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for Education

Statistical First Release



SFR 34/2013

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Coverage: England

Theme: Children,
Education and Skills

NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 2 IN ENGLAND, 2013 (PROVISIONAL)

HEADLINES

76% of pupils achieved level 4 or above in all of reading, writing and mathematics compared to 75% in 2012.

Figures for the percentage of pupils achieving a 'good' level 4 or above have been published for the first time in 2013. These show that 63% of pupils achieved this standard in both reading and mathematics while also getting level 4 or above in the writing teacher assessment. 66% of girls achieved this standard compared to 61% of boys.

The percentage of pupils achieving level 4 or above in the new grammar, punctuation and spelling test was 74%. Girls performed better than boys in this new test - 79% of girls achieved level 4 or above compared to 69% of boys.

The percentage of pupils achieving level 4 or above, in the reading test decreased by 1 percentage point to 86%.

The percentage of pupils achieving level 4 or above in the mathematics test increased by 1 percentage point to 85%.

The percentage of pupils achieving level 4 or above in the writing teacher assessment increased by 2 percentage points to 83%.

The percentage of pupils in state-funded schools making expected progress in writing and mathematics increased by 1 percentage point to 91% and 88% respectively. However, the percentage making expected progress in reading decreased by 2 percentage points to 88%.

BACKGROUND

This statistical first release (SFR) provides provisional 2013 key stage 2 national curriculum assessment results for pupils in schools in England at national, regional and local authority level. It also provides provisional figures on expected progress between key stage 1 (typically age 7) and key stage 2 (typically age 11).

National curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that by the end of key stage 2, pupils are expected to achieve **level 4**. Pupils are expected to have made two levels of progress between key stage 1 and key stage 2.

National curriculum assessments are made through testing and teacher assessment, providing complementary information about pupils' attainment. The tests are designed to show what pupils have achieved in selected parts

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of a subject at the end of each key stage. Teacher assessment (TA) is the teachers' judgement of each pupil's performance in the whole subject over the whole academic year.

All gaps and differences have been calculated on unrounded data, therefore some figures may not match those produced from the rounded figures in the tables.

KEY POINTS

Headline Measures (Tables 1 to 4)

The headline measures at key stage 2 include reading and mathematics tests and writing teacher assessment. The national percentages achieving various levels in all of these assessments are:

- Expected level, i.e. level 4 or above: 76% (up 1 percentage point from 75% in 2012)
- A 'good' level 4¹: 63% (new in 2013)
- Above the expected level, level 5 or above: 21% (up 1 percentage point from 20% in 2012)

Pupils are expected to make at least two levels of progress between key stage 1 and key stage 2. The national percentages of pupils in state-funded schools making at least expected progress, by subject, are as follows:

- Reading: 88% (down 2 percentage points from 90% in 2012)
- Writing: 91% (up 1 percentage points from 90% in 2012)
- Mathematics: 88% (up 1 percentage point from 87% in 2012)

National Test Results (Table 2)

The percentages of pupils in all schools achieving level 4 or above in the 2013 key stage 2 tests by subject are as follows:

- Reading test: 86% (down 1 percentage point from 87% in 2012)
- Mathematics test: 85% (up 1 percentage point from 84% in 2012)
- Grammar, punctuation and spelling test: 74% (new in 2013)

The percentages of pupils achieving above the expected level, level 5 or above, in the 2013 key stage 2 tests by subject are as follows:

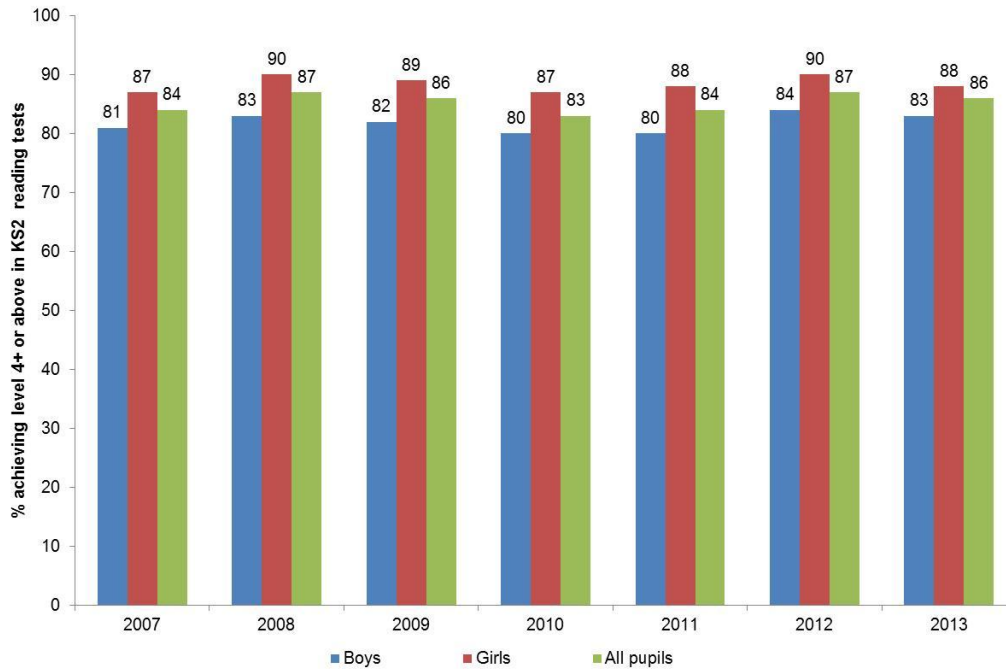
- Reading test: 45% (down 4² percentage points from 48% in 2012)
- Mathematics test: 41% (up 2 percentage points from 39% in 2012)
- Grammar, punctuation and spelling test: 48% (new in 2013)

Changes of ± 1 percentage point are not necessarily indicative of a change in attainment. This is because the differences between these figures and the revised figures released alongside the performance tables later in the year are historically between ± 1 percentage points.

¹ A 'good' level 4 is one where the test mark is in the top two-thirds of the level 4 mark range, i.e. level 4B or above.

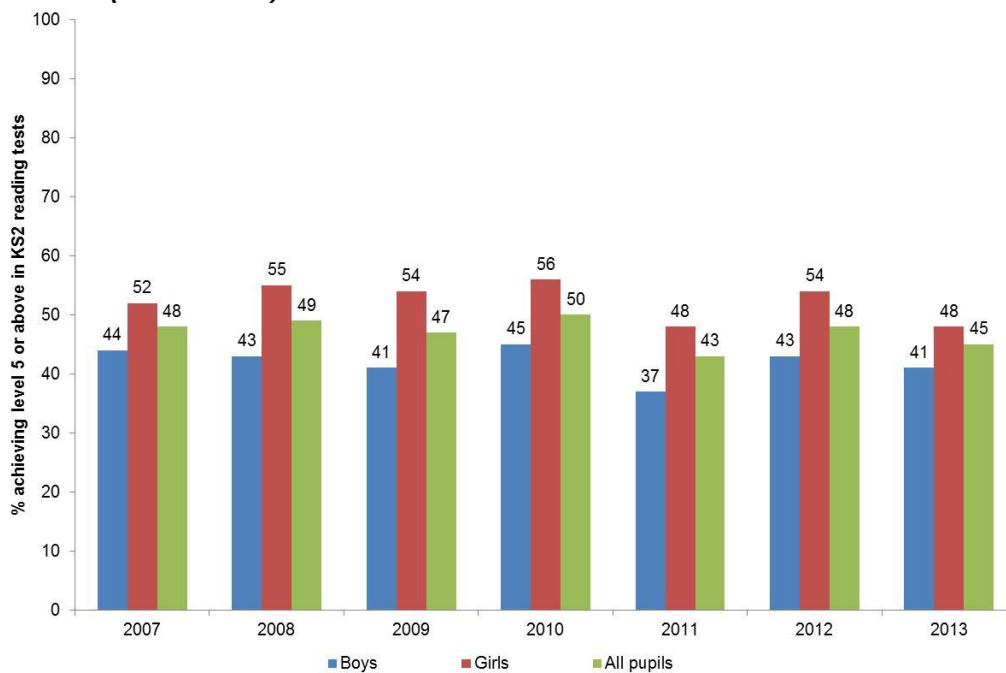
² Calculated from unrounded percentages.

Chart 1: Percentage of pupils achieving level 4 or above in the key stage 2 reading test by gender, 2007-2013 (all schools)



Attainment in the reading test has remained at a similar level to that in 2008 following a small dip between 2009 and 2011. Girls have continued to outperform boys in the reading test. The gap in attainment between boys and girls has continued to narrow reducing from 6 percentage points in 2012 to 5 percentage points in 2013.

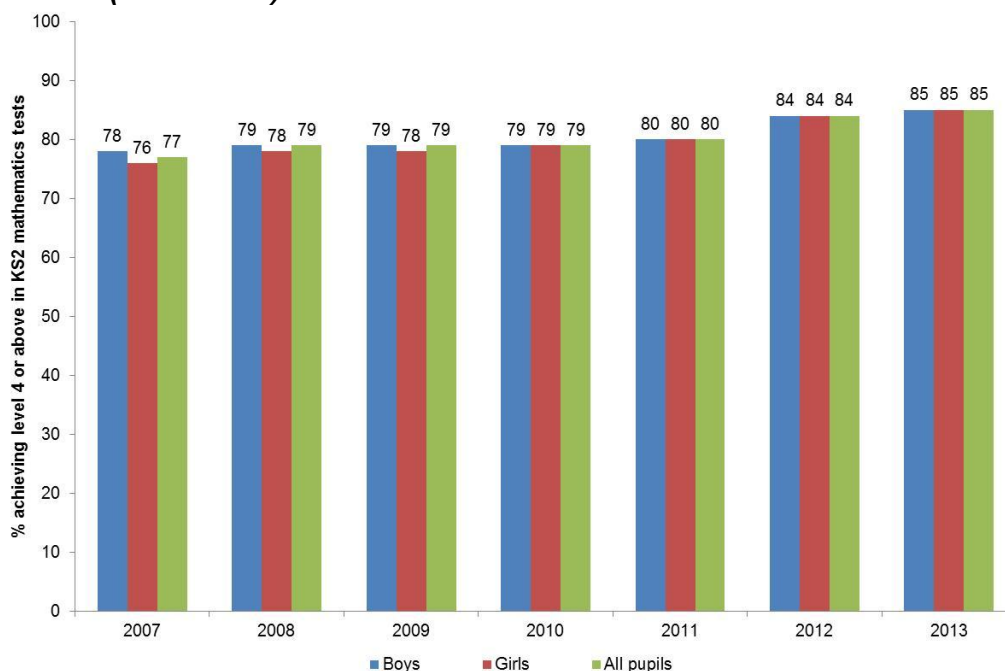
Chart 2: Percentage of pupils achieving level 5 or above in the key stage 2 reading test by gender, 2007-2013 (all schools)



Attainment at level 5 or above fell between 2012 and 2013. Attainment at this level for girls fell by considerably more than for boys (5 percentage points compared to 2 percentage points). As a result the gap in attainment has narrowed considerably from 10 percentage points in 2012 to 7 percentage points in 2013.

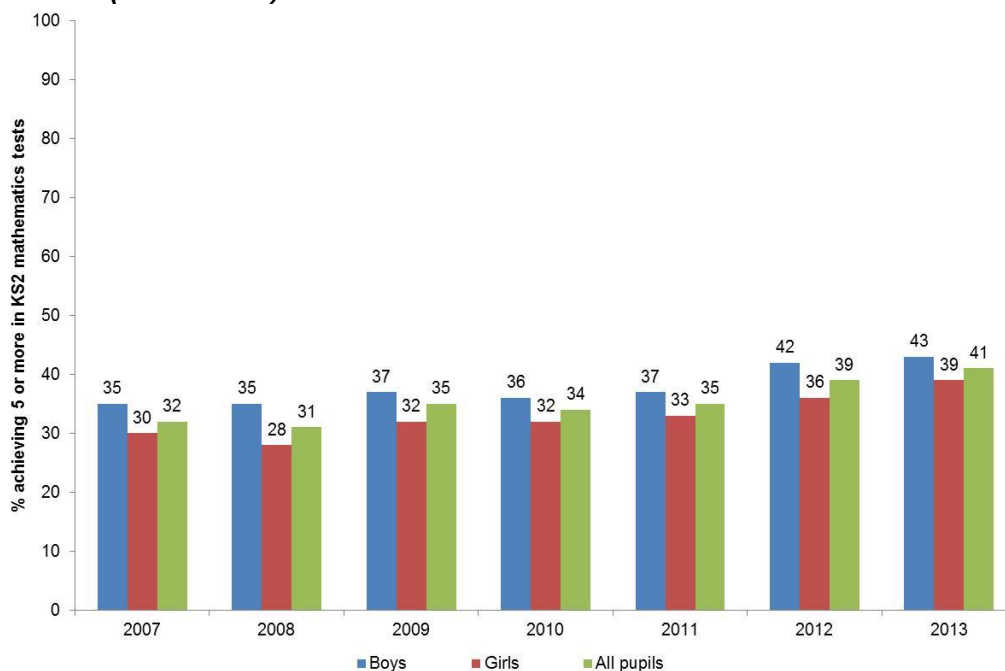
In 2013, 0% of pupils were awarded a level 6 in reading (note a level 6 was awarded to approximately 2,178 pupils in reading, but as a percentage this rounds to 0), no change from the figure of 0% last year.

Chart 3: Percentage of pupils achieving level 4 or above in the key stage 2 mathematics test by gender, 2007-2013 (all schools)



Unlike the reading tests, there have been similar levels of achievement and improvement for girls and boys in the mathematics tests over recent years. Attainment of all pupils has increased slightly between 2012 and 2013 following the large increase last year.

Chart 4: Percentage of pupils achieving level 5 or above in the key stage 2 mathematics test by gender, 2007-2013 (all schools)

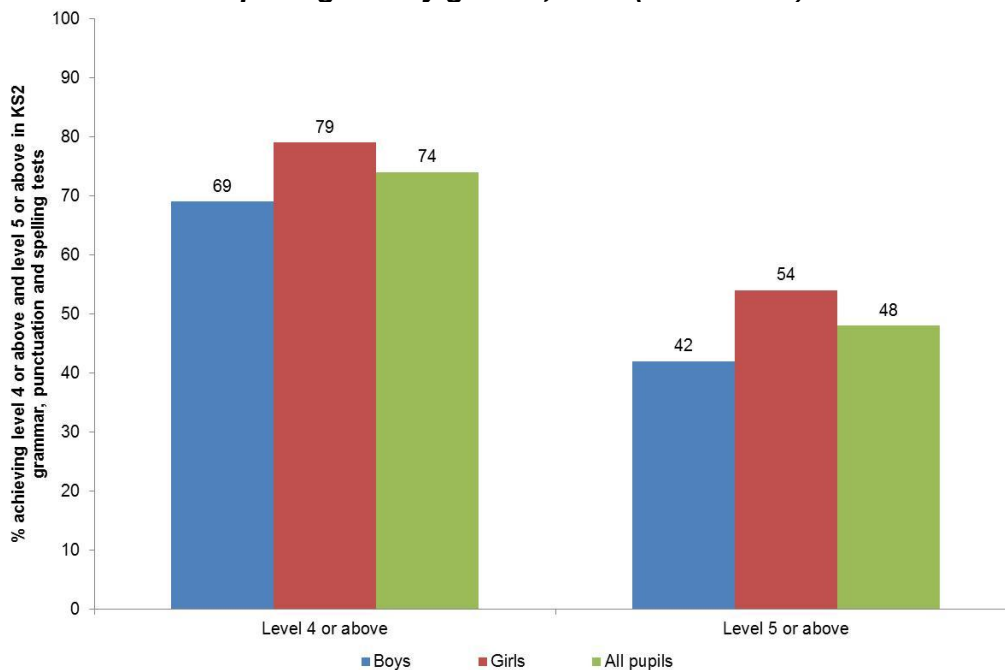


Achievement at level 5 or above in the mathematics tests has also improved over time however, unlike at level 4 or above, there is a difference in the levels of achievement for boys and girls. Boys tend to outperform girls at this level with 43% achieving level 5 or above compared to 39% of girls. The year

on year improvement between 2012 and 2013 showed that girls improved more than boys – 1 percentage point for boys compared to 2 percentage points for girls.

Level 6 was awarded to 7% of pupils, an increase of 3 percentage points from last year's figure of 3%. Boys outperformed girls at this level, with 8% of boys and 5% of girls achieving the level.

Chart 5: Percentage of pupils achieving level 4 or above and level 5 or above in the key stage 2 grammar, punctuation and spelling test by gender, 2013 (all schools)



A new test of grammar, punctuation and spelling was introduced in 2013. 74% of pupils achieved level 4 or above. Girls outperformed boys in the grammar, punctuation and spelling test with 79% of girls achieving level 4 or above compared to 69% of boys.

Girls also outperformed boys at level 5 or above with 54% of girls achieving level 5 or above compared to 42% of boys.

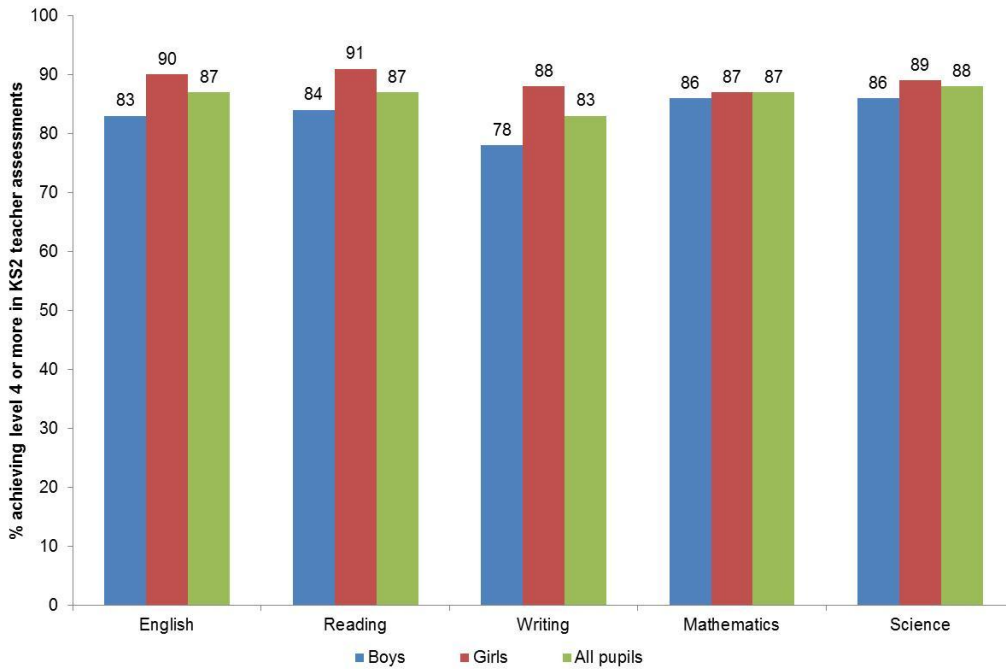
A level 6 test in grammar, punctuation and spelling was also introduced this year and 2% of pupils were awarded level 6.

National Teacher Assessment Results (Table 2)

The percentages of pupils in all schools achieving level 4 or above in the 2013 key stage 2 teacher assessments by subject are as follows:

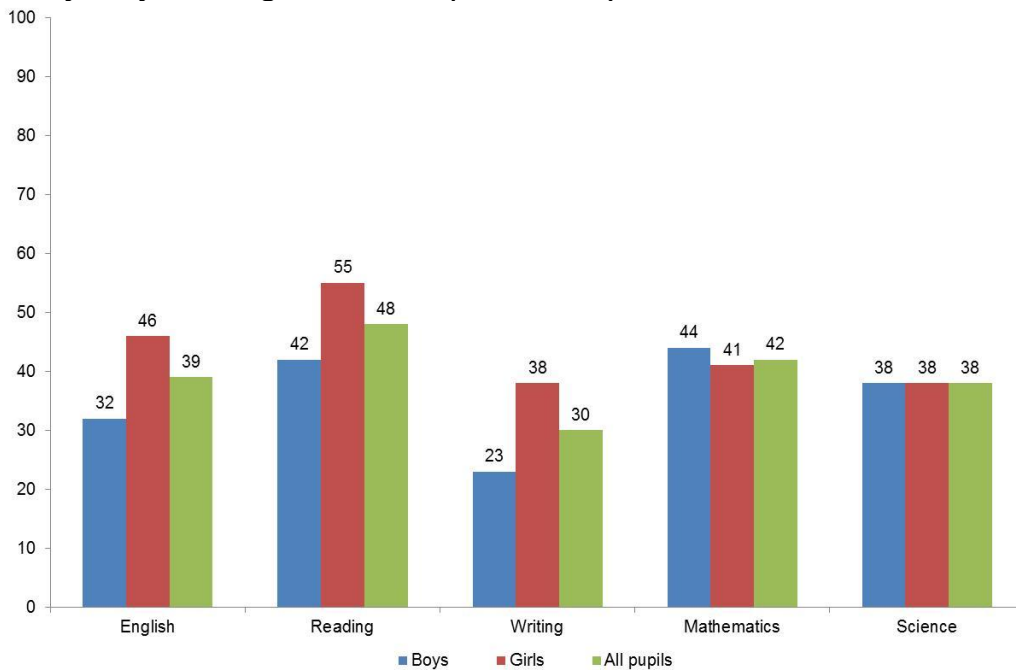
- English: 87% (up 1 percentage points from 85% in 2012)
- Reading: 87% (up 1 percentage point from 86% in 2012)
- Writing: 83% (up 2 percentage points from 81% in 2012)
- Mathematics: 87% (up 1 percentage points from 85% in 2012)
- Science: 88% (up 1 percentage points from 86% in 2012)

Chart 6: Percentage of pupils achieving level 4 or above in the key stage 2 teacher assessments by subject and gender, 2013 (all schools)



In 2013, girls performed better than boys in achieving level 4 or above in teacher assessments for all subjects. The gap was widest in the writing teacher assessment where 78% of boys achieved level 4 or above compared to 88% of girls.

Chart 7: Percentage of pupils achieving level 5 or above in the key stage 2 teacher assessments by subject and gender, 2013 (all schools)



Girls' achievement at level 5 or above in the English, reading and writing teacher assessments was considerably higher than for boys whereas boys outperformed girls in mathematics. Levels were similar for science.

Attainment at below level 3 at the end of key stage 2 (Table 3)

Tests at the end of key stage 2 are designed for pupils who have completed the KS2 programme of study and have been assessed by their teacher as working at national curriculum level 3 or above.

Table 3 shows the percentage of pupils who got level 2 or below (i.e. they did not get level 3 or above in the tests) in reading. These figures show that 6% of all pupils (7% of boys and 4% of girls) got level 2 or below in reading in 2013. These figures show no change from 2012.

Progression (Table 4)

Pupils are expected to make at least two levels of progress between key stage 1 and key stage 2. The national percentages of pupils in state-funded schools making the expected progress by subject are as follows:

- Reading 88% (down 2 percentage point from 90% in 2012)
- Writing 91% (up 1 percentage point from 90% in 2012)
- Mathematics 88% (up 1 percentage point from 87% in 2012)

The median average percentage of pupils making two levels of progress for all state-funded mainstream schools is used as part of the current key stage 2 floor standard. This is not reported on in this release as it is based on school level data. School level data is not yet ready to be published as individual school outcomes may be affected by information not yet available including review outcomes, missing teacher assessment data or requests made by schools via the performance tables checking exercise.

The median average percentage of pupils making two levels of progress for all state-funded mainstream schools will be published in the revised 'National curriculum assessments at key stage 2' statistical first release in December.

Local authority achievement (Tables 7 to 16)

The percentages of pupils achieving level 4 or above at key stage 2 in each local authority (excluding the City of London and Isles of Scilly which only have 1 school each) range from:

- 64% to 85% in reading, writing and mathematics
- 64% to 89% in grammar, punctuation and spelling
- 78% to 94% in reading
- 77% to 91% in mathematics
- 76% to 90% in writing teacher assessment

The percentages of pupils in state-funded schools making expected progress by subject in each local authority range from:

- Reading 76% to 94%
- Writing 76% to 96%
- Mathematics 78% to 95%

TABLES

The tables are available to view on the Department for Education statistics website at www.gov.uk/government/organisations/department-for-education/series/statistics-key-stage-2.

National tables

- Table 1** Key stage 2 test levels of attainment by subject, 1995-2013
- Table 2** Percentage of pupils achieving level 4 or above and level 5 or above in key stage 2 tests and teacher assessments by gender, 2007-2013
- Table 3** Key stage 2 test and teacher assessment levels of attainment by subject and gender, 2013
- Table 4** Expected progression in reading, writing and mathematics between key stage 1 and key stage 2 by gender, 2009-2013
- Table 5** Percentage of pupils achieving level 4 or above and level 5 or above in key stage 2 tests and teacher assessments by school type, 2013
- Table 6** Attainment of pupils at key stage 2 by prior attainment at key stage 1 in reading, writing and mathematics, 2013

Local Authority and Region tables

These tables have been included to show the local authority level figures that underpin the national information.

- Table 7** Percentage of pupils achieving level 2 or below, level 3 or below, level 4 or above, level 5 or above and level 6 in key stage 2 English teacher assessment by local authority (LA), region and gender, 2013
- Table 8** Percentage of pupils achieving level 2 or below, level 3 or below, level 4 or above, level 4B or above, level 5 or above and level 6, in key stage 2 reading by local authority (LA), region and gender, 2013
- Table 9** Percentage of pupils achieving level 2 or below, level 3 or below, level 4 or above, level 5 or above and level 6 in key stage 2 writing teacher assessments by local authority (LA), region and gender, 2013
- Table 10** Percentage of pupils achieving level 2 or below, level 3 or below, level 4 or above, level 4B or above, level 5 or above and level 6 in key stage 2 grammar, punctuation and spelling tests by local authority (LA), region and gender, 2013
- Table 11** Percentage of pupils achieving level 2 or below, level 3 or below, level 4 or above, level 4B or above, level 5 or above and level 6 in key stage 2 mathematics by local authority (LA), region and gender, 2013
- Table 12** Percentage of pupils achieving level 2 or below, level 3 or below, level 4 or above, level 5 or above and level 6 in key stage 2 science teacher assessments by local authority (LA), region and gender, 2013
- Table 13** Percentage of pupils making expected progress in reading between key stage 1 and key stage 2, by local authority and region, 2009-2013
- Table 14** Percentage of pupils making expected progress in writing between key stage 1 and key stage 2, by local authority and region, 2009-2013

Table 15 Percentage of pupils making expected progress in mathematics between key stage 1 and key stage 2, by local authority and region, 2009-2013

Table 16 Achievement in reading test, writing TA and mathematics test in key stage 2 by local authority (LA), region and gender, 2012-2013

TRANSPARENCY

Supporting data for this publication is published in an open standardised format. This is available at www.gov.uk/government/organisations/department-for-education/series/statistics-key-stage-2.

RELATED PUBLICATIONS

SFR33/2012: National curriculum assessments at key stage 2 in England: academic year 2011 to 2012 (revised)

www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-in-england-academic-year-2011-to-2012

Primary School Performance Tables 2012

www.education.gov.uk/schools/performance

SFR19/2012: National curriculum assessments at key stage 2 in England: 2012 (provisional)

www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-in-england-2012

SFR23/2012: Early years foundation stage profile results in England: academic year 2011 to 2012:

www.gov.uk/government/publications/early-years-foundation-stage-profile-results-in-england-academic-year-2011-to-2012

SFR 30/2012: EYFSP attainment by pupil characteristics in England: academic year 2011 to 2012

www.gov.uk/government/publications/eyfsp-attainment-by-pupil-characteristics-in-england-academic-year-2011-to-2012

SFR21/2012: Phonics screening check and national curriculum assessments at key stage 1 in England: academic year 2012

www.gov.uk/government/publications/phonics-screening-check-and-national-curriculum-assessments-at-key-stage-1-in-england-2012

SFR25/2012: Provisional GCSE and equivalent results and national curriculum teacher assessments at key stage 3 in England: academic year 2011 to 2012

www.gov.uk/government/publications/provisional-gcse-and-equivalent-results-and-national-curriculum-teacher-assessments-at-key-stage-3-in-england-academic-year-2011-to-2012

SFR03/2012: GCSE and equivalent attainment by pupil characteristics in England: 2010 to 2011

www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-in-england-2010-to-2011

SFR 26/2012 Provisional GCE or Applied GCE A and AS and equivalent examination results in England: academic year 2011 to 2012

www.gov.uk/government/publications/provisional-gce-or-applied-gce-a-and-as-levels-and-equivalent-examination-results-in-england-academic-year-2011-to-2012

SFR10/2013: Schools, Pupils and their Characteristics: January 2012:

www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2012

Pupil attainment in Wales, Scotland and Northern Ireland

The Welsh Government publishes similar school attainment data for schools in Wales. As in England, the national curriculum is divided into key stages and pupils are assessed at the end of key stage 1, 2

and 3 at ages 7, 11, and 14 respectively. Pupils are expected to achieve level 4 at the end of key stage 2 and level 5 at the end of key stage 3. Statutory assessment in Wales is by teacher assessments for all key stages as tests were discontinued in 2002. Further information is available on the Welsh Government website.

<http://wales.gov.uk/topics/statistics/headlines/schools2013/;jsessionid=4DDB2A8FCCF44E0FCF9516B10599149C?lang=en>

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

www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN

Information on educational attainment for post-primary schools in Northern Ireland is available from the Northern Ireland Statistics and Research Agency:

www.nisra.gov.uk/publications/default.asp6.htm

International comparison surveys

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

Pupils in England also participate in the Programme for International Student Assessment (PISA), organised by the Organisation for Economic Co-operation and Development (OECD). This assessment aims to compare standards of achievement for 15 year olds in reading, mathematics and science, between participating countries. This study is based on pupils from a sample of schools.

2011 results for both of these studies were published on 11 December 2012 and are available from www.timss.org/.

A NATIONAL STATISTICS PUBLICATION

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

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

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

The Department has a set of statistical policies in line with the Code of Practice for Official Statistics, these are published at www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education.

CONFIDENTIALITY

The *Code of Practice for Official Statistics* requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.

A cross (x) is used in the tables published in this release to signify a suppressed value where publication of that figure would be disclosive. Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved or 0, 1 or 2 pupils who did not achieve a particular level are suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with the Departmental statistical policy which can be found at www.gov.uk/government/uploads/system/uploads/attachment_data/file/190768/Confidentiality_Policy_v4.pdf.

OTHER SYMBOLS USED IN TABLES

A single dot (.) is used in the tables published in this release to signify data not applicable.

A double dot (..) is used to indicate the data is not available.

A hash (#) is used to indicate not available in 2010 due to lack of sufficiently representative data as a result of industrial action.

An asterisk (*) is used to indicate that data for this LA is suppressed as it is based on a single school.

ROUNDINGS

Percentages in this SFR are given to the nearest whole number. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down, e.g. 85.586 will be rounded to 86; 85.4283 will be rounded to 85.

REVISIONS

2013 figures in this publication are provisional. We will publish revised figures in the revised 'National curriculum assessments at key stage 2' statistical first release in December.

Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at

www.gov.uk/government/uploads/system/uploads/attachment_data/file/190767/Revisions_Policy_v3.pdf.

The following table shows the difference between the provisional, revised and final results for the percentage of pupils achieving level 4 or above in reading and in mathematics over the last 5 years:

		Percentage of pupils achieving level 4 or above				
		2008	2009	2010	2011	2012
Reading	Provisional	86%	86%	84%	84%	87%
	Revised	87%	86%	83%	84%	87%
	Final	87%	86%	83%	84%	87%
Mathematics	Provisional	78%	79%	80%	80%	84%
	Revised	79%	79%	79%	80%	84%
	Final	79%	79%	79%	80%	84%

PUBLISHED FIGURES

There are two main types of figures in this publication:

- The total number of eligible pupils in a given group.
- The percentage of this group that attained a certain level in the given subject.

Percentages are rounded to whole percentages in all national and local authority tables. Any gaps/differences that are mentioned in the text are calculated from unrounded data. The underlying figures used to calculate these percentages are published at

www.gov.uk/government/organisations/department-for-education/series/statistics-key-stage-2.

Some tables give percentages by each national curriculum level, others give the percentage of eligible pupils that achieved the expected level. At key stage 2, the expected level is level 4 or above. Therefore, the percentage achieving the expected level is calculated by summing all of the pupils that achieved level 4, 5 or 6 and dividing this by the total number of eligible pupils (including those that were absent, disapplied or 'working below the level of the test'). To reach the expected level in "reading, writing and mathematics" a pupil has to have reached level 4, 5 or 6 in all three subjects.

YOUR FEEDBACK

Please contact jayne.middlemas@education.gsi.gov.uk if you have comments on the content or presentation of this release so that we can take account of your needs in future editions.

TECHNICAL NOTES

Source of data

National curriculum assessment figures published in this statistical first release (SFR) are based on provisional 2013 primary school performance tables data which was shared with schools and local authorities on 6 September 2013. This is based on test and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) on 16 July 2013 which has been matched to key stage 1 data to calculate pupil progress.

The KS2 national curriculum test figures will be subsequently updated with:

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

The KS2 national curriculum teacher assessment figures will be subsequently updated with any additional or revised submissions made to STA between 16 July and end-September 2013.

The effect of these amendments on the national results has previously been of the order of plus or minus one percentage point. The figures published in this provisional SFR are calculated on a cumulative basis (i.e. including test or teacher assessment results from previous years). This is the method used within the primary school performance tables.

Final figures for 2011 and 2012 in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking the national curriculum assessment results and the school census data. Further information on the NPD, can be found at: www.education.gov.uk/npd.

Final figures for 2010 and earlier are calculated from the final pupil level data used for the performance tables and not from the NPD. In previous years, there have been slight differences in the data between the two datasets. The only exceptions to this are the progression figures which, for all years prior to 2013, have been calculated using final data from the NPD.

How the assessments are made

This SFR provides information for key stage 2 national curriculum assessments based on the outcome of the national curriculum tests in reading, mathematics and grammar, punctuation and spelling carried out in May 2013 and teacher assessments for the 2012/13 academic year. Tests and teacher assessments provide complementary information about pupils' attainment. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each key stage. Teacher assessment (TA) is the teachers' judgement of pupils' performance in the whole subject over the whole academic year.

All children in state-funded primary schools, including most academies and free schools, are required to take part in key stage 2 national curriculum assessments before they move to secondary school. Pupils may complete the programme of study for key stage 2 before year group 6; in these cases the trigger for reporting is that point and not the end of year 6.

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' attainment measures up to the standards of the national curriculum. A review procedure is available for schools which have concerns over the marking of scripts.

More information on how the assessments are made is included in the methodology document which accompanies this release.

National Curriculum level codes

The national curriculum level descriptions for KS1 and KS2 are as follows:

Key stage 1 level	Description
W	Pupil working towards level 1 of the national curriculum
1-4	National curriculum level achieved
A	Absent
D	Disapplied
M	Missing

Key stage 2 level	Description
1-6	National curriculum level achieved
A	Absent
B	Working below the level of the test (tests only)
D	Disapplied from the national curriculum (TA only)
F	Pupil will take the test/have TA in the future
L	Pupil has left the school
M	Missing
N	Not awarded a test level (tests only)
P	Pupil took the test/has TA in the past
Q	Annulled following maladministration investigation (tests only)
S	Pending maladministration (tests only)
T	Working at the level of the tests but unable to access them (tests only)
X	Lost/Stolen scripts (tests only)
Y or Z	Not eligible for tests

Changes to national curriculum assessment administrative arrangements

Since national curriculum assessments at key stage 2 were introduced in 1995, there have been a number of changes to the process by which the assessments are run and tests are marked which are likely to affect year on year comparisons. Information on changes in previous years can be found in the methodology document which accompanies this release.

In 2013, a new test on English grammar, punctuation and spelling was introduced for all pupils following a pilot in 2012. It was also decided that we should not produce an overall English level from the reading test and writing teacher assessment as in 2012 but should publish results on reading and writing separately.

As a result, we have removed figures for overall English and English and mathematics combined from this release (figures on English teacher assessment are still published) and switched our focus to attainment in the reading test, maths test and writing teacher assessment. Although we do show figures for this measure prior to 2011, readers should note that the writing aspect for 2011 and earlier years is based on the writing test and not writing TA and so is not directly comparable to later figures.

We have also developed new progress measures in reading and writing to replace that for English. We have calculated 2012 figures for these to monitor the change over time. It is not possible to calculate these on the same basis for years prior to 2012 as separate reading and writing teacher assessments were not collected prior to 2012.

Comparisons with previous years

All figures published in this release for 2012 have been calculated using the same methodology as the 2013 figures so that valid comparisons can be made. Comparisons with data for earlier years for any indicators including writing will not be directly comparable to those for 2012 and 2013.

Care should also be taken in undertaking comparisons for high attaining pupils to ensure that, when you are looking at performance above level 4 or level 5, level 6 is included for 2012 and 2013.

Pupil performance (the number and percentage achieving the expected level) can be affected by a number of factors which mean that small year on year changes shouldn't be considered to be significant, particularly at local authority level.

Please see the methodology document which accompanies this release for information on how the assessments are made.

Coverage information

The figures reported in this release for national curriculum tests are based upon those papers that were returned by schools for marking to the STA. Only one school did not administer the tests this year.

Occasionally, a pupil will appear more than once in the data, for example, having undergone assessments at more than one school, retaking assessments, or where a pupil has been claimed by two schools or local authorities. In these cases, one record is derived for each pupil, combining elements of different records.

National test figures cover all schools in England with pupils eligible for assessment at key stage 2 in 2013, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

Before any figures can be calculated, certain pupils need to be removed from the data.

Pupils are only eligible for figures for each subject if they have a valid level in that subject. Pupils that do not have a valid level for a certain subject are excluded, so they do not appear in the number of eligible pupils or in the percentage achieving figures for that subject.

The valid levels for the national figures for key stage 2 headline results are 2, 3, 4, 5, 6, absent (A), maladministration (Q), 'working below the level of the test' (B), 'unable to access the test' (T) or 'failed to register a level' (N).

For the calculations showing the percentage of pupils achieving a particular level, the denominator for national results is the number of pupils who are eligible for KS2 tests or teacher assessments. This denominator includes pupils who were working below the level of the test (B – test only), unable to access the test (T – test only), took the test but failed to register a level (N – test only), were disapplied from the national curriculum (D – teacher assessment only), or were absent (A). Pupils with missing results, or results coded as pending maladministration (S – test only), are not included.

The effect of including independent schools in the results is negligible as can be seen by comparing the England (all schools) and England (State-funded schools only) lines in the local authority tables.

National teacher assessment figures cover all schools in England with pupils eligible for assessment at key stage 2 in 2013 but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation. The key stage 2 teacher assessment data is available for 99.9% of eligible pupils.

The valid levels for the national figures for teacher assessments are ‘working towards level 1’ (W), 1, 2, 3, 4, 5, 6, absent (A), and ‘disapplied from the national curriculum’ (D).

Local authority (LA) figures cover state-funded schools in England, including academies, free schools, city technology colleges (CTCs) and state-funded special schools. Independent schools, independent special schools, non-state-funded special schools, hospital schools and pupil referral units are excluded. In some tables, two different calculations of the national results are presented: one which is consistent with the national results in the main body of the SFR where they are based on all schools (i.e. all state-funded and independent schools for which assessment results are available); and the second for state-funded schools only (excluding state-funded hospital schools and pupil referral units), consistent with the results for each LA.

At local authority level, pupils with ‘pending maladministration’ (S), ‘missing’ (M) and ‘pupil took the test in a previous year’ (P) in the tests and pupils with ‘pupil was assessed in a previous year’ (P) for their teacher assessment are also included. Pupils with P would have the P replaced with their previous result if it can be found – those left with P will be only those for which no previous result could be found.

Expected progress figures cover state-funded schools in England, including academies, free schools, city technology colleges (CTCs) and state-funded special schools. Independent schools, independent special schools, non-state-funded special schools, hospital schools and pupil referral units are excluded.

Pupils are included in the progress measures if they are at the end of key stage 2 in all of reading, writing and mathematics, i.e. they have taken tests in both reading and mathematics, have a teacher assessment for writing and at least one of those was in the current year; or they have been marked as working below the level of the tests (B), Absent (A) or working at the level of the tests but unable to access them (T).

Pupils with lost test results (X) are normally excluded from school and LA indicators in the performance tables but included at national level. However, they are included in progress measures at all levels using their TA to replace the test level.

The starting point for each progress measure is the key stage 1 teacher assessment in the relevant subject. This is converted to a numerical level so that the number of levels of progress can be calculated. W is converted to level 0 and 2C, 2B and 2A are all converted to level 2.

The reading and mathematics progress measures use a pupil’s key stage 2 test results if they are level 3, 4, 5 or 6 but use the teacher assessment in all other cases. The key stage 2 level used for the progress measures is illustrated in the following table.

		KS2 test result		
		B, N or 2	A, M, Q, S, T, X or blank	3, 4, 5 or 6
KS2 teacher assessment	W	0	0	Use test result
	1, 2	Use TA	Use TA	Use test result
	3, 4 or 5	Level 2	Use TA	Use test result
	6	Level 2	Level 5	Use test result
	A, D, F or P	Use TA	Use TA	Use test result
	Missing or blank	See below	See below	Use test result

Pupils with key stage 2 test results other than levels 3, 4, 5 or 6 who have a missing or blank teacher assessment are included in the progress measures as schools are required to submit teacher assessment for every pupil.

The writing progress measure only uses the writing teacher assessment. As for reading and mathematics, any pupils with a missing teacher assessment are included as not having made expected progress.

The number of levels of progress made is calculated by subtracting the key stage 1 level from the key stage 2 level.

All pupils with level 6 (including those with no key stage 1 results) are treated as having made two levels of progress since they have achieved the highest level possible. Similarly, all pupils with W or level 1 at the end of key stage 2 (including those with no key stage 1 results) will be treated as not having made two levels of progress.

Any pupils who have a non-numeric key stage 2 result after combining the test and teacher assessment using the above method (including those with key stage 2 test results other than levels 3, 4, 5 or 6 who have a missing or blank teacher assessment) are treated as not having made expected progress.

The following table shows how levels at key stage 1 are mapped to those at key stage 2 to determine whether a pupil can be included in the progress measure and whether or not they have made at least two levels of progress. Where a pupil is shown as “not included”, this means that we don’t include them in the calculation of the measure because there is insufficient evidence to calculate the amount of progress they have made.

		KS2 level (combined test and teacher assessment for reading and maths, teacher assessment for writing)							
		Any non-numeric level	0	1	2	3	4	5	6
KS1 level	A, D or no KS1 level	Expected progress not made	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Expected progress made
	0	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made
	4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made

Key stage 1 to key stage 2 transitions

Table 6 shows the attainment of pupils in reading, writing and mathematics at key stage 2 broken down by prior attainment at key stage 1. The KS2 levels shown for reading and mathematics are a combination of the KS2 test and teacher assessment as used in calculating the KS1 to 2 progress measures.

School Type

The school types reported within this SFR are taken from Edubase and are given as at 11 September 2012. More details about the school types are provided in the methodology document

School phase

The school phase reported within this SFR is based on the school's statutory lowest and highest age of pupil. This is taken from Edubase and is given as at 11 September 2012. Only schools with eligible pupils are included in the figures.

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