



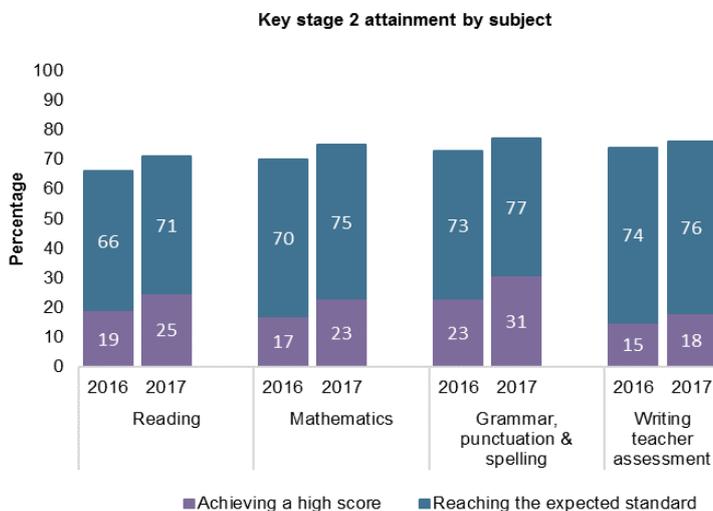
SFR 43/2017, 31 August 2017

This statistical first release (SFR) provides provisional data about attainment in the 2017 key stage 2 national curriculum assessment results for pupils in schools in England, at national, regional and local authority level. This is additional information to that published in the [interim SFR](#) on 4 July 2017.

More pupils reached the expected standard in reading, writing and mathematics

In 2017, 61% of pupils reached the expected¹ standard in reading, writing and mathematics an increase of 8 percentage points (pp)² from 53% in 2016. Attainment in reading, writing and mathematics at the higher¹ standard increased by 3 percentage points², from 5% in 2016 to 9% in 2017.

Attainment at the expected standard has increased across all subjects



Attainment at the expected standard has increased since 2016 by 5pp in reading and mathematics and by 4pp in grammar, punctuation and spelling (GPS).

The proportion achieving the higher score increased by 6pp in reading and mathematics and by 8pp in GPS.

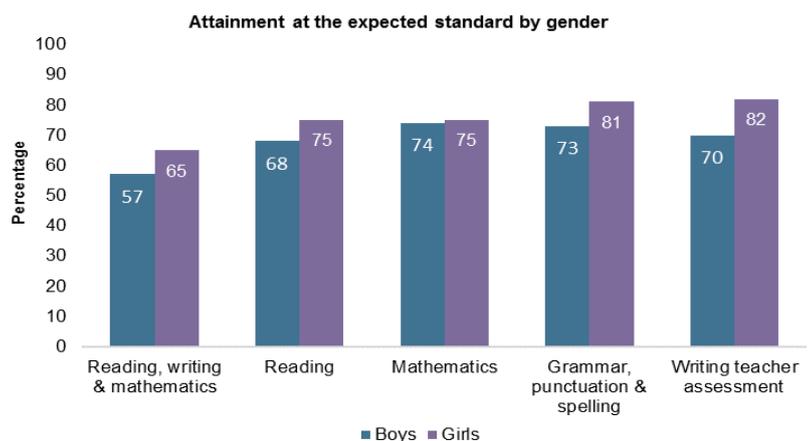
The proportion reaching the expected standard and 'working at greater depth' in the writing teacher assessment (TA) increased by 2pp and 3pp respectively.

Girls outperform boys at the expected standard in all subjects

Attainment has increased for both genders but girls continue to outperform boys. The gender gap at the expected standard in reading, writing and mathematics remains at 8pp (as in 2016).

The biggest gender gap is in writing where girls outperform boys by 12pp while the smallest gap is in mathematics (1pp).

At the higher score, girls outperform boys in all subjects except in mathematics where boys outperform girls by 3pp.



¹ The expected standard is a scaled score of 100 or more in reading and maths and a teacher assessment of working at the expected standard while the higher standard is a scaled score of 110 or more in reading and maths and greater depth in writing

² Gaps are calculated from unrounded figures

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About this release

This statistical first release (SFR) provides provisional 2017 key stage 2 national curriculum assessment results for pupils in schools in England at national, regional and local authority level.

It provides additional information to that in the national curriculum assessments at key stage 2 in England, 2017 (interim) SFR published on 4 July 2017.

Information on progress made by pupils between the end of key stage 1 and the end of key stage 2 will be provided in the revised release in December. Further breakdown by pupil characteristics will also be provided in the revised release.

In this publication

The following tables are included in the SFR:

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

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

Feedback

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

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

There has been an increase in the proportion of pupils achieving both the expected standard and the higher standard in reading, writing and mathematics since 2016.

In 2017, 61% of pupils reached the expected standard in all of reading, writing and mathematics compared to 53% in 2016; 9% reached a higher standard³ in reading, writing and mathematics compared to 5% in 2016.

This increase may be due to pupils and teachers further becoming more familiar with the increased levels of demand of the new assessments, aligned with the new, more challenging national curriculum, in their second year.

At the end of key stage 2, pupils are assessed by national curriculum tests in reading, mathematics and grammar, punctuation and spelling. Pupils also receive a teacher assessment outcome in writing, science, reading and mathematics based on the standards in the [interim frameworks](#) for teacher assessment.

The combined measures use the reading and mathematics test results and the outcome of the writing teacher assessment.

2. Attainment by subject (Table N1b,N2a,N3,N4)

Tests

Attainment has increased in each of the test subjects compared to 2016. Attainment at the expected standard remains highest in the grammar, punctuation and spelling test and lowest in the reading test.

The table below summarises attainment at the expected standard and the high⁴ score in the key stage 2 tests.

Table A: Attainment in KS2 tests by subject (percentage point changes from 2016 shown in brackets) England, 2017 (all schools)

	Reaching the expected standard	Achieving the high score
Reading	71% (+5pp)	25% (+6pp)
Mathematics	75% (+5pp)	23% (+6pp)
Grammar, punctuation and spelling	77% (+4pp)	31% (+8pp)

In 2017, 71% of pupils reached the expected standard in the reading test compared with 66% in 2016 while 25% achieved the high score compared to 19% in 2016.

In mathematics, 75% of pupils reached the expected standard compared to 70% in 2016 while 23% achieved the high score compared to 17% in 2016.

In the grammar, punctuation and spelling test 77% of pupils reached the expected standard compared to 73% in 2016. More pupils reached the expected standard and achieved the high score in grammar, punctuation and spelling than in other subjects. Grammar, punctuation and spelling showed the highest attainment at the expected standard in 2016.

Teacher Assessment

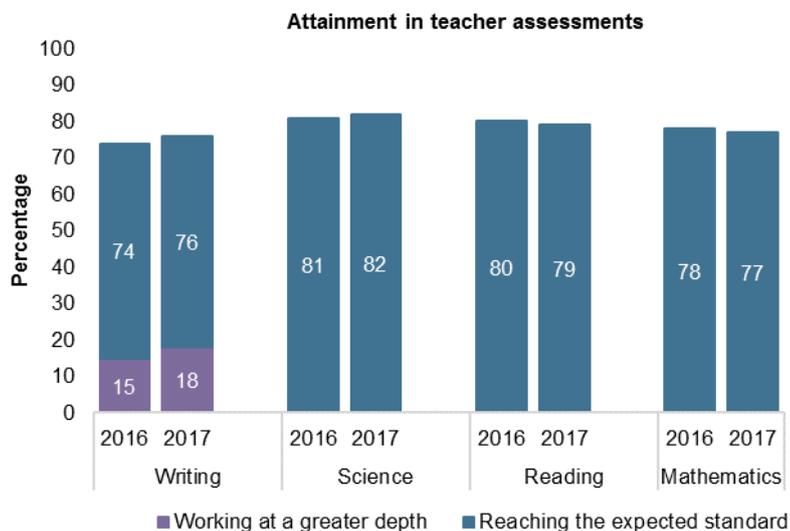
Attainment at the expected standard as measured by teacher assessment has increased in writing by 2 percentage points and in science by 1 percentage point since 2016. There has been a slight decrease (1 percentage point) in mathematics compared to 2016.

³ Includes pupils who achieved a high score in reading and mathematics and who were working at greater depth in writing.

⁴ The threshold for the high score is a scaled score of 110.

The percentage working at greater depth within the expected standard in writing is 18% compared to 15% in 2016. The 'working at greater depth' standard is not used for reading, mathematics or science teacher assessment as the [interim teacher assessment framework](#) does not provide this standard in these subjects.

Figure 1: Attainment in KS2 teacher assessments by subject England, 2017 (all schools)



Source: Provisional 2017 KS2 assessment data

There are smaller differences between attainment as measured by teacher assessment compared to tests in 2017 than in 2016. We may see the test and teacher assessment percentages move closer to each other in the coming years but do not necessarily expect them to agree exactly, due to the differing nature of these two types of assessment.

3. Distribution of scaled scores (Table N2b)

Box and whisker plot

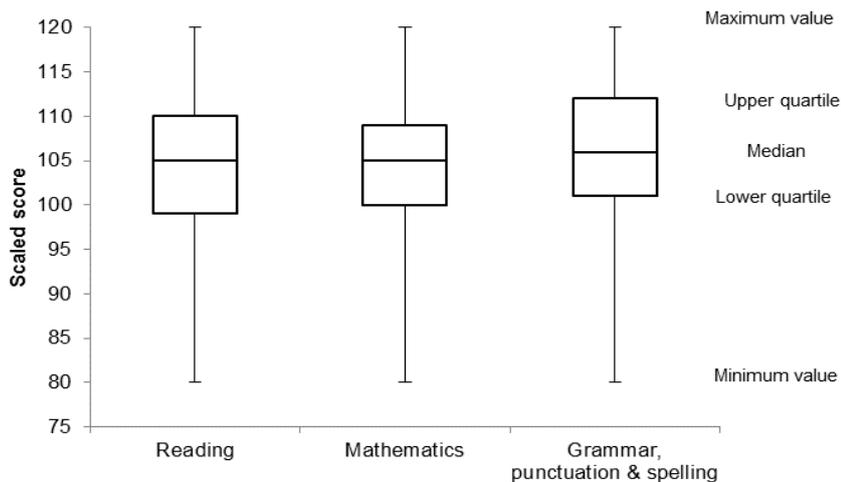
The lower and top ends of the box show the lower and upper quartiles of the distribution respectively.

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

The middle 50% of pupils are within the box, with a 25% above and a 25% below.

All pupils who achieved a scaled score are within the whisker range, showing the minimum and maximum value.

**Figure 2: Distribution of scaled scores by subject
England, 2017 (all schools)**



Source: Provisional 2017 KS2 assessment data

Figure 2 shows the distribution of the scaled scores in each subject ranging from 80 to 120. In all subjects, the median scaled score is higher than the expected standard and the lower quartile is close to 100. This shows that 75% of pupils within each subject are close to or above the expected standard. The box representing the middle 50% of pupils is smaller in mathematics than in the other two subjects. This shows that the scaled scores for the middle 50% of pupils in mathematics are less spread out than in the other two subjects. The upper quartile (see fig 2) for grammar, punctuation and spelling is higher than in reading and mathematics, meaning the scaled scores of the top 25% of pupils will be less spread out than those for reading and mathematics. [Tables](#) for converting raw marks to scaled scores are published on gov.uk.

Average scaled scores

The average scaled score is calculated as the mean scaled score of all pupils awarded a number scaled score. Pupils who did not take the test or took the test and did not achieve enough marks to be awarded a scaled score (and therefore were awarded a scaled score of N) are excluded.

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

The average scaled score is different from the median scores in figure 2 above. This is because the median is the 'middle' score when all scores are arranged in numerical order. The median scaled score is 105 in both reading and mathematics and 106 in grammar, punctuation and spelling.

**Table B: Average scaled score
England, 2017 (all schools)**

Subject	Average (mean) scaled score	
	2016	2017
Reading	103	104
Mathematics	103	104
Grammar, punctuation & spelling	104	106

Source: Provisional 2017 KS2 assessment data

4. Gender gaps (Table N1a-N2a)

Attainment has increased for both genders but as in previous years, girls continue to outperform boys at the expected standard in reading, writing and mathematics combined. In 2017, 65% of girls reached the expected standard compared to 57% of boys, a difference of 8 percentage points. The gap in attainment at the expected standard between boys and girls is unchanged since 2016.

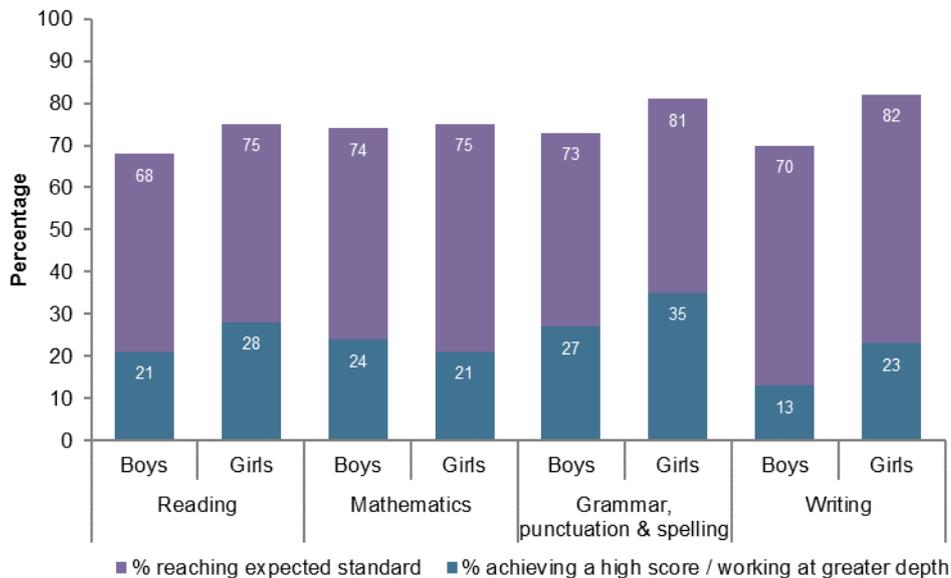
At the higher standard, 10% of girls achieved the standard in all of reading, writing and mathematics compared to 7% of boys - a gap⁵ of 3 percentage points (compared to a gap of 2pp in 2016).

At individual subject level, girls do better than boys at the expected standard in all subjects as shown in the chart below. The biggest attainment gap between boys and girls is in writing teacher assessment at 12 percentage points.

The gender gap at the expected standard in mathematics is only 1 percentage point, which is notably smaller than in other subjects. As in previous years, boys are more likely to achieve a high score in mathematics. In 2016, there was no gender gap at the expected standard in mathematics but boys outperformed girls at the higher score.

⁵ All gaps are calculated from unrounded figures

**Figure 3: Attainment by subject and gender
England, 2017 (all schools)**



Source: Provisional 2017 KS2 assessment data

The table below shows the gender gaps at individual subject level at both the expected standard and the high score.

Table C: Attainment by gender, England, 2017 (all schools)

	Boys	Girls	Difference ⁵
Reaching the expected standard			
Reading test	68%	75%	+7pp
Mathematics test	74%	75%	+1pp
Grammar, punctuation and spelling test	73%	81%	+9pp
Writing teacher assessment	70%	82%	+12pp
Achieving a high score/greater depth			
Reading test	21%	28%	+6pp
Mathematics test	24%	21%	-3pp
Grammar, punctuation and spelling test	27%	35%	+9pp
Writing teacher assessment	13%	23%	+10pp

Source: Provisional 2017 KS2 assessment data

The average scaled scores for girls in reading and grammar, punctuation and spelling are higher than those for boys while in mathematics, the average scaled score for both boys and girls is the same at 104.

**Table D: Average scaled scores by gender and subject
England, 2017 (all schools)**

	Reading	Grammar, punctuation and spelling	Mathematics
All pupils	104	106	104
Boys	103	105	104
Girls	105	107	104

Source: Provisional 2017 KS2 assessment data

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

Number of primary schools⁶

There were 14,976 state-funded mainstream primary schools with key stage 2 results in 2017.

- 11,783 (79%) were LA maintained schools.
- 2,173 (15%) were converter academies.
- 984 (7%) were sponsored academies.
- 36 were free schools.

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

Attainment levels in mainstream academies and free schools as a group are very similar to those in local authority maintained mainstream schools. However, within the academies group, converter academies have higher proportion of pupils achieving the expected standard than the average for all state-funded mainstream schools. They also have a higher proportion of pupils achieving the higher standard. This may be explained by the fact that schools that choose to convert to academies are typically high performing schools.

On the other hand sponsored academies which as a group are below the average for state-funded mainstream schools, are typically low performing before their conversion to academy status.

The difference in attainment between different school types is summarised in table E below. As in 2016, attainment in individual subjects is highest in converter academies and lowest in sponsored academies.

Table E: Attainment at age 11 by type of school England, 2017 (mainstream schools)

Type of school	Reading, writing and mathematics		Reaching the expected standard in:			
	Reaching the expected standard	Reaching a higher standard	Reading	Writing	Mathematics	Grammar, punctuation and spelling
LA maintained schools	62%	9%	73%	77%	76%	78%
Academies and free schools	61%	8%	71%	77%	75%	76%
Of which:						
Sponsored academies	52%	5%	62%	71%	67%	68%
Converter academies	65%	10%	75%	80%	78%	80%
Free schools ⁷	54%	8%	67%	71%	71%	75%

Source: Provisional 2017 KS2 assessment data

Table F shows the percentage of pupils reaching the expected standard in sponsored and converter academies by length of time open. Overall, sponsored and converter academies showed improvements in attainment from 2016. Sponsored academies open for two or more academic years showed an increase in attainment of between 7 and 9 percentage points which is in line with the increase for all schools nationally.

For both sponsored and converter academies the percentage of pupils reaching the expected standard was greatest for academies open for six or more academic years.

⁶ Where schools have changed type during the academic year, they are shown under their type as on 12 September 2016.

⁷ There are only 36 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 F: Attainment by school type and length of time open
England, 2017 (mainstream schools)**

Reaching the expected standard

	Number of schools	2016	2017
Sponsored academies⁸	984	43%	52%
Open for one academic year	123	37% ⁹	49%
Open for two academic years	179	44%	53%
Open for three academic years	270	44%	52%
Open for four academic years	268	44%	53%
Open for five academic years	107	43%	50%
Open for six or more academic years	37	48%	55%
Converter academies⁸	2,173	57%	65%
Open for one academic year	433	54% ⁹	63%
Open for two academic years	366	57%	65%
Open for three academic years	366	57%	66%
Open for four academic years	390	55%	63%
Open for five academic years	361	58%	66%
Open for six or more academic years	257	61%	68%

Source: Provisional 2017 KS2 assessment data

⁸ Total figures include data for all schools that were academies on 12 September 2016 irrespective of their type in previous years.

⁹ Shaded figures include information for the predecessor school for sponsored academies and for the school prior to conversion in the case of converter academies

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

School phase

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

In 2017, 13% of 11-year-old pupils in mainstream schools are in junior schools. These pupils will have been in a different school (usually an infant school) at the end of key stage 1.

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

See the methodology and quality information for details.

Attainment is similar in primary and junior schools - 63% of pupils in mainstream junior schools reach the expected standard in reading, writing and mathematics compared to 62% in mainstream primary schools. Schools in the 'Other' category have a lower attainment at the expected standard (59%) - than in primary and junior schools. However, these are fewer in number and are concentrated in particular areas of the country.

**Table G: Attainment in reading, writing and mathematics by school phase
England, 2017 (mainstream schools)**

	Number of schools	Number of eligible pupils	Reaching the expected standard	Reaching a higher standard
Primary schools	13,672	490,576	62%	9%
Junior schools	1,080	78,724	63%	10%
Other ¹⁰	224	20,128	59%	7%

Source: Provisional 2017 KS2 assessment data

As in 2016, there is little difference in attainment by size of school as shown in the table below:

**Table H: Attainment in reading, writing and mathematics at age 11 by school cohort size
England, 2017 (mainstream schools)**

School cohort size	Number of schools	Number of eligible pupils	Reaching the expected standard	Reaching a higher standard
1 to 15 pupils	2,270	22,938	61%	9%
16 to 30 pupils	5,019	127,306	62%	9%
31 to 60 pupils	5,640	266,223	61%	9%
61 to 90 pupils	1,571	117,877	62%	9%
91 or more pupils	476	55,084	62%	9%

Source: Provisional 2017 KS2 assessment data

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

7. Attainment and progress by religious character of school (Table N7)

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 eligible pupils (70% 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. Apart from Methodist and Other Christian Faith schools, attainment results in faith¹¹ schools are slightly higher than the national average.

Table I: Attainment in reading, writing and mathematics by school religious character England, 2017 (state-funded mainstream schools)

Religious character	Number of schools	Number of eligible pupils	Reaching the expected standard
No Religious Character	9,220	415,293	61%
Church of England	4,009	113,368	64%
Roman Catholic	1,609	55,550	67%
Methodist	23	609	60%
Other Christian Faith	72	2,628	61%
Jewish	30	1,305	72%
Muslim	8	407	64%
Sikh	4	238	69%

Source: Provisional 2017 KS2 assessment data

8. Local authority attainment (Tables L1-L3c)

There is considerable variation between local authorities¹² in attainment. The difference between the lowest and highest performing local authorities is greater in reading than in other subjects. In writing teacher assessment, the difference between the highest and lowest performing local authorities is smaller than in the test subjects. Across all subjects, the gap between the highest and lowest attaining LAs is smaller in 2017 than in 2016.

Table J: Minimum and maximum local authority percentages England, 2017 (state-funded schools)

% reaching the expected standard in	Minimum	Maximum	Range (percentage points)
Reading, writing and mathematics	51%	76%	25
Reading test	61%	86%	25
Mathematics test	67%	88%	21
Grammar, punctuation and spelling test	69%	90%	21
Writing teacher assessment	67%	85%	18

Source: Provisional 2017 KS2 assessment data

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 City of London and Isles of Scilly are not included in this analysis as they only have one school each. There are a few schools in Salford local authority where teacher assessment results were unavailable at the time of publication. Therefore writing teacher assessment for Salford has been excluded from this analysis.

The variation in average scaled scores by local authority is shown in table K. This shows that there is the same amount of variation across all subjects.

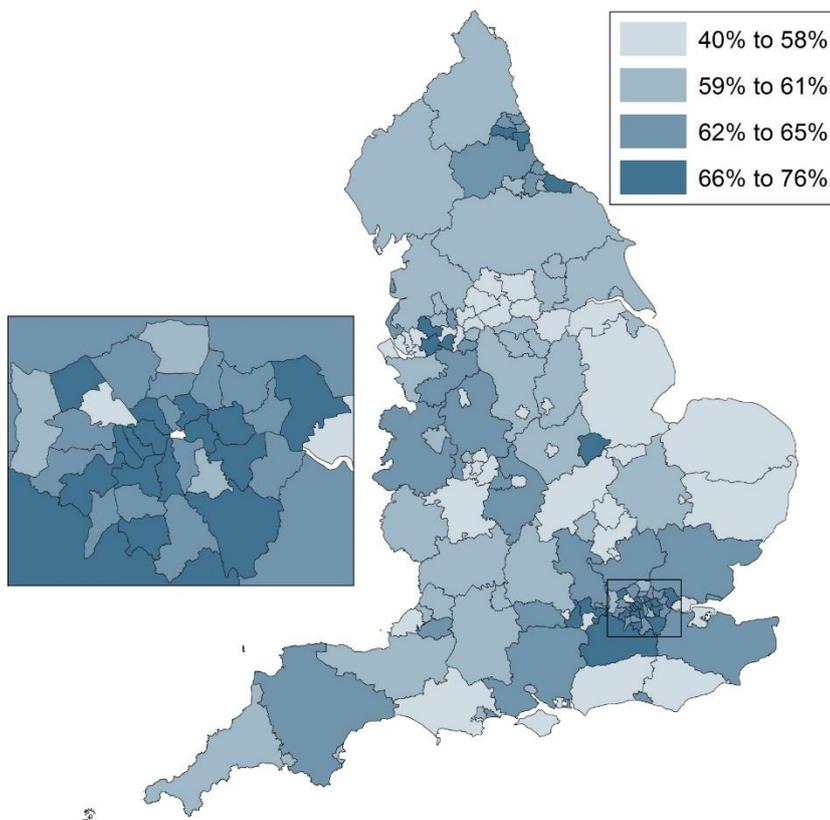
Table K: Minimum and maximum average scaled scores by local authority: England, 2017 (state-funded schools only)

Subject	Minimum	Maximum	Range
Reading	102	108	6
Mathematics	102	108	6
Grammar, punctuation and spelling	104	110	6

Source: Provisional 2017 KS2 assessment data

The highest performing local authorities are concentrated in London. The poorest performing areas are in the West Midlands, East of England, Yorkshire & the Humber, and the South East.

Figure 4: Percentage of pupils reaching the expected standard in reading, writing and mathematics by local authority England, 2017 (state-funded schools only)



Source: Provisional 2017 KS2 assessment data

Figure 5 below shows the majority of areas which were high performing in 2016 remain high performing in 2017. Similarly, the majority of areas which were low performing in 2016 remain low performing in 2017.

Figure 5: Attainment in reading writing and mathematics England, 2016 and 2017 (state-funded schools)



Source: Final 2016 and provisional 2017 KS2 assessment data

Our analysis shows that there is a high level of positive correlation between the 2017 and 2016 local authority attainment figures. The correlation coefficient measures the strength in relationship between two variables with a value between +1 and -1. The closer to +1 or -1 the correlation coefficient the stronger the relationship.

The correlation coefficient of the ranked position of LAs based on their attainment in 2017 and 2016 is 0.85. This is higher than the correlation coefficient between 2016 and 2015 (0.74) but similar to that between 2015 and 2014 (0.87). This suggests that there has been greater stability between 2016 and 2017 than between 2015 and 2016, which may be expected as schools and local authorities adapt to the new assessments.

Floor standards and coasting information

School level data at the time of the provisional statistical release remains subject to change. As in previous years, revised data will be published in the primary school performance tables in December. At that point, we will be able to determine how many schools are below the floor and meeting the coasting definition.

9. Accompanying tables

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

National tables

Table N1a	Attainment at the end of key stage 2 in reading, writing and mathematics by gender, 2016 - 2017
Table N1b	Attainment at the end of key stage 2 by subject and gender, 2016 - 2017
Table N2a	Attainment in key stage 2 tests by subject and gender, 2017
Table N2b	Distribution of scaled scores by subject, 2017
Table N3	Attainment in key stage 2 writing teacher assessment by gender, 2017
Table N4	Attainment in key stage 2 teacher assessments by subject and gender, 2017
Table N5	Attainment of pupils at the end of key stage 2 by school type, 2017
Table N6	Attainment of pupils at the end of key stage 2 in academies by length of time open, 2017
Table N7	Attainment of pupils at the end of key stage 2 by school phase, school cohort size and religious character, 2017

Local authority tables

Table L1	Attainment at the end of key stage 2 in reading, writing and mathematics by region, local authority and gender, 2017
Table L2a	Attainment of all pupils at the end of key stage 2 tests by region and local authority, 2017
Table L2b	Attainment of boys at the end of key stage 2 tests by region and local authority, 2017
Table L2c	Attainment of girls at the end of key stage 2 tests by region and local authority, 2017
Table L3a	Attainment of all pupils at the end of key stage 2 teacher assessments by region and local authority, 2017
Table L3b	Attainment of boys at the end of key stage 2 teacher assessments by region and local authority, 2017
Table L3c	Attainment of girls at the end key stage 2 teacher assessments by region and local authority, 2017

When reviewing the tables, please note that:

We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
We suppress some figures	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 .
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
	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.
There have been significant changes this year	See Advice on comparability over time and the accompanying methodology document for more information.
This is provisional data	Figures in this publication are provisional. We will publish revised figures in the revised 'National curriculum assessments at key stage 2' statistical first release in December. Small differences may not be indicative of a true difference in attainment. This is because there may be small differences between these figures and the revised figures published later in the year. The differences between provisional and revised national figures are usually negligible but LA level figures may be larger. Any unplanned revisions will be made in accordance with our Statistical policy statement on revisions .
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.

10. Further information will be available

Characteristics breakdowns	Characteristics breakdowns will be published in the revised SFR in December.
Progress measures	Information on progress for different pupil groups and for local authorities will be published in the revised SFR in December.
School level figures	School level data will be published in the performance tables in December.
Previously published figures	SFR30/2016: National curriculum assessments at key stage 2 in England, 2017 (interim) SFR62/2016: National curriculum assessments at key stage 2, 2016 (revised) Primary school performance tables 2016

11. National Statistics

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

Designation can be broadly interpreted to mean that the statistics:

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

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

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

12. Technical Information

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

National curriculum assessment figures published in this statistical first release (SFR) are based on the data that will be used to prepare the 2017 primary school performance tables. This data was shared with schools and local authorities as part of the checking exercise on 1 September 2017.

It is based on test and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) on 3 July 2017.

13. Get in touch

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