



Department  
for Education

# Attainment in primary schools in England: Quality and methodology information



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### About this document

This document provides an overview of the data used in the production of the phonics, key stage 1 and key stage 2 statistical first releases (SFRs) and the primary school performance tables.

It provides information on the data sources, their coverage and quality and explains the methodology used in producing the data including how it is validated.

It is based on the Office for National Statistics' [guidelines for measuring statistical quality](#).

### Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at [primary.attainment@education.gsi.gov.uk](mailto:primary.attainment@education.gsi.gov.uk).

# 1. About the output

National and local authority (LA) information on attainment of primary school pupils in England is published in the following statistical first releases (SFRs).

- [Phonics screening check and key stage 1 assessments: England 2015](#)
- [National curriculum assessments at key stage 2 in England, 2015 \(provisional\)](#)
- [National curriculum assessments at key stage 2 in England, 2015 \(revised\)](#)

School level information for the end of primary school is published in the primary school [performance tables](#). School level results for key stage 1 and phonics are not published.

Primary school education is split into key stages as shown in figure 1.

**Figure 1: Age of child related to year group, key stage and expected attainment**

| Year group                    | R | 1 | 2 | 3 | 4 | 5  | 6  |
|-------------------------------|---|---|---|---|---|----|----|
| Age of child at end of year   | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Key stage                     | - | 1 |   |   |   | 2  |    |
| Minimum expected level at end | - | 2 |   |   |   | 4  |    |

Attainment is measured by statutory assessments against the standards set out in the [national curriculum](#) at the end of each key stage. In 2015 and earlier years, pupils were assessed against the [pre-2014 national curriculum](#) using national curriculum levels. In addition to assessments at the end of each key stage, pupils in year 1 also take a phonics screening check. Any year 2 pupils who did not meet the standard in year 1 or did not take the check in year 1 re-take the check in year 2.

See annex A for more information on the national curriculum and statutory assessments in key stage 1 and key stage 2.

## Data sources

### Phonics

State-funded schools (including academies and free schools) are required to report pupil-level phonics screening check results to their LA. The LA must then submit these to the Department for Education (referred to from here onwards as 'the department') via COLLECT (Collections On-Line for Learning, Education, Children and Teachers - a system used by the department to collect data from schools, LAs and other organisations).

Independent schools cannot submit phonics screening check results.

### Key stage 1

State-funded schools are required to report KS1 teacher assessments to their LA; and the LA must then pass these results to the Department via COLLECT.

Independent schools and non-maintained special schools can report KS1 teacher assessments if they wish to do so. If they choose to do so, they must submit the data via their LA and meet the same conditions (for example, moderation) as state-funded schools.

### Key stage 2

Statutory testing and assessment for pupils in primary schools is the responsibility of the Standards and Testing Agency (STA), an executive agency of the department.

KS2 tests must be administered by state-funded schools and are marked by STA. KS2 teacher assessments are also collected by STA and the information is collated and passed onto the department. Independent schools, non-maintained special schools and pupil referral units may take part in the KS2 assessments if they wish to do so.

### Other data

The attainment data is combined with information on pupil characteristics taken from the school census. Details of this data are provided in a separate [quality and methodology document](#).

Information on school type and phase of education are taken from [Edubase](#). Definitions are given in annex C.

### How the output is created

Data on pupil's attainment is collected from schools via a number of separate data collections. This information is linked with information on pupil's characteristics, school characteristics and information on pupil's prior attainment to produce the unamended (provisional) data in the [national pupil database](#) (NPD). A number of derived variables (see annex D) are added during this process. This data is then used to produce the provisional SFRs.

Following publication of the provisional SFRs, additional data such as that submitted after the initial deadlines or released following the completion of maladministration investigations and outcomes from KS2 marking reviews is added to the data. For KS2, the data is also checked with schools during the performance tables checking exercise.

The revised pupil attainment data is then linked again with information on pupil's characteristics and prior attainment to produce the amended (revised)/final data in the NPD and all derived variables recalculated.

For phonics and KS1, this data is then considered final and will be used to update the time series in the following year's SFR. For KS2 this data is published in the revised SFR and the performance tables. Following publication of the performance tables, there is a short errata process where schools can inform us of any additional changes that should be made to the data. Following this process, the performance tables data are finalised and the NPD and the performance tables website updated. The final data is used to update the time series in the following year's SFR.

This process for each key stage is illustrated in the process maps in annex E.

### Relevance

This section describes the degree to which the statistics meet current and potential needs of the users.

#### Key users

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Department for Education

Used to monitor national standards of literacy and numeracy in primary school children in England. The national figures are used to determine whether standards are improving or declining.

Data for sub-groups of the population are also analysed to inform departmental policies aimed at closing gaps in attainment.

School level figures are used to identify schools where intervention may be needed.

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|                            |   |
|----------------------------|---|
| Ofsted                     | Used as part of the background information to inform school inspections. For example, it enables inspectors to identify areas of the curriculum or groups of pupils where a school appears to be doing less well that would then form part of the focus during the inspection visit.  |
| Ofqual                     | Used as part of the evidence it reviews on the setting and maintenance of standards in national assessments.  |
| Local authorities          | Use the national data and that for other LAs to set the attainment of their area into context.<br>Use the school level information to hold maintained schools to account.   |
| Schools                    | Used to evaluate their own performance against national standards and other local schools.<br>Used to identify high performing schools with similar circumstances to their own that they can work with to improve their own standards.  |
| School governors           | Used to hold schools to account, to identify strengths and weaknesses and support school improvement.   |
| Teachers and head teachers | Used to carry out analysis and self-evaluation, and to aid planning of school improvement strategies.<br>Use the information to inform decisions about whether to apply for vacancies in particular schools and also as background information when preparing for interviews.   |
| Parents                    | Used to compare their own children's performance to others in their school, LA and nationally.<br>Used to hold their children's schools to account and identify areas where they feel the school needs to improve.<br>Used to inform choice of a primary school for their child.<br>Performance of schools in the local area is also a key consideration for parents and prospective parents when moving house. |
| Others                     | Researchers from this country and abroad. Others use the information to identify schools with particular levels of attainment that they may wish to market their services to.   |

The data generally meets user's needs well. A key strength of the data is that it is derived from an administrative data collection. This means that it can supply accurate data down to small geographical areas (school level). In addition, the data is merged with other administrative data held by the department (the school census) to provide detailed information on sub-groups of the school population. Pupil level data from different key stages can also be merged so that we can produce precise measures of pupil progress between one key stage and another.

However, the pupil counts for some groups particularly at local authority or school level can be small. In these cases, data is suppressed to protect the confidentiality of individuals and this can limit the usefulness of the data.

One of the main limitations is that the data only covers statutory assessments, so data on optional tests which some schools use at the end of years 3, 4 and 5 is not collected. In addition, the statutory assessments only cover a limited range of subjects and do not provide any information about attainment in other subjects such as music, history and modern foreign languages. Since the assessments are not statutory in independent schools, coverage of independent schools is limited.

## Timeliness

Timeliness refers to the lapse of time between the period to which the data refer and the publication of the estimates.

The phonics screening check takes place in the third week of June.

Key stage 1 teacher assessments should be finalised by schools in early July and submitted to the department by 31 July.

Key stage 2 tests take place in the second week of May and schools are required to submit key stage 2 teacher assessments to STA by the end of June. The phonics screening check takes place in the third week of June.

Provisional phonics and key stage 1 data, including breakdowns by characteristics are published in late September (24 September in 2015): around 8 weeks after the deadline for submission of the data.

Provisional key stage 2 data is published in late August (27 August in 2015): 9 weeks after the deadline for submission of teacher assessments.

Revised key stage 2 data including school level data and breakdowns by characteristics is published in December: 24 weeks after the deadline for submission of teacher assessments.

During this period, the data is quality assured, matched with other data and processed to produce the SFR outputs.

## Punctuality

Punctuality refers to the time lag between the actual and planned dates of publication.

The proposed month of publication is announced on [gov.uk](http://gov.uk) at least twelve months in advance and precise dates are announced in the same place at least four weeks prior to publication. In the unlikely event of a change to the pre-announced release schedule, the change and the reasons for it would be announced.

The only occasion when any primary attainment publication has been delayed was in 2008. In 2008, there were problems with delivery of the national curriculum tests at key stage 2. Provisional key stage 2 data was published on schedule in August but publication of the revised data which was due in December 2008 was delayed until 1 April 2009.

## 2. Accuracy and reliability

Accuracy describes the closeness between an estimated result and the (unknown) true value.

### Data coverage

#### Phonics

The target population for the phonics data collection is all year 1 pupils in state-funded schools and all year 2 pupils in state-funded schools who had not passed the phonics screening check in year 1 (including those who did not take it in year 1).

In 2015, the provisional phonics data taken after the deadline for submission contained data from 16,272 of the 16,292 expected schools (99.9%)

The high coverage of the target population means that we can be confident that the data is representative of pupils in state-funded schools. However, it may not be representative of all 6 year old pupils since those in independent schools and those who are home-schooled will be excluded.

LAs can submit further data (either additional data or data which amends that already submitted) after the initial deadline of the collection until mid-September. The collection is then closed and no further changes can be made.

There is very little change between the provisional and final datasets and the SFR is produced based on the provisional data. In 2014, the provisional phonics data contained data from 16,216 of the 16,241 expected schools (99.8%). The final data contained data for 16,234 schools (over 99.9%). The SFR is not updated once final data is available but the final data will be used to update any time series in the following year's SFR.

Any pupils who do not have a valid phonics outcome are excluded from the calculations and do not appear in the number of eligible pupils or in the outcome percentages. The valid levels in the phonics screening check are:

| Phonics outcome code | Description   |
|----------------------|---|
| Wa                   | Took the phonics screening check and met the required standard          |
| Wt                   | Took the phonics screening check and did not meet the required standard |
| A                    | Absent  |
| D                    | Did not take the phonics screening check                                |
| Q                    | Maladministration of the phonics screening check                        |

Pupils with 'D' are included as we want to measure the percentage of 6 year olds meeting the standard rather than percentage of those who took the test.

Steps are taken to minimise the number of pupils who are absent (for example those absent during test week can take the check the following week). Those who are absent are also included in calculations to encourage schools to ensure that all eligible pupils take the test where possible.

In addition to figures on the percentage of the cohort who pass the phonics screening check in year 1, we also publish the percentage of pupils who pass by the end of year 2. We do not publish figures for the percentage of those who take it in year 2 who pass. See annex F for a precise definition of the year 2 cohort.

### **Key stage 1**

The target population for the key stage 1 data collection is all pupils who are at the end of key stage 1. However, key stage 1 assessments are only mandatory for state-funded schools. In 2015, only 12 independent schools (out of approximately 1350 independent schools with the appropriate age range) submitted data. Therefore, the data should not be considered representative of all key stage 1 schools but can be considered representative of state-funded schools.

In 2015, the provisional KS1 data produced immediately after the deadline for submission contained data from 16,258 of the 16,263 expected schools (over 99.9%)

LAs can submit further data (either additional data or data which amends that already submitted) after the initial closure of the collection until the end of October. The collection is then closed and no further changes can be made.

There is very normally little change between the provisional and final datasets and the SFR is produced based on the provisional data. However, in 2014 there was a problem with the data initially submitted by one LA and this had to be resubmitted and so the level of change was slightly higher than usual. In 2014, the provisional key stage 1 data contained data from 16,148 of the 16,276 expected schools (99.2%). The final data contained data for 16,213 schools (99.6%). The SFR is not updated once final data is available but the final data will be used to update any time series in the following years SFR.

Any pupils who do not have a valid KS1 outcome 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. The valid levels are: 'working towards level 1' (W), 1, 2c, 2b, 2a, 3, 4, absent (A), disapplied (D), 'unable to access' (U) (for science only) and maladministration (Q). As with phonics, we include pupils with 'A', 'D', 'U' or 'Q' to ensure complete coverage of the cohort.

In the 2015 data, there were no pupils with maladministration in any subject.

## **Key stage 2**

The target population for the key stage 2 data collection is all pupils who are at the end of key stage 2. However, key stage 2 assessments are only mandatory for state-funded schools. In 2015, 338 independent schools (out of approximately 1400 independent schools with the appropriate age range) took part in the assessments. Therefore, the data shouldn't be considered representative of all key stage 2 schools but can be considered representative of state-funded schools.

Schools must submit teacher assessment data for every child that was registered to sit a national curriculum test and those who were registered as working below the level of the test or unable to access the test. Independent schools and non-maintained special schools that are participating in the assessment and reporting arrangements are also required to submit teacher assessments in the subjects that they have registered their children for.

The provisional KS2 data is based on test and teacher assessment data provided to the Department by STA in early July. It contains test results for all pupils who took the KS2 tests (although some of these may subsequently be updated following a successful marking review or the completion of a maladministration investigation).

In the provisional 2015 data, 614 (less than 0.1%) test results were suppressed due to maladministration investigations. 309 results had been annulled due to confirmed maladministration and 400 were not available for reasons beyond the schools control. No test results were annulled due to pupils cheating. Teacher assessments had been submitted for 99.7% of pupils. They can therefore be considered representative of all schools that took the tests.

For key stage 2, the level of change between provisional, revised and final data is higher than for key stage 1. We produce a provisional SFR based on the provisional data covering headline national and LA information only. It does not contain any characteristics breakdowns (other than gender) as these are more subject to change, particularly at LA level.

We update this SFR with revised data and add characteristics breakdowns, later in the year when the school level information is published in the performance tables. Schools are able to apply for pupils to be discounted from their figures, if they have recently arrived from overseas and their first language is not English. Although these pupils will be removed from the revised school and LA figures, they remain included in the national figures so that these reflect the attainment of all pupils.

The revised KS2 data is based on test and teacher assessment data provided to the Department by STA in late October. In the revised 2014 data, 4,521 (0.3%) test results were suppressed due to maladministration investigations. 1,429 results (0.1%) had been annulled due to confirmed maladministration and 58 were not available for reasons beyond the schools control. No test results were annulled due to pupils cheating. Teacher assessments had been submitted for 99.9% of pupils. They can therefore be considered representative of all schools that took the tests.

There are a small number of further changes to the data following publication of the performance tables. The performance tables (national, LA and school level figures are updated with these changes but the SFR is not updated. However the final data will be used to update any time series in the following years SFR.

The final KS2 data is based on test and teacher assessment data provided to the Department by STA in late February. In the final 2014 data, there were 1,553 test results suppressed due to maladministration investigations and 2,375 results annulled due to confirmed maladministration.

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).

At LA and school level, pupils with 'pending maladministration' (S), 'missing' (M) and 'pupil took the test/was assessed in a previous year' (P<sup>1</sup>) are also included. Local authority (LA) figures cover state-funded schools in England, including academies, free schools and state-funded special schools.

Expected progress figures cover state-funded schools in England. 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 [performance tables user guide](#).

## Measurement error

Measurement error is the difference between the actual value of a quantity and the value obtained by a measurement. Repeating the measurement will reduce the random error caused by the accuracy of the measuring instrument but not any systemic error caused by incorrect calibration of the measuring instrument.

The following steps are taken to minimise measurement error in the assessments.

### Phonics

Clear [guidance](#) is provided to schools to ensure that the phonics screening check is administered consistently in all schools. In 2014 and 2015, the pass mark was not made available to schools until after the completion of the check (in previous years, it was sent out with the test materials). This was to ensure

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<sup>1</sup> Pupils with P will have the P replaced with their previous result if it could be found. If a previous result cannot be found, the pupils result will be left as P and treated as missing.



that teachers could not be influenced by the pass mark when judging whether pupils had read each word correctly.

In addition, LAs carry out [monitoring visits](#) to at least 10% schools in their area, before, during and after the check period to ensure that they are following the security arrangements and administering the phonics screening check in accordance with the published guidance. They will inform STA of any irregularities in schools' assessment arrangements.

STA will investigate any matter brought to its attention relating to the accuracy or correctness of any child's check results. This can lead to changes to, or annulment of, results for a whole cohort, groups of children or individual children.

The phonics collection remains open for six weeks after the initial collection deadline so that revised data can be submitted to correct any errors identified by schools or LAs after submission.

### **Key stage 1**

Clear [guidance](#) is provided to schools to explain how they should carry out assessments at the end of key stage 1. School must administer key stage 1 [tasks and tests](#) to the children during the year and use the outcomes of these tests to inform their teacher assessments.

To ensure that standards are consistent between schools, LAs moderate a sample of key stage 1 teacher assessments to ensure that they are appropriate and consistent with national standards. Each LA must carry out a [moderation](#) visit to at least a quarter of their schools each year and ensure that all schools are moderated at least once in a four year cycle. In 2015, LAs are required to moderate 50% of infant schools. This is not automatically in addition to the 25% sample, but if the 25% sample does not include 50% of infant schools then additional visits must be undertaken to meet this requirement.

Schools where assessment is felt to be at particular risk of inaccuracy will be moderated more frequently. If the moderator judges that a school's assessments are not consistent with national standards, the assessments must be reconsidered by the teachers concerned. If the moderator's judgements continue to differ from the schools, the LA will substitute their assessments for those of the school. They will inform STA of any irregularities in schools' assessment arrangements.

STA will investigate any matter brought to its attention relating to the accuracy or correctness of any child's check results. This can lead to changes to, or annulment of, results for a whole cohort, groups of children or individual children.

The key stage 1 collection remains open for three months after the initial collection deadline so that revised data can be submitted to correct any errors identified by schools or LAs after submission.

### **Key stage 2**

Clear [guidance](#) is provided to schools regarding the administration of the key stage 2 tests, including instructions for keeping the test materials secure prior to the tests and storage of completed scripts until they are collected for marking.

Local authorities [monitor](#) the administration of the tests in the schools in their LA and make unannounced visits to at least 10 per cent of their schools, before, during and after the test period. STA representatives may also make monitoring visits.

The tests are externally marked by STA to ensure that marking is consistent between schools. There are no quotas set for each of the national curriculum levels, or underlying assumptions about the proportion of

pupils who should be at any particular level. Proportions are decided entirely by how pupils' attainment measures up to the standards of the national curriculum.

STA ensure that standards in the tests remain consistent from year to year. To do this, they use statistical evidence drawn from the pre-test; and judgemental evidence 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 (see annex B for details of the 2015 level thresholds).

When standards are equated to determine the level thresholds on the test, it is necessary to either round up or down from the equivalent score to ensure that the level threshold is a whole number. These small unavoidable changes in the standard year on year mean that the proportions of children reported as achieving each level can change without any real change in attainment. The size of the change is greater when the percentage of children achieving marks around the level threshold is higher. The mathematics test has a total of 100 marks and there are around 1-2% of children on each mark-point around the level 5 threshold, meaning that this rounding issue can affect the figures by up to 1 percentage point. The English reading test has a total of 50 marks, with 3-4% of children on the mark-points around the level 5 threshold, meaning that the figures may be affected by up to 2 percentage points. The percentage of pupils on each mark point around the level 4 threshold is lower (less than 1% for mathematics but up to 2% for reading), so the rounding will have less of an impact on the figures for the percentage achieving level 4 or above.

As a result, we would expect more annual variation between the results from the reading test than the mathematics test. We would also expect more variation in results at level 5 or above than in results for level 4 or above. Care should therefore be taken when interpreting small changes in attainment unless these are sustained over time.

After marking, marked scripts are returned to schools. If schools have concerns over the marking of a script, they may return this to STA to be re-marked. STA publish an [SFR](#) each year with data on the review process. In 2015, there were 24,774 applications for reviews of the level 3-5 tests (1.5% of all test papers) and 2,957 applications for reviews of the level 6 tests ((1.0% of all test papers). 18% of these reviews resulted in a change to the level awarded. Outcomes of reviews are not reflected in the provisional data but are included in the revised data.

STA may investigate any matter brought to its attention where there is doubt over the accuracy or correctness of a child's results in the tests. Results for schools under investigation may be withheld until the investigation is complete. Each year, a few schools have their results amended or annulled because they do not comply with the statutory arrangements. [Maladministration](#) can lead to changes to, or annulment of, results. It can apply to whole cohorts, groups of children or individual children.

There is also [guidance](#) to explain how key stage 2 teacher assessments in English, mathematics and science, including component attainment targets should be produced and submitted to STA. As the writing teacher assessment is used in the headline attainment measures, this is also subject to [moderation](#) by LAs. Procedures are similar to those used at key stage 1.

The key stage 2 teacher assessment collection remains open for three months after the initial collection deadline so that revised data can be submitted to correct any errors identified by schools or LAs after submission of data.

## Validation and quality assurance of source data

### Phonics and key stage 1

Once schools have finalised their phonics marks and key stage 1 teacher assessments, they must enter them into their management information system (MIS) which will already contain details of all pupils in each year group. The MIS will include a number of validation rules which check that the data entered is valid and alert the school to correct the data if not.

Once all results have been entered, the school will instruct the MIS to generate a standard file which they will transfer securely to the LA. The LA will check the data before forwarding it to the department using COLLECT. COLLECT also contains validation rules (similar to those in school MIS) which highlight 'errors' and 'queries' to the LA.

The LA must correct any errors before they can approve the data. 'Queries' highlight situations which are not usual but can occasionally occur (for example, the number of boys submitted by a school is more than 10 fewer than the expected number). Before the LA can approve the data, they must enter a note against these items to confirm that the data is correct.

#### Examples of validation rules

The phonics mark must be a number between 0 and 40

Pupils with an outcome of A (absent) or D (did not take) must not have a phonics mark

Each pupil must have a unique pupil number (UPN) in the correct format

Each pupil must have only one KS1 assessment for each subject.

The LA must also ensure that phonics data and KS1 teacher assessments are collected from every expected school.

The department operates a data collection helpline to assist LAs that are having difficulty submitting data. The helpline will also contact any LAs who they believe may be having problems submitting their data or issue a guidance note to all LAs if the same errors are repeated in many schools data.

The department monitors the level of returns and the helpdesk contacts LAs with outstanding data as the submission deadline approaches.

If the volume of data submitted is below expected levels when we are due to take the cut of provisional data, we would analyse the data to determine whether it was sufficiently representative nationally and at LA level. Decisions would then be taken whether to extend the collection for a day or two (or longer if necessary though this would probably delay publication of the SFR) or to suppress data for any LAs where coverage was felt to be a particular issue.

Occasionally, more than one school may submit data for the same pupil (for example, if pupils change school during the summer term). In the 2015 phonics data, there were 76 duplicate cases, where more than one school had submitted data for the same pupil and we were unable to determine which school the pupil was attending for the check. These cases are left in the data. As these are not clustered within any LAs or schools they are unlikely to have an effect on the attainment percentages reported.

### Key stage 2

Once schools have completed their KS2 tests they are required to send their test materials and attendance registers to STA for external marking and data capture. In 2015, all the key stage 2 tests were marked on screen. In earlier years, the level 3-5 reading and mathematics tests were marked on paper.

The test scripts are marked on screen if the script can be scanned, i.e. it is not damaged and is not a modified test (braille/modified large print/enlarged print). Scanned scripts are divided into 'clips' consisting of one or more items for marking, and can be assigned to different markers. The markers input the marks for all questions in a given item, in each clip, directly into ePen (the onscreen marking system) as they mark them on screen. ePen only allows markers to input marks in the permissible range for each item. When all items have been marked, the script is exported from ePen into a holding area. Whilst scripts are being scanned and marked, the process of matching scripts to children who were registered for the test is performed. A script result is only created by aggregating the individual question marks to produce the script total, when a script is matched to a pupil and all the marked script results are present in the holding area. For tests that contain multiple scripts, a subject level result is only created when all scripts are present. It is at this point that the result is introduced into the datafeed.

In cases where a script cannot be scanned, it is put into an exception envelope and marked by a marker at the Central Marking Panel, and all marks are double-keyed. In cases where no test was sat the script result is derived from the attendance register code and this is double keyed by two operators to ensure its accuracy.

Every result is passed through a comprehensive result validation engine that ensures any errors are recorded. Validation is data driven using the values as listed in the national curriculum level code table in annex A. In addition to basic field validation of permitted values, more complex results have specific cross-field validation to ensure multiple field consistency.

Checks are also carried out to make sure that where a script exists in one component of a test, the other components of the test are consistent (a script also exists or an absent code is present). For example, a child cannot have sat one component of the test and be recorded as 'B' (below the level) in another component. In these cases, the inconsistent codes will be changed to absent and an absent overall code will be applied to that subject.

#### Examples of validation rules

Checks on zero marks to ensure that it shouldn't have been a non-sitting code such as 'B'

Checks to ensure special consideration and compensatory marks are applied correctly

Checks to ensure reviews are applied correctly

Occasionally, more than one school may register the same pupil for the test (for example, if pupils change school or are dually registered). The vast majority of these cases are resolved when test scripts and attendance registers are received. However, in a small number of cases this is not possible, normally where a pupil is working below the level of the tests. In these cases, STA contact the schools involved to establish which school the pupil was attending during test week and where the results should be assigned.

Further checks are also carried out on the datafeed before it is passed across to the department for use in the performance tables.

Teacher assessment data is collected from schools and LAs that have chosen to submit on behalf of their schools via NCA tools (a system used by STA to manage and collect information from schools about KS2 tests and teacher assessment). Schools and LAs can upload their data using a CTF extract from their MIS provider or input the data into a spreadsheet template which includes the details of the children we are expecting data for.

The MIS will include a number of validation rules which check that the data entered is valid and alert the school to correct the data if not. NCA tools will validate this data on upload and provide schools and LAs with warning and error messages where appropriate to allow them to correct any issues.

#### Examples of TA validation rules

Identifying results that are not valid, eg sub-levels

Identifying cases where results are missing component levels or p-scales

Identifying duplicate records including duplicate UPNs provided by the school

Checks to ensure the number of children submitted equals the expected number of children

Teacher assessment data is downloaded from NCA tools and is passed through a result validation engine where invalid values are identified and the rows flagged to correct them if it is appropriate to do so (for example, replacing sub-levels such as 5c with 5). Each row contains the teacher assessment data as uploaded by the school for an individual child. If the row has no errors flagged then this data is then passed for matching to the KS2 test data into the datafeed.

Once the data has been validated, it is automatically matched to children using a matching algorithm that uses various combinations of UPN/DOB/name as well as the robust 'double-metaphone' pattern matching algorithm. The matching is pessimistic in that a single match must exist in order for teacher assessment results to be linked to a child; if no match exists then a new child record is created in quarantine and this must be manually reviewed by STA and matched to a child in the datafeed if one exists

Some examples of the types of mismatches are due to duplicate records, UPN/name changes and typing errors made by the school. Occasionally a school may contact STA if they have provided teacher assessment data for a child that was not recorded at that school for the tests and the teacher assessment will only be included if they provide a valid reason as to why the child did not sit the test (usually because they were below the level or absent on the day of the test).

The STA operates a helpline to assist LAs and schools that are having difficulty submitting data. The helpline will also contact any LAs and schools who they believe may be having problems submitting their data.

The STA monitors the level of returns and the helpdesk contacts LAs and schools with outstanding data as the submission deadline approaches.

KS2 test results are made available to schools on NCA tools on return of results day. In 2015, this was 7 July 2015. This data along with all matched teacher assessment data in the datafeed is then passed from STA to the department for use in the SFR and performance tables.

## Data Processing

### Phonics and key stage 1

Within the national pupil database (NPD), data on pupil's attainment from the phonics and key stage 1 data collections is linked with information on pupil's characteristics taken from the [school census](#). To enable this linking, records are matched, using fields such as surname, forename, date of birth, UPN, gender and postcode. This successfully matches around 60 to 75% of pupils. Additional, more complex, routines are then applied to match as many of the remaining pupils as possible, up to around 98%.

Occasionally, a pupil will appear more than once in data, resulting, for example, from a change of school, or dual registration. Rules for deriving the main record and a combined 'best' attainment record for these

pupils have been agreed. Where a pupil has more than one result in a subject, the highest level will be taken and all other results discounted. Occasionally a pupil will appear more than once on the census. Rules for deriving the main census record have been agreed to eliminate duplicates based on factors such as enrolment and school type.

## **Key stage 2**

Key stage 2 assessment data received from STA are combined with information on pupil's characteristics from the school census and prior attainment by the department's contractor. Records are matched, using fields such as surname, forename, date of birth, UPN, gender and postcode. This successfully matches around 60 to 75% of pupils. Additional, more complex, routines are then applied to match as many of the remaining pupils as possible, up to around 98%.

Some pupils may take assessments in one subject early. The figures are calculated on a cumulative basis - pupils will only be included once they have taken assessments in all subjects. The published figures will include their result in the subject(s) they took early. If they take all subjects early, then they will be included in the year in which they took the last subject.

At every stage in the data cycle, the department checks all calculations used in the production of the figures. The department carries out checks on the data to ensure that the files produced by the contractor comply with the specified format and contain the correct information. All indicators at school level, LA and national level are re-derived to ensure the contractor's systems are programmed correctly.

The entire process is subject to a 'dry run' during the summer. This involves producing a dummy dataset, from the previous year's dataset, which conforms to how the current year's data will be supplied (for example, if new subjects have been introduced, then dummy data would be added to last year's data to simulate these). This dummy dataset is used to test the contractor's systems and the department's checking processes. This allows potential problems to be resolved prior to the receipt of the live data.

As a further check of the accuracy of the underlying data, the key stage 2 data is also collated into school level information and shown to schools, together with the underlying pupil data during the performance tables checking exercise. Schools are required to check the data and notify the department of any pupils that are included in their school in error, or of any missing pupils. Schools can also notify us of any other errors in the data such as errors in matching prior attainment results. Any changes requested are validated to ensure that they comply with the rules before being accepted. Schools are also able to apply for pupils to be discounted from their figures, if they have recently arrived from overseas and their first language is not English. We allow the removal of these pupils from the school and LA figures as they can have an impact on some schools figures (since some schools have significant numbers of such pupils). However, we continue to include these pupils in the national figures so that they reflect the attainment of all pupils.

Following the checking exercise, the revised data is produced. This includes changes requested by schools during the checking exercise, changes resulting from any successful marking reviews, any changes resulting from the completion of maladministration investigations and any late or changed teacher assessments. The data is then published in the revised KS2 SFR and in the primary school performance tables.

Following publication of the performance tables, some schools notify us of further changes required in the data. These changes are validated in the same way as those which are received during the checking exercise and final data is produced.

## SFR production

All data in the SFR tables is dual run by two people independently. In most cases, different statistical packages will be used by the two individuals. Any discrepancies in the data produced are discussed and more experienced staff involved as required to agree the correct figures. Additional checks are also carried out on the data produced.

### Examples of additional checks

- Comparisons with previous figures to identify any large changes
- Check totals are consistent across tables
- Check patterns in the data are as expected
- Check figures against those produced for the performance tables

## Disclosure Control

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

In the statistical first releases, an 'x' indicates that a figure has been suppressed due to small numbers. Values of 1 or 2 or a percentage based on 1 or 2 pupils who achieved, or did not achieve, a particular level are suppressed. Some additional figures may be suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with the [departmental statistical policy on confidentiality](#).

Figures for the Isles of Scilly and City of London are suppressed in the KS1 and phonics SFR as these LAs have a single school and we don't publish school level information for key stage 1 or phonics. Similarly, results for these LAs are suppressed in the provisional key stage 2 SFR but not in the revised key stage 2 SFR. Regional eligible pupil figures are rounded to the nearest 10 so that it is not possible to derive figures for these LAs by summing the figures for the other LAs in the region.

In the school level data, any figures relating to a cohort of 5 pupils or fewer will be suppressed. This applies to sub-groups of pupils as well as the whole cohort, for example, if there were five boys and three girls in a school, we would not publish attainment for boys or girls separately but would publish attainment for all pupils (as this is based on 8 pupils).

## Reliability

The extent to which an estimate changes over different versions of the same data.

### Phonics and key stage 1

The key stage 1 and phonics SFR is published based on provisional data as there is very little change between the provisional and final datasets (the only change being the submission of a small amount of late data). The national figures typically show no change between provisional and final data. Table 1 shows the change in some key figures at national level over the last four years.

**Table 1: Change in national phonics and key stage 1 data**

|  |             | 2012 | 2013 | 2014 | 2015 |
|--|-------------|------|------|------|------|
| % of pupils meeting the expected standard of phonics decoding by end of year 1 | Provisional | 58%  | 69%  | 74%  | 77%  |
|  | Final       | 58%  | 69%  | 74%  | -    |
| % of pupils meeting the expected standard of phonics decoding by end of year 2 | Provisional | -    | 85%  | 88%  | 90%  |
|  | Final       | -    | 85%  | 89%  | -    |
| % of pupils achieving level 2 or above at the end of key stage 1 in reading    | Provisional | 87%  | 89%  | 90%  | 90%  |
|  | Final       | 87%  | 89%  | 90%  | -    |

Changes in the LA figures can be slightly larger. In 2014, 3 of the 150 LAs (excluding City of London and Isle of Scilly) had a change in the percentage of pupils achieving level 2 or above at the end of key stage 1 in reading between provisional and final data. The largest change was +/- 1 percentage point.

## Key stage 2

The key stage 2 data is subject to greater change between provisional and revised data as the revised data contains:

- outcomes 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;
- changes resulting from the completion of maladministration investigations;
- changes resulting from requests from schools to remove pupils who have recently arrived from overseas.
- any additional or revised teacher assessments.

However, the national figures typically show no change between provisional, revised and final data: occasionally there may be a change of +/- 1 percentage point. Table 2 shows the change in some key figures at national level over the last four years.

**Table 2: Change in national key stage 2 data**

| % of pupils achieving level 4 or above in: |             | 2012 | 2013 | 2014 | 2015 |
|--|-------------|------|------|------|------|
| Reading, writing and mathematics           | Provisional | 75%  | 75%  | 79%  | 80%  |
|  | Revised     | 75%  | 75%  | 79%  | 80%  |
|  | Final       | 75%  | 75%  | 78%  | -    |
| Reading                                    | Provisional | 87%  | 86%  | 89%  | 89%  |
|  | Revised     | 87%  | 86%  | 89%  | 89%  |
|  | Final       | 87%  | 86%  | 89%  | -    |
| Mathematics                                | Provisional | 84%  | 85%  | 86%  | 87%  |
|  | Revised     | 84%  | 85%  | 86%  | 87%  |
|  | Final       | 84%  | 85%  | 86%  | -    |
| Grammar, punctuation and spelling          | Provisional | -    | 74%  | 76%  | 80%  |
|  | Revised     | -    | 74%  | 76%  | 80%  |
|  | Final       | -    | 74%  | 76%  | -    |

Again, changes in the LA figures can be slightly larger. In 2014, 101 of the 150 LAs (excluding City of London and Isle of Scilly) had a change in the percentage of pupils achieving level 4 or above in reading, writing and mathematics between provisional and revised data. However, the majority of these changes were changes of 1 or 2 percentage points. Only 10 LAs had a change of 3 percentage points or greater. The largest change was 6 percentage points.



Changes in school level data can be even larger: in 2014, 1,970 of the 14,867 schools where a figure was published had a change in the percentage of pupils achieving level 4 or above in reading, writing and mathematics between provisional and revised data. The largest change was 94 percentage points. As a result of the large level of change in these figures, school level results are not published based on provisional data.

Changes in LA and school level data between revised and final data are small – only 10 LAs and 20 schools had a change in the percentage of pupils achieving level 4 or above in reading, writing and mathematics between revised and final data in 2014.

### 3. Accessibility and Clarity

Accessibility is the ease with which users are able to access the data. It also relates to the format(s) in which the data are available and the availability of supporting information.

Clarity is the extent to which easily comprehensible metadata are available, where these metadata are necessary to give a full understanding of the statistical data.

The SFR text is published in pdf format so that it is accessible to all users irrespective of their choice of software. Care is also taken to ensure that the document meets accessibility guidelines. Key figures are highlighted in the SFR text which draws out the key messages such as changes over time and differences between groups of pupils. Small tables or charts illustrating key figures are also included in the text.

Each SFR is accompanied by formatted excel tables with clear titles which allow general users to find more detail than can be provided in the SFR text. Any important limitations or inconsistencies in the data are mentioned in footnotes so that users don't have to refer to the text or this document. Where there are large numbers of tables, these are split into manageable sections (for example, national tables in one file, LA tables in a separate file) so that users don't need to download larger files than necessary for their needs.

Underlying data for all the tables and metadata describing that data is also provided in csv format so that users can load this into an analysis package of their choice.

The performance tables website provides a number of ways of searching for schools of interest (for example, by name of school, by town, within x miles of a postcode or all schools within a LA) and presents the data in a series of web pages showing different aspects of the data. The selected schools are shown in alphabetical order by default but can be sorted by any measure if the user requires ranked data. Hover text is used on the website to provide fuller descriptions of the column headings and any abbreviations used.

Users can also download the data for all schools in either excel or csv format. Comprehensive metadata is provided for these files.

Any user wishing to conduct more detailed research or analysis may request an anonymised pupil level extract of the [national pupil database](#).

### 4. Coherence

Coherence is the degree to which the statistical processes, by which two or more outputs are generated, use the same concepts and harmonised methods.

We use the same methodology to produce the data within our SFRs and the performance tables. We also use a dataset produced at the same time for the performance tables and the revised SFR. As a result, the national and LA figures included in both the revised SFR and the performance tables will match.

Test and teacher assessment provide complementary information about a pupil's attainment so we would not expect them to agree in every case (for example, a pupil may not perform as well as expected in the test due to feeling tired or distracted that day. On the other hand a teacher may feel that a child has not mastered all the skills needed for a level but they may still achieve that level in the test). However, we would expect there to be a high level of correspondence between them.

Table 3 summarises the level of correspondence between the test results and teacher assessment at pupil level in 2013.

**Table 3: Comparison of test and teacher assessments (pupil level), 2013**

|                             | Reading | Mathematics |
|-----------------------------|---------|-------------|
| Same                        | 72%     | 78%         |
| TA higher                   | 18%     | 12%         |
| TA lower                    | 11%     | 10%         |
| Differ by more than 1 level | 0.3%    | 0.1%        |

Base: all pupils with 'marked' test and TA levels in that subject (excluding those who were absent, working below the level of the test etc) - includes 94% of eligible pupils in reading and 95% in mathematics.

The percentage of pupils achieving level 4 or above nationally is slightly lower when measured using test results than teacher assessments (86% and 87% respectively for reading 85% and 87% for mathematics in 2013).

Table 4 summarises the differences between the percentages achieving level 4 or above at school level measured by test and teacher assessment.

**Table 4: Comparison of % level 4 or above (school level), 2013**

|   | Reading | Mathematics |
|---|---------|-------------|
| Same                                    | 31%     | 37%         |
| TA higher                               | 43%     | 40%         |
| TA lower                                | 26%     | 23%         |
| Differ by more than 5 percentage points | 34%     | 30%         |

Base: all schools with a figure published for both test and TA.

## 5. Comparability

Comparability is the degree to which data can be compared over time, region or other domain.

### Over time

There have been a number of changes to primary school assessment over time which can make comparisons over time difficult. These changes are listed in annex F. Where time series are shown in the tables, any discontinuities will be indicated in the tables by the use of a dotted line and footnotes will be included to explain the reason for the discontinuity. Where possible (for example, when methodology rather than test structures change), figures for previous years will be recalculated using the current methodology. There were no significant changes to primary school assessments in 2015.

The most significant change in recent years was to assessments in English at key stage 2. For 2011 and earlier years, pupils took tests in both reading and writing and these were combined to give an overall English level. For 2012 onwards, writing was assessed by teacher assessment rather than test and no overall English level was produced. For this reason, you should be careful when comparing results for reading, writing and mathematics combined for 2012 and later years with those for earlier years. See annex G for guidance on comparisons over this period.

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

Attainment in mathematics was unchanged so is comparable over a much longer time period.

## **Differences between school, LA and national level figures**

LA and national figures for phonics include the same pupils and so are directly comparable.

The figures published in the national key stage 1 tables include any results from independent schools but these are excluded from the LA figures. A national figure which excludes pupils in independent schools is included in the LA tables for comparison purposes.

Similarly, the figures published in the national key stage 2 tables include any results from independent schools but results from these schools are excluded from the LA figures. There are also some differences in the pupils included in the national and school level figures. Pupils with 'pending maladministration' (S), 'missing' (M) and 'pupil took the test/was assessed in a previous year' (P<sup>2</sup>) are included in the school and LA level figures but are not included in the national figures. Similarly, where schools ask for overseas pupils to be discounted, these pupils will be removed from the school and LA figures but remain included in the national figures so that these reflect the attainment of all pupils. A national figure calculated on the same basis as the LA figures is included in the LA tables for comparison purposes.

## **Across different types of school**

Care needs to be taken when making comparisons across school types as schools can change type over time. For example, a simple comparison of the published figures for converter academies in 2012, 2013, 2014 and 2015 may be misleading because the number of converter academies has increased over this period so the same schools are not included each time. Any changes seen could be because the schools added into this category have different attainment to those which were already there, rather than that the results for these schools have improved or declined.

Even when we restrict our comparisons to the same group of schools over time (for example, academies that have been open for 3 years), we need to be aware that different types of schools will have had different starting points and this may affect their ability to improve. For example, sponsored academies generally start with lower attainment so have lots of potential to improve, however, converter academies generally have higher levels of attainment so have much less room for improvement.

## **With other parts of the UK**

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](#).

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<sup>2</sup> Pupils with P will have the P replaced with their previous result if it could be found. If a previous result cannot be found, the pupils result will be left as P and treated as missing.

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](#).

These assessments are not directly comparable with those for England.

### International comparisons

Pupils in England also take part in international surveys such as the Trends in International Mathematics 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.

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

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|                   |   |
|-------------------|---|
| If from the media | Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.<br>020 7783 8300  |
| If non-media      | Jayne Middlemas, Education Data Division, Department for Education, 2 St Paul's Place, 125 Norfolk Street, Sheffield S1 2FJ.<br>0114 2742117 <a href="mailto:primary.attainment@education.gsi.gov.uk">primary.attainment@education.gsi.gov.uk</a> |

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# Annex A: The national curriculum and floor standards

## National curriculum

The national curriculum covers a number of subject areas but not all subjects are covered by statutory assessments.

All children must be assessed in their final year of a key stage. Most of the children will be in the year group with similarly aged pupils; for example, most 7-year-old pupils will be in year group 2 at the end of key stage 1. Some children, however, may be older or younger because they are not being taught with their chronological age group.

Some pupils may complete a key stage programme of study in one or more subjects early. In these cases, pupils are only included in the published figures once they have completed the key stage in all subjects. Their results from previous years in the subjects taken early will be included with the current year data.

At the end of key stage 1, pupils must be assessed in: reading, writing, speaking and listening, mathematics and science. The teacher assessments are informed by internally marked tests. Only the teacher assessments are submitted to the department. Pupils are expected to reach level 2 by the end of key stage 1.

### Key stage 1 national curriculum level codes

|                  |  |
|------------------|--|
| W                | Working towards level 1 of the national curriculum |
| 1-4 <sup>3</sup> | National curriculum level achieved                 |
| A                | Absent   |
| D                | Disapplied   |
| M                | Missing  |
| Q                | Maladministration                                  |

At key stage 2, there are statutory externally marked tests in reading, mathematics and grammar, punctuation and spelling. The grammar, punctuation and spelling test was introduced in 2013. In addition to the statutory tests for national curriculum levels 3 to 5, externally marked non-statutory level 6 tests were also available for more able pupils.

Schools must provide teacher assessments including component attainment targets for English, reading, writing, mathematics and science.

### Key stage 2 national curriculum level codes

|     |  |
|-----|--|
| 1-6 | National curriculum level achieved                                       |
| A   | Absent   |
| B   | Working below the level of the test (tests only)                         |
| D   | Disapplied from the national curriculum (teacher assessment only)        |
| F   | Pupil will take the test/have TA in the future                           |
| H   | Annulled due to pupil cheating (tests only)                              |
| 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)   |
| Z   | Registered in error.   |

<sup>3</sup> Assessments at level 2 for key stage 1 in reading, writing and mathematics are split into sublevels: 2c, 2b and 2a. Assessments for science and speaking and listening and at other levels are not split.

Since 2010, national attainment levels in science have been measured using a statutory externally marked science test in a sample of schools. Between 2010 and 2012, this was an annual test. From 2014, there was a new sample [science test](#) which takes place every two years.

National curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that pupils who achieved level 2 at the end of key stage 1, would be expected to achieve level 4 by the end of key stage 2.

Level 4b<sup>4</sup> (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. New arrangements for primary assessment and accountability will be in place for 2015/16.

The majority of the published KS2 figures are based on either test results or teacher assessments rather than a combination of the two. The exceptions are progress measures and value added where the key stage 2 teacher assessments are used if a pupil doesn't have a 'marked' test result, for example because they were working below the level of the test, were absent at the time of the test or their test result was annulled.

Pupils in year 1 must also take a phonics screening check. Any year 2 pupils who did not meet the standard in year 1 or did not take the check in year 1, must re-take the check in year 2.

#### Phonics screening check

|    |   |
|----|---|
| Wa | Took the phonics screening check and met the required standard          |
| Wt | Took the phonics screening check and did not meet the required standard |
| A  | Absent  |
| D  | Did not take the phonics screening check                                |
| Q  | Maladministration   |

#### Floor Standard

Schools are deemed to be underperforming if their performance is below the 'primary school floor standard'. In 2014 and 2015, a school is below the minimum expected level if:

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

Results from the grammar, punctuation and spelling tests are not taken into account in the floor standard.

Only state-funded mainstream schools with 11 or more eligible pupils are included in the floor standard calculations. Closed schools, including those which closed during the latest academic year and reopened as a different type of school (for example, a sponsored academy), are excluded from the floor standard. Schools which do not have a figure published for each of the above measures (for example, where the figure is suppressed due to maladministration) are also excluded.

Figures for 2014 and 2015 are not comparable to those for 2013 due to a change in the floor standard.

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<sup>4</sup> Level 4b is not included in the data supplied by the STA but is derived from the test level and marks. These figures are not subject to the same statistical equating as the level thresholds, to ensure that national standards are maintained. In addition, the level 4 mark range is not always an exact multiple of three. Changes over time at level 4b or above should therefore be interpreted with care.

## Annex B: Level thresholds

The level thresholds are set by STA to ensure that standards in the tests remain consistent from year to year. 2015 level thresholds are shown in the table below.

### 2015 level thresholds

| Level                    | Reading | Grammar,<br>punctuation and<br>spelling | Mathematics |
|--------------------------|---------|---|-------------|
| <b>Level 3 to 5 test</b> |         |   |             |
| N                        | 0-10    | 0-22                                    | 0-15        |
| 2                        | -       | -                                       | 16-18       |
| 3                        | 11-17   | 23-42                                   | 19-45       |
| 4                        | 18-32   | 43-53                                   | 46-78       |
| 5                        | 33-50   | 54-70                                   | 79-100      |
| <b>Level 6 test</b>      |         |   |             |
| Below level 6            | 0-23    | 0-30                                    | 0-33        |
| Level 6                  | 24-34   | 31-50                                   | 34-50       |

Thresholds for 2013 and 2014 can be found on [gov.uk](http://gov.uk). Threshold tables for [2012](#) and [earlier years](#) are available in the national archive.

Level 4b is not included in the data supplied by the STA but is derived from the test level and marks. These figures are not subject to the same statistical equating as the level thresholds. In addition, the level 4 mark range is not always an exact multiple of three. Changes over time at level 4b or above should therefore be interpreted with care.

### Minimum marks needed to achieve level 4b

| Level | Reading | Grammar,<br>punctuation and<br>spelling | Mathematics |
|-------|---------|---|-------------|
| 2015  | 23      | 47                                      | 57          |
| 2014  | 24      | 49                                      | 57          |
| 2013  | 25      | 48                                      | 57          |

## Annex C: Further detail on school characteristics

This section provides further detail on the school type which is taken from [Edubase](#). School type in the SFRs and performance tables are shown as at 11 September at the start of the academic year.

|                                 |  |
|---------------------------------|--|
| 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 School                     | Free Schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community. They have the same legal requirements as academies and enjoy the same freedoms and flexibilities.      |
| City Technology College (CTC)   | 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.   |
| LA maintained school            | Schools fully or partially under LA control that are state-funded, mainly by the Dedicated Schools Grant. These include community schools, foundation schools, voluntary aided school and voluntary controlled schools and also LA maintained special schools.                         |
| 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. This group includes non-maintained special schools.                          |
| State-funded school             | Includes LA maintained 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 schools | Includes LA maintained mainstream schools, academies, free schools, City Technology Colleges (excluding all special schools, pupil referral units, alternative provision and independent schools).   |
| State-funded special schools    | Includes LA maintained special schools, academy sponsor led special schools, academy special schools and special free schools.   |
| All independent                 | Includes independent schools, independent special schools and non-maintained special schools.  |



|                            |  |
|----------------------------|--|
| Alternative provision (AP) | Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour. |
| Pupil referral unit (PRU)  | A pupil referral unit is a type of alternative provision. They are local authority establishments which provide education for children unable to attend a mainstream school.   |

Information on the phase of education covered by the school is derived from the school's statutory lowest and highest age of pupils taken from Edubase. These are shown as at 11 September at the start of the academic year. Only mainstream schools are included in the data broken down by the phase of education since special schools are more likely than mainstream schools to be all-through schools.

For key stage 1 and phonics, schools are categorised into infant schools (those with highest statutory pupil age of 7), primary schools (those with highest statutory pupil age between 8 and 11) and other schools (those with highest statutory pupil age greater than 11).

For key stage 2, schools are categorised into primary schools (those with lowest statutory age below 7 and highest statutory age of 11), junior schools (those with lowest statutory age of 7 or above and highest statutory age of 11) and other schools (those with highest statutory age greater than 11: this category includes middle and all-through schools).

## Annex D: Derived variables

The following derived variables are added to the pupil data.

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|   |   |
|---|---|
| Pupil included in end of year 2 phonics results | <p>Data for the year 2 cohort is produced by matching the year 2 phonics results from the current year with key stage 1 results for the current year and year 1 phonics results from the previous year. Pupils are included in the year 2 figures if:</p> <ul style="list-style-type: none"><li>• they have a valid year 2 phonics result from the current year; or</li><li>• they have a valid year 1 phonics result from the previous year and they have a valid key stage 1 result in the current year.</li></ul> <p>A binary indicator has been added to the KS1 NPD to indicate whether pupils should be included in figures for year 2 phonics.</p> |
| Combined phonics result                         | <p>If pupils have a result for both year 2 and year 1, the year 2 result is used (even if the year 1 result suggests that the pupil did not need to retake the check in year 2). Where pupils have a valid year 2 phonics result, the LA and school type associated with that result is used. Where they don't have a valid year 2 result, the LA and school type from the key stage 1 record is used. This is so that pupils who have moved schools between year 1 and year 2 are included under their year 2 school.</p>  |
| Pupil included in key stage 1 results           | <p>A small number of pupils have more than one phonics record in either year 1 or year 2. When this data is matched into the KS1 NPD, this can result in some pupils having two records in the KS1 NPD even though they only have one set of KS1 assessments.</p> <p>A binary indicator has been added to the KS1 NPD to indicate whether pupils should be included in KS1 figures so that these duplicate records can be consistently removed.</p>   |
| Valid pupils                                    | <p>Binary indicators have been added to the KS2 data to indicate whether pupils have a valid result in each subject. These indicators are used to identify the pupils to be included in national calculations.</p> <ul style="list-style-type: none"><li>• For KS2 tests, they include levels 2-6, A, B, H, N, Q and T. Pupils with M, X or S are not included.</li><li>• For KS2 TA, they include levels 1-6, A, D and W. Pupils with M are not included.</li></ul>  |
| Eligible pupils                                 | <p>Binary indicators have been added to the KS2 data to indicate whether pupils have an eligible result in each subject. These indicators are used to identify the pupils to be included in school and LA level calculations.</p> <ul style="list-style-type: none"><li>• For KS2 tests, they include levels 2-6, A, B, H, M, N, S, Q and T. Pupils with X are not included.</li><li>• For KS2 TA, they include levels 1-6, A, D, M and W.</li></ul>  |

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| <p>Achieved various levels in tests/TA</p>                             | <p>The expected level at KS1 is level 2 or above. Binary indicators have been added to the KS1 data to indicate whether pupils have achieved level 2 or above, level 2b or above and level 3 or above in each subject.</p> <p>The expected level at KS2 is level 4 or above. Binary indicators have been added to the KS2 data to indicate whether pupils have achieved level 4 or above, level 4b<sup>5</sup> or above, level 5 or above and level 3 or below in each subject.</p>  |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
|--|--|------------------|--|---|----|---|----|----|----|-----------|----|----|----|---|---|---|---|------------------|--|---|----|---|----|---|----|---|----|---|----|---------------------|---|---------------------|---|---|----|---|----|
| <p>Achieved various levels in reading, writing TA and mathematics.</p> | <p>Binary indicators have been added to the KS2 data to indicate whether pupils have achieved level 4 or above, level 4b or above, level 5 or above and level 3 or below in all of reading, writing and mathematics.</p> <p>The reading and mathematics results used are the test results. The writing result used is the teacher assessment.</p>  |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| <p>Progress measures</p>   | <p>Binary indicators have been added to the KS2 data to indicate whether pupils should be included in the progress measures and whether they have made the expected level of progress. Pupils need to have both KS1 and KS2 results to be included in the progress measures unless they achieved W, level 1 or level 6 at KS2.</p> <p>The KS2 result used for most pupils (approximately 95%) will be their test result. However, where pupils do not have a 'marked' test result, the key stage 2 teacher assessments will be used instead. For pupils who are working below the level of the test, the teacher assessment will be capped at level 2 but for other pupils, the teacher assessment is used as provided by the school. For full details of the progress measures methodology, see the performance tables.</p>   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| <p>Average point score (APS)</p>                                       | <p>The KS1 average point score includes reading, writing, mathematics and overall science only. The table sets out how points have been allocated to each KS1 TA level (any other results are disregarded).</p> <table border="1" data-bbox="1134 1122 1477 1384"> <thead> <tr> <th colspan="2">KS1 point scores</th> </tr> </thead> <tbody> <tr><td>4</td><td>27</td></tr> <tr><td>3</td><td>21</td></tr> <tr><td>2a</td><td>17</td></tr> <tr><td>2b (or 2)</td><td>15</td></tr> <tr><td>2c</td><td>13</td></tr> <tr><td>1</td><td>9</td></tr> <tr><td>W</td><td>3</td></tr> </tbody> </table> <p>The KS2 average point score is calculated by adding the reading test and writing TA point scores and dividing by 2. The result is then added to the mathematics test point score and the result again divided by 2. The table sets out how points have been allocated to each KS2 level (any other results are disregarded).</p> <table border="1" data-bbox="1134 1406 1477 1720"> <thead> <tr> <th colspan="2">KS2 point scores</th> </tr> </thead> <tbody> <tr><td>6</td><td>39</td></tr> <tr><td>5</td><td>33</td></tr> <tr><td>4</td><td>27</td></tr> <tr><td>3</td><td>21</td></tr> <tr><td>2</td><td>15</td></tr> <tr><td>1 (writing TA only)</td><td>9</td></tr> <tr><td>W (writing TA only)</td><td>3</td></tr> <tr><td>N</td><td>15</td></tr> <tr><td>B</td><td>15</td></tr> </tbody> </table> <p>If any pupils have no point score for one of more subjects, the APS will be calculated from the remaining subjects.</p> | KS1 point scores |  | 4 | 27 | 3 | 21 | 2a | 17 | 2b (or 2) | 15 | 2c | 13 | 1 | 9 | W | 3 | KS2 point scores |  | 6 | 39 | 5 | 33 | 4 | 27 | 3 | 21 | 2 | 15 | 1 (writing TA only) | 9 | W (writing TA only) | 3 | N | 15 | B | 15 |
| KS1 point scores   |  |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 4  | 27   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 3  | 21   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 2a   | 17   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 2b (or 2)  | 15   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 2c   | 13   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 1  | 9  |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| W  | 3  |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| KS2 point scores   |  |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 6  | 39   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 5  | 33   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 4  | 27   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 3  | 21   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 2  | 15   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| 1 (writing TA only)  | 9  |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| W (writing TA only)  | 3  |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| N  | 15   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |
| B  | 15   |                  |  |   |    |   |    |    |    |           |    |    |    |   |   |   |   |                  |  |   |    |   |    |   |    |   |    |   |    |                     |   |                     |   |   |    |   |    |

<sup>5</sup> Level 4b is not included in the STA data but is derived from the test level and marks. A pupil with a mark in the top two thirds of the level 4 mark range or with level 5 or 6 is deemed to be at level 4b or above. It should be noted that these figures are not subject to the same statistical equating as the level thresholds to ensure that national standards are maintained. In addition, the level 4 mark range is not always an exact multiple of three. Changes over time at level 4b or above should therefore be interpreted with care.

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Low/middle/high prior attainment

Prior attainment bands are derived from the KS1 APS as follows:

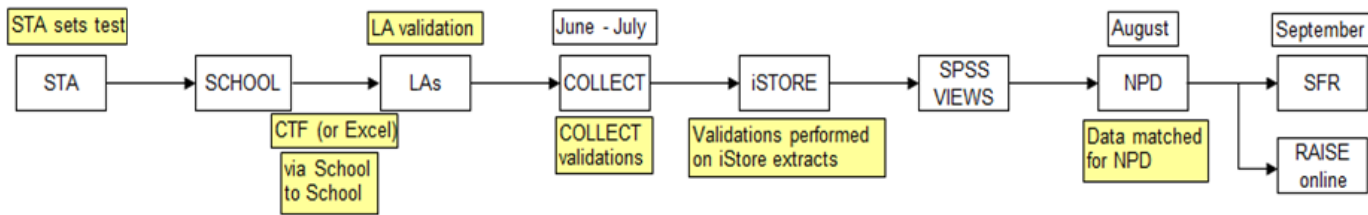
- Low attaining: below level 2 at KS1 (KS1 APS < 12);
- Middle attaining: at level 2 at KS1 (KS1 APS  $\geq$  12 but <18);
- High attaining: above level 2 at KS1 (KS1 APS  $\geq$  18).

Any pupils without KS1 assessments are excluded from these figures.

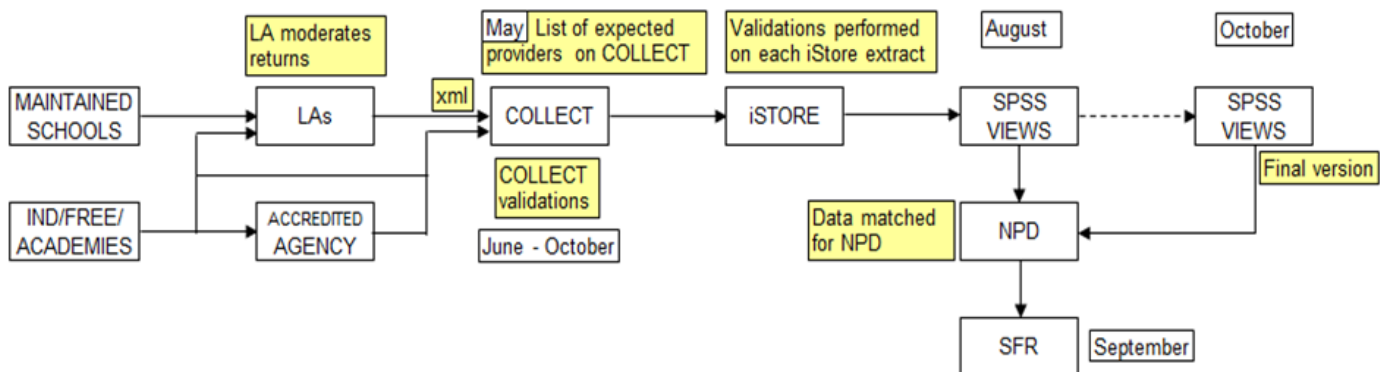
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# Annex E: Process maps

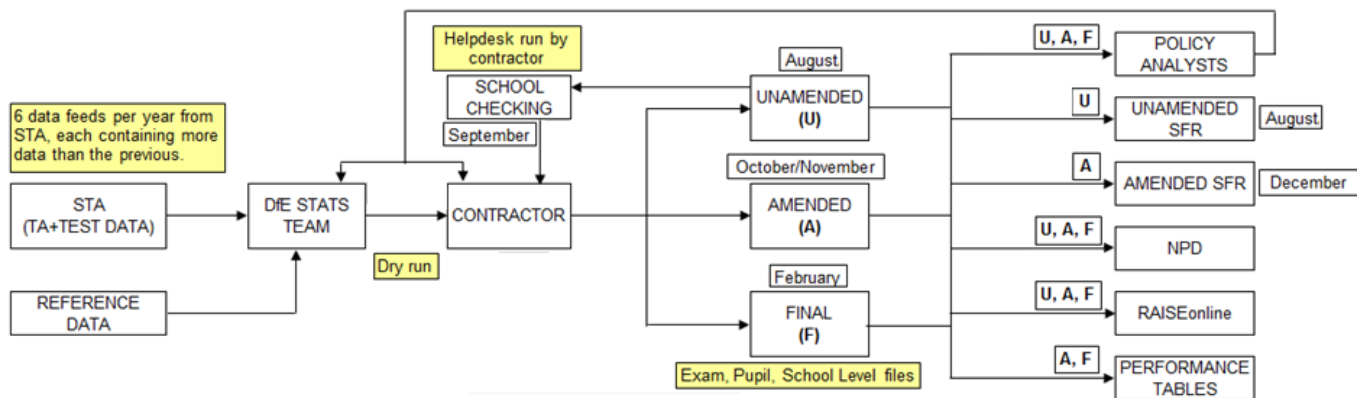
## Phonics



## Key stage 1



## Key stage 2



## Annex F: Timeline of changes in primary assessment

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|      |   |
|------|---|
| 1988 | National curriculum introduced.   |
| 1990 | First national curriculum tests for pupils at the end of key stage 1 (7 year olds).   |
| 1994 | First national curriculum tests for pupils at the end of key stage 2 (11 year olds).  |
| 1996 | Publication of the first primary school performance tables for pupils. The tables showed the achievement of pupils in English, mathematics and science tests and teacher assessments at the end of key stage 2.   |
| 1999 | Key stage 2 teacher assessments dropped from performance tables.  |
| 2002 | Foundation stage profile introduced in schools for pupils aged 3 to 5 years.  |
| 2003 | Data on KS1-2 value added (VA) was included in the performance tables.  |
| 2005 | Schools were no longer required to report both test results and teacher assessments for pupils at the end of key stage 1 – they only needed to report teacher assessments.  |
| 2007 | KS1-2 value added data was replaced with contextualised value added (CVA) in the performance tables.  |
| 2008 | Delay in the release of results of the key stage 2 test results to schools which led to the Sutherland enquiry.<br><br>Removal of the borderlining procedure (the process of checking test scripts that fall just below level thresholds) in the marking process.   |
| 2009 | Last year of key stage 2 science test for all pupils.<br><br>Introduction of progress measures in mathematics and English to the performance tables.  |
| 2010 | Mathematics single level tests pilot.<br><br>Introduction of annual science sample test.<br><br>Approximately 25% of schools failed to take part in the tests as a result of industrial action.<br><br>Key stage 2 teacher assessments re-introduced to the performance tables (in addition to test results). |
| 2011 | Single level tests dropped.<br><br>Progress measures methodology revised so that the same methodology was used in both the performance tables and the SFRs.<br><br>New value added measures introduced to the performance tables to replace CVA.  |

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|      |   |
|------|---|
| 2012 | <p>Statutory phonics screening check for all year 1 pupils in state-funded schools in England introduced.</p> <p>Externally marked writing tests were statutory in a sample of schools. All other state-funded schools had to administer the writing test to inform their writing teacher assessment but could choose to mark it internally if they wished. Subject levels for English were calculated by combining the reading test mark with the writing teacher assessment.</p> <p>First collection of separate reading and writing teacher assessments.</p> <p>Introduction of optional level 6 tests.</p> <p>Final year of annual science sample test.</p> |
| 2013 | <p>Re-take of phonics screening check for pupils in year 2 who failed to achieve the required standard in year 1 introduced.</p> <p>Introduction of grammar, punctuation and spelling test.</p> <p>Reporting of overall English replaced with reading and writing results separately.</p> <p>Introduction of separate reading and writing progress measures.</p>  |
| 2014 | <p>The phonics threshold mark was not communicated to schools in advance of the phonics screening check as it had been in previous years.</p> <p>Calculators were not allowed in any of the level 3-5 mathematics tests. In previous years, they were allowed for paper 2.</p> <p>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>Introduction of new science sample test every two years.</p>   |
| 2015 | <p>Changes to moderation arrangements at KS1 to ensure that 50% of infant schools are moderated.</p> <p>All KS2 tests were marked on screen (previously reading and mathematics tests were marked on paper).</p>  |
| 2016 | <p>Assessments will be based on the new national curriculum. Abolition of national curriculum levels. New tests for key stage 1 and key stage 2 introduced using scaled scores. Teacher assessments in 2016 will be based on the interim teacher assessment framework.</p>  |

## Annex G: Advice on comparing KS2 attainment over time for measures including writing

Our footnotes within key stage 2 statistical first releases (SFRs) published since 2012 have advised against drawing comparisons of attainment with previous years where these relate to performance measures including writing. However, now that we have data available for more years and can review trends over a longer time series, our statistical assessment is that certain comparisons can be made over this discontinuity.

In 2012, an externally marked key stage 2 writing test was replaced by writing teacher assessment. As there was not a year when both the writing test was completed by pupils and a teacher assessment was also provided, it is not possible to measure with absolute certainty what the impact of this change was.

The available data for 2012 shows that:

- there was an increase in the proportion of pupils achieving level 4 or above in writing from 75% to 81%
- the proportion of pupils achieving level 4 or above in reading, writing and mathematics increased from 67% to 75%.

As we were unable to measure the impact on the reported statistics of the change from using writing test results to teacher assessment in performance measures, we advised in SFR footnotes<sup>6</sup> that *'figures for 2011 and earlier are not comparable to those for 2012 onwards'*.

This advice still has relevance for measures spanning 2011 and 2012 as we cannot isolate the impact of the change of methodology.

However, figures (below) show a steady upwards trajectory in writing attainment from 2007 to 2015, ie both before and after the change from testing to teacher assessment.

### Percentage of pupils achieving level 4 or above

|      | Writing | Reading, writing and mathematics |
|------|---------|----------------------------------|
| 2007 | 67      | 60                               |
| 2008 | 68      | 62                               |
| 2009 | 68      | 62                               |
| 2010 | 71      | 64                               |
| 2011 | 75      | 67                               |
| 2012 | 81      | 75                               |
| 2013 | 83      | 75                               |
| 2014 | 85      | 78                               |
| 2015 | 87      | 80                               |

Writing was based on a test up to 2011 and a teacher assessment for 2012 onwards.

Local authorities moderate a minimum 25% sample of primary schools annually, so all schools should have had their teacher assessment moderated at some point since writing teaching assessment replaced writing tests at KS2. Therefore, we should have confidence that the writing levels being achieved have been moderated. On this basis, we now consider that it is acceptable to make general statements based on data

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<sup>6</sup> [National curriculum assessments at key stage 2 in England, 2015 \(provisional\)](#)



in a longer-term time series, eg '*...the number of pupils leaving primary school unable to read, write and add up properly has fallen from 1 in 3 in 2010 to 1 in 5 today*'. However, any more precise comparisons should be treated with caution.

## Annex H: Glossary and abbreviations

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|                   |   |
|-------------------|---|
| Checking exercise | <p>In September each year, schools are asked to check the provisional KS2 data that we hold for their school during the performance tables checking exercise. The data is uploaded to a secure website and schools can inform us via this website of any pupils that are included in their school in error, or of any missing pupils. They can also notify us of any other errors in the data such as errors in matching prior attainment results and apply for pupils to be discounted from their figures, if they have recently arrived from overseas and their first language is not English. Any changes requested are validated to ensure that they comply with the rules before being accepted.</p> |
| COLLECT           | <p>Collections On-Line for Learning, Education, Children and Teachers - a system used by the Department for Education to collect data from schools, LAs and other organisations.</p>  |
| Edubase           | <p>EduBase is a register of educational establishments in England and Wales, maintained by the Department for Education. It provides information on establishments providing compulsory, higher and further education.</p> <p>The information included is provided by a range of suppliers, from the establishments themselves to Local Education Authorities and teams within the DfE.</p>   |
| Expected level    | <p>Pupils are expected to reach level 2 or above by the end of key stage 1 (age 7). They are expected to reach level 4 or above by the end of key stage 2 (age 11).</p>   |
| Final data        | <p>Final KS1 and phonics data is available in November but as the level of change from provisional data is minimal, the SFR is not updated. The final data will be added to time series in the following year's SFR.</p> <p>Final KS2 data is available in March following the errata period. The performance tables are updated with this data. However, as the level of change from revised data is minimal, the SFR is not updated. The final data will be added to time series in the following year's SFR.</p>   |
| Floor Standard    | <p>Schools are deemed to be underperforming if:</p> <ul style="list-style-type: none"><li>• fewer than 65% of pupils at the end of key stage 2 achieve level 4 or above in all of reading, writing and mathematics; and</li><li>• the proportion of pupils making two levels of progress in reading, writing or mathematics are all below the median percentage for all state-funded mainstream schools.</li></ul>  |
| GPS               | <p>Grammar, punctuation and spelling. Pupils take a test of grammar, punctuation and spelling at the end of key stage 2.</p>  |
| KS1               | <p>Key stage 1. This covers year 1 and year 2 in primary schools. Pupils are normally 6 or 7 years old at the end of key stage 1.</p>   |
| KS2               | <p>Key stage 2. This covers years 3 to 6 in primary schools. Pupils are normally 10 or 11 years old at the end of key stage 2.</p>  |
| LA                | <p>Local authority</p>  |

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|                               |   |
|-------------------------------|---|
| Maladministration             | <p>Maladministration refers to any act that:</p> <ul style="list-style-type: none"> <li>• affects the integrity, security or confidentiality of the national curriculum assessments</li> <li>• could lead to results and/or outcomes that don't reflect pupils' unaided work or actual abilities.</li> </ul>  |
| NCA Tools                     | Schools and LAs use the NCA tools website to support administration of the national curriculum tests, including the phonics screening check, and submission of key stage 2 teacher assessment.  |
| National Pupil Database (NPD) | The NPD contains detailed information about pupils in schools and colleges in England. It includes test and exam results, prior attainment and progression at different key stages and also includes information about pupils' characteristics.   |
| Phonics screening check       | <p>The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher.</p> <p>Pupils in year 1 (age 5 or 6) must take the phonics screening check. Any year 2 pupils who did not meet the standard in year 1 or did not take the check in year 1, must retake the check in year 2.</p>   |
| Performance tables            | Primary school performance tables are published in December of each year. Secondary school and post-16 performance tables are published in January. They give information on the achievements of pupils in primary, secondary and 16-18 provision in schools and colleges, and how they compare with other schools and colleges in the Local Authority (LA) area and in England as a whole.   |
| Progress measures             | <p>Progress measures at KS2 show, for each of reading, writing and mathematics, the percentage of children who have made at least expected progress by the end of year 6.</p> <p>We compare each child's teacher assessment at the end of year 2 with their test results (teacher assessment for writing) at the end of year 6. If any pupil does not have a test result, we use their teacher assessment instead. If they have made two or more levels of progress, they are counted as having made 'expected progress'.</p> |
| Provisional data              | Provisional phonics and KS1 data is published in September of each year and provisional KS2 data is published in August each year. The provisional data is subject to change though the impact on national data is usually minimal.   |
| Reviews                       | If schools believe that the mark scheme has not been correctly applied or a clerical error has been made, they may ask for a paper to be re-marked. This may result in a change to the mark or level awarded.   |
| Revised data                  | Revised KS2 data is published in December each year. This updates the national and local authority information published in the provisional SFR and also includes school level information in the performance tables.   |
| SFR                           | Statistical First Release. All the Departments SFRs are published on gov.uk.  |

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|                    |  |
|--------------------|--|
| STA                | Standards and Testing Agency   |
| TA                 | Teacher Assessment   |
| Threshold measures | 'Threshold measures' refer to any figures where we show the percentage of pupils who have achieved a particular level in a subject or combination of subjects, for example, the percentage achieving level 4 or above in reading, writing and mathematics. |

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