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INVESTOR IN PEOPLE

NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 2 IN ENGLAND, 2006 (REVISED)

Introduction

The Statistical First Release (SFR) issued on 24 August 2006 (31/2006) provided the earliest information on the overall achievements of 11 year olds in the 2006 National Curriculum Key Stage 2 (KS2) tests. This SFR revises those earlier figures and incorporates amendments received from schools through the checking exercise for the 2006 Primary School Achievement and Attainment Tables. It also includes Key Stage 1 to Key Stage 2 Value Added measures.

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

- The percentages of pupils achieving Level 4 or above in the 2006 Key Stage 2 tests by subject are as follows:
 - English 79% (85% for girls, 74% for boys)
 - Mathematics 76% (75% for girls, 76% for boys)
 - Science 87% (87% for girls, 86% for boys)

Compared to the equivalent final 2005 figures, the percentage achieving Level 4 or above represents no change in English, and an increase of 1 percentage point in both mathematics and science.

- The percentages of pupils achieving Level 5 in the 2006 Key Stage 2 tests by subject are as follows:
 - English 32% (39% for girls, 26% for boys)
 - Mathematics 33% (31% for girls, 35% for boys)
 - Science 46% (46% for girls, 45% for boys)

Compared to the equivalent final 2005 figures, the percentage achieving Level 5 represents an increase of 5 percentage points in English, an increase of 2 percentage points in mathematics and a decrease of 1 percentage point in science.

- In 2006 more girls reached Level 4 or above and Level 5 than boys in English with 85% and 39% for girls, compared with 74% and 26% for boys, respectively (table 2).
- As in 2005, a higher proportion of boys than girls achieved Level 4 or above and Level 5 in mathematics – 76 percent of boys achieved Level 4 or above in 2006, compared with 75 percent of girls (table 2).
- The percentage of pupils achieving Level 4 or above in the 2006 English and mathematics tests is 70 percent. This represents an increase of 1 percentage point from the equivalent figure for 2005 (based on final data)¹. A higher proportion of girls than boys achieved Level 4 or above in English and mathematics combined – 72 percent of girls compared with 68 percent of boys, in 2006 (table 5).

Local Authority achievement

The percentage of pupils achieving Level 4 or above at Key Stage 2 in each Local Authority (LA) range from:

- 70% to 89% in English (excludes the City of London and Isles of Scilly Local Authorities which have 1 school each);
- 64% to 85% in mathematics; and
- 76% to 92% in science.

KS1-KS2 value added

For pupils eligible for KS2 assessment for whom matched KS1 results are available:

- The average KS1-KS2 VA measure for all schools is, by definition, close to 100 each year. In 2006, the actual VA measure for all schools is 99.77 (table 6).
- The average KS1-KS2 VA measure for maintained mainstream schools is 99.75 (table 6).
- The average KS1-KS2 VA measure for other maintained schools is 100.49 (table 6).
- 82 Local Authorities (LAs) achieved an average KS1-KS2 VA measure of over 99.76 (table 8).

Information on the progress of pupils between Key Stages can be found through the Pupil Achievement Tracker – <http://www.standards.dfes.gov.uk/performance/ap> - and Achievement and Attainment Tables website – <http://www.dfes.gov.uk/performancetables/>. These websites present tables, information and graphs showing the ranges of progress made by pupils in each subject.

¹ Figures for the percentage of pupils achieving Level 4 and Level 5 in combinations of subjects at Key Stage 2 in 2005 were published in SFR22/2006, available on the DfES statistics website at <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000660/index.shtml>. Provisional figures for 2006, including the percentage of pupils achieving the expected level in reading, writing and mathematics were published in SFR31/2006, also available the DfES statistics website at <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000673/index.shtml>

KS1-KS2 transition

Table 7 gives the attainment of pupils in all schools at Key Stage 2 (2006) by prior attainment at Key Stage 1:

- 91% 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 ².
- 83% of pupils who achieved Level 2 or above at Key Stage 1 in mathematics achieved Level 4 or above in Key Stage 2.
- 94% 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 ².

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 olds³:

- 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 2006, 79% of pupils nationally reached Level 4 or above in KS2 English, and 76% reached Level 4 or above in mathematics⁴. 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 2006 figures are 1,785 and 2,555 respectively, representing a fall in the number of such schools of 37% in English and 28% in maths.

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
2008 target	1,709	2,142

² For average level calculations for Key Stage 1 see Notes to Editors.

³ Public Service Agreement Targets are based on age at the end of the academic year.

⁴ Revised figures reports results based on a cumulative basis (See page 5).

Tables

- Table 1** Key Stage 2 test levels of attainment by subject, 1995-2006
- Table 2** Percentage of pupils achieving Level 4 or above and Level 5 in Key Stage 2 tests by gender, 2004-2006.
- Table 3a** 2006 Key Stage 2 test levels of attainment by subject and gender (percentages).
- Table 3b** 2006 Key Stage 2 test levels of attainment by subject and gender (numbers).
- Table 4** Percentage of pupils achieving Level 2 or below, Level 4 or above and Level 5 or above in 2006 tests, by school type and gender.
- Table 5** Percentage of pupils achieving Level 4 or above and Level 5 in combinations of subjects in 2006 Key Stage 2 tests, by gender.
- Table 6** Key Stage 2 average points score and Key Stage 1 to Key Stage 2 Value Added in 2006, by school type, subject and gender.
- Table 7** Attainment of pupils in all schools at Key Stage 2 (2006) 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 DfES statistics website:

<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000697/index.shtml>

- Table 8** Key Stage 2 average points score and Key Stage 1 to Key Stage 2 Value Added in 2006 for each LA and GOR, by subject and gender.
- Table 9** Percentage of pupils achieving Level 4 or above in the 2006 Key Stage 2 tests for each LA and GOR, by subject and gender.
- Table 10** Percentage of pupils achieving Level 5 in the 2006 Key Stage 2 tests for each LA and GOR, by subject and gender.

Related publications

The SFR providing provisional Key Stage 1 National Curriculum results based on teacher assessment was published on the DfES statistics website

(<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000672/index.shtml>) on 24 August 2006.

The SFR providing provisional Key Stage 3 National Curriculum results was published on 13 September 2006. This is available for download from the DfES statistics website

(<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000678/index.shtml>).

The SFR providing provisional National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics was published on 23 November 2006. This is available for download from DfES statistics website (<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000693/index.shtml>)

Changes to the publication of Key Stage 2 statistics in 2006

The figures in this SFR are calculated on revised 2006 Key Stage 2 data. The Primary School Achievement and Attainment 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 that the pupil takes their final Key Stage 2 test. For the first time this year the revised Key Stage 2 figures are calculated on a cumulative basis.

Fewer than 50 pupils took tests before 2006, therefore the impact of this change is minimal.

NOTES TO EDITORS

The statistics in this first release cover the data prepared for the publication of the 2006 Primary School (KS2) Achievement and Attainment Tables (formerly Performance Tables). This SFR provides information for KS2 National Curriculum assessments and KS1 to KS2 VA measures based on the outcome of the National Curriculum assessment tests carried out in May 2006.

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 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 INFORMATION

Source of data

The Key Stage 2 statistics published in the SFR are produced from data provided to the Department by the National Assessment Agency's data collection agency in mid-August 2006. This SFR revises earlier published figures and incorporates amendments received from schools through the checking exercise for the 2006 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 6 and table 7). The Average Points Score relates aggregate number of points to the number of eligible pupils.

National Curriculum test level	Point score equivalent
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

KS1- KS2 Value Added Measure

Value Added (VA) is a measure of the progress a pupil makes between each stage of education. The progress a school helps pupils to make compared to their different starting points allows comparisons between schools with different pupil intakes. The VA measure in the Achievement and Attainment Tables gives a better indication of a school's overall effectiveness than the level of attainment. The significance that can be attached to any particular value added measure depends, among other things, on the number of pupils included in the calculation.

In order to calculate the KS1 to KS2 VA measure a pupil's KS2 average point score (the output measure) is compared with the national median KS2 average point score of pupils with the same, or similar, KS1 average point score (the input measure). Where the pupil has achieved above the average for pupils with the same starting point they have a positive score, and where they achieve below the average, the score is negative. A school's VA measure is the average of the pupils' VA scores added to 100 and shown to 1 decimal place. This publication includes Value Added measures for Local Authorities and for groups of schools. These are calculated in the same way as for schools but have been shown to 2 decimal places. Pupils have not been included in any value added measure where matched KS1 results are not available or where a pupil has all results disregarded at either KS1 or KS2.

Key Stage 1 to Key Stage 2 transitions

Table 7 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 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 2006, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return.

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 2004. The results from all three tests will be excluded from the 2006 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.

Key to tables

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

- . not applicable
- .. not available

Queries

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TABLE 1: Key Stage 2 test levels of attainment by subject, 1995-2006 (1)

Key Stage 2

Percentage of pupils at each Level													% at Level 4 or above	% at Level 5 or above
	A	T/D	B	N	W (2)	1 (2)	2	3	4	5	6 (2)	Total		
English														
1995	4	0	.	0	0	1	7	39	41	7	0	100	49	7
1996	3	0	.	2	0	1	6	30	45	12	0	100	57	12
1997	3	0	4	2	.	.	1	26	48	16	0	100	63	16
1998	2	0	4	2	.	.	1	26	48	17	0	100	65	17
1999	2	0	3	2	.	.	1	20	48	22	0	100	71	22
2000	2	0	3	2	.	.	1	17	46	29	0	100	75	29
2001	1	1	3	2	.	.	1	17	46	29	0	100	75	29
2002	1	1	3	2	.	.	1	17	46	29	0	100	75	29
2003	1	1	3	2	.	.	1	16	48	27	.	100	75	27
2004	1	0	4	2	.	.	1	14	50	27	.	100	78	27
2005	1	0	4	2	.	.	1	14	52	27	.	100	79	27
2006	1	0	4	1	.	.	1	14	47	32	.	100	79	32
Mathematics														
1995	4	0	.	5	0	1	7	37	32	12	0	100	45	13
1996	3	0	.	2	0	1	5	34	40	14	0	100	54	14
1997	3	0	3	2	.	.	2	28	44	18	0	100	62	18
1998	2	0	3	3	.	.	1	31	42	17	0	100	59	17
1999	2	0	3	2	.	.	1	23	45	24	0	100	69	24
2000	2	0	3	2	.	.	1	21	47	24	0	100	72	25
2001	1	0	2	2	.	.	1	22	45	25	0	100	71	25
2002	1	1	2	2	.	.	1	20	46	27	0	100	73	28
2003	1	1	3	2	.	.	1	19	44	29	.	100	73	29
2004	1	0	3	2	.	.	1	19	43	31	.	100	74	31
2005	1	0	3	2	.	.	1	18	44	31	.	100	75	31
2006	1	0	3	2	.	.	1	17	43	33	.	100	76	33
Science														
1995	5	0	.	2	0	0	4	19	48	22	0	100	70	22
1996	4	0	.	1	0	0	4	28	48	14	0	100	62	14
1997	3	0	2	1	.	.	1	23	50	18	0	100	69	19
1998	3	0	2	1	.	.	1	23	53	16	0	100	69	16
1999	2	0	2	1	.	.	0	16	51	27	0	100	78	27
2000	2	0	2	1	.	.	0	11	50	34	0	100	85	34
2001	2	0	1	0	.	.	0	9	53	34	0	100	87	34
2002	1	1	1	0	.	.	0	9	49	38	0	100	86	38
2003	1	0	2	0	.	.	0	10	46	41	.	100	87	41
2004	1	0	2	1	.	.	0	10	43	43	.	100	86	43
2005	1	0	2	1	.	.	0	10	40	47	.	100	86	47
2006	1	0	2	1	.	.	0	10	41	46	.	100	87	46

A represents pupils who were absent.

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

D represents pupils disappplied from teacher assessment.

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 2006 are based on revised data. Figures for all other years are based on final data

(2) Levels W and 1 were valid in 1995 and 1996 only. Level 6 was valid from 1995 - 2002 only.

TABLE 2: Percentages of pupils achieving Level 4 or above and Level 5 in Key Stage 2 tests by gender, 2004-2006

Key Stage 2

REVISED STATISTICS

	Percentage of pupils at Level 4 or above								
	Boys			Girls			All pupils		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English Test	72	74	74	83	84	85	78	79	79
Mathematics Test	74	76	76	74	75	75	74	75	76
Science Test	86	86	86	86	87	87	86	86	87

	Percentage of pupils at Level 5								
	Boys			Girls			All pupils		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English Test	21	21	26	33	33	39	27	27	32
Mathematics Test	33	33	35	29	28	31	31	31	33
Science Test	43	48	45	43	46	46	43	47	46

TABLE 3a: 2006 Key Stage 2 test levels of attainment by subject and gender (percentages)

Key Stage 2

REVISED STATISTICS

Percentage of boys at each Level											
	A	T	B	N	2	3	4	5	Total	% at Level 4 or above	% at Level 5
English Test	1	0	5	2	1	17	49	26	100	74	26
Mathematics Test	1	0	4	2	1	16	41	35	100	76	35
Science Test	1	0	2	1	0	10	41	45	100	86	45

Percentage of girls at each Level											
	A	T	B	N	2	3	4	5	Total	% at Level 4 or above	% at Level 5
English Test	1	0	3	1	1	11	45	39	100	85	39
Mathematics Test	1	0	3	2	1	19	45	31	100	75	31
Science Test	1	0	2	1	0	9	41	46	100	87	46

Percentage of all pupils at each Level											
	A	T	B	N	2	3	4	5	Total	% at Level 4 or above	% at Level 5
English Test	1	0	4	1	1	14	47	32	100	79	32
Mathematics Test	1	0	3	2	1	17	43	33	100	76	33
Science Test	1	0	2	1	0	10	41	46	100	87	46

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.

TABLE 3b: 2006 Key Stage 2 test levels of attainment by subject and gender (numbers)

Key Stage 2

REVISED STATISTICS

Number of boys at each Level										Thousands	
	A	T	B	N	2	3	4	5	Total	Number at Level 4 or above	Number at Level 5
English Test	2.5	0.3	15.5	6.0	3.1	50.5	147.7	77.7	303.2	225.4	77.7
Mathematics Test	2.4	0.3	11.2	5.6	2.7	49.1	124.4	107.5	303.3	231.9	107.5
Science Test	2.3	0.3	7.5	1.7	1.3	29.9	123.4	136.8	303.2	260.2	136.8

Number of girls at each Level										Thousands	
	A	T	B	N	2	3	4	5	Total	Number at Level 4 or above	Number at Level 5
English Test	1.8	0.2	7.4	2.4	1.5	31.7	131.3	114.6	290.9	245.9	114.6
Mathematics Test	2.1	0.2	7.4	5.8	2.9	53.9	129.6	89.2	290.9	218.7	89.2
Science Test	1.7	0.2	4.6	1.5	1.2	27.5	119.4	134.8	290.9	254.2	134.8

Number of all pupils at each Level										Thousands	
	A	T	B	N	2	3	4	5	Total	Number at Level 4 or above	Number at Level 5
English Test	4.3	0.5	22.9	8.4	4.6	82.1	279.0	192.3	594.1	471.3	192.3
Mathematics Test	4.5	0.5	18.6	11.4	5.6	103.0	253.9	196.7	594.2	450.6	196.7
Science Test	4.0	0.5	12.1	3.2	2.4	57.4	242.9	271.6	594.1	514.5	271.6

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.

TABLE 4: Percentages of pupils achieving Level 2 or below, Level 4 or above and Level 5 in 2006 Key Stage 2 tests, by school type and gender

Key Stage 2

REVISED STATISTICS

Percentage of pupils at Level 2 or below

	Maintained mainstream (1)			Other maintained (2)			All maintained			Independent (3)			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	7	3	5	86	95	89	8	4	6	2	0	1	8	4	6
Mathematics Test	5	5	5	82	96	86	7	6	6	1	1	1	6	6	6
Science Test	2	2	2	72	89	77	4	3	3	1	0	1	3	2	3

Percentage of pupils at Level 4 or above

	Maintained mainstream (1)			Other maintained (2)			All maintained			Independent (3)			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	75	85	80	4	2	4	74	84	79	93	97	95	74	85	79
Mathematics Test	77	75	76	6	1	4	76	75	75	92	92	92	76	75	76
Science Test	87	88	87	11	3	8	86	87	86	95	96	96	86	87	87

Percentage of pupils at Level 5

	Maintained mainstream (1)			Other maintained (2)			All maintained			Independent (3)			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	25	39	32	0	0	0	25	39	32	52	69	61	26	39	32
Mathematics Test	35	30	33	1	0	0	35	30	32	61	58	60	35	31	33
Science Test	45	46	46	1	0	1	45	46	45	68	71	70	45	46	46

(1) Includes Academies.

(2) Including community and foundation special schools, hospital schools and pupil referral units.

(3) Independent schools includes independent special schools and non-maintained special schools. Participation in Key Stage 2 tests is optional for Independent Schools. Results are reported for all Independent schools who participated in Key Stage 2 tests.

TABLE 5: Percentage of pupils achieving Level 4 or above and Level 5 in combinations of subjects in 2006 Key Stage 2 tests, by gender

Key Stage 2

REVISED STATISTICS

Percentage of pupils achieving Level 4 or above in 2006 in					
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science
Boys	68	72	74	67	89
Girls	72	81	74	71	91
All	70	77	74	69	90

Key Stage 2

Percentage of pupils achieving Level 5 in 2006 in					
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science
Boys	20	23	30	19	52
Girls	24	32	27	23	55
All	22	27	29	21	54

TABLE 6: Key Stage 2 Average Points Score and KS1-KS2 Value Added in 2006, by school type, subject and gender (1)

REVISED STATISTICS

School Type	Number of eligible pupils (in 000s) (2)	Average Key Stage 2 Point Score per pupil (6)				Average KS1-KS2 Value Added (7)			Percentage of pupils included in KS1-KS2 Value Added Measure (8)
		English	Maths	Science	Key Stage 2	Value Added Measure	Lower Confidence Limit	Upper Confidence Limit	
Maintained mainstream schools (3)									
Boys	291.7	26.6	27.5	28.8	27.7	99.87	99.86	99.88	95
Girls	280.9	28.2	27.0	28.9	28.1	99.63	99.62	99.64	96
All	572.6	27.4	27.3	28.9	27.9	99.75	99.75	99.76	95
Other maintained schools (4)									
Boys	4.4	16.0	16.3	17.3	16.5	100.63	100.55	100.70	90
Girls	1.7	15.4	15.3	15.7	15.5	100.14	100.06	100.21	90
All	6.1	15.8	16.0	16.8	16.2	100.49	100.43	100.55	90
All maintained schools									
Boys	296.2	26.5	27.3	28.7	27.5	99.88	99.87	99.89	95
Girls	282.6	28.2	27.0	28.9	28.0	99.63	99.62	99.64	96
All	578.7	27.3	27.2	28.8	27.7	99.76	99.75	99.77	95
Independent schools (5)									
Boys	7.2	29.7	30.2	30.9	30.2	100.28	100.20	100.36	52
Girls	8.5	31.0	30.1	31.1	30.7	100.08	100.02	100.15	51
All	15.7	30.4	30.1	31.0	30.5	100.17	100.12	100.22	52
All schools									
Boys	303.4	26.6	27.4	28.7	27.6	99.89	99.88	99.90	94
Girls	291	28.3	27.1	28.9	28.1	99.64	99.63	99.65	94
All	594.4	27.4	27.2	28.8	27.8	99.77	99.76	99.77	94
Boys in 2005	.	26.2	27.2	28.9	27.4	.	.	.	.
Boys in 2004	.	26.1	27.1	28.6	27.3	.	.	.	.
Girls in 2005	.	27.8	26.9	28.9	27.9	.	.	.	.
Girls in 2004	.	27.8	26.9	28.6	27.8	.	.	.	.
Boys and Girls in 2005	.	27.0	27.1	28.9	27.6	.	.	.	.
Boys and Girls in 2004	.	26.9	27.0	28.6	27.5	.	.	.	.

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

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

(3) Including Academies

(4) Including community and foundation special schools, hospital schools and pupil referral units

(5) Independent schools includes independent special schools. Participation in Key Stage 2 tests is optional for Independent Schools. Results are reported for all Independent schools who participated in Key Stage 2 tests.

(6) 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.

(7) Value added is a measure of the progress pupils make between key stages. A pupil's KS1-KS2 value added score is calculated by comparing their KS2 attainment with the national median KS2 attainment of pupils with the same or similar KS1 prior attainment

(8) Proportion of eligible pupils who were included in the Value Added Measure.

TABLE 7: Attainment of pupils in all schools at Key Stage 2 (2006) by prior attainment at Key Stage 1 (1)**Key Stage 1 reading and writing results to Key Stage 2 English (2)****REVISED STATISTICS**

Key Stage 1 Level	Percentage achieving Key Stage 2 level									Total	Level 4 or above	Level 5
	A	T	B	N	2	3	4	5				
W	2	0	58	12	3	19	6	0	100	6	0	
1	2	0	11	6	4	45	31	1	100	33	1	
2C	1	0	1	1	1	31	61	4	100	65	4	
2B	1	0	0	0	0	11	73	15	100	88	15	
2A	0	0	0	0	0	2	61	36	100	97	36	
3 or above	0	0	0	0	0	0	25	74	100	99	74	
Level 2 or above	1	0	0	0	0	8	52	39	100	91	39	

Key Stage 1 mathematics results to Key Stage 2 mathematics (3)**REVISED STATISTICS**

Key Stage 1 Level	Percentage achieving Key Stage 2 level									Total	Level 4 or above	Level 5
	A	T	B	N	2	3	4	5				
W	2	0	58	14	3	18	4	0	100	4	0	
1	2	0	16	13	5	47	15	0	100	16	0	
2C	1	0	2	3	2	47	42	2	100	44	2	
2B	1	0	0	1	1	23	65	10	100	75	10	
2A	1	0	0	0	0	7	61	31	100	92	31	
3 or above	0	0	0	0	0	1	25	74	100	99	74	
Level 2 or above	1	0	0	1	1	15	46	37	100	83	37	

Key Stage 1 results to Key Stage 1 science (4)**REVISED STATISTICS**

Key Stage 1 Level	Percentage achieving Key Stage 2 level									Total	Level 4 or above	Level 5
	A	T	B	N	2	3	4	5				
W	2	0	40	5	3	28	20	2	100	22	2	
1	2	0	4	2	2	33	49	9	100	57	9	
2C	1	0	0	0	0	19	63	17	100	80	17	
2B	1	0	0	0	0	7	59	34	100	93	34	
2A	0	0	0	0	0	1	40	58	100	98	58	
3 or above	0	0	0	0	0	0	15	85	100	100	85	
Level 2 or above	0	0	0	0	0	5	41	53	100	94	53	

(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 2006 are included. In most cases, these pupils will have taken Key Stage 1 tests in 2002.

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) 94% of pupils with a valid result in English at Key Stage 2 also have a valid result (excluding absent or disapplied) at Key Stage 1. The Key Stage 1 level has been calculated using the reading task/test and writing results. See notes for editors for further information.

(3) 94% of pupils with a valid result in mathematics at Key Stage 2 also have a valid result (excluding absent or disapplied) at Key Stage 1. The Key Stage 1 result is the mathematics result.

(4) 94% of pupils with a valid result in science at Key Stage 2 also have a valid result (excluding absent or disapplied) at Key Stage 1.

The Key Stage 1 level has been calculated using the average result across reading task/test, writing and mathematics. See notes for editors for further information.