



Department  
for Education



## Statistical First Release

# National curriculum assessments at key stage 2 in England, 2014 (Provisional)

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Attainment has risen in all subjects areas ...

Reading and grammar, punctuation and spelling tests have seen the greatest increases from 2013 - an increase of 3 percentage points at level 4 or above and 5 percentage points at level 5 or above.

In writing, attainment increased by 2 percentage points at level 4 or above and 3 percentage points at level 5 or above.

Improvements in mathematics and science are smaller - 1 percentage point at both level 4 or above and level 5 or above.

... which has led to an increase in attainment in reading, writing and mathematics combined.

79% of pupils achieved level 4 or above in all of reading, writing and mathematics, compared to 75% in 2013.

67% of pupils achieved level 4b or above in both reading and mathematics and also got level 4 or above in the writing teacher assessment, compared to 63% in 2013.

24% of pupils achieved level 5 or above in all of reading, writing and mathematics compared to 21% in 2013.

Increase in pupils making expected progress.

The percentage of pupils making expected progress has increased by 3 percentage points to 91% in reading and by 1 percentage point to 93% in writing and 89% in mathematics.

### A National Statistics publication

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

## 1. Background

This statistical first release (SFR) provides provisional 2014 key stage 2 national curriculum assessment results for pupils in schools in England at national, regional and local authority level. It also provides figures on expected progress between key stage 1 (typically age 7) and key stage 2 (typically age 11).

### The national curriculum

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, pupils are expected to achieve level 4. Pupils are expected to have made two levels of progress between key stage 1 and key stage 2.

Level 4b (sometimes referred to as a 'good level 4') refers to a test mark which is in the upper two-thirds of the level 4 mark range.

National curriculum assessments at the end of key stage 2 are made through testing and teacher assessment, providing complementary information about pupils' attainment. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each key stage. Teacher assessment is a teacher's judgement of each pupil's performance in the whole subject over the whole academic year.

In 2014, there were statutory externally marked tests in reading, mathematics and grammar, punctuation and spelling. In addition to the standard tests for national curriculum levels 3 to 5, externally marked level 6 tests were also available for more able pupils.

Schools must provide teacher assessments for English, reading, writing, mathematics and science.

The following tables are included as part of the SFR:

- KS2 national tables SFR30/2014 (excel .xls)
- KS2 local authority tables SFR30/2014 (excel .xls)
- Underlying data SFR30/2014 (open format .csv and metadata .txt)

A quality and methodology information document accompanies this SFR. It provides information on the data sources, their coverage and quality and describes how the data is validated and processed.

## 2. Attainment in reading, writing & mathematics combined (Table 2c)

There have been improvements in attainment in reading, writing and mathematics combined at all levels in 2014. Attainment at level 4 or above increased by 3<sup>1</sup> percentage points to 79% and at level 4b or above by 4 percentage points to 67%. The improvement in attainment at level 5 or above was slightly less – an increase of 2 percentage points to 24% (see Table A).

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<sup>1</sup> All gaps and changes are calculated from unrounded percentages.

Table A: Attainment in reading, writing and mathematics combined  
Percentage of pupils achieving the stated level: England  
2012 – 2014 (all schools)

	Level 4 or above	Level 4b or above	Level 5 or above
<b>2014</b>	<b>79%</b>	<b>67%</b>	<b>24%</b>
2013	75%	63%	21%
2012	75%	64%	20%

### 3. Test results (Table 1/2a)

The percentages of pupils achieving level 4 or above in the 2014 key stage 2 tests by subject are summarised in table B.

Table B: Attainment in key stage 2 tests by subject  
Percentage of pupils achieving the stated level: (change from 2013 shown in brackets)  
England, 2014 (all schools)

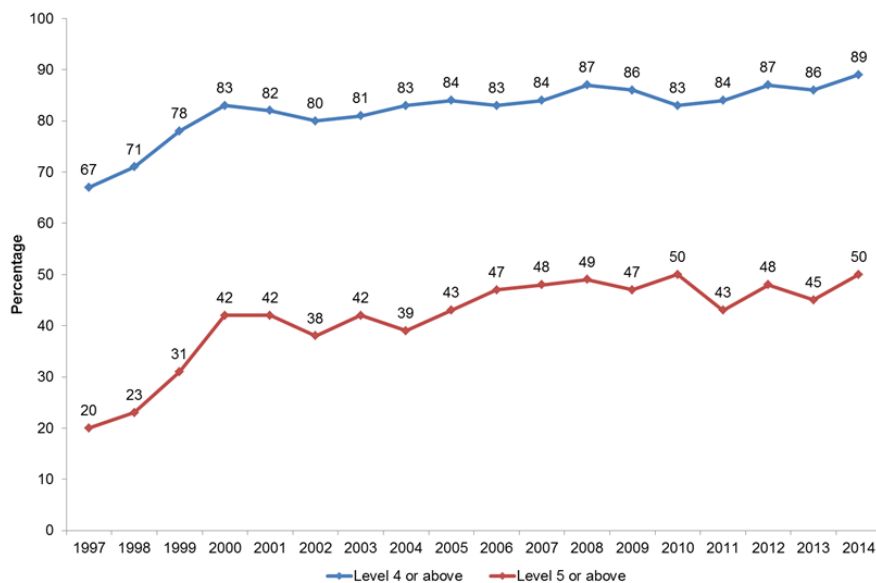
	Level 2 or below	Level 4 or above	Level 4b or above	Level 5 or above
Reading	5% (-1)	89% (+3)	78% (+3)	50% (+5)
Grammar, punctuation and spelling	6% (0)	76% (+3)	68% (+4)	52% (+5)
Mathematics	4% (0)	86% (+1)	76% (+3)	42% (+1)

Attainment in the reading test at level 4 or above has increased by 3 percentage points from 2013 following a small dip between 2012 and 2013. Attainment at level 5 or above increased by 5 percentage points between 2013 and 2014, following a fall in 2013. A small number of pupils were awarded a level 6 in reading (approximately 850 pupils, but as a percentage this rounds to 0%). This is unchanged from last year.

National curriculum tests are designed for pupils who have completed the key stage 2 programme of study and have been assessed by their teacher as working at national curriculum level 3 or above. 5% of all pupils were assessed as being at level 2 or below in reading in 2014, a decrease from 2013.

The full time series for the reading test is shown in figure 1. There were considerable increases in attainment before 2000. Following this there has been a slight upward trend for both level 4 or above and level 5 or above though there have been falls in some years. The 2014 figure for level 4 or above is the highest ever while that for level 5 or above is the equal highest (equalling the 2010 figure).

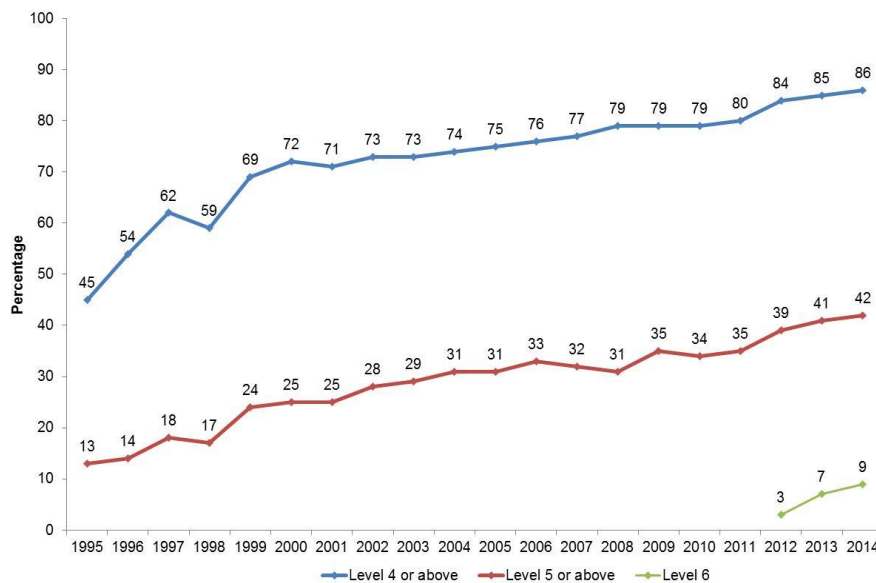
Figure 1: Attainment in key stage 2 reading test  
 Percentage of pupils achieving the stated level:  
 England, 1997 – 2014 (all schools)



Attainment at all levels in the mathematics test has seen a slight increase in 2014 following the large increases in 2012 and similar small increases in 2013.

The full time series for the mathematics test is shown in figure 2. There were considerable increases in attainment before 2000. Since then, the increases have continued but at a slower rate. The 2014 figures for both level 4 or above (86%), level 5 or above (42%) and level 6 (9%) are the highest ever.

Figure 2: Attainment in key stage 2 mathematics test  
 Percentage of pupils achieving the stated level:  
 England, 1995 – 2014 (all schools)



Attainment at all levels in the grammar, punctuation and spelling test has increased in 2014. 76% of pupils achieved level 4 or above - an increase of 3 percentage points from last year.

68% of pupils achieved level 4b or above, compared to 65% in 2013. 52% of pupils achieved level 5 or above compared to 48% in 2013. 4% of pupils achieved level 6, compared to 2% in 2013.

The grammar, punctuation and spelling test was new in 2013 so a longer time series is not available.

#### 4. Teacher assessments (Table 2b)

The percentages of pupils in all schools achieving level 4 or above and level 5 or above in the 2014 key stage 2 teacher assessments by subject are summarised in table C:

Table C: Attainment in key stage 2 teacher assessments by subject  
Percentage of pupils achieving the stated level (change from 2013 in brackets):  
England, 2014 (all schools)

	Level 4 or above	Level 5 or above
English	88% (+1)	41% (+2)
Reading	89% (+1)	49% (+1)
Writing	85% (+2)	33% (+3)
Mathematics	88% (+1)	44% (+2)
Science	88% (+1)	39% (+1)

Attainment in writing at level 4 or above is lower than for the other subjects. Attainment at level 5 or above is lower for writing, higher for mathematics and considerably higher for reading.

#### 5. Progress from key stage 1 to key stage 2 (Table 4)

Pupils are expected to make at least two levels of progress between key stage 1 and key stage 2. The percentages of pupils in state-funded schools<sup>2</sup> making the expected progress by subject are summarised in table D. This shows an improvement in all subjects.

Table D: Progression in reading, writing and mathematics  
Percentage of pupils making at least two levels of progress:  
England, 2012 - 2014 (state-funded schools)

	Reading	Writing	Mathematics
<b>2014</b>	<b>91%</b>	<b>93%</b>	<b>89%</b>
2013	88%	92%	88%
2012	89%	90%	87%

#### 6. Gender gaps

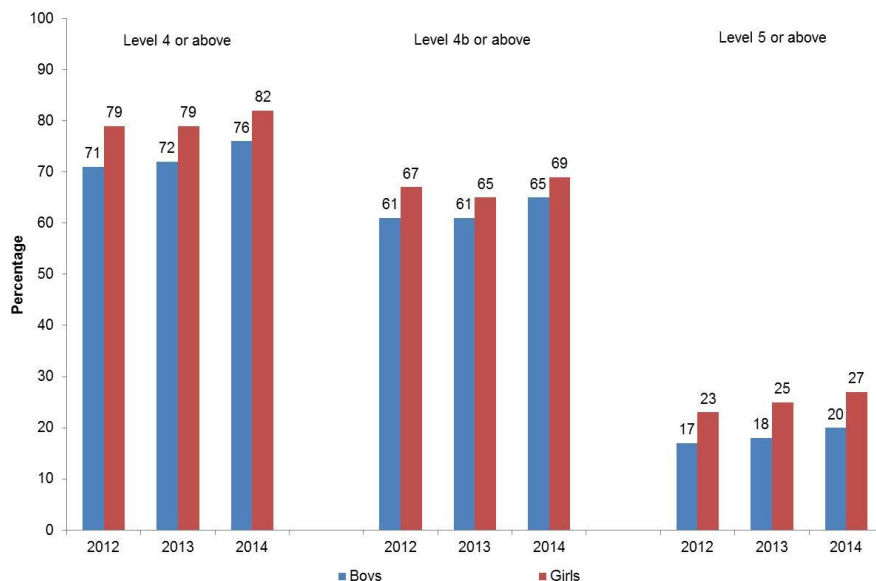
In line with attainment improving in reading, writing and mathematics combined – attainment for both boys and girls has improved and the gender gap at level 4 or above has narrowed slightly from 7 percentage points to 6 percentage points. The gender gaps for higher

<sup>2</sup> Figures for progress are only calculated for state-funded schools as pupils in independent schools are much less likely to have key stage 1 results.

attainment remain unchanged at 4 (level 4b or above) and 7 (level 5 or above) percentage points.

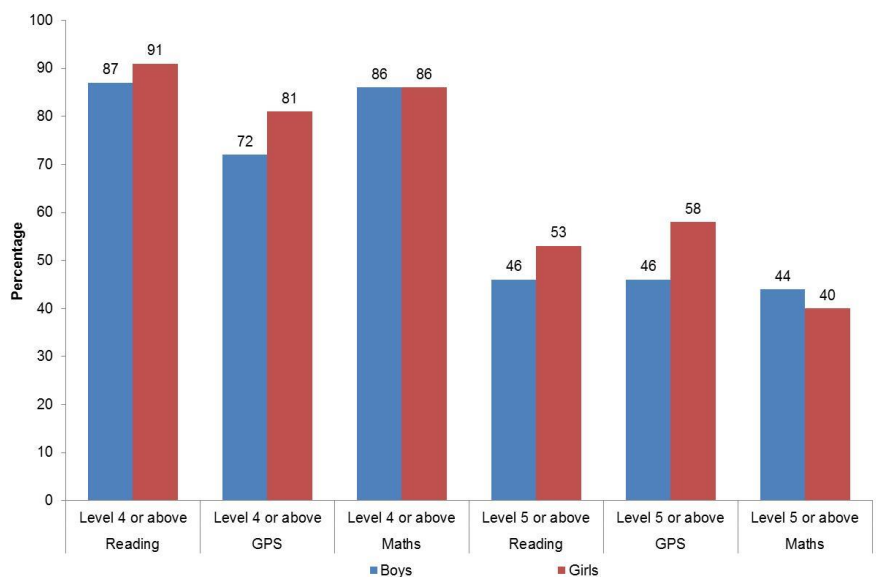
Girls continue to outperform boys at all levels - 82% achieved level 4 or above compared to 76% of boys, 69% achieved level 4b or above compared to 65% of boys and 27% of girls achieved level 5 or above compared to 20% of boys (see figure 3).

Figure 3: Attainment in reading, writing and mathematics combined  
Percentage of pupils achieving the stated level:  
England, 2012 – 2014 (all schools)



Girls have continued to outperform boys in the reading test. However, the gap in attainment at level 4 or above has continued to narrow reducing from 5 percentage points in 2013 to 4 percentage points in 2014. At level 5 or above, the gender gap remains at 7 percentage points following the large fall last year (see figure 4).

Figure 4: Attainment in key stage 2 tests by gender  
Percentage of pupils achieving level 4 or above and level 5 or above in the key stage 2 tests:  
England, 2014 (all schools)



There have been similar levels of achievement at level 4 or above in the mathematics test for girls and boys over recent years. However, boys tend to outperform girls at level 5 or above, with 44% achieving level 5 or above compared to 40% of girls. Boys also outperformed girls at level 6 – 11% of boys and 7% of girls achieving this level.

Girls outperformed boys in the grammar, punctuation and spelling test with 81% of girls achieving level 4 or above compared to 72% of boys. Girls also outperformed boys at level 5 or above with 58% of girls achieving level 5 or above compared to 46% of boys.

In 2014, girls performed better than boys in achieving level 4 or above in teacher assessments for all subjects. The gap was widest in the writing teacher assessment where 81% of boys achieved level 4 or above compared to 90% of girls.

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

Gender gaps in pupils making expected progress in reading and mathematics are small (90% for boys and 91% for girls in reading and 90% for boys and 89% for girls in mathematics). However, the gender gap for writing is larger – only 91% of boys make expected progress in writing compared to 94% of girls.

## **7. Floor standards**

In 2014, schools will be deemed to be underperforming if their performance is below the 'floor standard'. A school is below these minimum expected levels if:

- fewer than 65% of pupils at the end of key stage 2 achieving level 4 or above in all of reading, writing and mathematics; and
- the proportion of pupils making making two levels of progress in reading, writing or mathematics are all below the median percentage for all state-funded mainstream schools.

School level data is not yet ready to be published as individual school outcomes may be affected by information not yet available. Therefore, the median percentage of pupils making two levels of progress will be published in the revised SFR in December once final school level data is available.

## **8. Attainment by school type** (Table 5a/b)

Attainment levels in local authority maintained mainstream schools and all mainstream academies and free schools are very similar – 79% achieve level 4 or above in all of reading, writing and maths in both types of school (see table E).

However, there are large differences in the attainment of sponsored and converter academies – 83% of pupils in converter academies achieve level 4 or above in all of reading, writing and maths compared to 68% in sponsored academies. There are also differences in the percentages making expected progress in these two types of academy but these are smaller than the

differences for attainment. This pattern of attainment is expected given the relative historic performance of the schools in these groups.

The number of free schools with pupils at the end of key stage 2 is still too small to allow robust conclusions to be drawn about their performance at the end of key stage 2.

**Table E: Attainment in key stage 2 assessments by type of school**

Percentage of pupils achieving the stated level:

England, 2014 (mainstream schools)

	Level 4 or above	Level 5 or above	Progress in reading	Progress in writing	Progress in maths
LA maintained schools	79%	24%	92%	94%	90%
Academies and free schools	79%	23%	91%	94%	90%
Sponsored academies	68%	13%	87%	91%	86%
Converter academies	83%	26%	92%	95%	91%

## 9. Local authority achievement (Table 7 - 16)

There is considerable variation between local authorities in attainment levels. Table F shows the minimum and maximum LA percentages achieving level 4 or above at key stage 2 (excluding the City of London and Isles of Scilly which only have 1 school each).

**Table F: Range in local authority achievement by subject**

Minimum and maximum local authority percentages of pupils achieving level 4 or above:

England, 2014 (state-funded schools only) - 2013 figures in brackets

	Minimum	Maximum	Range (percentage points)
Reading, writing and mathematics	69% (63%)	87% (85%)	18 (22)
Reading test	81% (78%)	94% (93%)	13 (15)
Grammar, punctuation and spelling test	68% (64%)	88% (87%)	20 (23)
Mathematics test	79% (77%)	92% (92%)	13 (15)
Writing teacher assessment	80% (76%)	91% (90%)	11 (14)

The difference between the lowest and highest performing local authorities is considerably greater for grammar, punctuation and spelling than for the other subjects. This is mainly due to the minimum being lower in this subject. The difference between the highest and lowest performing local authorities has narrowed in all subjects since 2013.

Figure 5 shows attainment at level 4 or above by local authority. The highest performing local authorities are concentrated in London and a few urban areas in the North West and North East. The poorest performing areas are in Yorkshire and East Anglia.



Figure 5: Local authority attainment

Percentage of pupils achieving level 4 or above in reading, writing TA and mathematics:  
England, 2014 (all schools)

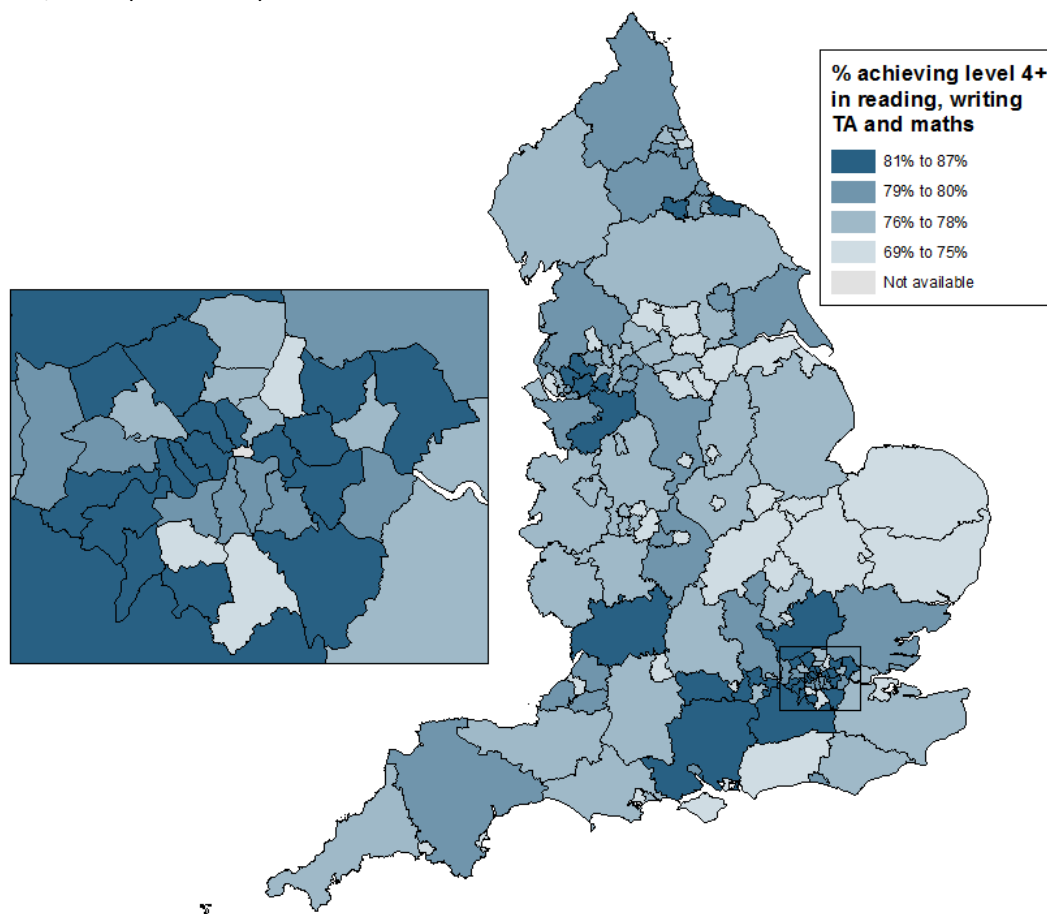


Table G shows the minimum and maximum LA percentages making expected progress between key stage 1 and key stage. The gap between the highest and lowest performing local authorities has narrowed in all subjects since 2013.

Table G: Range in local authority achievement by subject

Minimum and maximum local authority percentages of pupils making at least two levels of progress:  
England, 2014 (state-funded schools only) - 2013 figures in brackets

	Minimum	Maximum	Range (percentage points)
Reading	85% (80%)	96% (94%)	11 (14)
Writing	85% (79%)	98% (97%)	13 (18)
Mathematics	80% (78%)	95% (95%)	15 (17)

## 10. Accompanying tables

The following tables are available in excel format on the department's statistics [website](#):

### National tables

- 1 Levels of attainment in key stage 2 tests by subject, 1995 - 2014
- 2a Attainment in key stage 2 tests by gender, 2007 - 2014
- 2b Attainment in key stage 2 teacher assessments by gender, 2007 - 2014
- 2c Attainment at key stage 2 in combinations of subjects by gender, 2007 - 2014
- 3 Levels of attainment at key stage 2 by subject and gender, 2014
- 4 Expected progression between key stage 1 and key stage 2 by gender, 2009 - 2014
- 5a Attainment of pupils at key stage 2 by school type, 2014
- 5b Attainment of pupils at key stage 2 in academies by length of time open, 2012 - 2014
- 6 Attainment of pupils at key stage 2 by school phase, 2014
- 7 Attainment of pupils at key stage 2 by prior attainment at key stage 1, 2014
- 8 Attainment of pupils at key stage 2 by prior attainment bands and gender, 2014

### Local authority and regional tables

- 9 Attainment at key stage 2 in reading test, writing TA and mathematics test by local authority, region and gender, 2012 - 2014
- 10 Attainment in key stage 2 reading by local authority, region and gender, 2014
- 11 Attainment in key stage 2 grammar, punctuation and spelling test by local authority, region and gender, 2014
- 12 Attainment in key stage 2 mathematics by local authority, region and gender, 2014
- 13 Attainment in key stage 2 writing teacher assessment by local authority, region and gender, 2014
- 14 Attainment in key stage 2 English teacher assessment by local authority, region and gender, 2014
- 15 Attainment in key stage 2 science teacher assessment by local authority, region and gender, 2014
- 16 Percentage of pupils making expected progress in reading between key stage 1 and key stage 2, by local authority and region, 2012 - 2014
- 17 Percentage of pupils making expected progress in writing between key stage 1 and key stage 2, by local authority and region, 2012 - 2014
- 18 Percentage of pupils making expected progress in mathematics between key stage 1 and key stage 2, by local authority and region, 2009 - 2014

When reviewing the tables, please note that:

We preserve confidentiality

The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.

so we suppress some figures,

Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved; or 0, 1 or 2 pupils who did not achieve a particular level are suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed.

This suppression is consistent with our [Statistical policy statement on confidentiality](#).

adopt symbols to help identify this	<p>Symbols are used in the tables as follows:</p> <ul style="list-style-type: none"> <li>. not applicable</li> <li>.. not available</li> <li># not published due to lack of sufficiently representative data as a result of industrial action (2010 figures only)</li> <li>x publication of that figure would be disclosive</li> <li>* LA level data based on a single school</li> </ul>
and round numbers	<p>Percentages in this SFR are given to the nearest whole number but all gaps and differences have been calculated on unrounded data. Therefore some figures may not match those produced from the rounded figures shown in the tables.</p> <p>All pupil numbers at regional level are rounded to the nearest 10. However percentages have been calculated from unrounded data. This is so that it is not possible to deduce the figures for LAs which have been suppressed.</p>
We've made some changes this year	<p>Since national curriculum assessments at key stage 2 were introduced in 1995, there have been a number of changes to the process by which the assessments are run and tests are marked which are likely to affect year on year comparisons.</p> <p>There were significant changes to KS2 assessment in 2012 and 2013 which are described in the quality and methodology information which accompanies this SFR.</p> <p>In 2014, there were only minor changes to assessment arrangements.</p> <p>Calculators were no longer allowed in any of the level 3-5 mathematics tests. In previous years, they were allowed for paper 2.</p> <p>There were also minor changes to the timing of the reading test - instead of being given 15 minutes reading time and 45 minutes to answer the questions, children will have a total of one hour to read the texts and complete the questions.</p> <p>We have made some changes to the presentation of the tables which accompany this SFR. The main change is the reordering of columns or rows so that the most useful figures are presented first (e.g. figures for all pupils are presented before figures for boys and girls).</p> <p>We have also added additional breakdowns of figures for academies according to how long they have been open.</p>
This is provisional data	<p>2014 figures in this publication are provisional. We will publish revised figures in the revised 'National curriculum assessments at key stage 2' statistical first release in December.</p> <p>Small changes may not be indicative of a true change in attainment. This is because there may be small differences between these figures and the revised figures published later in the year. The differences between provisional and revised figures are usually of no more than <math>\pm 1</math> percentage point.</p>

Any unplanned revisions will be made in accordance with our [Statistical policy statement on revisions](#).

We provide underlying data The SFR is accompanied by national and local authority [underlying data](#) and metadata describing this data. This data is provided in csv format so that it can be loaded into the software of your choice.

## 11. Further information is available

School level figures School level data will be published in the performance tables in December.

Data for lower level geographies Pupil residency based tables showing 2014 small area attainment data will be published by the Office for National Statistics (ONS) on the [neighbourhood statistics service \(NeSS\) website](#) in June 2015.

Characteristics breakdowns Characteristics breakdowns will be published in the revised SFR in December.

Previously published figures SFR51/2013: [National curriculum assessments at key stage 2: 2012 to 2013](#)  
[Primary School Performance Tables](#) 2013

Attainment for other key stages SFR43/2013: [Early years foundation stage profile results: 2012 to 2013](#)  
SFR47/2013: [EYFSP attainment by pupil characteristics: 2013](#)  
SFR37/2013: [Phonics screening check and national curriculum assessments at key stage 1 in England: 2013](#)  
SFR01/2014: [GCSE and equivalent results in England, 2012 to 2013 \(revised\)](#)  
SFR05/2014: [GCSE and equivalent attainment by pupil characteristics](#)  
SFR02/2014 [A level and other level 3 results: academic year 2012 to 2013 \(revised\)](#)

Pupil numbers SFR15/2014: [Schools, Pupils and their Characteristics: January 2014](#)

Attainment in Wales, Scotland and Northern Ireland The Welsh Government publishes similar attainment data for schools in Wales. As in England, the national curriculum is divided into key stages and pupils are assessed at the end of key stage 1, 2 and 3 at ages 7, 11, and 14 respectively. Pupils are expected to achieve level 4 at the end of key stage 2 and level 5 at the end of key stage 3. Statutory assessment in Wales is by teacher assessments for all key stages. Further information is available on the [Welsh Government website](#).

The Scottish Government measures attainment nationally using the Scottish Survey of Literacy and Numeracy (SSLN), an annual sample

survey of pupil attainment in primary and early secondary school. Further information is available on the [Scottish Government website](#).

Information on educational attainment for post-primary schools in Northern Ireland is available from the [Northern Ireland Statistics and Research Agency](#).

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International comparisons

Pupils in England also take part in international surveys such as the Trends in International Maths and Science Study (TIMSS). This is a comparative international survey of mathematics and science achievement of 9-10 year olds and 13-14 year olds, carried out on pupils from a sample of schools.

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

[2011 results](#) for both of these studies were published on 11 December 2012.

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## 12. National Statistics

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.

## 13. Technical Information

The following quality and methodology information documents accompany this SFR:

- Attainment in primary schools in England
- Pupil characteristic information (to be added in September)

These documents provide further information on the data sources, their coverage, the quality and how the data is validated and processed.

National curriculum assessment figures published in this statistical first release (SFR) are based on the data that will be used to prepare the 2014 primary school performance tables. This data will be shared with schools and local authorities as part of the checking exercise on 5 September 2014. It is based on test and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) on 8 July 2014 which has been matched to key stage 1 data to calculate pupil progress.

The KS2 test data will be subsequently updated with:

- the outcome of the appeals process where schools ask for reviews for one or more of their pupils in the belief that a clerical error has been made or the mark scheme has not been correctly applied;
- any changes that result from the completion of outstanding maladministration investigations;
- changes resulting from requests from schools to remove pupils who have recently arrived from overseas.

The KS2 teacher assessment data will be subsequently updated with any additional or revised submissions made to STA between 8 July and end-September 2014.

The effect of these amendments on the national results has previously been of the order of plus or minus one percentage point.

## Coverage

The figures reported in this release for national curriculum tests are based upon those papers that were returned by schools for marking to the STA.

National figures cover all schools in England with pupils eligible for assessment at key stage 2 in 2014, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return.

### **Pupils included in national figures.**

Any pupils who do not have a valid level for a subject are excluded from the calculations for that subject and do not appear in the number of eligible pupils or in the outcome percentages for that subject.

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

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

Local authority (LA) figures cover state-funded schools in England, including academies, free schools and state-funded special schools. 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 and the second for state-funded schools only consistent with the results for each LA.

You can find information on the number and type of primary schools in each individual local authority area in the [Schools, Pupils and their Characteristics](#) SFR (table 7d).

**Pupils included in local authority level figures.**

At local authority level, pupils with ‘pending maladministration’ (S), ‘missing’ (M) and ‘pupil took the test in a previous year’ (P) in the tests and pupils with ‘pupil was assessed in a previous year’ (P) for their teacher assessment are also included.

Pupils with P would have the P replaced with their previous result if it can be found – those left with P will be only those for which no previous result could be found.

Expected progress figures cover state-funded schools in England.

**Pupils included in progress measures**

The key stage 2 result used for the reading and mathematics progress measure is usually the pupil’s test result. However, if the pupil has a KS2 test level other than 3, 4, 5 or 6 then their KS2 teacher assessment will be used instead. The writing progress measure only uses the writing teacher assessment.

Most pupils with missing key stage 1 results are excluded from the progress measures. However, all pupils who achieve level 6 at the end of key stage 2 are treated as having made expected progress since they have achieved the highest level possible. Similar all pupils who achieve with W or level 1 at the end of key stage 2 are treated as not having made expected progress.

Full details of the progress measures calculations are included in the quality and methodology information document which accompanies this release.

## 14. Got a query? Like to give feedback?

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Department  
for Education



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