

SFR 18/2011

2nd August 2011

Coverage: England

**Theme: Children
Education and
Skills**

Issued by

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INTERIM RESULTS FOR KEY STAGE 2 & 3 NATIONAL CURRICULUM ASSESSMENTS IN ENGLAND, 2010/11

Headlines

The results of tests taken by pupils in May 2011 show that the percentage of 11-year old pupils achieving the expected level has increased slightly in English and mathematics this year. The proportion of 11-year olds achieving the expected level has increased notably in writing and slightly in reading. Girls continue to perform better than boys in both reading and writing. This year the percentage of girls at the expected level in mathematics is equal to that of boys for the second successive year. However, the year-on-year improvement for boys writing this year is greater than the improvement shown by girls.

The changes in English, reading and mathematics are small and should be interpreted with caution. This is because the differences between these figures and the figures released alongside the Performance Tables later in the year are historically between ± 1 percentage points.

A representative sample of 11-year old pupils took science tests this year and these show that more pupils are attaining the expected level than in 2010 and that girls are performing better than boys.

The equivalent results from teachers' own assessment of pupils have in many cases increased compared to those in 2010; attainment at the expected level for 11 year olds in science has remained unchanged. Teacher assessments are reported for 11 and 14 year old pupils.

Introduction

All children in maintained primary schools, including most academies, are required to sit National Curriculum tests in English and maths before they move to secondary schools. The tests are graded according to attainment levels within the National Curriculum¹. Key Stage 2 (KS2) tests are aimed at pupils working at levels 3, 4 and 5.

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			4		
Expected National Curriculum level at end of Key Stage	2	4		5/6			7/8		

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

¹ The following website provides information on how pupils are expected to perform at each National Curriculum level in each subject for Key Stage 1 and 2:

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/assessment/assessmentofsubjects/index.aspx>

National Curriculum tests are a measurement of achievement against the precise attainment targets of the National Curriculum rather than any generalised concept of ability in any of the subject areas. Teacher Assessment is the teachers' judgement of pupils' performance in the whole subject over the whole academic year. 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 KS2 pupils are expected to achieve **Level 4** and by the end of Key Stage 3 (KS3) pupils are expected to achieve **Level 5 or 6**.

Since 2010 KS2 science tests for the whole cohort have been discontinued. Schools are still required to provide teacher assessments, which are reported in this release. To continue to monitor national standards in science at the end of KS2, externally-marked science sampling was introduced. These results are only valid at national level and are reported in this statistical release.

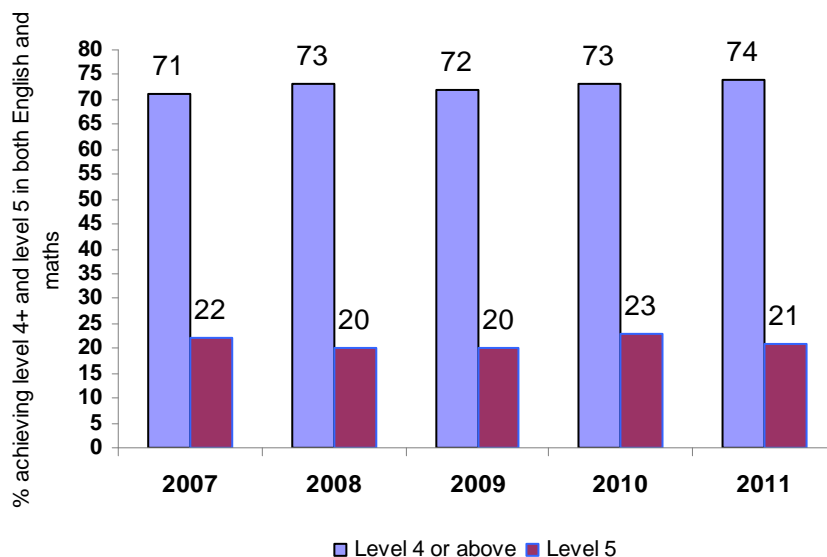
Teacher Assessments at KS3 are made in the core subjects of English, mathematics and science and also in the non-core subjects, such as geography, art and music. Results from non-core subjects are no longer collected centrally and cannot be reported in this statistical release. Statutory tests are no longer taken by 14-year olds.

This Statistical First Release (SFR) provides interim and provisional information on the achievements of eligible pupils in the 2011 National Curriculum tests and teacher assessments at KS2 and KS3. This data has also been made available today to schools and local authorities via *Key to Success*. This release provides information at national, region and local authority (council) level.

National curriculum test results were released to schools on 5th July 2011 and science sampling test results to participating schools on 7th July 2011; the figures in this SFR are produced from data provided to the Department for Education by the Qualifications and Curriculum Development Agency (QCDA) on 25th July 2011.

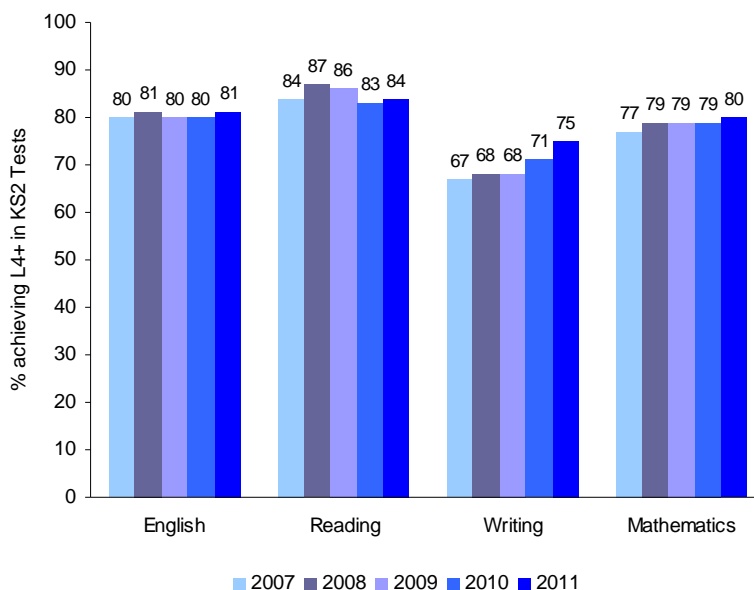
Key Stage 2 test results for 2011 (Tables 1, 2, 4, and 5)

Chart 1a: Percentages of pupils achieving Level 4 or above and Level 5 in both English and mathematics, 2007-2011



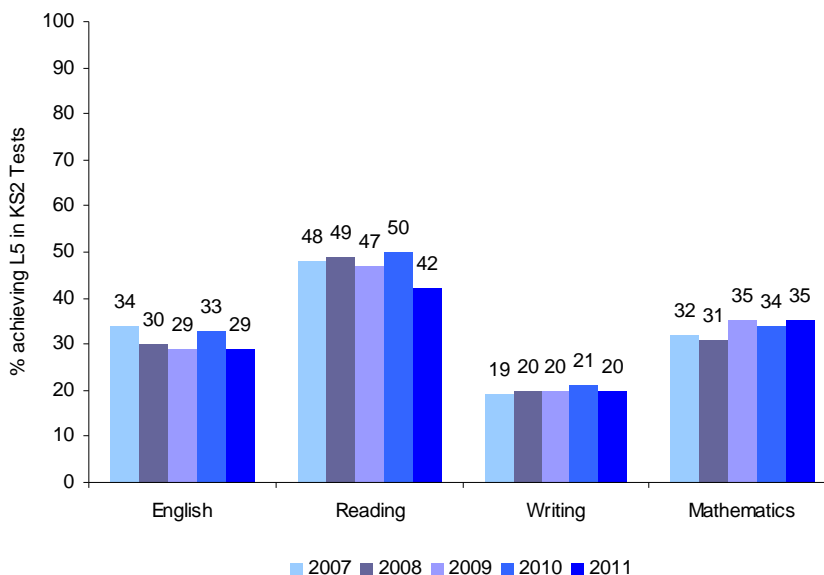
The percentage of pupils attaining the expected level in both English and mathematics has risen by 1 percentage point, but the percentage of pupils attaining above the expected level in both subjects has decreased by 2 percentage points. The following charts examine the underlying subjects in more detail.

Chart 1b: 5-year trend in percentages of pupils achieving Level 4 or above in Key Stage 2 tests



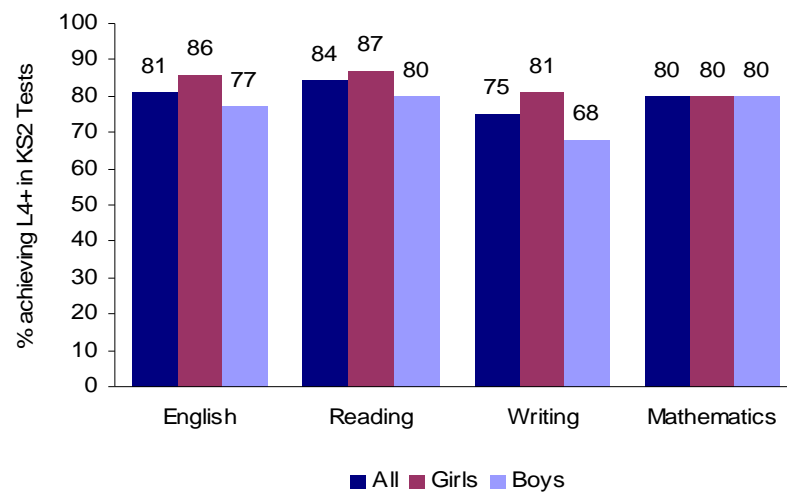
Attainment at the expected level (or above) in each of English and mathematics has remained relatively flat since 2008, with no increase or decrease larger than a percentage point. This demonstrates why attainment at the expected level in both English and mathematics has only slightly increased. English results are calculated by combining a pupil's results in the reading and writing tests; these tests show greater year-on-year fluctuations. Attainment in reading now stands at the same point as four years ago, but in writing has increased by **8** percentage points since 2007, increasing **4** points in the last year.

Chart 1c: 5-year trend in percentages of pupils achieving Level 5 in Key Stage 2 tests



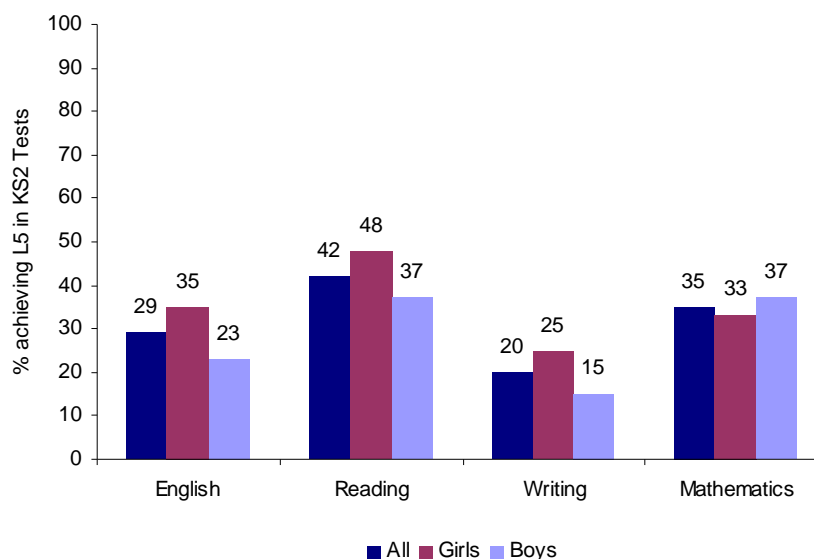
The attainment of pupils **above** the expected level provides evidence that mathematics outcomes have remained relatively flat for three years. Furthermore attainment above the expected level in writing has shown little change for the last five years. The most dramatic result demonstrated here is that attainment in reading has decreased by **8** percentage points since 2010, with an equal decrease for both boys and girls (see Table 2). This has given rise to a decrease of **4** percentage points in English when reading and writing are combined. Then when combined with mathematics leads to the **2** percentage point decrease in that combination shown in Chart 1a.

Chart 1d: The percentages of pupils achieving Level 4 or above in the 2011 Key Stage 2 tests by subject and gender.



At the expected level, attainment in English continues to show the largest gender gap, standing at **9** percentage points in favour of girls, but this has decreased from a **10** percentage point gap in 2010 (see Table 2). The size of the gender gap in English is largely driven by the **13** percentage point margin girls show in writing. The writing gap has narrowed by **2** percentage points this year as the year-on-year improvement of boys' writing was **5** percentage points, but **3** percentage points for girls. Girls also perform better than boys in reading, maintaining the **7** percentage point advantage in reading at this level shown in 2010. There remains no gender gap at this level in mathematics.

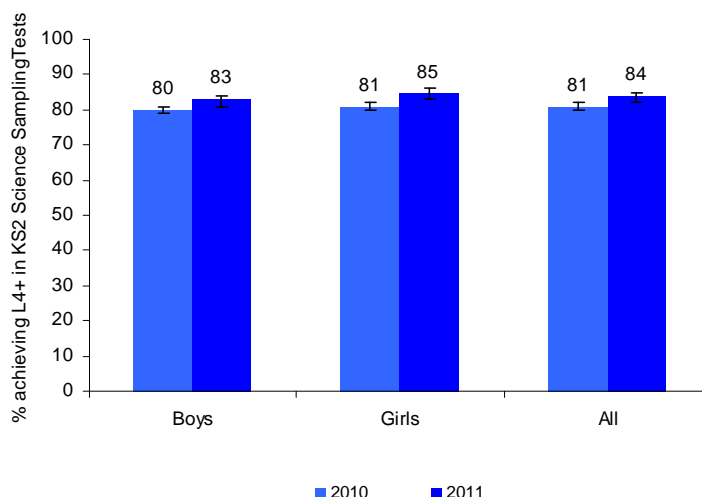
Chart 1e: The percentages of pupils achieving Level 5 in the 2011 Key Stage 2 tests by subject and gender.



Above the expected level, attainment in English continues to show the largest gender gap, standing at **12** percentage points in favour of girls, but this has decreased from a **14** percentage point gap in 2010 (see Table 2). The writing gap at this level has also narrowed by **2** percentage points this year attainment for boys remained flat, but for girls it fell by **2** percentage points. Girls also perform better than boys in reading, maintaining the **11** percentage point advantage at this level shown in 2010. Above the expected level boys have a **4** percentage point advantage over girls in mathematics.

Key Stage 2 science sampling results for 2011 (Table 3)

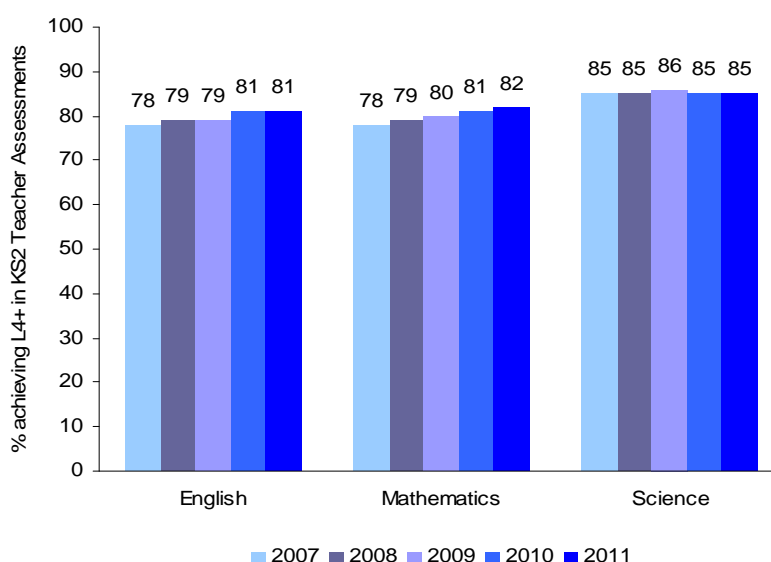
Chart 2: 2- year trend in percentages of pupils achieving Level 4 or above in Key Stage 2 science sampling tests by gender.



This is the second 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 has increased by **3** percentage points, which is statistically significant. Further information and relevant confidence intervals are provided in Table 3.

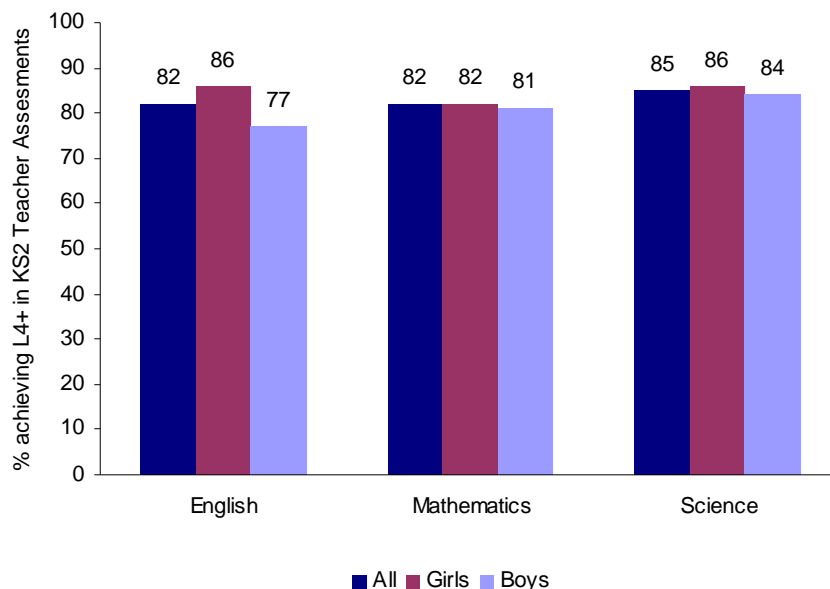
Key Stage 2 teacher assessment results for 2011 (Tables 2 and 4)

Chart 3a: 5-year trend in percentages of pupils achieving Level 4 or above in Key Stage 2 teacher assessments



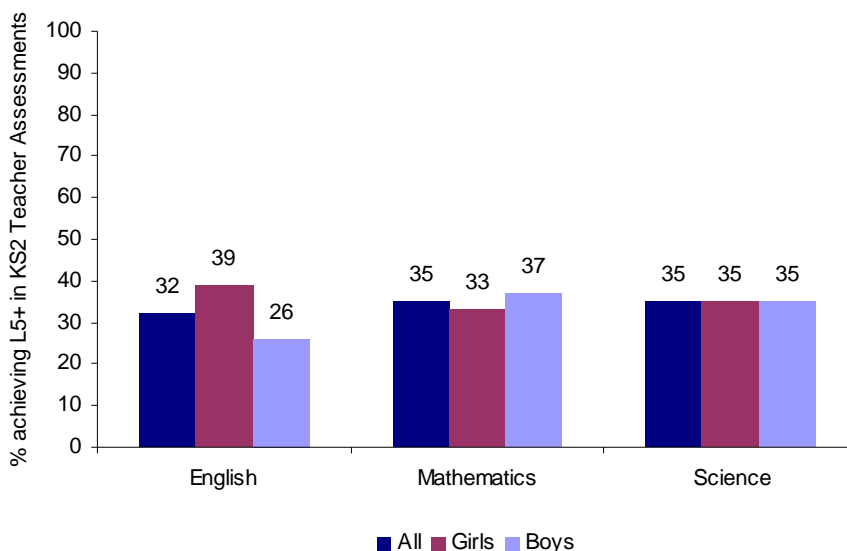
Teachers' own assessment of pupils show no change from 2010 in English and little change in mathematics which is consistent with the information provided by the tests in the same subjects, with teacher assessments showing slightly higher attainment on average. Teacher assessments in science have remained relatively flat for the last five years and the figure of **85** per cent is very close to the science sampling tests outcome this year of **84** per cent. We do not collect teacher assessment results for reading and writing.

Chart 3b: The percentages of pupils achieving Level 4 or above in 2011 Key Stage 2 teacher assessments by subject and gender.



Teachers' own assessments by gender support the outcomes from the National Curriculum tests, showing a **9** percentage point advantage for girls in English. There is a small gender gap in mathematics of **1** percentage point, however differences of a single point should be interpreted with caution as these may not represent large differences due to rounding. Teacher assessments in science show a **2** percentage point advantage for girls which supports the outcome at this level shown by the science sampling tests.

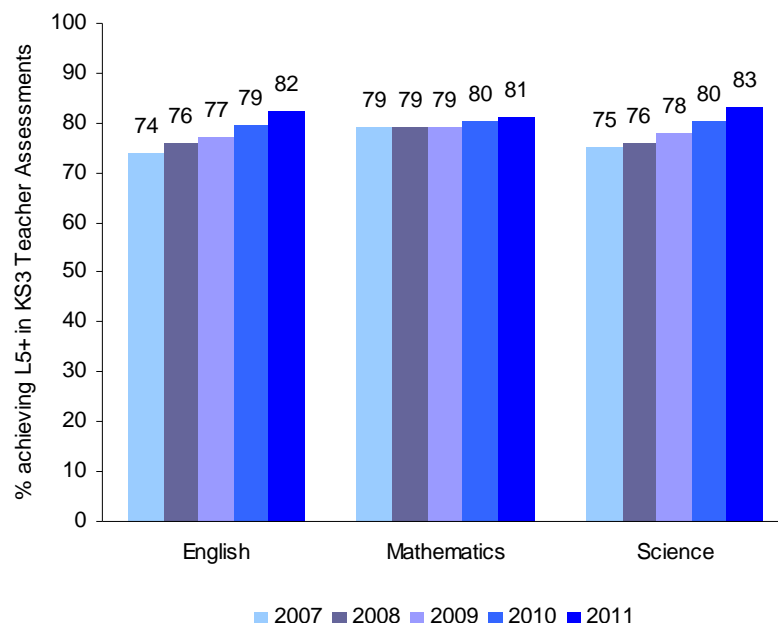
Chart 3c: The percentages of pupils achieving Level 5 or above in 2011 Key Stage 2 teacher assessments by subject and gender.



Teachers' own assessments by gender at level 5 or above show no change in English and mathematics when compared to 2010 (see Table 2). Therefore the decreases shown in attainment, based upon test results, in English for both boys and girls are not supported. However, these teacher assessments suggest the same percentage of students at level 5 or above in mathematics as the test results (Chart 1e). Science results are broadly similar to results at this level in the science sampling tests (Table 3).

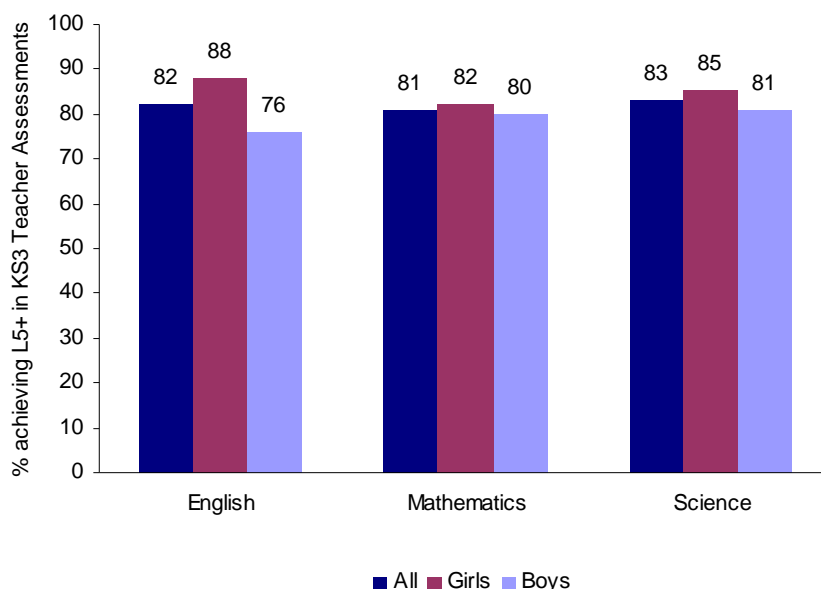
Key Stage 3 teacher assessment results for 2011 (Table 6)

Chart 4a: 5-year trend in percentages of pupils achieving Level 5 or above in Key Stage 3 teacher assessments



Teachers' own assessments of pupils at the end of Key Stage 3 in 2011 show increases in attainment at the expected level for all three subjects. An increase of 3 percentage points is shown in English and science, with a 1 percentage point increase in mathematics.

Chart 4b: The percentages of pupils achieving Level 5 or above in 2011 Key Stage 3 teacher assessments by subject and gender.



The gender gaps shown by teachers' own assessments at Key Stage 3 show similar results to those at Key Stage 2. The most pronounced gender gap is in English with girls 12 percentage points ahead of boys, 3 points wider than the gap shown by teacher assessments of pupils at the expected level at the end of Key Stage 2. The gender gap remains small in mathematics at 2 percentage points for girls, who are also ahead by 4 percentage points in science.

Attainment at below level 3 at the end of Key Stage 2 (Table 9)

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 9 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). These show that for maintained schools, nationally, there is no change from the 2010 outcomes for writing and mathematics, but the percentage of pupils at level 2 or below in reading has increased by 1 percentage point for boys and decreased by 1 percentage point for girls. The equivalent figures for 2010 are available here:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000975/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/schools2010/100818/?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>

National tables

Table 1	Key Stage 2 test levels of attainment by subject, 1995-2011
Table 2	Percentage of pupils achieving Level 4 or above and Level 5 in Key Stage 2 tests and teacher assessments by gender, 2007-2011
Table 3	Percentage of pupils achieving Level 4 or above and Level 5 in the Key Stage 2 science sampling tests by gender, 2010-2011
Table 4	National Key Stage 2 test and teacher assessment levels of attainment by subject and gender, 2011
Table 5a	Percentage of pupils achieving Level 4 or above and Level 5 in combinations of subjects in Key Stage 2 tests, by gender, 2011
Table 5b	Percentage of pupils achieving Level 4 or above and Level 5 or above in combinations of subjects in Key Stage 2 tests, 2007-2011
Table 6	National Key Stage 3 teacher assessment levels of attainment by subject and gender, 2011

Local Authority (LA) and Region tables

These tables have been included to show the local authority level figures that underpin the national information; and to show LAs the aggregate picture for their authority as at 25th July 2011.

Table 7	Percentage of pupils achieving Level 4 or above in Key Stage 2 tests by Local Authority (LA), Region and gender, 2011
Table 8	Percentage of pupils achieving Level 5 in Key Stage 2 tests by Local Authority (LA), Region and gender, 2011
Table 9	Percentage of pupils achieving Level 2 or below in Key Stage 2 tests by Local Authority (LA), Region and gender, 2011
Table 10	Percentage of pupils achieving Level 4 or above in Key Stage 2 teacher assessment by Local Authority (LA), Region and gender, 2011
Table 11	Percentage of pupils achieving Level 5 in Key Stage 2 teacher assessments by Local Authority (LA), Region and gender, 2011
Table 12	Key Stage 2 Average Point Score by Local Authority (LA) and Region and gender, 2011
Table 13	Percentage of pupils achieving Level 4 or above in both English and mathematics in Key Stage 2 tests by Local Authority (LA), Region and gender, 2007-2011
Table 14	Percentage of pupils achieving Level 5 or above in the Key Stage 3 teacher assessments by Local Authority and Region and gender, 2011.
Table 15	Percentage of pupils achieving Level 6 or above in the Key Stage 3 teacher assessments by Local Authority and Region and gender, 2011.

All underlying data for the above tables are available on the Department for Education statistics website:

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

NOTES TO EDITORS

The statistics in this release are based on the outcomes of the National Curriculum and science sampling tests carried out in May 2011 (for KS2 only) and Teacher Assessments (for KS2 & 3) for the 2010/2011 academic year. Tests and teacher assessments provide 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 pupils' performance in the whole subject over the whole academic year.

How the assessments are made

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.

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 Key Stage 2 tests are marked externally by an agency contracted by the Qualifications and Curriculum Development Agency (QCDA). 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 a Key Stage before year group 6 or year group 9; in these cases the trigger for reporting is that point and not the end of year 6 or year 9. 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 QCDA currently have 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 and has not been subject to any political interference.

Changes to the National Curriculum Assessment Administrative Arrangements

Since National Curriculum tests were introduced over a decade ago, there have been a number of changes to the process by which the tests are run and marked which are likely to affect year on year comparisons. This year only minor changes were made to the administrative arrangements with markers keying pupils' marks into a secure online mark capture system rather than completing and returning a paper mark sheet to the Test Operations Agency.

In September 2010 the Minister of State for Schools announced the end of the single level test pilot; therefore no pupils took single level tests in the 2010/11 academic year. Level 6 was not a possible outcome for tests taken in the 2010/11 academic year.

The number and percentage of pupils achieving at least 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.

Science sampling tests differ further from whole cohort tests, as they were administered to approximately 5% of the cohort. They took place in maintained schools only and were marked using an on screen marking system already successfully used to mark Single Level Tests and the 2010 science sampling tests. These results are not used for school accountability purposes, such as performance tables or school inspections, and as such no review processes are provided for these sample tests. A

minor change to administrative arrangements was made this year as participating schools were provided pupil level results. Further detail on the differences in administrative arrangements can be found on the QCDA website here: <http://www.qcda.gov.uk/sciencesampling>.

The Government has announced its intention to close the QCDA, subject to the passage of legislation. Statutory testing and assessment for pupils up to the age of 14 will, in future, be the responsibility of the Standards and Testing Agency (STA), an executive agency of the Department for Education.

On 18th 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>

Source of data

The figures published in this Statistical First Release (SFR) are produced from data provided to the Department by the QCDA on 25th July 2011. The KS2 National Curriculum test and KS2 & 3 teacher assessment figures in this SFR are based on interim 2011 data. The KS2 science sampling figures are based on final 2011 data.

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 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 effect of these amendments on the national results has previously been of the order of plus or minus one percentage point. Schools may also make revisions to their teacher assessments prior to publication. The figures published in this provisional SFR cover the results of all Key Stage 2 tests taken or teacher assessments made in 2011 that are available prior to compilation of this release and are not calculated on a cumulative basis (i.e. including test or TA results from previous years), as is the method used within the Primary School Performance Tables.

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 QCDA's agents. Only one school did not administer the tests.

National teacher assessment figures cover all schools in England with pupils eligible for assessment at Key Stage 2 and 3 in 2011 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 99.5% of eligible pupils, with Key Stage 3 data covering approximately 94.3% of eligible pupils. It is a statutory obligation for LA maintained schools to submit this data; it is also a condition of most academies funding agreements that they must also take part.

National test figures cover all schools in England with pupils eligible for assessment at Key Stage 2 in 2011, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return. It is a statutory obligation for LA maintained schools to administer the tests; it is also a condition of most academies funding agreements that they must administer tests.

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 disappplied 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.

Local Authority (LA) figures cover maintained mainstream and maintained special schools only, including Academies and City Technology Colleges (CTCs) and excluding maintained hospital schools and pupil referral units. Two different calculations of the national results are presented in the supplementary tables: one which is consistent with the national results in the main body of the SFR based on all schools (i.e. all maintained and independent schools for which assessment results are available); and the second for maintained schools only (excluding maintained hospital schools and pupil referral units), consistent with the results for each LA.

In the Primary School Performance Tables (expected to be published in late 2011), LA denominators will include pupils whose results are missing or coded as maladministration. The SFR released with the Tables (based on revised data) will therefore include missing and maladministration pupils in the LA denominators. However, in this interim SFR, the denominators used to calculate percentages at LA level include the same results as at national level. Therefore pupils with missing results, or results coded as pending maladministration, are not included in the calculations. This is done so that LAs, where data is missing, are not disadvantaged as a result of incomplete maladministration investigations.

Science sampling test figures in this SFR are based on administration of a test similar to past National Curriculum science tests to a representative sample of 26,933 pupils in 750 maintained 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 QCDA in February 2011 and can be found here: <http://www.qcda.gov.uk/sciencesampling> . These sampling arrangements were not designed to provide robust results at regional or local authority (council) level.

Confidence intervals

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 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. A 95% confidence interval gives that a 95% chance that attainment of the population falls inside the quoted interval.

Key to tables

The following symbol notation is used in the tables published in this release:

- . not applicable
- .. not available
- x suppressed due to small numbers
- # suppressed due to industrial action (applies to some sub-national figures for 2010 tests)

Rounding

Any percentages given 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.

Allocation of points for each test level at Key Stage 2

The following table sets out how points have been allocated to each KS2 test level to calculate the KS2 Average Point Score (Table 12). The Average Point Score relates aggregate number of points to the number of eligible pupils.

National Curriculum test level	Point score equivalent
Missing (M or blank)	Disregarded
Lost scripts (X)	Disregarded
Not eligible for the tests (Y or Z)	Disregarded
Unable to access the tests (T)	Disregarded
Absent (A)	Disregarded
Maladministration (Q)	Disregarded
Pupil will take the test in the future (F)	Disregarded
Pupil took the test in the past (P)	Disregarded
B – Working below the level of the test	15
N – Not awarded a test level	15
2	15
3	21
4	27
5	33
6	39

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.

Compliance with statistical policies

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> . The Key Stage 2 data in this release will be updated as a part of the normal annual cycle with revised figures expected to be published in late 2011 and final in summer 2012. Key Stage 3 teacher assessment figures are intended to be updated to final in summer 2012.

We plan to publish interim statistics at national, regional and local authority level on pupil progress between the end of Key Stages 1 and 2 later in 2011.

Related publications

SFR23/2010: National Curriculum Assessments at Key Stage 2 & 3 in England, 2009/10 (Provisional)

<http://www.education.gov.uk/rsgateway/DB/SFR/s000949/index.shtml>

This publication was released at 9.30 am on Tuesday 3 August 2010

SFR24/2010: Key Stage 2 Attainment of Pupils in Science in England, 2009/10

<http://www.education.gov.uk/rsgateway/DB/SFR/s000948/index.shtml>

This publication was released at 9.30 am on Tuesday 10 August 2010

SFR26/2010: National Curriculum Assessments at Key Stage 1 in England, 2009/10 (Provisional)

<http://www.education.gov.uk/rsgateway/DB/SFR/s000947/index.shtml>

This publication was released at 9.30 am on Thursday 26 August 2010

SFR36/2010: National Curriculum Assessments at Key Stage 2 in England, 2009/10 (Revised)

<http://www.education.gov.uk/rsgateway/DB/SFR/s000975/index.shtml>

This publication was released at 9.30 am on Tuesday 14 December 2010

SFR22/2011: National Curriculum Assessments at Key Stage 1 in England, 2011

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

This publication will be released at 9.30 am on Thursday 29 September 2011

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>

This publication will be released at 9.30 am on Thursday 29 September 2011

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