



Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key Stages 2 and 3, 2017

9 August 2017
SFR 88/2017

Key points for 2017

The percentage of pupils achieving at least the expected level was higher than in 2016 in all core subjects/areas of learning at the end of Foundation Phase and for both Key Stages.

% of pupils achieving the Foundation Phase Indicator or Core Subject Indicator in

2017

Foundation Phase
87.3 %

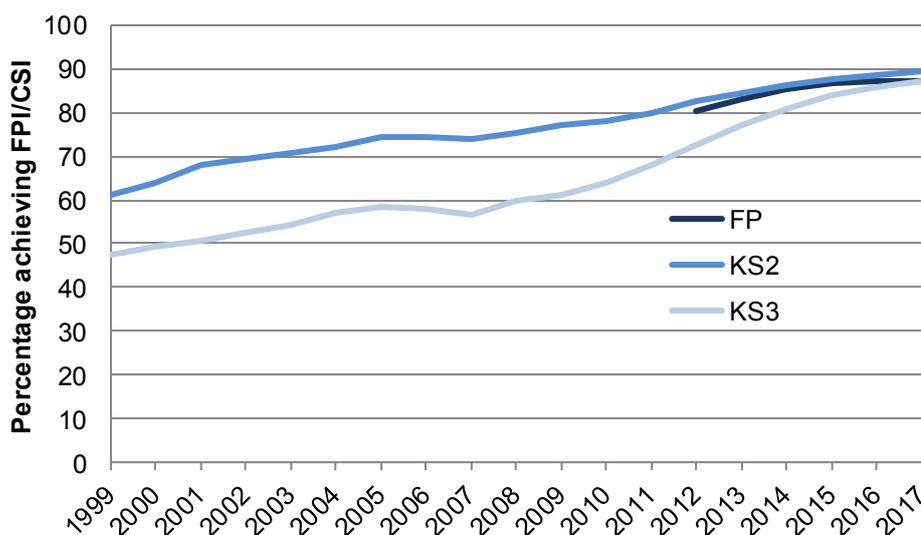
Key Stage 2
89.5 %

Key Stage 3
87.4 %

Girls outperformed boys in all core subjects/areas of learning at the end of Foundation Phase and in both Key Stages.

The **difference in performance between girls and boys decreased** in most subjects/areas of learning at the end of Foundation Phase and in both Key Stages.

Percentage of pupils achieving the Foundation Phase Indicator and Core Subject Indicator at Key Stage 2 and 3, 1999-2017



About this release

This Statistical First Release provides information on teacher assessments of mandatory areas of learning/core subjects, at Wales and local authority level (LA).

Foundation Phase Outcomes look at achievements of 7 year olds, Key Stage 2 results relate to 11 year olds and Key Stage 3 results relate to 14 year olds.

Please see Section 1.1 of the [Notes](#) for information on the external verification programme for teacher assessment, which may have an effect results for 2016 onwards.

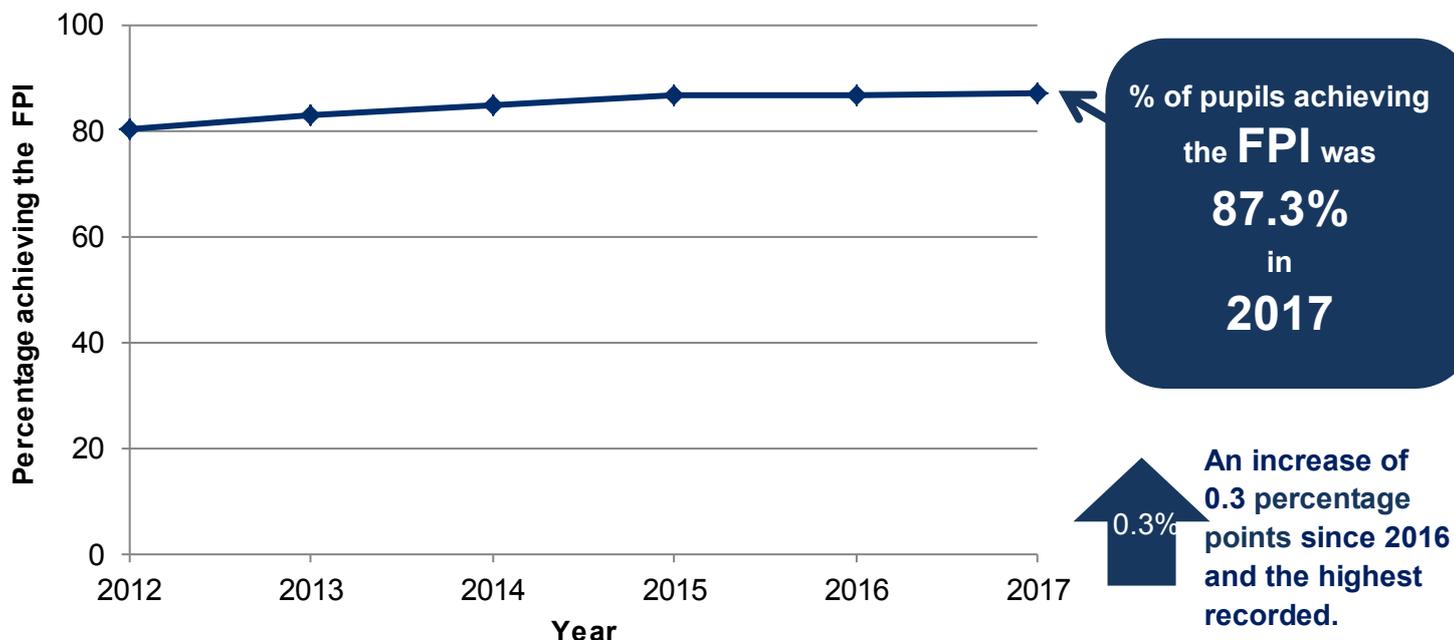
In this release

Key points for 2017	1
Foundation Phase	2
Key Stage 2	7
Key Stage 3	12
Notes	17

Section 1 – Foundation Phase outcomes

The Foundation Phase Indicator (FPI) represents the percentage of pupils achieving Outcome 5 or above in “Personal and social development, well-being and cultural diversity” (PSD), “Language, literacy and communication skills – English” (LCE) or “Language, literacy and communication skills - Welsh” (LCW) and “Mathematical development” (MDT) in combination.

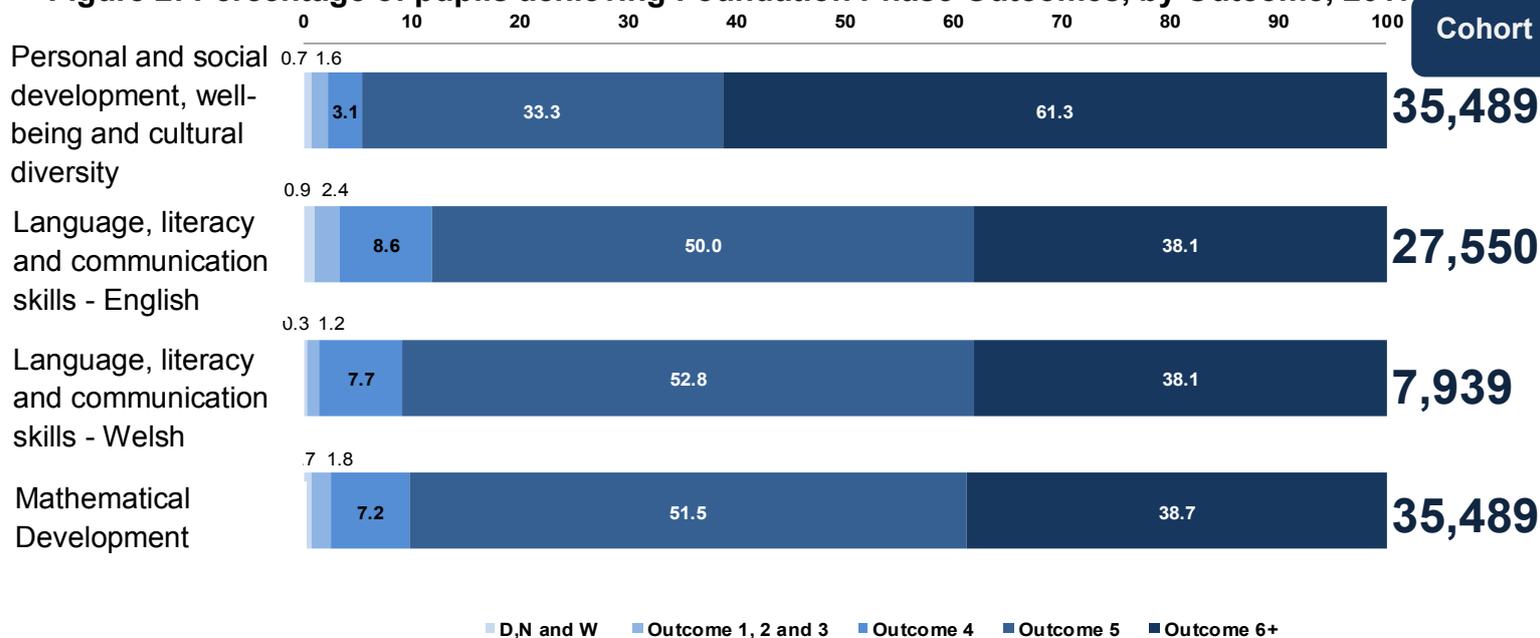
Figure 1: Percentage of pupils achieving the FPI, 2012-2017



Underlying data is available as interactive tables and open data on [StatsWales](#).

- The percentage of pupils achieving the FPI has increased every year since 2012 when the measure was introduced. The percentage of pupils achieving the FPI was 80.5 per cent in 2012.
- The rate of increase in the percentage of pupils achieving the FPI has generally slowed down since 2012.

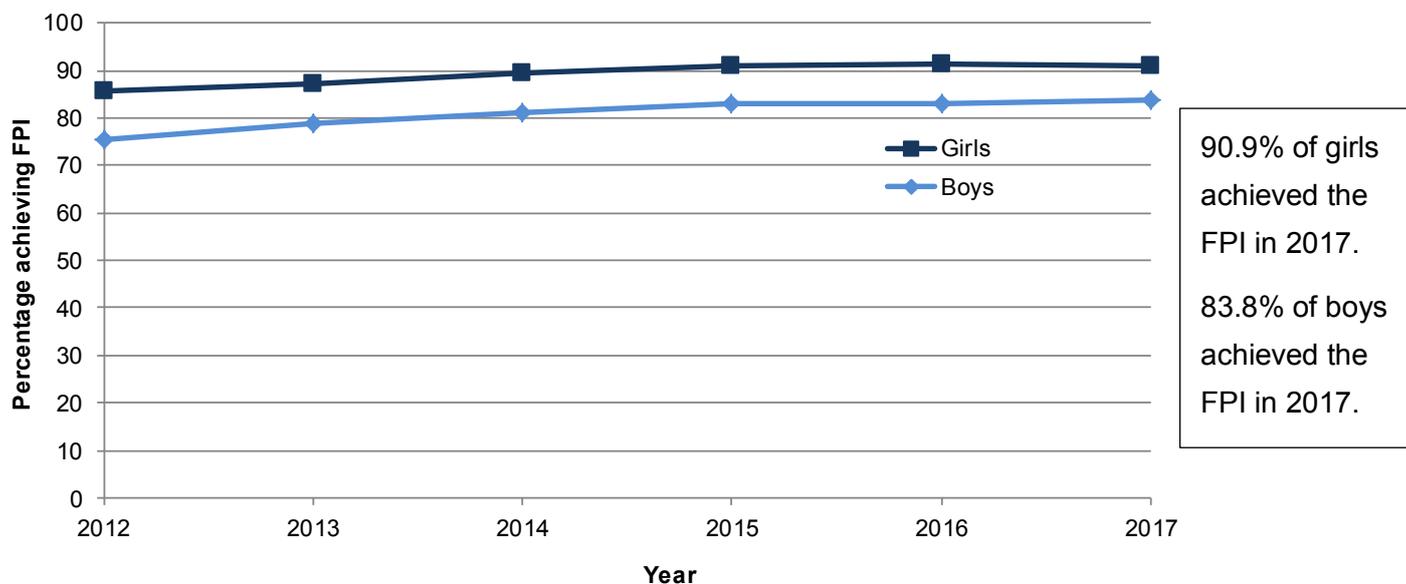
Figure 2: Percentage of pupils achieving Foundation Phase Outcomes, by Outcome, 2017



Underlying data is available as interactive tables and open data on [StatsWales](https://stats.wales.gov.uk/).

- The majority of pupils achieved at least the expected Outcome of 5 or above in each area of learning, from 94.7 per cent in “Personal and social development, well-being and cultural diversity” to 88.1 per cent in “Language, literacy and communication skills - English”.
- In each area of learning more than a third of pupils achieved Outcome 6 or above. This was highest in “Personal and social development, well-being and cultural diversity” (61.3 per cent).

Figure 3: Percentage of pupils achieving the FPI, by gender, 2012-2017



Underlying data is available as interactive tables and open data on [StatsWales](#).

- The percentage of girls achieving the FPI has consistently been higher than boys since 2012.
- The percentage of girls achieving the FPI was 7.1 percentage points higher than boys in 2017, a decrease of 1.1 percentage points compared to the difference in 2016.
- The percentage of girls achieving the FPI decreased this year by 0.3 percentage points. This was the first decrease since 2012 when the measure was introduced.
- The percentage of boys achieving the FPI increased by 0.8 percentage points in 2017.

Table 1: Foundation Phase Outcomes for all pupils, by gender, 2016-17

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

Area of Learning	Boys		Girls		Pupils		% point difference Girls / Boys	% point difference Girls / Boys
	2016	2017	2016	2017	2016	2017	2016	2017
	Personal and social development, well-being and cultural diversity (PSD)	91.9	92.2	97.2	97.2	94.5	94.7	5.3	5.0
Language, literacy and communication skills - English (LCE)	84.0	84.6	92.3	91.8	88.0	88.1	8.3	7.2
Language, literacy and communication skills - Welsh (LCW)	87.1	87.9	94.1	93.9	90.7	90.9	7.0	6.0
Mathematical Development (MDT)	87.3	88.3	92.6	92.4	89.9	90.3	5.3	4.1
Foundation Phase Indicator (FPI)	83.0	83.8	91.2	90.9	87.0	87.3	8.2	7.1

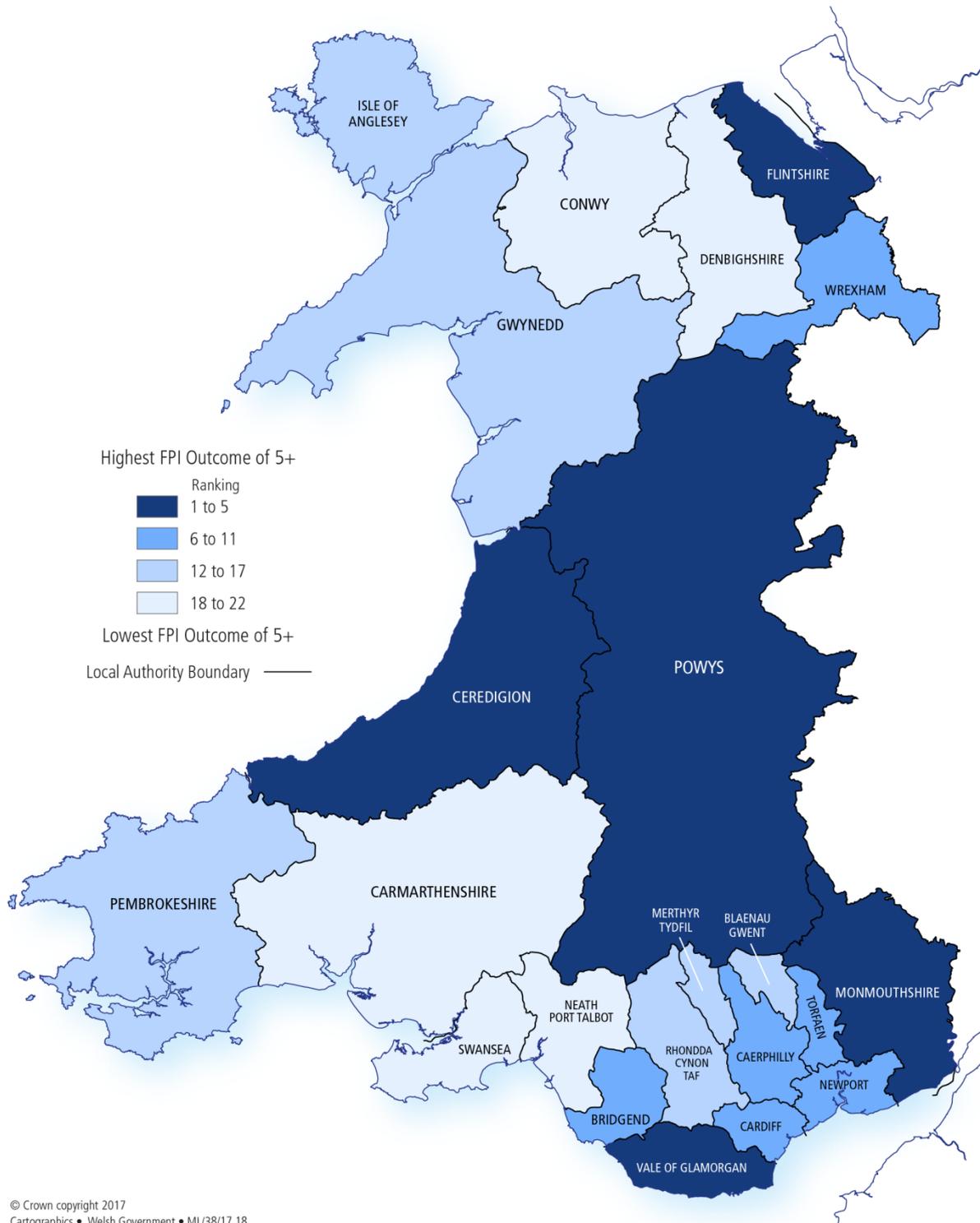
Results for all pupils

- The percentage of pupils achieving at least the expected outcome increased for each area of learning from 2016 to 2017. All areas of learning have increased since the introduction of Foundation Phase in 2012.
- “Mathematical development” had the largest increase in the percentage of pupils achieving at least the expected outcome in 2017 (0.4 percentage points).

Results by gender

- The percentage of boys achieving at least the expected outcome increased for each area of learning from 2016 to 2017. However, the percentage of girls achieving the expected outcome or above decreased for all areas of learning, with the exception of “Personal and social development, well-being and cultural diversity” which remained the same.
- The difference between the percentage of girls and boys achieving at least the expected outcome decreased in all areas of learning. The largest difference remained in “Language, literacy and communication skills – English” (7.2 percentage points in 2017).

Figure 4: Ranking of percentage of pupils achieving the FPI, by local authority, 2017



© Crown copyright 2017
 Cartographics • Welsh Government • ML/38/17.18
 July 2017

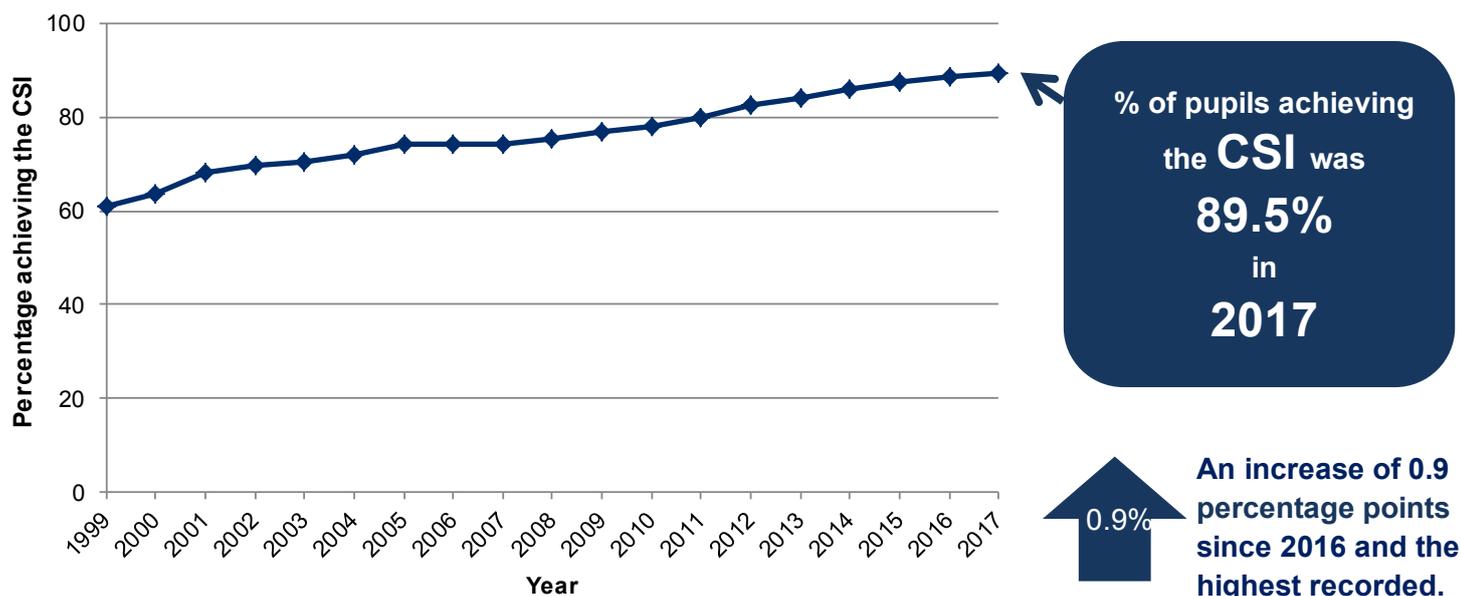


Underlying data is available as interactive tables and open data on [StatsWales](https://stats.wales.gov.uk/).

Section 2 – Key Stage 2

The Core Subject Indicator (CSI) at Key Stage 2 represents the percentage of pupils achieving Level 4 or above in English or Welsh (first language), Mathematics and Science in combination.

Figure 5: Percentage of pupils achieving the Key Stage 2 CSI, 1999-2017



84.9%

Achieved Level 4 or above in Reading and Writing (English or Welsh) and Mathematics



84.9%

Achieved Level 4 or above in Reading and Writing (English or Welsh) and Mathematics and Science

- The percentage of pupils achieving the CSI has increased every year since 2007. The percentage of pupils achieving the CSI was 61.1 per cent in 1999 when the CSI was introduced.
- 2017 saw the joint smallest increase in the percentage of pupils achieving the CSI from the previous year since 2007.
- The percentage of pupils achieving Level 4 or above in Reading and Writing (English or Welsh) and Mathematics, and Reading and Writing (English or Welsh), Mathematics and Science both increased by 1.4 percentage points since 2016.
- The percentage of pupils achieving Level 4 or above in Reading and Writing (English or Welsh) and Mathematics, and Reading and Writing (English or Welsh), Mathematics and Science has increased year on year since 2007.

Figure 6: Percentage of pupils achieving Key Stage 2 levels, by subject, 2017

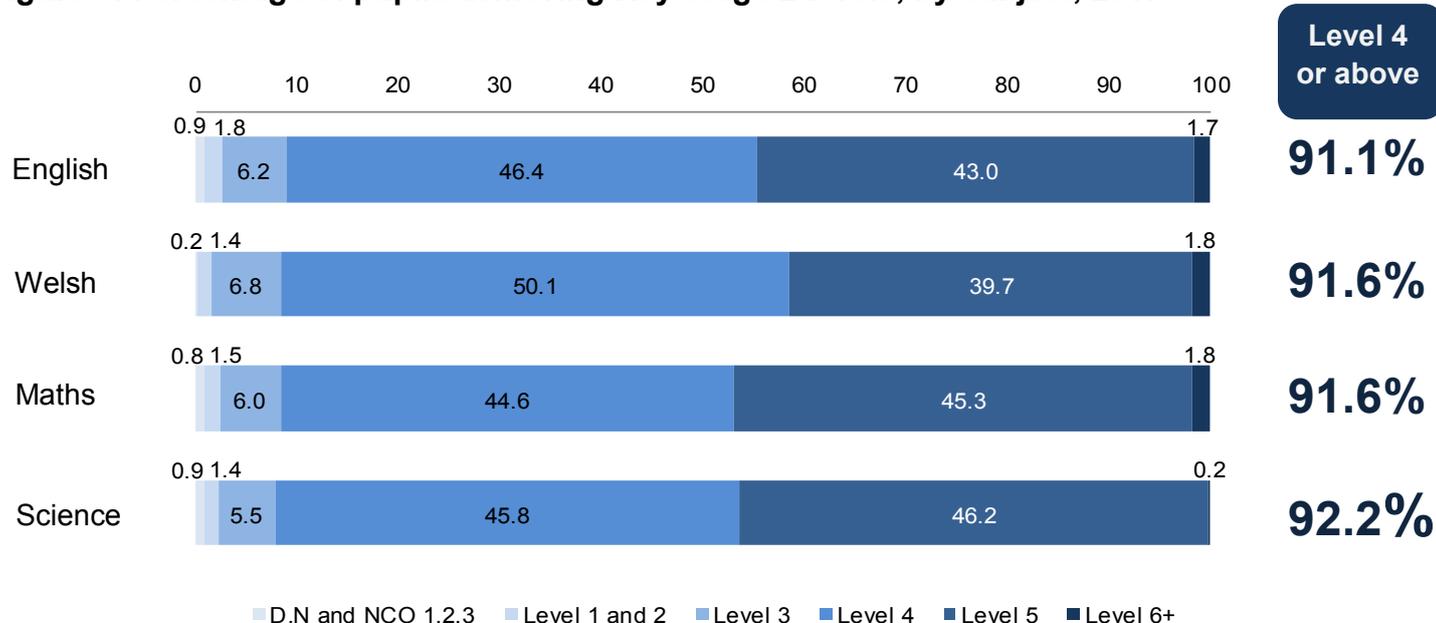


Table 2: Key Stage 2 teacher assessment results for all pupils, by levels, 2017 (a)

Subject	Percentage											Cohort
	D	N	NCO 1, 2 and 3	Level						Level 4 or above (b)	Level 5 or above	
				1	2	3	4	5	6+			
English	0.4	0.1	0.3	0.4	1.4	6.2	46.4	43.0	1.7	91.1	44.7	33,568
Oracy	0.4	0.1	0.3	0.4	1.1	6.2	45.4	44.0	2.0	91.4	46.0	33,568
Reading	0.4	0.1	0.3	0.4	1.4	6.8	45.0	43.6	1.9	90.5	45.5	33,568
Writing	0.4	0.1	0.3	0.5	1.8	10.3	49.9	35.2	1.4	86.6	36.6	33,568
Welsh	0.1	0.1	-	0.3	1.1	6.8	50.1	39.7	1.8	91.6	41.5	7,051
Oracy	0.1	0.1	-	0.3	0.9	6.3	48.7	41.6	2.0	92.3	43.6	7,051
Reading	0.1	0.1	-	0.3	1.1	7.6	48.3	40.6	1.9	90.8	42.5	7,051
Writing	0.1	0.1	-	0.4	1.7	11.0	53.1	32.3	1.3	86.8	33.6	7,051
Mathematics	0.4	0.1	0.3	0.4	1.2	6.0	44.6	45.3	1.8	91.6	47.0	33,568
Science	0.4	0.1	0.3	0.3	1.1	5.5	45.8	46.2	0.2	92.2	46.4	33,568
Core Subject Indicator (c)	.	.	.	.	.	.	.	.	.	89.5	.	33,568
Achieving Level 4 or above in Reading and Writing (English or Welsh) and Mathematics	.	.	.	.	.	.	.	.	.	84.9	.	33,568
Achieving Level 4 or above in Reading and Writing (English or Welsh), Mathematics and Science	.	.	.	.	.	.	.	.	.	84.9	.	33,568

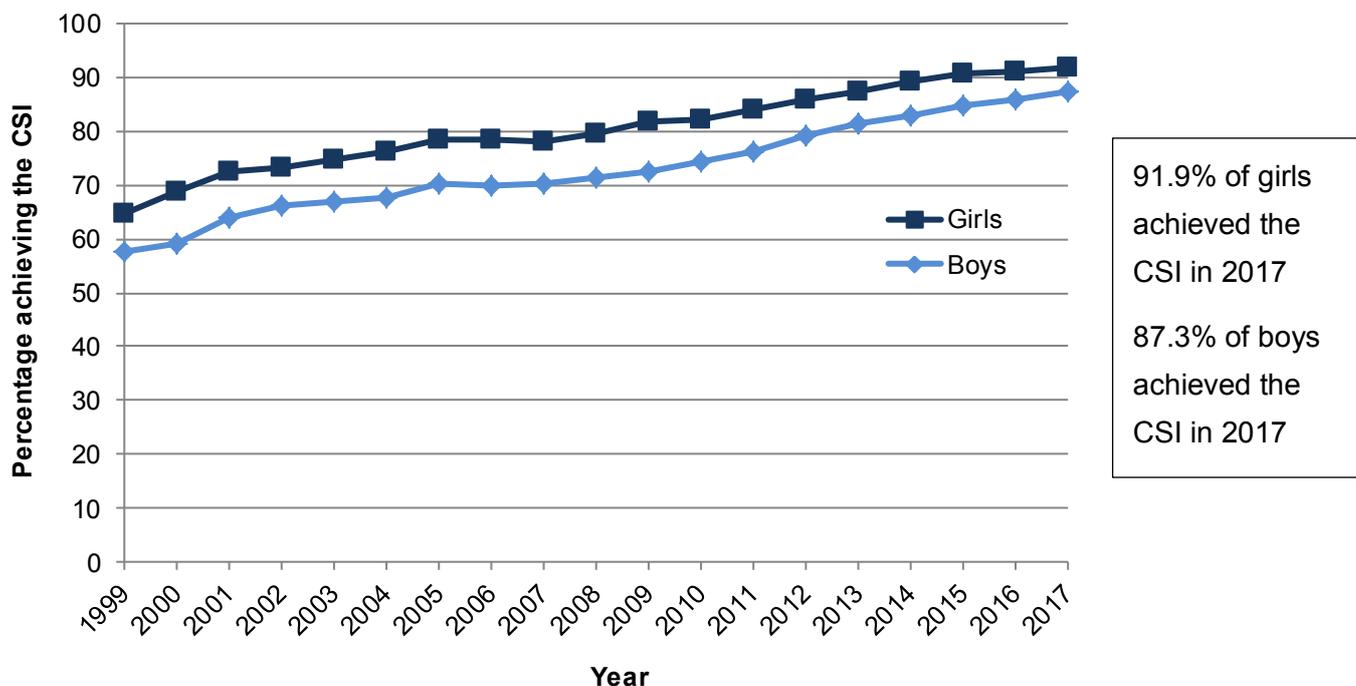
(a) D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment. N represents pupils not awarded a level for reasons other than disapplication. National Curriculum Outcomes (NCO) 1, 2 and 3 describe achievements 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.

- The majority of pupils achieved at least the expected outcome of Level 4 or above in each subject, from 92.2 per cent in Science to 91.1 per cent in English in 2017.
- In each subject more than a third of pupils achieved Level 5 or above.

Figure 7: Percentage of pupils achieving the Key Stage 2 CSI, by gender, 1999-2017



Underlying data is available as interactive tables and open data on [StatsWales](#).

- The percentage pupils achieving the CSI has increased every year since 2007 for girls and since 2006 for boys, and is the highest ever recorded for both girls and boys in 2017.
- The percentage of girls achieving the CSI has consistently been higher than boys since 1999 when the measure was introduced.
- However, boys have closed the gap year on year since 2014. 2017 saw the closest gap ever between girls and boys at Key Stage 2 (4.5 percentage points), a reduction of 0.7 percentage points compared with 2016. The largest gap between boys and girls was in 2000 when the percentage of girls achieving the CSI was 9.5 percentage points higher than that for boys.

Table 3: Key Stage 2 teacher assessment results for all pupils, by gender, 2016-2017

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

Subject	Boys		Girls		Pupils		% point difference Girls / Boys	% point difference Girls / Boys
	2016	2017	2016	2017	2016	2017	2016	2017
English	87.6	88.7	93.2	93.7	90.3	91.1	5.6	5.0
Welsh	88.2	88.6	93.4	94.6	90.8	91.6	5.2	6.0
Mathematics	89.4	90.3	92.6	93.1	91.0	91.6	3.2	2.8
Science	90.0	90.6	93.6	94.0	91.7	92.2	3.6	3.4
Core Subject Indicator	86.1	87.3	91.3	91.9	88.6	89.5	5.2	4.5
Reading, Writing and Mathematics	79.3	81.0	88.1	89.1	83.6	84.9	8.8	8.0
Reading, Writing, Maths and Science	79.2	81.0	88.0	89.0	83.5	84.9	8.8	8.0

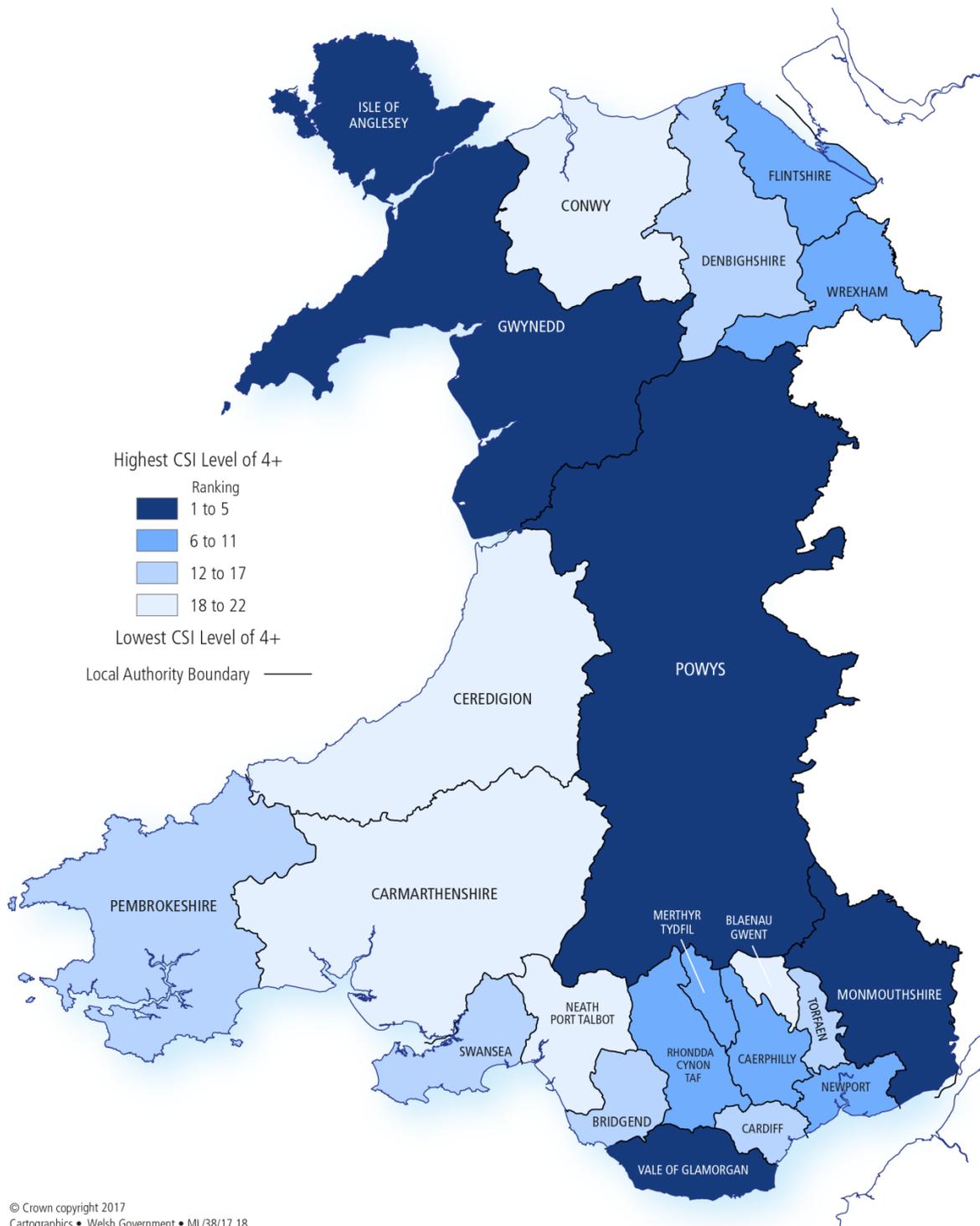
Results for all pupils

- The percentage of pupils achieving at least the expected level increased for each subject from 2016 to 2017, continuing the trend since 2007.
- English and Welsh had the largest increase (0.8 percentage points) in pupils achieving at least the expected level in 2017, compared with 2016. Science had the smallest increase (0.5 percentage points).

Results by gender

- The percentage of pupils achieving the expected level increased for each subject from 2016 to 2017 for both girls and boys.
- The gap between girls and boys decreased for English, Mathematics and Science between 2016 and 2017, but increased for Welsh.
- The gap between girls and boys in the percentage of pupils achieving at least the expected level in Reading and Writing (English or Welsh) and Mathematics and in Reading and Writing (English or Welsh), Mathematics and Science has decreased to 8.0 percentage points in 2017, the smallest gap since the measures were introduced in 2006.

Figure 8: Ranking of percentage of pupils achieving the Key Stage 2 CSI, by local authority, 2017



© Crown copyright 2017
 Cartographics • Welsh Government • ML/38/17.18
 July 2017

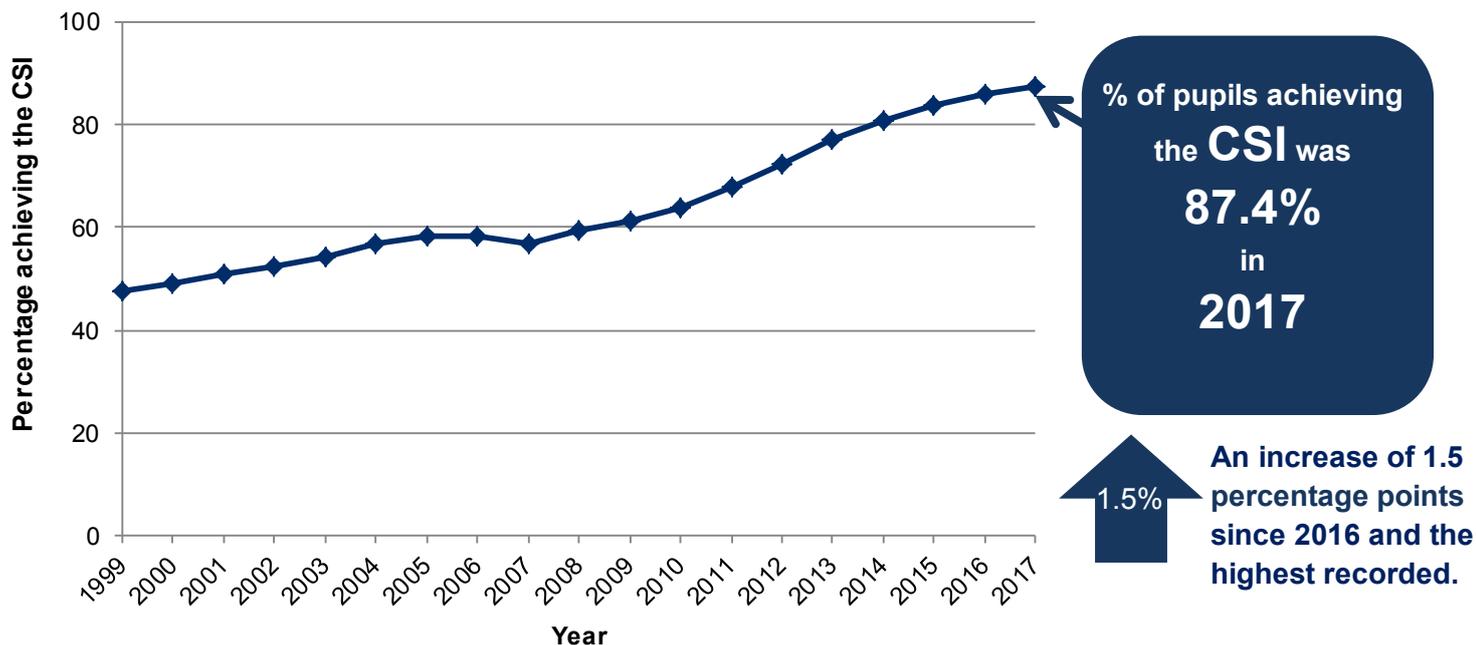


Underlying data is available as interactive tables and open data on [StatsWales](https://stats.wales.gov.uk/).

Section 3 – Key Stage 3

The Core Subject Indicator (CSI) at Key Stage 3 represents the percentage of pupils achieving Level 5 or above in English or Welsh (first language), Mathematics and Science in combination.

Figure 9: Percentage of pupils achieving the Key Stage 3 CSI, 1999-2017



Underlying data is available as interactive tables and open data on [StatsWales](#).



81.6%

Achieved Level 5 or above in Reading and Writing (English or Welsh) and Mathematics



81.2%

Achieved Level 5 or above in Reading and Writing (English or Welsh) and Mathematics and Science

- The percentage of pupils achieving the CSI has increased every year since 2007. The percentage of pupils achieving the CSI was 47.5 per cent in 1999 when the CSI was introduced.
- 2017 saw the smallest increase in the percentage of pupils achieving the CSI from the previous year since 2009.
- The percentage of pupils achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics, and in Reading and Writing (English or Welsh), Mathematics and Science both increased by 1.9 percentage points since 2016. However this was the smallest increase since 2010.
- The percentage of pupils achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics has increased year on year since 2009. Reading and Writing (English or Welsh), Mathematics and Science has increased year on year since 2008.

Figure 10: Percentage of pupils achieving Key Stage 3 levels, by subject, 2017

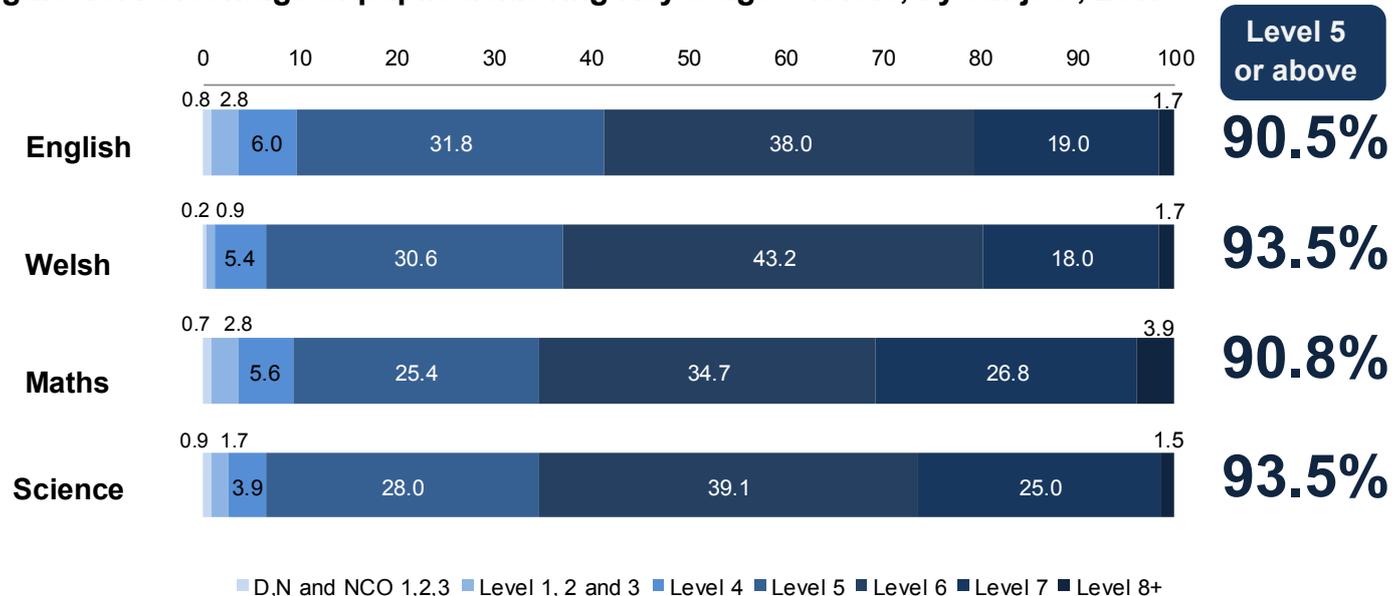


Table 4: Key Stage 3 teacher assessment results for all pupils, by levels, 2017

Subject	Percentage												Level 5 or above (b)	Level 6 or above	Cohort	
	D, N and NCO 1, 2, 3		NCO 1, 2 and 3													8+
	D	N	1	2	3	4	5	6	7	8+						
English	0.3	0.2	0.4	0.4	0.6	1.8	6.0	31.8	38.0	19.0	1.7	90.5	58.7	31,635		
Oracy	0.3	0.2	0.3	0.4	0.6	1.7	6.9	31.0	37.3	19.1	2.3	89.6	58.6	31,635		
Reading	0.3	0.2	0.3	0.4	0.7	1.8	7.4	31.6	37.4	18.0	1.8	88.9	57.2	31,635		
Writing	0.3	0.2	0.3	0.4	0.7	2.3	11.3	33.8	34.0	15.3	1.5	84.5	50.7	31,635		
Welsh	0.1	0.1	-	-	0.2	0.7	5.4	30.6	43.2	18.0	1.7	93.5	62.9	5,662		
Oracy	0.1	0.2	-	-	0.2	0.6	5.1	28.4	44.0	19.3	2.0	93.8	65.4	5,662		
Reading	0.1	0.1	-	-	0.2	0.9	6.6	30.3	41.9	18.2	1.7	92.2	61.9	5,662		
Writing	0.1	0.1	-	-	0.2	1.1	10.2	37.1	37.2	12.4	1.5	88.2	51.2	5,662		
Mathematics	0.2	0.2	0.3	0.4	0.6	1.9	5.6	25.4	34.7	26.8	3.9	90.8	65.4	31,635		
Science	0.3	0.3	0.3	0.4	0.4	1.0	3.9	28.0	39.1	25.0	1.5	93.5	65.5	31,635		
Core Subject Indicator (c)	.	.	.	.	.	.	.	.	.	.	.	87.4	.	31,635
Achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics	.	.	.	.	.	.	.	.	.	.	.	81.6	.	31,635
Achieving Level 5 or above in Reading and Writing (English or Welsh), Mathematics and Science	.	.	.	.	.	.	.	.	.	.	.	81.2	.	31,635

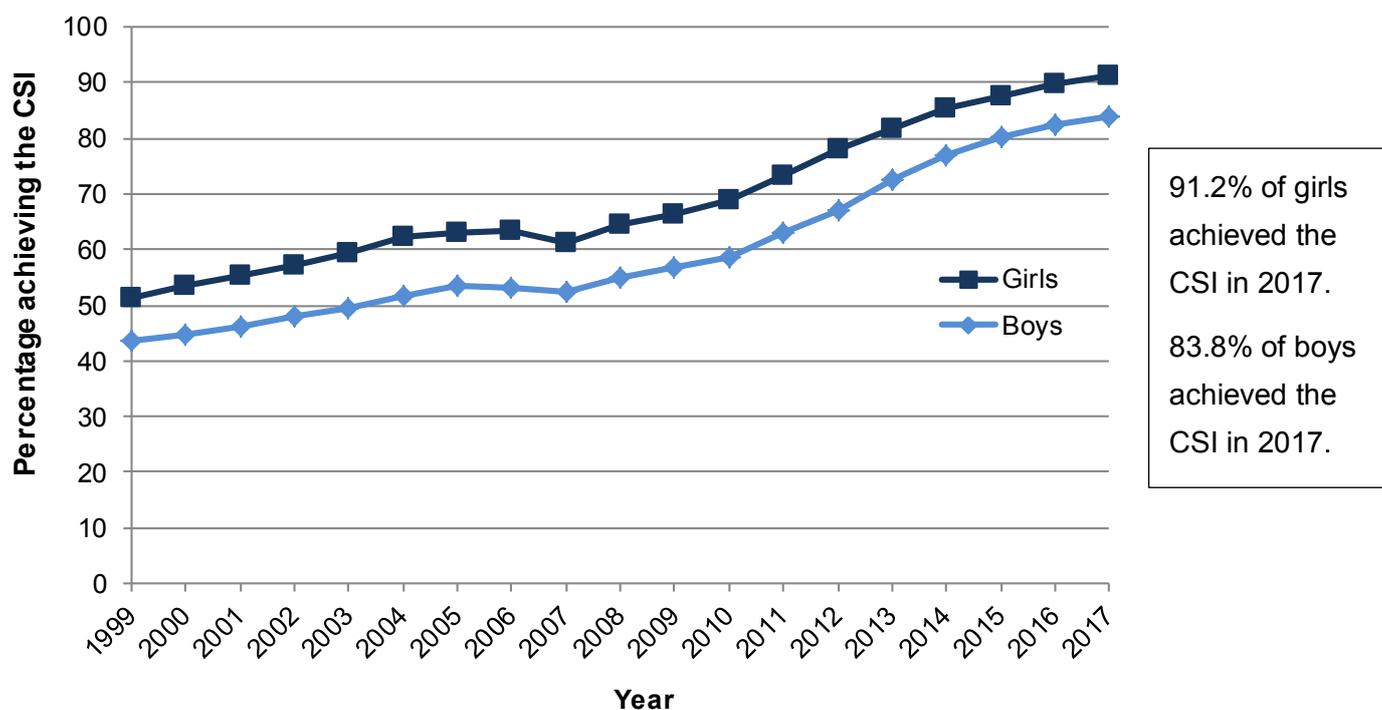
(a) D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment. N represents pupils not awarded a level for reasons other than disapplication. National Curriculum Outcomes (NCO) 1, 2 and 3 describe achievements 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.

- The majority of pupils achieved at least the expected level of Level 5 or above in each subject, from 93.5 per cent in Welsh and Science to 90.5 per cent in English in 2017.
- In each subject more than half of pupils achieved Level 6 or above.

Figure 11: Percentage of pupils achieving the Key Stage 3 CSI, by gender, 1999-2017



Underlying data is available as interactive tables and open data on [StatsWales](#).

- The percentage of girls and boys achieving the CSI has increased since 2007, and is the highest ever recorded for both in 2017.
- The percentage of girls achieving the CSI has consistently been higher than boys, since 1999 when the measure was introduced.
- However, apart from the latest year where the gap remained the same, boys have closed the gap year on year since 2012. The gap between girls and boys at Key Stage 3 (7.4 percentage points in 2016 and 2017) is the smallest since the measure was introduced. The largest gap between girls and boys was in 2012 when the percentage for girls achieving the CSI was 11.0 percentage points higher than that for boys.

Table 5: Key Stage 3 teacher assessment results for all pupils, by gender, 2016-2017

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

Subject	Boys		Girls		Pupils		% point difference Girls / Boys	% point difference Girls / Boys
	2016	2017	2016	2017	2016	2017	2016	2017
	English	85.3	87.0	93.3	94.1	89.2	90.5	8.0	7.2
Welsh	89.1	91.1	94.9	95.9	92.0	93.5	5.8	4.8
Mathematics	88.2	88.7	92.1	93.1	90.1	90.8	3.8	4.4
Science	90.7	91.4	95.1	95.8	92.8	93.5	4.4	4.4
Core Subject Indicator	82.3	83.8	89.7	91.2	85.9	87.4	7.4	7.4
Reading, Writing and Mathematics	73.7	75.6	86.0	87.8	79.7	81.6	12.3	12.2
Reading, Writing, Maths and Science	73.2	75.2	85.7	87.5	79.3	81.2	12.5	12.3

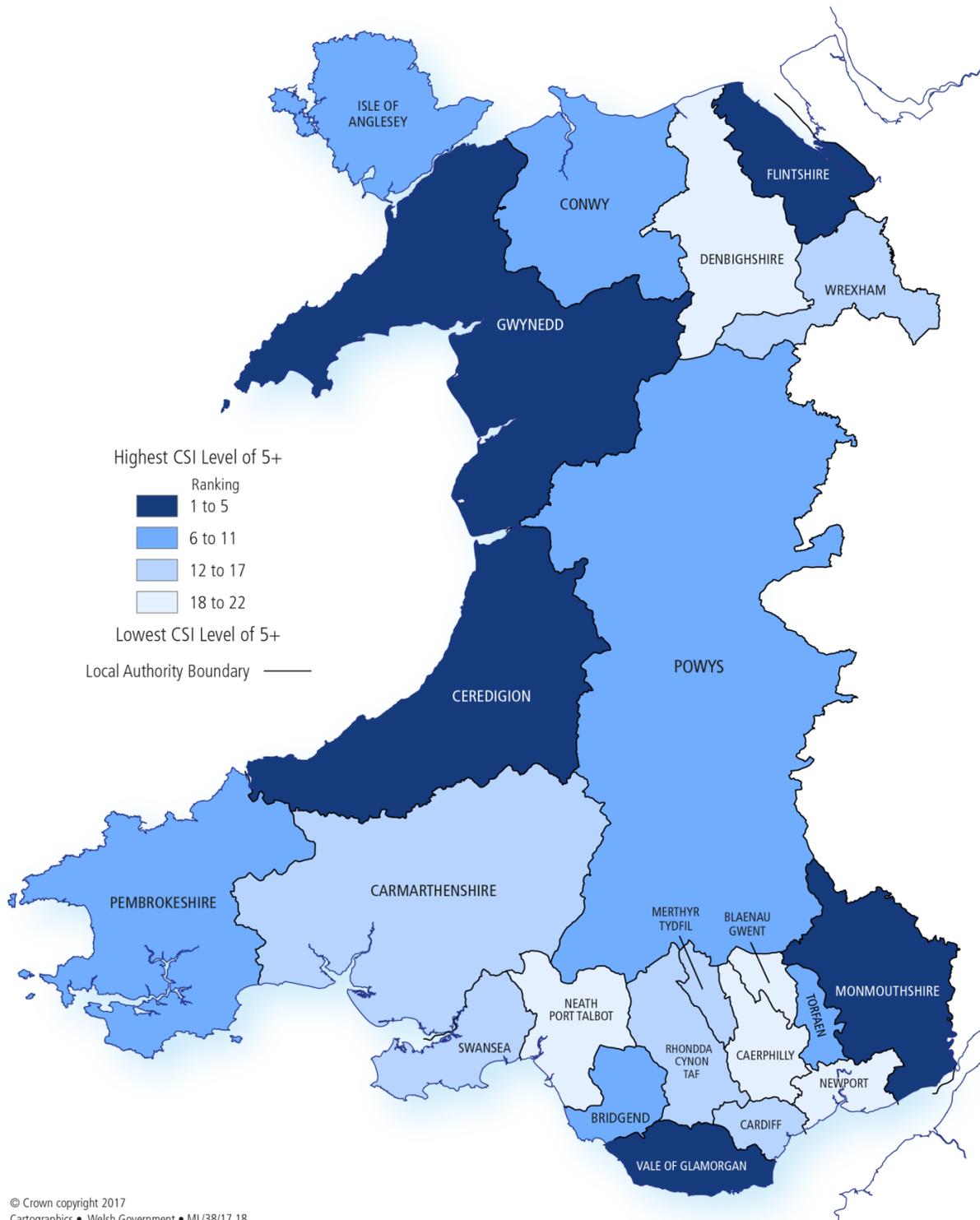
Results for all pupils:

- The percentage of pupils achieving at least the expected level increased for each subject from 2016 to 2017, and has done so for all subject areas since 2008.
- Welsh had the largest increase (1.5 percentage points) in pupils achieving at least the expected level in 2017, compared with 2016. Science had the smallest increase (0.7 percentage points).

Results by gender:

- The percentage of pupils achieving the expected level increased for each subject from 2016 to 2017 for both girls and boys.
- The gap between girls and boys decreased for English and Welsh, remained the same for Science and increased for Mathematics between 2016 and 2017.
- The gap between girls and boys in the percentage of pupils achieving at least the expected level in Reading and Writing (English or Welsh) and Mathematics and in Reading and Writing (English or Welsh), Mathematics and Science has decreased to 12.2 and 12.3 percentage points respectively in 2017.

Figure 12: Ranking of percentage of pupils achieving the Key Stage 3 CSI, by local authority, 2017



© Crown copyright 2017
 Cartographics • Welsh Government • MU/38/17.18
 July 2017



Underlying data is available as interactive tables and open data on [StatsWales](https://stats.wales.gov.uk/).

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. 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 2017, the date for this was 9 May. [Statutory assessment arrangements for the school year 2016/17](#).

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.

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.

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 '[National Curriculum teacher assessments of non-core subjects, Wales 2017](#)' was also released on 9 August 2017. In addition, the statistical release on national tests, '[National Reading and Numeracy Test Results, 2017](#)', will be released on 23 August 2017.

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 tests.

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).

[Summary of the NDC process for 2017 covering timescales and reporting arrangements](#)

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
- .
- ..
- ~
- *

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

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 2017 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:

- Cabinet Secretaries, 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 9 May 2017, with schools asked to submit data for every pupil on roll at the school on 9 May for the relevant Foundation Phase/Key Stages. Schools and LAs were then asked to validate their data within the validation period, which closed on 30 June 2017.

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 five years of trend data can be provided.

No independent schools submitted data in 2017. One independent school submitted Key Stage 2 data in 2012 – the same independent school also provided Key Stage 2 results from 2007-2010. Independent school's data is not included in an LA's results, but does 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.

5.6 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.

5.7 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.

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/end-foundation-phase-outcomes-national-curriculum-teacher-assessment-core-subjects-key-stages-2-3/?lang=en>

Next update

Data for 2018 will be published in August 2018 (provisional)

We want your feedback

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

Open Government Licence

All content is available under the [Open Government Licence v3.0](#), except where otherwise stated

