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for Education

Statistical First Release



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Coverage: England

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Education and Skills

NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 2 IN ENGLAND, 2011/2012 (REVISED)

HEADLINES

The percentage of pupils achieving the expected level, level 4 or above, in the Key Stage 2 reading and mathematics tests in all schools increased between 2011 and 2012.

This has led to an increase in the percentage of pupils in state-funded schools making expected progress in mathematics.

High performing groups were Chinese pupils, pupils not known to be eligible for free school meals and pupils with no identified Special Educational Needs.

BACKGROUND

This Statistical First Release (SFR) provides revised 2012 Key Stage 2 National Curriculum assessment results for pupils in schools in England at national, regional and local authority level. It provides an update to the provisional figures released in September in SFR 19/2012. In this SFR, information on attainment has also been broken down by different pupil characteristics, specifically gender, ethnicity, English as a first language, free school meal eligibility, special educational need and Income Deprivation Affecting Children Index (IDACI).

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

National Curriculum assessments 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 (TA) is the teachers' judgement of each pupil's performance in the whole subject over the whole academic year.

There were significant changes to the Key Stage 2 assessment arrangements in 2012 that affect this release. In 2012, schools were no longer required to administer a writing test and submit this for external marking. As a result, measures based on teacher assessments for writing have been introduced for the first time. Therefore, this year's figures for English cannot be compared to the figures for English that were published in earlier years, which were based solely on tests.

The headline measure of English in 2012 is based upon a combination of reading test and writing teacher assessment outcomes for pupils. The impact of this change is explained within this release. The Department's Chief Statistician has determined that this represents a reasonable way of

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producing a measure of overall English from test and teacher assessment data given the data available.

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

KEY POINTS

Headline Measures (Tables 1-4)

The percentages of pupils in all schools achieving the expected level, level 4 or above, in the 2012 Key Stage 2 headline measures are as follows:

- English 85 per cent (not comparable to previous years)
- Mathematics 84 per cent (up 4 percentage points from 80 per cent in 2011)
- Both English and mathematics 79 per cent (not comparable to previous years)

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

- English 89 per cent (not comparable to previous years)
- Mathematics 87 per cent (up 4 percentage points from 83 per cent in 2011)

Chinese pupils remain the group with the highest percentage of pupils achieving the expected level, level 4 or above, and black pupils the lowest across the broad ethnic groupings.

In each of the Key Stage 2 subject areas, a higher percentage of pupils whose first language is English achieved the expected level, level 4 or above, compared with those whose first language is not English. In contrast, a higher percentage of pupils whose first language is not English achieved the expected levels of progress from Key Stage 1 to Key Stage 2 in English and in mathematics than pupils whose first language is English.

A lower percentage of pupils known to be eligible for free school meals (FSM) achieved the expected level, level 4 or above, in comparison with all other pupils in each of the Key Stage 2 subject areas.

Similarly, a lower percentage of pupils with Special Educational Needs (SEN) achieved the expected level, level 4 or above, in comparison with those with no SEN in each of the Key Stage 2 subject areas.

The number of open state-funded schools below the primary school floor standard in 2012 is 476. This is a significant fall from 2011 when there were 1,310 schools below the floor. This reduction is mainly due to the increase in the number of pupils achieving at least level 4 in English and maths, a secondary reason is the increase in the number of closed schools due to more schools being converted to become academies. See the "Primary School Floor Standard" section of the "Technical Notes" for more information.

Changes to English measures and those that include English

Assessments in English changed significantly this year (these changes are described in the "Changes to the National Curriculum assessment administrative arrangements" section of the "Technical Notes" to this release). The headline measure of English quoted above is based on a combination of reading and writing outcomes for pupils; reading assessment is comparable to last year, but writing is substantially different because it is based on a teacher assessment in 2012. This difference means that these headline measures of English are not comparable to those for previous years. An illustration of the formula used to calculate this measure is given in the "Technical Notes".

Interpreting writing outcomes and changes from previous years

The outcomes in table 2 show that the percentage of pupils achieving the expected level in 2012, based on writing teacher assessment, is 81 per cent. This contrasts to the 2011 writing test results for pupils achieving the expected level, which was 75 per cent. We are also able to contrast this with figures from a representative sample of pupils taking an externally marked writing test in 2012 for which 77 per cent (Confidence Interval: 76-78 per cent) of pupils achieved the expected level. This suggests that there would have been a gap between test and teacher assessment outcomes for all pupils at national level. However, a direct comparison is not necessarily accurate as the 2012 writing tests were intended to inform teacher assessment rather than be a summative assessment.

Interpreting reading outcomes and changes from previous years

Reading test results at level 4 or above are broadly comparable between 2011 and 2012. These show an increase of 3 percentage points in pupils achieving the expected level. It is possible that some of this increase is due to a reduction in pupils recorded as absent due to the additional flexibility introduced this year for absent pupils (see section “Changes to the National Curriculum assessment administrative arrangements” in the Technical Notes for further information). Pupils in previous years recorded as absent were likely to be working at levels 3, 4 or 5; those working at lower levels are typically recorded as below the level of the tests in advance of test day.

Comparing test and teacher assessment outcomes

Some difference between test and teacher assessment results can be expected as the outcomes are measured in different ways. A teacher assessment is the teacher’s judgement of a pupil’s performance across the curriculum and the academic year, whereas the tests assess a sample of the curriculum for specific pupils on the day of the tests. Reading and writing teacher assessments are not available prior to 2012, but a comparison of English test and English teacher assessment outcomes since 2007 shows these differed by no more than 2 percentage points in any year.

English teacher assessment figures have been calculated as in previous years (including speaking and listening, reading and writing). The writing teacher assessment outcome may have been affected by writing moderation arrangements which were in place for the first time this year. It could also have been affected by the fact that it is a formal part of school accountability arrangements this year. English teacher assessment results at level 4 or above have increased by 4 percentage points between 2011 and 2012 to 85 per cent. In 2012 the English “test and teacher assessment” figure and the English teacher assessment figure are similar, suggesting an increase in attainment in English between 2011 and 2012.

There is evidence to suggest a real increase in the percentage of pupils achieving the expected level in reading this year. However, as no information on writing teacher assessment is available for previous years and the writing sample test results are not directly comparable to test arrangements in previous years, the evidence for a real increase in attainment in writing is less strong.

Impact on new headline English measure

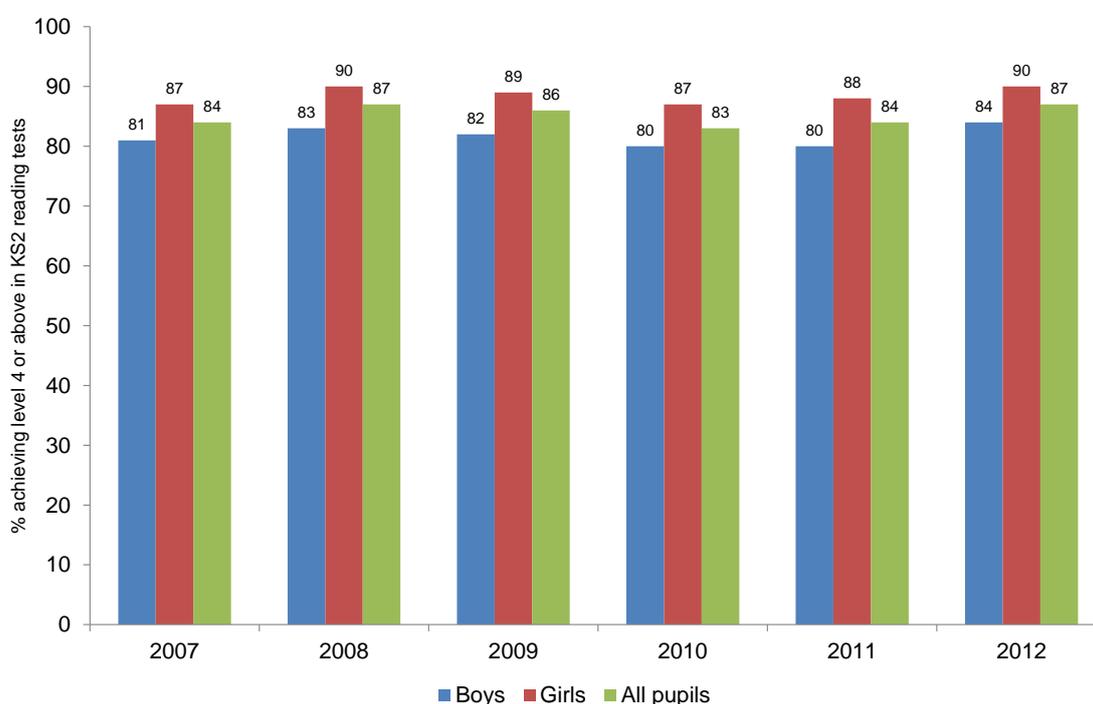
As a consequence of the increase of 3 percentage points in attainment at the expected level or above in reading and the writing teacher assessment figures being 6 percentage points higher than for writing tests in 2011, the headline English measure in 2012 is 85 per cent (4 percentage points higher than the 2011 measure on the previous basis). For performance above the expected level in English, the new measure shows 38 per cent (8 percentage points higher than the 2011 measure on the previous basis).

National Test Results (Table 2)

The percentages of pupils in all schools achieving the expected level, level 4 or above, in the 2012 Key Stage 2 tests by subject are as follows:

- Reading 87 per cent (up 3 percentage points from 84 per cent in 2011)
- Mathematics 84 per cent (up 4 percentage points from 80 per cent in 2011)

Chart 1: Percentage of pupils achieving level 4 or above in the Key Stage 2 reading tests by gender, 2007-2012 (all schools)

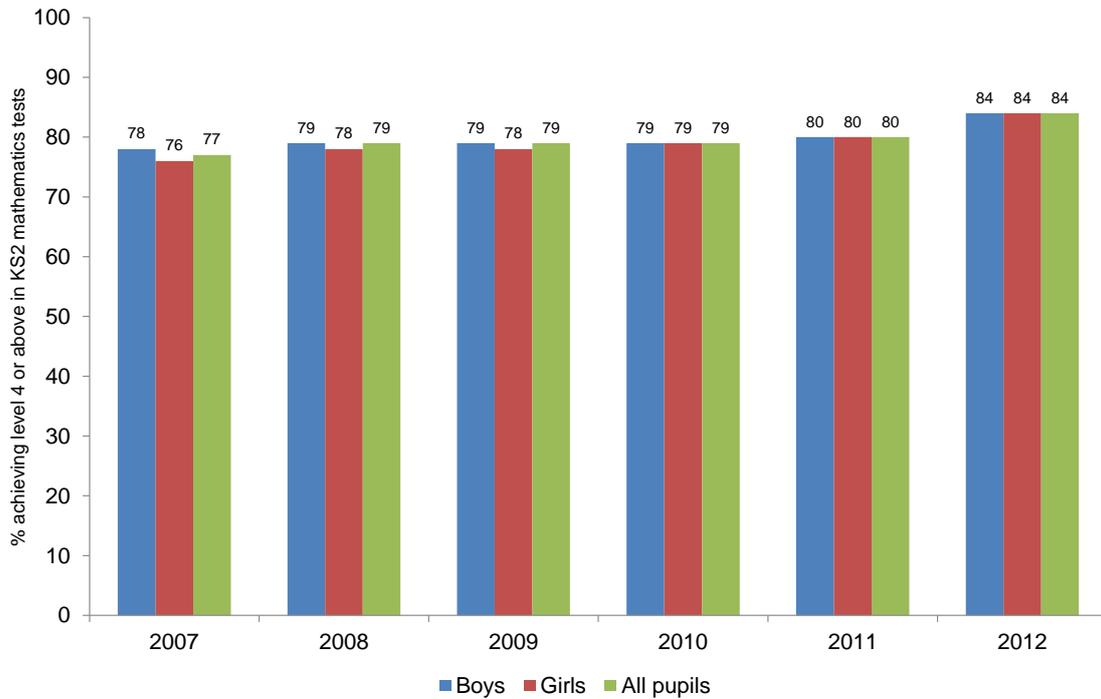


Attainment in the reading test has returned to a similar level to that in 2008 following a small dip in the intervening years. Girls have continued to outperform boys in the reading test; however the gap between them has narrowed from 7¹ percentage points to 6 percentage points between 2011 and 2012 with boys showing a larger improvement in the last year, 4 percentage points compared to 2 for girls.

Unlike the reading tests, there have been similar levels of achievement and improvement for girls and boys in the mathematics tests over recent years. Attainment of all pupils has increased over time with the largest increase of 4 percentage points between 2011 and 2012.

¹ All gaps and differences have been calculated on unrounded data.

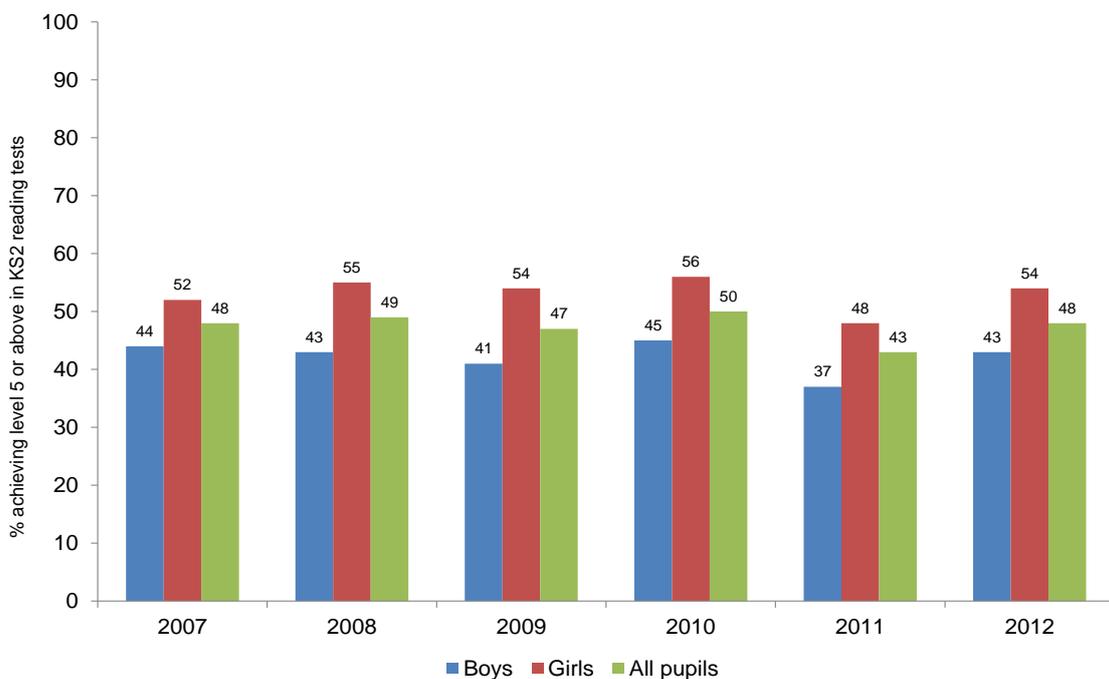
Chart 2: Percentage of pupils achieving level 4 or above in the Key Stage 2 mathematics test by gender, 2007-2012 (all schools)



The percentages of pupils achieving above the expected level, level 5 or above, in the 2012 Key Stage 2 tests by subject are as follows:

- Reading 48 per cent (up 6 percentage points from 43 per cent in 2011)
- Mathematics 39 per cent (up 4 percentage points from 35 per cent in 2011)

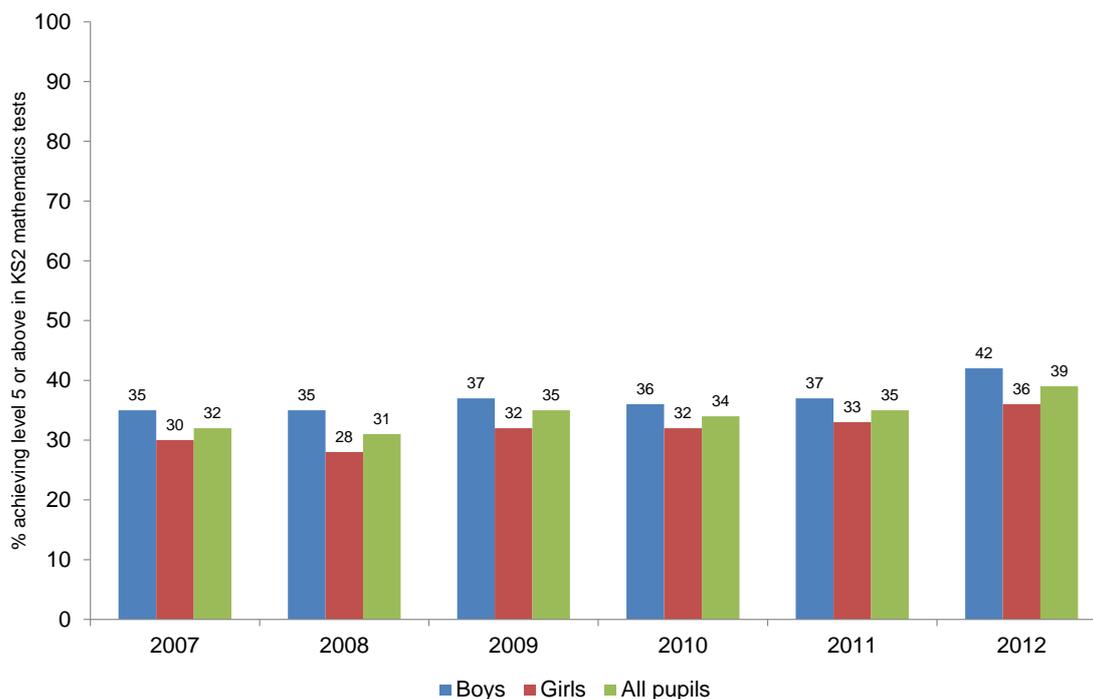
Chart 3: Percentage of pupils achieving level 5 or above in the Key Stage 2 reading tests by gender, 2007-2012 (all schools)



Girls have continued to outperform boys in achieving level 5 or above in the reading test. Attainment levels dipped in 2011 but returned to a similar level to previous years in 2012. The improvement between 2011 and 2012 for boys and girls is similar, 6 percentage points for boys and 5 percentage points for girls.

Similarly, achievement at level 5 or above in the mathematics test has also improved over time. However, unlike at level 4 or above, there is a difference in the levels of achievement for boys and girls. In mathematics, boys tend to outperform girls with 42 per cent achieving level 5 or above compared to 36 per cent of girls. The improvement between 2011 and 2012 also showed that boys improved more than girls, 5 percentage points for boys compared to 3 percentage points for girls.

Chart 4: Percentage of pupils achieving level 5 or above in the Key Stage 2 mathematics test by gender, 2007-2012 (all schools)



Optional level 6 tests were introduced in reading and mathematics this year. 0 per cent of pupils achieved level 6 in reading – a level 6 in reading was awarded to approximately 900 pupils, but as a percentage this rounds to 0 – and 3 per cent achieved level 6 in mathematics. Boys outperformed girls at this level in mathematics, with 4 per cent of boys and 2 per cent of girls achieving level 6.

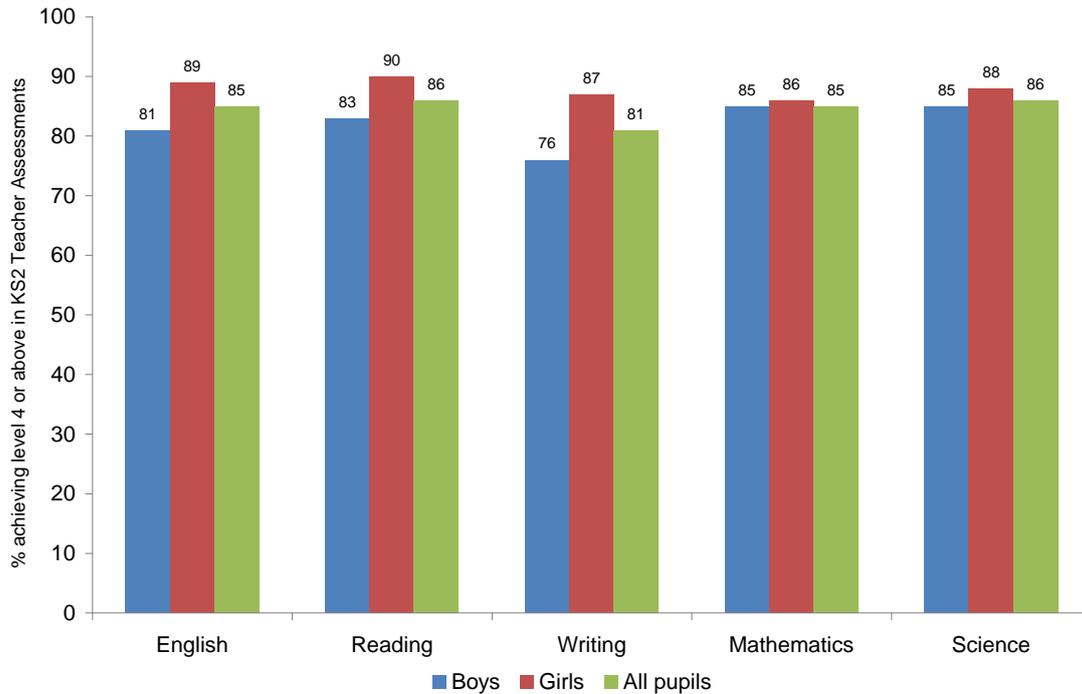
National Teacher Assessment results (Table 2)

The percentages of pupils in all schools achieving level 4 or above in the 2012 Key Stage 2 Teacher Assessments by subject are as follows:

- English 85 per cent (up 4 percentage points from 81 per cent in 2011)
- Reading 86 per cent (not reported in 2011)
- Writing 81 per cent (not reported in 2011)
- Mathematics 85 per cent (up 3 percentage points from 82 per cent in 2011)
- Science 86 per cent (up 2 percentage points from 85 per cent in 2011)

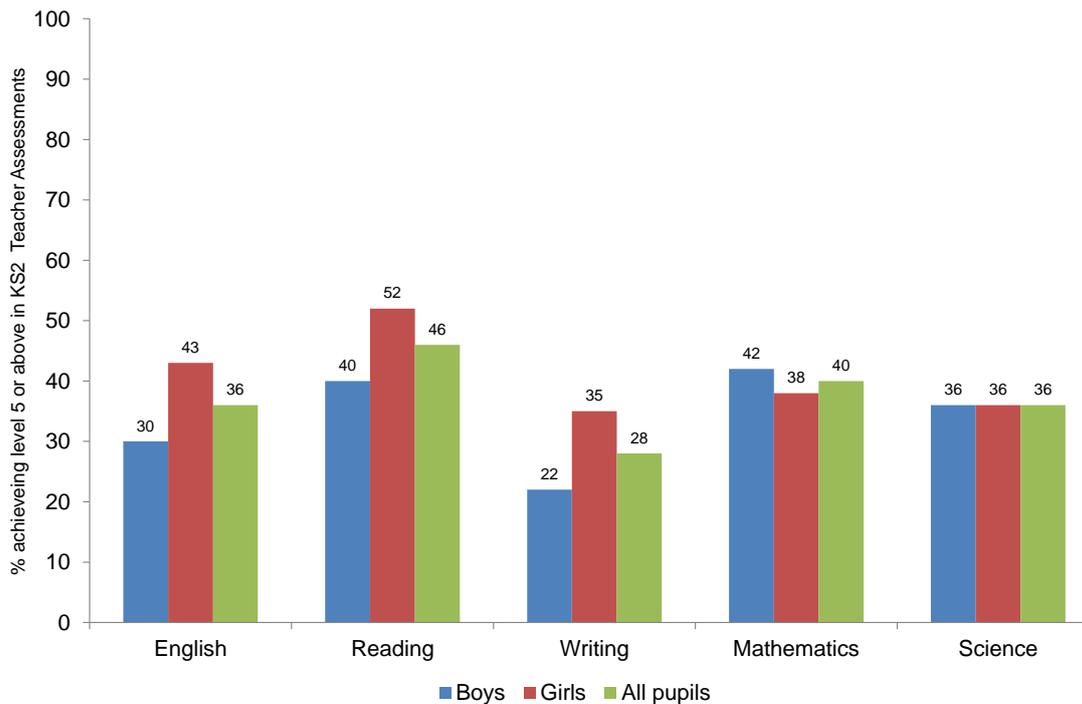
In 2012, a higher percentage of girls achieved level 4 or above in teacher assessments for all subjects, continuing the pattern seen in recent years. The gap was widest in the writing teacher assessment where 76 per cent of boys achieved a level 4 or above compared to 87 per cent of girls. The gap between boys and girls in the mathematics teacher assessment was only 1 percentage point and should therefore be treated with caution.

Chart 5: Percentage of pupils achieving level 4 or above in the Key Stage 2 teacher assessments by subject and gender, 2012 (all schools)



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.

Chart 6: Percentage of pupils achieving level 5 or above in the Key Stage 2 teacher assessments by subject and gender, 2012 (all schools)



Progression (Table 4)

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

- English 89 per cent (not comparable to previous years)

- Mathematics 87 per cent (up 4 percentage points from 83 per cent in 2011)

The improvement in pupils' performance in mathematics between 2011 and 2012 is likely to have contributed to the increase in expected progress in mathematics.

The median average percentage of pupils making two levels of progress in state-funded mainstream schools is 92 per cent for English (not comparable to 2011) and 90 per cent for mathematics (an increase of 4 percentage points from 2011).

KS2 Attainment by prior attainment (Table 8)

34 per cent of pupils with low prior attainment (below level 2 at the end of Key Stage 1) achieve level 4 or above in both English and mathematics compared to 87 per cent of those with medium prior attainment (at level 2) and 100 per cent of those with high prior attainment (above level 2). 1 per cent of pupils with low prior attainment achieve level 5 or above in both English and mathematics compared to 17 per cent of those with medium prior attainment and 72 per cent of those with high prior attainment.

However, a different pattern is seen for the progression figures. Pupils with medium prior attainment are most likely to make expected progress in English between KS1 and KS2 (93 per cent compared to 83 per cent for those with low prior attainment and 87 per cent for those with high prior attainment). However, for mathematics, pupils with high prior attainment are most likely to make expected progress between KS1 and KS2 (92 per cent compared to 71 per cent for those with low prior attainment and 90 per cent for those with medium prior attainment). For both English and mathematics those with low prior attainment are least likely to make expected progress.

2012 National Key Stage 2 test results by pupil characteristics for state-funded schools

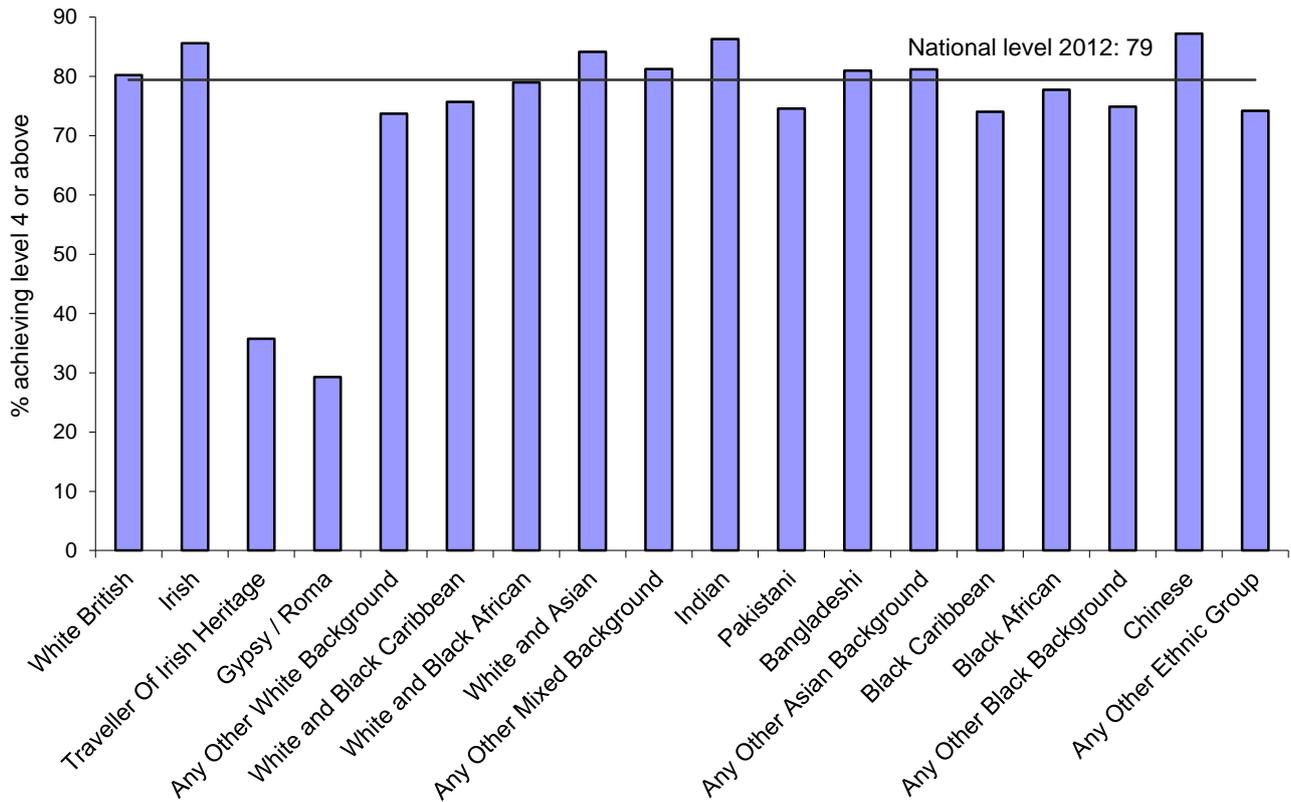
The following sections examine where the largest and smallest attainment gaps exist for each of the characteristics in turn, and, where possible, look at how this has changed compared with the previous year. Readers are encouraged to consider the longer term trends as well as individual year-on-year changes. For this reason, figures back to 2008 have also been included.

Ethnicity (Table 9)

The percentage of pupils in state-funded schools achieving the expected level, level 4 or above, in the 2012 Key Stage 2 tests continues to vary between different ethnic groups. Within the broader ethnic groupings:

- Chinese pupils remain the highest achieving group. The percentage of Chinese pupils achieving the expected level in both English and mathematics is 8 percentage points above the national average.
- Pupils from a black background remain the lowest performing group. 76 per cent of pupils of any black background achieved the expected level in both English and mathematics, 3 percentage points below the national average of 79 per cent.
- 80 per cent of pupils of any white, mixed or Asian background achieved the expected level in both English and mathematics, all broadly in line with the percentage for all pupils.

Chart 7: Percentage of pupils achieving level 4 or above in both English and mathematics by ethnic group, 2012 (state-funded schools)



The percentage of pupils making the expected progress in both English and in mathematics varies between different ethnic groups. Within the broader ethnic groupings:

- Chinese pupils continue to have the highest percentage making the expected progress in English and in mathematics. 94 per cent of Chinese pupils made the expected progress in English (5 percentage points above the national average). 96 per cent made the expected progress in mathematics (9 percentage points above the national average, compared to 12 percentage points in 2011).
- Pupils from a white background had the lowest percentage making the expected progress in English (89 per cent) whilst pupils of any white, mixed or black background had the lowest percentage making the expected progress in mathematics (87 per cent). However, pupils of any black background saw the largest improvement since last year, with an increase of 5 percentage points (compared to 4 percentage points for all pupils).

English as a first language (Table 9)

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, 86 per cent of pupils whose first language is English achieved the expected level compared with 81 per cent of pupils whose first language is not English (a gap of 5 percentage points).
- The attainment gap is smaller for mathematics where 85 per cent of pupils whose first language is English achieved the expected level, compared with 82 per cent of pupils whose first language is not English (a gap of 3 percentage points). This gap has narrowed by 1 percentage point since 2011 and by 3 percentage points since 2008.
- 75 per cent of pupils whose first language is English achieved the expected level in reading,

writing and mathematics combined compared with 71 per cent whose first language is not English, a gap of 4 percentage points.

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

- For those whose first language is English, 89 per cent made the expected level of progress between KS1 and KS2 in English compared with 91 per cent of those whose first language is not English.
- For those whose first language is English, 87 per cent made the expected level of progress between KS1 and KS2 in mathematics, compared with 90 per cent of those whose first language is not English.

Free school meals (Table 9, 10a)

A lower percentage of pupils known to be eligible for free school meals (FSM) achieved the expected level, level 4 or above, in comparison with all other pupils in each of the Key Stage 2 subject areas.

- In English, 74 per cent of pupils known to be eligible for FSM achieved the expected level compared with 88 per cent of all other pupils (a gap of 14 percentage points).
- In mathematics, 73 per cent of pupils known to be eligible for FSM achieved the expected level compared with 87 per cent of all other pupils (a gap of 14 percentage points). This gap has narrowed by 2 percentage points since 2011 and by 4 percentage points since 2008.
- 66 per cent of pupils known to be eligible for FSM achieved the expected level in both English and mathematics compared with 82 per cent of all other pupils, a gap of 17 percentage points.

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

- 60 per cent of white British boys known to be eligible for FSM achieved the expected level in both English and mathematics compared with the national average of 79 per cent of pupils. This is a 19 percentage point attainment gap. For reading, writing and mathematics combined 51 per cent of white British boys known to be eligible for FSM achieved the expected level compared to the national average of 74 per cent of pupils, a gap of 24 percentage points.
- 68 per cent of black boys known to be eligible for FSM achieved the expected level in both English and mathematics compared with the national average of 79 per cent of pupils, a gap of 11 percentage points. For reading, writing and mathematics combined, 61 per cent of black boys known to be eligible for FSM achieved the expected level compared with the national average of 74 per cent of pupils, a gap of 14 percentage points.

A lower percentage of pupils known to be eligible for FSM achieved the expected level of progress than all other pupils:

- For those known to be eligible for FSM, 86 per cent made the expected level of progress between KS1 and KS2 in English compared with 90 per cent of all other pupils.
- For those known to be eligible for FSM, 81 per cent made the expected level of progress between KS1 and KS2 in mathematics compared with 88 per cent of all other pupils. The gap has narrowed by 2 percentage points since 2011 to 7 percentage points in 2012.

Special educational needs (SEN) (Table 9)

Combining the SEN categories into one group, 43 per cent of all pupils with SEN achieved the expected level, level 4 or above, in both English and mathematics in 2012, compared with 91 per cent of pupils with no identified SEN, resulting in an attainment gap of 49 percentage points.

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

- 55 per cent of pupils whose primary need was visual impairment achieved the expected level in both English and mathematics, 24 percentage points below the national average. For hearing impairment, 50 per cent of pupils achieved the expected level, 29 percentage points below the national average.
- 51 per cent of pupils whose primary need was visual impairment achieved the expected level in Key Stage 2 reading, writing and mathematics, 24 percentage points below the national average.
- 79 per cent of pupils whose primary need was hearing impairment and 78 per cent of pupils whose primary need was visual impairment made the expected level of progress between KS1 and KS2 in English, both 11 percentage points below the national average. 76 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. 74 per cent of pupils whose primary need was hearing impairment made the expected level of progress between KS1 and KS2 in mathematics.

Income Deprivation Affecting Children Index (IDACI) (Tables A1 – A4)

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 (18 percentage points), with 85 per cent of pupils resident in the least deprived areas achieving the expected level compared with 67 per cent of pupils resident in the most deprived areas.

The attainment gap is smallest in English and in mathematics (a 12 percentage point gap in both subjects).

Local Authority achievement (Tables 12 – 25)

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:

- 72 per cent to 90 per cent in both English and mathematics
- 80 per cent to 93 per cent in English
- 81 per cent to 94 per cent in reading
- 78 per cent to 93 per cent in mathematics
- 73 per cent to 89 per cent in writing teacher assessment

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

- English 80 per cent to 95 per cent
- Mathematics 75 per cent to 94 per cent

Primary School Floor Standard (Table 21)

A school is below the primary school 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 make expected progress in English, and (iii) less than the median percentage make expected progress in mathematics.

The number of schools below the primary school floor standard in 2012 is 476. This is a significant fall from 2011 when there were 1,310 schools below the floor.

The reduction in the number of schools below the floor is mostly due to the increase in the percentage of pupils achieving level 4 or above in both English and mathematics since this is compared to an absolute figure of 60 per cent. In 2012, only 5 per cent of schools had fewer than 60 per cent of pupils reaching at least level 4 in English and mathematics compared to 14 per cent in 2011. Changes in the progress measures will have much less of an impact on the number of schools below the floor standard as they are compared to the median achievement of all schools each year. However, a change in the treatment of schools which closed and reopened as a different type of school throughout the year and an increase in the number of such schools will also have contributed to the reduction. See the "Primary School Floor Standard" section of the "Technical Notes" for more information.

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TRANSPARENCY

As part of a Government drive for data transparency in official publications, supporting data for this publication is published in an open standardised format. This is available at

www.education.gov.uk/researchandstatistics/statistics/a00217264/nca-ks2-2011

RELATED PUBLICATIONS

Primary School Performance Tables 2012

www.education.gov.uk/schools/performance

SFR19/2012: National Curriculum Assessments at Key Stage 2 in England, 2012 (Provisional)

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00213778/national-curriculum-assessments-ks2-england

SFR31/2011: National Curriculum Assessments at Key Stage 2 in England 2010/11 (Revised)

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00200453/dfe-national-curriculum-assessments-at-key-stage-2-in-england-20102011-revised

SFR23/2012: Early Years Foundation Stage Profile Results in England, 2011/12:

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214992/eyfsp-results-england-2011-12

SFR 30/2012: EYFSP attainment by pupil characteristics in England 2011/12

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00215739/eyfsp-attainment-by-pupil-characteristics-england-

SFR21/2012: Phonics Screening Check and National Curriculum Assessments at Key Stage 1 in England, 2012

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00213773/phonics-screening-ks1-england-2012

SFR25/2012: GCSE and equivalent results (provisional) and National Curriculum teacher assessments at Key Stage 3 in England, 2011/12

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england

SFR03/2012: GCSE and equivalent attainment by pupil characteristics in England, 2010/11

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00202462/gcse-equivalent-attainment-pupil-characteristics

SFR 26/2012 GCE/Applied GCE A/AS and equivalent examination results in England, 2011/12 (provisional)

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214965/gce-applied-gce-aas-exam-results-england-2011/12

SFR10/2012: Schools, Pupils and their Characteristics, January 2012:

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00209478/dfe-schools-pupils-and-their-characteristics-january-2012

Pupil attainment in Wales, Scotland and Northern Ireland

The Welsh Government publishes similar school 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 as tests were discontinued in 2002. Further information is available on the Welsh Government website.

wales.gov.uk/topics/statistics/headlines/schools2012/1208141/?lang=en

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

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

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

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

International comparison surveys

Pupils in England also take part in international surveys such as the Trends in International 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 and are available from

www.timss.org/.

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: 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 0, 1 or 2 pupils who did not achieve a particular level are suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with the Departmental statistical policy which can be found at 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 double dot (..) is used to indicate the data is not available.

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

ROUNDINGS

Percentages in this SFR are given to the nearest whole number, excluding table 11 which is rounded to 1 decimal place. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down, e.g. 85.586 will be rounded to 86; 85.4283 will be rounded to 85.

REVISIONS

2012 figures in this publication are based on revised data. There is no plan to re-issue this publication with final 2012 figures but final figures for 2012 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 www.education.gov.uk/rsgateway/nat-stats.shtml. 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				
		2008	2009	2010	2011	2012
English	Provisional	81%	80%	81%	81%	85%
	Revised	81%	80%	80%	82%	85%
	Final	81%	80%	80%	82%	..
Mathematics	Provisional	78%	79%	80%	80%	84%
	Revised	79%	79%	79%	80%	84%
	Final	79%	79%	79%	80%	..

PUBLISHED FIGURES

There are two 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.

Percentages are rounded to whole percentages in all tables. Any gaps/differences that are mentioned in the text are calculated on unrounded data. The underlying figures used to calculate these percentages are published at:

www.education.gov.uk/researchandstatistics/statistics/a00217264/nca-ks2-2011

Some tables give percentages by each National Curriculum level, others give the percentage of eligible pupils that achieved the expected level. At Key Stage 2, the expected level is level 4 or above. Therefore, for English or mathematics, the percentage achieving the expected level is calculated by summing all of the pupils that achieved level 4, 5 or 6 and dividing this by the total number of eligible pupils (including those that were absent, disapplied or 'working below the level of the test'). To reach the expected level in "English & mathematics" a pupil has to have reached level 4, 5 or 6 in both subjects.

Worked example

Level in mathematics	2	3	4	5	6	A	D	W	Missing
Number of pupils	6	15	46	32	1	2	1	2	3

In the example above there are 108 pupils but 3 of them are recorded as "Missing" which is not a valid level (for National calculations), so there are 105 eligible pupils. The percentage achieving the expected level would be calculated as:

$$\frac{(46 + 32 + 1)}{(6 + 15 + 46 + 32 + 1 + 2 + 1 + 2)} \times 100 = \frac{79}{105} \times 100 = 75\%$$

YOUR FEEDBACK

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

TECHNICAL NOTES

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 state-funded schools in England. Individual pupil level attainment data is also included for non-state-funded and independent schools who take part in the assessments.

Key Stage 2 NPD data are created when pupils' KS2 attainment records are 'matched' to their corresponding January 2012 School Census records and prior attainment records, using fields such as Surname, Forename, Date of Birth, Unique Pupil Number (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 98 per cent.

The Key Stage 2 NPD extract used includes revised Key Stage 2 National Curriculum Tests and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) by 8 October 2012. It includes the outcomes of reviews and figures 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 2012 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 2012 has already been published at: www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00209478/dfc-schools-pupils-and-their-characteristics-january-2012 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 KS2 User Guide, can be found at: www.bristol.ac.uk/cmipo/plugin/. Requests for NPD extracts can be made by completing the application pack at: www.education.gov.uk/researchandstatistics/national/b00212283/national-pupil-database.

Final figures for 2010 and earlier in tables 1, 2 and 20 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.

How the assessments are made

This SFR provides information for Key Stage 2 National Curriculum assessments based on the outcome of the National Curriculum tests in reading and mathematics carried out in May 2012 and teacher assessments for the 2011/12 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.

All children in state-funded primary schools, including most academies and free schools, are required to take part in National Curriculum assessments before they move to secondary school. Assessments 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. Tests assessing level 6 are available for the highest attaining pupils. 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.

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

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 2012 Key Stage 2 tests were administered by the Standards and Testing Agency (STA). 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 Key Stage 2 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.

The Standards and Testing Agency (STA) has responsibility for ensuring that standards in the tests remain 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.

Changes to the National Curriculum assessment administrative arrangements

Since National Curriculum assessments at Key Stage 2 were introduced in 1995, there have been a number of changes to the process by which the assessments are run and tests are marked which are likely to affect year on year comparisons. The changes this year were particularly significant.

On 18 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:

www.education.gov.uk/a00192403/key-stage-2-review-of-testing-assessment-and-accountability-government-response

Lord Bew's review recommended that writing composition should be subject only to summative teacher assessment. It is no longer a requirement for all schools to administer a writing test and submit these for external marking. As a result, measures based on writing teacher assessment have been introduced for the first time. Writing tests were available to all schools to inform their writing teacher assessment; most schools were able to choose to mark these tests internally or submit them for external marking. A representative sample of schools was required to submit the tests for external marking to allow an assessment to be made of national attainment in writing. Writing tests will no longer be used directly for school accountability (School Performance Tables and school inspections).

A measure of overall attainment in English has been produced based on reading tests and writing teacher assessment results in place of the previous English measure which was based on outcomes of the reading and writing tests. As this measure will also be used for school accountability, arrangements to moderate writing teacher assessments were trialled on a non-statutory basis. Local authorities were asked to moderate writing teacher assessments for at least 15 per cent of their schools, and some local authorities moderated writing teacher assessment in up to 25 per cent of schools. An evaluation of these arrangements will be published on 17 December 2012 at

Level 6 tests in reading and mathematics were made available for a second year, but unlike last year these were externally marked; external marking means this data is available for use in statistical releases and school performance tables. The standards of these level 6 tests have been reset and are different to the optional level 6 tests and single level tests available in earlier years.

Lord Bew's review recommended children who are absent for a National Curriculum test (for a valid reason) could take the test up to a week after the published test date. These arrangements have been piloted this year and have been reflected by a reduction in the percentage of pupils recorded as absent for the tests.

Lord Bew's review recommended primary schools provide more information on pupils' performance to secondary schools. As a contribution to this the Department has for the first time centrally collected attainment target level data for all of the core subjects. Attainment targets are further subdivisions of the programmes of study for subjects studied within the National Curriculum. Historically schools have held this data in their management information systems to make their subject level assessments, therefore collecting this level of data added no significant burden to the data collection. This data has been available for secondary schools to download from the Department's Key to Success website since July 2012. This information has been published at national level in Table 3 to facilitate national comparisons.

Comparisons with previous years

Comparisons with previous years should be made with care because of the significant changes made this year. Most notable of these is the new measure of overall attainment in English as this measure is composed of reading test results and writing teacher assessments; it is not comparable with any English measures published in previous years.

As level 6 is once more a possible outcome for tests, care should be taken in undertaking comparisons for high attaining pupils to ensure that, when you are looking at performance above level 4 or level 5, level 6 is appropriately included in the relevant years. As the standards for these level 6 tests have been reset for this year, level 6 outcomes in 2012 are not directly comparable with level 6 outcomes in previous years.

The inclusion of level 6 tests in the progress measures means that some pupils who would previously have been included as having made expected progress are no longer treated as such. In 2012, pupils who achieved level 4 at KS1 and level 5 at KS2 are treated as not having made expected progress. In addition, pupils who have no KS1 results and level 5 at KS2 will now be excluded from the progress measures. This has resulted in a small reduction (0.2 percentage points) in the national progress measures. As all figures are published to the nearest whole percentage, this could result in a 1 percentage point difference in the published figure. The impact on figures for individual local authorities could be larger.

Reading and mathematics test arrangements are broadly comparable with previous years but, due to the more flexible arrangements this year with absent children, fewer children are recorded as absent in 2012 than in previous years.

Mathematics and science teacher assessments are unchanged from previous years, however it is important to note that the English teacher assessment includes the writing composition teacher assessment which now has weight in school accountability in 2012 and has been moderated for a number of schools. This may have had some impact on the comparability with English teacher assessment figures in earlier years.

As reading, writing (and attainment target level) teacher assessments have been collected for the first time this year, there are no historical figures with which these can be compared. 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 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 state-funded schools, reflecting 3,999 state-funded 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 back to 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.

Missing Teacher Assessment results

Approximately 9 per cent of pupil teacher assessments were missing from the provisional data published in September. The majority of this data has now been supplied by schools and less than 1 per cent of teacher assessments are missing in the data used in this release.

In the provisional SFR, pupils with missing teacher assessments were not included in the LA calculations as the level of missing teacher assessments would have caused these figures to be misleading. As the level of missing teacher assessments is now lower, these results have been included in this release.

Coverage information

Overall achievements (published in tables 1, 2, 3, 5, 7 and 8) 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 6 show expected progress and cover state-funded 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 9, 10a, 10b, 10c and 11) cover state-funded schools only (including academies, CTCs and maintained special schools). All local authority figures also cover state-funded schools only (including academies, CTCs and maintained special schools).

The National Curriculum test figures reported in this release are based upon those papers that were returned by schools for marking to the STA. One school did not administer the tests in 2012. It is a statutory obligation for state-funded schools to administer the tests and submit teacher assessment data; it is also a condition of most Academy and Free School funding agreements.

Occasionally, a pupil will appear more than once in the data, for example, having undergone assessments at more than one school, retaking assessments, or where a pupil has been claimed by two schools or Local Authorities. In these cases, 1 record is derived for each pupil, combining elements of different records.

National test figures cover all schools in England with pupils eligible for assessment at Key Stage 2 in 2012, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

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

Pupils are only eligible for figures 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 headline results are 2, 3, 4, 5, 6, absent (A), maladministration (Q), 'working below the level of the test' (B), 'unable to access the test' (T) or 'failed to register a level' (N).

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

Figures for academies and free schools 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 (State-funded schools only, including Academies) lines in the local authority tables.

National teacher assessment figures cover all schools in England with pupils eligible for assessment at Key Stage 2 in 2012 but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation. The Key Stage 2 teacher assessment data is available for over 99 per cent of eligible pupils.

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

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

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

Expected progress figures cover state-funded schools in England, including academies, free schools, CTCs and state-funded special schools. Independent schools, independent special schools, non-state-funded special schools, hospital schools and Pupil Referral Units are excluded.

Pupils are included in the progress measures if they are at the end of Key Stage 2 in 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.

Formula for calculating English levels in 2012

The following formula has been used to calculate a child's overall subject level for English. This will be included in school level results and used for accountability purposes. It uses the 2012 thresholds to show the steps the Department has taken to calculate an overall English subject level.

How to calculate a subject level for English:

- Take a child's mark from the reading test.
- Take a child's writing teacher assessment level, converting these to marks using the table below.

Level	Marks
5	50
4	40
3	30

- Add the reading and writing marks together.
- Compare total marks with the overall English thresholds below to obtain the child's overall English level.

Level	Mark range
N	0-32
2	33-35
3	36-52
4	53-77
5	78-100

Example A

- Child A scored 40/50 in her reading test (level 5 for reading using 2012 thresholds).
- She was awarded a level 4 in her writing teacher assessment (converted to 40 marks for the purpose of combining with reading test score).
- When the two scores are combined this gives a total of 80 marks. Using the 2012 level threshold, this would equate to a level 5 for English overall.

Example B

- Child B scored 26/50 in his reading test (level 4 for reading using 2012 thresholds).
- He was awarded a level 4 in his writing teacher assessment (converted to 40 marks for the purpose of combining with reading test score).
- Combining the two scores gives a total of 66 marks. Using the 2012 level threshold, this would equate to a level 4 for English overall.

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 2012 uses the KS2 headline result (English – combined reading test & writing teacher assessment, mathematics – test only) if that is level 3, 4, 5 or 6. 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 Headline Result			
		B, N or 2	A, Q, S, T, X or blank	M	3, 4, 5 or 6
KS2 Teacher Assessment	W	0	0	0	Use headline result
	1, 2	Use TA	Use TA	Use TA	Use headline result
	3, 4 or 5	Level 2	Use TA	Use TA	Use headline result
	6	Level 2	Level 5	Use TA	Use headline result
	A, D, F or P	Use TA	Use TA	Use TA	Use headline result
	Missing or blank	Use TA	Use TA	Excluded	Use headline result

Note that pupils who have both their English and mathematics headline 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.

Now level 6 can be awarded at the end of KS2, pupils who had level 4 at KS1 must have achieved a level 6 in order to be shown as having made expected progress. In previous years, it was sufficient to have reached level 5 as that was then the highest level achievable by the end of KS2. 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.

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	6
KS1 level	A, D or no KS1 level	Expected progress not made	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Expected progress made
	0	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made
	4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made

Key Stage 1 to Key Stage 2 transitions

Table 6 shows the attainment of pupils in English and mathematics at Key Stage 2 broken down by prior attainment at Key Stage 1. 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' above). English is not assessed as a single subject at Key Stage 1 so it is necessary to calculate an average of the Key Stage 1 reading and writing levels to compare Key Stage 2 English attainment with. Mathematics is assessed at both Key Stage 1 and Key Stage 2.

Table 7 shows the attainment of pupils in reading and writing at Key Stage 2 broken down by prior attainment at Key Stage 1. As we do not calculate reading and writing progress measures, the KS2 test and teacher assessments are not combined as in table 6 but are shown separately.

Table 8 shows the attainment of pupils at the end of Key Stage 2 by their prior attainment at Key Stage 1. In this table, a pupils' prior attainment is defined using the average of the point scores for their reading, writing and mathematics KS1 teacher assessments (KS1APS). Pupils where KS1APS is less than 12 are classed as 'below level 2', those where KS1APS is between 12 and 18 (including 12 but excluding 18) as 'at level 2' and those with KS1APS of 18 or greater as 'above level 2'. Pupils who do not have a points score for each of reading, writing and mathematics will have their average point score calculated using the subjects for which they do have a point score. Pupils without a points score in all three subjects are excluded.

Primary School Floor Standard

A school is below the primary school 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 make expected progress in English, and (iii) less than the median percentage make expected progress in mathematics.

Only state-funded mainstream schools with 11 or more eligible pupils that have figures published in the Primary School Performance Tables for each of these three measures are included in the floor calculations. Independent schools, special schools and closed schools are excluded.

In 2012, in the Performance Tables we have changed the treatment of schools which closed after the

start of the academic year and reopened as a different type of school (for example, as a converter or sponsored Academy). In 2011, any schools which changed to a converter academy during the academic year had their data published under the old school (with a link to the new school) but were included in the floor target calculations. Any schools which closed and opened as any other type of school during the academic year would have had their data published as the school was at the time of the tests and would also have been included in the floor target calculations. However in 2012, all schools will be published as they were on 11 September 2011 and any schools which changed type during the academic year (including converter Academies) will be counted as a closed school and therefore excluded from the floor standard. This change in treatment will have resulted in a reduction in the number of schools below the floor. In 2012, there were a higher than usual number of schools which closed during the year (many of which reopened as either sponsored or converter Academies).

In 2012, there are an additional 45 schools which would be classed as below the floor if they were still open.

National Curriculum level codes

The National Curriculum level descriptions for KS1 and KS2 are as follows:

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

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

School Type Descriptions

The school types reported within this SFR are taken from Edubase and are given as at 11 September 2011. They are defined as follows:

Academy Sponsor Led

Sponsored Academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities.

Academy Converter

Schools that have chosen through Governing Body Resolution and application to the Secretary of State to become an Academy under the Academies Act 2010.

Free Schools

Free Schools are state-funded but have greater freedoms than local authority maintained schools. They are run by teachers and have freedom over the length of the school day and term, the curriculum and how they spend their money.

City Technology Colleges

Independent all-ability, non fee-paying schools offering pupils the opportunity to study a curriculum geared, with the help of private sector sponsors, towards the world of work.

Local Authority maintained schools

Schools fully or partially under local authority control that are state-funded, mainly by the Dedicated Schools Grant.

Registered independent school

Any school which provides full time education for 5 or more pupils of compulsory school age, which is not state-funded or a non-state-funded special school.

Independent special school

Approved by the Secretary of State for Education. They are run on a not-for-profit basis by charitable trusts and normally cater for children with severe and/or low incidence special educational needs.

State-funded schools

Includes local authority maintained mainstream schools, Academies, Free Schools, City Technology Colleges and state-funded special schools (excluding hospital schools, Pupil Referral Units, Alternative Provision and independent schools).

State-funded mainstream

Includes local authority maintained mainstream schools, Academies, Free Schools, City Technology Colleges (excluding all special schools, Pupil Referral Units, Alternative Provision and independent schools).

All independent

Includes independent schools, independent special schools and non-state-funded special schools.

School Phase

The school phase reported within this SFR is based on the school's statutory lowest and highest age of pupil. This is taken from Edubase and is given as at 11 September 2011. Only schools with eligible pupils are included in figures.

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 Special Education Needs Coordinator (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

Prior to 2012, disadvantaged pupils were defined as those pupils known to be eligible for free school meals (FSM) at the time of the annual Spring School Census or were looked after children (CLA) (children looked after by the local authority at any point during the year ending 31 March, who had been looked after continuously for 6 months).

From 2012, the definition has been widened to include any pupil eligible for free school meals at any point in the last 6 years. This measure is based on FSM eligibility for pupils in any termly, Alternative Provision (AP) or Pupil Referral Unit (PRU) Census going back to Year 1 (i.e. not including nursery or Reception). For Key Stage 2 pupils in 2012, this would mean those eligible for FSM in any of Years 1 to 6.

Attainment measures for disadvantaged pupils have also been revised to include pupils eligible for free school meals at any point in the last 6 years. However only data from the Spring Census is included in the 2011 measure (i.e. it does not include data from other termly, AP or PRU collections). It is not considered that this will have a significant impact on the attainment percentages reported and attainment gaps derived are considered robust.

It should also be noted that the number of Looked After Children in 2011 reported in this publication are based on returns made between April-June 2011 and will not include revisions made by Local Authorities to the 2010-11 data as a result of updated information collected in the 2011-12 CLA collection. This may result in slight differences between the number of disadvantaged pupils for 2011 in this publication and those reported in the official CLA statistics published in December 2012: DfE: Outcomes for children looked after as at 31 March 2011.

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 DCLG website at: 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.

Impact Indicator

Through the Department's Business Plan, the Department committed to publish information relating to the Key Stage 2 attainment gap between pupils eligible for Free School Meals and the rest (Impact Indicator 3.7). The Business Plan, updated in May 2012, is available here:

www.education.gov.uk/aboutdfe/departentalinformation/business%20plan/a00209692/businessplan2012

ENQUIRIES

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

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