

**SFR 36/2010**

**14 December 2010**

**Coverage: England**

**Theme: Children,  
Education and Skills**

**Issued by**

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## **NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 2 IN ENGLAND, 2010 (REVISED)**

### **Headlines**

The percentage of 11-year old pupils achieving the expected level in English and mathematics, has not changed from 2009. Within English, the proportion of 11-year olds achieving the expected level has increased for writing but decreased for reading.

Girls continue to perform better than boys in English, reading and writing. This year the percentage of girls at the expected level in mathematics is equal to that of boys for the first time since 2004.

### **Introduction**

This Statistical First Release (SFR) provides updated information on overall achievements in the 2010 Key Stage 2 (KS2) National Curriculum tests. The information incorporates amendments received from schools through the checking exercise for the 2010 Primary School Performance Tables. This publication provides an update to the SFR published on 3 August 2010 (SFR 23/2010), which contained provisional figures. National Curriculum tests in science have been discontinued and replaced by a sample test. Information on the results of that sample test can be found in the SFR published on 10 August (SFR24/2010).

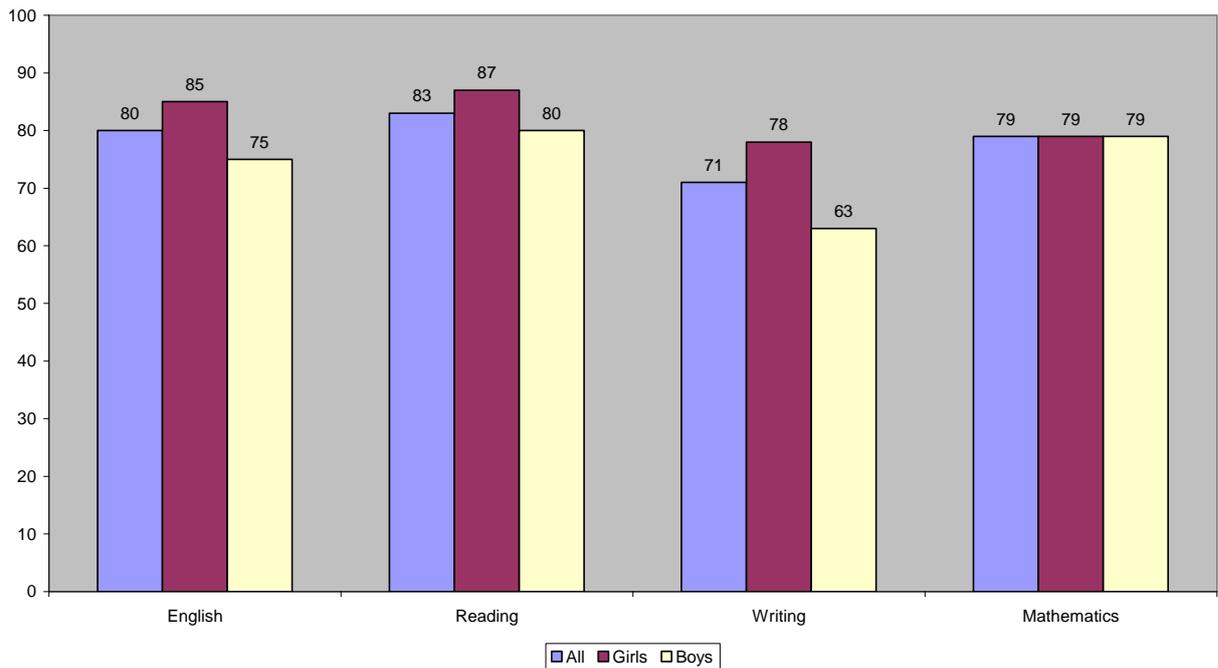
National Curriculum tests are a measurement of achievement against the precise attainment targets of the National Curriculum rather than any generalised concept of ability in any of the subject areas. The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that by the end of Key Stage 2 (age 11), pupils are expected to achieve **Level 4**.

### **Key Points**

#### **Key Stage 2 test results**

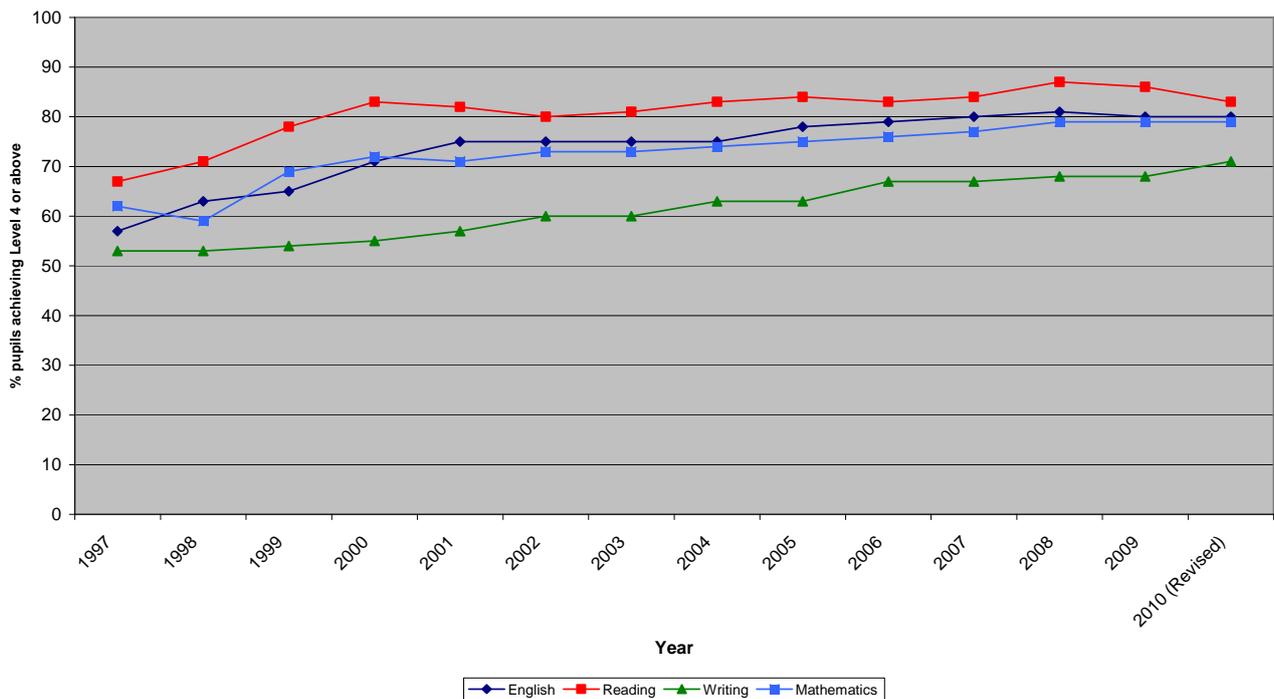
- The percentages of pupils achieving Level 4 or above in the 2010 Key Stage 2 tests by subject are as follows:
  - English 80 per cent
  - Reading 83 per cent
  - Writing 71 per cent
  - Mathematics 79 per cent

The percentages of pupils achieving Level 4 or above in the 2010 Key Stage 2 tests by subject and gender



- Compared to the equivalent final 2009 figures, the percentage achieving Level 4 or above represents a decrease of three percentage points in reading and an increase of three percentage points in writing. Achievement has remained the same in English and mathematics.
- Compared to provisional 2010 figures, these represent a decrease of one percentage point in the overall percentage for English, reading and mathematics. There was no change in the overall percentage achieving Level 4 or above in writing.

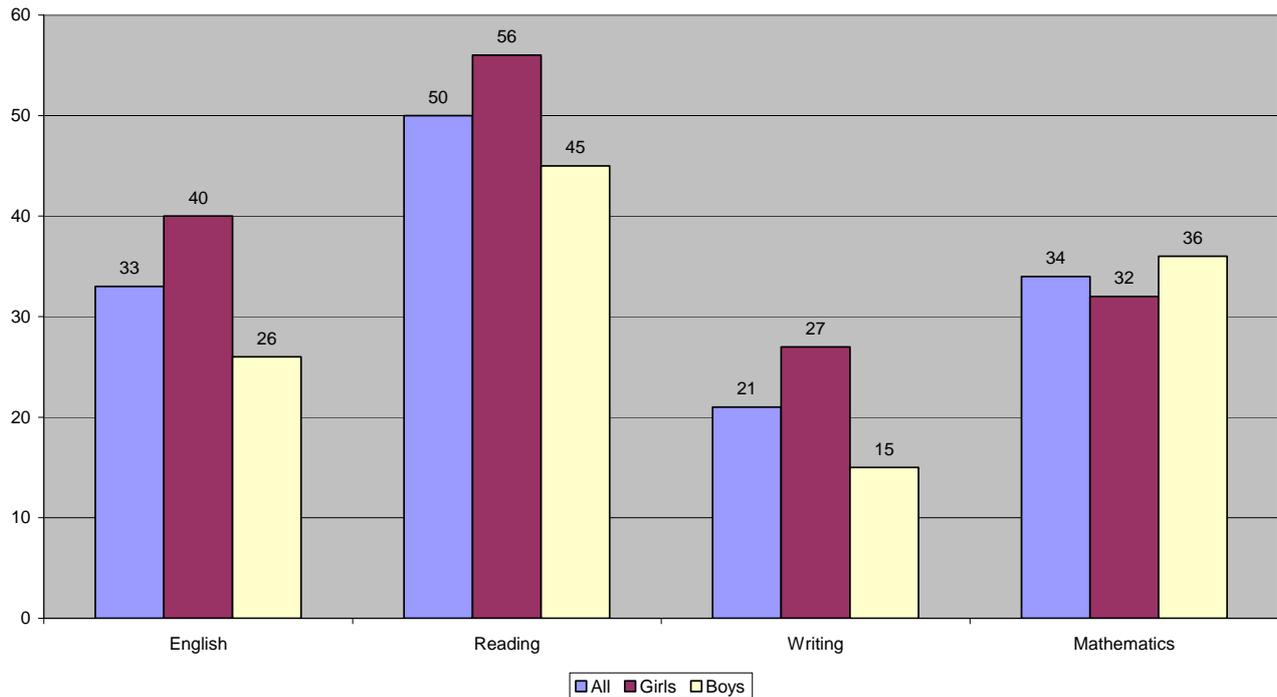
Percentage of pupils achieving Level 4 or above, 1997-2010



- The percentages of pupils achieving Level 5 or above in the 2010 Key Stage 2 tests by subject are as follows:
  - English 33 per cent
  - Reading 50 per cent
  - Writing 21 per cent
  - Mathematics 34 per cent

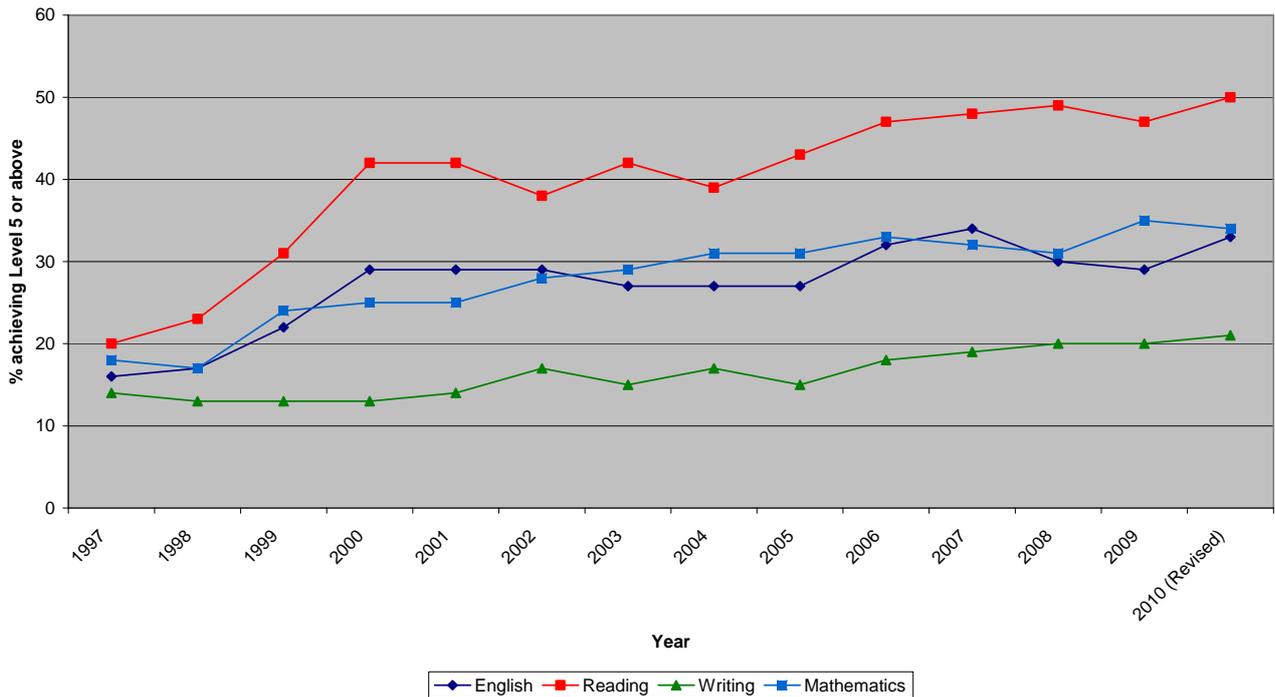
Note: Some schools took single level tests (available at levels 3 to 6) in mathematics in 2010.

The percentages of pupils achieving Level 5 or above in the 2010 Key Stage 2 tests by subject and gender



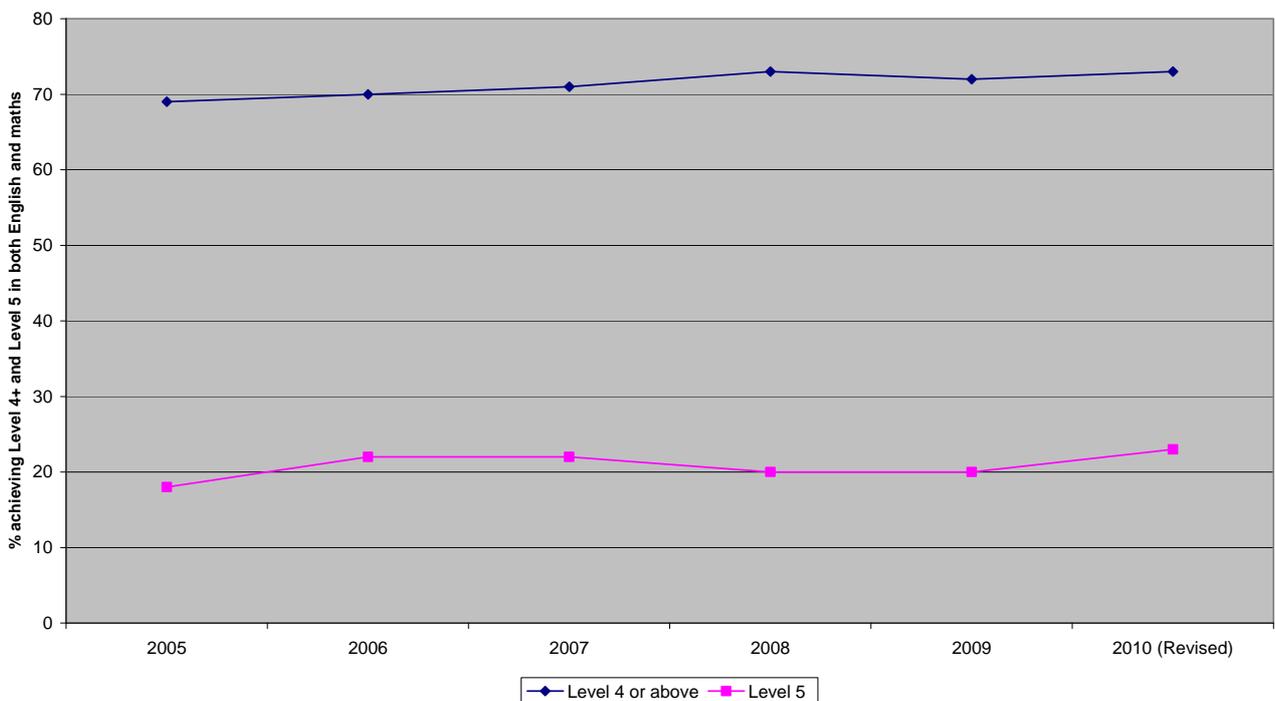
- Compared to the equivalent final 2009 figures, the percentage achieving Level 5 or above represents an increase of four percentage points in English, an increase of three percentage points in reading, an increase of one percentage point in writing and a decrease of one percentage point in mathematics.
- Compared to provisional 2010 figures, these represent a decrease of one percentage point in the overall percentage for writing and mathematics. There are no changes in the English and reading results for Level 5 or above.

Percentage of pupils achieving Level 5 or above, 1997-2010



A good grounding in the 'basics' of English and mathematics is seen by many as essential at the end of Key Stage 2. This can be measured by looking at the proportion of pupils who reached at least level 4 in both English and mathematics. The latest figures show that, in 2010 the percentage of pupils achieving level 4 or above in both English and mathematics was 73 per cent, an increase of one percentage point compared to 2009.

Percentages of pupils achieving Level 4 or above and Level 5 in both English and mathematics, 2005-2010



## Key Stage 1 to Key Stage 2 transition

- Table 6 shows the attainment of pupils in all schools at Key Stage 2 (age 11) by prior attainment at Key Stage 1 (age 7):
  - 92 per cent of pupils who achieved an average of Level 2 or above in reading and writing at Key Stage 1 achieved Level 4 or above in English at Key Stage 2<sup>1</sup>. This is the same as the equivalent figure for 2009
  - 87 per cent of pupils who achieved Level 2 or above in mathematics at Key Stage 1 achieved Level 4 or above in Key Stage 2. This is two percentage points higher than the equivalent figure for 2009.
  - 93 per cent of pupils who achieved Level 2 or above in reading at Key Stage 1 achieved Level 4 or above in reading at Key Stage 2. This is one percentage point lower than the equivalent figure for 2009.
  - 83 per cent of pupils who achieved Level 2 or above in writing at Key Stage 1 achieved Level 4 or above in writing at Key Stage 2. This is four percentage points higher than the equivalent figure for 2009.

## Progress Measures

- Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2. 84 per cent of pupils made two levels of progress in English. This is an increase of two percentage points on 2009.
- 83 per cent of pupils made two levels of progress in mathematics. This is an increase of two percentage points on 2009.

## Key Stage 2 teacher assessment results

- The percentages of pupils achieving Level 4 or above in the 2010 Key Stage 2 Teacher Assessments by subject are as follows:
  - English 81 per cent
  - Mathematics 81 per cent
  - Science 85 per cent
- The percentages of pupils achieving Level 5 or above in the 2010 Key Stage 2 Teacher Assessments by subject are as follows:
  - English 32 per cent
  - Mathematics 35 per cent
  - Science 37 per cent

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<sup>1</sup> For average level calculations for Key Stage 1 see Technical Information.

## Local Authority achievement (Tables 8 to 18)

- The percentages of pupils achieving Level 4 or above at Key Stage 2 in each Local Authority (excluding the City of London and Isles of Scilly Local Authorities which only have 1 school each) range from:
  - 73 per cent to 89 per cent in English
  - 77 per cent to 91 per cent in reading
  - 60 per cent to 83 per cent in writing
  - 74 per cent to 88 per cent in mathematics

## **Tables**

<b>Table 1</b>	Key Stage 2 test levels of attainment by subject, 1995-2010
<b>Table 2</b>	Percentages of pupils achieving Level 4 or above and Level 5 in Key Stage 2 tests and teacher assessments by gender, 2007-2010
<b>Table 3</b>	National Key Stage 2 test and teacher assessment levels of attainment by subject and gender, 2010
<b>Table 4a</b>	Percentage of pupils achieving Level 4 or above and Level 5 in combinations of subjects in Key Stage 2 tests, by gender, 2010
<b>Table 4b</b>	Percentage of pupils achieving Level 4 or above and Level 5 or above in combinations of subjects in Key Stage 2 tests, 2005-2010
<b>Table 5</b>	Key Stage 2 Average Point Score, by subject and gender, 2005-2010
<b>Table 6</b>	Attainment of pupils at Key Stage 2 by prior attainment at Key Stage 1, 2010
<b>Table 7</b>	Progression by 2 levels in English and mathematics between Key Stage 1 and Key Stage 2, 2008-2010

## **Local Authority (LA) and Government Office Region (GOR) tables**

These tables have been included to show the local authority level figures that underpin the national information.

<b>Table 8</b>	Percentage of pupils achieving Level 4 or above in Key Stage 2 tests by Local Authority (LA), Government Office Region (GOR) and gender, 2010
<b>Table 9</b>	Percentage of pupils achieving Level 5 or above in Key Stage 2 tests by Local Authority (LA), Government Office Region (GOR) and gender, 2010
<b>Table 10</b>	Percentage of pupils achieving Level 4 or above in Key Stage 2 teacher assessment by Local Authority (LA), Government Office Region (GOR) and gender, 2010
<b>Table 11</b>	Percentage of pupils achieving Level 5 or above in Key Stage 2 teacher assessment by Local Authority (LA), Government Office Region (GOR) and gender, 2010
<b>Table 12</b>	Achievement in combinations of subjects in Key Stage 2 tests by Local Authority (LA), Government Office Region (GOR) and gender, 2010
<b>Table 13</b>	Key Stage 2 Average Point Score by Local Authority (LA) and Government Office Region (GOR) and gender, 2010
<b>Table 14</b>	Percentage of pupils achieving Level 4 or above in both English and mathematics in Key Stage 2 tests by Local Authority (LA), Government Office Region (GOR) and gender, 2006-2010
<b>Table 15</b>	Progression by 2 levels in English between Key Stage 1 and Key Stage 2, by Local Authority and Government Office Region, 2008-2010

- Table 16** Progression by 2 levels in Mathematics between Key Stage 1 and Key Stage 2, by Local Authority and Government Office Region, 2008-2010
- Table 17** Key Stage 2 attainment by degree of rurality of school location, 2010
- Table 18** Key Stage 2 attainment by Local Authority District (LAD) and Government Office Region of school location, 2010

## **NOTES TO EDITORS**

The statistics in this first release cover the data prepared for the publication of the 2010 Primary School (KS2) Performance Tables. This SFR provides information for Key Stage 2 National Curriculum assessments based on the outcome of the National Curriculum tests carried out in May 2010 (for English and mathematics only) and Teacher Assessments for the 2009/10 academic year. Tests and teacher assessments provide complementary information about pupils' attainment. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each Key Stage. Teacher assessment (TA) is the teachers' judgement of pupils' performance in the whole subject over the whole academic year.

In 2010, 203 schools (in ten local authorities) took Single Level Tests in mathematics instead of the Key Stage 2 mathematics National Curriculum Test. These results are included in this Statistical First Release.

### **How the assessments are made**

Pupils' attainment is assessed in relation to the National Curriculum programmes of study, and pupils are awarded levels on the National Curriculum scale to reflect their attainment. National Curriculum tests are a measurement of achievement against the precise attainment targets of the National Curriculum rather than any generalised concept of ability in any of the subject areas.

The Qualifications and Curriculum Development Agency (QCDA) have responsibility for ensuring that standards in the tests remain consistent from year to year. Two forms of evidence are used in the process: statistical evidence is drawn from the pre-test; and judgemental evidence is provided by the most senior markers on how pupils performed in the test compared to pupil performance on previous tests. National data is available at the level setting meeting to demonstrate the impact of the decisions made but is not used as the basis for decision making. The level setting process is observed by representatives from the teacher associations and unions and has not been subject to any political interference.

When the tests are marked, there are no quotas set for each of the National Curriculum levels, or underlying assumptions about the proportion of pupils who should be at any particular level. Proportions are decided entirely by how pupils' attainments measure up to the standards of the National Curriculum. The Key Stage 2 tests are marked externally by an agency contracted by QCDA. A review procedure is available for schools which have concerns over the marking of scripts (test papers).

At present, all pupils who are moving on to the next Key Stage programme of study in the next school year are regarded as being in the final year of their current Key Stage. All pupils in their final year of a Key Stage must be assessed. Most of the pupils will be in the year group with similarly aged pupils, for example, most 11 year olds will be in year group 6 and at the end of Key Stage 2. Some pupils, however, may be older or younger because they are not being taught with their chronological year group.

The National Curriculum standards have been designed so that most pupils will progress approximately one level every two years. By the end of Key Stage 2, pupils are expected to reach Level 4.

### **Changes to the National Curriculum Test Administrative Arrangements**

National Curriculum tests in Science for all pupils were discontinued after the 2009 academic year. From 2010, Key Stage 2 science at school level has been assessed by teacher assessment only, which takes account of pupils' practical grasp of the subject and is based on their attainment throughout the academic year across the full programme of study. In order to monitor national standards in science, a new externally marked, sample test has been introduced. QCDA administered the test on 14 May 2010 in selected schools. The proportion of pupils attaining level 4

or above and level 5 in this sample test was published in a Statistical Release on 10 August 2010. More information on science sampling is available on the QCDA website:  
<http://www.qcda.gov.uk/sciencesampling>.

Pupil performance - the number and proportion of pupils achieving at least the expected level - can be affected by a number of factors which mean that small year on year changes should not necessarily be considered to be significant, particularly at Local Authority level. Since National Curriculum tests were introduced over a decade ago, there have been a number of changes to the process by which the tests are run and marked.

Comparisons with years up to and including 2007 are likely to be affected by various administrative changes to the National Curriculum tests, which include the removal of borderlining, as announced in May 2008.

## TECHNICAL INFORMATION

### Source of data

The Key Stage 2 statistics published in the SFR are produced from data provided to the Department by QCDA. They include the outcomes of reviews up to 4 November 2010. This SFR revises earlier published figures and incorporates amendments received from schools through the checking exercise for the 2010 Primary School Performance Tables.

### Coverage information

The figures reported in this release for National Curriculum tests are based upon those papers that were returned by schools for marking to the QCDA's contracted external marking agency. These results cover 73% of the papers expected to be externally marked for pupils in maintained schools, reflecting 3,999 maintained schools that were expected to participate in the Key Stage 2 tests but did not. Tables 8 and 9 provide the distribution of schools that did not participate in the tests at Local Authority and Government Office Region. The Department's Head of Profession for Statistics has determined that a sufficient volume of results is available to give a representative estimate of achievement nationally, but has advised that caution needs to be exercised over interpreting small changes of one per cent or less between years and between groups. Local figures are accompanied by a coverage indicator and where results are not representative figures have been suppressed.

This year 203 schools in ten LAs took part in a pilot of Single Level Tests (SLTs) in mathematics (taken in mid-June). These schools did not take National Curriculum Tests in mathematics. The results of SLTs have been included in this SFR.

**National test figures** cover all schools in England with pupils eligible for assessment at Key Stage 2 in 2010, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return.

**National teacher assessment figures** cover all schools in England with pupils eligible for assessment at Key Stage 2 in 2010 but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

For the calculations showing the percentage of pupils achieving a particular level, the denominator for national results is the number of pupils who are eligible for KS2 tests or teacher assessments. This denominator includes pupils who were working below the level of the test (B – test only), unable to access the test (T – test only), took the test but failed to register a level (N – test only), were disapplied from the National Curriculum (D – TA only), or were absent (A) or coded as maladministration (Q). Pupils with missing results are not included.

For each pupil in an SLT pilot school, we have taken the highest level they achieved in any maths SLT between December 2008 and June 2010. Pupils in those schools who have never taken an SLT are included in the denominator for the percentage achieving a particular level since they are either working below the level of the tests or should have been entered for them. Pupils who do not pass their SLT are given an 'N' grade. If this is their only level (i.e. they have not previously passed an SLT), they will be excluded from the denominator providing they were entered for an appropriate SLT. Pupils with other levels (e.g. A – Absent, Q - Maladministration) will be included in the denominator in the same way as they would with National Curriculum Tests (NCTs).

All figures at national level will include 'overseas pupils' (as defined below). Figures for academies with Key Stage 2 pupils are included in these figures as their pupils are obliged to complete Key Stage tests. The effect of including Independent schools in the results is negligible as can be seen by comparing the England (all schools) and England (Maintained Schools only, including Academies and CTCs) lines in the Local Authority tables. The latter figures exclude Independent

schools and other pupils excluded from Local Authority figures (e.g. those who have recently arrived from overseas).

**Local Authority (LA)** figures cover maintained mainstream and maintained special schools only, but exclude maintained hospital schools and pupil referral units. Two different calculations of the national results are presented in the supplementary tables: one which is consistent with the national results in the main body of the SFR based on all schools (i.e. all maintained and independent schools that returned assessment results); and the second for maintained schools only (excluding maintained hospital schools and pupil referral units), consistent with the results for each LA.

In the Primary School Performance Tables, LA denominators will include pupils whose results are missing or coded as maladministration. The denominators used in calculating figures at LA level in this SFR therefore similarly include pupils with missing results or coded as maladministration.

The LA figures in this SFR are also adjusted to allow disregarding of pupils flagged as 'overseas pupils' during the schools checking exercise for the Performance Tables. 'Overseas pupils' are pupils who have recently arrived from overseas whose first language is not English. These pupils can be discounted from the results published in the Performance Tables for schools and LAs but **not** from national averages. Schools are able to seek an adjustment to their results in respect of all such pupils who were admitted for the first time to an English school on or after 1 September 2008. The results from the tests and teacher assessments will be excluded from the 2010 figures. The maintained schools figure published in the Performance Tables include overseas pupils and so may not match the total for maintained schools given in this SFR.

In the previous provisional SFR, the denominators used to calculate percentages at LA level included the same results as at national level. Therefore pupils with missing results, or results coded as maladministration, were not included in the calculations. This was done so that LAs where data was missing that could be corrected either through the review process or via the Tables checking exercise were not disadvantaged. No adjustment was made for overseas pupils at this stage as the Performance Tables checking exercise had not taken place.

In determining whether to publish both national and local authority level figures our decisions have considered both the volume of results that are available and whether they are representative based on the following characteristics:

- School type;
- Gender;
- Proportion of pupils within a school eligible for Free School Meals.

### **Allocation of points for each level at Key Stage 2**

The following table sets out how points have been allocated to each Key Stage 2 test level to calculate the Key Stage 2 Average Point Score (table 5 and table 13). The Average Points Score relates aggregate number of points to the number of eligible pupils.

National Curriculum test level	Point score equivalent
Missing (M or blank)	Disregarded
Lost scripts (X)	Disregarded
Not eligible for the tests (Y or Z)	Disregarded
Unable to access the tests (T)	Disregarded
Absent (A)	Disregarded
Maladministration (Q)	Disregarded
Pupil will take the test in the future (F)	Disregarded
Pupil took the test in the past (P)	Disregarded
B – Working below the level of the test	15
N (NCT) – Not awarded a test level	15
N (Maths SLT) – Did not achieve level	Disregarded
2	15
3	21
4	27
5	33
6 (Maths Single Level Test only)	39

### **Key Stage 1 to Key Stage 2 transitions**

Table 6 shows the attainment of pupils in each subject at Key Stage 2 broken down by prior attainment at Key Stage 1. Mathematics, reading and writing are assessed at both Key Stage 1 and Key Stage 2. For these subjects, table 6 compares attainment at Key Stage 1 with attainment at Key Stage 2.

English is not assessed as a single subject at Key Stage 1 so it is necessary to calculate an average to compare Key Stage 2 English attainment with. In 2010, as in previous years, the Key Stage 1 reading and writing levels have been combined to compare with the Key Stage 2 English level.

To calculate an average result across subjects at Key Stage 1, points have been assigned to each Key Stage 1 level as follows: level W - 3 points, level 1 - 9 points, level 2C - 13 points, level 2B - 15 points, level 2A - 17 points, level 3 - 21 points and level 4 - 27 points. All other results at Key Stage 1 are disregarded from this calculation. The average across subjects at Key Stage 1 is then calculated as the average (rounded to the nearest whole number) of the points assigned to each subject. The resulting figure is then converted back to a level as follows:

<u>Average points across KS1 subjects</u>	<u>KS1 level assigned</u>
5 or under	W
6-11	1
12-13	2C
14-15	2B
16-17	2A
18 or over	3

## **Progress Measures**

The progress measures published in the SFR are based on the same methodology used in the 2009 Achievement and Attainment Tables. It differs slightly from the methodology previously used to calculate National Indicators and published in an SFR on 4 March 2010 (SFR04/2010). The main difference is in the way pupils who do not achieve a numerical test outcome at Key Stage 2 are treated.

## **Rounding**

Any percentages given in this SFR are given to the nearest whole number. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down, e.g. 85.586 will be rounded to 86; 85.4283 will be rounded to 85. Any changes in percentages compared to previous publication, may therefore be as a result of rounding rather than significant changes in underlying numbers.

## **Revisions**

The data included in this Statistical First Release are based on revised data. This data may subsequently be revised because of results of late reviews which came through too late to be included. The table below gives an indication of the change between the provisional, revised and final figures for each year from 2006.

		Percentage of pupils achieving Level 4 or above				
		2006	2007	2008	2009	2010
English	Provisional	79%	80%	81%	80%	81%
	Revised	79%	80%	81%	80%	80%
	Final	79%	80%	81%	80%	
Mathematics	Provisional	76%	77%	78%	79%	80%
	Revised	76%	77%	79%	79%	79%
	Final	76%	77%	79%	79%	

## **Notation used in tables**

A single dot (.) is used in the tables published in this release to signify data not applicable.

A hash (#) is used to indicate not available due to lack of sufficiently representative data.

A cross (x) is used in the tables published in this release to signify a suppressed value where publication of that figure would be disclosive.

## **A National Statistics publication**

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

## **Compliance with statistical policies**

The Department has a set of statistical policies in line with the Code of Practice for Official Statistics, these are published here: <http://www.education.gov.uk/rsgateway/nat-stats.shtml>

## **Related publications**

Primary School (Key Stage 2) Performance Tables in England 2010  
<http://www.education.gov.uk/performancetables/>

SFR23/2010: National Curriculum Tests and Teacher Assessments at Key Stage 2 & 3 in England, 2010 (Provisional)

<http://www.education.gov.uk/rsgateway/DB/SFR/s000949/index.shtml>

This publication was released at 9.30 am on Tuesday 3 August 2010

SFR24/2010: Key Stage 2 Attainment of Pupils in Science in England, 2009/10

<http://www.education.gov.uk/rsgateway/DB/SFR/s000948/index.shtml>

This publication was released at 9.30 am on Tuesday 10 August 2010

SFR26/2010: National Curriculum Assessments at Key Stage 1 in England, 2010

<http://www.education.gov.uk/rsgateway/DB/SFR/s000947/index.shtml>

This publication was released at 9.30 am on Thursday 26 August 2010

SFR32/2009: National Curriculum Assessments at Key Stage 2 in England 2008/09 (Revised)

<http://www.education.gov.uk/rsgateway/DB/SFR/s000893/index.shtml>

This publication was released at 9.30 am on Tuesday 1 December 2009

SFR27/2009: National Curriculum Assessments: Teacher Assessments at Key Stage 2 and 3 in England, 2009

<http://www.education.gov.uk/rsgateway/DB/SFR/s000883/index.shtml>

This publication was released at 9.30 am on Tuesday 27 October 2009

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**Table 1: Key Stage 2 test levels of attainment by subject**  
**Years: 1995-2010<sup>1</sup>**  
**Coverage: England, All schools<sup>2</sup>**

Percentage of pupils at each Level													Total number of eligible pupils (Thousands)
A	T	B	N	2	3	4	5	6 <sup>5</sup>	Total <sup>3</sup>	% at Level 4 or above	% at Level 5 or above		
<b>English</b>													
1995 <sup>4</sup>	4	0	.	0	7	39	41	7	0	100	49	7	500.6
1996	3	0	.	2	6	30	45	12	0	100	57	12	584.2
1997	3	0	4	2	1	26	48	16	0	100	63	16	589.1
1998	2	0	4	2	1	26	48	17	0	100	65	17	608.1
1999	2	0	3	2	1	20	48	22	0	100	71	22	628.8
2000	2	0	3	2	1	17	46	29	0	100	75	29	623.4
2001	1	1	3	2	1	17	46	29	0	100	75	29	633.5
2002	1	1	3	2	1	17	46	29	0	100	75	29	641.3
2003	1	1	3	2	1	16	48	27	.	100	75	27	637.1
2004	1	0	4	2	1	14	50	27	.	100	78	27	612.3
2005	1	0	4	2	1	14	52	27	.	100	79	27	609.6
2006	1	0	4	1	1	14	47	32	.	100	79	32	594.1
2007	1	0	4	1	1	13	47	34	.	100	80	34	586.8
2008	1	0	4	1	1	13	51	30	.	100	81	30	596.0
2009	1	0	4	1	1	14	51	29	.	100	80	29	579.5
2010 <sup>6</sup>	1	0	5	1	1	13	47	33	.	100	80	33	422.1
<b>Mathematics</b>													
1995 <sup>4</sup>	4	0	.	5	7	37	31	12	0	100	45	13	465.3
1996	3	0	.	2	5	34	40	14	0	100	54	14	584.4
1997	3	0	3	2	2	28	44	18	0	100	62	18	589.4
1998	2	0	3	3	1	31	42	17	0	100	59	17	608.3
1999	2	0	3	2	1	23	45	24	0	100	69	24	629.0
2000	2	0	3	2	1	21	47	24	0	100	72	25	623.7
2001	1	0	2	2	1	22	45	25	0	100	71	25	633.5
2002	1	1	2	2	1	20	46	27	0	100	73	28	640.8
2003	1	1	3	2	1	19	44	29	.	100	73	29	637.2
2004	1	0	3	2	1	19	43	31	.	100	74	31	612.7
2005	1	0	3	2	1	18	44	31	.	100	75	31	609.9
2006	1	0	3	2	1	17	43	33	.	100	76	33	594.2
2007	1	0	3	2	1	16	45	32	.	100	77	32	587.2
2008	1	0	3	1	1	15	47	31	.	100	79	31	596.5
2009	1	0	3	1	1	15	44	35	.	100	79	35	579.6
2010 <sup>6</sup>	1	0	4	1	1	14	45	34	0	100	79	34	423.8

**A** represents pupils who were absent.

**T** represents pupils working at the level of the assessment but unable to access the test.

**B** represents pupils who were working below the level of the test.

**N** represents pupils who took the tests but failed to register a Level.

1. Figures for 2010 are based on revised data. Figures for all other years are based on final data.

2. Figures include those independent schools who chose to take part in the tests.

3. Figures may not sum due to rounding. Levels W and 1 are no longer reported for tests.

4. Maintained school participation rate in 1995 was 91%

5. Level 6 is not a possible outcome in National Curriculum Tests after 2002. However, in 2010, some schools took single level tests (available at levels 3 to 6) in mathematics.

6. 571.7 thousand pupils were eligible for the 2010 tests. The figure published here excludes pupils in schools which boycott the tests. The maintained school participation rate in 2010 was 75%.

**Table 2: Percentage of pupils achieving Level 4 or above and Level 5 in Key Stage 2 tests and teacher assessments by gender  
Years: 2007-2010<sup>1</sup>  
Coverage: England, All schools<sup>2</sup>**

	Percentage of pupils at Level 4 or above (Test)				Percentage of pupils at Level 4 or above (Teacher assessment)		
	English	Reading	Writing	Mathematics	English	Mathematics	Science
<b>Boys</b>							
2007	76	81	60	78	73	78	84
2008	77	83	61	79	74	79	84
2009	75	82	61	79	75	80	85
2010	75	80	63	79	76	81	84
<b>Girls</b>							
2007	85	87	75	76	83	78	85
2008	86	90	75	78	84	79	86
2009	85	89	75	78	84	80	87
2010	85	87	78	79	86	82	86
<b>All pupils</b>							
2007	80	84	67	77	78	78	85
2008	81	87	68	79	79	79	85
2009	80	86	68	79	79	80	86
2010	80	83	71	79	81	81	85

	Percentage of pupils at Level 5 or above (Test) <sup>3</sup>				Percentage of pupils at Level 5 or above (Teacher assessment)		
	English	Reading	Writing	Mathematics	English	Mathematics	Science
<b>Boys</b>							
2007	28	44	15	35	24	35	38
2008	23	43	15	35	24	35	38
2009	23	41	15	37	25	36	38
2010	26	45	15	36	26	37	37
<b>Girls</b>							
2007	39	52	24	30	35	30	38
2008	36	55	25	28	35	30	38
2009	36	54	24	32	36	31	38
2010	40	56	27	32	39	33	36
<b>All pupils</b>							
2007	34	48	19	32	29	33	38
2008	30	49	20	31	30	33	38
2009	29	47	20	35	30	34	38
2010	33	50	21	34	32	35	37

1. Figures for 2010 are based on revised data. Figures for all other years are based on final data.
2. Figures include those independent schools who chose to take part in the tests and return teacher assessment data.
3. Some schools took single level tests (available at levels 3 to 6) in mathematics in 2010.

**Table 3: Key Stage 2 test and teacher assessment levels of attainment by subject and gender**  
**Year: 2010 (Revised)**  
**Coverage: England, All schools<sup>1</sup>**

	Percentage at each Level													Total	% at Level 2 or below	% at Level 4 or above	% at Level 5 or above
	A	T	B	N	D	W	1	2	3	4	5	6 <sup>3</sup>					
<b>Boys</b>																	
English Test	1	0	6	1	.	.	.	1	15	49	26	.	100	9	75	26	
Reading Test	1	0	6	4	.	.	.	.	8	35	45	.	100	11	80	45	
Writing Test	1	0	6	2	.	.	.	.	28	48	15	.	100	8	63	15	
Mathematics Test	1	0	5	1	.	.	.	1	13	43	36	0	100	7	79	36	
English TA	0	.	.	.	0	1	1	4	17	50	26	0	100	6	76	26	
Mathematics TA	0	.	.	.	0	1	1	3	14	44	37	0	100	5	81	37	
Science TA	0	.	.	.	0	1	1	2	12	47	37	0	100	3	84	37	
<b>Girls</b>																	
English Test	1	0	3	1	.	.	.	0	10	45	40	.	100	4	85	40	
Reading Test	1	0	3	3	.	.	.	.	6	31	56	.	100	6	87	56	
Writing Test	1	0	3	1	.	.	.	.	17	52	27	.	100	4	78	27	
Mathematics Test	1	0	3	1	.	.	.	1	15	47	32	0	100	5	79	32	
English TA	0	.	.	.	0	0	1	2	11	47	39	0	100	3	86	39	
Mathematics TA	0	.	.	.	0	0	1	3	14	49	33	0	100	4	82	33	
Science TA	0	.	.	.	0	0	0	2	11	50	36	0	100	2	86	36	
<b>All pupils</b>																	
English Test	1	0	5	1	.	.	.	1	13	47	33	.	100	7	80	33	
Reading Test	1	0	5	4	.	.	.	.	7	33	50	.	100	9	83	50	
Writing Test	1	0	5	1	.	.	.	.	23	50	21	.	100	6	71	21	
Mathematics Test	1	0	4	1	.	.	.	1	14	45	34	0	100	6	79	34	
English TA	0	.	.	.	0	1	1	3	14	49	32	0	100	5	81	32	
Mathematics TA	0	.	.	.	0	0	1	3	14	46	35	0	100	4	81	35	
Science TA	0	.	.	.	0	1	0	2	12	49	37	0	100	3	85	37	
<b>Number at each level (thousands)</b>																	
	A	T	B	N	D	W	1	2	3	4	5	6 <sup>3</sup>	Total	Level 2 or below	Level 4 or above	Level 5 or above	
<b>Boys</b>																	
English Test	1.8	0.1	14.0	3.0	.	.	.	2.0	33.1	106.3	55.6	.	215.9	18.9	161.9	55.6	
Reading Test	1.3	0.1	14.0	9.5	.	.	.	.	18.3	75.2	97.4	.	215.9	23.4	172.6	97.4	
Writing Test	1.3	0.1	14.0	3.6	.	.	.	.	60.9	104.0	32.0	.	215.9	17.5	136.0	32.0	
Mathematics Test	1.4	0.1	11.1	2.5	.	.	.	1.2	28.1	93.5	78.3	0.2	216.5	14.8	171.9	78.5	
English TA	0.1	.	.	.	0.2	2.0	3.0	13.1	50.0	145.2	76.6	0.1	290.3	18.1	221.9	76.7	
Mathematics TA	0.1	.	.	.	0.2	1.7	2.3	10.1	40.1	127.7	106.9	1.4	290.5	14.1	236.0	108.2	
Science TA	0.2	.	.	.	0.2	2.1	1.6	6.4	35.8	137.5	106.3	0.1	290.2	10.2	243.9	106.4	
<b>Girls</b>																	
English Test	1.4	0.1	6.8	1.4	.	.	.	1.0	20.8	93.0	81.8	.	206.3	9.2	174.8	81.8	
Reading Test	1.0	0.1	6.8	6.3	.	.	.	.	13.1	63.9	115.0	.	206.3	13.1	178.9	115.0	
Writing Test	1.1	0.1	6.8	1.2	.	.	.	.	35.4	107.1	54.7	.	206.3	7.9	161.8	54.7	
Mathematics Test	1.1	0.1	6.8	2.6	.	.	.	1.3	30.5	98.3	66.4	0.1	207.3	10.8	164.8	66.5	
English TA	0.1	.	.	.	0.1	1.1	1.4	6.3	30.6	130.6	107.8	0.2	278.2	8.9	238.6	108.0	
Mathematics TA	0.1	.	.	.	0.1	1.0	1.4	7.9	40.3	135.9	90.9	0.7	278.3	10.3	227.5	91.5	
Science TA	0.1	.	.	.	0.1	1.2	1.0	4.4	30.6	138.7	101.2	0.1	277.6	6.7	240.0	101.3	
<b>All pupils</b>																	
English Test	3.1	0.2	20.7	4.4	.	.	.	3.0	53.8	199.4	137.4	.	422.1	28.1	336.7	137.4	
Reading Test	2.4	0.2	20.7	15.8	.	.	.	.	31.4	139.1	212.4	.	422.1	36.5	351.5	212.4	
Writing Test	2.4	0.2	20.7	4.7	.	.	.	.	96.3	211.1	86.7	.	422.1	25.5	297.8	86.7	
Mathematics Test	2.6	0.2	18.0	5.1	.	.	.	2.5	58.6	191.8	144.6	0.3	423.8	25.6	336.7	145.0	
English TA	0.2	.	.	.	0.3	3.2	4.4	19.4	80.6	275.8	184.3	0.4	568.5	27.0	460.5	184.7	
Mathematics TA	0.2	.	.	.	0.3	2.8	3.7	18.0	80.3	263.7	197.7	2.1	568.7	24.5	463.4	199.8	
Science TA	0.3	.	.	.	0.3	3.3	2.7	10.8	66.4	276.2	207.5	0.2	567.8	16.8	483.9	207.7	

A represents pupils who were absent.

T represents pupils working at the level of the assessment but unable to access the test.

B represents pupils who were working below the level of the test.

N represents pupils who took the tests but failed to register a Level.

W represents pupils who were working towards a teacher assessment Level but have not yet achieved the standards needed for Level 1.

D, W, 1 not applicable outcomes for tests

T, B, N not applicable outcomes for teacher assessments

1. The figures in this table include those independent schools who chose to take part in tests/TA.

2. Figures include those independent schools who chose to take part in the tests and return teacher assessment data.

3. Some schools took single level tests (available at levels 3 to 6) in mathematics in 2010.

**Table 4a: Percentage of pupils achieving Level 4 or above and Level 5 in combinations of subjects in Key Stage 2 tests, by gender**  
**Year: 2010 (Revised)**  
**Coverage: England, All schools<sup>1</sup>**

	Percentage achieving Level 4 or above			Percentage achieving Level 5		
	Boys	Girls	All	Boys	Girls	All
English and mathematics	71	76	73	20	25	23
At least one of English or mathematics	84	88	86	42	47	44
Reading and writing	61	76	68	14	24	19
Reading, writing and mathematics	59	70	64	11	17	14

1. Figures include those independent schools who chose to take part in the tests.

**Table 4b: Percentage of pupils achieving Level 4 or above and Level 5 in combinations of subjects in Key Stage 2 tests**  
**Years: 2005 - 2010<sup>1</sup>**  
**Coverage: England, All schools<sup>2</sup>**

**Percentage of pupils achieving Level 4 or above in:**

	2005	2006	2007	2008	2009	2010
English and mathematics	69	70	71	73	72	73
At least one of English or mathematics	..	..	..	..	87	86
Reading and writing	..	65	66	67	67	68
Reading, writing and mathematics	57	60	60	62	62	64

**Percentage of pupils achieving Level 5 in:**

	2005	2006	2007	2008	2009	2010
English and mathematics	18	22	22	20	20	23
At least one of English or mathematics	..	..	..	..	44	44
Reading and writing	..	17	18	18	18	19
Reading, writing and mathematics	10	12	13	13	13	14

1. Figures for 2010 are based on revised data. Figures for all other years are based on final data.

2. Figures include those independent schools who chose to take part in the tests.

3. As whole cohort science tests are no longer statutory, the previous combination of at least one of English or mathematics or science can no longer be calculated. This has been replaced by a similar measure, but including at least one of English or mathematics only. For comparison purposes, we have also calculated this measure based on 2009 final data.

**Table 5: Key Stage 2 Average Point Score, by subject and gender<sup>1</sup>****Year: 2005 - 2010<sup>2</sup>****Coverage: England, All schools<sup>3</sup>**

	Number of eligible boys (in 000s) <sup>5</sup>	Average Key Stage 2 Point Score per boy <sup>4</sup>				
		English	Reading	Writing	Mathematics	Key Stage 2 <sup>6</sup>
<b>2005</b>	.	26.2	.	.	27.2	26.7
<b>2006</b>	.	26.6	.	.	27.4	27.0
<b>2007</b>	300.3	26.9	.	.	27.5	27.2
<b>2008</b>	304.3	26.6	28.2	25.2	27.6	27.1
<b>2009</b>	296.0	26.5	27.9	25.1	27.7	27.1
<b>2010<sup>7</sup></b>	217.3	26.6	27.9	25.2	27.6	27.1

	Number of eligible girls (in 000s) <sup>5</sup>	Average Key Stage 2 Point Score per girl <sup>4</sup>				
		English	Reading	Writing	Mathematics	Key Stage 2 <sup>6</sup>
<b>2005</b>	.	27.8	.	.	26.9	27.4
<b>2006</b>	.	28.3	.	.	27.1	27.7
<b>2007</b>	287.1	28.3	.	.	27.0	27.7
<b>2008</b>	292.8	28.2	29.5	26.9	27.1	27.7
<b>2009</b>	283.7	28.1	29.3	26.8	27.4	27.7
<b>2010<sup>7</sup></b>	207.6	28.2	29.2	27.1	27.4	27.8

	Number of eligible pupils (in 000s) <sup>5</sup>	Average Key Stage 2 Point Score per pupil <sup>4</sup>				
		English	Reading	Writing	Mathematics	Key Stage 2 <sup>6</sup>
<b>2005</b>	.	27.0	.	.	27.1	27.0
<b>2006</b>	.	27.4	.	.	27.2	27.3
<b>2007</b>	587.4	27.6	.	.	27.3	27.4
<b>2008</b>	597.1	27.4	28.8	26.0	27.3	27.4
<b>2009</b>	579.7	27.3	28.6	25.9	27.6	27.4
<b>2010<sup>7</sup></b>	424.9	27.4	28.5	26.1	27.5	27.5

1. Results reported are based on Key Stage 2 tests only, not teacher assessments.

2. Figures for 2010 are based on revised data. Figures for all other years are based on final data.

3. Figures include those independent schools who chose to take part in the tests.

4. The average points score is calculated for each subject as total points score divided by total number of eligible pupils.

5. Figures based on pupils with valid results at Key Stage 2 in at least one subject (English or mathematics).

6. Key Stage 2 average is the average of English and mathematics test results.

7. 571.7 thousand pupils were eligible for the 2010 tests. The figure published here excludes pupils in schools which boycott the tests. The maintained school participation rate in 2010 was 75%.

**Table 6: Attainment of pupils at Key Stage 2 by prior attainment at Key Stage 1<sup>1</sup>  
Year: 2010 (Revised)**

**Coverage: England, All Schools<sup>2</sup>**

**Key Stage 1 reading and writing results to Key Stage 2 English**

Key Stage 1 Level	Percentage achieving Key Stage 2 level									Total	Level 4 or above	Level 5
	A	T	B	N	2	3	4	5				
W	1	0	65	6	3	17	7	1	100	8	1	
1	1	0	11	4	3	41	37	2	100	39	2	
2C	1	0	1	1	1	28	63	5	100	68	5	
2B	1	0	0	0	0	11	73	15	100	88	15	
2A	0	0	0	0	0	2	59	39	100	98	39	
3 or above	0	0	0	0	0	0	24	75	100	99	75	
Level 2 or above	1	0	0	0	0	7	52	40	100	92	40	

**Key Stage 1 mathematics results to Key Stage 2 mathematics**

Key Stage 1 Level	Percentage achieving Key Stage 2 level								Total	Level 4 or above	Level 5 or above
	A	T	B	N	2	3	4	5 or above <sup>4</sup>			
W	1	0	70	7	2	15	5	0	100	5	0
1	1	0	19	8	4	44	23	1	100	24	1
2C	1	0	2	2	1	37	52	4	100	56	4
2B	1	0	0	0	0	13	70	15	100	85	15
2A	0	0	0	0	0	2	53	44	100	97	44
3 or above	0	0	0	0	0	0	16	83	100	99	83
Level 2 or above	1	0	1	0	0	11	49	38	100	87	38

**Key Stage 1 reading results to Key Stage 2 reading**

Key Stage 1 Level	Percentage achieving Key Stage 2 level									Total	Level 4 or above	Level 5
	A	T	B	N	2	3	4	5				
W	1	0	61	14	-	10	11	2	100	13	2	
1	1	0	13	17	-	23	37	9	100	46	9	
2C	1	0	2	6	-	18	54	20	100	73	20	
2B	0	0	0	1	-	7	52	39	100	91	39	
2A	0	0	0	0	-	1	32	66	100	98	66	
3 or above	0	0	0	0	-	0	9	90	100	100	90	
Level 2 or above	0	0	0	1	-	5	34	59	100	93	59	

**Key Stage 1 writing results to Key Stage 2 writing**

Key Stage 1 Level	Percentage achieving Key Stage 2 level									Total	Level 4 or above	Level 5
	A	T	B	N	2	3	4	5				
W	1	0	53	7	-	31	7	0	100	8	0	
1	1	0	9	4	-	58	27	1	100	28	1	
2C	1	0	1	1	-	40	54	4	100	58	4	
2B	0	0	0	0	-	16	69	14	100	83	14	
2A	0	0	0	0	-	4	61	35	100	95	35	
3 or above	0	0	0	0	-	1	36	63	100	99	63	
Level 2 or above	0	0	0	0	-	17	57	25	100	83	25	

1. Only pupils with a valid level at both Key Stage 1 and Key Stage 2 are included, excluding pupils who were absent or disapplied from the Key Stage 1 assessments. Only pupils who have reached the end of Key Stage 2 in 2010 are included. In most cases, these pupils will have Key Stage 1 assessments in 2006.

2. Figures include those independent schools who chose to take part in the tests and return teacher assessment data.

3. See "Notes to Editors" for details of how the average Key Stage 1 level in the English is calculated.

4. Some schools took single level tests (available at levels 3 to 6) in mathematics in 2010.

**Table 7: Progression by 2 levels in English and mathematics between Key Stage 1 and Key Stage 2<sup>2,4</sup>****Year: 2008 - 2010<sup>1</sup>****Coverage: England, All schools<sup>3</sup>**

		2008		2009		2010 <sup>1</sup>	
		Number of eligible pupils	Percentage making two levels of progress	Number of eligible pupils	Percentage making two levels of progress	Number of eligible pupils	Percentage making two levels of progress
English	Boys	274,274	81	268,345	81	194,726	82
	Girls	268,969	84	261,522	84	189,832	86
	Total	543,243	83	529,867	82	384,558	84
Mathematics	Boys	277,789	80	272,255	82	198,055	83
	Girls	268,194	77	261,473	80	190,635	82
	Total	545,983	78	533,728	81	388,690	83

1. 2010 figures are based on revised data. Final data has been used for all other years.

2. This data is based on the methodology used in the KS2 Performance tables. It is calculated on a different basis to that published in SFR 04/2010. We are now publishing on the Achievement and Attainment Tables methodology to ensure that national, LA and schools data is consistent.

3. Figures include those independent schools who chose to take part in the tests .

4. Includes pupils at the end of KS2 with valid test results, excluding absent pupils. These pupils must have matched, valid results at KS1 (excluding absent (A) and Disapplied (D)). However, where a pupil has reached level 5 or above at Key Stage 2, they are included irrespective of whether they have Key Stage 1 attainment.