

**STATISTICS OF
EDUCATION**
*National Curriculum
Assessments of 7, 11
and 14 Year Olds in
England – 1998*

NATIONAL CURRICULUM ASSESSMENTS OF 7, 11 AND 14 YEAR OLDS IN ENGLAND – 1998

Introduction

Background

1 This bulletin provides the results of further analyses carried out on the attainments of pupils in England under the National Curriculum. It contains results of 1998 tasks/tests and teachers' assessments¹ at each Key Stage. This is the second issue of such a bulletin. It is also an opportunity to consolidate the results published in the Key Stage 1, 2 and 3 Autumn Packages².

2 The results of both teacher assessments and tests are used in the analyses in this publication. Teacher assessments 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.

3 The Autumn Package of Performance Information for Schools contains the National Curriculum assessment results and examines achievement by 7, 11 and 14 year olds nationally by gender. Recently a Statistical First Release³ was published showing these results by local education authority. This Bulletin expands on that information, and looks at results by type of school, i.e. maintained, participating independent and special, size of school and percentage of pupils eligible for free school meals.

Changes to the National Curriculum Assessment tests since 1997

4 After a pilot in 1997, a mental arithmetic tests was introduced as part of the Key Stage 2 and 3 mathematics assessment. 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. In order to present a consistent time series some tables present a mathematics result excluding the mental arithmetic element.

5 This bulletin also presents the reading and writing components of the 1998 Key Stage 2 English test. The overall writing element is based on the results of two tests; spelling and handwriting, and writing.

How to interpret the results

6 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, level 4 is the level expected of most pupils at the end of Key Stage 2 and levels 5 and 6 are the levels expected of most pupils at the end of Key Stage 3. The Department's policy is to show numbers achieving level 5 and above when presenting analyses which refer to 'expected level or above' at Key Stage 3.

LEVELS IN THE NATIONAL CURRICULUM

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

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

National Targets in Literacy and Numeracy

7 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.

Targets for literacy have also been set for each local education authority individually⁴.

Key Points

8 The key points to emerge from this bulletin are:

- About four fifths of 7 year olds are assessed to be at or above the expected level in reading, both in test and TA; a quarter achieved level 3 in the reading comprehension test.

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

² The Autumn Packages produced by the DfEE, QCA and Ofsted contain the 1998 National results, together with benchmarking and value added information. There are four packages, one for each Key Stage and a GCSE/GNVQ package.

³ Statistical First Release 21/99 published in January 1999.

⁴ The local education authority targets are published in the DfEE Press Notice 5/98.

- A higher percentage of girls achieved the expected level or above than boys in all Key Stage 1 subjects. However, the proportion of boys who are under achieving is only significantly different from girls in the writing test.
- In each subject at Key Stage 2 just over 1 in 6 pupils are classified as higher achievers in test and TA.
- The spread of results between schools at Key Stage 3 is extremely wide, with boys' results showing a slightly greater spread than girls'.
- The proportion of pupils achieving the expected level for mathematics at Key Stage 2 and Key Stage 3 has fallen between 1997 and 1998.
- The proportion of pupils classified as lower achievers increased as pupils move through the Key Stages.
- At all Key Stages, participating independent schools showed higher proportions of pupils reaching the expected level than other types of institution. Since 1996 Key Stage 1 maintained schools have shown improved results in nearly all test and TA.
- The spread of school results is greater for small schools than for large schools. This difference increases through the Key Stages.
- As the percentage of pupils eligible for free school meals increases within a school, the percentage of pupils attaining the target level decreases at all Key Stages.

National Results

Achievement in 1998

9 National results for 7, 11 and 14 year olds are shown in Table 1. In order to examine the spread of results Tables 5 and 6 show the quartiles⁵ of the percentage of pupils achieving the expected level or above in test and TA for each Key Stage.

10 Around four fifths of 7 year olds are assessed to be at, or above, the expected level in reading comprehension, both in the test and TA at the end of Key Stage 1, with around a quarter achieving level 3 in the reading comprehension test. The results of the task/test and teacher assessment in mathematics show that 83% of pupils reached at least level 2. Over 75% of schools have at least 70% of pupils at or above level 2 in the reading, writing and mathematics tests. Some 25% of schools have over 90% of pupils at this level. (Tables 1 and 5)

11 The percentage of pupils reaching level 4 or above in Key Stage 2 was similar in TA and test for both English and science. In the tests 65% of pupils achieved the expected level or above in English, whilst 59% and 69% reached this level in mathematics and science respectively. Less than one half of one per cent were classified as disappplied⁶ and around 2% were absent for the tests. In each of the subjects less than 0.5% attained level 6 or above in the tests. There is a greater spread of school performance at Key Stage 2 than at Key Stage 1. In the English and science tests and for TA in all subjects 75% of schools have at least half of their pupils at level 4 or above, however, only 25% of schools had 80% achievement of level 4 in the science test. (Tables 1, 5 and 6)

12 The proportion of pupils reaching the expected level or above in the English and mathematics tests at Key Stage 3 was the same as at Key Stage 2. There was a large difference in the proportion of pupils achieving the expected level in the science test with 56% reaching the expected level at Key Stage 3 compared with 69% reaching the expected level at Key Stage 2. As at Key Stage 2, only a small number of pupils were disappplied at Key Stage 3. Less than 1% of pupils were graded as exceptional performers in each subject. The spread of test results between schools is extremely wide, but for all subjects 25% of schools have two thirds of their pupils achieving level 5 or above. (Tables 1, 5 and 6)

Lower Attainment

13 Lower achievement, for the purpose of this bulletin, is defined as those working towards level 1, for Key Stage 1, those at or below level 2 for Key Stage 2, and those at or below level 3 at Key Stage 3. Table 7 shows the percentage of pupils at or below these levels. Table 8 shows the percentage of schools in each band of lower achievement. For example, Table 8 shows 2% of schools have 10-20% of Key Stage 1 pupils working towards level 1 in the Key Stage 1 science TA.

14 In the Key Stage 1 writing test, 6% of pupils were working towards level 1, compared to 3% in the reading task/test and 2% in the mathematics test. In around 2% of schools all pupils were classified as working towards level 1 in all subjects, in both test and TA. (Tables 7 and 8)

15 The proportion of pupils classified as lower achievers is higher at the end of Key Stage 2 than at end of Key Stage 1. Around 7% of pupils were at level 2 or below in English and mathematics, in both test and TA. (Table 7)

16 Again, at Key Stage 3 a greater proportion of schools had all of their pupils classified as lower achievers. In

⁵ 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 exceeding this level and 75% below the level. The lower quartile is the achievement level at which a 25% of schools have results below this level and 75% exceeding this level.

⁶ Pupils disappplied under section 364/365 of the 1996 Education Act.

English this was 8% for the test and 11% for the TA. In all subjects, in both test and TA, over a tenth of all Key Stage 3 pupils were classified as being lower achievers. For all Key Stages participating independent schools had the lowest percentage of pupils classified as lower achievers. (Tables 7, 8 and 9)

Higher Attainment

17 Higher achievement for Key Stage 1 is classified as those achieving level 3 or above, for Key Stage 2 it is those at level 5 or above, and at Key Stage 3 it is those at level 7 or above. Table 11 shows the percentage of pupils achieving these levels. Table 12 shows the percentage of schools in each band of higher achieving pupils. For example, Table 12 shows 21% of schools have 10-20% of Key Stage 1 pupils at level 3 in Key Stage 1 science TA.

18 In the Key Stage 1 reading test, over a quarter of pupils were at or above level 3, compared to 7% in the writing test and 19% in the mathematics test. In all subjects, less than 1% of schools had all pupils achieving level 3 or above in the tests. (Tables 11 and 12)

19 Around one in six pupils are classified as higher achievers in the Key Stage 2 tests and TA for each of the subjects. Just over 60% of schools have less than a fifth of their pupils at level 5 or above, in each of the Key Stage 2 subjects, for both test and TA. (Tables 11 and 12)

20 At Key Stage 3 a smaller proportion of pupils were classified as higher achievers, compared with Key Stage 2. Around one eighth of pupils achieved level 7 or above in the mathematics test and TA. Only two per cent of schools had over a half of their pupils achieving level 7 or above in the English and science tests. (Tables 11 and 12)

Achievement in 1998 compared with 1996 and 1997

21 Between 1996 and 1997, results in the test and TA for all subjects showed an increase at Key Stage 1. At level 2B, however, the only improvement was in mathematics. From 1997 to 1998, the level of improvement for all Key Stage 1 subjects both in test and TA was one percent or less. (Table 4)

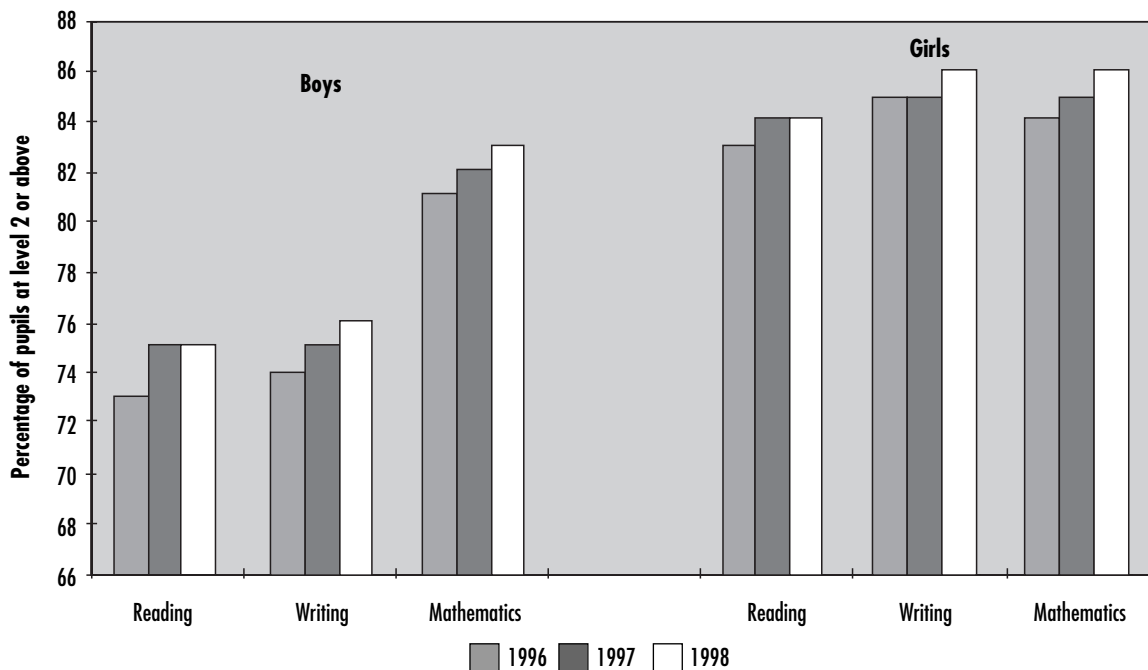
22 The 1997 Key Stage 2 results showed that the proportion of pupils at level 4 or above was greater than the 1996 in all subjects. In 1998 this percentage increased for English and science at both test and TA. The proportion of pupils achieving this level in mathematics, however, dropped by 3%. In the 1998 assessment mental arithmetic was included in the mathematics test. When the results for mental arithmetic are removed from the mathematics assessment the results are 2% below the 1997 level. (Table 4)

23 In Key Stage 3 the percentage of pupils at or above the expected level increased between 1996 to 1997 in all subjects test and TA. However, in 1998 the proportion of 14 year old pupils achieving level 5 or above decreased for mathematics and science. The percentage of pupils achieving level 6 or above increased in the English test by 11%. (Table 4)

Results by Gender

24 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. The largest difference was in writing TA where the percentages were 84% for girls and 73% for boys. For the writing and mathematics tests a quarter of schools have 100% of girls at level 2 or above. (Tables 2 and 6)

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



25 The proportion of boys who are classified as lower achievers is only significantly different from the proportion of girls in the Key Stage 1 writing test. The proportion of girls who are higher achievers is significantly higher than of boys in the reading test/task. (Table 7 and 11)

26 In the Key Stage 1 tests and TA for all of the subjects, girls and boys have shown similar improvement since 1996. In 1998 girls out perform boys in all subjects, test and TA. (Table 4)

27 At Key Stage 2, girls equalled or outperformed boys in the English test and all subjects in TA. In the mathematics and science tests the percentage achieving the expected level or above were 1% higher for boys than for girls. The results for boys and girls show a similar distribution in all subjects, both in test and TA. In the English test and TA girls have a greater number of higher achievers than boys. (Tables 1 and 4)

28 The proportion of girls reaching the expected level or above in the Key Stage 2 reading test has increased by 5% since 1997, whereas the proportion of boys reaching the expected level has fallen. The proportion of both girls and boys reaching level 4 in the writing test has declined since 1997. Therefore the 2% increase in the 1998 English test result is solely due to the improvement in girls reading. (Table 4)

29 At Key Stage 3 a higher proportion of girls achieved at least the expected level in all subjects in TA and in the English test. Around one in six boys are at level 2 or below in the English test compared to one in fifteen girls. Girls also have a greater number of higher achievers than boys in the English test. (Tables 4, 7 and 11)

30 The 1998 English and mathematics results for both boys and girls at Key Stage 3 show an improvement since 1996. The science test results have declined by around 4% since 1997. (Table 4)

Results by School Type

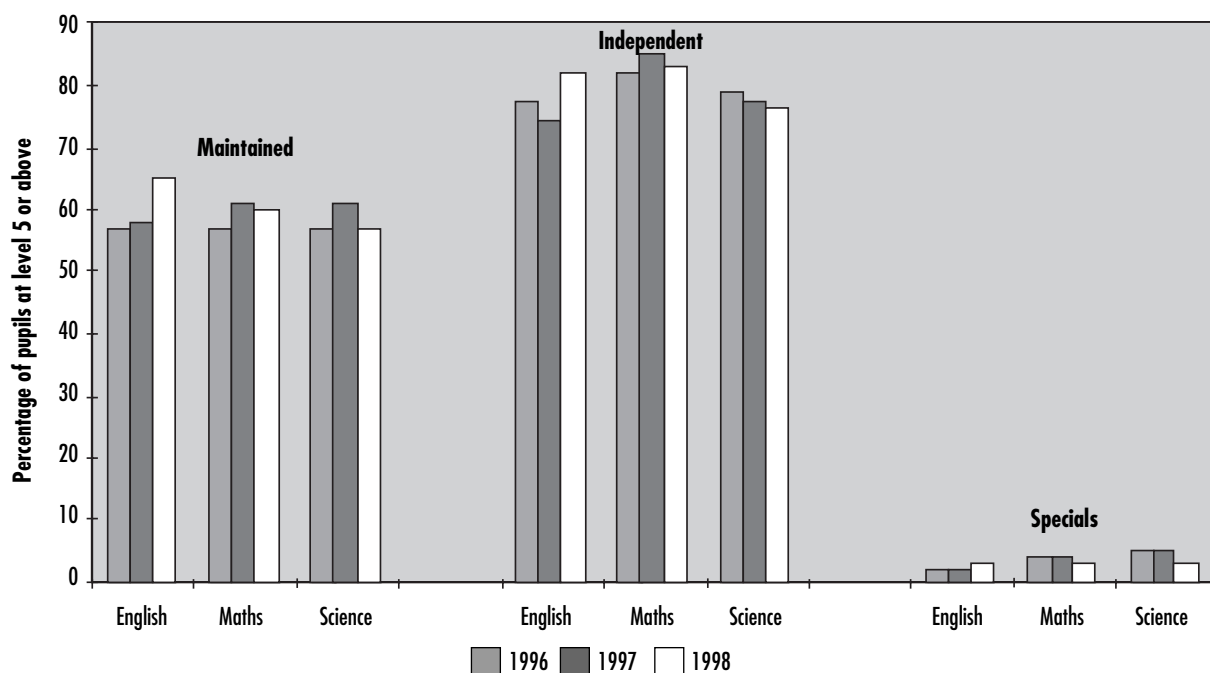
31 At Key Stage 1 participating independent schools had the highest percentage of pupils reaching the expected level. This was true for all subjects. The largest differences between maintained schools and participating independent schools were in the reading test and the writing TA, with these differences being 17%. As expected, special schools showed the least number of pupils reaching the target level, with only 2% of pupils reaching this level in the writing test and TA. (Table 3)

32 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 6 in 10 pupils in special schools. Less than one per cent of pupils are classified as working towards level 1 in participating independent schools. Over one half of Key Stage 1 pupils in participating independent schools achieve level 3 or above in the reading test compared to a quarter in maintained schools. (Tables 9 and 13)

33 For maintained schools, the percentage of pupils achieving at least the expected level at Key Stage 1 has improved since 1996. This is true for all subjects both in test and TA. However, for participating independent and special schools this percentage has remained at similar levels, with variations of plus or minus 1%. Participating independent schools' results in all subjects are higher than those of maintained schools. (Table 3)

CHART 2:

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



34 At Key Stage 2, participating independent schools showed higher proportions of pupils reaching the expected level than other types of institution. The percentage of pupils reaching this level in special schools was low, with the best results being in the science test, at 7%. (Table 3)

35 In maintained schools, less than 10% of Key Stage 2 pupils are classified as lower achievers, compared with up to 80% in special schools. Over a third of pupils are classified as higher achievers in participating independent schools compared to around one in six in maintained schools. (Tables 9 and 13)

36 As at Key Stage 1, the Key Stage 2 results for maintained schools have increased overall since 1996 for all subjects, test and TA, except the mathematics test. The percentage of pupils achieving level 4 or above in the mathematics test fell from 62% in 1997 to 59% in 1998. The results for participating independent schools have also improved except for in the mathematics test. In most subjects, special schools' results have fallen. However, in the science test, results remained constant from 1997 to 1998. (Table 3)

37 At Key Stage 3 fewer pupils reached the expected level in science than at Key Stage 2. At Key Stage 3, participating independent schools' results were still higher but the difference between participating independent and maintained schools was narrower than at Key Stage 2. (Table 3)

38 The proportion of pupils at Key Stage 3 who are classified as lower achievers is greater than at Key Stages 1 and 2. In all Key Stage 3 subjects, at test and TA, around one in ten pupils were at level 3 or below, but the same proportion achieved level 7 or above in the

mathematics assessments. This shows a higher degree of variation between pupils at Key Stage 3. (Table 7 and 13)

39 Maintained schools' results have increased between 1996 and 1998 at Key Stage 3, as have those of participating independent schools. The gap in performance levels of maintained and participating independent schools' science test results appeared to be narrowing slightly in 1997. In 1998, however, the gap returned to the same level as in 1996 for all subjects. (Table 3)

School Characteristics

Size of school

40 For schools with more than 10 pupils school size appears to have little effect on the proportion achieving level 2 or above at Key Stage 1. The greatest difference is 3% between schools with 10-20 pupils and those with 100 or more. There is a difference, however, between these schools and those with less than 10 pupils, where the proportions are around 15% lower. This may be due to the higher proportion of special schools in this group. The spread of results is greater for small schools than large schools, with the upper quartiles being higher for the smaller schools. The lower quartiles tend to increase with the size of school. (Table 15)

41 Key Stage 2 exhibits a similar pattern of results but the difference between the results of schools of different sizes is more prominent. For the tests and TA the greatest difference is 5% for mathematics between schools of 10-20 pupils and those with 100 or more. The spread of school results at Key Stage 2 is similar to that at Key Stage 1, with larger schools having a narrower distribution of results. (Table 15)

CHART 3:

Quartiles of achievement by size of school, Key Stage 2 mathematics test – 1998

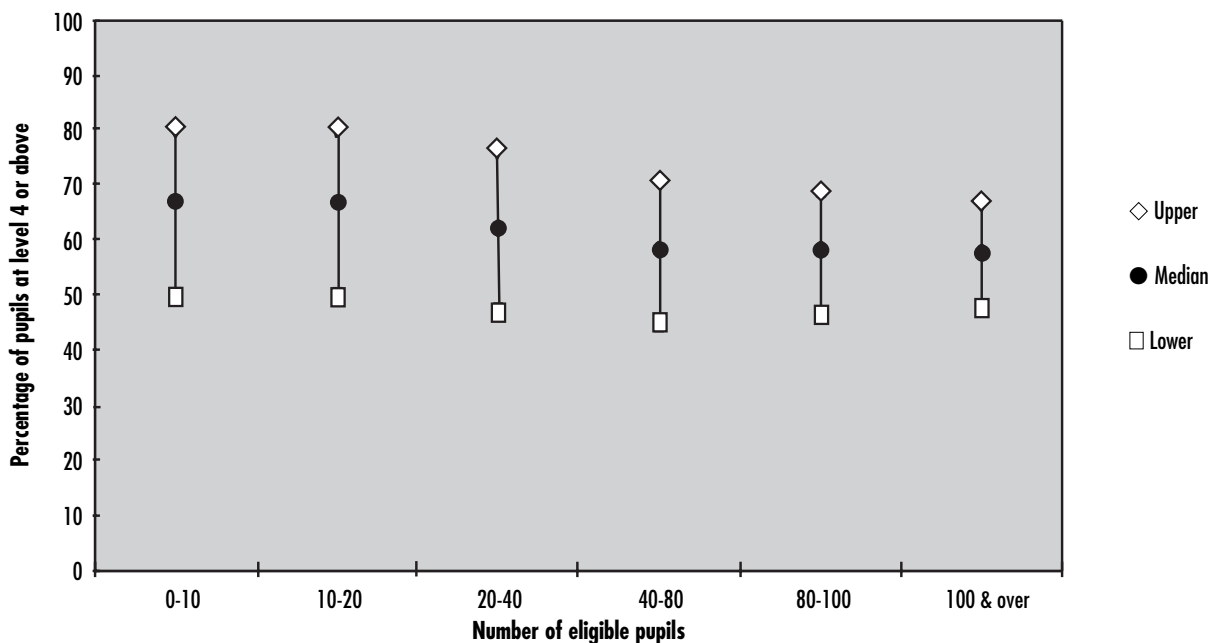


CHART 4:
Percentage of pupils achieving level 4 or above in the Key Stage 2 English test⁷

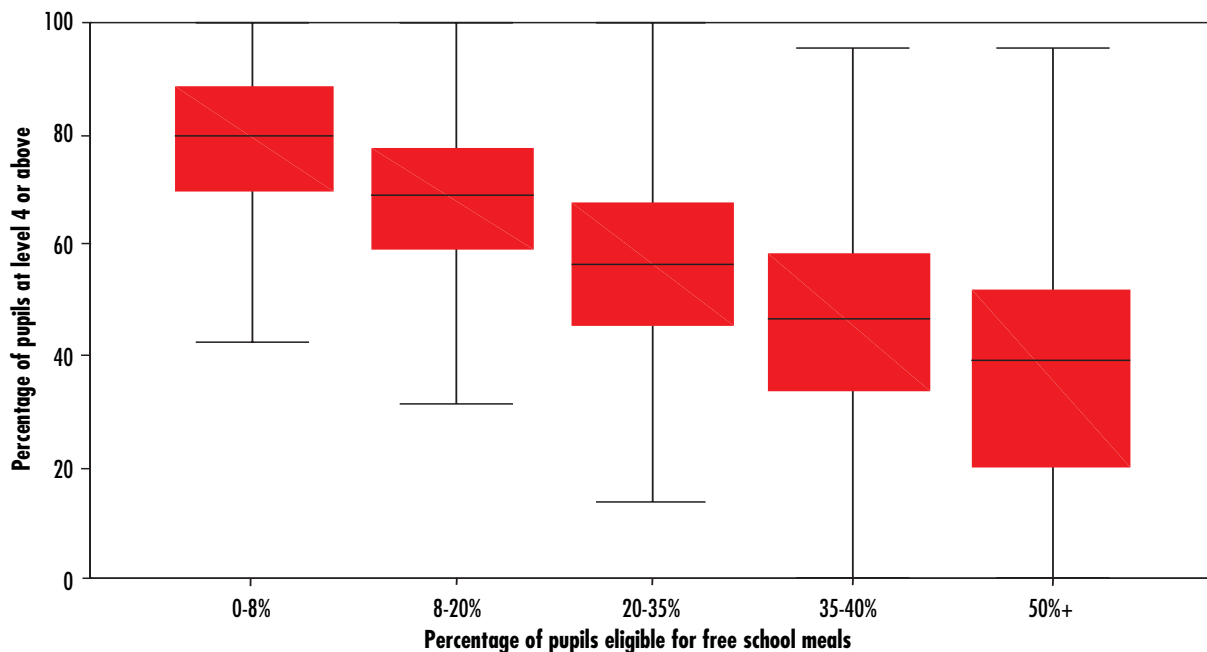
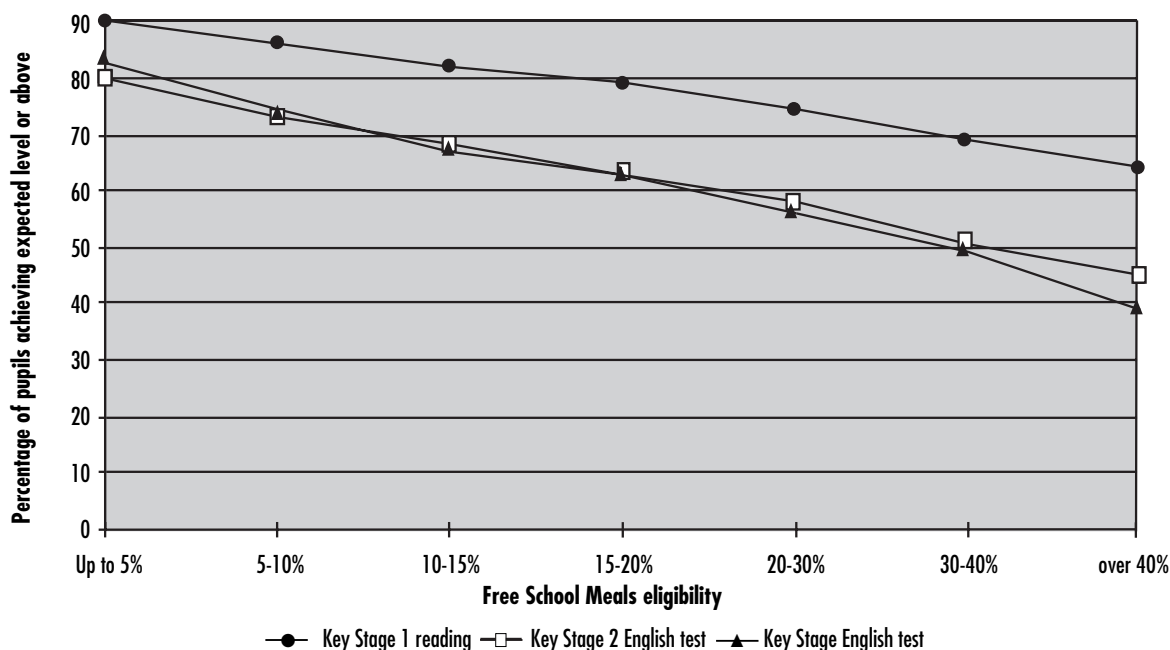


CHART 5:
Proportion of pupils achieving expected level and above by eligibility for free schools meals – 1998



42 At Key Stage 3 the achievements of pupils in small schools are lower than larger schools, for example, 29% achieved level 5 in the smallest schools compared to 66% in the mid-range schools for English Test. This may be due to the higher proportion of special schools in this group. The TA results were highest in the largest schools. (Table 15)

Free School Meals

43 At Key Stage 1 schools with 5% or less pupils eligible for free school meals have over 90% of pupils reaching the expected level in all subjects except the writing TA. Schools with over 40% (the highest band)

free school meals eligibility have between 64% and 75% of pupils at this level. This suggests that as the eligibility for free school meals increases, the percentage of pupils attaining the target level is lower. The spread of results at school level is greater for schools with high free school meals eligibility. (Tables 16 and 17)

44 The situation is similar for Key Stage 2, although the difference in results between high and low eligibility is even greater. For example, the figure for the mathematics test drops from 76% in the lowest free school meals eligibility band to 38% in the highest band. (Tables 16 and 17)

⁷ 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.

45 At Key Stage 3, the same is true, although a much larger difference is apparent. For science TA the figure drops from 84% to 32% of pupils achieving at least the expected level between lowest and highest free school meal eligibility bands. The results seem to decrease consistently across subjects between categories, however, the spread of school level results does not appear to be affected by free school meals eligibility. (Tables 16 and 17)

School Performance Differentials by Gender

46 At Key Stage 1 the majority of schools have girls out performing boys in all subjects. In a high proportion of these schools there are 10% more girls achieving level 2 or above than boys. At Key Stage 2 and Key Stage 3 the TA results for all subjects and English test show a similar distribution. At Key Stage 2 and Key Stage 3 there are significantly more schools with girls performing at higher levels than boys. (Table 18)

Local Education Authority level analysis

47 Results by local education authority were published in Statistical First Release 21/99.

Technical Definitions

How the national results were arrived at

48 All children in their final year of a Key Stage must be assessed. 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. Most of the children will be in their correct age group (i.e. most 11 year olds will be in year group 6 and at the end of Key Stage 2), but some may be older or younger because they are not being taught with their chronological year group.

49 Key Stage 1 results are collected by the Department from LEAs, and approved Agencies acting on behalf of GM and participating independent schools. All schools are provided with individual optical mark reader (OMR) pupil record sheets on which to enter individual pupil's

Key Stage 1 teacher assessment and task/test results. The completed sheets are processed through OMR machines which validate the results for completeness and comparability. The individual pupil results are aggregated to school level by the LEA/Agency for submission to the Department

50 The statistics for Key Stage 1 in this Bulletin cover the data that produced the National Curriculum assessment results published in September 1998. The Key Stage 2 statistics are produced from this data but updated to reflect the 1998 comparative tables of primary school performance. The Key Stage 3 statistics are produced from data updated to reflect late returns and reviews. The national results include results for pupils with special educational needs. Participation by independent schools was voluntary; and the national analyses include results from participating independent schools. The participation rates for maintained schools can be seen in Table A. In 1998, 13% of independent school submitted Key Stage 1 results, 45% Key Stage 2 results and 26% of Key Stage 3 results.

How the assessments were made

51 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.

52 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 which had concerns over the marking of scripts. QCA also conducted pilots of tests in mental arithmetic, grammar and punctuation. The results of these tests were not collected nationally.

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

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

Further Information

53 Enquiries on the contents of this bulletin should be addressed to Thoa Huynh, Analytical Services, Department for Education and Employment, Caxton House, Tothill Street, London SW1H 9NA (Tel: 0171 273 5937).

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TABLES

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

Key Stage 1

Test results

	Percentage of boys at each level											% at level 2 or above	
	X	A	D	W	L	1	2C ¹	2B ¹	2A ¹	3	4+	TOTAL	% at level 2 or above
Reading Task	22	0	0	4	-	20	19	20	15	-	-	100	54
Reading Comprehension Test	24	0	0	-	3	-	18	15	18	22	0	100	75
Writing	-	1	0	8	-	15	35	24	12	5	0	100	76
Spelling	12	1	1	-	26	-	-	45	-	15	-	100	60
Mathematics	-	1	0	3	-	14	23	22	17	20	0	100	83

	Percentage of girls at each level											% at level 2 or above	
	X	A	D	W	L	1	2C ¹	2B ¹	2A ¹	3	4+	TOTAL	% at level 2 or above
Reading Task	31	0	0	2	-	13	16	20	18	-	-	100	54
Reading Comprehension Test	15	0	0	-	2	-	15	16	21	31	0	100	84
Writing	-	0	0	4	-	9	30	28	18	9	0	100	86
Spelling	7	1	0	-	20	-	-	51	-	21	-	100	72
Mathematics	-	1	0	2	-	11	24	25	19	17	0	100	86

	Percentage of boys and girls at each level											% at level 2 or above	
	X	A	D	W	L	1	2C ¹	2B ¹	2A ¹	3	4+	TOTAL	% at level 2 or above
Reading Task	26	0	0	3	-	16	18	20	16	-	-	100	54
Reading Comprehension Test	19	0	0	-	3	-	16	16	19	26	0	100	80
Writing	-	0	0	6	-	12	33	26	15	7	0	100	81
Spelling	10	1	0	-	24	-	-	48	-	18	-	100	66
Mathematics	-	1	0	2	-	12	23	24	18	19	0	100	84

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 not assessed due to absence.

D represents pupils who have 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 Level 2 at Key Stage 1 has, for sometimes, been subdivided into three grades, from A (the highest) to C (the lowest).

Level 2 is the expected level of attainment at the end of Key Stage 1 although QCA are now recommending that Level 2B or above should be the expected level of attainment for most children at the end of Key Stage 1.

TABLE 1: continued

Key Stage 1

Teacher Assessment results

Percentage of boys at each level									
	A	D	W	1	2	3	4+	TOTAL	% at level 2or above
ENGLISH	0	0	4	19	61	15	0	100	76
Speaking and Listening	0	0	3	17	62	18	0	100	80
Reading	0	0	4	20	54	22	0	100	76
Writing	0	0	7	20	66	8	0	100	73
MATHEMATICS	0	0	2	14	62	21	0	100	83
Using and Applying Mathematics	0	0	3	19	61	16	0	100	77
Number and Algebra	0	0	2	15	63	20	0	100	83
Shape, Space and Measures	0	0	3	17	64	17	0	100	80
SCIENCE	0	0	2	13	65	20	0	100	85
Experimental and Investigative Science	0	0	2	16	64	17	0	100	81
Life Processes and Living Things	0	0	2	10	65	22	0	100	87
Materials and their Properties	0	0	2	12	66	20	0	100	86
Physical Processes	0	0	2	15	64	19	0	100	83
Percentage of girls at each level									
	A	D	W	1	2	3	4+	TOTAL	% at level 2or above
ENGLISH	0	0	2	12	64	22	0	100	86
Speaking and Listening	0	0	2	11	64	23	0	100	87
Reading	0	0	2	12	54	31	0	100	85
Writing	0	0	3	12	70	14	0	100	84
MATHEMATICS	0	0	1	12	69	18	0	100	87
Using and Applying Mathematics	0	0	2	17	67	14	0	100	81
Number and Algebra	0	0	2	12	69	17	0	100	86
Shape, Space and Measures	0	0	2	14	69	15	0	100	84
SCIENCE	0	0	1	11	70	17	0	100	87
Experimental and Investigative Science	0	0	2	15	69	15	0	100	84
Life Processes and Living Things	0	0	1	8	69	22	0	100	90
Materials and their Properties	0	0	1	10	71	18	0	100	89
Physical Processes	0	0	1	13	70	15	0	100	85
Percentage of boys and girls at each level									
	A	D	W	1	2	3	4+	TOTAL	% at level 2or above
ENGLISH	0	0	3	16	63	18	0	100	81
Speaking and Listening	0	0	2	14	63	20	0	100	84
Reading	0	0	3	16	54	27	0	100	80
Writing	0	0	5	16	68	11	0	100	79
MATHEMATICS	0	0	2	13	65	20	0	100	85
Using and Applying Mathematics	0	0	3	18	64	15	0	100	79
Number and Algebra	0	0	2	13	66	19	0	100	84
Shape, Space and Measures	0	0	2	15	66	16	0	100	82
SCIENCE	0	0	2	12	67	19	0	100	86
Experimental and Investigative Science	0	0	2	16	66	16	0	100	82
Life Processes and Living Things	0	0	1	9	67	22	0	100	89
Materials and their Properties	0	0	2	11	69	19	0	100	87
Physical Processes	0	0	2	14	67	17	0	100	84

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 absent

W represents pupils who are "working towards" level 1, that is, they have not yet achieved the standards required 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	8	31	45	13	0	100	59	
Test	1	3	5	2	-	-	1	31	45	12	0	100	57	
Reading	0	2	5	4	-	-	-	24	48	17	-	100	64	
Writing	1	3	5	7	-	-	-	41	36	9	-	102	45	
MATHEMATICS														
Teacher Assessment	0	0	-	-	0	1	6	28	45	19	0	100	64	
Test	0	3	3	3	-	-	1	30	41	18	0	100	59	
Mathematics test (excluding mental arithmetic)	0	3	3	4	-	-	-	30	41	19	-	100	60	
SCIENCE														
Teacher Assessment	0	0	-	-	0	1	4	24	51	19	0	100	70	
Test	0	3	2	1	-	-	1	22	53	17	0	100	70	
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	23	50	22	0	100	72	
Test	0	2	2	1	-	-	1	20	50	23	0	100	73	
Reading	0	2	2	2	-	-	-	15	48	30	-	99	79	
Writing	0	2	2	3	-	-	-	31	44	17	-	99	61	
MATHEMATICS														
Teacher Assessment	0	0	-	-	0	1	5	28	49	17	0	100	66	
Test	0	2	2	3	-	-	2	32	43	15	0	100	58	
Mathematics test (excluding mental arithmetic)	0	2	2	4	-	-	-	32	44	16	-	100	60	
SCIENCE														
Teacher Assessment	0	0	-	-	0	0	3	23	55	17	0	100	72	
Test	0	3	2	1	-	-	1	24	54	15	0	100	69	
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	-	-	0	1	6	27	48	17	0	100	65	
Test	0	2	4	2	-	-	1	26	48	17	0	100	65	
Reading	0	2	4	3	-	-	-	20	48	23	-	100	71	
Writing	0	2	4	5	-	-	-	36	40	13	-	100	53	
MATHEMATICS														
Teacher Assessment	0	0	-	-	0	1	6	28	47	18	0	100	65	
Test	0	2	3	3	-	-	1	31	42	17	0	100	59	
Mathematics test (excluding mental arithmetic)	0	2	3	4	-	-	-	31	42	18	-	100	60	
SCIENCE														
Teacher Assessment	0	0	-	-	0	1	4	24	53	18	0	100	71	
Test	0	3	2	1	-	-	1	23	53	16	0	100	69	

- Not Applicable

0% represents some pupils but less than 0.5%

Figures have been rounded and may not total 100%

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

A represents pupils 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, that is, they have not yet achieved the standards required for level 1

TABLE 1: continued

Key Stage 3

		Percentage of boys at each level																
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	% at level 5 or above	% at level 6 or above
ENGLISH	Teacher Assessment	0	1	-	-	0	1	4	13	28	30	17	6	1	0	100	53	23
	Test	0	4	6	5	-	-	-	5	23	29	21	6	1	0	100	56	27
MATHEMATICS	Teacher Assessment	0	1	-	-	0	0	2	12	23	26	22	11	2	0	100	62	36
	Test	0	6	1	1	-	-	1	11	22	23	23	12	2	0	100	60	37
	Mathematics test (excluding mental arithmetic)	0	6	1	1	-	-	1	10	21	22	24	13	2	-	100	61	39
SCIENCE	Teacher Assessment	0	1	-	-	0	0	2	11	25	30	22	8	0	0	100	60	30
	Test	0	5	1	2	-	-	1	10	24	29	20	8	0	0	100	57	29
		Percentage of girls at each level																
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	% at level 5 or above	% at level 6 or above
ENGLISH	Teacher Assessment	0	1	-	-	0	0	2	6	20	32	26	11	1	0	100	71	38
	Test	0	4	3	2	-	-	-	2	15	31	30	12	1	0	100	73	43
MATHEMATICS	Teacher Assessment	0	1	-	-	0	0	1	10	22	27	24	12	2	0	100	65	38
	Test	0	5	1	1	-	-	1	11	22	25	23	11	1	0	100	59	35
	Mathematics test (excluding mental arithmetic)	0	5	1	1	-	-	1	10	21	24	25	12	1	-	100	62	38
SCIENCE	Teacher Assessment	0	1	-	-	0	0	1	10	25	32	23	8	0	0	100	63	32
	Test	0	5	1	2	-	-	1	10	26	29	19	6	0	0	100	55	26
		Percentage of all pupils at each level																
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	% at level 5 or above	% at level 6 or above
ENGLISH	Teacher Assessment	0	1	-	-	0	1	3	10	24	31	21	8	1	0	100	62	31
	Test	0	4	5	4	-	-	-	4	19	30	25	9	1	0	100	65	35
MATHEMATICS	Teacher Assessment	0	1	-	-	0	0	2	11	23	27	23	12	2	0	100	63	37
	Test	0	5	1	1	-	-	1	11	22	24	23	11	2	0	100	59	36
	Mathematics test (excluding mental arithmetic)	0	5	1	1	-	-	1	10	21	23	24	12	2	-	100	61	38
SCIENCE	Teacher Assessment	0	1	-	-	0	0	2	10	25	31	22	8	0	0	100	62	31
	Test	0	5	1	2	-	-	1	10	25	29	20	7	0	0	100	56	27

Figures have been rounded and may not total 100%

- Not Applicable

0% represents some pupils but less than 0.5%

D represents pupils who have been disapplied under section 18/19 of the ERA

A represents pupils who have failed to register a level due to absence

B represents pupils who were assessed by teacher assessment only

N represents pupils who have failed to register a level for reasons other than absence

W represents pupils who are "working towards" level 1, that is, they have not yet achieved the standards required 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 2
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 Test	76	85	80	96	99	97	4	3	4	75	84	80
Writing Test	77	86	81	95	98	97	2	2	2	76	86	81
Mathematics Test	83	86	85	96	98	97	4	3	4	83	86	84
Reading TA	76	85	81	96	98	97	4	3	4	76	85	80
Writing TA	74	84	79	93	98	96	2	2	2	73	84	79
Mathematics TA	84	87	85	96	98	97	4	2	4	83	87	85
Science TA	85	88	86	97	97	97	4	3	3	85	87	86

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 Test	55	67	61	88	94	91	1	2	2	55	67	61
Writing Test	42	56	49	73	84	79	0	1	0	41	56	49
Mathematics Test	60	62	61	86	88	87	3	1	2	60	62	61

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	57	73	65	85	93	89	2	2	2	57	73	65
Reading Test	65	78	71	88	95	91	4	2	4	64	79	71
Writing Test	45	61	52	74	86	80	1	1	1	45	61	53
Mathematics Test	59	58	58	84	85	85	3	1	2	59	58	59
Science Test	70	68	69	88	88	88	9	3	7	70	69	69
English TA	59	72	65	84	92	88	2	1	2	59	72	65
Mathematics TA	64	66	65	87	90	89	3	1	2	64	66	65
Science TA	71	72	72	88	91	90	4	1	3	70	72	71

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	74	65	74	89	82	2	4	3	56	73	65
Mathematics Test	61	59	60	80	84	82	4	2	3	60	59	59
Science Test	58	55	57	70	77	74	4	2	3	57	55	56
English TA	54	71	63	70	88	80	2	3	3	53	71	62
Mathematics TA	63	65	64	83	89	86	4	3	4	62	65	63
Science TA	61	64	62	69	82	76	4	2	3	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	27	43	35	47	71	59	1	1	1	27	43	35
Mathematics Test	37	35	36	64	66	65	1	1	1	37	35	36
Science Test	29	25	27	45	53	49	1	0	1	28	26	27
English TA	24	38	31	41	65	54	0	1	1	23	38	31
Mathematics TA	36	37	37	65	69	67	1	1	1	36	37	36
Science TA	31	32	31	42	57	51	1	0	1	30	32	31

TABLE 3
Percentage of pupils achieving expected level or above by school type, 1996-1998

Key Stage 1

Percentage of pupils achieving level 2 or above

	Maintained			Independent			Specials			All Schools		
	1996	1997	1998	1996	1997	1998	1996	1997	1998	1996	1997	1998
Reading Test	78	80	80	97	97	97	4	5	4	78	80	80
Writing Test	80	80	81	97	96	97	2	2	2	79	80	81
Mathematics Test	83	84	85	97	98	97	3	4	4	82	84	84
Reading TA	79	80	81	97	97	97	4	4	4	78	80	80
Writing TA	77	78	79	96	95	96	2	2	2	76	77	79
Mathematics TA	82	84	85	97	98	97	3	3	4	82	84	85
Science TA	84	86	86	97	96	97	4	3	3	84	85	86
Number of schools	15,794	15,860	15,830	227	267	215	760	725	746	16,781	16,852	16,791
Number of pupils('000s)	597	608	611	5	6	5	4	4	4	602	605	620

Percentage of pupils achieving level 2B or above

	Maintained			Independent			Specials			All Schools		
	1996	1997	1998	1996	1997	1998	1996	1997	1998	1996	1997	1998
Reading Test	61	57	61	89	89	91	2	2	2	60	57	61
Writing Test	48	47	49	81	77	79	1	1	0	48	47	49
Mathematics Test	63	65	61	89	90	87	2	2	2	63	65	61
Number of schools	15,794	15,860	15,830	227	267	215	760	725	746	16,781	16,852	16,791
Number of pupils('000s)	597	608	611	5	6	5	4	4	4	602	605	620

Key Stage 2

Percentage of pupils achieving level 4 or above

	Maintained			Independent			Specials			All Schools		
	1996	1997	1998	1996	1997	1998	1996	1997	1998	1996	1997	1998
English Test	57	63	65	87	90	89	2	3	2	57	63	65
Reading Test	-	67	71	-	91	91	-	5	4	-	67	71
Writing Test	-	53	52	-	82	80	-	2	1	-	53	53
Mathematics Test	54	62	58	84	87	85	4	4	2	54	62	59
Mathematics Test (excluding mental arithmetic)	-	-	59	-	-	85	-	-	3	-	-	60
Science Test	62	69	69	86	87	88	6	7	7	62	69	69
English TA	60	63	65	86	88	88	2	2	2	60	63	65
Mathematics TA	60	64	65	86	88	89	3	3	2	60	64	65
Science TA	65	69	72	88	89	90	4	4	3	65	69	71
Number of schools	14,619	14,644	14,685	593	748	777	864	860	875	16,076	16,252	16,337
Number of pupils('000s)	656	569	583	13	15	18	7	6	7	585	589	608

TABLE 3: continued

Key Stage 3

Percentage of pupils achieving level 5 or above

	Maintained			Independent			Specials			All Schools		
	1996	1997	1998	1996	1997	1998	1996	1997	1998	1996	1997	1998
English Test	57	58	65	77	74	82	2	2	3	57	57	65
Mathematics Test	57	61	60	82	85	82	4	4	3	57	60	59
Mathematics Test (excluding mental arithmetic)	-	-	62	-	-	83	-	-	4	-	-	61
Science Test	57	61	57	79	77	74	5	5	3	57	60	56
English TA	61	61	63	77	76	80	2	3	3	61	61	62
Mathematics TA	62	64	64	84	86	86	4	4	4	62	63	63
Science TA	61	62	62	79	76	76	4	5	3	60	62	62
Number of schools	3,192	3,188	3,190	283	291	306	882	907	945	4,357	4,386	4,441
Number of pupils ('000s)	502	536	536	7	9	9	8	9	10	517	554	554

Percentage of pupils achieving level 6 or above

	Maintained			Independent			Specials			All Schools		
	1996	1997	1998	1996	1997	1998	1996	1997	1998	1996	1997	1998
English Test	26	24	35	50	46	59	1	0	1	26	24	35
Mathematics Test	34	37	36	64	68	65	1	1	1	34	37	36
Mathematics Test (excluding mental arithmetic)	-	-	38	-	-	67	-	-	1	-	-	38
Science Test	22	30	27	46	51	49	1	1	1	22	29	27
English TA	30	30	31	51	51	54	1	1	1	30	30	31
Mathematics TA	35	37	37	64	68	67	1	1	1	35	37	36
Science TA	28	30	31	50	49	51	1	1	1	28	30	31
Number of schools	3,192	3,188	3,190	283	291	306	882	907	945	4,357	4,386	4,441
Number of pupils ('000s)	502	536	536	7	9	9	8	9	10	517	554	554

TABLE 4
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		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
Reading Test	73	75	75	83	84	84	78	80	80
Writing Test	74	75	76	85	85	86	79	80	81
Mathematics Test	81	82	83	84	85	86	82	84	84
Reading TA	73	75	76	83	85	85	78	80	80
Writing TA	71	72	73	82	83	84	76	77	79
Mathematics TA	80	82	83	83	86	87	82	84	85
Science TA	83	84	85	85	86	87	84	85	86

Percentage of pupils achieving level 2B or above

	Boys			Girls			All pupils		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
Reading Test	54	51	55	67	34	67	60	36	61
Writing Test	41	40	41	56	55	56	48	47	49
Mathematics Test	62	64	60	63	66	62	63	65	61

Key Stage 2

Percentage of pupils achieving level 4 or above

	Boys			Girls			All pupils		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
English Test	50	57	57	65	70	73	57	63	65
Reading Test	-	67	64	-	74	79	-	67	71
Writing Test	-	48	45	-	64	61	-	53	53
Mathematics Test	54	63	59	54	61	58	54	62	59
Mathematics Test (excluding mental arithmetic)	-	-	60	-	-	60	-	-	60
Science Test	61	68	70	63	69	69	62	69	69
English TA	53	57	59	68	70	72	60	63	65
Mathematics TA	58	63	64	62	65	66	60	64	65
Science TA	64	68	70	67	70	72	65	69	71

TABLE 4: continued**Key Stage 3****Percentage of pupils achieving level 5 or above**

	Boys			Girls			All pupils		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
English Test	48	48	56	66	67	73	57	57	65
Mathematics Test	56	60	60	58	60	59	57	60	59
Mathematics Test (excluding mental arithmetic)	-	-	61	-	-	62	-	-	61
Science Test	57	61	57	56	60	55	57	60	56
English TA	51	52	53	70	70	71	61	61	62
Mathematics TA	60	62	62	64	65	65	62	63	63
Science TA	59	60	60	61	63	63	60	62	62

Percentage of pupils achieving level 6 or above

	Boys			Girls			All pupils		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
English Test	20	17	27	33	32	43	26	24	35
Mathematics Test	33	37	37	34	37	35	34	37	36
Mathematics Test (excluding mental arithmetic)	-	-	39	-	-	38	-	-	38
Science Test	23	31	29	21	28	26	22	29	27
English TA	23	22	23	38	37	38	30	30	31
Mathematics TA	34	36	36	36	38	37	35	37	36
Science TA	27	29	30	28	31	32	28	30	31

TABLE 5
Quartiles of school achievement by school type, 1996-1998

Key Stage 1

Percentage of pupils at level 2 or above

		Percentage of pupils at level 2 or above																				
		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	1996	90	82	70	92	83	72	94	86	76	91	82	71	90	80	68	94	86	76	97	89	78
	1997	92	83	73	92	84	73	95	88	78	91	83	73	90	81	69	94	88	78	97	90	80
	1998	91	83	73	93	85	74	95	88	79	91	83	74	90	82	71	95	88	80	97	90	81
Independent	1996	100	100	95	100	100	95	100	100	95	100	100	94	100	100	94	100	100	95	100	100	96
	1997	100	100	96	100	100	94	100	100	97	100	100	96	100	100	92	100	100	96	100	100	96
	1998	100	100	95	100	100	94	100	100	95	100	100	95	100	100	93	100	100	96	100	100	98
Specials	1996	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1997	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALL SCHOOLS	1996	90	81	68	92	83	70	94	86	74	90	81	69	90	80	66	93	85	74	97	88	76
	1997	92	83	71	92	83	71	95	87	77	91	83	71	90	80	67	94	87	76	97	89	78
	1998	91	82	71	92	84	72	95	88	77	91	83	72	90	81	69	95	88	78	97	90	79

Key Stage 2

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	U	Median	L
Maintained	1996	73	60	45	71	57	42	80	67	50	76	64	50	76	64	50	83	71	55
	1997	78	67	52	78	65	50	86	73	58	79	67	53	80	68	54	86	75	60
	1998	79	67	54	75	61	46	85	73	59	80	69	56	80	69	56	87	76	63
Independent	1996	96	88	75	94	86	71	95	88	76	95	88	76	96	88	75	100	92	79
	1997	100	91	82	98	90	77	96	89	76	100	91	79	100	89	79	100	92	81
	1998	98	91	81	95	87	73	97	90	80	100	91	80	100	91	81	100	93	83
Specials	1996	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1997	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0
	1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALL SCHOOLS	1996	73	59	43	71	56	40	80	66	47	77	63	47	77	63	47	83	70	52
	1997	79	67	50	79	65	49	86	73	56	79	67	51	80	67	52	86	74	58
	1998	80	67	52	75	61	44	85	73	57	80	68	53	80	68	54	87	75	60

Key Stage 3

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	U	Median	L
Maintained	1996	70	57	43	69	57	44	70	58	43	74	62	47	74	63	49	74	61	45
	1997	71	58	43	72	61	47	74	62	46	73	62	48	75	64	51	76	63	48
	1998	77	65	52	71	60	46	69	56	41	75	63	48	76	64	50	76	63	47
Independent	1996	93	77	41	93	82	49	90	80	49	94	80	46	95	84	58	93	79	56
	1997	93	75	39	95	84	50	92	78	44	92	76	44	97	86	56	93	78	45
	1998	98	85	55	95	81	55	91	73	35	98	83	50	97	87	64	92	80	46
Specials	1996	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1997	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0
	1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALL SCHOOLS	1996	69	53	31	68	53	29	68	52	29	72	57	34	72	58	34	72	55	31
	1997	70	53	30	71	56	33	72	56	31	71	56	32	74	59	35	73	57	32
	1998	76	60	37	69	54	29	67	49	25	72	56	27	74	58	32	73	55	26

U represents the Upper Quartile level of achievement
L represents the Lower Quartile level of achievement

TABLE 6
Quartiles of school achievement by gender, 1996-1998

Key Stage 1

Percentage of pupils at level 2 or above

		Percentage of pupils at level 2 or above																				
		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
Boys	1996	88	75	60	90	77	61	95	85	71	89	76	61	87	74	56	94	84	70	100	88	73
	1997	90	79	64	90	79	63	96	86	74	89	78	64	88	75	58	95	86	73	100	89	75
	1998	89	78	64	91	80	64	96	86	74	90	79	65	88	76	60	96	87	75	100	89	76
Girls	1996	97	88	75	100	89	77	100	88	75	98	88	75	97	87	74	100	88	75	100	90	77
	1997	100	88	77	100	89	78	100	89	78	100	88	77	97	87	75	100	89	78	100	91	80
	1998	98	88	77	100	90	79	100	90	79	100	89	78	97	88	75	100	90	80	100	92	80
ALL PUPILS	1996	90	81	68	92	83	70	94	86	74	90	81	69	90	80	66	93	85	74	97	88	76
	1997	92	83	71	92	83	71	95	87	77	91	83	71	90	80	67	94	87	76	97	89	78
	1998	91	82	71	92	84	72	95	88	77	91	83	72	90	81	69	95	88	78	97	90	79

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	U	Median	L
Boys	1996	67	50	32	72	56	38	80	65	45	71	55	36	77	61	43	84	68	50
	1997	75	59	41	80	65	50	87	72	54	75	59	42	80	67	50	88	73	55
	1998	75	58	40	77	61	44	88	74	56	75	60	44	81	67	50	88	75	58
Girls	1996	83	68	50	73	56	38	82	67	47	86	72	54	80	66	48	87	71	52
	1997	86	73	57	80	64	47	88	74	55	88	74	58	83	68	50	89	75	57
	1998	88	76	61	75	60	42	86	71	54	88	75	60	83	69	53	89	76	60
ALL PUPILS	1996	73	59	43	71	56	40	80	66	47	77	63	47	77	63	47	83	70	52
	1997	79	67	50	79	65	49	86	73	56	79	67	51	80	67	52	86	74	58
	1998	80	67	52	75	61	44	85	73	57	80	68	53	80	68	54	87	75	60

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	U	Median	L
Boys	1996	58	42	22	66	51	28	68	52	29	61	45	23	70	55	31	70	53	29
	1997	58	41	21	70	55	32	72	56	31	61	45	21	72	57	32	71	55	29
	1998	66	49	25	69	54	27	67	50	24	62	45	17	72	55	27	71	53	23
Girls	1996	78	63	43	68	53	32	67	52	30	81	68	47	74	60	38	73	57	33
	1997	79	64	43	70	56	35	71	55	32	80	67	43	75	61	38	75	58	34
	1998	84	71	51	69	54	32	65	48	25	82	67	42	75	60	35	74	57	30
ALL PUPILS	1996	69	53	31	68	53	29	68	52	29	72	57	34	72	58	34	72	55	31
	1997	70	53	30	71	56	33	72	56	31	71	56	32	74	59	35	73	57	32
	1998	76	60	37	69	54	29	67	49	25	72	56	27	74	58	32	73	55	26

TABLE 7
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 Test	8	4	6
Mathematics Test	3	2	2
Reading TA	4	2	3
Writing TA	7	3	5
Mathematics TA	2	1	2
Science TA	2	1	2

Key Stage 2

	Percentage of pupils at level 2 or below		
	Boys	Girls	All pupils
English Test	9	4	6
Mathematics Test	8	7	7
Science Test	5	4	4
English TA	10	5	7
Mathematics TA	7	6	7
Science TA	5	4	5

Key Stage 3

	Percentage of pupils at or below level 3		
	Boys	Girls	All pupils
English Test	17	7	12
Mathematics Test	13	13	13
Science Test	14	14	14
English TA	18	9	13
Mathematics TA	14	12	13
Science TA	14	11	13

TABLE 8
Percentage of schools by level of low attainment and gender

Key Stage 1

Test results

		Percentage of pupils working towards level1						
		0-10	10-20	20-30	30-40	40-50	50-100	100
Reading	Boys	87	8	2	1	1	1	2
	Girls	94	3	1	0	0	0	2
	All	91	5	1	0	0	1	2
Writing	Boys	73	16	5	2	1	1	2
	Girls	87	8	2	1	0	0	2
	All	81	12	3	1	0	1	2
Mathematics	Boys	92	5	1	0	0	1	2
	Girls	94	3	0	0	0	0	2
	All	94	3	0	0	0	1	1

Teacher Assessment results

		Percentage of pupils working towards level1						
		0-10	10-20	20-30	30-40	40-50	50-100	100
Reading	Boys	86	8	2	1	1	1	2
	Girls	93	4	1	0	0	0	2
	All	91	5	1	0	0	1	2
Writing	Boys	76	14	4	2	1	1	3
	Girls	88	7	1	0	0	0	2
	All	83	11	2	1	0	1	3
Mathematics	Boys	93	3	1	0	0	1	2
	Girls	95	2	0	0	0	0	2
	All	95	2	0	0	0	1	2
Science	Boys	94	3	1	0	0	1	2
	Girls	95	2	0	0	0	0	2
	All	95	2	0	0	0	1	2

TABLE 8: 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	70	17	6	2	1	1	2
	Girls	87	8	2	1	0	0	2
	All	79	14	3	1	0	1	2
Mathematics	Boys	74	16	5	2	1	1	2
	Girls	75	16	4	2	1	0	2
	All	75	17	4	1	1	1	2
Science	Boys	85	9	2	1	1	1	2
	Girls	86	9	2	1	1	1	2
	All	86	8	2	1	1	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	67	18	7	3	1	1	3
	Girls	83	10	3	1	1	0	3
	All	74	16	4	1	1	1	3
Mathematics	Boys	75	15	4	2	1	1	3
	Girls	79	13	3	1	1	0	3
	All	78	14	3	1	1	1	3
Science	Boys	83	10	3	1	1	1	2
	Girls	86	8	2	1	0	0	3
	All	85	9	2	1	0	1	2

TABLE 8: 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	34	25	15	7	4	6	9
	Girls	66	17	4	2	1	2	9
	All	47	24	10	4	2	5	8
Mathematics	Boys	42	27	11	4	3	8	6
	Girls	41	28	12	4	2	4	9
	All	41	28	11	4	2	8	5
Science	Boys	42	25	11	5	3	8	6
	Girls	40	26	12	6	3	5	9
	All	41	25	12	5	3	9	5

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	31	24	14	7	4	8	12
	Girls	60	16	5	3	1	2	12
	All	44	22	10	5	2	7	11
Mathematics	Boys	40	24	12	5	3	8	10
	Girls	48	22	9	4	2	3	12
	All	44	23	10	4	2	8	8
Science	Boys	43	21	10	6	3	8	10
	Girls	51	19	9	4	3	4	11
	All	46	20	10	5	2	8	9

TABLE 9
Percentage of pupils classified as low achievers by school type

Key Stage 1

	Maintained	Percentage of pupils working towards level 1		All schools
		Independent	Specials	
Reading Task	3	0	60	3
Writing Test	5	0	67	6
Mathematics Test	2	0	58	2
Reading TA	3	0	70	3
Writing TA	5	0	77	5
Mathematics TA	1	0	67	2
Science TA	1	0	65	2

Key Stage 2

	Maintained	Percentage of pupils at level 2 or below		All schools
		Independent	Specials	
English Test	6	1	68	6
Mathematics Test	7	1	68	7
Science Test	4	1	57	4
English TA	7	1	79	7
Mathematics TA	6	1	78	7
Science TA	4	1	72	5

Key Stage 3

	Maintained	Percentage of pupils at level 3 or below		All schools
		Independent	Specials	
English Test	11	6	74	12
Mathematics Test	12	5	68	13
Science Test	13	9	67	14
English TA	12	7	83	13
Mathematics TA	12	5	78	13
Science TA	12	8	77	13

TABLE 10
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	Maintained	94	5	1	0	0	0	0
	Independent	99	0	0	0	0	0	1
	Specials	27	3	1	4	8	22	35
Writing	Maintained	83	13	3	1	0	0	0
	Independent	99	0	0	0	0	0	1
	Specials	25	1	1	3	5	20	46
Mathematics	Maintained	97	3	0	0	0	0	0
	Independent	99	0	0	0	0	0	1
	Specials	29	2	2	4	7	24	32

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	94	5	1	0	0	0	0
	Independent	99	0	0	0	0	0	1
	Specials	18	2	2	3	6	24	46
Writing	Maintained	86	11	2	1	0	0	0
	Independent	99	0	0	0	0	0	1
	Specials	15	1	1	2	4	21	56
Mathematics	Maintained	98	2	0	0	0	0	0
	Independent	99	0	0	0	0	0	1
	Specials	20	2	2	3	7	24	42
Science	Maintained	98	2	0	0	0	0	0
	Independent	99	0	0	0	0	0	1
	Specials	22	2	2	4	6	20	43

TABLE 10: 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	2	1	1	1	1	1
	Specials	28	1	3	4	5	26	34
Mathematics	Maintained	77	18	4	1	0	0	0
	Independent	94	3	1	1	1	1	1
	Specials	27	3	2	5	5	23	36
Science	Maintained	88	9	2	0	0	0	0
	Independent	97	1	1	0	0	0	0
	Specials	32	4	4	6	7	20	28

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	77	17	5	1	0	0	0
	Independent	95	2	1	1	1	0	1
	Specials	15	1	2	3	5	22	52
Mathematics	Maintained	81	15	4	1	0	0	0
	Independent	96	2	0	1	0	1	1
	Specials	15	1	3	3	5	20	52
Science	Maintained	88	9	2	0	0	0	0
	Independent	97	2	0	0	0	1	0
	Specials	16	2	4	5	5	21	47

TABLE 10: *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	51	31	12	4	1	0	0
	Independent	77	5	4	3	2	9	1
	Specials	23	2	1	3	4	22	45
Mathematics	Maintained	45	36	14	4	1	0	0
	Independent	74	8	3	5	4	6	1
	Specials	20	3	4	4	7	38	25
Science	Maintained	45	32	15	6	2	1	0
	Independent	61	14	6	4	4	10	1
	Specials	19	3	4	4	8	39	24

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	50	29	13	5	2	1	0
	Independent	74	6	3	2	2	9	5
	Specials	14	1	2	3	3	27	50
Mathematics	Maintained	50	30	13	4	2	1	0
	Independent	77	7	2	3	1	9	2
	Specials	14	2	2	4	5	34	39
Science	Maintained	54	25	13	5	2	1	0
	Independent	69	8	6	4	2	8	4
	Specials	15	4	2	5	3	33	40

TABLE 11
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	22	31	26
Writing Test	5	9	7
Mathematics Test	20	17	19
Reading TA	22	31	27
Writing TA	8	14	11
Mathematics TA	21	18	20
Science TA	20	17	19

Key Stage 2

	Percentage of pupils achieving level 5 or above		
	Boys	Girls	All pupils
English Test	12	23	17
Mathematics Test	18	15	17
Science Test	17	15	16
English TA	13	22	17
Mathematics TA	20	17	18
Science TA	19	17	18

Key Stage 3

	Percentage of pupils achieving level 7 or above		
	Boys	Girls	All pupils
English Test	6	13	9
Mathematics Test	14	12	13
Science Test	8	7	7
English TA	6	12	9
Mathematics TA	14	14	14
Science TA	8	8	8

TABLE 12
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	Boys	29	25	20	14	7	4	0
	Girls	16	17	19	18	15	13	1
	All	17	23	24	19	11	6	0
Writing	Boys	81	13	4	1	1	0	0
	Girls	66	19	8	4	2	1	0
	All	73	19	6	2	1	0	0
Mathematics	Boys	31	26	19	12	7	4	1
	Girls	41	25	16	10	5	3	1
	All	31	30	20	11	5	3	0

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	27	25	21	15	8	4	1
	Girls	16	16	19	19	15	14	1
	All	16	20	25	20	12	6	0
Writing	Boys	70	20	6	3	1	0	0
	Girls	51	23	13	8	3	2	0
	All	57	26	11	4	1	1	0
Mathematics	Boys	33	23	19	13	8	4	0
	Girls	41	22	16	11	6	4	1
	All	32	25	21	13	6	3	0
Science	Boys	41	18	16	12	7	6	1
	Girls	48	18	14	9	6	5	1
	All	41	21	17	11	6	5	0

TABLE 12: 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	58	23	10	6	3	1	0
	Girls	29	22	17	14	9	8	1
	All	37	28	18	10	5	3	0
Mathematics	Boys	39	24	16	11	6	4	1
	Girls	48	24	13	8	4	3	0
	All	39	28	17	9	5	3	0
Science	Boys	42	24	15	10	5	4	1
	Girls	50	23	12	7	4	3	0
	All	42	27	16	8	4	3	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	51	25	13	7	3	1	0
	Girls	31	22	18	14	9	6	1
	All	34	29	20	10	5	2	0
Mathematics	Boys	34	25	18	12	7	4	1
	Girls	40	25	16	10	6	4	0
	All	32	28	21	11	5	3	0
Science	Boys	37	23	17	12	7	5	1
	Girls	43	23	15	10	6	4	0
	All	35	26	19	11	5	3	0

TABLE 12: 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	86	10	2	1	1	0	0
	Girls	63	22	8	3	1	2	0
	All	74	17	5	2	1	2	0
Mathematics	Boys	61	24	10	2	1	3	0
	Girls	66	22	7	2	1	2	0
	All	63	23	8	2	1	4	0
Science	Boys	81	14	3	1	1	1	0
	Girls	85	10	2	1	1	1	0
	All	82	11	3	1	1	2	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	87	9	2	1	1	1	0
	Girls	63	22	8	3	2	2	0
	All	73	18	4	2	1	2	0
Mathematics	Boys	64	21	10	3	1	3	0
	Girls	62	21	9	3	1	3	0
	All	62	20	10	3	1	4	0
Science	Boys	79	15	4	1	1	1	0
	Girls	78	15	5	2	1	1	0
	All	78	15	4	2	1	2	0

TABLE 13
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	26	56	0	26
Writing Test	7	24	0	7
Mathematics Test	19	43	0	19
Reading TA	27	54	0	27
Writing TA	11	32	0	11
Mathematics TA	19	49	0	20
Science TA	18	42	0	19

Key Stage 2

	Percentage of pupils at level 5 or above			All Schools
	Maintained	Independent	Specials	
English Test	17	38	0	17
Mathematics Test	16	41	0	17
Science Test	16	31	0	16
English TA	17	39	0	17
Mathematics TA	18	45	0	18
Science TA	18	38	0	18

Key Stage 3

	Percentage of pupils at level 7 or above			All schools
	Maintained	Independent	Specials	
English Test	9	24	0	9
Mathematics Test	13	34	0	13
Science Test	7	18	0	7
English TA	9	23	0	9
Mathematics TA	14	37	0	14
Science TA	8	19	0	8

TABLE 14
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	Maintained	13	24	25	20	12	6	0
	Independent	4	2	7	12	20	53	3
	Specials	99	0	0	0	0	0	0
Writing	Maintained	72	19	6	2	1	0	0
	Independent	27	22	24	13	8	5	1
	Specials	99	0	0	0	0	0	0
Mathematics	Maintained	28	32	21	12	5	3	0
	Independent	6	12	14	22	17	28	2
	Specials	99	0	0	0	0	0	0

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	13	22	27	21	12	6	0
	Independent	5	1	9	12	17	54	1
	Specials	99	0	0	0	0	0	0
Writing	Maintained	56	28	11	4	1	0	0
	Independent	15	16	21	21	14	13	1
	Specials	100	0	0	0	0	0	0
Mathematics	Maintained	29	27	22	13	6	3	0
	Independent	7	7	13	17	19	36	2
	Specials	100	0	0	0	0	0	0
Science	Maintained	38	22	18	12	6	4	0
	Independent	22	8	9	14	13	32	3
	Specials	99	0	0	0	0	0	0

TABLE 14: 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	34	30	19	10	5	2	0
	Independent	15	13	17	17	16	22	1
	Specials	100	0	0	0	0	0	0
Mathematics	Maintained	37	30	18	9	4	2	0
	Independent	15	11	16	16	18	24	1
	Specials	99	0	0	0	0	0	0
Science	Maintained	40	29	16	8	4	2	0
	Independent	23	17	19	15	11	13	0
	Specials	99	1	1	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	31	32	21	10	4	2	0
	Independent	11	10	17	21	19	23	1
	Specials	100	0	0	0	0	0	0
Mathematics	Maintained	29	31	22	12	5	2	0
	Independent	8	8	16	15	20	31	1
	Specials	99	1	0	1	0	0	0
Science	Maintained	32	28	20	11	5	3	0
	Independent	11	13	17	19	16	23	1
	Specials	100	0	0	0	0	0	0

TABLE 14: 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	69	21	5	2	1	2	0
	Independent	46	21	11	8	5	9	0
	Specials	100	0	0	0	0	0	0
Mathematics	Maintained	54	29	9	2	1	4	0
	Independent	37	17	17	11	6	11	0
	Specials	99	1	0	0	0	0	0
Science	Maintained	79	14	3	1	1	2	0
	Independent	66	14	10	5	3	3	0
	Specials	100	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	67	23	5	2	1	2	0
	Independent	47	20	11	12	6	3	1
	Specials	100	0	0	0	0	0	0
Mathematics	Maintained	53	26	12	3	1	4	0
	Independent	34	15	18	11	7	16	0
	Specials	99	0	0	0	0	0	0
Science	Maintained	73	19	4	2	1	2	0
	Independent	57	21	9	8	1	5	0
	Specials	100	0	0	0	0	0	0

TABLE 15

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

Key Stage 1**Percentage of 7 year olds at level 2 or above (test)**

	Size of cohort						All schools
	0-10	10-20	20-40	40-80	80-100	100 & over	
Reading	66	82	81	79	81	79	80
Writing	65	82	82	81	83	82	81
Mathematics	69	86	85	84	85	85	84

Percentage of 7 year olds 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	82	82	80	82	80	80
Writing	63	80	79	78	80	79	79
Mathematics	69	86	86	85	86	85	85
Science	70	87	87	86	87	86	86

Total number of schools in each category:

	0-10	10-20	20-40	40-80	80-100	100 & over	All schools
	2034	2545	5814	5541	700	157	16791

Key Stage 2**Percentage of 11 year olds at level 4 or above (test)**

	Size of cohort						All Schools
	0-10	10-20	20-40	40-80	80-100	100 & over	
English	55	67	67	64	65	65	65
Mathematics	51	62	61	58	58	57	59
Science	61	71	71	68	69	70	68

Percentage of 11 year olds 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	57	67	68	64	65	64	65
Mathematics	58	68	68	64	64	63	65
Science	64	74	73	70	71	70	71

Total Number of schools in each category:

	0-10	10-20	20-40	40-80	80-100	100 & over	All Schools
	2332	2546	5400	4917	706	436	16337

TABLE 15: continued**Key Stage 3****Percentage of 14 year olds 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	29	59	63	66	67	66	57	65
Mathematics	26	57	58	61	62	62	56	59
Science	23	50	55	57	58	59	56	56

Percentage of 14 year olds 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	27	58	61	63	64	62	69	62
Mathematics	28	60	62	65	66	64	70	63
Science	24	57	60	63	65	64	65	62

Total number of schools in each category:

	0-50	50-100	100-150	150-200	200-300	300-400	400 & over	All schools
	1241	360	960	1022	784	73	1	4441

TABLE 16
Percentage of pupils achieving expected level or above by eligibility for Free school meals

Key Stage 1

Percentage of 7 year olds at level 2 or above (test)

	Eligibility for 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	90	86	82	79	74	69	64	80
Writing	91	87	83	80	76	70	66	81
Mathematics	92	89	86	83	80	76	73	84

Percentage of 7 year olds at level 2 or above (teacher assessment)

	Eligibility for 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	90	86	83	79	75	70	65	80
Writing	89	85	81	77	73	67	63	79
Mathematics	93	90	87	84	81	76	73	85
Science	94	91	88	85	82	77	73	86

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
	4283	3221	2128	1576	2223	1444	1913	3	16791

Key Stage 2

Percentage of 11 year olds at level 4 or above (test)

	Eligibility for 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	81	74	69	64	59	52	45	65
Mathematics	76	68	62	57	52	45	38	59
Science	84	79	74	69	63	56	49	69

Percentage of 11 year olds at level 4 or above (teacher assessment)

	Eligibility for 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	81	75	69	64	59	52	46	65
Mathematics	80	74	69	65	59	52	46	65
Science	85	80	76	71	65	59	52	71

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
	3497	3038	2137	1541	2196	1467	2262	199	16337

TABLE 16: continued**Key Stage 3****Percentage of 14 year olds at level 5 or above (test)**

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals				All schools
				15 to 20%	20 to 30%	30 to 40%	over 40%	
English	83	74	67	63	56	49	39	65
Mathematics	81	70	62	57	49	40	30	59
Science	80	67	59	53	45	36	26	56

Percentage of 14 year olds at level 5 or above (teacher assessment)

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals				All schools
				15 to 20%	20 to 30%	30 to 40%	over 40%	
English	82	71	64	60	52	43	35	62
Mathematics	84	74	67	61	53	45	35	63
Science	84	73	66	59	50	42	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
730	723	550	403	642	451	838	104	4441

TABLE 17
Quartiles of school achievement by percentage eligibility of free school meals

Key Stage 1

Percentage of 7 year olds 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	Upper	97	93	90	87	83	78	74	91
	Median	91	87	84	80	75	69	63	82
	Lower	84	80	76	72	65	57	45	71
Writing	Upper	98	94	92	89	86	81	76	92
	Median	92	88	85	81	77	70	64	84
	Lower	85	81	76	72	66	58	44	72
Mathematics	Upper	100	96	94	92	89	86	84	95
	Median	94	91	88	86	81	76	72	88
	Lower	88	84	81	77	71	64	54	77

Percentage of 7 year olds 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	97	93	91	88	84	79	75	91
	Median	92	88	84	80	76	70	64	83
	Lower	85	80	76	72	67	58	46	72
Writing	Upper	96	92	89	86	83	78	73	90
	Median	90	86	82	78	74	67	61	81
	Lower	82	78	74	69	63	54	41	69
Mathematics	Upper	100	97	94	92	89	86	83	95
	Median	94	91	88	86	82	77	72	88
	Lower	88	85	82	79	73	65	56	78
Science	Upper	100	99	96	94	91	87	85	97
	Median	97	93	90	88	84	78	73	90
	Lower	90	86	83	79	73	64	52	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
4283	3221	2128	1576	2223	1444	1913	3	16791

TABLE 17: continued

Key Stage 2

Percentage of 11 year olds 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	90	83	78	73	69	62	55	80
	Median	82	75	70	64	58	51	43	67
	Lower	71	66	61	54	47	39	26	52
Mathematics	Upper	88	79	73	69	63	55	48	75
	Median	77	70	63	58	51	43	34	61
	Lower	65	60	53	46	40	30	19	44
Science	Upper	94	88	84	79	75	68	62	85
	Median	86	80	75	70	64	55	45	73
	Lower	75	71	65	59	50	40	27	57

Percentage of 11 year olds 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	90	84	79	74	70	63	56	80
	Median	82	76	71	66	59	52	44	68
	Lower	73	67	62	55	48	40	28	53
Mathematics	Upper	91	83	79	75	70	63	57	80
	Median	82	76	70	66	60	52	44	68
	Lower	73	67	61	56	48	40	29	54
Science	Upper	96	90	86	82	77	70	65	87
	Median	88	82	78	73	67	59	50	75
	Lower	79	74	68	63	54	45	32	60

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
3497	3038	2137	1541	2196	1467	2262	199	16337

TABLE 17: *continued*

Key Stage 3

Percentage of 14 year olds 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	98	82	75	72	62	53	40	76
	Median	85	74	67	62	51	40	14	60
	Lower	71	66	58	52	35	0	0	37
Mathematics	Upper	96	75	68	63	54	43	32	69
	Median	79	70	62	57	46	33	11	54
	Lower	69	64	56	50	32	0	0	29
Science	Upper	94	74	65	59	49	38	27	67
	Median	78	68	59	51	40	28	11	49
	Lower	66	61	51	43	26	0	0	25

Percentage of 14 year olds 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	99	79	73	68	59	48	36	72
	Median	83	72	65	59	47	33	1	56
	Lower	69	64	54	47	21	0	0	27
Mathematics	Upper	99	79	73	68	58	48	37	74
	Median	83	74	67	59	49	35	8	58
	Lower	72	67	59	50	26	0	0	32
Science	Upper	98	81	73	67	56	46	33	73
	Median	84	74	66	58	44	31	3	55
	Lower	71	66	57	47	18	0	0	26

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
730	723	550	403	642	451	838	104	4441

TABLE 18
School performance differentials by gender

Key Stage 1

	Percentage of 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 Test	43	14	10	13	8	6	7
Writing Test	42	13	11	15	8	5	7
Mathematics Test	24	13	13	19	12	9	12
Reading TA	42	14	11	14	8	5	7
Writing TA	46	13	10	13	7	5	7
Maths TA	24	13	13	19	11	9	11
Science TA	20	12	12	25	11	9	11

Key Stage 2

	Percentage of 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	61	10	7	8	4	4	7
Mathematics Test	23	9	10	8	11	10	30
Science Test	20	10	10	10	11	11	27
English TA	55	11	8	8	5	5	9
Mathematics TA	29	10	10	9	10	9	23
Science TA	26	10	10	12	10	10	22

Key Stage 3

	Percentage of 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	65	11	6	15	2	1	1
Mathematics Test	7	11	17	17	20	15	13
Science Test	5	7	14	17	19	17	22
English TA	63	9	5	19	2	1	2
Mathematics TA	16	14	18	19	15	9	8
Science TA	15	14	17	19	15	11	10