



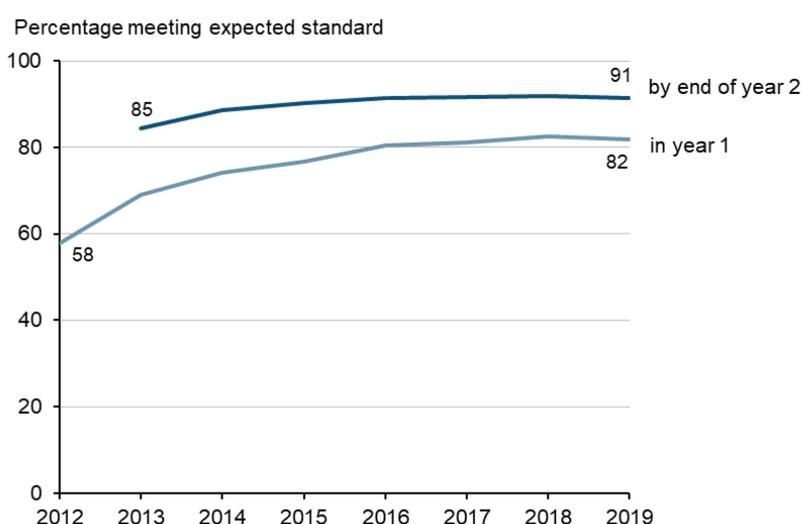
26 September 2019

These statistics cover the attainment of pupils in the 2019 phonics screening check and key stage 1 national curriculum teacher assessments (TA).

Pupils take the phonics screening check at the end of year 1, typically aged 6. Pupils who do not meet the expected standard take the check again at the end of year 2, typically aged 7.

Pupils are assessed at the end of key stage 1 (year 2) in reading, writing, maths and science¹.

The percentage of year 1 pupils who met the expected standard in phonics fell slightly

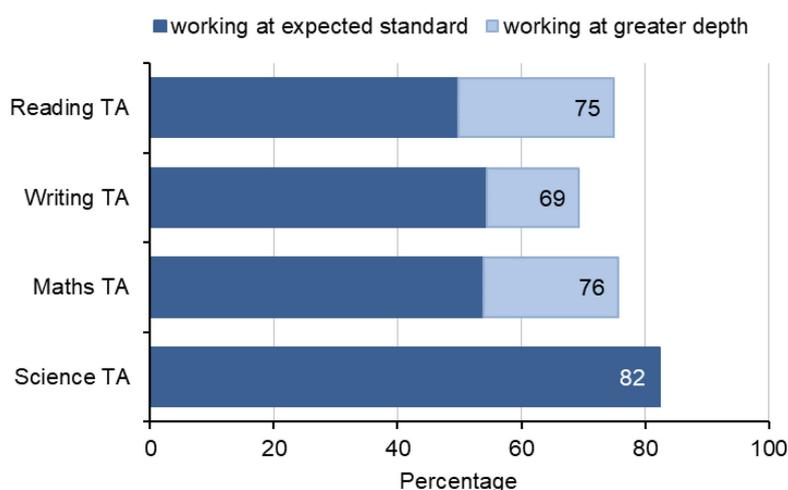


82% of pupils met the expected standard in phonics in year 1, down by 1 percentage point² compared to 2018.

91% met the standard by the end of year 2, down by less than half a percentage point compared to 2018.

This means that over a four year period the proportion meeting the standard in year 1 and by the end of year 2 has been broadly stable.

At KS1, attainment remains highest in science and lowest in writing



In reading, 75% of pupils met the expected standard. In maths, 76% met the expected standard. In science, 82% met the expected standard.

Changes to the [2018/19 reading, maths and science TA frameworks](#) mean judgements made in these subjects are not directly comparable to previous years.

In writing³, 69% of pupils met the expected standard, a decrease of 1 percentage point from 2018.

¹ Pupils take tests (commonly referred to as SATs) in reading and maths and receive a TA in reading, writing, maths and science. We report only on TA at KS1 because test data is not submitted to the Department.

² All percentage point gaps and differences in this publication are [calculated using unrounded data](#)

³ Changes to the [2017/18 writing TA frameworks](#) mean judgements made in 2018 are not directly comparable to previous years.

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About this release

This statistical publication provides 2019 phonics screening check and key stage 1 teacher assessment results for pupils in schools in England at national, regional, local authority and local authority district level using provisional data.

In this publication

The following tables are included in this publication

- Phonics national and local authority tables (.xlsx and .ods)
- KS1 national and local authority tables (.xlsx and .ods)
- Underlying data (.csv and metadata .txt)

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

Feedback

We welcome feedback on any aspect of this publication at Primary.attainment@education.gov.uk

1. National phonics attainment

See N1 in accompanying tables

In 2019, the proportion of pupils who met the expected standard in year 1 fell by 1 percentage point⁴ compared to 2018, but the rounded figure remained at 82%. Previously, the proportion of pupils who met the standard in year 1 increased year-on-year from 58% in 2012 to 82% in 2018. The majority of this increase occurred between 2012 and 2016, after which the proportion remained broadly stable.

The percentage of pupils who met the expected standard in phonics by the end of year 2 was 91% in 2019, a slight fall (less than half a percentage point⁵) compared to 2018. The proportion who met the standard in year 2 has also remained broadly stable since 2016.

Key stage 1 reading attainment by prior phonics attainment can be found on [page 9](#). Pupils who took the phonics screening check before 2015 have now reached the end of key stage 2; key stage 2 reading attainment by prior phonics attainment is published in [Statistics: key stage 2](#)⁶.

Phonics screening check

The phonics screening check is a statutory assessment for year 1 pupils (typically aged 6) that confirms whether they have met the expected standard in phonic decoding.

All state-funded schools with a year 1 cohort must administer the check.

Pupils who do not meet the standard in year 1 or were not checked, must take part in the check at the end of year 2 (typically aged 7).

Teachers administer the check one-on-one with each pupil and record whether their response to each of the 40 words is correct. Each pupil is awarded a mark between 0 and 40.

In 2019, as in previous years, the threshold to determine whether a pupil had met the expected standard is 32. Since 2014, this threshold mark has not been communicated to schools until after the screening check has been completed, however its year-on-year stability means it is predictable.

Table 1: Percentage of pupils who met the expected standard in phonics

England, 2012-2019 (all schools)

	Year 1	Year 2	Change from year 1 to year 2 (percentage points)
2019	82%	91%	+9
2018	82%	92%	+11
2017	81%	92%	+11
2016	81%	91%	+14
2015	77%	90%	+16
2014	74%	89%	+20
2013	69%	85%	+27
2012	58%		

Source: Provisional phonics data (2019) and final phonics data (2012-2018)

⁴ The unrounded difference was 0.6 percentage points.

⁵ The unrounded difference was 0.4 percentage points.

⁶ See table N15 in [key stage 2, 2017 \(revised\)](#), table N6 in [key stage 2, 2018 \(revised\)](#) and table N7 in [key stage 2, 2019 \(provisional\)](#)

Phonics mark distribution

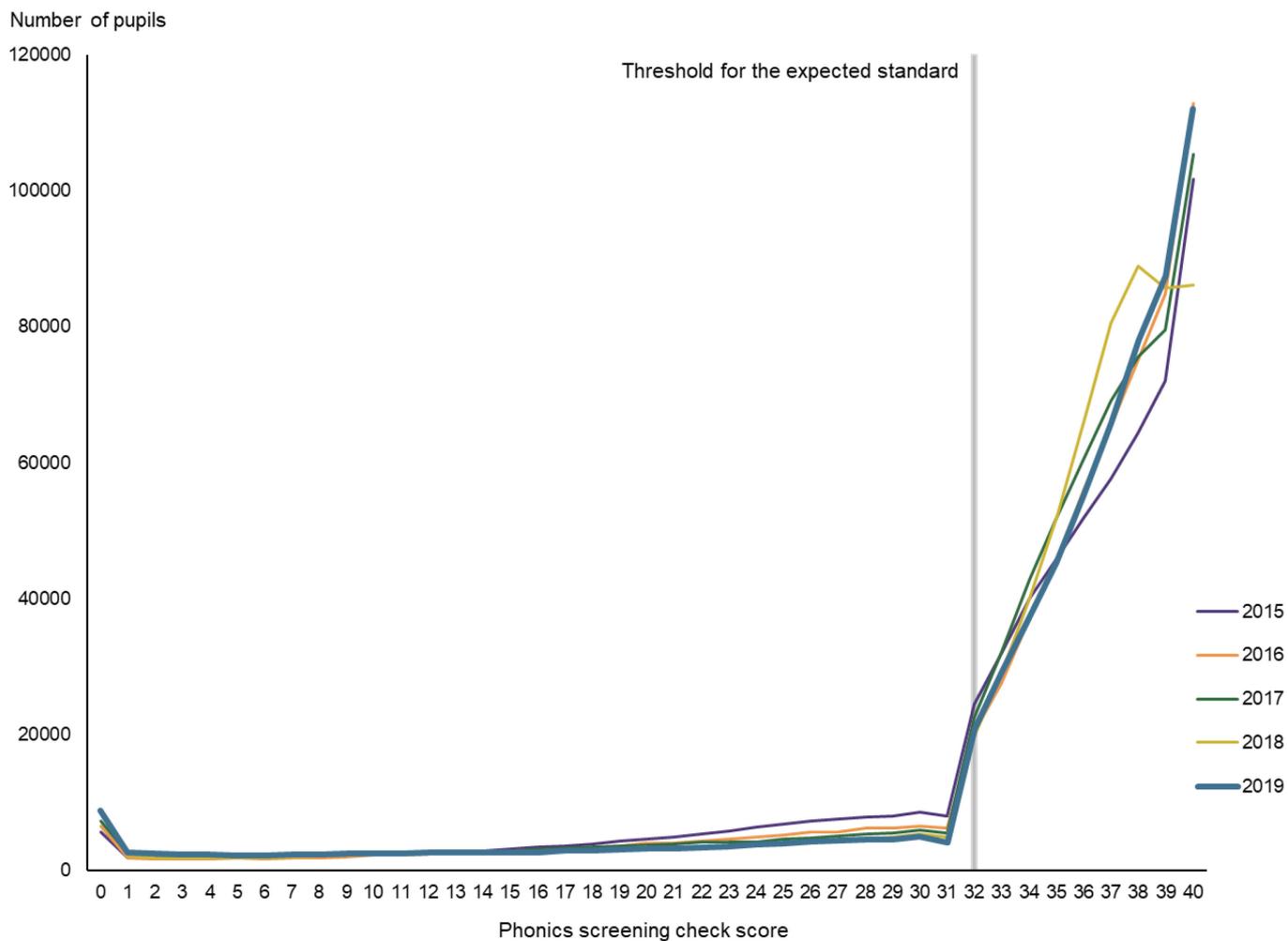
See N4 in accompanying tables

Figure 3 shows the distribution of marks in the 2019 check, compared to the four previous years. In 2019, the mean mark was 34 and the median was 37.

Any change in the percentage of pupils achieving each mark is influenced by changes in the difficulty of the check, as well as the ability of the cohort. The standard is anchored only at the expected standard (32 marks), therefore the standard required to reach other marks is not exactly equivalent year-on-year.

Figure 3: Year 1 phonics screening check mark distribution

England, 2015-2019 (all schools)



Source: Provisional phonics data (2019) and final phonics data (2015-2018)

2. Phonics attainment by school characteristics

See N1 in accompanying tables

This section includes phonics year 1 attainment by school type of mainstream schools.

Further information is available in accompanying tables and underlying data: phonics year 1 attainment by other school types, school phase and religious character of the school in Table N1 and phonics year 2 attainment by school characteristics in Table N5.

In 2019, 82% of pupils in local authority maintained mainstream schools met the expected standard.

More pupils met the expected standard in mainstream free schools (87%) than in other types of school, although the number of free schools (188) is much smaller.

More pupils met the expected standard in mainstream converter academies (83%) than in mainstream sponsored academies (80%). This reflects the fact that many sponsored academies were low performing schools before becoming an academy, and converter academies were usually high performing schools before becoming an academy.

Table 2: Percentage of pupils meeting the expected standard in phonics in year 1
England, 2019 (state-funded mainstream schools)

	No. schools	Year 1
LA maintained schools	10,875	82
Academies and free schools	4,948	83
Converter academies	3,428	83
Sponsored academies	1,332	80
Free schools	188	87

Source: Provisional phonics data (2019)

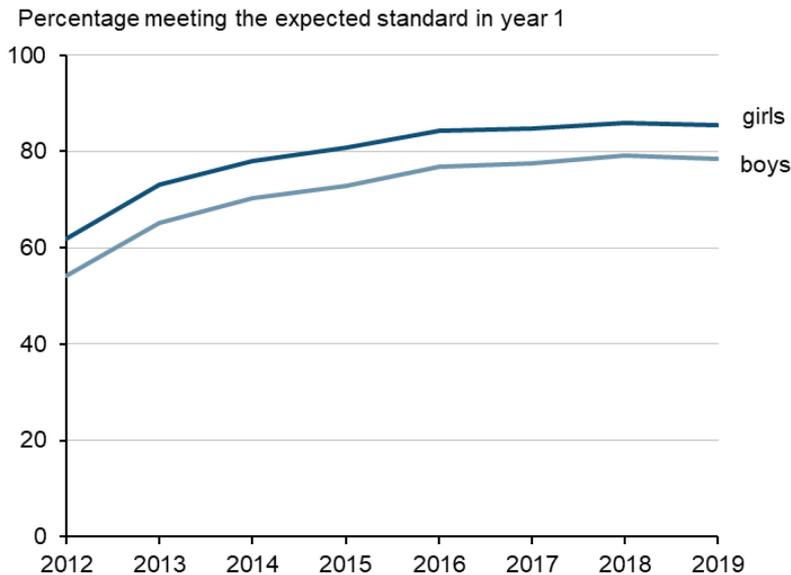
3. Phonics attainment by pupil characteristics

See N2 in accompanying tables

This section includes phonics year 1 attainment by gender, disadvantage, special educational need (SEN) provision and first language.

Further information is available in the accompanying tables and underlying data: phonics year 1 attainment by free school meal eligibility, ethnicity, month of birth and SEN primary type of need is published in tables N2 and N3 and phonics year 2 attainment by pupil characteristics is published in table N6.

Gender



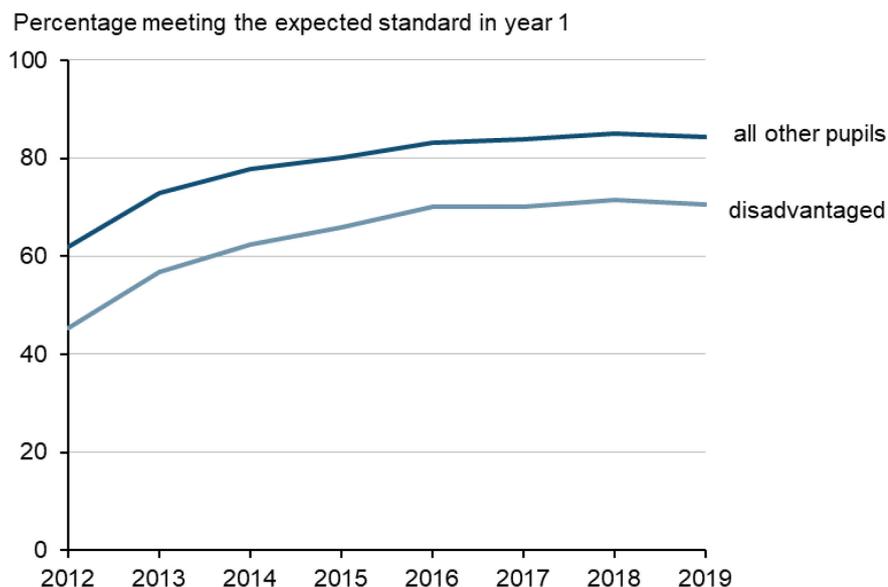
More girls continue to meet the phonics standard in year 1 than boys.

In 2019, 85% of girls and 78% of boys met the phonics standard in year 1. This gives a gender gap of 7 percentage points, unchanged from 2018.

The gender gap has remained broadly stable since the check was introduced in 2012, when the gap was 8 percentage points.

Disadvantage

Disadvantaged pupils are those known to be eligible for free school meals (FSM) prior to the assessment in year 1 (i.e. not including nursery or reception), have been in the care of the local authority for 1 day or more in the last year or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order.



In 2019, 71% of disadvantaged pupils met the phonics standard in year 1 compared to 84% of all other pupils. This gives a gap of 14 percentage points, unchanged from 2018.

The gap has decreased from 17 percentage points in 2012.

At the same time, the proportion of year 1 pupils classified as disadvantaged decreased from 24% in 2012 to 19% in 2019.

Special educational needs (SEN)

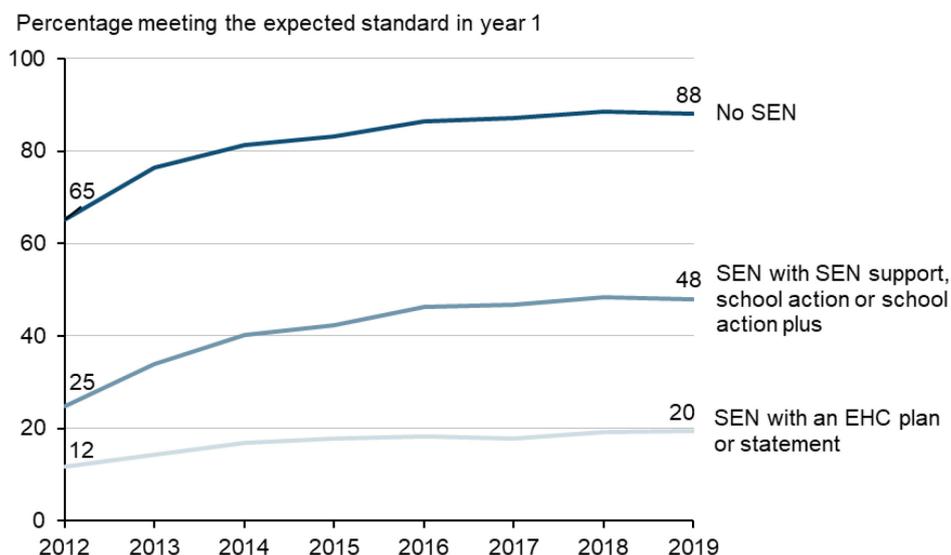
Pupils with SEN are currently classified as either on SEN support or with an Education, Health and Care (EHC) plan. From 2015, the categories of school action and school action plus were combined to become SEN support.

Following the introduction of EHC plans in September 2014, pupils with statements of SEN and EHC plans were grouped together within the data. Statements of SEN were gradually transferred to EHC plans and in 2019 there were no longer any year 1 pupils with statements.

In 2019, 43% of pupils with SEN met the phonics standard in year 1 compared to 88% of pupils with no recorded SEN, a gap of 45 percentage points. The gap was 41 percentage points in 2012 and then remained stable at 44 percentage points between 2013 and 2018.

Among pupils with SEN, 20% of those with an EHC plan and 48% of those on SEN support met the standard in 2019.

At the same time, the percentage of pupils with SEN decreased from 17% of year 1 pupils in 2012 to 13% in 2019. This is mainly due to a drop in the percentage of pupils on SEN support (or school action/school action plus in earlier years), which decreased from 15% in 2012 to 11% in 2019. In the same period, the percentage with a statement or EHC plan increased from 1.6% of year 1 pupils to 2.1%.



First language

There was no difference in the phonics attainment of pupils whose first language is English and pupils with a first language other than English. This has remained relatively stable over time; there was no gap in 2012.

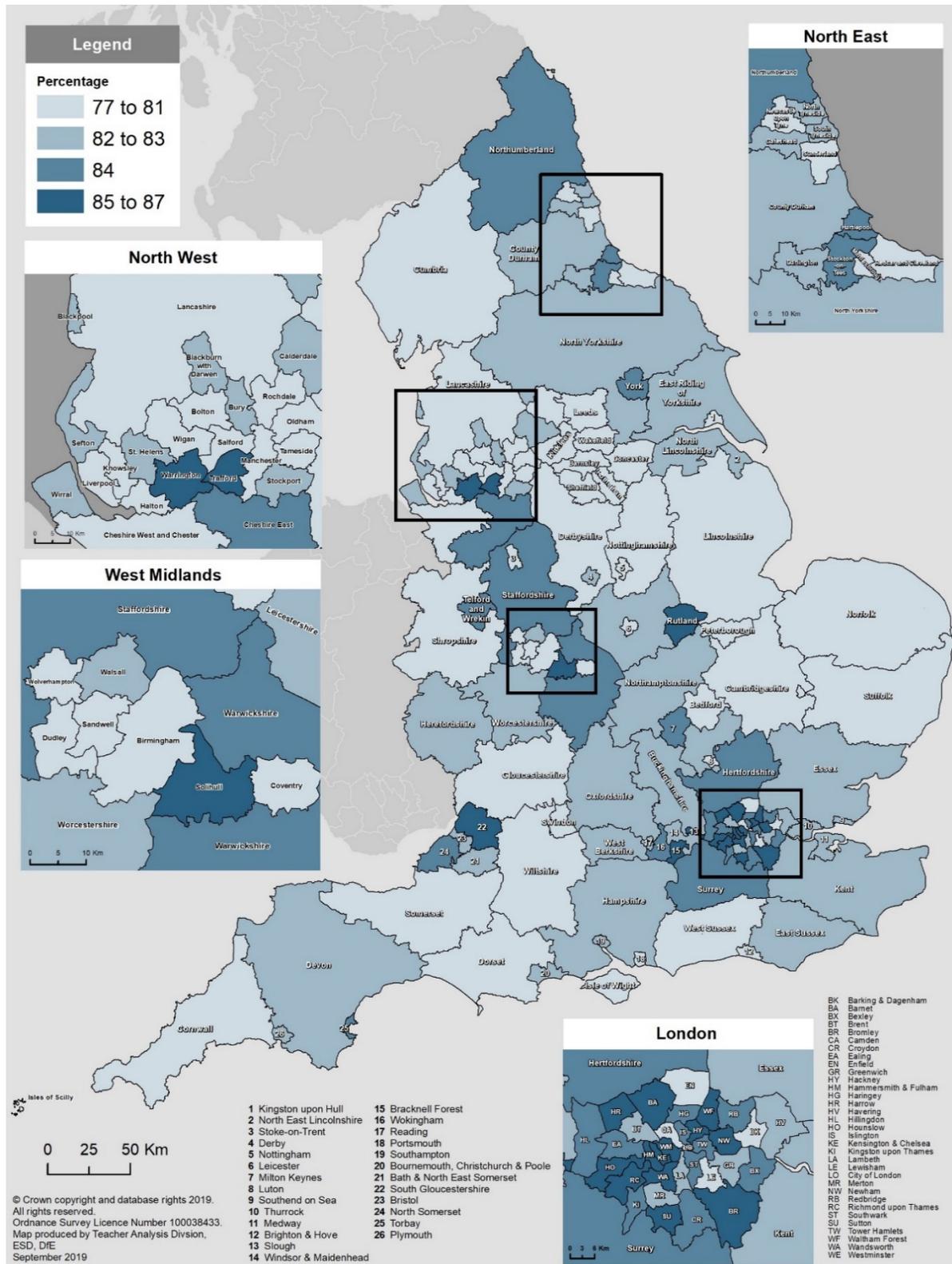
At the same time, the proportion of year 1 pupils with a first language other than English has increased slightly from 18% in 2012 to 20% in 2019.

4. Phonics attainment by local authority

See L1 in accompanying tables

Further information is available in accompanying tables and underlying data: phonics year 1 attainment by LA in Table L1 and phonics year 2 attainment by LA in Table L2; phonics year 1 attainment by LA and LAD by pupil characteristics is available in underlying data.

Figure 7: Phonics attainment in year 1 by local authority
England, 2019 (state-funded schools)



Source: Provisional phonics data

5. National key stage 1 attainment

See N7 in accompanying tables

In reading, 75% of pupils met the expected standard. In maths, 76% met the expected standard. In science, 82% of met the expected standard. *Changes to the [2018/19 reading, maths and science TA frameworks](#) mean judgements made in these subjects are not directly comparable to previous years.*

In writing, 69% of pupils met the expected standard, a decrease of 1 percentage point from 2018. *Changes made within the [2017/18 writing TA frameworks](#) mean judgements in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.*

Attainment remained lowest in writing and highest in science.

Key stage 1 assessments

Teacher assessment judgments in reading, writing, maths and science are reported for each pupil at the end of key stage 1 (typically aged 7).

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. Pupils are required to take tests in reading and maths at the end of key stage 1, however teacher assessment is the only data used and reported by the Department of Education.

New key stage 1 assessments were introduced in 2016 to assess the new, more challenging, national curriculum and the expected standard was raised. As a result, figures from 2016 onwards are not comparable to earlier years.

Table 3: Attainment in KS1 teacher assessments by subject

England, 2016-2019 (all schools)

	% reaching the expected standard			
	2016	2017	2018 ⁷	2019 ⁸
Reading TA	74%	76%	75%	75%
Writing TA	65%	68%	70%	69%
Maths TA	73%	75%	76%	76%
Science TA	82%	83%	83%	82%

Source: Provisional KS1 data (2019) and final KS1 data (2016-2018)

Key stage 1 reading attainment by phonics

See N9 in accompanying tables

Almost 9 in 10 pupils (88%) who met the expected standard in phonics in year 1 in 2018, went on to reach the expected standard in KS1 reading TA in 2019.

Of pupils who met the expected standard in phonics in year 2 in 2019, 30% reached the expected standard in KS1 reading TA in 2019.

⁷ Changes made within the [2017/18 writing TA frameworks](#) mean judgements in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.

⁸ Changes made within the [2018/19 reading, maths and science TA frameworks](#) mean judgements in 2019 are not directly comparable to those made using the previous frameworks.

6. Key stage 1 attainment by school characteristics

See N8 in accompanying tables

This section includes KS1 attainment by school type of mainstream schools.

Further information is available in the accompanying tables and underlying data: KS1 attainment by other school types, school phase, cohort size and religious character of the school is available in Table N8.

Table 3 shows the attainment of pupils in KS1 teacher assessments by school type.

Attainment in local authority maintained mainstream schools and mainstream 'academies and free schools' as a group is similar. However, grouping academies and free schools together masks variation between the different types of school within this group.

In all subjects, more pupils reached the expected standard in free schools than in other types of school, although the number of free schools (180) is much smaller.

More pupils reached the expected standard in converter academies than in sponsored academies in all subjects. This reflects the fact that many sponsored academies were low performing schools before becoming an academy, and converter academies were usually high performing schools before becoming an academy.

Table 4: Attainment in KS1 teacher assessments at the expected standard or above by school type
England, 2019 (state-funded mainstream schools)

	No. schools	Reading TA	Writing TA	Maths TA
LA maintained schools	10,885	76%	70%	76%
Academies and free schools	4,939	75%	70%	76%
Converter academies	3,429	77%	71%	77%
Sponsored academies	1,330	70%	65%	72%
Free schools	180	79%	73%	79%

Source: Provisional KS1 data (2019)

7. Key stage 1 attainment by pupil characteristics

See N10 in accompanying tables

This section includes KS1 attainment by gender, disadvantage, special educational need (SEN) provision and first language.

Further information is available in the accompanying tables and underlying data: KS1 attainment by free school meal eligibility, ethnicity, month of birth and SEN primary type of need is published in tables N10 and N11.

Key stage 1 attainment for looked after children is published in [Outcomes for children looked after by LAs](#) and 2019 data will be published in spring 2020.

Gender

More girls reached the expected standard than boys in all KS1 subjects. There was little change in the attainment gaps between boys and girls compared to 2018 and they have remained relatively stable since 2016. The gap is smallest in maths, at 2 percentage points, and largest in writing, at 13 percentage points.

Table 5: Attainment in KS1 teacher assessments by gender

England, 2016-2019 (all schools)

	Boys	Girls	All pupils	Attainment gap	Change in gap
	(% working at expected standard or above)			(percentage points)	
Reading TA					
2019⁹	71%	79%	75%	8	0
2018	71%	80%	75%	9	0
2017	71%	80%	76%	9	0
2016	70%	79%	74%	9	
Writing TA					
2019	63%	76%	69%	13	0
2018 ¹⁰	63%	77%	70%	13	0
2017	61%	75%	68%	14	0
2016	59%	73%	65%	14	
Maths TA					
2019⁹	74%	77%	76%	2	0
2018	75%	77%	76%	2	0
2017	74%	76%	75%	2	0
2016	72%	74%	73%	2	

Source: Provisional KS1 data (2019) and final KS1 data (2016-2018)

Disadvantage

Disadvantaged pupils are those known to be eligible for free school meals (FSM) prior to the assessment in years 1 or 2 (i.e. not including nursery or reception), have been in the care of the local authority for 1 day or more in the last year or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order.

There was little change in the attainment gaps between disadvantaged pupils and their peers compared to 2018 and the gaps have remained relatively stable since 2016. The gap is similar across subjects: 17 percentage points in reading and maths and 18 percentage points in writing.

The proportion of year 2 pupils classified as disadvantage decreased from 25% in 2016 to 21% in 2019.

⁹ Changes made within the 2018/19 reading, maths and science TA frameworks mean that judgements made in these subjects in 2019 are not directly comparable to those made in previous years.

¹⁰ Changes made within the [2017/18 writing TA frameworks](#) mean that judgements made in writing in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.

Table 6: Attainment in KS1 teacher assessments by disadvantage

England, 2016-2019 (state-funded schools)

	Disadvantaged	All other pupils	All pupils	Attainment gap	Change in gap
	(% working at expected standard or above)			(percentage points)	
Reading TA					
2019 ¹¹	62%	78%	75%	17	0
2018	62%	79%	75%	16	+1
2017	63%	79%	76%	16	0
2016	62%	78%	74%	16	
Writing TA					
2019	55%	73%	69%	18	0
2018 ¹²	55%	74%	70%	18	+1
2017	54%	72%	68%	18	0
2016	53%	70%	65%	17	
Maths TA					
2019 ¹¹	62%	79%	76%	17	0
2018	63%	80%	76%	17	0
2017	62%	79%	75%	16	0
2016	60%	77%	73%	17	

Source: Provisional KS1 data (2019) and final KS1 data (2016-2018)

Special educational needs (SEN)

Pupils with SEN are currently classified as on SEN support or with an Education, Health and Care (EHC) plan. From 2015, the categories of School Action and School Action Plus were combined to become SEN support. Following the introduction of EHC plans in September 2014, pupils with statements of SEN and EHC plans were grouped together within the data. Statements of SEN were gradually transferred to EHC plans and, in 2019, there were no longer any year 2 pupils with statements.

There was little change in the attainment gaps between SEN pupils and pupils with no identified SEN compared to 2018. The gap is smallest in maths at 51 percentage points and largest in writing at 56 percentage points.

The proportion of year 2 pupils with SEN has remained stable at 15% between 2016 and 2019.

Table 7: Attainment in KS1 teacher assessments by SEN provision

England, 2016-2019 (state-funded schools)

	SEN	No identified SEN	All pupils	Attainment gap	Change in gap
	(% working at expected standard or above)			(percentage points)	
Reading TA					
2019 ¹¹	30%	83%	75%	53	0
2018	30%	84%	75%	53	0
2017	31%	84%	76%	53	+1
2016	30%	82%	74%	52	
Writing TA					
2019	22%	78%	69%	56	0
2018 ¹²	22%	79%	70%	56	+1
2017	21%	77%	68%	56	+2
2016	20%	74%	65%	54	
Maths TA					
2019 ¹¹	33%	84%	76%	51	0
2018	33%	84%	76%	51	0

¹¹ Changes made within the 2018/19 reading, maths and science TA frameworks mean that judgements made in these subjects in 2019 are not directly comparable to those made in previous years

¹² Changes made within the [2017/18 writing TA frameworks](#) mean that judgements made in writing in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.

	SEN	No identified SEN	All pupils	Attainment gap	Change in gap
2017	32%	83%	75%	51	+1
2016	30%	80%	73%	50	

Source: Provisional KS1 data (2019) and final KS1 data (2016-2018)

First language

There was little change in the attainment gaps between pupils with English as their first language and pupils with a first language other than English, and they have remained relatively stable since 2016. The gap is smallest in maths, at 1 percentage point, and largest in reading, at 4 percentage points.

The proportion of year 2 pupils with a first language other than English has remained stable at 21% between 2016 and 2019.

Table 8: Attainment in KS1 teacher assessments by first language

England, 2016-2019 (state-funded schools)

	Other than English (% working at expected standard or above)	English	All pupils	Attainment gap (percentage points)	Change in gap
Reading TA					
2019¹³	72%	76%	75%	4	0
2018	73%	76%	75%	4	-1
2017	72%	77%	76%	5	0
2016	70%	75%	74%	5	
Writing TA					
2019	68%	70%	69%	2	0
2018 ¹⁴	69%	70%	70%	1	0
2017	67%	69%	68%	2	0
2016	64%	66%	65%	2	
Maths TA					
2019¹³	75%	76%	76%	1	0
2018	75%	76%	76%	1	0
2017	74%	76%	75%	1	0
2016	72%	73%	73%	1	

Source: Provisional KS1 data (2019) and final KS1 data (2016-2018)

¹³ Changes made within the 2018/19 reading, maths and science TA frameworks mean that judgements made in these subjects in 2019 are not directly comparable to those made in previous years

¹⁴ Changes made within the [2017/18 writing TA frameworks](#) mean that judgements made in writing in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.

8. Key stage 1 attainment by local authority

Further information is available in the accompanying tables and underlying data: KS1 attainment by LA in Table L3; and KS1 attainment by LA and pupil characteristics, LAD and pupil characteristics, and region by rurality in underlying data.

Table 9 shows the minimum and maximum local authority percentages for attainment of each key stage 1 subject (excluding the City of London and Isles of Scilly, which have 1 school each).

The range in reading and maths remained the same as in 2018, at 16 percentage points.

In writing, the range decreased by 2 percentage points compared to 2018. This was due to a decrease in the maximum local authority attainment as the minimum local authority attainment remained at 61%.

In maths, the range decreased by 5 percentage points compared to 2018. This was due to both an increase in the minimum local authority attainment and a decrease in the maximum local authority attainment.

Changes to the [2018/19 reading, maths and science TA frameworks](#) mean judgements made in these subjects are not directly comparable to previous years.

Table 9: Key stage 1 minimum and maximum local authority percentages
England, 2019 (state-funded schools)

	National average	Minimum	Maximum	Range (percentage points)
Reading TA	75%	67%	83%	16
Writing TA	69%	61%	76%	16
Maths TA	76%	70%	82%	12
Science TA	82%	75%	91%	16

Source: Provisional KS1 data (2019)

9. Advice on comparability over time for key stage 1 data

Changes made within the [2018/19 reading, maths and science TA frameworks](#) mean that judgements made in these subjects in 2019 are not directly comparable to those made in previous years.

Changes made within the [2017/18 writing TA frameworks](#) mean that judgements made in writing in 2018 are not directly comparable to those made in previous years.

In 2016, pupils were assessed under the new national curriculum, where the expected standard has been raised. These changes mean that the key stage 1 expected standard set in 2016 and maintained since is higher and not comparable with the expected standard used in previous years' statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time.

10. Accompanying tables

The following tables are available at [Statistics: key stage 1 - GOV.UK](#):

Phonics national and local authority tables

- N1 Percentage of year 1 pupils meeting the expected standard of phonic decoding by gender, school type, school phase and religious character, 2019
- N2 Percentage of year 1 pupils meeting the expected standard of phonic decoding by pupil characteristics, 2019
- N3 Percentage of year 1 pupils meeting the expected standard of phonic decoding by ethnicity, free school meal eligibility and gender, 2019
- N4 Number and cumulative percentage of year 1 pupils achieving each phonic mark by gender, 2012 to 2019
- N5 Percentage of pupils meeting the expected standard of phonic decoding by gender, school type, school phase and religious character by the end of year 2, 2019
- N6 Percentage of pupils meeting the expected standard of phonic decoding by pupil characteristics by the end of year 2, 2019
- L1 Percentage of year 1 pupils meeting the expected standard of phonic decoding by local authority, 2012-2019
- L2 Percentage of pupils meeting the expected standard of phonic decoding by local authority by the end of year 2, 2019

Key stage 1 national and local authority tables

- N7 Attainment in key stage 1 teacher assessments by subject and gender, 2019
- N8 Attainment of pupils at the end of key stage 1 by school type, school phase, school cohort size and religious character, 2019
- N9 Key stage 1 reading by phonics prior attainment, 2019
- N10 Percentage of pupils reaching the expected standard in key stage 1 teacher assessments by pupil characteristics, 2019
- N11 Percentage of pupils reaching the expected standard in key stage 1 teacher assessments by ethnicity, free school meal eligibility and gender, 2019
- L3 Attainment in key stage 1 teacher assessments by region, local authority (LA) and gender, 2019

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.
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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 and hence suppressed
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we calculate gaps and differences using unrounded data	<p>Percentages 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.</p> <p>All pupil numbers at regional level are rounded to the nearest 10. This is so that it is not possible to deduce the figures for LAs which have been suppressed. However, percentages have been calculated from unrounded data.</p>
this is provisional data	<p>Figures are based on provisional data. There is no plan to reissue the publication considering the negligible changes, if any, at national level. However, we will consider whether to revise the 2019 figures in next year's release, if any difference in the national figures between the provisional and final figures.</p>
we provide underlying data	<p>This text 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.</p>

11. Further information available

School level figures	<p>School level data is not published for the phonics screening check or key stage 1 teacher assessments.</p>
Previously published figures	<p>Phonics screening check and key stage 1 assessments: England 2018</p>
Attainment for other key stages	<p>Statistics: early years foundation stage profile - GOV.UK Statistics: GCSEs (key stage 4) - GOV.UK Statistics: 16 to 19 attainment - GOV.UK School Performance Tables</p>
Pupil numbers	<p>Statistics: school and pupil numbers - GOV.UK</p>
SEN statistics	<p>Statistics: special educational needs (SEN) - GOV.UK</p>
Attainment in Wales, Scotland and Northern Ireland	<p>See the methodology document which accompanies this release for details of similar data available for other areas.</p>
International comparisons.	<p>There are no international comparisons of attainment for pupils at this age.</p>

12. National Statistics

The United Kingdom Statistics Authority (UKSA) designated these statistics as National Statistics in [May 2011](#), in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Official Statistics](#). A compliance check of these statistics was carried out and in [March 2019](#) the UKSA confirmed these statistics can continue to be designated as National 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. Information on improvements made to these statistics to continue their compliance with the Code of Practice are provided in the accompanying Quality and methodology information.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

13. Technical information

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

14. Get in touch

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Department
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