

National Reading and Numeracy Test Results, 2014

This Statistical First Release provides information for Wales on the standardised scores achieved in the English and Welsh versions of the National Reading and Numeracy Tests. The data is presented at Wales and local authority (LA) level. The National Tests were first introduced in schools in May 2013 for all pupils in Years 2 to 9.

This is the second year in which data on National Tests has been collected. For 2014, an additional reasoning component was introduced to the numeracy test. Therefore, 2014 was the first year that the full numeracy test was sat. Further information can be found in the Notes section on page 9 of this release.

Pupils' raw scores obtained from the test papers were converted into standardised scores, which are presented in this release. Standardised scores take into account the pupil's age at the time of testing, meaning comparisons can be made between pupils of the same age. **The standardised results provide a measure of relative performance only. Therefore the data in this release should be used to compare the relative performance of different cohorts rather than to assess overall performance against a particular indicator. It should also be noted that the percentage of pupils achieving a standardised score of greater than 85 should not be used as an indicator of "acceptable" performance.**

Results are presented in this release in three bands of standardised scores. "Less than 85" represents pupils with standardised scores more than one standard deviation less than the mean. "Between 85 and 115" represents pupils with standardised scores within one standard deviation either side of the mean. "More than 115" represents pupils with standardised scores more than one standard deviation above the mean.

The distribution of standardised scores obtained for pupils sitting the National Reading Test in May 2013 did not fit the sample distribution constructed to have an average score of 100. The average score observed in the "live" tests was higher, indicating that the population of pupils sitting the tests in May 2013 performed better than the sample group from which the standardised scores were constructed. In consequence, the National Reading Tests were re-standardised based on the "live" tests. Revisions have been made to the National Reading Tests tables in the National Reading and Numeracy Test Results, 2013 [release](#).

Standardised scores provide a measure of relative performance only. Therefore the data in this release should not be used to compare the relative performance across different cohorts and years. Also, results across the English and Welsh versions of the National Reading Test have been standardised separately and should not be compared to assess the reading ability of pupils.

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Key Points for 2014:

National Reading Test:

- Girls performed better than boys in both versions of the National Reading Test with more girls than boys achieving a standardised score greater than 115. More boys than girls achieved a standardised score less than 85 in both versions of the National Reading Test.
- The highest percentage of pupils achieving a standardised score greater than 115 was seen in Monmouthshire in the English version of the National Reading Test and in Cardiff in the Welsh version.
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent in both the English and Welsh version of the National Reading Test.

National Numeracy Test:

- More boys than girls achieved a standardised score greater than 115 in both the Procedural and Reasoning components of the National Numeracy Test, although more boys than girls achieved a standardised score less than 85 in the Reasoning component of the National Numeracy Test.
- The highest percentage of pupils achieving a standardised score greater than 115 was seen in Ceredigion in both the Procedural and Reasoning components of the National Numeracy Test. The lowest percentage of pupils achieving a standardised score greater than 115 for both components was seen in Blaenau Gwent.

National Reading Tests

Table 1: National Reading Test results for all pupils, by gender, National Curriculum Year Group and result, 2014 (a)

Note: Results have been standardised separately for the English and Welsh versions of the National Reading Test and should not be compared to assess the reading ability of pupils. Standardised scores provide a measure of relative performance only. Therefore the data in this release should not be used to compare the relative performance across different cohorts and years.

Year Group	Gender	National Reading Test - English						National Reading Test - Welsh							
		Disapplied %	Absent during test		Less than 85 %	Betw een 85 and 115 %	Greater than 115 %	Cohort	Disapplied %	Absent during test		Less than 85 %	Betw een 85 and 115 %	Greater than 115 %	Cohort
			w indow %	w indow %						w indow %					
Year 2	Boys	3.3	1.0	16.0	65.7	14.0	13,684	1.0	1.2	16.1	68.6	13.0	3,786		
	Girls	1.3	1.1	10.5	68.0	19.0	12,893	0.5	0.8	10.5	67.6	20.6	3,803		
	All pupils	2.3	1.0	13.4	66.8	16.4	26,577	0.8	1.0	13.3	68.1	16.8	7,589		
Year 3 (a)	Boys	3.1	1.1	16.1	63.6	16.1	13,515	1.1	0.8	17.8	65.9	14.5	3,615		
	Girls	1.5	0.9	10.5	65.5	21.6	12,606	0.6	0.9	10.4	64.7	23.3	3,697		
	All pupils	2.3	1.0	13.4	64.5	18.8	26,121	0.8	0.9	14.1	65.3	18.9	7,312		
Year 4	Boys	2.6	1.1	15.8	67.4	13.0	16,965	1.6	1.1	17.5	67.4	12.4	3,500		
	Girls	1.3	1.3	11.1	67.1	19.2	16,107	0.9	1.6	11.2	66.4	19.9	3,464		
	All pupils	2.0	1.2	13.5	67.2	16.0	33,072	1.2	1.3	14.4	66.9	16.2	6,964		
Year 5	Boys	2.7	1.1	15.8	66.5	13.9	16,631	1.6	1.0	16.6	64.4	16.4	3,313		
	Girls	1.3	1.0	10.9	66.4	20.5	15,630	0.9	0.9	9.2	65.4	23.7	3,272		
	All pupils	2.0	1.1	13.4	66.5	17.1	32,261	1.2	0.9	12.9	64.9	20.0	6,585		
Year 6	Boys	2.7	1.0	14.6	66.7	14.9	16,292	1.8	1.0	15.7	66.5	15.0	3,165		
	Girls	1.4	0.9	11.1	69.1	17.4	15,507	1.0	0.8	10.3	68.7	19.1	3,229		
	All pupils	2.1	1.0	12.9	67.9	16.1	31,799	1.4	0.9	13.0	67.6	17.1	6,394		
Year 7	Boys	1.9	2.3	15.9	65.3	14.6	15,879	0.7	1.2	17.4	65.2	15.4	2,818		
	Girls	1.0	1.7	11.7	68.9	16.8	14,929	0.2	0.8	11.4	69.7	17.8	2,837		
	All pupils	1.5	2.0	13.9	67.0	15.7	30,808	0.5	1.0	14.4	67.5	16.6	5,655		
Year 8	Boys	2.0	2.6	15.0	65.9	14.6	16,348	0.8	1.1	18.5	66.8	12.8	2,790		
	Girls	0.8	2.3	12.5	67.7	16.7	15,395	0.4	1.3	10.6	67.7	20.0	2,943		
	All pupils	1.4	2.4	13.8	66.8	15.6	31,743	0.6	1.2	14.4	67.3	16.5	5,733		
Year 9	Boys	1.9	3.2	13.9	65.5	15.5	16,618	0.4	1.6	17.3	67.5	13.2	2,742		
	Girls	0.8	3.1	11.4	67.0	17.7	15,706	0.0	1.4	9.3	67.8	21.5	2,789		
	All pupils	1.4	3.1	12.7	66.2	16.6	32,324	0.2	1.5	13.3	67.6	17.4	5,531		
All years	Boys	2.5	1.7	15.4	65.9	14.5	125,932	1.1	1.1	17.1	66.6	14.1	25,729		
	Girls	1.2	1.6	11.2	67.5	18.5	118,773	0.6	1.1	10.4	67.1	20.8	26,034		
	All pupils	1.9	1.6	13.4	66.7	16.5	244,705	0.9	1.1	13.7	66.9	17.5	51,763		

(a) Does not include optional English reading test results for pupils in year 3 studying Welsh first language.

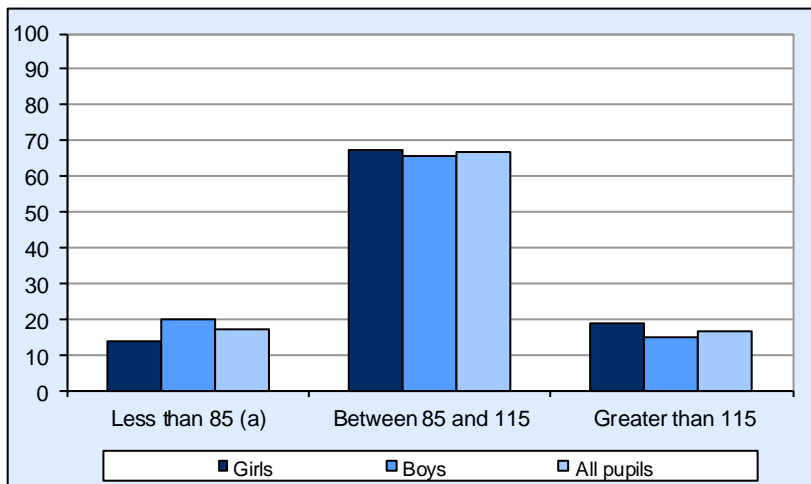
Table 2: National Reading Test results, by LA and result, 2014 (a)

Note: Results have been standardised separately for the English and Welsh versions of the National Reading Test and should not be compared to assess the reading ability of pupils.

Local Authority	National Reading Test - English						National Reading Test - Welsh					
	Disapplied	Absent	Less than 85	Betw een 85 and 115	Greater than 115	Cohort	Disapplied	Absent	Less than 85	Betw een 85 and 115	Greater than 115	Cohort
		during test w indow						during test w indow				
%	%	%	%	%	%	%	%	%	%	%	%	
Isle of Anglesey	1.5	1.8	11.9	67.3	17.5	4,386	1.2	1.5	16.2	65.1	16.0	3,716
Gwynedd	1.7	1.1	12.6	68.0	16.6	7,316	1.3	0.7	12.0	65.9	20.1	9,083
Conwy	1.5	1.4	13.2	68.1	15.7	8,313	1.3	0.5	13.3	67.2	17.7	1,878
Denbighshire	2.1	1.9	13.3	68.3	14.4	8,098	0.8	1.3	10.4	66.9	20.5	1,972
Flintshire	1.1	2.0	12.8	67.4	16.7	13,021	0.0	0.7	14.5	71.3	13.5	732
Wrexham	2.2	1.8	13.9	66.5	15.6	10,875	*	*	16.7	67.4	14.7	1,171
Powys	2.0	0.8	10.4	66.0	20.8	9,986	0.9	0.6	12.1	67.9	18.5	1,618
Ceredigion	2.0	1.1	10.3	65.4	21.2	4,372	2.0	1.0	12.7	65.8	18.4	3,736
Pembrokeshire	1.5	1.7	11.5	66.2	19.0	9,458	0.8	0.6	12.7	69.2	16.6	1,822
Carmarthenshire	1.9	1.8	12.1	67.5	16.7	13,107	1.3	1.3	12.8	67.4	17.2	7,507
Swansea	2.1	1.7	11.3	67.1	17.8	19,089	*	*	13.9	68.9	15.6	2,362
Neath Port Talbot	1.9	2.1	13.8	67.8	14.4	11,290	0.5	1.0	13.7	69.9	14.9	1,733
Bridgend	2.2	1.4	12.5	67.6	16.3	12,048	0.0	1.3	16.4	68.9	13.4	943
The Vale of Glamorgan	1.4	1.3	9.7	65.3	22.4	11,421	*	*	7.4	67.8	24.0	1,290
Rhondda Cynon Taf	2.1	1.6	15.3	68.2	12.9	19,939	0.3	1.8	18.4	68.8	10.6	4,018
Merthyr Tydfil	2.0	1.5	16.5	67.7	12.3	4,917	0.0	1.6	12.6	68.7	17.0	364
Caerphilly	1.0	1.3	17.5	67.3	12.8	15,344	*	*	19.2	66.9	12.6	2,310
Blaenau Gwent	1.5	1.8	19.4	66.8	10.5	5,415	0.0	*	39.0	58.4	*	154
Torfaen	1.0	2.5	15.3	67.4	13.9	8,203	*	*	17.4	67.4	13.7	900
Monmouthshire	1.2	0.6	9.7	64.8	23.7	6,613	*	*	9.5	64.8	24.3	210
Newport	2.0	2.1	14.4	66.2	15.3	13,201	*	*	22.7	65.5	10.6	339
Cardiff	1.7	1.7	13.5	64.8	18.4	27,278	0.4	1.0	10.5	62.9	25.2	3,886
Wales	1.9	1.6	13.4	66.7	16.5	244,705	0.9	1.1	13.7	66.9	17.5	51,763

(a) Does not include optional English reading test results for pupils in year 3 studying Welsh first language

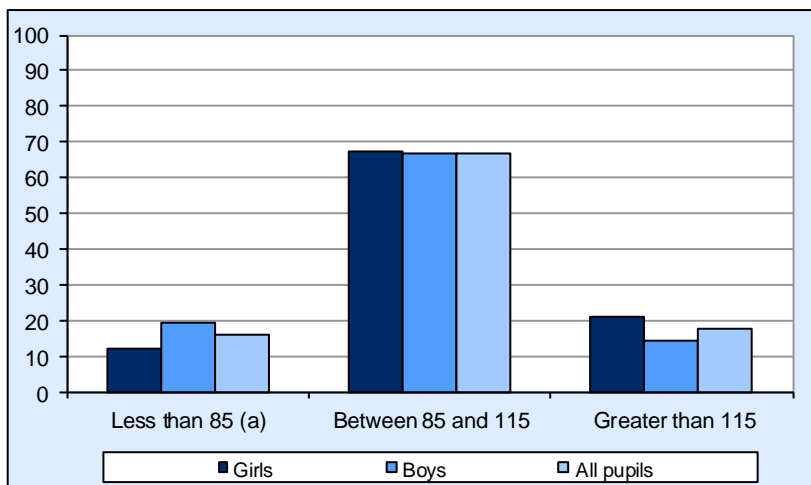
Chart 1: Percentage of pupils in all year groups achieving standardised scores within the bands shown in the National Reading Test (English), by gender, 2014



(a) Includes pupils who were disapplied or absent during the test window.

- More girls than boys achieved a standardised score greater than 115 across all year groups in the English version of the National Reading Test. The gap between girls and boys stood at 2.0 percentage points.
- More boys than girls achieved standardised score less than 85 across all year groups in the English version of the National Reading Test. The gap between boys and girls stood at 4.2 percentage points.

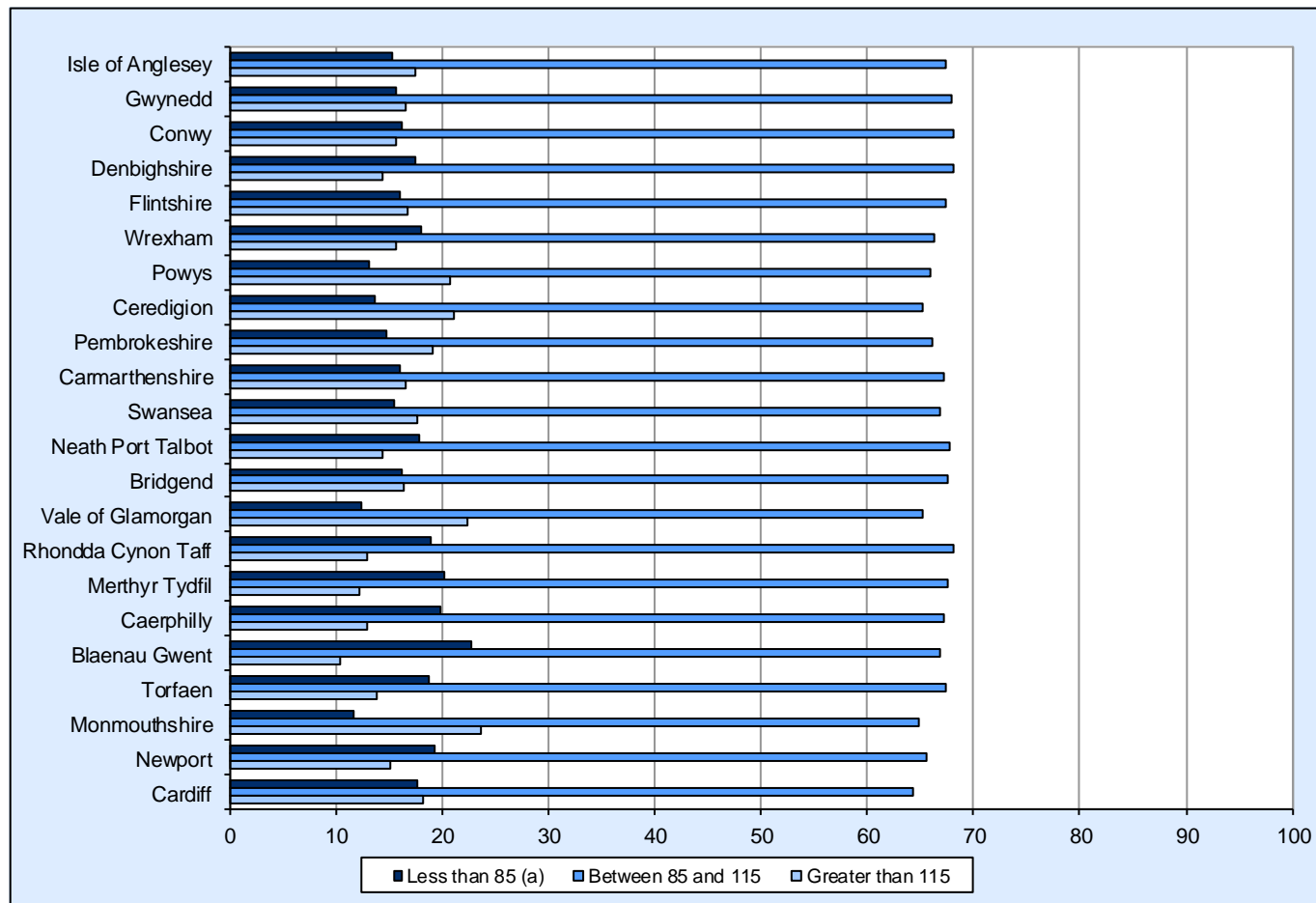
Chart 2: Percentage of pupils in all year groups achieving standardised scores within the bands shown in the National Reading Test (Welsh), by gender, 2014



(a) Includes pupils who were disapplied or absent during the test window.

- More girls than boys achieved a standardised score greater than 115 across all year groups in the Welsh version of the National Reading Test. The gap between girls and boys stood at 6.7 percentage points.
- More boys than girls achieved standardised score less than 85 across all year groups in the Welsh version of the National Reading Test. The gap between boys and girls stood at 6.7 percentage points.

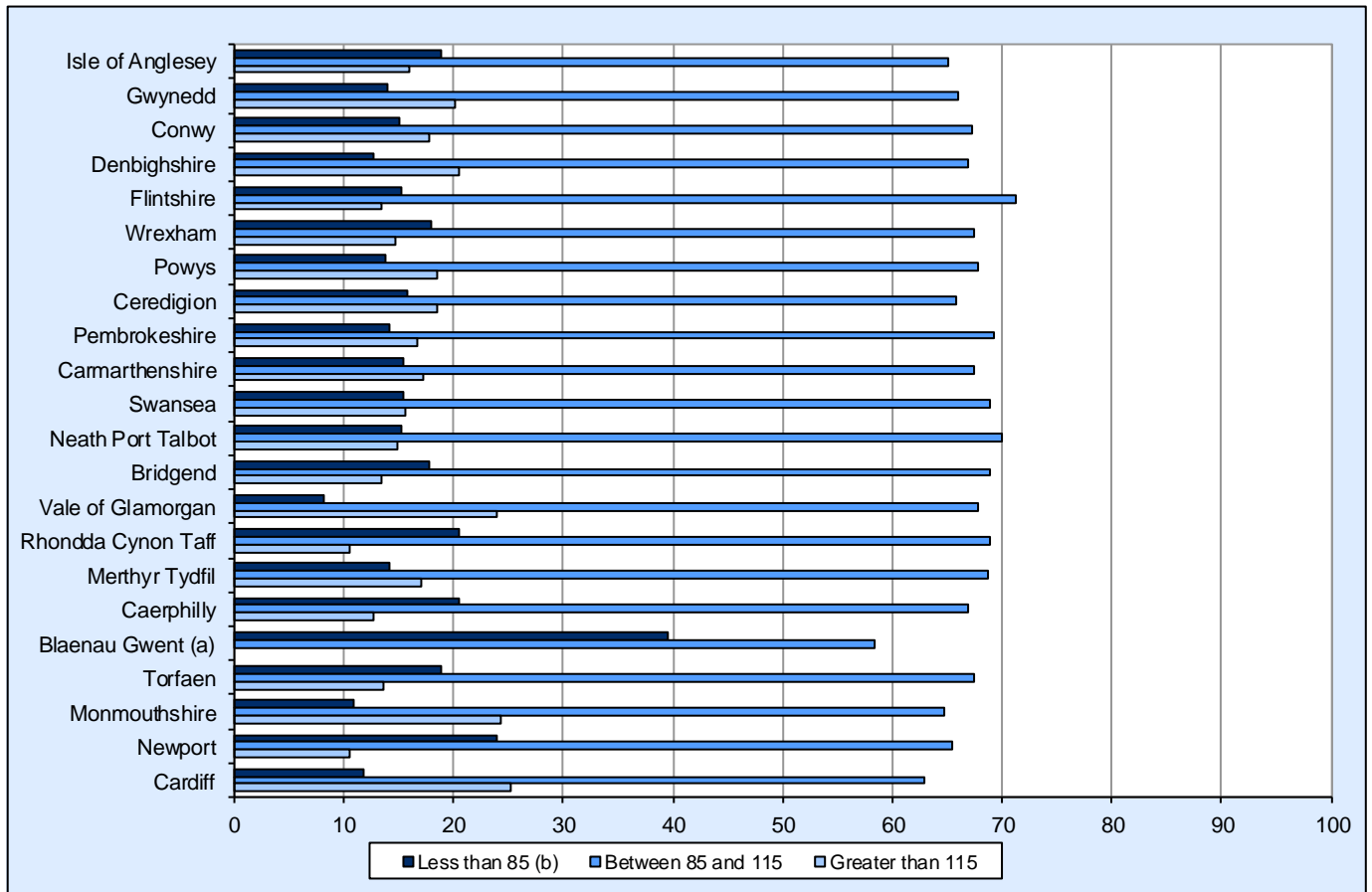
Chart 3: Percentage of pupils achieving standardised scores within the bands shown in the National Reading Test (English), by local authority, 2014



(a) Includes pupils who were disapplied or absent during the test window.

- The highest percentage of pupils achieving a standardised score greater than 115 was seen in Monmouthshire (23.7 per cent). The lowest percentage was seen in Blaenau Gwent (10.5 per cent) .
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (19.4 per cent). The lowest percentage was seen in The Vale of Glamorgan and Monmouthshire (9.7 per cent).

Chart 4: Percentage of pupils achieving standardised scores within the bands shown in the National Reading Test (Welsh), by local authority, 2014



(a) The percentage of pupils achieving a standardised score greater than 115 for Blaenau Gwent has been suppressed due to the small cohort size.

(b) Includes pupils who were disapplied or absent during the test window.

- The highest percentage of pupils achieving a standardised score greater than 115 was seen in Cardiff (25.2 per cent) .
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (39.0 per cent). The lowest percentage was seen in The Vale of Glamorgan (7.4 per cent).

National Numeracy Tests

Table 3: National Numeracy Test results for all pupils, by gender, National Curriculum Year Group and result, 2014

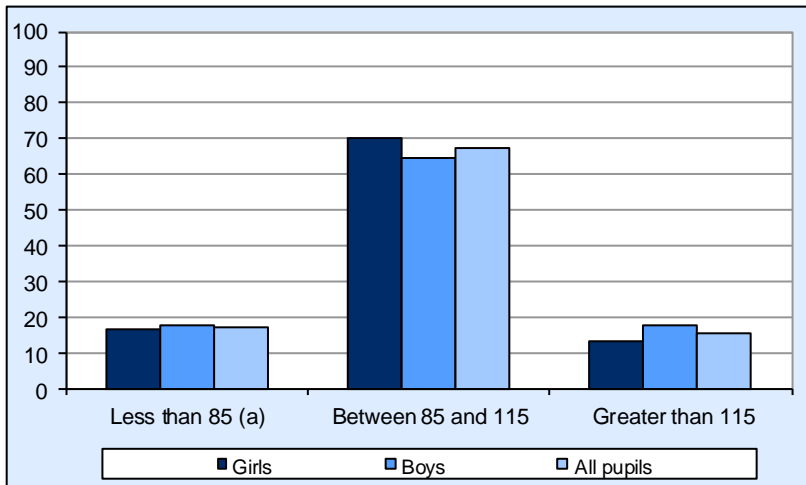
Note: Standardised scores provide a measure of relative performance only. Therefore the data in this release should not be used to compare the relative performance across different cohorts and years.

Year Group	Gender	National Numeracy Test - Procedural Component					Cohort	National Numeracy Test - Reasoning Component					Cohort
		Absent during test		Less than 85	Between 85 and 115	Greater than 115		Absent during test		Less than 85	Between 85 and 115	Greater than 115	
		Disapplied %	w indow %	%	%	%		Disapplied %	w indow %	%	%	%	
Year 2	Boys	2.5	1.0	14.8	64.4	17.3	17,470	2.6	1.7	15.4	64.9	15.3	17,470
	Girls	1.0	1.2	13.1	70.8	13.9	16,696	1.1	1.8	13.4	69.0	14.7	16,696
	All pupils	1.8	1.1	14.0	67.5	15.6	34,166	1.8	1.8	14.4	66.9	15.0	34,166
Year 3	Boys	2.5	1.2	14.0	65.1	17.2	17,130	2.5	1.9	14.8	64.9	15.9	17,130
	Girls	1.2	1.1	13.6	70.1	13.9	16,303	1.2	1.7	13.8	68.4	14.8	16,303
	All pupils	1.9	1.2	13.8	67.6	15.6	33,433	1.9	1.8	14.3	66.6	15.4	33,433
Year 4	Boys	2.4	1.2	13.0	65.5	17.9	16,965	2.5	1.7	13.3	65.3	17.2	16,965
	Girls	1.3	1.3	14.2	71.3	11.9	16,107	1.3	1.9	13.3	70.6	12.9	16,107
	All pupils	1.9	1.3	13.6	68.3	15.0	33,072	1.9	1.8	13.3	67.9	15.1	33,072
Year 5	Boys	2.6	1.1	14.3	64.5	17.5	16,631	2.6	1.8	13.7	65.0	16.8	16,631
	Girls	1.2	1.1	13.3	69.8	14.6	15,630	1.3	1.6	15.3	68.4	13.4	15,630
	All pupils	1.9	1.1	13.8	67.1	16.1	32,261	2.0	1.7	14.5	66.7	15.2	32,261
Year 6	Boys	2.5	1.1	14.1	63.9	18.3	16,292	2.6	1.8	13.4	65.8	16.4	16,292
	Girls	1.4	0.9	13.3	69.9	14.5	15,507	1.4	1.4	13.7	68.6	14.9	15,507
	All pupils	2.0	1.0	13.7	66.9	16.4	31,799	2.0	1.6	13.6	67.1	15.7	31,799
Year 7	Boys	1.8	2.3	14.2	64.0	17.7	15,879	1.8	3.0	16.4	63.3	15.3	15,879
	Girls	0.9	1.8	13.9	71.4	12.1	14,929	0.9	2.4	13.2	72.1	11.4	14,929
	All pupils	1.4	2.1	14.0	67.5	15.0	30,808	1.4	2.7	14.9	67.6	13.4	30,808
Year 8	Boys	1.9	2.5	13.3	64.9	17.4	16,348	1.9	3.3	12.4	67.4	15.0	16,348
	Girls	0.8	2.3	15.7	68.2	13.0	15,395	0.8	3.1	11.7	71.7	12.7	15,395
	All pupils	1.3	2.4	14.5	66.5	15.2	31,743	1.4	3.2	12.0	69.5	13.9	31,743
Year 9	Boys	2.0	3.0	13.5	64.2	17.3	16,618	2.0	4.1	13.0	64.7	16.2	16,618
	Girls	0.9	2.9	14.1	69.8	12.3	15,706	0.8	3.8	13.0	69.5	12.9	15,706
	All pupils	1.4	2.9	13.8	67.0	14.9	32,324	1.4	4.0	13.0	67.0	14.6	32,324
All years	Boys	2.3	1.7	13.9	64.6	17.6	133,333	2.3	2.4	14.1	65.2	16.0	133,333
	Girls	1.1	1.6	13.9	70.2	13.3	126,273	1.1	2.2	13.4	69.8	13.5	126,273
	All pupils	1.7	1.6	13.9	67.3	15.5	259,606	1.7	2.3	13.8	67.4	14.8	259,606

Table 4: National Numeracy Test results, by LA and result, 2014

Local Authority	National Numeracy Test - Procedural Component						National Numeracy Test - Reasoning Component					
	Absent					Cohort	Absent					Cohort
	Disapplied	during test	Less than	Betw een	Greater		Disapplied	w indow	85	Betw een	Greater	
%	%	%	%	%	%	%	%	%	%	%	%	
Isle of Anglesey	1.3	2.5	9.7	67.5	18.9	5,365	1.3	3.1	9.7	66.4	19.5	5,365
Gwynedd	1.4	1.1	10.7	67.5	19.3	9,836	1.5	1.9	9.4	68.1	19.2	9,836
Conwy	1.4	1.3	14.7	68.5	14.1	8,853	1.5	2.1	12.6	69.6	14.2	8,853
Denbighshire	2.1	2.4	13.6	68.8	13.1	8,641	2.0	3.2	12.3	68.2	14.3	8,641
Flintshire	1.0	1.7	14.1	69.3	13.9	13,254	1.0	2.8	12.0	69.4	14.7	13,254
Wrexham	2.1	2.0	14.9	66.7	14.4	11,248	2.1	2.5	13.5	67.3	14.7	11,248
Powys	2.0	0.9	10.6	69.5	17.0	10,478	2.1	1.4	9.7	67.6	19.2	10,478
Ceredigion	1.9	1.3	9.0	66.4	21.3	5,335	1.9	1.7	8.4	65.6	22.3	5,335
Pembrokeshire	1.4	1.6	11.9	68.3	16.9	9,969	1.4	2.9	11.3	67.8	16.7	9,969
Carmarthenshire	1.5	1.4	10.6	68.5	18.0	15,267	1.6	2.1	10.8	67.9	17.6	15,267
Swansea	1.9	1.7	11.7	65.8	18.9	19,802	1.9	2.2	11.4	67.2	17.3	19,802
Neath Port Talbot	1.7	1.9	13.5	68.3	14.7	11,826	1.8	2.3	15.8	68.2	12.0	11,826
Bridgend	2.2	1.4	13.1	67.7	15.6	12,320	2.2	2.3	13.8	66.8	14.9	12,320
The Vale of Glamorgan	1.3	1.3	10.4	66.3	20.8	11,809	1.3	1.9	10.0	68.3	18.5	11,809
Rhondda Cynon Taf	1.9	1.7	17.6	67.5	11.3	20,992	1.9	2.5	17.6	67.5	10.4	20,992
Merthyr Tydfil	1.9	1.2	16.1	68.9	11.9	5,085	1.9	2.9	18.0	66.9	10.3	5,085
Caerphilly	1.0	1.3	17.6	67.9	12.2	16,076	1.0	1.9	18.0	67.8	11.2	16,076
Blaenau Gwent	1.5	1.5	22.1	65.6	9.3	5,490	1.5	2.3	21.9	67.0	7.3	5,490
Torfaen	1.0	2.6	16.5	68.2	11.7	8,395	1.1	3.2	16.5	68.0	11.3	8,395
Monmouthshire	1.2	0.8	11.0	67.1	20.0	6,707	1.1	0.8	11.8	69.3	16.9	6,707
Newport	1.8	2.6	16.4	66.4	12.8	13,361	1.8	3.0	17.3	66.3	11.7	13,361
Cardiff	1.6	1.5	14.9	65.4	16.6	28,474	1.6	2.3	15.2	65.7	15.2	28,474
Wales	1.7	1.6	13.9	67.3	15.5	259,606	1.7	2.3	13.8	67.4	14.8	259,606

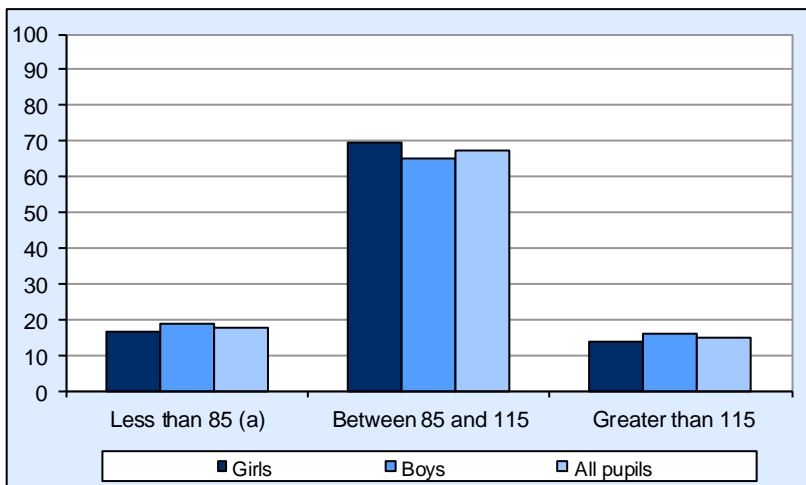
Chart 5: Percentage of pupils in all year groups achieving standardised scores within the bands shown in the National Numeracy Test (Procedural) by gender, 2014



(a) Includes pupils who were disapplied or absent during the test window.

- More boys than girls achieved a standardised score greater than 115 across all year groups in the National Numeracy Test (Procedural). The gap between boys and girls stood at 4.3 percentage points.
- For all years the percentage of boys and girls achieving a standardised score less than 85 in the National Numeracy Test (Procedural) was the same (13.9 per cent).

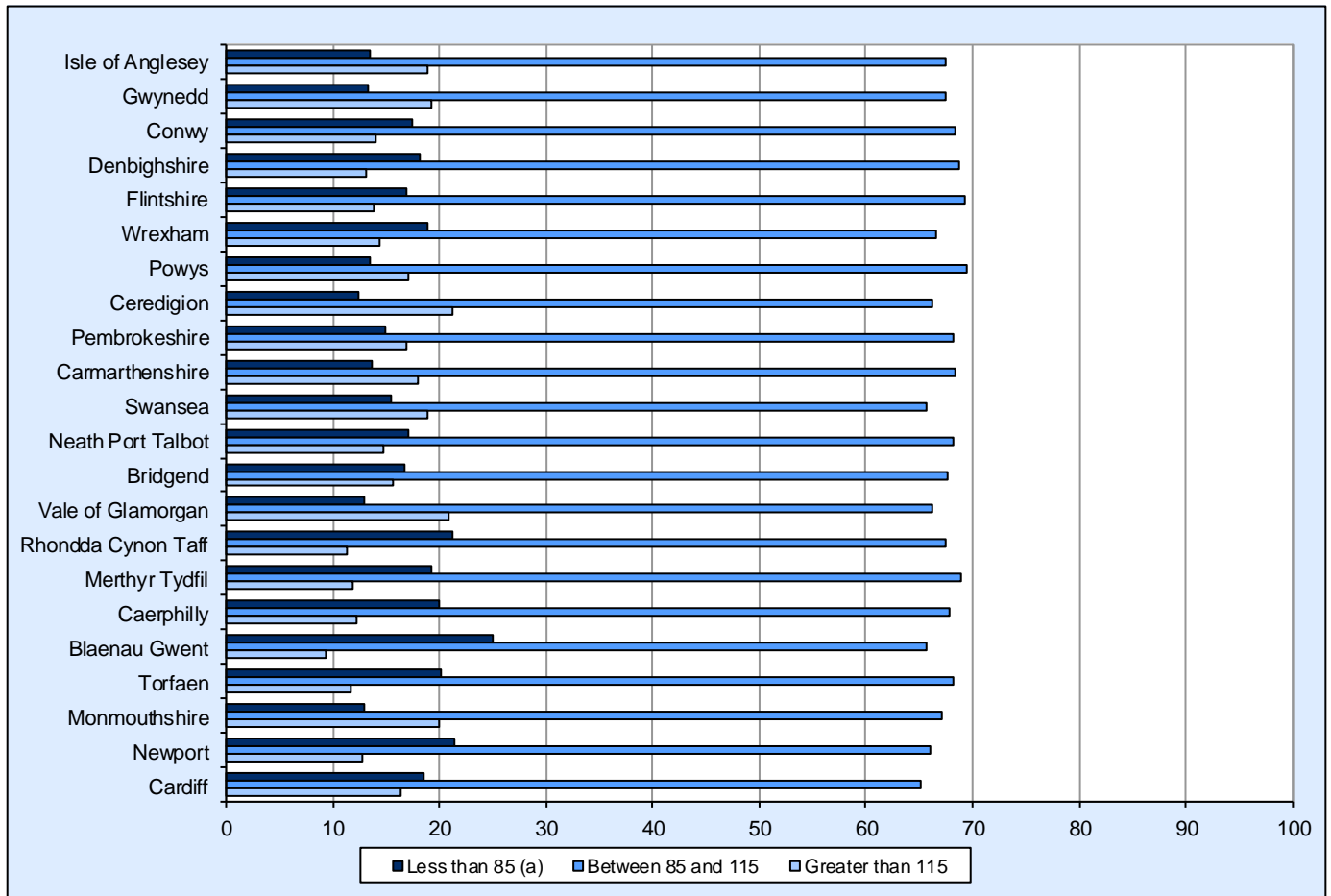
Chart 6: Percentage of pupils in all year groups achieving standardised scores within the bands shown in the National Numeracy Test (Reasoning) by gender, 2014



(a) Includes pupils who were disapplied or absent during the test window.

- More boys than girls achieved a standardised score greater than 115 across all year groups in the National Numeracy Test (Reasoning). The gap between boys and girls stood at 2.5 percentage points.
- For all years more boys than girls achieved a standardised score less than 85 in the National Numeracy Test (Reasoning). The gap between boys and girls stood at 0.7 percentage points.

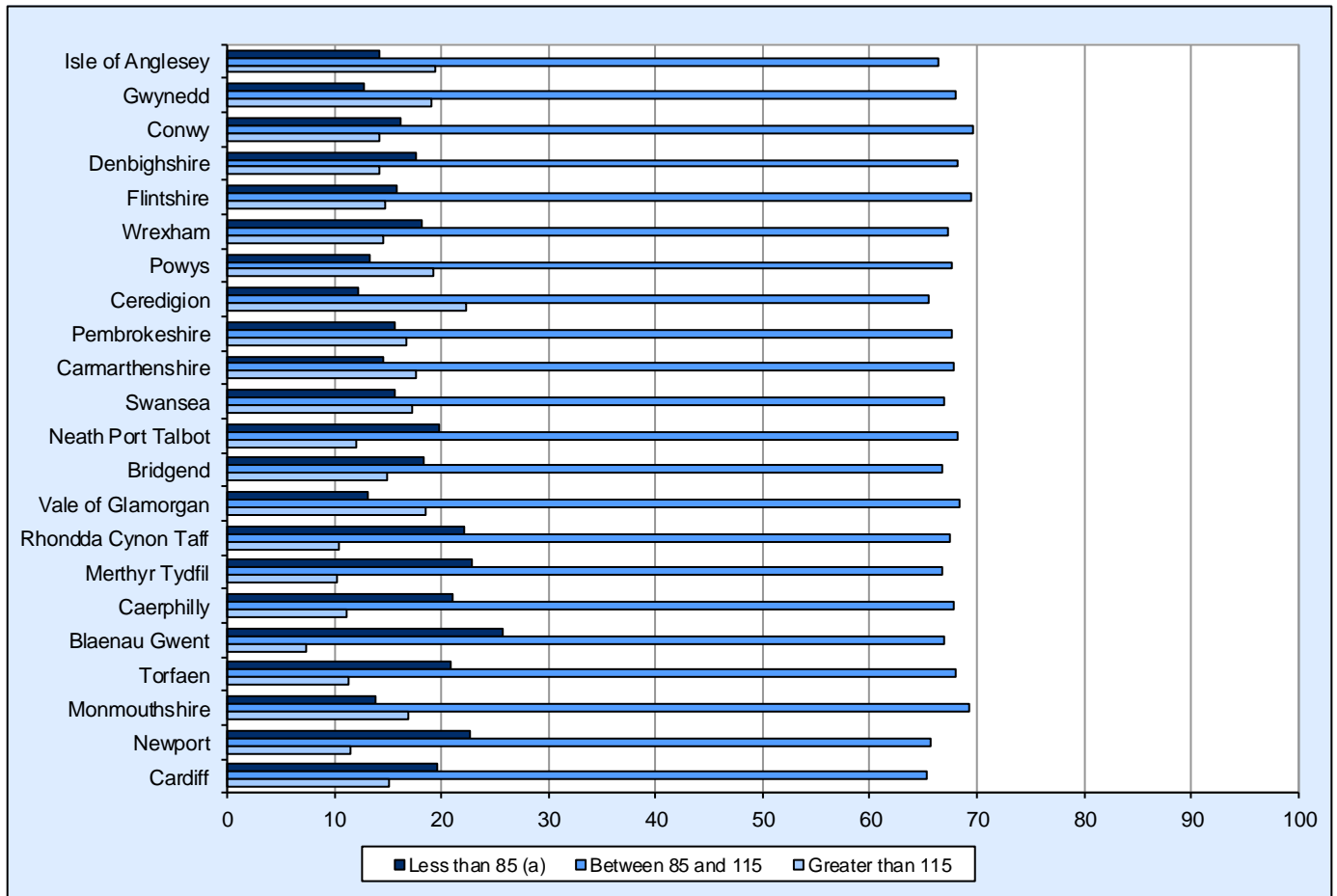
Chart 7: Percentage of pupils achieving standardised scores within the bands shown in the National Numeracy Test (Procedural), by local authority, 2014



(a) Includes pupils who were disapplied or absent during the test window.

- The highest percentage of pupils achieving a standardised score greater than 115 was seen in Ceredigion (21.3 per cent). The lowest percentage was seen in Blaenau Gwent (9.3 per cent).
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (22.1 per cent). The lowest percentage was seen in Ceredigion (9.0 per cent).

Chart 8: Percentage of pupils achieving standardised scores within the bands shown in the National Numeracy Test (Reasoning), by local authority, 2014



(a) Includes pupils who were disapplied or absent during the test window.

- The highest percentage of pupils achieving a standardised score greater than 115 was seen in Ceredigion (22.3 per cent). The lowest percentage was seen in Blaenau Gwent (7.3 per cent).
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (21.9 per cent). The lowest percentage was seen in Ceredigion (8.4 per cent).

Notes

1. Context

1.1 Policy/Operational

National Reading and Numeracy tests were implemented on a statutory basis in May 2013 for all pupils in Years 2 to 9. Previously, many schools have used commercially produced reading and numeracy tests as well as cognitive ability tests. The introduction of the National Reading and Numeracy tests provides uniformity of practice. The tests complement the National Literacy and Numeracy Framework (LNF) and aim to track pupils' progress in reading and numeracy skills from Year 2 (the end of Foundation Phase) through to Year 9 (the end of Key Stage 3). The tests are designed to give teachers a clearer insight into a learner's development and ensure that all schools are identifying the needs of their pupils in order to progress their ability in reading and numeracy. This will allow them to identify strengths and areas for improvement and to intervene at an earlier stage if learners are falling behind. More information on the LNF is available on Learning Wales here:

<http://learning.wales.gov.uk/resources/nlnf/?skip=1&lang=en>

The reading tests were developed for the Welsh Government by the National Foundation for Educational Research (NFER) and the numeracy tests by NFER, in collaboration with Acumina. NFER and Acumina sought advice from expert panels, LA advisers and practitioners throughout the development of the tests.

For further information on the arrangements for the administration of the tests, please see "National Reading and Numeracy Tests – 2014 Test Administration Handbook" available here:

<http://learning.wales.gov.uk/resources/2014-test-administration-handbook/?lang=en>

Headteachers are responsible for reporting results for all pupils 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 here:

<http://new.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/?lang=en>

1.2 Related Publications

A statistical release relating to teacher assessments for the mandatory areas of learning at end of Foundation Phase and core subjects at Key Stage 2 and 3, entitled "End of Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key stages 2 and 3" was released on 13 August 2014. A further 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. Both releases can be found here:

<http://wales.gov.uk/statistics-and-research/?topic=Education+and+skills&lang=en>

The Department for Education publishes statistics on the Key Stage 2 National Curriculum tests sat by pupils in England. Pupils in England also sit tests in Key Stage 1 to help inform final teacher assessments. Furthermore, optional tests exist at Key Stages 2 and 3 in England to help track progress. Statistical releases for tests at Key Stage 2 and teacher assessments at Key Stages 1, 2 and 3 and can be found here:

<http://www.education.gov.uk/researchandstatistics/statistics>

2. Data Sources

2.1 National Reading Tests

National Reading Test data was collected through the pre-existing National Data Collection (NDC). The NDC is the electronic collection of teacher assessment data at end of Foundation Phase and Key Stages 2

and 3 and was expanded to include 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).

2.2 National Numeracy Tests

For 2014, the NDC was expanded to include the collection of National Numeracy Test data (both procedural and reasoning components).

A summary of the NDC process for 2014 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

It is a statutory requirement for all pupils in Years 2 to 9 to sit both the reading and numeracy tests. Pupils studying Welsh first language in Years 2 and 3 are required to sit the Welsh version of the reading test only although schools may opt for pupils studying Welsh first language in Year 3 to, additionally, sit the English version of the tests. For consistency, any optional English test results for pupils studying Welsh first language in Year 3 have been removed from the analysis included in this release.

From Years 4 to 9, pupils studying Welsh first language must submit results for both the English and Welsh versions of the reading tests.

Schools were able to choose whether pupils sat the numeracy tests in English or Welsh. Pupils sitting the paper in Welsh were also able to refer to the English version of the paper.

One test paper covered two year groups for the reading tests whilst there was a separate numeracy test paper for each year group. A summary of the test papers sat can be found in the table below:

National Curriculum Year	Welsh NRT paper	English NRT paper	Welsh NNT paper (Procedural)	English NNT paper (Procedural)	Welsh NNT paper (Reasoning)	English NNT paper (Reasoning)
2	CA2	EA2 ^(a)	2CG14	2EP14	2CRh14	2ER14
3	CA2	EA2 ^(b)	3CG14	3EP14	3CRH14	3ER14
4	CB2	EB2	4CG14	4EP14	4CRH14	4ER14
5	CB2	EB2	5CG14	5EP14	5CRH14	5ER14
6	CC2	EC2	6CG14	6EP14	6CRH14	6ER14
7	CC2	EC2	7CG14	7EP14	7CRH14	7ER14
8	CD2	ED2	8CG14	8EP14	8CRH14	8ER14
9	CD2	ED2	9CG14	9EP14	9CRH14	9ER14

(a) Not required to be sat for pupils studying Welsh first language

(b) Optional for pupils studying Welsh first language

Pupils should sit the test paper(s) for the National Curriculum Year group in which they are taught. It is possible that some may be older or younger and some may be taught in a class where the majority of pupils are of a different age.

Results for the English and Welsh reading tests are presented separately in this release. The results of the numeracy tests are combined in this release as the content of the English and Welsh numeracy tests is identical.

3.2 Standardised Scores

Pupils' raw scores obtained from the test papers were converted into standardised scores, which are presented in this release.

At the Wales-level, the standardisation is designed to fit a frequency distribution known as the ‘normal distribution’ with the scores having an average of 100, making it easy to see whether a pupil has performed above or below average when compared to the standardisation sample. The standardisation is also designed to give a standard deviation (a measure of the spread of scores) of 15. This construct is designed in order to ensure that around 68 per cent of pupils sitting the test have a standardised score within 15 points of the average score (between 85 and 115).

Further explanation of standardised scores can be obtained from the following guidance on age-standardised scores, published by NFER:

<http://www.nfer.ac.uk/research/centre-for-assessment/age-standardisation.cfm>

The National Reading and Numeracy Tests were standardised on the “live” population data. The Wales-level data for all tests across all year groups, therefore, approximately follows the expected pattern with a mean of 100 and a standard deviation of 15.

Some pupils were unable to be provided with standardised scores. Attainment at the extremes of the scale cannot be accurately modelled as too few pupils in the standardisation sample attained scores such that these could be calculated with the necessary degree of statistical reliability.

3.3 Disapplication

The definition of disapplication and the related guidance differs from that provided for teacher assessments. Therefore disapplication rates are not directly comparable and may differ. The disapplication guidance for the National Reading and Numeracy Tests is available on Learning Wales here:

<http://learning.wales.gov.uk/resources/2014-test-administration-handbook/?lang=en>

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 a category.*

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.

In circumstances where a suppressed figure can be identified from the remaining data, the next smallest figure has also been suppressed.

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.

Comments on the coverage or presentation of this release are welcomed. Contact details are on the front page.

5.1 Relevance

Who are the key users of this data?

These statistics are used both within and outside the Welsh Government. 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 areas of the Welsh Government;
- The research community;
- LAs and schools;
- Students, academics and universities;
- Individual citizens, private companies and the media.

What are the data used for?

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 Core Data Sets;
- LA and school comparisons and benchmarks;
- To inform the education policy decision-making process in Wales;
- To inform ESTYN during school inspections;
- To assist in research in educational attainment.

5.2 Accuracy

The Welsh Government works closely with schools and LAs in order to ensure all data are validated before tables are published. 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.

The distribution of standardised scores obtained for pupils sitting the National Reading Test in May 2013 did not fit the sample distribution constructed to have an average score of 100. The average score observed in the “live” tests was higher, indicating that the population of pupils sitting the tests in May 2013 performed better than the sample group from which the standardised scores were constructed. In consequence, the National Reading Tests were re-standardised based on the “live” tests. Revisions have been made to the National Reading Tests tables in the National Reading and Numeracy Test Results, 2013 [release](#).

5.3 Timeliness and Punctuality

Schools are required to administer the tests during the set test window. For 2014, the test window lasted from 7 May until 13 May. DEWi, a secure online data transfer system developed by the Welsh

Government, was available for uploading National Reading and Numeracy Test files on 7 May 2014. Schools were asked to submit data for every pupil on roll at the school on 13 May.

5.4 Accessibility and Clarity

This Statistical First Release is pre-announced and then published on the Statistics section of the Welsh Government website.

5.5 Comparability

National Reading and Numeracy Test data was not collected for independent schools. Pupil Referral Units (PRUs) were given the option to submit National Reading and Numeracy Test data if they wished.

Attainment data for pupils new to the English or Welsh based education system (NEWBES) within the previous two academic years are removed from the school and LA's results, but included in the overall results for Wales. The date of entry for NEWBES pupils was not captured during the National Numeracy Test data collection. Therefore, NEWBES data collected through the NDC for the National Reading Test has been matched across and used for the National Numeracy Test data where possible.

The standardised scores provide a measure of relative performance only. Therefore the data in this release should be used to compare the relative performance within different cohorts rather than to assess overall performance against a particular indicator. It should also be noted that the percentage of pupils achieving a standardised score of greater than 85 should not be used as an indicator of "acceptable" performance.