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## NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 2 IN ENGLAND, 2008 (REVISED)

### Introduction

This Statistical First Release provides the updated information on overall achievements in the 2008 Key Stage 2 (KS2) National Curriculum tests. The information incorporates amendments received from schools through the checking exercise for the 2008 Primary School Achievement and Attainment Tables. This publication provides an update to the Statistical First Release published on 5 August 2008 (SFR 19/2008), which contained provisional figures.

Items included in this Statistical First Release, which were not included in the provisional publication in August are the Contextual Value Added figures; a table showing the transition from Key Stage 1 to Key Stage 2 and information showing progress towards the school floor target.

### Key Points

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. 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**.

### **Key Stage 2 test results (Tables 1 and 2)**

- The percentages of pupils achieving Level 4 or above in the 2008 Key Stage 2 tests by subject are as follows:
  - English 81% (86% for girls, 77% for boys)
  - Reading 87% (90% for girls, 83% for boys)
  - Writing 68% (75% for girls, 61% for boys)
  - Mathematics 79% (78% for girls, 79% for boys)
  - Science 88% (89% for girls, 87% for boys).

Compared to the equivalent final 2007 figures, the percentage achieving Level 4 or above represents increases of 3 percentage points in Reading, 2 percentage points in mathematics and 1 percentage point in English and Writing. Achievement has remained at the same percentage in science.

Compared to provisional 2008 figures, these represent an increase of 1 percentage point in the overall percentage for Reading, Writing and mathematics. There was no change in the overall percentage for English and science. These changes are due to the rounding convention used rather than significant changes in the data.

- The percentages of pupils achieving Level 5 in the 2008 Key Stage 2 tests by subject are as follows:
  - English 30% (36% for girls, 23% for boys)
  - Reading 49% (55% for girls, 43% for boys)
  - Writing 20% (25% for girls, 15% for boys)
  - Mathematics 31% (28% for girls, 35% for boys)
  - Science 44% (45% for girls, 44% for boys).

Compared to the equivalent final 2007 figures, the percentage achieving Level 5 represents an increase of 1 percentage point in Reading and Writing, decreases of 1, 3 and 4 percentage points respectively in mathematics, science and English.

Compared to provisional 2008 figures, these represent an increase of 1 percentage point in the overall percentage for English and Reading and no change in writing, mathematics and science. These changes are due to the rounding convention used rather than significant changes in the data.

### **Performance in combinations of subjects (Tables 4a and 4b)**

- The percentage of pupils achieving Level 4 or above in both English *and* mathematics tests is 73 percent. This represents an increase of 2 percentage points from the equivalent figure for 2007 (based on final data) and an increase of 1 percentage point on the 2008 provisional figures (table 4b).
- A higher proportion of girls than boys achieved Level 4 or above in English *and* mathematics combined – 75 percent of girls compared with 71 percent of boys (table 4a).

### **KS1-KS2 transition**

Table 6 gives the attainment of pupils in all schools at Key Stage 2 (2008) by prior attainment at Key Stage 1:

- 93% of pupils who achieved an average of Level 2 or above in reading and writing at Key Stage 1 achieved Level 4 or above in English at Key Stage 2<sup>1</sup>. This compares to 92% of pupils in 2007
- 86% of pupils who achieved Level 2 or above at Key Stage 1 in mathematics achieved Level 4 or above in Key Stage 2<sup>1</sup>. This compares to 84% of pupils in 2007.
- 95% of pupils who achieved an average of Level 2 or above in reading, writing and mathematics at Key Stage 1 achieved Level 4 or above in science at Key Stage 2<sup>1</sup>. This represents no change from the 2007 figure.

### **Local Authority achievement (Table 8)**

The percentage of pupils achieving Level 4 or above at Key Stage 2 in each Local Authority (excludes the

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<sup>1</sup> For average level calculations for Key Stage 1 see Notes to Editors.

City of London and Isles of Scilly Local Authorities which have 1 school each) range from:

- 73% to 90% in English;
- 70% to 87% in mathematics; and
- 80% to 94% in science.

### **Progress towards the Government's targets for 11 year olds**

The Government has set itself the following Public Service Agreement (PSA) targets for the achievement of 11 year olds<sup>2</sup>:

- To raise standards in KS2 English and mathematics so that, by 2006, 85% achieve Level 4 or above, with this level of attainment sustained until 2008;

In 2008, 82% of pupils nationally reached Level 4 or above in KS2 English, and 79% reached Level 4 or above in mathematics<sup>3</sup>. This target has not been met.

- To raise standards in KS2 English and mathematics so that by 2008, the proportion of schools in which fewer than 65% of pupils achieve Level 4 or above separately in English and mathematics is reduced by 40%.

Progress towards this target is measured against a 2003 baseline, when there were 2,849 schools with less than 65% of pupils achieving Level 4 in English, and 3,570 schools with less than 65% of pupils achieving Level 4 in maths. The 2008 figures are 1,193 and 1,648 respectively, representing a fall in the number of such schools of 58% in English and 54% in maths. This target has therefore been met.

The number of schools where fewer than 65% of pupils achieved Level 4 in each subject (separately) for each year from 2003 is shown below. The target figures represent a 40% reduction from the 2003 baseline in each case.

	English	Mathematics
2003	2,849	3,570
2004	2,232	3,108
2005	1,870	2,797
2006	1,785	2,555
2007	1,484	2,026
2008	1,193	1,648
<i>2008 target</i>	<i>1,709</i>	<i>2,142</i>

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<sup>2</sup> Public Service Agreement Targets are based on age at the end of the academic year.

<sup>3</sup> Revised figures reports results based on a cumulative basis.

## **Tables**

- Table 1** Key Stage 2 test levels of attainment by subject, 1995-2008
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- Table 5** Key Stage 2 Average Points Score, by subject and gender, 2004-2008.
- Table 6** Attainment of pupils in all schools at Key Stage 2 by prior attainment at Key Stage 1.

## **Further information**

Supplementary tables containing figures at Local Authority (LA) and Government Office Region (GOR) level are available on the DCSF statistics website:

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000836/index.shtml>.

- Table 7** Key Stage 2 average points score and Key Stage 1 to Key Stage 2 Contextual Value Added in 2008 for each LA and GOR, by subject and gender.
- Table 8** Percentage of pupils achieving Level 4 or above in the 2008 Key Stage 2 tests for each LA and GOR, by subject and gender.
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- Table 10:** Key Stage 2 attainment for Neighbourhood Renewal Fund areas<sup>1</sup> by Local Authority District (LAD) of school location, 2008.
- Table 11:** Key Stage 2 attainment by IDACI decile<sup>1</sup> of school location, 2008.
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## **Related publications**

The SFR providing provisional Key Stage 2 National Curriculum results was published on the DCSF statistics website (<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000804/index.shtml>) on 5 August 2008. The SFR providing provisional Key Stage 1 National Curriculum results based on teacher assessment was published on the DCSF statistics website (<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000806/index.shtml>) on 28 August 2008.

The SFR providing provisional Key Stage 3 National Curriculum results was published on 12 August 2008. This is available for download from the DCSF statistics website (<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000805/index.shtml>).

## **NOTES TO EDITORS**

The statistics in this first release cover the data prepared for the publication of the 2008 Primary School (KS2) Achievement and Attainment Tables (formerly Performance Tables). This SFR provides information for KS2 National Curriculum assessments and KS1 to KS2 CVA measures based on the outcome of the National Curriculum assessment tests carried out in May 2008.

### **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. 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.

The Qualification and Curriculum Authority (QCA) have responsibility for ensuring that standards in the tests remain consistent from year to year. The rigour of QCA's standard maintenance procedures has been endorsed by external observers, including the independent Rose panel, which found that they bear comparison with best practice in the world, and have not been subject to any political interference. The processes rest on a range of evidence about test standards, brought to bear at the level setting meeting. This evidence includes pre-test evidence from experienced markers on how pupil's performed in the live test and statistical evidence about that pupil performance.

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 QCA. 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. 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.

### **How to interpret the results**

The National Curriculum standards have been designed so that most pupils will progress approximately one level every two years. By the end of Key Stage 2, pupils are expected to reach Level 4.

### **Contextual Value Added Measures**

Value added (VA) is a way of measuring the progress a pupil makes between one stage of education and the next. The Contextualised Value Added (CVA) model takes into account a number of factors outside a school's control, such as gender, mobility and levels of deprivation in addition to the pupil's prior attainment.

The Contextualised Value Added measures are centred around 100 and a value of 101 means that, on average, each of the group's pupils have made 1 term more progress than the average pupil with similar Key Stage 1 prior attainment and characteristics. Similarly, a value added measure of 99 would suggest that, on average, the group's pupils have made 1 term less progress than the average pupil with the same Key Stage 1 prior attainment and characteristics.

Contextualised Value Added measures are published at school level within the 2008 Achievement and Attainment tables. School level CVA measures are intended to capture relative school effectiveness

whereas CVA measures for LAs, which are published within this SFR only reflect average rates of progress for all pupils in those schools, not necessarily the effectiveness of that LA.

Due to the method of data collection, CVA covers all maintained and non-maintained special schools only. Independent schools are not included as they do not submit the pupil-level school census data upon which the model is based.

Further information about CVA methodology can be found on the Department's Achievement and Attainment tables website, via the following link: <http://www.dcsf.gov.uk/performance/tables/>

### **Changes to the National Curriculum Test Administrative Arrangements**

Pupil performance – the number and proportion 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. 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.

Comparisons with 2007 are likely to be affected by various administrative changes to the 2008 National Curriculum tests, which include the removal of borderlining, as announced in May 2008 by QCA. For 2008 the removal of borderlining is the change which is likely to have the biggest impact on the national results profile. A document listing the changes over the last decade to the testing process and an assessment of the impact of those changes can be found here:

<http://www.dcsf.gov.uk/rsgateway/AssessmentAndMarkingProcessChanges1.0.pdf>

An analysis of results data for previous years by QCA allows estimates to be made of the impact of the process changes, including the removal of borderlining. If the removal of borderlining was the only process change in 2008, and all other things remained equal, we would expect this to cause a fall in the proportion of pupils achieving the expected level, to a similar extent to the estimates shown in the table below. It is not possible to isolate the impact of borderlining on the 2008 results as other process changes were introduced by QCA, however we can say that the impact could be up to as much as that shown in the table. In other words, any observed increase in the proportion achieving the expected level may be a minimum increase and any observed decrease in the proportion may be a maximum decrease.

		<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Level 4 plus	English	1.4%	1.3%	1.3%	1.2%
	Maths	0.2%	0.2%	0.2%	0.2%
	Science	0.5%	0.5%	0.4%	0.5%
Level 5 plus	English	2.4%	2.5%	2.6%	2.9%
	Maths	0.3%	0.3%	0.2%	0.4%
	Science	1.5%	1.5%	1.2%	1.5%

This means that, for example, if borderlining had remained in 2008, the estimate of the proportion achieving Level 4 or above for English could have been up to 1.2 percentage points higher than the 81 per cent reported in Table 1.

### **TECHNICAL INFORMATION**

#### **Source of data**

The Key Stage 2 statistics published in the SFR are produced from data provided to the Department by QCA's data collection agency in mid-August 2008. This SFR revises earlier published figures and

incorporates amendments received from schools through the checking exercise for the 2008 Primary School Achievement and Attainment Tables.

### **Allocation of points for each 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 5 and table 7). The Average Points Score relates aggregate number of points to the number of eligible pupils.

<b>National Curriculum test level</b>	<b>Point score equivalent</b>
Missing (M or blank)	Disregarded at national level; 0 at Local Authority level
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 at national level; 0 at Local Authority level
B – Working below the level of the test	15
N – Not awarded a test level	15
2	15
3	21
4	27
5	33

### **Key Stage 1 to Key Stage 2 transitions**

Table 6 shows the attainment of pupils in each subject at Key Stage 2 broken down by prior attainment at Key Stage 1.

At KS1, pupils are assessed in reading, writing and mathematics. In order to show the transition between these subjects and the three core KS2 subjects of English, mathematics and science an average result across KS1 reading and writing and an average result across KS1 reading, writing and mathematics have been calculated. The table then compares attainment in KS2 English with the calculated measure of attainment across reading and writing at KS1. Similarly, attainment in KS2 science is compared with attainment across reading, writing and mathematics at KS1. As mathematics is assessed at both KS1 and KS2, attainment in KS2 mathematics is compared with attainment in KS1 mathematics.

To calculate an average result across subjects at KS1, we have assigned points to each KS1 level as follows: level W - 3 points, level 1 - 9 points, level 2C - 13 points, level 2B - 15 points, level 2A - 17 points, level 3 - 21 points and level 4 - 27 points. All other results at KS1 are disregarded from this calculation. The average across subjects at KS1 is then calculated as the average (rounded to the nearest whole



number) of the points assigned to each subject. The resulting figure is then converted back to a level as follows:

<u>Average points across KS1 subjects</u>	<u>KS1 level assigned</u>
5 or under	W
6-11	1
12-13	2C
14-15	2B
16-17	2A
18 or over	3+

### Coverage information

**National figures** cover all schools in England with pupils eligible for assessment at Key Stage 2 in 2008, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return. Figures for academies with Key Stage 2 pupils are included in these figures; as maintained schools their pupils are obliged to complete Key Stage 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. This denominator includes pupils who were working below the level of the test (B), unable to access the test (T), took the test but failed to register a level (N), were absent (A) or coded as maladministration. Pupils with missing results are not included.

All figures at national level will include 'overseas pupils' (as defined below).

**Local Authority (LA)** figures cover maintained mainstream and maintained special schools only, but exclude 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 that returned assessment results); 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 Achievement and Attainment Tables, LA denominators will include pupils whose results are missing or coded as maladministration. The denominators used in calculating figures at LA level in this SFR therefore similarly include pupils with missing results or coded as maladministration.

The LA figures in this SFR are also adjusted to allow disregarding of pupils flagged as 'overseas pupils' during the schools checking exercise for the Achievement and Attainment Tables. 'Overseas pupils' are pupils who have recently arrived from overseas whose first language is not English. These pupils can be discounted from the results published in the Achievement and Attainment Tables for schools and LAs but **not** from national averages. Schools are able to seek an adjustment to their results in respect of all such pupils who were admitted for the first time to an English school on or after 1 September 2006. The results from all three tests will be excluded from the 2008 figures.

In the previous provisional SFR, the denominators used to calculate percentages at LA level included the same results as at national level. Therefore pupils with missing results, or results coded as maladministration, were not included in the calculations. This was done so that LAs where data was missing that could be corrected either through the review process or via the Tables checking exercise were not disadvantaged. No adjustment was made for overseas pupils at this stage as the Achievement and Attainment Tables checking exercise had not taken place.

## **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. Any changes in percentages compared to previous publication, may therefore be as a result of rounding rather than significant changes in underlying numbers.

## **Key to tables**

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

- . not applicable
- .. not available

## **Queries**

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

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Table 6: Attainment of pupils at Key Stage 2 by prior attainment at Key Stage 1

**Table 1: Key Stage 2 test levels of attainment by subject**  
**Years: 1995-2008<sup>1</sup> (Revised)**  
**Coverage: England, All schools<sup>2</sup>**

Percentage of pupils at each Level															Total number of eligible pupils (Thousands)	
	A	T	B	N	W <sup>3</sup>	1 <sup>3</sup>	2	3	4	5	6 <sup>3</sup>	Total	% at Level 4 or above	% at Level 5 or above		
<b>English</b>																
1995	4	0	.	0	0	1	7	39	41	7	0	100	49	7	500.6	
1996	3	0	.	2	0	1	6	30	45	12	0	100	57	12	584.2	
1997	3	0	4	2	.	.	1	26	48	16	0	100	63	16	589.1	
1998	2	0	4	2	.	.	1	26	48	17	0	100	65	17	608.1	
1999	2	0	3	2	.	.	1	20	48	22	0	100	71	22	628.8	
2000	2	0	3	2	.	.	1	17	46	29	0	100	75	29	623.4	
2001	1	1	3	2	.	.	1	17	46	29	0	100	75	29	633.5	
2002	1	1	3	2	.	.	1	17	46	29	0	100	75	29	641.3	
2003	1	1	3	2	.	.	1	16	48	27	.	100	75	27	637.1	
2004	1	0	4	2	.	.	1	14	50	27	.	100	78	27	612.3	
2005	1	0	4	2	.	.	1	14	52	27	.	100	79	27	609.6	
2006	1	0	4	1	.	.	1	14	47	32	.	100	79	32	594.1	
2007	1	0	4	1	.	.	1	13	47	34	.	100	80	34	586.8	
2008 <sup>4</sup>	1	0	4	1	.	.	1	13	51	30	.	100	81	30	596.0	
<b>Mathematics</b>																
1995	4	0	.	5	0	1	7	37	31	12	0	100	45	13	465.3	
1996	3	0	.	2	0	1	5	34	40	14	0	100	54	14	584.4	
1997	3	0	3	2	.	.	2	28	44	18	0	100	62	18	589.4	
1998	2	0	3	3	.	.	1	31	42	17	0	100	59	17	608.3	
1999	2	0	3	2	.	.	1	23	45	24	0	100	69	24	629.0	
2000	2	0	3	2	.	.	1	21	47	24	0	100	72	25	623.7	
2001	1	0	2	2	.	.	1	22	45	25	0	100	71	25	633.5	
2002	1	1	2	2	.	.	1	20	46	27	0	100	73	28	640.8	
2003	1	1	3	2	.	.	1	19	44	29	.	100	73	29	637.2	
2004	1	0	3	2	.	.	1	19	43	31	.	100	74	31	612.7	
2005	1	0	3	2	.	.	1	18	44	31	.	100	75	31	609.9	
2006	1	0	3	2	.	.	1	17	43	33	.	100	76	33	594.2	
2007	1	0	3	2	.	.	1	16	45	32	.	100	77	32	587.2	
2008 <sup>4</sup>	1	0	3	1	.	.	1	15	47	31	.	100	79	31	596.5	
<b>Science</b>																
1995	5	0	.	2	0	0	4	19	48	22	0	100	70	22	513.9	
1996	4	0	.	1	0	0	4	28	48	14	0	100	62	14	584.5	
1997	3	0	2	1	.	.	1	23	50	18	0	100	69	19	589.2	
1998	3	0	2	1	.	.	1	23	53	16	0	100	69	16	608.1	
1999	2	0	2	1	.	.	0	16	51	27	0	100	78	27	628.6	
2000	2	0	2	1	.	.	0	11	50	34	0	100	85	34	623.3	
2001	2	0	1	0	.	.	0	9	53	34	0	100	87	34	633.3	
2002	1	1	1	0	.	.	0	9	49	38	0	100	86	38	641.1	
2003	1	0	2	0	.	.	0	10	46	41	.	100	87	41	637.0	
2004	1	0	2	1	.	.	0	10	43	43	.	100	86	43	612.6	
2005	1	0	2	1	.	.	0	10	40	47	.	100	86	47	609.6	
2006	1	0	2	1	.	.	0	10	41	46	.	100	87	46	594.1	
2007	1	0	2	1	.	.	0	9	41	47	.	100	88	46	587.0	
2008 <sup>4</sup>	1	0	2	0	.	.	0	8	44	44	.	100	88	44	596.8	

**A** represents pupils who were absent.

**T** represents pupils working at the level of the assessment but unable to access the test.

**B** represents pupils who were working below the level of the test.

**N** represents pupils who took the tests but failed to register a Level.

**W** represents pupils who are "working towards" Level 1 but have not yet achieved the standards needed for Level 1.

1. Figures for 2008 are based on revised data. Figures for all other years are based on final data.

2. The England all schools figures includes those independent schools who chose to make a return.

3. Levels W and 1 were valid in 1995 only. Level 6 was valid from 1995 - 2002 only.

4. Due to the removal of borderlining in 2008 figures for this year are not directly comparable to previous years. It is estimated that this will have the impact of reducing the percentage of pupils achieving the expected level by up to 1.2 percentage points in English, 0.2 percentage points in mathematics and 0.5 percentage points in science. Further details on the impact of the removal of borderlining can be found in 'Notes to Editors'.

**Table 2: Percentages of pupils achieving Level 4 or above and Level 5 in Key Stage 2 tests by gender**  
**Years: 2006-2008<sup>1</sup> (Revised)**  
**Coverage: England, All schools<sup>2</sup>**

	Percentage of pupils at Level 4 or above								
	Boys			Girls			All pupils		
	2006	2007	2008 <sup>3</sup>	2006	2007	2008 <sup>3</sup>	2006	2007	2008 <sup>3</sup>
English Test	75	76	77	85	85	86	79	80	81
Reading Test	79	81	83	87	87	90	83	84	87
Writing Test	59	60	61	75	75	75	67	67	68
Mathematics Test	77	78	79	75	76	78	76	77	79
Science Test	86	87	87	87	88	89	87	88	88

	Percentage of pupils at Level 5								
	Boys			Girls			All pupils		
	2006	2007	2008 <sup>3</sup>	2006	2007	2008 <sup>3</sup>	2006	2007	2008 <sup>3</sup>
English Test	26	28	23	39	39	36	32	34	30
Reading Test	41	44	43	53	52	55	47	48	49
Writing Test	13	15	15	23	24	25	18	19	20
Mathematics Test	36	35	35	31	30	28	33	32	31
Science Test	45	46	44	46	47	45	46	46	44

1. Figures for 2008 are based on revised data. Figures for all other years are based on final data.

2. The England all schools figures includes those independent schools who chose to make a return.

3. Due to the removal of borderlining in 2008 figures for this year are not directly comparable to previous years. It is estimated that this will have the impact of reducing the percentage of pupils achieving the expected level by up to 1.2 percentage points in English, 0.2 percentage points in mathematics and 0.5 percentage points in science. Further details on the impact of the removal of borderlining can be found in 'Notes to Editors'.

**Table 3: Key Stage 2 test levels of attainment by subject and gender**  
**Year: 2008 (Revised)**  
**Coverage: England, All schools<sup>1</sup>**

Percentage of boys at each Level											
	A	T	B	N	2 <sup>2</sup>	3	4	5	Total	% at Level 4 or above	% at Level 5 or above
English Test	1	0	5	1	1	15	53	23	100	77	23
Reading Test	1	0	5	3	.	8	40	43	100	83	43
Writing Test	1	0	5	2	.	31	46	15	100	61	15
Mathematics Test	1	0	4	1	1	14	44	35	100	79	35
Science Test	1	0	3	0	0	9	44	44	100	87	44

  

Percentage of girls at each Level											
	A	T	B	N	2 <sup>2</sup>	3	4	5	Total	% at Level 4 or above	% at Level 5 or above
English Test	1	0	2	1	0	10	50	36	100	86	36
Reading Test	0	0	2	2	.	5	35	55	100	90	55
Writing Test	0	0	2	1	.	21	50	25	100	75	25
Mathematics Test	1	0	2	2	1	16	50	28	100	78	28
Science Test	1	0	2	0	0	8	44	45	100	89	45

  

Percentage of all pupils at each Level											
	A	T	B	N	2 <sup>2</sup>	3	4	5	Total	% at Level 4 or above	% at Level 5 or above
English Test	1	0	4	1	1	13	51	30	100	81	30
Reading Test	1	0	4	2	.	6	38	49	100	87	49
Writing Test	1	0	4	2	.	26	48	20	100	68	20
Mathematics Test	1	0	3	1	1	15	47	31	100	79	31
Science Test	1	0	2	0	0	8	44	44	100	88	44

**A represents pupils who were absent.**

**T represents pupils working at the level of the assessment but unable to access the test.**

**B represents pupils who were working below the level of the test.**

**N represents pupils who took the tests but failed to register a Level.**

1. The England all schools figures includes those independent schools who chose to make a return.

2. Level 2 is not valid for reading and writing.

Table 4a: Percentage of pupils achieving Level 4 or above and Level 5 in combinations of subjects in Key Stage 2 tests, by gender  
Year: 2008 (Revised)  
Coverage: England, All schools<sup>1</sup>

	Percentage of pupils achieving Level 4 or above in 2008 in								
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science	Reading and writing	Reading, writing and mathematics	Reading, writing and science	Reading, writing, mathematics and science
Boys	71	75	77	70	90	60	57	59	57
Girls	75	83	77	74	92	74	67	73	67
All	73	79	77	72	91	67	62	66	62

  

	Percentage of pupils achieving Level 5 in 2008 in								
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science	Reading and writing	Reading, writing and mathematics	Reading, writing and science	Reading, writing, mathematics and science
Boys	18	20	29	17	52	14	11	12	10
Girls	21	29	25	20	54	23	15	19	14
All	20	25	27	18	53	18	13	16	12

1. The England all schools figures includes those independent schools who chose to make a return.



**Table 4b: Percentage of pupils achieving Level 4 or above and Level 5 or above in combinations of subjects in Key Stage 2 tests**  
**Years: 2004 - 2008<sup>1</sup> (Revised)**  
**Coverage: England, All schools<sup>2</sup>**

	Percentage of pupils achieving level 4 or above in								
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science	Reading and writing	Reading, writing and mathematics	Reading, writing and science	Reading, writing, mathematics and science
<b>2004</b>	68	74	72	67	90	..	..	..	..
<b>2005</b>	69	76	73	69	90	..	57	61	56
<b>2006</b>	70	77	74	69	90	65	60	64	59
<b>2007</b>	71	78	75	71	91	66	60	64	60
<b>2008<sup>3</sup></b>	73	79	77	72	91	67	62	66	62

  

	Percentage of pupils achieving level 5 or above in								
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science	Reading and writing	Reading, writing and mathematics	Reading, writing and science	Reading, writing, mathematics and science
<b>2004</b>	18	22	26	17	51	..	..	..	..
<b>2005</b>	18	23	27	17	53	..	10	12	9
<b>2006</b>	22	27	29	21	54	17	12	14	12
<b>2007</b>	22	28	28	21	54	18	13	16	12
<b>2008<sup>3</sup></b>	20	25	27	18	53	18	13	16	12

1. Figures for 2008 are based on revised data. Figures for other years are based on final data.

2. The England all schools figures includes those independent schools who chose to make a return.

3. Due to the removal of borderlining in 2008 figures for this year are not directly comparable to previous years. It is estimated that this will have the impact of reducing the percentage of pupils achieving the expected level by up to 1.2 percentage points in English, 0.2 percentage points in mathematics and 0.5 percentage points in science. Further details on the impact of the removal of borderlining can be found in 'Notes to Editors'.

**Table 5: Key Stage 2 Average Point Score<sup>1</sup>, by subject and gender**  
**Year: 2004 - 2008<sup>2</sup> (Revised)**  
**Coverage: England, All schools<sup>3</sup>**

<b>Boys average points score</b>					
	Number of eligible pupils (in 000s) <sup>4</sup>	Average Key Stage 2 Point Score per pupil <sup>5</sup>			
		English	Maths	Science	Key Stage 2
<b>2004</b>	.	26.1	27.1	28.6	27.3
<b>2005</b>	.	26.2	27.2	28.9	27.4
<b>2006</b>	.	26.6	27.4	28.8	27.6
<b>2007</b>	300.3	26.9	27.5	28.9	27.8
<b>2008<sup>6</sup></b>	304.3	26.6	27.5	28.7	27.6

<b>Girls average points score</b>					
	Number of eligible pupils (in 000s) <sup>4</sup>	Average Key Stage 2 Point Score per pupil <sup>5</sup>			
		English	Maths	Science	Key Stage 2
<b>2004</b>	.	27.8	26.9	28.6	27.8
<b>2005</b>	.	27.8	26.9	28.9	27.9
<b>2006</b>	.	28.3	27.1	28.9	28.1
<b>2007</b>	287.1	28.3	27.0	29.0	28.1
<b>2008<sup>6</sup></b>	292.8	28.2	27.0	28.9	28.1

<b>All pupils average points score</b>					
	Number of eligible pupils (in 000s) <sup>4</sup>	Average Key Stage 2 Point Score per pupil <sup>5</sup>			
		English	Maths	Science	Key Stage 2
<b>2004</b>	.	26.9	27.0	28.6	27.5
<b>2005</b>	.	27.0	27.1	28.9	27.6
<b>2006</b>	.	27.4	27.2	28.8	27.8
<b>2007</b>	587.4	27.6	27.3	28.9	27.9
<b>2008<sup>6</sup></b>	597.1	27.4	27.3	28.8	27.8

1. Results reported are based on Key Stage 2 tests only, not teacher assessments.

2. Figures for 2008 are based on revised data. Figures for other years are based on final data.

3. The England all schools figures includes those independent schools who chose to make a return.

4. Figures based on pupils with valid results at Key Stage 2 in at least one subject (English, mathematics or science).

5. The average points score is calculated for each subject as: Overall total points score divided by Total number of eligible pupils where overall total points score is the sum of the total points score for each level, calculated by multiplying the number of pupils at each level by the points score for that level; total number of eligible pupils is the sum of the number of eligible pupils at each level (disregarding pupils absent or unable to access the test). The points score assigned for each level can be found in the notes to editors.

6. Due to the removal of borderlining in 2008 figures for this year are not directly comparable to previous years. It is estimated that this will have the impact of reducing the percentage of pupils achieving the expected level by up to 1.2 percentage points in English, 0.2 percentage points in mathematics and 0.5 percentage points in science. Further details on the impact of the removal of borderlining can be found in 'Notes to Editors'.

**Table 6: Attainment of pupils at Key Stage 2 by prior attainment at Key Stage 1<sup>1</sup>****Year: 2008 (Revised)****Coverage: England, All Schools<sup>2</sup>****Key Stage 1 reading and writing results to Key Stage 2 English**

Key Stage 1 Level	Percentage achieving Key Stage 2 level									Level 4 or above	Level 5
	A	T	B	N	2	3	4	5	Total		
W	3	1	54	9	3	22	8	0	100	8	0
1	2	0	9	4	3	42	40	1	100	41	1
2C	1	0	1	0	1	26	67	4	100	72	4
2B	1	0	0	0	0	10	77	12	100	89	12
2A	0	0	0	0	0	2	66	31	100	98	31
3 or above	0	0	0	0	0	0	30	70	100	99	70
Level 2 or above	0	0	0	0	0	6	56	37	100	93	37

**Key Stage 1 mathematics results to Key Stage 2 mathematics**

Key Stage 1 Level	Percentage achieving Key Stage 2 level									Level 4 or above	Level 5
	A	T	B	N	2	3	4	5	Total		
W	2	1	53	13	3	22	6	0	100	7	0
1	2	0	14	11	5	47	20	1	100	21	1
2C	1	0	2	2	2	41	49	2	100	52	2
2B	1	0	0	0	0	17	71	11	100	81	11
2A	0	0	0	0	0	4	63	32	100	95	32
3 or above	0	0	0	0	0	0	24	75	100	99	75
Level 2 or above	1	0	0	0	0	12	51	35	100	86	35

**Key Stage 1 results to Key Stage 2 science**

Key Stage 1 Level	Percentage achieving Key Stage 2 level									Level 4 or above	Level 5
	A	T	B	N	2	3	4	5	Total		
W	2	0	37	5	3	27	23	2	100	25	2
1	1	0	3	1	1	28	55	9	100	64	9
2C	1	0	0	0	0	14	66	18	100	84	18
2B	0	0	0	0	0	6	61	33	100	94	33
2A	0	0	0	0	0	1	44	55	100	98	55
3 or above	0	0	0	0	0	0	18	81	100	100	81
Level 2 or above	0	0	0	0	0	4	43	52	100	95	52

1. Only pupils with a valid level at both Key Stage 1 and Key Stage 2 are included, excluding pupils who were absent or disapplied from the Key Stage 1 tests. Only pupils who have reached the end of Key Stage 2 in 2008 are included. In most cases, these pupils will have taken Key Stage 1 tests in 2004.

Valid results at KS2 include levels 2-5, working below the level of the test (B), took test but failed to register a level (N), absent (A), unable to access test (T) and malpractice cases. Malpractice not included in the calculations for the table.

For this table, valid results at KS1 are levels 1, 2A, 2B, 2C, 3 and 4, and working below level 1 (W).

2. England all schools figures include those independent schools who chose to make a return.