

National Reading and Numeracy Test Results, 2015

Introduction:

This Statistical First Release provides information at Wales and local authority (LA) level on the standardised scores achieved in the English and Welsh versions of the National Reading and Numeracy Tests. It presents analysis of age-standardised scores and progress measures.

This is the first year that progress measures have been calculated and can be used to compare relative progress made by pupils within year group and across LAs. Further information can be found in the notes section of this release.

Key Points for 2015:

National Reading Tests

- Girls performed better than boys in both versions of the National Reading Test with more girls than boys achieving a standardised score greater than 115 across all year groups. More boys than girls achieved a standardised score less than 85 in both versions of the National Reading Test.
- The highest percentage of pupils achieving a standardised score greater than 115 was seen in Monmouthshire in both the English and Welsh version of the National Reading Test.
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent in both the English and Welsh version of the National Reading Test.
- Monmouthshire had the highest mean progress measure in the 'All years' group in both the English and Welsh version of the National Reading Tests in 2015. Blaenau Gwent had the lowest mean progress measure in the 'All years' groups in both versions of the tests.

National Numeracy Tests

- More boys than girls achieved a standardised score greater than 115 in both the Procedural and Reasoning components of the National Numeracy Test, although more boys than girls also achieved a standardised score less than 85 in both component of the National Numeracy Test.
- The highest percentage of pupils achieving a standardised score greater than 115 in the National Numeracy Procedural and Reasoning Tests was seen in The Vale of Glamorgan and Gwynedd respectively. The lowest percentage was seen in Blaenau Gwent in both components.
- The Vale of Glamorgan had the highest mean progress measure when calculated in the 'All years' group in the procedural component of the numeracy tests in 2015.
- Gwynedd had the highest mean progress measure in the 'All years' group in the reasoning component of the numeracy tests in 2015, although they did not have the highest mean progress measure in any individual year group.
- Blaenau Gwent had the lowest mean progress measure in the 'All years' group in both the procedural and reasoning components of the numeracy tests.

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National Reading Tests – Age-standardised scores

Table 1: National Reading Test results for all pupils, by gender, National Curriculum Year Group and result, 2015 (a)

Note: Results have been standardised separately for the English and Welsh versions of the National Reading Test and should not be compared to assess the reading ability of pupils. Standardised scores provide a measure of relative performance only. Therefore the data in this release should not be used to compare the relative performance across different cohorts and years.

Year Group	Gender	National Reading Test - English						National Reading Test - Welsh					
		Absent					Cohort	Absent					Cohort
		Disapplied	during test w indow	Less than 85	Betw een 85 and 115	Greater than 115		Disapplied	w indow	85	85 and 115	Greater than 115	
%	%	%	%	%	%	%	%	%	%	%	%		
Year 2	Boys	3.3	0.9	15.6	66.5	13.8	14,405	1.3	0.7	17.3	67.7	12.9	3,884
	Girls	1.6	0.7	10.3	67.7	19.7	13,402	0.4	0.7	11.1	67.3	20.6	4,057
	All pupils	2.5	0.8	13.0	67.1	16.7	27,807	0.8	0.7	14.1	67.5	16.8	7,941
Year 3 (a)	Boys	2.9	0.9	16.4	63.9	16.0	13,773	0.9	0.9	16.8	67.8	13.6	3,716
	Girls	1.1	0.6	10.5	66.4	21.4	12,971	0.6	0.5	11.0	65.0	22.9	3,770
	All pupils	2.0	0.8	13.5	65.1	18.6	26,744	0.7	0.7	13.9	66.4	18.3	7,486
Year 4	Boys	2.4	0.9	16.1	66.4	14.2	17,130	1.0	1.0	15.9	69.0	13.1	3,548
	Girls	1.0	0.8	11.2	68.5	18.5	16,313	0.5	0.5	10.6	67.6	20.7	3,665
	All pupils	1.8	0.9	13.7	67.4	16.3	33,443	0.8	0.8	13.2	68.3	16.9	7,213
Year 5	Boys	2.6	0.8	16.1	66.3	14.2	16,999	1.1	1.1	16.5	68.5	12.9	3,425
	Girls	1.3	0.7	11.0	67.7	19.3	16,176	0.8	0.7	10.7	65.7	22.1	3,421
	All pupils	2.0	0.8	13.7	67.0	16.7	33,175	0.9	0.9	13.6	67.1	17.5	6,846
Year 6	Boys	2.6	0.8	15.2	66.5	15.0	16,621	1.5	0.9	15.9	66.7	15.0	3,277
	Girls	1.3	0.6	11.1	68.2	18.8	15,680	0.8	0.6	10.7	68.5	19.5	3,249
	All pupils	2.0	0.7	13.2	67.3	16.9	32,301	1.1	0.8	13.3	67.6	17.2	6,526
Year 7	Boys	1.9	1.9	16.1	66.4	13.5	16,210	0.5	1.2	17.7	66.8	13.8	2,901
	Girls	0.9	1.2	11.6	68.8	17.5	15,383	0.3	1.0	11.3	69.0	18.3	3,013
	All pupils	1.4	1.6	13.9	67.6	15.4	31,593	0.4	1.1	14.4	68.0	16.1	5,914
Year 8	Boys	1.9	2.1	14.7	67.5	13.8	15,860	0.6	1.1	17.1	68.1	13.0	2,799
	Girls	0.8	1.9	10.4	68.6	18.3	14,928	0.2	1.0	10.1	69.3	19.3	2,822
	All pupils	1.4	2.0	12.6	68.0	16.0	30,788	0.4	1.0	13.6	68.7	16.2	5,621
Year 9	Boys	1.8	2.7	14.9	66.5	14.1	16,340	0.6	1.0	17.7	67.6	13.1	2,741
	Girls	0.7	2.5	12.3	65.9	18.6	15,406	0.3	1.3	10.4	66.0	22.1	2,899
	All pupils	1.3	2.6	13.6	66.2	16.2	31,746	0.4	1.2	14.0	66.7	17.7	5,640
All years	Boys	2.4	1.4	15.6	66.3	14.3	127,338	1.0	1.0	16.8	67.8	13.4	26,291
	Girls	1.1	1.1	11.1	67.7	19.0	120,259	0.5	0.8	10.8	67.2	20.8	26,896
	All pupils	1.8	1.3	13.4	67.0	16.6	247,597	0.7	0.9	13.8	67.5	17.1	53,187

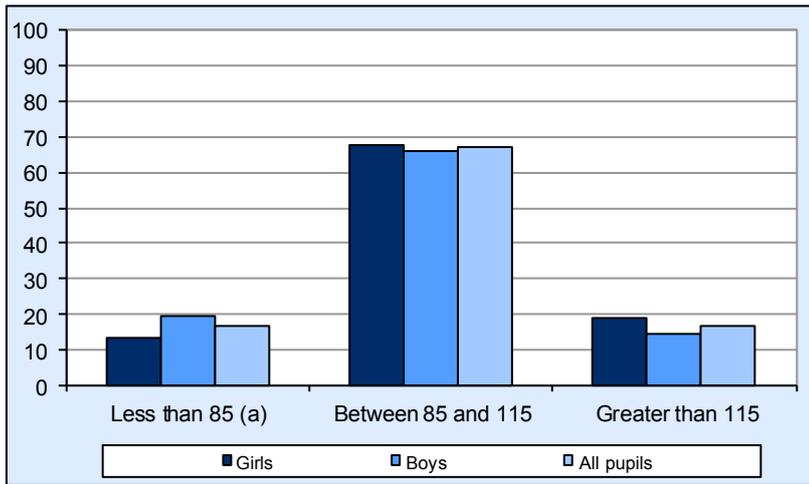
(a) Does not include optional English reading test results for pupils in year 3 studying Welsh first language.

Table 2: National Reading Test results, by LA and result, 2015

Note: Results have been standardised separately for the English and Welsh versions of the National Reading Test and should not be compared to assess the reading ability of pupils.

Local Authority	National Reading Test - English						National Reading Test - Welsh					
	Absent		Less than 85	Betw een 85 and 115	Greater than 115	Cohort	Absent		Less than 85	Betw een 85 and 115	Greater than 115	Cohort
	during test	w indow					during test	w indow				
	Disapplied	%	%	%	%	%	Disapplied	%	%	%	%	%
Isle of Anglesey	1.5	1.6	11.9	70.1	14.9	4,401	1.4	1.0	18.0	64.4	15.1	3,791
Gwynedd	1.4	1.2	12.7	68.9	15.7	7,310	1.1	0.9	12.5	65.8	19.8	9,137
Conwy	0.5	1.2	13.2	67.7	17.4	8,206	0.2	2.7	15.1	66.2	15.8	1,950
Denbighshire	1.8	1.9	13.7	68.4	14.2	8,351	0.5	1.1	10.3	68.9	19.2	1,999
Flintshire	1.0	1.5	12.3	68.4	16.8	13,300	0.3	0.4	12.7	71.4	15.3	747
Wrexham	2.0	1.9	14.4	66.7	15.0	10,997	0.2	1.3	18.3	69.2	10.9	1,235
Powys	2.0	0.8	10.7	66.5	20.1	10,031	0.5	0.5	10.8	69.3	18.9	1,692
Ceredigion	1.7	0.7	11.3	68.0	18.2	4,276	1.4	0.6	14.3	66.6	17.1	3,754
Pembrokeshire	2.0	1.3	11.8	66.6	18.3	9,423	0.5	0.6	15.9	68.0	15.1	1,776
Carmarthenshire	1.6	0.9	12.3	68.2	16.9	13,269	1.1	0.7	14.0	66.1	18.2	7,760
Swansea	2.2	0.9	11.4	66.9	18.7	19,308	0.2	1.4	13.6	70.8	14.0	2,477
Neath Port Talbot	1.7	1.3	14.2	68.4	14.3	11,453	0.1	0.4	12.2	72.0	15.2	1,799
Bridgend	1.9	1.2	12.5	68.0	16.5	12,197	0.7	0.2	14.8	71.3	12.9	959
The Vale of Glamorgan	1.2	0.9	9.6	65.1	23.2	11,520	0.0	0.4	7.0	69.2	23.3	1,369
Rhondda Cynon Taf	2.0	1.3	15.1	68.5	13.1	20,151	0.2	1.1	15.7	71.8	11.2	4,088
Merthyr Tydfil	2.3	1.2	15.7	67.9	12.9	4,983	0.0	1.6	14.1	72.3	12.0	383
Caerphilly	0.8	1.1	16.4	67.6	14.1	15,514	0.2	0.9	17.7	69.3	11.9	2,395
Blaenau Gwent	2.3	1.6	19.0	67.8	9.3	5,428	0.0	2.4	40.0	54.1	3.5	170
Torfaen	1.2	1.7	15.3	67.4	14.5	8,222	0.0	0.9	16.0	70.4	12.6	967
Monmouthshire	1.7	0.8	8.9	63.8	24.9	6,694	0.5	0.9	9.5	60.7	28.4	211
New port	1.9	1.5	14.9	66.6	15.1	13,512	0.8	0.8	18.9	70.5	9.0	376
Cardiff	1.6	1.2	13.9	64.8	18.4	27,938	0.5	0.5	8.7	64.6	25.8	4,133
Wales	1.8	1.3	13.4	67.0	16.6	247,597	0.7	0.9	13.8	67.5	17.1	53,187

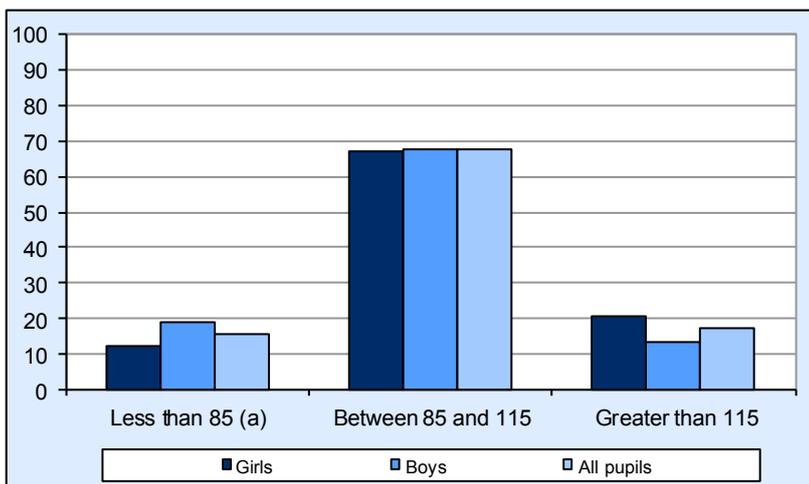
Chart 1: Percentage of pupils in all year groups achieving age-standardised scores within the bands shown in the National Reading Test (English), by gender, 2015



(a) Includes pupils who were disapplied or absent during the test window.

- More girls than boys achieved a standardised score greater than 115 across all year groups in the English version of the National Reading Test. The gap between girls and boys stood at 4.7 percentage points.
- More boys than girls achieved standardised score less than 85 across all year groups in the English version of the National Reading Test. The gap between boys and girls stood at 4.6 percentage points.

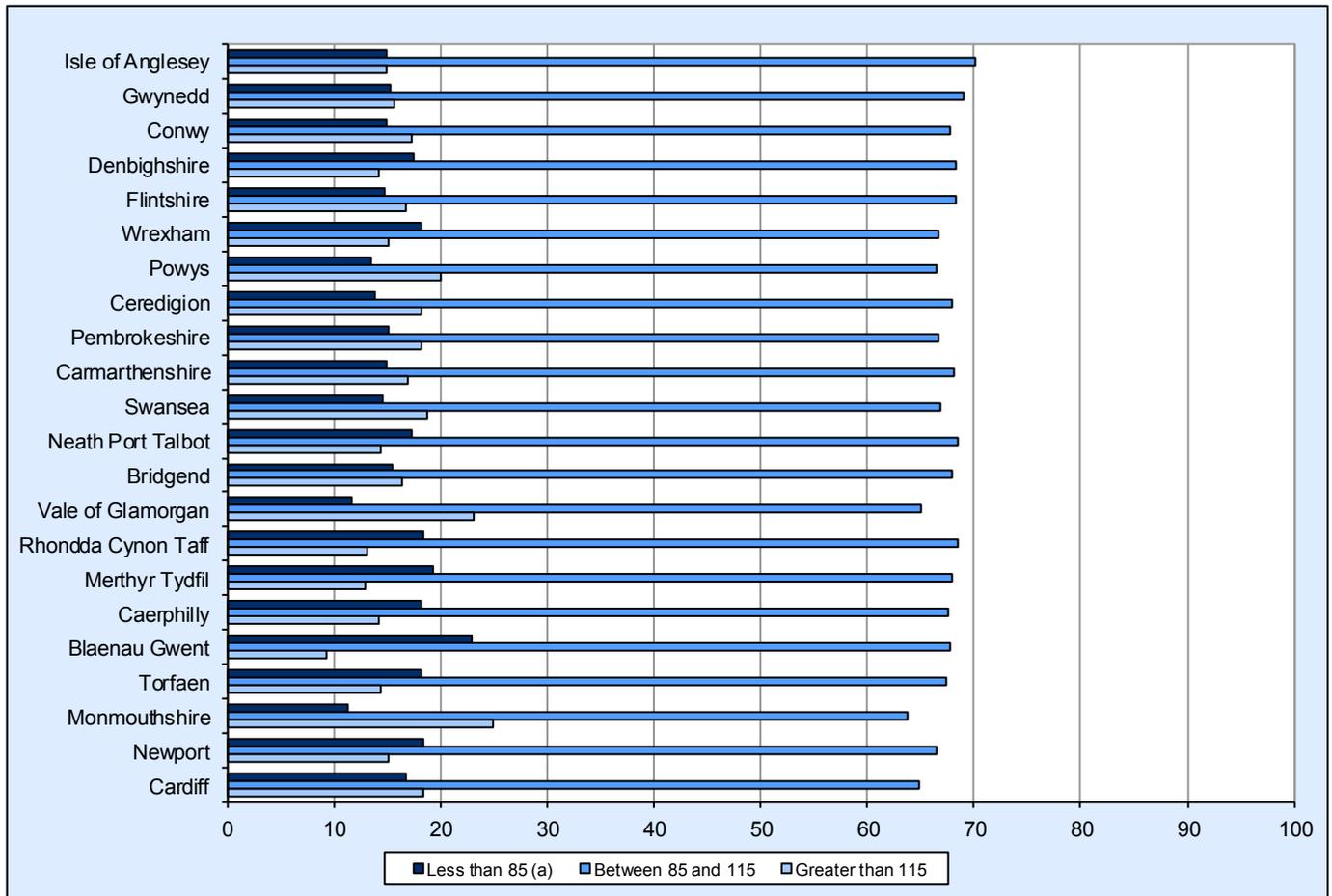
Chart 2: Percentage of pupils in all year groups achieving age-standardised scores within the bands shown in the National Reading Test (Welsh), by gender, 2015



(a) Includes pupils who were disapplied or absent during the test window.

- More girls than boys achieved a standardised score greater than 115 across all year groups in the Welsh version of the National Reading Test. The gap between girls and boys stood at 7.3 percentage points.
- More boys than girls achieved standardised score less than 85 across all year groups in the Welsh version of the National Reading Test. The gap between boys and girls stood at 6.1 percentage points.

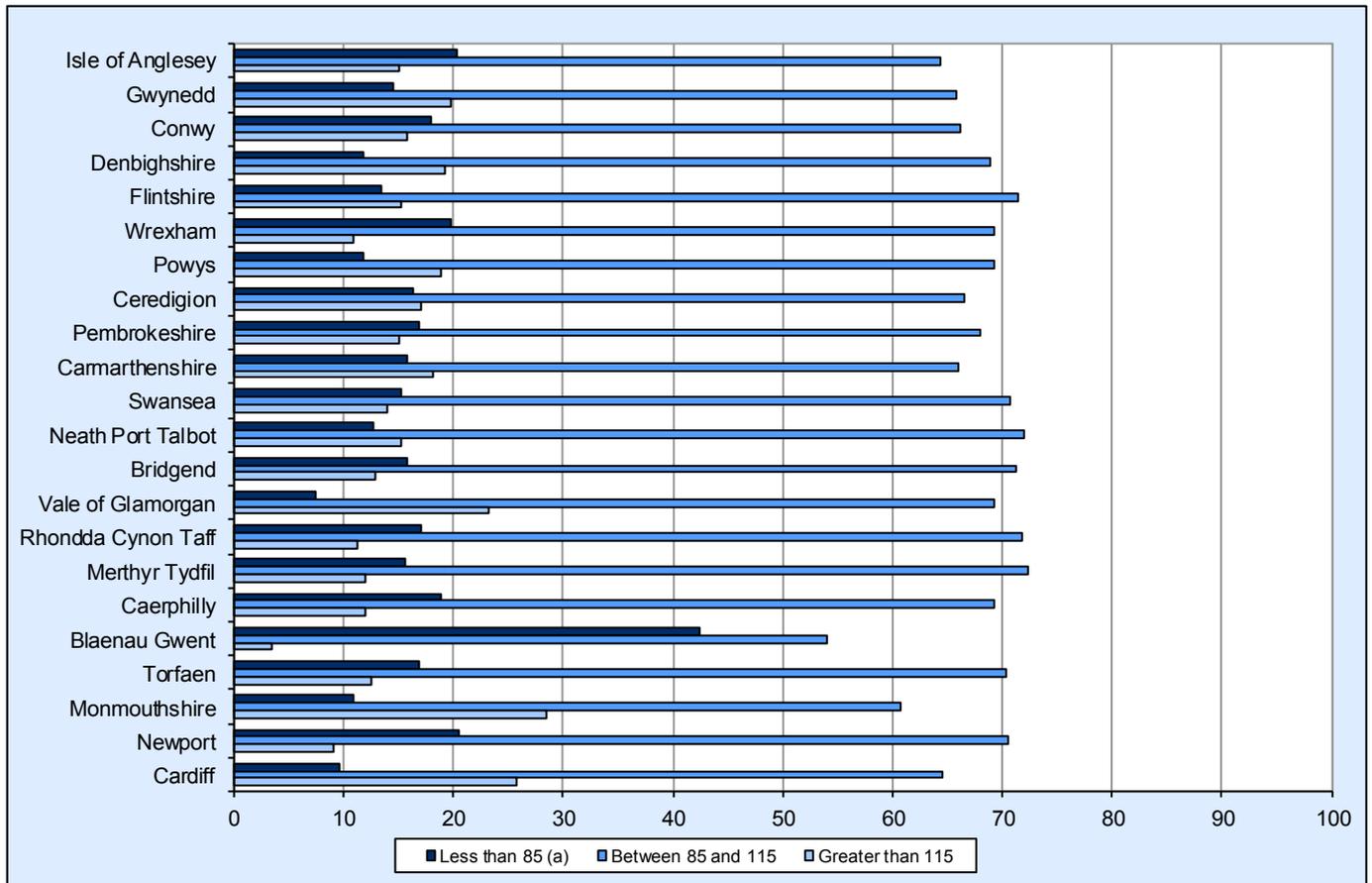
Chart 3: Percentage of pupils achieving age-standardised scores within the bands shown in the National Reading Test (English), by local authority, 2015



(a) Includes pupils who were disapplied or absent during the test window.

- The highest percentage of pupils achieving a standardised score greater than 115 was seen in Monmouthshire (24.9 per cent). The lowest percentage was seen in Blaenau Gwent (9.3 per cent).
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (19.0 per cent). The lowest percentage was seen in Monmouthshire (8.9 per cent).

Chart 4: Percentage of pupils achieving standardised scores within the bands shown in the National Reading Test (Welsh), by local authority, 2015



(a) The percentage of pupils achieving a standardised score greater than 115 for Blaenau Gwent has been suppressed due to the small cohort size.

(b) Includes pupils who were disapplied or absent during the test window.

- The highest percentage of pupils achieving a standardised score greater than 115 was seen in Monmouthshire (28.4 per cent) .
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (40.0 per cent). The lowest percentage was seen in The Vale of Glamorgan (7.0 per cent).

National Reading Test – Progress Measure

The progress measure shows how well an individual learner has done in a given test relative to **all other learners in the same national curriculum year group taking the same test**. The progress measure is presented as a time series allowing for an individual pupil's achievement in the tests to be tracked over time.

Each test will generally reflect a similar distribution of standardised scores within the set ranges (see Notes). However, due to the range of marks available and the nature of the results may not present a normal distribution. The data should be used to compare the relative performance of local authorities across years rather than to assess overall performance against a particular indicator.

National Reading Tests – English: Progress Measure

- Monmouthshire had the highest percentage of pupils achieving an 'above average' progress measure in each year from 2013 to 2015. They also had the lowest percentage of pupils achieving a 'below average' progress measure in each year.
- Blaenau Gwent had the lowest percentage of pupils achieving an 'above average' progress measure in each year from 2013 to 2015. They also had the highest percentage of pupils achieving a 'below average' progress measure in each year.
- Monmouthshire had the highest mean progress measure for all year groups in 2015. They also had the highest mean progress measure in each individual year group apart from years 3 and 9, where The Vale of Glamorgan had the highest mean progress measure.
- Blaenau Gwent had the lowest mean progress measure for all year groups in 2015 and within each individual year groups apart from year 2 where Gwynedd had the lowest mean progress measure.

National Reading Tests – Welsh: Progress Measure

- Monmouthshire had the highest percentage of pupils achieving an 'above average' progress measure in 2015.
- The Vale of Glamorgan had the lowest percentage of pupils achieving a 'below average' progress measure in each year from 2013 to 2015.
- Blaenau Gwent had the lowest percentage of pupils achieving an 'above average' progress measure in each year from 2013 to 2015. They also had the highest percentage of pupils achieving a 'below average' progress measure in each year.
- Monmouthshire had the highest mean progress measure for all year groups in 2015, although they did not have any secondary school pupils taking the Welsh reading tests in years 7 to 9. For secondary school years, The Vale of Glamorgan had the highest mean progress measure in years 7 and 8, whilst Cardiff had the highest mean progress measure for year 9.
- Blaenau Gwent had the lowest mean progress measure for all year groups in 2015 (although they did not have any secondary school pupils taking the Welsh reading tests in years 7 to 9) and in each year group from 2 to 6.
- Of the local authorities with pupils taking the Welsh reading tests in years 7 to 9, the Isle of Anglesey had the lowest mean progress score in year 7 in 2015 whilst Bridgend had the lowest mean progress measure in years 8 and 9.

Table 3: National Reading Test - English: progress measure, by LA, 2013 to 2015 (a) (b)

Local Authority	2013					2014					2015				
	Absent		Below average	Within average	Above average	Absent		Below average	Within average	Above average	Absent		Below average	Within average	Above average
	Disapplied	during test window				Disapplied	during test window				Disapplied	during test window			
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Isle of Anglesey	1.6	1.4	13.6	64.4	19.1	1.5	1.8	16.0	62.1	18.6	1.5	1.6	11.8	70.0	15.1
Gwynedd	1.4	1.1	17.8	63.9	15.8	1.7	1.1	16.6	62.2	18.5	1.4	1.2	12.7	68.5	16.1
Conwy	1.2	1.2	18.6	63.9	15.1	1.5	1.4	17.2	63.4	16.4	0.5	1.2	13.5	67.7	17.1
Denbighshire	2.8	0.9	16.2	64.5	15.7	2.1	1.9	17.1	63.3	15.5	1.8	1.9	13.6	68.1	14.5
Flintshire	1.2	1.7	17.5	63.5	16.1	1.1	2.0	17.3	62.5	17.2	1.0	1.5	12.2	68.9	16.4
Wrexham	2.9	2.4	17.1	62.0	15.5	2.2	1.8	18.7	61.6	15.8	2.0	1.9	14.2	67.6	14.3
Powys	1.4	0.9	14.6	63.3	19.9	2.0	0.8	14.0	61.9	21.2	2.0	0.8	10.7	66.6	20.0
Ceredigion	1.4	0.8	15.0	62.5	20.3	2.0	1.1	13.2	61.2	22.4	1.7	0.7	11.2	68.1	18.2
Pembrokeshire	1.5	1.3	16.6	62.2	18.4	1.5	1.7	15.4	61.9	19.5	2.0	1.3	11.8	66.8	18.0
Carmarthenshire	1.5	1.6	17.1	64.0	15.8	1.9	1.8	16.3	62.1	17.9	1.6	0.9	12.7	67.8	17.0
Swansea	2.6	1.4	16.3	63.0	16.7	2.1	1.7	15.3	62.5	18.3	2.2	0.9	11.4	67.2	18.4
Neath Port Talbot	2.1	1.3	19.3	64.2	13.1	1.9	2.1	18.2	63.0	14.7	1.7	1.3	14.4	68.3	14.2
Bridgend	2.3	1.8	16.5	63.7	15.7	2.2	1.4	16.8	62.9	16.7	1.9	1.2	12.4	68.3	16.3
The Vale of Glamorgan	1.3	1.4	13.5	62.0	21.8	1.4	1.3	13.3	61.2	22.9	1.2	0.9	9.6	65.7	22.6
Rhondda Cynon Taf	2.0	1.5	19.9	62.5	14.1	2.1	1.6	20.6	62.6	13.2	2.0	1.3	15.3	68.5	12.9
Merthyr Tydfil	2.0	0.8	23.0	62.2	12.0	2.0	1.5	21.7	62.5	12.3	2.3	1.2	15.5	68.5	12.5
Caerphilly	0.8	1.6	22.0	62.4	13.3	1.0	1.3	22.4	62.0	13.2	0.8	1.1	16.6	67.6	14.0
Blaenau Gwent	1.7	2.2	23.3	62.8	10.1	1.5	1.8	24.9	61.3	10.5	2.3	1.6	19.6	67.4	9.2
Torfaen	1.0	2.0	20.3	63.4	13.3	1.0	2.5	19.7	62.4	14.4	1.2	1.7	15.7	67.3	14.1
Monmouthshire	1.1	1.0	12.2	62.0	23.8	1.2	0.6	13.1	61.3	23.8	1.7	0.8	8.9	64.3	24.4
Newport	2.5	1.7	17.7	61.9	16.3	2.0	2.1	18.7	61.5	15.7	1.9	1.5	15.0	66.8	14.8
Cardiff	1.5	1.5	18.9	60.7	17.4	1.7	1.7	17.8	60.2	18.6	1.6	1.2	14.0	65.1	18.0
Wales	1.9	1.5	17.8	62.6	16.2	1.9	1.6	17.7	61.8	17.0	1.8	1.3	13.5	67.1	16.3

(a) Does not include optional English reading test results for pupils in year 3 studying Welsh first language.

(b) Each test will generally reflect a similar distribution of standardised scores within the set ranges. However, due to the range of marks available and the nature of the tests, results may not present a normal distribution. The data should be used to compare the relative performance of local authorities across years rather than to assess overall performance against a particular indicator.

Table 4: National Reading Test - Welsh: progress measure, by LA, 2013 to 2015 (a)

Local Authority	2013					2014					2015				
	Absent					Absent					Absent				
	during test		Below	Within	Above	during test		Below	Within	Above	during test		Below	Within	Above
	Disapplied	window	average	average	average	Disapplied	window	average	average	average	Disapplied	window	average	average	average
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Isle of Anglesey	1.7	1.0	17.9	64.7	14.8	1.2	1.5	21.0	62.5	13.8	1.4	1.0	18.3	65.2	14.1
Gwynedd	1.5	1.6	15.0	65.7	16.1	1.3	0.7	16.3	64.0	17.8	1.1	0.9	12.6	66.5	18.9
Conwy	0.3	1.3	19.5	67.2	11.8	1.3	0.5	18.4	64.0	15.9	0.2	2.7	15.2	67.1	14.8
Denbighshire	1.0	0.4	13.6	69.9	15.2	0.8	1.3	14.4	66.4	17.1	0.5	1.1	10.4	69.8	18.3
Flintshire	1.1	0.3	20.7	63.3	14.7	-	0.7	19.4	68.3	11.6	0.3	0.4	13.1	72.4	13.8
Wrexham	1.3	1.5	22.6	66.4	8.3	0.2	1.0	23.3	62.4	13.1	0.2	1.3	19.2	68.8	10.4
Powys	0.4	0.8	15.1	68.3	15.4	0.9	0.6	16.1	65.9	16.5	0.5	0.5	10.6	70.3	18.0
Ceredigion	1.0	0.5	18.4	65.1	15.0	2.0	1.0	16.5	63.8	16.7	1.4	0.6	14.4	66.6	16.9
Pembrokeshire	0.7	0.3	19.4	66.0	13.4	0.8	0.6	17.1	66.8	14.7	0.5	0.6	15.7	69.1	14.2
Carmarthenshire	1.2	1.6	18.9	65.8	12.5	1.3	1.3	17.8	64.8	14.8	1.1	0.7	14.1	66.6	17.5
Swansea	-	1.9	20.8	67.4	9.9	0.2	1.4	19.1	66.0	13.3	0.2	1.4	13.4	71.4	13.6
Neath Port Talbot	0.4	1.6	23.5	65.1	9.6	0.5	1.0	19.2	66.8	12.6	0.1	0.4	12.3	72.9	14.2
Bridgend	0.3	1.1	21.3	68.1	9.1	-	1.3	22.5	65.0	11.2	0.7	0.2	15.0	71.4	12.6
The Vale of Glamorgan	-	1.3	11.3	70.2	17.2	0.1	0.7	10.8	66.9	21.6	-	0.4	6.9	69.6	23.1
Rhondda Cynon Taf	0.4	1.4	21.8	67.4	9.0	0.3	1.8	24.6	64.3	9.0	0.2	1.1	16.1	71.6	11.0
Merthyr Tydfil	-	1.2	14.5	73.0	11.2	-	1.6	14.6	71.4	12.4	-	1.6	14.9	72.1	11.5
Caerphilly	1.0	1.0	22.3	65.1	10.6	0.1	1.2	24.8	63.1	10.8	0.2	0.9	18.2	69.1	11.6
Blaenau Gwent	-	0.7	35.3	60.8	3.3	-	0.6	46.1	50.0	3.2	-	2.4	41.8	52.9	2.9
Torfaen	0.1	0.6	22.3	65.1	11.9	0.1	1.3	21.8	65.0	11.8	-	0.9	15.5	71.4	12.2
Monmouthshire	0.5	1.1	13.0	65.8	19.6	0.5	1.0	11.9	64.3	22.4	0.5	0.9	10.9	62.6	25.1
Newport	0.3	-	31.8	59.8	8.1	0.3	0.9	28.0	62.5	8.3	0.8	0.8	20.2	69.7	8.5
Cardiff	0.4	1.0	13.2	65.4	19.9	0.4	1.0	14.2	62.1	22.4	0.5	0.5	8.8	65.4	24.8
Wales	0.9	1.2	18.1	66.2	13.6	0.9	1.1	18.4	64.4	15.3	0.7	0.9	13.9	68.0	16.4

(a) Each test will generally reflect a similar distribution of standardised scores within the set ranges. However, due to the range of marks available and the nature of the tests, results may not present a normal distribution. The data should be used to compare the relative performance of local authorities across years rather than to assess overall performance against a particular indicator.

Table 5: National Reading Test - English: mean progress measure, by LA and year group 2015 (a) (b)

Local Authority	Mean progress measure								
	NCY 2	NCY 3 (b)	NCY 4	NCY 5	NCY 6	NCY 7	NCY 8	NCY 9	All Years
Isle of Anglesey	1,003.4	1,001.1	1,001.9	1,000.1	1,004.6	998.5	1,000.1	1,001.2	1,001.2
Gwynedd	995.2	996.4	1,000.0	1,001.1	1,001.7	1,000.3	1,001.5	1,002.6	1,001.1
Conwy	1,001.4	1,000.9	1,000.8	1,001.5	1,000.3	1,003.1	1,003.4	1,003.2	1,001.9
Denbighshire	1,001.6	1,000.1	999.7	999.5	1,000.8	1,000.9	999.9	1,001.1	1,000.4
Flintshire	1,000.8	1,003.0	1,001.2	1,001.1	1,001.0	1,002.1	1,002.7	1,002.5	1,001.8
Wrexham	999.9	1,001.8	999.8	999.8	1,000.3	999.7	999.7	999.8	1,000.1
Powys	1,002.8	1,005.0	1,003.7	1,004.7	1,003.7	1,003.1	1,004.1	1,004.8	1,004.0
Ceredigion	1,004.2	1,007.0	1,002.1	1,002.5	1,003.9	1,002.9	1,002.7	1,004.1	1,003.2
Pembrokeshire	1,003.0	1,003.0	1,002.6	1,004.0	1,003.3	1,002.8	1,001.7	1,001.5	1,002.8
Carmarthenshire	1,002.8	999.7	1,002.6	1,002.7	1,003.1	1,001.2	1,001.6	1,000.4	1,001.8
Swansea	1,003.8	1,003.7	1,003.8	1,002.9	1,003.9	1,001.9	1,003.7	1,002.1	1,003.2
Neath Port Talbot	998.4	999.3	999.7	1,000.6	998.8	1,000.7	1,000.5	1,000.8	999.9
Bridgend	1,003.4	1,003.4	1,000.9	1,001.4	1,000.5	1,002.0	1,001.2	1,001.5	1,001.8
The Vale of Glamorgan	1,004.7	1,007.2	1,005.1	1,005.8	1,005.3	1,006.2	1,007.1	1,005.6	1,005.9
Rhondda Cynon Taf	999.9	999.8	1,000.0	999.8	998.5	998.8	998.4	998.0	999.1
Merthyr Tydfil	1,001.1	999.7	1,000.2	999.7	999.0	994.5	996.4	997.5	998.7
Caerphilly	999.8	998.9	998.9	998.8	998.6	998.6	999.0	999.5	999.0
Blaenau Gwent	995.9	996.0	995.8	996.7	995.7	994.4	995.2	996.2	995.8
Torfaen	999.9	1,003.6	998.7	999.5	998.2	999.1	998.8	999.3	999.6
Monmouthshire	1,005.9	1,006.6	1,006.6	1,006.6	1,007.0	1,005.4	1,007.7	1,009.5	1,006.9
Newport	1,000.7	1,002.3	999.3	999.5	999.1	1,000.6	999.5	998.6	1,000.0
Cardiff	1,000.9	1,002.4	1,002.0	1,002.3	1,001.9	1,002.1	1,002.0	1,001.7	1,001.9

(a) Calculated as the mean progress measure for all pupils who sat the test. Excludes pupils who were disapplied or absent during the test window.

(b) The progress measure for each year group is designed to produce a mean of 1000, but in practice the mean is never exactly 1000. As progress scores are whole numbers (integers) all values are rounded, so the mean (based on these integer values) may not equal 1000.

(c) Does not include optional English reading test results for pupils in year 3 studying Welsh first language.

Table 6: National Reading Test - Welsh: mean progress measure, by LA and year group, 2015 (a)

Local Authority	Mean progress measure								
	NCY 2	NCY 3	NCY 4	NCY 5	NCY 6	NCY 7	NCY 8	NCY 9	All years
Isle of Anglesey	999.1	999.9	1,000.8	998.9	999.8	995.0	999.0	996.9	998.8
Gwynedd	1,004.1	1,003.6	1,001.9	1,001.9	1,002.9	1,001.7	1,004.3	1,004.2	1,003.0
Conwy	999.0	999.2	999.8	1,001.5	995.9	1,002.5	1,001.5	1,006.9	1,000.5
Denbighshire	1,003.4	1,005.1	1,004.2	1,002.1	1,002.9	1,001.9	1,003.7	1,006.2	1,003.7
Flintshire	1,006.0	1,002.6	999.6	1,003.3	999.1	1,002.7	1,002.4	997.5	1,001.6
Wrexham	997.3	995.4	997.3	995.5	994.0	1,000.3	997.7	998.8	996.8
Powys	1,000.7	1,003.5	1,001.8	1,005.1	1,004.1	1,006.0	1,002.7	1,002.9	1,003.2
Ceredigion	1,003.1	1,001.1	1,002.3	1,002.6	1,002.8	999.4	998.8	999.6	1,001.2
Pembrokeshire	997.8	999.0	998.9	998.0	997.1	1,006.8	1,002.9	1,002.2	999.8
Carmarthenshire	1,002.6	1,003.1	1,003.3	1,003.0	1,003.1	1,000.3	998.2	998.4	1,001.7
Swansea	1,000.1	1,001.1	1,000.2	1,001.9	997.3	999.0	1,001.4	1,002.0	1,000.3
Neath Port Talbot	1,000.6	1,002.0	999.8	1,002.8	999.8	1,001.8	999.8	998.4	1,000.7
Bridgend	1,000.4	997.7	1,001.3	997.4	1,000.0	997.7	995.8	996.0	998.5
The Vale of Glamorgan	1,004.2	1,008.2	1,005.9	1,005.6	1,006.8	1,012.6	1,009.4	1,005.9	1,007.1
Rhondda Cynon Taf	996.9	997.0	997.6	998.6	997.1	999.3	997.3	997.7	997.7
Merthyr Tydfil	995.9	1,003.3	1,001.7	993.6	1,006.0	-	-	-	999.9
Caerphilly	997.5	997.2	996.3	994.7	997.4	1,000.1	999.2	999.2	997.5
Blaenau Gwent	988.0	989.8	985.7	988.0	980.0	-	-	-	986.6
Torfaen	1,000.5	1,001.3	997.8	1,000.0	998.1	995.9	997.1	998.3	998.4
Monmouthshire	1,005.7	1,014.1	1,002.4	1,010.1	1,008.7	-	-	-	1,008.4
Newport	995.4	1,001.7	990.2	995.8	997.0	-	-	-	995.8
Cardiff	1,005.4	1,006.0	1,005.0	1,009.0	1,006.7	1,008.5	1,008.8	1,006.9	1,006.9

(a) Calculated as the mean progress measure for all pupils who sat the test. Excludes pupils who were disapplied or absent during the test window.

(b) The progress measure for each year group is designed to produce a mean of 1000, but in practice the mean is never exactly 1000. As progress scores are whole numbers (integers) all values are rounded, so the mean (based on these integer values) may not equal 1000.

National Numeracy Tests – Age-standardised Scores

Table 7: National Numeracy Test results for all pupils, by gender, National Curriculum Year Group and result, 2015

Note: Age-standardised scores provide a measure of relative performance only. Therefore the data in this release should not be used to compare the relative performance across different cohorts and years.

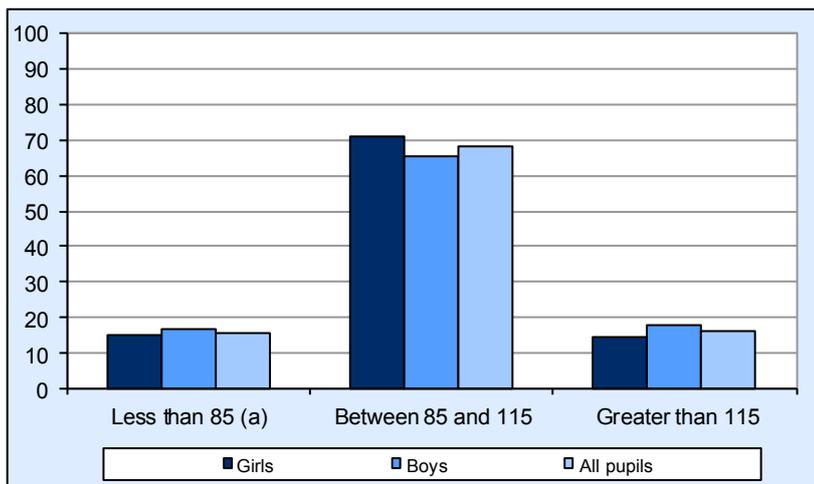
Year Group	Gender	National Numeracy Test - Procedural Component						National Numeracy Test - Reasoning Component					
		Absent		Less than 85	Betw een 85 and 115	Greater than 115	Cohort	Absent		Less than 85	Betw een 85 and 115	Greater than 115	Cohort
		during test	w indow					during test	w indow				
		Disapplied	%	%	%	%		Disapplied	%	%	%	%	
Year 2	Boys	2.7	0.8	14.4	65.2	16.9		18,289	2.7	1.4	12.7	65.6	
	Girls	1.2	0.8	12.1	70.6	15.3	17,459	1.2	1.4	12.1	68.1	17.3	17,459
	All pupils	1.9	0.8	13.3	67.9	16.1	35,748	1.9	1.4	12.4	66.8	17.5	35,748
Year 3	Boys	2.3	0.9	13.8	64.3	18.8	17,489	2.3	1.6	12.1	65.5	18.5	17,489
	Girls	0.9	0.7	12.9	72.1	13.4	16,741	0.9	1.3	11.3	71.5	15.0	16,741
	All pupils	1.6	0.8	13.4	68.1	16.1	34,230	1.6	1.4	11.7	68.4	16.8	34,230
Year 4	Boys	2.3	0.9	13.4	65.6	17.7	17,130	2.3	1.3	13.1	65.1	18.2	17,130
	Girls	1.0	0.8	13.0	70.6	14.7	16,313	1.0	1.3	12.7	67.7	17.4	16,313
	All pupils	1.7	0.9	13.2	68.0	16.2	33,443	1.7	1.3	12.9	66.3	17.8	33,443
Year 5	Boys	2.5	0.9	13.3	65.3	18.1	16,999	2.5	1.3	12.4	65.7	18.1	16,999
	Girls	1.3	0.8	12.9	70.9	14.2	16,176	1.3	1.3	12.4	70.1	14.9	16,176
	All pupils	1.9	0.8	13.1	68.0	16.2	33,175	1.9	1.3	12.4	67.9	16.5	33,175
Year 6	Boys	2.4	0.7	13.8	65.3	17.8	16,621	2.5	1.1	13.4	65.3	17.6	16,621
	Girls	1.2	0.7	12.7	70.2	15.2	15,680	1.2	1.0	12.2	69.6	16.0	15,680
	All pupils	1.9	0.7	13.3	67.6	16.5	32,301	1.9	1.1	12.8	67.4	16.8	32,301
Year 7	Boys	1.9	1.8	12.8	65.2	18.2	16,210	1.9	2.3	10.9	67.7	17.2	16,210
	Girls	0.9	1.1	11.7	73.2	13.1	15,383	0.9	1.5	9.8	72.9	14.8	15,383
	All pupils	1.4	1.5	12.3	69.1	15.7	31,593	1.4	1.9	10.4	70.3	16.0	31,593
Year 8	Boys	1.9	2.0	12.7	65.8	17.6	15,860	1.9	2.4	9.5	68.8	17.4	15,860
	Girls	0.9	1.9	12.5	71.2	13.6	14,928	0.8	2.4	8.1	73.6	15.0	14,928
	All pupils	1.4	1.9	12.6	68.4	15.7	30,788	1.4	2.4	8.8	71.1	16.2	30,788
Year 9	Boys	1.8	2.5	11.7	66.6	17.4	16,340	1.8	3.1	6.5	71.7	16.7	16,340
	Girls	0.8	2.5	13.0	69.9	13.8	15,406	0.8	3.3	5.8	74.0	16.2	15,406
	All pupils	1.3	2.5	12.3	68.2	15.6	31,746	1.3	3.2	6.2	72.8	16.5	31,746
All years	Boys	2.2	1.3	13.2	65.4	17.8	134,938	2.2	1.8	11.4	66.9	17.7	134,938
	Girls	1.0	1.1	12.6	71.1	14.2	128,086	1.0	1.7	10.6	70.9	15.8	128,086
	All pupils	1.6	1.2	12.9	68.2	16.0	263,024	1.6	1.7	11.0	68.8	16.8	263,024

Table 8: National Numeracy Test results, by LA and result, 2015

Note: Age-standardised scores provide a measure of relative performance only. Therefore the data in this release should not be used to compare the relative performance across different cohorts and years.

Local Authority	National Numeracy Test - Procedural Component						National Numeracy Test - Reasoning Component					
	Absent					Cohort	Absent					Cohort
	Disapplied	during test window	Less than 85	Betw een 85 and 115	Greater than 115		Disapplied	during test window	Less than 85	Betw een 85 and 115	Greater than 115	
%	%	%	%	%	%	%	%	%	%	%	%	
Isle of Anglesey	1.4	1.2	10.3	70.3	16.7	5,452	1.4	1.7	9.0	67.4	20.4	5,452
Gwynedd	1.2	1.2	10.3	68.9	18.3	9,794	1.2	1.8	7.8	65.7	23.5	9,794
Conwy	0.5	0.9	15.3	69.6	13.8	8,790	0.5	1.5	12.1	70.4	15.6	8,790
Denbighshire	1.7	1.8	14.0	69.8	12.7	8,897	1.7	2.5	10.8	68.6	16.4	8,897
Flintshire	1.0	1.5	12.8	70.1	14.6	13,496	1.0	2.1	9.8	70.1	16.9	13,496
Wrexham	1.9	1.6	13.5	69.0	14.0	11,385	1.9	2.2	11.0	69.1	15.7	11,385
Powys	1.9	0.5	10.6	70.8	16.1	10,541	1.9	0.8	7.6	68.7	21.0	10,541
Ceredigion	1.5	0.5	9.0	69.9	19.1	5,264	1.4	1.1	7.2	68.0	22.2	5,264
Pembrokeshire	2.0	1.1	12.4	69.9	14.6	9,932	2.1	1.8	9.2	69.4	17.5	9,932
Carmarthenshire	1.4	0.9	9.9	68.7	19.0	15,537	1.4	1.2	8.4	68.9	20.1	15,537
Swansea	2.1	1.1	10.1	66.4	20.3	20,072	2.1	1.3	8.3	67.7	20.6	20,072
Neath Port Talbot	1.6	1.4	12.9	69.0	15.1	12,012	1.6	2.0	11.6	70.6	14.2	12,012
Bridgend	1.8	0.9	12.5	67.7	17.1	12,481	1.9	1.5	10.8	68.8	17.1	12,481
The Vale of Glamorgan	1.1	1.1	9.2	66.6	21.9	11,957	1.2	1.7	7.7	66.9	22.3	11,957
Rhondda Cynon Taf	1.9	1.3	15.1	68.5	13.1	21,249	1.9	1.9	12.4	70.8	13.0	21,249
Merthyr Tydfil	2.3	1.2	13.7	69.7	13.2	5,152	2.3	1.9	13.1	71.1	11.6	5,152
Caerphilly	0.8	1.1	15.8	68.6	13.7	16,250	0.8	1.4	14.5	70.7	12.6	16,250
Blaenau Gwent	2.2	1.7	19.1	67.8	9.2	5,507	2.2	1.9	18.4	68.9	8.7	5,507
Torfaen	1.2	1.4	16.0	68.8	12.6	8,456	1.2	2.1	14.2	69.5	13.0	8,456
Monmouthshire	1.8	0.8	9.9	66.0	21.6	6,791	1.8	1.0	9.2	68.2	19.8	6,791
Newport	1.7	1.5	16.1	67.8	13.0	13,685	1.6	2.2	14.9	68.9	12.3	13,685
Cardiff	1.6	1.3	13.6	65.4	18.1	29,203	1.6	1.9	12.2	67.5	16.7	29,203
Wales	1.6	1.2	12.9	68.2	16.0	263,024	1.6	1.7	11.0	68.8	16.8	263,024

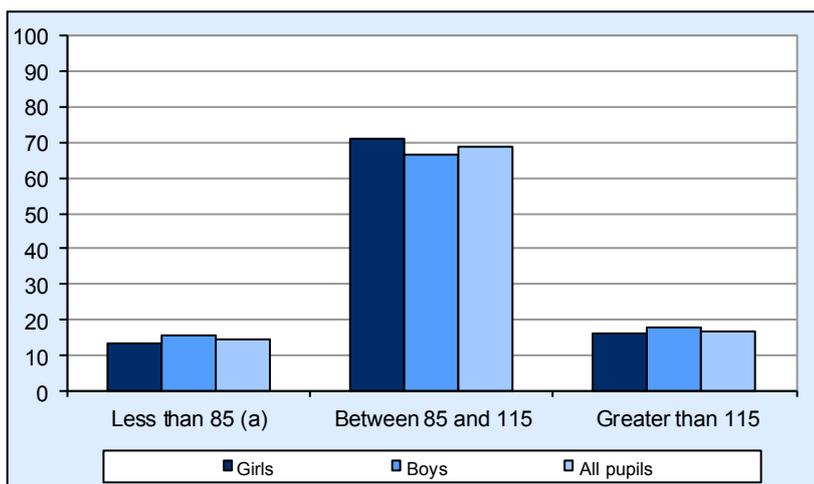
Chart 5: Percentage of pupils in all year groups achieving standardised scores within the bands shown in the National Numeracy Test (Procedural) by gender, 2015



(a) Includes pupils who were disapplied or absent during the test window.

- More boys than girls achieved a standardised score greater than 115 across all year groups in the National Numeracy Test (Procedural). The gap between boys and girls stood at 3.6 percentage points.
- For all year groups apart from year 9 more boys achieved a standardised score less than 85 in the National Numeracy Test (Procedural). The overall gap between boys and girls was 0.6 percentage points.

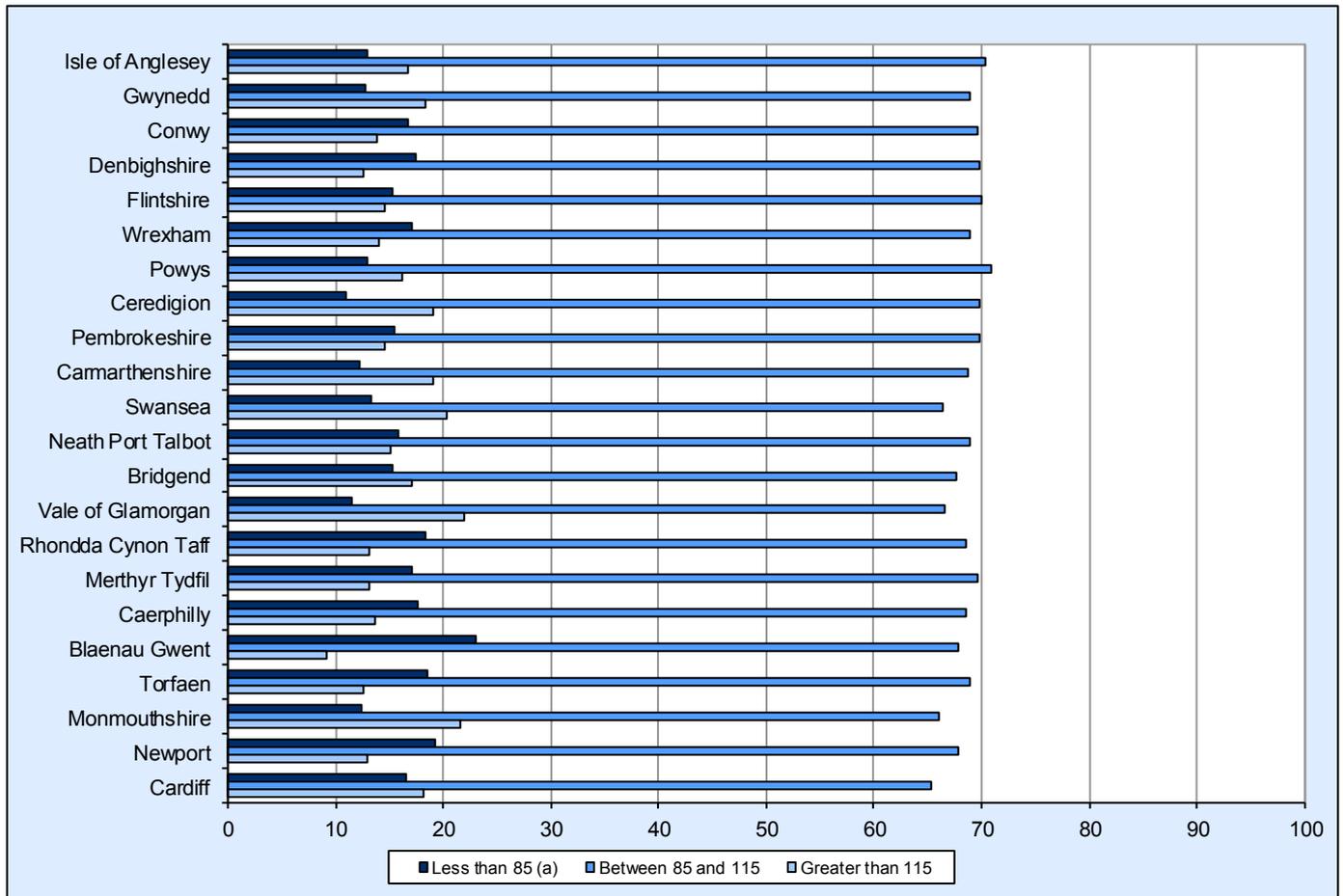
Chart 6: Percentage of pupils in all year groups achieving standardised scores within the bands shown in the National Numeracy Test (Reasoning) by gender, 2015



(a) Includes pupils who were disapplied or absent during the test window.

- More boys than girls achieved a standardised score greater than 115 across all year groups in the National Numeracy Test (Reasoning). The gap between boys and girls stood at 1.9 percentage points.
- For all year s more boys than girls achieved a standardised score less than 85 in the National Numeracy Test (Reasoning). The gap between boys and girls stood at 0.8 percentage points.

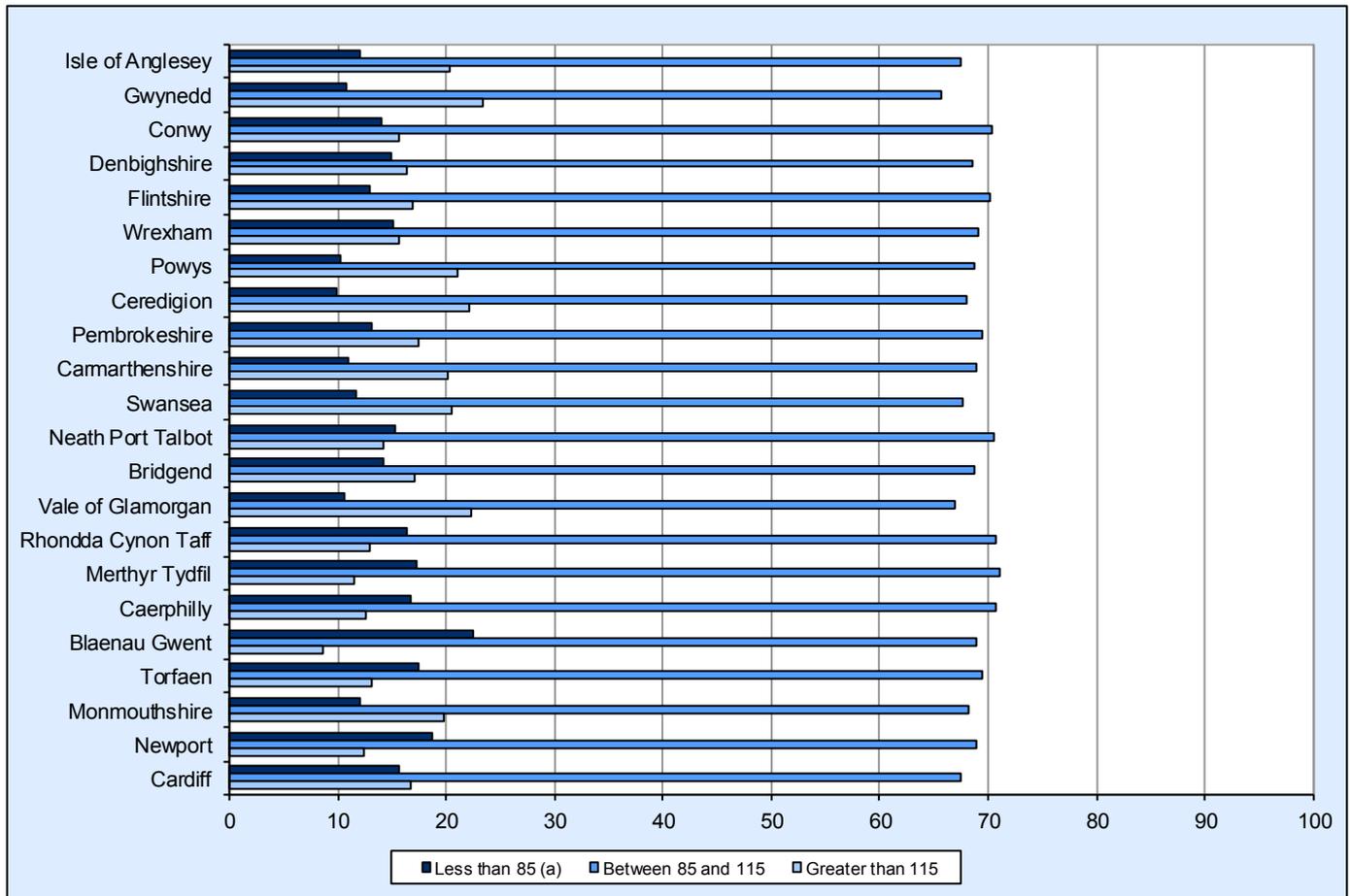
Chart 7: Percentage of pupils achieving standardised scores within the bands shown in the National Numeracy Test (Procedural), by local authority, 2015



(a) Includes pupils who were disapplied or absent during the test window.

- The highest percentage of pupils achieving a standardised score greater than 115 was seen in The Vale of Glamorgan (21.9 per cent). The lowest percentage was seen in Blaenau Gwent (9.2 per cent).
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (19.1 per cent). The lowest percentage was seen in Ceredigion (9.0 per cent).

Chart 8: Percentage of pupils achieving standardised scores within the bands shown in the National Numeracy Test (Reasoning), by local authority, 2015



(a) Includes pupils who were disapplied or absent during the test window.

- The highest percentage of pupils achieving a standardised score greater than 115 was seen in Gwynedd (23.5 per cent). The lowest percentage was seen in Blaenau Gwent (8.7 per cent).
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (18.4 per cent). The lowest percentage was seen in Ceredigion (7.2 per cent).

National Numeracy Tests – Progress Measure

The progress measure shows how well an individual learner has done in a given test relative to **all other learners in the same national curriculum year group taking the same test**. The progress measure is presented as a time series allowing for an individual pupil's achievement in the tests to be tracked over time.

Each test will generally reflect a similar distribution of standardised scores within the set ranges (see Notes). However, due to the range of marks available and the nature of the results may not present a normal distribution. The data should be used to compare the relative performance of local authorities across years rather than to assess overall performance against a particular indicator.

National Numeracy Tests – Procedural

- Monmouthshire had the highest percentage of pupils achieving an 'above average' progress measure in year 2015.
- Ceredigion had the lowest percentage of pupils achieving a 'below average' progress measure in 2015.
- Blaenau Gwent had the lowest percentage of pupils achieving an 'above average' progress measure in each year from 2013 to 2015. They also had the highest percentage of pupils achieving a 'below average' progress measure in each year.
- The Vale of Glamorgan had the highest mean progress measure when calculated in the 'All years' group in 2015. Blaenau Gwent had the lowest mean progress measure in the 'All years' group and within each individual year groups apart from year 9 where Rhondda Cynon Taf had the lowest mean progress measure.

National Numeracy Tests – Reasoning

- Gwynedd had the highest percentage of pupils achieving an 'above average' progress measure in 2015.
- Ceredigion had the lowest percentage of pupils achieving a 'below average' progress measure in both 2014 and 2015.
- Blaenau Gwent had the lowest percentage of pupils achieving an 'above average' progress measure in both 2014 and 2015. They also had the highest percentage of pupils achieving a 'below average' progress measure in each year.
- Gwynedd had the highest mean progress measure in the 'All years group in 2015, although they did not have the highest mean progress measure in any individual year group. For secondary school years, The Vale of Glamorgan and Monmouthshire had the highest and second highest mean progress measure respectively years 7 to 9.
- Blaenau Gwent had the lowest mean progress measure in the 'All years' group and in each individual year group.

Table 9: National Numeracy Test - Procedural: progress measure, by LA, 2013 to 2015 (a)

Local Authority	2013					2014					2015				
	Absent during test		Below average	Within average	Above average	Absent during test		Below average	Within average	Above average	Absent during test		Below average	Within average	Above average
	Disapplied	window				Disapplied	window				Disapplied	window			
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Isle of Anglesey	1.6	1.2	10.2	60.4	26.6	1.3	2.5	12.5	62.8	20.9	1.4	1.2	10.7	69.8	16.9
Gwynedd	1.2	1.2	12.5	63.2	21.9	1.4	1.1	13.3	62.8	21.4	1.2	1.2	10.5	68.5	18.6
Conwy	1.2	1.4	19.6	62.4	15.4	1.4	1.3	18.9	62.5	15.9	0.5	0.9	15.6	68.5	14.5
Denbighshire	2.6	1.0	14.8	65.8	15.8	2.1	2.4	17.3	63.3	15.0	1.7	1.8	14.0	69.3	13.2
Flintshire	1.0	1.9	17.8	62.9	16.5	1.0	1.7	18.2	63.5	15.7	1.0	1.5	13.2	69.1	15.3
Wrexham	2.6	2.3	17.4	61.1	16.6	2.1	2.0	18.8	60.9	16.2	1.9	1.6	13.9	68.3	14.3
Powys	1.3	1.0	14.3	64.7	18.6	2.0	0.9	13.4	64.7	19.0	1.9	0.5	10.7	70.2	16.7
Ceredigion	1.2	0.7	15.0	63.1	20.1	1.9	1.3	11.8	61.2	23.7	1.5	0.5	9.2	69.3	19.5
Pembrokeshire	1.6	1.1	16.0	64.0	17.2	1.4	1.6	15.1	62.6	19.3	2.0	1.1	12.3	69.3	15.3
Carmarthenshire	1.6	1.5	15.0	62.6	19.3	1.5	1.4	13.3	63.6	20.2	1.4	0.9	10.1	68.1	19.5
Swansea	1.9	1.5	16.5	60.7	19.5	1.9	1.7	14.5	60.9	20.9	2.1	1.1	10.1	65.8	20.9
Neath Port Talbot	1.6	1.5	18.4	62.4	16.0	1.7	1.9	16.9	63.1	16.4	1.6	1.4	13.2	68.3	15.6
Bridgend	2.1	1.6	17.1	62.6	16.6	2.2	1.4	16.5	62.2	17.6	1.8	0.9	12.4	67.1	17.7
The Vale of Glamorgan	1.1	1.2	11.4	61.8	24.5	1.3	1.3	13.2	61.1	23.1	1.1	1.1	9.2	66.1	22.5
Rhondda Cynon Taf	1.8	1.7	18.8	62.5	15.2	1.9	1.7	21.9	61.8	12.7	1.9	1.3	15.4	68.0	13.4
Merthyr Tydfil	1.9	1.1	23.4	60.7	12.9	1.9	1.2	20.3	62.7	14.0	2.3	1.2	13.7	69.2	13.7
Caerphilly	0.8	1.9	19.9	61.5	15.9	1.0	1.3	21.5	62.3	13.9	0.8	1.1	15.9	68.0	14.3
Blaenau Gwent	0.9	2.1	24.6	61.3	11.1	1.5	1.5	26.6	59.6	10.7	2.2	1.7	19.3	67.6	9.2
Torfaen	0.8	2.0	20.5	62.3	14.4	1.0	2.6	20.5	62.7	13.1	1.2	1.4	16.5	67.9	12.9
Monmouthshire	1.0	1.0	14.0	62.4	21.6	1.2	0.8	13.7	61.8	22.6	1.8	0.8	10.0	64.8	22.6
Newport	1.6	1.7	17.7	60.2	18.9	1.8	2.6	20.5	60.7	14.5	1.7	1.5	16.6	66.9	13.4
Cardiff	0.9	1.5	18.3	59.9	19.4	1.6	1.5	18.2	60.2	18.6	1.6	1.3	13.7	64.9	18.6
Wales	1.5	1.5	17.1	61.9	17.9	1.7	1.6	17.3	61.9	17.4	1.6	1.2	13.1	67.5	16.5

(a) Each test will generally reflect a similar distribution of standardised scores within the set ranges. However, due to the range of marks available and the nature of the tests, results may not present a normal distribution. The data should be used to compare the relative performance of local authorities across years rather than to assess overall performance against a particular indicator.

Table 10: National Numeracy Test - Reasoning: progress measure, by LA, 2014 to 2015 (a)

Local Authority	2014					2015				
	Disapplied	Absent	Below	Within	Above	Disapplied	Absent	Below	Within	Above
		during test	average	average	average		during test	average	average	average
%	%	%	%	%	%	%	%	%	%	
Isle of Anglesey	1.3	3.1	12.2	62.1	21.4	1.4	1.7	9.4	67.1	20.4
Gwynedd	1.5	1.9	12.1	64.0	20.5	1.2	1.8	8.1	65.5	23.4
Conwy	1.5	2.1	15.8	64.8	15.9	0.5	1.5	12.6	69.8	15.7
Denbighshire	2.0	3.2	15.2	64.0	15.6	1.7	2.5	11.1	68.6	16.2
Flintshire	1.0	2.8	15.0	65.0	16.1	1.0	2.1	10.3	69.7	16.9
Wrexham	2.1	2.5	16.4	63.0	16.1	1.9	2.2	11.5	68.5	15.8
Powys	2.1	1.4	12.3	63.4	20.9	1.9	0.8	7.9	68.1	21.3
Ceredigion	1.9	1.7	10.5	61.9	23.9	1.4	1.1	7.5	67.1	22.8
Pembrokeshire	1.4	2.9	14.2	63.2	18.3	2.1	1.8	9.7	68.4	18.1
Carmarthenshire	1.6	2.1	13.3	63.8	19.3	1.4	1.2	8.9	68.0	20.6
Swansea	1.9	2.2	14.1	63.0	18.7	2.1	1.3	8.6	67.2	20.9
Neath Port Talbot	1.8	2.3	19.0	63.8	13.2	1.6	2.0	12.3	70.2	13.9
Bridgend	2.2	2.3	16.8	62.3	16.3	1.9	1.5	11.2	68.1	17.3
The Vale of Glamorgan	1.3	1.9	12.6	64.3	20.0	1.2	1.7	8.2	66.4	22.5
Rhondda Cynon Taf	1.9	2.5	21.5	62.4	11.7	1.9	1.9	13.0	69.9	13.2
Merthyr Tydfil	1.9	2.9	21.9	61.9	11.4	2.3	1.9	13.7	70.8	11.4
Caerphilly	1.0	1.9	21.7	63.0	12.3	0.8	1.4	14.9	69.9	13.0
Blaenau Gwent	1.5	2.3	26.1	62.1	7.9	2.2	1.9	19.2	68.0	8.8
Torfaen	1.1	3.2	20.2	63.1	12.4	1.2	2.1	14.6	69.3	12.9
Monmouthshire	1.1	0.8	15.0	64.6	18.5	1.8	1.0	9.9	67.4	19.9
Newport	1.8	3.0	20.6	61.8	12.8	1.6	2.2	15.5	68.0	12.6
Cardiff	1.6	2.3	18.3	61.2	16.7	1.6	1.9	12.8	66.7	17.0
Wales	1.7	2.3	16.8	62.9	16.2	1.6	1.7	11.5	68.2	17.0

(a) Each test will generally reflect a similar distribution of standardised scores within the set ranges. However, due to the range of marks available and the nature of the tests, results may not present a normal distribution. The data should be used to compare the relative performance of local authorities across years rather than to assess overall performance against a particular indicator.

Table 11: National Numeracy Test - Procedural: mean progress measure, by LA and year group, 2015 (a)

Local Authority	Mean progress measure								
	NCY 2	NCY 3	NCY 4	NCY 5	NCY 6	NCY 7	NCY 8	NCY 9	All years
Isle of Anglesey	1,005.7	1,001.4	1,002.8	1,003.2	1,005.3	1,001.2	1,001.5	1,002.1	1,002.9
Gwynedd	1,006.1	1,003.3	1,003.8	1,003.3	1,004.2	1,000.9	1,001.9	1,004.2	1,003.5
Conwy	1,000.9	1,000.0	998.0	998.4	998.0	1,000.6	1,000.4	1,000.0	999.5
Denbighshire	1,003.4	999.5	997.9	999.5	998.7	999.6	998.3	998.8	999.5
Flintshire	1,001.3	1,000.5	1,000.4	999.0	999.3	1,000.9	1,002.4	1,002.4	1,000.7
Wrexham	1,000.9	1,000.6	999.9	998.6	999.7	999.7	999.7	1,000.0	999.9
Powys	1,002.2	1,002.7	1,002.9	1,002.7	1,002.2	1,001.8	1,002.6	1,002.1	1,002.4
Ceredigion	1,006.1	1,003.9	1,003.5	1,006.7	1,004.1	1,002.1	1,003.2	1,005.1	1,004.3
Pembrokeshire	1,001.4	1,001.0	1,001.9	1,001.5	1,001.6	1,000.0	1,000.0	999.7	1,001.0
Carmarthenshire	1,004.9	1,004.2	1,005.1	1,005.0	1,003.6	1,002.7	1,002.8	1,002.9	1,003.9
Swansea	1,005.6	1,005.3	1,005.3	1,003.0	1,006.4	1,003.7	1,004.9	1,003.4	1,004.7
Neath Port Talbot	1,000.1	1,000.5	1,002.1	1,002.2	1,001.3	1,001.7	999.7	1,000.6	1,001.0
Bridgend	1,003.2	1,002.3	1,002.2	1,002.3	1,001.9	1,002.7	1,001.6	1,000.8	1,002.1
The Vale of Glamorgan	1,003.8	1,005.3	1,004.2	1,004.4	1,005.3	1,008.2	1,007.9	1,006.2	1,005.6
Rhondda Cynon Taf	999.5	999.9	1,001.0	1,000.1	999.4	998.1	998.4	997.4	999.2
Merthyr Tydfil	999.7	1,000.5	1,001.1	1,000.2	1,002.4	997.2	997.7	998.6	999.8
Caerphilly	999.1	999.1	998.5	998.8	997.8	1,000.6	999.2	999.5	999.1
Blaenau Gwent	992.9	994.6	995.3	996.1	994.5	996.8	997.1	997.8	995.5
Torfaen	999.4	1,000.8	997.2	997.3	997.1	1,000.1	997.6	998.5	998.5
Monmouthshire	1,002.3	1,003.9	1,003.5	1,004.1	1,004.7	1,006.9	1,007.9	1,007.9	1,005.0
Newport	996.2	998.4	997.0	997.6	997.0	1,001.6	1,000.9	1,001.5	998.7
Cardiff	1,000.7	1,001.7	1,001.8	1,002.4	1,002.3	1,003.2	1,002.3	1,002.4	1,002.0

(a) Calculated as the mean progress measure for all pupils who sat the test. Excludes pupils who were disapplied or absent during the test window.

(b) The progress measure for each year group is designed to produce a mean of 1000, but in practice the mean is never exactly 1000. As progress scores are whole numbers (integers) all values are rounded, so the mean (based on these integer values) may not equal 1000.

Table 12: National Numeracy Test - Reasoning: mean progress measure, by LA and year group, 2015 (a)

Local Authority	Mean progress measure								
	NCY 2	NCY 3	NCY 4	NCY 5	NCY 6	NCY 7	NCY 8	NCY 9	All years
Isle of Anglesey	1,006.7	1,004.1	1,005.4	1,005.3	1,008.6	1,003.2	1,003.6	1,000.1	1,004.7
Gwynedd	1,007.0	1,005.9	1,005.5	1,006.3	1,007.5	1,005.2	1,006.9	1,008.1	1,006.5
Conwy	1,000.9	999.8	1,001.2	1,000.1	1,000.0	1,002.8	1,002.8	1,003.8	1,001.4
Denbighshire	1,006.6	1,000.3	1,000.8	1,002.8	1,002.2	1,001.9	1,000.7	1,001.8	1,002.2
Flintshire	1,004.0	1,001.5	1,003.1	1,001.7	1,001.4	1,003.0	1,004.0	1,003.5	1,002.8
Wrexham	1,003.0	1,001.6	1,001.5	1,000.0	1,000.7	1,001.5	1,002.6	1,002.3	1,001.6
Powys	1,006.1	1,004.6	1,007.4	1,006.7	1,006.1	1,003.1	1,005.4	1,005.5	1,005.6
Ceredigion	1,008.3	1,005.1	1,007.9	1,008.2	1,008.4	1,004.1	1,004.6	1,005.5	1,006.5
Pembrokeshire	1,003.6	1,002.5	1,004.4	1,003.4	1,003.9	1,003.4	1,004.2	1,002.4	1,003.5
Carmarthenshire	1,006.2	1,004.3	1,006.1	1,005.1	1,004.5	1,002.9	1,003.9	1,004.0	1,004.6
Swansea	1,005.5	1,006.1	1,007.3	1,004.6	1,006.0	1,003.6	1,005.6	1,002.9	1,005.3
Neath Port Talbot	999.9	999.9	1,001.4	1,001.3	999.5	1,000.7	1,001.3	1,000.8	1,000.6
Bridgend	1,002.9	1,002.8	1,001.9	1,003.3	1,001.5	1,003.8	1,003.3	1,001.0	1,002.5
The Vale of Glamorgan	1,004.6	1,004.4	1,004.1	1,005.3	1,005.0	1,008.3	1,010.2	1,008.9	1,006.2
Rhondda Cynon Taf	999.5	999.1	1,001.3	999.8	998.2	1,000.2	1,000.2	998.8	999.7
Merthyr Tydfil	998.8	999.5	998.4	998.2	997.7	997.1	999.9	999.1	998.6
Caerphilly	999.3	998.9	999.5	998.4	997.2	1,000.2	999.0	998.8	998.9
Blaenau Gwent	991.9	994.4	996.0	995.7	993.7	995.1	998.2	997.5	995.2
Torfaen	998.4	1,001.9	997.9	998.6	997.1	1,000.3	999.5	999.3	999.1
Monmouthshire	1,002.5	1,001.9	1,004.3	1,001.9	1,003.8	1,005.8	1,007.6	1,008.2	1,004.3
Newport	996.3	998.9	998.1	997.5	996.4	1,001.9	1,000.8	1,001.0	998.8
Cardiff	1,000.2	1,000.6	1,001.4	1,001.1	1,001.1	1,003.6	1,004.0	1,003.2	1,001.8

(a) Calculated as the mean progress measure for all pupils who sat the test. Excludes pupils who were disapplied or absent during the test window.

(b) The progress measure for each year group is designed to produce a mean of 1000, but in practice the mean is never exactly 1000. As progress scores are whole numbers (integers) all values are rounded, so the mean (based on these integer values) may not equal 1000.

Notes

1. Context

1.1 Policy/Operational

National Reading and Numeracy tests were implemented on a statutory basis in May 2013 for all pupils in Years 2 to 9. Previously, many schools have used commercially produced reading and numeracy tests as well as cognitive ability tests. The introduction of the National Reading and Numeracy tests provides uniformity of practice. The tests complement the National Literacy and Numeracy Framework (LNF) and aim to track pupils' progress in reading and numeracy skills from Year 2 (the end of Foundation Phase) through to Year 9 (the end of Key Stage 3). The tests are designed to give teachers a clearer insight into a learner's development and ensure that all schools are identifying the needs of their pupils in order to progress their ability in reading and numeracy. This will allow them to identify strengths and areas for improvement and to intervene at an earlier stage if learners are falling behind. More information on the LNF is available on Learning Wales here:

<http://learning.wales.gov.uk/resources/nlnf/?skip=1&lang=en>

The reading tests were developed for the Welsh Government by the National Foundation for Educational Research (NFER) and the numeracy tests by NFER, in collaboration with Acumina. NFER and Acumina sought advice from expert panels, LA advisers and practitioners throughout the development of the tests.

For further information on the arrangements for the administration of the tests, please see "National Reading and Numeracy Tests – 2015 Test Administration Handbook" available here:

<http://learning.gov.wales/resources/browse-all/national-reading-and-numeracy-tests-2015-administration-handbook/?lang=en>

Headteachers are responsible for reporting results for all pupils on their school roll as at the second Tuesday in May; this is known as the 'specified date on roll'. In 2015, the date for this was 12 May. Statutory assessment arrangements for the school year 2014/15 can be found here:

<http://gov.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/?lang=en>

1.2 Related Publications

A statistical release relating to teacher assessments for the mandatory areas of learning at end of Foundation Phase and core subjects at Key Stage 2 and 3, entitled "End of Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key stages 2 and 3" was released on 12 August 2015. A further release relating to non-core subjects at Key Stage 3 and Welsh Second Language at Key Stage 2, entitled 'Teacher Assessments of the Non-Core Subjects, Wales 2015' was also released on 12 August 2015. Both releases can be found here:

<http://gov.wales/statistics-and-research/?topic=Education+and+skills&lang=en>

The Department for Education publishes statistics on the Key Stage 2 National Curriculum tests sat by pupils in England. Pupils in England also sit tests in Key Stage 1 to help inform final teacher assessments. Furthermore, optional tests exist at Key Stages 2 and 3 in England to help track progress. Statistical releases for tests at Key Stage 2 and teacher assessments at Key Stages 1, 2 and 3 and can be found here:

<http://www.education.gov.uk/researchandstatistics/statistics>

2. Data Sources

2.1 National Reading and Numeracy Tests

National Reading Test data was collected through the pre-existing National Data Collection (NDC). The NDC is the electronic collection of teacher assessment data at end of Foundation Phase and Key Stages 2 and 3 and was expanded to include the collection of National Reading Test results for the first time in 2013. Data is sent by schools to Knowledge and Analytical Services within the Welsh Government care

of their Local Authority (LA). For 2014, the NDC was expanded to include the collection of National Numeracy Test data (both procedural and reasoning components).

For 2015, the National Reading and Numeracy Test results was collected under a separate Welsh National Tests data collection.

A summary of the Welsh National Test process for 2015 covering timescales and reporting arrangements can be found here:

<http://gov.wales/topics/educationandskills/schoolhome/schooldata/ims/datacollections/national-tests-data-collection/?lang=en>

3. Definitions

3.1 Coverage

It is a statutory requirement for all pupils in Years 2 to 9 to sit both the reading and numeracy tests. Pupils studying Welsh first language in Years 2 and 3 are required to sit the Welsh version of the reading test only although schools may opt for pupils studying Welsh first language in Year 3 to, additionally, sit the English version of the tests. For consistency, any optional English test results for pupils studying Welsh first language in Year 3 have been removed from the analysis included in this release.

From Years 4 to 9, pupils studying Welsh first language must submit results for both the English and Welsh versions of the reading tests.

Schools were able to choose whether pupils sat the numeracy tests in English or Welsh. Pupils sitting the paper in Welsh were also able to refer to the English version of the paper.

One test paper covered two year groups for the reading tests whilst there was a separate numeracy test paper for each year group. A summary of the test papers sat can be found in the table below:

National Curriculum Year	Welsh NRT paper	English NRT paper	Welsh NNT paper (Procedural)	English NNT paper (Procedural)	Welsh NNT paper (Reasoning)	English NNT paper (Reasoning)
2	CA3	EA3 ^(a)	2CG15	2EP15	2CRh15	2ER15
3	CA3	EA3 ^(b)	3CG15	3EP15	3CRH15	3ER15
4	CB3	EB3	4CG15	4EP15	4CRH15	4ER15
5	CB3	EB3	5CG15	5EP15	5CRH15	5ER15
6	CC3	EC3	6CG15	6EP15	6CRH15	6ER15
7	CC3	EC3	7CG15	7EP15	7CRH15	7ER15
8	CD3	ED3	8CG15	8EP15	8CRH15	8ER15
9	CD3	ED3	9CG15	9EP15	9CRH15	9ER15

(a) Not required to be sat for pupils studying Welsh first language

(b) Optional for pupils studying Welsh first language

Pupils should sit the test paper(s) for the National Curriculum Year group in which they are taught. It is possible that some may be older or younger and some may be taught in a class where the majority of pupils are of a different age.

Results for the English and Welsh reading tests are presented separately in this release. The results of the numeracy tests are combined in this release as the content of the English and Welsh numeracy tests is identical.

3.2 Standardisation

Standardised scores such as the age-standardised score and the progress measure for the national tests are commonly used with tests intended to measure the ability of large groups of individuals. This is because just knowing the number or percentage of correct marks on a test paper is not enough to give a full picture of how well a learner or a group of learners has done in their test. The test results from all schools are analysed to prepare standardised score scales so that meaningful comparisons between individuals and groups can be made.

Each test will generally reflect a similar distribution of standardised scores within the ranges mentioned below. However, due to the range of marks available the results may not always present a normal distribution.

3.3 Age-Standardised Scores

Pupils' raw scores obtained from the test papers were converted into standardised scores, which are presented in this release. Age-standardised score shows how well an individual learner has done in a given test compared to **other children of the same age in years and months** in Wales.

At the Wales-level, the standardisation is designed to fit a frequency distribution known as the 'normal distribution' with the scores having an average of 100, making it easy to see whether a pupil has performed above or below average when compared to the standardisation sample. The standardisation is also designed to give a standard deviation (a measure of the spread of scores) of 15. This construct is designed in order to ensure that around 68 per cent of pupils sitting the test have a standardised score within 15 points of the average score (between 85 and 115).

Further explanation of standardised scores can be obtained from the following guidance on age-standardised scores, published by NFER:

<http://www.nfer.ac.uk/research/centre-for-assessment/age-standardisation.cfm>

The National Reading and Numeracy Tests were standardised on the "live" population data. The Wales-level data for all tests across all year groups, therefore, approximately follows the expected pattern with a mean of 100 and a standard deviation of 15.

Some pupils were unable to be provided with standardised scores. Attainment at the extremes of the scale cannot be accurately modelled as too few pupils in the standardisation sample attained scores such that these could be calculated with the necessary degree of statistical reliability.

3.3 Progress Measure

The progress measure shows how well an individual learner has done in a given test compared with **all other learners in the same national curriculum year group taking the same test**. The progress measure is presented as a time series allowing for an individual pupil's achievement in the tests to be tracked over time.

The progress measure for each year group is designed to produce a mean of 1000, but in practice the mean is never exactly 1000. As progress scores are whole numbers (integers) all values are rounded, so the mean (based on these integer values) may not equal 1000. The scores range from 950 to 1050. For example, based on scores within one standard deviation of a score of 1000, learners achieving between 980 and 1020 have a progress measure that is in line with learners in the same year group (taking the same test). Approximately 68 per cent of learners will have a score in this range. Learners scoring outside of this range (i.e. below 980 or above 1020) have a progress measure that is either below or above that of most learners in their year group.

The progress measure is split into the following five ranges:

Range	Description
>=950 and <=959	Considerably below average for year group
>=960 and <=979	Below average for year group
>=980 and <=1020	Average for year group
>=1021 and <=1040	Above average for year group
>=1041 and <=1050	Considerably above average for year group

3.4 Disapplication

The definition of disapplication and the related guidance differs from that provided for teacher assessments. Therefore disapplication rates are not directly comparable and may differ. The disapplication guidance for the National Reading and Numeracy Tests is available on Learning Wales here:

<http://learning.gov.wales/resources/browse-all/national-reading-and-numeracy-tests-2015-administration-handbook/?lang=en>

4. Rounding and symbols

In tables where figures have been rounded to the nearest final digit, there may be an apparent discrepancy between the sum of the constituent items and the total shown.

The following symbols have been used throughout the publication:

- percentages less than 0.05 but not zero
- . not applicable
- .. not available
- ~ not yet available
- * data which cannot be given for reasons of confidentiality

*Cohort sizes have been replaced by a * where there are fewer than 5 but more than zero pupils in a category.*

This is to make users aware of the very small numbers in certain categories and to show that care should be taken when making comparisons between attainment data for such categories.

In circumstances where a suppressed figure can be identified from the remaining data, the next smallest figure has also been suppressed.

5. Key Quality Information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability. It also covers specific issues relating to quality of 2014 data, and describes the quality management tool applied to this area of work.

Comments on the coverage or presentation of this release are welcomed. Contact details are on the front page.

5.1 Relevance

Who are the key users of this data?

These statistics are used both within and outside the Welsh Government. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- The Department for Education and Skills in the Welsh Government;
- Other areas of the Welsh Government;
- The research community;
- LAs and schools;
- Students, academics and universities;
- Individual citizens, private companies and the media.

What are the data used for?

These statistics are used in a variety of ways. The primary purpose of the underlying data is for diagnostic use by practitioners and to report to parents via pupil reports.

Some further examples of the use of this data are:

- General background and research;
- Inclusions in reports and briefings;
- Advice to Ministers;
- The All-Wales Core Data Sets;
- LA and school comparisons and benchmarks;
- To inform the education policy decision-making process in Wales;
- To inform ESTYN during school inspections;
- To assist in research in educational attainment.

5.2 Accuracy

The Welsh Government works closely with schools and LAs in order to ensure all data are validated before tables are published. Data is collated into an electronic return and submitted to the Welsh Government through DEWi, a secure online data transfer system developed by the Welsh Government. Various stages of automated validation and sense-checking are built into the process to ensure a high quality of data.

The distribution of standardised scores obtained for pupils sitting the National Reading Test in May 2013 did not fit the sample distribution constructed to have an average score of 100. The average score observed in the “live” tests was higher, indicating that the population of pupils sitting the tests in May 2013 performed better than the sample group from which the standardised scores were constructed. In consequence, the National Reading Tests were re-standardised based on the “live” tests. Revisions have been made to the National Reading Tests tables in the National Reading and Numeracy Test Results, 2013 [release](#).

5.3 Timeliness and Punctuality

Schools are required to administer the tests during the set test window. For 2015, the test window lasted from 5th May until 12th May for primary schools and from 29th April until 12th May for secondary schools. DEWi, a secure online data transfer system developed by the Welsh Government, was available for uploading National Reading and Numeracy Test files on 12th May 2015. Schools were asked to submit data for every pupil on roll at the school on 12 May. Schools were required to upload their data by 5 June.

5.4 Accessibility and Clarity

This Statistical First Release is pre-announced and then published on the Statistics section of the Welsh Government website.

5.5 Comparability

National Reading and Numeracy Test data was not collected for independent schools. Pupil Referral Units (PRUs) were given the option to submit National Reading and Numeracy Test data if they wished.

Attainment data for pupils new to the English or Welsh based education system (NEWBES) within the previous two academic years are removed from the school and LA’s results, but included in the overall results for Wales. The date of entry for NEWBES pupils was not captured during the National Numeracy Test data collection. Therefore, NEWBES data collected through the NDC for the National Reading Test has been matched across and used for the National Numeracy Test data where possible.

The standardised scores provide a measure of relative performance only. Therefore the data in this release should be used to compare the relative performance within different cohorts rather than to assess overall performance against a particular indicator. It should also be noted that the percentage of pupils achieving an age-standardised score of greater than 85 or a progress measure of average or greater should not be used as an indicator of “acceptable” performance.



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<http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>