



National Curriculum teacher assessments of non-core subjects: Wales 2018

8 August 2018
SFR 65/2018

Changes to the publication of these statistics below national level

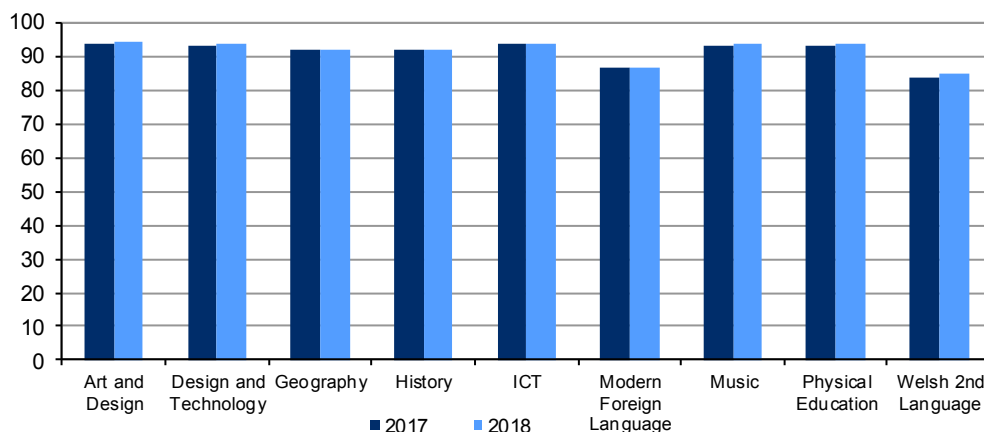
Following [consultation on future publication of teacher assessments](#), this report will no longer publish Foundation Phase, Key Stage 2 and Key Stage 3 data at a school, local authority and consortia level.

Key points

Key Stage 3

Since 2017 there has been an increase in the percentage of pupils achieving the expected level (Level 5 or above) in the majority of subjects. The largest increase was in Welsh Second Language (0.7 percentage points) and the largest decrease was in Modern Foreign Language (0.3 percentage points).

Percentage of pupils achieving the expected level at Key Stage 3, 2017-2018



Key Stage 2

In 2018, the percentage of pupils achieving the expected level (Level 4 or above) in Welsh Second Language was 81.3 per cent, an increase of 0.4 percentage points compared with 2017.

About this release

This report provides information on the National Curriculum teacher assessments at Key Stage 3 of the non-core subjects in 2018, at Wales level. Welsh Second Language is the only non-core subject that data is collected for at Key Stage 2.

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

In this release

Key Stage 3	2
Key Stage 2	4
Notes	5

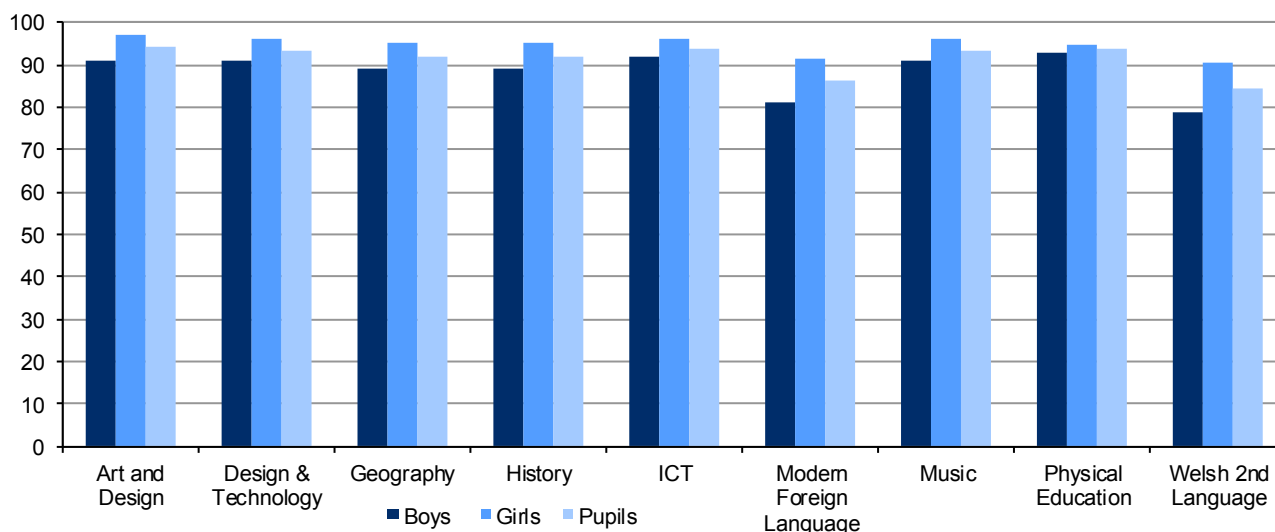
Section 1 – Key Stage 3

Table 1: Key Stage 3 non-core teacher assessment results, 2014-2018

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:									
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
2017	90.4	90.7	89.0	89.0	91.9	81.9	90.8	92.5	78.1
2018	91.0	90.8	89.3	88.9	91.7	81.4	91.0	92.8	78.8
Girls:									
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
2017	97.0	96.0	95.1	95.0	95.9	91.7	96.0	94.1	90.1
2018	97.3	96.3	95.1	95.2	96.0	91.6	96.0	94.8	90.7
Pupils:									
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
2017	93.6	93.3	92.0	91.9	93.9	86.7	93.3	93.3	83.8
2018	94.0	93.5	92.1	92.0	93.8	86.3	93.4	93.7	84.6

Chart 1: Percentage of boys, girls and pupils achieving the expected level at Key Stage 3, 2018



- In 2018 the percentage of pupils achieving the expected level (Level 5 or above) varied from 94.0 per cent in Art and Design to 84.6 per cent in Welsh Second Language.
- In each subject, a higher percentage of girls than boys achieved the expected level. The gap between girls and boys was largest in Welsh Second language (11.9 percentage points) and smallest in Physical Education (2.0 percentage points).
- Since 2017 there has been an increase in the percentage of pupils achieving the expected level in seven of the nine non core subjects. The largest increase was in Welsh Second Language (0.7 percentage points) and the largest decrease was in Modern Foreign Language (0.3 percentage points). The only other decrease was in ICT (down 0.1 percentage points).
- On average, the percentage of pupils achieving the expected level in non-core subjects in 2018 was 0.2 percentage points higher than 2017. The rate of increase has been falling over the last 5 years.

Table 2: Key Stage 3 non-core teacher assessment results, by level, 2018 (a)

Percentage of boys, girls and pupils attaining each level

	NCO			Level								Level 5	Cohort
	D	N	1,2&3	1	2	3	4	5	6	7	8+	or above	
Boys:													
Art and Design	0.7	0.7	0.3	0.3	0.5	1.1	5.5	39.9	40.4	10.0	0.7	91.0	16,433
Design and Technology	0.7	0.8	0.3	0.4	0.4	1.0	5.6	36.5	41.3	12.6	0.5	90.8	16,433
Geography	0.7	0.8	0.4	0.3	0.5	1.3	6.7	33.3	37.4	17.1	1.6	89.3	16,433
History	0.8	0.8	0.3	0.3	0.5	1.3	7.0	32.7	38.6	16.2	1.4	88.9	16,433
ICT	0.7	0.7	0.3	0.2	0.5	1.1	4.7	28.2	42.7	20.1	0.7	91.7	16,433
Modern Foreign Language	2.4	1.9	0.4	0.5	0.9	2.6	10.0	35.3	32.3	13.2	0.6	81.4	16,433
Music	0.8	1.0	0.4	0.4	0.4	0.8	5.2	40.9	39.3	9.4	1.4	91.0	16,433
Physical Education	0.7	0.8	0.3	0.3	0.3	0.8	4.0	33.5	39.2	18.0	2.1	92.8	16,433
Welsh 2nd Language	2.4	1.5	0.5	0.6	0.9	3.5	11.8	39.1	30.0	9.3	0.5	78.8	13,565
Girls:													
Art and Design	0.3	0.3	0.1	0.2	0.1	0.2	1.4	17.1	42.1	33.2	4.9	97.3	15,604
Design and Technology	0.3	0.5	0.1	0.3	0.2	0.4	2.1	21.0	45.4	28.4	1.5	96.3	15,604
Geography	0.3	0.4	0.2	0.2	0.2	0.5	3.1	23.1	39.6	29.0	3.5	95.1	15,604
History	0.3	0.4	0.1	0.2	0.2	0.5	3.1	22.0	40.3	29.4	3.5	95.2	15,604
ICT	0.3	0.4	0.1	0.2	0.2	0.4	2.5	19.8	45.3	29.8	1.0	96.0	15,604
Modern Foreign Language	0.9	0.8	0.2	0.3	0.4	1.1	4.8	26.2	37.5	26.5	1.4	91.6	15,604
Music	0.3	0.5	0.2	0.2	0.1	0.3	2.4	27.1	46.7	19.6	2.7	96.0	15,604
Physical Education	0.4	0.4	0.1	0.2	0.1	0.6	3.4	35.1	41.5	15.8	2.3	94.8	15,604
Welsh 2nd Language	0.9	0.8	0.2	0.3	0.3	1.3	5.4	30.5	37.5	21.2	1.6	90.7	12,636
Pupils:													
Art and Design	0.5	0.5	0.2	0.2	0.3	0.7	3.5	28.8	41.2	21.3	2.7	94.0	32,037
Design and Technology	0.5	0.6	0.2	0.3	0.3	0.7	3.9	28.9	43.3	20.3	1.0	93.5	32,037
Geography	0.5	0.6	0.3	0.3	0.3	0.9	4.9	28.3	38.5	22.9	2.5	92.1	32,037
History	0.5	0.6	0.2	0.2	0.4	0.9	5.1	27.5	39.4	22.6	2.4	92.0	32,037
ICT	0.5	0.6	0.2	0.2	0.3	0.8	3.6	24.1	44.0	24.9	0.9	93.8	32,037
Modern Foreign Language	1.6	1.4	0.3	0.4	0.7	1.9	7.5	30.8	34.9	19.7	1.0	86.3	32,037
Music	0.6	0.7	0.3	0.3	0.3	0.5	3.8	34.1	42.9	14.4	2.0	93.4	32,037
Physical Education	0.6	0.6	0.2	0.3	0.2	0.7	3.7	34.3	40.3	17.0	2.2	93.7	32,037
Welsh 2nd Language	1.7	1.2	0.3	0.5	0.6	2.4	8.7	35.0	33.6	15.0	1.0	84.6	26,201

(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.

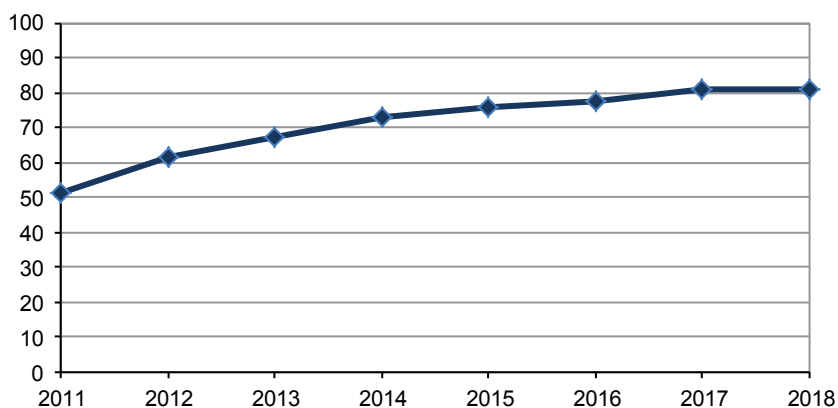
From 2010 National Curriculum outcome level W (working towards level 1) was removed and replaced by three new valid outcomes – National Curriculum Outcomes 1, 2 and 3. These new levels were introduced to describe the achievement below level 1.

- For all pupils, the subject with the highest percentage of pupils achieving Level 6 or above (the expected level plus one) in 2018 was ICT (69.7 per cent). For boys, the highest rate was also in ICT (63.6 per cent) and for girls the highest rate was in Art and Design (80.2 per cent).

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 2018, 26,713 pupils from an eligible cohort of 27,004 (98.9 per cent) were assessed in Welsh Second Language. The eligible cohort consists of those pupils at the end of Key Stage 2 who did not have a teacher assessment in Welsh first language. Welsh Second Language is the only non-core subject that data is collected for at Key Stage 2.

Chart 2: Percentage of pupils achieving the expected level at Key Stage 2, Welsh Second Language, 2011-2018



- The percentage of pupils achieving the expected level (Level 4 or above) in Welsh Second Language has increased each year since 2011. The percentage of pupils achieving the expected level in 2018 was 81.3 per cent, an increase of 0.4 percentage points compared with 2017.

Table 3: Key Stage 2 non-core teacher assessment results, Welsh Second Language, 2018 (a)

Percentage of pupils boys, girls and pupils attaining each level

	NCO		Level							Level 4	Cohort
	D	N	1,2&3	1	2	3	4	5	6+	or above	
Boys	0.8	0.4	0.7	1.3	3.1	17.4	54.8	21.3	0.2	76.3	13,774
Girls	0.3	0.2	0.2	0.6	1.3	10.8	52.4	33.9	0.4	86.7	12,939
Pupils	0.6	0.3	0.5	0.9	2.2	14.2	53.6	27.4	0.3	81.3	26,713

(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.

- In 2018, the percentage of girls achieving the expected level (Level 4 or above) in Welsh Second Language was 10.4 percentage points higher than boys.

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

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 2018, the date for this was 8 May.

[Statutory assessment arrangements for the school year 2017/18.](#)

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.

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](#)

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 "[Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key Stages 2 and 3, 2018](#)" was also released on 8 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, 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).

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 2018 covering timescales and reporting arrangements](#)

Definitions

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.

Expected levels

Key Stage 2: the general expectation is that the majority of 11 year olds will attain Level 4 in each subject.

Key Stage 3: 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 3.1.

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;
- 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 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.

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

No independent schools submitted Key Stage 2 or 3 data in 2018. One independent school submitted Key Stage 2 data in 2012 – the same independent school also provided results in 2009 and 2010. Independent school's data is not included in an LA's results, but does appear 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 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/national-curriculum-teacher-assessments-non-core-subjects/?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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