Department for Education

National curriculum assessments at key stage 2 in England, 2018 (revised)

13 December 2018

This publication provides revised statistics for key stage 2 (KS2) national curriculum assessments[1]. It updates the provisional statistical release and also includes new information on pupil progress from key stage 1 (KS1) to KS2 as well as breakdowns by pupil characteristics.

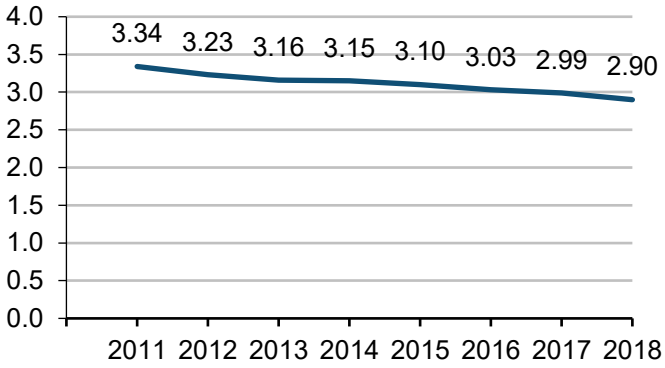
64% of pupils reached the expected standard in reading, writing and maths

In 2018, 64% of pupils reached the expected standard in all of reading, writing and maths. Attainment in reading, writing and maths (combined) is not directly comparable to previous years because of changes to writing teacher assessment (TA) frameworks. In 2017, 61% of pupils reached the expected standard compared to 53% in 2016.

The gap between disadvantaged pupils and others continues to narrow

The gap between disadvantaged pupils and others, measured using the disadvantage gap index, has decreased in each of the last seven years, narrowing by 3% in the latest year and 13.2% since 2011 (Figure 1).

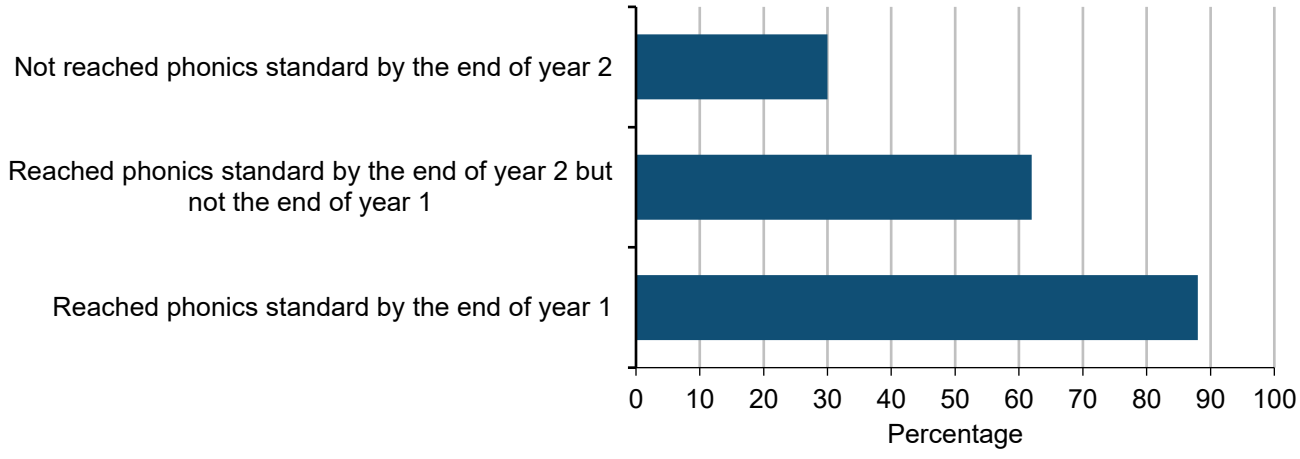
Figure 1: Disadvantage attainment gap index



88% of pupils who met the phonics standard in year 1 attained the expected standard in reading at the end key stage 2

Of pupils who met the expected standard in phonics in year 1 in 2013, 88% went on to meet the expected standard in the KS2 reading test in 2018 (Figure 2). Of pupils who met the expected standard in phonics by the end of year 2 (but not in year 1), 62% went on to meet the expected standard. Of those pupils who did not reach the expected standard by the end of year 2, 30% met the expected standard.

Figure 2: Percentage achieving expected standard in KS2 reading test by phonics



[1] The KS2 assessment and reporting arrangements provide a summary of the key changes introduced in 2016, the first year of assessments based on the new curriculum

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Multi-academy trust performance measures: 2018

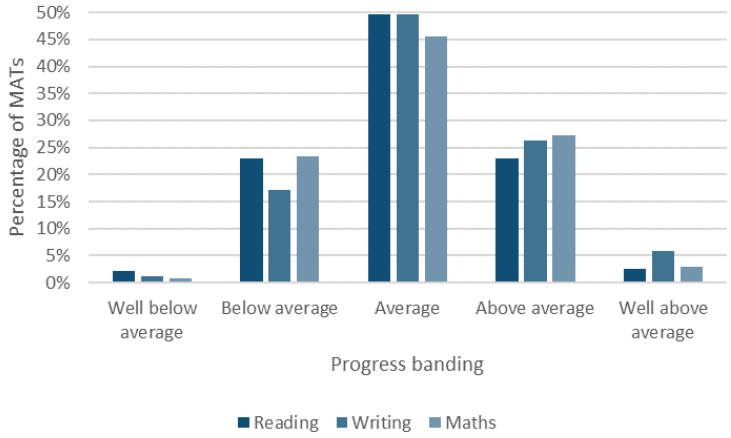
This release also presents performance measures for multi-academy trusts (MATs). A MAT must have at least three schools that have been with the MAT for at least three years and have results in 2018 to be included. Where an academy sponsor oversees a number of multi-academy trusts, results are presented under the sponsor rather than the individual constituent MATs.

The MAT performance measures at key stage 2 are progress in reading, writing and maths. There is no combined reading, writing and maths attainment measure for MATs. Progress scores for schools within a MAT are weighted according to the length of time they have been in the MAT and their total cohort size, in order to produce MAT level figures. More information on the calculation of the measures and eligibility criteria is contained in the accompanying quality and methodology document.

The number of eligible MATs included in the key stage 2 measures has increased from 155 in 2017 to 240 in 2018. This is an increase from 893 to 1,408 schools, and from 35,442 to 56,367 pupils. This represents 9.3% of the state-funded mainstream key stage 2 pupil cohort.

At key stage 2 in MATs, progress was higher in writing and maths than in reading

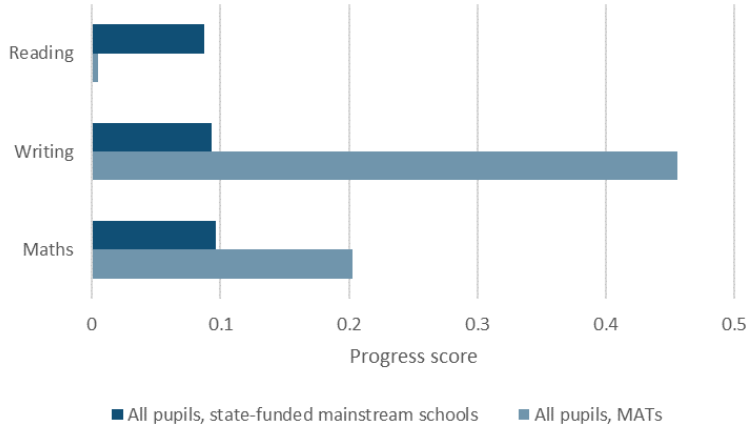
Figure 3: Progress bandings of multi-academy trusts



In 2018, 25% of MATs had progress scores above or well above the national average in reading, compared with 32% in writing and 30% in maths.

There were 25% of MATs with progress scores below or well below average in reading, compared with 18% in writing and 24% in maths.[2] (Figure 3)

Figure 4: Progress scores of multi-academy trusts



Pupils in MATs make most progress in writing and least progress in reading. This was also the case in 2017.

Compared to the national average for all state-funded mainstream schools, pupils in MATs make more progress in writing and maths but less in reading. (Figure 4)

[2] The methodology used to create these bandings has been aligned this year to the methodology used to produce school progress bandings. The MATs bandings are therefore not comparable to the MAT bandings in previous years.

Contents

About this release

This publication provides revised 2018 key stage 2 national curriculum assessment results for pupils in schools in England at national, regional and local authority level. It provides additional information to that in the provisional key stage 2 publication published on 4 September 2018.

Pupils take national curriculum assessment in year 6, at the end of KS2, when most pupils will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and grammar, punctuation and spelling (GPS) and receive a teacher assessment (TA) in reading, writing, maths and science.

This publication provides figures on pupil progress between key stage 1 (typically age 7) and key stage 2 (typically age 11), a breakdown of how pupils phonics attainment relates to their key stage 2 reading, a summary of the school level results provided in the performance tables, breakdowns of attainment and progress by pupil characteristics, as well as information on schools below the floor and those meeting the coasting definition.

This publication also provides results for multi-academy trusts (MATs) at key stage 2. The MAT data provides information about progress by school-type and pupil characteristic.

In this publication

The following tables are included in the publication:

- KS2 national tables (Excel .xlsx)
- KS2 local authority tables (Excel .xlsx)
- KS2 MATs tables (Excel .xlsx)
- Underlying data (open format .csv and metadata .txt/.docx.)

The accompanying quality and methodology information documents provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at primary.attainment@education.gov.uk.

1. Attainment at age 11 (Table N1a - N3)

Attainment in reading, writing and maths combined (Table N1a)

The combined reading, writing, and maths measure uses the reading and maths test results along with the outcome of the writing teacher assessment (TA). To reach the expected standard in all of reading, writing and maths, a pupil must achieve a scaled score of 100 or more in reading and maths tests and an outcome of 'reaching the expected standard' or 'working at greater depth' in writing TA. Together, these subjects give a broad measure of pupil attainment.

In 2018, 64% of pupils reached the expected standard in all of reading, writing and maths, while 10% of pupils reached the higher standard[3]. Attainment in reading, writing and maths is not directly comparable to previous years because of changes to writing TA frameworks. In 2017, 61% of pupils reached the expected standard in all of reading, writing and maths compared to 53% in 2016; 9% reached a higher standard in reading, writing and maths compared to 5% in 2016.

Attainment by test subject (Table N1b)

Attainment increased across all test subjects in 2018. Table 1 and Figure 5 summarise attainment in the key stage 2 tests.

In reading, 75% of pupils reached the expected standard in 2018, up by 4 percentage points[4] (pp) from 2017. In maths, 76% of pupils reached the expected standard, up by 1pp. In grammar, punctuation and spelling (GPS), 78% of pupils reached the expected standard, up by 1pp.

Improvements since 2016 should be viewed with caution as we expect results to increase as pupils and teachers get used to the new curriculum and assessments. This broad pattern has been seen in the first few years after the introduction of new assessments in the past in England and in other countries, as Ofqual have pointed out[5].

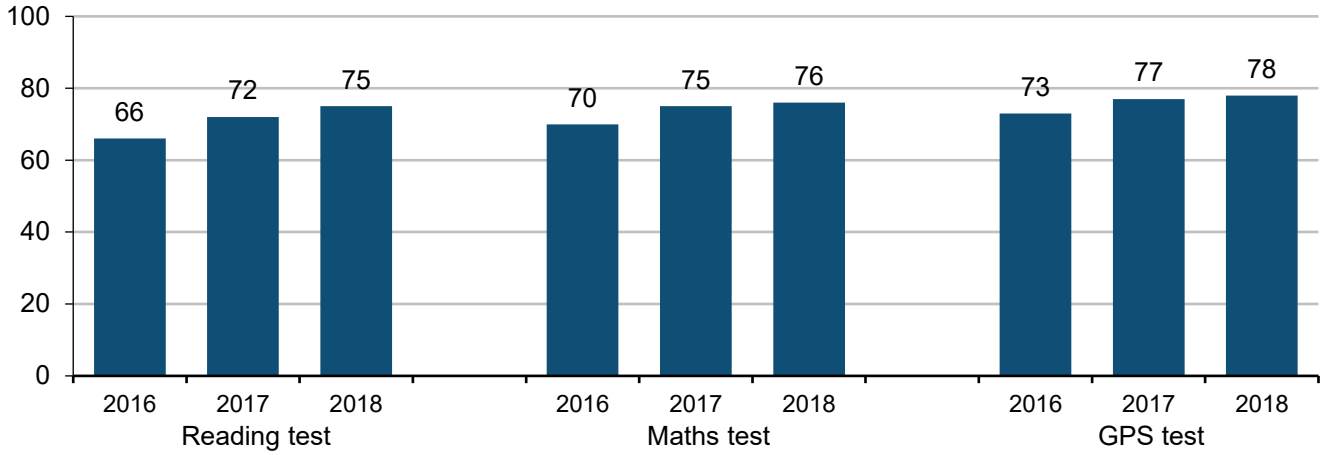
Table 1: Attainment in KS2 tests by subject (percentage point changes from 2017 shown in brackets[4])
England, 2018 (all schools)

	Reaching the expected standard	Achieving a high score
Reading test	75% (+4pp)	28% (+4pp)
Maths test	76% (+1pp)	24% (+1pp)
GPS test	78% (+1pp)	34% (+3pp)

Source: National pupil database

[3] Includes pupils who achieved a high score in reading and maths and who were working at greater depth in writing.
[4] All percentage point differences are calculated using unrounded figures
[5] www.gov.uk/government/publications/investigation-into-the-sawtooth-effect-in-gcses-as-and-a-levels

Figure 5: Percentage of pupil achieving expected standard in KS2 tests by subject
England, 2016-2018 (all schools)



Source: National pupil database

Average scaled scores (Table N2a)

We publish the test outcomes as scaled scores in order to make accurate comparisons of test performance over time. The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test are excluded from the calculation.

Average scaled scores remained largely stable compared to 2017. The reading scaled score increased by 1 scaled score point to 105. The average scaled score remained the same in maths and GPS, at 104 and 106 respectively (Table 2).

Table 2: Average scaled score, England, 2016-2018 (all schools)

	2016	2017	2018
Reading test	103	104	105
Maths test	103	104	104
GPS test	104	106	106

Source: National pupil database

Attainment by teacher assessments (Table N3)

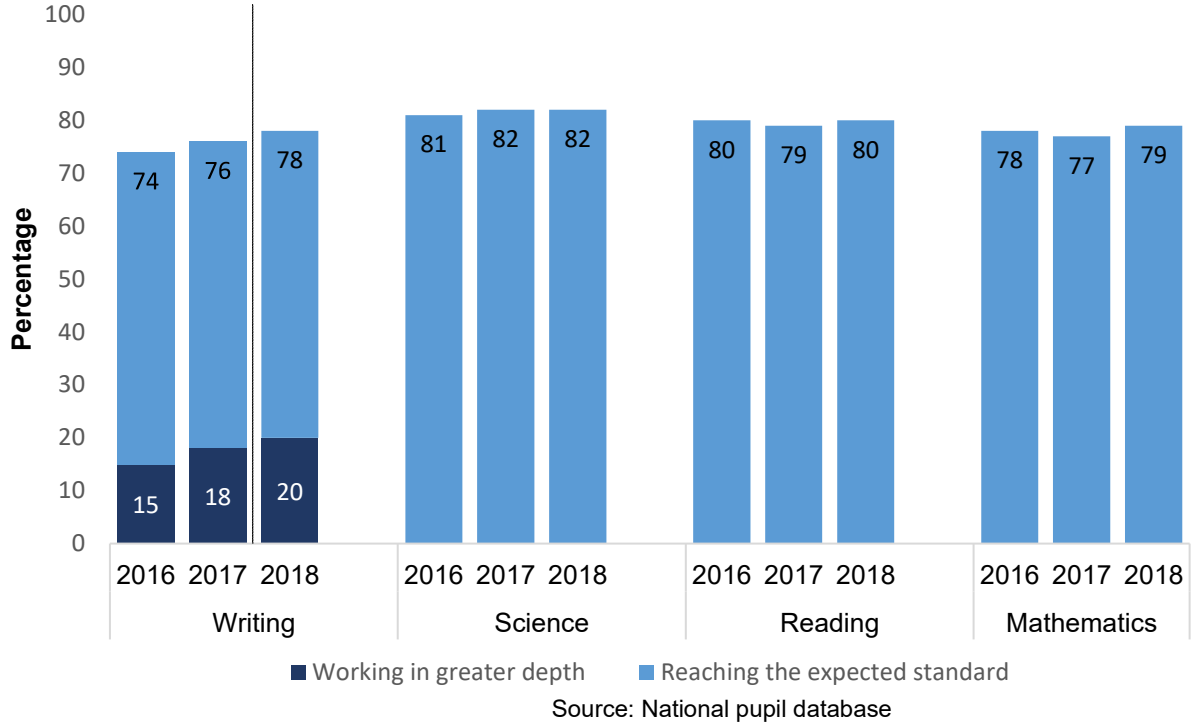
Teachers are required to make statutory teacher assessment (TA) judgements for pupils at the end of key stage 2. Teacher assessments are based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. The teacher assessment framework can be found here.

Figure 6 shows how attainment in teacher assessments has changed since 2016. Teacher assessments in reading, maths and science showed increased attainment in 2018. Attainment at the expected standard in reading TA increased by 1pp to 80%, while maths TA increased by 2pp to 79% and science TA increased by 1pp to 82%. The 'working at greater depth' standard is not used for reading, maths or science TA.

In writing TA, the proportion of pupils who reached the expected standard[6] in 2018 was 78%, while 20% of pupils were working at greater depth. Changes made within the 2017/18 writing TA frameworks mean that judgements in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.

[6] To reach the expected standard in writing TA, a pupil must achieve an outcome of 'reaching the expected standard' or 'working at greater depth'

Figure 6: Attainment in KS2 teacher assessments by subject TA[7]
England, 2018 (all schools)



Source: National pupil database

2. School level attainment and progress (Tables N4a, N4b, N5a, N5b)

The compare school performance website publishes attainment and progress results for individual schools.

Changing school types (Table N4a)

There were 15,055 state-funded mainstream primary schools with key stage 2 results in 2018. Since 2016, there have been notable changes to the makeup of school types in England (Table 3). The proportion of LA maintained schools decreased from 82% in 2016 to 73% in 2018. There have been corresponding increases in the proportion of sponsored and converter academies to 8% and 18% respectively. It should be noted that the conversion of schools from one type to another means that the headline figures capture not only change in performance but also change in school type. While the number of free schools has increased to 57, free schools continue to make up a very small proportion of schools. See the accompanying methodology and quality information document for details about different types of school.

Performance in Multi-Academy Trusts (MATs) is discussed separately starting on p27.

[7] Changes made within the 2017/18 writing TA frameworks mean that judgements in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017. The dotted line indicates the break in this timeseries.

Table 3: Number and percentage of schools by school type
England, 2018 (State-funded mainstream schools)

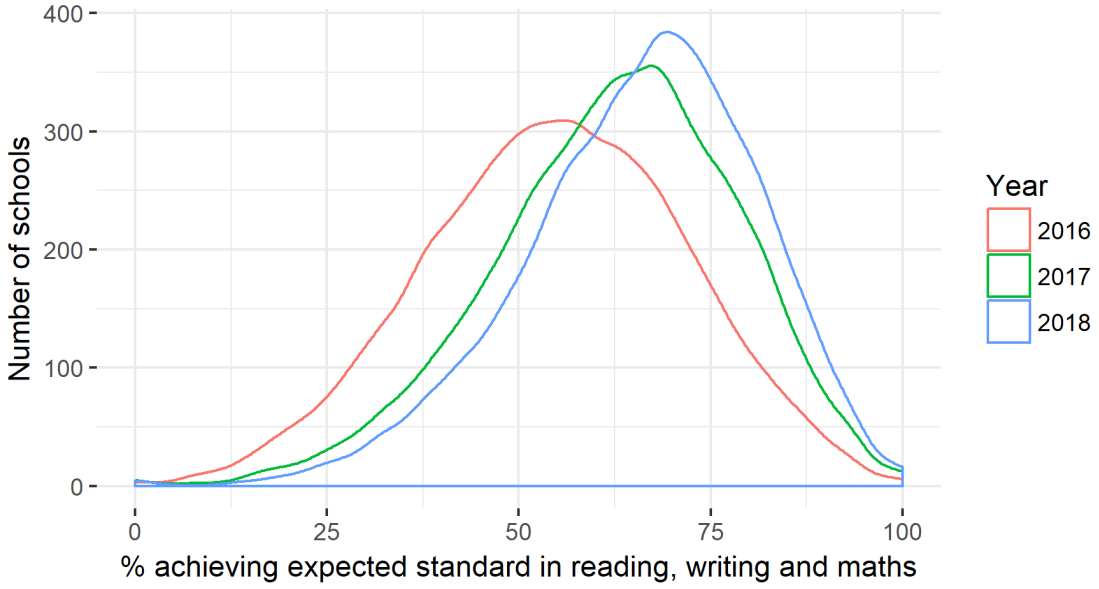
	2016		2017		2018	
All state-funded mainstream primary schools	14,930		14,977		15,055	
LA maintained schools	12,292	82%	11,784	79%	11,044	73%
Sponsored academies	866	6%	983	7%	1,187	8%
Converter academies	1,744	12%	2,174	15%	2,767	18%
Free schools	28	0%	36	0%	57	0%

Source: National Pupil Database

Figure 7 shows how the distribution of attainment at school level has changed since 2016. In 2018, more schools had a high proportion of pupils achieving the expected standard in reading, writing and maths, i.e. the blue line showing 2018 attainment has shifted to the right.

Figure 7: Distribution of school attainment according to the percentage of pupils reaching the expected standard in reading, writing and maths

England, 2016 - 2017 (mainstream schools with 11 or more eligible pupils)



Source: National Pupil Database

Attainment and progress by school type (Tables N4a, N4b)

Attainment for different school types is summarised in Table 4. As in 2017, attainment in individual subjects is highest in converter academies and lowest in sponsored academies.

Attainment levels in mainstream academies and free schools as a group were broadly similar to those in local authority maintained mainstream schools. However, within the academies group, converter academies had a higher proportion of pupils achieving the expected standard than the average for all state-funded mainstream schools. This difference may be explained by the fact that schools that choose to convert to academies are typically high performing schools. On the other hand sponsored academies, which as a group are below the average for state-funded mainstream schools, are typically low performing before their conversion to academy status.

The progress made by pupils in LA maintained schools and converter academies is marginally higher than the national average in all subjects (Table 4). Pupils in sponsored academies made less progress in reading and in maths than pupils with similar prior attainment in other types of schools. However, they made more progress in writing.

Table 4: Attainment and progress by type of school, England, 2018

	Reading, writing, and maths	
	Reaching the expected standard:	Reaching the higher standard:
LA maintained schools	66%	10%
Academies and free schools	64%	10%
Of which:		
Sponsored academies	57%	7%
Converter academies	67%	11%
Free schools	61%	12%
All schools	**64%**	**10%**

	Reaching the expected standard in:			
	Reading test	Writing TA	Maths test	GPS test
LA maintained schools	77%	79%	77%	79%
Academies and free schools	75%	79%	76%	77%
Of which:				
Sponsored academies	68%	73%	70%	70%
Converter academies	78%	81%	78%	80%
Free schools	75%	75%	73%	76%
All schools	**75%**	**78%**	**76%**	**78%**

	Progress scores and confidence intervals:					
	Reading		Writing		Maths	
LA maintained schools	0.1	(0.1 to 0.2)	0.1	(0.0 to 0.1)	0.1	(0.1 to 0.1)
Academies and free schools	0.0	(-0.1 to 0.0)	0.2	(0.2 to 0.2)	0.1	(0.1 to 0.1)
Of which:						
Sponsored academies	-0.4	(-0.4 to -0.3)	0.2	(0.1 to 0.2)	-0.1	(-0.1 to 0.0)
Converter academies	0.1	(0.0 to 0.1)	0.2	(0.2 to 0.2)	0.2	(0.1 to 0.2)
Free schools	0.4	(0.1 to 0.7)	-0.1	(-0.4 to 0.2)	-0.1	(-0.3 to 0.2)
All state-funded mainstream schools	**0.1**	**(0.1 to 0.1)**	**0.1**	**(0.1 to 0.1)**	**0.1**	**(0.1 to 0.1)**

Source: National pupil database

Attainment in academies over time (Tables N5a, N5b)

As noted above, the conversion of schools from one type to another means that the headline figures capture not only change in performance but also change in school type. It is difficult, therefore, to assess the impact of converting to an academy by looking only at the headline figures in 2018. In order to address this, Tables N5a and N5b of the accompanying national tables provides a time series showing how reading, writing and maths attainment changes in years after a school becomes an academy. This time series shows that the academies that have been open the longest have the highest attainment. In converter academies that have been open for 7 years or more, 71% of pupils reached the expected standard in reading, writing and maths while in sponsored academies 63% of pupils reached the expected standard. In converter academies open for one academic year 65% of pupils reached the expected standard while in sponsored academies open for one year 53% reached the standard.

3. Schools below the floor standard (Table L5)

The use of floor standards is changing in 2018. Floor standards will be used solely to identify schools that might benefit from support. Full details can be found in the Technical Guide

In 2018, a school will be below the floor standard if:

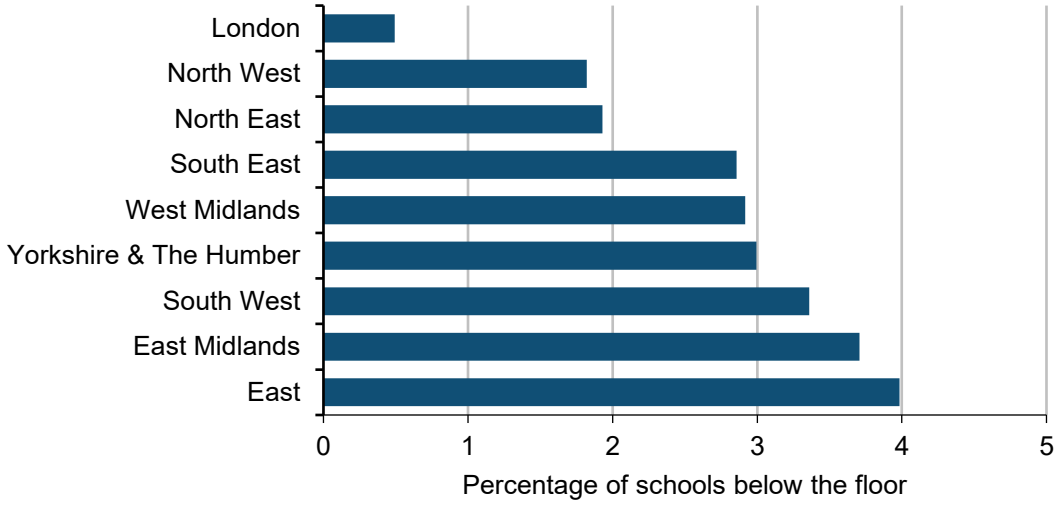
- Less than 65% of pupils meet the expected standard in reading, writing and maths; and
- the school does not achieve sufficient progress scores in all three subjects. (At least -5 in English reading, -5 in maths and -7 in English writing)

In 2018, 364 (3%) state-funded mainstream schools were below the primary school floor standard. This downward trend continues from previous years with 511 (4%) schools below the floor standard in 2017 and 665 (5%) in 2016.

Closed schools, including those that closed during the 2017/2018 academic year and re-opened as a different type of school (for example, a sponsored academy), are excluded from the floor standard. There were 198 closed schools in 2018 that would otherwise have been included in the floor standard calculations and 22 of these would have been below the floor standard.

London has the lowest proportion of schools below the floor with fewer than 1% of schools (Figure 8). The East and the East Midlands have the highest percentage of schools below the floor (4%).

Figure 8: Percentage of schools below the floor standard by region
England, 2018



Source: National pupil database

4. Schools falling within the coasting definition (Table L6)

The use of the coasting definition is changing in 2018. The coasting definition will be used solely to identify schools that might benefit from support. Full details can be found in the Technical Guide

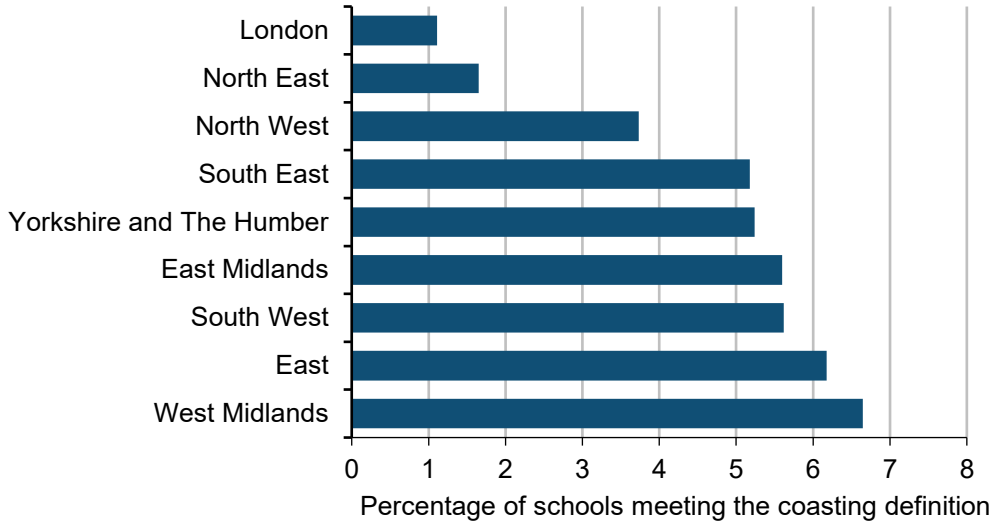
A school will fall within the coasting definition if data shows that over time, it has not supported its pupils to fulfil their potential. A school must be below the coasting thresholds for 2016, 2017 and 2018 to fall within the overall coasting definition in 2018.

In 2018, 640 schools met the coasting definition criteria. This represents 5% of schools included in the coasting calculation. This compares with 524 (4%) of schools[8] identified as coasting in 2017, and 477 (3%) in 2016.

There is some overlap between the number of schools below the floor standard and the number falling within the coasting definition: Of the 364 schools that were below the primary floor standard, 132 also met the coasting definition.

Figure 9 shows the percentage of schools meeting the coasting definition in 2018 by region. The West Midlands had the highest proportion of schools at 7%. London had the lowest proportion of schools meeting the coasting definition at 1%.

Figure 9: Percentage of schools meeting the coasting definition by region
England, 2018



Source: National pupil database

[8] The coasting definition applies to all state-funded mainstream schools with the relevant key stage 2 data. It is based on results as published in the school performance tables on the 12th December 2018. It excludes schools with fewer than 11 eligible pupils at the end of key stage 2, Schools where less than 50% of pupils have key stage 1 assessments that can be used to establish prior attainment and schools that closed within the academic year (and did not re-open as a converter academy)

5. Key stage 2 reading attainment by phonics prior attainment (Table N6)

Pupils who took the phonics screening check in 2013/2014 have now reached the end of key stage 2. We can therefore compare attainment in the phonics screening check with attainment in the key stage 2 reading test.

As expected, pupils who performed well in the phonics screening check also did well in the key stage 2 reading test. Of pupils who reached the phonics standard in year 1 in 2013, 88% went on to meet the expected standard in the KS2 reading test in 2018 (Table 5). Of pupils who met the expected standard in phonics by the end of year 2 (but not in year 1), 64% went on to meet the expected standard. Of those pupils who did not reach the expected standard by the end of year 2, 31% met the expected standard.

Of those pupils who did not reach the phonic standard by the end of year 2, girls were more likely to catch up to achieve the expected standard in reading by the end of key stage 2. 34% of girls, who had not achieved the phonics standard by the end of year 2, achieved the expected standard in the key stage 2 readings tests, compared to 29% of boys.

Table 5: Key stage 2 reading test by phonics prior attainment and gender

England, 2018 (State-funded schools)

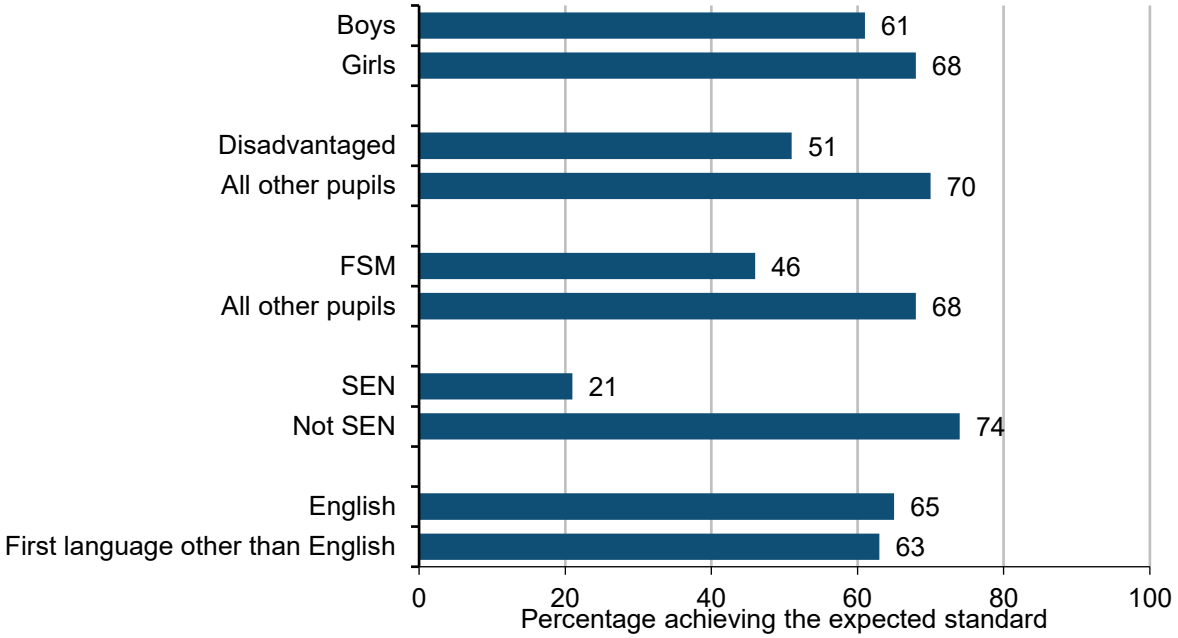
	Number of eligible pupils	Percentage of pupils reaching the expected standard
Reached phonics standard by the end of year 1	404,181	88%
Reached phonics standard by the end of year 2 but not by the end of year 1	121,033	62%
Not reached phonics standard by the end of year 2	67,277	30%

Source: National Pupil Database

6. Attainment and progress by pupil characteristics (Table N8a - N12)

This section discusses attainment and progress breakdowns by disadvantage, gender, free school meals (FSM) eligibility, special education needs (SEN), ethnicity and first language.

Figure 10: Percentage reaching the expected standard in reading, writing and maths for different characteristics groups
England, 2018 (state-funded schools)



Source: National Pupil Database

Gender (Table N1a, N6b, N6c, N7b, N7c)

Attainment increased across all test subjects for both genders and girls continue to outperform boys (Table 6). In 2018, the gender gap at the expected standard in reading, writing and maths was 8pp: 68% of girls reached the expected standard compared to 61% of boys. The gender gap remained the same as 2017 as attainment increased by 3pp for both girls and boys from 65% and 57% respectively. At the higher standard, 12% of girls achieved the standard in all of reading, writing and maths compared to 8% of boys – a gap of 3pp[9]. This gap remained unchanged from 2017.

At individual subject level, more girls reached the expected standard in all subjects (Table 6). As in 2017, the biggest attainment gap between boys and girls was in writing TA at 12pp. The gender gap at the expected standard in maths was only 1pp, which was notably smaller than in other subjects.

At the higher standard, girls outperformed boys in all subjects except in maths where boys outperformed girls by 4pp. This pattern is consistent with previous years, where boys performed better than girls only at the higher standard in maths.

Progress scores showed a similar pattern with girls progressing more in reading and writing (equivalent to 0.8 and 1.6 scaled score points difference respectively). Boys made more progress in maths (equivalent to 1.3 scaled score point difference).

[9] All gaps are calculated from unrounded figures

Table 6: Attainment by gender, England, 2018 (all schools)

	Boys	Girls	Difference[10]
Reaching the expected standard			
Reading, writing, and maths	61%	68%	+8pp
Reading test	72%	79%	+8pp
Maths test	75%	76%	+1pp
GPS test	73%	82%	+9pp
Writing TA	72%	84%	+12pp
Achieving a high score/greater depth			
Reading, writing, and maths	8%	12%	+3pp
Reading test	24%	33%	+9pp
Maths test	26%	22%	-4pp
GPS test	30%	39%	+9pp
Writing TA	15%	25%	+11pp
Progress scores			
Reading	-0.4 (-0.4 to -0.4)	0.4 (0.4 to 0.5)	0.8
Writing	-0.8 (-0.8 to -0.8)	0.8 (0.8 to 0.9)	1.6
Maths	0.7 (0.7 to 0.7)	-0.7 (-0.7 to -0.6)	-1.3

Source: National Pupil Database

Disadvantaged Pupils (Table N6a - N9, N12)

Disadvantaged pupils are defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order. In 2018, 31% of pupils at the end of key stage 2 were classed as disadvantaged.

In 2018, 51% of disadvantaged pupils reached the expected standard in all of reading, writing and maths compared to 70% of all other pupils, a difference of 20pp. Table 7 shows that the gap in attainment at the expected standard in reading, writing and maths has decreased slightly (from 21pp) since 2016. However, the gap at the higher standard between disadvantaged pupils and all other pupils had increased from 5pp in 2016 to 8pp in 2018.

Disadvantaged pupils make less progress in each of reading, writing and maths than all other pupils with similar prior attainment. However, the difference in progress is less than the equivalent of one scaled score point.

[10] All gaps are calculated from unrounded figures

Table 7: Attainment by disadvantage status, England, 2018 (state-funded schools)

	Disadvantaged pupils	All other pupils	Difference[11]
Reaching the expected standard in reading, writing and maths			
2016	39%	60%	+21pp
2017	47%	67%	+20pp
2018	51%	70%	+20pp
Reaching the higher standard in reading, writing and maths			
2016	2%	7%	+5pp
2017	4%	11%	+7pp
2018	4%	12%	+8pp
Progress scores			
Reading	-0.6 (-0.6 to -0.6)	0.3 (0.3 to 0.3)	+0.9
Writing	-0.4 (-0.5 to -0.4)	0.2 (0.2 to 0.3)	+0.7
Maths	-0.6 (-0.6 to -0.6)	0.3 (0.3 to 0.3)	+0.9

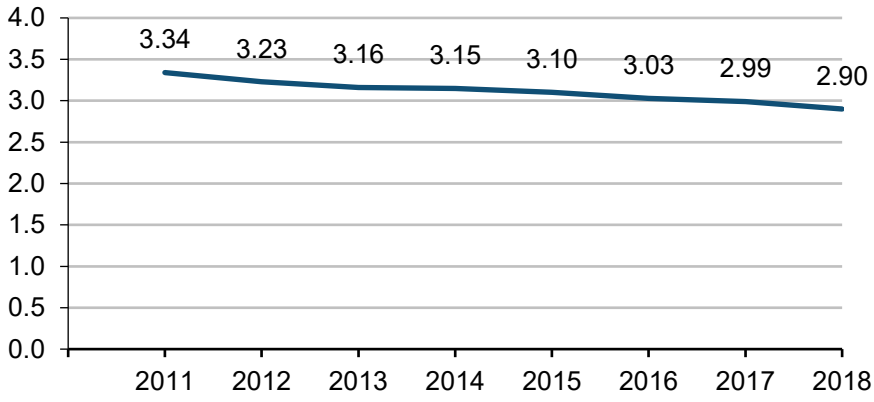
Source: National Pupil Database

Disadvantage gap index (Table N10)

The disadvantage gap index[12] summarises relative attainment gap between disadvantaged pupils and all other pupils. The gap index is more resilient to changes to assessment and therefore offers greater comparability between years. The index ranks all pupils in the country and asks whether disadvantaged pupils typically rank lower than non-disadvantaged pupils. A disadvantage gap of zero would indicate that pupils from disadvantaged backgrounds perform as well as pupils from non-disadvantaged index. We measure whether the disadvantage gap is getting larger or smaller over time.

The gap between disadvantaged pupils and others, measured using the index, has decreased in each of the last six years, narrowing by 3% in the latest year and 13.2% since 2011 (Figure 11). This shows that the difference between the average rank of disadvantage pupils and other pupils has reduced.

Figure 11: Trend in the disadvantaged pupils' attainment gap index
England, 2011 to 2018 (state-funded schools)



Source: National pupil database

[11] All gaps are calculated from unrounded figures
[12] More details of the methodology and consultation were published in SFR 40/2014.

Free school meal (FSM) eligibility (Table N6a - N8b, N11, N12)

Pupils can become eligible for free school meals if their household is in receipt of certain benefits[13]. Pupils eligible for free school meals are a subset of those classed as 'disadvantaged'. Free school meal status is used as a proxy measure for socio-economic deprivation. In 2018, 15% of pupils were classes as eligible for free school meals (FSM).

Attainment has increased for both FSM eligible pupils and all other pupils in 2018. As in previous years, FSM eligible pupils have lower attainment in 2018 compared to all other pupils nationally: 46% of FSM eligible pupils achieve the expected standard in reading, writing and maths, compared to 68% of all other pupils, a difference of 21pp (Table 8). The attainment gap between FSM eligible pupils and all other pupils has remained steady compared to 2016.

FSM eligible pupils made less progress in reading, writing and maths than all other pupils with the same prior attainment nationally. The progress scores show that on average FSM eligible pupils achieve about one scaled score point less in all subjects than non-FSM pupils.

Table 8: Attainment by Free school meal eligibility, England, 2018 (state-funded schools)

	FSM pupils	All other pupils	Difference[14]
Reaching the expected standard in reading, writing and maths			
2016	35%	57%	+21pp
2017	43%	64%	+22pp
2018	46%	68%	+21pp
Reaching the higher standard in reading, writing and maths			
2016	2%	6%	+5pp
2017	3%	10%	+7pp
2018	4%	11%	+7pp
Progress scores			
Reading	-0.8 (-0.8 to -0.7)	0.2 (0.1 to 0.2)	+0.9
Writing	-0.7 (-0.7 to -0.6)	0.1 (0.1 to 0.2)	+0.8
Maths	-0.8 (-0.8 to -0.8)	0.2 (0.2 to 0.2)	+1.0

Source: National Pupil Database

[13] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/700139/Free_school_meals_guidance_Apr18.pdf

[14] All gaps are calculated from unrounded figures

Special Education Needs (SEN) (Table N6a – N8b)

SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. In 2018, 18% of pupils at the end of key stage 2 pupils have a special educational need: 3% with a statement or education, health and care plan and 14% with 'SEN support'

Of all reported characteristics, the difference between the comparison groups is largest when looking at SEN (Figure 10). In 2018, 21% of pupils with SEN reached the expected standard in all of reading, writing and maths, compared with 74% of pupils with no identified SEN, resulting in an attainment gap of 52pp. This was the same as in 2017 but an increase of 6pp compared to 2016.

Table 9 shows the average progress scores for SEN and non-SEN pupils. Pupils with SEN make less progress in all subjects compared pupils with no identified SEN. The biggest gap in progress is in writing.

Table 9: Attainment by SEN status, England, 2018 (state-funded schools)

	All SEN pupils	No identified SEN	Difference[15]
Reaching the expected standard in reading, writing and maths			
2016	15%	60%	+46pp
2017	18%	70%	+52pp
2018	21%	74%	+52pp
Reaching the higher standard in reading, writing and maths			
2016	1%	6%	+5pp
2017	1%	10%	+9pp
2018	1%	12%	+11pp
Progress scores			
Reading	-1.4 (-1.5 to -1.4)	0.3 (0.3 to 0.3)	+1.8
Writing	-2.2 (-2.3 to -2.2)	0.5 (0.5 to 0.5)	+2.8
Maths	-1.4 (-1.5 to -1.4)	0.3 (0.3 to 0.4)	+1.8

Source: National Pupil Database

English as a first language (Table N8a - N9c)

In 2018, 20 percent of pupils at the end of key stage 2 have a first language other than English

The attainment gap between pupils whose first language is English and those whose first language is other than English has reduced to 2pp from 7pp in 2016. In 2018, 63% of pupils whose first language was other than English reached the expected standard in all of reading, writing and maths compared with 65% of pupils whose first language is English.

At individual subject level, the gap between pupils whose first language was English and those whose first language is other than English is largest in reading at 6pp. Conversely, pupils whose first language is other than English performed better in maths and in grammar, punctuation and spelling.

[15] All gaps are calculated from unrounded figures

Pupils whose first language is other than English make more progress in all subjects compared to pupils with similar prior attainment whose first language is English (Table 10). The higher progress scores for pupils whose first language is other than English may reflect improvements in their English language skills and consequently bigger relative gains in attainment.

Table 10: Attainment by first language, England, 2018 (state-funded schools)

	Other than English	English	Difference[16]
Reaching the expected standard in reading, writing and maths			
2016	47%	54%	+7pp
2017	58%	62%	+4pp
2018	63%	65%	+2pp
Reaching the higher standard in reading, writing and maths			
2016	4%	5%	+1pp
2017	8%	9%	+1pp
2018	10%	10%	+0pp
Progress scores			
Reading	0.6 (0.6 to 0.6)	-0.1 (-0.1 to -0.1)	-0.7
Writing	1.3 (1.2 to 1.3)	-0.2 (-0.3 to -0.2)	-1.5
Maths	2.1 (2.0 to 2.1)	-0.4 (-0.4 to -0.4)	-2.5

Source: National pupil database

Ethnicity (Tables N6a – N8b)

74% of pupils at the end of key stage 2 were white, 11% were Asian, 6% were black, 6% were of mixed ethnicity and less than 1% were Chinese.

Attainment at the end of key stage 2 varies between different ethnic groups. Consistent with previous years, Chinese pupils are the highest achieving group in 2018 with 81% of Chinese pupils reaching the expected standard in all of reading, writing and maths, 17pp above the national average (Figure 12, Table 11).

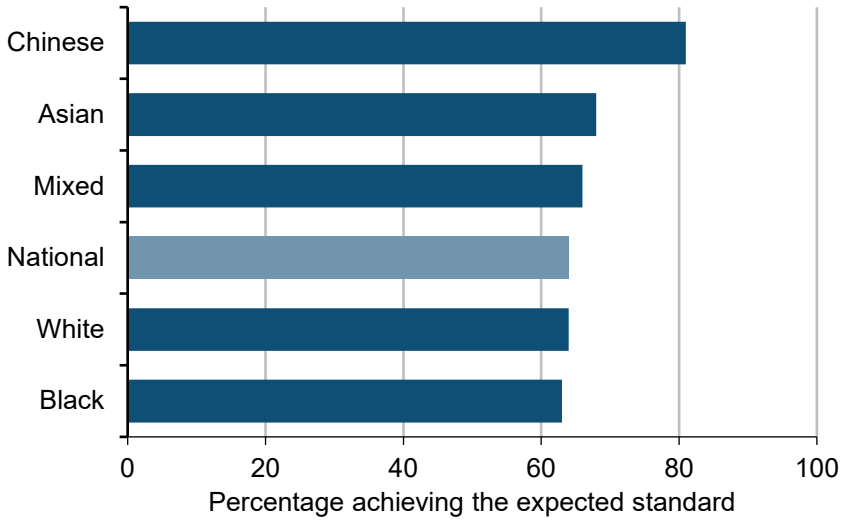
Attainment of the other major ethnic groups is broadly similar to the national average. Pupils from a Black background are lowest attaining at 63% of pupils meeting the expected standard, just below the national average. However, attainment in this group has increased by 13pp from 50% in 2016. White and mixed pupils show the smallest increase in attainment, increasing by 11pp from 2016.

Chinese pupils make the most progress in all subjects compared to all pupils (table 11). In maths, Chinese pupils achieve the equivalent of about 5 scaled score points more than all pupils with the same prior attainment.

[16] All gaps are calculated from unrounded figures

Pupils from most of the major ethnic groups make above average progress across all subjects with the exception of white pupils who make below average progress in writing and maths. Pupils from an Asian background also make below average progress in reading.

Figure 12: Attainment in reading, writing and maths by major ethnic group
England, 2018 (state-funded schools)



Source: National pupil database

Table 11: Attainment by ethnicity, England, 2018 (state-funded schools)

	White	Mixed	Asian	Black	Chinese
Reaching the expected standard in reading, writing and maths					
2016	53%	55%	55%	50%	69%
2017	61%	63%	63%	60%	77%
2018	64%	66%	68%	63%	81%
Reaching the higher standard in reading, writing and maths					
2016	5%	6%	6%	4%	17%
2017	9%	10%	10%	7%	24%
2018	10%	11%	12%	8%	28%
Progress scores					
Reading	-0.1 (-0.1 to 0.0)	0.4 (0.3 to 0.4)	0.2 (0.2 to 0.3)	0.2 (0.1 to 0.3)	1.2 (0.9 to 1.4)
Writing	-0.2 (-0.2 to -0.2)	0.2 (0.2 to 0.3)	0.9 (0.9 to 1.0)	0.6 (0.5 to 0.6)	2.0 (1.8 to 2.3)
Maths	-0.3 (-0.3 to -0.3)	0.0 (-0.1 to 0.0)	1.9 (1.9 to 1.9)	0.3 (0.3 to 0.4)	4.7 (4.5 to 4.9)

Source: National Pupil Database

Within the more detailed ethnic groupings, behind Chinese pupils, pupils from an Indian background are the highest performing group in reading, writing and maths (76% of pupils reach the expected standard). Gypsy/Roma pupils are the lowest performing group with 18% reaching the expected standard in all of reading, writing and maths.

Ethnicity and free school meal eligibility (N9a and N9b)

Attainment varies for key groups within the major ethnic groups. White pupils who are eligible for free school meal (FSM) have significantly lower attainment compared to pupils from other backgrounds who are eligible for FSM. At 43%, attainment for white FSM pupils is 22pp below the national average. Of those eligible for FSM, only attainment of Chinese pupils was above the national average at 77%.

Month of Birth (Table N8a - N9c)

Pupils at the end of KS2 in any year would typically be aged 11 as at 31 August. In England, children born in August are the youngest within each school year.

As in previous years, older pupils performed better than summer born pupils in all subject areas at the end of KS2 (Table 12). Pupil attainment decreases in a monotonic pattern according to their month of birth; pupils in each month perform better than children from younger months. The attainment gap in reading, writing and maths between pupils born in September and those born in August is 13pp.

The opposite pattern in seen in pupil's progress scores from key stage 1 to key stage 2 (Table 12). The youngest pupils made more progress across all subjects compared to the national average (i.e. a progress score of 0.0). Conversely, older pupils made less progress than the national average in all subjects. In all cases, the progress made by younger pupils is above the national average. This pattern indicates that younger pupils are catching up with their older peers as they move through the school system.

Table 12: KS2 attainment by month of birth
England, 2018 (state-funded schools)

	Reading, writing and maths	Reading progress score	Writing progress score	Maths progress score
September	71%	-0.4	-0.3	-0.6
October	70%	-0.3	-0.3	-0.5
November	69%	-0.3	-0.2	-0.4
December	67%	-0.2	-0.2	-0.3
January	66%	-0.1	-0.1	-0.1
February	65%	-0.1	0.0	-0.1
March	64%	0.1	0.1	0.1
April	63%	0.1	0.2	0.2
May	62%	0.2	0.2	0.3
June	61%	0.4	0.3	0.5
July	59%	0.5	0.4	0.6
August	58%	0.5	0.5	0.7

Source: National pupil database

7. Local authority attainment and progress (Tables L1a-L4)

As in previous years, there is a large variation between local authorities in attainment and progress. Table 13 shows the minimum and maximum LA figures for attainment and progress in each subject.

The range between highest and lowest performing LAs in reading, writing and maths has increased substantially from 24pp in 2017 to 33pp in 2018. This change has been driven by both higher maximum attainment (81% in 2018 compared to 76% in 2017) and lower minimum attainment (48% in 2018 compared to 52% in 2017). The lowest range is an extreme score compared to typical LA attainment (see Figure 14).

The difference between the highest and lowest performing local authorities is higher in reading than in the other test subjects. The difference for writing teacher assessment is smaller than in the test subjects. The biggest difference in average progress scores is in maths.

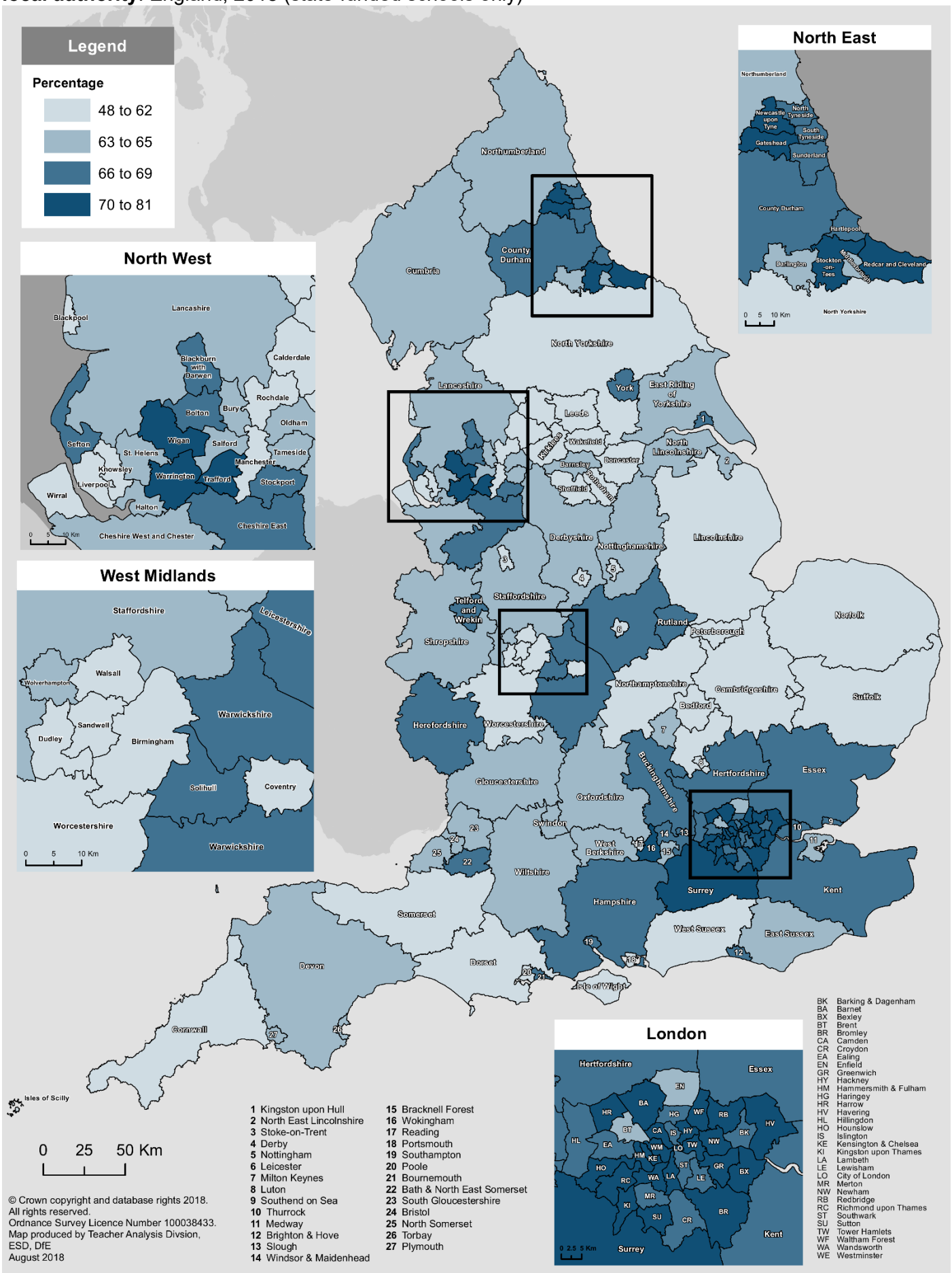
The map in Figure 13 shows the percentage of pupils reaching the expected standard in reading, writing and maths by local authority. This map reveals a complex picture of attainment across England, with a range of high and low attainment in different regions. Inner and Outer London were the highest achieving regions with 71% and 70% of pupils achieving the expected standard in reading, writing and maths combined respectively. The region with lowest attainment was Yorkshire and The Humber which had 62% of pupils achieving the expected standard. The relative attainment in the regions is broadly consistent with last year, but attainment overall has increased.

Table 13: Minimum and maximum local authority attainment and progress
England, 2018 (state-funded schools)

	Minimum	Maximum	Range (percentage points)
% reaching the expected standard in			
Reading, writing and maths	48%	81%	33pp
Reading test	61%	88%	27pp
Grammar, punctuation and spelling test	70%	90%	20pp
Maths test	60%	89%	29pp
Writing teacher assessment	70%	88%	18pp
Average progress score			
Reading	-2.9	2	4.9
Writing	-2.3	2.1	4.4
Maths	-2.9	3.5	6.4

Source: National Pupil Database

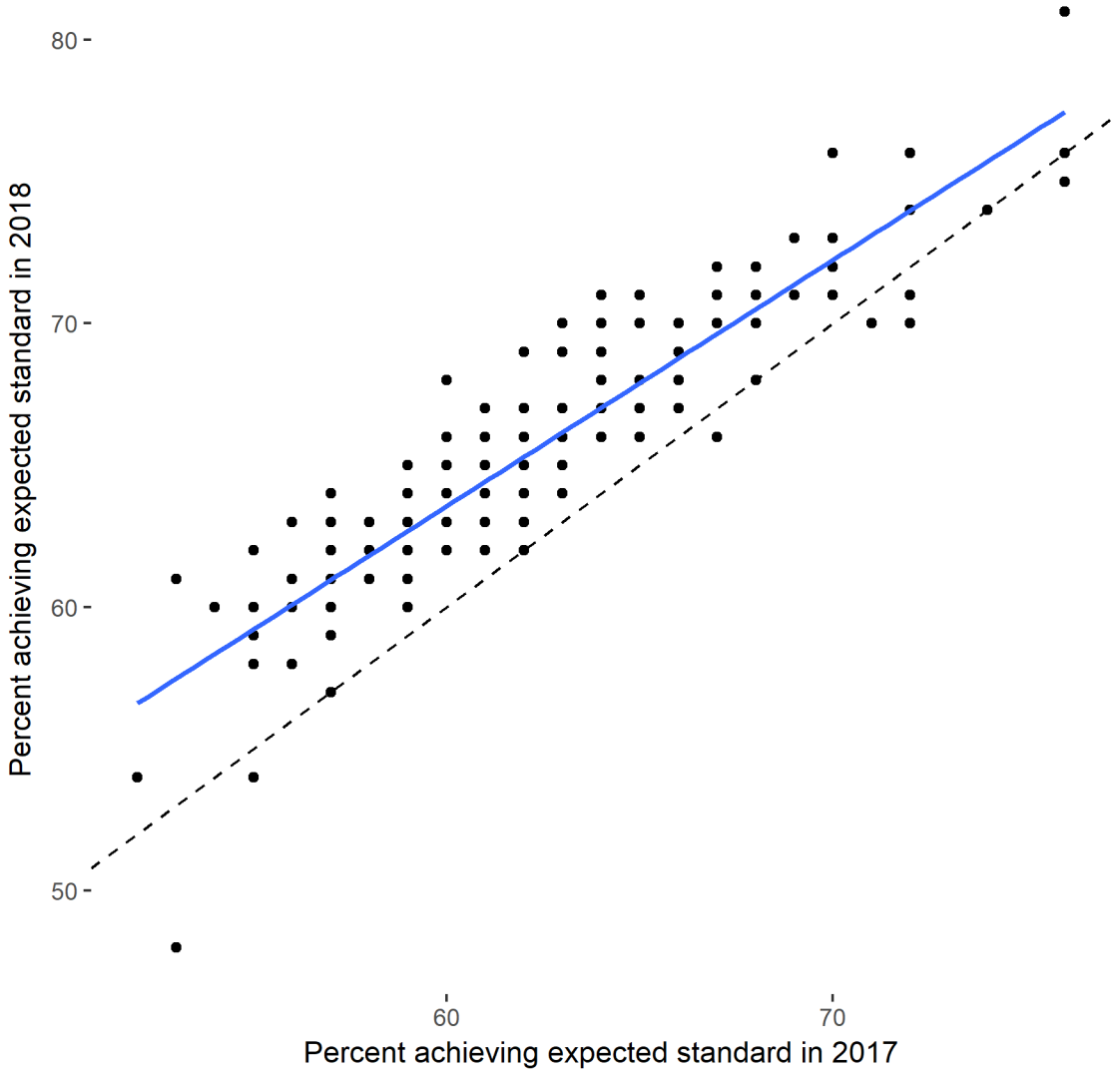
Figure 13: Percentage of pupils reaching the expected standard in reading, writing and maths by local authority. England, 2018 (state-funded schools only)



Source: National Pupil Database

Figure 14: Local authority[17] attainment in reading, writing and maths between 2017 and 2018.

England, 2017 and 2018



Source: National Pupil Database

Figure 14[18] shows the relationship between local authority results in reading, writing, and maths between 2017 and 2018. The results show that the majority of local authorities (135) have improved by at least 1pp since 2017.

The black dotted line indicates achieving the same result in 2018 as in 2017. Local authorities that fall above the dotted line improved compared to 2017. The blue line indicates the line of best fit. This line indicates that local authorities with lower attainment levels tended to see the biggest changes in attainment since 2017, i.e. the gap between black line and blue line is largest at lower attainment levels.

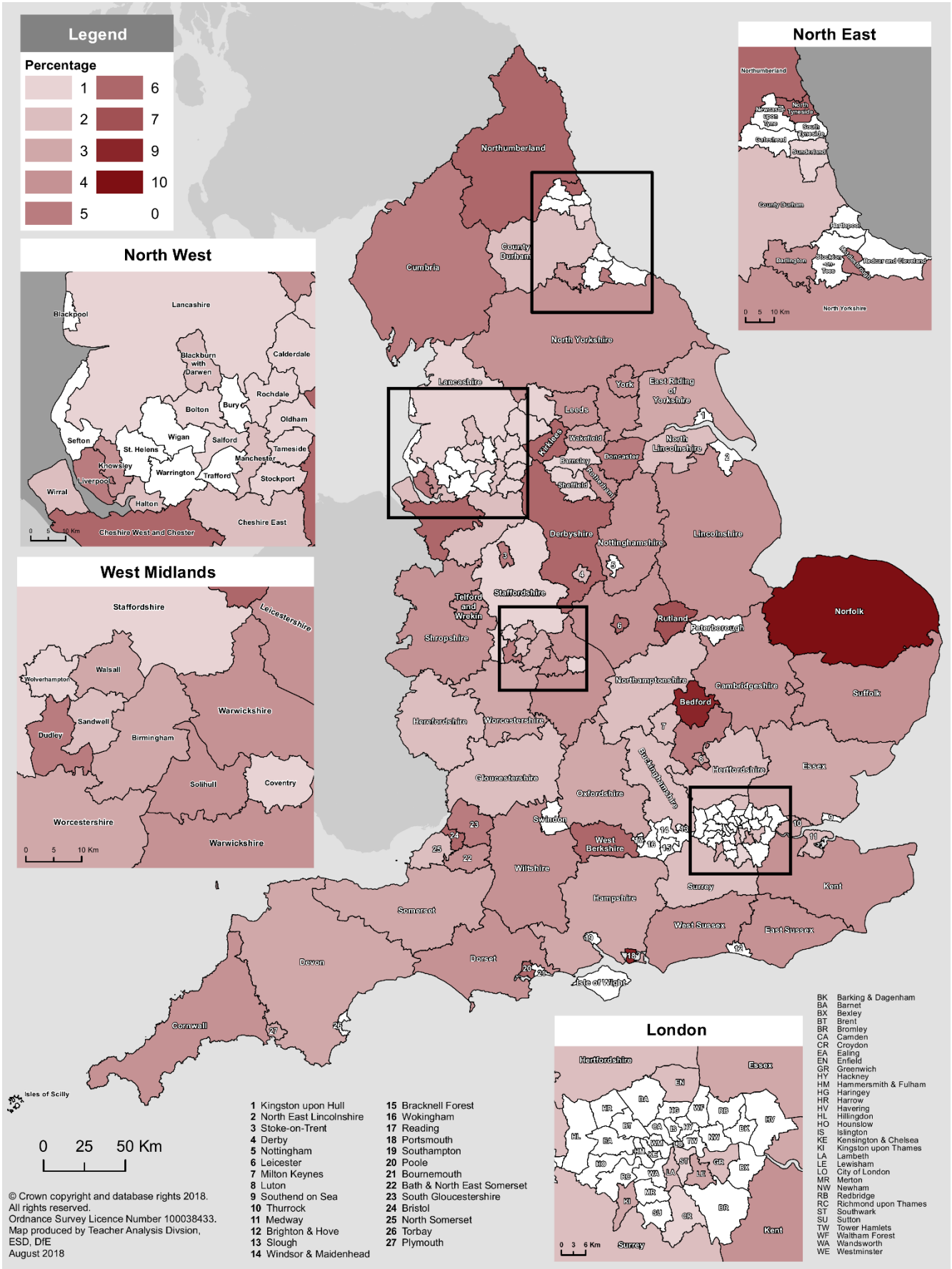
[17] Figure excludes the City of London and Isles of Scilly, which only have one school each.
[18] Note that more than one local authority may fall onto a single point on the figure and so the number of points do not sum to the number of local authorities.

Floor Standard (Table L5)

The percentage of primary schools below the floor standard also varies between local authorities. There are 56 local authorities that have no schools below the floor standard and 35 of these also had no schools below the floor standard in 2017.

Norfolk has the highest proportion of schools below the floor standard at 10% (22 schools out of 231). This is followed by Bedford and Portsmouth, both with 9% of schools below the floor standard. The variation in the percentage of schools below the floor by local authority (Figure 15).

Figure 15: Percentage of schools below the floor standard by local authority
England, 2018 (state-funded mainstream schools only)



Source: National Pupil Database

8. Multi-academy trust performance measures

This section compares multi-academy trust (MAT) figures to the national average. Non-mainstream state-funded schools such as special schools, pupil referral units and alternative provision facilities do not meet the criteria for inclusion in the MAT performance measures. MAT performance is therefore compared to the national average for all state-funded mainstream schools, which excludes these school types.

Figures for MATs include eligible MATs and eligible schools only. Some schools are in a MAT but are not eligible for inclusion. These are excluded from the MATs figures but included in the national average.[19]

Academies and multi-academy trusts (Table 1)

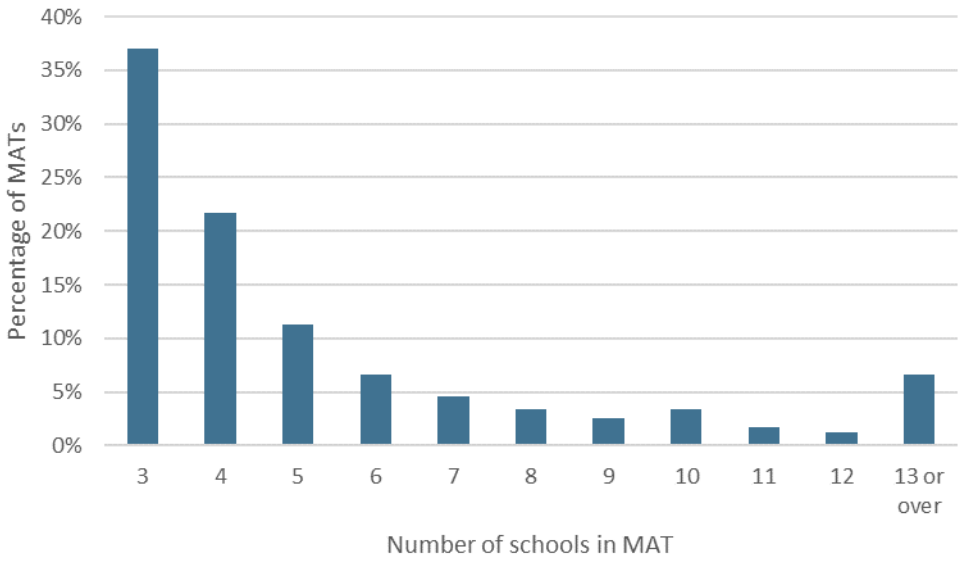
Academies are state schools directly funded by the government. Each one is part of an academy trust. Trusts can be single academy trusts responsible for one academy or multi-academy trusts (MATs) responsible for a group of academies. An academy sponsor may oversee a number of MATs. The statistics in this release report at the highest level of accountability. Where an academy sponsor oversees a number of multi-academy trusts, results are presented under the sponsor rather than the individual constituent MATs.

The number of eligible MATs included in the key stage 2 measures has increased from 155 in 2017 to 240 in 2018.[20] This is an increase from 893 to 1,408 schools, and from 35,442 to 56,367 pupils. This represents 9.3% of the state-funded mainstream key stage 2 pupil cohort. That figure rises to 11.0% of the state-funded mainstream pupil cohort (a total of 67,198 pupils) when MATs that are not currently eligible for inclusion in the performance measures are included.

The chart below shows the percentage of MATs by the size of the MAT, for the MATs and schools included in the performance data in this release. 37.1% of eligible MATs have three eligible schools in 2018.

Figure 16: Percentage of eligible MATs by size in key stage 2 2018 MATs performance data

England 2018



Source: Revised 2018 key stage 2 assessment data

[19] MAT national figures are derived from pupil level data, not school level data, in line with the approach used to calculate national comparison figures used in the school performance tables and elsewhere in this release. This means that no weighting has been applied in the MAT national figures, as the weights used to derive MAT level figures are school level weights, not pupil level.
[20] Only 239 MATs are included in the maths progress measure. One MAT had only two schools with maths progress data and a MAT must have at least three schools with data to be included.

Table 14 shows the distribution of the schools included in the MAT measures by school type, showing a slightly higher proportion of converter academies (typically previously high performing schools) than sponsor led academies (typically previously poor performing schools). This reverses the majority group from 2017 when 48.8% were converter academies, 50.8% sponsor led academies and 0.3% free schools.

Table 14: Schools in key stage 2 MATs measures by type

England 2018

School Type	Number	Percentage
Converter academies	747	53.1%
Sponsor led academies	650	46.2%
Free schools	11	0.8%

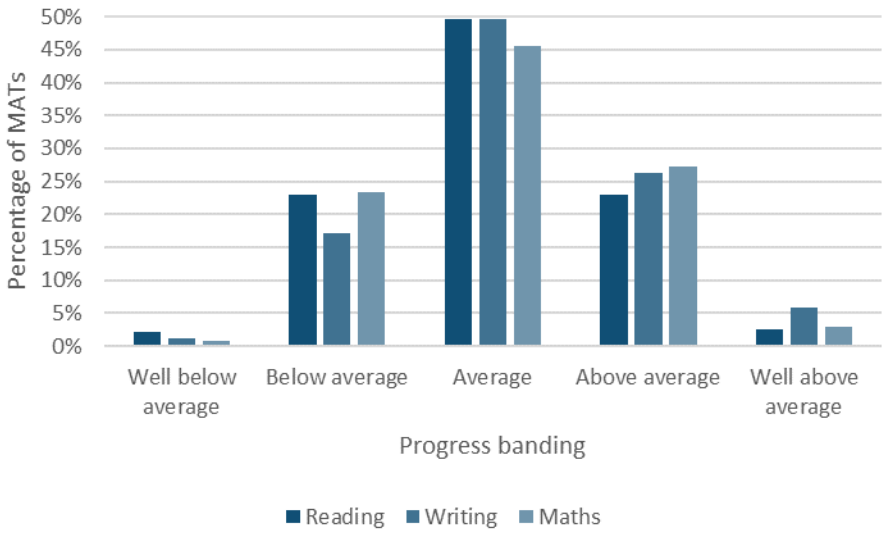
Source: Revised 2018 key stage 2 assessment data

Overall MAT performance in 2018 (Table 1)

Figure 17 summarises the bandings for MATs in the progress measure for each subject. Bandings for MATs have been aligned this year to the methodology used to produce the school level progress bandings, reported in the school performance tables. They are calculated based on the overall progress score for the MAT and the associated confidence intervals.[21,22]

Figure 17: Progress bandings of all pupils at MAT level in reading, writing and maths

England 2018



Source: Revised 2018 key stage 2 assessment data

In 2018, 25.4% of MATs performed above the national average in the reading progress measure by a statistically significant amount whilst 25.0% of MATs performed significantly below the national average – 2.5% of MATs were classified as *Well above average* and 2.1% as *Well below average*. The remaining 49.6% were not above or below the national average by a statistically significant amount.

In the writing progress measure, 32.1% of MATs performed above the national average by a statistically significant amount whilst 18.3% of MATs performed significantly below the national average – 5.8% of MATs were classified as *Well above average* and 1.3% as *Well below average*. The remaining 49.6% were not above or below the national average by a statistically significant amount.

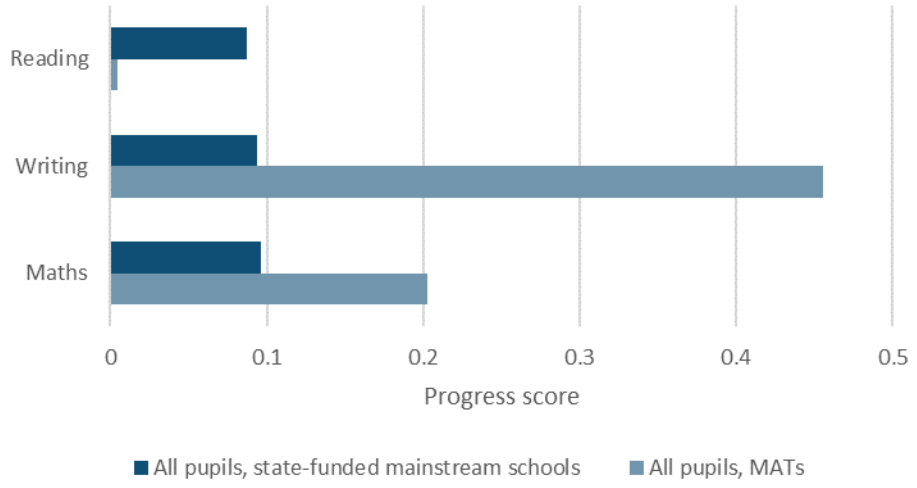
[21] More information on how progress bandings is calculated is available on the primary school accountability page. https://www.gov.uk/government/publications/primary-school-accountability

[22] This year's MATs bandings are not comparable to previous years, which were produced using a different methodology. A back series has not been created as the thresholds used to calculate key stage 2 bandings differ each year and are calculated using a different cohort, which means bandings are not comparable between years.

In the maths progress measure, 30.1% of MATs performed above the national average by a statistically significant amount whilst 24.3% of MATs performed significantly below the national average – 2.9% of MATs were classified as *Well above average* and 0.8% as *Well below average*. The remaining 45.6% were not above or below the national average by a statistically significant amount. Figure 18 compares performance in MATs with the national average for state-funded mainstream schools. Pupils in MATs make more progress in writing and maths than the national average but less in reading.

Figure 18: Progress scores in MATs compared with national average

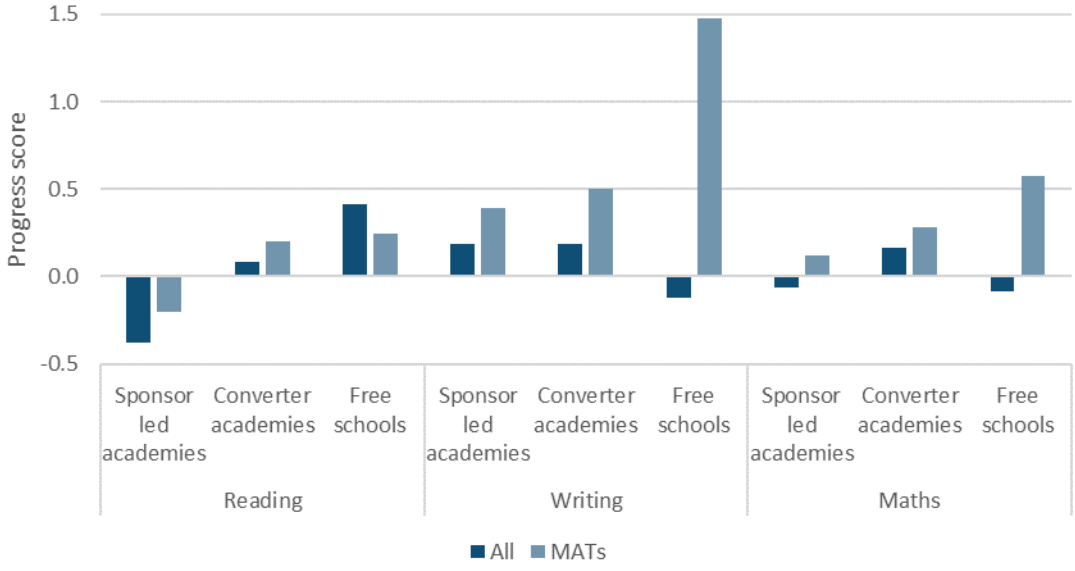
England, 2018, eligible MATs and state-funded mainstream schools



Source: Revised 2018 key stage 2 assessment data

Figure 19: Progress scores in MATs compared with national average

England, 2018, eligible schools in MATs and state-funded mainstream schools



Source: Revised 2018 key stage 2 assessment data

Progress in reading in sponsor led academies is lower than the national average for all mainstream schools, which indicates why the reading progress in MATs is lower than the national average. However, reading progress in sponsor led and converter academies which are in MATs is higher than the national average for sponsor led and converter academies respectively. Reading progress in free schools in a MAT is lower than the national average for free schools, unlike writing and maths. The differences for free schools in reading and maths are not statistically significant as there are only 11 free schools (about 250 pupils) included in the MATs measures.

In addition, there are other school types included in the national average that are not eligible to be in MATs, including voluntary schools. Progress in reading in voluntary aided schools increases the national average.

Variation in performance of MATs in key stage 2 progress measures (Annex A)

Annex A presents a series of charts which display the variation in each of the progress measures (reading, writing and maths) by MAT. This annex is linked from the release page. The charts show that writing progress has the most variation between outcomes for MATs. It has both the highest and lowest progress scores at +4.8 and -5.9 respectively. Reading has the least variation but results still vary considerably with a range of +3.5 to -3.7. The variation in maths is from +4.4 to -4.1. Writing also has most variation at national level for all state-funded mainstream schools.

Performance of MATs in key stage 2 progress measures by pupil characteristics (Table 2)

Table 15 shows that the percentage of pupils that are disadvantaged, have special educational needs (SEN) or have English as an additional language (EAL) are higher in MATs (eligible MATs and schools only) than the national average, and their prior attainment at key stage 1 is slightly lower.

Table 15: Characteristics in eligible key stage 2 MATs compared with national average
England, 2018, eligible MATs and state-funded mainstream schools

Characteristic	National	MATs
Disadvantaged	30.5%	37.5%
Special educational needs	16.5%	17.1%
English as additional language	20.4%	22.2%
KS1 average point score	16.1	15.8

Source: Revised 2018 key stage 2 assessment data

The analysis by characteristics described in the sections below shows that disadvantaged pupils make more progress in each measure than the national average for disadvantaged pupils. Similarly, EAL pupils make more progress in each measure than the national average for EAL pupils. However, SEN pupils, non-SEN pupils, low prior attainment pupils, non-disadvantaged pupils and pupils with English as a first language make less progress in reading than their respective national averages.

The gap between disadvantaged and non-disadvantaged pupils is smaller in MATs than the national average. However, the gap between SEN and non-SEN pupils, EAL pupils and pupils with English as a first language, and between low and high prior attainment pupils, is larger in MATs than the national average.

Progress measures for disadvantaged pupils (Table 2)

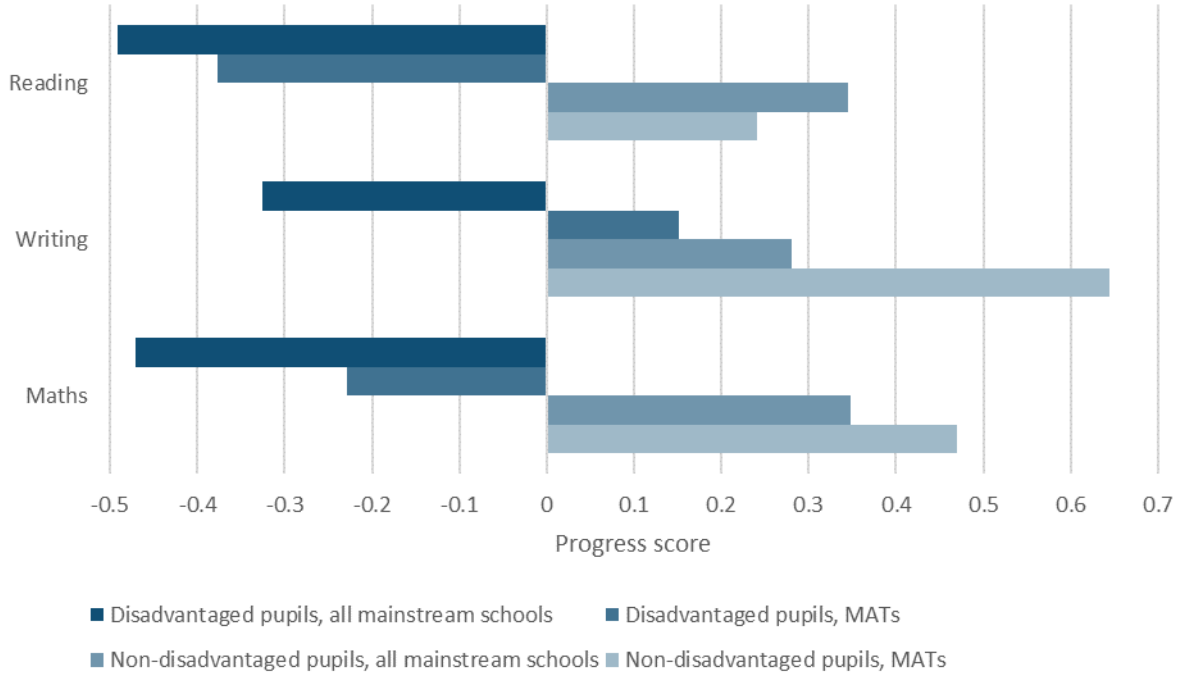
For each progress measure, disadvantaged pupils in MATs make more progress than the national average for disadvantaged pupils. For non-disadvantaged pupils, pupils in MATs make more progress than the national average for non-disadvantaged pupils in writing and maths but less in reading. The gap between disadvantaged and non-disadvantaged pupils is smaller in MATs than the national average for each progress measure.

In reading, disadvantaged pupils in MATs achieve an average progress score of -0.38 compared to 0.24 for non-disadvantaged pupils. Both disadvantaged and non-disadvantaged pupils in MATs make least progress in reading. Progress for disadvantaged pupils in MATs is not statistically significant from the national average for disadvantaged pupils. Nationally, non-disadvantaged pupils achieve 0.35.

Disadvantaged pupils in MATs achieve an average writing progress score of 0.15 compared to 0.64 for non-disadvantaged pupils. Writing has the smallest attainment gap between disadvantaged and non-disadvantaged pupils in MATs. Both disadvantaged and non-disadvantaged pupils in MATs make most progress in writing, and more progress than the national average for disadvantaged and non-disadvantaged pupils respectively. Nationally, disadvantaged pupils achieve -0.32 and non-disadvantaged pupils achieve 0.28.

Disadvantaged pupils in MATs achieve an average maths progress score of -0.23 compared to 0.47 for non-disadvantaged pupils. Maths has the largest attainment gap between disadvantaged and non-disadvantaged pupils in MATs. Nationally, disadvantaged pupils achieve -0.47 and non-disadvantaged pupils achieve 0.35.

Figure 20: Progress scores in MATs at key stage 2 compared with national average, by disadvantaged status
England, 2018, eligible MATs and state-funded mainstream schools

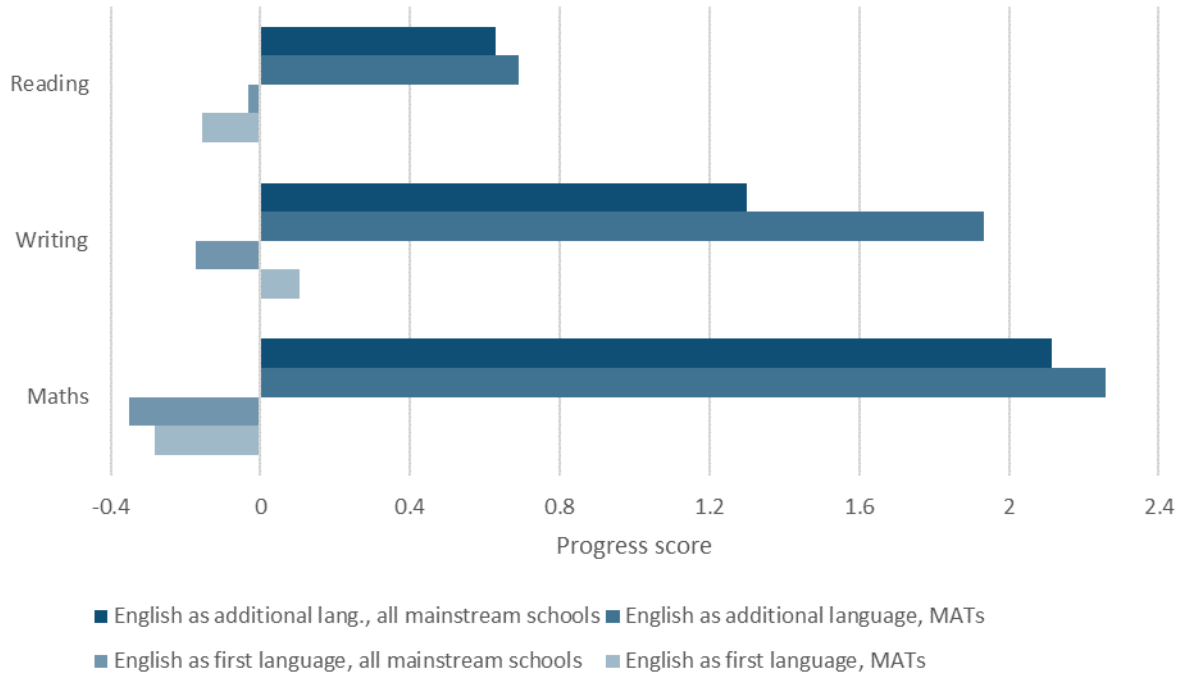


Source: Revised 2018 key stage 2 assessment data

Progress measures for pupils with English as an additional language (EAL) (Table 2)

Pupils with EAL in MATs make more progress in each measure than the national average for EAL pupils. Pupils in MATs with English as a first language (EFL) make more progress than the national average for EFL pupils in writing and maths but less in reading. The gap between EAL and EFL pupils is larger in MATs than the national average for each progress measure.

Figure 21: Progress scores in MATs at key stage 2 compared with national average, by language status
England, 2018, eligible MATs and state-funded mainstream schools



Source: Revised 2018 key stage 2 assessment data

EAL pupils in MATs achieve an average reading progress score of 0.69 compared to -0.16 for EFL pupils – this compares nationally with 0.63 and -0.03 respectively. EAL pupils in MATs make least progress in reading. The difference between EAL pupils in MATs and EAL pupils nationally is not statistically significant.

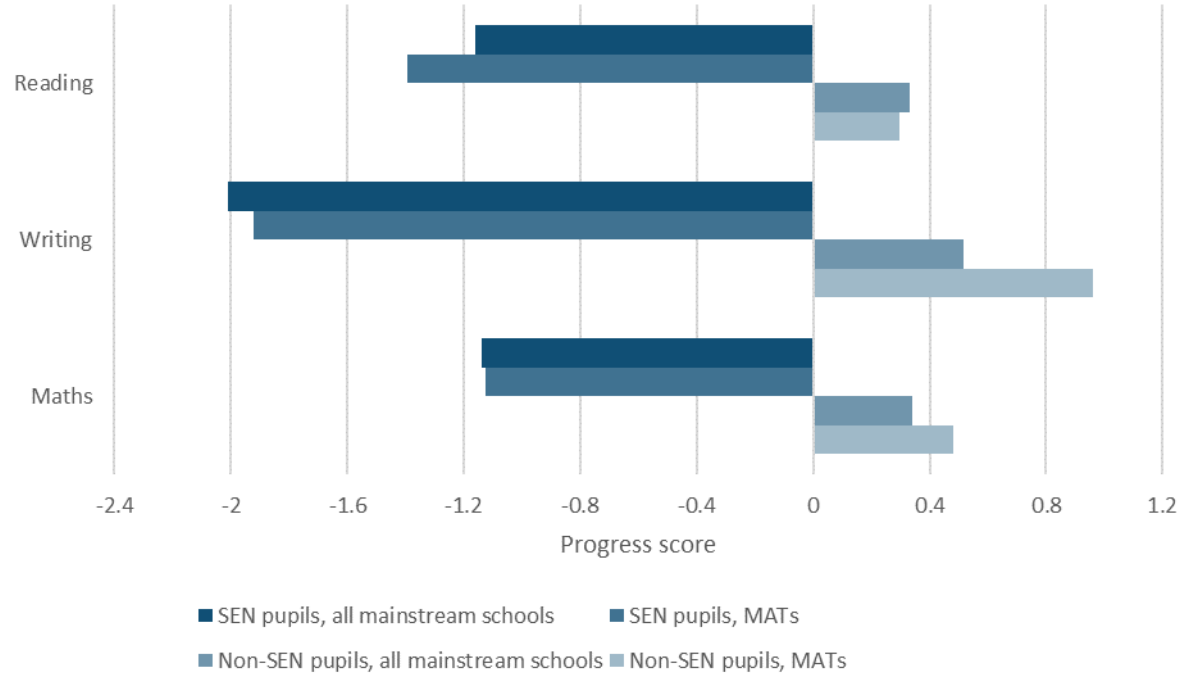
EAL pupils in MATs achieve an average writing progress score of 1.93 compared to 0.11 for EFL pupils – nationally, the respective figures are 1.30 and -0.17. Reading has the smallest attainment gap between EAL and EFL pupils in MATs.

EAL pupils in MATs achieve an average maths progress score of 2.26 compared to -0.28 for EFL pupils – nationally, the respective figures are 2.12 and -0.35. EAL pupils in MATs make most progress in maths whilst EFL pupils in MATs make least progress. Maths has the largest attainment gap between EAL and EFL pupils in MATs. The difference between EAL pupils in MATs and EAL pupils nationally is not statistically significant.

Progress measures for pupils with special educational needs (SEN) (Table 2)

Both SEN and non-SEN pupils in MATs make more progress than the national average for SEN and non-SEN pupils respectively in writing and maths but less in reading. The gap between SEN and non-SEN pupils is larger in MATs than the national average for each progress measure.

Figure 22: Progress scores in MATs at key stage 2 compared with national average, by SEN status
England, 2018, eligible MATs and state-funded mainstream schools



Source: Revised 2018 key stage 2 assessment data

In reading, SEN pupils in MATs achieve an average progress score of -1.39 compared to 0.30 for non-SEN pupils. Non-SEN pupils in MATs make least progress in reading. Nationally, SEN pupils achieve -1.16. The difference between non-SEN pupils in MATs and the national average for non-SEN pupils is not statistically significant.

SEN pupils in MATs achieve an average writing progress score of -1.92 compared to 0.96 for non-SEN pupils. SEN pupils in MATs make least progress in writing whilst non-SEN pupils in MATs make most progress. Writing has the largest attainment gap between SEN and non-SEN pupils in MATs. Nationally, non-SEN pupils achieve 0.52. The difference between SEN pupils in MATs and SEN pupils nationally is not statistically significant.

SEN pupils in MATs achieve an average maths progress score of -1.13 compared to 0.48 for non-SEN pupils. SEN pupils in MATs make most progress in maths and maths has the smallest attainment gap between SEN and non-SEN pupils in MATs. Nationally, non-SEN pupils achieve 0.34. The difference between SEN pupils in MATs and SEN pupils nationally is not statistically significant.

Progress measures by prior attainment at key stage 1 (Table 2)

Prior attainment at key stage 1 is split into three groups: low, medium and high prior attainment.[23] Pupils in the low and medium prior attainment groups in MATs make more progress in writing and maths than the national average for these groups, but less progress in reading. Pupils in the high prior attainment group in MATs make more progress in writing than the national average for high prior attainment pupils, but less progress in both reading and maths. The gap between low and high prior attainment pupils is higher in MATs than the national average for each progress measure.

Table 16: Progress scores in MATs at key stage 2 compared with national average, by prior attainment group
England, 2018, eligible MATs and state-funded mainstream schools

		Reading	Writing	Maths
Low prior attainment	All mainstream schools	0.55	0.52	0.61
	MATs	0.53	1.01	0.85
Medium prior attainment	All mainstream schools	0.05	0.07	0.06
	MATs	0.01	0.43	0.22
High prior attainment	All mainstream schools	0.03	0.02	0.02
	MATs	-0.20	0.29	-0.07

Source: Revised 2018 key stage 2 assessment data

In reading, low prior attainment pupils in MATs achieve an average progress score of 0.53 compared to -0.20 for high prior attainment pupils. All three prior attainment groups in MATs make least progress in reading. Nationally, high prior attainment pupils achieve 0.03. The difference between low prior attainment pupils in MATs and low prior attainment pupils nationally is not statistically significant. This also applies to medium prior attainment pupils.

Low prior attainment pupils in MATs achieve an average writing progress score of 1.01 compared to 0.29 for high prior attainment pupils. Writing has the smallest attainment gap between low and high prior attainment pupils in MATs. All prior attainment groups in MATs make most progress in writing. Nationally, low prior attainment pupils achieve 0.52 and high prior attainment pupils achieve 0.02.

Low prior attainment pupils in MATs achieve an average maths progress score of 0.85 compared to -0.07 for high prior attainment pupils. Maths has the largest attainment gap between low and high prior attainment pupils in MATs. Nationally, low prior attainment pupils achieve 0.61. The difference between high prior attainment pupils in MATs and high prior attainment pupils nationally is not statistically significant.

Progress measures by size of MAT and mix of academy types

There is no clear relationship between the number of pupils at the end of key stage 2 within each MAT and the performance of a MAT in the key stage 2 progress measures. Smaller MATs have more variation, whereas larger MATs are more likely to be close to the average across all progress measures.

The individual MATs are composed of different types of academies in varying proportions. The data suggests that there is no clear relationship between mix of school types within a MAT and their performance in the progress measures for key stage 2.

[23] Low prior attainment (pupils with an average point score at key stage 1 > 0 and < 12), medium prior attainment (average point score ≥12 and <18) and high prior attainment (≥18).

9. Accompanying tables

The following tables are available in Excel format on the department's statistics website:

National tables

Table N1a	Attainment at the end of key stage 2 in reading, writing and maths by gender, 2016 - 2018
Table N1b	Attainment at the end of key stage 2 tests by subject and gender, 2018
Table N2a	Attainment at the end of key stage 2 by subject and gender, 2016 - 2018
Table N2b	Distribution of scaled scores by subject, 2018
Table N3	Attainment at the end of key stage 2 teacher assessments (TA) by subject and gender, 2018
Table N4a	Attainment of pupils at the end of key stage 2 by school type, school phase, school cohort size and religious character, 2018
Table N4b	Progress scores of pupils at the end of key stage 2 by school type, school phase, school cohort size and religious character, 2018
Table N5a	Attainment of pupils at the end of key stage 2 in academies by length of time open, 2018
Table N5b	Progress scores of pupils at the end of key stage 2 in academies by length of time open, 2018
Table N6	Key stage 2 reading test by phonics prior attainment and gender, 2018
Table N7a	Attainment of pupils at the end of key stage 2 by pupil characteristics, 2018
Table N7b	Attainment of boys at the end of key stage 2 by pupil characteristics, 2018
Table N7c	Attainment of girls at the end of key stage 2 by pupil characteristics, 2018
Table N8a	Progress scores of pupils at the end of key stage 2 by pupil characteristics, 2018
Table N8b	Progress scores of boys at the end of key stage 2 by pupil characteristics, 2018
Table N8c	Progress scores of girls at the end of key stage 2 by pupil characteristics, 2018
Table N9a	Attainment of pupils at the end of key stage 2 by ethnicity and free school meal eligibility, 2018
Table N9b	Progress scores of pupils at the end of key stage 2 by ethnicity and free school meal eligibility, 2018
Table N10	Time series of the disadvantaged pupils attainment gap index at key stage 2, 2018
Table N11	Scaled score breakdown of the attainment of disadvantaged pupils, 2018
Table N12	Attainment of pupils at the end of key stage 2 by school type and pupil characteristics, 2018
Table N13	Progress score of pupils at the end of key stage 2 by school type and pupil characteristics, 2018

Local authority tables

Table L1	Attainment at the end of key stage 2 in reading, writing and maths by region, local authority and gender, 2018
Table L2a	Attainment of pupils at the end of key stage 2 reading test by local authority (LA), region and gender, 2018
Table L2b	Attainment of pupils at the end of key stage 2 grammar, punctuation and spelling test by local authority (LA), region and gender, 2018
Table L2c	Attainment of pupils at the end key stage 2 maths test by local authority (LA), region and gender, 2018
Table L3a	Attainment of pupils at the end of key stage 2 reading teacher assessment by local authority (LA), region and gender, 2018
Table L3b	Attainment of pupils at the end of key stage 2 writing teacher assessment by local authority (LA), region and gender, 2018
Table L3c	Attainment of pupils at the end of key stage 2 maths teacher assessment by local authority (LA), region and gender, 2018
Table L3d	Attainment of pupils at the end of key stage 2 science teacher assessment by local authority (LA),

	region and gender, 2018
Table L4	Progress scores of pupils by subject, local authority and region, 2018
Table L5	Number of schools not reaching the floor standard by local authority and region, 2018
Table L6	Number and percentage of schools meeting the coasting definition by local authority and region, 2018
Table L7a	Attainment of pupils at the end of key stage 2 in reading, writing and maths by disadvantaged pupils and local authority, 2018
Table L7b	Progress scores of pupils at the end of key stage 2 by disadvantaged pupils and local authority, 2018
Table L8a	Attainment of pupils at the end of key stage 2 in reading, writing and maths by free school meal eligibility and local authority, 2018
Table L8b	Progress scores of pupils at the end of key stage 2 by free school meal eligibility and local authority, 2018
Table L9a	Attainment of pupils at the end of key stage 2 in reading, writing and maths by SEN provision and local authority, 2018
Table L9b	Progress scores of pupils at the end of key stage 2 by SEN provision and local authority, 2018
Table L10a	Attainment of pupils at the end of key stage 2 in reading, writing and mathematics by ethnicity, region and local authority, 2018
Table L10b	Progress scores of pupils in reading test at the end of key stage 2 by ethnicity and local authority, 2018
Table L10c	Progress scores of pupils in writing teacher assessment at the end of key stage 2 by ethnicity and local authority, 2018
Table L10d	Progress scores of pupils in mathematics test at the end of key stage 2 by ethnicity and local authority, 2018
Table L11a	Attainment of pupils at the end of key stage 2 in reading, writing and maths by first language and local authority, 2018
Table L11b	Progress scores of pupils at the end of key stage 2 by first language and local authority, 2018

MATs National tables

Table 1	Performance of schools within multi-academy trusts at key stage 2, 2018
Table 2	Performance of schools within multi-academy trusts at key stage 2 in 2018, national figures by characteristic

When reviewing the tables, please note that:

We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality. Where appropriate we apply suppression to protect confidentiality.
We adopt symbols to help identify this	Symbols are used in the tables as follows: . not applicable * LA level data based on a single school
	Percentages in this publication are given to the nearest whole number but all gaps and differences have been calculated on unrounded data. Therefore, some figures may not match those produced from the rounded figures shown in the tables.
This is revised data	2018 figures in this publication are based on revised data. There is usually little difference between revised and final data. For more detail, see the section on 'reliability' in the methodology document. Final data will be used to update the time series in next year's publications.
We provide underlying data	The publication is accompanied by national and local authority underlying data and metadata describing this data. This data is provided in csv format so that it can be loaded into the software of your choice.

10. Further information is available

Characteristics breakdowns	Characteristics breakdowns are included in this publication
Progress measures	Information on progress for different school types, pupil groups and for local authorities and other geographies are published in this publication.
School level figures	School level data has been published in the performance tables in December.
Previously published figures	National curriculum assessments at key stage 2 in England, 2018 (provisional) National curriculum assessments at key stage 2 in England, 2018 (interim)
More information on MATs	Academies Consolidated Annual Report 2016/17

11. National Statistics

The United Kingdom Statistics Authority has designated the key stage 2 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.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

Multi-academy trust statistics are classified as official statistics and have been produced in line with the Code of Practice for Statistics, but have not been designated as National Statistics by the United Kingdom Statistics Authority

The Department has a set of statistical policies in line with the Code of Practice for Official Statistics.

12. Technical Information

A quality and methodology information document accompanies this publication. This provides further information on the data sources, their coverage and quality and explain the methodology used in producing the data, including how it is validated and processed.

National curriculum assessment figures published in this publication are based on the data used to prepare the 2018 primary school performance tables. This data was shared with schools and local authorities as part of the checking exercise on 3 September 2018. It includes revised key stage 2 national curriculum tests and teacher assessment data provided to the Department by the Standards and Testing Agency (STA) by 7 November 2018. It includes outcomes of reviews. This publication revises earlier published figures and incorporates amendments received from schools through the checking exercise for the 2018 primary school performance tables.

The figures may subsequently be updated with further changes resulting from errata requests from schools after publication of the performance tables. The effect of these changes on the national results has previously been negligible

A separate quality and methodology document on multi-academy trusts accompanies this release, including information on the methodology to derive figures at multi-academy trust level.

13. Get in touch

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We are changing how our releases look

From 2019, we are planning to change the way we present data in our publication. Our intention is to highlight key performance figures in the main text and data presentation. More detailed breakdown of information such as local authority by gender and other lower geographies will be presented as underlying data in a downloadable and accessible format. We would welcome your feedback on these proposed changes at primary.attainment@education.gov.uk

Department for Education

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Reference: National curriculum assessments: key stage 2, 2018 (revised)

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