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Department for Education

Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Telephone:

Press Office
020 7925 6789

Public Enquiries
0207 3408043

Statistician

Jonathan Souppouris

Email

Jonathan.Souppouris@education.gsi.gov.uk

Internet

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000899/index.shtml>

Key Stage 1 Attainment by Pupil Characteristics, in England 2009/10

INTRODUCTION

This Statistical First Release (SFR) provides provisional information on the achievements of pupils in the 2010 National Curriculum teacher assessments at Key Stage 1 by pupil gender, ethnicity, English as a first language, eligibility for free school meals (FSM) and special educational needs (SEN). It provides the 2009/10 update to SFR 33/2009 <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000899/index.shtml>, and includes final figures for 2006 to 2009.

The figures contained within this publication combine the information gathered through the School Census in January 2010 and the 2010 National Curriculum teacher assessments at Key Stage 1 for the 4 elements of reading, writing, mathematics and science. This SFR covers pupils in maintained schools including academies and CTCs and provides information at national and Local Authority (LA) level. Information on Key Stage 1 attainment, not looking at pupil characteristics, has already been published in August at

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

HEADLINES

With overall Key Stage 1 attainment figures showing that 85 percent of pupils in the maintained sector achieved the expected level in reading, 81 percent in writing, 89 percent in mathematics and 89 percent in science, the national analysis by pupil characteristics shows that:

Girls continue to outperform boys in all 4 elements (reading, writing mathematics and science), with the biggest differences in reading and writing.

Pupils of Indian, Chinese and Mixed White and Asian origin had the highest proportions achieving the expected level in reading, writing and mathematics. In science, a higher proportion of pupils from Mixed White and Asian, Indian and White British backgrounds achieved the expected level than their peers. Pupils in Traveller of Irish Heritage and Gypsy/Roma groups continue to have the lowest proportion of pupils achieving the expected level across all 4 elements, but care should be taken in making comparisons due to the low number of eligible pupils from these ethnic groups.

A higher proportion of pupils whose first language is English achieved the expected level in all 4 elements than pupils for whom English is not their first language. The difference was least in mathematics and greatest in science. Across all 4 elements the gap has continued to narrow since 2006, most notably in reading and writing.

Pupils not eligible for free school meals (FSMs) continue to outperform pupils known to be eligible for FSMs across all 4 elements. The gap is largest in reading and writing. In reading, writing and science the gap has narrowed compared to 2006, whilst in mathematics it has remained relatively stable.

Pupils with no identified Special Educational Needs (SEN) continue to outperform pupils with SEN. The gap is largest in reading and writing. Compared to 2006 the gap has narrowed in reading and writing but widened in mathematics. In science it has remained relatively stable compared to 2006.

Pupils resident in the least deprived areas, as defined by the Income Deprivation Affecting Children Index (IDACI), continue to outperform pupils resident in the most deprived areas. The gap is largest in writing and smallest in mathematics. Compared to 2008 (the earliest comparable year for IDACI) the gap has narrowed in all 4 elements.

KEY FIGURES

The following sections examine where the largest and smallest attainment gaps exist for each of the characteristics in turn, and look at how this has changed compared with the previous year. Readers are encouraged to consider the longer term trends as well as individual year-on-year changes. For this reason, figures for 2006 have also been included.

(1) Gender

Girls outperformed boys in all 4 elements of Key Stage 1.

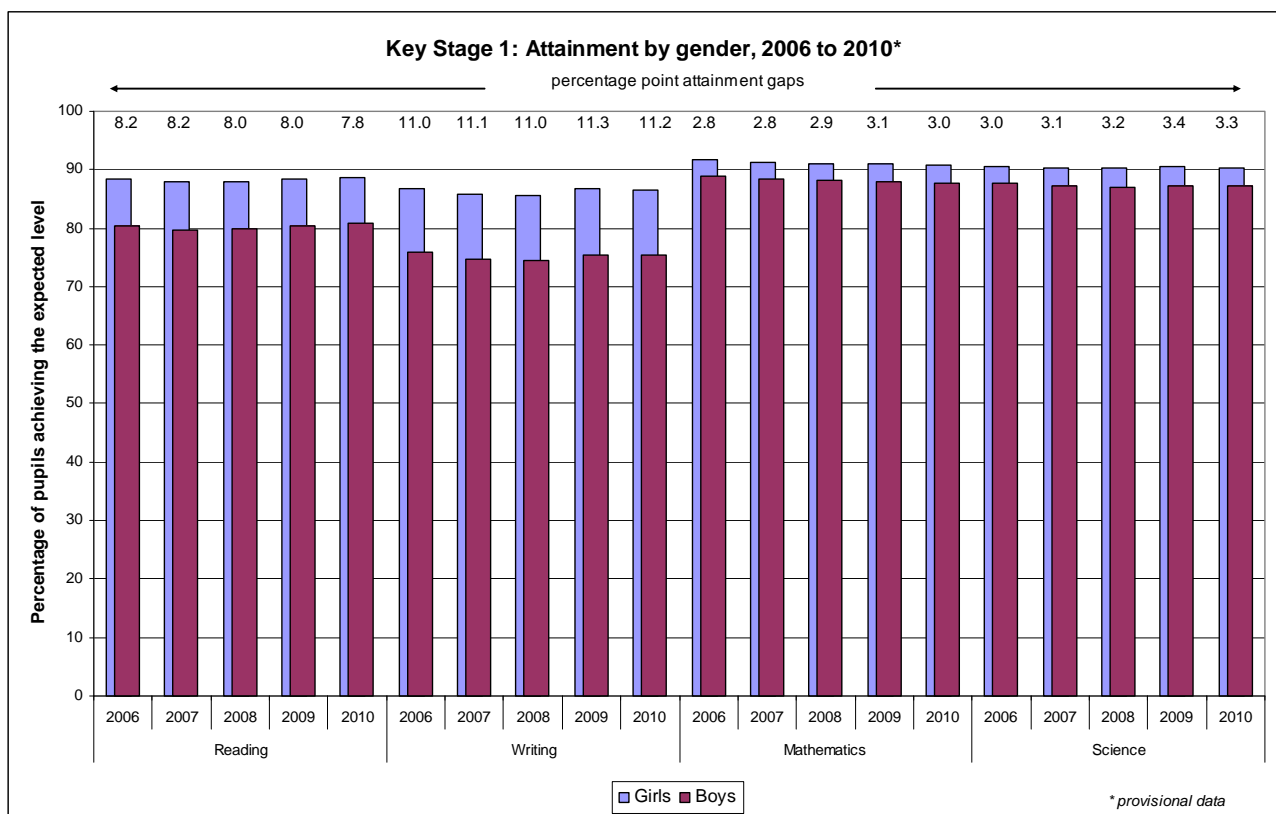
Writing continues to have the largest attainment gap (11.2 percentage points), with 86.6 percent of girls achieving the expected level compared to 75.5 percent of boys¹. This gap is relatively stable from 2009.

Mathematics continues to have the lowest attainment gap (3.0 percentage points), with 90.8 percent of girls achieving the expected level compared to 87.8 percent of boys. This gap is also relatively stable from 2009.

Compared to 2006 the attainment gap between boys and girls has widened slightly, with small, fluctuating year-on-year changes in writing, mathematics and science. In all 3 of these elements the percentage of boys and girls achieving the expected level has fallen slightly compared to 2006. For reading, there is a trend emerging that suggests a narrowing of the attainment gap.

The chart below shows the attainment of girls and boys for all 4 elements since 2006.

¹ 11.2 percentage points is the accurate difference and is calculated as the difference between 86.6419% and 75.4833%. Equivalent rounding differences are seen elsewhere.



(2) Ethnicity

The proportion of pupils achieving the expected level in Key Stage 1 teacher assessments continues to vary between different ethnic groups. Within the broader ethnic groupings:

Pupils of any White background achieved above the national level in all 4 elements. The difference is largest in science – 1.3 percentage points – where 90.0 percent of White pupils achieved the expected level compared with the national level of 88.7 percent. This gap has remained stable from 2009. Compared to 2006 the attainment gaps in mathematics and science have remained broadly stable but have fallen in reading and writing.

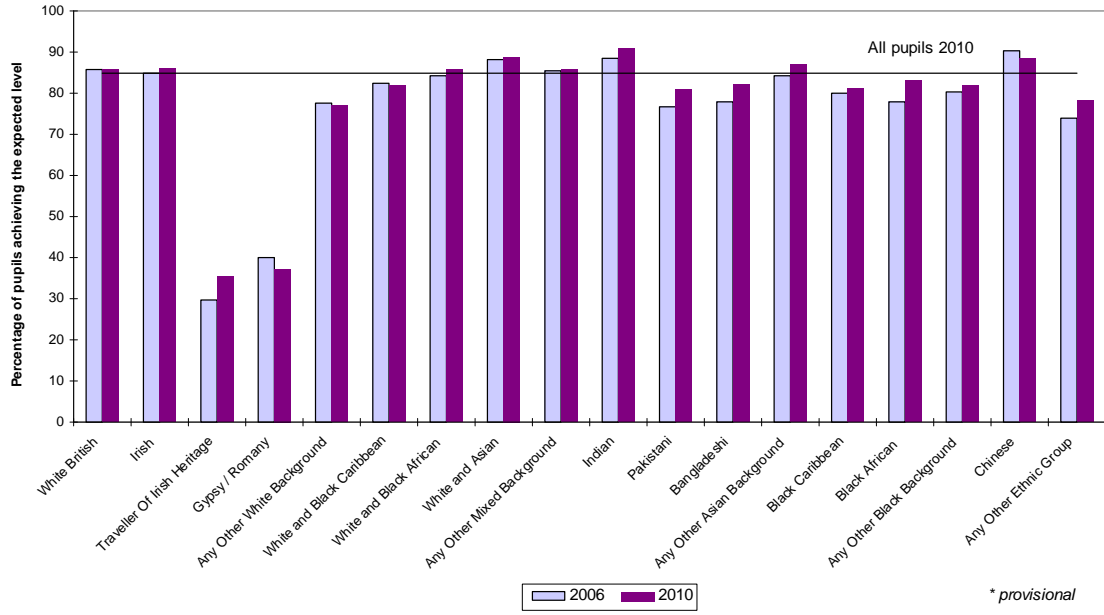
Pupils of any Black background achieved below the national level in all 4 elements. The difference is largest in science - a gap of 5.7 percentage points - where 83.0 percent of Black pupils achieved the expected level compared with the national level of 88.7 percent. The difference is smallest in reading - a gap of 2.3 percentage points - where 82.3 percent of Black pupils achieved the expected level compared with the national level of 84.7 percent. Across all 4 elements the gap has narrowed compared to 2006, most notably in reading where the gap has closed by 3.1 percentage points.

Pupils of any Asian background saw a higher proportion of pupils achieving the expected level in all 4 elements than in 2009. The proportion of Asian pupils achieving the expected level in reading rose from 83.4 percent in 2009 to 84.6 percent in 2010, virtually matching the national level of 84.7 percent. In writing, the proportion of Asian pupils achieving the expected level matched the national level, closing from a gap of 3.4 percentage points in 2006.

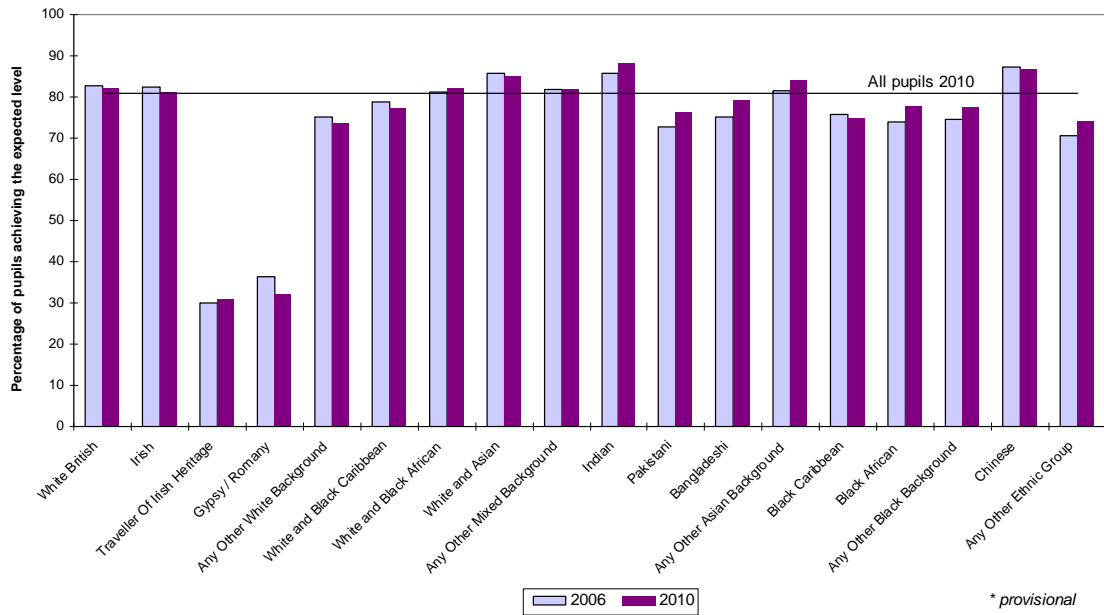
Although they remain amongst the highest achieving groups, the proportion of Chinese pupils achieving the expected level has fallen in all 4 elements compared to 2006.

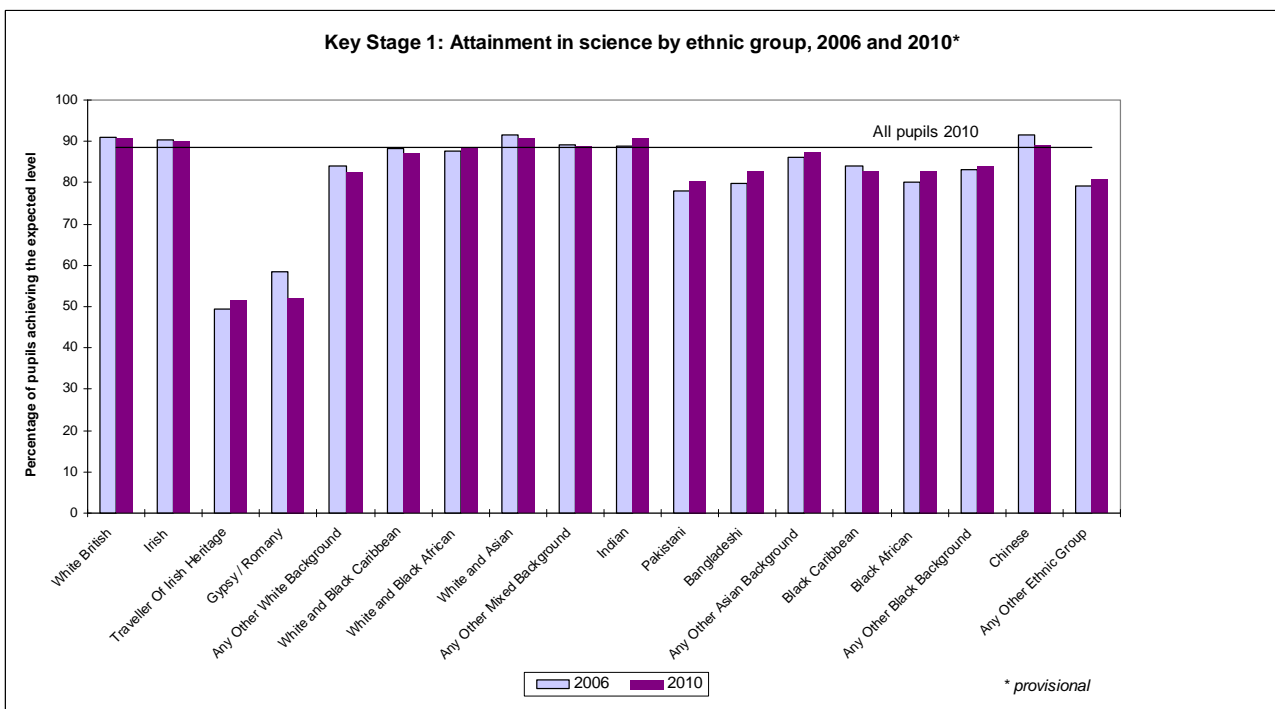
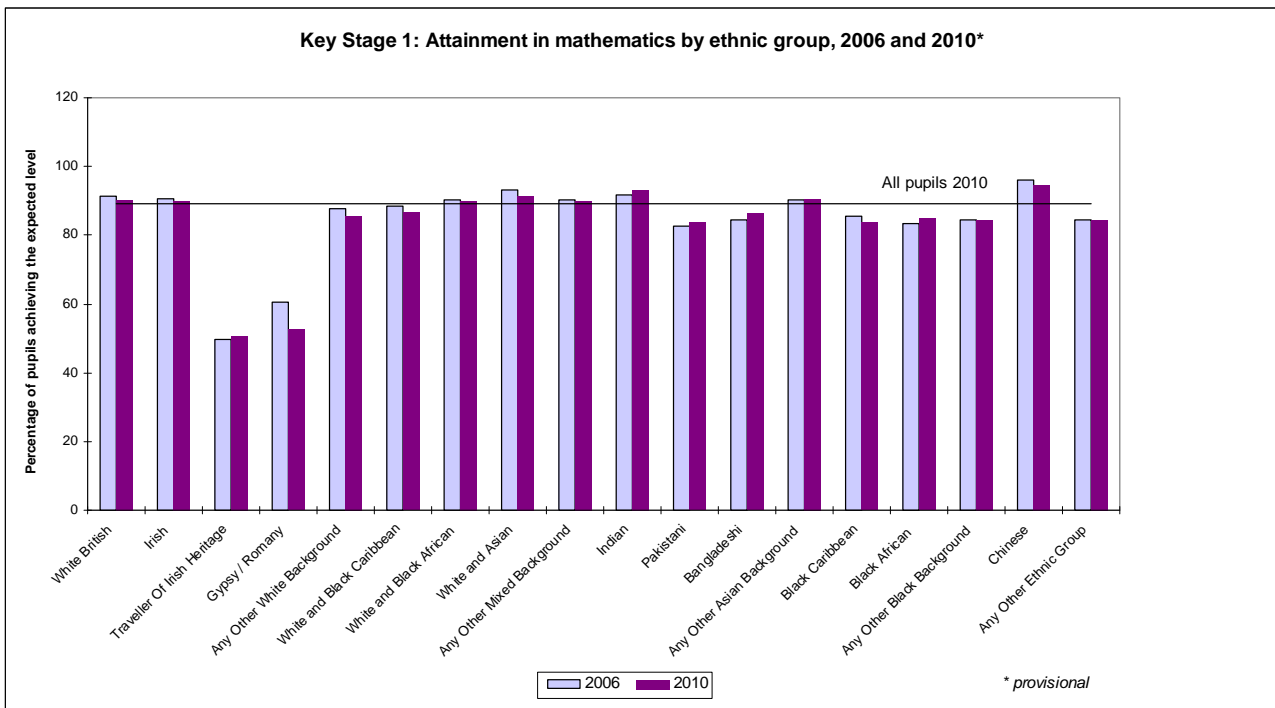
Within each of these broad ethnic groups, the individual ethnic groups showed further variability which can be seen in the following charts.

Key Stage 1: Attainment in reading by ethnic group, 2006 and 2010*



Key Stage 1: Attainment in writing by ethnic group, 2006 and 2010*





For all ethnic groups, girls outperform boys in all 4 elements – the only exception being Travellers of Irish Heritage in science, where boys slightly outperform girls (although it should be noted that there are a relatively small number of pupils in this group). There is however some variability in the extent of the attainment gaps between boys and girls. The gender gap for Black Caribbean pupils in science is 7.3 percentage points, compared with a national gender gap of 3.3 percentage points. Whilst Black Caribbean pupils have the largest gender gap in science, Gypsy/Roma pupils have the largest gender gap in reading, writing and mathematics. Irish pupils have the lowest variation in attainment by gender in 3 of the 4 elements, with little difference at all between boys and girls in science.

(3) English as a first language

Pupils whose first language was English outperformed those whose first language was not English in all 4 elements of Key Stage 1.

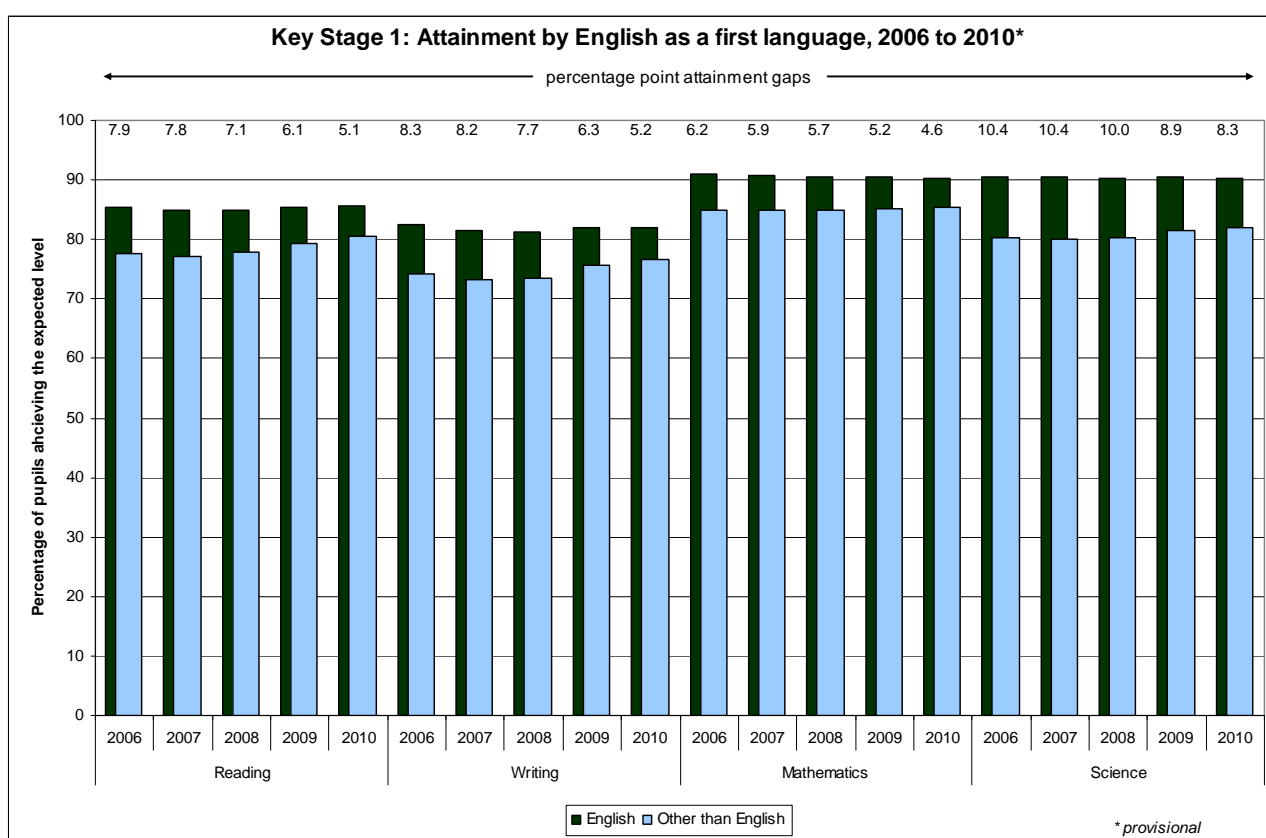
Science continues to have the largest attainment gap (8.3 percentage points), with 90.3 percent of

pupils whose first language is English achieving the expected level, compared with 82.0 percent for pupils whose first language was not English.

Mathematics continues to have the smallest attainment gap (4.6 percentage points), with 90.2 percent of pupils whose first language is English achieving the expected level compared with 85.5 percent of pupils for whom their first language is one other than English.

The largest fall in the attainment gap from 2009 occurred in reading and writing, where the gaps narrowed by 1.0 and 1.1 percentage points respectively. This is largely due to the performance of pupils whose first language is other than English improving whilst the performance of pupils whose first language is English remained fairly stable.

Since 2006 there has been a gradual closing of the attainment gap between pupils whose first language was English and those for whom English is not their first language, particularly in reading and writing. The chart below shows attainment by English as a first language for all 4 elements of Key Stage 1 since 2006.



(4) Free school meal (FSM) eligibility

A lower percentage of pupils known to be eligible for FSMs achieved the expected level in all 4 elements of Key Stage 1 compared to pupils who are not eligible for FSMs.

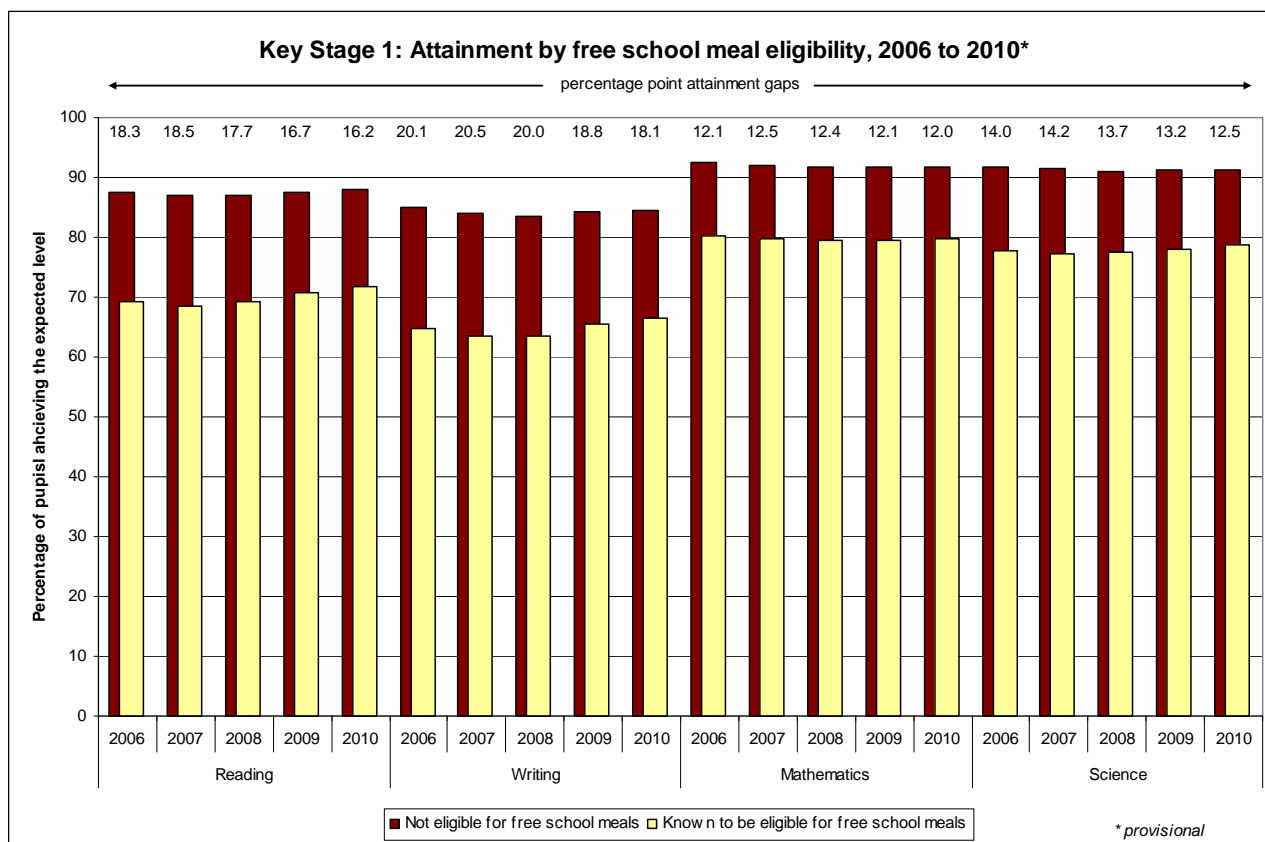
The gap in attainment is largest in writing (18.1 percentage points), with 84.5 percent of pupils not eligible for FSMs achieving the expected level, compared with 66.4 percent of pupils known to be eligible for FSMs.

The gap in attainment is smallest in mathematics (12.0 percentage points), with 91.7 percent of pupils not eligible for FSMs achieving the expected level, compared with 79.7 percent of pupils known to be eligible for FSMs.

The attainment gaps between pupils known to be eligible for FSMs and those not eligible for FSMs have narrowed since 2009 across all 4 elements, most notably in writing and science (both 0.7 percentage points).

Compared to 2006 there has been a gradual fall in the attainment gaps for reading, writing and science, most notably in reading where the gap has narrowed by 2.2 percentage points. In mathematics, the gap has remained relatively stable compared to 2006.

The chart below shows the gap in attainment for FSM eligibility for each element of Key Stage 1 since 2006.



Of those pupils known to be eligible for FSMs, there are variations in achievement by gender and ethnic group, for example:

For White British boys, 55.9 percent achieved the expected level in writing, compared with the overall national level of 80.9 percent – an attainment gap of 25.0 percentage points. This gap has narrowed since 2009 when it was 25.9 percentage points, and the attainment gaps between White British FSM boys and the overall national level have also narrowed in the other 3 elements since 2009.

For Black Caribbean boys 59.8 percent achieved the expected level in writing, compared with the overall national level of 80.9 percent – an attainment gap of 21.1 percentage points. This gap has narrowed since 2009 when it was 22.4 percentage points. The attainment gaps between Black Caribbean FSM boys and the overall national level have also narrowed in the other 3 elements since 2009, most notably in science where the gap fell by 1.7 percentage points.

(5) Special educational needs (SEN)

A higher percentage of pupils without any identified SEN achieved the expected level in all 4 elements of Key Stage 1 compared with pupils with SEN (including pupils with a statement of SEN and pupils without a statement of SEN). Pupils with SEN continue to perform relatively better in science and mathematics than in reading and writing, though from 2009 their attainment improved in reading and remained broadly stable in writing, whilst in mathematics and science it fell.

Writing has the largest attainment gap (48.6 percentage points), with 43.3 percent of pupils with SEN achieving the expected level compared with 91.9 percent of pupils with no identified SEN. This gap has remained constant from 2009.

Science continues to have the smallest attainment gap (31.9 percentage points), with 64.1 percent of pupils with SEN achieving the expected level compared with 96.0 percent of pupils with no identified SEN. However, this gap has widened since 2009 when the attainment gap was 31.2 percentage points. The percentage of pupils with SEN achieving the expected level in science fell by 0.7 percentage points since 2009.

Compared with 2006 the attainment gap has narrowed in reading and writing, down from 45.2 percentage points in 2006 to 42.8 percentage points in 2010 for reading. In mathematics, the attainment gap has widened by 0.9 percentage points compared to 2006. In science the attainment gap is the same as it was in 2006.

Where a pupil has a statement of SEN or is School Action Plus, their primary need is recorded. Examination of figures for primary need shows that, for example:

- For pupils whose primary need is speech, language and communication needs (the largest group of SEN primary need), 36.1 percent achieved the expected level in writing, constant from 2009. In reading the percentage achieving the expected level increased to 43.6 percent, whilst in mathematics and science the percentage achieving the expected level fell to 54.5 percent and 52.3 percent respectively. These pupils perform below the level of all SEN pupils in all 4 elements.
- Of pupils with a primary need, pupils with a hearing impairment or a visual impairment continue to be the highest performers. Compared to 2009, the percentage of pupils with a hearing impediment achieving the expected level increased in all 4 elements, with the greatest improvement in writing (2.3 percentage points), where 55.5 percent achieved the expected level, compared with 53.1 percent in 2009. Compared to 2009 the percentage of pupils with a visual impairment achieving the expected level fell in reading (2.9 percentage points) and writing (2.6 percentage points), whilst it improved in mathematics (1.3 percentage points) and science (1.4 percentage points). However, care should be taken in making comparisons due to the low number of pupils in these groups.
- For pupils with severe learning difficulties, compared to 2009 performance improved in reading by 0.3 percentage points, remained broadly stable in writing and mathematics, and fell by 0.8 percentage points in science, with 5.6 percent achieving the expected level in 2010 compared with 6.4 percent in 2009. However, care should be taken in making comparisons due to the low number of pupils in this group.

(6) Income Deprivation Affecting Children Indices (IDACI)

Deprived areas are defined by the Income Deprivation Affecting Children Indices (IDACI) 2007 (see the Technical Notes for more details).

The attainment gap between pupils resident in the most deprived and least deprived areas continues to be largest in writing (18.9 percentage points), with 90.6 percent of pupils resident in the least deprived areas achieving the expected level compared with 71.7 percent of pupils resident in the most deprived areas.

The attainment gap was smallest in mathematics (12.6 percentage points), with 95.4 percent of pupils resident in the least deprived areas achieving the expected level compared with 82.8 percent of pupils resident in the most deprived areas.

The attainment gaps narrowed in all 4 elements from 2009, most notably in writing (1.1 percentage points).

(7) Local Authorities (LAs)

Looking at the proportion of pupils achieving the expected level across all LAs in 2010 reveals wide variability in each of the attainment gaps, for example:

- The largest variation in the gender attainment gap was in writing, varying from 3 percentage points in Rutland to 17 percentage points in Blackpool and Sefton.
- The largest variation in the FSM attainment gap was in writing, which varied from 4 percentage points in Newham to 31 percentage points in Buckinghamshire and North Somerset.

On some occasions, the picture in a particular LA may appear contrary to the national picture. When interpreting LA level figures for one particular characteristic, it is important to also consider the characteristics profile of that LA and the effect that might have. Readers are also reminded that these are provisional data and that figures at LA level may be based on small numbers - conclusions drawn from groups with small numbers should be treated with caution.

CONFIDENTIALITY AND SUPPRESSION

The National Statistics Code of Practice requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality. An 'x' indicates that a figure has been suppressed due to small numbers. Values of less than 3, or a rate based on less than 3 pupils who achieved (or did not achieve) a particular level are suppressed. Some additional figures have also been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with the Departmental statistical policy which can be found at http://www.education.gov.uk/rsgateway/ns_confidentiality.pdf.

TRANSPARENCY

As part of a Government drive for data transparency in official publications, supporting data for this publication will be published in an open standardised format. The exact date for the publication of this material will be advertised on the Research and Statistics gateway in due course.

REVISIONS

Figures in this publication are provisional. There is no plan to re-issue the publication with final figures.

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/ns_revisions.pdf.

NATIONAL STATISTICS PUBLICATION

National Statistics are produced to high professional standards set out in the *National Statistics Code of Practice*. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

YOUR FEEDBACK

In response to previous feedback, we have included additional cross-tabulations and more detailed technical notes. Please contact Jonathan Souppouris at jonathan.souppouris@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.

TABLES

Summary: Percentage of pupils achieving the expected level in Key Stage 1 teacher assessments by pupil characteristics, 2006 to 2010 (provisional)

Table 1: Achievements at each level in Key Stage 1 teacher assessments by pupil characteristics, 2006 to 2010 (provisional)

Table 2a: Achievements at the expected level in Key Stage 1 teacher assessments by ethnicity, free school meal eligibility and gender, 2006 to 2010 (provisional)

Table 2b Achievements at the expected level in Key Stage 1 teacher assessment by SEN provision, free school meal eligibility and gender, 2009 to 2010 (provisional)

Table 2c Achievements at the expected level in Key Stage 1 teacher assessments by SEN provision, ethnicity and gender, 2009 to 2010 (provisional)

Table 3: Achievements at the expected level in Key Stage 1 teacher assessments by ethnicity and Local Authority, 2008 to 2010 (provisional)

Table 4: Achievements at the expected level in Key Stage 1 teacher assessments by English as a first language and Local Authority, 2008 to 2010 (provisional)

Table 5: Achievements at the expected level in Key Stage 1 teacher assessments by free school meal eligibility and Local Authority, 2008 to 2010 (provisional)

Table 6: Achievements at the expected level in Key Stage 1 teacher assessments by special educational needs provision and Local Authority, 2008 to 2010 (provisional)

Table A1: Achievements at the expected level in Key Stage 1 teacher assessments by IDACI decile of pupil residence, 2008 to 2010 (provisional)

Table A2: Achievements at the expected level Key Stage 1 teacher assessments by degree of rurality of pupil residence, 2008 to 2010 (provisional)

Table A3: Achievements at the expected level in Key Stage 1 teacher assessments by Local Authority District and Government Office Region of pupil residence, 2008 to 2010 (provisional)

Table A4: Achievements at the expected level in Key Stage 1 teacher assessments by IDACI decile and degree of rurality of pupil residence, 2008 to 2010 (provisional)

TECHNICAL NOTES

1. The figures in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking pupil/student characteristics to school and college learning aims and attainment information for all children in maintained schools in England. Individual pupil level attainment data for pupils is also included for non-maintained and independent schools who partake in the tests/exams.
2. Key Stage 1 NPD data are created when pupils' Key Stage 1 teacher assessment records are 'matched' to their corresponding School Census records and prior attainment records by a matching contractor, using fields such as Surname, Forename, Date of Birth, UPN and Gender. This successfully matches around 60-75% of pupils. Additional, more complex, routines are then applied to match as many of the remaining pupils as possible, up to around 97-98%.
3. The Key Stage 1 NPD extract used in the production of the tables in this Statistical First Release (SFR) links provisional Key Stage 1 teacher assessment information with the pupils' characteristics from the January 2010 School Census.
4. Further information on the NPD, including a 2009 Key Stage 1 User Guide, can be found at: <http://www.bristol.ac.uk/cmpo/plugin/>. Requests for NPD extracts can be made to the Department by sending an email to npd.requests@dcf.gsi.gov.uk
5. All pupils in maintained primary schools are required to be assessed by teachers against the National Curriculum in reading, writing, speaking and listening, mathematics and science when they reach the end of Key Stage 1. Often this happens just before pupils move from infant to junior schools.

The teacher assessments measure pupils' attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding which the National Curriculum expects pupils to have mastered by the end of Key Stage 1. 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 1, pupils are expected to reach Level 2.

Key Stage 1 teacher assessment statistics for 2010 have already been published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000947/index.shtml> and detailed information about these tests can be found in the technical notes of that SFR.

6. The pupil level characteristic information within this SFR is derived from census returns made by schools during a single selected period of the school day and provided to the Department in January each year. School Census information for January 2010 has already been published, and detailed information on the coding of ethnicity, free school meal eligibility, English as a first language and special educational needs can be found in the technical notes of that SFR, published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>.
7. This SFR covers pupils in maintained schools including academies and City Technology Colleges.
8. Only pupils who were eligible for teacher assessment are included in the figures in this SFR. These include those pupils who were: working towards Level 1; unable to access the assessment (relevant to science only); took the assessment, but failed to register a level; or were absent. Pupils with missing results are not included in the calculations at either national or Local Authority level.
9. The residency of 5,034 children in 2008, 4,590 in 2009 and 4,495 in 2010 is unknown due to missing or invalid postcode information. These children are excluded from the figures for the relevant years in Tables A1 to A4.

10. In April 2009, Cheshire was replaced by the new Local Authorities of 'Cheshire East', and 'Cheshire West and Chester'. Bedfordshire was replaced by the new Local Authorities of 'Bedford' and 'Central Bedfordshire'. This SFR reports on the post April 2009 Local Authority structure. Figures for 2008 have been recast on the basis of the post April 2009 Local Authority structure to allow comparison over time. Therefore all 152 LAs in existence in 2009 are also listed in the earlier year.
11. IDACI is provided by the Department for Communities and Local Government (DCLG). The index is based on Super Output Areas (SOAs) in England. Each SOA is given a rank between 1 and 32,482 where 1 is the most deprived SOA.

IDACI is a subset of the Income Deprivation Domain of the Index of Multiple Deprivation 2007. Each SOA is given a score showing the percentage of children aged under 16 that live in families that are income deprived, i.e. they are in receipt of certain benefits and their equivalised income is below 60% of median before housing costs. Further information about IDACI can be found on the DCLG website at:

<http://www.communities.gov.uk/publications/communities/indicesdeprivation07>.

IDACI bands for 2008 and 2009 are based on 2007 IDACI scores. Care should be taken when comparing to IDACI tables for 2007 and earlier, which are based on 2004 IDACI scores.

12. Due to the fact that this SFR is published using provisional Key Stage 1 NPD data, care should be taken when comparing Local Authority figures. It is known that these figures can in some instances change significantly from the provisional to the final version.
13. National figures in this SFR for the gaps in attainment have been calculated using unrounded figures, however they are quoted to 1 decimal place. All Local Authority figures are quoted to whole numbers. Readers are reminded that small changes may not be significant and, particularly where some groups have small numbers of eligible pupils, year-on-year comparisons should be treated with caution.
14. An 'x' indicates that a figure has been suppressed due to small numbers. Values of less than 3, or a rate based on less than 3 pupils who achieved (or did not achieve) a particular level are suppressed. Some additional figures have also been suppressed to prevent the possibility of a suppressed figure being revealed.

REPRODUCING FIGURES IN THIS PUBLICATION

Removing pupils that are not eligible

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

Pupils are only eligible for figures relating to reading, writing, mathematics and science 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 are: 1, 2C, 2B, 2A, 3, 4, 5 (for mathematics only), absent, disapplied, 'working towards Level 1' or 'unable to access' (for science only).

This SFR covers pupils who attended maintained schools, including all age schools deemed as secondary schools, academies and City Technology Colleges. It excludes pupils who attended independent schools, independent special schools, pupil referral units and non-maintained special schools.

Tables 3-6 are based on the Local Authority that maintains the school where the pupils attend. Therefore where a pupil resides is not relevant to these tables. Tables A1-A4 however are based on the postcode that each pupil resides in. These tables do not include pupils with missing or invalid postcode information or pupils that live outside of England. Therefore, for example, if a pupil lives in Wales but attends a school in England, they contribute to the figures in the "Summary" tables and Tables 1-6 but not in Tables A1-A4.

Duplicates

Occasionally, a pupil will appear more than once on the School Census, resulting, for example, from a change of school, or dual registration. Rules for deriving the main School Census record have been agreed to eliminate these duplicates. It is also possible when matching to prior attainment data that a pupil appears more than once, 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.

Published figures

There are two 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 1 decimal place in the "Summary" table and Tables 1-2c, whereas whole percentages are given in Tables 3-6. In Tables A1-A4, national percentages and percentages for Government Office Regions are given to 1 decimal place, whereas whole percentages are given for the remaining geographical breakdowns. The underlying figures used to calculate these percentages will be published in due course at:

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000968/index.shtml>.

There are some pupils for whom ethnicity was not obtained, refused or could not be determined. These pupils appear as "unclassified" in the "Summary" table, Table 1, Table 2a and Table 2c. These pupils are not shown explicitly in Table 3 but they are still eligible for the results and contribute to the "All pupils" figures. Therefore, adding together the number of pupils in each ethnic category of Table 3 will not equal the total number of pupils.

Likewise, there are pupils for whom first language, FSM eligibility or SEN status was not recorded. They appear as "unclassified" in the "Summary" table and Tables 1-2c and contribute to the "All pupils" figures for Tables 4-6 respectively.

Table 1 gives percentages by each level, the remaining tables give the percentage of eligible pupils that achieved the expected level. At Key Stage 1, the expected level is Level 2 or higher.

For any given category, the percentage achieving the expected level is calculated by summing all of the pupils that achieved Level 2C, 2B, 2A, 3, 4 or 5 and dividing this by the total number of eligible pupils (including those that were absent, disapplied, 'working towards Level 1' or unable to access the assessment (for science only)).

Worked example

Level for Reading	1	2c	2b	2a	3	4	5	Absent	Disapplied	Working towards Level 1	Missing
Number of pupils	8	7	12	26	45	1	0	2	1	2	2

In the example above there are 106 pupils but 2 of them are recorded as "Missing" which is not a valid level, so there are 104 eligible pupils. The percentage achieving the expected level would be calculated as

$$\frac{(7+12+26+45+1)}{104} \times 100 = 87.5\%$$

RELATED PUBLICATIONS

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>

SFR28/2010: Early Years Foundation Stage Profile Results in England, 2009/10
<http://www.education.gov.uk/rsgateway/DB/SFR/s000961/index.shtml>

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>

SFR30/2010: GCSE and Equivalent Results in England, 2009/10 (Provisional)
<http://www.education.gov.uk/rsgateway/DB/SFR/s000963/index.shtml>

SFR09/2010: Schools, Pupils and their Characteristics, January 2010
<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>

ENQUIRIES

1. Enquiries about the figures in this SFR should be addressed to:

Jonathan Souppouris
Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Telephone number: 020 7340 8043

E-mail: Jonathan.Souppouris@education.gsi.gov.uk

2. Press enquires should be made to the Department's Press Office at:

Press Office News Desk
Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Telephone Number: 0207 925 6789