

First Release

SFR 31/2005**23 August 2005****Coverage:****Theme: Education and
Training****Issued by**Department for Education
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INVESTOR IN PEOPLE

**NATIONAL CURRICULUM ASSESSMENTS OF 11 YEAR OLDS
IN ENGLAND, 2005 (PROVISIONAL)****Introduction**

This Statistical First Release (SFR) provides provisional information on the achievements of eligible pupils (typically 11 year olds) in the 2005 National Curriculum assessments at Key Stage 2.

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**.

- The percentages of pupils achieving Level 4 or above in the 2005 Key Stage 2 tests by subject are as follows:
 - English 79% (84% for girls, 74% for boys)
 - Reading 84% (87% for girls, 82% for boys)
 - Writing 63% (72% for girls, 55% for boys)
 - Mathematics 75% (75% for girls, 76% for boys)
 - Science 86% (87% for girls, 86% for boys)

Compared to the equivalent final 2004 figures, the percentage achieving Level 4 or above represents a rise of 1 percentage point in English, reading and mathematics, and no change in writing and science.

- The percentages of pupils achieving Level 5 in the 2005 Key Stage 2 tests by subject are as follows:
 - English 27% (33% for girls, 21% for boys)
 - Reading 43% (47% for girls, 39% for boys)
 - Writing 15% (21% for girls, 10% for boys)
 - Mathematics 31% (28% for girls, 33% for boys)
 - Science 47% (46% for girls, 48% for boys)

Compared to the equivalent final 2004 figures, the percentage achieving Level 5 represents no change in English and mathematics, a rise of 4 percentage points in reading and science, and a fall of 2 percentage points in writing.

More girls reached Level 4 or above and Level 5 than boys in all

aspects of English. However, boys have closed the gap slightly in reading this year. In 2004, the percentages of boys and girls at Level 4 or above in mathematics and science were identical, but in 2005 a greater proportion of boys than girls achieved Level 4 or above in mathematics, and a greater proportion of girls than boys achieved Level 4 or above 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:

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 2005, 79% of pupils nationally reached Level 4 or above in KS2 English, and 75% reached Level 4 or above in mathematics.

By 2008, the proportion of schools in which fewer than 65% of pupils achieve Level 4 or above is reduced by 40%.

Progress towards this target will be quoted when the revised school-level SFR is published in November 2005.

Local Authority attainment

The percentage of pupils achieving Level 4 or above at Key Stage in each Local Authority (LA) range from:

66% to 88% in English;

63% to 86% in mathematics; and

76% to 96% in science.

122 of the 150 LAs had 75% or more of their pupils achieving Level 4 or above in English.

National Curriculum results at Key Stage 1 (provisional)

The SFR providing provisional Key Stage 1 National Curriculum results based on Teacher Assessment is scheduled to be published on the DfES statistics website (www.dfes.gov.uk/rsgateway/DB/SFR) at the same time as this SFR.

National Curriculum results at Key Stage 3 (provisional)

The SFR providing provisional Key Stage 3 National Curriculum results is scheduled to be published at 09:30 on Thursday 8 September 2005. This will be available for download from the DfES statistics website (www.dfes.gov.uk/rsgateway/DB/SFR) at this time.

Tables

- Table 1** Percentage of pupils achieving Level 4 or above in 2003-2005 Key Stage 2 tests and Teacher Assessments
- Table 2** Percentage of pupils achieving Level 5 in 2003-2005 Key Stage 2 tests and Level 5 or above in 2003-2005 Key Stage 2 Teacher Assessments
- Table 3** Percentage of pupils achieving each level in the 2005 Key Stage 2 tests, by subject and gender
- Table 4** Percentage of pupils achieving each level in the 2005 Key Stage 2 Teacher Assessments, by subject and gender

Further information

Supplementary tables are available on the DfES statistics website:

<http://www.dfes.gov.uk/rsgateway/DB/SFR>

- Table A** Percentage of pupils achieving Level 4 or above in the 2005 Key Stage 2 tests by LA and Government Office Region
- Table B** Percentage of pupils achieving Level 5 in the 2005 Key Stage 2 tests by LA and Government Office Region

These two tables contain local-level statistics which are provided to give greater context to the national results, and to help LAs in their planning procedures.

Changes to the publication of revised statistics in 2005

The 2005 Key Stage 2 revised statistics are scheduled to be published in November 2005, concurrent with the publication of the Key Stage 2 Achievement and Attainment Tables. For the first time in 2005, the Tables will report results on a cumulative basis: early-taken test results are held back so that the full set can be reported in the year the pupil's final Key Stage 2 test is taken.

However, the figures that are quoted against the government's PSA targets in this SFR are for all pupils taking all their Key Stage 2 tests at the same time in 2005, and will not be on a cumulative basis as the Key Stage 2 Achievement and Attainment Tables. The SFR figures are quoted against the Key Stage 2 PSA Target which is based on pupils aged 11 at the end of the academic year, not pupils completing Key Stage 2. This will also be the case for the revised statistics. This difference in reporting arrangements will be made explicit in the text of the revised SFR, and any apparent discrepancies will be noted.

Also for the first time in 2005, **confidence intervals** will be quoted alongside the Key Stage 1 to Key Stage 2 Value Added (VA) measure in the revised SFR due to be published later in the year.

Value added scores are designed to measure the contribution each school makes to its pupils' achievements by comparing their current attainment to the average current attainment of all pupils with similar prior attainment results. Although any VA score is based on the results of a particular cohort of pupils, it can be viewed as an attempt to measure an underlying characteristic of the school, namely its "effectiveness".

When making such an inference, we recognise that it is important to take account of issues of

confidence and statistical significance. A confidence interval around a VA score represents the way the measure for a school might vary given a different set of pupils. Its calculation takes account of the number of pupils in the cohort, and also the extent of remaining pupil variation nationally which cannot be explained by the model factors nor by the school effects. A confidence interval on a VA score can thus be viewed as a measure of uncertainty around the estimate of effectiveness.

NOTES TO EDITORS

The statistics in this First Release are based on the outcome of the National Curriculum assessment tests carried out in May 2005. Tests and Teacher Assessments (TA) provide complementary information about pupils' attainment. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each Key Stage. TA is the teachers' judgement of pupils' performance in the whole subject over the whole academic year.

How the assessments are made

Pupils' attainment is assessed in relation to the National Curriculum programmes of study, and pupils are awarded levels on the National Curriculum scale to reflect their attainment. 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 standards 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 pupils 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 the National Assessment Agency (NAA). 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.

TECHNICAL DEFINITIONS

How the national results are derived and reliability

The Key Stage 2 statistics are produced from data provided to the Department by NAA's data collection agency in mid-August 2005. The Key Stage 2 data will be subsequently updated with reviews and changes that result from the checking exercise for the 2005 Primary Achievement and Attainment Tables. The 2005 figures in this First Release are therefore based on provisional National Curriculum data.

The effect of these amendments on the national results is typically of the order of plus or minus one percentage point. These amendments will be reflected in revised figures in the Statistical First Release which accompanies the Tables later this year.

The denominator for national results includes pupils who were working below the level of the test (B), unable to access the test (T – test only), took the test but failed to register a level (N), were disappplied from the National Curriculum (D – TA only), or were absent (A).

The data underpinning the figures for Teacher Assessments are based on approximately 90% of 11 year olds nationally.

Participation by independent schools is voluntary; so, the national analyses only include results from those independent schools which chose to make a return.

Figures are presented as whole numbers. 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. 85.4586 will be rounded to 85; 85.5 and 85.5283 will be rounded to 86.

Coverage of Local Authority figures

The coverage of the LA statistics in the supplementary tables is 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 LA results.

The Key Stage 2 statistics are based on all 150 LAs in England.

For the Achievement and Attainment Tables, LA denominators will include pupils whose results are missing or coded as malpractice. The SFR released with the Tables (based on *revised* data) will therefore include missing and malpractice pupils in the LA denominators. However, in releasing *provisional* data in *this* SFR, LA denominators do not include such pupils in order not to disadvantage LAs where data is missing that could be corrected either through the review process or via the tables checking exercise.

Queries

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Table 1: Percentage of pupils achieving Level 4 or above in 2003-2005 Key Stage 2 tests and Teacher Assessment (provisional)

Subject	Boys			Girls			All			Change from 2003 to 2005	Difference girls-boys
	2003	2004	2005	2003	2004	2005	2003	2004	2005		
Tests											
English	70	72	74	81	83	84	75	78	79	4	10
Reading	78	79	82	84	87	87	81	83	84	3	5
Writing	52	56	55	69	71	72	60	63	63	3	17
Mathematics	73	74	76	72	74	75	73	74	75	2	-1
Science	86	86	86	87	86	87	87	86	86	-1	1
Teacher Assessments											
English	67	68	70	78	79	81	72	74	75	3	11
Mathematics	74	75	76	75	75	76	74	75	76	2	0
Science	81	82	82	83	84	84	82	82	83	1	2

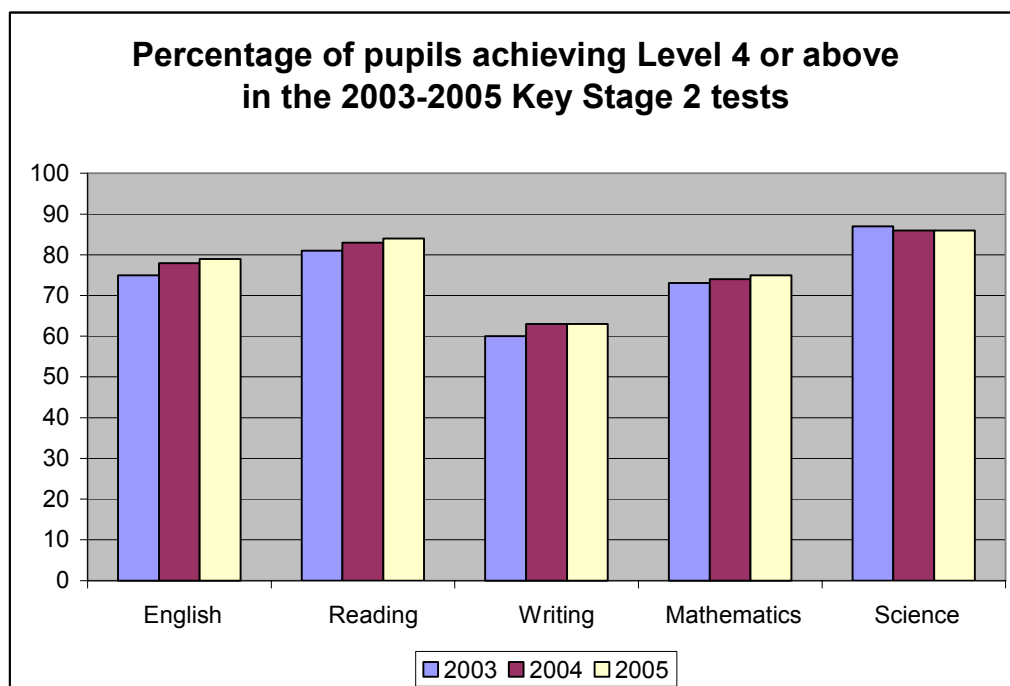


Table 2: Percentage of pupils achieving Level 5 in 2003-2005 Key Stage 2 tests and Level 5 or above in Teacher Assessment (provisional)

Subject	Boys			Girls			All			Change from 2003 to 2005	Difference girls-boys
	2003	2004	2005	2003	2004	2005	2003	2004	2005		
Tests											
English	21	21	21	33	33	33	27	27	27	0	12
Reading	38	33	39	47	46	47	42	39	43	1	8
Writing	11	13	10	20	21	21	15	17	15	0	11
Mathematics	32	33	33	26	29	28	29	31	31	2	-5
Science	40	43	48	41	43	46	41	43	47	6	-2
Teacher Assessments											
English	19	20	21	29	30	32	24	25	26	2	11
Mathematics	29	31	33	26	28	28	28	30	30	2	-5
Science	31	34	37	31	33	36	31	34	36	5	-1

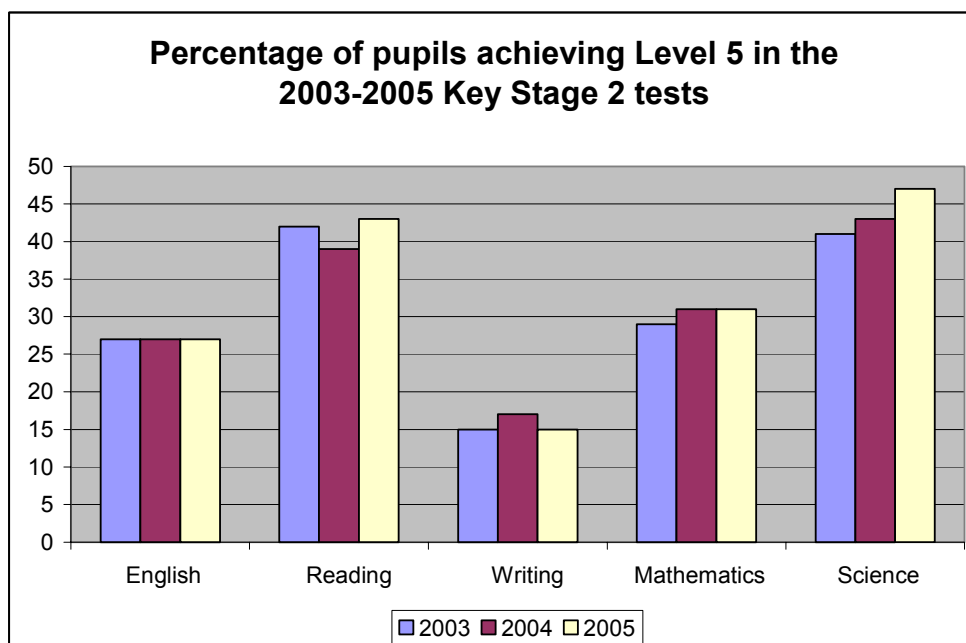


Table 3: Percentage of pupils achieving each level in 2005 Key Stage 2 tests by subject and gender (provisional)

	A	T	B	N	2	3	4	5	4+
English									
Boys	1	0	5	2	1	16	54	21	74
Girls	1	0	3	1	1	11	51	33	84
All	1	0	4	2	1	14	52	27	79
Reading									
Boys	1	0	5	4	-	8	43	39	82
Girls	1	0	3	3	-	7	41	47	87
All	1	0	4	3	-	7	42	43	84
Writing									
Boys	1	0	5	4	-	35	45	10	55
Girls	1	0	3	1	-	23	52	21	72
All	1	0	4	3	-	29	48	15	63
Mathematics									
Boys	1	0	4	2	1	17	42	33	76
Girls	1	0	3	2	1	19	46	28	75
All	1	0	3	2	1	18	44	31	75
Science									
Boys	1	0	2	1	0	9	38	48	86
Girls	1	0	2	1	0	10	41	46	87
All	1	0	2	1	0	10	40	47	86

Table 4: Percentage of pupils achieving each level in 2005 Key Stage 2 Teacher Assessments by subject and gender (provisional)

	A	D	W	1	2	3	4	5	6	4+	5+
English											
Boys	0	0	1	1	6	21	49	21	0	70	21
Girls	0	0	0	1	4	15	49	32	0	81	32
All	0	0	1	1	5	18	49	26	0	75	26
Mathematics											
Boys	0	0	1	1	5	17	43	32	0	76	33
Girls	0	0	0	1	4	18	48	28	0	76	28
All	0	0	0	1	4	18	46	30	0	76	30
Science											
Boys	0	0	1	1	3	13	46	37	0	82	37
Girls	0	0	0	0	2	13	49	36	0	84	36
All	0	0	0	0	3	13	47	36	0	83	36