

# Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2024-25



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## Section 1: Key Points

Caution should be taken when drawing any conclusions relating to changes in performance in 2022/23 compared to other years. 2022/23 data was affected by Action Short of Strike (ASOS) in schools, as well as CCEA's stepped approach back to pre-pandemic awarding standards<sup>1</sup>.

This statistical bulletin contains an analysis of the examination performance of Year 12 and Year 14 pupils in Northern Ireland in the 2024/25 academic year.

- In 2024/25, **74.5% of Year 12 pupils** achieved 5 or more GCSEs at grades A\*-C (or equivalent) including GCSE English and GCSE maths. This increased from 73.3% in 2023/24. 53.3% of **free school meal entitled pupils** achieved this indicator (52.5% in 2023/24).
- In 2024/25 the proportion of Year 12 pupils in **non-grammar schools** achieving 5 or more GCSEs at grades A\*-C (or equivalent) including GCSE English and GCSE maths increased to **60.1%** from 58.4% in 2023/24. **Grammar schools** saw a slight decrease from 94.2% in 2023/24 to **94.0%** in 2024/25.
- In 2024/25, **71.9% 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 71.4% in 2023/24.

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<sup>1</sup> [CCEA confirms the approach to awarding qualifications for 2023/24 academic year | CCEA](#)

## Section 2: Introduction

The data in this statistical bulletin are sourced from the Summary of Annual Examination Results (SAER) database for the 2024/25 academic year. The SAER process collates summary school level examinations data and validates them with schools.

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

The tables in this bulletin reflect key examination information required by the Department, Education and Training Inspectorate, the Education Authority, schools and the wider user group.

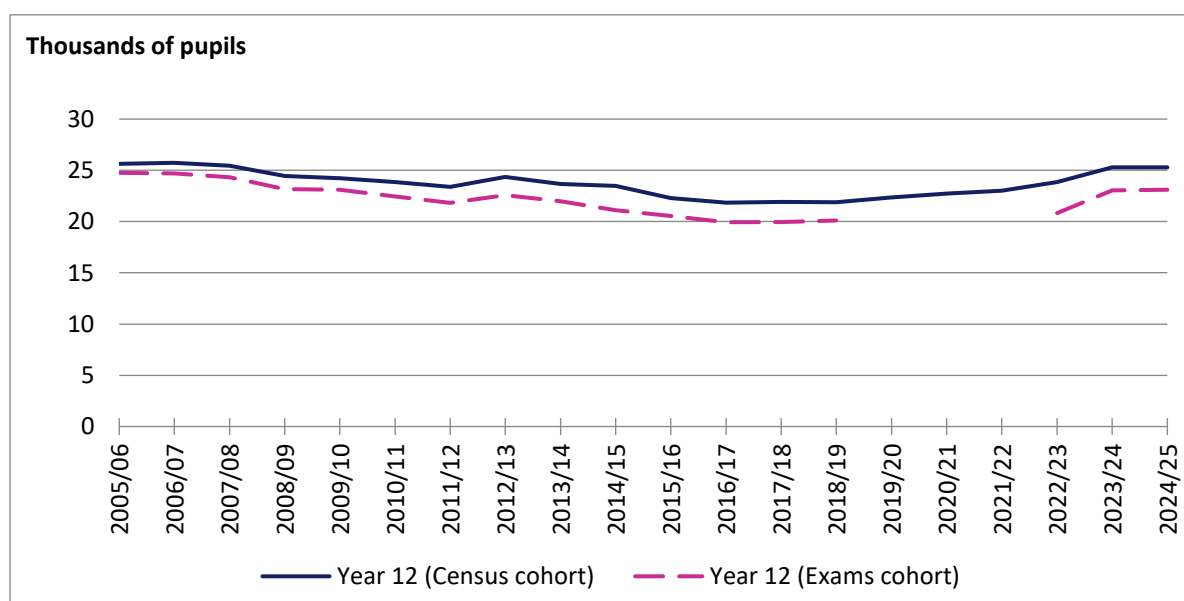
This bulletin examines Year 12 and Year 14 examination performance by sex of pupil, sector, and free school meal entitlement status. Links to related publications for England, Scotland and Wales are provided in [‘Notes for Readers’](#).

## Section 3: Year 12 Pupils

### 3:1 Year 12 Cohort

There were **23,095** Year 12 pupils eligible for inclusion in GCSE (including equivalent) examination returns in 2024/25. Of these, **9,815** were in **grammar schools** and **13,280** were in **non-grammar schools** (Table 1a). This overall figure was an increase on 2023/24 (23,031).

**Figure 1:** Year 12 population (census cohort) and Year 12 cohort eligible for examinations, 2005/06 to 2024/25 (academic years)

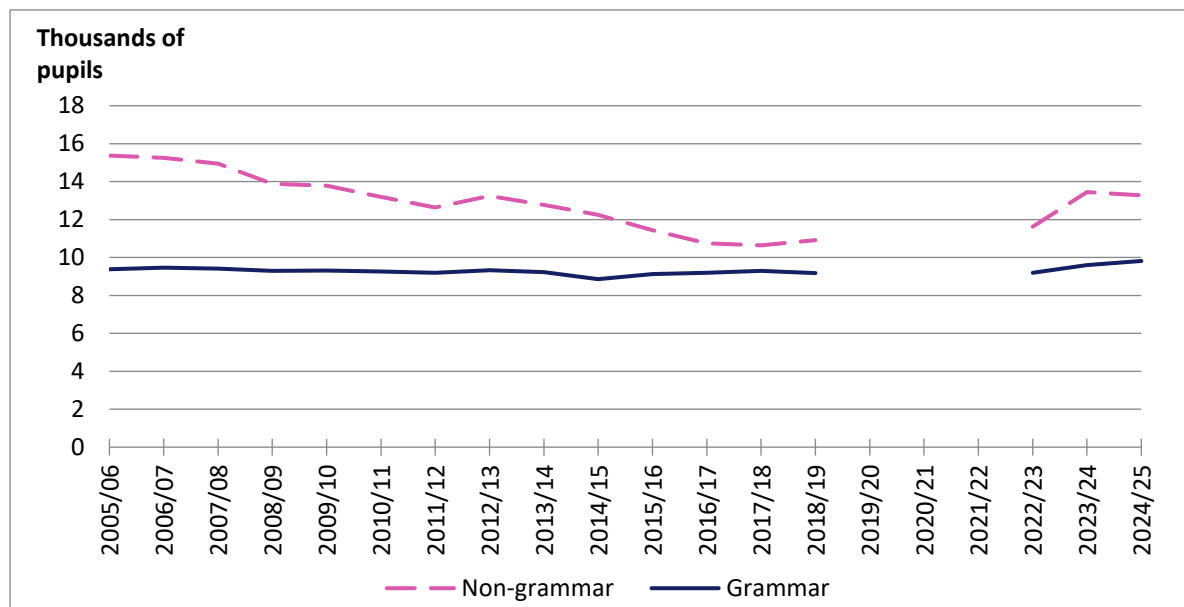


**Description of Figure 1:** No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the exams cohort line graph for these years. The line graphs show the Year 12 population (census cohort) and Year 12 cohort eligible for examinations. The gap between the two lines shown in Figure 1 depicts the number of pupils not deemed eligible for inclusion in the Year 12 examination returns from 2005/06 to 2024/25.

- In 2024/25 there were **13,280** Year 12 pupils eligible for examinations in **non-grammar schools**, which was 57.5% of the overall cohort. In 2023/24, the figure was 13,438 which was 58.3% of the overall cohort. This represents a drop of 0.8 percentage points from 2023/24 (Figure 2).
- In 2024/25 there were **9,815** Year 12 pupils eligible for examinations in **grammar schools**, which was 42.5% of the overall cohort. In 2023/24, the figure was 9,593

which was 41.7% of the overall cohort. This represents a rise of 0.8 percentage points from 2023/24 (Figure 2).

**Figure 2:** Year 12 pupils eligible for Key Stage 4 examinations by school type 2005/06 to 2024/25 (academic years)



**Description of Figure 2:** No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years.

The line graphs show the number of Year 12 pupils eligible for Key Stage 4 examinations in grammar and non-grammar schools for the period 2005/06 to 2024/25. The Year 12 cohort for **grammar schools** has remained fairly constant. In 2005/06 the figure was 9,381 and for the current year, 2024/25, it was 9,815. There had been a general trend of decline in the Year 12 cohort for **non-grammar schools** between 2005/06 (15,373) to 2018/19 (10,908); however, the numbers have increased in recent years to 13,280 in 2024/25.

Note that the figures for 2022/23 do not include any eligible pupils for 14 schools where data was not made available due to ASOS.

### **3:2 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 (SAER) exercise. A school could consider a pupil to be ineligible for inclusion in the Year 12 performance statistics if:

1. A pupil had died;
2. A pupil, either through serious illness (including mental health issues) or pregnancy, was unable to sit any formal examinations. If a pupil had undertaken 1 or more examinations in the Summer examination series they must be included;
3. A pupil had transferred to another school or had emigrated;
4. A pupil was in a Specialist Provision in Mainstream class approved by the Education Authority;
5. A pupil had a statement of special educational needs;
6. A pupil had been placed in the EOTAS scheme <sup>2</sup>;
7. A pupil had serious welfare issues that culminated in the inability to sit any formal examinations. If a pupil had undertaken 1 or more examinations in the Summer examination series they must be included; or
8. A pupil had left the school system. If a pupil was recorded in the school census in October 2024 and was entered for any qualification(s) in the school, either as an internal or external candidate, they must be included.

All other non-fee-paying Year 12 pupils recorded on the annual school census in October 2023 were included in this SAER return.

- In 2024/25, **8.5%** of the overall Year 12 cohort were deemed to be ineligible for inclusion in the Summary of Annual Examination Results returns. The ineligibility rate varied by school type with **12.5%** of Year 12 pupils in **non-grammar schools** deemed to be ineligible for returns compared with **2.5%** of Year 12 **grammar school** pupils.

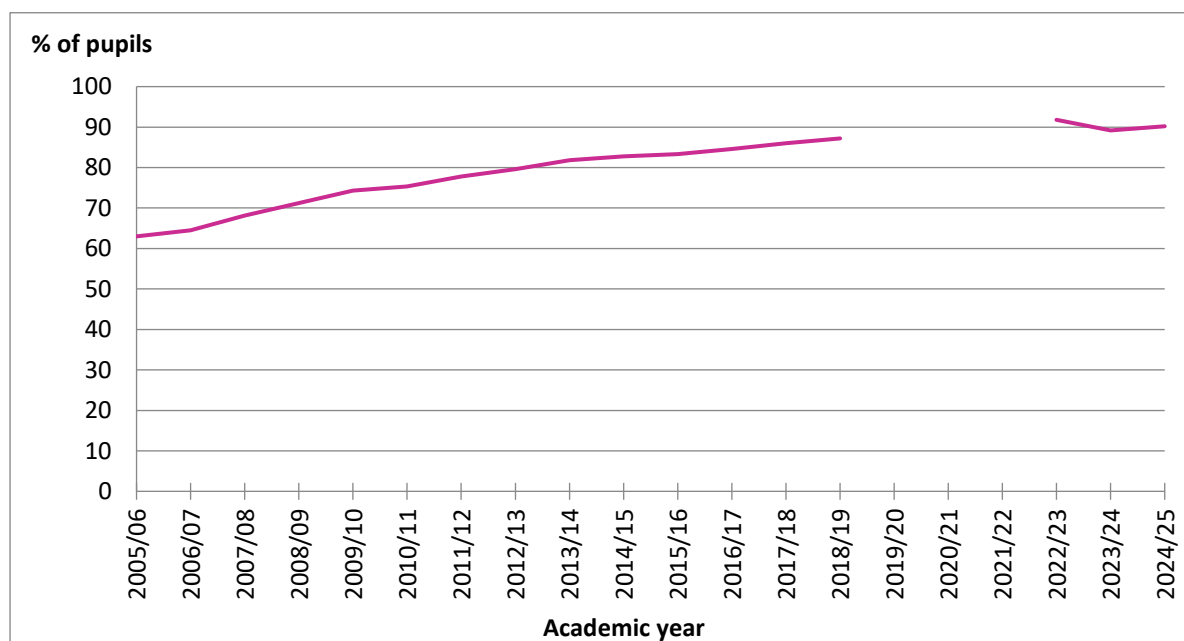
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<sup>2</sup> EOTAS, Education other than at school <https://www.education-ni.gov.uk/articles/education-otherwise-school>

### 3:3 Overall Year 12 Performance

- In 2024/25, **90.2%** of Year 12 pupils **achieved 5 or more GCSEs** at grades A\*-C (including equivalents). This is an increase from 89.2% in 2023/24 (Figure 3 and Table 2).

**Figure 3:** Year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) 2005/06 to 2024/25 (academic years)



**Description of Figure 3:** No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graph for these years. The 2022/23 figure was affected by CCEA’s stepped return to pre-pandemic awarding standards and missing data due to ASOS. The line graph shows that there has been a general upward trend in the percentage of Year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) since 2005/06 academic year. In 2005/06 the percentage of Year 12 pupils who achieved 5 or more GCSEs at grades A\*-C (including equivalents) was 63.0%; this has increased over the years to 90.2% in 2024/25.

#### 3:3.1 Year 12 pupils achieving 5 or more GCSE at grades A\*-C (including equivalents) including GCSE English and GCSE maths.

It is widely accepted that good literacy and numeracy are key to employability and further study. The NI Executive has been committed to ensuring that more pupils master the basics by the time they leave school. It should be noted that unlike the 5

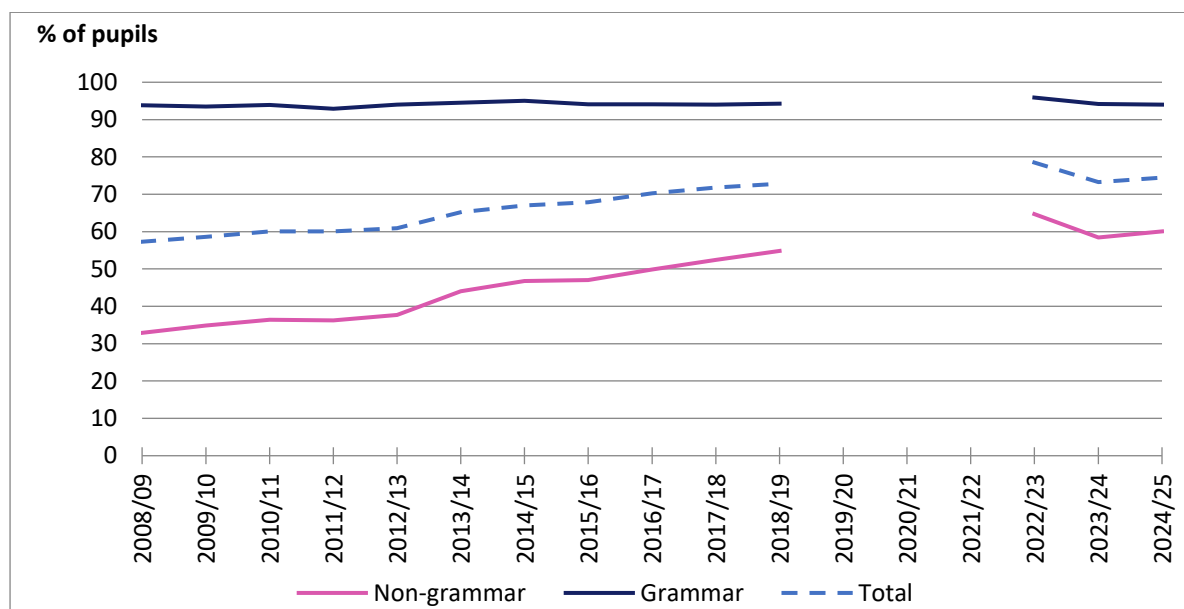
or more GCSEs at grades A\*-C (including equivalents) figure, which has been collected since 1992/93, the indicator including the achievement of a grade A\*-C in GCSE English and GCSE maths was introduced in 2008/09.

- In 2024/25, **74.5%** of Year 12 pupils achieved 5 or more GCSEs at grades A\*-C (including equivalents) **including GCSE English and GCSE maths**. This was an increase from 73.3% in 2023/24 (Figure 4 and Table 2).

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 2024/25 this figure had **risen to 94.0%**, similar to the figure in the previous year, 2023/24, 94.2% (Figure 4 and Table 2).
- The equivalent figures for non-grammar schools were 32.9% in 2008/09, 58.4% in 2023/24 and **60.1%** in the current year, 2024/25 (Figure 4 and Table 2).

**Figure 4:** Year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths, 2008/09 to 2024/25 (academic years)

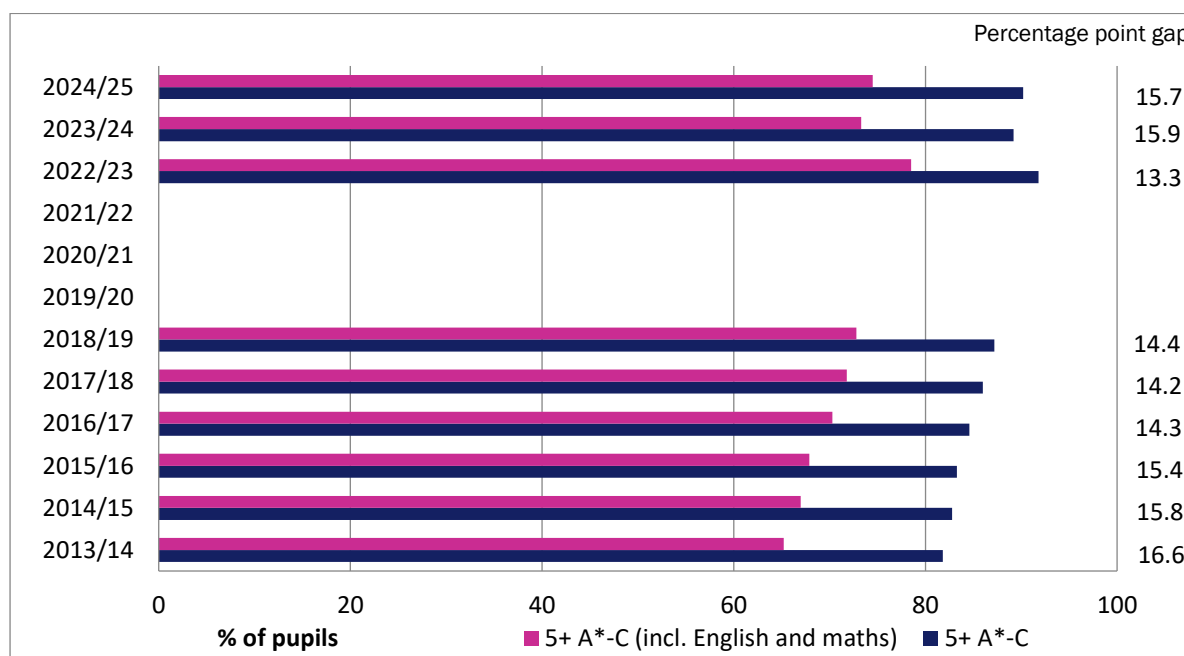


**Description of Figure 4:** No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years. The 2022/23 figure was affected by CCEA’s stepped return to pre-pandemic awarding standards

and missing data due to ASOS. The line graphs show that since 2008/09 the rate of increase has been greater in non-grammar schools than in grammar schools.

- In 2024/25 **the achievement gap** between the percentage of Year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) (90.2%) and those with the same level of achievement including grades A\*-C in GCSE English and GCSE maths (74.5%) was **15.7 percentage points** (Figure 5 and Table 2).

**Figure 5:** Achievement gap between Year 12 pupils achieving 5 or more GCSEs at grades A\* - C (including equivalents) and those achieving 5 or more GCSEs at grades A\*- C (including equivalents) including GCSE English and GCSE maths, 2013/14 to 2024/25 (academic years)



**Description of Figure 5:** No examination data was collected for 2019/20, 2020/21 and 2021/22. The 2022/23 figures were affected by CCEA’s stepped return to pre-pandemic awarding standards and missing data due to ASOS. The clustered bar chart shows that in 2013/14 the achievement gap between Year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) and those achieving the same indicator including English and maths was 16.6 percentage points. In 2024/25 the achievement gap was 15.7 percentage points.

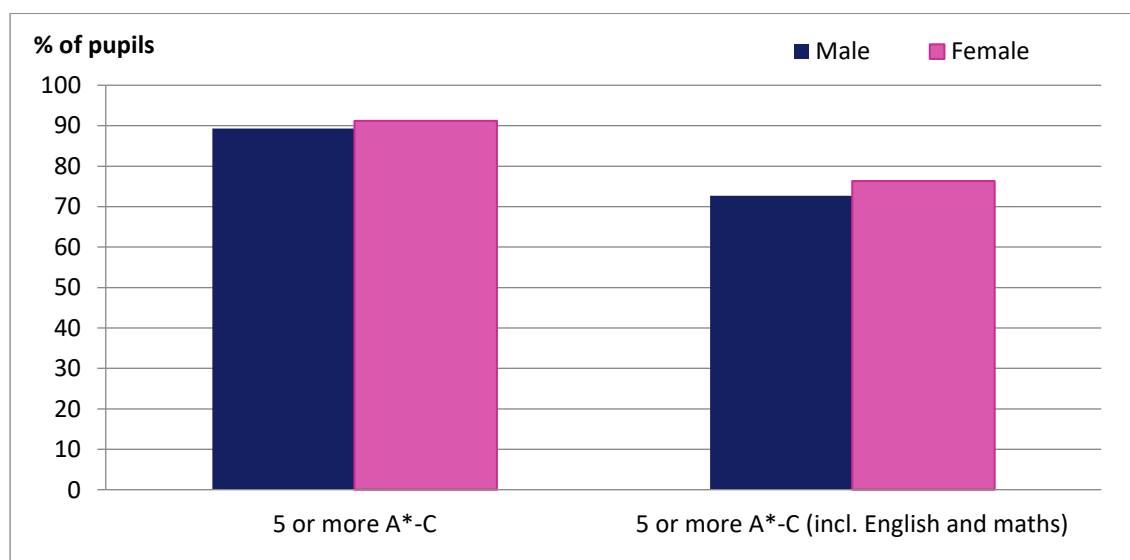
### 3:3.2 Year 12 pupils achieving 7 or more GCSE at grades A\*-C (including equivalents).

In 2024/25, **75.8%** of Year 12 pupils achieved 7 or more GCSEs at grades A\*-C (including equivalents). When the achievement of a grade A\*-C in both GCSE English and GCSE maths was included, the figure fell to **68.7%**, a gap of 7.1 percentage points. This was similar to the gap of 7.2 percentage points in 2023/24 (Table 2).

### 3:4 Year 12 Examination Performance by Sex of Pupil

- In **Year 12** the breakdown of eligible pupils was **50.2% male** and **49.8% female**. This compared with **44.6% male** and **55.4% female** pupils in the **final year of an A-level or equivalent** course of study (Table 1a and Table 1b).
- In 2024/25 **female pupils continued to perform better** than their male counterparts. **91.2% of female pupils** in Year 12 achieved 5 or more GCSEs at grades A\*-C (including equivalents) compared with **89.3% of males**, a **gap of 1.9 percentage points** (Figure 6 and Table 4).
- The **performance gap** was wider when GCSE English and GCSE maths are included in the 5 or more GCSEs at grades A\*-C indicator. **76.3% of female pupils** in Year 12 achieved 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths compared with **72.7% of males**, a **gap of 3.6 percentage points** (Figure 6 and Table 4).

**Figure 6:** Key Stage 4 key indicators by Sex of Pupil, 2024/25 (academic year)



**Description of Figure 6:** The clustered bar chart shows that female pupils performed better than their male counterparts at achieving 5 or more GCSEs at grades A\*-C and achieving 5 or more GCSEs at grades A\*-C including GCSE English and GCSE maths in 2024/25.

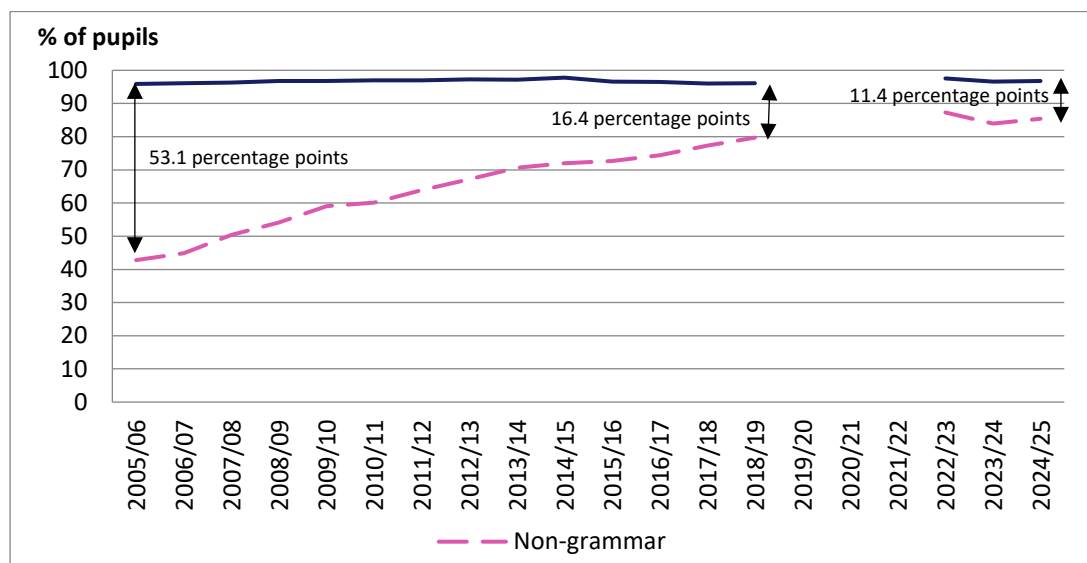
### **3:5 Year 12 Performance by School Type**

In terms of **achievement at the end of Key Stage 4**, grammar school pupils displayed higher attainment than non-grammar school pupils in all key performance indicators.

#### **5 or more GCSEs at grades A\*-C (including equivalents)**

- In 2024/25, **96.8% of grammar school pupils** in Year 12 achieved 5 or more GCSEs at grades A\*-C compared with **85.4% of non-grammar school pupils**.
- The **performance gap** between **grammar and non-grammar** achievement of 5 or more GCSEs at grades A\*-C (including equivalents) has narrowed over the years. The performance gap in 2005/06 was 53.1 percentage points. In 2024/25 this gap had fallen to **11.4** percentage points (Table 2 and Figure 7).
- Since 2005/06, the percentage of pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) in **grammar schools** has increased by 0.9 percentage points in contrast to a 42.6 percentage point increase in **non-grammar schools**. It is worth noting that in 2005/06, 95.9% Year 12 eligible pupils achieved 5 or more GCSEs at grades A\*-C in grammar schools, so there is less opportunity for significant increases in performance.

**Figure 7:** Year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) by School Type, 2005/06 to 2024/25 (academic years)



**Description of Figure 7:** No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years. The 2022/23 figures were affected by CCEA's stepped return to pre-pandemic awarding standards and missing data due to ASOS. The line graphs show that the performance gap between the percentage of year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) in grammar and non-grammar schools has narrowed over the period 2005/06 to 2024/25. The narrowing of this performance gap **is due to a greater increase** in the percentage of pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) in **non-grammar schools than in grammar schools**.

### **5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths**

- **74.5%** of Year 12 pupils achieved 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths. When this figure was analysed by school type, **60.1% of non-grammar** school and **94.0% of grammar** school pupils achieved this standard. This gap of 33.9 percentage points was 27.0 percentage points less than the gap recorded in 2008/09, when the measure was first introduced, (60.9 percentage points) and 1.9 percentage points less than that in 2023/24 (35.8 percentage points) (Table 2 and Table 10a).

- The narrowing of this performance gap is also due to the higher rate of 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 than 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 Strategy<sup>3</sup> which has now ended.
- Since 2008/09, the percentage of pupils achieving this standard in **grammar schools** has increased by 0.2 percentage points in contrast to a 27.2 percentage point increase in **non-grammar schools**. It is worth noting that in 2008/09, 93.8% of Year 12 eligible pupils achieved this standard in grammar schools so there is less opportunity for increases in performance (Table 2).
- **In grammar schools** in 2024/25 the difference between the proportion of Year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) (96.8%), and those achieving the higher standard of 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths (94.0%) was **2.8 percentage points**.
- The equivalent gap **in non-grammar schools** was **25.3 percentage points** with 85.4% of Year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) compared with 60.1% achieving 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths (Table 2).
- The performance gap between grammar and non-grammar school pupils was greater when the achievement of 7 or more GCSEs at grades A\*-C (including equivalents) was considered. The gap of 11.4 percentage points for achievement of 5 or more GCSEs at grades A\*-C (including equivalents) widened to 26.7 percentage points for 7 or more GCSEs (including equivalents), as 91.1% of grammar school pupils achieved 7 or more GCSEs at grades A\*-C compared with 64.4% of non-grammar school pupils (Table 2).

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

### **3:6 Year 12 Performance of Free School Meal Entitled Pupils**

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

There are differing levels of free school meal entitlement between grammar and non-grammar schools. This means that different FSME bands have been used in the analysis of grammar and non-grammar school examination data (Table 12a and 12b). Further information on the legislation and policy governing free school meal entitlement can be found on the Department's website<sup>4</sup>.

#### **3:6.1 Year 12 FSME pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents)**

- In 2024/25, **81.0%** of Year 12 **FSME pupils** achieved 5 or more GCSEs at grades A\*-C (including equivalents), which was an increase from 80.2% in 2023/24 (see Table 6).
- In 2024/25, **92.8%** of **non-FSME pupils** achieved this indicator, a gap of 11.8 percentage points when compared to FSME pupils (81.0%). In 2023/24 the gap was 11.9 percentage points (Table 8).
- Consistent with overall trends, females entitled to free school meals performed better than their male counterparts in all performance indicators. In 2024/25, **81.9%** of female FSME pupils achieved 5 or more GCSEs at grades A\*-C (including equivalents) compared with **80.2%** of males, a gap of 1.7 percentage points. This gap was 2.3 percentage points in 2023/24 (Table 8).

#### **3:6.2 Year 12 FSME pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths**

- In 2024/25, **53.3%** of Year 12 **FSME pupils** achieved 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths. This

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<sup>4</sup> <https://www.education-ni.gov.uk/articles/school-milk-and-meals-background>

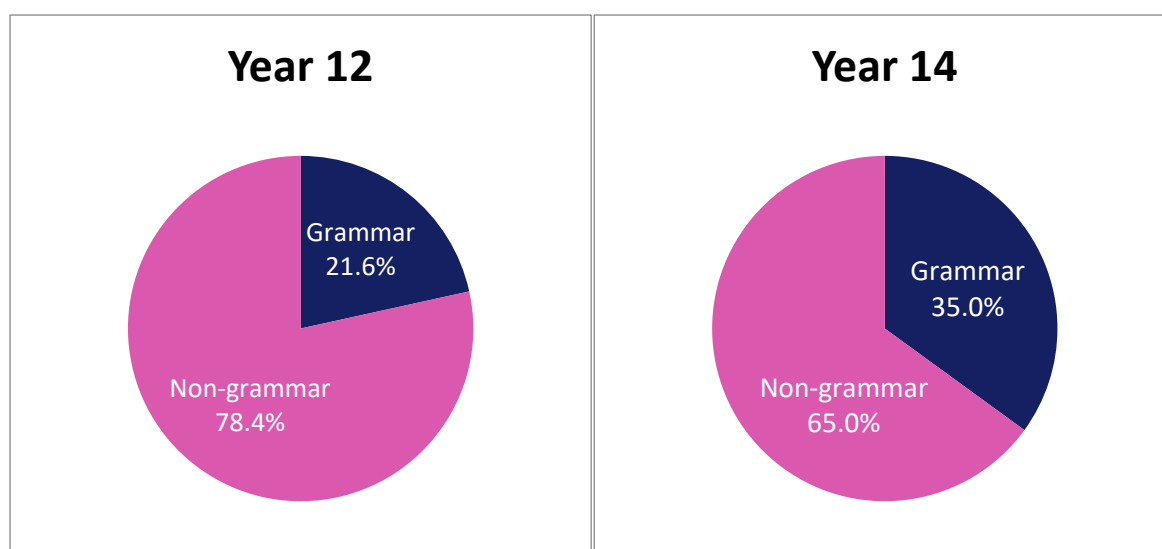
represents increases from 52.5% in 2023/24 and from 33.9% in 2012/13, when these data were first collected (see Table 6).

- The equivalent achievement for non-FSME pupils in 2024/25 was **80.4%**, which was a slight increase from **80.0%** in 2023/24 (see Table 8).

### 3:7 Year 12 Performance by School Type and Free School Meal Entitlement

- As was 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 (Table 10b).
- In 2024/25 11.3% of **grammar school pupils** were entitled to free school meals, compared with 30.8% of **non-grammar school pupils** (source: Annual School Census).
- Over three quarters of Year 12 **FSME pupils** eligible for inclusion in performance returns attended **non-grammar schools** (78.4%). At Year 14 this figure was 65.0% (Figure 8 and Table 1a and 1b).

**Figure 8:** Pie chart of FSME Year 12 and Year 14 pupils eligible for GCSE (or equivalent) and A-level (or equivalent) examinations by School Type, 2024/25 (academic year)

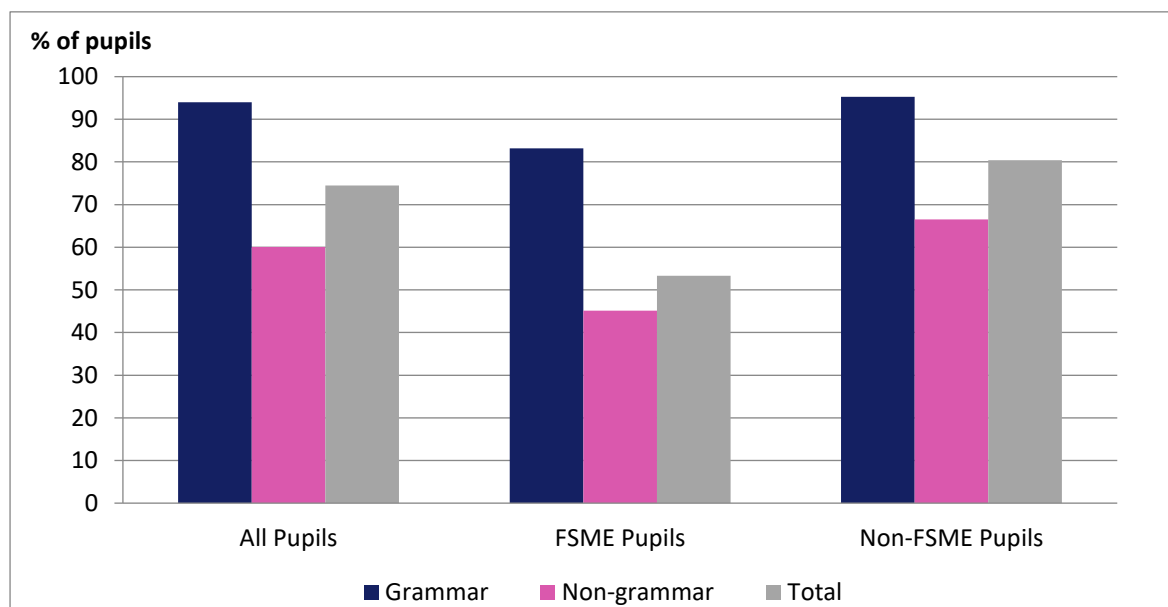


- In 2024/25, **83.2%** of Year 12 FSME **grammar school pupils** achieved 5 or more GCSEs grades A\*-C (including equivalents) including GCSE English and GCSE maths. This compared with **45.1%** of **non-grammar school pupils with FSME**, a

gap of 38.1 percentage points. This gap has reduced by 2.1 percentage points since 2023/24 when the gap was 40.2 percentage points (Figure 9 and Tables 10b).

- In 2024/25, **95.3%** of Year 12 **non-FSME grammar school pupils** achieved 5 or more GCSEs grades A\*-C (including equivalents) including GCSE English and GCSE maths. This compared with **66.5%** of **non-grammar school pupils not entitled to Free School Meals**, a gap of 28.8 percentage points. This gap has reduced by 1.4 percentage points since 2023/24 when the gap was 30.2 percentage points (Figure 9 and Tables 10c).

**Figure 9:** Year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths by Free School Meal Entitlement (FSME) status, 2024/25 (academic year)



**Description of Figure 9:** The clustered bar charts compare the percentage of Year 12 pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths by school type and Free School Meal Entitlement (FSME) status for 2024/25. The bar charts show that grammar schools have higher attainment than non-grammar schools for All pupils, FSME pupils and Non-FSME pupils.

## Section 4: Year 14 Pupils

### 4:1 A-level (or equivalent) Cohort

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

- In 2024/25 there were **13,033** pupils in **Year 14 eligible for A-level (or equivalent) examinations** (see Table 1b). This represented a 1.8% increase from 12,803 in 2023/24.
- In 2024/25, 3.9% of the overall A-level (or equivalent) cohort were deemed to be ineligible for inclusion in the SAER returns. This proportion equated to 6.7% of pupils in non-grammar schools and 1.9% of pupils in grammar schools.

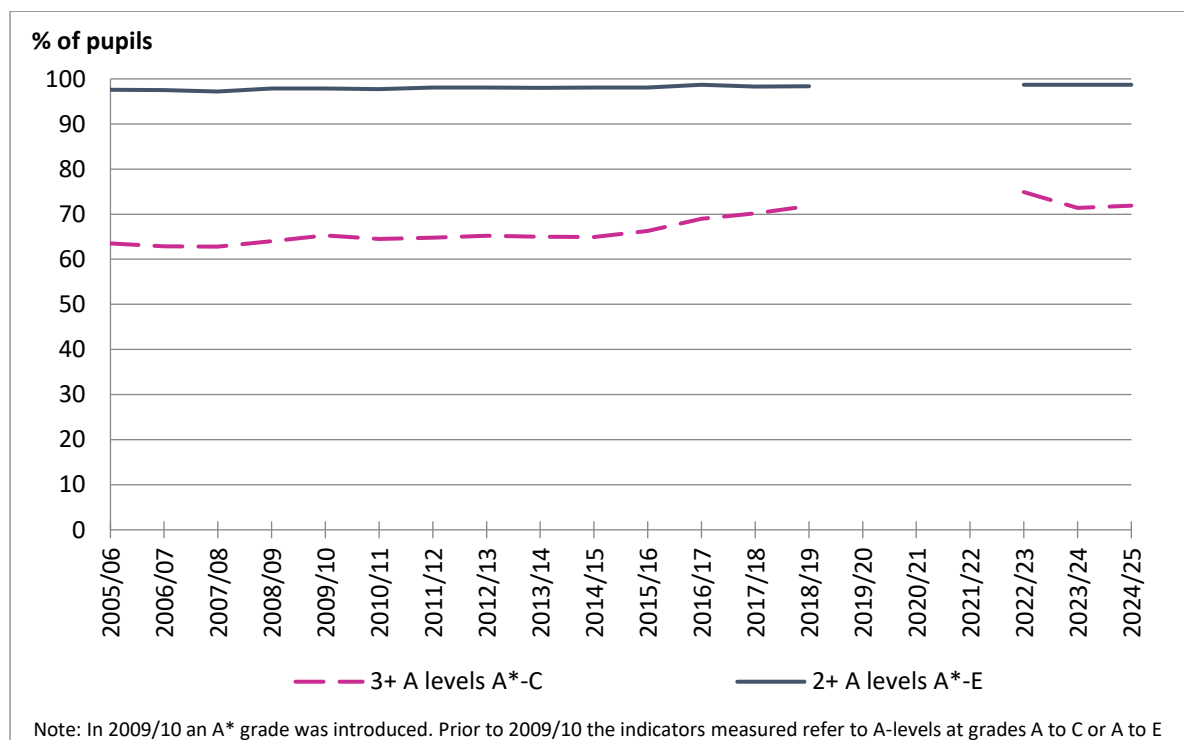
Pupils in the final year of an A-level could be deemed to be ineligible on the basis of the [same criteria](#) used for Year 12 pupils. In addition, a number of other pupils do not meet the criteria for inclusion in the SAER exercise, for example, post 16 pupils studying a three-year programme. These pupils would instead be included in the return for another academic year.

### 4:2 Performance of Pupils in the Final Year of A-Level or Equivalent Course

- In 2024/25, **71.9%** of Year 14 pupils **achieved 3 or more A levels** at grades A\*-C (including equivalents). This compared with 71.4% in 2023/24 (Figure 10 and Table 3).
- In 2024/25, **90.8%** of Year 14 pupils **achieved 2 or more A levels** at grades A\*-C (including equivalents). This compared with 89.1% in 2023/24 (Table 3).
- In 2024/25, **98.7%** of Year 14 pupils **achieved 2 or more A levels** at grades A\*-E (including equivalents). 98.7% also achieved this indicator in 2023/24 (Figure 10 and Table 3).
- In 2024/25, **99.7%** of Year 14 pupils **achieved 1 or more A levels** at grades A\*-E (including equivalents). This was the same percentage as in 2023/24. There was a small difference in non-grammar and grammar performance in this indicator.

99.2% of non-grammar school pupils achieved this standard compared with 100% of grammar school pupils (Table 3).

**Figure 10:** Percentage of pupils eligible for A-levels achieving 3 or more at grades A\*-C (including equivalents), and 2 or more A-levels at grades A\*-E (including equivalents), 2005/06 to 2024/25 (academic years)



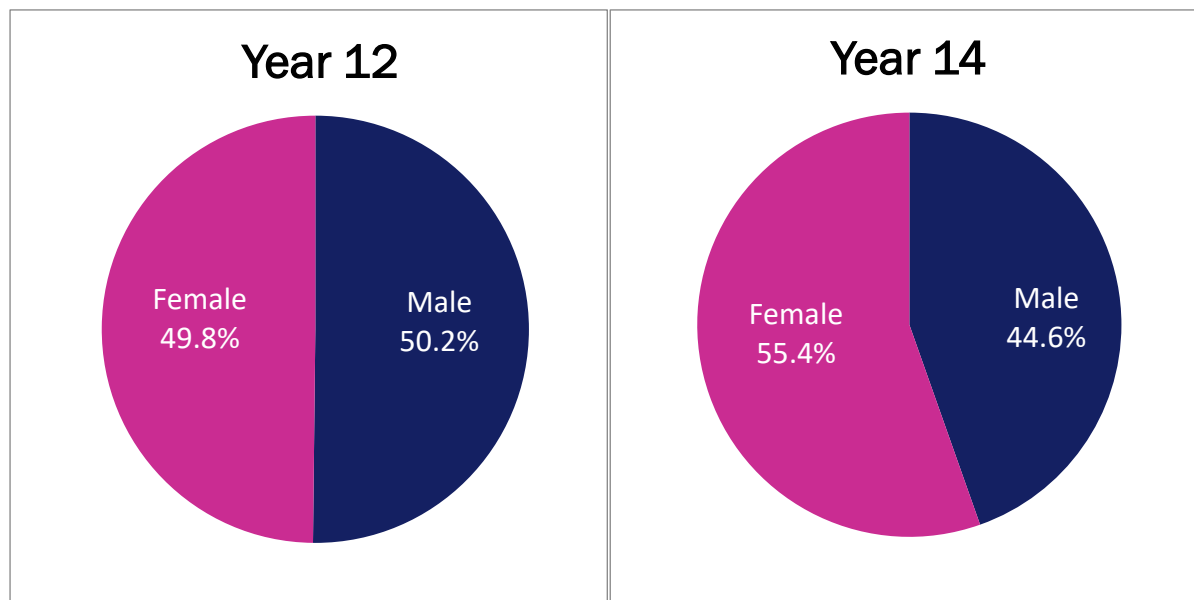
**Description of Figure 10:** No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years. The 2022/23 figures were affected by CCEA’s stepped return to pre-pandemic awarding standards and missing data due to ASOS. The line graph showing the percentage of pupils achieving 3 or more A Levels at grades A\*-C (including equivalents) for the period 2005/06 to 2024/25 shows an increasing trend from 63.5% in 2005/06 to 71.9% in the current year, 2024/25. The line graph showing the percentage of pupils achieving 2 or more A-levels at grades A\*-E (including equivalents) for the period 2005/06 to 2024/25 shows a smaller increase over time with 97.6% in 2005/06 rising to 98.7% in the current year, 2024/25.

### 4:3 A-level (or equivalent) Performance by Sex of Pupil

- The reported sex of Year 14 pupils eligible for A-levels (or equivalent) examinations in 2024/25 was **44.6% male** and **55.4% female**. This compared with

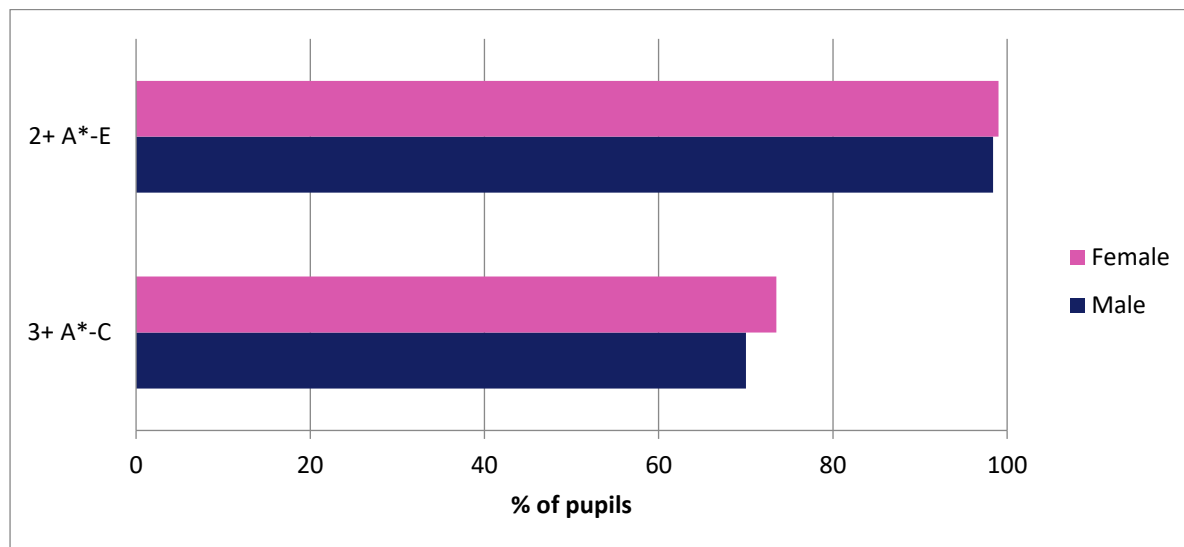
50.2% male and 49.8% female in Year 12 (Figure 11 (pie charts below) and Tables 1a and 1b).

**Figure 11:** Pie chart of Year 12 and 14 pupils eligible for GCSE (or equivalent) and A-level (or equivalent) examinations by sex of pupil, 2024/25 (academic year)



- **Female pupils** in the final year of an A-level, as in Year 12, performed better than their male counterparts. **73.5% of female pupils** in Year 14 achieved 3 or more A-levels at grades A\*-C (including equivalents) compared with **70.0% of male pupils** in 2024/25 (Figure 12 (bar chart below) and Table 5).
- **The performance gap** narrowed slightly when 2 or more A-level passes at grades A\*-C were considered. **92.1% of female pupils** in Year 14 achieved 2 or more A-levels at grades A\*-C (including equivalents) compared with **89.1% of male pupils** (Table 5).
- When 2 or more A-level passes at grades A\*-E were considered, the gap was smaller again. **99.0% of female pupils** in Year 14 achieved 2 or more A-levels at grades A\*-E (including equivalents) compared with **98.4% of male pupils** (Figure 12 (bar chart below) and Table 5).

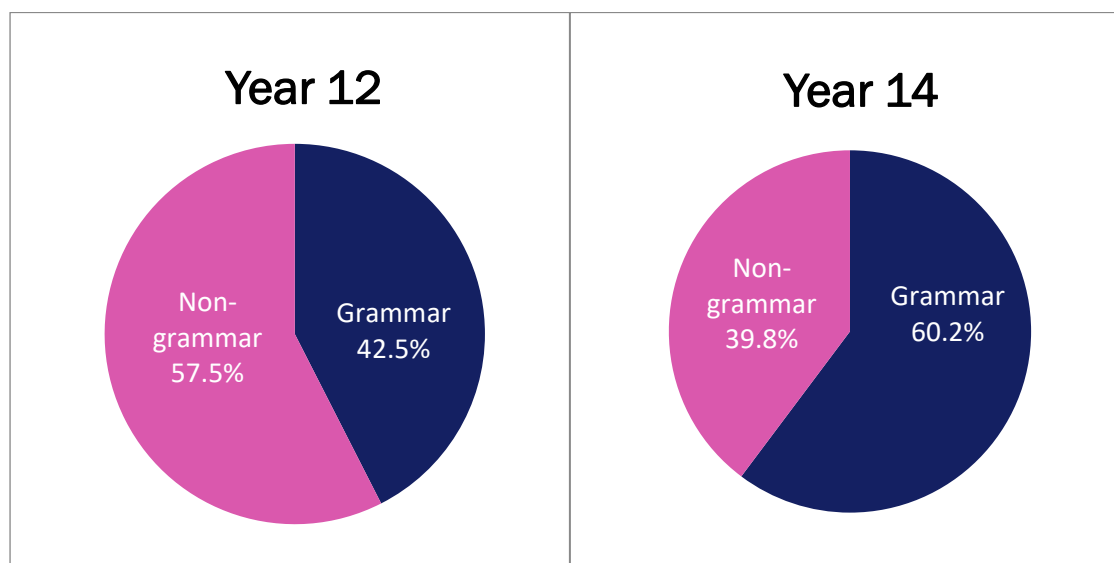
**Figure 12:** Bar chart of Performance at A-Level (or equivalent) by sex of pupil, 2024/25 (academic year)



#### 4:4 A-level (or equivalent) Performance by School Type

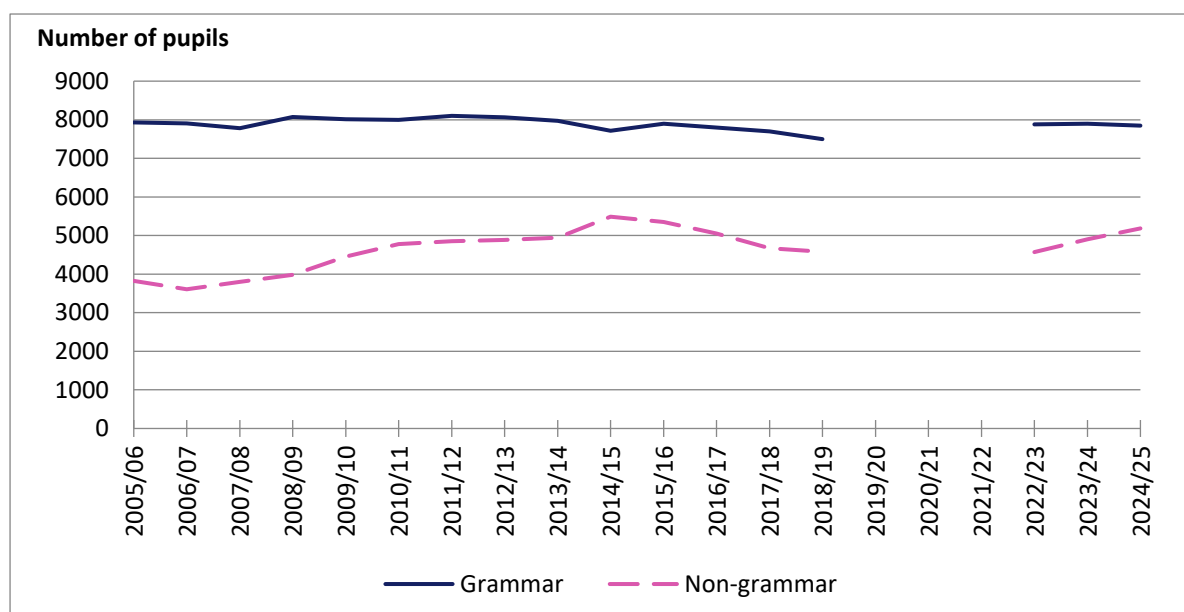
- A greater proportion of Year 14 pupils attended grammar schools (60.2%) than non-grammar schools (39.8%). This contrasted with the Year 12 cohort where 42.5% attended grammar schools and 57.5% attended non-grammar schools (Figure 13 (pie charts below and Table 1)). It is worth noting that not all non-grammar schools have a sixth form provision which may explain some of the differences seen here.

**Figure 13:** Pie chart of Year 12 and 14 pupils entered for GCSE (or equivalent) and A-level (or equivalent) examinations by School Type, 2024/25 (academic year)



- In 2024/25 there were **5,182** Year 14 pupils eligible for A-levels in **non-grammar schools**, which was **39.8%** of the overall Year 14 cohort entered for examinations. In 2023/24, the figure was 4,903 which was 38.3% of the overall cohort. This represents a rise of 1.5 percentage points from 2023/24 (Figure 14 and Table 1b).
- In 2024/25 there were **7,851** Year 14 pupils eligible for A-levels in **grammar schools**, which was **60.2%** of the overall Year 14 cohort entered for examinations. In 2023/24, the figure was 7,900 which was 61.7% of the overall cohort. This represents a drop of 1.5 percentage points from 2023/24 (Figure 14 and Table 1b).

**Figure 14:** Number of pupils entered for A-level (or equivalent) by school type, 2005/06 to 2024/25 (academic years)

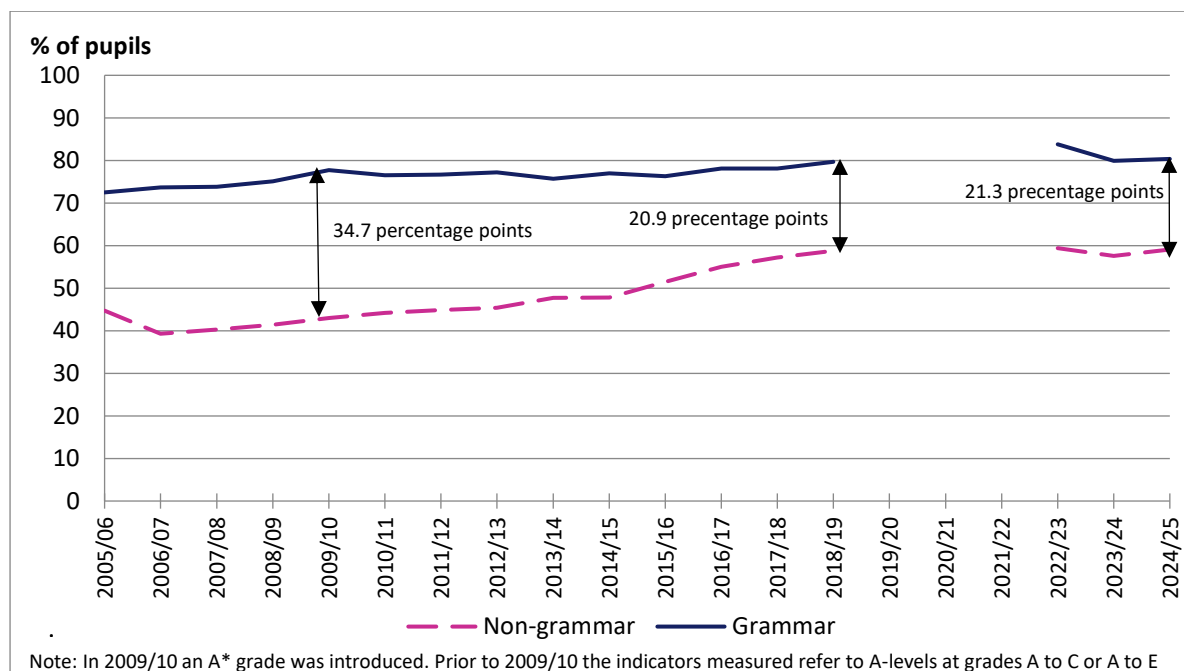


**Description of Figure 14:** No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years. The 2022/23 figures were affected by CCEA’s stepped return to pre-pandemic awarding standards and missing data due to ASOS. The line graphs show the number of pupils entered for A-level (or equivalent) in non-grammar and grammar schools for the period 2005/06 to 2024/25.

- Grammar schools had a higher proportion of their pupils gaining 3 or more A-levels at grades A\*-C (including equivalents) than non-grammar schools. In

2024/25, 80.4% of grammar school pupils in Year 14 achieved this standard compared with 59.1% of non-grammar school pupils (Figure 15 and Table 3).

**Figure 15:** Percentage of Year 14 pupils eligible for A-level (or equivalent) examinations achieving 3 or more A-levels at grades A\*-C (including equivalents) by school type, 2005/06 to 2024/25 (academic years).



**Description of Figure 15:** No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years. The 2022/23 figures were affected by CCEA’s stepped return to pre-pandemic awarding standards and missing data due to ASOS. The line graph shows the performance gap of Year 14 pupils eligible for A-level (or equivalent) examinations achieving 3 or more A-levels at grades A\*-C (including equivalents) between non-grammar and grammar schools for the period 2005/06 to 2024/25.

- This **performance gap** has shown signs of decreasing. In 2009/10 the gap between grammar and non-grammar achievement of 3 or more A-levels at grades A\*-C (including equivalents) was 34.7 percentage points. By 2018/19 the gap had decreased to 20.9 percentage points. In **2024/25** the gap was **21.3 percentage points**.
- The general narrowing of the performance gap in the percentage of pupils achieving 3 or more A-levels at grades A\*-C (including equivalents) was due to a larger increase in achievement at non-grammar schools, over time.

- The performance gap between grammar and non-grammar achievement of 2 or more A-levels at grades A\*-C (including equivalents) was not as wide as the 3 or more A levels at grades A\*-C (including equivalents) indicator. In **2024/25, 94.5% of grammar school pupils** achieved 2+ A levels at grades A\*-C, compared with **85.1% of non-grammar school pupils**, a gap of 9.4 percentage points (Table 11a).
- This gap was even smaller when achievement of 2 or more A-levels at grades A\*-E (including equivalents) was considered. In **2024/25, 99.7% of grammar school pupils** achieved this standard, compared with **97.3% of non-grammar school pupils**, a gap of 2.4 percentage points (Table 11a).

#### **4:5 A-Level (or equivalent) Performance of Free School Meal Entitled Pupils**

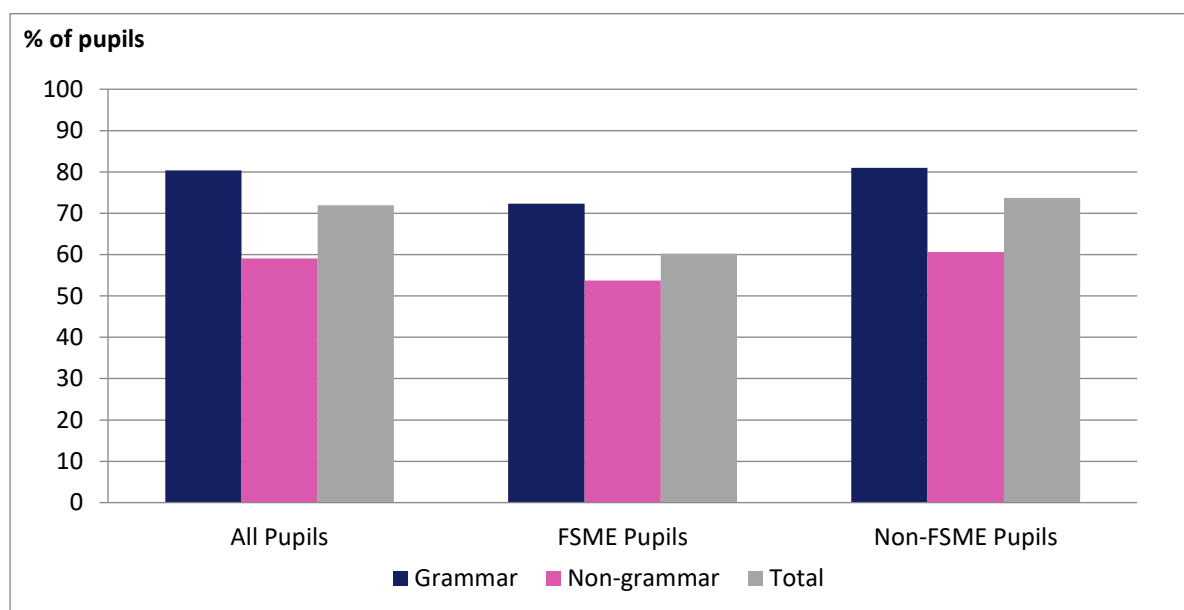
- In 2024/25, **60.2% of Year 14 FSME pupils** achieved 3 or more A-levels at grades A\*-C (including equivalents) compared with **73.7% of Year 14 non-FSME pupils**, a 13.5 percentage point gap. This gap was 15.6 percentage points in 2023/24 (Figure 16 and Table 9).
- In 2024/25, **84.3% of Year 14 FSME pupils** achieved 2 or more A-levels at grades A\*-C (including equivalents). For Year 14 **non-FSME pupils** the figure was **91.8%** (Table 9).
- In 2024/25, **97.0% of Year 14 FSME pupils** achieved 2 or more A-levels at grades A\*-E (including equivalents). For Year 14 **non-FSME pupils** the figure was **99.0%** (Table 9).

##### **4:5.1 A-level performance by school type and free school meal entitlement**

- Year 14 pupils with FSME had higher attainment in grammar schools than non-grammar schools in all key performance indicators, as was the case for all pupils.
- In 2024/25, **53.7% of Year 14 non-grammar school pupils** with FSME achieved 3 or more A-levels at grades A\*-C, an increase from 50.2% in 2023/24. In 2024/25, **72.3% of grammar school pupils** with FSME achieved this indicator, an increase from 71.8% in 2023/24 (Table 11b).

- The **performance gap** between grammar and non-grammar FSME pupils achieving 3 or more A-levels at grades A\*-C was **18.6 percentage points**. This was narrower than the gap in 2023/24 when it was 21.6 percentage points (Figure 16 (bar graphs) and Table 11b).
- In **non-grammar schools** 53.7% of Year 14 **FSME pupils** achieved 3 or more A-levels at grades A\*-C (including equivalents) compared with 60.6% of **non-FSME pupils**. This was a **performance gap of 6.9 percentage points** (see Figure 16 and Tables 11b and 11c). The corresponding performance gap for 2 or more A-levels at grades A\*-E (including equivalents) was 1.9 percentage points (see Tables 11b and 11c).
- In **grammar schools** 72.3% of Year 14 **FSME pupils** achieved 3 or more A-levels at grades A\*-C (including equivalents) compared with 81.0% of **non-FSME pupils**. This was a **performance gap of 8.7 percentage points** (see Figure 16 and Tables 11b and 11c). The corresponding performance gap for 2 or more A-levels at grades A\*-E (including equivalents) was smaller, at 0.4 percentage points (see Tables 11b and 11c).

**Figure 16:** Percentage of Year 14 pupils achieving 3 or more A-levels at grades A\*-C (including equivalents) by school type and free school meal entitlement (FSME) status, 2024/25 (academic year)



**Description of Figure 16:** The clustered bar charts compare the percentage of Year 14 pupils achieving 3 or more A-levels at grades A\*-C by school type and Free

School Meal Entitlement (FSME) status for 2024/25. The bar chart shows that grammar schools have higher attainment than those in non-grammar schools for All pupils, FSME pupils, and Non-FSME pupils.

## Section 5: Tables

Note: Any figures for 2022/23 do not include data for 14 schools, due to ASOS.

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**Table 1 (a and b):** Number of Year 12 and Year 14 pupils eligible for SAER returns by School Type, Sex and Free School Meal Entitlement (FSME) status, 2024/25**Table 1a:** Year 12 pupils

<b>Year 12 pupils</b>	<b>Sex</b>	<b>Non-grammar</b>	<b>Grammar</b>	<b>NI Total</b>
All Pupils	Male	6,596	4,992	<b>11,588</b>
	Female	6,684	4,823	<b>11,507</b>
	<b>Total</b>	<b>13,280</b>	<b>9,815</b>	<b>23,095</b>
FSME Pupils	Male	1,924	571	<b>2,495</b>
	Female	2,044	519	<b>2,563</b>
	<b>Total</b>	<b>3,968</b>	<b>1,090</b>	<b>5,058</b>
Non FSME Pupils	Male	4,672	4,421	<b>9,093</b>
	Female	4,640	4,304	<b>8,944</b>
	<b>Total</b>	<b>9,312</b>	<b>8,725</b>	<b>18,037</b>

**Table 1b:** Year 14 pupils

<b>Year 14 pupils</b>	<b>Sex</b>	<b>Non-grammar</b>	<b>Grammar</b>	<b>NI Total</b>
All Pupils	Male	2,098	3,713	<b>5,811</b>
	Female	3,084	4,138	<b>7,222</b>
	<b>Total</b>	<b>5,182</b>	<b>7,851</b>	<b>13,033</b>
FSME Pupils	Male	416	263	<b>679</b>
	Female	696	336	<b>1,032</b>
	<b>Total</b>	<b>1,112</b>	<b>599</b>	<b>1,711</b>
Non FSME Pupils	Male	1,682	3,450	<b>5,132</b>
	Female	2,388	3,802	<b>6,190</b>
	<b>Total</b>	<b>4,070</b>	<b>7,252</b>	<b>11,322</b>

**Table 2: Year 12 pupil performance by School Type, 2015/16 to 2024/25 (percentages)**

Performance Indicator (including equivalents)	School Type	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
7+ GCSEs at grades A*-C	Non-grammar	52.3	54.0	55.4	57.3	[x]	[x]	[x]	69.3	62.7	64.4
	Grammar	92.1	91.2	90.7	90.5	[x]	[x]	[x]	94.4	91.4	91.1
	<b>Total</b>	<b>70.0</b>	<b>71.1</b>	<b>71.9</b>	<b>72.5</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>80.4</b>	<b>74.7</b>	<b>75.8</b>
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Non-grammar	41.9	44.7	46.0	48.2	[x]	[x]	[x]	58.7	51.1	53.0
	Grammar	91.0	90.3	89.8	89.9	[x]	[x]	[x]	93.6	90.5	90.0
	<b>Total</b>	<b>63.7</b>	<b>65.7</b>	<b>66.4</b>	<b>67.3</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>74.1</b>	<b>67.5</b>	<b>68.7</b>
5+ GCSEs at grades A*-C	Non-grammar	72.7	74.4	77.3	79.7	[x]	[x]	[x]	87.3	84.0	85.4
	Grammar	96.6	96.5	96.0	96.1	[x]	[x]	[x]	97.6	96.6	96.8
	<b>Total</b>	<b>83.3</b>	<b>84.6</b>	<b>86.0</b>	<b>87.2</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>91.8</b>	<b>89.2</b>	<b>90.2</b>
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Non-grammar	47.0	49.9	52.4	54.8	[x]	[x]	[x]	64.7	58.4	60.1
	Grammar	94.1	94.1	94.0	94.3	[x]	[x]	[x]	95.9	94.2	94.0
	<b>Total</b>	<b>67.9</b>	<b>70.3</b>	<b>71.8</b>	<b>72.8</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>78.5</b>	<b>73.3</b>	<b>74.5</b>
5+ GCSEs at grades A*-G	Non-grammar	97.6	97.5	98.0	97.7	[x]	[x]	[x]	97.7	97.9	97.9
	Grammar	99.8	99.8	99.7	99.7	[x]	[x]	[x]	99.7	99.6	99.6
	<b>Total</b>	<b>98.6</b>	<b>98.6</b>	<b>98.8</b>	<b>98.6</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>98.6</b>	<b>98.6</b>	<b>98.6</b>
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Non-grammar	89.5	90.8	92.0	92.6	[x]	[x]	[x]	94.0	92.8	92.8
	Grammar	99.6	99.6	99.5	99.5	[x]	[x]	[x]	99.6	99.5	99.3
	<b>Total</b>	<b>94.0</b>	<b>94.8</b>	<b>95.5</b>	<b>95.8</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>96.4</b>	<b>95.6</b>	<b>95.5</b>
No GCSEs at grades A*-G	Non-grammar	0.1	0.2	[c]	[c]	[x]	[x]	[x]	[c]	[c]	[c]
	Grammar	0.1	0.1	[c]	[c]	[x]	[x]	[x]	[c]	[c]	[c]
	<b>Total</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>

[c] = data suppressed due to statistical disclosure rules: either fewer than 5 results or would enable data with fewer than 5 results to be calculated.

[x] = data not available as the SAER was suspended by the Minister of Education for 2019/20, 2020/21 and 2021/ 22 due to the COVID-19 pandemic.

Trend data is available from 2005/06 in the accompanying spreadsheet at [Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2024/25 | Department of Education \(education-ni.gov.uk\)](#)

**Table 3: Year 14 pupil performance by School Type, 2015/16 to 2024/25 (percentages)**

Performance Indicator (including equivalents)	School Type	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
3+ A levels at grades A*-C	Non-grammar	51.5	55.0	57.2	58.8	[x]	[x]	[x]	59.4	57.6	59.1
	Grammar	76.3	78.1	78.1	79.7	[x]	[x]	[x]	83.8	79.9	80.4
	<b>Total</b>	<b>66.3</b>	<b>69.0</b>	<b>70.2</b>	<b>71.8</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>74.9</b>	<b>71.4</b>	<b>71.9</b>
3+ A levels at grades A*-E	Non-grammar	82.3	84.1	84.9	85.1	[x]	[x]	[x]	86.6	87.2	88.1
	Grammar	96.5	97.4	96.9	97.4	[x]	[x]	[x]	97.8	97.6	97.5
	<b>Total</b>	<b>90.8</b>	<b>92.2</b>	<b>92.4</b>	<b>92.7</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>93.7</b>	<b>93.6</b>	<b>93.8</b>
2+ A levels at grades A*-C	Non-grammar	[x]	[x]	83.7	84.2	[x]	[x]	[x]	83.4	81.9	85.1
	Grammar	[x]	[x]	94.1	94.4	[x]	[x]	[x]	95.3	93.6	94.5
	<b>Total</b>	<b>[x]</b>	<b>[x]</b>	<b>90.2</b>	<b>90.5</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>91.0</b>	<b>89.1</b>	<b>90.8</b>
2+ A levels at grades A*-E	Non-grammar	96.1	97.0	96.4	96.4	[x]	[x]	[x]	97.2	97.3	97.3
	Grammar	99.5	99.7	99.5	99.6	[x]	[x]	[x]	99.6	99.6	99.7
	<b>Total</b>	<b>98.1</b>	<b>98.7</b>	<b>98.3</b>	<b>98.4</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>98.7</b>	<b>98.7</b>	<b>98.7</b>
1+ A levels at grades A*-E	Non-grammar	98.4	99.3	99.4	99.5	[x]	[x]	[x]	99.3	99.4	99.2
	Grammar	100.0	99.9	99.9	99.9	[x]	[x]	[x]	99.9	99.9	100.0
	<b>Total</b>	<b>99.3</b>	<b>99.7</b>	<b>99.7</b>	<b>99.8</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>99.7</b>	<b>99.7</b>	<b>99.7</b>

[x] = data not available as the SAER was suspended by the Minister of Education for 2019/20, 2020/21 and 2021/ 22 due to the COVID-19 pandemic.

Trend data is available from 2005/06 in the accompanying spreadsheet at [Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2024/25 | Department of Education \(education-ni.gov.uk\)](#)

**Table 4:** Year 12 pupil performance by Sex, 2015/16 to 2024/25 (percentages)

Performance Indicator (including equivalents)	Sex	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
7+ GCSEs at grades A*-C	Male	64.6	65.8	65.5	67.2	[x]	[x]	[x]	78.2	71.4	73.1
	Female	75.4	76.4	78.1	77.7	[x]	[x]	[x]	82.6	77.9	78.4
	<b>Total</b>	<b>70.0</b>	<b>71.1</b>	<b>71.9</b>	<b>72.5</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>80.4</b>	<b>74.7</b>	<b>75.8</b>
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	58.9	61.0	60.3	62.0	[x]	[x]	[x]	71.4	63.9	65.7
	Female	68.6	70.4	72.4	72.5	[x]	[x]	[x]	76.8	71.1	71.7
	<b>Total</b>	<b>63.7</b>	<b>65.7</b>	<b>66.4</b>	<b>67.3</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>74.1</b>	<b>67.5</b>	<b>68.7</b>
5+ GCSEs at grades A*-C	Male	79.6	81.0	82.3	84.1	[x]	[x]	[x]	90.7	87.8	89.3
	Female	87.0	88.2	89.7	90.3	[x]	[x]	[x]	92.9	90.7	91.2
	<b>Total</b>	<b>83.3</b>	<b>84.6</b>	<b>86.0</b>	<b>87.2</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>91.8</b>	<b>89.2</b>	<b>90.2</b>
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	64.2	66.8	67.1	68.5	[x]	[x]	[x]	76.3	70.6	72.7
	Female	71.6	73.8	76.5	77.1	[x]	[x]	[x]	80.6	76.1	76.3
	<b>Total</b>	<b>67.9</b>	<b>70.3</b>	<b>71.8</b>	<b>72.8</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>78.5</b>	<b>73.3</b>	<b>74.5</b>
5+ GCSEs at grades A*-G	Male	98.3	98.3	98.3	98.3	[x]	[x]	[x]	98.4	98.5	98.4
	Female	98.9	98.8	99.3	98.9	[x]	[x]	[x]	98.8	98.7	98.7
	<b>Total</b>	<b>98.6</b>	<b>98.6</b>	<b>98.8</b>	<b>98.6</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>98.6</b>	<b>98.6</b>	<b>98.6</b>
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Male	93.0	94.0	94.4	95.0	[x]	[x]	[x]	95.7	94.9	94.9
	Female	94.9	95.6	96.6	96.5	[x]	[x]	[x]	97.2	96.3	96.2
	<b>Total</b>	<b>94.0</b>	<b>94.8</b>	<b>95.5</b>	<b>95.8</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>96.4</b>	<b>95.6</b>	<b>95.5</b>
No GCSEs at grades A*-G	Male	0.1	0.2	0.1	0.1	[x]	[x]	[x]	0.1	0.1	0.2
	Female	0.1	0.1	0.1	0.1	[x]	[x]	[x]	0.1	0.1	0.1
	<b>Total</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>

[x] = data not available as the SAER was suspended by the Minister of Education for 2019/20, 2020/21 and 2021/ 22 due to the COVID-19 pandemic.

Trend data is available from 2005/06 in the accompanying spreadsheet at [Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2024/25 | Department of Education \(education-ni.gov.uk\)](#)

Caution should be taken when drawing any conclusions relating to changes in performance between 2022/23 and other years. 2022/23 data was affected by Action Short of Strike (ASOS) in schools, as well as CCEA's stepped approach back to pre-pandemic awarding standards.

**Table 5:** Year 14 pupil performance by Sex, 2015/16 to 2024/25 (percentages)

Performance Indicator (including equivalents)	Sex	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
3+ A levels at grades A*-C	Male	63.3	65.3	67.0	69.6	[x]	[x]	[x]	72.5	68.0	70.0
	Female	68.6	71.9	72.8	73.4	[x]	[x]	[x]	76.6	74.1	73.5
	<b>Total</b>	<b>66.3</b>	<b>69.0</b>	<b>70.2</b>	<b>71.8</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>74.9</b>	<b>71.4</b>	<b>71.9</b>
3+ A levels at grades A*-E	Male	90.1	90.6	90.9	92.0	[x]	[x]	[x]	93.0	92.9	93.0
	Female	91.3	93.4	93.5	93.3	[x]	[x]	[x]	94.1	94.2	94.4
	<b>Total</b>	<b>90.8</b>	<b>92.2</b>	<b>92.4</b>	<b>92.7</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>93.7</b>	<b>93.6</b>	<b>93.8</b>
2+ A levels at grades A*-C	Male	[x]	[x]	87.9	89.2	[x]	[x]	[x]	89.5	87.2	89.1
	Female	[x]	[x]	91.9	91.5	[x]	[x]	[x]	92.1	90.6	92.1
	<b>Total</b>	<b>[x]</b>	<b>[x]</b>	<b>90.2</b>	<b>90.5</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>91.0</b>	<b>89.1</b>	<b>90.8</b>
2+ A levels at grades A*-E	Male	98.1	98.4	97.9	98.0	[x]	[x]	[x]	98.5	98.5	98.4
	Female	98.2	98.9	98.7	98.6	[x]	[x]	[x]	98.9	98.9	99.0
	<b>Total</b>	<b>98.1</b>	<b>98.7</b>	<b>98.3</b>	<b>98.4</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>98.7</b>	<b>98.7</b>	<b>98.7</b>
1+ A levels at grades A*-E	Male	99.4	99.7	99.7	99.7	[x]	[x]	[x]	99.7	99.6	99.5
	Female	99.4	99.7	99.8	99.8	[x]	[x]	[x]	99.7	99.8	99.8
	<b>Total</b>	<b>99.3</b>	<b>99.7</b>	<b>99.7</b>	<b>99.8</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>99.7</b>	<b>99.7</b>	<b>99.7</b>

[x] = data not available as the SAER was suspended by the Minister of Education for 2019/20, 2020/21 and 2021/ 22 due to the COVID-19 pandemic.

Trend data is available from 2005/06 in the accompanying spreadsheet at [Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2024/25 | Department of Education \(education-ni.gov.uk\)](#)

**Table 6:** Year 12 Free School Meal Entitled (FSME) pupil performance by Sex, 2015/16 to 2024/25 (percentages)

Performance Indicator (including equivalents)	Sex	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
7+ GCSEs at grades A*-C	Male	45.3	45.6	45.5	49.3	[x]	[x]	[x]	62.5	53.9	56.1
	Female	57.5	60.4	60.6	61.7	[x]	[x]	[x]	68.8	60.7	60.6
	<b>Total</b>	<b>51.4</b>	<b>53.2</b>	<b>53.3</b>	<b>55.8</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>65.8</b>	<b>57.3</b>	<b>58.3</b>
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	37.2	38.7	37.8	41.0	[x]	[x]	[x]	51.0	42.1	43.6
	Female	46.9	49.8	51.8	52.8	[x]	[x]	[x]	58.6	49.2	48.8
	<b>Total</b>	<b>42.1</b>	<b>44.4</b>	<b>45.0</b>	<b>47.1</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>54.9</b>	<b>45.7</b>	<b>46.3</b>
5+ GCSEs at grades A*-C	Male	64.1	65.7	69.3	74.2	[x]	[x]	[x]	81.7	79.1	80.2
	Female	75.5	77.5	79.5	82.1	[x]	[x]	[x]	86.5	81.4	81.9
	<b>Total</b>	<b>69.8</b>	<b>71.8</b>	<b>74.6</b>	<b>78.3</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>84.1</b>	<b>80.2</b>	<b>81.0</b>
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	43.0	45.2	45.5	49.0	[x]	[x]	[x]	56.8	49.7	51.6
	Female	51.0	53.7	57.3	58.9	[x]	[x]	[x]	64.1	55.4	54.9
	<b>Total</b>	<b>47.0</b>	<b>49.6</b>	<b>51.6</b>	<b>54.1</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>60.6</b>	<b>52.5</b>	<b>53.3</b>
5+ GCSEs at grades A*-G	Male	96.4	96.0	96.2	96.7	[x]	[x]	[x]	96.3	96.7	96.8
	Female	97.5	97.1	98.1	97.6	[x]	[x]	[x]	97.4	97.2	96.9
	<b>Total</b>	<b>97.0</b>	<b>96.5</b>	<b>97.2</b>	<b>97.2</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>96.9</b>	<b>96.9</b>	<b>96.9</b>
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Male	85.1	88.4	89.0	90.7	[x]	[x]	[x]	91.3	90.1	89.8
	Female	89.3	90.5	93.2	92.5	[x]	[x]	[x]	94.7	91.6	90.9
	<b>Total</b>	<b>87.2</b>	<b>89.5</b>	<b>91.1</b>	<b>91.6</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>93.1</b>	<b>90.8</b>	<b>90.4</b>
No GCSEs at grades A*-G	Male	[c]	0.4	0.2	0.2	[x]	[x]	[x]	[c]	0.3	0.4
	Female	[c]	0.3	0.2	0.2	[x]	[x]	[x]	[c]	0.2	0.4
	<b>Total</b>	<b>0.2</b>	<b>0.3</b>	<b>0.2</b>	<b>0.2</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>0.2</b>	<b>0.3</b>	<b>0.4</b>

[c] = data suppressed due to statistical disclosure rules: either fewer than 5 results or would enable data with fewer than 5 results to be calculated.

[x] = data not available as the SAER was suspended by the Minister of Education for 2019/20, 2020/21 and 2021/ 22 due to the COVID-19 pandemic.

Trend data is available from 2005/06 in the accompanying spreadsheet at [Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2024/25 | Department of Education \(education-ni.gov.uk\)](#)

**Table 7: Year 14 Free School Meal Entitled (FSME) pupil performance by Sex, 2015/16 to 2024/25 (percentages)**

Performance Indicator (including equivalents)	Sex	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
3+ A levels at grades A*-C	Male	51.3	53.2	54.4	57.9	[x]	[x]	[x]	60.5	54.9	59.5
	Female	55.0	60.8	61.9	63.1	[x]	[x]	[x]	62.0	60.4	60.7
	<b>Total</b>	<b>53.6</b>	<b>57.8</b>	<b>58.9</b>	<b>61.1</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>61.4</b>	<b>58.2</b>	<b>60.2</b>
3+ A levels at grades A*-E	Male	83.0	81.8	83.1	84.6	[x]	[x]	[x]	86.7	86.2	86.2
	Female	82.7	87.3	87.5	87.6	[x]	[x]	[x]	87.9	87.9	88.2
	<b>Total</b>	<b>82.8</b>	<b>85.1</b>	<b>85.7</b>	<b>86.5</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>87.5</b>	<b>87.3</b>	<b>87.4</b>
2+ A levels at grades A*-C	Male	[x]	[x]	81.4	84.4	[x]	[x]	[x]	84.3	78.4	82.2
	Female	[x]	[x]	86.1	86.2	[x]	[x]	[x]	84.8	83.7	85.7
	<b>Total</b>	<b>[x]</b>	<b>[x]</b>	<b>84.2</b>	<b>85.5</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>84.6</b>	<b>81.6</b>	<b>84.3</b>
2+ A levels at grades A*-E	Male	96.0	95.7	95.2	96.1	[x]	[x]	[x]	97.1	96.6	96.5
	Female	95.2	97.6	97.5	96.8	[x]	[x]	[x]	97.4	97.1	97.4
	<b>Total</b>	<b>95.5</b>	<b>96.8</b>	<b>96.6</b>	<b>96.6</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>97.3</b>	<b>96.9</b>	<b>97.0</b>
1+ A levels at grades A*-E	Male	98.8	99.2	99.2	99.1	[x]	[x]	[x]	99.6	98.6	98.5
	Female	98.2	99.4	99.6	99.4	[x]	[x]	[x]	99.3	99.3	99.4
	<b>Total</b>	<b>98.4</b>	<b>99.3</b>	<b>99.5</b>	<b>99.3</b>	<b>[x]</b>	<b>[x]</b>	<b>[x]</b>	<b>99.4</b>	<b>99.0</b>	<b>99.1</b>

[x] = data not available as the SAER was suspended by the Minister of Education for 2019/20, 2020/21 and 2021/ 22 due to the COVID-19 pandemic.

Trend data is available from 2005/06 in the accompanying spreadsheet at [Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2024/25 | Department of Education \(education-ni.gov.uk\)](#)

**Table 8:** Year 12 pupil performance by Sex and Free School Meal Entitlement (FSME) status, with attainment gaps shown in percentage points (pp), 2023/24 and 2024/25 (percentages)

Performance Indicator (including equivalents)	Sex	FSME 2023/24	FSME 2024/25	Non FSME 2023/24	Non FSME 2024/25	All 2023/24	All 2024/25
7+ GCSEs at grades A*-C	Male	53.9	56.1	77.0	77.8	71.4	73.1
	Female	60.7	60.6	83.4	83.6	77.9	78.4
	<b>Total</b>	<b>57.3</b>	<b>58.3</b>	<b>80.2</b>	<b>80.6</b>	<b>74.7</b>	<b>75.8</b>
	Attainment gap (pp)	6.8	4.5	6.4	5.8	6.5	5.3
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	42.1	43.6	70.8	71.8	63.9	65.7
	Female	49.2	48.8	78.2	78.2	71.1	71.7
	<b>Total</b>	<b>45.7</b>	<b>46.3</b>	<b>74.5</b>	<b>75.0</b>	<b>67.5</b>	<b>68.7</b>
	Attainment gap (pp)	7.1	5.2	7.4	6.4	7.2	6.0
5+ GCSEs at grades A*-C	Male	79.1	80.2	90.6	91.8	87.8	89.3
	Female	81.4	81.9	93.6	93.9	90.7	91.2
	<b>Total</b>	<b>80.2</b>	<b>81.0</b>	<b>92.1</b>	<b>92.8</b>	<b>89.2</b>	<b>90.2</b>
	Attainment gap (pp)	2.3	1.7	3.0	2.1	2.9	1.9
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	49.7	51.6	77.3	78.5	70.6	72.7
	Female	55.4	54.9	82.8	82.4	76.1	76.3
	<b>Total</b>	<b>52.5</b>	<b>53.3</b>	<b>80.0</b>	<b>80.4</b>	<b>73.3</b>	<b>74.5</b>
	Attainment gap (pp)	5.7	3.3	5.5	3.9	5.5	3.6
5+ GCSEs at grades A*-G	Male	96.7	96.8	99.1	98.9	98.5	98.4
	Female	97.2	96.9	99.2	99.3	98.7	98.7
	<b>Total</b>	<b>96.9</b>	<b>96.9</b>	<b>99.2</b>	<b>99.1</b>	<b>98.6</b>	<b>98.6</b>
	Attainment gap (pp)	0.5	0.1	0.1	0.4	0.2	0.3
No GCSEs at grades A*-G	Male	0.3	0.4	0.1	0.1	0.1	0.2
	Female	0.2	0.4	0.1	0.1	0.1	0.1
	<b>Total</b>	<b>0.3</b>	<b>0.4</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>
	Attainment gap (pp)	-0.1	0.0	0.0	0.0	0.0	-0.1

[c] = data suppressed due to statistical disclosure rules: either fewer than 5 results or would enable data with fewer than 5 results to be calculated.

**Table 9:** Year 14 pupil performance by Sex and Free School Meal Entitlement (FSME) status, with attainment gaps shown in percentage points (pp), 2023/24 and 2024/25 (percentages)

Performance Indicator (including equivalents)	Sex	FSME 2023/24	FSME 2024/25	Non FSME 2023/24	Non FSME 2024/25	All 2023/24	All 2024/25
3+ A levels at grades A*-C	Male	54.9	59.5	70.1	71.4	68.0	70.0
	Female	60.4	60.7	76.7	75.6	74.1	73.5
	<b>Total</b>	<b>58.2</b>	<b>60.2</b>	<b>73.8</b>	<b>73.7</b>	<b>71.4</b>	<b>71.9</b>
	Attainment gap (pp)	5.5	1.2	6.6	4.2	6.1	3.5
3+ A levels at grades A*-E	Male	86.2	86.2	93.9	93.9	92.9	93.0
	Female	87.9	88.2	95.4	95.4	94.2	94.4
	<b>Total</b>	<b>87.3</b>	<b>87.4</b>	<b>94.7</b>	<b>94.7</b>	<b>93.6</b>	<b>93.8</b>
	Attainment gap (pp)	1.7	2.0	1.5	1.5	1.3	1.4
2+ A levels at grades A*-C	Male	78.4	82.2	88.6	90.0	87.2	89.1
	Female	83.7	85.7	92.0	93.2	90.6	92.1
	<b>Total</b>	<b>81.6</b>	<b>84.3</b>	<b>90.5</b>	<b>91.8</b>	<b>89.1</b>	<b>90.8</b>
	Attainment gap (pp)	5.3	3.5	3.4	3.2	3.4	3.0
2+ A levels at grades A*-E	Male	96.6	96.5	98.8	98.7	98.5	98.4
	Female	97.1	97.4	99.3	99.2	98.9	99.0
	<b>Total</b>	<b>96.9</b>	<b>97.0</b>	<b>99.1</b>	<b>99.0</b>	<b>98.7</b>	<b>98.7</b>
	Attainment gap (pp)	0.5	0.9	0.5	0.5	0.4	0.6
1+ A levels at grades A*-E	Male	98.6	98.5	99.7	99.6	99.6	99.5
	Female	99.3	99.4	99.9	99.9	99.8	99.8
	<b>Total</b>	<b>99.0</b>	<b>99.1</b>	<b>99.8</b>	<b>99.8</b>	<b>99.7</b>	<b>99.7</b>
	Attainment gap (pp)	0.7	0.9	0.2	0.3	0.2	0.3

**Table 10 (a, b and c):** Year 12 pupil performance by School Type, Sex and Free School Meal Entitlement (FSME) status, with attainment gaps shown in percentage points, 2023/24 and 2024/25 (percentages)

**Table 10a:** All Pupils - Attainment gaps shown in percentage points

Performance Indicator (including equivalents)	Sex	Non Grammar 2023/24	Grammar 2023/24	Attainment gap 2023/24	Non Grammar 2024/25	Grammar 2024/25	Attainment gap 2024/25
7+ GCSEs at grades A*-C	Male	59.0	88.7	29.7	61.8	88.0	26.2
	Female	66.4	94.1	27.7	67.0	94.2	27.2
	<b>Total</b>	<b>62.7</b>	<b>91.4</b>	<b>28.7</b>	<b>64.4</b>	<b>91.1</b>	<b>26.7</b>
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	46.7	87.7	41.0	49.8	86.7	36.9
	Female	55.5	93.2	37.7	56.0	93.4	37.4
	<b>Total</b>	<b>51.1</b>	<b>90.5</b>	<b>39.4</b>	<b>53.0</b>	<b>90.0</b>	<b>37.0</b>
5+ GCSEs at grades A*-C	Male	82.4	95.4	13.0	84.5	95.5	11.0
	Female	85.7	97.7	12.0	86.2	98.2	12.0
	<b>Total</b>	<b>84.0</b>	<b>96.6</b>	<b>12.6</b>	<b>85.4</b>	<b>96.8</b>	<b>11.4</b>
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	54.8	92.6	37.8	58.1	92.0	33.9
	Female	62.1	95.8	33.7	62.0	96.0	34.0
	<b>Total</b>	<b>58.4</b>	<b>94.2</b>	<b>35.8</b>	<b>60.1</b>	<b>94.0</b>	<b>33.9</b>
5+ GCSEs at grades A*-G	Male	97.7	99.7	2.0	97.7	99.4	1.7
	Female	98.1	99.6	1.5	98.0	99.7	1.7
	<b>Total</b>	<b>97.9</b>	<b>99.6</b>	<b>1.7</b>	<b>97.9</b>	<b>99.6</b>	<b>1.7</b>
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Male	91.6	99.5	7.9	91.8	99.0	7.2
	Female	94.0	99.5	5.5	93.7	99.6	5.9
	<b>Total</b>	<b>92.8</b>	<b>99.5</b>	<b>6.7</b>	<b>92.8</b>	<b>99.3</b>	<b>6.5</b>
No GCSEs at grades A*-G	Male	[c]	[c]	[c]	[c]	[c]	[c]
	Female	[c]	[c]	[c]	[c]	[c]	[c]
	<b>Total</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>

[c] = data suppressed due to statistical disclosure rules: either fewer than 5 results or would enable data with fewer than 5 results to be calculated.

**Table 10b:** Free School Meal Entitled (FSME) Pupils - Attainment gaps shown in percentage points

Performance Indicator (including equivalents)	Sex	Non Grammar 2023/24	Grammar 2023/24	Attainment gap 2023/24	Non Grammar 2024/25	Grammar 2024/25	Attainment gap 2024/25
7+ GCSEs at grades A*-C	Male	48.0	73.9	25.9	51.0	73.2	22.2
	Female	55.4	81.9	26.5	54.3	85.4	31.1
	<b>Total</b>	<b>51.8</b>	<b>77.7</b>	<b>25.9</b>	<b>52.7</b>	<b>79.0</b>	<b>26.3</b>
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	33.2	72.2	39.0	35.8	70.1	34.3
	Female	41.5	79.8	38.3	40.3	82.5	42.2
	<b>Total</b>	<b>37.4</b>	<b>75.8</b>	<b>38.4</b>	<b>38.1</b>	<b>76.0</b>	<b>37.9</b>
5+ GCSEs at grades A*-C	Male	76.3	88.4	12.1	77.8	88.3	10.5
	Female	78.7	92.2	13.5	79.0	93.4	14.4
	<b>Total</b>	<b>77.5</b>	<b>90.2</b>	<b>12.7</b>	<b>78.4</b>	<b>90.7</b>	<b>12.3</b>
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	40.3	81.5	41.2	43.5	79.2	35.7
	Female	47.4	87.0	39.6	46.6	87.7	41.1
	<b>Total</b>	<b>43.9</b>	<b>84.1</b>	<b>40.2</b>	<b>45.1</b>	<b>83.2</b>	<b>38.1</b>
5+ GCSEs at grades A*-G	Male	96.0	98.9	2.9	96.5	97.9	1.4
	Female	96.8	98.6	1.8	96.4	99.0	2.6
	<b>Total</b>	<b>96.4</b>	<b>98.8</b>	<b>2.4</b>	<b>96.4</b>	<b>98.4</b>	<b>2.0</b>
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Male	87.6	98.3	10.7	87.7	97.0	9.3
	Female	90.1	97.7	7.6	88.9	98.7	9.8
	<b>Total</b>	<b>88.9</b>	<b>98.0</b>	<b>9.1</b>	<b>88.3</b>	<b>97.8</b>	<b>9.5</b>
No GCSEs at grades A*-G	Male	[c]	[c]	[c]	[c]	[c]	[c]
	Female	[c]	[c]	[c]	[c]	[c]	[c]
	<b>Total</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>

[c] = data suppressed due to statistical disclosure rules: either fewer than 5 results or would enable data with fewer than 5 results to be calculated.

**Table 10c:** Non Free School Meal Entitled (FSME) Pupils - Attainment gaps shown in percentage points

Performance Indicator (including equivalents)	Sex	Non Grammar 2023/24	Grammar 2023/24	Attainment gap 2023/24	Non Grammar 2024/25	Grammar 2024/25	Attainment gap 2024/25
7+ GCSEs at grades A*-C	Male	64.2	90.9	26.7	66.3	89.9	23.6
	Female	71.8	95.8	24.0	72.7	95.3	22.6
	<b>Total</b>	<b>68.0</b>	<b>93.4</b>	<b>25.4</b>	<b>69.5</b>	<b>92.6</b>	<b>23.1</b>
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	53.1	90.1	37.0	55.6	88.9	33.3
	Female	62.4	95.0	32.6	63.0	94.7	31.7
	<b>Total</b>	<b>57.7</b>	<b>92.6</b>	<b>34.9</b>	<b>59.3</b>	<b>91.7</b>	<b>32.4</b>
5+ GCSEs at grades A*-C	Male	85.2	96.5	11.3	87.3	96.4	9.1
	Female	89.1	98.5	9.4	89.3	98.8	9.5
	<b>Total</b>	<b>87.2</b>	<b>97.5</b>	<b>10.3</b>	<b>88.3</b>	<b>97.6</b>	<b>9.3</b>
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	61.6	94.3	32.7	64.2	93.6	29.4
	Female	69.5	97.0	27.5	68.8	97.0	28.2
	<b>Total</b>	<b>65.5</b>	<b>95.7</b>	<b>30.2</b>	<b>66.5</b>	<b>95.3</b>	<b>28.8</b>
5+ GCSEs at grades A*-G	Male	98.5	99.8	1.3	98.2	99.6	1.4
	Female	98.7	99.7	1.0	98.8	99.8	1.0
	<b>Total</b>	<b>98.6</b>	<b>99.8</b>	<b>1.2</b>	<b>98.5</b>	<b>99.7</b>	<b>1.2</b>
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Male	93.5	99.6	6.1	93.5	99.3	5.8
	Female	96.0	99.7	3.7	95.8	99.7	3.9
	<b>Total</b>	<b>94.7</b>	<b>99.7</b>	<b>5.0</b>	<b>94.6</b>	<b>99.5</b>	<b>4.9</b>
No GCSEs at grades A*-G	Male	[c]	[c]	[c]	[c]	[c]	[c]
	Female	[c]	[c]	[c]	[c]	[c]	[c]
	<b>Total</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>	<b>[c]</b>

[c] = data suppressed due to statistical disclosure rules: either fewer than 5 results or would enable data with fewer than 5 results to be calculated.

**Table 11 (a, b and c):** Year 14 pupil performance by School Type, Sex and Free School Meal Entitlement (FSME) status, with attainment gaps shown in percentage points, 2023/24 and 2024/25 (percentages)

**Table 11a:** All Pupils - Attainment gaps shown in percentage points

Performance Indicator (including equivalents)	Sex	Non Grammar 2023/24	Grammar 2023/24	Attainment gap 2023/24	Non Grammar 2024/25	Grammar 2024/25	Attainment gap 2024/25
3+ A levels at grades A*-C	Male	53.8	75.7	21.9	56.4	77.8	21.4
	Female	60.2	83.6	23.4	61.0	82.7	21.7
	<b>Total</b>	<b>57.6</b>	<b>79.9</b>	<b>22.3</b>	<b>59.1</b>	<b>80.4</b>	<b>21.3</b>
3+ A levels at grades A*-E	Male	85.3	97.0	11.7	86.4	96.8	10.4
	Female	88.4	98.1	9.7	89.3	98.1	8.8
	<b>Total</b>	<b>87.2</b>	<b>97.6</b>	<b>10.4</b>	<b>88.1</b>	<b>97.5</b>	<b>9.4</b>
2+ A levels at grades A*-C	Male	79.1	91.7	12.6	82.0	93.1	11.1
	Female	83.8	95.3	11.5	87.3	95.7	8.4
	<b>Total</b>	<b>81.9</b>	<b>93.6</b>	<b>11.7</b>	<b>85.1</b>	<b>94.5</b>	<b>9.4</b>
2+ A levels at grades A*-E	Male	96.8	99.5	2.7	96.6	99.5	2.9
	Female	97.6	99.8	2.2	97.7	99.9	2.2
	<b>Total</b>	<b>97.3</b>	<b>99.6</b>	<b>2.3</b>	<b>97.3</b>	<b>99.7</b>	<b>2.4</b>
1+ A levels at grades A*-E	Male	99.1	99.8	0.7	98.6	100.0	1.4
	Female	99.6	100.0	0.4	99.6	100.0	0.4
	<b>Total</b>	<b>99.4</b>	<b>99.9</b>	<b>0.5</b>	<b>99.2</b>	<b>100.0</b>	<b>0.8</b>

**Table 11b:** Free School Meal Entitled (FSME) Pupils - Attainment gaps shown in percentage points

Performance Indicator (including equivalents)	Sex	Non Grammar 2023/24	Grammar 2023/24	Attainment gap 2023/24	Non Grammar 2024/25	Grammar 2024/25	Attainment gap 2024/25
3+ A levels at grades A*-C	Male	48.3	64.1	15.8	51.4	72.2	20.8
	Female	51.3	77.8	26.5	55.0	72.3	17.3
	<b>Total</b>	<b>50.2</b>	<b>71.8</b>	<b>21.6</b>	<b>53.7</b>	<b>72.3</b>	<b>18.6</b>
3+ A levels at grades A*-E	Male	80.8	93.8	13.0	82.0	92.8	10.8
	Female	83.4	96.6	13.2	84.3	96.1	11.8
	<b>Total</b>	<b>82.5</b>	<b>95.3</b>	<b>12.8</b>	<b>83.5</b>	<b>94.7</b>	<b>11.2</b>
2+ A levels at grades A*-C	Male	73.7	85.0	11.3	78.1	88.6	10.5
	Female	78.1	94.3	16.2	82.5	92.3	9.8
	<b>Total</b>	<b>76.5</b>	<b>90.2</b>	<b>13.7</b>	<b>80.8</b>	<b>90.7</b>	<b>9.9</b>
2+ A levels at grades A*-E	Male	95.5	98.1	2.6	95.0	98.9	3.9
	Female	95.6	100.0	4.4	96.3	99.7	3.4
	<b>Total</b>	<b>95.6</b>	<b>99.2</b>	<b>3.6</b>	<b>95.8</b>	<b>99.3</b>	<b>3.5</b>
1+ A levels at grades A*-E	Male	98.0	99.4	1.4	97.6	100.0	2.4
	Female	99.0	100.0	1.0	99.1	100.0	0.9
	<b>Total</b>	<b>98.6</b>	<b>99.7</b>	<b>1.1</b>	<b>98.6</b>	<b>100.0</b>	<b>1.4</b>

**Table 11c:** Non Free School Meal Entitled (FSME) Pupils - Attainment gaps shown in percentage points

Performance Indicator (including equivalents)	Sex	Non Grammar 2023/24	Grammar 2023/24	Attainment gap 2023/24	Non Grammar 2024/25	Grammar 2024/25	Attainment gap 2024/25
3+ A levels at grades A*-C	Male	55.4	76.8	21.4	57.6	78.2	20.6
	Female	63.4	84.2	20.8	62.8	83.6	20.8
	<b>Total</b>	<b>60.1</b>	<b>80.8</b>	<b>20.7</b>	<b>60.6</b>	<b>81.0</b>	<b>20.4</b>
3+ A levels at grades A*-E	Male	86.6	97.3	10.7	87.5	97.1	9.6
	Female	90.3	98.3	8.0	90.8	98.3	7.5
	<b>Total</b>	<b>88.8</b>	<b>97.8</b>	<b>9.0</b>	<b>89.4</b>	<b>97.7</b>	<b>8.3</b>
2+ A levels at grades A*-C	Male	80.6	92.3	11.7	82.9	93.4	10.5
	Female	85.9	95.3	9.4	88.7	96.1	7.4
	<b>Total</b>	<b>83.7</b>	<b>94.0</b>	<b>10.3</b>	<b>86.3</b>	<b>94.8</b>	<b>8.5</b>
2+ A levels at grades A*-E	Male	97.2	99.6	2.4	97.0	99.5	2.5
	Female	98.4	99.7	1.3	98.2	99.9	1.7
	<b>Total</b>	<b>97.9</b>	<b>99.7</b>	<b>1.8</b>	<b>97.7</b>	<b>99.7</b>	<b>2.0</b>
1+ A levels at grades A*-E	Male	99.4	99.9	0.5	98.8	100.0	1.2
	Female	99.8	100.0	0.2	99.7	100.0	0.3
	<b>Total</b>	<b>99.6</b>	<b>99.9</b>	<b>0.3</b>	<b>99.4</b>	<b>100.0</b>	<b>0.6</b>

**Table 12 (a and b):** Year 12 pupil performance by Free School Meal (FSM) Band, Sex and School Type, 2024/25 (percentages)**Table 12a:** Non-grammar schools

Performance Indicator (including equivalents)	Sex	FSM Band 0-29.99%	FSM Band 30-39.99%	FSM Band 40-49.99%	FSM Band 50+%	NI Total
7+ GCSEs at grades A*-C	Male	62.1	61.5	64.1	59.2	<b>61.8</b>
	Female	71.0	65.8	58.2	62.9	<b>67.0</b>
	<b>Total</b>	<b>66.5</b>	<b>63.6</b>	<b>60.9</b>	<b>61.0</b>	<b>64.4</b>
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	53.7	47.0	45.6	43.3	<b>49.8</b>
	Female	62.2	53.5	45.0	47.4	<b>56.0</b>
	<b>Total</b>	<b>57.9</b>	<b>50.2</b>	<b>45.3</b>	<b>45.3</b>	<b>53.0</b>
5+ GCSEs at grades A*-C	<b>Male</b>	84.6	83.6	84.5	86.2	<b>84.5</b>
	Female	88.0	86.4	79.8	85.2	<b>86.2</b>
	<b>Total</b>	<b>86.3</b>	<b>85.0</b>	<b>81.9</b>	<b>85.7</b>	<b>85.4</b>
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	62.9	55.4	51.4	49.9	<b>58.1</b>
	Female	68.5	59.4	51.0	52.2	<b>62.0</b>
	<b>Total</b>	<b>65.7</b>	<b>57.4</b>	<b>51.2</b>	<b>51.0</b>	<b>60.1</b>
5+ GCSEs at grades A*-G	Male	98.2	97.5	96.2	97.5	<b>97.7</b>
	Female	98.4	98.5	96.4	97.1	<b>98.0</b>
	<b>Total</b>	<b>98.3</b>	<b>98.0</b>	<b>96.3</b>	<b>97.3</b>	<b>97.9</b>
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Male	93.1	90.2	91.8	89.3	<b>91.8</b>
	Female	95.8	92.9	87.8	93.4	<b>93.7</b>
	<b>Total</b>	<b>94.4</b>	<b>91.5</b>	<b>89.6</b>	<b>91.3</b>	<b>92.8</b>

**Table 12b: Grammar schools**

<b>Performance Indicator (including equivalents)</b>	<b>Sex</b>	<b>FSM Band 0-9.99%</b>	<b>FSM Band 10-19.99%</b>	<b>FSM Band 20%+</b>	<b>NI Total</b>
7+ GCSEs at grades A*-C	Male	94.0	86.8	72.2	<b>88.0</b>
	Female	96.9	92.0	87.5	<b>94.2</b>
	<b>Total</b>	<b>95.5</b>	<b>89.7</b>	<b>77.5</b>	<b>91.1</b>
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	93.8	84.6	69.3	<b>86.7</b>
	Female	96.7	90.6	85.1	<b>93.4</b>
	<b>Total</b>	<b>95.2</b>	<b>87.9</b>	<b>74.8</b>	<b>90.0</b>
5+ GCSEs at grades A*-C	Male	97.8	96.1	87.9	<b>95.5</b>
	Female	98.9	98.3	94.4	<b>98.2</b>
	<b>Total</b>	<b>98.4</b>	<b>97.3</b>	<b>90.2</b>	<b>96.8</b>
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	97.3	90.5	78.6	<b>92.0</b>
	Female	98.4	94.4	88.4	<b>96.0</b>
	<b>Total</b>	<b>97.9</b>	<b>92.7</b>	<b>82.0</b>	<b>94.0</b>
5+ GCSEs at grades A*-G	Male	99.8	99.1	98.8	<b>99.4</b>
	Female	99.8	99.6	99.8	<b>99.7</b>
	<b>Total</b>	<b>99.8</b>	<b>99.4</b>	<b>99.2</b>	<b>99.6</b>
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Male	99.6	98.9	97.5	<b>99.0</b>
	Female	99.7	99.5	99.4	<b>99.6</b>
	<b>Total</b>	<b>99.6</b>	<b>99.2</b>	<b>98.1</b>	<b>99.3</b>

**Table 13 (a and b):** Year 14 pupil performance by Free School Meal (FSM) Band, Sex and School Type, 2024/25 (percentages)**Table 13a:** Non-grammar schools

Performance Indicator (including equivalents)	Sex	FSM Band 0-29.99%	FSM Band 30-39.99%	FSM Band 40-49.99%	FSM Band 50+%	NI Total
3+ A levels at grades A*-C	Male	57.4	51.4	55.2	60.1	<b>56.4</b>
	Female	63.7	58.8	45.1	67.0	<b>61.0</b>
	<b>Total</b>	<b>61.2</b>	<b>55.7</b>	<b>49.0</b>	<b>64.0</b>	<b>59.1</b>
3+ A levels at grades A*-E	Male	87.7	82.9	86.1	85.9	<b>86.4</b>
	Female	91.2	88.7	80.4	90.3	<b>89.3</b>
	<b>Total</b>	<b>89.8</b>	<b>86.3</b>	<b>82.6</b>	<b>88.4</b>	<b>88.1</b>
2+ A levels at grades A*-C	Male	84.6	77.2	78.3	81.0	<b>82.0</b>
	Female	89.5	86.6	77.2	87.7	<b>87.3</b>
	<b>Total</b>	<b>87.6</b>	<b>82.6</b>	<b>77.6</b>	<b>84.7</b>	<b>85.1</b>
2+ A levels at grades A*-E	Male	97.0	97.0	94.8	96.1	<b>96.6</b>
	Female	98.5	98.9	92.9	96.9	<b>97.7</b>
	<b>Total</b>	<b>97.9</b>	<b>98.1</b>	<b>93.6</b>	<b>96.5</b>	<b>97.3</b>
1+ A levels at grades A*-E	Male	98.6	99.0	98.3	98.0	<b>98.6</b>
	Female	99.8	99.8	98.1	100.0	<b>99.6</b>
	<b>Total</b>	<b>99.3</b>	<b>99.5</b>	<b>98.2</b>	<b>99.1</b>	<b>99.2</b>

**Table 13b:** Grammar schools

<b>Performance Indicator (including equivalents)</b>	<b>Sex</b>	<b>FSM Band 0-9.99%</b>	<b>FSM Band 10-19.99%</b>	<b>FSM Band 20%+</b>	<b>NI Total</b>
3+ A levels at grades A*-C	Male	79.7	74.4	75.6	77.8
	Female	85.2	79.4	78.8	82.7
	<b>Total</b>	<b>82.6</b>	<b>77.3</b>	<b>76.9</b>	<b>80.4</b>
3+ A levels at grades A*-E	Male	97.9	95.2	95.1	96.8
	Female	98.8	97.4	96.4	98.1
	<b>Total</b>	<b>98.3</b>	<b>96.5</b>	<b>95.7</b>	<b>97.5</b>
2+ A levels at grades A*-C	Male	93.3	92.9	92.5	93.1
	Female	96.5	94.6	94.5	95.7
	<b>Total</b>	<b>95.0</b>	<b>93.9</b>	<b>93.4</b>	<b>94.5</b>
2+ A levels at grades A*-E	Male	99.6	99.0	99.5	99.5
	Female	99.9	99.9	99.8	99.9
	<b>Total</b>	<b>99.8</b>	<b>99.5</b>	<b>99.6</b>	<b>99.7</b>
1+ A levels at grades A*-E	Male	100.0	99.9	100.0	100.0
	Female	100.0	100.0	100.0	100.0
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Table 14:** Year 12 pupil performance by School Management Type and Sex, 2024/25 (percentages)

Performance Indicator (including equivalents)	Sex	Controlled Non- grammar	Controlled Grammar	Controlled Total	Catholic Maintained (All Non- grammar)	Other Maintained (All Non- grammar)	Controlled Integrated (All Non- grammar)	Grant Maintained Integrated (GMI) (All Non- grammar)	Voluntary: Other Managed (All Grammar)	Voluntary: Catholic Managed (All Grammar)
7+ GCSEs at grades A*-C	Male	56.4	93.2	67.0	66.2	59.2	63.7	62.8	92.4	82.7
	Female	59.9	95.0	72.6	72.9	62.3	63.6	67.5	96.0	92.6
	<b>Total</b>	<b>58.1</b>	<b>94.2</b>	<b>69.9</b>	<b>69.7</b>	<b>60.8</b>	<b>63.6</b>	<b>65.1</b>	<b>94.1</b>	<b>87.3</b>
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	43.6	92.8	57.8	54.3	54.1	48.1	53.8	92.0	80.5
	Female	49.4	94.3	65.6	61.4	56.1	48.0	58.0	95.6	91.3
	<b>Total</b>	<b>46.4</b>	<b>93.6</b>	<b>61.8</b>	<b>58.0</b>	<b>55.2</b>	<b>48.0</b>	<b>55.8</b>	<b>93.7</b>	<b>85.6</b>
5+ GCSEs at grades A*-C	Male	79.9	98.2	85.2	88.7	79.6	85.0	84.6	97.1	93.2
	Female	81.2	98.3	87.4	90.5	78.1	83.7	85.9	98.6	97.9
	<b>Total</b>	<b>80.5</b>	<b>98.3</b>	<b>86.3</b>	<b>89.7</b>	<b>78.8</b>	<b>84.4</b>	<b>85.2</b>	<b>97.8</b>	<b>95.4</b>
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	51.7	96.9	64.8	62.3	64.3	53.3	64.7	96.5	86.9
	Female	57.0	96.8	71.4	66.1	60.5	53.3	64.5	97.8	94.3
	<b>Total</b>	<b>54.3</b>	<b>96.8</b>	<b>68.1</b>	<b>64.3</b>	<b>62.3</b>	<b>53.3</b>	<b>64.6</b>	<b>97.1</b>	<b>90.4</b>

**Table 15:** Year 14 pupil performance by School Management Type and Sex, 2024/25 (percentages)

Performance Indicator (including equivalents)	Sex	Controlled Non- grammar	Controlled Grammar	Controlled Total	Catholic Maintained (All Non- grammar)	Other Maintained (All Non- grammar)	Controlled Integrated (All Non- grammar)	Grant	Voluntary: Other Managed (All Grammar)	Voluntary: Catholic Managed (All Grammar)
								Maintained Integrated (GMI) (All Non- grammar)		
3+ A levels at grades A*-C	Male	56.9	78.2	68.0	54.2	37.8	56.3	64.0	76.4	78.6
	Female	55.7	81.1	70.0	65.6	38.6	49.0	58.1	82.9	83.5
	<b>Total</b>	<b>56.2</b>	<b>79.9</b>	<b>69.1</b>	<b>61.4</b>	<b>38.3</b>	<b>52.5</b>	<b>60.7</b>	<b>79.7</b>	<b>81.1</b>
3+ A levels at grades A*-E	Male	84.2	96.9	90.8	84.7	86.5	92.0	94.0	97.3	96.4
	Female	88.2	98.6	94.0	90.0	61.4	92.7	90.9	98.2	97.8
	<b>Total</b>	<b>86.4</b>	<b>97.9</b>	<b>92.7</b>	<b>88.1</b>	<b>72.8</b>	<b>92.3</b>	<b>92.3</b>	<b>97.7</b>	<b>97.1</b>
2+ A levels at grades A*-C	Male	80.3	92.6	86.7	81.9	73.0	85.1	85.6	91.8	94.2
	Female	83.7	95.5	90.3	89.3	61.4	89.6	88.5	95.4	96.1
	<b>Total</b>	<b>82.2</b>	<b>94.3</b>	<b>88.8</b>	<b>86.6</b>	<b>66.7</b>	<b>87.4</b>	<b>87.2</b>	<b>93.6</b>	<b>95.2</b>
2+ A levels at grades A*-E	Male	94.9	99.6	97.3	97.2	91.9	97.7	98.5	99.5	99.4
	Female	97.6	100.0	98.9	98.2	65.9	100.0	99.0	99.8	99.9
	<b>Total</b>	<b>96.4</b>	<b>99.8</b>	<b>98.3</b>	<b>97.8</b>	<b>77.8</b>	<b>98.9</b>	<b>98.8</b>	<b>99.7</b>	<b>99.6</b>
1+ A levels at grades A*-E	Male	97.9	99.9	98.9	98.7	100.0	100.0	99.1	100.0	100.0
	Female	99.6	100.0	99.8	99.8	90.9	100.0	99.8	100.0	100.0
	<b>Total</b>	<b>98.9</b>	<b>99.9</b>	<b>99.4</b>	<b>99.4</b>	<b>95.1</b>	<b>100.0</b>	<b>99.5</b>	<b>100.0</b>	<b>100.0</b>

## Section 6: Reader Information

Purpose	The purpose of this statistical bulletin is to provide an analysis of the examination performance of Year 12 and Year 14 pupils in Northern Ireland in the 2024/25 academic year.
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Coverage	Northern Ireland
Frequency	Annual
Theme	Children and Education

## Section 7: Notes for Readers

### 7:1 Accredited Official Statistics

1. [Accredited Official Statistics](#) are official statistics that have been independently reviewed by the Office for Statistics Regulation (OSR) and confirmed to comply with the standards of trustworthiness, quality and value in the [Code of Practice for Statistics](#). Producers of accredited official statistics are legally required to ensure they maintain compliance with the Code. Accredited official statistics are called National Statistics in the Statistics and Registration Service Act 2007.
2. These accredited official statistics were independently reviewed by OSR in July 2010 in the [Assessment of School Statistics for Northern Ireland](#), with [accreditation confirmed](#) in June 2011. They comply with the standards of trustworthiness, quality and value in the Code of Practice and should be labelled National Statistics (or ‘accredited official statistics’). In November 2018, a compliance check confirmed that the designation (or accredited official statistics labelling) should continue ([Compliance check of Northern Ireland school examination performance – Office for Statistics Regulation \(statisticsauthority.gov.uk\)](#)).
3. Our statistical practice is regulated by OSR. They set the standards of trustworthiness, quality and value in the [Code of Practice for Statistics](#) that all producers of official statistics should adhere to.
4. You are welcome to contact us directly with any comments about how we meet these standards. Alternatively, you can contact OSR by emailing [regulation@statistics.gov.uk](mailto:regulation@statistics.gov.uk) or via the [OSR website](#).
5. You can also find [Accredited official statistics](#) on the Internet.

### 7:2 School Performance

6. 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, members of the public and various public bodies also regularly access the data to keep their records of school attainment current and to compare with previous years.

7. Data collected through the Summary of Annual Examination Results (SAER) are used by policy branches within the Department of Education (DE) to evaluate initiatives including: literacy and numeracy strategies; school improvement programmes; benchmarking; and to monitor performance against relevant Departmental milestone targets. Other 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 Northern Ireland Assembly questions and are used in the EA auditing process.
8. The 2024/25 figures in this statistical release are based on information as at 17 November 2025. Any revisions will be undertaken in accordance with DE statistical policy, which can be accessed from the link to the Revision Policy at [Statistical policies | Department of Education \(education-ni.gov.uk\)](https://www.education-ni.gov.uk/statistical-policies) [Statistical policies | Department of Education \(education-ni.gov.uk\)](https://www.education-ni.gov.uk/statistical-policies).
9. 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.
10. The statistics in this bulletin have been derived from the SAER.
11. Data excludes special and independent schools, and fee-paying students.
12. All attainment gap figures have been calculated from rounded values.
13. 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>

14. 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 to be ineligible for inclusion in this cohort for a number of reasons which are the same as those used for the Year 12 cohort. As mentioned above, further information can be found at:  
<https://www.education-ni.gov.uk/publications/summary-annual-examination-results-saer-documentation>
15. As mentioned in 13. and 14. above, guidance and other documentation regarding the collection of school performance statistics may be found at:  
<https://www.education-ni.gov.uk/publications/summary-annual-examination-results-saer-documentation>
16. Summary data on pupils with free school meal entitlement (FSME) have been collected and validated since 2012/13. There was an increase in the proportion of post-primary pupils with FSME between 2013/14 (18.5%) and 2014/15 (26.1%). This increase coincided with an extension of the eligibility for free school meals under the Working Tax Credit free school meal criterion. This was introduced on a phased basis with Nursery, Foundation Stage and Key Stage 1 pupils being eligible from September 2010 and Key Stage 2 pupils being eligible from September 2011. It was extended to post-primary pupils in September 2014.
17. Statistics relating to school performance can be found on the OpenDataNI website: ([OpenDataNI: SAER](#)).
18. The variables collected during the SAER process are as follows:
- For Year 12:**
- number of pupils in Year 12 eligible for examinations;
  - number of eligible pupils in Year 12 entered for 7+ GCSEs;
  - number of pupils achieving 7 or more GCSEs at grades A\*-C (including equivalentents);
  - number of pupils achieving 7 or more GCSEs at grades A\*-C (including equivalentents) including GCSE English and GCSE maths;

- number of eligible pupils in Year 12 entered for 5+ GCSEs;
- number of pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents);
- number of pupils achieving 5 or more GCSEs at grades A\*-C (including equivalents) including GCSE English and GCSE maths;
- number of pupils achieving 5 or more GCSEs at grades A\*-E (including equivalents);
- number of pupils achieving 5 or more GCSEs at grades A\*-G (including equivalents);
- number of pupils achieving 5 or more GCSEs at grades A\*-G (including equivalents) including GCSE English and GCSE maths;
- number of pupils achieving 1 to 4 GCSEs at grades A\*-C (including equivalents);
- number of pupils achieving 1 to 4 GCSEs at grades A\*-G (including equivalents); and
- number of pupils achieving no GCSEs at grades A\*-G (including equivalents).

**For Year 14:**

- number of pupils entered for A-levels;
- number of pupils achieving 3 or more A-levels at grades A\*-C (including equivalents);
- number of pupils achieving 3 or more A-levels at grades A\*-E (including equivalents);
- number of pupils achieving 2 or more A-levels at grades A\*-C (including equivalents);
- number of pupils achieving 2 or more A-levels at grades A\*-E (including equivalents);
- number of pupils achieving 1 or more A-levels at grades A\*-E (including equivalents).

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

- GCSE (key stage 4) and equivalent results in England, 2023 to 2024  
[Statistics: GCSEs \(key stage 4\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/gcse-key-stage-4)
- A level and other 16 to 18 results in England, 2025 (provisional)  
[Statistics: 16 to 19 attainment - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/16-to-19-attainment)
- Examination results in Wales, September 2024 to August 2025  
[Examination results: September 2024 to August 2025 | GOV.WALES](https://gov.wales/examination-results)
- Summary Statistics for Schools in Scotland  
[School education statistics - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/school-education-statistics)

20. Please send any feedback on the content or presentation of this publication to the email address: [saer@education-ni.gov.uk](mailto:saer@education-ni.gov.uk).

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