

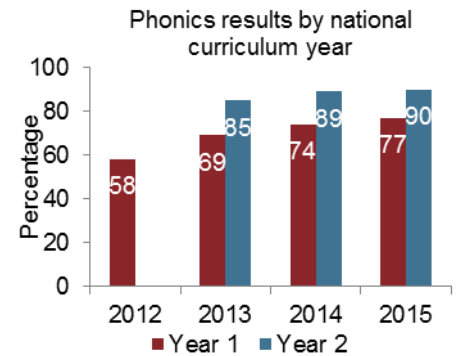


Phonics screening check and national curriculum assessments at key stage 1 in England, 2015

There is a continued increase in pupils achieving the phonics standard

More than three in four pupils met the expected phonics standard in year 1 (6 year olds) in 2015. This is a 3 percentage point increase from last year at 77%.

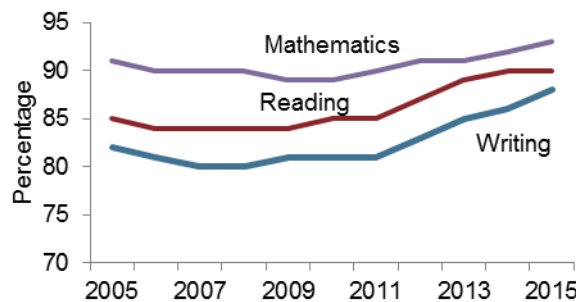
By the end of year 2 (age 7), 9 in 10 pupils met the standard in 2015, a 1 percentage point increase compared to 2014.



About this release

This statistical first release (SFR) provides 2015 information on achievements of pupils in phonics and teacher assessments at the end of key stage 1 by pupil characteristics.

Key stage 1 attainment has risen in mathematics and writing, whilst reading remains unchanged

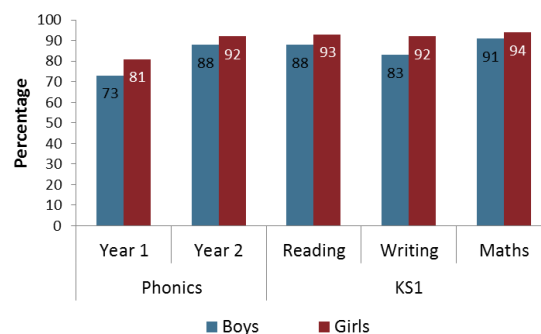


Mathematics increased by 1 percentage point on 2014 to 93%.

There is no change in reading at level 2 or above at 90%.

Writing has increased by 1 percentage point to 88% at level 2 or above.

Girls perform better than boys in phonics and key stage 1 subjects



Girls continue to lead by 8 percentage points in year 1 phonics.

At level 2 or above in key stage 1 (KS1) subjects, the largest difference is for writing with a gap of 8 percentage points*.

* All gaps and changes are calculated from unrounded data

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In this publication

The following tables are included in the SFR:

- Phonics tables (Excel .xls)
- KS1 national tables (Excel .xls)
- KS1 local authority tables (Excel .xls)
- Underlying data (open format .csv and metadata .txt)

The accompanying quality and methodology information document, provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at Primary.attainment@education.gsi.gov.uk

1. Phonics results (SFR tables 1, 2, 6 and 7)

77% of pupils met the expected standard of phonic decoding at the end of year 1. This compares with 58% in 2012.

Since the assessments were introduced in 2012, the proportion of year 1 pupils achieving the phonics standard has increased year on year. The increase between 2012 and 2013 was 11 percentage points; 5 percentage points between 2013 and 2014; and 3 percentage points between 2014 and 2015.

The percentage of pupils meeting the expected standard by the end of year 2 has increased to 90% in 2015 compared with 85% in 2013.

Table A: Percentage of pupils meeting the expected standard of Phonic decoding by national curriculum years 1 and 2:

England, 2012-2015

	Year 1	Year 2 ¹	Improvement from year 1 to year 2 (percentage points)
2015	77%	90%	16
2014	74%	89%	20
2013	69%	85%	27
2012	58%	Not applicable	

Source: National pupil database

Table A shows the proportion of pupils meeting the phonics standard by the end of year 2, comparing that with the proportion of pupils in their year group who had met the standard while in year 1.

School level figures are not published for phonics, but 753 schools have at least 95% of the pupils achieving the phonics standard in year 1 in 2015 compared with 611 in 2014. This figure excludes schools with fewer than 11 pupils.

Phonics screening check

This is a statutory assessment for all pupils in year 1 (typically aged 6) to check whether they have reached the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check. Those pupils who did not meet the standard in year 1 or who were not tested, must be re-checked at the end of year 2 (typically aged 7).

Year 2 pupils in the table above include those pupils who passed the test in year 1 the previous year.

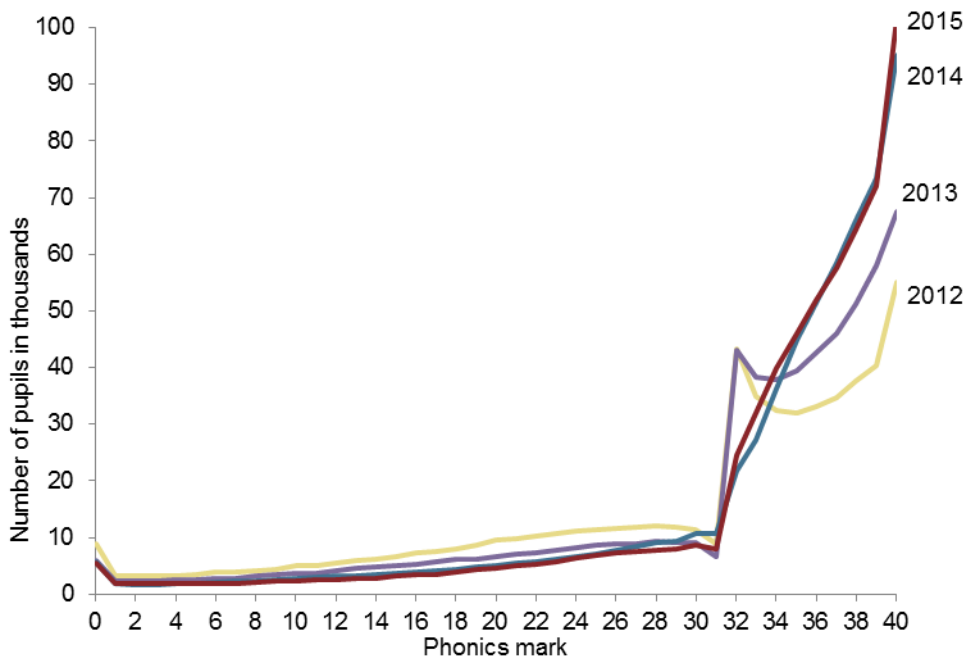
2. Phonics check mark distribution – year 1

Teachers administer the screening check one-on-one with each pupil and record whether their response to each of the 40 words is correct. This mark is from 0 to 40 and for 2015, as in previous years, the threshold to determine whether a pupil had reached the expected standard was 32. In 2015 and 2014, unlike previous years, this threshold mark was not communicated to schools until after the screening check was completed.

In 2015, the highest ever percentage (16%) of year 1 pupils who took the test achieved full marks (40 out of 40), compared with 9% in 2012.

¹ Using revised final data

Figure 1: Year 1 phonics screening check mark distribution:
England, 2012 to 2015



3. Key stage 1 (SFR table10)

Since 2005, schools have not been required to submit test results for key stage 1 to the Department for Education. They are required to submit teacher assessment levels, which is what all the key stage 1 attainment data presented in this Statistical First Release is based on.

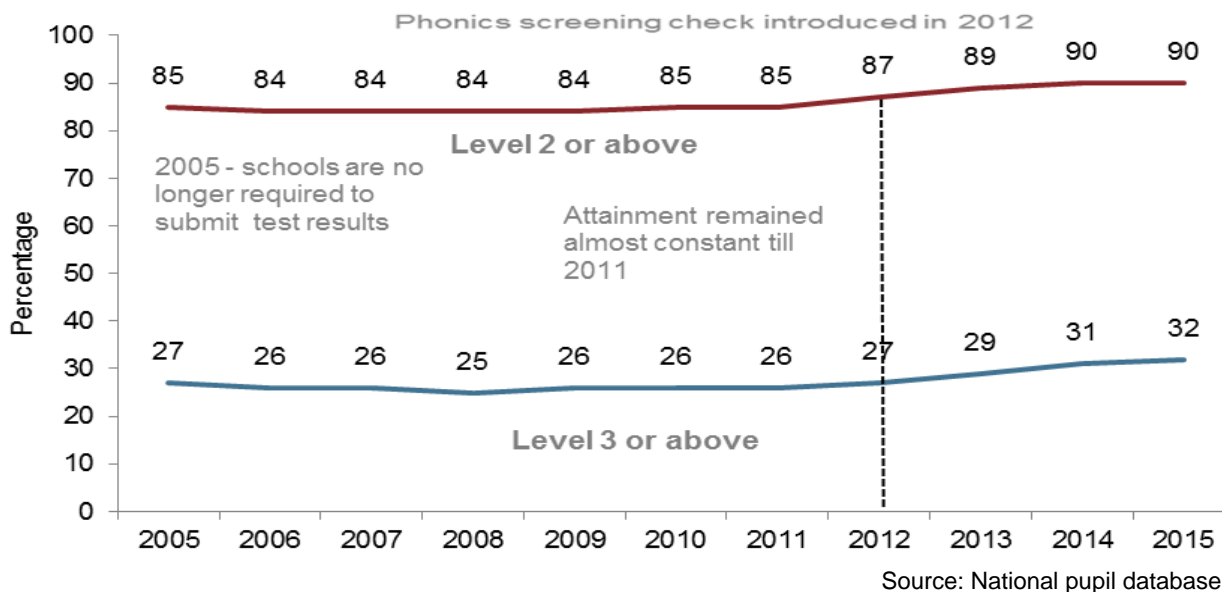
Compared with last year, attainment at level 2 or above has risen in mathematics, writing and in speaking and listening. The percentage of pupils achieving level 2 or above in reading and in science has remained unchanged from 2014.

At level 3 or above, attainment has risen in all subjects.

Reading

Attainment in reading at level 2 or above is unchanged from 2014, which peaked at 90%; compared with 85% in both 2010 and 2005. Attainment at level 3 or above increased by 1 percentage point to its highest ever level of 32%, compared with 26% in 2010 and 27% in 2005.

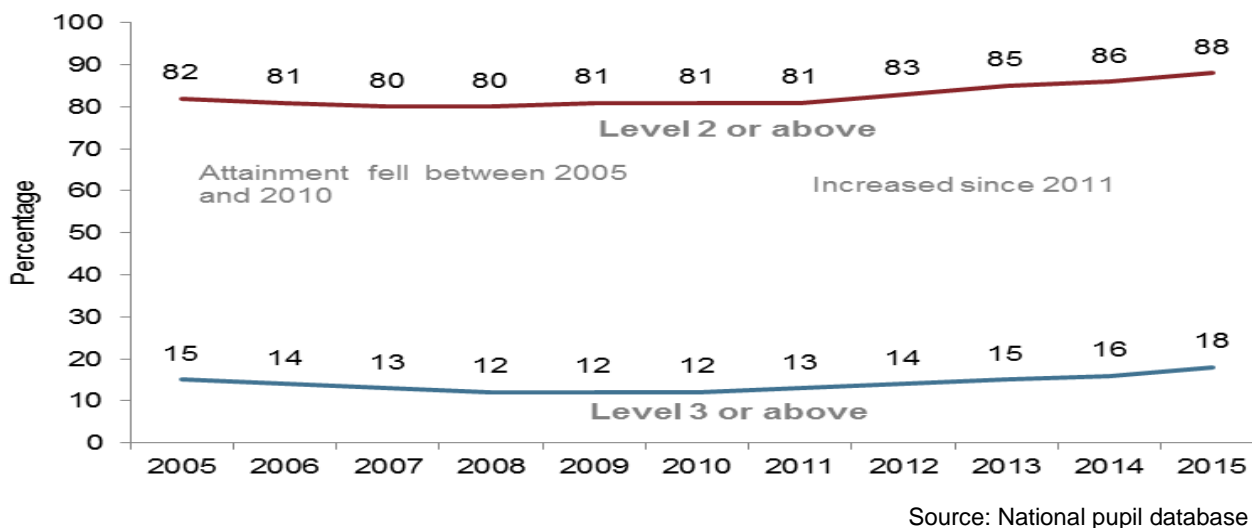
Figure 2: Attainment in reading at the end of key stage 1:
England, 2005 to 2015



Writing

Attainment in writing at level 2 or above has risen by 1 percentage point² to its highest ever level of 88%, compared to 81% in 2010 and 82% in 2005. At level 3 or above, 2015 attainment has also risen by 1 percentage point to 18%, compared to 12% in 2010 and 15% in 2005.

Figure 3: Attainment in writing at the end of key stage 1:
England, 2005 to 2015

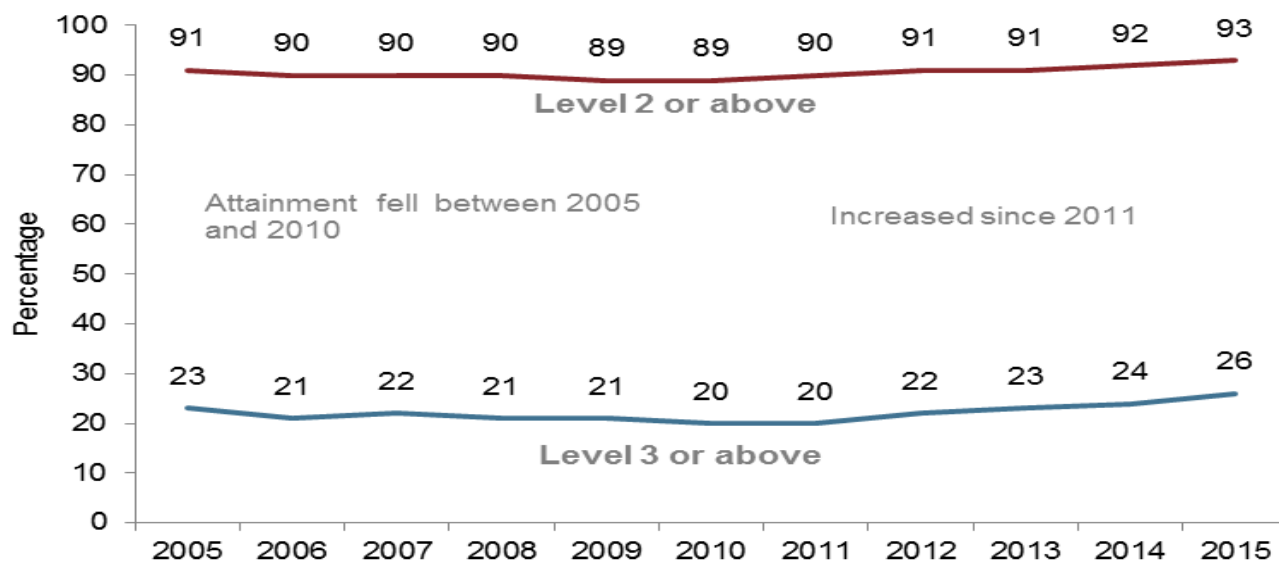


² All gaps and changes are calculated from unrounded data

Mathematics

Attainment in mathematics at level 2 or above has risen by 1 percentage point to 93%. This compares to 89% in 2010 and 91% in 2005. At level 3 or above, 2015 attainment has risen by 2 percentage points to 26%, compared to 20% in 2010 and 23% in 2005.

Figure 4: Attainment in mathematics at the end of key stage 1:
England, 2005 to 2015



Source: National pupil database

Speaking and listening and science

In speaking and listening, attainment at level 2 or above has risen to 90%, compared to 87% in 2010 and 88% in 2005. At level 3 or above, attainment has risen by 1 percentage point to 25%, compared to 21% in 2010 and 23% in 2005.

Attainment in science at level 2 or above remains unchanged at 91%, compared to 89% in 2010 and 90% in 2005. At level 3 or above, attainment has increased by 1 percentage point to 23%, compared to 21% in 2010 and 25% in 2005.

Key stage 1 attainment by school type (SFR table 11)

Attainment levels in local authority maintained mainstream schools and academies and free schools are very similar. But this masks important variation between the different types of schools within the academies and free schools group.

Converter academies have a higher percentage of pupils achieving level 2 or above than the average of all state-funded mainstream schools. This may be explained by the fact that schools which chose to convert to academies are usually already high performing schools.

The converse is true of sponsored academies, which initially perform below the average for state-funded mainstream schools, as these are schools that were already low performing before their conversion to academy status (see table B).

Number of primary schools³:

There were 15,621 state-funded mainstream primary schools with key stage 1 assessments in 2015.

13,512 (86%) were LA maintained schools

1,377 (9%) were converter academies

661 (4%) were sponsored academies.

71 were free schools.

See the methodology and quality information for information on different types of school.

Table B: Attainment in key stage 1 assessments at level 2 or above by type of school England, 2015 (mainstream schools)

	Reading	Writing	Maths	Speaking & Listening	Science
LA maintained schools	91%	88%	94%	91%	92%
Academies and free schools	90%	87%	93%	90%	91%
of which:					
Sponsored academies	86%	82%	90%	85%	86%
Converter academies	92%	90%	94%	92%	93%
Free schools	94%	91%	96%	94%	94%

Source: National pupil database

The number of free schools with 7 year old pupils is still relatively small, so care should be taken when interpreting results for this group of schools. Please also note that some of the free schools which currently have results are former independent schools rather than new provision.

It is difficult to interpret changes in results across years due to the conversion of schools from one type to another. This means that comparing the headline figures for any of these groups captures not only the change in performance, but also the change in composition. For example, if the additional schools to a group all had attainment that was below the average for the group, the effect would be to lower the average for the group even if each individual school saw no change in its own results.

³ Where schools have changed type during the academic year, they are shown under their type as on 12 September 2014.

4. Pupil characteristics (SFR tables 2 & 15)

A higher proportion of girls than boys continue to meet the phonics standard – there is a gap of 8 percentage points.

The biggest attainment gap is between pupils with special educational needs (SEN) and those with no identified SEN. Pupils that met the phonics standard with no SEN improved by 2 percentage points to 83% in 2015, while SEN attainment improved by 1 percentage point to 39%.

The attainment gap between pupils that met the phonics standard who were eligible for free school meals (FSM) and all other pupils is 15⁴ percentage points, compared to 16 percentage points last year. Pupils eligible for FSM have improved by 3 percentage points since last year, while non-FSM pupils improved by 2 percentage points.

There is no noticeable difference between performance of pupils with English as an additional language (EAL) and others. 76% of pupils with EAL achieved the phonics standard, compared to 77% of all other pupils.

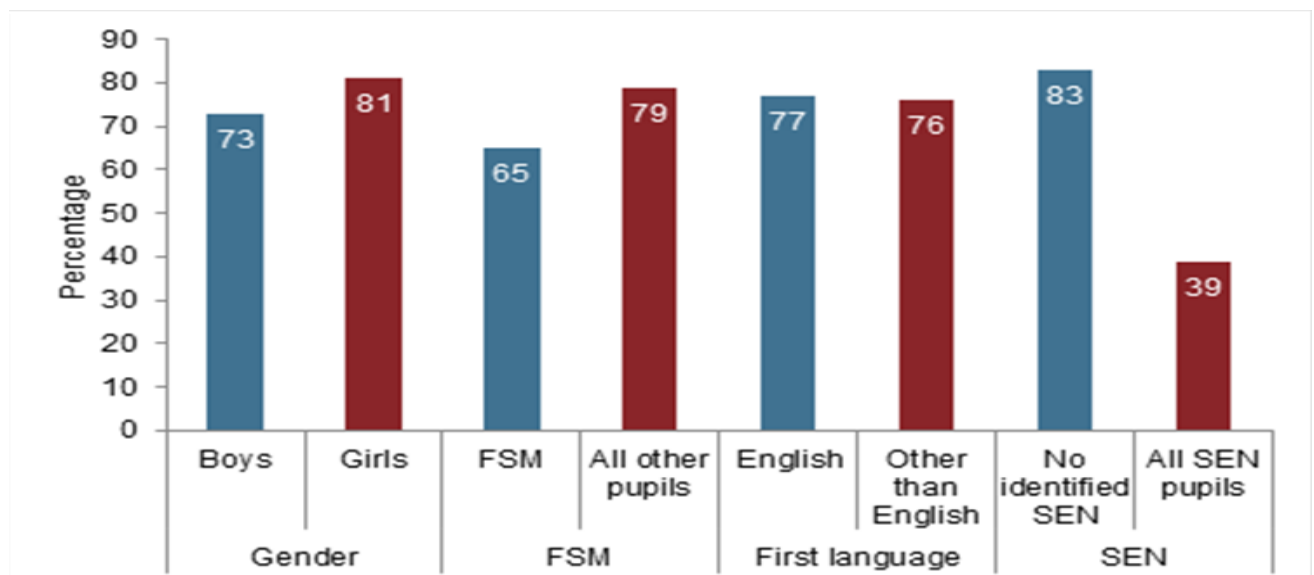
Characteristics definitions

Some definitions of characteristics changed over time

See the pupil characteristics information for the definitions used

Data on disadvantaged pupils will be added in the Excel tables in December 2015 when this data becomes available.

Figure 5: Attainment in year 1 phonics by pupil characteristics:
England, 2015

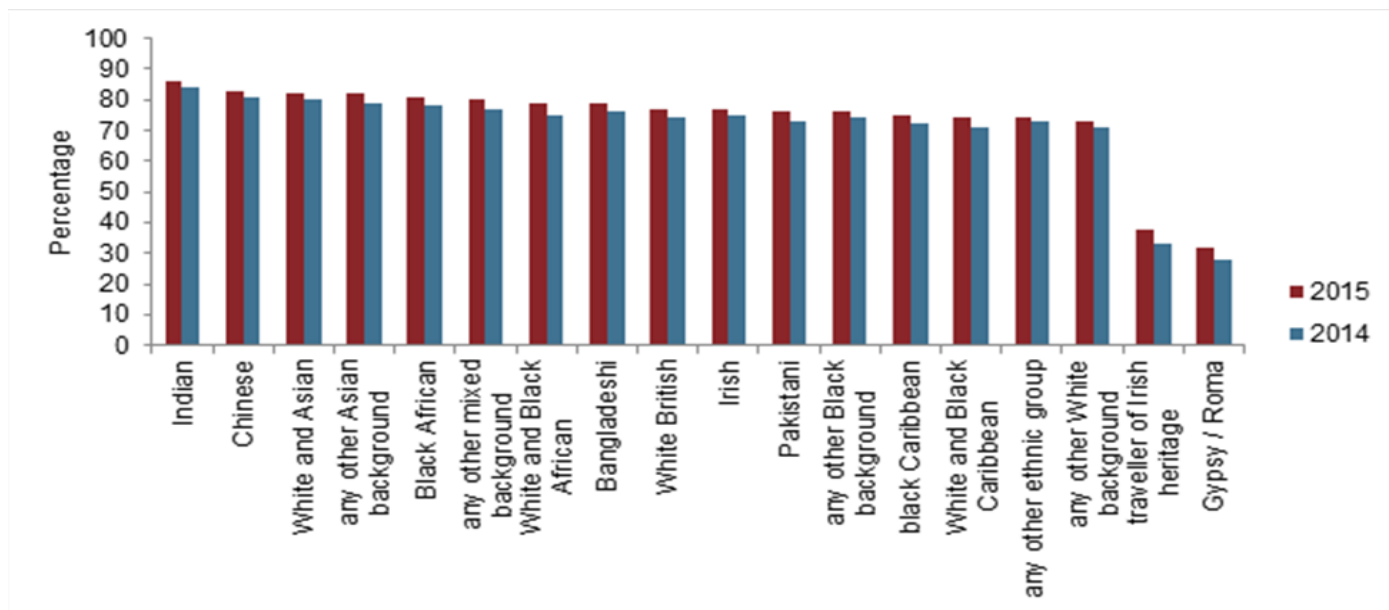


Source: National pupil database

⁴ All gaps and changes are calculated from unrounded data

All ethnic groups have improved in phonics attainment compared to last year. Indian and Chinese pupils continue to outperform the other ethnic groups, with Irish traveller pupils and Gypsy, Roma pupils at the bottom of the group.

Figure 6: Attainment in year 1 phonics by ethnicity:
England, 2014 to 2015



Source: National pupil database

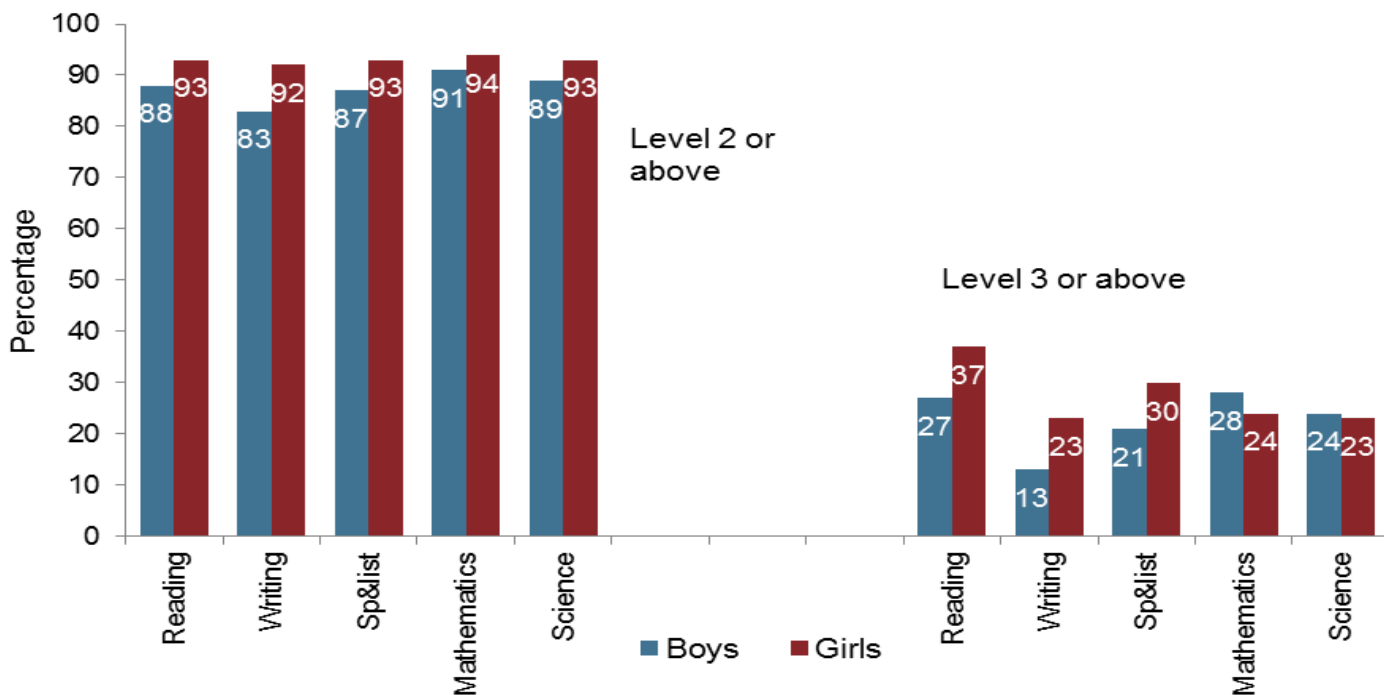
Key stage 1 by pupil characteristics:

At the end of key stage 1, girls continue to outperform boys in all subjects at level 2 or above, but not at level 3 or above. As in previous years, the largest attainment gap is in writing, where the gap is 8⁵ percentage points.

Boys performed better in mathematics and science at level 3 or above - 4 percentage points ahead of girls in mathematics and 1 percentage point ahead in science.

⁵ All gaps and changes are calculated from unrounded data

Figure 7: Attainment in key stage 1 by gender:
England, 2015

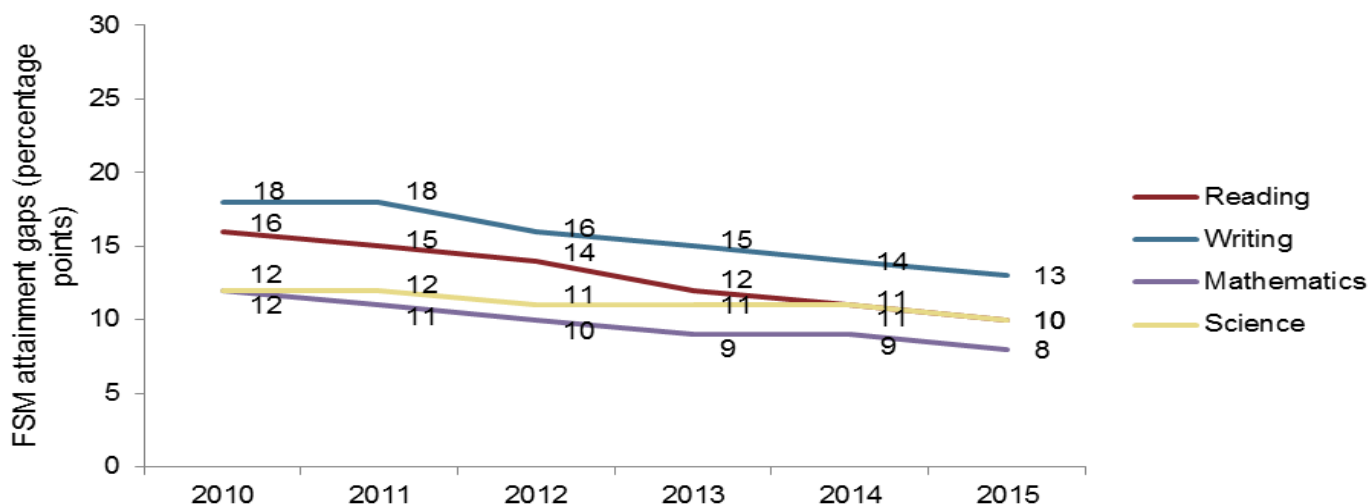


Source: National pupil database

In 2015, the attainment gap between FSM pupils and all other pupils is 10 percentage points in reading and science, 13 percentage points in writing and 8 percentage points in mathematics.

The attainment gap between FSM pupils and all other pupils continues to narrow in all subjects. Since 2010, the gap has reduced by 6 percentage points in reading, 5 percentage points in writing, 4 percentage points in mathematics and 2 percentage points in science.

Figure 8: Attainment gap between FSM and non-FSM pupils in key stage 1 by subject:
England, 2010 to 2015



Source: National pupil database

5. Local authority results (SFR tables 5 & 17)

Table C shows the minimum and maximum percentages for local authorities in phonics in national curriculum years 1 and 2, and also the minimum and maximum percentages achieving level 2 or above in each subject for key stage 1 subjects (excluding the City of London and Isles of Scilly which only have 1 school each). At key stage 1, mathematics has the lowest variation, followed by reading. Writing, science and speaking and listening all have similar variations.

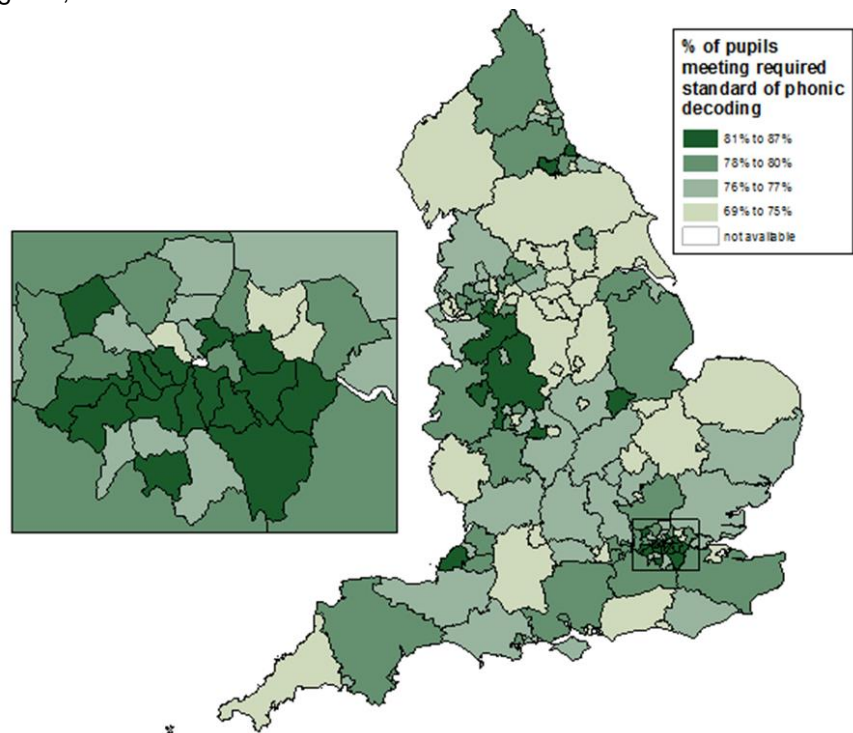
Table C: Minimum and maximum local authority percentages England, 2015 (mainstream schools)

	National average	Minimum	Maximum	Range (percentage points)
Year 1 phonics	77%	69%	87%	18
Year 2 phonics	90%	84%	94%	10
Reading	90%	85%	95%	10
Writing	88%	81%	92%	11
Mathematics	93%	89%	96%	7
Speaking and listening	90%	84%	95%	11
Science	91%	86%	97%	11

Source: National pupil database

Figure 9: Phonics attainment of year 1 pupils by local authority England, 2015

There is considerable variation between local authorities in year 1 phonics results. This is partly due to one local authority with very high attainment at 87%. Excluding this local authority, the maximum attainment is reduced by 3 percentage points to 84% with the range at 15 percentage points.



Source: National Pupil Database

6. Accompanying tables

The following tables are available in Excel format on the department's statistics website (<https://www.gov.uk/government/collections/statistics-key-stage-1>):

Phonics national and local tables

- 1 Phonics year 1 pupils achievements by school type, 2015
- 2 Year 1 pupils achievements by pupil characteristics, 2012 to 2015
- 3a Year 1 pupils achievements by ethnicity, free school meal eligibility and gender, 2012 to 2015
- 3b Year 1 pupils achievements by SEN provision, free school meal eligibility and gender, 2012 to 2015
- 3c Year 1 pupils achievements by SEN provision, ethnicity and gender, 2012 to 2015
- 4 Year 1 pupils achievements by each phonic mark and gender, 2012 to 2015
- 5 Year 1 pupils achievements by local authority and gender, 2012 to 2015
- 5a Year 1 pupils achievements by ethnicity, local authority and gender, 2012 to 2015
- 5b Year 1 pupils achievements by first language, local authority and gender, 2012 to 2015
- 5c Year 1 pupils achievements by free school meal eligibility, local authority and gender, 2012 to 2015
- 5d Year 1 pupils achievements by SEN provision, local authority and gender, 2012 to 2015
- 6 Phonics achievements by the end of year 2, by school type, 2015
- 7 Phonics achievements by the end of year 2, by pupil characteristics, 2013 to 2015
- 8 Phonics achievements by the end of year 2, by local authority and gender, 2013 to 2015

Key stage 1 national tables

- 9 Attainment at level 2 or above in key stage 1 assessments by pupil characteristics, 2015
- 10 Levels of attainment in key stage 1 teacher assessments by subject and gender, 2010 to 2015
- 11 Levels of attainment in key stage 1 teacher assessments by school type, 2015
- 12 Attainment at each level by subject and gender, 2015
- 13 Average point score by gender, 2010 to 2015
- 14 Key stage 1 reading levels by phonics prior attainment, 2015
- 15 Levels of attainment by pupil characteristics, 2010 to 2015
- 16a Attainment by ethnicity, free school meal eligibility and gender, 2010 to 2015

16b Attainment by SEN provision, free school meal eligibility and gender, 2010 to 2015

16c Attainment by SEN provision, ethnicity and gender, 2010 to 2015

Key stage 1 local authority tables

- 17 Attainment at level 2 or above in key stage 1 assessments by local authority, 2011 to 2015
- 18 Attainment at level 2 or above in key stage 1 teacher assessments by local authority, 2015
- 19 Attainment at level 3 or above in key stage 1 teacher assessments by local authority, 2015
- 20 Average point score by gender and local authority, 2015
- 21 Attainment by local authority and ethnicity, 2010 to 2015
- 22 Attainment by local authority and first language, 2010 to 2015
- 23 Attainment by local authority and free school meal eligibility, 2010 to 2015
- 24 Attainment by local authority and SEN provision, 2010 to 2015

Key stage 1 pupil residency tables

- A1 Attainment at level 2 or above by IDACI decile of pupil residence, 2010 to 2015
- A2 Attainment at level 2 or above by degree of rurality of pupil residence, 2010 to 2015
- A3 Attainment at level 2 or above by local authority district and region of pupil residence, 2010 to 2015
- A4 Attainment at level 2 or above by IDACI decile and degree of rurality of pupil residence, 2010 to 2015

When reviewing the tables, please note that:

We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality
So we suppress some figures,	Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved or 0,1 or 2 pupils who did not achieve a particular level are suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with our Statistical policy statement on confidentiality .
adopt symbols to help identify this	Symbols are used in the tables as follows: . not applicable .. not available x publication of that figure would be disclosive * LA level data based on a single school
and round numbers	Percentages in this SFR are given to the nearest whole number but all gaps and differences have been calculated on unrounded data. Therefore some figures may not match those produced from the rounded figures shown in the tables. All numbers at regional level are rounded to the nearest 10. However, percentages have been calculated from unrounded data. This is so that it is not possible to deduce the figures for local authorities which have been suppressed.
We have made no changes this year	All figures published in this 2015 SFR have been calculated using the same methodology as the 2014 figures so that valid comparisons can be made. Any changes prior to 2014 are described in the quality and methodology information document which accompanies this release.
This is provisional data	2015 figures are provisional. There is no plan to reissue the publication with final 2015 figures. Due to the changes in assessments next year, we will consider whether to revise the 2015 figures in next year's release, given the negligible changes, if any, in the national figures between the provisional and final figures.
We provide underlying data	The SFR is accompanied by national and local authority underlying data and metadata describing this data. This data is provided in csv format so that it can be loaded into the software of your choice.

7. Further information is available

School level figures	School level data is not published for the phonics screening check or key stage 1 teacher assessments.
Previously published figures	SFR34/2014: Phonics screening check and key stage 1 assessments: England 2014 - Publications - GOV.UK

Attainment for other key stages	<p>SFR39/2014: Early years foundation stage profile results: 2013 to 2014 - Publications - GOV.UK</p> <p>SFR46/2014: EYFSP attainment by pupil characteristics: 2013 to 2014 - Publications - GOV.UK</p> <p>SFR30/2015: Statistics: key stage 2 - GOV.UK</p> <p>SFR02/2015: Statistics: GCSEs (key stage 4) - GOV.UK</p> <p>SFR06/2015: GCSE and equivalent attainment by pupil characteristics: 2014 - Publications - GOV.UK</p> <p>SFR03/2015: A level and other level 3 results: 2013 to 2014 (revised) - Publications - GOV.UK</p> <p>School Performance Tables</p>
Pupil numbers	<p>SFR16/2015: Schools, pupils and their characteristics: January 2015 - Publications - GOV.UK</p>
Lower level geographical data	<p>Pupil residency tables showing 2014 small area attainment data by pupil characteristics at key stage 1 (KS1) were published by the Office for National Statistics (ONS) on the neighbourhood statistics service (NeSS) in June 2015 website</p> <p>The ONS neighbourhood statistics data was accompanied by the Department for Education publication: Statistics: neighbourhood (absence and attainment)</p>
SEN attainment	<p>SFR25/2015: Special educational needs in England: January 2015 - Publications - GOV.UK</p>
Attainment in Wales, Scotland and Northern Ireland	<p>See the quality and methodology information which accompanies this release for details of similar data available for other areas.</p>
International comparisons.	<p>There are no international comparisons of attainment for pupils at this age.</p> <p>Pupils in England take part in international surveys such as Trends in International Mathematics and Science Study (TIMSS). This is a comparative international survey of mathematics and science achievement of 9-10 year olds and 13-14 year olds, carried out on pupils from a sample of schools. 2011 results were published on 11 December 2012.</p>

8. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;

- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

9. Technical Information

A quality and methodology information document and a pupil characteristics information document accompany this SFR. They provide further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

10. Got a query? Like to give feedback?

If from the media	Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. 020 7783 8300
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If non-media	Praful Whiteman, Education Data Division, Department for Education, 2 St Paul's place, 125 Norfolk Street, Sheffield, S1 2FJ 020 7783 8551 Primary.attainment@education.gsi.gov.uk
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Department
for Education



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