

SFR 23/2011

29 September 2011

Coverage: England

Theme: Children,
Education and
Skills

INTERIM PERCENTAGE OF PUPILS MAKING EXPECTED PROGRESS IN ENGLISH AND IN MATHEMATICS BETWEEN KEY STAGE 1 AND KEY STAGE 2 IN ENGLAND: 2008/09 – 2010/11

Introduction

This Statistical First Release (SFR) provides the latest information on the percentage of pupils making expected progress in each of English and mathematics between Key Stage 1 (KS1) and Key Stage 2 (KS2).

The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. Therefore, pupils are expected to make **2 Levels of progress** between KS1 and KS2.

The statistics within this SFR are at national, regional and local authority levels. Data previously published for 2009 and 2010 has been updated based on a methodology used for the first time in this release (see Notes to Editors) and published in this SFR.

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Key Points

The percentage of pupils in **maintained schools** making expected progress in English and in mathematics in 2011 is as follows:

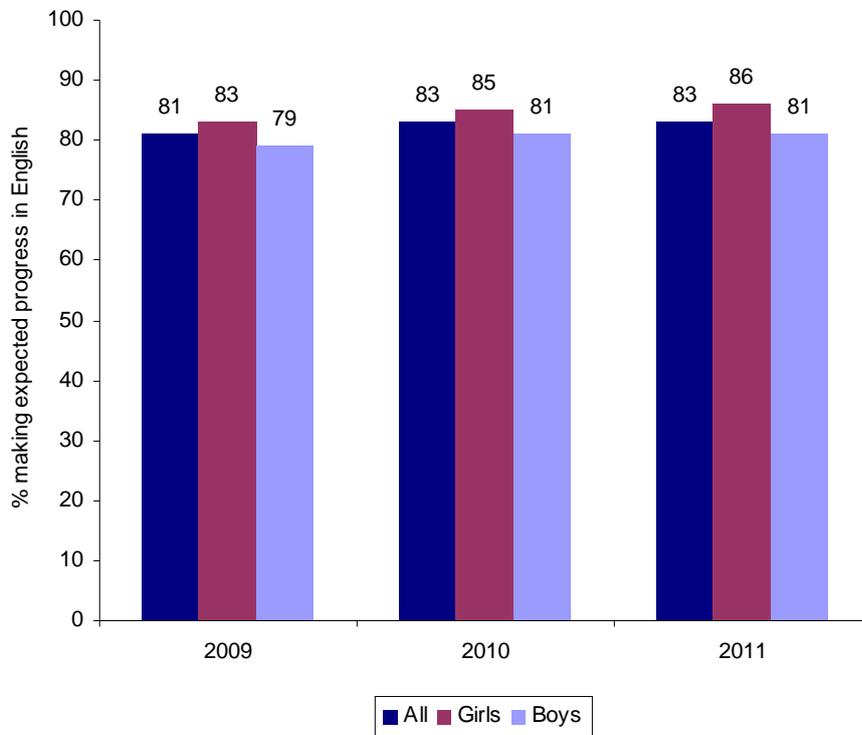
- English, 83 per cent (86 per cent for girls and 81 per cent for boys)
- Mathematics, 82 per cent (82 per cent for girls and 83 per cent for boys)

Girls continue to make greater progress than boys in English and the gender gap has widened slightly since 2010.

In mathematics, a larger percentage of boys than girls made the expected progress for the third successive year. However the gender gap in mathematics has reduced for 2011.

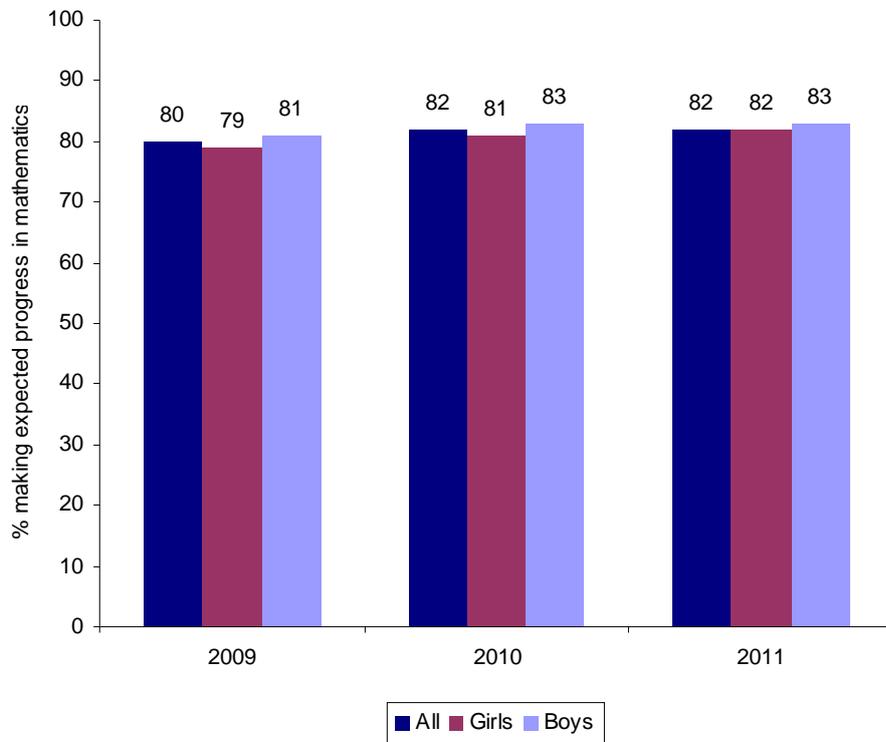
Overall, the percentage of pupils making expected progress has remained the same as in 2010. However, girls have made more gains since 2010 in both English and mathematics.

Chart 1: Three-year trend in percentages of pupils making expected progress in English between KS1 and KS2



At the expected level of progress, achievement in English continues to show the largest gender gap, **5** percentage points in favour of girls; this has increased slightly from **4** percentage points in the previous two years.

Chart 2: Three-year trend in percentages of pupils making expected progress in mathematics between KS1 and KS2



As with previous years, boys outperform girls in mathematics, but the gender gap has narrowed to only 1 percentage point in 2011.

Tables

- Table 1 National Level: Percentage of pupils making expected progress in English and in mathematics between Key Stage 1 and Key Stage 2 by gender, 2009 - 2011.
- Table 2 Percentage of pupils making expected progress in English between Key Stage 1 and Key Stage 2, by Local Authority and Region, 2009-2011.
- Table 3 Percentage of pupils making expected progress in mathematics between Key Stage 1 and Key Stage 2, by Local Authority and Region, 2009-2011.

NOTES TO EDITORS

Background

All children in maintained primary schools are required to be assessed by teachers against the National Curriculum in reading, writing, speaking and listening, mathematics and science when they reach the end of Key Stage 1(KS1). Often this happens just before pupils move from infant to junior schools. The teacher assessments measure pupils' attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding which the National Curriculum expects pupils to have mastered by the end of Key Stage 1.

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 KS1, pupils are expected to reach Level 2.

If, based on level judgements for attainment targets for reading, writing and mathematics, teachers reach an overall level 2 judgement, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgement into 2C, 2B or 2A. These refinements are often known as "sub-levels".

At the end of Key Stage 2 (KS2), all children in maintained primary schools, including most academies, are required to sit National Curriculum tests in English and mathematics before they move to secondary schools. The tests are graded according to attainment levels within the National Curriculum. KS2 tests are aimed at pupils working at levels 3, 4 and 5. In addition, Teacher Assessments at KS2 are made in the core subjects of English, mathematics and science. At the end of KS2, pupils are expected to reach Level 4.

The table below shows the age of child related to year group, Key Stage & expected attainment:

Typical age of child (years)	6	7	8	9	10	11	12	13	14	
National Curriculum Year Group	1	2	3	4	5	6	7	8	9	
Key Stage	1		2				3			
Expected National Curriculum level at end of Key Stage	2		4				5/6			

Data source and coverage

The figures in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking pupil/student characteristics to school and college learning aims and attainment information for all children in maintained schools in England.

KS2 NPD data are created when pupils' KS2 attainment records are 'matched' to their corresponding School Census records and prior attainment records by a matching contractor, using fields such as Surname, Forename, Date of Birth, UPN and Gender. This successfully matches

around 60-75% of pupils. Additional, more complex, routines are then applied to match as many of the remaining pupils as possible, up to around 97-98%.

The KS2 NPD extract used in the production of the tables in this SFR links the 2011 KS2 National Curriculum Assessment results with the pupils' Key Stage 1 prior attainment (typically 2007 KS1 Teacher Assessments).

The KS2 figures in this extract are based on interim Key Stage 2 National Curriculum Tests and teacher assessment data provided to the Department by the Qualifications and Curriculum Development Agency (QCDA) on 11th July 2011.

Tests and teacher assessments 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. Teacher assessment (TA) is the teachers' judgement of pupils' performance in the whole subject over the whole academic year.

The KS2 National Curriculum test figures 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;
- any changes that result from the completion of outstanding maladministration investigations;
- changes resulting from requests from schools to remove pupils who have recently arrived from overseas.

Schools may also make revisions to their teacher assessments prior to publication of the School Performance Tables.

Further information on the NPD, including a KS2 User Guide, can be found at:

<http://www.bristol.ac.uk/cmpo/plug/> .Requests for NPD extracts can be made to the Department by sending an email to npd.requests@education.gsi.gov.uk .

This SFR covers **maintained schools** in England, including academies, City Technology Colleges (CTCs) and maintained special schools. Independent schools, independent special schools, non-maintained special schools, hospital schools and Pupil Referral Units are excluded.

Pupils are included in the progress measures if they are at the end of Key Stage 2 in both English and mathematics, i.e. they have taken tests in both English and mathematics and at least one of those tests was in the current year; or they have been marked as working below the level of the tests (B), Absent (A) or working at the level of the tests but unable to access them (T).

Pupils with lost test results (X) are normally excluded from school and LA indicators in the School Performance Tables but included at national level. However, they are included in progress measures at all levels using their TA to replace the test level.

Calculation of expected progress in English and mathematics

Calculating Key Stage 1 attainment

- The starting point for the mathematics progress measure is the KS1 mathematics Teacher Assessment. This is converted to a numerical level so that the number of levels of progress can be calculated. W (Working towards level 1 of the National Curriculum) is converted to level 0 and 2C, 2B and 2A are all converted to level 2.
- For the English progress measure, the KS1 English level is calculated from the reading and writing levels. The reading and writing levels are converted into points as follows:

Level	W	1	2C	2B	2A	3	4
Points allocated	3	9	13	15	17	21	27

- If a pupil has points in both Reading and Writing, an average of the two gives the points score for English. If they have points in only reading or in only writing, then these points are taken as the English points score.
- The overall English level, using whole levels only, is then calculated as in the table below:

Level	W	1	2	3	4
Points score	3 – 5	6 – 11	12 – 17	18 – 23	24+

Calculating Key Stage 2 attainment

The methodology for 2011 uses the KS2 test result if that is level 3, 4 or 5. In other cases the teacher assessment level is taken into account in deciding the appropriate KS2 level.

The following table illustrates the KS2 levels used for the progress measures:

		KS2 Test Result		
		B, N or 2	A, M, Q, S, T, X or blank	3, 4 or 5
KS2 Teacher Assessment	W	0	0	Use test result
	1, 2	Use TA	Use TA	Use test result
	3, 4 or 5	Level 2	Use TA	Use test result
	6	Level 2	Level 5	Use test result
	A, D, F or P	Use TA	Use TA	Use test result
	Missing or blank	Use TA	Use TA	Use test result

Combining KS1 and KS2 attainment

- Once the KS1 and KS2 attainment has been calculated, the number of levels of progress made is calculated using the formula: KS2 level – KS1 level.
- As level 5 is the highest National Curriculum level that can be awarded in the KS2 tests, all pupils attaining level 5 at KS2 (including those who got level 4 at KS1 or had no KS1 results) will be treated as having made two levels of progress – that is, the expected level of progress. Similarly, all pupils with W or level 1 at the end of KS2 (including those with no KS1 results) will be treated as not having made two levels of progress.
- Any pupils who have a non-numerical KS2 result after combining the test and TA using the above method are treated as not having made expected progress.
- The following table shows how levels at KS1 are mapped to those at KS2 to determine whether a pupil can be included in the progress measure and, if included in the measure, whether or not they have made at least two levels of progress – the expected level of progress. Where a pupil is shown as “not included”, this means that they are not included in the calculation of the measure because there is insufficient evidence to calculate the amount of progress they made.

		KS2 level (combined test and TA)						
		Any non-numeric level	0	1	2	3	4	5
KS1 level	A, D or no KS1 level	Expected progress not made	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Expected progress made
	0	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made
	3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made
	4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made

How the methodology differs from previous years

- The previous Performance Tables methodology used only the KS2 test results. This meant that a significant number of pupils had to be excluded as they had a non-numerical level at

KS2. These are now being included as the revised methodology takes into account their Teacher Assessment levels.

The impact of the new methodology is minimal. There is a slight decrease in the percentage of pupils making the expected progress in English (from 82 per cent to 81 per cent) and mathematics (81 per cent to 80 per cent) in 2009, resulting from the new methodology. Similarly in 2010 there is a decrease in the percentage of pupils making the expected progress in English (from 84 per cent to 83 per cent) and mathematics (83 per cent to 82 per cent)

Curriculum Level codes

The curriculum level description for KS1 and KS2 are as follows:

Key Stage 1 Level	
W	Pupil working towards level 1 of the National Curriculum
1-4	National Curriculum level achieved

Key Stage 2 Level	
M	Missing or blank scripts
X	Lost/Stolen scripts
Y or Z	Not eligible for tests
T	Working at the level of the tests but unable to access them
A	Absent
D	Disapplied from the National Curriculum (TA only)
Q	Annulled following maladministration investigation
S	Pending maladministration
F	Pupil will take the test in the future
P	Pupil took the test in the past
L	Pupil has left the school
B	Working below the level of the test
N	Not awarded a test level
2-6	National Curriculum level achieved

Key to tables

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

.	not applicable
..	not available
x	suppressed due to small numbers
#	suppressed due to industrial action (applies to some sub-national figures for 2010 tests)

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.

Additional Information

In line with the Government's agenda to make data more accessible, underlying data for 2011 is also being provided in this publication in the 'Underlying Data' section.

A National Statistics publication

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Related publications

SFR23/2010: National Curriculum Assessments at Key Stage 2 & 3 in England, 2009/10 (Provisional)

<http://www.education.gov.uk/a00196506/>

This publication was released at 9.30 am on Tuesday 3 August 2010 and was updated in October 2010 to include the Percentage of Pupils Making Expected Progress in English and in Mathematics between Key Stage 1 and Key Stage 2 in England, 2009/10.

SFR26/2010: National Curriculum Assessments at Key Stage 1 in England, 2009/10 (Provisional)

<http://www.education.gov.uk/a00196497/>

This publication was released at 9.30 am on Thursday 26 August 2010

SFR36/2010: National Curriculum Assessments at Key Stage 2 in England, 2009/10 (Revised)

<http://www.education.gov.uk/a00196600/>

This publication was released at 9.30 am on Tuesday 14 December 2010 and includes the revised Percentage of Pupils Making Expected Progress in English and in Mathematics between Key Stage 1 and Key Stage 2 in England, 2009/10.

SFR18/2011: Interim Results for Key Stage 2 & 3 National Curriculum Assessments in England, 2010/11

<http://www.education.gov.uk/a00196847/>

This publication was released at 9.30 am on Tuesday 2 August 2011

SFR22/2011: National Curriculum Assessments at Key Stage 1 in England, 2011

<http://www.education.gov.uk/a00196859/>

This publication will be released at 9.30 am on Thursday 29 September 2011

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