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National Curriculum Assessments of 7,11 and 14 year olds in England: 2001



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NATIONAL CURRICULUM ASSESSMENTS OF 7, 11 AND 14 YEAR OLDS IN ENGLAND – 2001

Introduction

Background

1 This Bulletin – the fifth in the series – provides the results of analyses carried out on the attainments of pupils in England under the National Curriculum. It contains results of 2001 tasks/tests and teachers' assessments¹ at each Key Stage. A Statistical First Release (SFR)² showing these results by Local Education Authority (LEA) was published in October 2001. This Bulletin expands on that information, and looks at results by type of school³, (i.e. maintained, independent and special), size of school and percentage of pupils known to be eligible for free school meals.

2 This Bulletin includes two new tables. To complement the average points score published in the primary performance tables, Table 20 shows an average points score for each subject and Key Stage test, by school type and gender. Table 21 gives an analysis of attainment across subjects within a Key Stage. The table shows the percentage of pupils achieving the expected level or above in two or three subjects at each Key Stage by gender. This links with the target to reduce the proportion of pupils who do not achieve at least one level 5 at Key Stage 3 in English, maths or science (see paragraph 9).

3 The Bulletin is also an opportunity to finalise the results published in the Key Stage 1, 2 and 3 Autumn Packages⁴. Schools use the data in the Autumn Packages for target setting and benchmarking.

4 Tasks/tests and TA provide complementary information about pupils' attainment. The tasks/tests are designed to show what pupils have achieved in selected parts of a subject at the end of each particular key stage. TA is a judgement of performance in the whole subject over the academic year.

Changes to the National Curriculum Assessment tests since 2000

5 The tests for 2001 were designed for the revised national curriculum which came into effect in September 2000 and includes limited changes to the

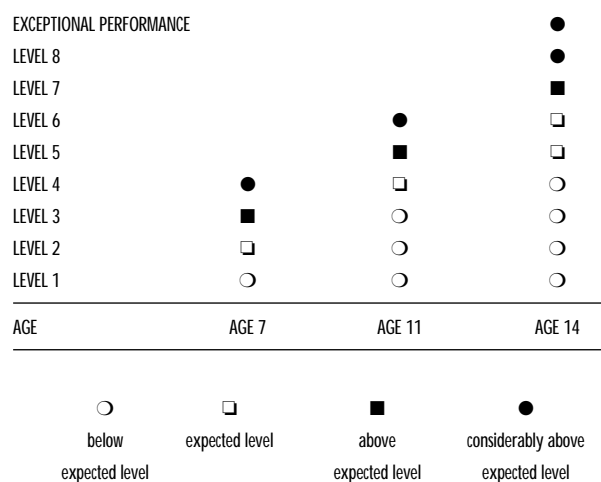
programmes of study in English, mathematics and science.

- The attainment target weightings for TA in mathematics in Key Stages 1, 2 and 3, have been changed to take into account the balance of the programmes of study in the revised national curriculum.
- The Key Stage 3 modern foreign languages level descriptions have been modified and from 2001 levels 5 and 6 represent achievement at the nationally expected standard as in other subjects.
- From 2001 achievement in art and design, music and physical education (PE) will be assessed in the same way as other subjects, against 8 levels of attainment.

How to interpret the results

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

CHART 1:
Levels in the National Curriculum



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

2 SFR 40/2001 published in October 2001. This analysis covered all maintained schools, including maintained special schools. An electronic copy of the SFR can be found on www.dfes.gov.uk/statistics.

3 For this Bulletin, maintained schools cover mainstream maintained schools and CTCs; independent schools include independent special schools; special schools cover all maintained and non-maintained special schools and pupil referral units.

4 The Autumn Packages produced by the Department for Education and Skills (DfES), Qualifications and Curriculum Authority (QCA) and the Office for Standards in Education (OfSTED) contain the 2001 National results, together with benchmarking and value added information. There are four packages, one for each Key Stage and a GCSE/GNVQ package. (Electronic versions are available on www.dfes.gov.uk/statistics.)

National Targets

7 In May 1997 the Government set national targets for 11 year olds in literacy and numeracy. 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.

Shortly after the national targets were set, each LEA also set their own targets for English and mathematics for 2002⁵.

8 In March 2002 new national targets for literacy and numeracy were announced. By 2004:

- 85% of 11 year olds will reach level 4 in the Key Stage 2 English and mathematics tests;
- 35% of 11 year olds will reach level 5 or above in the Key Stage 2 English and mathematics tests;
- all LEAs should have at least 78% of their 11 year olds at level 4 or above in English and mathematics.

Each LEA has also set an individual target for English and mathematics for 2004⁶.

9 In 2001 the first national targets for the achievement of 14 year olds were announced. By 2004:

- 75% will achieve level 5 or above in English, mathematics and ICT, and 70% in science;
- no LEA will achieve less than 65% at level 5 or above in English and mathematics, and 60% in science;
- reduce from the current 25% to 15%, the proportion of pupils who do not achieve at least one level 5 at Key Stage 3 in English, mathematics or science.

By 2007:

- 85% will achieve level 5 or above in English, Mathematics and ICT, and 80% in science.

Key Points

10 The key points to emerge from this Bulletin are:

- At Key Stage 1, 84% of pupils were at level 2 or above in the reading task/test, 86% in the writing task and 91% in the mathematics test. At Key Stage 2, 75% of pupils achieved level 4 or above in the English test,

71% in the mathematics test and 87% in the science test. At Key Stage 3, 65% achieved level 5 or above in the English test, 66% in the mathematics test and 66% in the science test. (*Table 3*)

- In the Key Stage 1 tests the percentage of pupils achieving level 2 or above increased by at least 1 percentage point, year on year 1999–2001, in all subjects. (*Table 4*)
- At Key Stage 2 there was a 2 percentage point increase in the percentage of pupils achieving level 4 or above in the writing and science tests between 2000 and 2001, but a 1 percentage point decrease in the reading and mathematics tests. (*Table 4*)
- In the Key Stage 3 tests the percentage of pupils achieving level 5 or above was higher than the preceding year 1999–2001 in all subjects. There was a 7 percentage point increase in the percentage of pupils achieving level 5 or above in science between 2000 and 2001. (*Table 4*)
- In all Key Stage 1 tests the percentage of girls achieving the expected level was higher than the percentage of boys. There was a much smaller gap between boys' and girls' performance in maths (2 percentage points) than in reading and writing (8 percentage points). (*Table 3*)
- At Key Stage 2 the percentage of girls achieving the expected level was higher than the percentage of boys in English (a difference of 15 percentage points in the writing test) and in science (a much smaller 1 percentage point difference). In the mathematics test, however, the percentage of boys achieving the expected level was 1 percentage point higher than the percentage of girls. (*Table 3*)
- In almost all Key Stage 3 tests and TA (including non-core subjects) a higher proportion of girls achieved the expected level. The only exceptions were in the science test where there was no difference in performance and in PE TA where boys outperformed girls. (*Table 1*)
- In the Key Stage 3 tests 10% or 11% of pupils were classified as low achievers compared to a maximum of 5% or 6% of pupils in the Key Stage 1 and Key Stage 2 tests. (*Table 10*)
- Key Stage 3 had the smallest percentage of pupils classified as high achievers. In the Key Stage 3 mathematics test, 20% of pupils were classified as high achievers, compared to 25% in the Key Stage 2 test and 28% in the Key Stage 1 test. (*Table 12*)

⁵ The LEA targets are published in the DfES Press Notice 5/98. A small number of LEAs have subsequently raised their targets.

⁶ The LEA targets are published in the DfES Press Notice 2002/0055.

Future bulletins

11 The analyses in this Bulletin will be enhanced in the next edition in Spring 2003. The introduction of the pupil level Annual School Census in 2002 for all maintained schools (except nursery schools, pupil referral units and general hospital schools) facilitates the matching of information about a pupil's performance in the national curriculum assessments with his or her individual characteristics. It will be possible, for example, to analyse higher and lower attainment by the free school meal entitlement and/or ethnicity of the pupil rather than by that of the school as a whole. Some recent analytical work on Key Stage 2 achievement, which is to be published as a research brief later this year, included early analysis of PLASC data. Research briefs can be accessed at www.dfes.gov.uk/research.

Achievement in 2001

12 National results for Key Stages 1, 2 and 3 by level attained are shown in Table 1 (percentages of pupils) and Table 2 (numbers of pupils). In order to examine the school level distribution of the percentage of pupils achieving the expected level or above, Table 6 and Table 7 show the quartiles⁷ of school achievement for each of the three Key Stages.

Key Stage 1

13 Of the 602,000 pupils eligible for assessment at Key Stage 1, 506,000 (84%) were assessed to be at level 2 or above in the reading task/test. In the writing task, 516,000 pupils (86%) achieved or exceeded the expected level; and in the mathematics test, the highest percentage of pupils in any subject, 91% (546,000 pupils), achieved the expected level 2 or above. The highest percentage, 75% of pupils achieving level 2B or above, was also in the mathematics test. In the reading task/test and in the writing test, 69% and 59% of pupils respectively, achieved level 2B or above⁸. (Table 1 and Table 2)

14 The lower quartile for pupils achieving level 2 in the Key Stage 1 reading task/test was 77%. This means that in at least three-quarters of Key Stage 1 schools, 77% or more pupils achieved a level 2 or above. Similarly in at least three-quarters of Key Stage 1 schools, at least 79% of pupils achieved level 2 or above in the writing task and at least 86% of pupils achieved level 2 or above in the mathematics test. At the higher end of the achievement range, in at least one quarter of Key Stage 1 schools, 94%, 95% and 99% or more pupils reached or exceeded level 2 in the reading task/test, writing task and mathematics

test respectively. In a quarter of Key Stage 1 schools, 100% of pupils reached or exceeded level 2 in the science TA. (Table 6 and Table 7)

Key Stage 2

15 At Key Stage 2, the numbers of pupils varies across test and TA, with 633,500 pupils eligible for the tests and 608,000 pupils eligible for TA. In the English test, 75% (475,000 pupils) achieved or exceeded the expected level 4. Subdividing English into its constituent parts, reading and writing, shows that although 82% of pupils achieved level 4 or above in the reading test, only 57% of pupils achieved this level in the writing test. Three times as many pupils were just below the expected level, at level 3, in the writing test than in the reading test. In the mathematics test 71% of pupils (447,000) reached the standard and in the science test, 87% (552,700) pupils achieved at least a level 4. The percentage of pupils at level 4 in TA was 3 and 5 percentage points lower than the test in English and science respectively and 3 percentage points higher in mathematics. The percentage distribution of levels shows that approximately 40% of pupils were at level 4 in the reading test and 40% in the writing test, but only 14% of pupils were at level 5 in the writing test compared to 42% of pupils at level 5 in the reading test. (Table 1 and Table 2)

16 In the English test, three quarters of schools had at least 64% of their pupils reaching level 4 or above and one quarter of schools had at least 88% or more of their pupils at level 4 or above. In the Key Stage 2 science test, in three quarters of schools at least 81% of pupils achieved or exceeded the standard; and in the mathematics test, in one quarter of schools at least 85% of pupils achieved level 4 or above. (Table 6 and Table 7)

Key Stage 3

17 The number of pupils eligible for the Key Stage 3 assessments varies more widely than at Key Stage 2, between test and TA and across subjects. All pupils in their final year of Key Stage 3 in the school year must be assessed. Although some pupils may be eligible for the tests because they are being taught outside their chronological year group, for example, because of their schools' policies of fast tracking certain pupils in one or two subjects. In 2001 around 590,000 pupils were eligible for the Key Stage 3 tests and 570,000 pupils were eligible for the Key Stage 3 TA. There were 5,000 more eligible pupils in the mathematics test than the English test and 2,000 more eligible pupils in the mathematics TA than the English TA. (Table 2)

7 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 achievement level at which half the schools have results above and half have results below. The upper quartile is the achievement level at which a quarter of schools have results at or above and 75% below. The lower quartile is the achievement level at which 25% of schools have results below and 75% at or above.

8 Children who achieve level 2C at Key Stage 1 may not be progressing well enough to achieve level 4 at Key Stage 2 when they are 11.

18 Approximately two-thirds of pupils achieved a level 5 or above in the individual English, maths and science tests and TA. Half of pupils achieving level 5 or above were at level 6 or above in English and science and in maths almost two-thirds of them were at level 6 or above. (*Table 1 and Table 2*)

19 Around two-thirds of pupils achieved a level 5 or above in most of the Key Stage 3 non-core subjects. In art, 75% of pupils were assessed to be at level 5 or above but in modern foreign languages only 45%. The results for non-core subjects are based on 550,000 pupils, around 20,000 fewer than for the core subjects, which reflects a lower response rate from schools. (*Table 1 and Table 2*)

20 Levels of pupils absent or disappplied from the tests increased with age. At Key Stage 1, less than 0.5% of pupils were absent or disappplied from any of the tests, 2% of pupils were absent or disappplied from the Key Stage 2 tests and 5% from the Key Stage 3 tests. (*Table 1 and Table 2*)

21 The range of school level results was wider at Key Stage 3 than at the other two Key Stages. The interquartile range (the difference between the upper and lower quartiles) was around 40 percentage points for each test and TA subject. In the Key Stage 3 English test one half of schools had between 29% and 77% of pupils achieving the expected level. This range is twice the interquartile range of 24 percentage points at Key Stage 2, with half of schools having between 64% and 88% of pupils achieving the expected level in the Key Stage 2 English test. The interquartile range in mathematics was 42 percentage points at Key Stage 3 and 26 percentage points at Key Stage 2 compared with 13 percentage points at Key Stage 1. (*Table 6 and Table 7*)

Results by School Type

22 Maintained schools are by far the largest group within participating schools at all key stages. At Key Stage 1, the participating independent schools had the highest percentage of pupils reaching the expected level in all subjects (ranging from 96% in the writing TA to 99% in the science test and TA), but independent schools account for only 2% of participating schools. The difference between the percentage of pupils achieving level 2 or above in maintained schools and independent schools ranged from 8 percentage points in the mathematics test to 14 percentage points in the reading task/test. Special schools, 4% of participating schools, had the least proportion of pupils reaching level 2 or above, between 2% (in the writing task and TA) and 5% (in the mathematics test). (*Table 3 and Table 4*)

23 A similar picture is shown at Key Stage 2, independent schools, accounting for a slightly higher 5% of participating schools than at Key Stage 1, showed

higher proportions of pupils reaching the expected level than any other type of institution. The difference between independent schools and maintained schools was larger than at Key Stage 1, in the range 7 percentage points (science test) to 24 percentage points (writing test). (*Table 3 and Table 4*)

24 At Key Stage 3, participating independent schools' results were higher than maintained schools' results, but the difference between them was narrower than at Key Stage 2. In the English test the difference was 12 percentage points (compared to 18 at Key Stage 2). In special schools 5% of pupils achieved level 5 or above in the maths and science tests compared to 67% of pupils in maintained schools and at least 80% of pupils in independent schools. Special schools made up 21% of participating schools (but 2% of pupils) at Key Stage 3. (*Table 3 and Table 4*)

25 In one half of independent schools (although not necessarily the same schools in each subject), 100% of pupils were at level 2 or above in the reading, writing and mathematics Key Stage 1 tests and TA. At Key Stage 2, in one quarter of independent schools, 100% of pupils were at level 4 or above in the English and science tests and all three subjects TA. In special schools, only in science at Key Stage 2, were any of the quartiles of school achievement above zero. In one quarter of special schools at least 17% of pupils achieved level 4 or above in science in 2001, an increase of 3 percentage points since 1999. (*Table 6*)

Achievement in 2001 compared with 1999 and 2000

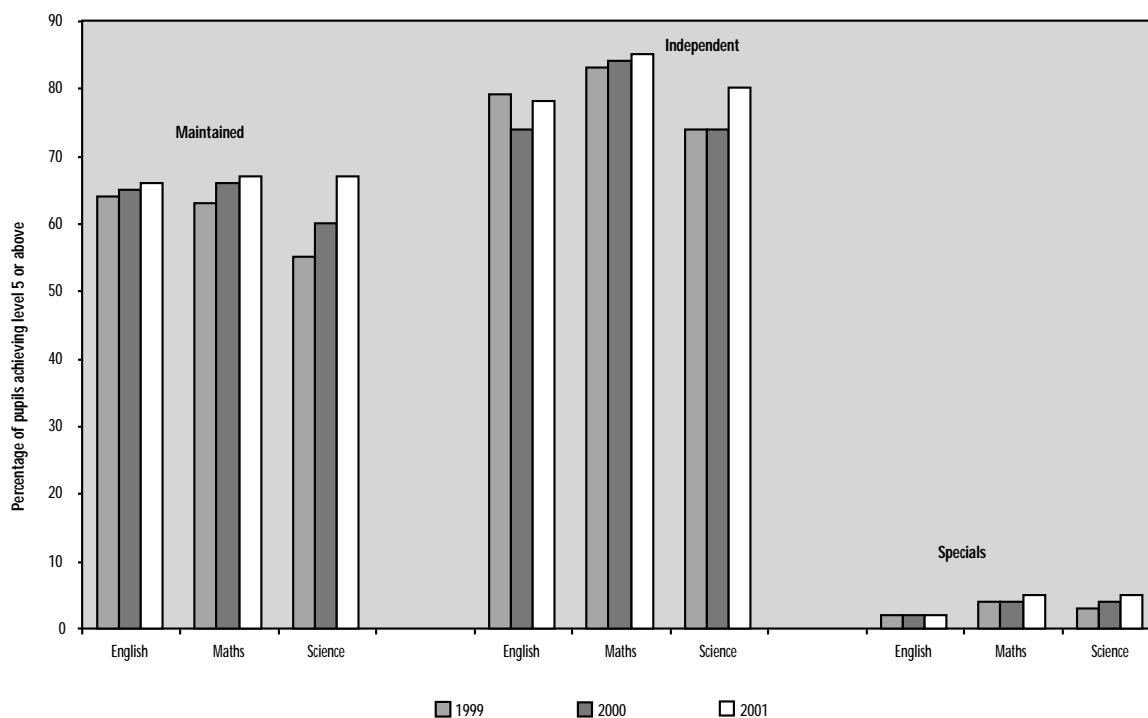
26 At Key Stage 1, between 1999 and 2001, the percentage of pupils who achieved level 2 or above has increased steadily for all subjects, both tasks/tests and TA. The percentage achieving the expected level in the tests has increased since 1999 by 4 percentage points in mathematics, 3 percentage points in writing and 2 percentage points in reading. Performance in writing and mathematics TA has increased by 3 percentage points since 1999 to 83% and 89% of pupils at level 2 or above in 2001; in reading and science TA the increase since 1999 was 2 percentage points to 84% and 89% respectively, although in reading the percentage achieving level 2 or above remained the same in 2000 and 2001. (*Table 4*)

27 Achievement at level 2B or above in the task/tests rose between 1999 and 2001 by 3 percentage points in reading, 6 percentage points in writing and 11 percentage points in mathematics. (*Table 4*)

28 In the 2001 Key Stage 2 tests, compared to 2000, the percentage of pupils achieving the expected level stayed the same in English (at 75%), fell by 1 percentage point in reading and in mathematics (to 82% and 71% respectively) and rose by 2 percentage points in writing and in science (to 57% and 87% respectively).

CHART 2:

Percentage of pupils at level 5 or above in the Key Stage 3 tests by school type, 1999–2001



Comparing 2001 Key Stage 2 performance with 1999 performance, the greatest improvement has been in the percentage of pupils at level 4 or above in the science test, an improvement of 9 percentage points. (Table 4)

29 The proportion of Key Stage 3 pupils achieving level 5 or above in the English, maths and science tests and TA has improved between 1999 and 2000 and between 2000 and 2001. In science, the percentage at the expected level or above increased by 7 percentage points from 59% in 2000 to 66% in 2001, following on from the 4 percentage point improvement between 1999 and 2000. The percentage of pupils at level 6 or above also rose in the tests and TA in the three subjects between 1999 and 2001 with the exception of English TA where 31% of pupils were at level 5 or above in all three years. The largest increase was again in the science test; 34% of pupils achieved level 6 in 2001 compared to 29% in 2000, and 24% in 1999; overall, an increase of 10 percentage points since 1999. (Table 4)

30 Between 1999 and 2001 the interquartile range has narrowed by up to 3 percentage points at Key Stage 1 and by up to 7 percentage points at Key Stage 2, whereas at Key Stage 3 the interquartile range widened by up to 8 percentage points in the tests and narrowed by up to 5 percentage points in TA. At Key Stage 1, three quarters of schools had 80% of pupils at or above level 2 in the mathematics test in 1999; by 2001, three quarters of schools had 86% of pupils at or above level 2. At Key Stage 2 and Key Stage 3 the greatest improvement was shown in the science test. In 1999 three quarters of schools had at least 69% of pupils at level 4 or above in the Key Stage 2 science test and 22% at level 5 or above in the Key Stage 3 science test compared to 81% and 33% respectively in 2001. (Table 6)

Results by Gender

31 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 or above. The largest gaps between test and TA were in reading and writing. 88% of girls achieved the standard in the reading task/test and TA compared to 80% of boys; 90% and 88% of girls achieved the standard in the writing test and TA compared with 82% and 79% of boys. In mathematics both test and TA and in science TA, the gender gap was much smaller at between 2 and 3 percentage points. In the mathematics and science TA, 90% of girls were at the expected level or above, compared to 87% and 88% of boys. (Table 3)

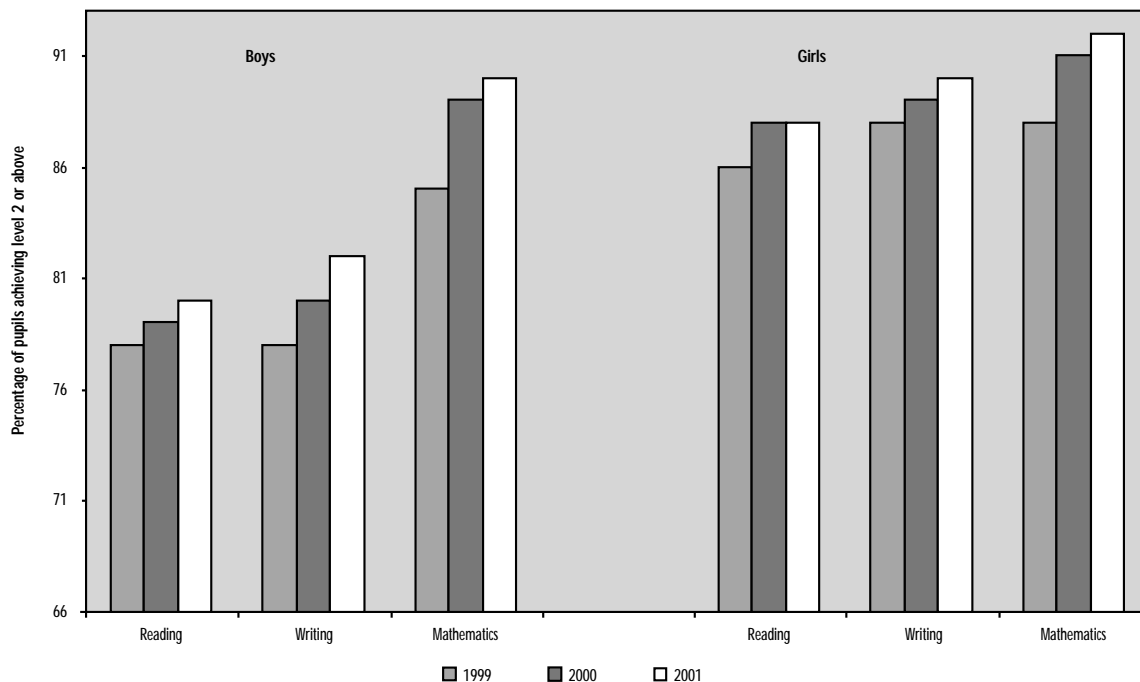
32 In 1999, 2000 and 2001, in all Key Stage 1 test and TA subjects, a quarter of schools had 100% of their girls at level 2 or above and a quarter of schools had 100% of their boys at level 2 or above in the mathematics test and the science TA (although not necessarily the same schools in each subject and for boys and girls). (Table 7)

33 Between 1999 and 2001, the percentage of boys achieving level 2 or above at Key Stage 1 showed the same 2 percentage point improvement in reading as for girls. In the writing task boys slightly narrowed the gender gap, up 4 percentage points compared to an increase of 2 percentage points for girls. In the mathematics test boys improved at a slightly faster rate than girls (a difference of 1 percentage point), thus narrowing the gender gap slightly. (Table 5)

34 At Key Stage 2, girls outperformed boys in the English tests where 80% of girls attained a level 4 or

CHART 3:

Percentage of pupils achieving level 2 or above in the Key Stage 1 tests, 1999–2001



above compared to 70% of boys. In the reading test girls outperformed boys by 7 percentage points and in the writing test by 15 percentage points. At both test and TA for mathematics and science boys and girls had a very similar percentage distribution. Boys' performance at level 4 or above slightly exceeded that of girls in the mathematics test, whereas the percentage of girls' achieving the expected level slightly exceeded that of boys in the science test. (Table 3)

35 Between 1999 and 2001, the percentage of boys achieving level 5 or above at Key Stage 2 showed a smaller percentage point improvement in the English test than for girls thus widening the gender gap slightly from 9 percentage points in 1999 to 13 percentage points in 2001. In 1999 Key Stage 2 boys outperformed girls at level 5 in science by 2 percentage points; the positions reversed in 2000, but in 2001 there is no difference between the percentage of boys and girls achieving level 5 or above. (Table 5)

36 In 2000 and 2001, one quarter of Key Stage 2 schools had 100% of their boys and girls at level 4 or above in the science test. (Table 7)

37 In 2001, in all the Key Stage 3 core subjects, tests and TA, the percentage of girls achieving the expected level 5 or above was the same as or higher than the percentage of boys. In the English test at level 5 or above there was a 2 percentage point improvement for boys between 2000 and 2001 while the percentage of girls at level 5 or above stayed the same, narrowing the gap between boys and girls to 16 percentage points. In the mathematics and science tests, the percentage of girls achieving level 5 or above in 2001 compared to 2000 increased more than the percentage of boys over the same period. (Table 5)

38 Girls also outperformed boys in the Key Stage 3 non-core subjects, by 15 or more percentage points in design and technology (75% of girls reaching the expected level, 59% of boys), modern foreign languages (53% of girls reaching the expected level, 37% of boys), art (81% of girls reaching the expected level, 65% of boys), and music (71% of girls reaching the expected level, 56% of boys). PE was the only subject where boys outperformed girls - 70% of boys achieved level 5 or above compared to 68% of girls. (Table 1)

39 In all subjects there were around 12,500 more boys than girls eligible for Key Stage 3 tests and 11,000 more boys than girls eligible for TA in 2001. Around 40,000 more girls than boys reached level 5 in the English test and TA and in the modern foreign languages TA, while 2,000; 8,500 and 13,000 more boys than girls achieved level 5 in the mathematics and science tests and PE TA. (Table 2)

40 Across all three Key Stages girls outperform boys in all subjects in independent schools, while in special schools boys outperform girls except at level 6 or above in the Key Stage 3 English test and TA. In the Key Stage 2 English test at level 4 or above, girls have a much larger lead over boys in maintained schools than in independent schools, although the gender difference is roughly the same in the writing test. At Key Stage 3 English, the girls' lead over boys is almost equally as large in maintained schools as in independent schools. In the mathematics test the girls lead in maintained schools is smaller than in independent schools and in science, boys performed slightly better than girls in maintained schools but not in independent schools. The latter is true for boys and girls at level 5 or above and at level 6 or above. (Table 3)

School Performance Differentials by Gender

41 At Key Stage 1, in all subjects, in the majority of schools girls outperformed boys. In the bulk of these schools girls had a lead of at least 10 percentage points over boys. Only in mathematics did the percentage of schools, in which boys outperformed girls (29%), come close to the percentage of schools in which girls outperformed boys (43%). At Key Stage 2 in the English test girls outperformed boys in over two-thirds of schools and at Key Stage 3, in over three quarters of schools. In the Key Stage 2 mathematics test and in the Key Stage 3 science test, boys outperformed girls in more schools than girls outperformed boys. (*Table 19*)

Average Points Score

42 The average points score provides an alternative picture of the achievement of pupils of all abilities than that provided by the percentage of pupils at the expected level for each Key Stage. The average points score shows the average achievement of pupils as a number that can be interpreted using the tables of equivalences in the footnotes to Table 20. The calculation method is also included in the footnotes to the table. For example, a score of 30 at Key Stage 2 would mean that, on average, pupils achieved more than level 4 but less than level 5.

43 At Key Stage 1 the average points score for all pupils ranged from 14.3 in the writing task to 16.2 in the mathematics task/test indicating that on average pupils achieved higher than level 2C but lower than level 2B in the writing task and higher than level 2B but lower than level 2A in the mathematics task/test. In independent schools where the average points score ranges from 16.6 to 18.6 pupils are working on average between level 2A and level 3. In special schools the average points score is 9.1 or less in all subjects indicating that on average pupils in special schools are working at or below level 1. (*Table 20*)

44 At Key Stage 2 the average points score in maintained schools is 27.0 in English and 26.5 in mathematics indicating that on average pupils are working at or a fraction below level 4, and 28.4 in science indicating that on average pupils are working above level 4 in science. In independent schools the average points score is greater than 27 but less than 33 in all three subjects so pupils in independent schools are on average working between level 4 and level 5. (*Table 20*)

45 At Key Stage 3, pupils in independent schools have an average points score greater than 33 but less than 39 in English and science, working on average between level 5 and level 6, and in mathematics with an average points score of 39.4 working at level 6. In maintained schools where the average points score ranges from 33.2 to 34.6 pupils are working slightly above level 5 in all

three subjects. Pupils in special schools are on average working at or below level 3 at Key Stage 3. (*Table 20*)

Low Achievement

46 For the purpose of this Bulletin, low achievement is defined as being at least two levels below the standard, but excludes absent and disapplying: Key Stage 1 pupils working towards level 1⁹; Key Stage 2 pupils at or below level 2; and Key Stage 3 pupils at or below level 3. Table 8 and Table 10 show the percentage of pupils at or below these levels and Table 9 and Table 11 show the percentage of schools in each band of low achievement.

47 In the Key Stage 1 writing task, 5% of pupils were working towards level 1 compared to 3% in the reading task and 2% in the mathematics task. In reading and writing, both task and TA, all pupils were classified as working towards level 1 in 2% of schools; in mathematics, all pupils were classified as working towards level 1 in the task and TA in 1% and 2% of schools respectively. (*Table 8 and Table 9*)

48 In all Key Stage 1 subjects, both test and TA, the proportion of girls working towards level 1 was lower than or the same as the proportion of boys working towards level 1. The widest difference in the proportion of boys and girls in the low achievement category was in reading (2%) and writing (3%). Three percent of girls compared to 6% of boys were working towards level 1 in both the writing task and TA and 2% of girls compared with 4% of boys were working towards level 1 in both the reading task and TA. (*Table 8*)

49 The proportion of pupils classified as low achievers is slightly higher at Key Stage 2 than at Key Stage 1, with 6% and 5% of pupils at level 2 or below in the English and mathematics tests and TA and 2% and 3% in the science test and TA respectively. All pupils were classified as low achievers in the Key Stage 2 tests in 2% of schools and in Key Stage 2 TA in 2% of schools (or 3% in English). (*Table 8 and Table 9*)

50 Of the three Key Stages, Key Stage 3 had the highest proportion of low achievement. In test and TA for all subjects, 10% or 11% of pupils were in the low achievement category. The percentage of schools in which no pupils achieved higher than a level 3 was higher in the Key Stage 3 TA than in the tests. For example, 8% of schools contained pupils who all reached at most level 3 in the mathematics and science TA, compared to 3% of schools in the mathematics and science tests. (*Table 8 and Table 9*)

51 In all Key Stage 1 and Key Stage 2 subjects, at test and TA, at most 6% of pupils were classified as low achievers in maintained schools, compared to at least 54% of pupils in special schools. In participating

9 At Key Stage 1, reading and mathematics below level 1 is measured by a task only.

independent schools 1% or fewer Key Stage 1 and Key Stage 2 pupils were graded as low achievers in any subject. The proportion of pupils at Key Stage 3 who are classified as low achievers is greater than the proportions of low achievers at Key Stages 1 and 2 in maintained and independent schools but in special schools a lower proportion of pupils are classified as low achievers in the English and mathematics tests at Key Stage 3 than at Key Stages 1 and 2. (*Table 10*)

52 In more than a half of all special schools 50-100% of pupils were classified as low achievers. At Key Stage 3, there were less special schools with all their pupils classified as low achievers than at Key Stages 1 and 2. For example, in the mathematics task/test all pupils were classified as low achievers in 32% of special schools at Key Stage 1; in 41% of special schools at Key Stage 2 and in 16% at Key Stage 3. Almost all maintained and independent schools had less than 10% of pupils classified as low achievers at Key Stages 1 and 2, but at Key Stage 3, it was only between 71% and 79% of independent schools and between 56% and 65% of maintained schools which had less than 10% of pupils classified as low achievers. (*Table 11*)

High Achievement

53 High achievement for Key Stage 1 is classified as those achieving level 3 or above; for Key Stage 2 it is those pupils at level 5 or above; and at Key Stage 3 it is those pupils who reach level 7 or above. Table 12 and Table 14 show the percentage of pupils achieving these levels and Table 13 and Table 15 show the percentage of schools in each band of high achieving pupils.

54 At Key Stage 1, 29% of pupils were at or above level 3 in the reading comprehension test and 28% of pupils in the mathematics test, compared to only 9% of pupils in the writing task. Similar levels of high achievement were gained in the Key Stage 1 TA, with more than twice as many pupils achieving level 3 or above in reading, mathematics and science than in writing. At Key Stage 2, between one quarter and one third of pupils, were classified as high achievers in the tests. Across all subjects and key stages, the smallest proportion of high achieving pupils was at Key Stage 3 where there were twice as many high achieving pupils in mathematics than in English and science. (*Table 12*)

55 A larger proportion of girls than boys were high achieving in reading and writing at Key Stage 1 and in English at Key Stage 2 and Key Stage 3. However a larger proportion of boys than girls were high achieving in the mathematics tests at all Key Stages although the difference in boys and girls' performance was only 1 percentage point at Key Stage 3. (*Table 12*)

56 At Key Stage 1, 15% and 14% of schools have less than 10% of pupils classified as high achievers in the

reading and mathematics tests respectively, but in writing, 61% of schools have less than 10% of pupils classified as high achievers. At Key Stage 1 around 10% of schools have more than half of their pupils at level 3 or above in the reading test (12%) and mathematics test (9%) but only 1% of schools in writing. In 21% of schools in the Key Stage 1 reading test and in 25% of schools in the Key Stage 2 English test, more than half of girls were classified as high achievers but only in 10% of schools at Key Stage 1 and 9% of schools at Key Stage 2 were more than half of boys classified as high achievers. In both Key Stage 1 and Key Stage 2 mathematics tests, a higher proportion of schools had more than half of boys classified as high achievers than girls. Levels of high attainment were lower at Key Stage 3 with around three quarters of schools having less than 10% of pupils classified as high achievers in English and science and around half of schools in mathematics. (*Table 13*)

57 At Key Stage 1, only 1 in 10 pupils in maintained schools and 1 in 4 pupils in participating independent schools were classed as high achievers in writing. In all other subjects, task/test and TA, around 3 in 10 pupils in maintained schools and half of all pupils in participating independent schools were classed as high achievers at both Key Stage 1 and Key Stage 2. At Key Stage 3 less than 1 in 10 pupils in maintained schools and 1 in 5 pupils in independent schools were classed as high achievers in the science test. At all three Key Stages 1% or less pupils in special schools were classed as high achievers. (*Table 14*)

58 The participating independent schools had a larger proportion of high achieving pupils than other school types across all key stages, although the gap between maintained and independent schools tends to be narrower at Key Stage 3. For example, in the Key Stage 1 reading comprehension test there was a difference of 29 percentage points between the percentage of high achievers in independent schools and in maintained schools. This compares to 26 and 13 percentage point differences in the percentage of high achievers in the Key Stage 2 and Key Stage 3 English tests. (*Table 14*)

59 In 100% of special schools; in more than half of all maintained schools; and in a quarter of independent schools, less than 10% of pupils achieved level 3 or above in the writing task. (*Table 15*)

School Characteristics

Size of cohort

60 Table 16 sets out the pupils' achievement at the expected levels across the three Key Stages by size of cohort. 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.

61 For schools with a Key Stage 1 or Key Stage 2 cohort of 10 or more pupils and a Key Stage 3 cohort of 50 or more pupils, the school size appears to have little effect on the proportion of pupils achieving the expected level. However, the percentage of pupils who reached at least the expected level in schools with fewer than 10 Key Stage 1 or Key Stage 2 pupils was around 20 percentage points lower than the average, and the percentage of pupils who reached at least the expected level in schools with fewer than 50 Key Stage 3 pupils was around 30 percentage points lower than the average. This is due to the higher proportion of special schools in these groups – at Key Stages 1 and 2, special schools account for one third of the lowest band; at Key Stage 3, special schools account for three quarters of the lowest band. (Table 16)

Free School Meals

62 The percentage of pupils attaining the expected level was highest in schools with the lowest percentage of pupils known to be eligible for free school meals; the higher the level of eligibility for free school meals; the lower the percentage of pupils reaching the expected level in all subjects at all Key Stages. Chart 4 illustrates achievement by free school meals band at each Key Stage in the English tests.

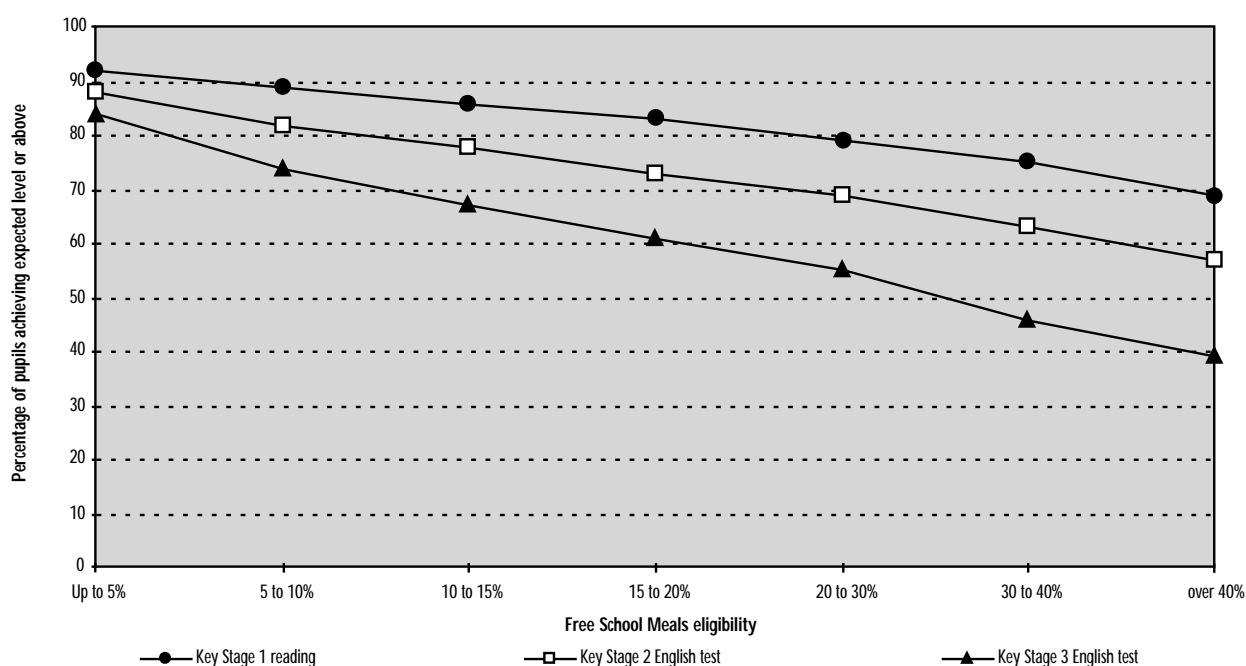
63 At Key Stage 1, schools with fewer than 5% of pupils known to be eligible for free school meals have 92% or more of their pupils reaching the expected level in all

subjects. Schools with 40% and over free school meals eligibility (the highest band) had between 71% (in the reading task/test) and 82% (in the mathematics test) of their pupils at the expected level. At Key Stage 1 there are more than twice as many schools in the lowest free school meals band than in the highest band. Schools in the lowest free school meals band performed between 4 and 8 percentage points above average in the tests whereas schools in the highest band performed between 9 and 13 percentage points below average. In the highest free school meals band, three quarters of schools have at least 58% of pupils at level 2 or above in the tests and one quarter of schools have at least 79% of pupils at level 2 or above in the tests. (Table 17 and Table 18)

64 At Key Stage 2 the difference in performance of schools in the lowest and highest free school meals bands was greater than at Key Stage 1. Schools with less than 5% of pupils known to be eligible for free school meals had 83% or more pupils achieving the expected level compared to 54% or more pupils achieving the expected level in schools with over 40% of pupils known to be eligible for free school meals. Schools in the lowest free school meals band performed between 8 and 13 percentage points above the average for all schools whereas schools in the highest free school meals band performed between 12 and 18 percentage points below the average for all schools. Chart 5 illustrates the range of achievement by free school meals band for the Key Stage 2 mathematics test. (Table 17)

CHART 4:

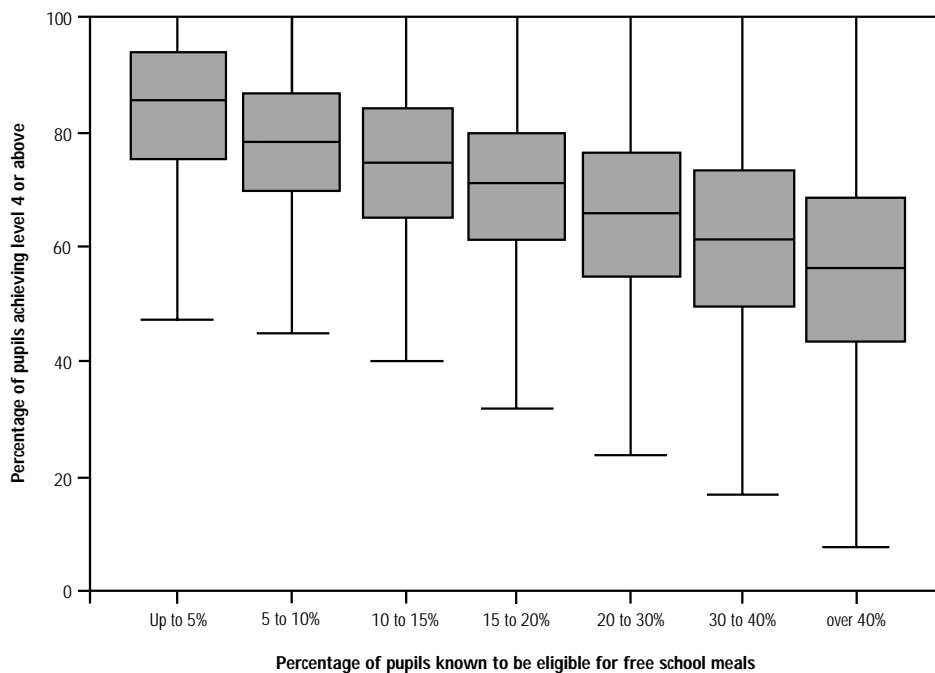
Proportion of pupils achieving expected level or above by eligibility for free schools meals – 2001¹⁰



¹⁰ Only results of pupils in maintained mainstream schools are included in this chart.

CHART 5:

School achievement of level 4 or above in the Key Stage 2 mathematics test¹¹



65 The difference in performance of schools in the lowest and highest free school meals bands was around 50 percentage points in the Key Stage 3 tests, compared to around 30 percentage points in the Key Stage 2 tests and around 20 percentage points in the Key Stage 1 tests. Schools with less than 5% of pupils known to be eligible for free school meals had 86% or more pupils achieving the expected level in the Key Stage 3 science test compared to only 35% of schools with over 40% of pupils known to be eligible for free school meals. In at least one quarter of schools in the highest free school meals band no pupils were at the expected level in the Key Stage 3 tests. By comparison, in three quarters of schools in the highest free school meals band more than one third of the pupils were at the expected level in the Key Stage 2 English test. In all Key Stage tests, schools in the 10-15% and 15-20% free school meals bands performed at or close to the average for all schools. (Table 17 and Table 18)

LEA level analysis

66 Results by LEA were published in SFR 40/2001, also available on the website: www.DfES.gov.uk/statistics.

Technical Definitions

How the national results were derived

67 This Bulletin continues to use the method first used in the 1999 Bulletin, for deriving the number of pupils achieving a Key Stage 1 'reading task/test level 2 or

above'. The calculation adds the pupils who achieved level 2 in the reading task (i.e. levels 2C, 2B and 2A) and those who achieved level 3 or above in the reading comprehension tests (i.e. 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 result.

68 The figures in this Bulletin are based on final National Curriculum data. They supersede the National Curriculum assessment test results published in the Statistical First Release 37/2001 in September 2001 and those in the 2001 Autumn Package. The amendments to the data were as a result of:

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

69 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.

¹¹ 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.

70 Maintained schools pass their Key Stage 1 results to LEAs and are validated for completeness before transmission to the DfES; participating independent schools pass their results to the DfES via approved Agencies.

71 The Key Stage 2 statistics are produced from data provided to the Department by the NDCA at the end of August 2001. The data is subsequently updated with changes resulting from the checking exercise for the 2001 comparative tables of primary school performance. The Key Stage 3 statistics are produced from the January 2002 NDCA data, which updated provisional data, to reflect late returns and reviews. The denominator for national results includes pupils who were working below the level of the test, were disappplied from the National Curriculum or were absent.

72 Participation by independent schools is voluntary; so the national analyses only include results from those independent schools that chose to make a return. The participation rates for maintained schools can be seen in Table A. By comparison, in 2001, of the independent schools with pupils eligible for the tests at each Key Stage, 20%, 50% and 27% submitted results at Key Stage 1, Key Stage 2 and Key Stage 3 respectively.

How the assessments were made

73 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 at Key Stage 1 were assessed as 'working towards level 1' (W).

74 The Key Stage 2 and 3 tests were marked externally by agencies contracted by the QCA. A review procedure was available for schools that had concerns over the marking of scripts. 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.

Table conventions and symbols

75 With the exception of the average points score in Table 20, this Bulletin presents all figures as whole numbers. The rounding convention is as follows: any fractions of 0.5 or 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.

76 Where percentages have been rounded they may not total 100%.

77 The symbol '-' in the tables represents no pupils, whereas 0% represents less than 0.5%.

TABLE A:
Participation by maintained schools in the National Curriculum Assessments

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
7 year olds	Pilot										
maintained schools	90%	100%	17%	52%	97%	99%	99%	99%	100%	100%	100%
11 year olds											
maintained schools	-	-	-	-	91%	99%	98%	99%	99%	100%	100%
14 year olds	Pilot										
maintained schools	-	80%	<1%	22%	90%	95%	92%	98%	99%	100%	100%

Further Information

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Tables

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

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

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

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

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

Key Stage 1, level 2 or above
Key Stage 1, level 2B or above
Key Stage 2, level 4 or above
Key Stage 3, level 5 or above
Key Stage 3, level 6 or above

Table 4: Percentage of pupils achieving expected level by school type, 1999-2001

Key Stage 1, level 2 or above
Key Stage 1, level 2B or above
Key Stage 2, level 4 or above
Key Stage 3, level 5 or above
Key Stage 3, level 6 or above

Table 5: Percentage of pupils achieving expected level or above by gender, 1999-2001

Key Stage 1, level 2 or above
Key Stage 1, level 2B or above
Key Stage 2, level 4 or above
Key Stage 2, level 5 or above
Key Stage 3, level 5 or above
Key Stage 3, level 6 or above

Table 6: Quartiles of school achievement by school type, 1999-2001

Key Stage 1, level 2 or above
Key Stage 2, level 4 or above
Key Stage 3, level 5 or above

Table 7: Quartiles of school achievement by gender, 1999-2001

Key Stage 1, level 2 or above
Key Stage 2, level 4 or above
Key Stage 3, level 5 or above

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

Key Stage 1, working towards level 1
Key Stage 2, working at level 2 or below
Key Stage 3, working at level 3 or below

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

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

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

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

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

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

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

Key Stage 1, working at level 3 or above
Key Stage 2, working at level 5 or above
Key Stage 3, working at level 7 or above

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

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

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

Key Stage 1, working at level 3 or above
Key Stage 2, working at level 5 or above
Key Stage 3, working at level 7 or above

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

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

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

Key Stage 1, level 2 or above
Key Stage 2, level 4 or above
Key Stage 3, level 5 or above

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

Key Stage 1, test and TA, level 2 or above
Key Stage 2, test and TA, level 4 or above
Key Stage 3, test and TA, level 5 or above

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

Key Stage 1, test and TA, level 2 or above
Key Stage 2, test and TA, level 4 or above
Key Stage 3, test and TA, level 5 or above

Table 19: School performance differentials by gender

Key Stage 1, level 2 or above
Key Stage 2, level 4 or above
Key Stage 3, level 5 or above

Table 20: Average points score by school type and gender

Key Stage 1 Task/Test
Key Stage 2 Test
Key Stage 3 Test

Table 21: Percentage of pupils achieving expected level or above across subjects within a Key Stage by gender

Key Stage 1 Task/Test
Key Stage 2 Test
Key Stage 3 Test

TABLE 1

Test and teacher assessment levels of attainment, by subject

Key Stage 1**Task/Test results**

	Percentage of boys at each level												% at level 2 or above	% at level 2B or above
	X	A	D	W	L	1	2C	2B	2A	3	4+	TOTAL		
Reading Task ¹	25	0	1	4	-	15	17	21	18	-	-	100	55	38
Reading Comprehension Test ¹	19	0	1	-	2	-	15	21	17	25	0	100	78	63
Writing Task	-	0	1	6	-	11	30	29	15	7	0	100	82	51
Spelling Test	17	0	0	-	12	-	-	50	-	21	-	100	70	70
Mathematics Task/Test	-	0	1	2	-	7	15	23	22	30	0	100	90	75

	Percentage of girls at each level												% at level 2 or above	% at level 2B or above
	X	A	D	W	L	1	2C	2B	2A	3	4+	TOTAL		
Reading Task ¹	33	0	0	2	-	10	14	20	21	-	-	100	55	41
Reading Comprehension Test ¹	12	0	0	-	2	-	11	20	23	33	0	100	86	75
Writing Task	-	0	0	3	-	7	24	31	23	12	0	100	90	66
Spelling Test	9	0	0	-	10	-	-	54	-	26	-	100	80	80
Mathematics Task/Test	-	0	0	2	-	6	16	26	25	25	0	100	92	76

	Percentage of all pupils at each level												% at level 2 or above	% at level 2B or above
	X	A	D	W	L	1	2C	2B	2A	3	4+	TOTAL		
Reading Task ¹	29	0	0	3	-	13	15	21	19	-	-	100	55	40
Reading Comprehension Test ¹	15	0	0	-	2	-	13	20	20	29	0	100	82	69
Writing Task	-	0	0	5	-	9	27	30	19	9	0	100	86	59
Spelling Test	13	0	0	-	11	-	-	52	-	23	-	100	75	75
Mathematics Task/Test	-	0	0	2	-	7	15	24	23	28	0	100	91	75

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.

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

A represents pupils who were absent.

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

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

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

¹ Para 67 of the text explains the calculation of the percentage of pupils at level 2 or above and level 2B or above in this table.

TABLE 1: continued

Key Stage 1

Teacher Assessment results

	Percentage of boys at each level							Total	% at level 2 or above
	A	D	W	1	2	3	4		
ENGLISH*	0	-	4	15	63	17	0	100	81
Speaking and Listening	0	0	3	14	63	20	0	100	83
Reading	0	0	4	15	56	25	0	100	80
Writing	0	0	6	15	70	9	0	100	79
MATHEMATICS*	0	-	2	10	60	28	0	100	87
Using and Applying Mathematics	0	0	3	14	59	24	0	100	83
Number and Algebra	0	0	2	10	60	28	0	100	87
Shape Space and Measures	0	0	2	11	61	25	0	100	86
SCIENCE*	0	-	2	10	62	26	0	100	88
Experimental and Investigative Science	0	0	2	13	62	23	0	100	84
Life Processes and Living Things	0	0	2	8	62	28	0	100	90
Materials and their Properties	0	0	2	9	63	26	0	100	89
Physical Processes	0	0	2	10	62	25	0	100	87

	Percentage of girls at each level							Total	% at level 2 or above
	A	D	W	1	2	3	4		
ENGLISH*	0	-	2	9	64	25	0	100	89
Speaking and Listening	0	0	1	9	63	27	0	100	90
Reading	0	0	2	10	55	33	0	100	88
Writing	0	0	3	9	72	16	0	100	88
MATHEMATICS*	0	-	1	9	66	23	0	100	90
Using and Applying Mathematics	0	0	2	13	66	19	0	100	85
Number and Algebra	0	0	1	9	66	23	0	100	90
Shape Space and Measures	0	0	2	10	67	22	0	100	89
SCIENCE*	0	-	1	8	67	23	0	100	90
Experimental and Investigative Science	0	0	1	11	68	20	0	100	87
Life Processes and Living Things	0	0	1	6	65	27	0	100	92
Materials and their Properties	0	0	1	7	67	24	0	100	91
Physical Processes	0	0	1	9	68	21	0	100	89

	Percentage of all pupils at each level							Total	% at level 2 or above
	A	D	W	1	2	3	4		
ENGLISH*	0	-	3	12	64	21	0	100	85
Speaking and Listening	0	0	2	11	63	24	0	100	86
Reading	0	0	3	12	55	29	0	100	84
Writing	0	0	4	12	71	12	0	100	83
MATHEMATICS*	0	-	2	9	63	26	0	100	89
Using and Applying Mathematics	0	0	2	13	62	22	0	100	84
Number and Algebra	0	0	2	9	63	26	0	100	89
Shape Space and Measures	0	0	2	10	64	24	0	100	87
SCIENCE*	0	-	1	9	65	24	0	100	89
Experimental and Investigative Science	0	0	2	12	65	21	0	100	86
Life Processes and Living Things	0	0	1	7	63	28	0	100	91
Materials and their Properties	0	0	1	8	65	25	0	100	90
Physical Processes	0	0	2	10	65	23	0	100	88

A represents pupils who were absent.

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

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

* The percentages in the column headed "A" (Absent) for the main subject level also include the percentages of pupils disapplied (D).

TABLE 1: continued

Key Stage 2

Percentage of boys at each level													% at level 4 or above	% at level 5 or above
	A	D	B	N	W	1	2	3	4	5	6	Total		
English Test	2	1	4	2	-	-	1	20	47	22	0	100	70	22
Reading Test	1	1	4	3	-	-	-	12	42	36	-	100	78	36
Writing Test	2	1	4	6	-	-	-	38	40	10	-	100	50	10
Mathematics Test	2	1	3	2	-	-	1	21	44	26	0	100	71	27
Science Test	2	1	2	0	-	-	0	8	52	34	0	100	87	34
English TA	0	0	-	-	1	1	6	25	49	18	0	100	67	18
Mathematics TA	0	0	-	-	0	1	5	21	46	26	1	100	73	27
Science TA	0	0	-	-	0	1	3	15	52	29	0	100	81	30

Percentage of girls at each level													% at level 4 or above	% at level 5 or above
	A	D	B	N	W	1	2	3	4	5	6	Total		
English Test	1	0	2	1	-	-	1	14	45	35	0	100	80	35
Reading Test	1	0	2	2	-	-	-	9	38	47	-	100	85	47
Writing Test	1	0	2	3	-	-	-	28	47	18	-	100	65	18
Mathematics Test	1	0	2	2	-	-	1	23	47	23	0	100	70	23
Science Test	2	0	1	0	-	-	0	9	54	33	0	100	88	34
English TA	0	0	-	-	0	1	3	18	49	28	0	100	78	28
Mathematics TA	0	0	-	-	0	1	4	21	50	24	0	100	74	25
Science TA	0	0	-	-	0	0	2	14	54	29	0	100	83	29

Percentage of all pupils at each level													% at level 4 or above	% at level 5 or above
	A	D	B	N	W	1	2	3	4	5	6	Total		
English Test	1	1	3	2	-	-	1	17	46	29	0	100	75	29
Reading Test	1	1	3	3	-	-	-	11	40	42	-	100	82	42
Writing Test	1	1	3	4	-	-	-	33	43	14	-	100	57	14
Mathematics Test	1	0	2	2	-	-	1	22	45	25	0	100	71	25
Science Test	2	0	1	0	-	-	0	9	53	34	0	100	87	34
English TA	0	0	-	-	0	1	5	21	49	23	0	100	72	23
Mathematics TA	0	0	-	-	0	1	4	21	48	25	1	100	74	26
Science TA	0	0	-	-	0	0	2	15	53	29	0	100	82	29

- A** represents pupils who were absent.
- D** represents pupils who have been disapplied under section 364/365 of the Education Act.
- B** represents pupils who were assessed by teacher assessment only.
- N** represents pupils who took the tests but failed to register a level.
- W** represents pupils who are "working towards" level 1 but have not yet achieved the standards needed for level 1.

TABLE 1: *continued*

Key Stage 3

Percentage of boys at each level																	
	A	D	B	N	W	1	2	3	4	5	6	7	8	EP	Total	% at level 5 or above	% at level 6 or above
English Test	4	1	5	6	-	-	-	5	23	31	19	6	1	0	100	57	26
Mathematics Test	4	0	1	1	-	-	1	9	19	23	22	16	3	0	100	65	42
Science Test	5	1	1	1	-	-	1	7	19	32	26	7	1	0	100	66	34
English TA	1	0	-	-	0	1	3	11	27	33	18	5	1	0	100	57	24
Mathematics TA	1	0	-	-	0	0	2	10	21	26	23	14	3	0	100	67	40
Science TA	1	0	-	-	0	0	2	10	24	31	23	8	1	0	100	63	32

Percentage of girls at each level																	
	A	D	B	N	W	1	2	3	4	5	6	7	8	EP	Total	% at level 5 or above	% at level 6 or above
English Test	4	1	2	2	-	-	-	2	15	34	27	11	2	0	100	73	40
Mathematics Test	4	0	1	1	-	-	1	8	18	24	24	17	3	0	100	67	43
Science Test	5	0	0	1	-	-	1	7	20	32	26	7	1	0	100	66	33
English TA	1	0	-	-	0	0	1	5	19	36	26	10	1	0	100	73	38
Mathematics TA	1	0	-	-	0	0	1	8	20	28	25	15	3	0	100	70	42
Science TA	1	0	-	-	0	0	1	9	23	33	24	8	1	0	100	66	33

Percentage of all pupils at each level																	
	A	D	B	N	W	1	2	3	4	5	6	7	8	EP	Total	% at level 5 or above	% at level 6 or above
English Test	4	1	4	4	-	-	-	4	19	32	23	8	1	0	100	65	32
Mathematics Test	4	0	1	1	-	-	1	8	18	24	23	17	3	0	100	66	43
Science Test	5	0	1	1	-	-	1	7	20	32	26	7	1	0	100	66	34
English TA	1	0	-	-	0	0	2	8	23	35	22	8	1	0	100	65	31
Mathematics TA	1	0	-	-	0	0	1	9	20	27	24	15	3	0	100	68	41
Science TA	1	0	-	-	0	0	2	9	24	32	24	8	1	0	100	64	32

A represents pupils who were absent.

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

B represents pupils who were assessed by teacher assessment only.

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

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

Pupils were awarded a compensatory level 3 in the English test and level 2 in the mathematics and science tests when they narrowly failed to achieve the higher level (*i.e.* level 4 in English; level 3 in mathematics and science).

TABLE 1: continued

Key Stage 3 non-core Teacher Assessment results

	Percentage of boys at each level												Total	% at level 5 or above
	A	D	W	1	2	3	4	5	6	7	8	EP		
Design & Technology	1	0	0	0	2	9	29	38	18	3	0	0	100	59
ICT	1	0	0	0	2	9	26	36	20	5	0	0	100	61
History	1	0	0	0	2	11	27	32	19	7	1	0	100	59
Geography	1	0	0	0	2	11	26	32	19	7	1	0	100	59
Modern Foreign Languages	1	1	0	2	9	21	28	25	10	2	0	0	100	37
Art	1	0	0	0	2	7	23	37	21	6	1	0	100	65
Music	1	0	0	1	2	11	29	37	14	4	1	0	100	56
Physical Education	1	0	0	0	1	6	21	39	23	6	1	0	100	70

	Percentage of girls at each level												Total	% at level 5 or above
	A	D	W	1	2	3	4	5	6	7	8	EP		
Design & Technology	1	0	0	0	1	4	19	38	28	8	1	0	100	75
ICT	1	0	0	0	1	6	23	39	23	6	0	0	100	69
History	1	0	0	0	1	6	21	33	24	11	1	0	100	70
Geography	1	0	0	0	1	7	21	33	24	11	1	0	100	70
Modern Foreign Languages	1	0	0	1	5	14	26	32	17	3	0	0	100	53
Art	1	0	0	0	1	3	14	35	31	13	3	0	100	81
Music	1	0	0	0	1	6	20	40	23	7	1	0	100	71
Physical Education	1	0	0	0	1	6	23	42	21	5	1	0	100	68

	Percentage of all pupils at each level												Total	% at level 5 or above
	A	D	W	1	2	3	4	5	6	7	8	EP		
Design & Technology	1	0	0	0	1	7	24	38	23	6	0	0	100	67
ICT	1	0	0	0	2	8	24	37	21	5	0	0	100	65
History	1	0	0	0	2	9	24	33	22	9	1	0	100	64
Geography	1	0	0	0	2	9	24	32	22	9	1	0	100	64
Modern Foreign Languages	1	1	0	2	7	18	27	28	14	3	0	0	100	45
Art	1	0	0	0	1	6	19	36	26	9	2	0	100	73
Music	1	0	0	1	2	8	24	38	18	5	1	0	100	63
Physical Education	1	0	0	0	1	6	22	40	22	6	1	0	100	69

A represents pupils who were absent.

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

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

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

Key Stage 1

Task/Test results

	Number of boys at each level												Thousands	
	X	A	D	W	L	1	2C	2B	2A	3	4+	Total	Number at level 2 or above	Number at level 2B or above
Reading Task ¹	77.9	0.6	1.6	11.5	-	47.3	51.1	63.9	54.1	-	-	308.0	169.1	118.0
Reading Comprehension Test ¹	58.8	0.8	1.6	-	7.5	-	45.4	64.9	51.0	77.4	0.4	308.0	239.2	193.8
Writing Task	-	0.8	1.7	19.2	-	34.8	93.4	90.0	47.3	20.8	0.1	308.0	251.6	158.2
Spelling Test	51.6	0.6	1.2	-	37.9	-	-	153.2	-	63.5	-	308.0	216.7	216.7
Mathematics Task/Test	-	0.9	1.6	7.2	-	22.1	45.6	69.8	68.1	92.5	0.2	308.0	276.2	230.6

	Number of girls at each level												Thousands	
	X	A	D	W	L	1	2C	2B	2A	3	4+	Total	Number at level 2 or above	Number at level 2B or above
Reading Task ¹	96.5	0.5	1.0	5.3	-	28.4	41.0	60.0	61.2	-	-	293.9	162.2	121.2
Reading Comprehension Test ¹	33.8	0.7	0.9	-	4.6	-	32.6	57.5	67.3	95.9	0.6	293.9	253.9	221.4
Writing Task	-	0.6	1.0	8.7	-	19.4	69.4	92.5	66.2	36.0	0.2	293.9	264.2	194.9
Spelling Test	26.8	0.6	0.7	-	29.9	-	-	158.1	-	77.9	-	293.9	236.0	236.0
Mathematics Task/Test	-	0.8	1.0	4.5	-	17.8	46.2	77.5	72.1	74.0	0.0	293.9	269.9	223.7

	Number of all pupils at each level												Thousands	
	X	A	D	W	L	1	2C	2B	2A	3	4+	Total	Number at level 2 or above	Number at level 2B or above
Reading Task ¹	174.4	1.2	2.6	16.8	-	75.7	92.1	123.8	115.4	-	-	602.0	331.3	239.2
Reading Comprehension Test ¹	92.7	1.6	2.5	-	12.1	-	78.0	122.4	118.3	173.4	1.0	602.0	493.1	415.1
Writing Task	-	1.4	2.6	27.9	-	54.1	162.7	182.5	113.5	56.8	0.3	602.0	515.8	353.1
Spelling Test	78.4	1.2	1.9	-	67.8	-	-	311.3	-	141.4	-	602.0	452.7	452.7
Mathematics Task/Test	-	1.7	2.5	11.7	-	40.0	91.8	147.3	140.2	166.5	0.3	602.0	546.1	454.3

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.

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

A represents pupils who were absent.

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

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

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

¹ Para 67 of the text explains the calculation of the number of pupils at level 2 or above and level 2B or above in this table.

TABLE 2: *continued*

Key Stage 1

Teacher Assessment results

	Number of boys at each level							Thousands	
	A	D	W	1	2	3	4	Total	Number at level 2 or above
	ENGLISH*	1.4	-	11.4	46.1	195.4	53.7	0.1	308.0
Speaking and Listening	0.2	1.3	8.0	41.8	193.8	62.8	0.1	308.0	256.7
Reading	0.2	1.2	11.8	47.1	171.5	76.0	0.3	308.0	247.7
Writing	0.2	1.3	17.7	46.7	214.6	27.6	0.1	308.0	242.2
MATHEMATICS*	1.4	-	6.8	30.6	183.3	85.7	0.3	308.0	269.3
Using and Applying Mathematics	0.2	1.2	9.2	42.9	181.0	73.2	0.2	308.0	254.5
Number and Algebra	0.2	1.2	6.8	30.5	183.3	85.7	0.3	308.0	269.3
Shape Space and Measures	0.2	1.2	7.4	35.1	186.9	77.0	0.2	308.0	264.1
SCIENCE*	1.5	-	5.6	30.3	190.9	79.7	0.0	308.0	270.6
Experimental and Investigative Science	0.2	1.2	6.8	39.9	190.3	69.5	0.0	308.0	259.8
Life Processes and Living Things	0.3	1.2	5.0	25.1	189.7	86.8	0.0	308.0	276.5
Materials and their Properties	0.3	1.2	5.6	27.8	193.0	80.1	0.0	308.0	273.0
Physical Processes	0.3	1.2	5.8	32.3	190.8	77.6	0.0	308.0	268.4
	Number of girls at each level							Thousands	
	A	D	W	1	2	3	4	Total	Number at level 2 or above
ENGLISH*	0.9	-	5.4	26.4	187.4	73.8	0.1	293.9	261.3
Speaking and Listening	0.1	0.8	4.0	25.4	184.1	79.4	0.2	293.9	263.6
Reading	0.1	0.7	5.5	28.0	161.4	97.7	0.4	293.9	259.5
Writing	0.1	0.7	8.1	27.1	211.7	46.0	0.1	293.9	257.9
MATHEMATICS*	0.9	-	4.0	25.1	195.2	68.6	0.1	293.9	263.9
Using and Applying Mathematics	0.1	0.7	5.5	37.0	193.2	57.2	0.1	293.9	250.5
Number and Algebra	0.1	0.7	4.1	25.1	195.2	68.7	0.1	293.9	263.9
Shape Space and Measures	0.1	0.7	4.4	28.0	195.8	64.7	0.0	293.9	260.6
SCIENCE*	0.9	-	3.2	24.3	198.4	67.1	0.0	293.9	265.5
Experimental and Investigative Science	0.2	0.7	4.1	32.9	198.6	57.5	0.0	293.9	256.1
Life Processes and Living Things	0.2	0.7	2.8	18.7	191.1	80.4	0.0	293.9	271.5
Materials and their Properties	0.2	0.7	3.2	21.8	198.0	69.9	0.0	293.9	267.9
Physical Processes	0.2	0.7	3.4	27.4	199.2	62.9	0.0	293.9	262.1
	Number of all pupils at each level							Thousands	
	A	D	W	1	2	3	4	Total	Number at level 2 or above
ENGLISH*	2.3	-	16.7	72.4	382.8	127.5	0.2	602.0	510.5
Speaking and Listening	0.3	2.0	12.1	67.2	377.9	142.2	0.3	602.0	520.3
Reading	0.3	2.0	17.3	75.2	332.9	173.7	0.6	602.0	507.2
Writing	0.3	2.0	25.8	73.8	426.3	73.6	0.2	602.0	500.1
MATHEMATICS*	2.2	-	10.8	55.7	378.5	154.3	0.3	602.0	533.2
Using and Applying Mathematics	0.3	1.9	14.7	80.0	374.3	130.5	0.3	602.0	505.0
Number and Algebra	0.3	1.9	10.8	55.6	378.5	154.4	0.3	602.0	533.3
Shape Space and Measures	0.3	1.9	11.8	63.1	382.8	141.8	0.2	602.0	524.7
SCIENCE*	2.5	-	8.8	54.6	389.3	146.8	0.0	602.0	536.1
Experimental and Investigative Science	0.4	2.0	10.9	72.8	388.8	127.0	0.0	602.0	515.9
Life Processes and Living Things	0.4	2.0	7.7	43.7	380.7	167.3	0.0	602.0	548.1
Materials and their Properties	0.5	2.0	8.9	49.6	390.9	150.0	0.0	602.0	541.0
Physical Processes	0.5	2.0	9.2	59.7	390.0	140.5	0.1	602.0	530.5

A represents pupils who were absent.

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

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

* The percentages in the column headed "A" (Absent) for the main subject level also include the percentages of pupils disapplied (D).

TABLE 2: continued

Key Stage 2

	Number of boys at each level												Thousands	
	A	D	B	N	W	1	2	3	4	5	6	Total	Number at level 4 or above	Number at level 5 or above
English Test	5.2	2.2	13.2	7.2	-	-	3.6	65.8	153.7	72.6	0.1	323.5	226.3	72.7
Reading Test	4.2	2.3	13.2	10.6	-	-	-	39.9	136.0	117.2	-	323.3	253.1	117.2
Writing Test	4.9	2.3	13.2	18.5	-	-	-	123.3	129.1	31.9	-	323.3	161.1	31.9
Mathematics Test	5.1	1.9	8.8	6.1	-	-	3.2	69.2	142.9	84.8	1.6	323.6	229.2	86.4
Science Test	5.7	1.8	5.8	0.9	-	-	0.8	27.5	169.7	110.3	1.0	323.4	281.0	111.3
English TA	0.4	0.8	-	-	1.7	3.4	19.9	76.7	150.8	56.2	0.4	310.4	207.4	56.6
Mathematics TA	0.4	0.7	-	-	1.4	2.4	14.4	64.7	143.1	81.3	2.2	310.6	226.6	83.5
Science TA	0.4	0.7	-	-	1.2	1.6	8.0	46.6	159.9	91.1	0.7	310.2	251.7	91.8

	Number of girls at each level												Thousands	
	A	D	B	N	W	1	2	3	4	5	6	Total	Number at level 4 or above	Number at level 5 or above
English Test	4.1	1.3	6.5	3.6	-	-	2.0	43.9	140.2	108.0	0.2	309.7	248.4	108.2
Reading Test	3.3	1.3	6.5	6.7	-	-	-	29.0	116.4	146.2	-	309.4	262.6	146.2
Writing Test	3.9	1.3	6.5	8.1	-	-	-	87.4	145.8	56.5	-	309.4	202.3	56.5
Mathematics Test	4.1	1.2	5.9	6.4	-	-	3.5	70.9	145.3	71.7	0.7	309.7	217.7	72.4
Science Test	4.8	1.1	3.6	0.8	-	-	0.8	26.9	167.4	103.5	0.6	309.6	271.5	104.2
English TA	0.3	0.5	-	-	0.9	1.5	10.4	52.2	147.2	83.8	0.7	297.5	231.8	84.6
Mathematics TA	0.3	0.4	-	-	0.9	1.6	11.1	61.8	147.7	72.7	1.0	297.6	221.5	73.8
Science TA	0.3	0.4	-	-	0.8	1.1	5.9	42.0	160.4	86.1	0.4	297.3	246.8	86.4

	Number of all pupils at each level												Thousands	
	A	D	B	N	W	1	2	3	4	5	6	Total	Number at level 4 or above	Number at level 5 or above
English Test	9.2	3.5	19.7	10.7	-	-	5.6	109.7	293.9	180.6	0.3	633.5	474.9	181.0
Reading Test	7.5	3.7	19.6	17.3	-	-	-	68.9	252.5	263.4	-	632.9	515.9	263.4
Writing Test	8.7	3.7	19.6	26.7	-	-	-	210.8	275.0	88.4	-	632.9	363.4	88.4
Mathematics Test	9.2	3.1	14.8	12.5	-	-	6.7	140.2	288.2	156.5	2.3	633.5	447.0	158.8
Science Test	10.5	2.9	9.4	1.7	-	-	1.6	54.4	337.2	213.9	1.6	633.3	552.7	215.5
English TA	0.7	1.3	-	-	2.6	4.9	30.4	129.0	298.1	140.0	1.1	608.1	439.3	141.2
Mathematics TA	0.7	1.1	-	-	2.3	4.0	25.5	126.5	290.9	154.0	3.3	608.4	448.2	157.3
Science TA	0.7	1.1	-	-	2.0	2.7	13.9	88.7	320.4	177.2	1.1	607.6	498.6	178.3

- D** represents pupils who have been disapplied under section 364/365 of the Education Act.
- A** represents pupils who were absent.
- B** represents pupils who were assessed by teacher assessment only.
- N** represents pupils who took the tests but failed to register a level.
- W** represents pupils who are "working towards" level 1 but have not yet achieved the standards needed for level 1.

TABLE 2: continued

Key Stage 3

	Number of boys at each level															Thousands	
	A	D	B	N	W	1	2	3	4	5	6	7	8	EP	Total	Number at level 5 or above	Number at level 6 or above
	English Test	12.7	3.4	15.0	16.8	-	-	-	14.1	68.1	94.2	56.1	18.3	2.3	0.0	301.1	171.0
Mathematics Test	13.0	1.5	2.3	3.1	-	-	1.9	26.2	57.6	70.7	67.3	49.9	10.2	0.1	303.8	198.3	127.6
Science Test	14.6	1.7	2.2	3.1	-	-	2.2	22.2	57.9	95.5	77.6	22.6	3.3	0.2	302.9	199.2	103.7
English TA	2.6	0.6	-	-	1.1	1.6	7.7	31.0	79.9	97.4	51.8	15.5	1.8	0.1	291.0	166.6	69.1
Mathematics TA	2.1	0.3	-	-	0.8	0.9	4.4	27.8	61.1	76.4	67.0	41.7	9.3	0.2	292.1	194.7	118.3
Science TA	2.4	0.3	-	-	0.9	0.9	5.1	29.0	69.0	91.4	67.5	22.5	2.0	0.1	291.1	183.5	92.1

	Number of girls at each level															Thousands	
	A	D	B	N	W	1	2	3	4	5	6	7	8	EP	Total	Number at level 5 or above	Number at level 6 or above
	English Test	10.9	1.6	6.8	6.4	-	-	-	6.8	44.7	97.3	78.1	31.4	4.5	0.1	288.6	211.5
Mathematics Test	11.5	0.8	1.5	3.4	-	-	1.9	24.3	51.8	70.4	69.6	48.3	7.8	0.0	291.3	196.1	125.8
Science Test	13.3	0.9	1.4	2.5	-	-	1.9	21.0	59.0	93.8	74.2	20.3	2.2	0.1	290.5	190.6	96.8
English TA	2.1	0.3	-	-	0.7	0.7	2.9	14.2	53.4	99.9	73.8	28.2	3.7	0.1	279.9	205.7	105.8
Mathematics TA	1.6	0.2	-	-	0.6	0.6	3.0	22.1	56.1	77.5	69.6	42.0	7.3	0.1	280.8	196.5	119.0
Science TA	1.9	0.2	-	-	0.6	0.6	3.4	24.2	65.6	91.7	68.1	22.2	1.5	0.0	280.0	183.5	91.8

	Number of all pupils at each level															Thousands	
	A	D	B	N	W	1	2	3	4	5	6	7	8	EP	Total	Number at level 5 or above	Number at level 6 or above
	English Test	23.7	4.9	21.8	23.3	-	-	-	20.9	112.9	191.6	134.3	49.8	6.8	0.1	590.1	382.6
Mathematics Test	24.5	2.3	3.7	6.5	-	-	3.8	50.6	109.5	141.1	137.0	98.3	18.0	0.1	595.5	394.6	253.4
Science Test	27.9	2.5	3.5	5.5	-	-	4.1	43.3	116.9	189.4	151.9	42.9	5.5	0.3	593.8	390.0	200.6
English TA	4.7	0.9	-	-	1.8	2.3	10.6	45.2	133.4	197.4	125.7	43.7	5.5	0.2	571.2	372.4	175.0
Mathematics TA	3.7	0.5	-	-	1.4	1.5	7.4	49.9	117.3	154.0	136.6	83.8	16.7	0.2	573.1	391.3	237.3
Science TA	4.3	0.5	-	-	1.4	1.5	8.6	53.3	134.7	183.2	135.7	44.7	3.5	0.1	571.3	367.1	184.0

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

A represents pupils who were absent.

B represents pupils who were assessed by teacher assessment only.

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

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

Pupils were awarded a compensatory level 3 in the English test and level 2 in the mathematics and science tests when they narrowly failed to achieve the higher level (i.e. level 4 in English; level 3 in mathematics and science).

TABLE 2: continued

Key Stage 3 non-core Teacher Assessment results

	Number of boys at each level												Thousands	
	A	D	W	1	2	3	4	5	6	7	8	EP	Total	Number at level 5 or above
Design & Technology	2.6	0.3	0.6	1.3	5.0	25.4	80.7	106.2	50.1	9.8	0.8	0.1	282.9	167.1
ICT	3.2	0.2	0.6	1.2	5.3	26.0	72.8	101.0	55.2	14.4	1.4	0.2	281.4	172.2
History	2.8	0.3	0.6	1.2	6.3	30.6	75.2	90.9	53.2	19.2	2.7	0.2	283.3	166.2
Geography	2.7	0.2	0.6	1.2	5.9	30.1	74.8	90.6	54.9	20.7	2.6	0.3	284.7	169.1
Modern Foreign Languages	3.1	2.3	1.3	6.6	26.1	59.2	79.2	70.0	28.7	5.2	0.6	0.3	282.5	104.8
Art	2.7	0.3	0.6	1.4	5.1	21.1	66.1	105.4	58.7	16.8	2.9	0.6	281.7	184.4
Music	3.8	0.8	0.9	2.0	6.4	29.7	79.6	101.8	40.1	10.2	2.0	0.5	277.8	154.6
Physical Education	3.3	0.6	0.5	1.1	4.0	16.3	58.4	110.6	66.0	18.0	2.4	0.6	281.9	197.7

	Number of girls at each level												Thousands	
	A	D	W	1	2	3	4	5	6	7	8	EP	Total	Number at level 5 or above
Design & Technology	2.2	0.2	0.4	0.7	2.1	12.1	50.9	103.1	76.3	21.5	1.8	0.2	271.5	202.9
ICT	2.7	0.1	0.4	0.8	3.0	17.1	60.7	105.1	62.8	15.7	1.2	0.1	269.8	185.0
History	2.3	0.2	0.4	0.6	3.0	17.3	57.7	91.0	66.7	29.1	3.9	0.2	272.4	190.9
Geography	2.2	0.1	0.4	0.7	3.1	18.4	58.1	89.6	66.5	29.5	3.8	0.3	272.6	189.7
Modern Foreign Languages	2.3	1.0	0.6	2.8	12.9	38.2	70.1	86.9	47.4	8.9	0.6	0.3	272.1	144.1
Art	2.2	0.2	0.3	0.7	2.1	9.3	37.1	93.4	82.8	34.2	7.2	1.2	270.6	218.8
Music	3.1	0.6	0.5	0.9	2.9	15.7	53.8	106.2	60.3	18.5	3.5	0.9	266.8	189.3
Physical Education	3.5	0.6	0.4	0.9	3.4	16.8	61.0	113.1	56.2	12.9	1.6	0.4	270.9	184.3

	Number of all pupils at each level												Thousands	
	A	D	W	1	2	3	4	5	6	7	8	EP	Total	Number at level 5 or above
Design & Technology	4.8	0.5	1.0	2.1	7.2	37.5	131.6	209.3	126.4	31.3	2.6	0.3	554.5	369.9
ICT	5.9	0.4	0.9	2.0	8.3	43.2	133.5	206.1	117.9	30.1	2.6	0.3	551.2	357.1
History	5.0	0.4	1.0	1.9	9.3	48.0	132.9	181.8	119.9	48.2	6.6	0.4	555.7	357.1
Geography	4.9	0.4	1.0	1.8	9.0	48.5	132.9	180.1	121.4	50.2	6.4	0.6	557.3	358.8
Modern Foreign Languages	5.4	3.3	1.9	9.4	39.0	97.4	149.2	156.9	76.1	14.1	1.2	0.6	554.6	248.9
Art	4.9	0.5	0.9	2.1	7.2	30.4	103.2	198.9	141.5	51.0	10.1	1.8	552.3	403.2
Music	6.9	1.3	1.4	2.9	9.3	45.4	133.4	208.0	100.4	28.6	5.5	1.4	544.6	344.0
Physical Education	6.8	1.2	0.9	1.9	7.4	33.1	119.5	223.8	122.2	31.0	4.0	0.9	552.8	382.0

A represents pupils who were absent.

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

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

TABLE 3

Percentage of pupils at expected level or above by school type and gender

Key Stage 1

Percentage of pupils at level 2 or above

	Maintained			Independent			Special			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading Task/Test*	81	88	84	96	99	98	5	2	4	80	88	84
Writing Task	82	90	86	97	99	98	3	1	2	82	90	86
Mathematics Test	90	92	91	99	99	99	6	2	5	90	92	91
Reading TA	81	89	85	96	99	98	5	2	4	80	88	84
Writing TA	79	88	83	95	98	96	2	1	2	79	88	83
Mathematics TA	88	90	89	97	98	98	5	2	4	87	90	89
Science TA	89	91	90	98	99	99	4	3	4	88	90	89

* 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 2B or above

	Maintained			Independent			Special			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading Task/Test**	64	74	69	88	93	91	3	1	2	64	74	69
Writing Task	52	66	59	77	88	83	0	0	0	51	66	59
Mathematics Test	75	76	76	93	94	94	3	1	3	75	76	75

** 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 at level 4 or above

	Maintained			Independent			Special			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	70	80	75	91	95	93	4	2	3	70	80	75
Reading Test	79	85	82	94	97	95	6	3	5	78	85	82
Writing Test	50	65	57	74	87	81	2	1	2	50	65	57
Mathematics Test	71	70	71	87	88	88	4	1	3	71	70	71
Science Test	88	88	88	95	96	95	14	5	11	87	88	87
English TA	67	78	72	88	94	91	4	2	3	67	78	72
Mathematics TA	73	74	74	90	92	91	6	1	4	73	74	74
Science TA	82	83	82	93	95	94	9	2	7	81	83	82

Key Stage 3

Percentage of pupils at level 5 or above

	Maintained			Independent			Special			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	58	74	66	67	88	78	2	2	2	57	73	65
Mathematics Test	66	68	67	82	89	85	6	2	5	65	67	66
Science Test	67	66	67	74	85	80	6	2	5	66	66	66
English TA	58	74	66	70	89	79	3	3	3	57	73	65
Mathematics TA	68	70	69	84	89	86	6	3	5	67	70	68
Science TA	64	66	65	76	85	81	5	2	4	63	66	64

Percentage of pupils at level 6 or above

	Maintained			Independent			Special			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	26	40	33	41	68	55	0	1	0	26	40	32
Mathematics Test	43	43	43	66	72	69	1	1	1	42	43	43
Science Test	35	33	34	50	60	55	1	0	1	34	33	34
English TA	24	38	31	42	64	54	0	1	1	24	38	31
Mathematics TA	41	42	42	64	69	66	1	1	1	40	42	41
Science TA	32	33	32	49	59	54	1	0	1	32	33	32

TABLE 4
Percentage of pupils at expected level or above by school type, 1999–2001

Key Stage 1

	Percentage of pupils at level 2 or above											
	Maintained			Independent			Special			All schools		
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001
Reading Task/Test*	82	84	84	97	97	98	5	4	4	82	83	84
Writing Task	83	85	86	97	97	98	3	2	2	83	84	86
Mathematics Test	87	90	91	98	99	99	4	4	5	87	90	91
Reading TA	82	84	85	97	97	98	5	4	4	82	84	84
Writing TA	80	82	83	96	96	96	2	2	2	80	82	83
Mathematics TA	86	88	89	98	98	98	4	4	4	86	88	89
Science TA	87	88	90	97	98	99	4	4	4	87	88	89
Number of schools with results	15,947	15,949	15,937	390	397	311	750	720	712	17,087	17,066	16,960
Number of pupils ('000s)	614	591	590	9	9	8	4	4	4	627	605	602

* 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 2B or above											
	Maintained			Independent			Special			All schools		
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001
Reading Task/Test*	66	68	69	90	90	91	2	2	2	66	68	69
Writing Task	53	57	59	81	82	83	1	0	0	53	57	59
Mathematics Test	64	73	76	87	91	94	2	2	3	64	73	75
Number of schools with results	15,947	15,949	15,937	390	397	311	750	720	712	17,087	17,066	16,960
Number of pupils ('000s)	614	591	590	9	9	8	4	4	4	627	605	602

* 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 at level 4 or above											
	Maintained			Independent			Special			All schools		
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001
English Test	70	75	75	91	93	93	3	3	3	71	75	75
Reading Test	78	83	82	94	96	95	6	6	5	78	83	82
Writing Test	54	55	57	79	80	81	1	1	2	54	55	57
Mathematics Test	69	72	71	89	89	88	4	4	3	69	72	71
Science Test	79	85	88	92	95	95	10	9	11	78	85	87
English TA	68	70	72	90	89	91	3	2	3	68	70	72
Mathematics TA	69	72	74	90	90	91	3	3	4	69	72	74
Science TA	75	80	82	91	92	94	5	5	7	75	79	82
Number of schools with results	14,688	14,705	14,780	816	874	844	853	990	863	16,364	16,569	16,520
Number of pupils ('000s)	602	595	604	21	21	22	7	7	7	629	623	634

TABLE 4: *continued*

Key Stage 3

Percentage of pupils at level 5 or above

	Maintained			Independent			Special			All schools		
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001
English Test	64	65	66	79	74	78	2	2	2	64	64	65
Mathematics Test	63	66	67	83	84	85	4	4	5	62	65	66
Science Test	55	60	67	74	74	80	3	4	5	55	59	66
English TA	65	65	66	79	79	79	3	2	3	64	64	65
Mathematics TA	65	67	69	84	85	86	4	4	5	64	66	68
Science TA	61	63	65	75	78	81	4	4	4	60	62	64
Number of schools with results	3,183	3,173	3,163	292	301	291	960	1,050	942	4,454	4,493	4,441
Number of pupils ('000s)	558	562	575	10	10	10	10	10	10	577	581	595

Percentage of pupils at level 6 or above

	Maintained			Independent			Special			All schools		
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001
English Test	28	29	33	50	48	55	0	0	0	28	29	32
Mathematics Test	38	41	43	66	70	69	1	1	1	38	41	43
Science Test	24	30	34	46	50	55	0	1	1	24	29	34
English TA	31	31	31	55	55	54	1	0	1	31	31	31
Mathematics TA	38	40	42	65	65	66	1	1	1	37	39	41
Science TA	30	31	32	49	53	54	0	1	1	29	30	32
Number of schools with results	3,183	3,173	3,163	292	301	291	960	1,050	942	4,454	4,493	4,441
Number of pupils ('000s)	558	562	575	10	10	10	10	10	10	577	581	595

TABLE 5
Percentage of pupils at expected level or above by gender, 1999–2001

Key Stage 1

	Percentage of pupils at level 2 or above								
	Boys			Girls			All pupils		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Reading Task/Test*	78	79	80	86	88	88	82	83	84
Writing Task	78	80	82	88	89	90	83	84	86
Mathematics Test	85	89	90	88	91	92	87	90	91
Reading TA	78	80	80	86	88	88	82	84	84
Writing TA	75	77	79	85	87	88	80	82	83
Mathematics TA	84	87	87	88	89	90	86	88	89
Science TA	85	87	88	88	89	90	87	88	89

* 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 2B or above								
	Boys			Girls			All pupils		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Reading Task/Test**	60	62	64	72	73	74	66	68	69
Writing Task	46	49	51	61	64	66	53	57	59
Mathematics Test	62	72	75	65	74	76	64	73	75

** 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 at level 4 or above								
	Boys			Girls			All pupils		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
English Test	65	70	70	76	79	80	71	75	75
Reading Test	75	80	78	82	86	85	78	83	82
Writing Test	47	48	50	62	63	65	54	55	57
Mathematics Test	69	72	71	69	71	70	69	72	71
Science Test	79	84	87	78	85	88	78	85	87
English TA	62	65	67	74	76	78	68	70	72
Mathematics TA	69	71	73	70	73	74	69	72	74
Science TA	75	78	81	76	80	83	75	79	82

Key Stage 2

	Percentage of pupils at level 5 or above								
	Boys			Girls			All pupils		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
English Test	18	23	22	27	34	35	22	29	29
Reading Test	27	38	36	35	47	47	31	42	42
Writing Test	10	9	10	17	18	18	13	13	14
Mathematics Test	25	27	27	22	23	23	24	25	25
Science Test	28	33	34	26	36	34	27	34	34
English TA	15	17	18	24	27	28	20	22	23
Mathematics TA	23	25	27	21	23	25	22	24	26
Science TA	24	27	30	22	27	29	23	27	29

TABLE 5: *continued*

Key Stage 3

	Percentage of pupils at level 5 or above								
	Boys			Girls			All pupils		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
English Test	55	55	57	73	73	73	64	64	65
Mathematics Test	62	64	65	62	65	67	62	65	66
Science Test	55	61	66	55	58	66	55	59	66
English TA	55	56	57	73	73	73	64	64	65
Mathematics TA	63	65	67	66	68	70	64	66	68
Science TA	59	60	63	62	63	66	60	62	64
	Percentage of pupils at level 6 or above								
	Boys			Girls			All pupils		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
English Test	21	22	26	35	36	40	28	29	32
Mathematics Test	38	41	42	37	41	43	38	41	43
Science Test	24	30	34	24	28	33	24	29	34
English TA	23	23	24	39	38	38	31	31	31
Mathematics TA	37	39	40	38	40	42	37	39	41
Science TA	28	30	32	30	31	33	29	30	32

TABLE 6
Quartiles of school achievement by school type, 1999–2001

Key Stage 1

Percentage of pupils at level 2 or above

		Percentage of pupils at level 2 or above																				
		Test									Teacher Assessment											
		Reading Task/Test*			Writing Task			Mathematics Test			Reading			Writing			Mathematics			Science		
U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L		
Maintained	1999	92	85	75	94	86	76	96	90	82	92	85	76	91	83	72	96	89	81	97	91	82
	2000	93	86	77	94	88	78	98	93	86	93	86	78	93	85	75	97	91	83	98	92	83
	2001	94	87	78	95	89	80	99	93	87	94	87	78	93	86	76	97	92	84	100	93	85
Independent	1999	100	100	96	100	100	96	100	100	97	100	100	96	100	100	94	100	100	96	100	100	100
	2000	100	100	95	100	100	95	100	100	100	100	100	95	100	100	94	100	100	100	100	100	100
	2001	100	100	97	100	100	97	100	100	100	100	100	96	100	100	94	100	100	100	100	100	100
Special	1999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All schools	1999	93	85	74	94	86	75	96	90	80	92	85	74	91	83	71	96	89	80	97	90	80
	2000	93	86	76	94	88	77	98	93	85	93	86	76	93	84	73	97	90	82	98	91	82
	2001	94	86	77	95	88	79	99	93	86	94	87	77	93	86	75	97	91	83	100	93	84

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

Key Stage 2

Percentage of pupils at level 4 or above

		Percentage of pupils at level 4 or above																	
		Test									Teacher Assessment								
		English			Mathematics			Science			English		Mathematics		Science				
U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L		
Maintained	1999	84	73	61	83	72	59	92	83	71	82	71	58	83	73	60	90	80	67
	2000	88	78	67	85	75	63	95	89	79	84	74	61	85	75	64	92	83	72
	2001	88	78	67	85	74	61	97	91	83	85	75	63	86	77	66	94	86	75
Independent	1999	100	94	85	98	90	79	100	94	85	100	92	81	100	92	82	100	94	84
	2000	100	95	88	98	90	80	100	97	91	100	93	81	100	92	83	100	96	87
	2001	100	95	88	97	89	78	100	98	92	100	94	83	100	93	82	100	98	89
Special	1999	0	0	0	0	0	0	14	0	0	0	0	0	0	0	0	0	0	0
	2000	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0
	2001	0	0	0	0	0	0	17	0	0	0	0	0	0	0	0	0	0	0
All schools	1999	85	73	59	83	71	57	92	82	69	82	71	56	84	72	58	90	79	65
	2000	88	78	64	85	74	60	96	88	77	84	73	59	86	75	62	92	83	70
	2001	88	78	64	85	73	59	97	91	81	86	75	62	87	77	64	94	86	74

Key Stage 3

Percentage of pupils at level 5 or above

		Percentage of pupils at level 5 or above																	
		Test									Teacher Assessment								
		English			Mathematics			Science			English		Mathematics		Science				
U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L		
Maintained	1999	77	64	51	74	63	50	68	55	40	77	65	52	76	66	52	74	62	46
	2000	77	65	51	77	66	53	73	60	45	77	65	52	78	68	55	76	63	48
	2001	79	66	52	78	68	55	79	68	53	78	67	53	80	70	57	78	66	51
Independent	1999	96	82	50	95	83	56	89	75	38	94	80	50	97	86	52	93	77	45
	2000	96	79	32	94	81	47	89	75	33	95	78	46	95	84	50	94	78	47
	2001	97	84	51	97	87	62	95	83	50	95	80	57	99	88	67	95	81	56
Special	1999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2001	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0
All schools	1999	75	59	35	73	57	32	66	48	22	74	59	30	75	59	33	71	54	27
	2000	75	58	26	75	60	33	71	53	25	75	59	32	76	62	37	73	56	29
	2001	77	60	29	77	62	35	77	61	33	76	61	36	79	65	42	76	60	36

U represents the Upper Quartile level of achievement.

Med represents the median level of achievement.

L represents the Lower Quartile level of achievement.

TABLE 7
Quartiles of school achievement by gender, 1999–2001

Key Stage 1

Percentage of pupils at level 2 or above

		Percentage of pupils at level 2 or above																				
		Test									Teacher Assessment											
		Reading Task/Test*			Writing Task			Mathematics Test			Reading			Writing			Mathematics			Science		
		U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L
Boys	1999	91	80	67	92	81	67	100	89	78	91	80	67	89	78	63	97	88	76	100	89	78
	2000	93	82	69	94	83	70	100	92	82	93	82	69	91	80	67	100	90	80	100	91	80
	2001	93	83	70	94	85	71	100	93	84	93	83	71	92	81	67	100	91	81	100	93	82
Girls	1999	100	90	79	100	91	81	100	92	82	100	90	80	100	89	77	100	91	81	100	92	81
	2000	100	91	81	100	92	83	100	94	86	100	91	81	100	90	80	100	93	83	100	93	83
	2001	100	91	81	100	93	84	100	95	87	100	92	82	100	91	80	100	93	84	100	95	86
All pupils	1999	93	85	74	94	86	75	96	90	80	92	85	74	91	83	71	96	89	80	97	90	80
	2000	93	86	76	94	88	77	98	93	85	93	86	76	93	84	73	97	90	82	98	91	82
	2001	94	86	77	95	88	79	99	93	86	94	87	77	93	86	75	97	91	83	100	93	84

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

Key Stage 2

Percentage of pupils at level 4 or above

		Percentage of pupils at level 4 or above																	
		Test									Teacher Assessment								
		English			Mathematics			Science			English			Mathematics			Science		
		U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L
Boys	1999	82	67	50	85	71	56	94	83	68	79	64	47	84	71	56	91	79	63
	2000	86	73	56	87	75	60	100	88	75	80	67	50	86	75	59	94	83	67
	2001	86	72	56	86	74	58	100	92	80	83	69	52	88	76	62	96	86	71
Girls	1999	91	80	65	86	71	56	94	83	67	89	77	63	86	73	58	92	80	65
	2000	93	83	69	88	74	58	100	89	78	91	80	66	88	76	62	95	85	70
	2001	94	83	70	87	73	57	100	92	81	92	81	67	89	78	64	100	88	74
All pupils	1999	85	73	59	83	71	57	92	82	69	82	71	56	84	72	58	90	79	65
	2000	88	78	64	85	74	60	96	88	77	84	73	59	86	75	62	92	83	70
	2001	88	78	64	85	73	59	97	91	81	86	75	62	87	77	64	94	86	74

Key Stage 3

Percentage of pupils at level 5 or above

		Percentage of pupils at level 5 or above																	
		Test									Teacher Assessment								
		English			Mathematics			Science			English			Mathematics			Science		
		U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L	U	Med	L
Boys	1999	65	48	24	72	56	30	65	47	21	64	48	20	72	57	30	69	52	24
	2000	66	46	16	74	59	30	72	54	23	66	49	22	74	60	33	71	54	27
	2001	67	49	20	75	60	33	77	61	32	67	51	27	77	63	39	74	59	33
Girls	1999	84	70	49	72	58	34	66	48	25	83	70	44	76	62	37	73	56	30
	2000	83	69	44	76	60	36	69	51	27	83	69	46	78	64	41	74	57	33
	2001	84	70	45	77	63	40	77	61	35	84	71	49	81	67	46	77	61	38
All pupils	1999	75	59	35	73	57	32	66	48	22	74	59	30	75	59	33	71	54	27
	2000	75	58	26	75	60	33	71	53	25	75	59	32	76	62	37	73	56	29
	2001	77	60	29	77	62	35	77	61	33	76	61	36	79	65	42	76	60	36

TABLE 8
Percentage of pupils classified as low achievers by gender

Key Stage 1

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

* Reading and mathematics below level 1 is assessed by a task only.

Key Stage 2

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

Key Stage 3

	Percentage of pupils at level 3 or below		
	Boys	Girls	All pupils
English Test	15	7	11
Mathematics Test	11	11	11
Science Test	10	9	10
English TA	14	7	10
Mathematics TA	12	9	11
Science TA	12	10	11

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

Key Stage 1

Task/Test results

		Percentage of pupils working towards level 1						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
Reading Task*	Boys	87	8	2	1	0	1	2
	Girls	94	4	1	0	0	0	2
	All	91	5	1	0	0	1	2
Writing Task	Boys	76	14	5	2	0	1	2
	Girls	89	6	2	0	0	0	2
	All	84	10	2	1	0	1	2
Mathematics Task*	Boys	92	4	1	0	0	1	1
	Girls	95	3	0	0	0	0	2
	All	94	3	0	0	0	1	1

* Reading and mathematics below level 1 is assessed by a task only.

Teacher Assessment results

		Percentage of pupils working towards level 1						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
Reading	Boys	86	8	2	0	0	1	2
	Girls	93	4	1	0	0	0	2
	All	91	5	1	0	0	1	2
Writing	Boys	78	12	4	1	0	1	2
	Girls	90	6	1	0	0	0	2
	All	85	9	2	0	0	1	2
Mathematics	Boys	92	4	1	0	0	1	2
	Girls	95	2	0	0	0	0	2
	All	94	2	0	0	0	1	2
Science	Boys	94	3	1	0	0	1	2
	Girls	96	2	0	0	0	0	2
	All	95	2	0	0	0	1	2

TABLE 9: *continued*

Key Stage 2

Test results

		Percentage of pupils at level 2 or below						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Boys	73	15	6	2	1	1	2
	Girls	86	8	2	1	0	0	3
	All	80	12	3	1	0	1	2
Mathematics	Boys	81	12	3	1	0	1	2
	Girls	81	12	3	1	0	1	3
	All	82	11	2	0	0	1	2
Science	Boys	92	3	1	0	0	1	2
	Girls	93	3	1	0	0	1	2
	All	93	3	1	0	0	1	2

Teacher Assessment results

		Percentage of pupils at level 2 or below						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Boys	70	16	7	2	1	2	3
	Girls	84	9	2	1	0	1	3
	All	78	14	4	1	0	1	3
Mathematics	Boys	79	12	4	1	0	1	2
	Girls	83	10	3	1	0	0	3
	All	83	11	2	0	0	1	2
Science	Boys	88	6	2	1	0	1	2
	Girls	90	5	1	0	0	1	2
	All	90	5	1	0	0	1	2

TABLE 9: *continued*

Key Stage 3

Test results

		Percentage of pupils at level 3 or below						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Boys	41	24	13	6	3	6	7
	Girls	71	14	4	1	0	2	8
	All	54	21	8	3	2	6	6
Mathematics	Boys	51	25	8	3	1	8	4
	Girls	54	23	8	3	0	4	8
	All	52	24	8	3	1	9	3
Science	Boys	58	19	7	3	2	8	4
	Girls	60	19	7	2	1	5	7
	All	58	19	7	3	1	8	3

Teacher Assessment results

		Percentage of pupils at level 3 or below						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Boys	39	23	11	5	2	8	11
	Girls	68	12	4	1	0	3	13
	All	52	19	7	2	1	8	10
Mathematics	Boys	47	22	9	3	1	8	9
	Girls	57	18	7	2	1	3	12
	All	52	20	8	3	1	8	8
Science	Boys	48	19	10	4	2	8	9
	Girls	54	18	8	3	1	4	11
	All	50	18	9	4	2	8	8

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

Key Stage 1

	Percentage of pupils working towards level 1			
	Maintained	Independent	Special	All schools
Reading Task*	2	0	61	3
Writing Task	4	0	68	5
Mathematics Task*	2	0	57	2
Reading TA	2	0	70	3
Writing TA	4	0	77	4
Mathematics TA	1	0	65	2
Science TA	1	0	66	1

* Reading and mathematics below level 1 is assessed by a task only.

Key Stage 2

	Percentage of pupils at level 2 or below			
	Maintained	Independent	Special	All schools
English Test	5	1	69	6
Mathematics Test	5	1	66	5
Science Test	1	1	54	2
English TA	6	1	84	6
Mathematics TA	5	1	81	5
Science TA	2	1	74	3

Key Stage 3

	Percentage of pupils at level 3 or below			
	Maintained	Independent	Special	All schools
English Test	10	5	58	11
Mathematics Test	10	4	60	11
Science Test	9	5	57	10
English TA	9	6	85	10
Mathematics TA	9	5	79	11
Science TA	10	6	77	11

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

Key Stage 1

Task/Test results

		Percentage of pupils working towards level 1						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
Reading Task*	Maintained	94	5	1	0	0	0	0
	Independent	98	0	0	1	0	1	0
	Special	29	1	2	3	2	27	36
Writing Task	Maintained	86	11	2	1	0	0	0
	Independent	98	0	0	0	0	0	1
	Special	26	1	1	1	1	22	47
Mathematics Task*	Maintained	97	3	0	0	0	0	0
	Independent	99	0	0	0	0	1	0
	Special	31	1	3	4	2	27	32

* Reading and mathematics below level 1 is assessed by a task only.

Teacher Assessment results

		Percentage of pupils working towards level 1						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
Reading	Maintained	94	5	1	0	0	0	0
	Independent	99	0	0	1	0	1	0
	Special	19	1	3	2	2	30	44
Writing	Maintained	88	9	2	0	0	0	0
	Independent	99	0	0	0	0	0	1
	Special	16	1	1	1	1	23	56
Mathematics	Maintained	97	2	0	0	0	0	0
	Independent	99	0	0	0	0	1	0
	Special	22	1	3	3	2	29	40
Science	Maintained	98	2	0	0	0	0	0
	Independent	99	0	0	0	0	1	0
	Special	24	1	3	2	2	23	45

TABLE 11: *continued*

Key Stage 2

Test results

		Percentage of pupils at level 2 or below						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Maintained	83	14	3	1	0	0	0
	Independent	95	1	1	1	0	1	1
	Special	27	1	2	2	2	24	42
Mathematics	Maintained	85	12	2	0	0	0	0
	Independent	93	3	1	1	0	1	1
	Special	29	1	3	3	1	22	41
Science	Maintained	97	3	0	0	0	0	0
	Independent	97	0	1	0	0	1	1
	Special	37	2	4	4	3	17	34

Teacher Assessment results

		Percentage of pupils at level 2 or below						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Maintained	80	15	4	1	0	0	0
	Independent	94	2	1	0	0	2	1
	Special	5	1	2	3	2	30	57
Mathematics	Maintained	85	12	2	0	0	0	0
	Independent	95	1	1	1	0	1	1
	Special	9	1	4	2	3	26	55
Science	Maintained	93	6	1	0	0	0	0
	Independent	96	1	0	0	0	1	1
	Special	13	1	4	4	3	25	49

TABLE 11: *continued*

Key Stage 3

Test results

		Percentage of pupils at level 3 or below						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Maintained	56	28	10	4	1	0	0
	Independent	79	5	2	2	2	7	3
	Special	38	1	1	2	3	24	29
Mathematics	Maintained	56	32	10	2	0	0	0
	Independent	77	8	3	3	1	5	2
	Special	31	3	5	4	3	38	16
Science	Maintained	65	24	7	2	1	0	0
	Independent	73	10	6	3	1	6	2
	Special	30	3	5	5	4	37	15

Teacher Assessment results

		Percentage of pupils at level 3 or below						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Maintained	62	25	9	3	1	0	0
	Independent	73	7	4	1	1	10	4
	Special	5	1	2	2	2	36	51
Mathematics	Maintained	61	26	9	3	1	0	0
	Independent	78	5	4	1	2	8	3
	Special	6	2	5	4	3	39	42
Science	Maintained	60	23	11	4	2	1	0
	Independent	71	11	5	1	1	8	3
	Special	6	2	4	5	3	39	41

TABLE 12
Percentage of pupils classified as high achievers by gender

Key Stage 1

	Percentage of pupils at level 3 or above		
	Boys	Girls	All pupils
Reading Test*	25	33	29
Writing Task	7	12	9
Mathematics Test	30	25	28
Reading TA	25	33	29
Writing TA	9	16	12
Mathematics TA	28	23	26
Science TA	26	23	24

* Reading at or above level 3 is assessed by a test only

Key Stage 2

	Percentage of pupils at level 5 or above		
	Boys	Girls	All pupils
English Test	22	35	29
Mathematics Test	27	23	25
Science Test	34	34	34
English TA	18	28	23
Mathematics TA	27	25	26
Science TA	30	29	29

Key Stage 3

	Percentage of pupils at level 7 or above		
	Boys	Girls	All pupils
English Test	7	12	10
Mathematics Test	20	19	20
Science Test	9	8	8
English TA	6	11	9
Mathematics TA	18	18	18
Science TA	8	8	8

TABLE 13
Percentage of schools¹ by level of high attainment and gender

Key Stage 1

Test results

		Percentage of pupils at level 3 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
Reading Test*	Boys	22	20	22	16	9	10	0
	Girls	16	13	19	18	14	21	1
	All	15	17	23	20	13	12	0
Writing Task	Boys	73	17	6	2	1	1	0
	Girls	54	21	13	6	3	2	0
	All	61	24	10	3	1	1	0
Mathematics Test	Boys	15	16	22	18	12	15	1
	Girls	22	20	22	15	9	11	1
	All	14	20	25	20	11	9	0

* Reading at or above level 3 is a test only

Teacher Assessment results

		Percentage of pupils at level 3 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
Reading	Boys	22	20	23	16	9	9	0
	Girls	15	12	18	18	14	22	1
	All	14	16	24	21	13	11	0
Writing	Boys	64	21	10	3	1	1	0
	Girls	43	22	17	9	4	4	0
	All	49	28	15	5	2	1	0
Mathematics	Boys	21	15	21	18	12	14	1
	Girls	28	19	20	15	8	10	1
	All	20	19	23	19	11	8	0
Science	Boys	29	15	18	15	10	13	1
	Girls	35	16	17	13	8	10	1
	All	28	17	21	16	9	9	0

TABLE 13: *continued*

Key Stage 2

Test results

		Percentage of pupils at level 5 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Boys	29	22	20	13	7	9	0
	Girls	14	13	18	16	12	25	1
	All	16	19	22	17	11	14	0
Mathematics	Boys	22	19	21	16	10	12	1
	Girls	27	22	21	14	7	10	0
	All	20	23	24	17	9	8	0
Science	Boys	16	13	17	16	12	24	1
	Girls	17	13	17	15	12	23	1
	All	14	15	18	18	13	22	0

Teacher Assessment results

		Percentage of pupils at level 5 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Boys	35	24	20	10	5	5	0
	Girls	19	16	20	16	10	16	1
	All	21	24	24	16	8	7	0
Mathematics	Boys	19	19	22	17	10	13	1
	Girls	23	20	21	15	9	11	1
	All	16	21	25	18	10	9	0
Science	Boys	19	15	19	16	12	17	1
	Girls	22	16	19	15	11	17	1
	All	17	17	21	18	12	15	0

TABLE 13: *continued*

Key Stage 3

Test results

		Percentage of pupils at level 7 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Boys	85	10	2	1	0	1	0
	Girls	65	20	8	2	1	3	0
	All	73	17	5	2	1	3	0
Mathematics	Boys	46	24	17	7	2	4	0
	Girls	46	24	17	6	2	4	0
	All	46	24	17	7	2	6	0
Science	Boys	78	15	4	1	1	1	0
	Girls	81	13	3	1	1	1	0
	All	78	14	3	1	1	2	0

Teacher Assessment results

		Percentage of pupils at level 7 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Boys	87	9	2	1	1	1	0
	Girls	66	20	8	2	1	2	0
	All	75	16	4	2	1	2	0
Mathematics	Boys	50	24	15	6	1	4	0
	Girls	50	24	14	6	2	4	0
	All	49	23	15	6	1	6	0
Science	Boys	77	16	4	1	1	1	0
	Girls	78	13	4	2	1	2	0
	All	77	14	4	2	1	2	0

1 Because the distribution of achievement between boys and girls is so different the percentage of schools with all pupils in a particular attainment band can legitimately be higher or lower than both the number of schools with boys and girls on the same attainment band. For example, at Key Stage 1, 24% of schools have 10–20% of all pupils at level 3 in the writing task but only 17% of schools have 10–20% of boys at level 3 and only 21% of schools have 10–20% of girls at level 3.

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

Key Stage 1

	Percentage of pupils at level 3 or above			All schools
	Maintained	Independent	Special	
Reading Comprehension Test*	29	58	0	29
Writing Task	9	24	0	9
Mathematics Test	28	49	0	28
Reading TA	29	55	0	29
Writing TA	12	30	0	12
Mathematics TA	26	48	0	26
Science TA	24	43	0	24

* Reading at or above level 3 is a test only

Key Stage 2

	Percentage of pupils at level 5 or above			All schools
	Maintained	Independent	Special	
English Test	28	54	0	29
Mathematics Test	25	45	0	25
Science Test	34	54	1	34
English TA	23	47	0	23
Mathematics TA	25	48	0	26
Science TA	29	50	1	29

Key Stage 3

	Percentage of pupils at level 7 or above			All schools
	Maintained	Independent	Special	
English Test	10	23	0	10
Mathematics Test	20	41	0	20
Science Test	8	19	0	8
English TA	9	22	0	9
Mathematics TA	18	37	0	18
Science TA	8	21	0	8

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

Key Stage 1

Test results

		Percentage of pupils at level 3 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
Reading Test*	Maintained	11	18	25	22	13	11	0
	Independent	2	1	6	10	17	62	2
	Special	99	1	0	0	0	0	0
Writing Task	Maintained	60	25	10	3	1	0	0
	Independent	25	23	22	13	8	8	1
	Special	100	0	0	0	0	0	0
Mathematics	Maintained	10	22	27	21	12	9	0
	Independent	3	3	12	16	21	43	2
	Special	98	1	1	0	0	0	0

* Reading at or above level 3 is a test only

Teacher Assessment results

		Percentage of pupils at level 3 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
Reading	Maintained	10	17	26	22	14	11	0
	Independent	4	1	6	10	18	60	1
	Special	99	1	1	0	0	0	0
Writing	Maintained	47	30	15	5	2	1	0
	Independent	14	18	19	24	11	14	0
	Special	100	0	0	0	0	0	0
Mathematics	Maintained	17	20	25	20	11	8	0
	Independent	6	3	10	13	18	48	2
	Special	100	0	0	0	0	0	0
Science	Maintained	25	18	22	16	10	8	0
	Independent	14	7	11	10	14	42	2
	Special	99	0	0	0	0	0	0

TABLE 15: *continued*

Key Stage 2

Test results

		Percentage of pupils at level 5 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Maintained	12	21	24	19	12	12	0
	Independent	9	4	9	12	15	49	2
	Special	99	0	0	0	0	0	0
Mathematics	Maintained	15	25	26	18	9	7	0
	Independent	12	9	15	16	14	35	0
	Special	99	1	0	0	0	0	0
Science	Maintained	9	16	20	19	14	22	0
	Independent	9	6	8	12	14	50	1
	Special	97	2	1	0	0	0	0

Teacher Assessment results

		Percentage of pupils at level 5 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Maintained	18	26	26	17	8	6	0
	Independent	9	7	12	16	16	39	1
	Special	99	0	0	0	0	0	0
Mathematics	Maintained	13	23	27	19	10	8	0
	Independent	8	6	12	16	16	40	2
	Special	98	1	0	0	0	0	0
Science	Maintained	13	18	23	19	13	14	0
	Independent	10	5	12	13	12	46	2
	Special	97	1	1	0	0	0	0

TABLE 15: *continued*

Key Stage 3

Test results

		Percentage of pupils at level 7 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Maintained	68	22	5	2	1	3	0
	Independent	52	13	12	10	4	10	0
	Special	100	0	0	0	0	0	0
Mathematics	Maintained	31	32	22	8	2	6	0
	Independent	27	14	18	11	9	21	1
	Special	99	0	0	0	0	0	0
Science	Maintained	73	18	3	1	1	2	0
	Independent	56	17	13	6	3	4	0
	Special	100	0	0	0	0	0	0

Teacher Assessment results

		Percentage of pupils at level 7 or above						
		Up to 10%	10% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% or more up to 50%	50% or more up to 100%	100%
English	Maintained	71	20	4	1	1	2	0
	Independent	44	19	13	11	5	8	0
	Special	99	0	0	0	0	0	0
Mathematics	Maintained	38	31	18	6	1	6	0
	Independent	32	10	18	17	6	18	0
	Special	99	0	0	0	0	0	0
Science	Maintained	73	18	4	2	1	2	0
	Independent	48	18	15	8	7	4	0
	Special	100	0	0	0	0	0	0

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

Key Stage 1

Percentage of pupils at level 2 or above

	Size of cohort						All schools
	Up to 10	10 or more up to 20	20 or more up to 40	40 or more up to 80	80 or more up to 100	100 and over	
Reading Task/Test*	65	84	85	84	85	85	84
Writing Task	65	85	86	86	88	87	86
Mathematics Test	69	90	91	91	92	92	91
Reading TA	64	84	85	84	86	85	84
Writing TA	62	82	83	83	85	85	83
Mathematics TA	70	89	89	89	90	89	89
Science TA	71	89	90	89	91	90	89
Number of schools	1,749	2,784	6,247	5,368	663	149	16,960

* 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

	Size of cohort						All schools
	Up to 10	10 or more up to 20	20 or more up to 40	40 or more up to 80	80 or more up to 100	100 and over	
English Test	56	74	77	74	75	76	75
Mathematics Test	53	70	73	70	70	69	71
Science Test	66	84	88	87	88	89	87
English TA	58	72	74	71	71	74	72
Mathematics TA	60	74	76	73	73	73	74
Science TA	67	80	84	82	82	83	82
Number of schools	1,739	2,543	5,752	5,217	819	450	16,520

Key Stage 3

Percentage of pupils at level 5 or above

	Size of cohort							All schools
	Up to 50	50 or more up to 100	100 or more up to 150	150 or more up to 200	200 or more up to 300	300 or more up to 400	400 and over	
English Test	26	60	64	66	67	66	65	65
Mathematics Test	30	64	66	67	68	69	65	66
Science Test	28	62	65	67	67	69	66	66
English TA	26	61	65	67	67	67	70	65
Mathematics TA	31	66	68	69	70	71	69	68
Science TA	28	62	64	65	66	68	57	64
Number of schools	1,240	262	752	1,039	1,035	108	5	4,441

TABLE 17

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

Key Stage 1
Percentage of pupils at Level 2 or above

	Eligibility for Free School Meals							All schools
	Up to 5%	5% or more up to 10%	10% or more up to 15%	15% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% and over	
Reading Task/Test*	92	89	86	84	80	76	71	84
Writing Task	93	90	88	86	82	78	73	86
Mathematics Test	95	94	93	91	88	85	82	91
Reading TA	92	89	87	84	80	76	71	84
Writing TA	91	88	86	83	79	74	69	83
Mathematics TA	94	92	91	89	86	83	79	89
Science TA	95	93	92	89	86	82	78	89
Number of schools ¹	4,746	3,129	2,020	1,401	2,061	1,539	2,050	16,960

* 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

	Eligibility for Free School Meals							All schools
	Up to 5%	5% or more up to 10%	10% or more up to 15%	15% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% and over	
English Test	88	82	78	73	69	63	57	75
Mathematics Test	83	77	73	69	64	59	54	71
Science Test	95	92	90	87	83	79	75	87
English TA	85	79	75	70	66	59	54	72
Mathematics TA	85	80	76	72	68	62	57	74
Science TA	92	88	85	81	77	72	68	82
Number of schools ¹	3,860	3,297	1,807	1,497	2,071	1,513	2,153	16,520

Key Stage 3
Percentage of pupils at Level 5 or above

	Eligibility for Free School Meals							All schools
	Up to 5%	5% or more up to 10%	10% or more up to 15%	15% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% and over	
English Test	84	74	67	61	55	46	39	65
Mathematics Test	86	76	69	63	56	48	38	66
Science Test	86	77	69	62	55	45	35	66
English TA	84	75	67	61	55	46	38	65
Mathematics TA	87	78	70	65	59	50	40	68
Science TA	85	75	66	60	53	44	34	64
Number of schools ¹	704	848	501	456	628	478	696	4,441

1 Total of all schools may not equal sum of the parts due to incomplete free school meal data for some schools

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

Key Stage 1

Percentage of pupils at Level 2 or above

		Eligibility for Free School Meals							All schools
		Up to 5%	5% or more up to 10%	10% or more up to 15%	15% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% and over	
Reading Task/Test*	Upper	100	95	93	91	88	84	79	94
	Median	93	90	88	85	81	77	70	86
	Lower	87	84	81	77	73	66	58	77
Writing Task	Upper	100	97	95	93	90	87	83	95
	Median	94	92	89	87	83	79	73	88
	Lower	88	86	83	79	74	68	59	79
Mathematics Test	Upper	100	100	98	97	95	93	90	99
	Median	97	96	94	92	89	87	82	93
	Lower	93	91	89	87	82	78	72	86

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

		Eligibility for Free School Meals							All schools
		Up to 5%	5% or more up to 10%	10% or more up to 15%	15% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% and over	
Reading TA	Upper	100	95	93	91	88	85	80	94
	Median	93	90	88	85	81	77	71	87
	Lower	87	84	81	77	73	67	58	77
Writing TA	Upper	98	95	93	90	88	84	79	93
	Median	92	90	87	84	80	75	69	86
	Lower	85	83	80	75	71	64	55	75
Mathematics TA	Upper	100	100	97	95	93	91	88	97
	Median	96	94	92	90	87	84	80	91
	Lower	91	89	86	84	80	75	69	83
Science TA	Upper	100	100	99	97	95	92	88	100
	Median	98	96	94	91	88	85	79	93
	Lower	93	90	88	84	80	73	66	84
Number of schools		4,746	3,129	2,020	1,401	2,061	1,539	2,050	16,960

TABLE 18: *continued*

Key Stage 2

Percentage of pupils at Level 4 or above

		Eligibility for Free School Meals							All schools
		Up to 5%	5% or more up to 10%	10% or more up to 15%	15% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% and over	
English Test	Upper	96	90	87	83	78	73	67	88
	Median	89	83	79	75	70	62	55	78
	Lower	82	76	71	65	59	50	38	64
Mathematics Test	Upper	93	87	84	80	75	71	67	85
	Median	85	79	75	70	64	59	52	73
	Lower	75	70	65	59	52	44	33	59
Science Test	Upper	100	99	97	95	93	91	88	97
	Median	97	94	92	89	85	81	76	91
	Lower	91	89	86	81	75	67	57	81

		Eligibility for Free School Meals							All schools
		Up to 5%	5% or more up to 10%	10% or more up to 15%	15% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% and over	
English TA	Upper	94	88	84	81	76	70	64	86
	Median	87	81	76	72	67	59	52	75
	Lower	78	73	68	63	57	48	38	62
Mathematics TA	Upper	94	89	85	82	78	74	68	87
	Median	87	82	77	74	69	63	56	77
	Lower	79	74	70	65	58	50	42	64
Science TA	Upper	100	96	93	91	88	84	81	94
	Median	94	90	87	83	79	73	68	86
	Lower	87	83	79	74	68	58	50	74
Number of schools		3,860	3,297	1,807	1,497	2,071	1,513	2,153	16,520

TABLE 18: *continued*

Key Stage 3

Percentage of pupils at Level 5 or above

		Eligibility for Free School Meals							All schools
		Up to 5%	5% or more up to 10%	10% or more up to 15%	15% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% and over	
English Test	Upper	97	82	76	68	61	50	38	77
	Median	85	74	66	59	49	34	0	60
	Lower	72	66	57	46	7	0	0	29
Mathematics Test	Upper	97	81	74	68	60	50	38	77
	Median	85	76	69	61	51	38	14	62
	Lower	77	70	63	52	14	0	0	35
Science Test	Upper	96	83	75	68	59	48	35	77
	Median	86	78	69	60	50	34	13	61
	Lower	77	71	62	52	22	0	0	33

		Eligibility for Free School Meals							All schools
		Up to 5%	5% or more up to 10%	10% or more up to 15%	15% or more up to 20%	20% or more up to 30%	30% or more up to 40%	40% and over	
English TA	Upper	97	82	75	68	61	51	39	76
	Median	85	75	67	59	51	35	11	61
	Lower	73	67	59	48	32	0	0	36
Mathematics TA	Upper	99	84	76	71	63	54	41	79
	Median	87	78	71	64	54	41	17	65
	Lower	78	72	64	54	38	0	0	42
Science TA	Upper	98	82	74	68	59	47	35	76
	Median	85	75	67	59	48	33	14	60
	Lower	74	68	59	49	33	0	0	36
Number of schools		704	848	501	456	628	478	696	4,441

TABLE 19
School performance differentials by gender

Key Stage 1

	Percentage of pupils at Level 2 or above						
	Girls better than boys			No difference	Boys better than girls		
	10% and over	5% or more up to 10%	Up to 5%		Up to 5%	5% or more up to 10%	10% and over
Reading Task/Test*	36	15	12	15	8	6	7
Writing Task	36	15	11	18	8	5	6
Mathematics Test	16	13	14	28	11	9	9
Reading TA	37	15	12	15	8	6	7
Writing TA	41	15	11	15	7	5	7
Mathematics TA	18	13	13	23	12	9	11
Science TA	17	12	12	30	11	8	10

* 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% and over	5% or more up to 10%	Up to 5%		Up to 5%	5% or more up to 10%	10% and over
English Test	45	13	10	10	7	5	9
Mathematics Test	21	10	11	10	12	11	25
Science Test	15	11	13	23	13	11	14
English TA	48	12	10	9	7	5	9
Mathematics TA	25	11	11	9	11	10	21
Science TA	21	11	12	18	12	10	16

Key Stage 3

	Percentage of pupils at Level 5 or above						
	Girls better than boys			No difference	Boys better than girls		
	10% and over	5% or more up to 10%	Up to 5%		Up to 5%	5% or more up to 10%	10% and over
English Test	59	12	6	19	2	1	2
Mathematics Test	10	12	21	18	18	12	9
Science Test	6	9	18	17	21	16	14
English TA	62	11	5	17	2	1	1
Mathematics TA	14	15	21	17	16	9	7
Science TA	11	15	20	17	17	11	10

TABLE 20

Average points score of pupils by school type and gender

Key Stage 1

	Average points score											
	Maintained			Independent			Special			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading Task/Test	15.2	16.3	15.8	18.1	18.9	18.6	4.6	3.9	4.4	15.2	16.3	15.7
Writing Task	13.7	15.0	14.3	16.1	17.0	16.6	3.8	3.4	3.7	13.7	15.0	14.3
Spelling Test	14.5	15.4	15.0	16.8	17.5	17.2	9.2	9.1	9.1	14.5	15.4	15.0
Mathematics Task/Test	16.3	16.2	16.2	18.5	18.2	18.3	5.1	4.2	4.8	16.3	16.1	16.2

Key Stage 2

	Average points score											
	Maintained			Independent			Special			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English	26.2	27.8	27.0	29.2	30.6	29.9	16.2	15.5	16.0	26.2	27.8	27.0
Mathematics	26.7	26.4	26.5	29.1	29.0	29.1	16.5	15.4	16.2	26.7	26.4	26.5
Science	28.4	28.3	28.4	30.1	30.2	30.2	18.2	16.6	17.7	28.3	28.3	28.3

Key Stage 3

	Average points score											
	Maintained			Independent			Special			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English	31.9	34.5	33.2	35.1	38.8	37.1	21.8	21.9	21.8	31.7	34.5	33.1
Mathematics	34.6	34.5	34.6	39.2	39.6	39.4	20.1	17.7	19.4	34.4	34.5	34.4
Science	33.4	33.1	33.3	36.1	36.9	36.5	20.6	18.6	20.0	33.2	33.1	33.1

The average points score calculations are as used in the Autumn Package. For each subject: Overall total points score/Total number of eligible pupils where overall total points score, is the sum of the total points score for each level, calculated by multiplying the number of pupils at each level by the points score for that level; total number of eligible pupils is the sum of the number of eligible pupils at each level (disregarding pupils absent or disapplied from the tests).

Points allocation:

KS1 Level of attainment/(points score)

Reading, writing and mathematics: A/(Disregard); D/(Disregard); W/(3); 1/(9); 2C/(13); 2B/(15); 2A/(17); 3/(21); 4/(27).

Spelling: A/(Disregard); D/(Disregard); L/(9); X/(9); 2/(15); 3/(21).

The level of attainment used in the reading task/test calculation should be based on the reading comprehension test for pupils achieving level 3 or level 4 in the test and the reading task level for all other pupils.

KS2 Level of attainment/(points score)

A/(Disregard); D/(Disregard); N/(15); B/(15); 2/(15); 3/(21); 4/(27); 5/(33); 6/(39).

KS3 Level of attainment/(points score)

English: A/(Disregard); D/(Disregard); N/(21); B/(21); 2/(-); 3/(21); 4/(27); 5/(33); 6/(39); 7/(45); 8/(51); EP/(57).

Mathematics and science: A/(Disregard); D/(Disregard); N/(15); B/(15); 2/(15); 3/(21); 4/(27); 5/(33); 6/(39); 7/(45); 8/(51); EP/(57).

TABLE 21Percentage of pupils¹ achieving expected level or above across combined subjects by gender**Key Stage 1**

	Percentage of pupils achieving level 2 or above in 2001 in				
	Reading task/test and writing task	Reading task/test and mathematics test	Writing task and mathematics test	Reading task/test and writing task and mathematics test	At least one of reading task/test or writing task or mathematics test
Boys	77	79	80	76	92
Girls	86	86	87	85	95
All	81	82	84	80	93

Key Stage 2

	Percentage of pupils achieving level 4 or above in 2001 in				
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science
Boys	62	69	69	62	89
Girls	67	78	69	66	90
All	64	73	69	64	90

Key Stage 3

	Percentage of pupils achieving level 5 or above in 2001 in				
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science
Boys	50	50	57	47	75
Girls	60	59	59	55	80
All	55	54	58	51	77

¹ Within each Key Stage, the calculations share a common denominator, the number of pupils with a valid final level in one or more of the three test subjects.