



SFR 62/2016, 15 December 2016

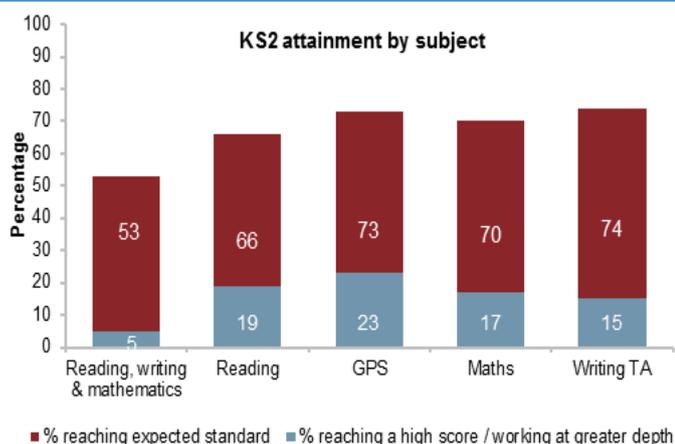
New assessments and headline measures in 2016

The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. This publication provides an update on the provisional data for attainment in the new assessments which was published by the department in September. It also provides figures on the new 'value-added' progress measures, which have been introduced to replace the previous 'expected progress' measures.

Information on attainment has been broken down by the following pupil characteristics; gender, ethnicity, English as a first language, free school meal eligibility, disadvantage, special educational need.

Because of the changes to the curriculum, figures for 2016 are not comparable to those for earlier years. In the [provisional release](#) we provided analysis and context to support the interpretation of results in 2016.

53% of pupils reached the expected standard in reading, writing and mathematics



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

Only the grammar, punctuation and spelling (GPS) outcome has changed since the provisional publication. The percentage reaching the expected standard in the GPS test has been revised to 73% (from 72% in the provisional) and remains the highest of the tested subjects. Attainment at the expected standard is lowest in reading.

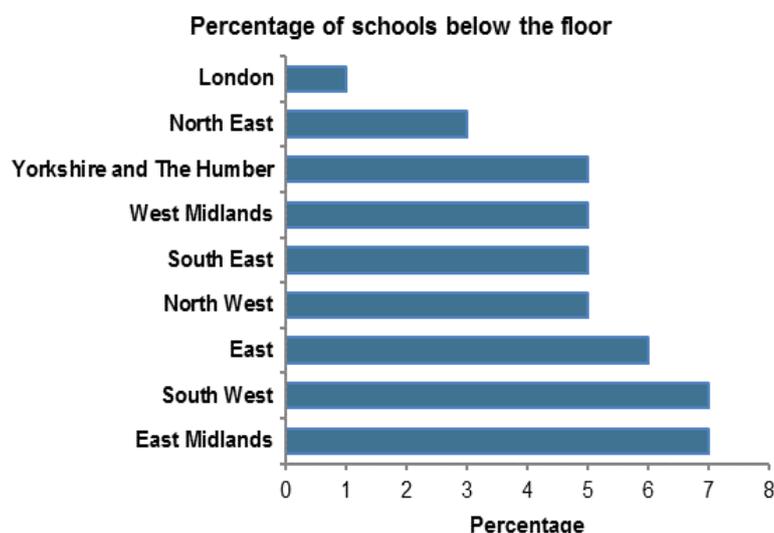
Attainment at the expected standard in writing teacher assessment is higher than in all test subjects at 74%.

665 schools are below the new floor standards in 2016

665 schools are below the new primary school floor standard (see section 9 for definition). This represents 5% of the state-funded mainstream schools included in the floor calculations.

In 2015, 676 (5%) of schools were below the then floor standard.

The percentage of schools below the floor is considerably lower in London (1%) than in any other region. The South West and the East Midlands have the highest percentage of schools below the floor (7%).



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About this release

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

It also provides figures on the new measures of pupil progress between key stage 1 (typically age 7) and key stage 2 (typically age 11), a summary of the school level results provided in the performance tables and breakdowns by pupil characteristics.

In this publication

The following tables are included in the SFR:

- KS2 national tables (Excel .xls)
- KS2 local authority tables (Excel .xls)
- KS2 pupil residency, school location and parliamentary constituency tables (Excel .xls)
- Underlying data (open format .csv and metadata .txt.)

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

Feedback

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

1. Attainment at age 11 (Table N1)

From 2016, key stage 2 assessment results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessment judgements are based on the standards in the [interim framework](#).

53% of pupils reached the new expected standard¹ in all of reading, writing and mathematics and 5% reached a high standard² in all of these assessments.

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

More advice on comparability over time was provided in the provisional release. Our advice remains that data from 2015 and 2016 are not directly comparable.

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

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

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

Source: 2013 to 2016 KS2 assessment data

In the provisional release we investigated whether there had been particular effects of the changes to the curriculum on the results of particular types of school or by local authority area. We looked at differences from national totals in each year and compared schools'/ areas' relative positions, without directly comparing test results over two years. Our analysis showed that the differences between the results of particular types of school in 2016, are similar to what was seen in previous years. Similarly, for local authority areas; those areas which were high-performing in 2015 also tend to be high-performing in 2016. These patterns remain unchanged by the revised data.

2. Progress between age 7 and age 11 (Tables N5b, N6, N7b, N9, L4)

From 2016, the previous expected progress measures have been replaced by value-added measures. There is no 'target' for the amount of progress an individual pupil is expected to make. The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. Any amount of progress a pupil makes contributes towards a school's progress score.

Progress scores are calculated for each of reading, writing and mathematics, they are not combined. They are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

Progress scores are discussed in the sections on school and pupil characteristics as these are more meaningful when we can compare between groups. We will show whether groups of pupils; such as those

¹ The expected standard in reading and mathematics 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 within the expected standard' (GDS).
² A higher standard is a scaled score of 110 or more in reading and mathematics and pupils assessed as working at greater depth within the expected standard (GDS) in writing.

with a particular characteristic, or pupils in particular schools or local authorities, made more or less progress compared to other pupils, schools or local authorities in 2016 (see sections 5 to 7, 11).

Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school (or group) made the same progress as those with similar prior attainment nationally; A positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.

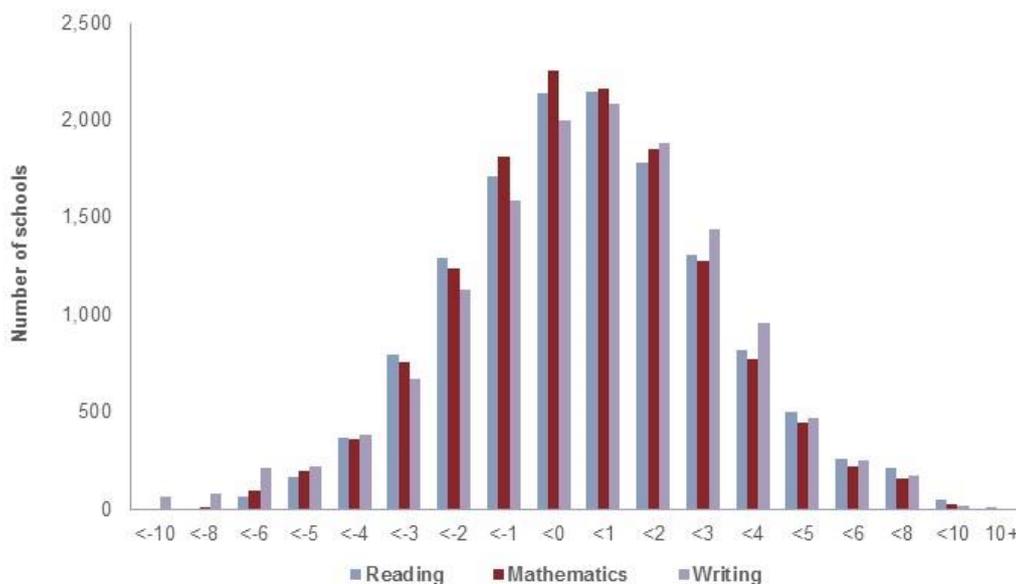
A progress score of -4 in reading would mean that, on average, pupils in a school achieved the equivalent of 4 scaled score points lower in reading than all pupils with similar prior attainment nationally. A negative progress score does not mean pupils made no progress.

Scores should be interpreted alongside their associated confidence intervals³. If the lower confidence limit is greater than zero, then the progress score is above the national average. Similarly, if the upper limit is below zero, then the score is below average. Where a confidence interval overlaps zero, the progress score is not significantly different from the national average.

Full details of the progress measures calculations can be found in the [primary accountability technical guide](#).

Below is the distribution of progress scores for all mainstream schools. The progress scores range from -5 to +5 for most schools.

Figure 1: Distribution of progress scores by subject at school level England, 2016 (Mainstream schools)



Source: Revised 2016 KS2 assessment data

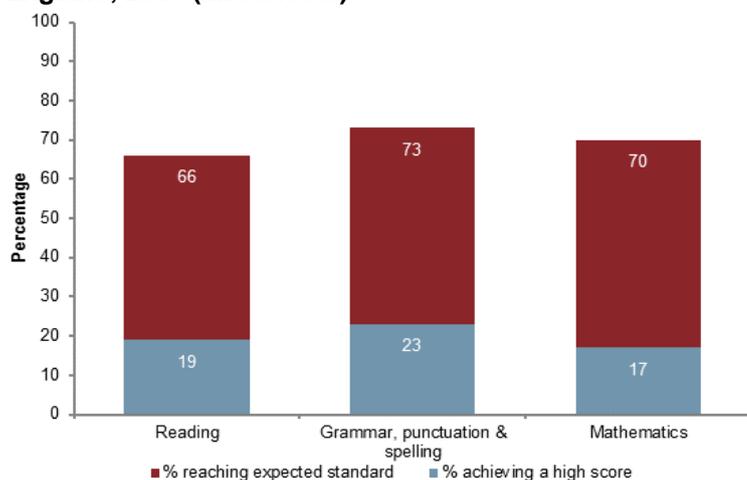
³ Progress results are calculated for a school based on a specific cohort of pupils. A school may have been just as effective, but have performed differently with a different set of pupils. Similarly, some pupils may be more likely to achieve high or low results independently of which school they attend. To account for this natural uncertainty 95% confidence intervals around progress scores are provided as a proxy for the range of scores within which each school's underlying performance can be confidently said to lie.

3. Attainment by subject (Table N2-N4)

Tests

Attainment at the expected standard or above is highest in the grammar, punctuation and spelling test at 73% and lowest in the reading test at 66%. The percentage of pupils achieving the high score is highest in the grammar, punctuation and spelling test at 23% and lowest in the mathematics test at 17%.

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



Source: Revised 2016 KS2 assessment data

Table B shows the 2016 results (revised) based on the new expected standard. The 2013 to 2015 figures for attainment at level 4b or above by subject are also shown for context only.

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

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

Source: Revised 2016 KS2 assessment data

Teacher Assessment

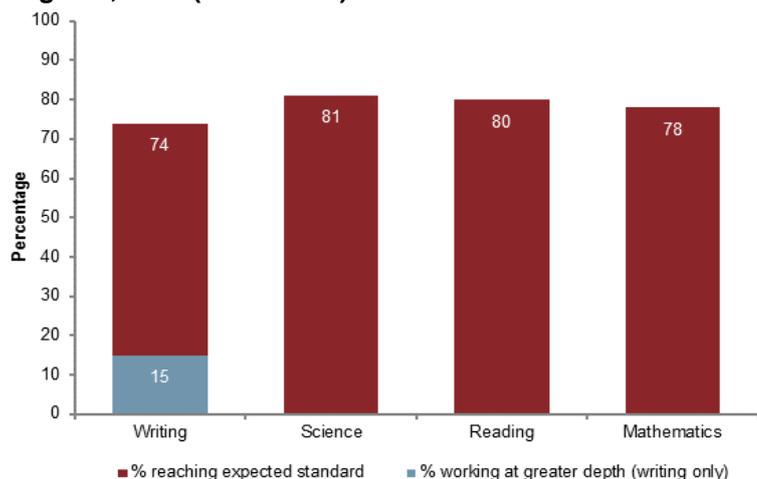
Attainment at the expected standard, as measured by teacher assessment, is highest in science at 81% and lowest in writing at 74%.

The percentage working at greater depth⁵ within the expected standard in writing is 15%. Working at greater depth is not described or used for reading, mathematics or science.

⁴ This has been revised from 72% in the provisional publication

⁵ The standard for working at greater depth, is based on a description of a standard of performance as outlined in the [interim framework](#) for teacher assessment.

Figure 3: Attainment in KS2 teacher assessments by subject England, 2016 (all schools)



Source: Revised 2016 KS2 assessment data

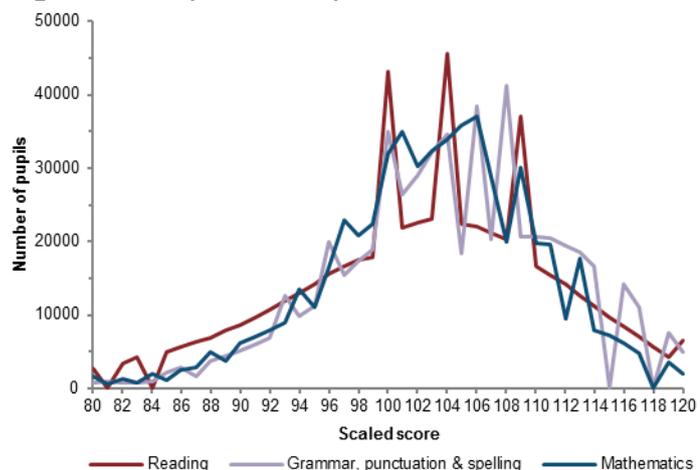
Attainment at the expected standard in the reading and mathematics teacher assessments are considerably higher than attainment in the tests of those subjects.

In previous years there have been small differences (one or two percentage points) between test and teacher assessment results but the differences in 2016 are much larger. This may be due to pupils performing less well on the tests as they were unfamiliar with them. In addition, the teacher assessment framework was new in 2016 and teachers may need more time to become fully confident in using it.

We may see the test and teacher assessment percentages move closer to each other in the coming years. However, we would not expect test and teacher assessment results to agree exactly. The test result gives an indication of attainment at a particular point in time and in standardised conditions, whereas teacher assessment summarises performance over a period of time and covers the Programme of Study more broadly.

4. Distribution of scaled scores (Table N2)

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



Source: Revised 2016 KS2 assessment data

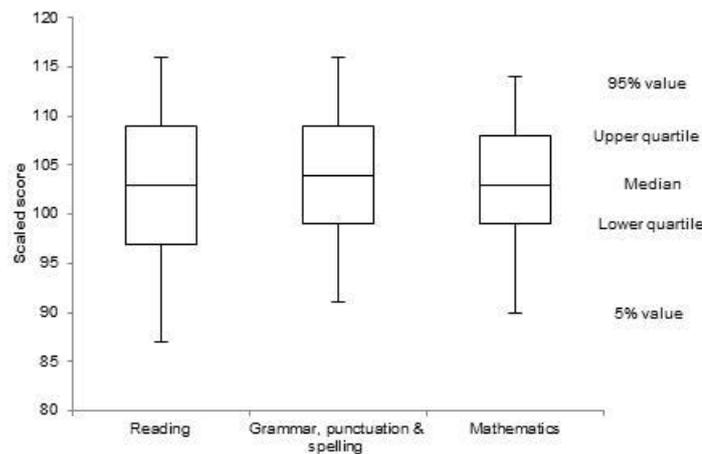
For 2016, the scaled score range runs from 80 to 120. Figure 4 shows the distribution of the scaled scores in each subject. They are not smooth distributions since some scaled scores correspond to a single raw test mark, while others correspond to two or more raw marks. In addition, there are some scaled scores with no corresponding raw mark. The spikes in the graph generally correspond to those scaled scores that map to two or more raw marks. [Tables](#) for converting raw marks to scaled scores are published on gov.uk.

The distributions appear similar but the spiky nature of the charts makes it difficult to compare them precisely. An alternative way of summarising the distribution is a box and whisker plot as shown in figure 5.

Box and whisker plot

The box shows the lower and upper quartiles of the distribution.
 The line inside the box indicates the median or middle value.
 The middle 50% of pupils are within the box, with a quarter above and a quarter below.
 90% of pupils are within the whisker range, with 5% above and 5% below this range.

**Figure 5: Distribution of scaled scores by subject
 England, 2016 (all schools)**



Source: Revised 2016 KS2 assessment data

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

Average scaled scores

The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test or took the test but were not awarded enough marks to receive a scaled score are excluded. Note that the average scaled scores may be different from the median scores in the boxplot (figure 5) above. This is because median is calculated as the "middle" score where all scores are listed in numerical order.

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

Subject	Average (mean) scaled score ⁶
Reading	103
Grammar, punctuation & spelling	104
Mathematics	103

Source: Revised 2016 KS2 assessment data

⁶ Based on all eligible pupils who were awarded a scaled score

5. Attainment and progress by school type (Tables N5a, N5b, & N6)

Number of primary schools⁷

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

- 12,292 (82%) were LA maintained schools.
- 1,744 (12%) were converter academies.
- 866 (6%) were sponsored academies.
- 28 were free schools.

See the methodology and quality information document (Annex C) for information on different categories of school.

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

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

	Attainment in reading, writing and mathematics		Reaching the expected standard in:			
	Reaching the expected standard	Reaching a higher standard	Reading	Writing teacher assessment	Mathematics	Grammar, punctuation and spelling
LA maintained schools	54%	6%	67%	75%	71%	74%
Academies and free schools	53%	5%	65%	75%	70%	72%
Of which:						
Sponsored academies	44%	3%	55%	71%	62%	63%
Converter academies	57%	6%	70%	77%	73%	76%
Free schools ⁸	49%	4%	66%	72%	68%	71%

Source: Revised 2016 KS2 assessment data

The progress made by pupils in LA maintained schools and converter academies is not significantly different from the national average in any subject. Pupils in sponsored academies made less progress than pupils with similar prior attainment in other types of schools, in both reading and mathematics. However, they made more progress in writing.

Pupils in free schools⁸ made less progress in all subjects relative to all pupils with similar prior attainment other types of schools.

⁷ Where schools have changed type during the academic year, they are shown under their type as on 12 September 2015.

⁸ There are only 28 free schools with 11 year old pupils so robust conclusions about their performance at the end of key stage 2 cannot be made. In addition, many of the free schools which currently have results are former independent schools rather than new provision, since the latter have only been open for a relatively short time and many don't yet have a cohort of 11 year old pupils.

**Table E: Progress scores by type of school
England, 2016 (mainstream schools)**

	Reading		Writing		Mathematics	
	Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
LA maintained schools	0.1	0.0 to 0.1	0.0	0.0 to 0.0 ⁹	0.0	0.0 to 0.0
Academies and free schools	-0.2	-0.3 to -0.2	0.1	0.1 to 0.1	-0.1	-0.1 to -0.1
Of which:						
Sponsored academies	-0.9	-1.0 to -0.8	0.4	0.4 to 0.5	-0.4	-0.4 to -0.3
Converter academies	0.1	0.0 to 0.1	0.0	-0.1 to 0.0	0.0	0.0 to 0.1
Free schools	-1.0	-1.5 to -0.5	-0.7	-1.2 to -0.3	-1.3	-1.7 to -0.9

Source: Revised 2016 KS2 assessment data

Tables F and G below show the attainment and progress scores of academies by length of time open in 2016.

**Table F: Attainment in academies by length of time open
England, 2016 (mainstream schools)**

	Number of schools	Reading, writing and mathematics	
		Eligible pupils	Reaching the expected standard
Sponsored academies	866	36,254	44%
Open for one academic year	178	7,092	44%
Open for two academic years	269	10,611	44%
Open for three academic years	271	11,782	44%
Open for four academic years	111	4,822	42%
Open for five or more academic years	37	1,947	47%
Converter academies	1,744	79,296	57%
Open for one academic year	364	13,957	57%
Open for two academic years	364	14,156	57%
Open for three academic years	389	17,074	55%
Open for four academic years	367	18,686	57%
Open for five or more academic years	260	15,423	61%

Source: Revised 2016 KS2 assessment data

⁹ The vast majority of schools are in this group (LA maintained) which means the range of pupils in the group is the same as the national and therefore there is little to no uncertainty associated with the score.

**Table G: Progress scores in academies by length of time open
England, 2016 (mainstream schools)**

	Reading		Writing		Mathematics	
	Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
Sponsored academies	-0.9	-1.0 to -0.8	0.4	0.4 to 0.5	-0.4	-0.4 to -0.3
Open for one academic year	-1.4	-1.5 to -1.2	-0.5	-0.6 to -0.3	-1.0	-1.1 to -0.8
Open for two academic years	-0.8	-0.9 to -0.7	0.7	0.6 to 0.8	-0.3	-0.4 to -0.2
Open for three academic years	-0.8	-0.9 to -0.7	0.7	0.6 to 0.8	-0.1	-0.2 to 0.0
Open for four academic years	-0.7	-0.9 to -0.5	0.6	0.5 to 0.8	-0.2	-0.4 to 0.0
Open for five or more academic years	-1.1	-1.4 to -0.8	0.4	0.1 to 0.7	-0.3	-0.6 to -0.1
Converter academies	0.1	0.0 to 0.1	0.0	-0.1 to 0.0	0.0	0.0 to 0.1
Open for one academic year	0.0	-0.1 to 0.1	-0.2	-0.3 to -0.1	-0.1	-0.2 to 0.0
Open for two academic years	0.3	0.2 to 0.4	0.1	0.0 to 0.2	0.2	0.1 to 0.3
Open for three academic years	-0.3	-0.3 to -0.2	-0.1	-0.2 to 0.0	-0.1	-0.1 to 0.0
Open for four academic years	0.0	-0.1 to 0.1	0.1	0.0 to 0.2	0.0	-0.1 to 0.1
Open for five or more academic years	0.4	0.3 to 0.5	0.0	-0.1 to 0.1	0.2	0.1 to 0.3

6. Attainment and progress by school phase and size (Tables N7a, N7b)

School phase

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

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

The remaining pupils are in all-through or middle schools. See the methodology and quality information for details.

Attainment is slightly higher in junior schools than in primary as seen in table H below. Other schools (all-through and middle) are concentrated in particular areas of the country and local factors may influence their outcomes. Attainment at key stage 1 is measured using teacher assessments and is not used for school accountability (except as prior attainment for key stage 2 progress).

**Table H: Attainment in reading, writing and mathematics by school phase
England, 2016 (mainstream schools)**

	Number of schools	Number of eligible pupils	Reaching the expected standard	Reaching a higher standard
Primary schools	13,603	479,156	54%	5%
Junior schools	1,099	79,376	56%	6%
Other ¹⁰	228	20,234	50%	4%

The progress scores show that on average pupils at junior schools achieve almost one scaled score point less in reading than pupils in all-through primary schools with similar prior attainment.

¹⁰ Includes schools where highest statutory age is greater than 11 such as middle and all-through schools.

**Table I: Progress scores by school phase
England, 2016 (mainstream schools)**

	Reading		Writing		Mathematics	
	Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
Primary schools	0.2	0.2 to 0.2	0.1	0.1 to 0.2	0.2	0.2 to 0.2
Junior schools	-0.8	-0.9 to -0.8	-0.6	-0.6 to -0.5	-0.8	-0.9 to -0.8
Other ¹⁰	-1.2	-1.3 to -1.1	-1.1	-1.2 to -1.0	-1.9	-2.0 to -1.8

Source: Revised 2016 KS2 assessment data

There is little difference in attainment by size of school; attainment is lowest in schools with 1 to 15 pupils in their year 6 cohort and highest in those with 16 to 30 pupils in their cohort. There is more difference by school size in terms of progress scores - larger schools make less progress with pupils in reading; both small (1 to 15 pupils) and large schools (91 or more pupils) make less overall progress with pupils in writing and mathematics than medium sized schools.

**Table J: Attainment and progress by school cohort size
England, 2016 (mainstream schools)**

Cohort Size	Number of schools	Reaching the expected standard	Reading		Writing		Mathematics	
			Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
1 - 15 pupils	2,323	53%	0.5	0.4 to 0.6	-0.7	-0.8 to -0.6	-0.8	-0.9 to -0.7
16 - 30 pupils	5,207	55%	0.3	0.3 to 0.3	0.1	0.1 to 0.1	0.2	0.1 to 0.2
31 - 60 pupils	5541	54%	0.1	0.1 to 0.1	0.2	0.1 to 0.2	0.2	0.1 to 0.2
61 - 90 pupils	1398	54%	-0.3	-0.3 to -0.3	0.0	0.0 to 0.1	0.0	-0.1 to 0.0
91+ pupils	461	54%	-0.8	-0.8 to -0.7	-0.7	-0.8 to -0.7	-0.8	-0.8 to -0.7

Source: Revised 2016 KS2 assessment data

7. Attainment and progress by religious character of school (Table N7a, N7b)

Religious character is taken from Edubase and is the legal designation of each school. Further information on faith schools can be found in the quality and methodology document accompanying this release.

The majority of pupils (70 per cent of those at state-funded mainstream schools) attend schools with no designated religious character. Results for these schools are therefore very close to the national average as they make up the majority of the total. Attainment results in faith¹¹ schools are slightly higher than the national average.

Table K: Attainment in reading, writing and mathematics by school religious character England, 2016 (state-funded mainstream schools)

Religious character	Number of schools	Number of eligible pupils	Reaching the expected standard
No Religious Character	9,188	405,928	53%
Church of England	4,001	112,576	56%
Roman Catholic	1,606	55,279	59%
Methodist	22	569	54%
Other Christian Faith	71	2,551	55%
Jewish	30	1,274	68%
Muslim	8	379	63%
Sikh	3	178	61%

Source: Revised 2016 KS2 assessment data

Table L: Progress scores by school religious character England, 2016 (mainstream schools)

Religious character	Reading		Writing		Mathematics	
	Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
No Religious Character	-0.2	-0.2 to -0.2	0.1	0.1 to 0.1	0.0	0.0 to 0.0
Church of England	0.3	0.3 to 0.3	-0.4	-0.4 to -0.3	-0.3	-0.3 to -0.3
Roman Catholic	0.8	0.7 to 0.8	0.2	0.1 to 0.2	0.7	0.7 to 0.7
Methodist	-0.5	-1.0 to 0.1	0.2	-0.4 to 0.7	-0.3	-0.7 to 0.2
Other Christian Faith	-0.1	-0.3 to 0.2	-0.3	-0.5 to 0.0	-0.4	-0.6 to -0.2
Jewish	1.3	1.0 to 1.7	0.2	-0.1 to 0.6	1.3	1.0 to 1.6
Muslim	0.0	-0.6 to 0.7	2.1	1.5 to 2.8	1.1	0.6 to 1.7
Sikh	-1.7	-2.7 to -0.8	-0.7	-1.6 to 0.3	1.2	0.4 to 2.0

Source: Revised 2016 KS2 assessment data

8. School level attainment

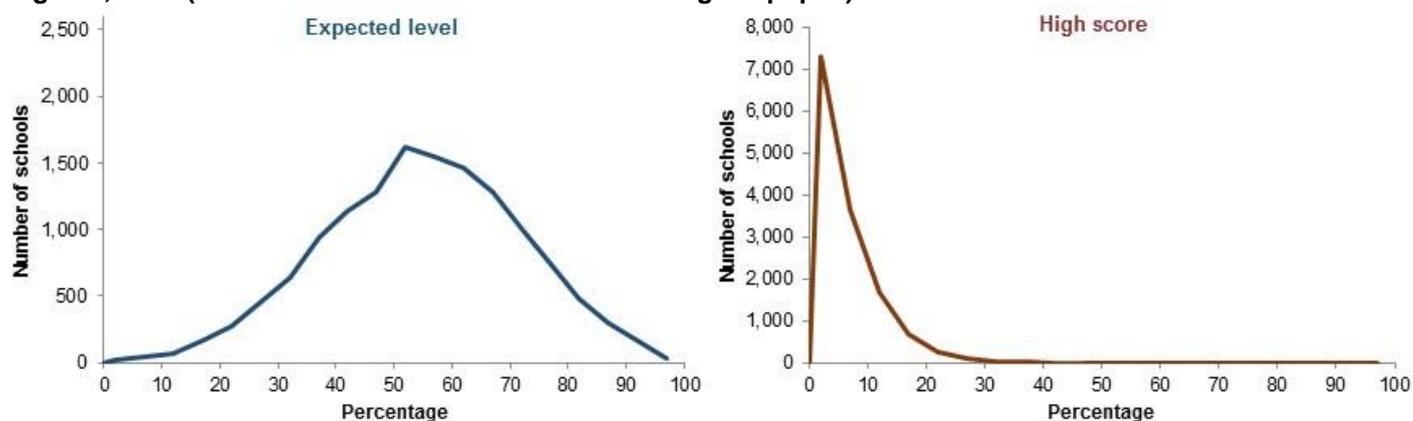
School level attainment is published in the [performance tables](#). Nationally, 53% of pupils reached the expected standard in reading, writing and mathematics. The percentage reaching the expected standard in all of reading, writing and mathematics within each mainstream school¹² ranges between 0% and 100%. Over half (56%) of schools, have attainment of at least the national average.

¹¹ Jewish, Methodist, Muslim, Sikh and Hindu schools are very small in number, so other factors specific to this handful of schools, other than their religious character, may account for their results. There is only one Hindu school with eligible pupils, therefore results for this are not shown.

¹² Excluding schools where all results were annulled due to maladministration, schools which didn't submit writing teacher assessment and schools with fewer than 11 eligible pupils.

The percentage of pupils reaching a high standard in all of reading, writing and mathematics within each mainstream school ranges from 0% to 52%. 29% of schools have no pupils reaching a high standard in all of reading, writing and mathematics.

Figure 6: Distribution of the percentage of pupils reaching the expected standard/high standard in reading, writing and mathematics at school level England, 2016 (mainstream schools with 11 or more eligible pupils)



Source: Revised 2016 KS2 assessment data

We have conducted analysis of school level data to examine the correlation between; the ranked position of all schools based on the percentage achieving level 4b¹³ or above in reading, writing and mathematics in 2014 and 2015, and the percentage reaching the expected standard in 2016. This gave correlation coefficients of 0.58 for 2015 and 2016 data and 0.58 for 2014 and 2015 data. This shows that the level of change in schools ranking between 2015 and 2016 is similar to what we saw between 2014 and 2015.

9. Floor Standard (Table L5)

In 2016, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in reading, writing and mathematics; or
- the school achieves sufficient progress scores in all three subjects. (At least -5 in English reading, -5 in mathematics and -7 in English writing)

665 schools are below the 2016 primary school floor standard. This is 5% of state-funded mainstream schools included in the calculation. In 2015 5% of schools were below the previous floor standard.

Closed schools, including those which closed during the 2015/16 academic year and re-opened as a different type of school (for example, a sponsored academy) are excluded from the floor standards. There were 204 closed schools in 2016 that would otherwise have been included in the floor target calculations – 22 of these would have been below the floor.

Schools are also to be excluded from the floor standards where:

- there are fewer than 11 eligible pupils in their year 6 cohort; or
- fewer than 50% of pupils have key stage 1 assessments that can be used to establish which prior attainment grouping the pupil should be allocated to; or
- there is not sufficient key stage 2 attainment information to produce progress scores because there are fewer than 6 pupils with key stage 2 results for a particular subject.

¹³ The new expected standard is broadly similar but not equivalent to the old level 4b.

10. Coasting Schools

The proposed coasting definition states that:

A school will fall within the coasting definition if data shows that over time, it has not supported its pupils to fulfil their potential. Details of the coasting definition can be found in the [Technical Guide](#). A school must be below the coasting thresholds for 2014, 2015 and 2016 to fall within the overall coasting definition in 2016.

Schools will be excluded from the coasting definition if for any of the qualifying years:

- They have fewer than 11 eligible pupils at the end of key stage 2; or
- less than 50% of pupils have key stage 1 assessments that can be used to establish prior attainment; or
- the school closes within the academic year (and did not re-open as a converter academy)

The Education and Adoption Act 2016 (the Act) allows the Secretary of State to identify and support coasting schools for the first time. The Department consulted on a coasting definition in autumn 2015 and the Act received Royal Assent in March 2016. On 20 October 2016, the Secretary of State laid draft regulations in Parliament setting out the Department's proposed definition of a coasting school. These require the formal approval of both Houses of Parliament before becoming law.

On 9 November the Department published a [statistical note](#) that also set out the coasting definition in full and provided a brief analysis of the number and types of schools that fall under the proposed definition based on final results for 2014 and 2015 and provisional results for 2016.

Analysis of the revised results for 2016 shows that the number of schools meeting the proposed definition for coasting at key stage 2 is 477 (This was 479 based on provisional results):

- 11 schools which previously met the definition based on provisional results no longer meet the definition on revised results.
- 9 schools previously not meeting the coasting definition on provisional results now fall within the definition based on revised data.

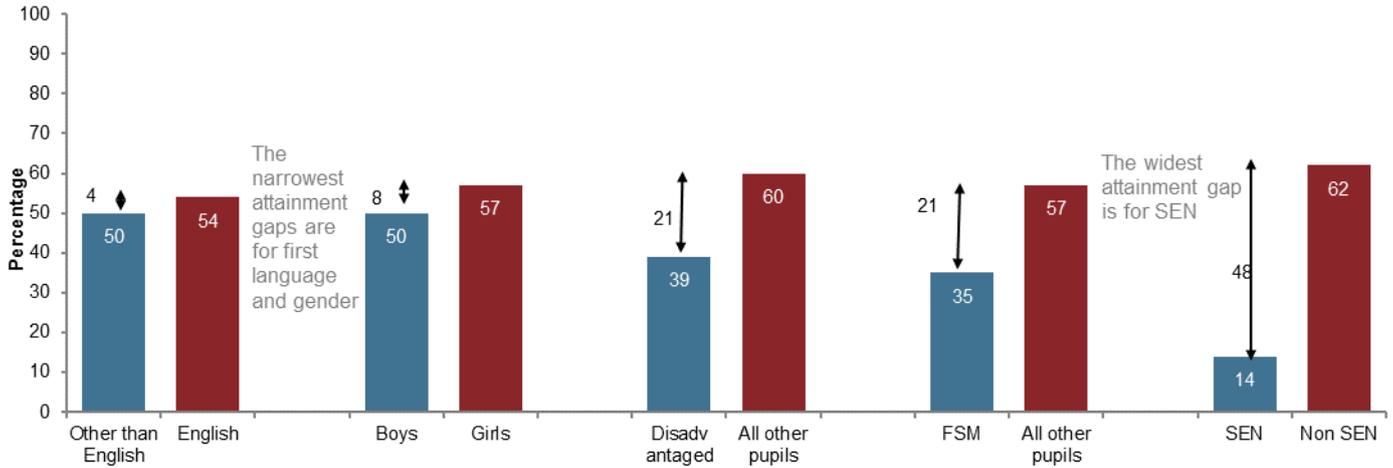
Once the final regulations have been made and published, we will publish a table showing the number and percentage of schools that meet the key stage 2 coasting definition, by each local authority area, based on the revised 2016 results. We will also confirm how the group of schools falling under the coasting definition interacts with the group of schools below the floor.

No school will be formally confirmed as coasting until the regulations come into force.

11. Pupil characteristics (Table N8, N9)

This section discusses attainment and progress breakdowns by gender, Free School Meals (FSM) eligibility, disadvantage, Special Education Needs (SEN), Ethnicity and First Language English/Other than English.

Figure 7: Percentage reaching the expected standard in reading, writing and mathematics for different groups England, 2016 (state-funded schools)

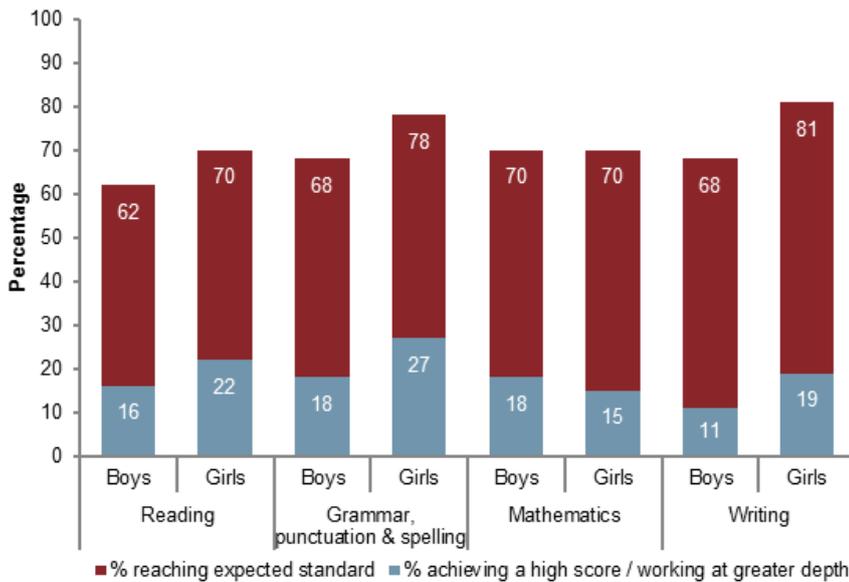


Gender (Table N1, N8)

As in previous years, girls do better than boys in reading, writing and mathematics combined. 57% of girls achieve the expected standard in all of reading, writing and mathematics compared to 50% of boys - a gap of 8 percentage points¹⁴. The gap is larger than that seen in previous years – 6 percentage point gap for the old expected standard in 2015 and 2014.

6% of girls achieved the higher standard in all of reading, writing and mathematics compared to 5% of boys - a gap of 2 percentage points¹⁴.

Figure 8: Attainment by subject and gender England, 2016 (all schools)



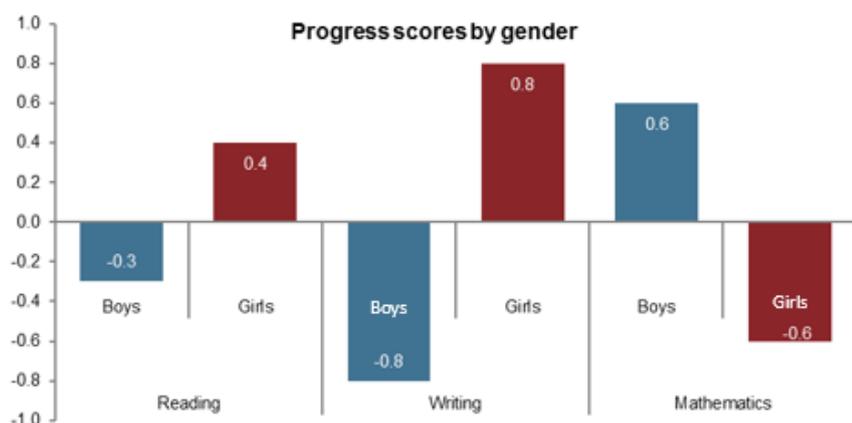
Source: Revised 2016 KS2 assessment data

¹⁴ All gaps are calculated from unrounded figures.

When looking at individual subjects, girls outperform boys at the expected standard in all subjects except mathematics. The gap is largest in writing (13 percentage points). Girls also outperform boys on the high score in all subjects except from mathematics.

Girls make more progress than boys in reading and writing while boys made more progress than girls in mathematics.

Figure 9: Progress scores by gender
England, 2016 (mainstream schools)



Free school meal (FSM) eligibility (Table N8, N9)

16% of 11 year old pupils are known to be eligible for free school meals in 2016.

FSM pupils have lower attainment in 2016 compared to all other pupils nationally: 35 per cent of FSM pupils achieve the expected standard in reading, writing and mathematics, compared to 57 percent of all other pupils, a difference of 21 percentage points¹⁴.

As with overall attainment, differences between groups are not comparable with previous years. For context only, Table M below includes the 2013 to 2015 figures for FSM pupils and all other pupils.

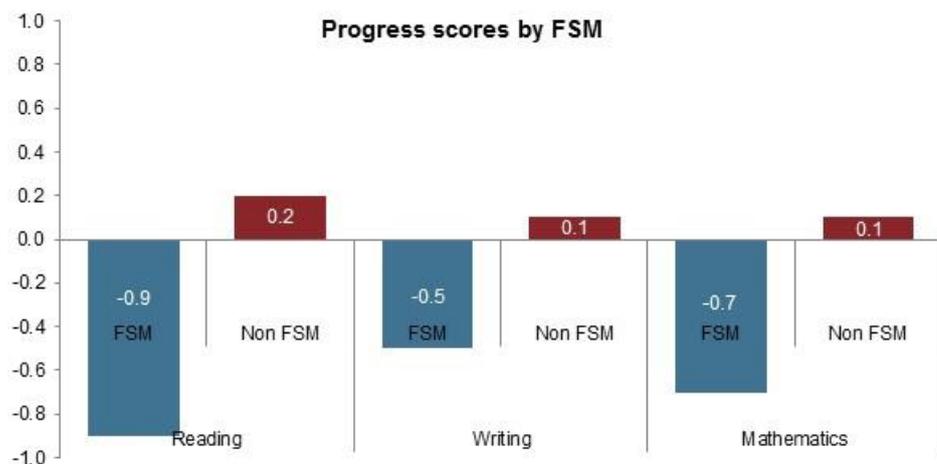
Table M: Attainment in reading, writing and mathematics by FSM eligibility
England, 2016 (state-funded schools)

	Achieved Level 4 or above			Achieved Level 4b or above			Reached the expected standard		
	FSM	All other pupils	<i>difference</i>	FSM	All other pupils	<i>difference</i>	FSM	All other pupils	<i>difference</i>
2013	60%	79%	19	45%	67%	22			
2014	64%	82%	18	49%	71%	22			
2015	66%	83%	17	52%	72%	20			
2016							35%	57%	21

Source: National Pupil Database

FSM pupils made less progress in reading, writing and mathematics than all other pupils with the same prior attainment nationally. The progress scores show that on average FSM pupils achieve about one scaled score point less in all subjects than non-FSM pupils.

**Figure 10: Progress scores by FSM
England, 2016 (mainstream schools)**



Source: National Pupil Database

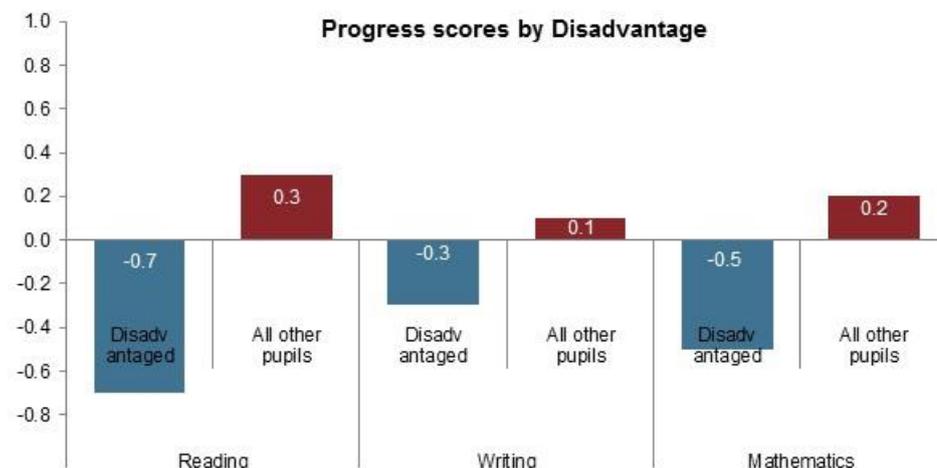
Disadvantaged Pupils (Table N8, N9)

In 2016, disadvantaged pupils are 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 and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order. 32% of 11 year olds were classed as disadvantaged in 2016.

**Table N: Attainment by Disadvantage
England, 2016 (state-funded schools)**

	Reaching the expected standard				Average scaled score	
	Reading, writing and mathematics	Reading	Writing	Mathematics	Reading	Mathematics
Disadvantaged pupils	39%	53%	64%	58%	100	101
All other pupils	60%	72%	79%	76%	104	104

**Figure 11: Progress scores by Disadvantage
England, 2016 (mainstream schools)**



Source: National Pupil Database

39% of disadvantaged pupils reached the expected standard in all of reading, writing and mathematics compared to 60% of all other pupils a difference of 21 percentage points.

Disadvantaged pupils make less progress in each of reading, writing and mathematics than all other pupils.

The disadvantage gap index discussed below looks at the trend in the attainment gap between disadvantaged pupils and all other pupils. The gap index is more resilient to changes to assessment and therefore offers greater comparability between years.

Disadvantage gap index (Tables N11a & 11b)

Official Statistic

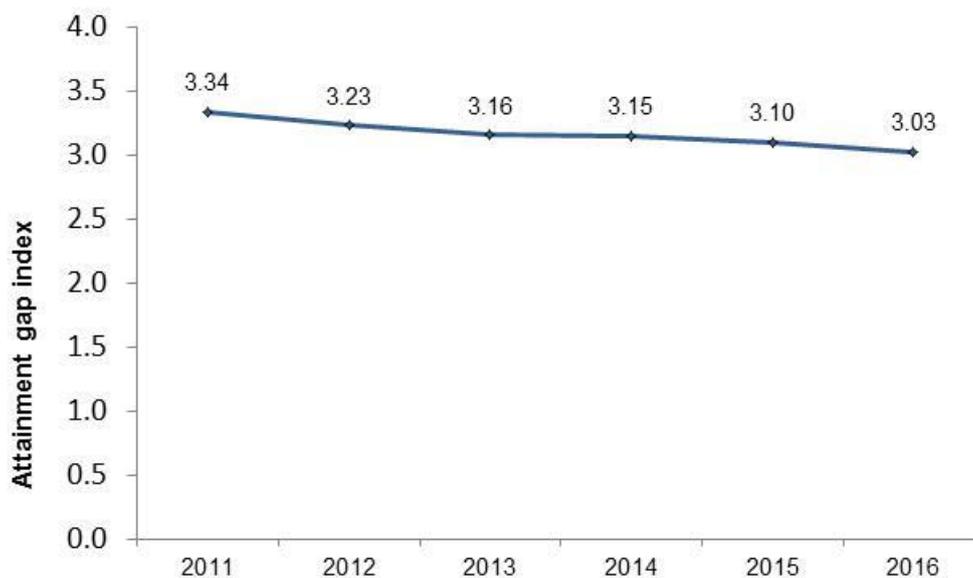
The disadvantage gap index has moved out of experimental statistics status (as reported in [SFR 47/2015](#)) and into official statistics status. 'Calculating the index' (below figure 12) summarises how the measure is produced; and more details of the methodology and consultation were published in [SFR 40/2014](#).

Table N and Figure 11 above show attainment and progress for disadvantaged pupils.

The gap between disadvantaged pupils and others, measured using the index, has decreased in each of the last five years, narrowing by 2.3% in the latest year and 9.3% since 2011 (see figure 12). This shows that the average position of disadvantaged and other pupils in the distribution has become closer together.

The disadvantage gap index was designed to be more resilient to changes in grading systems, assessments and curricula. This means that between-year comparisons are valid.

Figure 12: Trend in the disadvantaged pupils' attainment gap index England, 2011 to 2016 (state-funded schools)



Source: National Pupil Database

Calculating the Index

Pupils are ordered by average scaled score¹⁵ in reading and mathematics.¹⁶

The average rank of disadvantaged pupils was 0.40 to two decimal places, meaning the average pupil was around two fifths of the way up the distribution, while that of other pupils was 0.55, more than halfway up the distribution.

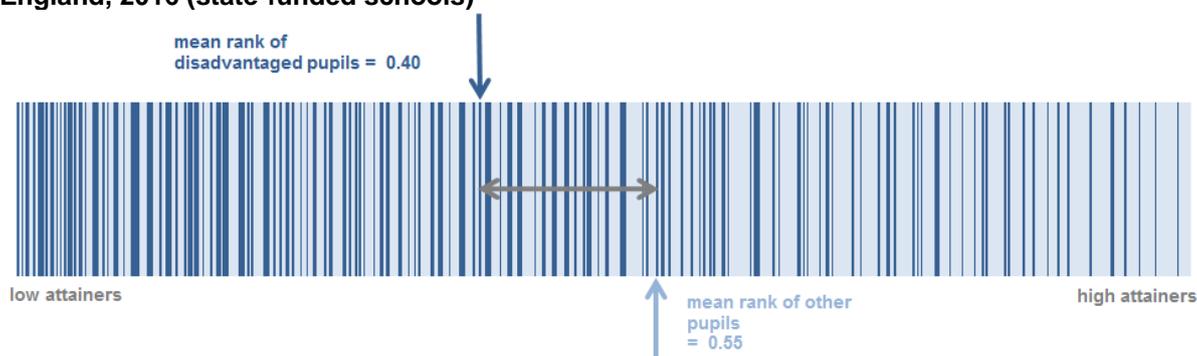
The disadvantaged pupils' attainment gap index multiplies the difference between the mean ranks by 20:

$$(0.54782 - 0.39656) \times 20 = 3.03$$

The gap is measured on a scale of 0 to 10 (or minus 10 if disadvantaged pupils achieved higher).

Figure 13 shows the distribution of pupils' results in 2016, from lowest attainment on the left to the highest attainment on the right. Dark blue lines represent disadvantaged pupils, while light blue lines represent others. Although there were some disadvantaged pupils among the highest attainers, they were more likely to be clustered at the lower attaining end. The gap index measures the distance between the average position of disadvantaged and other pupils in the distribution (shown by arrows); if disadvantage were not associated with differences in attainment, pupils would be evenly spaced out and the gap would be zero, but currently the average position of disadvantaged pupils is lower than others.

Figure 13: The distribution of pupil attainment, disadvantaged pupils and others¹⁷ England, 2016 (state-funded schools)



Source: National pupil database

To understand more about differences between the two groups, eligible pupils' average scaled scores for reading and maths have been split into ten equally-sized percentiles. This allows us to compare how likely pupils are to be particularly high or low achievers.

15 A pupil's scaled score is based on their raw score. A scaled score of 100 will always represent the expected standard on the test. An average of the scaled scores in reading and mathematics is used to calculate the index, so a pupil achieving an average scaled score over 100 may not have achieved the expected standard in both subjects. The scaled-score methodology is set out in the [scaled scores at key stage 2 guidance](#).

16 The index was also calculated using teacher-assessed writing outcomes, which were converted to a nominal scaled-score value to match the range of scaled scores for reading and maths. The writing component had little impact on the index value and was not included in the final calculation.

17 The diagram shows the position of every 1000th disadvantaged pupil and every 1000th other pupil at the end of key stage 2, in order of their average scaled score across reading and mathematics. The average position for each group is indicated.

Table P: Percentiles showing average attainment in reading and mathematics of disadvantaged pupils and others. England, 2016 (state-funded schools)

Percentile	Mean scaled-score	Percentage in percentile		Percentage point difference	Odds ratio
	All pupils	Disadvantaged pupils	Other pupils		Disadvantaged against others
90 th	114.0	4%	13%	-9	3.5
80 th	112.0	10%	25%	-15	2.9
70 th	110.5	17%	36%	-19	2.7
60 th	109.3	26%	47%	-21	2.5
50 th	108.2	35%	57%	-22	2.4
40 th	107.2	46%	67%	-21	2.4
30 th	106.2	57%	76%	-19	2.4
20 th	105.2	69%	85%	-16	2.5
10 th	104.0	83%	93%	-10	2.7

Source: National pupil database

For example, around three quarters (76%) of non-disadvantaged pupils were in the 30th percentile. Disadvantaged pupils were more likely to be at the low achieving end, so less than three fifths of pupils (57%) reached this percentile.

Disadvantaged pupils are under-represented at the high achieving end. A quarter (25%) of non-disadvantaged pupils were in the 80th percentile, but only one in ten (10%) disadvantaged pupils were in this percentile.

Odds ratios are used to compare pupil's chances of reaching different percentiles.¹⁸ When a percentile is reached by almost all or very few pupils, there might be a small difference in the proportions reaching it, but a large difference in the likelihood of reaching (or the risk of not reaching) that percentile. The odds against disadvantaged pupils reaching each percentile are generally around two-and-a-half to three times as high as for other pupils. The odds against disadvantaged pupils being in the ninetieth percentile is, however, three-and-a-half times as high compared to other pupils. The higher odds ratios indicate the difficulty of achieving top marks at key stage 2 for disadvantaged pupils (see table P).

¹⁸ Odds ratios compare different pupils' chances of being in or missing out on a percentile. The odds ratio against pupils in each group being included in each percentile are calculated. The odds ratio compares the odds for disadvantaged pupils with the odds for the other group. If the odds against disadvantaged pupils achieving are higher the ratio will be greater than 1, suggesting that disadvantaged pupils are less likely to achieve. A higher ratio indicates a higher disparity in pupils' chances. The odds ratios shown have been calculated from unrounded percentages.

Special Education Needs (SEN) (Tables N8, N9)

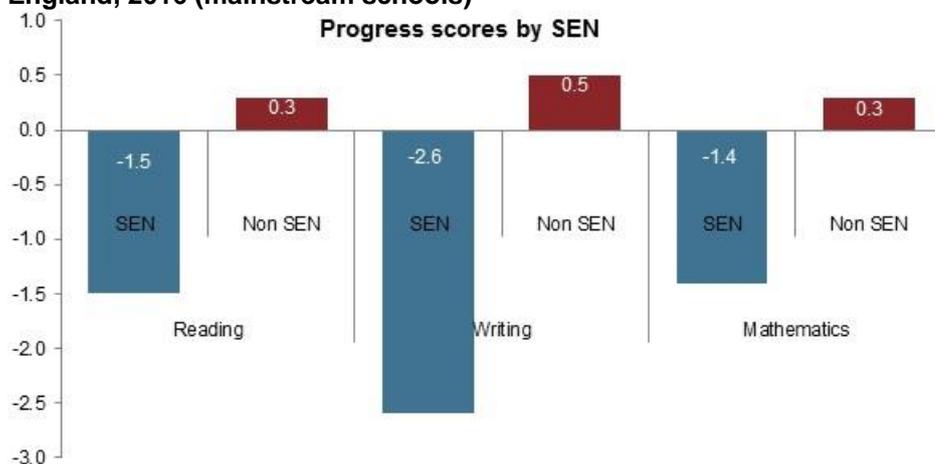
SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. 18% of 11 year old pupils have a special educational need: 3% with a statement or education, health and care plan and 15% with 'SEN support'

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN (see Figure 7). 14% of pupils with SEN reached the expected standard in all of reading, writing and mathematics, compared with 62% of pupils with no identified SEN, resulting in an attainment gap of 48 percentage points.

In 2015 the attainment gap at level 4b or above in reading, writing and mathematics between SEN pupils and those with no identified SEN was 52 percentage points.

The chart below shows the average progress scores for SEN and non-SEN pupils. Pupils with SEN make less progress in reading, writing and mathematics compared pupils with no identified SEN. The biggest gap in progress is seen in writing.

**Figure 14: Progress scores by SEN
England, 2016 (mainstream schools)**



Source: National Pupil Database

Ethnicity (Tables N8, N9)

75% of 11 year old pupils are white, 11% are Asian, 6% are black, 5% are mixed and less than 1% are Chinese.

Attainment at age 11 continues to vary between different ethnic groups. Chinese pupils are the highest achieving group in 2016. The percentage of Chinese reaching the expected standard in all of reading, writing and mathematics is 71%, 17 percentage points above the national average.

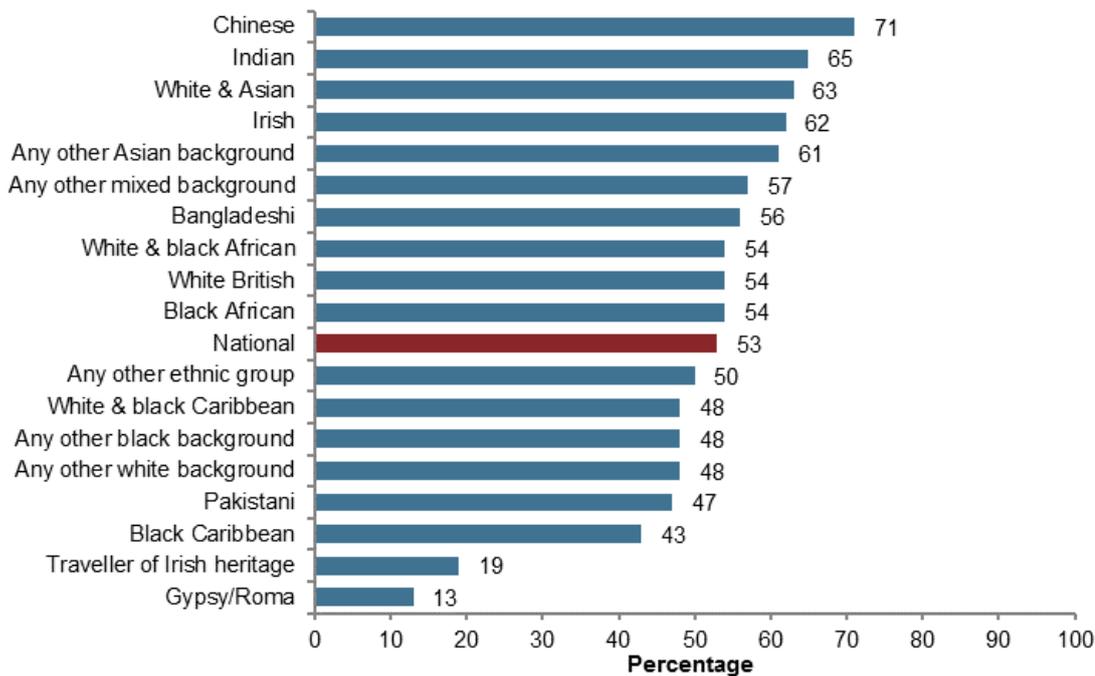
Chinese pupils also make the most progress in all subjects compared to all pupils as shown in the table below. In mathematics, Chinese pupils on average achieve the equivalent of nearly 5 scaled score points more than all pupils with the same prior attainment.

Pupils from a black background are the lowest performing major group; 3 percentage points below the national average. 51% of pupils from a black background reached the expected standard in all of reading, writing and mathematics. However, they make more progress than all pupils with a similar prior attainment.

Attainment of the other major groups are broadly similar to the national average. Within the more detailed ethnic groupings, behind Chinese pupils, pupils from an Indian background are the highest performing group in reading, writing and mathematics (65%).

Gypsy/Roma pupils are the lowest performing group with 13% reaching the expected standard in all of reading, writing and mathematics.

Figure 15: Percentage reaching the expected standard in reading, writing and mathematics by ethnicity England, 2016 (state-funded schools)



Source: National Pupil Database

Of all the major ethnic groups, Chinese pupils make the most progress compared to all other pupils with the same prior attainment as shown in the table below.

Table Q: Progress scores by ethnicity England, 2016 (state-funded schools)

	Reading		Writing		Mathematics	
	Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
Asian	-0.1	-0.2 to -0.1	1.1	1.1 to 1.2	1.7	1.7 to 1.8
Black	0.1	0.0 to 0.2	1.2	1.1 to 1.3	0.6	0.5 to 0.7
Chinese	1.4	1.1 to 1.7	1.8	1.5 to 2.0	4.5	4.3 to 4.7
Mixed	0.4	0.4 to 0.5	0.3	0.2 to 0.4	0.0	-0.1 to 0.0
White	0.0	-0.1 to 0.0	-0.3	-0.3 to -0.3	-0.3	-0.4 to -0.3
Other	0.5	0.4 to 0.6	1.6	1.4 to 1.7	2.4	2.2 to 2.5

Source: National Pupil Database

English as a first language (Tables N8, N9)

18 percent of 11 year old pupils have a first language other than English in 2016

50% of pupils whose first language is other than English reached the expected standard in all of reading, writing and mathematics, lower than the national average and compared with 54% of pupils whose first language is English. For context, the attainment gap between pupils whose first language is English and those whose first language is other than English in 2015 was also 4 percentage points.

The table below shows the differences in attainment by first language. There is a considerable gap in reading attainment (10 percentage points). On the other hand, pupils whose first language is other than English performed better in mathematics.

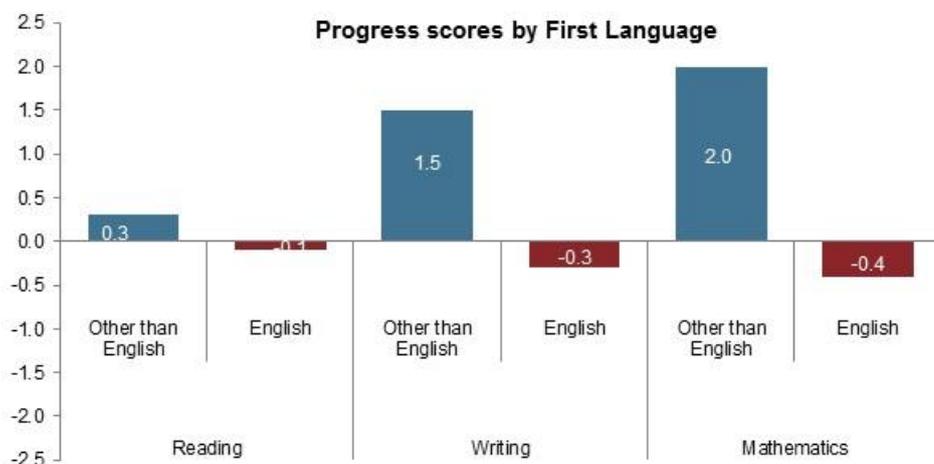
**Table R: KS2 attainment by first language
England, 2016 (state-funded schools)**

First language	Reading, writing and maths	Reading	Writing	Mathematics	Grammar, punctuation and spelling
English	54%	68%	74%	69%	72%
Other than English	50%	58%	73%	72%	73%

Source: National Pupil Database

Pupils whose first language is other than English make more progress in all subjects compared to pupils with similar prior attainment nationally as shown in the chart below.

**Figure 16: Progress scores by First Language
England, 2016 (mainstream schools)**



Source: National Pupil Database

Month of Birth (Tables N8, N9)

Pupils at the end of KS2 in any year would typically be aged 11 as at 31 August. In England, children born in August are the youngest within each school year.

In 2016 older pupils performed better than summer born pupils in all subject areas at the end of KS2 as shown in the table below. The attainment gap in reading, writing and mathematics between pupils born in September and those born in August is 14 percentage points. Evidence¹⁹ suggests that the youngest pupils within each school year group, have lower attainment than their older peers.

**Table S: KS2 attainment by month of birth
England, 2016 (state-funded schools)**

	Percentage reaching the expected standard				
	Reading, writing and maths	Reading	Writing	Mathematics	Grammar, punctuation and spelling
September	60	72	79	75	77
October	59	71	79	74	76
November	58	70	78	73	76
December	57	68	77	72	75
January	55	67	75	71	73
February	54	66	74	70	73
March	53	65	74	69	72
April	51	64	73	68	71
May	50	63	72	68	71
June	49	62	70	67	70
July	48	61	70	66	69
August	46	60	68	65	68

Source: National Pupil Database

In 2016 the youngest pupils made more progress in reading, writing and mathematics compared to all pupils nationally with similar prior attainment. Older pupils made less progress in all subjects compared to all other pupils with similar prior attainment.

**Table T: KS2 progress by month of birth
England, 2016 (mainstream schools)**

	Reading		Writing		Mathematics	
	Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
September	-0.5	-0.5 to -0.4	-0.3	-0.4 to -0.3	-0.5	-0.6 to -0.5
October	-0.4	-0.5 to -0.3	-0.3	-0.3 to -0.2	-0.5	-0.5 to -0.4
November	-0.3	-0.4 to -0.3	-0.2	-0.3 to -0.2	-0.4	-0.4 to -0.3
December	-0.3	-0.3 to -0.2	-0.1	-0.2 to -0.1	-0.3	-0.3 to -0.2
January	-0.2	-0.2 to -0.1	-0.1	-0.2 to -0.1	-0.2	-0.2 to -0.1
February	-0.1	-0.1 to 0.0	-0.1	-0.1 to 0.0	-0.1	-0.1 to 0.0
March	0.0	-0.1 to 0.0	0.0	-0.1 to 0.1	0.0	0.0 to 0.1
April	0.1	0.0 to 0.1	0.1	0.0 to 0.1	0.1	0.1 to 0.2
May	0.3	0.2 to 0.3	0.2	0.1 to 0.3	0.3	0.3 to 0.4
June	0.3	0.3 to 0.4	0.2	0.2 to 0.3	0.4	0.3 to 0.4
July	0.4	0.4 to 0.5	0.3	0.2 to 0.3	0.5	0.4 to 0.5
August	0.6	0.5 to 0.6	0.4	0.4 to 0.5	0.6	0.6 to 0.6

¹⁹ For Example Research Report DFE-RR017: Month of Birth and Education: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182664/DFE-RR017.pdf

12. Local authority attainment and progress (Tables L1-L3)

As in previous years, there is considerable variation between local authorities in attainment and progress. The difference between the lowest and highest performing local authorities is slightly less for grammar punctuation and spelling than for the other subjects. The biggest difference in average progress scores is in mathematics. Table U shows the minimum and maximum LA figures for attainment and progress in each subject (excluding the City of London and Isles of Scilly which only have 1 school each).

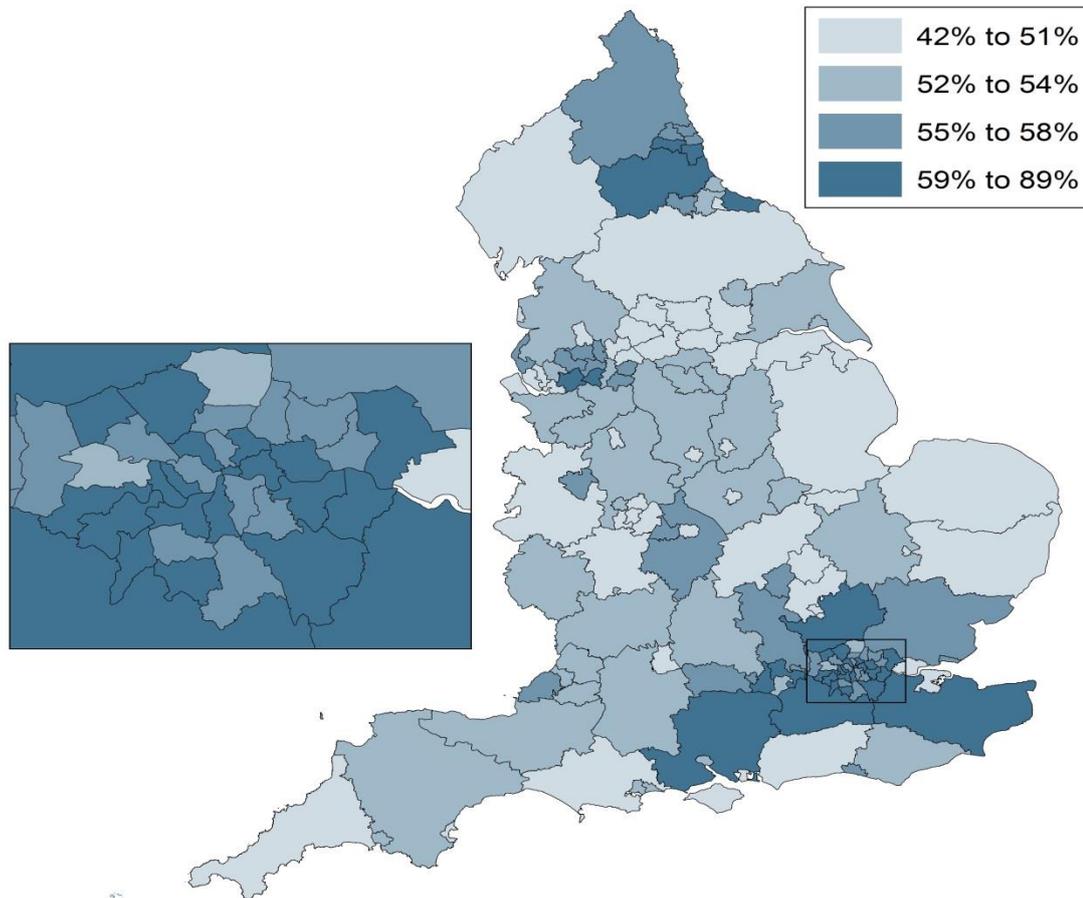
**Table U: Minimum and maximum local authority attainment and progress
England, 2016 (state-funded schools)**

	Minimum	Maximum	Range
% reaching the expected standard in			
Reading, writing and mathematics	42%	70%	28
Reading	55%	81%	26
Grammar, punctuation and spelling	64%	87%	23
Mathematics	59%	85%	26
Writing teacher assessment	59%	85%	26
Average progress score			
Reading	-1.9	2.8	4.7
Writing	-3.6	3.2	6.8
Mathematics	-2.3	2.9	5.2

Source: Revised 2016 KS2 assessment data

Figure 17 below shows attainment in reading, writing and maths by local authority. The highest performing areas are concentrated in London. The highest performing local authorities are concentrated in London. The poorest performing areas are in Yorkshire and East Anglia.

**Figure 17: Percentage of pupils reaching the expected standard in reading, writing and mathematics by local authority
England, 2016 (state-funded schools only)**



Source: Revised 2016 KS2 assessment data

In the [provisional release](#) we carried out analysis which showed that the majority of areas which were high performing in 2015 remain high performing in 2016. Similarly, the majority of areas which were low performing in 2015 remain low performing in 2016. This remains the case with the revised data.

In addition, we looked at the correlation between local authority attainment in 2016 and 2015 and compared this to that between 2015 and 2014. The correlation coefficient between 2015 and 2014 was higher suggesting that there may have been more change in 2016 than in 2015.

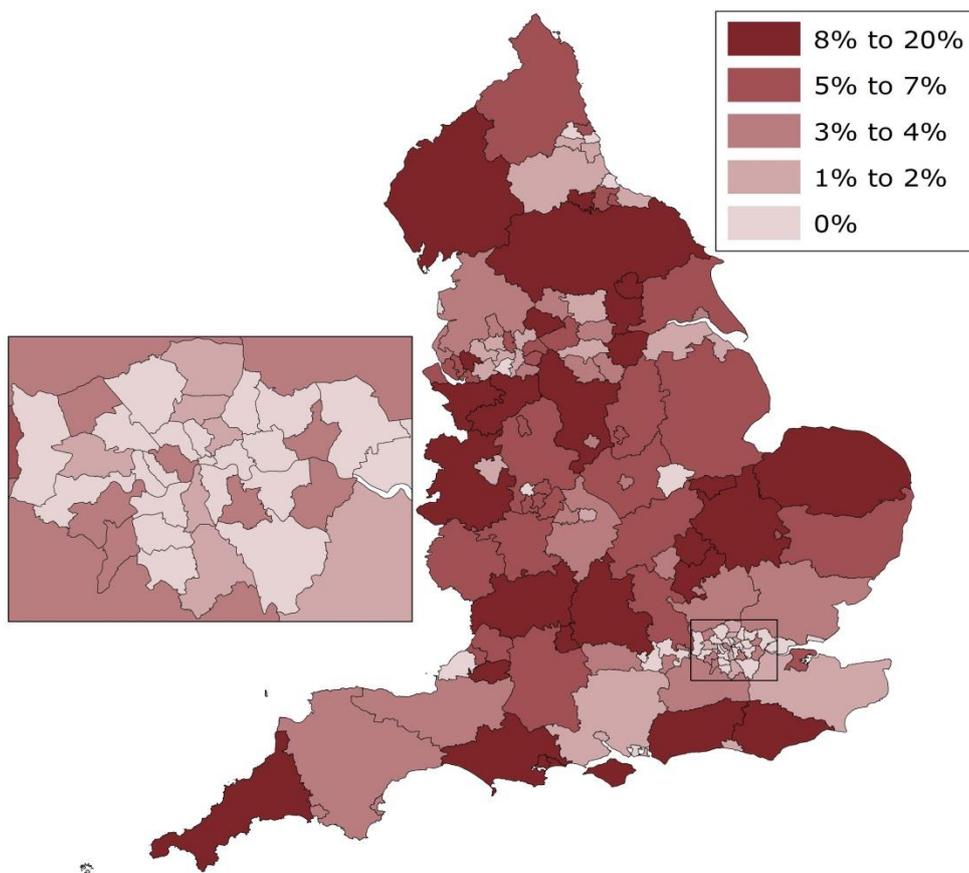
Floor Standard

There is variation across local authorities in the percentage of primary schools below the floor. 35 local authorities have no schools below the floor, 16 of these also had no schools below the floor in 2015. However, there are 13 local authorities where at least 1 in 10 primary schools is below the floor. Four of these local authorities also had 1 in 10 primary schools below the floor in 2015.

Bedford has the highest number of schools below the floor standard at 20% (4 schools out of 20). Dorset (18%), West Sussex (15%) and Central Bedfordshire (15%) also had high levels of schools below the floor.

The variation in the percentage of schools below the floor by local authority is shown in figure 18.

Figure 18: Percentage of schools below the floor standard by local authority England, 2016 (state-funded mainstream schools only)



Source: Revised 2016 KS2 assessment data

13. Advice on comparability over time

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

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

Similarly, the attainment gaps between groups of pupils are also not comparable to previous years, as the gaps in previous years were based on the old expected standard. It would be incorrect to say the gap between FSM and non-FSM pupils has increased from 17 percentage points to 21 percentage points in reading, writing and mathematics.

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

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

14. Accompanying tables

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

National tables

Table N1	Attainment at the end of key stage 2 in reading, writing and mathematics by gender, 2016
Table N2	Attainment in key stage 2 tests by subject and gender, 2016
Table N3	Attainment in key stage 2 writing teacher assessment by gender, 2016
Table N4	Attainment in key stage 2 teacher assessments by subject and gender, 2016
Table N5a	Attainment of pupils at the end of key stage 2 by school type, 2016
Table N5b	Progress scores of pupils at the end of key stage 2 by school type, 2016
Table N6	Attainment and progress scores of pupils at the end of key stage 2 in academies by length of time open
Table N7a	Attainment of pupils at the end of key stage 2 by school phase, school cohort size and religious character, 2016
Table N7b	Progress scores of pupils at the end of key stage 2 by school phase, school cohort size and religious character, 2016
Table N8	Attainment of pupils at the end of key stage 2 by pupil characteristics
Table N9	Progress scores of pupils at key stage 2 by pupil characteristics
Table N10	Headline measures at key stage 2 by ethnicity, free school meal eligibility and gender
Table N11a	Time series of the disadvantaged pupils attainment gap index at key stage 2 (Official Statistics), 2016
Table N11b	Scaled score breakdown of the attainment of pupils eligible for the pupil premium and others (Official Statistics), 2016

Local authority tables

Table L1	Attainment at the end of key stage 2 in reading, writing and mathematics by region, local authority and gender, 2016
Table L2	Attainment in key stage 2 tests by region, local authority and gender, 2016
Table L3	Attainment in key stage 2 teacher assessments by region, local authority and gender, 2016
Table L4	Progress scores of pupils by subject, local authority and region
Table L5	Number of schools not reaching the floor standard by local authority (LA) and region
Table L6	Attainment of pupils at key stage 2 by disadvantaged pupils and local authority
Table L7	Attainment of pupils at key stage 2 by free school meal eligibility and local authority
Table L8	Attainment of pupils at key stage 2 by SEN provision and local authority
Table L9	Attainment of pupils at key stage 2 by ethnicity and local authority
Table L10	Attainment of pupils at key stage 2 by first language and local authority

Additional tables

Table A1	Attainment of pupils at key stage 2 by degree of rurality of pupil residence
Table A2	Attainment of pupils at key stage 2 by local authority district and region of pupil residence
Table A3	Attainment of pupils at key stage 2 by degree of rurality of school location
Table A4	Attainment of pupils at key stage 2 by local authority district and region of school location
Table A5	Attainment of pupils at key stage 2 by parliamentary constituency of school location

When reviewing the tables, please note that:

We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
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We suppress some figures	Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved; or 0, 1 or 2 pupils who did not achieve a particular level are suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with our Statistical policy statement on confidentiality .
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We adopt symbols to help identify this	Symbols are used in the tables as follows: . not applicable * LA level data based on a single school
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Percentages in this SFR are given to the nearest whole number but all gaps and differences have been calculated on unrounded data. Therefore, some figures may not match those produced from the rounded figures shown in the tables.

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

There have been significant changes this year	See Advice on comparability over time and the accompanying methodology document for more information.
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This is revised data	2016 figures in this publication are based on revised data. Once final data is available, we will make an assessment of the level of change between revised and final data. If the impact on local authority and characteristics breakdowns is significant, we will reissue the tables with final data in Spring 2016. Any unplanned revisions will be made in accordance with our Statistical policy statement on revisions.
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We provide underlying data	The SFR is accompanied by national and local authority underlying data and metadata describing this data. This data is provided in csv format so that it can be loaded into the software of your choice.
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15. Further information is available

Characteristics breakdowns	Characteristics breakdowns are included in this SFR
Progress measures	Information on progress for different pupil groups and for local authorities are published in this SFR.
School level figures	School level data has been published in the performance tables in December.
Previously published figures	SFR39/2016: National curriculum assessments at key stage 2 in England, 2016 (provisional) SFR30/2016: National curriculum assessments at key stage 2 in England, 2016 (interim)

16. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

17. Technical Information

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

National curriculum assessment figures published in this statistical first release (SFR) are based on the data used to prepare the 2016 primary school performance tables. This data was shared with schools and local authorities as part of the checking exercise on 1 September 2016. It includes revised key stage 2 national curriculum tests and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) by 21 October 2016. It includes outcomes of reviews. This SFR revises earlier published figures and incorporates amendments received from schools through the checking exercise for the 2016 primary school performance tables.

The figures may subsequently be updated with further changes resulting from errata requests from schools after publication of the performance tables. The effect of these changes on the national results has previously been negligible

18. Get in touch

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