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Department for Education

Academic year 2025/26 Provisional

Key stage 2 attainment

Key stage 2 attainment statistics by pupil characteristics, school characteristics, region and local authority.

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Headline facts and figures

Expected standard reading, writing
and maths (combined)

63%

up from 62% in 2025

Higher standard reading, writing and
maths (combined)

9%

up from 8% in 2025

Disadvantage gap index

3.22

up from 3.16 in 2025

Expected standard reading

75%

unchanged from 2025

Expected standard writing

73%

up from 72% in 2025

Expected standard maths

75%

up from 74% in 2025

These statistics cover the attainment of year 6 pupils who took assessments in summer 2026. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 1 and in year 2. Attainment in all subjects, other than reading, has not returned to pre-pandemic levels.

Attainment in all of reading, writing and maths (combined) has increased since 2025.

In all of **reading, writing and maths**, 63% of pupils met the expected standard, up from 62% in 2025.

Attainment increased or remained stable in all subjects compared to 2025.

In **reading**, 75% of pupils met the expected standard, unchanged from 2025.

In **maths**, 75% of pupils met the expected standard, up from 74% in 2025.

In **writing**, 73% of pupils met the expected standard, up from 72% in 2025.

In **grammar, punctuation and spelling**, 74% of pupils met the expected standard, up from 73% in 2025.

In **science**, 82% of pupils met the expected standard, unchanged from 2025.

Girls continue to outperform boys at the expected standard in all subjects except maths, where boys outperformed girls by 1 percentage point.

The disadvantage gap index has increased from 3.16 in 2025 to 3.22 in 2026. More detail is provided in the pupil characteristics section.

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).

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Attainment in reading, writing and maths (combined)

In 2026, 63% of pupils met the expected standard in all of reading, writing and maths, up from 62% in 2025. This is a 1.0 percentage point increase. However, this is below 2019 attainment, where 65% of pupils met the standard. Attainment in all of reading, writing and maths is not directly comparable to some earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2018.

Data is not available for 2020 and 2021 as assessments were cancelled in these years due to the COVID-19 pandemic.

The percentage of pupils meeting the higher standard in reading, writing, and maths (combined) increased to 9% from 8% in 2025, unchanged from 2023 and 2024.

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

[Chart](#)[Table](#)

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Attainment of pupils at the end of key stage 2 in reading, writing and maths (combined), 2016 to 2026 (England, all schools)

		Percentage of pupils meeting the expected standard	Percentage of pupils meeting the higher standard	
All schools	Reading, writing and maths	2015/16	53%	5%
		2016/17	61%	9%
		2017/18	64%	10%
		2018/19	65%	11%
		2019/20	x	x
		2020/21	x	x
		2021/22	59%	7%
		2022/23	60%	8%
		2023/24	61%	8%
		2024/25	62%	8%
		2025/26	63%	9%

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Footnotes

1. Data is not available for 2020 and 2021 as assessments were cancelled in these years due to the COVID-19 pandemic.
2. Writing teacher assessment and reading, writing and maths (combined) measures from 2018 onwards are not directly comparable to previous years due to changes in the writing teacher assessment frameworks.

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Combinations of reading, writing and maths attainment

Figures throughout the commentary within this section are based on calculations using unrounded data.

These may differ from any calculations derived from the rounded figures in diagrams. Please find further breakdowns and the underlying data in the data catalogue for this publication.

For the purposes of this section, the terms “following assessment” and “assessed” refer to the reading and maths tests and the teacher assessment of writing used for pupils working at the level of the key stage 2 curriculum, who are assessed using the standard key stage 2 tests and teacher assessment guidance. Pupils deemed to be working below the requirements set out in the key stage 2 national curriculum assessments in one or more subjects are assessed using pre-key stage standards and/or the engagement model (included in ‘other circumstances’).

Pupils that were assessed against the key stage 2 curriculum

In 2026, 63.3% of pupils met the expected standard in all of reading, writing and maths. Roughly 3 in 10 pupils (28.0%) at the end of key stage 2 were assessed as not meeting the expected standard in reading, writing and maths (combined). The remaining 8.7% of pupils were unable to meet the expected standard in reading, writing and maths for other reasons (including those working below the requirements of the curriculum, absence, or for another reason). This year, 181,771 pupils were assessed as not meeting the expected standard.

The diagram below helps to illustrate how achievement in the three individual subjects is combined into the headline metric of the ‘percentage of pupils that meet the expected standard in reading, writing and maths (combined)’.

The Venn diagram shows the percentages of all eligible pupils who were assessed as meeting the expected standard for combinations of the three subjects. For example, 4.6% of pupils met the standard in reading and maths but not in writing and 2.8% of pupils met the standard in reading only. The centre of the diagram are the 63.3% of pupils that met the expected standard in reading, writing and maths (combined).

The first box on the left outside of the Venn diagram shows that 7.9% of pupils were assessed at the level of the key stage 2 curriculum in all three of the individual subjects and did not meet the expected standard in any of the three subjects.

! Some rows and columns are not shown in this table as the data does not exist in the underlying file.

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Combinations of attainment at the expected standard in reading, writing and maths for all pupils, 2019 to 2026 (England, all state funded schools)

	2018/19	2021/22	2022/23	2023/24	2024/25	2025/26
Percentage of pupils meeting the expected standard in reading, writing and maths (combined)	64.877%	58.730%	59.559%	60.678%	62.270%	63.299%
Percentage of pupils meeting the expected standard in reading and writing but not in maths	3.468%	5.356%	4.547%	4.790%	4.313%	3.937%
Percentage of pupils meeting the expected standard in reading and maths but not in writing TA	2.974%	5.953%	4.948%	4.948%	4.962%	4.596%
Percentage of pupils meeting the expected standard in	7.033%	3.135%	4.657%	3.931%	3.425%	3.778%

writing and maths but not in reading

Percentage of pupils meeting the expected standard in reading but not in writing and maths	1.702%	4.256%	3.322%	3.470%	3.164%	2.836%
---	--------	--------	--------	--------	--------	--------

Percentage of pupils meeting the expected standard in writing but not in reading and maths	2.857%	2.016%	2.533%	2.190%	2.037%	1.997%
---	--------	--------	--------	--------	--------	--------

Percentage of pupils meeting the expected standard in maths but not in reading and writing	3.468%	3.316%	3.365%	3.092%	2.930%	2.957%
---	--------	--------	--------	--------	--------	--------

Percentage of pupils not meeting the expected standard in all 3 subjects	8.091%	9.953%	9.330%	8.683%	8.436%	7.901%
---	--------	--------	--------	--------	--------	--------

Percentage of pupils below the requirements of the national curriculum in at least one subject	5.125%	6.519%	7.077%	7.578%	7.898%	8.095%
---	--------	--------	--------	--------	--------	--------

Percentage all other combinations	0.406%	0.768%	0.664%	0.640%	0.566%	0.605%
--	--------	--------	--------	--------	--------	--------

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Footnotes

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Other circumstances

On the right-hand side, the boxes show that a total of 8.7% of pupils at the end of key stage 2 were unable to meet the expected standard in reading, writing and maths for other reasons (either because they were working below the requirements of the curriculum, absent, or for another reason). These pupils could still be meeting the standard for some subjects.

0.6% of pupils were not below the requirements of the curriculum, but were not assessed or do not have a result in at least one subject for other reasons, for example, they were absent, unable to access the test even with suitable access arrangements, had just arrived from a different education system, had a missing result, or an outcome was pending a maladministration case.

Working below the requirements of the curriculum

8.1% of pupils were working below the requirements of the curriculum in at least one subject and so did not take the test or the writing teacher assessment against the relevant standard. This is where the school has deemed that the pupil is working below the overall standard of the key stage 2 curriculum for a subject, such that a different assessment is required. These pupils could still be meeting the standard for other subjects. Pupils working below the requirements of the curriculum but engaged in subject-specific study will receive teacher assessments against the [pre-key stage 2 standards \(opens in new tab\)](#). Pupils working below the requirements of the curriculum and not engaged in subject-specific study will be assessed using the [engagement model \(opens in new tab\)](#).

The table below shows that 48% of the pupils in this group were only below the requirements of the curriculum in writing. 43% of pupils in this group were deemed to be below the requirements of the curriculum in all three subjects.

Of the 43% of pupils that were below the requirements of the curriculum in all three subjects, 85% were assessed using pre-key stage standards in all three subjects and 15% were assessed using the engagement model in all 3 subjects. The remainder used a combination of these alternate assessment methods.

In 2026, in state-funded schools, 84% of pupils that were working below the requirements of the curriculum in at least one subject had a special educational need.

Pupils that were below the level of assessment, broken down by subject, 2026 (England, State-funded schools)

Number of subjects that the pupil is working below the level of assessment in	Subjects working below the level of assessment	Pupil count	Pupil percent
1	Maths	516	1%
1	Writing	25,196	48%
1	Reading	329	1%
2	Reading and Maths	1,398	3%

2	Writing and Maths	563	1%
2	Reading and Writing	2,110	4%
3	Reading, Writing and Maths	22,434	43%

Trends over time

The percentage of pupils that were assessed as not meeting the standard in reading, writing and maths (combined) has reduced this year to 28.0% compared to 29.3% in 2025. The percentage of pupils working below the requirements of the curriculum in at least 1 subject was 5.1% prior to the pandemic in 2019, and has increased every year to 8.1% in 2026. While the proportion of pupils meeting the expected standard has increased steadily since tests and assessments returned post-pandemic, we are also seeing increases in the proportion of pupils working below the requirements of the curriculum. This may partly explain why the proportion of pupils meeting the expected standard is still below pre-pandemic levels.

When looking at subject trends, prior to the pandemic, for pupils that were assessed in all 3 subjects, reading was the subject that prevented them from meeting the combined subject (7%). However, since the pandemic, writing has become the subject that is most commonly preventing pupils from meeting the standards in the combined metric. In 2019, only 3% of pupils met the standard in reading and maths but not in writing, this has now increased to 5%, whereas pupils that met the standard in writing and maths but not reading has fallen to 4%.

[Chart](#)

[Table](#)

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Combinations of meeting the expected standard by summary group and all pupils, 2019 to 2026 (England, all state funded schools)

	2018/19	2021/22	2022/23	2023/24	2024/25	2025/26
Percentage of pupils meeting the expected standard in reading, writing and maths (combined)	64.877%	58.730%	59.559%	60.678%	62.270%	63.299%
Percentage of pupils meeting the expected standard in 2 subjects	13.475%	14.443%	14.151%	13.669%	12.700%	12.311%
Percentage of pupils meeting the expected standard in 1 subject	8.026%	9.587%	9.220%	8.752%	8.131%	7.789%
Percentage of pupils not meeting the expected standard in all 3 subjects	8.091%	9.953%	9.330%	8.683%	8.436%	7.901%
Percentage of pupils below the requirements of the national curriculum in at least one subject	5.125%	6.519%	7.077%	7.578%	7.898%	8.095%
Percentage all other combinations	0.406%	0.768%	0.664%	0.640%	0.566%	0.605%

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Footnotes

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Combinations by disadvantage status

36.6% of disadvantaged pupils did not meet the expected standard in reading, writing and maths (combined) following assessment, this compares to 23.9% of non disadvantaged pupils. 14.9% of disadvantaged pupils were unable to meet the expected standard in reading, writing and maths for other reasons (either because they were working below the requirements of the curriculum, absent, or for another reason), compared to 5.7% of non disadvantaged pupils.

For disadvantaged pupils, 12.5% were assessed as not meeting the expected standard in all 3 of the individual subjects, this compares to 5.7% of non disadvantaged pupils.

Another key difference shown is that a higher percentage of disadvantaged pupils are working below the requirements of the curriculum in at least one subject and so did not take the test or the writing teacher assessment against the relevant standard (13.9%, compared to 5.3% of non disadvantaged pupils). This reflects the higher proportion of SEN pupils within the disadvantaged cohort.

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Combinations of attainment at the expected standard in reading, writing and maths for disadvantaged pupils, 2019 to 2026
(England, all state funded schools)

		2018/19	2021/22	2022/23	2023/24	2024/25	2025/26
Disadvantaged	Percentage of pupils meeting the expected standard in reading, writing and maths (combined)	51.337%	42.652%	44.003%	45.501%	47.439%	48.530%
	Percentage of pupils meeting the expected standard in reading and maths but	3.550%	6.283%	5.304%	5.257%	5.309%	4.905%

not in writing
TA

Percentage
of pupils
meeting the
expected
standard in
reading and
writing but
not in maths

4.350% 6.528% 5.460% 5.818% 5.271% 4.748%

Percentage
of pupils
meeting the
expected
standard in
writing and
maths but
not in
reading

7.815% 3.157% 4.922% 4.038% 3.673% 4.166%

Percentage
of pupils
meeting the
expected
standard in
reading but
not in writing
and maths

2.553% 6.271% 4.799% 5.044% 4.533% 3.980%

Percentage

4.226% 3.774% 4.009% 3.627% 3.426% 3.534%

**of pupils
meeting the
expected
standard in
maths but
not in
reading and
writing**

**Percentage
of pupils
meeting the
expected
standard in
writing but
not in
reading and
maths**

**Percentage
of pupils not
meeting the
expected
standard in
all 3 subjects**

**Percentage
of pupils
below the
requirements
of the
national**

3.962%	2.668%	3.327%	2.926%	2.663%	2.692%
--------	--------	--------	--------	--------	--------

13.154%	16.090%	14.950%	13.892%	13.332%	12.548%
---------	---------	---------	---------	---------	---------

8.460%	11.512%	12.220%	12.931%	13.461%	13.933%
--------	---------	---------	---------	---------	---------

curriculum in
at least one
subject

Percentage
all other
combinations

0.593%

1.065%

1.008%

0.969%

0.893%

0.963%

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Combinations of attainment at the expected standard in reading, writing and maths for pupils not known to be disadvantaged, 2019 to 2026 (England, all state funded schools)

		2018/19	2021/22	2022/23	2023/24	2024/25	2025/26
Not known to be disadvantaged	Percentage of pupils meeting the expected standard in reading, writing and maths (combined)	70.849%	65.554%	66.340%	67.409%	69.203%	70.420%
	Percentage of pupils meeting the expected standard in reading and maths but not in writing TA	2.720%	5.813%	4.793%	4.811%	4.800%	4.447%
	Percentage of pupils	3.079%	4.858%	4.148%	4.334%	3.864%	3.546%

or pupils
meeting the
expected
standard in
reading and
writing but
not in maths

Percentage
of pupils
meeting the
expected
standard in
writing and
maths but
not in
reading

6.688% 3.125% 4.541% 3.884% 3.309% 3.591%

Percentage
of pupils
meeting the
expected
standard in
reading but
not in writing
and maths

1.326% 3.401% 2.678% 2.772% 2.524% 2.284%

Percentage
of pupils
meeting the
expected
standard in
writing but

2.370% 1.738% 2.187% 1.863% 1.745% 1.661%

writing but
not in
reading and
maths

Percentage
of pupils
meeting the
expected
standard in
maths but
not in
reading and
writing

3.133% 3.121% 3.084% 2.855% 2.698% 2.678%

Percentage
of pupils not
meeting the
expected
standard in
all 3 subjects

5.857% 7.348% 6.880% 6.373% 6.146% 5.661%

Percentage
of pupils
below the
requirements
of the
national
curriculum in
at least one
subject

3.654% 4.400% 4.835% 5.204% 5.297% 5.279%

Percentage

0.324% 0.641% 0.514% 0.494% 0.414% 0.432%

all other
combinations

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Combinations of meeting the expected standard by summary group and disadvantage status, 2019 to 2026 (England, all state funded schools)

		2018/19	2021/22	2022/23	2023/24	2024/25	2025/26
Disadvantaged	Percentage of pupils meeting the expected standard in reading, writing and maths (combined)	51.337%	42.652%	44.003%	45.501%	47.439%	48.530%
	Percentage of pupils meeting the expected standard in 2 subjects	15.715%	15.968%	15.685%	15.113%	14.253%	13.820%
	Percentage of pupils meeting the expected standard in 1 subject	10.741%	12.713%	12.135%	11.596%	10.622%	10.207%
	Percentage of pupils not	13.154%	16.090%	14.950%	13.892%	13.332%	12.548%

**meeting the
expected
standard in
all 3 subjects**

**Percentage
of pupils
below the
requirements
of the
national
curriculum in
at least one
subject**

8.460% 11.512% 12.220% 12.931% 13.461% 13.933%

**Percentage
all other
combinations**

0.593% 1.065% 1.008% 0.969% 0.893% 0.963%

**Not known to
be
disadvantaged**

**Percentage
of pupils
meeting the
expected
standard in
reading,
writing and
maths
(combined)**

70.849% 65.554% 66.340% 67.409% 69.203% 70.420%

**Percentage
of pupils
meeting the**

12.486% 13.796% 13.482% 13.029% 11.974% 11.583%

**expected
standard in 2
subjects**

**Percentage
of pupils
meeting the
expected
standard in 1
subject**

6.829% 8.261% 7.949% 7.490% 6.966% 6.624%

**Percentage
of pupils not
meeting the
expected
standard in
all 3 subjects**

5.857% 7.348% 6.880% 6.373% 6.146% 5.661%

**Percentage
of pupils
below the
requirements
of the
national
curriculum in
at least one
subject**

3.654% 4.400% 4.835% 5.204% 5.297% 5.279%

**Percentage
all other
combinations**

0.324% 0.641% 0.514% 0.494% 0.414% 0.432%

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Combinations by special education needs status

When considering these combinations by special educational need (SEN), it is worth noting the proportion of pupils that are working below the level of assessment in at least one subject, as this is larger for pupils with SEN (particularly those with an Education, Health and Care Plan), and impacts all other figures within the Venn diagrams.

Almost half (44.6%) of pupils with SEN are assessed as not meeting the expected standard in reading, writing and maths (combined). A further 28.1% of pupils with SEN are working below the requirements of the curriculum in at least one subject.

For pupils with an EHC plan, 25.3% are assessed as not meeting the expected standard in reading, writing and maths (combined). A further 61.9% of pupils with an EHCP are working below the requirements of the curriculum in at least one subject.

For pupils on SEN Support, 51.6% are assessed as not meeting the expected standard in reading, writing and maths (combined). A further 16.0% of pupils with SEN Support are working below the requirements of the curriculum in at least one subject.

18.5% of pupil with SEN are assessed as not meeting the expected standard in all 3 of the individual subjects, with a further 12.9% of pupils with SEN only meeting the expected standard in one subject.

This varies considerably between those on SEN support and those with an EHCP. Of pupils on SEN support 21.1% of pupils are assessed as not meeting the expected standard in all 3 of the individual subjects, compared to 11.5% of pupils with an EHCP.

Chart

Table

!

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Export options

Combinations of attainment at the expected standard in reading, writing and maths for all SEN pupils, 2019 to 2026 (England, all state funded schools)

		2018/19	2021/22	2022/23	2023/24	2024/25	2025/26
All SEN provision	Percentage of pupils meeting the	22.327%	18.080%	20.090%	21.538%	23.779%	25.733%

**expected
standard in
reading, writing
and maths
(combined)**

**Percentage of
pupils meeting the
expected
standard in
reading and
maths but not in
writing TA**

5.629% 7.392% 7.034% 7.081% 7.253% 6.881%

**Percentage of
pupils meeting the
expected
standard in
reading and
writing but not in
maths**

3.301% 3.619% 3.498% 3.871% 3.740% 3.507%

**Percentage of
pupils meeting the
expected
standard in
writing and maths
but not in reading**

4.678% 2.051% 2.619% 2.480% 2.306% 2.768%

**Percentage of
pupils meeting the
expected
standard in**

4.297% 7.326% 6.566% 6.681% 6.053% 5.650%

Standard in reading but not in writing and maths						
Percentage of pupils meeting the expected standard in writing but not in reading and maths	3.608%	2.068%	2.438%	2.220%	2.102%	2.214%
Percentage of pupils meeting the expected standard in maths but not in reading and writing	7.077%	5.587%	5.365%	5.014%	4.834%	5.053%
Percentage of pupils not meeting the expected standard in all 3 subjects	25.174%	25.568%	23.422%	21.071%	20.010%	18.536%
Percentage of pupils below the requirements of the national curriculum in at least one subject	23.098%	26.828%	27.524%	28.576%	28.583%	28.139%
Percentage all	0.810%	1.482%	1.443%	1.469%	1.341%	1.519%

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► Export options

**Combinations of attainment at the expected standard in reading,
writing and maths for pupils with an EHCP, 2019 to 2026
(England, all state funded schools)**

		2018/19	2021/22	2022/23	2023/24	2024/25	2025/26
Education, health and care plan	Percentage of pupils meeting the expected standard in reading, writing and maths (combined)	9.179%	7.145%	8.366%	8.790%	9.285%	10.415%
	Percentage of pupils meeting the expected standard in reading and maths but not in writing TA	2.532%	3.272%	3.362%	3.759%	3.671%	3.909%
	Percentage of pupils meeting the expected standard in reading and writing but not in maths	1.367%	1.330%	1.383%	1.483%	1.570%	1.519%
	Percentage of pupils meeting	1.601%	1.000%	1.024%	1.035%	1.006%	1.187%

**the expected
standard in
writing and
maths but not in
reading**

Percentage of pupils meeting the expected standard in reading but not in writing and maths	2.195%	3.341%	3.571%	3.639%	3.395%	3.391%
---	--------	--------	--------	--------	--------	--------

Percentage of pupils meeting the expected standard in writing but not in reading and maths	1.203%	0.897%	0.917%	0.822%	0.826%	0.918%
---	--------	--------	--------	--------	--------	--------

Percentage of pupils meeting the expected standard in maths but not in reading and writing	2.780%	2.450%	2.566%	2.480%	2.445%	2.868%
---	--------	--------	--------	--------	--------	--------

Percentage of pupils not	12.315%	13.895%	12.930%	11.817%	11.633%	11.486%
-------------------------------------	---------	---------	---------	---------	---------	---------

**meeting the
expected
standard in all 3
subjects**

**Percentage of
pupils below the
requirements of
the national
curriculum in at
least one subject**

65.546% 64.886% 63.972% 64.285% 64.219% 61.907%

**Percentage all
other
combinations**

1.282% 1.784% 1.909% 1.890% 1.951% 2.400%

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[Data symbols](#)

Footnotes

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2. Figures for 2026 are based on provisional data. Figures for other years are based on final data.

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[Chart](#)[Table](#)

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Combinations of attainment at the expected standard in reading, writing and maths for pupils who receive SEN support, 2019 to 2026 (England, all state funded schools)

		2018/19	2021/22	2022/23	2023/24	2024/25	2025/26
SEN support / SEN without an EHC plan	Percentage of pupils meeting the expected standard in reading, writing and maths (combined)	25.320%	21.226%	23.623%	25.647%	28.717%	31.247%
	Percentage of pupils meeting the expected standard in	6.334%	8.577%	8.141%	8.151%	8.473%	7.951%

**standard in
reading and
maths but not in
writing TA**

**Percentage of
pupils meeting the
expected
standard in
reading and
writing but not in
maths**

3.741% 4.278% 4.136% 4.640% 4.479% 4.223%

**Percentage of
pupils meeting the
expected
standard in
writing and maths
but not in reading**

5.379% 2.353% 3.100% 2.946% 2.749% 3.338%

**Percentage of
pupils meeting the
expected
standard in
reading but not in
writing and maths**

4.775% 8.472% 7.469% 7.661% 6.958% 6.463%

**Percentage of
pupils meeting the
expected
standard in
writing but not in
reading and**

4.156% 2.404% 2.897% 2.671% 2.537% 2.680%

reading and maths						
Percentage of pupils meeting the expected standard in maths but not in reading and writing	8.055%	6.489%	6.209%	5.830%	5.648%	5.840%
Percentage of pupils not meeting the expected standard in all 3 subjects	28.101%	28.926%	26.585%	24.053%	22.864%	21.074%
Percentage of pupils below the requirements of the national curriculum in at least one subject	13.437%	15.881%	16.539%	17.067%	16.443%	15.983%
Percentage all other combinations	0.702%	1.395%	1.302%	1.333%	1.133%	1.201%

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[Data symbols](#)

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Table

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Combinations of attainment at the expected standard by summary group and SEN status, 2019 to 2026 (England, all state funded schools)

		2018/19	2021/22	2022/23	2023/24	2024/25	2025/26
All SEN provision	Percentage of pupils meeting the expected standard in	22.327%	18.080%	20.090%	21.538%	23.779%	25.733%

**Standard in
reading, writing
and maths
(combined)**

Percentage of pupils meeting the expected standard in 2 subjects	13.609%	13.062%	13.151%	13.432%	13.298%	13.157%
---	---------	---------	---------	---------	---------	---------

Percentage of pupils meeting the expected standard in 1 subject	14.982%	14.980%	14.370%	13.915%	12.989%	12.917%
--	---------	---------	---------	---------	---------	---------

Percentage of pupils not meeting the expected standard in all 3 subjects	25.174%	25.568%	23.422%	21.071%	20.010%	18.536%
---	---------	---------	---------	---------	---------	---------

Percentage of pupils below the requirements of the national curriculum in at least one subject	23.098%	26.828%	27.524%	28.576%	28.583%	28.139%
---	---------	---------	---------	---------	---------	---------

Percentage all	0.810%	1.482%	1.443%	1.469%	1.341%	1.519%
-----------------------	--------	--------	--------	--------	--------	--------

**other
combinations**

Education, health and care plan	Percentage of pupils meeting the expected standard in reading, writing and maths (combined)	9.179%	7.145%	8.366%	8.790%	9.285%	10.415%
	Percentage of pupils meeting the expected standard in 2 subjects	5.500%	5.602%	5.769%	6.277%	6.247%	6.615%
	Percentage of pupils meeting the expected standard in 1 subject	6.178%	6.688%	7.053%	6.941%	6.666%	7.177%
	Percentage of pupils not meeting the expected standard in all 3 subjects	12.315%	13.895%	12.930%	11.817%	11.633%	11.486%
	Percentage of pupils below the	65.546%	64.886%	63.972%	64.285%	64.219%	61.907%

	requirements of the national curriculum in at least one subject						
	Percentage all other combinations	1.282%	1.784%	1.909%	1.890%	1.951%	2.400%
SEN support / SEN without an EHC plan	Percentage of pupils meeting the expected standard in reading, writing and maths (combined)	25.320%	21.226%	23.623%	25.647%	28.717%	31.247%
	Percentage of pupils meeting the expected standard in 2 subjects	15.455%	15.207%	15.376%	15.738%	15.700%	15.511%
	Percentage of pupils meeting the expected standard in 1 subject	16.986%	17.365%	16.575%	16.162%	15.143%	14.983%
	Percentage of pupils not meeting the	28.101%	28.926%	26.585%	24.053%	22.864%	21.074%

meeting the
expected
standard in all 3
subjects

Percentage of
pupils below the
requirements of
the national
curriculum in at
least one
subject

13.437% 15.881% 16.539% 17.067% 16.443% 15.983%

Percentage all
other
combinations

0.702% 1.395% 1.302% 1.333% 1.133% 1.201%

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Attainment in individual subjects

In **reading**, 75% of pupils reached the expected standard in 2026, unchanged from 2025. This figure has fluctuated between 72% and 75% since 2017. This is the only subject that has returned and improved on pre-pandemic figures (73% in 2019).

In **writing** teacher assessment, 73% of pupils met the expected standard, up from 72% in 2025. Attainment in writing is not directly comparable to some earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2018.

In **maths**, 75% of pupils reached the expected standard, up from 74% in 2025.

Attainment amongst reading, writing and maths was lowest in writing, this has been the same since 2022. Before the pandemic attainment amongst these three subjects was lowest in reading.

In **grammar, punctuation and spelling**, 74% of pupils met the expected standard, up from 73% in 2025.

In **science** teacher assessment, 82% of pupils reached the expected standard in 2026, unchanged from 2025. Attainment in science is not directly comparable to some earlier years because of changes to science teacher assessment frameworks in 2019.

► Export options

Attainment of pupils at the end of key stage 2 meeting the expected standard by subject, 2016 to 2026 (England, all schools)

		All schools				
		Reading	Writing	Maths	Grammar, punctuation and spelling	Science
Percentage of pupils meeting the expected standard	2015/16	66%	74%	70%	73%	81%
	2016/17	72%	76%	75%	77%	82%
	2017/18	75%	78%	75%	78%	82%
	2018/19	73%	78%	79%	78%	83%
	2019/20	x	x	x	x	x
	2020/21	x	x	x	x	x
	2021/22	75%	69%	71%	72%	79%
	2022/23	73%	71%	73%	72%	80%
	2023/24	74%	72%	73%	72%	81%
	2024/25	75%	72%	74%	73%	82%
	2025/26	75%	73%	75%	74%	82%

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Footnotes

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2. Writing teacher assessment and reading, writing and maths (combined) measures from 2018 onwards are not directly comparable to previous years due to changes in the writing teacher assessment frameworks.

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Attainment at the higher standard

In **reading**, 31% of pupils met the higher standard, down from 33% in 2025.

In **writing** teacher assessment, 13% of pupils achieved greater depth, unchanged since 2022. Before the pandemic, in both 2018 and 2019, this figure was 20%. Attainment in writing is not directly comparable to some earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2018.

In **maths**, 27% of pupils met the higher standard, up from 26% in 2025.

Among reading, writing and maths, attainment at the higher standard is highest in reading. From 2016 to 2018, reading was also highest. In 2019, reading and maths were highest at 27%. Attainment of the higher standard in these three subjects remains lowest in writing.

In grammar, punctuation and spelling, 30% of pupils met the higher standard, unchanged 2025.

There is no higher standard for **science**.

Chart

Table

► Export options

Attainment of pupils at the end of key stage 2 meeting the higher standard by subject, 2016 to 2026 (England, all schools)

		All schools				
		Reading	Writing	Maths	Grammar, punctuation and spelling	Reading, writing and maths
Percentage of pupils meeting the higher standard	2015/16	19%	15%	17%	23%	5%
	2016/17	25%	18%	23%	31%	9%
	2017/18	28%	20%	24%	34%	10%
	2018/19	27%	20%	27%	36%	11%
	2019/20	x	x	x	x	x
	2020/21	x	x	x	x	x
	2021/22	28%	13%	23%	28%	7%
	2022/23	29%	13%	24%	30%	8%
	2023/24	29%	13%	24%	32%	8%
	2024/25	33%	13%	26%	30%	8%
	2025/26	31%	13%	27%	30%	9%

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Footnotes

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2. Writing teacher assessment and reading, writing and maths (combined) measures from 2018 onwards are not directly comparable to previous years due to changes in the writing teacher assessment frameworks.

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Average scaled scores in reading, maths and grammar, punctuation and spelling

We use [scaled scores \(opens in a new tab\)](#) [\(opens in a new tab\)](#) [\(opens in new tab\)](#) [\(opens in new tab\)](#) to report the results of tests so we can make accurate comparisons of performance over time. Scaled scores range from 80 to 120. The total number of marks a pupil achieves in each test subject (raw score) is converted into a scaled score to ensure accurate comparisons can be made over time, even if the difficulty of the test itself varies.

The average scaled scores for reading and maths is unchanged from 2025, whereas the average scaled score for grammar, punctuation and spelling has remained the same since 2022.

In **reading**, the average scaled score is 106, unchanged from 2025.

In **maths**, the average scaled score is 105, unchanged from 2025.

In **grammar, punctuation and spelling**, the average scaled score is 105, unchanged since 2022.

The average scaled score is the mean scaled score of all pupils awarded a scaled score. It only includes pupils who took the test and achieved a scaled score. It gives us a measure of the typical performance of a pupil taking the tests. It is affected by the performance of pupils at all points in the range of scores. By contrast, the percentage of pupils achieving the expected standard focuses on the proportion of pupils above or below one particular score (100). As a consequence, changes in one measure may not be matched by changes in the other measure of the same size and direction.

► Export options

Average scaled score of pupils at the end of key stage 2, 2016 to 2026 (England, all schools)

		All schools							
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Average scaled score	Reading	103	104	105	104	x	x	105	
	Maths	103	104	104	105	x	x	104	
	Grammar, punctuation and spelling	104	106	106	106	x	x	105	

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Attainment by pupil characteristics

This section looks at key stage 2 attainment by sex, disadvantage, special educational need (SEN) status, first language, ethnicity and month of birth.

The figures for disadvantaged pupils 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. This will be updated in the revised publication in December.

Attainment by sex

Girls continue to outperform boys at the expected standard in all subjects in 2026, except for maths where boys performed slightly better (1 percentage point difference). In reading, 78% of girls (unchanged since 2024) met the expected standard and 72% of boys met the expected standard, unchanged from 2025.

The biggest attainment gap between boys and girls remains in **writing teacher assessment** at 11 percentage points.

In reading, writing and maths (combined) in 2026, 67% of girls met the expected standard compared to 60% of boys, a gap of 6 percentage points .

Attainment at the higher standard

The largest gap is in maths: 32% of boys and 22% of girls met the higher standard, a gap of 9 percentage points in 2026 unchanged from 2025. The gap between boys and girls maths performance has been increasing in recent years.

The gap between boys and girls increased in reading from 5 percentage points in 2025 to 6 percentage points in 2026.

In writing, 10% of boys and 16% of girls were assessed as greater depth, a gap of 6 percentage points unchanged since 2024.

In 2026, 10% of girls met the higher standard in reading, writing and maths (combined), up from 9% in 2025. Among boys, 8% met the higher standard, up from 7% in 2025. Based on unrounded data, the gap at the higher standard remained at 2 percentage points in 2026, unchanged since 2023.

Chart

Table

► Export options

Attainment of pupils at the end of key stage 2 by sex, 2016 to 2026 (England, all schools)

		Percentage of pupils meeting the expected standard			Percentage of pupils meeting the higher standard		
		All schools			All schools		
		Total	Boys	Girls	Total	Boys	Girls
Reading, writing and maths	2015/16	53%	50%	57%	5%	5%	6%
	2016/17	61%	57%	65%	9%	7%	10%
	2017/18	64%	60%	68%	10%	8%	12%
	2018/19	65%	60%	70%	11%	9%	13%
	2019/20	x	x	x	x	x	x
	2020/21	x	x	x	x	x	x
	2021/22	59%	55%	63%	7%	6%	9%
	2022/23	60%	56%	63%	8%	7%	9%
	2023/24	61%	57%	64%	8%	6%	9%
	2024/25	62%	59%	66%	8%	7%	9%
	2025/26	63%	60%	67%	9%	8%	10%

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Disadvantage gap index

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.

The disadvantage gap index summarises the attainment gap between disadvantaged pupils and all other pupils.

The gap index is more resilient to changes to assessment than attainment threshold measures and therefore offers greater comparability between years. The index ranks all pupils in the country and assesses the difference in the average position of disadvantaged pupils and others. 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. Note that changes to free school meal eligibility in place from April 2018 affect the disadvantaged cohort. See the [methodology](#) for further information.

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).

The disadvantage gap index has increased from 3.16 in 2025 to 3.22 in 2026. The gap index reduced between 2011 and 2018 - indicating that the attainment gap between disadvantaged pupils and their peers was becoming smaller - before remaining at a similar level between 2018 and 2019 and increasing in 2022 to the highest level since 2012.

[Chart](#)

[Table](#)

► Export options

Disadvantage gap index at key stage 2, 2011 to 2026 (England, all state funded schools)

Disadvantaged

Disadvantage gap index

2010/11

3.34

2011/12

3.23

2012/13	3.16
2013/14	3.15
2014/15	3.10
2015/16	3.03
2016/17	3.00
2017/18	2.90
2018/19	2.91
2019/20	x
2020/21	x
2021/22	3.23
2022/23	3.21
2023/24	3.13
2024/25	3.16
2025/26	3.22

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Attainment by disadvantage status

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.

Note that changes to free school meal eligibility in place from April 2018 affect the disadvantaged cohort. See the [methodology](#) for further information.

In 2026, 33% of pupils at the end of key stage 2 were considered disadvantaged.

In reading, writing and maths (combined), 49% of disadvantaged pupils met the expected standard in 2026

compared to 70% of other pupils, keeping the gap at 22 percentage points.

In 2026, 4% of disadvantaged pupils met the higher standard in reading, writing and maths (combined), while 11% of other pupils met the higher standard.

Attainment in reading remained stable for both groups, however, there was a slight decrease of 0.5 percentage points for disadvantage pupils. Attainment in maths and writing increased for both groups. Only in reading is attainment at or above levels seen before the pandemic (with an increase of 1 percentage point for disadvantaged pupils, and 3 percentage points for non-disadvantaged pupils since 2019).

The disadvantage gap in 2026 is similar across subjects, ranging from 18 percentage points in reading, 17 percentage points in science, 19 percentage points in writing and grammar, punctuation and spelling to 20 percentage points in maths.

Chart

Table

► Export options

Attainment of pupils at the end of key stage 2 by disadvantage status, 2016 to 2026 (England, all state funded schools)

			Reading, writing and maths	Reading	Writing	Maths
Percentage of pupils meeting the expected standard	Disadvantaged	2015/16	39%	53%	64%	58%
		2016/17	47%	60%	66%	63%
		2017/18	51%	64%	67%	64%
		2018/19	51%	62%	68%	67%

	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	43%	62%	55%	56%
	2022/23	44%	60%	58%	59%
	2023/24	46%	62%	58%	59%
	2024/25	47%	63%	59%	61%
	2025/26	49%	63%	60%	62%
Not known to be disadvantaged	2015/16	60%	72%	79%	76%
	2016/17	67%	77%	81%	80%
	2017/18	70%	80%	83%	81%
	2018/19	71%	78%	83%	84%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	66%	80%	75%	78%
	2022/23	66%	78%	77%	79%
	2023/24	67%	80%	78%	79%
	2024/25	69%	81%	78%	81%

2025/26

70%

81%

79%

82%

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Attainment by Special Educational Need (SEN) status

In 2026, 24% of pupils at the end of key stage 2 had a special educational need (SEN). Pupils with SEN either have an Education, Health and Care Plan (EHCP) or receive SEN support. In 2026, 6% of all pupils had an

EHCP and 18% were on SEN support.

In 2026, 26% of pupils with SEN provision met the expected standard in reading, writing and maths (combined), up from 24% in 2025. Of those pupils on SEN support/SEN without an EHC plan, 31% met the expected standard in reading, writing and maths (combined), up from 29% in 2025, whilst 10% of those pupils with an Education, Health and Care plan met the standard, up from 9% in 2025.

Chart

Table

► Export options

Attainment of pupils at the end of key stage 2 by SEN status, 2016 to 2026 (England, all state funded schools)

		Percentage of pupils meeting the expected standard		
		All SEN provision	Education, health and care plan	SEN support / SEN without an EHC plan
Reading, writing and maths	2015/16	14%	7%	16%
	2016/17	18%	8%	20%
	2017/18	21%	9%	24%
	2018/19	22%	9%	25%
	2019/20	x	x	x
	2020/21	x	x	x
	2021/22	18%	7%	21%
	2022/23	20%	8%	24%
	2023/24	22%	9%	26%
	2024/25	24%	9%	29%
	2025/26	26%	10%	31%

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2. Writing teacher assessment and reading, writing and maths (combined) measures from 2018 onwards are not directly comparable to previous years due to changes in the writing teacher assessment frameworks.

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Attainment by first language

In 2026, 24% of pupils at the end of key stage 2 had a first language other than English.

In 2026, 66% of pupils with first language other than English met the expected standard in reading, writing and maths (combined), up from 64% in 2025. Among pupils with English as their first language, 63% met the expected standard, up from 62% in 2025.

In reading, 76% of pupils with English as their first language met the expected standard unchanged from 2025. Among pupils with first language other than English, 74% met the expected standard unchanged from 2025. The gap in reading attainment between pupils with English as a first language and a first language other than English has narrowed to 1 percentage point.

In writing, 73% of pupils with English as their first language met the expected standard, up from 72% in 2025. Among pupils with first language other than English, 75% met the expected standard in writing, up from 73% in 2025.

In maths, 74% of pupils with English as their first language met the expected standard, up from 73% in 2025. Among pupils with first language other than English, 79% met the expected standard in maths, up from 78% in 2025. At 5 percentage points this was the largest gap across individual subjects.

[Chart](#)[Table](#)

► Export options

Attainment of pupils at the end of key stage 2 by first language, 2016 to 2026 (England, all state funded schools)

		Percentage of pupils meeting the expected standard	
		Known or believed to be English	Known or believed to be other than English
Reading, writing and maths	2015/16	54%	50%
	2016/17	62%	58%
	2017/18	65%	63%
	2018/19	65%	64%
	2019/20	x	x
	2020/21	x	x
	2021/22	58%	61%
	2022/23	60%	60%
	2023/24	60%	62%
	2024/25	62%	64%
	2025/26	63%	66%

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Footnotes

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2. Writing teacher assessment and reading, writing and maths (combined) measures from 2018 onwards are not directly comparable to previous years due to changes in the writing teacher assessment frameworks.

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Attainment by ethnicity

Attainment at the end of key stage 2 varies by ethnicity.

In 2026, Chinese pupils are the highest performing group in reading, writing and maths (combined), with 82% of pupils meeting the expected standard. The second highest performing group is Indian pupils (76%).

Gypsy pupils were the lowest performing group, with 24% meeting the expected standard in reading, writing and maths (combined).

[Chart](#)

[Table](#)

Attainment of pupils at the end of key stage 2 by ethnicity, 2016 to 2026 (England, all state funded schools)

			Percentage of pupils meeting the expected standard			
			Reading, writing and maths	Reading	Writing	Maths
Asian / Asian British	All Asian / Asian British	2015/16	56%	63%	78%	75%
		2016/17	64%	70%	80%	80%
		2017/18	69%	75%	82%	81%
		2018/19	69%	74%	82%	84%
		2019/20	x	x	x	x
		2020/21	x	x	x	x
		2021/22	66%	78%	74%	80%
		2022/23	66%	74%	76%	82%
		2023/24	68%	76%	77%	82%
		2024/25	70%	78%	77%	82%
		2025/26	71%	78%	79%	83%

Any other Asian background	2015/16	61%	67%	79%	81%
	2016/17	67%	73%	81%	84%
	2017/18	72%	78%	83%	85%
	2018/19	71%	76%	83%	87%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	67%	78%	75%	81%
	2022/23	67%	74%	76%	82%
	2023/24	67%	75%	75%	81%
	2024/25	68%	77%	75%	81%
	2025/26	68%	76%	76%	81%
Bangladeshi	2015/16	56%	64%	80%	75%
	2016/17	65%	71%	81%	80%
	2017/18	69%	76%	82%	81%
	2018/19	70%	75%	83%	84%
	2019/20	x	x	x	x
	2020/21	x	x	x	x

	2021/22	67%	79%	77%	80%
	2022/23	68%	76%	79%	81%
	2023/24	71%	79%	80%	83%
	2024/25	73%	81%	80%	82%
	2025/26	73%	80%	81%	83%
Chinese	2015/16	71%	75%	84%	92%
	2016/17	77%	80%	85%	92%
	2017/18	81%	83%	89%	94%
	2018/19	80%	82%	88%	94%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	70%	78%	75%	93%
	2022/23	69%	76%	74%	94%
	2023/24	74%	80%	79%	94%
	2024/25	80%	85%	83%	95%
	2025/26	82%	86%	86%	95%
Indian	2015/16	65%	71%	82%	82%
	2016/17	71%	76%	85%	86%

	2016/17	71%	76%	83%	86%
	2017/18	76%	81%	86%	87%
	2018/19	76%	80%	87%	89%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	74%	83%	81%	86%
	2022/23	73%	79%	81%	87%
	2023/24	73%	80%	81%	87%
	2024/25	74%	81%	80%	87%
	2025/26	76%	82%	83%	87%
Pakistani	2015/16	47%	56%	73%	67%
	2016/17	56%	63%	75%	74%
	2017/18	61%	70%	77%	75%
	2018/19	62%	69%	78%	79%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	59%	73%	68%	72%
	2022/23	60%	70%	72%	76%

**Black / African /
Caribbean / Black
British**

2023/24	61%	72%	72%	76%
2024/25	63%	74%	73%	76%
2025/26	65%	75%	75%	78%
2015/16	54%	64%	77%	72%
2016/17	62%	70%	79%	77%
2017/18	66%	75%	80%	77%
2018/19	67%	74%	80%	81%
2019/20	x	x	x	x
2020/21	x	x	x	x
2021/22	62%	77%	72%	74%
2022/23	63%	74%	75%	76%
2023/24	64%	76%	74%	76%
2024/25	64%	76%	74%	76%
2025/26	66%	76%	75%	77%

**All Black / African /
Caribbean / Black
British**

2015/16	51%	62%	75%	68%
2016/17	60%	69%	77%	74%
2017/18	63%	73%	78%	74%

	2018/19	64%	72%	78%	78%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	59%	75%	70%	71%
	2022/23	60%	72%	73%	73%
	2023/24	62%	75%	72%	73%
	2024/25	63%	75%	73%	74%
	2025/26	64%	75%	74%	75%
Any other Black / African / Caribbean background	2015/16	48%	60%	73%	65%
	2016/17	57%	67%	74%	71%
	2017/18	61%	72%	76%	72%
	2018/19	60%	70%	75%	74%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	56%	73%	69%	68%
	2022/23	56%	70%	70%	70%
	2023/24	60%	73%	72%	71%

		2024/25	60%	73%	71%	71%
		2025/26	62%	74%	72%	73%
Caribbean		2015/16	43%	58%	70%	60%
		2016/17	54%	66%	72%	67%
		2017/18	55%	70%	73%	66%
		2018/19	56%	67%	73%	70%
		2019/20	x	x	x	x
		2020/21	x	x	x	x
		2021/22	49%	71%	63%	60%
		2022/23	50%	67%	66%	63%
		2023/24	53%	71%	66%	64%
		2024/25	55%	73%	67%	65%
		2025/26	56%	71%	67%	66%
Mixed / Multiple ethnic groups	All Mixed / Multiple ethnic groups	2015/16	56%	69%	76%	70%
		2016/17	63%	74%	78%	75%
		2017/18	66%	77%	80%	75%
		2018/19	66%	75%	80%	79%

	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	61%	77%	72%	72%
	2022/23	62%	75%	73%	74%
	2023/24	64%	77%	74%	74%
	2024/25	64%	78%	74%	75%
	2025/26	65%	78%	75%	76%
Any other Mixed / Multiple ethnic background	2015/16	57%	70%	77%	72%
	2016/17	64%	74%	79%	77%
	2017/18	68%	79%	81%	78%
	2018/19	68%	76%	81%	80%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	63%	78%	73%	74%
	2022/23	64%	76%	75%	76%
	2023/24	66%	78%	76%	76%
	2024/25	67%	79%	76%	77%
	2025/26	68%	79%	77%	78%

	2025/26	68%	79%	77%	78%
White and Asian	2015/16	63%	74%	81%	78%
	2016/17	70%	78%	82%	81%
	2017/18	72%	81%	84%	81%
	2018/19	73%	80%	84%	84%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	68%	81%	77%	78%
	2022/23	70%	80%	80%	81%
	2023/24	71%	82%	80%	81%
	2024/25	72%	82%	80%	81%
	2025/26	73%	82%	80%	82%
White and Black African	2015/16	54%	67%	76%	69%
	2016/17	62%	73%	77%	75%
	2017/18	65%	77%	80%	76%
	2018/19	67%	76%	79%	78%
	2019/20	x	x	x	x
	2020/21	x	x	x	x

		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
			62%	78%	73%	72%	
			61%	74%	73%	73%	
			62%	77%	74%	73%	
			63%	77%	73%	73%	
			64%	77%	74%	74%	
	White and Black Caribbean	2015/16	48%	64%	72%	63%	
		2016/17	55%	69%	73%	68%	
		2017/18	57%	72%	74%	67%	
		2018/19	59%	70%	74%	72%	
		2019/20	x	x	x	x	
		2020/21	x	x	x	x	
		2021/22	49%	71%	63%	61%	
		2022/23	51%	69%	65%	63%	
		2023/24	52%	72%	66%	63%	
		2024/25	53%	71%	66%	65%	
		2025/26	54%	71%	66%	66%	
Other ethnic	Any other ethnic	2015/16	50%	58%	71%	73%	

group

group

2016/17

57%

63%

72%

76%

2017/18

60%

68%

74%

76%

2018/19

61%

67%

73%

79%

2019/20

x

x

x

x

2020/21

x

x

x

x

2021/22

55%

68%

64%

71%

2022/23

55%

64%

66%

72%

2023/24

56%

66%

65%

72%

2024/25

57%

67%

66%

72%

2025/26

58%

66%

67%

73%

White

All White

2015/16

53%

67%

73%

69%

2016/17

61%

72%

76%

74%

2017/18

64%

76%

78%

75%

2018/19

64%

73%

78%

78%

2019/20

x

x

x

x

2020/21

x

x

x

x

2021/22

58%

74%

69%

70%

	2022/23	59%	73%	71%	72%
	2023/24	60%	74%	71%	72%
	2024/25	61%	75%	71%	73%
	2025/26	62%	75%	72%	74%
Any other White background	2015/16	48%	57%	68%	70%
	2016/17	56%	63%	70%	74%
	2017/18	61%	69%	74%	76%
	2018/19	63%	69%	75%	80%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	61%	73%	70%	76%
	2022/23	60%	70%	71%	76%
	2023/24	63%	74%	73%	77%
	2024/25	66%	76%	75%	79%
	2025/26	67%	76%	76%	79%
English / Welsh / Scottish / Northern Irish / British	2015/16	54%	68%	74%	69%
	2016/17	62%	73%	77%	75%

	2017/18	64%	76%	79%	75%
	2018/19	65%	74%	79%	78%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	58%	75%	69%	70%
	2022/23	59%	74%	71%	71%
	2023/24	59%	75%	71%	72%
	2024/25	61%	75%	71%	73%
	2025/26	62%	75%	72%	74%
Gypsy	2015/16	13%	21%	29%	26%
	2016/17	16%	26%	31%	31%
	2017/18	18%	29%	32%	30%
	2018/19	19%	28%	33%	34%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	15%	29%	25%	25%
	2022/23	18%	30%	29%	29%

Irish	2023/24	18%	33%	29%	29%
	2024/25	20%	33%	31%	31%
	2025/26	24%	36%	36%	35%
	2015/16	62%	77%	79%	75%
	2016/17	69%	79%	80%	80%
	2017/18	70%	82%	79%	78%
	2018/19	73%	82%	82%	82%
	2019/20	x	x	x	x
	2020/21	x	x	x	x
	2021/22	61%	78%	69%	72%
Irish Traveller	2022/23	66%	80%	75%	77%
	2023/24	66%	79%	74%	75%
	2024/25	66%	79%	75%	76%
	2025/26	69%	81%	76%	78%
	2015/16	20%	28%	35%	33%
	2016/17	20%	35%	36%	34%
	2017/18	23%	37%	37%	33%
	2018/19	23%	37%	37%	33%
	2019/20	23%	37%	37%	33%
	2020/21	23%	37%	37%	33%

2018/19	26%	39%	40%	40%
2019/20	x	x	x	x
2020/21	x	x	x	x
2021/22	16%	34%	23%	26%
2022/23	21%	39%	31%	33%
2023/24	20%	36%	31%	28%
2024/25	20%	36%	30%	29%
2025/26	26%	41%	35%	35%

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Attainment by month of birth

In 2026, pupils born in September were the highest achieving group in reading, writing and maths (combined), with 70% of pupils meeting the expected standard. Pupils born in August were the lowest achieving group, with 57% meeting the expected standard in reading, writing and maths (combined). This trend is also seen across the individual subjects of reading, writing and maths.

Chart

Table

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Attainment of pupils at the end of key stage 2 by month of birth, 2016 to 2026 (England, all state funded schools)

		Percentage of pupils meeting the expected standard						
		September	October	November	December	January	February	March
Reading, writing and maths	2015/16	60%	59%	58%	57%	55%	54%	53%
	2016/17	68%	67%	65%	64%	62%	62%	61%
	2017/18	71%	69%	69%	67%	66%	65%	64%
	2018/19	71%	70%	69%	67%	66%	66%	64%
	2019/20	x	x	x	x	x	x	x
	2020/21	x	x	x	x	x	x	x
	2021/22	66%	65%	63%	62%	60%	59%	58%
	2022/23	66%	66%	64%	62%	61%	60%	59%
	2023/24	67%	67%	65%	63%	62%	61%	60%
	2024/25	69%	68%	66%	65%	63%	63%	62%
	2025/26	70%	69%	67%	66%	65%	64%	63%

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Attainment by school characteristics

There were 15,369 state-funded mainstream primary schools with key stage 2 results in 2026.

Since 2016, there have been substantial changes to the makeup of school types in England. The proportion of Local authority maintained schools decreased from 82% in 2016 to 51% in 2026. There have been

corresponding increases in the proportion of sponsor led and converter academies, to 12% and 36% respectively in 2026. 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 257 this year, free schools make up a very small proportion of schools (2%), therefore attainment scores may fluctuate more each year compared to other school types.

See the accompanying [methodology](#) for details about different types of school.

► Export options

**Number of schools included in key stage 2 data by school type,
2016 to 2026 (England)**

		Number of schools				
		State funded mainstream schools	Local authority maintained	Academy sponsored	Academy converter	Free schools
Reading, writing and maths	2015/16	14,930	12,292	866	1,744	28
	2016/17	14,977	11,784	983	2,174	36
	2017/18	15,054	11,043	1,187	2,767	57
	2018/19	15,153	10,367	1,353	3,352	81
	2019/20	x	x	x	x	x
	2020/21	x	x	x	x	x
	2021/22	15,336	9,345	1,626	4,191	174
	2022/23	15,372	9,072	1,665	4,432	203
	2023/24	15,368	8,801	1,700	4,653	214
	2024/25	15,370	8,253	1,813	5,067	237
	2025/26	15,369	7,790	1,848	5,474	257

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Attainment in academies as a group in 2026 is broadly similar to those in local authority maintained mainstream schools. Academy converter had broadly similar proportions of pupils achieving the expected standard compared to the averages for all state-funded mainstream schools, this was also seen in 2025. Academy Sponsor led as a group, however, are below the average for state-funded mainstream schools but were typically low performing before their conversion to academy status. Free schools as a group, are the highest attaining, although represent a small proportion of state-funded mainstream schools.

► Export options

Attainment by type of school, 2026 (England)

		State funded mainstream schools	Local authority maintained	Academy sponsor led	Academy converter	Free schools
Percentage of pupils meeting the expected standard	Reading, writing and maths	64%	64%	61%	66%	70%
	Reading	76%	77%	72%	77%	81%
	Writing	74%	73%	73%	76%	79%
	Maths	77%	77%	73%	77%	81%

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Regional and local authority attainment

Note that differences in the methodology at national level compared to regional and local authority level may affect some statistics, including school and pupil numbers. See the [methodology](#) for further information

Attainment by region

London was the highest performing region in 2026, as in previous years, with 70% of pupils meeting the expected standard in reading, writing and maths (combined). In all other regions, attainment in reading, writing and maths (combined) at the expected standard ranged between 61% and 63%.

The gap between the highest (London) and lowest (East Midlands) performing regions in 2026 was 9 percentage points down from 10 percentage points in 2025.

Attainment at the higher standard in reading, writing and maths (combined) was also higher in London than in all other regions, with 14% of pupils in London achieving the higher standard compared to between 7% and 9% in all other regions.

London was the highest performing region across all individual subjects. Yorkshire and The Humber & East Midlands were the lowest performing in reading (73%). East of England and North West were the lowest performing regions in writing (71%). There was less variation in maths.

All regions except London (77%), South East (73%) and the North East (74%) are below the national average in writing (73%). Similarly in Maths, all regions are below the national average (75%) except London (81%) and North East (75%)

► Export options

Attainment of pupils at the end of key stage 2 meeting the expected standard in reading, writing and maths (combined) by region, 2016 to 2026 (England, all state funded schools)

	Reading, writing and maths								
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
London	59%	67%	70%	71%	x	x	66%	67%	69
North East	57%	65%	68%	67%	x	x	60%	61%	62
South East	55%	63%	66%	66%	x	x	59%	60%	61
Yorkshire and The Humber	50%	58%	62%	64%	x	x	57%	58%	60
West Midlands	51%	59%	63%	63%	x	x	57%	59%	60
East of England	53%	60%	63%	64%	x	x	57%	58%	59
South West	52%	60%	63%	64%	x	x	57%	57%	58
North West	53%	61%	65%	65%	x	x	58%	59%	60
East Midlands	52%	59%	63%	63%	x	x	58%	58%	60

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Attainment by local authority

The map below shows the percentage of pupils meeting the expected standard in reading, writing and maths (combined) by local authority. This map reveals a complex picture of attainment across England, with a range of high and low attainment in different regions.

Attainment at the expected standard in reading, writing and maths (combined) was highest in Hammersmith and Fulham and Richmond upon Thames (78%) and lowest in Isle of Wight (53%) .

Similarly, attainment at the higher standard (shown in the table below) was highest in Richmond upon Thames

(21%) and lowest in Portsmouth (3%).

Local authorities with only 1 school are excluded from the above narrative.

Chart

Table

► Export options

Attainment of pupils at the end of key stage 2 by local authority, 2016 to 2026 (England, all state funded schools)

		Reading, writing and mathematics						
		Percentage of pupils meeting the expected standard						
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
North East	County Durham	59%	64%	68%	65%	x	x	5%
	Darlington	56%	61%	65%	66%	x	x	5%
	Gateshead	61%	68%	71%	68%	x	x	5%
	Hartlepool	53%	65%	67%	68%	x	x	6%
	Middlesbrough	49%	61%	63%	64%	x	x	5%
	Newcastle upon Tyne	57%	63%	70%	66%	x	x	6%
	North Tyneside	56%	66%	68%	67%	x	x	6%
Northumbria		50%	61%	65%	60%	--	--	5%

	Northumberland	55%	61%	65%	66%	x	x	56%
	Redcar and Cleveland	60%	69%	71%	70%	x	x	64%
	South Tyneside	57%	65%	68%	66%	x	x	59%
	Stockton-on-Tees	54%	64%	71%	71%	x	x	64%
	Sunderland	61%	68%	67%	67%	x	x	67%
	North West							
	Blackburn with Darwen	51%	60%	66%	66%	x	x	60%
	Blackpool	48%	62%	62%	67%	x	x	56%
	Bolton	56%	61%	66%	65%	x	x	63%
	Bury	55%	63%	64%	65%	x	x	59%
	Cheshire East	52%	64%	68%	66%	x	x	67%
	Cheshire West and Chester	53%	59%	64%	64%	x	x	58%
	Cumberland	no data	no data	no data	no data	no data	no data	no data
	Cumbria	51%	61%	65%	66%	x	x	56%
	Halton	47%	56%	63%	60%	x	x	58%
	Knowsley	48%	58%	62%	63%	x	x	57%
	Lancashire	54%	61%	65%	64%	x	x	57%

(E06000036)

Bradford	47%	57%	61%	63%	x	x	5%
Calderdale	47%	58%	62%	65%	x	x	5%
Doncaster	46%	54%	60%	61%	x	x	5%
East Riding of Yorkshire	53%	61%	64%	65%	x	x	5%
Kingston upon Hull, City of	53%	63%	67%	68%	x	x	5%
Kirklees	49%	57%	62%	62%	x	x	5%
Leeds	48%	56%	61%	62%	x	x	5%
North East Lincolnshire	51%	59%	65%	65%	x	x	6%
North Lincolnshire	48%	59%	65%	66%	x	x	5%
North Yorkshire (E10000023)	51%	59%	62%	63%	x	x	5%
North Yorkshire (E06000065)	no data	no data	no data	no data	no data	no data	no data
Rotherham	54%	61%	59%	61%	x	x	5%
Sheffield (E08000019)	52%	60%	62%	64%	x	x	5%

	Sheffield (E08000039)	no data	no data	no data	no data	no data	no data	no d
	Wakefield	50%	57%	60%	64%	x	x	58
	York	52%	61%	66%	68%	x	x	64
East Midlands	Derby	48%	55%	60%	61%	x	x	53
	Derbyshire	53%	60%	64%	64%	x	x	58
	Leicester	51%	58%	62%	63%	x	x	58
	Leicestershire	53%	62%	66%	67%	x	x	62
	Lincolnshire	51%	57%	60%	61%	x	x	58
	North Northamptonshire	no data	no data	no data	no data	x	x	58
	Northamptonshire	49%	57%	61%	61%	no data	no data	no d
	Nottingham	50%	59%	62%	63%	x	x	58
	Nottinghamshire	54%	62%	65%	65%	x	x	58
	Rutland	53%	67%	66%	67%	x	x	62
	West Northamptonshire	no data	no data	no data	no data	x	x	60
West Midlands	Birmingham	47%	57%	61%	62%	x	x	58
	Coventry	48%	58%	62%	63%	x	x	58

	Coventry	49%	58%	62%	62%	x	x	54%
	Dudley	49%	55%	58%	59%	x	x	53%
	Herefordshire, County of	52%	60%	68%	69%	x	x	60%
	Sandwell	51%	58%	61%	62%	x	x	54%
	Shropshire	51%	62%	63%	65%	x	x	54%
	Solihull	58%	65%	66%	69%	x	x	62%
	Staffordshire	53%	63%	65%	65%	x	x	60%
	Stoke-on-Trent	45%	56%	58%	60%	x	x	54%
	Telford and Wrekin	56%	61%	67%	65%	x	x	57%
	Walsall	50%	53%	61%	61%	x	x	50%
	Warwickshire	57%	62%	67%	66%	x	x	62%
	Wolverhampton	53%	60%	67%	64%	x	x	62%
	Worcestershire	48%	57%	61%	63%	x	x	57%
East of England	Bedford	42%	53%	48%	54%	x	x	50%
	Cambridgeshire	53%	59%	61%	63%	x	x	58%
	Central Bedfordshire	51%	58%	62%	61%	x	x	53%

	Essex	56%	63%	66%	66%	x	x	59%
	Hertfordshire	59%	65%	67%	67%	x	x	60%
	Luton	45%	55%	59%	61%	x	x	61%
	Norfolk	50%	57%	59%	60%	x	x	50%
	Peterborough	43%	52%	54%	56%	x	x	54%
	Southend-on-Sea	56%	66%	69%	68%	x	x	56%
	Suffolk	49%	57%	61%	62%	x	x	54%
	Thurrock	51%	62%	66%	70%	x	x	62%
London	Barking and Dagenham	58%	66%	67%	66%	x	x	60%
	Barnet	59%	69%	73%	73%	x	x	67%
	Bexley	59%	65%	70%	70%	x	x	64%
	Brent	55%	61%	63%	68%	x	x	62%
	Bromley	67%	76%	75%	75%	x	x	69%
	Camden	61%	67%	72%	73%	x	x	71%
	City of London	c	c	c	c	x	x	
	Croydon	55%	64%	67%	67%	x	x	63%
	Ealing	55%	65%	68%	71%	x	x	67%

London Borough	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Enfield	52%	61%	65%	67%	x	x	6%
Greenwich	64%	71%	69%	73%	x	x	6%
Hackney	64%	72%	71%	66%	x	x	6%
Hammersmith and Fulham	61%	74%	74%	73%	x	x	7%
Haringey	56%	65%	66%	66%	x	x	6%
Harrow	62%	70%	71%	74%	x	x	7%
Havering	63%	72%	70%	72%	x	x	6%
Hillingdon	57%	64%	66%	69%	x	x	6%
Hounslow	59%	64%	70%	70%	x	x	6%
Islington	57%	66%	69%	70%	x	x	6%
Kensington and Chelsea	70%	76%	76%	77%	x	x	7%
Kingston upon Thames	60%	65%	71%	70%	x	x	6%
Lambeth	62%	68%	70%	71%	x	x	6%
Lewisham	56%	62%	68%	68%	x	x	5%
Merton	57%	66%	69%	69%	x	x	6%

	Newham	62%	70%	76%	76%	x	x	70%
	Redbridge	58%	67%	71%	73%	x	x	70%
	Richmond upon Thames	67%	76%	81%	81%	x	x	70%
	Southwark	58%	64%	69%	68%	x	x	60%
	Sutton	65%	72%	74%	73%	x	x	60%
	Tower Hamlets	62%	68%	72%	72%	x	x	60%
	Waltham Forest	57%	68%	70%	72%	x	x	60%
	Wandsworth	61%	69%	70%	70%	x	x	60%
	Westminster	58%	68%	72%	70%	x	x	60%
South East	Bracknell Forest	52%	57%	64%	65%	x	x	50%
	Brighton and Hove	58%	64%	67%	67%	x	x	60%
	Buckinghamshire (E10000002)	57%	64%	66%	66%	no data	no data	no data
	Buckinghamshire (E06000060)	no data	no data	no data	no data	x	x	60%
	East Sussex	52%	57%	64%	63%	x	x	50%
	Hampshire	59%	66%	68%	68%	x	x	60%

	Isle of Wight	49%	55%	54%	59%	x	x	46%
	Kent	59%	65%	67%	68%	x	x	59%
	Medway	49%	58%	63%	64%	x	x	57%
	Milton Keynes	56%	63%	65%	66%	x	x	59%
	Oxfordshire	52%	61%	63%	65%	x	x	58%
	Portsmouth	48%	57%	56%	58%	x	x	49%
	Reading	56%	59%	60%	63%	x	x	59%
	Slough	55%	63%	69%	69%	x	x	61%
	Southampton	54%	62%	66%	64%	x	x	59%
	Surrey	60%	67%	70%	70%	x	x	61%
	West Berkshire	56%	62%	64%	64%	x	x	58%
	West Sussex	45%	55%	62%	63%	x	x	58%
	Windsor and Maidenhead	59%	66%	69%	67%	x	x	61%
South West	Wokingham	61%	70%	72%	74%	x	x	68%
	Bath and North East Somerset	54%	63%	66%	67%	x	x	60%
	Bournemouth	54%	63%	67%	no data	no data	no data	no data

Bournemouth, Christchurch and Poole	no data	no data	no data	67%	x	x	60%
Bristol, City of	54%	61%	63%	65%	x	x	56%
Cornwall	51%	58%	61%	61%	x	x	56%
Devon	54%	62%	64%	64%	x	x	56%
Dorset (E10000009)	45%	57%	60%	no data	no data	no data	no data
Dorset (E06000059)	no data	no data	no data	61%	x	x	56%
Gloucestershire	54%	62%	63%	65%	x	x	57%
Isles of Scilly	c	c	c	c	x	x	
North Somerset	57%	59%	64%	65%	x	x	56%
Plymouth	54%	60%	63%	64%	x	x	56%
Poole	54%	59%	61%	no data	no data	no data	no data
Somerset (E10000027)	52%	59%	62%	61%	x	x	56%
Somerset (E06000066)	no data	no data	no data	no data	no data	no data	no data
South Gloucestershire	53%	60%	63%	67%	x	x	60%

Swindon	46%	62%	63%	62%	x	x	58
Torbay	51%	60%	63%	66%	x	x	58
Wiltshire	54%	59%	63%	64%	x	x	57

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Footnotes

1. Data is not available for 2020 and 2021 as assessments were cancelled in these years due to the COVID-19 pandemic.
2. Writing teacher assessment and reading, writing and maths (combined) measures from 2018 onwards are not directly comparable to previous years due to changes in the writing teacher assessment frameworks.

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Explore data

About these statistics

This publication provides provisional attainment statistics for key stage 2 national curriculum assessments. It provides statistics on:

Reading, writing and maths (combined) attainment

Pupils who meet the expected standard in reading, writing and maths (combined) are those who meet the expected standard in all three subjects. The expected standard in reading and maths is a scaled score of 100 or above. The expected standard in writing is a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth' (GDS).

Pupils who reach the higher standard in reading, writing and maths (combined) are those who achieve a scaled score of 110 or more in reading and maths and are assessed as 'working at greater depth' (GDS) in writing TA.

Reading test attainment

Pupils who meet the expected standard in reading are those who achieve a scaled score of 100 or above. Pupils who meet the higher standard in reading are those who achieve a scaled score of 110 or more.

Writing teacher assessment attainment

Pupils who meet the expected standard in writing are those who achieve a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth' (GDS).

Pupils who reach the higher standard (referred to as greater depth) in writing are those who are assessed as

'working at greater depth' (GDS).

Maths test attainment

Pupils who meet the expected standard in maths are those who achieve a scaled score of 100 or above. Pupils who meet the higher standard in maths are those who achieve a scaled score of 110 or more.

Grammar, punctuation and spelling test attainment

Pupils who meet the expected standard in grammar, punctuation and spelling are those who achieve a scaled score of 100 or above. Pupils who meet the higher standard in grammar, punctuation and spelling are those who achieve a scaled score of 110 or more.

Science teacher assessment attainment

Pupils who meet the expected standard in science are those who achieve a teacher assessment of 'working at the expected standard' (EXS).

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Further information will be available

Revised figures will be published in the 'Key stage 2 attainment (revised)' publication in December 2026.

School level figures

School level data will be published in December.

Progress measures

Progress measures were not published for the 2023/24 and 2024/25 academic years as KS2 pupils in these years did not have KS1 assessments due to the COVID-19 pandemic.

The KS1 to KS2 progress measures will return for 2025/26 in the revised publication in December.

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Contact us

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Primary Attainment Statistics

Email: Primary.Attainment@education.gov.uk

Contact name: Lilian Williams

Press office

If you have a media enquiry:

Telephone: 020 7783 8300

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If you have a general enquiry about the Department for Education (DfE) or education:

Phone: 0370 000 2288

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