

SFR 25/2007**14 August 2007****Coverage: England****Theme: Education and
Training****Issued by**Department for Children,
Schools and Families
Sanctuary Buildings
Great Smith Street
London SW1P 3BT**Telephone:****Press Office**

020 7925 6789

Public Enquiries

0870 000 2288

Statistician

Jessica Miller

Emailmailbox.dataoutputsunit@
dcsf.gsi.gov.uk**Internet**[http://www.dcsf.gov.uk/
rsgateway/DB/SFR/](http://www.dcsf.gov.uk/rsgateway/DB/SFR/)**NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 3 IN ENGLAND,
2007 (PROVISIONAL)****Introduction**

This Statistical First Release (SFR) provides provisional information on the achievements of eligible pupils (typically 14 year olds) in the 2007 National Curriculum assessments at Key Stage 3 (KS3).

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.

Key stage 3 test results

- The percentages of pupils achieving Level 5 or above in the 2007 Key Stage 3 tests by subject are as follows:
 - English 74% (80% for girls, 67% for boys)
 - Reading 71% (78% for girls, 65% for boys)
 - Writing 73% (80% for girls, 67% for boys)
 - Mathematics 76% (76% for girls, 75% for boys)
 - Science 73% (73% for girls, 72% for boys)

Compared to the equivalent final 2006 figures, the percentage achieving Level 5 or above represents an increase of 1 percentage point in English, a decrease of 1 percentage point in mathematics and an increase of 1 percentage point in science.

- The percentages of pupils achieving Level 6 or above in the 2007 Key Stage 3 tests by subject are as follows:
 - English 32% (39% for girls, 25% for boys)
 - Reading 32% (39% for girls, 25% for boys)
 - Writing 33% (39% for girls, 27% for boys)
 - Mathematics 56% (55% for girls, 57% for boys)
 - Science 41% (41% for girls, 40% for boys)

Compared to the equivalent final 2006 figures, the percentage achieving Level 6 represents a decrease of 3 percentage points in English, no change in science and a decrease of one percentage point in mathematics.

Comparisons by gender

- More girls reached Level 5 or above or Level 6 or above than boys in all aspects of English (with a difference of 13 percentage points at level 5 or above and 14 percentage points at level 6 or above). At Level 5 or above, the gap has narrowed by 2 percentage points in English and 1 percentage point in writing, compared to 2006. (Table 2) Similar differences in gender are not seen in mathematics and science.

English, mathematics and science combined

- Looking at combinations of subjects, the percentage of pupils achieving Level 5 or above in 2007 both English and mathematics remained unchanged compared to 2006, at 67 percent. The proportion of pupils achieving Level 5 or above in all of English, mathematics and science in 2007 was 63 percent, also the same as seen in 2006.

Progress towards the Government's targets for 14 year olds

The Government has set itself the following Public Service Agreement (PSA) targets for the achievement of 14 year olds:

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

- In 2007, 74% of pupils nationally reached Level 5 or above in KS3 English, 76% reached Level 5 in mathematics, 73% reached Level 5 in Science.

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

- In 2007, 74% of pupils nationally reached Level 5 or above in KS3 ICT TA, compared to 71% in 2006.

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

- Progress towards this target will be published when the revised school-level SFR is published in Spring 2008.

TABLES

Table 1	Key Stage 3 test levels of attainment by subject, 1995-2007
Table 2	Percentages of pupils achieving Level 5 or above and Level 6 or above in Key Stage 3 tests by gender, 2005-2007
Table 3	2007 Key Stage 3 test levels of attainment by subject and gender by a) percentages and b) numbers.
Table 4	Percentage of pupils achieving Level 3 or below, Level 5 or above, Level 6 or above and Level 7 or above in 2007 Key Stage 3 tests, by school type and gender.
Table 5	Percentage of pupils achieving Level 5 or above and Level 6 or above in combinations of subjects in 2007 Key Stage 3 tests, by gender.
Table 6	Average point score at Key Stage 3 in 2007, by school type, subject and gender
Table 7	Key Stage 3 Achievements in Schools by Departmental Initiative
Table 8	Key Stage 3 levels of attainment in non-core Teacher Assessments (a) numbers and percentages in 2007 and (b) numbers and percentages in 2006.

FURTHER INFORMATION

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

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

Table 9	Average point score at Key Stage 3 in 2007 for each LA and GOR, by subject and gender
Table 10	Percentage of pupils achieving Level 5 or above in the 2007 Key Stage 3 tests by LA, GOR and gender
Table 11	Percentage of pupils achieving Level 6 or above in the 2007 Key Stage 3 tests by LA, GOR and gender

The following tables showing attainment in Teacher Assessments for 2006 and 2007 will be published as additional information in w/c 10th September 2007.

Table 12	Percentage of pupils achieving Level 5 or above in the 2007 Key Stage 3 Core Teacher Assessments by LA, GOR and gender
Table 13	Percentage of pupils achieving Level 5 or above in the 2007 Key Stage 3 Non-core Teacher Assessments by LA and GOR
Table 14	Percentage of pupils achieving Level 6 or above in the 2007 Key Stage 3 Core Teacher

Assessments by LA, GOR and gender

Table 15	Percentage of pupils achieving Level 6 or above in the 2007 Key Stage 3 Non-core Teacher Assessments by LA and GOR
Table 16	Percentage of pupils achieving Level 5 or above in the 2006 Key Stage 3 Core Teacher Assessments by LA, GOR and gender
Table 17	Percentage of pupils achieving Level 5 or above in the 2006 Key Stage 3 Non-core Teacher Assessments by LA and GOR
Table 18	Percentage of pupils achieving Level 6 or above in the 2006 Key Stage 3 Core Teacher Assessments by LA, GOR and gender
Table 19	Percentage of pupils achieving Level 6 or above in the 2006 Key Stage 3 Non-core Teacher Assessments by LA and GOR

Changes to the publication of revised statistics

The 2007 Key Stage 3 revised statistics are scheduled to be published in Spring 2008, concurrent with the publication of the Key Stage 3 Achievement and Attainment Tables. The tables report the 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's final Key Stage 3 subject is taken. This year, the figures that are quoted against the government's targets in this SFR are for all pupils taking all their Key Stage 3 tests at the same time in 2007, but will be on a cumulative basis in the Key Stage 3 revised SFR.

NOTES TO EDITORS

The statistics in this SFR are based on the outcome of the National Curriculum assessment tests taken in May 2007. Tests 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.

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 3 tests are marked externally by an agency contracted by the National Assessment Agency

(NAA). A review procedure is available for schools which have concerns over the marking of scripts.

At present, all pupils who are moving on to the next Key Stage programme of study in the next school year are regarded as being in the final year of their current Key Stage. All pupils in their final year of a Key Stage must be assessed. Most of the pupils will be in the year group with similarly aged pupils, for example, most 14 year olds will be in year group 9 and at the end of Key Stage 3. Some pupils, however, may be older or younger because they are not being taught with their chronological year group.

How to interpret the results

The National Curriculum standards have been designed so that most pupils will progress approximately one level every two years. Levels 5 and 6 are the levels expected of most pupils at the end of Key Stage 3. When presenting analyses that refer to 'expected level' at Key Stage 3, the Department's practice is to measure against those pupils achieving Level 5 or above.

It should be noted that pupils who would previously have been described as having the test 'disapplied' are described from 2004 as pupils who are working at the level of the tests but are unable to access the tests. The code D which was previously used by schools and external markers when completing marksheets to describe a pupil for whom the tests had been 'disapplied' has been replaced by the code T.

The calculations showing the percentage of pupils achieving Level 5 and above in the tests, are based on pupils who are eligible for Key Stage 3 including those who are absent or who are working at the level of the tests but are unable to access the tests.

TECHNICAL INFORMATION

Source of data

The Key Stage 3 statistics published in this SFR are produced from data provided to the Department by the National Assessment Agency in late July 2007. The figures in this SFR are based on provisional 2007 data. The data will be subsequently updated with reviews and changes that result from the checking exercise for the 2007 Secondary School (Key Stage 3) 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, although slightly bigger revisions may be seen for TA data. These amendments will be reflected in revised figures in the SFR which accompanies the Tables early next year.

The Teacher Assessment (TA) data in this SFR are based on those provided by schools and Local Authorities (LAs), which are then processed by the NAA. The data in this SFR are based on a data feed received from NAA which would have included valid data submitted in the correct format before 20th July.

The data for some schools and LAs received before 20th July have not been included because of technical issues with the files submitted which are currently being investigated by the NAA and its contractors.

Despite the missing data the national figures are still regarded as reliable, although their provisional nature should be emphasised. However, the volume of data received for some LAs is not sufficient to provide a reliable estimate for all LAs separately. We have therefore taken the decision, in consultation with the Head of Profession for Statistics, to delay the release of LA level TA data to allow extra time to process the data. The LA level TA results for 2006 and 2007 will be published in w/c 10th September 2007 as additional information to this Statistical First Release.

Allocation of points for each level at Key Stage 3

The following table sets out how points have been allocated to each KS3 test level to calculate the KS3 Average Point Score (table 6 and table 8). The Average Point Score relates aggregate number of points to the number of eligible pupils.

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

Coverage information

National figures cover all schools in England with pupils eligible for assessment at Key Stage 3 in 2007, but, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return.

For the calculations showing the percentage of pupils achieving a particular level, the denominator for national results is the number of pupils who are eligible for KS3 tests. This denominator includes pupils who were working below the level of the test (B), unable to access the test (T), took the test but failed to register a level (N), 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 Secondary School (Key Stage 3) 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 malpractice, 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.

Academies

The figures for academies included in Table 4 and Table 6 include the results of pupils in all schools classed as an academy. These include new academies which are set up to replace one or more existing schools or to meet a need for additional school places and former city technology colleges that have converted into academies. The figures in Table 7 show a further breakdown and show the results separately for these two groups.

Rounding

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

Key to tables

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

- . not applicable
- .. not available

A National Statistics publication

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

Related publications

SFR24/2007: National Curriculum Assessments at Key Stage 2 in England, 2007 (Provisional)

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000737/index.shtml>

This publication was released at 9.30 on Tuesday 7th August 2007

SFR26/2007: National Curriculum Assessments at Key Stage 1 in England, 2007

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000740/index.shtml>

This publication is scheduled to be released at 9.30 on Thursday 30th August 2007

Enquires

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

Data Outputs Unit
Department for Children, Schools and Families
Sanctuary Buildings
Great Smith Street
LONDON
SW1P 3BT
Telephone Number: 01325 392313
Email: mailbox.dataoutputs@dcsf.gsi.gov.uk

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

Matt Hopkinson
Department for Children, Schools and Families
Sanctuary Buildings
Great Smith Street
LONDON
SW1P 3BT
Telephone Number: 020 7925 5407
Email: matt.hopkinson@dcsf.gsi.gov.uk

TABLE 1: Key Stage 3 test levels of attainment by subject

Years: 1995-2007¹

Coverage: England

	Percentage of pupils at each Level																Total	% at Level 5 or above	% at Level 6 or above
	A	T/D	B	N	W ²	1 ²	2	3	4	5	6	7	8	9	10	E			
English																			
1995	5	0	-	1	0	0	2	9	28	35	16	3	1	0	0	-	100	55	20
1996	5	0	-	2	0	0	2	10	23	31	18	7	1	-	-	0	100	57	26
1997	5	0	5	2	-	-	-	4	26	33	19	5	1	-	-	0	100	57	24
1998	4	0	5	4	-	-	-	4	19	30	25	9	1	-	-	0	100	65	35
1999	4	0	4	4	-	-	-	4	20	36	21	6	1	-	-	0	100	64	28
2000	4	1	4	3	-	-	-	4	20	35	22	6	1	-	-	0	100	64	29
2001	4	1	4	4	-	-	-	4	19	32	23	8	1	-	-	0	100	65	32
2002	4	1	3	3	-	-	-	3	19	34	22	10	1	-	-	0	100	67	33
2003	5	1	3	3	-	-	-	3	16	34	25	10	-	-	-	-	100	69	35
2004	4	0	7	3	-	-	-	-	15	37	24	10	-	-	-	-	100	71	34
2005	4	0	4	3	-	-	-	2	13	39	26	9	-	-	-	-	100	74	35
2006	3	0	4	3	-	-	-	3	14	38	25	10	-	-	-	-	100	73	35
2007	4	0	4	3	-	-	-	2	13	41	24	8	-	-	-	-	100	74	32
Mathematics																			
1995	7	0	-	1	0	0	2	12	21	24	23	9	1	0	0	-	100	58	33
1996	5	0	-	1	0	0	2	11	23	23	22	10	1	-	-	0	100	57	34
1997	5	0	1	1	-	-	1	10	22	23	25	11	1	-	-	0	100	60	37
1998	5	1	1	1	-	-	1	11	22	24	23	11	2	-	-	0	100	59	36
1999	5	0	1	1	-	-	1	9	21	24	24	12	2	-	-	0	100	62	38
2000	4	0	1	1	-	-	1	9	20	24	23	16	3	-	-	0	100	65	41
2001	4	0	1	1	-	-	1	8	18	24	23	17	3	-	-	0	100	66	43
2002	4	0	1	1	-	-	1	8	18	22	25	17	4	-	-	0	100	67	45
2003	3	0	1	1	-	-	1	7	16	22	26	19	5	-	-	-	100	71	49
2004	3	0	2	1	-	-	-	7	14	21	29	19	4	-	-	-	100	73	52
2005	3	0	1	1	-	-	1	6	14	21	28	20	5	-	-	-	100	74	53
2006	3	0	1	1	-	-	0	5	14	20	27	22	8	-	-	-	100	77	57
2007	3	0	1	1	-	-	0	6	14	20	27	21	8	-	-	-	100	76	56
Science																			
1995	7	0		0	0	0	2	10	24	31	18	7	0	0	0	-	100	56	25
1996	6	0		0	0	0	2	9	26	35	17	4	0	-	-	0	100	57	22
1997	6	0	1	1	-	-	1	8	24	31	22	7	0	-	-	0	100	60	29
1998	5	0	1	2	-	-	1	10	25	29	20	7	0	-	-	0	100	56	27
1999	5	0	1	1	-	-	1	9	28	31	18	5	0	-	-	0	100	55	24
2000	4	0	1	1	-	-	1	10	23	30	23	6	1	0	-	0	100	59	29
2001	5	0	1	1	-	-	1	7	20	32	26	7	1	-	-	0	100	66	34
2002	4	0	1	1	-	-	1	7	20	34	23	10	1	-	-	0	100	67	33
2003	4	0	1	1	-	-	1	8	18	28	29	11	-	-	-	-	100	68	40
2004	3	0	2	1	-	-	-	6	21	32	24	11	-	-	-	-	100	66	34
2005	3	0	1	1	-	-	1	6	19	33	25	12	-	-	-	-	100	70	37
2006	3	0	1	1	-	-	1	5	17	31	26	15	-	-	-	-	100	72	41
2007	3	0	1	1	-	-	0	5	17	32	25	15	-	-	-	-	100	73	41

A represents pupils who were absent.

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

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

B represents pupils working below the level of the test..

N represents pupils who took the tests but failed to register a level.

W represents pupils who are "working towards" Level 1 but have not yet achieved the standards needed for Level 1 (used in 1995 and 1996 for tests and still valid for teacher assessments).

E represents exceptional performance.

Data covers all schools entering pupils for KS3 tests

1. Figures for 2007 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 5 or above and Level 6 or above in Key Stage 3 tests by gender.

Years: 2005-2007¹

Coverage: England

	Percentage of pupils at Level 5 or above								
	Boys			Girls			All pupils		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English Test	67	65	67	81	80	80	74	73	74
Reading Test	61	59	65	76	74	78	68	67	71
Writing Test	71	69	67	82	83	80	76	76	73
Mathematics Test	73	76	75	74	77	76	74	77	76
Science Test	69	71	72	70	73	73	70	72	73
English TA	64	67	68	78	80	81	71	73	74
Mathematics TA	74	76	78	77	78	80	75	77	79
Science TA	70	72	73	73	74	76	71	73	75

	Percentage of pupils at Level 6 or above								
	Boys			Girls			All pupils		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English Test	28	27	25	42	42	39	35	35	32
Reading Test	25	25	25	40	40	39	32	32	32
Writing Test	32	30	27	43	44	39	37	37	33
Mathematics Test	53	57	57	53	57	55	53	57	56
Science Test	38	41	40	36	41	41	37	41	41
English TA	27	28	29	41	42	44	34	35	36
Mathematics TA	50	52	55	51	53	56	51	52	55
Science TA	36	38	41	37	39	42	36	38	41

1. Figures for 2007 are based on provisional data. Figures for all other years are based on final data

TABLE 3a: Key Stage 3 test levels of attainment by subject and gender (percentages)

Years: 2007 (provisional)

Coverage: England

Percentage of boys at each Level														Percentages				
	A	T/D	B/W	N	1 ¹	2 ²	3 ³	4	5	6	7	8 ⁴	E	Total	% at Level 3 or below	% at Level 5 or above	% at Level 6 or above	% at Level 7 or above
English Test	4	0	5	5	-	-	3	16	42	20	5	-	-	100	13	67	25	5
Reading Test	3	0	5	12	-	-	-	15	39	19	6	-	-	100	17	65	25	6
Writing Test	3	0	5	8	-	-	-	17	40	20	7	-	-	100	13	67	27	7
Mathematics Test	3	0	1	1	-	0	6	13	18	27	22	9	-	100	8	75	57	30
Science Test	3	0	1	1	-	1	5	17	31	25	15	-	-	100	8	72	40	15
English TA	1	0	0	-	0	2	7	22	38	23	6	-	0	100	9	68	29	6
Mathematics TA	1	0	0	-	0	1	6	14	23	27	21	7	0	100	7	78	55	28
Science TA	1	0	0	-	0	1	6	18	33	28	12	-	0	100	7	73	41	12

Percentage of girls at each Level														Percentages				
	A	T/D	B/W	N	1 ¹	2 ²	3 ³	4	5	6	7	8 ⁴	E	Total	% at Level 3 or below	% at Level 5 or above	% at Level 6 or above	% at Level 7 or above
English Test	4	0	3	2	-	-	2	10	41	29	10	-	-	100	6	80	39	10
Reading Test	3	0	3	6	-	-	-	10	39	27	12	-	-	100	9	78	39	12
Writing Test	3	0	3	3	-	-	-	11	41	28	11	-	-	100	6	80	39	11
Mathematics Test	3	0	1	1	-	0	5	14	21	28	21	7	-	100	7	76	55	28
Science Test	3	0	1	1	-	0	4	18	33	26	15	-	-	100	6	73	41	15
English TA	0	0	0	-	0	1	3	14	38	32	11	-	0	100	4	81	44	12
Mathematics TA	0	0	0	-	0	1	5	14	24	29	21	6	0	100	6	80	56	27
Science TA	0	0	0	-	0	1	5	17	35	29	12	-	0	100	6	76	42	12

Percentage of all pupils at each Level														Percentages				
	A	T/D	B/W	N	1 ¹	2 ²	3 ³	4	5	6	7	8 ⁴	E	Total	% at Level 3 or below	% at Level 5 or above	% at Level 6 or above	% at Level 7 or above
English Test	4	0	4	3	-	-	2	13	41	24	8	-	-	100	10	74	32	8
Reading Test	3	0	4	9	-	-	-	13	39	23	9	-	-	100	13	71	32	9
Writing Test	3	0	4	6	-	-	-	14	40	24	9	-	-	100	9	73	33	9
Mathematics Test	3	0	1	1	-	0	6	14	20	27	21	8	-	100	8	76	56	29
Science Test	3	0	1	1	-	0	5	17	32	25	15	-	-	100	7	73	41	15
English TA	1	0	0	-	0	1	5	18	38	27	9	-	0	100	7	74	36	9
Mathematics TA	0	0	0	-	0	1	5	14	23	28	21	7	0	100	7	79	55	28
Science TA	1	0	0	-	0	1	5	18	34	29	12	-	0	100	6	75	41	12

A represents pupils who were absent.

T represents pupils working at the level of the assessment but unable to access the test.

B represents pupils working below the level of the test (valid for tests).

W represents pupils who are "working towards" Level 1 but have not yet achieved the standards needed for Level 1 (valid for teacher assessments).

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

E represents exceptional performance (valid for teacher assessments).

1. Level 1 applies only to teacher assessments.
2. Level 2 does not apply to English, reading or writing tests.
3. Level 3 does not apply to reading or writing tests.
4. Level 8 can only be achieved in the Mathematics test only

TABLE 3b: Key Stage 3 test levels of attainment by subject and gender (numbers)
Years: 2007 (provisional)
Coverage: England

Number of boys at each Level														Thousands				
	A	T/D	B/W	N	1 ¹	2 ²	3 ³	4	5	6	7	8 ⁴	E	Total eligible pupils	Number at Level 3 or below	Number at Level 5 or above	Number at Level 6 or above	Number at Level 7 or above
English Test	12.1	0.4	15.4	13.3	-	-	9.6	45.4	121.2	58.4	15.6	-	-	291.2	38.2	195.1	74.0	15.6
Reading Test	9.9	0.4	15.4	34.7	-	-	-	42.9	114.5	55.6	17.9	-	-	291.3	50.0	188.1	73.5	17.9
Writing Test	9.6	0.4	15.4	22.1	-	-	-	48.7	116.0	58.1	21.2	-	-	291.4	37.4	195.2	79.2	21.2
Mathematics Test	9.3	0.2	4.2	2.1	-	1.1	18.1	40.1	55.6	80.5	65.3	26.8	-	303.4	25.6	228.3	172.6	92.1
Science Test	9.9	0.2	4.1	3.2	-	1.6	14.4	51.9	95.5	77.3	45.3	-	-	303.6	23.3	218.2	122.6	45.3
English TA	1.3	0.2	0.9	-	0.9	3.2	14.4	45.2	78.4	46.8	12.3	0.3	0.0	204.1	18.5	137.8	59.4	12.6
Mathematics TA	1.1	0.1	0.7	-	2.2	11.8	28.8	46.4	54.7	43.5	14.4	1.1	0.1	204.4	14.7	159.1	112.7	58.0
Science TA	1.3	0.1	0.6	-	0.5	2.1	12.0	37.5	67.2	57.6	24.7	0.5	0.0	204.2	14.6	150.0	82.8	25.2

Number of girls at each Level														Thousands				
	A	T/D	B/W	N	1 ¹	2 ²	3 ³	4	5	6	7	8 ⁴	E	Total eligible pupils	Number at Level 3 or below	Number at Level 5 or above	Number at Level 6 or above	Number at Level 7 or above
English Test	10.6	0.2	7.0	5.2	-	-	4.6	27.3	115.0	81.4	28.1	-	-	279.5	16.8	224.6	109.5	28.1
Reading Test	8.4	0.2	7.0	17.2	-	-	-	28.8	108.9	74.9	34.1	-	-	279.5	24.2	217.9	109.0	34.1
Writing Test	8.5	0.2	7.0	9.5	-	-	-	30.8	113.4	78.0	32.0	-	-	279.5	16.5	223.4	110.0	32.0
Mathematics Test	7.7	0.1	2.4	2.0	-	1.0	16.0	40.3	60.5	80.0	60.0	20.7	-	290.6	21.3	221.2	160.7	80.7
Science Test	7.9	0.1	2.3	2.5	-	1.2	12.9	51.0	94.9	74.3	44.3	-	-	291.5	18.9	213.5	118.7	44.3
English TA	0.9	0.1	0.6	-	0.4	1.3	6.0	27.4	74.6	63.8	22.7	0.6	0.0	198.5	7.8	161.7	87.1	23.3
Mathematics TA	0.8	0.1	0.5	-	0.5	1.5	9.7	27.4	47.5	57.0	42.4	12.1	0.0	199.4	11.7	159.0	111.6	54.6
Science TA	0.9	0.1	0.4	-	0.3	1.3	9.6	34.3	68.7	58.5	24.1	0.5	0.0	198.8	11.2	151.9	83.1	24.6

Number of all pupils at each Level														Thousands				
	A	T/D	B/W	N	1 ¹	2 ²	3 ³	4	5	6	7	8 ⁴	E	Total eligible pupils	Number at Level 3 or below	Number at Level 5 or above	Number at Level 6 or above	Number at Level 7 or above
English Test	22.7	0.6	22.5	18.5	-	-	14.2	72.9	236.5	139.9	43.7	-	-	571.6	55.2	420.2	183.7	43.7
Reading Test	18.3	0.6	22.5	52.0	-	-	-	71.9	223.8	130.7	52.0	-	-	571.7	74.5	406.5	182.7	52.0
Writing Test	18.2	0.6	22.5	31.7	-	-	-	79.7	229.7	136.2	53.2	-	-	571.8	54.1	419.2	189.5	53.2
Mathematics Test	17.0	0.3	6.6	4.1	-	2.1	34.2	80.7	116.3	160.8	125.3	47.6	-	595.0	47.0	450.0	333.7	173.0
Science Test	17.9	0.3	6.5	5.7	-	2.8	27.4	103.2	190.7	151.8	89.7	-	-	596.0	42.4	432.2	241.5	89.7
English TA	2.3	0.3	1.4	-	1.4	4.5	20.5	72.8	153.2	110.7	35.1	0.9	0.0	403.0	26.4	299.8	146.6	36.0
Mathematics TA	1.9	0.1	1.2	-	1.1	3.8	21.6	56.2	94.0	111.8	86.0	26.5	0.1	404.3	26.5	318.3	224.3	112.6
Science TA	2.2	0.2	1.1	-	0.8	3.4	21.6	71.9	136.1	116.2	48.7	1.0	0.1	403.4	25.9	302.1	166.0	49.8

A represents pupils who were absent.

T represents pupils working at the level of the assessment but unable to access the test.

B represents pupils working below the level of the test (valid for tests).

W represents pupils who are "working towards" Level 1 but have not yet achieved the standards needed for Level 1 (valid for teacher assessments).

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

E represents exceptional performance (valid for teacher assessments).

1. Level 1 applies only to teacher assessments.
2. Level 2 does not apply to English, reading or writing tests.
3. Level 3 does not apply to reading or writing tests.
4. Level 8 can only be achieved in the Mathematics test only.

TABLE 4: Percentages of pupils achieving Level 3 or below, Level 5 or above, Level 6 or above and Level 7 or above in 2007 Key Stage 3 tests, by school type and gender.

Years: 2007 (provisional)

Coverage: England

Percentage of pupils at Level 3 or below																						
	Maintained mainstream ¹			Academies ²			City Technology Colleges			Other maintained ³			All maintained			Independent ⁴			All schools			
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	
English Test	11	5	8	17	9	13	5	2	4	81	86	82	13	6	10	0	11	4	7	13	6	10
Reading Test	15	8	12	24	15	19	9	4	7	83	87	84	17	9	13	0	13	5	9	17	9	13
Writing Test	11	5	8	15	8	12	5	1	3	81	85	82	13	6	9	0	11	5	8	13	6	9
Mathematics Test	7	7	7	12	13	12	2	2	2	66	81	70	8	7	8	0	6	3	4	8	7	8
Science Test	6	6	6	13	14	14	2	2	2	61	78	65	8	7	7	0	7	3	5	8	6	7

Percentage of pupils at Level 5 or above																						
	Maintained mainstream ¹			Academies ²			City Technology Colleges			Other maintained ³			All maintained			Independent ⁴			All schools			
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	
English Test	69	81	75	58	70	64	80	89	84	3	4	3	67	80	73	74	86	80	67	80	74	
Reading Test	66	79	72	52	66	59	76	85	80	3	4	4	64	78	71	73	86	80	65	78	71	
Writing Test	69	81	75	61	73	66	82	90	86	4	5	4	67	80	73	74	85	80	67	80	73	
Mathematics Test	77	77	77	65	63	64	87	87	87	8	4	7	75	76	75	84	87	86	75	76	76	
Science Test	74	74	74	57	55	56	88	87	88	8	4	7	72	73	72	79	85	83	72	73	73	

Percentage of pupils at Level 6 or above																						
	Maintained mainstream ¹			Academies ²			City Technology Colleges			Other maintained ³			All maintained			Independent ⁴			All schools			
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	
English Test	26	40	33	18	27	22	37	50	43	0	1	0	25	39	32	33	51	42	25	39	32	
Reading Test	26	39	33	17	25	21	38	50	43	0	1	0	25	39	32	34	51	43	25	39	32	
Writing Test	28	40	34	23	32	28	34	49	41	1	1	1	27	39	33	33	49	41	27	39	33	
Mathematics Test	58	56	57	43	40	42	72	66	69	2	1	2	57	55	56	72	73	73	57	55	56	
Science Test	41	41	41	26	25	25	56	51	54	1	1	1	40	40	40	55	60	57	40	41	41	

Percentage of pupils at Level 7 or above																						
	Maintained mainstream ¹			Academies ²			City Technology Colleges			Other maintained ³			All maintained			Independent ⁴			All schools			
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	
English Test	6	10	8	3	5	4	7	12	9	0	0	0	5	10	8	5	15	10	5	10	8	
Reading Test	6	12	9	3	5	4	10	19	14	0	0	0	6	12	9	8	18	13	6	12	9	
Writing Test	7	12	9	6	8	7	6	12	9	0	0	0	7	11	9	7	17	12	7	11	9	
Mathematics Test	31	28	29	20	17	18	38	30	34	0	0	0	30	27	29	47	46	46	30	28	29	
Science Test	15	15	15	8	7	7	20	19	19	0	0	0	15	15	15	22	26	24	15	15	15	

1. Includes Academies and City Technology Colleges

2. Including academies (new schools) and former City Technology Colleges that have converted to academies. See Table 7 for a further breakdown.

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 3 tests is optional for Independent Schools. Results are reported for all Independent schools who participated in Key Stage 3 test

TABLE 5: Percentage of pupils achieving Level 5 or above and Level 6 or above in combinations of subjects at Key Stage 3, by gender.
Years: 2007 (provisional)
Coverage: England

	Percentage of pupils achieving Level 5 or above in								
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science	Reading and writing	Reading, writing and mathematics	Reading, writing and science	Reading, writing, mathematics and science
Boys	63	61	68	60	81	57	55	54	53
Girls	71	70	69	66	86	72	66	65	63
All	67	65	68	63	83	64	60	59	58

	Percentage of pupils achieving Level 6 or above in								
	English and mathematics	English and science	Mathematics and science	English and mathematics and science	At least one of English or mathematics or science	Reading and writing	Reading, writing and mathematics	Reading, writing and science	Reading, writing, mathematics and science
Boys	24	22	38	21	59	17	16	15	15
Girls	35	30	38	29	60	28	25	23	22
All	29	26	38	25	60	22	21	19	19

TABLE 6: Average Point Score at Key Stage 3 in 2007, by school type, subject and gender.

Years: 2007 (provisional)

Coverage: England

School Type	Number of eligible pupils (²) (Thousands)	Average Key Stage 3 Point Score per pupil (⁶)			
		English	Maths	Science	All
Maintained mainstream schools (³)					
Boys	300.0	32.6	37.3	34.6	34.9
Girls	293.2	34.8	36.8	34.6	35.4
All	594.2	33.7	37.1	34.6	35.1
of which Academies					
Boys	3.9	30.9	34.4	31.6	32.3
Girls	3.7	32.9	33.8	31.4	32.7
All	7.6	31.9	34.1	31.5	32.5
of which City Technology Colleges					
Boys	0.9	34.3	39.4	36.8	36.8
Girls	0.8	36.2	38.6	36.4	37.0
All	1.7	35.2	39.0	36.6	36.9
Other maintained schools (⁴)					
Boys	8.2	21.8	20.0	20.3	20.7
Girls	3.0	21.8	17.8	18.3	19.3
All	11.3	21.8	19.4	19.8	20.3
All maintained schools					
Boys	308.2	32.3	36.9	34.2	34.5
Girls	296.1	34.7	36.6	34.4	35.3
All	605.4	33.5	36.8	34.3	34.9
Independent schools (⁵)					
Boys	4.4	33.4	40.0	36.1	36.9
Girls	4.7	36.3	40.2	37.2	38.1
All	9.1	34.9	40.1	36.7	37.5
All schools					
Boys	308.2	32.3	36.9	34.2	34.5
Girls	296.1	34.7	36.7	34.4	35.3
All	605.4	33.5	36.8	34.3	34.9
Boys in 2006	320.0	32.4	37.1	34.2	34.6
Boys in 2005	318.3	32.7	36.1	33.7	34.2
Boys in 2004	316.5	32.3	35.6	33.0	33.7
Girls in 2006	305.6	35.1	37.0	34.3	35.5
Girls in 2005	305.9	35.0	36.0	33.6	34.8
Girls in 2004	302.6	34.8	35.7	33.3	34.6
Boys and Girls in 2006	625.6	33.7	37.1	34.3	35.0
Boys and Girls in 2005	624.2	33.8	36.0	33.6	34.5
Boys and Girls in 2004	619.1	33.5	35.7	33.2	34.1

(1) Results reported are from Key Stage 3 tests only, not Teacher Assessments.

(2) Figures based on pupils with valid results at Key Stage 3 in at least one subject (English, mathematics or science)

(3) Including academies (new schools) and former City Technology Colleges that have converted to academies. See Table 7 for a further breakdown.

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

(5) Independent schools includes independent special schools. Participation in Key Stage 3 tests is optional for Independent Schools. Results are reported for all Independent schools who participated in Key Stage 3 tests.

(6) The average points score is calculated for each subject as: **Overall total points score/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

Table 7: Key Stage 3 Achievements in Schools by Departmental Initiative¹

Years: 2007

Coverage: England

Initiative Type	Number of schools ²	Number of eligible pupils ³	Percentage who achieved Level 5 or above in			Percentage who achieved Level 6 or above in		
			English	Maths	Science	English	Maths	Science
Specialist schools⁴	2517	483,404	76.3	78.1	75.3	34.1	58.5	42.8
Specialist Schools By Cohort								
Designated Sept 1994	41	8,655	78.4	83.4	80.5	38.0	66.2	50.7
Designated Sept 1995	40	8,725	79.9	81.5	78.6	38.1	64.1	47.8
Designated Sept 1996	66	14,238	78.8	80.9	79.5	37.2	62.4	49.2
Designated Sept 1997	70	16,009	78.6	80.3	78.2	35.8	61.6	46.4
Designated Sept 1998	80	17,048	74.7	76.5	72.9	31.9	56.1	39.4
Designated Sept 1999	68	14,286	77.9	79.2	76.5	33.8	59.6	43.2
Designated Sept 2000	130	26,664	76.8	78.3	75.1	35.1	59.0	42.7
Designated Sept 2001	149	31,333	72.6	75.5	72.4	29.8	55.1	39.6
Designated Sept 2002	302	61,458	77.0	78.5	76.0	34.9	58.9	43.4
Designated Sept 2003	458	87,974	77.9	79.7	77.6	36.5	60.7	45.6
Designated Sept 2004	500	91,800	76.9	78.8	75.6	35.1	59.3	43.1
Designated Sept 2005	400	69,704	74.7	76.2	73.1	32.3	56.0	40.4
Designated Sept 2006	213	36,136	71.9	73.4	69.9	28.6	52.4	36.3
Academies by Cohort								
2002 openers ⁵	3	556	50.7	58.4	46.8	10.3	35.3	16.7
2003 openers ⁵	9	1,732	63.5	62.1	53.9	23.6	39.4	22.9
2004 openers ⁵	5	955	70.3	70.0	66.1	20.5	49.5	36.5
2005 openers ⁵	7	950	63.3	66.9	61.2	20.0	40.3	26.3
2006 openers ⁵	16	2,494	56.8	54.0	47.1	16.2	30.6	15.8
2002 - 2005 openers⁶	24	4,137	63.3	64.4	57.3	20.2	41.4	26.0
Schools with results in 2006 and 2007⁷	22	3,813	61.5	63.0	55.7	18.8	39.3	23.4
CTC conversions⁸	4	752	91.8	91.6	90.1	54.4	80.4	64.3
Maintained, Mainstream schools, CTCs & Academies	3,162	578,104	74.8	76.8	73.6	32.6	56.9	41.1

1. 'Initiative type' covers schools which were part of an initiative at the time of the 2007 KS3 tests

2. Coverage is maintained mainstream schools including CTCs and Academies. Schools are only included if they have at least one pupil eligible to take KS3 tests.

3. Number of pupils entering tests at the end of Key Stage 3. Pupil figures are unadjusted for recently arrived pupils.

4. Schools operational as specialist at September 2006.

5. These figures refer to the new Academies:- those schools set up to replace one or more existing schools or to meet a need for additional school places.

6. This figure groups together Academies that have been open for more than 1 year. These figures refer to the new Academies:- those schools set up to replace one or more existing schools or to meet a need for additional school places.

7. This figure groups together Academies that have been open for more than 1 year with results in both 2006 and 2007 and is consistent with figures published in last year's SFR. These figures refer to the new Academies:- those schools set up to replace one or more existing schools or to meet a need for additional school places.

8. CTC conversions figures refer to CTCs that have converted into Academies. These schools are analysed separately because they are not new schools.

TABLE 8a: Key Stage 3 Non-core Teacher Assessment levels of attainment by subject.

Years: 2007 (provisional)

Coverage: England

	Number of all pupils at each Level													Thousands		
	A	T/D	W	1	2	3	4	5	6	7	8	E	Total	Number at Level 3 or below	Number at Level 5 or above	Number at Level 6 or above
ICT TA	2.4	0.2	0.8	0.8	2.5	16.4	81.8	182.6	93.8	18.3	1.2	0.0	400.7	20.4	296.0	113.3
Modern Foreign Language TA	4.4	4.4	1.4	2.8	11.9	43.9	93.7	129.8	78.2	16.5	1.7	0.2	388.8	60.1	226.2	96.4
Design & Technology TA	2.6	0.3	0.9	0.9	2.1	13.2	74.7	172.8	105.3	24.3	1.6	0.1	398.6	17.0	304.0	131.2
Geography TA	2.7	0.3	0.9	0.9	2.4	17.0	76.2	147.7	108.1	39.0	4.4	0.2	399.6	21.2	299.1	151.5
History TA	2.7	0.3	1.0	0.9	2.7	17.4	77.2	149.4	106.2	37.6	4.1	0.2	399.5	22.0	297.3	147.9
Art & Design TA	2.7	0.3	0.9	0.8	1.8	11.7	72.1	171.9	106.5	30.5	3.7	0.3	402.8	15.2	312.5	140.7
Music TA	3.3	0.8	1.0	0.9	2.1	13.8	82.4	185.3	86.8	20.0	3.1	0.4	399.5	17.7	295.3	109.9
Physical Education TA	3.1	0.5	0.8	0.7	1.5	8.1	65.6	198.0	102.8	19.7	2.1	0.2	403.0	11.2	322.5	124.6

	Percentage of all pupils at each Level													Percentages		
	A	T/D	W	1	2	3	4	5	6	7	8	E	Total	% at Level 3 or below	% at Level 5 or above	% at Level 6 or above
ICT TA	1	0	0	0	1	4	20	46	23	5	0	0	100	5	74	28
Modern Foreign Language TA	1	1	0	1	3	11	24	33	20	4	0	0	100	15	58	25
Design & Technology TA	1	0	0	0	1	3	19	43	26	6	0	0	100	4	76	33
Geography TA	1	0	0	0	1	4	19	37	27	10	1	0	100	5	75	38
History TA	1	0	0	0	1	4	19	37	27	9	1	0	100	6	74	37
Art & Design TA	1	0	0	0	0	3	18	43	26	8	1	0	100	4	78	35
Music TA	1	0	0	0	1	3	21	46	22	5	1	0	100	4	74	28
Physical Education TA	1	0	0	0	0	2	16	49	26	5	1	0	100	3	80	31

A represents pupils who were absent.

T represents pupils working at the level of the assessment but unable to access the test.

W represents pupils working below the level of the test.

E represents exceptional performance.

TABLE 8b: Key Stage 3 Non-core Teacher Assessment levels of attainment by subject.

Years: 2006

Coverage: England

	Number of all pupils at each Level													Thousands		
	A	T/D	W	1	2	3	4	5	6	7	8	E	Total eligible pupils	Number at Level 3 or below	Number at Level 5 or above	Number at Level 6 or above
ICT TA	3.6	0.7	1.1	1.0	3.2	22.3	102.6	212.7	95.3	18.0	1.4	0.1	462.0	27.6	327.5	114.8
Modern Foreign Language TA	4.9	6.3	2.1	3.9	16.9	59.6	113.8	148.1	81.7	16.7	1.7	0.1	455.8	82.6	248.3	100.2
Design & Technology TA	3.7	0.6	1.3	1.1	3.0	16.6	91.8	199.1	115.2	24.9	2.1	0.1	459.4	21.9	341.4	142.2
Geography TA	3.9	0.7	1.3	1.1	3.4	23.9	94.7	170.1	116.4	41.7	4.8	0.2	462.2	29.7	333.3	163.2
History TA	3.8	0.6	1.2	1.1	3.5	23.3	95.7	172.1	114.8	40.9	5.0	0.2	462.2	29.1	332.9	160.8
Art & Design TA	3.6	0.6	1.2	1.0	2.8	16.0	90.0	204.0	122.9	34.9	4.9	0.4	482.3	21.0	367.1	163.1
Music TA	4.1	1.9	1.5	1.3	3.5	20.3	106.3	217.1	95.3	22.5	3.4	0.4	477.6	26.5	338.7	121.6
Physical Education TA	4.8	0.7	1.2	1.0	2.3	11.4	83.7	234.5	117.6	23.1	2.3	0.2	482.7	15.9	377.6	143.1

	Percentage of all pupils at each Level													Percentages		
	A	T/D	W	1	2	3	4	5	6	7	8	E	Total eligible pupils	% at Level 3 or below	% at Level 5 or above	% at Level 6 or above
ICT TA	1	0	0	0	1	5	22	46	21	4	0	0	100	6	71	25
Modern Foreign Language TA	1	1	0	1	4	13	25	32	18	4	0	0	100	18	54	22
Design & Technology TA	1	0	0	0	1	4	20	43	25	5	0	0	100	5	74	31
Geography TA	1	0	0	0	1	5	20	37	25	9	1	0	100	6	72	35
History TA	1	0	0	0	1	5	21	37	25	9	1	0	100	6	72	35
Art & Design TA	1	0	0	0	1	3	19	42	25	7	1	0	100	4	76	34
Music TA	1	0	0	0	1	4	22	45	20	5	1	0	100	6	71	25
Physical Education TA	1	0	0	0	0	2	17	49	24	5	0	0	100	3	78	30

A represents pupils who were absent.

T represents pupils working at the level of the assessment but unable to access the test.

W represents pupils working below the level of the test.

E represents exceptional performance.