

**SFR 31/2011****15 December 2011****Coverage: England****Theme: Children,
Education and Skills****Issued by**Department for Education
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education.gsi.gov.uk**Internet**<http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml>**NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 2 IN ENGLAND, 2011 (REVISED)****INTRODUCTION**

This Statistical First Release (SFR) provides revised 2011 Key Stage 2 National Curriculum Assessment results for pupils (typically aged 11) in schools in England at national and local authority level. Information on attainment has also been broken down by different pupil characteristics, specifically gender, ethnicity, English as a first language, free school meal eligibility, special educational need and Income Deprivation Affecting Children Index. This SFR also provides the updated percentage of pupils making expected progress in each of English and mathematics between Key Stage 1 (KS1) (typically age 7) and Key Stage 2 (KS2).

Two former SFRs, "National Curriculum Assessments at Key Stage 2" and "Key Stage 2 Attainment by Pupil Characteristics" have been combined to produce this SFR, enabling a more comprehensive and coherent evaluation of pupils' achievements at Key Stage 2 to be presented.

The revised figures are based on data used in the Primary School (Key Stage 2) Performance Tables. The figures contained within this publication combine this revised data with the information gathered through the School Census in January 2011. Figures in this SFR update provisional figures released in August in SFR 18/2011. This SFR also provides the 2010/11 update to the characteristics SFR 35/2010.

Overall achievements (published in tables 1, 2, 3, 6 and 7) cover all schools in England with pupils eligible for Key Stage 2 tests, including results from those independent schools which chose to make a return. Tables 4 and 5 show expected progress and cover maintained schools only (including academies and City Technology Colleges (CTCs)).

Pupil level characteristics information is not collected for independent schools; national figures relating to pupil characteristics (published in tables 8, 9a, 9b, 9c and 10) cover maintained schools only (including academies, CTCs and maintained special schools). All local authority figures also cover maintained schools only (including academies, CTCs and maintained special schools).

National Curriculum tests in science have been discontinued and replaced by a sample test. Information on the results of that sample test can be found in the SFR published on 2 August 2011 (SFR 18/2011).

National Curriculum tests are a measurement of achievement against the precise attainment targets of the National Curriculum rather than any generalised concept of ability in any of the subject areas. 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 Key Stage 2 (age 11), pupils are expected to achieve **Level 4**.

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 (TA) is the teachers' judgement of pupils' performance in the whole subject over the whole academic year.

All gaps and differences have been calculated on unrounded data therefore some figures may not add up in the following text.

HEADLINES

All schools

The percentages of pupils achieving the expected level, Level 4 or above, in the 2011 Key Stage 2 tests by subject are as follows:

- English 82 per cent (up 2 percentage points from 80 per cent in 2010)
- Reading 84 per cent (up 1 percentage point from 83 per cent in 2010)
- Writing 75 per cent (up 4 percentage points from 71 per cent in 2010)
- Mathematics 80 per cent (up 1 percentage point from 79 per cent in 2010)
- Both English and mathematics 74 per cent (up 1 percentage point from 73 per cent in 2010)

A higher percentage of girls than boys continue to reach the expected level in English, reading and writing tests. A higher percentage of boys than girls reached the expected level in mathematics tests this year (last year there was no gap between the percentage of boys and girls achieving the expected level in mathematics).

The percentages of pupils achieving above the expected level, Level 5 or above, in the 2011 Key Stage 2 tests by subject are as follows:

- English 29 per cent (down 3 percentage points from 33 per cent in 2010)
- Reading 43 per cent (down 8 percentage points from 50 per cent in 2010)
- Writing 20 per cent (down 1 percentage point from 21 per cent in 2010)
- Mathematics 35 per cent (up 1 percentage point from 34 per cent in 2010)

The percentages of pupils achieving Level 4 or above in the 2011 Key Stage 2 Teacher Assessments by subject are as follows:

- English 81 per cent (no change from 2010)
- Mathematics 82 per cent (no change from 2010)
- Science 85 per cent (no change from 2010)

Maintained mainstream schools

Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2. The national percentages of pupils making the expected progress by subject are as follows¹:

- English 85 per cent
- Mathematics 83 per cent

¹ The national progression figure is calculated using the data from all eligible pupils. The school level median figure uses the aggregate school level figure to produce the median.

The median average percentage of pupils making two levels of progress of all maintained mainstream schools is used as part of the current KS2 floor standard. This school level median by subject is as follows:

- English 87 per cent
- Mathematics 86 per cent

Maintained schools – Pupil characteristics

A higher percentage of pupils of Chinese, Indian, Irish and mixed White and Asian origin reached the expected level in both English and mathematics than their peers. A lower percentage of pupils of Gypsy/Roma origin reached the expected level than their peers in both English and mathematics.

70 per cent of pupils for whom English is not their first language achieved the expected level in both English and mathematics. For pupils whose first language is English, the percentage was 75 per cent. The gap in attainment between these two groups was 5 percentage points in 2011, unchanged from 2010.

58 per cent of pupils known to be eligible for free school meals (FSM) achieved the expected level in both English and mathematics compared with 78 per cent of all other pupils (pupils known not to be eligible for FSM and pupils with unknown eligibility grouped together)². The gap in attainment between these two groups was 20 percentage points in 2011 compared with 21 percentage points in 2010.

The percentage of pupils with special educational needs (SEN) without a statement who reached the expected level in both English and mathematics increased by 1 percentage point from 37 per cent in 2010 to 38 per cent in 2011. The percentage of pupils with a statement who achieved the expected level in both English and mathematics has increased from 13 per cent in 2010 to 15 per cent in 2011. More details about SEN can be found in the 'Technical Notes' section.

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 reading, writing and mathematics (combined) and smallest in mathematics.

77 per cent of girls reached the expected level in both English and mathematics compared with 72 per cent of boys; a gap in attainment of 5 percentage points. This gap has remained fairly stable over the past 3 years.

Local Authority achievement

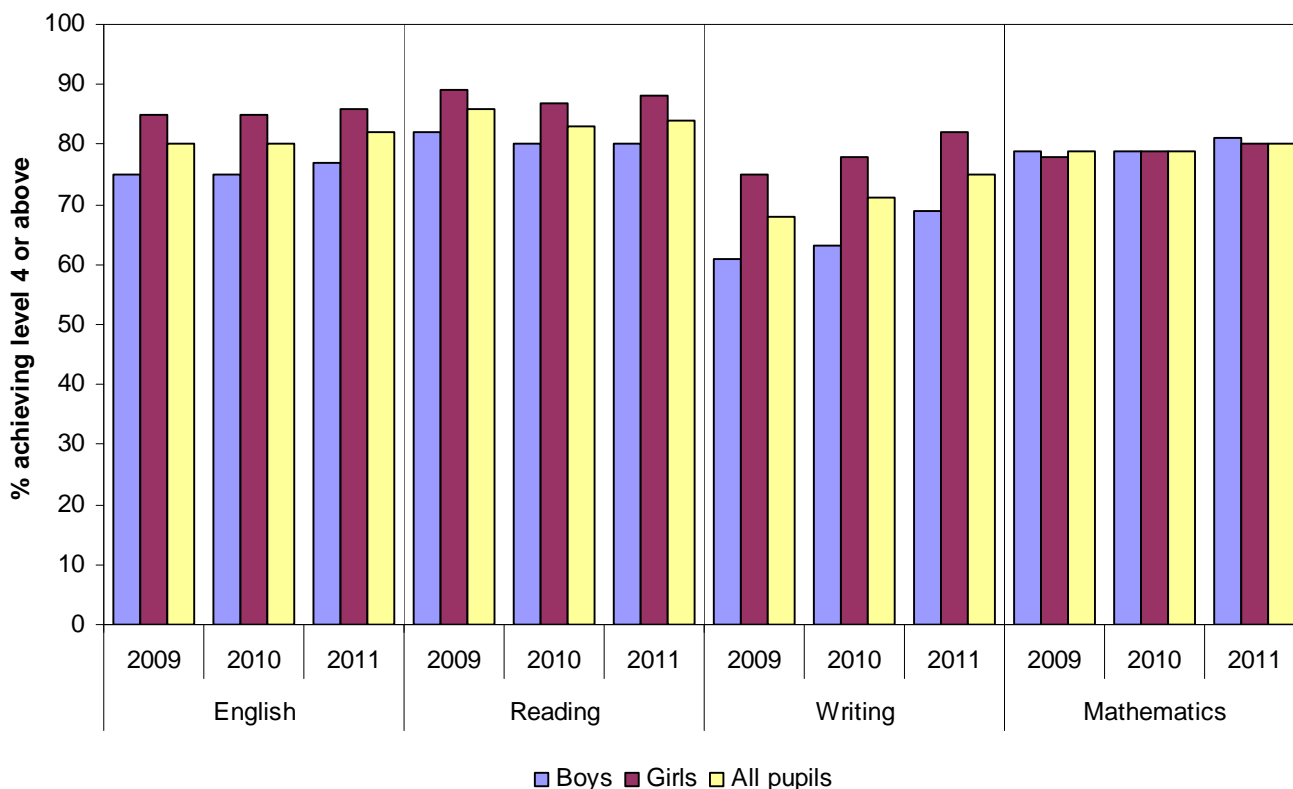
The percentages of pupils achieving Level 4 or above at Key Stage 2 in each Local Authority (excluding the City of London and Isles of Scilly Local Authorities which only have 1 school each) range from:

- 74 per cent to 91 per cent in English
- 77 per cent to 92 per cent in reading
- 65 per cent to 86 per cent in writing
- 69 per cent to 90 per cent in mathematics

² In previous years, comparisons were made between pupils known to be eligible for free school meals and pupils known not to be eligible for free school meals.

KEY POINTS

Chart 1: Percentage of pupils achieving Level 4 or above by subject and gender, 2009-2011 (all schools)



The percentage achieving Level 4 or above has increased in all 4 main subjects since 2010 and in English, writing and mathematics since 2009. Since 2010, there has been a 1 percentage point increase in reading and mathematics, a 2 percentage point increase in English and a 4 percentage point increase in writing. Since 2009, the percentage achieving the expected level has increased by 1 percentage point in English and 2 percentage points in mathematics.

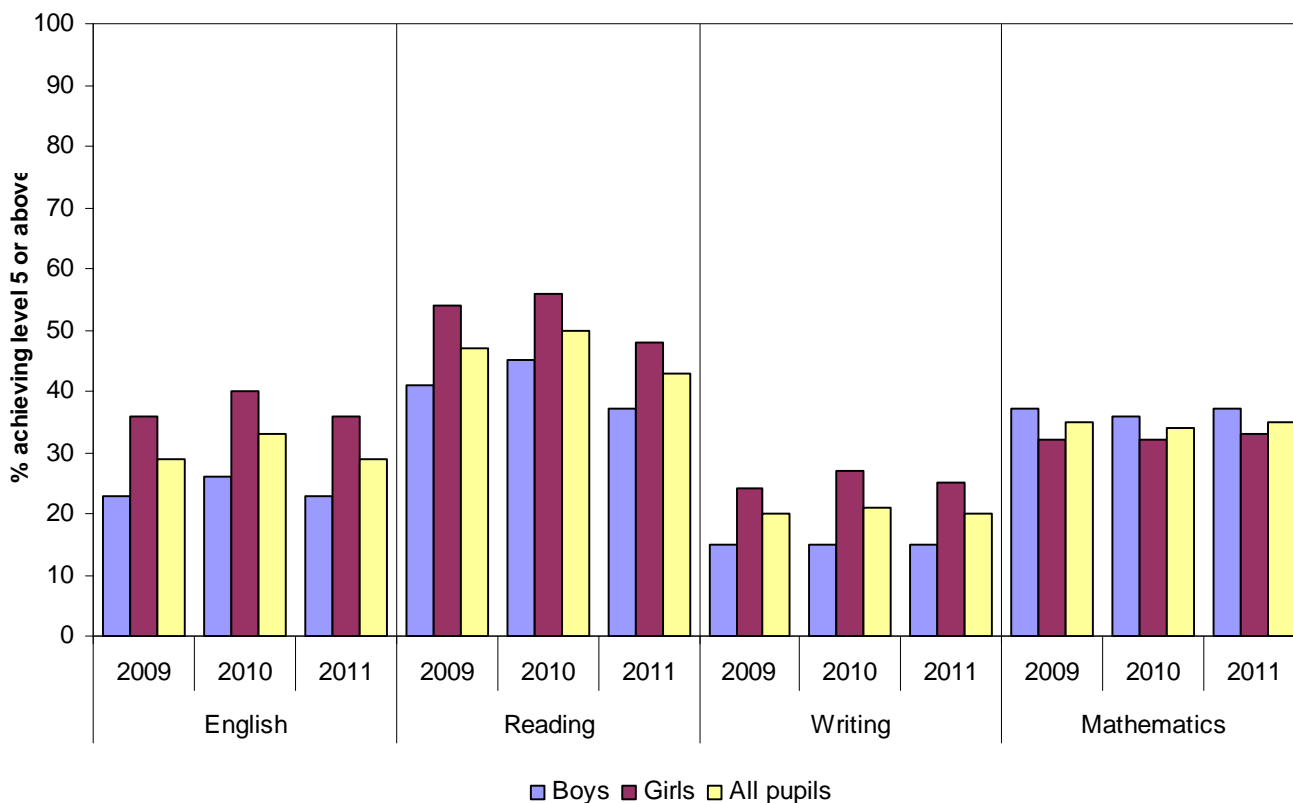
In 2011, there continues to be a larger percentage of girls than boys achieving the expected level in English, reading and writing. The largest gender gap is in writing, however the gap has narrowed by almost 3 percentage points since 2010 from 15 percentage points to 13 percentage points. Overall attainment in writing has also increased from 71 per cent in 2010 to 75 per cent in 2011.

In English 86 per cent of girls achieve the expected level compared with 77 per cent of boys, a gap of 9 percentage points. This gap has remained the same since 2010 and narrowed by 1 percentage point since 2009.

In mathematics this year, 81 per cent of boys compared with 80 per cent of girls achieved the expected level, a gap of 0 percentage points. This gap was the same in 2010, however had narrowed from 1 percentage point in 2009.

Compared with provisional 2011 figures, these figures represent an increase of 1 percentage point in the overall percentage for English, an increase of 1 percentage point in reading and writing for girls and an increase of 1 percentage point in writing and mathematics for boys.

Chart 2: Percentage of pupils achieving Level 5 or above by subject and gender, 2009-2011 (all schools)



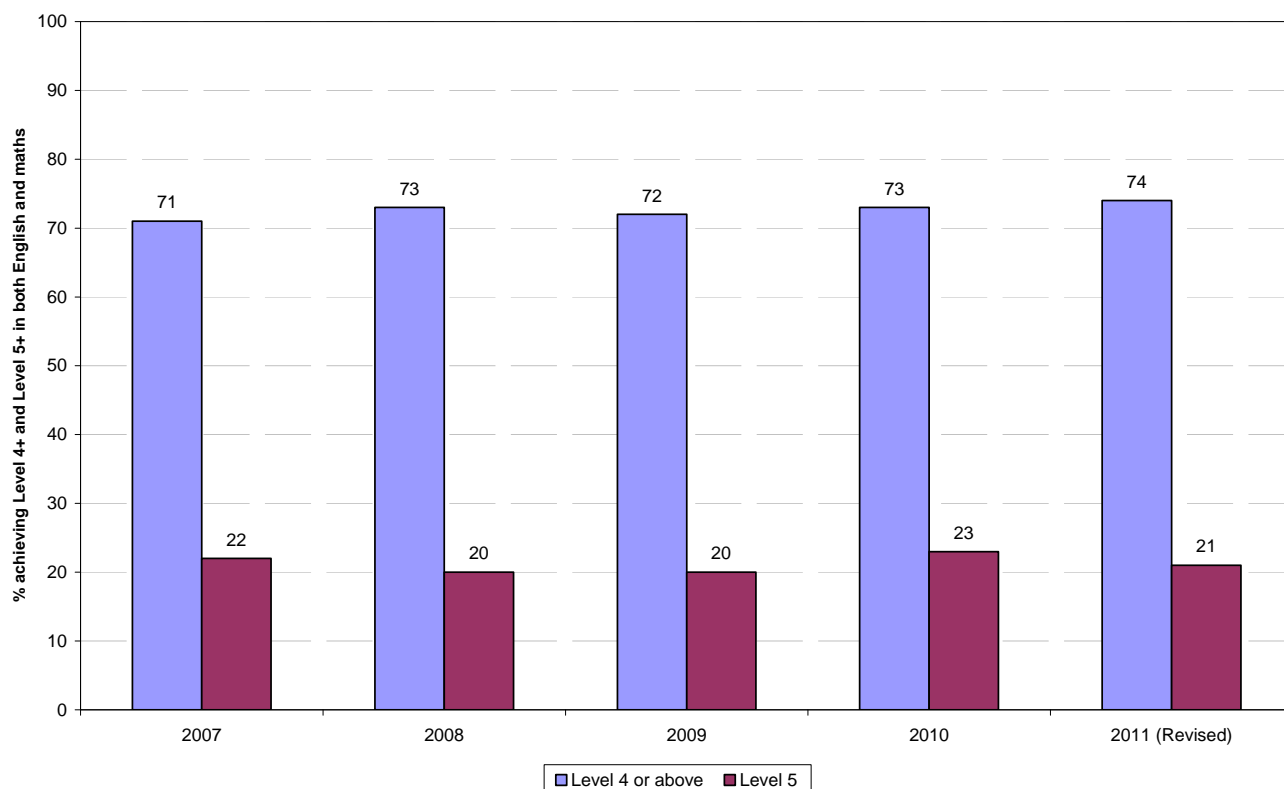
Compared to the equivalent final 2010 figures, the percentage achieving Level 5 or above has decreased by 1 percentage point in writing, by 3 percentage points in English and by 8 percentage points in reading. The percentage achieving this level has increased by 1 percentage point in mathematics. For English, the percentage achieving level 5 is the same as it was in 2009 and has increased by 1 percentage point in mathematics.

There continues to be a larger percentage of girls than boys exceeding the expected level in English, reading and writing and a larger percentage of boys than girls exceeding the expected level in mathematics. The largest gender gap is in English, however this gap has narrowed from 14 percentage points in 2010 to 12 percentage points this year.

In mathematics, 37 per cent of boys compared with 33 per cent of girls exceeded the expected level in 2011, a gap of 4 percentage points. This has not changed from last year, however has narrowed from a gap of 5 percentage points in 2009.

Compared with provisional 2011 figures, these represent an increase of 1 percentage point in the overall percentage for reading and an increase of 1 percentage point in English for girls.

Chart 3: Percentage of pupils achieving Level 4 or above and Level 5 or above in both English and mathematics, 2007-2011 (all schools)



In 2011, the percentage of pupils achieving Level 4 or above in both English and mathematics was 74 per cent, an increase of one percentage point compared with last year and up from 71 per cent in 2007. The percentage of pupils achieving level 5 or above was 21 per cent, a decrease of 1 percentage point from last year and down from 22 per cent in 2007.

The percentage of girls achieving the expected level in 2011 in both English and mathematics was 77 per cent compared with 72 per cent of boys. This gender gap of 5 percentage points is the same for those exceeding the expected level in both English and mathematics (24 per cent of girls and 19 per cent of boys).

Progression

Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2. For maintained mainstream schools, 85 per cent of pupils made this expected progression in English, 86 per cent of girls compared with 83 per cent of boys. In mathematics, 83 per cent made this expected progression, 83 per cent of girls compared with 84 per cent of boys.

Table 5 in this Statistical First Release shows the attainment of pupils in maintained schools at Key Stage 2 by prior attainment at Key Stage 1 for English and mathematics. In English, 85 per cent of pupils who achieved Level 2 or above at Key Stage 1 made 2 levels of progress at Key Stage 2. In mathematics, 84 per cent of pupils who achieved Level 2 or above at Key Stage 1 made 2 levels of progress at Key Stage 2.

2011 National Key Stage 2 test results 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 this has 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, figures for 2007 have also been included.

Ethnicity (maintained schools)

The percentage of pupils achieving the expected level in both English and mathematics (Level 4 or above) 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 both English and mathematics is now 12 percentage points above the national average, in comparison with 11 percentage points in 2010.
- 69 per cent of pupils of any black background achieved the expected level in English and mathematics, 5 percentage points below the national average of 74 per cent. This gap has remained the same from last year but has narrowed from 11 percentage points since 2007.
- 75 per cent of white pupils achieved the expected level in both English and mathematics. This is broadly in line with the percentage for all pupils. There was a gap of 1 percentage point in 2007 with white pupils performing above the national average.
- 75 per cent of pupils of mixed background achieved the expected level in both English and mathematics, 1 percentage point higher than all pupils. This gap has remained the same since 2007.
- 74 per cent of Asian pupils achieved the expected level in both English and mathematics, the same figure as the national average. There was a 3 percentage point gap in 2007, with Asian pupils performing below the national average.

Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2. The percentage of pupils making this expected progress in both English and mathematics varies between different ethnic groups. Within the broader ethnic groupings:

- Chinese pupils had the highest percentage making this expected progress in English and in mathematics. 91 per cent of Chinese pupils made this expected progress in English (7 percentage points above the national average). 95 per cent made this expected progress in mathematics (12 percentage points above the national average).
- Pupils of white background had the lowest percentage making this expected progress in English (83 per cent) while pupils of both white and black background had the lowest percentage making this expected progress in mathematics (82 per cent).

English as a first language (maintained schools)

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.

- In English, 82 per cent of pupils whose first language is English achieved the expected level compared with 77 per cent of pupils whose first language is not English (a gap of 6 percentage points).
- The attainment gap is smaller for mathematics where 81 per cent of pupils whose first language is English achieved the expected level, compared with 77 per cent of pupils whose first language is not English (a gap of 4 percentage points).

68 per cent of pupils whose first language is English achieved the expected level in reading, writing and mathematics combined compared with 63 per cent whose first language is not English.

Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2.

- For those whose first language is English, 83 per cent made this expected level of progress between KS1 and KS2 in English compared with 88 per cent of those whose first language is not English.
- For those whose first language is English, 82 per cent made this expected level of progress between KS1 and KS2 in mathematics, compared with 86 per cent of those whose first language is not English.

Table 1: First Language attainment gaps (percentage achieving level 4 or above), 2007, 2010 and 2011 (percentage point difference)

(English as a first language minus first language not English),

	2007	2010	2011
English	9	6	6
Mathematics	6	3	4
English & mathematics	9	5	5
Reading, writing & mathematics	.	.	5

A '.' has been used where these figures have not been published in earlier years.

Free school meals (maintained schools)

The gap in attainment between those pupils known to be eligible for free school meals (FSM) and all other pupils in 2011 has narrowed by 1 percentage point in both English and mathematics from last year. 58 per cent of pupils known to be eligible for free school meals reached the expected level in both English and mathematics compared with 78 per cent of all other pupils. This results in an attainment gap of 20 percentage points.

Table 2: FSM attainment gaps (percentage achieving level 4 or above), 2007, 2010 and 2011 (percentage point difference)

(all other pupils (pupils known not to be eligible for FSM and pupils with unknown eligibility grouped together) minus FSM)

	2007	2010	2011
English	21	19	17
Mathematics	19	17	16
English & mathematics	24	21	20
Reading, writing & mathematics	.	.	22

A '.' has been used where these figures have not been published in earlier years.

There are variations in pupil achievement across key groups of interest. These are illustrated by comparisons with the national average:

- 52 per cent of white British boys eligible for FSM achieved the expected level (Level 4 and above) in both English and mathematics compared with the national average of 74 per cent of pupils overall. This is a 22 percentage point attainment gap, compared with a 23 percentage point gap in 2010. For reading, writing and mathematics combined 41 per cent of white British boys eligible for FSM achieved the expected level compared to the national average of 67 per cent of pupils overall.
- 59 per cent of black boys eligible for FSM achieved the expected level (Level 4 and above) in both English and mathematics compared with the national average of 74 per cent of pupils overall. This is a 16 percentage point attainment gap, compared with a gap of 17 percentage points in 2010. For reading, writing and mathematics combined 49 per cent of black boys eligible for FSM achieved the expected level compared with the national average of 67 per

cent of pupils overall.

Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2.

- 75 per cent of white British boys eligible for FSM made this expected level of progress between KS1 and KS2 in English, compared to the national average of 84 per cent. 75 per cent of white British boys eligible for FSM made this expected level of progress between KS1 and KS2 in mathematics, compared to the national average of 83 per cent.

Special educational needs (SEN) (maintained schools)

Combining the SEN categories into one group, 35 per cent of all pupils with SEN achieved Level 4 or above in both English and mathematics in 2011, compared with 87 per cent of pupils with no identified SEN. The attainment gap between pupils with SEN and those without is now 52 percentage points. This has narrowed by 2 percentage points from last year and by 3 percentage points since 2007.

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

- 54 per cent of pupils whose primary need was visual impairment reached Level 4 or above in Key Stage 2 English and mathematics, 21 percentage points below the national average. For hearing impairment, 45 per cent of pupils reached Level 4 or above, 30 percentage points below the national average.
- 47 per cent of pupils whose primary need was visual impairment reached Level 4 or above in Key Stage 2 reading, writing and mathematics, 20 percentage points below the national average.
- 75 per cent of pupils whose primary need was visual impairment made the expected level of progress between KS1 and KS2 in English, 9 percentage points below the national average. 72 per cent of pupils whose primary need was visual impairment made the expected level of progress between KS1 and KS2 in mathematics, 11 percentage points below the national average.

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 (23 percentage points), with 80 per cent of pupils resident in the least deprived areas achieving the expected level compared with 57 per cent of pupils resident in the most deprived areas.

The attainment gap is smallest in mathematics (15 percentage points), with 89 per cent of pupils resident in the least deprived areas achieving the expected level compared with 74 per cent of pupils resident in the most deprived areas.

Overall the attainment gaps have narrowed from 2010, most notably in English where the gap decreased from 19 percentage points to 17 percentage points.

TABLES

Summary table

Summary Percentage of pupils achieving Level 4 or above at Key Stage 2 by pupil characteristics, 2011

National tables

- Table 1** Key Stage 2 test levels of attainment by subject, 1995-2011
- Table 2** Percentage of pupils achieving Level 4 or above and Level 5 in Key Stage 2 tests and teacher assessments by gender, 2007-2011
- Table 3** Key Stage 2 test and teacher assessment levels of attainment by subject and gender, 2011
- Table 4** Expected progression in English and mathematics between Key Stage 1 and Key Stage 2 by gender, 2009-2011
- Table 5** Attainment of pupils at Key Stage 2 by prior attainment at Key Stage 1 in English and mathematics, 2011
- Table 6** Key Stage 2 Average Point Score, by subject and gender, 2005-2011
- Table 7** Attainment of pupils at Key Stage 2 by prior attainment at Key Stage 1 in reading and writing, 2011

The following tables are only available to view on the Department for Education statistics website: <http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml>.

- Table 8** Achievements at each level in Key Stage 2 by pupil characteristics, 2007-2011
- Table 9a** Achievements at Level 4 or above in Key Stage 2 by ethnicity, free school meal eligibility and gender, 2007-2011
- Table 9b** Achievements at Level 4 or above in Key Stage 2 by SEN provision, free school meal eligibility and gender, 2010-2011
- Table 9c** Achievements at Level 4 or above in Key Stage 2 by SEN provision, ethnicity and gender, 2009-2011
- Table 10** Impact indicator 3.7: Attainment gap at age 11 between Free School Meal pupils and the rest, 2011

Local Authority 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/s001047/index.shtml>.

These tables have been included to show the local authority level figures that underpin the national information.

Table 11	Percentage of pupils achieving Level 4 or above in Key Stage 2 tests by Local Authority (LA), Region and gender, 2011
Table 12	Percentage of pupils achieving Level 5 or above in Key Stage 2 tests by Local Authority (LA), Region and gender, 2011
Table 13	Percentage of pupils achieving Level 2 or below in Key Stage 2 tests by Local Authority (LA), Region and gender, 2011
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Table 17	Achievement in combinations of subjects in Key Stage 2 tests by Local Authority (LA), Region and gender, 2011
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Table 20	Percentage of pupils achieving Level 4 or above in Key Stage 2 teacher assessments by Local Authority (LA), Region and gender, 2011
Table 21	Percentage of pupils achieving Level 5 or above in Key Stage 2 teacher assessments by Local Authority (LA), Region and gender, 2011
Table 22	Key Stage 2 Average Point Score by Local Authority (LA), Region and gender, 2011
Table 23	Achievements at Level 4 or above in Key Stage 2 by ethnicity and Local Authority, 2007-2011
Table 24	Achievements at Level 4 or above in Key Stage 2 by first language and Local Authority, 2007-2011
Table 25	Achievements at Level 4 or above in Key Stage 2 by free school meal eligibility and Local Authority, 2010-2011
Table 26	Achievements at Level 4 or above in Key Stage 2 by SEN provision and Local Authority, 2007-2011

Pupil residency based tables

The following tables are only available to view on the Department for Education statistics website:
<http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml>.

- Table A1** Number and percentage of pupils achieving Level 4 or above at Key Stage 2 by IDACI decile of pupil residence, 2008-2011
- Table A2** Number and percentage of pupils achieving Level 4 or above at Key Stage 2 by degree of rurality of pupil residence, 2008-2011
- Table A3** Number and percentage of pupils achieving Level 4 or above at Key Stage 2 by Local Authority District and Region of pupil residence, 2008-2011
- Table A4** Number and percentage of pupils achieving Level 4 or above at Key Stage 2 by IDACI decile and degree of rurality of pupil residence, 2008-2011

School location based tables

The following tables are only available to view on the Department for Education statistics website:
<http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml>.

- Table B1** Number and percentage of pupils achieving Level 4 or above at Key Stage 2 by degree of rurality of school location, 2011
- Table B2** Number and percentage of pupils achieving Level 4 or above at Key Stage 2 by Local Authority District and Region of school location, 2011

RELATED PUBLICATIONS

Primary School (Key Stage 2) Performance Tables in England 2011

www.education.gov.uk/schools/performance

SFR18/2011: Interim Results for Key Stage 2 & 3 National Curriculum Assessments in England, 2010/11

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

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>

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>

SFR35/2010: Key Stage 2 Attainment by Pupil Characteristics, in England 2009/10 (provisional)

<http://www.education.gov.uk/rsgateway/DB/SFR/s000972/index.shtml>

SFR28/2011: Early Years Foundation Stage Profile Results in England, 2010/11:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001033/index.shtml>.

SFR29/2011: Foundation Stage Profile Attainment by Pupil Characteristics in England, 2010/11:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001044/index.shtml>.

SFR22/2011: National Curriculum Assessments at Key Stage 1 (including characteristics) in England, 2011

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

SFR26/2011: GCSE and Equivalent Results in England, 2010/11 (Provisional)

<http://www.education.gov.uk/rsgateway/DB/SFR/s001034/index.shtml>

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

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

SFR37/2010: GCSE and Equivalent Attainment by Pupil Characteristics in England 2009/10:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000977/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.

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 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>.

OTHER SYMBOLS USED IN TABLES

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

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

REVISIONS

2011 figures in this publication are revised. 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>

The following table shows the difference between the provisional, revised and final results for the percentage of pupils achieving level 4 or above in English and in mathematics over the last 5 years:

		Percentage of pupils achieving Level 4 or above				
		2007	2008	2009	2010	2011
English	Provisional	80%	81%	80%	81%	81%
	Revised	80%	81%	80%	80%	82%
	Final	80%	81%	80%	80%	..
Mathematics	Provisional	77%	78%	79%	80%	80%
	Revised	77%	79%	79%	79%	80%
	Final	77%	79%	79%	79%	..

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 a Government drive for data transparency in official publications, supporting data for this publication will be published in an open standardised format. This will be available on 10 January 2012 at <http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml>.

TECHNICAL NOTES

The statistics in this first release cover the data prepared for the publication of the 2011 Primary School (KS2) Performance Tables. This SFR provides information for Key Stage 2 National Curriculum assessments based on the outcome of the National Curriculum tests carried out in May 2011 (for English and mathematics only) and Teacher Assessments for the 2010/11 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 (TA) is the teachers' judgement of pupils' performance in the whole subject over the whole academic year.

How the assessments are made

Pupils' attainment is assessed in relation to the National Curriculum programmes of study, and pupils are awarded levels on the National Curriculum scale to reflect their attainment.

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' attainments measure up to the standards of the National Curriculum. The 2011 Key Stage 2 tests were marked externally by an agency contracted by the Qualifications and Curriculum Development Agency (QCDA). A review procedure is available for schools which have concerns over the marking of scripts.

At present, all pupils who are moving on to the next Key Stage programme of study in the next school year are regarded as being in the final year of their current Key Stage. All pupils in their final year of a Key Stage must be assessed. Pupils may complete the programme of study for a Key Stage before year group 6; in these cases the trigger for reporting is that point and not the end of year 6. Most of the pupils will be in the year group with similarly aged pupils, for example, most 11 year olds will be in year group 6 and at the end of Key Stage 2. Some pupils, however, may be older or younger because they are not being taught with their chronological year group.

In 2011, the QCDA had responsibility for ensuring that standards in the tests remained consistent from year to year. Two forms of evidence are used in the process: statistical evidence is drawn from the pre-test; and judgemental evidence is provided by the most senior markers on how pupils performed in the test compared to pupil performance on previous tests. National data is available at the level setting meeting to demonstrate the impact of the decisions made but is not used as the basis for decision making. The level setting process is observed by representatives from the teacher associations and unions and has not been subject to any political interference.

The Government closed the QCDA on 30th September 2011. Statutory testing and assessment for pupils up to the age of 14 is now the responsibility of the Standards and Testing Agency (STA), an executive agency of the Department for Education.

Changes to the National Curriculum Test Administrative Arrangements

Since National Curriculum tests were introduced over a decade ago, there have been a number of changes to the process by which the tests are run and marked which are likely to affect year on year comparisons. This year only minor changes were made to the administrative arrangements with markers keying pupils' marks into a secure online mark capture system rather than completing and returning a paper mark sheet to the Test Operations Agency.

In September 2010 the Minister of State for Schools announced the end of the single level test pilot; therefore no pupils took single level tests in the 2010/11 academic year. Level 6 was not a possible outcome for tests taken in the 2010/11 academic year.

The number and percentage of pupils achieving at least the expected level can be affected by a number of factors which mean that small year on year changes should not necessarily be considered to be significant, particularly at Local Authority level.

National Curriculum tests in Science for all pupils were discontinued after the 2009 academic year. From 2010, Key Stage 2 science at school level has been assessed by teacher assessment only, which takes account of pupils' practical grasp of the subject and is based on their attainment throughout the academic year across the full programme of study. In order to monitor national standards in science, an externally marked, sample test has been introduced. Science sampling tests differ further from whole cohort tests, as they are administered to approximately 5 per cent of the cohort. They take place in maintained schools only and are marked using an on screen marking system already successfully used to mark Single Level Tests. These results are not used for school accountability purposes, such as performance tables or school inspections, and as such no review processes are provided for these sample tests and they are not reported on in this Statistical First Release. The proportion of pupils attaining Level 4 or above and Level 5 in this sample test this year was published in a Statistical First Release on 2 August 2011 found at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001018/index.shtml>.

On 18th July 2011 the Secretary of State for Education announced that he had accepted all the recommendations of Lord Bew's independent review of testing, assessment and accountability at the end of primary school. Further information on those proposals can be found here: <http://www.education.gov.uk/a00192403/key-stage-2-review-of-testing-assessment-and-accountability-government-response>

Comparisons with previous years

Comparisons with 2010 are likely to be affected by the single level test pilot and by industrial action. In 2010, 203 schools in ten local authorities took single level tests in mathematics instead of the Key Stage 2 mathematics National Curriculum Test. No pupils took single level tests in 2011.

For 2010, figures were based upon those papers that were returned by schools for marking to the QCDA's contracted external marking agency. Due to industrial action, these results covered 73 per cent of the papers expected to be externally marked for pupils in maintained schools, reflecting 3,999 maintained schools that were expected to participate in the Key Stage 2 tests but did not.

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 should not necessarily be considered to be significant, particularly at Local authority level.

Comparisons with years up to and including 2007 are likely to be affected by various administrative changes to the National Curriculum tests, which include the removal of borderlining (the process of checking test scripts that fall just below level thresholds), as announced in May 2008.

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 information 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.

KS2 NPD data are created when pupils' KS2 attainment 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 per cent of pupils. Additional, more complex, routines are then applied to match as many of the remaining pupils as possible, up to around 97-98 per cent.

The KS2 NPD extract used in the production of the tables in this SFR links revised Key Stage 2 National Curriculum Tests and teacher assessment data provided to the Department by the Qualifications and Curriculum Development Agency (QCDA) by 25 September 2011 with the pupils' characteristics information from the January 2011 School Census.

They include the outcomes of reviews and are calculated on a cumulative basis (i.e. including test or TA results from previous years where pupils have taken only one of the tests this year). This SFR revises earlier published figures and incorporates amendments received from schools through the checking exercise for the 2011 Primary School Performance Tables. The KS2 National Curriculum test 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 pupil level characteristic information within this SFR is derived from 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 at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml> and detailed information on the coding of ethnicity, SEN, FSM and English as a first language can be found in the technical notes of that SFR.

Further information on the NPD, including a 2011 KS2 User Guide, can be found at: <http://www.bristol.ac.uk/cmppo/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 2010 and earlier in tables 1, 2, 4, 6, 15, 16 and 18 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 in the two datasets.

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 QCDA's agents. Only one school did not administer the tests this year. It is a statutory obligation for LA maintained schools to administer the tests; it is also a condition of most academies funding agreements that they must administer tests.

National test figures in tables 1, 2, 3, 6 and 7 cover all schools in England with pupils eligible for assessment at Key Stage 2 in 2011, including results from those independent schools which chose to make a return.

National test figures in tables 4, 5, 8, 9a, 9b, 9c and 10 cover maintained schools in England, including academies, City Technology Colleges (CTCs) and maintained special schools. Independent schools, independent special schools, non-maintained special schools, hospital schools and Pupil Referral Units are excluded.

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.

All figures at national level will include ‘overseas pupils’ (as defined below). Figures for academies with Key Stage 2 pupils are included in these figures as their pupils are obliged to complete National Curriculum tests. The effect of including Independent schools in the results is negligible as can be seen by comparing the England (all schools) and England (Maintained Schools only, including Academies and CTCs) lines in the Local Authority tables. The latter figures exclude Independent schools and other pupils excluded from Local Authority figures (e.g. those who have recently arrived from overseas).

National teacher assessment figures cover all schools in England with pupils eligible for assessment at Key Stage 2 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.

Local Authority (LA) figures cover maintained schools in England, including academies, City Technology Colleges (CTCs) and maintained special schools. Independent schools, independent special schools, non-maintained 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 maintained and independent schools for which assessment results are available); and the second for maintained schools only (excluding maintained hospital schools and pupil referral units), consistent with the results for each LA. Table 19 which reports on the KS2 floor standard covers maintained mainstream schools only, including academies and City Technology Colleges but excluding maintained special schools, independent schools, independent special schools, non-maintained special schools, hospital schools and Pupil Referral Units.

In the Primary School Performance Tables, LA denominators will include pupils whose results are missing or coded as maladministration. The denominators used in calculating figures at LA level in this SFR therefore similarly include pupils with missing results or coded as maladministration.

The LA figures in this SFR are also adjusted to allow disregarding of pupils flagged as ‘overseas pupils’ during the schools checking exercise for the Performance Tables. ‘Overseas pupils’ are pupils who have recently arrived from overseas whose first language is not English. These pupils can be discounted from the results published in the Performance Tables for schools and LAs but **not** from national averages. Schools are able to seek an adjustment to their results in respect of all such pupils who were admitted for the first time to an English school on or after 1 September 2009. Their test results and teacher assessments will be excluded from the 2011 figures. The maintained schools figures published in the Performance Tables include overseas pupils and so may not match the total for maintained schools given in this SFR.

In the previous provisional SFR, the denominators used to calculate percentages at LA level included the same results as at national level. Therefore pupils with missing results, or results coded as maladministration, were not included in the calculations. This was done so that LAs where data was missing that could be corrected either through the review process or via the Performance Tables checking exercise were not disadvantaged. Also, no adjustment was made for overseas pupils at this stage as the Performance Tables checking exercise had not taken place.

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.

Disadvantaged pupils

There are differences in the number of disadvantaged pupils (pupils eligible for FSM or looked after children) published in the summary table and the number of disadvantaged pupils published in the Performance Tables. As part of an ongoing programme of reviewing matching processes, updates were applied to the pupil matching references of pupils in the National Pupil Database (NPD) in the summer of 2011. These updates have established previously undermatched links between the current and prior attainment records of individual pupils and have been incorporated into the 2011 KS2 data. As a consequence of these updates, some of the 2011 KS2 cohort do not have a link to their 2011 Spring Census record in the NPD; there are 218 fewer KS2 pupils in maintained schools eligible for Free School Meals according to the FSM indicator in the 2011 Spring Census, which has been used in these SFR tables, compared to the FSM indicator used in the Performance Tables.

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 per cent 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.

How to interpret the results

All children in maintained primary schools, including most academies, are required to sit National Curriculum tests in English and mathematics before they move to secondary school. The tests are graded according to attainment levels within the National Curriculum. Key Stage 2 (KS2) tests are aimed at pupils working at levels 3, 4 and 5.

Typical age of child (years)	6	7	8	9	10	11	12	13	14
National Curriculum Year Group	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: Age of child related to year group, Key Stage & expected attainment

National Curriculum tests are a measurement of achievement against the precise attainment targets of the National Curriculum rather than any generalised concept of ability in any of the subject areas. Teacher Assessment is the teachers' judgement of pupils' performance in the whole subject over the whole academic year. 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 achieve **Level 2** and by the end of KS2 pupils are expected to achieve **Level 4**.

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://www.education.gov.uk/schools/teachingandlearning/curriculum/primary>.

Progress Measures

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. At the end of KS2, pupils are expected to reach Level 4.

All children in maintained primary schools are required to be assessed by teachers against the National Curriculum in reading, writing, speaking and listening, mathematics and science when they reach the end of Key Stage 1 (KS1). 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.

If, based on level judgements for attainment targets for reading, writing and mathematics, teachers reach an overall level 2 judgement, they 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".

At the end of Key Stage 2 (KS2), all children in maintained primary schools, including most academies, are required to sit National Curriculum tests in English and mathematics. The tests are graded according to attainment levels within the National Curriculum. KS2 tests are aimed at pupils working at levels 3, 4 and 5. In addition, Teacher Assessments at KS2 are made in the core subjects of English, mathematics and science.

The progress measures published in this SFR differ from the previous Performance Tables methodology which used only the KS2 test results. This meant that previously a significant number of pupils had to be excluded as they had a non-numerical level at KS2. These pupils are now included as the revised methodology takes into account their Teacher Assessment levels. The methodology used for the 2011 Performance Tables and this SFR are the same.

Pupils are included in the progress measures if they are at the end of Key Stage 2 in both English and mathematics, i.e. they have taken tests in both English and mathematics and at least one of those

tests 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 School Performance Tables but included at national level. However, they are included in progress measures at all levels using their TA to replace the test level.

For further information please see the 'Calculation of expected progress in English and mathematics' section below and the 'Interim Percentage of Pupils Making Expected Progress in English and in Mathematics between Key Stage 1 and Key Stage 2 in England, 2010/11' Statistical First Release found at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001023/index.shtml>.

Key Stage 1 to Key Stage 2 transitions

Tables 5 and 7 show the attainment of pupils in subjects at Key Stage 2 broken down by prior attainment at Key Stage 1.

For table 5, the KS2 levels shown are a combination of the KS2 test and teacher assessment as used in calculating the KS1-2 progress measures (see 'Calculation of expected progress in English and mathematics' below). English is not assessed as a single subject at Key Stage 1 so it is necessary to calculate an average to compare Key Stage 2 English attainment with. Key Stage 1 reading and writing levels have been combined to compare with the Key Stage 2 English level (again see 'Calculation of expected progress in English and mathematics' below). Mathematics is assessed at both Key Stage 1 and Key Stage 2.

For table 7, the KS2 levels shown in this table are based on KS2 test levels only. Reading and writing are assessed at both Key Stage 1 and Key Stage 2 and so attainment at Key Stage 1 is compared with attainment at Key Stage 2.

Floor Standard

A school is below the current KS2 floor standard if (i) less than 60 per cent of pupils achieve Level 4 or above in both English and mathematics, (ii) less than the median percentage, 87 per cent this year, make expected progress in English, and (iii) less than the median percentage, 86 per cent this year, make expected progress in mathematics.

Schools are only included if they have 11 or more pupils and if they have published results for all three measures above. Only maintained mainstream schools with results published in this year's Primary School Performance tables are included. This includes academies and City Technology Colleges but excludes maintained special schools, independent schools, independent special schools, non-maintained special schools, hospital schools and Pupil Referral Units.

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.

PRODUCING 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 English or mathematics 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 tests are 2, 3, 4, 5, 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).

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).

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 'missing' (M) and '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.

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 main 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 for both English and mathematics combined.

Percentages are rounded to whole percentages in all national and Local Authority tables for 2011. Any gaps that are mentioned in the text are calculated on unrounded data. The underlying figures used to calculate these percentages will be published in due course at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml>

There are some pupils for whom ethnicity was not obtained, refused or could not be determined. These pupils appear as "unclassified" in the "Summary" table, Table 8, Table 9a and Table 9c. These pupils are not shown explicitly in Table 23 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 23 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 the "Summary" table and Tables 8-9c and contribute to the "All pupils" figures for Tables 24-26 respectively.

Some tables give percentages by each level, others give the percentage of eligible pupils that achieved the expected level. At Key Stage 2, the expected level is Level 4 or higher. Therefore, for English or mathematics, the percentage achieving the expected level is calculated by summing all of

the pupils that achieved Level 4 or 5 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 "English & mathematics" a pupil has to have reached level 4 or 5 in both subjects.

Worked example

Level for Reading	2	3	4	5	Absent	Disapplied	Working Below the level	Missing
Number of pupils	6	15	46	32	2	1	2	3

In the example above there are 107 pupils but 3 of them are recorded as "Missing" which is not a valid level (for National calculations), so there are 104 eligible pupils. The percentage achieving the expected level would be calculated as:

$$\frac{(46 + 32)}{(6 + 15 + 46 + 32 + 2 + 1 + 2)} \times 100 = \frac{78}{104} \times 100 = 75\%$$

Allocation of points for each level at Key Stage 2

The following table sets out how points have been allocated to each Key Stage 2 test level to calculate the Key Stage 2 Average Point Score (table 6 and table 22). The Average Points Score relates aggregate number of points to the number of eligible pupils.

National Curriculum test level	Point score equivalent
Missing (M or blank)	Disregarded
Lost scripts (X)	Disregarded
Not eligible for the tests (Y or Z)	Disregarded
Unable to access the tests (T)	Disregarded
Absent (A)	Disregarded
Maladministration (Q)	Disregarded
Pupil will take the test in the future (F)	Disregarded
Pupil took the test in the past (P)	Disregarded
B – Working below the level of the test	15
N – Not awarded a test level	15
2	15
3	21
4	27
5	33

Calculation of expected progress in English and mathematics

Calculating Key Stage 1 attainment

The starting point for the mathematics progress measure is the KS1 mathematics Teacher Assessment. This is converted to a numerical level so that the number of levels of progress can be calculated. W (Working towards level 1 of the National Curriculum) is converted to level 0 and 2C, 2B and 2A are all converted to level 2.

For the English progress measure, the KS1 English level is calculated from the reading and writing levels. The reading and writing levels are converted into points as follows:

Level	W	1	2C	2B	2A	3	4
Points allocated	3	9	13	15	17	21	27

If a pupil has points in both Reading and Writing, an average of the two gives the points score for English. If they have points in only reading or in only writing, then these points are taken as the English points score.

The overall English level, using whole levels only, is then calculated as in the table below:

Level	W	1	2	3	4
Points score	3 – 5	6 – 11	12 – 17	18 – 23	24+

Calculating Key Stage 2 attainment

The methodology for 2011 uses the KS2 test result if that is level 3, 4 or 5. In other cases the teacher assessment level is taken into account in deciding the appropriate KS2 level.

The following table illustrates the KS2 levels used for the progress measures:

		KS2 Test Result		
		B, N or 2	A, M, Q, S, T, X or blank	3, 4 or 5
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	Use TA	Use TA	Use test result

Note pupils who have both their English and mathematics tests results and both their English and mathematics TA missing are excluded from the progress measures at National Level.

Combining KS1 and KS2 attainment

Once the KS1 and KS2 attainment has been calculated, the number of levels of progress made is calculated using the formula: KS2 level – KS1 level.

As level 5 is the highest National Curriculum level that can be awarded in the KS2 tests, all pupils attaining level 5 at KS2 (including those who got level 4 at KS1 or had no KS1 results) will be treated as having made two levels of progress – that is, the expected level of progress. Similarly, all pupils with W or level 1 at the end of KS2 (including those with no KS1 results) will be treated as not having made two levels of progress.

Any pupils who have a non-numerical KS2 result after combining the test and TA using the above method are treated as not having made expected progress.

The following table shows how levels at KS1 are mapped to those at KS2 to determine whether a pupil can be included in the progress measure and, if included in the measure, whether or not they have made at least two levels of progress – the expected level of progress. Where a pupil is shown as “not included”, this means that they are not included in the calculation of the measure because there is insufficient evidence to calculate the amount of progress they made.

		KS2 level (combined test and TA)						
		Any non-numeric level	0	1	2	3	4	5
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	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
	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
	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
	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
	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 made

Curriculum Level codes

The curriculum level description for KS1 and KS2 are as follows:

Key Stage 1 Level	
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 Level	
1-6	National Curriculum level achieved (1 and 6 TA only)
A	Absent
B	Working below the level of the test (test 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 or blank scripts
N	Not awarded a test level
P	Pupil took the test/has TA in the past
Q	Annulled following maladministration investigation (tests)
S	Pending maladministration (tests only)
T	Working at the level of the tests but unable to access them
X	Lost/Stolen scripts
Y or Z	Not eligible for tests

ENQUIRIES

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

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

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Sanctuary Buildings,
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Summary showing the percentage of pupils achieving Level 4 or above at Key Stage 2 and by pupil characteristics
Years: 2011 (Revised)
Coverage: England

	English	Mathematics	English and Mathematics	Reading, Writing and Mathematics	% making expected KS1 to KS2 progress in English ⁶	% making expected KS1 to KS2 progress in Mathematics ⁶
All Schools¹						
All pupils	82	80	74	67	.	.
Gender						
Boys	77	81	72	62	.	.
Girls	86	80	77	72	.	.
Maintained Schools (including academies and CTCs)						
All pupils	81	80	74	67	84	83
Gender						
Boys	77	80	72	62	82	83
Girls	86	80	77	72	86	82
Ethnicity						
White	82	81	75	67	83	82
Mixed	83	80	75	68	85	83
Asian	81	80	74	68	88	86
Black	79	75	69	62	86	82
Chinese	88	94	86	80	91	95
First Language						
English ²	82	81	75	68	83	82
Other than English ³	77	77	70	63	88	86
Unclassified ⁴	61	60	53	48	71	71
Free School Meals (FSM)						
FSM	67	67	58	49	80	76
All other pupils	85	83	78	71	85	84
Non-FSM	85	83	78	71	85	84
Unclassified ⁵	56	55	48	42	65	65
Disadvantaged Pupils⁷						
Disadvantaged Pupils	67	67	58	49	80	75
All other pupils	85	83	78	71	85	84
Special Educational Needs (SEN)						
No identified SEN	93	91	87	81	87	89
All SEN pupils	47	49	35	26	74	65
SEN without a statement	51	53	38	28	78	68
School Action	57	58	43	31	81	70
School Action +	41	46	31	22	73	65
SEN with a statement	20	22	15	11	45	43
Unclassified ⁵	56	55	48	42	65	65

Source: National Pupil Database

1. The all schools figure includes those independent schools who chose to take part in Key Stage 2 assessments.

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.

6. Pupils are expected to progress by 2 levels between Key Stage 1 and Key Stage 2

7. Includes pupils known to be eligible for FSM or are looked after children. There are differences in the number of disadvantaged pupils published here and the number of disadvantaged pupils published in the Performance tables due to updates in the National Pupil Database matching process.

Please see the technical notes for more details.

. = Not applicable.

Table 1: Key Stage 2 test levels of attainment by subject
Years: 1995-2011¹
Coverage: England, All schools²

Percentage of pupils at each Level													Total number of eligible pupils (Thousands)
A	T	B	N	2	3	4	5	6 ³	Total ⁴	% at Level 4 or above	% at Level 5 or above		
English													
1995 ⁵	4	0	.	0	7	39	41	7	0	100	49	7	500.6
1996	3	0	.	2	6	30	45	12	0	100	57	12	584.2
1997	3	0	4	2	1	26	48	16	0	100	63	16	589.1
1998	2	0	4	2	1	26	48	17	0	100	65	17	608.1
1999	2	0	3	2	1	20	48	22	0	100	71	22	628.8
2000	2	0	3	2	1	17	46	29	0	100	75	29	623.4
2001	1	1	3	2	1	17	46	29	0	100	75	29	633.5
2002	1	1	3	2	1	17	46	29	0	100	75	29	641.3
2003	1	1	3	2	1	16	48	27	.	100	75	27	637.1
2004	1	0	4	2	1	14	50	27	.	100	78	27	612.3
2005	1	0	4	2	1	14	52	27	.	100	79	27	609.6
2006	1	0	4	1	1	14	47	32	.	100	79	32	594.1
2007	1	0	4	1	1	13	47	34	.	100	80	34	586.8
2008	1	0	4	1	1	13	51	30	.	100	81	30	596.0
2009	1	0	4	1	1	14	51	29	.	100	80	29	579.5
2010 ⁶	1	0	5	1	1	13	47	33	.	100	80	33	422.2
2011	1	0	4	1	1	12	52	29	.	100	82	29	554.3
Mathematics													
1995 ⁵	4	0	.	5	7	37	31	12	0	100	45	13	465.3
1996	3	0	.	2	5	34	40	14	0	100	54	14	584.4
1997	3	0	3	2	2	28	44	18	0	100	62	18	589.4
1998	2	0	3	3	1	31	42	17	0	100	59	17	608.3
1999	2	0	3	2	1	23	45	24	0	100	69	24	629.0
2000	2	0	3	2	1	21	47	24	0	100	72	25	623.7
2001	1	0	2	2	1	22	45	25	0	100	71	25	633.5
2002	1	1	2	2	1	20	46	27	0	100	73	28	640.8
2003	1	1	3	2	1	19	44	29	.	100	73	29	637.2
2004	1	0	3	2	1	19	43	31	.	100	74	31	612.7
2005	1	0	3	2	1	18	44	31	.	100	75	31	609.9
2006	1	0	3	2	1	17	43	33	.	100	76	33	594.2
2007	1	0	3	2	1	16	45	32	.	100	77	32	587.2
2008	1	0	3	1	1	15	47	31	.	100	79	31	596.5
2009	1	0	3	1	1	15	44	35	.	100	79	35	579.6
2010 ⁶	1	0	4	1	1	14	45	34	0	100	79	34	423.8
2011	0	0	3	1	1	14	45	35	.	100	80	35	554.1

Source ⁷: National Pupil Database

A represents pupils who were absent.

T represents pupils working at the level of the assessment but unable to access the test.

B represents pupils who were working below the level of the test.

N represents pupils who took the tests but failed to register a Level.

1. Figures for 2011 are based on revised data. Figures for all other years are based on final data.

2. The England all schools figures includes those independent schools who chose to take part in Key Stage 2 assessments.

3. Level 6 was a possible outcome from 1995 - 2002 only, and in mathematics Single Level Tests in 2010.

4. Figures may not sum due to rounding. Levels W and 1 are no longer reported for tests.

5. Maintained school participation rate in 1995 was 91%.

6. The maintained school participation rate in 2010 was 74%.

7. 2011 figures are produced from the National Pupil Database. Figures for earlier years were produced from the Primary School Performance Tables data.

. = Not applicable.

Table 2: Percentage of pupils achieving Level 4 or above and Level 5 in Key Stage 2 tests and teacher assessments by gender
Years: 2007-2011¹
Coverage: England, All schools²

	Percentage of pupils at Level 4 or above (Test)								Percentage of pupils at Level 4 or above (Teacher assessment)		
	English	Reading	Writing	Mathematics	English and mathematics	At least one of English or mathematics ⁴	Reading and writing	Reading, writing and mathematics	English	Mathematics	Science
Boys											
2007	76	81	60	78	..	..	..	..	73	78	84
2008	77	83	61	79	..	..	..	..	74	79	84
2009	75	82	61	79	..	..	..	..	75	80	85
2010	75	80	63	79	..	..	..	..	76	81	84
2011	77	80	69	81	72	86	66	62	77	81	83
Girls											
2007	85	87	75	76	..	..	..	..	83	78	85
2008	86	90	75	78	..	..	..	..	84	79	86
2009	85	89	75	78	..	..	..	..	84	80	87
2010	85	87	78	79	..	..	..	..	86	82	86
2011	86	88	82	80	77	90	79	72	86	82	86
All pupils											
2007	80	84	67	77	71	..	66	60	78	78	85
2008	81	87	68	79	73	..	67	62	79	79	85
2009	80	86	68	79	72	87	67	62	79	80	86
2010	80	83	71	79	73	86	68	64	81	81	85
2011	82	84	75	80	74	88	72	67	81	82	85

	Percentage of pupils at Level 5 (Test) ³								Percentage of pupils at Level 5 or above (Teacher assessment)		
	English	Reading	Writing	Mathematics	English and mathematics	At least one of English or mathematics ⁴	Reading and writing	Reading, writing and mathematics	English	Mathematics	Science
Boys											
2007	28	44	15	35	..	..	..	..	24	35	38
2008	23	43	15	35	..	..	..	..	24	35	38
2009	23	41	15	37	..	..	..	..	25	36	38
2010	26	45	15	36	..	..	..	..	26	37	37
2011	23	37	15	37	19	42	13	11	26	37	35
Girls											
2007	39	52	24	30	..	..	..	..	35	30	38
2008	36	55	25	28	..	..	..	..	35	30	38
2009	36	54	24	32	..	..	..	..	36	31	38
2010	40	56	27	32	..	..	..	..	39	33	36
2011	36	48	25	33	24	45	22	16	39	33	35
All pupils											
2007	34	48	19	32	22	..	18	13	29	33	38
2008	30	49	20	31	20	..	18	13	30	33	38
2009	29	47	20	35	20	44	18	13	30	34	38
2010	33	50	21	34	23	44	19	14	32	35	37
2011	29	43	20	35	21	43	17	13	32	35	35

Source ⁵: National Pupil Database

1. Figures for 2011 are based on revised data. Figures for all other years are based on final data.

2. Figures includes those independent schools who chose to take part in Key Stage 2 assessments.

3. Some schools took single level tests (available at levels 3 to 6) in mathematics in 2010. Any pupils achieving level 6 are included in the level 5 figures.

4. As whole cohort science tests are no longer statutory from 2010, the previous combination of at least one of English or mathematics or science can no longer be calculated. This has been replaced by a similar measure, but including at least one of English or mathematics only. For comparison purposes we have also calculated this measure based on 2009 final data.

5. 2011 figures are produced from the National Pupil Database. Figures for earlier years were produced from the Primary School Performance Tables data.

.. Not available

Table 3: Key Stage 2 test and teacher assessment levels of attainment by subject and gender
Year: 2011 (Revised)
Coverage: England, All schools¹

Percentage at each Level														% at Level 2 or below	% at Level 3 or below	% at Level 4 or above	% at Level 5 or above
	A	T	B	N	D	W	1	2	3	4	5	6	Total				
Boys																	
English Test	1	0	5	2	0	0	0	1	15	54	23	.	100	7	22	77	23
Reading Test	0	0	5	5	.	.	.	.	10	43	37	.	100	9	19	80	37
Writing Test	0	0	5	2	.	.	.	.	24	54	15	.	100	7	31	69	15
Mathematics Test	1	0	4	1	.	.	.	1	13	43	37	.	100	6	19	81	37
English TA	0	.	.	.	0	1	1	4	17	51	26	0	100	6	23	77	26
Mathematics TA	0	.	.	.	0	1	1	3	14	44	36	1	100	5	18	81	37
Science TA	0	.	.	.	0	1	1	2	13	48	35	0	100	4	16	83	35
Girls																	
English Test	0	0	3	1	.	.	.	0	9	51	36	.	100	4	13	86	36
Reading Test	0	0	3	3	.	.	.	.	7	39	48	.	100	5	12	88	48
Writing Test	0	0	3	1	.	.	.	.	15	57	25	.	100	3	18	82	25
Mathematics Test	0	0	3	1	.	.	.	1	15	47	33	.	100	4	19	80	33
English TA	0	.	.	.	0	0	1	2	11	47	39	0	100	3	14	86	39
Mathematics TA	0	.	.	.	0	0	0	3	14	49	33	1	100	4	18	82	33
Science TA	0	.	.	.	0	0	0	2	11	51	35	0	100	2	14	86	35
All pupils																	
English Test	1	0	4	1	.	.	.	1	12	52	29	.	100	6	18	82	29
Reading Test	0	0	4	4	.	.	.	.	8	41	43	.	100	7	16	84	43
Writing Test	0	0	4	1	.	.	.	.	19	55	20	.	100	5	24	75	20
Mathematics Test	0	0	3	1	.	.	.	1	14	45	35	.	100	5	19	80	35
English TA	0	.	.	.	0	1	1	3	14	49	32	0	100	5	18	81	32
Mathematics TA	0	.	.	.	0	1	1	3	14	47	34	1	100	4	18	82	35
Science TA	0	.	.	.	0	1	0	2	12	50	35	0	100	3	15	85	35
Number at each level (thousands)																	
	A	T	B	N	D	W	1	2	3	4	5	6	Total	Level 2 or below	Level 3 or below	Level 4 or above	Level 5 or above
Boys																	
English Test	1.8	0.3	13.9	4.2	.	.	2.9	41.9	152.1	65.8	.	.	283.0	21.1	63.0	217.9	65.8
Reading Test	1.4	0.3	13.9	12.7	.	.	.	.	27.7	122.0	105.0	.	283.0	26.7	54.4	226.9	105.0
Writing Test	1.4	0.3	13.9	5.7	.	.	.	.	67.3	151.5	42.9	.	283.0	19.6	86.9	194.3	42.9
Mathematics Test	1.5	0.3	11.1	2.9	.	.	1.7	37.7	122.7	105.1	.	.	282.9	15.6	53.3	227.8	105.1
English TA	0.1	.	.	.	0.2	2.2	2.9	12.2	47.6	142.7	74.2	0.3	282.5	17.3	64.9	217.3	74.5
Mathematics TA	0.1	.	.	.	0.2	1.9	2.2	9.4	38.7	125.1	101.7	3.2	282.5	13.5	52.2	230.0	104.9
Science TA	0.1	.	.	.	0.2	2.2	1.7	6.3	36.2	136.4	99.1	0.2	282.4	10.2	46.4	235.6	99.3
Girls																	
English Test	1.3	0.2	6.9	1.7	.	.	.	1.3	25.6	137.5	96.7	.	271.2	9.9	35.5	234.2	96.7
Reading Test	1.1	0.2	6.9	6.8	.	.	.	.	18.7	106.8	130.6	.	271.3	13.7	32.5	237.5	130.6
Writing Test	1.1	0.2	6.9	2.0	.	.	.	.	39.9	153.4	67.7	.	271.2	8.9	48.8	221.2	67.7
Mathematics Test	1.2	0.2	7.1	3.1	.	.	.	1.8	39.8	127.7	90.3	.	271.2	11.9	51.8	217.9	90.3
English TA	0.1	.	.	.	0.1	1.2	1.4	5.8	28.7	128.5	104.5	0.5	270.8	8.4	37.1	233.5	105.0
Mathematics TA	0.1	.	.	.	0.1	1.1	1.3	7.3	37.6	133.3	88.2	1.8	270.8	9.8	47.4	223.2	89.9
Science TA	0.1	.	.	.	0.1	1.2	1.0	4.3	30.5	139.3	94.0	0.1	270.6	6.6	37.0	233.4	94.1
All pupils																	
English Test	3.1	0.5	20.8	6.0	.	.	4.2	67.5	289.6	162.4	.	.	554.3	31.0	98.5	452.0	162.4
Reading Test	2.5	0.5	20.8	19.6	.	.	.	.	46.4	228.8	235.6	.	554.3	40.4	86.8	464.4	235.6
Writing Test	2.5	0.5	20.8	7.7	.	.	.	.	107.2	304.9	110.6	.	554.3	28.5	135.7	415.5	110.6
Mathematics Test	2.7	0.6	18.1	6.0	.	.	3.5	77.5	250.4	195.4	.	.	554.1	27.6	105.1	445.7	195.4
English TA	0.2	.	.	.	0.3	3.4	4.3	18.0	76.3	271.2	178.7	0.8	553.3	25.7	102.0	450.8	179.5
Mathematics TA	0.2	.	.	.	0.3	3.0	3.5	16.7	76.3	258.4	189.8	5.0	553.2	23.3	99.6	453.2	194.8
Science TA	0.2	.	.	.	0.3	3.3	2.7	10.7	66.7	275.7	193.1	0.2	553.0	16.7	83.4	469.0	193.4

Source: National Pupil Database

A represents pupils who were absent.

T represents pupils working at the level of the assessment but unable to access the test.

B represents pupils who were working below the level of the test.

N represents pupils who took the tests but failed to register a Level.

W represents pupils who were working towards but have not yet achieved the standards needed for Level 1.

D, W, 1 not applicable outcomes for tests

T, B, N not applicable outcomes for teacher assessments

1. Figures includes those independent schools who chose to take part in Key Stage 2 assessments.

. = Not applicable.

Table 4: Expected progression¹ in English and mathematics between Key Stage 1² and Key Stage 2³ by gender
Year: 2009 - 2011⁴
Coverage: England, Maintained schools only (including academies and CTCs)²

		2009		2010 ⁶		2011 ¹				
		Maintained schools only ⁵		Maintained schools only ⁵		Maintained schools only ⁵		Maintained mainstream schools only ⁷		
		Number of eligible pupils ⁸	Percentage making expected progress	Number of eligible pupils ⁸	Percentage making expected progress	Number of eligible pupils ⁸	Percentage making expected progress	Number of eligible pupils ⁸	Percentage making expected progress	Median progress of all maintained mainstream schools
English	Boys	279,256	79	201,707	81	269,499	82	265,465	83	..
	Girls	267,282	83	193,772	85	259,049	86	257,576	86	..
	Total	546,538	81	395,479	83	528,548	84	523,041	85	87
Mathematics	Boys	280,693	81	202,165	83	270,621	83	266,609	84	..
	Girls	267,202	79	193,141	81	258,980	82	257,505	83	..
	Total	547,895	80	395,306	82	529,601	83	524,114	83	86

Source ⁹: National Pupil Database

1. Pupils are expected to make two levels of progress between KS1 and KS2

2. See 'Technical Notes' in the text for details of how the average Key Stage 1 level in English is calculated.

3. Where a pupil has a non-numerical KS2 test result, the Teacher Assessment result is taken into account in deciding the KS2 level. See 'Technical Notes' in the text for more information.

4. 2011 figures are based on revised data. Final data has been used for all other years.

5. Maintained schools include academies, City Technology Colleges and maintained special schools. Independent schools, independent special schools, non-maintained special schools, hospital schools and Pupil Referral Units are excluded.

6. The participation rate of maintained schools in the 2010 tests was approximately 74% due to industrial action.

7. Maintained mainstream schools include academies and City Technology Colleges but exclude maintained special schools, independent schools, independent special schools, non-maintained special schools, hospital schools and Pupil Referral Units.

8. Number of pupils at the end of KS2 included in the progress measure. In most cases, these pupils must have valid KS2 test results and valid results at KS1 (excluding absent (A) and Disapplied (D)). The exception is for pupils who achieved level 5 in the KS2 test or achieved a non-numerical level in the KS2 test and had a teacher assessment of Level 1 or W – these pupils are included even if they do not have a valid KS1 result.

9. The median figured are produced using the 2011 Primary School Performance Tables.

.. Not available

Table 5: Attainment of pupils¹ at Key Stage 2² by prior attainment at Key Stage 1³ in English and mathematics

Year: 2011 (Revised)

Coverage: England, Maintained schools only (including academies and CTCs)

Key Stage 1 English³ results to Key Stage 2 English

Key Stage 1 Level	Percentage achieving Key Stage 2 level							% making expected progress
	W	1	2	3	4	5		
W	18	15	37	20	10	1	68	
1	0	1	14	40	43	2	85	
2	0	0	0	9	71	19	90	
3 and above	0	.	0	0	27	72	72	
Level 2 or above	0	0	0	6	57	37	85	

Key Stage 1 mathematics results to Key Stage 2 mathematics

Key Stage 1 Level	Percentage achieving Key Stage 2 level							% making expected progress
	W	1	2	3	4	5		
W	22	17	37	18	6	0	62	
1	0	2	24	47	26	1	74	
2	0	0	1	15	59	25	84	
3 and above	0	.	0	0	16	84	84	
Level 2 or above	0	0	1	11	48	39	84	

Source : National Pupil Database

1. Only pupils with a valid level at both Key Stage 1 and Key Stage 2 are included, excluding pupils who were absent or disapplied from the Key Stage 1 assessments. Only pupils who have reached the end of Key Stage 2 in 2011 are included. In most cases, these pupils will have Key Stage 1 assessments in 2007.
2. The KS2 levels shown in this table are a combination of the KS2 test and teacher assessment as used in calculating the KS1-2 progress measures.
3. See 'Technical Notes' in the text for details of how the average Key Stage 1 level in English is calculated.

Table 6: Key Stage 2 Average Point Score¹, by subject and gender

Year: 2005 - 2011²

Coverage: England, All schools³

	Number of eligible boys (in 000s) ⁵	Average Key Stage 2 Point Score per boy ⁴				
		English	Reading	Writing	Mathematics	Key Stage 2 ⁶
2005	.	26.2	.	.	27.2	26.7
2006	.	26.6	.	.	27.4	27.0
2007	300.3	26.9	.	.	27.5	27.2
2008	304.3	26.6	28.2	25.2	27.6	27.1
2009	296.0	26.5	27.9	25.1	27.7	27.1
2010	217.3	26.6	27.9	25.2	27.6	27.1
2011⁷	283.0	26.6	27.5	25.6	27.8	27.2

	Number of eligible girls (in 000s) ⁵	Average Key Stage 2 Point Score per girl ⁴				
		English	Reading	Writing	Mathematics	Key Stage 2 ⁶
2005	.	27.8	.	.	26.9	27.4
2006	.	28.3	.	.	27.1	27.7
2007	287.1	28.3	.	.	27.0	27.7
2008	292.8	28.2	29.5	26.9	27.1	27.7
2009	283.7	28.1	29.3	26.8	27.4	27.7
2010⁷	207.7	28.3	29.2	27.1	27.4	27.9
2011	271.3	28.1	28.9	27.2	27.6	27.9

	Number of eligible pupils (in 000s) ⁵	Average Key Stage 2 Point Score per pupil ⁴				
		English	Reading	Writing	Mathematics	Key Stage 2 ⁶
2005	.	27.0	.	.	27.1	27.0
2006	.	27.4	.	.	27.2	27.3
2007	587.4	27.6	.	.	27.3	27.4
2008	597.1	27.4	28.8	26.0	27.3	27.4
2009	579.7	27.3	28.6	25.9	27.6	27.4
2010⁷	425.0	27.4	28.5	26.1	27.5	27.5
2011	554.3	27.4	28.2	26.4	27.7	27.5

Source ⁸: National Pupil Database

1. Results reported are based on Key Stage 2 tests only, not teacher assessments.
2. Figures for 2011 are based on revised data. Figures for all other years are based on final data.
3. Figures includes those independent schools who chose to take part in Key Stage 2 assessments.
4. The average points score is calculated for each subject as total points score divided by total number of eligible pupils for that subject.
5. Figures based on pupils with valid results at Key Stage 2 in at least one subject (English or mathematics).
6. Key Stage 2 average is the average of English and mathematics test results.
7. The participation rate of maintained schools in the 2010 tests was approximately 74% due to industrial action.
8. 2011 figures are produced from the National Pupil Database. Figures for earlier years were produced from the Primary School Performance Tables data.

. = Not applicable.

Table 7: Attainment of pupils¹ at Key Stage 2² by prior attainment at Key Stage 1 in reading and writing

Year: 2011 (Revised)

Coverage: England, All schools³

Key Stage 1 reading results to Key Stage 2 reading tests

Key Stage 1 Level	Percentage achieving Key Stage 2 level								Level 4 or above
	A	T	B	N	3	4	5	Total	
W	1	0	54	16	14	14	2	100	16
1	0	0	9	16	27	42	6	100	48
2C	0	0	1	5	19	62	13	100	75
2B	0	.	0	1	7	64	27	100	91
2A	0	0	0	0	2	44	54	100	98
3 or above	0	0	0	0	0	14	85	100	100
Level 2 or above	0	0	0	1	5	43	50	100	93

Key Stage 1 writing results to Key Stage 2 writing tests

Key Stage 1 Level	Percentage achieving Key Stage 2 level								Level 4 or above
	A	T	B	N	3	4	5	Total	
W	0	0	45	9	33	12	0	100	12
1	0	0	6	5	51	37	1	100	38
2C	0	0	0	1	31	63	5	100	68
2B	0	0	0	0	11	74	15	100	89
2A	0	0	0	0	3	61	36	100	97
3 or above	0	.	0	.	0	36	64	100	100
Level 2 or above	0	0	0	0	13	62	25	100	87

1. Only pupils with a valid level at both Key Stage 1 and Key Stage 2 are included, excluding pupils who were absent or disapplied from the Key Stage 1 assessments. Only pupils who have reached the end of Key Stage 2 in 2011 are included. In most cases, these pupils will have Key Stage 1 assessments in 2007.

2. The KS2 levels shown in this table are based on KS2 test levels only.

3. Figures includes those independent schools who chose to take part in Key Stage 2 assessments.