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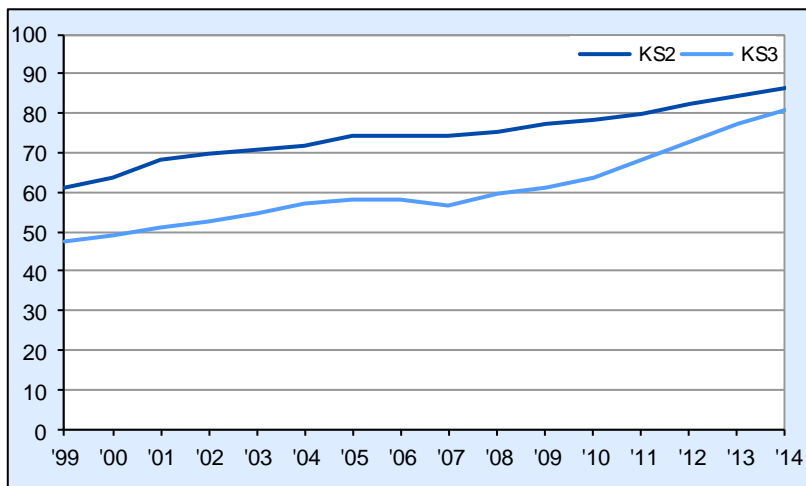
## End of foundation phase outcomes and National Curriculum teacher assessment of core subjects at Key Stages 2 and 3

This Statistical First Release provides information for Wales on the teacher assessments of the mandatory areas of learning/core subjects in 2014, at Wales and local authority (LA) level. Foundation Phase Outcomes look at the achievements of seven year olds, Key Stage 2 results are for 11 year olds and Key Stage 3 results are for 14 year olds.

### Key Points for 2014:

- About 17 in 20 (85.2 per cent) pupils at the end of Foundation Phase achieved the expected outcome in all mandatory areas of learning (AoLs), an increase of 2.2 percentage points since 2013 (*Table 1*).
- Girls outperformed boys in all subjects/ AoLs at the end of Foundation Phase and in both Key Stages.
- The percentage of pupils achieving at least the expected level was higher than in 2013 in all subjects / AoLs at the end of Foundation Phase and in both Key Stages (*Charts 1-6*).
- The difference in performance between girls and boys decreased at the end of Foundation Phase for “personal and social development, wellbeing and cultural diversity” and “language, literacy and communication skills (Welsh)”. It increased in “language, literacy and communication skills (English)” and “mathematical development” (*Table 2*).
- The difference in performance between girls and boys decreased for English and Welsh at Key Stage 2. It increased for mathematics and science (*Table 5*). The difference in performance between girls and boys decreased for all subjects at Key Stage 3 (*Table 8*).
- In 2014, 86.1 per cent of pupils achieved the Core Subject Indicator (CSI) at Key Stage 2 and 81.0 per cent at Key Stage 3, increases of 1.8 and 4.0 percentage points respectively since 2013 (*Table 11*).

**Chart 1: Percentage of pupils achieving the Core Subject Indicator at Key Stage 2 and 3, 1999-2014**



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, 2014**

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	-	0.2	0.2	0.3	0.9	3.8	42.7	51.5	94.2	34,175
Language, literacy and communication skills - English (LCE)	0.4	0.1	0.3	0.2	0.4	1.7	10.3	54.5	32.2	86.6	26,581
Language, literacy and communication skills - Welsh (LCW)	0.1	0.0	*	0.1	0.1	1.1	8.7	57.3	32.5	89.8	7,594
Mathematical Development (MDT)	0.3	-	0.2	0.2	0.3	1.2	9.0	58.4	30.3	88.7	34,175
<b>Foundation Phase Indicator (FPI) (c)</b>	.	.	.	.	.	.	.	.	.	<b>85.2</b>	<b>34,175</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, 2013-2014**

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
	2013	2014	2013	2014	2013	2014	2013	2014
	well-being and cultural diversity (PSD)	90.3	91.6	95.9	96.9	93.0	94.2	5.7
Language, literacy and communication skills - English (LCE)	81.5	82.6	89.3	90.9	85.2	86.6	7.8	8.3
Language, literacy and communication skills - Welsh (LCW)	82.0	85.9	91.4	93.8	86.7	89.8	9.3	7.9
Mathematical Development (MDT)	85.4	86.3	89.4	91.2	87.4	88.7	3.9	5.0
<b>Foundation Phase Indicator (FPI) (a)</b>	<b>78.9</b>	<b>81.0</b>	<b>87.3</b>	<b>89.5</b>	<b>83.0</b>	<b>85.2</b>	<b>8.4</b>	<b>8.5</b>

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

**Table 3: Foundation Phase Outcomes, by LA, 2014**

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	94.3	86.6	88.1	88.2	84.6
Gwynedd	93.4	*	89.4	89.7	85.2
Conwy	95.2	86.3	86.3	89.7	84.5
Denbighshire	95.3	87.4	89.3	90.6	86.1
Flintshire	95.5	87.4	87.3	88.3	84.5
Wrexham	93.2	85.6	85.7	87.7	82.9
Powys	96.2	91.0	91.6	91.3	89.6
Ceredigion	95.9	88.0	90.6	90.5	87.9
Pembrokeshire	95.7	89.4	91.8	91.6	88.7
Carmarthenshire	94.0	81.1	89.2	88.1	84.1
Swansea	94.1	85.5	89.0	87.1	83.9
Neath Port Talbot	94.3	84.2	91.8	87.6	84.2
Bridgend	94.4	87.2	91.4	88.3	85.1
The Vale of Glamorgan	96.4	90.9	97.1	92.4	89.5
Rhondda Cynon Taf	91.9	82.9	90.1	86.1	81.8
Merthyr Tydfil	91.8	82.4	92.5	85.3	81.2
Caerphilly	95.4	90.0	92.3	91.1	88.5
Blaenau Gwent	94.3	85.8	*	86.5	83.4
Torfaen	96.3	93.0	88.1	93.2	90.6
Monmouthshire	97.2	93.4	96.1	93.3	91.2
Newport	93.6	89.4	91.1	90.0	87.0
Cardiff	93.6	85.3	90.5	87.5	83.8
<b>Wales: (b)</b>	<b>94.2</b>	<b>86.6</b>	<b>89.8</b>	<b>88.7</b>	<b>85.2</b>
2013	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, 2014**

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>0.4</b>	<b>0.1</b>	<b>0.3</b>	<b>0.5</b>	<b>1.9</b>	<b>8.3</b>	<b>50.4</b>	<b>36.8</b>	<b>1.2</b>	<b>88.4</b>	<b>38.0</b>	<b>31,804</b>
Oracy	0.4	0.1	0.3	0.5	1.6	8.2	49.0	38.5	1.4	88.9	39.8	31,804
Reading	0.4	0.1	0.3	0.5	1.9	9.0	47.9	38.3	1.6	87.8	39.9	31,804
Writing	0.4	0.1	0.4	0.6	2.7	13.2	52.3	29.1	1.2	82.7	30.3	31,804
<b>Welsh</b>	<b>0.2</b>	<b>0.1</b>	<b>0.1</b>	<b>0.5</b>	<b>1.7</b>	<b>9.2</b>	<b>54.2</b>	<b>33.2</b>	<b>0.7</b>	<b>88.1</b>	<b>33.9</b>	<b>6,411</b>
Oracy	0.2	0.1	0.1	0.5	1.4	7.8	52.9	36.1	0.9	89.8	37.0	6,411
Reading	0.2	0.1	0.1	0.5	1.8	9.9	51.2	35.2	1.0	87.3	36.1	6,411
Writing	0.2	0.1	0.1	0.6	2.4	14.8	56.8	24.3	0.6	81.8	24.9	6,411
<b>Mathematics</b>	<b>0.4</b>	<b>0.1</b>	<b>0.3</b>	<b>0.5</b>	<b>1.8</b>	<b>8.0</b>	<b>51.0</b>	<b>36.9</b>	<b>1.1</b>	<b>88.9</b>	<b>38.0</b>	<b>31,804</b>
<b>Science</b>	<b>0.4</b>	<b>0.1</b>	<b>0.3</b>	<b>0.4</b>	<b>1.5</b>	<b>6.9</b>	<b>51.9</b>	<b>38.2</b>	<b>0.2</b>	<b>90.3</b>	<b>38.4</b>	<b>31,804</b>
<b>Core Subject Indicator (c)</b>	.	.	.	.	.	.	.	.	.	<b>86.1</b>	.	<b>31,804</b>
<b>Achieving Level 4 or above in Reading and Writing (English or Welsh) and Mathematics</b>	.	.	.	.	.	.	.	.	.	<b>80.6</b>	.	<b>31,804</b>
<b>Achieving Level 4 or above in Reading and Writing (English or Welsh), Mathematics and Science</b>	.	.	.	.	.	.	.	.	.	<b>80.4</b>	.	<b>31,804</b>

(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, 2013-2014**

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

	Boys		Girls		Pupils		% point difference Girls / Boys	% point difference Girls / Boys
	2013	2014	2013	2014	2013	2014		
	2013	2014	2013	2014	2013	2014	2013	2014
English	83.7	85.0	90.8	92.0	87.1	88.4	7.1	6.9
Welsh	82.5	83.8	91.1	92.3	86.7	88.1	8.6	8.5
Mathematics	85.8	87.1	89.3	90.9	87.5	88.9	3.5	3.8
Science	87.8	88.3	91.8	92.5	89.7	90.3	4.0	4.2
<b>Core Subject Indicator</b>	<b>81.4</b>	<b>83.1</b>	<b>87.5</b>	<b>89.4</b>	<b>84.3</b>	<b>86.1</b>	<b>6.1</b>	<b>6.3</b>
Reading, Writing and Mathematics	73.1	75.7	83.8	85.7	78.3	80.6	10.7	10.0
Reading, Writing, Maths and Science	73.0	75.6	83.7	85.5	78.2	80.4	10.7	10.0

**Table 6: Key Stage 2 teacher assessment results, by LA, 2014**

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	89.5	83.4	89.2	90.6	87.8	82.2	82.0
Gwynedd	89.2	88.3	88.6	91.3	86.0	81.3	80.9
Conwy	87.2	88.5	87.7	89.3	84.3	81.7	81.2
Denbighshire	89.2	85.1	89.5	90.9	86.6	82.4	81.9
Flintshire	89.0	90.0	88.4	89.4	86.1	80.9	80.9
Wrexham	87.2	90.4	87.7	88.4	84.2	78.6	78.4
Powys	90.3	92.9	90.3	92.1	88.3	83.0	83.0
Ceredigion	91.2	88.8	92.3	93.6	89.1	83.5	83.4
Pembrokeshire	90.7	87.6	90.9	93.2	88.7	80.9	80.8
Carmarthenshire	90.0	84.4	89.7	91.1	87.4	79.5	79.4
Swansea	88.8	89.5	89.8	90.8	87.3	82.4	82.4
Neath Port Talbot	86.3	87.7	86.9	87.6	84.1	77.4	77.4
Bridgend	88.7	90.5	88.8	90.3	86.2	81.3	81.1
The Vale of Glamorgan	92.2	95.9	93.0	94.2	90.5	85.4	85.3
Rhondda Cynon Taf	86.7	88.4	87.6	88.8	84.3	78.0	77.8
Merthyr Tydfil	86.3	96.9	86.2	86.9	84.2	80.2	80.2
Caerphilly	88.0	89.9	89.0	90.4	85.8	79.8	79.8
Blaenau Gwent	85.8	*	88.4	89.6	83.8	75.1	75.1
Torfaen	92.4	92.0	94.3	94.5	91.2	85.4	85.1
Monmouthshire	90.8	*	91.4	93.9	89.5	83.7	83.7
Newport	89.8	94.3	88.9	92.5	86.4	82.1	81.9
Cardiff	87.3	90.1	87.7	89.1	85.2	79.6	79.5
<b>Wales: (b)</b>	<b>88.4</b>	<b>88.1</b>	<b>88.9</b>	<b>90.3</b>	<b>86.1</b>	<b>80.6</b>	<b>80.4</b>
2013	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, 2014**

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>0.2</b>	<b>0.2</b>	<b>0.3</b>	<b>0.4</b>	<b>0.7</b>	<b>2.4</b>	<b>9.8</b>	<b>37.4</b>	<b>33.9</b>	<b>13.7</b>	<b>0.9</b>	<b>85.9</b>	<b>48.5</b>	<b>32,354</b>
Oracy	0.2	0.2	0.3	0.4	0.7	2.2	9.9	35.9	34.3	14.7	1.3	86.2	50.3	32,354
Reading	0.2	0.2	0.3	0.4	0.8	2.6	11.4	36.6	33.3	13.2	1.0	84.2	47.5	32,354
Writing	0.2	0.2	0.4	0.5	0.8	3.1	15.6	38.0	29.3	11.2	0.8	79.2	41.3	32,354
<b>Welsh</b>	-	<b>0.0</b>	*	*	<b>0.2</b>	<b>1.5</b>	<b>8.1</b>	<b>37.1</b>	<b>38.0</b>	<b>14.1</b>	<b>0.9</b>	<b>90.1</b>	<b>52.9</b>	<b>5,540</b>
Oracy	-	0.0	*	*	0.2	1.1	7.9	34.9	39.2	15.2	1.4	90.6	55.7	5,540
Reading	-	0.0	*	*	0.2	1.8	9.5	35.7	36.9	14.9	0.8	88.3	52.6	5,540
Writing	-	0.0	*	*	0.3	2.3	14.5	39.5	31.9	10.4	0.9	82.7	43.2	5,540
<b>Mathematics</b>	<b>0.2</b>	<b>0.2</b>	<b>0.3</b>	<b>0.4</b>	<b>0.7</b>	<b>2.5</b>	<b>9.3</b>	<b>30.3</b>	<b>32.2</b>	<b>21.2</b>	<b>2.8</b>	<b>86.5</b>	<b>56.2</b>	<b>32,354</b>
<b>Science</b>	<b>0.2</b>	<b>0.2</b>	<b>0.4</b>	<b>0.3</b>	<b>0.6</b>	<b>1.2</b>	<b>6.9</b>	<b>35.8</b>	<b>36.5</b>	<b>16.9</b>	<b>1.2</b>	<b>90.4</b>	<b>54.6</b>	<b>32,354</b>
<b>Core Subject Indicator (c)</b>	.	.	.	.	.	.	.	.	.	.	.	<b>81.0</b>	.	<b>32,354</b>
<b>Achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics</b>	.	.	.	.	.	.	.	.	.	.	.	<b>75.1</b>	.	<b>32,354</b>
<b>Achieving Level 5 or above in Reading and Writing (English or Welsh), Mathematics and Science</b>	.	.	.	.	.	.	.	.	.	.	.	<b>74.4</b>	.	<b>32,354</b>

(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, 2013-2014**

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
	2013	2014	2013	2014	2013	2014		
							2013	2014
English	77.1	80.9	88.9	91.2	82.9	85.9	11.8	10.2
Welsh	82.6	85.7	92.5	94.4	87.6	90.1	9.9	8.7
Mathematics	81.6	84.5	86.3	88.6	83.9	86.5	4.7	4.1
Science	84.0	87.8	90.1	93.1	87.0	90.4	6.1	5.3
<b>Core Subject Indicator</b>	<b>72.4</b>	<b>76.8</b>	<b>81.9</b>	<b>85.5</b>	<b>77.0</b>	<b>81.0</b>	<b>9.5</b>	<b>8.7</b>
Reading, Writing and Mathematics	64.2	68.7	78.3	81.8	71.1	75.1	14.1	13.1
Reading, Writing, Maths and Science	63.4	68.0	77.3	81.2	70.2	74.4	13.9	13.2

**Table 9: Key Stage 3 teacher assessment results, by LA, 2014**

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	87.9	89.2	87.1	91.3	83.6	81.4	80.2
Gwynedd	90.6	91.6	91.9	93.9	89.1	84.2	83.5
Conwy	88.7	92.0	89.1	93.7	83.7	79.0	78.4
Denbighshire	88.5	91.6	88.8	93.5	83.2	76.6	76.1
Flintshire	89.4	56.0	88.7	91.3	84.3	80.3	79.7
Wrexham	84.7	91.7	84.7	89.1	78.4	74.2	73.2
Powys	90.3	94.2	89.8	94.4	86.5	81.7	81.7
Ceredigion	90.5	89.8	91.5	93.5	89.0	83.9	83.7
Pembrokeshire	85.8	95.3	87.4	91.2	81.1	75.3	74.4
Carmarthenshire	88.5	88.7	88.4	91.1	84.5	79.2	78.5
Swansea	85.1	89.9	86.9	89.8	80.6	74.3	73.4
Neath Port Talbot	80.6	86.0	79.9	84.3	73.1	66.8	66.0
Bridgend	85.1	89.1	84.4	90.3	79.3	71.3	70.7
The Vale of Glamorgan	88.7	88.3	89.0	92.6	84.0	74.9	74.3
Rhondda Cynon Taf	83.3	90.0	84.3	88.7	78.4	71.9	71.1
Merthyr Tydfil	81.0	.	83.0	85.0	75.1	71.9	70.4
Caerphilly	82.2	89.5	83.9	88.8	77.6	67.0	66.6
Blaenau Gwent	82.7	.	80.5	88.7	76.4	73.8	73.2
Torfaen	88.1	87.4	87.7	92.6	82.4	76.0	75.4
Monmouthshire	89.2	.	87.7	93.0	84.2	77.9	77.8
Newport	83.7	.	84.0	87.6	77.1	72.2	71.2
Cardiff	86.2	94.0	87.7	90.7	81.7	76.0	75.4
<b>Wales: (b)</b>	<b>85.9</b>	<b>90.1</b>	<b>86.5</b>	<b>90.4</b>	<b>81.0</b>	<b>75.1</b>	<b>74.4</b>
2013	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.

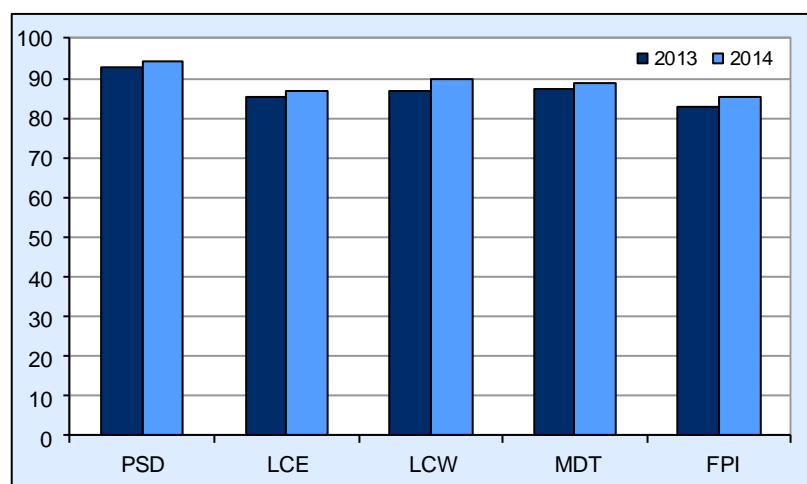
## Section 4 – Foundation Phase and Key Stages 2 and 3 Summaries

**Table 10: Foundation Phase summary, 2013-2014**

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

	2013	2014	% point change 2013/14
Personal and social development, well-being and cultural diversity (PSD)	93.0	94.2	1.2
Language, literacy and communication skills - English (LCE)	85.2	86.6	1.4
Language, literacy and communication skills - Welsh (LCW)	86.7	89.8	3.1
Mathematical Development (MDT)	87.4	88.7	1.3
<b>Foundation Phase Indicator (FPI)</b>	<b>83.0</b>	<b>85.2</b>	<b>2.2</b>

**Chart 2: Percentage of pupils achieving at least the expected outcome in the mandatory areas of learning at Foundation Phase, 2013-2014**



- The percentage of pupils achieving the expected outcome increased for all areas of learning from 2013 to 2014.
- “Language, literacy and communication skills (Welsh)” was the area of learning that had the biggest increase (3.1 percentage points).
- The percentage of pupils achieving the Foundation Phase Indicator increased by 2.2 percentage points from 2013 to 2014.

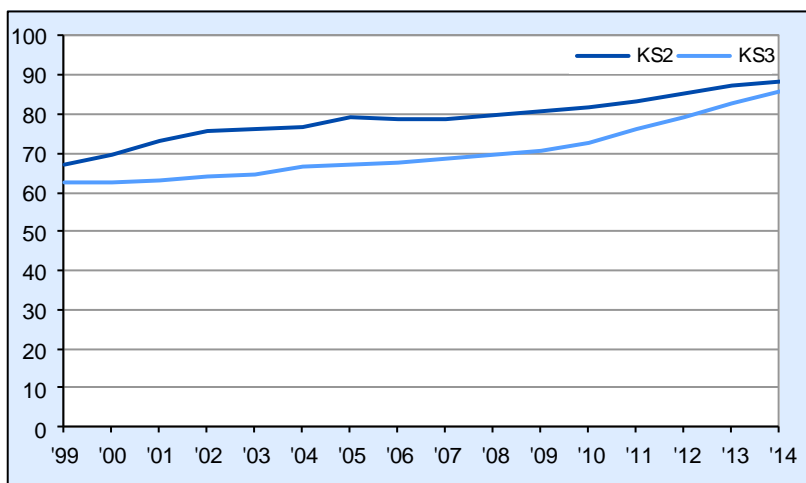
**Table 11: Key Stage 2 and 3 summary, 2013-2014**

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

	Key Stage 2 (L4+)			Key Stage 3 (L5+)		
	2013	2014	% point change 2013/14	2013	2014	% point change 2013/14
English	87.1	88.4	1.3	82.9	85.9	3.0
Welsh	86.7	88.1	1.4	87.6	90.1	2.5
Mathematics	87.5	88.9	1.4	83.9	86.5	2.6
Science	89.7	90.3	0.6	87.0	90.4	3.4
<b>Core Subject Indicator</b>	<b>84.3</b>	<b>86.1</b>	<b>1.8</b>	<b>77.0</b>	<b>81.0</b>	<b>4.0</b>
Reading, Writing and Mathematics	78.3	80.6	2.2	71.1	75.1	4.0
Reading, Writing, Maths and Science	78.2	80.4	2.2	70.2	74.4	4.2

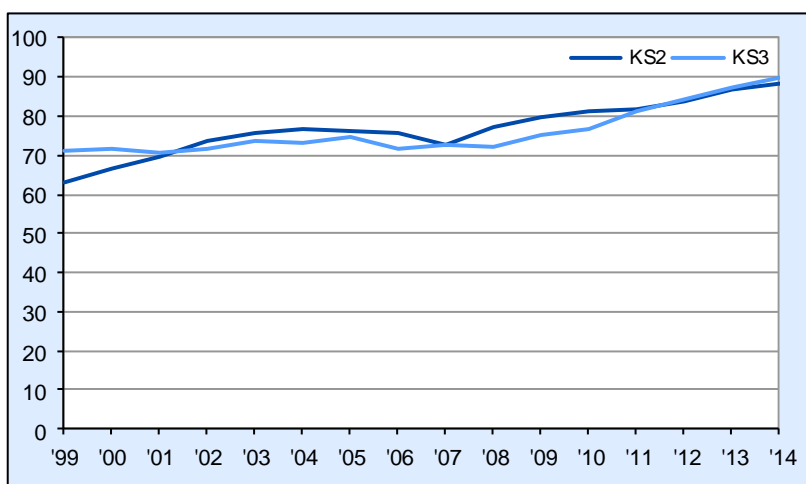


**Chart 3: Percentage of pupils achieving at least the expected level in English at each Key Stage (Level 4 in KS2; Level 5 in KS3), 1999-2014**



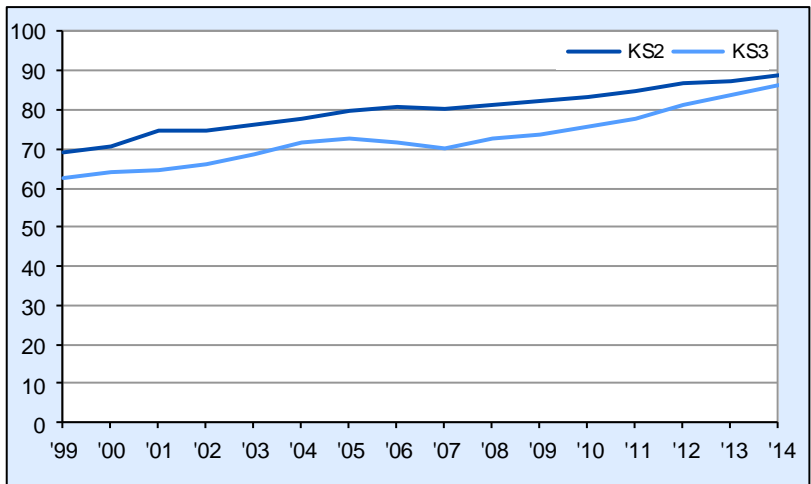
- The percentage of pupils achieving the expected level in English at Key Stage 2 in 2014 increased by 1.3 percentage points from 2013, whilst at Key Stage 3 the increase was 3.0 percentage points.
- English had the second highest percentage point increase of all the core subjects at Key Stage 3.
- The rate of improvement in English at Key Stage 3 has been faster than improvement 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), 1999-2014**



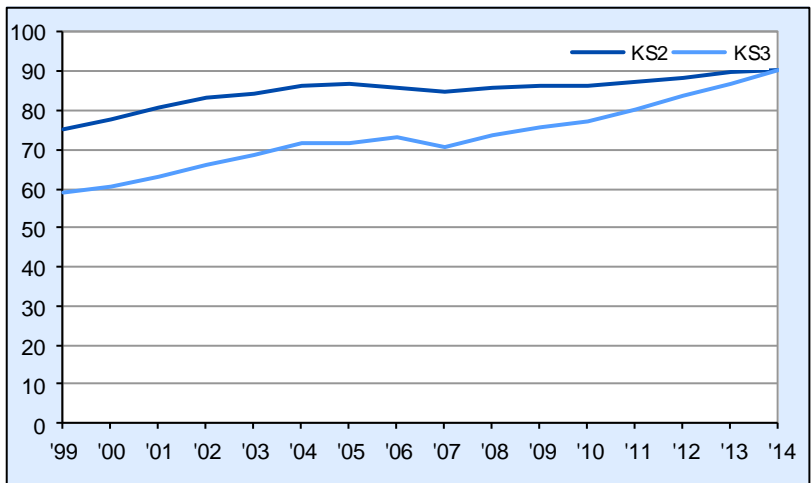
- The percentage of pupils achieving the expected level in Welsh (first language) at Key Stage 2 in 2014 increased by 1.4 percentage points from 2013, whilst at Key Stage 3 the increase was 2.5 percentage points.
- Welsh (first language) had the smallest percentage point increase of all the core subjects at Key Stage 3.
- The rate of improvement at Key Stage 3 has been slightly faster than improvement at Key Stage 2 since 2012. Prior to this, improvement at Key Stage 2 had been faster since 1999.

**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), 1999-2014**



- The percentage of pupils achieving the expected level in Mathematics at Key Stage 2 in 2014 increased by 1.4 percentage points from 2013, whilst at Key Stage 3 the increase was 2.6 percentage points.
- Mathematics had the joint highest percentage point increase of all the core subjects at Key Stage 2 in 2014.
- The rate of improvement at Key Stage 3 has been higher than improvement at Key Stage 2 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), 1999-2014**



- The percentage of pupils achieving the expected level in Science at Key Stage 2 in 2014 increased by 0.6 percentage points from 2013, whilst at Key Stage 3 the increase was 3.4 percentage points.
- Science had the highest percentage point increase of all the core subjects at Key Stage 3 in 2014.
- The rate of improvement at Key Stage 3 has been faster than improvement at Key Stage 2 since 2008.

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

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 2014' was also released on 13 August 2014. In addition, the statistical release on national tests, "National Reading and Numeracy Test Results, 2014", will be released on 20 August 2014. Both releases can be found at <http://wales.gov.uk/statistics-and-research/?topic=Education+and+skills&lang=en>.

For school-level data and further information please visit My Local School ([mylocalschool.wales.gov.uk](http://mylocalschool.wales.gov.uk) / [fyysgolleol.cymru.wales.gov.uk](http://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 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. 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 2014 covering timescales and reporting arrangements can be found at <http://wales.gov.uk/topics/educationandskills/schoolshome/schooldata/ims/datacollections/nationaldatacollection/?lang=en>.

### 3. Definitions

#### 3.1 Coverage

Most learners will be 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 seven 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 the 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 Stages 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 three 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 2014 data, and describes the quality management tool applied to this area of work.

### 5.1 Relevance

The statistics are used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- The Department for Education and Skills in the Welsh Government;
- Other government departments;
- The research community;
- LAs and schools;
- Students, academics and universities;
- Individual citizens, private companies and the media.

These statistics are used in a variety of ways. Some examples of these are:

- General background and research;
- Inclusions in reports and briefings;
- Advice to Ministers;
- The all-Wales education core data packs (the replacement for the National Pupil Database);
- LA and school comparisons and benchmarks;
- To inform the education policy decision-making process in Wales including school reorganisation;
- 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 2014, with schools asked to submit data for every pupil on roll at the school on 13 May for the relevant Foundation Phase/Key Stages and National Reading Tests. Schools and LAs were then asked to validate their data within the validation period, which closed on 4 July.

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

## **5.4 Accessibility and Clarity**

This Statistical First Release is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on [StatsWales](#), a free to use service that allows visitors to view, manipulate, create and download data.

## **5.5 Comparability**

Since 2012 was the first year in which all primary schools were asked to provide end of Foundation Phase results, only three years of trend data can be provided.

No independent schools submitted data in 2014. One 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.