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INVESTOR IN PEOPLE

**NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 2 IN  
ENGLAND, 2006 (PROVISIONAL)****Introduction**

This Statistical First Release (SFR) provides provisional information on the achievements of eligible pupils (typically 11 year olds) in the 2006 National Curriculum assessments at Key Stage 2 (KS2).

**Key Points**

National Curriculum tests are a measurement of achievement against the precise attainment targets of the National Curriculum rather than any generalised concept of ability in any of the subject areas. The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that by the end of KS2, pupils are expected to achieve **Level 4**.

**Key stage 2 test results**

- The percentages of pupils achieving Level 4 or above in the 2006 Key Stage 2 tests by subject are as follows:
  - English 79% (85% for girls, 74% for boys)
  - Reading 83% (87% for girls, 79% for boys)
  - Writing 67% (75% for girls, 59% for boys)
  - Mathematics 76% (75% for girls, 77% for boys)
  - Science 87% (87% for girls, 86% for boys)

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

- The percentages of pupils achieving Level 5 in the 2006 Key Stage 2 tests by subject are as follows:
  - English 32% (39% for girls, 26% for boys)
  - Reading 47% (53% for girls, 41% for boys)
  - Writing 18% (23% for girls, 13% for boys)
  - Mathematics 33% (31% for girls, 36% for boys)
  - Science 46% (46% for girls, 45% for boys)

Compared to the equivalent final 2005 figures, the percentage achieving Level 5 represents an increase of 5 percentage points in English, an increase of 4 percentage points in reading, an increase of 3 percentage points in writing, an increase of 2 percentage points in mathematics and a decrease of 1 percentage point in science.

- In 2006 more girls reached Level 4 or above and Level 5 than boys in all aspects of English. The gap has widened by 3 percentage points in reading, but narrowed by 1 percentage point in writing compared with 2005 results (table 2).

As in 2005, a higher proportion of boys than girls achieved Level 4 or above and Level 5 in mathematics – 77 percent of boys achieved Level 4 or above in 2006, compared with 75 percent of girls (table 2).

- The percentage of pupils achieving Level 4 or above in the 2006 reading, writing and mathematics tests is 60 percent. This represents an increase of 3 percentage points from the equivalent figure for 2005 (based on final data)<sup>1</sup>. A higher proportion of girls than boys achieved Level 4 or above in reading, writing and mathematics combined – 65 percent of girls compared with 54 percent of boys, in 2006 (table 4).

### **Local Authority achievement**

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

- 64% to 90% in English;
- 64% to 84% in mathematics; and
- 75% to 92% in science.

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

The Government has set itself the following Public Service Agreement (PSA) targets for the achievement of 11 year olds<sup>2</sup>:

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

*In 2006, 79% of pupils nationally reached Level 4 or above in KS2 English, and 76% reached Level 4 or above in mathematics. This target has not been met.*

- To raise standards in KS2 English and mathematics so that by 2008, the proportion of schools in which fewer than 65% of pupils achieve Level 4 or above separately in English

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<sup>1</sup> Figures for the percentage of pupils achieving Level 4 and Level 5 in combinations of subjects at Key Stage 2 in 2005 were published in SFR22/2006, available on the DfES statistics website at <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000660/index.shtml>. Provisional figures for 2005, together with a time series for the percentage of pupils achieving the expected level reading, writing and mathematics were published in SFR47/2005, also available on the DfES statistics website at <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000611/index.shtml>

<sup>2</sup> Public Service Agreement Targets are based on age at the end of the academic year.

and mathematics is reduced by 40%.

*Progress towards this target will be reported when revised figures are published in November 2006.*

## **Tables**

<b>Table 1</b>	Key Stage 2 test levels of attainment by subject, 1995-2006
<b>Table 2</b>	Percentage of pupils achieving Level 4 or above and Level 5 or above in Key Stage 2 tests and teacher assessments by gender, 2004-2006.
<b>Table 3</b>	2006 Key Stage 2 test and teacher assessment levels of attainment by subject and gender a) percentages and b) numbers.
<b>Table 4</b>	Percentage of pupils achieving Level 2 or below, Level 4 or above and Level 5 or above in 2006 tests and teacher assessments, by school type and gender.
<b>Table 5</b>	Percentage of pupils achieving Level 4 or above and Level 5 in combinations of subjects in 2006 Key Stage 2 tests, by gender.
<b>Table 6</b>	Key Stage 2 average points score in 2006, by school type and subject

## **Further information**

Supplementary tables containing figures at Local Authority (LA) and Government Office Region (GOR) level are available on the DfES statistics website:

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

<b>Table 7</b>	Key Stage 2 average points score in 2006 for each LA and GOR, by subject and gender
<b>Table 8</b>	Percentage of pupils achieving Level 4 or above in the 2006 Key Stage 2 tests by LA, GOR and gender
<b>Table 9</b>	Percentage of pupils achieving Level 5 in the 2006 Key Stage 2 tests by LA, GOR and gender
<b>Table 10</b>	Percentage of pupils achieving Level 4 or above in the 2006 Key Stage 2 teacher assessments by LA, GOR and gender
<b>Table 11</b>	Percentage of pupils achieving Level 5 or above in the 2006 Key Stage 2 teacher assessments by LA, GOR and gender

## **Related publications**

### **National Curriculum results at Key Stage 1 and Key Stage 3 (provisional)**

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

The SFR providing provisional Key Stage 3 National Curriculum results is scheduled to be published at 09:30 on Wednesday 13th September 2006. This will be available for download from the DfES statistics website (<http://www.dfes.gov.uk/rsgateway/DB/SFR>) at this time.

### **Changes to the publication of Key Stage 2 statistics in 2006**

The figures in this SFR are calculated on provisional 2006 Key Stage 2 data. Figures based on revised data are scheduled to be published concurrently with the 2006 Key Stage 2 Achievement and Attainment Tables in November 2006. As in 2005, the Tables will report results on a cumulative basis; early taken test results are held back so that the full set can be reported in the year that the pupil takes their final Key Stage 2 test. For the first time this year, the figures published in the revised Key Stage 2 SFR will also be calculated on a cumulative basis

However, as last year, the figures published in this provisional SFR cover the results of all Key Stage 2 tests taken in 2006, and are not calculated on a cumulative basis.

## **NOTES TO EDITORS**

The statistics in this SFR are based on the outcome of the National Curriculum assessment tests carried out in May 2006. Tests and teacher assessments (TA) provide complementary information about pupils' attainment. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each Key Stage. TA is the teachers' judgement of pupils' performance in the whole subject over the whole academic year.

### **How the assessments are made**

Pupils' attainment is assessed in relation to the National Curriculum programmes of study, and pupils are awarded levels on the National Curriculum scale to reflect their attainment. National Curriculum tests are a measurement of achievement against the precise attainment targets of the National Curriculum rather than any generalised concept of ability in any of the subject areas.

The Qualification and Curriculum Authority (QCA) have responsibility for ensuring that standards in the tests remain consistent from year to year. The rigour of QCA's standards maintenance procedures has been endorsed by external observers, including the independent Rose panel, which found that they bear comparison with best practice in the world, and have not been subject to any political interference. The processes rest on a range of evidence about test standards, brought to bear at the level setting meeting. This evidence includes pre-test evidence from experienced markers on how pupils performed in the live test and statistical evidence about that pupil performance.

When the tests are marked, there are no quotas set for each of the National Curriculum levels, or underlying assumptions about the proportion of pupils who should be at any particular level. Proportions are decided entirely by how pupils' attainments measure up to the standards of the National Curriculum. The Key Stage 2 tests are marked externally by an agency contracted by the National Assessment Agency (NAA). A review procedure is available for schools which have concerns over the marking of scripts.

At present, all pupils who are moving on to the next Key Stage programme of study in the next school year are regarded as being in the final year of their current Key Stage. All pupils in their final year of a Key Stage must be assessed. Most of the pupils will be in the year group with similarly aged pupils, for example, most 11 year olds will be in year group 6 and at the end of Key Stage 2. Some pupils, however, may be older or younger because they are not being taught with their chronological year group.

### **How to interpret the results**

The National Curriculum standards have been designed so that most pupils will progress approximately one level every two years. By the end of Key Stage 2, pupils are expected to reach Level 4.

## TECHNICAL INFORMATION

### Source of data

The Key Stage 2 statistics published in this SFR are produced from data provided to the Department by the National Assessment Agency's data collection agency in mid-August 2006. The figures in this SFR are based on provisional 2006 data. The data will be subsequently updated with reviews and changes that result from the checking exercise for the 2006 Primary Achievement and Attainment Tables. The effect of these amendments on the national results is typically of the order of plus or minus one percentage point. These amendments will be reflected in revised figures in the SFR which accompanies the Tables later this year.

### Allocation of points for each level at Key Stage 2

The following table sets out how points have been allocated to each KS2 test level to calculate the KS2 Average Point Score (table 6 and table 7). The Average Points Score relates aggregate number of points to the number of eligible pupils.

National Curriculum test level	Point score equivalent
Missing (M or blank)	Disregarded
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

### Coverage information

**National figures** cover all schools in England with pupils eligible for assessment at Key Stage 2 in 2006, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return. The data underpinning the figures for teacher assessments are based on approximately 70% of 11 year olds nationally.

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, but exclude maintained hospital schools and pupil referral units. Two different calculations of the national results are presented in the supplementary tables: one which is consistent with the national results in the main body of the SFR based on all schools (i.e. all maintained and independent schools that returned assessment results); and the second for maintained schools only (excluding maintained hospital schools and pupil referral units), consistent with the results for each LA.

In the Primary School Achievement and Attainment Tables, LA denominators will include pupils whose results are missing or coded as maladministration. The 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.

### **Rounding**

Any percentages given in this SFR are given to the nearest whole number. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down, e.g. 85.586 will be rounded to 86; 85.4283 will be rounded to 85.

### **Key to tables**

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

- . not applicable
- .. not available

### **Queries**

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

**Key Stage 2**

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

*A* represents pupils who were absent.

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

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

*B* represents pupils who were assessed by teacher assessment only.

*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).

(1) Figures for 2006 are based on provisional data. Figures for all other years are based on final data.

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

**TABLE 2: Percentages of pupils achieving Level 4 or above and Level 5 or above (1) in Key Stage 2 tests and teacher assessments by gender, 2004-2006**

Key Stage 2

PROVISIONAL STATISTICS

	Percentage of pupils at Level 4 or above								
	Boys			Girls			All pupils		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English Test	72	74	74	83	84	85	78	79	79
Reading Test	79	82	79	87	87	87	83	84	83
Writing Test	56	55	59	71	72	75	63	63	67
Mathematics Test	74	76	77	74	75	75	74	75	76
Science Test	86	86	86	86	87	87	86	86	87
English TA	68	70	72	79	81	82	74	75	77
Mathematics TA	75	76	78	75	76	78	75	76	78
Science TA	82	82	83	84	84	85	82	83	84

	Percentage of pupils at Level 5 or above								
	Boys			Girls			All pupils		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English Test	21	21	26	33	33	39	27	27	32
Reading Test	33	39	41	46	47	53	39	43	47
Writing Test	13	10	13	21	21	23	17	15	18
Mathematics Test	33	33	36	29	28	31	31	31	33
Science Test	43	48	45	43	46	46	43	47	46
English TA	20	21	23	30	32	34	25	26	28
Mathematics TA	31	32	34	28	28	30	30	30	32
Science TA	34	37	38	33	35	37	34	36	37

(1) Level 5 or above means Level 5 in Key Stage 2 tests, and Level 5 or Level 6 in Key Stage 2 teacher assessments. Level 6 cannot be attained in Key Stage 2 tests

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

Key Stage 2

PROVISIONAL STATISTICS

Percentage of boys at each Level													% at Level 4	% at Level 5
	A	T/D	B	N	W	1	2	3	4	5	6	Total	or above	or above
English Test	1	0	5	2	.	.	1	17	49	26	.	100	74	26
Reading Test	1	0	5	4	.	.	.	11	38	41	.	100	79	41
Writing Test	1	0	5	3	.	.	.	32	46	13	.	100	59	13
Mathematics Test	1	0	4	2	.	.	1	16	41	36	.	100	77	36
Science Test	1	0	2	1	.	.	0	10	41	45	.	100	86	45
English TA	0	0	.	.	0	1	6	21	49	23	0	100	72	23
Mathematics TA	0	0	.	.	0	1	4	17	43	34	0	100	78	34
Science TA	0	0	.	.	0	1	2	13	46	38	0	100	83	38

Percentage of girls at each Level													% at Level 4	% at Level 5
	A	T/D	B	N	W	1	2	3	4	5	6	Total	or above	or above
English Test	1	0	2	1	.	.	1	11	45	39	.	100	85	39
Reading Test	1	0	2	2	.	.	.	8	34	53	.	100	87	53
Writing Test	1	0	2	1	.	.	.	21	52	23	.	100	75	23
Mathematics Test	1	0	2	2	.	.	1	19	45	31	.	100	75	31
Science Test	1	0	1	1	.	.	0	9	41	46	.	100	87	46
English TA	0	0	.	.	0	1	3	14	48	34	0	100	82	34
Mathematics TA	0	0	.	.	0	1	4	18	48	30	0	100	78	30
Science TA	0	0	.	.	0	0	2	12	48	37	0	100	85	37

Percentage of all pupils at each Level													% at Level 4	% at Level 5
	A	T/D	B	N	W	1	2	3	4	5	6	Total	or above	or above
English Test	1	0	4	1	.	.	1	14	47	32	.	100	79	32
Reading Test	1	0	4	3	.	.	.	9	36	47	.	100	83	47
Writing Test	1	0	4	2	.	.	.	27	49	18	.	100	67	18
Mathematics Test	1	0	3	2	.	.	1	17	43	33	.	100	76	33
Science Test	1	0	2	1	.	.	0	10	41	46	.	100	87	46
English TA	0	0	.	.	0	1	4	18	49	28	0	100	77	28
Mathematics TA	0	0	.	.	0	1	4	17	45	32	0	100	78	32
Science TA	0	0	.	.	0	0	2	13	47	37	0	100	84	37

**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 assessed by teacher assessment only.

**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.

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

**Key Stage 2**

**PROVISIONAL STATISTICS**

	Number of boys at each Level												Thousands	
	A	T/D	B	N	W	1	2	3	4	5	6	Total	Number at Level 4 or above	Number at Level 5 or above
	English Test	2.5	0.3	15.0	5.9	.	.	3.1	50.4	147.1	77.3	.	301.5	224.4
Reading Test	2.4	0.3	15.0	13.1	.	.	.	31.9	114.1	124.9	.	301.5	239.0	124.9
Writing Test	2.0	0.3	15.0	9.8	.	.	.	96.1	139.5	38.9	.	301.5	178.3	38.9
Mathematics Test	2.4	0.3	10.7	5.5	.	.	2.7	49.0	124.1	107.2	.	301.9	231.3	107.2
Science Test	2.3	0.3	7.0	1.7	.	.	1.3	29.7	123.1	136.5	.	301.8	259.6	136.5
English TA	0.1	0.2	.	.	0.9	2.3	11.9	44.7	104.1	48.4	0.1	212.7	152.6	48.5
Mathematics TA	0.1	0.2	.	.	0.8	1.5	8.9	36.0	91.9	72.7	0.5	212.8	165.1	73.2
Science TA	0.1	0.2	.	.	0.9	1.1	4.9	28.0	97.2	80.2	0.1	212.6	177.4	80.2

  

	Number of girls at each Level												Thousands	
	A	T/D	B	N	W	1	2	3	4	5	6	Total	Number at Level 4 or above	Number at Level 5 or above
	English Test	1.8	0.2	7.1	2.4	.	.	1.5	31.6	130.9	114.1	.	289.7	245.0
Reading Test	1.5	0.2	7.1	7.1	.	.	.	22.0	97.5	154.2	.	289.7	251.8	154.2
Writing Test	1.5	0.2	7.1	3.8	.	.	.	60.8	149.6	66.7	.	289.7	216.3	66.7
Mathematics Test	2.1	0.2	7.1	5.8	.	.	2.9	53.7	129.3	89.0	.	290.0	218.3	89.0
Science Test	1.8	0.2	4.3	1.5	.	.	1.2	27.4	119.2	134.5	.	290.1	253.7	134.5
English TA	0.1	0.1	.	.	0.6	1.0	6.0	28.8	99.0	68.8	0.1	204.6	167.9	68.9
Mathematics TA	0.1	0.1	.	.	0.6	1.1	7.4	36.5	97.3	61.3	0.3	204.7	158.8	61.5
Science TA	0.1	0.1	.	.	0.6	0.7	3.6	25.5	98.0	75.8	0.0	204.5	173.9	75.9

  

	Number of all pupils at each Level												Thousands	
	A	T/D	B	N	W	1	2	3	4	5	6	Total	Number at Level 4 or above	Number at Level 5 or above
	English Test	4.3	0.5	22.3	8.4	.	.	4.6	82.2	278.5	191.7	.	592.4	470.1
Reading Test	3.7	0.5	22.3	20.3	.	.	.	54.1	212.0	279.5	.	592.4	491.5	279.5
Writing Test	3.6	0.5	22.3	13.6	.	.	.	157.2	289.6	105.6	.	592.4	395.2	105.6
Mathematics Test	4.5	0.5	18.0	11.4	.	.	5.6	103.0	253.7	196.5	.	593.1	450.2	196.5
Science Test	4.1	0.5	11.5	3.2	.	.	2.4	57.4	242.7	271.3	.	593.0	514.0	271.3
English TA	0.2	0.4	.	.	1.5	3.3	17.9	73.6	203.4	117.3	0.2	417.7	320.8	117.4
Mathematics TA	0.2	0.3	.	.	1.5	2.6	16.4	72.7	189.4	134.1	0.7	417.9	324.2	134.8
Science TA	0.2	0.3	.	.	1.5	1.8	8.6	53.6	195.4	156.1	0.1	417.6	351.6	156.2

*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 assessed by teacher assessment only.

*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.

**TABLE 4: Percentages of pupils achieving Level 2 or below, Level 4 or above and Level 5 or above (1) in 2006 Key Stage 2 tests and teacher assessments, by school type and gender**

Key Stage 2

PROVISIONAL STATISTICS

Percentage of pupils at Level 2 or below															
	Maintained mainstream (2)			Other maintained (3)			All maintained			Independent (4)			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	7	3	5	85	95	87	8	4	6	2	0	1	8	4	6
Reading Test	9	5	7	85	95	87	10	5	7	2	0	1	9	5	7
Writing Test	7	3	5	85	95	87	8	4	6	2	1	1	8	4	6
Mathematics Test	5	5	5	80	95	83	6	6	6	2	1	1	6	5	6
Science Test	2	2	2	69	88	73	3	2	3	1	0	1	3	2	3
English TA	6	3	5	83	93	85	7	4	6	2	1	1	7	4	5
Mathematics TA	5	4	4	76	93	81	5	5	5	2	1	1	5	4	5
Science TA	3	2	2	70	89	75	3	2	3	1	0	1	3	2	3

  

Percentage of pupils at Level 4 or above															
	Maintained mainstream (2)			Other maintained (3)			All maintained			Independent (4)			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	75	85	80	5	2	4	74	84	79	93	97	95	74	85	79
Reading Test	80	87	83	7	2	6	79	87	83	94	97	96	79	87	83
Writing Test	59	75	67	2	1	2	59	74	66	82	92	88	59	75	67
Mathematics Test	77	75	76	6	1	5	76	75	75	92	92	92	77	75	76
Science Test	87	88	87	12	3	10	86	87	86	95	96	96	86	87	87
English TA	72	82	77	5	2	4	71	82	77	92	96	94	72	82	77
Mathematics TA	78	78	78	7	1	5	77	77	77	92	94	93	78	78	78
Science TA	84	85	85	9	2	7	83	85	84	96	96	96	83	85	84

  

Percentage of pupils at Level 5 or above															
	Maintained mainstream (2)			Other maintained (3)			All maintained			Independent (4)			All schools		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
English Test	25	39	32	0	0	0	25	39	32	51	69	61	26	39	32
Reading Test	41	53	47	1	1	1	41	52	46	70	81	76	41	53	47
Writing Test	13	23	18	0	0	0	13	22	17	26	42	35	13	23	18
Mathematics Test	35	30	33	1	0	1	35	30	32	61	58	60	36	31	33
Science Test	45	46	46	1	0	1	45	46	45	68	71	70	45	46	46
English TA	23	33	28	0	0	0	22	33	28	48	62	56	23	34	28
Mathematics TA	34	30	32	1	0	0	34	30	32	59	56	57	34	30	32
Science TA	38	37	37	1	0	1	37	37	37	61	63	62	38	37	37

(1) Level 5 or above means Level 5 in Key Stage 2 tests, and Level 5 or Level 6 in Key Stage 2 teacher assessments. Level 6 cannot be attained in Key Stage 2 tests

(2) Includes Academies

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

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

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

**Key Stage 2**

**PROVISIONAL STATISTICS**

	Percentage of pupils achieving Level 4 or above in 2006 in								
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science	Reading and writing	Reading, writing and mathematics	Reading, writing and science	Reading, writing, mathematics and science
<b>Boys</b>	68	72	74	67	89	58	54	57	54
<b>Girls</b>	72	81	74	71	91	73	65	71	65
<b>All</b>	70	77	74	69	90	65	60	64	59

**Key Stage 2**

	Percentage of pupils achieving Level 5 in 2006 in								
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science	Reading and writing	Reading, writing and mathematics	Reading, writing and science	Reading, writing, mathematics and science
<b>Boys</b>	20	23	30	19	52	12	10	11	9
<b>Girls</b>	24	32	28	23	55	21	15	18	14
<b>All</b>	22	27	29	21	54	17	12	14	12

**TABLE 6: Key Stage 2 Average Points Score in 2006, by school type, subject and gender (1)**

PROVISIONAL STATISTICS

School Type	Number of eligible pupils (in 000s) (2)	Average Key Stage 2 Point Score per pupil (6)			
		English	Maths	Science	Key Stage 2
<b>Maintained mainstream schools (3)</b>					
Boys	291.2	26.6	27.5	28.8	27.7
Girls	280.5	28.2	27.0	28.9	28.1
All	572.7	27.4	27.3	28.9	27.9
<b>Other maintained schools (4)</b>					
Boys	3.9	16.1	16.5	17.6	16.7
Girls	1.4	15.4	15.3	15.9	15.5
All	5.3	15.9	16.2	17.1	16.4
<b>All maintained schools</b>					
Boys	295.1	26.5	27.3	28.7	27.5
Girls	281.9	28.2	27.0	28.9	28.0
All	578.0	27.3	27.2	28.8	27.8
<b>Independent schools (5)</b>					
Boys	7.1	29.7	30.2	30.9	30.2
Girls	8.5	31.0	30.1	31.1	30.7
All	15.7	30.4	30.1	31.0	30.5
<b>All schools</b>					
Boys	302.2	26.6	27.4	28.7	27.6
Girls	290.4	28.3	27.1	28.9	28.1
All	593.8	27.4	27.2	28.8	27.8
Boys in 2005	.	26.2	27.2	28.9	27.4
Boys in 2004	.	26.1	27.1	28.6	27.3
Girls in 2005	.	27.8	26.9	28.9	27.9
Girls in 2004	.	27.8	26.9	28.6	27.8
Boys and Girls in 2005	.	27.0	27.1	28.9	27.6
Boys and Girls in 2004	.	26.9	27.0	28.6	27.5

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

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

(3) Including Academies

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

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

(6) The average points score is calculated for each subject as: **Overall total points score** divided by **Total number of eligible pupils** where overall total points score is the sum of the total points score for each level, calculated by multiplying the number of pupils at each level by the points score for that level; total number of eligible pupils is the sum of the number of eligible pupils at each level (disregarding pupils absent or unable to access the test). The points score assigned for each level can be found in the notes to editors.