



Statistical Bulletin 10/2017

Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2016-17

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Inconsistencies were discovered in some gender and FSME/non-FSME data. This bulletin has been revised to reflect these changes.

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This statistical bulletin presents an analysis of examination performance of pupils in year 12 and year 14 at post-primary schools in Northern Ireland for the 2016/17 academic year.

Key points:

- In 2016/17, 70.3% of year 12 pupils achieved 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths, an increase of 2.4 percentage points from 2015/16. 49.6¹% of free school meal entitled pupils achieved this indicator (47.0% in 2015/16).
- In 2016/17, there was a 2.9 percentage point increase in the proportion of year 12 pupils in non-grammar schools achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths. Grammar schools experienced no change.
- 69.0% of pupils in the final year of an A-level (or equivalent) course achieved 3 or more A-levels at grades A*-C. This figure compares with 66.3% in 2015/16.

¹ Amended figure



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Introduction

The data in this statistical bulletin are taken from the Summary of Annual Examination Results (SAER) process, which collates summary school level examinations data and validates it with schools. The 2016/17 figures in this statistical release are based on information as at 10th October 2018. Data that were originally published in December 2017 were subsequently revised as inconsistencies were found with gender and FSME/non-FSME statistics.

Since 2012/13 summary data on pupils with free school meal entitlement (FSME) have been collected and validated; this statistical bulletin provides summarised examination performance analysis on the percentage of all pupils and FSME pupils achieving a range of benchmarks.

In 2013/14, 3,888 year 12 pupils eligible for inclusion in the summary of annual examination results data collection were entitled to free schools meals, 17.7% of all eligible year 12 pupils. By 2016/17, this figure has increased to 5,442, 27.3% of the year 12 cohort. This increase in the proportion of FSME pupils coincides with an extension of the eligibility for free school meals under the Working Tax Credit free school meal criterion. This was introduced on a phased basis with Nursery, Foundation Stage and Key Stage 1 pupils eligible from September 2010 and Key Stage 2 pupils eligible from September 2011. It was extended to post-primary pupils from September 2014.

Further statistics relating to individual school and sector examination performance can be found on the DE website in the Schools+ database which is accessible via the link on the home page (<https://www.education-ni.gov.uk/>).

The requirement for the SAER exercise is underpinned by legislation, the **Education (School information and prospectuses) Regulations (Northern Ireland) 2003**. Under the above named regulations, post-primary schools are required to provide information about public examination performance for the year immediately preceding the publication of the prospectus.

The tables presented in this bulletin reflect the key examination information requirements of the Department, Education & Training Inspectorate, the Education Authority, schools and the wider user group.

The bulletin includes information regarding year 12 and 14 examination performance by gender, sector, and free school meal entitlement, with links provided to related publications in England, Scotland and Wales.

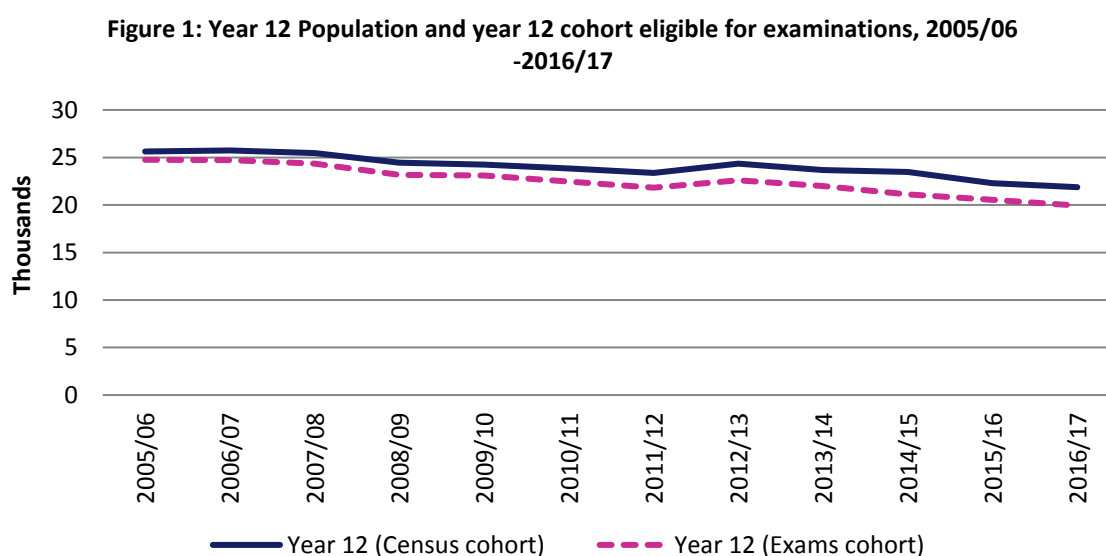
The figures included in this release may be subject to minor revision which will be notified in accordance with DE Analytical Services Unit revisions policy (see Note 6 of 'Notes for Readers' (p.35) for further information).

SECTION 1: Year 12 Pupils

1.1 The year 12 cohort

There were **19,938 year 12 pupils eligible for GCSE (including equivalent) examination returns in 2016/17** – 9,197 in grammar schools and 10,741 in non-grammar schools (see Table 1). This represents a decrease of 614 pupils since 2015/16, when 20,552 year 12 pupils were eligible for the examinations return and is in line with a decrease of pupils in the year 12 population (source: Annual School Census) in the same period (see Figure 1). Additionally, schools that closed at the end of the 2015/16 academic year are not included in the summary of annual examination results data collection, for 2016/17 this accounts for 357 year 12 pupils. Overall there has been a trend of decline in the year 12 cohorts since 2005/06 (see Figure 1).

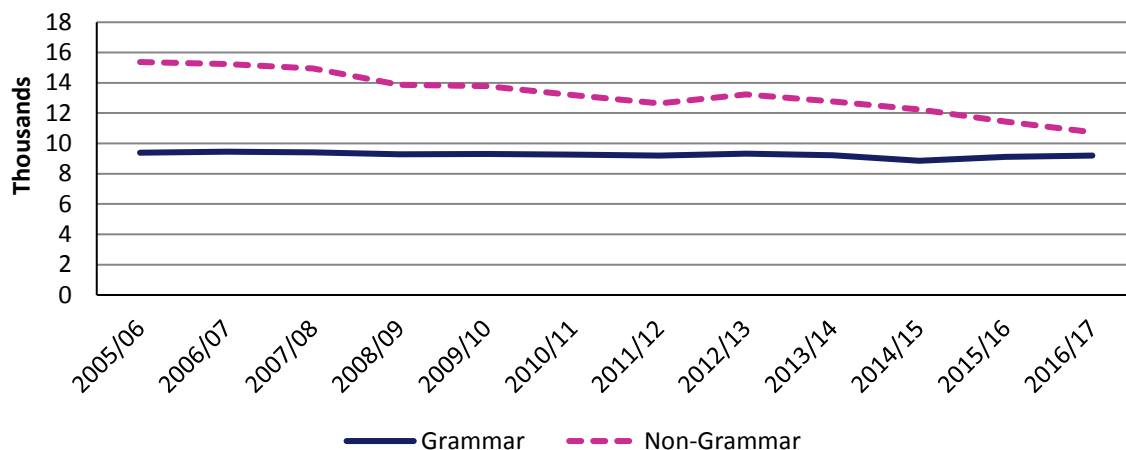
The variation between the two lines depicted in Figure 1 reflects an increasing proportion of pupils either being deemed ineligible for year 12 examination returns, or not meeting the criteria to be included in the return between 2005/06 and 2016/17.



- Across **all post-primary schools**, there has been a 3.0% decrease in the number of year 12 pupils eligible for SAER returns since 2015/16.
- In 2016/17 there were 10,741 year 12 pupils eligible for examinations in **non-grammar schools**, which constitutes 53.9% of the overall cohort. In 2015/16 the figure was 11,430 (55.6%). This represents a decrease of 6.0% in the number of year 12 pupils eligible for SAER returns (see Figure 2).
- There were 9,197 year 12 pupils eligible for SAER returns in **grammar schools**, which constitutes 46.1% of the overall cohort. This represents an increase of 0.8% since 2015/16 (9,122 (44.4%); see Figure 2). This increasing proportion of pupils in

grammar schools along with a falling overall cohort suggests that these (grammar) schools may be catering to pupils with a wider range of abilities.

Figure 2: Number of Year 12 pupils eligible for Key Stage 4 examinations by School Type, 2005/06 - 2016/17



1.2 Year 12 Pupil Ineligibility

The year 12 performance figures are based on the number of pupils at the end of a GCSE or equivalent course of study who are eligible for inclusion in the Summary of Annual Examination Results exercise. A school can consider a pupil to be ineligible for inclusion in the year 12 performance statistics if:

1. A pupil has died;
2. A pupil, either through serious illness (including mental health issues) or pregnancy, was unable to sit any examinations. If a pupil has undertaken 1 or more examinations in the summer examination series they must be included;
3. A pupil has transferred to another school or has emigrated;
4. A pupil is in a special unit approved by the Department;
5. A pupil has a statement of special educational needs;
6. A pupil has been placed in the EOTAS² scheme;
7. A pupil has serious welfare issues that have culminated in the inability to sit any examinations. If a pupil has undertaken 1 or more examinations in the summer examination series they must be included; or

² EOTAS, Education other than at school
<https://www.deni.gov.uk/articles/education-outside-school>

8. A pupil has left the school system. If a pupil was recorded in the school census in October 2016 and was entered for any qualification in the school, either as an internal or external candidate, they must be included.

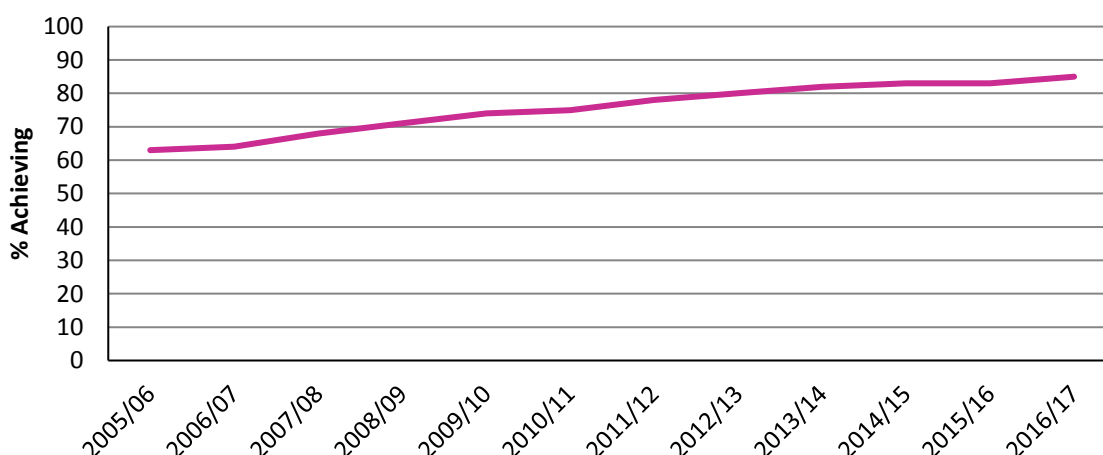
All other year 12 pupils recorded on the annual school census in October 2016 are included in this SAER return.

- In 2016/17, 7.0% of the overall year 12 cohort were deemed ineligible for inclusion in the summary of annual examination results returns; this level has remained relatively stable since 2012/13. This ineligibility rate varies by school type with 11.2% of year 12 pupils in non-grammar schools deemed ineligible for returns compared with only 1.5% of year 12 pupils in grammar schools.

1.3 Overall year 12 performance

- In 2016/17, **84.6%** of year 12 pupils **achieved 5 or more GCSEs** (including equivalents) at grades A*-C, an increase of 1.3 percentage points from 83.3% in 2015/16 (see Figure 3 and Table 4).

Figure 3: Percentage of Year 12 Pupils achieving 5 or more GCSEs (including equivalents) at grades A*-C, 2005/06 - 2016/17



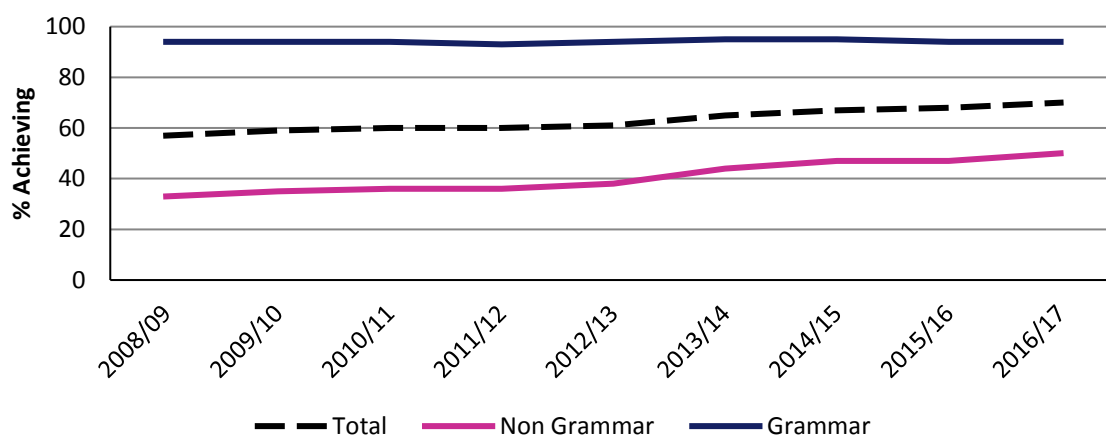
1.3.1 Year 12 pupils achieving 5 or more GCSE (including equivalents) at grades A*-C including GCSE English and GCSE maths.

It is widely accepted that good literacy and numeracy are key to employability and further study, and the NI Executive is committed to ensuring that more pupils master the basics by the time they leave school.

It should be noted that unlike the 5 or more GCSEs (including equivalents) at grades A*-C figure, which has been collected since 1992/93, the indicator including the achievement of a grade A*-C in GCSE English and GCSE maths was introduced in 2008/09.

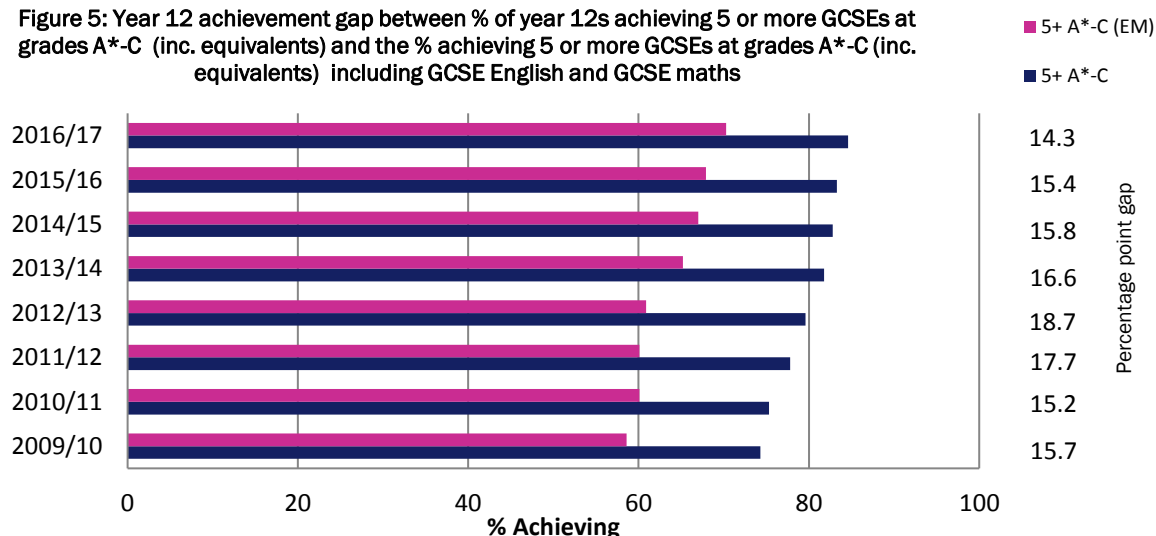
- In 2016/17, 70.3% of year 12 pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C including GCSE English and GCSE maths, an increase of 2.4 percentage points from 67.9% in 2015/16 (see Figure 4 and Table 4).
- Since 2008/09, the rate of increase in the proportion of year 12 pupils achieving 5 or more GCSEs at grades A*-C (including equivalents) including GCSE English and GCSE maths has been greater in non-grammar schools than in grammar schools. In 2008/09, the proportion of year 12 grammar school pupils achieving this indicator was 93.8%. By 2016/17 this figure had risen to 94.1%. The equivalent figures for non-grammar schools are 32.9% and 49.9% respectively (see Table 2 and Figure 4).

Figure 4: Percentage of Year 12 Pupils achieving 5 or more GCSEs (including equivalents) including GCSE English and GCSE maths at grades A*-C, 2008/09 - 2016/17



- In 2016/17, the **achievement gap** between the percentage of pupils achieving 5 or more GCSEs (including equivalents) at grades A*-C and those with the same level of achievement but also including grades A*-C in GCSE English and GCSE maths was 14.3 percentage points. The gap has decreased by 1.1 percentage points since 2015/16, when it was 15.4 percentage points (see Table 4); the narrowing of this gap is due to a higher rate of increase in the proportion of year 12 pupils achieving the indicator including GCSE English and GCSE maths than without (2.4 percentage points versus 1.3 percentage points) (see Figure 5).

Figure 5: Year 12 achievement gap between % of year 12s achieving 5 or more GCSEs at grades A*-C (inc. equivalents) and the % achieving 5 or more GCSEs at grades A*-C (inc. equivalents) including GCSE English and GCSE maths



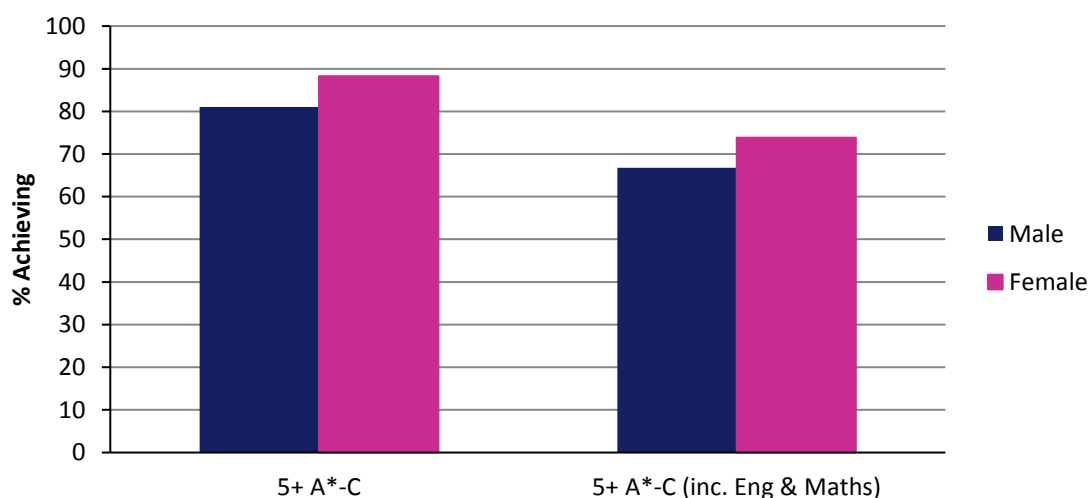
1.3.3 Year 12 pupils achieving 7 or more GCSEs (including equivalents) at grades A*-C

- In 2016/17, **71.1%** of year 12 pupils **achieved 7 or more GCSEs** (including equivalents) at grades A*-C. When the achievement of a grade A*-C in both GCSE English and GCSE maths are included the figure falls to 65.7%, a gap of 5.4 percentage points. This shows a narrowing of the gap down from 6.3 percentage points in 2015/16. As with the indicator of 5 or more GCSEs, this is driven by a larger increase in the proportion of year 12 pupils achieving the indicator including GCSE English and GCSE maths than without (2.0 percentage points versus 1.1 percentage points) (see Table 4).

1.4 Year 12 performance by gender

- The **gender breakdown of eligible pupils in year 12** was 50.1% male, 49.9% female. This compares with 43.5% male and 56.5% female pupils in the final year of an A-level or equivalent course of study (see Table 1).
- **Results from 2016/17 indicate that females** continue to perform better than their male counterparts with **88.2%** of **female** pupils in year 12 achieving 5 or more GCSEs (including equivalents) at grades A*-C compared with **81.0%** of **males**, a gap of 7.2 percentage points (see Figure 6 and Table 6). This further narrows the performance gap, which was 7.4 percentage points in 2015/16 and has fallen consistently from a high of 11.2 in 2009/10.
- The gender **performance gap** is now narrower when GCSE English and GCSE maths are added to the 5 or more GCSEs at grades A*-C indicator; **73.8%** of **female** pupils in year 12 achieved 5 or more GCSEs (including equivalents) at grades A*-C including GCSE English and GCSE maths compared with **66.8%** of **males**, a gap of 7.0 percentage points (see Figure 6 and Table 6). This gap has seen its recent declining trend continue since 2011/12 when it was 9.9 percentage points.

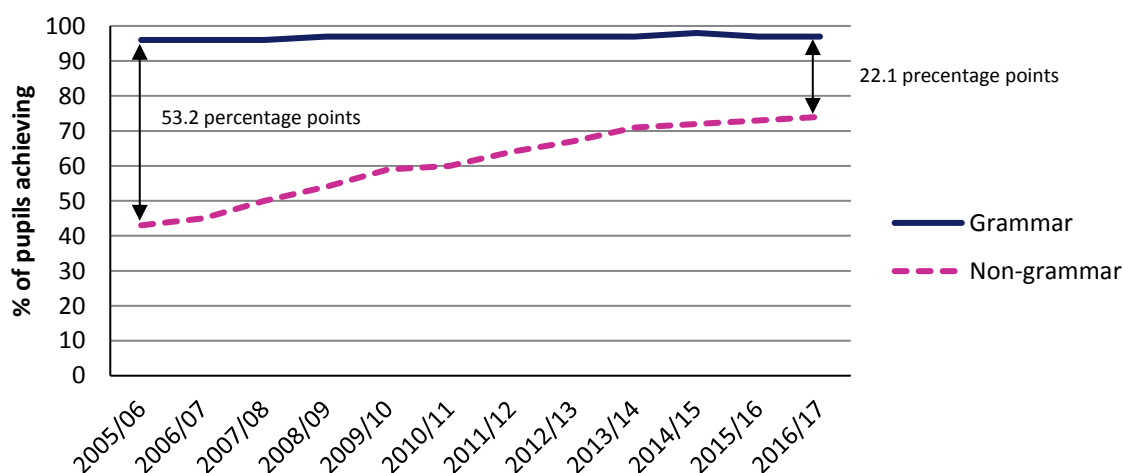
Figure 6: Male and Female performance at Key Stage 4 by key indicators, 2016/17



1.5 Year 12 performance by school type

- In terms of **achievement at the end of Key Stage 4**, grammar schools display higher attainment than non-grammar schools in all key performance indicators. In 2016/17, 96.5% of grammar school pupils in year 12 achieved 5 or more GCSEs at grades A*-C, compared with 74.4% of non-grammar school pupils (see Table 7a).
- This **performance gap** continues to narrow: in 2005/06 the gap between grammar and non-grammar achievement of 5 or more GCSEs (including equivalents) at grades A*-C was 53.2 percentage points; by 2016/17 this gap had fallen to 22.1 percentage points (see Figure 7 and Table 9).
- The narrowing of this performance gap is **due to the higher rate of increase** in the percentage of pupils achieving 5 or more GCSEs at grades A*-C (including equivalents) in **non-grammar schools than in grammar schools**. Since 2005/06, the percentage of pupils achieving 5 or more GCSEs at grades A*-C (including equivalents) in grammar schools has increased by 0.6 percentage points in contrast to a 31.7 percentage point increase in non-grammar schools, including a 1.7¹ percentage point increase since 2015/16.

Figure 7: Percentage of Year 12 pupils achieving 5 or more GCSEs (or equivalent) at grades A*-C by school type, 2005/06 - 2016/17



- As illustrated in section 1.3.1, 70.3% of year 12 pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C including GCSE English and GCSE maths. When this figure is analysed by school type, 49.9% of non-grammar school and 94.1% of grammar school pupils achieved this standard. This represents a performance gap of 44.2 percentage points, a 16.7 percentage point decrease on the gap recorded in 2008/09 when the information was first collected, and a decrease of 2.9 percentage points since 2015/16 (see Table 2, 7a & 9).

¹ Amended figure

The narrowing of this performance gap in 2016/17 is due to an increase in the percentage of pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths in non-grammar schools. Since 2008/09, the percentage of pupils achieving this standard in non-grammar schools has increased by 17.0 percentage points, compared with 0.3 percentage points in grammar schools. Much of the narrowing of this gap occurred between 2012/13 and 2014/15, as a consequence of programmes such as the Delivering Social Change Literacy and Numeracy Strategy³ which has now ended. (see Tables 2, 7a & 9).

- At 96.5% in 2016/17, **grammar schools** maintained the **2.4 percentage point** difference in the proportion of year 12 pupils achieving 5 or more GCSEs at grades A*-C (including equivalents), and those achieving the higher standard of 5 or more GCSEs at grades A*-C (including equivalents) including GCSE English and GCSE maths, 94.1%. The equivalent difference in **non-grammar schools** is **24.5 percentage points**, with 74.4% of year 12 pupils achieving 5 or more GCSEs grades A*-C (including equivalents) compared with 49.9% achieving 5 or more GCSEs grades A*-C (including equivalents) including GCSE English and GCSE maths (see Tables 2 and 7a).
- The performance gap between grammar and non-grammar school pupils widens when consideration is given to achievement in **7 or more GCSEs** (including equivalents) at grades A*-C. While the gap at 5 or more GCSEs (including equivalents) at grades A*-C is 22.1 percentage points, this widens to 37.2 percentage points at 7 or more GCSEs, with 91.2% of grammar school pupils achieving this standard compared with 54.0% of non-grammar school pupils. This gap has reduced by 2.6 percentage points since 2015/16, with a 1.7 percentage point increase in non-grammar schools compared to a 0.9 percentage point decrease in grammar school achievement (see Tables 7 and 9).

1.6 Year 12 performance of free school meal entitled pupils

Free school meal entitlement (FSME) is one of the measures used as an indicator of deprivation experienced by a school's population. It should be noted however that whilst there is a link between FSME and performance, many other factors can affect school assessment and examination results. Some schools with a high proportion of pupils with FSME perform well whilst others with a proportionally lower number of pupils with FSME perform less well.

Due to the differing levels of free school meal entitlement between grammar and non-grammar schools, traditionally different FSME bands have been used in the analysis of grammar and non-grammar school examination data (see Table 10). Please note that the free school meal bands in this publication have changed this year in line with Circular 2017/08 School Development Planning and Target Setting⁴. In the 2012/13 data collection the Department, for the first time, collected summary data relating specifically to those pupils in year 12 and year 14 who were entitled to free school meals. Between 2013/14 and 2016/17 there has been a 9.6 percentage point increase in the proportion

³ <https://www.education-ni.gov.uk/articles/delivering-social-change-literacy-numeracy-signature-programme>

⁴ <https://www.education-ni.gov.uk/sites/default/files/publications/education/DE%20Circular%2008of2017%20School%20Development%20Planning%20and%20Target%20Setting%20Post%20Primary%20Circular%20Final.pdf>

of year 12 pupils entitled to free school meals (17.7% 2013/14, 25.4% 2014/15, 27.1% 2015/16, 27.3% 2016/17). This increase is consistent with the extension of free school meal eligibility under the Working Tax Credit free school meal criterion to post-primary school pupils from September 2014. Further information on the legislation and policy governing free school meal entitlement can be found on the Department's website⁵.

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

- **71.8%** of year 12 FSME pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C, an increase of 2.0 percentage points from 69.8% in 2015/16 (see Table 4).
- In 2016/17, **89.4%** of non-FSME pupils achieved this indicator, a gap of 17.6 percentage points, down from 18.4 percentage points in 2015/16 (see Table 14).
- As is the case with all pupils, females entitled to free school meals perform better than their male counterparts in all performance indicators. In 2016/17, 77.5% of female FSME pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C compared with 65.7% of males, a gap of 11.8 percentage points. This gap is 4.6 percentage points wider than that reported for all pupils (see Table 6), and has increased by 0.4 percentage points since 2015/16, due to a greater increase in the performance of female pupils compared to male pupils.

1.6.2 Including GCSE English and GCSE maths

- In 2016/17, 49.6¹% of year 12 FSME pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C including GCSE English and GCSE maths, an increase of 2.6¹ percentage points since 2015/16 (47.0%), and 15.7¹ percentage points since 2012/13 (33.9%) when these data were first collected (see Table 4).
- This is 28.5¹ percentage points lower than the equivalent achievement for non-FSME pupils of 78.1% (an increase of 2.5 percentage points from 75.6% in 2015/16; see Table 14).

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

In terms of achievement, as is the case for all pupils, those with free school meal entitlement in grammar schools have higher attainment than those in non-grammar schools in all key performance indicators.

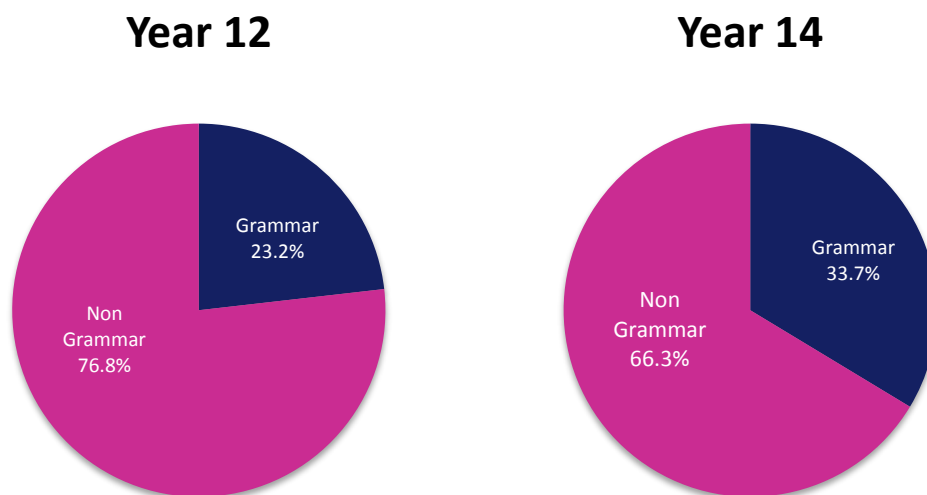
In 2016/17, overall, 13.7% of grammar school pupils were entitled to free school meals, compared with 38.9% of non-grammar school pupils (source: Annual School Census).

¹ Amended figure

⁵ <https://www.education-ni.gov.uk/articles/school-milk-and-meals-background>

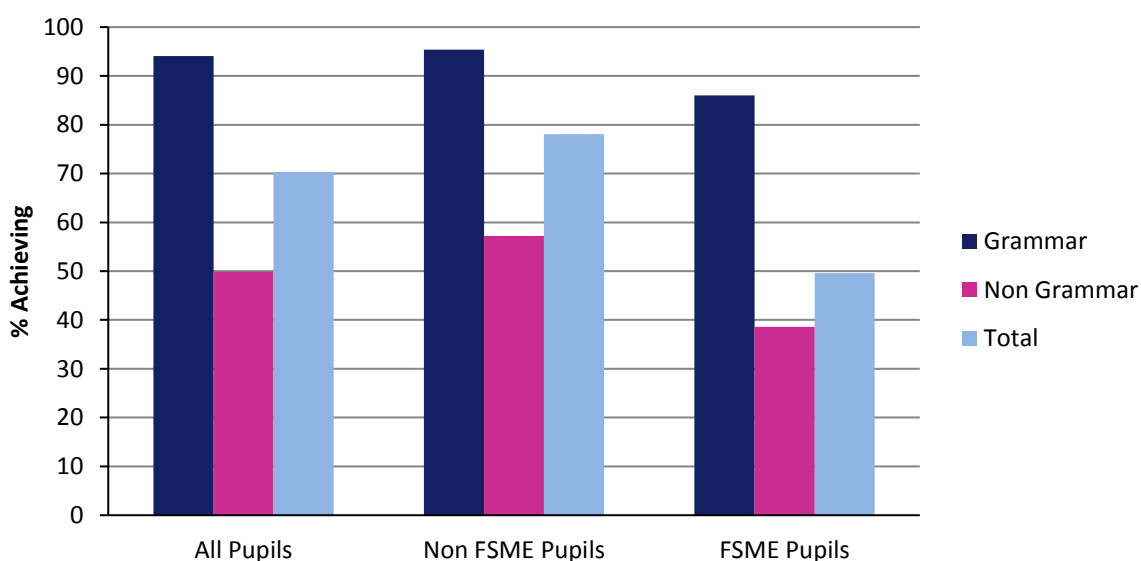
- At 76.8%, the majority of year 12 FSME pupils eligible for inclusion in performance returns attended non-grammar schools. At year 14 this figure was 66.3% (see Figure 8).

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



In 2016/17, 86.0% of year 12 FSME grammar school pupils achieved 5 or more GCSEs grades A*-C (including equivalents) including GCSE English and GCSE maths, compared with 38.6%¹ of non-grammar school pupils with FSME, a gap of 47.4¹ percentage points (see Tables 7b & 14 and Figure 9). This gap has reduced by 1.7¹ percentage points since 2015/16 due to a 2.7¹ percentage point increase in non-grammar school performance and a corresponding 1.0 percentage point decrease in grammar school performance.

Figure 9: Percentage of year 12 pupils achieving 5+ GCSEs grades A*-C (including equivalents) including GCSE English and GCSE maths, 2016/17



¹ Amended figure

SECTION 2: Year 14 Pupils

2.1 The A-level (or equivalent) cohort

The year 14 performance figures are based on the number of pupils in the final year of a level 3 (A-level or equivalent) course of study for the first time.

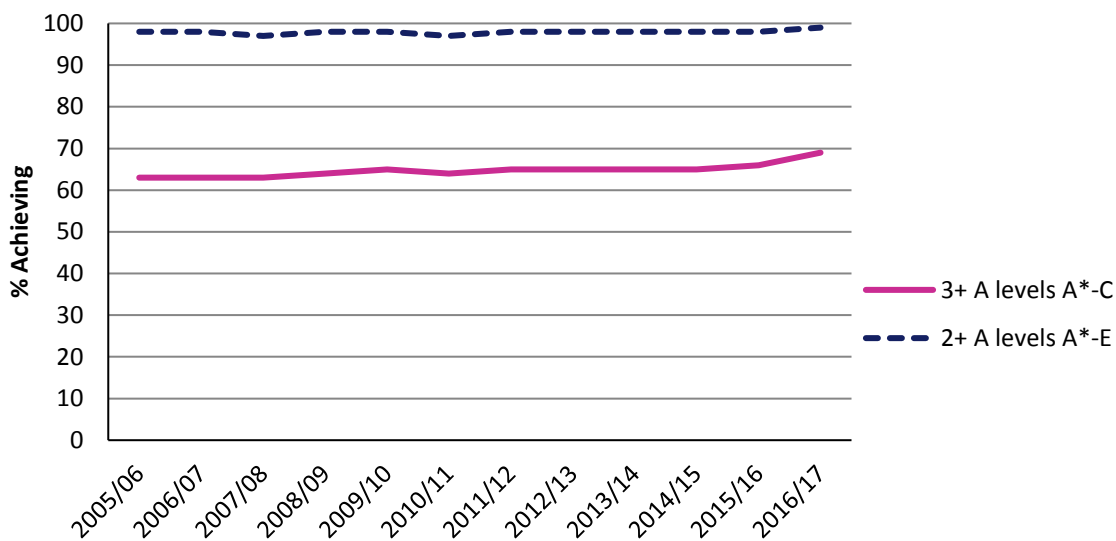
- In 2016/17 there were **12,853 pupils in year 14 eligible for A-level (or equivalent) examinations** (see Table 1). This represents a 3% decline from 2015/16, when there were 13,253 pupils in year 14 eligible for A-level (or equivalent) examinations. As with year 12 pupils, schools which have closed at the end of the 2015/16 academic year are not included in the summary of annual examination results data collection, for 2016/17 this accounts for 175 year 14 pupils.
- In 2016/17, 3.8% of the overall A-level (or equivalent) cohort were deemed ineligible for inclusion in the Summary of Annual Examination Results (SAER) returns. This proportion equates to 6.5% of pupils in non-grammar schools and 1.8% of pupils in grammar schools. A further 5.1% of the overall A-level cohort did not meet the criteria to be included in the return (6.8% non-grammar, 3.9% grammar).

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

2.2 Performance of pupils in the final year of an A-level or equivalent course

- **69.0%** of year 14 pupils **achieved 3 or more A levels** (including equivalents) at grades A*-C. This compares with 66.3% in 2015/16 (see Figure 10 and Table 5).
- **98.7%** of year 14 pupils **achieved 2 or more A levels** (including equivalents) at grades A*-E, which is a 0.6 percentage point increase of this indicator in 2015/16 (98.1%; see Figure 10 and Table 5).
- **99.7%** of year 14 pupils **achieved 1 or more A levels** (including equivalents) at grades A*-E (see Table 5). There was a 0.6 percentage point difference in grammar and non-grammar performance in this indicator – 99.3% of non-grammar school pupils achieved this standard compared with 99.9% of grammar school pupils (see Table 5 and 8a).

Figure 10: Percentage of pupils eligible for A levels (or equivalent) achieving 3 or more grades at A*-C, and two or more A levels (or equivalent) at grades A*-E 2005/06 - 2016/17

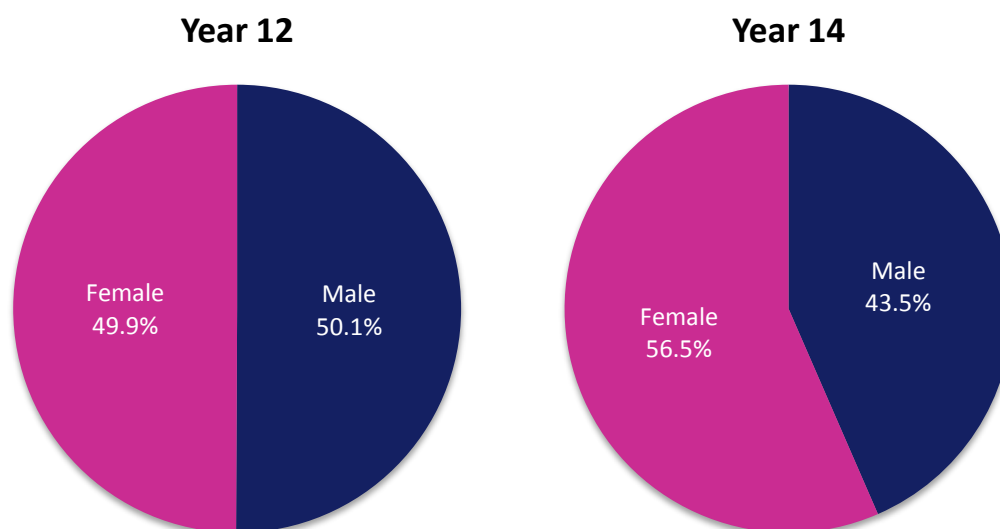


In 2009/10, an A* grade was introduced - prior to 2009/10 the indicator measured refers to 3+ A levels at grades A-C.

2.3 A-level or equivalent performance by gender

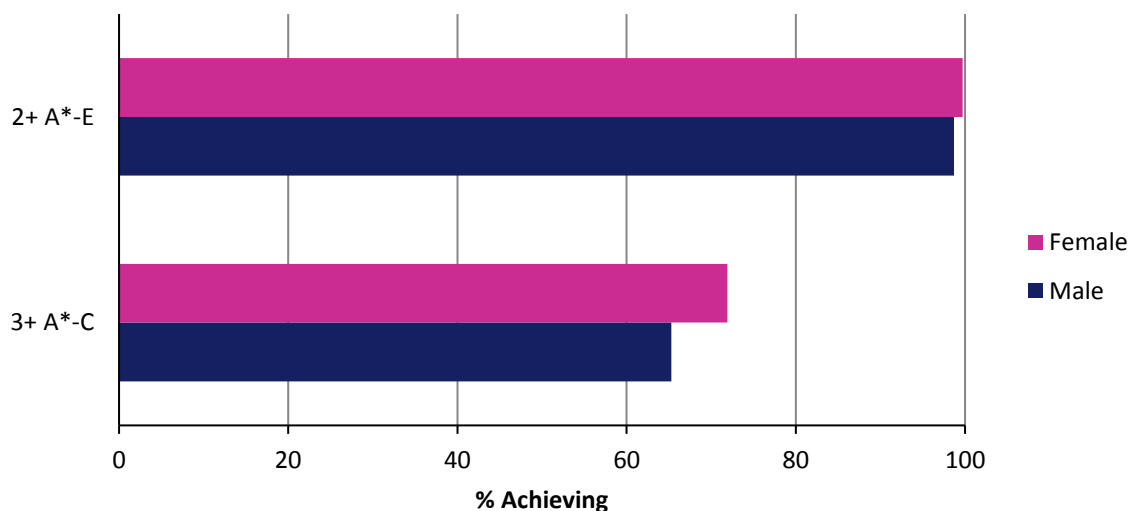
- The reported **gender of year 14 pupils eligible for A-levels (or equivalent) in 2016/17** was: 43.5% male, 56.5% female. This compares with 50.1% male, 49.9% female in year 12 (see Table 1 and Figure 11).

Figure 11: Year 12 and 14 pupils eligible for GCSE (or equivalent) and A level (or equivalent) examinations by gender, 2016/17



- **Females** in the final year of an A-level, as in year 12, perform better than their male counterparts: 71.9% of female pupils in year 14 achieved 3 or more A levels (including equivalents) at grades A*-C compared with 65.3% of males in 2016/17 (see Figure 12 and Table 6).
- The **performance gap** is not as great when 2 or more A-level passes are considered: 98.9% of female pupils in year 14 achieved 2 or more A-levels (including equivalents) at grades A*-E compared with 98.4% of males (see Figure 12 and Table 6).

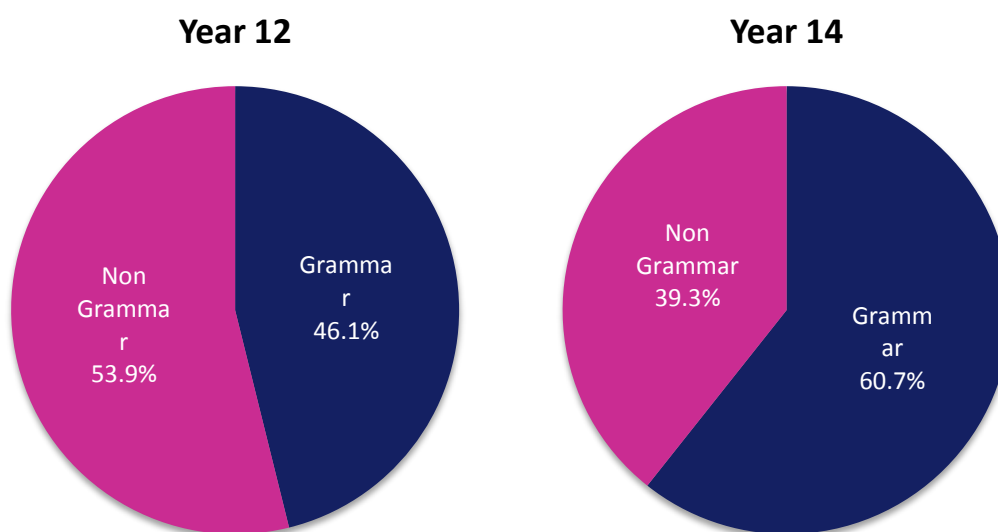
Figure 12: Performance at A Level (or equivalent) by gender, 2016/17



2.4 A-level performance by school type

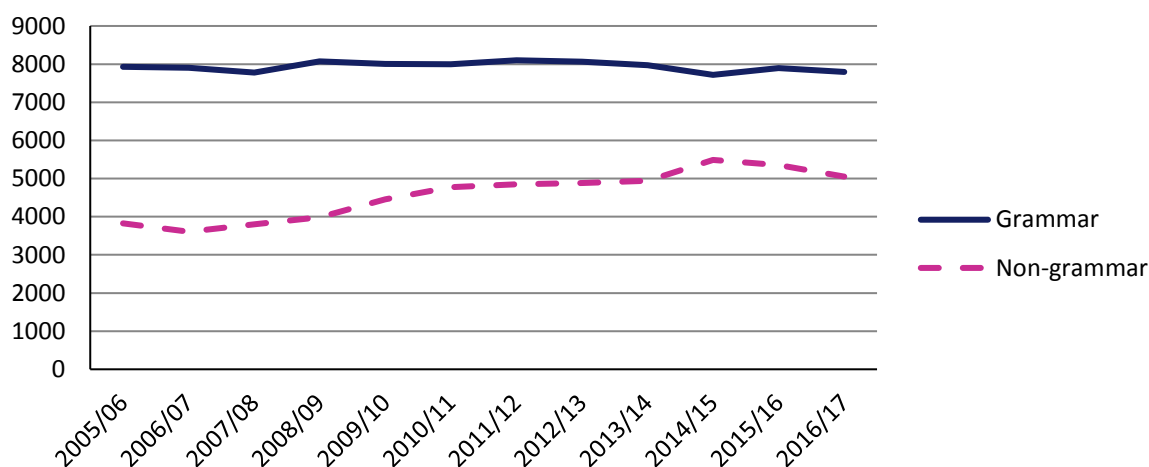
- A greater proportion of year 14 pupils attend grammar schools (60.7%) than non-grammar schools (39.3%). This contrasts with the year 12 cohort, where 46.1% attend grammar schools and 53.9% attend non-grammar schools (see Figure 13 and Table 1).

Figure 13: Year 12 and 14 pupils entered for GCSE and A level (or equivalent) examinations respectively by school type, 2016/17



- There were 5,054 year 14 pupils eligible for A-levels in **non-grammar schools**. This constitutes 39.3% of the overall year 14 cohort entered for examinations. In 2015/16 the figure was 5,353 (40.4%). This represents a decrease of 5.6% over the period (see Figure 14 and Table 1).
- There were 7,799 year 14 pupils eligible for A-levels in **grammar schools**. This constitutes 60.7% of the overall year 14 cohort entered for examinations. In 2015/16 the figure was 7,900 (59.6%). This represents a decrease of 1.3% over the period (see Figure 14 and Table 1).

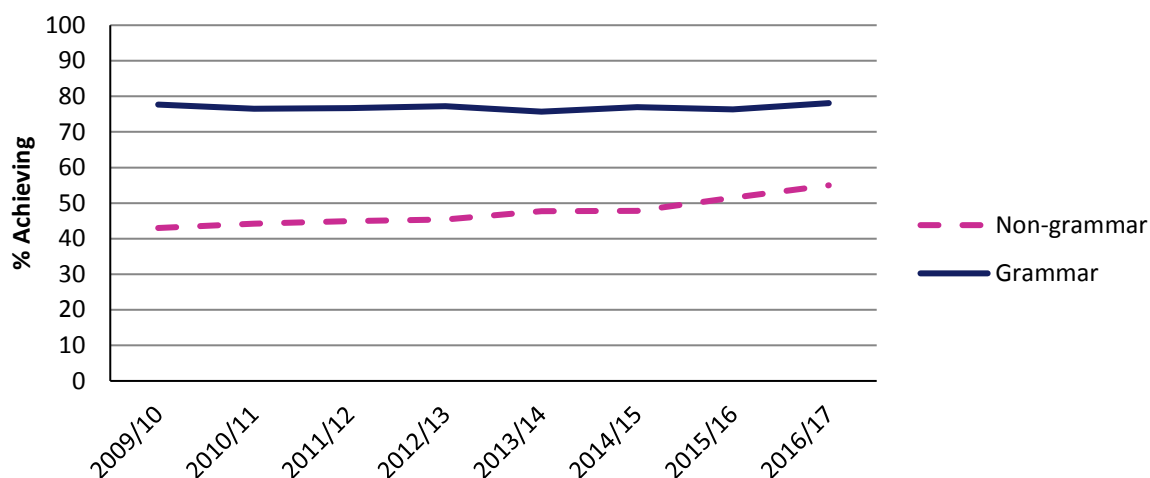
Figure 14: Number of Pupils entered for A Level (or equivalent) by School Type, 2005/06 - 2016/17



- Grammar schools had a higher percentage than non-grammar schools of pupils gaining 3 or more A-levels (including equivalents) at grades A*-C. In 2016/17, 78.1% of grammar school pupils in year 14 achieved this standard, compared with 55.0% of non-grammar school pupils (see Figure 15 and Table 8a).
- This **performance gap** has shown signs of decreasing. In 2008/09 the gap between grammar and non-grammar achievement of 3 or more A-levels (including equivalents) at grades A*-C was 33.7¹ percentage points; however by 2016/17 the gap had decreased in overall terms to 23.1 percentage points (see Table 3).
- This narrowing of the performance gap in the percentage of pupils achieving 3 or more A levels (including equivalents) at grades A*-C is due to a larger increase in achievement at non-grammar schools (3.5 percentage points increase since 2015/16) compared with a smaller increase at grammar schools (1.8 percentage points) (see Table 8).

¹ Amended figure

Figure 15: Percentage of year 14 pupils eligible for A-level (or equivalent) examinations achieving 3 or more A levels at A*-C by school type, 2009/10 - 2016/17



- The **performance gap** between grammar and non-grammar achievement of 2 or more A-levels (including equivalents) at grades A*-E is not as wide as the 3 or more A-levels at grades A*-C indicator; in 2016/17 the gap at 2 or more A-levels was 2.7 percentage points with 99.7% of grammar school pupils achieving this standard, compared with 97.0% of non-grammar school pupils (see Table 9).

2.5 A-level performance, Free School Meal Entitled Pupils

- Between 2013/14 and 2016/17 there has been a **8.2 percentage point** increase in the proportion of year 14 pupils entitled to free school meals, (10.7% 2013/14, 15.4% 2014/15, 17.5% 2015/16, 18.9% 2016/17) eligibility under the Working Tax Credit free school meal criterion was extended to post-primary school pupils from September 2014.
- **57.8%** of year 14 FSME pupils achieved 3 or more A-levels (including equivalents) at grades A*-C compared with **71.5%** of year 14 non-FSME pupils, a 13.7 percentage point gap (see Figure 17 and Table 15). The gap has decreased by 1.7 percentage points since 2015/16.
- **96.8%** of year 14 FSME pupils achieved 2 or more A-levels (including equivalents) at grades A*-E. For year 14 non-FSME pupils this figure was **99.1%**, a gap of 2.3 percentage points (see Table 15).

2.5.1 FSME Pupils A-level performance and School Type

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

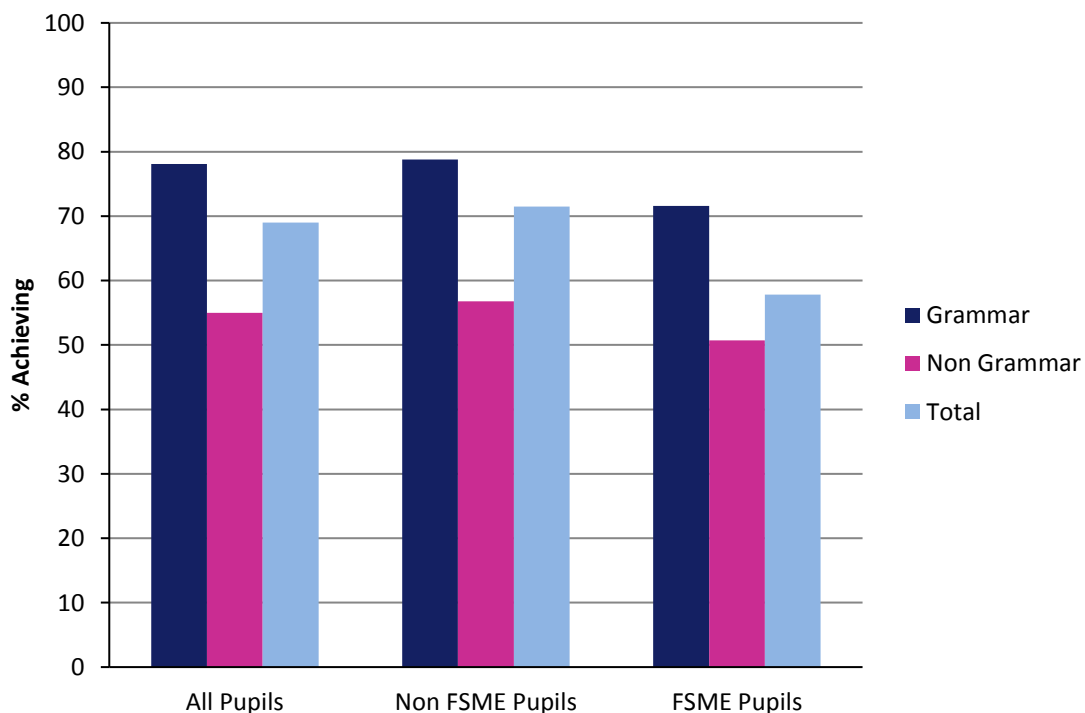
- **50.8%** of year 14 non-grammar school pupils with FSME achieved 3 or more A-levels at grades A*-C, an increase of 4.9¹ percentage points from 45.9% in 2015/16. **71.6%**

¹ Amended figure

of year 14 grammar school pupils with FSME achieved this indicator, a 3.2 percentage point increase from 68.4% in 2015/16 (see Table 8b).

- The performance gap between grammar and non-grammar FSME pupils achieving 3 or more A-levels at grades A*-C is 20.8¹ percentage points, compared with a 22.5 percentage point gap in 2015/16 (see Figure 16 and Table 8b).
- Within **non-grammar schools**, **50.8¹%** of year 14 FSME pupils achieved 3 or more A-levels at grades A*-C (including equivalents) compared with **56.9%** of non-FSME pupils, a performance gap of 6.1¹ percentage points (see Figure 16). The corresponding performance gap for the indicator 2 or more A-levels at grades A*-E (including equivalents) is 2.3¹ percentage points (see Tables 8b and 8c).
- Within **grammar schools**, **71.6 %** of year 14 FSME pupils achieved 3 or more A-levels at grades A*-C (including equivalents) compared with **78.8%** of non-FSME pupils, a performance gap of 7.2 percentage points (see Figure 16). There is a corresponding performance gap of 0.1 percentage points for the indicator 2 or more A-levels at grades A*-E (including equivalents) with 99.6% of FSME and 99.7% of non FSME year 14 pupils achieving this indicator (see Tables 8b & 8c).

Figure 16: Percentage of year 14 pupils achieving 3+ A Levels grades A*-C (including equivalent), 2016/17



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Table 1: Year 12 and Year 14 pupils eligible for SAER returns by school type and gender, 2016/17

Year 12

		Non-Grammar	Grammar	Total
All Pupils	Male	5,353	4630 ²	9983 ²
	Female	5388 ²	4567 ²	9955 ²
	Total	10,741	9,197	19,938
FSME Pupils¹	Male	2,038	607	2,645
	Female	2,142	655	2,797
	Total	4,180	1,262	5,442

Year 14

		Non-Grammar	Grammar	Total
All Pupils	Male	1,999	3588 ²	5587 ²
	Female	3055 ²	4,211	7266 ²
	Total	5,054	7,799	12,853
FSME Pupils¹	Male	559	357	916
	Female	977 ²	422	1399 ²
	Total	1536²	779	2315²

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 2: Year 12 pupil performance by school type, 2008/09 - 2016/17

Performance Indicator (includes equivalents)	School Type	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
% achieving 5+ GCSEs A*-C	Non-Grammar	54.1	59.1	60.1	63.9	67.2	70.6	72.0	72.7	74.4
	Grammar	96.8	96.8	97.0	97.0	97.3	97.2	97.8	96.5	96.5
	Total	71.2	74.3	75.3	77.8	79.6	81.8	82.8	83.3	84.6
% achieving 5+ GCSEs A*-C including GCSE English and GCSE mathematics	Non-Grammar	32.9	34.9	36.4	36.2	37.7	44.0	46.8	47.0	49.9
	Grammar	93.8	93.5	93.9	92.9	94.0	94.5	95.0	94.1	94.1
	Total	57.3	58.6	60.1	60.1	60.9	65.2	67.0	67.9	70.3
% achieving 5+ GCSEs A*-G	Non-Grammar	87.6	92.8	94.6	95.8	96.2	97.1	97.4	97.6	97.5
	Grammar	99.3	99.7	99.8	99.9	99.9	99.8	99.9	99.8	99.8
	Total	92.3	95.6	96.7	97.5	97.7	98.2	98.4	98.6	98.6
% achieving 5+ GCSEs A*-G including GCSE English and GCSE mathematics	Non-Grammar	n/a	n/a	89.0	89.0	88.2	89.4	89.4	89.5	90.8
	Grammar	n/a	n/a	99.2	99.0	99.3	99.4	99.7	99.6	99.6
	Total	n/a	n/a	93.2	93.2	92.8	93.6	93.7	94.0	94.8
% achieving no GCSEs	Non-Grammar	1.8	1.2	0.7	#	#	#	#	0.1	0.2
	Grammar	0.1	0.1	0.1	*	*	*	*	0.1	0.1
	Total	1.1	0.7	0.4	0.2	0.2	0.1	0.1	0.1	0.1

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

Table 3: Year 14 pupil performance by school type, 2008/09 - 2016/17

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

Table 4: Year 12 pupil performance by gender, 2015/16 - 2016/17

Key indicator (including equivalents)		FSME Pupils ¹ (%)		All Pupils (%)	
		2015/16	2016/17	2015/16	2016/17
7+ GCSEs	At grades A*-C (male)	45.3	45.6	64.6	65.8
	At grades A*-C (female)	57.5	60.4	75.4	76.4 ²
	At grades A*-C (total)	51.4	53.2	70.0	71.1
	Incl. English and maths at grades A*-C (male)	37.2	38.7	58.9	61.0
	Incl. English and maths at grades A*-C (female)	46.9	49.8 ²	68.6	70.4
	Incl. English and maths at grades A*-C (total)	42.1	44.4	63.7	65.7
5+ GCSEs	At grades A*-C (male)	64.1	65.7	79.6	81.0
	At grades A*-C (female)	75.5	77.5	87.0	88.2
	At grades A*-C (total)	69.8	71.8	83.3	84.6
	Incl. English and maths at grades A*-C (male)	43.0	45.2	64.2	66.8
	Incl. English and maths at grades A*-C (female)	51.0	53.7	71.6	73.8
	Incl. English and maths at grades A*-C (total)	47.0	49.6²	67.9	70.3
	At grades A*-G (male)	96.4	96.0	98.3	98.3
At grades A*-G (female)	97.5	97.1 ²	98.9	98.8 ²	
At grades A*-G (total)	97.0	96.5	98.6	98.6	
No GCSEs	At grades A*-G (male)	#	0.4	0.1	0.2
	At grades A*-G (female)	#	0.3	0.1	0.1
	At grades A*-G (total)	0.2	0.3	0.1	0.1

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 5: Year 14 pupil performance by gender, 2015/16 - 2016/17

Key indicator (including equivalents)		FSME Pupils ¹ (%)		All Pupils (%)	
		2015/16	2016/17	2015/16	2016/17
3+ A levels	At grades A*-C (male)	51.3	53.2	63.3	65.3
	At grades A*-C (female)	55.0	60.8	68.6	71.9
	At grades A*-C (total)	53.6	57.8	66.3	69.0
2+ A levels	At grades A*-E (male)	96.0	95.7 ²	98.1	98.4
	At grades A*-E (female)	95.2	97.6 ²	98.2	98.9
	At grades A*-E (total)	95.5	96.8²	98.1	98.7
1+ A levels	At grades A*-E (male)	98.8	99.2 ²	99.4	99.7
	At grades A*-E (female)	98.2	99.4 ²	99.4	99.7
	At grades A*-E (total)	98.4	99.3²	99.3	99.7

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 6: Gender attainment gaps for year 12 and 14 pupils, 2015/16 - 2016/17**Year 12 Gender attainment gaps**

Key indicator (including equivalents)		FSME Pupils ¹ (%)		All Pupils (%)	
		2015/16	2016/17	2015/16	2016/17
7+ GCSEs	At grades A*-C (male)	45.3	45.6	64.6	65.8
	At grades A*-C (female)	57.5	60.4	75.4	76.4 ²
	Gender attainment gap (percentage points)	12.2	14.8	10.8	10.6
	Incl. English and maths at grades A*-C (male)	37.2	38.7	58.9	61.0
	Incl. English and maths at grades A*-C (female)	46.9	49.8 ²	68.6	70.4
	Gender attainment gap (percentage points)	9.7	11.1²	9.7	9.4
5+ GCSEs	At grades A*-C (male)	64.1	65.7	79.6	81.0
	At grades A*-C (female)	75.5	77.5	87.0	88.2
	Gender attainment gap (percentage points)	11.4	11.8	7.4	7.2
	Incl. English and maths at grades A*-C (male)	43.0	45.2	64.2	66.8
	Incl. English and maths at grades A*-C (female)	51.0	53.7	71.6	73.8
	Gender attainment gap (percentage points)	8.0	8.5	7.4	7.0
No GCSEs	At grades A*-G (male)	96.4	96.0	98.3	98.3
	At grades A*-G (female)	97.5	97.1 ²	98.9	98.8 ²
	Gender attainment gap (percentage points)	1.1	1.1	0.6	0.5²
	At grades A*-G (male)	#	0.4	0.1	0.2
	At grades A*-G (female)	#	0.3	0.1	0.1
	Gender attainment gap (percentage points)	0.0	0.1	0.0	0.1

figure not disclosed under rules of statistical suppression

Year 14 Gender attainment gaps

Key indicator (including equivalents)		FSME Pupils ¹ (%)		All Pupils (%)	
		2015/16	2016/17	2015/16	2016/17
3+ A levels	At grades A*-C (male)	51.3	53.2	63.3	65.3
	At grades A*-C (female)	55.0	60.8	68.6	71.9
	Gender attainment gap (percentage points)	3.7	7.6	5.3	6.6
2+ A levels	At grades A*-E (male)	96.0	95.7 ²	98.1	98.4
	At grades A*-E (female)	95.2	97.6 ²	98.2	98.9
	Gender attainment gap (percentage points)	0.8	1.9²	0.1	0.5
1+ A levels	At grades A*-E (male)	98.8	99.2 ²	99.4	99.7
	At grades A*-E (female)	98.2	99.4 ²	99.4	99.7
	Gender attainment gap (percentage points)	0.6	0.2	0.0	0.0

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 7: Year 12 Performance by School Type and Gender, 2015/16 - 2016/17

7a) All Pupils

Key indicator (including equivalents)		2015/16		2016/17	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	45.4	88.6	47.1	87.4
	At grades A*-C (female)	59.3	95.7	60.7	95.0
	At grades A*-C (total)	52.3	92.1	54.0	91.2
	Incl. English and maths at grades A*-C (male)	35.8	87.6	39.1	86.3
	Incl. English and maths at grades A*-C (female)	48.0	94.5	50.2	94.2 ²
	Incl. English and maths at grades A*-C (total)	41.9	91.0	44.7	90.3
5+ GCSEs	At grades A*-C (male)	67.3	94.9	69.3	94.6 ²
	At grades A*-C (female)	78.1	98.3	79.6	98.3
	At grades A*-C (total)	72.7	96.5	74.4	96.5
	Incl. English and maths at grades A*-C (male)	41.8	92.1	45.3	91.7
	Incl. English and maths at grades A*-C (female)	52.1	96.2	54.5	96.5 ²
	Incl. English and maths at grades A*-C (total)	47.0	94.1	49.9	94.1
	At grades A*-G (male)	97.1	99.8	97.0	99.7
	At grades A*-G (female)	98.1	99.8	98.0	99.8 ²
At grades A*-G (total)	97.6	99.8	97.5	99.8	
No GCSEs	At grades A*-G (male)	#	*	#	*
	At grades A*-G (female)	*	#	#	*
	At grades A*-G (total)	0.1	0.1	0.2	0.1

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

7b) Pupils entitled to FSM¹

Key indicator (including equivalents)		2015/16		2016/17	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	35.8	75.0	36.9	74.5
	At grades A*-C (female)	48.8	90.0	52.3	86.6
	At grades A*-C (total)	42.4	82.0	44.8	80.7
	Incl. English and maths at grades A*-C (male)	25.7	73.5	28.7	72.5
	Incl. English and maths at grades A*-C (female)	36.0	87.6	38.9 ²	85.3
	Incl. English and maths at grades A*-C (total)	30.9	80.1	33.9	79.2
5+ GCSEs	At grades A*-C (male)	57.3	85.4	59.2	87.6
	At grades A*-C (female)	70.3	94.7	72.6	93.4
	At grades A*-C (total)	64.0	89.8	66.1	90.6
	Incl. English and maths at grades A*-C (male)	31.2	79.9	34.2	82.0
	Incl. English and maths at grades A*-C (female)	40.3	90.8	42.8 ²	89.6
	Incl. English and maths at grades A*-C (total)	35.9	85.0	38.6²	86.0
	At grades A*-G (male)	95.4	99.6	94.9	99.3
	At grades A*-G (female)	97.0	99.5	96.4 ²	99.4
At grades A*-G (total)	96.2	99.5	95.7²	99.4	
No GCSEs	At grades A*-G (male)	*	*	#	0.0
	At grades A*-G (female)	*	*	#	*
	At grades A*-G (total)	#	*	#	*

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

7c) Pupils not entitled to FSM

Key indicator (including equivalents)		2015/16		2016/17	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	50.9	90.9	53.4	89.4
	At grades A*-C (female)	66.0	96.6	66.3	96.4
	At grades A*-C (total)	58.3	93.7	59.8	92.8
	Incl. English and maths at grades A*-C (male)	41.7	90.0	45.6	88.4
	Incl. English and maths at grades A*-C (female)	55.5	95.6	57.7 ²	95.7 ²
	Incl. English and maths at grades A*-C (total)	48.4	92.8	51.6	92.0
5+ GCSEs	At grades A*-C (male)	73.1	96.5	75.4	95.7
	At grades A*-C (female)	82.9	98.8	84.2	99.1 ²
	At grades A*-C (total)	77.9	97.6	79.8	97.4
	Incl. English and maths at grades A*-C (male)	48.0	94.1	52.2	93.1 ²
	Incl. English and maths at grades A*-C (female)	59.5	97.0	62.2 ²	97.7
	Incl. English and maths at grades A*-C (total)	53.6	95.6	57.2	95.4
	At grades A*-G (male)	98.1	99.9	98.3	99.8
	At grades A*-G (female)	98.8	99.8	99.1 ²	99.9
At grades A*-G (total)	98.4	99.9	98.7	99.8	
No GCSEs	At grades A*-G (male)	#	*	#	*
	At grades A*-G (female)	#	*	*	*
	At grades A*-G (total)	0.1	0.1	#	*

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 8: Year 14 Performance by School Type and Gender, 2015/16 - 2016/17**8a) All Pupils**

Key indicator (including equivalents)		2015/16		2016/17	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	47.6	72.4	50.5	73.6
	At grades A*-C (female)	54.1	79.5	58.0	82.0
	At grades A*-C (total)	51.5	76.3	55.0	78.1
2+ A levels	At grades A*-E (male)	95.8	99.4	96.2	99.6
	At grades A*-E (female)	96.3	99.7	97.5 ²	99.8
	At grades A*-E (total)	96.1	99.5	97.0	99.7
1+ A levels	At grades A*-E (male)	98.4	100.0	99.3	99.9
	At grades A*-E (female)	98.5	100.0	99.3	100.0
	At grades A*-E (total)	98.4	100.0	99.3	99.9

8b) Pupils Entitled to FSM¹

Key indicator (including equivalents)		2015/16		2016/17	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	42.9	64.2	46.3	63.9
	At grades A*-C (female)	47.6	71.8	53.3	78.2
	At grades A*-C (total)	45.9	68.4	50.8²	71.6
2+ A levels	At grades A*-E (male)	94.4	98.6	93.2 ²	99.7
	At grades A*-E (female)	93.4	99.3	96.7 ²	99.5
	At grades A*-E (total)	93.7	99.0	95.4²	99.6
1+ A levels	At grades A*-E (male)	98.0	100.0	98.7 ²	100.0
	At grades A*-E (female)	97.3	100.0	99.2 ²	99.8
	At grades A*-E (total)	97.6	100.0	99.0²	99.9

8c) Pupils not Entitled to FSM

Key indicator (including equivalents)		2015/16		2016/17	
		Non-Grammar (%)	Grammar (%)	Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	49.2	73.3	52.2	74.6
	At grades A*-C (female)	57.4	80.4	60.2	82.4
	At grades A*-C (total)	53.8	77.1	56.9	78.8
2+ A levels	At grades A*-E (male)	96.3	99.5	97.4 ²	99.6
	At grades A*-E (female)	97.4	99.7	97.9 ²	99.8
	At grades A*-E (total)	97.0	99.6	97.7²	99.7
1+ A levels	At grades A*-E (male)	98.5	100.0	99.5 ²	99.9
	At grades A*-E (female)	99.1	100.0	99.4 ²	100.0
	At grades A*-E (total)	98.7	100.0	99.4²	99.9

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 9: School type attainment gaps for year 12 and 14 pupils, 2016/17**Year 12 School type attainment gaps**

Key indicator (including equivalents)	Non-Grammar (%)	Grammar (%)	School type attainment gap (pp¹)
7 or more GCSEs at grades A*-C	54.0	91.2	37.2
7 or more GCSEs incl. English and maths at grades A*-C	44.7	90.3	45.6
5 or more GCSEs at grades A*-C	74.4	96.5	22.1 ²
5 or more GCSEs incl. English and maths at grades A*-C	49.9	94.1	44.2
5 or more GCSEs at grades A*-G	97.5	99.8	2.2
No GCSEs at grades A*-G	0.2	0.1	0.2

Year 14 School type attainment gaps

Key indicator (including equivalents)	Non-Grammar (%)	Grammar (%)	School type attainment gap (pp¹)
3 or more A levels at grades A*-C	55.0	78.1	23.1
2 or more A levels at grades A*-E	97.0	99.7	2.7
1 or more A levels at grades A*-E	99.3	99.9	0.6

1. (pp) = percentage points

2. Denotes amended figure

Table 10: Year 12 Performance by Free School Meal Bands¹, 2016/17

Key Indicator (including equivalents)	Non-Grammar				NI Total (%)
	0-29.99%	30-39.99%	40-49.99%	50+%	
7+ grades A*-C - males	55.3	42.4	48.4	43.3	47.1
7+ grades A*-C - females	70.7	56.6	61.9	55.6 ²	60.7
7+ grades A*-C - total	62.9	49.7	54.8	49.8	54.0
7+ grades A*-C incl. Eng and maths - male	50.3	34.6	39.4	33.2	39.1
7+ grades A*-C incl. Eng and maths - female	64.5	47.5	49.0	41.9	50.2
7+ grades A*-C incl. Eng and maths - total	57.3	41.2	44.0	37.8	44.7
5+ grades A*-C - males	74.5	63.9	73.8	64.8	69.3
5+ grades A*-C - females	84.9	77.6	81.3	75.3 ²	79.6
5+ grades A*-C - total	79.6	70.9	77.4	70.4	74.4
5+ grades A*-C incl. Eng and maths - male	57.2	40.7	45.5	39.0	45.3
5+ grades A*-C incl. Eng and maths - female	69.3	52.0	52.9	46.0	54.5
5+ grades A*-C incl. Eng and maths - total	63.1	46.5	49.0	42.7	49.9

Key Indicator (including equivalents)	Grammar			NI Total (%)
	0-9.99%	10-19.99%	20%+	
7+ grades A*-C - males	91.1	88.2	79.7 ²	87.4
7+ grades A*-C - females	96.9	95.0 ²	89.9 ²	95.0
7+ grades A*-C - total	93.8	92.2	83.5	91.2
7+ grades A*-C incl. Eng and maths - male	90.3	87.2	78.2 ²	86.3
7+ grades A*-C incl. Eng and maths - female	96.3	94.4 ²	88.4 ²	94.2 ²
7+ grades A*-C incl. Eng and maths - total	93.1	91.4	81.9	90.3
5+ grades A*-C - males	97.0	95.4	89.5	94.6 ²
5+ grades A*-C - females	99.3	98.4	95.4 ²	98.3
5+ grades A*-C - total	98.0	97.2	91.7	96.5
5+ grades A*-C incl. Eng and maths - male	95.2	92.6	84.2 ²	91.7
5+ grades A*-C incl. Eng and maths - female	98.1	97.1 ²	90.3 ²	96.5 ²
5+ grades A*-C incl. Eng and maths - total	96.6	95.2	86.5	94.1

1. Free School Meal bands changed in 2016/17

2. Denotes amended figure

Table 11: Performance by Free School Meal Bands¹, 2016/17

Key Indicator (including equivalents)		Non-Grammar				NI Total (%)
		0-29.99%	30-39.99%	40-49.99%	50%+	
3+ A levels	At grades A*-C - male	56.8	47.0	50.4	49.1	50.5
	At grades A*-C - female	67.3	54.1	54.7	56.9	58.0
	At grades A*-C - total	63.2	51.3	52.9	53.9	55.0
2+ A levels	At grades A*-E - male	97.9	98.0	95.4	93.8	96.2
	At grades A*-E - female	98.7	98.2	98.3	95.2 ²	97.5 ²
	At grades A*-E - total	98.4	98.1	97.1	94.6	97.0

Key Indicator (including equivalents)		Grammar			NI Total (%)
		0-9.99%	10-19.99%	20%+	
3+ A levels	At grades A*-C - male	74.5	76.8 ²	66.5	73.6
	At grades A*-C - female	84.2	81.2	79.3	82.0
	At grades A*-C - total	79.3	79.6	71.9	78.1
2+ A levels	At grades A*-E - male	99.9	99.7 ²	98.8	99.6
	At grades A*-E - female	99.9	99.9	99.3	99.8
	At grades A*-E - total	99.9	99.8	99.0	99.7

1. Free School Meal bands changed in 2016/17

2. Denotes amended figure

Table 12: Year 12 Performance by Management Type¹, 2016/17

Key Indicator (including equivalents)		Controlled			Catholic Maintained	Other Maintained	Controlled Integrated	GMI	Voluntary - Other Managed	Voluntary - Catholic Managed
		Non-Grammar	Grammar	Total	All Non-Grammar	All Non-Grammar	All Non-Grammar	All Non-Grammar	All Grammar	All Grammar
7+ GCSEs	At grades A*-C (male)	41.1	89.4	56.9	51.2	58.1	52.4	49.7	87.5	86.3 ²
	At grades A*-C (female)	52.6	93.5	68.3	68.0 ²	63.6	58.9	56.3	95.1	95.8 ²
	At grades A*-C (total)	46.6	91.6	62.7	59.9	61.3	55.4	53.0	91.2	90.9
	Incl. English and maths at grades A*-C (male)	33.8	88.3	51.6	43.3	48.4	35.6	41.9	86.9	84.9 ²
	Incl. English and maths at grades A*-C (female)	43.1	92.4	62.1	57.0	52.3	41.7	46.4	94.7	95.1 ²
	Incl. English and maths at grades A*-C (total)	38.3	90.6	56.9	50.4	50.7	38.4	44.1	90.6	89.8
5+ GCSEs	At grades A*-C (male)	64.3	96.1	74.7	72.5	74.2	80.3	69.7	95.5	93.3
	At grades A*-C (female)	73.5	97.6	82.8	84.4	88.6	84.0	77.0	98.8	98.4 ²
	At grades A*-C (total)	68.8	96.9	78.8	78.7	82.7	82.0	73.4	97.1	95.8
	Incl. English and maths at grades A*-C (male)	40.4	92.8	57.5	49.4	54.8	39.4	47.8	93.9	89.4 ²
	Incl. English and maths at grades A*-C (female)	48.0	95.5	66.3	60.9	56.8	44.6	51.0	97.4	96.5 ²
	Incl. English and maths at grades A*-C (total)	44.1	94.3	62.0	55.4	56.0	41.8	49.4	95.6	92.8

1. School Management Type

2. Denotes amended figure

Table 13: Year 14 Performance by Management Type¹, 2016/17

% achieving Key Indicator (including e		Controlled			Catholic Maintained	Other Maintained	Controlled Integrated	GMI	Voluntary - Other Managed	Voluntary - Catholic Managed
		Non-Grammar	Grammar	Total	All Non-Grammar	All Non-Grammar	All Non-Grammar	All Non-Grammar	All Grammar	All Grammar
3+ A levels	At grades A*-C (male)	44.2	70.9	59.2	52.5	39.1	60.9	56.2	72.0	76.0 ²
	At grades A*-C (female)	51.1	77.8	65.3	60.7	46.4	69.2	62.5	82.3	84.2
	At grades A*-C (total)	48.4	74.9	62.8	57.5	43.1	64.7	59.8	77.4	80.4
2+ A levels	At grades A*-E (male)	96.2	99.7	98.2	96.2	78.3	100.0	97.4	99.6	99.5 ²
	At grades A*-E (female)	97.6	100.0	98.9	97.0 ²	100.0	100.0	99.2	99.8	99.7
	At grades A*-E (total)	97.1	99.9	98.6	96.7	90.2	100.0	98.5	99.7	99.6

1. School Management Type

2. Denotes amended figure

Table 14: Year 12 Pupil Performance by gender and free school meal entitlement¹, 2016/17

Key indicator (including equivalents)		FSME Pupils	Non FSME Pupils	All Pupils
7+ GCSEs	At grades A*-C (male)	45.6	73.1	65.8
	At grades A*-C (female)	60.4	82.7 ²	76.4 ²
	At grades A*-C (total)	53.2	77.9	71.1
	Incl. English and maths at grades A*-C (male)	38.7	69.1	61.0
	Incl. English and maths at grades A*-C (female)	49.8 ²	78.5	70.4
	Incl. English and maths at grades A*-C (total)	44.4	73.7	65.7
5+ GCSEs	At grades A*-C (male)	65.7	86.5	81.0
	At grades A*-C (female)	77.5	92.3 ²	88.2
	At grades A*-C (total)	71.8	89.4	84.6
	Incl. English and maths at grades A*-C (male)	45.2	74.6	66.8
	Incl. English and maths at grades A*-C (female)	53.7	81.6 ²	73.8
	Incl. English and maths at grades A*-C (total)	49.6 ²	78.1	70.3
	At grades A*-G (male)	96.0	99.1	98.3
	At grades A*-G (female)	97.1 ²	99.5 ²	98.8 ²
At grades A*-G (total)	96.5	99.3	98.6	
No GCSEs	At grades A*-G (male)	#	#	0.2
	At grades A*-G (female)	#	*	0.1
	At grades A*-G (total)	0.3	0.1	0.1

* denotes a figure of less than 5 pupils

figure not disclosed under rules of statistical suppression

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

Table 15: Year 14 Pupil Performance by Gender and Free School Meal Entitlement¹, 2016/17

Key indicator (including equivalents)		FSME Pupils	Non FSME Pupils	All Pupils
3+ A levels	At grades A*-C (male)	53.2	67.7	65.3
	At grades A*-C (female)	60.8	74.6	71.9
	At grades A*-C (total)	57.8	71.5	69.0
2+ A levels	At grades A*-E (male)	95.7 ²	98.9 ²	98.4
	At grades A*-E (female)	97.6 ²	99.2 ²	98.9
	At grades A*-E (total)	96.8 ²	99.1	98.7
1+ A levels	At grades A*-E (male)	99.2 ²	99.8	99.7
	At grades A*-E (female)	99.4 ²	99.8 ²	99.7
	At grades A*-E (total)	99.3 ²	99.8	99.7

1. Free School Meal Entitled (FSME)

2. Denotes amended figure

NOTES FOR READERS

National Statistics

1. The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

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

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

2. For general enquiries about National Statistics, contact the National Statistics Public Enquiry Service by:

Telephone: 0845 601 3034

minicom: 01633 815044

E-mail: info@ons.gsi.gov.uk

Fax: 01633 652747

Letters: Customer Contact Centre, Office for National Statistics, Room 1.101, Government Buildings, Cardiff Road, Newport, South Wales, NP10 8XG

3. Further information on National Statistics can be accessed at: www.statistics.gov.uk, <http://www.ons.gov.uk/ons/index.html>

School performance

4. The data collected are used extensively by schools to monitor and evaluate their academic performance to inform all aspects of their school improvement planning and to satisfy their data requirements in areas such as their prospectus and other public communications which contain performance information. The press, the public and various public bodies also access the data regularly to keep their records of school attainment current and to compare with previous years.

5. Data collected through the SAER are used by policy branches within the Department of Education (DE) to evaluate initiatives including: Literacy and Numeracy strategies, school improvement programmes, benchmarking, and to monitor performance against relevant Departmental milestone targets. Further users include the Education and Training Inspectorate (ETI) who use the information to facilitate the school inspection process, and the Education Authority (EA). The data are also the basis of responses to a number of Assembly questions and are used in the EA auditing process.

6. The 2016/17 figures in this statistical release are based on information as at 10th October 2018. These data have been revised since their earlier release in December 2017, to reflect the identification of inconsistencies found in gender and FSME/non-FSME data. Overall NI data were unaffected. While the impact of these revisions is minor (generally less than 0.4 percentage points), it has been decided to reissue this bulletin to ensure consistency of these data with other publications. All amended figures have been identified within this bulletin. This revision is in line with the DE Statistics and Research Team revisions policy, which can be accessed at: <https://www.education-ni.gov.uk/sites/default/files/publications/education/Revisions%20policy.pdf>

7. The tables presented in the release reflect key information on performance, as determined by Departmental needs and also on requests for information from other sources.

8. The statistics in this press release have been derived from the Summary of Annual Examination Results (SAER).

9. Data excludes special and independent schools.

10. The year 12 cohort used to determine the performance statistics in this document is based on the number of pupils in the final year of a GCSE (or equivalent) course of study who are eligible to be entered in the SAER return for the relevant academic year. Pupils can be ineligible for inclusion for a number of reasons and therefore the SAER year 12 cohort can differ from the year 12 cohort collected in the annual school census. Further information can be found at: <https://www.education-ni.gov.uk/publications/summary-annual-examination-results-saer-documentation>

11. The year 14 cohort used to determine the performance statistics in the document is based on the number of pupils in the final year of an A level (or equivalent) course of study. This level of education, unlike year 12, is non-compulsory, pupils can be deemed ineligible for inclusion in this cohort for a number of reasons (similar to those used for the year 12 cohort). Further information can be found at: <https://www.education-ni.gov.uk/publications/summary-annual-examination-results-saer-documentation>

12. More detail about the collection of school performance statistics may be found at:
<https://www.education-ni.gov.uk/publications/summary-annual-examination-results-saer-documentation>

13. Statistics relating to school performance can be found on the DE website:
(<https://www.education-ni.gov.uk/>) under the Schools+ section
<https://www.education-ni.gov.uk/services/schools-plus>

14. The following list details the variables collected during the SAER process:

Number of pupils in year 12 eligible for examinations

Number of pupils achieving 7+ GCSEs at grades A*-C (including equivalents)

Number of pupils achieving 7+ GCSEs at grades A*-C (including equivalents) including GCSE English and GCSE maths

Number of pupils achieving 5+ GCSEs at grades A*-C (including equivalents)

Number of pupils achieving 5+ GCSEs at grades A*-C (including equivalent) including GCSE English and GCSE maths

Number of pupils achieving 5+ GCSEs at grades A*-E (including equivalents)

Number of pupils achieving 1-4 GCSEs at grades A*-G (including equivalents)

Number of pupils achieving 5+ GCSEs at grades A*-G (including equivalents)

Number of pupils achieving 5+ GCSEs at grades A*-G (including equivalents) including GCSE English and GCSE maths

Number of pupils achieving no GCSEs at grades A*-G (including equivalents)

Entered for A levels

Achieving 3+ A levels A*-C (including Equivalents)

Achieving 3+ A levels A*-E (including Equivalents)

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

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

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

- *GCSE (key stage 4) and equivalent results in England, 2016 to 2017*
<https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>
- *A level and other level 3 results in England, 2016/17*
<https://www.gov.uk/government/collections/statistics-attainment-at-19-years>

- *Examination Results in Wales, 2016/17*
<http://gov.wales/statistics-and-research/examination-results/?lang=en>
- *Summary Statistics for Schools in Scotland*
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/Summarystatsforschools>