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for Education



Statistical First Release

National curriculum assessments at key stage 2 in England, 2014 (Revised)

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Internet	Key stage 2 statistics

Attainment has risen in all subjects areas ...

Reading and grammar, punctuation and spelling tests have seen the greatest increases. Improvements in mathematics and science are smaller.

... which has led to an increase in attainment in reading, writing and mathematics combined.

79% of pupils achieved level 4 or above in all of reading, writing and mathematics, compared to 75% in 2013.

67% of pupils achieved level 4b or above in both reading and mathematics and also got level 4 or above in the writing teacher assessment, compared to 63% in 2013.

24% of pupils achieved level 5 or above in all of reading, writing and mathematics compared to 21% in 2013.

Increase in pupils making expected progress.

The percentage of pupils making expected progress has increased by 3 percentage points to 91% in reading and by 2 percentage points in each of writing and mathematics to 93% in writing and 90% in mathematics.

768 schools are below the primary school floor standard.

This represents 6% of state-funded mainstream schools included in the floor calculations.

It is very similar to the 2013 figure of 767 but these figures are not comparable as the attainment threshold increased from 60% in 2013 to 65% in 2014. Only 469 schools would have been below the floor in 2014 if the threshold had not changed.

Attainment in sponsored academies increased by more than other school types.	Attainment in sponsored academies increased by 7 percentage points between 2013 and 2014, compared to 3 percentage points in converter academies and LA maintained schools. These comparisons are based on the same group of schools in each year.
Girls continue to outperform boys in reading and grammar, punctuation and spelling.	<p>91% of girls achieved level 4 or above in the reading test compared to 87% of boys.</p> <p>81% of girls achieved level 4 or above in the grammar, punctuation and spelling test compared to 72% of boys.</p> <p>86% of both boys and girls achieved level 4 or above in the mathematics test.</p>
Attainment of pupils eligible for free school meals (FSM) has risen across all subjects...	<p>The largest increase in attainment for pupils known to be eligible for FSM was in reading and grammar, punctuation and spelling, with an increase of 4 percentage points since 2013, with 79% now achieving level 4 or above in reading and 62% achieving level 4 or above in grammar, punctuation and spelling.</p> <p>The smallest increase was seen in mathematics; 75% pupils known to be eligible for FSM achieved level 4 or above in mathematics; this is an increase of 1 percentage point since 2013.</p>
...which has led to a narrowing of the attainment gap	64% of pupils known to be eligible for FSM achieved the expected level in the combined reading, writing and mathematics measure compared to 82% of all other pupils, a gap of 18 percentage points, a 1 percentage point fall since 2013.
Attainment for both white British FSM boys and black Caribbean FSM boys has increased.	<p>56% of white British boys known to be eligible for FSM and 61% of black Caribbean boys known to be eligible for FSM achieved level 4 or above in the combined reading, writing and mathematics measure. An increase of 3 and 4 percentage points respectively since 2013.</p> <p>The attainment gap for black Caribbean FSM boys compared to the national average has fallen by 1 percentage point since 2013. The attainment gap for white British FSM boys compared to the national average has remained the same since 2013.</p> <p>Both groups have seen a fall in the attainment gap by 4 percentage points since 2011.</p>
The disadvantage gap has narrowed this year.	67% of disadvantaged pupils ¹ achieved the expected level in reading, writing and mathematics combined compared with 83% of all other pupils, a gap of 16 percentage points and a 1 percentage point fall since 2013.

¹ Disadvantaged pupils are defined as pupils known to be eligible for free school meals in the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census or are children looked after by the local authority for more than 6 months.

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1. Background

This statistical first release (SFR) provides revised 2014 key stage 2 national curriculum assessment results for pupils in schools in England at national, regional and local authority level. It also provides figures on expected progress between key stage 1 (typically age 7) and key stage 2 (typically age 11). It provides an update to the provisional figures released in August in [SFR 30/2014](#).

Information on attainment has been broken down by the following pupil characteristics; gender, ethnicity, English as a first language, free school meal eligibility, disadvantage, special educational need and Income Deprivation Affecting Children Index (IDACI).

The following tables are included as part of the SFR:

- KS2 national tables SFR50/2014 (excel .xls)
- KS2 local authority tables SFR50/2014 (excel .xls)
- KS2 pupil residency and school location tables SFR 50/2014 (excel .xls)
- KS2 parliamentary constituency tables SFR50/2014 (excel .xls)
- Underlying data SFR50/2014 (open format .csv and metadata .txt)

School level data is published separately in the [primary school performance tables](#).

The national curriculum

All pupils in state-funded schools must be assessed against the standards of the national curriculum at the end of key stage 2 (age 11).

In 2014, there were statutory externally marked national tests in reading, mathematics and grammar, punctuation and spelling. In addition to the standard tests for national curriculum levels 3 to 5, externally marked level 6 tests were also available for more able pupils.

Schools must also provide teacher assessments for English, reading, writing, mathematics and science.

Pupils at the end of key stage 2 are expected to achieve level 4 and to have made at least two levels of progress between key stage 1 and key stage 2.

Level 4b² (sometimes referred to as a 'good level 4') refers to a test mark which is in the upper two-thirds of the level 4 mark range.

The following quality and methodology documents accompany this SFR and provide information on the data sources, their coverage, the quality and how the data is validated and processed:

- Attainment in primary schools in England SFR50/2014
- Pupil characteristic and geography methodology SFR50/2014

All gaps and changes throughout this document are calculated from unrounded percentages.

² Level 4b is not included in the data supplied by the Standards and Testing Agency but is derived from the test level and marks.

2. Attainment in reading, writing & mathematics combined (Table 2c)

There have been improvements in attainment in reading, writing and mathematics combined in 2014. Attainment at level 4 or above increased by 3³ percentage points to 79% and at level 4b or above⁴ by 4 percentage points to 67%. The improvement in attainment at level 5 or above was slightly less – an increase of 2 percentage points to 24% (see Table A).

Table A: Attainment in reading, writing and mathematics combined

Percentage of pupils achieving the stated level: England

2012 – 2014 (all schools)

	Level 4 or above	Level 4b or above	Level 5 or above
2014	79%	67%	24%
2013	75%	63%	21%
2012	75%	64%	20%

3. Test results (Table 1/2a)

Attainment in the key stage 2 tests has risen in all subjects at level 4 or above ...

Attainment in the reading and grammar, punctuation and spelling tests increased⁵ by 3 percentage points from 2013.

Attainment in the mathematics test increased by 1 percentage point between 2013 and 2014 (see table B).

... and also at level 5 or above.

Attainment in the reading and grammar, punctuation and spelling tests increased by 5 percentage points between 2013 and 2014.

Attainment in the mathematics test increased by 1 percentage point from 2013.

There was an increase in attainment at level 6 in mathematics and grammar, punctuation and spelling.

There was no change in attainment at level 6 in reading. Only a small number of pupils achieved this level (around 900 pupils but as a percentage of all pupils in the key stage 2 cohort this rounds to 0%).

4% of pupils achieved level 6 in grammar, punctuation and spelling, compared to 2% in 2013.

9% of pupils achieved level 6 in mathematics, compared to 7% in 2013.

Fall in the percentage of pupils at level 2 or below in reading.

5% of pupils were assessed as being at level 2 or below in reading (the expected standard for a seven year old) in 2014, a decrease from 2013 when it was 6%.

³ All gaps and changes are calculated from unrounded percentages.

⁴ 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.

⁵ 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 the level threshold is a whole number. Therefore we would expect some annual variation between the results - care should be taken when interpreting small changes in attainment unless they are sustained over time. For more details, see page 17 of the quality and methodology information.

Table B: Attainment in key stage 2 tests by subject

Percentage of pupils achieving the stated level: (change from 2013 shown in brackets)
England, 2014 (all schools)

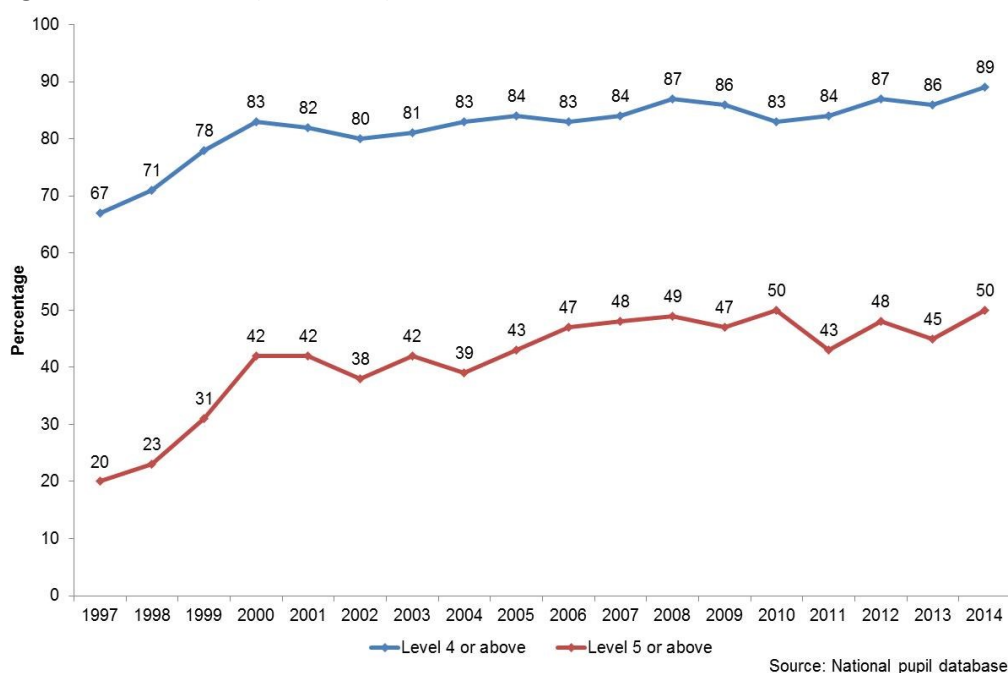
	Level 2 or below	Level 4 or above	Level 4b or above	Level 5 or above
Reading	5% (-1)	89% (+3)	78% (+3)	50% (+5)
Grammar, punctuation and spelling	6% (0)	76% (+3)	68% (+4)	52% (+5)
Mathematics	4% (0)	86% (+1)	76% (+3)	42% (+1)

The full time series for the reading test is shown in figure 1. There were considerable increases in attainment before 2000. Following this there has been a slight upward trend for both level 4 or above and level 5 or above though there have been falls in some years. The 2014 figure for level 4 or above is the highest ever while that for level 5 or above has returned to its 2010 peak of 50%.

Figure 1: Attainment in the key stage 2 reading test

Percentage of pupils achieving the stated level:

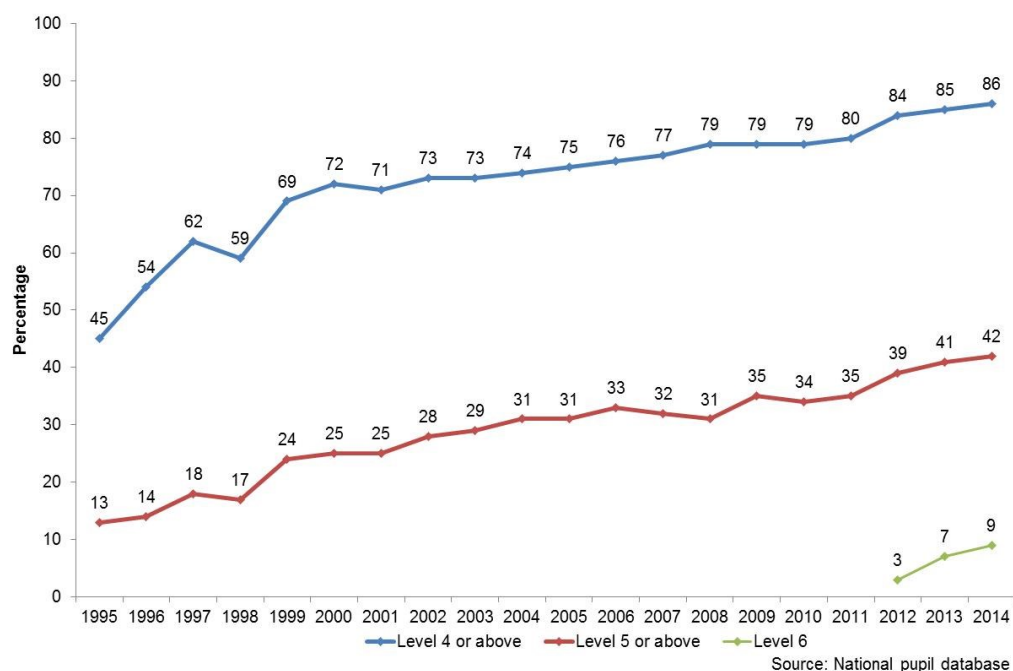
England, 1997 – 2014 (all schools)



Note: Level 6 in reading was 0% in 2012, 2013 and 2014.

The full time series for the mathematics test is shown in figure 2. There were considerable increases in attainment before 2000. Since then, the increases have continued at a slower rate. The 2014 figures for level 4 or above (86%), level 5 or above (42%) and level 6 (9%) are the highest ever.

Figure 2: Attainment in the key stage 2 mathematics test
Percentage of pupils achieving the stated level:
England, 1995 – 2014 (all schools)



The grammar, punctuation and spelling test was new in 2013 so a longer time series is not available.

4. Teacher assessments (Table 2b)

The percentages of pupils in all schools achieving level 4 or above and level 5 or above in the 2014 key stage 2 teacher assessments by subject are summarised in table C:

Table C: Attainment in key stage 2 teacher assessments by subject
Percentage of pupils achieving the stated level (change from 2013 in brackets):
England, 2014 (all schools)

	Level 4 or above	Level 5 or above
English	88% (+1)	41% (+2)
Reading	89% (+1)	49% (+1)
Writing	85% (+2)	33% (+3)
Mathematics	88% (+1)	44% (+2)
Science	88% (0)	39% (+1)

Attainment in writing at level 4 or above and level 5 or above is lower than for all other subjects despite showing larger improvements on 2013 figures. Attainment at level 5 or above continues to be highest for reading and mathematics.

5. Progress from key stage 1 to key stage 2 (Table 4)

Pupils are expected to make at least two levels of progress between key stage 1 and key stage 2. The percentages of pupils in state-funded schools⁶ making the expected progress by subject are summarised in table D. This shows an improvement in all subjects.

Table D: Progression in reading, writing and mathematics

Percentage of pupils making at least two levels of progress:

England, 2012 - 2014 (state-funded schools)

	Reading	Writing	Mathematics
2014	91%	93%	90%
2013	88%	92%	88%
2012	89%	90%	87%

6. Attainment by prior attainment bands (Table 7 & 8)

Pupils are grouped into prior attainment bands based on their key stage 1 results. Any pupils without key stage 1 results are excluded from these figures. More information is provided in the quality and methodology information.

- Low attaining = below level 2 at the end of key stage 1.
- Middle attaining = at level 2 at the end of key stage 1.
- High attaining = above level 2 at the end of key stage 1.

Attainment at the end of key stage 2 varies according to prior attainment.

30% of pupils whose prior attainment was low achieved level 4 or above in all of reading, writing and mathematics compared to 86% of those with medium prior attainment and 99% of those with high prior attainment (see table E).

Very few pupils (0%) with low prior attainment achieved level 5 or above compared to 13% of those with medium prior attainment and 67% of those with high prior attainment.

Pupils with low prior attainment are less likely to make expected progress – only 79% make expected progress in reading, 86% make expected progress in writing and 76% make expected progress in mathematics.

Percentages making expected progress are similar for pupils with medium and high prior attainment - at least 92% of pupils with medium or high prior attainment made expected progress in each subject.

⁶ Figures for progress are only calculated for state-funded schools as less than 40% of pupils in independent schools have key stage 1 results.

Table E: Attainment in headline measures by key stage 1 prior attainment
England 2014

	Low prior attainment (below level 2)	Medium prior attainment (at level 2)	High prior attainment (above level 2)
Level 4+ in reading, writing & mathematics	30%	86%	99%
Level 4b+ in reading, writing & mathematics	18%	71%	98%
Level 5+ in reading, writing & mathematics	0%	13%	67%
Expected progress in reading	79%	94%	92%
Expected progress in writing	86%	95%	95%
Expected progress in mathematics	76%	92%	94%

7. Floor standards (Table 22)

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

- fewer than 65% of pupils at the end of key stage 2 achieving 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 level for all state-funded mainstream schools.

In 2014, the median levels for the percentage of pupils making expected progress in reading, writing and mathematics were 94%, 96% and 93% respectively. The median for each subject has increased from 2013. The increases are the same as those seen for the national figures – 3 percentage points for reading and 1 percentage point for writing and mathematics.

The number of schools below the primary school floor standard in 2014 is 768. This is 6% of state-funded mainstream schools included in the calculations.

It is very similar to the 2013 figure (767 or 6% of schools). However, the 2014 figure is not comparable with that for 2013, as the attainment threshold changed from 60% to 65% between the two years. In addition, in 2013, schools which became a converter academy during the academic year were treated as closed schools. For 2014 onwards, these schools are treated as continuing schools.

If the threshold had remained at 60% there would have been 469 schools below the floor in 2014.

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)⁷ are excluded from the floor target. There were 344 closed schools in 2014 that would otherwise have been included in the floor target calculations – 96 of these would have been below the floor.

⁷ See the quality and methodology information for more information on the schools which are included.

8. Attainment by school type (Table 5a/b)

Number of primary schools⁸

There were 14,837 state-funded mainstream primary schools with key stage 2 results in 2014. 90% of these (13,396 schools) were LA maintained schools. 7% (1,006 schools) were converter academies and 3% (420 schools) were sponsored academies. There were 14 free schools with key stage 2 results.

See the methodology and quality information for information on different types of school.

Attainment levels in local authority maintained mainstream schools and all mainstream academies and free schools are very similar – 79% achieve level 4 or above in all of reading, writing and maths in both types of school (see table F).

However, there are large differences in the attainment of sponsored and converter academies – 83% of pupils in converter academies achieve level 4 or above in all of reading, writing and maths compared to 68% in sponsored academies. There are also differences in the percentages making expected progress in these two types of academy but these are smaller than the differences for attainment. This pattern of attainment is expected given the relative historic performance of the schools in these groups.

The number of free schools with pupils at the end of key stage 2 is too small to allow robust conclusions to be drawn about their performance at the end of key stage 2.

Table F: Attainment in key stage 2 assessments by type of school

Percentage of pupils achieving the stated level:

England, 2014 (mainstream schools)

	Level 4 or above	Level 5 or above	Progress in reading	Progress in writing	Progress in maths
LA maintained schools	79%	24%	92%	94%	90%
Academies and free schools	79%	23%	91%	94%	90%
Sponsored academies	68%	13%	87%	91%	86%
Converter academies	83%	26%	93%	95%	91%

Care needs to be taken when comparing performance by school type across years. This is because the group of schools included in each category changes from one year to the next – for example, local authority maintained schools changing to converter academies or new free schools having results published for the first time.

This means that comparing the headline figures for any of these groups captures not only the change in performance, but also the change in composition. For example, if the additional schools to a group all had attainment that was below the average for the group, the effect

⁸ Where schools have changed type during the 2013/14 academic year, they are shown under their type as on 12 September 2013.

would be to lower the average for the group even if each individual school saw no change in its own results.

When considering the results in different years by school type, one approach is to consider the results for the same set of schools in both years, regardless of school type in the previous year (e.g. matching back to predecessor schools for academies having results published for the first time as an academy and excluding schools with only one set of results). This removes the effect of changing composition.

These data are shown in table G. This suggests that attainment in sponsored academies increased by 7 percentage points between 2013 and 2014, compared to only 3 percentage points in converter academies and LA maintained schools.

Table G: Time series of attainment at key stage 2 by type of school
Percentage of pupils achieving level 4 or above in reading test, writing TA and mathematics:
England, 2012 - 2014 (mainstream schools)

	Number of schools with results	2012	2013	2014
Sponsored academies	420	59%	61%	68%
Open for one academic year	270	.	61	68
Open for two academic years	116	58	60	67
Open for three or more academic years	34	65	66	73
Converter academies	1,006	79%	80%	83%
Open for one academic year	389	.	78	81
Open for two academic years	359	80	79	83
Open for three or more academic years	258	81	82	84
LA maintained schools	13,396	76%	77%	80%

1. Includes schools which were mainstream sponsored academies, mainstream converter academies or LA maintained mainstreamed schools on 12 September 2013.

2. Results for all years include this same set of schools.

3. Shaded cells contain information for the predecessor school for sponsored academies and for the school prior to conversion for converter academies.

9. Pupil characteristics

Gender (all schools)

The gender gap in reading, writing and mathematics at level 4 or above has narrowed slightly.

Attainment in reading, writing and mathematics combined has improved for both boys and girls. The gender gap at level 4 or above has narrowed slightly from 7 percentage points to 6 percentage points (see figure 3).

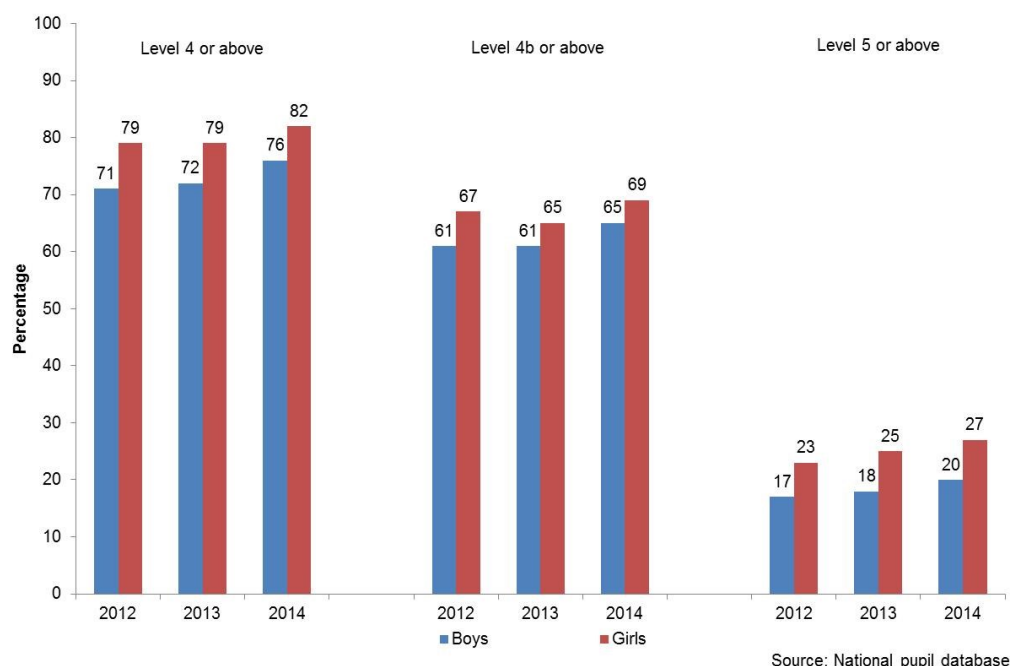
Girls continue to outperform boys in reading, writing and mathematics combined at all levels.

82% of girls achieved level 4 or above compared to 76% of boys.

69% of girls achieved level 4b or above compared to 65% of boys.

27% of girls achieved level 5 or above compared to 20% of boys.

Figure 3: Attainment in reading, writing and mathematics combined
Percentage of pupils achieving the stated level:
England, 2012 – 2014 (all schools)



Girls have continued to outperform boys in the reading and grammar, punctuation and spelling tests.

However, the gap in attainment in reading at level 4 or above has continued to narrow reducing from 5 percentage points in 2013 to 4 percentage points in 2014.

At level 5 or above, the gender gap in reading remains at 7 percentage points following the large fall last year.

The gender gaps in grammar, punctuation and spelling are wider – 9 percentage points at level 4 or above and 12 percentage points at level 5 or above (see figure 4).

Boys and girls have similar levels of attainment at level 4 or above in the mathematics test.

86% of both boys and girls achieved level 4 or above in the mathematics test.

However, boys outperform girls at level 5 or above, with 44% achieving level 5 or above compared to 40% of girls.

Boys also outperformed girls at level 6 – 11% of boys and 7% of girls achieved this level.

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 90% of girls achieved level 4 or above compared to 81% of boys.

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

Gender gaps in pupils making expected progress in reading and mathematics are small.

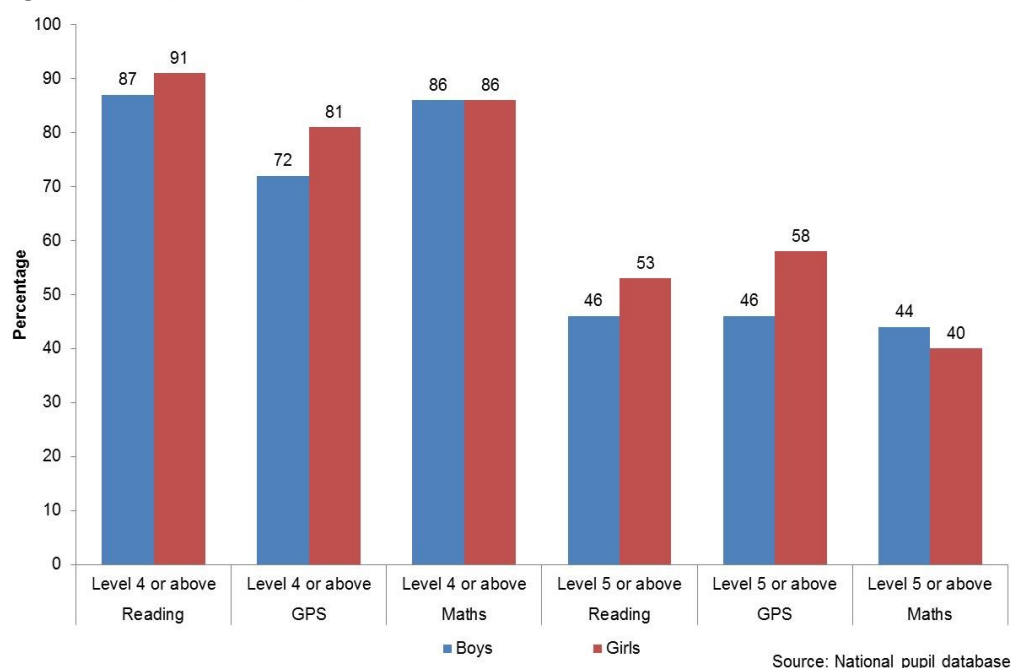
91% of girls make expected progress in reading compared to 90% of boys.

89% of girls make expected progress in mathematics compared to 90% of boys.

However, the gender gap for writing is larger – 95% of girls make expected progress in writing compared to only 92% of boys.

Figure 4: Attainment in key stage 2 tests by gender

Percentage of pupils achieving level 4 or above and level 5 or above in the key stage 2 tests: England, 2014 (all schools)



Ethnicity (Tables 9a – 10a, 10c)

The percentage of pupils in state-funded schools achieving the expected level - level 4 or above, in the 2014 key stage 2 tests and teacher assessments continues to vary between different ethnic groups. Within the broader ethnic groupings:

Chinese pupils remain the highest achieving group.

The percentage of Chinese pupils achieving the expected level in the combined reading, writing and mathematics measure is 9 percentage points above the national average. The attainment gap between Chinese pupils and the national average has remained the same since 2013. The gap has narrowed since 2011 by 4 percentage points due to the national average rising.

Pupils from a black background remain the lowest performing group but they have improved.

76% of pupils from a black background achieved the expected level in all of reading, writing and mathematics; this is an increase of 3 percentage points since 2013 but they remain 2 percentage points below the national average of 79%.

Other major ethnic groups perform similar to the national average

79% of pupils from a white background; 80% of pupils from a mixed background; 80% of pupils from an Asian background achieved the expected level in the combined reading, writing and mathematics measure. They have all increased their attainment in line with the national average since 2013 and remain broadly similar to the national average of 79%.

Within the minor ethnic groupings:

Pupils from an Indian background are the highest performing across all subjects.

In particular, 91% of pupils from an Indian background achieve the expected level in the writing teacher assessment. This is 6 percentage points above the national average.

Gypsy/Roma pupils still the lowest performers but continue to improve.

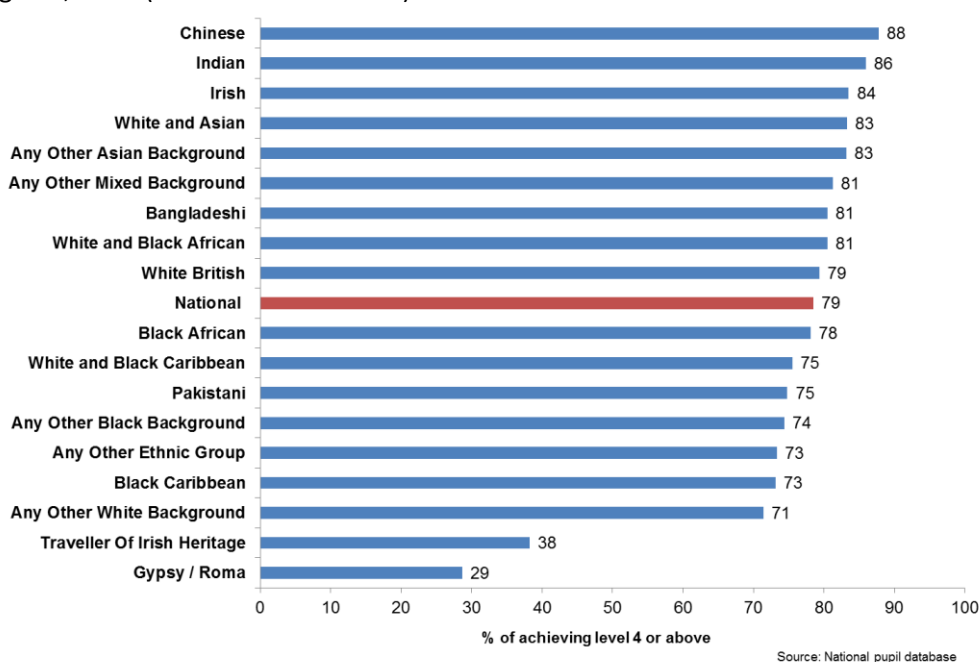
Pupils from a Gypsy/Roma origin, whilst being a comparatively small population, continue to show improvement in all subjects. 29% achieved the expected level in the combined reading, writing and mathematics measure. This is an increase of 6 percentage point since 2013.

The progress gap for mathematics has narrowed this year by 3 percentage points, with 74% of Gypsy/Roma origin making the expected level of progress, this is an increase of 5 percentage points since 2013.

Figure 5: Attainment at key stage 2 by ethnicity (Table 9a)

Percentage of pupils achieving level 4 or above in all of reading, writing and mathematics by ethnic group:

England, 2014 (state-funded schools)



The percentage of pupils making the expected progress has risen in reading, in writing and in mathematics across all of the major ethnic groups.

Chinese pupils had the highest percentage making the expected progress; however the gap is narrowing.

95% of Chinese pupils made the expected progress in reading, 4 percentage points above the national average. This gap has narrowed by 1 percentage point since 2013.

96% made the expected level of progress in writing, 2 percentage points above the national average. This gap has narrowed by 1 percentage point since 2013.

97% made the expected progress in mathematics, 7 percentage points above the national average. This gap has narrowed by 1 percentage point since 2013.

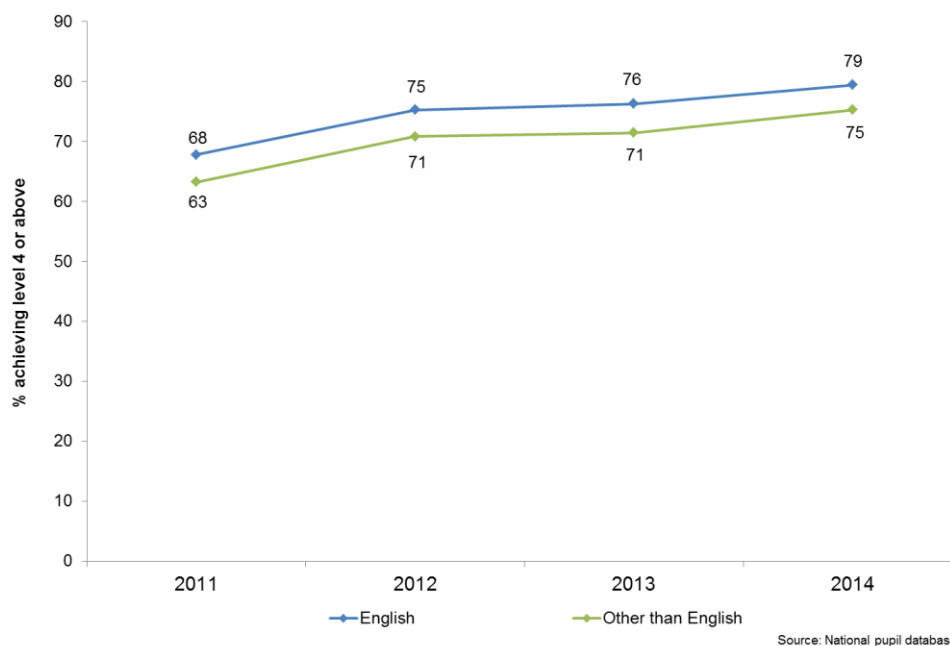
Progress by other major ethnic groups is broadly similar.

Pupils from an Asian, white, or mixed background are performing close to or slightly above the national average.

English as a first language (Tables 9a & 9b)

Pupils with English as a first language outperformed those whose first language is not English in each of the key stage 2 subject areas, with the exception of the grammar, spelling and punctuation test where there is no attainment gap between the two groups. Attainment gaps in reading, writing and mathematics have remained similar to 2013. The attainment gaps in reading and writing remain wider than mathematics. The attainment gap for the combined reading, writing and mathematics measure has narrowed by 1 percentage point since 2013.

Figure 6: Attainment at key stage 2 by first language
Percentage of pupils achieving level 4 or above in reading, writing and mathematics:
England, 2011 to 2014 (state-funded schools)



Progress is similar for both groups in terms of reading and writing however...	91% of pupils in both groups made the expected level of progress in reading, an increase since 2013.
	93% of pupils in both groups made the expected level of progress in writing, an increase since 2013.

...a greater proportion of pupils whose first language is not English make the expected level of progress in mathematics	89% of those pupils whose first language is English made the expected level of progress between KS1 and KS2 in mathematics, compared with 92% of those whose first language is not English, a gap of 3 percentage points.
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Free school meal (FSM) eligibility (Tables 9a - 10b & 11)

The overall attainment for FSM pupils has risen across all subjects. The attainment gap has narrowed by 1 percentage point since 2013 to 18 percentage points in the combined measure of reading, writing and mathematics; 64% of pupils known to be eligible for FSM achieved the expected level in all of reading, writing and mathematics compared with 82% of all other pupils.

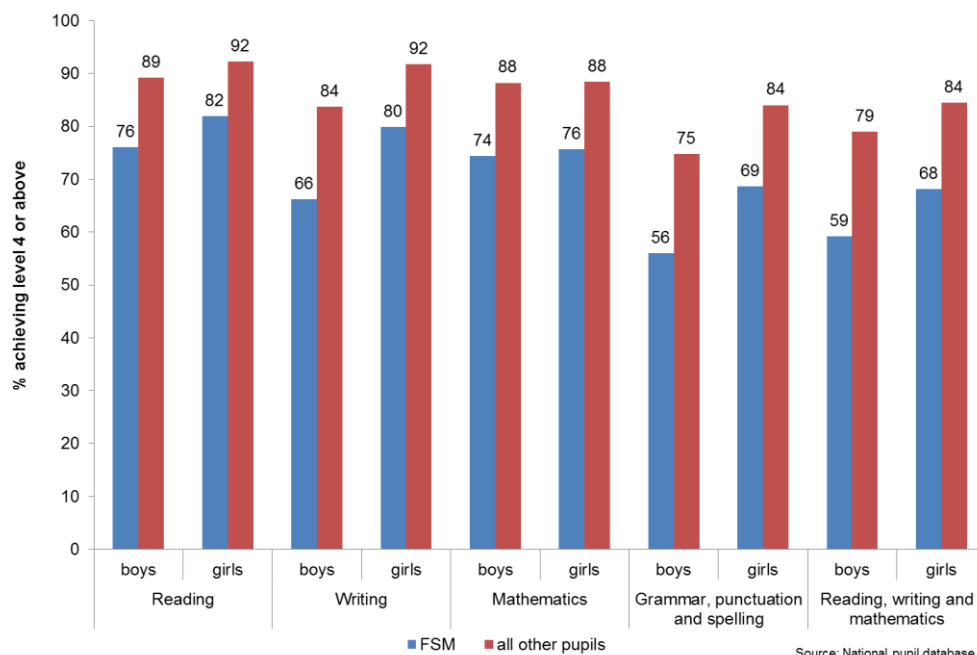
FSM attainment gap varies across individual subjects.	The attainment gap is at its narrowest in reading (12 percentage points), but widest for grammar, punctuation and spelling (17 percentage points).
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FSM attainment gap has narrowed for all subjects except for mathematics which has remained constant.	The FSM attainment gap has narrowed by 1 percentage point for, reading, writing and grammar, punctuation and spelling. The gap for mathematics has remained the same as 2013.
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FSM pupils continue to make less progress between KS1 and KS2 compared to their peers	86% FSM pupils made the expected level of progress in reading compared with 92% of all other pupils.
	89% FSM pupils made the expected level of progress in writing reading compared with 94% of all other pupils.
	84% FSM pupils made the expected level of progress in mathematics compared with 91% of all other pupils.
	The gap in progress across all three subjects has remained the same, with the widest progress gap being in mathematics.

Attainment by both FSM and gender shows a similar pattern to the overall picture of attainment by gender. Girls who are eligible for FSM are outperforming boys who are eligible for FSM in all subjects. The attainment gap is widest for writing where the gap between girls and boys eligible for FSM is 14 percentage points. Across all subjects the attainment gap for FSM girls is narrower than the attainment gap for FSM boys.

Figure 7: Attainment at key stage 2 by gender and FSM
Percentage of pupils achieving level 4 or above:
England, 2014 (state-funded schools)



FSM girls still outperform boys, but FSM boys are seeing an improvement, particularly in reading.

76% of boys eligible for FSM achieve the expected level in reading; this is a 5 percentage point increase since 2013. This compares to 82% of girls eligible for FSM. The gap between girls eligible for FSM and boys eligible for FSM in reading has narrowed by 1 percentage point since 2013.

Similarly, in the combined reading, writing and mathematics measure 59% of boys eligible for FSM achieved the expected level, an increase of 4 percentage points since 2013. This compares to 68% of girls eligible for FSM. This is an attainment gap of 9 percentage points, the same as in 2013.

There are variations in pupil achievement across key groups of interest:

White British FSM boys still underperforming, although there is some improvement.

In 2014, 56% of white British boys known to be eligible for FSM achieved the expected level in reading, writing and mathematics. This is an increase of 3 percentage points since 2013, in line with the national average; therefore, the group remains 22 percentage points below the national average (79%).

Black Caribbean FSM boys are still below the national average but the gap has slightly narrowed.

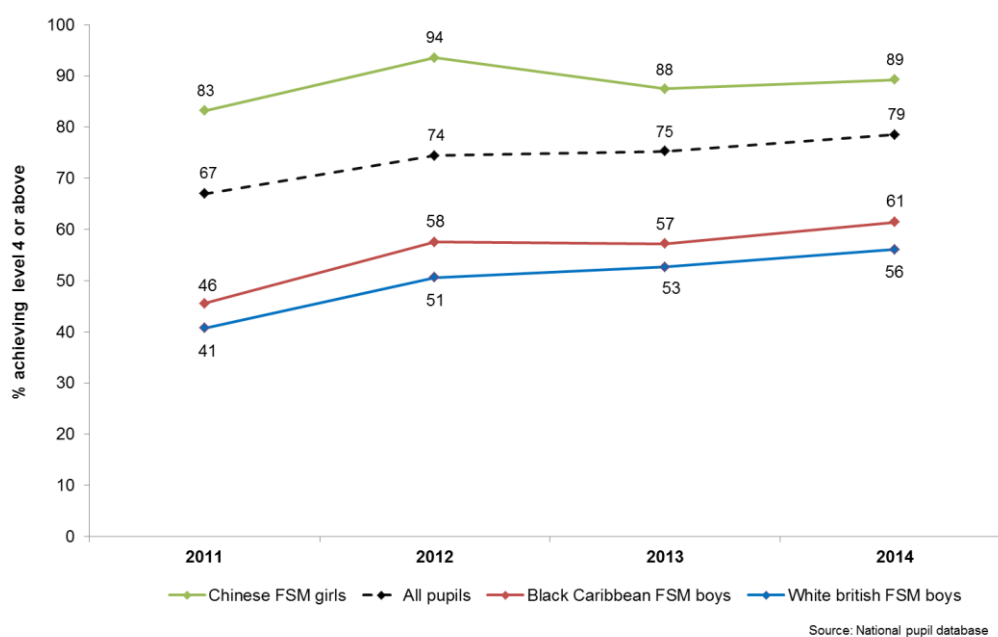
In 2014, 61% of black Caribbean boys known to be eligible for FSM achieved the expected level in all of reading, writing and mathematics. This is an increase of 4 percentage points since 2013; however they remain 17 percentage points behind the national average (79%). This gap has narrowed by 1 percentage point since 2013.

Chinese girls known to be eligible for FSM are achieving well above the national average in all subjects but the gap is closing.

The gap has narrowed across all subjects except for mathematics. The gap for reading has narrowed considerably this year by 5 percentage points. This is as a result of falling attainment for Chinese FSM girls, and an increasing national average. 94% of Chinese FSM girls achieved the expected level in reading, a fall of 2 percentage points since 2013, compared to a rise in the national average of 3 percentage points.

Figure 8: Attainment at key stage 2 by key groups

Percentage of pupils achieving level 4 or above in reading, writing and mathematics: England, 2011 to 2014 (state-funded schools)



Disadvantage (Tables 9a & 9b)

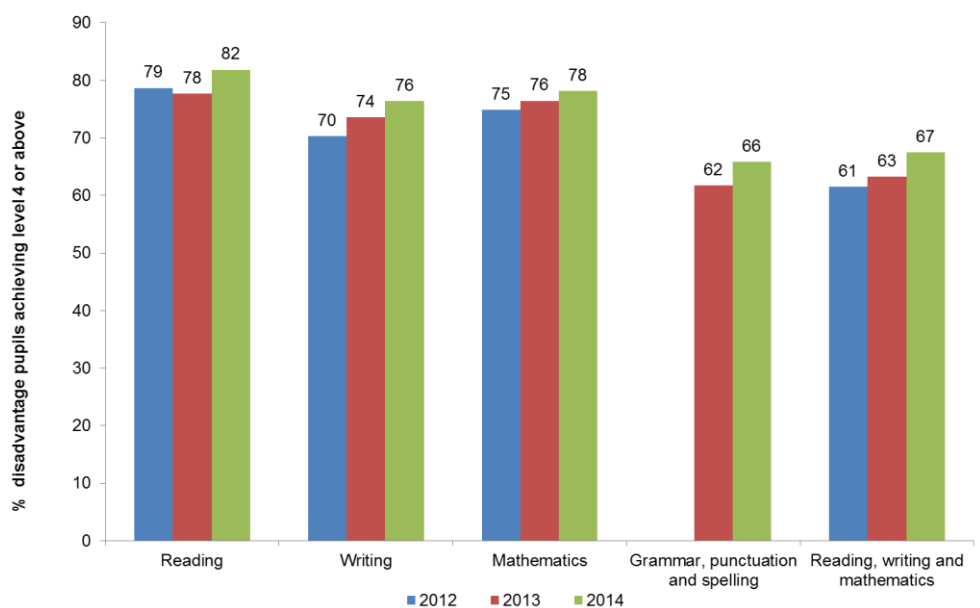
Disadvantaged pupils are defined as pupils known to be eligible for free school meals in the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census or are children looked after by the local authority for more than 6 months.

The attainment of disadvantage pupils is similar to those eligible for FSM in that they have increased attainment across all subject areas in 2014. The attainment gap between disadvantage pupils and all other pupils has narrowed in all subjects with the exception of mathematics, where it has stayed the same. The attainment of disadvantage pupils has seen a steady increase over the last three years (see Figure 9).

Figure 9: Attainment at key stage 2 by disadvantaged pupils

Percentage of pupils achieving level 4 or above:

England, 2012 to 2014 (state-funded schools)



Source: National pupil database

Disadvantaged pupils continue to improve in all subjects resulting in

...

67% of disadvantaged pupils achieved the expected level in the combined reading, writing and mathematics measure - an increase of 4 percentage points from last year.

... a narrowing of the attainment gap by 1 percentage point.

83% of all other pupils achieved the expected level in the combined reading, writing and mathematics measure. The attainment gap now stands at 16 percentage points, a narrowing of 1 percentage point since 2013, and 2 percentage points since 2012.

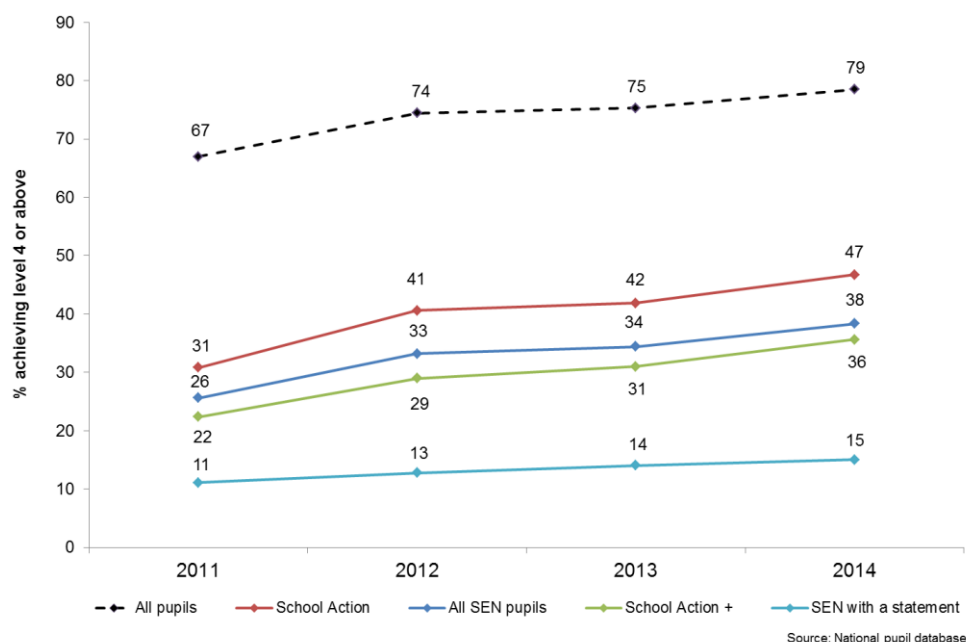
The percentage of disadvantaged pupils making the expected level of progress between KS1 and KS2 continues to rise.

88% are making the expected level of progress in reading, 91% in writing, and 86% in mathematics. The gap has narrowed between disadvantaged pupils and their peers for both reading and writing but has remained constant for mathematics.

Special Educational Needs (SEN) (Tables 9a, 9b, 10b & 10c)

Combining the SEN categories into one group, 38% of all pupils with SEN achieved the expected level in the combined reading, writing and mathematics measure in 2014, compared with 90% of pupils with no identified SEN, resulting in an attainment gap of 51 percentage points; a narrowing of 2 percentage points since 2013. Of pupils with a specified primary need, those with a hearing impairment were the highest achieving with 54% achieving the expected level in reading, writing and mathematics in 2014, still well below the national average but an improvement of 5 percentage points since 2013 and 18 percentage points since 2011.

Figure 10: Attainment at key stage 2 by SEN type
Percentage of pupils achieving level 4 or above in reading, writing and mathematics:
England, 2011 to 2014 (state-funded schools)



Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN. However, in 2014 attainment of SEN pupils has increased across all areas.

Improvement for SEN pupils in all individual subjects and the gap is continuing to narrow in most subjects.

The SEN attainment gap for the combined reading, writing and mathematics measure has fallen by 2 percentage points since 2013 and by 4 percentage points since 2011.

More SEN pupils achieving the expected level of progress in all subjects compared to 2013.

79% of SEN pupils achieved the expected level of progress in reading, 82% the expected level of progress in writing, and 74% the expected level of progress in mathematics. The gap has narrowed across each progress measure by 1 percentage point since 2013.

10. Local authority achievement (Table 12 - 27)

There is considerable variation between local authorities in attainment levels. Table K shows the minimum and maximum LA percentages achieving level 4 or above at key stage 2 (excluding the City of London and Isles of Scilly which only have 1 school each).

The difference between the lowest and highest performing local authorities is considerably greater for grammar, punctuation and spelling than for the other subjects. This is mainly due to the minimum being lower in this subject. The difference between the highest and lowest performing local authorities has narrowed in all subjects since 2013.

Table K: Range in local authority achievement by subject

Minimum and maximum local authority percentages of pupils achieving level 4 or above:
England, 2014 (state-funded schools only) - 2013 figures in brackets

	Minimum	Maximum	Range (percentage points)
Reading, writing and mathematics	70% (63%)	87% (85%)	17 (22)
Reading test	83% (78%)	95% (93%)	12 (15)
Grammar, punctuation and spelling test	70% (64%)	88% (87%)	18 (23)
Mathematics test	79% (77%)	92% (92%)	13 (15)
Writing teacher assessment	80% (76%)	92% (90%)	12 (14)

Figure 11 shows attainment at level 4 or above by local authority. The highest performing local authorities are concentrated in London and a few urban areas in the North West and North East. The poorest performing areas are in Yorkshire and East Anglia.

Figure 11: Local authority attainment

Percentage of pupils achieving level 4 or above in reading, writing TA and mathematics:
England, 2014 (all schools)

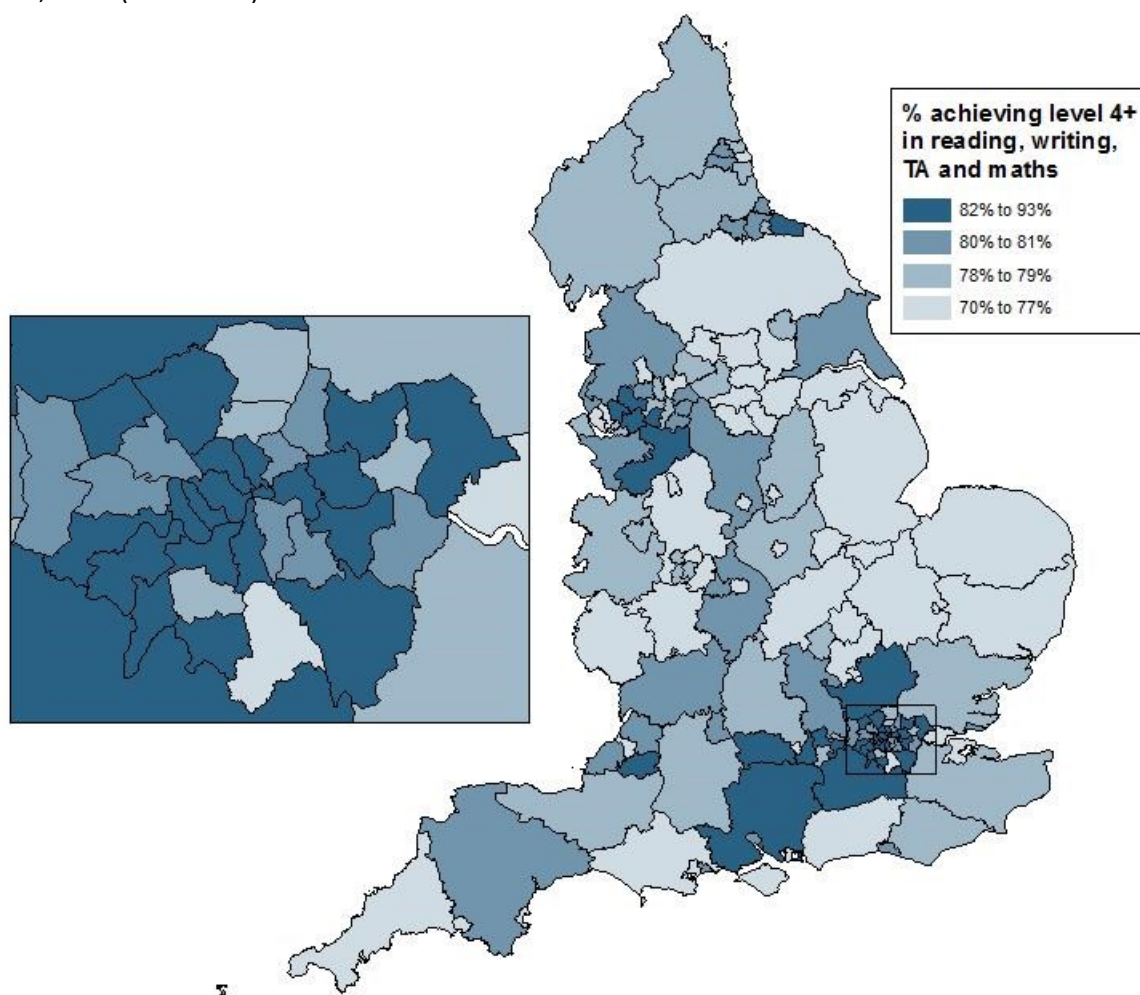


Table L shows the minimum and maximum LA percentages making expected progress between key stage 1 and key stage. The gap between the highest and lowest performing local authorities has narrowed in all subjects since 2013.

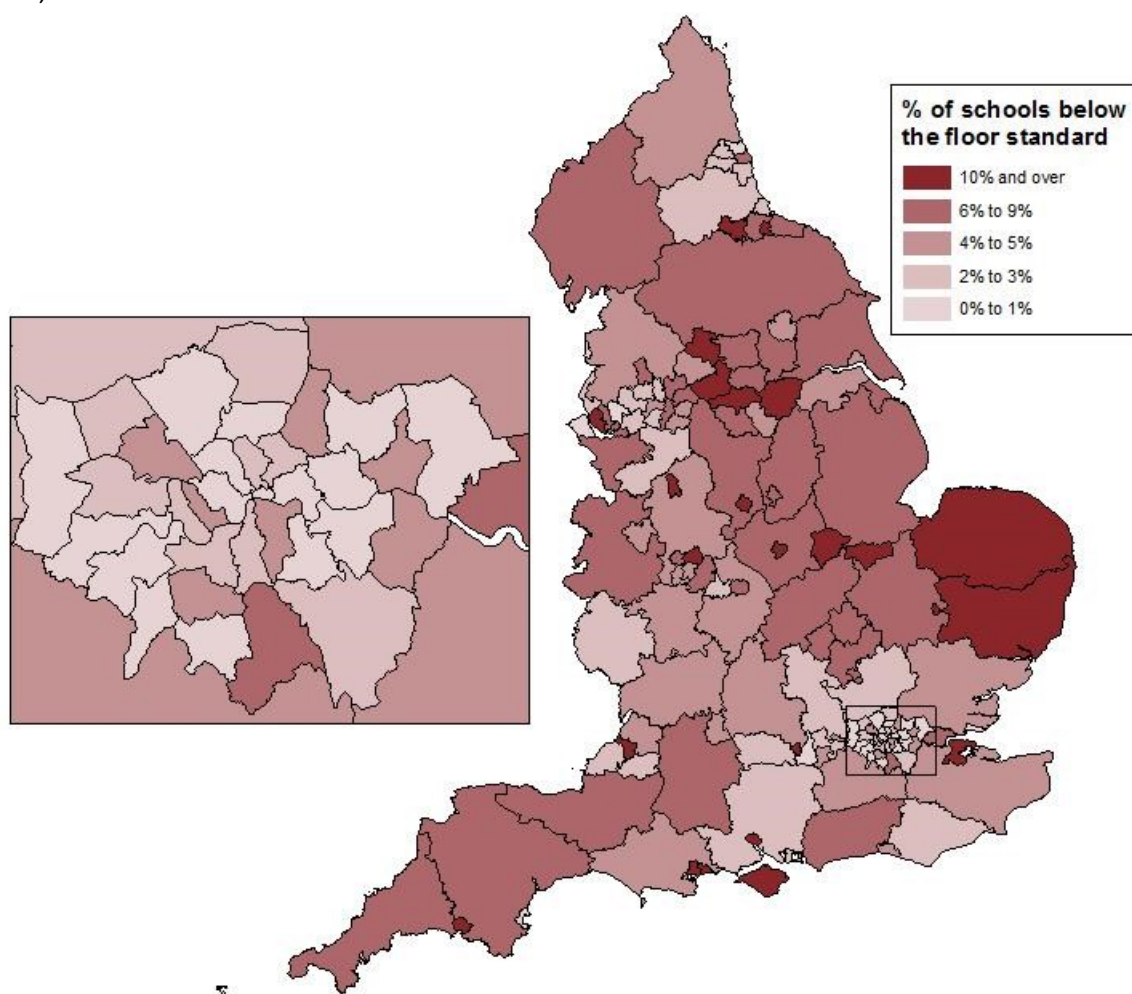
Table L: Range in local authority achievement by subject
 Minimum and maximum local authority percentages of pupils making at least two levels of progress:
 England, 2014 (state-funded schools only) - 2013 figures in brackets

	Minimum	Maximum	Range (percentage points)
Reading	85% (80%)	96% (94%)	11 (14)
Writing	86% (79%)	98% (97%)	12 (18)
Mathematics	80% (78%)	95% (95%)	15 (17)

There is considerable variation across local authorities in the percentage of primary schools below the floor. 22 local authorities have no schools below the floor. However, there are 23 local authorities where at least 1 in 10 primary schools is below the floor. In Poole, 27% of schools (4 schools out of 15) were below the floor. Rutland, Reading and Walsall also had high levels of schools below the floor - 18%, 18% and 17% of their schools respectively.

The variation in the percentage of schools below the floor by local authority is shown in figure 12.

Figure 12: Local authority attainment
 Percentage of schools below the floor:
 England, 2014

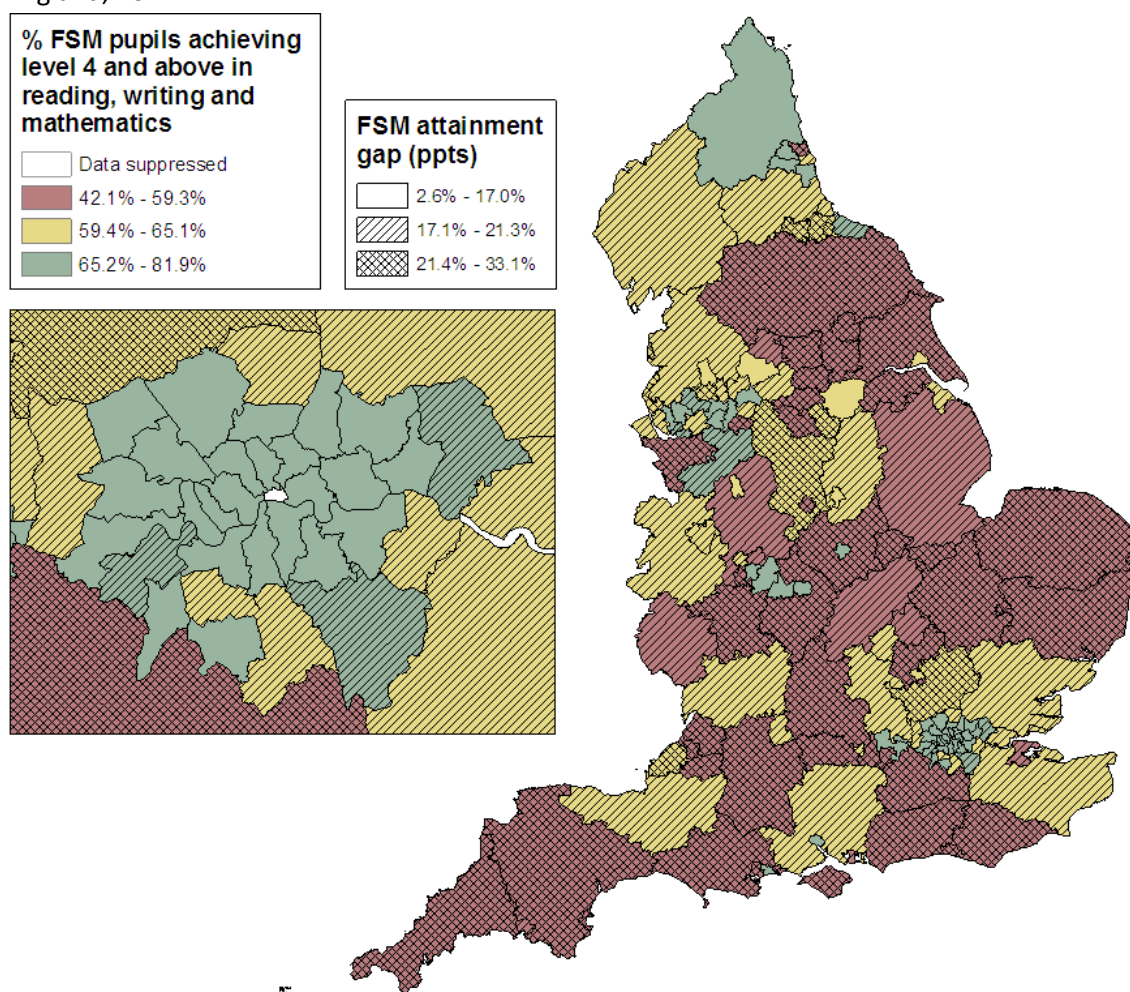


Southend-on-Sea has seen the most improvement in the percentage of their schools below the floor. In 2013, 11% of schools in Southend-on-Sea were below the floor but in 2014, they had no schools below the floor. There have also been improvements in Kingston-upon-Hull (13% in 2013 and 5% in 2014) and East Sussex (11% in 2013 and 3% in 2014).

Darlington and the Isle of Wight have seen the greatest increases in the percentage of their schools below the floor between 2013 and 2014. The figure for Darlington increased from 0% to 12% (3 schools out of 26) while that for the Isle of Wight has increased from 3% to 15% (4 out of 39).

There is variation across local authorities in the percentage of FSM pupils achieving level 4 or above in reading, writing and mathematics combined. Higher FSM achievement tends to result in smaller attainment gaps which can be seen in figure 13 below. The region of London has the highest percentage of FSM pupils achieving level 4 or above with 72% achieving, this compares to the East of England and the South West where only 59% achieved the measure. FSM pupils in London are now only 6 percentage points behind the national average for all pupils.

Figure 13: Local authority attainment by FSM
Percentage of FSM pupils achieving the expected level in reading, writing and mathematics:
England, 2014

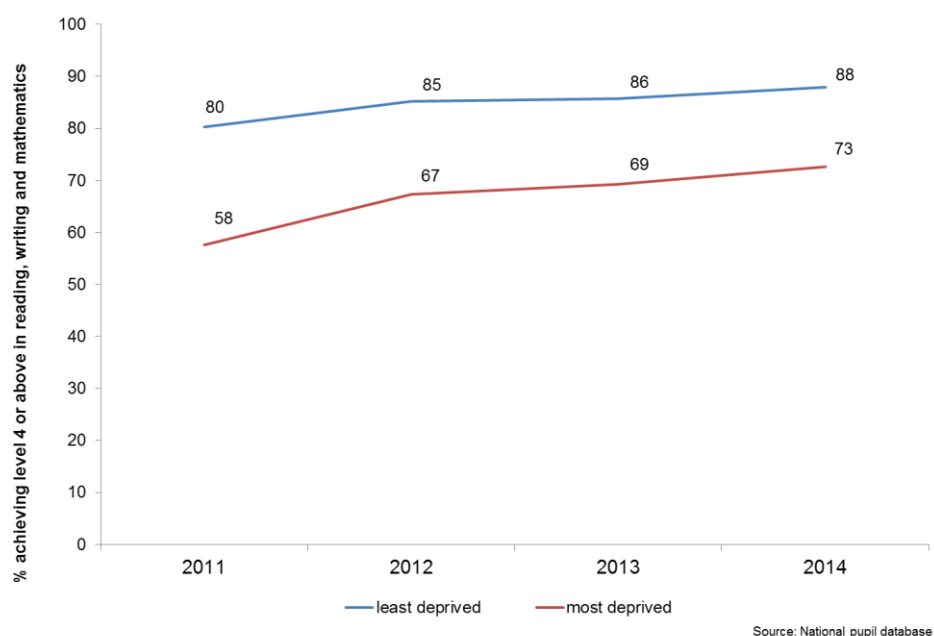


11. Income Deprivation Affecting Children Index (IDACI)

Deprived areas are defined by the Income Deprivation Affecting Children Index (see the pupil characteristics and geography methodology for more details).

The attainment gap between pupils resident in the most deprived and least deprived areas is the largest in reading, writing and mathematics combined (15 percentage points) and in grammar, spelling and punctuation (14 percentage points). In 2014, 88% of pupils resident in the least deprived areas achieved the expected level in reading, writing and mathematics compared with 73% of pupils resident in the most deprived areas. The attainment gap for reading, writing and mathematics has fallen by 1 percentage point since 2013 and by 8 percentage points since 2011.

Figure 14: Attainment in key stage 2 by deprivation (IDACI)
Percentage of pupils achieving the expected level in reading, writing and mathematics:
England, 2014



12. Accompanying tables

The following tables are available in excel format on the department's statistics [website](#):

National tables

- 1 Levels of attainment in key stage 2 tests by subject, 1995 - 2014
- 2a Attainment in key stage 2 tests by gender, 2007 - 2014
- 2b Attainment in key stage 2 teacher assessments by gender, 2007 - 2014
- 2c Attainment at key stage 2 in combinations of subjects by gender, 2007 - 2014
- 3 Levels of attainment at key stage 2 by subject and gender, 2014
- 4 Expected progression between key stage 1 and key stage 2 by gender, 2009 - 2014
- 5a Attainment of pupils at key stage 2 by school type, 2014
- 5b Attainment of pupils at key stage 2 in academies by length of time open, 2012 - 2014
- 6 Attainment of pupils at key stage 2 by school phase, 2014
- 7 Attainment of pupils at key stage 2 by prior attainment at key stage 1, 2014
- 8 Attainment of pupils at key stage 2 by prior attainment bands and gender, 2014
- 9a Achievements at each level at key stage 2 by pupil characteristics, 2012-2014
- 9b Achievement at level 4b at key stage 2 by pupil characteristics, 2013-2014
- 10a Achievements at level 4 or above at key stage 2 by ethnicity, free school meal eligibility and gender, 2012-2014
- 10b Achievements at level 4 or above at key stage 2 by SEN provision, free school meal eligibility and gender, 2012-2014
- 10c Achievements at level 4 or above at key stage 2 by SEN provision, ethnicity and gender, 2012-2014
- 11 Impact indicator 3.7: Attainment gap at age 11 between free school meal pupils and all other pupils, 2012-2014

Local authority and regional tables

- 12 Attainment at key stage 2 in reading test, writing TA and mathematics test by local authority, region and gender, 2012 - 2014

- 13 Attainment in key stage 2 reading by local authority, region and gender, 2014
- 14 Attainment in key stage 2 grammar, punctuation and spelling test by local authority, region and gender, 2014
- 15 Attainment in key stage 2 mathematics by local authority, region and gender, 2014
- 16 Attainment in key stage 2 writing teacher assessment by local authority, region and gender, 2014
- 17 Attainment in key stage 2 English teacher assessment by local authority, region and gender, 2014
- 18 Attainment in key stage 2 science teacher assessment by local authority, region and gender, 2014
- 19 Percentage of pupils making expected progress in reading between key stage 1 and key stage 2, by local authority and region, 2012 - 2014
- 20 Percentage of pupils making expected progress in writing between key stage 1 and key stage 2, by local authority and region, 2012 - 2014
- 21 Percentage of pupils making expected progress in mathematics between key stage 1 and key stage 2, by local authority and region, 2009 - 2014
- 22 Number of schools not reaching the floor standard by local authority and region, 2014
- 23 Achievements at level 4 or above in key stage 2 by ethnicity and local authority, 2012-2014
- 24 Achievements at level 4 or above in key stage 2 by first language and local authority, 2012-2014
- 25 Achievements at level 4 or above in key stage 2 by free school meal eligibility and local authority, 2012-2014
- 26 Achievements at level 4 or above in key stage 2 by disadvantaged pupils and local authority, 2012-2014
- 27 Achievements at level 4 or above in key stage 2 by SEN provision and local authority, 2012-2014

Pupil residency based tables

A1 Percentage of pupils achieving level 4 or above at key stage 2 by IDACI decile of pupil residence, 2013-2014

A2 Percentage of pupils achieving level 4 or above at key stage 2 by degree of rurality of pupil residence, 2013-2014

A3 Percentage of pupils achieving level 4 or above at key stage 2 by local authority district and region of pupil residence, 2013-2014

A4 Percentage of pupils achieving level 4 or above at key stage 2 by IDACI decile and degree of rurality of pupil residence, 2013-2014

School location based tables

B1 Percentage of pupils achieving level 4 or above at key stage 2 by degree of rurality of school location, 2014

B2 Percentage of pupils achieving level 4 or above at key stage 2 by local authority district and region of school location, 2014

Parliamentary constituency tables

C Achievements at level 4 or above at the end of key stage 2 by parliamentary constituency of school location

When reviewing the tables, please note that:

We preserve confidentiality

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

so we suppress some figures,

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 our [Statistical policy statement on confidentiality](#).

adopt symbols to help identify this

Symbols are used in the tables as follows:

- . not applicable
- .. not available
- # not published due to lack of sufficiently representative data as a result of industrial action (2010 figures only)
- x publication of that figure would be disclosive
- * LA level data based on a single school

and round numbers

Percentages in this SFR are given to the nearest whole number but all gaps and differences have been calculated on unrounded data. Therefore some figures may not match those produced from the rounded figures shown in the tables.

All pupil numbers at regional level are rounded to the nearest 10. However percentages have been calculated from unrounded data. This is so that it is not possible to deduce the figures for LAs which have been suppressed.

We've made some changes this year

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.

There were significant changes to KS2 assessment in 2012 and 2013 which are described in the quality and methodology information which accompanies this SFR.

In 2014, there were only minor changes to assessment arrangements which are not expected to have a noticeable effect on the results.

Calculators were no longer allowed in any of the level 3-5 mathematics tests. In previous years, they were allowed for paper 2.

There were also minor changes to the timing of the reading test - instead of having 15 minutes reading time and 45 minutes to answer the questions, children had a total of one hour to read the texts and complete the questions.

We have made some changes to the presentation of the tables which accompany this SFR. The main change is the reordering of columns or rows so that the most useful figures are presented first (e.g. figures for all pupils are presented before figures for boys and girls).

We have also added additional breakdowns of figures for academies according to how long they have been open.

This is revised data.	<p>2014 figures in this publication are based on revised data. There is no plan to re-issue this publication with final 2014 figures but final figures for 2014 will be made available in next year's release.</p> <p>Any unplanned revisions will be made in accordance with our Statistical policy statement on revisions.</p>
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We provide underlying data	<p>The SFR is accompanied by national and local authority underlying data and metadata describing this data. This data is provided in csv format so that it can be loaded into the software of your choice.</p>
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13. Further information is available

School level figures	<p>School level data has been published in the performance tables.</p>
Characteristics breakdowns	<p>Characteristics breakdowns are included in this SFR.</p>
Data for lower level geographies	<p>Pupil residency based tables showing 2014 small area attainment data will be published by the Office for National Statistics (ONS) on the neighbourhood statistics service (NeSS) website in June 2015.</p>
Provisional data	<p>Provisional 2014 data was published on 28 August 2014 in SFR 30/2014.</p>
Previously published figures	<p>SFR51/2013: National curriculum assessments at key stage 2: 2012 to 2013 Performance Tables</p>

Attainment for other key stages	<p>SFR34/2014: Phonics screening check and key stage 1 assessments: England 2014</p> <p>SFR39/2014: Early years foundation stage profile results: 2013 to 2014</p> <p>SFR46/2014: EYFSP attainment by pupil characteristics: 2013 to 2014</p> <p>SFR 41/2014: Provisional GCSE and equivalent results in England: 2013 to 2014</p> <p>SFR 42/2014: A level and other level 3 results: 2013 to 2014 (provisional)</p> <p>SFR05/2014: GCSE and equivalent attainment by pupil characteristics</p>
Pupil numbers	<p>SFR15/2014: Schools, Pupils and their Characteristics: January 2014</p>
Attainment in Wales, Scotland and Northern Ireland	<p>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.</p> <p>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.</p> <p>Information on educational attainment for post-primary schools in Northern Ireland is available from the Northern Ireland Statistics and Research Agency.</p>
International comparisons	<p>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.</p> <p>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.</p> <p>2011 results for both of these studies were published on 11 December 2012.</p>

14. National Statistics

The United Kingdom 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.

15. Technical Information

The following quality and methodology information documents accompany this SFR:

- Attainment in primary schools in England
- Pupil characteristic and geography methodology

These documents provide further information on the data sources, their coverage, the quality and how the data is validated and processed.

Figures published in this statistical first release (SFR) are based on the data that has been used to prepare the 2014 primary school performance tables. This data has been shared with schools and local authorities as part of the checking exercise. It includes revised key stage 2 national curriculum tests and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) by 23 October 2014. It includes the outcomes of reviews. This SFR revises earlier published figures and incorporates amendments received from schools through the checking exercise for the 2014 primary school performance tables. The figures may be subsequently updated with:

- any changes that result from the completion of outstanding maladministration investigations
- further changes resulting from errata requests from schools after publication of the performance tables.

The effect of these amendments on the national results has previously been negligible.

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.

National figures cover all schools in England with pupils eligible for assessment at key stage 2 in 2014, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return.

Pupils included in national figures.

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).

Local authority (LA) figures cover state-funded schools in England, including academies, free schools and state-funded special schools.

You can find information on the number and type of primary schools in each individual local authority area in the [Schools, Pupils and their Characteristics](#) SFR (table 7d).

Pupils included in local authority level figures.

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.

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 quality and methodology information document which accompanies this release.

16. Got a query? Like to give feedback?

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

If non-media For main attainment figures:
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

For characteristics breakdowns:
Jenny Easby, Education Standards, Evidence and Dissemination Division, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.
0207 7838457
attainment.characteristics@education.gsi.gov.uk



Department
for Education



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