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End of foundation phase outcomes and National Curriculum teacher assessment of core subjects at Key Stages 2 and 3, in 2015

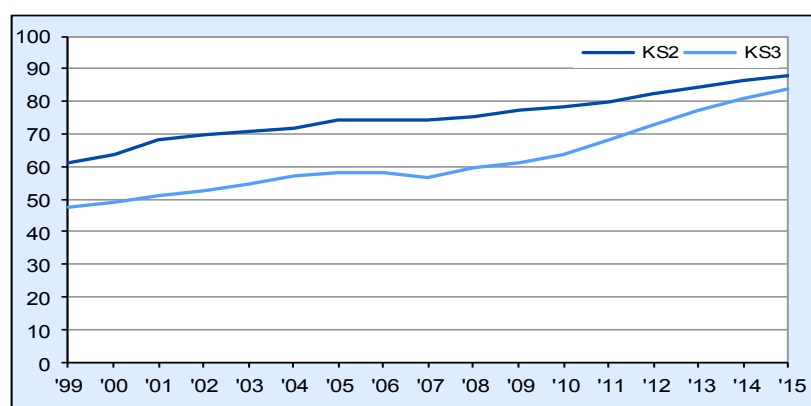
This Statistical First Release provides information for Wales on the teacher assessments of the mandatory areas of learning/core subjects in 2015, at Wales and local authority (LA) level. Foundation Phase Outcomes look at the achievements of seven year olds, Key Stage 2 results are for 11 year olds and Key Stage 3 results are for 14 year olds.

Please see [section 1.1](#) of the notes to this release for information on recalibration of teacher assessments in Torfaen LA. This has led to the 2015 results for Torfaen LA falling from the previous year, and there are estimates presented on the impact of this recalibration on the results for Wales. Also see this section of the notes for information on the external verification programme for teacher assessment, which may have an effect on the next year of results in 2016.

Key Points for 2015:

- About 17 in 20 (86.8 per cent) pupils at the end of Foundation Phase achieved the expected outcome in all mandatory areas of learning (AoLs), an increase of 1.6 percentage points since 2014 (*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 2014 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 for all subjects at the end of Foundation Phase (*Table 2*), Key Stage 2 (*Table 5*) and Key Stage 3 (*Table 8*).
- In 2015, 87.7 per cent of pupils achieved the Core Subject Indicator (CSI) at Key Stage 2 and 83.9 per cent at Key Stage 3, increases of 1.6 and 2.9 percentage points respectively since 2014 (*Table 11*).

Chart 1: Percentage of pupils achieving the Core Subject Indicator at Key Stage 2 and 3, 1999-2015



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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Contents

Key Points for 2015:.....	1
Section 1 – Foundation Phase Outcomes.....	3
Section 2 – Key Stage 2.....	5
Section 3 – Key Stage 3.....	7
Section 4 – Foundation Phase and Key Stages 2 and 3 summaries	9
Notes.....	12
1. Context	12
2. Data source.....	13
3. Definitions	14
4. Rounding and symbols.....	14
5. Key Quality Information	14
6. Feedback	16

List of tables

Table 1: Foundation Phase Outcomes for all pupils, by outcome, 2015.....	3
Table 2: Foundation Phase Outcomes for all pupils, by gender, 2014-2015	3
Table 3: Foundation Phase Outcomes, by LA, 2015	4
Table 4: Key Stage 2 teacher assessment results for all pupils, by levels, 2015	5
Table 5: Key Stage 2 teacher assessment results for all pupils, by gender, 2014-2015.....	5
Table 6: Key Stage 2 teacher assessment results, by LA, 2015	6
Table 7: Key Stage 3 teacher assessment results for all pupils, by levels, 2015	7
Table 8: Key Stage 3 teacher assessment results for all pupils, by gender, 2014-2015.....	7
Table 9: Key Stage 3 teacher assessment results, by LA, 2015	8
Table 10: Foundation Phase summary, 2014-2015	9
Table 11: Key Stage 2 and 3 summary, 2014-2015.....	9
Table 12: Recalibration of teacher assessment results in Torfaen LA: estimate of the impact on Wales level results	13

List of charts

Chart 1: Percentage of pupils achieving the Core Subject Indicator at Key Stage 2 and 3, 1999-2015	1
Chart 2: Percentage of pupils achieving at least the expected outcome in the mandatory areas of learning at Foundation Phase, 2014-2015	9
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), 1999-2015.....	10
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), 1999-2015	10
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), 1999-2015	11
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), 1999-2015.....	11

Section 1 – Foundation Phase Outcomes

Table 1: Foundation Phase Outcomes for all pupils, by outcome, 2015

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	0.1	0.2	0.2	0.4	0.8	3.1	38.8	56.0	94.8	35,757
Language, literacy and communication skills - English (LCE)	0.4	0.1	0.3	0.3	0.5	1.6	8.9	53.7	34.2	88.0	27,820
Language, literacy and communication skills - Welsh (LCW)	0.1	*	*	*	0.2	0.9	7.3	54.5	36.9	91.3	7,937
Mathematical Development (MDT)	0.3	0.1	0.2	0.2	0.4	1.2	7.9	55.4	34.3	89.7	35,757
Foundation Phase Indicator (FPI) (c)	.	.	.	.	.	.	.	.	.	86.8	35,757

(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, 2014-2015

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
	2014	2015	2014	2015	2014	2015	2014	2015
Personal and social development, well-being and cultural diversity (PSD)	91.6	92.5	96.9	97.3	94.2	94.8	5.2	4.9
Language, literacy and communication skills - English (LCE)	82.6	84.3	90.9	91.9	86.6	88.0	8.3	7.6
Language, literacy and communication skills - Welsh (LCW)	85.9	87.9	93.8	94.6	89.8	91.3	7.9	6.7
Mathematical Development (MDT)	86.3	87.5	91.2	92.1	88.7	89.7	5.0	4.6
Foundation Phase Indicator (FPI) (a)	81.0	83.0	89.5	90.8	85.2	86.8	8.5	7.7

(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, 2015

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	95.8	86.1	89.8	89.4	86.2
Gwynedd	95.5	*	88.4	90.4	86.8
Conwy	94.7	86.1	84.6	87.9	82.9
Denbighshire	95.7	87.6	91.9	89.4	86.4
Flintshire	95.6	89.0	91.2	90.2	87.0
Wrexham	93.9	87.2	89.2	88.7	85.5
Powys	96.0	91.5	94.1	92.7	90.6
Ceredigion	98.1	94.0	93.8	94.5	92.2
Pembrokeshire	96.1	91.1	90.1	91.7	89.2
Carmarthenshire	95.2	83.4	91.4	89.8	86.8
Swansea	94.9	87.0	92.2	89.0	86.2
Neath Port Talbot	92.7	82.8	92.6	85.2	82.3
Bridgend	94.9	90.5	95.4	91.5	88.8
The Vale of Glamorgan	96.9	92.7	96.2	93.9	91.5
Rhondda Cynon Taf	94.3	86.8	94.4	89.1	86.3
Merthyr Tydfil	94.3	87.2	92.1	88.1	86.2
Caerphilly	95.4	90.1	93.8	91.9	89.2
Blaenau Gwent	94.8	87.0	*	86.0	83.2
Torfaen (b)	94.7	88.7	91.3	90.1	86.0
Monmouthshire	97.6	93.3	*	93.9	91.8
Newport	95.6	90.2	95.9	90.2	88.1
Cardiff	94.0	87.9	92.8	89.4	86.7
Wales: (c)	94.8	88.0	91.3	89.7	86.8
2014	94.2	86.6	89.8	88.7	85.2
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) Please see [section 1.1](#) of the notes to this release for information on recalibration of teacher assessments in Torfaen LA, which has led to the 2015 results for Torfaen LA falling from the previous year.
- (c) Includes Independent schools that provided their results.

Data for previous years for Local Authorities is available in tables published alongside this release and on [StatsWales](#).

Section 2 – Key Stage 2

Table 4: Key Stage 2 teacher assessment results for all pupils, by levels, 2015

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

	NCO 1, 2									Level 4 or above (b)	Level 5 or above	Cohort
	D	N	and 3	1	2	3	4	5	6+			
English	0.3	0.1	0.3	0.5	1.8	7.4	48.8	39.4	1.4	89.6	40.8	32,296
Oracy	0.3	0.2	0.3	0.4	1.6	7.2	47.5	41.0	1.5	90.0	42.5	32,296
Reading	0.3	0.1	0.3	0.5	1.7	8.1	46.7	40.3	1.9	88.9	42.2	32,296
Writing	0.3	0.2	0.3	0.6	2.2	12.1	51.4	31.6	1.4	84.3	32.9	32,296
Welsh	0.2	*	0.1	0.4	1.5	7.4	52.5	36.8	1.2	90.5	38.0	6,529
Oracy	0.2	*	0.1	0.4	0.9	6.6	50.6	39.9	1.3	91.8	41.2	6,529
Reading	0.2	*	0.1	0.4	1.5	8.1	50.2	38.2	1.3	89.8	39.5	6,529
Writing	0.2	*	0.1	0.4	1.8	12.8	55.6	28.1	1.0	84.7	29.1	6,529
Mathematics	0.3	0.1	0.3	0.4	1.5	7.1	49.0	39.9	1.4	90.2	41.2	32,296
Science	0.3	0.1	0.3	0.5	1.4	6.0	50.2	40.9	0.2	91.4	41.1	32,296
Core Subject Indicator (c)	.	.	.	.	.	.	.	.	.	87.7	.	32,296
Achieving Level 4 or above in Reading and Writing (English or Welsh) and Mathematics	.	.	.	.	.	.	.	.	.	82.3	.	32,296
Achieving Level 4 or above in Reading and Writing (English or Welsh), Mathematics and Science	.	.	.	.	.	.	.	.	.	82.3	.	32,296

(a) D represents pupils who have been disappplied 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, 2014-2015

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	
	2014	2015	2014	2015	2014	2015	2014	2015
English	85.0	86.6	92.0	92.8	88.4	89.6	6.9	6.2
Welsh	83.8	87.5	92.3	93.5	88.1	90.5	8.5	6.0
Mathematics	87.1	88.4	90.9	92.1	88.9	90.2	3.8	3.7
Science	88.3	89.6	92.5	93.3	90.3	91.4	4.2	3.7
Core Subject Indicator	83.1	84.9	89.4	90.7	86.1	87.7	6.3	5.8
Reading, Writing and Mathematics	75.7	77.6	85.7	87.3	80.6	82.3	10.0	9.7
Reading, Writing, Maths and Science	75.6	77.6	85.5	87.2	80.4	82.3	10.0	9.7

Table 6: Key Stage 2 teacher assessment results, by LA, 2015

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	93.2	89.7	93.5	93.9	91.8	87.6	87.3
Gwynedd	90.0	90.4	91.3	93.2	89.5	85.2	85.2
Conwy	88.5	87.4	89.5	90.9	85.8	82.1	82.0
Denbighshire	89.7	90.6	90.2	91.2	87.9	81.7	81.7
Flintshire	90.1	86.4	90.9	92.1	87.9	82.8	82.6
Wrexham	89.8	88.9	90.4	91.8	87.7	82.1	82.0
Powys	91.9	96.6	92.5	93.5	90.4	85.5	85.4
Ceredigion	91.1	88.3	92.2	92.7	90.3	85.7	85.7
Pembrokeshire	90.5	85.4	90.8	92.9	88.6	79.2	79.1
Carmarthenshire	90.0	88.6	90.4	91.9	88.2	82.4	82.4
Swansea	90.9	92.9	91.3	92.6	89.2	83.5	83.4
Neath Port Talbot	85.3	90.1	85.8	87.6	83.3	76.1	76.1
Bridgend	89.5	94.7	90.0	91.1	87.6	83.2	83.0
The Vale of Glamorgan	93.5	95.9	93.7	95.1	92.1	88.4	88.4
Rhondda Cynon Taf	88.0	92.3	88.9	89.4	85.8	80.8	80.6
Merthyr Tydfil	89.3	93.5	90.1	90.4	87.4	78.3	78.1
Caerphilly	89.3	90.7	89.3	91.0	87.4	82.7	82.6
Blaenau Gwent	87.9	*	89.0	89.4	86.6	80.3	80.3
Torfaen (b)	87.1	97.4	87.3	90.4	84.3	79.6	79.4
Monmouthshire	93.4	*	94.7	95.2	92.5	88.9	88.9
Newport	91.5	94.1	91.2	93.4	89.3	86.1	86.1
Cardiff	89.9	93.7	89.9	90.8	87.8	81.0	81.0
Wales: (c)	89.6	90.5	90.2	91.4	87.7	82.3	82.3
2014	88.4	88.1	88.9	90.3	86.1	80.6	80.4
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	.	.

(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) Please see [section 1.1](#) of the notes to this release for information on recalibration of teacher assessments in Torfaen LA, which has led to the 2015 results for Torfaen LA falling from the previous year.

(c) Includes Independent schools that provided their results.

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Section 3 – Key Stage 3

Table 7: Key Stage 3 teacher assessment results for all pupils, by levels, 2015

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

	NCO 1, 2											Level 5 or above (b)	Level 6 or above	Cohort
	D	N	and 3	1	2	3	4	5	6	7	8+			
English	0.1	0.3	0.3	0.3	0.7	2.2	8.2	35.3	36.0	15.3	1.3	87.9	52.6	31,755
Oracy	0.1	0.3	0.3	0.3	0.6	2.0	8.3	33.9	36.8	15.6	1.8	88.0	54.2	31,755
Reading	0.1	0.3	0.3	0.3	0.7	2.5	9.5	34.8	35.0	15.2	1.4	86.4	51.6	31,755
Writing	0.1	0.3	0.3	0.3	0.8	2.7	14.4	37.1	31.2	11.6	1.2	81.0	44	31,755
Welsh	*	*	*	0.2	0.2	0.7	7.9	34.8	38.8	15.8	1.6	90.9	56.1	5,638
Oracy	*	*	*	0.2	0.2	0.6	7.7	31.9	39.4	17.7	2.2	91.2	59.3	5,638
Reading	*	*	*	0.2	0.2	0.9	9.1	34.5	37.5	15.9	1.5	89.5	55	5,638
Writing	*	*	*	0.2	0.3	1.5	13.8	38.0	34.2	10.7	1.2	84.1	46.1	5,638
Mathematics	0.1	0.2	0.3	0.3	0.6	2.0	7.9	29.1	33.2	22.9	3.4	88.7	59.5	31,755
Science	0.2	0.3	0.3	0.3	0.4	1.0	5.8	33.2	37.9	19.3	1.4	91.8	58.5	31,755
Core Subject Indicator (c)	.	.	.	.	.	.	.	.	.	.	.	83.9	.	31,755
Achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics	.	.	.	.	.	.	.	.	.	.	.	77.9	.	31,755
Achieving Level 5 or above in Reading and Writing (English or Welsh), Mathematics and Science	.	.	.	.	.	.	.	.	.	.	.	77.3	.	31,755

(a) D represents pupils who have been disapplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disappication.
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, 2014-2015

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
	2014	2015	2014	2015	2014	2015	2014	2015
	English	80.9	83.9	91.2	92.1	85.9	87.9	10.2	8.2
Welsh	85.7	87.3	94.4	94.3	90.1	90.9	8.7	6.9
Mathematics	84.5	87.0	88.6	90.4	86.5	88.7	4.1	3.4
Science	87.8	89.6	93.1	94.1	90.4	91.8	5.3	4.5
Core Subject Indicator	76.8	80.3	85.5	87.7	81.0	83.9	8.7	7.4
Reading, Writing and Mathematics	68.7	72.0	81.8	84.0	75.1	77.9	13.1	12.0
Reading, Writing, Maths and Science	68.0	71.4	81.2	83.6	74.4	77.3	13.2	12.1

Table 9: Key Stage 3 teacher assessment results, by LA, 2015

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	93.2	88.9	92.6	84.5	81.5	80.9
Gwynedd	91.3	93.0	93.4	95.9	91.3	86.0	85.7
Conwy	91.4	91.5	91.1	94.9	87.2	82.7	82.1
Denbighshire	87.8	92.5	89.7	93.1	84.3	76.5	76.1
Flintshire	91.4	80.0	92.0	94.3	87.1	82.8	82.3
Wrexham	86.1	93.9	85.9	90.6	80.9	74.9	74.1
Powys	91.9	95.7	91.8	94.6	89.3	84.3	84.0
Ceredigion	93.4	90.8	92.8	96.1	90.5	85.8	85.5
Pembrokeshire	88.6	90.9	88.6	91.2	84.5	77.0	76.5
Carmarthenshire	88.4	86.5	90.4	91.9	85.1	78.8	78.0
Swansea	87.6	93.2	87.9	90.2	83.2	76.5	75.9
Neath Port Talbot	84.2	85.0	83.4	87.8	77.8	71.1	70.4
Bridgend	88.6	87.3	87.8	91.7	84.3	76.0	75.5
The Vale of Glamorgan	92.1	91.9	91.4	94.1	87.4	80.1	79.4
Rhondda Cynon Taf	86.0	92.5	87.3	90.7	81.6	73.8	73.5
Merthyr Tydfil	87.2	.	87.5	89.3	81.9	74.3	73.6
Caerphilly	83.7	88.9	86.1	90.2	80.3	71.9	71.5
Blaenau Gwent	83.8	.	85.1	87.7	80.1	77.7	77.1
Torfaen (b)	86.9	87.0	86.5	91.8	81.9	78.3	77.8
Monmouthshire	93.7	.	92.0	94.9	90.8	86.2	86.1
Newport	87.2	.	86.7	91.1	81.6	76.8	75.8
Cardiff	86.7	92.8	89.3	91.5	83.4	78.8	78.2
Wales: (c)	87.9	90.9	88.7	91.8	83.9	77.9	77.3
2014	85.9	90.1	86.5	90.4	81.0	75.1	74.4
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	.	.

(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) Please see [section 1.1](#) of the notes to this release for information on recalibration of teacher assessments in Torfaen LA, which has led to the 2015 results for Torfaen LA falling from the previous year.

(c) Includes Independent schools that provided their results.

Data for previous years for Local Authorities is available in tables published alongside this release and on [StatsWales](#).

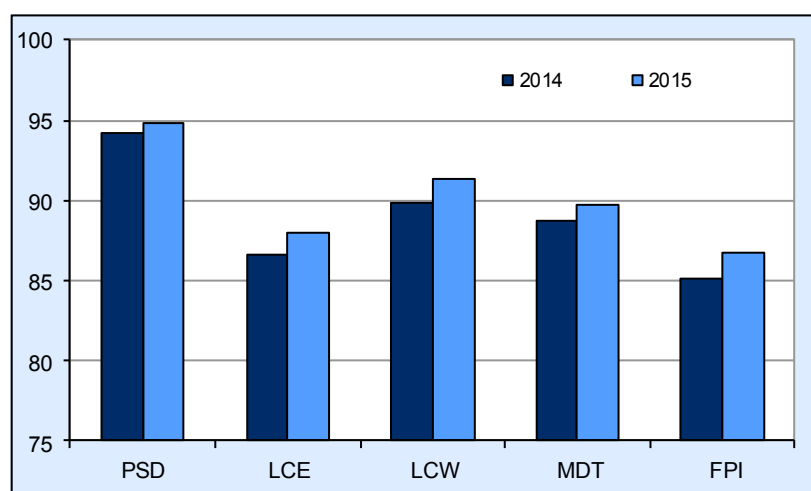
Section 4 – Foundation Phase and Key Stages 2 and 3 summaries

Table 10: Foundation Phase summary, 2014-2015

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

	2014	2015	% point change 2014/15
Personal and social development, well-being and cultural diversity (PSD)	94.2	94.8	0.7
Language, literacy and communication skills - English (LCE)	86.6	88.0	1.4
Language, literacy and communication skills - Welsh (LCW)	89.8	91.3	1.5
Mathematical Development (MDT)	88.7	89.7	1.0
Foundation Phase Indicator (FPI)	85.2	86.8	1.6

Chart 2: Percentage of pupils achieving at least the expected outcome in the mandatory areas of learning at Foundation Phase, 2014-2015



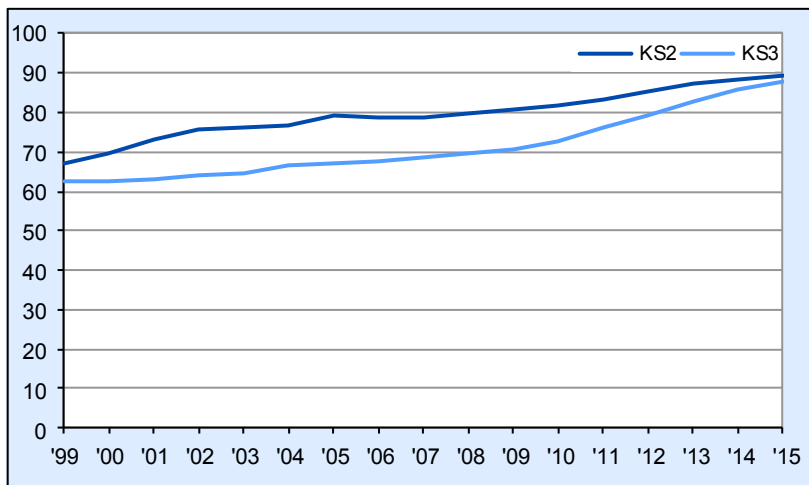
- The percentage of pupils achieving the expected outcome increased for all areas of learning from 2014 to 2015.
- “Language, literacy and communication skills (Welsh)” was the area of learning that had the biggest increase (1.5 percentage points).
- The percentage of pupils achieving the Foundation Phase Indicator increased by 1.6 percentage points from 2014 to 2015.

Table 11: Key Stage 2 and 3 summary, 2014-2015

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

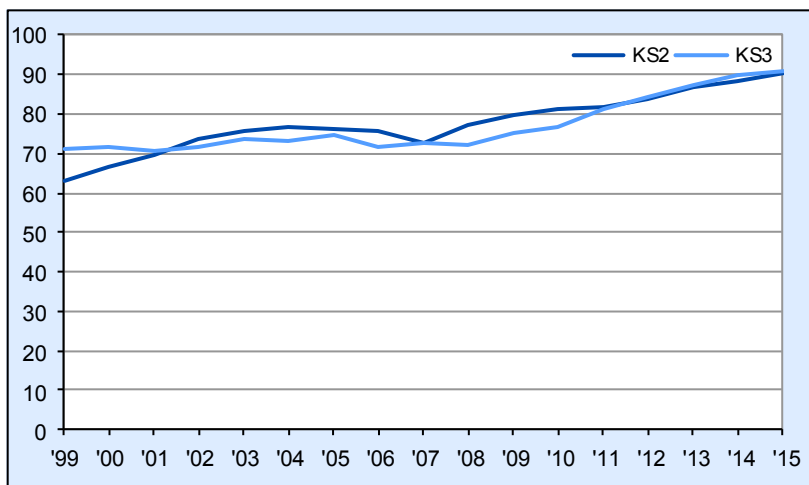
	Key Stage 2 (L4+)			Key Stage 3 (L5+)		
	2014	2015	% point change 2014/15	2014	2015	% point change 2014/15
English	88.4	89.6	1.2	85.9	87.9	2.0
Welsh	88.1	90.5	2.4	90.1	90.9	0.8
Mathematics	88.9	90.2	1.3	86.5	88.7	2.2
Science	90.3	91.4	1.0	90.4	91.8	1.4
Core Subject Indicator	86.1	87.7	1.6	81.0	83.9	2.9
Reading, Writing and Mathematics	80.6	82.3	1.8	75.1	77.9	2.8
Reading, Writing, Maths and Science	80.4	82.3	1.8	74.4	77.3	2.9

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), 1999-2015



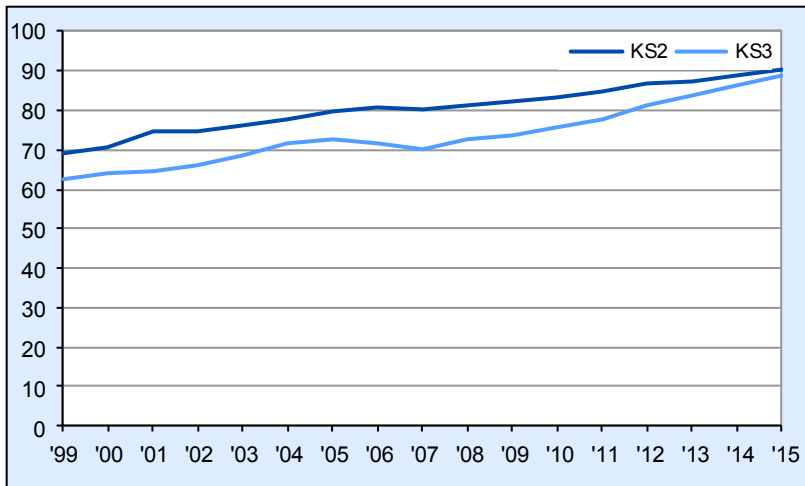
- The percentage of pupils achieving the expected level in English at Key Stage 2 in 2015 increased by 1.2 percentage points from 2014, whilst at Key Stage 3 the increase was 2.0 percentage points.
- English had the second highest percentage point increase of all the core subjects at Key Stage 3.
- The 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), 1999-2015



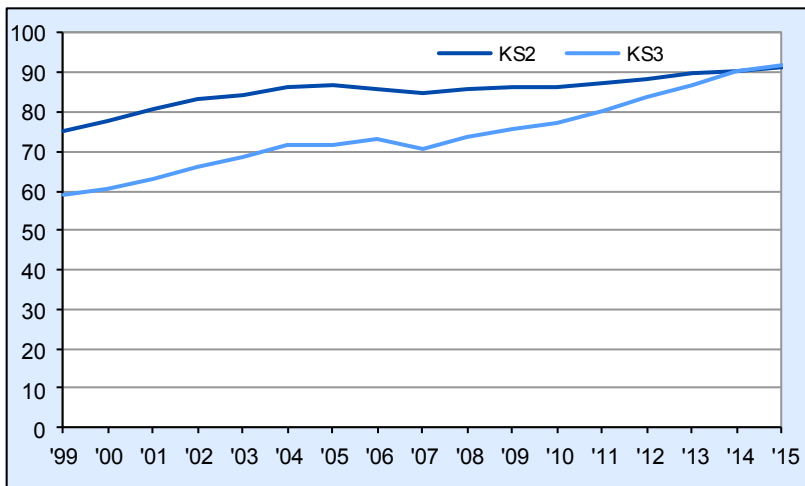
- The percentage of pupils achieving the expected level in Welsh (first language) at Key Stage 2 in 2015 increased by 2.4 percentage points from 2014, whilst at Key Stage 3 the increase was 0.8 percentage points.
- Welsh (first language) had the smallest percentage point increase of all the core subjects 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), 1999-2015



- The percentage of pupils achieving the expected level in Mathematics at Key Stage 2 in 2015 increased by 1.3 percentage points from 2014, whilst at Key Stage 3 the increase was 2.2 percentage points.
- Mathematics had the highest percentage point increase of all the core subjects at Key Stage 3 in 2015.
- The rate of improvement at Key Stage 3 has been faster 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), 1999-2015



- The percentage of pupils achieving the expected level in Science at Key Stage 2 in 2015 increased by 1.0 percentage points from 2014, whilst at Key Stage 3 the increase was 1.4 percentage points.
- Science had the smallest percentage point increase of all the core subjects at Key Stage 2 in 2015.
- 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 2015, the date for this was 12 May. Statutory assessment arrangements for the school year 2014/15 can be found at <http://learning.gov.wales/resources/browse-all/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))
- 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
- science

The non-core subjects are:

- art and design
- design and technology
- geography
- history
- information and communication technology
- modern foreign languages
- music
- physical education
- Welsh second language

External verification programme for teacher assessment

On 18 May 2015, the Minister for Education and Skills gave a statement on "Securing reliability and consistency of Teacher Assessment in Wales: External Verification Programme". From 2016, there is the possibility that improved rigour in teacher assessment will lead to an impact on the distribution of National Curriculum Levels awarded.

<http://gov.wales/about/cabinet/cabinetstatements/2015/teacherassessment/?lang=en>.

Recalibration of teacher assessment results in Torfaen LA

Throughout the 2014/15 academic year, Torfaen LA has been working to implement a new policy to monitor and evaluate teacher assessment across Torfaen. The LA has been working closely with headteachers of Torfaen schools, South East Wales Consortia, the Welsh Government, Estyn, and the

Ministerial Recovery Board for Torfaen LA (put in place when Torfaen LA was placed in special measures by Estyn). This process has led to a fall in the 2015 results for Torfaen LA in this release, compared with the previous year.

Table 12 estimates the impact of this recalibration for Torfaen LA on the Wales level results. The table looks at an alternative scenario (where instead of falling, the results for Torfaen LA increase in line with other LAs in Wales).

Table 12: Recalibration of teacher assessment results in Torfaen LA: estimate of the impact on Wales level results

	Wales, 2015	Estimated result for Wales in 2015 (a)	Percentage point difference
Foundation Phase Indicator (FPI)	86.8	87.0	0.2
Key Stage 2 Core Subject Indicator (KS2 CSI)	87.7	88.0	0.3
Key Stage 3 Core Subject Indicator (KS3 CSI)	83.9	84.0	0.1

(a) These figures estimate what would have happened if the results for Torfaen had increased in line with other LAs in Wales.

Successful Futures: Independent review of curriculum and assessment arrangements in Wales

In March 2014 Professor Graham Donaldson was asked to conduct a fundamental review of curriculum and assessment arrangements from Foundation Phase to Key Stage 4. In the report published in February 2015, Professor Donaldson made 68 wide-ranging recommendations to improve the curriculum and assessment arrangements in Wales. This independent review will have a significant impact on assessment arrangements and the publication of official statistics.

<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/reform/successful-futures/?lang=en>.

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 2015' was also released on 18 August 2015. In addition, the statistical release on national tests, "National Reading and Numeracy Test Results, 2015", will be released on 19 August 2015. Both releases can be found at <http://gov.wales/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 / fysyngolleol.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 and 2, although no longer publish releases for key stage 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 2015 covering timescales and reporting arrangements can be found at

<http://gov.wales/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.

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 2015 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 categorisation 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

The Welsh Government works closely with schools and LAs in order to ensure all data are validated before tables are published. If there are any anomalies in the data compared with the previous year, the Welsh Government challenges schools and LAs on anomalies in the data. Final data are signed off by schools and LAs each year. 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 12 May 2015, with schools asked to submit data for every pupil on roll at the school on 12 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 3 July 2015.

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 four years of trend data can be provided.

No independent schools submitted data in 2015. 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.

6. Feedback

We welcome feedback from users of our publications on content and presentation. If you have any feedback or require further information, please contact:

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