Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2022-23

Table of Contents

Section 1: Key Points

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

- In 2022/23 78.5% of **Year 12 pupils** achieved 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths.

- In 2022/23 60.6% of **free school meal entitled Year 12 pupils** achieved 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths compared with 84.3% of Year 12 pupils **without entitlement to free school meals**.

- In 2022/23 the proportion of Year 12 pupils in **non-grammar schools** achieving 5 or more GCSEs at grades A* C (or equivalent) including GCSE English and GCSE maths was 64.7%.

- In 2022/23 the proportion of Year 12 pupils in **grammar schools** achieving 5 or more GCSEs at grades A* C (or equivalent) including GCSE English and GCSE maths was 95.9%.

- In 2022/23 74.9% of pupils in the final year of an A-level (or equivalent) course achieved 3 or more A-levels at grades A*-C.

Section 2: Introduction and Caveats

The data in this statistical bulletin are sourced from the Summary of Annual Examination Results (SAER) database for the 2022/23 academic year. The SAER process collates summary school level examinations data and validates them with schools.

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

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

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

Caveats

This is the first bulletin since the Minister for Education agreed that the SAER process should be suspended due to the COVID-19 pandemic[1]. Since the report for 2018/19 was published in December 2019 there has been considerable disruption to education due to the pandemic.

While the disruption has reduced, with Summer 2023 seeing the first full series of CCEA examinations since 2019, there was recognition that learners continued to be impacted by the disruption to education that they experienced. As additional support[2], CCEA provided Advance Information for the majority of its qualifications in 2022/23. In addition, CCEA announced that in terms of awarding standards, there

---

[1] https://www.education-ni.gov.uk/news/minister-announces-arrangements-summer-examinations

[2] CCEA Announces Approach to Awarding Grades for 2022/23 Academic Year | CCEA

would be a stepped approach back to pre-pandemic standards which are expected to be achieved by Summer 2024.

It is anticipated that these changes will have affected the figures for 2022/23 and caution should, therefore, be taken when drawing any conclusions relating to changes in student or school performance compared to other years.

In addition, data from 14 schools (7%) were not made available this year (2022/23) due to ongoing Action Short of Strike (ASOS) in schools. Any changes in levels of attainment since 2018/19 may be due to a combination of these factors rather than reflect a change in underlying performance. No direct comparisons to 2018/19 attainment levels have therefore been made in this publication's commentary.

Section 3: Year 12 Pupils

3:1   Year 12 Cohort

There were **20,816** Year 12 pupils eligible for GCSE (including equivalent) examination returns in 2022/23**.** Of these, **9,190** were in **grammar schools** and **11,626** were in **non-grammar schools** (Table 1a). In 2018/19 (the last year that the data was reported on), there were 20,092 pupils eligible for GCSE (including equivalent) examinations. However, it should be noted that data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools.

Figure 1: Year 12 population (census cohort) and Year 12 cohort eligible for examinations, 2005/06 to 2022/23 (academic years)
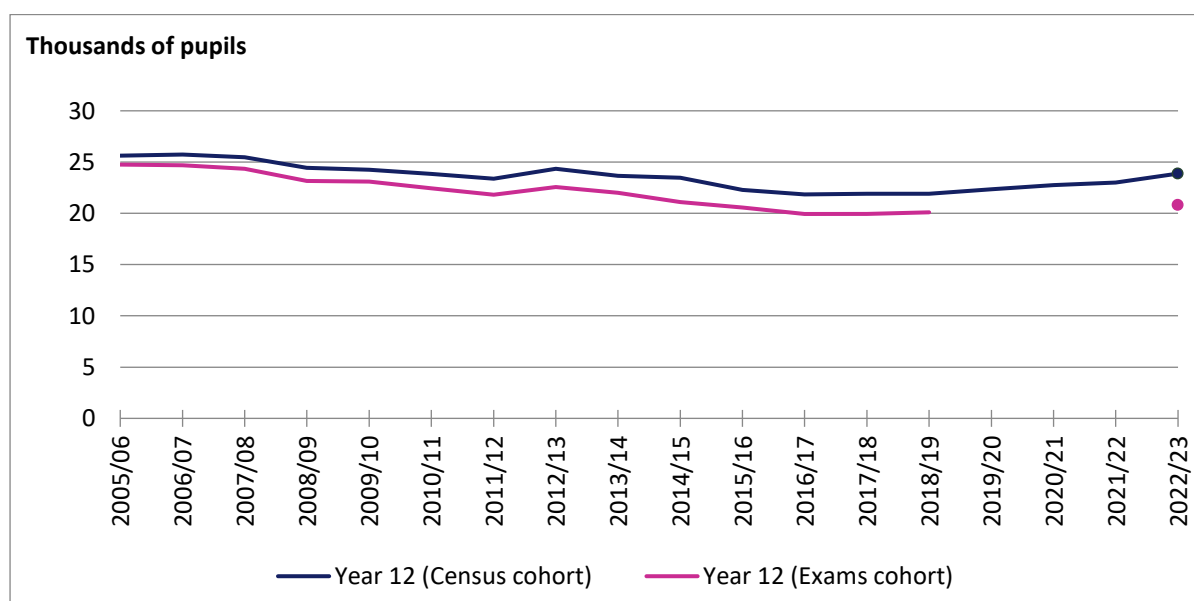
Description of Figure 1: No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the exams cohort line graph for these years. The line graphs show that there has been a trend of decline in both the Year 12 exams cohort and the Year 12 census cohort between 2005/06 and 2016/17, followed by an upward trend to 2022/23. The Year 12 exams cohort declined between 2005/06 (24,754 pupils) and 2016/17 (19,938 pupils), followed by a slight increase over the next years to 20,816 pupils in 2022/23. The gap between the two lines shown in Figure 1 depicts the number of pupils deemed to be ineligible for inclusion in the Year 12 examination returns from 2005/06 to 2022/23. This gap has been widening

over the years (881 pupils deemed to be ineligible in 2005/06, to 1,804 in 2018/19). The gap in 2022/23 was 3,055, but that figure includes all pupils (whether eligible or ineligible) from 14 schools where data was not made available due to ASOS.

In 2022/23 there were **11,626** Year 12 pupils eligible for examinations in **non-grammar schools**, which was 55.9% of the overall cohort. In 2018/19 (the last year that the data was reported on), the figure was 10,908 which was 54.3% of the overall cohort (Figure 2).

There were **9,190** Year 12 pupils eligible for SAER returns in **grammar** schools, which was 44.1% of the overall cohort. In 2018/19 (the last year data was collected) the figure was 9,184 accounting for 45.7% of the overall cohort (Figure 2).

Figure 2: Year 12 pupils eligible for Key Stage 4 examinations by school type 2005/06 to 2022/23 (academic years)

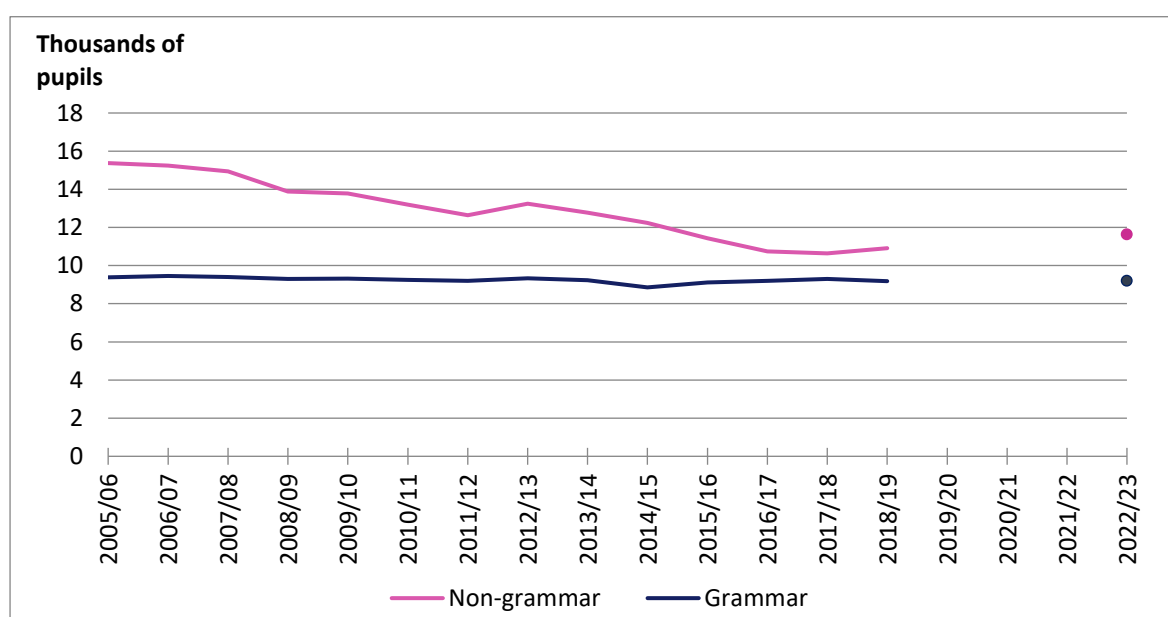**Description of Figure 2**: No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years. The line graphs show the number of Year 12 pupils eligible for Key Stage 4 examinations in grammar and non-grammar schools for the period 2005/06 – 2022/23. The Year 12 cohort for **grammar** schools has remained fairly constant. In 2005/06 the figure was 9,381 and for the current year, 2022/23, it is 9,190. There has been a general trend of decline in the Year 12 cohort for **non-grammar** schools. In 2005/06 the figure was 15,373 falling to 10,741 in 2016/17, followed by a slight upward trend in figures since then to

11,626 in the current year, 2022/23. Note that figures for 2022/23 do not include any eligible pupils for 14 schools where data was not made available due to ASOS.

3:2   Year 12 Pupil Ineligibility

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

1. A pupil had died;

2. A pupil, either through serious illness (including mental health issues) or pregnancy, was unable to sit any examinations. If a pupil had undertaken 1 or more examinations in the summer examination series they must be included;

3. A pupil had transferred to another school or had emigrated;

4. A pupil was in a special unit approved by the Department;

5. A pupil had a statement of special educational needs;

6. A pupil had been placed in the EOTAS scheme[3];

7. A pupil had serious welfare issues that culminated in the inability to sit any examinations. If a pupil had undertaken 1 or more examinations in the summer examination series they must be included; or

8. A pupil had left the school system. If a pupil was recorded in the school census in October 2022 and was entered for any qualification in the school, either as an internal or external candidate, they must be included.

All other Year 12 pupils recorded on the annual school census in October 2022 were included in this SAER return (apart from those in 14 schools where data was not made available due to ASOS).

In 2022/23, for the available returns, 7.1% of the overall Year 12 cohort were deemed to be ineligible for inclusion in the Summary of Annual Examination Results

---

[3] EOTAS, Education other than at school https://www.education-ni.gov.uk/articles/education-outside-school

returns. This level has remained relatively stable since 2012/13. The ineligibility rate varied by school type with 11.0% of Year 12 pupils in non-grammar schools deemed to be ineligible for returns compared with 1.6% of Year 12 grammar school pupils.

3:3   Overall Year 12 Performance

In 2022/23 **91.8%** of Year 12 pupils **achieved 5 or more GCSEs** at grades A*-C (including equivalents) (Figure 3 and Table 2).

Figure 3: Year 12 pupils achieving 5 or more GCSEs at grades A*-C (incl. equivalents) 2005/06 to 2022/23 (academic years)
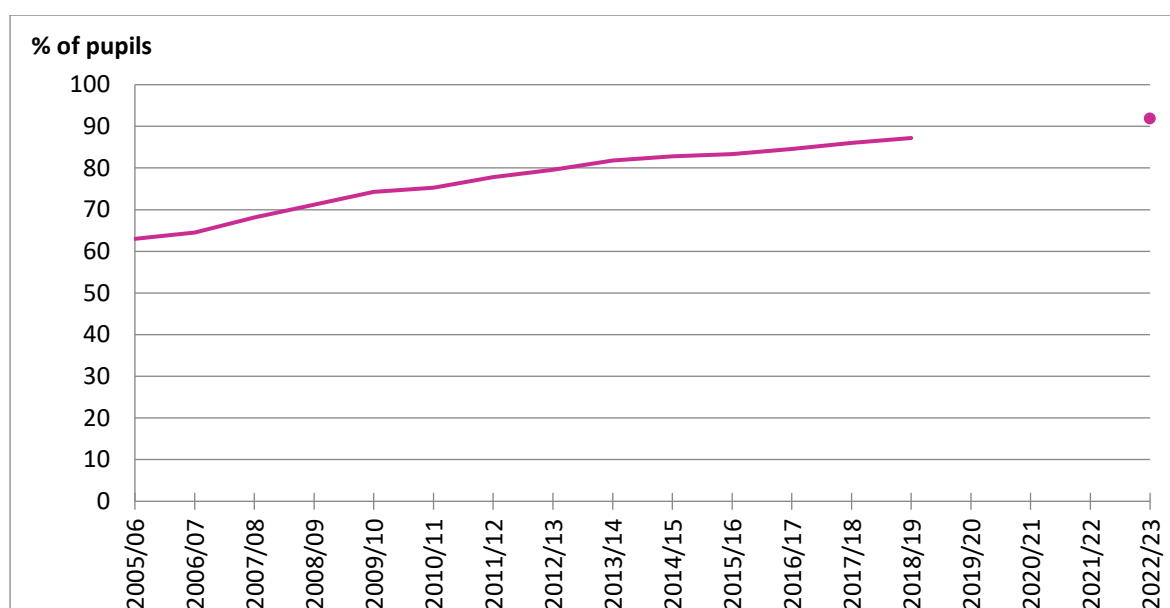
Description of Figure 3: No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graph for these years. The line graph shows that the percentage of Year 12 pupils achieving 5 or more GCSEs at grades A*-C (incl. equivalents) between 2005/06 to 2022/23 (academic years) has been increasing year on year. In 2005/06 the percentage was 63.0%, and for 2022/23 it was 91.8%, achieving 5 or more GCSEs at grades A*-C (including equivalents).

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

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

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

In 2022/23 **78.5%** of Year 12 pupils achieved 5 or more GCSEs at grades A*-C (including equivalents) **including** GCSE English and GCSE maths (Figure 4 and Table 2).

Since 2008/09 the rate of increase in the proportion of Year 12 pupils achieving 5 or more GCSEs at grades A*-C (including equivalents) including GCSE English and GCSE maths has been greater in non-grammar schools than in grammar schools. In 2008/09 the proportion of Year 12 grammar school pupils achieving this indicator was 93.8%. By 2022/23 this figure had risen to 95.9%. The equivalent figures for non-grammar schools were 32.9% and 64.7%, respectively (Figure 4 and Table 2).

Figure 4: Year 12 pupils achieving 5 or more GCSEs at grades A*-C (incl. equivalents) including GCSE English and GCSE maths, 2008/09 to 2022/23 (academic years)

Description of Figure 4: No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years. The line graphs show the rate of increase in the proportion of Year 12 pupils achieving 5 or more GCSEs at grades A*-C (including equivalents) including GCSE English and GCSE maths for 'non-grammar', 'grammar' and 'all' schools between 2008/09 and 2022/23.

Since 2008/09 the rate of increase has been greater in non-grammar schools than in grammar schools.

In 2022/23 **the achievement gap** between the percentage of Year 12 pupils achieving 5 or more GCSEs at grades A*-C (including equivalents) (91.8%) and those with the same level of achievement including grades A*-C in GCSE English and GCSE maths (78.5%) was 13.3 percentage points (Figure 5 and Table 2).

Figure 5: Achievement gap between Year 12 pupils achieving 5 or more GCSEs at grades A* C (incl. equivalents) and those achieving 5 or more GCSEs at grades A*-C (incl. equivalents) including GCSE English and GCSE maths, 2013/14 to 2022/23 (academic years)
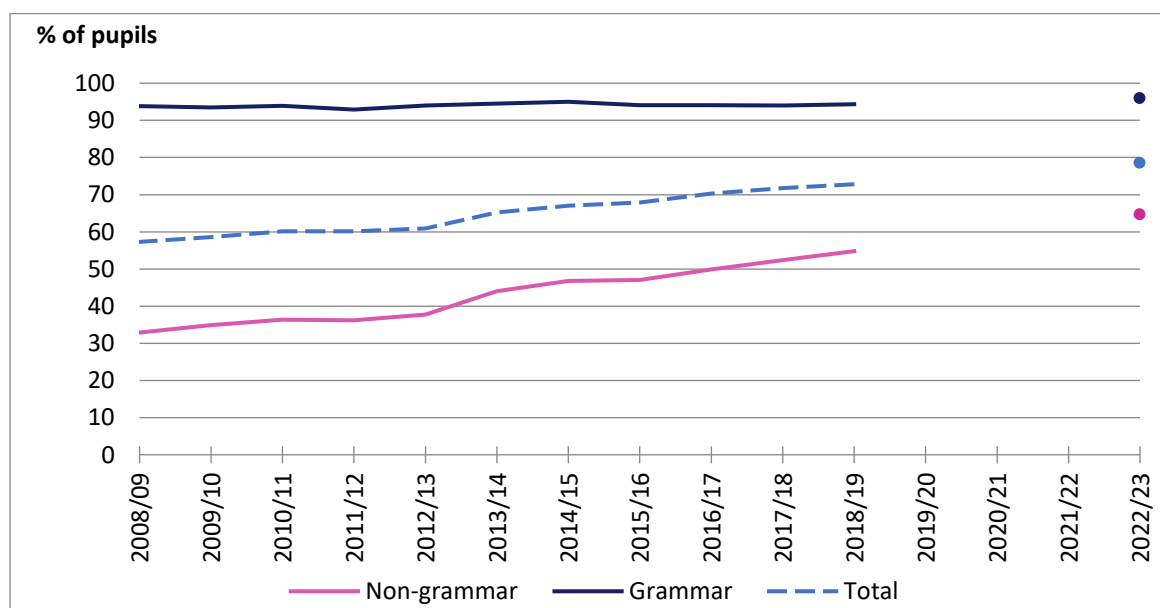

Description of Figure 5: No examination data was collected for 2019/20, 2020/21 and 2021/22. The clustered bar chart shows there has been a narrowing in the achievement gap between Year 12 pupils achieving 5 or more GCSEs at grades A* C (incl. equivalents) and those achieving 5 or more GCSEs at grades A*-C (incl. equivalents) including GCSE English and GCSE maths, from 2013/14 to 2022/23. In 2013/14 the achievement gap was 16.6 percentage points and for 2022/23 the achievement gap was 13.3 percentage points.
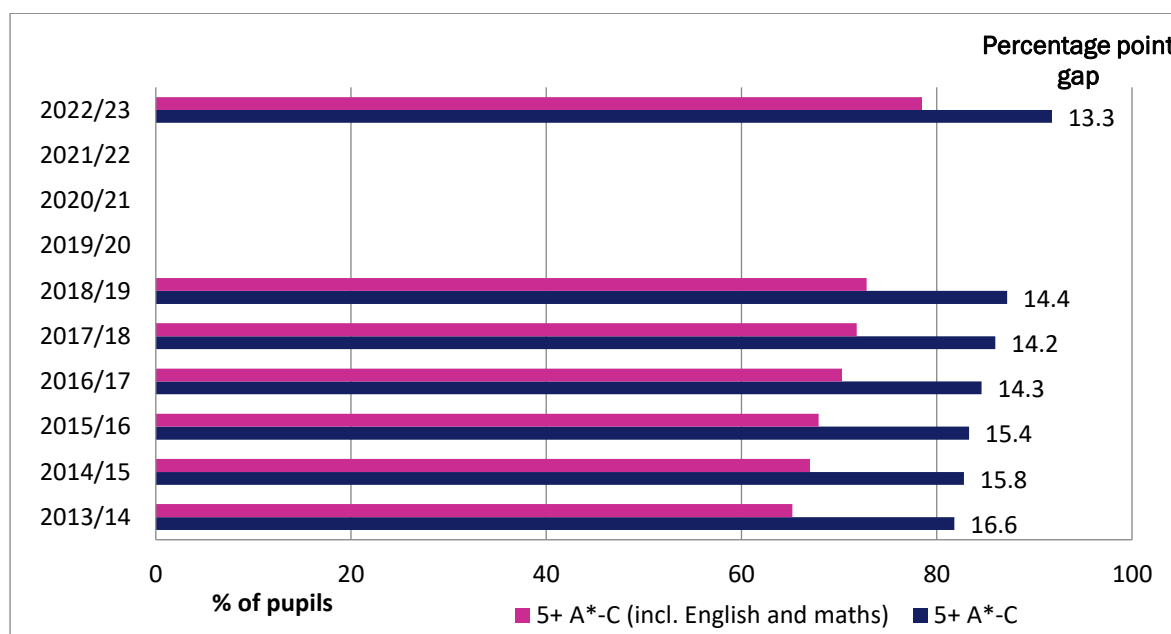
3:3.2 Year 12 pupils achieving 7 or more GCSE at grades A*-C (including equivalents).

In 2022/23 **80.4%** of Year 12 pupils achieved 7 or more GCSEs at grades A*-C (including equivalents). When the achievement of a grade A*-C in both GCSE English and GCSE maths was included, the figure fell to **74.1%,** a gap of 6.3 percentage points (Table 2).

3:4   Year 12 Examination Performance by Sex of Pupil

In Year 12 the **breakdown of eligible pupils** was **49.7% male** and **50.3% female**. This compared with 43.0% male and 57.0% female pupils in the final year of an A-level or equivalent course of study (Table 1a and Table 1b).

In 2022/23 **female pupils continued to perform better** than their male counterparts. 92.9% of female pupils in Year 12 achieved 5 or more GCSEs at grades A*-C (including equivalents) compared with 90.7% of males, a **gap of 2.2 percentage points** (Figure 6 and Table 4).

The **performance gap** was wider when GCSE English and GCSE maths are included in the 5 or more GCSEs at grades A*-C indicator. 80.6% of female pupils in Year 12 achieved 5 or more GCSEs at grades A*-C (including equivalents) including GCSE English and GCSE maths compared with 76.3% of males, a **gap of 4.3 percentage points** (Figure 6 and Table 4).

Figure 6: Key Stage 4 key indicators by Sex of Pupil, 2022/23 (academic year)
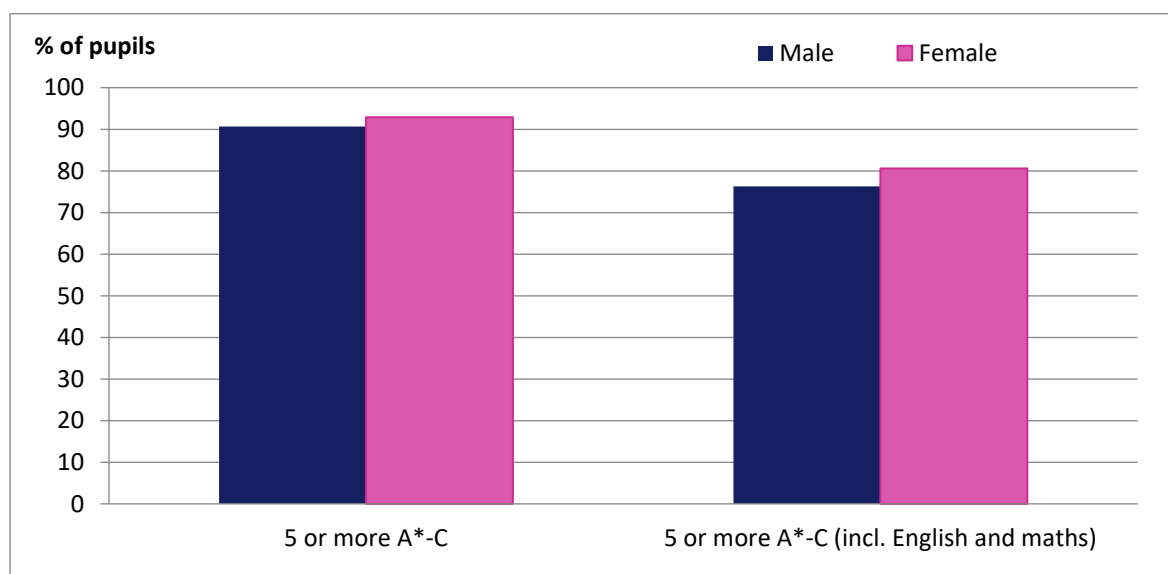
Description of Figure 6: The clustered bar chart shows that female pupils performed better than their male counterparts at achieving '5 or more GCSEs at grades A*-C' and achieving '5 or more GCSEs at grades A*-C including GCSE English and GCSE maths' in 2022/23.

3:5   Year 12 Performance by School Type

In terms of **achievement at the end of Key Stage 4**, grammar school pupils displayed higher attainment than non-grammar school pupils in all key performance indicators. In 2022/23 **97.6% of grammar school pupils** in Year 12 **achieved 5 or more GCSEs at grades A*-C** compared with **87.3% of non-grammar school pupils**. This is a gap of 10.3 percentage points (Table 2 and Figure 7).

Figure 7:Year 12 pupils achieving 5 or more GCSEs at grades A*-C (incl. equivalents) by School Type, 2005/06 to 2022/23 (academic years)
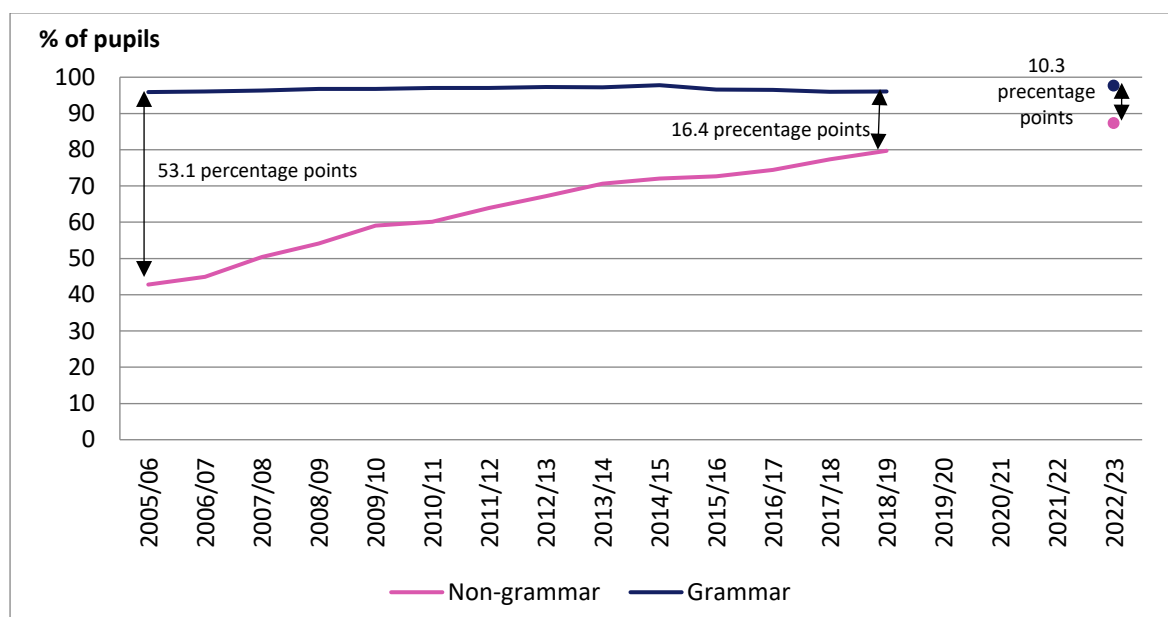
Description of Figure 7: No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years. The line graphs show that the performance gap between the percentage of year 12 pupils achieving 5 or more GCSEs at grades A*-C (incl. equivalents) in grammar and non-grammar schools has narrowed over the period 2005/06 – 2022/23. In 2005/06 the gap between grammar (95.9%) and non-grammar (42.8%) schools achieving this indicator was 53.1 percentage points. The gap in 2018/19 was 16.4 percentage points and in 2022/23 it was 10.3 percentage points (Table 2).

The narrowing of this performance gap **is due to a greater increase** in the percentage of pupils achieving 5 or more GCSEs at grades A*-C (including equivalents) in **non-grammar schools than in grammar schools**. Since 2005/06, the percentage of pupils achieving 5 or more GCSEs at grades A*-C (including equivalents) in **grammar schools** has increased by 1.7 percentage points in contrast to a 44.5 percentage point increase in **non-grammar schools**. It is worth noting that in 2005/06, 95.9% Year 12 eligible pupils achieved '5+ GCSEs at grades A*-C' in grammar schools, so there is less opportunity for significant increases in performance.

As shown in [Section 3.3.1](#), 75.8% of Year 12 pupils achieved 5 or more GCSEs at grades A*-C (including equivalents) **including GCSE English and GCSE maths**. When this figure was analysed by school type, 64.7% of non-grammar school and 95.9% of grammar school pupils achieved this standard. A gap of 31.2 percentage points (Table 2 and Table 10a).

The narrowing of this performance gap is due to the higher rate of increase in the percentage of pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths in non-grammar schools than in grammar schools. Since 2008/09, the percentage of pupils achieving this standard in non-grammar schools had increased by 31.8 percentage points, compared with 2.1 percentage points in grammar schools. It is worth noting that in 2008/09, 93.8% of Year 12 eligible pupils achieved this standard in grammar schools so there is less opportunity for significant increases in performance (Table 2).

Much of the narrowing of this gap occurred between 2012/13 and 2014/15, as a consequence of programmes such as the Delivering Social Change Literacy and Numeracy Strategy[4] which has now ended.

In grammar schools in 2022/23 the difference between the proportion of Year 12 pupils achieving 5 or more GCSEs at grades A*-C (including equivalents) (97.6%), and those achieving the higher standard of 5 or more GCSEs at grades A*-C

---

[4] https://www.education-ni.gov.uk/articles/delivering-social-change-literacy-numeracy-signature-programme

(including equivalents) including GCSE English and GCSE maths (95.9%) was 1.7 percentage points.

The equivalent gap **in non-grammar schools** was 22.6 percentage points with 87.3% of Year 12 pupils achieving 5 or more GCSEs at grades A*-C (including equivalents) compared with 64.7% achieving 5 or more GCSEs at grades A*-C (including equivalents) including GCSE English and GCSE maths (Table 2).

The performance gap between grammar and non-grammar school pupils was greater when the achievement of 7 or more GCSEs at grades A*-C (including equivalents) was considered. The gap of 10.3 percentage points for achievement of 5 or more GCSEs at grades A*-C (including equivalents) widened to 25.1 percentage points for 7 or more GCSEs (including equivalents), as 94.4% of grammar school pupils achieved 7 or more GCSEs at grades A*-C compared with 69.3% of non-grammar school pupils (Table 2).

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

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

There are differing levels of free school meal entitlement between grammar and non-grammar schools. This means that different FSME bands have been used in the analysis of grammar and non-grammar school examination data (Table 12a and 12b). In 2012/13 the Department began collecting summary data for pupils in Year 12 and Year 14 who were entitled to free school meals. Between 2013/14 and 2014/15 there was an increase in the proportion of Year 12 pupils entitled to free school meals. This increase was consistent with the extension of free school meal eligibility under the Working Tax Credit free school meal criterion to post-primary

school pupils from September 2014. Further information on the legislation and policy governing free school meal entitlement can be found on the Department's website[5] .

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

In 2022/23 **84.1%** of Year 12 **FSME pupils** achieved 5 or more GCSEs at grades A*-C (including equivalents) compared with **94.3%** of Year 12 **non-FSME pupils** who achieved this indicator. There is a gap of 10.2 percentage points between FSME pupils and non-FSME pupils (Table 8).

As was the case with all pupils, females entitled to free school meals performed better than their male counterparts in all performance indicators. In 2022/23 86.5% of female FSME pupils achieved 5 or more GCSEs at grades A*-C (including equivalents) compared with 81.7% of males, a gap of 4.8 percentage points (Table 8).

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

In 2022/23 **60.6%** of Year 12 **FSME pupils** achieved **5 or more GCSEs at grades A*-C (including equivalents) including GCSE English and GCSE maths**. The equivalent achievement for **non-FSME pupils** in 2022/23 was **84.3%** (Table 8).

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

As was the case for all pupils, those with free school meal entitlement in **grammar schools** have higher attainment than those in **non-grammar schools** in all key performance indicators (Table 10b).

In 2022/23 12.7% of grammar school pupils were entitled to free school meals, compared with 34.9% of non-grammar school pupils (source: Annual School Census).

---

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

Over three quarters of Year 12 FSME pupils eligible for inclusion in performance returns attended non-grammar schools (77.7%). At Year 14 this figure was 60.5% (Figure 8 and Table 1a and 1b).

Figure 8: FSME Year 12 and Year 14 pupils eligible for GCSE (or equivalent) and A-level (or equivalent) examinations by School Type, 2022/23 (academic year)
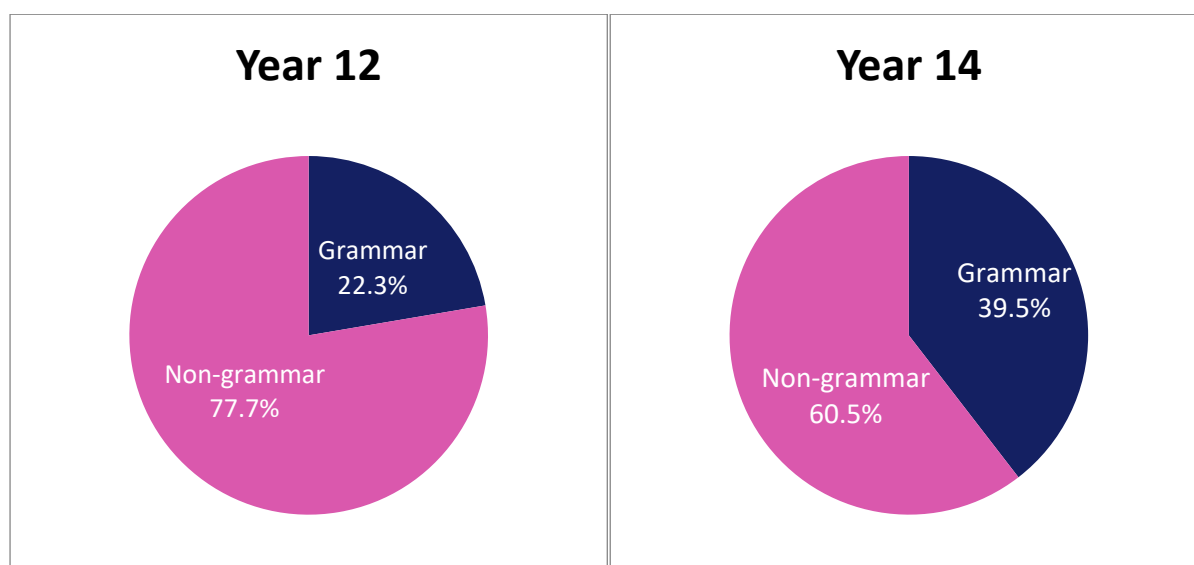
Description of Figure 8: The pie charts show the percentage of FSME pupils eligible for examinations for Year 12 and Year 14 by school type for 2022/23. The Year 12 pie chart shows that 77.7% of Year 12 FSME pupils were at non-grammar schools and 22.3% at grammar schools. The Year 14 pie chart shows the split between FSME pupils at non-grammar and grammar schools is 60.5% and 39.5% respectively.

In 2022/23 **89.1**% of Year 12 FSME **grammar school pupils** achieved 5 or more GCSEs grades A*-C (including equivalents) including GCSE English and GCSE maths. This compared with **52.3%** of **non-grammar school pupils with FSME**, a gap of 36.8 percentage points (Figure 9 and Tables 10b).

In 2022/23 **96.9**% of Year 12 **non-FSME grammar school pupils** achieved 5 or more GCSEs grades A*-C (including equivalents) including GCSE English and GCSE maths. This compared with **71.0%** of **non-grammar school pupils not entitled to Free School Meals**, a gap of 25.9 percentage points (Figure 9 and Tables 10c).

Figure 9: Year 12 pupils achieving 5 or more GCSEs at grades A*-C (incl. equivalents) including GCSE English and GCSE maths by Free School Meal Entitlement (FSME) status, 2022/23 (academic year)
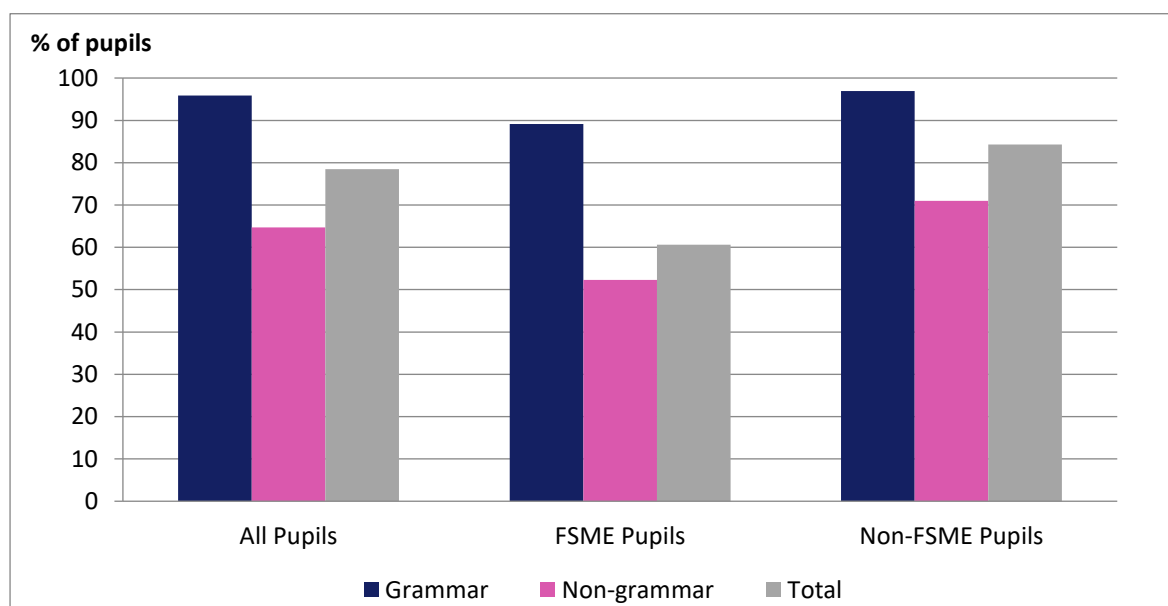
Description of Figure 9: The clustered bar charts compare the percentage of Year 12 pupils achieving 5 or more GCSEs at grades A*-C (incl. equivalents) including GCSE English and GCSE maths by school type and Free School Meal Entitlement (FSME) status for 2022/23. The bar chart show that grammar schools have higher attainment than non-grammar schools for 'All pupils', 'FSME pupils' and 'Non FSME pupils'.

Section 4: Year 14 Pupils

4:1   A-level (or equivalent) Cohort

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

- In 2022/23 there were **12,444** pupils in **Year 14 eligible for A-level (or equivalent) examinations** (see Table 1b). Note that figures for 2022/23 do not include any eligible pupils for 14 schools where data was not made available due to ASOS. In 2018/19 (the last year that the data was reported on), there were 12,075 pupils in Year 14 eligible for A-level (or equivalent) examinations.

- In 2022/23, for the available returns, 3.9% of the overall A-level (or equivalent) cohort were deemed to be ineligible for inclusion in the SAER returns. This proportion equated to 7.2% of pupils in non-grammar schools and 1.8% of pupils in grammar schools.

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

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

In 2022/23 **74.9%** of Year 14 pupils **achieved 3 or more A levels** at grades A*-C (including equivalents) (Figure 10 and Table 3).

In 2022/23 **91.0%** of Year 14 pupils **achieved 2 or more A levels** at grades A*-C (including equivalents) (Table 3).

In 2022/23 **98.7%** of Year 14 pupils **achieved 2 or more A levels** at grades A*-E (including equivalents) (Figure 10 and Table 3).

In 2022/23 **99.7%** of Year 14 pupils **achieved 1 or more A levels** at grades A*-E (including equivalents). There was a small difference in non-grammar and grammar performance in this indicator. 99.3% of non-grammar school pupils achieved this standard compared with 99.9% of grammar school pupils (Table 3).

Figure 10: Percentage of pupils eligible for A-levels achieving 3 or more at grades A*-C (incl. equivalents), and 2 or more A-levels at grades A*-E (incl. equivalents), 2005/06 to 2022/23 (academic years)

Note: In 2009/10 an A* grade was introduced. Prior to 2009/10 the indicators measured refer to A-levels at grades A to C or A to E.
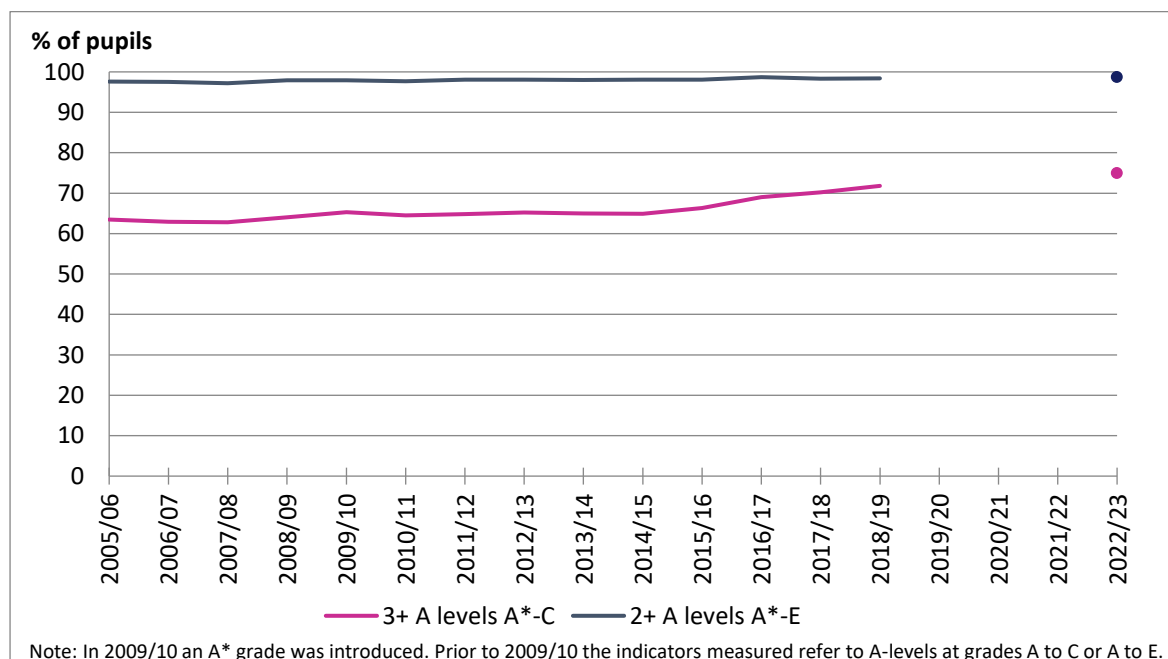
Description of Figure 10: No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years. The line graph showing the percentage of pupils achieving 3 or more A Levels at grades A*-C (incl. equivalents) for the period 2005/06 – 2022/23 shows an increasing trend from 63.5% in 2005/06 to 74.9% in the current year, 2022/23. The line graph showing the percentage of pupils achieving 2 or more A-levels at grades A*-E (incl. equivalents) for the period 2005/06 – 2022/23 shows a smaller increase over time with 97.6% in 2005/06 rising to 98.7% in the current year, 2022/23.

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

The reported sex of Year 14 pupils eligible for A-levels (or equivalent) examinations in 2022/23 was 43.0% male and 57.0% female. This compared with 49.7% male and 50.3% female in Year 12 (Figure 11 (pie charts below) and Tables 1a and 1b).

Figure 11: Year 12 and 14 pupils eligible for GCSE (or equivalent) and A-level (or equivalent) examinations by sex of pupil, 2022/23 (academic year)
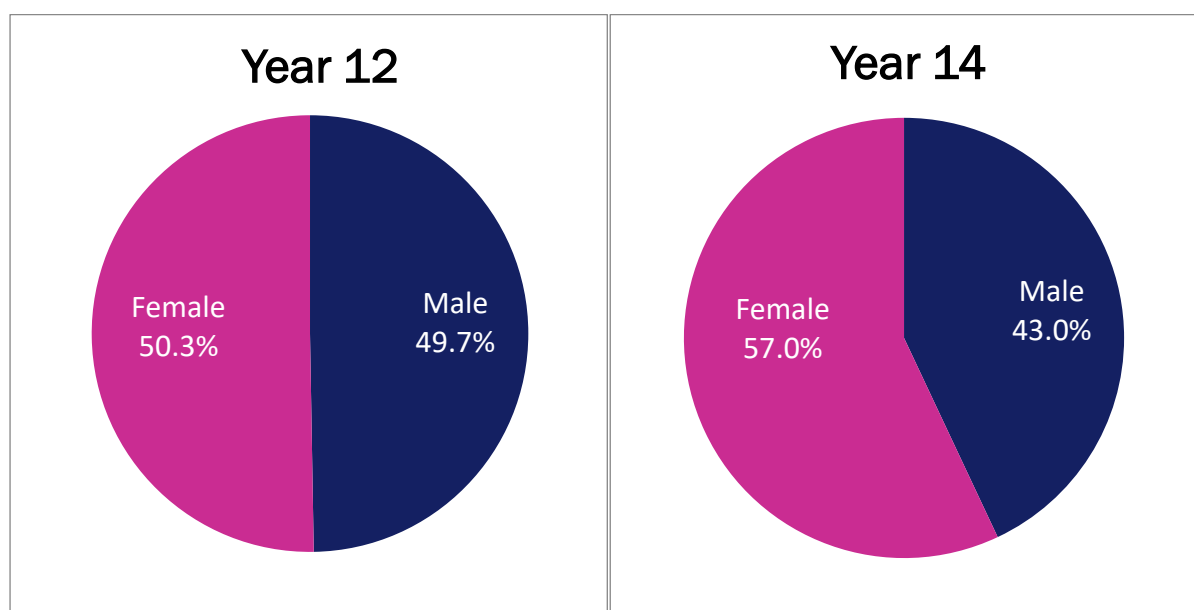
**Female pupils** in the final year of an A-level, as in Year 12, performed better than their male counterparts. 76.6% of female pupils in Year 14 achieved 3 or more A-levels at grades A*-C (including equivalents) compared with 72.5% of male pupils in 2022/23 (Figure 12 (bar chart below) and Table 5).

The performance gap narrowed when 2 or more A-level passes at grades A*-C were considered. 92.1% of female pupils in Year 14 achieved 2 or more A-levels at grades A*-C (including equivalents) compared with 89.5% of male pupils (Table 5).

When 2 or more A-level passes at grades A*-E were considered, the gap was smaller again. 98.9% of female pupils in Year 14 achieved 2 or more A-levels at grades A*-E (including equivalents) compared with 98.5% of male pupils (Figure 12 (bar chart below) and Table 5).

Figure 12: Performance at A-Level (or equivalent) by sex of pupil, 2022/23 (academic year)
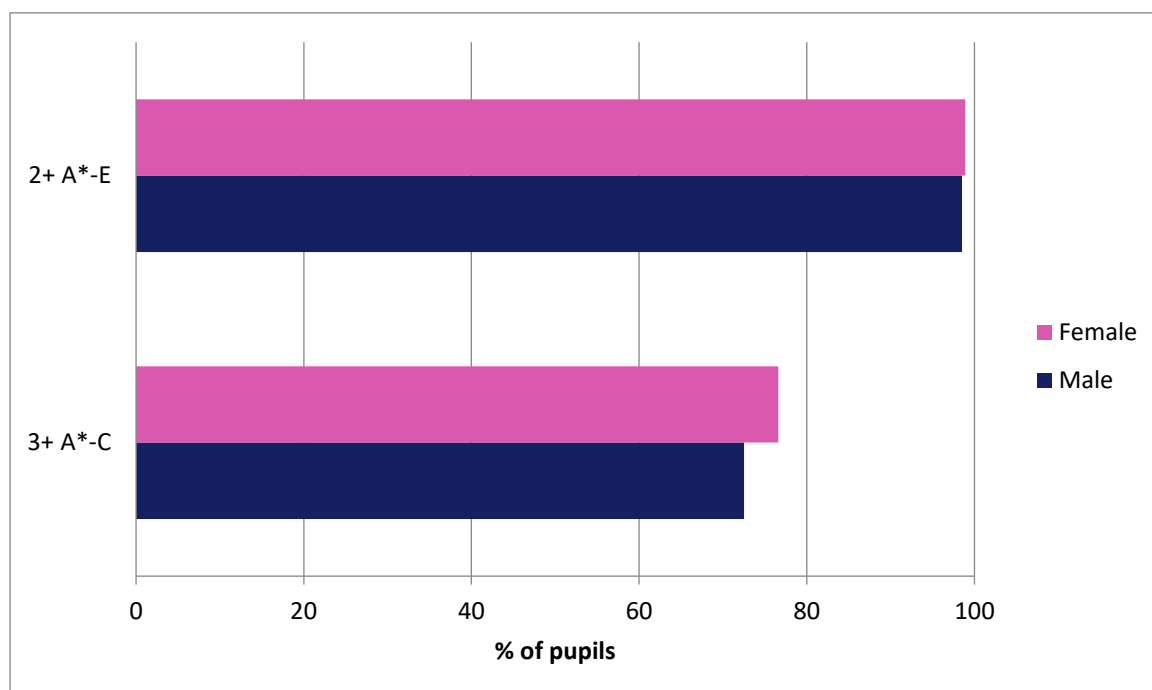
4:4   A-level (or equivalent) Performance by School Type

A greater proportion of Year 14 pupils attended grammar schools (63.3%) than non-grammar schools (36.7%). This contrasted with the Year 12 cohort where 44.1% attended grammar schools and 55.9% attended non-grammar schools (Figure 13 (pie charts below) and Table 1). It is worth noting that not all non-grammar schools have a sixth form provision which may explain some of the differences seen here.

Figure 13: Year 12 and 14 pupils entered for GCSE (or equivalent) and A-level (or equivalent) examinations by School Type, 2022/23 (academic year)
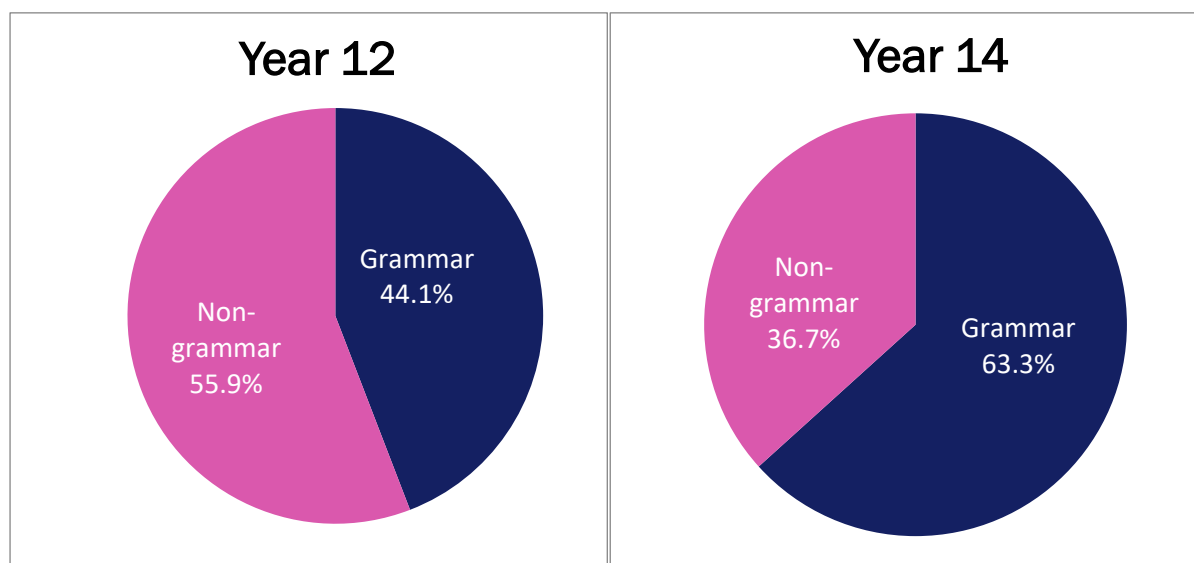
In 2022/23 there were **4,567** Year 14 pupils eligible for A-levels in **non-grammar schools**. This constituted **36.7%** of the overall Year 14 cohort entered for examinations. In 2018/19 (the last year data was collected), the figure was 4,578 and 37.9% of the overall Year 14 cohort entered for examinations (Figure 14 and Table 1b).

In 2022/23 there were 7,877 Year 14 pupils eligible for A-levels in **grammar schools**. This constituted 63.3% of the overall Year 14 cohort entered for examinations. In 2018/19 the figure was 7,497 and 62.1% of the overall Year 14 cohort entered for examinations (Figure 14 and Table 1b).

Figure 14: Number of pupils entered for A-level (or equivalent) by school type, 2005/06 to 2022/23 (academic years)
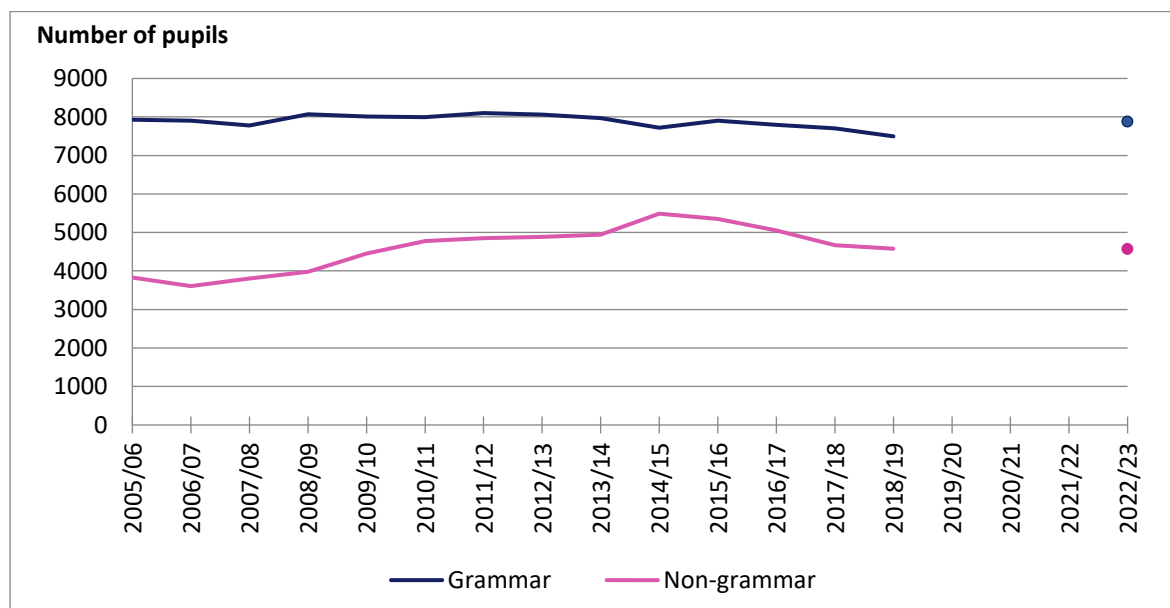

Description of Figure 14: No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years. The line graphs show the number of pupils entered for A-level (or equivalent) in non-grammar and grammar schools for the period 2005/06 – 2022/23. There was a general upward trend in the number of pupils entered for exams in non-grammar schools between 2005/06 and 2014/15. In 2005/06 the figure was 3,827 and this increased to 5,488 in 2014/15. Since then, there has been a trend of decline in figures down to 4,567 for the current year, 2022/23. The Year 14 cohort for grammar schools has remained fairly constant. In 2005/06 the figure was 7,931 and for 2022/23 it was 7,877. Note that figures for 2022/23 do not include any eligible pupils for 14 schools where data was not made available due to ASOS.

Grammar schools had a higher proportion of their pupils gaining 3 or more A-levels at grades A*-C (including equivalents) than non-grammar schools. In 2022/23 83.8% of grammar school pupils in Year 14 achieved this standard compared with 59.4% of non-grammar school pupils (Figure 15 and Table 3).

Figure 15: Percentage of Year 14 pupils eligible for A-level (or equivalent) examinations achieving 3 or more A-levels at grades A*-C (including equivalents) by school type, 2005/06 to 2022/23 (academic years).
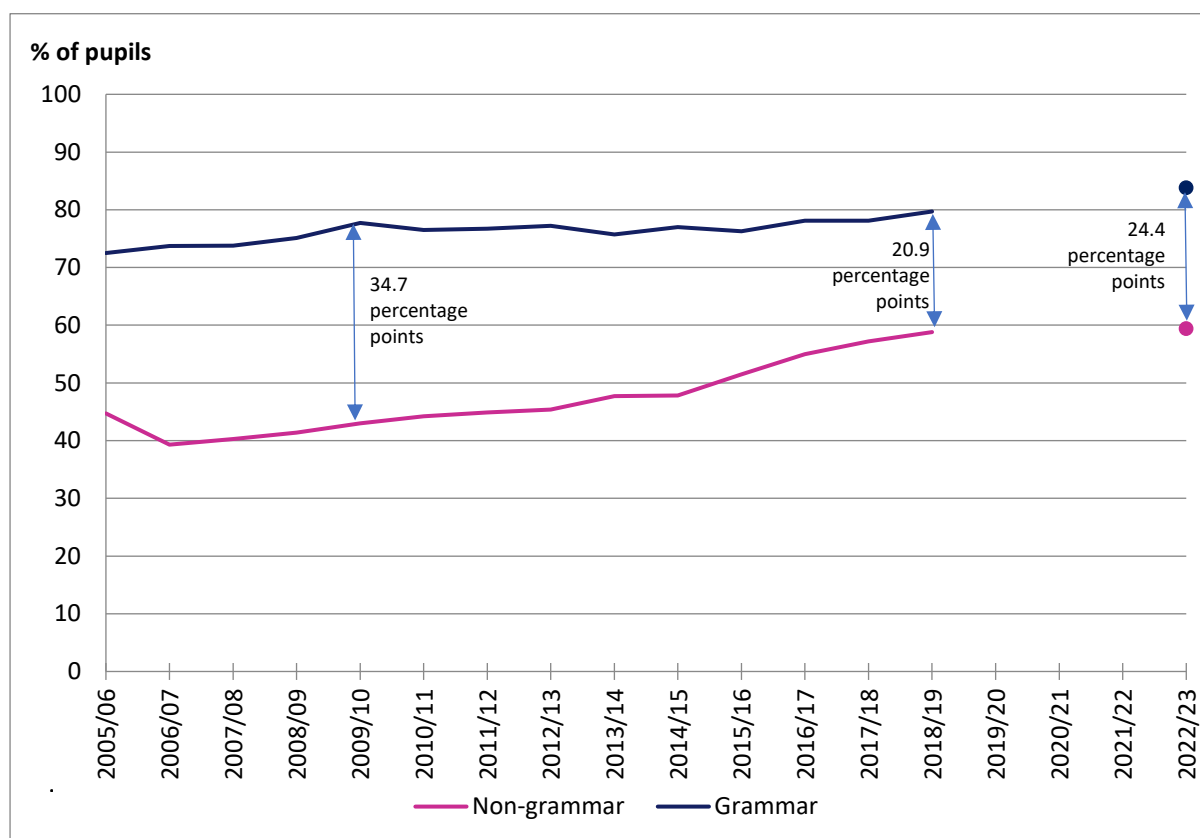
Description of Figure 15: No examination data was collected for 2019/20, 2020/21 and 2021/22, so there is a break in the line graphs for these years. The line graph shows the percentage of Year 14 pupils eligible for A-level (or equivalent) examinations achieving 3 or more A-levels at grades A*-C (including equivalents) in non-grammar and grammar schools for the period 2005/06 to 2022/23. The performance gap between the two school types has shown signs of decreasing. In 2009/10 the gap between grammar and non-grammar achievement of 3 or more A-levels at grades A*-C (including equivalents) was 34.7 percentage points. By 2018/19 the gap had decreased to 20.9 percentage points. In 2022/23 the gap was 24.4 percentage points. The narrowing of the performance gap in the percentage of pupils achieving 3 or more A-levels at grades A*-C (including equivalents) was due to a larger increase in achievement at non-grammar schools, over time (Table 3).

The performance gap between grammar and non-grammar achievement of 2 or more A-levels at grades A*-C (including equivalents) was not as wide as the 3 or more A levels at grades A*-C (including equivalents) indicator. In 2022/23 95.3% of

grammar school pupils achieved this standard, compared with 83.4% of non-grammar school pupils – a gap of 11.9 percentage points (Table 11a).

This gap was even smaller when achievement of 2 or more A-levels at grades A*-E (including equivalents) was considered. In 2022/23 99.6% of grammar school pupils achieved this standard, compared with 97.2% of non-grammar school pupils, a gap of 2.4 percentage points (Table 11a).

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

Between 2013/14 and 2014/15 there was an increase in the proportion of Year 14 pupils entitled to free school meals. Eligibility under the Working Tax Credit free school meal criterion was extended to post-primary school pupils from September 2014.

61.4% of **Year 14 FSME pupils achieved 3 or more A-levels at grades A*-C (including equivalents)** compared with **77.3% of Year 14 non-FSME pupils**, a 15.9 percentage point gap (Figure 16 and Table 9).

84.6% of **Year 14 FSME pupils achieved 2 or more A-levels at grades A*-C (including equivalents)**. For Year 14 **non-FSME pupils** the figure was **92.1%** (Table 9).

97.3% of **Year 14 FSME pupils achieved 2 or more A-levels at grades A*-E (including equivalents).** For Year 14 **non-FSME pupils** the figure was **99.0%** (Table 9).

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

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

In 2022/23 **52.6%** of Year 14 **non-grammar school pupils** with FSME achieved 3 or more A-levels at grades A*-C, compared with **74.8**% of **grammar school pupils** with FSME. This was a performance gap of 22.2 percentage points between non-grammar and grammar FSME pupils (Figure 16 (bar graphs) and Table 11b).

In 2022/23, **61.8%** of Year 14 **non-grammar non-FSME school pupils achieved 3 or more A-levels at grades A*-C**, compared to **84.7% of Year 14 grammar school non-FSME pupils**. This was a performance gap of 22.9 percentage points (Figure 16 (bar graphs) and Table 11c).

Figure 16: Percentage of Year 14 pupils achieving 3 or more A-levels at grades A*-C (including equivalents) by school type and free school meal entitlement (FSME) status, 2022/23 (academic year)
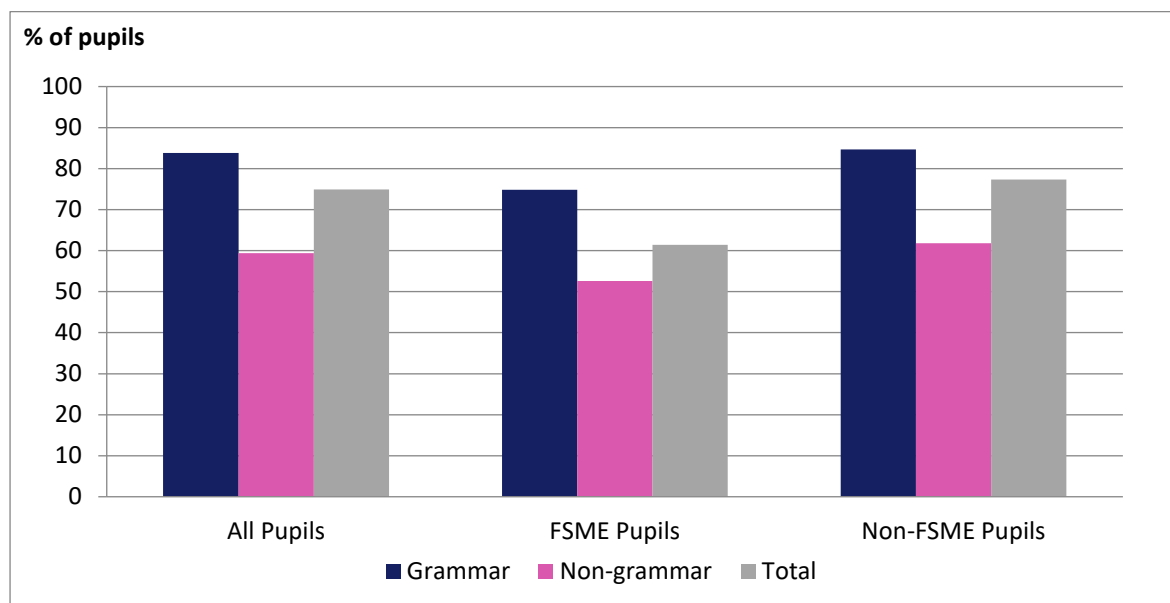
Description of Figure 16: The clustered bar charts compare the percentage of Year 14 pupils achieving 3 or more A-levels at grades A*-C by school type and Free School Meal Entitlement (FSME) status for 2022/23. The bar chart shows that grammar schools have higher attainment than those in non-grammar schools for 'All pupils', 'FSME pupils', and 'Non-FSME pupils'.

Section 5: Tables

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

Table 1 (a and b): Number of Year 12 and Year 14 pupils eligible for SAER returns by School Type, Sex and Free School Meal Entitlement (FSME) status, 2022/23

Table 1a: Year 12 pupils

Year 12 pupils	Sex	Non-grammar	Grammar	NI Total
All Pupils	Male	5,830	4,521	**10,351**
	Female	5,796	4,669	**10,465**
	Total	**11,626**	**9,190**	**20,816**
FSME Pupils	Male	1,906	554	**2,460**
	Female	2,035	579	**2,614**
	Total	**3,941**	**1,133**	**5,074**
Non FSME Pupils	Male	3,924	3,967	**7,891**
	Female	3,761	4,090	**7,851**
	Total	**7,685**	**8,057**	**15,742**

Figures do not include data from 14 schools (7%) that were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools.

Table 1b: Year 14 pupils

Year 14 pupils	Sex	Non-grammar	Grammar	NI Total
All Pupils	Male	1,761	3,590	**5,351**
	Female	2,806	4,287	**7,093**
	Total	**4,567**	**7,877**	**12,444**
FSME Pupils	Male	424	345	**769**
	Female	743	418	**1,161**
	Total	**1,167**	**763**	**1,930**
Non FSME Pupils	Male	1,337	3,245	**4,582**
	Female	2,063	3,869	**5,932**
	Total	**3,400**	**7,114**	**10,514**

Figures do not include data from 14 schools (7%) that were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools.

Table 2: Year 12 pupil performance by School Type, 2013/14 to 2022/23 (percentages)

Performance Indicator (including equivalents)	School Type	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
7+ GCSEs at grades A*-C	Non-grammar	51.0	51.6	52.3	54.0	55.4	57.3	[x]	[x]	[x]	69.3
	Grammar	93.0	93.6	92.1	91.2	90.7	90.5	[x]	[x]	[x]	94.4
	Total	**68.6**	**69.2**	**70.0**	**71.1**	**71.9**	**72.5**	**[x]**	**[x]**	**[x]**	**80.4**
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Non-grammar	39.9	41.7	41.9	44.7	46.0	48.2	[x]	[x]	[x]	58.7
	Grammar	91.6	92.1	91.0	90.3	89.8	89.9	[x]	[x]	[x]	93.6
	Total	**61.6**	**62.9**	**63.7**	**65.7**	**66.4**	**67.3**	**[x]**	**[x]**	**[x]**	**74.1**
5+ GCSEs at grades A*-C	Non-grammar	70.6	72.0	72.7	74.4	77.3	79.7	[x]	[x]	[x]	87.3
	Grammar	97.2	97.8	96.6	96.5	96.0	96.1	[x]	[x]	[x]	97.6
	Total	**81.8**	**82.8**	**83.3**	**84.6**	**86.0**	**87.2**	**[x]**	**[x]**	**[x]**	**91.8**
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Non-grammar	44.0	46.8	47.0	49.9	52.4	54.8	[x]	[x]	[x]	64.7
	Grammar	94.5	95.0	94.1	94.1	94.0	94.3	[x]	[x]	[x]	95.9
	Total	**65.2**	**67.0**	**67.9**	**70.3**	**71.8**	**72.8**	**[x]**	**[x]**	**[x]**	**78.5**
5+ GCSEs at grades A*-G	Non-grammar	97.1	97.4	97.6	97.5	98.0	97.7	[x]	[x]	[x]	97.7
	Grammar	99.8	99.9	99.8	99.8	99.7	99.7	[x]	[x]	[x]	99.7
	Total	**98.2**	**98.4**	**98.6**	**98.6**	**98.8**	**98.6**	**[x]**	**[x]**	**[x]**	**98.6**
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Non-grammar	89.4	89.4	89.5	90.8	92.0	92.6	[x]	[x]	[x]	94.0
	Grammar	99.4	99.7	99.6	99.6	99.5	99.5	[x]	[x]	[x]	99.6
	Total	**93.6**	**93.7**	**94.0**	**94.8**	**95.5**	**95.8**	**[x]**	**[x]**	**[x]**	**96.4**
No GCSEs at grades A*-G	Non-grammar	[c]	[c]	0.1	0.2	[c]	[c]	[x]	[x]	[x]	[c]
	Grammar	[c]	[c]	0.1	0.1	[c]	[c]	[x]	[x]	[x]	[c]
	Total	**0.1**	**0.1**	**0.1**	**0.1**	**0.1**	**0.1**	**[x]**	**[x]**	**[x]**	**0.1**

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

[x] = data not available.

Trend data is available from 2005/06 in the accompanying spreadsheet at Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2022/23 | Department of Education (education-ni.gov.uk)

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 3: Year 14 pupil performance by School Type, 2013/14 to 2022/23 (percentages)

Performance Indicator (including equivalents)	School Type	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
3+ A levels at grades A*-C	Non-grammar	47.7	47.8	51.5	55.0	57.2	58.8	[x]	[x]	[x]	59.4
	Grammar	75.7	77.0	76.3	78.1	78.1	79.7	[x]	[x]	[x]	83.8
	Total	**65.0**	**64.9**	**66.3**	**69.0**	**70.2**	**71.8**	**[x]**	**[x]**	**[x]**	**74.9**
3+ A levels at grades A*-E	Non-grammar	78.1	78.9	82.3	84.1	84.9	85.1	[x]	[x]	[x]	86.6
	Grammar	96.5	96.9	96.5	97.4	96.9	97.4	[x]	[x]	[x]	97.8
	Total	**89.4**	**89.4**	**90.8**	**92.2**	**92.4**	**92.7**	**[x]**	**[x]**	**[x]**	**93.7**
2+ A levels at grades A*-C	Non-grammar	[x]	[x]	[x]	[x]	83.7	84.2	[x]	[x]	[x]	83.4
	Grammar	[x]	[x]	[x]	[x]	94.1	94.4	[x]	[x]	[x]	95.3
	Total	**[x]**	**[x]**	**[x]**	**[x]**	**90.2**	**90.5**	**[x]**	**[x]**	**[x]**	**91.0**
2+ A levels at grades A*-E	Non-grammar	95.4	95.8	96.1	97.0	96.4	96.4	[x]	[x]	[x]	97.2
	Grammar	99.6	99.7	99.5	99.7	99.5	99.6	[x]	[x]	[x]	99.6
	Total	**98.0**	**98.1**	**98.1**	**98.7**	**98.3**	**98.4**	**[x]**	**[x]**	**[x]**	**98.7**
1+ A levels at grades A*-E	Non-grammar	99.5	98.7	98.4	99.3	99.4	99.5	[x]	[x]	[x]	99.3
	Grammar	100.0	99.9	100.0	99.9	99.9	99.9	[x]	[x]	[x]	99.9
	Total	**99.8**	**99.4**	**99.3**	**99.7**	**99.7**	**99.8**	**[x]**	**[x]**	**[x]**	**99.7**

[x] = data not available.

Trend data is available from 2005/06 in the accompanying spreadsheet at Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2022/23 | Department of Education (education-ni.gov.uk)

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 4: Year 12 pupil performance by Sex, 2013/14 to 2022/23 (percentages)

Performance Indicator (including equivalents)	Sex	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
7+ GCSEs at grades A*-C	Male	63.4	64.3	64.6	65.8	65.5	67.2	[x]	[x]	[x]	78.2
	Female	73.8	74.2	75.4	76.4	78.1	77.7	[x]	[x]	[x]	82.6
	Total	**68.6**	**69.2**	**70.0**	**71.1**	**71.9**	**72.5**	**[x]**	**[x]**	**[x]**	**80.4**
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	56.7	58.3	58.9	61.0	60.3	62	[x]	[x]	[x]	71.4
	Female	66.5	67.5	68.6	70.4	72.4	72.5	[x]	[x]	[x]	76.8
	Total	**61.6**	**62.9**	**63.7**	**65.7**	**66.4**	**67.3**	**[x]**	**[x]**	**[x]**	**74.1**
5+ GCSEs at grades A*-C	Male	77.8	79.4	79.6	81.0	82.3	84.1	[x]	[x]	[x]	90.7
	Female	85.7	86.2	87.0	88.2	89.7	90.3	[x]	[x]	[x]	92.9
	Total	**81.8**	**82.8**	**83.3**	**84.6**	**86.0**	**87.2**	**[x]**	**[x]**	**[x]**	**91.8**
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	60.9	63.2	64.2	66.8	67.1	68.5	[x]	[x]	[x]	76.3
	Female	69.3	70.9	71.6	73.8	76.5	77.1	[x]	[x]	[x]	80.6
	Total	**65.2**	**67.0**	**67.9**	**70.3**	**71.8**	**72.8**	**[x]**	**[x]**	**[x]**	**78.5**
5+ GCSEs at grades A*-G	Male	97.7	98.1	98.3	98.3	98.3	98.3	[x]	[x]	[x]	98.4
	Female	98.8	98.8	98.9	98.8	99.3	98.9	[x]	[x]	[x]	98.8
	Total	**98.2**	**98.4**	**98.6**	**98.6**	**98.8**	**98.6**	**[x]**	**[x]**	**[x]**	**98.6**
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Male	92.1	92.4	93.0	94.0	94.4	95.0	[x]	[x]	[x]	95.7
	Female	95.1	95.0	94.9	95.6	96.6	96.5	[x]	[x]	[x]	97.2
	Total	**93.6**	**93.7**	**94.0**	**94.8**	**95.5**	**95.8**	**[x]**	**[x]**	**[x]**	**96.4**
No GCSEs at grades A*-G	Male	0.1	0.1	0.1	0.2	0.1	0.1	[x]	[x]	[x]	0.1
	Female	0.1	0.1	0.1	0.1	0.1	0.1	[x]	[x]	[x]	0.1
	Total	**0.1**	**0.1**	**0.1**	**0.1**	**0.1**	**0.1**	**[x]**	**[x]**	**[x]**	**0.1**

[x] = data not available.

Trend data is available from 2005/06 in the accompanying spreadsheet at Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2022/23 | Department of Education (education-ni.gov.uk)

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 5: Year 14 pupil performance by Sex, 2013/14 to 2022/23 (percentages)

Performance Indicator (including equivalents)	Sex	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
3+ A levels at grades A*-C	Male	61.1	61.2	63.3	65.3	67.0	69.6	[x]	[x]	[x]	72.5
	Female	68.1	67.7	68.6	71.9	72.8	73.4	[x]	[x]	[x]	76.6
	Total	**65.0**	**64.9**	**66.3**	**69.0**	**70.2**	**71.8**	**[x]**	**[x]**	**[x]**	**74.9**
3+ A levels at grades A*-E	Male	88.1	88.2	90.1	90.6	90.9	92.0	[x]	[x]	[x]	93.0
	Female	90.5	90.4	91.3	93.4	93.5	93.3	[x]	[x]	[x]	94.1
	Total	**89.4**	**89.4**	**90.8**	**92.2**	**92.4**	**92.7**	**[x]**	**[x]**	**[x]**	**93.7**
2+ A levels at grades A*-C	Male	[x]	[x]	[x]	[x]	87.9	89.2	[x]	[x]	[x]	89.5
	Female	[x]	[x]	[x]	[x]	91.9	91.5	[x]	[x]	[x]	92.1
	Total	**[x]**	**[x]**	**[x]**	**[x]**	**90.2**	**90.5**	**[x]**	**[x]**	**[x]**	**91.0**
2+ A levels at grades A*-E	Male	97.6	97.6	98.1	98.4	97.9	98.0	[x]	[x]	[x]	98.5
	Female	98.3	98.4	98.2	98.9	98.7	98.6	[x]	[x]	[x]	98.9
	Total	**98.0**	**98.1**	**98.1**	**98.7**	**98.3**	**98.4**	**[x]**	**[x]**	**[x]**	**98.7**
1+ A levels at grades A*-E	Male	99.9	99.3	99.4	99.7	99.7	99.7	[x]	[x]	[x]	99.7
	Female	99.7	99.5	99.4	99.7	99.8	99.8	[x]	[x]	[x]	99.7
	Total	**99.8**	**99.4**	**99.3**	**99.7**	**99.7**	**99.8**	**[x]**	**[x]**	**[x]**	**99.7**

[x] = data not available.

Trend data is available from 2005/06 in the accompanying spreadsheet at Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2022/23 | Department of Education (education-ni.gov.uk)

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 6: Year 12 Free School Meal Entitled (FSME) pupil performance by Sex, 2013/14 to 2022/23 (percentages)

Performance Indicator (including equivalents)	Sex	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
7+ GCSEs at grades A*-C	Male	39.2	45.0	45.3	45.6	45.5	49.3	[x]	[x]	[x]	62.5
	Female	51.1	56.0	57.5	60.4	60.6	61.7	[x]	[x]	[x]	68.8
	Total	**45.2**	**50.5**	**51.4**	**53.2**	**53.3**	**55.8**	**[x]**	**[x]**	**[x]**	**65.8**
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	29.7	36.5	37.2	38.7	37.8	41.0	[x]	[x]	[x]	51.0
	Female	40.1	44.9	46.9	49.8	51.8	52.8	[x]	[x]	[x]	58.6
	Total	**35.0**	**40.7**	**42.1**	**44.4**	**45.0**	**47.1**	**[x]**	**[x]**	**[x]**	**54.9**
5+ GCSEs at grades A*-C	Male	58.8	65.7	64.1	65.7	69.3	74.2	[x]	[x]	[x]	81.7
	Female	70.2	74.2	75.5	77.5	79.5	82.1	[x]	[x]	[x]	86.5
	Total	**64.6**	**70.0**	**69.8**	**71.8**	**74.6**	**78.3**	**[x]**	**[x]**	**[x]**	**84.1**
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	33.7	41.6	43.0	45.2	45.5	49.0	[x]	[x]	[x]	56.8
	Female	43.6	49.5	51.0	53.7	57.3	58.9	[x]	[x]	[x]	64.1
	Total	**38.7**	**45.6**	**47.0**	**49.6**	**51.6**	**54.1**	**[x]**	**[x]**	**[x]**	**60.6**
5+ GCSEs at grades A*-G	Male	94.1	95.9	96.4	96.0	96.2	96.7	[x]	[x]	[x]	96.3
	Female	96.7	97.1	97.5	97.1	98.1	97.6	[x]	[x]	[x]	97.4
	Total	**95.4**	**96.5**	**97.0**	**96.5**	**97.2**	**97.2**	**[x]**	**[x]**	**[x]**	**96.9**
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Male	82.7	84.5	85.1	88.4	89.0	90.7	[x]	[x]	[x]	91.3
	Female	87.1	89.7	89.3	90.5	93.2	92.5	[x]	[x]	[x]	94.7
	Total	**84.9**	**87.1**	**87.2**	**89.5**	**91.1**	**91.6**	**[x]**	**[x]**	**[x]**	**93.1**
No GCSEs at grades A*-G	Male	[c]	[c]	[c]	0.4	0.2	0.2	[x]	[x]	[x]	[c]
	Female	[c]	[c]	[c]	0.3	0.2	0.2	[x]	[x]	[x]	[c]
	Total	**0.3**	**0.2**	**0.2**	**0.3**	**0.2**	**0.2**	**[x]**	**[x]**	**[x]**	**0.2**

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

[x] = data not available.

Trend data is available from 2012/13 in the accompanying spreadsheet at Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2022/23 | Department of Education (education-ni.gov.uk)

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 7: Year 14 Free School Meal Entitled (FSME) pupil performance by Sex, 2013/14 to 2022/23 (percentages)

Performance Indicator (including equivalents)	Sex	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
3+ A levels at grades A*-C	Male	47.3	47.0	51.3	53.2	54.4	57.9	[x]	[x]	[x]	60.5
	Female	53.1	52.3	55.0	60.8	61.9	63.1	[x]	[x]	[x]	62.0
	Total	**50.8**	**50.2**	**53.6**	**57.8**	**58.9**	**61.1**	**[x]**	**[x]**	**[x]**	**61.4**
3+ A levels at grades A*-E	Male	77.6	76.7	83.0	81.8	83.1	84.6	[x]	[x]	[x]	86.7
	Female	81.2	79.8	82.7	87.3	87.5	87.6	[x]	[x]	[x]	87.9
	Total	**79.7**	**78.6**	**82.8**	**85.1**	**85.7**	**86.5**	**[x]**	**[x]**	**[x]**	**87.5**
2+ A levels at grades A*-C	Male	[x]	[x]	[x]	[x]	81.4	84.4	[x]	[x]	[x]	84.3
	Female	[x]	[x]	[x]	[x]	86.1	86.2	[x]	[x]	[x]	84.8
	Total	**[x]**	**[x]**	**[x]**	**[x]**	**84.2**	**85.5**	**[x]**	**[x]**	**[x]**	**84.6**
2+ A levels at grades A*-E	Male	94.7	93.9	96.0	95.7	95.2	96.1	[x]	[x]	[x]	97.1
	Female	95.7	95.6	95.2	97.6	97.5	96.8	[x]	[x]	[x]	97.4
	Total	**95.3**	**94.9**	**95.5**	**96.8**	**96.6**	**96.6**	**[x]**	**[x]**	**[x]**	**97.3**
1+ A levels at grades A*-E	Male	99.8	98.2	98.8	99.2	99.2	99.1	[x]	[x]	[x]	99.6
	Female	99.4	98.6	98.2	99.4	99.6	99.4	[x]	[x]	[x]	99.3
	Total	**99.6**	**98.5**	**98.4**	**99.3**	**99.5**	**99.3**	**[x]**	**[x]**	**[x]**	**99.4**

[x] = data not available.

Trend data is available from 2005/06 in the accompanying spreadsheet at Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2022/23 | Department of Education (education-ni.gov.uk)

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 8: Year 12 pupil performance by Sex and Free School Meal Entitlement (FSME) status, with attainment gaps shown in percentage points (pp), 2018/19[1] and 2022/23 (percentages)

Performance Indicator (including equivalents)	Sex	FSME 18/19	FSME 22/23	Non FSME 18/19	Non FSME 22/23	All 18/19	All 22/23
7+ GCSEs at grades A*-C	Male	49.3	62.5	73.8	83.1	67.2	78.2
	Female	61.7	68.8	84.3	87.2	77.7	82.6
	Total	**55.8**	**65.8**	**79.0**	**85.1**	**72.5**	**80.4**
	Attainment gap (pp)	12.4	6.3	10.5	4.1	10.5	4.4
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	41.0	51	69.9	77.7	62.0	71.4
	Female	52.8	58.6	80.5	82.8	72.5	76.8
	Total	**47.1**	**54.9**	**75.1**	**80.3**	**67.3**	**74.1**
	Attainment gap (pp)	11.8	7.6	10.6	5.1	10.5	5.4
5+ GCSEs at grades A*-C	Male	74.2	81.7	87.8	93.6	84.1	90.7
	Female	82.1	86.5	93.6	95.1	90.3	92.9
	Total	**78.3**	**84.1**	**90.7**	**94.3**	**87.2**	**91.8**
	Attainment gap (pp)	7.9	4.8	5.8	1.5	6.2	2.2
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	49.0	56.8	75.8	82.4	68.5	76.3
	Female	58.9	64.1	84.6	86.1	77.1	80.6
	Total	**54.1**	**60.6**	**80.2**	**84.3**	**72.8**	**78.5**
	Attainment gap (pp)	9.9	7.3	8.8	3.7	8.6	4.3
5+ GCSEs at grades A*-G	Male	96.7	96.3	98.9	99.1	98.3	98.4
	Female	97.6	97.4	99.5	99.2	98.9	98.8
	Total	**97.2**	**96.9**	**99.2**	**99.2**	**98.6**	**98.6**
	Attainment gap (pp)	0.9	1.1	0.6	0.1	0.6	0.4
No GCSEs at grades A*-G	Male	0.2	[c]	0.0	[c]	0.1	0.1
	Female	[c]	[c]	[c]	[c]	0.1	0.1
	Total	**[c]**	**0.2**	**[c]**	**0.1**	**0.1**	**0.1**
	Attainment gap (pp)	[c]	[c]	[c]	[c]	0.0	0.0

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

[1] = SAER data collection was suspended in 2019/20, 2020/21 and 2021/22 due to the COVID-19 pandemic.

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 9: Year 14 pupil performance by Sex and Free School Meal Entitlement (FSME) status, with attainment gaps shown in percentage points (pp), 2018/19[1] and 2022/23 (percentages)

Performance Indicator (including equivalents)	Sex	FSME 18/19	FSME 22/23	Non FSME 18/19	Non FSME 22/23	All 18/19	All 22/23
3+ A levels at grades A*-C	Male	57.9	60.5	71.8	74.5	69.6	72.5
	Female	63.1	62.0	75.9	79.5	73.4	76.6
	Total	**61.1**	**61.4**	**74.1**	**77.3**	**71.8**	**74.9**
	Attainment gap (pp)	5.2	1.5	4.1	5.0	3.8	4.1
3+ A levels at grades A*-E	Male	84.6	86.7	93.3	94.1	92.0	93.0
	Female	87.6	87.9	94.7	95.3	93.3	94.1
	Total	**86.5**	**87.5**	**94.1**	**94.8**	**92.7**	**93.7**
	Attainment gap (pp)	3.0	1.2	1.4	1.2	1.3	1.1
2+ A levels at grades A*-C	Male	84.4	84.3	90.0	90.4	89.2	89.5
	Female	86.2	84.8	92.8	93.5	91.5	92.1
	Total	**85.5**	**84.6**	**91.6**	**92.1**	**90.5**	**91.0**
	Attainment gap (pp)	1.8	0.5	2.8	3.1	2.3	2.6
2+ A levels at grades A*-E	Male	96.1	97.1	98.4	98.7	98.0	98.5
	Female	96.8	97.4	99.1	99.2	98.6	98.9
	Total	**96.6**	**97.3**	**98.8**	**99.0**	**98.4**	**98.7**
	Attainment gap (pp)	0.7	0.3	0.7	0.5	0.6	0.4
1+ A levels at grades A*-E	Male	99.1	99.6	99.8	99.7	99.7	99.7
	Female	99.4	99.3	99.9	99.8	99.8	99.7
	Total	**99.3**	**99.4**	**99.9**	**99.8**	**99.8**	**99.7**
	Attainment gap (pp)	0.3	-0.3	0.1	0.1	0.1	0.0

[1] = SAER data collection was suspended in 2019/20, 2020/21 and 2021/22 due to the COVID-19 pandemic.

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 10 (a, b and c): Year 12 pupil performance by School Type, Sex and Free School Meal Entitlement (FSME) status, with attainment gaps shown in percentage points, 2018/19[1] and 2022/23 (percentages)

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

Performance Indicator (including equivalents)	Sex	Non Grammar 2018/19	Grammar 2018/19	Attainment gap 2018/19	Non Grammar 2022/23	Grammar 2022/23	Attainment gap 2022/23
7+ GCSEs at grades A*-C	Male	50.3	87.0	36.7	66.7	93.1	26.4
	Female	64.2	94.0	29.8	72.0	95.8	23.8
	Total	**57.3**	**90.5**	**33.2**	**69.3**	**94.4**	**25.1**
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	41.3	86.3	45.0	55.3	92.1	36.8
	Female	55.0	93.5	38.5	62.1	95.0	32.9
	Total	**48.2**	**89.9**	**41.7**	**58.7**	**93.6**	**34.9**
5+ GCSEs at grades A*-C	Male	75.5	94.2	18.7	85.8	97.1	11.3
	Female	83.9	97.9	14.0	88.8	98.1	9.3
	Total	**79.7**	**96.1**	**16.4**	**87.3**	**97.6**	**10.3**
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	48.5	92.0	43.5	61.8	95.1	33.3
	Female	61.1	96.6	35.5	67.6	96.7	29.1
	Total	**54.8**	**94.3**	**39.5**	**64.7**	**95.9**	**31.2**
5+ GCSEs at grades A*-G	Male	97.2	99.7	2.5	97.4	99.8	2.4
	Female	98.2	99.8	1.6	98.1	99.6	1.5
	Total	**97.7**	**99.7**	**2.0**	**97.7**	**99.7**	**2.0**
No GCSEs at grades A*-G	Male	0.1	0.0	-0.1	[c]	[c]	[c]
	Female	[c]	[c]	[c]	[c]	[c]	[c]
	Total	**[c]**	**[c]**	**[c]**	**[c]**	**[c]**	**[c]**

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

[1] = SAER data collection was suspended in 2019/20, 2020/21 and 2021/22 due to the COVID-19 pandemic.

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.   Page 38

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

Performance Indicator (including equivalents)	Sex	Non Grammar 2018/19	Grammar 2018/19	Attainment gap 2018/19	Non Grammar 2022/23	Grammar 2022/23	Attainment gap 2022/23
7+ GCSEs at grades A*-C	Male	41.5	73.3	31.8	56.1	84.5	28.4
	Female	54.5	86.4	31.9	63.3	88.3	25.0
	Total	**48.4**	**79.9**	**31.5**	**59.8**	**86.4**	**26.6**
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	30.9	72.1	41.2	41.8	82.7	40.9
	Female	43.5	84.9	41.4	50.6	86.9	36.3
	Total	**37.5**	**78.5**	**41.0**	**46.3**	**84.8**	**38.5**
5+ GCSEs at grades A*-C	Male	69.8	87.6	17.8	78.7	91.9	13.2
	Female	78.5	94.6	16.1	84.6	93.1	8.5
	Total	**74.4**	**91.1**	**16.7**	**81.7**	**92.5**	**10.8**
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	37.9	83.1	45.2	47.7	88.1	40.4
	Female	49.4	91.1	41.7	56.7	90.2	33.5
	Total	**44.0**	**87.1**	**43.1**	**52.3**	**89.1**	**36.8**
5+ GCSEs at grades A*-G	Male	95.8	99.4	3.6	95.4	99.6	4.2
	Female	97.1	99.4	2.3	97.1	98.6	1.5
	Total	**96.5**	**99.4**	**2.9**	**96.3**	**99.1**	**2.8**
No GCSEs at grades A*-G	Male	0.3	0.0	-0.3	[c]	[c]	[c]
	Female	[c]	[c]	[c]	[c]	[c]	[c]
	Total	**[c]**	**[c]**	**[c]**	**[c]**	**[c]**	**[c]**

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

[1] = SAER data collection was suspended in 2019/20, 2020/21 and 2021/22 due to the COVID-19 pandemic.

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

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

Performance Indicator (including equivalents)	Sex	Non Grammar 2018/19	Grammar 2018/19	Attainment gap 2018/19	Non Grammar 2022/23	Grammar 2022/23	Attainment gap 2022/23
7+ GCSEs at grades A*-C	Male	55.6	89.2	33.6	71.8	94.3	22.5
	Female	71.1	95.3	24.2	76.7	96.8	20.1
	Total	**63.2**	**92.2**	**29.0**	**74.2**	**95.6**	**21.4**
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	47.6	88.7	41.1	61.9	93.4	31.5
	Female	63.1	95.0	31.9	68.3	96.2	27.9
	Total	**55.2**	**91.9**	**36.7**	**65.0**	**94.8**	**29.8**
5+ GCSEs at grades A*-C	Male	78.9	95.3	16.4	89.2	97.9	8.7
	Female	87.7	98.5	10.8	91.1	98.8	7.7
	Total	**83.2**	**96.9**	**13.7**	**90.1**	**98.3**	**8.2**
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	54.9	93.4	38.5	68.7	96.1	27.4
	Female	69.2	97.5	28.3	73.5	97.7	24.2
	Total	**61.9**	**95.5**	**33.6**	**71.0**	**96.9**	**25.9**
5+ GCSEs at grades A*-G	Male	98.0	99.7	1.7	98.3	99.8	1.5
	Female	99.0	99.9	0.9	98.7	99.8	1.1
	Total	**98.5**	**99.8**	**1.3**	**98.5**	**99.8**	**1.3**
No GCSEs at grades A*-G	Male	0.0	0.0	0.0	[c]	[c]	[c]
	Female	[c]	[c]	[c]	[c]	[c]	[c]
	Total	**[c]**	**[c]**	**[c]**	**[c]**	**[c]**	**[c]**

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

[1] = SAER data collection was suspended in 2019/20, 2020/21 and 2021/22 due to the COVID-19 pandemic.

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 11 (a, b and c): Year 14 pupil performance by School Type, Sex and Free School Meal Entitlement (FSME) status, with attainment gaps shown in percentage points, 2018/19[1] and 2022/23 (percentages)

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

Performance Indicator (including equivalents)	Sex	Non Grammar 2018/19	Grammar 2018/19	Attainment gap 2018/19	Non Grammar 2022/23	Grammar 2022/23	Attainment gap 2022/23
3+ A levels at grades A*-C	Male	55.5	76.8	21.3	55.3	81.0	25.7
	Female	60.8	82.2	21.4	62.1	86.1	24.0
	Total	**58.8**	**79.7**	**20.9**	**59.4**	**83.8**	**24.4**
3+ A levels at grades A*-E	Male	82.8	96.6	13.8	84.2	97.3	13.1
	Female	86.5	98.1	11.6	88.1	98.1	10.0
	Total	**85.1**	**97.4**	**12.3**	**86.6**	**97.8**	**11.2**
2+ A levels at grades A*-C	Male	82.3	92.6	10.3	79.8	94.3	14.5
	Female	85.3	95.8	10.5	85.7	96.2	10.5
	Total	**84.2**	**94.4**	**10.2**	**83.4**	**95.3**	**11.9**
2+ A levels at grades A*-E	Male	95.2	99.4	4.2	96.5	99.5	3.0
	Female	97.1	99.7	2.6	97.7	99.7	2.0
	Total	**96.4**	**99.6**	**3.2**	**97.2**	**99.6**	**2.4**
1+ A levels at grades A*-E	Male	99.3	99.9	0.6	99.3	99.9	0.6
	Female	99.7	99.9	0.2	99.3	100.0	0.7
	Total	**99.5**	**99.9**	**0.4**	**99.3**	**99.9**	**0.6**

[1] = SAER data collection was suspended in 2019/20, 2020/21 and 2021/22 due to the COVID-19 pandemic.

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

Performance Indicator (including equivalents)	Sex	Non Grammar 2018/19	Grammar 2018/19	Attainment gap 2018/19	Non Grammar 2022/23	Grammar 2022/23	Attainment gap 2022/23
3+ A levels at grades A*-C	Male	47.9	71.1	23.2	49.3	74.2	24.9
	Female	57.3	74.3	17.0	54.5	75.4	20.9
	Total	**54.1**	**72.9**	**18.8**	**52.6**	**74.8**	**22.2**
3+ A levels at grades A*-E	Male	76.6	95.1	18.5	80.0	95.1	15.1
	Female	83.0	96.7	13.7	83.6	95.7	12.1
	Total	**80.8**	**96.0**	**15.2**	**82.3**	**95.4**	**13.1**
2+ A levels at grades A*-C	Male	79.9	90.5	10.6	76.4	93.9	17.5
	Female	83.7	91.2	7.5	81.7	90.4	8.7
	Total	**82.4**	**90.9**	**8.5**	**79.8**	**92.0**	**12.2**
2+ A levels at grades A*-E	Male	94.1	98.8	4.7	95.3	99.4	4.1
	Female	95.6	99.1	3.5	96.4	99.3	2.9
	Total	**95.1**	**99.0**	**3.9**	**96.0**	**99.3**	**3.3**
1+ A levels at grades A*-E	Male	98.9	99.4	0.5	99.3	100.0	0.7
	Female	99.3	99.6	0.3	98.9	100.0	1.1
	Total	**99.2**	**99.5**	**0.3**	**99.1**	**100.0**	**0.9**

[1] = SAER data collection was suspended in 2019/20, 2020/21 and 2021/22 due to the COVID-19 pandemic.

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

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

Performance Indicator (including equivalents)	Sex	Non Grammar 2018/19	Grammar 2018/19	Attainment gap 2018/19	Non Grammar 2022/23	Grammar 2022/23	Attainment gap 2022/23
3+ A levels at grades A*-C	Male	58.2	77.4	19.2	57.1	81.7	24.6
	Female	62.4	83.2	20.8	64.8	87.3	22.5
	Total	**60.7**	**80.5**	**19.8**	**61.8**	**84.7**	**22.9**
3+ A levels at grades A*-E	Male	85.1	96.7	11.6	85.6	97.6	12.0
	Female	88.1	98.3	10.2	89.7	98.4	8.7
	Total	**86.9**	**97.6**	**10.7**	**88.1**	**98.0**	**9.9**
2+ A levels at grades A*-C	Male	83.2	92.9	9.7	80.9	94.4	13.5
	Female	86.1	96.4	10.3	87.2	96.8	9.6
	Total	**84.9**	**94.8**	**9.9**	**84.7**	**95.7**	**11.0**
2+ A levels at grades A*-E	Male	95.6	99.5	3.9	96.9	99.5	2.6
	Female	97.7	99.8	2.1	98.2	99.8	1.6
	Total	**96.9**	**99.7**	**2.8**	**97.6**	**99.6**	**2.0**
1+ A levels at grades A*-E	Male	99.5	99.9	0.4	99.3	99.9	0.6
	Female	99.8	100.0	0.2	99.5	100.0	0.5
	Total	**99.7**	**99.9**	**0.2**	**99.4**	**99.9**	**0.5**

[1] = SAER data collection was suspended in 2019/20, 2020/21 and 2021/22 due to the COVID-19 pandemic.

Table 12 (a and b): Year 12 pupil performance by Free School Meal (FSM) Band, Sex and School Type, 2022/23 (percentages)

Table 12a: Non-grammar schools

Performance Indicator (including equivalents)	Sex	FSM Band 0-29.99%	FSM Band 30-39.99%	FSM Band 40-49.99%	FSM Band 50+%	NI Total
7+ GCSEs at grades A*-C	Male	68.9	67.5	64.2	60.2	**66.7**
	Female	76.1	73.1	66.1	62.7	**72.0**
	Total	**72.5**	**70.2**	**65.2**	**61.5**	**69.3**
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	60.4	54.5	49.6	46.3	**55.3**
	Female	69.1	60.8	52.1	53.4	**62.1**
	Total	**64.7**	**57.6**	**50.9**	**49.9**	**58.7**
5+ GCSEs at grades A*-C	**Male**	**86.8**	**85.8**	**83.1**	**84.6**	85.8
	Female	90.5	88.0	85.6	88.2	**88.8**
	Total	**88.6**	**86.9**	**84.4**	**86.4**	**87.3**
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	66.8	61.3	55.1	52.8	**61.8**
	Female	73.9	65.2	58.1	62.9	**67.6**
	Total	**70.3**	**63.2**	**56.7**	**57.9**	**64.7**
5+ GCSEs at grades A*-G	Male	98.0	97.7	95.1	96.1	**97.4**
	Female	98.4	98.1	97.2	98.3	**98.1**
	Total	**98.2**	**97.9**	**96.2**	**97.2**	**97.7**
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Male	93.1	93.2	90.6	91.6	**92.7**
	Female	95.9	94.8	93.5	96.3	**95.3**
	Total	**94.5**	**94.0**	**92.1**	**94.0**	**94.0**

Page 44

Table 12b: Grammar schools

Performance Indicator (including equivalents)	Sex	FSM Band 0-9.99%	FSM Band 10-19.99%	FSM Band 20%+	NI Total
7+ GCSEs at grades A*-C	Male	96.4	95.2	80.5	**93.1**
	Female	98.3	95.3	89.7	**95.8**
	Total	**97.3**	**95.3**	**84.4**	**94.4**
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	96.0	94.6	77.1	**92.1**
	Female	98.0	94.5	87.4	**95.0**
	Total	**97.0**	**94.6**	**81.5**	**93.6**
5+ GCSEs at grades A*-C	Male	98.7	98.0	91.4	**97.1**
	Female	99.4	98.2	93.6	**98.1**
	Total	**99.0**	**98.2**	**92.4**	**97.6**
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	98.0	97.1	83.8	**95.1**
	Female	99.1	96.8	89.2	**96.7**
	Total	**98.5**	**97.0**	**86.1**	**95.9**
5+ GCSEs at grades A*-G	Male	99.8	99.8	99.5	**99.8**
	Female	99.9	99.4	99.5	**99.6**
	Total	**99.9**	**99.6**	**99.5**	**99.7**
5+ GCSEs at grades A*-G incl. GCSE English and GCSE mathematics	Male	99.4	99.7	99.5	**99.6**
	Female	99.8	99.4	99.5	**99.6**
	Total	**99.6**	**99.5**	**99.5**	**99.6**

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 13 (a and b): Year 14 pupil performance by Free School Meal (FSM) Band, Sex and School Type, 2022/23 (percentages)

Table 13a: Non-grammar schools

Performance Indicator (including equivalents)	Sex	FSM Band 0-29.99%	FSM Band 30-39.99%	FSM Band 40-49.99%	FSM Band 50+%	NI Total
3+ A levels at grades A*-C	Male	58.2	53.4	54.6	50.2	**55.3**
	Female	67.7	55.8	51.2	63.7	**62.1**
	Total	**64.0**	**54.8**	**52.4**	**58.8**	**59.4**
3+ A levels at grades A*-E	Male	87.5	81.2	82.2	81.3	**84.2**
	Female	91.9	85.0	82.5	86.1	**88.1**
	Total	**90.2**	**83.5**	**82.4**	**84.3**	**86.6**
2+ A levels at grades A*-C	Male	83.8	78.0	74.1	74.5	**79.8**
	Female	88.9	85.8	74.9	83.9	**85.7**
	Total	**86.9**	**82.7**	**74.6**	**80.5**	**83.4**
2+ A levels at grades A*-E	Male	97.1	97.2	92.0	96.3	**96.5**
	Female	98.7	97.3	94.4	97.6	**97.7**
	Total	**98.0**	**97.3**	**93.5**	**97.1**	**97.2**
1+ A levels at grades A*-E	Male	99.5	99.2	97.7	100.0	**99.3**
	Female	99.5	99.1	99.0	99.6	**99.3**
	Total	**99.5**	**99.1**	**98.5**	**99.7**	**99.3**

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 13b: Grammar schools

Performance Indicator (including equivalents)	Sex	FSM Band 0-9.99%	FSM Band 10-19.99%	FSM Band 20%+	NI Total
3+ A levels at grades A*-C	Male	82.6	80.9	76.2	**81.0**
	Female	89.7	84.5	79.4	**86.1**
	Total	**86.3**	**83.0**	**77.7**	**83.8**
3+ A levels at grades A*-E	Male	98.2	97.0	95.6	**97.3**
	Female	99.2	97.6	96.1	**98.1**
	Total	**98.7**	**97.4**	**95.8**	**97.8**
2+ A levels at grades A*-C	Male	94.8	94.6	92.1	**94.3**
	Female	97.4	95.5	94.5	**96.2**
	Total	**96.1**	**95.2**	**93.2**	**95.3**
2+ A levels at grades A*-E	Male	99.8	99.4	98.9	**99.5**
	Female	99.8	99.7	99.4	**99.7**
	Total	**99.8**	**99.6**	**99.1**	**99.6**
1+ A levels at grades A*-E	Male	99.9	99.9	99.6	**99.9**
	Female	99.9	100.0	100.0	**100.0**
	Total	**99.9**	**100.0**	**99.8**	**99.9**

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Table 14: Year 12 pupil performance by School Management Type and Sex, 2022/23 (percentages)

Performance Indicator (including equivalents)	Sex	Controlled Non-grammar	Controlled Grammar	Controlled Total	Catholic Maintained (All Non-grammar)	Other Maintained (All Non-grammar)	Controlled Integrated (All Non-grammar)	Grant Maintained Integrated (GMI) (All Non-grammar)	Voluntary: Other Managed (All Grammar)	Voluntary: Catholic Managed (All Grammar)
7+ GCSEs at grades A*-C	Male	63.1	94.6	72.9	67.4	68.0	62.7	69.3	95.1	90.6
	Female	64.9	95.3	77.2	74.7	71.6	61.0	76.8	97.0	95.2
	Total	**63.9**	**95.0**	**75.1**	**70.8**	**69.7**	**61.9**	**73.3**	**96.0**	**92.9**
7+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	51.0	94.5	64.6	51.3	57.7	56.7	58.5	94.7	88.8
	Female	54.7	95.0	71.0	60.1	63.3	47.5	67.2	96.8	93.8
	Total	**52.8**	**94.8**	**67.8**	**55.4**	**60.4**	**52.4**	**63.1**	**95.7**	**91.3**
5+ GCSEs at grades A*-C	Male	82.8	98.3	87.6	86.9	85.4	89.6	88.2	98.1	95.7
	Female	84.9	98.1	90.3	87.1	89.3	96.6	91.2	98.7	97.6
	Total	**83.8**	**98.2**	**89.0**	**87.0**	**87.3**	**92.9**	**89.8**	**98.4**	**96.7**
5+ GCSEs at grades A*-C incl. GCSE English and GCSE mathematics	Male	57.3	97.7	69.9	60.7	64.7	61.2	64.8	97.2	92.2
	Female	62.3	97.5	76.5	62.7	70.8	47.5	71.2	98.3	95.1
	Total	**59.6**	**97.6**	**73.3**	**61.6**	**67.6**	**54.8**	**68.2**	**97.7**	**93.6**

Table 15: Year 14 pupil performance by School Management Type and Sex, 2022/23 (percentages)

Performance Indicator (including equivalents)	Sex	Controlled Non-grammar	Controlled Grammar	Controlled Total	Catholic Maintained (All Non-grammar)	Other Maintained (All Non-grammar)	Controlled Integrated (All Non-grammar)	Grant Maintained Integrated (GMI) (All Non-grammar)	Voluntary: Other Managed (All Grammar)	Voluntary: Catholic Managed (All Grammar)
3+ A levels at grades A*-C	Male	52.4	81.0	69.0	51.5	59.9	40.6	56.1	79.4	82.2
	Female	56.1	81.7	71.4	39.7	63.5	44.4	66.2	87.7	87.5
	Total	**54.5**	**81.4**	**70.4**	**45.2**	**61.9**	**43.2**	**62.8**	**83.7**	**85.1**
3+ A levels at grades A*-E	Male	82.3	98.6	91.8	70.6	89.5	68.8	85.1	96.5	97.4
	Female	85.2	98.0	92.9	74.4	90.3	73.0	90.1	98.5	97.9
	Total	**83.9**	**98.3**	**92.4**	**72.6**	**89.9**	**71.6**	**88.4**	**97.5**	**97.7**
2+ A levels at grades A*-C	Male	77.5	94.6	87.5	70.6	83.1	56.3	81.6	93.5	94.8
	Female	83.3	94.7	90.1	87.2	84.5	74.6	87.5	96.3	97.0
	Total	**80.8**	**94.7**	**89.0**	**79.5**	**83.9**	**68.4**	**85.5**	**95.0**	**96.0**
2+ A levels at grades A*-E	Male	97.0	100.0	98.7	95.6	96.7	84.4	96.6	99.4	99.4
	Female	97.9	99.7	99.0	97.4	98.3	82.5	98.1	99.8	99.7
	Total	**97.5**	**99.8**	**98.9**	**96.6**	**97.5**	**83.2**	**97.6**	**99.6**	**99.5**
1+ A levels at grades A*-E	Male	99.4	100.0	99.8	100.0	98.8	93.8	99.6	99.9	99.8
	Female	99.3	100.0	99.7	100.0	99.5	96.8	99.4	100.0	99.9
	Total	**99.3**	**100.0**	**99.7**	**100.0**	**99.2**	**95.8**	**99.5**	**100.0**	**99.9**

Caution should be taken when drawing any conclusions relating to changes in performance compared to other years. It is anticipated that CCEA's stepped approach back to pre-pandemic awarding standards, and the provision of Advance Information for qualifications in 2022/23, will have affected figures for this year. In addition, data from 14 schools (7%) were not made available for 2022/23 due to ongoing Action Short of Strike (ASOS) in schools. Any changes in attainment levels since 2018/19 may be due to a combination of these factors rather than reflecting a change in underlying performance.

Section 6: Reader Information

Purpose	The purpose of this statistical bulletin is to provide an analysis of the examination performance of Year 12 and Year 14 pupils in Northern Ireland in the 2022/23 academic year.
Authors	Rosie O'Neill and Trevor Campbell
Publication Date	31 January 2024
Issued by	Statistics & Research Team
	Department of Education
	Rathgael House
	43 Balloo Road
	Bangor
	BT19 7PR
Statistician	Rosie O'Neill (028) 9185 8015
E-mail	SAER@education-ni.gov.uk
Press Office	Press.Office@education-ni.gov.uk
Internet Address	https://www.education-ni.gov.uk/articles/school-performance
Coverage	Northern Ireland
Frequency	Annual
Theme	Children and Education

Section 7: Notes for Readers

7:1   National Statistics

1. The UK Statistics Authority has accredited these official statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Statistics[6].
This accreditation means that the official statistics:

   - meet identified user needs;

   - are well explained and readily accessible;

   - are produced according to sound methods; and

   - are managed impartially and objectively in the public interest.

   Once statistics have been accredited as National Statistics it is a statutory requirement that the Code of Practice shall be observed regarding them.

2. For general enquiries about National Statistics, telephone the Office for National Statistics at 0345 601 3034, or alternatively:

   E-mail: sharedcustomercontactcentre@ons.gov.uk

   Post: Customer Contact Centre
   Office for National Statistics
   Room D265, Government Buildings
   Cardiff Road, Newport
   South Wales NP10 8XG.

   Further information on National Statistics can be accessed at: Accredited official statistics – Office for Statistics Regulation (statisticsauthority.gov.uk)

3. Our statistical practice is regulated by the Office for Statistics Regulation (OSR). OSR sets the standards of trustworthiness, quality and value in the Code of Practice for Statistics that all producers of official statistics should adhere to.

---

[6] https://code.statisticsauthority.gov.uk/

You can contact OSR by emailing regulation@statistics.gov.uk or via the OSR website Office for Statistics Regulation (statisticsauthority.gov.uk).

4. The Year 12 and Year 14 examination statistics have been assessed by the Office for Statistics Regulation (OSR) to ensure compliance with National Statistics standards and are considered by OSR to meet the standards required for accredited official statistics. A copy of the compliance check letter can be found at Compliance check of Northern Ireland school examination performance – Office for Statistics Regulation (statisticsauthority.gov.uk)

7:2   School Performance

5. As a result of ongoing Action Short of Strike (ASOS), data from 14 schools (7%) were not made available this year (2022/23). The profile of the 2022/23 data collection was not found to be substantially different from the profile in 2018/19.

	2018/19	2022/23
Non-grammar schools	64.5%	63.2%
Grammar schools	35.5%	36.8%
Year 12 Females	50.2%	50.3%
Year 12 Males	49.8%	49.7%
Year 14 Females	57.1%	57.0%
Year 14 Males	42.9%	43.0%
Year 12 FSME pupils	28.1%	24.4%
Year 14 FSME pupils	17.8%	15.5%

6. The data collected are used extensively by schools to monitor and evaluate their academic performance, to inform all aspects of their school improvement planning and to satisfy their data requirements in areas such as their prospectus and other public communications which contain performance information. The press, members of the public and various public bodies also

regularly access the data to keep their records of school attainment current and to compare with previous years.

7. Data collected through the Summary of Annual Examination Results (SAER) are used by policy branches within the Department of Education (DE) to evaluate initiatives including: literacy and numeracy strategies; school improvement programmes; benchmarking; and to monitor performance against relevant Departmental milestone targets. Other users include the Education and Training Inspectorate (ETI) who use the information to facilitate the school inspection process, and the Education Authority (EA). The data are also the basis of responses to Northern Ireland Assembly questions and are used in the EA auditing process.

8. The 2022/23 figures in this statistical release are based on information as at 22 January 2024. Any revisions will be undertaken in accordance with DE statistical policy, which can be accessed from the link to the Revision Policy at [Statistical policies | Department of Education (education-ni.gov.uk)Statistical policies | Department of Education (education-ni.gov.uk)](education-ni.gov.uk).

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

10. The statistics in this bulletin have been derived from the SAER.

11. Data excludes special and independent schools.

12. All attainment gap figures have been calculated from rounded values.

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

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

15. As mentioned in 13. and 14. above, guidance and other documentation regarding the collection of school performance statistics may be found at: https://www.education-ni.gov.uk/publications/summary-annual-examination-results-saer-documentation

16. Summary data on pupils with free school meal entitlement (FSME) have been collected and validated since 2012/13. There was an increase in the proportion of post-primary pupils with FSME between 2013/14 (18.5%) and 2014/15 (26.1%). This increase coincided with an extension of the eligibility for free school meals under the Working Tax Credit free school meal criterion. This was introduced on a phased basis with Nursery, Foundation Stage and Key Stage 1 pupils being eligible from September 2010 and Key Stage 2 pupils being eligible from September 2011. It was extended to post-primary pupils in September 2014.

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

18. The variables collected during the SAER process are as follows:
    For Year 12:
    - number of pupils in Year 12 eligible for examinations;
    - number of eligible pupils in Year 12 entered for 7+ GCSEs;
    - number of pupils achieving 7 or more GCSEs at grades A*-C (incl. equivalents);

- number of pupils achieving 7 or more GCSEs at grades A*-C (incl. equivalents) including GCSE English and GCSE maths;

- number of eligible pupils in Year 12 entered for 5+ GCSEs;

- number of pupils achieving 5 or more GCSEs at grades A*-C (incl. equivalents);

- number of pupils achieving 5 or more GCSEs at grades A*-C (incl. equivalents) including GCSE English and GCSE maths;

- number of pupils achieving 5 or more GCSEs at grades A*-E (incl. equivalents);

- number of pupils achieving 5 or more GCSEs at grades A*-G (incl. equivalents);

- number of pupils achieving 5 or more GCSEs at grades A*-G (incl. equivalents) including GCSE English and GCSE maths;

- number of pupils achieving 1 to 4 GCSEs at grades A*-C (incl. equivalents);

- number of pupils achieving 1 to 4 GCSEs at grades A*-G (incl. equivalents); and

- number of pupils achieving no GCSEs at grades A*-G (incl. equivalents).

For Year 14:

- number of pupils entered for A-levels;

- number of pupils achieving 3 or more A-levels at grades A*-C (incl. equivalents);

- number of pupils achieving 3 or more A-levels at grades A*-E (incl. equivalents);

- number of pupils achieving 2 or more A-levels at grades A*-C (incl. equivalents);

- number of pupils achieving 2 or more A-levels at grades A*-E (incl. equivalents);

- number of pupils achieving 1 or more A-levels at grades A*-E (incl. equivalents).

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

- GCSE (key stage 4) and equivalent results in England, 2022 to 2023
  Statistics: GCSEs (key stage 4) - GOV.UK (www.gov.uk)

- A level and other 16 to 18 results in England, 2022 to 2023 (provisional) Statistics: 16 to 19 attainment - GOV.UK (www.gov.uk)

- Examination results in Wales, September 2022 to August 2023
  Examination results: September 2022 to August 2023 | GOV.WALES

- Summary Statistics for Schools in Scotland
  School education statistics - gov.scot (www.gov.scot)

20. **Open Government Licence**

All content in this report is licensed and available under the Open Government Licence v3.0.

OGL

To view this licence go to: Open Government Licence