

SDR 125/2014

13 August 2014

National Curriculum teacher assessments of non-core subjects: Wales 2014

This Statistical First Release provides information on the National Curriculum teacher assessments of the non-core subjects in 2014, at Wales and local authority (LA) level. It includes non-core data for Welsh Second Language at Key Stage 2 (in Section 2).

Section 1 – Key Stage 3

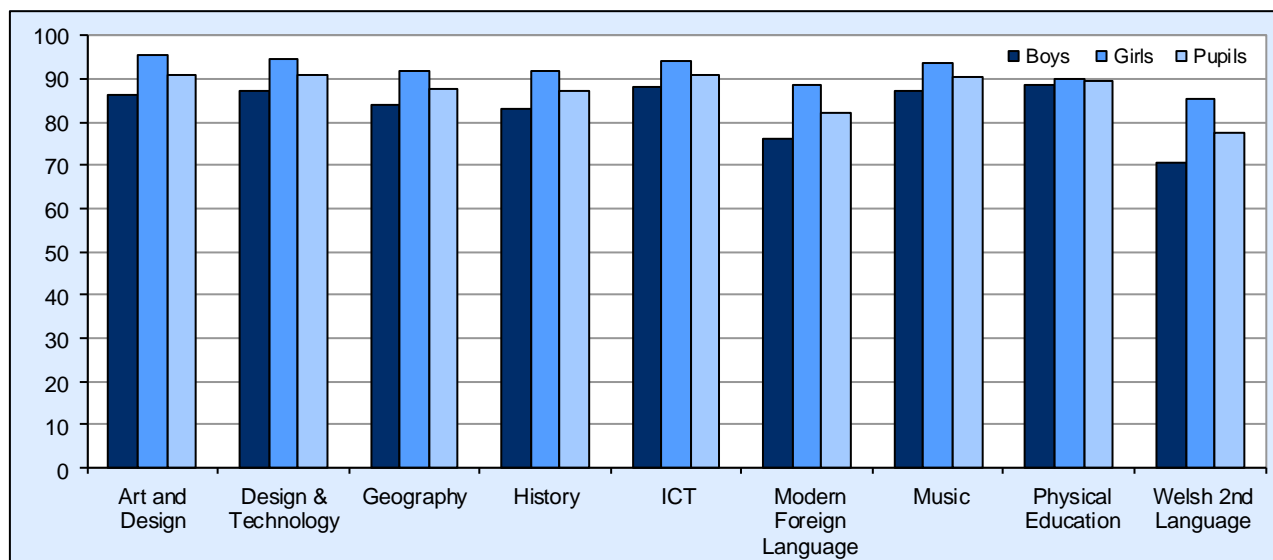
At all Wales level:

- In 2014, the percentage of pupils achieving the expected level (level 5 or above) varied from 91.2 per cent in Information and Communication Technology (ICT) to 77.8 per cent in Welsh Second Language (*Chart 1, Table 1*).
- In each subject, a higher percentage of girls than boys achieved the expected level. The gap between girls and boys was greatest in Welsh Second Language (14.9 percentage points) (*Chart 1, Table 1*).
- Since 2013 there has been an increase in the percentage of pupils achieving the expected level in every subject. The greatest increase was in Welsh Second Language (4.5 percentage points) (*Chart 2, Table 1*).

At LA level:

- The percentage of pupils achieving the expected level varied considerably between LAs across all subjects. Modern Foreign Language had the greatest range of results, 90.0 per cent in Gwynedd compared with 69.5 per cent in Blaenau Gwent (*Table 3*).

Chart 1: Percentage of boys, girls and pupils achieving the expected level at Key Stage 3, 2014



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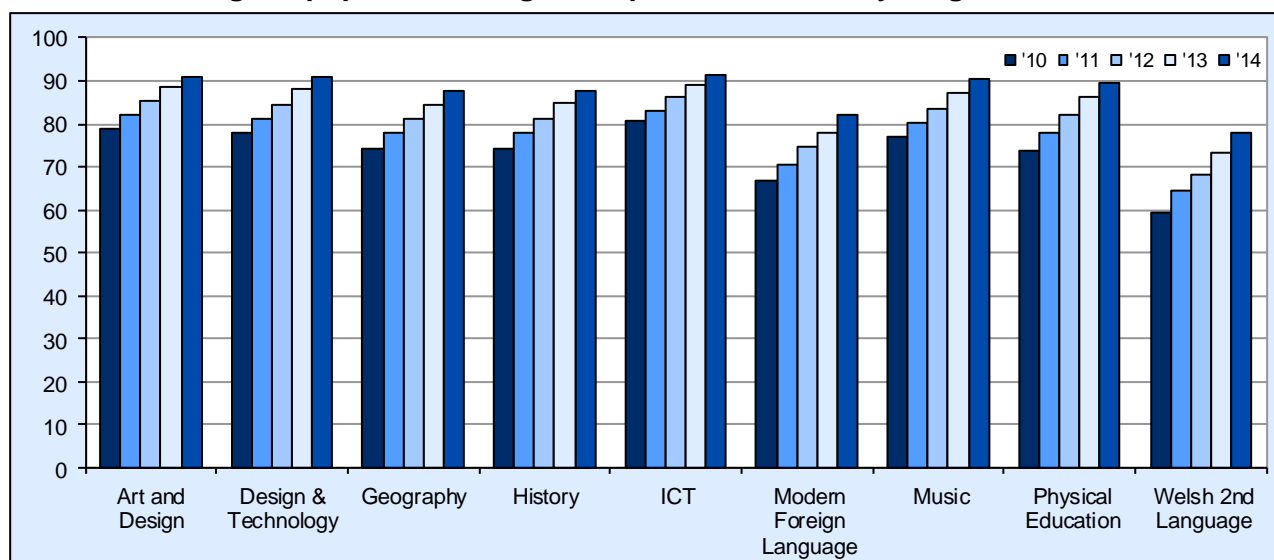
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Chart 2: Percentage of pupils achieving the expected level at Key Stage 3, 2010-2014



- On average, the percentage of pupils achieving the expected level in non-core subjects in 2014 was 3.1 percentage points higher than 2013, lower than the average increase that was observed between both 2012 and 2013 (3.6 percentage points), 2011 and 2012 (3.5 percentage points), and 2010 and 2011 (3.5 percentage points).

Table 1: Key Stage 3 non-core teacher assessment results, 2010-2014

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:									
2010	70.3	70.7	69.1	68.8	75.8	58.6	70.3	73.4	50.1
2011	74.2	74.6	72.8	72.4	78.4	62.4	74.7	77.4	55.2
2012	78.4	78.9	76.1	75.7	81.9	66.7	78.0	82.1	58.9
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
Girls:									
2010	88.0	86.0	79.7	80.3	85.7	75.8	84.0	74.3	69.3
2011	90.7	88.5	82.9	83.4	88.1	78.9	86.4	78.6	74.9
2012	93.0	90.6	86.3	86.9	90.8	82.7	89.5	82.3	78.4
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
Pupils:									
2010	78.9	78.1	74.2	74.4	80.6	67.0	77.0	73.9	59.4
2011	82.2	81.3	77.7	77.7	83.1	70.4	80.4	78.0	64.6
2012	85.5	84.6	81.0	81.2	86.2	74.5	83.6	82.2	68.2
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

Table 2: Key Stage 3 non-core teacher assessment results, 2014 (a)

Percentage of boys, girls and pupils attaining each level

Subject	D	N	NCO									Level 5 or above	Cohort (b)
			1,2&3	1	2	3	4	5	6	7	8+		
Boys:													
Art and Design	0.3	0.5	0.5	0.5	0.5	1.3	9.9	51.1	29.0	6.0	0.5	86.5	16,630
Design and technology	0.3	0.5	0.4	0.5	0.6	1.4	9.2	47.8	33.3	5.8	0.2	87.1	16,634
Geography	0.3	0.5	0.5	0.5	0.6	2.1	11.6	40.2	31.2	11.4	1.1	83.9	16,634
History	0.4	0.5	0.5	0.4	0.7	2.2	12.1	40.2	31.3	11.0	0.7	83.3	16,634
ICT	0.3	0.4	0.4	0.4	0.6	1.3	8.2	40.4	36.8	10.9	0.2	88.3	16,634
Modern Foreign Language	2.2	1.1	0.6	0.7	0.9	4.3	13.9	40.9	27.1	7.8	0.4	76.2	16,630
Music	0.4	0.7	0.5	0.5	0.5	0.9	9.4	54.2	26.3	5.7	0.9	87.1	16,630
Physical Education	0.4	0.5	0.5	0.3	0.4	1.0	8.0	44.4	32.5	10.9	1.0	88.8	16,634
Welsh 2nd language	1.8	1.1	0.7	0.7	1.3	6.1	17.6	41.9	22.5	5.6	0.5	70.6	13,886
Girls:													
Art and Design	0.2	0.3	0.2	0.2	0.2	0.3	2.9	28.3	43.0	21.8	2.6	95.8	15,717
Design and technology	0.2	0.3	0.2	0.1	0.3	0.6	3.7	32.5	44.4	16.9	1.0	94.7	15,720
Geography	0.2	0.3	0.2	0.2	0.2	0.8	6.1	32.4	38.0	19.5	1.9	91.8	15,720
History	0.2	0.3	0.2	0.1	0.3	0.7	6.1	32.6	38.4	19.1	1.7	91.9	15,720
ICT	0.2	0.3	0.2	0.2	0.2	0.5	4.3	32.5	44.8	16.4	0.5	94.2	15,720
Modern Foreign Language	0.9	0.6	0.2	0.3	0.3	1.8	7.4	33.1	38.1	16.5	0.8	88.5	15,716
Music	0.2	0.4	0.2	0.2	0.2	0.4	4.6	42.7	37.9	11.6	1.6	93.8	15,717
Physical Education	0.3	0.4	0.2	0.1	0.2	0.7	8.0	50.2	30.8	8.3	0.8	90.0	15,720
Welsh 2nd language	0.8	0.6	0.3	0.3	0.4	2.3	9.8	37.7	34.3	12.5	1.0	85.5	12,928
Pupils:													
Art and Design	0.2	0.4	0.3	0.4	0.4	0.8	6.5	40.0	35.8	13.7	1.5	91.0	32,347
Design and technology	0.2	0.4	0.3	0.3	0.4	1.0	6.5	40.4	38.7	11.2	0.6	90.8	32,354
Geography	0.3	0.4	0.4	0.3	0.4	1.5	8.9	36.4	34.5	15.3	1.5	87.7	32,354
History	0.3	0.4	0.4	0.3	0.5	1.5	9.2	36.5	34.8	14.9	1.2	87.5	32,354
ICT	0.3	0.4	0.3	0.3	0.4	0.9	6.3	36.6	40.7	13.6	0.3	91.2	32,354
Modern Foreign Language	1.6	0.9	0.4	0.5	0.6	3.1	10.8	37.1	32.5	12.0	0.6	82.2	32,346
Music	0.3	0.5	0.4	0.4	0.3	0.6	7.0	48.6	31.9	8.6	1.2	90.4	32,347
Physical Education	0.4	0.5	0.4	0.2	0.3	0.8	8.0	47.2	31.7	9.6	0.9	89.4	32,354
Welsh 2nd language	1.3	0.8	0.5	0.5	0.9	4.3	13.8	39.9	28.2	8.9	0.7	77.8	26,814

(a) D represents pupils who have been disappled 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.

(b) Cohort size is lower for *Art and Design*, *Modern Foreign Language* and *Music* because results from one Pupil Referral Unit excluded these subjects.

Table 3: Key Stage 3 non-core teacher assessment results by LA, 2014

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	91.7	92.0	91.0	91.2	91.7	88.0	92.5	91.5	76.5
Gwynedd	96.2	95.9	93.3	92.6	95.9	90.0	95.2	93.6	78.4
Conwy	93.7	92.9	90.3	91.0	94.8	85.4	93.1	95.9	81.5
Denbighshire	93.6	93.3	91.5	90.6	93.0	84.3	92.8	91.0	82.4
Flintshire	94.3	94.1	91.7	89.6	93.6	87.3	91.8	90.5	80.4
Wrexham	87.0	89.8	86.0	85.7	87.4	76.5	87.6	88.0	75.0
Powys	94.3	94.0	92.3	92.5	95.8	86.7	93.9	93.1	81.8
Ceredigion	96.2	94.8	93.3	93.3	96.5	84.6	94.3	94.3	79.8
Pembrokeshire	90.0	91.2	88.5	88.5	90.0	82.0	92.0	92.3	81.4
Carmarthenshire	91.0	90.4	89.6	88.2	90.8	85.3	90.8	89.0	77.1
Swansea	91.0	90.2	88.6	87.9	92.6	82.8	89.6	88.6	77.5
Neath Port Talbot	89.1	87.7	82.0	82.1	89.3	77.9	87.5	86.5	75.6
Bridgend	91.9	90.3	88.4	88.2	91.0	82.0	91.1	88.0	79.4
The Vale of Glamorgan	90.4	91.4	89.8	89.8	94.0	84.2	92.1	91.5	82.2
Rhondda Cynon Taf	89.6	89.0	85.4	85.7	90.0	80.0	88.4	85.8	74.8
Merthyr Tydfil	88.4	88.7	84.4	83.6	86.0	78.0	89.9	90.0	78.6
Caerphilly	87.5	88.3	84.8	84.0	84.0	80.3	86.5	86.3	72.8
Blaenau Gwent	88.9	87.8	80.0	78.2	89.8	69.5	86.2	84.5	78.6
Torfaen	88.9	91.8	85.7	89.2	93.0	81.3	91.7	90.6	79.4
Monmouthshire	93.4	92.6	91.6	93.0	93.7	87.2	93.5	92.9	83.8
Newport	88.1	90.4	84.0	82.8	89.2	77.4	87.1	87.7	75.2
Cardiff	92.3	90.3	87.0	87.3	91.4	81.8	91.0	88.6	77.0
Wales	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
2012	85.5	84.6	81.0	81.2	86.2	74.5	83.6	82.2	68.2
2011	82.2	81.3	77.7	77.7	83.1	70.4	80.4	78.0	64.6
2010	78.9	78.1	74.2	74.4	80.6	67.0	77.0	73.9	59.4

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 2014, 23,999 pupils from an eligible cohort of 25,393 (94.5 per cent) were assessed in Welsh Second Language, compared to 23,575 pupils from an eligible cohort of 24,841 (94.9 per cent) in 2013. The eligible cohort consists of those who did not have a teacher assessment in Welsh first language.
- In 2014, the percentage of pupils achieving the expected level (level 4 or above) in Welsh Second Language was 73.1 per cent.

Table 4: Key Stage 2 non-core teacher assessment results, 2014 (a)

Percentage of pupils boys, girls and pupils attaining each level

Subject	D	N	NCO							Level 4 or above	Cohort
			1,2&3	1	2	3	4	5	6+		
Boys:											
Welsh 2nd language	0.7	0.3	0.7	1.8	5.1	24.1	54.4	12.9	0.1	67.4	12,387
Girls:											
Welsh 2nd language	0.5	0.2	0.3	0.6	2.8	16.4	58.9	20.0	0.3	79.2	11,612
Pupils:											
Welsh 2nd language	0.6	0.2	0.5	1.2	4.0	20.4	56.6	16.3	0.2	73.1	23,999

(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.

Table 5: Key Stage 2 non-core teacher assessment results by LA, 2011 - 2014 (a)

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

	Welsh Second Language			
	2011	2012	2013	2014
Isle of Anglesey	48.4	33.8	38.7	64.8
Gwynedd (b)	*	*	*	*
Conwy	58.8	68.7	70.2	77.7
Denbighshire	62.4	66.2	69.7	74.0
Flintshire	45.5	53.2	61.2	68.2
Wrexham	76.0	77.5	78.5	77.8
Powys	51.7	57.5	70.9	73.4
Ceredigion	60.0	58.1	64.4	70.6
Pembrokeshire	41.3	52.7	59.6	75.1
Carmarthenshire	58.4	51.8	61.1	67.7
Swansea	47.7	59.1	67.1	68.5
Neath Port Talbot	59.4	71.2	75.7	73.7
Bridgend	32.4	50.7	60.6	63.5
The Vale of Glamorgan	57.9	69.1	71.6	77.8
Rhondda Cynon Taf	42.8	59.6	63.3	69.1
Merthyr Tydfil	34.2	52.5	58.2	64.0
Caerphilly	23.3	45.8	64.4	74.8
Blaenau Gwent	59.0	63.9	71.1	79.0
Torfaen	52.8	72.0	76.4	85.2
Monmouthshire	58.9	76.9	75.0	82.8
Newport	66.5	77.0	78.2	80.6
Cardiff	58.5	62.1	67.4	73.7
Wales	51.4	61.6	67.7	73.1

(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.

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. Headteachers 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 2014, the date for this was 13 May. Statutory assessment arrangements for the school year 2013/14 can be found at <http://learning.wales.gov.uk/resources/statutory-assessment-arrangements-for-end-of-foundation-phase-key-stage-2-and-3/?lang=en>.

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 and science. The non-core subjects are art and design, design and technology, geography, history, information and communication technology, modern foreign language, music, physical education and Welsh second language.

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 "End of Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key Stages 2 and 3" was also released on 13 August 2014 and can be found at <http://wales.gov.uk/statistics-and-research/?topic=Education+and+skills&lang=en>.

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, 2 and 3. Within the England release, figures are published on teacher assessments, as well as official exams (no longer sat in Wales). The latest available published statistics can be found at <http://www.education.gov.uk/researchandstatistics/statistics>.

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).

A summary of the NDC process for 2014 covering timescales and reporting arrangements can be found at <http://wales.gov.uk/topics/educationandskills/schoolshome/schooldata/ims/datacollections/nationaldatacollection/?lang=en>.

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 0.5 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 2014 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:

- 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

Following the outcome of the Daugherty Assessment Review Group in 2004, Key Stage 2 task/tests were made optional for 2005, and Key Stage 3 task/tests were made optional in 2006. This release only shows the results for teacher assessments.

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.

5.3 Timeliness and Punctuality

DEWi was available for uploading files on 7 May 2014, with schools asked to submit data for every pupil on roll at the school on 13 May for the relevant Foundation Phase/Key Stages and National Reading Tests. Schools and LAs were then asked to validate their data within the validation period, which closed on 4 July.

Improvements in the data collection method and procedures and considerable effort by colleagues in local authorities and schools have resulted in us being able to tighten the National Data Collection timetable since 2008. In previous years we would have published a provisional set of results in September, followed by a final set in October once the data had been validated by schools.

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 2014. One independent school submitted Key Stage 2 data in 2012 – the same independent school also provided results in 2009 and 2010. An independent school's data will not be included in an LA's results, but will 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.