



5 September 2019

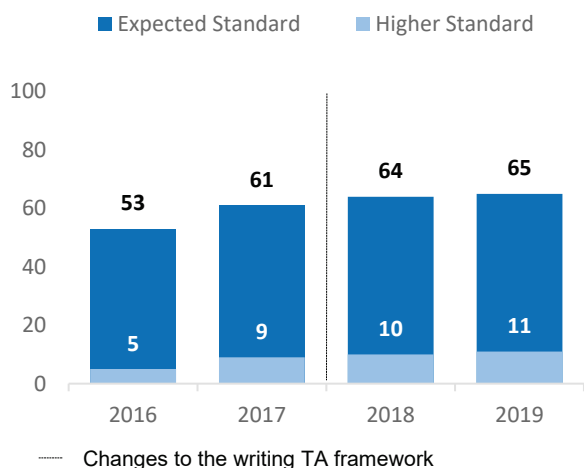
This publication provides provisional attainment statistics for key stage 2 (KS2) national curriculum assessments. This data extends the [interim publication](#) published on 9 July 2019. It includes results for pupils in schools in England

- at national, regional and local authority level
- by phonics prior attainment
- by pupil characteristics such as gender, disadvantage and special educational needs
- by school characteristics such as school type, phase and religious character

It is accompanied by [tables](#) in Excel and open data formats providing further detail. It is also accompanied by underlying data that provides results at local authority district and constituency level.

65% pupils reached the expected standard in reading, writing and maths (combined), and 11% pupils reached the higher standard in all three subjects

Figure 1: Percentage achieving the expected standard and higher standard in reading, writing and maths (combined)



Source: National pupil database

65% of pupils reached the expected standard in all of reading, writing and maths (combined) in 2019, up from 64% in 2018.

11% of pupils reached the higher standard in 2019, up from 10% in 2018.

Attainment in reading, writing and maths (combined) in 2018 and 2019 is not directly comparable to earlier years (2016 and 2017) because of changes to the writing TA frameworks in 2018.

85% of pupils who met the phonics standard in year 1 attained the expected standard in reading at the end key stage 2

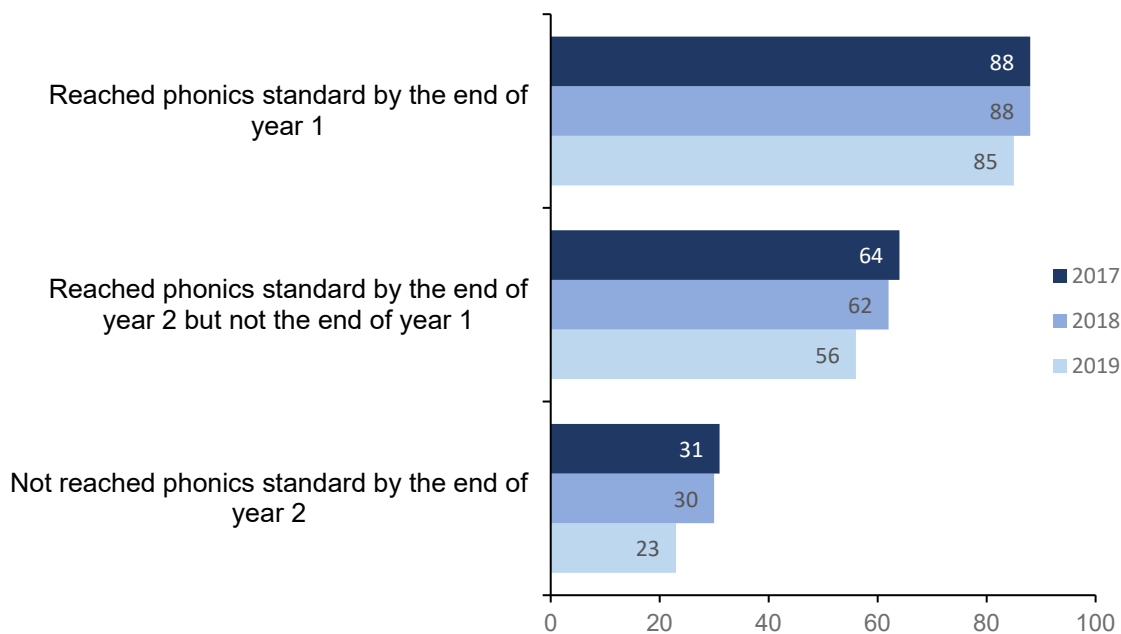
Of pupils who met the expected standard in phonics in year 1 in 2014, 85% went on to meet the expected standard in the KS2 reading test in 2019 (Figure 2). Of pupils who met the expected standard in phonics by the end of year 2 in 2015 (but not in year 1), 56% went on to meet the expected standard in KS2 reading. Of those pupils who did not reach the expected standard by the end of year 2, 23% met the KS2 reading expected standard.

The proportion of pupils who went on to meet the expected standard in reading, having met the expected standard in phonics in year 1, has fallen from 88% in 2018 to 85% in 2019.

These two cohorts, who sat the KS2 reading test in 2018 and 2019, had seen a big increase in the proportion meeting the expected standards in phonics in year 1 (in 2013 and 2014).

Section 4 provides further discussion of the trends in reading attainment by phonics prior attainment.

Figure 2: Percentage achieving the expected standard in KS2 reading test by phonics outcome

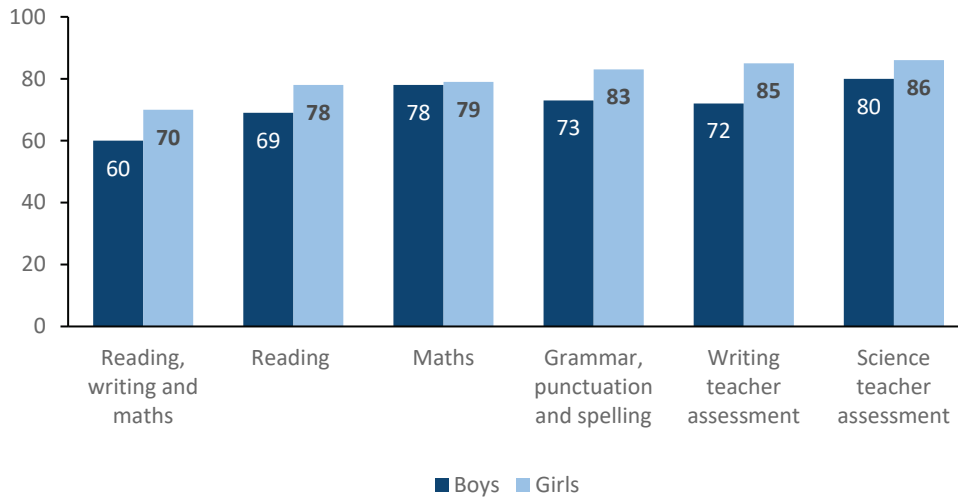


Source: National pupil database

The gender gap in reading has increased driving an increase in the overall gender gap

Girls continue to outperform boys across all subjects at the expected standard. In 2019, 70% of girls reached the expected standard in reading, writing and maths (combined) compared to 60% of boys, a gender gap¹ of 10 percentage points (pp), up from 8pp in 2018. This has been driven by an increase in the gender gap in reading, where both boys and girls saw a fall in the proportion reaching the expected standard between 2018 and 2019, but the fall was higher for boys (down 3pp to 69%) than girls (down 1pp to 78%).

Figure 3: Percentage of boys and girls achieving the expected standard in test subjects

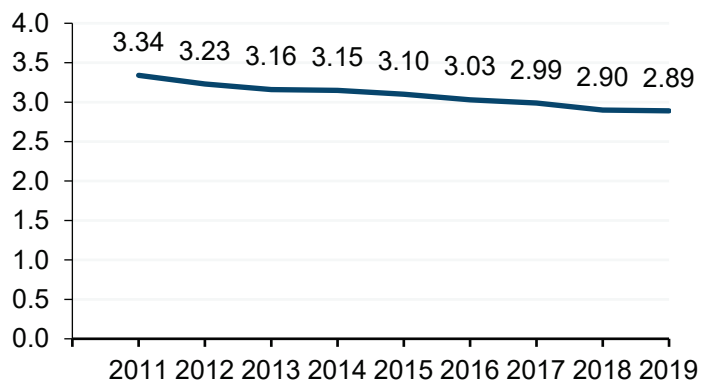


Source: National pupil database

The gap between disadvantaged pupils and others has remained stable

Provisional data used for this publication shows the gap between disadvantaged pupils and others, measured using the disadvantage gap index, narrowed by 0.2% in the latest year (Figure 4). However, due to differences in the way the disadvantaged group is captured in the provisional data (explained in Section 5 below), we expect the index to show no change or a slight increase when the revised statistics are published in December.

Figure 4: Disadvantage attainment gap index



Source: National pupil database

¹ All percentage point differences are calculated using unrounded figures

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About this release

This publication provides provisional 2019 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, 2019 (interim) publication published on 9 July 2019.

2018 figures in this publication are based on revised data due to delays to the delivery of the final dataset. These figures will be updated based on final data in the release in December 2019. Due to the minimal differences between these datasets, updating the 2018 figures is unlikely to lead to any revisions to the statistics reported in this publication. Information on progress made by pupils between the end of key stage 1 and the end of key stage 2 will be provided in the revised release in December.

Further breakdown by pupil characteristics will also be provided in the revised release.

In this publication

The following tables are included in the statistical publication:

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

The accompanying methodology 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.gov.uk

Pupils take national curriculum assessments in year 6 at the end of KS2, when most pupils will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and grammar, punctuation and spelling (GPS) and receive a statutory teacher assessment (TA) in writing and science.

1. Attainment in reading, writing and maths (combined) (Table N1a)

To reach the expected standard, a pupil must achieve a scaled score of 100 or more in reading, maths and GPS, or an outcome of 'reaching the expected standard' or 'working at greater depth' in the writing TA, or an outcome of 'reaching the expected standard' in the science TA. The 'working at greater depth' standard is not used for the science TA.

The combined reading, writing, and maths measure uses the reading and maths test results along with the outcome of the writing teacher assessment (TA). To reach the expected standard in all of reading, writing and maths, a pupil must achieve a scaled score of 100 or more in reading and maths tests and an outcome of 'reaching the expected standard' or 'working at greater depth' in the writing TA. Together, these subjects give a broad measure of pupil attainment. To reach the higher standard, a pupil must achieve a scaled score of 110 or more in the reading and maths tests, and an outcome of 'working at greater depth' in the writing TA.

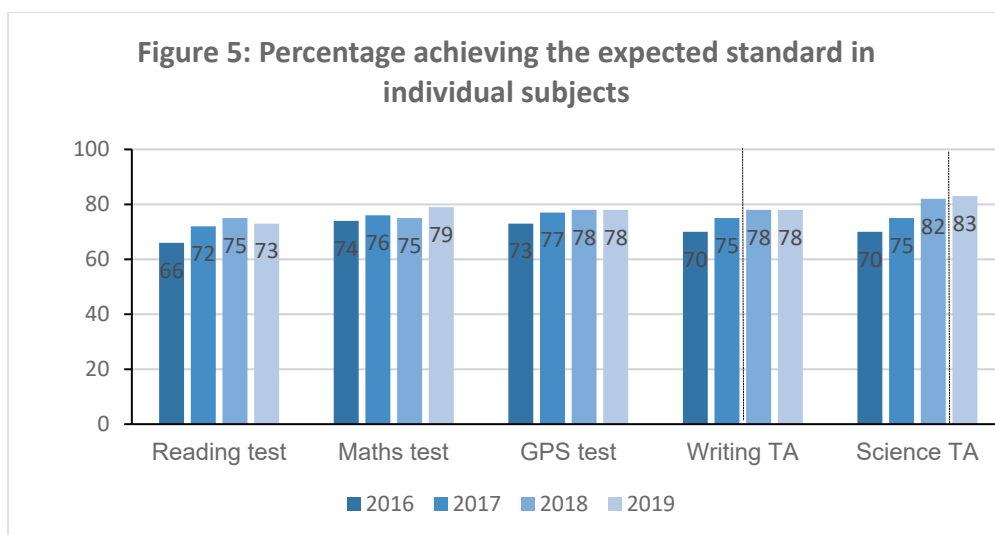
65% of pupils reached the expected standard in all of reading, writing and maths (combined) in 2019, up from 64% in 2018. 11% of pupils reached the higher standard in 2019, up from 10% in 2018². Attainment in all of reading, writing and maths is not directly comparable to earlier years (2016 and 2017) because of changes to the [writing TA frameworks](#) in 2018.

2. Attainment by subject (Tables N1b, N2a, N2b)

In the reading test, 73% of pupils reached the expected standard in 2019, down by 2pp from 2018.

In the maths test, 79% of pupils reached the expected standard, up by 3pp from 2018³. In the GPS test, 78% of pupils reached the expected standard, unchanged from 2018. In the writing teacher assessment, 78% of pupils reached the expected standard, unchanged from 2018⁴. In the science teacher assessment, 83% of pupils reached the expected standard⁵.

All percentage point differences are calculated using unrounded figures.



Source: National pupil database

— Changes to teacher assessment frameworks

² Includes pupils who achieved a high score in reading and maths and who were working at greater depth in writing.

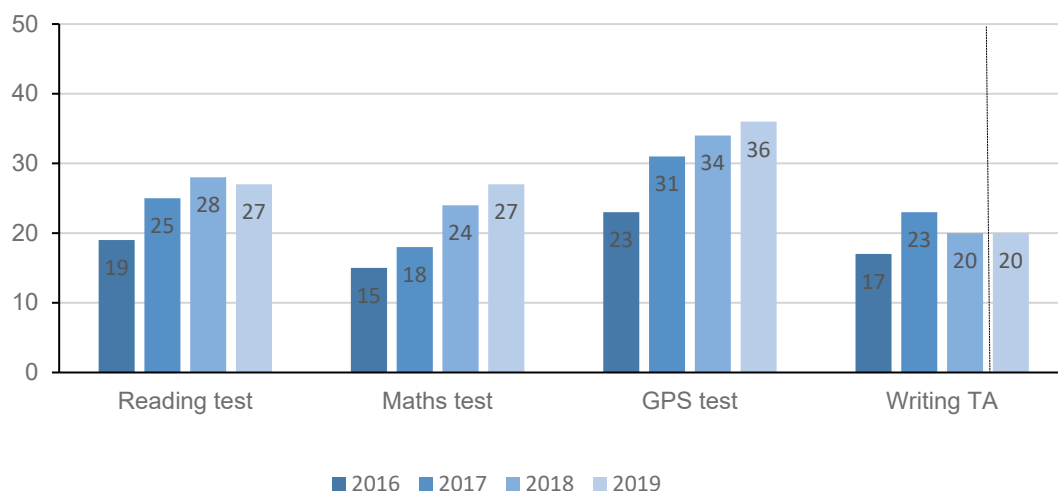
³ Please note that the final maths figure for 2018 is 75%, revised down from the 76% figure published in December 2018. Key stage 2 results data is subject to amendments and corrections in December-January of each year. Consequently, the calculation of final attainment figures may lead to revisions to the previously published data.

⁴ Attainment in the writing TA in 2018 and 2019 is not directly comparable to earlier years (2016 and 2017) due to changes to the writing TA framework in 2017/18.

⁵ Attainment in the science TA in 2019 is not directly comparable to 2018 due to changes to the science TA framework.

In the reading test, 27% of pupils reached the higher standard in 2019, down by 1 percentage point from 2018. In the maths test, 27% of pupils reached the higher standard, up by 3pp from 2018. In the GPS test, 36% of pupils reached the higher standard, up by 1 percentage point from 2018. In the writing teacher assessment, 20% of pupils reached the higher standard, unchanged from 2018⁶.

Figure 6: Percentage achieving the higher standard in individual subjects



Source: National pupil database

----- Changes to the writing TA framework

Attainment at the expected standard is highest in maths and lowest in reading. Table 1 summarises attainment at the expected standard and the higher standard in the key stage 2 subjects.

Table 1: Attainment in KS2 tests or teacher assessments by subject (percentage point changes from 2018 shown in brackets)

England, 2019 (all schools)

	Reaching the expected standard	Achieving the higher standard
Reading test	73% (-2pp)	27% (-1pp)
Maths test	79% (+3pp)	27% (+3pp)
GPS test	78% (no change)	36% (+1pp)
Writing TA	78% (no change)	20% (no change)
Science TA	83%	Not applicable

Source: National pupil database

Changes made within the [2017/18 writing TA frameworks](#) mean that judgements in 2018 and 2019 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.

⁶ Attainment in writing TA in 2018 and 2019 is not directly comparable to earlier years (2016 and 2017) due to changes to the writing TA framework in 2017/18.

3. Scaled scores (Tables N2a, N2b)

We use [scaled scores](#) to report the results of tests so we can make accurate comparisons of performance over time. 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 are excluded from the calculation.

Average scaled scores remained largely stable compared to 2018. The average scaled score in reading fell by 1 score to 104. The average scaled score in maths increased by 1 score to 105. The average scaled score in GPS remained the same at 106.

Table 2: Average scaled score, England, 2019 (all schools)

Subject	2016	2017	2018	2019
Reading test	103	104	105	104
Maths test	103	104	104	105
GPS test	104	106	106	106

Source: National pupil database

4. Key Stage 2 reading attainment by phonics prior attainment (Table N7)

As expected, pupils who performed well in the phonics screening check also did well in the key stage 2 reading test. Of pupils who reached the phonics standard in year 1 in 2014, 85% went on to meet the expected standard in the KS2 reading test in 2019. Of pupils who met the expected standard in phonics by the end of year 2 (but not in year 1), 56% went on to meet the expected standard. Of those pupils who did not reach the expected standard by the end of year 2, 23% met the expected standard.

Table 4 shows reading attainment by phonics prior attainment set in the context of trends in phonics attainment. It shows how the cohort who reached the expected standard in reading in 2019 and previous years performed in the phonics check. For example, around three quarters (73%) of pupils who were eligible for the reading test in 2019 reached the phonics standard in year 1. For that group of pupils - those who reached the phonics standard by the end of year 1 - 85% went on to reach the expected standard (in the reading test) in 2019. Similarly, 68% of pupils eligible for the reading test in 2018 reached the phonics standard by end of year 1. Of that group, 88% went on to reach the expected standard in reading. The overall picture shown by table 4 is that the fall in the proportion of pupils who met the expected standards in phonics in year 1 who subsequently went on to meet the expected standard in reading at KS2 is in the context of rapidly increasing phonics attainment across these cohorts.

Table 4: Percentage of pupils who met the expected standard in phonics, and reading attainment by phonics prior attainment

	Year in which the KS2 reading test was sat		
	2017	2018	2019
Reached phonics standard by the end of year 1	57%	68%	73%
<i>of those, the percentage who reached the expected standard in reading</i>	88%	88%	85%
Reached phonics standard by the end of year 2 but not by the end of year 1	28%	20%	17%
<i>of those, the percentage who reached the expected standard in reading</i>	64%	62%	56%
Not reached phonics standard by the end of year 2	15%	11%	10%
<i>of those, the percentage who reached the expected standard in reading</i>	31%	30%	23%

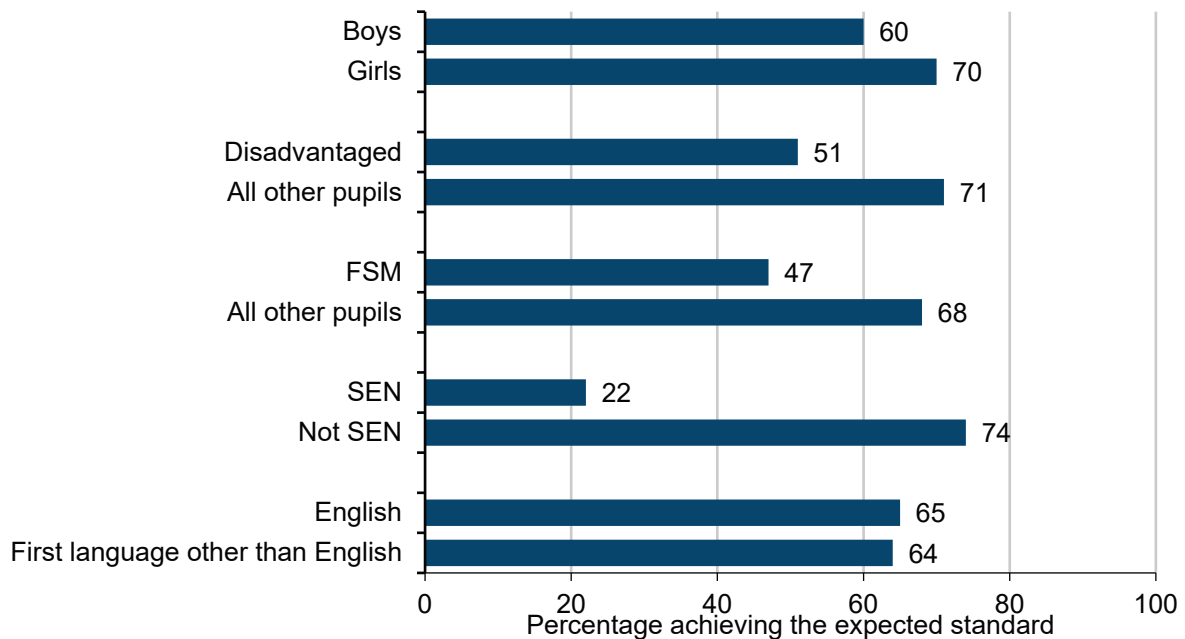
Source: National pupil database

5. Attainment by pupil characteristics (Table N5)

This section discusses attainment by gender, disadvantage, special education needs (SEN), first language and ethnicity.

Please note that the statistics on disadvantage in this publication are provisional and do not include pupils in the care of the local authority for a day or more in the last year unless they were eligible for free school meals during the last 6 years or they have ceased to be looked after in the last year. See the section on Disadvantaged Pupils below for further information.

Figure 10: Percentage reaching the expected standard in reading, writing and maths for different characteristics groups
England, 2019 (state-funded schools)



Source: National pupil database

Gender gaps

Girls continue to outperform boys at the expected standard across all test subjects. In 2019, 70% of girls reached the expected standard in reading, writing and maths (combined) compared to 60% of boys, a gender gap³ of 10pp, up from 8pp in 2018. This has been driven by an increase in the gender gap in reading, with 78% of girls reaching the expected standard compared to 69% of boys.

The biggest attainment gap between boys and girls remains in the writing teacher assessment at 12pp.

13% of girls achieved the higher standard in all of reading, writing and maths (combined) compared to 9% of boys – a gap of 4pp. This has increased from a gap of 3pp in 2018.

At the higher standard, the extent of the gender gap in individual subjects remains largely stable, with maths remaining the only subject in which boys outperform girls.

Table 5: Attainment by gender, England, 2019 (all schools)

	Boys		Girls		Difference ⁷	
	2018	2019	2018	2019	2018	2019
Reaching the expected standard						
Reading, writing, and maths	61%	60%	68%	70%	8pp	10pp
Reading test	72%	69%	79%	78%	8pp	9pp
Maths test	75%	78%	76%	79%	1pp	1pp
GPS test	73%	73%	82%	83%	9pp	9pp
Writing teacher assessment	72%	72%	84%	85%	12pp	12pp
Achieving a high score/greater depth						
Reading, writing, and maths	8%	9%	12%	13%	3pp	4pp
Reading test	24%	22%	33%	32%	9pp	10pp
Maths test	26%	29%	22%	24%	4pp	5pp
GPS test	30%	31%	39%	41%	9pp	10pp
Writing teacher assessment	15%	15%	25%	25%	11pp	10pp

Source: National pupil database

Disadvantage gap index (Table N6)

The disadvantage gap index⁸ summarises the relative attainment gap between disadvantaged pupils and all other pupils. The gap index is more resilient to changes to assessment and therefore offers greater comparability between years. The index ranks all pupils in the country. A disadvantage gap of zero would indicate that there is no difference between the average performance of disadvantaged and non-disadvantaged pupils. We measure whether the disadvantage gap is getting larger or smaller over time.

The statistics about disadvantage in this publication are provisional and do not include pupils in the care of a local authority - unless they were eligible for free school meals during the last 6 years or ceased to be looked-after in the last year. These pupils will be included in revised disadvantage statistics in December. We expect this to have a small impact on the disadvantage gap index (an increase of around 0.02 in the gap index in recent years).

These pupils will be included in revised disadvantage statistics in December. We expect this to have a small impact on the disadvantage gap index (an estimated increase of around 0.02 in the gap index – based on 2016 to 2018 data).

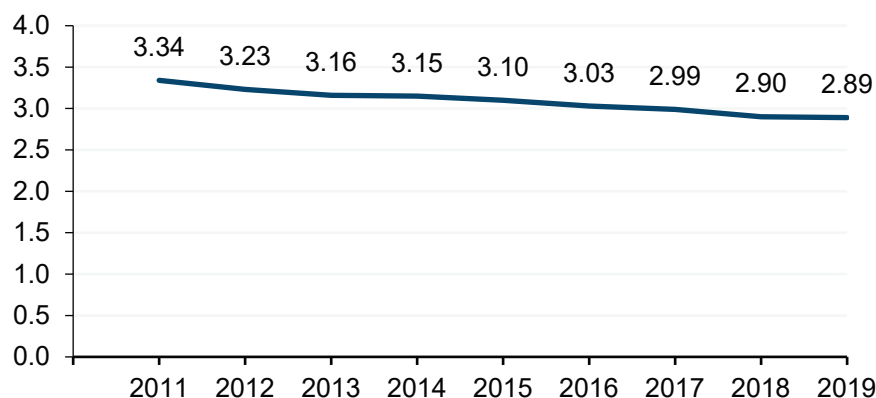
Provisional data used for this publication shows the gap between disadvantaged pupils and others, measured using the disadvantage gap index, narrowed by 0.2% in the latest year (Figure 11).

However, due to differences in the way the disadvantaged group is captured (explained above), we expect the index to show no change or a slight increase when the revised statistics are published in December.

⁷ All percentage point differences are calculated from unrounded figures

⁸ More details of the methodology and consultation were published in [SFR 40/2014](#).

Figure 11: Trend in the disadvantaged pupils' attainment gap index
England, 2011 to 2019 (state-funded schools)



Source: National pupil database

Disadvantaged Pupils (Table N5)

Disadvantaged pupils are ordinarily defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order.

As noted above, the statistics about disadvantage in this publication are provisional and do not include pupils in the care of a local authority - unless they were also eligible for free school meals during the last 6 years or ceased to be looked-after in the last year. These pupils will be included in revised disadvantage statistics in December. We expect this to have only a marginal impact on the statistics, which are expected to change by less than half a percentage point.

In 2019, 30% of pupils at the end of key stage 2 were classed as disadvantaged

In 2019, 51% of disadvantaged pupils reached the expected standard in all of reading, writing and maths compared to 71% of all other pupils, a difference of 19pp. Table 6 shows that the gap in attainment at the expected standard in reading, writing and maths has decreased (from 21pp) since 2016. However, the gap at the higher standard between disadvantaged pupils and all other pupils has increased from 5pp in 2016 to 8pp in 2019.

Table 6: Attainment by disadvantage status, England, 2019 (state-funded schools)

	Disadvantaged pupils	All other pupils	Difference ⁹
Reaching the expected standard in reading, writing and maths			
2016	39%	60%	+21pp
2017	47%	67%	+20pp
2018	51%	70%	+20pp
2019	51%	71%	+19pp
Reaching the higher standard in reading, writing and maths			
2016	2%	7%	+5pp
2017	4%	11%	+7pp
2018	4%	12%	+8pp
2019	5%	13%	+8pp

Source: National pupil database

⁹ All gaps are calculated from unrounded figures

Special Education Needs (SEN) (Table N5)

SEN pupils are categorised as 'SEN with an Education, health and care (EHC) plan' or 'SEN support'. In 2019, 18% of pupils at the end of key stage 2 had a special educational need: 3% with a statement or education, health and care plan and 15% with 'SEN support'

Of all reported characteristics, the difference between the comparison groups is largest when looking at SEN (Figure 10). In 2019, 22% of pupils with SEN reached the expected standard in all of reading, writing and maths, compared with 74% of pupils with no identified SEN, resulting in an attainment gap of 52pp.

Table 7: Attainment by SEN status, England, 2019 (state-funded schools)

	All SEN pupils	No identified SEN	Difference ¹⁰
Reaching the expected standard in reading, writing and maths			
2016	14%	62%	+48pp
2017	18%	70%	+52pp
2018	21%	74%	+52pp
2019	22%	74%	+52pp

Source: National pupil database

English as a first language (Table N5)

In 2019, 21% of pupils at the end of key stage 2 had a first language other than English

The attainment gap between pupils whose first language is English and those whose first language is other than English has fallen to 1pp from 4pp in 2016. In 2019, 64% of pupils whose first language was other than English reached the expected standard in all of reading, writing and maths compared with 65% of pupils whose first language is English.

At individual subject level, the gap between pupils whose first language was English and those whose first language is other than English is largest in reading at 5pp, with 69% of pupils whose first language was other than English reaching the expected standard in reading compared with 74% of pupils whose first language is English. Conversely, pupils whose first language is other than English performed better in maths and in grammar, punctuation and spelling.

Table 8: Attainment by first language, England, 2019 (state-funded schools)

	Other than English	English	Difference ¹¹
Reaching the expected standard in reading, writing and maths			
2016	50%	54%	+4pp
2017	58%	62%	+4pp
2018	63%	65%	+2pp
2019	64%	65%	+1pp

Source: National pupil database

¹⁰ All gaps are calculated from unrounded figures

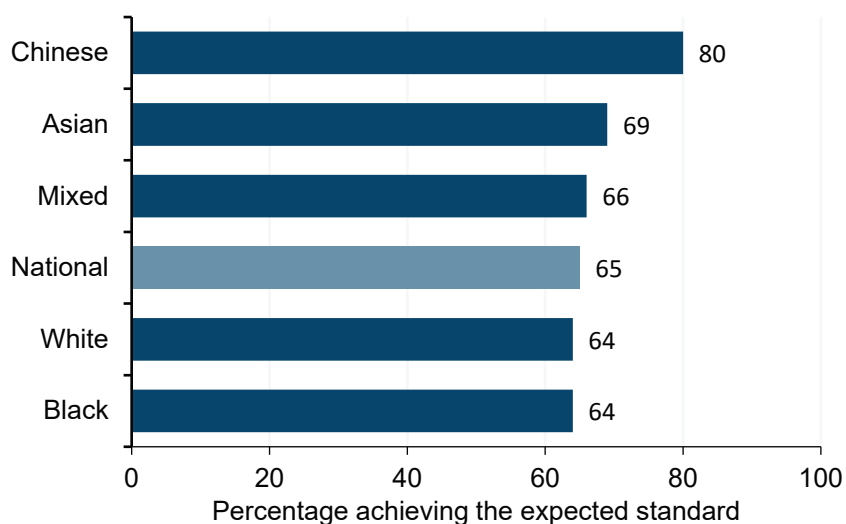
¹¹ All gaps are calculated from unrounded figures

Ethnicity (Table N5)

74% of pupils at the end of key stage 2 were white, 11% were Asian, 6% were black, 6% were of mixed ethnicity and less than 1% were Chinese.

Attainment at the end of key stage 2 varies between different ethnic groups. Consistent with previous years, Chinese pupils were the highest achieving group in 2019 with 80% of Chinese pupils reaching the expected standard in all of reading, writing and maths, 15pp above the national average (Figure 12, Table 9).

Figure 12: Attainment in reading, writing and maths by major ethnic group
England, 2019 (state-funded schools)



Source: National pupil database

Table 9: Attainment by ethnicity, England, 2019 (state-funded schools)

Reaching the expected standard in reading, writing and maths	White	Mixed	Asian	Black	Chinese
2016	53%	56%	55%	51%	71%
2017	61%	63%	63%	60%	77%
2018	64%	66%	68%	63%	81%
2019	64%	66%	69%	64%	80%

Source: National pupil database

Within the more detailed ethnic groupings, behind Chinese pupils, pupils from an Indian background are the highest performing group in reading, writing and maths (76% of pupils reach the expected standard). Gypsy/Roma pupils are the lowest performing group with 19% reaching the expected standard in all of reading, writing and maths.

6. Attainment by school characteristics (Table N4)

School type

There were 15,153 state-funded mainstream primary schools with key stage 2 results in 2019. Since 2016, there have been substantial changes to the makeup of school types in England (Table 10). The proportion of LA maintained schools decreased from 82% in 2016 to 68% in 2019. There have been corresponding increases in the proportion of sponsored and converter academies to 9% and 22% respectively. It should be noted that the conversion of schools from one type to another means that the headline figures capture not only change in performance but also change in school type. While the number of free schools has increased to 81, free schools make up a very small proportion of schools. See the accompanying methodology and quality information document for details about different types of school.

**Table 10: Number and percentage of schools by school type
England, 2019 (State-funded mainstream schools)**

	2016		2017		2018		2019	
All state-funded mainstream primary schools	14,930		14,977		15,055		15,153	
LA maintained schools	12,292	82%	11,784	79%	11,044	73%	10,368	68%
Sponsored academies	866	6%	983	7%	1,187	8%	1,352	9%
Converter academies	1,744	12%	2,174	15%	2,767	18%	3,352	22%
Free schools	28	0%	36	0%	57	0%	81	1%

Source: National pupil database

Attainment for different school types is summarised in Table 11.

Attainment levels in mainstream academies and free schools as a group are broadly like those in local authority maintained mainstream schools. Within the academies group, converter academies had broadly similar proportions of pupils achieving the expected standard than the averages for all state-funded mainstream schools. On the other hand, sponsored academies as a group are below the average for state-funded mainstream schools but were typically low performing before their conversion to academy status.

Table 11: Attainment by type of school, England, 2019 (State-funded mainstream schools)

Type of school	Reading, writing, and maths	
	Reaching the expected standard:	Reaching the higher standard:
LA maintained schools	66%	11%
Academies and free schools	65%	10%
Of which:		
Sponsored academies	58%	7%
Converter academies	67%	11%
Free schools	62%	11%
All state-funded mainstream schools	66%	11%

Type of school	Reaching the expected standard in:			
	Reading test	Writing TA	Maths test	GPS test
LA maintained schools	75%	80%	80%	80%
Academies and free schools	73%	79%	79%	78%
Of which:				
Sponsored academies	66%	74%	73%	71%
Converter academies	75%	81%	81%	80%
Free schools	71%	77%	77%	78%
All state-funded mainstream schools	74%	79%	80%	79%

Source: National pupil database

Attainment in academies over time

As noted above, the conversion of schools from one type to another means that the headline figures capture not only change in performance but also change in school type. It is difficult, therefore, to assess the impact of converting to an academy by looking only at the headline figures in 2019. In order to address this, Table N3 of the accompanying tables provides a time series showing how reading, writing and maths attainment changes in years after a school becomes an academy. This time series shows that the academies that have been open the longest have the highest attainment. In converter academies that have been open for 8 years or more, 71% of pupils reached the expected standard in reading, writing and maths while in sponsored academies 61% of pupils reached the expected standard. In converter academies open for one academic year 66% of pupils reached the expected standard while in sponsored academies open for one year 54% reached the standard.

7. Local authority attainment (Tables L1 to L3c)

There is considerable variation between local authorities¹² in attainment (Table 12). The difference between the lowest and highest performing local authorities was greatest in reading, writing and maths (combined) with a range of 27 pp, a decrease from 33 pp in 2018. This change has been driven by an increase in the lower minimum attainment (53% in 2019 compared to 48% in 2018).

Table 12: Minimum and maximum local authority attainment England, 2019 (state-funded schools)

% reaching the expected standard in	Minimum	Maximum	Range (percentage points¹³)
Reading, writing and maths	53%	80%	27
Reading test	62%	87%	25
Maths test	70%	90%	20
GPS test	70%	91%	20
Writing TA	68%	88%	20
Science TA	74%	92%	19
Average scaled scores	Minimum	Maximum	Range
Reading test	102	108	6
Maths test	103	109	6
GPS test	104	110	6

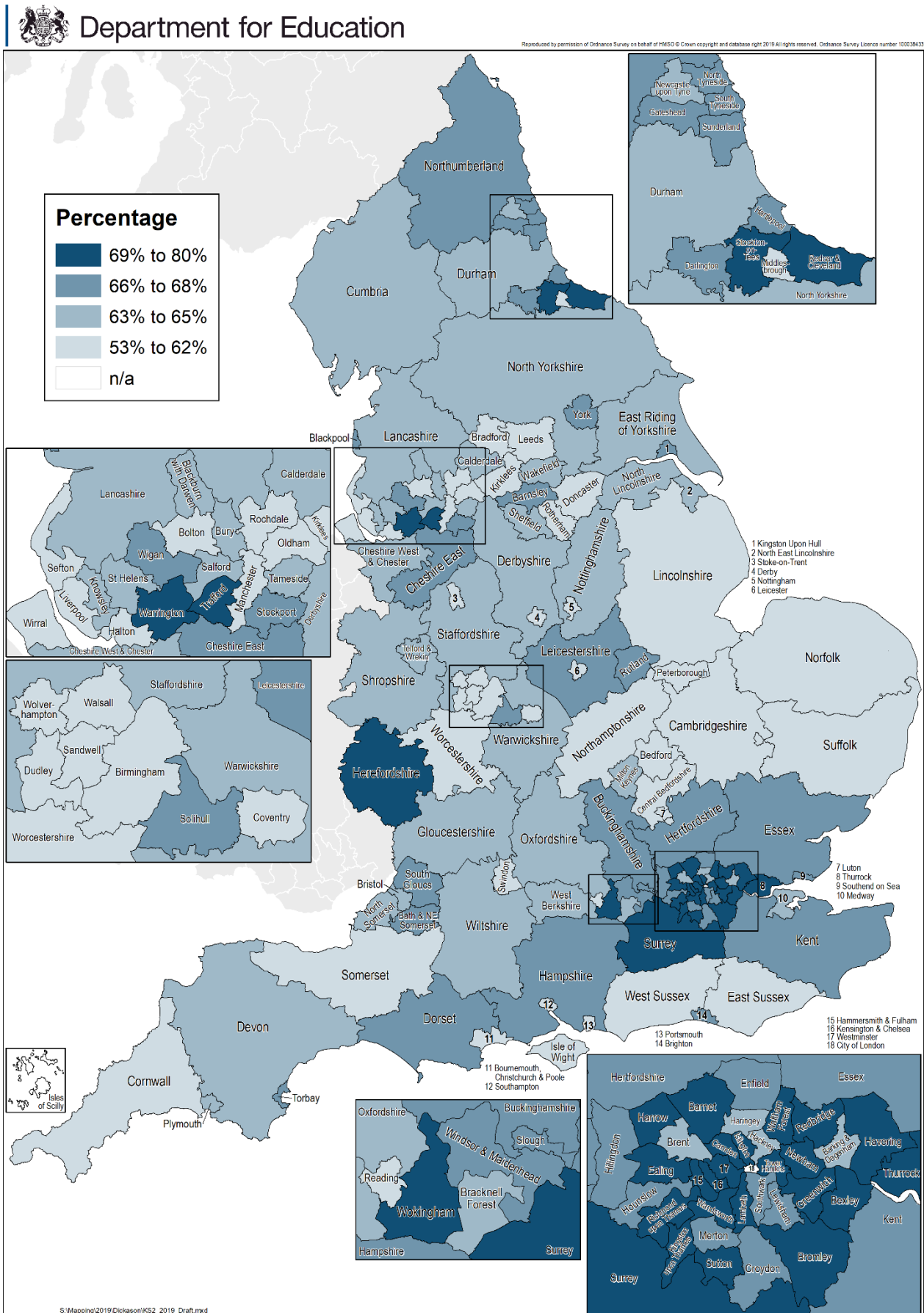
Source: National pupil database

The map in Figure 13 shows the percentage of pupils reaching the expected standard in reading, writing and maths by local authority. This map reveals a complex picture of attainment across England, with a range of high and low attainment in different regions. Inner and Outer London remain the highest achieving regions with 69% of pupils in both regions achieving the expected standard in reading, writing and maths combined respectively. The region with the lowest attainment was the East Midlands where 62% pupils achieved the expected standard.

¹² City of London and Isles of Scilly are not included in this analysis as they only have one school each.

¹³ All percentage point differences are calculated using unrounded figures.

Figure 13: Percentage of pupils reaching the expected standard in reading, writing and maths by local authority. England, 2019 (state-funded schools only)



Source: National pupil database

8. List of additional tables

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

National tables

Table N1a	Attainment at the end of key stage 2 in reading, writing TA and maths by gender, 2016 - 2019
Table N1b	Attainment in key stage 2 tests by subject and gender, 2019
Table N2a	Attainment at the end of key stage 2 by subject and gender, 2016 – 2019
Table N2b	Distribution of scaled scores by subject, 2019
Table N3	Attainment of pupils at the end of key stage 2 in academies by length of time open, 2019
Table N4	Attainment of pupils at the end of key stage 2 by school type, school phase, school cohort size and religious character, 2019
Table N5	Attainment of pupils at the end of key stage 2 by subject and pupil characteristics, 2019
Table N6	Disadvantaged gap index at key stage 2, 2011 – 2019
Table N7	Key stage 2 reading test by phonics prior attainment and gender, 2019

Local authority tables

Table L1	Attainment at the end of key stage 2 in reading, writing and maths by region, local authority and gender, 2019
Table L2a	Attainment of all pupils at the end of key stage 2 tests by region and local authority, 2019
Table L2b	Attainment of boys at the end of key stage 2 tests by region and local authority, 2019
Table L2c	Attainment of girls at the end of key stage 2 tests by region and local authority, 2019
Table L3a	Attainment of all pupils at the end of key stage 2 teacher assessments by region and local authority, 2019
Table L3b	Attainment of boys at the end of key stage 2 teacher assessments by region and local authority, 2019
Table L3c	Attainment of girls at the end of key stage 2 teacher assessments by region and local authority, 2019

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.
We suppress some figures	<p>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.</p> <p>This suppression is consistent with our Statistical policy statement on confidentiality.</p>
We adopt symbols to help identify this	<p>Symbols are used in the tables as follows:</p> <p>. not applicable</p> <p>* LA level data based on a single school</p>
	<p>Percentages in this publication 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.</p>
This is provisional data	<p>2019 figures in this publication are provisional. We will publish revised figures in the revised 'National curriculum assessments at key stage 2' publication 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>2018 figures in this publication are based on revised data. We will publish final figures for 2018 in the revised 'National curriculum assessments at key stage 2' publication in December.</p> <p>Any unplanned revisions will be made in accordance with our Statistical policy statement on revisions.</p>
We provide underlying data	See section 9 below.

9. Underlying data

The publication is accompanied by underlying data in csv format so that it can be loaded into the software of your choice. It is supplied in both the existing format (type A) and a new format (type B) designed to be more convenient to users. This data provides:

National level attainment figures broken down by pupil characteristics - gender, ethnicity, free school meal eligibility, special educational needs provision and disadvantage. (Type A and B formats)

National level attainment figures broken down by school characteristics - school type, school phase, and religious character of school. (Types A and B)

Local authority level attainment figures broken down by gender. (Types A and B)

Local authority district level attainment figures broken down by gender. (Type B only)

Constituency level attainment figures broken down by gender. (Type B only)

Metadata describing this data is supplied.

10. Further information will be available

Pupil characteristics breakdowns at local authority level	Local authority level data with pupil characteristics breakdowns - including data broken down by gender, ethnicity, free school meal eligibility, special educational needs provision and disadvantage - will be published in the revised publication in December.
Pupil characteristics breakdowns at local authority district level	Local authority district level data with pupil characteristics breakdowns - including data broken down by free school meal eligibility and disadvantage - will be published in the revised publication in December.
Progress measures	Information on progress for different pupil groups and for local authorities will be published in the revised publication in December.
School level figures	School level data will be published in the performance tables in December.
Previously published figures	National curriculum assessments at key stage 2 in England, 2019 (interim) National curriculum assessments: key stage 2, 2018 (provisional) National curriculum assessments at key stage 2, 2018 (revised) Primary school performance tables 2018

11. National Statistics

The United Kingdom Statistics Authority designated these statistics as National Statistics in [September 2014](#), 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
- 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. Information on improvements made to these statistics to continue their compliance with the Code of Practice will be provided in a quality and methodology information document to be published on 5th September 2019. The Department has a set of [statistical policies](#) in line with the code of practice for statistics.

12. Technical Information

A quality and methodology information document accompanies this publication. 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 publication are based on the data that will be used to prepare the 2019 primary school performance tables. This data was shared with schools and local authorities as part of the checking exercise on 2 September 2019.

It is based on test and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) on 9 July 2019.

13. Get in touch

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download <https://www.gov.uk/government/collections/statistics-key-stage-2>

Reference: National curriculum assessments at KS2 in England, 2019 (provisional)



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