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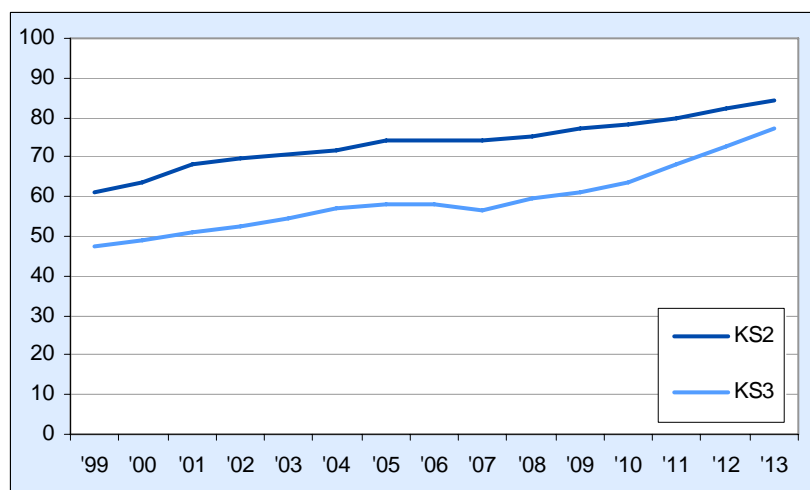
End of Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key Stages 2 and 3

This Statistical First Release provides information for Wales on the teacher assessments of the mandatory areas of learning/core subjects in 2013, 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”.

Key Points for 2013:

- Over 4 in 5 (83.0 per cent) pupils at end of Foundation Phase achieved the expected outcome in all mandatory areas of learning (AoLs), an increase of 2.5 percentage points since the first year of results in 2012 (*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 2012 at end of Foundation Phase and both Key Stages in all AoLs/subjects (*Charts 1-6*).
- 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 (*Chart 1 and Charts 3-6*).
- In 2013, 84.3 per cent of pupils achieved the Core Subject Indicator (CSI) at Key Stage 2 and 77.0 per cent at Key Stage 3, increases of 1.8 and 4.5 percentage points respectively since 2012 (*Table 11*).
- The difference in performance between girls and boys decreased for all AoLs at end of Foundation Phase, with the exception of “language, literacy and communication skills (Welsh)” (*Table 2*).
- The difference in performance between girls and boys decreased for all subjects at Key Stage 2, with the exception of Mathematics, and all subjects at Key Stage 3 (*Tables 5 and 8*).

Chart 1: Percentage of pupils achieving the Core Subject Indicator at Key Stage 2 and 3, 1999-2013



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.

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Section 1 – Foundation Phase Outcomes

Table 1: Foundation Phase Outcomes for all pupils, by outcome, 2013

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)	0.3	-	0.3	0.2	0.4	0.9	4.9	47.1	45.9	93.0	33,398
Language, literacy and communication skills - English (LCE)	0.3	0.1	0.4	0.2	0.6	1.8	11.4	55.8	29.5	85.2	25,930
Language, literacy and communication skills - Welsh (LCW)	0.2	0.0	*	0.1	0.2	1.5	11.3	57.5	29.3	86.7	7,468
Mathematical Development (MDT)	0.3	-	0.3	0.2	0.5	1.3	10.1	59.2	28.2	87.4	33,398
Foundation Phase Indicator (FPI) (c)	.	.	.	.	.	.	.	.	.	83.0	33,398

(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, 2012-2013

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

	Boys		Girls		Pupils		% point difference Girls / Boys	% point difference Girls / Boys
	2012	2013	2012	2013	2012	2013	2012	2013
Personal and social development, well-being and cultural diversity (PSD)	87.3	90.3	94.6	95.9	90.8	93.0	7.3	5.7
Language, literacy and communication skills - English (LCE)	78.9	81.5	88.2	89.3	83.4	85.2	9.3	7.8
Language, literacy and communication skills - Welsh (LCW)	81.5	82.0	90.5	91.4	85.9	86.7	9.0	9.3
Mathematical Development (MDT)	84.4	85.4	89.0	89.4	86.6	87.4	4.6	3.9
Foundation Phase Indicator (FPI) (a)	75.5	78.9	85.7	87.3	80.5	83.0	10.2	8.4

(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, 2013

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	95.4	89.2	87.6	90.3	85.8
Gwynedd	94.2	*	86.9	87.0	82.8
Conwy	91.9	85.5	77.4	86.8	80.4
Denbighshire	94.9	85.9	89.8	89.6	84.9
Flintshire	94.3	87.3	84.4	89.0	84.4
Wrexham	94.5	85.9	86.9	87.7	83.4
Powys	93.8	88.2	82.2	88.7	84.7
Ceredigion	96.0	85.0	88.1	90.7	85.9
Pembrokeshire	94.0	87.0	85.5	88.4	84.5
Carmarthenshire	93.0	81.0	86.2	85.9	81.6
Swansea	93.2	81.6	89.4	85.7	80.1
Neath Port Talbot	93.3	84.1	87.4	85.4	81.7
Bridgend	91.1	85.1	92.0	86.6	82.3
The Vale of Glamorgan	95.3	90.8	92.0	91.8	88.7
Rhondda Cynon Taf	90.9	83.2	84.1	85.9	80.6
Merthyr Tydfil	89.7	79.3	88.5	81.7	77.8
Caerphilly	93.8	86.9	90.7	89.4	85.0
Blaenau Gwent	91.4	83.9	*	83.6	81.2
Torfaen	94.8	89.4	82.8	91.9	87.6
Monmouthshire	95.9	92.4	*	91.5	89.5
Newport	94.2	89.7	88.5	91.0	87.3
Cardiff	91.5	83.4	86.9	85.3	80.9
Wales: (b)	93.0	85.2	86.7	87.4	83.0
2012	90.8	83.4	85.9	86.6	80.5

(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, 2013

Percentage of 11 year olds attaining each level as determined by teacher assessment (a)

	D		NCO 1, 2 and 3							Level 4 or above (b)		Level 5 or above	Cohort
	D	N	1	2	3	4	5	6+					
English	0.2	0.2	0.4	0.5	2.0	9.5	51.4	35.0	0.7	87.1	35.7	31,034	
Oracy	0.2	0.2	0.4	0.5	1.8	9.4	50.4	36.2	0.9	87.5	37.1	31,034	
Reading	0.2	0.2	0.4	0.5	2.1	10.0	48.0	37.7	0.9	86.6	38.6	31,034	
Writing	0.2	0.2	0.4	0.6	2.7	14.9	53.0	27.1	0.8	81.0	28.0	31,034	
Welsh	0.2	0.1	*	0.3	1.9	10.7	56.3	29.9	0.5	86.7	30.4	6,193	
Oracy	0.2	*	0.1	0.4	1.5	9.1	55.4	32.7	0.6	88.7	33.2	6,193	
Reading	0.2	0.1	*	0.4	1.8	11.2	52.5	33.1	0.6	86.2	33.7	6,193	
Writing	0.2	0.1	*	0.4	2.6	17.2	56.7	22.2	0.4	79.3	22.6	6,193	
Mathematics	0.2	0.2	0.4	0.4	1.8	9.4	51.8	35.2	0.5	87.5	35.7	31,034	
Science	0.2	0.2	0.4	0.3	1.4	7.7	53.6	36.0	0.1	89.7	36.1	31,034	
Core Subject Indicator (c)	.	.	.	.	.	.	.	.	.	84.3	.	31,034
Achieving Level 4 or above in Reading and Writing (English or Welsh) and Mathematics	.	.	.	.	.	.	.	.	.	78.3	.	31,034
Achieving Level 4 or above in Reading and Writing (English or Welsh), Mathematics and Science	.	.	.	.	.	.	.	.	.	78.2	.	31,034

(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.
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, 2012-2013

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

	Boys		Girls		Pupils		% point difference Girls / Boys	
	2012	2013	2012	2013	2012	2013	2012	2013
English	81.4	83.7	89.2	90.8	85.2	87.1	7.8	7.1
Welsh	79.5	82.5	88.4	91.1	84.0	86.7	9.0	8.6
Mathematics	85.3	85.8	88.4	89.3	86.8	87.5	3.1	3.5
Science	86.6	87.8	90.6	91.8	88.5	89.7	4.0	4.0
Core Subject Indicator	79.4	81.4	86.0	87.5	82.6	84.3	6.6	6.1
Reading, Writing and Mathematics	71.3	73.1	82.2	83.8	76.6	78.3	10.9	10.7
Reading, Writing, Maths and Science	71.2	73.0	82.0	83.7	76.4	78.2	10.8	10.7

Table 6: Key Stage 2 teacher assessment results, by LA, 2013

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	89.4	82.8	90.0	91.9	88.0	82.0	82.0
Gwynedd	88.4	87.0	88.8	91.6	86.6	81.5	81.3
Conwy	87.6	85.2	87.1	90.6	83.1	77.7	77.5
Denbighshire	88.1	88.0	89.1	92.3	86.0	78.0	78.0
Flintshire	88.0	90.1	88.2	90.1	85.0	78.8	78.8
Wrexham	88.0	90.5	88.1	90.5	85.4	79.5	79.5
Powys	88.5	84.3	89.1	90.8	86.4	80.0	80.0
Ceredigion	90.4	83.4	88.8	91.7	87.3	78.2	77.9
Pembrokeshire	86.5	86.7	86.7	90.7	82.8	76.6	76.2
Carmarthenshire	87.2	84.5	88.1	90.7	85.4	76.8	76.7
Swansea	87.4	91.2	86.9	88.7	84.3	78.9	78.9
Neath Port Talbot	85.5	91.0	85.5	87.8	82.0	76.0	75.8
Bridgend	86.4	93.4	86.3	87.3	82.6	77.5	77.2
The Vale of Glamorgan	90.5	93.3	90.4	93.3	88.0	83.3	83.2
Rhondda Cynon Taf	85.2	84.3	86.2	87.2	82.6	75.8	75.6
Merthyr Tydfil	84.2	*	84.0	85.6	81.2	77.3	77.3
Caerphilly	86.8	89.6	87.3	89.4	84.2	78.4	78.3
Blaenau Gwent	83.1	*	84.2	87.1	80.1	71.9	71.5
Torfaen	90.3	98.6	92.2	92.8	89.1	81.7	81.5
Monmouthshire	90.6	*	92.3	93.5	89.3	81.4	81.4
Newport	89.4	98.3	89.0	92.7	86.1	81.9	81.9
Cardiff	86.0	89.5	86.2	88.6	82.6	77.8	77.7
Wales: (b)	87.1	86.7	87.5	89.7	84.3	78.3	78.2
2012	85.2	84.0	86.8	88.5	82.6	76.6	76.4
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	.	.

(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, 2013

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+				
English	0.1	0.3	0.4	0.3	0.9	3.2	12.0	40.2	30.3	11.3	1.0	82.9	42.7	33,380
Oracy	0.1	0.3	0.4	0.3	0.8	3.1	12.3	37.4	31.8	12.1	1.4	82.7	45.3	33,380
Reading	0.1	0.3	0.3	0.4	0.8	3.5	13.6	38.7	29.5	11.5	1.2	80.9	42.2	33,380
Writing	0.1	0.3	0.4	0.5	1.0	4.1	17.6	38.9	26.6	9.6	0.9	76.1	37.2	33,380
Welsh	0.0	0.1	-	-	0.2	1.8	10.2	41.8	33.3	11.7	0.7	87.6	45.7	5,668
Oracy	-	0.1	0.0	-	0.2	1.4	10.2	39.7	34.6	12.8	0.9	88.0	48.3	5,668
Reading	0.0	0.1	-	-	0.2	2.0	11.5	40.7	32.7	12.2	0.6	86.2	45.5	5,668
Writing	0.0	0.1	-	0.1	0.3	2.7	16.9	42.5	28.0	8.9	0.5	80.0	37.5	5,668
Mathematics	0.1	0.3	0.3	0.4	0.7	3.2	11.2	30.7	31.8	19.0	2.4	83.9	53.1	33,380
Science	0.1	0.3	0.3	0.3	0.4	1.6	9.9	38.4	33.8	14.0	0.8	87.0	48.6	33,380
Core Subject Indicator (c)	.	.	.	.	.	.	.	.	.	.	.	77.0	.	33,380
Achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics	.	.	.	.	.	.	.	.	.	.	.	71.1	.	33,380
Achieving Level 5 or above in Reading and Writing (English or Welsh), Mathematics and Science	.	.	.	.	.	.	.	.	.	.	.	70.2	.	33,380

(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.
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, 2012-2013

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

	Boys		Girls		Pupils		% point difference Girls / Boys	% point difference Girls / Boys
	2012	2013	2012	2013	2012	2013		
	2012	2013	2012	2013	2012	2013	2012	2013
English	72.6	77.1	86.4	88.9	79.3	82.9	13.8	11.8
Welsh	77.7	82.6	90.2	92.5	84.2	87.6	12.5	9.9
Mathematics	78.5	81.6	83.8	86.3	81.1	83.9	5.2	4.7
Science	80.1	84.0	87.2	90.1	83.6	87.0	7.1	6.1
Core Subject Indicator	67.2	72.4	78.2	81.9	72.5	77.0	11.0	9.5
Reading, Writing and Mathematics	59.8	64.2	75.3	78.3	67.3	71.1	15.5	14.1
Reading, Writing, Maths and Science	58.6	63.4	73.8	77.3	66.0	70.2	15.3	13.9

Table 9: Key Stage 3 teacher assessment results, by LA, 2013

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	85.3	89.1	86.3	90.4	81.5	76.6	75.6
Gwynedd	89.5	90.1	89.5	92.4	85.4	82.9	82.4
Conwy	84.2	93.5	86.3	89.1	78.5	74.1	72.9
Denbighshire	82.5	85.7	82.9	86.0	75.0	65.5	64.8
Flintshire	85.7	67.7	86.5	89.7	80.0	74.9	73.9
Wrexham	79.1	88.2	81.2	84.8	72.2	66.0	64.6
Powys	87.3	90.2	88.2	90.5	83.0	76.1	75.6
Ceredigion	89.1	89.4	86.9	91.7	83.8	77.5	77.2
Pembrokeshire	85.1	90.2	85.9	89.2	80.0	72.0	71.3
Carmarthenshire	83.1	83.6	83.8	86.2	77.1	73.4	72.1
Swansea	82.3	87.6	82.4	85.9	76.4	69.1	68.6
Neath Port Talbot	79.1	85.5	79.3	82.8	73.1	67.3	66.7
Bridgend	80.1	82.1	82.2	84.3	73.5	68.8	67.7
The Vale of Glamorgan	87.9	91.2	88.0	90.8	82.5	76.3	75.6
Rhondda Cynon Taf	79.2	85.9	81.1	84.9	73.6	66.7	65.5
Merthyr Tydfil	75.6	.	76.9	81.3	68.9	55.8	55.5
Caerphilly	78.7	88.1	81.5	83.8	73.5	65.6	65.0
Blaenau Gwent	71.4	.	75.2	81.6	64.5	57.1	56.8
Torfaen	87.7	84.4	86.5	89.6	79.8	75.7	73.9
Monmouthshire	87.0	.	86.5	91.3	80.3	75.8	74.8
Newport	82.8	.	85.0	87.9	78.0	71.2	70.2
Cardiff	84.0	88.5	84.3	86.7	77.8	74.0	72.9
Wales: (b)	82.9	87.6	83.9	87.0	77.0	71.1	70.2
2012	79.3	84.2	81.1	83.6	72.5	67.3	66.0
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	.	.

(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.

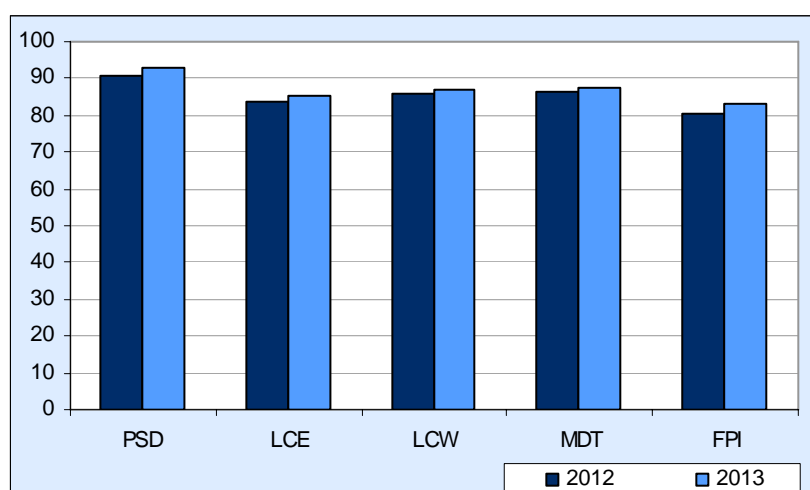
Section 4 – Foundation Phase and Key Stages 2 and 3 Summaries

Table 10: Foundation Phase summary, 2012-2013

Percentage of pupils achieving at least the expected outcome (outcome 5) at Foundation Phase

	2012	2013	% point change 2012/13
Personal and social development, well-being and cultural diversity (PSD)	90.8	93.0	2.2
Language, literacy and communication skills - English (LCE)	83.4	85.2	1.8
Language, literacy and communication skills - Welsh (LCW)	85.9	86.7	0.8
Mathematical Development (MDT)	86.6	87.4	0.7
Foundation Phase Indicator (FPI)	80.5	83.0	2.5

Chart 2: Percentage of pupils achieving at least the expected outcome in the mandatory areas of learning at Foundation Phase, 2012-2013



- The percentage of pupils achieving the expected outcome increased for all areas of learning from 2012 to 2013.
- “Personal and social development, well-being and cultural diversity” was the area of learning that saw the biggest increase at 2.2 percentage points.
- The percentage of pupils achieving the Foundation Phase Indicator increased by 2.5 percentage points from 2012 to 2013.

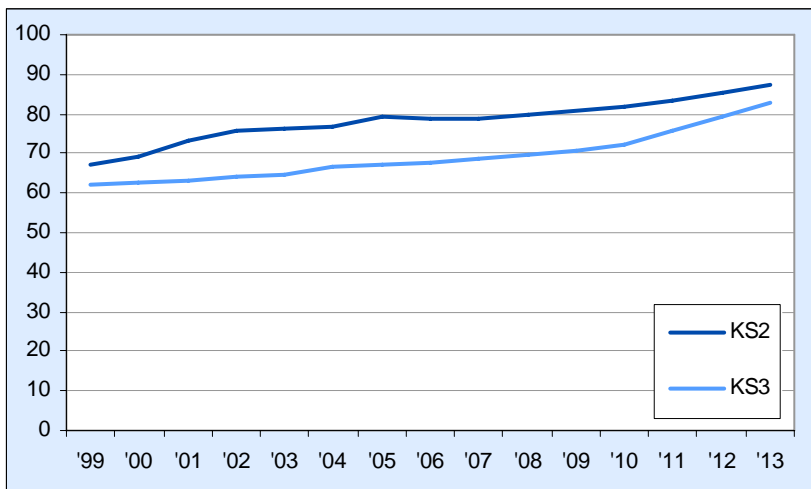
Table 11: Key Stage 2 and 3 summary, 2012-2013

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

	Key Stage 2 (L4+)			Key Stage 3 (L5+)		
	2012	2013	% point change 2012/13	2012	2013	% point change 2012/13
English	85.2	87.1	2.0	79.3	82.9	3.5
Welsh	84.0	86.7	2.7	84.2	87.6	3.4
Mathematics	86.8	87.5	0.7	81.1	83.9	2.8
Science	88.5	89.7	1.2	83.6	87.0	3.4
Core Subject Indicator	82.6	84.3	1.8	72.5	77.0	4.5
Reading, Writing and Mathematics	76.6	78.3	1.7	67.3	71.1	3.8
Reading, Writing, Maths and Science	76.4	78.2	1.8	66.0	70.2	4.2

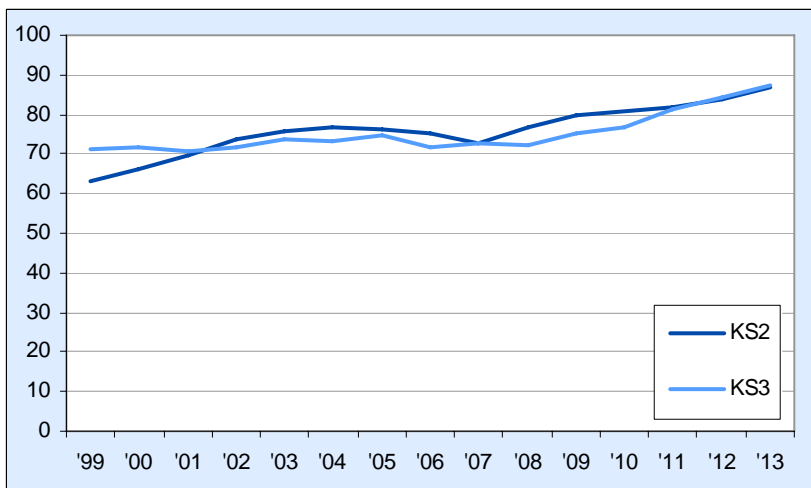
Chart 3: Percentage of pupils achieving at least the expected level in English

at each Key Stage (Level 4 in KS2; Level 5 in KS3), 1999-2013



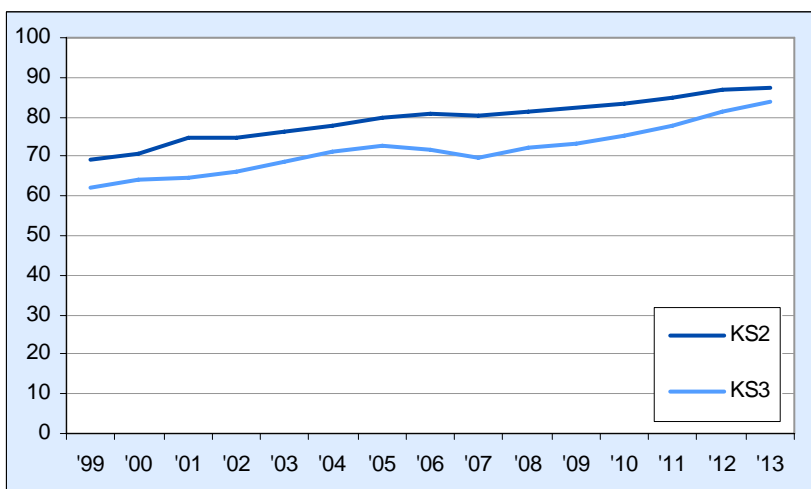
- The percentage of pupils achieving the expected level in English at Key Stage 3 in 2013 increased by 3.5 percentage points from 2012, whilst at Key Stage 2 the increase was 2.0 percentage points.
- English saw the greatest percentage point increase of all the core subjects at Key Stage 3.
- The rate of improvement seen in English at Key Stage 3 has been faster than that seen at Key Stage 2 since 2009.

Chart 4: 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), 1999-2013



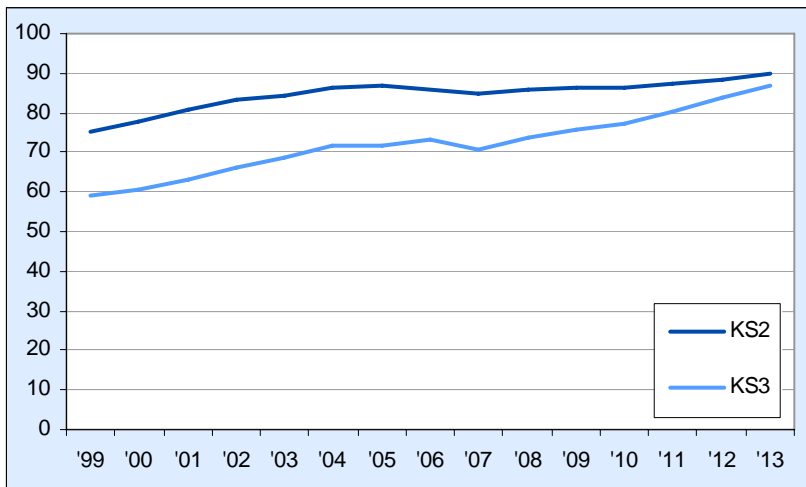
- The percentage of pupils achieving the expected level in Welsh (first language) at Key Stage 3 in 2013 increased by 3.4 percentage points from 2012, whilst at Key Stage 2 the increase was 2.7 percentage points.
- Welsh (first language) saw the greatest percentage point increase of all the core subjects at Key Stage 2.
- The figure at Key Stage 3 has been higher than that seen at Key Stage 2 since 2012. Prior to this, the figure at Key Stage 2 had been higher going back to 2001.

Chart 5: Percentage of pupils achieving at least the expected level in Mathematics at each Key Stage (Level 4 in KS2; Level 5 in KS3), 1999-2013



- The percentage of pupils achieving the expected level in Mathematics at Key Stage 3 in 2013 increased by 2.8 percentage points from 2012, whilst at Key Stage 2 the increase was 0.7 percentage points.
- Mathematics saw the smallest percentage point increase of all the core subjects at both Key Stage 2 and Key Stage 3 in 2013.
- The rate of increase seen at Key Stage 3 continues to be higher than that seen at Key Stage 2, which has been the case since 2010.

Chart 6: Percentage of pupils achieving at least the expected level in Science at each Key Stage (Level 4 in KS2; Level 5 in KS3), 1999-2013



- The percentage of pupils achieving the expected level in Science at Key Stage 3 in 2013 increased by 3.4 percentage points from 2012, whilst at Key Stage 2 the increase was 1.2 percentage points.
- The rate of increase seen at Key Stage 3 continues to be higher than that seen at Key Stage 2, which has been the case since 2008.

Tables 1 to 9 provide more detailed figures with regard to Foundation Phase and the two Key Stages and the percentages of pupils achieving each outcome/level.

Foundation Phase and each of the two Key Stages are covered in separate sections, and data is provided by level, gender and LA, with some overall figures given for the last ten years (where applicable).

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 was completed in the 2011/12 school year. The associated assessment and reporting arrangements were 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 2013, the date for this was 14 May. Statutory assessment arrangements for the school year 2012/13 can be found here: <http://new.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 2013' was also released on 14 August 2013. In addition, the statistical release on national tests, "National Reading and Numeracy Test Results, 2013", will be released on 21 August 2013. Both releases can be found here: <http://wales.gov.uk/topics/statistics/headlines/schools2013/?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 tests. The latest available published statistics can be found here:

<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. The NDC also included the collection of National Reading Test results for the first time in 2013. 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 2013 covering timescales and reporting arrangements can be found here:

<http://new.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 Key Stage 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 only two years of results available, 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 0.05 but not zero
- . not applicable
- .. not available
- ~ not yet available
- * data which cannot be given for reasons of confidentiality

*Cohort sizes have been replaced by a * where there are fewer than 5 but more than zero pupils in category.*

*Percentages have been replaced by a * where there are fewer than 50 but more than zero pupils in a cohort, or where the number of pupils achieving is less than 5 but more than zero.*

This is to make users aware of the very small numbers in certain categories and to show that care should be taken when making comparisons between attainment data for such categories.

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 2013 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 7 May 2013, with schools asked to submit data for every pupil on roll at the school on 14 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 5 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, only two years of trend data can be provided.

No independent schools submitted data in 2013. 1 independent school submitted Key Stage 2 data in 2012 – the same independent school also provided Key Stage 2 results from 2007-2010. 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.