

**Statistical Bulletin  
Number 03/2000**

**National Curriculum Assessments  
of 7, 11 and 14 Year Olds in  
England - 1999**

**May 2000**

# NATIONAL CURRICULUM ASSESSMENTS OF 7, 11 AND 14 YEAR OLDS IN ENGLAND – 1999

## Introduction

### Background

1 This bulletin – the third in the series – provides the results of further analyses carried out on the attainments of pupils in England under the National Curriculum. It contains results of 1999 tasks/tests and teachers' assessments<sup>1</sup> at each Key Stage. A Statistical First Release<sup>2</sup> showing these results by Local Education Authority was published in October 1999. This Bulletin expands on that information, and looks at results by type of school<sup>3</sup>, (i.e. maintained, independent and special), size of school and percentage of pupils eligible for free school meals.

2 The Bulletin is also an opportunity to finalise the results published in the Key Stage 1, 2 and 3 Autumn Packages<sup>4</sup>. The data in the Autumn Package of Performance Information for Schools is complementary to this Bulletin and is used by schools for target setting and benchmarking.

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

### Changes to the National Curriculum Assessment tests since 1998

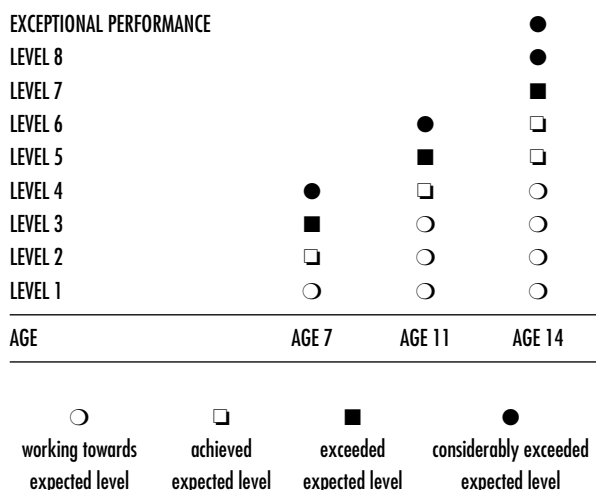
4 There have been no changes to the National Curriculum testing arrangements between 1998 and 1999. The last significant change was between 1997 and 1998. After a pilot in 1997, a mental arithmetic test was introduced in 1998 as part of the Key Stage 2 and 3 mathematics assessments. The mental arithmetic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

### How to interpret the results

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

Level 4; and Levels 5 and 6 are the levels expected of most pupils at the end of Key Stage 3. When presenting analyses that refer to 'expected level' at Key Stage 3, the Department's practice is to measure against those pupils achieving level 5 and above.

## LEVELS IN THE NATIONAL CURRICULUM



### National Targets in Literacy and Numeracy

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

By 2002:

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

Each Local Education Authority has also been set an individual target for English and mathematics<sup>5</sup>.

### Key Points

7 The key points to emerge from this bulletin are:

- In Key Stage 1 reading task/test – and in TA – 82% of pupils achieved or exceeded the expected level; 29% achieved level 3 and above in the reading comprehension test.
- In all Key Stage 1 subjects – both test and TA – a higher percentage of girls than boys achieved or exceeded the expected level. The largest gap was in spelling where girls outperformed boys by eleven percentage points (77% of girls achieved the standard compared to 66% of boys). In the

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

<sup>2</sup> Statistical First Release 29/1999 published in October 1999. This analysis covered all maintained schools, including maintained special schools. An electronic copy of the SFR can be found on [www.dfee.gov.uk/statistics](http://www.dfee.gov.uk/statistics).

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

<sup>4</sup> The Autumn Packages produced by the DfEE, QCA and OfSTED contain the 1999 National results, together with benchmarking and value added information. There are four packages, one for each Key Stage and a GCSE/GNVQ package.

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

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

- 71% of pupils reached Level 4 or above in the Key Stage 2 English test; this represented a six percentage point increase over the 1998 figure of 65%. The gender gap between girls' and boys' achievement closed from sixteen percentage points in 1998 to eleven points in 1999; in 1999, 76% of girls achieved at least Level 4 in English compared to 65% of boys.
- 69% of pupils reached Level 4 or above in Key Stage 2 mathematics test; this represented a ten percentage point increase over the 1998 figure of 59%. In 1999, 69% of both boys and girls achieved Level 4 and above, but at Level 5 and above boys (25%) had a three percentage point lead over girls (22%).
- 64% of pupils reached Level 5 or above in the Key Stage 3 English test; a fall of one percentage point since 1998. Girls (at 73%) had an eighteen percentage point lead over boys (at 55%) in English, but there was no difference between the genders at Level 5 and above – or Level 6 – in the mathematics and science tests.
- As seen in 1998, the proportion of pupils classified as lower achievers increased as pupils progressed through the three Key Stages – Key Stage 1 had the lowest and Key Stage 3 had the highest. Similarly the percentage of high achievers fell; Key Stage 3 had the lowest percentage of high achievers.
- Participating independent schools continued to show higher proportions of pupils reaching the expected level than the other types of schools. However, the participation rate of independent schools ranged from 24% to 50%.
- As in 1998, as the percentage of pupils who were eligible for free school meals increased within a school, the percentage of pupils attaining the target level decreased in all three Key Stages.

## National Results

### Achievement in 1999

**8** National results for Key Stages 1, 2 and 3 by level attained are shown in Table 1. In order to examine the school-level distribution of results Tables 5 and 6 show the quartiles<sup>6</sup> of the percentage of pupils achieving the expected level or above for each of the three Key Stages.

**9** In the Key Stage 1 reading task/test – and the TA –

82% of pupils achieved or exceeded the standard; 29% of these pupils were classified as high achievers in the reading comprehension test (i.e. achieving Level 3 and above). Of the four Key Stage 1 subjects, mathematics, at 87%, had the highest percentage of pupils achieving the expected Level 2 and above. The reading task/test, at 66%, had the highest percentage of pupils achieving Level 2B and above. (*Tables 1 and 2*)

**10** The lower quartile for Key Stage 1 reading task/test was 74%, this meant that in at least three quarters of the Key Stage 1 schools 74% or more of their pupils were at or above Level 2. Similarly in at least three-quarters of Key Stage 1 schools, at least 80% of pupils achieved Level 2 and above in mathematics. At the higher end of the achievement range, in at least one quarter of Key Stage 1 schools, 96% or more of the pupils reached or exceeded the standard for mathematics. (*Table 5*)

**11** 71% of pupils achieved or exceeded the expected level in Key Stage 2 English test, which represented a six percentage point increase over the 1998 figure of 65%. In the mathematics test – and in the TA – 69% of both boys and girls reached the standard. In the science test, overall 78% of pupils achieved at least a Level 4; girls had a one percentage point lead in the test, whereas boys had a one point lead in the TA. Less than one half of one per cent of pupils were disapplied<sup>7</sup> from the National Curriculum and around 2% were absent for the 1999 Key Stage 2 tests. In each of the subjects less than 0.5% of pupils attained Level 6 or above in the tests or TA. (*Table 1*)

**12** The interquartile range for all schools in the three Key Stage 2 subjects showed a greater spread of school performance than at Key Stage 1. At Key Stage 1 the difference between the upper and lower quartiles was about twenty percentage points; at Key Stage 2 the difference was about twenty-five points. In the English and mathematics tests, one quarter of Key Stage 2 schools had about 85% or more of their pupils at Level 4 or above. In one quarter of schools, at least 92% of their pupils achieved or exceeded the standard in Key Stage 2 science test. (*Table 5*)

**13** 64% of pupils gained Level 5 or above in the Key Stage 3 English test; a fall of one percentage point compared to 1998. Only 28% achieved Level 6 and above in the same test, which was a fall of seven percentage points compared to the 1998 figure of 35%. The percentage of pupils achieving the standard in the 1999 science test also fell one point to 55%, whereas achievement in the mathematics test rose by three percentage points to 62%. The range of school-level results was much wider at Key Stage 3 than the other two Key Stages; the interquartile range was about 40

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

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

percentage points for each test and TA subject. (*Tables 1 and 5*)

### Lower Attainment

**14** For the purpose of this Bulletin, lower achievement is defined as being at least two levels below the standard: Key Stage 1 pupils working towards level 1; pupils at or below level 2 for Key Stage 2; and those pupils at or below level 3 at Key Stage 3. Table 7 shows the percentage of pupils at or below these levels. Table 8 shows the percentage of schools in each band of lower achievement. For example, in 16% of schools, there were between 10% and 20% (10-20) of boys working towards Level 1 in Key Stage 1 writing. (*Table 8*)

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

**16** The proportion of pupils classified as lower achievers is higher at Key Stage 2 than Key Stage 1. Around 7% of pupils were at level 2 or below in English and mathematics, in test and TA. In all test subjects, 2% of schools had all their pupils classified as low achievers, while for the TA, the comparable figure was 3% of schools. (*Tables 7 and 8*)

**17** Of the three Key Stages, Key Stage 3 had the highest proportion of low attainment. In test and TA for all subjects, 12% of the pupils were in the low achievement category. The percentage of schools in which all pupils were at Level 3 or below was higher in the Key Stage 3 TA than in the tests; for example, 10% of schools contained pupils who all reached at most Level 3 in the mathematics TA, compared to 5% in the mathematics tests. (*Tables 7 and 8*)

**18** For all Key Stages the independent schools who volunteered to return results had the lowest proportion of low achievement. Special schools had the highest rate of low achievement. (*Table 9*)

### Higher Attainment

**19** Higher achievement for Key Stage 1 is classified as those achieving level 3 or above; for Key Stage 2 it is those pupils at level 5 or above; and at Key Stage 3 it is those pupils who reach level 7 or above. Table 11 shows the percentage of pupils achieving these levels. Table 12 shows the percentage of schools in each band of higher achieving pupils. For example, 26% of schools have between 10% and 20% (10-20) of their Key Stage 1 pupils at level 3 or above in the mathematics test. (*Table 12*)

**20** In the Key Stage 1 reading test, 29% of pupils were at or above level 3, compared to 8% in the writing test and 21% in the mathematics test. Similar levels of high achievement were gained in the Key Stage 1 TAs. In all subjects, less than 1% of schools had all their pupils achieving level 3 or above in the tests. (*Tables 11 and 12*)

**21** The percentage of high achievers in Key Stage 2 ranged from 20% in English TA to 27% in science test. A higher percentage of boys were high achievers in 1999 Key Stage 2 mathematics and science tests than girls. Compared to 1998, the percentage of high achievers has risen, notably in science where it rose from 16% in 1998 to 27% in 1999. Across the other subjects the percentage of high achievers was around six percentage points higher in 1999 than in 1998. In about 10% of schools, at least half of the pupils achieved level 5 or above in the Key Stage 2 tests. (*Tables 11 and 12*)

**22** Key Stage 3 had the smallest proportion of high achieving pupils. In mathematics 14% of pupils were high achievers, compared to 6% and 7% in the science and English tests respectively. In the English and science tests, less than 1% of schools had more than half their pupils classified as high achievers, although the figure for mathematics was 4%. (*Tables 11 and 12*)

### Achievement in 1999 compared with 1997 and 1998

**23** Between 1997 and 1998 the percentage of pupils who achieved Level 2 and above in Key Stage 1 reading and mathematics was static at 80% and 84% respectively. In 1999, reading rose by two percentage points to 82% of pupils at or above the expected level; and mathematics rose three percentage points to 87% of pupils reaching the standard. Writing at Key Stage 1 continued its steady increase: up one point from 80% in 1997 to 81% in 1998, then up a further two percentage points to 83% of pupils at Level 2 and above in 1999. This increase was mirrored in writing TA and writing test at Level 2B and above. Achievement at Level 2B and above in Key Stage 1 mathematics test fell between 1997 and 1998. Although in 1999 the percentage of pupils achieving Level 2b and above subsequently rose three points from 61% in 1998 to 64%, it remained below the 1997 level of 65%. (*Table 4*)

**24** In the 1999 Key Stage 2 tests, compared to 1998, the percentage of pupils achieving the expected level rose in mathematics by ten percentage points (from 59% to 69%), by nine points in science (from 69% to 78%) and by six points in English (from 65% in 1998 to 71% in 1999). Compared to 1997, the 1999 Key Stage 2 reading tests improved by eleven percentage points from 67% at or above the standard to 78% in 1999. By comparison, the percentage of pupils achieving Level 4 and above in the writing test only increased by one point from 53% in both 1997 and 1998 to 54% in 1999. (*Table 4*)

**25** In 1999 the proportion of Key Stage 3 pupils achieving level 5 or above decreased by one percentage point in both English and science tests, down to 64% and 55% respectively. In 1999, following the one percentage point fall in mathematics test between 1997 and 1998, the percentage of pupils who reached the standard in the Key Stage 3 mathematics test rose three percentage points from 59% in 1998 to 62%. The percentage of pupils at Level 6 and above in the English test fell by seven point to 28% in comparison to the 1998 figure of 35%; in mathematics the percentage of pupils at Level 6 and above rose two percentage points to 38%. (Table 4)

## Results by Gender

**26** In all Key Stage 1 subjects the percentage of girls who achieved the expected level or above was higher than the percentage of boys. This was true for both test and TA; it was also true at Level 2B and above. The largest gap was ten percentage points in writing; 88% of girls achieved the standard compared to 78% boys. In the mathematics test, mathematics TA and science TA, the gender gap was much smaller at between three and four percentage points. In 1999, in all three test subjects and four TA subjects, at least a quarter of schools had 100% of their girls at Level 2 or above (although it was not necessarily the same schools within each subject). Boys only achieved this feat in mathematics test and science TA. (Tables 2 and 6)

**27** In all aspects of Key Stage 1 fewer girls were working towards Level 1 than boys. The widest difference in the proportion of boys and that of girls in the low achievement category was in writing TA – 3% of girls fell into this category compared to 7% of boys. At the high achieving end of the spectrum, girls outperform

boys in reading and writing, for example, in the reading test/task 35% of girls compared with 24% of boys were high achievers. However the performance of boys was higher than girls in both the mathematics test and TA plus science TA. (Table 7 and 11)

**28** In the Key Stage 1 tests and TA for all of the subjects, girls and boys showed similar improvement since 1997. Girls also outperformed boys in all types of schools, except special schools where boys were generally better, they had a three percentage point lead over girls in reading task/test. (Tables 2 and 4)

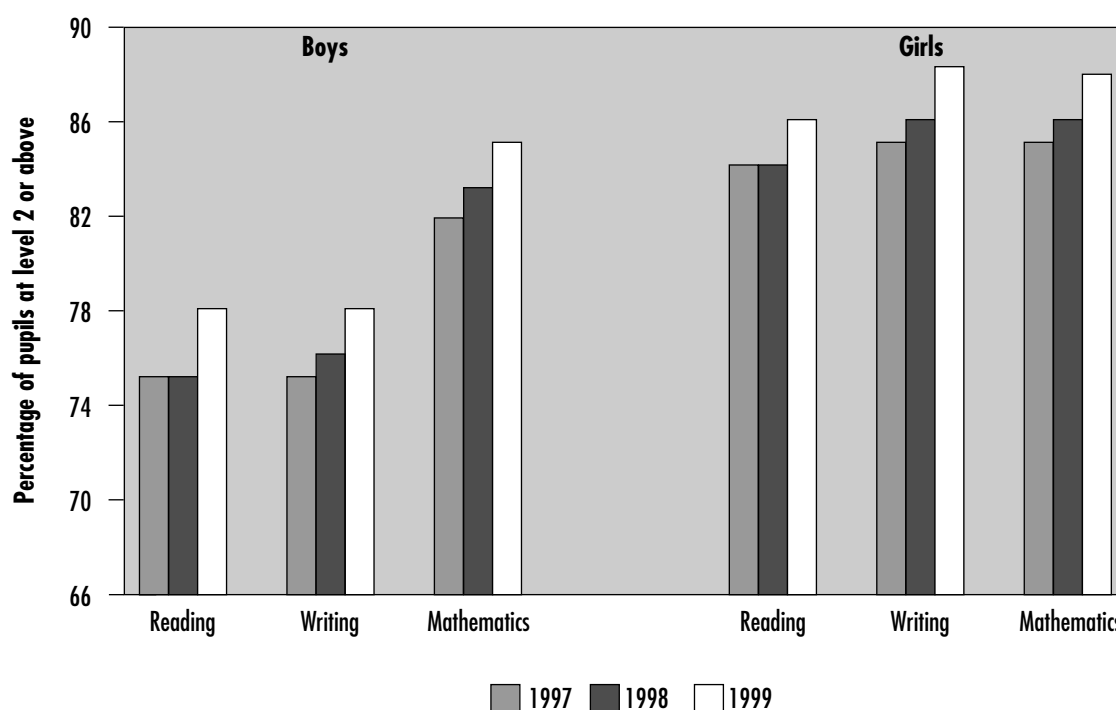
**29** At Key Stage 2, girls outperformed boys in the English tests, 76% of girls attained a Level 4 or above compared to 65% of boys. At both test and TA for mathematics and science boys and girls had a very similar percentage distribution at each level. Boys equalled or exceeded the performance of girls in the mathematics and science tests plus a slightly higher proportion of boys were classed as high achievers in both subjects. (Tables 1, 4 and 11)

**30** At Key Stage 3, the achievement of boys and girls was equal in the mathematics and science tests. Girls outperformed boys by 18 percentage points in the English test and TA. In the English test 17% of boys, compared to 7% of girls were working at level 3 or below. (Tables 4 and 7)

**31** The 1999 English and mathematics results for both boys and girls at Key Stage 3 showed an improvement since 1997. The science test results continued to decline for both boys and girls, by around 5 percentage points since 1997. (Table 4)

## CHART 1:

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





**32** The analyses of attainment in the Key Stage 3 non-core subjects showed that a higher percentage of girls achieved the expected level in all subject except physical education. In PE boys (75%) had a two percentage point lead over girls (73%). This compares with a sixteen point lead that girls had over boys in art and music. Please note that unlike the other non-core subjects, the expected level in modern foreign languages at Key Stage 3 is Level 4. (Table 1)

### Results by School Type

**33** At Key Stage 1, the participating independent schools had the highest percentage of pupils reaching the expected level in all subjects. The difference between attainment at Level 2 in maintained schools and participating independent schools was in the range of ten to sixteen percentage points across test and TA. At Level 2B, the gap was wider at about twenty-five percentage points. For maintained schools, the percentage of pupils achieving at least the expected level at Key Stage 1 test and TA, has improved since 1997 for all subjects. By comparison, achievement in participating independent schools remained broadly unchanged. (Table 3)

**34** Special schools had the least number of pupils reaching the expected level, with between 2% (writing TA) and 5% (reading task/test) reaching level 2. In special schools, when compared to the 1998 results, the percentage of pupils achieving the standard in all subjects – both test and TA – had either risen or remained constant. (Table 3)

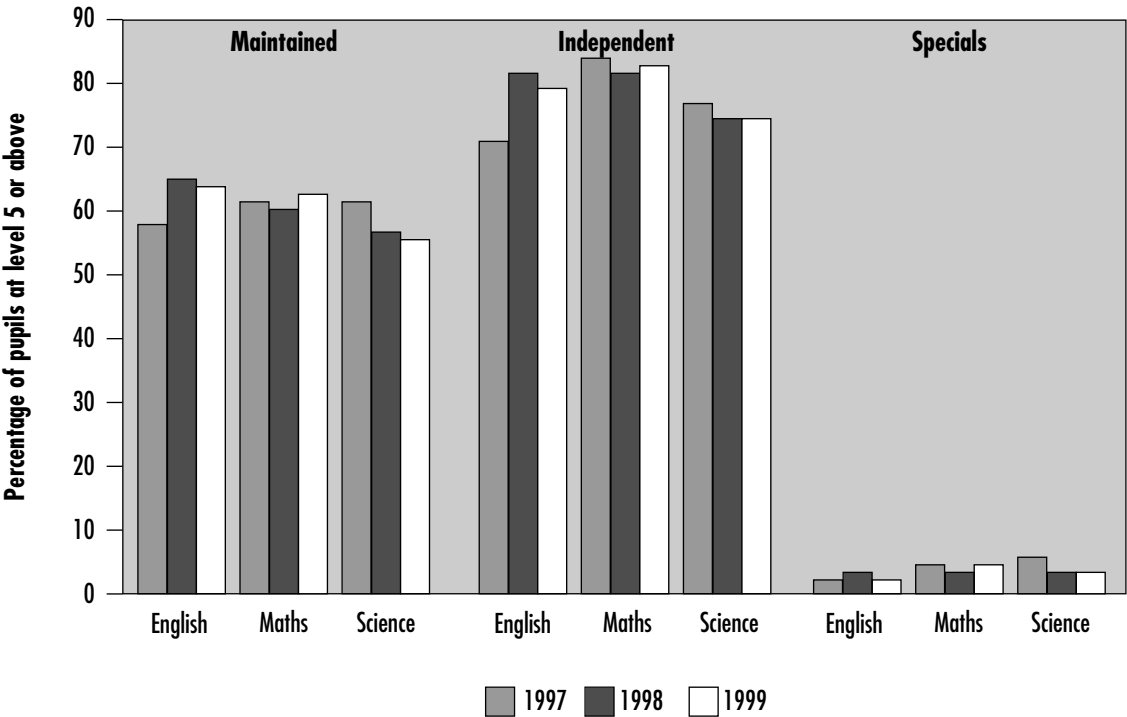
**35** In all Key Stage 1 subjects, at test and TA, fewer than one in twenty pupils were working towards level 1 in maintained schools, compared to over 3 in 5 pupils in special schools. In participating independent schools only one per cent of Key Stage 1 pupils were graded as working towards level 1 and this was only in the writing TA and task. In comparison, about 3 in 5 pupils were classed as high achievers in independent schools in the reading test compared to 3 in 10 pupils in maintained schools. (Tables 9 and 13)

**36** A similar picture is shown at Key Stage 2, participating independent schools showed higher proportions of pupils reaching the expected level than other types of institution. The difference between independent schools and maintained schools was in the range thirteen (science test) to twenty-five (writing test) percentage points. As with Key Stage 1, the percentage of pupils achieving the expected level in special schools since 1998 has either increased or remained constant; the largest year-on-year increase was in science test which moved up from 7% in 1998 to 10% in 1999. (Table 3)

**37** In maintained schools, less than 7% of Key Stage 2 pupils were working at Level 2 or below, compared with over 70% in special schools. Just under 50% of pupils in participating independent schools were classified as higher achievers, compared to around 25% in maintained schools. (Tables 9 and 13)

**38** As at Key Stage 1, the percentage of pupils achieving the expected level in Key Stage 2 for maintained schools increased for all subjects, test and

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



TA. The largest increase from 1997 to 1999 was in the reading test that increased by 11 percentage points from 67% in 1997 to 78% in 1999. The results for participating independent schools have mostly remained unchanged, except for the writing test which fell for the second year running. (*Table 3*)

**39** At Key Stage 3, participating independent schools' results were higher, but the difference between them and the results of maintained schools was narrower than at Key Stage 2. In the English test the difference was 15 percentage points (compared to 21 at Key Stage 2). Unlike maintained schools where the achievement of the expected level in mathematics and science was broadly the same between boys and girls, in independent schools girls had a four and six percentage point lead over boys. This pattern was repeated at Level 6 and above. (*Tables 2 and 3*)

**40** The proportion of pupils at Key Stage 3 who are classified as lower achievers is greater than at Key Stages 1 and 2 across all school types. The percentage of low achievers at Key Stage 3 in independent schools was comparatively much larger than at Key Stage 2. This is true across all subjects both test and TA. In special schools there were fewer pupils in the low achievement category for Key Stage 3 mathematics than at Key Stage 2 mathematics. In terms of high achievement, the participating independent schools had a higher proportion of pupils than other school types. Although, in the science test 1% of maintained schools had half of their pupils at Level 7 and above, whereas less than half of one percent of independent schools achieved this. (*Tables 9, 13 and 14*)

## School Characteristics

### Size of cohort

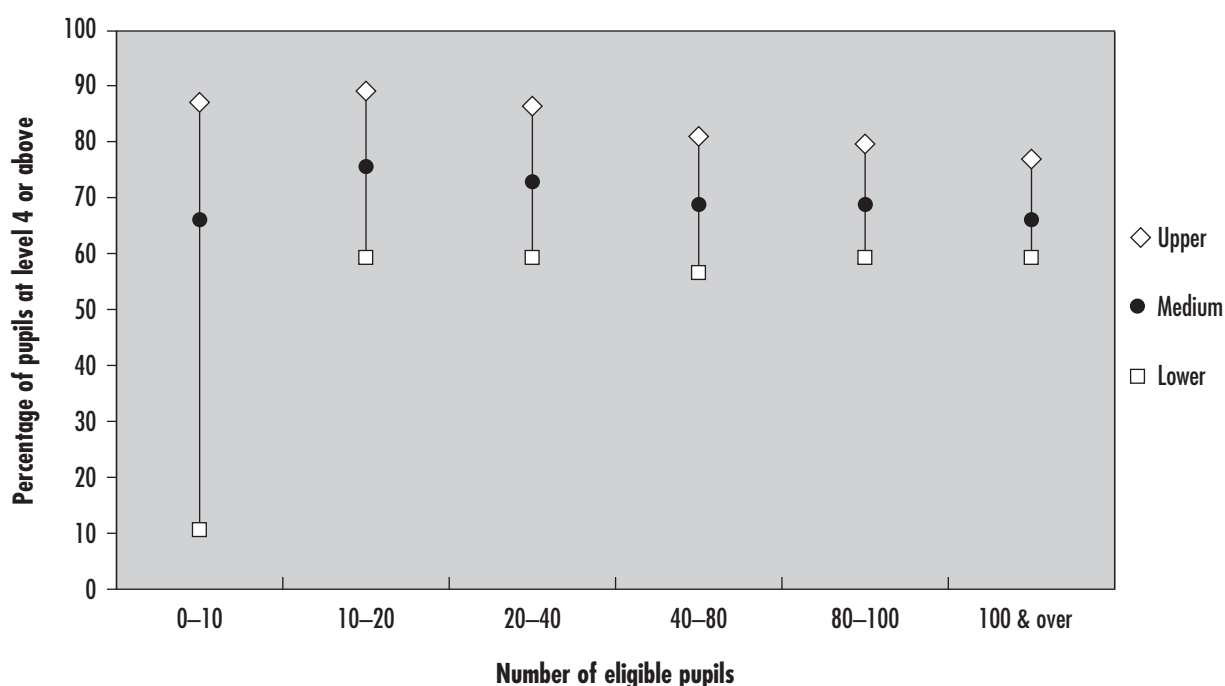
**41** Table 15 sets out the achievement of the expected level across the three Key Stages by size of cohort. Please note that this does not reflect achievement by class size, it simply reflects the size of the eligible cohort for each Key Stage within the school regardless of how many classes each school had.

**42** For schools with a Key Stage 1 cohort of 10 or more pupils, the school size appears to have little effect on the proportion achieving Level 2 or above – the difference is only one or two percentage points. Schools with the a pupil cohort size in the ranges 10-20 and over 100 consistently had a higher than average percentage of pupils achieving or exceeding the standard. The percentage of pupils who reached at least Level 2 in schools with fewer than 10 pupils was around 20 percentage points lower than the average. This may be due to the higher proportion of special schools in this group. (*Table 15*)

**43** Key Stage 2 showed a similar pattern to that of Key Stage 1, but the range of results for schools with a cohort of 10 or more was slightly larger at two to four percentage points. The greatest difference was five percentage points in mathematics test between schools of 20–40 pupils and those with between 40–80 pupils. As with Key Stage 1 the percentage of pupils who achieved at least Level 4 was lowest in schools with fewer than ten pupils in the cohort. In these schools achievement of the standard was around ten percentage points below the average. (*Table 15*)

### CHART 3:

Quartiles of achievement by size of school, Key Stage 2 mathematics test – 1999



**44** At Key Stage 3 the percentage of pupils achieving the standard peaked at two percentage points above average in schools with between 200 and 300 pupils. Schools with larger or smaller cohorts had a smaller percentage of pupils achieving the standard. Schools with the smallest cohorts (less than 50 pupils) had the lowest percentage of pupils at Level 5 and above, at around 35 percentage points below average; achievement in the next higher range was around five percentage points below the average. (Table 15)

### Free School Meals

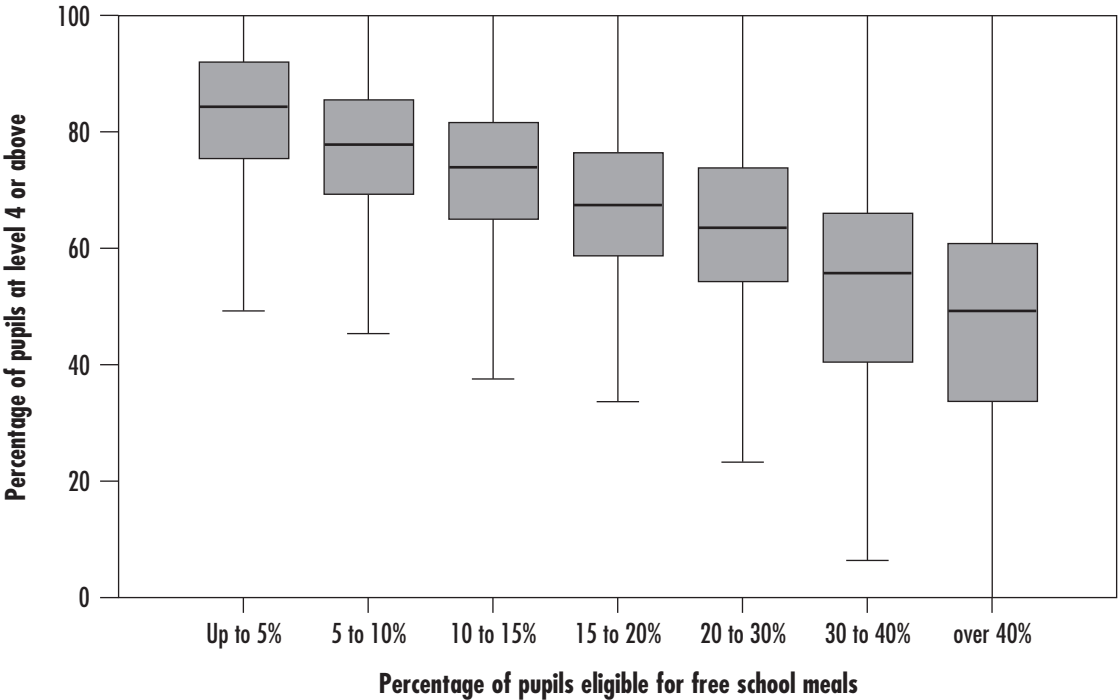
**45** At Key Stage 1 schools with fewer than 5% of pupils eligible for free school meals have over 90% of their pupils reaching the expected level in all subjects. Schools with over 40% (the highest band) free school meals eligibility had between 67% (reading task/test) and 75% (mathematics) of their pupils at this level. Schools in the lowest free school meals band were approximately ten percentage points above average, whereas schools in the highest band were 15 points below average. This shows that as the eligibility for free school meals increased, the percentage of pupils attaining the expected level fell. The band that contained schools with 15% to 20% free school meal eligibility corresponded to average

performance in Key Stage 1 test and TA for all subjects. In the highest eligibility band, three quarters of schools have at least 50% of pupils at Level 2; one quarter has at least 77% of their pupils at Level 2 or above. (Tables 16 and 17)

**46** A similar pattern emerged at Key Stage 2, although the difference in results between the high and low eligibility bands was greater than Key Stage 1. The lowest free school eligibility band was 14 percentage points above average, whereas the highest was twenty points below average. In the lowest eligibility band (which accounts for a quarter of all Key Stage 2 schools) well over 80% of pupils reached Level 4 and above in all subjects. Chart 4 illustrates the range of achievement by free school meals band for Key Stage 2 mathematics; eight schools in the highest free school meal band had 100% of their pupils at Level 4 or above in Key Stage 2 mathematics test. (Table 16)

**47** At Key Stage 3, the same was true and again a much larger difference was apparent. In the English test the range of achievement is between 83% and 38%, with an average of 64% of pupils at or above the expected level. Generally, achievement in the lowest band was 20 points above averaged compared to thirty percentage points below average in the highest band. One quarter of schools in the two highest bands (30% to 40% and over

**CHART 4:**  
School achievement of Level 4 and above in the Key Stage 2 mathematics test<sup>8</sup>



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



40% free school meals eligibility) have no pupils at Level 5 and above. (Tables 16 and 17)

### School Performance Differentials by Gender

**48** At Key Stage 1, in all subjects, the majority of schools have girls out performing boys. In a high proportion of these schools girls had at least ten percentage point lead over boys. Both the Key Stage 2 and Key Stage 3 English tests followed the same pattern as Key Stage 1. The most notable change since 1998 was in Key Stage 2 English where the number of schools where girls outperformed boys had dropped from 78% in 1998 to 69% in 1999, a fall of nine percentage points. A year-on-year comparison of the other Key Stage 2 and 3 tests, mathematics and science, showed that the results stayed broadly unchanged with boys still outperforming girls. (Table 18)

### Local Education Authority level analysis

**49** Results by local education authority were published in Statistical First Release 29/1999, and also available on the website: <http://www.dfes.gov.uk/statistics>

### Technical Definitions

#### How the national results were derived

**50** This year a new method for calculating the percentage of pupils who achieved Level 2 or above in Key Stage 1 reading has been introduced – adopting QCA's preferred approach. In this Bulletin the old

method is referred to as “reading test”, whereas the results of the new methodology are called “reading task/test”. The old “reading test” calculation included those pupils who achieved Level 2 and above in the reading comprehension test plus those who did not reach Level 2 in the test but did reach Level 2 in the task. By comparison, the new “reading task/test” method takes those pupils who achieved Level 2 in the reading task (i.e. Levels 2C, 2B and 2A) and those at Level 3 and above in the reading comprehension tests (at Levels 3 and 4). Please note that Table 1 separately identifies achievement in the reading task and reading comprehension test; the other tables show the composite “reading task/test”.

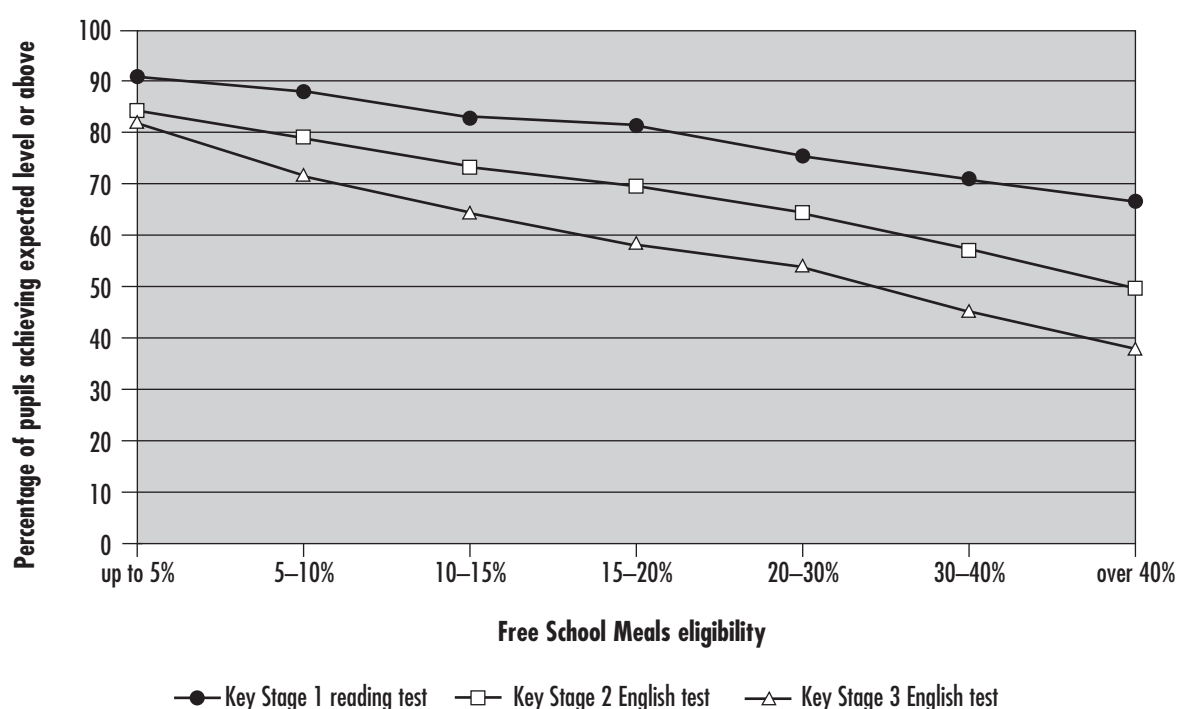
**51** The figures in this Bulletin are based on the final National Curriculum data. They supersede the National Curriculum assessment test results published in the Departmental Press Notice on Wednesday 15 September 1999 and those in the 1999 Autumn Package. The amendments to the data were as a result of:

- requests from schools through the primary performance tables checking exercise to change Key Stage 2 data for English, mathematics and science;
- an error that wrongly excluded 30,000 pupils from the analysis of Key Stage 2 reading and writing; and
- late reviews and additional Key Stage 3 data supplied to the National Data Collection Agency.

**52** The error in the calculation of the percentage of pupils reaching level 4 and above in the Key Stage 2

### CHART 5:

Proportion of pupils achieving expected level and above by eligibility for free school meals – 1999



reading and writing tests does not affect the overall equivalent English figures. The data for all eligible pupils was included in the calculation of the English figure, but not for the subsidiary reading and writing figures. In reading and writing 30,000 records for pupils who were absent, working at a Level below the test, disapplied or had left the school were omitted. As a consequence the percentages of pupils who achieved Level 4 and above in Key Stage 2 reading and writing tests were inflated. The percentage of pupils achieving level 4 or above in the reading test and writing test was 78% and 54% respectively.

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

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

**55** Key Stage 1 results are collected by the Department for Education and Employment from LEAs, and approved Agencies acting on behalf of participating independent schools. All schools are provided with individual optical mark reader (OMR) pupil record sheets on which to enter individual pupil's Key Stage 1 teacher assessment and task/test results. The completed sheets are processed through OMR machines that validate the results for completeness and consistency. Before 1999, the LEA/Agency aggregated the individual pupil results to a school-level before submission to the Department. In 1999 the Department received pupil-level results. The statistics for Key Stage 1 in this Bulletin are consistent with the National Curriculum assessment results published in September 1999.

**56** The Key Stage 2 statistics are produced from data provided to the Department by the National Data Collection Agency (NDCA) at the end of August 1999. The data was subsequently updated with changes that resulted from the checking exercise for the 1999 comparative tables of primary school performance. The Key Stage 3 statistics are produced from the August 1999 NDCA data, but updated to reflect late returns and reviews. The denominator for national results include

pupils who were working below the level of the test, were disapplied from the National Curriculum or were absent.

**57** Participation by independent schools was voluntary; so the national analyses only include results from those independent schools who chose to make a return. The participation rates for maintained schools can be seen in Table A. By comparison, in 1999, 24% of independent school submitted Key Stage 1 results, 50% submitted Key Stage 2 results and 27% submitted Key Stage 3 results.

### **How the assessments were made**

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

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

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

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

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

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

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

## Further Information

**62** Enquiries on the content of this Bulletin should be addressed to:

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Key Stage 1, Level 2 and above  
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Key Stage 1, working at Level 3 and above  
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Key Stage 1, Level 2 and above (test and TA)  
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Key Stage 1, Level 2 and above  
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**TABLE 1**  
Test and teacher assessment levels of attainment, by subject

**Key Stage 1**

**Test results**

Percentage of boys at each level														
	X	A	D	W	L	1	2C	2B	2A	3	4+	TOTAL	% at level 2 or above	% at level 2B or above
Reading Task <sup>1</sup>	24	0	0	4	—	18	17	21	15	—	—	100	53	36
Reading Comprehension Test <sup>1</sup>	22	0	0	—	3	—	17	18	16	24	0	100	77	57
Writing Task	—	0	1	7	—	13	32	27	13	6	0	100	78	46
Spelling	19	0	0	—	14	—	—	45	—	21	—	100	66	—
Mathematics	—	0	0	3	—	11	23	21	19	22	0	100	85	62

Percentage of girls at each level														
	X	A	D	W	L	1	2C	2B	2A	3	4+	TOTAL	% at level 2 or above	% at level 2B or above
Reading Task <sup>1</sup>	35	0	0	2	—	11	15	21	16	—	—	100	52	37
Reading Comprehension Test <sup>1</sup>	13	0	0	—	2	—	15	18	16	35	0	100	86	68
Writing Task	—	0	0	4	—	8	27	30	20	10	0	100	88	61
Spelling	11	0	0	—	12	—	—	48	—	28	—	100	77	—
Mathematics	—	0	0	2	—	9	23	23	21	21	0	100	88	65

Percentage of all pupils at each level														
	X	A	D	W	L	1	2C	2B	2A	3	4+	TOTAL	% at level 2 or above	% at level 2B or above
Reading Task <sup>1</sup>	29	0	0	3	—	14	16	21	16	—	—	100	52	36
Reading Comprehension Test <sup>1</sup>	18	0	0	—	3	—	16	18	16	29	0	100	82	63
Writing Task	—	0	0	6	—	11	29	29	17	8	0	100	83	53
Spelling	15	0	0	—	13	—	—	47	—	24	—	100	71	—
Mathematics	—	0	0	3	—	10	23	22	20	21	0	100	87	64

Figures have been rounded and may not total 100%.

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

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

— represents no pupils

0% represents some pupils but less than 0.5%

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

**A** represents pupils who were absent.

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

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

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

<sup>1</sup> Please see paragraph 50 within the text for explanation on the calculation of the percentage of pupils at Level 2 or above and Level 2B or above in this table.

TABLE 1: *continued*

## Key Stage 1

## Teacher Assessment results

Percentage of boys at each level									
	A	D	W	1	2	3	4+	TOTAL	% at level 2 or above
<b>ENGLISH</b>	0	—	4	18	62	16	0	100	78
Speaking and Listening	0	0	3	16	62	19	0	100	81
Reading	0	0	4	18	54	24	0	100	78
Writing	0	0	7	18	66	9	0	100	75
<b>MATHEMATICS</b>	0	—	2	13	61	23	0	100	84
Using and Applying Mathematics	0	0	3	18	60	18	0	100	78
Number and Algebra	0	0	2	13	62	22	0	100	84
Shape, Space and Measures	0	0	3	15	63	19	0	100	82
<b>SCIENCE</b>	0	—	2	12	64	21	0	100	85
Experimental and Investigative Science	0	0	3	16	63	18	0	100	81
Life Processes and Living Things	0	0	2	10	64	24	0	100	88
Materials and their Properties	0	0	2	11	66	21	0	100	86
Physical Processes	0	0	2	14	64	20	0	100	84
Percentage of girls at each level									
	A	D	W	1	2	3	4+	TOTAL	% at level 2 or above
<b>ENGLISH</b>	0	—	2	11	63	24	0	100	87
Speaking and Listening	0	0	2	10	63	25	0	100	88
Reading	0	0	2	11	53	33	0	100	86
Writing	0	0	3	11	70	15	0	100	85
<b>MATHEMATICS</b>	0	—	1	10	67	21	0	100	88
Using and Applying Mathematics	0	0	2	15	66	16	0	100	82
Number and Algebra	0	0	2	11	67	20	0	100	87
Shape, Space and Measures	0	0	2	12	67	18	0	100	86
<b>SCIENCE</b>	0	—	1	10	69	19	0	100	88
Experimental and Investigative Science	0	0	2	13	68	16	0	100	85
Life Processes and Living Things	0	0	1	8	67	23	0	100	91
Materials and their Properties	0	0	1	9	70	19	0	100	89
Physical Processes	0	0	1	12	69	17	0	100	86
Percentage of all pupils at each level									
	A	D	W	1	2	3	4+	TOTAL	% at level 2 or above
<b>ENGLISH</b>	0	—	3	14	62	20	0	100	82
Speaking and Listening	0	0	2	13	62	22	0	100	84
Reading	0	0	3	14	53	28	0	100	82
Writing	0	0	5	15	68	12	0	100	80
<b>MATHEMATICS</b>	0	—	2	12	64	22	0	100	86
Using and Applying Mathematics	0	0	3	17	63	17	0	100	80
Number and Algebra	0	0	2	12	64	21	0	100	86
Shape, Space and Measures	0	0	2	14	65	19	0	100	84
<b>SCIENCE</b>	0	—	2	11	67	20	0	100	87
Experimental and Investigative Science	0	0	2	15	66	17	0	100	83
Life Processes and Living Things	0	0	1	9	66	24	0	100	89
Materials and their Properties	0	0	2	10	68	20	0	100	88
Physical Processes	0	0	2	13	66	18	0	100	85

Figures have been rounded and may not total 100%.

— represents no pupils

0% represents some pupils but less than 0.5%

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

A represents pupils who were absent

W represents pupils who are "working towards" level 1, that is, they have not yet achieved the standards required for level 1

TABLE 1: *continued*

## Key Stage 2

Percentage of boys at each level													
	D	A	B	N	W	1	2	3	4	5	6	Total	% at level 4 or above
<b>ENGLISH</b>													
Teacher Assessment	0	0	—	—	1	1	8	28	47	15	0	100	62
Test	0	2	4	3	—	—	2	23	48	17	0	100	65
Reading Test	0	2	4	4	—	—	—	14	48	27	—	100	75
Writing Test	0	2	4	6	—	—	—	40	37	10	—	100	47
<b>MATHEMATICS</b>													
Teacher Assessment	0	0	—	—	0	1	5	24	46	22	0	100	69
Test	0	2	3	2	—	—	1	22	44	25	0	100	69
<b>SCIENCE</b>													
Teacher Assessment	0	0	—	—	0	1	4	20	51	24	0	100	75
Test	0	2	2	1	—	—	0	16	50	28	0	100	79
Percentage of girls at each level													
	D	A	B	N	W	1	2	3	4	5	6	Total	% at level 4 or above
<b>ENGLISH</b>													
Teacher Assessment	0	0	—	—	0	1	4	21	50	24	0	100	74
Test	0	2	2	2	—	—	1	17	49	27	0	100	76
Reading Test	0	1	2	3	—	—	—	11	47	35	—	100	82
Writing Test	0	2	2	3	—	—	—	31	44	17	—	100	62
<b>MATHEMATICS</b>													
Teacher Assessment	0	0	—	—	0	1	4	24	49	21	0	100	70
Test	0	2	2	2	—	—	1	24	47	22	0	100	69
<b>SCIENCE</b>													
Teacher Assessment	0	0	—	—	0	0	3	20	54	22	0	100	76
Test	0	2	1	1	—	—	0	17	52	26	0	100	78
Percentage of all pupils at each level													
	D	A	B	N	W	1	2	3	4	5	6	Total	% at level 4 or above
<b>ENGLISH</b>													
Teacher Assessment	0	0	—	—	0	1	6	25	48	19	0	100	68
Test	0	2	3	2	—	—	1	20	48	22	0	100	71
Reading Test	0	1	3	4	—	—	—	13	47	31	—	100	78
Writing Test	0	2	3	5	—	—	—	36	41	13	—	100	54
<b>MATHEMATICS</b>													
Teacher Assessment	0	0	—	—	0	1	5	24	48	22	0	100	69
Test	0	2	3	2	—	—	1	23	45	24	0	100	69
<b>SCIENCE</b>													
Teacher Assessment	0	0	—	—	0	1	3	20	53	23	0	100	75
Test	0	2	2	1	—	—	0	16	51	27	0	100	78

Figures have been rounded and may not total 100%.

— represents no pupils

0% represents some pupils but less than 0.5%

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

**A** represents pupils who were absent

**B** represents pupils who were assessed by teacher assessment only

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

**W** represents pupils who are "working towards" level 1, that is, they have not yet achieved the standards required for level 1

TABLE 1: *continued*

## Key Stage 3

		Percentage of boys at each level																	
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	% at level 5 or above	% at level 6 or above	
ENGLISH	Teacher Assessment	0	1	—	—	0	1	4	12	27	32	17	6	1	0	100	55	23	
	Test	0	4	6	6	—	—	—	5	24	34	17	4	0	0	100	55	21	
MATHEMATICS	Teacher Assessment	0	1	—	—	0	0	2	11	23	26	22	12	2	0	100	63	37	
	Test	0	5	1	1	—	—	1	9	21	24	23	13	2	0	100	62	38	
SCIENCE	Teacher Assessment	0	1	—	—	0	0	2	11	26	30	21	7	0	0	100	59	28	
	Test	0	5	1	1	—	—	1	10	28	31	18	5	1	0	100	55	24	
		Percentage of girls at each level																	
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	% at level 5 or above	% at level 6 or above	
ENGLISH	Teacher Assessment	0	1	—	—	0	0	1	6	19	34	26	11	1	0	100	73	39	
	Test	0	4	3	2	—	—	—	2	16	37	26	8	1	0	100	73	35	
MATHEMATICS	Teacher Assessment	0	1	—	—	0	0	1	10	22	28	24	12	2	0	100	66	38	
	Test	0	5	1	1	—	—	1	9	21	25	24	12	1	0	100	62	37	
SCIENCE	Teacher Assessment	0	1	—	—	0	0	1	10	26	32	22	8	0	0	100	62	30	
	Test	0	5	1	1	—	—	1	9	29	31	19	5	0	0	100	55	24	
		Percentage of all pupils at each level																	
		D	A	B	N	W	1	2	3	4	5	6	7	8	EP	Total	% at level 5 or above	% at level 6 or above	
ENGLISH	Teacher Assessment	0	1	—	—	0	1	3	9	23	33	22	8	1	0	100	64	31	
	Test	0	4	4	4	—	—	—	4	20	36	21	6	1	0	100	64	28	
MATHEMATICS	Teacher Assessment	0	1	—	—	0	0	2	10	23	27	23	12	2	0	100	64	37	
	Test	0	5	1	1	—	—	1	9	21	24	24	12	2	0	100	62	38	
SCIENCE	Teacher Assessment	0	1	—	—	0	0	2	11	26	31	21	7	0	0	100	60	29	
	Test	0	5	1	1	—	—	1	9	28	31	18	5	0	0	100	55	24	

Figures have been rounded and may not total 100%

— represents no pupils

0% represents some pupils but less than 0.5%

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

**A** represents pupils who were absent

**B** represents pupils who were assessed by teacher assessment only

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

**W** represents pupils who are “working towards” level 1, that is, they have not yet achieved the standards required for level 1

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

**TABLE 1: *continued*****Key Stage 3 non-core results**

Percentage of boys at each level														% at level 5 or above
	D	A	W	1	2	3	4	5	6	7	8	EP	Total	
Design & Technology	0	1	0	1	3	11	29	35	17	4	0	0	100	55
Information Technology	0	1	0	1	2	12	28	34	17	4	0	0	100	55
History	0	1	0	1	3	13	27	29	17	7	1	0	100	54
Geography	0	1	0	1	3	13	26	30	18	7	1	0	100	56
Modern Foreign Languages*	1	1	1	3	13	26	31	19	5	1	0	0	100	55

Percentage of girls at each level														% at level 5 or above
	D	A	W	1	2	3	4	5	6	7	8	EP	Total	
Design & Technology	0	1	0	0	1	6	20	36	26	7	1	0	100	71
Information Technology	0	1	0	0	2	9	26	36	21	4	0	0	100	62
History	0	1	0	0	2	8	22	31	23	10	1	0	100	66
Geography	0	1	0	0	2	9	22	31	23	10	1	0	100	66
Modern Foreign Languages*	0	1	0	2	7	19	32	28	10	1	0	0	100	71

Percentage of all pupils at each level														% at level 5 or above
	D	A	W	1	2	3	4	5	6	7	8	EP	Total	
Design & Technology	0	1	0	0	2	9	25	35	21	5	0	0	100	63
Information Technology	0	1	0	1	2	10	27	35	19	4	0	0	100	58
History	0	1	0	0	2	11	25	30	20	8	1	0	100	60
Geography	0	1	0	0	2	11	24	30	21	9	1	0	100	61
Modern Foreign Languages*	0	1	1	2	10	23	31	23	7	1	0	0	100	63

\* Percentage of 14 year olds achieving level 4 and above

**TABLE 1: *continued***

Percentage of boys at each level								
	Disapplied	Absent	A	B	C	D	Total	% at level B or above
Art	0	1	31	51	15	3	100	68
Music	0	1	40	47	10	2	100	59
Physical Education	0	1	24	59	16	—	100	75

Percentage of girls at each level								
	Disapplied	Absent	A	B	C	D	Total	% at level B or above
Art	0	1	16	51	26	6	100	84
Music	0	1	24	53	18	4	100	75
Physical Education	0	1	26	61	12	—	100	73

Percentage of all pupils at each level								
	Disapplied	Absent	A	B	C	D	Total	% at level B or above
Art	0	1	23	51	21	4	100	76
Music	0	1	32	50	14	3	100	67
Physical Education	0	1	25	60	14	—	100	74

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

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

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

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



**TABLE 2**  
Percentage of pupils achieving expected level or above by school type and gender

**Key Stage 1**

	Percentage of pupils achieving level 2 or above											
	Maintained			Independent			Specials			All Schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading Task/Test*	78	86	82	96	98	97	6	3	5	78	86	82
Writing Task	79	88	83	96	98	97	2	3	3	78	88	83
Mathematics Test	86	88	87	98	98	98	4	3	4	85	88	87
Reading TA	78	87	82	96	98	97	5	4	5	78	86	82
Writing TA	75	85	80	95	97	96	2	3	2	75	85	80
Mathematics TA	85	88	86	97	98	98	4	3	4	84	88	86
Science TA	86	88	87	97	97	97	4	3	4	85	88	87

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

	Percentage of pupils achieving level 2B or above											
	Maintained			Independent			Specials			All Schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading Task/Test**	60	72	66	87	92	90	2	2	2	60	72	66
Writing Task	46	61	53	76	85	81	1	1	1	46	61	53
Mathematics Test	63	65	64	87	88	87	2	1	2	62	65	64

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

**Key Stage 2**

	Percentage of pupils achieving level 4 or above											
	Maintained			Independent			Specials			All Schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	65	76	70	88	94	91	3	2	3	65	76	71
Reading Test	75	82	78	93	96	94	7	3	6	75	82	78
Writing Test	46	61	54	73	86	79	2	1	1	47	62	54
Mathematics Test	69	69	69	88	90	89	5	1	4	69	69	69
Science Test	79	78	79	91	93	92	12	5	10	79	78	78
English TA	62	74	68	86	94	90	3	2	3	62	74	68
Mathematics TA	69	70	69	89	91	90	4	1	3	69	70	69
Science TA	75	76	76	89	92	91	6	3	5	75	76	75

**Key Stage 3**

	Percentage of pupils achieving level 5 or above											
	Maintained			Independent			Specials			All Schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	56	73	64	70	88	79	2	3	2	55	73	64
Mathematics Test	63	63	63	81	85	83	4	2	4	62	62	62
Science Test	56	55	55	71	77	74	3	1	3	55	55	55
English TA	56	73	65	69	88	79	3	3	3	55	73	64
Mathematics TA	64	66	65	81	88	84	5	2	4	63	66	64
Science TA	60	62	61	69	80	75	4	2	4	59	62	60

	Percentage of pupils achieving level 6 or above											
	Maintained			Independent			Specials			All Schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	21	35	28	38	61	50	0	1	0	21	35	28
Mathematics Test	39	37	38	64	67	66	1	0	1	38	37	38
Science Test	24	24	24	42	49	46	1	0	0	24	24	24
English TA	24	39	31	42	66	55	0	1	1	23	39	31
Mathematics TA	37	38	38	62	68	65	1	0	1	37	38	37
Science TA	29	30	30	44	54	49	1	0	0	28	30	29

**TABLE 3**  
Percentage of pupils achieving expected level or above by school type, 1997–1999

**Key Stage 1**

**Percentage of pupils achieving level 2 or above**

	Maintained			Independent			Specials			All Schools		
	1997	1998	1999	1997	1998	1999	1997	1998	1999	1997	1998	1999
Reading Test*	80	80	—	97	97	—	5	4	—	80	80	—
Reading Task/Test**	80	80	82	97	97	97	5	4	5	80	80	82
Writing Task	80	81	83	96	97	97	2	2	3	80	81	83
Mathematics Test	84	85	87	98	97	98	4	4	4	84	84	87
Reading TA	80	81	82	97	97	97	4	4	5	80	80	82
Writing TA	78	79	80	95	96	96	2	2	2	77	79	80
Mathematics TA	84	85	86	98	97	98	3	4	4	84	85	86
Science TA	86	86	87	96	97	97	3	3	4	85	86	87
<b>Number of schools with results</b>	15,860	15,830	15,947	267	215	390	725	746	750	16,852	16,791	17,087
<b>Number of pupils ('000s)</b>	608	611	614	6	5	9	4	4	4	618	620	627

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

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

**Percentage of pupils achieving level 2B or above**

	Maintained			Independent			Specials			All Schools		
	1997	1998	1999	1997	1998	1999	1997	1998	1999	1997	1998	1999
Reading Test*	57	61	—	89	91	—	2	2	—	57	61	—
Reading Task/Test**	62	62	66	89	89	90	2	2	2	62	62	66
Writing Task	47	49	53	77	79	81	1	0	1	47	48	53
Mathematics Test	65	61	64	90	87	87	2	2	2	65	61	64
<b>Number of schools with results</b>	15,860	15,830	15,947	267	215	390	725	746	750	16,852	16,791	17,087
<b>Number of pupils ('000s)</b>	608	611	614	6	5	9	4	4	4	618	620	627

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

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

**Key Stage 2**

**Percentage of pupils achieving level 4 or above**

	Maintained			Independent			Specials			All Schools		
	1997	1998	1999	1997	1998	1999	1997	1998	1999	1997	1998	1999
English Test	63	65	70	90	89	91	3	2	3	63	65	71
Reading Test	67	71	78	91	91	94	5	4	6	67	71	78
Writing Test	53	52	54	82	80	79	2	1	1	53	53	54
Mathematics Test	62	58	69	87	85	89	4	2	4	62	59	69
Science Test	69	69	79	87	88	92	7	7	10	69	69	78
English TA	63	65	68	88	88	90	2	2	3	63	65	68
Mathematics TA	64	65	69	88	89	90	3	2	3	64	65	69
Science TA	69	72	75	89	90	91	4	3	5	69	71	75
<b>Number of schools with results</b>	14,611	14,671	14,688	670	757	816	771	859	853	16,052	16,287	16,364
<b>Number of pupils ('000s)</b>	569	583	602	15	18	21	6	7	7	589	608	629

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

	<b>Maintained</b>			<b>Independent</b>			<b>Specials</b>			<b>All Schools</b>		
	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>
English Test	58	65	64	74	82	79	2	3	2	57	65	64
Mathematics Test	61	60	63	85	82	83	4	3	4	60	59	62
Science Test	61	57	55	77	74	74	5	3	3	60	56	55
English TA	61	63	65	76	80	79	3	3	3	61	62	64
Mathematics TA	64	64	65	86	86	84	4	4	4	63	63	64
Science TA	62	62	61	76	76	75	5	3	4	62	62	60
<b>Number of schools with results</b>	3,186	3,188	3,183	272	292	292	856	928	960	4,314	4,408	4,454
<b>Number of pupils ('000s)</b>	536	536	558	9	9	10	9	10	10	554	554	577

**Percentage of pupils achieving level 6 or above**

	<b>Maintained</b>			<b>Independent</b>			<b>Specials</b>			<b>All Schools</b>		
	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>
English Test	24	35	28	46	59	50	0	1	0	24	35	28
Mathematics Test	37	36	38	68	65	66	1	1	1	37	36	38
Science Test	30	27	24	51	49	46	1	1	0	29	27	24
English TA	30	31	31	51	54	55	1	1	1	30	31	31
Mathematics TA	37	37	38	68	67	65	1	1	1	37	36	37
Science TA	30	31	30	49	51	49	1	1	0	30	31	29
<b>Number of schools with results</b>	3,186	3,188	3,183	272	292	292	856	928	960	4,314	4,408	4,454
<b>Number of pupils ('000s)</b>	536	536	558	9	9	10	9	10	10	554	554	577

**TABLE 4**  
Percentage of pupils achieving expected level or above by gender

**Key Stage 1**

**Percentage of pupils achieving level 2 or above**

	<b>Boys</b>			<b>Girls</b>			<b>All pupils</b>		
	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>
Reading Test*	75	75	—	84	84	—	80	80	—
Reading Task/Test**	75	75	78	85	85	86	80	80	82
Writing Task	75	76	78	85	86	88	80	81	83
Mathematics Test	82	83	85	85	86	88	84	84	87
Reading TA	75	76	78	85	85	86	80	80	82
Writing TA	72	73	75	83	84	85	77	79	80
Mathematics TA	82	83	84	86	87	88	84	85	86
Science TA	84	85	85	86	87	88	85	86	87

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

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

**Percentage of pupils achieving level 2B or above**

	<b>Boys</b>			<b>Girls</b>			<b>All pupils</b>		
	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>
Reading Test*	51	55	—	64	67	—	57	61	—
Reading Task/Test**	56	56	60	69	68	72	62	62	66
Writing Task	40	41	46	55	56	61	47	48	53
Mathematics Test	64	60	62	66	62	65	65	61	64

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

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

**Key Stage 2**

**Percentage of pupils achieving level 4 or above**

	<b>Boys</b>			<b>Girls</b>			<b>All pupils</b>		
	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>
English Test	57	57	65	70	73	76	63	65	71
Reading Test	63	64	75	71	79	82	67	71	78
Writing Test	45	45	47	62	61	62	53	53	54
Mathematics Test	63	59	69	61	58	69	62	59	69
Science Test	68	70	79	69	69	78	69	69	78
English TA	57	59	62	70	72	74	63	65	68
Mathematics TA	63	64	69	65	66	70	64	65	69
Science TA	68	70	75	70	72	76	69	71	75

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

	<b>Boys</b>			<b>Girls</b>			<b>All pupils</b>		
	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>
English Test	48	56	55	67	73	73	57	65	64
Mathematics Test	60	60	62	60	59	62	60	59	62
Science Test	61	57	55	60	55	55	60	56	55
English TA	52	53	55	70	71	73	61	62	64
Mathematics TA	62	62	63	65	65	66	63	63	64
Science TA	60	60	59	63	63	62	62	62	60

**Percentage of pupils achieving level 6 or above**

	<b>Boys</b>			<b>Girls</b>			<b>All pupils</b>		
	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>
English Test	17	27	21	32	43	35	24	35	28
Mathematics Test	37	37	38	37	35	37	37	36	38
Science Test	31	29	24	28	26	24	29	27	24
English TA	22	23	23	37	38	39	30	31	31
Mathematics TA	36	36	37	38	37	38	37	36	37
Science TA	29	30	28	31	32	30	30	31	29

**TABLE 5**  
Quartiles of school achievement by school type, 1997–1999

**Key Stage 1**

		Percentage of pupils at level 2 or above																				
		Test									Teacher Assessment											
		Reading Task/Test*			Writing			Mathematics			Reading			Writing			Mathematics			Science		
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L
Maintained	1997	92	83	73	92	84	73	95	88	78	91	83	73	90	81	69	94	88	78	97	90	80
	1998	91	83	73	93	85	74	95	88	79	91	83	74	90	82	71	95	88	80	97	90	81
	1999	92	85	75	94	86	76	96	90	82	92	85	76	91	83	72	96	89	81	97	91	82
Independent	1997	100	100	95	100	100	94	100	100	97	100	100	96	100	100	92	100	100	96	100	100	96
	1998	100	100	95	100	100	94	100	100	95	100	100	95	100	100	93	100	100	96	100	100	98
	1999	100	100	96	100	100	96	100	100	97	100	100	96	100	100	94	100	100	96	100	100	100
Specials	1997	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All schools	1997	92	83	71	92	83	71	95	87	77	91	83	71	90	80	67	94	87	76	97	89	78
	1998	91	83	71	92	84	72	95	88	77	91	83	72	90	81	69	95	88	78	97	90	79
	1999	93	85	74	94	86	75	96	90	80	92	85	74	91	83	71	96	89	80	97	90	80

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

**Key Stage 2**

		Percentage of pupils at level 4 or above																	
		Test									Teacher Assessment								
		English			Mathematics			Science			English			Mathematics			Science		
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L
Maintained	1997	78	67	52	78	65	50	86	73	58	79	67	53	80	68	54	86	75	60
	1998	79	67	54	75	61	46	85	73	59	80	69	56	80	69	56	87	76	63
	1999	84	73	61	83	72	59	92	83	71	82	71	58	83	73	60	90	80	67
Independent	1997	100	91	82	98	90	77	96	89	76	100	91	79	100	89	79	100	92	81
	1998	98	91	81	95	87	73	97	90	80	100	91	80	100	91	81	100	93	83
	1999	100	94	85	98	90	79	100	94	85	100	92	81	100	92	82	100	94	84
Specials	1997	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0
	1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1999	0	0	0	0	0	0	14	0	0	0	0	0	0	0	0	0	0	0
All schools	1997	79	67	50	79	65	49	86	73	56	79	67	51	80	67	52	86	74	58
	1998	80	67	52	75	61	44	85	73	57	80	68	53	80	68	54	87	75	60
	1999	85	73	59	83	71	57	92	82	69	82	71	56	84	72	58	90	79	65

**Key Stage 3**

		Percentage of pupils at level 5 or above																	
		Test									Teacher Assessment								
		English			Mathematics			Science			English			Mathematics			Science		
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L
Maintained	1997	71	58	43	72	61	47	74	62	46	73	62	48	75	64	51	76	63	48
	1998	77	65	52	71	60	46	69	56	41	75	63	48	76	64	50	76	63	47
	1999	77	64	51	74	63	50	68	55	40	77	65	52	76	66	52	74	62	46
Independent	1997	93	75	39	95	84	50	92	78	44	92	76	44	97	86	56	93	78	45
	1998	98	85	55	95	81	55	91	73	35	98	83	50	97	87	64	92	80	46
	1999	96	82	50	95	83	56	89	75	38	94	80	50	97	86	52	93	77	45
Specials	1997	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0
	1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All schools	1997	70	53	30	71	56	33	72	56	31	71	56	32	74	59	35	73	57	32
	1998	76	60	37	69	54	29	67	49	25	72	56	27	74	58	32	73	55	26
	1999	75	59	35	73	57	32	66	48	22	74	59	30	75	59	33	71	54	27

U represents the Upper Quartile level of achievement

L represents the Lower Quartile level of achievement



**TABLE 6**  
Quartiles of school achievement by gender, 1997–1999

**Key Stage 1**

		Percentage of pupils at level 2 or above																				
		Test									Teacher Assessment											
		Reading Task/Test*			Writing			Mathematics			Reading			Writing			Mathematics			Science		
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L
Boys	1997	90	79	64	90	79	63	96	86	74	89	78	64	88	75	58	95	86	73	100	89	75
	1998	89	78	64	91	80	64	96	86	74	90	79	65	88	76	60	96	87	75	100	89	76
	1999	91	80	67	92	81	67	100	89	78	91	80	67	89	78	63	97	88	76	100	89	78
Girls	1997	100	89	77	100	89	78	100	89	78	100	88	77	97	87	75	100	89	78	100	91	80
	1998	99	88	77	100	90	79	100	90	79	100	89	78	97	88	75	100	90	80	100	92	80
	1999	100	90	79	100	91	81	100	92	82	100	90	80	100	89	77	100	91	81	100	92	81
All pupils	1997	92	83	71	92	83	71	95	87	77	91	83	71	90	80	67	94	87	76	97	89	78
	1998	91	83	71	92	84	72	95	88	77	91	83	72	90	81	69	95	88	78	97	90	79
	1999	93	85	74	94	86	75	96	90	80	92	85	74	91	83	71	96	89	80	97	90	80

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

**Key Stage 2**

		Percentage of pupils at level 4 or above																	
		Test									Teacher Assessment								
		English			Mathematics			Science			English			Mathematics			Science		
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L
Boys	1997	75	59	41	80	65	50	87	72	54	75	59	42	80	67	50	88	73	55
	1998	75	58	40	77	61	44	88	74	56	75	60	44	81	67	50	88	75	58
	1999	82	67	50	85	71	56	94	83	68	79	64	47	84	71	56	91	79	63
Girls	1997	86	73	57	80	64	47	88	74	55	88	74	58	83	68	50	89	75	57
	1998	88	76	61	75	60	42	86	71	54	88	75	60	83	69	53	89	76	60
	1999	91	80	65	86	71	56	94	83	67	89	77	63	86	73	58	92	80	65
All pupils	1997	79	67	50	79	65	49	86	73	56	79	67	51	80	67	52	86	74	58
	1998	80	67	52	75	61	44	85	73	57	80	68	53	80	68	54	87	75	60
	1999	85	73	59	83	71	57	92	82	69	82	71	56	84	72	58	90	79	65

**Key Stage 3**

		Percentage of pupils at level 5 or above																	
		Test									Teacher Assessment								
		English			Mathematics			Science			English			Mathematics			Science		
		U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L	U	Median	L
Boys	1997	58	41	21	70	55	32	72	56	31	61	45	21	72	57	32	71	55	29
	1998	66	49	25	69	54	27	67	50	24	62	45	17	72	55	27	71	53	23
	1999	65	48	24	72	56	30	65	47	21	64	48	20	72	57	30	69	52	24
Girls	1997	79	64	43	70	56	35	71	55	32	80	67	43	75	61	38	75	58	34
	1998	84	71	51	69	54	32	65	48	25	82	67	42	75	60	35	74	57	30
	1999	84	70	49	72	58	34	66	48	25	83	70	44	76	62	37	73	56	30
All pupils	1997	70	53	30	71	56	33	72	56	31	71	56	32	74	59	35	73	57	32
	1998	76	60	37	69	54	29	67	49	25	72	56	27	74	58	32	73	55	26
	1999	75	59	35	73	57	32	66	48	22	74	59	30	75	59	33	71	54	27

**TABLE 7**  
Percentage of pupils classified as low achievers by gender

**Key Stage 1**

	Percentage of pupils working towards level 1		
	Boys	Girls	All pupils
<b>Reading Task*</b>	4	2	3
<b>Writing Task</b>	7	4	6
<b>Mathematics Task**</b>	3	2	3
<b>Reading TA</b>	4	2	3
<b>Writing TA</b>	7	3	5
<b>Mathematics TA</b>	2	1	2
<b>Science TA</b>	2	1	2

\* Reading below level 2 is a task only.

\*\* Mathematics below level 1 is a task.

**Key Stage 2**

	Percentage of pupils at level 2 or below		
	Boys	Girls	All pupils
<b>English Test</b>	9	5	7
<b>Mathematics Task</b>	6	6	6
<b>Science Test</b>	3	3	3
<b>English TA</b>	9	5	7
<b>Mathematics TA</b>	7	5	6
<b>Science TA</b>	5	4	4

**Key Stage 3**

	Percentage of pupils at level 2 or below		
	Boys	Girls	All pupils
<b>English Test</b>	17	7	12
<b>Mathematics Test</b>	12	12	12
<b>Science Test</b>	13	11	12
<b>English TA</b>	17	8	12
<b>Mathematics TA</b>	13	11	12
<b>Science TA</b>	14	12	13

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

**Key Stage 1**

**Test results**

		Percentage of pupils working towards level 1						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>Reading Task*</b>	<b>Boys</b>	85	9	2	1	0	1	2
	<b>Girls</b>	93	4	1	0	0	0	2
	<b>All</b>	91	5	1	0	0	1	1
<b>Writing Task</b>	<b>Boys</b>	72	16	6	2	1	1	2
	<b>Girls</b>	87	8	2	0	0	0	2
	<b>All</b>	81	12	3	1	0	1	2
<b>Mathematics Task**</b>	<b>Boys</b>	90	5	1	0	0	1	2
	<b>Girls</b>	93	4	1	0	0	0	2
	<b>All</b>	93	4	1	0	0	1	1

\* Reading below level 2 is a task only.

\*\* Mathematics below level 1 is a task.

**Teacher Assessment results**

		Percentage of pupils working towards level 1						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>Reading</b>	<b>Boys</b>	84	9	2	1	0	1	2
	<b>Girls</b>	92	4	1	0	0	1	2
	<b>All</b>	90	6	1	0	0	1	2
<b>Writing</b>	<b>Boys</b>	75	14	5	2	0	1	3
	<b>Girls</b>	88	7	2	0	0	0	2
	<b>All</b>	83	11	2	0	0	1	3
<b>Mathematics</b>	<b>Boys</b>	92	4	1	0	0	1	2
	<b>Girls</b>	94	3	0	0	0	0	2
	<b>All</b>	94	2	0	0	0	1	2
<b>Science</b>	<b>Boys</b>	93	3	1	0	0	1	2
	<b>Girls</b>	95	2	0	0	0	0	2
	<b>All</b>	94	2	0	0	0	1	2

**TABLE 8: *continued*****Key Stage 2****Test results**

		Percentage of pupils at level 2 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Boys</b>	67	18	7	3	1	2	2
	<b>Girls</b>	82	11	3	1	0	1	2
	<b>All</b>	75	15	4	1	0	2	2
<b>Mathematics</b>	<b>Boys</b>	77	13	4	1	0	2	2
	<b>Girls</b>	80	13	4	1	0	1	2
	<b>All</b>	80	13	3	1	0	1	2
<b>Science</b>	<b>Boys</b>	89	6	2	1	0	1	2
	<b>Girls</b>	91	5	1	0	0	1	2
	<b>All</b>	91	5	1	0	0	1	2

**Teacher Assessment results**

		Percentage of pupils at level 2 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Boys</b>	66	18	8	3	1	2	3
	<b>Girls</b>	81	11	3	1	0	1	3
	<b>All</b>	74	15	5	1	0	2	3
<b>Mathematics</b>	<b>Boys</b>	75	14	5	1	0	1	3
	<b>Girls</b>	80	12	3	1	0	1	3
	<b>All</b>	79	13	3	1	0	1	3
<b>Science</b>	<b>Boys</b>	84	8	3	1	0	1	3
	<b>Girls</b>	87	7	2	1	0	1	3
	<b>All</b>	86	7	2	1	0	1	3

**TABLE 8: *continued*****Key Stage 3****Test results**

		Percentage of pupils at level 3 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Boys</b>	33	25	16	7	3	7	9
	<b>Girls</b>	67	16	4	1	1	2	9
	<b>All</b>	48	24	10	4	1	6	8
<b>Mathematics</b>	<b>Boys</b>	48	24	9	3	1	9	5
	<b>Girls</b>	47	25	10	4	1	5	8
	<b>All</b>	48	24	10	3	1	9	5
<b>Science</b>	<b>Boys</b>	46	22	11	4	2	9	5
	<b>Girls</b>	50	22	10	4	1	6	8
	<b>All</b>	48	21	11	4	2	10	4

**Teacher Assessment results**

		Percentage of pupils at level 3 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Boys</b>	32	24	13	7	3	7	14
	<b>Girls</b>	63	14	4	1	0	3	14
	<b>All</b>	45	22	9	3	2	7	12
<b>Mathematics</b>	<b>Boys</b>	41	24	11	4	2	8	11
	<b>Girls</b>	47	22	9	4	1	3	13
	<b>All</b>	44	23	10	4	1	8	10
<b>Science</b>	<b>Boys</b>	41	21	11	6	2	8	11
	<b>Girls</b>	48	19	10	4	2	4	13
	<b>All</b>	45	20	10	5	2	8	10

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

**Key Stage 1**

	Percentage of pupils working towards level 1			All schools
	Maintained	Independent	Specials	
<b>Reading Task*</b>	3	0	58	3
<b>Writing Task</b>	5	1	67	6
<b>Mathematics Task**</b>	2	0	59	3
<b>Reading TA</b>	3	0	68	3
<b>Writing TA</b>	5	1	76	5
<b>Mathematics TA</b>	2	0	66	2
<b>Science TA</b>	1	0	64	2

\* Reading below level 2 is a task only.

\*\* Mathematics below level 1 is a task.

**Key Stage 2**

	Percentage of pupils at level 2 or below			All schools
	Maintained	Independent	Specials	
<b>English Test</b>	7	1	72	7
<b>Mathematics Test</b>	5	1	70	6
<b>Science Test</b>	2	1	57	3
<b>English TA</b>	7	1	83	7
<b>Mathematics TA</b>	5	1	82	6
<b>Science TA</b>	3	1	75	4

**Key Stage 3**

	Percentage of pupils at level 3 or below			All schools
	Maintained	Independent	Specials	
<b>English Test</b>	11	7	72	12
<b>Mathematics Test</b>	11	5	65	12
<b>Science Test</b>	11	7	65	12
<b>English TA</b>	11	7	84	12
<b>Mathematics TA</b>	11	5	79	12
<b>Science TA</b>	12	8	78	13



**TABLE 10**  
Percentage of schools by level of low attainment and school type

**Key Stage 1**

**Test results**

		Percentage of pupils working towards level 1						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>Reading Task*</b>	<b>Maintained</b>	93	6	1	0	0	0	0
	<b>Independent</b>	99	0	0	0	0	1	1
	<b>Specials</b>	28	2	3	3	2	28	33
<b>Writing Task</b>	<b>Maintained</b>	83	13	3	1	0	0	0
	<b>Independent</b>	99	0	0	0	0	0	1
	<b>Specials</b>	25	1	2	1	1	21	48
<b>Mathematics Task**</b>	<b>Maintained</b>	96	4	0	0	0	0	0
	<b>Independent</b>	99	0	0	0	0	1	1
	<b>Specials</b>	29	2	2	4	3	30	31

\* Reading below level 2 is a task only.

\*\* Mathematics below level 1 is a task.

**Teacher Assessment results**

		Percentage of pupils working towards level 1						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>Reading</b>	<b>Maintained</b>	93	6	1	0	0	0	0
	<b>Independent</b>	99	0	0	0	0	1	1
	<b>Specials</b>	19	1	2	3	2	28	45
<b>Writing</b>	<b>Maintained</b>	86	11	2	0	0	0	0
	<b>Independent</b>	98	0	0	0	0	0	1
	<b>Specials</b>	16	1	1	2	2	21	57
<b>Mathematics</b>	<b>Maintained</b>	97	2	0	0	0	0	0
	<b>Independent</b>	99	0	0	0	0	1	1
	<b>Specials</b>	21	1	3	4	2	28	42
<b>Science</b>	<b>Maintained</b>	98	2	0	0	0	0	0
	<b>Independent</b>	99	0	0	0	0	1	1
	<b>Specials</b>	23	2	3	4	2	22	45

**TABLE 10: *continued*****Key Stage 2****Test results**

		Percentage of pupils at level 2 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Maintained</b>	77	17	5	1	0	0	0
	<b>Independent</b>	93	2	0	0	0	2	1
	<b>Specials</b>	23	1	3	1	2	30	40
<b>Mathematics</b>	<b>Maintained</b>	82	14	3	1	0	0	0
	<b>Independent</b>	93	2	1	0	0	2	1
	<b>Specials</b>	24	1	3	4	2	26	40
<b>Science</b>	<b>Maintained</b>	94	5	1	0	0	0	0
	<b>Independent</b>	96	2	1	0	0	1	1
	<b>Specials</b>	30	3	5	4	4	23	30

**Teacher Assessment results**

		Percentage of pupils at level 2 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Maintained</b>	77	16	5	1	0	0	0
	<b>Independent</b>	93	2	1	1	1	1	2
	<b>Specials</b>	9	0	2	1	2	27	59
<b>Mathematics</b>	<b>Maintained</b>	82	14	3	1	0	0	0
	<b>Independent</b>	93	3	2	0	0	1	1
	<b>Specials</b>	10	1	3	2	2	25	57
<b>Science</b>	<b>Maintained</b>	90	8	2	0	0	0	0
	<b>Independent</b>	94	2	0	0	0	1	1
	<b>Specials</b>	13	2	4	3	3	23	52

**TABLE10: continued****Key Stage 3****Test results**

		Percentage of pupils at level 3 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Maintained</b>	52	32	12	4	1	1	0
	<b>Independent</b>	70	9	4	1	2	10	4
	<b>Specials</b>	22	1	2	3	3	28	41
<b>Mathematics</b>	<b>Maintained</b>	53	32	11	3	0	0	0
	<b>Independent</b>	73	8	5	3	2	6	1
	<b>Specials</b>	20	2	5	5	5	40	22
<b>Science</b>	<b>Maintained</b>	54	27	13	4	1	0	0
	<b>Independent</b>	70	9	6	4	2	9	1
	<b>Specials</b>	19	3	5	4	5	44	21

**Teacher Assessment results**

		Percentage of pupils at level 3 or below						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Maintained</b>	54	29	11	4	1	1	0
	<b>Independent</b>	72	7	2	2	2	10	5
	<b>Specials</b>	8	1	1	2	2	30	56
<b>Mathematics</b>	<b>Maintained</b>	52	30	12	4	1	0	0
	<b>Independent</b>	72	7	6	3	1	8	3
	<b>Specials</b>	8	2	3	4	2	35	46
<b>Science</b>	<b>Maintained</b>	53	26	13	6	2	1	0
	<b>Independent</b>	71	8	3	3	3	8	4
	<b>Specials</b>	8	2	3	4	3	35	46

**TABLE 11**  
Percentage of pupils classified as high achievers by gender

**Key Stage 1**

	Percentage of pupils achieving level 3 or above		
	Boys	Girls	All pupils
Reading Test*	24	35	29
Writing Task	6	11	8
Mathematics Test	22	21	21
Reading TA	24	34	28
Writing TA	9	15	12
Mathematics TA	23	21	22
Science TA	21	19	20

\* Reading above level 2 is a test only

**Key Stage 2**

	Percentage of pupils achieving level 5 or above		
	Boys	Girls	All pupils
English Test	18	27	22
Mathematics Test	25	22	24
Science Test	28	26	27
English TA	15	24	20
Mathematics TA	23	21	22
Science TA	24	22	23

**Key Stage 3**

	Percentage of pupils achieving level 7 or above		
	Boys	Girls	All pupils
English Test	5	9	7
Mathematics Test	15	13	14
Science Test	6	5	6
English TA	6	12	9
Mathematics TA	14	14	14
Science TA	8	8	8

**TABLE 12**  
Percentage of schools by level of high attainment and gender

**Key Stage 1**

**Test results**

		Percentage of pupils at level 3 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>Reading Test*</b>	<b>Boys</b>	23	21	23	15	8	9	0
	<b>Girls</b>	12	12	18	18	14	24	1
	<b>All</b>	13	18	24	21	13	12	0
<b>Writing Task</b>	<b>Boys</b>	77	15	6	1	1	1	0
	<b>Girls</b>	60	20	11	5	2	2	0
	<b>All</b>	67	21	8	2	1	1	0
<b>Mathematics</b>	<b>Boys</b>	27	23	22	13	7	7	0
	<b>Girls</b>	31	23	20	12	6	7	1
	<b>All</b>	25	26	24	13	6	5	0

\* Reading above level 2 is a test only

**Teacher Assessment results**

		Percentage of pupils at level 3 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>Reading</b>	<b>Boys</b>	24	21	24	15	8	8	0
	<b>Girls</b>	14	12	19	19	14	22	1
	<b>All</b>	14	17	25	21	12	11	0
<b>Writing</b>	<b>Boys</b>	66	19	10	3	1	1	0
	<b>Girls</b>	45	23	17	8	3	4	0
	<b>All</b>	51	28	14	5	2	1	0
<b>Mathematics</b>	<b>Boys</b>	27	20	21	15	8	8	0
	<b>Girls</b>	33	20	19	13	7	8	0
	<b>All</b>	26	23	24	15	7	5	0
<b>Science</b>	<b>Boys</b>	37	17	18	12	7	9	1
	<b>Girls</b>	43	17	16	10	5	8	1
	<b>All</b>	37	19	19	12	6	6	0

TABLE 12: *continued*

## Key Stage 2

## Test results

		Percentage of pupils at level 5 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Boys	38	24	18	9	5	6	0
	Girls	22	19	19	15	10	15	1
	All	24	25	22	14	8	7	0
Mathematics	Boys	24	20	21	15	9	11	1
	Girls	28	22	20	13	7	9	1
	All	22	23	23	15	8	8	0
Science	Boys	21	17	19	15	10	17	1
	Girls	25	18	19	14	9	14	1
	All	20	20	20	16	10	14	0

## Teacher Assessment results

		Percentage of pupils at level 5 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Boys	43	24	17	8	3	4	0
	Girls	25	20	20	15	8	11	1
	All	28	27	23	12	5	5	0
Mathematics	Boys	26	21	21	14	8	9	1
	Girls	31	22	20	12	6	8	1
	All	24	25	23	15	7	6	0
Science	Boys	28	19	19	14	8	11	1
	Girls	32	20	18	12	7	10	1
	All	26	22	21	14	8	8	0

**TABLE 12: *continued*****Key Stage 3****Test results**

		Percentage of pupils at level 7 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Boys</b>	91	6	1	1	0	0	0
	<b>Girls</b>	73	19	4	2	1	1	0
	<b>All</b>	82	12	2	1	1	1	0
<b>Mathematics</b>	<b>Boys</b>	57	25	10	3	1	3	0
	<b>Girls</b>	61	24	9	2	1	3	0
	<b>All</b>	58	24	10	2	1	4	0
<b>Science</b>	<b>Boys</b>	88	9	1	1	1	1	0
	<b>Girls</b>	88	8	2	1	0	1	0
	<b>All</b>	87	8	2	1	1	1	0

**Teacher Assessment results**

		Percentage of pupils at level 7 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Boys</b>	87	9	2	1	1	1	0
	<b>Girls</b>	63	23	9	3	1	2	0
	<b>All</b>	74	17	4	2	1	2	0
<b>Mathematics</b>	<b>Boys</b>	60	24	10	3	1	3	0
	<b>Girls</b>	60	23	11	3	1	3	0
	<b>All</b>	58	24	10	3	1	4	0
<b>Science</b>	<b>Boys</b>	81	14	3	1	1	1	0
	<b>Girls</b>	79	14	4	1	1	1	0
	<b>All</b>	79	13	3	1	1	2	0

**TABLE 13**  
Percentage of pupils classified as high achievers by school type

**Key Stage 1**

	Maintained	Percentage of pupils at level 3 or above		All schools
		Independent	Specials	
<b>Reading Test*</b>	29	57	0	29
<b>Writing Task</b>	8	23	0	8
<b>Mathematics Test</b>	21	42	0	21
<b>Reading TA</b>	28	56	0	28
<b>Writing TA</b>	11	31	0	12
<b>Mathematics TA</b>	22	48	0	22
<b>Science TA</b>	20	40	0	20

\* Reading above level 2 is a test only

**Key Stage 2**

	Maintained	Percentage of pupils at level 5 or above		All schools
		Independent	Specials	
<b>English Test</b>	22	47	0	22
<b>Mathematics Test</b>	23	48	0	24
<b>Science Test</b>	27	44	1	27
<b>English TA</b>	19	42	0	20
<b>Mathematics TA</b>	21	48	0	22
<b>Science TA</b>	22	42	0	23

**Key Stage 3**

	Maintained	Percentage of pupils at level 7 or above		All schools
		Independent	Specials	
<b>English Test</b>	7	18	0	7
<b>Mathematics Test</b>	14	35	0	14
<b>Science Test</b>	6	14	0	6
<b>English TA</b>	9	24	0	9
<b>Mathematics TA</b>	14	35	0	14
<b>Science TA</b>	8	19	0	8



**TABLE 14**  
Percentage of schools by level of high attainment and school type

**Key Stage 1**

**Test results**

		Percentage of pupils at level 3 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>Reading Test*</b>	<b>Maintained</b>	9	19	25	22	14	11	0
	<b>Independent</b>	4	2	4	11	14	63	2
	<b>Specials</b>	99	0	0	0	0	0	0
<b>Writing Task</b>	<b>Maintained</b>	66	22	8	2	1	0	0
	<b>Independent</b>	26	24	21	12	8	8	0
	<b>Specials</b>	100	0	0	0	0	0	0
<b>Mathematics</b>	<b>Maintained</b>	22	28	25	14	6	4	0
	<b>Independent</b>	7	10	17	16	14	35	1
	<b>Specials</b>	99	0	0	0	0	0	0

\* Reading above level 2 is a test only

**Teacher Assessment results**

		Percentage of pupils at level 3 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>Reading</b>	<b>Maintained</b>	10	18	27	22	13	10	0
	<b>Independent</b>	3	3	5	11	17	59	2
	<b>Specials</b>	99	0	0	0	0	0	0
<b>Writing</b>	<b>Maintained</b>	50	29	14	4	1	1	0
	<b>Independent</b>	14	14	24	20	11	16	0
	<b>Specials</b>	100	0	0	0	0	0	0
<b>Mathematics</b>	<b>Maintained</b>	23	24	25	16	8	5	0
	<b>Independent</b>	8	6	8	15	16	45	2
	<b>Specials</b>	99	0	0	0	0	0	0
<b>Science</b>	<b>Maintained</b>	34	20	20	13	6	6	0
	<b>Independent</b>	21	7	10	14	12	35	2
	<b>Specials</b>	100	0	0	0	0	0	0

TABLE 14: *continued*

## Key Stage 2

## Test results

		Percentage of pupils at level 5 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Maintained	21	27	24	14	8	6	0
	Independent	11	7	12	17	15	38	1
	Specials	98	1	1	0	0	0	0
Mathematics	Maintained	19	25	25	16	9	7	0
	Independent	11	8	13	14	15	38	1
	Specials	98	1	0	0	0	1	0
Science	Maintained	16	21	22	17	11	13	0
	Independent	12	9	14	15	15	34	1
	Specials	95	2	1	0	0	1	0

## Teacher Assessment results

		Percentage of pupils at level 5 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
English	Maintained	25	29	24	13	5	4	0
	Independent	11	7	14	19	16	32	1
	Specials	99	0	0	0	0	0	0
Mathematics	Maintained	20	27	25	15	7	5	0
	Independent	10	5	13	16	15	40	2
	Specials	98	0	1	0	0	0	0
Science	Maintained	23	24	23	15	8	8	0
	Independent	13	9	13	18	16	30	1
	Specials	98	1	0	0	0	0	0

**TABLE 14: *continued*****Key Stage 3****Test results**

		Percentage of pupils at level 7 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Maintained</b>	80	14	3	1	1	1	0
	<b>Independent</b>	63	16	9	4	4	5	0
	<b>Specials</b>	100	0	0	0	0	0	0
<b>Mathematics</b>	<b>Maintained</b>	49	32	12	3	1	5	0
	<b>Independent</b>	36	13	22	10	6	13	0
	<b>Specials</b>	100	0	0	0	0	0	0
<b>Science</b>	<b>Maintained</b>	85	9	2	1	1	1	0
	<b>Independent</b>	70	13	10	3	3	0	0
	<b>Specials</b>	100	0	0	0	0	0	0

**Teacher Assessment results**

		Percentage of pupils at level 7 or above						
		0–10	10–20	20–30	30–40	40–50	50–100	100
<b>English</b>	<b>Maintained</b>	69	22	5	2	1	2	0
	<b>Independent</b>	49	15	16	10	4	5	0
	<b>Specials</b>	99	0	0	0	0	0	0
<b>Mathematics</b>	<b>Maintained</b>	48	32	12	3	1	4	0
	<b>Independent</b>	36	14	19	11	9	11	1
	<b>Specials</b>	100	0	0	0	0	0	0
<b>Science</b>	<b>Maintained</b>	75	17	4	1	1	2	0
	<b>Independent</b>	55	18	14	7	2	4	0
	<b>Specials</b>	100	0	0	0	0	0	0

**TABLE 15**

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

**Key Stage 1****Percentage of pupils at level 2 or above (test)**

	0-10	10-20	20-40	Size of cohort 40-80	80-100	100 & over	All schools
<b>Reading Task/Test*</b>	62	84	83	82	82	82	82
<b>Writing Task</b>	61	84	83	83	84	84	83
<b>Mathematics</b>	65	88	87	87	87	87	87

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

**Percentage of pupils at level 2 or above (teacher assessment)**

	0-10	10-20	20-40	Size of cohort 40-80	80-100	100 & over	All schools
<b>Reading</b>	62	83	83	82	82	83	82
<b>Writing</b>	59	81	81	80	81	81	80
<b>Mathematics</b>	64	87	87	86	87	87	86
<b>Science</b>	65	88	87	87	87	88	87

**Total number of schools in each category:**

	0-10	10-20	20-40	40-80	80-100	100 & over	All schools
	1,740	2,649	6,124	5,674	727	173	17,087

**Key Stage 2****Percentage of pupils at level 4 or above (test)**

	0-10	10-20	20-40	Size of cohort 40-80	80-100	100 & over	All schools
<b>English</b>	58	71	73	70	71	71	71
<b>Mathematics</b>	56	69	72	68	69	67	69
<b>Science</b>	67	78	80	78	79	79	78

**Percentage of pupils at level 4 or above (teacher assessment)**

	0-10	10-20	20-40	Size of cohort 40-80	80-100	100 & over	All schools
<b>English</b>	56	69	70	67	67	67	68
<b>Mathematics</b>	57	70	72	69	69	68	69
<b>Science</b>	62	75	77	75	75	75	75

**Total number of schools in each category:**

	0-10	10-20	20-40	40-80	80-100	100 & over	All schools
	2,093	2,603	5,454	5,151	810	495	16,606

**TABLE 15: *continued*****Key Stage 3****Percentage of pupils at level 5 or above (test)**

	Size of cohort						All schools
	0-50	50-100	100-150	150-200	200-300	300-400	
English	27	58	62	65	66	64	64
Mathematics	26	59	61	63	64	64	62
Science	23	51	53	56	57	58	55

**Percentage of pupils at level 5 or above (teacher assessment)**

	Size of cohort						All schools
	0-50	50-100	100-150	150-200	200-300	300-400	
English	23	58	63	65	66	64	64
Mathematics	26	61	63	65	66	65	64
Science	22	56	58	61	63	63	60

**Total number of schools in each category:**

	0-50	50-100	100-150	150-200	200-300	300-400	400 & over	All schools
	1,424	308	840	1,006	948	98	2	4,626

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

**Key Stage 1**

**Percentage of pupils at level 2 or above (test)**

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
<b>Reading Task/Test*</b>	91	88	84	81	76	71	67	82
<b>Writing Task</b>	92	89	86	82	78	73	68	83
<b>Mathematics</b>	94	92	89	86	82	78	75	87

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

**Percentage of pupils at level 2 or above (teacher assessment)**

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
<b>Reading</b>	91	88	84	81	77	71	68	82
<b>Writing</b>	90	87	83	79	74	69	65	80
<b>Mathematics</b>	93	91	89	86	82	77	74	86
<b>Science</b>	94	92	89	87	82	77	74	87

**Total number of schools in each category:**

	Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
	4,009	3,398	2,355	1,606	2,255	1,575	1,872	17	17,087

**Key Stage 2**

**Percentage of pupils at level 4 or above (test)**

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
<b>English</b>	85	79	73	69	64	57	50	71
<b>Mathematics</b>	83	77	71	68	63	56	50	69
<b>Science</b>	90	86	82	78	73	66	61	78

**Percentage of pupils at level 4 or above (teacher assessment)**

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
<b>English</b>	83	77	71	67	61	54	48	68
<b>Mathematics</b>	83	77	72	68	63	56	51	69
<b>Science</b>	88	83	79	74	69	62	57	75

**Total number of schools in each category:**

	Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
	3,975	3,076	2,136	1,517	2,133	1,548	2,104	117	16,606

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

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
English	83	73	65	60	55	46	38	64
Mathematics	83	72	65	59	52	42	33	62
Science	79	66	56	50	43	34	25	55

**Percentage of pupils at level 5 or above (teacher assessment)**

	Up to 5%	5 to 10%	10 to 15%	Eligibility for Free School Meals			over 40%	All schools
				15 to 20%	20 to 30%	30 to 40%		
English	83	73	66	60	54	46	37	64
Mathematics	85	74	67	61	54	45	36	64
Science	82	71	63	56	48	41	31	60

**Total number of schools in each category:**

Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
861	725	563	417	614	485	839	122	4,626

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

**Key Stage 1**

**Percentage of pupils at level 2 or above (test)**

		Eligibility for Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
Reading Task/Test*	Upper	100	95	91	89	85	80	77	93
	Median	93	89	85	82	78	72	67	85
	Lower	86	82	79	74	69	59	50	74
Writing Task	Upper	100	95	93	90	87	83	79	94
	Median	94	90	87	84	79	73	68	86
	Lower	87	83	80	75	69	58	49	75
Mathematics	Upper	100	98	97	94	91	87	85	96
	Median	96	93	91	88	84	79	76	90
	Lower	91	88	84	80	75	66	59	80

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

**Percentage of pupils at level 2 or above (teacher assessment)**

		Eligibility for Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
Reading	Upper	100	94	91	89	85	81	78	92
	Median	93	89	86	82	78	71	67	85
	Lower	86	83	79	75	69	58	50	74
Writing	Upper	97	94	91	88	84	79	76	91
	Median	91	88	84	80	75	69	64	83
	Lower	84	80	76	71	65	53	44	71
Mathematics	Upper	100	97	95	93	90	87	84	96
	Median	95	93	90	87	83	78	74	89
	Lower	90	87	83	80	74	65	58	80
Science	Upper	100	100	97	94	91	87	85	97
	Median	97	94	91	88	84	78	74	90
	Lower	91	88	85	81	75	64	56	80

**Total number of schools in each category:**

Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
4,009	3,398	2,355	1,606	2,255	1,575	1,872	17	17,087



**TABLE 17: *continued***

**Key Stage 2**

**Percentage of pupils at level 4 or above (test)**

		Eligibility for Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
English	Upper	94	88	83	79	73	67	60	85
	Median	87	81	75	70	65	56	48	73
	Lower	78	73	67	61	54	44	33	59
Mathematics	Upper	92	86	82	77	73	67	61	83
	Median	85	78	73	68	63	55	49	71
	Lower	75	70	64	59	53	41	33	57
Science	Upper	98	94	91	88	84	79	74	92
	Median	92	88	84	79	74	66	60	82
	Lower	84	81	75	71	64	50	41	69

**Percentage of pupils at level 4 or above (teacher assessment)**

		Eligibility for Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
English	Upper	92	86	81	76	71	64	58	82
	Median	85	78	73	67	62	53	46	71
	Lower	75	70	63	58	51	40	31	56
Mathematics	Upper	93	86	82	78	73	67	62	84
	Median	85	79	74	69	64	56	50	72
	Lower	76	71	65	60	53	42	33	58
Science	Upper	97	92	89	85	81	75	70	90
	Median	90	86	81	76	70	62	56	79
	Lower	82	77	71	66	59	46	37	65

**Total number of schools in each category:**

Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
3,975	3,076	2,136	1,517	2,133	1,548	2,104	117	16,606

**TABLE 17: *continued***

**Key Stage 3**

**Percentage of pupils at level 5 or above (test)**

		Eligibility for Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
English	Upper	97	81	73	68	61	50	39	75
	Median	84	74	65	58	51	37	8	59
	Lower	71	65	56	47	38	0	0	35
Mathematics	Upper	96	77	70	64	56	45	34	73
	Median	82	72	64	58	49	35	9	57
	Lower	74	67	58	49	38	0	0	32
Science	Upper	93	73	64	56	48	37	25	66
	Median	78	66	56	48	40	25	5	48
	Lower	66	59	49	37	27	0	0	22

**Percentage of pupils at level 5 or above (teacher assessment)**

		Eligibility for Free School Meals							All schools
		Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	
English	Upper	96	80	74	68	61	50	38	74
	Median	83	73	66	60	50	35	0	59
	Lower	71	66	58	47	29	0	0	30
Mathematics	Upper	98	80	73	67	59	48	38	75
	Median	84	74	67	59	51	36	14	59
	Lower	74	69	60	50	36	0	0	33
Science	Upper	95	78	69	64	55	44	32	71
	Median	82	71	63	55	44	30	9	54
	Lower	68	64	54	44	28	0	0	27

**Total number of schools in each category:**

Up to 5%	5 to 10%	10 to 15%	15 to 20%	20 to 30%	30 to 40%	over 40%	Missing	All schools
861	725	563	417	614	485	839	122	4,626

**TABLE 18**  
School performance differentials by gender

**Key Stage 1**

	Percentage of pupils at level 2 or above						
	Girls better than boys			No difference	Boys better than girls		
	>10	5-10	0-5		0-5	5-10	>10
<b>Reading Task/Test*</b>	40	14	11	14	8	5	7
<b>Writing Task</b>	41	15	11	15	7	5	6
<b>Mathematics Test</b>	21	13	13	21	11	9	12
<b>Reading TA</b>	40	15	11	14	7	5	8
<b>Writing TA</b>	45	14	10	13	7	5	7
<b>Mathematics TA</b>	23	13	13	20	11	8	12
<b>Science TA</b>	20	12	13	24	11	8	12

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

**Key Stage 2**

	Percentage of pupils at level 4 or above						
	Girls better than boys			No difference	Boys better than girls		
	>10	5-10	0-5		0-5	5-10	>10
<b>English Test</b>	48	12	9	9	7	6	9
<b>Mathematics Test</b>	24	10	10	9	11	11	26
<b>Science Test</b>	19	10	12	14	12	12	22
<b>English TA</b>	51	11	9	8	6	5	9
<b>Mathematics TA</b>	27	11	10	9	10	10	23
<b>Science TA</b>	23	11	11	14	11	10	21

**Key Stage 3**

	Percentage of pupils at level 5 or above						
	Girls better than boys			No difference	Boys better than girls		
	>10	5-10	0-5		0-5	5-10	>10
<b>English Test</b>	66	10	5	16	2	1	1
<b>Mathematics Test</b>	8	11	18	17	19	14	13
<b>Science Test</b>	7	10	18	18	20	14	14
<b>English TA</b>	64	10	3	19	2	1	1
<b>Mathematics TA</b>	14	15	19	19	16	9	8
<b>Science TA</b>	13	14	18	18	17	11	9