

## National reading and numeracy test results, 2017

23 August 2017  
SFR 93/2017

### Gender difference in age-standardised score

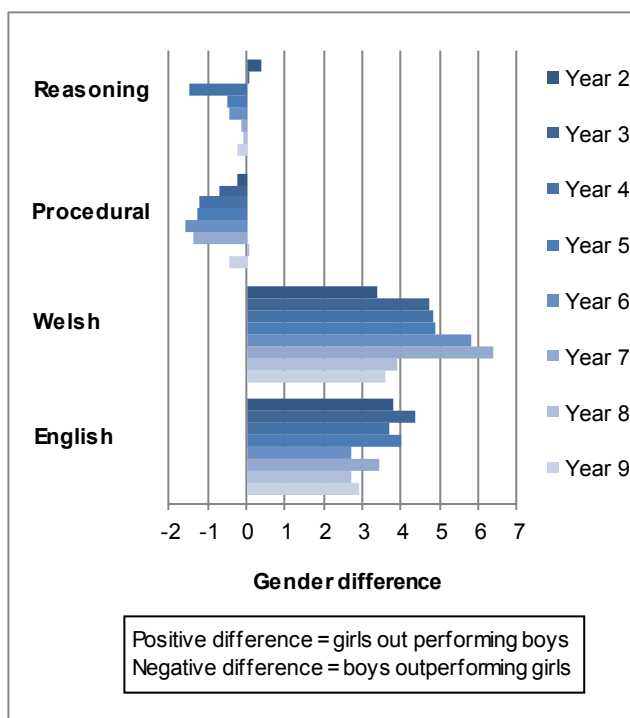
The difference in the mean age-standardised score for boys and girls shows that:



Girls out performed boys in the reading tests in all national curriculum year groups;



Boys out performed girls in the numeracy tests in most national curriculum year groups;



### Local authority differences in age-standardised score



In both the reading tests, Monmouthshire had the highest average age-standardised score whilst Blaenau Gwent had the lowest.

In both the numeracy tests, Vale of Glamorgan had the highest average age-standardised score whilst Blaenau Gwent had the lowest.

### Local authority differences in progress measure

In both the reading tests, Monmouthshire had the highest average relative progress measure whilst Blaenau Gwent had the lowest.

In both the numeracy tests, Vale of Glamorgan had the highest average relative progress measure whilst Blaenau Gwent had the lowest.

### About this release

This Statistical First Release provides information on pupils in National Curriculum Year 2 to 9 at Wales and local authority (LA) level. It displays the standardised scores achieved in the English and Welsh versions of the National Reading and Numeracy Tests. It presents analysis of age-standardised scores and progress measures.

The progress measures can be used to compare relative progress made by pupils within year group and across LAs.

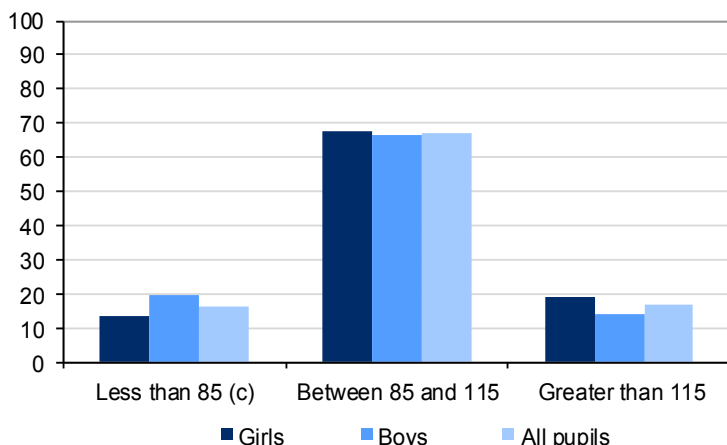
Further information can be found in the notes section of this release.

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## National Reading Tests – age-standardised scores

**Chart 1: Percentage of pupils in all year groups achieving age-standardised scores within the bands shown in the National Reading Test (English), by gender, 2017 (a)(b)**



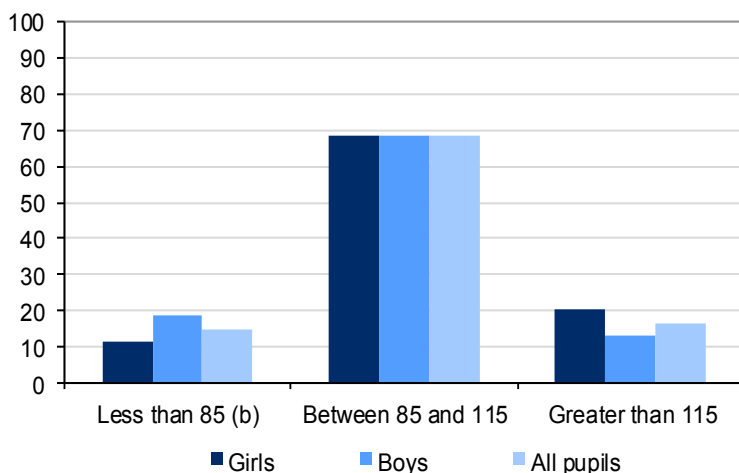
(a) Does not include optional English reading test results for pupils in year 3 studying Welsh first language.

(b) Pupils who were disapplied or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

(c) Includes pupils who were disapplied or absent during the test window.

- More girls than boys achieved a standardised score greater than 115 for all year groups combined. The gap between girls and boys was 4.9 percentage points.
- More boys than girls achieved a standardised score less than 85 for all year groups combined. The gap between boys and girls was 6.0 percentage points.
- The variability of standardised scores was fairly similar for boys and girls with a standard deviation of 15.8 and 15.6 respectively.

**Chart 2: Percentage of pupils in all year groups achieving age-standardised scores within the bands shown in the National Reading Test (Welsh), by gender, 2017 (a)**



(a) Pupils who were disapplied or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

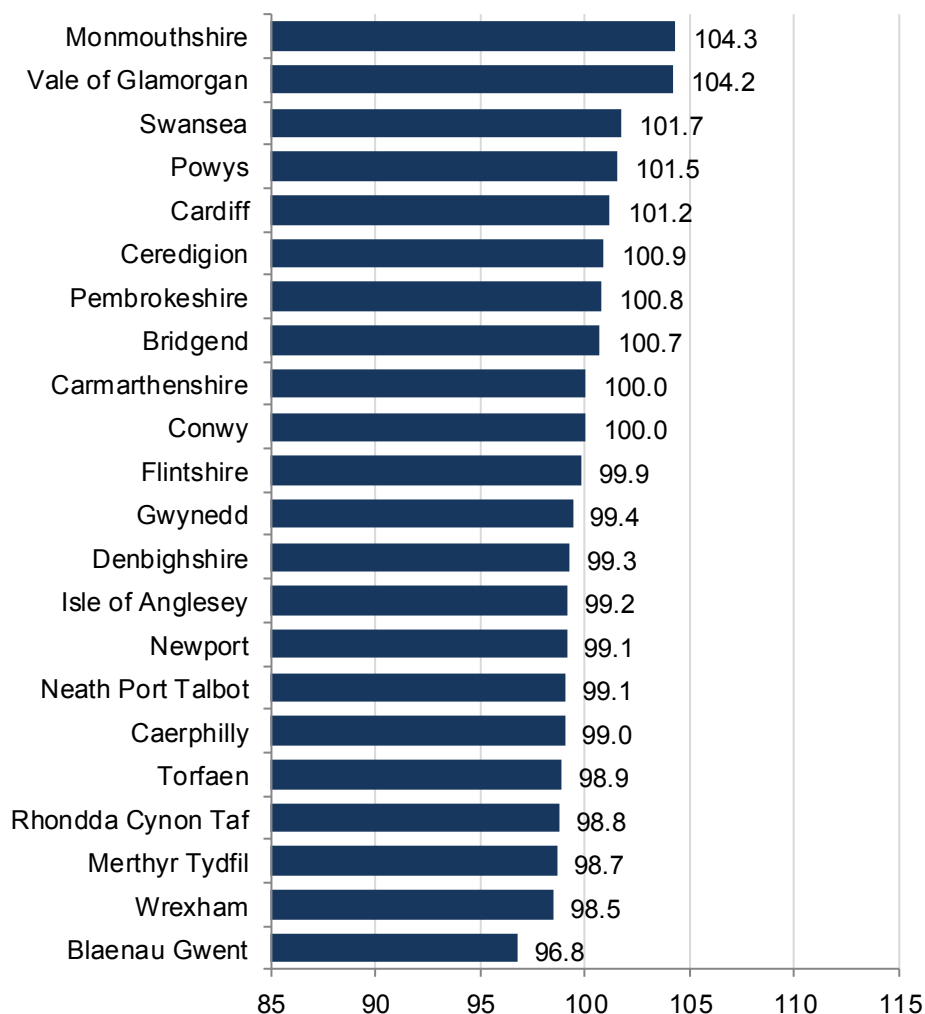
(b) Includes pupils who were disapplied or absent during the test window.

- More girls than boys achieved a standardised score greater than 115 for all year groups combined. The gap between girls and boys was 7.3 percentage points.
- More boys than girls achieved a standardised score less than 85 for all year groups combined. The gap between boys and girls was 7.3 percentage points.
- The standard deviation of standardised scores was 15.2 for both boys and girls.

- The gender gap for the percentage of pupils achieving a standardised score greater than 115 was larger in the Welsh reading test than any of the other tests.

For more detailed data tables, please refer to Table 1 of the accompanying spreadsheet.

**Chart 3: Average age-standardised scores in the National Reading Test (English), by local authority, 2017 (a)(b)**



(a) Does not include optional English reading test results for pupils in year 3 studying Welsh first language.

(b) Pupils who were disapplied or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

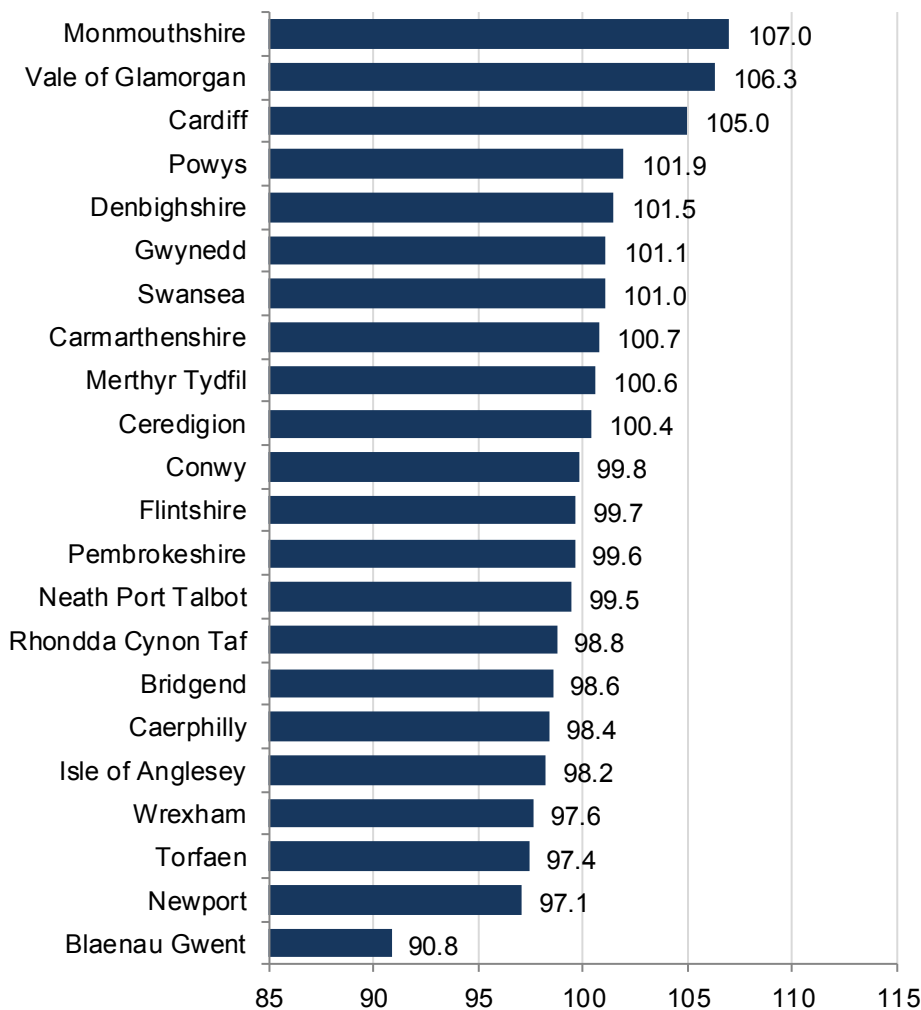
- The average age-standardised score was highest in Monmouthshire (104.3) and lowest in Blaenau Gwent (96.8).
- The percentage of pupils achieving a standardised score greater than 115 was highest in Monmouthshire (24.3 per cent) and lowest in Blaenau Gwent (11.0 per cent).
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (21.3 per cent) and lowest in The Vale of Glamorgan (10.8 per cent).

**Note:** Results have been standardised separately for the English and Welsh versions of the National Reading Test and should not be compared to assess the reading ability of pupils.

**Standardised scores provide a measure of relative performance only. Therefore the data in this release should not be used to compare the relative performance across different cohorts and years.**

For more detailed data tables, please refer to Tables 2 and 13 of the accompanying spreadsheet.

**Chart 4: Average age-standardised scores in the National Reading Test (Welsh), by local authority, 2017 (a)**



(a) Pupils who were disappled or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

- The average age-standardised score was highest in Monmouthshire (107.0) and lowest in Blaenau Gwent (90.8).
- The percentage of pupils achieving a standardised score greater than 115 was highest in Monmouthshire (32.4 per cent) and lowest in Blaenau Gwent (5.0 per cent).
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (36.5 per cent) and lowest in The Vale of Glamorgan (7.2 per cent).

**Note:** Results have been standardised separately for the English and Welsh versions of the National Reading Test and should not be compared to assess the reading ability of pupils.

**Standardised scores provide a measure of relative performance only. Therefore the data in this release should not be used to compare the relative performance across different cohorts and years.**

For more detailed data tables, please refer to Tables 2 and 13 of the accompanying spreadsheet.

## **National Reading Test – progress measure**

The progress measure shows how well an individual learner has done in a given test relative to **all other learners in the same national curriculum year group taking the same test**. The progress measure is presented to parents as a time series allowing for an individual pupil's achievement in the tests to be tracked over time.

### **National Reading Tests – English: Progress measure**

- Monmouthshire had the highest percentage of pupils achieving an 'above average' progress measure in each year from 2013 to 2017. They also had the lowest percentage of pupils achieving a 'below average' progress measure in 2013 to 2015. The Vale of Glamorgan had the lowest in 2016 and 2017.
- Blaenau Gwent had the lowest percentage of pupils achieving an 'above average' progress measure in each year from 2013 to 2017. They also had the highest percentage of pupils achieving a 'below average' progress measure in each year.

### **Average by year group**

- Monmouthshire had the highest mean progress measure for all year groups combined in 2017. They also had the highest mean progress measure for year groups 3, 4 and 8. The Vale of Glamorgan had the highest mean progress measure for year groups 5, 6, 7 and 9 and Ceredigion was highest for year group 2.
- Blaenau Gwent had the lowest mean progress measure for all year groups combined in 2017 and for each year group from 3 to 9. Gwynedd had the lowest mean progress measure for year group 2.

### **Change over time**

- Merthyr Tydfil's average progress measure has increased the most from 2013 to 2017. Isle of Anglesey has decreased the most.

For more detailed data tables, please refer to Tables 3 and 5 of the accompanying spreadsheet.

## **National Reading Tests – Welsh: Progress measure**

- Monmouthshire had the highest percentage of pupils achieving an ‘above average’ progress measure in 2015 to 2017. Cardiff had the highest percentage in 2013 and 2014.
- Blaenau Gwent had the lowest percentage of pupils achieving an ‘above average’ progress measure in each year from 2013 to 2017.
- The Vale of Glamorgan had the lowest percentage of pupils achieving a ‘below average’ progress measure in each year from 2013 to 2016. Monmouthshire had the lowest percentage in 2017.
- Blaenau Gwent had the highest percentage of pupils achieving a ‘below average’ progress measure in each year from 2013 to 2017.

## **Average by year group**

- Monmouthshire had the highest mean progress measure for all year groups combined in 2017. They also had the highest mean progress measure for year groups 2, 3 and 5 - they did not have any secondary school pupils taking the Welsh reading tests in year groups 7 to 9. The Vale of Glamorgan had the highest mean progress measure for year group 4, Cardiff for year group 6.
- Of the local authorities with pupils taking the Welsh reading tests in year groups 7 to 9, The Vale of Glamorgan had the highest mean progress measure in all years.
- Blaenau Gwent had the lowest mean progress measure for all year groups combined in 2017 and for each year group from 3 to 6 (they did not have any secondary school pupils taking the Welsh reading tests in years 7 to 9). Newport was lowest for year group 2.
- Of the local authorities with pupils taking the Welsh reading tests in year groups 7 to 9, Caerphilly was lowest for year group 7, Torfaen for year group 8 and Wrexham for year group 9.

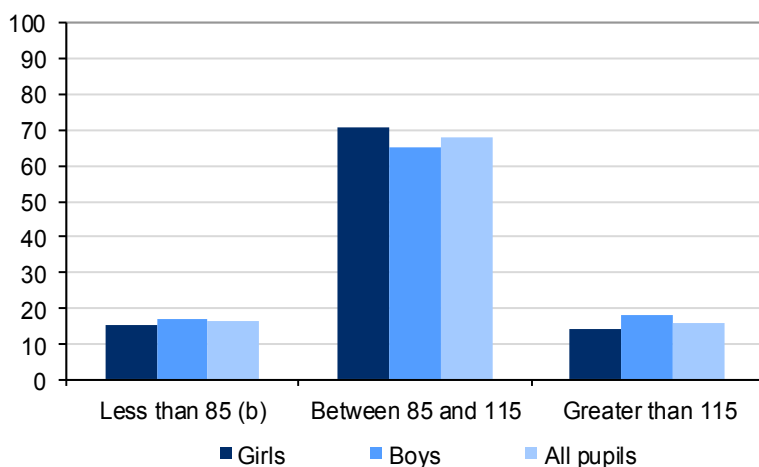
## **Change over time**

- Monmouthshire’s average progress measure has increased the most from 2013 to 2017. Blaenau Gwent has decreased the most.

For more detailed data tables, please refer to Tables 4 and 6 of the accompanying spreadsheet.

## National Numeracy Tests – age-standardised score

**Chart 5: Percentage of pupils in all year groups achieving standardised scores within the bands shown in the National Numeracy Test (procedural) by gender, 2017 (a)**

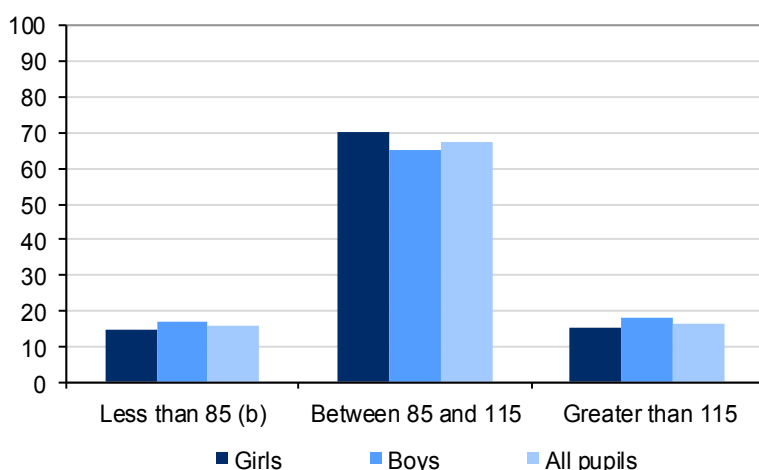


(a) Pupils who were disapplied or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

(b) Includes pupils who were disapplied or absent during the test window.

- More boys than girls achieved a standardised score greater than 115 for all year groups combined. The gap between boys and girls was 4.1 percentage points.
- More boys than girls achieved a standardised score less than 85 for all year groups combined. The gap between boys and girls was 1.7 percentage points.
- The variability of standardised scores was higher for boys than girls, with a standard deviation of 16.3 and 14.7 respectively.

**Chart 6: Percentage of pupils in all year groups achieving standardised scores within the bands shown in the National Numeracy Test (reasoning) by gender, 2017 (a)**



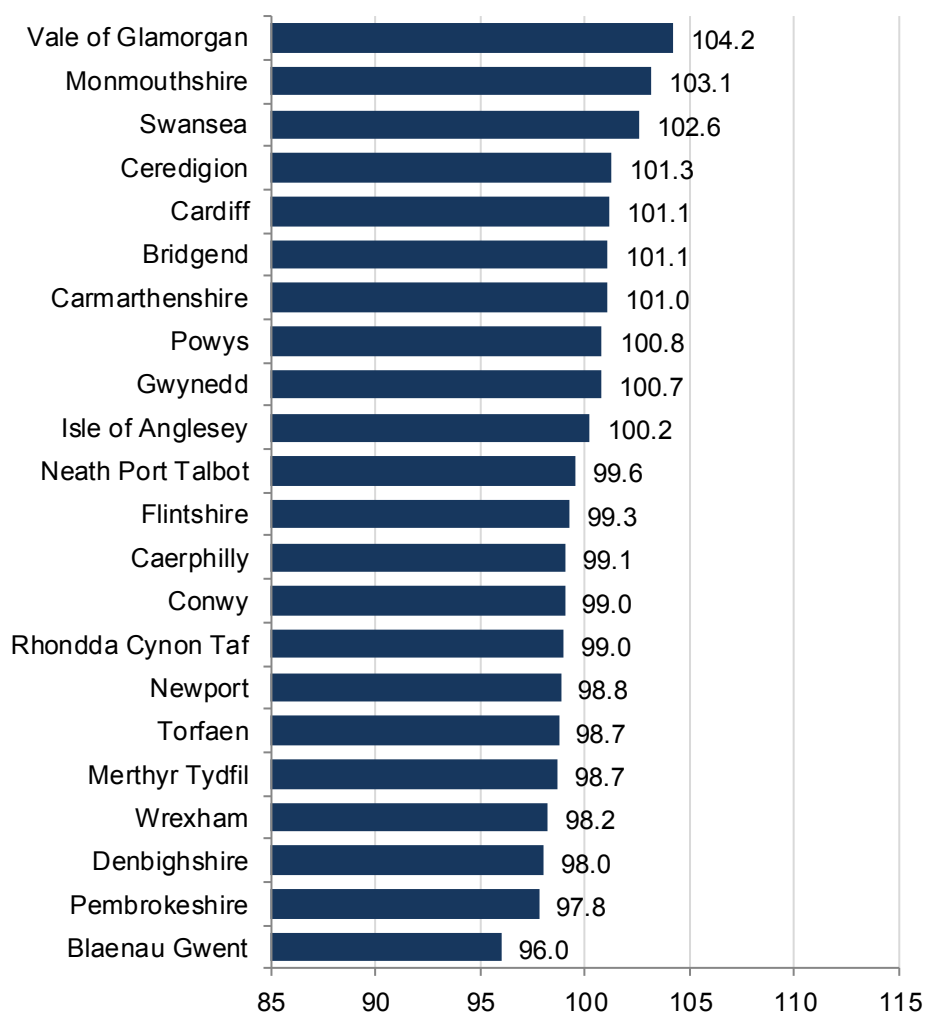
(a) Pupils who were disapplied or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

(b) Includes pupils who were disapplied or absent during the test window.

- More boys than girls achieved a standardised score greater than 115 for all year groups combined. The gap between boys and girls was 2.9 percentage points.
- More boys than girls achieved a standardised score less than 85 for all year groups combined. The gap between boys and girls was 2.2 percentage points.
- The variability of standardised scores was higher for boys than girls with a standard deviation of 16.8 and 15.4 respectively.

For more detailed data tables, please refer to Table 7 of the accompanying spreadsheet.

**Chart 7: Average age-standardised scores in the National Numeracy Test (procedural), by local authority, 2017 (a)**



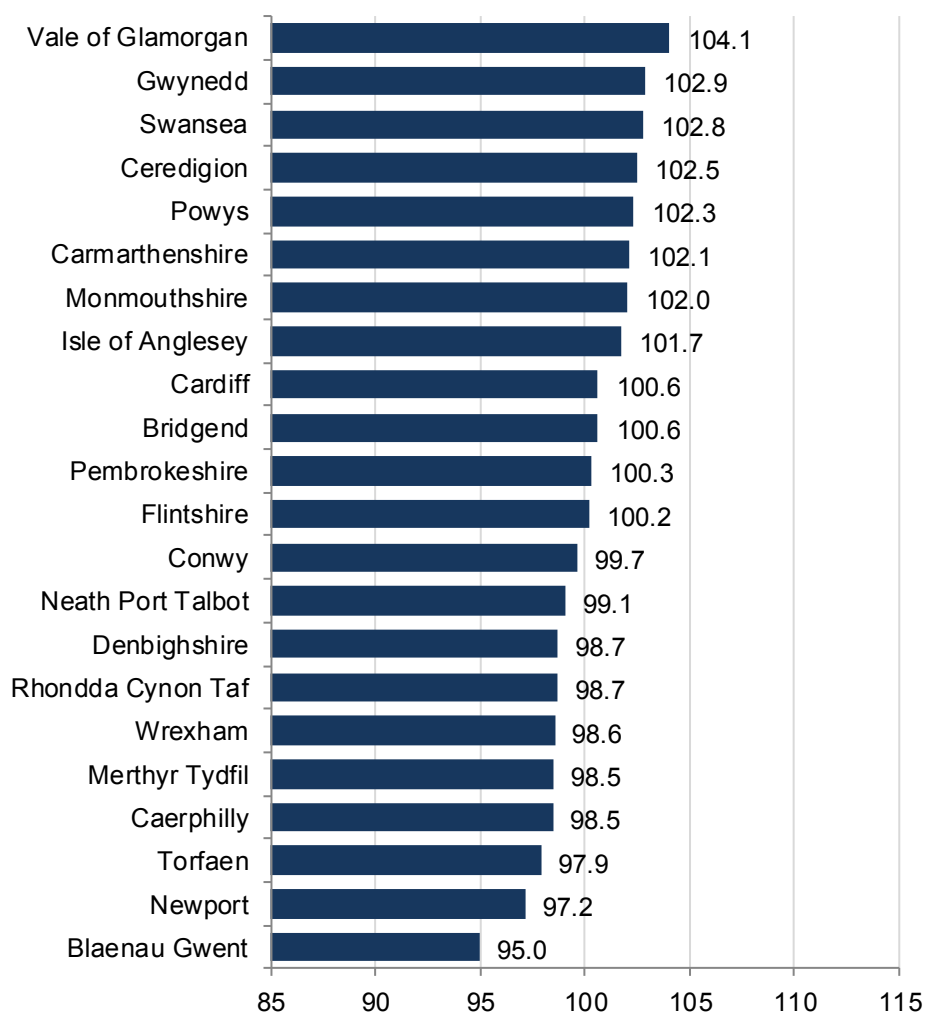
(a) Pupils who were disapplied or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

- The average age-standardised score was highest in The Vale of Glamorgan (104.2) and lowest in Blaenau Gwent (96.0).
- The percentage of pupils achieving a standardised score greater than 115 was highest in The Vale of Glamorgan (23.1 per cent) and lowest in Blaenau Gwent (9.5 per cent).
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (22.6 per cent) and lowest in The Vale of Glamorgan (10.3 per cent).

For more detailed data tables, please refer to Tables 8 and 13 of the accompanying spreadsheet.



**Chart 8: Average age-standardised scores in the National Numeracy Test (reasoning), by local authority, 2017 (a)**



(a) Pupils who were disapplied or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

- The average age-standardised score was highest in The Vale of Glamorgan (104.1) and lowest in Blaenau Gwent (95.0).
- The percentage of pupils achieving a standardised score greater than 115 was highest in The Vale of Glamorgan (22.9 per cent) and lowest in Blaenau Gwent (9.1 per cent).
- The percentage of pupils achieving a standardised score less than 85 was highest in Blaenau Gwent (24.3 per cent) and lowest in The Vale of Glamorgan (10.1 per cent).

For more detailed data tables, please refer to Tables 8 and 13 of the accompanying spreadsheet.

## **National Numeracy Tests – progress measure**

The progress measure shows how well an individual learner has done in a given test relative to **all other learners in the same national curriculum year group taking the same test**. The progress measure is presented to parents as a time series allowing for an individual pupil's achievement in the tests to be tracked over time.

### **National Numeracy Tests – procedural**

- The Vale of Glamorgan had the highest percentage of pupils achieving an 'above average' progress measure for all year groups combined in 2017. The LA with the highest percentage has varied over the last few years.
- Blaenau Gwent had the lowest percentage of pupils achieving an 'above average' progress measure from 2013 to 2017. They also had the highest percentage of pupils achieving a 'below average' progress measure from 2013 to 2017.
- The Vale of Glamorgan had the lowest percentage of pupils achieving a 'below average' progress measure in 2017. The LA with the lowest percentage has varied over the last few years.

### **Average by year group**

- The Vale of Glamorgan had the highest mean progress measure for all year groups combined in 2017. They also had the highest mean progress score for year groups 3, 4, 6, 7 and 9. Ceredigion had the highest for year group 2, Swansea for year group 5 and Monmouthshire for year group 8.
- Blaenau Gwent had the lowest mean progress measure for all year groups combined in 2017 and for each year group from 2 to 9.

### **Change over time**

- Merthyr Tydfil's average progress measure has increased the most from 2013 to 2017. Isle of Anglesey has decreased the most.

For more detailed data tables, please refer to Tables 9 and 11 of the accompanying spreadsheet.

## **National Numeracy Tests – reasoning**

- The Vale of Glamorgan had the highest percentage of pupils achieving an ‘above average’ progress measure in 2017. The LA with the highest percentage has varied over the last few years.
- Blaenau Gwent had the lowest percentage of pupils achieving ‘above average’ progress measure from 2014 to 2017. They also had the highest percentage of pupils achieving a ‘below average’ progress measure from 2014 to 2017.
- The Vale of Glamorgan had the lowest percentage of pupils achieving a ‘below average’ progress measure in 2016 and 2017. Ceredigion had the lowest percentage in 2014 and 2015.

## **Average by year group**

- The Vale of Glamorgan had the highest mean progress measure for all year groups combined in 2017. They also had the highest mean progress measure for year groups 4, 7 and 9. Ceredigion had the highest for year groups 1 and 5, Swansea for year group 3, Isle of Anglesey for year group 6 and Monmouthshire for year group 8.
- Blaenau Gwent had the lowest mean progress measure for all year groups combined in 2017 and in each year group except for year groups 2 and 4 where Newport had the lowest.

## **Change over time**

- Merthyr Tydfil’s average progress measure has increased the most from 2014 to 2017. Ceredigion has decreased the most.

For more detailed data tables, please refer to Tables 10 and 12 of the accompanying spreadsheet.

## Notes

### 1. Context

#### 1.1 Policy/Operational

National Reading and Numeracy tests were implemented on a statutory basis in May 2013 for all pupils in Years 2 to 9. Previously, many schools used commercially produced reading and numeracy tests as well as cognitive ability tests. The introduction of the National Reading and Numeracy tests provides uniformity of practice. The tests complement the National Literacy and Numeracy Framework (LNF) and aim to track pupils' progress in reading and numeracy skills from Year 2 (the end of Foundation Phase) through to Year 9 (the end of Key Stage 3). The tests are designed to give teachers a clearer insight into a learner's development and ensure that all schools are identifying the needs of their pupils in order to progress their ability in reading and numeracy. This will allow them to identify strengths and areas for improvement and to intervene at an earlier stage if learners are falling behind. More information on the LNF is available on the [Learning Wales website: National Literacy and Numeracy Framework](#)

The reading tests were developed for the Welsh Government by the National Foundation for Educational Research (NFER) and the numeracy tests by NFER, in collaboration with Acumina. NFER and Acumina sought advice from expert panels, LA advisers and practitioners throughout the development of the tests.

For further information on the arrangements for the administration of the tests, please see the ["National Reading and Numeracy Tests – 2017 Test Administration Handbook"](#).

Head teachers are responsible for reporting results for all pupils 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 can be found on the [Welsh Government website](#).

#### 1.2 Related publications

A statistical release relating to teacher assessments for the 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 released on 9th August 2017. A further release relating to non-core subjects at Key Stage 3 and Welsh Second Language at Key Stage 2, entitled 'Teacher Assessments of the Non-Core Subjects, Wales 2017' was also released on 9th August 2017. Both releases can be found on the [Statistics & Research website](#)

A statistical headline on the National Reading and Numeracy Test results for 2017 and entitlement to free school meals will be published in February 2018. Analysis of the results including eligibility to free school meals is generally not available until then.

The Department for Education publishes statistics on the Key Stage 2 National Curriculum tests sat by pupils in England. Pupils in England also sit tests in Key Stage 1 to help inform final teacher assessments. Furthermore, optional tests exist at Key Stages 2 and 3 in England to help track progress. Statistical releases for tests at Key Stage 2 and teacher assessments at Key Stages 1, 2 and 3 and can be found on the [Department for Education website](#).

## 2. Data sources

### 2.1 National Reading and Numeracy Tests

Since 2015, the National Reading and Numeracy Test data have been collected as part of the Welsh National Tests data collection, an electronic collection of the results. Data is sent by schools to Knowledge and Analytical Services within the Welsh Government care of their Local Authority (LA).

There was a phased approach to the data collection of National Tests. National Reading Test data were originally collected as part of the National Data Collection (NDC). The NDC is the electronic collection of teacher assessment data at end of Foundation Phase and Key Stages 2 and 3 and was expanded to include the collection of National Reading Test results for the first time in 2013. For 2014, the NDC was expanded to include the collection of National Numeracy Test data (both procedural and reasoning components).

A summary of the Welsh National Test process for 2017 covering timescales and reporting arrangements can be found here: [Welsh National Tests data collection](#)

## 3. Definitions

### 3.1 Coverage

It is a statutory requirement for all pupils in Years 2 to 9 to sit both the reading and numeracy tests. Pupils studying Welsh first language in Years 2 and 3 are required to sit the Welsh version of the reading test only although schools may opt for pupils studying Welsh first language in Year 3 to, additionally, sit the English version of the tests. For consistency, any optional English test results for pupils studying Welsh first language in Year 3 have been removed from the analysis included in this release.

From Years 4 to 9, pupils studying Welsh first language must submit results for both the English and Welsh versions of the reading tests.

Schools were able to choose whether pupils sat the numeracy tests in English or Welsh.

One test paper covered two year groups for the reading tests whilst there was a separate numeracy test paper for each year group. A summary of the test papers sat can be found in the table below:

National Curriculum Year	Welsh NRT paper	English NRT paper	Welsh NNT paper (Procedural)	English NNT paper (Procedural)	Welsh NNT paper (Reasoning)	English NNT paper (Reasoning)
2	CA5	EA5 <sup>(a)</sup>	2CG17	2EP17	2CRh17	2ER17
3	CA5	EA5 <sup>(b)</sup>	3CG17	3EP17	3CRH17	3ER17
4	CB5	EB5	4CG17	4EP17	4CRH17	4ER17
5	CB5	EB5	5CG17	5EP17	5CRH17	5ER17
6	CC5	EC5	6CG17	6EP17	6CRH17	6ER17
7	CC5	EC5	7CG17	7EP17	7CRH17	7ER17
8	CD5	ED5	8CG17	8EP17	8CRH17	8ER17
9	CD5	ED5	9CG17	9EP17	9CRH17	9ER17

(a) Not required to be sat for pupils studying Welsh first language

(b) Optional for pupils studying Welsh first language

Pupils should sit the test paper(s) for the National Curriculum Year group in which they are taught. It is possible that some may be older or younger and some may be taught in a class where the majority of pupils are of a different age.

Results for the English and Welsh reading tests are presented separately in this release. The results of the numeracy tests sat in English and Welsh medium are combined in this release as the content of the English and Welsh numeracy tests is the same.

### **3.2 Standardisation**

Standardised scores such as the age-standardised score and the progress measure for the national tests are commonly used with tests intended to measure the ability of large groups of individuals. This is because just knowing the number or percentage of correct marks on a test paper is not enough to give a full picture of how well a learner or a group of learners has done in their test. The test results from all schools are analysed to prepare standardised score scales so that meaningful comparisons between individuals and groups can be made.

Each test will generally reflect a similar distribution of standardised scores within the ranges mentioned below. However, due to the range of marks available the results may not always present a normal distribution.

### **3.3 Age-standardised scores**

Pupils' raw scores obtained from the test papers were converted into standardised scores, which are presented in this release. Age-standardised scores show how well an individual learner has done in a given test compared to other children of the same age in years and months in Wales.

At the Wales level, the standardisation is designed to fit a frequency distribution known as the 'normal distribution' with the scores having an average of 100 (but in practice the average is never exactly 100) making it easy to see whether a pupil has performed above or below average when compared to the standardisation sample. The standardisation is also designed to give a standard deviation (a measure of the spread of scores) of 15. This construct is designed in order to ensure that around 68 per cent of pupils sitting the test have a standardised score within 15 points of the average score (between 85 and 115).

Further explanation of standardised scores can be obtained from the following guidance on age-standardised scores, published by NFER:

[The National Foundation for Educational Research in England and Wales](#)

The National Reading and Numeracy Tests were standardised on the "live" population data. Therefore, Wales-level data for all tests across all year groups approximately follows the expected pattern with a mean of 100 and a standard deviation of 15.

Some pupils were unable to be provided with standardised scores if their age is outside of the standardisation age range. Additionally, attainment at the extremes of the scale cannot be accurately modelled as too few pupils in the standardisation sample attained scores such that these could be calculated with the necessary degree of statistical reliability. In such cases a pupil score will be recorded as 'less than 70' or 'more than 140'.

### 3.3 Progress measure

The progress measure shows how well an individual learner has done in a given test relative to **all other learners in the same national curriculum year group taking the same test**. The progress measure is presented to parents as a time series allowing for an individual pupil's achievement in the tests to be tracked over time.

The progress measure for each year group is designed to produce a mean of 1000, but in practice the mean is never exactly 1000. The scores range from 950 to 1050. For example, based on scores within one standard deviation of a score of 1000, learners achieving between 980 and 1020 have a progress measure that is in line with learners in the same year group (taking the same test). Approximately 68 per cent of learners will have a score in this range. Learners scoring outside of this range (i.e. below 980 or above 1020) have a progress measure that is either below or above that of most learners in their year group.

In this release progress measures have been presented by local authority. As it is a relative measure, increases or decreases for individual local authorities in a progress measure over time mean only that they have improved or worsened relative to other authorities, not necessarily in absolute terms.

The progress measure is split into the following five ranges:

Range	Description
>=950 and <=959	Considerably below average for year group
>=960 and <=979	Below average for year group
>=980 and <=1020	Average for year group
>=1021 and <=1040	Above average for year group
>=1041 and <=1050	Considerably above average for year group

### 3.4 Disapplication

The definition of disapplication and the related guidance differs from that provided for teacher assessments. Therefore disapplication rates are not directly comparable and may differ. The disapplication guidance for the National Reading and Numeracy Tests is available on the [Learning Wales website](#).

## 4. Rounding and symbols

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

The following symbols have been used throughout the publication:

- percentages less than 0.05 but not zero
- . not applicable
- .. not available
- ~ not yet available
- \* data which cannot be given for reasons of confidentiality

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

## Key quality information

### Relevance

#### Who are the key users of this data?

These statistics are used both within and outside the Welsh Government. 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 Public Services in the Welsh Government;
- LAs and schools.

#### *What are the data used for?*

These statistics are used in a variety of ways. The primary purpose of the underlying data is for diagnostic use by practitioners and to report to parents via pupil reports.

Some further examples of the use of this data are:

- General background and research;
- Inclusions in reports and briefings;
- Advice to Ministers;
- To inform the education policy decision-making process in Wales;
- To inform ESTYN during school inspections;
- 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. 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.

The distribution of standardised scores obtained for pupils sitting the National Reading Test in May 2013 did not fit the sample distribution constructed to have an average score of 100. The average score observed in the “live” tests was higher, indicating that the population of pupils sitting the tests in May 2013 performed better than the sample group from which the standardised scores were constructed. In consequence, the National Reading Tests were re-standardised based on the “live” tests. Revisions were made to the National Reading Tests tables in the [National Reading and Numeracy Test Results, 2013 release](#).

### Timeliness and punctuality

Schools are required to administer the tests during the set test window. For 2017, the test window lasted from 3rd May until 10th May for primary schools and from 26th April until 10th May for secondary schools. DEWi, a secure online data transfer system developed by the Welsh Government, was available for uploading National Reading and Numeracy Test files on 9th May 2017. Schools were asked to submit data for every pupil on roll at the school on 9th May. Schools were required to upload their data by 7th June.



## **Accessibility and clarity**

This Statistical First Release is pre-announced and then published on the Statistics section of the Welsh Government website. Open Document Spreadsheets are published alongside this release containing more detailed data.

## **Comparability and coherence**

National Reading and Numeracy Test data was not collected for independent schools. Pupil Referral Units (PRUs) were given the option to submit National Reading and Numeracy Test data if they wished.

Attainment data for pupils new to the English or Welsh based education system (NEWBES) within the previous two academic years are removed from the school and LA's results, but included in the overall results for Wales.

The standardised scores provide a measure of relative performance only. Therefore the data in this release should be used to compare the relative performance within different cohorts rather than to assess overall performance against a particular indicator. It should also be noted that the percentage of pupils achieving an age-standardised score of greater than 85 or a progress measure of average or greater should not be used as an indicator of "acceptable" performance.

## **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-reading-numeracy-test-results/?lang=en>

## **Next update**

August 2018 for academic year 2017/18

## **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](mailto:school.stats@gov.wales)

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