



4 September 2018

This publication provides provisional attainment statistics for key stage 2 (KS2) national curriculum assessments¹. The data includes results for pupils in schools in England, at national, regional and local authority level and extends the results of the [interim publication](#) published on the 10th July 2018.

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

64% pupils reached the expected standard in reading, writing and maths

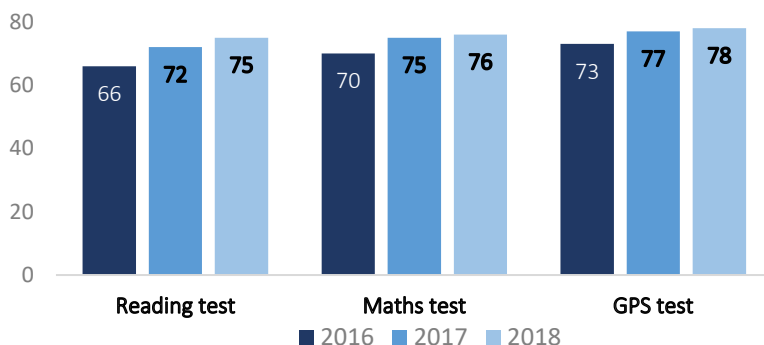
In 2018, 64% of pupils reached the expected standard² in all of reading, writing and maths. Attainment in reading, writing and maths (combined) is not directly comparable to previous years because of changes to writing teacher assessment (TA) frameworks. In 2017, 61% of pupils reached the expected standard compared to 53% in 2016.

Attainment at the expected standard in tests has increased across all subjects

In reading, 75% of pupils reached the expected standard in 2018, up by 4 percentage points³ from 2017.

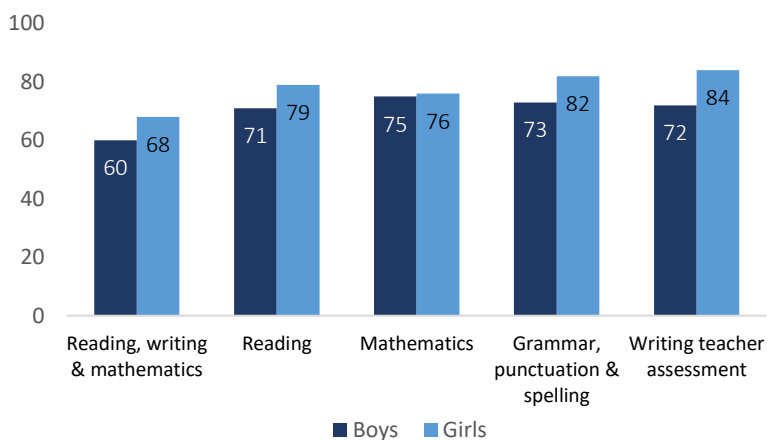
In maths, 76% of pupils reached the expected standard, up by 1 percentage point.

In grammar, punctuation and spelling (GPS), 78% of pupils reached the expected standard, up by 1 percentage point.



The gender gap in attainment remains consistent with previous years

Attainment increased for both genders and girls continue to outperform boys. In 2018, the gender gap³ at the expected standard in reading, writing and maths was 8 percentage points: 68% of girls reached the expected standard compared to 60% of boys. The gender gap remains the same as in 2017 as attainment has increased by 3 percentage points for both girls and boys from 65% and 57% respectively.



¹ The [KS2 assessment and reporting arrangements](#) provide a summary of the key changes introduced in 2016, the first year of assessments based on the new curriculum

² To reach the expected standard in all of reading, writing and maths, a pupil must achieve a scaled score of 100 or more in reading and maths tests and an outcome of 'reaching the expected standard' or 'working at greater depth' in writing TA

³ All percentage point differences are calculated using unrounded figures

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About this release

This publication provides provisional 2018 key stage 2 national curriculum assessment results for pupils in schools in England at national, regional and local authority level.

It provides additional information to that in the national curriculum assessments at key stage 2 in England, 2018 (interim) publication published on 10 July 2018.

Information on progress made by pupils between the end of key stage 1 and the end of key stage 2 will be provided in the revised release in December. Further breakdown by pupil characteristics will also be provided in the revised release.

In this publication

The following tables are included in the statistical publication:

- KS2 national and local authority tables (Excel .xls)
- Underlying data (open format .csv and metadata .txt.)

The accompanying methodology document provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at primary.attainment@education.gov.uk

1. Attainment in reading, writing and maths combined (Table N1a)

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

In 2018, 64% of pupils reached the expected standard in all of reading, writing and maths, while 10% of pupils reached the higher standard⁴. Attainment in all of reading, writing and maths is not directly comparable to previous years because of changes to [writing TA frameworks](#). In 2017, 61% of pupils reached the expected standard in all of reading, writing and maths compared to 53% in 2016; 9% reached a higher standard in reading, writing and maths compared to 5% in 2016.

2. Attainment by subject (Table N1b,N2a,N3)

Tests

Attainment increased in each of the test subjects compared to 2017. Attainment at the expected standard remained highest in the grammar, punctuation and spelling test (GPS) and lowest in the reading test. Table 1 summarises attainment at the expected standard and the high⁵ score in the key stage 2 tests. The increases in attainment were smaller than in previous years.

Table 1: Attainment in KS2 tests by subject (percentage point changes from 2017 shown in brackets⁶) England, 2018 (all schools)

	Reaching the expected standard	Achieving the high score
Reading test	75% (+4pp)	28% (+3pp)
Maths test	76% (+1pp)	24% (+1pp)
GPS test	78% (+1pp)	34% (+3pp)

Source: Provisional KS2 data (2018) and final KS2 data (2017)

Teacher Assessment

Teacher assessment (TA) provides a judgement that is based on knowledge of how the pupil has performed over time and in a variety of contexts.

In writing TA, the proportion of pupils who reached the expected standard⁷ in 2018 was 78%, while 20% of pupils were working at greater depth. Changes made within the [2017/18 writing TA frameworks](#) mean that judgements in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.

Figure 3 shows how attainment in teacher assessments has changed since 2016. Teacher assessments in reading and maths and science showed increased attainment in 2018. Attainment at the expected standard in reading TA increased by 1 percentage point to 80%, while maths TA increased by 2 percentage points to 79% and science TA increased by 1 percentage point to 82%. The 'working at greater depth' standard is not used for reading, maths or science TA.

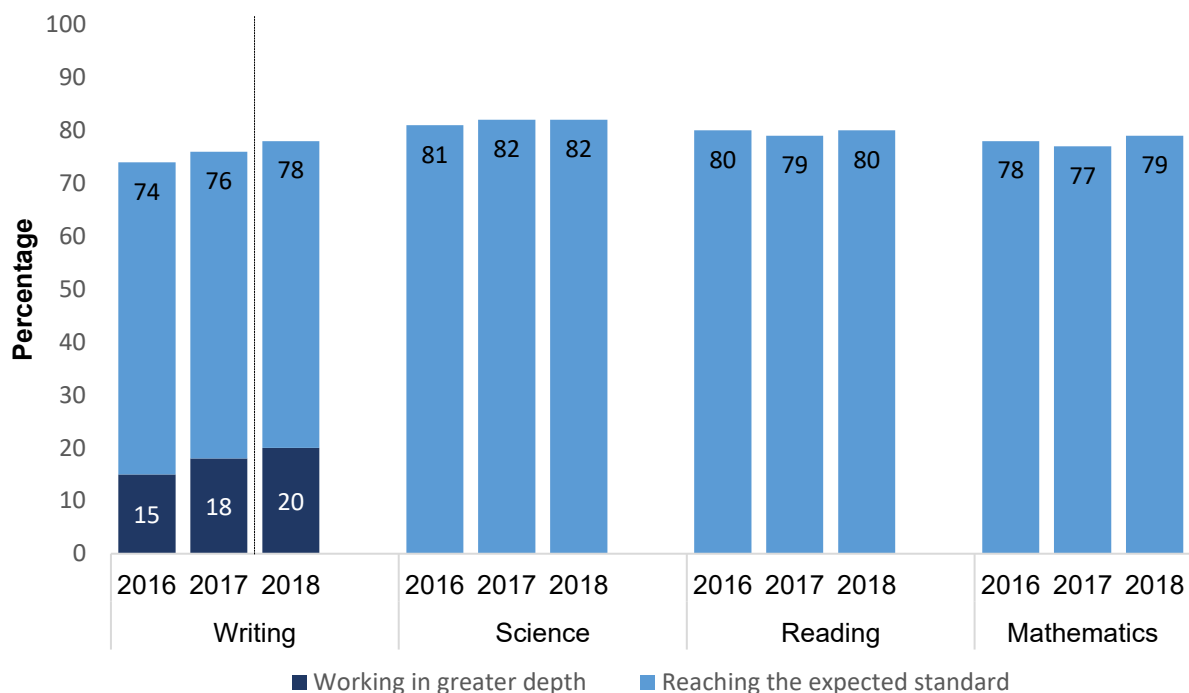
⁴ Includes pupils who achieved a high score in reading and maths and who were working at greater depth in writing.

⁵ The threshold for the higher standard is a scaled score of 110.

⁶ All percentage point differences are calculated using unrounded figures

⁷ To reach the expected standard in writing TA, a pupil must achieve an outcome of 'reaching the expected standard' or 'working at greater depth'

Figure 3: Attainment in KS2 teacher assessments by subject TA⁸ England, 2018 (all schools)



Source: Provisional KS2 data (2018) and final KS2 data (2017 and 2016)

3. Scaled scores (Table N2a)

We use [scaled scores](#) to report the results of tests so we can make accurate comparisons of performance over time. The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test are excluded from the calculation.

Average scaled scores remained largely stable compared to 2017. The reading scaled score increased by 1 score to 105. The average scaled score remained the same in maths and GPS, at 104 and 106 respectively.

Table 2: Average scaled score, England, 2018 (all schools)

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

Source: Provisional KS2 data (2018) and final KS2 data (2017 and 2016)

⁸ Changes made within the [2017/18 writing TA frameworks](#) mean that judgements in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017. The dotted line indicates the break in this timeseries.

4. Gender gaps (Table N1a-N2a)

Attainment increased across all test subjects for both genders and girls continue to outperform boys. In 2018, the gender gap at the expected standard in reading, writing and maths was 8 percentage points: 68% of girls reached the expected standard compared to 60% of boys. The gender gap remained the same as 2017 as attainment increased by 3 percentage points for both girls and boys from 65% and 57% respectively.

At the higher standard, 12% of girls achieved the standard in all of reading, writing and maths compared to 8% of boys – a gap of 3 percentage points. This gap remained unchanged from 2017.

At individual subject level, more girls reached the expected standard in all subjects (Table 3). As in 2017, the biggest attainment gap between boys and girls was in writing TA at 12 percentage points. The gender gap at the expected standard in maths was only 1 percentage point, which was notably smaller than in other subjects.

At the higher standard, girls outperformed boys in all subjects except in maths where boys outperformed girls by 4 percentage points. This pattern is consistent with previous years, where boys performed better than girls only in maths.

Table 3: Attainment by gender, England, 2018 (all schools)

	Boys	Girls	Difference ⁹
Reaching the expected standard			
Reading, writing, and maths	60%	68%	+8pp
Reading test	71%	79%	+8pp
Maths test	75%	76%	+1pp
GPS test	73%	82%	+9pp
Writing TA	72%	84%	+12pp
Achieving a high score/greater depth			
Reading, writing, and maths	8%	12%	+3pp
Reading test	24%	32%	+9pp
Maths test	25%	22%	-4pp
GPS test	30%	39%	+9pp
Writing TA	15%	25%	+11pp

Source: Provisional KS2 data (2018)

Scaled scores by gender

Average scaled scores for girls in reading and GPS were 2 scores higher than for boys (Table 4). In maths, although a lower proportion of boys than girls met the expected standard attainment (75% vs 76% respectively), the average scaled score of boys (105) is 1 score higher than that of girls (104). This reflected the higher proportion of boys achieving the higher score in maths.

⁹ All gaps are calculated from unrounded figures

**Table 4: Average scaled scores by gender and subject
England, 2018 (all schools)**

	Boys	Girls	Difference ¹⁰
Reading test	104	106	+2
GPS test	105	107	+2
Maths test	105	104	-1

Source: Provisional 2018 KS2 assessment data

5. Attainment by school type (Tables N5)

There were 15,055 state-funded mainstream primary schools with key stage 2 results in 2018. Since 2016, there have been substantial changes to the makeup of school types in England (Table 5). The proportion of LA maintained schools decreased from 82% in 2016 to 73% in 2018. There have been corresponding increases in the proportion of sponsored and converter academies to 8% and 18% respectively. It should be noted that the conversion of schools from one type to another means that the headline figures capture not only change in performance but also change in school type. While the number of free schools has increased to 57, free schools make up a very small proportion of schools. See the accompanying methodology and quality information document for details about different types of school.

**Table 5: Number and percentage of schools by school type
England, 2018 (State-funded mainstream schools)**

	2016		2017		2018	
All state-funded mainstream primary schools	14,930		14,977		15,055	
LA maintained schools	12,292	82%	11,784	79%	11,044	73%
Sponsored academies	866	6%	983	7%	1,186	8%
Converter academies	1,744	12%	2,174	15%	2,768	18%
Free schools	28	0%	36	0%	57	0%

Source: Provisional 2018 KS2 assessment data and final 2016 and 2017 data

Attainment for different school types is summarised in Table 6. As in 2017, attainment in individual subjects is highest in converter academies and lowest in sponsored academies.

Attainment levels in mainstream academies and free schools as a group were broadly similar to those in local authority maintained mainstream schools. However, within the academies group, converter academies had a higher proportion of pupils achieving the expected standard than the average for all state-funded mainstream schools. This difference may be explained by the fact that schools that choose to convert to academies are typically high performing schools. On the other hand sponsored academies, which as a group are below the average for state-funded mainstream schools, are typically low performing before their conversion to academy status.

¹⁰ All gaps are calculated from unrounded figures

Table 6: Attainment by type of school, England, 2018 (State- funded mainstream schools)

Type of school	Reaching the expected standard in:			
	Reading test	Writing TA	Maths test	GPS test
LA maintained schools	77%	79%	77%	79%
Academies and free schools	75%	79%	76%	77%
Of which:				
Sponsored academies	68%	73%	70%	70%
Converter academies	78%	81%	78%	80%
Free schools	75%	75%	73%	76%
All schools	75%	78%	76%	78%

Source: Provisional 2018 KS2 assessment data

Attainment in academies over time

As noted above, the conversion of schools from one type to another means that the headline figures capture not only change in performance but also change in school type. It is difficult, therefore, to assess the impact of converting to an academy by looking only at the headline figures in 2018. In order to address this, Table N4 of the accompanying tables provides a time series showing how reading, writing and maths attainment changes in years after a school becomes an academy. This time series shows that the academies that have been open the longest have the highest attainment. In converter academies that have been open for 7 years or more, 71% of pupils reached the expected standard in reading, writing and maths while in sponsored academies 62% of pupils reached the expected standard. In converter academies open for one academic year 65% of pupils reached the expected standard while in sponsored academies open for one year 53% reached the standard.

6. Attainment by school phase (Table N5)

Table 7 shows pupil attainment according to the phase of school. Most (84%) 11-year-old pupils in mainstream schools are in primary schools that cover both the key stage 1 and key stage 2 age range. Many of these pupils will have been in the same school at the end of key stage 1. In 2018, 13% of 11-year-old pupils in mainstream schools are in junior schools while 2% are in middle schools. The remainder of pupils are in other types of schools such as all-through schools.

Attainment was broadly similar in primary, junior, and middle schools – 65% of pupils in mainstream primary schools reached the expected standard in reading, writing and maths compared to 66% in mainstream junior schools and 63% in mainstream middle schools. Schools in the ‘Other’ category had a lower attainment at the expected standard (60%). However, these are fewer in number and are concentrated in particular areas of the country.

Table N5 of the accompanying tables provides additional breakdowns of school attainment by cohort size.

**Table 7: Attainment in reading, writing and maths by school phase
England, 2018 (state-funded mainstream schools)**

	Number of schools	Number of eligible pupils	Reaching the expected standard	Reaching a higher standard
Primary schools	13,773	511,973	65	10
Junior schools	1,062	79,140	66	11
Middle schools	114	13,226	63	9
Other ¹¹	106	6,051	60	9

Source: Provisional 2018 KS2 assessment data

7. Attainment by religious character¹² of school (Table N5)

The majority of eligible pupils (71% of those at state-funded mainstream schools) attend schools with no designated religious character. Results for these schools are therefore very close to the national average as they make up the majority of the total. Apart from Methodist and Other Christian Faith schools, attainment results in faith¹³ schools are slightly higher than the national average. Table N5 of the accompanying tables provides additional breakdowns of school attainment by religious character.

**Table 8: Attainment in reading, writing and maths by school religious character
England, 2018 (state-funded mainstream schools)**

Religious character	Number of schools	Number of eligible pupils	Reaching the expected standard
No Religious Character	9,278	430,697	64
Church of England	4,024	117,323	66
Roman Catholic	1,609	56,870	70
Methodist	23	597	65
Other Christian Faith	72	2,733	65
Jewish	32	1,281	77
Muslim	9	491	76
Sikh	5	280	74

Source: Provisional 2018 KS2 assessment data

¹¹ 'Other' includes schools where highest statutory age > 11 such as all-through schools.

¹² Religious character is taken from 'get information about schools' and is the legal designation of each school. Further information on faith schools can be found in the quality and methodology document accompanying this release.

¹³ Jewish, Methodist, Muslim, Sikh and Hindu schools are very small in number, so other factors specific to this handful of schools, other than their religious character, may account for their results. There is only one Hindu school with eligible pupils and so results for this school are not shown until December, when school-level results are published.

8. Local authority attainment (Tables L1-L3c)

There is considerable variation between local authorities¹⁴ in attainment (Table 9). The difference between the lowest and highest performing local authorities was greatest in reading, writing and maths combined with a range of 32 percentage points, an increase from 25 percentage points in 2017. This change has been driven by both higher maximum attainment (80% in 2018 compared to 76% in 2017) and lower minimum attainment (48% in 2018 compared to 52% in 2017).

**Table 9: Minimum and maximum local authority attainment
England, 2018 (state-funded schools)**

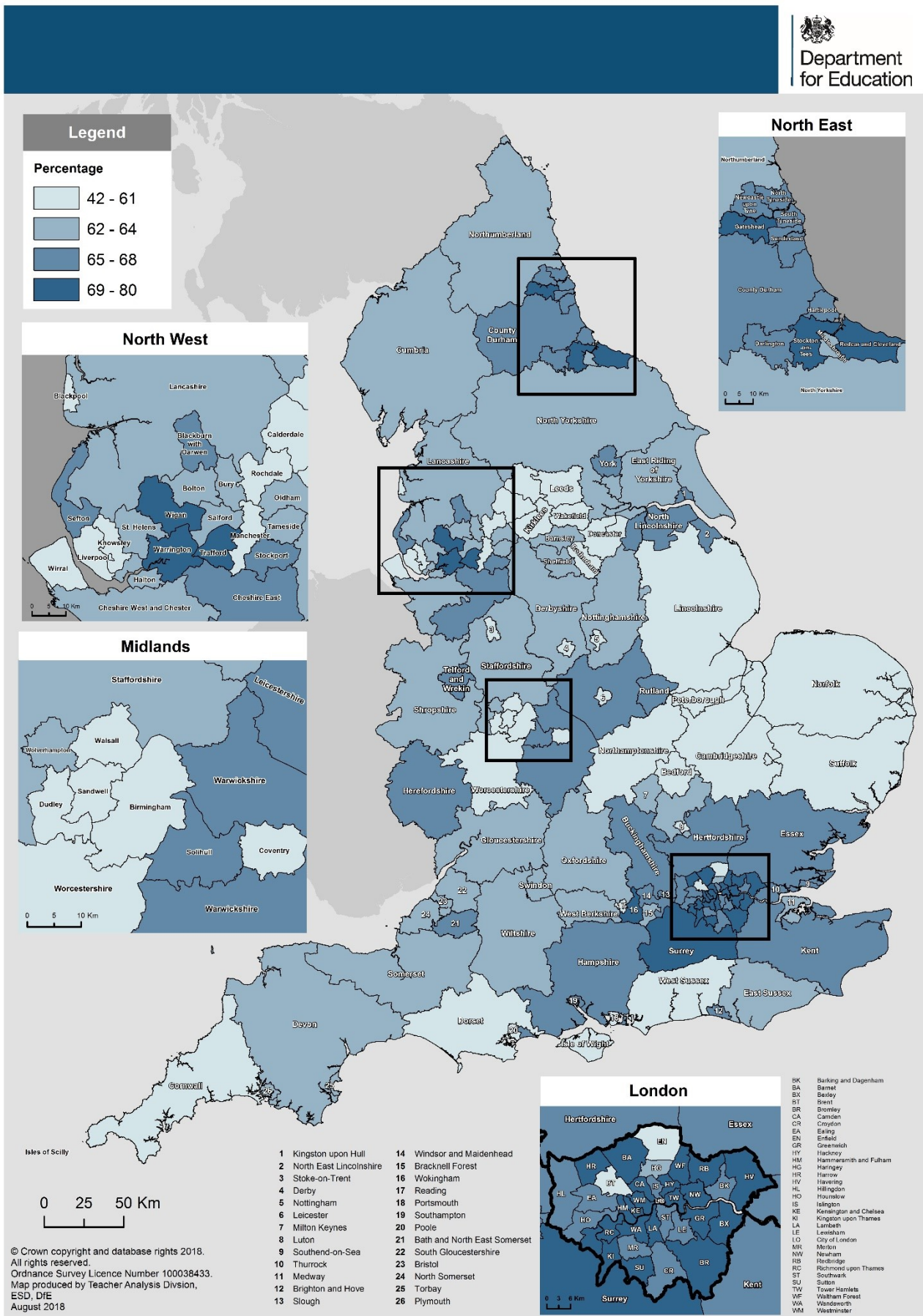
% reaching the expected standard in	Minimum	Maximum	Range (percentage points)
Reading, writing and maths	48%	80%	32
Reading test	61%	87%	26
Maths test	60%	88%	28
GPS test	66%	89%	23
Writing TA	69%	87%	18
Average scaled scores	Minimum	Maximum	Range
Reading test	103	109	6
Maths test	102	108	6
GPS test	104	110	6

Source: Provisional 2018 KS2 assessment data

The map in Figure 4 shows the percentage of pupils reaching the expected standard in reading, writing and maths by local authority. This map reveals a complex picture of attainment across England, with a range of high and low attainment in different regions. Inner and Outer London were the highest achieving regions with 70% and 68% of pupils achieving the expected standard in reading, writing and maths combined respectively. The regions with lowest attainment were Yorkshire and The Humber, East Midlands, West Midlands, and the East, all of which had 62% of pupils achieving the expected standard. The relative attainment in the regions is broadly consistent with last year, but attainment overall has increased.

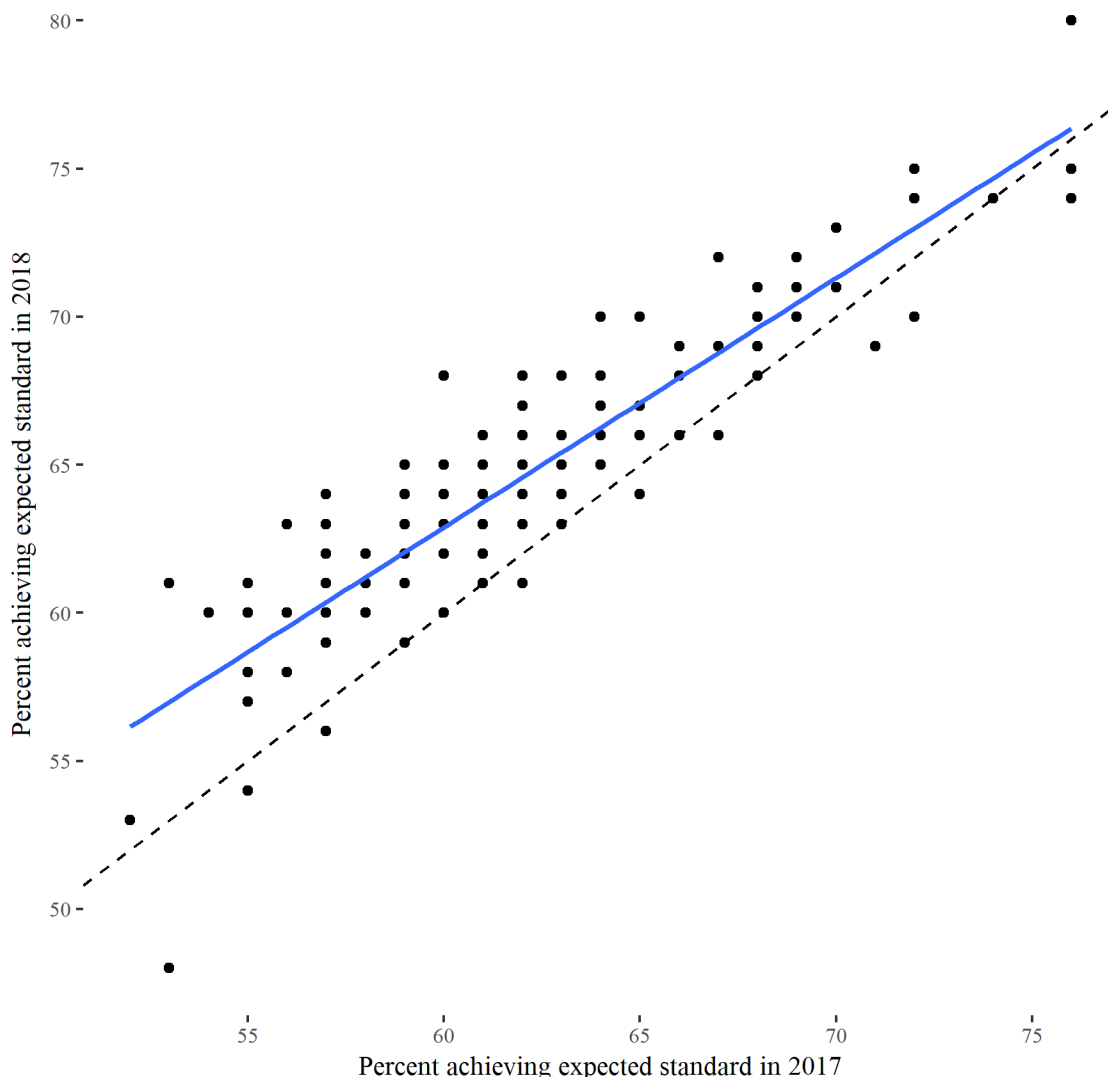
¹⁴ City of London and Isles of Scilly are not included in this analysis as they only have one school each. In addition, figures for Bedford were not included at the time of publication because there were known changes to the data after the cut-off date for publication. These figures were added after the provisional publication on 4 September and have been updated in this document published on 28 September.

Figure 4: Percentage of pupils reaching the expected standard in reading, writing and maths by local authority. England, 2018 (state-funded schools only)



Source: Provisional 2018 KS2 assessment data

**Figure 5: Local authority attainment in reading, writing and maths between 2017 and 2018.
England, 2017 and 2018**



Source: Provisional 2018 KS2 assessment data and final 2017 data

Figure 5¹⁵ shows the relationship between local authority results in reading, writing, and maths between 2017 and 2018. The results show that the majority of local authorities (131) have improved by at least 1pp since 2017.

The black dotted line indicates achieving the same result in 2018 as in 2017. Local authorities that fall above the dotted line improved compared to 2017. The blue line indicates the line of best fit. This line indicates that local authorities with lower attainment levels tended to see the biggest changes in attainment since 2017, i.e. the gap between black line and blue line is largest at lower attainment levels.

¹⁵ Note that more than one local authority may fall onto a single point on the figure and so the number of points do not sum to the number of local authorities.

9. Accompanying tables

The following tables are available in Excel format on the department's statistics [website](#):

National tables

Table N1a	Attainment at the end of key stage 2 in reading, writing and maths by gender, 2016 - 2018
Table N1b	Attainment in key stage 2 tests by subject and gender, 2018
Table N2a	Attainment at the end of key stage 2 by subject and gender, 2016 – 2018
Table N2b	Distribution of scaled scores by subject, 2018
Table N3	Attainment in key stage 2 teacher assessments by subject and gender, 2018
Table N4	Attainment of pupils at the end of key stage 2 in academies by length of time open, 2018
Table N5	Attainment of pupils at the end of key stage 2 by school type, school phase, school cohort size and religious character, 2018

Local authority tables

Table L1	Attainment at the end of key stage 2 in reading, writing and maths by region, local authority and gender, 2018
Table L2a	Attainment of all pupils at the end of key stage 2 tests by region and local authority, 2018
Table L2b	Attainment of boys at the end of key stage 2 tests by region and local authority, 2018
Table L2c	Attainment of girls at the end of key stage 2 tests by region and local authority, 2018
Table L3a	Attainment of all pupils at the end of key stage 2 teacher assessments by region and local authority, 2018
Table L3b	Attainment of boys at the end of key stage 2 teacher assessments by region and local authority, 2018
Table L3c	Attainment of girls at the end of key stage 2 teacher assessments by region and local authority, 2018

When reviewing the tables, please note that:

We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
We suppress some figures	<p>Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved; or 0, 1 or 2 pupils who did not achieve a particular level are suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed.</p> <p>This suppression is consistent with our Statistical policy statement on confidentiality.</p>
We adopt symbols to help identify this	<p>Symbols are used in the tables as follows:</p> <p>. not applicable</p> <p>* LA level data based on a single school</p>
	<p>Percentages in this publication are given to the nearest whole number but all gaps and differences have been calculated on unrounded data. Therefore, some figures may not match those produced from the rounded figures shown in the tables.</p>
This is provisional data	<p>Figures in this publication are provisional. We will publish revised figures in the revised 'National curriculum assessments at key stage 2' publication in December.</p> <p>Small differences may not be indicative of a true difference in attainment. This is because there may be small differences between these figures and the revised figures published later in the year. The differences between provisional and revised national figures are usually negligible but LA level figures may be larger.</p> <p>Any unplanned revisions will be made in accordance with our Statistical policy statement on revisions.</p>
We provide underlying data	The publication is accompanied by national and local authority underlying data and metadata describing this data. This data is provided in csv format so that it can be loaded into the software of your choice.

10. Further information will be available

Characteristics breakdowns	Characteristics breakdowns will be published in the revised publication in December.
Progress measures	Information on progress for different pupil groups and for local authorities will be published in the revised publication in December.
School level figures	School level data will be published in the performance tables in December.
Previously published figures	National curriculum assessments at key stage 2 in England, 2018 (interim) SFR69/2017: National curriculum assessments at key stage 2, 2017 (revised) Primary school performance tables 2017

11. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

12. Technical Information

A quality and methodology information document accompanies this publication. This provides further information on the data sources, their coverage and quality and explain the methodology used in producing the data, including how it is validated and processed.

National curriculum assessment figures published in this publication are based on the data that will be used to prepare the 2018 primary school performance tables. This data was shared with schools and local authorities as part of the checking exercise on 31 August 2018.

It is based on test and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) on 6 July 2018.

13. Get in touch

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download <https://www.gov.uk/government/collections/statistics-key-stage-2>

Reference: National curriculum assessments at KS2 in England, 2018 (provisional)



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