



Department of
Education

www.deni.gov.uk

AN ROINN
Oideachais

MÁNNYSTRIE O
Lear

YEAR 12 AND YEAR 14 EXAMINATION PERFORMANCE AT POST PRIMARY SCHOOLS IN NORTHERN IRELAND 2009/10

November 2010



Northern Ireland
**Statistics &
Research**
Agency

Theme: Children, Education and Skills

26th November 2010

YEAR 12 AND YEAR 14 EXAMINATION PERFORMANCE AT POST-PRIMARY SCHOOLS IN NORTHERN IRELAND 2009/10

This statistical release presents an analysis of examination performance of pupils in year 12 and year 14 at post-primary schools in Northern Ireland for 2009/10. The data are taken from the Summary of Annual Examination Results (SAER) process, which collates and validates data with schools.

The requirement for this exercise is underpinned by legislation, **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 the release reflect the key information requirements of the Department, Education & Training Inspectorate, Education Authorities, schools and the wider user group. Also included is information on year 12 and 14 examination performance in terms of GCSE (and equivalent) and A level (and equivalent) analysed by gender, sector, and Free School Meal eligibility. There are links to press releases containing comparable information for England, Scotland and Wales.

KEY POINTS

- 74.3% of year 12 pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C, an increase of over 3 percentage points from 71.2% in 2008/09.
- Females generally perform better than their male counterparts, 79.9% of female pupils in year 12 achieved 5 or more GCSEs (including equivalents) at grades A*-C compared to 68.7% of males, a gap of 11.2 percentage points.
- 58.6% of year 12 pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C including English and mathematics.

- 97.9% of year 14 pupils achieved 2 or more A levels (including equivalents) at grades A*-E, an increase of 0.1 percentage points from 97.8% in 2008/09.
- 65.3% of year 14 pupils achieved 3 or more A levels (including equivalents) at grades A*-C. This is an increase of 1.4 percentage points since 2008/09.

Further statistics relating to individual school examination performance can be found on the DE website (www.deni.gov.uk), in the schools+ database which is accessible via the link on the home page. Analysis is provided at school and sector level.

Public Service Agreements

The data are used to monitor a number of targets in the Department's Public Service Agreements.

Building a Better Future - The Programme for Government (PfG) 2008 - 2011 outlines the Executive's strategic priorities, key plans and targets for the three years from 1 April 2008 – 31 March 2011. To ensure a focus across government on delivery, the Programme for Government sets out the Executive's key goals and commitments and the associated departmental goals and targets. DE is the lead Department on PSAs 10 and 19 – 4 of the published indicators are monitored using SAER data.

PSA 10: Helping our children and young people to achieve through education.

Aim: Encourage all our children to realise their potential by improving access to formal and non formal education and provision tailored to the needs of disadvantaged children and young people.

Indicator 3b: By 2010 bring the attainment levels of post primary schools identified as having 51% or more of the pupils living at a postcode within a Neighbourhood Renewal Area (NRA), up to within 3 percentage points of the Northern Ireland average at GCSE.

Position: Target met. In 2009/10, 93.6% of pupils in schools with 51% or more pupils from NRA's achieved 5 or more GCSEs (or equivalent) at A*-G, 2.0 percentage points below the Northern Ireland average (95.6%). In 2008/09 the figure was 3.5 percentage points.

Indicator 4: By 2010, reduce the number of pupils achieving no GCSEs attending schools identified as having 51% or more of the pupils living at a postcode within a Neighbourhood Renewal Area (NRA), to within 1 percentage point of the Northern Ireland average.

Position: Target met. In 2009/10, 1.1% of pupils in schools with 51% or more pupils from NRA's achieved no GCSEs or equivalent, 0.4 percentage points above the Northern Ireland average (0.7%). In 2008/09 the figure was 0.8 percentage points.

PSA 19: Raising standards in our schools.

Aim: Educate and develop our young people to the highest possible standards to deliver improved outcomes for all young people, including measurable reductions in the gap in educational outcomes between highest and lowest attainers.

Indicator 2: By 2011, 65% of students undertaking A level examinations gaining 3 or more A levels A-C or equivalent in Year 14.

Position: Target met. In 2009/10, 65.3% of pupils entered for A levels (or equivalent) achieved 3 or more A levels at grades A*-C. This is 1.4 percentage points higher than in 2008/09.

Indicator 7: Reduce percentage of year 12 pupils with no qualification at GCSE level or equivalent to 1.5% by 2011.

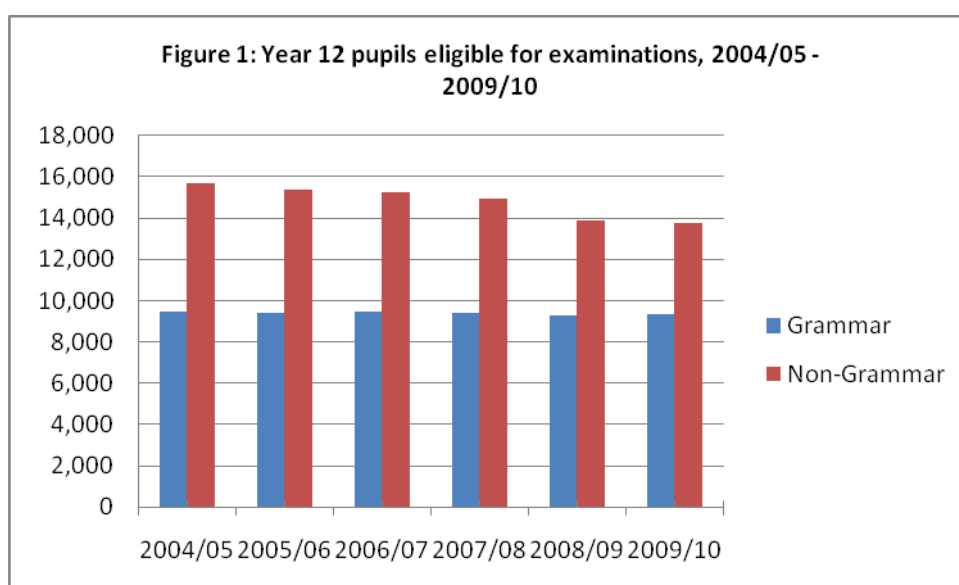
Position: Target met. In 2009/10, 0.7% of year 12 pupils achieved no GCSEs (or equivalent). This is 0.4 percentage points lower than in 2008/09.

Further information on these targets are published by the Northern Ireland Executive and available on the website:

<http://www.northernireland.gov.uk/index/programme-for-government-and-budget-v1.htm>

Year 12 pupils

- There were 23,092 pupils in year 12 eligible for GCSE (or equivalent) examination entry* - 9,315 in Grammar schools and 13,777 in non-Grammar schools. This represents a decrease of 2,071 pupils since 2004/05, when there were 25,163 year 12 pupils eligible for the examinations (See figure 1). This compares to a decrease of 1,548 pupils in the overall year 12 population (source: 2009/10 annual school census) in the same period suggesting that a larger proportion of pupils are not being entered for examinations.

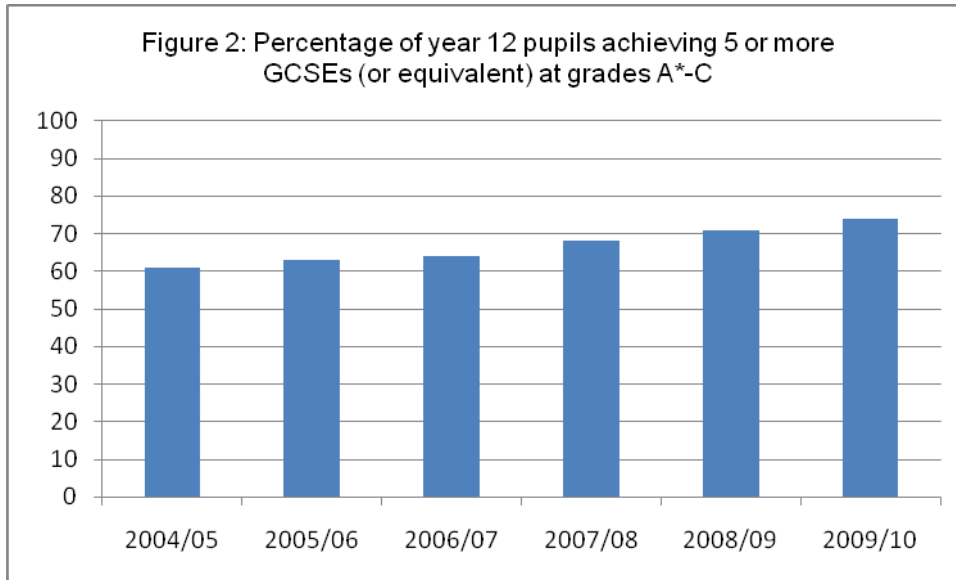


*pupils can be ineligible for year 12 examinations for a number of reasons – see the guidance notes available online for further details: http://www.deni.gov.uk/saer_procedures_for_web.doc

Overall year 12 performance

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 examination results. Pupils can be ineligible for inclusion in the year 12 performance statistics for a number of reasons, see the guidance notes available online for further details: http://www.deni.gov.uk/saer_procedures_for_web.doc

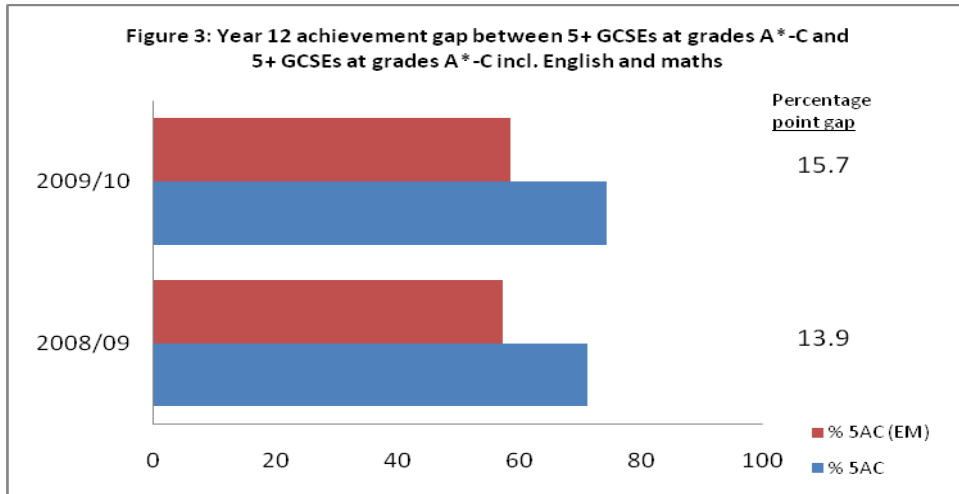
- One of the key performance measures reported by schools is the proportion of year 12 pupils achieving 5 or more GCSE's (including equivalents) at grades A*-C and in 2009/10 this was achieved by 74.3% of year 12 pupils, an increase of over 3 percentage points from 2008/09. (See Figure 2).
- 61.5% of year 12 pupils **achieved 7 or more GCSEs** (including equivalents) at grades A*-C.



Year 12 performance (English and mathematics)

A key aspect of school improvement policy is to drive up literacy and numeracy standards in schools. The Department is therefore committed to ensuring that more children achieve a good standard of literacy and numeracy skills in order to better equip them for employability and/or further study.

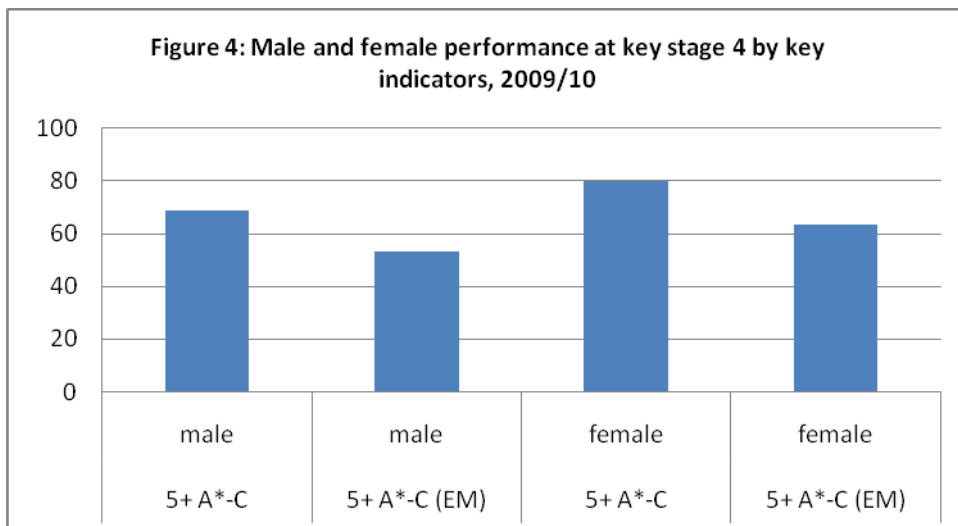
- 58.6% of year 12 pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C **including English and mathematics**.
- The **achievement gap** between the percentage of pupils achieving 5 or more GCSEs (including equivalents) at grades A*-C and those with the same level of achievement but also including an A*-C in English and mathematics is 15.7 percentage points. The gap has increased by over a percentage point since 2008/09, when it was 13.9 percentage points. (See Figure 3).
- In terms of **numbers of pupils**, this equates to over 3,600 more pupils achieving 5 or more GCSEs (or equivalent) at grades A*-C compared to those achieving the same standard including English and mathematics.
- Achievement of 7+ GCSE's at A*-C (including equivalents) including English and mathematics by year 12 pupils is 55.4%, more than 6 percentage points lower than those achieving 7+ GCSE's at A*-C (including equivalents).



It should be noted that unlike the 5 or more GCSE's (or equivalent) at grades A*-C figure, the indicator including the achievement of an A*-C in English and mathematics only has historical figures available from 2008/09 onwards as this was the first year that these figures were included in the SAER process.

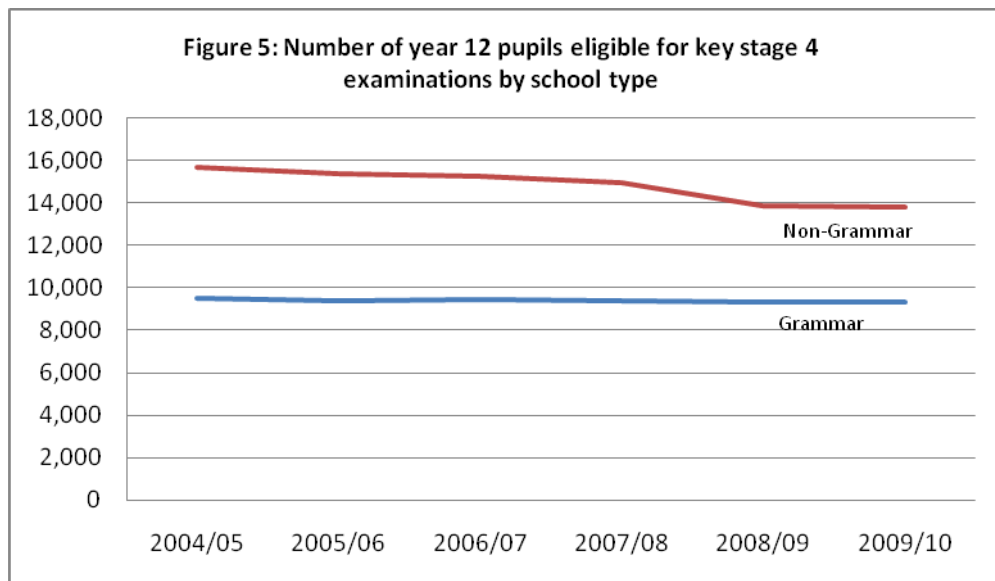
Gender

- The reported **gender of eligible pupils in year 12** is: 49.8% male, 50.2% female. This compares to 42.7% male, 57.3% female in year 14.
- **Females** generally perform better than their male counterparts, 79.9% of female pupils in year 12 achieved 5 or more GCSEs (including equivalent) at grades A*-C compared to 68.7% of males, a gap of 11.2 percentage points. (See Figure 4).
- The **performance gap** is not as large when English and mathematics are added to the 5 or more GCSEs at grades A*-C indicator. 63.7% of female pupils in year 12 achieved 5 or more GCSEs (including equivalent) at grades A*-C including English and mathematics compared to 53.4% of males, a gap of 10.3 percentage points. (See Figure 4).



School type

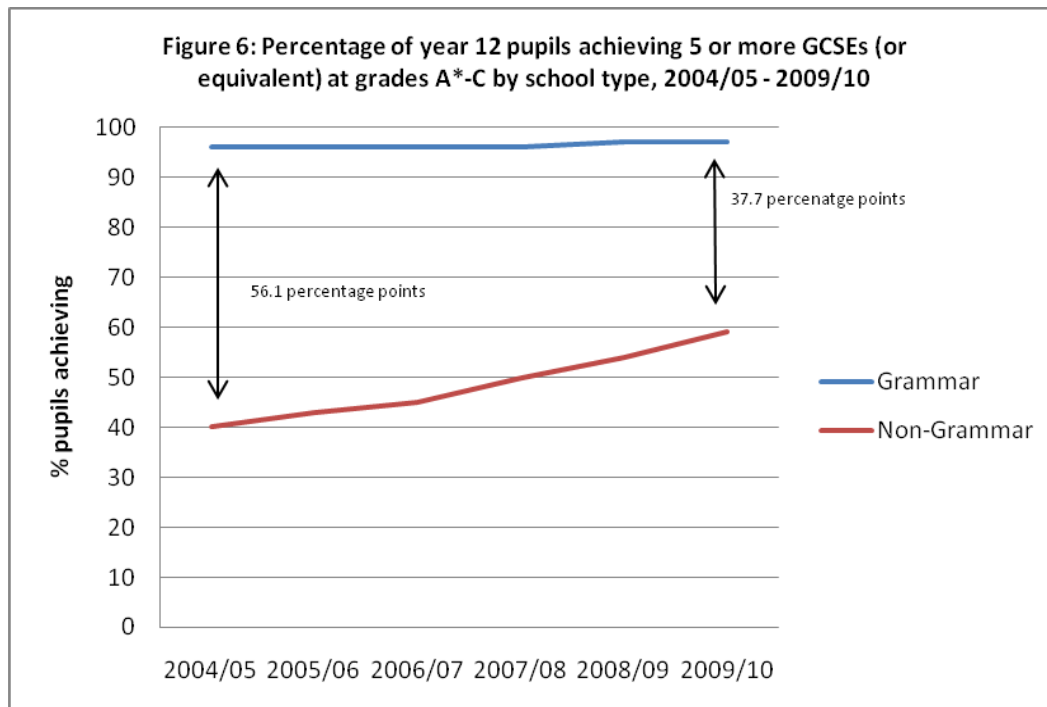
- Across **all post primary schools**, there has been a 0.35% drop in the proportion of year 12 pupils eligible for examinations.
- There are 13,777 year 12 pupils eligible for examinations in **Non grammar schools**. This constitutes 59.7% of the overall cohort. In 2008/09 the figure was 13,878. This represents a drop of 0.7% in the number of students over the period. (See Figure 5).
- There are 9,315 year 12 pupils eligible for examinations in **Grammar schools**. This constitutes 40.3% of the overall cohort. In 2008/09 the figure was 9,295. This represents an increase of 0.2% over the period. (See Figure 5). The trends reflect that, as the pupil population has declined, the grammar schools have maintained their level of enrolments with reduced rolls being experienced by the non-grammar sector.



- In terms of **achievement at the end of Key Stage 4**, Grammar schools have a higher percentage of pupils gaining 5 or more GCSEs (or equivalents) at grades A*-C than non-Grammar schools. In 2009/10, 96.8% of Grammar school pupils in year 12 achieved this standard, compared to 59.1% of non-Grammar school pupils.
- This **performance gap** has shown signs of narrowing in recent years: in 2004/05 the gap between Grammar and non-Grammar achievement of 5 or more GCSEs (or equivalent) at grades A*-C was 56.1 percentage points; in 2009/10 this gap had reduced to 37.7 percentage points. (See Figure 6).
- The narrowing performance gap is due to the higher rate of increase in the percentage of pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) in **non-Grammar schools compared to Grammar schools**. In the last 5 years the percentage of pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) in Grammar schools has increased by 0.7

percentage points, compared to a 19.1 percentage point increase by non-Grammar schools.

- 58.6% of year 12 pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C **including English and mathematics**. When this figure is analysed by school type, 34.9% of non-Grammar schools and 93.6% of Grammar schools are achieving this standard.



- The performance gap between Grammar and non-Grammar school pupils widens when we consider achievement in **7 or more GCSEs** (or equivalents) at grades A*-C. The gap at 5 or more GCSEs (or equivalent) is 37.7 percentage points, but at 7 or more GCSEs the gap widens to 51.8 percentage points, with 92.4% of Grammar school pupils achieving this standard compared to 40.6% of non-Grammar school pupils.

Free School Meals

Free school meal entitlement is used as an indicator of deprivation. It should be noted however that whilst there is a link between FSM entitlement and performance, many other factors affect school examination results. Some schools with high levels of deprived pupils perform well whilst others in more advantaged areas perform poorly.

- **Levels of Free School Meal entitlement are relatively low in Grammar schools and have little impact on achievement** at Key Stage 4. Between schools where 0 - 4.9% of pupils are eligible for Free School Meals and schools where 10% or more are eligible, the difference in achievement of five or more GCSEs (or equivalent) at grades A*-C is 0.6 percentage points.
- **Free School Meal entitlement has a greater impact on achievement** at Key Stage 4 **in the non-Grammar sector**. Between schools where 0 - 19.9% of pupils are eligible for Free School Meals and schools where 50% or more are eligible, the difference in achievement of five or more GCSEs (or equivalent) at grades A*-C is 21.6 percentage points.

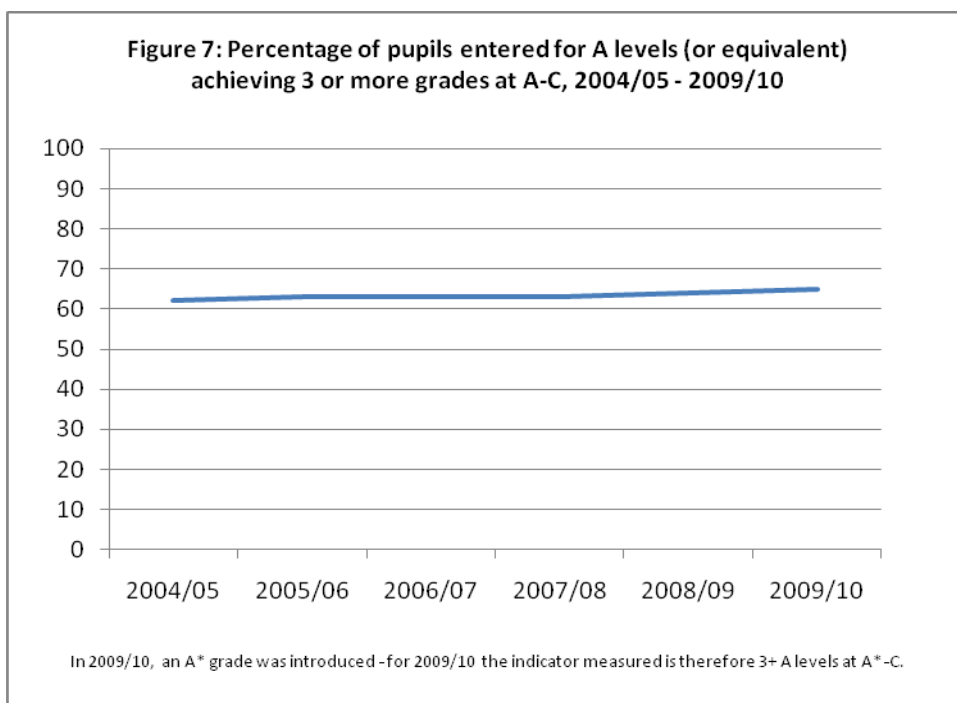
Year 14 pupils

The year 14 performance figures are based on the number of pupils in the final year of an A level or equivalent course of study.

- There were 12,464 **pupils in year 14 entered for A level (or equivalent) examinations**. This represents an increase of 409 since 2008/09 and 778 since 2004/05, when there were 12,055 and 11,686 pupils respectively in year 14 entered for A level (or equivalent) examinations. This compares to the overall year 14 cohort (sourced from the annual school census) of 12,975 pupils in 2009/10, 12,505 in 2008/09 and 11,996 in 2004/05. This trend indicates that more pupils are staying on in schools to take A level (or equivalent) qualifications.

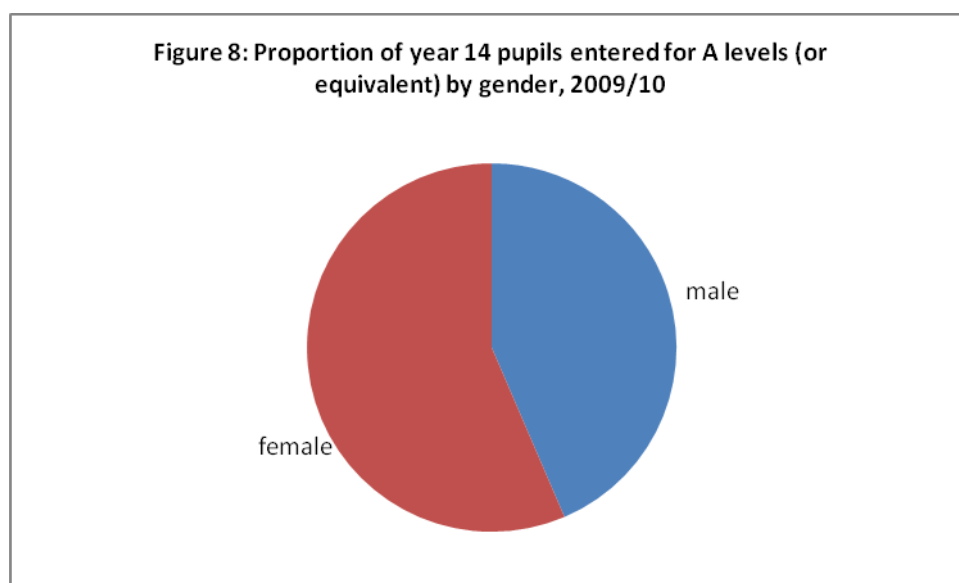
Performance

- **A new A* grade was awarded for the first time in 2009/10** to reward exceptional performance in A2 units and this is reflected in the information below.
- 99.7% of year 14 pupils **achieved 1 or more A levels** (including equivalents) at grades A*-E. There was little difference between Grammar and non-Grammar pupil performance in this indicator – 99.2% of non-Grammar school pupils achieved this standard compared to 100.0% of Grammar school pupils.
- 97.9% of year 14 pupils **achieved 2 or more A levels** (including equivalents) at grades A*-E, an increase of 0.1 percentage points from 2008/09.
- 65.3% of year 14 pupils **achieved 3 or more A levels** (including equivalents) at grades A*-C. This is an increase of 1.4 percentage points since 2008/09. (See Figure 7).



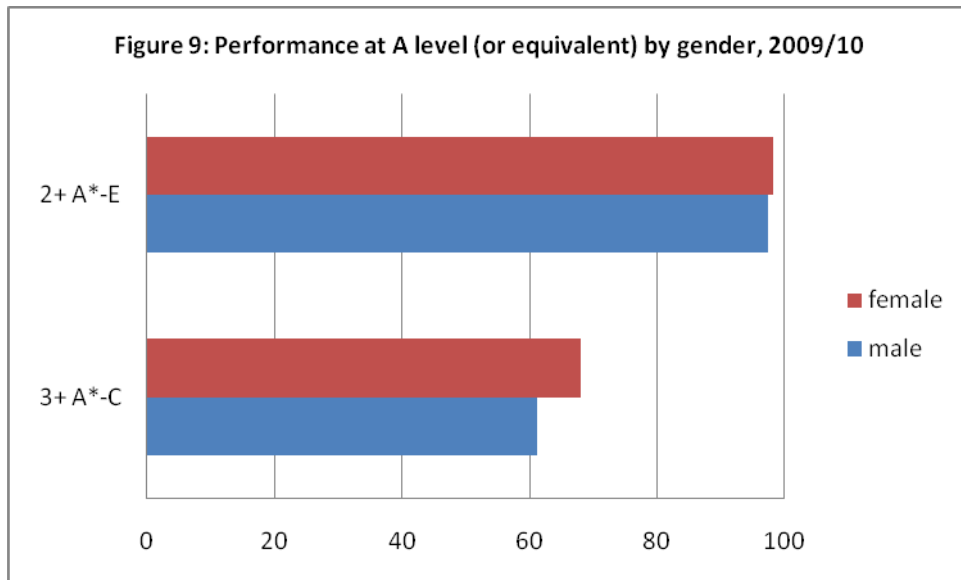
Gender

- The reported **gender of pupils in year 14** is: 42.7% male, 57.3% female. This compares to 49.8% male, 50.2% female in year 12. (See Figure 8).



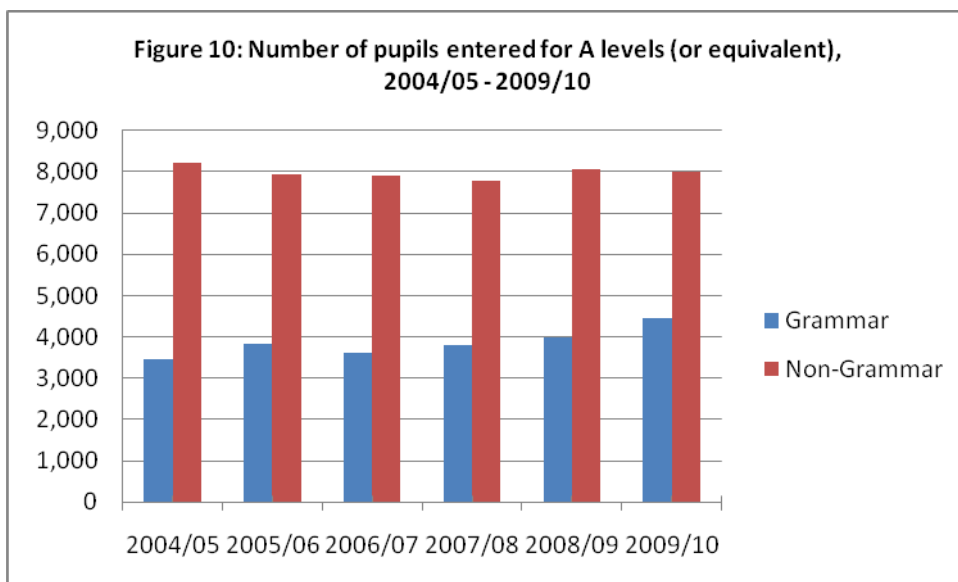
- Overall, **females** in year 14, as in year 12, perform better than their male counterparts with 68.3% of female pupils in year 14 achieved 3 or more A levels (including equivalents) at grades A*-C compared to 61.2% of males. (See Figure 9).
- The **performance gap** is narrower when 2 or more A level passes are considered. 98.2% of female pupils in year 14 achieved 2 or more A levels

(including equivalents) at grades A*-E compared to 97.4% of males. (See Figure 9).

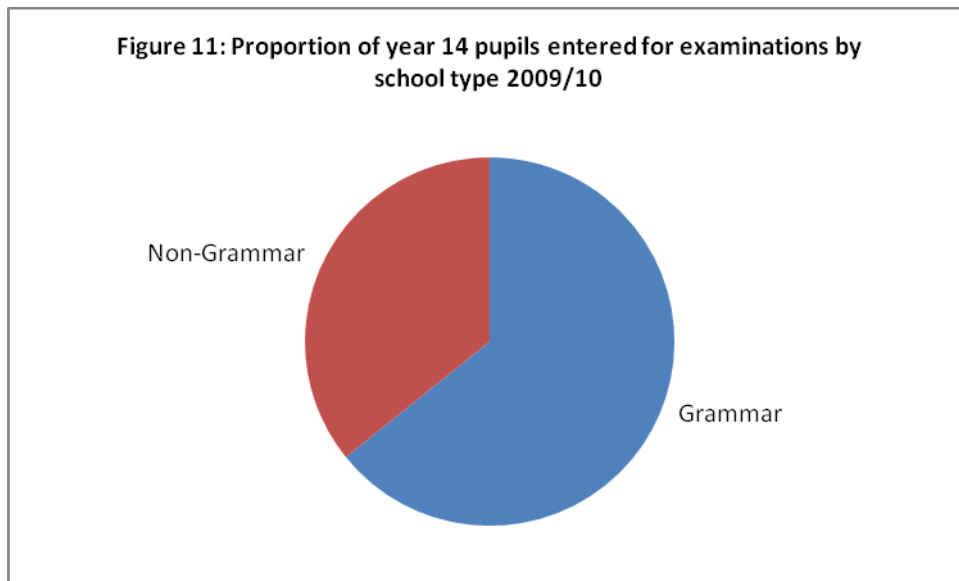


School type

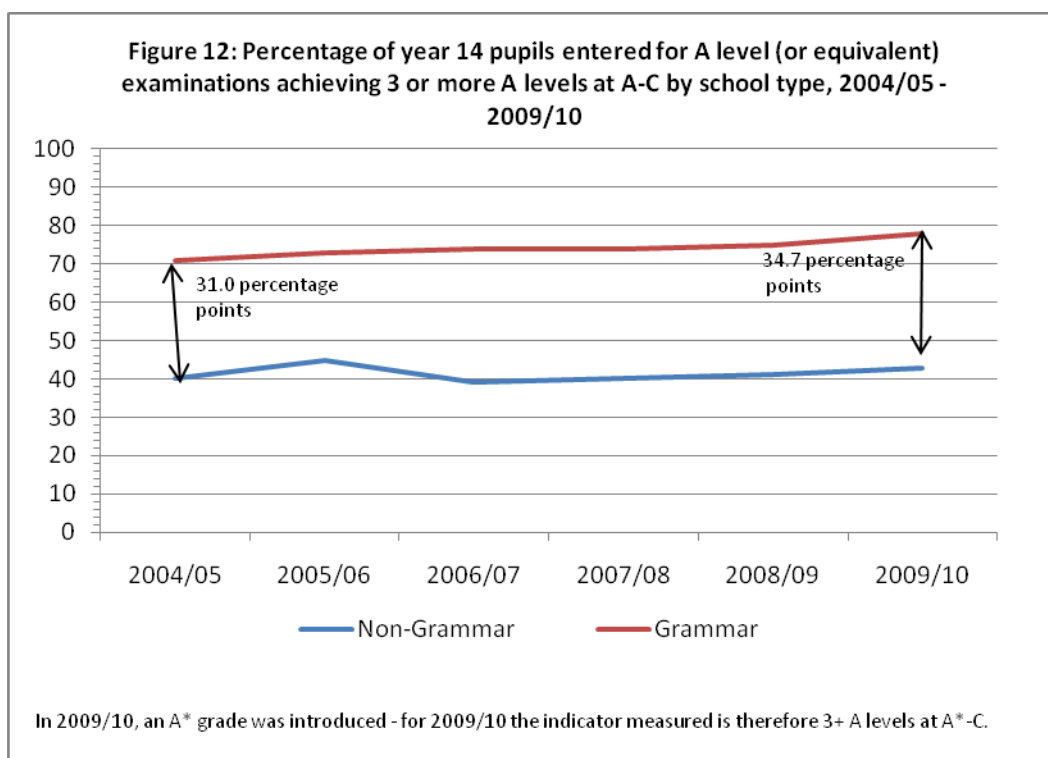
- There are 4,455 year 14 pupils entered for A levels in **Non grammar schools**. This constitutes 35.7% of the overall year 14 cohort. In 2008/09 the figure was 3,982. This represents an increase of 11.9% over the period. (See Figure 10). This trend indicates that more pupils are staying on in non grammar schools to take A level (or equivalent) qualifications.
- There are 8,009 year 14 pupils entered for A levels in **Grammar schools**. This constitutes 64.3% of the overall cohort. In 2008/09 the figure was 8,073. This represents a decrease of 0.8% over the period. (See Figure 10).



- A greater proportion of year 14 pupils attend Grammar schools, 64.3% compared to 35.7% attending non-Grammar schools. (See Figure 11). This contrasts with the year 12 cohort, where 40.3% attend Grammar schools and 59.7% attend non-Grammar schools.



- Grammar schools have a higher proportion of pupils gaining 3 or more A levels (or equivalents) at grades A*-C than non-Grammar schools. In 2009/10, 77.7% of Grammar school pupils in year 14 achieved this standard, compared to 43.0% of non-Grammar school pupils.
- This **performance gap** has widened over time: in 2004/05 the gap between Grammar and non-Grammar achievement of 3 or more A levels (or equivalent) at grades A*-C was 31.0 percentage points; in 2009/10 this gap has widened to 34.7 percentage points. (See Figure 12).
- One reason for the widening performance gap **is the slower rate of increase** in the percentage of pupils achieving 3 or more A levels (or equivalent) at grades A*-C **in non-Grammar schools compared to Grammar schools**. In the last 5 years the percentage of pupils achieving 3 or more A levels (or equivalent) at grades A*-C in Grammar schools has increased by 6.9 percentage points, compared to a 3.2 percentage point increase by non-Grammar schools.
- The **performance gap** between Grammar and non-Grammar achievement of 2 or more A levels (or equivalent) at grades A*-E is not as wide as the 3 or more A levels at grades A*-C indicator; in 2009/10 the gap for 2 or more A levels was almost 5 percentage points.
- 99.7% of year 14 pupils **achieved 1 or more A levels** (including equivalents) at grades A*-E. There was very little difference in Grammar and non-Grammar performance in this indicator – 99.2% of non-Grammar school pupils achieved this standard compared to 100.0% of Grammar school pupils.



Free School Meals

Free school meal entitlement is used as an indicator of deprivation. It should be noted however that whilst there is a link between FSM entitlement and performance, many other factors affect school examination results. Some schools with high levels of deprived pupils perform well whilst others in more advantaged areas perform poorly.

- **Levels of Free School Meal entitlement are relatively low in Grammar schools and have little impact on achievement at A level in the Grammar sector.** Between schools where 0 - 4.9% of pupils are eligible for Free School Meals and schools where 10% or more are eligible, the difference in achievement of 3 or more A levels (or equivalent) at grades A*-C is 2.3 percentage points.
- **Free School Meal entitlement has a greater impact on achievement at A level in the non-Grammar sector.** Between schools where 0 - 19.9% of pupils are eligible for Free School Meals and schools where 50% or more are eligible, the difference in achievement of 3 or more A levels (or equivalent) at grades A*-C is 29.7 percentage points.

List of tables and figures

TABLES

Pupil numbers	Table 1	Number of Year 12 and Year 14 pupils eligible for examinations, 2009/10
	Table 2	Year 12 and Year 14 Pupils by school type and gender, 2009/10
Performance	Table 3	Year 12 pupil performance by school type, 2005/06 – 2009/10
	Table 4	Year 14 pupil performance by school type, 2005/06 – 2009/10
Gender	Table 5	Year 12 performance by gender, 2009/10
	Table 6	Year 14 performance by gender, 2009/10
	Table 7	Gender attainment gaps for year 12 and 14 pupils, 2009/10
School type	Table 8	Year 12 performance by school type and gender, 2009/10
	Table 9	Year 14 performance by school type and gender, 2009/10
	Table 10	School type attainment gaps for year 12 and 14 pupils, 2009/10
Education and Library Boards	Table 11	Year 12 performance by ELB, 2009/10
	Table 12	Year 14 performance by ELB 2009/10
Free School Meals	Table 13	Year 12 performance by FSM and school type, 2009/10
	Table 14	Year 14 performance by FSM and school type, 2009/10
Management type	Table 15	Year 12 performance by management type, 2009/10
	Table 16	Year 14 performance by management type, 2009/10

Table 1: Number of Year 12 and Year 14 pupils eligible for examinations, 2009/10

Year Group	Pupils
12	23,092
14	12,464

Table 2: Year 12 and Year 14 Pupils by school type and gender, 2009/10**Males**

Year Group	School type		Total
	Non-Grammar	Grammar	
12	6,904	4,590	11,494
14	1,674	3,645	5,319

Females

Year Group	School type		Total
	Non-Grammar	Grammar	
12	6,873	4,725	11,598
14	2,781	4,364	7,145

Total

Year Group	School type		Total
	Non-Grammar	Grammar	
12	13,777	9,315	23,092
14	4,455	8,009	12,464

Table 3: Year 12 pupil performance by school type, 2005/06 - 2009/10

Performance Indicator	School	2005/0	2006/0	2007/0	2008/09	2009/10
% achieving 5+ GCSEs A*-C	Grammar	96	96	96	97	97
	Non-Grammar	43	45	50	54	59
	Total	63	64	68	71	74
% achieving 5+ GCSEs A*-G	Grammar	100	100	100	99	100
	Non-Grammar	84	86	89	88	93
	Total	90	91	93	92	95
% achieving no GCSEs	Grammar	0	0	0	0	0
	Non-Grammar	5	3	3	2	1
	Total	3	2	2	1	1

A new A* grade was introduced for A level examinations in 2009/10. The indicators for 2009/10 refer to A*-C/E respectively.

Table 4: Year 14 pupil performance by school type, 2005/06 - 2009/10

Performance Indicator	School	2005/06	2006/07	2007/08	2008/09	2009/10
% achieving 3+ 'A' Levels A-C	Grammar	73	74	74	75	78
	Non-Grammar	45	39	40	41	43
	Total	63	63	63	64	65
% achieving 2+ 'A' Levels A-E	Grammar	99	99	99	100	100
	Non-Grammar	95	94	93	94	95
	Total	98	98	97	98	98

A new A* grade was introduced for A level examinations in 2009/10. The indicators for 2009/10 refer to A*-C/E respectively.

Table 5: Year 12 pupil performance by gender, 2009/10

Key indicator (including equivalents)		Percentage
7+ GCSEs	At grades A*-C (male)	55.3
	At grades A*-C (female)	67.6
	At grades A*-C (total)	61.5
	Incl. English and maths at grades A*-C (male)	50.0
	Incl. English and maths at grades A*-C (female)	60.9
	Incl. English and maths at grades A*-C (total)	55.5
5+ GCSEs	At grades A*-C (male)	68.7
	At grades A*-C (female)	79.9
	At grades A*-C (total)	74.3
	Incl. English and maths at grades A*-C (male)	53.4
	Incl. English and maths at grades A*-C (female)	63.7
	Incl. English and maths at grades A*-C (total)	58.6
	At grades A*-G (male)	94.1
At grades A*-G (female)	97.0	
At grades A*-G (total)	95.6	
No GCSEs	At grades A*-G (male)	0.9
	At grades A*-G (female)	0.5
	At grades A*-G (total)	0.7

Table 6: Year 14 pupil performance by gender, 2009/10

Key indicator (including equivalents)		Percentage
3+ A levels	At grades A*-C (male)	61.2
	At grades A*-C (female)	68.3
	At grades A*-C (total)	65.3
2+ A levels	At grades A*-E (male)	97.4
	At grades A*-E (female)	98.2
	At grades A*-E (total)	97.9
1+ A levels	At grades A*-E (male)	99.7
	At grades A*-E (female)	99.8
	At grades A*-E (total)	99.6

A new A* grade was introduced for A level examinations in 2009/10.

Table 7: Gender attainment gaps for year 12 and 14 pupils 2009/10

Year 12 Gender attainment gaps

Key indicator (including equivalents)		Percentage
7+ GCSEs	At grades A*-C (male)	55.3
	At grades A*-C (female)	67.6
	Gender attainment gap (percentage points)	12.3
	Incl. English and maths at grades A*-C (male)	50.0
	Incl. English and maths at grades A*-C (female)	60.9
Gender attainment gap (percentage points)	10.9	
5+ GCSEs	At grades A*-C (male)	68.7
	At grades A*-C (female)	79.9
	Gender attainment gap (percentage points)	11.2
	Incl. English and maths at grades A*-C (male)	53.4
	Incl. English and maths at grades A*-C (female)	63.7

	(female)	
	Gender attainment gap (percentage points)	10.3
	At grades A*-G (male)	94.1
	At grades A*-G (female)	97.0
	Gender attainment gap (percentage points)	2.9
No GCSEs	At grades A*-G (male)	0.9
	At grades A*-G (female)	0.5
	Gender attainment gap (percentage points)	-0.4

Year 14 Gender attainment gaps

Key indicator (including equivalents)		Percentage
3+ A levels	At grades A*-C (male)	61.2
	At grades A*-C (female)	68.3
	Gender attainment gap (percentage points)	7.1
2+ A levels	At grades A*-E (male)	97.4
	At grades A*-E (female)	98.2
	Gender attainment gap (percentage points)	0.8
1+ A levels	At grades A*-E (male)	99.7
	At grades A*-E (female)	99.8
	Gender attainment gap (percentage points)	0.1

A new A* grade was introduced for A level examinations in 2009/10.

Table 8: Year 12 performance by school type, 2009/10

Key indicator (including equivalents)		Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	32.4	89.8
	At grades A*-C (female)	48.8	95.0
	At grades A*-C (total)	40.6	92.4
	Incl. English and maths at grades A*-C (male)	25.4	87.1

	Incl. English and maths at grades A*-C (female)	38.1	94.1
	Incl. English and maths at grades A*-C (total)	31.7	90.6
5+ GCSEs	At grades A*-C (male)	50.9	95.5
	At grades A*-C (female)	67.4	98.1
	At grades A*-C (total)	59.1	96.8
	Incl. English and maths at grades A*-C (male)	28.8	90.5
	Incl. English and maths at grades A*-C (female)	41.1	96.5
	Incl. English and maths at grades A*-C (total)	34.9	93.6
	At grades A*-G (male)	90.5	99.7
	At grades A*-G (female)	95.1	99.8
	At grades A*-G (total)	92.8	99.7
No GCSEs	At grades A*-G (male)	1.4	0.2
	At grades A*-G (female)	0.9	0.0
	At grades A*-G (total)	1.2	0.1

Table 9: Year 14 performance by school type and gender, 2009/10

Key indicator (including equivalents)		Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	37.9	72.0
	At grades A*-C (female)	46.1	82.4
	At grades A*-C (total)	43.0	77.7
2+ A levels	At grades A*-E (male)	93.1	99.4
	At grades A*-E (female)	95.8	99.8
	At grades A*-E (total)	94.7	99.6
1+ A levels	At grades A*-E (male)	98.8	100.0
	At grades A*-E (female)	99.5	100.0
	At grades A*-E (total)	99.2	100.0

A new A* grade was introduced for A level examinations in 2009/10.

Table 10: School type attainment gaps for year 12 and 14 pupils 2009/10

Year 12 School type attainment gaps

Key indicator (including equivalents)	Non-Gram (%)	Grammar (%)	School type attainment gap (pp)
7 or more GCSEs at grades A*-C	40.6	92.4	51.8
7 or more GCSEs incl. English and maths at grades A*-C	31.7	90.6	58.9
5 or more GCSEs at grades A*-C	59.1	96.8	37.7
5 or more GCSEs incl. English and maths at grades A*-C	34.9	93.6	58.7
5 or more GCSEs at grades A*-G	92.8	99.7	6.9
No GCSEs at grades A*-G	1.2	0.1	-1.1

Year 14 School type attainment gaps

Key indicator (including equivalents)	Non-Gram (%)	Grammar (%)	School type attainment gap (pp)
3 or more Alevels at grades A*-C	43.0	77.7	34.7
2 or more Alevels at grades A*-E	94.7	99.6	4.9
1 or more Alevels at grades A*-E	99.2	100.0	0.8

(pp) = percentage points

A new A* grade was introduced for A level examinations in 2009/10.

Table 11: Year 12 Performance by Education and Library Board, 2009/10

Key performance indicator		Belfast	
		Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	33.4	85.2
	At grades A*-C (female)	43.6	92.9
	At grades A*-C (total)	39.0	89.2
	Incl. English and maths at grades A*-C (male)	23.9	81.0
	Incl. English and maths at grades A*-C (female)	27.8	91.9
	Incl. English and maths at grades A*-C (total)	26.0	86.8
5+ GCSEs	At grades A*-C (male)	53.5	92.0
	At grades A*-C (female)	65.4	96.7

	At grades A*-C (total)	60.1	94.5
	Incl. English and maths at grades A*-C (male)	26.5	85.0
	Incl. English and maths at grades A*-C (female)	29.2	95.0
	Incl. English and maths at grades A*-C (total)	28.0	90.3
	At grades A*-G (male)	91.2	99.6
	At grades A*-G (female)	95.5	99.8
	At grades A*-G (total)	93.6	99.7
No GCSEs	At grades A*-G (male)	1.0	0.3
	At grades A*-G (female)	0.5	0.1
	At grades A*-G (total)	0.7	0.2

Key performance indicator		Western	
		Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	35.5	91.8
	At grades A*-C (female)	54.9	97.2
	At grades A*-C (total)	45.1	94.5
	Incl. English and maths at grades A*-C (male)	27.7	89.6
	Incl. English and maths at grades A*-C (female)	42.9	96.4

	Incl. English and maths at grades A*-C (total)	35.3	93.1
5+ GCSEs	At grades A*-C (male)	52.0	96.5
	At grades A*-C (female)	71.2	99.5
	At grades A*-C (total)	61.6	98.0
	Incl. English and maths at grades A*-C (male)	31.4	92.2
	Incl. English and maths at grades A*-C (female)	45.8	97.8
	Incl. English and maths at grades A*-C (total)	38.5	95.0
	At grades A*-G (male)	92.0	99.3
	At grades A*-G (female)	94.6	99.7
	At grades A*-G (total)	93.3	99.5
No GCSEs	At grades A*-G (male)	1.3	0.3
	At grades A*-G (female)	1.0	0.0
	At grades A*-G (total)	1.2	0.1

Key performance indicator		North Eastern	
		Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	29.2	88.5
	At grades A*-C (female)	44.8	92.8
	At grades A*-C (total)	36.6	90.8
	Incl. English and maths at grades A*-C (male)	23.1	86.2
	Incl. English and maths at grades A*-C (female)	36.2	91.9
	Incl. English and maths at grades A*-C (total)	29.3	89.2
5+ GCSEs	At grades A*-C (male)	48.3	95.3
	At grades A*-C (female)	64.8	97.1
	At grades A*-C (total)	56.0	96.2
	Incl. English and maths at grades A*-C (male)	26.8	90.9
	Incl. English and maths at grades A*-C (female)	40.0	94.8
	Incl. English and maths at grades A*-C (total)	33.0	93.0
	At grades A*-G (male)	88.3	99.8
	At grades A*-G (female)	95.8	99.7
	At grades A*-G (total)	91.9	99.8
No GCSEs	At grades A*-G (male)	1.2	0.0
	At grades A*-G (female)	0.3	0.0
	At grades A*-G (total)	0.8	0.0

Key performance indicator		South Eastern	
		Non-Grammar (%)	Grammar (%)
7+	At grades A*-C (male)	27.0	94.5

GCSEs	At grades A*-C (female)	40.4	96.2
	At grades A*-C (total)	33.5	95.3
	Incl. English and maths at grades A*-C (male)	22.3	93.3
	Incl. English and maths at grades A*-C (female)	32.6	95.4
	Incl. English and maths at grades A*-C (total)	27.3	94.2
5+ GCSEs	At grades A*-C (male)	43.6	98.2
	At grades A*-C (female)	58.6	99.3
	At grades A*-C (total)	50.9	98.7
	Incl. English and maths at grades A*-C (male)	26.1	95.6
	Incl. English and maths at grades A*-C (female)	36.4	98.2
	Incl. English and maths at grades A*-C (total)	31.1	96.8
	At grades A*-G (total)	92.1	99.8
No GCSEs	At grades A*-G (male)	2.2	0.1
	At grades A*-G (female)	2.3	0.0
	At grades A*-G (total)	2.3	0.1

Key performance indicator		Southern	
		Non-Grammar (%)	Grammar (%)
7+ GCSEs	At grades A*-C (male)	36.7	91.0
	At grades A*-C (female)	57.1	97.5
	At grades A*-C (total)	47.0	94.3
	Incl. English and maths at grades A*-C (male)	28.9	87.8
	Incl. English and maths at grades A*-C (female)	46.6	96.7
	Incl. English and maths at grades A*-C (total)	37.8	92.2
5+ GCSEs	At grades A*-C (male)	56.6	96.8
	At grades A*-C (female)	74.2	99.1
	At grades A*-C (total)	65.5	98.0
	Incl. English and maths at grades A*-C (male)	31.9	91.1
	Incl. English and maths at grades A*-C (female)	49.6	98.0
	Incl. English and maths at grades A*-C (total)	40.8	94.5
	At grades A*-G (total)	93.2	99.8
No GCSEs	At grades A*-G (male)	1.3	0.1
	At grades A*-G (female)	0.5	0.0
	At grades A*-G (total)	0.9	0.1

Table 12: Year 14 Performance by Education and Library Board, 2009/10

Key performance indicator		Belfast	
		Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	26.1	70.4
	At grades A*-C (female)	35.3	79.1
	At grades A*-C (total)	31.5	75.1
2+ A levels	At grades A*-E (male)	86.7	99.6
	At grades A*-E (female)	89.8	99.8
	At grades A*-E (total)	88.5	99.7

Key performance indicator		Western	
		Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	34.7	71.4
	At grades A*-C (female)	46.5	82.8
	At grades A*-C (total)	42.3	77.5
2+ A levels	At grades A*-E (male)	94.2	99.4
	At grades A*-E (female)	95.5	99.6
	At grades A*-E (total)	95.0	99.5

Key performance indicator		North Eastern	
		Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	45.1	70.9
	At grades A*-C (female)	54.8	82.1
	At grades A*-C (total)	51.1	77.4
2+ A levels	At grades A*-E (male)	94.2	99.6
	At grades A*-E (female)	97.9	100.0
	At grades A*-E (total)	96.5	99.8

Key performance indicator		South Eastern	
		Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	33.3	73.7
	At grades A*-C (female)	36.7	82.3
	At grades A*-C (total)	35.4	78.1
2+ A levels	At grades A*-E (male)	95.1	98.9
	At grades A*-E (female)	96.8	99.9
	At grades A*-E (total)	96.1	99.4

Key performance indicator		Southern	
		Non-Grammar (%)	Grammar (%)
3+ A levels	At grades A*-C (male)	48.7	74.0
	At grades A*-C (female)	52.4	87.0
	At grades A*-C (total)	51.1	81.1
2+ A levels	At grades A*-E (male)	96.1	99.6
	At grades A*-E (female)	98.1	99.9
	At grades A*-E (total)	97.4	99.8

Table 13: Year 12 Performance by Free School Meals, 2009/10

Key GCSE indicator (including equivalents)	Non-Grammar (%)				
	0-19.99%	20-29.99%	30-30.99%	40-49.99%	50+%
7+ grades A*-C - males	37.8	28.9	30.6	27.2	21.2
7+ grades A*-C - females	53.4	46.3	45.6	51.9	32.5
7+ grades A*-C - total	45.5	37.8	38.2	37.9	27.4
5+ grades A*-C - males	55.7	47.9	48.7	48.1	37.3
5+ grades A*-C - females	70.7	65.4	66.5	70.7	45.0
5+ grades A*-C - total	63.1	56.9	57.7	58.0	41.5
7+ grades A*-C incl. Eng and maths - male	31.4	22.2	22.8	18.7	13.5
7+ grades A*-C incl. Eng and maths - female	44.8	35.4	32.8	37.3	19.9
7+ grades A*-C incl. Eng and maths - total	38.0	29.0	27.9	26.8	17.0
5+ grades A*-C incl. Eng and maths - male	35.0	26.4	25.3	21.8	13.5
5+ grades A*-C incl. Eng and maths - female	48.2	39.2	35.1	38.7	21.2
5+ grades A*-C incl. Eng and maths - total	41.5	33.0	30.3	29.2	17.7

Key GCSE indicator (including equivalents)	Grammar (%)		
	0-4.99%	5-9.99%	10%+
7+ grades A*-C - males	89.6	89.4	90.8
7+ grades A*-C - females	95.7	93.3	96.8
7+ grades A*-C - total	92.5	91.8	93.4
5+ grades A*-C - males	95.1	96.2	95.9
5+ grades A*-C - females	98.8	96.8	99.3
5+ grades A*-C - total	96.8	96.5	97.4
7+ grades A*-C incl. Eng and maths - male	87.0	87.7	86.6
7+ grades A*-C incl. Eng and maths - female	95.0	92.1	96.1
7+ grades A*-C incl. Eng and maths - total	90.8	90.3	90.8
5+ grades A*-C incl. Eng and maths - male	90.8	91.7	88.3
5+ grades A*-C incl. Eng and maths - female	97.5	94.6	97.9
5+ grades A*-C incl. Eng and maths - total	94.0	93.4	92.5

Table 14: Performance by Free School Meals, 2009/10

Performance Indicator (including equivalents)		Non-Grammar (%)				
		0- 19.99%	20- 29.99%	30- 30.99%	40- 49.99%	50+%
3+ A levels	at grades A*-C - male	44.5	39.1	30.6	29.2	21.9
	at grades A*-C - female	53.1	46.7	41.2	29.6	19.4
	at grades A*-C - total	49.9	44.0	37.4	29.4	20.2
2+ A levels	at grades A*-E - male	95.8	94.7	89.9	88.3	81.3
	at grades A*-E - female	97.4	98.4	92.2	95.2	82.3
	at grades A*-E - total	96.8	97.1	91.3	91.9	81.9

Performance Indicator (including equivalents)		Grammar (%)		
		0-4.99%	5-9.99%	10%+
3+ A levels	at grades A*-C - male	73.8	71.1	68.4
	at grades A*-C - female	83.7	79.6	85.5
	at grades A*-C - total	78.9	76.4	76.5
2+ A levels	at grades A*-E - male	99.4	99.8	99.1
	at grades A*-E - female	99.8	99.8	99.7
	at grades A*-E - total	99.6	99.8	99.4

Table 15: Year 12 Performance by Management type, 2009/10

Key indicators (including equivalents)	Controlled (%)
Achieving 7 or more GCSEs at grades A*-C - males	43.4
Achieving 7 or more GCSEs at grades A*-C - females	58.2
Achieving 7 or more GCSEs at grades A*-C - total	51.0
Achieving 5 or more GCSEs at grades A*-C - males	58.3
Achieving 5 or more GCSEs at grades A*-C - females	71.4
Achieving 5 or more GCSEs at grades A*-C - total	65.0
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - male	38.4
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - female	52.8

female	
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - total	45.8
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - male	42.1
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - female	56.6
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - total	49.5

Key indicators (including equivalents)	Catholic maintained (%)
Achieving 7 or more GCSEs at grades A*-C - males	36.2
Achieving 7 or more GCSEs at grades A*-C - females	55.6
Achieving 7 or more GCSEs at grades A*-C - total	46.4
Achieving 5 or more GCSEs at grades A*-C - males	55.7
Achieving 5 or more GCSEs at grades A*-C - females	74.2
Achieving 5 or more GCSEs at grades A*-C - total	65.4
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - male	27.4
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - female	42.3
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - total	35.2
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - male	30.5
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - female	44.7
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - total	37.9

Key indicators (including equivalents)	Other maintained (%)
Achieving 7 or more GCSEs at grades A*-C - males	36.7
Achieving 7 or more GCSEs at grades A*-C - females	36.2
Achieving 7 or more GCSEs at grades A*-C - total	36.5
Achieving 5 or more GCSEs at grades A*-C - males	75.5
Achieving 5 or more GCSEs at grades A*-C - females	80.9
Achieving 5 or more GCSEs at grades A*-C - total	78.1
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - male	26.5
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - female	27.7
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths -	27.1

total	
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - male	26.5
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - female	27.7
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - total	27.1

Key indicators (including equivalents)	Controlled integrated (%)
Achieving 7 or more GCSEs at grades A*-C - males	20.0
Achieving 7 or more GCSEs at grades A*-C - females	36.8
Achieving 7 or more GCSEs at grades A*-C - total	27.7
Achieving 5 or more GCSEs at grades A*-C - males	39.3
Achieving 5 or more GCSEs at grades A*-C - females	62.3
Achieving 5 or more GCSEs at grades A*-C - total	49.9
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - male	17.8
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - female	26.0
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - total	21.6
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - male	23.0
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - female	32.9
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - total	27.5

Key indicators (including equivalents)	GMI (%)
Achieving 7 or more GCSEs at grades A*-C - males	38.8
Achieving 7 or more GCSEs at grades A*-C - females	54.7
Achieving 7 or more GCSEs at grades A*-C - total	46.2
Achieving 5 or more GCSEs at grades A*-C - males	54.9
Achieving 5 or more GCSEs at grades A*-C - females	72.5
Achieving 5 or more GCSEs at grades A*-C - total	63.1
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - male	33.5
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - female	44.2
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - total	38.5
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - male	37.7
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - female	46.8
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - total	41.9

Key indicators (including equivalents)	Voluntary - Other managed (%)
Achieving 7 or more GCSEs at grades A*-C - males	87.0
Achieving 7 or more GCSEs at grades A*-C - females	94.1
Achieving 7 or more GCSEs at grades A*-C - total	90.3
Achieving 5 or more GCSEs at grades A*-C - males	92.9
Achieving 5 or more GCSEs at grades A*-C - females	97.6
Achieving 5 or more GCSEs at grades A*-C - total	95.1
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - male	84.3
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - female	93.7
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - total	88.7
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - male	88.5
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - female	96.4
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - total	92.2

Key indicators (including equivalents)	Voluntary - Catholic managed (%)
Achieving 7 or more GCSEs at grades A*-C - males	92.1
Achieving 7 or more GCSEs at grades A*-C - females	96.8
Achieving 7 or more GCSEs at grades A*-C - total	94.4
Achieving 5 or more GCSEs at grades A*-C - males	97.0
Achieving 5 or more GCSEs at grades A*-C - females	98.7
Achieving 5 or more GCSEs at grades A*-C - total	97.8
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - male	89.3
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - female	95.7
Achieving 7 or more GCSEs at grades A*-C incl. Eng and maths - total	92.5
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - male	91.6
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - female	96.8
Achieving 5 or more GCSEs at grades A*-C incl. Eng and maths - total	94.2

Table 16: Year 14 Performance by Management type, 2009/10

Key Indicator (including equivalents)	Controlled (%)
3 or more A levels at grades A*-C - male	55.5
3 or more A levels at grades A*-C -	66.3

female	
3 or more A levels at grades A*-C - total	62.1
2 or more A levels at grades A*-E - male	96.9
2 or more A levels at grades A*-E - female	98.0
2 or more A levels at grades A*-E - total	97.6

Key Indicator (including equivalents)	RC maintained (%)
3 or more A levels at grades A*-C - male	41.5
3 or more A levels at grades A*-C - female	47.5
3 or more A levels at grades A*-C - total	45.4
2 or more A levels at grades A*-E - male	93.4
2 or more A levels at grades A*-E - female	97.4
2 or more A levels at grades A*-E - total	96.0

Key Indicator (including equivalents)	Other maintained (%)
3 or more A levels at grades A*-C - male	35.7
3 or more A levels at grades A*-C - female	15.6
3 or more A levels at grades A*-C - total	21.7
2 or more A levels at grades A*-E - male	100.0
2 or more A levels at grades A*-E - female	59.4
2 or more A levels at grades A*-E - total	71.7

Key Indicator (including equivalents)	Controlled integrated (%)
3 or more A levels at grades A*-C - male	32.0
3 or more A levels at grades A*-C - female	44.8
3 or more A levels at grades A*-C - total	38.9
2 or more A levels at grades A*-E - male	100.0
2 or more A levels at grades A*-E - female	89.7
2 or more A levels at grades A*-E - total	94.4

Key Indicator (including equivalents)	GMI (%)
3 or more A levels at grades A*-C - male	35.3
3 or more A levels at grades A*-C - female	45.4
3 or more A levels at grades A*-C - total	41.2
2 or more A levels at grades A*-E - male	89.6

2 or more A levels at grades A*-E - female	93.4
2 or more A levels at grades A*-E - total	91.8

Key Indicator (including equivalents)	Voluntary - Other managed (%)
3 or more A levels at grades A*-C - male	69.8
3 or more A levels at grades A*-C - female	78.6
3 or more A levels at grades A*-C - total	74.2
2 or more A levels at grades A*-E - male	99.4
2 or more A levels at grades A*-E - female	99.8
2 or more A levels at grades A*-E - total	99.6

Key Indicator (including equivalents)	Voluntary - RC managed (%)
3 or more A levels at grades A*-C - male	74.1
3 or more A levels at grades A*-C - female	86.7
3 or more A levels at grades A*-C - total	80.8
2 or more A levels at grades A*-E - male	99.5
2 or more A levels at grades A*-E - female	99.8
2 or more A levels at grades A*-E - total	99.7

Notes to Readers

Official Statistics

1. This is an Official Statistics publication. Official Statistics are produced to high professional standards set out in the Code of Practice for Official Statistics. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.
2. 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 publications 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.
3. Data collected through the SAER are also used by policy branches within the Department of Education (DE) to evaluate initiatives including: Literacy and Numeracy strategies, school improvement programmes, benchmarking, and relevant Departmental Public Service Agreements (PSAs). Further users include the Education and Training Inspectorate (ETI) who use the information to facilitate the school inspection process, and the Education and Library Boards (ELBs). The data are also the basis of a number of Assembly questions and are used in the ELB auditing process.
4. The 2009/10 figures in this statistical release are based on information as at 26th November 2010. They may be subject to minor revision and these will be notified in accordance with our revisions policy. The revisions policy can be accessed at http://www.deni.gov.uk/de_statement_on_statistical_revisions-2.doc.
5. 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.

6. For general enquiries about the Code of Practice for Official Statistics, contact the National Statistics Public Enquiry Service on 0845 601 3034
minicom: 01633 812399
E-mail: info@statistics.gov.uk
Fax: 01633 652747
Letters: Customer Contact Centre, Room 1.015, Office for National Statistics, Cardiff Road, Newport, NP10 8XG
7. You can also find Official Statistics on the Internet: www.statistics.gov.uk

School Performance

8. The statistics in this press release have been derived from the annual 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: http://www.deni.gov.uk/sp_notes_of_guidance_10.doc
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. As this level of education, unlike year 12, is non-compulsory, there is no issue regarding the eligibility of individual pupils in the cohort. Further information can be found at: http://www.deni.gov.uk/sp_notes_of_guidance_10.doc
12. A new A* grade was awarded for the first time in the 2009/10 academic year to reward exceptional performance in A2 units.
13. More detail about the collection of school performance statistics may be found at: http://www.deni.gov.uk/saer_procedures_for_web.doc

Statistics relating to school performance can be found on the DE website (www.deni.gov.uk) under the Schools+ section.
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 (or equivalent)
 - Number of pupils achieving 7+ GCSEs at grades A*-C (or equivalent) incl. Eng and maths

Number of pupils achieving 5+ GCSEs at grades A*-C (or equivalent)
Number of pupils achieving 5+ GCSEs at grades A*-C (or equivalent) incl.
Eng and maths
Number of pupils achieving 5+ GCSEs at grades A*-E (or equivalent)
Number of pupils achieving 1-4 GCSEs at grades A*-G (or equivalent)
Number of pupils achieving 5+ GCSEs at grades A*-G (or equivalent)
Number of pupils achieving no GCSEs at grades A*-G (or equivalent)
Entered for A levels
Achieving 3+ A levels A*-C (incl. Equivalentents)
Achieving 2+ A levels A*-E (incl. Equivalentents)
Achieving 1+ A levels A*-E (incl. Equivalentents)

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

- *SFR 01/2011 - GCSE and Equivalent Results in England, 2009/10 (Revised)*
<http://www.education.gov.uk/rsgateway/DB/SFR/s000985/index.shtml>.
- *SFR 02/2011 – GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2009/10 (Revised).*
<http://www.education.gov.uk/rsgateway/DB/SFR/s000986/index.shtml>.
- *Examination Results in Wales, 2009/10:*
<http://wales.gov.uk/topics/statistics/headlines/schools2010/1011301/?lang=en>
- *Statistics Publication Notice Education Series: SQA Examination Results in Scottish Schools, 2009/10*
<http://www.scotland.gov.uk/Publications/2010/09/27142058/0>

Further enquiries

Requests for further information should be addressed to:-

Gavin King
Statistics and Research Branch
Department of Education
Rathgael House
Rathgill
Balloo Road
BANGOR
Co. Down
BT19 7PR
Telephone (028) 9127 9259/ Fax (028) 9127 9594
e-mail: statistics@deni.gov.uk

Special analyses of data collected through the Summary of Annual examination results can be undertaken on request.

DE Statistical Press Releases can be accessed on the DE website (www.deni.gov.uk) under the Statistics and Research section.

Press enquiries should be made to the Department's Press Office at the same address, telephone (028) 9127 9268 / fax (028) 9127 9271

Feedback on this publication can be provided directly to Gavin King (contact details above) or via the feedback questionnaire on our website.

<http://www.deni.gov.uk/feedback-pg.htm>

