



SFR 69/2017, 14 December 2017

This revised release updates the attainment information provided in the [provisional](#) statistical first release (SFR) on 31 August 2017 and provides information on pupil progress from the end of key stage 1 to the end of key stage 2. It also provides a summary of school level results and breakdowns by pupil characteristics.

61% of pupils reached the expected standard in reading, writing and mathematics

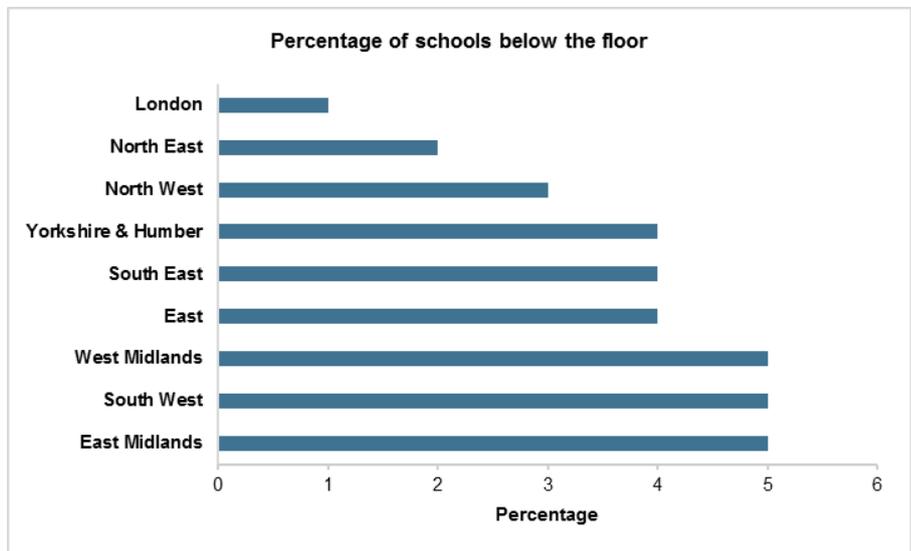
In 2017, 61% of pupils reached the expected standard and 9% achieved a high standard in reading, writing and mathematics. The percentage reaching the expected standard in the reading test has been revised to 72% (from 71% in the provisional). Average progress has remained largely stable for different pupil and school type groups compared to 2016.

There are fewer schools below the floor standard in 2017

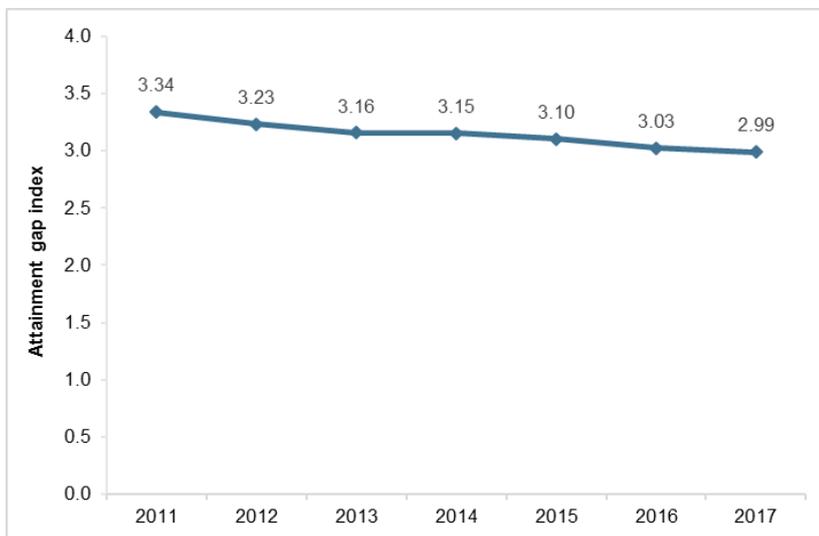
511 schools are below the primary school floor standard (see section 7 for definition). This represents 4% of the state-funded mainstream schools included in the floor calculations.

In 2016, 665 (5%) of schools were below the floor standard.

The percentage of schools below the floor is lower in London (1%) than in any other region. The South West and the Midlands have the highest percentage of schools below the floor (5%).



The gap between disadvantaged pupils and others continues to narrow



The gap between disadvantaged pupils and others, measured using the disadvantage gap index, has decreased in each of the last six years, narrowing by 1.3% in the latest year and 10.5% since 2011.

This shows that, as well as more disadvantaged pupils reaching the expected standard in 2017, the average position of disadvantaged and other pupils in the attainment distribution has become closer together.

Contents

1.	Progress between age 7 and age 11	4
2.	Attainment at age 11	5
3.	School level attainment.....	7
4.	Attainment and progress by school type	7
5.	Attainment and progress by school phase and size	10
6.	Attainment and progress by religious character of school	11
7.	Schools below the floor standard	12
8.	Schools falling within the coasting definition	13
9.	Attainment and progress by pupil characteristics	14
10.	Local authority attainment and progress	25
11.	Accompanying tables.....	28
12.	Further information is available	31
13.	National Statistics	31
14.	Technical Information	32
15.	Get in touch	32

About this release

This statistical first release (SFR) provides revised 2017 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 and information on schools below the floor and those meeting the coasting definition.

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 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. Progress between age 7 and age 11 (Table N5b)

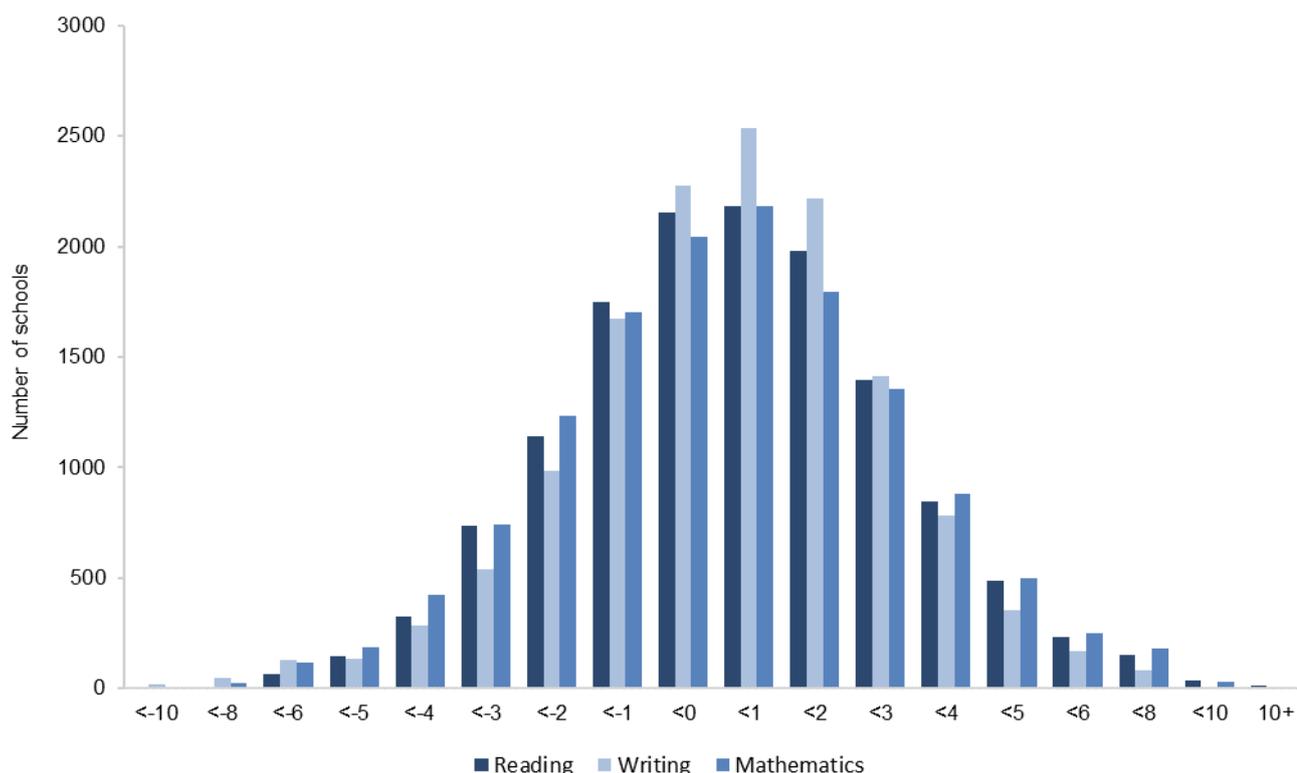
These progress measures aim to capture the progress that pupils make from the end of key stage 1 (typically age 7) to the end of primary school (typically age 11). They are a type of value-added measure, which means that pupils' results are compared to the results of other pupils nationally with similar prior attainment. Progress scores are calculated for each of reading, writing and mathematics. Any amount of progress made by pupils contributes towards a school's progress score.

Progress scores are discussed in more detail in the sections on school and pupil characteristics (see sections 4, 5, 6 and 9). Progress measures are more meaningful when we can compare between groups. For instance whether groups of pupils, such as those with a particular characteristic, or pupils in particular schools or local authorities, made more or less progress compared to other pupils with similar prior attainment.

The [progress methodology](#) was further refined in 2017 to allow greater number of prior attainment groups and better comparisons between pupils working below the standard of the tests. Pupils in special schools were included in the calculation of prior attainment groups for the progress measures in 2017. In addition, pupils who were entered for the test but were not awarded a scaled score were also included in progress calculations (whereas they were excluded in 2016).

Below is the distribution of progress scores for all mainstream schools. Most schools have a progress score of between -5 to +5 (95% of schools in reading, 96% in writing and 95% mathematics). Schools below the progress element of the floor standard in a subject will be in the bottom 5% for that subject.

Figure 1: Distribution of schools' progress scores by subject
England, 2017 (State-funded mainstream schools with 11 or more pupils)



Source: Revised 2017 KS2 assessment data

2. Attainment at age 11 (Table N1a - N4)

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.

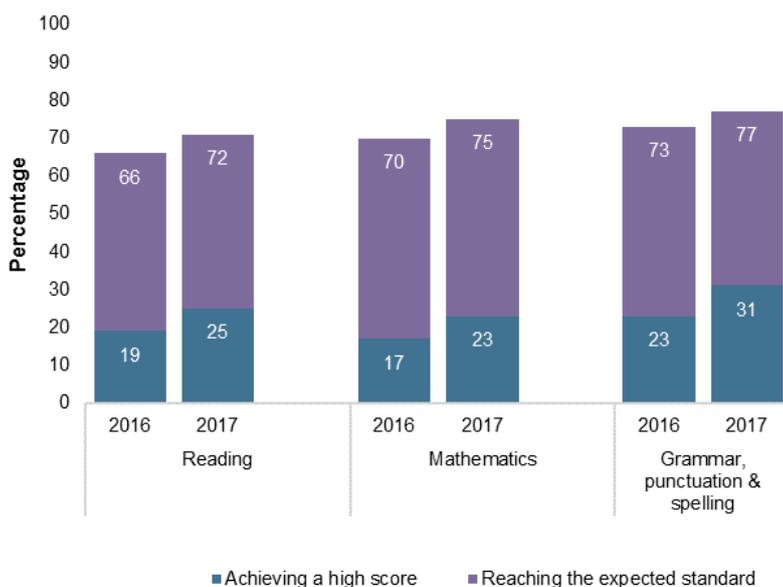
Attainment at the expected standard in reading, writing and mathematics increased by 8 percentage points (pp) in 2017 as 61% of pupils reached the expected standard in all of reading, writing and mathematics compared to 53% in 2016. At the higher standard, 9% reached a higher standard¹ in reading, writing and mathematics compared to 5% in 2016, an increase of 3pp⁶.

Tests – attainment by subject

Attainment increased in 2017 across all test subjects. The chart below summarises attainment at the expected standard and the high² score in the key stage 2 tests.

Attainment at or above the expected standard is highest in the grammar, punctuation and spelling test at 77% and lowest in the reading test at 72%³. The percentage of pupils achieving the high score is highest in the grammar, punctuation and spelling test at 31% and lowest in the mathematics test at 23%.

**Figure 2: Attainment in KS2 tests by subject
England, 2016-2017 (all schools)**



Source: National pupil database

Average scaled scores⁴

The average scaled score for the grammar, punctuation and spelling test is slightly higher than for the other subjects. Scaled scores in each subject range from 80 to 120 with a score of 100 representing the expected standard.

¹ Includes pupils who achieved a high score in reading and mathematics and who were working at greater depth in writing.

² The threshold for the high score is a scaled score of 110.

³ This has been revised from 71% in the provisional publication

⁴ 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.

**Table A: 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: National pupil database

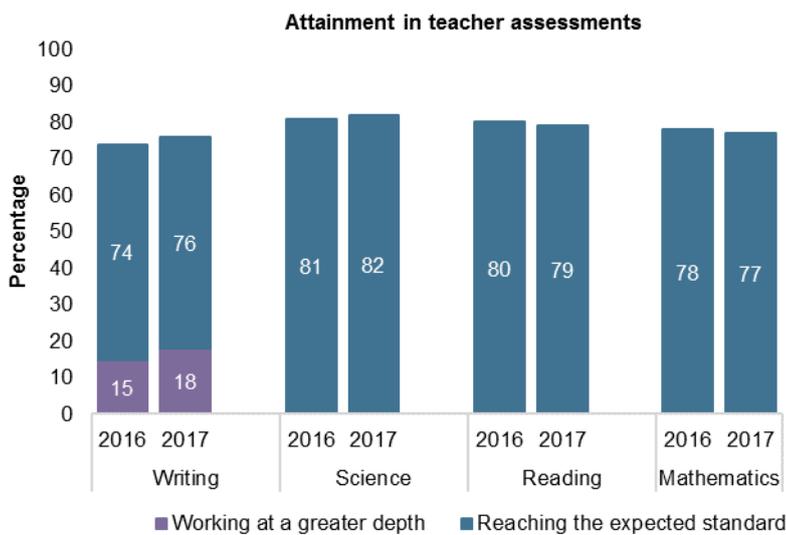
Teacher Assessment attainment by subject

In 2017 attainment at the expected standard, as measured by teacher assessment, is highest in science at 82% and lowest in writing at 76%. This is similar to the pattern in 2016.

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 is a slight decrease (1 percentage point) in both mathematics and reading compared to 2016.

The percentage of pupils working at greater depth within the expected standard in writing is 18% in 2017 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 3: Attainment in KS2 teacher assessments by subject
England, 2017 (all schools)**



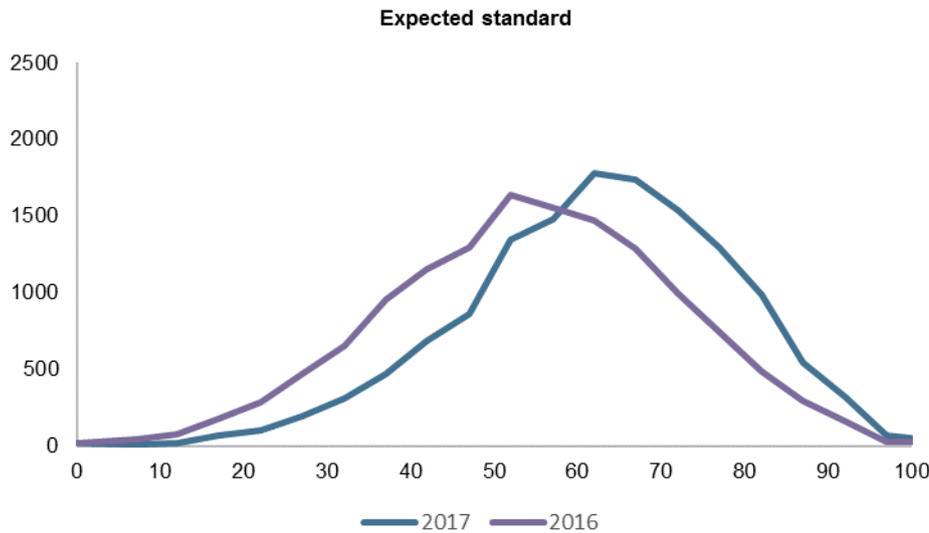
Source: National pupil database

There are smaller differences in attainment 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. School level attainment

School level attainment is published in the [performance tables](#). In 2017, the national average attainment at the expected standard in reading, writing and mathematics is 61%. Over half (57%) of schools have attainment proportions of at least the national average. In addition, attainment has increased at school level in 2017 as shown in chart below with more schools showing a higher proportion of pupils reaching the expected standard compared to 2016.

**Figure 4: Distribution of the percentage of pupils reaching the expected standard in reading, writing and mathematics at school level
England, 2016 - 2017 (mainstream schools with 11 or more eligible pupils)**



Source: Revised 2017 KS2 assessment data

The percentage of pupils reaching the higher standard in all of reading, writing and mathematics within each mainstream school ranges from 0% to 81%. In 2017, 15% of schools had no pupils reaching a high standard in all of reading, writing and mathematics compared to 29% in 2016. This means that more pupils in more schools are achieving this higher standard.

4. Attainment and progress by school type (Tables N5a, N5b, N6a, N6b)

Number of primary schools⁵

There were 14,977 state-funded mainstream primary schools with key stage 2 results in 2017.

- 11,784 (79%) were LA maintained schools.
- 2,174 (15%) were converter academies.
- 983 (7%) were sponsored academies.
- 36 (less than 1%) 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 an overall group) are very similar to those in local authority maintained mainstream schools. However, there are differences within the academies group. Converter academies have the highest proportion of pupils achieving the expected standard when compared to other types of 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.

⁵ Where schools have changed type during the academic year, they are shown under their type as on 12 September 2016.

The progress made by pupils in LA maintained schools and converter academies is marginally higher than the national average in all subjects as shown in Table C below. Pupils in sponsored academies made less progress in reading and in mathematics than pupils with similar prior attainment in other types of schools. However, they made more progress in writing.

Attainment at the expected standard in free schools (54%) is lower than the national average. At 8%, attainment at the higher standard is only slightly lower to the national average. Pupils in free schools made less progress in writing and in mathematics, relative to all pupils with similar prior attainment in other types of schools.

However, there are only 36 free schools with pupils at the end of key stage 2, so robust conclusions about their performance cannot be made.

**Table B: Attainment by type of school
England, 2017 (mainstream schools)**

	Attainment in reading, writing and mathematics		Reading	Writing teacher assessment	Mathematics	Grammar, punctuation and spelling
	Reaching the expected standard	Reaching a higher standard	Reaching the expected standard			
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	54%	8%	68%	71%	71%	75%

Source: National pupil database

**Table C: Progress scores by type of school
England, 2017 (mainstream schools)**

	Reading		Writing		Mathematics	
	Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
LA maintained schools	0.1	0.1 to 0.1	0.0	0.0 to 0.1	0.1	0.1 to 0.1
Academies and free schools	-0.2	-0.2 to -0.1	0.1	0.1 to 0.2	0.0	0.0 to 0.0
Of which:						
Sponsored academies	-0.8	-0.8 to -0.7	0.2	0.2 to 0.3	-0.3	-0.4 to -0.2
Converter academies	0.1	0.1 to 0.1	0.1	0.1 to 0.1	0.1	0.1 to 0.1
Free schools	-0.7	-1.1 to -0.3	-0.1	-0.5 to 0.3	-0.5	-0.8 to -0.1

Source: National pupil database

Table D shows the percentage of pupils reaching the expected standard in sponsored and converter academies by length of time open. Sponsored and converter academies showed an increase in overall attainment from 2016 to 2017. 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 (8 percentage points).

Sponsored academies open for only a year show the biggest improvement since 2016 (12 percentage points⁶). It should be noted that for this group, figures for 2016 would include results for the predecessor schools prior to conversion to academy status.

⁶ Differences are calculated on unrounded figures

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.

Table D: Attainment by school type and length of time open

England, 2017 (mainstream schools)

	Number of schools	Reaching the expected standard in reading, writing and mathematics	
		2016	2017
Sponsored academies⁷	983	43%	52%
Open for one academic year	125	37% ⁸	50%
Open for two academic years	177	44%	53%
Open for three academic years	269	44%	52%
Open for four academic years	268	44%	53%
Open for five academic years	107	43%	49%
Open for six or more academic years	37	48%	55%
Converter academies⁷	2,174	57%	65%
Open for one academic year	434	54% ⁸	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: National Pupil database

Table E: Progress scores in academies by length of time open
England, 2017 (mainstream schools)

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

⁷ Total figures include data for all schools that were academies on 12 September 2016 irrespective of their type in previous years.

⁸ Shaded figures include information for the predecessor school for sponsored academies and for the school prior to conversion in the case of converter academies

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

School phase

Most (83%) pupils at the end of key stage 2 in mainstream schools are in primary schools that 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 pupils at the end of key stage 2 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.

Pupils in the 'other' category are in all-through or middle schools.

See the methodology and quality information for details.

Attainment is similar in primary and junior schools as 63% of pupils in mainstream junior schools reach the expected standard in reading, writing and mathematics compared to 62% in mainstream primary schools.

Pupils in junior schools make less progress in all subjects compared to pupils with a similar prior attainment in primary schools as shown in Table G below.

Schools in the 'Other' category have a lower attainment at the expected standard (59%) than in primary and junior schools. They also make the least progress compared to pupils in other type of schools. However, these schools are fewer in number and are concentrated in particular areas of the country.

**Table F: 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	13,676	493,385	62%	9%
Junior schools	1,078	78,553	63%	10%
Other ⁹	223	20,057	59%	7%

Source: National pupil database

**Table G: Progress scores by school phase
England, 2017 (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	0.2	0.2 to 0.2	0.3	0.3 to 0.3
Junior schools	-0.8	-0.8 to -0.7	-0.6	-0.6 to -0.5	-0.8	-0.9 to -0.8
Other ⁹	-1.0	-1.1 to -0.9	-1.4	-1.5 to -1.3	-1.7	-1.8 to -1.6

Source: National pupil database

As in previous years, there is little difference in attainment by size of school¹⁰. Pupils in the largest schools (cohort size of 91 or more) made less progress in all subjects compared to pupils in other schools. The only exception is in mathematics where pupils in the smallest schools (cohort of 15 or less) made the least progress compared to pupils in schools with larger cohort sizes.

⁹ Includes schools where highest statutory age is greater than 11 such as middle and all-through schools.

¹⁰ Information on attainment and progress by size of schools can be found in the accompanying tables N7a and N7b

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

Religious character is taken from [Get Information about Schools](#) 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% 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 in reading, writing and mathematics across all faith¹¹ group designations is higher than the national average.

Pupils in faith schools also made more progress in all subjects compared to pupils in schools with no designated religious character.

Table H: 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	9,222	417,091	61%
Church of England	4,008	113,712	64%
Roman Catholic	1,609	55,975	67%
Methodist	23	609	60%
Other Christian Faith	72	2,628	61%
Jewish	30	1,305	73%
Muslim	8	406	65%
Sikh	4	239	70%

Source: National pupil database

Table I: Progress scores by school religious character England, 2017 (state-funded mainstream schools)

Religious character	Reading		Writing		Mathematics	
	Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
No Religious Character	-0.1	-0.1 to -0.1	0.1	0.1 to 0.1	0.0	0.0 to 0.1
Church of England	0.3	0.3 to 0.3	-0.2	-0.2 to -0.1	-0.2	-0.2 to -0.2
Roman Catholic	0.8	0.8 to 0.9	0.3	0.3 to 0.4	0.8	0.8 to 0.9
Methodist	-0.9	-1.4 to -0.3	0.4	-0.1 to 0.9	-0.6	-1.1 to -0.2
Other Christian Faith	-0.3	-0.6 to -0.1	-0.5	-0.7 to -0.2	-0.9	-1.1 to -0.7
Jewish	1.2	0.8 to 1.5	0.4	0.0 to 0.7	1.4	1.1 to 1.7
Muslim	0.2	-0.5 to 0.8	1.3	0.7 to 1.9	1.8	1.3 to 2.4
Sikh	-1.2	-2.0 to -0.4	-0.6	-1.4 to 0.2	2.3	1.6 to 3.0

Source: National pupil database

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 but can be found on [the compare school and college performance](#) website.

7. Schools below the floor standard (Table L5)

In 2017, a school will be below the floor standard if:

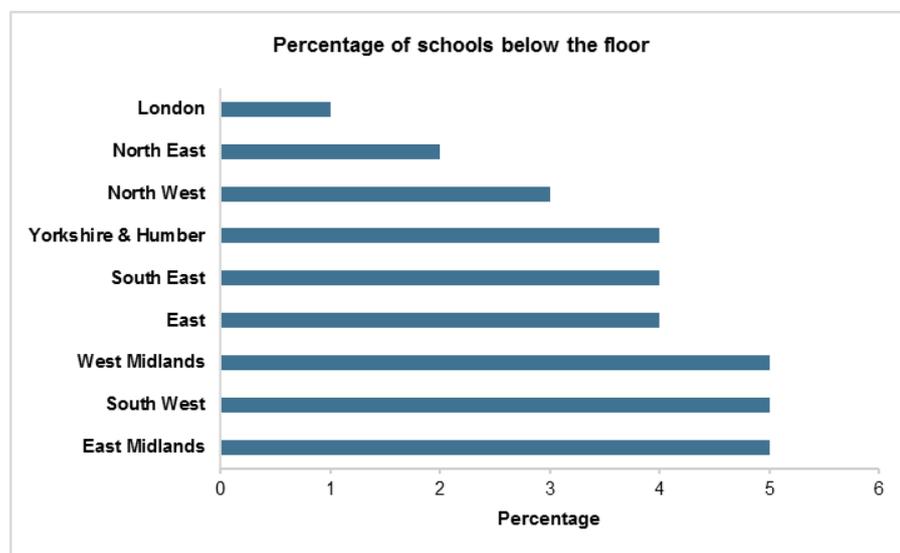
- Less than 65% of pupils meet the expected standard in reading, writing and mathematics; and
- the school does not achieve sufficient progress scores in all three subjects. (At least -5 in English reading, -5 in mathematics and -7 in English writing)

In 2017, 511 schools are below the primary school floor standard. This is 4% of state-funded mainstream schools included in the calculation. In 2016, 5% of schools¹² were below the floor standard.

Closed schools, including those that closed during the 2016/2017 academic year and re-opened as a different type of school (for example, a sponsored academy), are excluded from the floor standard. There were 208 closed schools in 2017 that would otherwise have been included in the floor standard calculations and 35 of these would have been below the floor standard.

London has the lowest proportion of schools below the floor as shown in Figure 5 below. The South West and the Midlands have the highest percentage of schools below the floor (5%).

Figure 5: Percentage of schools below the floor standard by region England, 2017



Source: Revised 2017 KS2 assessment data

¹² Schools are excluded from the floor standards if: 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.

8. Schools falling within the coasting definition (Table L6)

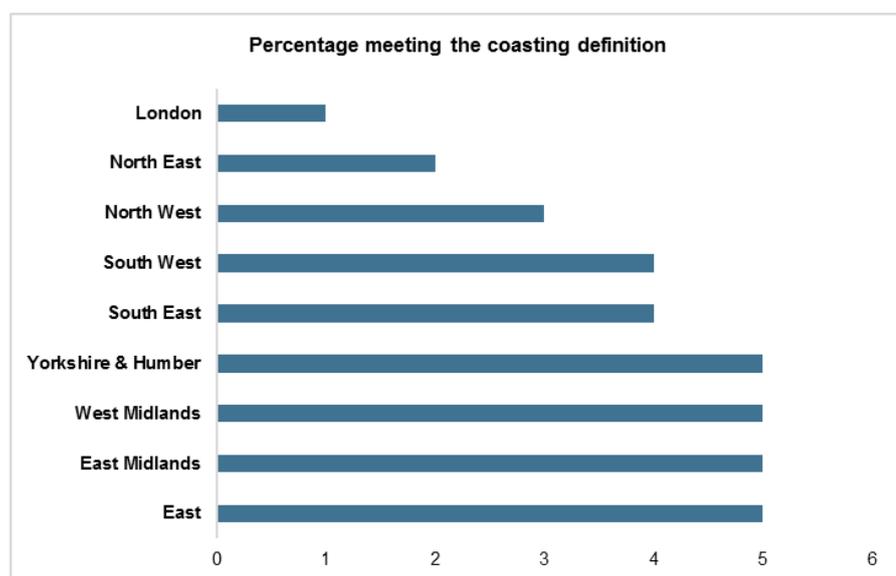
A school will fall within the coasting definition if data shows that over time, it has not supported its pupils to fulfil their potential. Details of the coasting definition can be found in the [Technical Guide](#). A school must be below the coasting thresholds for 2015, 2016 and 2017 to fall within the overall coasting definition in 2017.

In 2017, 524 schools met the coasting definition criteria. This represents 4% of schools included in the coasting calculation. In 2016, 477 (3%) of schools¹³ were identified as coasting based on the 2016 coasting definition.

There is some overlap between the number of schools below the floor standard and the number falling within the coasting definition: Of the 511 schools that were below the primary floor standard, 117 also met the coasting definition.

Figure 6 below shows the percentage of schools meeting the coasting definition in 2017 by region. Yorkshire and Humber, the Midlands and the East of England had the highest proportion of schools at 5%. London had the lowest proportion of schools meeting the coasting definition at 1%.

Figure 6: Percentage of schools meeting the coasting definition by region England, 2017



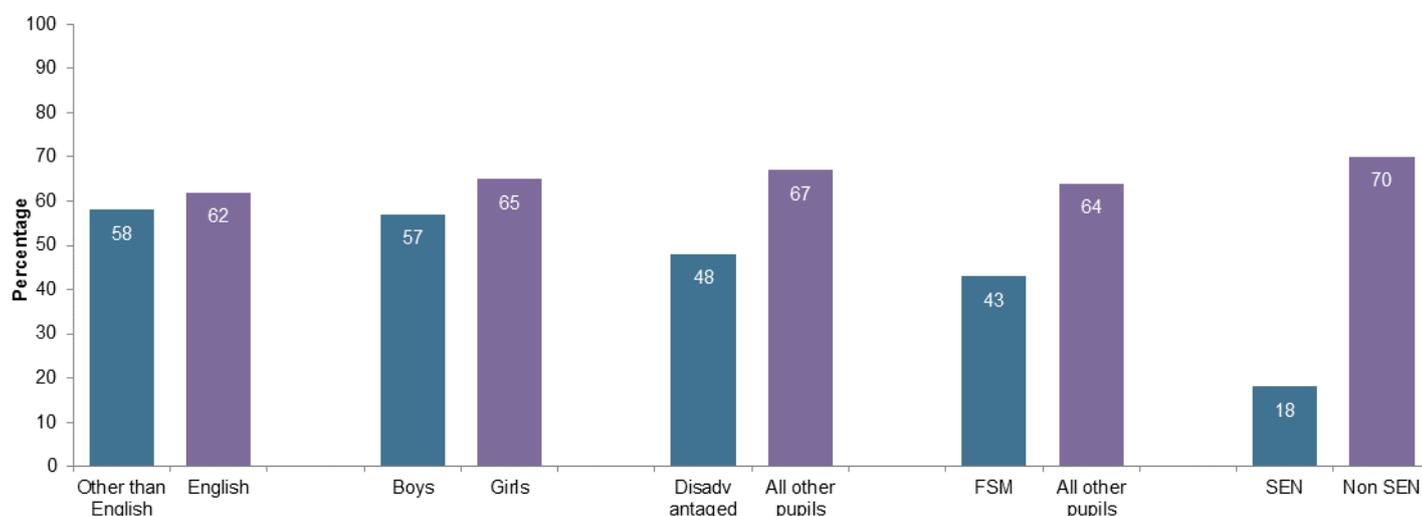
Source: Revised 2017 KS2 assessment data

¹³ The coasting definition applies to all state-funded mainstream schools with the relevant key stage 2 data. It is based on results as published in the [school performance tables](#) on the 14th December 2017. It excludes schools with fewer than 11 eligible pupils at the end of key stage 2, Schools where less than 50% of pupils have key stage 1 assessments that can be used to establish prior attainment and schools that closed within the academic year (and did not re-open as a converter academy)

9. Attainment and progress by pupil characteristics (Table N8a - N12)

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, 2017 (state-funded schools)



Source: National pupil database

Gender (Table N1a, N8b, N8c, N9b, N9c)

As in previous years, girls on average do better than boys in reading, writing and mathematics combined. In 2017, 65% of girls achieve the expected standard in all of reading, writing and mathematics compared to 57% of boys. This is a gap of 8 percentage points¹⁴, which has remained the same as 2016.

Girls also perform better than boys at the higher standard. In 2017 attainment at the higher standard was 10% for girls and 7% for boys, a difference of 3 percentage points.

At individual subject level, a higher proportion of girls than boys reach the expected standard in all subjects except in mathematics as shown in Figure 8 below. The biggest attainment gap between boys and girls is in the writing teacher assessment at 12 percentage points.

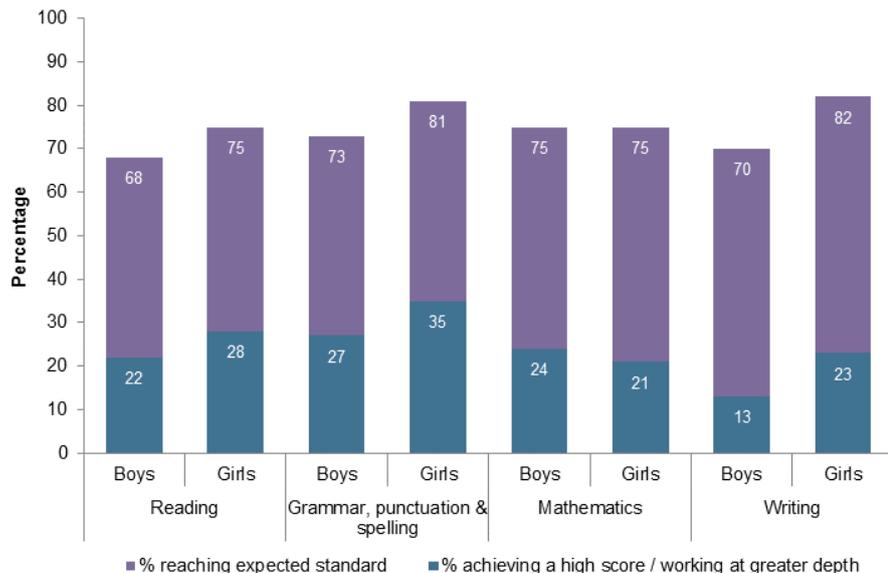
Attainment at the expected standard in mathematics is the same for both boys and girls at 75%¹⁵. As in previous years, boys are more likely to achieve a high score in mathematics.

As in 2016, girls made more progress than boys in reading and in writing while boys made more progress than girls in mathematics as seen in Figure 9 below.

¹⁴ All gaps are calculated from unrounded figures.

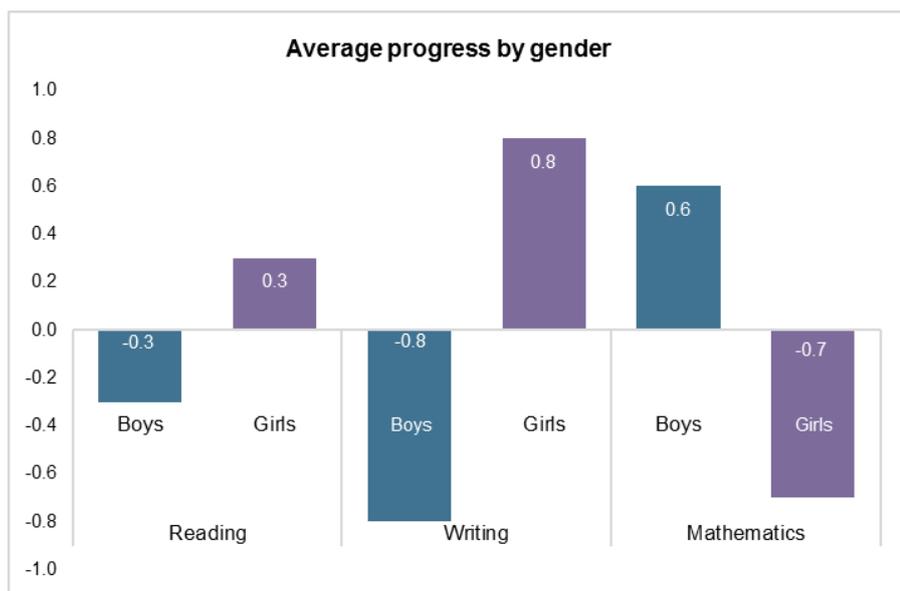
¹⁵ The proportion of boys reaching the expected standard in mathematics has been revised to 75% from 74% in the provisional release

Figure 8: Attainment by subject and gender
England, 2017 (all schools)



Source: National pupil database

Figure 9: Progress scores by gender
England, 2017 (All schools)



Source: National pupil database

Free school meal (FSM) eligibility (Table N8a - N9c)

15% of pupils at the end of KS2 are known to be eligible for free school meals in 2017.

Attainment has increased for both FSM and all other pupils in 2017 compared to 2016. As in previous years, FSM pupils have lower attainment in 2017 compared to all other pupils nationally: 43% of FSM pupils achieve the expected standard in reading, writing and mathematics, compared to 64% of all other pupils, a difference of 22 percentage points¹⁴. The attainment gap between FSM and all other pupils has increased slightly by one percentage point compared to 2016.

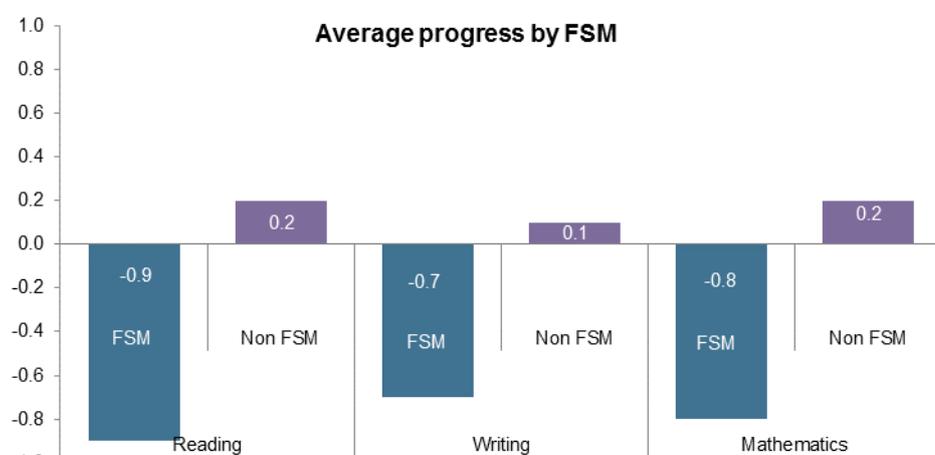
Table J: Attainment in reading, writing and mathematics by FSM eligibility England, 2017 (state-funded schools)

	Reached the expected standard			Achieving a higher standard		
	FSM pupils	All other pupils	<i>difference</i> ¹⁴	FSM pupils	All other pupils	<i>difference</i> ¹⁴
2016	35%	57%	21pp	2%	6%	5pp
2017	43%	64%	22pp	3%	10%	7pp

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, 2017 (state-funded schools)



Source: National pupil database

Disadvantaged Pupils (Table N8a - N9c)

In 2017, 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. In 2017, 32% of pupils at the end of key stage 2 were classed as disadvantaged.

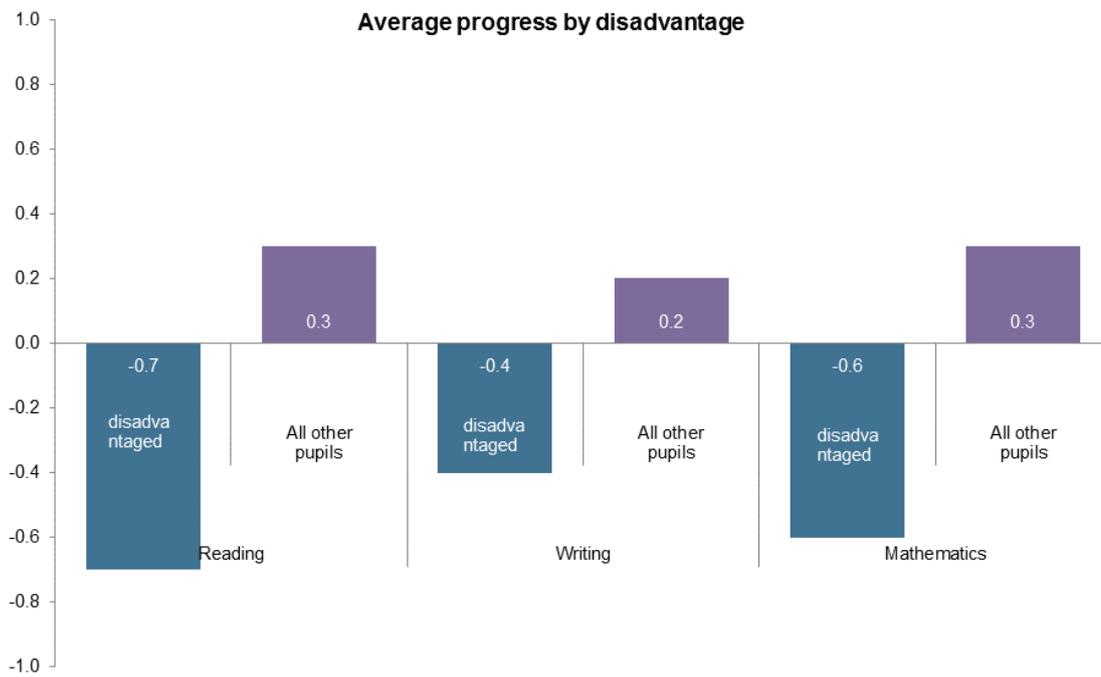
In 2017, 48% of disadvantaged pupils reached the expected standard in all of reading, writing and mathematics compared to 67% of all other pupils, a difference of 20 percentage points (pp). The table below shows that the gap in attainment at the expected standard in reading, writing and mathematics has decreased slightly from 21pp in 2016 to 20pp in 2017. However, the gap at the higher standard between disadvantaged pupils and all other pupils had increased from 5pp in 2016 to 7pp in 2017.

Table K: Attainment in reading, writing and mathematics by disadvantage England, 2017 (state-funded schools)

	Reached the expected standard			Achieving a higher standard		
	Disadvantaged pupils	All other pupils	<i>difference</i> ¹⁴	Disadvantaged pupils	All other pupils	<i>difference</i> ¹⁴
2017	48%	67%	20pp	4%	11%	7pp
2016	39%	60%	21pp	2%	7%	5pp

Source: National pupil database

**Figure 11: Progress scores by disadvantage
England, 2017 (state-funded schools)**



Source: National pupil database

Disadvantaged pupils make less progress in each of reading, writing and mathematics than all other pupils with similar prior attainment. However, the difference in progress is less than the equivalent of one scaled score point.

Disadvantage gap index (Tables N11, N12)

The disadvantage gap index measures difference in the average position of disadvantaged and all other pupils within the pupil attainment distribution.

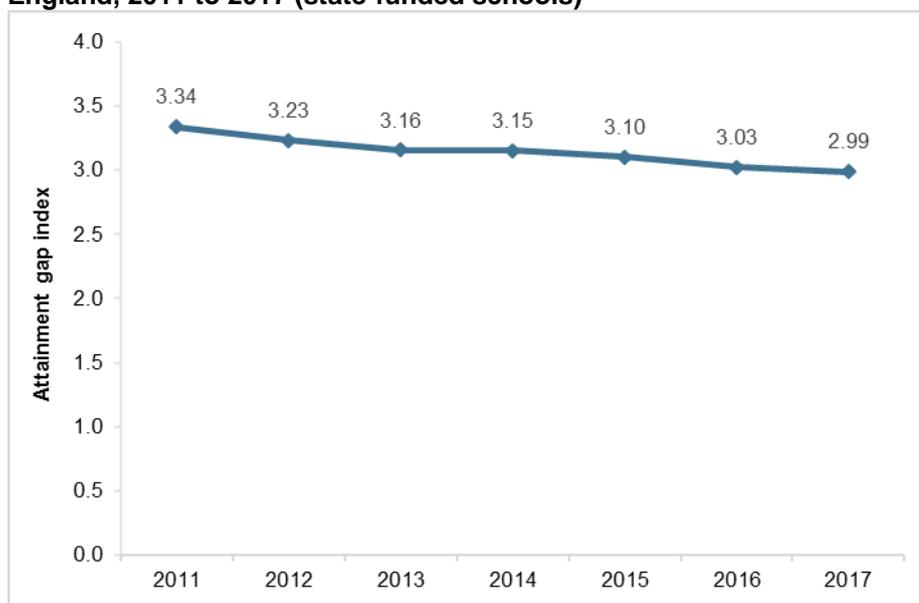
More details of the methodology and consultation were published in [SFR 40/2014](#).

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

The disadvantage gap index summarises relative attainment gap between disadvantaged pupils and all other pupils. The gap index is more resilient to changes to assessment and therefore offers greater comparability between years.

The gap between disadvantaged pupils and others, measured using the index, has decreased in each of the last six years, narrowing by 1.3% in the latest year and 10.5% since 2011 (see Figure 12). This shows that the average position of disadvantaged and other pupils in the distribution has become closer together.

Figure 12: Trend in the disadvantaged pupils' attainment gap index England, 2011 to 2017 (state-funded schools)



Source: National pupil database

Calculating the Index

Pupils are ordered by average scaled score¹⁶ in reading and mathematics.¹⁷

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:

$$(0.54715 - 0.39767) \times 20 = 2.99$$

The gap is measured on a scale of -10 to +10 with positive numbers indicating that disadvantaged pupils had scored less than all other pupils on average, and negative scores indicating that disadvantaged pupils have scored higher.

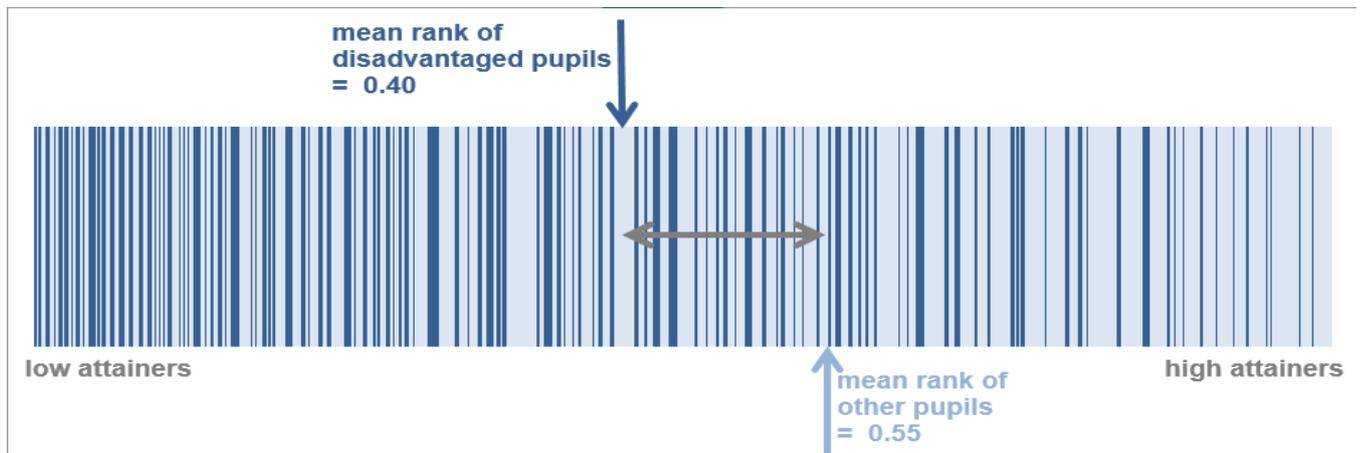
Figure 13 shows the distribution of pupils' results in 2017, from lowest attainment on the left to the highest attainment on the right. Dark blue lines represent disadvantaged pupils, while light blue lines represent others. Although there were some disadvantaged pupils among the highest attainers, they 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 blue arrows below); if disadvantage

¹⁶ 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 necessarily have achieved the expected standard in both subjects. Detailed information on scaled scores can be found in the [scaled scores at key stage 2 guidance](#).

¹⁷ The teacher assessed writing outcome is not included in the calculation of the index. [Analysis in 2016](#) showed that the writing component had little impact on the index value.

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 others¹⁸ England, 2017 (state-funded schools)



Source: National pupil database

To explain more about the differences between the disadvantaged and ‘all other’ pupil groups, average scaled scores in reading and maths for eligible pupils’ have been split into ten equally-sized percentiles as shown in the table below. This allows us to compare how likely pupils are to be particularly high or low achievers.

Table L: Percentiles showing average attainment in reading and mathematics of disadvantaged pupils and others. England, 2017 (state-funded schools)

Percentile	Mean scaled-score	Percentage of pupils in percentile		Percentage point difference	Odds ratio Others against disadvantaged
		disadvantaged pupils	Other pupils		
90 th	115.5	4%	13%	-9	3.3
80 th	113.6	10%	25%	-14	2.9
70 th	112.1	18%	36%	-18	2.6
60 th	110.9	26%	46%	-20	2.5
50 th	109.8	35%	57%	-21	2.4
40 th	108.8	46%	67%	-21	2.4
30 th	107.8	57%	76%	-19	2.4
20 th	106.7	69%	85%	-16	2.5
10 th	105.5	83%	93%	-10	2.7

Source: National pupil database

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.

¹⁸ 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 by the blue arrows.

Odds ratios are used to compare pupil's chances of reaching different percentiles.¹⁹ The higher odds ratios indicate that disadvantaged pupils are less likely to achieve top marks at key stage 2. The odds against disadvantaged pupils reaching each percentile are generally around two-and-a-half times as high as for other pupils. The odds against disadvantaged pupils being in the highest and lowest percentiles are relatively higher than for the middle percentiles.

Special Education Needs (SEN) (Table N8a - N9c)

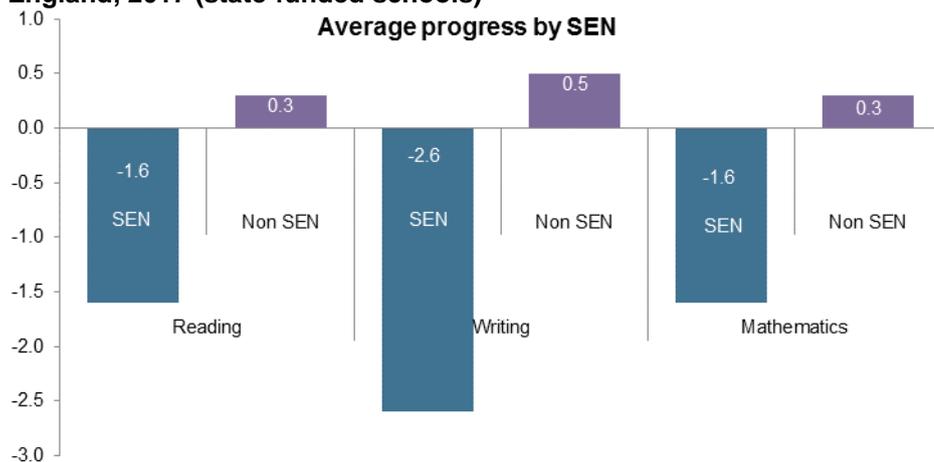
SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. In 2017, 17% of pupils at the end of key stage 2 pupils have a special educational need: 3% with a statement or education, health and care plan and 14% with 'SEN support'

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN (see Figure 7). In 2017, 18% of pupils with SEN reached the expected standard in all of reading, writing and mathematics, compared with 70% of pupils with no identified SEN, resulting in an attainment gap of 52 percentage points.

In 2016, the attainment gap in reading, writing and mathematics between SEN pupils and those with no identified SEN was 48 percentage points.

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

**Figure 14: Progress scores by SEN
England, 2017 (state-funded schools)**



Source: National pupil database

Ethnicity (Tables N8a – N10b)

75% of pupils at the end of key stage 2 are white, 11% are Asian, 6% are black, 6% are mixed and less than 1% are Chinese.

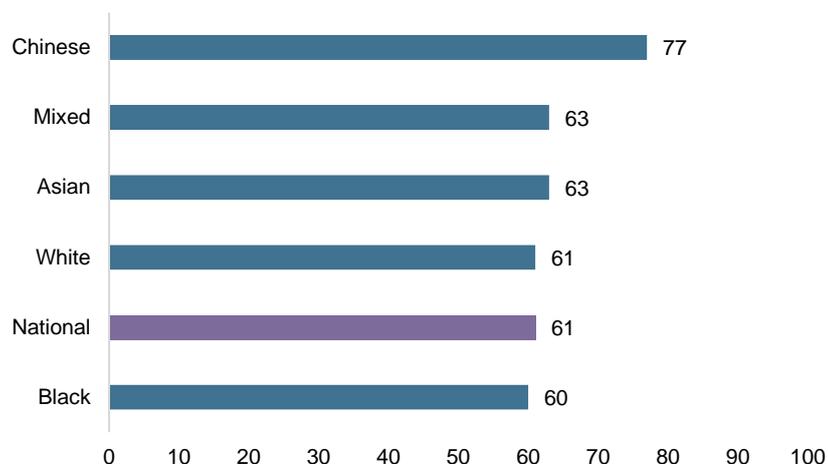
Attainment at the end of key stage 2 varies between different ethnic groups. Chinese pupils are the highest achieving group in 2017 as in the last few years. The percentage of Chinese pupils reaching the expected standard in all of reading, writing and mathematics is 77%, 16 percentage points above the national average.

Attainment of the other major ethnic groups is broadly similar to the national average. Pupils from a Black background are lowest attaining at 60% of pupils meeting the expected standard, just below the national average. However, attainment in this group has increased by 9pp from 51% in 2016. This is the biggest

¹⁹ Odds ratios compare different pupils' chances of being in or missing a percentile. The odds ratio compares the odds for disadvantaged pupils with the odds for the other group. A higher ratio indicates a higher disparity in pupils' chances. The odds ratios shown have been calculated from unrounded percentages.

increase in attainment of the major ethnic groups. Chinese pupils show the smallest increase in attainment, a 6pp increase from 71% in 2016.

Figure 15: Attainment in reading, writing and mathematics by major ethnic group England, 2017 (state-funded schools)



Source: National pupil database

Attainment varies for key groups within the major ethnic groups²⁰. White pupils who are eligible for free school meal (FSM) have significantly lower attainment compared to pupils from other backgrounds who are eligible for FSM. At 39%, attainment for white FSM pupils is 22pp below the national average. At 66%, attainment for Chinese pupils on FSM is higher than the national average.

Chinese pupils make the most progress in all subjects compared to all pupils as shown in the table below. In mathematics, Chinese pupils achieve the equivalent of about 4 scaled score points more than all pupils with the same prior attainment.

Pupils from most of the major ethnic groups make above average progress across all subjects with the exception of white pupils who make below average progress in writing and mathematics. Pupils from an Asian background also make below average progress in reading.

Table M: Progress scores by ethnicity England, 2017 (state-funded schools)

	Attainment in reading, writing and mathematics	Reading		Writing		Mathematics	
		Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
Asian	63%	-0.2	-0.3 to -0.2	1.0	1.0 to 1.1	1.9	1.8 to 1.9
Black	60%	0.1	0.0 to 0.1	0.8	0.8 to 0.9	0.6	0.6 to 0.7
Chinese	77%	1.5	1.2 to 1.7	1.9	1.7 to 2.2	4.6	4.4 to 4.8
Mixed	63%	0.4	0.3 to 0.5	0.2	0.2 to 0.3	0.0	-0.1 to 0.0
White	61%	0.0	0.0 to 0.0	-0.3	-0.3 to -0.2	-0.4	-0.4 to -0.3
Other	57%	0.5	0.4 to 0.7	1.4	1.3 to 1.5	2.4	2.2 to 2.5

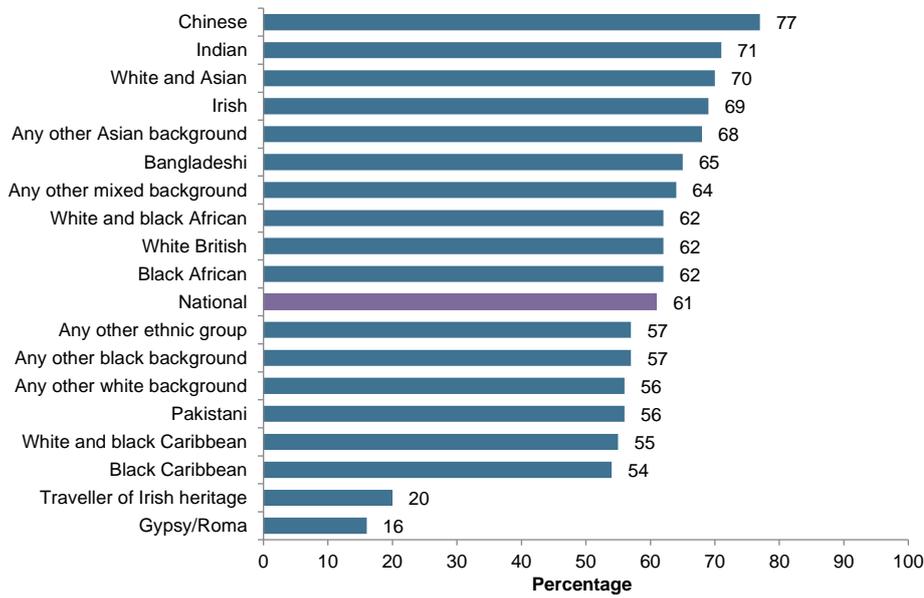
Source: National pupil database

Within the more detailed ethnic groupings, behind Chinese pupils, pupils from an Indian background are the highest performing group in reading, writing and mathematics (71% of pupils reach the expected standard).

²⁰ See table N10b in the accompanying tables

Gypsy/Roma pupils are the lowest performing group with 16% reaching the expected standard in all of reading, writing and mathematics.

Figure 16: Attainment in reading, writing and mathematics by minor ethnic group England, 2017 (state-funded schools)



Source: National pupil database

English as a first language (Table N8a - N9c)

In 2017, 20 percent of pupils at the end of key stage 2 have a first language other than English

The attainment gap between pupils whose first language is English and those whose first language is other than English remains the same as in 2016 (4pp).

In 2017, 58% of pupils whose first language is other than English reached the expected standard in all of reading, writing and mathematics compared with 62% of pupils whose first language is English. This is lower than the national average of 61%.

At individual subject level the gap between pupils whose first language is English and those whose first language is other than English is largest in reading (8pp). Conversely, pupils whose first language is other than English performed better in mathematics and in grammar, punctuation and spelling.

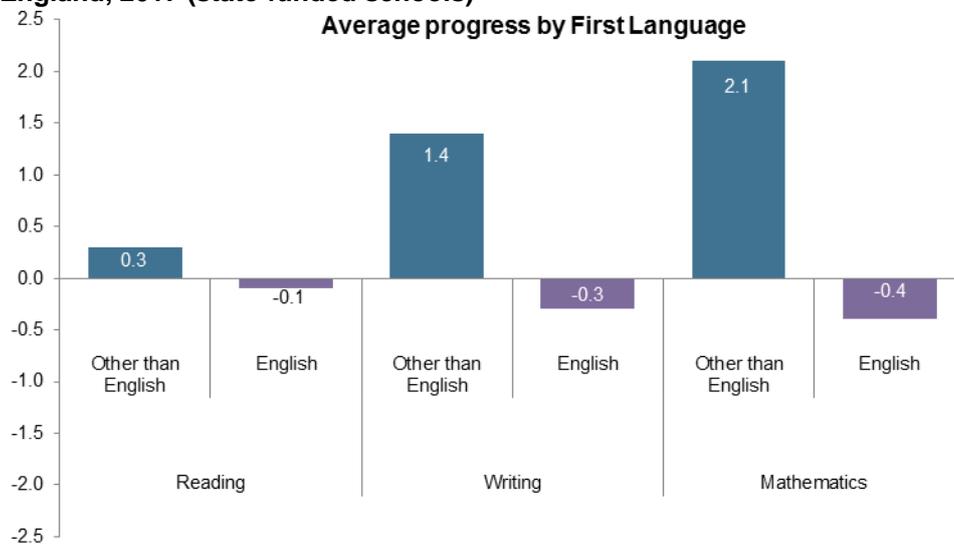
**Table N: KS2 attainment by first language
England, 2017 (state-funded schools)**

First language	Reading, writing and maths	Reading	Writing	Mathematics	Grammar, punctuation and spelling
English	62%	73%	77%	75%	77%
Other than English	58%	65%	74%	76%	78%

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 whose first language is English as shown in the chart below.

**Figure 17: Progress scores by First Language
England, 2017 (state-funded schools)**



Source: National pupil database

Month of Birth (Table N8a - N9c)

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.

As in previous years, 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.

**Table P: KS2 attainment by month of birth
England, 2017 (state-funded schools)**

	Percentage reaching the expected standard				
	Reading, writing and maths	Reading	Writing	Mathematics	Grammar, punctuation and spelling
September	68	77	82	80	81
October	67	76	80	79	81
November	65	75	80	78	80
December	64	74	79	77	79
January	62	73	77	76	78
February	62	72	77	75	77
March	61	71	76	75	77
April	60	70	75	74	76
May	59	70	74	73	75
June	57	68	73	72	74
July	56	67	72	71	73
August	54	66	71	70	73

Source: National pupil database

The youngest pupils made more progress across all subjects compared to all pupils nationally with similar prior attainment. In all cases, the progress made by younger pupils in 2017 is above the national average. On the other hand, older pupils made less progress in all subjects compared to all other pupils with similar prior attainment and progress is below the national average for this group.

**Table Q: KS2 progress by month of birth
England, 2017 (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	-0.6	-0.6 to -0.5
October	-0.4	-0.5 to -0.4	-0.3	-0.4 to -0.3	-0.5	-0.6 to -0.5
November	-0.3	-0.4 to -0.3	-0.3	-0.3 to -0.2	-0.4	-0.4 to -0.3
December	-0.3	-0.4 to -0.3	-0.2	-0.3 to -0.2	-0.3	-0.4 to -0.3
January	-0.2	-0.3 to -0.1	-0.2	-0.2 to -0.1	-0.2	-0.3 to -0.2
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	0.0 to 0.1	0.0	0.0 to 0.1	0.0	0.0 to 0.1
April	0.1	0.0 to 0.1	0.0	0.0 to 0.1	0.1	0.1 to 0.2
May	0.2	0.2 to 0.3	0.2	0.1 to 0.2	0.3	0.2 to 0.3
June	0.4	0.3 to 0.4	0.2	0.2 to 0.3	0.4	0.3 to 0.4
July	0.5	0.4 to 0.5	0.4	0.3 to 0.4	0.5	0.5 to 0.6
August	0.7	0.6 to 0.7	0.5	0.4 to 0.6	0.7	0.7 to 0.8

10. Local authority attainment and progress (Tables L1a-L4)

As in previous years, there is a large variation between local authorities in attainment and progress. The table below 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 one school each).

The difference between the highest and lowest performing local authorities is higher in reading than in the other test subjects. The difference for writing teacher assessment is smaller than in the test subjects. The biggest difference in average progress scores is in mathematics.

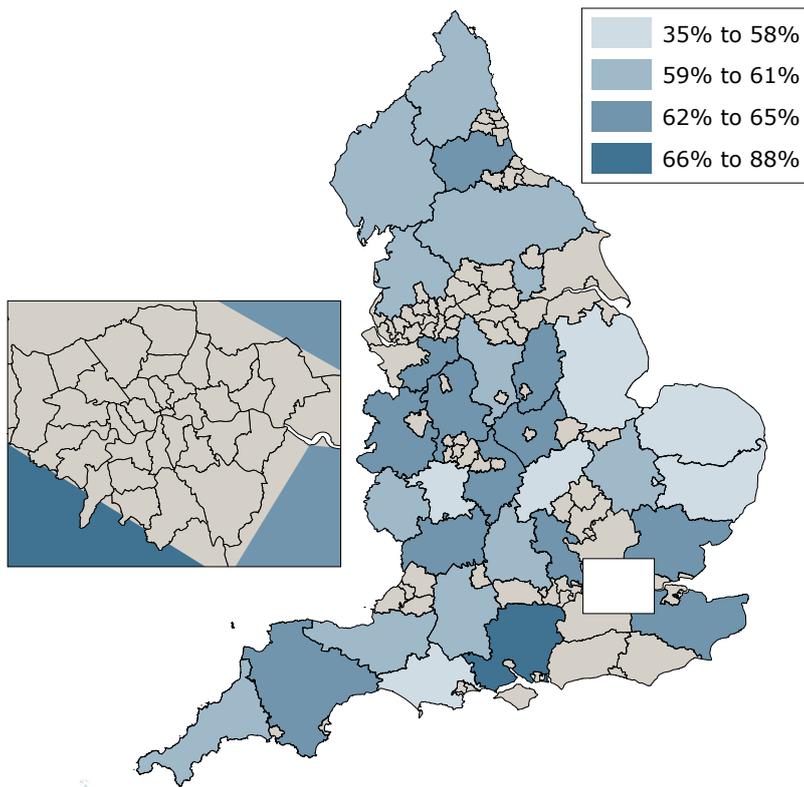
Table R: Minimum and maximum local authority attainment and progress England, 2017 (state-funded schools)

	Minimum	Maximum	Range
% reaching the expected standard in			
Reading, writing and mathematics	52%	76%	24
Reading test	63%	86%	23
Grammar, punctuation and spelling test	70%	91%	21
Mathematics	68%	89%	21
Writing teacher assessment	68%	86%	18
Average progress score			
Reading	-2.2	2.4	4.6
Writing	-2.5	2.6	5.1
Mathematics	-2.6	3	5.6

Source: National pupil database

Figure 18 below shows attainment at the expected standard in reading, writing and maths by local authority. The highest performing local authorities are concentrated in London. The poorest performing areas are in the Midlands, East Anglia, Yorkshire & the Humber, and the South East.

**Figure 18: Percentage of pupils reaching the expected standard in reading, writing and mathematics by local authority
England, 2017 (state-funded schools only)**



Source: Revised 2017 KS2 assessment data

In the [provisional release](#), we carried out analysis, which showed that the majority of areas that were high performing in 2016 remain high performing in 2017. Similarly, the majority of areas that were low performing in 2016 remain low performing in 2017. This remains unchanged with the revised data.

In addition, we looked at the correlation between local authority attainment in 2017 and 2016 and compared this to correlations between local authority attainment in 2016 and 2015. Results from our analysis suggests that there has been greater stability between 2016 and 2017 than between 2015 and 2016. This is to be expected as schools and local authorities adapt to the new assessments.

Floor Standard (Table L5)

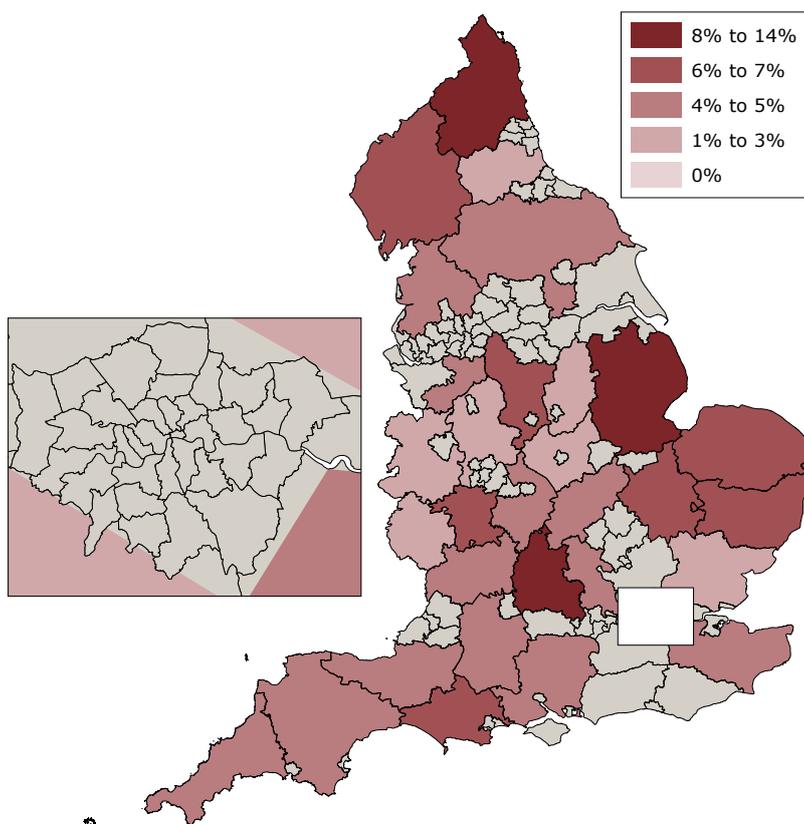
The percentage of primary schools below the floor standard also varies between local authorities. There are 47 local authorities that have no schools below the floor standard and 23 of these also had no schools below the floor standard in 2016.

Bedford has the highest proportion of schools below the floor standard at 14% (3 schools out of 21 schools).

This is followed by Poole with 13% (2 out of 16 schools) and Walsall 12% (9 out of 76 schools) of schools below the floor standard.

The variation in the percentage of schools below the floor by local authority is shown in figure 19.

Figure 19: Percentage of schools below the floor standard by local authority England, 2017 (state-funded mainstream schools only)



Source: Revised 2017 KS2 assessment data

11. 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 tests by subject and gender, 2017
Table N2a	Attainment at the end of key stage 2 by subject and gender, 2016 - 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 N5a	Attainment of pupils at the end of key stage 2 by school type, 2017
Table N5b	Progress scores of pupils at the end of key stage 2 by school type, 2017
Table N6a	Attainment of pupils at the end of key stage 2 in academies by length of time open, 2016 - 2017
Table N6b	Progress scores of pupils at the end of key stage 2 in academies by length of time open, 2017
Table N7a	Attainment of pupils at the end of key stage 2 by school phase, school cohort size and religious character, 2017
Table N7b	Progress scores of pupils at the end of key stage 2 by school phase, school cohort size and religious character, 2017
Table N8a	Attainment of pupils at the end of key stage 2 by pupil characteristics, 2017
Table N8b	Attainment of boys at the end of key stage 2 by pupil characteristics, 2017
Table N8c	Attainment of girls at the end of key stage 2 by pupil characteristics, 2017
Table N9a	Progress scores of pupils at the end of key stage 2 by pupil characteristics, 2017
Table N9b	Progress scores of boys at the end of key stage 2 by pupil characteristics, 2017
Table N9c	Progress scores of girls at the end of key stage 2 by pupil characteristics, 2017
Table N10a	Attainment of pupils at the end of key stage 2 by ethnicity and free school meal eligibility, 2017
Table N10b	Progress scores of pupils at the end of key stage 2 by ethnicity and free school meal eligibility, 2017
Table N11	Time series of the disadvantaged pupils attainment gap index at key stage 2, 2017 (Official Statistics)
Table N12	Scaled score breakdown of the attainment of pupils eligible for the pupil premium and others, 2017
Table N13	Attainment of pupils at the end of key stage 2 by school type and pupil characteristics, 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
Table L4	Progress scores of pupils by subject, local authority and region, 2017
Table L5	Number of schools not reaching the floor standard by local authority and region, 2017
Table L6	Number and percentage of schools meeting the coasting definition by local authority and region, 2017
Table L7a	Attainment of pupils at the end of key stage 2 by disadvantaged pupils and local authority, 2017
Table L7b	Progress scores of pupils at the end of key stage 2 by disadvantaged pupils and local authority, 2017
Table L8a	Attainment of pupils at the end of key stage 2 by free school meal eligibility and local authority, 2017
Table L8b	Progress scores of pupils at the end of key stage 2 by free school meal eligibility and local authority, 2017
Table L9a	Attainment of pupils at the end of key stage 2 by SEN provision and local authority, 2017
Table L9b	Progress scores of pupils at the end of key stage 2 by SEN provision and local authority, 2017
Table L10a	Attainment of pupils at the end of key stage 2 in reading, writing and mathematics by ethnicity, region and local authority, 2017
Table L10b	Progress scores of pupils in reading at the end key stage 2 by ethnicity and local authority, 2017
Table L10c	Progress scores of pupils in writing at the end key stage 2 by ethnicity and local authority, 2017
Table L10d	Progress scores of pupils in mathematics at the end key stage 2 by ethnicity and local authority, 2017
Table L11a	Attainment of pupils at the end of key stage 2 by first language and local authority, 2017
Table L11b	Progress scores of pupils at the end of key stage 2 by first language and local authority, 2017

Additional tables

Table A1	Attainment of pupils at the end of key stage 2 in reading, writing & mathematics and progress by degree of rurality of pupil residence, 2017
Table A2	Attainment of pupils at the end of key stage 2 in reading, writing & mathematics and progress by local authority district and region of pupil residence, 2017
Table A3	Attainment of pupils at the end of key stage 2 in reading, writing & mathematics and progress by degree of rurality of school location, 2017
Table A4	Attainment of pupils at the end of key stage 2 in reading, writing & mathematics and progress by local authority district and region of school location, 2017
Table A5	Attainment of pupils at the end of key stage 2 in reading, writing & mathematics and progress by parliamentary constituency of school location, 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. 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 that have had their figures suppressed. However, percentages have been calculated from unrounded data.
This is revised data	2017 figures in this publication are based on revised data. There is usually little difference between revised and final data. For more detail, see the section on 'reliability' in the methodology document . Final data will be used to update the time series in next year's publications.
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.

12. Further information is available

Characteristics breakdowns	Characteristics breakdowns are included in this SFR
Progress measures	Information on progress for different school types, pupil groups and for local authorities and other geographies are published in this SFR.
School level figures	School level data has been published in the performance tables in December.
Previously published figures	SFR43/2017: National curriculum assessments at key stage 2 in England, 2017 (provisional) SFR30/2017: National curriculum assessments at key stage 2 in England, 2017 (interim)

13. 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.

14. 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 2017 primary school performance tables. This data was shared with schools and local authorities as part of the checking exercise on 31 August 2017. 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 20 October 2017. It includes outcomes of reviews. This SFR revises earlier published figures and incorporates amendments received from schools through the checking exercise for the 2017 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

15. Get in touch

Media enquiries

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Other enquiries/feedback

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We are changing how our releases look

From 2018, we are planning to change the way we present data in our publication. Our intention is to highlight key performance figures in the main text and data presentation. More detailed breakdown of information such as local authority by gender and other lower geographies will be presented as underlying data in a downloadable and accessible format. We would welcome your feedback on these proposed changes at primary.attainment@education.gov.uk



Department
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