

# Statistical First Release



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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

**Statisticians**

Jo Finney and Alex Miller

**Email**

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

**Internet**

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

## **NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 3 IN ENGLAND, 2008 (PROVISIONAL)**

### **Introduction**

This Statistical First Release (SFR) provides provisional information on the achievements of eligible pupils (typically 14 year olds) in the 2008 National Curriculum assessments at Key Stage 3 (KS3). The figures in this SFR are produced from data provided to the Department by the National Assessment Agency (NAA) and released to schools on 25<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 Department's Head of Profession for Statistics has determined that the data underpinning this publication are more than sufficient to produce reliable provisional national results, with coverage across England at 84 per cent for English, and 94 per cent for Mathematics and Science. However, this SFR contains no local authority information. The Head of Profession for Statistics has decided to delay publication of provisional KS3 results at the local authority level until there is a sufficient volume of data for every local authority in all three subjects to enable publication of a complete set of provisional results on a consistent basis for all local authorities. Because of their smaller size, local authority figures require a higher proportion of results than the national figures require for the production of reliable provisional results. The Head of Profession for Statistics will be keeping open the option of publishing a further SFR in October giving Key Stage 3 national and local authority information. At this point he will review the volumes of data across local authorities along with any further advice from Ofqual and the National Statistician, to inform his decision.

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. Levels 5 and 6 are the levels expected of most pupils at the end of Key

Stage 3. When presenting analyses that refer to 'expected level' at Key Stage 3, the Department's practice is to measure against those pupils achieving Level 5 or above.

## **Key Points**

### **Key stage 3 test results for 2008**

The percentages of pupils achieving Level 5 or above in the 2008 Key Stage 3 tests by subject are as follows:

- English 73% (80% for girls, 66% for boys)
- Reading 69% (76% for girls, 62% for boys)
- Writing 77% (83% for girls, 70% for boys)
- Mathematics 77% (77% for girls, 76% for boys)
- Science 71% (71% for girls, 72% for boys)

The percentages of pupils achieving Level 6 or above in the 2008 Key Stage 3 tests by subject are as follows:

- English 33% (41% for girls, 26% for boys)
- Reading 33% (41% for girls, 26% for boys)
- Writing 36% (44% for girls, 30% for boys)
- Mathematics 57% (56% for girls, 58% for boys)
- Science 41% (40% for girls, 42% 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.

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 (level 5) by up to 0.9 percentage points in English, 0.2 percentage points in mathematics and 0.6 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 5 or above in 2008 represents a decrease of no more than 1 percentage point in English, an increase of at least 1 percentage point in mathematics, and a decrease of no more than 2 percentage points in science, compared with 2007.
- the percentage achieving Level 6 or above represents a small increase in English, an increase of at least 1 percentage point in mathematics and a small increase in science, compared with 2007.

## **Achievement by Gender**

- In 2008 more girls than boys reached Level 5 or above and Level 6 or above in all aspects of English (with a difference of 14 percentage points at Level 5 or above and 15 percentage points at Level 6 or above). The gap at Level 5 or above has risen from 13 to 14 percentage points in reading and remains at 13 percentage points in writing compared with the 2007 results (Table 2).
- In 2008, around three quarters of girls and boys achieved Level 5 or above in mathematics (Table 2). A slightly higher proportion of boys achieved Level 6 or above than girls (58 per cent compared with 56 per cent).
- In science, a slightly higher proportion of boys than girls achieved Level 5 or above in 2008 – 72 per cent of boys compared with 71 per cent of girls. The size of the gap has remained at 1 percentage point between 2007 and 2008, however the positioning has transposed, with more girls than boys achieving the expected level in science in 2007 (Table 2).

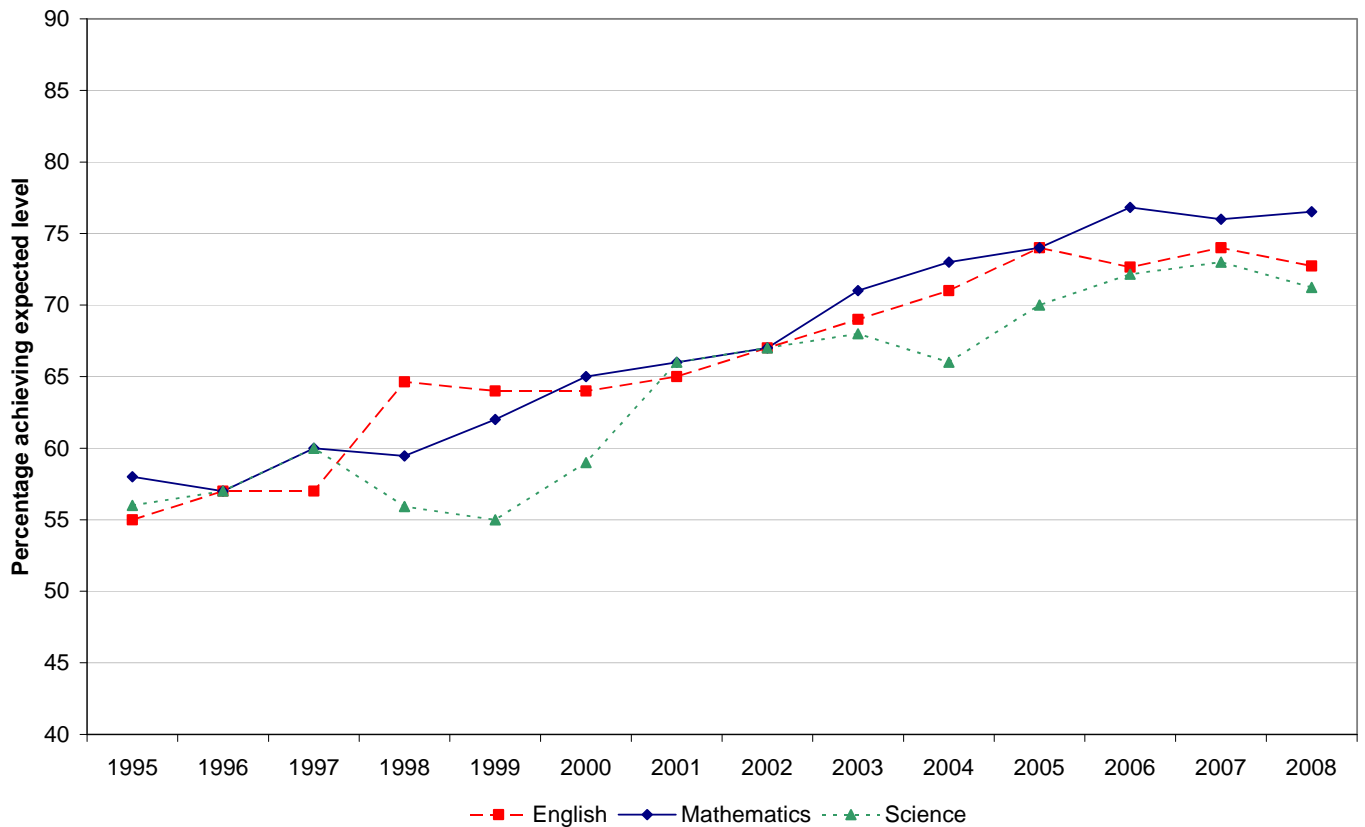
## **Achievement in combination of subjects**

- The percentage of pupils achieving Level 5 or above in both the 2008 English and mathematics tests is 66 per cent. This represents a decrease of at most 1 percentage point from the equivalent final figure for 2007 (taking into account the removal of borderlining from the marking process).
- A higher proportion of girls than boys achieved Level 5 or above in English and mathematics combined – 71 per cent of girls compared with 62 per cent of boys, in 2008 (Table 4a/ 4b).
- The proportion of pupils achieving Level 5 or above in all of English, mathematics and science in 2008 was 61 per cent, a decrease of up to 3 percentage points compared to 2007.

## **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 3 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 3. Since 1995 absence rates have fallen by about 4 percentage points. It is estimated that the proportion of pupils achieving the expected level has increased by about 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 (5 or above) in Key Stage 3 tests, 1995-2008**



Source: Table 1 (Key Stage 3 test levels of attainment by subject, 1995-2008)

### **Progress towards the Government’s targets for 14 year olds**

In April 2008 the Government set itself the following Public Service Agreement (PSA) target for the achievement of 14 year olds:

- By 2011: 74 per cent of 14 year olds achieve Level 5 or above in both English and mathematics KS3 tests.

*The figures show that in 2008, 66 per cent of pupils achieved Level 5 or above in both English and mathematics KS3 tests, a decrease of 1 percentage point compared to the 2007 baseline.*

The following Government PSA targets for the achievement of 14 year olds will be concluded in 2008:

- By 2007: 85 per cent of 14 year olds achieve Level 5 or above in English and mathematics tests (80 per cent in science tests) nationally, with this level of performance sustained until 2008.

*In 2008 the target was not met, with 73 per cent of pupils nationally reaching Level 5 or above in KS3 English, 77 per cent reaching Level 5 or above in mathematics, and 71 per cent reaching Level 5 or above in Science.*

- By 2007: 85 per cent of 14 year olds achieve Level 5 or above in Information and Communication Technology (ICT) Teacher Assessments nationally, with this level of performance sustained until 2008.

*Progress towards this target will be seen within the additional non-core Teacher Assessment level tables to be published later this year.*

- By 2008: in all schools at least 50 per cent of pupils achieve Level 5 or above in each of English, mathematics and science.

*Progress towards this target will be reported when revised figures are published.*

## **TABLES**

<b>Table 1</b>	Key Stage 3 test levels of attainment by subject, 1995-2008
<b>Table 2</b>	Percentages of pupils achieving Level 5 or above and Level 6 or above in Key Stage 3 tests by gender, 2006-2008
<b>Table 3</b>	Key Stage 3 test levels of attainment by subject and gender, 2008
<b>Table 4</b>	Percentage of pupils achieving Level 5 or above and Level 6 or above in combinations of subjects in Key Stage 3 tests, for a) 2008, by gender; b) 2005 - 2008
<b>Table 5</b>	Key Stage 3 Average Points Score, by subject and gender, 2004 - 2008

## **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 3 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 14 year olds will be in year group 9 and at the end of Key Stage 3. 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. 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.

		<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Level 5 plus	English	1.2%	1.3%	1.2%	0.9%
	Maths	0.2%	0.2%	0.2%	0.2%
	Science	0.5%	0.9%	0.8%	0.6%
Level 6 plus	English	1.2%	1.8%	2.0%	1.6%
	Maths	0.2%	0.4%	0.3%	0.3%
	Science	0.5%	1.0%	1.2%	0.9%

This means that, for example, if borderlining had remained in 2008, the estimate of the proportion achieving Level 5 or above for English could have been up to 0.9 percentage points higher than the 73 per cent reported in Table 1.

## **TECHNICAL INFORMATION**

### **Source of data**

The Key Stage 3 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 25<sup>th</sup> July 2008. Overall this extract contained 84% of the data for English and 94% of the data for 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 Secondary School (Key Stage 3) 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 3 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.

### **Coverage information**

Figures cover all schools in England with pupils eligible for assessment at Key Stage 3 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 KS3 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.

### **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 publication of this information will follow as soon as possible thereafter. Figures for 2007 can be found in our previous publication, SFR 25/2007 'National Curriculum Assessments at Key Stage 3 in England, 2007 (Provisional)', which is available on the Research and Statistics Gateway here: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000738/index.shtml>.

### **Sub-national information**

Further tables showing attainment at Local Authority level and a separate table for Academies may be published as an additional SFR later in the year, subject to this data becoming available to acceptable volumes and quality.

### Allocation of points for each level at Key Stage 3

The following table sets out how points have been allocated to each KS3 test level to calculate the KS3 Average Point Score (Table 5). The Average Point Score relates aggregate number of points to the number of eligible pupils.

<u>Final Test Level</u>	<u>English point score</u>	<u>Mathematics point score</u>	<u>Science point score</u>
8	N/A	51	N/A
7	45	45	45
6	39	39	39
5	33	33	33
4	27	27	27
3	21	21	21
2	N/A	15	15
Below the level assessed by the test (B)	21	15	15
Not awarded a test level (N)	21	15	15
Unable to access test (T)	Disregard		
Absent (A)	Disregard		
Maladministration (Q)	Disregard		
Missing (M)	Disregard (or 0 in published KS3 school-level APS only)		
Lost/Stolen (X)	Disregard		
Mixed Tier (V) –relevant to KS3 science and maths only	Disregard		
Ineligible (Y or Z)	Disregard		
Not at end of KS3: taking subject in a future year (F)	Disregard		
Now at end of KS3: grade to be found in results for previous year (P)	Disregard (or 0 in published KS3 school-level APS only if less than 3 P's)		

### 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

SFR19/2008: National Curriculum Assessments at Key Stage 2 in England, 2008 (Provisional)

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000804/index.shtml>

This publication was released at 9.30 on Tuesday 5<sup>th</sup> August 2008

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

<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 publication should be addressed to:

Data Outputs Unit  
Department for Children, Schools and Families  
Sanctuary Buildings  
Great Smith Street  
LONDON  
SW1P 3BT  
Email: [mailbox.dataoutputs@dcsf.gsi.gov.uk](mailto:mailbox.dataoutputs@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 3 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	7	8	9	10	E	Total	% at Level 5 or above	% at Level 6 or above	Total number of eligible pupils (Thousands)
<b>English</b>																				
1995	5	0	.	1	0	0	2	9	28	35	16	3	1	0	0	.	100	55	20	..
1996	5	0	.	2	0	0	2	10	23	31	18	7	1	.	.	0	100	57	26	..
1997	5	0	5	2	.	.	.	4	26	33	19	5	1	.	.	0	100	57	24	549.2
1998	4	0	5	4	.	.	.	4	19	30	25	9	1	.	.	0	100	65	35	560.8
1999	4	0	4	4	.	.	.	4	20	36	21	6	1	.	.	0	100	64	28	573.3
2000	4	1	4	3	.	.	.	4	20	35	22	6	1	.	.	0	100	64	29	579.8
2001	4	1	4	4	.	.	.	4	19	32	23	8	1	.	.	0	100	65	32	590.1
2002	4	1	3	3	.	.	.	3	19	34	22	10	1	.	.	0	100	67	33	607.7
2003	5	1	3	3	.	.	.	3	16	34	25	10	.	.	.	.	100	69	35	605.1
2004	4	0	7	3	.	.	.	.	15	37	24	10	.	.	.	.	100	71	34	612.9
2005	4	0	4	3	.	.	.	2	13	39	26	9	.	.	.	.	100	74	35	619.0
2006	3	0	4	3	.	.	.	3	14	38	25	10	.	.	.	.	100	73	35	615.8
2007	3	0	4	3	.	.	.	2	13	41	25	8	.	.	.	.	100	74	33	589.3
2008 <sup>4</sup>	2	0	5	4	.	.	.	3	13	40	25	8	.	.	.	.	100	73	33	502.1
<b>Mathematics</b>																				
1995	7	0	.	1	0	0	2	12	21	24	23	9	1	0	0	.	100	58	33	..
1996	5	0	.	1	0	0	2	11	23	23	22	10	1	.	.	0	100	57	34	..
1997	5	0	1	1	.	.	1	10	22	23	25	11	1	.	.	0	100	60	37	553.9
1998	5	1	1	1	.	.	1	11	22	24	23	11	2	.	.	0	100	59	36	554.6
1999	5	0	1	1	.	.	1	9	21	24	24	12	2	.	.	0	100	62	38	577.1
2000	4	0	1	1	.	.	1	9	20	24	23	16	3	.	.	0	100	65	41	581.0
2001	4	0	1	1	.	.	1	8	18	24	23	17	3	.	.	0	100	66	43	595.5
2002	4	0	1	1	.	.	1	8	18	22	25	17	4	.	.	0	100	67	45	611.7
2003	3	0	1	1	.	.	1	7	16	22	26	19	5	.	.	.	100	71	49	606.3
2004	3	0	2	1	.	.	.	7	14	21	29	19	4	.	.	.	100	73	52	615.7
2005	3	0	1	1	.	.	1	6	14	21	28	20	5	.	.	.	100	74	53	620.9
2006	3	0	1	1	.	.	0	5	14	20	27	22	8	.	.	.	100	77	57	618.9
2007	3	0	1	1	.	.	0	6	14	20	27	21	8	.	.	.	100	76	56	592.2
2008 <sup>4</sup>	2	0	1	1	.	.	1	6	12	19	27	22	9	.	.	.	100	77	57	569.6
<b>Science</b>																				
1995	7	0	.	0	0	0	2	10	24	31	18	7	0	0	0	.	100	56	25	..
1996	6	0	.	0	0	0	2	9	26	35	17	4	0	.	.	0	100	57	22	..
1997	6	0	1	1	.	.	1	8	24	31	22	7	0	.	.	0	100	60	29	551.1
1998	5	0	1	2	.	.	1	10	25	29	20	7	0	.	.	0	100	56	27	552.2
1999	5	0	1	1	.	.	1	9	28	31	18	5	0	.	.	0	100	55	24	575.4
2000	4	0	1	1	.	.	1	10	23	30	23	6	1	.	.	0	100	59	29	580.0
2001	5	0	1	1	.	.	1	7	20	32	26	7	1	.	.	0	100	66	34	593.8
2002	4	0	1	1	.	.	1	7	20	34	23	10	1	.	.	0	100	67	33	610.3
2003	4	0	1	1	.	.	1	8	18	28	29	11	.	.	.	.	100	68	40	605.5
2004	3	0	2	1	.	.	.	6	21	32	24	11	.	.	.	.	100	66	34	614.3
2005	3	0	1	1	.	.	1	6	19	33	25	12	.	.	.	.	100	70	37	621.3
2006	3	0	1	1	.	.	1	5	17	31	26	15	.	.	.	.	100	72	41	617.8
2007	3	0	1	1	.	.	0	5	17	32	26	15	.	.	.	.	100	73	41	594.4
2008 <sup>4</sup>	3	0	1	1	.	.	0	5	18	30	28	14	.	.	.	.	100	71	41	565.0

**A** represents pupils who were absent.

**T** represents pupils working at the level of the assessment but unable to access the test (used from 2004 onwards).

**D** represents pupils disapplied (used up to and including 2003).

**B** represents pupils 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 (used in 1995 and 1996 for tests and still valid for teacher assessments).

**E** represents exceptional performance.

Data covers all schools entering pupils for KS3 tests.

1. Figures for 2008 are based on provisional data as provided to the Department by the NAA and released to schools on 25 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 and 1996 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 0.9 percentage points in English, 0.2 percentage points in mathematics and 0.6 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 5 or above and Level 6 or above in Key Stage 3 tests by gender**  
**Years: 2006-2008<sup>1</sup> (Provisional)**  
**Coverage: England, All schools<sup>2</sup>**

	Percentage of pupils at Level 5 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	65	68	66	80	81	80	73	74	73
Reading Test	59	65	62	74	78	76	67	71	69
Writing Test	69	68	70	83	81	83	76	74	77
Mathematics Test	76	75	76	77	76	77	77	76	77
Science Test	71	72	72	73	73	71	72	73	71

	Percentage of pupils at Level 6 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	27	26	26	42	40	41	35	33	33
Reading Test	25	25	26	40	39	41	32	32	33
Writing Test	30	27	30	44	40	44	37	34	36
Mathematics Test	57	57	58	57	55	56	57	56	57
Science Test	41	40	42	41	41	40	41	41	41

1. Figures for 2008 are based on provisional data as provided to the Department by the NAA and released to schools on 25 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 0.9 percentage points in English, 0.2 percentage points in mathematics and 0.6 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 3 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															
	A	T	B	N	2 <sup>3</sup>	3 <sup>4</sup>	4	5	6	7	8 <sup>5</sup>	Total	% at Level 5 or above	% at Level 6 or above	Total number of eligible pupils (Thousands)
English Test	2	0	6	5	.	4	16	40	20	6	.	100	66	26	257.3
Reading Test	2	0	6	15	.	.	15	36	19	7	.	100	62	26	257.3
Writing Test	1	0	6	7	.	.	15	40	21	9	.	100	70	30	257.3
Mathematics Test	3	0	1	1	1	6	12	18	26	22	10	100	76	58	290.6
Science Test	3	0	2	1	0	5	18	29	28	14	.	100	72	42	288.6
Percentage of girls at each Level															
	A	T	B	N	2 <sup>3</sup>	3 <sup>4</sup>	4	5	6	7	8 <sup>5</sup>	Total	% at Level 5 or above	% at Level 6 or above	Total number of eligible pupils (Thousands)
English Test	2	0	3	2	.	2	10	39	30	11	.	100	80	41	244.6
Reading Test	2	0	3	8	.	.	11	35	27	14	.	100	76	41	244.6
Writing Test	1	0	3	3	.	.	9	40	30	14	.	100	83	44	244.6
Mathematics Test	2	0	1	1	1	6	13	20	27	21	7	100	77	56	278.8
Science Test	3	0	1	1	0	5	19	31	27	13	.	100	71	40	276.1
Percentage of all pupils at each Level															
	A	T	B	N	2 <sup>3</sup>	3 <sup>4</sup>	4	5	6	7	8 <sup>5</sup>	Total	% at Level 5 or above	% at Level 6 or above	Total number of eligible pupils (Thousands)
English Test	2	0	5	4	.	3	13	40	25	8	.	100	73	33	502.1
Reading Test	2	0	5	12	.	.	13	35	23	10	.	100	69	33	502.1
Writing Test	1	0	5	5	.	.	12	40	25	11	.	100	77	36	502.1
Mathematics Test	2	0	1	1	1	6	12	19	27	22	9	100	77	57	569.6
Science Test	3	0	1	1	0	5	18	30	28	14	.	100	71	41	565.0

*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 working below the level of the test (valid for tests).

*N* represents pupils who took the tests but failed to register a level (valid for tests).

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 25 July.

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

3. Level 2 does not apply to English, reading or writing tests.

4. Level 3 does not apply to reading or writing tests.

5. Level 8 can only be achieved in the Mathematics test only.

6. 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 5 or above and Level 6 or above in combinations of subjects in Key Stage 3 tests, by gender**  
**Year: 2008<sup>1</sup> (Provisional)**  
**Coverage: England, All Schools<sup>2</sup>**

	Percentage of pupils achieving Level 5 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>	62	60	67	58	81	56	54	53	52
<b>Girls</b>	71	68	67	65	84	72	66	64	61
<b>All</b>	66	64	67	61	83	64	60	58	56

	Percentage of pupils achieving Level 6 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>	25	22	40	22	60	18	17	16	16
<b>Girls</b>	36	30	38	29	60	30	27	24	24
<b>All</b>	30	26	39	26	60	24	22	20	20

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 25 July.

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

**Table 4b: Percentage of pupils achieving Level 5 or above and Level 6 or above in combinations of subjects in Key Stage 3 tests**  
**Years: 2005 - 2008<sup>1</sup> (Provisional)**  
**Coverage: England, All Schools<sup>2</sup>**

	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>2005</b>	66	64	65	61	83	64	59	58	56
<b>2006</b>	67	65	69	63	84	63	59	58	57
<b>2007</b>	67	66	68	64	84	64	60	59	58
<b>2008<sup>3</sup></b>	66	64	67	61	83	64	60	58	56

	Percentage of pupils achieving level 6 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>	31	26	35	25	58	24	22	20	19
<b>2006</b>	32	28	39	27	61	24	23	21	20
<b>2007</b>	30	27	39	26	60	22	21	19	19
<b>2008<sup>3</sup></b>	30	26	39	26	60	24	22	20	20

1. Figures for 2008 are based on provisional data as provided to the Department by the NAA and released to schools on 25 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 0.9 percentage points in English, 0.2 percentage points in mathematics and 0.6 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 3 Average Points Score<sup>1</sup>, by subject and gender**  
**Year: 2004 - 2008<sup>2</sup> (Provisional)**  
**Coverage: England, All Schools<sup>3</sup>**

Boys average points score					
	Number of eligible pupils (in 000s) <sup>4</sup>	Average Key Stage 3 Point Score per pupil <sup>5</sup>			
		English	Maths	Science	Key Stage 3
2004	316.5	32.3	35.6	33.0	.
2005	318.3	32.7	36.1	33.7	.
2006	317.5	32.4	37.1	34.2	34.6
2007	306.0	32.4	36.9	34.2	34.5
2008 <sup>6</sup>	314.5	32.1	37.1	34.3	34.5

Girls average points score					
	Number of eligible pupils (in 000s) <sup>4</sup>	Average Key Stage 3 Point Score per pupil <sup>5</sup>			
		English	Maths	Science	Key Stage 3
2004	302.6	34.8	35.7	33.3	.
2005	305.9	35.0	36.0	33.6	.
2006	302.9	35.1	37.0	34.3	35.5
2007	293.3	34.8	36.7	34.4	35.3
2008 <sup>6</sup>	302.5	34.6	36.7	34.1	35.1

All pupils average points score					
	Number of eligible pupils (in 000s) <sup>4</sup>	Average Key Stage 3 Point Score per pupil <sup>5</sup>			
		English	Maths	Science	Key Stage 3
2004	619.1	33.5	35.7	33.2	.
2005	624.2	33.8	36.0	33.6	.
2006	620.4	33.7	37.1	34.3	35.0
2007	599.3	33.6	36.8	34.3	34.9
2008 <sup>6</sup>	617.3	33.3	36.9	34.2	34.8

1. Results reported are based on Key Stage 3 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 25 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 3 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 0.9 percentage points in English, 0.2 percentage points in mathematics and 0.6 percentage points in science. Further details on the impact of the removal of borderlining can be found in 'Notes to Editors'.