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Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Telephone:

Press Office
020 7925 6789

Public Enquiries
0370 000 2288

Statistician

Emma Sass

Email

[Attainment.STATISTICS@
education.gsi.gov.uk](mailto:Attainment.STATISTICS@education.gsi.gov.uk)

Internet

[http://www.education.gov.u
k/rsgateway/DB/SFR/s001
022/index.shtml](http://www.education.gov.uk/rsgateway/DB/SFR/s001022/index.shtml)

NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 1 IN ENGLAND, 2011

INTRODUCTION

This Statistical First Release (SFR) provides provisional information on the achievements of eligible pupils in the 2011 National Curriculum teacher assessments at Key Stage 1 (KS1) by level, gender, ethnicity, English as an additional language, free school meal eligibility, special educational need and the Income Deprivation Affecting Children Index.

Two SFRs "National Curriculum assessments at Key Stage 1" and "Key Stage 1 attainment by pupil characteristics" have been combined to produce this SFR, enabling a more comprehensive and coherent evaluation of pupils' achievements at Key Stage 1 to be presented.

The figures contained within this publication combine the information gathered through the School Census in January 2011 and the 2011 National Curriculum teacher assessments at Key Stage 1 (provided by schools and local authorities to the Department and produced from data available by 8 August 2011). This release provides information at national and local authority level.

Main national figures (published in tables 1, 2, 3, 4a and 4b) cover all schools in England with pupils eligible for assessment at Key Stage 1 in 2011 including results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

Pupil level characteristics information is not collected for independent schools; national figures relating to pupil characteristics (published in tables 1, 5, 6a, 6b, 6c and 7) cover maintained mainstream and maintained special schools only (including academies). All local authority figures also cover maintained schools only (including academies).

KEY POINTS

Teachers' assessment of pupils in 2011 show that the percentage of 7-year old pupils achieving the expected level (level 2 or above) in the five subjects has remained broadly unchanged since 2010. The percentages of pupils achieving the expected level in 2011 are:

- 85 per cent in reading
- 81 per cent in writing
- 87 per cent in speaking and listening
- 90 per cent in mathematics
- 89 per cent in science.

In terms of percentages achieving the expected level, girls continue to outperform boys in all five subjects with the biggest differences in reading and writing, with gaps of 7 and 11 percentage points respectively. However, in terms of percentages exceeding the expected level, level 3 or above, boys continue to outperform girls in science and mathematics, with gaps of 2 and 5 percentage points respectively.

Where the text refers to the four main elements, these are reading, writing, mathematics and science.

National analysis of maintained schools by pupil characteristics shows that:

- Pupils of Indian origin had the highest percentage achieving the expected level in all subjects with the exception of science where Irish pupils performed the highest. Pupils of Traveller of Irish Heritage and Gypsy/Roma origin whilst being a comparatively small population continue to have the lowest percentage of pupils achieving the expected level across all four main elements, but care should be taken in making comparisons due to the low number of eligible pupils from these ethnic groups.
- A higher percentage of pupils whose first language is English achieved the expected level in all four main elements than pupils for whom English is not their first language. The difference was greatest in science. Across all four main elements the gap has continued to narrow since 2007, most notably in reading and writing.
- Pupils known to be eligible for free school meals continue to perform lower than other pupils (pupils not eligible for free school meals and pupils with unknown eligibility grouped together) across all four main elements. The gap is largest in reading and writing and smallest in mathematics. In all four main elements the gap has narrowed compared to 2007.
- Pupils with no identified Special Educational Needs (SEN) continue to outperform pupils with SEN. The gap is largest in writing, and smallest in mathematics and science. Compared to 2007 the gap has narrowed in reading and writing but widened slightly in mathematics and science.
- Pupils resident in the least deprived areas, as defined by the Income Deprivation Affecting Children Index (IDACI), (see more details on IDACI in the Technical Notes section) continue to outperform pupils resident in the most deprived areas, in terms of percentages achieving the expected level. The gap is largest in writing and smallest in mathematics. Compared to 2010 the gap has narrowed in all four main elements.

National Key Stage 1 teacher assessment results for 2011 for all schools

Level 2 or above (expected level)

Since 2010 the percentage of pupils achieving the expected level has increased by 1 percentage point in mathematics and has remained the same in the four other subjects.

In terms of percentages reaching the expected level, girls outperformed boys in all five subjects at Key Stage 1. The gender gap is widest in writing and smallest in mathematics and science.

In writing, 87 per cent of girls achieved the expected level compared to 76 per cent of boys. These figures have remained relatively stable since 2010. The gender gap (11 percentage points) has remained fairly stable over the last five years.

In mathematics, 91 per cent of girls achieved the expected level compared to 88 per cent of boys, unchanged from 2010. In science, 90 per cent of girls achieved the expected level compared to 87 per cent of boys, also unchanged from 2010. Mathematics and science have the lowest attainment gaps (3 percentage points). These gaps are unchanged from 2010.

In reading, the percentage of boys achieving the expected level has increased by 1 percentage point since 2010 (from 81 per cent to 82 per cent). The percentage of girls achieving the expected level has remained the same over the last year at 89 per cent. This has resulted in the gender gap in reading narrowing from 8 to 7 percentage points.

91 per cent of girls achieved the expected level for speaking and listening compared to 84 per cent of boys.

Chart 1a: 5-year trend in percentages of pupils achieving Level 2 or above in Key Stage 1 teacher assessments in all schools

Key Stage 1: Percentage of pupils achieving level 2 or above, 2007-2011

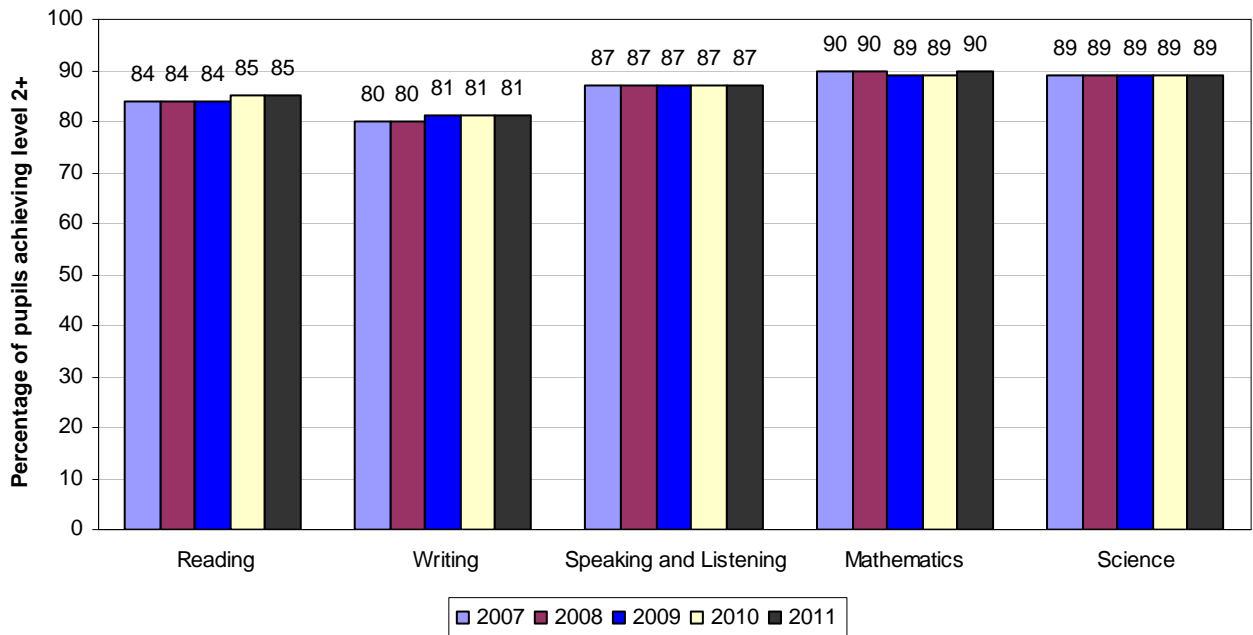
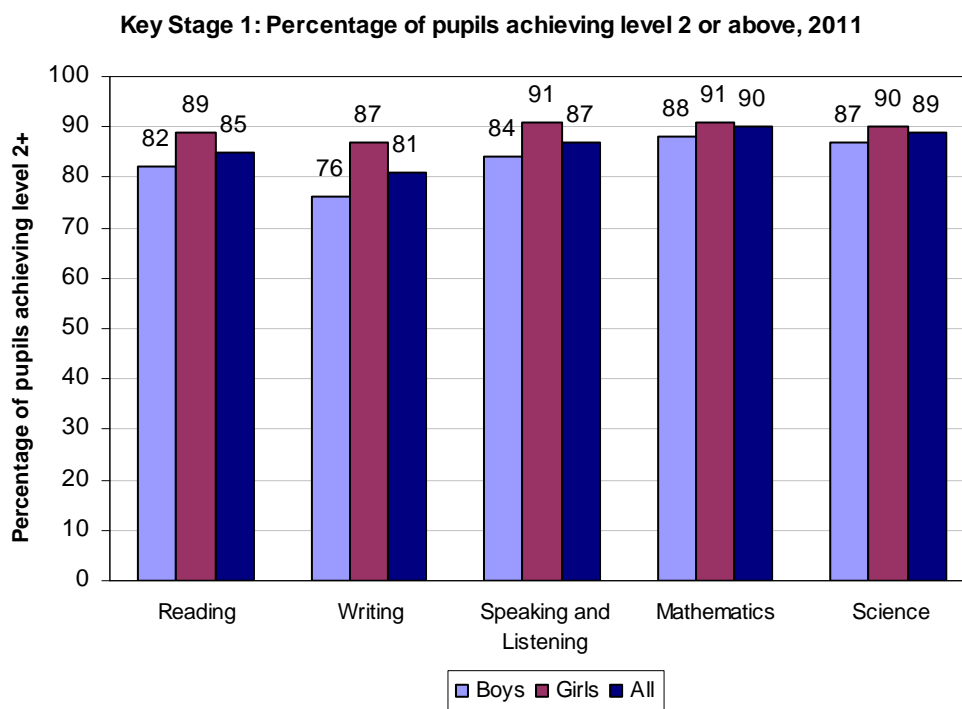


Chart 1b: The percentages of pupils achieving Level 2 or above in 2011 Key Stage 1 teacher assessments in all schools



Level 3 or above

The percentage of pupils achieving level 3 or above has increased by 1 percentage point since 2010 in writing, decreased by 1 percentage point in science and remained the same in reading, speaking and listening and mathematics.

In terms of percentages reaching level 3 or above in reading, writing and speaking and listening, girls continue to outperform boys.

30 per cent of girls achieved level 3 or above in reading compared to 22 per cent of boys, a gap of 8 percentage points (9 percentage points in 2010). In writing, 17 per cent of girls (16 per cent in 2010) compared to 9 per cent of boys (8 per cent in 2010) achieved this level, resulting in a gap in both years of 8 percentage points. In speaking and listening, 25 per cent of girls achieved this level compared to 18 per cent of boys (unchanged from 2010), a gap of 7 percentage points.

However, boys continue to outperform girls in terms of percentages reaching level 3 or above in mathematics and science.

In mathematics, 23 per cent of boys achieved level 3 or above compared to 18 per cent of girls (unchanged from 2010), a gap of 5 percentage points. In science, 21 per cent of boys (22 per cent in 2010) achieved this level compared to 19 per cent of girls (20 per cent in 2010), a gap of 2 percentage points in both years.

Chart 2a: 5-year trend in percentages of pupils achieving Level 3 or above in Key Stage 1 teacher assessments in all schools

Key Stage 1: Percentage of pupils achieving level 3 or above, 2007-2011

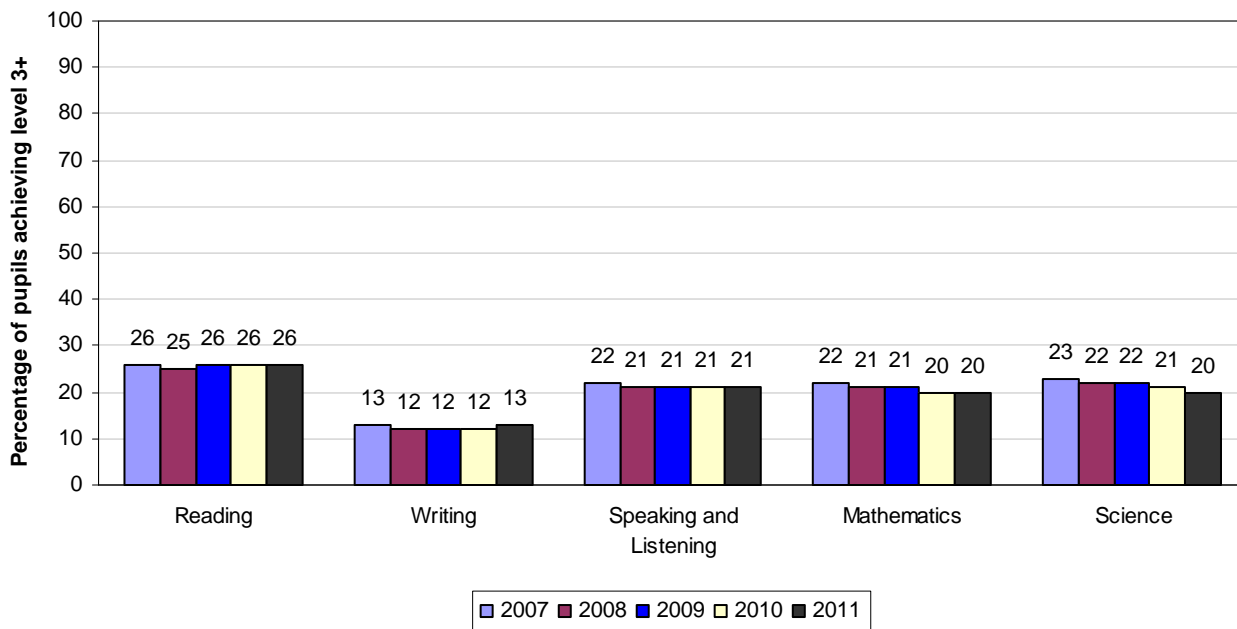
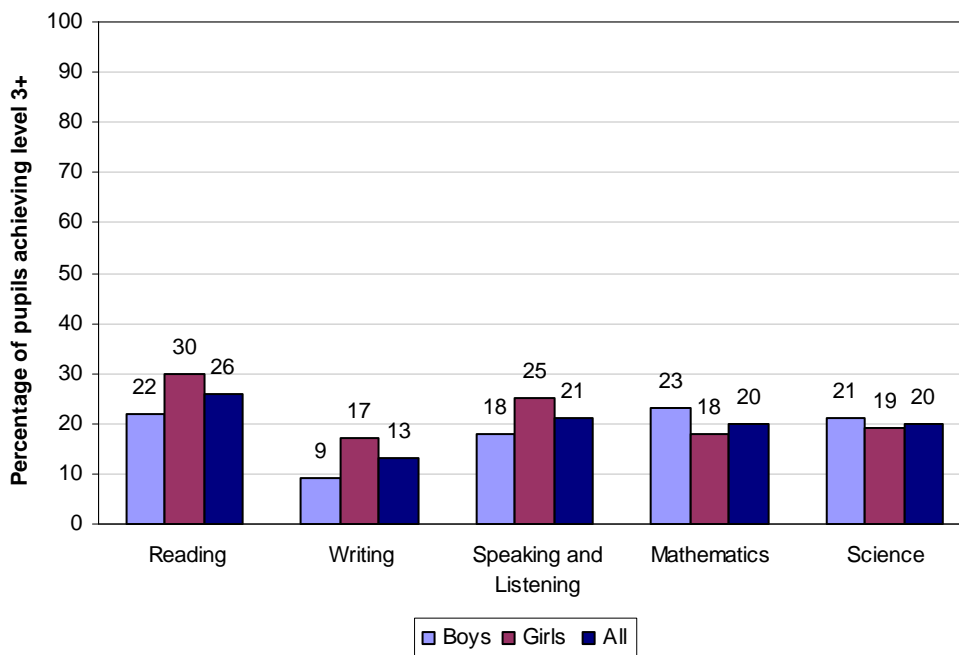


Chart 2b: The percentages of pupils achieving Level 3 or above in 2011 Key Stage 1 teacher assessments in all schools

Key Stage 1: Percentage of pupils achieving level 3 or above, 2011



National Key Stage 1 teacher assessment results for 2011 by pupil characteristics for maintained schools

The following sections examine where the largest and smallest attainment gaps exist for each of the characteristics in turn, and look at how these have changed compared with the previous year. Readers are encouraged to consider the longer term trends as well as individual year-on-year changes. For this reason, comparisons with 2007 have also been included.

Where the text refers to the four main elements, these are reading, writing, mathematics and science.

Ethnicity

The percentage of pupils achieving the expected level in Key Stage 1 teacher assessments continues to vary between different ethnic groups. Within the broader ethnic groupings:

Pupils of black background had the largest improvement in terms of attainment when comparing to 2010 and to 2007. In 2011, 84 per cent of black pupils achieved the expected level in reading, compared to 82 per cent in 2010 and 79 per cent in 2007.

However, pupils of any black background achieved below the national level in the four main elements. The difference is largest in science, a gap of 4 percentage points, where 84 per cent of black pupils achieved the expected level compared with 89 per cent² of pupils overall. Across all four main elements the gap has narrowed since 2007, most notably in writing where the gap has closed by 4 percentage points.

Pupils of any white background achieved just above the national level in all four main elements. 90 per cent of white pupils achieved the expected level compared with 89 per cent of pupils overall. Since 2007 the attainment gaps in all four main elements between pupils of any white background and all pupils combined have decreased slightly.

Pupils of any Asian background saw a higher percentage of pupils achieving the expected level in all four main elements than in 2010. The percentage of Asian pupils achieving the expected level in reading rose from 85 per cent in 2010 to 86 per cent in 2011, 1 percentage point higher than for all pupils combined.

Although they remain amongst the highest achieving groups, the percentage of Chinese pupils achieving the expected level has fallen in all four main elements compared to 2010 and 2007.

Pupils of both white and mixed backgrounds had the highest percentage of pupils achieving the expected level in speaking and listening at 88 per cent.

English as a first language

Pupils whose first language was English outperformed those whose first language was not English in all four main elements of Key Stage 1.

The percentage of pupils achieving the expected level whose first language is English has remained relatively stable in each of the last 5 years at around 86 per cent in reading, 82 per cent in writing and 90 per cent in mathematics and science.

Science continues to have the largest attainment gap (8 percentage points), with 90 per cent of pupils whose first language is English achieving the expected level, compared with 82 per cent for pupils whose first language was not English.

² 4 percentage points is the accurate and true difference and is calculated as the difference between 84.26933% and 88.62282%. Equivalent rounding differences are seen elsewhere.

Since 2007 there has been a gradual narrowing of the attainment gap between pupils whose first language is English and those for whom English is not their first language, in all four main elements.

89 per cent of pupils whose first language is English achieved the expected level in speaking and listening compared to 80 per cent for those pupils whose first language was not English.

Table 1a: First Language attainment gaps (English as a first language minus first language other than English), 2007, 2010 and 2011

	2007	2010	2011
Reading	8	5	4
Writing	8	5	4
Mathematics	6	5	4
Science	10	8	8

Source: National Pupil Database

Free school meal (FSM) eligibility

A lower percentage of pupils known to be eligible for FSM achieved the expected level in all four main elements of Key Stage 1 compared to all other pupils.

73 per cent of FSM pupils achieved the expected level in reading in 2011 compared to 69 per cent in 2007 (an increase of 4 percentage points). The percentage of all other pupils achieving the expected level in reading increased by 1 percentage point during this time, from 87 per cent in 2007 to 88 per cent in 2011. Therefore, in 2011 the attainment gap is 15 percentage points, down from 18 percentage points in 2007.

The gap in attainment is largest in writing (18 percentage points), with 67 per cent of pupils known to be eligible for FSM achieving the expected level, compared to 85 per cent of all other pupils.

The gap in attainment is smallest in mathematics (11 percentage points), with 81 per cent of pupils known to be eligible for FSM achieving the expected level, compared to 92 per cent of all other pupils.

The attainment gaps between pupils known to be eligible for FSM and all other pupils have narrowed from 2010 in reading and mathematics. For writing and science the gaps have remained broadly stable.

Since 2007 there has been a gradual narrowing of the attainment gaps for all four main elements, most notably in reading where the gap has narrowed by 3 percentage points.

77 per cent of FSM pupils achieved the expected level in speaking and listening compared to 90 per cent of all other pupils in 2011.

Table 1b: FSM attainment gaps (all other pupils minus FSM), 2007, 2010 and 2011

	2007	2010	2011
Reading	18	16	15
Writing	20	18	18
Mathematics	12	12	11
Science	14	12	12

Source: National Pupil Database

Of those pupils known to be eligible for FSM, there are variations in achievement by gender and ethnic group, for example:

White British boys eligible for free school meals

For white British boys eligible for free school meals, 56 per cent achieved the expected level in writing, compared with 81 per cent of pupils overall, an attainment gap of 25 percentage points. This gap has remained stable compared to 2010.

The attainment gaps between white British boys eligible for free school meals and all pupils combined also stayed the same for mathematics (12 percentage points) and reading (21 percentage points), and in science the gap increased slightly (from 12 to 13 percentage points) when compared to 2010. The gaps have narrowed in all four main elements since 2007, most notably in reading where the gap has decreased from 23 to 21 percentage points.

Special educational needs (SEN)

A higher percentage of pupils without any identified SEN (95 per cent) achieved the expected level in reading compared with pupils with SEN (52 per cent). This includes pupils with a statement of SEN and pupils without a statement of SEN. More details about SEN can be found in the Technical Notes section.

Writing has the largest attainment gap (49 percentage points), with 43 per cent of pupils with SEN achieving the expected level compared with 92 per cent of pupils with no identified SEN. This gap has remained relatively stable over the last year.

Both mathematics and science have the smallest attainment gap (33 percentage points). For mathematics, this gap has stayed the same from 2010, whereas for science the attainment gap increased by 1 percentage point.

Compared with 2007, the attainment gap has narrowed in reading and writing and increased slightly in mathematics and science.

Where a pupil has a statement of SEN or is School Action Plus, their primary need is recorded. There are 12 primary need codes, such as "Moderate Learning Difficulties" and "Hearing Impairment".

Examination of figures for primary need show that, for example:

For pupils whose primary need is speech, language and communication needs (the largest group of SEN primary need), the percentage achieving the expected level in reading and mathematics increased by 1 percentage point from 2010 while in writing and science the figures remained relatively stable.

95 per cent of pupils with no identified SEN achieved the expected level in speaking and listening compared to 59 per cent of all SEN pupils.

Income Deprivation Affecting Children Indices (IDACI)

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

The attainment gap between pupils resident in the most deprived and least deprived areas continues to be largest in writing (18 percentage points), with 90 per cent of pupils resident in the least deprived areas achieving the expected level compared with 73 per cent of pupils resident in the most deprived areas.

The attainment gap was smallest in mathematics (12 percentage points), with 95 per cent of pupils resident in the least deprived areas achieving the expected level compared with 84 per cent of pupils resident in the most deprived areas.

The attainment gaps narrowed in all four main elements from 2010, most notably in reading from 17 percentage points to 15 percentage points.

TABLES

National tables

- Table 1:** Summary showing the percentage of pupils achieving Level 2 or above in Key Stage 1 teacher assessments and by pupil characteristics, 2011, England
- Table 2:** Percentage of pupils achieving Level 2, 2B and 3 or above in Key Stage 1 teacher assessments in each subject by gender, 2006 to 2011, England.
- Table 3:** Average Point Score by gender in all schools, 2006 to 2011, England.
- Table 4a:** Percentage of pupils achieving each level in Key Stage 1 teacher assessments by subject and gender, 2011, England.
- Table 4b:** Number of pupils achieving each level in Key Stage 1 teacher assessments by subject and gender, 2011, England.

The following tables are only available to view on the Department for Education statistics website:
<http://www.education.gov.uk/rsgateway/DB/SFR/s001022/index.shtml>

- Table 5:** Percentage of pupils achieving each level in Key Stage 1 teacher assessments by pupil characteristics, 2006 to 2011, England
- Table 6a:** Number and percentage of pupils achieving level 2 or above in Key Stage 1 teacher assessments by ethnicity, free school meal eligibility and gender, 2006 to 2011, England
- Table 6b:** Number and percentage of pupils achieving level 2 or above in Key Stage 1 teacher assessments by SEN provision, free school meal eligibility and gender, 2009 to 2011, England
- Table 6c:** Number and percentage of pupils achieving level 2 or above in Key Stage 1 teacher assessments by SEN provision, ethnicity and gender, 2008 to 2011, England
- Table 7:** Number and percentage of pupils (pupil residence) achieving level 2 or above at Key Stage 1 teacher assessments by IDACI decile, 2008 to 2011, England

Local Authority (LA) and Region tables

The following tables are only available to view on the Department for Education statistics website:
<http://www.education.gov.uk/rsgateway/DB/SFR/s001022/index.shtml>

These tables have been included to show the local authority level figures that underpin the national information; and to show LAs the aggregate picture for their authority as at 8 August 2011.

- Table 8:** Percentage of pupils achieving Level 2 or above at Key Stage 1 teacher assessments by Local Authority and Region, 2011, England.
- Table 9:** Percentage of pupils achieving Level 2B or above at Key Stage 1 teacher assessments by Local Authority and Region, 2011, England.
- Table 10:** Percentage of pupils achieving Level 3 or above at Key Stage 1 teacher assessments by Local Authority and Region, 2011, England.
- Table 11:** Average Point Score by gender, Local Authority and Region, 2011, England.

The following tables will be released separately and will be available to view on the Department for Education statistics website on 13 October 2011:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001022/index.shtml>

Local Authority (LA) tables by Pupil Characteristics

Table 12: Number and percentage of pupils achieving level 2 or above at Key Stage 1 teacher assessments by ethnicity and by Local Authority and Region, 2008 to 2011, England

Table 13: Number and percentage of pupils achieving level 2 or above at Key Stage 1 teacher assessments by first language and by Local Authority and Region, 2008 to 2011, England

Table 14: Number and percentage of pupils achieving level 2 or above at Key Stage 1 teacher assessments by free school meal eligibility and by Local Authority and Region, 2008 to 2011, England

Table 15: Number and percentage of pupils achieving level 2 or above at Key Stage 1 teacher assessments by SEN provision and by Local Authority and Region, 2008 to 2011, England

Pupil Residency tables

Table A1: Number and percentage of pupils achieving level 2 or above at Key Stage 1 teacher assessments by IDACI decile of pupil residence, 2008 to 2011, England

Table A2: Number and percentage of pupils achieving level 2 or above at Key Stage 1 teacher assessments by degree of rurality of pupil residence, 2008 to 2011, England

Table A3: Number and percentage of pupils achieving level 2 or above at Key Stage 1 teacher assessments by Local Authority District and Region of pupil residence, 2008 to 2011, England

Table A4: Number and percentage of pupils achieving level 2 or above at Key Stage 1 teacher assessments by IDACI decile and degree of rurality of pupil residence, 2008 to 2011, England

All tables and underlying data are available on the Department for Education statistics website:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001022/index.shtml>

RELATED PUBLICATIONS

SFR23/2011: Interim Percentage of Pupils Making Expected Progress in English and in Mathematics between Key Stage 1 and Key Stage 2 in England, 2010/11

<http://www.education.gov.uk/rsgateway/DB/SFR/s001023/index.shtml>

SFR33/2010: National Curriculum Assessments at Key Stage 1 in England, 2009/10 (Provisional)

<http://www.education.gov.uk/rsgateway/DB/SFR/s000947/index.shtml>

SFR33/2010: Key Stage 1 Attainment by Pupil Characteristics in England 2009/10

<http://www.education.gov.uk/rsgateway/DB/SFR/s000968/index.shtml>

SFR28/2010: Early Years Foundation Stage Profile Results in England, 2009/10

<http://www.education.gov.uk/rsgateway/DB/SFR/s000961/index.shtml>

SFR18/2011: National Curriculum Assessments at Key Stage 2 & 3 in England 2010/11 (Provisional)

<http://www.education.gov.uk/rsgateway/DB/SFR/s001018/index.shtml>

SFR36/2010: National Curriculum Assessments at Key Stage 2 in England 2009/10 (Revised)

<http://www.education.gov.uk/rsgateway/DB/SFR/s000975/index.shtml>

SFR01/2011: GCSE and Equivalent Results in England, 2009/10 (Revised)

<http://www.education.gov.uk/rsgateway/DB/SFR/s000985/index.shtml>

SFR12/2011: Schools, Pupils and their Characteristics, January 2011

<http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml>

A NATIONAL STATISTICS PUBLICATION

The United Kingdom 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 here: <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.

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. An 'x' indicates that a figure has been suppressed due to small numbers. Values of 1 or 2 or a percentage based on 1 or 2 pupils who achieved, or did not achieve, a particular level are suppressed. Values of 0 or a percentage based on 0 pupils achieving a particular level are also 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 <http://www.education.gov.uk/rsgateway/ns-sp-confidentialityv3.pdf>

REVISIONS

2011 figures in this publication are provisional. There is no plan to re-issue the publication with final 2011 figures. Final national figures for 2011 will be made available in next year's release.

Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at <http://www.education.gov.uk/rsgateway/ns-sp-revisionsv3.pdf>

YOUR FEEDBACK

Please contact Emma Sass at Emma.Sass@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.

TRANSPARENCY

As part of the Government's drive for data transparency, supporting data for this SFR has also been published in an open standardised format. This can be found at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001022/index.shtml>.

TECHNICAL NOTES

Source of data

The figures in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking pupil/student characteristics to school and college learning aims and attainment information for all pupils in maintained schools in England. Individual pupil level attainment data for pupils is also included for non-maintained and independent schools who partake in the tests/exams.

Key Stage 1 NPD data are created when pupils' Key Stage 1 teacher assessment records are 'matched' to their corresponding School Census records and prior attainment records by a matching contractor, using fields such as Surname, Forename, Date of Birth, UPN and Gender. This successfully matches around 60-75% of pupils. Additional, more complex, routines are then applied to match as many of the remaining pupils as possible, up to around 97-98%.

The Key Stage 1 NPD extract used in the production of the tables in this Statistical First Release (SFR) links provisional Key Stage 1 teacher assessment information, provided by schools and local authorities to the Department and produced from data available by 8 August 2011, with the pupils' characteristics from the January 2011 School Census.

Further information on the NPD, including a 2011 Key Stage 1 User Guide, can be found at: <http://www.bristol.ac.uk/cmpo/plug/>. Requests for NPD extracts can be made to the Department by sending an email to npd.requests@education.gsi.gov.uk.

Final figures for 2009 and earlier in tables 2 and 3 are calculated from data provided to the Department by local authorities and not from the NPD (i.e. the data used has not been matched to the School Census data). Matching of the data to the School Census may lead to very slight inconsistencies between the NPD and unmatched KS1 assessment data held by the Department.

Coverage information

National figures in tables 2, 3, 4a and 4b cover all schools in England with pupils eligible for assessment at Key Stage 1 in 2011 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.

National figures in tables 5, 6a, 6b, 6c and 7 cover maintained mainstream and maintained special schools only (including academies); they exclude maintained hospital schools and pupil referral units.

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 KS1 teacher assessments. This denominator includes pupils who were working towards level 1 (W), were disapplied from the National Curriculum (D), were significantly absent so that no teacher assessment could be made on that pupil (A) or were unable to access the assessment (U) (relevant to science only). Pupils with missing, or invalid results are not included in the calculations.

Local Authority figures cover maintained mainstream and maintained special schools only (including academies); they exclude maintained hospital schools and pupil referral units. Two different calculations of the national results are presented in the supplementary tables: one which is consistent with the national results in tables 2, 3, 4a and 4b of the SFR, based on all schools (i.e. all maintained and independent schools that returned assessment results); and the second for maintained schools only (excluding maintained hospital schools and pupil referral units), consistent with the results for each LA.

Due to the fact that this SFR is published using provisional Key Stage 1 NPD data, care should be taken when comparing Local Authority figures. It is known that these figures can in some instances change significantly from the provisional to the final version.

Reporting arrangements

Since 2005, the Department has only published teacher assessment results for Key Stage 1. These are now the only results that schools are required to report to the Department for Education. In reading, writing and mathematics, these results are informed by the task/test activities undertaken by pupils during the academic year.

How to interpret the results

All pupils in maintained primary schools are required to be assessed by teachers against the National Curriculum¹ in reading, writing, speaking and listening, mathematics and science when they reach the end of Key Stage 1.

Typical age of child (years)	5	6	7	8	9	10	11	12	13	14
National Curriculum Year Group	R	1	2	3	4	5	6	7	8	9
Key Stage	1		2				3			
Expected National Curriculum level at end of Key Stage	2		4				5/6			

Figure 1: Typical age of pupil related to year group, Key Stage and expected level of attainment (R denotes reception year)

The teacher assessments measure pupils' attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding which the National Curriculum expects pupils to have mastered by the end of Key Stage 1. The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that by the end of KS1, pupils are expected to reach Level 2.

If based on level judgements for attainment targets for reading, writing and mathematics, teachers reach an overall level 2 judgement, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgement into 2C, 2B or 2A. These refinements are often known as "sub-levels".

Pupil characteristics information

The pupil level characteristic information within this SFR is derived from School Census returns made by schools during a single selected period of the school day and provided to the Department in January each year. School Census information for January 2011 has already been published, and detailed information on the coding of ethnicity, free school meal eligibility, English as a first language and special educational needs can be found in the technical notes of SFRs 'Schools, Pupils and their Characteristics, January 2011' and 'Special Educational Needs in England, January 2011', published at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml> and
<http://www.education.gov.uk/rsgateway/DB/SFR/s001007/index.shtml>.

Tables including a breakdown by pupil characteristics cover pupils in maintained schools including academies. National tables 2, 3, 4a and 4b cover all schools, including those independent schools that chose to make a return and which met the statutory standards for assessment and moderation.

National figures in this SFR for the gaps in attainment have been calculated using unrounded figures, but quoted to the nearest whole percentage in this text. Readers are reminded that small changes may not be significant and, particularly where some groups have small numbers of eligible pupils, year-on-year comparisons should be treated with caution.

¹ The following website provides information on how pupils are expected to perform at each National Curriculum level in each subject for Key Stage 1 and 2: <http://curriculum.qcda.gov.uk/key-stages-1-and-2/assessment/assessmentofsubjects/index.aspx>

Special Educational Needs (SEN)

Pupils with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age.

Pupils with special educational needs comprise those at School Action, School Action Plus or with statements of SEN:

- School Action – where extra or different help is given, from that provided as part of the school's usual curriculum.
- School Action Plus – where the class teacher and the SENCO receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).
- Statement – a pupil has a statement of SEN when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

Income Deprivation Affecting Children Index (IDACI)

IDACI is provided by the Department for Communities and Local Government (DCLG). The index is based on Super Output Areas (SOAs) in England. Each SOA is given a rank between 1 and 32,482 where 1 is the most deprived SOA.

IDACI is a subset of the Income Deprivation Domain of the Index of Multiple Deprivation. Each SOA is given a score showing the percentage of pupils aged under 16 that live in families that are income deprived, i.e. they are in receipt of certain benefits and their equivalised income is below 60% of median before housing costs. Further information about IDACI can be found on the CLG website at: <http://www.communities.gov.uk/publications/corporate/statistics/indices2010?view=Standard>.

The IDACI bands used in this publication are based on 2010 IDACI scores. Care should be taken when comparing to IDACI band breakdowns for 2008, 2009 and 2010, which are based on 2007 IDACI scores. Care should also be taken when comparing to IDACI tables for 2007 and earlier, which are based on 2004 IDACI scores.

Rounding

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.

Key to tables

The following symbol notation is used in the tables published in this release:

- . not applicable
- .. not available
- x figures not shown in order to protect confidentiality

REPRODUCING FIGURES IN THIS PUBLICATION

Removing pupils that are not eligible

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

Pupils are only eligible for figures relating to reading, writing, speaking and listening, mathematics and science 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 are: 1, 2C, 2B, 2A, 3, 4, absent (A), disapplied (D), 'working towards Level 1' (W) or 'unable to access' (U) (for science only).

Please see the 'coverage information' section in the 'technical notes' above to see which schools should be included in calculations.

Duplicates

Occasionally, a pupil will appear more than once on the School Census, resulting, for example, from a change of school, or dual registration. Rules for deriving the main School Census record have been agreed to eliminate these duplicates. It is also possible when matching to prior attainment data that a pupil appears more than once, 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, 1 record is derived for each pupil, combining elements of different records.

Published figures

There are three types of figures in this publication:

1. The total number of eligible pupils in a given group.
2. The percentage of this group that attained a certain level in the given subject.
3. The Average Point Score in given subjects and combinations of subjects for this group.

Percentages are rounded to zero decimal places in all National and Local Authority tables. The underlying figures used to calculate these percentages will also be published in this release.

There are some pupils for whom ethnicity was not obtained, refused or could not be determined. These pupils appear as "unclassified" in table 5, table 6a and table 6c. These pupils are not shown explicitly in table 12 but they are still eligible for the results and contribute to the "All pupils" figures. Therefore, adding together the number of pupils in each ethnic category of table 12 will not equal the total number of pupils.

Likewise, there are pupils for whom first language, FSM eligibility or SEN status was not recorded. They appear as "unclassified" in table 1 and tables 5-6c and contribute to the "All pupils" figures for tables 12-15 respectively.

For any given category, the percentage achieving the expected level (level 2 or higher) is calculated by summing all of the pupils that achieved Level 2C, 2B, 2A, 3, or 4 and dividing this by the total number of eligible pupils (including those that were absent, disapplied, 'working towards Level 1' or unable to access the assessment (for science only)).

Worked example

Level for Reading	1	2c	2b	2a	3	4	Absent	Disapplied	Working towards Level 1	Missing
Number of pupils	8	7	12	26	45	1	2	1	2	2

In the example above there are 106 pupils but 2 of them are recorded as “Missing” which is not a valid level, so there are 104 eligible pupils. The percentage achieving the expected level would be calculated as

$$\frac{(7+12+26+45+1)}{104} \times 100 = 88\%$$

Allocation of points for each level at Key Stage 1

The following table sets out how points have been allocated to each KS1 teacher assessment level to calculate the KS1 Average Point Score (tables 3 and 11).

Teacher Assessment level	Point score equivalent
Missing (M or blank)	Disregarded
Disapplied (D)	Disregarded
Unable (U – science only)	Disregarded
Absent (A)	Disregarded
Working towards level 1 (W)	3
1	9
2C	13
2B (2)	15
2A	17
3	21
4	27
5	33

The average points score relates the aggregate number of points to the number of eligible pupils. This SFR includes two versions of the average points score. Prior to 2005, the average points score was calculated as the mean points score of reading, writing and mathematics. From 2005 it was published as the mean points score of reading, writing, mathematics and science. To bring the average points score into line with other sources both versions are shown.

Points scores for combinations of subjects are calculated by summing all points (that are not disregarded per above table) for all subjects to give the numerator for the point score calculation and the number of pupil-subjects (that are not disregarded per above table) gives the denominator.

ENQUIRIES

Enquiries about the figures contained in this release should be addressed to:

Emma Sass
5th Floor - DSD
Department for Education,
Sanctuary Buildings,
Great Smith Street,
London
SW1P 3BT
Telephone: 0870 000 2288
Email: Attainment.STATISTICS@education.gsi.gov.uk

Press enquiries should be made to the Department's Press Office at:

Press Office
Department for Education,
Sanctuary Buildings,
Great Smith Street,
London,
SW1P 3BT
Telephone: 020 7925 6789

Table 1: Summary showing the percentage of pupils achieving Level 2 or above in Key Stage 1 teacher assessments and by pupil characteristics

Years: 2011 (provisional)

Coverage: England

	Reading	Writing	Speaking and Listening	Mathematics	Science
All Schools¹					
All pupils	85	81	87	90	89
Gender					
Boys	82	76	84	88	87
Girls	89	87	91	91	90
Maintained Schools (including academies)					
All pupils	85	81	87	90	89
Gender					
Boys	82	76	84	88	87
Girls	89	87	91	91	90
Ethnicity					
White	85	82	88	90	90
Mixed	86	82	88	90	89
Asian	86	82	84	89	85
Black	84	79	83	86	84
Chinese	87	85	83	94	88
First Language					
English ²	86	82	89	90	90
Other than English ³	82	78	80	86	82
Unclassified ⁴	55	51	57	64	58
Free School Meals (FSM)					
FSM	73	67	77	81	79
All other pupils	88	85	90	92	91
Non-FSM	88	85	90	92	91
Unclassified ⁵	46	42	50	56	50
Special Educational Needs (SEN)					
No identified SEN	95	92	95	97	96
All SEN pupils	52	43	59	64	63
SEN without a statement	55	46	63	68	67
School Action	59	50	69	73	72
School Action +	46	37	52	58	58
SEN with a statement	23	16	19	26	24
Unclassified ⁵	46	42	50	56	50

Source: National Pupil Database

1. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

2. Includes 'Not known but believed to be English'.

3. Includes 'Not known but believed to be other than English'.

4. Includes pupils for whom first language was not obtained, refused or could not be determined.

5. Includes pupils for whom free school meal eligibility or SEN provision could not be determined.

. = Not applicable.

x = Figures not shown in order to protect confidentiality. See the section on confidentiality in the text for information on data suppression.

Table 2: Percentage of pupils achieving Level 2, 2B, and 3 or above in Key Stage 1 teacher assessments in each subject by genderYears: 2006 to 2011 (provisional)^{1 2}

Coverage: England

School Type: All schools³

	Boys						Girls						All					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
	(final)	(final)	(final)	(final)	(final)	(provisional)	(final)	(final)	(final)	(final)	(final)	(provisional)	(final)	(final)	(final)	(final)	(final)	(provisional)
Reading	80	80	80	80	81	82	89	88	88	88	89	89	84	84	84	84	85	85
Writing	76	75	75	75	75	76	87	86	86	87	87	87	81	80	80	81	81	81
Speaking and Listening	84	84	83	84	84	84	90	90	90	90	90	91	87	87	87	87	87	87
Mathematics	89	88	88	88	88	88	92	91	91	91	91	91	90	90	90	89	89	90
Science	88	87	87	87	87	87	91	90	90	91	90	90	89	89	89	89	89	89

	Boys						Girls						All					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
	(final)	(final)	(final)	(final)	(final)	(provisional)	(final)	(final)	(final)	(final)	(final)	(provisional)	(final)	(final)	(final)	(final)	(final)	(provisional)
Reading	66	66	66	67	67	68	77	77	77	77	78	79	71	71	71	72	72	74
Writing	52	51	51	52	52	53	69	67	67	68	69	70	60	59	58	60	60	61
Mathematics	72	73	73	72	72	73	74	75	75	75	75	76	73	74	74	74	73	74

	Boys						Girls						All					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
	(final)	(final)	(final)	(final)	(final)	(provisional)	(final)	(final)	(final)	(final)	(final)	(provisional)	(final)	(final)	(final)	(final)	(final)	(provisional)
Reading	21	22	21	22	22	22	30	30	29	30	30	30	26	26	25	26	26	26
Writing	9	9	8	9	8	9	19	17	16	16	16	17	14	13	12	12	12	13
Speaking and Listening	19	18	18	18	18	18	26	26	25	25	25	25	22	22	21	21	21	21
Mathematics	24	24	24	23	23	23	19	20	19	19	18	18	21	22	21	21	20	20
Science	25	24	23	23	22	21	23	22	21	21	20	19	24	23	22	22	21	20

Source: National Pupil Database and Key Stage 1 collection

1. Figures for 2006 - 2010 are based on final data, 2011 figures are based on provisional data.

2. 2006 - 2009 data is taken from the Key Stage 1 collection. 2010 and 2011 is from the National Pupil Database.

3. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

4. Speaking and Listening and science subjects do not report level 2B.

. = Not applicable.

x = Figures not shown in order to protect confidentiality. See the section on confidentiality in the text for information on data suppression.

Table 3: Average Point Score by genderYears: 2006 to 2011 (provisional)^{1 2}

Coverage: England

School Type: All schools³

	Reading			Writing			Mathematics			Science			Reading, writing, mathematics and science ⁴			Reading, writing and mathematics ⁵		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
2006	15.0	16.3	15.6	13.6	15.3	14.4	15.8	15.8	15.8	15.6	15.7	15.7	15.0	15.8	15.4	15.1	15.9	15.5
2007	15.0	16.3	15.6	13.5	15.1	14.2	15.8	15.8	15.8	15.6	15.7	15.6	14.9	15.7	15.3	15.0	15.8	15.4
2008	15.0	16.2	15.6	13.5	15.0	14.2	15.8	15.8	15.8	15.5	15.6	15.6	14.9	15.7	15.3	14.9	15.7	15.3
2009	15.1	16.3	15.7	13.6	15.1	14.3	15.7	15.8	15.7	15.5	15.6	15.6	15.0	15.7	15.3	14.8	15.7	15.3
2010	15.1	16.3	15.7	13.6	15.2	14.4	15.7	15.7	15.7	15.4	15.6	15.5	14.9	15.7	15.3	14.8	15.7	15.2
2011	15.2	16.4	15.8	13.7	15.2	14.4	15.7	15.7	15.7	15.4	15.5	15.5	15.0	15.7	15.3	14.9	15.8	15.3

Source: National Pupil Database and Key Stage 1 collection

1. Figures for 2006 - 2010 are based on final data, 2011 figures are based on provisional data.

2. 2006 - 2009 data is taken from the Key Stage 1 collection. 2010 and 2011 is from the National Pupil Database.

3. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

4. This is the arithmetic average of the total point scores for reading, writing, mathematics and science.

5. This is the arithmetic average of the total point scores for reading, writing and mathematics.

. = Not applicable.

x = Figures not shown in order to protect confidentiality. See the section on confidentiality in the text for information on data suppression.

Table 4a: Percentage of pupils achieving each level in Key Stage 1 teacher assessments by subject and gender

Year: 2011 (provisional)

Coverage: England

School Type: All schools¹

	Absent	Disapplied	Working towards Level 1	1	2C	2B ²	2A	3	4	Total ³	% achieving level 2 or above	% achieving level 2b or above	% achieving level 3 or above	% achieving below level 2
Reading														
Boys	0	0	3	15	13	24	23	22	0	100	82	68	22	18
Girls	0	0	2	9	10	22	26	30	0	100	89	79	30	11
All	0	0	3	12	12	23	25	26	0	100	85	74	26	15
Writing														
Boys	0	0	5	19	23	28	16	9	0	100	76	53	9	24
Girls	0	0	2	11	17	29	24	17	0	100	87	70	17	13
All	0	0	4	15	20	29	20	13	0	100	81	61	13	19
Speaking and Listening														
Boys	0	0	3	13	.	66	.	18	0	100	84	.	18	16
Girls	0	0	1	8	.	66	.	25	0	100	91	.	25	9
All	0	0	2	11	.	66	.	21	0	100	87	.	21	13
Mathematics														
Boys	0	0	2	9	15	26	24	23	0	100	88	73	23	12
Girls	0	0	1	7	16	28	29	18	0	100	91	76	18	9
All	0	0	2	8	15	27	27	20	0	100	90	74	20	10
Science⁴														
Boys	.	0	2	11	.	66	.	21	0	100	87	.	21	13
Girls	.	0	1	8	.	71	.	19	x	100	90	.	19	9
All	.	0	2	10	.	68	.	20	0	100	89	.	20	11
Scientific enquiry														
Boys	0	0	2	13	.	65	.	20	0	100	85	.	20	15
Girls	0	0	1	10	.	71	.	18	x	100	88	.	18	11
All	0	0	2	12	.	68	.	19	0	100	87	.	19	13
Life processes and living things														
Boys	0	0	2	10	.	66	.	22	0	100	88	.	22	12
Girls	0	0	1	7	.	70	.	22	x	100	92	.	22	8
All	0	0	2	8	.	68	.	22	0	100	90	.	22	10
Materials and their properties														
Boys	0	0	2	11	.	66	.	20	0	100	87	.	20	13
Girls	0	0	1	8	.	71	.	19	x	100	90	.	19	10
All	0	0	2	10	.	69	.	20	0	100	88	.	20	11
Physical processes														
Boys	0	0	2	12	.	66	.	20	0	100	86	.	20	14
Girls	0	0	1	10	.	72	.	17	x	100	89	.	17	11
All	0	0	2	11	.	69	.	19	0	100	87	.	19	12

Source: National Pupil Database

1. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

2. Speaking and Listening and science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.

3. Total includes pupils achieving levels 1, 2 (including levels 2C, 2B and 2A), 3, 4, those who were working towards level 1 (W), who were disapplied from the National Curriculum (D), who were significantly absent so that no TA could be made on that pupil (A) or who were unable to access the assessment (U) (relevant to science only). Pupils with missing, or invalid results are not included in the calculations.

4. Absent and disapplied are not reported in science main level but are reported as U (unable). These are shown in the disapplied column for the purposes of this table.

. = Not applicable.

x = Figures not shown in order to protect confidentiality. See the section on confidentiality in the text for information on data suppression. In the underlying data, numbers of pupils achieving level 3 and 4 have been combined in order to protect confidentiality.

Table 4b: Number of pupils achieving each level in Key Stage 1 teacher assessments by subject and gender (thousands)

Year: 2011 (provisional)

Coverage: England

School Type: All schools¹

											Thousands			
	Absent	Disapplied	Working towards Level 1	1	2C	2B ²	2A	3	4	Total ³	Number achieving Level 2 or above	Number achieving Level 2b or above	number achieving Level 3 or above	Number achieving below Level 2
Reading														
Boys	0.2	0.2	10.1	43.0	38.2	70.0	66.0	63.2	0.1	291.0	237.5	199.3	63.3	53.1
Girls	0.1	0.1	4.8	25.2	28.4	61.7	73.3	83.5	0.1	277.3	247.0	218.6	83.6	30.0
All	0.3	0.3	14.9	68.2	66.6	131.7	139.3	146.7	0.2	568.2	484.5	417.9	146.8	83.1
Writing														
Boys	0.2	0.2	13.8	56.0	66.1	81.5	47.8	25.4	0.0	291.0	220.8	154.7	25.4	69.8
Girls	0.1	0.1	6.2	29.9	47.8	80.9	65.8	46.3	0.0	277.3	240.9	193.1	46.4	36.1
All	0.3	0.3	19.9	86.0	113.9	162.4	113.6	71.8	0.0	568.2	461.7	347.8	71.8	105.9
Speaking and Listening														
Boys	0.2	0.2	7.4	39.0	.	193.0	.	51.1	0.0	290.9	244.1	.	51.1	46.5
Girls	0.1	0.1	3.7	22.3	.	182.0	.	69.0	0.0	277.2	251.0	.	69.0	26.0
All	0.3	0.3	11.1	61.4	.	375.0	.	120.1	0.0	568.2	495.1	.	120.1	72.4
Mathematics														
Boys	0.2	0.3	6.8	27.3	44.9	74.5	70.6	66.3	0.1	291.0	256.4	211.5	66.4	34.1
Girls	0.1	0.2	3.8	20.4	43.1	78.8	81.2	49.6	0.0	277.3	252.8	209.6	49.6	24.2
All	0.3	0.4	10.6	47.7	88.0	153.3	151.7	115.9	0.1	568.2	509.1	421.1	116.1	58.3
Science⁴														
Boys	.	0.6	6.2	31.2	.	190.6	.	62.4	0.0	290.9	253.0	.	62.4	37.4
Girls	.	0.4	3.2	23.0	.	196.9	.	53.7	x	277.2	250.6	.	53.7	26.2
All	.	1.0	9.4	54.2	.	387.5	.	116.1	0.0	568.2	503.6	.	116.1	63.6
Scientific enquiry														
Boys	0.2	0.3	6.5	37.5	.	188.4	.	58.0	0.0	290.9	246.4	.	58.0	44.0
Girls	0.2	0.2	3.4	28.2	.	195.5	.	49.8	x	277.2	245.2	.	49.8	31.6
All	0.4	0.5	9.9	65.7	.	383.9	.	107.8	0.0	568.2	491.7	.	107.8	75.6
Life processes and living things														
Boys	0.3	0.3	6.0	28.2	.	191.2	.	65.0	0.0	290.9	256.2	.	65.0	34.1
Girls	0.2	0.2	3.1	20.0	.	192.8	.	60.8	x	277.2	253.7	.	60.9	23.1
All	0.5	0.5	9.1	48.2	.	384.0	.	125.9	0.0	568.2	509.9	.	125.9	57.3
Materials and their properties														
Boys	0.3	0.3	6.2	31.6	.	193.1	.	59.5	0.0	290.9	252.6	.	59.5	37.8
Girls	0.2	0.2	3.3	23.4	.	197.9	.	52.2	x	277.2	250.1	.	52.2	26.7
All	0.5	0.5	9.5	55.0	.	391.0	.	111.7	0.0	568.2	502.7	.	111.7	64.5
Physical processes														
Boys	0.3	0.3	6.2	34.1	.	190.9	.	59.1	0.0	290.9	250.0	.	59.1	40.3
Girls	0.2	0.2	3.3	26.6	.	199.0	.	47.9	x	277.2	246.9	.	47.9	29.9
All	0.5	0.5	9.6	60.7	.	389.9	.	107.0	0.0	568.2	497.0	.	107.1	70.2

Source: National Pupil Database

1. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

2. Speaking and Listening and science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.

3. Total includes pupils achieving levels 1, 2 (including levels 2C, 2B and 2A), 3, 4, those who were working towards level 1 (W), who were disapplied from the National Curriculum (D), who were significantly absent so that no TA could be made on that pupil (A) or who were unable to access the assessment (U) (relevant to science only). Pupils with missing, or invalid results are not included in the calculations.

4. Absent and disapplied are not reported in science main level but are reported as U (unable). These are shown in the disapplied column for the purposes of this table.

. = Not applicable.

x = Figures not shown in order to protect confidentiality. See the section on confidentiality in the text for information on data suppression. In the underlying data, numbers of pupils achieving level 3 and 4 have been combined in order to protect confidentiality.