



# Quality and Methodology Information

## Attainment in primary schools in England

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#### A National Statistics publication

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

## 1. Introduction

This document provides a range of information on the quality of the primary school attainment data and the methodology used in producing it. It is based on the Office for National Statistics' [guidelines for measuring statistical quality](#).

It provides an overview of the data used in the production of the phonics, key stage 1 and key stage 2 statistical first releases (SFRs) and the primary school performance tables. It describes the methodology used to calculate pupil attainment in these publications. It provides information on the data sources, their coverage, quality and how the data is validated and processed.

## 2. About the output

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

[Phonics screening check and national curriculum assessments at key stage 1 in England: 2013](#)

[National curriculum assessment at key stage 2 in England: 2012 to 2013 \(provisional\)](#)

[National curriculum assessment at key stage 2 in England: 2012 to 2013 \(revised\)](#)

School level information for the end of primary school is published in the [primary school performance tables](#).

Attainment in primary schools is measured by statutory assessments against the standards set out in the [national curriculum](#). Primary school education is split into key stages as shown in figure 1.

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

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

National curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that pupils who achieved level 2 at the end of key stage 1, would be expected to achieve level 4 by the end of key stage 2.

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

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

In addition to the assessments at the end of each stage, pupils in year 1 must take the phonics screening check. Any year 2 pupils who did not meet the standard in year 1 or did not take the check in year 1 must re-take the check in year 2.

## Data sources

### Phonics

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

Independent schools cannot submit phonics screening check results.

### Key stage 1

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

Independent schools and non-maintained special schools can report KS1 teacher assessments if they wish to do so. If they choose to do so, they must submit the data via their LA or another accredited agency and meet the same conditions (e.g. moderation) as state-funded schools.

### Key stage 2

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

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

In 2014, there were statutory externally marked tests in reading, mathematics and grammar, punctuation and spelling. The grammar, punctuation and spelling test was introduced in 2013.

In addition to the statutory tests for national curriculum levels 3 to 5, externally marked non-statutory level 6 tests were also available for more able pupils.

Schools must provide teacher assessments including component attainment targets for English, reading, writing, mathematics and science.

The majority of the published figures are based on either test results or teacher assessments rather than a combination of the two. The exceptions are progress measures and value added where the key stage 2 teacher assessments are used if a pupil doesn't have a 'marked' test result, for example because they were working below the level of the test, were absent at the time of the test or their test result was annulled.

Since 2010, national attainment levels in science have been measured using a statutory externally marked science test in a sample of schools. Between 2010 and 2012, this was an

annual test. From 2014, there was a new sample [science test](#) which will take place every two years.

## Relevance

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

One of the main limitations is that the data only covers statutory assessments, so data on optional tests which some schools use at the end of years 3, 4 and 5 is not collected. In addition, the statutory assessments only cover a limited range of subjects and do not provide any information about attainment in other subjects such as music, history and modern foreign languages.

## Key users

Department for Education	<p>Used to monitor national standards of literacy and numeracy in primary school children in England. The national figures are used to determine whether standards are improving or declining.</p> <p>Data for sub-groups of the population are also analysed to inform departmental policies aimed at closing gaps in attainment.</p> <p>School level figures are used to identify schools where intervention may be needed to bring standards up to an acceptable level.</p>
Ofsted	<p>Used as part of the background information to inform school inspections. For example, it enables inspectors to identify areas of the curriculum or groups of pupils where a school appears to be doing less well that would then form part of the focus during the inspection.</p>
Ofqual	<p>Used as part of the evidence it reviews on the setting and maintenance of standards in national assessments.</p>
Local authorities	<p>Use the national data and that for other LAs to set the attainment of their area into context.</p> <p>Use the school level information to hold maintained schools to account.</p>
Schools	<p>Used to evaluate their own performance against national standards and other local schools.</p> <p>Used to identify high performing schools with similar circumstances to their own that they can work with to improve their own standards.</p>

School governors	Used to hold schools to account, to identify strengths and weaknesses and support school improvement.
Teachers and head teachers	Used to carry out analysis and self-evaluation, and to aid planning of school improvement strategies.  Use the information to inform decisions about whether to apply for vacancies in particular schools and also as background information when preparing for interviews.
Parents	Used to compare their own children's performance to others in their school, LA and nationally.  Used to hold their children's schools to account and identify areas where they feel the school needs to improve.  Used to inform choice of a primary school for their child.  Performance of schools in the local area is also a key consideration for parents and prospective parents when moving house.
Others	Researchers from this country and abroad. Others use the information to identify schools with particular levels of attainment that they may wish to market their services to.

## Timeliness

The phonics screening check takes place in the third week of June (wc 16 June in 2014).

Key stage 1 teacher assessments should be finalised by schools in early July (Thursday 3 July in 2014) and submitted to the department by the end of July (Thursday 31 July in 2014).

Key stage 2 tests take place in the second week of May (wc 12 May in 2014) and schools are required to submit key stage 2 teacher assessments to STA by the end of June (Friday 27 June in 2014).

Since 2011, provisional key stage 2 data, including progress between key stage 1 and key stage 2 has been published in mid-September (19 September in 2013 – around 12 weeks after the deadline for submission of teacher assessments). Revised key stage 2 data including school level data and breakdowns by characteristics has been published in December.

Provisional phonics and key stage 1 data, including breakdowns by characteristics has been published in early October (3 October in 2013 – around 9 weeks after the deadline for submission of the data).

In 2014, we responded to requests for the provisional key stage 2 data to be made available earlier and published this on Thursday 28 August (9 weeks after the deadline for submission of teacher assessments – following the data processing and checking outlined in the rest of this document). Publication of the provisional phonics and key stage 1 data was also brought

forward by one week to Thursday 25 September (8 weeks after the deadline for submission of the data). Revised key stage 2 data will continue to be published in December.

## Punctuality

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

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

### 3. How the output is created

#### National curriculum level codes

##### Key stage 1 level

W	Pupil working towards level 1 of the national curriculum
1-4 <sup>1</sup>	National curriculum level achieved
A	Absent
D	Disapplied
M	Missing
Q	Maladministration

##### Key stage 2 level

1-6	National curriculum level achieved
A	Absent
B	Working below the level of the test (tests only)
D	Disapplied from the national curriculum (teacher assessment (TA) only)
F	Pupil will take the test/have TA in the future
H	Annulled due to pupil cheating (tests only)
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)
Z	Registered in error.

Data on pupil's attainment is collected from schools via a number of separate data collections. This information is linked with information on pupil's characteristics taken from the [school](#)

<sup>1</sup> Assessments at level 2 for key stage 1 in reading, writing and mathematics are split into sublevels, ie. 2c, 2b and 2a. Assessments for science and speaking and listening and at other levels are not split.

[census](#) and information on pupil's prior attainment to produce the provisional [national pupil database](#) (NPD). A number of derived variables are added during this process. This data is then used to produce the provisional SFRs.

Following publication of the SFRs, additional data including outcomes from marking reviews at KS2 and teacher assessments submitted after the deadline are added to the data. For KS2, the data is also checked with schools during the performance tables checking exercise. The revised pupil attainment data is then linked again with information on pupil's characteristics and prior attainment to produce the revised/final NPD and all derived variables recalculated. For phonics and KS1, this data is then considered final and will be used to update the time series in the following year's SFR. For KS2 this data is published in the revised SFR and the performance tables. Following publication of the performance tables, there is a short errata process where schools can inform us of any additional changes that should be made to the data. Following this process, the performance tables data are finalised and the NPD and the performance tables website updated. The final data is used to update the time series in the following year's SFR.

This process for each key stage is illustrated in the process maps in Annex A.

## Derived variables

The following derived variables are added to the pupil data.

Valid pupils	<p>Binary indicators have been added to the KS2 data to indicate whether pupils have a valid result in each subject. These indicators are used to identify the pupils to be included in national calculations.</p> <ul style="list-style-type: none"> <li>• For KS2 tests, they include levels 2-6, A, B, H, N, Q and T. Pupils with M, X or S are not included.</li> <li>• For KS2 TA, they include levels 1-6, A, D and W. Pupils with M are not included.</li> </ul>
Eligible pupils	<p>Binary indicators have been added to the KS2 data to indicate whether pupils have an eligible result in each subject. These indicators are used to identify the pupils to be included in school and LA level calculations.</p> <ul style="list-style-type: none"> <li>• For KS2 tests, they include levels 2-6, A, B, H, M, N, S, Q and T. Pupils with X are not included.</li> <li>• For KS2 TA, they include levels 1-6, A, D, M and W.</li> </ul>

Achieved various levels in tests/TA

The expected level at KS1 is level 2 or above. Binary indicators have been added to the KS1 data to indicate whether pupils have achieved level 2 or above, level 2b or above and level 3 or above in each subject.

The expected level at KS2 is level 4 or above. Binary indicators have been added to the KS2 data to indicate whether pupils have achieved level 4 or above, level 4b<sup>2</sup> or above, level 5 or above and level 3 or below in each subject.

Achieved various levels in reading, writing TA and mathematics.

Binary indicators have been added to the KS2 data to indicate whether pupils have achieved level 4 or above, level 4b or above, level 5 or above and level 3 or below in all of reading, writing and mathematics.

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

Average point score (APS)

The KS1 average point score includes reading, writing, mathematics and overall science only. The table below sets out how points have been allocated to each KS1 TA level (any other results are disregarded).

4	27
3	21
2a	17
2b or undifferentiated level 2	15
2c	13
1	9
Working towards level 1 (W)	3

The KS2 average point score is calculated by adding the reading test and writing TA point scores and dividing by 2. The result is then added to the mathematics test point score and the result again divided by 2. The table below sets out how points have been allocated to each KS2 level (any other results are disregarded).

<sup>2</sup> Level 4b is not included in the STA data but is derived from the test level and marks. A pupil with a mark in the top two thirds of the level 4 mark range or with level 5 or 6 is deemed to be at level 4B or above. It should be noted that these figures are not subject to the same statistical equating as the level thresholds to ensure that national standards are maintained. In addition, the level 4 mark range is not always an exact multiple of three. Changes over time at level 4b or above should therefore be interpreted with care.



6	39
5	33
4	27
3	21
2	15
1 (writing TA only)	9
W (writing TA only)	3
Not awarded a test level (N)	15
Working below the level of the tests (B)	15

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

Low/middle/high prior attainment

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

Low attaining = below level 2 at KS1 (with KS1 APS < 12);

Middle attaining = at level 2 at KS1 (with KS1 APS  $\geq$  12 but <18);

High attaining = above level 2 at KS1 (with KS1 APS  $\geq$  18).

Any pupils without KS1 assessments are excluded from these figures.

Progress measures

Binary indicators have been added to the KS2 data to indicate whether pupils should be included in the progress measures and whether they have made the expected level of progress. Pupils need to have both KS1 and KS2 results to be included in the progress measures unless they achieved W, level 1 or level 6 at KS2. The KS2 result used for most pupils (approximately 95%) will be their test result. However, where pupils do not have a 'marked' test result, the key stage 2 teacher assessments will be used instead. For pupils who are working below the level of the test, the teacher assessment will be capped at level 2 but for other pupils, the teacher assessment is used as provided by the school. For full details of the progress measures methodology, see the [performance tables](#).

## Floor Standard

Schools will be deemed to be underperforming if their performance is below the 'floor standard'. In 2014, a school is below the minimum expected level if:

- fewer than 65% of pupils at the end of key stage 2 achieve level 4 or above in all of reading, writing and mathematics; and
- the proportion of pupils making two levels of progress in reading, writing or mathematics are all below the median percentage for all state-funded mainstream schools.

Results from the grammar, punctuation and spelling tests are not taken into account in the floor standard.

Only state-funded mainstream schools with 11 or more eligible pupils are included in the floor standard calculations. Closed schools, including those which closed during the 2013/14 academic year and reopened as a different type of school (for example, a sponsored academy), are excluded from the floor standard. Schools which do not have a figure published for each of the above measures (for example, where the figure is suppressed due to maladministration) are also excluded.

Figures for 2014 are not comparable to those for 2013 due to a change in the floor standard. In 2013, a school was below the minimum expected level if:

- fewer than 60% of pupils at the end of key stage 2 achieved level 4 or above in all of reading, writing and mathematics; and
- the proportion of pupils making two levels of progress in reading, writing or mathematics are all below the median percentage for all state-funded mainstream schools.

In addition, in 2013 schools which became a converter academy during the academic year were treated as a closed school and so excluded from the floor standard calculations. For 2014 onwards, these schools are treated as continuing schools and included in the floor standard calculations.

The increase in the attainment threshold will have a considerable impact on the number of schools below the floor. However, the change to the treatment of converter academies will have only a minimal impact on the number of schools below the floor.

## Data added from other sources

### Characteristics

Information on pupil characteristics is taken from the school census. Details will be provided in a separate quality and methodology document when 2014 breakdowns by characteristics are published.

### School Phase

The school phase is derived from the school's statutory lowest and highest age of pupil. This is taken from Edubase and is given as at 11 September at the start of the academic year. Special schools are not included in the school phase tables.

### School Type

The school types are taken from Edubase and are given as at 11 September at the start of the academic year. They are defined as follows:

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

## 4. Accuracy and reliability

### Data coverage

#### Phonics

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

In 2014, the provisional phonics data taken after the deadline for submission contained data from 16,216 of the 16,241 expected schools (99.8%).

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

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

There is very little change between the provisional and final datasets and the SFR is produced based on the provisional data. In 2013, the provisional phonics data contained data from 16,155 of the 16,206 expected schools (99.7%). The final data contained data for 16,158 schools (99.7%). The SFR is not updated once final data is available but the final data will be used to update any time series in the following year's SFR.

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

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

### Definition of the year 2 cohort

Data for the year 2 cohort is produced by matching the year 2 phonics results from the current year with key stage 1 results for the current year and year 1 phonics results from the previous year. Pupils are included in the year 2 figures if:

- they have a valid year 2 phonics result from the current year; or
- they have a valid year 1 phonics result from the previous year and they have a valid key stage 1 result in the current year.

If pupils have a result for both year 2 and year 1, the year 2 result is used (even if the year 1 result suggests that the pupil did not need to retake the check in year 2). Where pupils have a valid year 2 phonics result, the LA and school type associated with that result is used. Where they don't have a valid year 2 result, the LA and school type from the key stage 1 record is used. This is so that pupils who have moved schools between year 1 and year 2 are included under their year 2 school.

This is slightly different to the methodology used in 2013 following feedback from LA users. 2013 figures have been revised in the 2014 SFR to be consistent with the new methodology.

### Key stage 1

The target population for the key stage 1 data collection is all pupils who are at the end of key stage 1. However, key stage 1 assessments are only mandatory for state-funded schools. In 2014, only 16 independent schools (out of approximately 1500 independent schools with the appropriate age range) submitted data. Therefore, the data should not be considered representative of all key stage 1 schools but can be considered representative of state-funded schools.

The provisional KS1 data produced immediately after the initial closure of the collection generally contains data for over 99 per cent of the expected schools. Unfortunately, in 2014, the data initially submitted for all 61 schools in Stockton-on-Tees was found to be incorrect and had to be removed from the provisional data before the SFR was produced. The provisional key stage 1 data used for the SFR contained data from 16,148 of the 16,215 expected schools<sup>3</sup> (99.6%) after this data had been removed. Correct data for these schools has now been submitted and data for Stockton-on-Tees and revised data for the North East region has been added to the SFR. The omission of data for Stockton-on-Tees had a negligible impact on the national figures and we do not intend to recalculate the national figures until next year's SFR.

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

There is very little change between the provisional and final datasets and the SFR is produced based on the provisional data. In 2013, the provisional key stage 1 data contained data from 16,153 of the 16,165 expected schools (99.9%). The final data contained data for 16,154 schools

<sup>3</sup> The expected schools list includes all state-funded schools with a cohort of the relevant age plus those independent schools which have submitted data.

(99.9%). The SFR is not updated once final data is available but the final data will be used to update any time series in the following years SFR.

Any pupils who do not have a valid KS1 outcome for a subject are excluded from the calculations for that subject and do not appear in the number of eligible pupils or in the outcome percentages. The valid levels are: 'working towards level 1' (W), 1, 2c, 2b, 2a, 3, 4, absent (A), disapplied (D), 'unable to access' (U) (for science only) and maladministration (Q).

In the 2014 data, there were 30 pupils with maladministration in mathematics. There were no pupils with maladministration in any other subject.

## Key stage 2

The target population for the key stage 2 data collection is all pupils who are at the end of key stage 2. However, key stage 2 assessments are only mandatory for state-funded schools. In 2014, 369 independent schools (out of approximately 1700 independent schools with the appropriate age range) took part in the assessments. Therefore, the data shouldn't be considered representative of all key stage 2 schools but can be considered representative of state-funded schools.

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

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

In the provisional 2014 data, 12,232 (0.7%) test results were suppressed due to maladministration investigations. 44 results had been annulled due to confirmed maladministration and 58 were not available for reasons beyond the schools control. No test results were annulled due to pupils cheating. Teacher assessments had been submitted for 99.9% of pupils. They can therefore be considered representative of all schools that took the tests.

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

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

The revised KS2 data is based on test and teacher assessment data provided to the Department by STA in late October. In the revised 2014 data, 4,521 (0.3%) test results were suppressed due to maladministration investigations. 1,429 results had been annulled due to confirmed maladministration and 58 were not available for reasons beyond the schools control. No test results were annulled due to pupils cheating. Teacher assessments had been submitted for 99.9% of pupils. They can therefore be considered representative of all schools that took the tests.

There are a small number of further changes to the data following publication of the performance tables. The performance tables (national, LA and school level figures are updated with these changes but the SFR is not updated. However the final data will be used to update any time series in the following years SFR.

Any pupils who do not have a valid level for a subject are excluded from the calculations for that subject and do not appear in the number of eligible pupils or in the outcome percentages for that subject. Valid levels for the national figures for tests 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). 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). At LA level, pupils with 'pending maladministration' (S), 'missing' (M) and 'pupil took the test/was assessed in a previous year' (P<sup>4</sup>) are also included.

#### **Pupils included in progress measures**

The key stage 2 result used for the reading and mathematics progress measure is usually the pupil's test result. However, if the pupil has a KS2 test level other than 3, 4, 5 or 6 then their KS2 teacher assessment will be used instead. The writing progress measure only uses the writing teacher assessment.

Most pupils with missing key stage 1 results are excluded from the progress measures. However, all pupils who achieve level 6 at the end of key stage 2 are treated as having made expected progress since they have achieved the highest level possible. Similar all pupils who achieve with W or level 1 at the end of key stage 2 are treated as not having made expected progress.

Full details of the progress measures calculations are included in the [performance tables technical guide](#).

## **Measurement error**

### **Phonics**

Clear [guidance](#) is provided to schools to ensure that the phonics screening check is administered consistently in all schools. In 2014, the pass mark was not made available to schools until after the completion of the check (in previous years, it was sent out with the test materials). This was to ensure that teachers could not be influenced by the pass mark when judging whether pupils had read each word correctly.

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<sup>4</sup> Pupils with P will have the P replaced with their previous result if it could be found. If a previous result cannot be found, the pupils result will be left as P and treated as missing.

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

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

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

### Key stage 1

Clear [guidance](#) is provided to schools to explain how they should carry out assessments at the end of key stage 1. School must administer key stage 1 [tasks and tests](#) to the children during the year and use the outcomes of these tests to inform their teacher assessments.

To ensure that standards are consistent between schools, LAs moderate a sample of key stage 1 teacher assessments to ensure that they are appropriate and consistent with national standards. Each LA must carry out a [moderation](#) visit to at least a quarter of their schools each year and ensure that all schools are moderated at least once in a four year cycle. Schools where assessment is felt to be at particular risk of inaccuracy will be moderated more frequently. If the moderator judges that a school's assessments are not consistent with national standards, the assessments must be reconsidered by the teachers concerned. If the moderator's judgements continue to differ from the schools, the LA will substitute their assessments for those of the school. They will inform STA of any irregularities in schools' assessment arrangements.

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

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

### Key stage 2

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

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

The tests are externally marked by STA to ensure that marking is consistent between schools. 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.



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

When standards are equated to determine the level thresholds on the test, it is necessary to either round up or down from the equivalent score to ensure that the level threshold is a whole number. These small unavoidable changes in the standard year on year mean that the proportions of children reported as achieving each level can change without any real change in attainment. The size of the change is greater when the percentage of children achieving marks around the level threshold is higher. The maths test has a total of 100 marks, meaning that around the level 5 threshold there are around 1-2% of children on each mark-point, meaning that this rounding issue can affect the figures by up to 1 percentage point. The English reading test has a total of 50 marks, with 3-4% of children on the mark-points around the level 5 threshold, meaning that the figures may be affected by up to 2 percentage points. The percentage of pupils on each mark point around the level 4 threshold is lower (less than 1% for mathematics but up to 2% for reading), so the rounding will have less of an impact on the figures for the percentage achieving level 4 or above.

As a result, we would expect more annual variation between the results from the reading test than the maths test. we would also expect more variation in results at level 5 or above than in results for level 4 or above. Care should therefore be taken when interpreting small changes in attainment unless these are sustained over time.

After marking, marked scripts are returned to schools. If schools have concerns over the marking of a script, they may return this to STA to be re-marked. STA publish an [SFR](#) each year with data on the review process. In 2013, there were 6,206 applications for reviews of the level 3-5 tests (0.4% of all test papers). 24% of these reviews resulted in a change to the level awarded. Outcomes of reviews are not reflected in the provisional data but are included in the revised data.

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

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

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

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

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

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

## Validation and quality assurance of source data

### Phonics and key stage 1

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

#### **Examples of validation rules**

The phonics mark must be a number between 0 and 40

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

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

Each pupil must have only one KS1 assessment for each subject

The LA will check the data before forwarding it to the department using COLLECT. COLLECT also contains validation rules (similar to those in school MIS) which highlight 'errors' and 'queries' to the LA. The LA must correct any errors before they can approve the data. 'Queries' highlight situations which are not usual but can occasionally occur (e.g. the number of boys

submitted by a school is more than 10 fewer than the expected number). Before the LA can approve the data, they must enter a note against these items to confirm that the data is correct.

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

The department operates a data collection helpline to assist LAs that are having difficulty submitting data. The helpline will also contact any LAs who they believe may be having problems submitting their data (e.g. when there is a delay of more than a few days between an LA submitting and approving data). They may also issue a guidance note to all LAs if the same errors are repeated in many schools data.

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

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

Occasionally, more than one school may submit data for the same pupil (for example, if pupils change school during the summer term). In the 2013 phonics data, there were 192 duplicate cases, where more than one school had submitted data for the same pupil and we were unable to determine which school the pupil was attending for the check. These cases were left in the data. As these are not clustered within any LAs or schools they are unlikely to have an effect on the attainment percentages reported.

## Key stage 2

Once schools have completed their KS2 tests they are required to send their test materials and attendance registers to STA for external marking and data capture. In 2014, the level 3-5 English reading and mathematics tests were marked on paper and the level 3-5 grammar, punctuation and spelling test and all level 6 tests were marked on screen.

For the paper-based marking, markers can input the code provided by the school from the school attendance register or where a script is present, mark and input this data into an Online Marker System (OMS). Markers will sum the component level marks (on paper) and input this into OMS. The OMS system validates the component level marks to ensure they are in the permissible range and calculates an overall test mark for each child. OMS also validates attendance register codes to ensure that non-valid codes aren't entered by the marker. When all pupils in that school have a valid outcome, the results are submitted for that subject and are introduced into the datafeed.

For screen-marked tests, the test scripts are marked on screen if the script can be scanned, i.e. it is not damaged and is not a modified test (braille/modified large print/enlarged print). Scanned scripts are divided into 'clips' consisting of one or more items for marking, and can be assigned to different markers. The markers input the marks for all questions in a given item, in each clip, directly into ePen (the onscreen marking system) as they mark them on screen. ePen only allows markers to input marks in the permissible range for each item. When all items have been

marked, the script is exported from ePen into a holding area. Whilst scripts are being scanned and marked, the process of matching scripts to children who were registered for the test is performed. A script result is only created by aggregating the individual question marks to produce the script total, when a script is matched to a pupil and all the marked script results are present in the holding area. For tests that contain multiple scripts, a subject level result is only created when all scripts are present. It is at this point that the result is introduced into the datafeed.

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

Both OMS and ePen validate test marks to ensure all input is within range. OMS also includes validation to prevent some invalid combinations of attendance register codes, e.g. a child cannot have left and be absent for another component of the test.

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

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

Occasionally, more than one school may register the same pupil for the test (for example, if pupils change school or are dually registered). The vast majority of these cases are resolved when test scripts and attendance registers are received. However, in a small number of cases this is not possible, normally where a pupil is working below the level of the tests. In these cases, STA contact the schools involved to establish which school the pupil was attending during test week and where the results should be assigned. In the 2014 KS2 data, there were no duplicate cases where we were unable to determine which school to report results against.

Further checks are also carried out on the datafeed before it is passed across to the department for use in the performance tables such as:

**Examples of validation rules**

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

Checks to ensure special consideration and compensatory marks are applied correctly

Checks to ensure reviews are applied correctly

Teacher assessment data is collected from schools and LAs that have chosen to submit on behalf of their schools via NCA tools (a system used by STA to manage and collect information from

schools regarding KS2 tests and teacher assessment). Schools and LAs can upload their data using a CTF extract from their MIS provider or input the data into a spreadsheet template which includes the details of the children we are expecting data for supplied on NCA tools. The MIS will include a number of validation rules which check that the data entered is valid and alert the school to correct the data if not. NCA tools will validate this data on upload and provide schools and LAs with warning and error messages where appropriate to allow them to correct any issues.

Teacher assessment data is downloaded from NCA tools and is passed through a result validation engine where invalid values are identified and the rows flagged to correct them if it is appropriate to do so (for example, replacing sub-levels such as 5c with 5). Each row contains the teacher assessment data as uploaded by the school for an individual child, if the row has no errors flagged then this data is then passed for matching to the KS2 test data into the datafeed.

#### **Examples of TA validation rules**

Identifying results that are not valid, for example, sub-levels or out of range levels.

Identifying cases where results are missing component attainment levels or p-scales.

Identifying duplicate records including duplicate UPNs provided by the school.

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

Once the data has been validated, it is automatically matched to children using a matching algorithm that uses various combinations of UPN/DOB/name as well as the robust 'double-metaphone' pattern matching algorithm. The matching is pessimistic in that a single match must exist in order for teacher assessment results to be linked to a child; if no match exists then a new child record is created in quarantine and this must be manually reviewed by STA and matched to a child in the datafeed if one exists. Some examples of the types of mismatches are due to duplicate records, UPN/name changes and typing errors made by the school. Occasionally a school may contact STA if they have provided teacher assessment data for a child that was not recorded at that school for the tests and the teacher assessment will only be included if they provide a valid reason as to why the child did not sit the test (usually because they were below the level or absent on the day of the test).

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

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

KS2 test results are made available to schools on NCA tools on return of results day. In 2014, this was 8 July 2014. This data along with all matched teacher assessment data in the datafeed is then passed from STA to the department for use in the SFR and performance tables.

## Data Processing

### Phonics and key stage 1

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

Occasionally, a pupil will appear more than once in data, resulting, for example, from a change of school, or dual registration. Rules for deriving the main record and a combined 'best' attainment record for these pupils have been agreed. Where a pupil has more than one result in a subject, the highest level will be taken and all other results discounted. Occasionally a pupil will appear more than once on the census. Rules for deriving the main census record have been agreed to eliminate duplicates based on factors such as enrolment and school type.

### Key stage 2

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

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

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

The entire process is subject to a 'dry run' during the summer. This involves producing a dummy dataset, from the previous year's dataset, which conforms to how the current year's data will be supplied (e.g. if new subjects have been introduced, then dummy data would be added to last year's data to simulate these). This dummy dataset is used to test the contractor's systems and the department's checking processes. This allows potential problems to be resolved prior to the receipt of the live data.

### SFR production

All data in the SFR tables is dual run by two people independently. In many cases, different statistical packages will be used by the two individuals. Any discrepancies in the data produced are discussed and more experienced staff involved as required to agree the correct figures. Additional checks are carried out on the data produced.

**Examples of additional checks**

Comparisons with previous year's figures or provisional data to identify any large unexpected changes

Check totals are consistent across tables

Check patterns in the data (e.g. usual differences between subjects, high/low performing LAs are the usual ones)

Check figures against those produced for the performance tables

**Reliability****Phonics and key stage 1**

The key stage 1 and phonics SFR is published based on provisional data as there is very little change between the provisional and final datasets (the only change being the submission of a small amount of late data). The national figures typically change by no more than plus or minus one percentage point between provisional and final data. Table 1 shows the change in some key figures at national level over the last three years.

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

		2012	2013	2014
% of pupils meeting the expected standard of phonics decoding by end of year 1	Provisional	58%	69%	74%
	Final	58%	69%	-
% of pupils meeting the expected standard of phonics decoding by end of year 2	Provisional	-	85%	88%
	Final	-	85%	-
% of pupils achieving level 2 or above at the end of key stage 1 in reading	Provisional	87%	89%	90%
	Final	87%	89%	-

Changes in the LA figures can be slightly larger. In 2013, 5 of the 150 LAs (excluding City of London and Isle of Scilly) had a change in the percentage of pupils achieving level 2 or above at the end of key stage 1 in reading between provisional and final data. The largest change was 1 percentage point.

**Key stage 2**

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

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

However, the national figures usually change by no more than plus or minus one percentage point between provisional, revised and final data. Table 2 shows the change in some key figures at national level over the last three years.

Table 2: Change in national key stage 2 data

% of pupils achieving level 4 or above in:		2012	2013	2014
Reading	Provisional	87%	86%	89%
	Revised	87%	86%	89%
	Final	87%	86%	-
Mathematics	Provisional	84%	85%	86%
	Revised	84%	85%	86%
	Final	84%	85%	-
Grammar, punctuation and spelling	Provisional	-	74%	76%
	Revised	-	74%	76%
	Final	-	74%	-

Again, changes in the LA figures can be slightly larger. In 2013, 74 of the 150 LAs (excluding City of London and Isle of Scilly) had a change in the percentage of pupils achieving level 4 or above at the end of key stage 2 in reading between provisional and revised data. The largest change was 4 percentage points.

Changes in school level data can be even larger - in 2013, 1,688 of the 14,792 schools where a figure was published had a change in the percentage of pupils achieving level 4 or above at the end of key stage 2 in reading between provisional and revised data. The largest change was 23 percentage points. As a result of the large level of change in these figures, school level results are not published based on provisional data.

Changes in LA and school level data between revised and final data are small – only 7 LA and 17 schools had a change in the percentage of pupils achieving level 4 or above at the end of key stage 2 in reading between revised and final data in 2013.

## 5. Accessibility and Clarity

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

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



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

The performance tables website provides a number of ways of searching for schools of interest (e.g. by name of school, by town, within x miles of a postcode or all schools within a LA) and presents the data in a series of web pages showing different aspects of the data. The selected schools are shown in alphabetical order by default but can be sorted by any measure if the user requires ranked data.

Users can also download the data for all schools in either excel or csv format.

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

## Disclosure Control

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

In the statistical first releases, an 'x' indicates that a figure has been suppressed due to small numbers. Values of 1 or 2 or a percentage based on 1 or 2 pupils who achieved, or did not achieve, a particular 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 on confidentiality](#).

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

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

## 6. Coherence and comparability

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

Test and teacher assessment provide complementary information about a pupil's attainment so we would not expect them to agree in every case (for example, a pupil may not perform as well as expected in the test due to feeling tired or distracted that day. On the other hand a teacher may feel that a child has not mastered all the skills needed for a level but they may still achieve that level in the test). However, we would expect there to be a high level of correspondence between them.

Table 3 summarises the level of correspondence between the test results and teacher assessment at pupil level in 2013.

Table 3: Comparison of test and teacher assessments (pupil level), 2013

	Reading	Mathematics
Same	72%	78%
TA higher	18%	12%
TA lower	11%	10%
Differ by more than 1 level	0.3%	0.1%

**Base: all pupils with 'marked' test and TA levels in that subject (ie excluding those who were absent, working below the level of the test etc) - includes 94% of eligible pupils in reading and 95% in mathematics.**

The percentage of pupils achieving level 4 or above nationally is slightly lower when measured using test results than teacher assessments (86% and 87% respectively for reading 85% and 87% for mathematics in 2013).

Table 4 summarises the differences between the percentages achieving level 4 or above at school level measured by test and teacher assessment.

Table 4: Comparison of % level 4 or above (school level), 2013

	Reading	Mathematics
Same	31%	37%
TA higher	43%	40%
TA lower	26%	23%
Differ by more than 5 percentage points	34%	30%

**Base: all schools with a figure published for both test and TA.**

There have been a number of changes to primary school assessment over time which can make comparisons over time difficult. These changes are listed in annex B. Where time series are shown in the tables, any discontinuities will be indicated in the tables by the use of a dotted line and footnotes will be included to explain the reason for the discontinuity. Where possible (for example, when methodology rather than test structures change), figures for previous years will be recalculated using the current methodology.

There were only minor changes to primary school assessments in 2014. These are listed in Annex B.

There were significant changes to key stage 2 assessments in 2012 and 2013.

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 removed figures for overall English and English and mathematics combined from our SFRs (figures on English teacher assessment are still published) and switched our focus to attainment in the reading test, mathematics 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 also developed new progress measures in reading and writing to replace that for English. We 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.

We also introduced additional measures showing whether pupils have achieved a 'good' level 4, defined as where the test mark is in the top two-thirds of the level 4 mark range (often called level 4b or above).

All figures published in the 2013 and 2014 SFRs for 2012 have been calculated using the same methodology as the 2013 and 2014 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.

The Welsh Government publishes similar 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. Further information is available on the [Welsh Government website](#).

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

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

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

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

## **7. Got a query? Like to give feedback?**

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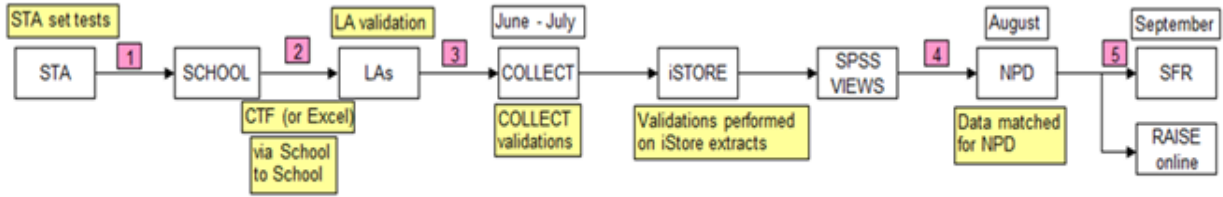
If from the media                      Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.  
020 7783 8300

If non-media                              Jayne Middlemas, Education Data Division, Department for Education, 2 St Paul's Place, 125 Norfolk Street, Sheffield S1 2FJ.  
0114 2742117  
[jayne.middlemas@education.gsi.gov.uk](mailto:jayne.middlemas@education.gsi.gov.uk)

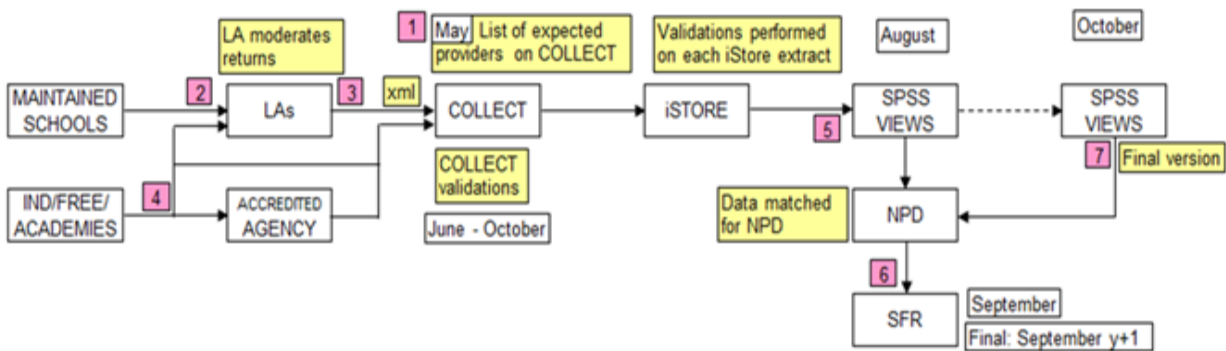
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# Annex A: Process maps

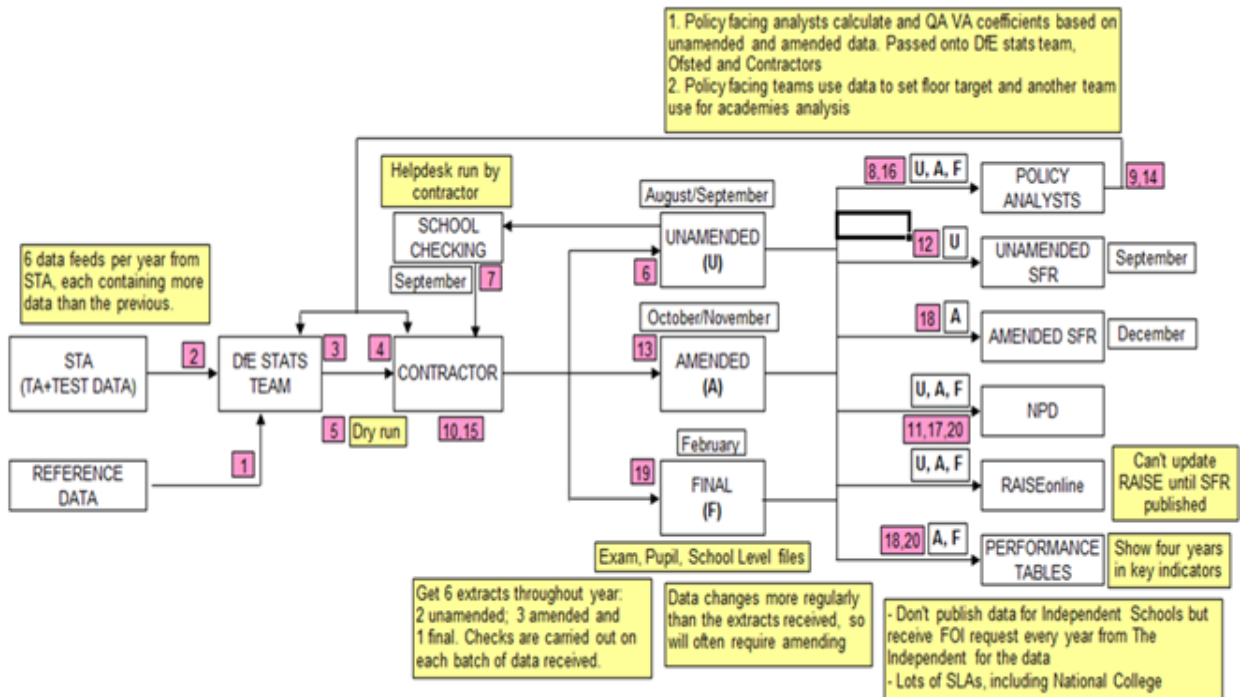
## Phonics



## Key stage 1



## Key stage 2



## Annex B: Timeline of changes in primary assessment

1988	National curriculum introduced.
1990	First national curriculum tests for pupils at the end of key stage 1 (seven year olds).
1994	First national curriculum tests for pupils at the end of key stage 2 (eleven year olds).
1996	Publication of the first primary school performance tables for pupils. The tables showed the achievement of pupils in English, mathematics and science tests and teacher assessments at the end of key stage 2.
1999	Key stage 2 teacher assessments dropped from performance tables.
2002	Foundation stage profile introduced in schools for pupils aged 3 to 5 years.
2003	Data on KS1-2 value added (VA) was included in the performance tables.
2005	Schools were no longer required to report both test results and teacher assessments for pupils at the end of key stage 1 – they only needed to report teacher assessments.
2007	KS1-2 value added data was replaced with contextualised value added (CVA) in the performance tables.
2008	<p>Delay in the release of results of the key stage 2 test results to schools which led to the Sutherland enquiry.</p> <p>Removal of the borderlining procedure (the process of checking test scripts that fall just below level thresholds) in the marking process.</p>
2009	<p>Last year of key stage 2 science test for all pupils.</p> <p>Introduction of progress measures in Mathematics and English to the performance tables.</p>
2010	<p>Mathematics single level tests pilot.</p> <p>Introduction of annual science sample test.</p> <p>Approximately 25% of schools failed to take part in the tests as a result of industrial action.</p> <p>Key stage 2 teacher assessments re-introduced to the performance tables (in addition to test results).</p>
2011	<p>Single level tests dropped.</p> <p>Progress measures methodology revised so that the same methodology was used in both the performance tables and the SFRs.</p> <p>New value added measures introduced to the performance tables to replace CVA.</p>
2012	<p>Statutory phonics screening check for all year 1 pupils in state-funded schools in England introduced.</p> <p>Externally marked writing tests were statutory in a sample of schools. All other state-funded schools had to administer the writing test to inform their writing teacher assessment but could choose to mark it internally if they wished. Subject levels for English were calculated by combining the reading test mark with the writing teacher assessment.</p>

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	<p>First collection of separate reading and writing teacher assessments.</p> <p>Introduction of optional level 6 tests.</p> <p>Final year of annual science sample test.</p>
2013	<p>Re-take of phonics screening check for pupils in year 2 who failed to achieve the required standard in year 1 introduced.</p> <p>Introduction of grammar, punctuation and spelling test.</p> <p>Reporting of overall English replaced with reading and writing results separately.</p> <p>Introduction of separate reading and writing progress measures.</p>
2014	<p>The phonics threshold mark was not communicated to schools in advance of the phonics screening check as it had been in previous years.</p> <p>Calculators were not allowed in any of the level 3-5 mathematics tests. In previous years, they were allowed for paper 2.</p> <p>Minor changes to the timing of the reading test - instead of being given 15 minutes reading time and 45 minutes to answer the questions, children will have a total of one hour to read the texts and complete the questions.</p> <p>Introduction of new science sample test every two years.</p>

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