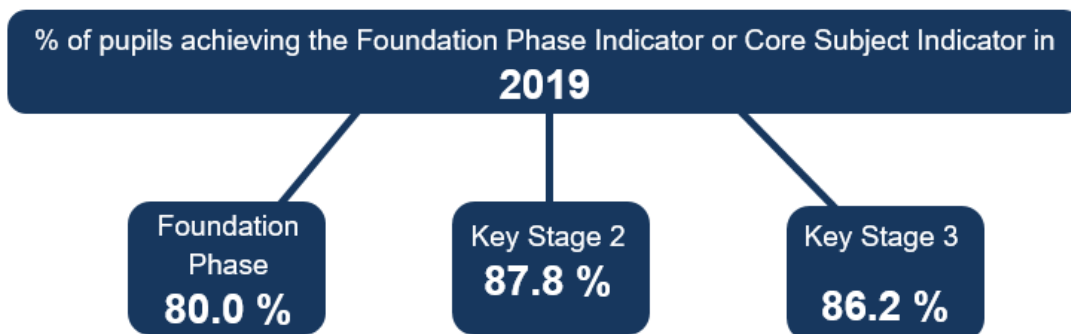




## Academic achievement of pupils aged 4 to 14 in core subjects, 2019

7 August 2019  
SFR 61/2019



### About this release

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

This Release includes for the first time on-entry assessments. These assessments are usually undertaken when a child enters reception at age 4. Previously this had been published separately.

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

### In this release

<a href="#">On-entry assessments</a>	2
<a href="#">Foundation Phase</a>	4
<a href="#">Key Stage 2</a>	7
<a href="#">Key Stage 3</a>	11
<a href="#">Notes</a>	13

### Comparison with 2018

The percentage of pupils achieving at least the expected level was lower than in 2018 in all core subjects/areas of learning at the end of Foundation Phase and for both Key Stages.

Following a [written statement by the Minister for Education in July 2018](#) and a [consultation](#) which ended in January 2018, teacher assessment data is no longer published at a school, local authority and consortia level. This is a significant move away from gathering information about young people's performance on a school by school basis for accountability purposes.

This year's results could be a reflection of these changes, whereby the prime purpose of teacher assessments has started to shift back to individual learners and away from holding schools to account.

### Gender difference

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

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

For on-entry assessments the developmental progress of boys and girls varies by area of learning.

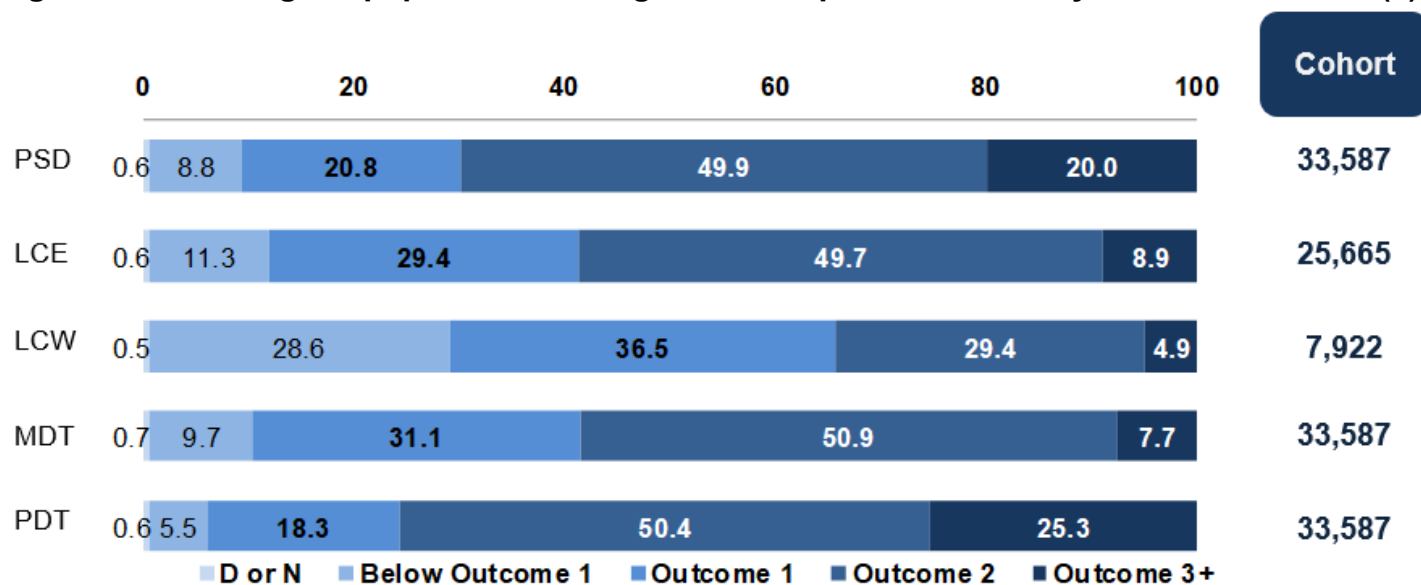
## Section 1: On-entry assessments of pupils in reception class in schools

Since 2016, children in Wales undergo a statutory on-entry assessment, using the Foundation Phase Profile, during their first 6 weeks following entry into primary school (Reception Class). This is used to determine the stage of development and interests of the child according to the [Foundation Phase Profile and framework](#). Information on each area of learning (PSD, LCE, LCW, MDT and PDT) can be found in the previous link. Most assessments are undertaken when the child enters reception class at age 4, although schools are encouraged to assess the child on entry to the Foundation Phase, at whatever earlier age that may be.

The data reflect the wide range of developmental maturity that we expect at this age, and is well within the normal range for children at entry to school, especially with the age variability at the point of school entry. The general expectation is that the majority of four year olds will be assessed at stage of development 2, with significant numbers also expected at stages 1 and 3 in each area of learning.

This release includes one of the national indicators used for the purpose of measuring progress towards the achievement of the 7 Well-being goals for Wales. This is national indicator 6, the measurement of the development of young children, and progress will be tracked using the Personal, Social Development, Well-Being and Cultural Diversity area of learning. Please see the annual [Well-being of Wales report](#) for further information.

**Figure 1: Percentage of pupils at each stage of development in on-entry assessment, 2019 (a)**



(a) D (Disapplied) represents pupils who were exempt from all or part of the National Curriculum 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.

PSD = Personal and social development, well-being and cultural diversity

LCE = Language, literacy and communication skills - English

LCW = Language, literacy and communication skills – Welsh

MDT = Mathematical development

PDT = Physical development

- Around 6 in 10 pupils aged 4 are at a stage of development in mathematics and language, literacy and communication in English that would be consistent with or greater than their age according to the framework (outcome 2 and above), with around 9 in 10 pupils within one stage of the development consistent with their age.
- There is a different distribution for language, literacy and communication in Welsh, with around 1 in 3 pupils at a stage of development that is consistent with or greater than their age. This can be explained by the number of pupils from non-Welsh speaking households whose parents choose to enrol them at a Welsh medium school. To put this into context, by the end of the Foundation Phase around 82 per cent of pupils achieve the expected outcome in this area of learning.
- In personal and social development, well-being and cultural diversity, around 7 in 10 pupils aged 4 are at a stage of development in this area of learning that would be consistent with or greater than their age according to the framework, with around 9 in 10 pupils within one stage of the development consistent with their age.

**Table 1: Percentage of pupils at each stage of development in on-entry assessment, by gender, 2019 (a)**

Area of learning		Below					
		D or N	Outcome 1	Outcome 1	Outcome 2	Outcome 3	Outcome 4+
Personal and social development, well-being and cultural diversity (PSD)	Boys	0.7	11.2	24.4	47.8	14.9	0.8
	Girls	0.4	6.2	17.0	52.1	23.1	1.3
	Pupils	0.6	8.8	20.8	49.9	18.9	1.1
Language, literacy and communication skills - English (LCE)	Boys	0.8	14.5	32.1	45.4	6.8	0.5
	Girls	0.4	7.9	26.6	54.4	10.1	0.6
	Pupils	0.6	11.3	29.4	49.7	8.4	0.5
Language, literacy and communication skills - Welsh (LCW)	Boys	0.5	32.7	37.1	25.5	3.8	0.4
	Girls	0.5	24.6	35.9	33.4	5.3	0.4
	Pupils	0.5	28.6	36.5	29.4	4.5	0.4
Mathematical development (MDT)	Boys	0.8	11.6	32.5	48.0	6.8	0.3
	Girls	0.5	7.8	29.6	53.9	8.0	0.3
	Pupils	0.7	9.7	31.1	50.9	7.4	0.3
Physical development (PDT)	Boys	0.7	7.6	22.7	50.6	17.4	1.0
	Girls	0.4	3.3	13.6	50.1	30.6	1.9
	Pupils	0.6	5.5	18.3	50.4	23.8	1.4

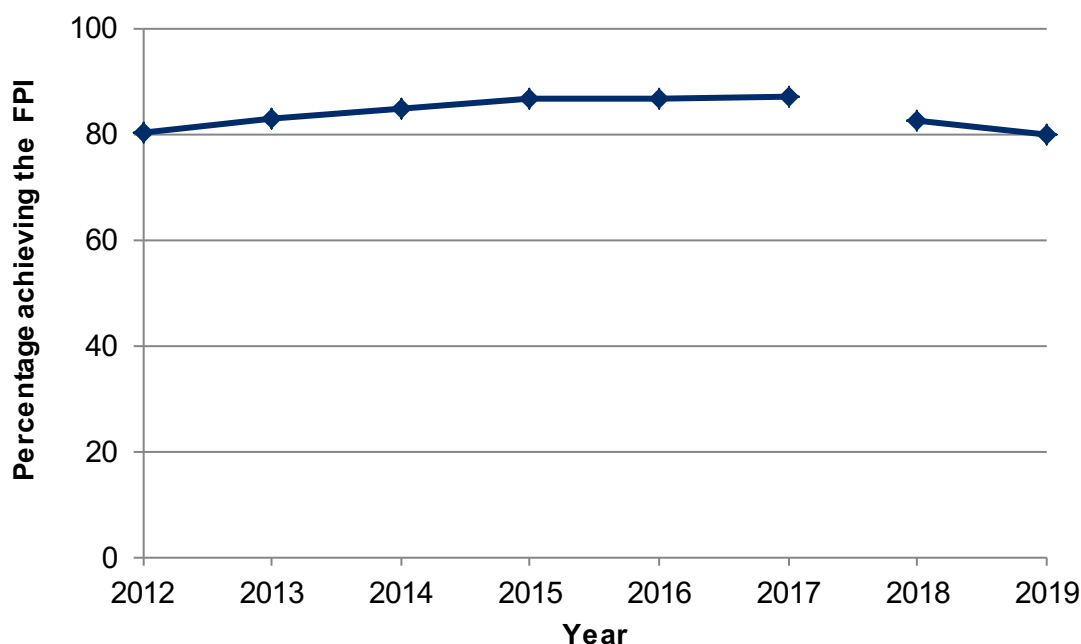
(a) D (Disapplied) represents pupils who were exempt from all or part of the National Curriculum under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment. N represents pupils not awarded a level for reasons other than disapplication.

- For all areas of learning there is a different distribution pattern of developmental progress for boys compared with girls as they mature at different rates and on average girls are at a higher stage of development. This is consistent with other studies such as the Millennium Cohort Study and data from the Schedule of Growing Skills collected under the Flying Start programme.

## Section 2: Foundation Phase Outcomes

Following changes to the Foundation Phase Areas of Learning, data for 2018 onwards should not be compared with earlier years. The Foundation Phase Indicator (FPI) represents the percentage of pupils, aged 7, achieving Outcome 5 or above, based on teacher assessment, 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.

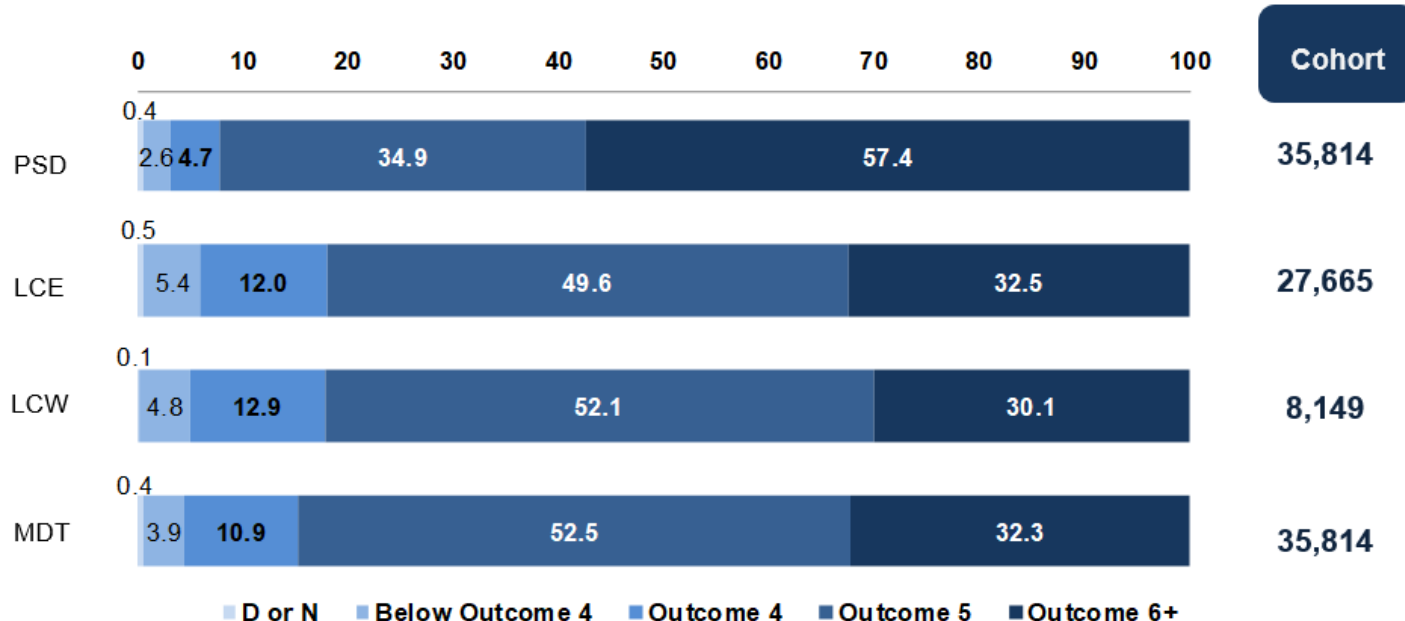
**Figure 2: Percentage of pupils achieving the FPI, 2012-2019**



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

- From 2012 (when the FPI measure was introduced) to 2017, the percentage of pupils achieving the FPI increased.
- Between 2017 and 2018 there was a [recalibration of the Foundation Phase outcomes](#) against which the FPI indicator is measured. This has led to a lower percentage of pupils achieving the FPI since 2018. Generally comparisons between data for 2018 onwards and earlier years should be avoided.
- The percentage of pupils achieving the FPI was 80.0 per cent in 2019, down from 82.6 per cent in 2018. See note on front page regarding [context for 2019](#).

**Figure 3: Percentage of pupils achieving Foundation Phase Outcomes, by Outcome, 2019 (a)**

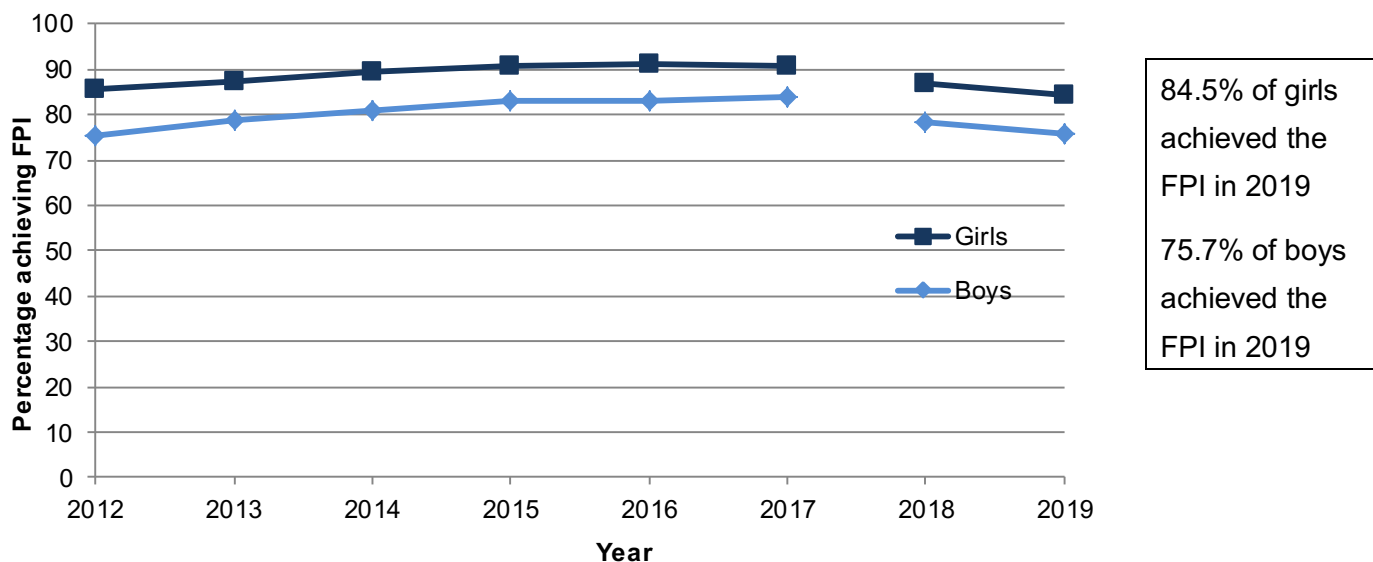


(a) D (Disappiled) represents pupils who were exempt from all or part of the National Curriculum under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment. N represents pupils not awarded a level for reasons other than disapplication.

Underlying data is available as interactive tables and open data on [StatsWales](https://stats.wales.gov.uk/). Information on the [Foundation Phase outcomes and expected levels](#) can be found on page 16.

- The majority of pupils achieved the expected Outcome of 5 or above in each area of learning, from 92.2 per cent in “Personal and social development, well-being and cultural diversity” to 82.0 per cent in “Language, literacy and communication skills - English”.
- In “Personal and social development, well-being and cultural diversity” 57.4 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 4: Percentage of pupils achieving the FPI, by gender, 2012-2019**



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

- 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 and 8.8 percentage points higher in 2019.
- Following changes to the Foundation Phase Areas of Learning, data for 2018 onwards should not be compared with earlier years.
- The percentage of girls achieving the FPI (based on 2008 Foundation Phase framework) was consistently higher than boys between 2012 and 2017 and this trend has continued since the introduction of the revised Foundation Phase Areas of Learning.

**Table 2: Foundation Phase Outcomes for all pupils, by gender, 2018-2019**

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

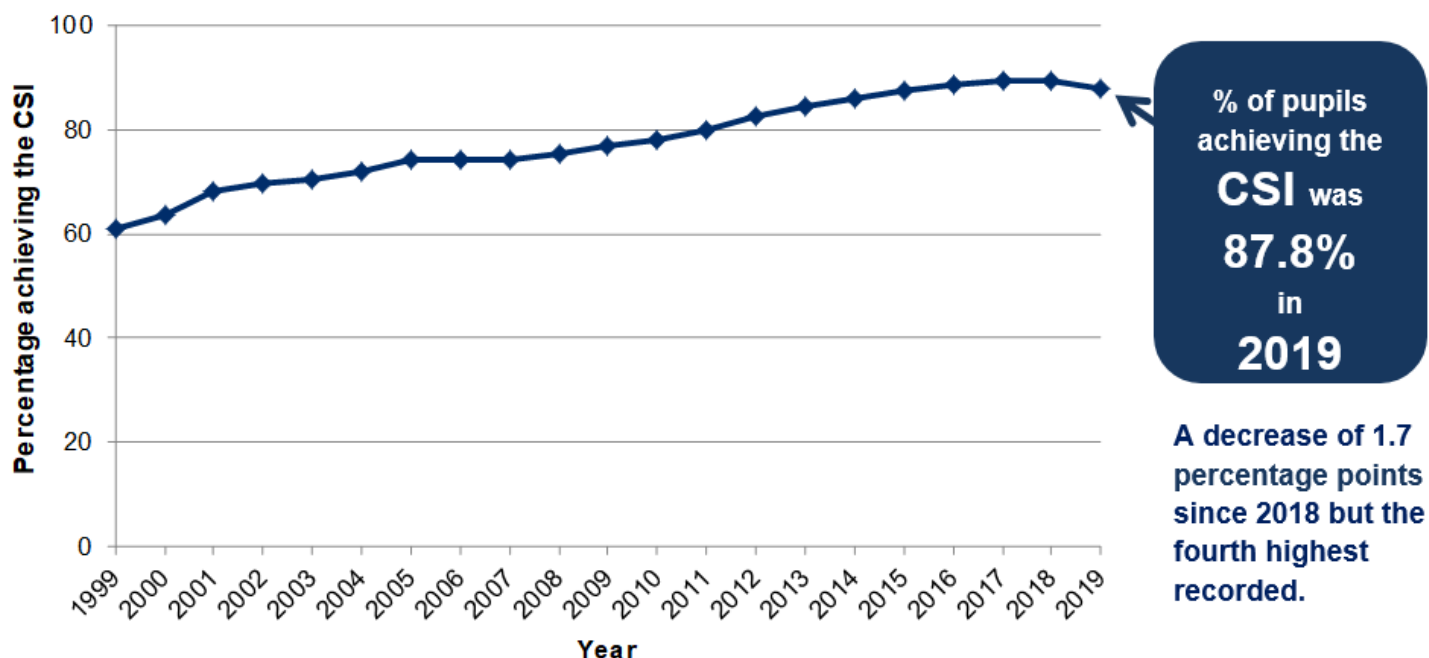
Area of learning	Boys		Girls		Pupils		% point difference Girls/Boys	% point difference Girls/Boys
	2018	2019	2018	2019	2018	2019	2018	2019
	Personal and social development, well-being and cultural diversity (PSD)	90.6	89.2	96.3	95.4	93.4	92.2	5.7
Language, literacy and communication skills - English (LCE)	80.0	77.6	88.3	86.7	84.0	82.0	8.3	9.1
Language, literacy and communication skills - Welsh (LCW)	81.5	78.0	90.4	86.3	86.1	82.2	8.9	8.3
Mathematical development (MDT)	84.2	82.5	89.0	87.1	86.6	84.7	4.8	4.6
Foundation Phase Indicator (FPI)	78.4	75.7	86.9	84.5	82.6	80.0	8.5	8.8

- Performance continues to be higher for girls than for boys in each area of learning.
- The largest difference between boys and girls in 2019 was in “Language, literacy and communication skills – English” (9.1 percentage points). The smallest difference was in “Mathematical Development” (4.6 percentage points).

## Section 3: Key Stage 2

The Core Subject Indicator (CSI) at Key Stage 2 represents the percentage of pupils achieving Level 4 or above, based on teacher assessments, 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, 1999-2019



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



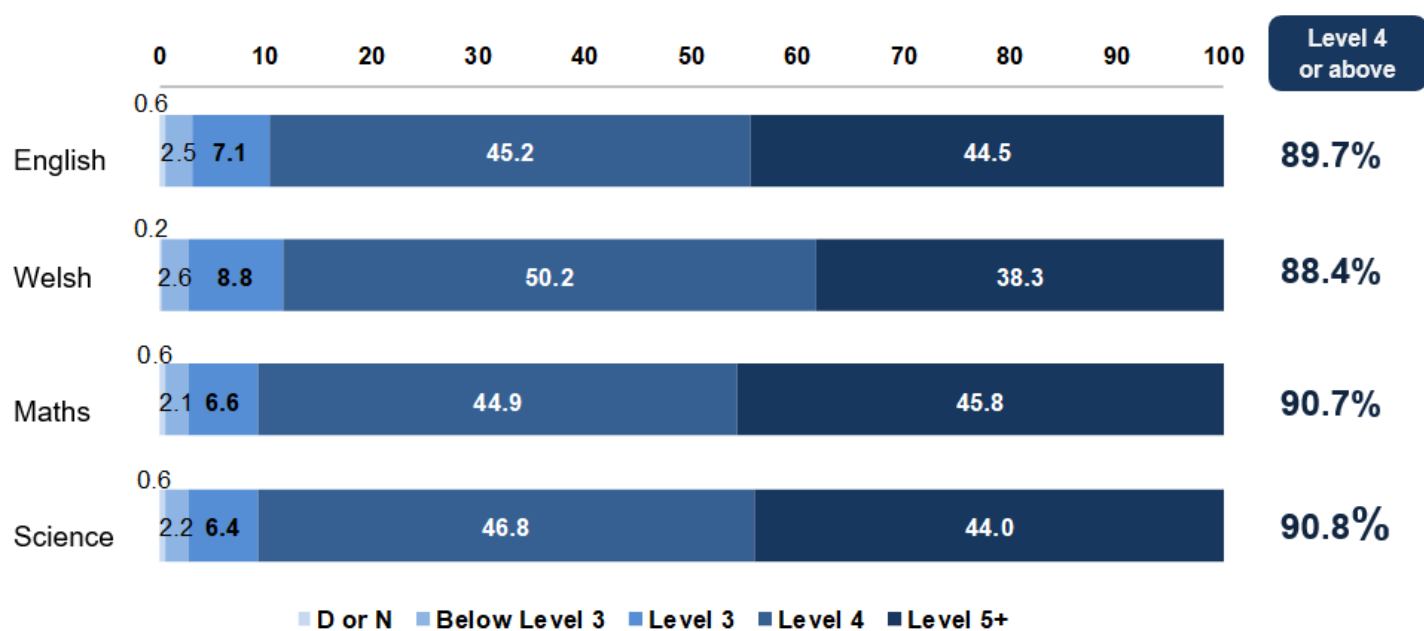
**83.8%** achieved Level 4 or above in Reading and Writing (English or Welsh) and Mathematics in 2019



**83.6%** achieved Level 4 or above in Reading and Writing (English or Welsh) and Mathematics and Science in 2019

- The percentage of pupils achieving the CSI at Key Stage 2 was 87.8 per cent in 2019, down from 89.5 per cent in 2018. This is the first time since 2007 that there has been a decrease. See note on front page regarding [context for 2019](#). The percentage of pupils achieving the CSI was 61.1 per cent in 1999 when the CSI was introduced.
- Since 2018 the percentage of pupils achieving Level 4 or above in Reading and Writing (English or Welsh) and Mathematics and for Reading and Writing (English or Welsh), Mathematics and Science has decreased by 1.3 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 increased year on year between 2007 and 2018.

**Figure 6: Percentage of pupils achieving Key Stage 2 levels, by subject, 2019**



(a) D (Disapplied) represents pupils who were exempt from all or part of the National Curriculum 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.

**Table 3: Key Stage 2 teacher assessment results for all pupils, by levels, 2019 (a) (d)**

Subject	Percentage											Cohort
	D	N	NCO 1, 2 and 3			4	5	6+	Level 4 or above (b)	Level 5 or above		
<b>English</b>	<b>0.4</b>	<b>0.3</b>	<b>0.4</b>	<b>0.5</b>	<b>1.6</b>	<b>7.1</b>	<b>45.2</b>	<b>42.9</b>	<b>1.6</b>	<b>89.7</b>	<b>44.5</b>	<b>35,946</b>
Oracy	0.4	0.2	0.5	0.5	1.4	6.8	44.8	43.6	1.8	90.2	45.4	35,946
Reading	0.4	0.3	0.4	0.5	1.6	7.2	43.0	44.7	2.0	89.6	46.7	35,946
Writing	0.4	0.3	0.4	0.6	2.0	11.2	48.6	35.2	1.4	85.2	36.5	35,946
<b>Welsh</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.5</b>	<b>2.0</b>	<b>8.8</b>	<b>50.2</b>	<b>37.1</b>	<b>1.2</b>	<b>88.4</b>	<b>38.3</b>	<b>7,714</b>
Oracy	0.1	0.1	0.1	0.5	1.8	7.6	49.2	39.2	1.5	89.8	40.6	7,714
Reading	0.1	0.1	0.1	0.5	2.1	9.4	48.2	38.0	1.5	87.7	39.5	7,714
Writing	0.1	0.1	0.2	0.6	2.4	12.6	53.1	30.2	0.9	84.1	31.0	7,714
<b>Mathematics</b>	<b>0.3</b>	<b>0.3</b>	<b>0.4</b>	<b>0.4</b>	<b>1.3</b>	<b>6.6</b>	<b>44.9</b>	<b>43.5</b>	<b>2.2</b>	<b>90.7</b>	<b>45.8</b>	<b>35,946</b>
<b>Science</b>	<b>0.4</b>	<b>0.3</b>	<b>0.4</b>	<b>0.5</b>	<b>1.3</b>	<b>6.4</b>	<b>46.8</b>	<b>43.8</b>	<b>0.2</b>	<b>90.8</b>	<b>44.0</b>	<b>35,946</b>
<b>Core Subject Indicator (c)</b>	.	.	.	.	.	.	.	.	.	<b>87.8</b>	.	<b>35,946</b>
<b>Achieving Level 4 or above in Reading and Writing (English or Welsh) and Mathematics</b>	.	.	.	.	.	.	.	.	.	<b>83.8</b>	.	<b>35,946</b>
<b>Achieving Level 4 or above in Reading and Writing (English or Welsh), Mathematics and Science</b>	.	.	.	.	.	.	.	.	.	<b>83.6</b>	.	<b>35,946</b>

(a) D (Disapplied) represents pupils who were exempt from all or part of the National Curriculum 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. 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.

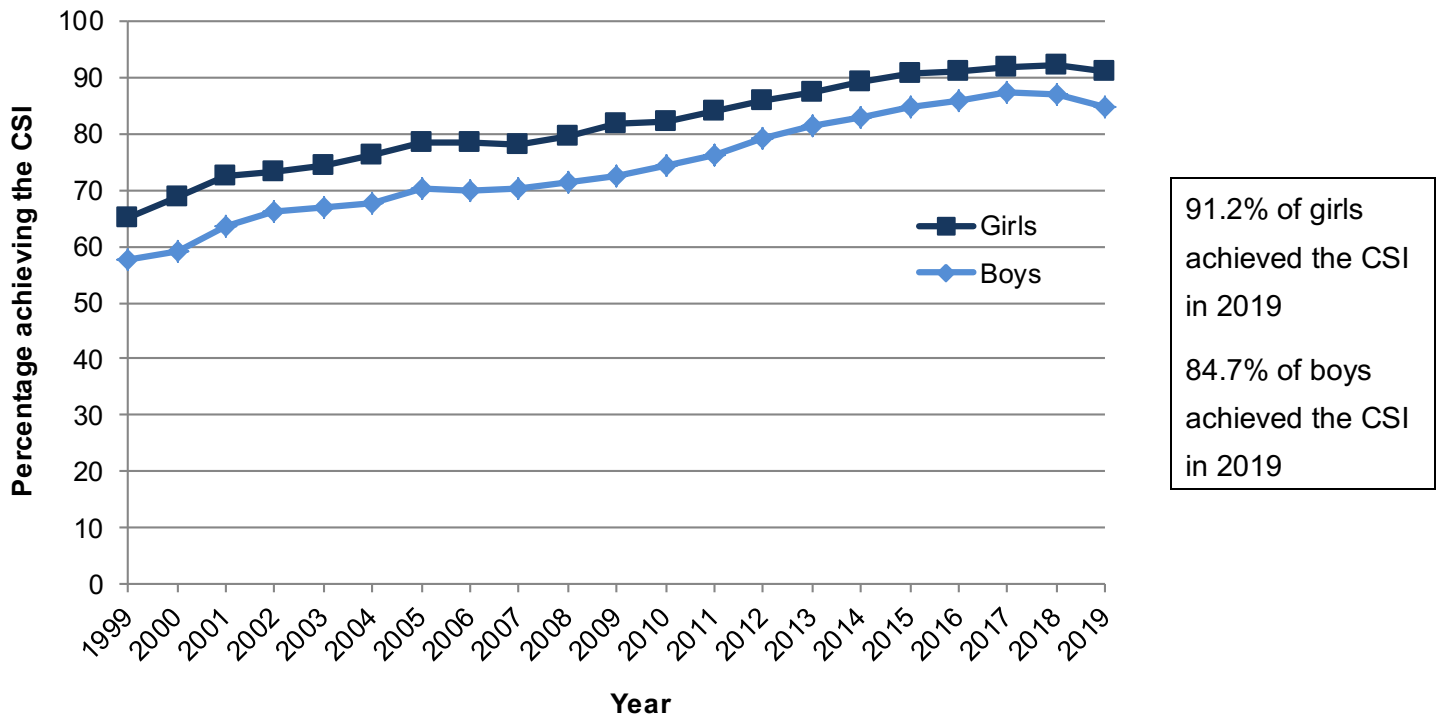
(d) . Not applicable.

- The vast majority of pupils achieved at least the expected outcome of Level 4 or above in each subject, from 90.8 per cent in Science to 88.4 per cent in Welsh in 2019.
- A higher percentage of pupils achieved Level 4 or above in oracy and reading than in writing for both English and Welsh.



- The percentage of pupils achieving Level 5 or above ranged from 45.8 per cent in Mathematics to 38.3 per cent in Welsh.

**Figure 7: Percentage of pupils achieving the Key Stage 2 CSI, by gender, 1999-2019**



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

- 2019 was the first year since 2007 that the percentage of girls achieving the CSI has decreased. The percentage of boys achieving the CSI decreased in the last two years, but before that increased in each year from 2006.
- 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 2019 to 6.5 percentage points. The gap between girls and boys had been falling up to 2017 when it was 4.5 percentage points, down from 9.5 percentage points in 2000.

**Table 4: Key Stage 2 teacher assessment results for all pupils, by gender, 2018-2019**  
Percentage of pupils achieving at least Level 4 (the expected level) in teacher assessments

Subject	Boys		Girls		Pupils		% point difference	% point difference
	2018	2019	2018	2019	2018	2019	Girls/Boys	Girls/Boys
							2018	2019
English	88.3	86.5	94.0	93.1	91.1	89.7	5.7	6.6
Welsh	86.4	84.2	92.9	92.5	89.7	88.4	6.5	8.3
Mathematics	90.3	88.8	93.4	92.7	91.8	90.7	3.0	3.9
Science	90.1	88.5	94.1	93.2	92.1	90.8	4.1	4.7
Core Subject Indicator	<b>87.0</b>	<b>84.7</b>	<b>92.1</b>	<b>91.2</b>	<b>89.5</b>	<b>87.8</b>	<b>5.2</b>	<b>6.5</b>
Reading, Writing and Mathematics	80.9	79.0	89.5	88.8	85.1	83.8	8.6	9.9
Reading, Writing, Maths and Science	80.8	78.9	89.4	88.6	85.0	83.6	8.6	9.8

## **Results for all pupils**

- There was a decrease in all subjects in the percentage of pupils achieving at least the expected level at Key Stage 2 between 2018 and 2019.
- All subjects decreased by just over 1 percentage point, Mathematics decreased by 1.1 percentage point, Welsh and Science decreased by 1.2 percentage points and English decreased by 1.4 percentage points.

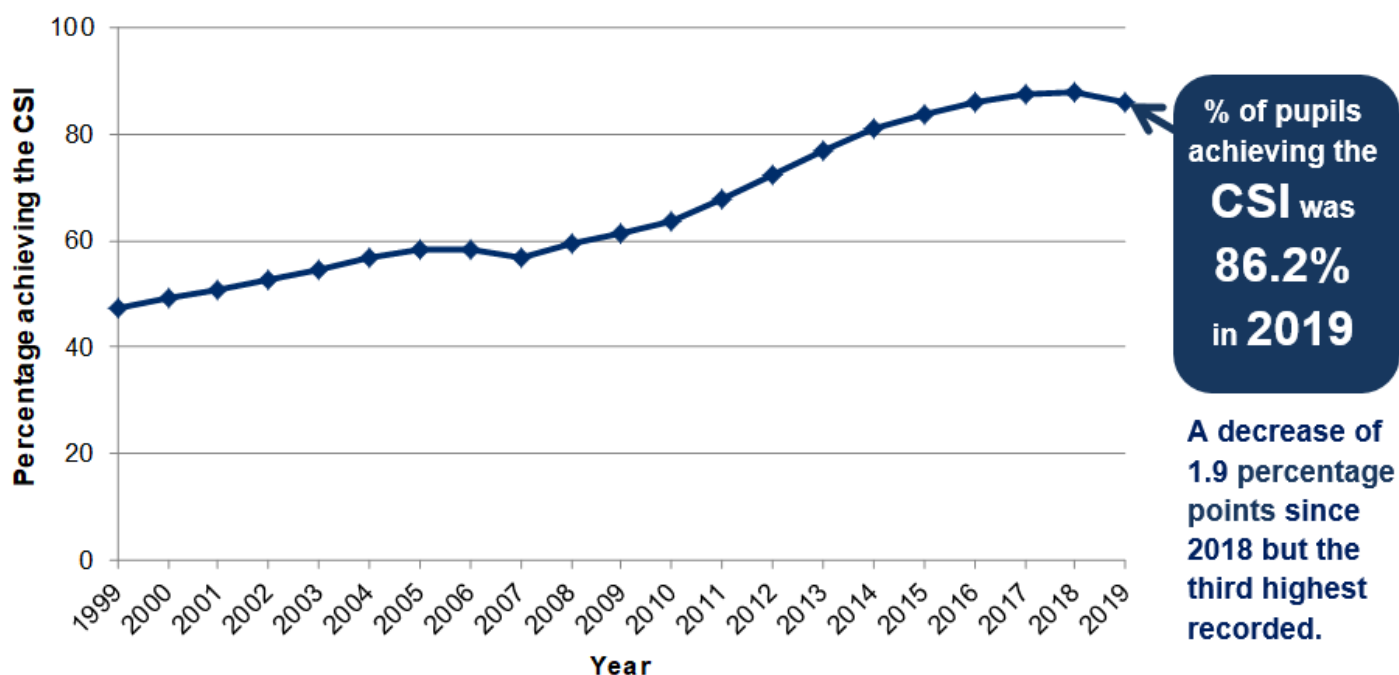
## **Results by gender**

- Between 2018 and 2019 the percentage of girls and boys achieving the expected level decreased for all subjects.
- The gap between girls and boys increased for each subject between 2018 and 2019.
- 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 increased to almost 10 percentage points in 2019.

## Section 4: Key Stage 3

The Core Subject Indicator (CSI) at Key Stage 3 represents the percentage of pupils achieving Level 5 or above, based on teacher assessments, in English or Welsh (first language), Mathematics and Science in combination at the end of Key Stage 3, aged 14.

**Figure 8: Percentage of pupils achieving the Key Stage 3 CSI, 1999-2019**



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



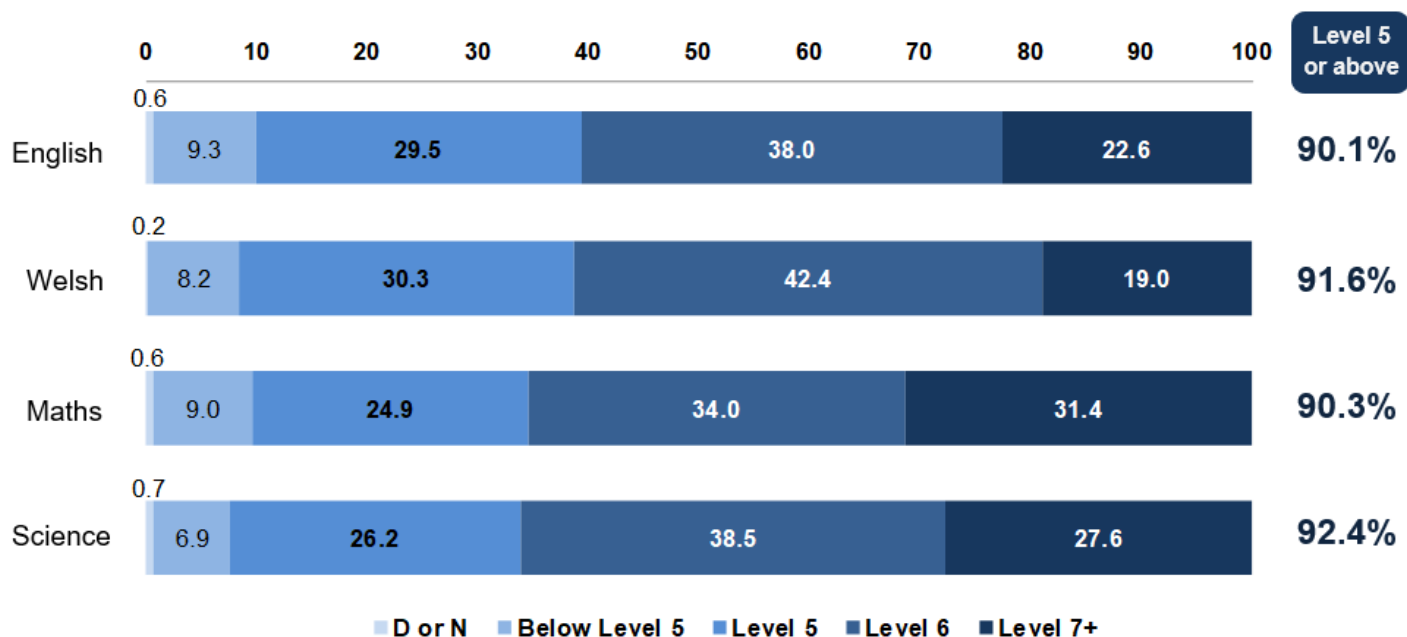
**82.2%** achieved Level 5 or above in Reading and Writing (English or Welsh) and Mathematics in 2019



**81.4%** achieved Level 5 or above in Reading and Writing (English or Welsh) and Mathematics and Science in 2019

- The percentage of pupils achieving the CSI at Key Stage 3 has decreased for the first year since 2007 to 86.2 per cent. See note on front page regarding [context for 2019](#). The percentage of pupils achieving the CSI was 47.5 per cent in 1999 when the CSI was introduced.
- In 2019 the percentage of pupils achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics decreased by 0.7 percentage points, and in Reading and Writing (English or Welsh), Mathematics and Science decreased by 1.0 percentage points.
- Prior to 2019 the percentage of pupils achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics had increased year on year since 2009 and Reading and Writing (English or Welsh), Mathematics and Science has increased year on year since 2008.

**Figure 9: Percentage of pupils achieving Key Stage 3 levels, by subject, 2019 (a)**



(a) D (Disapplied) represents pupils who were exempt from all or part of the National Curriculum 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.

**Table 5: Key Stage 3 teacher assessment results for all pupils, by levels, 2019 (d)**

Subject	Percentage											Level 5 or above (b)	Level 6 or above	Cohort
	D	N	NCO 1, 2 and 3 (a)											
<b>English</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.6</b>	<b>1.7</b>	<b>6.3</b>	<b>29.5</b>	<b>38.0</b>	<b>20.5</b>	<b>2.1</b>	<b>90.1</b>	<b>60.6</b>	<b>32,777</b>
Oracy	0.3	0.3	0.3	0.3	0.6	1.6	6.9	28.6	37.7	20.8	2.7	89.6	61.1	32,777
Reading	0.3	0.3	0.3	0.3	0.6	1.8	7.4	29.1	37.6	19.9	2.2	88.9	59.8	32,777
Writing	0.3	0.3	0.3	0.3	0.7	2.2	10.7	32.6	34.6	16.1	1.9	85.2	52.6	32,777
<b>Welsh</b>	<b>0.1</b>	<b>0.1</b>	-	<b>0.1</b>	<b>0.2</b>	<b>1.2</b>	<b>6.6</b>	<b>30.3</b>	<b>42.4</b>	<b>17.4</b>	<b>1.6</b>	<b>91.6</b>	<b>61.3</b>	<b>6,068</b>
Oracy	0.2	0.1	-	0.1	0.3	0.9	6.6	29.5	41.6	19.1	1.7	91.9	62.4	6,068
Reading	0.1	0.1	-	0.1	0.2	1.3	7.8	29.5	41.3	17.5	2.0	90.3	60.8	6,068
Writing	0.1	0.1	-	0.1	0.2	1.6	10.6	36.2	36.8	12.7	1.5	87.2	51.0	6,068
<b>Mathematics</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.4</b>	<b>1.7</b>	<b>6.2</b>	<b>24.9</b>	<b>34.0</b>	<b>26.0</b>	<b>5.4</b>	<b>90.3</b>	<b>65.4</b>	<b>32,777</b>
<b>Science</b>	<b>0.3</b>	<b>0.4</b>	<b>0.4</b>	<b>0.3</b>	<b>0.4</b>	<b>1.0</b>	<b>4.8</b>	<b>26.2</b>	<b>38.5</b>	<b>25.6</b>	<b>2.1</b>	<b>92.4</b>	<b>66.1</b>	<b>32,777</b>
<b>Core Subject Indicator (c)</b>	.	.	.	.	.	.	.	.	.	.	.	<b>86.2</b>	.	<b>32,777</b>
<b>Achieving Level 5 or above in Reading and Writing (English or Welsh) and Mathematics</b>	.	.	.	.	.	.	.	.	.	.	.	<b>82.2</b>	.	<b>32,777</b>
<b>Achieving Level 5 or above in Reading and Writing (English or Welsh), Mathematics and Science</b>	.	.	.	.	.	.	.	.	.	.	.	<b>81.4</b>	.	<b>32,777</b>

(a) D (Disapplied) represents pupils who were exempt from all or part of the National Curriculum 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. 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.

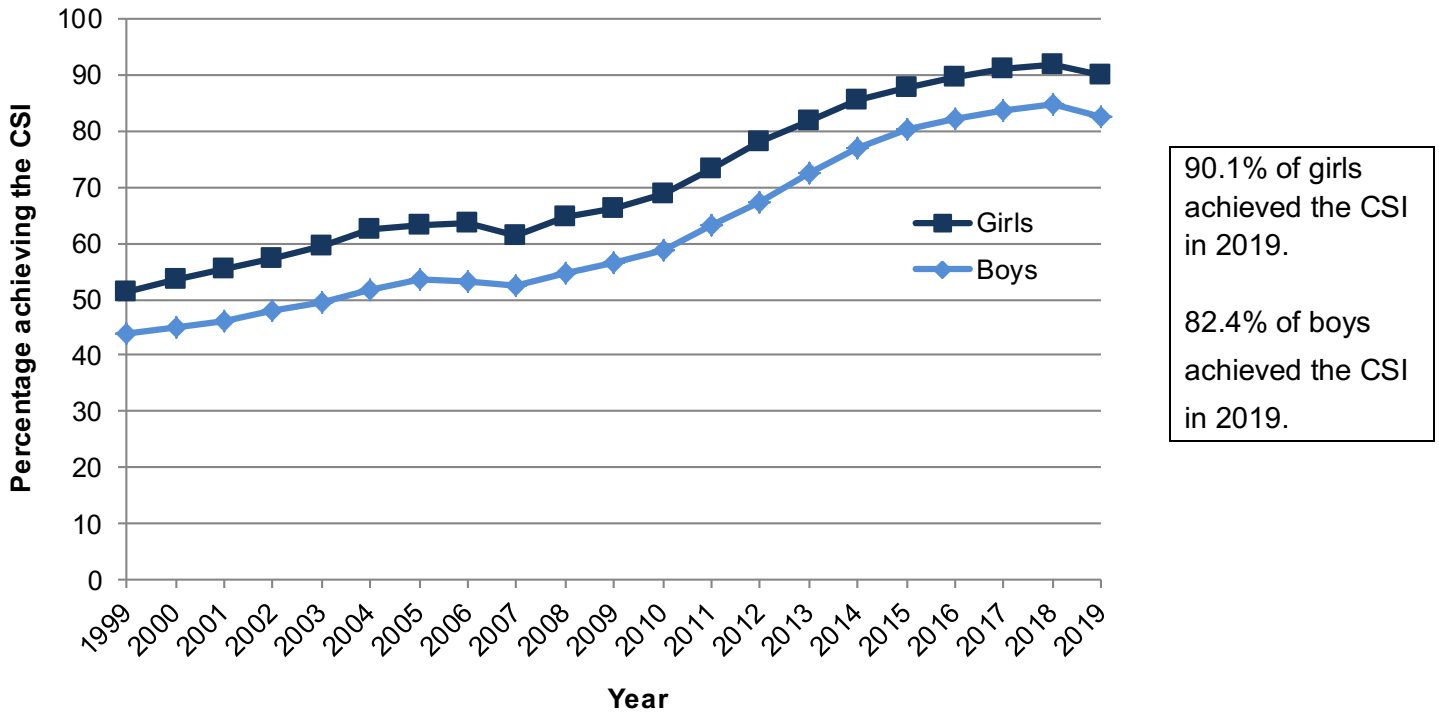
(c) The Core Subject Indicator represents the percentage of pupils achieving Level 5 or above in English or Welsh (first language), mathematics and science in combination.

(d) . Not applicable.

- More than 9 in every 10 pupils achieved at least the expected level of Level 5 or above in each subject, from 92.4 per cent in Science to 90.1 per cent in English in 2019.
- 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 10: Percentage of pupils achieving the Key Stage 3 CSI, by gender, 1999-2019**



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

- The percentage of girls and boys achieving the CSI has decreased for the first time since 2007.
- The percentage of girls achieving the CSI has consistently been higher than boys, since 1999 when the measure was introduced.
- The last five years have seen a fairly consistent gap between girls and boys of between 7.1 and 7.7 percentage points. The gap between girls and boys in 2019 at Key Stage 3 was 7.7 percentage points. The smallest gap since the measure was introduced was 7.1, in 2018. The gap in the last five years has generally been smaller than it was in the previous 15 years.

**Table 6: Key Stage 3 teacher assessment results for all pupils, by gender, 2018-2019**  
 Percentage of pupils achieving at least Level 5 (the expected level) in teacher assessments

Subject	Boys		Girls		Pupils		% point difference	% point difference
	2018	2019	2018	2019	2018	2019	Girls/Boys	Girls/Boys
							2018	2019
English	87.8	86.5	94.8	93.9	91.2	90.1	7.0	7.5
Welsh	91.0	87.2	96.6	95.9	93.8	91.6	5.6	8.6
Mathematics	89.6	88.3	93.7	92.5	91.6	90.3	4.2	4.2
Science	91.5	90.0	96.1	94.9	93.7	92.4	4.6	4.8
Core Subject Indicator	<b>84.7</b>	<b>82.4</b>	<b>91.7</b>	<b>90.1</b>	<b>88.1</b>	<b>86.2</b>	<b>7.1</b>	<b>7.7</b>
Reading, Writing and Mathematics	77.5	76.8	88.7	87.8	82.9	82.2	11.2	11.0
Reading, Writing, Maths and Science	76.8	75.9	88.2	87.1	82.4	81.4	11.4	11.2

### Results for all pupils at Key Stage 3

- The percentage of pupils achieving at least the expected level decreased for each subject from 2018 to 2019. Previously it had increased for all subject areas since 2008.
- Welsh had the largest decrease (2.2 percentage points) in the percentage of pupils achieving at least the expected level in 2019, compared with 2018. English had the smallest decrease (1.1 percentage points).

### Results by gender

- For all subjects between 2018 and 2019 the percentage of girls and boys achieving the expected level decreased.
- The gap between girls and boys in the percentage achieving at least the expected level was largest in Welsh (8.6 percentage points) and smallest in Mathematics (4.2 percentage points).
- 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 11.0 and 11.2 percentage points respectively in 2019.

# Notes

## 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.

### 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.

[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 2019, the date for this was 14 May.

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

### On-entry assessments

Since 2016, children in Wales undergo a statutory on-entry assessment, using the Foundation Phase Profile, during their first 6 weeks following entry into primary school (Reception Class). This is used to determine the stage of development and interests of the child according to the [Foundation Phase Profile and framework](#). Most assessments are undertaken when the child enters reception class at age 4, although schools are encouraged to assess the child on entry to the Foundation Phase, at whatever earlier age that may be.

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. The programme of external verification has now ceased.

### **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 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 2019](#)' was also released on 7 August 2019. In addition, the statistical release on national tests, '[National Reading and Numeracy Test Results, 2019](#)', will be released on 28 August 2019.

### **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).

[NDC data collection information for 2019](#)



## Definitions

### Coverage

Most learners will be 4, 7, 11 or 14 years old at entry to the Foundation Phase, 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 2018/19 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 2019 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:

- 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, schools and consortia
- 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 the 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 14 May 2019, with schools asked to submit data for every pupil on roll at the school on 14 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 5 July 2019.

## 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 results for 2018 onwards are not comparable to previous years.

No independent schools submitted data in 2019. 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.

No independent schools submitted Key Stage 2 or 3 data in 2019. 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.

Data for Wales is not comparable with other UK countries. The Department for Education in England publish separate releases on Key Stage 1 and 2, although no longer publish releases for Key Stage 3. Within the [statistical releases for England](#), figures are published on teacher assessments, as well as official tests.

[Scotland education statistics](#)

[Northern Ireland education statistics](#)

## 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. The designation of these statistics as National Statistics was confirmed in July 2010 following a [full assessment against the Code of Practice](#).

Since the latest review by the Office for Statistics Regulation, we have continued to comply with the Code of Practice for Statistics, and have made the following improvements:

- added to and refined information about dimensions of quality and described links to policy

- made more data available on StatsWales
- improved the format to include charts which provide further insight into some of the key information.

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.

This release includes one of the national indicators namely national indicator 6, the measurement of the development of young children, and progress will be tracked using the personal, social development, well-being and cultural diversity area of learning.

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: <https://gov.wales/academic-achievement-pupils-aged-4-14-core-subjects-2019>

## **Next update**

Data for 2020 will be published in August 2020 (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](mailto:school.stats@gov.wales)

## **Open Government Licence**

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

