

Provision of GCSE subjects 2019

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Introduction

This Statistics Report is the fourth in a new series produced by the Research Division at Cambridge University Press and Assessment, using publicly available school performance data from the Department for Education (DfE). The aim of the new series is to provide a continuation of the Statistics Reports that were previously produced using National Pupil Database (NPD) data (e.g., Gill, 2018), which has become more difficult and time-consuming to access.

This report is focused on the provision of GCSE subjects in England in 2019. The data were downloaded from the DfE's 'Find and compare schools in England' service (<https://www.compare-school-performance.service.gov.uk>), and consisted of Key Stage 4 (KS4) results at a school level in all subjects in schools and colleges in England, as well as school characteristics such as school gender, admissions policy, and the number of disadvantaged pupils at the end of KS4. The main difference between the DfE dataset and the NPD dataset is that the DfE data is at school level and the NPD data is at student level. For example, the DfE dataset has no records for a student's personal information, such as grades or home postcode. This means that some of the variables used to split the student population into different categories in previous reports (e.g., by attainment or deprivation) were not available, and so similar measures available at school level (e.g., percentage of disadvantaged students in a school) were used to split the data into categories instead.

GCSE provision is defined as the number or percentage of schools with at least one student taking the subject. The following qualifications were counted for this report¹: GCSE Full Course, GCSE (9-1) Full Course, GCSE (9-1) Full Course (Science Double Award). Schools with at least 10 students taking GCSEs were included in the analysis.

In this report the level of provision is presented by different school classifications: school type, school attainment, school gender, school size and school deprivation level. However, it should be noted that the analysis is at the simplest level and takes no account of interactions between these classifications. For instance, Table 13 shows that provision in boys' and girls' schools was lower than in mixed schools, for many subjects. This can partly be attributed to the fact that single sex schools tend to be smaller than mixed schools (see Table 9).

Results

Tables 1 to 5 present the distribution of schools within each of the different school classifications. The total number of schools is not identical in each table, due to small amounts of missing data within some classifications.

¹ International GCSEs by AQA, Cambridge International and Edexcel (previously accredited by Ofqual as 'level 1/2 certificates', and included in previous provision reports) were discontinued from 2015 to 2017 onwards, as reformed GCSEs in each subject were introduced (Rushton & Ireland, 2022, p. 9). For this reason, they do not appear in the 2019 DfE dataset.

School type

GCSE qualifications are taught at several different types of school. In line with previous provision reports (e.g., Gawedzka & Gill, 2022) schools were assigned a school type based on their admissions policy and institution type as recorded in the KS4 dataset. The KS4 dataset for 2019, however, uses a new classification of school admissions policies (selective, non-selective schools in highly selective areas (HSA), other non-selective schools), and for this reason the school type classification in this provision report differs from the classification used in previous reports². Other non-maintained schools, such as special schools, were excluded. Table 1 presents the numbers and percentages of schools and GCSE students attending each of the seven different school types: Academy (non-selective in HSA); Academy (other non-selective); Academy (selective); Other non-selective; Selective; Independent; and Non-selective in HSA.

Table 1: GCSE students and schools, by school type.

School type	Number of students	Percent of students	Number of schools	Percent of schools
Academy (non-selective in HSA)	28,004	4.9	174	4.4
Academy (other non-selective)	339,227	59.0	2,032	51.8
Academy (selective)	21,052	3.7	142	3.6
Independent	47,148	8.2	734	18.7
Non-selective in HSA	5,194	0.9	36	0.9
Other non-selective	131,248	22.8	781	19.9
Selective	2,944	0.5	21	0.5

School attainment

Schools were ranked by their attainment at GCSE, based on the centre mean score per entry in the DfE³ dataset. This score was used to divide schools into five equally sized groups: Group I represents the lowest attainment group and Group V represents the highest attainment group. Table 2 presents the number of schools and GCSE students in each group, and the minimum, maximum and mean points score for each group. Note that for 81

² Previous GCSE provision reports (e.g., Gawedzka & Gill, 2022) grouped schools into seven categories: Academy (Comprehensive); Academy (Modern); Academy (Selective); Comprehensive; Selective; Independent; and Secondary Modern. Note that the new admissions policy categories recorded in the KS4 dataset have overlap with the previous admissions policy categories, but are not simply a re-labelling of the categories. For example, the “non-selective schools in highly selective areas” category includes many schools previously listed as “secondary modern” schools, but also other schools, such as comprehensive schools in highly selective areas that were previously listed as “Comprehensive” schools (see Appendix, Table A1). For more information on school categories, see the Department of Education’s register of educational establishments in England and Wales at <https://get-information-schools.service.gov.uk/>.

³ Average points per entry is derived by converting each qualification awarded at KS4 into points and dividing the total by the number of qualifications for which a school was entered. For GCSEs graded 9-1, points were equal to the grade (grade 9 = 9 points, etc.). For double award GCSEs graded 99 – 11, points were as follows: 99 = 9, 98 = 8.5, 88 = 8, 87 = 7.5, 77 = 7, 76 = 6.5, 66 = 6, 65 = 5.5, 55 = 5, 54 = 4.5, 44 = 4, 43 = 3.5, 33 = 3, 32 = 2.5, 22 = 2, 21 = 1.5, 11 = 1. For subjects graded with letters, points were as follows: A* = 8.5, A = 7, B = 5.5, C = 4, D = 3, E = 2, F = 1.5, G = 1. Note that the maximum points score available was 10.75, which corresponded to Grade A at AS level.

schools it was not possible to calculate the centre mean score per entry because of the missing data.

Table 2: School attainment/ability group.

	School Ability Group	Number of schools	Number of students	Minimum	Maximum	Mean
Low	Group I	778	99,322	1.7	4.2	3.8
	↓ Group II	778	122,116	4.2	4.6	4.4
	↓ Group III	778	134,482	4.6	5.0	4.8
	↓ Group IV	778	128,542	5.0	5.7	5.3
High	Group V	778	90,110	5.7	8.9	6.6

School deprivation level

Schools were classified by their deprivation level according to the percentage of students at the end of KS4 who were disadvantaged⁴. This measure was used to divide schools up into five groups. In Table 3, group A includes the least deprived schools (those with the lowest percentages of disadvantaged students) and group E includes the most deprived schools (those with the highest percentages of disadvantaged students). Note that 819 schools had no record for the percentage of disadvantaged students in the DfE data.

Table 3: School deprivation group.

	School Deprivation Group	Number of schools	Number of students	Min (%)	Max (%)	Mean (%)
Low	Group A	637	116,812	0.0	13.7	9.3
	↓ Group B	638	116,307	13.7	20.5	17.1
	↓ Group C	640	105,029	20.5	28.6	24.4
	↓ Group D	637	98,664	28.6	40.0	34.1
High	Group E	637	91,435	40.1	85.1	51.3

School gender

School gender was recorded for each school in the DfE dataset. Table 4 shows the numbers and percentages of students attending each school type.

Table 4: School gender.

School Gender	Number of Schools	Percentage
Boys' School	215	5.5
Girls' School	365	9.3
Mixed School	3,343	85.2

⁴ Defined as those who attract pupil premium funding, meaning pupils claiming free school meals at any point in the last six years and pupils in care, or who left care through adoption or another formal route. Previous statistics reports (until those on the 2017 NPD data) inferred students' deprivation level from the Income Deprivation Affecting Children Index (IDACI), based on student home address.

School size

In Table 5, schools were classified into 5 groups according to their size (based on the number of students in a school taking at least one GCSE). The categories were chosen on the basis of what is generally considered to be a reasonable size for a teaching group (i.e. 30 students). School size is important for provision because a larger school is more likely to have viable numbers for minority subjects.

Table 5: School size (based on number of students taking at least one GCSE).

School size	Number of Schools	Percentage
Less than 30	245	6.2
30-59	288	7.3
60-119	880	22.4
120-239	2137	54.5
240 or greater	373	9.5

Since school size is important for provision, Tables 6 to 9 show how each of the other school classifications relates to the size of the school. To give an example, Table 6 shows that independent schools tend to have fewer students taking GCSEs than other school types (with 23.9 % having fewer than 30 students taking GCSEs and only 0.5% with more than 240 students). In contrast, only 0.3% of non-selective academy schools had fewer than 30 students taking GCSEs, with 14.7% having more than 240 students.

Table 6: Percent of school size group within each school type.

School type	Less than 30	30-59	60-119	120-239	240 or greater
Academy (non-selective in HSA)	0.0	3.5	21.1	63.0	12.5
Academy (other non-selective)	0.3	2.3	17.8	64.9	14.7
Academy (selective)	0.0	0.0	17.1	82.9	0.0
Independent	23.9	29.5	33.5	12.6	0.5
Non-selective in HSA	0.0	0.0	21.1	78.9	0.0
Other non-selective	0.4	1.3	17.6	67.0	13.6
Selective	0.0	0.0	27.5	72.5	0.0

Table 7: Percent of school size group within each school ability group.

School Ability Group	Less than 30	30-59	60-119	120-239	240 or greater
Low Group I	1.9	5.3	31.8	56.1	4.9
↓ Group II	1.4	1.9	19.1	69.0	8.6
↓ Group III	2.2	2.6	12.8	64.3	18.0
Group IV	4.2	5.7	12.9	56.8	20.4
High Group V	6.9	13.3	26.7	48.9	4.2

Table 8: Percent of school size group within each school deprivation group.

School Deprivation Group		Less				240 or greater
		than 30	30-59	60-119	120-239	
Low	Group A	0.0	1.0	10.8	69.4	18.7
	↓ Group B	0.2	1.6	13.6	65.8	18.8
	↓ Group C	0.6	1.4	18.3	68.2	11.5
	Group D	0.3	2.8	20.9	65.8	10.3
High	Group E	0.4	3.2	27.6	62.3	6.6

Table 9: Percent of school size group within each school gender group.

School Gender	Less				240 or greater
	than 30	30-59	60-119	120-239	
Boys' School	5.4	6.2	23.6	63.3	1.4
Girls' School	6.9	12.0	26.2	52.0	2.9
Mixed School	2.9	4.9	19.2	59.9	13.2

Provision of individual GCSE subjects

The provision of individual GCSE subjects is presented in Tables 10 to 14, according to the different school classifications described above. For example, Table 10 shows that 52.3% of independent schools offered Chemistry GCSE, compared with 100% of selective schools and academies. Table 11 shows that 74.7% of schools in the lowest attainment group offered Chemistry, compared with 92.8% of schools in the second highest attainment group.

It should be noted that some independent schools offer non-accredited International GCSEs instead of GCSEs in particular subjects which do not appear in these tables. This explains why provision is low in independent schools in some compulsory subjects. See Gill (2016) for a detailed analysis of provision of alternative qualifications in English schools.

Compared to 2018 (Gawedza & Gill, 2022), provision is steady or slightly increased for English Language, English Literature, and Mathematics depending on the school classification group. The changes compared to previous years therefore presumably reflect a combination of genuine changes in provision (i.e., independent schools taking 9-1 GCSEs) and some qualifications becoming non-accredited (thus no longer appearing in these tables). Hence, any comparisons to previous years' results should take into account the different data source (DfE data source for this report on provision in 2019, NPD data source for the Statistics Reports on years before 2018), the various changes in the system, and the differing provision patterns between different school types.

Table 10: Provision of GCSEs by school type (percentages).

Subject	Academy (other non-sel)	Academy (selective)	Academy (non-sel, HSA)	Independent	Other non- selective	Non-selective (HSA)	Selective
Ancient History	1.1	3.5	0.6	1.9	1.0	0.0	0.0
Applied Engineering	3.3	4.9	2.3	0.3	2.9	0.0	0.0
Arabic	17.4	3.5	7.5	8.6	14.2	8.3	0.0
Art & Design	48.9	36.6	55.7	34.2	55.8	55.6	47.6
Art & Design (3d Studies)	5.7	2.8	6.9	6.3	4.9	0.0	0.0
Art & Design (Critical Studies)	0.1	0.7	0.0	0.0	0.0	0.0	0.0
Art & Design (Fine Art)	55.6	66.9	53.4	52.2	51.0	47.2	61.9
Art & Design (Graphics)	11.4	9.9	14.9	5.2	11.8	5.6	4.8
Art & Design (Photography)	34.5	13.4	44.8	15.8	34.3	27.8	4.8
Art & Design (Textiles)	18.1	14.8	19.0	13.1	19.2	16.7	4.8
Astronomy	1.8	5.6	1.1	3.1	2.4	0.0	4.8
Bengali	1.8	1.4	1.1	0.8	4.0	0.0	0.0
Biology	93.1	100.0	77.6	53.8	94.0	77.8	100.0
Business Studies: Single	55.2	50.7	51.7	25.7	53.8	41.7	47.6
Chemistry	92.1	100.0	77.0	52.3	93.1	77.8	100.0
Chinese	8.8	17.6	5.7	14.7	7.7	13.9	4.8
Classical Civilisation	1.8	7.0	0.0	22.1	0.9	0.0	19.0
Classical Greek	0.5	7.7	0.0	20.7	0.3	0.0	9.5
Computer Studies/Computing	81.5	92.3	62.6	42.4	85.1	75.0	76.2
D&T Food Technology	54.7	45.8	58.6	27.0	59.5	50.0	57.1
Dance	22.4	16.9	28.7	11.0	23.4	13.9	0.0
Design & Technology	68.8	82.4	63.2	42.8	75.8	66.7	100.0
Drama & Theatre Studies	67.0	74.6	53.4	58.2	66.7	52.8	61.9
Economics	6.1	19.0	5.2	3.0	4.9	2.8	4.8
Electronics	1.2	4.9	0.0	2.0	0.8	0.0	0.0

Subject	Academy (other non-sel)	Academy (selective)	Academy (non-sel, HSA)	Independent	Other non- selective	Non-selective (HSA)	Selective
English Language	100.0	100.0	100.0	66.8	100.0	100.0	100.0
English Literature	100.0	100.0	100.0	63.9	100.0	100.0	100.0
Film Studies	7.3	0.7	10.3	1.2	6.0	8.3	0.0
French	87.9	99.3	87.4	53.5	91.0	91.7	100.0
Geography	98.5	100.0	98.3	67.7	99.5	100.0	100.0
Geology	0.3	2.8	0.0	0.5	0.4	0.0	4.8
German	41.7	80.3	24.7	32.4	41.2	27.8	90.5
Gujarati	3.8	8.5	1.7	1.5	2.9	0.0	4.8
History	97.6	97.9	98.9	54.2	100.0	100.0	90.5
Italian	23.6	6.3	19.5	6.7	25.9	16.7	9.5
Japanese	1.8	6.3	0.6	4.2	1.8	0.0	4.8
Latin	8.2	36.6	1.1	45.4	6.3	0.0	52.4
Mathematics	100.0	100.0	100.0	59.3	100.0	100.0	100.0
Media/Film/Tv Studies	29.4	7.0	35.1	4.4	29.8	22.2	19.0
Modern Greek	3.9	1.4	4.6	0.8	4.7	0.0	0.0
Modern Hebrew	0.5	0.0	0.0	0.7	0.8	0.0	0.0
Music	66.7	96.5	47.1	63.9	72.2	41.7	100.0
Other Classical Languages	0.2	0.0	0.0	1.9	0.4	0.0	0.0
Persian	6.5	8.5	3.4	2.5	8.3	2.8	4.8
Physical Education/Sports	68.8	85.9	59.2	54.6	74.3	52.8	71.4
Physics	92.1	100.0	77.0	51.5	93.0	77.8	100.0
Polish	32.6	14.1	32.8	1.5	32.3	36.1	9.5
Portuguese	25.0	2.8	25.9	2.7	26.4	27.8	4.8
Psychology	13.4	9.9	12.1	6.5	11.5	27.8	4.8
Punjabi	4.3	0.7	1.7	0.4	4.4	8.3	0.0
Religious Studies	72.7	85.2	70.1	65.3	85.4	72.2	85.7
Russian	10.1	11.3	13.8	14.7	10.0	11.1	9.5

Subject	Academy (other non-sel)	Academy (selective)	Academy (non-sel, HSA)	Independent	Other non- selective	Non-selective (HSA)	Selective
Science: Double Award	98.9	66.9	98.9	55.7	99.6	97.2	81.0
Social Science: Citizenship	14.8	2.1	13.2	7.5	15.9	11.1	0.0
Sociology	17.9	4.2	17.2	1.8	18.4	11.1	4.8
Spanish	75.3	86.6	76.4	46.6	78.6	72.2	76.2
Statistics	15.9	8.5	20.7	7.2	15.2	33.3	9.5
Turkish	13.8	4.9	17.2	6.1	15.4	8.3	9.5
Urdu	9.1	2.8	4.6	5.4	9.5	13.9	0.0

Table 11: Provision of GCSEs by school attainment group (percentages).

Subject	Low attainment			High attainment	
	Group I	Group II	Group III	Group IV	Group V
Ancient History	0.5	1.0	1.3	0.8	2.8
Applied Engineering	2.1	1.8	4.5	2.8	2.1
Arabic	14.1	18.1	16.8	14.3	6.4
Art & Design	50.8	50.0	52.1	50.4	36.0
Art & Design (3d Studies)	6.6	6.7	4.5	4.8	5.3
Art & Design (Critical Studies)	0.1	0.1	0.0	0.1	0.1
Art & Design (Fine Art)	45.5	56.4	53.1	54.5	62.9
Art & Design (Graphics)	9.8	10.9	12.0	12.3	7.1
Art & Design (Photography)	36.1	36.9	34.4	28.9	16.6
Art & Design (Textiles)	14.4	17.0	17.2	20.4	17.6
Astronomy	1.4	1.2	1.4	3.6	3.9
Bengali	1.0	3.2	1.8	2.7	1.2
Biology	77.8	91.8	94.7	93.3	72.1
Business Studies: Single	34.8	52.8	57.8	63.9	36.9
Chemistry	74.7	90.6	94.7	92.8	72.2
Chinese	6.4	8.0	7.1	9.9	18.4
Classical Civilisation	0.1	1.0	1.5	2.2	23.4
Classical Greek	0.0	0.4	0.1	0.6	21.5
Computer Studies/Computing	64.4	79.2	84.6	81.4	64.8
D&T Food Technology	39.8	50.9	59.9	60.9	42.0
Dance	16.3	17.5	25.7	24.7	18.6
Design & Technology	52.6	67.7	75.4	72.4	63.4
Drama & Theatre Studies	41.8	61.3	72.4	75.8	75.4
Economics	0.8	5.0	4.8	9.4	8.6
Electronics	0.4	0.3	1.7	1.3	3.2
English Language	99.6	99.7	99.7	96.3	75.1
English Literature	98.7	99.6	99.4	96.7	74.4
Film Studies	8.5	6.4	8.0	5.1	1.3
French	73.4	86.9	91.1	91.3	73.7
Geography	92.5	98.1	97.8	95.2	84.7
Geology	0.0	0.3	0.5	0.6	1.0
German	21.3	35.3	42.7	52.1	53.3
Gujarati	1.0	2.3	3.2	4.9	4.9
History	91.8	98.3	98.8	95.5	68.8
Italian	23.9	25.3	20.6	19.3	11.3
Japanese	0.8	1.3	1.4	2.8	5.4
Latin	1.4	3.0	6.0	14.3	54.1
Mathematics	100.0	99.6	99.6	96.7	67.2
Media/Film/Tv Studies	22.0	27.0	32.4	30.7	9.5
Modern Greek	5.0	4.0	3.6	3.0	1.5
Modern Hebrew	0.4	0.3	0.1	0.9	1.0

Subject	Low attainment			High attainment	
	Group I	Group II	Group III	Group IV	Group V
Music	35.5	61.1	77.1	81.6	84.7
Other Classical Languages	0.0	0.1	0.3	0.6	1.7
Persian	4.2	5.8	7.1	6.9	6.3
Physical Education/Sports Studies	42.7	62.7	79.2	83.5	71.2
Physics	74.3	90.2	94.9	93.1	71.6
Polish	36.1	36.1	27.5	22.4	8.6
Portuguese	25.7	26.1	22.2	19.2	9.0
Psychology	13.4	13.1	13.5	10.9	7.5
Punjabi	5.3	4.4	3.2	3.2	0.9
Religious Studies	57.7	73.9	81.0	80.2	81.0
Russian	11.7	10.9	9.6	7.7	16.1
Science: Double Award	95.4	98.5	98.6	93.6	65.2
Social Science: Citizenship	16.5	14.3	15.3	12.6	6.6
Sociology	12.9	18.4	19.8	16.1	5.3
Spanish	60.9	74.2	78.4	78.4	66.1
Statistics	16.2	17.7	15.0	15.3	7.2
Turkish	11.6	13.4	13.6	14.0	10.0
Urdu	11.1	8.4	9.1	8.4	3.3

Table 12: Provision of GCSEs by school deprivation group (percentages).

Subject	Low deprivation			High deprivation	
	Group A	Group B	Group C	Group D	Group E
Ancient History	2.0	0.8	1.3	1.1	0.5
Applied Engineering	5.2	5.0	2.5	2.7	0.5
Arabic	3.3	8.5	11.1	19.8	33.6
Art & Design	48.2	48.3	45.6	56.7	53.8
Art & Design (3d Studies)	3.6	6.1	5.0	6.8	5.2
Art & Design (Critical Studies)	0.2	0.2	0.2	0.2	0.0
Art & Design (Fine Art)	58.1	61.4	58.9	46.2	49.3
Art & Design (Graphics)	11.6	13.2	10.6	10.7	11.5
Art & Design (Photography)	25.3	35.1	32.8	41.3	34.5
Art & Design (Textiles)	20.9	17.7	18.1	16.5	17.6
Astronomy	3.0	3.1	2.5	1.1	0.6
Bengali	0.3	0.5	0.9	2.2	7.2
Biology	98.1	97.0	95.0	90.3	82.7
Business Studies: Single	67.2	64.6	53.0	46.5	40.2
Chemistry	98.1	97.0	94.8	88.9	79.9
Chinese	10.0	7.4	6.1	7.5	12.9
Classical Civilisation	4.1	2.7	0.9	0.6	0.8
Classical Greek	2.5	0.5	0.3	0.3	0.3
Computer Studies/Computing	90.7	90.1	82.0	75.4	70.5
D&T Food Technology	71.6	67.6	56.3	50.1	32.8
Dance	30.0	28.7	23.0	18.7	12.4
Design & Technology	86.5	82.8	73.0	62.8	50.2
Drama & Theatre Studies	83.7	80.6	65.8	52.9	48.8
Economics	12.6	5.3	3.6	3.8	6.3
Electronics	2.8	1.6	0.9	0.2	0.5
English Language	100.0	100.0	100.0	100.0	100.0
English Literature	99.8	100.0	100.0	100.0	100.0
Film Studies	4.6	8.5	6.3	7.7	7.4
French	97.6	93.6	90.6	85.2	79.4
Geography	99.7	99.5	98.9	98.9	96.9
Geology	1.1	0.8	0.3	0.2	0.0
German	68.6	52.5	38.0	31.1	22.8
Gujarati	3.1	3.8	3.9	4.6	2.8
History	98.6	99.1	97.7	97.8	98.1
Italian	12.6	14.6	19.1	28.3	40.3
Japanese	3.1	2.0	0.9	1.4	2.0
Latin	21.0	10.2	5.2	4.9	2.8
Mathematics	100.0	100.0	100.0	100.0	100.0
Media/Film/Tv Studies	27.9	33.1	32.7	28.9	20.7
Modern Greek	1.4	2.8	3.4	5.5	6.8
Modern Hebrew	0.9	0.6	0.2	0.5	0.3
Music	92.3	83.2	70.9	50.9	44.1

Subject	Low deprivation			High deprivation	
	Group A	Group B	Group C	Group D	Group E
Other Classical Languages	0.9	0.2	0.0	0.0	0.0
Persian	3.5	3.1	5.6	9.6	12.4
Physical Education/Sports Studies	92.2	85.3	71.4	57.5	45.1
Physics	98.1	97.0	94.8	88.9	79.7
Polish	18.4	23.5	34.5	41.3	40.0
Portuguese	11.3	19.0	22.0	28.9	40.3
Psychology	10.2	11.9	13.3	14.4	14.3
Punjabi	1.6	1.4	3.0	7.7	6.6
Religious Studies	85.4	80.4	75.9	72.5	67.3
Russian	6.1	8.0	9.8	14.0	13.7
Science: Double Award	90.9	98.9	99.4	99.1	99.2
Social Science: Citizenship	7.1	13.6	14.4	17.7	18.4
Sociology	13.7	14.9	17.8	17.6	22.3
Spanish	85.1	77.0	72.8	72.2	76.5
Statistics	14.9	16.5	15.2	17.6	15.1
Turkish	6.9	11.3	11.3	17.4	22.6
Urdu	1.4	4.4	4.7	13.3	19.5

Table 13: Provision of GCSEs by school gender (percentages).

Subject	Boys' School	Girls' School	Mixed School	Overall
Ancient History	3.7	1.1	1.1	1.3
Applied Engineering	3.3	0.8	2.8	2.6
Arabic	18.6	15.9	13.5	14.0
Art & Design	34.0	37.0	49.5	47.5
Art & Design (3d Studies)	2.8	2.7	6.0	5.5
Art & Design (Critical Studies)	0.5	0.3	0.1	0.1
Art & Design (Fine Art)	55.3	60.3	53.6	54.3
Art & Design (Graphics)	10.2	6.0	10.8	10.3
Art & Design (Photography)	16.3	17.3	32.8	30.4
Art & Design (Textiles)	1.4	25.8	17.3	17.2
Astronomy	2.3	2.5	2.2	2.3
Bengali	2.8	2.7	1.8	2.0
Biology	78.6	76.7	86.7	85.4
Business Studies: Single	42.3	36.7	50.7	48.9
Chemistry	79.1	75.6	85.7	84.4
Chinese	11.2	14.5	9.3	9.9
Classical Civilisation	9.8	17.3	4.1	5.6
Classical Greek	14.4	14.5	2.8	4.5
Computer Studies/Computing	71.6	64.1	75.7	74.4
D&T Food Technology	17.7	52.3	52.2	50.3
Dance	2.3	27.7	20.8	20.4
Design & Technology	69.3	49.0	67.4	65.8
Drama & Theatre Studies	42.3	75.3	65.1	64.8
Economics	12.6	6.6	5.1	5.7
Electronics	6.5	0.3	1.1	1.4
English Language	89.3	86.0	94.9	93.8
English Literature	87.4	85.8	94.4	93.2
Film Studies	4.2	2.2	6.3	5.8
French	74.9	74.8	84.0	82.6
Geography	82.3	86.8	94.3	93.0
Geology	2.3	0.5	0.4	0.5
German	43.3	43.3	40.2	40.7
Gujarati	6.5	5.5	2.8	3.2
History	82.3	78.4	91.8	90.0
Italian	13.0	14.8	20.9	19.9
Japanese	2.8	4.4	2.1	2.3
Latin	29.8	42.5	11.8	15.7
Mathematics	89.8	78.4	94.1	92.4
Media/Film/Tv Studies	15.8	11.8	26.0	24.1
Modern Greek	3.3	1.4	3.6	3.4
Modern Hebrew	0.5	1.4	0.4	0.5
Music	65.6	73.4	66.9	67.5

Subject	Boys' School	Girls' School	Mixed School	Overall
Other Classical Languages	2.3	3.6	0.1	0.5
Persian	7.4	8.8	5.6	6.0
Physical Education/Sports Studies	61.9	64.7	68.0	67.3
Physics	79.1	75.6	85.5	84.2
Polish	17.2	15.6	27.6	25.9
Portuguese	18.1	17.5	20.7	20.3
Psychology	5.6	10.1	12.2	11.6
Punjabi	1.4	3.0	3.5	3.4
Religious Studies	79.5	87.9	72.4	74.3
Russian	16.3	12.1	10.7	11.1
Science: Double Award	76.7	75.1	92.1	89.7
Social Science: Citizenship	8.4	15.6	13.0	13.0
Sociology	4.7	12.1	15.2	14.4
Spanish	61.4	66.6	72.2	71.1
Statistics	14.4	5.8	15.1	14.2
Turkish	9.3	15.1	12.4	12.4
Urdu	10.2	14.2	7.2	8.1

Table 14: Provision of GCSEs by school size (percentages).

Subject	< 30	30-59	60-119	120-239	240 or greater
Ancient History	0.8	0.7	0.3	1.5	2.7
Applied Engineering	0.0	0.3	1.6	3.0	6.2
Arabic	16.3	8.3	10.7	15.2	18.0
Art & Design	29.0	38.5	46.6	49.9	54.7
Art & Design (3d Studies)	2.0	5.2	4.4	5.9	8.3
Art & Design (Critical Studies)	0.0	0.0	0.0	0.2	0.0
Art & Design (Fine Art)	35.1	45.1	54.0	57.2	57.9
Art & Design (Graphics)	4.5	6.6	6.6	11.4	19.6
Art & Design (Photography)	12.7	24.3	22.7	33.5	47.7
Art & Design (Textiles)	6.9	12.2	10.7	20.0	27.3
Astronomy	1.2	1.0	2.5	2.2	3.5
Bengali	0.8	1.4	0.9	2.3	3.8
Biology	50.2	67.4	80.1	92.0	96.8
Business Studies: Single	22.4	31.6	34.7	55.9	73.5
Chemistry	47.8	65.6	79.0	91.3	96.0
Chinese	3.3	9.7	10.5	10.2	11.3
Classical Civilisation	3.7	11.8	9.1	3.9	3.5
Classical Greek	1.2	4.2	8.2	3.9	1.6
Computer Studies/Computing	27.3	50.0	66.1	83.1	93.6
D&T Food Technology	17.1	32.3	39.7	57.2	71.6
Dance	4.1	10.4	11.0	23.7	41.8
Design & Technology	15.9	35.1	59.0	75.2	84.2
Drama & Theatre Studies	20.4	50.3	54.4	73.1	82.3
Economics	1.6	3.5	1.8	7.2	10.7
Electronics	0.4	1.0	0.7	1.6	2.4
English Language	84.5	84.4	88.5	97.3	99.2
English Literature	78.4	82.6	88.4	97.3	99.2
Film Studies	0.8	2.1	4.2	6.8	10.2
French	44.1	66.3	76.3	89.4	96.8
Geography	55.9	79.2	92.5	98.2	99.2
Geology	0.0	0.0	0.5	0.6	0.5
German	15.1	30.2	30.3	45.4	62.7
Gujarati	1.2	0.3	1.5	4.0	6.4
History	66.9	71.2	84.9	95.8	98.7
Italian	4.1	11.1	16.0	23.4	26.5
Japanese	0.8	0.7	2.8	2.5	2.4
Latin	6.5	22.2	22.0	13.2	15.5
Mathematics	86.5	81.3	84.8	96.6	98.7
Media/Film/Tv Studies	1.6	6.3	16.0	28.6	46.1
Modern Greek	0.8	0.7	3.4	4.0	3.5
Modern Hebrew	1.6	0.7	0.5	0.4	0.8
Music	29.0	56.3	59.9	73.6	84.5

Subject	< 30	30-59	60-119	120-239	240 or greater
Other Classical Languages	1.6	3.8	0.6	0.0	0.0
Persian	0.4	0.7	5.0	7.3	9.1
Physical Education/Sports Studies	28.2	57.6	58.5	73.4	86.9
Physics	47.8	65.3	78.5	91.2	95.7
Polish	0.8	4.5	21.9	32.8	28.7
Portuguese	0.4	5.2	18.1	25.6	19.6
Psychology	7.8	7.6	8.1	13.1	17.2
Punjabi	0.8	0.3	1.9	4.0	7.2
Religious Studies	41.2	56.9	68.8	80.4	86.9
Russian	1.6	8.3	12.4	12.2	10.5
Science: Double Award	67.3	75.3	85.9	94.2	98.4
Social Science: Citizenship	15.9	7.6	7.8	14.6	17.7
Sociology	2.9	4.2	6.7	16.8	33.8
Spanish	27.8	56.3	63.8	78.6	85.0
Statistics	5.3	11.5	11.5	15.4	21.7
Turkish	2.0	5.9	10.3	14.4	18.2
Urdu	11.8	3.8	6.5	8.3	11.3

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Appendix A

Table A1 shows a cross-tabulation of schools (those that appeared in both the 2018 and 2019 DfE KS4 data) according to the previous and new school type classifications. The first row, for example, shows that of the schools that were classified as “Academy (comprehensive)” based on the 2018 KS4 data, 120 were classified as “Academy (non-selective in HSA) based on the 2019 KS4 data, while 1935 were classified as “Academy (other non-selective)”.

Table A1: Cross-tabulation of schools according to the previous school type classification (in use until reports on 2018 data) and new school type classification (from 2019 data onwards).

Previous school type	Academy (non-sel, HSA)	Academy (other non-sel)	Academy (selective)	Non-selective (HSA)	Other non-selective	Independent	Selective
Academy (comprehensive)	120	1935	.	.	.	.	.
Academy (secondary modern)	53	18	.	.	.	.	.
Academy (selective)	.	.	138	.	.	.	.
Comprehensive	.	53	.	10	762	.	.
Independent	.	.	.	.	.	788	.
Secondary modern	2	.	.	26	6	.	.
Selective	.	.	.	.	.	.	21