



Department
for Education

Attainment in primary schools in England:

Quality and methodology information

14 December 2017

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1. Introduction

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

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

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

2. About the output

National and local authority (LA) information on attainment of primary school pupils in England will be published in the following statistical first releases (SFRs) in 2017.

- Phonics screening check and key stage 1 assessments: England 2017
- National curriculum assessments at key stage 2 in England, 2017 (interim)
- National curriculum assessments at key stage 2 in England, 2017 (provisional)
- National curriculum assessments at key stage 2 in England, 2017 (revised)

School level information about attainment at key stage 2 is published in the primary school [performance tables](#). School level results for key stage 1 and phonics are not published.

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

Figure 1: Age of child related to year group and key stage

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

Attainment is measured by statutory assessments against the standards set out in the [national curriculum](#) at the end of each key stage.

In addition to assessments at the end of each key stage, pupils in year 1 also take a phonics screening check. Year 2 pupils who did not meet the standard or did not take the phonics check in year 1, (re-)take the check in year 2.

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

Data sources

Phonics

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

Independent schools cannot submit phonics screening check results.

Key stage 1

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

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

Key stage 2

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

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

Other data

The attainment data is combined with information on pupil characteristics taken from the school census and geography information provided by the office for national statistics (ONS). Details of this data are provided in [section 7](#) and [section 8](#).

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

How the output is created

Data on pupil's attainment is collected from schools via a number of separate data collections. This information is linked with information on pupil characteristics (for KS1 and Phonics), school characteristics and pupil's prior attainment to produce the unamended (provisional) data in the [national pupil database](#) (NPD). A number of derived variables (see annex D) are added during this process. This data is then used to produce the provisional SFRs.

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

The revised pupil attainment data is then linked with information on pupil's characteristics (for KS2) and all derived variables are recalculated to produce the amended revised data in the NPD.

For phonics and KS1, this data is then considered final. The final data is used to update the time series in the following year's SFR.

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

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

Relevance

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

Key users

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

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

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

One of the main limitations is that the data only covers statutory assessments. In addition, the statutory assessments only cover a limited range of subjects and do not provide any information about attainment in other subjects such as music, history and modern foreign languages. Since the assessments are not statutory in independent schools, coverage of independent schools is limited to those what choose to participate in the assessments.

Timeliness

Timeliness refers to the lapse of time between the period to which the data refer and the publication of the estimates. During this period, the data is quality assured, matched with other datasets and processed to produce SFR outputs.

Key stage 2

- The national curriculum tests take place in the second week of May
- Schools are required to submit key stage 2 teacher assessments to the standards and testing agency by the end of June
- Interim key stage 2 national data is published on the first Tuesday in July (4 July 2017), the same day that assessment results are released to schools and just 3 working days after the deadline for submission of teacher assessments.
- Provisional key stage 2 data is published in late August (31 August in 2017) this includes breakdowns of results by local authority, region and gender comparisons. This is further information to that provided in the interim SFR in July
- Revised key stage 2 data including school level data and breakdowns by characteristics is published in mid-December: At this point, the data contains information about all pupil characteristics including disadvantage, outcomes of marking reviews and maladministration investigations.

Key stage 1 and phonics

- The phonics screening check takes place in the third week of June.
- Schools are required to finalise their key stage 1 teacher assessment and submit these as well as phonics results to local authorities early in July
- Local authorities must submit key stage 1 and phonics results to the department by the end of July (29 July in 2017)
- The phonics screening check takes place in the third week of June.

- Key stage 1 teacher assessments should be finalised by schools in early July and submitted to the department by 31 July.
- Provisional phonics and key stage 1 data, including breakdowns by characteristics are published in late September (28 September in 2017)

Punctuality

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

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

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

3. Accuracy and reliability

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

Data coverage

Phonics

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

In 2017, the provisional phonics data taken after the deadline for submission contained data from 16,424 of the 16,429 expected schools (99.97%)

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

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

There is very little change between the provisional and final datasets and the SFR is produced based on the provisional data. In 2016, the provisional phonics data contained data from 16,338 of the 16,383 expected schools (99.7%). The final data contained data for 16,343 schools.

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

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

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

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

Pupils whose phonics screening check outcome was subject to maladministration are also included to ensure complete coverage of the cohort. In the 2017 data, there were 108 pupils with maladministration recorded as their outcome.

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

Key stage 1

The target population for the key stage 1 data collection is all pupils who are at the end of key stage 1. However, key stage 1 assessments are only mandatory for state-funded schools. In 2017, only 13 independent schools (out of approximately 1300 independent schools with the appropriate age range) submitted data. Therefore, the data should not be considered representative of all key stage 1 schools but can be considered representative of state-funded schools.

In 2017, the provisional KS1 data produced immediately after the deadline for submission contained data from 16,400 of the 16,402 expected schools.

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

There is very little change between the provisional and final datasets and the SFR is produced based on the provisional data. In 2016, the provisional key stage 1 data contained data from all of the 16,337 expected schools.

Any pupils who do not have a valid KS1 outcome for a subject are excluded from the calculations for that subject and do not appear in the number of eligible pupils or in the outcome percentages. For reading, writing and mathematics, the valid outcomes are: below the pre-key stage standard (BLW), foundations for the expected standard (PKF), working towards the expected standard (WTS), working at the expected

standard (EXS), working at greater depth within the expected standard (GDS), absent (A), disapplied (D) and maladministration (Q). For science, the valid outcomes are: has not met the expected standard (HNM), working at the expected standard (EXS), absent (A), disapplied (D) and maladministration (Q).

As with phonics, we include pupils with 'A', 'D' or 'Q' to ensure complete coverage of the cohort. In the 2017 data, there were no pupils with maladministration in any subject.

Key stage 2

The target population for the key stage 2 data collection is all pupils who are at the end of key stage 2. However, key stage 2 assessments are only mandatory for state-funded schools. In 2017, 262 independent schools (out of approximately 1400 independent schools with the appropriate age range) took part in the assessments. Therefore, we provide a national figure for state funded schools only and a national figure for all schools that participated in the assessments.

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

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

In the provisional 2017 data, 723 (less than 0.05%) test results were suppressed due to maladministration investigations. 382 results had been annulled due to confirmed maladministration and 61 were not available for reasons beyond the schools control. 4 test results were annulled due to pupils cheating. Teacher assessments had been submitted for 99.4% of pupils. They can therefore be considered representative of all schools that took the tests.

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

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

The revised KS2 data is based on test and teacher assessment data provided to the department by STA in late October. In the revised 2016 data, no test results were suppressed due to ongoing maladministration investigations. 639 results had been annulled due to confirmed maladministration and 16 were not available for reasons beyond the schools control. No test results were annulled due to pupils cheating. Teacher assessments had been submitted for 99.9% of pupils. They can therefore be considered representative of all schools that took the tests.

There are a small number of further changes to the data following publication of the performance tables. The performance tables (national, LA and school level figures) are updated with these changes.

The final KS2 data is based on test and teacher assessment data provided to the department by STA in late January. In the final 2016 data, there were no test results suppressed due to maladministration investigations and 651 results annulled due to confirmed maladministration.

Any pupils who do not have a valid result for a subject are excluded from the calculations for that subject and do not appear in the number of eligible pupils or in the outcome percentages for that subject. Valid results for the national test figures are: achieved the expected standard (AS), not achieved the expected standard (NS), special consideration (CA), absent (A), maladministration (Q), working below the standard of the test (B), unable to access the test (U) or just arrived (J).

Valid results for the national writing teacher assessment figures are: below the pre-key stage standard (BLW), foundations for the expected standard (PKF), early development for the expected standard (PKE), growing development for the expected standard (PKG), working towards the expected standard (WTS), working at the expected standard (EXS), working at greater depth within the expected standard (GDS), absent (A), disapplied (D) and maladministration (Q).

For reading and mathematics teacher assessment, valid results are as for writing with the exception of working towards the expected standard (WTS) and working at greater depth within the expected standard (GDS) which are not used and the addition of has not met the expected standard (HNM) which is used for pupils who sat the test.

For science teacher assessment, valid results are: has not met the expected standard (HNM), working at the expected standard (EXS), absent (A), disapplied (D) and maladministration (Q).

More details of the codes used for teacher assessment can be found in Annex A and in [STA's guidance](#) for submitting teacher assessment data.

At LA and school level, pupils with pending maladministration (S), missing (M) and pupil took the test/was assessed in a previous year (P¹) are also included. LA figures cover state-funded schools in England, including academies, free schools and state-funded special schools.

KS1-2 progress measures cover state-funded schools in England. The key stage 2 result used for the reading and mathematics progress measure is usually the pupil's test result. However, if the pupil is working below the standard of the test then their pre-key stage teacher assessment or below the standard of the pre-key-stage will be used instead. The writing progress measure only uses the writing teacher assessment. Pupils with missing key stage 1 results are excluded from the progress measures. Full details of the progress measures calculations can be found in the [primary accountability technical document](#).

Measurement error

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

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

Phonics

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

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

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

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

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

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

Key stage 1

Clear [guidance](#) is provided to schools to explain how they should carry out assessments at the end of key stage 1. School must administer key stage 1 tests to the children during May. The tests are marked internally by teachers and the outcomes of the tests are used, alongside other evidence, to inform their teacher assessments.

In 2017, the [interim teacher assessment framework](#) was used to report teacher assessments. The [interim pre-key stage standards](#) were used to report assessments for pupils working below the standard of tests, but above the P scales.

To ensure that standards are consistent between schools, LAs moderate a sample of key stage 1 teacher assessments to ensure that they are appropriate and consistent with national standards. Each LA must carry out a [moderation](#) visit to at least a quarter of their schools each year and ensure that all schools are moderated at least once in a four-year cycle.

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

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

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

Key stage 2

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

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

The tests are externally marked by STA to ensure that marking is consistent between schools. Once the tests have been marked, the national standard is set. Pupils who achieve exactly the national standard will have a scaled score of 100. After the national standard has been set, a statistical technique called 'scaling' is used to transform the raw score into a [scaled score](#). The scaled score runs from 80 to 120.

[Conversion tables](#) for translating raw scores into a scaled score for the 2017 tests were published on 4 July.

STA will ensure that standards in the tests will remain consistent from year to year. To do this, they will use statistical evidence drawn from the pre-test; and judgemental evidence provided by the most senior markers on how pupils performed in the test compared to pupil performance on previous tests. National data is available at the standard setting meeting to demonstrate the impact of the decisions made but is not used as the basis for decision-making. The standard setting process is observed by representatives from the teacher associations and unions.

National curriculum tests are designed to be as similar as possible from year to year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. 100 will always represent the 'national standard' but the 'raw score' that equates to 100 might be different (though similar) each year.

After marking, schools can view scanned images of their pupil's tests scripts and request a [review](#) of the marking if they believe that there is a discrepancy between how questions have been marked and the published mark scheme. STA publish an [SFR](#) each year with data on the review process. In 2016, reviews were requested for 2% of test papers and less than 10% of these resulted in a change to the outcome awarded. Schools are only encouraged to apply for a review if they thought it would result in a change leading to a pupil reaching or not reaching the expected standard or a change of 3 or more marks to the raw score. Outcomes of reviews are not reflected in the provisional data but are included in the revised data.

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

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

In 2017, the [interim teacher assessment framework](#) was used to report teacher assessments. The [interim pre-key stage standards](#) were used to report assessments for pupils working below the standard of tests, but above the P scales.

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

Validation and quality assurance of source data

Phonics and key stage 1

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

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

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

Examples of validation rules

The phonics mark must be a number between 0 and 40

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

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

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

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

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

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

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

Occasionally, more than one school may submit data for the same pupil (for example, if pupils change school during the summer term). In the 2017 phonics data, there were 29 duplicate cases, where more than one school had submitted data for the same pupil and we were unable to determine which school the pupil was attending for the check. Most duplicate cases are resolved when collected data is [matched](#) into the National Pupil Database.

Key stage 2

Once schools have completed their KS2 tests, they are required to send their test materials and attendance registers to STA for external marking and data capture. In 2017, all the key stage 2 tests were marked on screen.

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

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

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

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

Examples of validation rules

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

Checks to ensure special consideration and compensatory marks are applied correctly

Checks to ensure reviews are applied correctly

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

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

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

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

Examples of TA validation rules

Identifying results that are not valid

Identifying cases where results are missing p-scales

Identifying duplicate records including duplicate UPNs provided by the school

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

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

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

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

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

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

KS2 test results are made available to schools on NCA tools on return of results day. In 2016, this was 5 July 2016. This data along with all matched teacher assessment data in the datafeed is then passed from STA to the department for use in the SFR and performance tables.

Data Processing

Phonics and key stage 1

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

Occasionally, a pupil will appear more than once in data, resulting, for example, from a change of school, or dual registration. Rules for deriving the main record and a combined 'best' attainment record for these pupils have been agreed. Where a pupil has more than one result in a subject, the highest level will be

taken and all other results discounted. Occasionally a pupil will appear more than once on the census. Rules for deriving the main census record have been agreed to eliminate duplicates based on factors such as enrolment and school type.

Key stage 2

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

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

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

The entire process is subject to a 'dry run' during the summer. This involves producing a dummy dataset, from the previous year's dataset, which conforms to how the current year's data will be supplied (for example, in 2016, dummy scaled scores were derived from the 2015 test marks). This dummy dataset is used to test the contractor's systems and the department's checking processes. This allows potential problems to be resolved prior to the receipt of the live data.

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

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

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

SFR production

All data in the SFR tables are produced by one person and quality checked by another. Key tables are dual run by two people independently. Any discrepancies in the data produced are discussed and more

experienced staff involved as required to agree the correct figures. Additional checks are also carried out on the data produced.

Examples of additional checks

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

Disclosure Control

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

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

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

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

Reliability

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

Phonics and key stage 1

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

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

		2012	2013	2014	2015	2016
% of pupils meeting the expected standard of phonics decoding by end of year 1	Provisional	58%	69%	74%	77%	81%
	Final	58%	69%	74%	77%	81%
% of pupils meeting the expected standard of phonics decoding by end of year 2	Provisional	-	85%	88%	90%	91%
	Final	-	85%	89%	90%	91%
% of pupils reaching the expected standard (or prior to 2016, achieving level 2 or above at the end of key stage 1) in reading	Provisional	87%	89%	90%	90%	74%
	Final	87%	89%	90%	90%	74%

Changes in the LA figures can be slightly larger. In 2016, 2 of the 150 LAs (excluding City of London and Isle of Scilly) had a change in the percentage of pupils reaching the expected standard at the end of key stage 1 in reading between provisional and final data. The largest change was +/- 1 percentage point.

Key stage 2

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

- outcomes of the appeals process where schools ask for reviews for one or more of their pupils in the belief that a clerical error has been made or the mark scheme has not been correctly applied;
- changes resulting from the completion of maladministration investigations;
- changes resulting from requests from schools to remove pupils who have recently arrived from overseas.
- any additional or revised teacher assessments.

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

Table 2: Change in key stage 2 headline measure 2012 to 2015

% of pupils achieving the expected standard (or level 4 or above in years before 2016) in reading, writing and mathematics	2012	2013	2014	2015	2016
Provisional	75%	75%	79%	80%	53%
Revised	75%	75%	79%	80%	53%
Final	75%	75%	78%	80%	53%

Again, changes in the LA figures can be slightly larger. In 2016, 114 of the 150 LAs (excluding City of London and Isle of Scilly) had a change in the percentage of pupils reaching the expected standard in reading, writing and mathematics between provisional and revised data. However, the majority of these changes were changes of 1 or 2 percentage points. 23 LAs had a change of 3 percentage points or greater. The largest change was 8 percentage points.

Changes in school level data can be even larger: in 2016, 3,407 of the 15,133 schools where a figure was published had a change in the percentage of pupils achieving reaching the expected standard in reading, writing and mathematics between provisional and revised data. The largest change was 90 percentage points. As a result of the large level of change in these figures, school level results are not published based on provisional data.

Changes in LA and school level data between revised and final data are small – only 1 LA and 28 schools had a change in the percentage of pupils achieving level 4 or above in reading, writing and mathematics between revised and final data in 2016.

4. Accessibility and Clarity

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

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

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

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

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

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

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

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

5. Coherence

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

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

Test and teacher assessment provide complementary information about a pupil's attainment so we would not expect them to agree in every case (for example, a pupil may not perform as well as expected in the test due to feeling tired or distracted that day). However, we would expect there to be a high level of correspondence between them.

Table 3 and 4 summarise the level of correspondence between the test results and teacher assessment at pupil level in 2017. The shaded cells show pupils where the test and teacher assessment results are consistent. The tests and teacher assessments agree for 83% of pupils in reading and 88% of pupils in

mathematics. The disagreement between them is largely due to pupils who were marked as having met the expected standard in the teacher assessment who failed to reach the standard on the tests.

Table 3: Comparison of test and teacher assessments in reading (pupil level), 2017

Teacher assessment	Test result		
	Did not sit test	Did not achieve the expected standard	Achieved the expected standard
BLW, PKF, PKE or PKG	14412	9465	868
HNM	2068	77879	16831
EXS	81	63509	411057

Base: pupils with a test outcome and a teacher assessment

Table 4: Comparison of test and teacher assessments in mathematics (pupil level), 2017

Teacher assessment	Test result		
	Did not sit test	Did not achieve the expected standard	Achieved the expected standard
BLW, PKF, PKE or PKG	13145	9954	799
HNM	1860	87669	18670
EXS	100	34161	429643

Base: pupils with a test outcome and a teacher assessment

The national percentage of pupils reaching the expected standard is lower when measured using test results than teacher assessments (71% and 79% respectively for reading, 75% and 77% for mathematics in 2017).

6. Comparability

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

Over time

There have been a number of changes to primary school assessment over time which can make comparisons over time difficult. These changes are listed in annex F. Please refer to the previous [quality and methodology document](#) for advice on comparisons over time

The expected standard in 2017 can be compared to 2016, which was the first year that the new assessments were introduced. The expected standard for 2017 and 2016 is higher and not comparable with the expected levels used in previous year's statistics. It would therefore be incorrect and misleading to make direct comparisons to 2015 and earlier years.

There have been no changes to the phonics screening check since this was introduced in 2012. Therefore, 2017 results can be compared to those for earlier years.

Differences between school, LA and national level figures

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

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

Similarly, the figures published in the national key stage 2 tables include any results from independent schools but results from these schools are excluded from the LA figures. There are also some differences in the pupils included in the national and school level figures. Pupils with 'pending maladministration' (S), 'missing' (M) and 'pupil took the test/was assessed in a previous year' (P²) are normally included in the school and LA level figures but are not included in the national figures. Similarly, where schools ask for overseas pupils to be discounted, these pupils will be removed from the school and LA figures but remain included in the national figures so that these reflect the attainment of all pupils. A national figure calculated on the same basis as the LA figures is included in the LA tables for comparison purposes.

Across different types of school

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

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

With other parts of the UK

The Welsh Government publishes attainment data for schools in Wales. As in England, the national curriculum is divided into key stages and pupils are assessed at the end of key stage 1, 2 and 3 at ages 7, 11, and 14 respectively. Statutory assessment in Wales is by teacher assessments for all key stages. Further information is available on the [Welsh Government website](#).

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

Information on educational attainment for post-primary schools in Northern Ireland is available from the [Northern Ireland Statistics and Research Agency](#).

These assessments are not directly comparable with those for England.

International comparisons

Pupils in England also take part in international surveys such as the Trends in International Mathematics and Science Study (TIMSS). This is a comparative international survey of mathematics and science achievement of 9-10 year olds and 13-14 year olds, carried out on pupils from a sample of schools.

Pupils in England also participate in the Programme for International Student Assessment (PISA), organised by the Organisation for Economic Co-operation and Development (OECD). This assessment

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

aims to compare standards of achievement for 15 year olds in reading, mathematics and science, between participating countries. This study is based on pupils from a sample of schools.

[Results for 2011](#) were published for both of these studies on 11 December 2012. [2015 TIMSS](#) results were published in November 2016.

7. Pupil characteristics definitions

The pupil characteristics data in this release are submitted to the department by schools as part of the school census collection. More detail about the definitions of all the characteristics can be found in the [school census guidance](#). The pupil characteristics reported in the SFR are:

- gender
- free school meal (FSM) eligibility
- disadvantaged pupils
- ethnicity
- first language
- special educational needs (SEN)

Gender

The gender of the pupil is recorded as male or female on the school census. In exceptional circumstances, a school may be unsure as to which gender should be recorded for a particular pupil. The advice from the department is to record the gender according to the wishes of the pupil and/or parent.

Free school meals

Free school meals (FSM) is a binary indicator variable that states whether a pupil's family have claimed eligibility for free school meals as reported at the time of the annual spring school census. Parents are able to claim free school meals if they receive a qualifying benefit.

The FSM variable does not relate to pupils who actually received free school meals but those who meet the eligibility criteria and make a claim. Pupils not eligible for free school meals or unclassified pupils are described as 'All other pupils' in the SFR.

The list of qualifying benefits has changed over time, but it is currently:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit - provided they are not entitled to Working Tax Credit as assessed by HM Revenue & Customs. where a parent is entitled to the Working Tax Credit run on – the payment someone receives for a further four weeks after they stop qualifying for Working Tax Credit – their children are entitled to free school lunches
- those on Universal Credit
- children who receive an eligible benefit in their own right are also eligible

From September 2009 to July 2011, three local authorities participated in a pilot to provide free school meals to maintained primary school children. Durham and Newham provided universal free school meals to

all primary pupils, and Wolverhampton extended the current eligibility criteria to include all families in receipt of Working Tax Credit, for primary and secondary pupils.

For the pilot authorities mentioned above, care should be taken when comparing January 2010 and 2011 free school meal data with previous years' data and subsequent data. It appears that in 2012, Newham continued providing universal free school meals to all their primary pupils.

In the academic year 2011-12, due to local area free school meal initiatives, there was both an under and an over recording of free school meal eligibility in some local authorities. In total, the results from 77 schools were affected by this issue, including 70 from Southwark, 4 from Bromley and 1 each from Walsall, Bradford and North Somerset. FSM status has since been corrected for Southwark and therefore final 2012 data reported in this release will differ to provisional 2012 figures. The impact on national figures due to these mis-recordings in 2012 is considered negligible. This issue was also apparent in data back to 2008 but the impact on national and local figures for these years is considered negligible and no revisions to FSM status have been made.

Disadvantaged pupils

From 2015 **disadvantage pupils** include children who are registered as eligible for free school meals at any point in the last six years, those who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order. They will also include pupils who are looked after for at least for one day during the year.

The disadvantaged pupil breakdowns presented for years 2012 to 2014 are defined as pupils known to be eligible for FSM in the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census or are looked after children for more than 6 months during the year.

Information on children looked after (CLA) is collected in the web-based SSDA903 return by local authorities in England. Information in the CLA database is collected at individual level and since 2005-06 includes the Unique Pupil Number (UPN) field. This data is collected annually between April and June for the previous financial year. Once the data has been collected and checked, an extract is produced which is sent to our matching contractors for linking to the performance tables. The UPN is the main field used for matching purposes but other information about the child is also used such as date of birth, gender, ethnicity and responsible local authority.

Local authorities are required to update the database every year, including making amendments to previous years' records where there have been changes.

Further information on looked after children and the data items collected in the SSDA903 return can be found in the [looked after children SFR series](#).

Ethnic group

Ethnicity is broken down into two main variables: a minor grouping variable and a major groupings variable. Those pupils who have been classified according to their ethnic group as other than white British are defined as minority ethnic.

This census data item is provided for all pupils aged five and over as at the previous 31 August. Where the information has not yet been collected then this is recorded as not yet obtained. If a pupil or parent has refused to give the information, then 'refused' is recorded and returned.

Ethnicity is a personal awareness of a common cultural identity. Ethnicity relates to how a person feels and not necessarily how they are perceived by others. It is a subjective decision as to which category a person places themselves in and therefore does not infer any other characteristics such as religion, country of origin etc. [Ethnicity monitoring advice](#) is available from the department's website. Table 1 below outlines the Department's main ethnicity categories and descriptions:

Table 1: The Department's main ethnicity categories and descriptions

Main category	Code	Description
White	WBRI	White – British
White	WIRI	White – Irish
White	WIRT	Traveller of Irish Heritage
White	WOTH	Any Other White Background
White	WROM	Gypsy / Roma
Mixed	MWBC	White and Black Caribbean
Mixed	MWBA	White and Black African
Mixed	MWAS	White and Asian
Mixed	MOTH	Any Other Mixed Background
Asian or Asian British	AIND	Indian
Asian or Asian British	APKN	Pakistani
Asian or Asian British	ABAN	Bangladeshi
Asian or Asian British	AOTH	Any Other Asian Background
Black or Black British	BCRB	Black Caribbean
Black or Black British	BAFR	Black – African
Black or Black British	BOTH	Any Other Black Background
Other Ethnic Groups	CHNE	Chinese
Other Ethnic Groups	OOTH	Any Other Ethnic Group
Refused	REFU	Refused
Information Not Yet Obtained	NOBT	Information Not Yet Obtained

English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English.

This is a compulsory data item for all pupils aged 5 and over as at the previous 31 August.

If a child was exposed to more than one language (which may include English) during early development, the language other than English is recorded, irrespective of the child's proficiency in English. In the case of an older pupil who is no longer exposed to the first language in the home, and who now uses only another language, the school consults with the pupil or parent to determine which language should be recorded.

Where a pupil's first language is not English, schools may record specific languages from the extended language codeset or continue to use codes from the short codeset used in [Common basic data set \(CDBS\)](#). ENB (Not known but believed to be English) and OTB (Not known but believed to be other than English) are appropriate where a pupil's first language is not known with absolute certainty because the

parents have not responded to enquiries, but the school can judge with a high degree of confidence whether it is English or not.

A local authority may specify that schools should use a particular subset of language codes but it is for the school to decide whether to record specific languages.

Special Educational Needs (SEN)

The **SEN** variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

From 2015, pupils with SEN are categorised as follows:

SEN support - Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN coordinator (SENCO) may receive advice or support from outside specialists. This category replaces the former 'school action' and 'school action plus' categories.

Statement/EHC plan - A pupil has a statement of SEN or an education, health and care (EHC) plan when a formal assessment has been made.

Pre-2015, the SFR tables contain SEN data as per the definition below:

Pupils with special educational needs comprise those at school action, school action plus or with statements of SEN:

School Action – where extra or different help is given, from that provided as part of the school's usual curriculum.

School Action Plus – where the class teacher and the SENCO receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).

Statement – a pupil has a statement of SEN when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

Pupil SEN provision

This data item is collected in the census collections for all pupils on roll on census day. Pupil SEN provision types and their codes are outlined in table 2. Two new codes were added to the SEN provision field within the 2015 School Census, as highlighted below.

Table 2: Valid provision types under the [SEND code of practice: 0 to 25](#)

Code	Description
E	Education, health and care (EHC) plan
K	SEN support
N (pre 2015)	No Special Educational Need
A (pre 2015)	School action
P (pre 2015)	School action plus
S (pre 2015)	Statement

Pupil SEN type

The pupil SEN type field records the nature of a pupil's special educational need. The primary need and, if appropriate, their secondary need should be recorded. In 2015, a new code entitled 'SEN support but no specialist assessment of type of need' was introduced which was aimed at those transferring from school action to SEN support but were yet to be formally assessed for their type of need. The previous 'Behaviour, Emotional and Social Difficulties (BESD) has been replaced with 'Social, Emotional and Mental Health (SEMH) those with BESD in 2014 are not all expected to have transferred to SEMH from 2015. These changes are outlined in table 3.

Table 3: Pupil SEN type

Code	Description
SPLD	Specific learning difficulty
MLD	Moderate learning difficulty
SLD	Severe learning difficulty
PMLD	Profound & multiple learning difficulty
BESD (valid till 2014)	Behaviour, emotional & social difficulties
SLCN	Speech, language and communication needs
HI	Hearing impairment
VI	Visual impairment
MSI	Multi-Sensory impairment
PD	Physical disability
ASD	Autistic spectrum disorder
OTH	Other difficulty / disability
SEMH (from 2015)	Social, emotional and mental health
NSA (from 2015)	SEN support but no specialist assessment of type of need

Pupil SEN Type ranking

This indicates the rank order of a pupil's special educational need, recorded in Pupil SEN type. The most significant, or primary need, is ranked as 1 and the secondary as 2. Only two rankings are collected in the school census and no two needs are given the same ranking.

Until 2014, this data item was collected in the spring census only for all pupils on roll on census day with an SEN Provision of P (School Action Plus or Early Years Action Plus) or S (Statement). From 2015, this coverage was extended to collect type of need for all pupils with a statement, an education, health and care plan, on school action plus or on SEN support. SEN support replaces school action and school action plus but some pupils remain with these provision types in first year of transition.

8. Geography

Geographic data that is matched to the department's data collections and used in all official statistics is provided by ONS Geography, a business unit of ONS that provides the geographic data and services that support the production of official and national statistics.

The ONS's presentation guidance for administrative areas sets out the recommended standard for presenting and publishing statistics at regional and sub-regional levels in the UK [ONS guidance: presenting statistics for administrative areas](#).

The geography structures and codes used in the production of pupil characteristic SFRs can be downloaded from the [ONS geography portal](#).

Local authority

Local authority (LA) tables show the geographical LA of the school that returned a pupil's attainment record for the relevant key stage. This data is collected as part of the key stage collection.

The current local government structure has 152 'upper tier' authorities, which all have the function of local education authority.

School location and pupil residency

Tables showing attainment by either school location or pupil residency are created by matching the relevant school or pupil postcode to a cut of the National Statistics Postcode Lookup (NSPL), an ONS product available on the ONS open geography portal.

The local authority district is an example of a geographic field matched from the National Statistics Postcode Lookup (NSPL). Tables are included in the pupil characteristic SFRs showing the LAD based on either the pupil's postcode or the school's postcode (KS2 and KS4 only).

The term 'local authority district (LAD)' refers to the lower tier of local government. This includes non-metropolitan districts, metropolitan districts, unitary authorities and London boroughs. Structural changes to local government in England were effected on 1 April 2009, whereby a number of new unitary authorities were created in parts of the country which previously operated a 'two-tier' system of counties and districts. The current structure consists of 326 'lower tier' authorities (LADs).

Further changes to the LADs of St Albans and Welwyn Hatfield have been operative from 1 April 2012. Changes to the unitary authority of Northumberland, the metropolitan district of Gateshead and the non-metropolitan districts of East Hertfordshire and Stevenage, have all been operative from 1 April 2013. As the boundaries have changed, new codes have been allocated, although the names remain the same. Codes are shown in the tables as those relevant to the district at the start of the academic year reported.

Further information on local government restructuring can be found at [ONS: local government restructuring](#).

Rurality

The rural-urban classification of postcodes for 2017 is based on the 2011 classification of output areas released in August 2013. Census output areas forming settlements with populations of over 10,000 are defined as urban, which can be further sub-divided into three broad morphological types based on the predominant settlement component. The remainder are defined as one of three rural types.

Further information can be found at [2011 rural urban classification](#).

9. Do you have a query or feedback?

If from the media	Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. 020 7783 8300
If non-media	Ayo Babatunde, Education Data Division, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. 0207 340 8473 primary.attainment@education.gov.uk

Annex A: The national curriculum

A new national curriculum was introduced in 2014 and pupils were assessed against the new curriculum for the first time in 2016.

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

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

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

Key stage 1

At the end of key stage 1, pupils take national curriculum tests in reading; grammar, punctuation and spelling; and mathematics. These tests are internally marked by teachers and used, alongside other evidence, to produce teacher assessments in reading, writing and mathematics. Teachers are also required to assess pupil's ability in science. In 2017, schools were not required to administer the KS1 grammar, punctuation and spelling test or to use the result as part of their writing teacher assessment.

Only the teacher assessments are submitted to the department. The table below shows the interim teacher assessment and interim pre-key-stage standards that were used to report teacher assessments in 2016.

Key stage 1 teacher assessment outcome codes

Reading, writing and mathematics

BLW	Below the pre-key stage standard
PKF	Foundations for the expected standard
WTS	Working towards the expected standard
EXS	Working at the expected standard
GDS	Working at greater depth within the expected standard
A	Absent
D	Disapplied
Q	Maladministration

Science

HNM	Has not met the expected standard
EXS	Working at the expected standard
A	Absent
D	Disapplied
Q	Maladministration

Key Stage 2

At key stage 2, there are statutory externally marked tests in reading; grammar, punctuation and spelling; and mathematics.

The pupil's raw test score will be translated into a scaled score using a [conversion table](#). The scaled score runs from 80 to 120 and a scaled score of 100 represents the expected standard. The expected standard is higher than in previous years, roughly equating to level 4b rather than level 4.

Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. The standards underpinning the scale will be maintained as long as there are no large-scale changes to what the tests cover. The standard set in 2016 will be maintained in subsequent years. Schools must also provide teacher assessments for reading, writing, mathematics and science. The table below shows the interim teacher assessment and interim pre-key-stage standards that were used to report teacher assessments in 2017.

Key stage 2 teacher assessment outcome codes

Writing

BLW	Below the pre-key stage standard
PKF	Foundations for the expected standard
PKE	Early development for the expected standard
PKG	Growing development for the expected standard
WTS	Working towards the expected standard
EXS	Working at the expected standard
GDS	Working at greater depth within the expected standard
A	Absent
D	Disapplied
M	Missing
Q	Maladministration

Reading and mathematics

BLW	Below the pre-key stage standard
PKF	Foundations for the expected standard
PKE	Early development for the expected standard
PKG	Growing development for the expected standard
HNM	Has not met the expected standard
EXS	Working at the expected standard
A	Absent
D	Disapplied
M	Missing
Q	Maladministration

Note PKF, PKE and PKG should only be used for pupils not sitting the test. HNM should only be used for pupils sitting the test.

Science

HNM	Has not met the expected standard
EXS	Working at the expected standard
A	Absent
D	Disapplied
M	Missing
Q	Maladministration

Since 2010, national attainment standards in science have been measured using a statutory externally marked science test in a sample of schools. Between 2010 and 2012, this was an annual test. From 2014, there was a new sample [science test](#) which takes place every two years. [Results](#) from the 2014 test were published in February 2016. There is no science sampling for the 2016 to 2017 academic year.

The majority of the published KS2 figures are based on either test results or teacher assessments rather than a combination of the two. The exception is the progress measures where the key stage 2 teacher assessments are used for those pupils working below the standard of the test.

Phonics screening check

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

Phonics screening check

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

Annex B: Floor standard and coasting schools

Floor standard

The floor standard is the minimum standard for pupil attainment and/or progress that the Government expects schools to meet.

In 2017, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in reading, writing and mathematics; or
- the school achieves sufficient progress scores in all three subjects: at least -5 in English reading, -5 in mathematics and -7 in English writing.

To be above the floor, the school needs to meet either the attainment or all of the progress elements.

The attainment element is a combined measure. This means an individual pupil needs to meet the expected standard in reading, writing and mathematics, in order to be counted towards the attainment element.

To meet the progress element a school needs to have sufficient progress scores in reading, and writing, and mathematics. There is no measure of 'sufficient progress' for individual pupils.

The progress scores a school needs in each subject in order to meet the progress element of the floor standard are outlined in the [primary accountability technical document](#).

As in previous years, there are some types of schools and particular circumstances in which the floor standard will not apply - The floor standard will not apply to infant schools, special schools, independent schools, pupil referral units, alternative provision or hospital schools.

Schools will be excluded from the 2017 floor standards where:

- there are fewer than 11 eligible pupils in their year 6 cohort
- fewer than 50% of pupils have key stage 1 assessments
- a figure is not published for any of the floor standard measures due to small numbers or other reasons.

Closed schools, including those which closed during the latest academic year and reopened as a sponsored academy³, are also excluded from the floor standard.

Coasting schools

The coasting schools definition considers schools performance over a three-year period. A school must fall below the defined standard in each of the three years to be classed as coasting. The [coasting schools regulations](#) came into force on Wednesday 11 January 2017.

In 2017, a school will be defined as coasting if:

- In 2015 fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics and below the national median percentage of pupils achieved expected progress in all of English reading, English writing and mathematics;

³ Schools which have become converter academies during the 2016 to 2017 academic year are treated as continuing schools and are included in the floor standard calculations.

- In 2016 fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing,
- In 2017 fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing

Annex C: Further detail on school characteristics

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

Academy Sponsor Led	Sponsored academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities.
Academy Converter	Schools that have chosen through Governing Body Resolution and application to the Secretary of State to become an academy under the Academies Act 2010.
Free School	Free Schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community. They have the same legal requirements as academies and enjoy the same freedoms and flexibilities.
City Technology College (CTC)	Independent all-ability, non-fee-paying schools offering pupils the opportunity to study a curriculum geared, with the help of private sector sponsors, towards the world of work.
LA maintained school	Schools fully or partially under LA control that are state-funded, mainly by the Dedicated Schools Grant. These include community schools, foundation schools, voluntary aided school and voluntary controlled schools and LA maintained special schools.
Registered independent school	Any school that provides full time education for 5 or more pupils of compulsory school age, and is not state-funded or a non-state-funded special school.
Independent special school	Approved by the Secretary of State for Education. They are run on a not-for-profit basis by charitable trusts and normally cater for children with severe and/or low incidence special educational needs. This group includes non-maintained special schools.
State-funded school	Includes LA maintained schools, academies, free schools, City Technology Colleges and state-funded special schools (excluding hospital schools, pupil referral units, alternative provision and independent schools).
State-funded mainstream schools	Includes LA maintained mainstream schools, academies, free schools, City Technology Colleges (excluding all special schools, pupil referral units, alternative provision and independent schools).
State-funded special schools	Includes LA maintained special schools, academy sponsor led special schools, academy special schools and special free schools.
All independent	Includes independent schools, independent special schools and non-maintained special schools.

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

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

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

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

Information is also broken down by the school cohort size which is based on the number of eligible pupils in the school's end of key stage cohort. Again, only mainstream schools are included in this breakdown since special schools are more likely to have small cohorts.

Annex D: Derived variables

The following derived variables are added to the pupil data.

Pupil included in end of year 2 phonics results	<p>Data for the year 2 cohort is produced by matching the year 2 phonics results from the current year with key stage 1 results for the current year and year 1 phonics results from the previous year. Pupils are included in the year 2 figures if:</p> <ul style="list-style-type: none">• they have a valid year 2 phonics result from the current year; or• they have a valid year 1 phonics result from the previous year and they have a valid key stage 1 result in the current year. <p>A binary indicator has been added to the KS1 NPD to indicate whether pupils should be included in figures for year 2 phonics.</p>
Combined phonics result	<p>If pupils have a result for both year 2 and year 1, the year 2 result is used (even if the year 1 result suggests that the pupil did not need to retake the check in year 2). Where pupils have a valid year 2 phonics result, the LA and school type associated with that result is used. Where they don't have a valid year 2 result, the LA and school type from the key stage 1 record is used. This is so that pupils who have moved schools between year 1 and year 2 are included under their year 2 school.</p>
Pupil included in key stage 1 results	<p>A small number of pupils have more than one phonics record in either year 1 or year 2. When this data is matched into the KS1 NPD, this can result in some pupils having two records in the KS1 NPD even though they only have one set of KS1 assessments.</p> <p>A binary indicator has been added to the KS1 NPD to indicate whether pupils should be included in KS1 figures so that these duplicate records can be consistently removed.</p>
Valid pupils at KS2	<p>Binary indicators have been added to the KS2 data to indicate whether pupils have a valid result in each subject. These indicators are used to identify the pupils to be included in national calculations.</p> <ul style="list-style-type: none">• For KS2 tests, they include AS, NS, CA, A, B, Q, U and J. Pupils with M, X or S are not included.• For KS2 TA, they include BLW, PKF, PKE, PKG, HNM, WTS, EXS, GDS, A, D and Q (where these are allowable codes for that subject). Pupils with M are not included.
Eligible pupils at KS2	<p>Binary indicators have been added to the KS2 data to indicate whether pupils have an eligible result in each subject. These indicators are used to identify the pupils to be included in school and LA level calculations.</p> <ul style="list-style-type: none">• For KS2 tests, they include AS, NS, CA, A, B, M, S, Q and T.• For KS2 TA, they include BLW, PKF, PKE, PKG, HNM, WTS, EXS, GDS, A, D, M and Q (where these are allowable codes for that subject).
Achieved the expected standard and achieved a high score	<p>The expected standard in the tests is a scaled score of 100. A high score is a scaled score of 110 or above.</p>

Binary indicators have been added to the KS1 data to indicate whether pupils have achieved the expected standard in each subject.

Binary indicators have been added to the KS2 data to indicate whether pupils have achieved the expected standard, or have achieved a high score in each subject.

Achieved the expected standard and achieved a high standard in reading, writing and mathematics

Binary indicators have been added to the KS2 data to indicate whether pupils have achieved the expected standard, or have achieved a high standard in all of reading, writing and mathematics.

The reading and mathematics results used are the test results. The writing result used is the teacher assessment.

Progress measures

Indicators have been added to the KS2 data to indicate whether pupils should be included in the progress measures, the prior attainment group to which they belong, and their progress score.

Pupils need to have both KS1 and KS2 results to be included in the progress measures.

The KS2 result used for most pupils for reading and mathematics will be their test result. However, the pre-key stage teacher assessments or below the standard of the pre-key stage will be used where pupils have not sat the test. The writing progress measure only uses the writing teacher assessment.

Full details of the progress measures methodology can be found in the [primary accountability technical document](#).

KS1 average point score (APS)

From 2016, average points score were no longer published at KS1. However, pupils in the KS1-2 progress measures will have KS1 results from earlier years. The average of their reading, writing and mathematics (double-weighted) point scores is used to allocate them to a prior attainment group.

KS1 point scores	
4	27
3	21
2a	17
2b	15
2c	13
1	9
W	0.25 - 3

The table sets out how points have been allocated to each KS1 TA level (any other results are disregarded). See the [primary accountability technical document](#) for details of the points awarded to those pupils with W.

If any pupils have no point score for one of more subjects, the APS will be calculated from the remaining subjects.

No decision has yet been made on how to allocate pupils to prior attainment groups for KS1-2 progress measures from 2020 when KS1 APS will no longer be available.

Low/middle/high prior attainment

Prior attainment bands for KS2 are derived from the KS1 APS as follows:

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

Any pupils without KS1 assessments are excluded from these figures.

Annex F: Timeline of changes in primary assessment

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

2012	<p>Statutory phonics screening check for all year 1 pupils in state-funded schools in England introduced.</p> <p>Externally marked writing tests were statutory in a sample of schools. All other state-funded schools had to administer the writing test to inform their writing teacher assessment but could choose to mark it internally if they wished. Subject levels for English were calculated by combining the reading test mark with the writing teacher assessment.</p> <p>First collection of separate reading and writing teacher assessments.</p> <p>Introduction of optional level 6 tests.</p> <p>Final year of annual science sample test.</p>
2013	<p>Re-take of phonics screening check for pupils in year 2 who failed to achieve the required standard in year 1 introduced.</p> <p>Introduction of grammar, punctuation and spelling test.</p> <p>Reporting of overall English replaced with reading and writing results separately.</p> <p>Introduction of separate reading and writing progress measures.</p>
2014	<p>The phonics threshold mark was not communicated to schools in advance of the phonics screening check as it had been in previous years.</p> <p>Calculators were not allowed in any of the level 3-5 mathematics tests. In previous years, they were allowed for paper 2.</p> <p>Minor changes to the timing of the reading test - instead of being given 15 minutes reading time and 45 minutes to answer the questions, children had a total of one hour to read the texts and complete the questions.</p> <p>Introduction of new science sample test every two years.</p>
2015	<p>Changes to moderation arrangements at KS1 to ensure that 50% of infant schools were moderated each year.</p> <p>All KS2 tests were marked on screen (previously reading and mathematics tests were marked on paper).</p>
2016	<p>Assessments are based on the new national curriculum. National curriculum levels are no longer used.</p> <p>New tests for key stage 1 and key stage 2 introduced using scaled scores.</p> <p>Teacher assessments are based on the interim teacher assessment framework and the interim pre key stage standards. They have moved from a 'best fit' judgement', where pupils could compensate for poor performance in one area of the curriculum by strong performance in another, 'to 'secure fit'', where all statements within the standard need to be achieved.</p> <p>The expectations for pupils at the end of key stage 1 and key stage 2 were raised to be broadly equivalent to the old level 2b and level 4b respectively.</p>

Annex G: Glossary and abbreviations

Average scaled score	The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test or took the test but did not receive a scaled score are excluded.
Checking exercise	In September each year, schools are asked to check the provisional KS2 data that we hold for their school during the performance tables checking exercise. The data is uploaded to a secure website and schools can inform us via this website of any pupils that are included in their school in error, or of any missing pupils. They can also notify us of any other errors in the data such as errors in matching prior attainment results and apply for pupils to be discounted from their figures, if they have recently arrived from overseas and their first language is not English. Any changes requested are validated to ensure that they comply with the rules before being accepted.
COLLECT	Collections On-Line for Learning, Education, Children and Teachers - a system used by the department to collect data from schools, LAs and other organisations.
Edubase	EduBase is a register of educational establishments in England and Wales, maintained by the department. It provides information on establishments providing compulsory, higher and further education. The information included is provided from the establishments themselves and from LAs and teams within the department.
Expected standard	The expected standard in the tests corresponds to a scaled score of 100.
Final data	Final KS1 and phonics data is available in November. Final KS2 data is available in March following the errata period. The performance tables are updated with this data.
Floor Standard	The floor standard is the minimum standard for pupil attainment and/or progress that the Government expects schools to meet. In 2017, a school will be above the floor if: <ul style="list-style-type: none">• at least 65% of pupils meet the expected standard in reading, writing and mathematics; or• the school achieves sufficient progress scores in all of reading, writing and mathematics: at least -5 in English reading, -5 in mathematics and -7 in English writing. To be above the floor, the school needs to meet either the attainment or all of the progress elements.
GPS	Grammar, punctuation and spelling. Pupils take a test of grammar, punctuation and spelling at the end of key stage 1 and key stage 2.
High score	A high score in the tests is a scaled score of 110 or above.
KS1	Key stage 1. This covers year 1 and year 2 in primary schools. Pupils are normally 6 or 7 years old at the end of key stage 1.

KS2	Key stage 2. This covers years 3 to 6 in primary schools. Pupils are normally 10 or 11 years old at the end of key stage 2.
LA	Local authority
Maladministration	<p>Maladministration refers to any act that:</p> <ul style="list-style-type: none"> • affects the integrity, security or confidentiality of the national curriculum assessments • could lead to results and/or outcomes that don't reflect pupils' unaided work or actual abilities.
NCA Tools	Schools and LAs use the NCA tools website to support administration of the national curriculum tests, including the phonics screening check, and submission of key stage 2 teacher assessments.
National Pupil Database (NPD)	The NPD contains detailed information about pupils in schools and colleges in England. It includes test and exam results, prior attainment and progression at different key stages and information about pupils' characteristics.
Phonics screening check	<p>The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher.</p> <p>Pupils in year 1 (age 5 or 6) must take the phonics screening check. Any year 2 pupils who did not meet the standard in year 1 or did not take the check in year 1 must retake the check in year 2.</p>
Performance tables	Primary school performance tables are published in December of each year. Secondary school and post-16 performance tables are published in January. They give information on the achievement of pupils in primary, secondary and 16-18 provision in schools and colleges and show comparisons with other schools and colleges in the Local Authority (LA) area and in England as a whole.
Progress measures	<p>KS1-2 progress measures for 2016 onwards are based on a value added methodology. Pupils are grouped according to their prior attainment at KS1. Their KS2 attainment is compared to the average KS2 attainment for all pupils nationally who are in the same prior attainment group.</p> <p>Pupil progress scores are then averaged to give a figure for the average progress made by pupils within a school. A progress score of zero indicates that the school has made average progress, below zero that they have made less than average progress and above zero that they have made more than average progress.</p> <p>There are separate progress measures in reading, writing and mathematics.</p>
Provisional data	Provisional phonics and KS1 data is published in September of each year and provisional KS2 data is published in August/September each year. The provisional data is subject to change though the impact on national data is usually minimal.

Reviews	If schools believe that the mark scheme has not been correctly applied or a clerical error has been made, they may ask for a paper to be re-marked. This may result in a change to the mark or scaled score awarded.
Revised data	Revised KS2 data is published in December each year. This updates the national and local authority information published in the provisional SFR. Revised data is also published at school, local authority and national level in the performance tables.
Special consideration	Pupils may be awarded special consideration if their performance in the key stage 2 tests has been affected by extremely distressing circumstances at the time of the tests. If special consideration is awarded, the pupil's scaled score will be increased by 3 for accountability purposes.
SFR	Statistical First Release. All the Department's SFRs are published on gov.uk .
STA	Standards and Testing Agency
TA	Teacher Assessment
Threshold measures	'Threshold measures' refer to any figures where we show the percentage of pupils who have achieved a particular standard in a subject or combination of subjects, for example, the percentage achieving the expected standard in reading, writing and mathematics.



Department for Education

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Reference: SFR 69/2017



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