



13 December 2019

This publication provides revised statistics for key stage 2 (KS2) national curriculum assessments. It updates the [provisional](#) statistical release, in particular revising the disadvantage measures following the inclusion of new data on pupils in care of a local authority, and additionally includes pupil progress between key stage 1 (KS1) and KS2 and breakdowns by pupil characteristics and local authority.

It is accompanied by tables in Excel and underlying data files which provide statistics at national, local authority, local authority district and constituency level.

65% of pupils reached the expected standard in reading, writing and maths (combined) and 11% pupils reached the higher standard

In 2019, 65% of pupils reached the expected standard in all of reading, writing and maths, up from 64% in 2018. The proportion of pupils reaching the higher standard in 2019 was 11%, up from 10% in 2018.

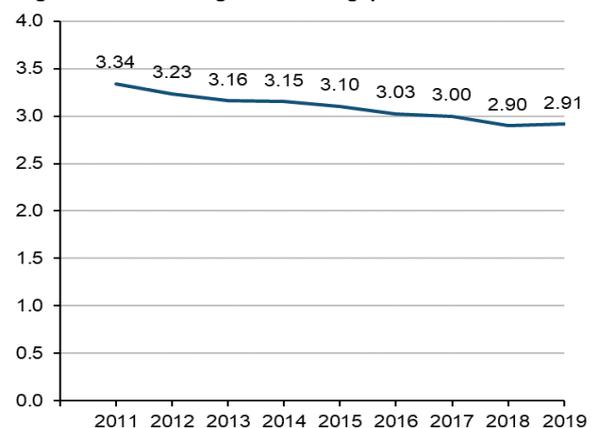
Attainment in reading, writing and maths in 2018 and 2019 is not directly comparable to earlier years because of changes to the [writing TA frameworks](#) in 2018.

The gap between disadvantaged pupils and others has remained at a similar level compared to last year

The gap between disadvantaged pupils and others, measured using the disadvantage gap index, remained at a similar level compared to last year.

There was a small increase of 0.5% (from 2.90 to 2.91) since 2018 but an overall decrease of 12.8% since 2011 (Figure 1).

Figure 1: Disadvantage attainment gap index



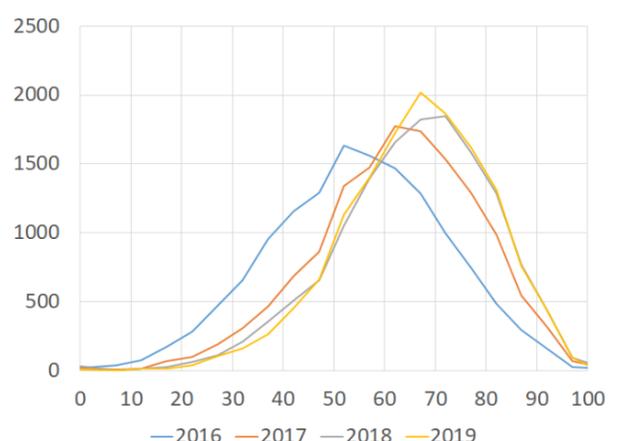
Distribution of school attainment for reading, writing and maths achieving the expected standard is similar compared to last year

Figure 2 shows how the distribution of attainment in reading, writing and maths at school level has changed since 2016.

In 2019, the distribution is broadly similar compared to last year.

Although the peak of the distribution represents a lower proportion achieving the expected standard than the peak last year, there were more schools at this level, and relatively fewer at lower levels of attainment.

Figure 2: Distribution of percentage of pupils reaching expected standard in reading, writing and maths at school level



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About this release

This publication provides revised 2019 key stage 2 national curriculum assessment results for pupils in schools in England at national, regional and local authority. Local authority district and constituency level statistics can be found in the underlying data. It provides additional information to that in the provisional key stage 2 publication published on 5 September 2019.

Pupils take national curriculum assessment in year 6, at the end of KS2, when most pupils will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and grammar, punctuation and spelling (GPS) and receive a teacher assessment (TA) in writing.

This publication provides figures on pupil progress between key stage 1 (typically age 7) and key stage 2 (typically age 11), a summary of school level results provided in the performance tables, breakdowns of attainment and progress by pupil characteristics and local authority.

In this publication

The following tables are included in the publication:

- KS2 national and local authority tables (Excel .xlsx)
- Underlying data and metadata (Excel .xlsx)

The accompanying quality and methodology 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 maths (combined) (Table N1a)

The combined reading, writing, and maths measure uses the reading and maths test results along with the outcome of the writing teacher assessment (TA). To reach the expected standard in all of reading, writing and maths, a pupil must achieve a scaled score of 100 or more in reading and maths tests and an outcome of 'reaching the expected standard' or 'working at greater depth' in the writing TA. Together, these subjects give a broad measure of pupil attainment.

To reach the higher standard, a pupil must achieve a scaled score of 110 or more in the reading and maths tests, and an outcome of 'working at greater depth' in the writing TA.

In 2019, 65% of pupils reached the expected standard in all of reading, writing and maths, while 11% of pupils reached the higher standard¹. This is up from 64% and 10% reaching the expected standard and higher standard respectively for 2018. Attainment in reading, writing and maths is not directly comparable to earlier years because of changes to [writing TA frameworks](#) in 2018.

2. Attainment by subject (Table N1b)

To reach the expected standard in reading, maths and GPS tests, a pupil must achieve a scaled score of 100 or more. In writing TA a pupil must be awarded an outcome of 'reaching the expected standard' or 'working at greater depth' to be counted as reaching the expected standard. The 'Working at greater depth' judgement is not included in the science teacher assessment framework, so pupils must be rated as 'reaching the expected standard' only in science TA to be counted as reaching the expected standard.

To reach the higher standard in a test subject, a pupil must achieve a scaled score of 110. To reach the higher standard in writing TA, a pupil must achieve an outcome of 'working at greater depth'.

Attainment increased across all subjects in 2019, with the exception of reading. Table 1 and Figure 3 summarise attainment in the key stage 2 subjects.

In reading, 73% of pupils reached the expected standard in 2019, down by 2 percentage points² (pp) from 2018. In maths, 79% of pupils reached the expected standard, up by 3pp. In grammar, punctuation and spelling (GPS), 78% of pupils reached the expected standard, the same as in 2018.

Table 1: Attainment in KS2 by subject (percentage point changes from 2018 shown in brackets³)
England, 2019 (all schools)

	Reaching the expected standard	Achieving a high score
Reading test	73% (-2pp)	27% (-1pp)
Maths test	79% (+3pp)	27% (+3pp)
GPS test	78% (0pp)	36% (+1pp)
Writing teacher assessment	78% (0pp)	20% (0pp)
Science teacher assessment	83% ⁴	Not applicable

Source: National pupil database

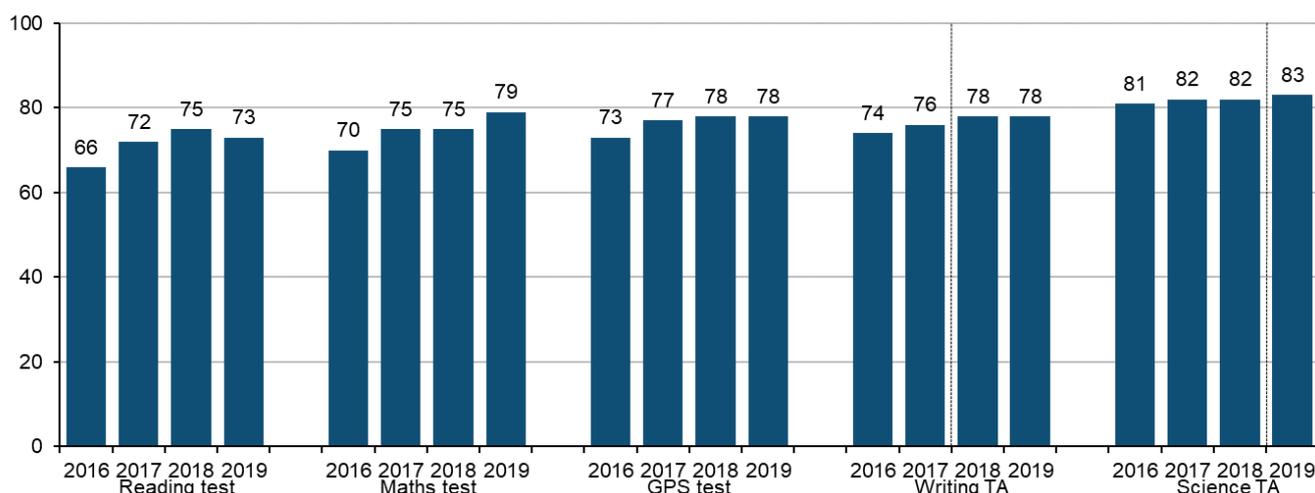
¹ Includes pupils who achieved a high score in reading and maths and who were working at greater depth in writing.

² All percentage point differences are calculated using unrounded figures.

³ All gaps are calculated using unrounded figures.

⁴ Attainment in science TA in 2019 is not directly comparable to earlier years because of changes to the science TA frameworks in 2019.

Figure 3: Percentage of pupils achieving expected standard in KS2 tests by subject
England, 2016-2019 (all schools)



Source: National pupil database

Average scaled scores (Table N2)

[Scaled scores](#) are a standardised measure of attainment that remain consistent every year. Scaled scores therefore allow us to make accurate comparisons of test performance over time.

The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test are excluded from the calculation.

Average scaled scores remained largely stable compared to 2018. The average scaled score in reading fell by 1 score to 104. The average scaled score in maths increased by 1 score to 105. The average scaled score in GPS remained the same at 106.

Table 2: Average scaled score
England, 2016-2019 (all schools)

	2016	2017	2018	2019
Reading test	103	104	105	104
Maths test	103	104	104	105
GPS test	104	106	106	106

Source: National pupil database

3. School level attainment and progress (Tables N3a, N3b)

The [compare school performance website](#) publishes attainment and progress results for individual schools.

Changing school types (Table N3a)

There were 15,153 state-funded mainstream primary schools with key stage 2 assessment results in 2019. Since 2016, there have been notable changes to the makeup of school types in England. The proportion of LA maintained schools decreased from 82% in 2016 to 68% in 2019. There have been corresponding increases in the proportion of sponsored and converter academies to 9% (up by 3pp) and 22% (up by 10pp) respectively. It should be noted that the conversion of schools from one type to another means that the performance figures over time by school type capture not only changes in underlying performance but also changes in which schools are included within each type. While the number of free schools has increased to 81, free schools continue to make up a very small proportion of schools (1%). See the accompanying methodology and quality information document for details about different types of school.

Table 3: Number and percentage of schools by school type
England, 2019 (State-funded mainstream schools)

	2016		2017		2018		2019	
All state-funded mainstream schools	14,930		14,977		15,054		15,153	
LA maintained schools	12,292	82%	11,784	79%	11,043	73%	10,367	68%
Sponsored academies	866	6%	983	7%	1,187	8%	1,353	9%
Converter academies	1,744	12%	2,174	15%	2,767	18%	3,352	22%
Free schools	28	0%	36	0%	57	0%	81	1%

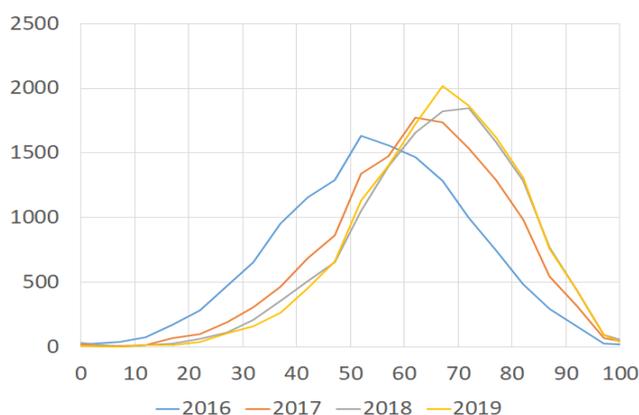
Source: National pupil database

Figure 4 shows how the distribution of attainment at school level has changed since 2016. In 2019, the distribution of school attainment for reading, writing and maths achieving the expected standard was broadly similar to last year.

Although the peak of the distribution represents a lower proportion achieving the expected standard than the peak last year, there were more schools at this level, and relatively fewer at lower levels of attainment.

Figure 4: Distribution of school attainment according to the percentage of pupils reaching the expected standard in reading, writing and maths

England, 2016 - 2019 (mainstream schools with 11 or more eligible pupils)



Source: National pupil database

4. Attainment and progress by school type (Tables N3a, N3b)

Attainment for different school types is summarised in Table 4. As in 2018, attainment in individual subjects was highest in converter academies and lowest in sponsored academies. This difference 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.

In general, LA maintained schools had higher attainment across subjects than all state-funded mainstream schools whereas academies and free schools as a group had lower attainment across subjects than all state-funded mainstream schools.

The progress made by pupils in LA maintained schools and converter academies was marginally higher than the national average in math but similar for reading and writing (Table 4). In general, pupils in free schools made the least progress across all individual subjects. Pupils in sponsored academies made less progress in reading and in maths than pupils with similar prior attainment in other types of schools but made more progress in writing.

Table 4: Attainment and progress scores (with confidence intervals) by type of school
England, 2019 (state-funded mainstream schools)

	Reaching the expected standard:	Reaching the higher standard:
LA maintained schools	66%	11%
Academies and free schools	65%	10%
Of which:		
Sponsored academies	58%	7%
Converter academies	68%	11%
Free schools	62%	11%
All state-funded mainstream schools	66%	11%

	Reading test	Writing TA	Maths test	GPS test
LA maintained schools	75%	80%	80%	80%
Academies and free schools	73%	79%	79%	78%
Of which:				
Sponsored academies	66%	74%	73%	71%
Converter academies	76%	81%	81%	80%
Free schools	72%	77%	77%	78%
All state-funded mainstream schools	74%	79%	80%	79%

	Progress scores and confidence intervals:					
	Reading		Writing		Maths	
LA maintained schools	0.2	(0.2 to 0.2)	0.1	(0.1 to 0.1)	0.2	(0.2 to 0.1)
Academies and free schools	-0.1	(-0.1 to -0.1)	0.1	(0.2 to 0.1)	0.0	(0.0 to 0.0)
Of which:						
Sponsored academies	-0.6	(-0.5 to -0.6)	0.1	(0.2 to 0.1)	-0.3	(-0.3 to -0.4)
Converter academies	0.1	(0.1 to 0.0)	0.1	(0.2 to 0.1)	0.2	(0.2 to 0.1)
Free schools	-0.6	(-0.4 to -0.8)	-0.5	(-0.3 to -0.7)	-0.7	(-0.5 to -0.9)
All state-funded mainstream schools	0.1	(0.1 to 0.1)	0.1	(0.1 to 0.1)	0.1	(0.1 to 0.1)

Source: National pupil database

Attainment in academies over time (National underlying data)

As noted above, the ongoing movement of schools from one type to another means headline figures are affected by schools within each group having been academies for differing lengths of time. It is difficult, therefore, to understand the performance of academies by looking only at changes in the headline figures each year. In order to address this, the underlying data (academies by years open) provides a time series showing how reading, writing and maths attainment changes in years after a school becomes an academy. This time series shows that the academies that have been open the longest have the highest attainment. In converter academies that have been open for 8 years or more, 71% of pupils reached the expected standard in reading, writing and maths while in sponsored academies 61% of pupils reached the expected standard. In converter academies open for one academic year 66% of pupils reached the expected standard while in sponsored academies open for one year 54% reached the standard.

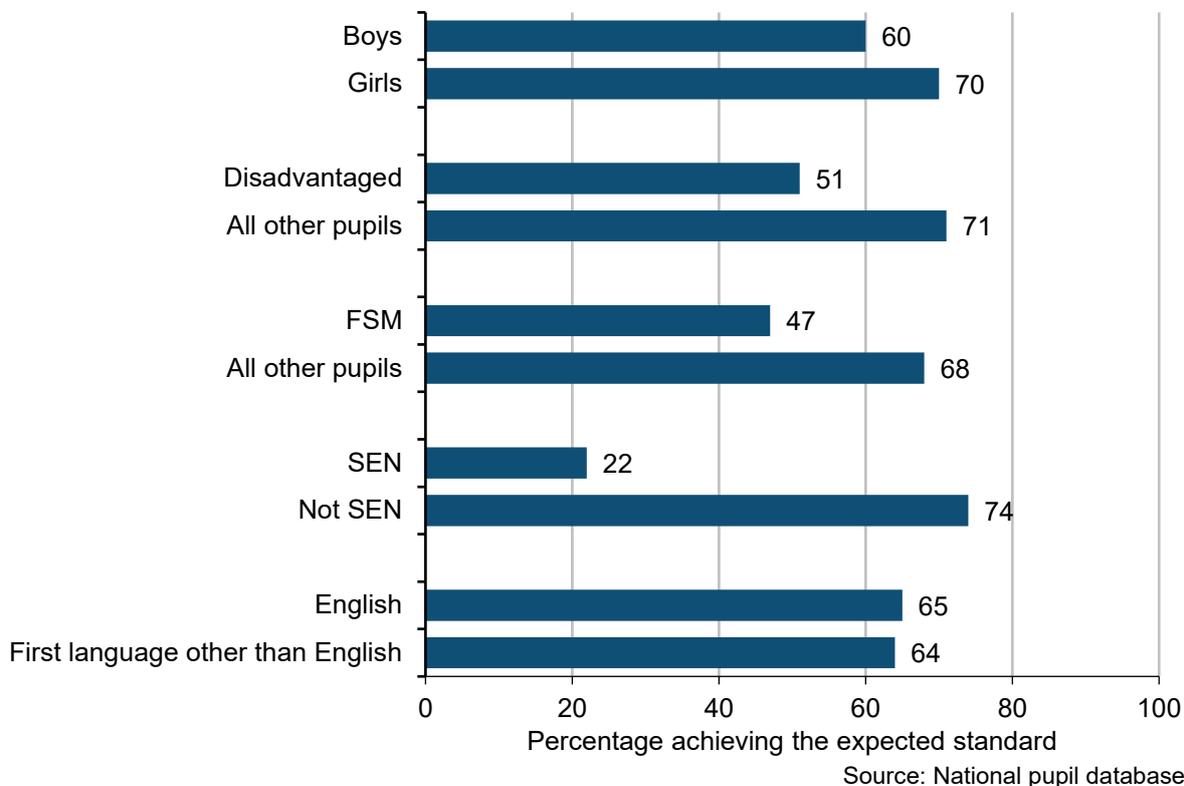
The department has published a [research report](#) that discusses the challenges of assessing the performance of academies and uses more advanced statistical methods to make better comparisons of their performance.

5. Attainment and progress by pupil characteristics (Table N1a, N1b, N2, N4a, N4b, National underlying data)

This section discusses attainment and progress breakdowns by disadvantage, gender, eligibility, special education needs (SEN), ethnicity and first language.

Figure 5: Percentage reaching the expected standard in reading, writing and maths for different characteristics groups

England, 2019 (state-funded schools)



Gender (Table N1a, N1b, N2, National underlying data)

With the exception of reading, attainment increased across all test subjects for both genders, and girls continue to outperform boys (Table 5). Attainment for both boys and girls decreased for reading. In 2019, the gender gap at the expected standard in reading, writing and maths was 10pp: 70% of girls reached the expected standard compared to 60% of boys. This is an increase of 2pp in the attainment gap compared to 2018 when it was 8%. This was driven by an increase in the attainment gap in reading which increased from 7% in 2018 to 9% in 2019.

At individual subject level, more girls reached the expected standard in all subjects (Table 5). As in 2018, the biggest attainment gap between boys and girls was in writing TA at 12pp. The gender gap at the expected standard in maths was only 1pp, which was notably smaller than in other subjects.

At the higher standard, girls outperformed boys in all subjects except in maths where boys outperformed girls by 5pp. This pattern is consistent with previous years, where boys performed better than girls only at the higher standard in maths.

Progress scores showed a similar pattern, with girls progressing more in reading and writing (equivalent to 1.2 and 1.6 scaled score points difference respectively). Boys made more progress in maths (equivalent to 1.4 scaled score point difference).

Table 5: Attainment and progress scores (with confidence intervals) by gender
England, 2019 (all schools)

	Boys	Girls	Difference ³
Reaching the expected standard			
Reading, writing, and maths	60%	70%	+10pp
Reading test	69%	78%	+9pp
Maths test	78%	79%	+1pp
GPS test	74%	83%	+9pp
Writing TA	72%	85%	+12pp
Progress scores			
Reading	-0.5 (-0.5 to -0.6)	0.6 (0.6 to 0.6)	+1.2
Writing	-0.7 (-0.7 to -0.8)	0.8 (0.8 to 0.8)	+1.6
Maths	0.7 (0.7 to 0.7)	-0.7 (-0.7 to -0.7)	-1.4

Source: National pupil database

Disadvantage gap index (Table N5)

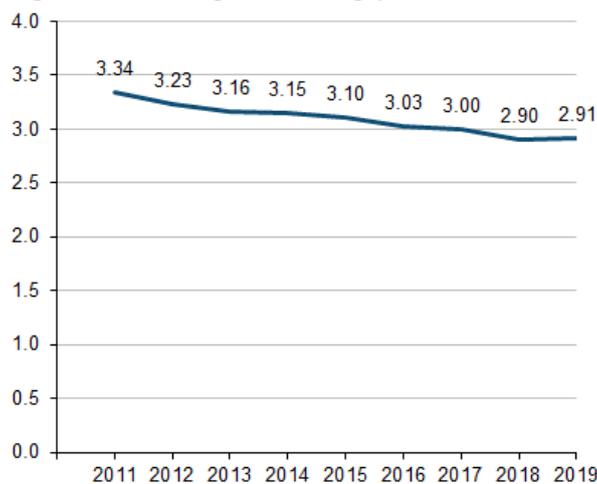
Disadvantaged pupils are ordinarily defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order.

As an update to the [provisional](#) release, the statistics about disadvantage in this publication include pupils in the care of a local authority - unless they were eligible for free school meals during the last 6 years or ceased to be looked-after in the last year.

The gap between disadvantaged pupils and others, measured using the disadvantage gap index, remained at a similar level compared to last year, showing a small increase of 0.5% (from 2.90 to 2.91) since 2018 but an overall decrease of 12.8% since 2011 (Figure 6). This shows that the performance across the range of abilities between disadvantage and other pupils has narrowed since 2011.

Figure 6: Trend in the disadvantaged pupils' attainment gap index
England, 2011 to 2018 (state-funded schools)

Figure 1: Disadvantage attainment gap index



Source: National pupil database

Disadvantaged Pupils (Table N4a, N4b)

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 2019, 31% of pupils at the end of key stage 2 were classed as disadvantaged.

The revised statistics on disadvantage in this publication update the provisional statistics by including data on pupils in the care of a local authority in 2019. These would have been excluded from the disadvantaged cohort in the provisional statistics if they had not been eligible for free school meals during the last 6 years or ceased to be looked-after in the last year.

In 2019, 51% of disadvantaged pupils reached the expected standard in all of reading, writing and maths compared to 71% of all other pupils, a difference of 20pp. Table 6 shows that the gap in attainment at the expected standard in reading, writing and maths has decreased slightly (from 21pp) since 2016 but has remained broadly stable over the last three years at 20pp.

Disadvantaged pupils make less progress in each of reading, writing and maths than all other pupils with similar prior attainment with differences of 0.9, 0.8 and 1.1 respectively in these subjects.

Table 6: Attainment and progress scores (with confidence intervals) by disadvantage status
England, 2019 (state-funded schools)

	Disadvantaged pupils	All other pupils	Difference ³
Reaching the expected standard in reading, writing and maths			
2016	39%	60%	+21pp
2017	47%	67%	+20pp
2018	51%	70%	+20pp
2019	51%	71%	+20pp
Progress scores			
Reading	-0.6 (-0.6 to -0.6)	0.3 (0.3 to 0.3)	+0.9
Writing	-0.5 (-0.5 to -0.5)	0.3 (0.3 to 0.3)	+0.8
Maths	-0.7 (-0.7 to -0.7)	0.4 (0.4 to 0.4)	+1.1

Source: National pupil database

Special Education Needs (SEN) (Table N4a, N4b)

Pupils with SEN are currently classified as either on SEN support or with an Education, Health and Care (EHC) plan. From 2015, the categories of school action and school action plus were combined to become SEN support.

Following the introduction of EHC plans in September 2014, pupils with statements of SEN and EHC plans were grouped together within the data.

In 2019, 18% of pupils at the end of key stage 2 had a special educational need: 3% with a statement or education, health and care plan and 15% with 'SEN support'

Of all reported characteristics, the difference between the comparison groups is largest when looking at SEN (Figure 10). In 2019, 22% of pupils with SEN reached the expected standard in all of reading, writing and maths, compared with 74% of pupils with no identified SEN, resulting in an attainment gap of 52pp. The attainment gap has remained stable since 2017.

Table 8 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 in writing.

Table 8: Attainment and progress scores (with confidence intervals) by SEN status

England, 2019 (state-funded schools)

	All SEN pupils	No identified SEN	Difference ³
Reaching the expected standard in reading, writing and maths			
2016	14%	62%	+48pp
2017	18%	70%	+52pp
2018	21%	74%	+52pp
2019	22%	74%	+52pp
Progress scores			
Reading	-1.5 (-1.4 to -1.5)	0.4 (0.4 to 0.3)	+1.8
Writing	-2.2 (-2.2 to -2.2)	0.5 (0.5 to 0.5)	+2.7
Maths	-1.5 (-1.5 to -1.6)	0.4 (0.4 to 0.4)	+1.9

Source: National pupil database

English as a first language (Table N4a, N4b)

In 2019, 21% of pupils at the end of key stage 2 had 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 has reduced to 1pp in 2019, from 4pp in 2016 when the tests were first introduced. In 2019, 64% of pupils whose first language was other than English reached the expected standard in all of reading, writing and maths compared with 65% of pupils whose first language is English.

Pupils whose first language is other than English made more progress in all subjects compared to pupils with similar prior attainment whose first language is English (Table 9).

Table 9: Attainment and progress scores (with confidence intervals) by first language
England, 2019 (state-funded schools)

	Other than English	English	Difference ³
Reaching the expected standard in reading, writing and maths			
2016	50%	54%	+4pp
2017	58%	62%	+4pp
2018	63%	65%	+2pp
2019	64%	65%	+1pp
Progress scores			
Reading	0.8 (0.8 to 0.7)	-0.1 (-0.1 to -0.2)	-0.9
Writing	1.2(1.3 to 1.2)	-0.2 (-0.2 to -0.3)	-1.5
Maths	2.1 (2.1 to 2.0)	-0.4 (-0.4 to -0.4)	-2.5

Source: National pupil database

Ethnicity (Tables N4a, N4b)

74% of pupils at the end of key stage 2 were white, 11% were Asian, 6% were black, 6% were of mixed ethnicity and less than 1% were Chinese.

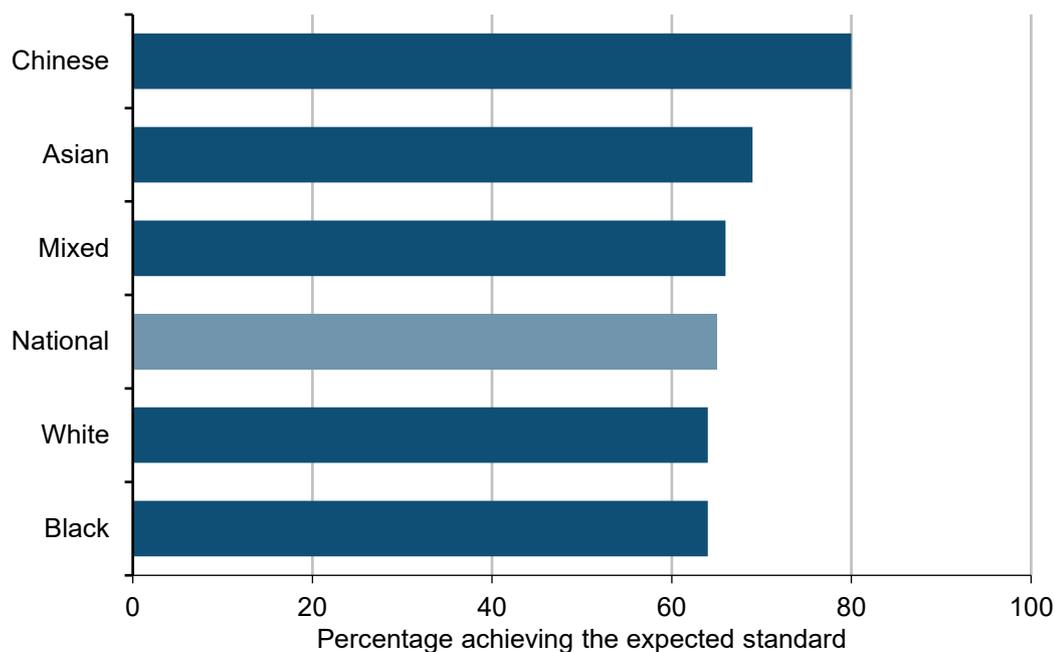
Attainment at the end of key stage 2 varies between different ethnic groups. Consistent with previous years, Chinese pupils were the highest achieving group in 2019 with 80% of Chinese pupils reaching the expected standard in all of reading, writing and maths, 15pp above the national average (Figure 7, Table 10).

The pattern of attainment across the ethnic major groups has remained largely the same compared to the previous years. Chinese pupils were the highest attainment ethnic group, while Black and White pupils were the lowest attainment ethnic group.

Chinese pupils make the most progress in all subjects compared to all pupils (Table 10). In maths, Chinese pupils achieved 4.4 scaled scores, more than all other pupils with the same prior attainment.

In general, 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 all subjects.

Figure 7: Attainment in reading, writing and maths by major ethnic group
England, 2019 (state-funded schools)



Source: National pupil database

Table 10: Attainment and progress scores (with confidence intervals) by ethnicity
England, 2019 (state-funded schools)

	White	Mixed	Asian	Black	Chinese
Reaching the expected standard in reading, writing and maths					
2016	53%	56%	55%	51%	71%
2017	61%	63%	63%	60%	77%
2018	64%	66%	68%	63%	81%
2019	64%	66%	69%	64%	80%
Progress scores					
Reading	-0.1 (-0.1 to -0.1)	0.4 (0.4 to 0.3)	0.6 (0.6 to 0.5)	0.2 (0.3 to 0.2)	1.5 (1.7 to 1.3)
Writing	-0.2 (-0.2 to -0.2)	0.2 (0.2 to 0.3)	1.0 (1.0 to 0.9)	0.5 (0.6 to 0.5)	1.8 (2.0 to 1.6)
Maths	-0.3 (-0.3 to -0.3)	-0.1 (0.0 to -0.1)	1.8 (1.9 to 1.8)	0.3 (0.4 to 0.3)	4.4 (4.6 to 4.2)

Source: National pupil database

Within the more detailed ethnic groupings, after Chinese pupils, pupils from an Indian background are the highest performing group in reading, writing and maths (77% of pupils reached the expected standard). Gypsy/Roma pupils are the lowest performing group with 19% reaching the expected standard in all of reading, writing and maths in 2019.

Ethnicity and free school meal eligibility (National underlying data)

Attainment varies for key groups within the major ethnic groups. White pupils who are eligible for free school meals (FSM) have significantly lower attainment compared to pupils from other backgrounds who are eligible for FSM. At 44%, attainment for white FSM pupils was 21pp below the national average in 2019. Of those eligible for FSM, only attainment of Chinese pupils was above the national average at 75%.

Month of Birth (Table N4a, N4b)

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 (Table 11). Pupil attainment decreases in a monotonic pattern according to their month of birth; pupils in each month perform better than children from younger months. The attainment gap in reading, writing and maths between pupils born in September and those born in August is 12pp. Pupils born between September and February have a higher attainment than the national average, while those born between March and August have a lower attainment than the national average.

The opposite pattern is seen in pupil's progress scores from key stage 1 to key stage 2 (Table 11). The youngest pupils made more progress across all subjects compared to the national average (i.e. a progress score of 0.0). Conversely, older pupils made less progress than the national average in all subjects. In general, the progress made by younger pupils born in later months of an academic year is above the national average. This pattern indicates that younger pupils are narrowing the attainment gap on their older peers within their cohort as they move through the school system.

Table 11: KS2 attainment and progress (with confidence intervals) by month of birth
England, 2019 (state-funded schools)

	Reading, writing and maths	Reading progress score	Writing progress score	Maths progress score
September	71%	-0.5 (-0.4 to -0.5)	-0.3 (-0.3 to -0.4)	-0.5 (-0.5 to -0.6)
October	70%	-0.4 (-0.4 to -0.5)	-0.3 (-0.2 to -0.3)	-0.4 (-0.4 to -0.5)
November	69%	-0.3 (-0.2 to -0.3)	-0.2 (-0.2 to -0.3)	-0.3 (-0.3 to -0.4)
December	67%	-0.3 (-0.2 to -0.3)	-0.2 (-0.1 to -0.2)	-0.3 (-0.2 to -0.3)
January	66%	-0.1 (-0.1 to -0.2)	-0.1 (-0.1 to -0.2)	-0.2 (-0.2 to -0.2)
February	66%	-0.1 (0.0 to -0.1)	-0.1 (0.0 to -0.1)	-0.1 (0.0 to -0.1)
March	64%	0.0 (0.1 to 0.0)	0.0 (0.1 to 0.0)	0.1 (0.1 to 0.0)
April	64%	0.1 (0.2 to 0.1)	0.1 (0.2 to 0.1)	0.2 (0.2 to 0.1)
May	62%	0.2 (0.3 to 0.2)	0.2 (0.2 to 0.1)	0.3 (0.3 to 0.2)
June	61%	0.4 (0.5 to 0.3)	0.3 (0.3 to 0.2)	0.4 (0.5 to 0.4)
July	60%	0.5 (0.6 to 0.5)	0.4 (0.5 to 0.4)	0.6 (0.6 to 0.5)
August	58%	0.6 (0.7 to 0.6)	0.5 (0.5 to 0.4)	0.7 (0.8 to 0.7)

Source: National pupil database

6. Local authority attainment and progress (Table L1,L2)

As in previous years, there is a large variation between local authorities in attainment and progress.

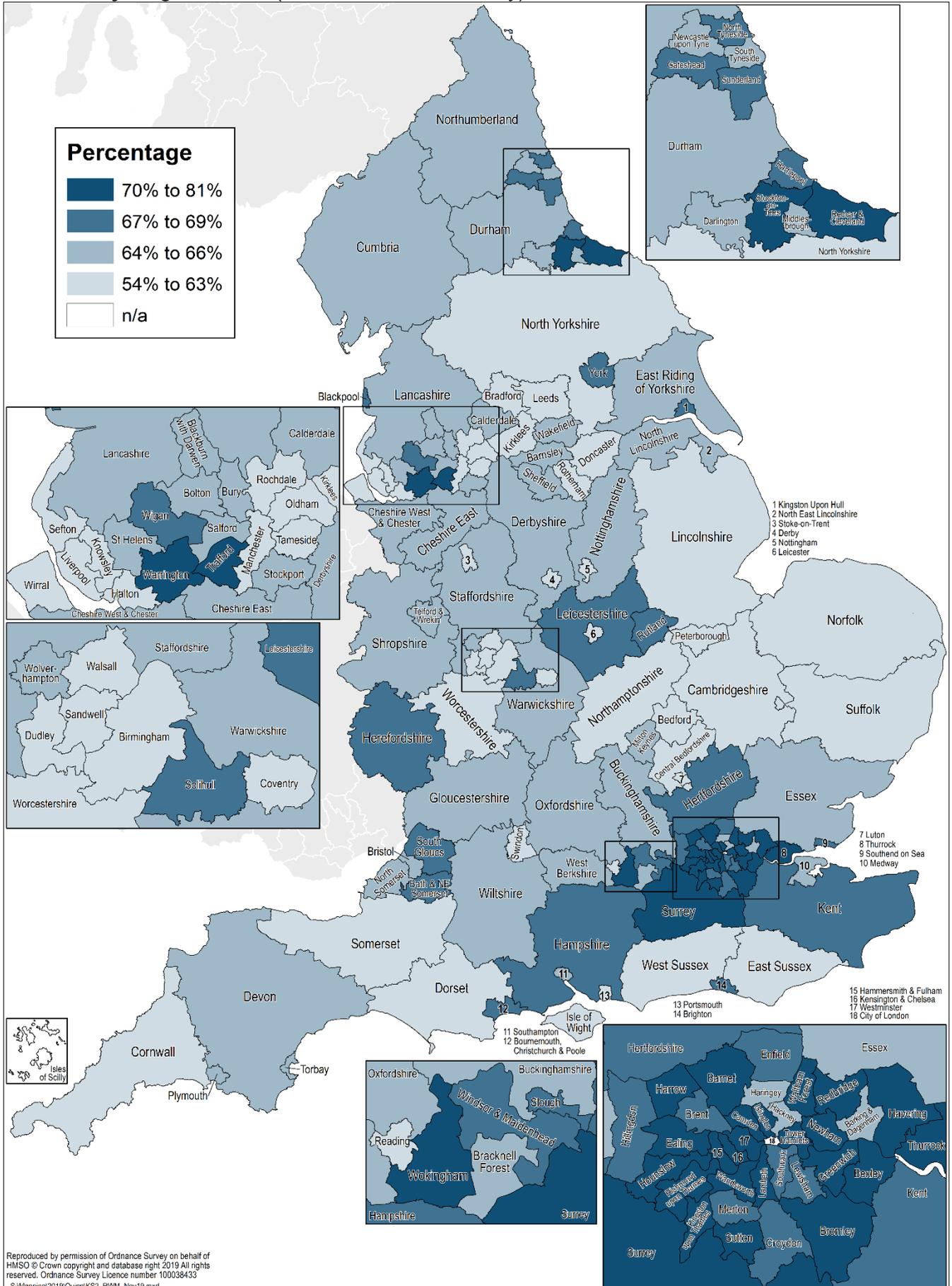
The map in Figure 8 shows the percentage of pupils reaching the expected standard in reading, writing and maths by local authority. This map reveals a complex picture of attainment across England, with a range of high and low attainment in different regions. Inner and Outer London were the highest achieving regions with both regions achieving 71% of pupils reaching the expected standard in reading, writing and maths combined. The regions with lowest attainment were Yorkshire and The Humber, East Midlands and West Midlands which had 63% of pupils achieving the expected standard. The relative attainment in the regions is broadly consistent with last year, but attainment overall has increased.

Table 12: Minimum and maximum local authority attainment and progress
England, 2019 (state-funded schools)

	Minimum	Maximum	Range (percentage points) ³
% reaching the expected standard in			
Reading, writing and maths	54%	81%	27pp
Reading test	64%	88%	24pp
Grammar, punctuation and spelling test	70%	91%	21pp
Maths test	71%	91%	20pp
Writing teacher assessment	68%	89%	20pp
Average progress score			
Reading	-1.8	2.4	4.3
Writing	-2.3	1.9	4.2
Maths	-2.1	2.7	4.8

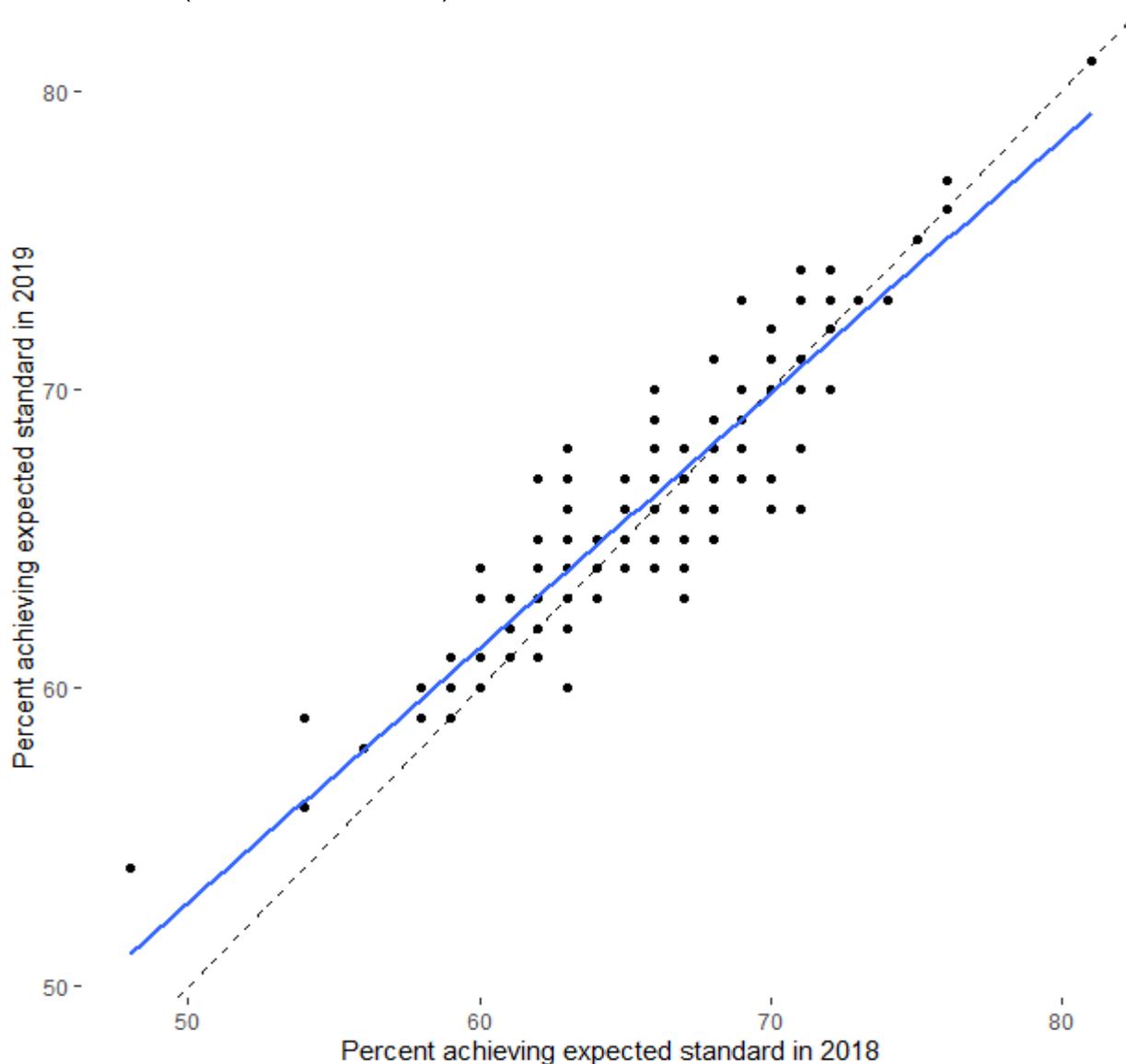
Source: National pupil database

Figure 8: Percentage of pupils reaching the expected standard in reading, writing and maths by local authority. England, 2019 (state-funded schools only)



Source: National Pupil Database

Figure 9: Local authority⁵ attainment in reading, writing and maths between 2018 and 2019.
 England, 2018-2019 (state-funded schools)



Source: National pupil database

Figure 9⁶ shows the relationship between local authority results in reading, writing, and maths between 2018 and 2019.

The black dotted line indicates achieving the same result in 2019 as in 2018. Local authorities that fall above the dotted line improved compared to 2018. The blue line indicates the line of best fit. This line indicates that local authorities with lower attainment levels tended to see the biggest changes in attainment since 2018, i.e. the gap between black line and blue line is largest at lower attainment levels.

⁵ Figure excludes the City of London and Isles of Scilly, which only have one school each. Bournemouth, Christchurch and Poole was created on 1 April 2019 from areas that were previously administered by the unitary authorities of Bournemouth and Poole, and the district of Christchurch. 2019 data is not comparable to previous years. Dorset was created on 1 April 2019 from the districts of Weymouth and Portland, West Dorset, North Dorset, Purbeck and East Dorset and 2019 data is not comparable to previous years. Therefore these areas have also been excluded from the analysis.

⁶ Note that more than one local authority may fall onto a single point on the figure and so the number of points do not sum to the number of local authorities.

7. 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 TA and maths (combined) by gender, 2016-2019
Table N1b	Attainment in key stage 2 tests by subject and gender, 2019
Table N2	Attainment at the end of key stage 2 by subject and gender, 2016-2019
Table N3a	Attainment of pupils at the end of key stage 2 by school type, school phase, school cohort size and religious character, 2019
Table N3b	Progress scores of pupils at the end of key stage 2 by school type, school phase, school cohort size and religious character, 2019
Table N4a	Attainment of pupils at the end of key stage 2 by subject and pupil characteristics, 2019
Table N4b	Progress scores of pupils at the end of key stage 2 by pupil characteristics, 2019
Table N5	Disadvantaged gap index at key stage 2, 2011-2019

Local authority tables

Table L1	Attainment at the end of key stage 2 in reading, writing TA and maths (combined) by region, local authority (LA) and gender, 2019
Table L2	Progress scores of pupils by subject, local authority and region, 2019

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. Where appropriate we apply suppression to protect confidentiality.
We adopt symbols to help identify this	Symbols are used in the tables as follows: · not applicable
	Percentages in this publication 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.
This is revised data	2019 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 publication 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.

8. Further information is available

Characteristics breakdowns	Characteristics breakdowns are included in this publication
Progress measures	Information on progress for different school types, pupil groups and for local authorities and other geographies are published in this publication.
School level figures	School level data has been published in the performance tables in December.
Previously published figures	National curriculum assessments at key stage 2 in England, 2019 (provisional) National curriculum assessments at key stage 2 in England, 2019 (interim)

9. National Statistics

The United Kingdom Statistics Authority designated these statistics as National Statistics in September 2014, 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
- 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. Information on improvements made to these statistics to continue their compliance with the Code of Practice will be provided in a quality and methodology information document to be published on 13th December 2019.

The Department has a set of [statistical policies](#) in line with the code of practice for statistics.

10. Technical Information

A quality and methodology information document accompanies this publication. 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 publication are based on the data used to prepare the 2019 primary school performance tables. This data was shared with schools and local authorities as part of the checking exercise on 2 September 2019. It includes revised key stage 2 national curriculum tests and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) by 21 October 2019. It includes outcomes of reviews. This publication revises earlier published figures and incorporates amendments received from schools through the checking exercise for the 2019 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

A separate quality and methodology document on multi-academy trusts accompanies this release, including information on the methodology to derive figures at multi-academy trust level.

11. Get in touch

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We are changing how our releases look

From 2020, 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
for Education**



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download www.gov.uk/government/collections/statistics-key-stage-2

Reference: National curriculum assessments: key stage 2, 2019 (revised)



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