Statistical First Release

National Statistics

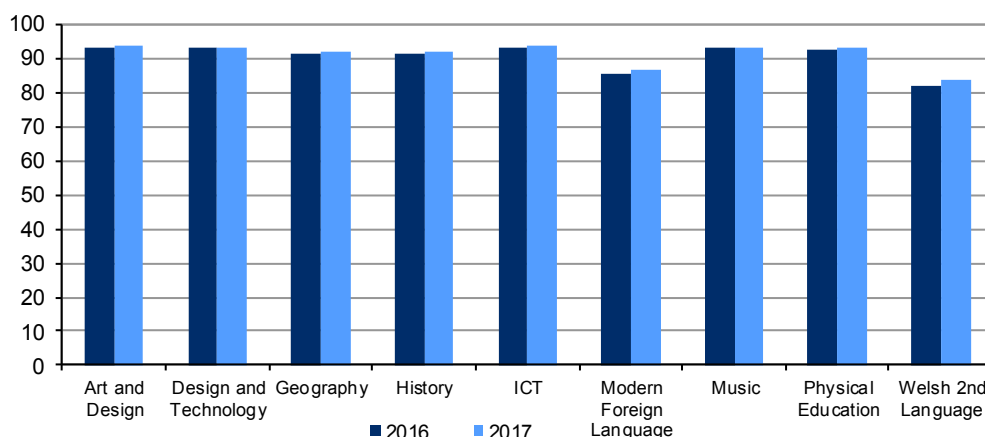## National Curriculum teacher assessments of non-core subjects: Wales 2017

9 August 2017
SFR 89/2017

Llywodraeth Cymru
Welsh Government

Key points for 2017

Key Stage 3

Since 2016 there has been an increase in the percentage of pupils achieving the expected level (Level 5 or above) in every subject. The largest increase was in Welsh Second Language (2.0 percentage points).
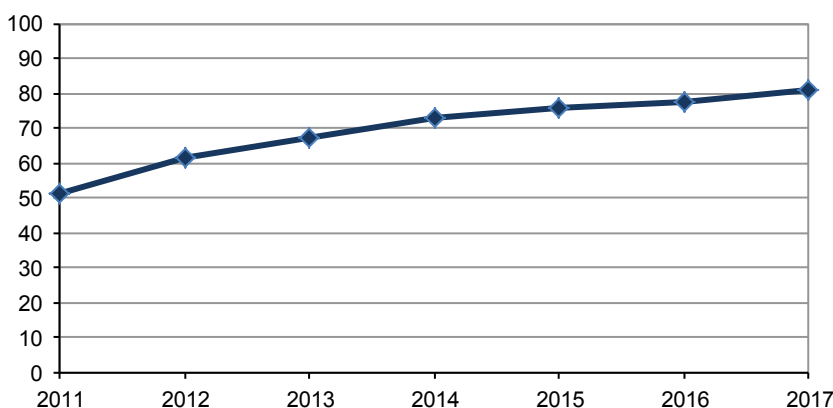
Percentage of pupils achieving the expected level at Key Stage 3, 2016-2017

Key Stage 2

In 2017, the percentage of pupils achieving the expected level (Level 4 or above) in Welsh Second Language was 80.9 per cent, an increase of 3.0 percentage points compared with 2016.

Percentage of pupils achieving the expected level at Key Stage 2, Welsh Second Language, 2011-2017

About this release

This Statistical First Release provides information on the National Curriculum teacher assessments of the non-core subjects in 2017, at Wales and local authority (LA) level. Welsh Second Language is the only non-core subject that data is collected for at Key Stage 2.

Please see section 1.1 of the notes for information on the external verification programme for teacher assessment, which may have an effect on results for 2016 onwards.

In this release

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This report is also available in Welsh

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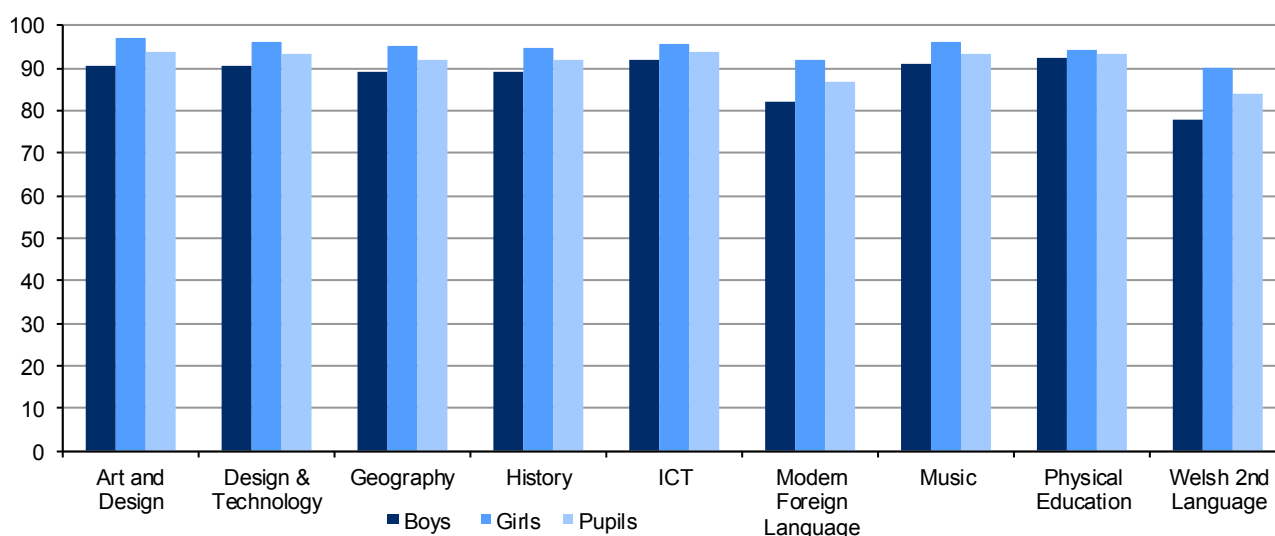
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Section 1 – Key Stage 3

Table 1: Key Stage 3 non-core teacher assessment results, 2012-2017
Percentage of pupils achieving at least Level 5 (the expected level) in teacher assessments

	Art and Design	Design and Technology	Geography	History	ICT	Modern Foreign Language	Music	Physical Education	Welsh 2nd Language
Boys:									
2013	82.6	83.4	79.9	79.7	85.7	71.0	82.6	85.4	65.0
2014	86.5	87.1	83.9	83.3	88.3	76.2	87.1	88.8	70.6
2015	88.1	89.0	86.6	86.3	90.6	79.0	88.8	90.7	74.9
2016	90.1	90.5	88.3	88.2	91.4	81.0	90.4	91.8	75.7
2017	**90.4**	**90.7**	**89.0**	**89.0**	**91.9**	**81.9**	**90.8**	**92.5**	**78.1**
Girls:									
2013	94.8	93.0	89.5	90.1	92.6	85.5	92.0	86.9	82.2
2014	95.8	94.7	91.8	91.9	94.2	88.5	93.8	90.0	85.5
2015	96.1	95.5	93.4	93.1	94.8	89.6	94.6	92.2	88.0
2016	96.7	96.1	94.0	94.3	95.4	90.5	95.7	93.5	88.5
2017	**97.0**	**96.0**	**95.1**	**95.0**	**95.9**	**91.7**	**96.0**	**94.1**	**90.1**
Pupils:									
2013	88.5	88.1	84.6	84.8	89.0	78.1	87.2	86.1	73.3
2014	91.0	90.8	87.7	87.5	91.2	82.2	90.4	89.4	77.8
2015	92.0	92.1	89.9	89.6	92.7	84.1	91.6	91.4	81.2
2016	93.3	93.2	91.1	91.1	93.3	85.6	92.9	92.6	81.9
2017	**93.6**	**93.3**	**92.0**	**91.9**	**93.9**	**86.7**	**93.3**	**93.3**	**83.8**

Chart 1: Percentage of boys, girls and pupils achieving the expected level at Key Stage 3, 2017

- In 2017 the percentage of pupils achieving the expected level (Level 5 or above) varied from 93.9 per cent in Information and Communication Technology (ICT) to 83.8 per cent in Welsh Second Language.

- In each subject, a higher percentage of girls than boys achieved the expected level. The gap between girls and boys was largest in Welsh Second language (12.0 percentage points) and smallest in Physical Education (1.7 percentage points).

- Since 2016 there has been an increase in the percentage of pupils achieving the expected level in every subject. The largest increase was in Welsh Second Language (2.0 percentage points) and the smallest increase was in Design and Technology (0.1 percentage points).

- On average, the percentage of pupils achieving the expected level in non-core subjects in 2017 was 0.8 percentage points higher than 2016. The rate of increase has been falling over the last 5 years.

Table 2: Key Stage 3 non-core teacher assessment results, by level, 2017 (a)

Percentage of boys, girls and pupils attaining each level

	D	N	NCO 1,2&3	1	2	3	4	5	6	7	8+	Level 5 or above	Cohort
Boys:													
Art and Design	0.5	0.7	0.4	0.3	0.6	1.2	5.9	43.4	37.2	9.2	0.6	90.4	16,265
Design and Technology	0.4	0.6	0.4	0.4	0.5	1.3	5.6	39.3	40.3	10.9	0.3	90.7	16,265
Geography	0.4	0.8	0.4	0.4	0.7	1.4	6.9	34.3	36.8	16.4	1.5	89.0	16,265
History	0.4	0.8	0.4	0.4	0.8	1.3	6.9	34.2	37.6	15.9	1.3	89.0	16,265
ICT	0.4	0.6	0.4	0.3	0.5	1.3	4.5	31.2	42.3	17.9	0.6	91.9	16,265
Modern Foreign Language	2.5	1.4	0.4	0.7	0.9	2.6	9.5	36.2	33.3	12.0	0.5	81.9	16,265
Music	0.5	0.8	0.4	0.6	0.5	0.8	5.5	42.8	37.5	9.1	1.4	90.8	16,265
Physical Education	0.5	0.7	0.3	0.3	0.4	0.9	4.4	33.4	39.7	17.5	1.9	92.5	16,265
Welsh 2nd Language	2.0	1.5	0.5	0.9	1.0	3.9	12.1	40.2	29.0	8.5	0.4	78.1	13,505
Girls:													
Art and Design	0.2	0.3	0.3	0.2	0.2	0.3	1.5	18.5	41.6	32.3	4.6	97.0	15,370
Design and Technology	0.2	0.4	0.2	0.2	0.2	0.5	2.3	21.8	46.2	26.6	1.4	96.0	15,370
Geography	0.2	0.4	0.2	0.2	0.3	0.6	3.0	24.7	39.7	27.1	3.5	95.1	15,370
History	0.2	0.4	0.3	0.2	0.3	0.7	3.0	23.3	40.2	28.5	3.0	95.0	15,370
ICT	0.2	0.4	0.2	0.2	0.3	0.5	2.4	22.9	45.6	26.6	0.8	95.9	15,370
Modern Foreign Language	1.0	0.7	0.2	0.2	0.3	1.2	4.6	26.1	40.2	24.4	1.0	91.7	15,370
Music	0.3	0.5	0.3	0.3	0.2	0.3	2.2	28.1	45.7	19.0	3.1	96.0	15,370
Physical Education	0.3	0.5	0.2	0.2	0.2	0.4	4.0	38.2	39.5	14.6	1.9	94.1	15,370
Welsh 2nd Language	0.9	0.8	0.3	0.4	0.3	1.6	5.7	30.2	37.7	21.0	1.2	90.1	12,468
Pupils:													
Art and Design	0.3	0.5	0.3	0.2	0.4	0.8	3.7	31.3	39.4	20.4	2.5	93.6	31,635
Design and Technology	0.3	0.5	0.3	0.3	0.4	0.9	4.0	30.8	43.1	18.5	0.8	93.3	31,635
Geography	0.3	0.6	0.3	0.3	0.5	1.0	5.0	29.6	38.2	21.6	2.5	92.0	31,635
History	0.3	0.6	0.4	0.3	0.5	1.0	5.0	28.9	38.9	22.0	2.1	91.9	31,635
ICT	0.3	0.5	0.3	0.3	0.4	0.9	3.5	27.1	43.9	22.1	0.7	93.9	31,635
Modern Foreign Language	1.8	1.1	0.3	0.5	0.6	2.0	7.1	31.3	36.6	18.0	0.7	86.7	31,635
Music	0.4	0.7	0.4	0.5	0.3	0.6	3.9	35.7	41.5	13.9	2.2	93.3	31,635
Physical Education	0.4	0.6	0.3	0.3	0.3	0.7	4.2	35.7	39.6	16.1	1.9	93.3	31,635
Welsh 2nd Language	1.4	1.2	0.4	0.6	0.7	2.8	9.0	35.4	33.1	14.5	0.8	83.8	25,973

(a) D represents pupils who have been disapplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.
N represents pupils not awarded a level for reasons other than disapplication.
From 2010 National Curriculum outcome level W (working towards level 1) was removed and replaced by three new valid outcomes – National Curriculum Outcomes 1, 2 and 3. These new levels were introduced to describe the achievement below level 1.

- For all pupils, the subject with the highest percentage of pupils achieving Level 6 or above (the expected level plus one) in 2017 was ICT (66.7 per cent). For boys, the highest rate was also in ICT (60.8 per cent) and for girls the highest rate was in Art and Design (78.5 per cent).

Table 3: Key Stage 3 non-core teacher assessment results by local authority, 2017

Percentage of pupils achieving at least Level 5 (the expected level) in teacher assessments

	Art and Design	Design and Technology	Geography	History	ICT	Modern Foreign Language	Music	Physical Education	Welsh 2nd Language
Isle of Anglesey	93.9	95.5	94.5	93.9	95.2	92.2	94.2	93.7	81.4
Gwynedd	97.3	97.3	95.5	95.6	97.3	91.6	96.6	97.0	83.3
Conwy	94.5	95.1	93.3	95.0	95.3	86.2	95.8	96.4	83.1
Denbighshire	95.3	93.0	93.2	93.5	94.2	89.9	93.4	93.8	89.7
Flintshire	96.5	96.5	94.7	94.6	93.9	88.6	95.2	94.5	87.9
Wrexham	90.7	91.5	90.6	90.2	92.4	83.3	91.5	90.9	81.6
Powys	95.3	95.7	94.6	94.0	94.4	91.8	95.0	94.5	84.0
Ceredigion	96.3	97.6	96.2	96.4	96.6	90.9	95.9	96.6	76.5
Pembrokeshire	91.7	92.2	92.2	93.6	95.0	87.3	92.3	93.6	82.7
Carmarthenshire	94.0	93.3	93.0	92.5	94.6	88.0	94.3	94.4	78.4
Swansea	93.5	93.9	92.1	92.1	94.5	85.5	93.5	92.2	85.7
Neath Port Talbot	90.3	88.3	84.7	82.4	92.7	81.8	87.1	88.4	75.9
Bridgend	96.6	94.1	95.7	95.0	95.3	86.4	95.8	94.4	87.7
The Vale of Glamorgan	94.8	95.9	95.2	95.1	97.1	91.9	96.7	96.5	88.0
Rhondda Cynon Taf	93.8	93.2	90.5	90.3	94.5	87.7	94.0	91.8	84.8
Merthyr Tydfil	94.3	92.4	91.6	92.8	93.3	88.8	92.6	88.5	86.2
Caerphilly	90.7	91.6	90.4	90.5	91.1	83.2	89.5	90.8	83.4
Blaenau Gwent	93.3	91.1	88.0	86.2	93.6	76.1	88.2	91.1	79.6
Torfaen	90.8	94.4	92.6	93.4	93.1	88.3	93.9	92.2	86.1
Monmouthshire	96.5	95.8	94.8	94.2	94.9	92.8	96.1	95.6	88.8
Newport	93.7	95.0	91.7	90.8	95.2	86.6	93.3	95.9	83.4
Cardiff	92.2	89.8	89.5	90.4	90.1	82.2	92.0	92.9	83.4
Wales	**93.6**	**93.3**	**92.0**	**91.9**	**93.9**	**86.7**	**93.3**	**93.3**	**83.8**
2016	93.3	93.2	91.1	91.1	93.3	85.6	92.9	92.6	81.9
2015	92.0	92.1	89.9	89.6	92.7	84.1	91.6	91.4	81.2
2014	91.0	90.8	87.7	87.5	91.2	82.2	90.4	89.4	77.8
2013	88.5	88.1	84.6	84.8	89.0	78.1	87.2	86.1	73.3

- The percentage of pupils achieving at least the expected level varied considerably between local authorities across all subjects. Modern Foreign Language had the greatest range of results in 2017, 92.8 per cent in Monmouthshire compared with 76.1 per cent in Blaenau Gwent.

- Gwynedd had the highest percentage of pupils achieving the expected level in Art and Design, ICT and Physical Education in 2017.

- Ceredigion had the highest percentage of pupils achieving the expected level in Design and Technology, Geography and History in 2017.

- Denbighshire had the highest percentage of pupils achieving the expected level in Welsh Second Language, Vale of Glamorgan had the highest percentage of pupils achieving the expected level in Music and Monmouthshire had the highest percentage of pupils achieving the expected level in Modern Foreign Language in 2017.

Section 2 – Key Stage 2

It is optional for schools to provide details of teacher assessments in Welsh Second Language to the Welsh Government. In 2017, 26,182 pupils from an eligible cohort of 26,517 (98.7 per cent) were assessed in Welsh Second Language. The eligible cohort consists of those who did not have a teacher assessment in Welsh first language. Welsh Second Language is the only non-core subject that data is collected for at Key Stage 2.

Table 4: Key Stage 2 non-core teacher assessment results, Welsh Second Language, 2017 (a)

Percentage of pupils boys, girls and pupils attaining each level

| | NCO | | | Level | | | | | | Level 4 | |
	D	N	1,2&3	1	2	3	4	5	6+	or above	Cohort
Boys	0.8	0.3	0.7	1.3	3.3	17.1	56.1	20.0	0.2	76.4	13,582
Girls	0.5	0.2	0.3	0.5	1.6	11.0	52.9	32.4	0.4	85.8	12,600
Pupils	0.7	0.2	0.5	1.0	2.5	14.2	54.5	26.0	0.3	80.9	26,182

(a) Welsh Second Language data at Key Stage 2 was collected for the first time in 2010. The reporting of these results is optional for schools. For further information please see the notes at the end of this release.

- In 2017, the percentage of pupils achieving the expected level (Level 4 or above) in Welsh Second Language was 80.9 per cent. The percentage for girls was 9.4 percentage points higher than boys.

Table 5: Key Stage 2 non-core teacher assessment results, Welsh Second Language, by local authority, 2013-2017 (a)

Percentage of pupils achieving at least Level 4 (the expected level) in teacher assessments

	2013	2014	2015	2016	2017
Isle of Anglesey	38.7	64.8	50.0	67.2	59.7
Gwynedd (b)	*	*	*	0.0	0.0
Conwy	70.2	77.7	78.2	75.7	77.8
Denbighshire	69.7	74.0	76.4	77.1	81.0
Flintshire	61.2	68.2	75.6	79.4	81.7
Wrexham	78.5	77.8	82.6	80.3	87.2
Powys	70.9	73.4	82.7	81.8	86.7
Ceredigion	64.4	70.6	82.0	66.8	74.4
Pembrokeshire	59.6	75.1	76.9	76.7	80.0
Carmarthenshire	61.1	67.7	66.3	67.4	73.7
Swansea	67.1	68.5	73.4	74.7	77.0
Neath Port Talbot	75.7	73.6	74.1	73.3	78.5
Bridgend	60.6	63.5	71.6	76.7	77.1
The Vale of Glamorgan	71.6	77.8	79.4	80.7	84.2
Rhondda Cynon Taf	63.3	69.1	70.4	76.9	80.5
Merthyr Tydfil	58.2	64.0	68.0	74.6	77.8
Caerphilly	64.4	74.8	78.4	83.9	84.4
Blaenau Gwent	71.1	79.0	83.6	80.5	85.0
Torfaen	76.4	85.2	79.1	82.9	85.1
Monmouthshire	75.0	82.8	85.5	87.5	88.4
Newport	78.2	80.4	85.6	85.9	86.3
Cardiff	67.4	73.7	74.4	76.0	80.0
Wales	**67.7**	**73.1**	**76.1**	**77.9**	**80.9**

(a) Welsh Second Language data at Key Stage 2 was collected for the first time in 2010. The reporting of these results is optional for schools. For further information please see the notes at the end of this release.

(b) Most pupils in Gwynedd study Welsh as their first language and therefore the cohort size is very small. Figures have been suppressed where the cohort is less than 5.

- In 2017, the percentage of pupils achieving the expected level (Level 4 or above) in Welsh Second Language was highest in Monmouthshire (88.4 per cent). The rate increased in all local authorities compared with 2016, with the exception of Isle of Anglesey and Gwynedd.

Notes

1. Context

1.1 Policy/Operational

All learners in their final year of Key Stages 2 and 3 must be assessed through teacher assessments. Head teachers are responsible for reporting results for all learners on their school roll as at the second Tuesday in May; this is known as the 'specified date on roll'. In 2017, the date for this was 9 May.

[Statutory assessment arrangements for the school year 2016/17](#).

The National Curriculum subjects in Wales are split into two categories, core subjects and non-core subjects.

The core subjects are:

- English
- Welsh first language
- Mathematics
- Science

The non-core subjects are:

- Art and Design
- Design and Technology
- Geography
- History
- Information and Communication Technology
- Modern Foreign Languages
- Music
- Physical Education
- Welsh Second Language

External verification programme for teacher assessment

On 18 May 2015, the Minister for Education and Skills gave a statement on "[Securing reliability and consistency of Teacher Assessment in Wales: External Verification Programme](#)". From 2016, there is the possibility that improved rigour in teacher assessment will lead to an impact on the distribution of National Curriculum Levels awarded.

Successful Futures: Independent review of curriculum and assessment arrangements in Wales

In March 2014 Professor Graham Donaldson was asked to conduct a fundamental review of curriculum and assessment arrangements from Foundation Phase to Key Stage 4. In the report published in February 2015, Professor Donaldson made 68 wide-ranging recommendations to improve the curriculum and assessment

arrangements in Wales. This independent review will have a significant impact on assessment arrangements and the publication of official statistics.

[Successful Futures: Independent review of curriculum and assessment arrangements in Wales](#)

1.2 Related publications

A similar release relating to mandatory areas of learning at end of Foundation Phase and core subjects at Key Stage 2 and 3, entitled "[Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key Stages 2 and 3, 2017](#)" was also released on 9 August 2017.

For school-level data and further information please visit My Local School ([mylocalschool.wales.gov.uk](#) / [fyysgolleol.cymru.wales.gov.uk](#)). The site contains a wealth of data from contextual information, such as data on pupil numbers and characteristics, to school performance, attendance and data on staffing and finance.

England publish separate releases on Key Stage 1 and 2, although no longer publish releases for Key Stage 3. Within the [England release](#), figures are published on teacher assessments, as well as official exams (no longer sat in Wales).

More detailed tables, including school-level data, are available on request.

2. Data source

The National Data Collection (NDC) is the electronic collection of teacher assessment data at end of Foundation Phase and Key Stages 2 and 3. Data is sent by schools to Knowledge and Analytical Services within the Welsh Government care of their Local Authority (LA).

[NDC process for 2017 covering timescales and reporting arrangements](#)

3. Definitions

3.1 Coverage

Most learners will be 11 or 14 years old at the end of Key Stage 2 and 3 respectively. It is possible that some may be older or younger and some may be taught in a class where the majority of learners are of a different age. For each Key Stage, learners must be statutorily assessed (i.e. they must receive an end of Key Stage teacher assessment) once only.

From 2010 schools were able to provide Key Stage 2 results for Welsh Second Language.

3.2 Expected levels

The general expectation is that the majority of 11 year olds will attain Level 4 in each subject. Similarly, 14 year olds will attain Level 5.

'D' represents pupils who have been disapplied under sections 113-116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment. 'N' represents pupils not awarded a level for reasons other than disapplication.

In 2010, Level 'W' (working towards Level 1) was removed and replaced by three new valid outcomes for Key Stage 2 and Key Stage 3 – National Curriculum Outcomes (NCO) 1, 2 and 3. These new levels have been

introduced to describe achievement below Level 1. For publishing purposes, these three outcomes have been grouped together and named 'NCO 1, 2 and 3'.

More information on levels within each Key Stage (including the 'D' and 'N' codes) can be found by following the link to the statutory assessment arrangements in section 1.1.

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

*   figure is less than 5, or based on a figure less than 5.

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 2017 data, and describes the quality management tool applied to this area of work.

5.1 Relevance

The statistics are used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

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

These statistics are used in a variety of ways. Some examples of these are:

- General background and research;
- Inclusions in reports and briefings;
- Advice to Ministers;
- The all-Wales education core data packs (the replacement for the National Pupil Database);

- LA and school comparisons and benchmarks;

- To inform the education policy decision-making process in Wales including school reorganisation;

- To inform ESTYN during school inspections;

- The education domain of the Welsh Index of Multiple Deprivation;

- 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. If there are any anomalies in the data compared with the previous year, the Welsh Government challenges schools and LAs on these anomalies. Final data are signed off by schools and LAs each year. 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.

5.3 Timeliness and punctuality

DEWi was available for uploading files on 9 May 2017, with schools asked to submit data for every pupil on roll at the school on 9 May for the relevant Foundation Phase/Key Stages. Schools and LAs were then asked to validate their data within the validation period, which closed on 30 June 2017.

5.4 Accessibility and Clarity

This Statistical First Release is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data.

5.5 Comparability

No independent schools submitted Key Stage 2 or 3 data in 2017. One independent school submitted Key Stage 2 data in 2012 – the same independent school also provided results in 2009 and 2010. Independent school's data is not included in an LA's results, but does appear in the overall results for Wales.

Attainment data for pupils arriving from non-English or Welsh based educational systems within the previous two academic years are removed from the school and LA's results, but included in the overall results for Wales.

National Statistics status

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Official Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016

Information on indicators and associated technical information - [How do you measure a nation's progress? - National Indicators](#)

Further information on the [Well-being of Future Generations (Wales) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

The document is available at:

http://gov.wales/statistics-and-research/national-curriculum-teacher-assessments-non-core-subjects/?lang=en

Next update

Data for 2018 will be published in August 2018 (provisional)

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to school.stats@gov.wales .

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