

**SFR 19/2008**

**5<sup>th</sup> August 2008**

**Coverage: England**

**Theme: Education and  
Training**

**Issued by**

Department for Children,  
Schools and Families  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

**Telephone:**

**Press Office**  
020 7925 6789

**Public Enquiries**  
0870 000 2288

**Statistician**

Jo Finney/ Alex Miller

**Email**

[mailbox.dataoutputunit@dcsf.gsi.gov.uk](mailto:mailbox.dataoutputunit@dcsf.gsi.gov.uk)

**Internet**

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

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

### **Introduction**

This Statistical First Release (SFR) provides provisional information on the achievements of eligible pupils (typically 11 year olds) in the 2008 National Curriculum assessments at Key Stage 2 (KS2). The figures in this SFR are produced from data provided to the Department by the National Assessment Agency (NAA) and released to schools on 15<sup>th</sup> July 2008.

Readers may be aware of the publicity surrounding the delivery of the results of this year's tests. The information in this SFR is provisional subject to: the outcome of the appeals process whereby schools can request a review for one or more of their pupils on the grounds that the mark scheme has not been correctly applied; any changes made by schools during the Achievement and Attainment Tables checking exercise in the Autumn term; the outcome of the Sutherland Inquiry which is looking into the problems with delivery of this year's National Curriculum tests; and further advice from the Office of the Qualifications and Examinations Regulator (Ofqual). At the time of publication, information from Ofqual indicates that the underlying data are of sufficient quality to support this publication.

The results for 2008, when compared with those of earlier years, are affected by the removal of the borderlining procedure in the marking process. Advance notice of this effect was given on the Department's statistical website, the Research and Statistics Gateway, on 5<sup>th</sup> June 2008. Readers' attention is drawn to guidance within this SFR on the extent of this effect and that of reduced absence levels on comparisons of this year's results with results since 1995.

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 Points**

#### **Key Stage 2 test results for 2008**

The percentages of pupils achieving Level 4 or above in the 2008 Key Stage 2 tests by subject are as follows:

- English 81% (85% for girls, 76% for boys)
- Reading 86% (89% for girls, 83% for boys)
- Writing 67% (74% for girls, 60% for boys)
- Mathematics 78% (78% for girls, 79% for boys)
- Science 88% (89% for girls, 87% for boys)

The percentages of pupils achieving Level 5 in the 2008 Key Stage 2 tests by subject are as follows:

- English 29% (36% for girls, 23% for boys)
- Reading 48% (54% 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, 43% for boys)

### **Comparisons with 2007**

The number and proportion of children reaching specific test levels 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.

Comparisons with 2007 are affected by an administrative change to the 2008 National Curriculum tests, which was announced by the National Assessment Agency in May 2008. This change is the removal of borderlining (the process of checking test scripts that fall just below level thresholds), which is estimated to reduce the percentage 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, from what could have been the position if borderlining had continued. The removal of borderlining does not have a significant effect on the differences by gender.

Further information on the administrative changes and the impact of borderlining can be found in 'Notes to Editors'.

Taking account of the removal of borderlining:

- the percentage achieving Level 4 or above in 2008 represents an increase of at least 1 percentage point in English and mathematics, and possibly a small increase in science, compared with 2007.
- the percentage achieving Level 5 represents a decrease of no more than 5 percentage points in English, a decrease of up to 1 percentage point in mathematics and a decrease of no more than 3 percentage points in science, compared with 2007.

### **Achievement by Gender**

- In 2008 more girls reached Level 4 or above than boys in all aspects of English. The gap at Level 4 or above remains at 6 percentage points in reading, and has fallen from 15 to 14 percentage points in writing compared with 2007 results (Table 2).
- In 2008 a higher proportion of boys than girls achieved Level 4 or above in mathematics – 79 per cent of boys compared with 78 per cent of girls (Table 2). This gap has narrowed by 1 percentage point between 2007 and 2008.

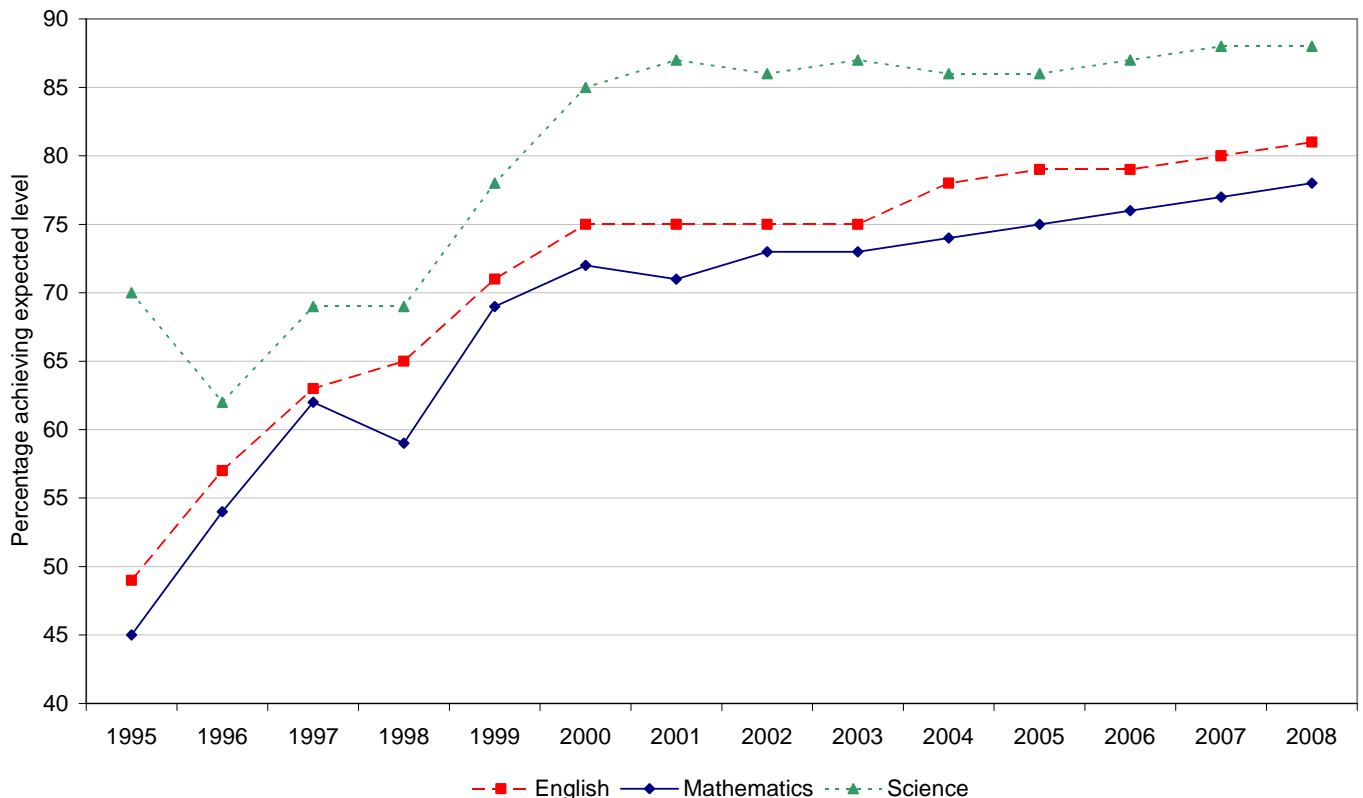
### Achievement in combination of subjects

- The percentage of pupils achieving Level 4 or above in both the 2008 English and mathematics tests is 72 percent. This represents an increase of at least 1 percentage point from the equivalent figure for 2007 (based on final data and taking into account the removal of borderlining from the marking process).
- A higher proportion of girls than boys achieved Level 4 or above in English and mathematics combined – 75 per cent of girls compared with 70 per cent of boys, in 2008 (Table 4a/ 4b).

### Comparisons with earlier years

Comparisons with earlier years are also affected by a reduction in the proportion of pupils who were absent from the tests. Pupils absent from the Key Stage 2 test are included in the denominator for calculations of the percentage achieving the expected level. Therefore, as absence rates have fallen, the reported percentage achieving the expected performance level is likely to have risen as a result. Analysis of teacher assessment data for absent pupils indicates that about half would be expected to have achieved at least the expected level at Key Stage 2. Since 1995 absence rates have fallen by 3 percentage points. It is estimated that the proportion of pupils achieving the expected level has increased by 1-2 percentage points as a result. This effect needs to be taken into account in any assessment of the absolute and proportionate change in the performance standards of pupils over the last decade or so.

**Chart A: Percentage of pupils achieving the expected level (4 or above) in Key Stage 2 tests, 1995-2008**



Source: Table 1 (Key Stage 2 test levels of attainment by subject, 1995-2008)

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

In April 2008, the Government set itself the following Public Service Agreement (PSA) target for the achievement of 11 year olds:

- Increase the proportion achieving level 4 or above in both English and mathematics at Key Stage 2 to 78 per cent by 2011.

*The figures show that, in 2008 the percentage of pupils achieving level 4 or above in both English and mathematics is 72 per cent, an increase of 1 percentage point compared to the 2007 baseline.*

This PSA target also forms part of the National Indicator Set, a set of performance indicators for Local Authorities. Within this publication we have included a table showing progress against this indicator at Local Authority level for 2008 (Table 8) and also for 2005-2008 (Table 10). Further information on the National Indicator Set is available on the Communities and Local Government website via the following link: <http://www.communities.gov.uk/publications/localgovernment/nationalindicator>

The following Government PSA targets for the achievement of 11 year olds will be concluded in 2008:

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

*The figures show that the target was not met in 2006; there has been some progress in 2008 with attainment in both subjects improving by 1 percentage point but figures still lie below the target.*

- 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 will be reported when revised figures are published.*

## **Tables**

- Table 1** Key Stage 2 test levels of attainment by subject, 1995-2008
- Table 2** Percentage of pupils achieving Level 4 or above and Level 5 in Key Stage 2 tests by gender, 2006-2008.
- Table 3** Key Stage 2 test levels of attainment by subject and gender, 2008
- Table 4** Percentage of pupils achieving Level 4 or above and Level 5 in Key Stage 2 tests, in combinations of subjects for (a) 2008, by gender; (b) 2005-2008
- Table 5** Key Stage 2 average points score by gender, 2004-2008

## **Further information**

Supplementary tables containing available figures at Local Authority (LA) and Government Office Region (GOR) level can be found on the DCSF statistics website: <http://www.dcsf.gov.uk/rsgateway/DB/SFR>  
These tables have been included to show the local level figures that underpin the national information; and to show LAs the aggregate picture for their authority as at 15<sup>th</sup> July 2008.

*Coverage Indicator: The tables include a coverage indicator to show for each LA the percentage of pupils where eligible results have been included. Due to differences in the coverage for each LA caution should be taken in making direct comparisons between LAs and with earlier years.*

- Table 6** Percentage of pupils achieving Level 4 or above in Key Stage 2 tests by Local Authority (LA), Government Office Region (GOR) and gender
- Table 7** Percentage of pupils achieving Level 5 in Key Stage 2 tests by Local Authority (LA), Government Office Region (GOR) and gender
- Table 8** Achievement in combinations of subjects in Key Stage 2 tests by Local Authority (LA), Government Office Region (GOR) and gender
- Table 9** Key Stage 2 Average Point Score by Local Authority (LA) and Government Office Region (GOR) and gender
- Table 10** Percentage of pupils achieving Level 4 or above in both English and mathematics in Key Stage 2 tests by Local Authority (LA), Government Office Region (GOR) and gender, 2005-2008

## **Additional information**

**The following tables, showing attainment in Teacher Assessments will be published alongside this SFR later in the year once this data becomes available to acceptable volumes and quality.**

- Table 11** National Key Stage 2 teacher assessment levels of attainment by subject and gender, 2008
- Table 12** Percentage of pupils achieving Level 4 or above in the 2008 Key Stage 2 teacher assessments by LA, GOR and gender

## **NOTES TO EDITORS**

The statistics in this SFR are based on the outcome of the National Curriculum assessment tests carried out in May 2008. They do not include outcomes of any Single Level Tests. 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.

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.

Well established procedures are in place for ensuring that standards in the tests remain consistent from year to year. The rigour of these 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.

To improve confidence still further in the maintenance of standards, the Government announced last year the establishment of a new independent regulator of qualifications and tests in England. The Office of the Qualifications and Examinations Regulator (Ofqual) was set up in interim form in April 2008, and the Government will be legislating to establish it on a statutory basis in the 2008-09 Parliamentary session. As part of its role, Ofqual monitors the National Assessment Agency's delivery of National Curriculum assessments in schools; carries out checks to ensure that standards are being maintained; and reports on its findings. This includes ensuring the quality of marking of tests to make sure that learners get the results they deserve.

In a letter to the Secretary of State on 4th July 2008 about the delays to the National Curriculum test delivery, the Chair of Ofqual stated "While results will be delayed and I cannot predict the volume of reviews that schools will request this year, from the processes we have observed, the quality of marking is at least as good as previous years and justifies issuing the results." Based on this assessment and further correspondence between Ofqual and the Department's Head of Profession for Statistics prior to publication, it is felt that the underlying data are of sufficient quality to support the publication.

## 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 the National Assessment Agency (NAA). 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 NAA 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 NAA, 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.

		2004	2005	2006	2007
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 this SFR are produced from data provided to the Department by the NAA's data collection agency and released to schools on 15<sup>th</sup> July 2008. This extract contained 94% of the data for English and 97% of the data for both mathematics and science. The figures in this SFR are based on provisional 2008 data. The data will be subsequently updated with: the outcome of the appeals process where schools ask for reviews for one or more of their pupils in the belief that the mark scheme has not been correctly applied; changes that result from the checking exercise for the 2008 Primary Achievement and Attainment Tables; any relevant outcomes from the Sutherland Inquiry (Terms of reference for the inquiry are available on Ofqual's website here: <http://ofqual.gov.uk/1728.aspx>); and further advice from Ofqual. The effect of the first two of these amendments on the national results has previously been of the order of plus or minus one percentage point. As in 2007, the figures published in this provisional SFR cover the results of all Key Stage 2 tests taken in 2008 and are not calculated on a cumulative basis, as is the method used in the revised SFR and published within the Achievement and Attainment tables.

### **Teacher Assessment data**

The submission of Teacher Assessment results by many schools has been delayed this year. It is expected that this will be completed in the autumn term and we shall therefore publish this information once these results are confirmed later in the year. Figures for 2007 can be found in our previous publication, SFR 24/2007 'National Curriculum Assessments at Key Stage 2 in England, 2007 (Provisional)', which is available on the Research and Statistics Gateway here: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000737/index.shtml>

### 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.

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 or teacher assessments.

This denominator includes pupils who were working below the level of the test (B – test only), working towards level 1 (W – TA only), unable to access the test (T – test only), took the test but failed to register a level (N – test only), were disapplied from the National Curriculum (D – TA only), or were absent (A). Pupils with missing results, or results coded as maladministration, are not included.

**Local Authority (LA)** figures cover maintained mainstream and maintained special schools only, including Academies and CTCs and excluding 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 SFR released with the Tables (based on revised data) will therefore include missing and maladministration pupils in the LA denominators. However, in this provisional SFR, the denominators used to calculate percentages at LA level include the same results as at national level. Therefore pupils with missing results, or results coded as maladministration, are not included in the calculations. This is done so that LAs where data is missing that could be corrected either through the review process or via the Tables checking exercise are not disadvantaged.

### **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 9). 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
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
B – Working below the level of the test	15
N – Not awarded a test level	15
2	15
3	21
4	27
5	33

## **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

## **A National Statistics publication**

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

## **Related publications**

SFR20/2008: National Curriculum Assessments at Key Stage 3 in England, 2008 (Provisional)

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000805/index.shtml>

This publication is scheduled to be released at 9.30 on Tuesday 12<sup>th</sup> August 2008

SFR21/2008: National Curriculum Assessments at Key Stage 1 in England, 2008

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000806/index.shtml>

This publication is scheduled to be released at 9.30 on Thursday 28<sup>th</sup> August 2008

## **ENQUIRIES**

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

Data Outputs Unit  
Department for Children, Schools and Families  
Sanctuary Buildings  
Great Smith Street  
LONDON  
SW1P 3BT  
Email: [mailbox.dataoutputsunit@dcsf.gsi.gov.uk](mailto:mailbox.dataoutputsunit@dcsf.gsi.gov.uk)

Press enquiries should be made to the Department's Press Office at:

Press Office  
Department for Children, Schools and Families  
Sanctuary Buildings  
Great Smith Street  
LONDON  
SW1P 3BT  
Telephone Number: 020 7925 6789

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

Percentage of pupils at each Level

	A	T/D	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	Total number of eligible pupils (Thousands)
<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	586.7
2008 <sup>4</sup>	1	0	4	1	.	.	1	13	51	29	.	100	81	29	563.7
<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	587.1
2008 <sup>4</sup>	1	0	3	1	.	.	1	15	47	31	.	100	78	31	581.5
<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	47	586.9
2008 <sup>4</sup>	1	0	2	0	.	.	0	8	44	44	.	100	88	44	581.4

*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 disapplied 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 2008 are based on provisional data as provided to the Department by the NAA and released to schools on 15 July. 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> (Provisional)**  
**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	76	85	85	85	79	80	81
Reading Test	79	81	83	87	87	89	83	84	86
Writing Test	59	60	60	75	75	74	67	67	67
Mathematics Test	77	78	79	75	76	78	76	77	78
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	29
Reading Test	41	44	43	53	52	54	47	48	48
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	43	46	47	45	46	47	44

1. Figures for 2008 are based on provisional data as provided to the Department by the NAA and released to schools on 15 July. 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'.

4. This publication does not contain figures showing results in Teacher Assessments, due to the delays in their submission. It is expected that this will be completed in the autumn term and this information will be published once it becomes available.

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

Percentage of boys at each Level												Total number of eligible pupils (Thousands)
A	T	B	N	2	3	4	5	Total	% at Level 4 or above	% at Level 5		
English Test	1	0	5	1	1	15	53	23	100	76	23	287.1
Reading Test	1	0	5	3	.	8	40	43	100	83	43	287.1
Writing Test	1	0	5	2	.	31	45	15	100	60	15	287.1
Mathematics Test	1	0	3	1	1	14	44	35	100	79	35	296.0
Science Test	1	0	2	0	0	9	44	43	100	87	43	296.1

Percentage of girls at each Level												Total number of eligible pupils (Thousands)
A	T	B	N	2	3	4	5	Total	% at Level 4 or above	% at Level 5		
English Test	1	0	2	1	0	10	50	36	100	85	36	276.4
Reading Test	1	0	2	2	.	5	35	54	100	89	54	276.3
Writing Test	1	0	2	1	.	21	50	25	100	74	25	276.4
Mathematics Test	1	0	2	2	1	16	50	28	100	78	28	285.3
Science Test	1	0	1	0	0	8	44	45	100	89	45	285.1

Percentage of all pupils at each Level												Total number of eligible pupils (Thousands)
A	T	B	N	2	3	4	5	Total	% at Level 4 or above	% at Level 5		
English Test	1	0	4	1	1	13	51	29	100	81	29	563.7
Reading Test	1	0	4	2	.	6	38	48	100	86	48	563.6
Writing Test	1	0	4	2	.	26	47	20	100	67	20	563.7
Mathematics Test	1	0	3	1	1	15	47	31	100	78	31	581.5
Science Test	1	0	2	0	0	8	44	44	100	88	44	581.4

**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. Due to the removal of borderlining in 2008 figures for this year are not directly comparable to previous years. Further details on the impact of the removal of borderlining can be found in 'Notes to Editors'. Figures for 2008 are based on provisional data as provided to the Department by the NAA and released to schools on 15 July.

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

3. This publication does not contain figures showing results in Teacher Assessments, due to the delays in their submission. It is expected that this will be completed in the autumn term and this information will be published once it becomes available.

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<sup>1</sup> (Provisional)

Coverage: England, All schools<sup>2</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
<b>Boys</b>	70	74	77	69	90	59	56	58	55
<b>Girls</b>	75	82	76	74	92	73	66	72	66
<b>All</b>	72	78	76	71	91	66	61	65	61

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
<b>Boys</b>	18	20	28	16	51	13	11	12	10
<b>Girls</b>	21	29	25	19	53	22	14	19	13
<b>All</b>	19	24	27	18	52	18	12	15	12

1. Due to the removal of borderlining in 2008 figures for this year are not directly comparable to previous years. Further details on the impact of the removal of borderlining can be found in 'Notes to Editors'. Figures for 2008 are based on provisional data as provided to the Department by the NAA and released to schools on 15 July.

2. 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: 2005 - 2008<sup>1</sup> (Provisional)**  
**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>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>	72	78	76	71	91	66	61	65	61

Percentage of pupils achieving level 5 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>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>	19	24	27	18	52	18	12	15	12

1. Figures for 2008 are based on provisional data as provided to the Department by the NAA and released to schools on 15 July.

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> (Provisional)**  
**Coverage: England, All schools<sup>3</sup>**

<b>Boys average points score</b>					
	<b>Number of eligible pupils (in 000s)<sup>4</sup></b>	<b>Average Key Stage 2 Point Score per pupil<sup>5</sup></b>			
		<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Total</b>
<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>	301.7	26.6	27.6	28.7	27.6

<b>Girls average points score</b>					
	<b>Number of eligible pupils (in 000s)<sup>4</sup></b>	<b>Average Key Stage 2 Point Score per pupil<sup>5</sup></b>			
		<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Total</b>
<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>	291.0	28.1	27.1	29.0	28.1

<b>All pupils average points score</b>					
	<b>Number of eligible pupils (in 000s)<sup>4</sup></b>	<b>Average Key Stage 2 Point Score per pupil<sup>5</sup></b>			
		<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Total</b>
<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>	592.9	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 provisional data as provided to the Department by the NAA and released to schools on 15 July.

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'.