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## End of Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key stages 2 and 3

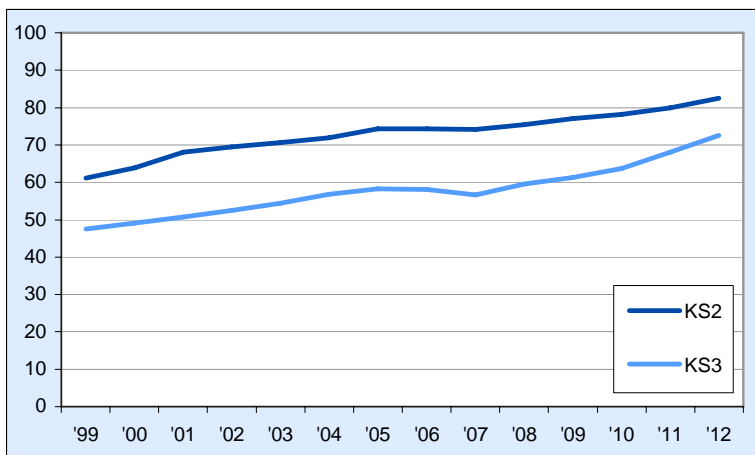
This Statistical First Release provides information for Wales on the teacher assessments of the mandatory areas of learning/core subjects in 2012, at Wales and local authority (LA) level. Foundation Phase Outcomes look at the achievements of 7 year olds, Key Stage 2 are for 11 year olds and Key Stage 3 are for 14 year olds. This release was previously known as “National Curriculum Teacher Assessments of the Core Subjects”.

**This is the first year in which the Foundation Phase has fully replaced Key Stage 1. As a result, Foundation Phase Outcome results are only available for 2012 and year-on-year comparisons are not possible.**

### Key Points for 2012:

- 4 in 5 (80.5 per cent) pupils at end of Foundation Phase achieved the expected outcome in all mandatory areas of learning (AoLs) (Table 1).
- Girls outperformed boys at end of Foundation Phase and both Key Stages and in all subjects/ AoLs.
- The percentage of pupils achieving at least the expected level was higher than in 2011 at Key Stage 2 and 3 and in all subjects (Charts 1-5).
- On the whole, the percentage of pupils achieving the expected level has increased since 1999 at Key Stage 2 and 3 and in all subjects (Charts 1-5).
- In 2012, 82.6 per cent of pupils achieved the Core Subject Indicator (CSI) at Key Stage 2 and 72.5 per cent at Key Stage 3, increases of between 2.6 and 4.5 percentage points respectively since 2011 (Table 10).
- The difference in performance between girls and boys decreased for all subjects at Key Stage 2 but increased in all subjects except Welsh at Key Stage 3 (Tables 5 and 8).

**Chart 1: Percentage of pupils achieving the Core Subject Indicator at Key Stage 2 and 3, 1999-2012**



The Core Subject Indicator (CSI) represents the percentage of pupils achieving the expected level or above in English or Welsh (first language), mathematics and science in combination.

There has been a steady increase in the percentage of pupils achieving the CSI since 1999 at Key Stage 2 and 3.

**Statistician:** Stephen Hughes  
**Next update:** August 2013 (provisional)

**Tel:** 029 2082 5060

**E-mail:** school.stats@wales.gsi.gov.uk

**Twitter:** www.twitter.com/statisticswales | www.twitter.com/ystadegaucymru

Cyhoeddwyd gan Y Gwasanaethau Gwybodaeth a Dadansoddi  
Llywodraeth Cymru, Parc Cathays, Caerdydd, CF10 3NQ  
Ffôn – Swyddfa'r Wasg **029 2089 8099**, Ymholiadau Cyhoeddus **029 2082 3332**  
**www.cymru.gov.uk/ystadegau**

Issued by Knowledge and Analytical Services  
Welsh Government, Cathays Park, Cardiff, CF10 3NQ  
Telephone – Press Office **029 2089 8099**, Public Enquiries **029 2082 5050**  
**www.wales.gov.uk/statistics**



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## Section 1 – Foundation Phase Outcomes

**Table 1: Foundation Phase Outcomes for all pupils, by outcome, 2012**

Percentage of 7 year olds attaining each outcome as determined by teacher assessment (a)

	D	N	W	1	2	3	4	5	6+	Outcome 5 or above (b)	Cohort
Personal and social development, well-being and cultural diversity (PSD)	0.1	0.1	0.2	0.3	0.5	1.3	6.7	52.3	38.6	90.8	32,960
Language, literacy and communication skills - English (LCE)	0.1	0.1	0.3	0.3	0.5	2.6	12.7	57.9	25.6	83.4	25,731
Language, literacy and communication skills - Welsh (LCW)	*	0.1	*	0.1	0.3	2.1	11.4	61.1	24.8	85.9	7,229
Mathematical Development (MDT)	0.1	0.1	0.3	0.2	0.5	1.7	10.5	62.5	24.2	86.6	32,960
<b>Foundation Phase Indicator (FPI) (c)</b>	.	.	.	.	.	.	.	.	.	<b>80.5</b>	<b>32,960</b>

(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 an outcome for reasons other than disapplication.

W represents pupils who are 'working towards' outcome 1, but have not yet achieved the standards needed for outcome 1.

(b) The general expectation is that the majority of 7 year olds will attain outcome 5.

(c) The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.

**Table 2: Foundation Phase Outcomes for all pupils, by gender, 2012**

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

	Boys	Girls	Pupils	% point difference Girls / Boys
	2012	2012	2012	2012
Personal and social development, well-being and cultural diversity (PSD)	87.3	94.6	90.8	7.3
Language, literacy and communication skills - English (LCE)	78.9	88.2	83.4	9.3
Language, literacy and communication skills - Welsh (LCW)	81.5	90.5	85.9	9.0
Mathematical Development (MDT)	84.4	89.0	86.6	4.6
<b>Foundation Phase Indicator (FPI) (a)</b>	<b>75.5</b>	<b>85.7</b>	<b>80.5</b>	<b>10.2</b>

(a) The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.

**Table 3: Foundation Phase Outcomes, by LA, 2012**

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

	Personal and social development, well-being and cultural diversity (PSD)	Language, literacy and communication skills - English (LCE)	Language, literacy and communication skills - Welsh (LCW)	Mathematical Development (MDT)	Foundation Phase Indicator (FPI) (a)
Isle of Anglesey	94.5	86.9	86.5	89.5	84.1
Gwynedd	91.9	*	87.6	88.8	83.0
Conwy	91.8	85.0	80.1	86.9	79.8
Denbighshire	90.5	84.0	88.4	88.6	81.7
Flintshire	91.5	82.0	84.1	85.9	79.7
Wrexham	92.7	86.4	88.0	88.4	83.3
Powys	90.2	84.4	80.8	85.9	79.3
Ceredigion	91.0	80.0	86.1	89.0	81.4
Pembrokeshire	88.7	83.8	82.7	88.0	79.8
Carmarthenshire	92.7	83.8	85.4	86.8	82.0
Swansea	89.8	81.3	85.8	84.8	77.6
Neath Port Talbot	89.7	81.0	85.2	84.5	77.2
Bridgend	91.4	83.2	87.3	87.0	81.8
The Vale of Glamorgan	93.0	88.2	91.2	90.5	84.2
Rhondda Cynon Taf	89.1	80.9	82.3	84.0	77.2
Merthyr Tydfil	86.2	76.3	87.9	80.3	74.0
Caerphilly	92.7	87.2	87.7	89.8	84.3
Blaenau Gwent	90.6	81.7	*	83.1	79.2
Torfaen	93.6	86.8	77.5	89.1	83.3
Monmouthshire	92.7	90.8	*	91.4	86.8
Newport	92.3	88.2	91.0	90.2	84.9
Cardiff	89.5	81.4	89.6	84.6	78.7
<b>Wales: (b)</b>	<b>90.8</b>	<b>83.4</b>	<b>85.9</b>	<b>86.6</b>	<b>80.5</b>

(a) The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.

(b) Includes Independent schools that provided their results.

## Section 2 – Key Stage 2

**Table 4: Key Stage 2 teacher assessment results for all pupils, by levels, 2012**  
Percentage of 11 year olds attaining each level as determined by teacher assessment (a)

	D	N	NCO 1, 2 and 3							Level 4 or above (b)	Level 5 or above	Cohort
			1	2	3	4	5	6+				
<b>English</b>	<b>0.1</b>	<b>0.2</b>	<b>0.4</b>	<b>0.6</b>	<b>2.5</b>	<b>11.0</b>	<b>52.2</b>	<b>32.4</b>	<b>0.5</b>	<b>85.2</b>	<b>32.9</b>	<b>31,983</b>
Oracy	0.1	0.2	0.4	0.6	2.1	10.9	51.3	33.8	0.6	85.7	34.4	31,983
Reading	0.1	0.2	0.4	0.6	2.5	11.3	48.2	35.9	0.7	84.8	36.7	31,983
Writing	0.1	0.2	0.4	0.7	3.3	16.0	53.3	25.4	0.6	79.3	26.0	31,983
<b>Welsh</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>0.8</b>	<b>2.5</b>	<b>12.3</b>	<b>57.3</b>	<b>26.2</b>	<b>0.4</b>	<b>84.0</b>	<b>26.6</b>	<b>6,464</b>
Oracy	0.1	0.1	0.2	0.7	2.0	10.8	56.3	29.3	0.4	86.0	29.7	6,464
Reading	0.1	0.1	0.2	0.9	2.5	12.9	53.2	29.6	0.5	83.2	30.1	6,464
Writing	0.1	0.1	0.2	1.1	3.1	18.3	57.6	19.2	0.3	77.2	19.5	6,464
<b>Mathematics</b>	<b>0.1</b>	<b>0.2</b>	<b>0.4</b>	<b>0.5</b>	<b>2.0</b>	<b>10.0</b>	<b>53.9</b>	<b>32.5</b>	<b>0.4</b>	<b>86.8</b>	<b>32.9</b>	<b>31,983</b>
<b>Science</b>	<b>0.1</b>	<b>0.2</b>	<b>0.4</b>	<b>0.4</b>	<b>1.6</b>	<b>8.8</b>	<b>55.5</b>	<b>33.0</b>	<b>-</b>	<b>88.5</b>	<b>33.1</b>	<b>31,983</b>
<b>Core Subject Indicator (c)</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>82.6</b>	<b>.</b>	<b>31,983</b>
<b>Achieving Level 4 or above in Reading and Writing (English or Welsh) and Mathematics</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>76.6</b>	<b>.</b>	<b>31,983</b>
<b>Achieving Level 4 or above in Reading and Writing (English or Welsh), Mathematics and Science</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>76.4</b>	<b>.</b>	<b>31,983</b>

(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.  
National Curriculum Outcomes 1, 2 and 3 describe achievements below level 1.

(b) The general expectation is that the majority of 11 year olds will attain level 4.

(c) The Core Subject Indicator represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

**Table 5: Key Stage 2 teacher assessment results for all pupils, by gender, 2011-2012**  
Percentage of pupils achieving at least level 4 (the expected level) in teacher assessments

	Boys		Girls		Pupils		% point difference Girls / Boys	
	2011	2012	2011	2012	2011	2012	2011	2012
	English	78.8	81.4	88.2	89.2	83.4	85.2	9.4
Welsh	77.0	79.5	87.2	88.4	82.0	84.0	10.2	9.0
Mathematics	83.1	85.3	86.8	88.4	84.9	86.8	3.7	3.1
Science	85.0	86.6	89.4	90.6	87.1	88.5	4.4	4.0
<b>Core Subject Indicator</b>	<b>76.2</b>	<b>79.4</b>	<b>84.0</b>	<b>86.0</b>	<b>80.0</b>	<b>82.6</b>	<b>7.8</b>	<b>6.6</b>
Reading, Writing and Mathematics	68.1	71.3	80.0	82.2	73.9	76.6	11.9	10.9
Reading, Writing, Maths and Science	68.0	71.2	79.7	82.0	73.7	76.4	11.8	10.8

**Table 6: Key Stage 2 teacher assessment results, by LA, 2012**

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

	English	Welsh	Mathematics	Science	Core Subject Indicator (a)	Reading, Writing and Maths	Reading, Writing, Maths and Science
Isle of Anglesey	86.1	74.2	87.7	90.5	84.7	78.7	78.5
Gwynedd	86.6	84.1	88.8	91.6	86.2	80.3	80.3
Conwy	86.5	87.2	86.4	89.6	82.6	76.0	75.8
Denbighshire	85.6	90.0	87.7	90.4	83.5	75.4	75.3
Flintshire	83.8	78.9	86.3	87.8	81.3	74.5	74.4
Wrexham	86.6	83.1	88.2	89.7	84.5	77.5	77.4
Powys	87.5	87.9	88.3	90.6	84.8	78.5	78.4
Ceredigion	88.2	84.8	89.7	91.5	86.4	80.5	80.0
Pembrokeshire	86.6	84.3	87.0	90.3	82.7	78.1	77.8
Carmarthenshire	85.7	83.2	88.4	89.9	83.9	77.3	77.1
Swansea	86.2	90.6	88.3	88.7	83.6	77.6	77.3
Neath Port Talbot	83.7	87.3	84.4	87.4	80.6	75.2	75.0
Bridgend	83.2	88.5	85.0	84.6	80.6	76.0	75.6
The Vale of Glamorgan	88.5	89.9	90.9	93.2	86.0	81.2	81.1
Rhondda Cynon Taf	81.7	80.9	84.7	85.0	79.3	73.1	72.8
Merthyr Tydfil	81.9	87.7	82.4	81.9	77.3	73.2	72.3
Caerphilly	84.3	88.1	86.8	88.5	82.7	76.3	76.3
Blaenau Gwent	81.0	*	84.6	86.5	78.3	69.3	69.0
Torfaen	87.8	87.9	89.1	90.7	85.6	80.1	80.1
Monmouthshire	89.1	*	90.2	93.2	86.3	79.1	78.9
Newport	88.9	*	88.9	91.8	86.1	81.9	81.8
Cardiff	84.6	85.7	84.1	86.4	80.7	75.0	74.8
<b>Wales: (b)</b>	<b>85.2</b>	<b>84.0</b>	<b>86.8</b>	<b>88.5</b>	<b>82.6</b>	<b>76.6</b>	<b>76.4</b>
2011	83.4	82.0	84.9	87.1	80.0	73.9	73.7
2010	81.9	81.0	83.3	86.4	78.2	71.7	71.4
2009	81.0	79.9	82.5	86.4	77.0	70.5	70.3
2008	79.8	77.0	81.3	85.6	75.5	69.4	69.0
2007	78.6	72.8	80.4	84.9	74.1	68.1	67.8
2006	78.6	75.5	81.0	85.6	74.2	.	.
2005	79.3	76.3	79.9	86.6	74.3	.	.
2004	76.6	76.7	77.8	86.5	71.9	.	.
2003	76.1	75.6	76.1	84.5	70.6	.	.

(a) The Core Subject Indicator represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), Mathematics and Science in combination.

(b) Includes Independent schools that provided their results.

## Section 3 – Key Stage 3

**Table 7: Key Stage 3 teacher assessment results for all pupils, by levels, 2012**

Percentage of 14 year olds attaining each level as determined by teacher assessment (a)

	D	N	NCO 1, 2 and 3									Level 5 or above (b)	Level 6 or above	Cohort
			1	2	3	4	5	6	7	8+				
<b>English</b>	-	<b>0.3</b>	<b>0.4</b>	<b>0.4</b>	<b>0.9</b>	<b>3.7</b>	<b>14.8</b>	<b>41.3</b>	<b>28.1</b>	<b>9.3</b>	<b>0.7</b>	<b>79.3</b>	<b>38.0</b>	<b>34,520</b>
Oracy	-	0.3	0.4	0.4	0.9	3.4	15.2	40.1	28.7	9.9	0.8	79.4	39.3	34,520
Reading	-	0.3	0.4	0.5	1.0	3.9	16.1	39.7	27.4	10.0	0.7	77.8	38.0	34,520
Writing	-	0.3	0.4	0.5	1.2	4.9	20.1	38.9	25.1	7.9	0.7	72.6	33.7	34,520
<b>Welsh</b>	-	<b>0.1</b>	<b>0.2</b>	-	<b>0.2</b>	<b>2.5</b>	<b>12.7</b>	<b>43.0</b>	<b>31.4</b>	<b>9.2</b>	<b>0.6</b>	<b>84.2</b>	<b>41.2</b>	<b>5,787</b>
Oracy	-	0.1	0.2	0.1	0.2	2.3	12.4	40.1	32.8	11.1	0.7	84.7	44.6	5,787
Reading	-	0.1	0.2	-	0.3	2.7	13.8	41.7	30.9	9.5	0.7	82.9	41.2	5,787
Writing	-	0.1	0.2	-	0.3	3.7	20.6	40.6	26.6	7.4	0.5	75.1	34.5	5,787
<b>Mathematics</b>	-	<b>0.3</b>	<b>0.4</b>	<b>0.3</b>	<b>0.8</b>	<b>3.8</b>	<b>13.3</b>	<b>31.5</b>	<b>29.7</b>	<b>18.1</b>	<b>1.9</b>	<b>81.1</b>	<b>49.6</b>	<b>34,520</b>
<b>Science</b>	-	<b>0.4</b>	<b>0.4</b>	<b>0.3</b>	<b>0.5</b>	<b>2.1</b>	<b>12.7</b>	<b>39.8</b>	<b>31.6</b>	<b>11.7</b>	<b>0.5</b>	<b>83.6</b>	<b>43.8</b>	<b>34,520</b>
<b>Core Subject Indicator (c)</b>	.	.	.	.	.	.	.	.	.	.	.	<b>72.5</b>	.	<b>34,520</b>
<b>Achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics</b>	.	.	.	.	.	.	.	.	.	.	.	<b>67.3</b>	.	<b>34,520</b>
<b>Achieving Level 5 or above in Reading and Writing (English or Welsh), Mathematics and Science</b>	.	.	.	.	.	.	.	.	.	.	.	<b>66.0</b>	.	<b>34,520</b>

(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.  
National Curriculum Outcomes 1, 2 and 3 describe achievements below level 1.

(b) The general expectation is that the majority of 14 year olds will attain level 5.

(c) The Core Subject Indicator represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

**Table 8: Key Stage 3 teacher assessment results for all pupils, by gender, 2011-2012**

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

	Boys		Girls		Pupils		% point difference	% point difference
	2011	2012	2011	2012	2011	2012	Girls / Boys	Girls / Boys
							2011	2012
English	69.4	72.6	82.9	86.4	76.0	79.3	13.5	13.8
Welsh	74.6	77.7	87.7	90.2	81.3	84.2	13.2	12.5
Mathematics	75.7	78.5	80.1	83.8	77.9	81.1	4.4	5.2
Science	77.4	80.1	83.4	87.2	80.3	83.6	6.0	7.1
<b>Core Subject Indicator</b>	<b>63.0</b>	<b>67.2</b>	<b>73.3</b>	<b>78.2</b>	<b>68.0</b>	<b>72.5</b>	<b>10.2</b>	<b>11.0</b>
Reading, Writing and Mathematics	56.5	59.8	70.9	75.3	63.5	67.3	14.4	15.5
Reading, Writing, Maths and Science	55.0	58.6	69.0	73.8	61.8	66.0	14.0	15.3

**Table 9: Key Stage 3 teacher assessment results, by LA, 2012**

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

	English	Welsh	Mathematics	Science	Core Subject Indicator (a)	Reading, Writing and Maths	Reading, Writing, Maths and Science
Isle of Anglesey	82.4	83.5	83.1	86.6	77.9	74.2	73.3
Gwynedd	86.0	86.3	86.7	90.2	83.0	79.0	78.4
Conwy	84.2	87.1	85.3	85.3	75.7	74.1	71.3
Denbighshire	77.6	82.7	82.0	85.3	71.9	64.3	63.1
Flintshire	83.1	67.9	83.9	87.3	76.0	71.0	69.5
Wrexham	77.9	78.7	79.1	81.6	70.0	65.8	64.6
Powys	82.9	87.8	84.6	86.4	76.8	72.5	71.1
Ceredigion	85.9	88.1	87.6	89.4	81.7	76.0	75.2
Pembrokeshire	83.3	87.0	85.3	85.6	76.9	71.9	70.1
Carmarthenshire	81.6	83.2	82.2	84.6	74.3	71.1	69.1
Swansea	80.2	88.6	81.0	83.1	73.3	67.4	66.6
Neath Port Talbot	75.6	80.3	76.9	79.2	68.8	62.8	61.3
Bridgend	76.0	81.8	77.2	79.7	67.1	63.4	61.3
The Vale of Glamorgan	78.7	83.8	83.1	84.6	72.4	66.5	65.6
Rhondda Cynon Taf	74.7	76.8	75.1	79.2	66.9	60.3	59.3
Merthyr Tydfil	73.1	.	75.9	78.2	64.5	60.3	58.3
Caerphilly	76.8	84.3	77.5	80.4	68.4	62.9	61.5
Blaenau Gwent	69.5	.	76.4	74.9	61.5	56.9	54.8
Torfaen	78.2	83.1	81.2	86.7	71.8	63.9	62.5
Monmouthshire	84.5	.	84.5	86.8	77.7	71.4	70.7
Newport	79.5	.	81.3	86.8	73.8	68.1	67.6
Cardiff	80.5	88.2	82.7	84.5	74.2	68.7	67.7
<b>Wales: (b)</b>	<b>79.3</b>	<b>84.2</b>	<b>81.1</b>	<b>83.6</b>	<b>72.5</b>	<b>67.3</b>	<b>66.0</b>
2011	76.0	81.3	77.9	80.3	68.0	63.5	61.8
2010	72.5	76.8	75.5	77.1	63.7	59.3	57.2
2009	70.6	75.1	73.5	75.6	61.3	58.3	56.0
2008	69.5	72.3	72.5	73.7	59.6	58.3	55.5
2007	68.6	72.6	69.9	70.5	56.7	.	.
2006	67.8	71.9	71.7	73.3	58.2	.	.
2005	67.2	74.9	72.9	71.8	58.3	.	.
2004	66.8	73.1	71.4	71.6	56.9	.	.
2003	64.7	73.7	68.8	68.8	54.4	.	.

(a) The Core Subject Indicator represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), Mathematics and Science in combination.

(b) Includes Independent schools that provided their results.

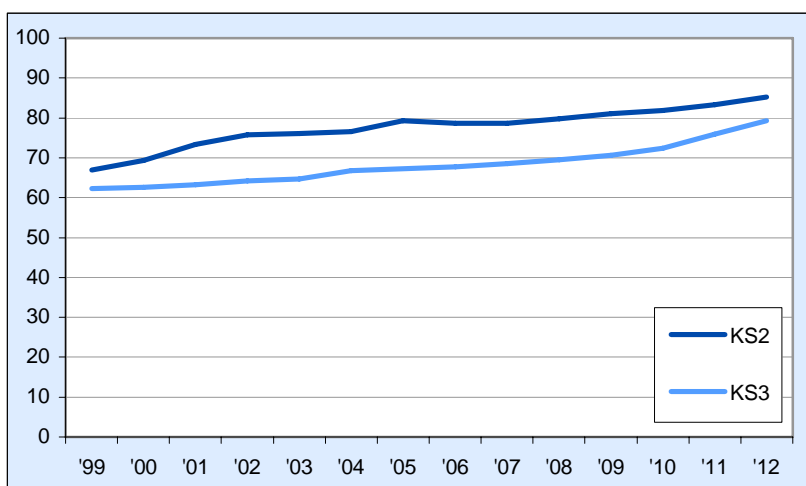
## Section 4 – Key Stage 2 and 3 Summaries

**Table 10: Key Stage 2 and 3 summary, 2011-2012**

Percentage of pupils achieving at least the expected level at Key Stage 2 and 3

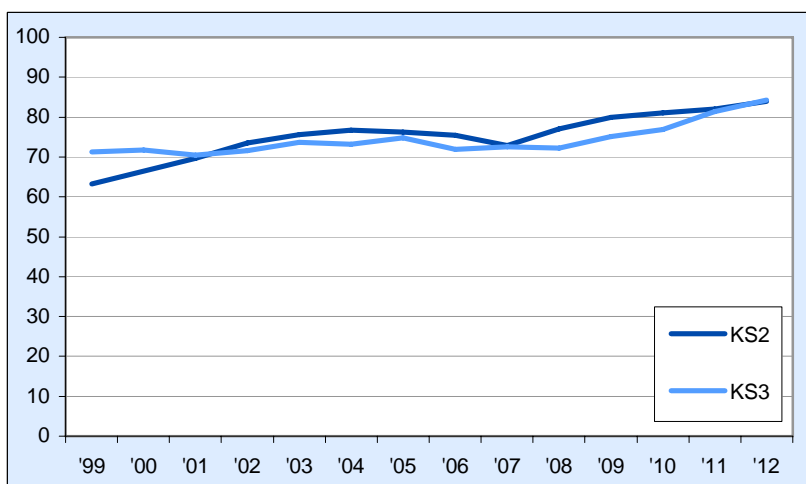
	Key Stage 2 (L4+)			Key Stage 3 (L5+)		
	2011	2012	% point change 2011/12	2011	2012	% point change 2011/12
English	83.4	85.2	1.8	76.0	79.3	3.3
Welsh	82.0	84.0	2.0	81.3	84.2	2.9
Mathematics	84.9	86.8	1.9	77.9	81.1	3.2
Science	87.1	88.5	1.4	80.3	83.6	3.3
<b>Core Subject Indicator</b>	<b>80.0</b>	<b>82.6</b>	<b>2.6</b>	<b>68.0</b>	<b>72.5</b>	<b>4.5</b>
Reading, Writing and Mathematics	73.9	76.6	2.7	63.5	67.3	3.8
Reading, Writing, Maths and Science	73.7	76.4	2.7	61.8	66.0	4.2

**Chart 2: Percentage of pupils achieving at least the expected level in English at each Key Stage (Level 4 in KS2; Level 5 in KS3), 1999-2012**



- The percentage of pupils achieving the expected level in English at Key Stage 3 in 2011 increased by 3.3 percentage points, which is nearly double the increase seen in Key Stage 2. Larger increases can also be seen in the other core subject at Key Stage 3.
- The increase seen at Key Stage 3 continues the faster rate of improvement first seen in 2011.

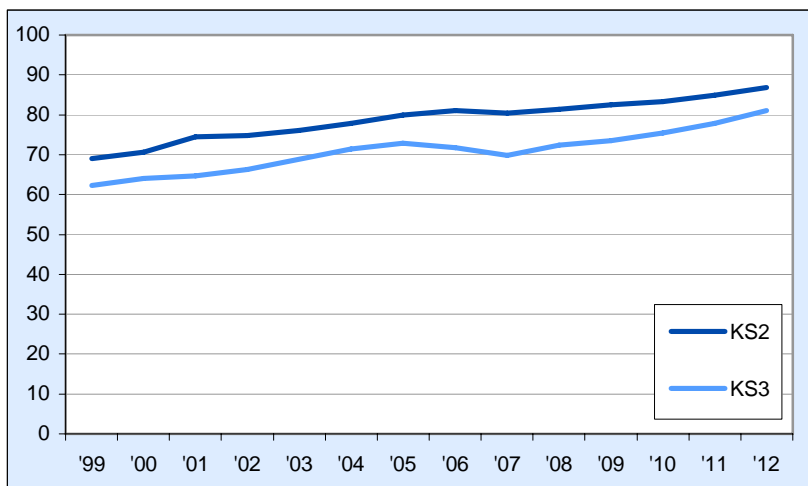
**Chart 3: Percentage of pupils achieving at least the expected level in Welsh (first language) at each Key Stage (Level 4 in KS2; Level 5 in KS3), 1999-2012**



- The percentage of pupils achieving the expected level in Welsh at Key Stage 3 in 2011 increased by 2.9 percentage points.
- The figure for Key Stage 3 is now higher than that seen at Key Stage 2, which hasn't happened for more than a decade.

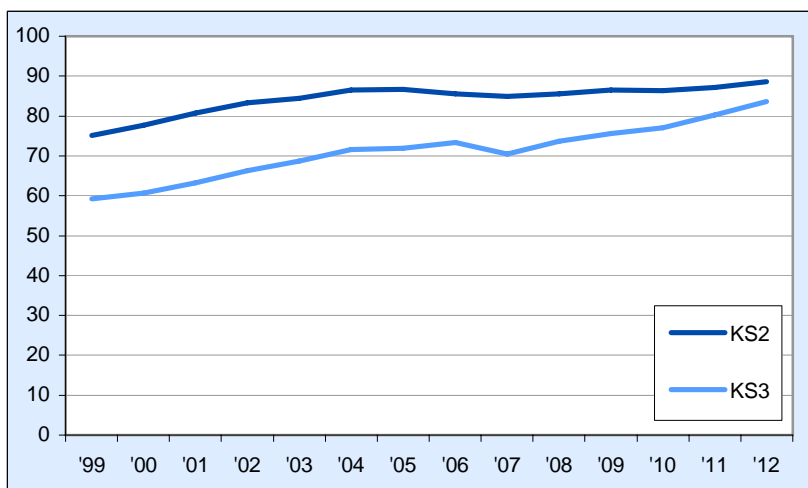


**Chart 4: Percentage of pupils achieving at least the expected level in Mathematics at each Key Stage (Level 4 in KS2; Level 5 in KS3), 1999-2012**



- The percentage of pupils achieving the expected level in Mathematics at Key Stage 3 in 2011 increased by 3.2 percentage points. This is slightly higher than the increase seen last year, and continues the upward trend seen since 2007.
- Key Stage 2 saw a 1.9 percentage point increase, and continues the relatively steady percentage seen since 2007.

**Chart 5: Percentage of pupils achieving at least the expected level in Science at each Key Stage (Level 4 in KS2; Level 5 in KS3), 1999-2012**



- Science saw the smallest percentage point increase at Key Stage 2 with a 1.4 rise. A greater increase of 3.3 percentage points at Key Stage 3 has seen the gap closed on Key Stage 2 results in 2012.
- Key Stage 3 has seen the greatest increase since 1999, from 59.2 per cent to 83.6 per cent.

Tables 5 to 10 provide more detailed figures with regard to the two Key Stages and the percentages of pupils achieving each level.

Each of the two Key Stages is covered in a separate section, and data is provided by level, gender and LA, with some overall figures given for the last ten years.

Tables 2 to 4 provide detailed figures with regard to Foundation Phase Outcomes, which fully replaced Key Stage 1 for the first time this year.

## Notes

### 1. Context

#### 1.1 Policy/Operational

The Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5-year-olds) and Key Stage 1 (from 5 to 7-year-olds) of the National Curriculum to create one phase of education for children aged between three and seven which is set out in the [Foundation Phase: Framework for Children's Learning for 3 to 7-year-olds in Wales](#). Statutory rollout of the Foundation Phase framework started in September 2008 for all 3 to 4-year-olds in maintained schools and funded non-maintained settings and will be completed in the 2011/12 school year. The associated assessment and reporting arrangements will begin to be introduced on a statutory basis from the start of the 2011/12 school year for schools.

All learners in their final year of Foundation Phase and 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 2012, the date for this was 8 May. Statutory assessment arrangements for the school year 2011/12 can be found here: <http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/statutoryassessment/?lang=en>

In Foundation Phase, the mandatory Areas of Learning are "Personal and social development, well-being and cultural diversity" (PSD), "Language, literacy and communication skills" (in English (LCE) or Welsh (LCW)) and "Mathematical development" (MDT).

The National Curriculum subjects (Key Stages 2 and 3) in Wales are split into two categories, core subjects and non-core subjects. For Key Stages 2 and 3, the core subjects are English, Welsh first language, mathematics and science and 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 non-core subjects at Key Stage 3 and Welsh Second Language at Key Stage 2, entitled 'Teacher Assessments of the Non-Core Subjects, Wales 2012' was also released on 14 August 2012 and can be found here:

<http://wales.gov.uk/topics/statistics/headlines/schools2011/?lang=en>

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 tests (no longer sat in Wales). The latest available published statistics can be found here:

<http://www.education.gov.uk/rsgateway/DB/SFR/index.shtml>

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 2012 covering timescales and reporting arrangements can be found here:

<http://wales.gov.uk/topics/educationandskills/schoolshome/schooldata/ims/datacollections/nationaldatacollection/?lang=en>

### 3. Definitions

#### 3.1 Coverage

Most learners will be 7, 11 or 14 years old at the end of Foundation Phase, 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 Foundation Phase/Key Stage, learners must be statutorily assessed (i.e. they must receive an end of Foundation Phase/Key Stage teacher assessment) once only.

#### 3.2 Expected levels

The general expectation is that the majority of 7 year olds will attain outcome 5 in each area of learning. Similarly, 11 year olds will attain level 4 in each subject, and 14 year olds will attain level 5. At end of Foundation Phase, the **Foundation Phase Indicator** (FPI) represents the percentage of pupils achieving at least the expected outcome in LCE or LCW, PSD and MDT in combination. At Key Stage 2 and 3, the **Core Subject Indicator** (CSI) represents the percentage of pupils achieving at least the expected level in English or Welsh (first language), mathematics and science in combination.

'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'.

W (working towards outcome 1) is a valid outcome for end of Foundation Phase.

It should be noted that, since the Foundation Phase is a new scheme, with results available for the first time this year, it is impossible to compare with Key Stage 1 results from previous years.

More information on levels within each Key Stage (including the 'D' and 'N' codes) can be found by following the link seen 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 is 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 2012 data, and describes the quality management tool applied to this area of work. Between September and November 2010 we conducted a public consultation on our Education Statistics outputs, in which we asked for feedback on the quality of the outputs. A summary of responses has been published and is available here:

<http://wales.gov.uk/consultations/statistics/education/?lang=en>

## 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;
- Development of a national banding system for Wales;
- 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 9 May 2012, with schools asked to submit data for every pupil on roll at the school on 8 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 6 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**

Since 2012 was the first year in which all primary schools were asked to provide end of Foundation Phase results, year-on-year trends cannot be provided.

1 independent schools submitted Key Stage 2 data in 2012 – the same independent school also provided results in 2008, 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.

No pupils are assessed in Welsh First Language at Key Stage 3 in Merthyr Tydfil, Blaenau Gwent, Monmouthshire and Newport.

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.