

Statistics of Education:

National Curriculum Assessments of 7, 11 and 14 year olds in England – 2000



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NATIONAL CURRICULUM ASSESSMENTS OF 7, 11 AND 14 YEAR OLDS IN ENGLAND – 2000

Introduction

Background

1 This bulletin – the fourth in the series – provides the results of further analyses carried out on the attainments of pupils in England under the National Curriculum. It contains results of 2000 tasks/tests and teachers' assessments¹ at each Key Stage. A Statistical First Release² showing these results by Local Education Authority was published in October 2000. This Bulletin expands on that information, and looks at results by type of school³, (i.e. maintained, independent and special), size of school and percentage of pupils known to be eligible for free school meals. This Bulletin also contains, for the first time, the number of pupils at each level in the assessments.

2 The Bulletin is also an opportunity to finalise the results published in the Key Stage 1, 2 and 3 Autumn Packages⁴. The data in the Autumn Package of Performance Information for Schools is complementary to this Bulletin and is used by schools for target setting and benchmarking.

3 TAs and tests provide complementary information about pupils' attainment. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each particular Key Stage. Teacher assessments are a judgement of performance in the whole subject over the academic year.

Changes to the National Curriculum Assessment tests since 1999

4 There have been no changes to the National Curriculum testing arrangements between 1999 and 2000. The last significant change was between 1997 and 1998. After a pilot in 1997, a mental arithmetic test was introduced in 1998 as part of the Key Stage 2 and 3 mathematics assessments. The mental arithmetic test was a taped test consisting of 20 questions at Key Stage 2 and 30 at Key Stage 3, and it lasted for approximately 20 minutes. The tests were designed to assess the recall and mental agility of the children.

How to interpret the results

5 The National Curriculum standards have been designed so that most pupils will progress approximately one level every two years. Level 2 is the level expected of most pupils at the end of Key Stage 1; by the end of Key Stage 2 pupils are expected to reach Level 4; and Levels 5 and 6 are the levels expected of

most pupils at the end of Key Stage 3. When presenting analyses that refer to 'expected level' at Key Stage 3, the Department's practice is to measure against those pupils achieving Level 5 and above.

LEVELS IN THE NATIONAL CURRICULUM

EXCEPTIONAL PERFORMANCE			
LEVEL 8			●
LEVEL 7			■
LEVEL 6		●	□
LEVEL 5		■	□
LEVEL 4	●	□	○
LEVEL 3	■	○	○
LEVEL 2	□	○	○
LEVEL 1	○	○	○
AGE	AGE 7	AGE 11	AGE 14

○ working towards expected level
 □ achieved expected level
 ■ exceeded expected level
 ● considerably exceeded expected level

National Targets in Literacy and Numeracy

6 In May 1997 the Government set national targets for 11 year olds in literacy and numeracy, these are shown below.

By 2002:

- 80% of 11 year olds will reach at least Level 4 in the Key Stage 2 English test; and
- 75% of 11 year olds will reach at least Level 4 in the Key Stage 2 mathematics test.

Each Local Education Authority has also set an individual target for English and mathematics⁵.

Key Points

7 The key points to emerge from this bulletin are:

- In Key Stage 1 reading task/test 83% of pupils achieved or exceeded the expected level; 28% achieved Level 3 and above in the reading comprehension test.
- In all Key Stage 1 subjects – both test and TA – a higher percentage of girls than boys achieved or exceeded the expected level. The largest gap was in writing TA where girls outperformed boys by ten percentage points (87% of girls achieved the standard compared to 77% of boys). In the

¹ Throughout the text in this Bulletin, teacher assessment will be referred to as TA.

² Statistical First Release 43/2000 published in October 2000. This analysis covered all maintained schools, including maintained special schools. An electronic copy of the SFR can be found on www.dfes.gov.uk/statistics.

³ For this Bulletin, maintained schools cover mainstream maintained schools and CTCs; independent schools do not include non-maintained specials; special schools cover all maintained and non-maintained special schools, as well as all pupil referral units.

⁴ The Autumn Packages produced by the DfEE, QCA and OfSTED contain the 2000 National results, together with benchmarking and value added information. There are four packages, one for each Key Stage and a GCSE/GNVQ package.

⁵ The local education authority targets are published in the DfEE Press Notice 5/98.

mathematics and science TA the gap was the smallest at two percentage points.

- 75% of pupils reached Level 4 or above in the Key Stage 2 English test; this represented a four percentage point increase over the 1999 figure of 71%. The gender gap between girls' and boys' achievement closed from eleven percentage points in 1999 to nine points in 2000; in 2000, 79% of girls achieved at least Level 4 in English compared to 70% of boys.
- 72% of pupils reached Level 4 or above in the Key Stage 2 mathematics test; this represented a three percentage point increase over the 1999 figure of 69%. In 2000, 72% of boys and 71% of girls achieved Level 4 and above, at Level 5 and above boys (27%) had a four percentage point lead over girls (23%).
- The percentage of pupils who reached Level 5 or above in the Key Stage 3 English test remained the same as 1999 at 64%. Girls (at 73%) had an eighteen percentage point lead over boys (at 55%) in English, but boys had a three percentage point lead over girls at Level 5 and above in the science test.
- As seen in 1999, the proportion of pupils classified as lower achievers increased as pupils progressed through the three Key Stages – Key Stage 1 had the lowest and Key Stage 3 had the highest. The percentage of high achievers was broadly the same for Key Stages 1 and 2 but Key Stage 3 had the lowest percentage of high achievers.
- Participating independent schools continued to show higher proportions of pupils reaching the expected level than the other types of schools. However, the participation rate of independent schools ranged from 25% to 49%.
- As in 1999, as the percentage of pupils who were known to be eligible for free school meals increased within a school, the percentage of pupils attaining the target level decreased in all three Key Stages.
- 172 thousand more pupils achieved a Level 4 or above in the reading test at Key Stage 2 than reached the same level in the writing test. The majority (104 thousand) of these pupils were boys.

National Results

Achievement in 2000

8 National results for Key Stages 1, 2 and 3 by level attained are shown in Table 1. In order to examine the

school level distribution of results Tables 5 and 6 show the quartiles⁶ of the percentage of pupils achieving the expected level or above for each of the three Key Stages.

9 In the Key Stage 1 reading task/test, 83% of pupils achieved or exceeded the expected level; 28% of these pupils were classified as high achievers in the reading comprehension test (i.e. achieving Level 3 and above). Of the four Key Stage 1 subjects, mathematics, at 90%, had the highest percentage of pupils achieving the expected Level 2 and above. The mathematics test, at 73%, also had the highest percentage of pupils achieving Level 2B and above. (Table 1 and 3)

10 The lower quartile for Key Stage 1 reading task/test was 76%, this meant that in at least three quarters of the Key Stage 1 schools 76% or more of their pupils were at or above Level 2. Similarly in at least three-quarters of Key Stage 1 schools, at least 85% of pupils achieved Level 2 and above in mathematics. At the higher end of the achievement range, in at least one quarter of Key Stage 1 schools, 98% or more of the pupils reached or exceeded the standard for mathematics. (Table 6)

11 75% of pupils achieved or exceeded the expected level in Key Stage 2 English test, which represented a four percentage point increase over the 1999 figure of 71%. In the mathematics test – and in the TA – 72% of pupils reached the standard. In the science test, 85% of pupils achieved at least a Level 4; girls had a one percentage point lead in the test and a two point lead in the TA. Less than one half of one per cent of pupils were disapplied⁷ from the National Curriculum and around 2% were absent for the 2000 Key Stage 2 tests. In each of the subjects less than 0.5% of pupils attained Level 6 or above in the tests or TA. (Table 1 and Table 4)

12 The interquartile range for all schools in the three Key Stage 2 subjects showed a greater spread of school performance than at Key Stage 1. In the English test, one quarter of Key Stage 2 schools had about 88% or more of their pupils at Level 4 or above. In one quarter of schools, at least 96% of their pupils achieved or exceeded the standard in Key Stage 2 science test, and in a quarter of schools, at least 85% of pupils achieved Level 4 or above in the mathematics test. In all three subjects the difference between the upper and lower quartiles has fallen by up to 10 percentage points since 1998. (Table 6)

13 64% of pupils gained Level 5 or above in the Key Stage 3 English test; no change on the previous year. Only 29% achieved Level 6 and above in the same test, which was an increase of one percentage point compared to the 1999 figure. The percentage of pupils achieving the standard in the 2000 science test increased by four

⁶ Quartiles are used to show the spread of school level achievement. The median is the result obtained by the school at the mid-point of the ordered distribution, i.e. the result at which half the schools have results above that level and half have results below. The upper quartile is the achievement level at which a quarter of schools have results at or exceeding this level and 75% below the level. The lower quartile is the achievement level at which 25% of schools have results below this level and 75% exceeding this level.

⁷ Pupils disapplied under section 364/365 of the 1996 Education Act.

points to 59% since 1999, achievement in the mathematics test rose by three percentage points to 65%. The range of school-level results was much wider at Key Stage 3 than the other two Key Stages; the interquartile range was about 43 percentage points for each test and TA subject. Unlike Key Stages 1 and 2, where the interquartile range has decreased steadily since 1998, the difference between the upper and lower quartiles at Key Stage 3 has increased every year since 1998. (Tables 1, 4 and 6)

14 This year's bulletin contains a new table (Table 2), which contains the numbers of pupils in thousands at each level of attainment. At Key Stage 1, about 605,000 pupils were eligible for assessment. About 543 thousand of these pupils were assessed at Level 2 or above in the mathematics test. Around 505,000 pupils reached Level 2 or above in the reading test/task, this comprised of 335.7 thousand pupils who attained a Level 2 in the Reading Task and 168.9 thousand who achieved a Level 3 or above in the Reading Comprehension Test. (Table 2)

15 In the Key Stage 1 mathematics and science teacher assessments, 89% of girls were at the expected level or above, a lead of 2 points over boys in both subjects. However, looking at the numbers, around 4,000 more boys than girls achieved a Level 2 or above. This anomaly is due to the fact that there are more boys than girls in the cohort. (Tables 1 and 2)

16 At Key Stage 2, the numbers of pupils varies across subjects, but on average about 620,000 pupils were eligible for assessment. The number of pupils at Level 4 or above ranged from 527.4 thousand in the science test to 344.4 thousand in the writing test. 11,000 more boys than girls achieved the expected level or above in the mathematics test, whereas 19 thousand more girls than boys reached the expected level in the English test. (Table 2)

17 Between 567.1 thousand and 581.0 thousand pupils were eligible for the Key Stage 3 assessments. Of these pupils the highest number to reach Level 5 or above was 376,900 in the mathematics TA, the lowest being 343,800 in the science test. The largest difference in the numbers of boys and girls at Level 5 or above (and at Level 6 or above) was in the English test, where about 40,000 more girls than boys reached this level. (Table 2)

Lower Attainment

18 For the purpose of this Bulletin, lower achievement is defined as being at least two levels below the standard: Key Stage 1 pupils working towards Level 1; pupils at or below Level 2 for Key Stage 2; and those pupils at or below Level 3 at Key Stage 3. Table 8 shows the percentage of pupils at or below these levels. Table 9 shows the percentage of schools in each band of lower achievement. For example, in 15% of schools, there were between 10% and 20% (10-20) of boys working towards Level 1 in Key Stage 1 writing. (Table 9)

19 In the Key Stage 1 writing task, 5% of pupils were working towards Level 1 compared to 3% in the reading

task/test and 2% in mathematics. In each of the subjects, both test and TA, all pupils were classified as working towards Level 1 in around 2% of schools, except in reading and mathematics, where the figure was 1%. (Tables 8 and 9)

20 The proportion of pupils classified as lower achievers is higher at Key Stage 2 than Key Stage 1. Around 6% of pupils were at Level 2 or below in English and mathematics, in test and TA. In all test subjects, 2% of schools had all their pupils classified as low achievers, while for the TA, the comparable figure was 3% of schools. (Tables 8 and 9)

21 Of the three Key Stages, Key Stage 3 had the highest proportion of low attainment. In test and TA for all subjects, 11% or more of the pupils were in the low achievement category. The percentage of schools in which all pupils were at Level 3 or below was higher in the Key Stage 3 TA than in the tests; for example, 10% of schools contained pupils who all reached at most Level 3 in the mathematics TA, compared to 6% in the mathematics tests. (Tables 8 and 9)

22 For all Key Stages the independent schools who volunteered to return results had the lowest proportion of low achievement. Special schools had the highest rate of low achievement. (Table 10)

Higher Attainment

23 Higher achievement for Key Stage 1 is classified as those achieving Level 3 or above; for Key Stage 2 it is those pupils at Level 5 or above; and at Key Stage 3 it is those pupils who reach Level 7 or above. Table 12 shows the percentage of pupils achieving these levels. Table 13 shows the percentage of schools in each band of higher achieving pupils. For example, 23% of schools have between 10% and 20% (10-20) of their Key Stage 1 pupils at Level 3 or above in the mathematics test. (Table 13)

24 In the Key Stage 1 reading test, 28% of pupils were at or above Level 3, compared to 9% in the writing test and 25% in the mathematics test. Similar levels of high achievement were gained in the Key Stage 1 TAs. In all subjects, less than 0.5% of schools had all their pupils achieving Level 3 or above in the tests. (Tables 12 and 13)

25. The percentage of high achievers in Key Stage 2 ranged from 22% in English TA to 29% in English test. A higher percentage of boys were high achievers in 2000 Key Stage 2 mathematics test than girls. Compared to 1998, the percentage of high achievers has risen, notably in science where it rose from 27% in 1999 to 34% in 2000, and English where it rose from 22% in 1999 to 29% in 2000. Across the other subjects the percentage of high achievers was around two percentage points higher in 2000 than in 1999. In about 15% of schools, at least half of the pupils achieved level 5 or above in the Key Stage 2 tests. (Tables 12 and 13)

26 Key Stage 3 had the smallest proportion of high achieving pupils. In mathematics 18% of pupils were

high achievers, compared to 7% in the English and science tests. In the English and science tests, 1% of schools had more than half their pupils classified as high achievers, although the figure for mathematics was 5%. (Tables 12 and 13)

Achievement in 2000 compared with 1998 and 1999

27 At Key Stage 1 between 1998 and 2000 the percentage of pupils who achieved Level 2 and above has increased steadily for all subjects tests and TA. The percentage achieving the expected level in mathematics has increased by three percentage points each year since 1998 to 90% in 2000. Performance in reading and writing TA has increased by two percentage points each year to 84% and 82% of pupils at Level 2 and above in 2000. This increase was greater at Level 2B and above. Achievement at Level 2B and above in reading rose each year to 68% in 2000, writing also rose by 5 points in 1999 and 4 points in 2000 to 57%. The largest increase was in mathematics where 73% of pupils reached Level 2B or above, an increase of nine points on 1999. (Table 5)

28 In the 2000 Key Stage 2 tests, compared to 1999, the percentage of pupils achieving the expected level rose in science by seven percentage points (from 78% to 85%), by three points in mathematics (from 69% to 72%) and by four points in English (from 71% in 1999 to 75% in 2000). Compared to 1998, the 2000 Key Stage 2 reading tests improved by twelve percentage points from 71% at or above the standard to 83% in 2000. By comparison, the percentage of pupils achieving Level 4 and above in the writing test only increased by two points from 53% in 1998 to 55% in 2000. (Table 5)

29 In 2000 the proportion of Key Stage 3 pupils achieving Level 5 or above remained the same in the English test at 64% after the one point fall between 1998 and 1999. In science, the percentage at the expected level or above increased by four points to 59%, again after falling one point the previous year. The performance in mathematics continued the steady increase in the percentage at Level 5 or above by three points each year to 65% in 2000. The percentage of pupils at Level 6 and above rose in all three core subjects between 1999 and 2000, the largest increase was in science which increased from 24% in 1999 to 29% in 2000. These rises have reversed the fall seen in the English and science tests between 1998 and 1999 where the percentage at Level 6 or above fell by seven points to 28% in English. (Table 5)

Results by Gender

30 In all Key Stage 1 subjects the percentage of girls who achieved the expected level or above was higher than the percentage of boys. This was true for both test and TA; it was also true at Level 2B and above. The largest gap was ten percentage points in the writing TA; 87% of girls achieved the standard compared to 77% of boys. In the mathematics test, mathematics TA and science TA, the gender gap was much smaller at

between two and three percentage points. In 2000, in all three test subjects and four TA subjects, at least a quarter of schools had 100% of their girls at Level 2 or above (although it was not necessarily the same schools within each subject). Boys only achieved this feat in mathematics test and TA and the science TA. (Tables 3 and 7)

31 In all aspects of Key Stage 1 fewer girls were working towards Level 1 than boys. The widest difference in the proportion of boys and that of girls in the low achievement category was in writing task – 3% of girls fell into this category compared to 7% of boys. At the high achieving end of the spectrum, girls outperform boys in reading and writing, for example, in the reading test/task 32% of girls compared with 24% of boys were high achievers. However the performance of boys was higher than girls in both the mathematics test and TA plus science TA. (Table 8 and 12)

32 In the Key Stage 1 tests and TA for all of the subjects, girls and boys showed similar improvement since 1998. Girls also outperformed boys in all types of schools, except special schools where boys were generally better, they had a three percentage point lead over girls in reading task/test. (Tables 3 and 5)

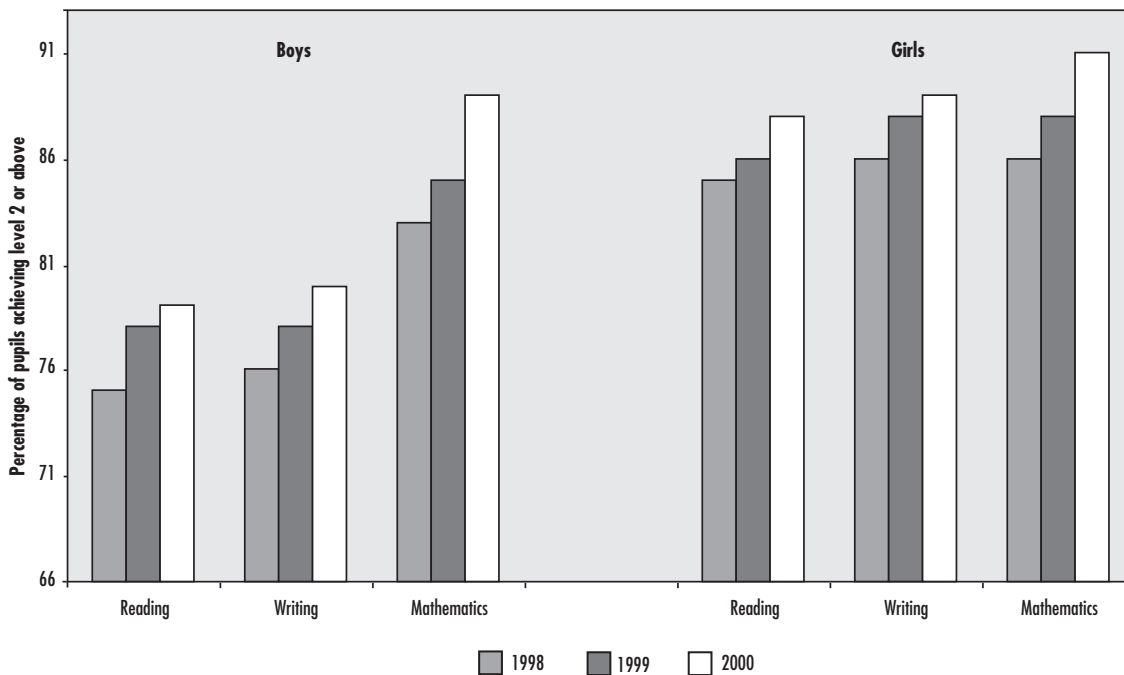
33 At Key Stage 2, girls outperformed boys in the English tests, 79% of girls attained a Level 4 or above compared to 70% of boys. At both test and TA for mathematics and science boys and girls had a very similar percentage distribution. Boys exceeded the performance of girls in the mathematics test plus a slightly higher proportion of boys were classed as high achievers in mathematics, more girls than boys were classed as high achievers in both the English test and TA. (Tables 3 and 12)

34 At Key Stage 3, the achievement of boys in science, at 61% at Level 5 or above, was three points higher than that of girls at 58%. Girls outperformed boys by 18 percentage points in the English test. In the English test 15% of boys, compared to 7% of girls were working at level 3 or below. (Tables 5 and 8)

35 The 2000 mathematics and science results for both boys and girls at Key Stage 3 showed an improvement since 1998. The English test result has remained the same for both boys and girls since 1999. (Table 5)

36 The analyses of attainment in the Key Stage 3 non-core subjects showed that a higher percentage of girls achieved the expected level in all subjects except physical education. In PE boys (77%) had a one percentage point lead over girls (76%). This compares with a fifteen point lead that girls had over boys in design and technology, modern foreign languages and music. Please note that unlike the other non-core subjects, the expected level in modern foreign languages at Key Stage 3 is Level 4. (Table 1)

CHART 1:
Percentage of pupils achieving level 2 or above in the Key Stage 1 tests



Results by School Type

37 At Key Stage 1, the participating independent schools had the highest percentage of pupils reaching the expected level in all subjects. The difference between attainment at Level 2 in maintained schools and participating independent schools was in the range of eight to fourteen percentage points across test and TA. At Level 2B, the gap was wider at up to twenty-five percentage points. For maintained schools, the percentage of pupils achieving at least the expected level at Key Stage 1 test and TA, has improved since 1998 for all subjects. By comparison, achievement in participating independent schools remained broadly unchanged. (*Table 4*)

38 Special schools had the least number of pupils reaching the expected level, with between 2% (writing task and TA) and 4% (in all other tests and TA) reaching Level 2. In special schools, when compared to the 1999 results, the percentage of pupils achieving the standard in all subjects – both test and TA – had either fallen or remained constant. (*Table 4*)

39 In all Key Stage 1 subjects, at test and TA, fewer than one in twenty pupils were working towards Level 1 in maintained schools, compared to over 3 in 5 pupils in special schools. In participating independent schools only one per cent of Key Stage 1 pupils were graded as working towards Level 1 and this was only in the writing task. In comparison, 56% of pupils were classed as high achievers in independent schools in the reading test compared to 3 in 10 pupils in maintained schools. (*Tables 10 and 14*)

40 A similar picture is shown at Key Stage 2, participating independent schools showed higher

proportions of pupils reaching the expected level than any other types of institution. The difference between independent schools and maintained schools was in the range ten (science test) to twenty-five (writing test) percentage points. (*Table 4*)

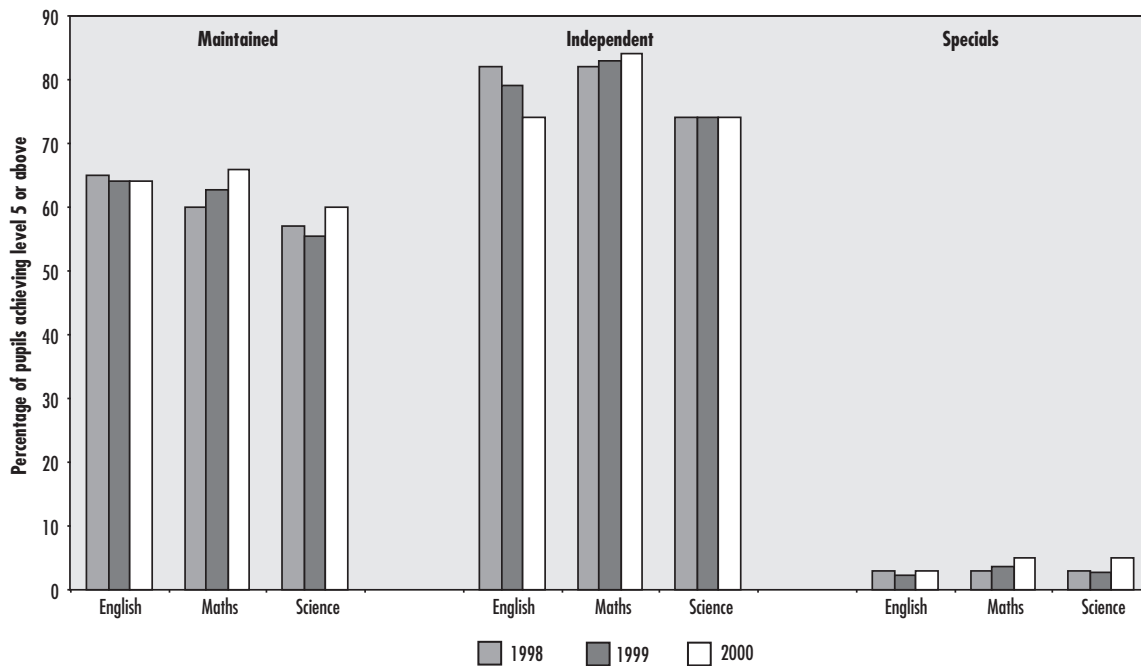
41 In maintained schools, less than 6% of Key Stage 2 pupils were working at Level 2 or below, compared with over 58% in special schools. Around 45% of pupils in participating independent schools were classified as higher achievers, compared to around 25% in maintained schools. (*Tables 10 and 14*)

42 As at Key Stage 1, the percentage of pupils achieving the expected level in Key Stage 2 for maintained schools increased for all subjects, test and TA. The largest increase from 1998 to 2000 at Key Stage 2 was in the science test that increased by 16 percentage points from 69% in 1998 to 85% in 2000. The results for participating independent schools have mostly increased or remained unchanged, the largest increase being in science, which rose by 3 points to 95% in 2000. (*Table 4*)

43 At Key Stage 3, participating independent schools' results were higher, but the difference between them and the results of maintained schools was narrower than at Key Stage 2. In the English test the difference was 9 percentage points (compared to 18 at Key Stage 2). In both independent and maintained schools, girls lead over boys by about 16 points. In science, boys performed better than girls in maintained schools whereas in independent schools girls have a five point lead over boys. (*Tables 3 and 4*)

44 The proportion of pupils at Key Stage 3 who are classified as lower achievers is greater than at Key Stages 1 and 2 across all school types. The percentage of

CHART 2:
Percentage of pupils at level 5 or above in the Key Stage 3 tests by school type



low achievers at Key Stage 3 in independent schools was comparatively much larger than at Key Stage 2. This is true across all subjects both test and TA. In terms of high achievement, the participating independent schools had a higher proportion of pupils than other school types with 43% of pupils at Level 7 or above in mathematics compared to 18% in maintained schools. (Tables 10, 14)

School Characteristics

Size of cohort

45 Table 16 sets out the achievement of the expected level across the three Key Stages by size of cohort. Please note that this does not reflect achievement by class size, it simply reflects the size of the eligible cohort for each Key Stage within the school regardless of how many classes each school had.

46 For schools with a Key Stage 1 cohort of 10 or more pupils, the school size appears to have little effect on the proportion achieving Level 2 or above – the difference is only one or two percentage points. Schools with a pupil cohort size in the range over 100 consistently had a higher than average percentage of pupils achieving or exceeding the standard. The percentage of pupils who reached at least Level 2 in schools with fewer than 10 pupils was around 20 percentage points lower than the average. This may be due to the higher proportion of special schools in this group. (Table 16)

47 Key Stage 2 showed a similar pattern to that of Key Stage 1, but the range of results for schools with a cohort of 10 or more was slightly larger at three to five percentage points. The greatest difference was five percentage points in the science test between schools of

10-20 pupils and those with between 20-40 and over 100 pupils. As with Key Stage 1 the percentage of pupils who achieved the expected level was lowest in schools with fewer than ten pupils in the cohort. In these schools achievement of the standard was around sixteen percentage points below the average. (Table 16)

48 At Key Stage 3 the percentage of pupils achieving the standard peaked at two percentage points above average in schools with between 200 and 400 pupils. Schools with larger or smaller cohorts had a smaller percentage of pupils achieving the standard. Schools with the smallest cohorts (less than 50 pupils) had the lowest percentage of pupils at Level 5 and above, at around 35 percentage points below average; achievement in the next higher range was up to five percentage points below the average. (Table 16)

Free School Meals

49 At Key Stage 1, schools with fewer than 5% of pupils known to be eligible for free school meals have over 90% of their pupils reaching the expected level in all subjects. Schools with over 40% (the highest band) free school meals eligibility had between 70% (reading task/test) and 81% (mathematics) of their pupils at this level. Schools in the lowest free school meals band were approximately ten percentage points above average in English and mathematics and five points in science, whereas schools in the highest band were 10 points below average. This shows that as the eligibility for free school meals increased, the percentage of pupils attaining the expected level fell. The band that contained schools with 15% to 20% free school meal eligibility corresponded to average performance in Key Stage 1 test and TA for all subjects. In the highest

CHART 3:
Quartiles of achievement by size of school, Key Stage 2 mathematics test – 2000

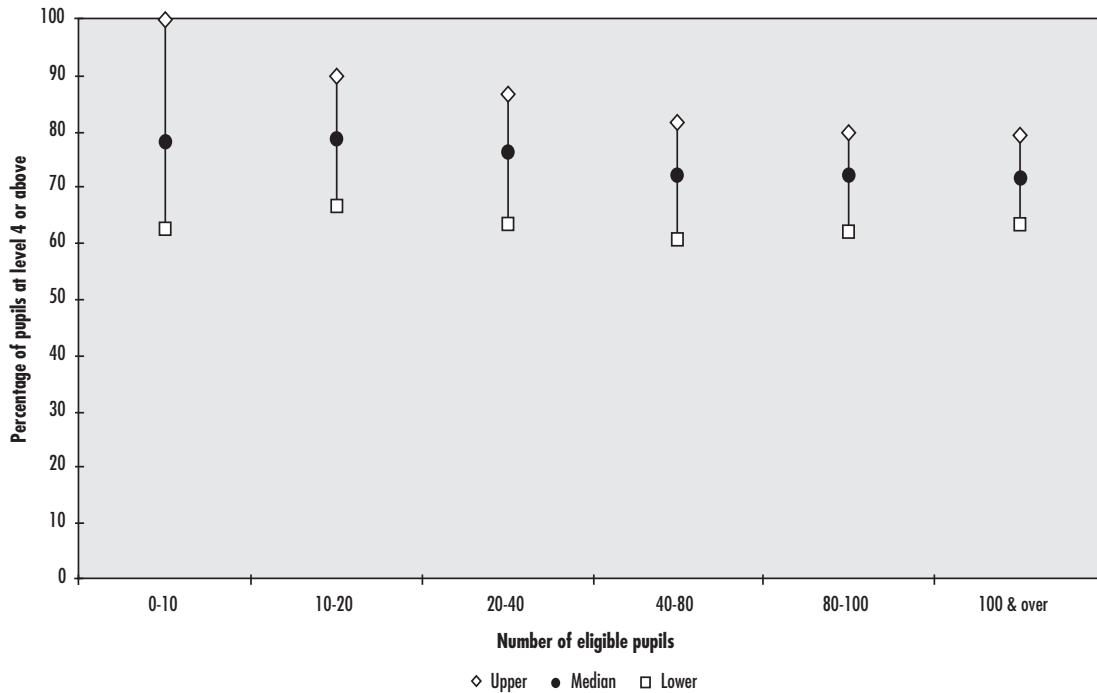
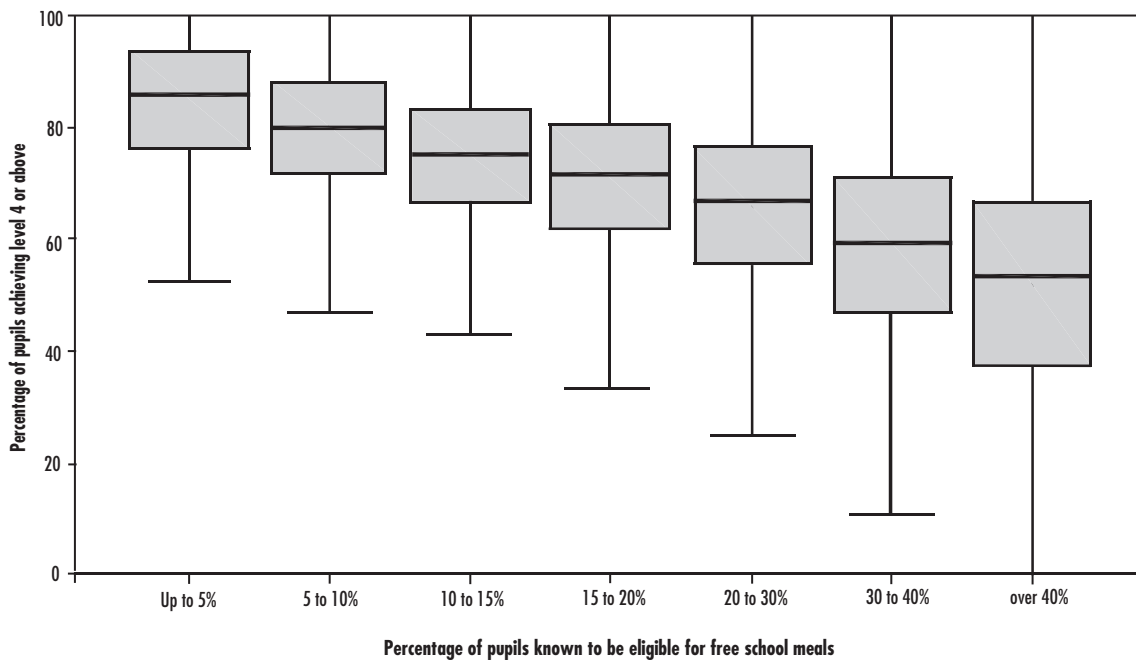


CHART 4:
School achievement of Level 4 and above in the Key Stage 2 mathematics test⁸



eligibility band, three quarters of schools have at least 57% of pupils at Level 2; one quarter has at least 79% of their pupils at Level 2 or above. (Tables 17 and 18)

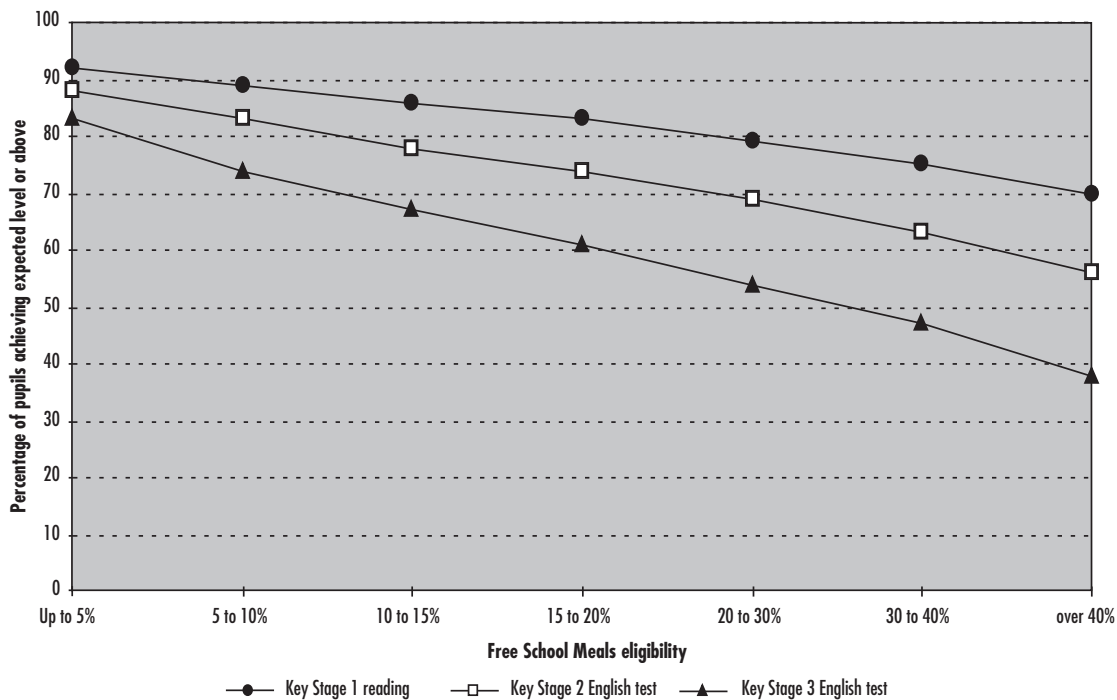
50 A similar pattern emerged at Key Stage 2, although the difference in results between the high and low eligibility bands was greater than Key Stage 1. The lowest free school eligibility band was 13 percentage points above average, whereas the highest was twenty

points below average. In the lowest eligibility band (which accounts for a quarter of all Key Stage 2 schools) well over 80% of pupils reached Level 4 and above in all subjects. Chart 4 illustrates the range of achievement by free school meals band for Key Stage 2 mathematics; eight schools in the highest free school meal band had 100% of their pupils at Level 4 or above in Key Stage 2 mathematics test. (Table 17)

⁸ The length of the boxes represents the interquartile range (the middle 50%) of performance amongst schools. The top and bottom 2.5 per cent of schools lie beyond the whiskers on both sides of the box.

CHART 5:

Proportion of pupils achieving expected level and above by eligibility for free school meals – 2000⁹



51 At Key Stage 3, the same was true and again a much larger difference was apparent. In the English test the range of achievement is between 83% and 38%, with an average of 64% of pupils at or above the expected level. Generally, achievement in the lowest band was 20 points above average compared to up to thirty percentage points below average in the highest band. One quarter of schools in the two highest bands (30% to 40% and over 40% free school meals eligibility) have no pupils at Level 5 and above. (Tables 17 and 18)

School Performance Differentials by Gender

52 At Key Stage 1, in all subjects, the majority of schools have girls out performing boys. In a high proportion of these schools girls had at least ten percentage point lead over boys. Both the Key Stage 2 and Key Stage 3 English tests followed the same pattern as Key Stage 1. The most notable change since 1999 was in Key Stage 3 science where the percentage of schools where girls outperformed boys had dropped from 35% in 1999 to 24% in 2000, a fall of nine percentage points. A year-on-year comparison of the other Key Stage 2 and 3 tests showed that the results stayed broadly unchanged. (Table 19)

Local Education Authority level analysis

53 Results by local education authority were published in Statistical First Release 43/2000, also available on the website: <http://www.dfes.gov.uk/statistics>.

Technical Definitions

How the national results were derived

54 This bulletin continues to use the new “reading task/test” method which was first presented in last year’s bulletin, takes those pupils who achieved Level 2 in the reading task (i.e. Levels 2C, 2B and 2A) and those at Level 3 and above in the reading comprehension tests (at Levels 3 and 4). Please note that Table 1 separately identifies achievement in the reading task and reading comprehension test; the other tables show the composite “reading task/test”.

55 The figures in this Bulletin are based on the final National Curriculum data. They supersede the National Curriculum assessment test results published in the Departmental Press Notice on Wednesday 20 September 2000 and those in the 2000 Autumn Package. The amendments to the data were as a result of:

- requests from schools through the primary performance tables checking exercise to change Key Stage 2 data for English, mathematics and science;
- late reviews and additional Key Stage 3 data supplied to the National Data Collection Agency.
- late requests from schools for amendments to their Key Stage 1 results.

56 This Bulletin presents all figures as whole numbers. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down, e.g. 85.4586 will be rounded to 85; 85.5 and 85.5283 will be rounded to 86.

⁹ Only maintained mainstream schools are included in this chart.

57 All children who are moving onto the next Key Stage programme of study in the next school year are regarded as being in the final year of that Key Stage. All children in their final year of a Key Stage must be assessed. Most of the children will be in the year group with similarly aged pupils. For example, most 11 year olds will be in year group 6 and at the end of Key Stage 2. Some children, however, may be older or younger because they are not being taught with their chronological year group.

58 Key Stage 1 results are collected by the Department for Education and Employment from LEAs, and approved Agencies acting on behalf of participating independent schools. All schools are provided with individual optical mark reader (OMR) pupil record sheets on which to enter individual pupils' Key Stage 1 teacher assessment and task/test results. The completed sheets are processed through OMR machines that validate the results for completeness and consistency. Before 1999, the LEA/Agency aggregated the individual pupil results to school-level before submission to the Department. From 1999 onwards, the Department received pupil-level results.

59 The Key Stage 2 statistics are produced from data provided to the Department by the National Data Collection Agency (NDCA) at the end of August 2000. The data was subsequently updated with changes that resulted from the checking exercise for the 2000 comparative tables of primary school performance. The Key Stage 3 statistics are produced from the August 2000 NDCA data, but updated to reflect late returns and reviews. The denominator for national results includes pupils who were working below the level of the test, were disappplied from the National Curriculum or were absent.

60 Participation by independent schools was voluntary; so the national analyses only include results from those independent schools who chose to make a return. The participation rates for maintained schools can be seen in Table A. By comparison, in 2000, 25% of independent school submitted Key Stage 1 results, 49% submitted Key Stage 2 results and 27% submitted Key Stage 3 results.

How the assessments were made

61 Pupils' attainment was assessed in relation to the National Curriculum programmes of study, and pupils were awarded levels on the National Curriculum scale to reflect their attainment. A small number of pupils were assessed as 'working towards Level 1' ('W'). Measures are taken to ensure that standards in the tests remain consistent from year-to-year. When the tests are marked there are no quotas set for each of the National Curriculum levels, or underlying assumptions about the proportion of pupils who should be at any particular level. Proportions are decided entirely by how pupils' attainments measure up to the standards of the National Curriculum.

62 The Key Stage 2 and 3 tests were marked externally by agencies contracted by the Qualifications and Curriculum Authority (QCA). A review procedure was available for schools who had concerns over the marking of scripts.

63 In art, music and physical education, teachers were required to make an assessment of the extent to which pupils had met the end of Key Stage 3 descriptions. In order to monitor national standards in these subjects, schools were asked to provide school-level data for national data collection purposes on an optional basis using the following categories:

- A – pupils who are working towards the expectation for the end of Key Stage 3;
- B – pupils who are achieving the expectation for the end of key stage;
- C – pupils who are working beyond the expectation for the key stage; and
- D – pupils demonstrating exceptional performance.

64 The A-D categories were solely for National Data Collection purposes and for the purposes of this Bulletin; the A-D categories were not reported to parents.

**TABLE A:
PARTICIPATION BY MAINTAINED SCHOOLS IN THE NATIONAL CURRICULUM ASSESSMENTS**

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
7 year olds	Pilot									
maintained schools	90%	100%	17%	52%	97%	99%	99%	99%	100%	100%
11 year olds										
maintained schools	-	-	-	-	91%	99%	98%	99%	99%	100%
14 year olds		Pilot								
maintained schools	-	80%	< 1%	22%	90%	95%	92%	98%	99%	100%

Further Information

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TABLES

Table 1: Test and Teacher Assessment levels of attainment by subject, percentages

Key Stage 1 Test
Key Stage 1 Teacher Assessment
Key Stage 2 Test and Teacher Assessment
Key Stage 3 Test and Teacher Assessment
Key Stage 3 Non-core Teacher Assessment

Table 2: Test and Teacher Assessment levels of attainment by subject, numbers

Key Stage 1 Test
Key Stage 1 Teacher Assessment
Key Stage 2 Test and Teacher Assessment
Key Stage 3 Test and Teacher Assessment

Table 3: Percentage of pupils achieving expected level by school type and gender

Key Stage 1, Level 2 and above
Key Stage 1, Level 2B and above
Key Stage 2, Level 4 and above
Key Stage 3, Level 5 and above
Key Stage 3, Level 6 and above

Table 4: Percentage of pupils achieving expected level by school type, 1998-2000

Key Stage 1, Level 2 and above
Key Stage 1, Level 2B and above
Key Stage 2, Level 4 and above
Key Stage 3, Level 5 and above
Key Stage 3, Level 6 and above

Table 5: Percentage of pupils achieving expected level or above by gender

Key Stage 1, Level 2 and above
Key Stage 1, Level 2B and above
Key Stage 2, Level 4 and above
Key Stage 3, Level 5 and above
Key Stage 3, Level 6 and above

Table 6: Quartiles of school achievement by school type, 1998-2000

Key Stage 1, Level 2 and above
Key Stage 2, Level 4 and above
Key Stage 3, Level 5 and above

Table 7: Quartiles of school achievement by gender, 1998-2000

Key Stage 1, Level 2 and above
Key Stage 2, Level 4 and above
Key Stage 3, Level 5 and above

Table 8: Percentage of pupils classified as low achievers by gender

Key Stage 1, working towards Level 1
Key Stage 2, working at Level 2 and below
Key Stage 3, working at Level 3 and below

Table 9: Percentage of schools by level of low attainment and gender

Key Stage 1, test and TA working towards Level 1
Key Stage 2, test and TA working at Level 2 and below
Key Stage 3, test and TA working at Level 3 and below

Table 10: Percentage of pupils classified as low achievers by school type

Key Stage 1, working towards Level 1
Key Stage 2, working at Level 2 and below
Key Stage 3, working at Level 3 and below

Table 11: Percentage of schools by level of low attainment and school type

Key Stage 1, test and TA working towards Level 1
Key Stage 2, test and TA working at Level 2 and below
Key Stage 3, test and TA working at Level 3 and below

Table 12: Percentage of pupils classified as high achievers by gender

Key Stage 1, working at Level 3 and above
Key Stage 2, working at Level 5 and above
Key Stage 3, working at Level 7 and above

Table 13: Percentage of schools by level of high attainment and gender

Key Stage 1, test and TA working at Level 3 and above
Key Stage 2, test and TA working at Level 5 and above
Key Stage 3, test and TA working at Level 7 and above

Table 14: Percentage of pupils classified as high achievers by school type

Key Stage 1, working at Level 3 and above
Key Stage 2, working at Level 5 and above
Key Stage 3, working at Level 7 and above

Table 15: Percentage of schools by level of high attainment and school type

Key Stage 1, test and TA working at Level 3 and above
Key Stage 2, test and TA working at Level 5 and above
Key Stage 3, test and TA working at Level 7 and above

Table 16: Percentage of pupils achieving expected level or above by school size

Key Stage 1, Level 2 and above
Key Stage 2, Level 4 and above
Key Stage 3, Level 5 and above

Table 17: Percentage of pupils achieving expected level by eligibility for free school meals

Key Stage 1, Level 2 and above (test and TA)
Key Stage 2, Level 4 and above (test and TA)
Key Stage 3, Level 5 and above (test and TA)

Table 18: Quartiles of school achievement by percentage eligibility for free school meals

Key Stage 1, Level 2 and above (test and TA)
Key Stage 2, Level 4 and above (test and TA)
Key Stage 3, Level 5 and above (test and TA)

Table 19: School performance differentials by gender

Key Stage 1, Level 2 and above
Key Stage 2, Level 4 and above
Key Stage 3, Level 5 and above

TABLE 1
Test and teacher assessment levels of attainment, by subject

Key Stage 1

Test results

	Percentage of boys at each level											TOTAL	% at Level 2 or above	% at Level 2B or above
	X	A	D	W	L	1	2C	2B	2A	3	4+			
Reading Task ¹	24	0	0	4	–	16	17	21	17	–	–	100	55	38
Reading Comprehension Test ¹	20	0	0	–	2	–	17	20	15	24	0	100	77	60
Writing Task	–	0	1	7	–	12	31	28	15	6	0	100	80	49
Spelling	18	0	0	–	14	–	–	48	–	19	–	100	67	67
Mathematics	–	0	0	3	–	8	17	22	24	26	0	100	89	72

	Percentage of girls at each level											TOTAL	% at Level 2 or above	% at Level 2B or above
	X	A	D	W	L	1	2C	2B	2A	3	4+			
Reading Task ¹	32	0	0	2	–	10	14	21	21	–	–	100	56	41
Reading Comprehension Test ¹	12	0	0	–	2	–	14	21	19	32	0	100	86	71
Writing Task	–	0	0	3	–	7	25	31	22	12	0	100	89	64
Spelling	10	0	0	–	13	–	–	52	–	25	–	100	77	77
Mathematics	–	0	0	2	–	6	17	24	26	24	0	100	91	74

	Percentage of all pupils at each level											TOTAL	% at Level 2 or above	% at Level 2B or above
	X	A	D	W	L	1	2C	2B	2A	3	4+			
Reading Task ¹	28	0	0	3	–	13	16	21	19	–	–	100	55	40
Reading Comprehension Test ¹	16	0	0	–	2	–	16	21	17	28	0	100	81	65
Writing Task	–	0	0	5	–	10	28	30	18	9	0	100	84	57
Spelling	14	0	0	–	14	–	–	50	–	22	–	100	72	72
Mathematics	–	0	0	2	–	7	17	23	25	25	0	100	90	73

Figures have been rounded and may not total 100%.

There was no fine grading for spelling, hence the figures have been shown under 2B.

Schools were only required to administer the spelling test to pupils working at Levels 2 and 3.

– represents no pupils

0% represents some pupils but less than 0.5%

X represents pupils who were not required to be entered for the reading comprehension tests and/or the spelling test and pupils not awarded a level from the reading task because they achieved a level from the reading comprehension tests at Level 3.

A represents pupils who were absent.

D represents pupils who have been disapplied under section 364/365 of the 1996 Education Act.

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

L represents pupils who were statutorily entered for the reading comprehension test and/or the spelling test but who did not achieve at least Level 2 in these tests.

¹ Please see paragraph 54 within the text for explanation on the calculation of the percentage of pupils at Level 2 or above and Level 2B or above in this table.

TABLE 1: continued

Key Stage 1

Teacher Assessment results

	Percentage of boys at each level							TOTAL	% at Level 2 or above
	A	D	W	1	2	3	4+		
ENGLISH	0	–	4	16	63	17	0	100	80
Speaking and Listening	0	0	3	14	63	20	0	100	82
Reading	0	0	4	16	56	24	0	100	80
Writing	0	0	6	16	68	9	0	100	77
MATHEMATICS	0	–	2	11	60	26	0	100	87
Using and Applying Mathematics	0	0	3	15	60	21	0	100	81
Number and Algebra	0	0	2	11	61	25	0	100	86
Shape Space and Measures	0	0	3	13	62	22	0	100	84
SCIENCE	0	–	2	11	63	23	0	100	87
Experimental and Investigative Science	0	0	2	14	63	20	0	100	83
Life Processes and Living Things	0	0	2	9	63	26	0	100	89
Materials and their Properties	0	0	2	10	64	23	0	100	88
Physical Processes	0	0	2	12	63	23	0	100	86
	Percentage of girls at each level							TOTAL	% at Level 2 or above
	A	D	W	1	2	3	4+		
ENGLISH	0	–	2	10	63	25	0	100	88
Speaking and Listening	0	0	1	9	63	26	0	100	89
Reading	0	0	2	10	55	33	0	100	88
Writing	0	0	3	10	71	15	0	100	87
MATHEMATICS	0	–	1	9	66	24	0	100	89
Using and Applying Mathematics	0	0	2	13	65	19	0	100	84
Number and Algebra	0	0	2	9	66	23	0	100	89
Shape Space and Measures	0	0	2	11	67	21	0	100	88
SCIENCE	0	–	1	9	68	21	0	100	89
Experimental and Investigative Science	0	0	2	12	68	18	0	100	86
Life Processes and Living Things	0	0	1	7	66	26	0	100	92
Materials and their Properties	0	0	1	8	68	22	0	100	90
Physical Processes	0	0	1	11	68	20	0	100	88
	Percentage of all pupils at each level							TOTAL	% at Level 2 or above
	A	D	W	1	2	3	4+		
ENGLISH	0	–	3	13	63	21	0	100	84
Speaking and Listening	0	0	2	12	63	23	0	100	86
Reading	0	0	3	13	55	28	0	100	84
Writing	0	0	5	13	70	12	0	100	82
MATHEMATICS	0	–	2	10	63	25	0	100	88
Using and Applying Mathematics	0	0	3	14	62	20	0	100	83
Number and Algebra	0	0	2	10	63	24	0	100	87
Shape Space and Measures	0	0	2	12	64	21	0	100	86
SCIENCE	0	–	2	10	66	22	0	100	88
Experimental and Investigative Science	0	0	2	13	65	19	0	100	84
Life Processes and Living Things	0	0	1	8	64	26	0	100	90
Materials and their Properties	0	0	2	9	66	23	0	100	89
Physical Processes	0	0	2	11	66	21	0	100	87

Figures have been rounded and may not total 100%.

– represents no pupils

0% represents some pupils but less than 0.5%

D represents pupils who have been disapplied under section 364/365 of the Education Act

A represents pupils who were absent

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

TABLE 1: continued

Key Stage 2

Percentage of boys at each level													
	D	A	B	N	W	1	2	3	4	5	6	Total	% at Level 4 or above
ENGLISH													
Teacher Assessment	0	0	—	—	1	1	7	26	48	17	0	100	65
Test	1	2	4	2	—	—	1	20	47	23	0	100	70
Reading Test	1	1	4	3	—	—	—	10	42	38	—	100	80
Writing Test	1	2	4	6	—	—	—	39	38	9	—	100	48
MATHEMATICS													
Teacher Assessment	0	0	—	—	1	1	5	22	47	24	1	100	71
Test	0	2	3	2	—	—	1	20	45	26	0	100	72
SCIENCE													
Teacher Assessment	0	0	—	—	0	1	3	17	51	27	0	100	78
Test	0	2	2	0	—	—	0	11	51	33	0	100	84
Percentage of girls at each level													
	D	A	B	N	W	1	2	3	4	5	6	Total	% at Level 4 or above
ENGLISH													
Teacher Assessment	0	0	—	—	0	1	4	19	49	26	0	100	76
Test	0	2	2	1	—	—	1	14	45	34	0	100	79
Reading Test	0	1	2	2	—	—	—	9	39	47	—	100	86
Writing Test	0	1	2	3	—	—	—	30	46	18	—	100	63
MATHEMATICS													
Teacher Assessment	0	0	—	—	0	1	4	22	50	23	0	100	73
Test	0	1	2	2	—	—	1	22	48	23	0	100	71
SCIENCE													
Teacher Assessment	0	0	—	—	0	0	2	16	53	27	0	100	80
Test	0	2	1	1	—	—	0	10	50	35	0	100	85
Percentage of all pupils at each level													
	D	A	B	N	W	1	2	3	4	5	6	Total	% at Level 4 or above
ENGLISH													
Teacher Assessment	0	0	—	—	1	1	5	23	49	22	0	100	70
Test	0	2	3	2	—	—	1	17	46	29	0	100	75
Reading Test	0	1	3	3	—	—	—	9	41	42	—	100	83
Writing Test	0	1	3	5	—	—	—	34	42	13	—	100	55
MATHEMATICS													
Teacher Assessment	0	0	—	—	0	1	5	22	48	23	0	100	72
Test	0	2	3	2	—	—	1	21	47	24	0	100	72
SCIENCE													
Teacher Assessment	0	0	—	—	0	1	3	17	52	27	0	100	79
Test	0	2	2	1	—	—	0	11	50	34	0	100	85

Figures have been rounded and may not total 100%

— represents no pupils

0% represents some pupils but less than 0.5%

D represents pupils who have been disapplied under section 364/365 of the Education Act

A represents pupils who were absent

B represents pupils who were assessed by teacher assessment only

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

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

TABLE 1: continued

Key Stage 3

		Percentage of boys at each level															% at Level 5	% at Level 6
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	or above	or above
ENGLISH	Teacher Assessment	0	1	–	–	0	1	3	11	28	33	17	5	1	0	100	56	23
	Test	1	4	6	5	–	–	–	5	24	34	17	4	0	0	100	55	22
MATHEMATICS	Teacher Assessment	0	1	–	–	0	0	2	10	22	26	23	13	3	0	100	65	39
	Test	0	4	1	1	–	–	1	9	20	23	23	16	3	0	100	64	41
SCIENCE	Teacher Assessment	0	1	–	–	0	0	2	11	25	31	22	7	1	0	100	60	30
	Test	0	4	1	1	–	–	1	10	22	30	23	6	1	0	100	61	30
		Percentage of girls at each level															% at Level 5	% at Level 6
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	or above	or above
ENGLISH	Teacher Assessment	0	1	–	–	0	0	1	5	19	35	26	10	1	0	100	73	38
	Test	0	4	3	2	–	–	–	2	16	37	26	9	1	0	100	73	36
MATHEMATICS	Teacher Assessment	0	1	–	–	0	0	1	9	21	28	24	14	2	0	100	68	40
	Test	0	4	1	1	–	–	0	8	20	25	23	15	2	0	100	65	41
SCIENCE	Teacher Assessment	0	1	–	–	0	0	1	9	25	32	23	8	0	0	100	63	31
	Test	0	4	1	1	–	–	1	11	24	30	22	6	1	0	100	58	28
		Percentage of all pupils at each level															% at Level 5	% at Level 6
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	or above	or above
ENGLISH	Teacher Assessment	0	1	–	–	0	0	2	8	24	34	22	8	1	0	100	64	31
	Test	1	4	4	3	–	–	–	4	20	35	22	6	1	0	100	64	29
MATHEMATICS	Teacher Assessment	0	1	–	–	0	0	1	9	22	27	24	13	2	0	100	66	39
	Test	0	4	1	1	–	–	1	9	20	24	23	16	3	0	100	65	41
SCIENCE	Teacher Assessment	0	1	–	–	0	0	2	10	25	31	23	7	0	0	100	62	30
	Test	0	4	1	1	–	–	1	10	23	30	23	6	1	0	100	59	29

Figures have been rounded and may not total 100%

– represents no pupils

0% represents some pupils but less than 0.5%

D represents pupils who have been disapplied under section 364/365 of the Education Act

B represents pupils who were assessed by teacher assessment only

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

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

Pupils were awarded a compensatory Level 3 in the English test and Level 2 in the mathematics and science tests when they narrowly failed to achieved a Level 4/3.

TABLE 1: *continued*

Key Stage 3 non-core results

Percentage of boys at each level														
	D	A	W	1	2	3	4	5	6	7	8	EP	Total	% at Level 5 or above
Design & Technology	0	1	0	1	2	10	29	37	17	3	0	0	100	58
Information Technology	0	1	0	1	2	10	26	35	19	5	0	0	100	59
History	0	1	0	1	3	12	27	31	18	7	1	0	100	57
Geography	0	1	0	0	2	12	26	31	19	7	1	0	100	58
Modern Foreign Languages*	1	1	1	3	11	24	30	21	7	1	0	0	100	59

Percentage of girls at each level														
	D	A	W	1	2	3	4	5	6	7	8	EP	Total	% at Level 5 or above
Design & Technology	0	1	0	0	1	5	19	37	27	8	1	0	100	73
Information Technology	0	1	0	0	1	8	24	38	23	5	0	0	100	66
History	0	1	0	0	1	7	21	32	24	11	1	0	100	69
Geography	0	1	0	0	1	8	21	32	24	11	1	0	100	68
Modern Foreign Languages*	0	1	0	1	6	17	31	30	12	1	0	0	100	74

Percentage of all pupils at each level														
	D	A	W	1	2	3	4	5	6	7	8	EP	Total	% at Level 5 or above
Design & Technology	0	1	0	0	2	8	24	37	22	6	0	0	100	65
Information Technology	0	1	0	0	2	9	25	36	21	5	0	0	100	62
History	0	1	0	0	2	10	24	32	21	9	1	0	100	63
Geography	0	1	0	0	2	10	24	32	22	9	1	0	100	63
Modern Foreign Languages*	0	1	0	2	9	21	30	26	9	1	0	0	100	67

* Percentage of 14 year olds achieving Level 4 or above

TABLE 1: continued

Percentage of boys at each level								
	Disapplied	Absent	A	B	C	D	Total	% at Level B or above
Art	0	1	29	52	15	3	100	70
Music	0	1	37	49	11	2	100	62
Physical Education	0	1	22	61	16	–	100	77

Percentage of girls at each level								
	Disapplied	Absent	A	B	C	D	Total	% at Level B or above
Art	0	1	15	51	27	6	100	84
Music	0	1	22	55	19	4	100	77
Physical Education	0	1	23	63	13	–	100	76

Percentage of all pupils at each level								
	Disapplied	Absent	A	B	C	D	Total	% at Level B or above
Art	0	1	22	52	21	4	100	77
Music	0	1	29	52	15	3	100	70
Physical Education	0	1	23	62	15	–	100	76

A represents pupils who are working towards the expectation for the end of Key Stage 3

B represents pupils who are achieving the expectation for the Key Stage

C represents pupils who are working beyond the expectation for the Key Stage

D represents pupils demonstrating exceptional performance for art and music only. Exceptional performance cannot be achieved for physical education before Key Stage 4

TABLE 2
Test and teacher assessment levels of attainment, by subject

Key Stage 1

Test results

	Number of boys at each level												Thousands	
	X	A	D	W	L	1	2C	2B	2A	3	4+	TOTAL	Number at Level 2 or above	Number at Level 2B or above
Reading Task ¹	74.4	0.8	1.5	12.3	–	48.9	53.3	65.5	52.6	–	–	309.4	171.4	118.1
Reading Comprehension Test ¹	61.3	1.1	1.5	–	7.1	–	53.7	63.1	47.1	74.0	0.4	309.4	245.5	184.7
Writing Task	–	1.0	1.6	21.7	–	36.8	96.3	87.2	45.4	19.2	0.1	309.4	248.2	151.9
Spelling	56.0	0.7	1.1	–	44.5	–	–	149.3	–	57.7	–	309.4	207.0	207.0
Mathematics	–	1.1	1.5	8.8	–	24.1	51.1	67.2	74.6	80.6	0.3	309.4	273.9	222.8

	Number of girls at each level												Thousands	
	X	A	D	W	L	1	2C	2B	2A	3	4+	TOTAL	Number at Level 2 or above	Number at Level 2B or above
Reading Task ¹	94.5	0.7	0.9	5.7	–	29.4	42.1	61.2	61.0	–	–	295.5	164.3	122.2
Reading Comprehension Test ¹	35.2	1.0	0.9	–	5.1	–	42.6	61.3	55.1	93.9	0.6	295.5	258.5	210.8
Writing Task	–	0.8	0.9	9.8	–	21.1	72.9	91.4	64.3	34.0	0.1	295.5	262.8	189.9
Spelling	29.4	0.8	0.7	–	37.6	–	–	153.5	–	73.6	–	295.5	227.1	227.1
Mathematics	–	1.0	0.9	5.7	–	18.9	51.0	69.9	76.1	72.0	0.1	295.5	269.0	218.0

	Number of pupils at each level												Thousands	
	X	A	D	W	L	1	2C	2B	2A	3	4+	TOTAL	Number at Level 2 or above	Number at Level 2B or above
Reading Task ¹	168.9	1.5	2.4	18.0	–	78.3	95.4	126.7	113.6	–	–	604.9	335.7	240.3
Reading Comprehension Test ¹	96.5	2.0	2.4	–	12.2	–	96.2	124.4	102.2	167.8	1.1	604.9	503.9	395.5
Writing Task	–	1.9	2.5	31.5	–	58.0	169.2	178.6	109.8	53.2	0.2	604.9	511.0	341.9
Spelling	85.4	1.5	1.8	–	82.2	–	–	302.8	–	131.3	–	604.9	434.0	434.0
Mathematics	–	2.2	2.4	14.4	–	43.0	102.1	137.0	150.7	152.6	0.4	604.9	542.9	440.8

There was no fine grading for spelling, hence the figures have been shown under 2B.

Schools were only required to administer the spelling test to pupils working at Levels 2 and 3.

– represents no pupils

0.0 represents some pupils but less than 50.

X represents pupils who were not required to be entered for the reading comprehension tests and/or the spelling test and pupils not awarded a level from the reading task because they achieved a level from the reading comprehension tests at Level 3.

A represents pupils who were absent.

D represents pupils who have been disapplied under section 364/365 of the 1996 Education Act.

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

L represents pupils who were statutorily entered for the reading comprehension test and/or the spelling test but who did not achieve at least Level 2 in these tests.

¹ Please see paragraph 54 within the text for explanation on the calculation of the number of pupils at Level 2 or above and Level 2B or above in this table.

TABLE 2: continued

Key Stage 1

Teacher Assessment results

	Number of boys at each level							Thousands	
	A	D	W	1	2	3	4+	TOTAL	Number at Level 2 or above
ENGLISH	1.4	–	12.4	48.9	194.7	51.9	0.1	309.4	246.7
Speaking and Listening	0.2	1.2	8.6	44.8	193.6	60.9	0.1	309.4	254.6
Reading	0.2	1.2	12.8	49.2	172.0	73.7	0.3	309.4	246.0
Writing	0.2	1.2	19.8	49.6	211.8	26.8	0.1	309.4	238.6
MATHEMATICS	1.3	–	7.3	33.1	186.4	81.0	0.3	309.4	267.7
Using and Applying Mathematics	0.2	1.1	10.3	47.1	184.4	66.0	0.3	309.4	250.6
Number and Algebra	0.2	1.1	7.5	34.2	187.9	78.2	0.3	309.4	266.3
Shape Space and Measures	0.2	1.1	8.1	39.5	192.0	68.2	0.2	309.4	260.4
SCIENCE	1.5	–	6.0	34.1	195.4	72.4	0.0	309.3	267.8
Experimental and Investigative Science	0.3	1.1	7.4	44.1	193.4	62.9	0.0	309.3	256.4
Life Processes and Living Things	0.3	1.1	5.3	27.9	194.6	80.0	0.0	309.3	274.6
Materials and their Properties	0.3	1.1	6.1	31.1	198.4	72.2	0.0	309.3	270.6
Physical Processes	0.3	1.1	6.3	36.7	195.2	69.6	0.0	309.3	264.8
	Number of girls at each level							Thousands	
	A	D	W	1	2	3	4+	TOTAL	Number at Level 2 or above
ENGLISH	0.8	–	5.8	28.3	187.6	72.8	0.1	295.5	260.5
Speaking and Listening	0.2	0.7	4.3	27.3	184.9	78.0	0.2	295.5	263.0
Reading	0.2	0.7	5.9	29.3	162.0	97.0	0.4	295.5	259.4
Writing	0.2	0.7	9.0	29.2	210.6	45.7	0.1	295.5	256.4
MATHEMATICS	0.8	–	4.3	26.3	194.1	69.9	0.1	295.5	264.0
Using and Applying Mathematics	0.2	0.7	6.1	39.7	193.3	55.4	0.1	295.5	248.8
Number and Algebra	0.2	0.7	4.5	27.6	195.6	67.0	0.1	295.5	262.6
Shape Space and Measures	0.2	0.7	4.8	31.2	197.1	61.5	0.0	295.5	258.7
SCIENCE	1.0	–	3.5	27.3	200.7	62.6	0.0	295.2	263.4
Experimental and Investigative Science	0.2	0.7	4.4	36.1	199.8	53.9	0.0	295.2	253.7
Life Processes and Living Things	0.3	0.7	3.0	20.7	194.4	76.0	0.0	295.2	270.5
Materials and their Properties	0.3	0.7	3.6	24.3	201.1	65.3	0.0	295.2	266.4
Physical Processes	0.3	0.7	3.8	31.1	201.5	57.8	0.0	295.2	259.3
	Number of all pupils at each level							Thousands	
	A	D	W	1	2	3	4+	TOTAL	Number at Level 2 or above
ENGLISH	2.2	–	18.3	77.2	382.3	124.7	0.2	604.9	507.2
Speaking and Listening	0.4	1.9	12.9	72.2	378.4	138.8	0.3	604.9	517.5
Reading	0.4	1.9	18.7	78.6	334.1	170.7	0.7	604.9	505.4
Writing	0.4	1.9	28.8	78.8	422.4	72.5	0.2	604.9	495.0
MATHEMATICS	2.2	–	11.6	59.5	380.5	150.8	0.4	604.9	531.7
Using and Applying Mathematics	0.4	1.8	16.5	86.8	377.7	121.4	0.3	604.9	499.5
Number and Algebra	0.4	1.8	12.0	61.8	383.4	145.1	0.4	604.9	528.9
Shape Space and Measures	0.4	1.8	13.0	70.7	389.1	129.7	0.2	604.9	519.1
SCIENCE	2.4	–	9.5	61.4	396.1	135.0	0.0	604.5	531.2
Experimental and Investigative Science	0.5	1.8	11.8	80.3	393.2	116.8	0.0	604.5	510.0
Life Processes and Living Things	0.6	1.8	8.3	48.6	389.0	156.0	0.1	604.5	545.1
Materials and their Properties	0.6	1.8	9.6	55.3	399.5	137.5	0.0	604.5	537.0
Physical Processes	0.6	1.8	10.2	67.8	396.7	127.4	0.1	604.5	524.1

– represents no pupils

0.0 represents some pupils but less than 50.

D represents pupils who have been disapplied under section 364/365 of the Education Act

A represents pupils who were absent

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

TABLE 2: continued

Key Stage 2

		Numbers of boys at each level											Thousands	
		D	A	B	N	W	1	2	3	4	5	6	Total	Number at Level 4 or above
ENGLISH														
Teacher Assessment		0.7	0.5	–	–	1.9	3.5	21.7	81.5	148.3	52.4	0.3	310.9	201.0
Test		1.8	5.7	14.0	6.9	–	–	3.6	62.1	149.6	74.1	0.1	317.8	223.8
Reading Test		1.8	4.4	14.1	9.3	–	–	–	32.4	133.6	121.8	–	317.4	255.4
Writing Test		1.8	5.0	14.2	20.5	–	–	–	124.4	121.9	29.3	–	317.2	151.2
MATHEMATICS														
Teacher Assessment		0.6	0.5	–	–	1.6	2.6	15.5	67.7	145.0	75.6	1.6	310.8	222.2
Test		1.6	5.6	9.3	5.6	–	–	2.8	64.4	144.2	83.1	1.4	318.0	228.8
SCIENCE														
Teacher Assessment		0.6	0.5	–	–	1.4	1.8	9.7	53.5	159.1	83.5	0.4	310.6	243.0
Test		1.4	6.6	6.3	1.6	–	–	1.1	33.8	160.9	105.6	0.4	317.7	266.9
		Numbers of girls at each level											Thousands	
		D	A	B	N	W	1	2	3	4	5	6	Total	Number at Level 4 or above
ENGLISH														
Teacher Assessment		0.5	0.3	–	–	1.1	1.6	11.5	56.6	148.2	79.0	0.7	299.5	227.8
Test		1.0	4.7	7.1	3.6	–	–	2.2	44.3	137.5	104.8	0.3	305.5	242.6
Reading Test		1.0	3.5	7.2	6.2	–	–	–	26.1	119.1	141.9	–	305.1	261.0
Writing Test		1.0	4.2	7.2	9.4	–	–	–	90.0	138.9	54.3	–	305.0	193.2
MATHEMATICS														
Teacher Assessment		0.4	0.3	–	–	1.1	1.8	12.2	64.9	150.2	67.7	0.8	299.4	218.7
Test		1.0	4.5	6.5	5.9	–	–	2.8	67.3	147.8	69.4	0.5	305.6	217.7
SCIENCE														
Teacher Assessment		0.4	0.3	–	–	1.0	1.3	7.4	49.1	159.1	80.5	0.2	299.2	239.8
Test		0.9	5.5	4.2	1.6	–	–	1.1	31.7	152.0	108.2	0.2	305.5	260.5
		Numbers of all pupils at each level											Thousands	
		D	A	B	N	W	1	2	3	4	5	6	Total	Number at Level 4 or above
ENGLISH														
Teacher Assessment		1.2	0.8	–	–	3.1	5.1	33.2	138.1	296.4	131.4	1.0	610.4	428.8
Test		2.8	10.4	21.2	10.5	–	–	5.7	106.4	287.1	178.9	0.4	623.4	466.4
Reading Test		2.8	7.9	21.3	15.6	–	–	–	58.4	252.7	263.7	0.0	622.6	516.4
Writing Test		2.8	9.2	21.5	29.9	–	–	–	214.4	260.8	83.6	0.0	622.2	344.4
MATHEMATICS														
Teacher Assessment		1.0	0.8	–	–	2.7	4.4	27.7	132.6	295.3	143.3	2.3	610.2	440.9
Test		2.5	10.1	15.8	11.5	–	–	5.5	131.7	292.0	152.5	1.9	623.7	446.5
SCIENCE														
Teacher Assessment		1.0	0.9	–	–	2.4	3.1	17.1	102.6	318.2	163.9	0.6	609.8	482.8
Test		2.4	12.1	10.5	3.2	–	–	2.3	65.4	313.0	213.9	0.6	623.3	527.4

– represents no pupils

0.0 represents some pupils but less than 50.

D represents pupils who have been disapplied under section 364/365 of the Education Act

A represents pupils who were absent

B represents pupils who were assessed by teacher assessment only

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

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

TABLE 2: continued

Key Stage 3

		Number of boys at each level														Thousands		
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	Number at Level 5 or above	Number at Level 6 or above
ENGLISH	Teacher Assessment	0.5	2.4	–	–	1.2	1.8	8.5	32.7	80.4	94.5	50.7	15.1	1.7	0.1	289.6	162.0	67.5
	Test	2.3	12.3	17.2	13.9	–	–	–	14.3	72.5	99.9	50.4	12.2	1.5	0.0	296.6	164.1	64.1
MATHEMATICS	Teacher Assessment	0.3	2.0	–	–	1.0	1.0	4.5	29.8	63.9	76.0	66.2	38.2	7.6	0.2	290.6	188.1	112.1
	Test	0.8	12.8	2.8	2.4	–	–	1.6	26.9	58.7	68.5	67.1	46.6	8.8	0.2	297.1	191.1	122.6
SCIENCE	Teacher Assessment	0.4	2.3	–	–	1.0	1.0	5.5	31.6	73.0	88.7	63.5	21.1	1.5	0.0	289.6	174.9	86.2
	Test	1.0	13.0	2.7	4.0	–	–	3.3	28.4	64.8	89.8	69.7	17.4	2.4	0.2	296.7	179.5	89.7
		Number of girls at each level														Thousands		
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	Number at Level 5 or above	Number at Level 6 or above
ENGLISH	Teacher Assessment	0.3	1.9	–	–	0.8	0.8	3.4	14.8	53.7	96.3	73.3	28.7	3.4	0.1	277.5	201.8	105.5
	Test	1.3	10.9	7.9	4.8	–	–	–	6.5	46.1	103.3	74.8	24.4	3.1	0.0	283.1	205.7	102.4
MATHEMATICS	Teacher Assessment	0.3	1.7	–	–	0.7	0.7	3.3	24.0	58.7	76.8	67.9	38.2	5.9	0.1	278.1	188.8	112.0
	Test	0.6	11.6	1.8	2.7	–	–	1.4	23.8	56.7	69.8	65.4	43.5	6.4	0.0	283.9	185.2	115.4
SCIENCE	Teacher Assessment	0.3	1.8	–	–	0.7	0.7	3.9	25.8	69.2	88.7	64.1	21.3	1.1	0.0	277.7	175.3	86.6
	Test	0.8	12.3	1.7	3.8	–	–	3.3	30.1	67.0	83.7	62.8	16.0	1.7	0.1	283.3	164.3	80.6
		Number of all pupils at each level														Thousands		
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	Number at Level 5 or above	Number at Level 6 or above
ENGLISH	Teacher Assessment	0.8	4.4	–	–	2.0	2.6	11.9	47.5	134.1	190.8	123.9	43.8	5.1	0.2	567.1	363.8	173.0
	Test	3.6	23.2	25.1	18.7	–	–	–	20.8	118.7	203.3	125.2	36.6	4.6	0.1	579.8	369.8	166.5
MATHEMATICS	Teacher Assessment	0.6	3.7	–	–	1.6	1.7	7.8	53.8	122.6	152.8	134.1	76.3	13.5	0.2	568.7	376.9	224.1
	Test	1.4	24.4	4.7	5.2	–	–	3.0	50.8	115.4	138.3	132.5	90.1	15.2	0.2	581.0	376.3	238.0
SCIENCE	Teacher Assessment	0.7	4.1	–	–	1.7	1.6	9.4	57.4	142.2	177.4	127.7	42.5	2.6	0.0	567.3	350.2	172.8
	Test	1.7	25.3	4.4	7.8	–	–	6.6	58.5	131.9	173.5	132.5	33.4	4.1	0.3	580.0	343.8	170.2

– represents no pupils

0.0 represents some pupils but less than 50.

D represents pupils who have been disapplied under section 364/365 of the Education Act

A represents pupils who were absent

B represents pupils who were assessed by teacher assessment only

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

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

Pupils were awarded a compensatory Level 3 in the English test and Level 2 in the mathematics and science tests when they narrowly failed to achieve a Level 4/3.

TABLE 3
Percentage of pupils achieving expected level or above by school type and gender

Key Stage 1

	Percentage of pupils achieving Level 2 or above											
	Maintained			Independent			Specials			All Schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading Task/Test*	80	88	84	96	98	97	5	2	4	79	88	83
Writing Task	81	89	85	96	98	97	2	2	2	80	89	84
Mathematics Test	89	91	90	98	99	99	5	3	4	89	91	90
Reading TA	80	88	84	96	98	97	5	3	4	80	88	84
Writing TA	78	87	82	94	98	96	2	2	2	77	87	82
Mathematics TA	87	90	88	98	98	98	5	3	4	87	89	88
Science TA	87	89	88	97	98	98	4	3	4	87	89	88

* These percentages are based on achievements at Level 2C/B/A in the reading task and Level 3 and 4 in the reading test.

	Percentage of pupils achieving Level 2B or above											
	Maintained			Independent			Specials			All Schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading Task/Test**	62	73	68	86	93	90	2	1	2	62	73	68
Writing Task	49	64	57	76	86	82	0	0	0	49	64	57
Mathematics Test	72	74	73	91	92	91	3	1	2	72	74	73

** These percentages are based on achievements at Level 2B/A in the reading task and Level 3 and 4 in the reading test.

Key Stage 2

	Percentage of pupils achieving Level 4 or above											
	Maintained			Independent			Specials			All Schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	71	79	75	92	95	93	4	2	3	70	79	75
Reading Test	81	86	83	96	97	96	8	3	6	80	86	83
Writing Test	47	63	55	74	87	80	1	1	1	48	63	55
Mathematics Test	72	71	72	88	90	89	5	1	4	72	71	72
Science Test	85	85	85	94	95	95	12	4	9	84	85	85
English TA	65	76	70	86	92	89	3	1	2	65	76	70
Mathematics TA	72	73	72	89	91	90	4	1	3	71	73	72
Science TA	79	80	80	91	93	92	7	2	5	78	80	79

Key Stage 3

	Percentage of pupils achieving Level 5 or above											
	Maintained			Independent			Specials			All Schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	57	73	65	65	82	74	2	2	2	55	73	64
Mathematics Test	66	66	66	81	87	84	5	2	4	64	65	65
Science Test	62	58	60	72	77	74	5	2	4	61	58	59
English TA	57	73	65	71	87	79	2	2	2	56	73	64
Mathematics TA	66	68	67	82	88	85	5	2	4	65	68	66
Science TA	62	64	63	74	82	78	4	2	4	60	63	62

	Percentage of pupils achieving Level 6 or above											
	Maintained			Independent			Specials			All Schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	22	36	29	36	61	48	0	0	0	22	36	29
Mathematics Test	42	41	41	67	72	70	1	0	1	41	41	41
Science Test	31	28	30	47	53	50	1	0	1	30	28	29
English TA	24	38	31	42	65	55	0	0	0	23	38	31
Mathematics TA	39	40	40	62	68	65	1	0	1	39	40	39
Science TA	30	31	31	48	57	53	1	0	1	30	31	30

TABLE 4

Percentage of pupils achieving expected level or above by school type, 1998–2000

Key Stage 1

	Percentage of pupils achieving Level 2 or above											
	Maintained			Independent			Specials			All Schools		
	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
Reading Test*	80	–	–	97	–	–	4	–	–	80	–	–
Reading Task/Test**	80	82	84	97	97	97	4	5	4	80	82	83
Writing Task	81	83	85	97	97	97	2	3	2	81	83	84
Mathematics Test	85	87	90	97	98	99	4	4	4	84	87	90
Reading TA	81	82	84	97	97	97	4	5	4	80	82	84
Writing TA	79	80	82	96	96	96	2	2	2	79	80	82
Mathematics TA	85	86	88	97	98	98	4	4	4	85	86	88
Science TA	86	87	88	97	97	98	3	4	4	86	87	88
Number of schools with results	15,830	15,947	15,949	215	390	397	746	750	720	16,791	17,087	17,066
Number of pupils ('000s)	611	614	591	5	9	9	4	4	4	620	627	605

* These percentages include pupils who failed to achieve Level 2 in the reading test (recorded as L) but who nevertheless achieved Level 2 in the reading task.

** These percentages are based on achievements at Level 2C/B/A in the reading task and Level 3 and 4 in the reading test.

Percentage of pupils achieving Level 2B or above

	Percentage of pupils achieving Level 2B or above											
	Maintained			Independent			Specials			All Schools		
	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
Reading Test*	61	–	–	91	–	–	2	–	–	61	–	–
Reading Task/Test**	62	66	68	89	90	90	2	2	2	62	66	68
Writing Task	49	53	57	79	81	82	0	1	0	48	53	57
Mathematics Test	61	64	73	87	87	91	2	2	2	61	64	73
Number of schools with results	15,830	15,947	16,000	215	390	397	746	750	720	16,791	17,087	17,066
Number of pupils ('000s)	611	614	591	5	9	9	4	4	4	620	627	605

* These percentages are based on achievements at Level 2B/A and 3/4 in the reading test.

** These percentages are based on achievements at Level 2B/A in the reading task and Level 3 and 4 in the reading test.

Key Stage 2

	Percentage of pupils achieving Level 4 or above											
	Maintained			Independent			Specials			All Schools		
	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
English Test	65	70	75	89	91	93	2	3	3	65	71	75
Reading Test	71	78	83	91	94	96	4	6	6	71	78	83
Writing Test	52	54	55	80	79	80	1	1	1	53	54	55
Mathematics Test	58	69	72	85	89	89	2	4	4	59	69	72
Science Test	69	79	85	88	92	95	7	10	9	69	78	85
English TA	65	68	70	88	90	89	2	3	2	65	68	70
Mathematics TA	65	69	72	89	90	90	2	3	3	65	69	72
Science TA	72	75	80	90	91	92	3	5	5	71	75	79
Number of schools with results	14,671	14,688	14,705	757	816	874	859	853	990	16,287	16,364	16,569
Number of pupils ('000s)	583	602	595	18	21	21	7	7	7	608	629	623

TABLE 4: continued

Key Stage 3

	Percentage of pupils achieving Level 5 or above											
	Maintained			Independent			Specials			All Schools		
	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
English Test	65	64	65	82	79	74	3	2	2	65	64	64
Mathematics Test	60	63	66	82	83	84	3	4	4	59	62	65
Science Test	57	55	60	74	74	74	3	3	4	56	55	59
English TA	63	65	65	80	79	79	3	3	2	62	64	64
Mathematics TA	64	65	67	86	84	85	4	4	4	63	64	66
Science TA	62	61	63	76	75	78	3	4	4	62	60	62
Number of schools with results	3,188	3,183	3,173	292	292	301	928	960	1050	4,408	4,454	4,493
Number of pupils ('000s)	536	558	562	9	10	10	10	10	10	554	577	581
	Percentage of pupils achieving Level 6 or above											
	Maintained			Independent			Specials			All Schools		
	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
English Test	35	28	29	59	50	48	1	0	0	35	28	29
Mathematics Test	36	38	41	65	66	70	1	1	1	36	38	41
Science Test	27	24	30	49	46	50	1	0	1	27	24	29
English TA	31	31	31	54	55	55	1	1	0	31	31	31
Mathematics TA	37	38	40	67	65	65	1	1	1	36	37	39
Science TA	31	30	31	51	49	53	1	0	1	31	29	30
Number of schools with results	3,188	3,183	3,173	292	292	301	928	960	1050	4,408	4,454	4,493
Number of pupils ('000s)	536	558	562	9	10	10	10	10	10	554	577	581

TABLE 5
Percentage of pupils achieving expected level or above by gender

Key Stage 1

Percentage of pupils achieving Level 2 or above

	Boys			Girls			All pupils		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
Reading Test*	75	—	—	84	—	—	80	—	—
Reading Task/Test**	75	78	79	85	86	88	80	82	83
Writing Task	76	78	80	86	88	89	81	83	84
Mathematics Test	83	85	89	86	88	91	84	87	90
Reading TA	76	78	80	85	86	88	80	82	84
Writing TA	73	75	77	84	85	87	79	80	82
Mathematics TA	83	84	87	87	88	89	85	86	88
Science TA	85	85	87	87	88	89	86	87	88

* These percentages include pupils who failed to achieve Level 2 in the reading test (recorded as L) but who nevertheless achieved Level 2 in the reading task.

** These percentages are based on achievements at Level 2C/B/A in the reading task and Level 3 and 4 in the reading test.

Percentage of pupils achieving Level 2B or above

	Boys			Girls			All pupils		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
Reading Test*	55	—	—	67	—	—	61	—	—
Reading Task/Test**	56	60	62	68	72	73	62	66	68
Writing Task	41	46	49	56	61	64	48	53	57
Mathematics Test	60	62	72	62	65	74	61	64	73

* These percentages are based on achievements at Level 2B/A and 3/4 in the reading test.

** These percentages are based on achievements at Level 2B/A in the reading task and Level 3 and 4 in the reading test.

Key Stage 2

Percentage of pupils achieving Level 4 or above

	Boys			Girls			All pupils		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
English Test	57	65	70	73	76	79	65	71	75
Reading Test	64	75	80	79	82	86	71	78	83
Writing Test	45	47	48	61	62	63	53	54	55
Mathematics Test	59	69	72	58	69	71	59	69	72
Science Test	70	79	84	69	78	85	69	78	85
English TA	59	62	65	72	74	76	65	68	70
Mathematics TA	64	69	71	66	70	73	65	69	72
Science TA	70	75	78	72	76	80	71	75	79

TABLE 5: continued**Key Stage 3****Percentage of pupils achieving Level 5 or above**

	Boys			Girls			All pupils		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
English Test	56	55	55	73	73	73	65	64	64
Mathematics Test	60	62	64	59	62	65	59	62	65
Science Test	57	55	61	55	55	58	56	55	59
English TA	53	55	56	71	73	73	62	64	64
Mathematics TA	62	63	65	65	66	68	63	64	66
Science TA	60	59	60	63	62	63	62	60	62

Percentage of pupils achieving Level 6 or above

	Boys			Girls			All pupils		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
English Test	27	21	22	43	35	36	35	28	29
Mathematics Test	37	38	41	35	37	41	36	38	41
Science Test	29	24	30	26	24	28	27	24	29
English TA	23	23	23	38	39	38	31	31	31
Mathematics TA	36	37	39	37	38	40	36	37	39
Science TA	30	28	30	32	30	31	31	29	30

TABLE 6
Quartiles of school achievement by school type, 1998–2000

Key Stage 1

Percentage of pupils at Level 2 or above

		Test																				
		Reading Task/Test*									Teacher Assessment											
		Reading			Writing			Mathematics			Reading			Writing			Mathematics			Science		
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L
Maintained	1998	91	83	73	93	85	74	95	88	79	91	83	74	90	82	71	95	88	80	97	90	81
	1999	92	85	75	94	86	76	96	90	82	92	85	76	91	83	72	96	89	81	97	91	82
	2000	93	86	77	94	88	78	98	93	86	93	86	78	93	85	75	97	91	83	98	92	83
Independent	1998	100	100	95	100	100	94	100	100	95	100	100	95	100	100	93	100	100	96	100	100	98
	1999	100	100	96	100	100	96	100	100	97	100	100	96	100	100	94	100	100	96	100	100	100
	2000	100	100	95	100	100	95	100	100	100	100	100	95	100	100	94	100	100	100	100	100	100
Specials	1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All schools	1998	91	83	71	92	84	72	95	88	77	91	83	72	90	81	69	95	88	78	97	90	79
	1999	93	85	74	94	86	75	96	90	80	92	85	74	91	83	71	96	89	80	97	90	80
	2000	93	86	76	94	88	77	98	93	85	93	86	76	93	84	73	97	90	82	98	91	82

* These percentages are based on achievements at Level 2C/B/A in the reading task and Level 3 and 4 in the reading test.

Key Stage 2

Percentage of pupils at Level 4 or above

		Test																	
		English									Mathematics								
		English			Mathematics			Science			English			Mathematics			Science		
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L
Maintained	1998	79	67	54	75	61	46	85	73	59	80	69	56	80	69	56	87	76	63
	1999	84	73	61	83	72	59	92	83	71	82	71	58	83	73	60	90	80	67
	2000	88	78	67	85	75	63	95	89	79	84	74	61	85	75	64	92	83	72
Independent	1998	98	91	81	95	87	73	97	90	80	100	91	80	100	91	81	100	93	83
	1999	100	94	85	98	90	79	100	94	85	100	92	81	100	92	82	100	94	84
	2000	100	95	88	98	90	80	100	97	91	100	93	81	100	92	83	100	96	87
Specials	1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1999	0	0	0	0	0	0	14	0	0	0	0	0	0	0	0	0	0	0
	2000	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0
All schools	1998	80	67	52	75	61	44	85	73	57	80	68	53	80	68	54	87	75	60
	1999	85	73	59	83	71	57	92	82	69	82	71	56	84	72	58	90	79	65
	2000	88	78	64	85	74	60	96	88	77	84	73	59	86	75	62	92	83	70

Key Stage 3

Percentage of pupils at Level 5 or above

		Test																	
		English									Mathematics								
		English			Mathematics			Science			English			Mathematics			Science		
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L
Maintained	1998	77	65	52	71	60	46	69	56	41	75	63	48	76	64	50	76	63	47
	1999	77	64	51	74	63	50	68	55	40	77	65	52	76	66	52	74	62	46
	2000	77	65	51	77	66	53	73	60	45	77	65	52	78	68	55	76	63	48
Independent	1998	98	85	55	95	81	55	91	73	35	98	83	50	97	87	64	92	80	46
	1999	96	82	50	95	83	56	89	75	38	94	80	50	97	86	52	93	77	45
	2000	96	79	32	94	81	47	89	75	33	95	78	46	95	84	50	94	78	47
Specials	1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All schools	1998	76	60	37	69	54	29	67	49	25	72	56	27	74	58	32	73	55	26
	1999	75	59	35	73	57	32	66	48	22	74	59	30	75	59	33	71	54	27
	2000	75	58	26	75	60	33	71	53	25	75	59	32	76	62	37	73	56	29

U represents the Upper Quartile level of achievement

L represents the Lower Quartile level of achievement

TABLE 7
Quartiles of school achievement by gender, 1998–2000

Key Stage 1

Percentage of pupils at Level 2 or above

		Percentage of pupils at Level 2 or above																				
		Test									Teacher Assessment											
		Reading Task/Test*			Writing			Mathematics			Reading			Writing			Mathematics			Science		
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L
Boys	1998	89	78	64	91	80	64	96	86	74	90	79	65	88	76	60	96	87	75	100	89	76
	1999	91	80	67	92	81	67	100	89	78	91	80	67	89	78	63	97	88	76	100	89	78
	2000	93	82	69	94	83	70	100	92	82	93	82	69	91	80	67	100	90	80	100	91	80
Girls	1998	99	88	77	100	90	79	100	90	79	100	89	78	97	88	75	100	90	80	100	92	80
	1999	100	90	79	100	91	81	100	92	82	100	90	80	100	89	77	100	91	81	100	92	81
	2000	100	91	81	100	92	83	100	94	86	100	91	81	100	90	80	100	93	83	100	93	83
All pupils	1998	91	83	71	92	84	72	95	88	77	91	83	72	90	81	69	95	88	78	97	90	79
	1999	93	85	74	94	86	75	96	90	80	92	85	74	91	83	71	96	89	80	97	90	80
	2000	93	86	76	94	88	77	98	93	85	93	86	76	93	84	73	97	90	82	98	91	82

* These percentages are based on achievements at Level 2C/B/A in the reading task and Level 3 and 4 in the reading test.

Key Stage 2

Percentage of pupils at Level 4 or above

		Percentage of pupils at Level 4 or above																	
		Test									Teacher Assessment								
		English			Mathematics			Science			English		Mathematics		Science				
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L			
Boys	1998	75	58	40	77	61	44	88	74	56	75	60	44	81	67	50	88	75	58
	1999	82	67	50	85	71	56	94	83	68	79	64	47	84	71	56	91	79	63
	2000	86	73	56	87	75	60	100	88	75	80	67	50	86	75	59	94	83	67
Girls	1998	88	76	61	75	60	42	86	71	54	88	75	60	83	69	53	89	76	60
	1999	91	80	65	86	71	56	94	83	67	89	77	63	86	73	58	92	80	65
	2000	93	83	69	88	74	58	100	89	78	91	80	66	88	76	62	95	85	70
All pupils	1998	80	67	52	75	61	44	85	73	57	80	68	53	80	68	54	87	75	60
	1999	85	73	59	83	71	57	92	82	69	82	71	56	84	72	58	90	79	65
	2000	88	78	64	85	74	60	96	88	77	84	73	59	86	75	62	92	83	70

Key Stage 3

Percentage of pupils at Level 5 or above

		Percentage of pupils at Level 5 or above																	
		Test									Teacher Assessment								
		English			Mathematics			Science			English		Mathematics		Science				
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L			
Boys	1998	66	49	25	69	54	27	67	50	24	62	45	17	72	55	27	71	53	23
	1999	65	48	24	72	56	30	65	47	21	64	48	20	72	57	30	69	52	24
	2000	66	46	16	74	59	30	72	54	23	66	49	22	74	60	33	71	54	27
Girls	1998	84	71	51	69	54	32	65	48	25	82	67	42	75	60	35	74	57	30
	1999	84	70	49	72	58	34	66	48	25	83	70	44	76	62	37	73	56	30
	2000	83	69	44	76	60	36	69	51	27	83	69	46	78	64	41	74	57	33
All pupils	1998	76	60	37	69	54	29	67	49	25	72	56	27	74	58	32	73	55	26
	1999	75	59	35	73	57	32	66	48	22	74	59	30	75	59	33	71	54	27
	2000	75	58	26	75	60	33	71	53	25	75	59	32	76	62	37	73	56	29

TABLE 8
Percentage of pupils classified as low achievers by gender

Key Stage 1

	Percentage of pupils working towards Level 1		
	Boys	Girls	All pupils
Reading Task*	4	2	3
Writing Task	7	3	5
Mathematics Task**	3	2	2
Reading TA	4	2	3
Writing TA	6	3	5
Mathematics TA	2	1	2
Science TA	2	1	2

* Reading below level 2 is a task only.

** Mathematics below level 1 is a task.

Key Stage 2

	Percentage of pupils at Level 2 or below		
	Boys	Girls	All pupils
English Test	8	4	6
Mathematics Task	6	5	5
Science Test	3	2	3
English TA	9	5	7
Mathematics TA	6	5	6
Science TA	4	3	4

Key Stage 3

	Percentage of pupils at Level 3 or below		
	Boys	Girls	All pupils
English Test	15	7	11
Mathematics Test	11	10	11
Science Test	13	14	13
English TA	15	7	11
Mathematics TA	13	10	11
Science TA	13	11	12

TABLE 9
Percentage of schools by level of low attainment and gender

Key Stage 1

Test results

		Percentage of pupils working towards Level 1						
		0–10	10–20	20–30	30–40	40–50	50–100	100
Reading Task*	Boys	85	9	2	1	0	1	2
	Girls	93	4	1	0	0	1	2
	All	91	5	1	0	0	1	1
Writing Task	Boys	73	15	6	2	1	1	2
	Girls	88	7	2	1	0	0	2
	All	82	12	3	1	0	1	2
Mathematics Task**	Boys	90	5	1	0	0	1	1
	Girls	93	4	1	0	0	0	2
	All	93	4	1	0	0	1	1

* Reading below Level 2 is a task only.

** Mathematics below Level 1 is a task.

Teacher Assessment results

		Percentage of pupils working towards Level 1						
		0–10	10–20	20–30	30–40	40–50	50–100	100
Reading	Boys	85	9	2	1	0	1	2
	Girls	92	4	1	0	0	0	2
	All	90	5	1	0	0	1	2
Writing	Boys	76	14	5	1	0	1	2
	Girls	89	7	2	0	0	0	2
	All	84	10	2	1	0	1	2
Mathematics	Boys	92	4	1	0	0	1	2
	Girls	94	2	0	0	0	0	2
	All	94	2	0	0	0	1	2
Science	Boys	93	3	1	0	0	1	2
	Girls	95	2	0	0	0	0	2
	All	95	2	0	0	0	1	2

TABLE 9: continued**Key Stage 2****Test results**

		Percentage of pupils at Level 2 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Boys	72	15	6	2	1	2	3
	Girls	85	9	2	1	0	1	3
	All	79	13	3	1	0	1	2
Mathematics	Boys	80	12	3	1	0	1	2
	Girls	82	11	3	1	0	1	3
	All	82	11	2	0	0	1	2
Science	Boys	90	5	1	1	0	1	2
	Girls	92	4	1	0	0	1	2
	All	92	4	1	0	0	1	2

Teacher Assessment results

		Percentage of pupils at Level 2 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Boys	68	16	7	3	1	2	3
	Girls	82	10	3	1	0	1	3
	All	75	15	4	1	0	2	3
Mathematics	Boys	77	13	4	1	0	1	3
	Girls	81	11	3	1	0	1	3
	All	80	12	3	1	0	1	3
Science	Boys	85	7	2	1	0	1	3
	Girls	88	6	2	0	0	1	3
	All	87	6	2	0	0	1	3

TABLE 9: continued

Key Stage 3

Test results

		Percentage of pupils at Level 3 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Boys	37	24	12	6	2	6	11
	Girls	68	14	3	1	0	2	11
	All	51	21	8	3	1	6	10
Mathematics	Boys	48	24	9	3	1	8	7
	Girls	51	24	8	2	1	4	10
	All	50	23	8	3	1	8	6
Science	Boys	45	22	10	5	2	9	7
	Girls	42	23	12	5	2	5	10
	All	43	22	11	5	3	9	6

Teacher Assessment results

		Percentage of pupils at Level 3 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Boys	35	23	13	6	2	8	13
	Girls	64	14	4	1	0	3	14
	All	48	21	8	3	1	8	12
Mathematics	Boys	44	22	9	4	2	8	11
	Girls	51	20	8	3	1	3	13
	All	48	21	9	3	1	8	10
Science	Boys	42	20	10	6	2	8	11
	Girls	49	19	9	4	2	4	13
	All	46	19	9	5	2	9	10

TABLE 10
Percentage of pupils classified as low achievers by school type

Key Stage 1

	Percentage of pupils working towards Level 1			All schools
	Maintained	Independent	Specials	
Reading Task*	3	0	61	3
Writing Task	5	1	68	5
Mathematics Task**	2	0	59	2
Reading TA	3	0	70	3
Writing TA	4	0	77	5
Mathematics TA	1	0	67	2
Science TA	1	0	65	2

* Reading below Level 2 is a task only.

** Mathematics below Level 1 is a task.

Key Stage 2

	Percentage of pupils at Level 2 or below			All schools
	Maintained	Independent	Specials	
English Test	5	1	70	6
Mathematics Test	5	1	67	5
Science Test	2	1	58	3
English TA	6	1	85	7
Mathematics TA	5	1	82	6
Science TA	3	1	76	4

Key Stage 3

	Percentage of pupils at Level 3 or below			All schools
	Maintained	Independent	Specials	
English Test	10	7	69	11
Mathematics Test	10	5	68	11
Science Test	12	9	67	13
English TA	10	6	84	11
Mathematics TA	10	4	80	11
Science TA	11	6	78	12

TABLE 11
Percentage of schools by level of low attainment and school type

Key Stage 1

Test results

		Percentage of pupils working towards Level 1						
		0–10	10–20	20–30	30–40	40–50	50–100	100
Reading Task*	Maintained	93	6	1	0	0	0	0
	Independent	99	0	0	0	0	0	1
	Specials	28	1	3	3	3	29	34
Writing Task	Maintained	84	12	3	1	0	0	0
	Independent	97	1	0	0	0	0	2
	Specials	26	1	2	1	2	21	47
Mathematics Task**	Maintained	96	4	0	0	0	0	0
	Independent	99	0	0	0	0	0	1
	Specials	30	1	3	2	4	29	32

* Reading below Level 2 is a task only.

** Mathematics below Level 1 is a task.

Teacher Assessment results

		Percentage of pupils working towards Level 1						
		0–10	10–20	20–30	30–40	40–50	50–100	100
Reading	Maintained	93	6	1	0	0	0	0
	Independent	99	0	0	0	0	1	1
	Specials	19	1	2	2	3	29	44
Writing	Maintained	86	11	2	0	0	0	0
	Independent	97	1	0	0	0	0	2
	Specials	16	1	1	2	2	23	56
Mathematics	Maintained	97	2	0	0	0	0	0
	Independent	99	0	0	0	0	0	1
	Specials	21	2	3	3	3	28	42
Science	Maintained	98	2	0	0	0	0	0
	Independent	99	0	0	0	0	0	1
	Specials	23	2	3	3	2	23	43

TABLE 11: continued

Key Stage 2

Test results

		Percentage of pupils at Level 2 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Maintained	81	15	3	1	0	0	0
	Independent	95	1	1	1	0	1	1
	Specials	26	1	1	1	3	24	44
Mathematics	Maintained	85	13	2	0	0	0	0
	Independent	94	2	1	0	0	1	1
	Specials	28	1	3	3	2	24	40
Science	Maintained	95	4	1	0	0	0	0
	Independent	96	1	1	0	0	1	1
	Specials	30	3	4	4	4	21	34

Teacher Assessment results

		Percentage of pupils at Level 2 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Maintained	78	16	4	1	0	0	0
	Independent	94	1	1	0	0	1	2
	Specials	6	0	2	2	2	27	61
Mathematics	Maintained	84	13	3	0	0	0	0
	Independent	94	2	1	0	0	2	1
	Specials	8	1	3	3	3	24	59
Science	Maintained	91	7	2	0	0	0	0
	Independent	96	1	0	0	0	1	1
	Specials	10	1	3	4	4	23	55

TABLE 11: continued**Key Stage 3****Test results**

		Percentage of pupils at Level 3 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Maintained	57	28	10	4	1	0	0
	Independent	74	6	2	1	1	9	5
	Specials	24	1	2	2	2	24	44
Mathematics	Maintained	57	31	10	2	0	0	0
	Independent	74	6	5	3	2	7	2
	Specials	19	3	5	5	4	36	28
Science	Maintained	49	29	14	5	2	0	0
	Independent	65	11	6	5	2	7	5
	Specials	19	2	3	4	5	40	26

Teacher Assessment results

		Percentage of pupils at Level 3 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Maintained	58	27	10	3	1	0	0
	Independent	74	5	4	1	1	11	4
	Specials	6	1	2	1	2	32	55
Mathematics	Maintained	57	28	11	3	1	0	0
	Independent	76	6	2	4	1	8	3
	Specials	7	2	3	3	3	37	46
Science	Maintained	55	25	12	5	2	1	0
	Independent	72	7	3	4	1	10	4
	Specials	8	2	3	3	3	37	45

TABLE 12
Percentage of pupils classified as high achievers by gender

Key Stage 1

	Percentage of pupils achieving Level 3 or above		
	Boys	Girls	All pupils
Reading Test*	24	32	28
Writing Task	6	12	9
Mathematics Test	26	24	25
Reading TA	24	33	28
Writing TA	9	16	12
Mathematics TA	26	24	25
Science TA	23	21	22

* Reading above Level 2 is a test only

Key Stage 2

	Percentage of pupils achieving Level 5 or above		
	Boys	Girls	All pupils
English Test	23	34	29
Mathematics Test	27	23	25
Science Test	33	36	34
English TA	17	27	22
Mathematics TA	25	23	24
Science TA	27	27	27

Key Stage 3

	Percentage of pupils achieving Level 7 or above		
	Boys	Girls	All pupils
English Test	5	10	7
Mathematics Test	19	18	18
Science Test	7	6	7
English TA	6	12	9
Mathematics TA	16	16	16
Science TA	8	8	8

TABLE 13
Percentage of schools by level of high attainment and gender

Key Stage 1

Test results

		Percentage of pupils at Level 3 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
Reading Test*	Boys	24	20	22	15	9	9	1
	Girls	16	14	19	17	13	20	1
	All	16	19	23	20	12	11	0
Writing Task	Boys	75	15	6	2	1	1	0
	Girls	56	20	13	6	2	2	0
	All	64	22	9	3	1	0	0
Mathematics	Boys	20	20	23	16	9	11	1
	Girls	25	21	21	14	8	11	1
	All	18	23	25	17	9	8	0

* Reading above Level 2 is a test only

Teacher Assessment results

		Percentage of pupils at Level 3 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
Reading	Boys	23	20	23	16	8	9	1
	Girls	15	12	19	18	13	22	1
	All	14	17	24	21	13	11	0
Writing	Boys	64	21	9	3	1	1	0
	Girls	43	22	17	9	4	4	0
	All	50	28	14	5	2	1	0
Mathematics	Boys	22	18	21	17	10	12	1
	Girls	28	19	20	14	8	10	1
	All	20	20	24	18	10	8	0
Science	Boys	33	16	18	13	8	10	1
	Girls	39	16	17	11	7	9	1
	All	32	18	20	14	8	8	0

TABLE 13: continued

Key Stage 2

Test results

		Percentage of pupils at Level 5 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Boys	27	21	20	14	8	10	1
	Girls	15	13	17	17	13	25	2
	All	16	18	22	18	12	14	0
Mathematics	Boys	22	18	22	15	10	13	1
	Girls	27	22	21	13	7	10	1
	All	20	24	23	16	9	9	0
Science	Boys	19	14	17	15	11	23	1
	Girls	17	13	16	15	12	26	1
	All	16	14	18	16	14	22	0

Teacher Assessment results

		Percentage of pupils at Level 5 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Boys	39	24	18	9	4	5	0
	Girls	22	18	20	15	10	14	1
	All	24	24	24	14	7	6	0
Mathematics	Boys	23	20	22	15	9	11	1
	Girls	26	21	21	14	8	9	1
	All	20	23	24	16	8	7	0
Science	Boys	24	17	19	15	10	15	1
	Girls	25	16	19	14	9	15	1
	All	21	18	21	16	11	12	0

TABLE 13: continued**Key Stage 3****Test results**

		Percentage of pupils at Level 7 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Boys	92	6	1	1	0	0	0
	Girls	73	18	5	2	1	2	0
	All	82	12	3	1	1	1	0
Mathematics	Boys	50	23	15	6	1	4	0
	Girls	51	24	15	5	2	4	0
	All	50	23	15	5	2	5	0
Science	Boys	85	11	2	1	1	1	0
	Girls	87	9	2	1	1	1	0
	All	85	10	2	1	1	1	0

Teacher Assessment results

		Percentage of pupils at Level 7 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Boys	88	8	2	1	0	1	0
	Girls	66	21	8	2	1	2	0
	All	75	17	4	2	1	2	0
Mathematics	Boys	56	24	12	4	1	3	0
	Girls	55	23	13	4	2	3	0
	All	55	24	12	4	2	4	0
Science	Boys	80	14	3	1	1	1	0
	Girls	79	14	4	2	1	1	0
	All	78	15	3	2	1	2	0

TABLE 14
Percentage of pupils classified as high achievers by school type

Key Stage 1

	Percentage of Pupils at Level 3 or above			All schools
	Maintained	Independent	Specials	
Reading Test*	28	56	0	28
Writing Task	9	24	0	9
Mathematics Test	25	46	0	25
Reading TA	28	54	0	28
Writing TA	12	31	0	12
Mathematics TA	25	49	0	25
Science TA	22	41	0	22

* Reading above Level 2 is a test only

Key Stage 2

	Percentage of Pupils at Level 5 or above			All schools
	Maintained	Independent	Specials	
English Test	28	55	0	29
Mathematics Test	24	45	0	25
Science Test	34	53	1	34
English TA	21	44	0	22
Mathematics TA	23	48	0	24
Science TA	27	46	0	27

Key Stage 3

	Percentage of Pupils at Level 7 or above			All schools
	Maintained	Independent	Specials	
English Test	7	18	0	7
Mathematics Test	18	43	0	18
Science Test	6	16	0	7
English TA	9	23	0	9
Mathematics TA	16	36	0	16
Science TA	8	20	0	8

TABLE 15
Percentage of schools by level of high attainment and school type

Key Stage 1

Test results

		Percentage of pupils at Level 3 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
Reading Test*	Maintained	12	20	25	21	13	10	0
	Independent	3	2	9	9	15	60	2
	Specials	99	1	0	0	0	0	0
Writing Task	Maintained	63	23	9	3	1	0	0
	Independent	23	23	24	13	8	8	1
	Specials	100	0	0	0	0	0	0
Mathematics	Maintained	15	24	26	18	9	8	0
	Independent	6	5	13	16	17	41	2
	Specials	98	1	1	0	0	0	0

* Reading above Level 2 is a test only

Teacher Assessment results

		Percentage of pupils at Level 3 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
Reading	Maintained	11	18	26	22	13	10	0
	Independent	4	3	6	11	15	60	1
	Specials	98	1	0	0	0	0	0
Writing	Maintained	48	30	15	5	1	1	0
	Independent	12	17	23	20	13	15	1
	Specials	100	0	0	0	0	0	0
Mathematics	Maintained	17	21	26	19	10	7	0
	Independent	5	4	10	14	15	51	1
	Specials	99	1	1	0	0	0	0
Science	Maintained	29	19	21	15	8	7	0
	Independent	14	10	10	12	15	37	1
	Specials	99	0	0	0	0	0	0

TABLE 15: continued

Key Stage 2

Test results

		Percentage of pupils at Level 5 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Maintained	12	20	24	19	13	13	0
	Independent	8	2	10	12	13	53	2
	Specials	99	1	0	0	0	0	0
Mathematics	Maintained	16	26	25	16	9	8	0
	Independent	11	9	15	16	15	33	0
	Specials	99	1	0	0	0	0	0
Science	Maintained	11	16	19	17	14	22	0
	Independent	12	6	11	12	12	45	2
	Specials	97	1	0	0	0	0	0

Teacher Assessment results

		Percentage of pupils at Level 5 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Maintained	21	27	25	15	7	5	0
	Independent	10	7	15	19	14	34	1
	Specials	99	0	0	0	0	0	0
Mathematics	Maintained	16	25	26	17	9	6	0
	Independent	9	6	11	18	16	38	1
	Specials	99	0	0	0	0	0	0
Science	Maintained	17	20	23	17	11	12	0
	Independent	11	5	13	16	17	37	1
	Specials	98	0	1	0	0	0	0

TABLE 15: *continued*

Key Stage 3

Test results

		Percentage of pupils at Level 7 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Maintained	79	15	3	1	1	2	0
	Independent	63	14	11	4	5	3	0
	Specials	100	0	0	0	0	0	0
Mathematics	Maintained	36	32	19	6	1	5	0
	Independent	35	10	14	12	8	21	1
	Specials	99	0	0	0	0	0	0
Science	Maintained	82	12	2	1	1	2	0
	Independent	67	14	9	6	2	2	0
	Specials	99	0	0	0	0	0	0

Teacher Assessment results

		Percentage of pupils at Level 7 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Maintained	71	21	4	2	1	2	0
	Independent	44	18	17	12	5	3	0
	Specials	100	0	0	0	0	0	0
Mathematics	Maintained	43	31	15	4	1	5	0
	Independent	38	11	15	11	12	13	0
	Specials	99	0	0	0	0	0	0
Science	Maintained	73	19	4	2	1	2	0
	Independent	55	15	16	6	4	4	0
	Specials	100	0	0	0	0	0	0

TABLE 16
Percentage of pupils achieving expected level or above by size of school

Key Stage 1

Percentage of pupils at Level 2 or above (test)

	Size of cohort						All schools
	0-10	10-20	20-40	40-80	80-100	100 & over	
Reading Task/Test*	65	84	84	83	84	85	83
Writing Task	65	84	85	85	86	86	84
Mathematics	69	89	90	90	91	91	90

* These percentages are based on achievements at Level 2C/B/A in the reading task and Level 3 and 4 in the reading test.

Percentage of pupils at Level 2 or above (teacher assessment)

	Size of cohort						All schools
	0-10	10-20	20-40	40-80	80-100	100 & over	
Reading	65	84	84	84	84	85	84
Writing	63	82	82	82	83	84	82
Mathematics	68	88	88	88	89	89	88
Science	68	88	88	88	89	88	88

Total number of schools in each category:

	0-10	10-20	20-40	40-80	80-100	100 & over	All schools
	1,835	2,721	6,310	5,406	652	142	17,066

Key Stage 2

Percentage of pupils at Level 4 or above (test)

	Size of cohort						All schools
	0-10	10-20	20-40	40-80	80-100	100 & over	
English	59	73	77	74	75	76	75
Mathematics	56	71	74	71	71	71	72
Science	66	81	86	85	85	86	85

Percentage of pupils at Level 4 or above (teacher assessment)

	Size of cohort						All schools
	0-10	10-20	20-40	40-80	80-100	100 & over	
English	56	70	72	70	70	71	70
Mathematics	57	72	74	72	72	71	72
Science	63	78	81	79	79	80	79

Total number of schools in each category:

	0-10	10-20	20-40	40-80	80-100	100 & over	All schools
	2,018	2,535	5,697	5,066	780	473	16,569

TABLE 16: continued**Key Stage 3****Percentage of pupils at Level 5 or above (test)**

	Size of cohort							All schools
	0-50	50-100	100-150	150-200	200-300	300-400	400 & over	
English	24	59	63	65	66	66	57	64
Mathematics	27	63	64	65	67	67	58	65
Science	24	56	59	60	62	62	55	59

Percentage of pupils at Level 5 or above (teacher assessment)

	Size of cohort							All schools
	0-50	50-100	100-150	150-200	200-300	300-400	400 & over	
English	25	60	64	65	66	65	60	64
Mathematics	26	63	66	67	69	68	59	66
Science	24	58	61	62	64	66	60	62

Total number of schools in each category:

	0-50	50-100	100-150	150-200	200-300	300-400	400 & over	All schools
	1,374	289	832	1,021	953	97	6	4,572

TABLE 17
Percentage of pupils achieving expected level or above by eligibility for free school meals

Key Stage 1

Percentage of pupils at Level 2 or above (test)

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
Reading Task/Test*	92	89	86	83	79	75	70	83
Writing Task	93	90	87	85	81	76	72	84
Mathematics	95	94	92	90	87	84	81	90

* These percentages are based on achievements at Level 2C/B/A in the reading task and Level 3 and 4 in the reading test.

Percentage of pupils at Level 2 or above (teacher assessment)

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
Reading	92	89	86	84	80	75	70	84
Writing	91	88	85	82	78	73	68	82
Mathematics	94	92	90	88	85	81	78	88
Science	95	93	91	88	85	80	76	88

Total number of schools in each category:

	Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
	4,201	3,205	2,182	1,433	2,148	1,591	2,293	13	17,066

Key Stage 2

Percentage of pupils at Level 4 or above (test)

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
English	88	83	78	74	69	63	56	75
Mathematics	84	79	74	70	66	60	55	72
Science	93	91	87	85	81	76	70	85

Percentage of pupils at Level 4 or above (teacher assessment)

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
English	84	78	73	69	64	58	51	70
Mathematics	85	79	75	71	66	61	55	72
Science	90	86	82	79	74	69	63	79

Total number of schools in each category:

	Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
	4,249	3,008	2,028	1,356	2,062	1,519	2,308	39	16,569

TABLE 17: continued**Key Stage 3****Percentage of pupils at Level 5 or above (test)**

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
English	83	74	66	61	54	47	38	64
Mathematics	85	75	68	62	55	46	37	65
Science	82	71	62	56	48	39	29	59

Percentage of pupils at Level 5 or above (teacher assessment)

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
English	84	74	66	61	54	47	39	64
Mathematics	86	76	69	64	56	49	39	66
Science	84	73	64	58	50	43	32	62

Total number of schools in each category:

	Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
	866	739	555	417	635	480	793	87	4,572

TABLE 18
Quartiles of school achievement by percentage eligibility of free school meals

Key Stage 1

Percentage of pupils at Level 2 or above (test)

		Eligibility of Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
Reading Task/Test*	Upper	100	96	93	90	87	84	79	93
	Median	94	90	87	84	80	76	70	86
	Lower	88	84	81	77	73	65	57	76
Writing Task	Upper	100	97	94	92	89	85	81	94
	Median	94	91	89	86	82	77	71	88
	Lower	88	85	81	78	73	66	57	77
Mathematics	Upper	100	100	97	97	94	92	89	98
	Median	98	95	93	92	89	86	81	93
	Lower	93	90	88	85	81	76	69	85

* These percentages are based on achievements at Level 2C/B/A in the reading task and Level 3 and 4 in the reading test.

Percentage of pupils at Level 2 or above (teacher assessment)

		Eligibility of Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
Reading	Upper	100	95	93	91	87	84	79	93
	Median	94	90	88	85	81	76	70	86
	Lower	88	84	81	77	73	65	57	76
Writing	Upper	100	95	92	90	86	83	78	93
	Median	93	89	86	83	79	73	68	84
	Lower	85	82	78	75	69	62	52	73
Mathematics	Upper	100	98	96	95	93	89	86	97
	Median	96	94	91	90	86	82	78	90
	Lower	91	88	86	83	79	73	66	82
Science	Upper	100	100	98	96	93	90	87	98
	Median	98	95	93	90	87	82	77	91
	Lower	92	89	86	83	78	71	62	82

Total number of schools in each category:

Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
4,201	3,205	2,182	1,433	2,148	1,591	2,293	13	17,066

TABLE 18: continued

Key Stage 2

Percentage of pupils at Level 4 or above (test)

		Eligibility of Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
English	Upper	96	90	86	83	79	73	67	88
	Median	89	84	79	75	69	63	55	78
	Lower	81	77	71	67	60	51	39	64
Mathematics	Upper	93	88	83	80	76	71	67	85
	Median	86	80	75	71	67	59	53	74
	Lower	76	72	67	62	55	47	37	60
Science	Upper	100	97	94	93	90	87	83	96
	Median	95	92	89	86	83	77	70	88
	Lower	89	87	82	78	72	64	53	77

Percentage of pupils at Level 4 or above (teacher assessment)

		Eligibility of Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
English	Upper	93	87	82	79	74	68	61	84
	Median	86	80	75	70	65	58	50	73
	Lower	76	72	67	61	54	46	33	59
Mathematics	Upper	94	88	84	80	76	71	67	86
	Median	87	81	76	73	67	61	54	75
	Lower	78	73	68	64	57	49	39	62
Science	Upper	100	94	92	89	85	81	76	92
	Median	92	88	84	81	76	70	63	83
	Lower	84	81	76	72	64	55	43	70

Total number of schools in each category:

Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
4,180	3,006	2,025	1,351	2,049	1,498	2,269	191	16,569

TABLE 18: continued

Key Stage 3

Percentage of pupils at Level 5 or above (test)

		Eligibility of Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
English	Upper	97	81	73	69	59	51	38	75
	Median	83	74	67	59	48	33	0	58
	Lower	58	67	58	50	20	0	0	26
Mathematics	Upper	95	80	73	67	59	48	38	75
	Median	83	75	68	62	51	37	14	60
	Lower	67	70	61	54	34	0	0	33
Science	Upper	92	77	69	62	52	41	29	71
	Median	79	72	62	56	43	30	13	53
	Lower	57	65	55	46	25	0	0	25

Percentage of pupils at Level 5 or above (teacher assessment)

		Eligibility of Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
English	Upper	97	80	74	68	60	51	39	75
	Median	83	74	66	59	49	34	5	59
	Lower	66	67	57	50	31	0	0	32
Mathematics	Upper	98	82	75	70	62	53	40	76
	Median	85	76	69	62	52	41	17	62
	Lower	71	71	62	56	35	0	0	37
Science	Upper	97	80	71	66	56	46	33	73
	Median	83	73	64	57	45	32	14	56
	Lower	62	66	55	47	28	0	0	29

Total number of schools in each category:

Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
879	747	563	420	637	480	793	53	4,572

TABLE 19
School performance differentials by gender

Key Stage 1

	Percentage of pupils at Level 2 or above						
	Girls better than boys			No difference	Boys better than girls		
	>10	5-10	0-5		0-5	5-10	>10
Reading Task/Test*	39	14	11	16	8	6	8
Writing Task	39	14	11	17	7	5	7
Mathematics Test	18	13	13	26	11	9	10
Reading TA	39	14	11	15	8	6	8
Writing TA	43	13	11	14	7	5	7
Mathematics TA	21	13	13	22	11	9	12
Science TA	20	12	12	27	10	8	11

* These percentages are based on achievements at Level 2C/B/A in the reading task and Level 3 and 4 in the reading test.

Key Stage 2

	Percentage of pupils at Level 4 or above						
	Girls better than boys			No difference	Boys better than girls		
	>10	5-10	0-5		0-5	5-10	>10
English Test	42	13	10	11	8	6	10
Mathematics Test	22	9	10	10	11	11	26
Science Test	19	11	12	19	12	11	16
English TA	50	12	9	9	7	5	9
Mathematics TA	27	11	10	10	10	10	22
Science TA	23	11	11	16	11	10	18

Key Stage 3

	Percentage of pupils at Level 5 or above						
	Girls better than boys			No difference	Boys better than girls		
	>10	5-10	0-5		0-5	5-10	>10
English Test	63	9	5	20	2	1	1
Mathematics Test	8	11	19	18	20	14	11
Science Test	4	6	14	17	20	19	21
English TA	63	10	5	19	2	1	1
Mathematics TA	14	16	20	19	16	8	8
Science TA	13	15	19	18	16	11	9