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NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 2 IN ENGLAND, 2012 (PROVISIONAL)

HEADLINES

The percentage of pupils achieving the expected level, level 4 or above, in the 2012 Key Stage 2 reading tests in all schools increased by 3 percentage points from 84 per cent in 2011 to 87 per cent in 2012.

Historically girls have performed better than boys in the reading tests. In 2012, 90 per cent of girls and 84 per cent of boys achieved level 4 or above. Boys' improvement was more pronounced, increasing by 3 percentage points since 2011 compared to an increase of 2 percentage points for girls.

There was an increase of 4 percentage points for pupils achieving the expected level, level 4 or above, in the 2012 Key Stage 2 mathematics test from 80 per cent in 2011 to 84 per cent in 2012. This has led to an increase of 5 percentage points in the percentage of pupils in state funded schools making expected progress in mathematics. There were similar levels of achievement for boys and girls in mathematics.

There were significant changes to the Key Stage 2 assessment arrangements in 2012 that affect this release. In 2012, schools were no longer required to administer a writing test and submit these for external marking. As a result, measures based on teacher assessments for writing have been introduced for the first time. Therefore, this year's figures for English cannot be compared to the figures for English that were published in earlier years, which were based solely on tests.

The headline measure of English in 2012 is based upon a combination of reading test and writing teacher assessment outcomes for pupils. The impact of this change is explained within this release. The Department's Chief Statistician has determined that this represents a reasonable way of producing a measure of overall English from test and teacher assessment data given the data available.

BACKGROUND

This Statistical First Release (SFR) provides provisional 2012 Key Stage 2 National Curriculum assessment results for pupils in schools in England at national, regional and local authority level. This SFR also provides provisional figures on expected progress between Key Stage 1 (typically age 7) and Key Stage 2 (typically age 11).

The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that by the end of Key Stage 2, pupils are expected to achieve **Level 4**. Pupils are expected to have made two levels of progress between Key Stage 1 and Key Stage 2.

National Curriculum assessments are made through testing and teacher

assessment, providing complementary information about pupils' attainment. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each Key Stage. Teacher assessment (TA) is the teachers' judgement of each pupil's performance in the whole subject over the whole academic year.

All gaps and differences have been calculated on unrounded data therefore some figures may not add up in this text.

KEY POINTS

Headline Measures (Tables 1-4)

The percentage of pupils in all schools achieving the expected level, level 4 or above, in the 2012 Key Stage 2 headline measures are as follows:

- English 85 per cent (not comparable to previous years)
- Mathematics 84 per cent (up 4 percentage points from 80 per cent in 2011)
- Both English and mathematics 80 per cent (not comparable to previous years)

Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2. The national percentages of pupils in state-funded schools making the expected progress by subject are as follows:

- English 89 per cent (not comparable to previous years)
- Mathematics 87 per cent (up 5 percentage points from 83 per cent in 2011)

Changes to English measures and those that include English

Assessments in English have changed significantly this year (these changes are described below in the section "Changes to the National Curriculum assessment administrative arrangements"). The headline measure of English quoted above is based on a combination of reading and writing outcomes for pupils; reading assessment is comparable to last year, but writing is substantially different because it is based on a teacher assessment for the first time in 2012. This difference means that these headline measures of English are not comparable to those quoted in previous releases. An illustration of the formula used to calculate this measure is given in the "Technical Notes" to this release.

Interpreting writing outcomes and changes from previous years

The outcomes in table 2 show that the percentage of pupils achieving the expected level in 2012, based on writing teacher assessment, is 81 per cent. This contrasts to the 2011 writing test results for pupils achieving the expected level, which was 75 per cent. We are also able to contrast this with figures from a representative sample of pupils taking an externally marked writing test in 2012 for which 77 per cent (Confidence Interval: 76-78 per cent) of pupils achieved the expected level. This suggests that there would have been a gap between test and teacher assessment outcomes for all pupils at national level. However, a direct comparison is not necessarily accurate as the 2012 writing tests were intended to inform teacher assessment rather than be a summative assessment.

Interpreting reading outcomes and changes from previous years

Reading test results at level 4 or above are broadly comparable between 2011 and 2012. These show an increase of 3 percentage points in pupils achieving the expected level. It is possible that at least some of this (perhaps 0.5 percentage points) is due to a reduction in pupils recorded as absent due to the additional flexibility introduced this year for absent pupils (see section "Changes to the National Curriculum assessment administrative arrangements" for further information). Pupils in previous years recorded as absent were likely to be working at levels 3, 4 or 5; those working at lower levels

are typically recorded as below the level of the tests in advance of test day.

Comparing test and teacher assessment outcomes

Some difference between test and teacher assessment results can be expected as the outcomes are measured in different ways. A teacher assessment is the teacher's judgement of a pupil's performance across the curriculum and the academic year, whereas the tests assess a sample of the curriculum for specific pupils on the day of the tests. Reading and writing teacher assessments are not available prior to 2012, but a comparison of English test and English teacher assessment outcomes since 2007 shows these differed by no more than 2 percentage points in any year.

English teacher assessment figures have been calculated as in previous years (including speaking and listening, reading and writing). The writing teacher assessment outcome may have been affected by writing moderation arrangements which were in place for the first time this year and that writing teacher assessment is intended to be a formal part of school accountability arrangements. English teacher assessment results at level 4 or above have increased by 4 percentage points between 2011 and 2012 to 85 per cent. In 2012 the English "test and teacher assessment" figure and the English teacher assessment figure are similar, suggesting an increase in attainment in English between 2011 and 2012.

There is evidence to support a real increase in the percentage of pupils achieving the expected level this year. However, as no information on writing teacher assessment is available for previous years and the writing sample test results are not directly comparable to test arrangements in previous years, the evidence for a real increase in attainment in writing is less strong.

Impact on new headline English measure

As a consequence of the increase of 3 percentage points in attainment at the expected level or above in reading and the writing teacher assessment figures being 6 percentage points higher than for writing tests in 2011, the headline English measure in 2012 is 85 per cent (4 percentage points higher than the 2011 measure on the previous basis). For performance above the expected level in English, the new measure shows 38 per cent (8 percentage points higher than the 2011 measure on the previous basis).

National Test Results (Table 2)

The percentages of pupils in all schools achieving the expected level, level 4 or above, in the 2012 Key Stage 2 tests by subject are as follows:

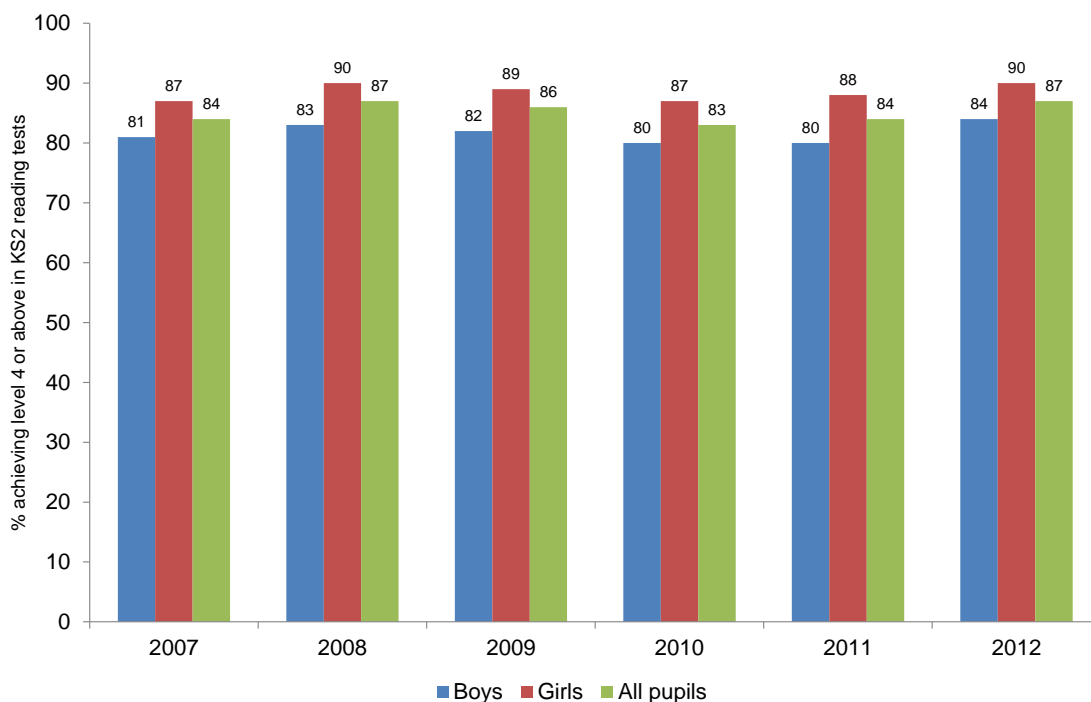
- Reading 87 per cent (up 3 percentage points from 84 per cent in 2011)
- Mathematics 84 per cent (up 4 percentage points from 80 per cent in 2011)

The percentages of pupils achieving above the expected level, level 5 or above, in the 2012 Key Stage 2 tests by subject are as follows:

- Reading 48 per cent (up 6 percentage points from 43 per cent in 2011)
- Mathematics 39 per cent (up 4 percentage point from 35 per cent in 2011)

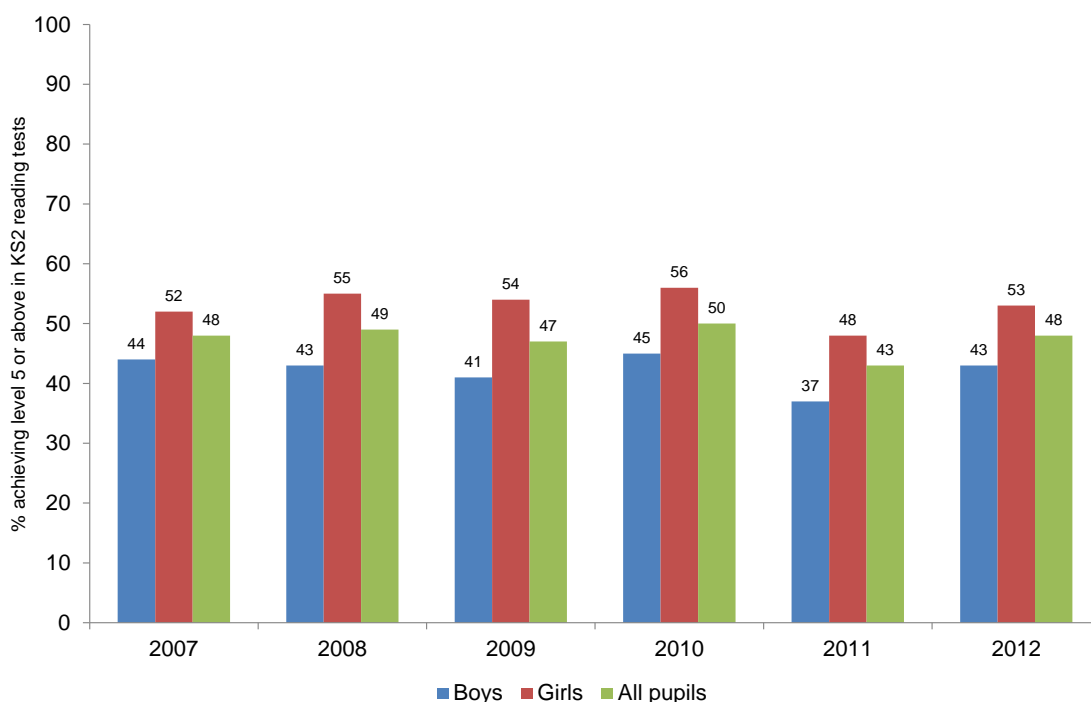
Changes of +/- 1 percentage point are not necessarily indicative of a change in attainment. This is because the differences between these figures and the revised figures released alongside the Performance Tables later in the year are historically between ± 1 percentage points. However the increases in the headline results suggest a true increase in the levels of attainment.

Chart 1: Percentage of pupils achieving Level 4 or above in the Key Stage 2 reading tests by gender, 2007-2012 (all schools)



Attainment in the reading tests has returned to similar levels to that in 2008 following a small dip in the intervening years. Girls have continued to outperform boys in the reading tests, however the gap between them has narrowed from 7 percentage points to 6 percentage points between 2011 and 2012 with boys showing a higher year on year improvement in the last year, 3 percentage points compared to 2 for girls.

Chart 2: Percentage of pupils achieving Level 5 or above in the Key Stage 2 reading tests by gender, 2007-2012 (all schools)

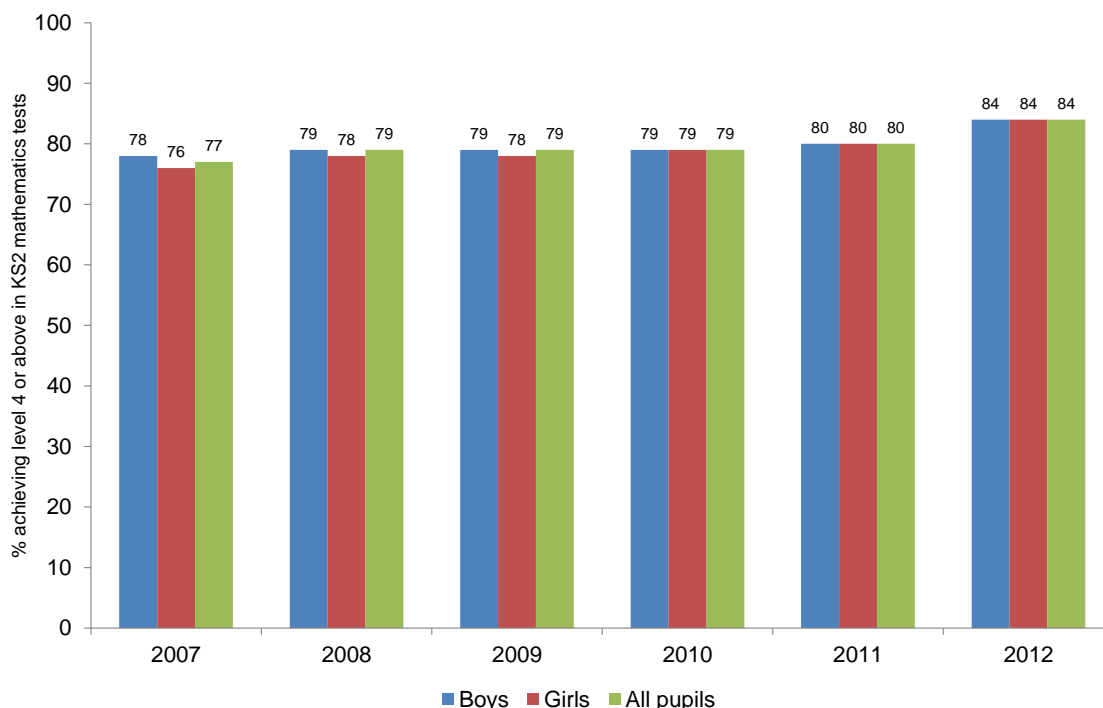


Similarly, girls have continued to outperform boys in achieving level 5 or above in the reading tests. Attainment levels dipped in 2011 but returned to similar levels to previous years in 2012. The year on

year improvement between 2011 and 2012 for boys and girls has remained at a similar level – 6 percentage points for boys and 5 percentage points for girls.

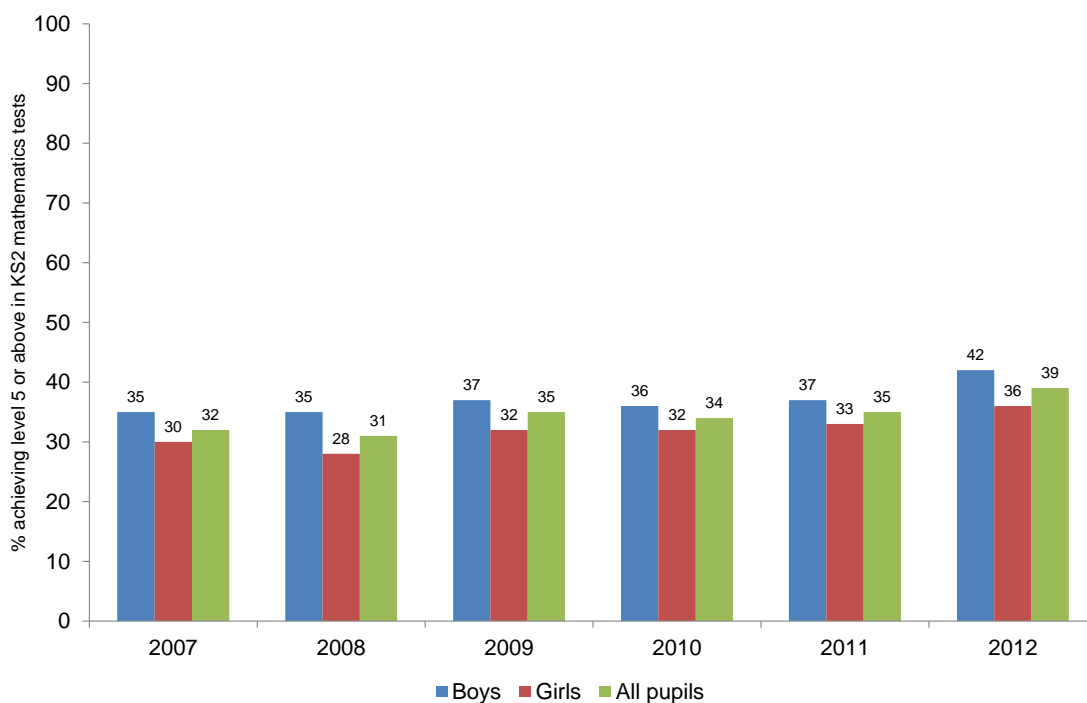
Level 6 tests were introduced in reading this year and were awarded to 0 per cent of pupils (note a level 6 in reading was awarded to approximately 900 pupils, but as a percentage this rounds to 0).

Chart 3: Percentage of pupils achieving Level 4 or above in the Key Stage 2 mathematics test by gender, 2007-2012 (all schools)



Unlike the reading tests, there have been similar levels of achievement and improvement for girls and boys in the mathematics tests over recent years. Attainment of all pupils has increased over time with the most notable increase from 2011 to 2012 of 4 percentage points.

Chart 4: Percentage of pupils achieving Level 5 or above in the Key Stage 2 mathematics test by gender, 2007-2012 (all schools)



Achievement at level 5 or above in the mathematics tests has also improved over time however, unlike at level 4 or above, there is a difference in the levels of achievement for boys and girls. Unlike in the reading tests, boys tend to outperform girls at this level with 42 per cent achieving level 5 or above compared to 36 per cent of girls. The year on year improvement between 2011 and 2012 also showed that boys improved more than girls – 5 percentage points for boys compared to 3 percentage points for girls.

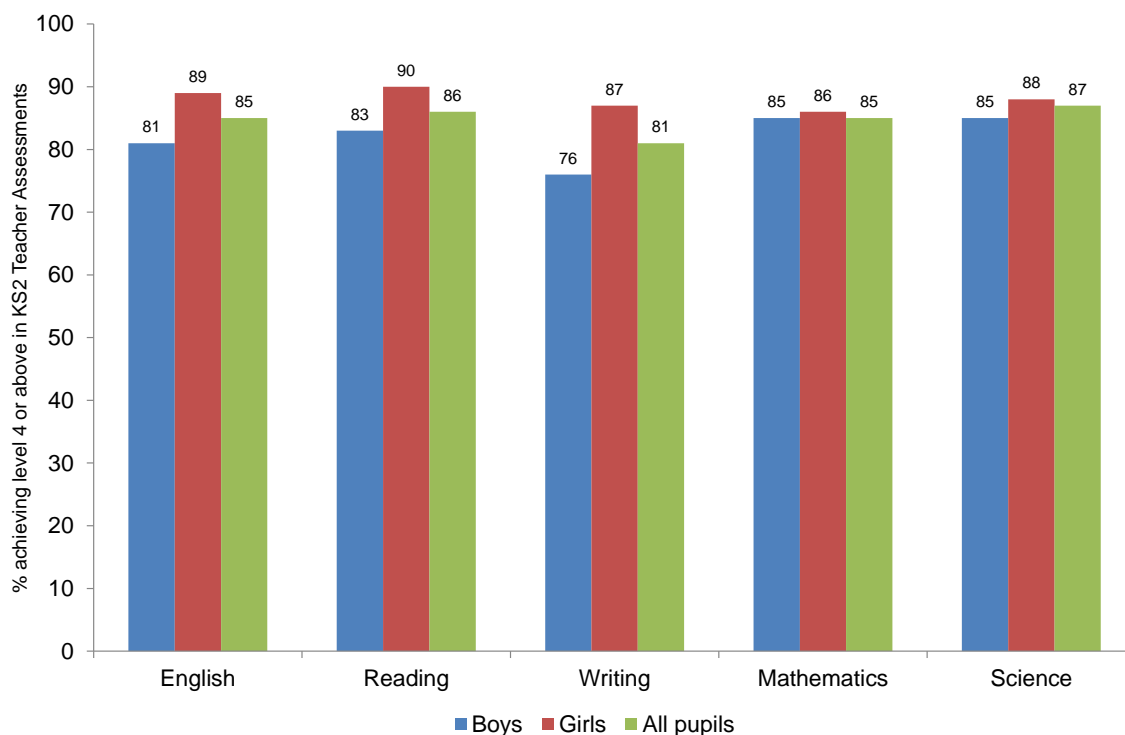
Level 6 tests were introduced in mathematics this year and were awarded to 3 per cent of pupils. Boys outperformed girls at this level as well, with 4 per cent of boys and 2 per cent of girls achieving the level.

National Teacher Assessment results (Table 2)

The percentages of pupils in all schools achieving level 4 or above in the 2012 Key Stage 2 Teacher Assessments by subject are as follows:

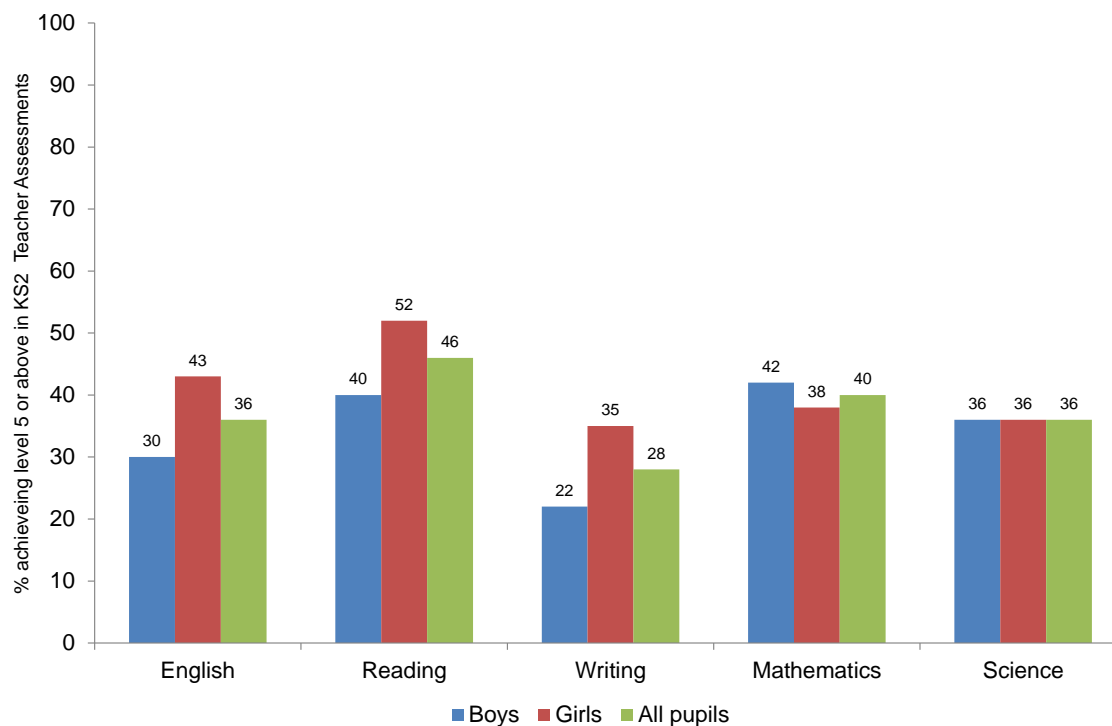
- English 85 per cent (up 4 percentage points from 81 per cent in 2011)
- Reading 86 per cent (not reported in 2011)
- Writing 81 per cent (not reported in 2011)
- Mathematics 85 per cent (up 3 percentage points from 82 per cent in 2011)
- Science 87 per cent (up 2 percentage points from 85 per cent in 2011)

Chart 5: Percentage of pupils achieving Level 4 or above in the Key Stage 2 teacher assessments by subject and gender, 2012 (all schools)



In 2012 girls tended to perform better than boys in achieving level 4 or above in teacher assessments for all subjects. The gap was widest in the writing teacher assessment where 76 per cent of boys achieved a level 4 or above compared to 87 per cent of girls. The gap between boys and girls in the mathematics teacher assessment was just 1 percentage point and should therefore be treated with caution.

Chart 6: Percentage of pupils achieving Level 5 or above in the Key Stage 2 teacher assessments by subject and gender, 2012 (all schools)



Girls' achievement at level 5 or above in the English, reading and writing teacher assessments was considerably higher than for boys whereas boys outperformed girls in mathematics. Levels were similar for science.

Progression (Table 4)

Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2. The national percentages of pupils in state-funded schools making the expected progress by subject are as follows:

- English 89 per cent (not comparable to previous years)
- Mathematics 87 per cent (up 5 percentage points from 83 per cent in 2011)

The improvement in pupils' performance in mathematics between 2011 and 2012 is likely to have contributed to the increase in expected progress in mathematics.

For this release only, pupils who have missing English and/or reading and/or writing teacher assessments have been excluded from the English progress measure. Pupils who have a non-numeric maths test outcome and missing mathematics teacher assessment have been excluded from the mathematics progress measure. These exclusions have been implemented on this occasion as missing teacher assessment data for approximately 9 per cent of pupils was causing these measures to be misleading. This missing data is expected to have been submitted to the Department by the time revised progress measures are published in December, so they should be based on complete data.

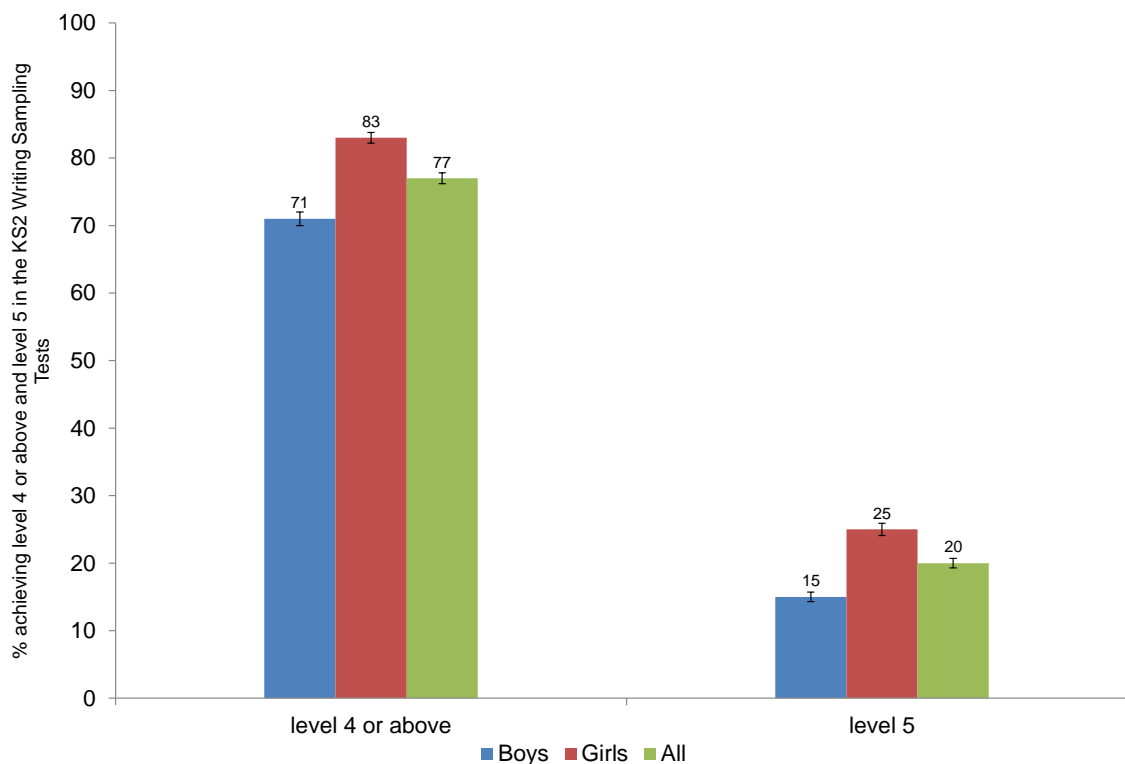
The median average percentage of pupils making two levels of progress for all state-funded mainstream schools is used as part of the current Key Stage 2 floor standard. This is not reported on in this release as it is based on school level data. School level data is not yet ready to be published as individual school outcomes may be affected by information not yet available including review outcomes, missing teacher assessment data or requests made by schools via the Performance

Tables Checking Exercise.

The median average percentage of pupils making two levels of progress for all state-funded mainstream schools will be published in the revised 'National Curriculum Assessments at Key Stage 2' Statistical First Release in December.

Writing sampling results for 2012 (Table 7)

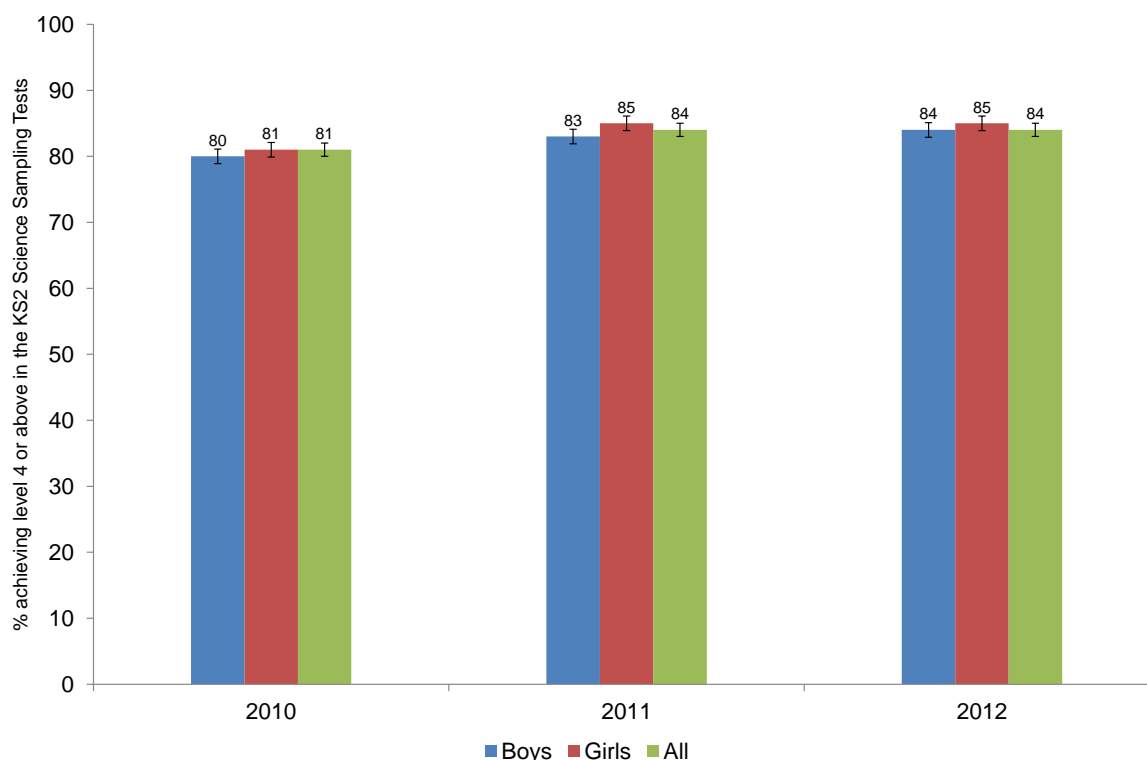
Chart 7: Percentage of pupils achieving Level 4 or above and Level 5 in the Key Stage 2 writing sampling tests by gender, 2012 (state-funded schools only)



This year writing tests (of a similar type used with the whole end of Key Stage 2 cohort in previous years) were administered to a 10 per cent sample of pupils at the end of Key Stage 2. The sample was designed to allow detection of year-on-year changes of 1.5 percentage points in the national outcome as a statistically significant change. Attainment at level 4 or above in writing shown by these tests was 77 per cent (+/- 1 percentage point), this is in comparison with 75% at level 4 or above in the whole cohort writing tests in 2011. These outcomes show a similar absolute difference in attainment between girls and boys as the previous tests. Further information and relevant confidence intervals are provided in Table 7.

Science sampling results for 2012 (Table 8)

Chart 8: Percentage of pupils achieving Level 4 or above in the Key Stage 2 science sampling tests by gender, 2010-2012 (state-funded schools)



This is the third year that science tests have been administered to a 5 per cent sample of pupils at the end of Key Stage 2. The sample was designed to allow detection of year-on-year changes of 1.5 percentage points in the national outcome as a statistically significant change. Attainment at level 4 or above in science shown by these tests is 84 per cent, this is not significantly different from figures in 2011. The results also show boys and girls continuing to achieve similar outcomes in science. Further information and relevant confidence intervals are provided in Table 8.

Attainment at below level 3 at the end of Key Stage 2 (Table 11)

Tests at the end of Key Stage 2 are designed for pupils who have completed the KS2 programme of study and have been assessed by their teacher as working at National Curriculum level 3 or above. Table 11 shows the percentage of pupils nationally, regionally and at local authority level who have attained level 2 or below (i.e. they did not attain level 3 or above in the tests) in reading. These figures show that 6 per cent of all pupils (7 per cent of boys and 4 per cent of girls) in state-funded schools attained level 2 or below in 2012. This is in comparison to 7 per cent of all pupils (9 per cent of boys and 5 per cent of girls) in state-funded schools attaining level 2 or below in reading in 2011.

Changes to the National Curriculum assessment administrative arrangements

Since National Curriculum assessments at Key Stage 2 were introduced in 1995, there have been a number of changes to the process by which the assessments are run and tests are marked which are likely to affect year on year comparisons. The changes this year are particularly significant.

On 18 July 2011, the Secretary of State for Education announced that he had accepted all the recommendations of Lord Bew's independent review of testing, assessment and accountability at the end of primary school. Further information on those proposals can be found here:

<http://www.education.gov.uk/a00192403/key-stage-2-review-of-testing-assessment-and-accountability-government-response>

Lord Bew's review recommended that writing composition should be subject only to summative teacher assessment. It is no longer a requirement for all schools to administer a writing test and submit these for external marking. As a result, measures based on writing teacher assessment have been introduced for the first time. Writing tests were available to all schools to inform their writing teacher assessment; most schools were able to choose to mark these tests internally or submit them for external marking. A representative sample of schools was required to submit the tests for external marking to allow an assessment to be made of national attainment in writing. Writing tests will no longer be used directly for school accountability (School Performance Tables and school inspections).

A measure of overall attainment in English has been produced based on reading tests and writing teacher assessment results in place of the previous English measure which was based on outcomes of the reading and writing tests. As this measure will also be used for school accountability, arrangements to moderate writing teacher assessments were trialled on a non-statutory basis. Local authorities were asked to moderate writing teacher assessments for at least 15% of their schools, and some local authorities moderated writing teacher assessment in up to 25% of schools. An evaluation of these arrangements will be published later this year.

Level 6 tests in reading and mathematics were made available for a second year, but unlike last year these were externally marked; external marking means this data is available for use in statistical releases and school performance tables. The standards of these level 6 tests have been reset and are different to the optional level 6 tests and single level tests available in earlier years.

Lord Bew's review recommended children who are absent for a National Curriculum test (for a valid reason) could take the test up to a week after the published test date. These arrangements have been piloted this year and have been reflected by a reduction in the percentage of pupils recorded as absent for the tests.

Lord Bew's review recommended primary schools provide more information on pupils' performance to secondary schools. As a contribution to this the Department has for the first time centrally collected attainment target level data for all of the core subjects. Attainment targets are further subdivisions of the programmes of study for subjects studied within the National Curriculum. Historically schools have held this data in their management information systems to make their subject level assessments, therefore collecting this level of data added no significant burden to the data collection. This data has been available for secondary schools to download from the Department's Key to Success website since July 2012. This information has been published at national level in Table 3 to facilitate national comparisons.

Comparisons with previous years

Comparisons with previous years should be made with care as particularly significant changes have been made to the arrangements in 2012. Most notable of these is the new measure of overall attainment in English as this measure is composed of reading test results and writing teacher assessments; it is not comparable with any English measures published in previous years.

Writing sample test results should not be directly compared with writing test results in earlier years. Although these tests were broadly similar to those used in previous years, they are no longer used for school accountability so schools may have reduced their focus on them. When science moved to sampling arrangements, results in the sample tests were found initially to decrease in comparison to previous arrangements. In 2013, there will be no writing tests in this format.

As level 6 is once more a possible outcome for tests, care should be taken in undertaking comparisons for high attaining pupils to ensure that, when you are looking at performance above level 4 or level 5, level 6 is appropriately included in the relevant years. As the standards for these level 6 tests have been reset for this year, level 6 outcomes in 2012 are not directly comparable with level 6 outcomes in previous years.

Reading and mathematics test arrangements are broadly comparable with previous years but, due to the more flexible arrangements this year with absent children, fewer children are recorded as absent in 2012 than in previous years.

Mathematics and science teacher assessments are unchanged from previous years, however it is important to note that the English teacher assessment includes the writing composition teacher assessment which now has weight in school accountability in 2012 and has been moderated for a number of schools. This may have had some impact on the comparability with English teacher assessment figures in earlier years.

As reading, writing (and attainment target level) teacher assessments have been collected for the first time this year there are no historical figures with which these can be compared.

Comparisons with 2010 are likely to be affected by the single level test pilot and by industrial action. In 2010, 203 schools in ten local authorities took single level tests in mathematics instead of the Key Stage 2 mathematics National Curriculum Test. No pupils took single level tests in 2011.

For 2010, figures were based upon those papers that were returned by schools for marking to the contracted external marking agency. Due to industrial action, these results covered 73 per cent of the papers expected to be externally marked for pupils in state-funded schools, reflecting 3,999 state-funded schools that were expected to participate in the Key Stage 2 tests but did not.

Pupil performance (the number and percentage achieving the expected level) can be affected by a number of factors which mean that small year on year changes should not necessarily be considered to be significant, particularly at local authority level.

Comparisons with years back to 2007 are likely to be affected by various administrative changes to the National Curriculum tests, which include the removal of borderlining (the process of checking test scripts that fall just below level thresholds), as announced in May 2008.

Missing Teacher Assessment results

Approximately 9 per cent of pupil teacher assessments were not returned by the deadline. This data should be available for the revised release of this publication in December. This means that teacher assessment and the headline English measure are not available for these pupils. Results are provisional at this point; early analysis of data received too late for publication suggests national level figures are unlikely to be significantly affected by the absence of this data. In the local authority tables we have flagged those authorities which had more than 5 schools with more than 20 pupils with missing teacher assessments in the cut of data used for this SFR.

Different methodologies

This provisional SFR differs in methodology from that produced in previous years as it is now largely based on the same methodology as that used for the Primary School Performance Tables (expected to be published in December 2012). It is now calculated on a cumulative basis (i.e. including test and TA results from previous years where pupils took one subject early). The provisional SFR formerly included test and teacher assessment results from the current year only. The changes have been made to allow a consistent methodology to be used for both releases and simplify processes. LA denominators include pupils whose test results are coded as missing or pending maladministration. Formerly for provisional SFRs, the denominators used to calculate percentages at LA level included the same results as at national level. Therefore pupils with missing test results, or results coded as pending maladministration, were not included in the calculations. Approximately 9 per cent of teacher assessment data was not submitted by the deadline. These pupils have not been included in the LA denominators in this release as this would cause the figures to be misleading. However, any pupils who still have missing teacher assessments in the data used for the Primary School Performance Tables will be included in the school and LA denominators.

How the assessments are made

All children in maintained primary schools, including most academies and free schools, are required to take part in National Curriculum assessments before they move to secondary school. Assessments are graded according to attainment levels within the National Curriculum. Key Stage 2 (KS2) tests are

aimed at pupils working at levels 3, 4 and 5. Tests assessing level 6 are available for the highest attaining pupils. Pupils' attainment is assessed in relation to the National Curriculum programmes of study, and pupils are awarded levels on the National Curriculum scale to reflect their attainment.

Typical age of child (years)	6	7	8	9	10	11	12	13	14
National Curriculum Year Group	1	2	3	4	5	6	7	8	9
Key Stage	1	2				3			
Expected National Curriculum level at end of Key Stage	2	4				5/6			

Figure 1: Age of child related to year group, Key Stage & expected attainment

When the tests are marked, there are no quotas set for each of the National Curriculum levels, or underlying assumptions about the proportion of pupils who should be at any particular level. Proportions are decided entirely by how pupils' attainments measure up to the standards of the National Curriculum. The 2012 Key Stage 2 tests were administered by the Standards and Testing Agency (STA). A review procedure is available for schools which have concerns over the marking of scripts.

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

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

TABLES

National tables

Table 1	Key Stage 2 test levels of attainment by subject, 1995-2012
Table 2	Percentage of pupils achieving Level 4 or above and Level 5 or above in Key Stage 2 tests and teacher assessments by gender, 2007-2012
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Table 4	Expected progression in English and mathematics between Key Stage 1 and Key Stage 2 by gender, 2009-2012
Table 5	Percentage of pupils achieving Level 4 or above and Level 5 or above in Key Stage 2 tests and teacher assessments by school type, 2012
Table 6	Attainment of pupils at Key Stage 2 by prior attainment at Key Stage 1 in English and mathematics, 2012
Table 7	Attainment of pupils at Key Stage 2 by prior attainment at Key Stage 1 in reading test, reading teacher assessments and writing teacher assessments, 2012
Table 8	Estimated percentage of pupils achieving Level 4 or above and Level 5 based on the Key Stage 2 writing sampling tests, 2012
Table 9	Estimated percentage of pupils achieving Level 4 or above and Level 5 based on the Key Stage 2 science sampling tests, 2010-2012

Local Authority and Region tables

The following tables are only available to view on the Department for Education statistics website: <http://www.education.gov.uk/rsgateway/DB/SFR/s001087/index.shtml>.

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

Table 10	Percentage of pupils achieving Level 4 or above, Level 5 or above, Level 6, Level 2 or below and Level 3 or below in Key Stage 2 English by Local Authority (LA), Region and gender, 2012
Table 11	Percentage of pupils achieving Level 4 or above, Level 5 or above, Level 6, Level 2 or below and Level 3 or below in Key Stage 2 Reading by Local Authority (LA), Region and gender, 2012
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Table 15	Percentage of pupils making expected progress in English between Key Stage 1 and

Key Stage 2, by Local Authority and Region, 2009-2012

- Table 16** Percentage of pupils making expected progress in mathematics between Key Stage 1 and Key Stage 2, by Local Authority and Region, 2009-2012
- Table 17** Achievement in combinations of subjects in Key Stage 2 assessments by Local Authority (LA), Region and gender, 2012
- Table 18** Percentage of pupils achieving Level 4 or above in both English and mathematics in Key Stage 2 assessments by Local Authority (LA), Region and gender, 2007-2012

TRANSPARENCY

As part of a Government drive for data transparency in official publications, supporting data for this publication is published in an open standardised format. This is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s001087/index.shtml>

RELATED PUBLICATIONS

SFR21/2012: Phonics Screening Check and National Curriculum Assessments at Key Stage 1 in England, 2012 (to be published on 27 September 2012)

<http://www.education.gov.uk/rsgateway/DB/SFR/s001086/index.shtml>

SFR31/2011: National Curriculum Assessments at Key Stage 2 in England 2010/11 (Revised)

<http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml>

Primary School (Key Stage 2) Performance Tables in England 2011

<http://www.education.gov.uk/schools/performance>

SFR18/2011: Interim Results for Key Stage 2 & 3 National Curriculum Assessments in England, 2010/11

<http://www.education.gov.uk/rsgateway/DB/SFR/s001018/index.shtml>

SFR23/2011: Interim Percentage of Pupils Making Expected Progress in English and in Mathematics between Key Stage 1 and Key Stage 2 in England, 2010/11

<http://www.education.gov.uk/rsgateway/DB/SFR/s001023/index.shtml>

SFR28/2011: Early Years Foundation Stage Profile Results in England, 2010/11:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001033/index.shtml>

SFR22/2011: National Curriculum Assessments at Key Stage 1 (including characteristics) in England, 2011

<http://www.education.gov.uk/rsgateway/DB/SFR/s001022/index.shtml>

SFR02/2012: GCSE and Equivalent Results in England, 2010/11 (Revised):

<http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

Pupil attainment in Wales, Scotland and Northern Ireland

The Welsh Assembly Government publishes similar school attainment data for schools in Wales. As in England, the National Curriculum is divided into Key Stages and pupils are assessed at the end of Key Stage 1, 2 and 3 at ages 7, 11, and 14 respectively. Pupils are expected to achieve level 4 at the end of Key Stage 2 and Level 5 at the end of Key Stage 3. Statutory assessment in Wales is by teacher assessments for all Key Stages as tests were discontinued in 2002. Further information is available on the Welsh Assembly Government website.

<http://wales.gov.uk/topics/statistics/headlines/schools2012/1208141/?lang=en>

The Scottish Government measures attainment nationally using the Scottish Survey of Literacy and

Numeracy (SSLN), an annual sample survey of pupil attainment in primary and early secondary school. Further information is available on the Scottish Government website:

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Information on educational attainment for post-primary schools in Northern Ireland is available from the Northern Ireland Statistics and Research Agency:

<http://www.nisra.gov.uk/publications/default.asp6.htm>

International comparison surveys

Pupils in England also take part in International Surveys such as the Trends in International Maths and Science Study (TIMSS). This is a comparative international survey of mathematics and science achievement of 9-10 year olds and 13-14 year olds, carried out on pupils from a sample of schools. The latest report for the study is linked below:

<https://www.education.gov.uk/publications/RSG/publicationDetail/Page1/DCSF-RBX-18-08>

Pupils in England also participate in the Programme for International Student Assessment (PISA), organised by the Organisation for Economic Co-operation and Development (OECD). This assessment aims to compare standards of achievement for 15 year olds in Reading, Mathematics and Science, between participating countries. This study is also based on pupils from a sample of schools:

<http://www.education.gov.uk/rsgateway/DB/STR/d000980/index.shtml>

A NATIONAL STATISTICS PUBLICATION

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*, these are published here: <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.

CONFIDENCE INTERVALS

Writing and science sampling test outcomes are based upon a sample of pupils and as a result contain some degree of uncertainty; this uncertainty is captured within the confidence intervals (CI) quoted. These confidence intervals are calculated taking into account the complex design of the sample which was stratified by school level eligibility for Free School Meals. Attainment in Key Stage tests is quoted to the nearest percentage point; therefore confidence intervals have also been quoted to the nearest percentage point. A 95 per cent confidence interval indicates that over the course of 100 repeated samples of the population, the estimates would be expected to be in the range specified in 95 of those samples.

ROUNDINGS

Percentages in this SFR are given to the nearest whole number. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down, e.g. 85.586 will be rounded to 86; 85.4283 will be rounded to 85.

PUBLISHED FIGURES

There are two main types of figures in this publication:

1. The total number of eligible pupils in a given group.
2. The percentage of this group that attained a certain level in the given subject.

Percentages are rounded to whole percentages in all national and Local Authority tables. Any gaps/differences that are mentioned in the text are calculated on unrounded data. The underlying figures used to calculate these percentages are published at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001087/index.shtml>

Some tables give percentages by each National Curriculum level, others give the percentage of eligible pupils that achieved the expected level. At Key Stage 2, the expected level is level 4 or above. Therefore, for English or mathematics, the percentage achieving the expected level is calculated by summing all of the pupils that achieved level 4, 5 or 6 and dividing this by the total number of eligible pupils (including those that were absent, disappplied or 'working below the level of the test'). To reach the expected level in "English & mathematics" a pupil has to have reached level 4, 5 or 6 in both subjects.

Worked example

Level for Mathematics	2	3	4	5	6	Absent	Disappplied	Working Below the level	Missing
Number of pupils	6	15	46	32	1	2	1	2	3

In the example above there are 108 pupils but 3 of them are recorded as "Missing" which is not a valid level (for National calculations), so there are 105 eligible pupils. The percentage achieving the expected level would be calculated as:

$$\frac{(46 + 32 + 1)}{(6 + 15 + 46 + 32 + 1 + 2 + 1 + 2)} \times 100 = \frac{79}{105} \times 100 = 75\%$$

OTHER SYMBOLS USED IN TABLES

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

A double dot (..) is used to indicate the data is not available.

A hash (#) is used to indicate not available in 2010 due to lack of sufficiently representative data as a result of industrial action.

An asterix (*) is used to indicate that data for this LA is suppressed as it is based on a single school.

REVISIONS

2012 figures (except figures from the writing and science sampling tests) in this publication are provisional. We will publish revised figures in the revised 'National Curriculum Assessments at Key Stage 2' Statistical First Release in December.

Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.

The following table shows the difference between the provisional, revised and final results for the percentage of pupils achieving level 4 or above in English and in mathematics over the last 5 years:

		Percentage of pupils achieving Level 4 or above				
		2007	2008	2009	2010	2011
English	Provisional	80%	81%	80%	81%	81%
	Revised	80%	81%	80%	80%	82%
	Final	80%	81%	80%	80%	82%
Mathematics	Provisional	77%	78%	79%	80%	80%
	Revised	77%	79%	79%	79%	80%
	Final	77%	79%	79%	79%	80%

YOUR FEEDBACK

Please contact Emma Sass at Emma.Sass@education.gsi.gov.uk if you have comments on the content or presentation of this release so that we can take account of your needs in future editions.

TECHNICAL NOTES

Two former SFRs, "Interim Results for Key Stage 2 & 3 National Curriculum Assessments in England" and "Interim Percentage of Pupils Making Expected Progress in English and in Mathematics between Key Stage 1 and Key Stage 2 in England" have been combined to produce this SFR, enabling a more comprehensive and coherent evaluation of pupils' achievements at Key Stage 2 to be presented.

This release does not include statistics based on Key Stage 3 core teacher assessment data. The KS3 teacher assessment data will be published in October alongside GCSE and Equivalent Examination results to create a single statistical release for secondary school attainment.

Source of data

National Curriculum assessment (excluding sampling tests) figures published in this Statistical First Release (SFR) are based on provisional 2012 Primary School Performance Tables data which was shared with schools and local authorities on 11th September 2012. This is based on test and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) on 16 July 2012 which has been matched to Key Stage 1 data to calculate pupil progress.

The KS2 National Curriculum test figures will be subsequently updated with:

- the outcome of the appeals process where schools ask for reviews for one or more of their pupils in the belief that a clerical error has been made or the mark scheme has not been correctly applied;
- any changes that result from the completion of outstanding maladministration investigations;
- changes resulting from requests from schools to remove pupils who have recently arrived from overseas.

The KS2 National Curriculum teacher assessment figures will be subsequently updated with any additional or revised submissions made to STA between 16 July and mid-September 2012.

The effect of these amendments on the national results has previously been of the order of plus or minus one percentage point. The figures published in this provisional SFR are calculated on a cumulative basis (i.e. including test or teacher assessment results from previous years), as is the method used within the Primary School Performance Tables.

Final figures for 2011 in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking pupil/student characteristics information to school and college learning aims and attainment information for all pupils in state-funded schools in England. Individual pupil level attainment data is also included for non-state-funded and independent schools who partake in the tests/exams. Further information on the NPD, including a KS2 User Guide, can be found at: <http://www.bristol.ac.uk/cmpo/plugin/>. Requests for NPD extracts can be made by completing the application pack at: <http://www.education.gov.uk/researchandstatistics/national/b00212283/national-pupil-database>.

Final figures for 2010 and earlier are calculated from the final pupil level data used for the Performance Tables and not from the NPD. In previous years, there have been slight differences in the data between the two datasets. The only exceptions to this are the progression figures which, for all years prior to 2012, have been calculated using final data from the NPD.

Science sampling test figures in this SFR are final and based on administration of a test similar to past National Curriculum science tests to a representative sample of 26,060 pupils in 746 state-funded schools (independent schools were not invited to participate). Information concerning the selection of the schools that were obliged to administer the test was published by the STA in February 2012:

<http://www.education.gov.uk/schools/teachingandlearning/assessment/keystage2/sampling>.

These sampling arrangements were not designed to provide robust results at regional or local authority level. This is the last year that science sampling tests will use these arrangements, new biennial arrangements will be introduced in 2014.

Writing sampling test figures in this SFR are final and based on administration of a test similar to past National Curriculum writing tests to a representative sample of 50,763 pupils in 1,494 state-funded schools. The sample was selected by the STA in autumn 2011. The sample was selected in line with arrangements used for science; however a sample of roughly twice the size of science was required to achieve a similar precision (as a larger sample size is required to estimate percentages closer to 50% and typically the Level 4 or above writing percentage is closer to 50% than the Level 4 or above science percentage). These sampling arrangements were not designed to provide robust results at local authority level. There are no plans to sample writing using the same arrangements in future as this format of writing test is being discontinued.

Formula for calculating English levels in 2012

The following formula has been used to calculate a child's overall subject level for English. This will be included in school level results and used for accountability purposes. It uses the 2012 thresholds to show the steps the Department has taken to calculate an overall English subject level.

How to calculate a subject level for English

- Take a child's mark from the reading test.
- Take a child's writing teacher assessment level, converting these to marks using the table below.

Writing marks table

Level	Marks
5	50
4	40
3	30

- Add the reading and writing marks together.
- Compare total marks with the overall English thresholds below to obtain the child's overall English level.

Level threshold table for overall English, based on 2012 reading level thresholds

Level	Mark range
N	0-32
2	33-35
3	36-52
4	53-77
5	78-100

Example A

- Child A scored 40/50 in her reading test (level 5 for reading using 2012 thresholds).
- She was awarded a level 4 in her writing teacher assessment (converted to 40 marks for the purpose of combining with reading test score).
- When the two scores are combined this gives a total of 80 marks. Using the 2012 level threshold, this would equate to a level 5 for English overall.

Example B

- Child B scored 26/50 in his reading test (level 4 for reading using 2012 thresholds).
- He was awarded a level 4 in his writing teacher assessment (converted to 40 marks for the purpose of combining with reading test score).
- Combining the two scores gives a total of 66 marks. Using the 2012 level threshold, this would equate to a level 4 for English overall.

Coverage information

The figures reported in this release for National Curriculum tests are based upon those papers that were returned by schools for marking to the STA. Only one school did not administer the tests this year. It is a statutory obligation for LA state-funded schools to administer the tests and submit teacher assessment data; it is also a condition of most Academy and Free School funding agreements.

Occasionally, a pupil will appear more than once in the data, for example, having undergone assessments at more than one school, retaking assessments, or where a pupil has been claimed by two schools or Local Authorities. In these cases, 1 record is derived for each pupil, combining elements of different records.

National test figures cover all schools in England with pupils eligible for assessment at Key Stage 2 in 2012, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

Before any figures can be calculated, certain pupils need to be removed from the data.

Pupils are only eligible for figures relating to English or mathematics if they have a valid level in that subject. Pupils that do not have a valid level for a certain subject are excluded, so they do not appear in the number of eligible pupils or in the percentage achieving figures for that subject.

The valid levels for the national figures for Key Stage 2 headline results are 2, 3, 4, 5, 6, absent (A), maladministration (Q), 'working below the level of the test' (B), 'unable to access the test' (T) or 'failed to register a level' (N).

For the calculations showing the percentage of pupils achieving a particular level, the denominator for national results is the number of pupils who are eligible for KS2 tests or teacher assessments. This denominator includes pupils who were working below the level of the test (B – test only), unable to access the test (T – test only), took the test but failed to register a level (N – test only), were disapplied from the National Curriculum (D – Teacher Assessment only), or were absent (A). Pupils

with missing results, or results coded as pending maladministration (S – test only), are not included.

Figures for academies and free schools with Key Stage 2 pupils are included in these figures as their pupils are obliged to complete National Curriculum tests. The effect of including Independent schools in the results is negligible as can be seen by comparing the England (all schools) and England (State-funded schools only, including Academies and City Technology Colleges (CTCs)) lines in the Local Authority tables.

National teacher assessment figures cover all schools in England with pupils eligible for assessment at Key Stage 2 in 2012 but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation. The Key Stage 2 teacher assessment data is available for approximately 91.4% of eligible pupils as the remainder of assessments had not been submitted at the time the dataset was taken for this publication on 16 July.

The valid levels for the national figures for teacher assessments are 'working towards level 1' (W), 1, 2, 3, 4, 5, 6, absent (A), and 'disapplied from the National Curriculum' (D).

Local Authority (LA) figures cover state-funded schools in England, including Academies, Free Schools, City Technology Colleges (CTCs) and state-funded special schools. Independent schools, independent special schools, non-state-funded special schools, hospital schools and Pupil Referral Units are excluded. In some tables, two different calculations of the national results are presented: one which is consistent with the national results in the main body of the SFR where they are based on all schools (i.e. all state-funded and independent schools for which assessment results are available); and the second for state-funded schools only (excluding state-funded hospital schools and pupil referral units), consistent with the results for each LA.

At Local Authority level, pupils with 'pending maladministration' (S), 'missing' (M) and 'pupil took the test in a previous year' (P) in the tests and pupils with 'pupil was assessed in a previous year' (P) for their teacher assessment are also included. Pupils with P would have the P replaced with their previous result if it can be found – those left with P will be only those for which no previous result could be found. Pupils with 'missing' (M) teacher assessment have not been included in the LA denominators in this release as this would cause the figures to be misleading.

Expected progress figures cover state-funded schools in England, including academies, free schools, City Technology Colleges (CTCs) and state-funded special schools. Independent schools, independent special schools, non-state-funded special schools, hospital schools and Pupil Referral Units are excluded.

The progress measures published in this SFR are broadly consistent with methodology used for the 2011 Performance Tables and revised SFR. However, this year we have used the new definition of overall English based on reading tests and writing teacher assessments and that level 6 is once more achievable at the end of Key Stage 2.

Pupils are included in the progress measures if they are at the end of Key Stage 2 in both English and mathematics, i.e. they have taken tests in both English and mathematics and at least one of those tests was in the current year; or they have been marked as working below the level of the tests (B), Absent (A) or working at the level of the tests but unable to access them (T).

Pupils with lost test results (X) are normally excluded from school and LA indicators in the School Performance Tables but included at national level. However, they are included in progress measures at all levels using their TA to replace the test level. Pupils with non-numeric test results and missing teacher assessment data have been excluded from this release only.

Calculation of expected progress in English and mathematics

Calculating Key Stage 1 attainment

The starting point for the mathematics progress measure is the KS1 mathematics Teacher Assessment. This is converted to a numerical level so that the number of levels of progress can be calculated. W (Working towards level 1 of the National Curriculum) is converted to level 0 and 2C, 2B and 2A are all converted to level 2.

For the English progress measure, the KS1 English level is calculated from the reading and writing levels. The reading and writing levels are converted into points as follows:

Level	W	1	2C	2B	2A	3	4
Points allocated	3	9	13	15	17	21	27

If a pupil has points in both Reading and Writing, an average of the two gives the points score for English. If they have points in only reading or in only writing, then these points are taken as the English points score.

The overall English level, using whole levels only, is then calculated as in the table below:

Level	W	1	2	3	4
Points score	3 – 5	6 – 11	12 – 17	18 – 23	24+

Calculating Key Stage 2 attainment

The methodology for 2012 uses the KS2 headline result (English – combined reading tests, writing TA, Mathematics – test only) if that is level 3, 4, 5 or 6. In other cases the teacher assessment level is taken into account in deciding the appropriate KS2 level.

The following table illustrates the KS2 levels used for the progress measures:

		KS2 Headline Result			
		B, N or 2	A, Q, S, T, X or blank	M	3, 4, 5 or 6
KS2 Teacher Assessment	W	0	0	0	Use headline result
	1, 2	Use TA	Use TA	Use TA	Use headline result
	3, 4 or 5	Level 2	Use TA	Use TA	Use headline result
	6	Level 2	Level 5	Use TA	Use headline result
	A, D, F or P	Use TA	Use TA	Use TA	Use headline result
	Missing or blank	Use TA	Use TA	Excluded	Use headline result

Note pupils who have both their English and mathematics headline results and both their English and mathematics TA missing are excluded from the progress measures at National Level.

Combining KS1 and KS2 attainment

Once the KS1 and KS2 attainment has been calculated, the number of levels of progress made is calculated using the formula: KS2 level – KS1 level.

Now level 6 can be awarded at the end of KS2, pupils who had level 4 at KS1 must have achieved a level 6 in order to be shown as having made expected progress. In previous years, it was sufficient to have reached level 5 as that was then the highest level achievable by the end of KS2. All pupils with W or level 1 at the end of KS2 (including those with no KS1 results) will be treated as not having made two levels of progress.

The following table shows how levels at KS1 are mapped to those at KS2 to determine whether a pupil can be included in the progress measure and, if included in the measure, whether or not they have made at least two levels of progress – the expected level of progress. Where a pupil is shown as “not included”, this means that they are not included in the calculation of the measure because there is insufficient evidence to calculate the amount of progress they made.

		KS2 level (combined test and TA)							
		Any non-numeric level	0	1	2	3	4	5	6
KS1 level	A, D or no KS1 level	Expected progress not made	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Expected progress made
	0	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made
	4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made

Key Stage 1 to Key Stage 2 transitions

Table 6 shows the attainment of pupils in English and mathematics at Key Stage 2 broken down by prior attainment at Key Stage 1. The KS2 levels shown are a combination of the KS2 test and teacher assessment as used in calculating the KS1-2 progress measures (see ‘Calculation of expected progress in English and mathematics’ above). English is not assessed as a single subject at Key Stage 1 so it is necessary to calculate an average of the Key Stage 1 reading and writing levels to compare Key Stage 2 English attainment with. Mathematics is assessed at both Key Stage 1 and Key Stage 2.

Table 7 shows the attainment of pupils in reading and writing at Key Stage 2 broken down by prior attainment at Key Stage 1. As we do not calculate reading and writing progress measures, the KS2 test and teacher assessments are not combined as in table 6 but are shown separately.

National Curriculum Level codes

The National Curriculum level descriptions for KS1 and KS2 are as follows:

Key Stage 1 Level	Description
W	Pupil working towards level 1 of the National Curriculum
1-4	National Curriculum level achieved
A	Absent
D	Disapplied
M	Missing

Key Stage 2 Level	Description
1-6	National Curriculum level achieved
A	Absent
B	Working below the level of the test (tests only)
D	Disapplied from the National Curriculum (TA only)
F	Pupil will take the test/have TA in the future
L	Pupil has left the school
M	Missing
N	Not awarded a test level (tests only)
P	Pupil took the test/has TA in the past
Q	Annulled following maladministration investigation (tests only)
S	Pending maladministration (tests only)
T	Working at the level of the tests but unable to access them (tests only)
X	Lost/Stolen scripts (tests only)
Y or Z	Not eligible for tests

School Type Descriptions

The school types reported within this SFR are taken from Edubase and are given as at 12 September 2011. They are defined as follows:

Academy Sponsor Led

Sponsored Academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities.

Academy Converter

Schools that have chosen through Governing Body Resolution and application to the Secretary of State to become an Academy under the Academies Act 2010.

Free Schools

Free Schools are state-funded but have greater freedoms than local authority maintained schools. They are run by teachers and have freedom over the length of the school day and term, the curriculum and how they spend their money.

City Technology Colleges

Independent all-ability, non fee-paying schools offering pupils the opportunity to study a curriculum geared, with the help of private sector sponsors, towards the world of work.

Local Authority maintained schools

Schools fully or partially under local authority control that are state-funded, mainly by the Dedicated Schools Grant.

Registered independent school

Any school which provides full time education for 5 or more pupils of compulsory school age, which is not state-funded or a non-state-funded special school.

Independent special school

Approved by the Secretary of State for Education. They are run on a not-for-profit basis by charitable trusts and normally cater for children with severe and/or low incidence special educational needs.

State-funded schools

Includes local authority maintained mainstream schools, Academies, Free Schools, City Technology Colleges and state-funded special schools (excluding hospital schools, Pupil Referral Units, Alternative Provision and independent schools).

State-funded mainstream

Includes local authority maintained mainstream schools, Academies, Free Schools, City Technology Colleges (excluding all special schools, Pupil Referral Units, Alternative Provision and independent schools).

All independent

Includes independent schools, independent special schools and non-state-funded special schools.

ENQUIRIES

Enquiries about the figures contained in this statistical first release should be addressed to:

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