



SFR 39/2016, 1 September 2016

New key stage 2 assessments in 2016

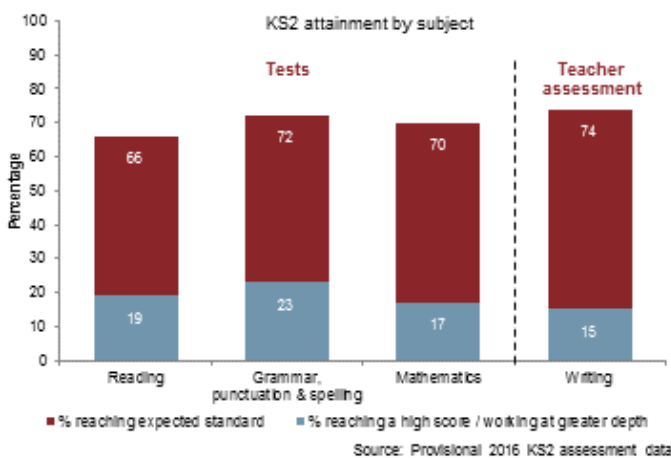
In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. This release presents attainment in these assessments. Progress data will be presented in the revised release in December.

Over half of pupils reached the expected standard in reading, writing and mathematics

53% of pupils reached the new expected standard and 5% reached a high standard in reading, writing and mathematics.

Because of the changes set out above, figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of key stage 2 have been raised. Given the differences from previous years to the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes. Our [advice](#) on comparability over time remains unchanged. However, we have undertaken more analysis to see whether any areas or types of schools have seen bigger changes than usual – section 1 provides more detail on this.

Fewer pupils reach the expected standard in reading than in other subjects



The expected standard in the tests is a scaled score of 100 or above. Attainment at the expected standard in the tests is highest in grammar, punctuation and spelling at 72% and lowest in reading at 66%. 74% of pupils were assessed by teachers as working at the expected standard in writing, higher than in any of the test subjects.

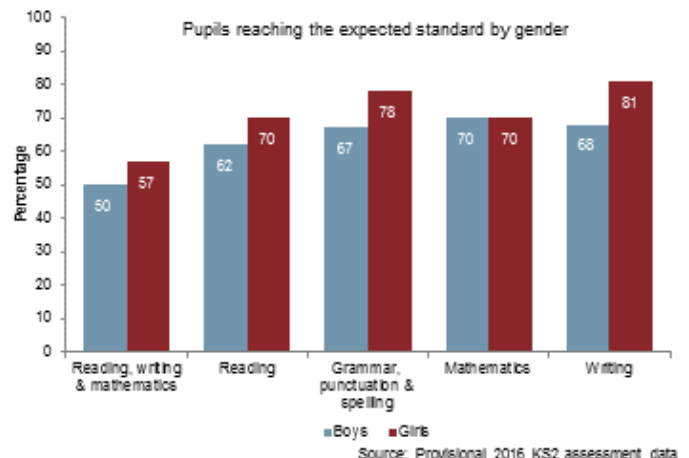
We have set the threshold for a high score in 2016 at 110. Achievement of a high score is highest in grammar, punctuation and spelling at 23% and lowest in mathematics at 17%. The percentage of pupils working at greater depth in writing is 15%.

As in previous years, girls outperform boys in most subjects

57% of girls achieve the expected standard in all of reading, writing and mathematics compared to 50% of boys.

Girls outperform boys at the expected standard in reading, grammar, punctuation and spelling and writing. The gap is largest in writing.

There is no difference in attainment in mathematics at the expected standard. In 2015, boys outperformed girls at level 4b or above in mathematics.



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About this release

This statistical first release (SFR) provides provisional 2016 key stage 2 national curriculum assessment results for pupils in schools in England at national, regional and local authority level.

It provides additional information to that in the national curriculum assessments at key stage 2 in England, 2016 (interim) SFR published on 5 July 2016.

In this publication

The following tables are included in the SFR:

- KS2 national and local authority tables (Excel .xls)
- Underlying data (open format .csv and metadata .txt.)

The accompanying quality and methodology information document provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at primary.attainment@education.gsi.gov.uk.

1. Attainment in reading, writing and mathematics combined (Table N1)

53% of pupils reached the new expected standard in all of reading, writing and mathematics and 5% reached a high standard¹ in all of these assessments.

The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. The expected standard has also been raised to be higher than the old level 4. As a result, figures for 2016 are not comparable to those for earlier years.

For context, table A shows the 2013 to 2015 figures for reading, writing and mathematics.

**Table A: Attainment in reading, writing and mathematics
England, 2013 to 2016 (all schools)**

	Achieved level 4 or above in reading, writing and mathematics	Achieved level 4b or above in reading and mathematics, and level 4 or above in writing	Reached the expected standard in reading, writing and mathematics
2013	75%	63%	-
2014	78%	67%	-
2015	80%	69%	-
2016	-	-	53%

Source: 2013 to 2016 KS2 assessment data

The new expected standards were designed to be broadly similar but are not equivalent to an old level 4b. The performance descriptors, used by teachers in the standard setting process, were developed with an understanding of the performance of pupils working at level 4b. However, given the curricula differences, there is not a direct equivalence between the new expected standard and level 4b in previous years.

The percentage of pupils achieving level 4b or above in all of reading, writing and mathematics in 2015 would have been lower than 69% since this figure is based on level 4 in writing. We estimate that it would have been between 59% and 66%² that year.

When a new curriculum and tests are introduced, evidence³ suggests that results will initially be lower but that they are likely to rise more quickly than normal for a few years after their introduction while pupils and teachers become familiar with the new material.

Our advice remains that 2015 and 2016 are not directly comparable. We have investigated whether there have been particular impacts by type of school or area by using differences from national totals in each year and relative positions without directly comparing test results over two years.

We investigated whether any school types have seen significantly different performance in 2016 by calculating the difference from the average for state-funded mainstream schools for particular groups of schools, (for example, sponsored academies which have been open for one academic year). This shows that the difference from the national average for each group of schools was broadly the same in both 2015 and 2016. While not authoritative, this suggests that all types of mainstream school have been affected by the changes to the curriculum and assessments to a similar extent (see section 5 for more details).

In addition, we compared the rankings of local authority areas in 2015 and 2016. This showed that, on the whole, those areas which were high-performing in 2015 were also high-performing in 2016. Similarly, those

1 Includes pupils who achieved a high score in reading and mathematics and who were working at greater depth in writing.

2 Writing assessments did not differentiate within level 4, between levels 4a, 4b and 4c. Pupils with level 4 in writing were split into 4c and 4a/4b in the ratio of 30:70 (the split seen in the 2011 writing test) and their combined attainment calculated. Pupils were initially assigned to 4c and 4a/4b at random which gave an estimate of 59%. This was then repeated according to pupils test results in each of the other subjects to give estimates of 65%, 66% and 63%. The true figure is likely to be somewhere between these figures.

3 For example, Daniel Koretz (2005) Alignment, high stakes, and the inflation of test scores (CSE Report 655).

www.cse.ucla.edu/products/reports/r655.pdf

areas which were low-performing in 2015 were also low-performing in 2016. The correlation figure for the two years was lower than that between 2014 and 2015 data but still indicated a high level of correlation.

Finally, to assess the degree to which we are seeing increased variability in the system, we looked at the ranked positions of all schools on the headline measure in each of 2014, 2015 and 2016. The correlation coefficient between the data for 2016 and 2015 was similar to that for 2014 and 2015 suggesting that the level of variability is similar to that we usually see (see section 7 for more details).

2. Attainment by subject (Table N2-N4)

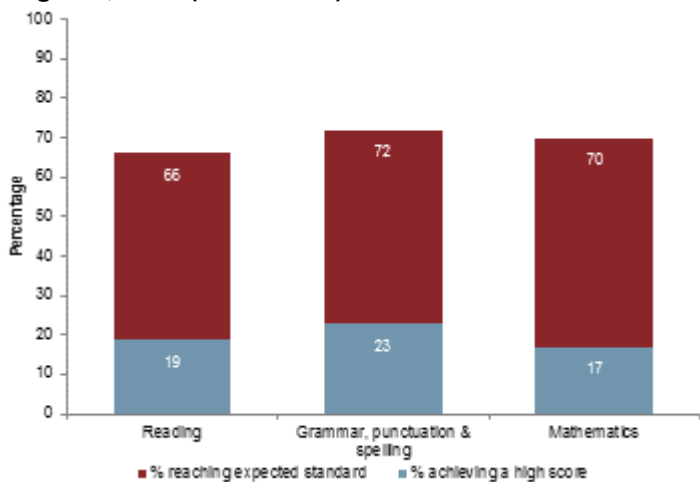
Tests

Attainment at the expected standard or above is highest in the grammar, punctuation and spelling test at 72% and lowest in the reading test at 66%. This is different from the pattern seen in previous years where attainment was highest in reading and lowest in grammar, punctuation and spelling.

The high score is not based on a standard of achievement in the same way that the expected standard is. It was set after analysis of the 2016 results. A threshold of 110 was chosen to give approximately one-fifth of pupils achieving the high score in each subject. This threshold also has the presentational advantage that it is the mid-point between the expected standard and the maximum scaled score. The threshold for the high score will be confirmed for future years in updates to the technical guidance, but the intention is that it will remain in the same place (110) for a number of years so that changes over time can be measured.

The percentage of pupils reaching the high score is highest in the grammar, punctuation and spelling test at 23% and lowest in the mathematics test at 17%.

Figure 1: Attainment in KS2 tests by subject England, 2016 (all schools)



Source: Provisional 2016 KS2 assessment data

Table B shows the 2013 to 2015 figures for attainment at level 4b or above by subject for context, alongside the 2016 results based on the new expected standard.

Attainment in reading and mathematics at the expected standard or above in 2016 is considerably below attainment at level 4b or above in 2015. Attainment in grammar, punctuation and spelling at the expected standard in 2016 is similar to attainment at level 4b or above in grammar, punctuation and spelling in 2015.

**Table B: Attainment in KS2 tests by subject
England, 2013 to 2016 (all schools)**

	Achieved level 4b or above in reading	Reached the expected standard in reading	Achieved level 4b or above in grammar, punctuation and spelling	Reached the expected standard in grammar, punctuation and spelling	Achieved level 4b or above in mathematics	Reached the expected standard in mathematics
2013	75%	-	65%	-	73%	-
2014	78%	-	68%	-	76%	-
2015	80%	-	73%	-	77%	-
2016	-	66%	-	72%	-	70%

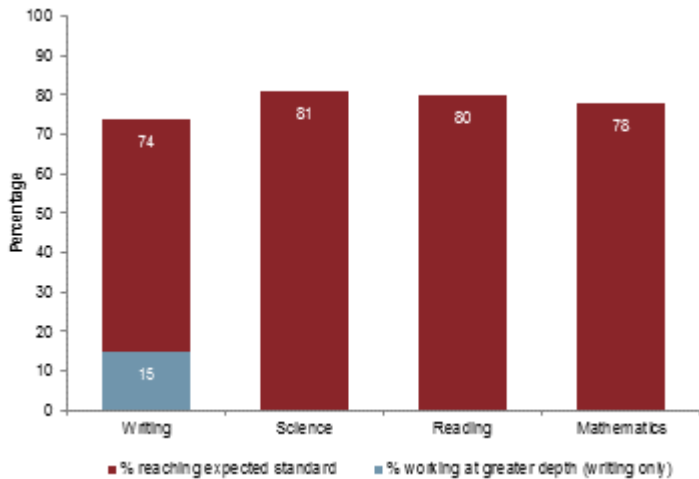
Source: 2013 to 2016 KS2 assessment data

Teacher Assessment

Attainment at the expected standard as measured by teacher assessment is highest in science at 81% and lowest in writing at 74%.

The percentage working at greater depth within the expected standard in writing is 15%. The standard for working at greater depth was not set to be equivalent to any particular level from 2015 so we cannot make any comparisons with figures for previous years. Working at greater depth is not used for reading, mathematics or science.

**Figure 2: Attainment in KS2 teacher assessments by subject
England, 2016 (all schools)**

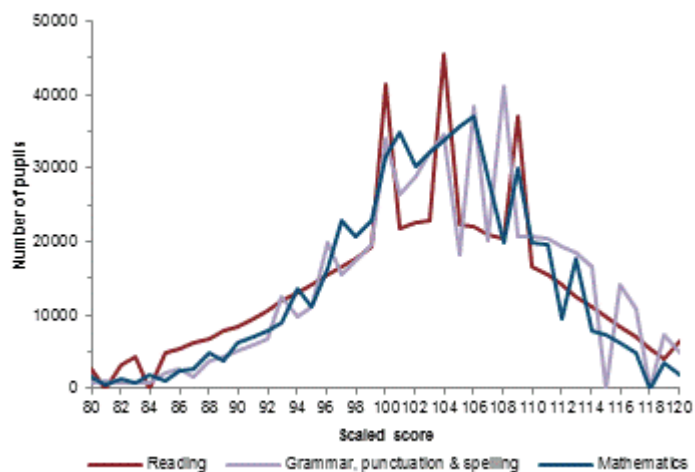


Source: Provisional 2016 KS2 assessment data

Attainment at the expected standard in the reading and mathematics teacher assessments are considerably higher than attainment in the tests of those subjects. In previous years there have been small differences (one or two percentage points) between test and teacher assessment results but the differences in 2016 are much larger. This may be due to pupils performing less well on the tests as they were unfamiliar with them. In addition, the teacher assessment framework was new in 2016 and teachers may need more time to become fully confident in using it. We may see the test and teacher assessment percentages move closer to each other in the coming years but do not expect them to agree exactly.

3. Distribution of scaled scores (Table N2)

**Figure 3: Distribution of scaled scores by subject
England, 2016 (all schools)**



Source: Provisional 2016 KS2 assessment data

The scaled score range runs from 80 to 120. Figure 3 shows the distribution of the scaled scores in each subject. They are not smooth distributions since some scaled scores correspond to a single raw test mark, while others correspond to two or more raw marks. In addition, there are some scaled scores with no corresponding raw mark. The spikes in the graph generally correspond to those scaled scores that map to two or more raw marks.

The distributions for reading and grammar, punctuation and spelling are less smooth than that for mathematics. This is due to the fact that the number of raw marks available in the reading (50) and grammar, punctuation and spelling tests (70) are lower than in the mathematics test (110). [Tables](#) for converting raw marks to scaled scores are published on gov.uk.

The distributions appear similar but the spiky nature of the charts makes it difficult to compare them precisely. An alternative way of summarising the distribution is a box and whisker plot as shown in figure 4.

Box and whisker plot

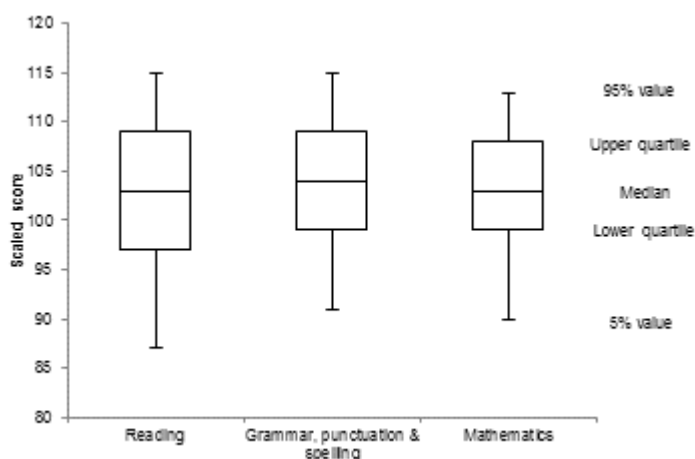
The box shows the lower and upper quartiles of the distribution.

The line inside the box indicates the median or middle value.

The middle 50% of pupils are within the box, with a quarter above and a quarter below.

90% of pupils are within the whisker range, with 5% above and 5% below this range.

**Figure 4: Distribution of scaled scores by subject
England, 2016 (all schools)**



Source: Provisional 2016 KS2 assessment data

The 'box' for the reading test is larger than that for the other tests while that for the mathematics test is smaller. This demonstrates that the scaled scores in the reading test are more spread out than those in the other tests, especially in the mathematics test. In all subjects, the central box is positioned nearer to the top of the mark range than the bottom which demonstrates that attainment is skewed towards higher values.

Average scaled scores

The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test or took the test but did not receive a scaled score are excluded.

The average scaled score for the grammar, punctuation and spelling test is slightly higher than for the other subjects.

**Table C: Average scaled score
England, 2016 (all schools)**

Subject	Average (mean) scaled score
Reading	103
Grammar, punctuation & spelling	104
Mathematics	103

Base: all eligible pupils who were awarded a scaled score

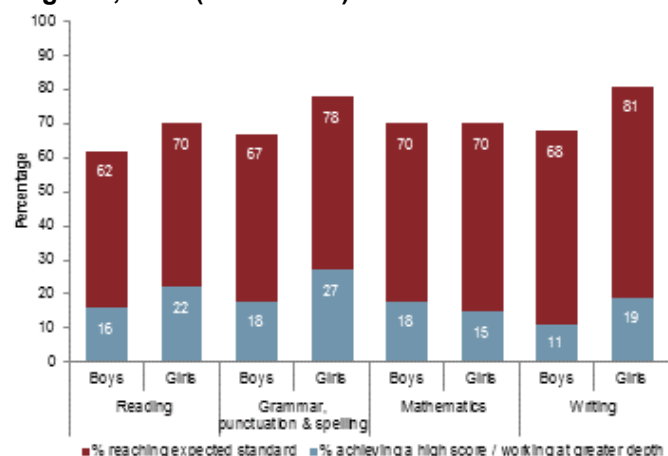
Source: Provisional 2016 KS2 assessment data

4. Gender gaps

As in previous years, girls do better than boys in reading, writing and mathematics combined. 57% of girls achieve the expected standard in all of reading, writing and mathematics compared to 50% of boys - a gap of 8⁴ percentage points. The gap is larger than that seen in previous years.

6% of girls achieve a high standard in all of reading, writing and mathematics compared to 5% of boys - a gap of 2⁴ percentage points.

**Figure 5: Attainment by subject and gender
England, 2016 (all schools)**



Source: Provisional 2016 KS2 assessment data

When looking at individual subjects, girls outperform boys at the expected standard in reading (70% compared to 62%), grammar, punctuation and spelling (78% compared to 67%) and writing (81% compared to 68%). The gap is largest in writing (13 percentage points) and smaller in reading (8 percentage points). This is similar to the pattern seen in previous years. Girls also outperform boys at a high score in reading (22% compared to 16%) and grammar, punctuation and spelling (27% compared to 18%) and at greater depth in writing (19% compared to 11%).

⁴ All gaps are calculated from unrounded figures.

There is no difference in attainment in mathematics at the expected standard but boys are more likely to achieve a high score in mathematics (18% compared to 15%). In 2015, there was no gender gap in attainment at level 4 or above but boys outperformed girls at level 4b or above.

The above patterns are also reflected in differences in the average scaled scores by gender in each subject. The average scaled scores for girls in reading and grammar, punctuation and spelling are higher than those for boys (103 for girls and 102 for boys in reading, 105 for girls and 103 for boys in grammar, punctuation and spelling) while in mathematics, the average scaled score for both boys and girls is 103.

5. Attainment by school type (Tables N5 & N6)

Number of primary schools⁵

There were 14,930 state-funded mainstream primary schools with key stage 2 results in 2016.

- 12,291 (82%) were LA maintained schools.
- 1,744 (12%) were converter academies.
- 866 (6%) were sponsored academies.
- 28 were free schools.

See the methodology and quality information document for details about different types of school.

Attainment levels in mainstream academies and free schools as a group are very similar to those in local authority maintained mainstream schools. But this masks important variation between the different types of schools within this group. Converter academies have a higher percentage of pupils achieving the expected standard than the average for all state-funded mainstream schools. They also have a higher percentage reaching a higher standard. This may be explained by the fact that schools which chose to convert to academies were typically high performing schools.

The converse may be true of sponsored academies which as a group are below the average for state-funded mainstream schools, as these were already low performing before their conversion to academy status (see table D).

There are also differences in attainment in the individual subjects - attainment is highest in converter academies and lowest in sponsored academies in every subject. This is the same pattern as has been seen in previous years.

**Table D: Attainment at age 11 by type of school
England, 2016 (mainstream schools)**

Type of school	Attainment in reading, writing and mathematics		Reaching the expected standard in:			
	Reaching the expected standard	Reaching a higher standard	Reading	Writing teacher assessment	Mathematics	Grammar, punctuation and spelling
LA maintained schools	54%	5%	67%	75%	71%	74%
Academies and free schools	53%	5%	65%	75%	70%	72%
Of which:						
Sponsored academies	43%	3%	54%	71%	62%	63%
Converter academies	57%	6%	70%	77%	73%	76%
Free schools	48%	4%	66%	71%	68%	71%

Source: Provisional 2016 KS2 assessment data

The number of free schools with 11 year old pupils is too small to allow robust conclusions to be drawn about their performance at the end of key stage 2. In addition, many of the free schools which currently have results are former independent schools rather than new provision, since the latter have only been open for a relatively short time and many don't yet have a cohort of 11 year old pupils.

⁵ Where schools have changed type during the academic year, they are shown under their type as on 12 September 2015.

Table E shows the difference from the state-funded mainstream average for both 2015 and 2016 for different cohorts of sponsored and converter academies. This shows that the difference from the national average for each group of schools was broadly the same in both 2015 and 2016. While not authoritative, this suggests that all types of mainstream school have been affected by the changes to the curriculum and assessments to a similar extent.

Table E: Difference from average attainment by school type and length of time open England, 2015 and 2016 (mainstream schools)

	Achieved level 4 or above in reading, writing and mathematics: Difference from average in 2015 (percentage points)	Reached the expected standard in reading, writing and mathematics: Difference from average in 2016 (percentage points)
Sponsored academies		
Open for one academic year ⁶	-	-11
Open for two academic years	-10	-10
Open for three academic years	-9	-10
Open for four academic years	-13	-12
Open for five or more academic years	-5	-7
Converter academies		
Open for one academic year	-	2
Open for two academic years	3	3
Open for three academic years	1	1
Open for four academic years	3	3
Open for five or more academic years	4	7
LA maintained schools	0	0

Source: Final 2015 and provisional 2016 KS2 assessment data

6. Attainment by school phase and size (Tables N7)

School phase

Most (83%) 11 year old pupils in mainstream schools are in primary schools which cover both the key stage 1 and key stage 2 age range. Many of these pupils will have been in the same school at the end of key stage 1.

14% of 11 year old pupils in mainstream schools are in junior schools. These pupils will have been in a different school (usually an infant school) at the end of key stage 1.

The remaining pupils are in all-through or middle schools.

See the methodology and quality information for details.

Attainment is similar in primary and junior schools - 55% of pupils in mainstream junior schools reach the expected standard in reading, writing and mathematics compared to 54% in mainstream primary schools. Other schools are concentrated in particular areas of the country and local factors may influence their outcomes.

There is little difference in attainment by size of school (see table F).

⁶ Based on length of time open in 2016. For example, the schools shown as 'Open for two academic years' had been open for two academic years in 2016 and one academic year in 2015.

Table F: Attainment in reading, writing and mathematics at age 11 by school cohort size England, 2016 (mainstream schools)

School cohort size	Number of schools	Number of eligible pupils	Reaching the expected standard	Reaching a higher standard
1 to 15 pupils	2,308	22,901	53%	5%
16 to 30 pupils	5,168	128,471	54%	6%
31 to 60 pupils	5,546	258,330	53%	5%
61 to 90 pupils	1,426	105,866	54%	6%
91 or more pupils	482	54,917	54%	6%

Source: Provisional 2016 KS2 assessment data

7. Local authority attainment (Tables L1-L3)

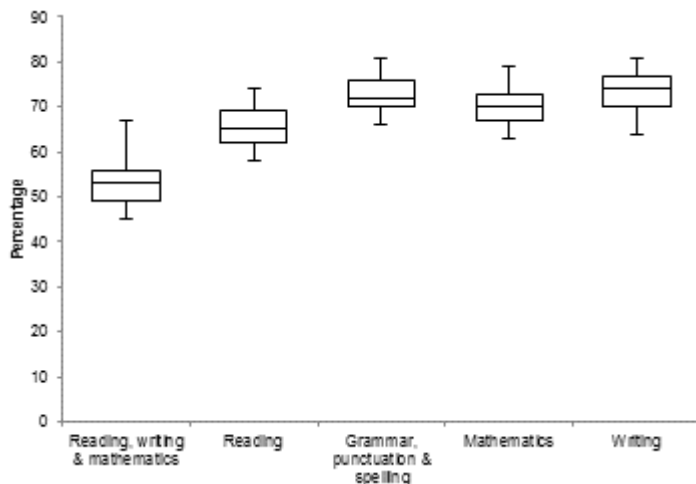
There is considerable variation between local authorities in attainment. The difference between the lowest and highest performing local authorities is slightly greater for reading than for the other subjects. This is a different pattern to that seen in 2015 when there was less variation in reading and writing results than in and mathematics and grammar, punctuation and spelling results. This is due to a small number of local authorities with more extreme values.

Table G: Minimum and maximum local authority percentages England, 2016 (state-funded schools)

% reaching the expected standard in	Minimum	Maximum	Range (percentage points)
Reading, writing and mathematics	39%	67%	28
Reading	52%	81%	29
Grammar, punctuation and spelling	62%	86%	24
Mathematics	58%	83%	25
Writing teacher assessment	58%	84%	26

Source: Provisional 2016 KS2 assessment data

Figure 6: Distribution of local authority percentages reaching the expected standard England, 2016 (state-funded schools)



Source: Provisional 2016 KS2 assessment data

The variation in average scaled scores by local authority is shown in table H. This shows that there is least variation between local authorities in mathematics and most variation in reading.

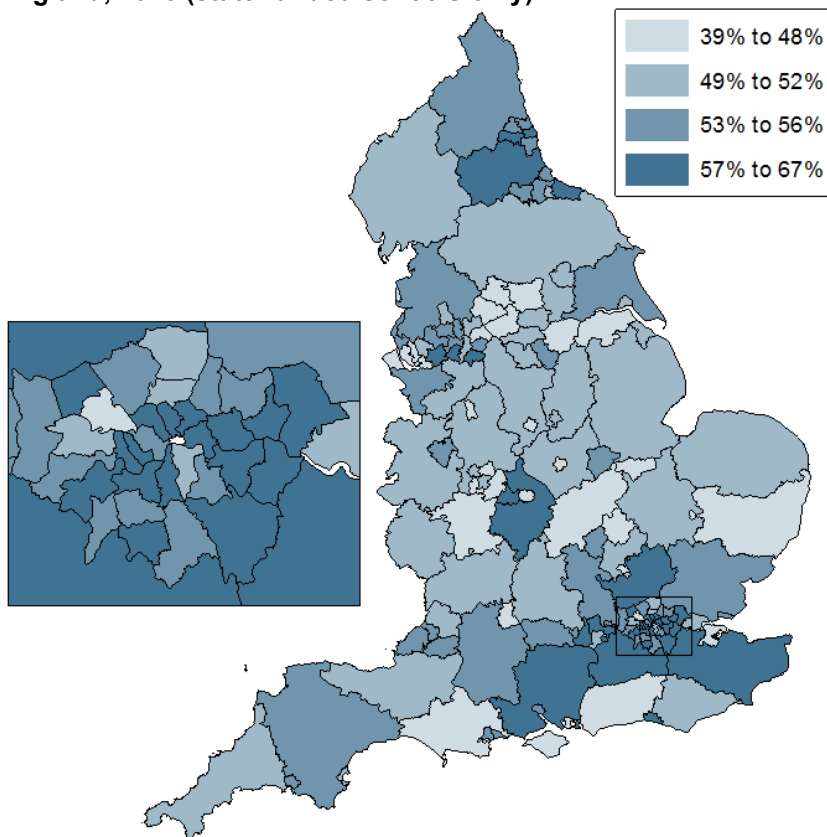
Table H: Minimum and maximum average scaled scores by local authority: England, 2016 (state-funded schools only)

Subject	Minimum	Maximum	Range
Reading	100	107	7
Grammar, punctuation and spelling	102	108	6
Mathematics	101	106	5

Source: Provisional 2016 KS2 assessment data

The highest performing local authorities are concentrated in London and parts of the North East and South East. The poorest performing areas are in the West Midlands, Yorkshire & the Humber, the East Midlands and East of England. This is a similar pattern to that seen in recent years.

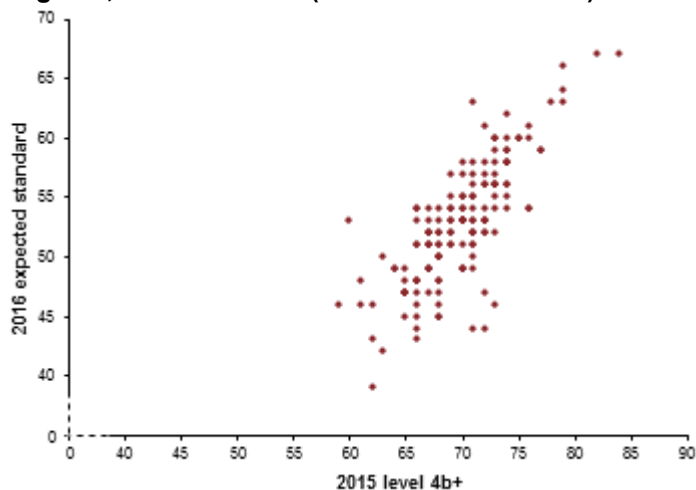
Figure 7: Percentage of pupils reaching the expected standard in reading, writing and mathematics by local authority England, 2016 (state-funded schools only)



Source: Provisional 2016 KS2 assessment data

Figure 8 shows the correlation between the percentage of pupils achieving level 4b or above in reading, writing and mathematics in 2015 and the percentage reaching the expected standard in 2016 at local authority level. This shows that the majority of areas which were high performing in 2015 remain high performing in 2016. Similarly the majority of areas which were low performing in 2015 remain low performing in 2016.

Figure 8: Attainment in reading writing and mathematics England, 2015 and 2016 (state-funded schools)



Source: Final 2015 and provisional 2016 KS2 assessment data

In addition, we ranked the provisional local authority data for 2016 and the final local authority data for 2015 and calculated the correlation coefficient between the two. This gave a figure of 0.74 suggesting that there is a high level of correlation between the figures. The equivalent correlation coefficient for 2014 final data and 2015 provisional data was higher (0.87) suggesting that there may have been more change in 2016 than in previous years. However, there are always some outliers.

We have conducted provisional analysis of school level data (which is not ready to be published and remains subject to change) to examine the correlation between the ranked position of all schools on the percentage achieving level 4b or above in 2014 and 2015 and the percentage reaching the expected standard in 2016 (as for the LA comparisons comparing 2014 final data with 2015 provisional data and 2015 final data with 2016 provisional data). This gave correlation coefficients of 0.56 for 2015 and 2016 data and 0.58 for 2014 and 2015 data. This suggests that we are not seeing greater variability in the data at school level.

Floor standards

School level data is not ready to be published and remains subject to change. As usual, it will be published in the primary school performance tables in December.

8. Advice on comparability over time

Children sitting key stage 2 tests in 2016 were the first to be taught and assessed under the new national curriculum. The expected standard has been raised and the accountability framework for schools has also changed. These changes mean that the expected standard this year is higher and not comparable with the expected standard used in previous year's statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time.

For example, it is wrong to say that 'the percentage of pupils achieving the expected standard in reading, writing and mathematics fell from 80% in 2015 to 53% in 2016'.

Sections 1 and 2 of this SFR provide some discussion of the differences between this year's figures and those for previous years. It is likely that we will be able to provide further advice once we have more than one year's data under the reformed system.

Analysis and comparisons between groups of pupils, types of schools and pupil characteristics are more likely to provide more meaningful information than comparisons over time.

9. Accompanying tables

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

National tables

Table N1	Attainment at the end of key stage 2 in reading, writing and mathematics by gender, 2016
Table N2	Attainment in key stage 2 tests by subject and gender, 2016
Table N3	Attainment in key stage 2 writing teacher assessment by gender, 2016
Table N4	Attainment in key stage 2 teacher assessments by subject and gender, 2016
Table N5	Attainment of pupils at the end of key stage 2 by school type, 2016
Table N6	Attainment of pupils at the end of key stage 2 in academies by length of time open, 2016
Table N7	Attainment of pupils at the end of key stage 2 by school phase and school cohort size, 2016

Local authority tables

Table L1	Attainment at the end of key stage 2 in reading, writing and mathematics by region, local authority and gender, 2016
Table L2	Attainment in key stage 2 tests by region, local authority and gender, 2016
Table L3	Attainment in key stage 2 teacher assessments by region, local authority and gender, 2016

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.
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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 .
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We adopt symbols to help identify this	Symbols are used in the tables as follows: . * not applicable LA level data based on a single school
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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. This is so that it is not possible to deduce the figures for LAs which have been suppressed. However percentages have been calculated from unrounded data.

There have been significant changes this year	See Advice on comparability over time and the accompanying methodology document for more information.
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This is provisional data	<p>Figures in this publication are provisional. We will publish revised figures in the revised 'National curriculum assessments at key stage 2' statistical first release in December.</p> <p>Small differences may not be indicative of a true difference in attainment. This is because there may be small differences between these figures and the revised figures published later in the year. The differences between provisional and revised national figures are usually negligible but LA level figures may be larger.</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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10. Further information will be available

Characteristics breakdowns	<p>Characteristics breakdowns will be published in the revised SFR in December.</p>
Progress measures	<p>Information on progress for different pupil groups and for local authorities will be published in the revised SFR in December.</p>
School level figures	<p>School level data will be published in the performance tables in December.</p>
Previously published figures	<p>SFR30/2016: National curriculum assessments at key stage 2 in England, 2016 (interim)</p> <p>SFR47/2015: National curriculum assessments at key stage 2, 2015 (revised)</p> <p>Primary school performance tables 2015</p>

11. 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.

12. Technical Information

A quality and methodology information document accompanies this SFR. This provides further information on the data sources, their coverage and quality and explain the methodology used in producing the data, including how it is validated and processed.

National curriculum assessment figures published in this statistical first release (SFR) are based on the data that will be used to prepare the 2016 primary school performance tables. This data was shared with schools and local authorities as part of the checking exercise on 1 September 2016.

It is based on test and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) on 3 July 2016.

13. Get in touch

Media enquiries

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