

Provision of GCSE subjects 2024

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Introduction

This report looks at the provision of GCSE subjects in England in 2024. Provision in a subject is defined as the number or percentage of schools with at least one student taking the subject. It could be argued that this may not cover all the 'provision', since schools might offer to provide a subject but none of their students wants to study it. However, as we have no means of capturing this information, we will only look at the provision based on the definition above.

The tables presented in this report cannot explain why schools do not offer a particular subject. For example, it may be that there is not enough demand for it from students to make it worthwhile, or it may be that there is a lack of teachers with the required experience.

Data

This report was produced using publicly available data from the Department for Education's (DfE) "Find and compare schools in England" service¹. The dataset consisted of Key Stage 4 (KS4) results in all subjects provided by each school in England. Other school information, such as schools' sex composition, admissions policy, and the number of disadvantaged pupils at the end of KS4, was also available.

The report presents only the provision of GCSE subjects in schools with students taking GCSEs in 2024. Only GCSEs (9-1) full course (both single and double award) were counted for this report. Schools with at least 10 students taking GCSEs were included in the analysis.

In this report, the level of provision is presented by the following school classifications: school type, school attainment, school deprivation level, school sex composition, and school size. 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 of this report shows that provision in single-sex schools was generally lower than in mixed-sex schools for many subjects. This can partly be attributed to the fact that single-sex schools tend to be smaller than mixed-sex 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 or suppressed data within each classification. In certain circumstances, DfE suppressed some school data values to protect confidentiality and minimise identification risks. This usually happens when the measure covers only five or fewer students².

School type

GCSE qualifications are taught at several different types of school. Schools were assigned a school type based on their admissions policy and institution type as recorded in the dataset.

¹ This can be accessed here: <https://www.find-school-performance-data.service.gov.uk/>

² The applied suppression rule was explained in the "abbreviations" file that accompanied the dataset. As stated in the file, different measures might have different rules applied.

In this report, schools were classified into seven different school types: Academy (non-selective in highly selective area (HSA)), Academy (other non-selective), Academy (selective), Independent school, Non-selective in highly selective area, Other non-selective, and Selective. Other non-maintained schools, such as special schools, were excluded.

Table 1 presents the number and percentage of schools in each school type. It should be noted that schools that did not offer GCSEs in 2024 would not be included in this data, e.g., schools that offer Technical Awards only.

Table 1. GCSE schools, by school type.

School type	N schools	% schools
Academy (non-selective in HSA)	186	4.6
Academy (other non-selective)	2333	58.1
Academy (selective)	143	3.6
Independent	746	18.6
Non-selective in HSA	27	0.7
Other non-selective	561	14.0
Selective	20	0.5
Total	4016	100.0

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 in each group, and the minimum, maximum and mean points score for each group.

Given that this is a school-level average, there would be some students who obtained high grades in a Group I school, and some who obtained low grades in a Group V school. However, a Group V school will have more high-attaining students than a Group I school, which has implications for provision and teaching.

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 single award GCSEs, points were equal to the grade (grade 9 = 9 points, etc.). For double award GCSEs graded 9–11, points were as follows: 9 = 18, 10 = 17, ..., 11 = 3, 12 = 2. Each double award GCSE was given a weight of two, representing two GCSE entries, when calculating the average points per entry. The DfE did not publish the grades for entries that were impacted by Covid. Hence, for this calculation, only those entries without Covid-impacted grades are included.

Table 2. School attainment/ability group. Values for minimum, maximum and mean are calculated based on candidates' average points per entry. Group I represents the lowest attainment group, and Group V represents the highest.

Attainment group	Schools	Minimum	Maximum	Mean
Group I	800	1.0	4.1	3.6
Group II	799	4.1	4.5	4.3
Group III	799	4.5	5.0	4.8
Group IV	799	5.0	5.7	5.3
Group V	800	5.7	8.7	6.7
Total	3997	-	-	-

School deprivation level

Each school's deprivation level was derived based on the percentage of disadvantaged⁴ students in the school at the end of KS4. This measure was used to categorise schools into five equally sized groups. 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). Table 3 presents the number of schools in each group and the minimum, maximum and mean percentage of disadvantage candidates for each group.

Some schools had no recorded value for this measure (mostly independent schools) and quite a few schools had a suppressed value due to the rule applied by DfE. These schools were all excluded from this categorisation.

Table 3. School deprivation group. Values for minimum, maximum and mean are calculated based on the percentage of disadvantaged candidates within a school. Group A represents the least deprived group of schools, and Group E represents the most deprived group of schools.

Deprivation group	Schools	Minimum	Maximum	Mean
Group A	664	0.0	14.3	10.0
Group B	647	14.4	20.8	17.6
Group C	655	20.9	28.2	24.4
Group D	652	28.3	38.0	32.9
Group E	652	38.1	82.8	48.6
Total	3270	-	-	-

School sex composition

School sex composition⁵ was recorded for each school in the DfE dataset. Table 4 shows the numbers and percentages of different types of schools.

⁴ Defined as those who attract pupil premium funding: that is, 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.

⁵ The word 'sex' is used throughout the report to describe the different types of schools as it best reflects the admission policy at the time of data collection, and is consistent with terms used by DfE in their reports.

Table 4. GCSE schools, by school sex.

School sex	N schools	% schools
Boys' School	214	5.3
Girls' School	365	9.1
Mixed School	3437	85.6
Total	4016	100.0

School size

In Table 5, schools were classified into five groups according to their size, based on the number of students in the 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).

Table 5. GCSE schools, by school size.

School size	N schools	% schools
Less than 30	224	5.6
30-59	212	5.3
60-119	635	15.8
120-239	2353	58.6
240 or greater	592	14.7
Total	4016	100.0

A significant contributor to the level of provision in a subject is the school size. This is because a larger school is more likely to have viable numbers, particularly for less popular subjects. Thus, it is worth considering how each school classification relates to the size of the school. Tables 6 to 9 present the percentage of each classification group in each school size group.

Table 6. Percentage of school size group within each school type, and the total number of schools in each school size group.

School type	Less than 30	30-59	60-119	120-239	240 or greater
Academy (non-selective in HSA)	0.0	1.1	13.4	69.4	16.1
Academy (other non-selective)	0.3	1.4	13.2	66.4	18.6
Academy (selective)	0.0	0.0	9.8	88.1	2.1
Independent	28.8	23.3	30.2	16.9	0.8
Non-selective in HSA	0.0	0.0	7.4	85.2	7.4
Other non-selective	0.4	0.5	10.7	67.6	20.9
Selective	0.0	0.0	0.0	100.0	0.0
Number of schools	224	212	635	2353	592

To give an example, Table 6 shows that independent schools tend to have fewer students taking GCSEs than other school types (with 28.8% having fewer than 30 students taking GCSEs and only 0.8% with more than 240 students). In contrast, 0.0% of non-selective academy schools in highly selective areas had fewer than 30 students taking GCSEs, with 16.1% having more than 240 students.

Table 7. Percentage of school size group within each school ability group, and the total number of schools in each school size group. Group I represents the lowest attainment group, and Group V represents the highest.

Attainment group	Less than 30	30-59	60-119	120-239	240 or greater
Group I	5.5	3.5	20.8	62.7	7.5
Group II	2.3	1.8	15.3	64.2	16.5
Group III	2.9	3.1	6.9	64.7	22.4
Group IV	7.9	6.0	9.5	54.7	21.9
Group V	7.9	11.5	27.0	47.9	5.8
Number of schools	211	207	635	2352	592

Table 8. Percentage of school size group within each school deprivation group, and the total number of schools in each school size group. Group A represents the least deprived group of schools, and Group E represents the most deprived group of schools.

Deprivation group	Less than 30	30-59	60-119	120-239	240 or greater
Group A	0.6	0.6	5.9	69.9	23.0
Group B	0.0	0.8	10.4	64.8	24.1
Group C	0.2	1.2	14.4	64.9	19.4
Group D	0.2	1.4	12.9	72.1	13.5
Group E	0.5	1.8	19.3	68.9	9.5
Number of schools	9	38	410	2227	586

Table 9. Percentage of school size group within each school sex composition group, and the total number of schools in each school size group.

School sex	Less than 30	30-59	60-119	120-239	240 or greater
Boys' School	15.0	5.6	11.2	65.0	3.3
Girls' School	11.5	9.9	26.0	48.8	3.8
Mixed School	4.4	4.8	15.0	59.2	16.6
Number of schools	224	212	635	2353	592

It is worth noting that the total number of schools in each school size category in some of the

above tables, for example in Table 8, does not align with those values shown in Table 5. For instance, Table 5 showed 224 schools with less than 30 students, but Table 8 showed that there were only 9 schools in this category. This discrepancy was due to a substantial number of schools with suppressed values or no value recorded for the number of disadvantaged candidates, which did not allow us to classify these schools into a specific deprivation group.

Provision of individual GCSE subjects

The provision of individual GCSE subjects is presented in Tables 10 to 14, according to the school classifications outlined in Tables 1 to 5. For example, Table 10 shows that 22.0% of the schools in the 'Academy (non-selective in HSA)' type had students taking Art & Design (Textiles) GCSE, compared with 10.0% of selective schools. Similarly, Table 11 shows that 17.1% of schools in the lowest attainment group had students taking Art & Design (Textiles), compared with 20.2% of schools in the 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.

Table 10. Provision of GCSEs by school type (percentages). The abbreviation NSHSA represents 'Non-selective in highly selective areas'; ONS represents 'Other non-selective'.

Subject	Academy (NSHSA)	Academy (ONS)	Academy (Selective)	Independent	NSHSA	ONS	Selective
Ancient History	1.6	1.6	3.5	2.5	3.7	2.1	10.0
Applied Engineering	1.6	2.2	6.3	0.5	0.0	3.2	0.0
Arabic	15.6	30.7	30.1	16.9	25.9	29.9	35.0
Art & Design	57.0	46.6	35.0	33.9	70.4	58.3	55.0
Art & Design (3D Studies)	12.4	13.3	2.1	8.7	14.8	14.1	0.0
Art & Design (Critical Studies)	0.0	0.3	0.7	0.0	0.0	0.0	0.0
Art & Design (Fine Art)	59.1	61.0	69.9	52.0	40.7	52.9	55.0
Art & Design (Graphics)	17.7	12.0	11.2	4.4	3.7	12.5	0.0
Art & Design (Photography)	47.3	43.5	19.6	19.0	44.4	39.9	0.0
Art & Design (Textiles)	22.0	22.2	16.8	13.7	18.5	26.0	10.0
Astronomy	2.2	3.8	11.2	5.2	0.0	4.1	20.0
Bengali	1.6	2.8	0.7	0.3	0.0	4.6	10.0
Biology	87.1	94.5	100.0	60.2	92.6	96.4	100.0
Business Studies: Single	55.9	58.5	58.7	37.4	70.4	60.6	45.0
Chemistry	80.1	91.6	100.0	57.1	81.5	94.8	100.0
Chinese	28.5	32.3	60.8	39.3	37.0	30.3	55.0
Classical Civilisation	0.5	2.7	9.8	24.9	7.4	3.7	25.0
Classical Greek	0.0	0.6	7.0	19.2	0.0	0.7	10.0
Computer Studies / Computing	72.0	81.5	97.2	62.7	81.5	90.0	95.0
D&T Food Technology	56.5	52.5	55.2	27.6	40.7	60.8	65.0
Dance	23.1	16.8	10.5	10.9	7.4	19.4	5.0
Design & Technology	58.1	61.9	80.4	39.9	63.0	74.2	100.0
Drama & Theatre Studies	54.3	62.2	76.9	58.7	40.7	68.4	60.0
Economics	3.2	6.0	16.8	3.6	3.7	6.4	5.0
Electronics	0.5	0.7	4.9	1.6	0.0	0.5	0.0
English Language	100.0	100.0	100.0	62.6	100.0	100.0	100.0

Table 10. Provision of GCSEs by school type (percentages). The abbreviation NSHSA represents 'Non-selective in highly selective areas'; ONS represents 'Other non-selective'. (continued)

Subject	Academy (NSHSA)	Academy (ONS)	Academy (Selective)	Independent	NSHSA	ONS	Selective
English Literature	100.0	100.0	100.0	59.7	100.0	100.0	100.0
Film Studies	7.0	8.4	2.1	2.3	14.8	8.9	5.0
French	80.6	85.0	97.2	57.4	88.9	89.3	95.0
Geography	97.8	98.7	100.0	63.9	100.0	100.0	100.0
Geology	0.0	0.3	3.5	1.2	0.0	0.9	0.0
German	20.4	35.7	80.4	36.2	14.8	39.4	95.0
Gujarati	0.0	3.1	4.9	0.9	0.0	2.5	10.0
History	98.4	98.3	98.6	53.6	100.0	100.0	95.0
Italian	22.0	33.8	18.2	16.2	33.3	40.8	20.0
Japanese	2.2	6.3	23.1	13.1	7.4	7.3	35.0
Latin	3.2	7.4	37.1	45.0	0.0	7.7	60.0
Mathematics	100.0	100.0	100.0	57.1	100.0	100.0	100.0
Media / Film / TV Studies	35.5	24.7	9.1	4.7	22.2	28.9	20.0
Modern Greek	7.5	10.6	4.9	7.0	7.4	9.8	15.0
Modern Hebrew	0.0	0.8	0.0	3.2	3.7	1.6	0.0
Music	45.7	60.8	98.6	64.5	44.4	69.2	95.0
Other Classical Languages	0.0	0.2	0.0	2.8	0.0	0.5	0.0
Persian	4.3	9.0	4.2	3.1	7.4	12.5	5.0
PE / Sports Studies	47.8	59.0	90.2	57.2	44.4	67.7	90.0
Physics	80.1	92.1	100.0	57.2	81.5	94.8	100.0
Polish	54.8	55.5	40.6	5.0	51.9	56.5	45.0
Portuguese	22.6	29.1	3.5	4.8	33.3	31.2	0.0
Psychology	17.2	15.1	14.0	11.7	29.6	15.2	10.0
Punjabi	6.5	6.9	14.0	1.5	22.2	5.0	15.0
Religious Studies	73.7	76.1	92.3	66.9	70.4	87.7	95.0
Russian	36.0	29.5	35.0	30.6	40.7	31.4	50.0

Table 10. Provision of GCSEs by school type (percentages). The abbreviation NSHSA represents 'Non-selective in highly selective areas'; ONS represents 'Other non-selective'. *(continued)*

Subject	Academy (NSHSA)	Academy (ONS)	Academy (Selective)	Independent	NSHSA	ONS	Selective
Science: Double Award	100.0	99.0	69.9	61.5	96.3	99.3	65.0
Social Science: Citizenship	29.6	18.2	4.9	10.3	25.9	19.6	10.0
Sociology	26.3	21.3	7.7	4.2	22.2	27.3	10.0
Spanish	75.8	81.0	88.8	53.5	96.3	85.6	70.0
Statistics	34.4	26.8	15.4	10.1	22.2	23.2	10.0
Turkish	24.2	20.6	10.5	7.0	22.2	21.6	10.0
Urdu	10.8	14.9	7.0	5.6	18.5	13.7	5.0

Table 11. Provision of GCSEs by school attainment group (percentages). Group I represents the lowest attainment group, and Group V represents the highest.

Subject	Group I	Group II	Group III	Group IV	Group V
Ancient History	1.1	1.8	1.4	2.1	3.5
Applied Engineering	1.5	1.8	2.4	2.9	2.1
Arabic	25.6	24.4	29.7	32.2	25.4
Art & Design	48.2	50.7	49.7	45.4	37.5
Art & Design (3D Studies)	14.8	13.8	11.5	12.6	8.0
Art & Design (Critical Studies)	0.0	0.5	0.1	0.3	0.1
Art & Design (Fine Art)	56.5	56.8	57.6	58.7	63.0
Art & Design (Graphics)	11.5	11.1	12.3	12.4	6.8
Art & Design (Photography)	44.4	43.3	42.8	36.8	21.2
Art & Design (Textiles)	17.1	19.5	22.9	25.2	20.2
Astronomy	1.5	2.1	4.1	4.9	9.2
Bengali	2.8	3.5	2.0	3.0	1.1
Biology	84.9	93.5	94.2	93.1	77.4
Business Studies: Single	43.4	55.9	63.1	66.1	46.4
Chemistry	76.6	90.7	92.6	91.9	77.0
Chinese	16.6	25.7	32.8	40.4	56.9
Classical Civilisation	1.2	1.5	3.0	5.8	24.9
Classical Greek	0.1	0.3	0.4	0.8	20.0
Computer Studies / Computing	64.1	79.5	85.9	86.5	82.5
D&T Food Technology	37.1	46.8	57.6	61.7	44.5
Dance	11.0	12.6	17.6	22.8	16.5
Design & Technology	48.2	60.6	66.0	66.1	61.8
Drama & Theatre Studies	40.4	54.7	67.8	74.5	76.4
Economics	1.2	3.6	6.8	9.3	8.6
Electronics	0.4	0.8	0.9	1.0	2.0
English Language	99.4	99.2	99.0	96.0	73.0
English Literature	96.9	99.4	99.0	96.0	73.0
Film Studies	7.0	7.9	10.0	7.9	2.9
French	69.8	81.9	87.2	87.4	79.8
Geography	92.5	97.5	97.2	93.2	83.6
Geology	0.1	0.0	0.8	0.6	1.6
German	19.0	30.5	36.2	45.6	56.2
Gujarati	1.1	1.3	3.1	3.3	4.0
History	93.5	97.4	98.0	94.9	69.4
Italian	28.7	30.5	31.5	32.8	28.9
Japanese	1.1	3.4	6.4	9.4	21.0
Latin	0.8	3.9	7.3	13.1	52.5
Mathematics	99.6	99.2	98.6	96.0	67.4
Media / Film / TV Studies	15.9	24.4	28.0	29.0	10.6
Modern Greek	7.0	8.5	8.9	11.0	12.1
Modern Hebrew	0.1	0.9	0.4	1.1	4.0
Music	32.9	54.7	66.5	78.2	85.9
Other Classical Languages	0.1	0.5	0.4	0.4	2.1
Persian	8.9	6.9	9.3	7.9	7.1

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

Subject	Group I	Group II	Group III	Group IV	Group V
PE / Sports Studies	31.4	52.3	66.6	77.1	76.8
Physics	77.1	91.4	93.1	92.0	76.6
Polish	51.6	54.1	50.2	47.4	25.5
Portuguese	26.9	28.0	26.3	25.3	11.8
Psychology	14.4	15.9	15.8	15.5	11.4
Punjabi	6.2	6.6	5.5	6.3	5.5
Religious Studies	64.4	72.1	80.7	83.4	83.8
Russian	23.0	27.0	29.4	33.9	40.2
Science: Double Award	95.9	97.4	98.4	95.2	69.2
Social Science: Citizenship	20.1	19.8	19.1	17.8	8.2
Sociology	17.5	23.4	22.0	22.0	8.5
Spanish	71.0	75.6	82.6	83.0	72.8
Statistics	28.2	27.5	25.9	21.8	12.1
Turkish	16.2	17.8	21.4	21.4	13.4
Urdu	15.8	13.9	14.3	13.0	6.0

Table 12. Provision of GCSEs by school deprivation group (percentages). Group A represents the least deprived group of schools, and Group E represents the most deprived group of schools.

Subject	Group A	Group B	Group C	Group D	Group E
Ancient History	3.2	1.1	2.4	1.5	0.9
Applied Engineering	5.7	2.5	1.4	1.7	1.1
Arabic	20.6	20.9	25.3	32.8	48.9
Art & Design	45.6	46.5	49.2	49.4	54.1
Art & Design (3D Studies)	8.7	13.0	15.0	12.7	14.9
Art & Design (Critical Studies)	0.2	0.3	0.6	0.2	0.0
Art & Design (Fine Art)	61.7	64.0	59.5	58.7	54.6
Art & Design (Graphics)	13.9	10.8	12.4	12.4	11.7
Art & Design (Photography)	31.8	43.3	46.7	46.6	41.0
Art & Design (Textiles)	25.9	27.5	22.4	21.0	15.8
Astronomy	7.5	6.5	2.7	2.3	1.7
Bengali	0.9	1.1	0.6	2.8	9.5
Biology	98.8	97.4	94.7	93.1	89.4
Business Studies: Single	71.7	68.8	55.6	51.8	45.7
Chemistry	98.2	96.6	93.1	89.7	81.4
Chinese	45.5	34.2	29.9	29.9	26.2
Classical Civilisation	6.2	2.9	4.0	1.7	1.2
Classical Greek	2.1	0.8	0.3	0.9	0.3
Computer Studies / Computing	94.3	92.4	83.7	77.0	68.4
D&T Food Technology	74.4	66.8	54.8	42.2	32.8
Dance	27.9	23.5	14.4	13.3	6.9
Design & Technology	84.5	77.4	65.2	52.5	44.5
Drama & Theatre Studies	84.5	79.0	60.0	51.1	41.7
Economics	12.2	6.2	4.1	4.9	4.4
Electronics	2.0	0.6	0.6	0.6	0.5
English Language	99.8	100.0	100.0	100.0	100.0
English Literature	99.8	100.0	100.0	100.0	100.0
Film Studies	9.3	8.7	9.2	8.7	5.1
French	96.1	92.4	84.6	82.4	75.2
Geography	99.4	99.5	99.2	98.6	97.9
Geology	1.2	0.8	0.5	0.0	0.0
German	62.3	47.6	30.5	25.9	21.2
Gujarati	3.0	3.1	3.1	3.2	2.1
History	98.9	99.5	98.2	98.5	97.9
Italian	24.7	26.6	27.2	38.3	51.2
Japanese	15.2	9.4	4.6	4.0	2.3
Latin	21.4	7.9	6.7	4.4	3.1
Mathematics	99.8	100.0	100.0	100.0	100.0
Media / Film / TV Studies	29.8	34.3	26.4	21.6	14.4
Modern Greek	10.4	9.3	8.9	11.7	10.1
Modern Hebrew	2.6	1.1	0.2	0.5	0.0
Music	89.8	80.1	63.2	47.9	34.4
Other Classical Languages	1.2	0.0	0.0	0.0	0.0

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

Subject	Group A	Group B	Group C	Group D	Group E
Persian	3.0	5.7	7.8	10.0	19.0
PE / Sports Studies	89.6	75.7	61.5	47.4	31.7
Physics	98.2	96.6	93.3	90.5	82.4
Polish	47.3	55.8	54.7	63.0	53.7
Portuguese	16.1	21.8	24.6	31.7	45.1
Psychology	16.7	15.8	15.9	15.5	12.4
Punjabi	5.0	5.9	5.0	9.2	10.1
Religious Studies	88.7	82.1	73.4	73.9	75.5
Russian	35.4	30.0	31.0	29.9	26.8
Science: Double Award	91.9	98.1	99.4	99.1	99.5
Social Science: Citizenship	13.3	13.1	21.1	20.7	24.4
Sociology	17.0	22.4	23.4	23.6	23.5
Spanish	86.0	82.1	77.7	80.5	83.1
Statistics	19.9	27.2	24.9	28.8	29.1
Turkish	14.9	17.8	18.3	23.8	27.6
Urdu	4.2	6.8	9.9	22.5	27.1

Table 13. Provision of GCSEs by school sex composition (percentages).

Subject	Boys' School	Girls' School	Mixed School	Overall
Ancient History	3.7	1.6	1.9	2.0
Applied Engineering	2.8	1.6	2.1	2.1
Arabic	43.9	40.8	24.8	27.3
Art & Design	28.5	39.5	48.0	46.2
Art & Design (3D Studies)	4.2	4.4	13.4	12.1
Art & Design (Critical Studies)	0.0	0.5	0.2	0.2
Art & Design (Fine Art)	56.1	58.9	58.4	58.3
Art & Design (Graphics)	10.7	6.6	11.2	10.8
Art & Design (Photography)	15.9	19.2	40.9	37.6
Art & Design (Textiles)	1.9	31.0	21.0	20.9
Astronomy	6.1	6.6	4.0	4.4
Bengali	3.3	3.3	2.3	2.5
Biology	79.9	78.9	89.8	88.3
Business Studies: Single	52.3	46.3	55.8	54.8
Chemistry	80.4	77.3	86.6	85.4
Chinese	40.7	52.1	32.0	34.3
Classical Civilisation	10.7	19.5	5.7	7.2
Classical Greek	13.1	14.0	2.7	4.3
Computer Studies / Computing	81.8	76.2	79.6	79.4
D&T Food Technology	22.4	51.8	50.7	49.3
Dance	1.4	23.8	16.1	16.0
Design & Technology	65.4	47.4	61.3	60.2
Drama & Theatre Studies	42.1	72.3	62.7	62.5
Economics	10.7	6.0	5.6	5.9
Electronics	5.1	0.3	0.8	1.0
English Language	92.1	85.2	93.9	93.0
English Literature	90.7	85.5	93.3	92.5
Film Studies	4.2	3.6	7.7	7.1
French	68.2	76.4	82.0	80.8
Geography	79.4	85.2	94.0	92.4
Geology	2.3	1.1	0.5	0.6
German	42.5	49.6	35.7	37.3
Gujarati	4.2	5.2	2.2	2.5
History	83.6	79.7	91.8	90.2
Italian	25.2	30.4	30.7	30.4
Japanese	13.1	16.2	7.1	8.2
Latin	26.2	39.2	12.3	15.5
Mathematics	89.7	81.9	93.2	92.0
Media / Film / TV Studies	12.1	14.2	22.8	21.5
Modern Greek	6.5	12.6	9.3	9.5
Modern Hebrew	3.3	4.1	0.9	1.3
Music	62.1	70.4	62.7	63.4
Other Classical Languages	4.2	4.7	0.1	0.7
Persian	6.1	9.6	7.9	8.0
PE / Sports Studies	57.0	64.7	60.3	60.5

Table 13. Provision of GCSEs by school sex composition (percentages). *(continued)*

Subject	Boys' School	Girls' School	Mixed School	Overall
Physics	80.8	77.0	86.9	85.7
Polish	25.7	32.9	48.2	45.6
Portuguese	14.5	14.2	25.1	23.6
Psychology	6.5	13.4	15.2	14.6
Punjabi	5.1	7.4	5.9	6.0
Religious Studies	79.4	88.8	75.1	76.5
Russian	34.1	33.4	30.1	30.6
Science: Double Award	75.2	79.2	93.1	90.9
Social Science: Citizenship	14.0	18.1	17.0	17.0
Sociology	7.0	16.7	19.6	18.7
Spanish	62.6	71.0	78.1	76.6
Statistics	16.8	11.2	24.6	23.0
Turkish	9.3	21.6	18.1	18.0
Urdu	14.5	23.3	11.3	12.5

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

Subject	Less than 30	30-59	60-119	120-239	240 or greater
Ancient History	0.9	0.5	1.4	2.2	2.7
Applied Engineering	0.4	0.0	0.8	2.2	4.7
Arabic	25.0	11.8	18.9	29.5	34.3
Art & Design	26.8	37.7	43.8	47.2	54.9
Art & Design (3D Studies)	1.8	5.2	12.0	12.6	16.6
Art & Design (Critical Studies)	0.0	0.0	0.0	0.2	0.5
Art & Design (Fine Art)	32.6	45.3	58.0	61.4	60.6
Art & Design (Graphics)	3.6	2.4	6.9	10.8	20.6
Art & Design (Photography)	12.1	21.2	25.7	40.1	55.9
Art & Design (Textiles)	4.0	13.2	14.3	21.2	36.0
Astronomy	1.3	3.8	3.3	4.8	4.9
Bengali	0.4	0.5	1.4	2.9	3.4
Biology	48.7	75.5	80.3	92.8	98.3
Business Studies: Single	34.4	40.6	38.9	57.7	73.1
Chemistry	43.3	70.8	76.9	90.4	95.8
Chinese	5.8	28.3	29.4	36.5	43.9
Classical Civilisation	2.2	13.7	15.1	5.8	4.2
Classical Greek	0.4	3.3	10.1	4.1	0.7
Computer Studies / Computing	33.9	59.9	71.3	84.2	93.1
D&T Food Technology	15.6	30.2	41.6	52.0	66.4
Dance	3.1	2.8	9.4	16.9	29.2
Design & Technology	12.9	29.7	53.4	65.3	76.4
Drama & Theatre Studies	15.2	50.5	58.9	66.0	74.3
Economics	2.7	4.2	2.8	6.0	10.5
Electronics	0.4	0.5	0.6	1.1	1.5
English Language	80.4	80.7	81.6	96.8	99.5
English Literature	71.9	78.3	83.0	96.5	99.5
Film Studies	1.3	3.3	5.0	7.0	13.2
French	34.8	64.2	73.1	85.3	94.6
Geography	44.2	74.1	89.1	97.7	99.8
Geology	0.0	0.9	0.6	0.7	0.5
German	9.4	34.9	33.5	38.0	50.0
Gujarati	0.0	0.0	1.3	2.8	4.7
History	62.5	71.2	77.8	95.8	99.0
Italian	2.7	9.9	21.7	35.1	38.3
Japanese	1.8	5.7	7.9	8.4	11.3
Latin	4.9	21.7	27.7	13.7	11.1
Mathematics	86.6	76.4	77.6	96.0	99.3
Media / Film / TV Studies	2.2	7.5	11.0	23.3	37.8
Modern Greek	0.9	3.8	7.2	10.8	12.2
Modern Hebrew	3.6	2.8	2.0	0.7	1.4
Music	24.1	56.1	61.1	65.9	73.1
Other Classical Languages	4.9	4.2	1.3	0.0	0.0
Persian	1.3	0.9	4.4	9.9	9.3
PE / Sports Studies	19.2	54.2	56.2	62.7	74.5

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

Subject	Less than 30	30-59	60-119	120-239	240 or greater
Physics	45.5	70.3	77.0	90.7	96.1
Polish	0.9	3.8	29.0	54.8	58.8
Portuguese	0.9	5.7	15.4	27.9	30.1
Psychology	10.3	17.5	9.3	14.7	20.3
Punjabi	0.0	0.5	3.5	6.8	9.8
Religious Studies	46.9	54.2	68.3	80.6	88.5
Russian	6.7	16.5	26.9	32.6	40.9
Science: Double Award	66.1	75.9	84.9	94.1	99.2
Social Science: Citizenship	22.8	11.8	9.6	17.5	22.5
Sociology	5.4	6.1	8.5	19.4	36.0
Spanish	26.3	59.9	70.1	81.7	88.3
Statistics	8.5	15.1	20.6	23.6	31.6
Turkish	2.7	5.7	11.3	21.0	23.1
Urdu	11.2	6.6	6.3	13.6	17.4

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