Indicator 3.2 - Percentage of 14 year olds at or above level 5 standard of literacy, numeracy, and science Key Stage 3 (KS3).

Rationale

Education plays a number of roles in influencing inequalities in health, if health is viewed in its widest sense. Firstly, it has an important role in influencing inequalities in socioeconomic position. Educational qualifications are a determinant of an individual's labour market position, which in turn influences income, housing and other material resources. These are related to health and health inequalities. As a consequence, education is a traditional route out of poverty for those living in disadvantage.

The roles of education set out above imply a range of outcomes which are not readily measurable. However, inequality is observed when looking at educational achievement. Children from disadvantaged backgrounds, as measured by being in receipt of free school meals, have lower educational achievement than other children.

This indicator formally related to the Department for Education and Skills (Department for Education) Public Service Agreement (PSA) target 7 which is to raise standards in English, Maths, information and communication technologies (ICT) and science in secondary education so that:

- by 2007, 85% of 14 year olds achieve level 5 or above in English, Maths and ICT (70% in science) nationally, with this level of performance sustained to 2008;
- By 2008, in all schools at least 50% of pupils achieve level 5 or above in each of English, Maths and science.
- The Public Service Agreement (PSA) performance management framework 2008-2011 does not incorporate a specific English, Maths, ICT, and Science indicator but relates to a new indicator relating to numeracy and literacy.
- PSA Delivery Agreement 11, Indicator 3. Increase proportion of pupils progressing by two levels in English and Mathematics at each of Key Stages 2, 3 and 4.

Existing indicator sets

As well as the PSA target, the indicator also features within the National Indicator Set for Local Authorities and Local Authority Partnerships; and are related to, but not identical to:

- NI74 Achievement at level 5 or above in both English and Maths at Key Stage 3
- NI83 Achievement at level 5 or above in Science at Key Stage 3
- NI95 Progression by 2 levels in English between Key Stage 2 and Key Stage 3
- NI96 Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3
- NI97 Progression by 2 levels in English between Key Stage 3 and Key Stage 4
- NI98 Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4

All pupils who will move onto the next Key Stage programme of study in the next school year are regarded as being in the final year of that Key Stage and must be assessed. The expected standard for a pupil at the end of Key Stage 3 is between Levels 5 and 6; the Department's practice is to measure against those pupils achieving level 5 and above.

**Definition**

The number of pupils attaining level 5 or above divided by the number of pupils who returned valid Key Stage 3 test results expressed as a percentage.

**Numerator definition**

The number of pupils who attain Level 5, 6, 7, or 8 (the latter is only achievable in Maths) in KS3. Please note that this data has been stratified by ethnicity and eligibility for free school meals.

**Source of numerator**

The data shown is the results of tests only and not teacher assessments. ICT is not included in the data tables because assessment of this subject is by teacher assessment only and pupils do not sit tests. KS3 statistics are produced from data provided to the Department for Education and Skills by the Qualification and Curriculum Authority’s (QCA) data collection agency, and are available on the Department for Education website.

**Denominator definition**

The total number of pupils eligible for KS3. This includes pupils disapplied from the National Curriculum under section 364/365 of the Education Act 1996, which allows pupils to be excluded from the National Curriculum in certain circumstances, for example special educational needs; those pupils working below the level of the tests, those pupils who were absent from the tests and those who sat the test but failed to gain enough marks to register a level, and have been adjusted in respect of pupils recently arrived from overseas where English is not the first language. The data shown is the results of tests only and not teacher assessments.

**Source of denominator**

KS3 statistics are produced from data provided to the Department for Education by the Qualification and Curriculum Authority’s (QCA) data collection agency, and are available on the Department for Education website.
Geographic coverage
Data is available at Local Education Authority level and national level, for schools within the LEA.

Other dimensions of inequality
This information is collected by gender, and eligibility for free school meals and also ethnicity, age and disability.

Timeliness
Progress towards the national targets in English, Maths, science and ICT are first published by the Department for Education as National Statistics in a Statistical First Release of provisional national results in September. Final results – including all late review outcomes and amendments requested by schools – are published in a Statistical Bulletin the following May.

Accuracy and completeness
Progress towards all targets is measured annually. The source data presented here are the results of the National Curriculum end of Key Stage 3 tests and Teacher Assessments, which pupils sit in May of each year.

Participation by independent schools is voluntary; so the national analyses only include results from those independent schools which chose to make a return. It should also be noted that Independent schools did not check their results as part of the Performance Tables checking exercise.

The coverage of the LEA statistics includes maintained mainstream and maintained special schools only. This includes City Technology Colleges and Academies but excludes hospital schools and pupil referral units. Pupils recently arrived from overseas where the first language is not English have been excluded from the calculation of LEA averages.

Figures are presented as whole numbers at national and LEA level. 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. 85.4586 will be rounded to 85; 85.5 and 85.5283 will be rounded to 86.

No adjustment is made to national data in respect of ‘refugees’ when monitoring progress towards the targets. This differs from the primary performance table’s policy in which ‘refugees’ are discounted (as set out in PN 2000/0338, Department for Education).
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. Measures are taken to ensure that standards in the tests remain consistent from year-to-year. 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. At present, all children 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 children in their final year of a Key Stage must be assessed. Most of the children 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 children, however, may be older or younger because they are not being taught with their chronological year group.

The Key Stage 3 tests are marked externally by agencies contracted by the Qualifications and Curriculum Authority (QCA). A review procedure is available for schools that have concerns over the marking of scripts.

Disclosure

There are no disclosure issues associated with this indicator.

Further information

Further information on Key Stage 3 is available on the Department for Education’s website

References


Health and Social Care Information Centre

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