**The KS5 Transition Matrices**

Transition matrices (TM) are a useful tool for visualising the progress of pupils aged 16 to 18 from key stage 4 (KS4) to key stage 5 (KS5).

To view the TM data, please download the KS5 Transition Matrices file, located in the ancillary data section. The TM data can be filtered by the breakdowns outlined within table 1.

Table : Transition matrices column names and descriptions

|  |  |
| --- | --- |
| qualification\_name | The KS5 qualification name. |
| qualification\_code | The unique number associated with each qualification. |
| subject\_name | The KS5 subject name. |
| subject\_code | The unique number associated with each subject. Note that the same subjects across different qualifications will have the same number. |
| size | The size of the qualification. For level 3 qualifications, the size will refer to ASIZE, where a size of 1 is comparable to an A level. For level 2 qualifications, the size will refer to GSIZE, where a size of 1 is comparable to a GCSE. |
| grade\_structure | The grade structure for that particular qualification, subject and size combination |
| prior\_attainment\_band | The average prior attainment at KS4. |
| grade | The grade achieved at KS5. |
| count | For each row, the count column shows the number of students who fall into that category.  *For example, for a particular qualification, subject, size, grade structure and average KS4 attainment band, the count column highlights the number of students who achieved a particular grade.* |
| percentage | For each row, the percentage column shows the percentage of students who fall into that category.  *For example, for a particular qualification, subject, size, grade structure and average KS4 attainment band, the percent column highlights the percentage of students who achieved a particular grade.* |

**Example of the KS5 Transition Matrices in use**

After downloading the transition matrices data, the easiest way to locate the data of interest is to filter the table.

Table 2 is an example of the transition matrices in use. It shows the national attainment of GCE A level mathematics students at KS5 based on their average KS4 attainment. The rows have been filtered such that the qualification\_name is GCE A level, the subject\_name is Mathematics, and the size is 1. The count and percent columns can then be browsed to reveal the relative number and percentage of students who achieved a particular grade for a given KS4 prior attainment. Note that if a grade is missing for a given prior attainment band, then no students with the stated prior achievement achieved that grade.

To understand the table, for example, the cell in dark blue shows the number of students with an average prior attainment between 5 and 6 at KS4 who achieved a C in GCE A level mathematics was 1784.

Table : Example of the transition matrices in use, showing GCE A level mathematics

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| qualification\_name | qualification\_code | subject\_name | subject\_code | size | grade\_structure | prior\_attainment\_band | grade | count | percentage |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | <1 | B | 1 | 100% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 1-<2 | A | 1 | 50% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 1-<2 | U | 1 | 50% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 2-<3 | B | 1 | 5.56% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 2-<3 | C | 3 | 16.67% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 2-<3 | D | 3 | 16.67% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 2-<3 | E | 3 | 16.67% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 2-<3 | U | 8 | 44.44% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 3-<4 | \* | 3 | 1.46% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 3-<4 | A | 9 | 4.39% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 3-<4 | B | 13 | 6.34% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 3-<4 | C | 31 | 15.12% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 3-<4 | D | 38 | 18.54% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 3-<4 | E | 62 | 30.24% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 3-<4 | U | 49 | 23.90% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 4-<5 | \* | 18 | 0.98% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 4-<5 | A | 102 | 5.56% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 4-<5 | B | 168 | 9.17% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 4-<5 | C | 281 | 15.33% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 4-<5 | D | 422 | 23.02% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 4-<5 | E | 554 | 30.22% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 4-<5 | U | 288 | 15.71% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 5-<6 | \* | 165 | 1.87% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 5-<6 | A | 750 | 8.49% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 5-<6 | B | 1081 | 12.24% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 5-<6 | C | 1784 | 20.19% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 5-<6 | D | 2389 | 27.04% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 5-<6 | E | 2025 | 22.92% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 5-<6 | U | 641 | 7.26% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 6-<7 | \* | 993 | 5.13% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 6-<7 | A | 3355 | 17.32% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 6-<7 | B | 3822 | 19.73% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 6-<7 | C | 4548 | 23.48% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 6-<7 | D | 3985 | 20.57% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 6-<7 | E | 2263 | 11.68% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 6-<7 | U | 403 | 2.08% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 7-<8 | \* | 4026 | 16.73% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 7-<8 | A | 7531 | 31.29% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 7-<8 | B | 5177 | 21.51% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 7-<8 | C | 4051 | 16.83% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 7-<8 | D | 2353 | 9.78% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 7-<8 | E | 814 | 3.38% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 7-<8 | U | 118 | 0.49% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 8-<9 | \* | 10000 | 45.85% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 8-<9 | A | 7202 | 33.02% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 8-<9 | B | 2675 | 12.26% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 8-<9 | C | 1346 | 6.17% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 8-<9 | D | 469 | 2.15% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 8-<9 | E | 106 | 0.49% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 8-<9 | U | 13 | 0.06% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 9>= | \* | 3008 | 73.47% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 9>= | A | 815 | 19.91% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 9>= | B | 176 | 4.30% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 9>= | C | 66 | 1.61% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 9>= | D | 17 | 0.42% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 9>= | E | 8 | 0.20% |
| GCE A level | 111 | Mathematics | 12210 | 1 | \*,A,B,C,D,E | 9>= | U | 4 | 0.10% |