



Department
for Education

Statistical First Release



SFR 51/2013

12 December 2013

Coverage: England

**Theme: Children,
Education and Skills**

NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 2 IN ENGLAND, 2013 (REVISED)

INTRODUCTION

This statistical first release (SFR) provides **revised** 2013 key stage 2 national curriculum assessment results for pupils in schools in England at national, regional and local authority level. It also includes figures on progress between key stage 1 and key stage 2. It provides an update to the provisional figures released in September in SFR 33/2013.

In this SFR, information on attainment has also been broken down by different pupil characteristics, specifically gender, ethnicity, English as a first language, free school meal eligibility, disadvantage, special educational need and Income Deprivation Affecting Children Index (IDACI).

Key stage 2 national curriculum assessments are based on the outcome of national curriculum tests in reading, mathematics and grammar, punctuation and spelling carried out in May 2013 and teacher assessments for the 2012/13 academic year.

Pupils took the grammar, punctuation and spelling test for the first time in 2013. We have also introduced separate reading and writing progress measures (to replace the previous English progress measure) and included analysis showing pupils achieving a good level 4 or above.

All gaps and differences have been calculated on unrounded data, therefore some figures may not match those produced from the rounded figures in the tables.

KEY POINTS

This section provides an overview of the key messages and statistics for key stage 2 in England in the academic year 2012 to 2013.

These findings are based on revised data for the 2012 to 2013 academic year and all comparisons, except where otherwise stated, are made against final 2011 to 2012 academic year figures.

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No change in attainment at level 4 or above.	<p>75% of pupils achieved level 4 or above in all of reading, writing and mathematics (a slight change from 76% in the provisional data), the same figure as in 2012.</p> <p>21% of pupils achieved level 5 or above in all of reading, writing and mathematics compared to 20% in 2012.</p>
Almost two-thirds of pupils achieve a 'good'¹ level 4 or above.	<p>63% of pupils achieved a 'good' level 4 or above in both reading and mathematics and also got level 4 or above in the writing teacher assessment.</p>
Almost three-quarters of pupils achieve level 4 or above in grammar, punctuation and spelling	<p>The percentage of pupils achieving level 4 or above in the new grammar, punctuation and spelling test was 74%.</p> <p>The percentage achieving level 5 or above was 48%.</p>
Increase in pupils making expected progress in mathematics and writing but a decrease for reading.	<p>The percentage of pupils in state-funded schools making expected progress has increased by 1 percentage point to 92% in writing (a slight change from 91% in the provisional data) and to 88% in mathematics. However, the percentage making expected progress in reading decreased by 1 percentage point to 88%.</p>
767 schools are below the primary school floor target	<p>This represents 6% of state-funded mainstream schools included in the floor calculations.</p> <p>It is a fall from 834 in 2012 (using 2013 definition).</p>
Girls outperform boys in reading and grammar, punctuation and spelling.	<p>88% of girls achieved level 4 or above in the reading test compared to 83% of boys.</p> <p>79% of girls achieved level 4 or above in the grammar, punctuation and spelling test compared to 69% of boys.</p> <p>85% of both boys and girls achieved level 4 or above in the mathematics test.</p>
Chinese pupils continue to outperform other pupils	<p>85% achieving level 4 or above in reading, writing and mathematics. The gap between Chinese pupils and the national average has fallen by 4 percentage points since 2011.</p>
The FSM attainment gap has remained constant	<p>60% of pupils known to be eligible for FSM achieved the expected level in all of reading, writing and mathematics compared with 79% of all other pupils, a gap of 19 percentage points.</p>

¹ A 'good' level 4 is one where the test mark is in the top two-thirds of the level 4 mark range, i.e. level 4B or above.

AREAS OF INTEREST

This section provides additional analysis on data which is new this year or which we are frequently asked about.

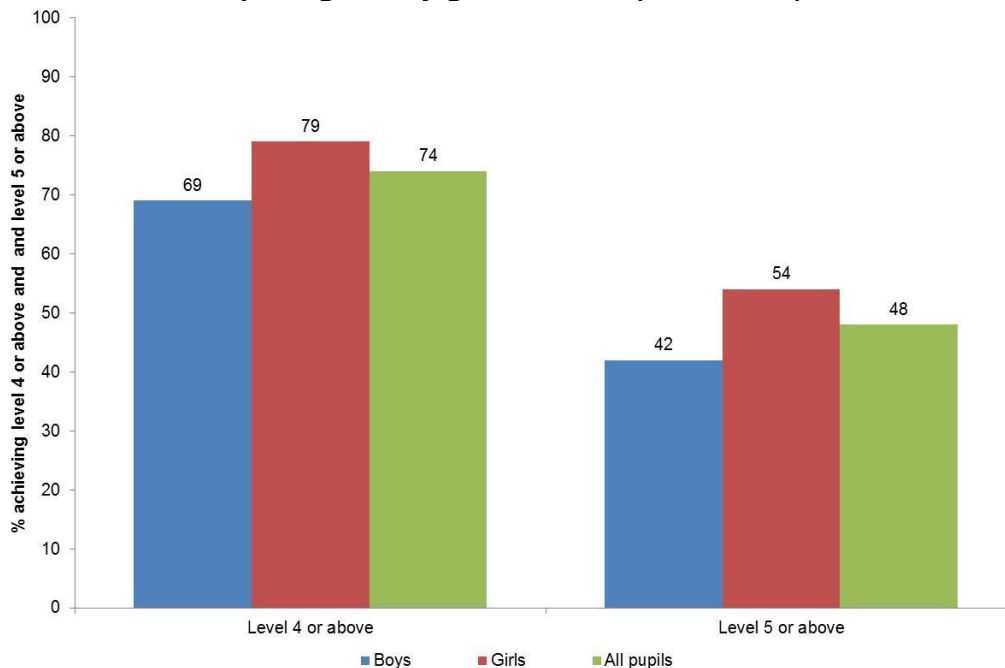
Grammar, punctuation and spelling

New tests of grammar, punctuation and spelling were introduced in 2013.

- 74% of pupils achieved at least the expected level (level 4 or above)
- 48% achieved above the expected level (level 5 or above)
- 2% achieved the highest level (level 6)

The percentage achieving the expected level is lower than the percentages reaching this level in the reading and mathematics tests (86% and 85% respectively). However the percentage achieving above the expected level is higher than the equivalent percentages for reading and mathematics (45% and 41% respectively).

Chart 1: Percentage of pupils achieving level 4 or above and level 5 or above in the key stage 2 grammar, punctuation and spelling test by gender, 2013 (all schools)



Girls outperformed boys with 79% of girls achieving level 4 or above compared to 69% of boys. Girls also outperformed boys at level 5 or above with 54% of girls achieving level 5 or above compared to 42% of boys.

Table 1: Attainment in grammar, punctuation and spelling by prior attainment, 2013

	Low prior attainment (below level 2)	Medium prior attainment (at level 2)	High prior attainment (above level 2)
Level 4 or above	24%	80%	99%
Level 5 or above	5%	43%	91%

Only 24% of pupils with low prior attainment achieve level 4 or above in grammar, punctuation and spelling which is considerably lower than the corresponding percentages for other subjects (reading 50%, mathematics 49% and writing 38%). There is a similar story for those with medium prior attainment – 80% achieve level 4 or above, compared to 93% for reading, 91% for mathematics and

92% for writing. However, those with high prior attainment are just as likely to achieve level 4 or above in grammar, punctuation and spelling as they are in other subjects (99% for grammar, punctuation and spelling compared to 100% for reading, 99% for mathematics and 100% for writing).

Pupils with high prior attainment are more likely to achieve level 5 or above in grammar, punctuation and spelling than in other subjects (91% for grammar, punctuation and spelling compared to 86% for reading, 83% for mathematics and 76% for writing). See the 'Technical Notes' section for details of how the prior attainment bands are calculated.

Chinese pupils were the highest performing with 86% of pupils achieving the expected level. Pupils from any white background are the lowest performing with 73%. Grammar, punctuation and spelling has the widest attainment gap for FSM and SEN compared to all other separate subjects. 59% of pupils known to be eligible for FSM achieved the expected level compared with 77% of all other pupils (a gap of 18 percentage points). 33% of all SEN pupils achieved the expected level compared with 86% of pupils with no identified SEN (a gap of 53 percentage points). However, there was no attainment gap between pupils whose first language is English and those whose first language is not English.

Primary School Floor Standard

In 2013, a school will be classed as below the primary school floor standard if it meets all of the following criteria

- i. fewer than 60% of pupils achieve level 4 or above in all of reading, writing and mathematics,
- ii. fewer than the median percentage make expected progress in reading
- iii. fewer than the median percentage make expected progress in writing
- iv. fewer than the median percentage make expected progress in mathematics

In 2013, the median levels for the percentage of pupils making expected progress in reading, writing and mathematics were 91%, 95% and 92% respectively.

The number of schools below the primary school floor standard in 2013 is 767. This is 6% of state-funded mainstream schools.

This figure is not comparable with that previously published for 2012 as the definition changed significantly between the two years with English being replaced by reading and writing. It is harder for a school to get 60% of pupils to level 4 or above in all of reading, writing and mathematics than it was to get 60% of pupils to level 4 or above in both English and mathematics (in 2012, 79% of pupils achieved level 4 or above in both English and mathematics but only 75% got level 4 or above in all of reading, writing and mathematics). However, we now have three progress measures rather than two and schools only need to exceed the median for one of those to be considered above the floor.

We have calculated that there would have been 834 schools below the floor in 2012 using the current definition, suggesting that the number of schools below the floor would have fallen between 2012 and 2013 had it not been for the change of definition.

Closed schools, including those which closed during the 2012/13 academic year and reopened as a different type of school (for example, a sponsored academy) are excluded from the floor target. There were 709 closed schools in 2013 that would otherwise have been included in the floor target calculations – 125 of these would have been below the floor. This compares to 579 closed schools in 2012 – 66 of these would have been below the floor in 2012. See the 'Primary School Floor Standard' section of the 'Technical Notes' for more information on the schools which are included in the floor target calculations.

Floor Standard by Local Authority

There is considerable variation across local authorities in the percentage of primary schools below the floor. 22 local authorities have no schools below the floor and 9 of these (City of London, Camden, Kensington and Chelsea, Wandsworth, Bexley, Kingston upon Thames, Solihull, Isles of Scilly and Bracknell Forest) also had no schools below the floor in 2012. However, in Poole, a third of schools (5 schools out of 15) were below the floor. Derby, Bradford and Suffolk also had high levels of schools below the floor – 17%, 16% and 14% of their schools respectively.

Portsmouth and Thurrock have seen the most improvement in the percentage of their schools below the floor. In 2012, 22% of schools in Portsmouth would have been below the floor on the 2013 definition – by 2013, this figure had reduced to just 4%. Similarly the figure for Thurrock has reduced from 16% to 0%.

Rutland and Poole have seen the greatest increase in the percentage of their schools below the floor between 2012 and 2013. The figure for Rutland has increased from 0% to 11% (although this is only 1 school out of 9) and that for Poole from 19% to 33% (5 schools out of 15).

FSM Attainment Gaps

A lower percentage of pupils known to be eligible for free school meals (FSM) achieved the expected level, **level 4 or above**, in comparison with all other pupils in each of the key stage 2 subject areas. The overall attainment gap has remained constant since 2012 remaining at 19 percentage points in all of reading, writing and mathematics; 60% of pupils known to be eligible for FSM achieved the expected level in all of reading, writing and mathematics compared with 79% of all other pupils.

However the gaps vary across individual subjects. The attainment gap is at its narrowest in reading and mathematics with a gap of 13 percentage points. In reading, 75% of pupils known to be eligible for FSM achieved the expected level compared with 88% of all other pupils. In mathematics, 74% of pupils known to be eligible for FSM achieved the expected level compared with 87% of all other pupils. The gap for mathematics has narrowed by 3 percentage points since 2011 and by 4 percentage points since 2009. The widest gap is in the new grammar, punctuation and spelling with a gap of 18 percentage points. 59% of pupils known to be eligible for FSM achieved the expected level compared with 77% of all other pupils. The attainment gap for writing has remained constant since 2012 with a gap of 16 percentage points. 70% of pupils known to be eligible for FSM achieved the expected level compared with 86% of all other pupils.

Pupils known to be eligible for FSM are making less progress between KS1 and KS2 than all other pupils. 83% of pupils known to be eligible for FSM made the expected level of progress between KS1 and KS2 in reading compared with 89% of all other pupils; 88% of pupils known to be eligible for FSM made the expected level of progress between KS1 and KS2 in writing compared with 92% of all other pupils; and 83% of pupils known to be eligible for FSM made the expected level of progress between KS1 and KS2 in mathematics compared with 89% of all other pupils. The attainment gap for progress in mathematics has narrowed by 2 percentage points since 2011.

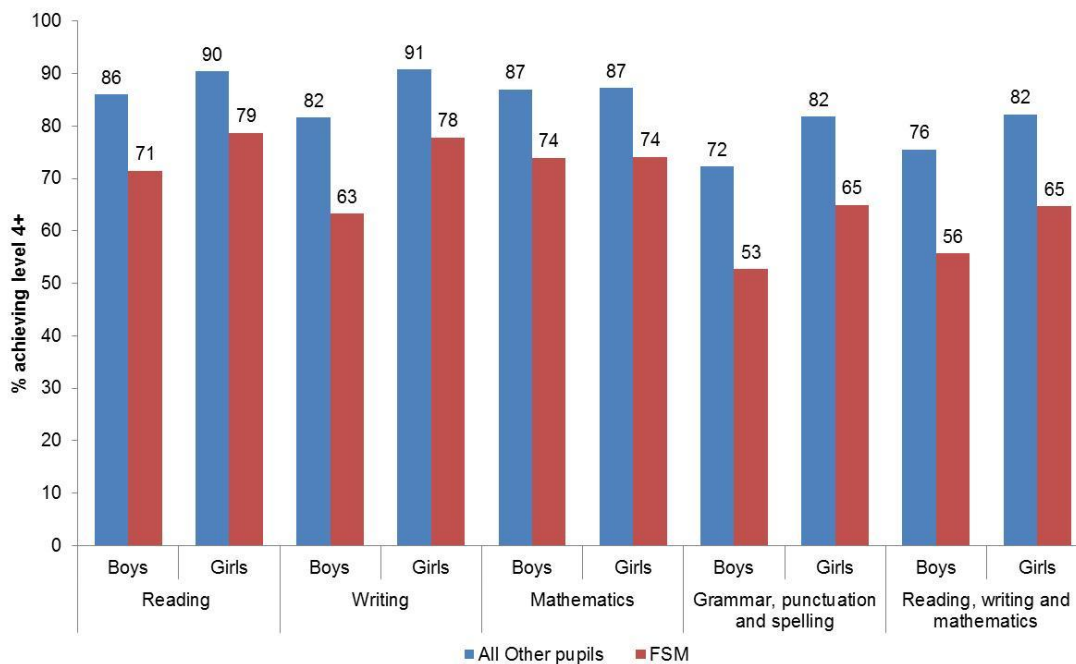
Table 2: FSM attainment gaps (all other pupils minus FSM), 2011-2013 (percentage points)

	2011	2012	2013
Reading	.	12	13
Writing	.	16	16
Mathematics	16	14	13
Grammar, punctuation and spelling	.	.	18
Reading, writing and mathematics	22	19	19

Attainment by both FSM and gender shows a similar pattern to the overall picture of attainment by gender. Girls who are eligible for FSM are outperforming boys who are eligible for FSM in all subjects with the exception of mathematics where both groups perform equally well. The attainment gap is

widest for writing where the gap between girls and boys eligible for FSM is 15 percentage points. Across all subjects (with the exception of mathematics), attainment gaps between FSM and others are narrowest for girls compared with boys.

Chart 2: Percentage of pupils achieving level 4 or above by gender and FSM, 2013 (state-funded schools)



There are variations in pupil achievement across key groups of interest.

White British boys known to be eligible for FSM are still performing far below the national average, although there has been some improvement since 2012. In 2013, 53% of white British boys known to be eligible for FSM achieved the expected level in all of reading, writing and mathematics compared with the national average of 75% of pupils. This is a 23 percentage point attainment gap. This gap has narrowed by 1 percentage points since 2012.

Black Caribbean boys known to be eligible for FSM are also still performing below the national average. In 2013, 57% of black Caribbean boys known to be eligible for FSM achieved the expected level in all of reading, writing and mathematics compared with the national average of 75% of pupils, a gap of 18 percentage points. This gap has widened by 1 percentage point since 2012.

Chinese girls known to be eligible for FSM are achieving well above the national average in all subjects. However, the gap in all subjects, with exception of reading has narrowed considerably since 2012. 88% of Chinese girls known to be eligible for FSM achieved the expected level in all of reading, writing and mathematics compared with the national average of 75% of pupils, a gap of 12 percentage points. This gap has narrowed by 7 percentage points since 2012. The gap for both writing and mathematics has narrowed by 4 percentage points since 2012.

DETAILED STATISTICS

This section provides a further breakdown of the key statistics, including trends over time, geographical differences and breakdowns by characteristics, institution types and prior attainment.

Test Results

The percentages of pupils in all schools achieving **level 4 or above** in the 2013 key stage 2 tests by subject are as follows:

- Reading test: 86% (down 1 percentage point from 87% in 2012)
- Mathematics test: 85% (up 1 percentage point from 84% in 2012)

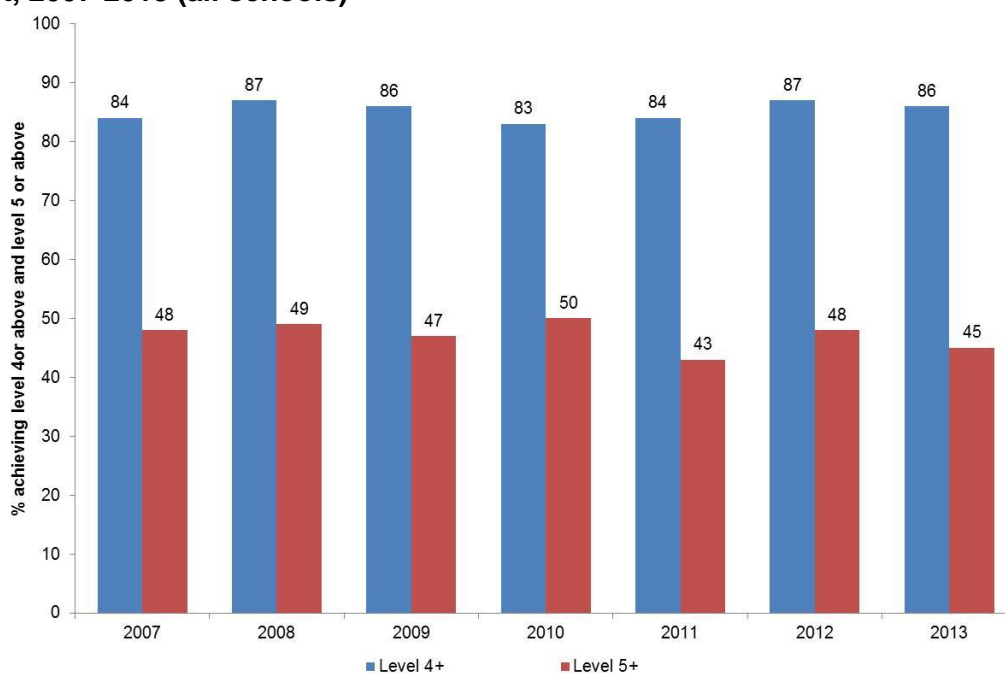
- Grammar, punctuation and spelling test: 74% (new in 2013)

The percentages of pupils achieving above the expected level, **level 5 or above**, in the 2013 key stage 2 tests by subject are as follows:

- Reading test: 45% (down 4² percentage points from 48% in 2012)
- Mathematics test: 41% (up 2 percentage points from 39% in 2012)
- Grammar, punctuation and spelling test: 48% (new in 2013)

Attainment in the reading test at level 4 or above has remained at a similar level to that in 2008 following a small dip between 2009 and 2011. Attainment at level 5 or above fell between 2012 and 2013. A small number of pupils were awarded a level 6 in reading (approximately 2,300 pupils, but as a percentage this rounds to 0%). This is unchanged from last year.

Chart 3: Percentage of pupils achieving level 4 or above and level 5 or above in the key stage 2 reading test, 2007-2013 (all schools)

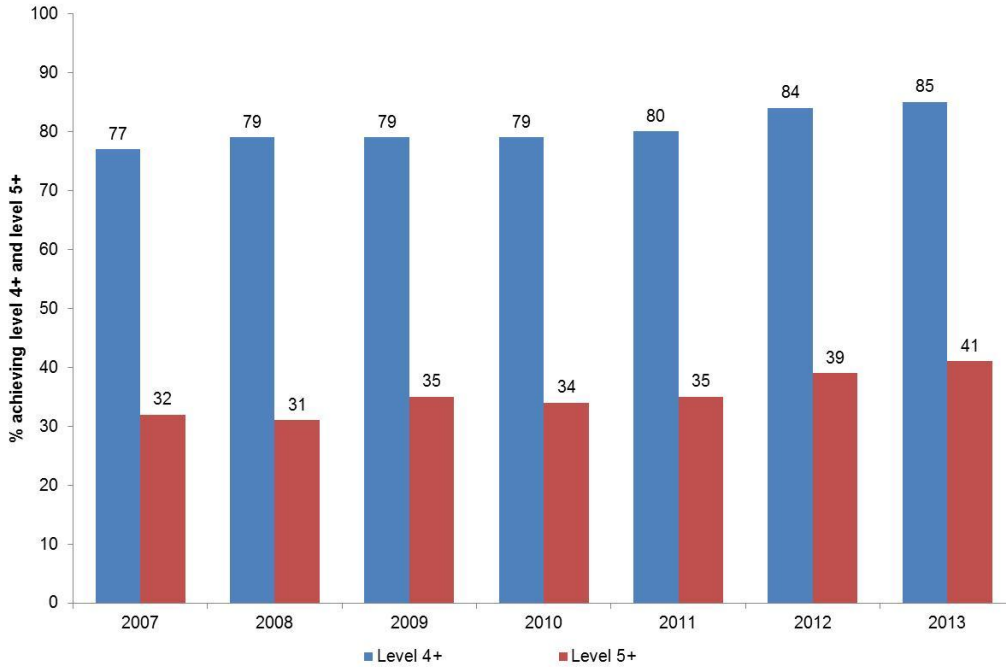


Tests at the end of key stage 2 are designed for pupils who have completed the KS2 programme of study and have been assessed by their teacher as working at national curriculum level 3 or above. 6% of all pupils (7% of boys and 4% of girls) got level 2 or below in reading in 2013. These figures show no change from 2012.

Attainment in the mathematics test at both level 4 or above and level 5 or above has increased from last year continuing the recent upwards trend. Level 6 was awarded to 7% of pupils in 2013, an increase of 3 percentage points from last year's figure of 3%.

² Calculated from unrounded percentages.

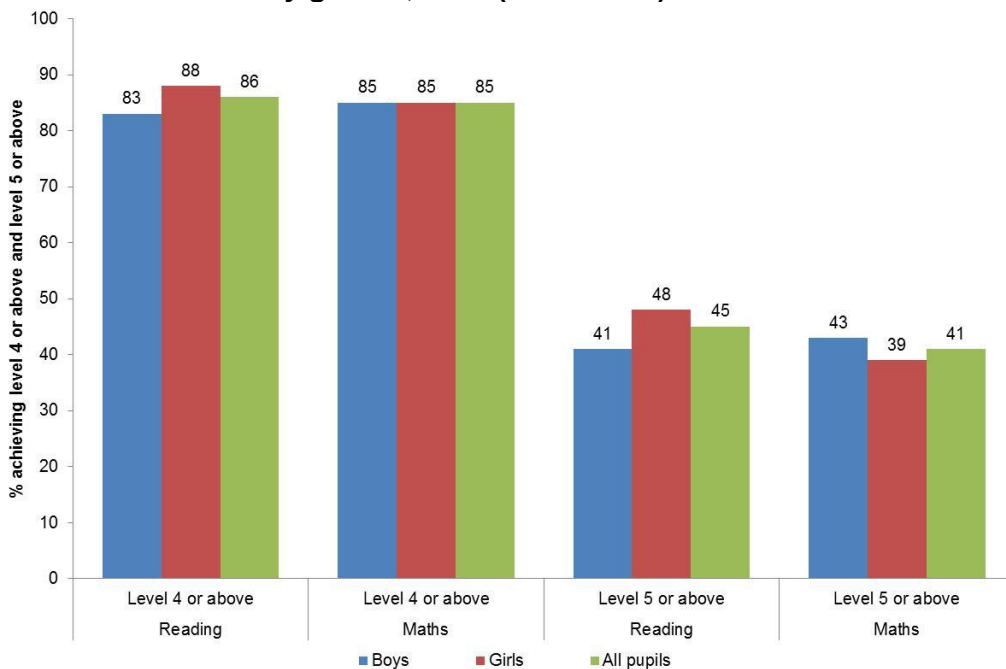
Chart 4: Percentage of pupils achieving level 4 or above and level 5 or above in the key stage 2 mathematics test, 2007-2013 (all schools)



Girls have continued to outperform boys in the reading test. The gap in attainment at level 4 or above has continued to narrow reducing from 6 percentage points in 2012 to 5 percentage points in 2013. Attainment at level 5 or above fell by considerably more for girls than for boys (5 percentage points compared to 2 percentage points). As a result the gap in attainment at level 5 or above has narrowed considerably from 10 percentage points in 2012 to 7 percentage points in 2013.

There have been similar levels of achievement at level 4 or above in the mathematics tests for girls and boys over recent years. However, boys tend to outperform girls at level 5 or above with 43% achieving level 5 or above compared to 39% of girls. The year on year improvement between 2012 and 2013 showed that girls improved more than boys – 1 percentage point for boys compared to 2 percentage points for girls and therefore the gap has narrowed slightly.

Chart 5: Percentage of pupils achieving level 4 or above and level 5 or above in the key stage 2 reading and mathematics test by gender, 2013 (all schools)



Teacher Assessments

The percentages of pupils in all schools achieving level 4 or above in the 2013 key stage 2 teacher assessments by subject are as follows:

- English: 87% (up 1 percentage points from 85% in 2012)
- Reading: 87% (up 1 percentage point from 86% in 2012)
- Writing: 83% (up 2 percentage points from 81% in 2012)
- Mathematics: 87% (up 1 percentage points from 85% in 2012)
- Science: 88% (up 1 percentage points from 86% in 2012)

In 2013, girls performed better than boys in achieving level 4 or above in teacher assessments for all subjects. The gap was widest in the writing teacher assessment where 78% of boys achieved level 4 or above compared to 88% of girls.

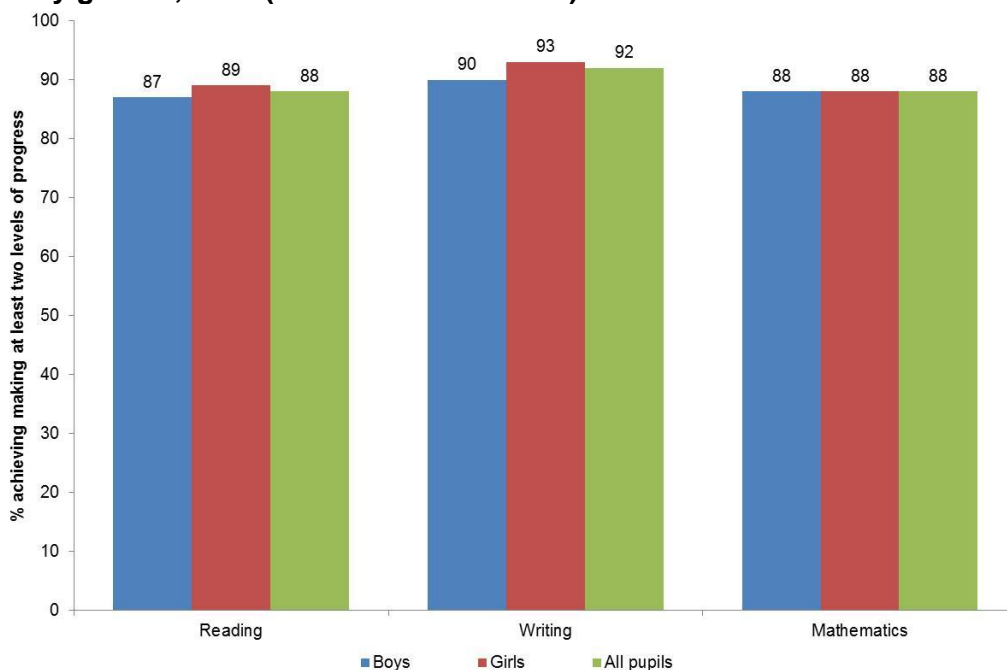
Girls' achievement at level 5 or above in the English, reading and writing teacher assessments was considerably higher than for boys whereas boys outperformed girls in mathematics. Levels were similar for science.

Progress

Pupils are expected to make at least two levels of progress between key stage 1 and key stage 2. The national percentages of pupils in state-funded schools making the expected progress by subject are as follows:

- Reading 88% (down 1 percentage point from 89% in 2012)
- Writing 92% (up 1 percentage point from 90% in 2012)
- Mathematics 88% (up 1 percentage point from 87% in 2012)

Chart 6: Percentage of pupils making at least two levels of progress in reading, writing and mathematics by gender, 2013 (state-funded schools)



The gender gaps in the percentage making expected progress in reading (87% for boys and 89% for girls) and writing (90% for boys and 93% for girls) are smaller than the corresponding gender gaps in attainment. There is no difference between boys and girls in the percentage making expected progress in mathematics.

The median of the school level percentages of pupils making two levels of progress between key stage 1 and key stage 2 are 91% for reading, 95% for writing and 92% for mathematics (in state-funded mainstream schools only).

Attainment by prior attainment

26% of pupils with low prior attainment achieved level 4 or above in all of reading, writing and mathematics compared to 82% of those with medium prior attainment and 99% of those with high prior attainment. 0% of pupils with low prior attainment achieved level 5 or above compared to 10% of those with medium prior attainment and 63% of those with high prior attainment.

Table 3: Attainment in headline measures by prior attainment, 2013

	Low prior attainment (below level 2)	Medium prior attainment (at level 2)	High prior attainment (above level 2)
Level 4+ in reading, writing & mathematics	26%	82%	99%
Level 5+ in reading, writing & mathematics	0%	10%	63%
Expected progress in reading	76%	92%	89%
Expected progress in writing	84%	93%	94%
Expected progress in mathematics	74%	90%	93%

However, a slightly different pattern is seen for the reading progress measure. Pupils with medium prior attainment are most likely to make expected progress (92% compared to 76% for those with low prior attainment and 89% for those with high prior attainment). Pupils with high prior attainment are most likely to make expected progress in writing and mathematics (94% and 93% compared to 84% and 74% for those with low prior attainment and 93% and 90% for those with medium prior attainment) but the difference between the high and medium prior attainment groups are small especially in writing. For all of reading, writing and mathematics those with low prior attainment are least likely to make expected progress.

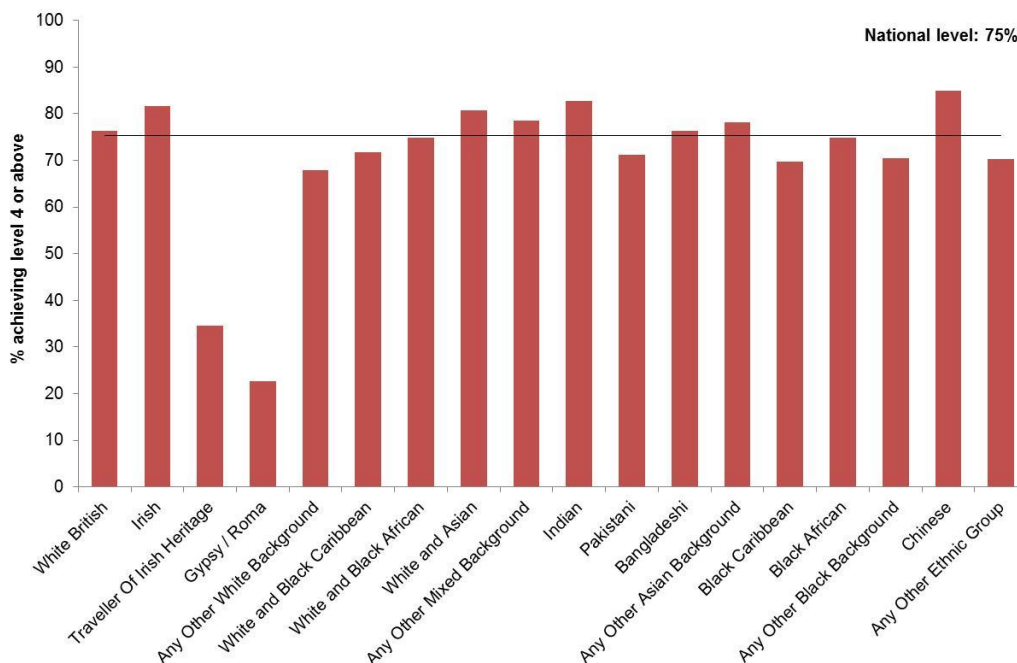
Attainment by pupil characteristics (state-funded schools only)

Ethnicity

The percentage of pupils in state-funded schools achieving the expected level, **level 4 or above**, in the 2013 key stage 2 tests continues to vary between different ethnic groups. Within the broader ethnic groupings:

- Chinese pupils remain the highest achieving group. The percentage of Chinese pupils achieving the expected level in all of reading, writing and mathematics is 10 percentage points above the national average. However, the gap has fallen by 4 percentage points since 2011.
- Pupils from a black background remain the lowest performing group. 73% of pupils of any black background achieved the expected level in all of reading, writing and mathematics, 2 percentage points below the national average of 75%.
- 76% of pupils of any white or Asian background and 77% of any mixed background achieved the expected level in all of reading, writing and mathematics, all broadly in line with the percentage for all pupils.

Chart 7: Percentage of pupils achieving level 4 or above in all of reading, writing and mathematics by ethnic group, 2013 (state-funded schools)



The percentage of pupils making the expected progress in reading, in writing and in mathematics varies between the major ethnic groups.

- Chinese pupils have the highest percentage making the expected progress in reading, writing and in mathematics. 93% of Chinese pupils made the expected progress in reading (5 percentage points above the national average). 95% made the expected level of progress in writing (4 percentage points above the national average). 96% made the expected progress in mathematics (8 percentage points above the national average, which compares to 13 percentage points above the national average in 2011).
- Pupils from a white background had the lowest percentage making the expected progress in reading (88%) and writing (91%). 91% of pupils from an Asian background made the expected level of progress in mathematics, 3 percentage points above the national average. Pupils from the remaining major ethnic groups, all achieved around the national level for expected progress in mathematics. However, pupils of any black background saw the largest improvement in progress in mathematics since last year, with an increase of 2 percentage points.

English as a first language

A higher percentage of pupils whose first language is English achieved the expected level, **level 4 or above**, in comparison with those whose first language is not English in each of the key stage 2 subject areas, with the exception of the new grammar, spelling and punctuation measure.

- In reading, 87% of pupils whose first language is English achieved the expected level compared with 81% of pupils whose first language is not English (a gap of 6 percentage points).
- In writing, 84% of pupils whose first language is English achieved the expected level compared with 80% of pupils whose first language is not English (a gap of 4 percentage points).
- The attainment gap is smaller for mathematics where 85% of pupils whose first language is English achieved the expected level; compared with 83% of pupils whose first language is not English (a gap of 2 percentage points). This gap has narrowed by 1 percentage point since 2012 and by 2 percentage points since 2011.

- In the new measure of grammar, punctuation and spelling 74% of pupils in both groups achieved the expected level. This is the only subject with no attainment gap.
- 76% of pupils whose first language is English achieved the expected level in reading, writing and mathematics combined compared with 72% whose first language is not English, a gap of 5 percentage points.

Table 4: First Language attainment gaps (English as a first language minus first language other than English), 2011-2013 (percentage points)

	2011	2012	2013
Reading	.	6	6
Writing	.	4	4
Mathematics	4	3	2
Grammar, punctuation and spelling	.	.	0
Reading, writing and mathematics	5	4	5

In contrast, a higher percentage of pupils whose first language is not English achieved the expected level of progress than pupils whose first language is English:

- For those whose first language is English, 88% made the expected level of progress between KS1 and KS2 in reading compared with 89% of those whose first language is not English.
- For those whose first language is English, 91% made the expected level of progress between KS1 and KS2 in writing compared with 93% of those whose first language is not English.
- For those whose first language is English, 88% made the expected level of progress between KS1 and KS2 in mathematics, compared with 91% of those whose first language is not English.

Special educational needs (SEN)

Combining the SEN categories into one group, 35% of all pupils with SEN achieved the expected level, **level 4 or above**, in all of reading, writing and mathematics in 2013, compared with 88% of pupils with no identified SEN, resulting in an attainment gap of 53 percentage points.

Of pupils with a specified primary need, those with a visual or hearing impairment were the highest achieving:

- 56% of pupils whose primary need was visual impairment achieved the expected level in all of reading, writing and mathematics, 20 percentage points below the national average. For hearing impairment, 49% of pupils achieved the expected level, 26 percentage points below the national average.
- 79% of pupils whose primary need was either visual or hearing impairment made the expected level of progress between KS1 and KS2 in reading and in mathematics, both 9 percentage points below the national average.
- 87% of pupils whose primary need was visual impairment made the expected level of progress between KS1 and KS2 in writing, 5 percentage points below the national average. 83% of pupils whose primary need was hearing impairment made the expected level of progress between KS1 and KS2 in writing, 9 percentage points below the national average.

Table 5: Special educational need attainment gaps (pupils with no identified SEN minus pupils with SEN), 2011-2013 (percentage points)

	2011	2012	2013

	2011	2012	2013
Reading	.	35	36
Writing	.	49	47
Mathematics	41	39	37
Grammar, punctuation and spelling	.	.	53
Reading, writing and mathematics	55	55	53

Local authority achievement

The percentages of pupils achieving **level 4 or above** at key stage 2 in each local authority (excluding the City of London and Isles of Scilly which only have 1 school each) range from:

- 63% to 85% in reading, writing and mathematics
- 64% to 87% in grammar, punctuation and spelling
- 78% to 94% in reading
- 77% to 92% in mathematics
- 76% to 90% in writing teacher assessment

The percentages of pupils in state-funded schools making expected progress by subject in each local authority range from:

- Reading 76% to 94%
- Writing 76% to 97%
- Mathematics 78% to 95%

Income Deprivation Affecting Children Index (IDACI)

Deprived areas are defined by the Income Deprivation Affecting Children Index (see the 'Technical Notes' section for more details).

The attainment gap between pupils resident in the most deprived and least deprived areas is the largest in reading, writing and mathematics combined and also in grammar, spelling and punctuation (16 percentage points). 84% of pupils resident in the least deprived areas achieving the expected level in grammar, punctuation and spelling compared with 68% of pupils resident in the most deprived areas. 86% of pupils resident in the least deprived areas achieving the expected level in reading, writing and mathematics compared with 69% of pupils resident in the most deprived areas.

The attainment gap is smallest in mathematics (a 10 percentage point gap).

TABLES

The tables are available to view on the Department for Education statistics website at www.gov.uk/government/collections/statistics-key-stage-2.

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School location based tables

Table B1 Percentage of pupils achieving level 4 or above at key stage 2 by degree of rurality of school location, 2013

Table B2 Percentage of pupils achieving level 4 or above at key stage 2 by local authority District of school location, 2013

TRANSPARENCY

Supporting data for this publication is published in an open standardised format. This is available at www.gov.uk/government/collections/statistics-key-stage-2.

RELATED PUBLICATIONS

Primary School Performance Tables 2013
www.education.gov.uk/schools/performance

SFR34/2013: National curriculum assessments at key stage 2 in England: 2013 (provisional)
www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-in-england-2012-to-2013-provisional

SFR37/2013: Phonics screening check and national curriculum assessments at key stage 1 in England: 2013
www.gov.uk/government/publications/phonics-screening-check-and-national-curriculum-assessments-at-key-stage-1-in-england-2013

SFR40/2013: 2013 GCSE and equivalent results including key stage 3 provisional
www.gov.uk/government/publications/2013-gcse-and-equivalent-results-including-key-stage-3-provisional

SFR04/2013: GCSE and equivalent attainment by pupil characteristics in England: 2011 to 2012
www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-in-england

SFR 41/2013 A level and other level 3 results in England: academic year 2012 to 2013 (provisional)
www.gov.uk/government/publications/a-level-and-other-level-3-results-in-england-academic-year-2012-to-2013-provisional

SFR43/2013: Early years foundation stage profile results in England: 2012 to 2013
www.gov.uk/government/publications/early-years-foundation-stage-profile-results-2012-to-2013

SFR 47/2012: EYFSP attainment by pupil characteristics in England: academic year 2011 to 2012
www.gov.uk/government/publications/eyfsp-attainment-by-pupil-characteristics-2013

SFR21/2013: Schools, Pupils and their Characteristics: January 2013
www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2013

Pupil attainment in Wales, Scotland and Northern Ireland

The Welsh Government publishes attainment data for Wales. As in England, the national curriculum is divided into key stages and pupils are assessed at the end of key stage 1, 2 and 3 at ages 7, 11, and 14 respectively. Pupils are expected to achieve level 4 at the end of key stage 2 and level 5 at the end of key stage 3. Statutory assessment in Wales is by teacher assessments for all key stages as tests were discontinued in 2002. Further information is available on the Welsh Government website.
<http://wales.gov.uk/statistics-and-research/?topic=Education+and+skills&lang=en>

The Scottish Government measures attainment nationally using the Scottish Survey of Literacy and Numeracy (SSLN), an annual sample survey of pupil attainment in primary and early secondary school. Further information is available on the Scottish Government website.

www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN

Information on educational attainment for post-primary schools in Northern Ireland is available from the Northern Ireland Statistics and Research Agency:

www.nisra.gov.uk/publications/default.asp6.htm

International comparison surveys

Pupils in England also take part in international surveys such as the Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). TIMSS is a comparative international survey of mathematics and science achievement of 9-10 year olds and 13-14 year olds, carried out on pupils from a sample of schools. PIRLS is an international survey of reading literacy of 9-10 year olds. 2011 results for both of these studies are available from www.timss.org/.

Pupils in England also participate in the Programme for International Student Assessment (PISA), organised by the Organisation for Economic Co-operation and Development (OECD). This assessment aims to compare standards of achievement for 15 year olds in reading, mathematics and science, between participating countries. This study is based on pupils from a sample of schools. 2012 results are available from www.oecd.org/pisa/keyfindings/pisa-2012-results.htm.

A NATIONAL STATISTICS PUBLICATION

The UK Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the 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 designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of statistical policies in line with the Code of Practice for Official Statistics, these are published at www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education.

CONFIDENTIALITY

The Code of Practice for Official Statistics requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.

A cross (x) is used in the tables published in this release to signify a suppressed value where publication of that figure would be disclosive. Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved or 0, 1 or 2 pupils who did not achieve a particular level are suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with the Departmental statistical policy which can be found at

OTHER SYMBOLS USED IN TABLES

A single dot (.) is used in the tables published in this release to signify data not applicable.

A double dot (..) is used to indicate the data is not available.

A hash (#) is used to indicate not available in 2010 due to lack of sufficiently representative data as a result of industrial action.

ROUNDINGS

Percentages in this SFR are given to the nearest whole number. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down, e.g. 85.586 will be rounded to 86; 85.4283 will be rounded to 85.

REVISIONS

2013 figures in this publication are based on revised data. There is no plan to re-issue this publication with final 2013 figures but final figures for 2013 will be made available in next year's release. The following table shows the difference between the provisional, revised and final results for the percentage of pupils achieving level 4 or above in the key stage 2 tests over the last 5 years:

		Percentage of pupils achieving level 4 or above				
		2009	2010	2011	2012	2013
Reading	Provisional	86%	84%	84%	87%	86%
	Revised	86%	83%	84%	87%	86%
	Final	86%	83%	84%	87%	-
Mathematics	Provisional	79%	80%	80%	84%	85%
	Revised	79%	79%	80%	84%	85%
	Final	79%	79%	80%	84%	-
Grammar, punctuation and spelling	Provisional	-	-	-	-	74%
	Revised	-	-	-	-	74%
	Final	-	-	-	-	-

Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at

www.gov.uk/government/uploads/system/uploads/attachment_data/file/190767/Revisions_Policy_v3.pdf.

PUBLISHED FIGURES

There are two main types of figures in this publication:

- The total number of eligible pupils in a given group.
- The percentage of this group that attained a certain level in the given subject.

Percentages are rounded to whole percentages in all national and local authority tables. Any gaps/differences mentioned in the text are calculated from unrounded data. The underlying figures used to calculate these percentages are published at www.gov.uk/government/collections/statistics-key-stage-2.

Some tables give percentages by each national curriculum level, others give the percentage of eligible pupils that achieved the expected level. At key stage 2, the expected level is level 4 or above. Therefore, the percentage achieving the expected level is calculated by summing all of the pupils that achieved level 4, 5 or 6 and dividing this by the total number of eligible pupils (including those that were absent, disapplied or 'working below the level of the test'). To reach the expected level in reading, writing and mathematics, a pupil has to have reached level 4, 5 or 6 in all three subjects.

YOUR FEEDBACK

Please contact jayne.middlemas@education.gsi.gov.uk if you have comments on the content or presentation of this release so that we can take account of your needs in future editions.

TECHNICAL NOTES

In addition to the information provided below, a methodology document accompanies this SFR. This provides further information on the data sources, their coverage, the quality and how the data is validated and processed.

Source of data

The figures published in this statistical first release (SFR) are derived from the revised 2013 national pupil database (NPD) which is a longitudinal database linking the national curriculum assessment results and the school census data. Further information on the NPD, can be found at: www.education.gov.uk/npd. This includes revised key stage 2 national curriculum tests and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) by 30 September 2013. It includes the outcomes of reviews. This SFR revises earlier published figures and incorporates amendments received from schools through the checking exercise for the 2013 primary school performance tables. The figures may be subsequently updated with:

- any changes that result from the completion of outstanding maladministration investigations
- further changes resulting from errata requests from schools after publication of the performance tables.

The figures are calculated on a cumulative basis (i.e. including test or teacher assessment results from previous years). This is the method used within the primary school performance tables.

Final figures for 2011 and 2012 in this publication are taken from the NPD. Final figures for 2010 and earlier are calculated from the final pupil level data used for the performance tables and not from the NPD. In previous years, there have been slight differences in the data between the two datasets. The only exceptions to this are the progression figures which, for all years prior to 2013, have been calculated using final data from the NPD.

How the assessments are made

This SFR provides information for key stage 2 national curriculum assessments based on the outcome of the national curriculum tests in reading, mathematics and grammar, punctuation and spelling carried out in May 2013 and teacher assessments for the 2012/13 academic year. Tests and teacher assessments provide complementary information about pupils' attainment. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each key stage. Teacher assessment is the teachers' judgement of each pupil's performance in the whole subject over the whole academic year.

All children in state-funded primary schools, including most academies and free schools, are required to take part in key stage 2 national curriculum assessments before they move to secondary school. Pupils may complete the programme of study for key stage 2 before year group 6; in these cases the trigger for reporting is that point and not the end of year 6.

National curriculum standards have been designed so that most pupils will progress by approximately one level every two years. Pupils are expected to achieve **level 4** by the end of key stage 2 and to make at least two levels of progress between key stage 1 and key stage 2.

When the tests are marked, there are no quotas set for each of the national curriculum levels, or underlying assumptions about the proportion of pupils who should be at any particular level. Proportions are decided entirely by how pupils' attainment measures up to the standards of the national curriculum. A review procedure is available for schools which have concerns over the marking of scripts.

More information on how the assessments are made is included in the methodology document which accompanies this release.

National Curriculum level codes

The national curriculum level descriptions for KS1 and KS2 are as follows:

Key stage 1	Description
W	Pupil working towards level 1 of the national curriculum
1-4	National curriculum level achieved
A	Absent
D	Disapplied
M	Missing

Key stage 2	Description
1-6	National curriculum level achieved
A	Absent
B	Working below the level of the test (tests only)
D	Disapplied from the national curriculum (TA only)
F	Pupil will take the test/have TA in the future
L	Pupil has left the school
M	Missing
N	Not awarded a test level (tests only)
P	Pupil took the test/has TA in the past
Q	Annulled following maladministration investigation (tests only)
S	Pending maladministration (tests only)
T	Working at the level of the tests but unable to access them (tests only)
X	Lost/Stolen scripts (tests only)
Y or Z	Not eligible for tests

Changes to national curriculum assessment administrative arrangements

Since national curriculum assessments at key stage 2 were introduced in 1995, there have been a number of changes to the process by which the assessments are run and tests are marked which are likely to affect year on year comparisons. Information on changes in previous years can be found in the methodology document which accompanies this release.

In 2013, a new test on English grammar, punctuation and spelling was introduced for all pupils following a pilot in 2012. It was also decided that we should not produce an overall English level from the reading test and writing teacher assessment as in 2012 but should publish results on reading and writing separately.

As a result, we have removed figures for overall English and English and mathematics combined from this release (figures on English teacher assessment are still published) and switched our focus to attainment in the reading test, mathematics test and writing teacher assessment. Although we do show figures for this measure prior to 2011, readers should note that the writing aspect for 2011 and earlier years is based on the writing test and not writing teacher assessment and so is not directly comparable to later figures.

We have also developed new progress measures in reading and writing to replace that for English. We have calculated 2012 figures for these to monitor the change over time. It is not possible to calculate these on the same basis for years prior to 2012 as separate reading and writing teacher assessments were not collected prior to 2012.

Comparisons with previous years

All figures published in this release for 2012 have been calculated using the same methodology as the 2013 figures so that valid comparisons can be made. Comparisons with data for earlier years for any indicators including writing will not be directly comparable to those for 2012 and 2013.

Care should also be taken in undertaking comparisons for high attaining pupils to ensure that, when you are looking at performance above level 4 or level 5, level 6 is included for 2012 and 2013.

Pupil performance (the number and percentage achieving the expected level) can be affected by a number of factors which mean that small year on year changes shouldn't be considered to be significant, particularly at local authority level.

Please see the methodology document which accompanies this release for information on how the assessments are made.

Coverage information

The figures reported in this release for national curriculum tests are based upon those papers that were returned by schools for marking to the STA. Only one school did not administer the tests this year.

Occasionally, a pupil will appear more than once in the data, for example, having undergone assessments at more than one school, retaking assessments, or where a pupil has been claimed by two schools or local authorities. In these cases, one record is derived for each pupil, combining elements of different records.

National test figures cover all schools in England with pupils eligible for assessment at key stage 2 in 2013, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

Before any figures can be calculated, certain pupils need to be removed from the data.

Pupils are only eligible for figures for each subject if they have a valid level in that subject. Pupils that do not have a valid level for a certain subject are excluded, so they do not appear in the number of eligible pupils or in the percentage achieving figures for that subject.

The valid levels for the national figures for key stage 2 headline results are 2, 3, 4, 5, 6, absent (A), maladministration (Q), 'working below the level of the test' (B), 'unable to access the test' (T) or 'failed to register a level' (N).

For the calculations showing the percentage of pupils achieving a particular level, the denominator for national results is the number of pupils who are eligible for KS2 tests or teacher assessments. This denominator includes pupils who were working below the level of the test (B – test only), unable to access the test (T – test only), took the test but failed to register a level (N – test only), were disapplied from the national curriculum (D – teacher assessment only), or were absent (A). Pupils with missing results, or results coded as pending maladministration (S – test only), are not included.

The effect of including independent schools in the results is negligible as can be seen by comparing the England (all schools) and England (State-funded schools only) lines in the local authority tables.

National teacher assessment figures cover all schools in England with pupils eligible for assessment at key stage 2 in 2013 but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation. The key stage 2 teacher assessment data is available for 99.9% of eligible pupils.

The valid levels for the national figures for teacher assessments are ‘working towards level 1’ (W), 1, 2, 3, 4, 5, 6, absent (A), and ‘disapplied from the national curriculum’ (D).

Local authority (LA) figures cover state-funded schools in England, including academies, free schools, city technology colleges (CTCs) and state-funded special schools. Independent schools, independent special schools, non-state-funded special schools, hospital schools and pupil referral units are excluded. In some tables, two different calculations of the national results are presented: one which is consistent with the national results in the main body of the SFR where they are based on all schools (i.e. all state-funded and independent schools for which assessment results are available); and the second for state-funded schools only (excluding state-funded hospital schools and pupil referral units), consistent with the results for each LA.

At local authority level, pupils with ‘pending maladministration’ (S), ‘missing’ (M) and ‘pupil took the test in a previous year’ (P) in the tests and pupils with ‘pupil was assessed in a previous year’ (P) for their teacher assessment are also included. Pupils with P would have the P replaced with their previous result if it can be found – those left with P will be only those for which no previous result could be found.

Expected progress figures cover state-funded schools in England, including academies, free schools, city technology colleges (CTCs) and state-funded special schools. Independent schools, independent special schools, non-state-funded special schools, hospital schools and pupil referral units are excluded.

Pupils are included in the progress measures if they are at the end of key stage 2 in all of reading, writing and mathematics, i.e. they have taken tests in both reading and mathematics, have a teacher assessment for writing and at least one of those was in the current year; or they have been marked as working below the level of the tests (B), Absent (A) or working at the level of the tests but unable to access them (T).

Pupils with lost test results (X) are normally excluded from school and LA indicators in the performance tables but included at national level. However, they are included in progress measures at all levels using their teacher assessment to replace the test level.

The starting point for each progress measure is the key stage 1 teacher assessment in the relevant subject. This is converted to a numerical level so that the number of levels of progress can be calculated. W is converted to level 0 and 2C, 2B and 2A are all converted to level 2.

The reading and mathematics progress measures use a pupil’s key stage 2 test results if they are level 3, 4, 5 or 6 but use the teacher assessment in all other cases. The key stage 2 level used for the progress measures is illustrated in the following table.

		KS2 test result		
		B, N or 2	A, M, Q, S, T, X or blank	3, 4, 5 or 6
KS2 teacher assessment	W	0	0	Use test result
	1, 2	Use TA	Use TA	Use test result
	3, 4 or 5	Level 2	Use TA	Use test result
	6	Level 2	Level 5	Use test result
	A, D, F or P	Use TA	Use TA	Use test result
	Missing or blank	See below	See below	Use test result

Pupils with key stage 2 test results other than levels 3, 4, 5 or 6 who have a missing or blank teacher assessment are included in the progress measures as schools are required to submit teacher assessment for every pupil.

The writing progress measure only uses the writing teacher assessment. As for reading and mathematics, any pupils with a missing teacher assessment are included as not having made expected progress.

The number of levels of progress made is calculated by subtracting the key stage 1 level from the key stage 2 level.

All pupils with level 6 (including those with no key stage 1 results) are treated as having made two levels of progress since they have achieved the highest level possible. Similarly, all pupils with W or level 1 at the end of key stage 2 (including those with no key stage 1 results) will be treated as not having made two levels of progress.

Any pupils who have a non-numeric key stage 2 result after combining the test and teacher assessment using the above method (including those with key stage 2 test results other than levels 3, 4, 5 or 6 who have a missing or blank teacher assessment) are treated as not having made expected progress.

The following table shows how levels at key stage 1 are mapped to those at key stage 2 to determine whether a pupil can be included in the progress measure and whether or not they have made at least two levels of progress. Where a pupil is shown as 'not included', this means that we don't include them in the calculation of the measure because there is insufficient evidence to calculate the amount of progress they have made.

		KS2 level (combined test and teacher assessment for reading and maths, teacher assessment for writing)							
		Any non-numeric level	0	1	2	3	4	5	6
KS1 level	A, D or no KS1 level	Expected progress not made	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Expected progress made
	0	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made
	4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made

Key stage 1 to key stage 2 transitions

Table 6 shows the attainment of pupils in reading, writing and mathematics at key stage 2 broken down by prior attainment at key stage 1. The KS2 levels shown for reading and mathematics are a combination of the KS2 test and teacher assessment as used in calculating the KS1 to 2 progress measures.

Table 7 shows the attainment of pupils at the end of key stage 2 by their prior attainment at key stage 1. In this table, a pupils' prior attainment is defined using the average of the point scores for their reading, writing and mathematics KS1 teacher assessments (KS1APS). Pupils where KS1APS is less than 12 are classed as 'below level 2', those where KS1APS is between 12 and 18 (including 12 but

excluding 18) as 'at level 2' and those with KS1APS of 18 or greater as 'above level 2'. Pupils who do not have a points score for each of reading, writing and mathematics will have their average point score calculated using the subjects for which they do have a point score. Pupils without a points score in all three subjects are excluded. See page 16 of the methodology document for details of the point score for each level.

School Type

The school types reported within this SFR are taken from Edubase and are given as at 11 September 2012. More details about the school types are provided in the methodology document.

School phase

The school phase reported within this SFR is based on the school's statutory lowest and highest age of pupil. This is taken from Edubase and is given as at 11 September 2012. Only schools with eligible pupils are included in the figures.

Primary School Floor Standard

Only state-funded mainstream schools with 11 or more eligible pupils that have figures published in the primary school performance tables for each of these four measures are included in the floor calculations. Independent schools and special schools are excluded. Closed schools, including those which closed after the start of the academic year and reopened as a different type of school (for example, as a converter or sponsored Academy)) are also excluded.

ENQUIRIES

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