



National Curriculum teacher assessments of non-core subjects: Wales 2016

10 August 2016
SFR 95/2016

Key points for 2016

Key Stage 3 - at all Wales level:

- In 2016 the percentage of pupils achieving the expected level (level 5 or above) varied from 93.3 per cent in Information and Communication Technology (ICT) to 81.9 per cent in Welsh Second Language (Chart 1, Table 1).
- In each subject, a higher percentage of girls than boys achieved the expected level. The gap between girls and boys was greatest in Welsh Second Language (12.8 percentage points) (Chart 1, Table 1).
- Since 2015 there has been an increase in the percentage of pupils achieving the expected level in every subject. The greatest increase was in History (1.5 percentage points) (Chart 2, Table 1).
- On average, the percentage of pupils achieving the expected level in non-core subjects in 2016 was 1.2 percentage points higher than 2015, similar to the average increase seen in 2015 (1.8 percentage points) but lower than the average increase that was observed between both 2013 and 2014 (3.1 percentage points), 2012 and 2013 (3.6 percentage points), and 2011 and 2012 (3.5 percentage points).

Key Stage 3 - at LA level:

- The percentage of pupils achieving the expected level varied considerably between LAs across all subjects. Welsh Second Language had the greatest range of results, 89.9 per cent in Monmouthshire compared with 68.5 per cent in Isle of Anglesey (Table 3).

Key Stage 2 - at all Wales level:

- In 2016, the percentage of pupils achieving the expected level (level 4 or above) in Welsh Second Language was 77.9 per cent (Table 4).

About this release

This Statistical First Release provides information on the National Curriculum teacher assessments of the non-core subjects in 2016, at Wales and local authority (LA) level. It includes non-core data for Welsh Second Language at Key Stage 2 (in Section 2).

Please see section 1.1 of the notes for information on the external verification programme for teacher assessment, which may have an effect on results in 2016.

In this release

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Section 1 – Key Stage 3

Chart 1: Percentage of boys, girls and pupils achieving the expected level at Key Stage 3, 2016

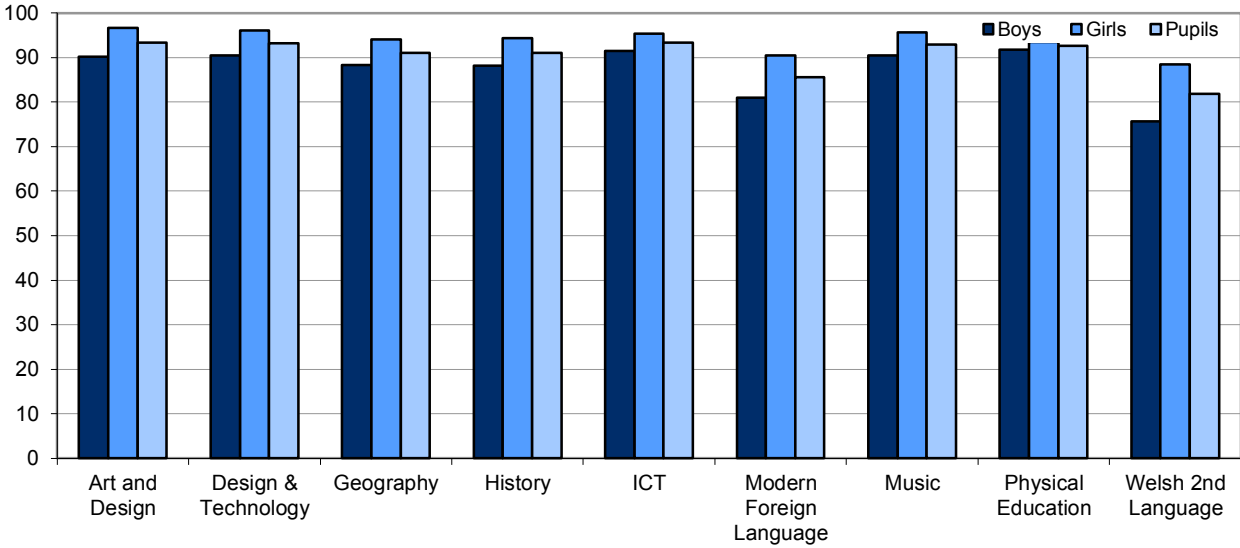


Chart 2: Percentage of pupils achieving the expected level at Key Stage 3, 2012-2016

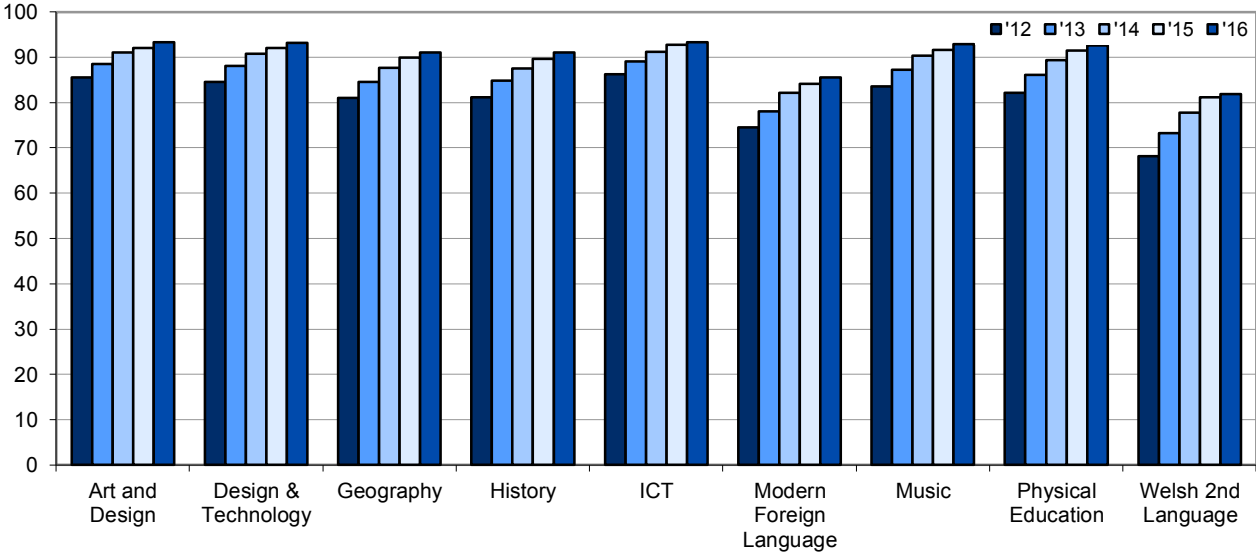


Table 1: Key Stage 3 non-core teacher assessment results, 2012-2016

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

	Art and Design	Design and Technology	Geography	History	ICT	Modern Foreign Language	Music	Physical Education	Welsh 2nd Language
Boys:									
2012	78.4	78.9	76.1	75.7	81.9	66.7	78.0	82.1	58.9
2013	82.6	83.4	79.9	79.7	85.7	71.0	82.6	85.4	65.0
2014	86.5	87.1	83.9	83.3	88.3	76.2	87.1	88.8	70.6
2015	88.1	89.0	86.6	86.3	90.6	79.0	88.8	90.7	74.9
2016	90.1	90.5	88.3	88.2	91.4	81.0	90.4	91.8	75.7
Girls:									
2012	93.0	90.6	86.3	86.9	90.8	82.7	89.5	82.3	78.4
2013	94.8	93.0	89.5	90.1	92.6	85.5	92.0	86.9	82.2
2014	95.8	94.7	91.8	91.9	94.2	88.5	93.8	90.0	85.5
2015	96.1	95.5	93.4	93.1	94.8	89.6	94.6	92.2	88.0
2016	96.7	96.1	94.0	94.3	95.4	90.5	95.7	93.5	88.5
Pupils:									
2012	85.5	84.6	81.0	81.2	86.2	74.5	83.6	82.2	68.2
2013	88.5	88.1	84.6	84.8	89.0	78.1	87.2	86.1	73.3
2014	91.0	90.8	87.7	87.5	91.2	82.2	90.4	89.4	77.8
2015	92.0	92.1	89.9	89.6	92.7	84.1	91.6	91.4	81.2
2016	93.3	93.2	91.1	91.1	93.3	85.6	92.9	92.6	81.9

Table 2: Key Stage 3 non-core teacher assessment results, by level, 2016 (a)

Percentage of boys, girls and pupils attaining each level

Subject	NCO											Level 5 or above	Cohort
	D	N	1,2&3	1	2	3	4	5	6	7	8+		
Boys:													
Art and Design	0.3	0.6	0.5	0.4	0.4	0.9	6.7	46.8	35.0	7.6	0.6	90.1	15,862
Design and technology	0.3	0.6	0.5	0.4	0.5	1.2	6.0	43.2	38.3	8.7	0.3	90.5	15,862
Geography	0.3	0.5	0.5	0.5	0.6	1.6	7.6	38.0	34.6	14.3	1.5	88.3	15,862
History	0.3	0.5	0.5	0.5	0.7	1.5	7.8	37.4	35.6	14.0	1.2	88.2	15,862
ICT	0.3	0.5	0.5	0.5	0.5	1.0	5.4	34.1	41.4	15.3	0.6	91.4	15,862
Modern Foreign Language	2.0	1.2	0.5	0.6	0.9	2.9	10.7	37.8	32.1	10.8	0.3	81.0	15,862
Music	0.4	0.8	0.6	0.5	0.4	0.7	6.2	46.2	34.9	8.0	1.2	90.4	15,862
Physical Education	0.4	0.6	0.5	0.3	0.4	0.7	5.3	37.4	37.5	15.0	1.8	91.8	15,862
Welsh 2nd language	1.8	1.1	0.7	0.8	1.0	4.7	14.2	41.5	26.9	6.9	0.4	75.7	13,128
Girls:													
Art and Design	0.2	0.4	0.3	0.1	0.2	0.2	1.9	21.4	42.3	28.7	4.3	96.7	14,924
Design and technology	0.2	0.4	0.3	0.2	0.2	0.4	2.3	24.8	46.7	23.5	1.0	96.1	14,924
Geography	0.2	0.4	0.3	0.2	0.3	0.6	4.0	27.1	39.4	24.2	3.3	94.0	14,924
History	0.2	0.4	0.3	0.2	0.3	0.5	3.8	27.0	39.0	25.6	2.6	94.3	14,924
ICT	0.1	0.4	0.3	0.2	0.3	0.3	3.0	25.1	45.7	23.8	0.9	95.4	14,924
Modern Foreign Language	0.9	0.7	0.3	0.2	0.4	1.5	5.5	27.4	39.2	22.9	0.9	90.5	14,924
Music	0.2	0.5	0.3	0.2	0.2	0.4	2.7	31.4	44.7	16.8	2.7	95.7	14,924
Physical Education	0.3	0.4	0.3	0.2	0.2	0.6	4.5	41.5	37.6	12.8	1.6	93.5	14,924
Welsh 2nd language	0.8	0.7	0.3	0.3	0.4	2.0	7.0	32.7	37.7	17.1	1.1	88.5	12,142
Pupils:													
Art and Design	0.2	0.5	0.4	0.3	0.3	0.6	4.4	34.5	38.5	17.8	2.4	93.3	30,786
Design and technology	0.2	0.5	0.4	0.3	0.3	0.8	4.2	34.3	42.4	15.9	0.7	93.2	30,786
Geography	0.2	0.5	0.4	0.4	0.4	1.1	5.9	32.7	37.0	19.1	2.3	91.1	30,786
History	0.3	0.5	0.4	0.3	0.5	1.0	5.9	32.3	37.2	19.6	1.9	91.1	30,786
ICT	0.2	0.5	0.4	0.3	0.4	0.7	4.2	29.7	43.5	19.4	0.7	93.3	30,786
Modern Foreign Language	1.5	1.0	0.4	0.4	0.7	2.2	8.2	32.8	35.6	16.7	0.6	85.6	30,786
Music	0.3	0.6	0.4	0.3	0.3	0.6	4.5	39.0	39.7	12.3	2.0	92.9	30,786
Physical Education	0.3	0.5	0.4	0.2	0.3	0.7	4.9	39.4	37.6	14.0	1.7	92.6	30,786
Welsh 2nd language	1.3	0.9	0.5	0.6	0.7	3.4	10.7	37.2	32.1	11.8	0.7	81.9	25,270

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

N represents pupils not awarded a level for reasons other than disapplication.

From 2010 National Curriculum outcome level W (working towards level 1) was removed and replaced by three new valid outcomes – National Curriculum Outcomes 1, 2 and 3. These new levels were introduced to describe the achievement below level 1.

Table 3: Key Stage 3 non-core teacher assessment results by LA, 2016

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

	Art and Design	Design and Technology	Geography	History	ICT	Modern Foreign Language	Music	Physical Education	Welsh 2nd Language
Isle of Anglesey	92.3	94.7	93.8	94.2	95.2	92.9	93.5	95.6	68.5
Gwynedd	96.9	97.3	95.5	95.8	97.3	91.9	96.3	96.3	88.3
Conwy	94.8	94.5	93.6	93.0	95.3	79.7	96.5	96.4	82.3
Denbighshire	93.8	92.6	92.1	91.4	92.4	86.5	92.0	93.3	84.0
Flintshire	96.8	95.7	94.0	94.8	96.4	88.1	94.7	94.5	86.4
Wrexham	92.3	91.1	90.6	90.0	91.0	83.4	90.7	88.8	78.1
Powys	95.5	95.9	95.3	95.8	96.4	91.0	95.6	95.7	86.6
Ceredigion	97.2	96.8	96.3	96.3	97.4	93.7	96.2	96.5	74.1
Pembrokeshire	91.1	92.2	91.1	92.3	93.9	84.5	91.9	93.9	82.3
Carmarthenshire	92.7	91.5	91.3	91.0	93.7	87.8	93.7	93.3	74.8
Swansea	93.9	94.4	91.1	91.5	93.7	85.9	92.5	92.5	83.7
Neath Port Talbot	89.3	87.5	84.6	85.2	90.3	80.9	90.1	88.2	79.1
Bridgend	94.2	94.5	94.1	92.7	94.6	86.1	94.2	92.4	84.7
The Vale of Glamorgan	93.5	96.6	94.4	94.4	96.4	88.4	95.4	96.2	86.8
Rhondda Cynon Taf	92.0	91.7	87.9	88.7	93.2	83.9	92.6	91.1	81.8
Merthyr Tydfil	94.6	93.8	90.8	91.0	92.5	84.4	93.4	91.5	85.6
Caerphilly	91.7	92.3	89.0	86.8	90.0	82.0	88.3	89.5	82.0
Blaenau Gwent	91.2	91.0	87.8	88.2	90.4	75.8	90.7	91.0	78.0
Torfaen	91.9	93.1	91.0	91.7	92.0	84.9	93.3	92.7	82.7
Monmouthshire	95.7	94.8	95.1	93.7	95.7	92.0	95.8	95.3	89.9
Newport	92.1	93.2	88.3	87.7	92.6	83.1	91.3	90.8	78.8
Cardiff	93.9	92.8	90.2	91.2	91.6	85.5	93.0	92.2	80.0
Wales	93.3	93.2	91.1	91.1	93.3	85.6	92.9	92.6	81.9
2015	92.0	92.1	89.9	89.6	92.7	84.1	91.6	91.4	81.2
2014	91.0	90.8	87.7	87.5	91.2	82.2	90.4	89.4	77.8
2013	88.5	88.1	84.6	84.8	89.0	78.1	87.2	86.1	73.3
2012	85.5	84.6	81.0	81.2	86.2	74.5	83.6	82.2	68.2

Section 2 – Key Stage 2

- It is optional for schools to provide details of teacher assessments in Welsh Second Language to the Welsh Government. In 2016, 25,645 pupils from an eligible cohort of 26,423 (97.1 per cent) were assessed in Welsh Second Language, compared to 24,878 pupils from an eligible cohort of 25,767 (96.5 per cent) in 2015. The eligible cohort consists of those who did not have a teacher assessment in Welsh first language.
- In 2015, the percentage of pupils achieving the expected level (level 4 or above) in Welsh Second Language was 77.9 per cent.

Table 4: Key Stage 2 non-core teacher assessment results, 2016 (a)

Percentage of pupils boys, girls and pupils attaining each level

Subject	NCO									Level 4 or above	Cohort
	D	N	1,2&3	1	2	3	4	5	6+		
Boys:											
Welsh 2nd language	0.7	0.1	0.8	1.3	3.5	20.6	55.3	17.2	0.2	72.8	13,213
Girls:											
Welsh 2nd language	0.5	0.2	0.3	0.6	1.8	13.4	55.6	27.1	0.5	83.2	12,432
Pupils:											
Welsh 2nd language	0.6	0.1	0.6	1.0	2.7	17.1	55.5	22.0	0.4	77.9	25,645

(a) Welsh Second Language data at Key Stage 2 was collected for the first time in 2010. The reporting of these results is optional for schools. For further information please see the notes at the end of this release.

Table 5: Key Stage 2 non-core teacher assessment results by LA, 2012 - 2016 (a)

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

	Welsh Second Language				
	2012	2013	2014	2015	2016
Isle of Anglesey	33.8	38.7	64.8	50.0	67.2
Gwynedd (b)	*	*	*	*	0.0
Conwy	68.7	70.2	77.7	78.2	75.7
Denbighshire	66.2	69.7	74.0	76.4	77.1
Flintshire	53.2	61.2	68.2	75.6	79.4
Wrexham	77.5	78.5	77.8	82.6	80.3
Powys	57.5	70.9	73.4	82.7	81.8
Ceredigion	58.1	64.4	70.6	82.0	66.8
Pembrokeshire	52.7	59.6	75.1	76.9	76.7
Carmarthenshire	51.8	61.1	67.7	66.3	67.4
Swansea	59.1	67.1	68.5	73.4	74.7
Neath Port Talbot	71.2	75.7	73.6	74.1	73.3
Bridgend	50.7	60.6	63.5	71.6	76.7
The Vale of Glamorgan	69.1	71.6	77.8	79.4	80.7
Rhondda Cynon Taf	59.6	63.3	69.1	70.4	76.9
Merthyr Tydfil	52.5	58.2	64.0	68.0	74.6
Caerphilly	45.8	64.4	74.8	78.4	83.9
Blaenau Gwent	63.9	71.1	79.0	83.6	80.5
Torfaen (c)	72.0	76.4	85.2	79.1	82.9
Monmouthshire	76.9	75.0	82.8	85.5	87.5
Newport	77.0	78.2	80.4	85.6	85.9
Cardiff	62.1	67.4	73.7	74.4	76.0
Wales	61.6	67.7	73.1	76.1	77.9

(a) Welsh Second Language data at Key Stage 2 was collected for the first time in 2010. The reporting of these results is optional for schools. For further information please see the notes at the end of this release.

(b) Most pupils in Gwynedd study Welsh as their first language and therefore the cohort size is very small. In 2016 there were less than 10 pupils in the cohort

Notes

1. Context

1.1 Policy/Operational

All learners in their final year of Key Stages 2 and 3 must be assessed through teacher assessments. Head teachers 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 2016, the date for this was 10 May. [Statutory assessment arrangements for the school year 2015/16](#).

The National Curriculum subjects in Wales are split into two categories, core subjects and non-core subjects.

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.

Recalibration of teacher assessment results in Torfaen LA in 2015

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).

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.

[Successful Futures: Independent review of curriculum and assessment arrangements in Wales](#)

1.2 Related Publications

A similar release relating to 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 also released on 10 August 2016.

For school-level data and further information please visit My Local School (mylocalschool.wales.gov.uk / fyysgolleol.cymru.wales.gov.uk). The site contains a wealth of data from contextual information, such as data on pupil numbers and characteristics, to school performance, attendance and data on staffing and finance.

England publish separate releases on Key Stage 1 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 exams (no longer sat in Wales).

More detailed tables, including school-level data, are available on request.

2. Data source

The National Data Collection (NDC) is the electronic collection of teacher assessment data at end of Foundation Phase and Key Stages 2 and 3. Data is sent by schools to Knowledge and Analytical Services within the Welsh Government care of their Local Authority (LA).

[NDC process for 2016 covering timescales and reporting arrangements](#)

3. Definitions

3.1 Coverage

Most learners will be 11 or 14 years old at the end of Key Stage 2 and 3 respectively. It is possible that some may be older or younger and some may be taught in a class where the majority of learners are of a different age. For each Key Stage, learners must be statutorily assessed (i.e. they must receive an end of Key Stage teacher assessment) once only.

From 2010 schools were able to provide Key Stage 2 results for Welsh Second Language.

3.2 Expected levels

The general expectation is that the majority of 11 year olds will attain level 4 in each subject. Similarly, 14 year olds will attain level 5.

'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'.

More information on levels within each Key Stage (including the 'D' and 'N' codes) can be found by following the link to the statutory assessment arrangements in section 1.1.

4. Rounding and symbols

In tables where figures have been rounded to the nearest final digit, there may be an apparent discrepancy between the sum of the constituent items and the total shown.

The following symbols have been used throughout the publication:

percentages less than 0.5 but not zero

- . not applicable
- .. not available
- ~ not yet available
- * figure is less than 5, or based on a figure less than 5.

5. Key Quality Information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability. It also covers specific issues relating to quality of 2016 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;
- 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 these anomalies. 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 10 May 2016, with schools asked to submit data for every pupil on roll at the school on 10 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 6 July 2016.

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

No independent schools submitted Key Stage 2 or 3 data in 2016. One independent school submitted Key Stage 2 data in 2012 – the same independent school also provided results in 2009 and 2010. An independent school's data will not be included in an LA's results, but will appear in the overall results for Wales.

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.

National Statistics status

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016

Information on indicators and associated technical information - [How do you measure a nation's progress? - National Indicators](#)

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

The document is available at: <http://gov.wales/statistics-and-research/national-curriculum-teacher-assessments-non-core-subjects/?lang=en>

Next update

Data for 2017 will be published in August 2017 (provisional)

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to school.stats@wales.gsi.gov.uk.

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