



Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key Stages 2 and 3, 2018

8 August 2018
SFR 64/2018

Changes to the Foundation Phase Areas of Learning

In October 2014 the Foundation Phase Areas of Learning (AoL) for Language, Literacy and Communication Skills and Mathematical Development were revised to align them with the National Literacy and Numeracy Framework (LNF) as well as make them more demanding. In line with this the Foundation Phase outcomes were recalibrated to align with the increased expectations of the revised Areas of Learning.

[The revised AoL were introduced on a statutory basis from September 2015.](#) This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018.

Comparisons of Foundation Phase outcomes with previous years should, therefore, be avoided as they are not measured on a comparable basis.

Changes to the publication of these statistics below national level

Following [consultation](#) on future publication of teacher assessments, this Statistical Release will no longer publish Foundation Phase, Key Stage 2 and Key Stage 3 data at a school, local authority and consortia level.

Key points for 2018

% of pupils achieving the Foundation Phase Indicator or Core Subject Indicator in
2018

Foundation
Phase
82.6 %

Key Stage 2
89.5 %

Key Stage 3
88.1 %

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

About this release

This Statistical First Release provides information on teacher assessments of mandatory areas of learning/core subjects for Wales.

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.

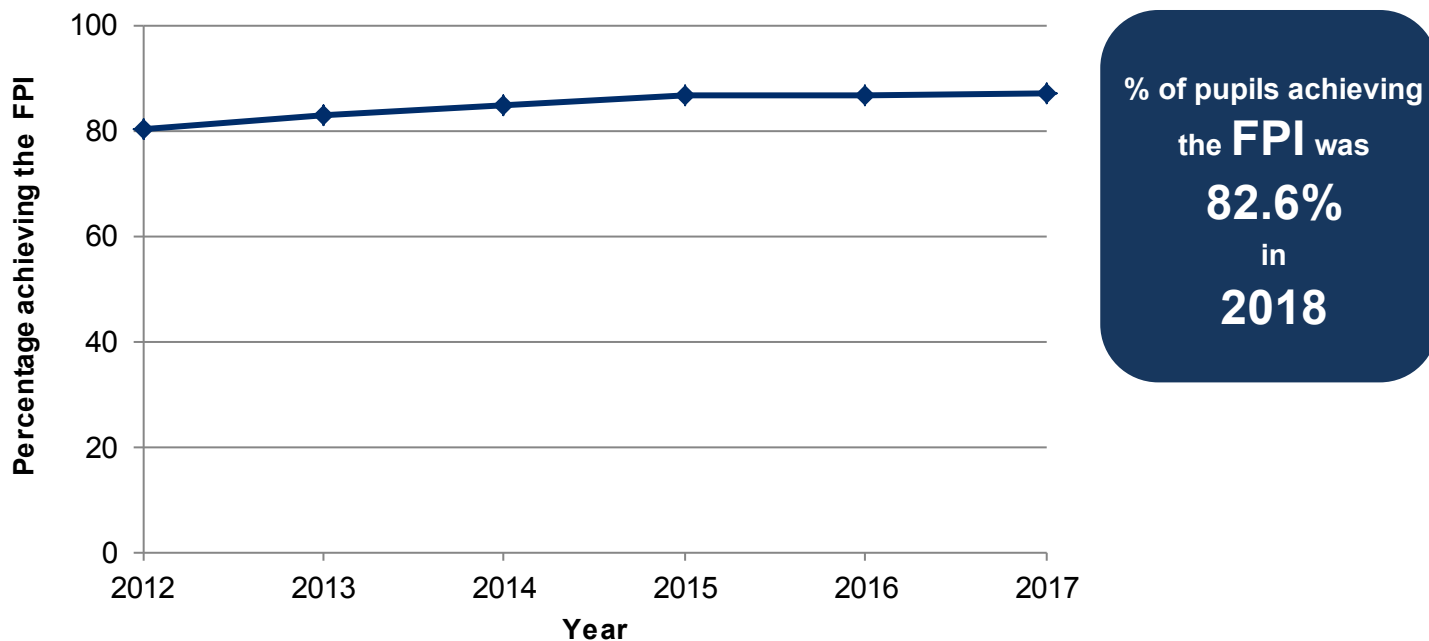
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Section 1 – Foundation Phase Outcomes

Following changes to the Foundation Phase Areas of Learning comparisons between 2018 and earlier years should be avoided. The Foundation Phase Indicator (FPI) represents the percentage of pupils, aged 7, 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.

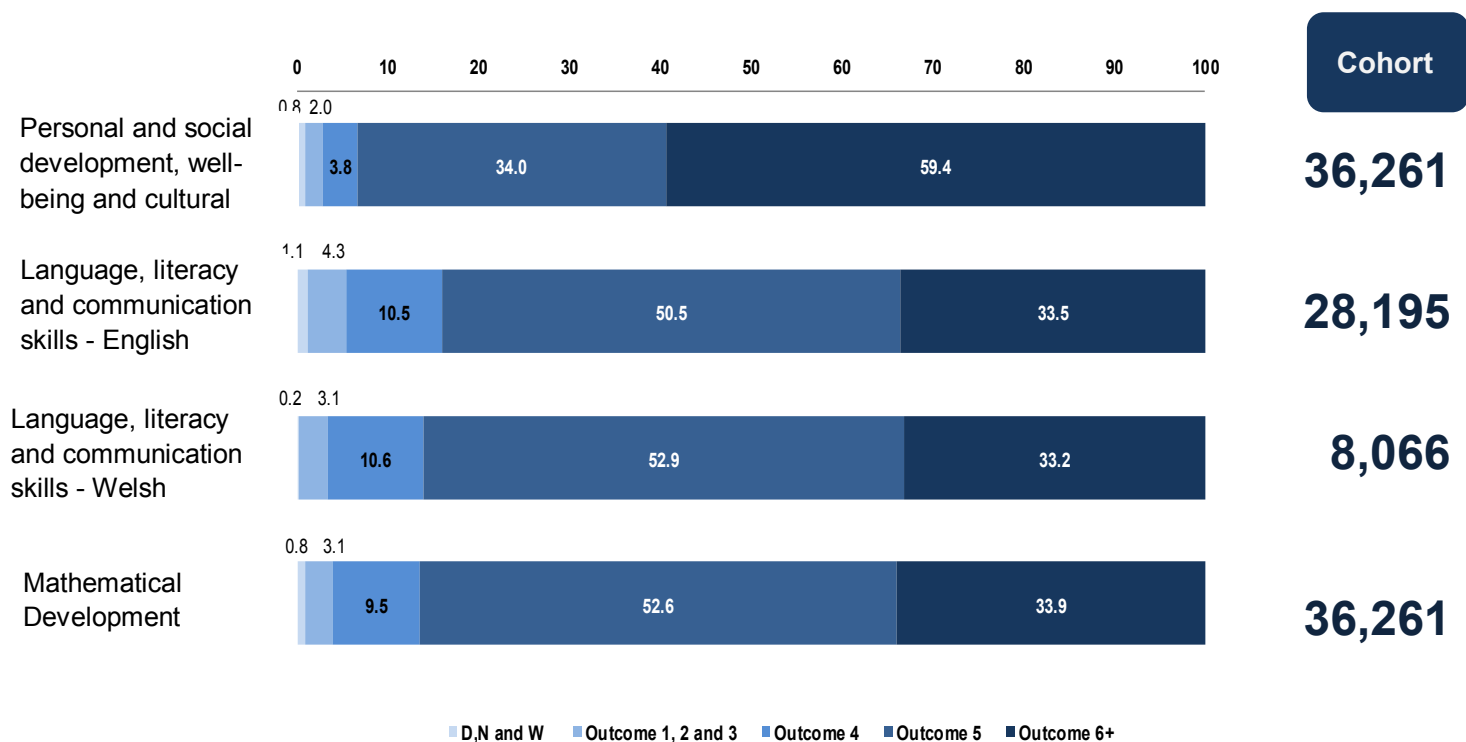
Figure 1: Percentage of pupils achieving the FPI, 2012-2017



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

- The decrease in the FPI between 2017 and 2018 is due to a change in policy and recalibration of the Foundation Phase outcomes.
- Comparisons between 2018 and earlier years should be avoided.
- The percentage of pupils achieving the FPI increased every year from 2012, when the measure was introduced, to 2017.
- The rate of increase in the percentage of pupils achieving the FPI generally slowed down between 2012 and 2017.

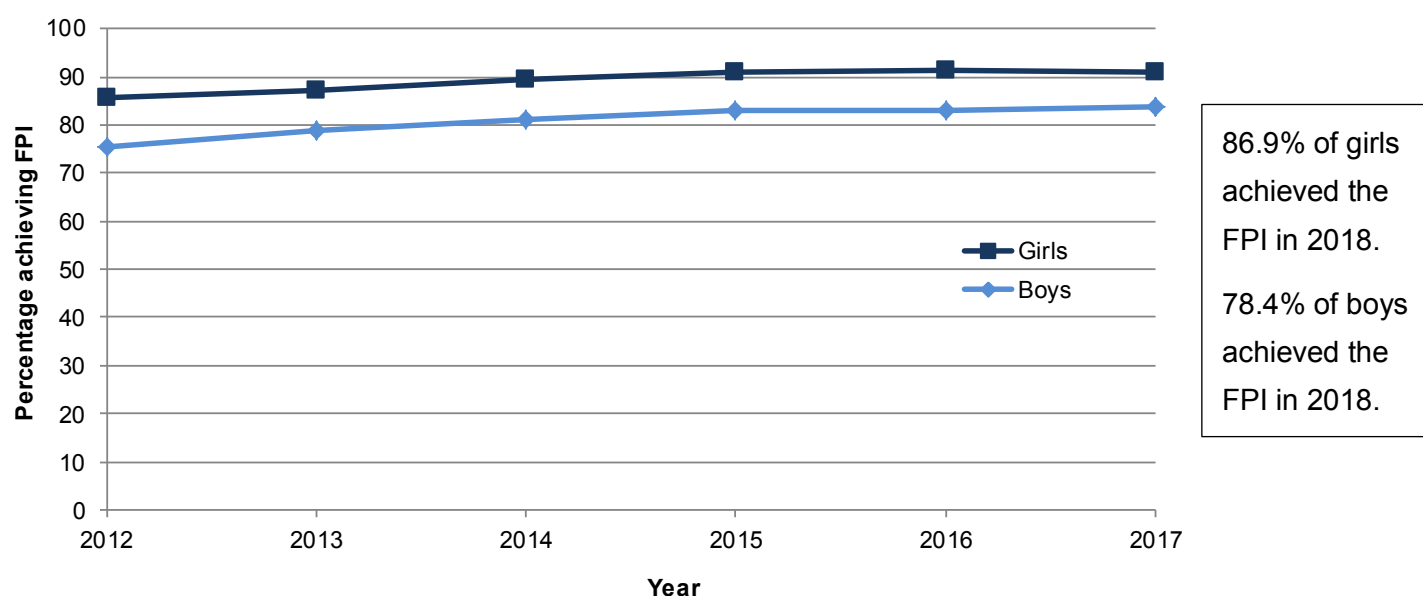
Figure 2: Percentage of pupils achieving Foundation Phase Outcomes, by Outcome, 2018



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

- The majority of pupils achieved the expected Outcome of 5 or above in each area of learning, from 93.4 per cent in “Personal and social development, well-being and cultural diversity” to 84.0 per cent in “Language, literacy and communication skills - English”.
- In “Personal and social development, well-being and cultural diversity” 59.4 per cent of pupils achieved Outcome 6 or above. In the other three areas of learning, around a third of pupils achieved Outcome 6 or above.

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



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

- Following the introduction of the revised Foundation Phase Areas of Learning, comparison with earlier years should be avoided.
- The percentage of girls achieving the FPI (based on 2008 Foundation Phase framework) was consistently higher than boys between 2012 and 2017.
- Following the introduction of revised Foundation Phase Areas of Learning the percentage of girls achieving the FPI was 8.5 percentage points higher than boys in 2018.

Table 1: Foundation Phase Outcomes for all pupils, by gender, 2018

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

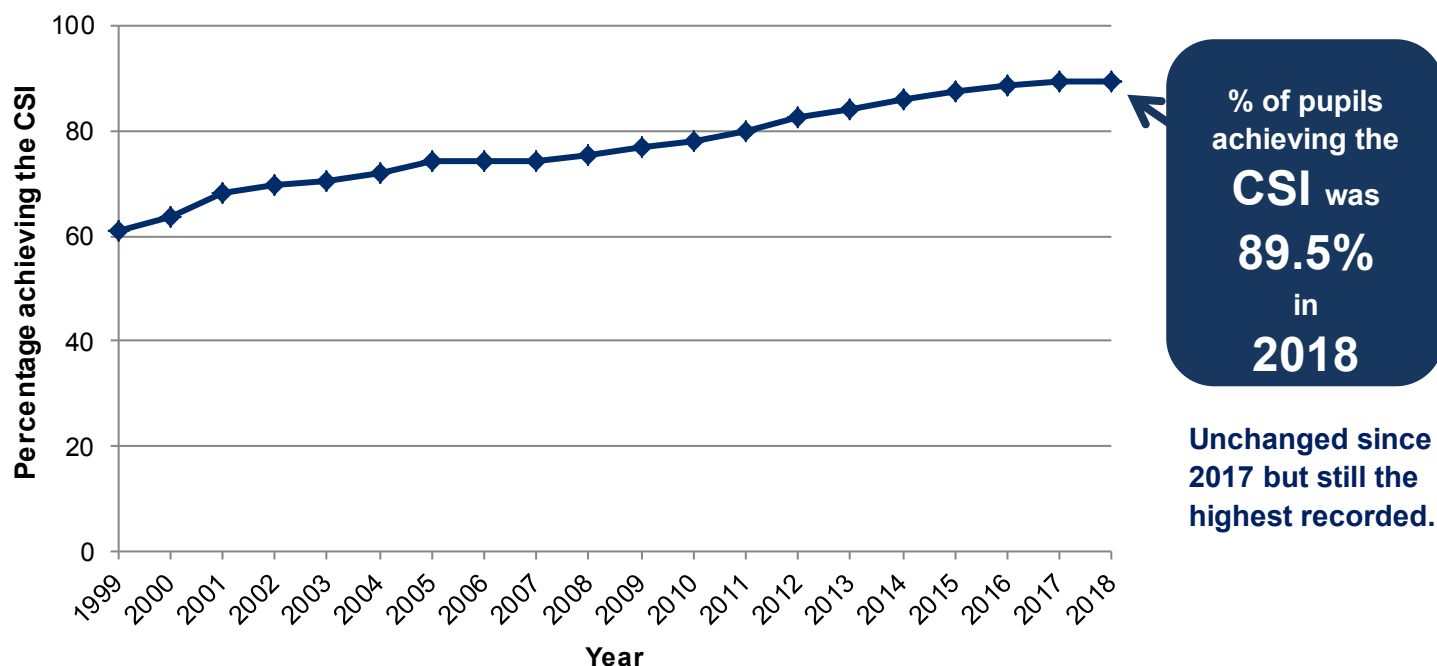
Area of Learning	Boys	Girls	Pupils	% point difference
				Girls / Boys
Personal and social development, well-being and cultural diversity (PSD)	90.6	96.3	93.4	5.7
Language, literacy and communication skills - English (LCE)	80.0	88.3	84.0	8.3
Language, literacy and communication skills - Welsh (LCW)	81.5	90.4	86.1	8.9
Mathematical Development (MDT)	84.2	89.0	86.6	4.8
Foundation Phase Indicator (FPI)	78.4	86.9	82.6	8.5

- Performance continues to be higher for girls than for boys in each area of learning.
- The largest difference between boys and girls was in “Language, literacy and communication skills – Welsh” (8.9 percentage points in 2018). The smallest difference was in “Mathematical Development” (4.8 percentage points).

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 at the end of Key Stage 2, aged 11.

Figure 5: Percentage of pupils achieving the Key Stage 2 CSI, 1999-2018



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



85.1%

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



85.0%

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

- The percentage of pupils achieving the CSI at Key Stage 2 did not increase in 2018, the first time since 2007. The percentage of pupils achieving the CSI was 61.1 per cent in 1999 when the CSI was introduced.
- Since 2017 the percentage of pupils achieving Level 4 or above in Reading and Writing (English or Welsh) and Mathematics increased by 0.2 percentage points, and for Reading and Writing (English or Welsh), Mathematics and Science increased by 0.1 percentage points.
- 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, 2018

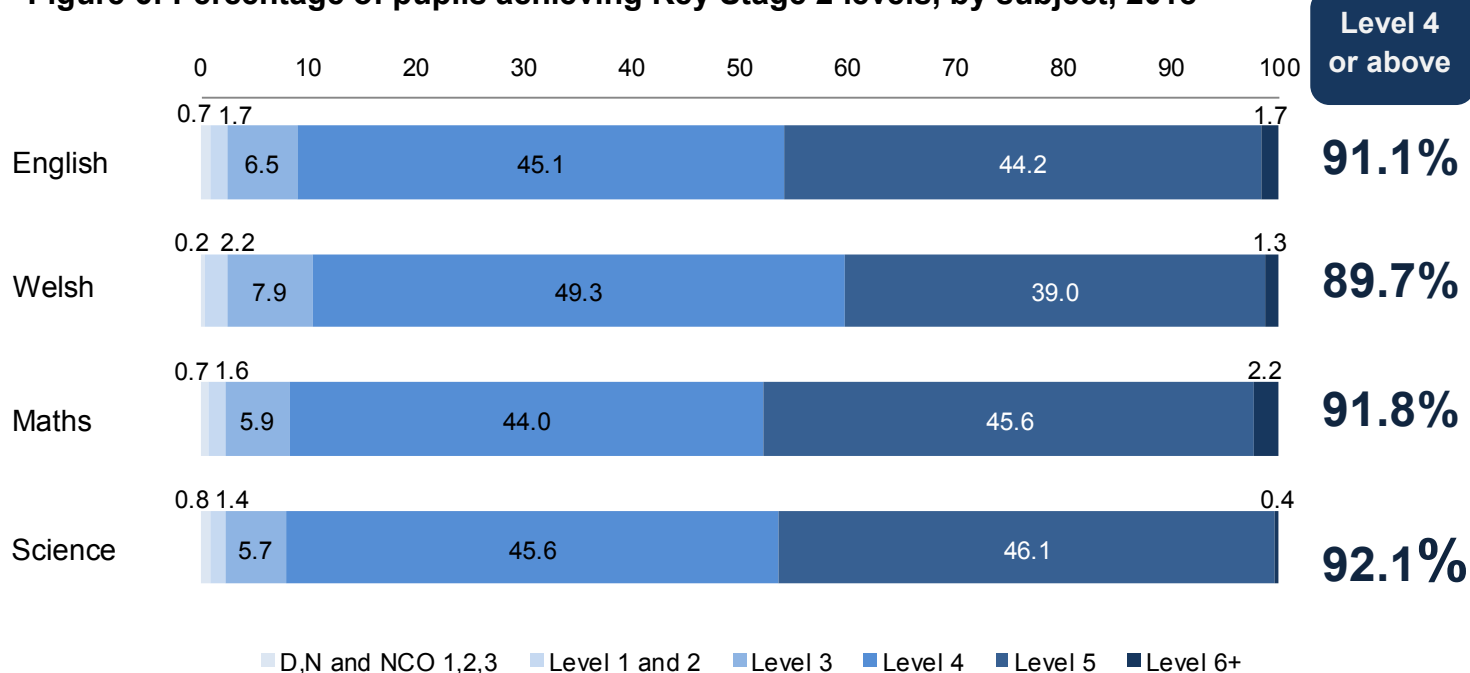


Table 2: Key Stage 2 teacher assessment results for all pupils, by levels, 2018 (a)

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	0.3	0.2	0.3	0.5	1.2	6.5	45.1	44.2	1.7		91.1	45.9	34,306
Oracy	0.3	0.2	0.3	0.4	1.1	6.3	45.0	44.6	1.8		91.5	46.5	34,306
Reading	0.3	0.2	0.3	0.5	1.2	7.0	43.0	45.6	2.0		90.6	47.6	34,306
Writing	0.3	0.2	0.3	0.5	1.6	10.5	49.5	35.6	1.5		86.7	37.2	34,306
Welsh	0.2	0.1	-	0.5	1.7	7.9	49.3	39.0	1.3		89.7	40.4	7,302
Oracy	0.2	0.1	-	0.5	1.5	7.0	48.3	41.1	1.5		90.8	42.5	7,302
Reading	0.2	0.1	-	0.5	1.8	8.6	46.3	40.9	1.6		88.9	42.5	7,302
Writing	0.2	0.1	-	0.6	1.9	12.4	53.3	30.4	1.2		84.9	31.6	7,302
Mathematics	0.3	0.2	0.2	0.4	1.1	5.9	44.0	45.6	2.2		91.8	47.8	34,306
Science	0.3	0.2	0.3	0.4	1.0	5.7	45.6	46.1	0.4		92.1	46.5	34,306
Core Subject Indicator (c)	.	.	.	.	.	.	.	.	.		89.5	.	34,306
Achieving Level 4 or above in Reading and Writing (English or Welsh) and Mathematics	.	.	.	.	.	.	.	.	.		85.1	.	34,306
Achieving Level 4 or above in Reading and Writing (English or Welsh), Mathematics and Science	.	.	.	.	.	.	.	.	.		85.0	.	34,306

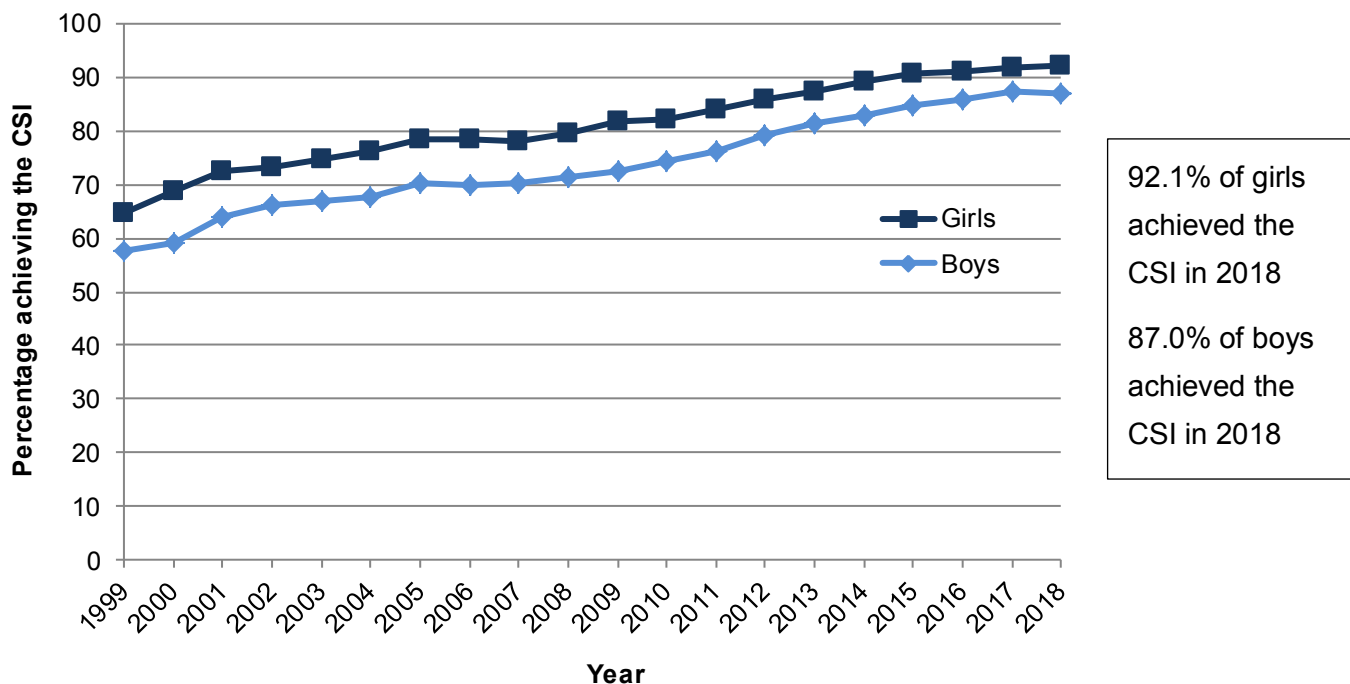
(a) D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment. N represents pupils not awarded a level for reasons other than disapplication. National Curriculum Outcomes (NCO) 1, 2 and 3 describe achievements 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 vast majority of pupils achieved at least the expected outcome of Level 4 or above in each subject, from 92.1 per cent in Science to 89.7 per cent in Welsh in 2018.
- A higher percentage of pupils achieved Level 4 or above in oracy and reading than in writing for both English and Welsh.
- 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, 1999-2018



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

- The percentage of girls achieving the CSI has increased every year since 2007 and is the highest ever recorded. The percentage of boys achieving the CSI decreased slightly compared to 2017, but is still the second highest recorded for boys.
- The percentage of girls achieving the CSI has consistently been higher than boys since 1999 when the measure was introduced.
- The gap between boys and girls increased in 2018 (to 5.2 percentage points). Previously boys had closed the gap year on year since 2014. The smallest gap between girls and boys at Key Stage 2 was in 2017 (4.5 percentage points) and the largest gap between boys and girls was in 2000 (9.5 percentage points).

Table 3: Key Stage 2 teacher assessment results for all pupils, by gender, 2017-2018

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
	2017	2018	2017	2018	2017	2018	2017	2018
English	88.7	88.3	93.7	94.0	91.1	91.1	5.0	5.7
Welsh	88.6	86.4	94.6	92.9	91.6	89.7	6.0	6.5
Mathematics	90.3	90.3	93.1	93.4	91.6	91.8	2.8	3.0
Science	90.6	90.1	94.0	94.1	92.2	92.1	3.4	4.1
Core Subject Indicator	87.3	87.0	91.9	92.1	89.5	89.5	4.5	5.2
Reading, Writing and Mathematics	81.0	80.9	89.1	89.5	84.9	85.1	8.0	8.6
Reading, Writing, Maths and Science	81.0	80.8	89.0	89.4	84.9	85.0	8.0	8.6

Results for all pupils

- The change in the percentage of pupils achieving at least the expected level at Key Stage 2 between 2017 and 2018 varied by subject.
- The only increase was in Mathematics (0.2 percentage points). English was unchanged, Science decreased by 0.1 percentage point and Welsh decreased by 2.0 percentage points.

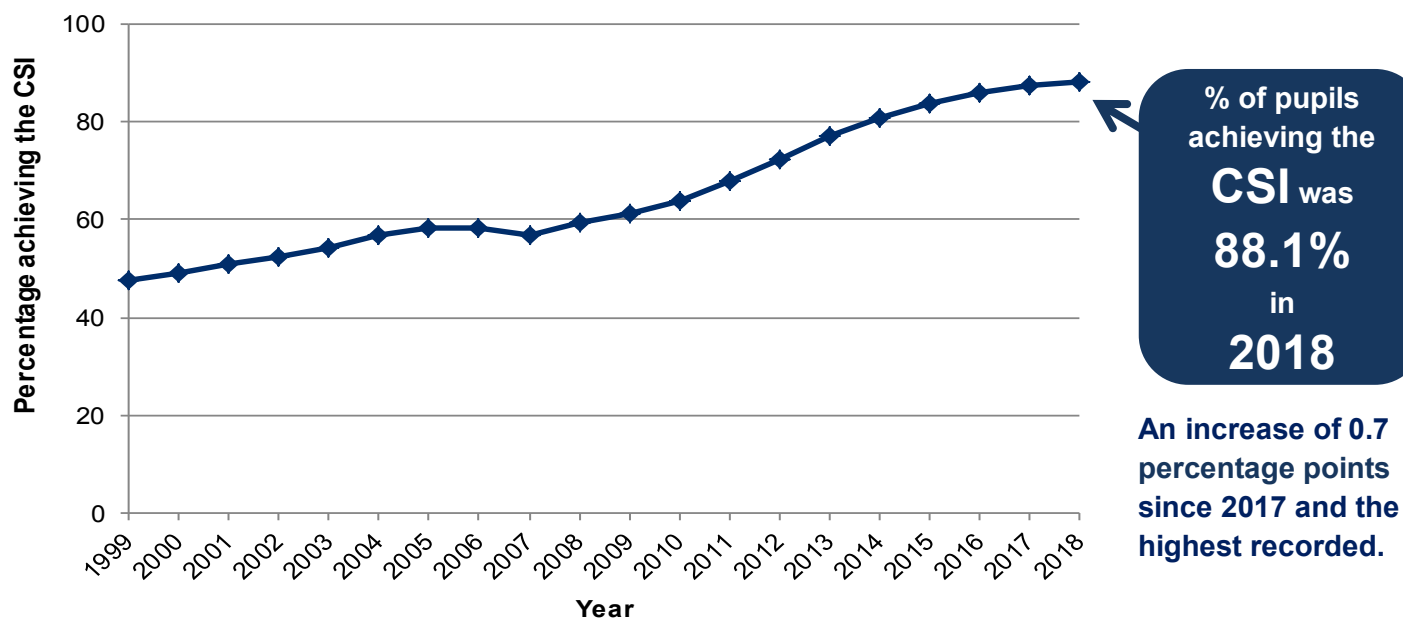
Results by gender

- Between 2017 and 2018 the percentage of girls achieving the expected level increased for English, Mathematics and Science and boys saw an increase in Mathematics. Over the same period the percentage of girls achieving the expected level in Welsh decreased whilst for boys there was a decrease in English, Welsh and Science.
- The gap between girls and boys increased for each subject between 2017 and 2018.
- The gap between girls and boys in the percentage of pupils achieving at least the expected level in both Reading and Writing (English or Welsh) and Mathematics and in Reading and Writing (English or Welsh), Mathematics and Science has increased to 8.6 percentage points in 2018.

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 at the end of Key Stage 3, aged 14.

Figure 9: Percentage of pupils achieving the Key Stage 3 CSI, 1999-2018



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



82.9%

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



82.4%

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.
- 2018 saw the smallest increase in the percentage of pupils achieving the CSI compared to the previous ten years.
- The percentage of pupils achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics increased by 1.4 percentage points, and in Reading and Writing (English or Welsh), Mathematics and Science increased by 1.2 percentage points since 2017.
- 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, 2018

Level 5 or above

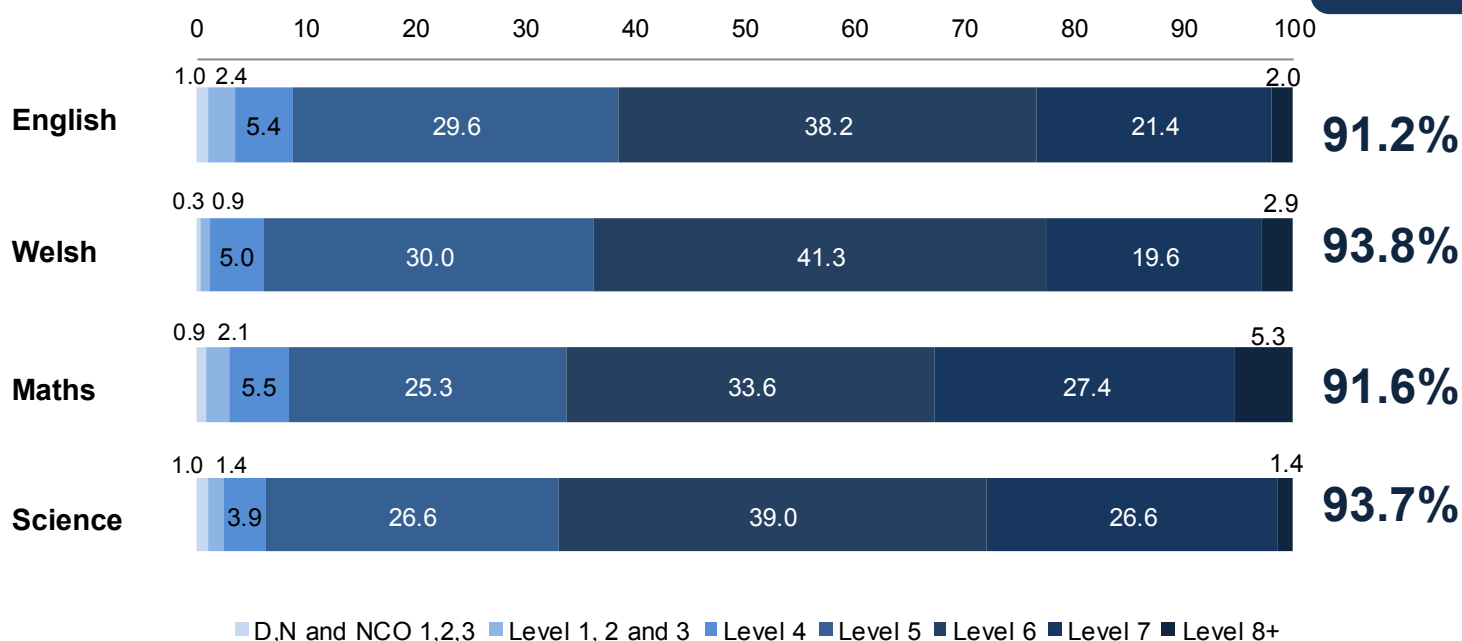


Table 4: Key Stage 3 teacher assessment results for all pupils, by levels, 2018

Subject	Percentage												Cohort	
	NCO 1, 2 and 3			Level 5 or above								Level 6 or above		
	D	N	and 3	1	2	3	4	5	6	7	8+	above (b)	above	
English	0.3	0.4	0.3	0.3	0.5	1.6	5.4	29.6	38.2	21.4	2.0	91.2	61.6	32,037
Oracy	0.3	0.4	0.3	0.2	0.5	1.5	6.3	28.5	38.1	21.3	2.5	90.5	62.0	32,037
Reading	0.3	0.4	0.2	0.3	0.6	1.6	6.7	29.5	37.2	21.0	2.2	89.8	60.3	32,037
Writing	0.3	0.4	0.3	0.3	0.6	2.0	10.5	32.8	34.5	16.5	1.8	85.6	52.8	32,037
Welsh	0.2	0.1	-	0.1	0.1	0.6	5.0	30.0	41.3	19.6	2.9	93.8	63.8	5,836
Oracy	0.2	0.1	-	0.1	0.2	0.5	4.7	29.6	39.9	21.3	3.4	94.2	64.6	5,836
Reading	0.2	0.1	-	0.1	0.1	0.8	6.0	29.4	41.0	18.9	3.5	92.8	63.3	5,836
Writing	0.2	0.1	-	0.1	0.1	1.3	9.0	33.6	39.7	13.7	2.3	89.2	55.6	5,836
Mathematics	0.3	0.3	0.3	0.2	0.4	1.4	5.5	25.3	33.6	27.4	5.3	91.6	66.3	32,037
Science	0.3	0.4	0.3	0.3	0.3	0.8	3.9	26.6	39.0	26.6	1.4	93.7	67.1	32,037
Core Subject Indicator (c)	.	.	.	.	.	.	.	.	.	.	.	88.1	.	32,037
Achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics	.	.	.	.	.	.	.	.	.	.	.	82.9	.	32,037
Achieving Level 5 or above in Reading and Writing (English or Welsh), Mathematics and Science	.	.	.	.	.	.	.	.	.	.	.	82.4	.	32,037

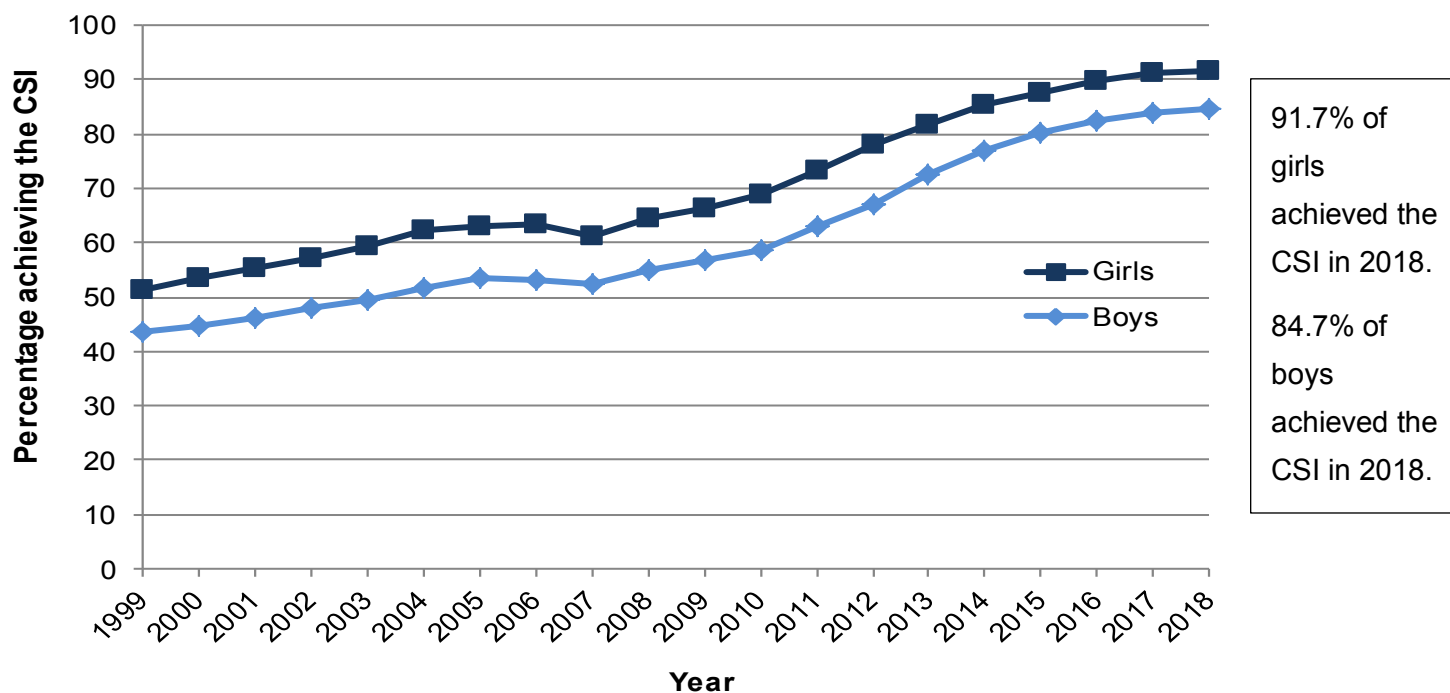
(a) D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment. N represents pupils not awarded a level for reasons other than disapplication. National Curriculum Outcomes (NCO) 1, 2 and 3 describe achievements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

- More than 9 in every 10 pupils achieved at least the expected level of Level 5 or above in each subject, from 93.8 per cent in Welsh to 91.2 per cent in English in 2018.
- A higher percentage of pupils achieved Level 5 or above in oracy and reading than in writing for both English and Welsh.
- 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, 1999-2018



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 2018.
- The percentage of girls achieving the CSI has consistently been higher than boys, since 1999 when the measure was introduced.
- However, apart from 2017 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 (7.1 percentage points in 2018) 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, 2017-2018

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

Subject	Boys		Girls		Pupils		% point difference	% point difference
	2017	2018	2017	2018	2017	2018	Girls / Boys	Girls / Boys
							2017	2018
English	87.0	87.8	94.1	94.8	90.5	91.2	7.2	7.0
Welsh	91.1	91.0	95.9	96.6	93.5	93.8	4.8	5.6
Mathematics	88.7	89.6	93.1	93.7	90.8	91.6	4.4	4.2
Science	91.4	91.5	95.8	96.1	93.5	93.7	4.4	4.6
Core Subject Indicator	83.8	84.7	91.2	91.7	87.4	88.1	7.4	7.1
Reading, Writing and Mathematics	75.6	77.5	87.8	88.7	81.6	82.9	12.2	11.2
Reading, Writing, Maths and Science	75.2	76.8	87.5	88.2	81.2	82.4	12.3	11.4

Results for all pupils

- The percentage of pupils achieving at least the expected level increased for each subject from 2017 to 2018, and has done so for all subject areas since 2008.
- English and Mathematics had the largest increase (0.7 percentage points) in pupils achieving at least the expected level in 2018, compared with 2017. Science had the smallest increase (0.2 percentage points).

Results by gender

- For the majority of subjects between 2017 and 2018 the percentage of girls and boys achieving the expected level increased with the exception of Welsh for boys which decreased by 0.1 percentage point.
- The gap between girls and boys decreased for English and Mathematics and increased for Welsh and Science between 2017 and 2018.
- 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 11.2 and 11.4 percentage points respectively in 2018.

Notes

Changes to the publication of these statistics below national level

Following [consultation](#) on future publication of teacher assessments this Statistical Release will no longer publish Foundation Phase, Key Stage 2 and Key Stage 3 data at a school, local authority and consortia level.

Context

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. [Revised Areas of Learning were introduced on a statutory basis from September 2015](#). This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018.

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 2018, the date for this was 8 May.

[Statutory assessment arrangements for the Foundation Phase and end of Key Stages 2 and 3](#)

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)

For Key Stages 2 and 3, the National Curriculum subjects in Wales are split into two categories, core subjects and non-core subjects. The core subjects at Key Stages 2 and 3 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.

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 2018](#)’ was also released on 8 August 2018. In addition, the statistical release on national tests, ‘[National Reading and Numeracy Test Results, 2018](#)’, will be released on 22 August 2018.

For school-level data and further information please visit [My Local School](#). 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.

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 via their Local Authority (LA).

[Summary of the NDC process for 2018 covering timescales and reporting arrangements](#)

Definitions

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.

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.

Foundation Phase: 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.

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.

Foundation Phase, Key Stages 2 and 3: '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.

Key Stages 2 and 3: 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'.

Foundation Phase: W (working towards outcome 1) is a valid outcome for end of Foundation Phase. Codes G, S, Z are applicable for use in statutory end of Foundation Phase assessments for all 3 areas of learning.

More information on levels within each Key stage (including the 'D' and 'N' codes) can be found in the [National Data Collection and reporting arrangements 2017/18 technical completion notes](#).

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.*

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 2018 data, and describes the quality management tool applied to this area of work.

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;
- ESTYN;
- 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;
- To inform the education policy decision-making process in Wales including school reorganisation;
- Development of a national categorisation system for Wales;
- The education domain of the Welsh Index of Multiple Deprivation;
- To assist in research in educational attainment.

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.

Timeliness and punctuality

DEWi was available for uploading files on 8 May 2018, with schools asked to submit data for every pupil on roll at the school on 8 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 29 June 2018.

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.

Comparability

The first year in which all primary schools were asked to provide end of Foundation Phase results was 2012. Changes to the Foundation Phase Areas of Learning for pupils assessed in 2018 mean that 2018 results are not comparable to previous years.

No independent schools submitted data in 2018. 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.

One authority reported that a change in the approach to following the Welsh language curriculum resulted in a higher number of pupils being assessed for Welsh language at Key Stage 2 which may have had an impact on the 2018 figures.

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 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 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 the indicators, along with narratives for each of the well-being goals and associated technical information is available in the [Well-being of Wales report](#).

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 2019 will be published in August 2019 (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

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