

SDR 128/2015

18 August 2015

National Curriculum teacher assessments of non-core subjects: Wales 2015

This Statistical First Release provides information on the National Curriculum teacher assessments of the non-core subjects in 2015, at Wales and local authority (LA) level. It includes non-core data for Welsh Second Language at Key Stage 2 (in Section 2).

Please see [section 1.1](#) of the notes to this release for information on recalibration of teacher assessments in Torfaen LA, which has led to some of the 2015 results for Torfaen LA falling from the previous year. Also see this section of the notes for information on the external verification programme for teacher assessment, which may have an effect on the next year of results in 2016.

Key points for 2015

Key Stage 3 - at all Wales level:

- In 2015 the percentage of pupils achieving the expected level (level 5 or above) varied from 92.7 per cent in Information and Communication Technology (ICT) to 81.2 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 (13.1 percentage points) (*Chart 1, Table 1*).
- Since 2014 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 (3.4 percentage points) (*Chart 2, Table 1*).
- On average, the percentage of pupils achieving the expected level in non-core subjects in 2015 was 1.8 percentage points higher than 2014, lower than the average increase that was observed between both 2013 and 2014 (3.1 percentage points), 2012 and 2013 (3.6 percentage points), and 2011 and 2012 (3.5 percentage points).

Key Stage 3 - 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, 91.7 per cent in Ceredigion compared with 74.2 per cent in Blaenau Gwent (*Table 3*).

Key Stage 2 - at all Wales level:

- In 2015, the percentage of pupils achieving the expected level (level 4 or above) in Welsh Second Language was 76.1 per cent (*Table 4*).

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Section 1 – Key Stage 3

Chart 1: Percentage of boys, girls and pupils achieving the expected level at Key Stage 3, 2015

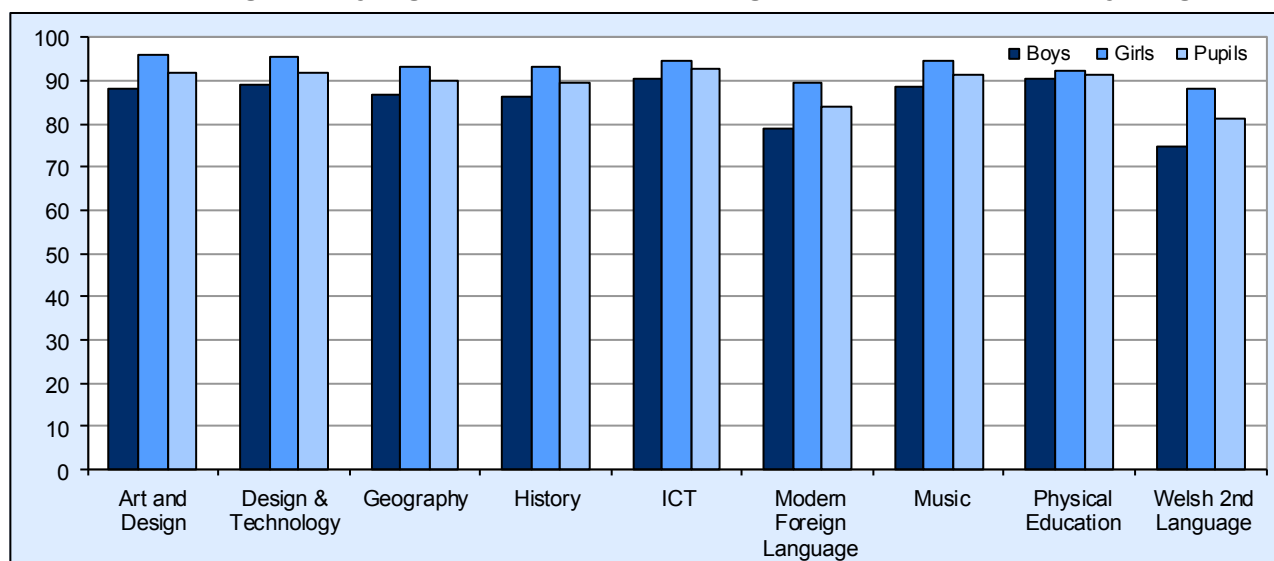


Chart 2: Percentage of pupils achieving the expected level at Key Stage 3, 2011-2015

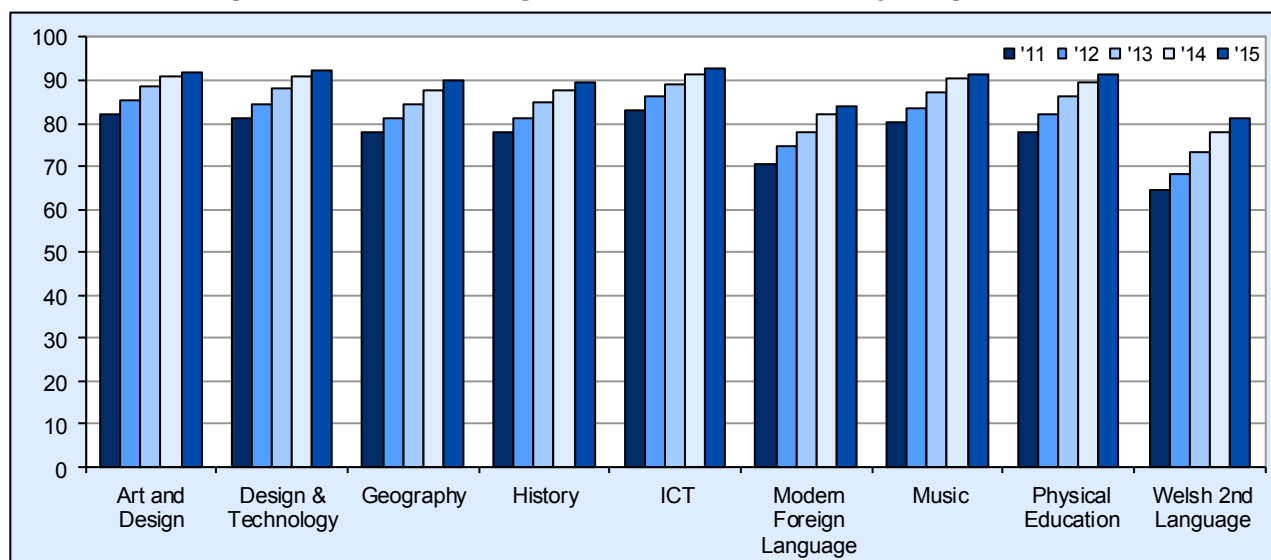


Table 1: Key Stage 3 non-core teacher assessment results, 2011-2015

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:									
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
2015	88.1	89.0	86.6	86.3	90.6	79.0	88.8	90.7	74.9
Girls:									
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
2015	96.1	95.5	93.4	93.1	94.8	89.6	94.6	92.2	88.0
Pupils:									
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
2015	92.0	92.1	89.9	89.6	92.7	84.1	91.6	91.4	81.2

Table 2: Key Stage 3 non-core teacher assessment results, by level, 2015 (a)

Percentage of boys, girls and pupils attaining each level

Subject	D	N	NCO									Level 5 or above	Cohort
			1,2&3	1	2	3	4	5	6	7	8+		
Boys:													
Art and Design	0.3	0.5	0.5	0.3	0.5	1.0	8.8	48.6	32.5	6.6	0.5	88.1	16,346
Design and technology	0.3	0.5	0.5	0.3	0.5	1.0	8.0	45.3	36.2	7.3	0.2	89.0	16,346
Geography	0.3	0.6	0.5	0.3	0.6	1.7	9.5	38.6	33.8	12.9	1.2	86.6	16,346
History	0.3	0.5	0.5	0.3	0.6	1.7	9.8	38.8	34.0	12.6	0.9	86.3	16,346
ICT	0.3	0.6	0.4	0.2	0.6	1.1	6.3	36.8	40.3	13.1	0.4	90.6	16,346
Modern Foreign Language	2.1	1.7	0.5	0.6	0.8	3.3	12.0	38.5	30.7	9.5	0.3	79.0	16,346
Music	0.4	0.9	0.6	0.3	0.5	0.7	7.8	49.8	31.3	6.5	1.2	88.8	16,346
Physical Education	0.4	0.7	0.4	0.2	0.5	0.9	6.3	41.2	35.1	12.9	1.5	90.7	16,346
Welsh 2nd language	2.0	1.2	0.6	0.7	1.0	4.4	15.4	41.7	26.1	6.6	0.5	74.9	13,607
Girls:													
Art and Design	0.1	0.3	0.3	0.1	0.2	0.3	2.6	25.2	43.4	24.4	3.1	96.1	15,409
Design and technology	0.1	0.4	0.2	0.1	0.2	0.4	3.0	28.8	46.0	19.6	1.0	95.5	15,409
Geography	0.1	0.3	0.3	0.1	0.2	0.8	4.8	30.0	38.8	21.8	2.7	93.4	15,409
History	0.1	0.3	0.3	0.1	0.2	0.7	5.1	29.8	38.9	22.4	2.0	93.1	15,409
ICT	0.1	0.3	0.3	0.1	0.3	0.6	3.6	29.2	44.1	20.8	0.6	94.8	15,409
Modern Foreign Language	0.8	0.8	0.3	0.2	0.4	1.6	6.3	30.1	38.5	20.1	0.8	89.6	15,409
Music	0.2	0.5	0.3	0.1	0.1	0.3	3.9	36.9	41.4	14.0	2.3	94.6	15,409
Physical Education	0.3	0.5	0.3	0.1	0.2	0.6	5.9	47.7	33.0	10.2	1.2	92.2	15,409
Welsh 2nd language	0.8	0.8	0.4	0.2	0.4	1.8	7.7	34.2	35.8	16.7	1.2	88.0	12,510
Pupils:													
Art and Design	0.2	0.4	0.4	0.2	0.4	0.6	5.8	37.2	37.8	15.2	1.8	92.0	31,755
Design and technology	0.2	0.4	0.4	0.2	0.3	0.7	5.6	37.3	40.9	13.3	0.6	92.1	31,755
Geography	0.2	0.5	0.4	0.2	0.4	1.2	7.2	34.5	36.2	17.2	2.0	89.9	31,755
History	0.2	0.4	0.4	0.2	0.4	1.2	7.5	34.4	36.4	17.4	1.5	89.6	31,755
ICT	0.2	0.4	0.4	0.2	0.4	0.8	5.0	33.1	42.2	16.9	0.5	92.7	31,755
Modern Foreign Language	1.5	1.3	0.4	0.4	0.6	2.4	9.2	34.4	34.5	14.6	0.6	84.1	31,755
Music	0.3	0.7	0.4	0.2	0.3	0.5	5.9	43.5	36.2	10.1	1.7	91.6	31,755
Physical Education	0.4	0.6	0.3	0.2	0.3	0.7	6.1	44.4	34.1	11.6	1.3	91.4	31,755
Welsh 2nd language	1.4	1.0	0.5	0.5	0.7	3.1	11.7	38.1	30.8	11.4	0.9	81.2	26,117

(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.

Table 3: Key Stage 3 non-core teacher assessment results by LA, 2015

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	93.2	93.3	91.8	92.9	95.2	90.2	94.8	95.3	77.6
Gwynedd	96.5	97.0	94.7	94.3	97.0	91.1	95.7	95.1	82.9
Conwy	95.0	95.0	93.4	92.1	96.7	85.4	95.2	96.8	86.7
Denbighshire	93.0	92.9	91.4	89.5	92.7	84.2	90.2	92.6	81.5
Flintshire	96.0	95.8	93.8	94.0	95.4	88.6	94.9	93.8	85.7
Wrexham	88.4	89.9	88.1	88.1	91.0	82.9	90.2	90.8	77.2
Powys	94.9	94.1	93.3	94.0	95.3	90.0	95.3	95.6	87.8
Ceredigion	96.8	97.3	95.8	96.5	97.4	91.7	95.9	96.7	89.4
Pembrokeshire	93.0	93.9	91.3	92.1	92.0	87.0	93.1	93.5	82.4
Carmarthenshire	91.1	90.6	90.9	90.7	93.4	86.9	92.9	91.4	79.5
Swansea	92.8	91.1	89.2	89.6	92.4	82.7	88.8	89.5	79.8
Neath Port Talbot	89.3	88.5	84.0	84.6	91.4	79.1	86.8	90.1	76.7
Bridgend	93.7	91.1	90.8	89.4	92.4	82.7	93.5	89.3	81.3
The Vale of Glamorgan	91.3	93.7	94.1	93.3	96.0	87.3	95.8	94.6	83.1
Rhondda Cynon Taf	92.0	91.4	88.8	88.5	92.2	83.2	90.5	89.1	80.4
Merthyr Tydfil	94.0	94.0	88.0	89.8	93.5	85.8	93.5	93.3	84.4
Caerphilly	89.8	90.8	87.2	87.1	88.3	81.3	87.9	88.2	79.1
Blaenau Gwent	91.1	91.4	85.6	81.9	89.8	74.2	90.5	88.0	86.4
Torfaen (a)	87.4	91.9	89.1	89.4	91.1	80.2	91.0	87.0	79.9
Monmouthshire	94.5	92.8	94.5	94.5	95.7	89.4	96.4	95.5	87.7
Newport	89.0	92.2	86.6	85.1	92.4	82.2	90.5	89.1	78.5
Cardiff	90.1	90.7	87.3	86.8	90.1	80.9	88.7	90.8	80.0
Wales	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
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

(a) Please see [section 1.1](#) of the notes to this release for information on recalibration of teacher assessments in Torfaen LA, which has led to some of the 2015 results for Torfaen LA falling from the previous year.

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 2015, 24,878 pupils from an eligible cohort of 25,767 (96.5 per cent) were assessed in Welsh Second Language, compared to 23,999 pupils from an eligible cohort of 25,393 (94.5 per cent) in 2014. The eligible cohort consists of those who did not have a teacher assessment in Welsh first language.
- In 2015, the percentage of pupils achieving the expected level (level 4 or above) in Welsh Second Language was 76.1 per cent.

Table 4: Key Stage 2 non-core teacher assessment results, 2015 (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	0.6	0.3	0.7	1.4	4.3	22.5	55.4	14.7	0.2	70.2	12,879	
Girls:												
Welsh 2nd language	0.4	0.2	0.3	0.7	2.3	13.6	58.2	23.8	0.5	82.5	11,999	
Pupils:												
Welsh 2nd language	0.5	0.3	0.5	1.1	3.3	18.2	56.7	19.1	0.3	76.1	24,878	

(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 - 2015 (a)

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

	Welsh Second Language				
	2011	2012	2013	2014	2015
Isle of Anglesey	48.4	33.8	38.7	64.8	50.0
Gwynedd (b)	*	*	*	*	*
Conwy	58.8	68.7	70.2	77.7	78.2
Denbighshire	62.4	66.2	69.7	74.0	76.4
Flintshire	45.5	53.2	61.2	68.2	75.6
Wrexham	76.0	77.5	78.5	77.8	82.6
Powys	51.7	57.5	70.9	73.4	82.7
Ceredigion	60.0	58.1	64.4	70.6	82.0
Pembrokeshire	41.3	52.7	59.6	75.1	76.9
Carmarthenshire	58.4	51.8	61.1	67.7	66.3
Swansea	47.7	59.1	67.1	68.5	73.4
Neath Port Talbot	59.4	71.2	75.7	73.6	74.1
Bridgend	32.4	50.7	60.6	63.5	71.6
The Vale of Glamorgan	57.9	69.1	71.6	77.8	79.4
Rhondda Cynon Taf	42.8	59.6	63.3	69.1	70.4
Merthyr Tydfil	34.2	52.5	58.2	64.0	68.0
Caerphilly	23.3	45.8	64.4	74.8	78.4
Blaenau Gwent	59.0	63.9	71.1	79.0	83.6
Torfaen (c)	52.8	72.0	76.4	85.2	79.1
Monmouthshire	58.9	76.9	75.0	82.8	85.5
Newport	66.5	77.0	78.2	80.4	85.6
Cardiff	58.5	62.1	67.4	73.7	74.4
Wales	51.4	61.6	67.7	73.1	76.1

- (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.
- (b) Please see [section 1.1](#) of the notes to this release for information on recalibration of teacher assessments in Torfaen LA, which has led to the 2015 results for Torfaen LA falling from the previous year.

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 2015, the date for this was 12 May. Statutory assessment arrangements for the school year 2014/15 can be found at <http://learning.gov.wales/resources/browse-all/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
- 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.

<http://gov.wales/about/cabinet/cabinetstatements/2015/teacherassessment/?lang=en>.

Recalibration of teacher assessment results in Torfaen LA

Throughout the 2014/15 academic year, Torfaen LA has been working to implement a new policy to monitor and evaluate teacher assessment across Torfaen. The LA has been working closely with headteachers of Torfaen schools, South East Wales Consortia, the Welsh Government, Estyn, and the Ministerial Recovery Board for Torfaen LA (put in place when Torfaen LA was placed in special measures by Estyn). This process has led to a fall in some of the 2015 results for Torfaen LA in this release, compared with the previous year.

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.

<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/reform/successful-futures/?lang=en>.

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 18 August 2015 and can be found at <http://gov.wales/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 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). 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 2015 covering timescales and reporting arrangements can be found at <http://gov.wales/topics/educationandskills/schoolhome/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 2015 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

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 12 May 2015, with schools asked to submit data for every pupil on roll at the school on 12 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 3 July 2015.

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 2015. 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.

6. Feedback

We welcome feedback from users of our publications on content and presentation. If you have any feedback or require further information, please contact:

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