24, 91.8% of A level students with no identified SEN were retained and assessed compared to 86.6% of students with EHC plans. Conversely, for Tech Levels, 74.0% of students with no identified SEN were retained and assessed, compared to 76.8% of students with EHC plans. An update to this statistical release with 2024/25 retention figures is expected to be released in March 2026.

Chart | Table

▶ Export options

Students with SEN support have higher retained and assessed rates within the A level cohort, however students with EHC plans and statements of SEN have higher rates within the applied general and tech level cohorts



% retained and assessed (Total EHC plans and statements of SEN, England, 2023/24)

% retained and assessed (Total SEN support, England, 2023/24)

% retained and assessed (Total No identified SEN, England, 2023/24)

Footnotes

1. EHC plans and statements of SEN are legal documents which detail the needs of the individual student, and the assistance they are to receive.
2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

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Results by region

Hide

Average point score varies widely at the level of local authorities

At regional level, London and the South East have consistently achieved the highest average point scores (APS) within the A level cohort over the last 5 years, and that continues to be the case this year. All regions have seen a rise in A level APS this year compared to last year, except the North East, which has fallen by 0.2pts from last year.

The North West and the South West have the highest average attainment for the applied general and tech level cohorts this year respectively. For the applied general cohort, the APS has increased across all regions compared to last year. The largest increase is seen in the North East, North West, and London, with rises of 0.9pts compared to 2023/24. The APS for the tech level cohort has also increased across all regions. The North East saw the largest increase in APS at 1.1pts.

These regional aggregations, however, mask much more varied APS at the level of local authorities. For this reason, users should exercise caution when making geographical generalisations.

Chart | Table

▶ Export options

Average point score (APS) for all exam cohorts, by region, in 2024/25.

		2024/25	2023/24	2022/23	2021/22	2020/21
Number of A level students	**North East**	9,646	9,875	9,638	9,548	8,965
	North West	32,786	32,853	32,315	31,461	29,630
	Yorkshire and The Humber	22,625	23,136	22,590	21,807	20,667
	East Midlands	19,996	20,099	19,798	19,118	18,055
	West Midlands	26,843	26,906	26,050	25,477	24,337
	East of England	31,049	30,773	29,654	29,579	27,648
	London	48,385	47,533	46,175	44,609	41,987

	South East	49,730	48,375	47,333	46,068	43,956
	South West	23,430	22,892	22,453	22,056	21,599
APS per A level entry	**North East**	33.46	33.68	33.30	37.05	39.98
	North West	35.33	34.62	34.17	38.16	40.18
	Yorkshire and The Humber	34.57	34.03	33.59	37.31	40.00
	East Midlands	33.41	32.61	32.86	36.71	39.79
	West Midlands	33.39	33.31	32.93	36.88	39.47
	East of England	34.80	34.19	34.14	37.84	40.69
	London	36.04	35.31	34.97	38.35	41.20
	South East	35.58	35.07	35.06	38.63	40.88
	South West	34.38	34.17	33.97	37.84	40.42
Number of applied general students	**North East**	6,326	6,111	5,398	5,354	4,048
	North West	18,668	17,755	16,947	16,750	10,385
	Yorkshire and The	14,038	13,335	12,684	12,272	8,298

	and The Humber					
	East Midlands	9,837	9,261	8,534	7,310	6,825
	West Midlands	18,038	17,084	15,389	14,779	11,143
	East of England	16,084	15,577	14,296	14,081	10,869
	London	21,214	19,513	19,207	18,960	13,545
	South East	22,017	20,196	19,496	19,055	15,198
	South West	10,755	9,915	9,062	9,106	7,652
APS per applied general entry	**North East**	29.72	28.86	29.75	32.32	33.47
	North West	31.34	30.40	30.79	33.69	33.26
	Yorkshire and The Humber	30.96	30.61	30.96	33.14	33.73
	East Midlands	29.28	28.69	29.18	31.83	31.87
	West Midlands	30.05	29.49	30.16	31.86	33.32
	East of England	28.57	27.75	28.16	30.51	31.55
	London	29.29	28.40	28.61	30.74	32.27
	South	29.02	28.45	28.88	31.46	32.32

	South East	29.02	28.45	28.68	31.46	32.32
	South West	29.62	29.22	29.67	32.72	32.71
Number of tech level students	North East	1,127	1,454	1,516	1,616	1,308
	North West	3,765	3,922	4,132	4,182	2,678
	Yorkshire and The Humber	3,512	3,757	3,791	3,961	2,697
	East Midlands	2,089	2,148	2,151	2,155	1,977
	West Midlands	2,685	3,298	3,243	3,510	2,348
	East of England	2,855	2,833	2,948	2,820	2,442
	London	3,050	3,071	3,243	3,265	2,304
	South East	4,176	4,219	4,300	4,252	3,238
	South West	2,480	2,493	2,559	2,589	1,865
APS per tech level entry	North East	27.63	26.49	27.18	30.13	31.68
	North West	28.39	28.02	28.60	31.40	32.08
	Yorkshire and The Humber	28.77	28.16	29.13	30.65	31.40

	Humber					
	East Midlands	28.11	27.65	28.45	30.17	31.52
	West Midlands	28.14	27.98	27.90	29.92	31.64
	East of England	28.62	27.63	27.23	30.04	30.96
	London	29.22	28.43	29.00	29.88	32.20
	South East	28.86	28.38	28.60	30.80	31.90
	South West	29.62	29.36	29.67	31.27	31.40
Number of technical certificate students	**North East**	488	429	144	59	143
	North West	1,826	1,527	768	239	372
	Yorkshire and The Humber	883	894	364	147	294
	East Midlands	768	648	280	118	273
	West Midlands	971	805	380	182	314
	East of England	1,242	1,080	511	136	448
	London	647	614	253	96	314
	South East	1,391	1,377	644	237	648

	East					
	South West	1,191	1,125	500	187	551
APS per technical certificate entry	**North East**	5.68	5.81	5.72	6.14	5.59
	North West	5.61	5.66	5.71	5.75	5.77
	Yorkshire and The Humber	5.53	5.44	5.56	5.73	5.80
	East Midlands	5.52	5.43	5.49	5.89	5.69
	West Midlands	5.67	5.68	5.78	6.07	5.58
	East of England	5.62	5.77	5.85	6.07	5.70
	London	5.10	5.18	5.35	5.33	5.14
	South East	5.64	5.64	5.52	5.75	5.57
	South West	5.83	5.80	5.90	6.15	5.73

Show full screen table

Data symbols

Footnotes

1. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the technical guide for 16 to

18 accountability measures (opens in new tab).

2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the methodology document.

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Retention rates also vary by region

From 2023/24 data, the highest retained and assessed rate was in London at 93.4% for A level, compared to a low of 88.7% in the North East. For applied general students, a high of 82.5% in the West Midlands compared to a low of 77.9% in the South East. For tech level students, a high of 77.4% in the East Midlands compared to a low of 71.6% in the North East. An update to this statistical release with 2024/25 retention figures is expected to be released in March 2026.

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Results by other student characteristics

Hide

Breakdowns of other student characteristics such as prior attainment, institution type, first language, free school meals status, and detailed ethnicity and SEN breakdowns, including these broken down further by disadvantage status, are available in the create your own tables sections of this statistical release: Create your own tables, Table Tool – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

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English and maths progress measure

Hide

The English and maths progress measure has returned this year following a period of absence since 2021/22 due to the impact of excluding CAG/TAG grades on this performance measure.

Since August 2014, students on 16-19 study programmes of 150 hours or more who do not hold a GCSE grade 9-4 (or equivalent qualification) in English and/or maths, are required to study these subjects under Condition of Funding rules.

The 2024/25 English and maths cohort is still impacted by changes to grading approaches during the pandemic

In 2019/20, grades were awarded via centre assessed grades (CAGs), in 2020/21 via teacher assessed grades (TAGs), and in 2021/22, whilst exams returned, the approach to grading broadly reflected a midpoint between results in 2018/19 and 2020/21.

The majority of the students included in this release finished within two years of study. This means the majority reached the end of key stage 4 when grading approach had returned to normal.

However, a large proportion of students (89% and 84% respectively) that take below Level 3 English or maths remain into their third year of study and so would have ended their key stage 4 study in 2021/22. CAGs and TAGs resulted in higher prior attainment and as none of the 2024/25 cohort were awarded these at key stage 4, below Level 3 entries have increased as more have needed to resit. However, many of the 2024/25 English and maths cohort would still have had their key stage 4 attainment adjusted by the mid-point approach and so they are not yet a comparable cohort to pre-

pandemic.

Of the students in scope for the measure, 81.2% of students entered an approved English qualification, and 82.3% of students entered an approved maths qualification. Of these students, a higher proportion of the cohort improved their point score (38.8% and 33.3% for English and maths respectively) whilst 27.2% (English) and 33.4% (maths) remained the same and 15.1% (English) and 15.6% (maths) scored lower.

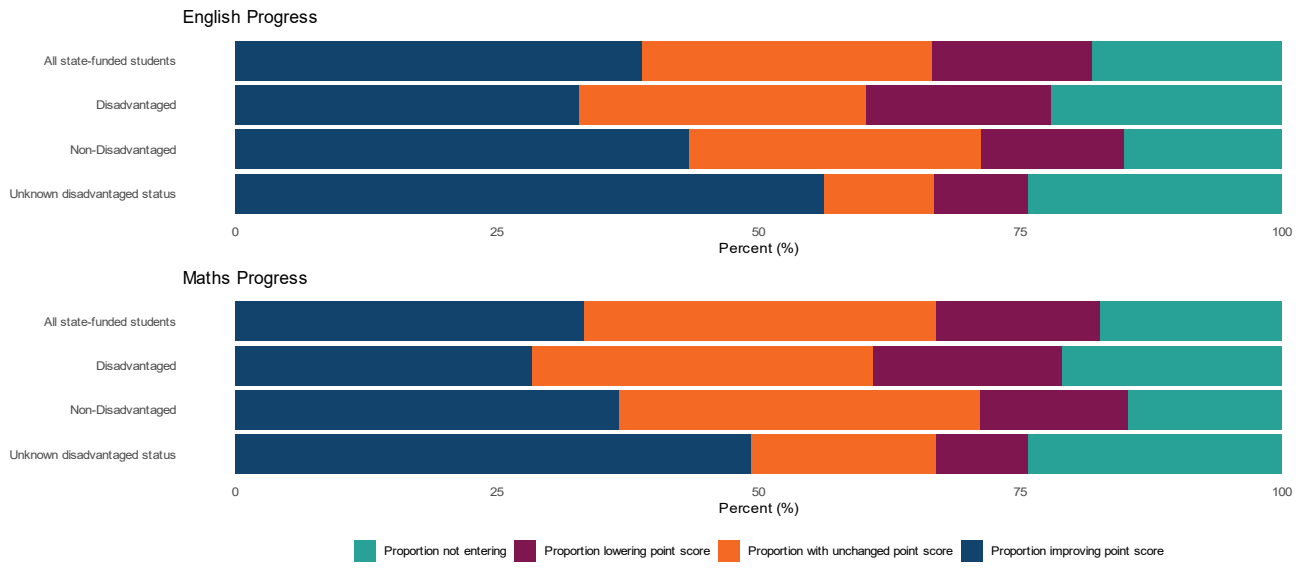
Disadvantage status

A higher proportion of non-disadvantaged students entered an approved English or maths qualification compared to disadvantaged students. The average progress of disadvantaged students was generally lower than non-disadvantaged students too, with those studying English achieving an average of 0pts progress and those studying maths achieving an average of -0.1pts progress.

Chart | Table

▶ Export options

The proportion of non-disadvantaged students improving their point score was higher than disadvantaged students across both English and maths qualifications



Footnotes

1. Disadvantage status is as reported at the end of key stage 4. Analysis involving disadvantage status includes students at state-funded schools and colleges only.
2. Prior attainment and progress scores consist of students at the end of 16-18 study who are subject to the 16-19 maths and English Condition of Funding requirements. These are students who did not achieve a 9-4 or equivalent in qualifications which count as prior attainment by the end of key stage 4. For further details, see the guidance on the Condition of Funding (opens in new tab).

Show 1 more footnote

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Institution type

Of the major institution types, most students in scope for the measure are studying at either ‘All state-funded schools’ or ‘Other FE sector colleges’. The proportion of students studying an approved English or maths qualification is highest at ‘Sixth form colleges’ (88.7% and 89.4% for English and Maths respectively) and lowest at ‘All independent schools’ (36.4% and 46.2% for English and Maths respectively).

‘Sixth form colleges’ and ‘All state-funded schools’ have the highest average progress in both English and maths. Students in ‘Sixth form colleges also have the highest average prior points for both English and maths.

Chart | Table

▶ Export options

English and maths progress by institution type in 2024/25

		Independent schools	FE sector colleges		State-funded schools
		All independent schools	Other FE sector colleges	Sixth form colleges	All state-funded schools
English	**Number of students in scope for the measure**	1,501.0	80,490.0	2,896.0	11,240.0
	Average prior attainment points in subject	2.5	2.4	2.6	2.3
	Average progress (points) made in subject	-0.2	0.0	0.5	0.4
	Proportion of cohort entering an approved qualification	36.4%	79.0%	88.7%	82.1%
	Proportion of cohort improving their point score	25.3%	33.0%	51.2%	52.4%
	Proportion of cohort	4.5%	17.6%	9.2%	7.2%

	of cohort lowering their point score				
	Proportion of cohort with unchanged point score	6.5%	28.4%	28.3%	22.5%
maths	**Number of students in scope for the measure**	1,471.0	108,716.0	5,800.0	20,566.0
	Average prior attainment points in subject	2.2	2.1	2.4	2.3
	Average progress (points) made in subject	-0.2	-0.1	0.3	0.3
	Proportion of cohort entering an approved qualification	46.2%	78.7%	89.4%	85.8%
	Proportion of cohort improving their point score	28.4%	26.8%	47.9%	45.5%
	Proportion	6.5%	18.2%	9.5%	7.8%

Proportion of cohort lowering their point score				
Proportion of cohort with unchanged point score	11.3%	33.7%	32.1%	32.5%

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Data symbols

Footnotes

1. Totals may be less than the sum of separate institution types as students who attend multiple institutions during 16 to 18 study are only included once in aggregations of those institutions.
2. 'All state funded schools' includes city technology colleges (CTCs) and state-funded special schools. Figures for these institution types are not shown separately in the table. Excludes pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools, independent schools, independent special schools and independent schools approved to take pupils with special educational needs (SEN). These institution types are included in 'All schools'.

Show 2 more footnotes

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Results for Multi Academy Trusts (MATs)

Hide

This section focuses on the attainment of students who attended schools that were in multi-academy trusts (MATs) in England. Further information on MATs can be found in the equivalent Key stage 2 attainment and Key stage 4 performance statistical releases.

Background

Multi-academy trusts (MATs) can comprise converter academies, sponsored academies, free schools, studio schools, and/or university technical colleges (UTCs):

- **Converter academies** are largely high performing schools that have chosen to convert to academy status.
- **Sponsored academies** were deemed by the Department for Education to be under-performing and were required to join a trust to improve their performance.
- **Free schools, studio schools and UTCs** are brand new academies with no predecessor school. Studio schools and UTCs typically start educating pupils at age 14, and provide a specialist technical and professional education.

Due to the different historic performance of schools that become sponsored or converter academies and those which remain LA maintained, simple comparisons between the whole MAT sector and other state-funded schools and colleges will not be meaningful and are not made in this publication.

Further, caution should be taken when comparing national MAT statistics across years as the composition of the academies and MATs included continues to vary, as the sector matures.

The measures cover state-funded mainstream schools and colleges within MATs only. Special schools, pupil referral units, alternative provision academies and alternative provision free schools are not included.

Eligibility Criteria

In MAT performance tables data, accountability measures are only produced at 16 to 18 for MATs:

- that have at least three academies, with results at 16 to 18 in a particular cohort, and
- where those academies have been with the MAT for at least three academic years (defined as having joined that MAT before 12 September 2022 for the academic year 2024/25).

We do this so that we include data for MATs that are sufficiently well established to have had time to a) have an impact on the performance of schools within the MAT and b) so that aggregate data tells you more than the individual institution data would.

Number of students and institutions in MATs

Across all MATs in 2024/25, 49,565 academic students in 567 institutions were eligible for reporting, against 83,337 academic students in 710 institutions in ineligible multi academy trusts.

Of those in eligible institutions, 63.1% of academic students were in convertor academies and 24.4% in sponsored academics, with the remainder either as free schools, studio schools, or university technical colleges. For comparison, for those in ineligible institutions, 85.9% of academic students were in convertor academies and only 7.3% in sponsored academies.

Performance tables data for eligible MATs can be found here at the Compare school and college performance website (opens in new tab).

Results in MATs eligible for reporting performance tables

The academic qualification average point scale is 0-60, applied general is 0-50; within each cohort a difference of 1pt corresponds to 1/10th of a grade.

For students in the academic cohort, the average point score (APS) was higher in converter academies at 35.23pts, compared to 31.56pts in sponsored academies. This is as would be expected given the difference in their historic performance prior to becoming academies.

Free Schools had the highest attainment at 37.18pts. Studio schools and UTCs had the lowest attainment at 29.65pts and 25.28pts respectively. However, note the number of students in Studio Schools and UTCs entering level 3 academic qualifications are low.

For students in the applied general cohort, converter academies and sponsored academies have around the same average point score at 31.10pts and 31.17pts respectively.

▶ Export options

Average point score (APS) in academies that meet the eligibility criteria for inclusion in MAT performance tables by academy type, 2024/25

		APS per academic entry	Number of academic students	APS per applied general entry	Number of applied general students
Eligible multi-academy trusts	**All multi-academy trust institutions**	34.50	49,565	31.31	20,797
	Converter academies	35.23	31,271	31.10	11,379
	Free schools	37.18	5,204	34.58	1,584
	Sponsored academies	31.56	12,093	31.17	7,319
	Studio schools	29.65	207	30.60	142
	University technical colleges (UTCs)	25.28	790	27.72	373

Show full screen table

Data symbols

Footnotes

1. Includes state-funded mainstream academies within multi-academy trusts only. Special schools, pupil referral units, alternative provision academies and alternative provision free schools are not included.
2. Academies have been associated with the multi-academy trust that they were part of on 14 September at the start of the academic year. Institutions that joined a multi-academy trust during the academic year are not included.

Show 3 more footnotes

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Results in MATs ineligible for reporting in performance tables

Attainment outcomes are broadly comparable for eligible and ineligible academies overall (differences consistently within 1pt or 1/10th of a grade for the last 3 years)

▶ Export options

Average point score (APS) in academies by whether they meet the eligibility criteria for inclusion in MAT performance tables, 2024/25

		APS per academic entry	APS per applied general entry
2024/25	**All multi-academy trust institutions**	34.82	31.49
	Eligible multi-academy trusts	34.50	31.31
	Ineligible multi-academy trusts	35.02	31.60

Show full screen table

Data symbols

Footnotes

1. Includes state-funded mainstream academies within multi-academy trusts only. Special schools, pupil referral units, alternative provision academies and alternative provision free schools are not included.
2. Academies have been associated with the multi-academy trust that they were part of on 14 September at the start of the academic year. Institutions that joined a multi-academy trust during the academic year are not included.

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Help and support

Methodology

Find out how and why we collect, process and publish these statistics.

A level and other 16 to 18 results

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- managed impartially and objectively in the public interest
- meet identified user needs
- produced according to sound methods
- well explained and readily accessible

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Contact us

If you have a specific enquiry about A level and other 16 to 18 results statistics and data:

Attainment statistics team
Email: Attainment.STATISTICS@education.gov.uk
Contact name: John Shale

Press office
If you have a media enquiry:

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