

Section 4: Annual Report data – Commentary on performance

Annual Report 2010-2011



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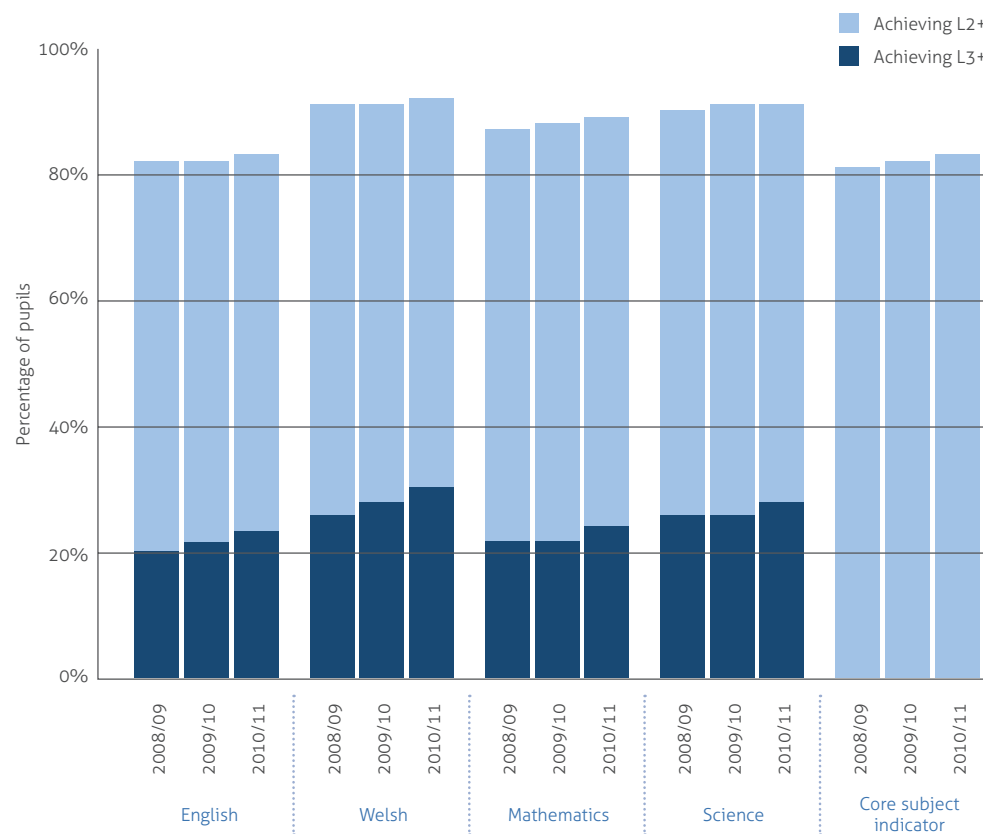
In this section of the annual report, we set out and comment on a series of charts to illustrate the outcomes of end-of-key-stage teacher assessments and external examination results.

The performance of pupils at key stages 1, 2 & 3¹

Figure 4.1: Key stage 1 – Percentage of pupils achieving the expected level (level 2) and the expected level plus one (level 3), 2008-2011

When assessed by their teacher in the core subjects (English or Welsh first language, mathematics and science), pupils are expected to achieve level 2 at the end of key stage 1 (when they are seven years old), level 4 at the end of key stage 2 (11 years old) and level 5 at the end of key stage 3 (14 years old).

In 2011, results were higher in each of these key stages and in all subjects than in previous years. The greatest improvement was for 14-year-olds, where the percentage who achieved the expected level in all the core subjects improved by over four percentage points.



¹ SDR 139/2011 National Curriculum Teacher Assessments of the Core Subjects, 2011, 16 August 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/schools2011/110816/?lang=en>

In previous years, we have said that too few pupils achieve the higher levels in these key stages. The most able seven-year-olds are expected to achieve level 3, 11-year-olds level 5, and 14-year-olds level 6 or 7. In 2011, the percentage of pupils gaining these higher levels improved in all subjects. However, less than a quarter of seven-year-olds gained level 3 in English or mathematics in 2011 and less than a third of 11-year-olds gained level 5 in any subject. The proportion of 14-year-olds reaching level 7 in the core subjects remains small. Fewer than one-in-ten pupils reached this level in English and Welsh first language. The highest percentage is in mathematics where nearly one-in-five pupils gain level 7.

Figure 4.2: Key stage 2 – Percentage of pupils achieving the expected level (level 4) and the expected level plus one (level 5), 2008-2011

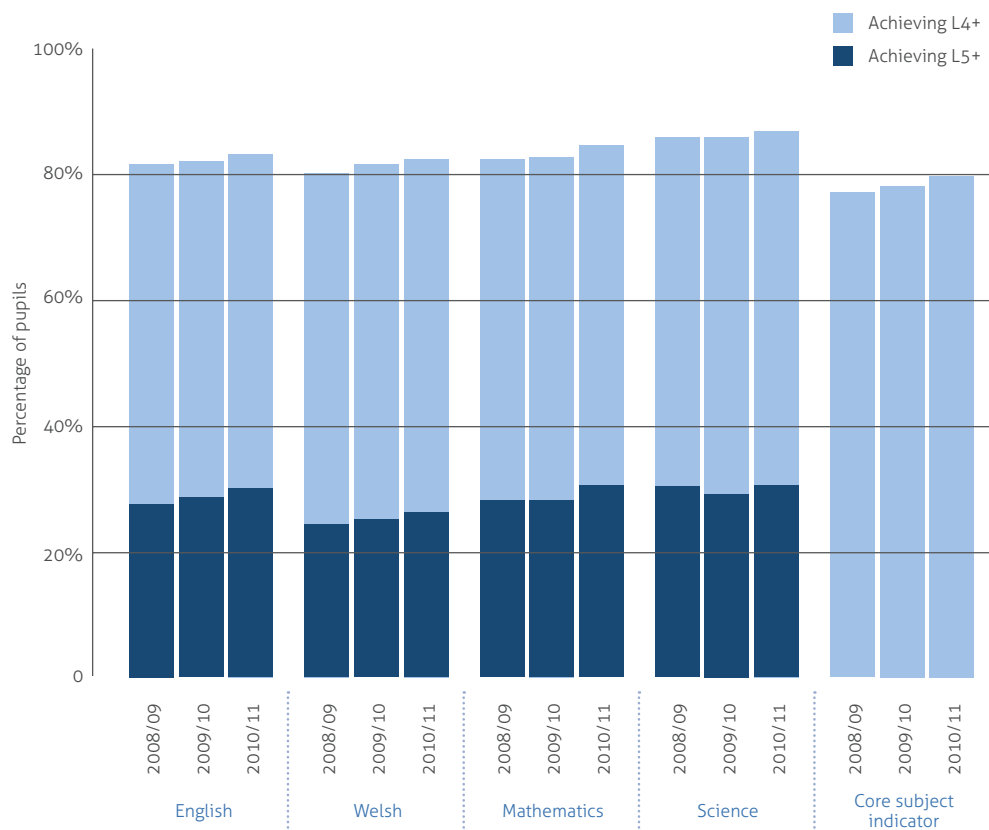
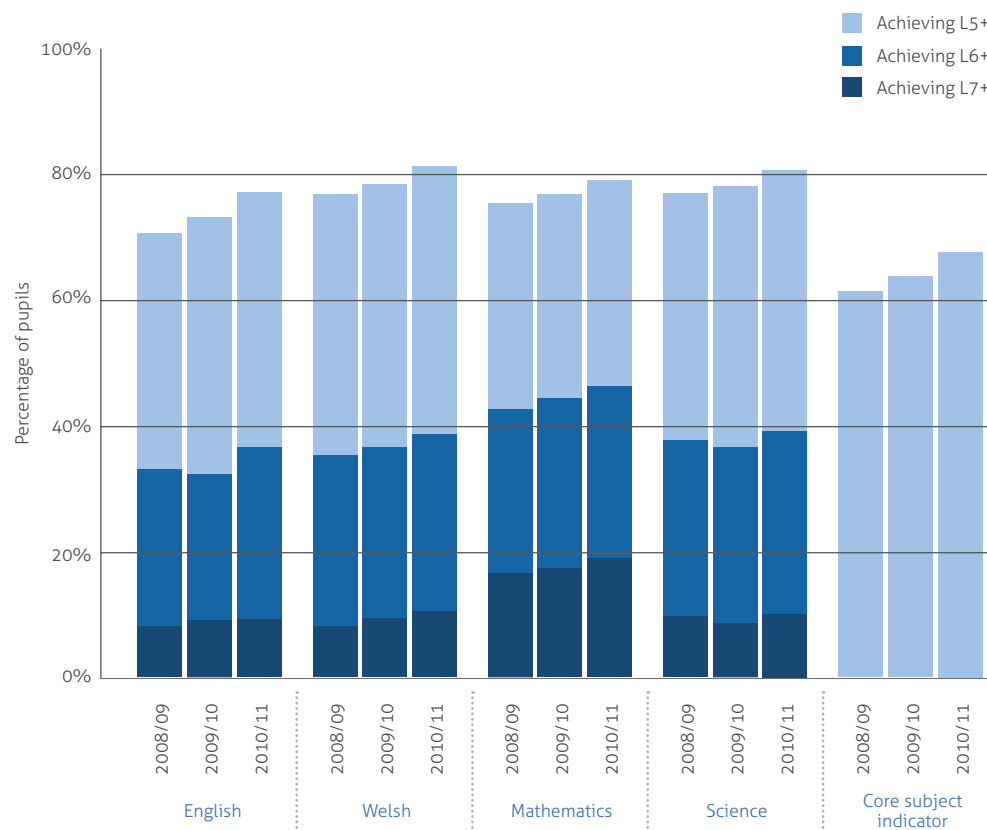


Figure 4.3: Key stage 3 – Percentage of pupils achieving the expected level (level 5), the expected level plus one (level 6) and the expected level plus two (level 7), 2008-2011



Examinations at key stage 4 and post-16²

At the end of key stage 4, 15-year-old pupils take external examinations. In 2011, two-thirds of these pupils gained the level 2 threshold³, an improvement of nearly four percentage points on the previous year. However, the percentage gaining the level 2 threshold and also a level 2 qualification in English or Welsh first language and mathematics has not improved at the same rate.

Figure 4.4: Examination results for 15-year-old pupils in Wales

	2008-2009	2009-2010	2010-2011
Percentage achieving the core subject indicator (CSI) (a)	46.0%	48.0%	48.7%
Percentage achieving the level 2 threshold	60.7%	63.8%	67.3%
Percentage achieving the level 2 threshold including a GCSE pass at grade C or above in English or Welsh first language and mathematics	47.2%	49.4%	50.1%
Average wider points score (b)	378.9	394.3	422.9
Capped average wider points score (c)	–	305.1	311.6
Percentage who left full time education without a recognised qualification	0.9%	0.8%	0.6%

Last year we expressed concern that the gap between these two indicators was widening. This year the difference has increased further. As a result, there remain too many learners who do not gain qualifications in these priority areas of English or Welsh first language and mathematics. Schools are not making enough progress in addressing this problem.

(a) The core subject indicator (CSI) relates to the expected performance in English or Welsh first language, mathematics and science in combination.

(b) Average wider points score comprises all qualifications approved for use in Wales.

(c) Capped average wider points score is calculated using the best eight results.

² SDR 221/2011 Examination Results in Wales, 2010/11, 30 November 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/schools2011/111130/?lang=en&ts=4jses%3F>

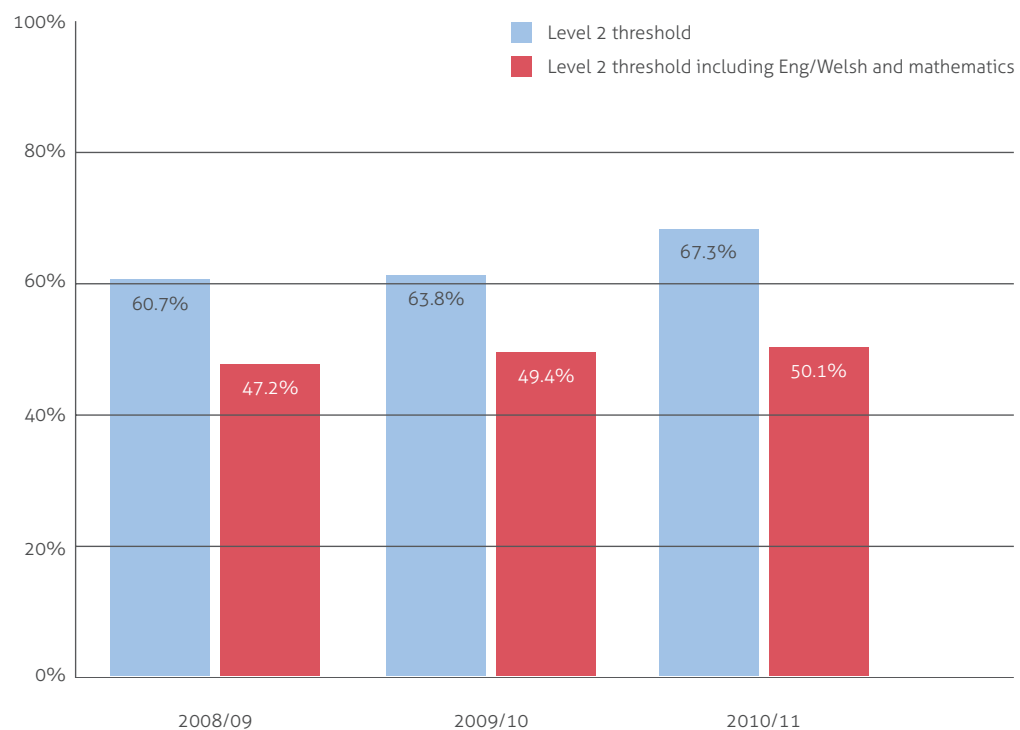
³ The level 2 threshold includes GCSE qualifications and a range of equivalent non-GCSE qualifications, including vocational qualifications, and represents a volume of qualifications at level 2 equivalent to the volume of five GCSEs at grades A*-C.

Fewer than 1% of the 15-year-olds in Wales did not gain a recognised qualification at the end of key stage 4. This proportion continues to fall.

Girls continue to do better than boys at all key stages. This year, the gap between girls and boys reaching the expected level in all core subjects was about eight percentage points for both seven and 11-year-olds. The gap increases for 14-year-olds where it was more than 10 percentage points in 2011.

At key stage 4, this gap has reduced slightly over the last three years. The smallest gap is in the percentage of learners gaining the level 1 threshold⁴. The largest difference is on the level 2 threshold because a larger proportion of girls gain the higher qualifications.

Figure 4.5: Percentage of learners gaining the level 2 threshold, 2008-2011



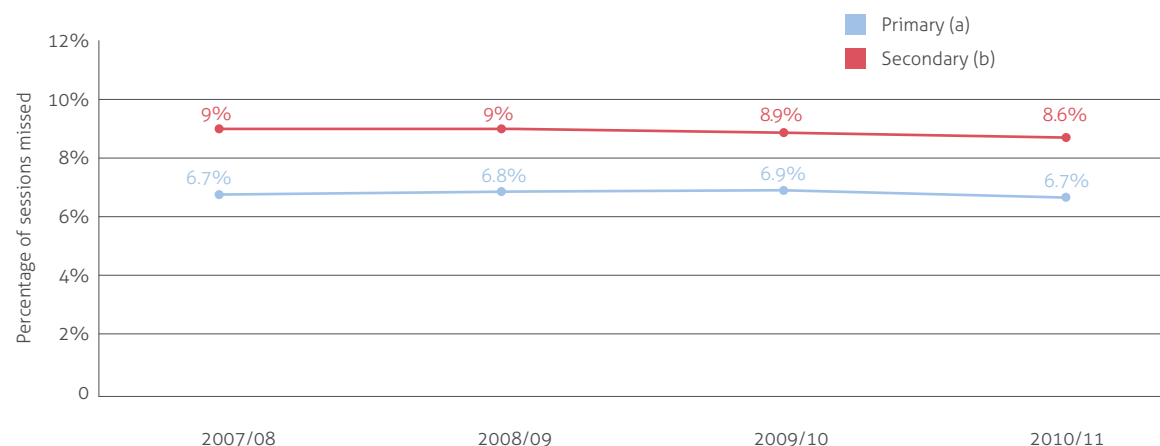
⁴ The level 1 threshold includes GCSE qualifications and a range of equivalent non-GCSE qualifications, including vocational qualifications, and represents a volume of qualifications at level 1 equivalent to the volume of five GCSEs at grades D-G.

Attendance and exclusions

In primary schools⁵, attendance rates at an all Wales level have been stable at around 93% since 2002-2003. In 2010-2011, there was a slight improvement of 0.2 percentage points in overall attendance in primary schools. Attendance rates improved in sixteen local authorities but fell in six authorities. The highest rate of attendance was in Monmouthshire while the lowest was in Rhondda Cynon Taff.

There has been a slight improvement of 0.3 percentage points in attendance rates at an all Wales level in secondary schools⁶ this year. This maintains the gradual improvement that has taken place since 2005-2006. Girls continue to have higher overall absence rates than boys, although the gap has narrowed slightly. Attendance rates this year improved in 17 local authorities but fell in four authorities. The highest rate of attendance was in Ceredigion while the lowest was in Blaenau Gwent. Attendance rates in England continue to be higher than those in Wales. In 2009-2010, the most recent year for which comparative data is available, attendance rates in England were around two percentage points higher than those of Wales.

Figure 4.6: Overall absenteeism in Wales by pupils of compulsory school age



(a) Primary absenteeism also includes data for special and independent schools where provided.

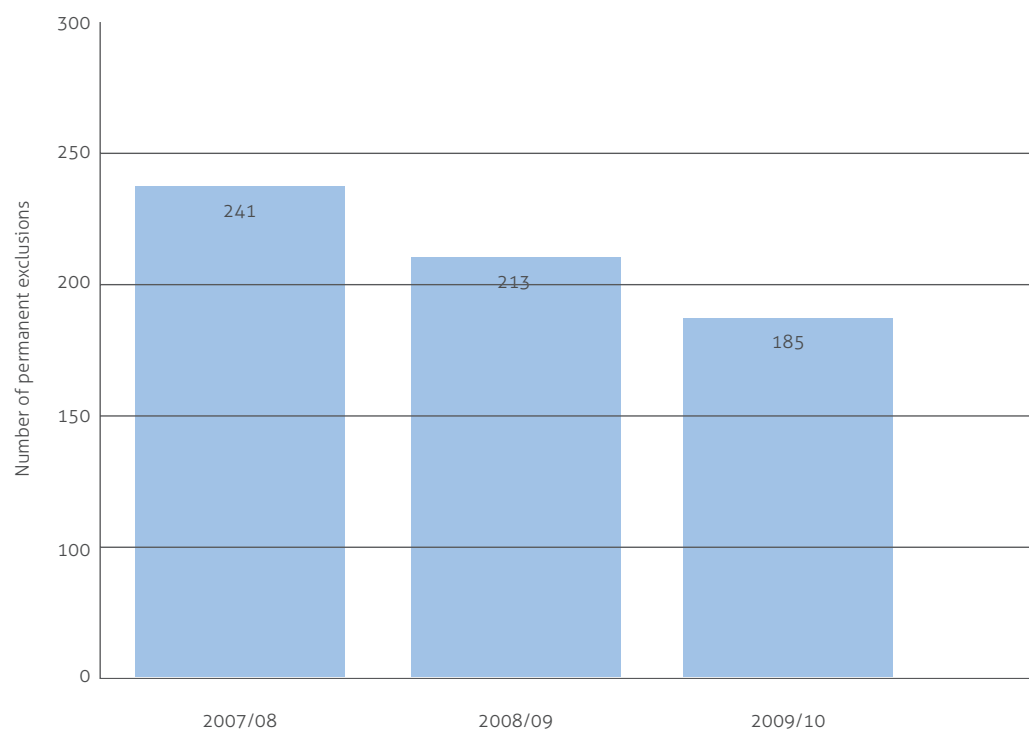
(b) Secondary absenteeism also includes data for special and independent schools where provided.

⁵ SDR 231/2011 Absenteeism from Primary Schools, 2010/2011, 14 December 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/schools2011/111214/?lang=en>

⁶ SDR 156/2011 Absenteeism from Secondary Schools, 2010/2011, 6 September 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/schools2011/1109061/?lang=en>

The number of permanent exclusions⁷ in Wales continues to fall, maintaining a steady decline in recent years after a large fall in 2006-2007. Boys account for 83% of permanent exclusions. There was an increase in permanent exclusions in just three local authorities. The rate of permanent exclusions in Wales was lower than in England but higher than in Scotland. A higher proportion of excluded pupils attend pupil referral units than in recent years. Almost one-in-five excluded pupils receive no provision.

Figure 4.7: Number of permanent exclusions from schools in Wales, 2007-2011



The total number of fixed-term exclusions has also fallen slightly from 19,034 in 2008-2009 to 18,278 in 2009-2010, maintaining a steady pattern since 2004-2005. The rate of fixed-term exclusions in Wales was lower than in both England and Scotland. Fixed-term exclusions of six days or more, and five days or fewer in secondary schools, fell to their lowest levels for more than six years.

(a) Including primary, secondary and special schools and PRUs

⁷ SDR 33/2011 (R) exclusions from Schools in Wales, 2009/2010, 11 March 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/schools2011/110302/?lang=en>

Post-16 learners in schools

The percentage of learners aged 17 in schools who gained the level 3 threshold⁸ improved in 2011. The average wider points score also improved in 2011. Results on both these indicators were higher than they have been in recent years.

Figure 4.8: Examination results for post-16 learners in schools in Wales

	2008-2009	2009-2010	2010-2011
Percentage achieving the level 3 threshold	96.0%	94.9%	96.3%
Achieving wider points score	687.7	747.9	798.9

⁸ The level 3 threshold includes A level outcomes and the full range of approved level 3 qualifications and represents a volume of qualifications at level 3 equivalent to the volume of two levels at grades A-E.

Young people not in education, employment or training⁹

There was a slight fall in the percentage of 16 to 18-year-olds who are not in education, employment or training. The proportion is about three percentage points higher than in England. However, the percentage of young people aged 19-24 has increased for the third year running.

Figure 4.9: The percentage of young people not in education, employment or training, 2008-2010

Age	2008	2009	2010 (provisional)
16-18	12.4%	12.2%	11.0%
19-24	17.6%	22.0%	22.8%

⁹ SB 94/2011 Young People Not in Education, Employment or Training (NEET), (Year to 31 March 2011) 12 October 2011, Welsh Government. <http://cymru.gov.uk/topics/statistics/headlines/post16education2011/111012/?skip=1&lang=en>

Beyond compulsory education: skills, further education and lifelong learning¹⁰

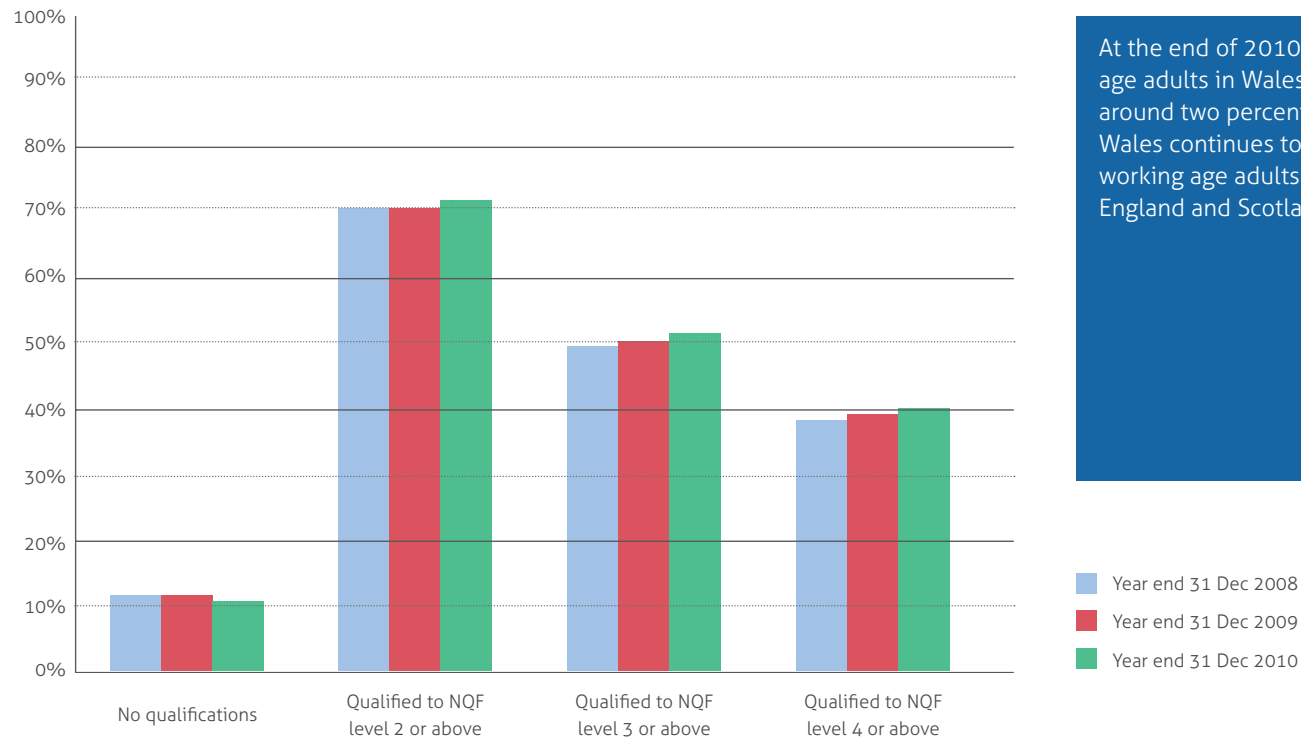
Overall qualification levels in Wales have increased in 2010, continuing the general increase seen over the past decade. There has been a two percentage point increase in the proportion of adults with level 2 or above and an increase of about one percentage point for level 3 or above and level 4 or above.

Figure 4.10: Qualification levels of working age adults (31 December 2010)

	No qualifications	Qualified to NQF level 2 or above	Qualified to NQF level 3 or above	Qualified to NQF level 4 or above
Wales	12.1%	72.5%	51.1%	30.6%
England	9.9%	73.5%	53.3%	33.5%
Scotland	11.6%	75.4%	56.8%	37.8%
Northern Ireland	18.5%	69.6%	49.1%	29.1%

¹⁰ SB 95/2011, The levels of Highest Qualification held by Working Age Adults in Wales, 2010, 20 October 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/post16education2011/1110201/?skip=1&lang=en>

Figure 4.11: The levels of highest qualification held by working age adults in Wales, 2008-2010



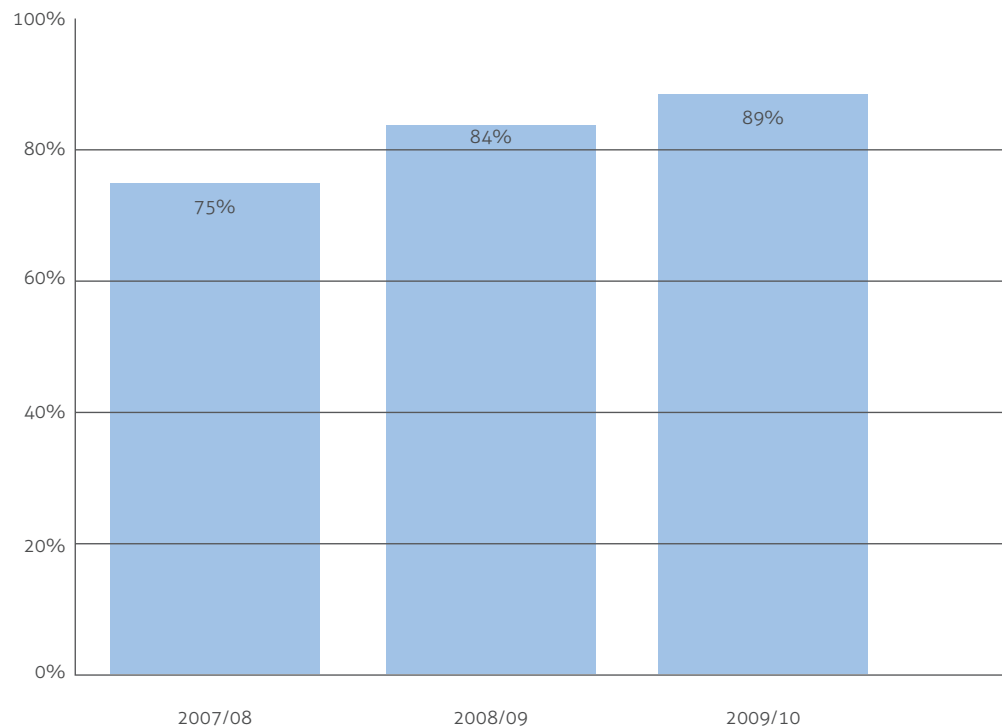
At the end of 2010, an estimated 12% of working age adults in Wales had no qualifications, which is around two percentage points lower than in 2009. Wales continues to have a higher proportion of working age adults without qualifications than England and Scotland.

Further education

Attainment rates¹¹ improved from 2008-2009 in nearly all learning areas and at all levels. Attainment rates in long courses ranged from 83% in science and mathematics and 84% in business, administration and law to 96% in independent living skills and 93% in hospitality and catering, and education and training.

The overall attainment rate for all long courses was 89%, an improvement of five percentage points from the previous year.

Figure 4.12: Attainment rates for long courses in further education institutes, 2007-2010



The overall success rate¹² for all courses at further education colleges for 2009-2010 was 81%. Success rates improved from 2008-2009 at all levels. For long courses, they were highest at level 1 and lowest at level 4. Success rates at level 4 improved by nine percentage points to 72% and by five percentage points at level 1 and at level 2.

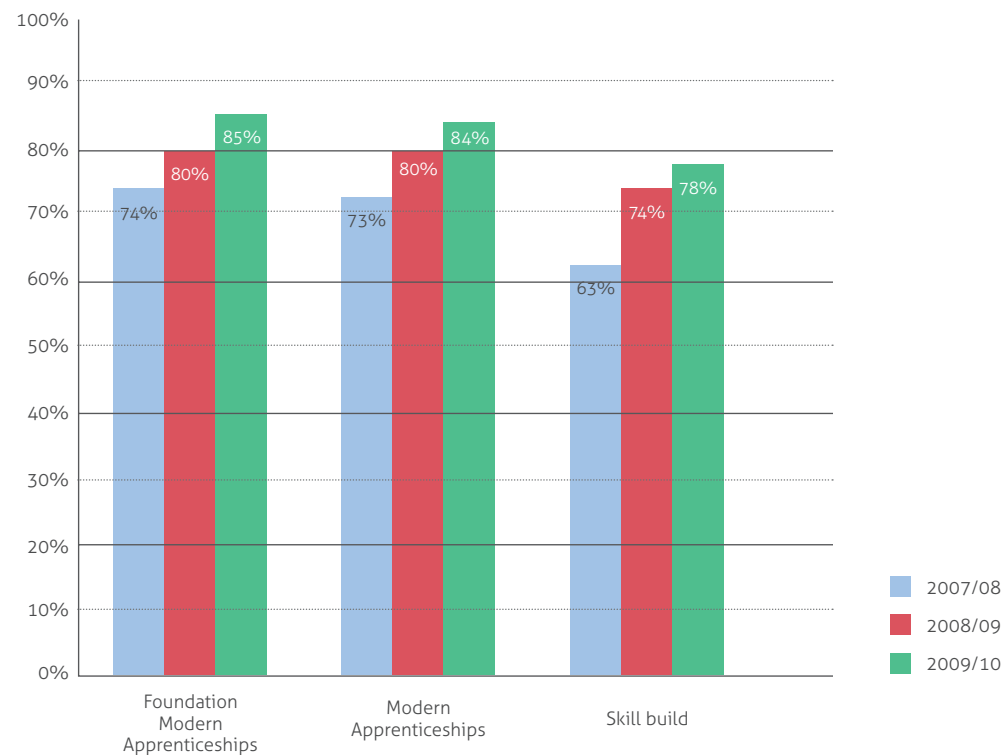
¹¹ SDR 75/2011 National Comparators for Further Education and Work-based Learning, 2009/10, 12 May 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/post16education2011/1105121/?skip=1&lang=en>

¹² Success rates indicate the number of learners who achieve a qualification as a percentage of those who started the course.

Work-based learning

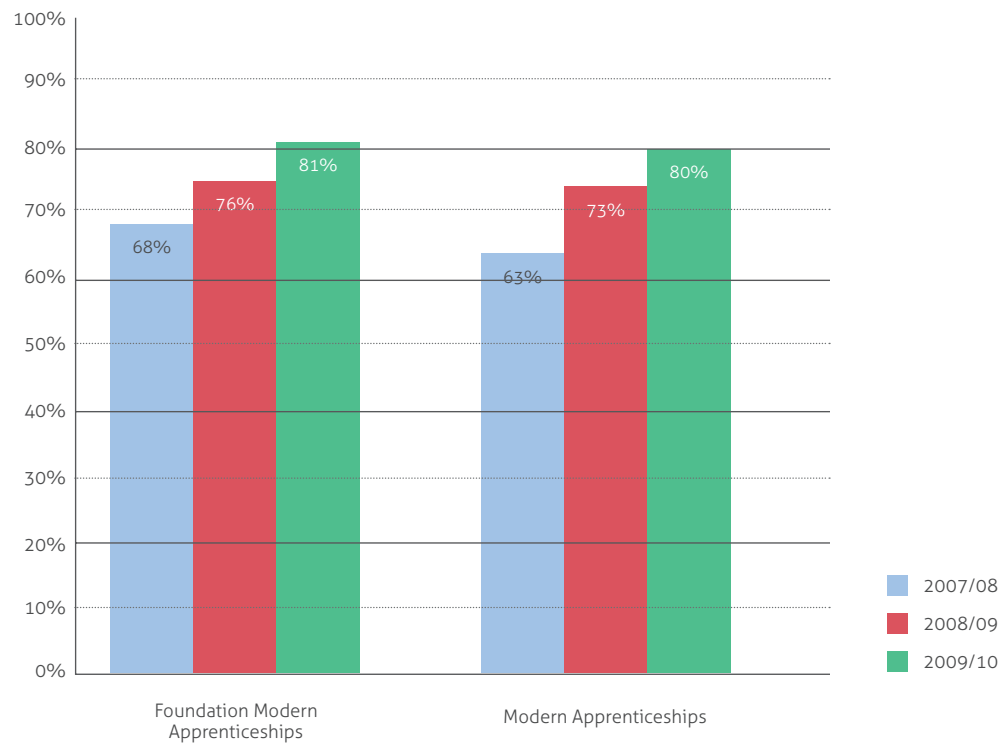
In 2009-2010, work-based learning activity success rates in all types of programme improved by between four and five percentage points compared with the previous year's rates. Of the Skill Build learners, about 37% began a new programme of learning, which is broadly similar to the previous year's percentage. A slightly higher percentage of learners (25%) entered new employment or changed employment than in 2008-2009. The percentage of learners who were seeking work or were unemployed remained at about 28%.

Figure 4.13: Learning activity success rates in work-based learning provision, 2007-2010



Work-based learning framework success rates in 2009-2010 for all sector subject areas were 81% in Foundation Modern Apprenticeship and 80% in Modern Apprenticeship. These figures are five and seven percentage points respectively higher than in the previous year.

Figure 4.14: Framework success rates for work-based learning provision, 2007-2010



The best performing subject areas were business, administration and law, and education and training, where 85% of learners attained their training framework and engineering and manufacturing technologies (83%). Construction, planning and the built environment and hair and beauty did not perform as well with around three-quarters of learners attaining their training framework in these areas.