

Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key Stages 2 and 3, 2016

10 August 2016
SFR 94/2016



Key points for 2016:



87.2%
of pupils (nearly 9 out of 10)
achieved the expected outcome in
all mandatory areas of learning
(AoL) at either the end of
Foundation Phase or either
Key stage 2/3
in 2016

an increase of
1.0%
since 2015



Girls outperformed boys

in all subjects/areas of learning at the end of Foundation Phase and in both Key stages.

Vs



Difference in performance between girls and boys decreased in both Key stages

for most subjects. However the gap did increase between girls and boys for the first time since 2012 in the Foundation Phase Indicator.



The percentage of pupils achieving at least the expected level was higher than in 2015 in all subjects in both Key stages. But was more variable in areas of learning at the end of Foundation Phase

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

2016

Foundation
Phase
87.0 %

Up by

0.2%

from 2015

Key stage 2

88.6 %

Up by

0.9%

from 2015

Key stage 3

85.9 %

Up by

2.0%

from 2015

About this release

Provides information on teacher assessments of mandatory areas of learning/core subjects, at Wales and local authority level (LA).

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

Please see Section 1.1 of the Notes for information on the external verification programme for teacher assessment, which may have an effect on the results in 2016.

In this release

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[Foundation Phase](#) p3

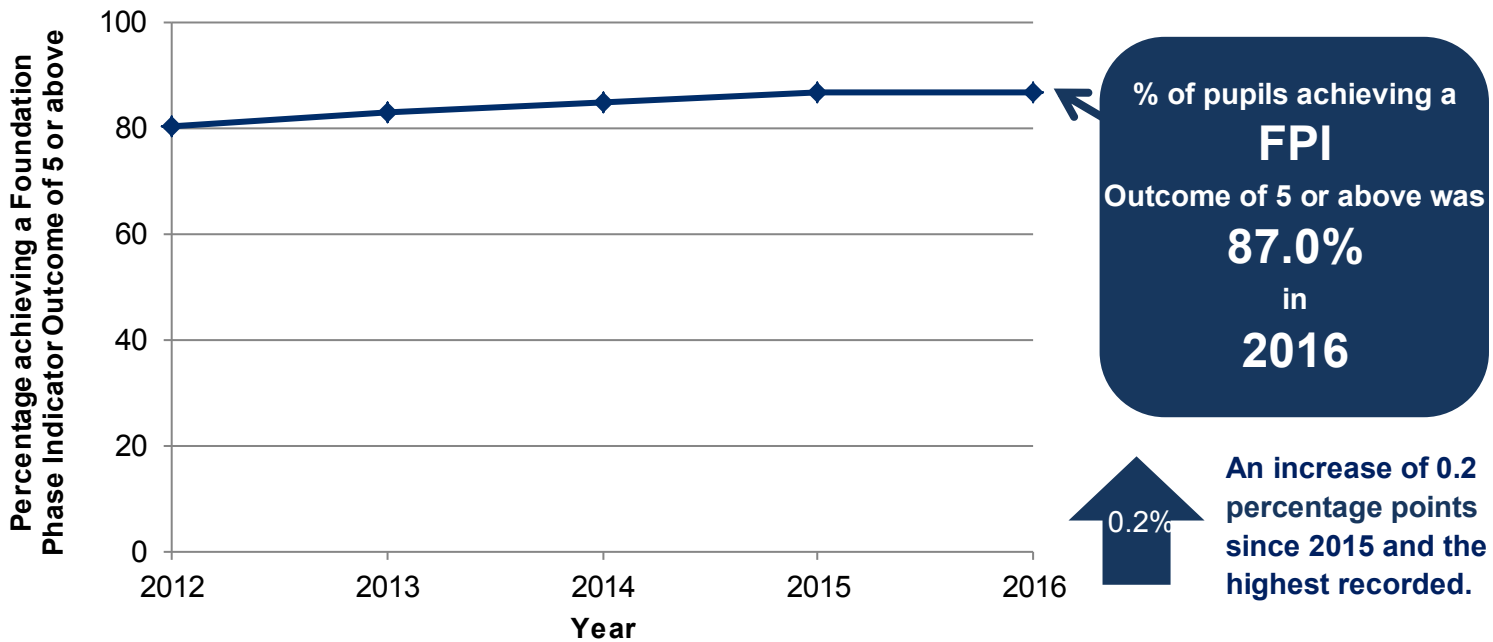
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Section 1 – Foundation Phase

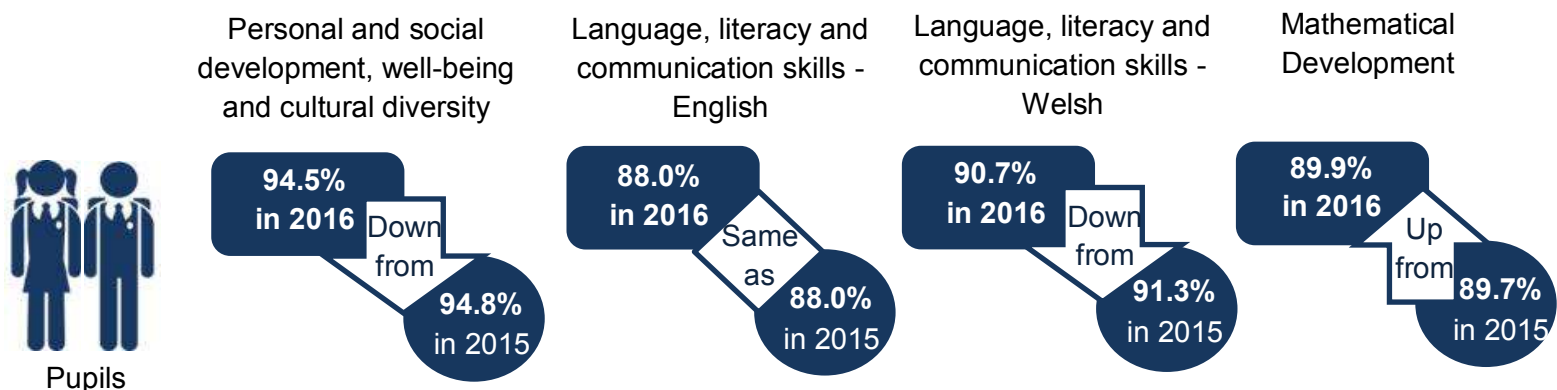
Figure 1: Percentage of pupils achieving a Foundation Phase Indicator (FPI) Outcome of 5 or above, over time



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

- The percentage of pupils achieving a Foundation Phase Indicator (FPI) Outcome of 5 or above has increased every year since 2012 when the measure was introduced. The percentage of pupils achieving a FPI Outcome of 5 or above was 80.5% in 2012.
- 2016 saw the smallest increase in the percentage of pupils achieving at least the expected FPI Outcome from the previous year.
- The rate of increase of the percentage of pupils achieving a FPI Outcome of 5 or above has fallen each year; 2.5 percentage points in 2012/13, 2.2 percentage points in 2013/14, 1.6 percentage points in 2014/15 and 0.2 percentage points in 2015/16.

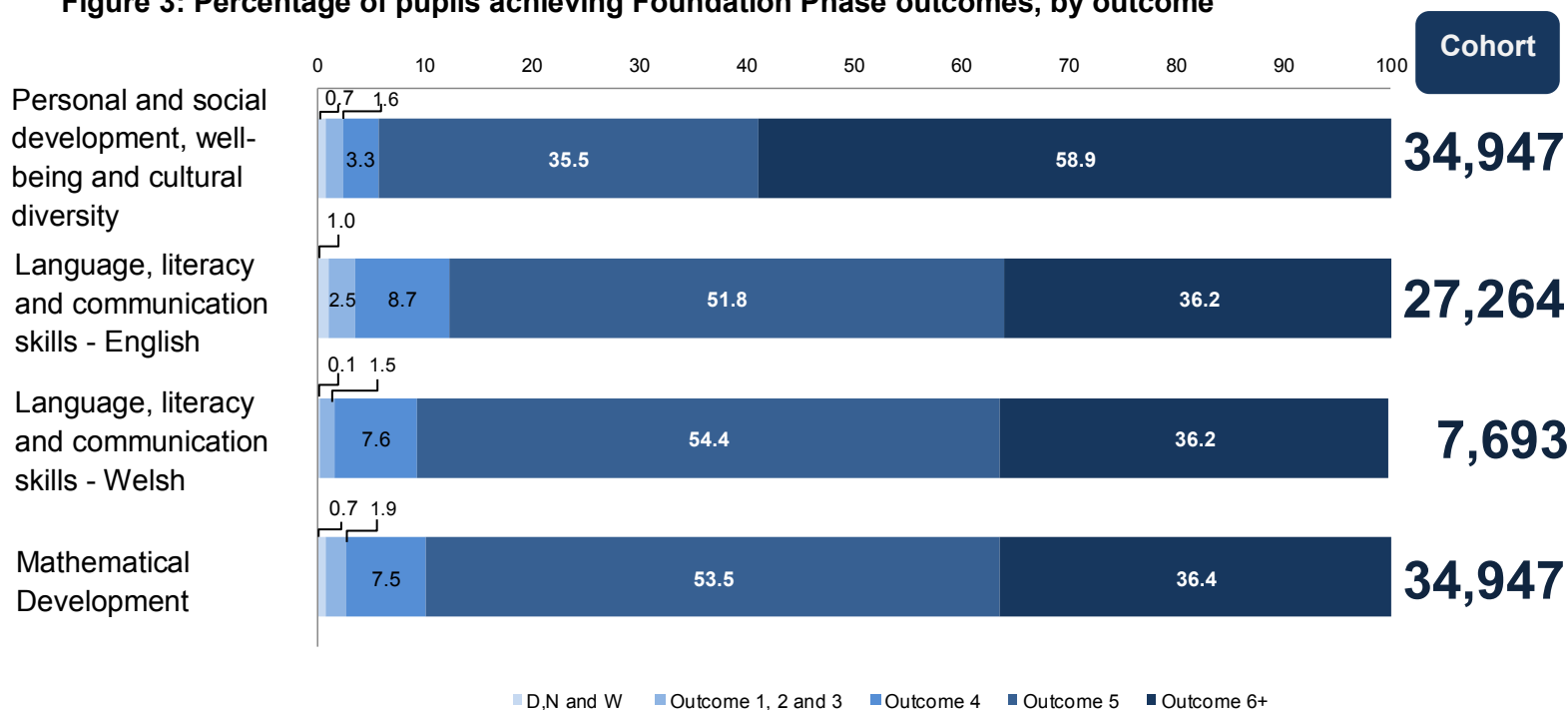
Figure 2: Percentage of pupils achieving a Foundation Phase outcome of 5 or above, by area of learning



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

- The percentage of pupils achieving at least the expected outcome increased for only 1 area of learning from 2015 to 2016. This is the first time all areas of learning have not increased since the introduction of Foundation phase in 2012.
- “Mathematical Development” was the only area of learning that had an increase in the percentage of pupils achieving a Foundation Phase Outcome of 5 or above in 2016.
- “Language, literacy and communication skills (Welsh)” was the area of learning that had the biggest decrease (0.7 percentage points) in the percentage of pupils achieving a Foundation phase Outcome of 5 or above in 2016. However this area of learning did see the highest increase (1.5 percentage points) in 2015.

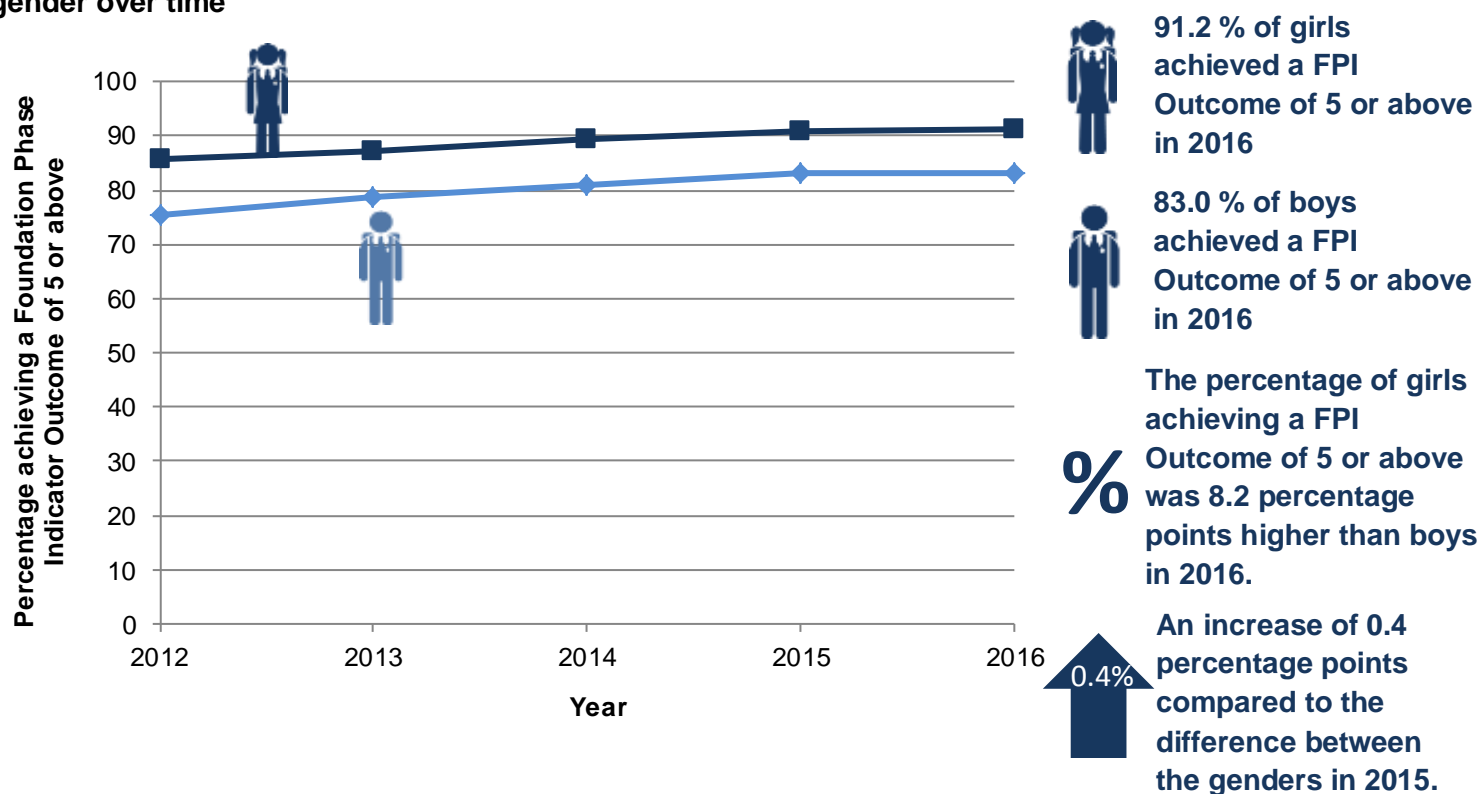
Figure 3: Percentage of pupils achieving Foundation Phase outcomes, by outcome



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

- The majority of pupils achieve at least the expected Outcome of 5 or above in all areas of learning from 94.5% in “Personal and social development, well-being and cultural diversity” to 88.0% in “Language, literacy and communication skills (English)”. The percentage of pupils achieving below an Outcome of 4 was relatively small.
- The percentage of pupils achieving an Outcome of 6 or above has also increased in all areas of learning each year since 2012.

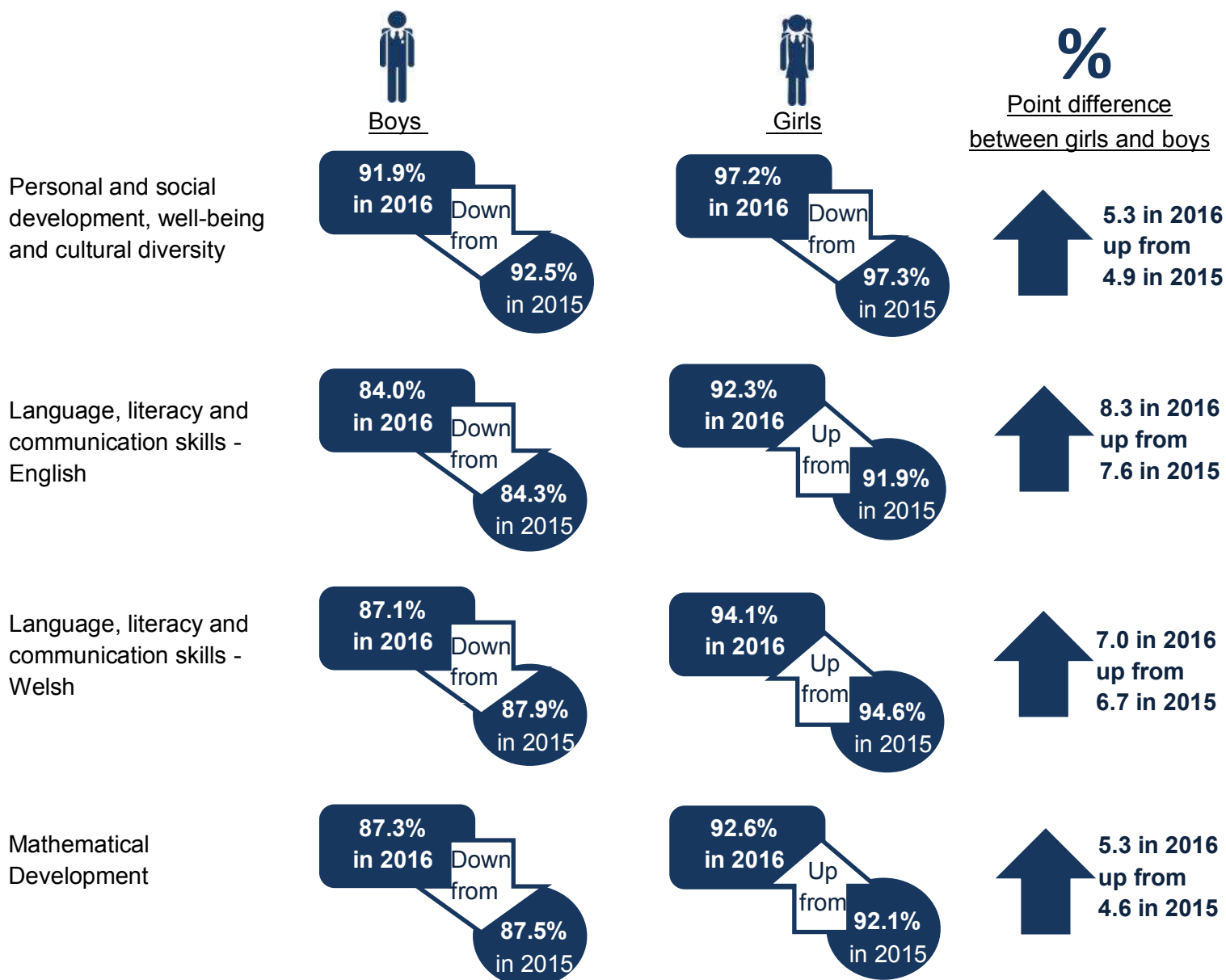
Figure 4: Percentage of pupils achieving a Foundation Phase Indicator outcome of 5 or above, by gender over time



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

- The percentage of girls achieving a FPI Outcome of 5 or above has increased every year since 2012 when the measure was introduced, and is the highest ever recorded.
- The percentage of boys achieving a FPI Outcome of 5 or above has slightly decreased in 2016 (<0.1 percentage points) the first year since 2012 when the measure was introduced.
- The percentage of girls achieving a FPI Outcome of 5 or above has always been higher than boys since 2012. However until this year the trend had been boys closing the gap.

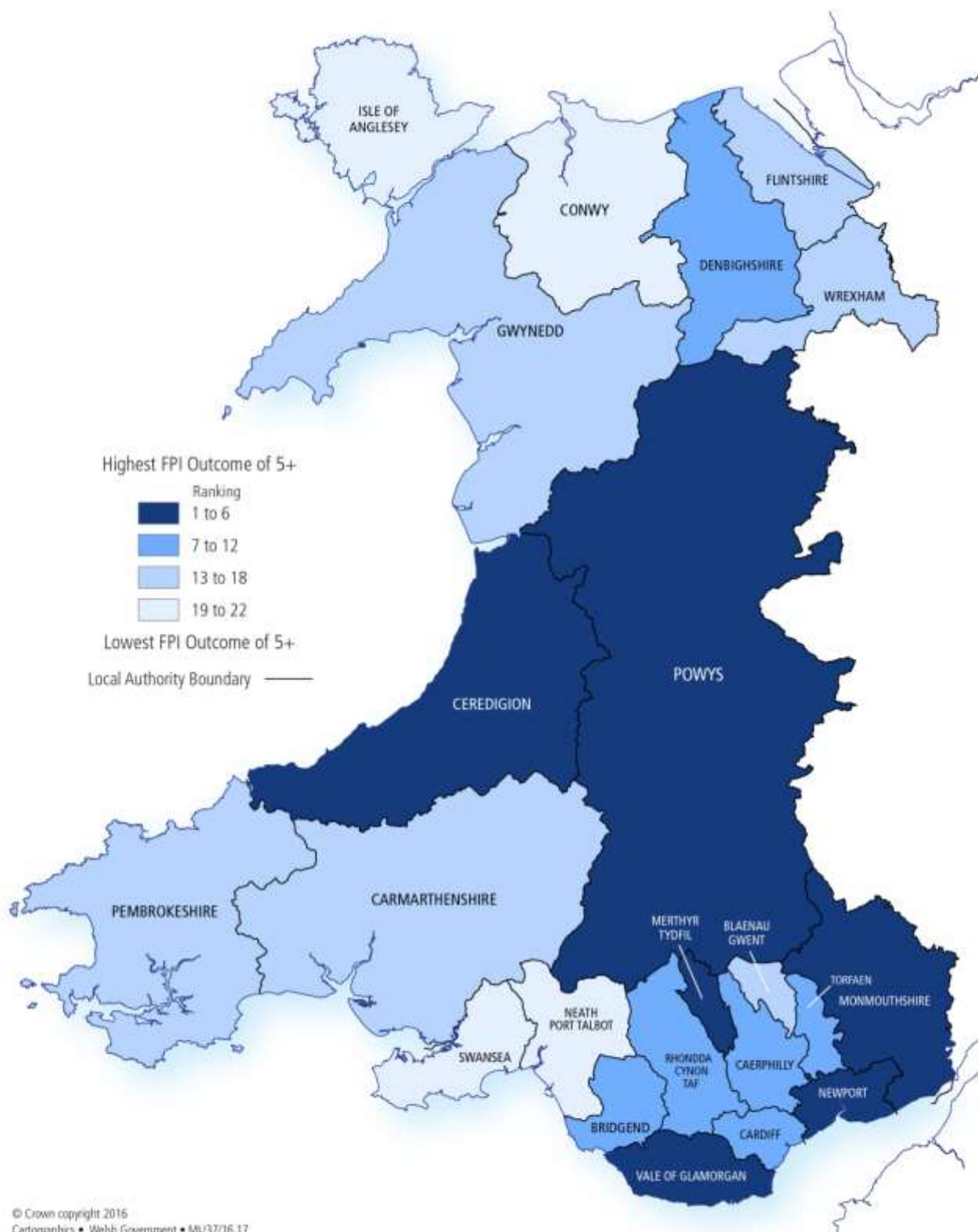
Figure 5: Percentage of pupils achieving a Foundation Phase outcome of 5 or above, by gender and area of learning



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

- The percentage of boys achieving the expected Outcome or above decreased for all areas of learning from 2015 to 2016. Whereas, the percentage of girls achieving the expected Outcome or above increased for all areas of learning from, with the exception of “Personal and social development, well-being and cultural diversity”.
- The difference between the percentage of girls and boys achieving the expected Outcome or above increased in all areas of learning, with the biggest difference found in “Language, literacy and communication skills – English” (8.3 percentage points in 2016).

Figure 6: Percentage of pupils achieving a Foundation Phase Indicator Outcome of 5 or above, by local authority



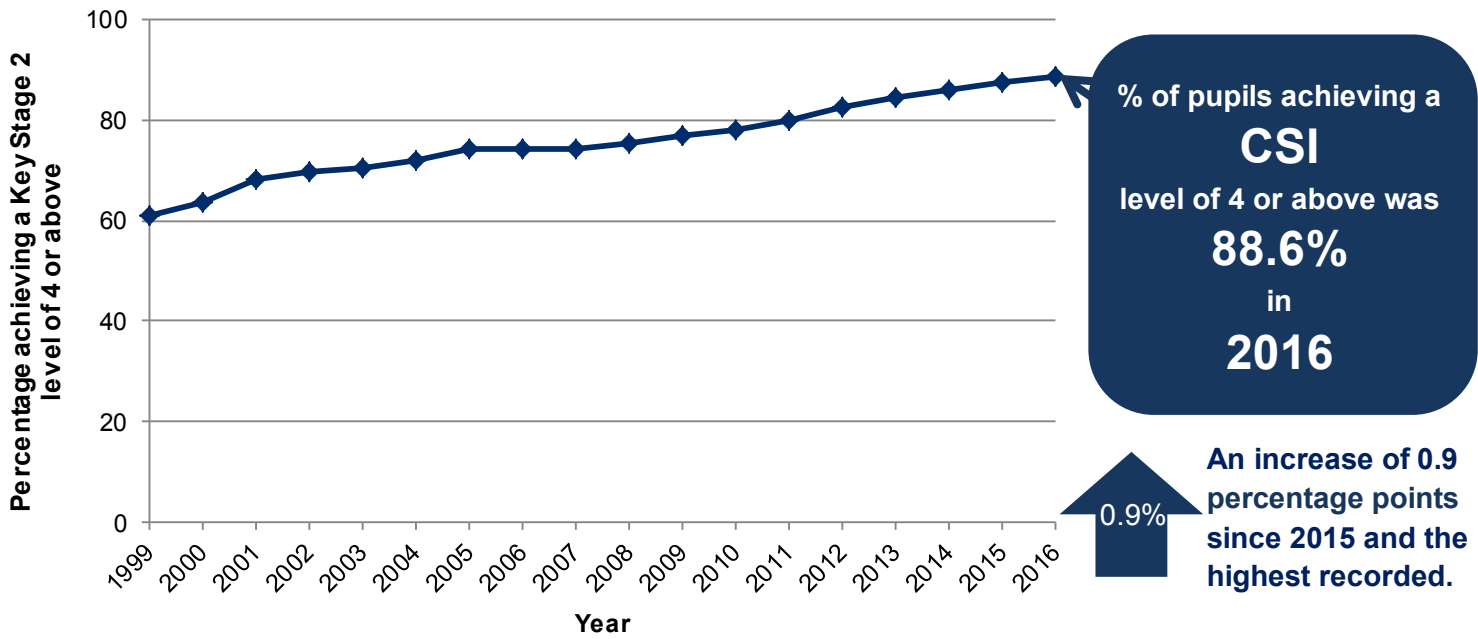
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Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

Section 2 – Key stage 2

Figure 7: Percentage of pupils achieving a Key stage 2 level of 4 or above, over time



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.



83.6%

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

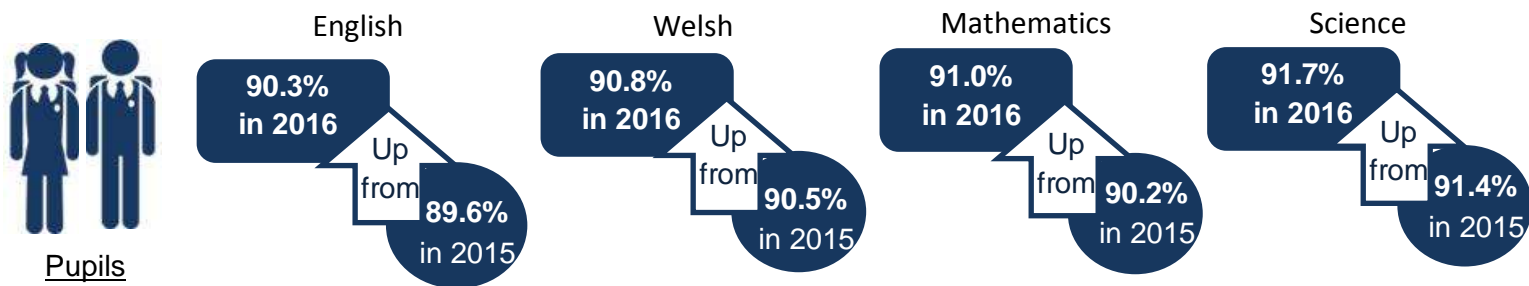


83.5%

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

- The percentage of pupils achieving a Core Subject Indicator (CSI) Level of 4 or above has increased every year since 2007. The percentage of pupils achieving CSI Level of 4 or above was 61.1% in 1999 when the CSI was introduced.
- 2016 saw the smallest increase in the percentage of pupils achieving at least the expected CSI Level from the previous year since 2007.
- The percentage of pupils achieving at least the expected Level 4 or above in Reading and Writing (English or Welsh) and Mathematics, and Reading and Writing (English or Welsh), Mathematics and Science both increased by 1.2 percentage points since 2015. However this was the smallest increase since 2010.
- The percentage of pupils achieving at least the expected Level 4 or above in Reading and Writing (English or Welsh) and Mathematics, and Reading and Writing (English or Welsh), Mathematics and Science has increased year on year since 2007.

Figure 8: Percentage of pupils achieving a Key stage 2 level of 4 or above, by outcome



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

- The percentage of pupils achieving a Key stage 2 Level of 4 or above increased for all subjects from 2015 to 2016, and has been the trend since 2007.
- Science had the highest percentage of pupils achieving the expected Key stage 2 Level or above, this has always been the case since figures started to be collected in 1999.
- Mathematics had the biggest increase (0.8 percentage points) in pupils achieving a Key stage 2 Level of 4 or above since 2015.
- Welsh had the smallest increase (0.3 percentage points) in pupils achieving a Key stage 2 Level of 4 or above since 2015. However it did have the largest increase (2.4 percentage points) from 2014 to 2015.



Figure 9: Percentage of pupils achieving Key stage 2 levels in English, by level

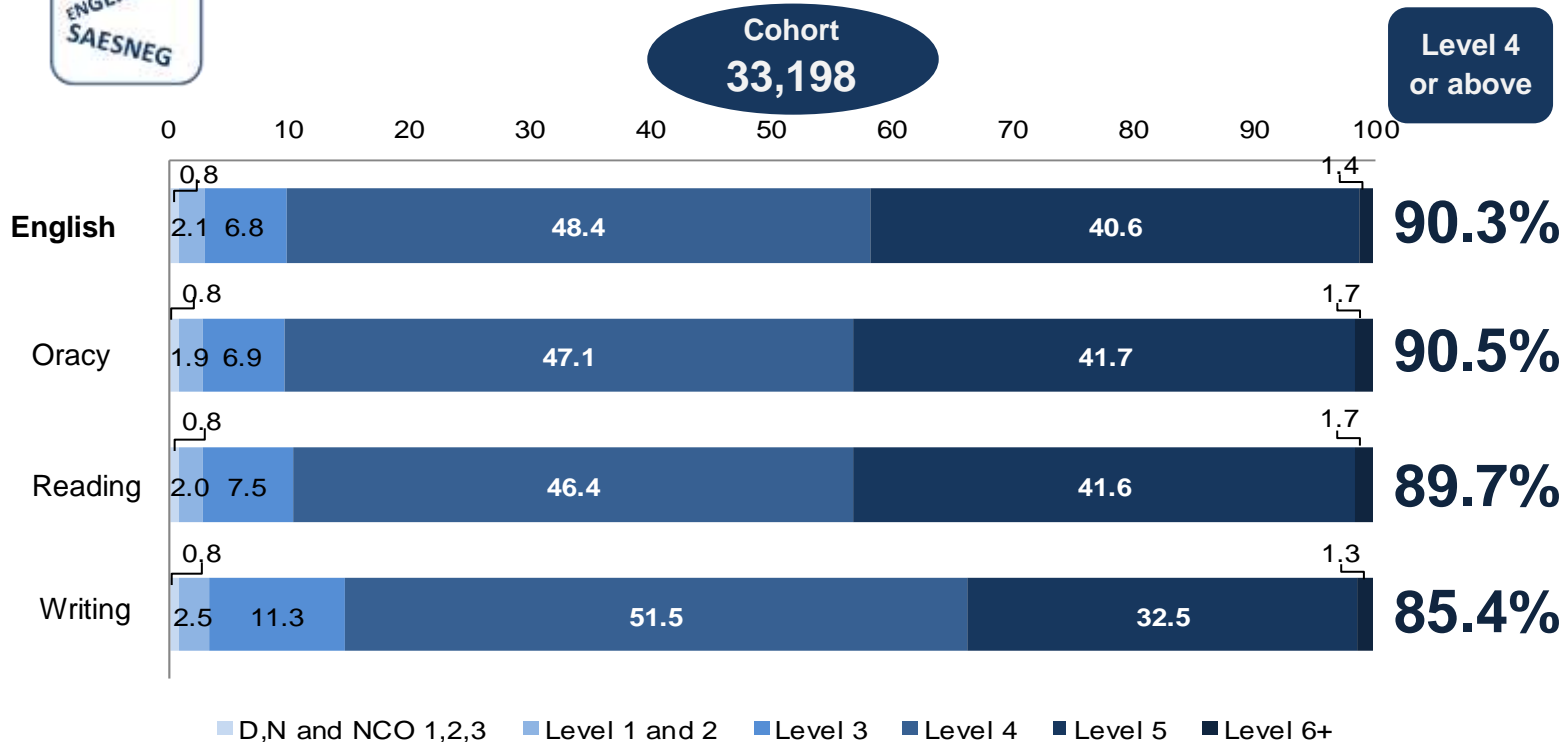




Figure 10: Percentage of pupils achieving Key stage 2 levels in Welsh, by level

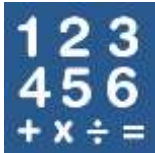
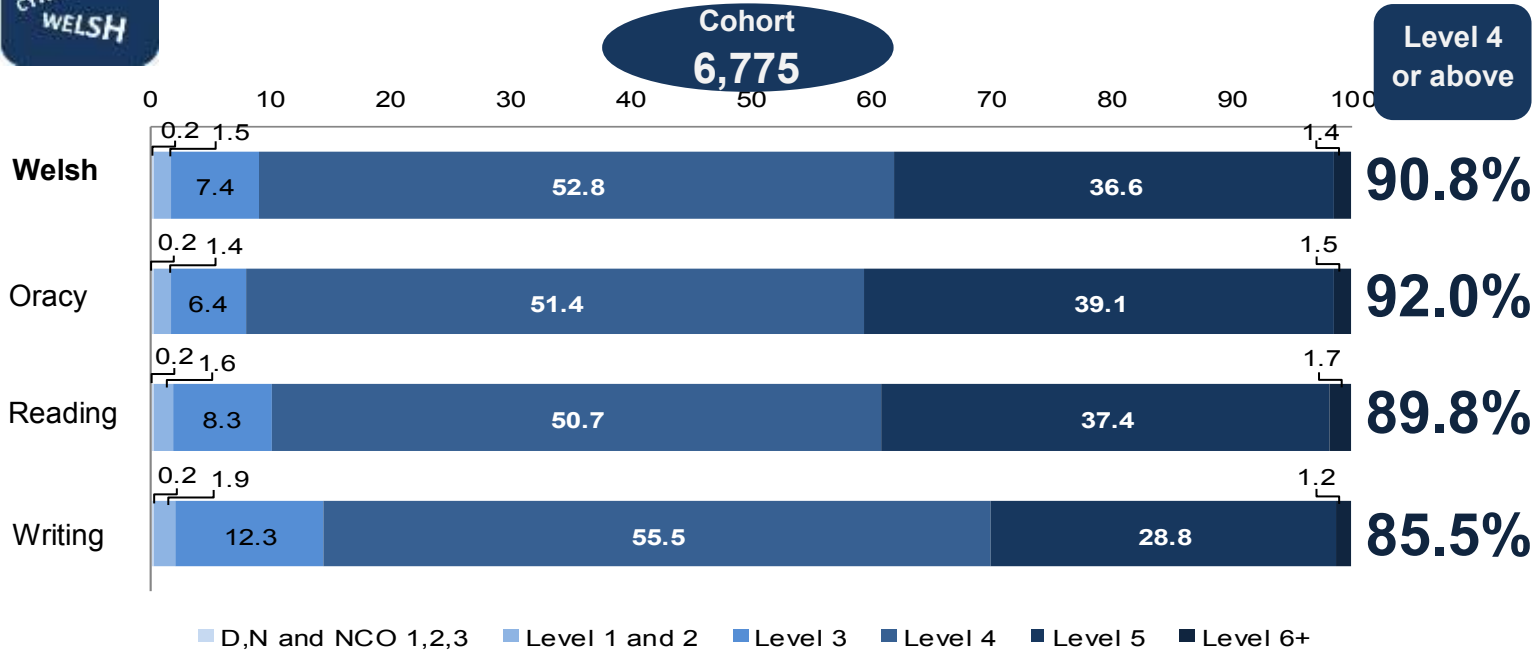


Figure 11: Percentage of pupils achieving Key stage 2 levels in Mathematics, by level

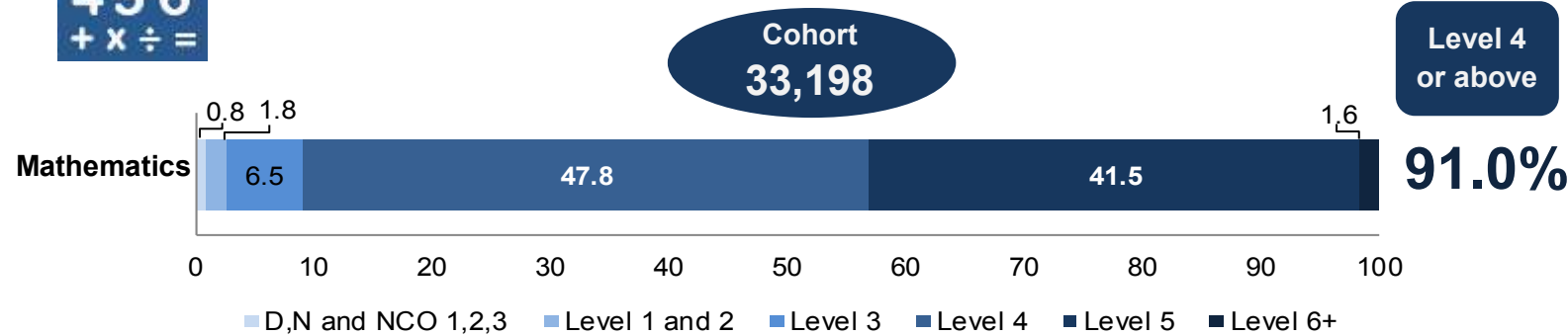
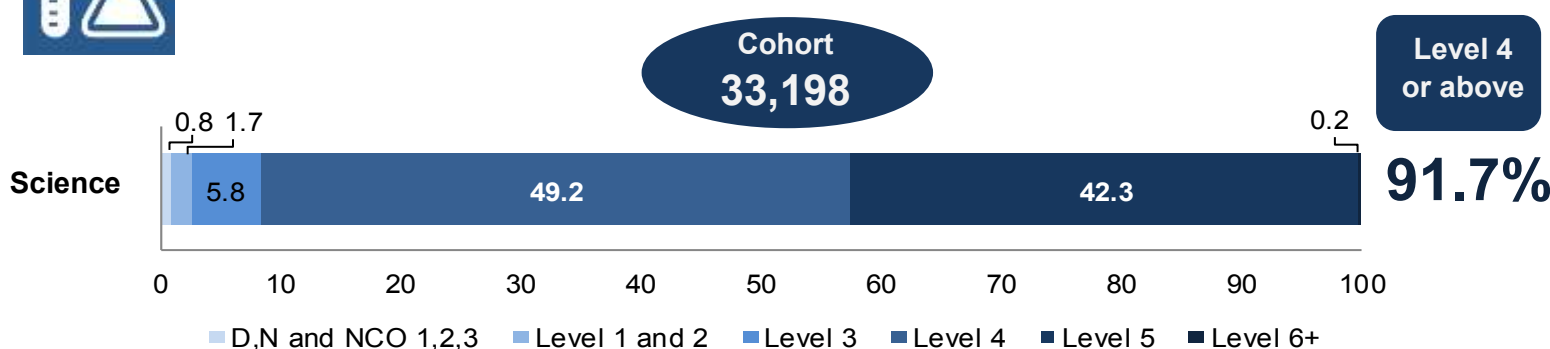


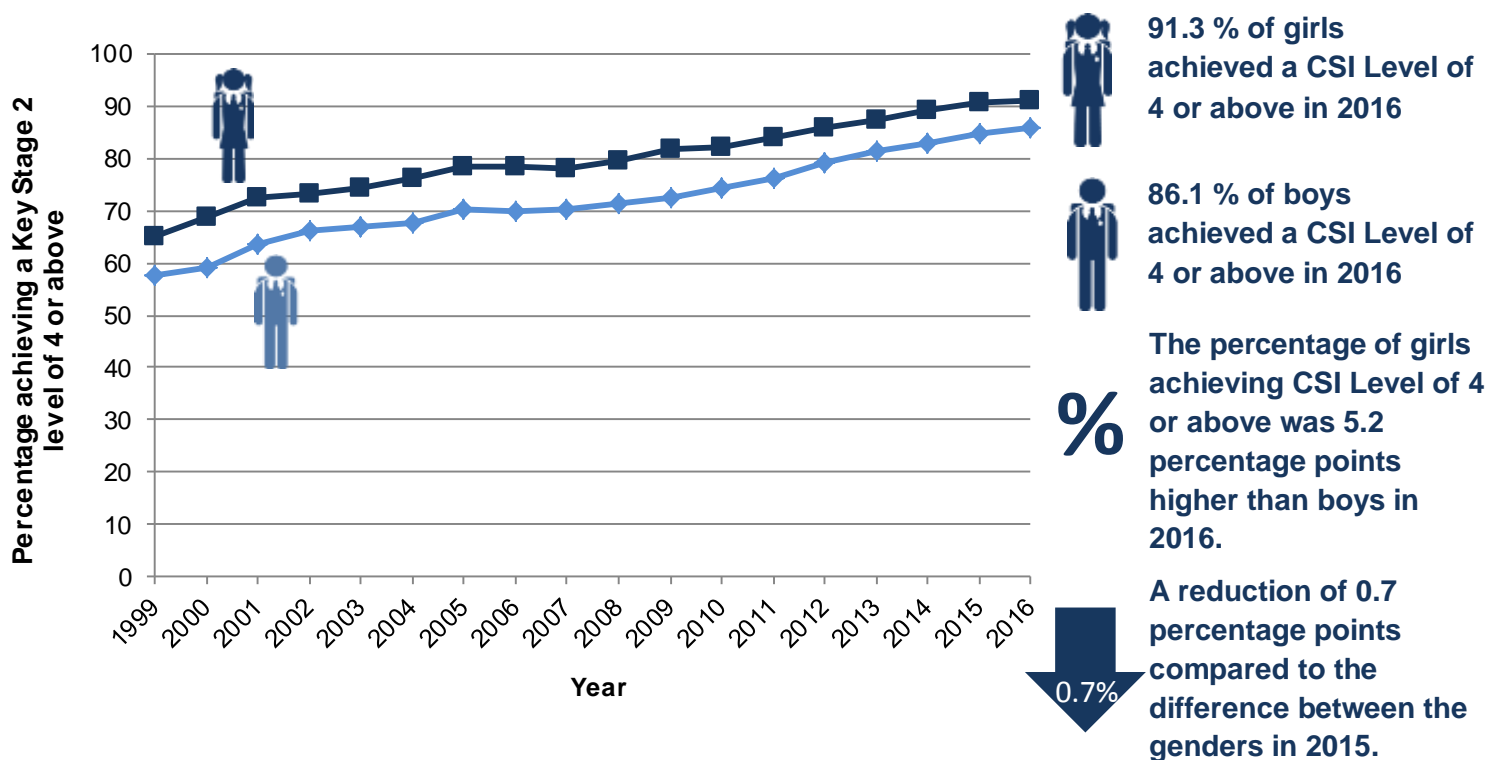
Figure 12: Percentage of pupils achieving Key stage 2 levels in Science, by level



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

- The majority of pupils achieve at least the expected outcome of Level 4 or above in all subjects from 91.7% in Science to 90.3% in English in 2016. The percentage of pupils achieving below a Level of 3 was relatively small.
- In each subject there is also a considerable percentage of pupils achieving Level of 5.

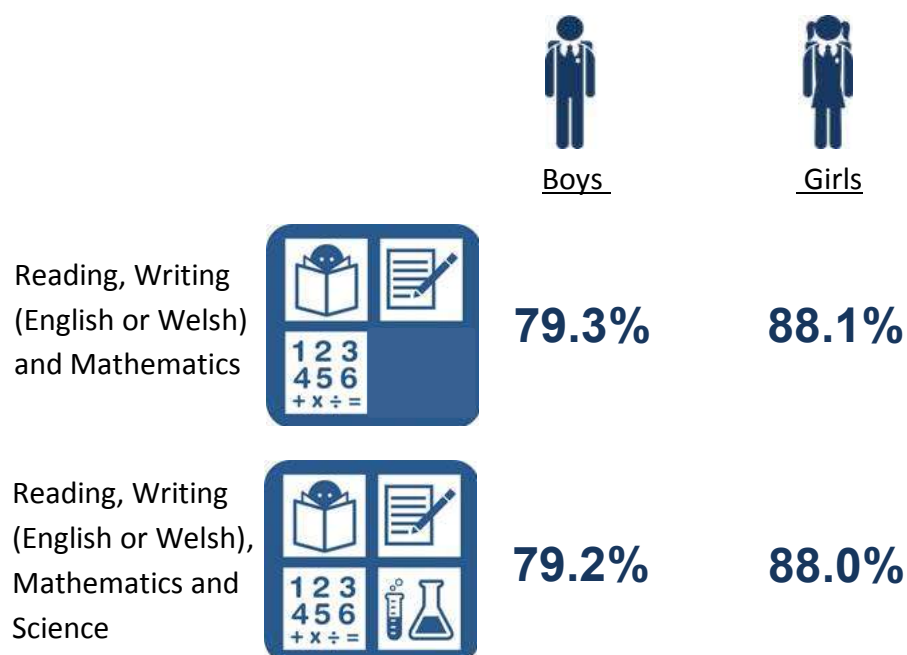
Figure 13: Percentage of pupils achieving a Key stage 2 level of 4 or above, by gender over time



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

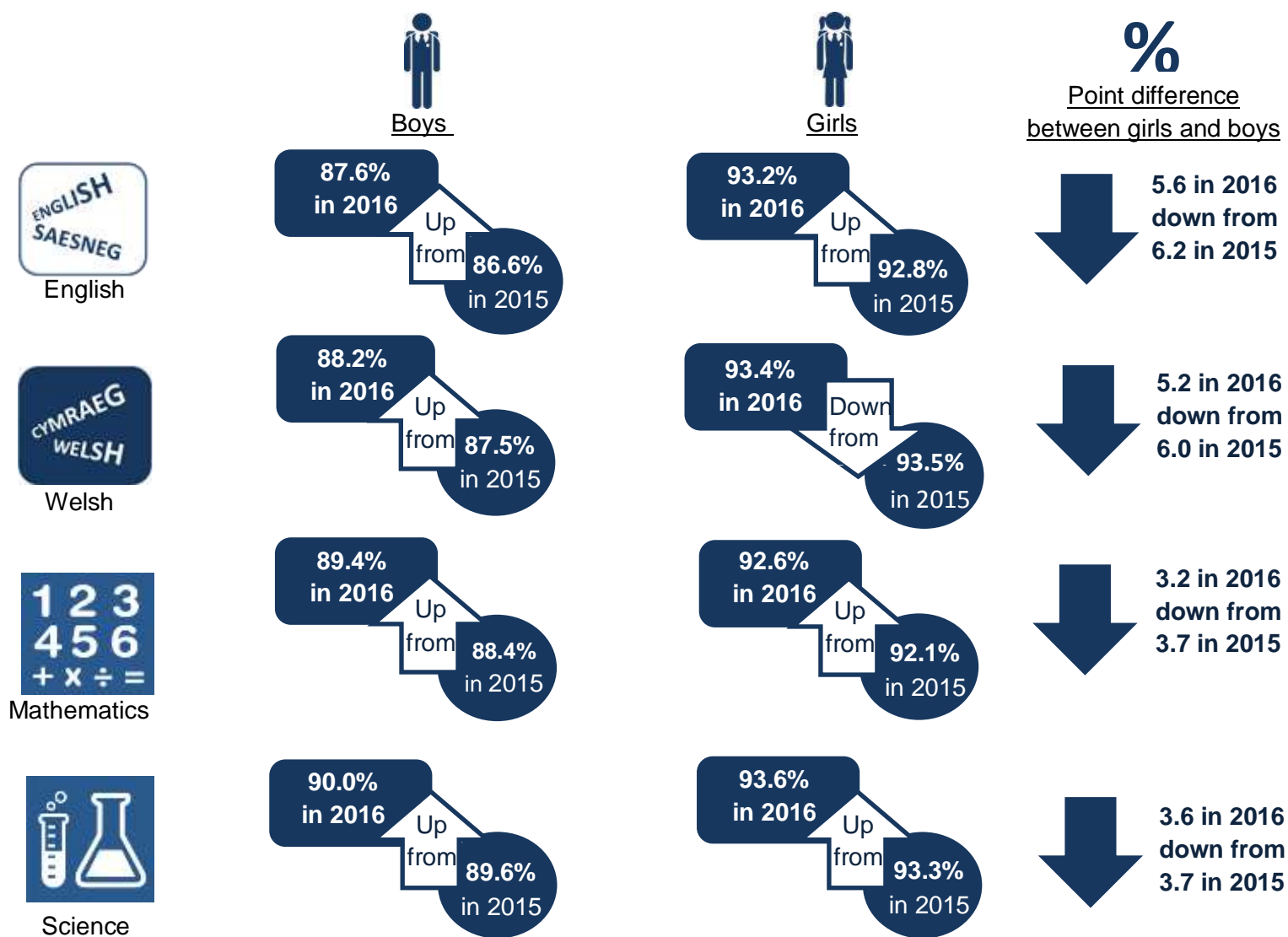
- The percentage of girls and boys achieving a CSI Level of 4 or above has increased every year since 2007 for girls and 2006 for boys, and is the highest ever recorded for both genders in 2016.
- The percentage for girls achieving a CSI Level of 4 or above has always been higher than boys, since 1999 when the measure was introduced.
- However boys have closed the gap year on year since 2014. 2016 saw the closest gap ever between girls and boys at Key stage 2 (5.2 percentage points). The largest gap between the genders was in 2000 when the percentage for girls achieving a CSI Level of 4 or above was 9.5 percentage points higher than that for boys.

Figure 14: Percentage of pupils achieving a Key stage 2 level of 4 or above in essential skills, by gender



- The percentage of boys and girls achieving at least the expected Level of 4 or above in Reading and Writing (English or Welsh) and Mathematics both increased since 2015, and has increased year on year since 2007.
- The percentage of boys achieving at least the expected Level of 4 or above was 1.6 percentage points higher and the girls were 0.8 percentage points higher than in 2015. Reducing the gap between girls and boys to 8.8 percentage points in 2016, the narrowest recorded since the measure was introduced in 2006
- The percentage of boys and girls achieving at least the expected Level of 4 or above in Reading and Writing (English or Welsh), Mathematics and Science both increased since 2015, and has increased year on year since 2007.
- The percentage of boys achieving at least the expected Level of 4 or above was 1.6 percentage points higher and the girls were 0.7 percentage points higher than in 2015. Reducing the gap between girls and boys to 8.8 percentage points in 2016, the narrowest recorded since the measure was introduced in 2006.

Figure 15: Percentage of pupils achieving a Key stage 2 level of 4 or above, by gender



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

- The percentage of pupils achieving the expected Level increased for all subjects from 2015 to 2016 for both genders, with the exception of Welsh for girls.

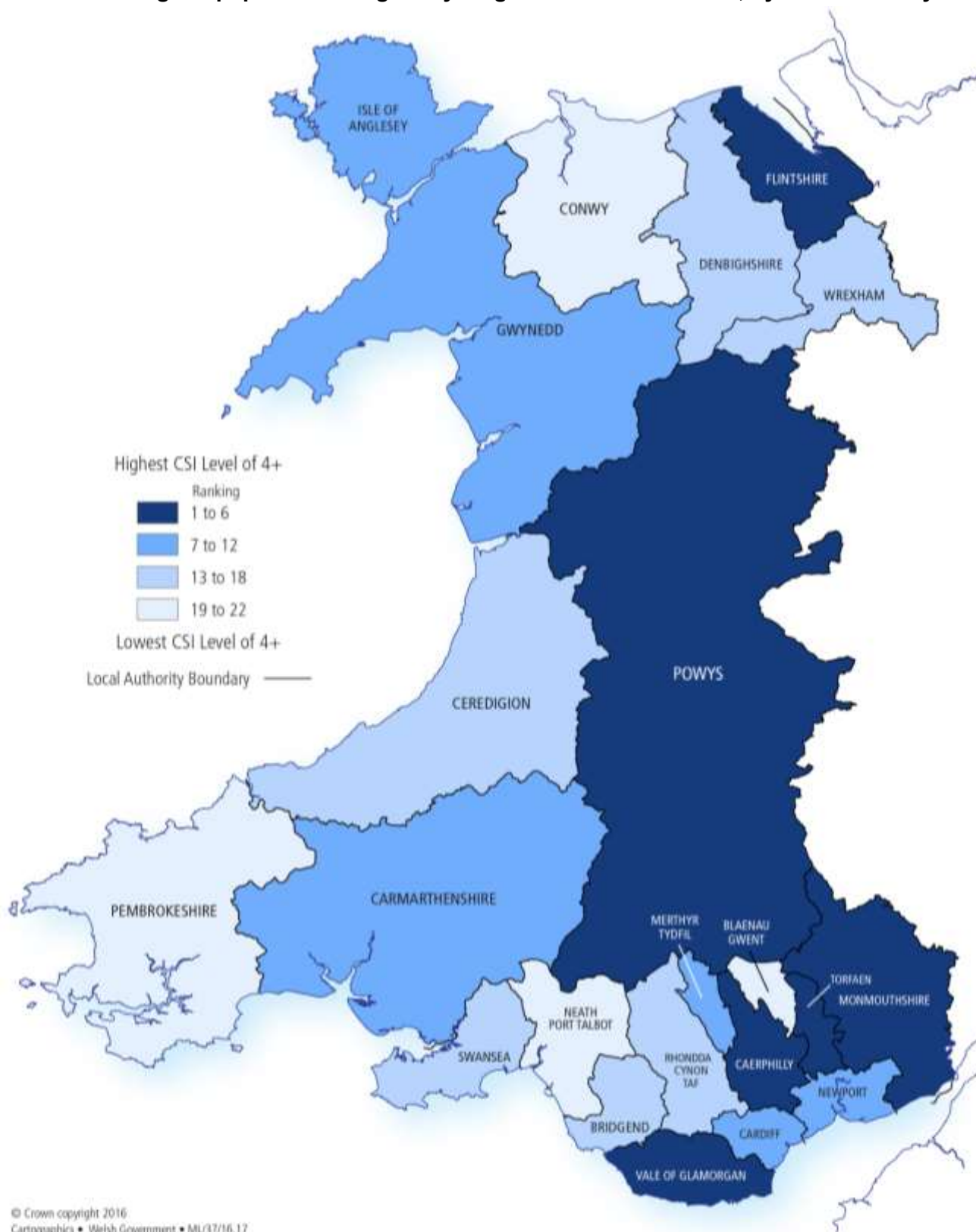
Science had the highest percentage of pupils achieving the expected Key stage 2 level or above for both genders.

- Mathematics had the biggest increase in girls achieving the expected Level (0.5 percentage points) since 2015. Whereas, English and Mathematics had the biggest increase in boys achieving the expected Level (1.0 percentage points) since 2015.

- Welsh was the only subject where the percentage of girls achieving at least the expected Level fell (0.1 percentage points) since 2015.

- The smallest increase in the percentage of boys achieving the expected Level was in science (increase of 0.4 percentage points since 2015).

Figure 16: Percentage of pupils achieving a Key stage 2 level of 4 or above, by local authority



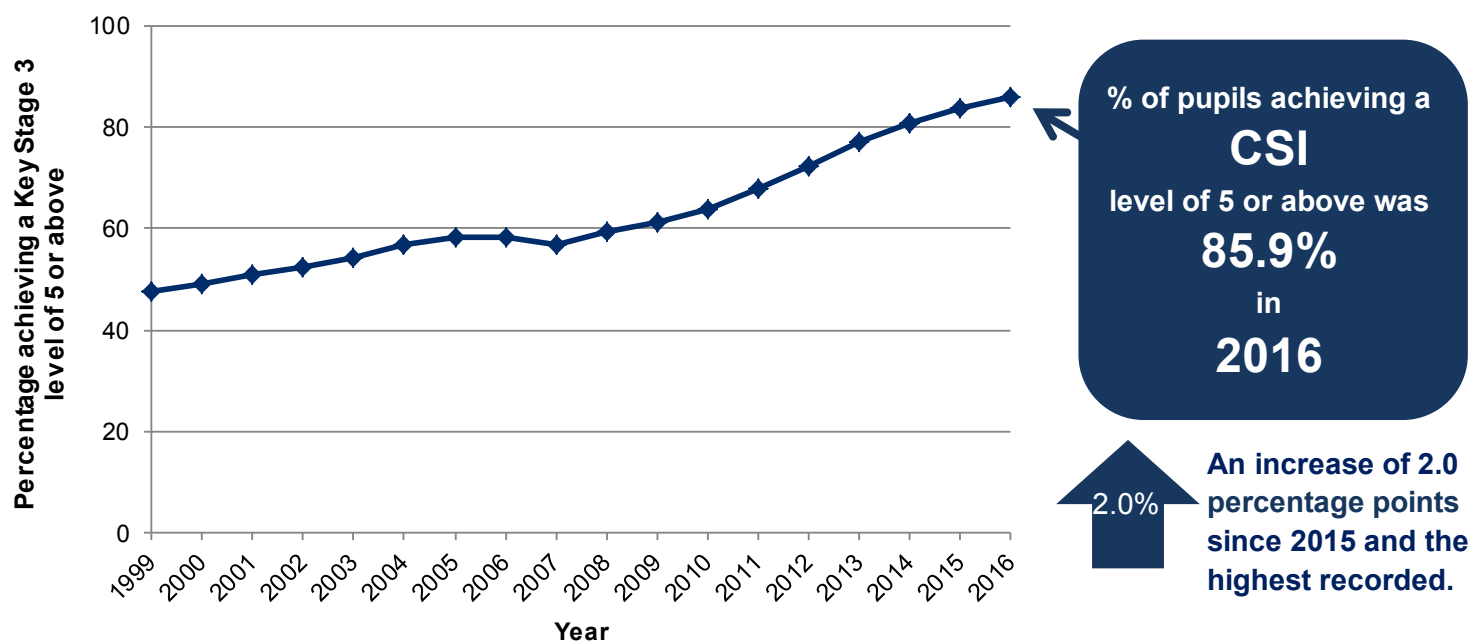
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Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

Section 3 – Key stage 3

Figure 17: Percentage of pupils achieving a Core Subject Indicator at Key stage 3 of level or 5 or above, over time



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.



79.7%

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

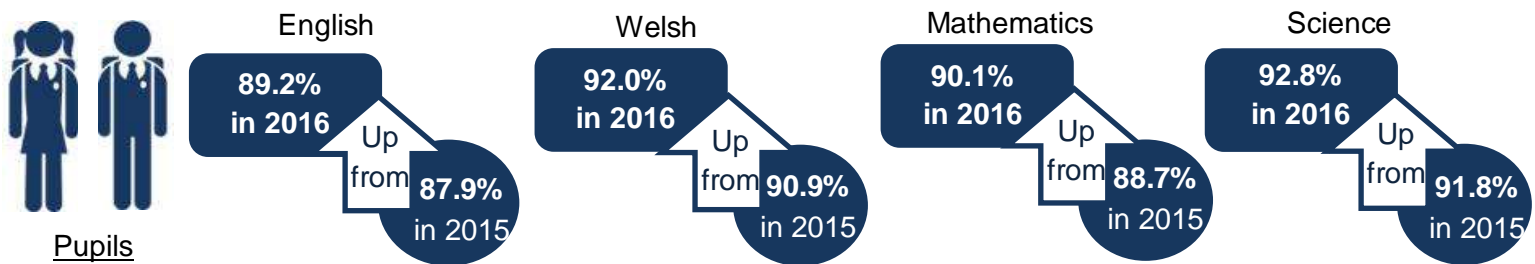


79.3%

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

- The percentage of pupils achieving a Core Subject Indicator (CSI) Level of 5 or above has increased every year since 2007. The percentage of pupils achieving CSI Level of 5 or above was 47.5% in 1999 when the CSI was introduced.
- 2016 saw the smallest increase in the percentage of pupils achieving at least the expected CSI Level from the previous year since 2009.
- The percentage of pupils achieving at least the expected Level 5 or above in Reading and Writing (English or Welsh) and Mathematics, and Reading and Writing (English or Welsh), Mathematics and Science increased by 1.8 percentage points and 1.9 percentage points respectively since 2015. However this was the smallest increase since 2010
- The percentage of pupils achieving at least the expected Level 5 or above in Reading and Writing (English or Welsh) and Mathematics has increased year on year since 2009. Reading and Writing (English or Welsh), Mathematics and Science has increased year on year since 2007.

Figure 18: Percentage of pupils achieving a Key stage 3 level of 5 or above, by outcome



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

- The percentage of pupils achieving a CSI Level of 5 or above increased for all subjects from 2015 to 2016, and has done so for all subject areas since 2008.
- Science had the highest percentage of pupils achieving the expected Key stage3 level or above, this has always been the case since 2014.
- Mathematics had the biggest increase (1.4 percentage points) in pupils achieving a CSI Level of 5 or above since 2015.
- Science had the smallest increase (1.0 percentage points) in pupils achieving a CSI Level of 5 or above since 2015.



Figure 19: Percentage of pupils achieving Key stage 3 levels in English, by level

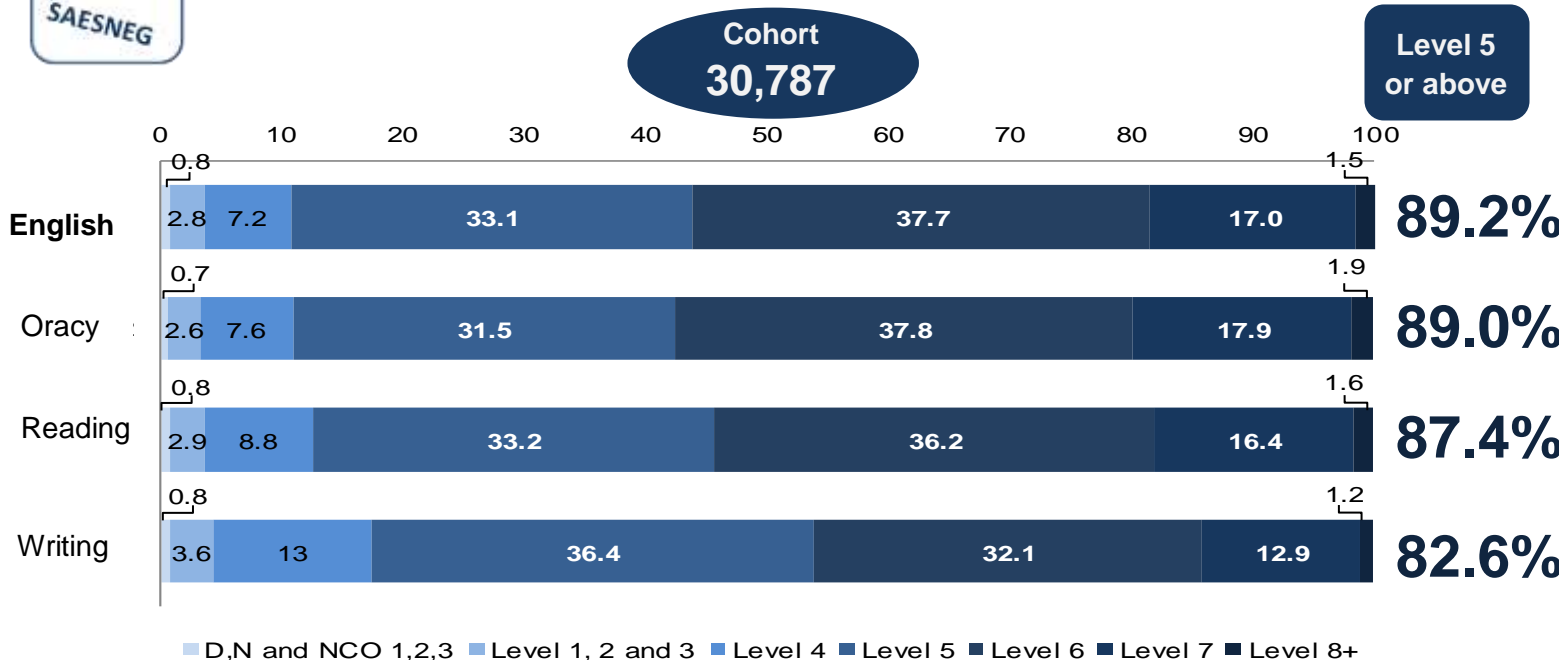




Figure 20: Percentage of pupils achieving Key stage 3 levels in Welsh, by level

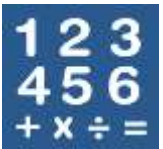
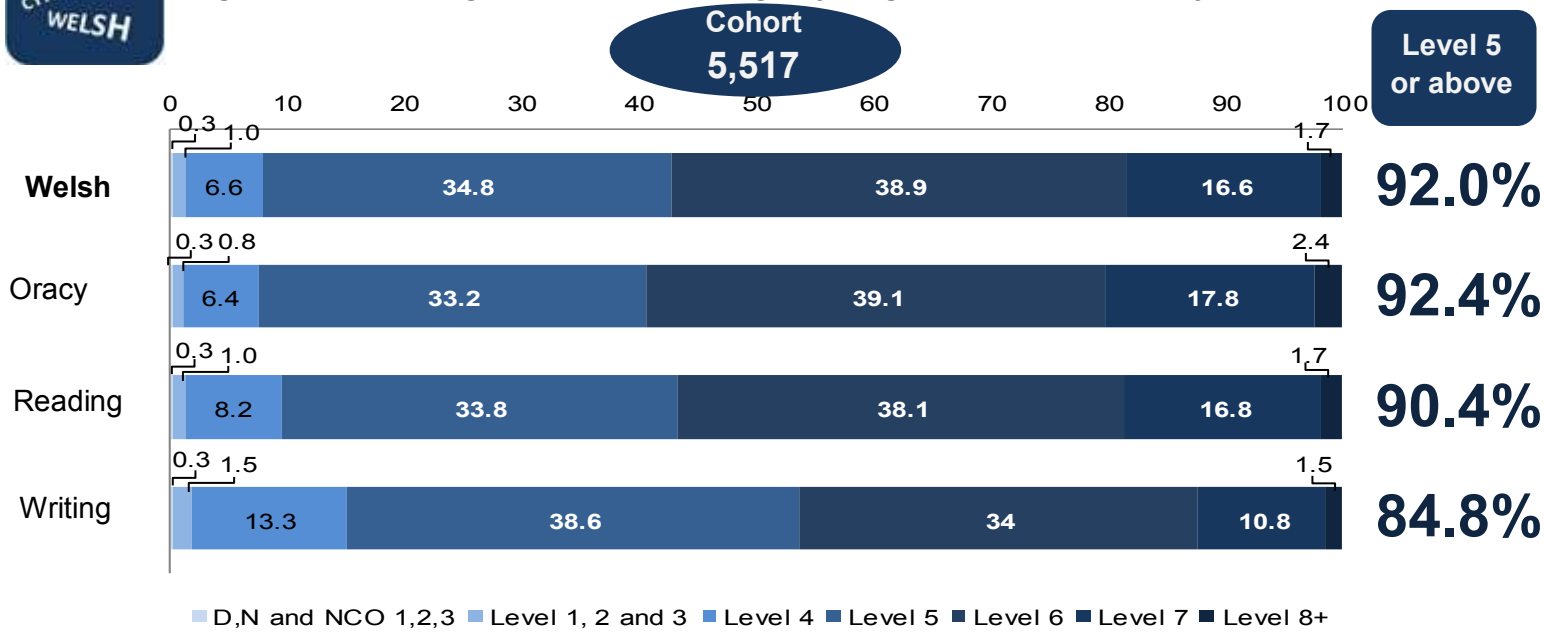


Figure 21: Percentage of pupils achieving Key stage 3 levels in Mathematics, by level

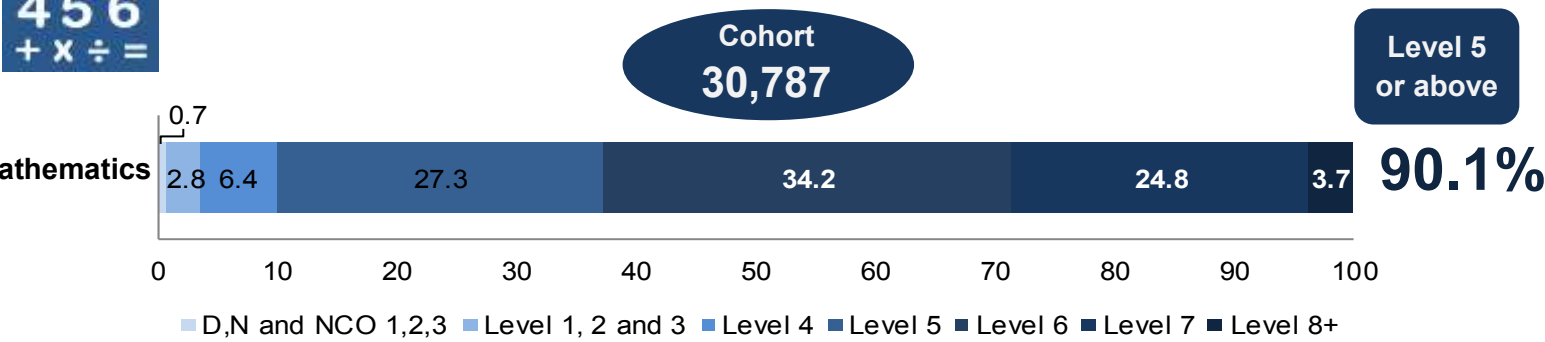
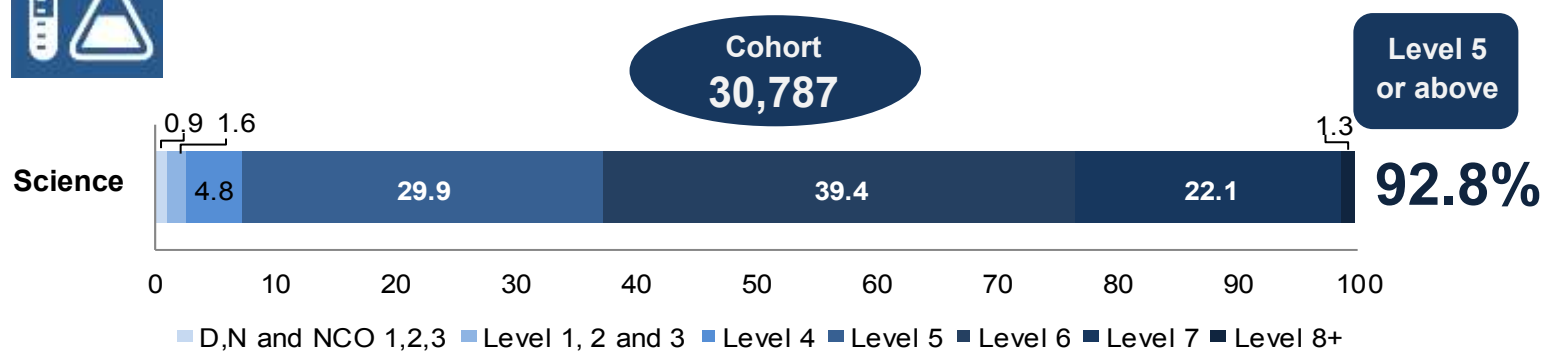


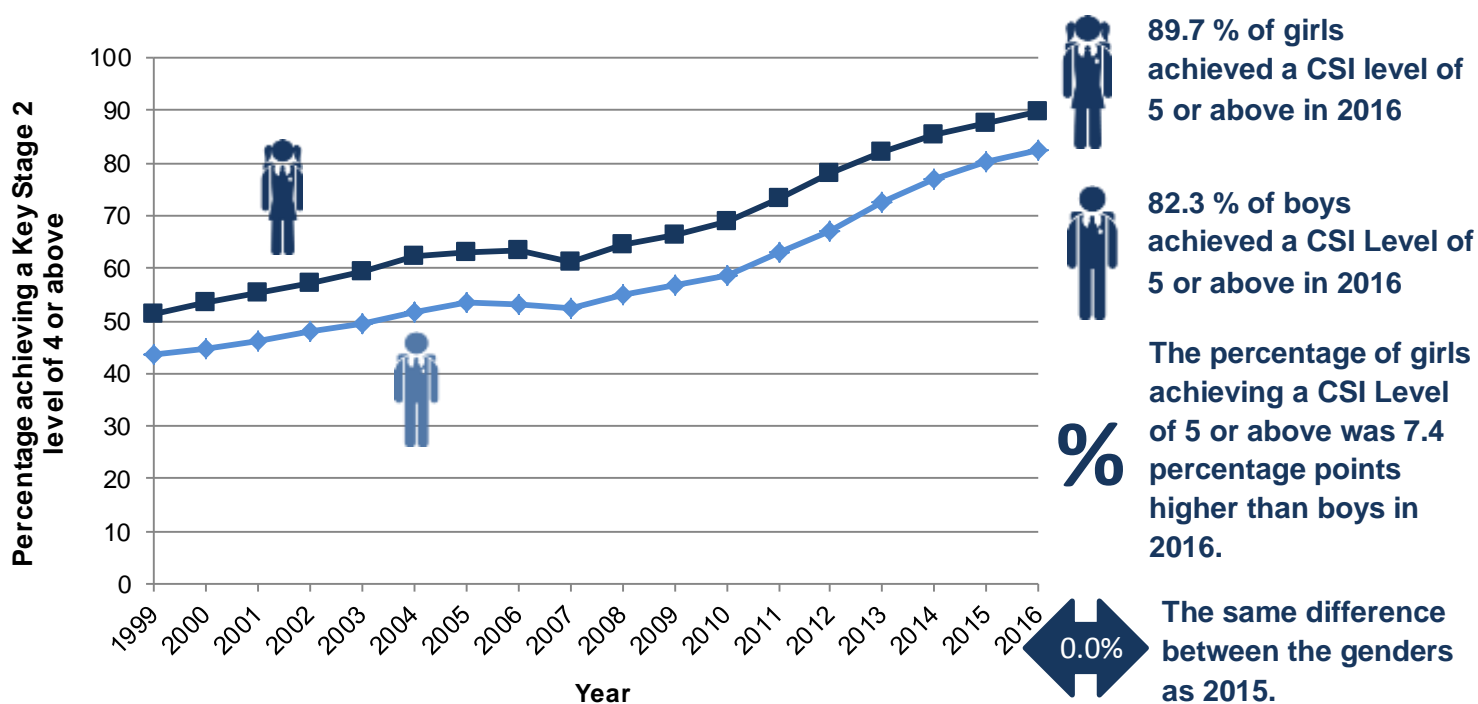
Figure 22: Percentage of pupils achieving Key stage 3 levels in Science, by level



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

- The majority of pupils achieve at least the expected outcome of Level 5 or above in all subjects from 92.8% in Science to 89.2% in English in 2016. The percentage of pupils achieving below a Level of 4 was relatively small.
- There are also a considerable percentage of pupils achieving a Level of 6 or above in all subject areas.

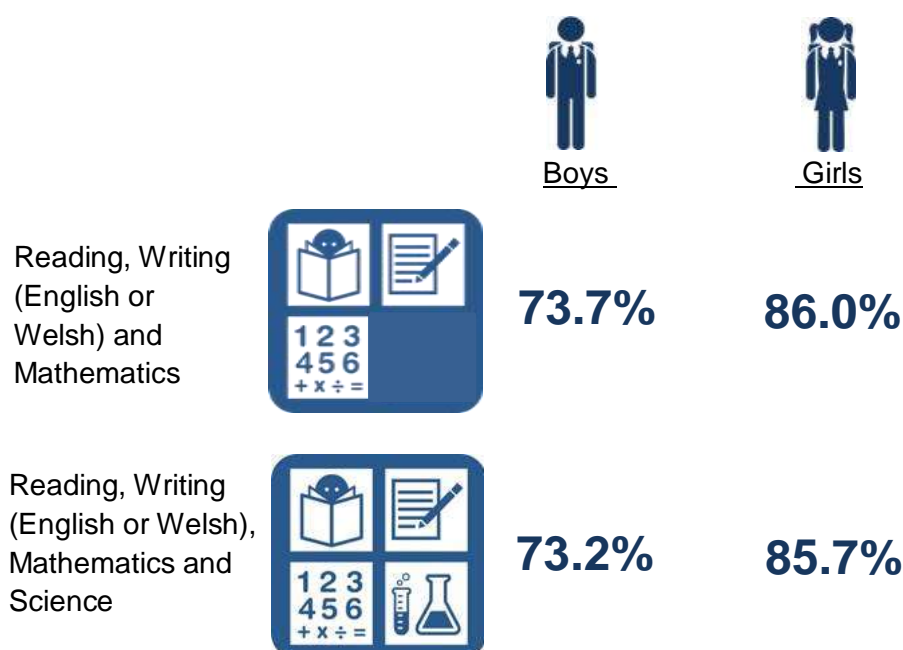
Figure 23: Percentage of pupils achieving a Key stage 3 level of 5 or above, by gender over time



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

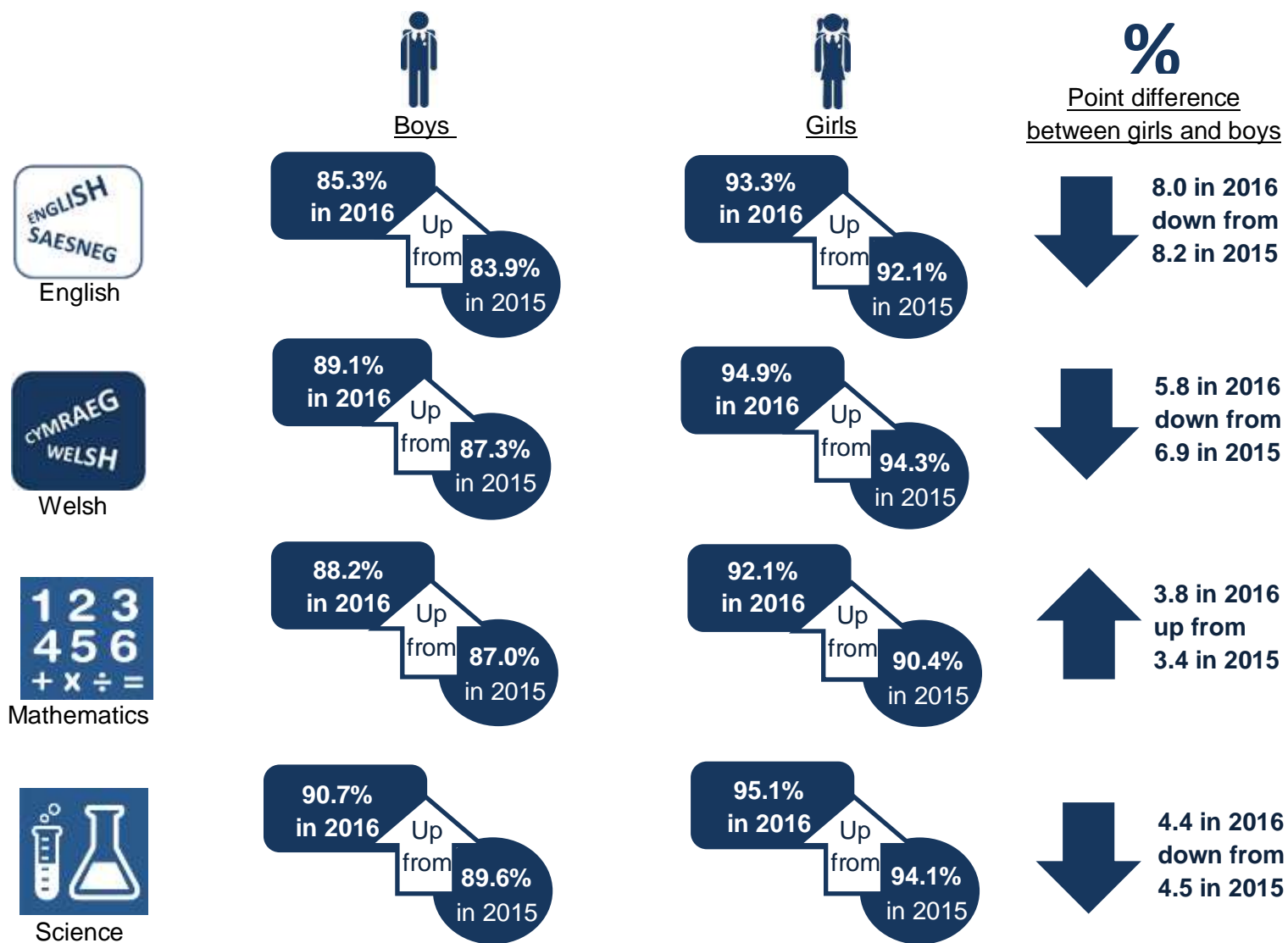
- The percentage of girls and boys achieving a CSI Level of 5 or above has trended up since 2007, and is the highest ever recorded for both genders in 2016.
- The percentage for girls achieving a CSI Level of 4 or above has always been higher than boys, since 1999 when the measure was introduced.
- However boys have closed the gap year on year since 2012. 2016 saw the closest gap ever between girls and boys at Key stage 3 (7.4 percentage points). The largest gap between the genders was in 2012 when the percentage for girls achieving a CSI Level of 5 or above was 11.0 percentage points higher than that for boys.

Figure 24: Percentage of pupils achieving a Key stage 3 level of 5 or above in essential skills, by gender



- The percentage of boys and girls achieving at least the expected Level of 5 or above in Reading and Writing (English or Welsh) and Mathematics both increased since 2015, and has increased year on year since 2009.
- The percentage of boys achieving at least the expected Level of 5 or above was 1.6 percentage points higher and the girls were 2.0 percentage points higher than in 2015. Increasing the gap between girls and boys to 12.3 percentage points in 2016, the highest recorded since 2014.
- The percentage of boys and girls achieving at least the expected Level of 5 or above in Reading and Writing (English or Welsh), Mathematics and Science both increased since 2015, and has increased year on year since 2006, when the measure was introduced.
- The percentage of boys achieving at least the expected Level of 5 or above was 1.8 percentage points higher and the girls were 2.1 percentage points higher than in 2015. Increasing the gap between girls and boys to 12.5 percentage points in 2016, the highest recorded since 2014.

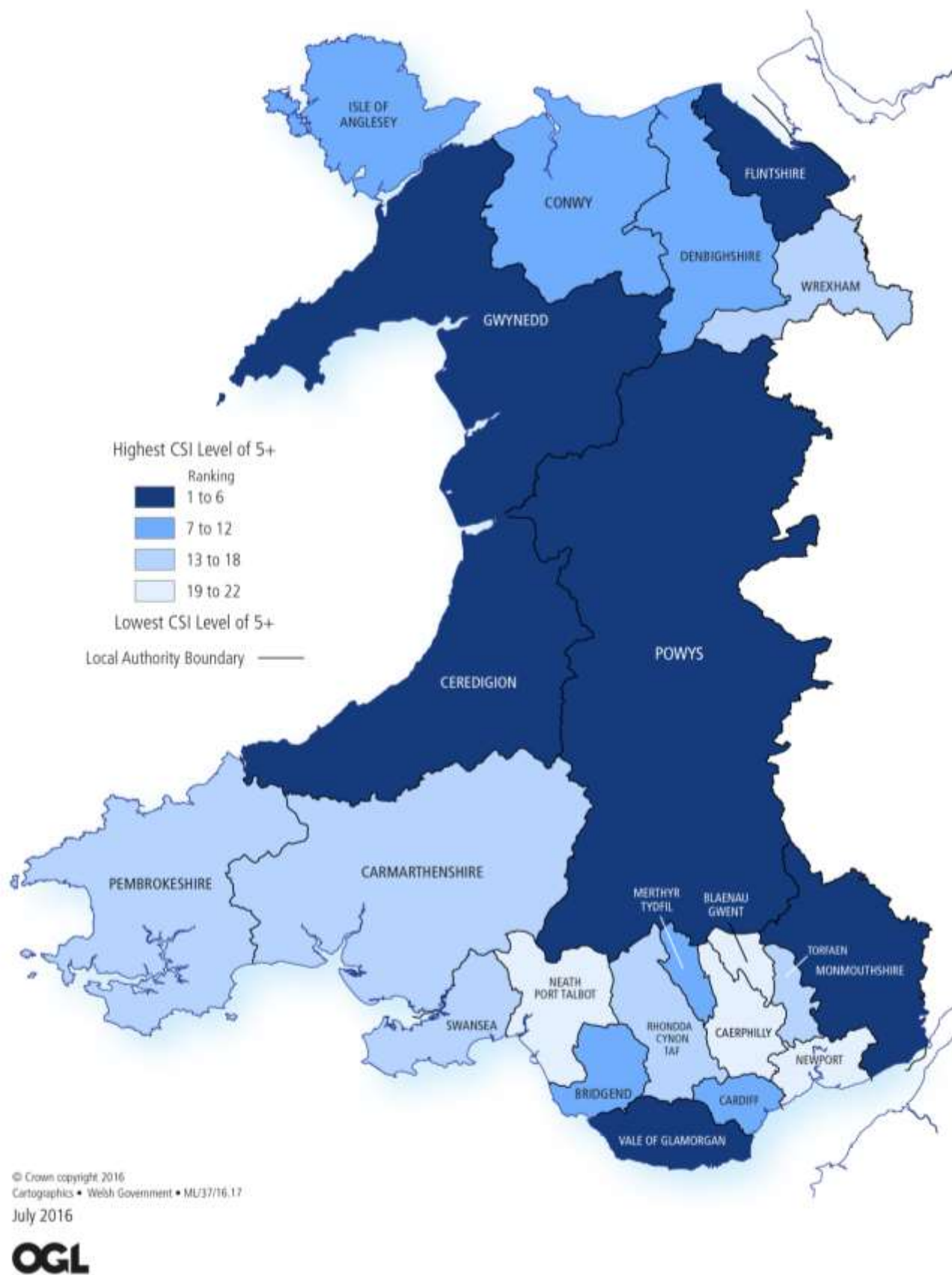
Figure 25: Percentage of pupils achieving a Key stage 3 level of 5 or above, by gender



Underlying data is available as interactive tables and open data on StatsWales, which can be accessed via the hyperlink icon to the left.

- The percentage of pupils achieving the expected Level increased for all subjects from 2015 to 2016 for both genders.
- Science had the highest percentage of pupils achieving the expected Key stage 3 level or above for both genders.
- Mathematics had the biggest increase in girls achieving the expected Level (1.6 percentage points) since 2015. Whereas, Welsh had the biggest increase in boys achieving the expected Level (1.8 percentage points) since 2015.
- The smallest increase in the percentage of boys achieving the expected Level was in Science (increase of 1.1 percentage points since 2015). Whereas the smallest increase in the percentage of girls achieving the expected Level was in Welsh (increase of 0.6 percentage points since 2015).

Figure 26: Percentage of pupils achieving a Key stage 3 level of 5 or above, by local authority



Notes

1. Context

1.1 Policy/Operational

The Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5 year olds) and Key stage 1 (from 5 to 7-year-olds) of the National Curriculum to create one phase of education for children aged between three and seven which is set out in the [Foundation Phase: Framework for Children's Learning for 3 to 7 year olds in Wales](#). Statutory rollout of the Foundation Phase framework started in September 2008 for all 3 to 4 year olds in maintained schools and funded non-maintained settings and was completed in the 2011/12 school year. The associated assessment and reporting arrangements were introduced on a statutory basis from the start of the 2011/12 school year for schools.

All learners in their final year of Foundation Phase and Key stages 2 and 3 must be assessed through teacher assessments. Head teachers are responsible for reporting results for all learners on their school roll as at the second Tuesday in May; this is known as the 'specified date on roll'. In 2016, the date for this was 12 May. [Statutory assessment arrangements for the school year 2015/16](#).

In Foundation Phase, the mandatory Areas of Learning are:

- Personal and social development, well-being and cultural diversity (PSD)
- Language, literacy and communication skills (in English (LCE) or Welsh (LCW))
- Mathematical development (MDT)

The National Curriculum subjects (Key stages 2 and 3) in Wales are split into two categories, core subjects and non-core subjects. For Key stages 2 and 3, the core subjects are:

- English
- Welsh first language
- Mathematics
- Science

The non-core subjects are:

- Art and design
- Design and technology
- Geography
- History
- Information and communication technology
- Modern foreign languages
- Music
- Physical education
- Welsh second language

External verification programme for teacher assessment

On 18 May 2015, the Minister for Education and Skills gave a statement on "[Securing reliability and consistency of Teacher Assessment in Wales: External Verification Programme](#)". From 2016, there is the possibility that improved rigour in teacher assessment will lead to an impact on the distribution of National Curriculum Levels awarded.

Recalibration of teacher assessment results in Torfaen LA in 2015

Throughout the 2014/15 academic year, Torfaen LA has been working to implement a new policy to monitor and evaluate teacher assessment across Torfaen. The LA has been working closely with headteachers of Torfaen schools, South East Wales Consortia, the Welsh Government, Estyn, and the Ministerial Recovery Board for Torfaen LA (put in place when Torfaen LA was placed in special measures by Estyn). This process has led to a fall in the 2015 results for Torfaen LA in this release, compared with the previous year.

Table 12 estimates the impact of this recalibration for Torfaen LA on the Wales level results. The table looks at an alternative scenario (where instead of falling, the results for Torfaen LA increase in line with other LAs in Wales).

Table 12: Recalibration of teacher assessment results in Torfaen LA: estimate of the impact on Wales level results

	Wales, 2015	Estimated result for Wales in 2015 (a)	Percentage point difference
Foundation Phase Indicator (FPI)	86.8	87.0	0.2
Key Stage 2 Core Subject Indicator (KS2 CSI)	87.7	88.0	0.3
Key Stage 3 Core Subject Indicator (KS3 CSI)	83.9	84.0	0.1

(a) These figures estimate what would have happened if the results for Torfaen had increased in line with other LAs in Wales.

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](#)

1.2 Related Publications

A similar release relating to non-core subjects at Key stage 3 and Welsh Second Language at Key stage 2, entitled '[Teacher Assessments of the Non-Core Subjects, Wales 2016](#)' was also released on 10 August 2016. In addition, the statistical release on national tests, '[National Reading and Numeracy Test Results, 2016](#)', will be released on 25 August 2016.

For school-level data and further information please visit My Local School (mylocalschool.wales.gov.uk / fyysgolleol.cymru.wales.gov.uk). The site contains a wealth of data from contextual information, such as data on pupil numbers and characteristics, to school performance, attendance and data on staffing and finance.

England publish separate releases on Key stage 1 and 2, although no longer publish releases for Key stage 3. Within the [England release](#), figures are published on teacher assessments, as well as official tests.

More detailed tables, including school-level data, are available on request.

2. Data source

The National Data Collection (NDC) is the electronic collection of teacher assessment data at end of Foundation Phase and Key stages 2 and 3. The NDC also included the collection of National Reading Test results for the first time in 2013. Data is sent by schools to Knowledge and Analytical Services within the Welsh Government care of their Local Authority (LA).

[Summary of the NDC process for 2016 covering timescales and reporting arrangements](#)

3. Definitions

3.1 Coverage

Most learners will be 7, 11 or 14 years old at the end of Foundation Phase, Key stage 2 and Key stage 3 respectively. It is possible that some may be older or younger and some may be taught in a class where the majority of learners are of a different age. For each Foundation Phase/Key stage, learners must be statutorily assessed (i.e. they must receive an end of Foundation Phase/Key stage teacher assessment) once only.

3.2 Expected levels

The general expectation is that the majority of seven year olds will attain outcome 5 in each area of learning. Similarly, 11 year olds will attain level 4 in each subject, and 14 year olds will attain level 5. At the end of Foundation Phase, the **Foundation Phase Indicator** (FPI) represents the percentage of pupils achieving at least the expected outcome in LCE or LCW, PSD and MDT in combination. At Key stages 2 and 3, the **Core Subject Indicator** (CSI) represents the percentage of pupils achieving at least the expected level in English or Welsh (first language), mathematics and science in combination.

'D' represents pupils who have been disapplied under sections 113-116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment. 'N' represents pupils not awarded a level for reasons other than disapplication.

In 2010, level 'W' (working towards level 1) was removed and replaced by three new valid outcomes for Key stage 2 and Key stage 3 – National Curriculum Outcomes (NCO) 1, 2 and 3. These new levels have been introduced to describe achievement below level 1. For publishing purposes, these three outcomes have been grouped together and named 'NCO 1, 2 and 3'.

W (working towards outcome 1) is a valid outcome for end of Foundation Phase.

More information on levels within each Key stage (including the 'D' and 'N' codes) can be found by following the link seen in section 1.1.

4. Rounding and symbols

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

The following symbols have been used throughout the publication:

- percentages less than 0.05 but not zero
- . 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 category.*

5. Key Quality Information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability. It also covers specific issues relating to quality of 2016 data, and describes the quality management tool applied to this area of work.

5.1 Relevance

The statistics are used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- The Department for Education and Skills in the Welsh Government;
- Other government departments;
- The research community;
- LAs and schools;
- Students, academics and universities;
- Individual citizens, private companies and the media.

These statistics are used in a variety of ways. Some examples of these are:

- General background and research;
- Inclusions in reports and briefings;
- Advice to Ministers;
- The all-Wales education core data packs (the replacement for the National Pupil Database);
- LA and school comparisons and benchmarks;
- To inform the education policy decision-making process in Wales including school reorganisation;
- Development of a national categorisation system for Wales;
- To inform ESTYN during school inspections;
- The education domain of the Welsh Index of Multiple Deprivation;
- To assist in research in educational attainment.

5.2 Accuracy

The Welsh Government works closely with schools and LAs in order to ensure all data are validated before tables are published. If there are any anomalies in the data compared with the previous year, the Welsh Government challenges schools and LAs on anomalies in the data. Final data are signed off by schools and LAs each year. Data is collated into an electronic return and submitted to the Welsh Government through DEWi, a secure online data transfer system developed by the Welsh Government. Various stages of automated validation and sense-checking are built into the process to ensure a high quality of data.

5.3 Timeliness and Punctuality

DEWi was available for uploading files on 10 May 2016, with schools asked to submit data for every pupil on roll at the school on 10 May for the relevant Foundation Phase/Key stages and National Reading Tests. Schools and LAs were then asked to validate their data within the validation period, which closed on 6 July 2016.

Improvements in the data collection method and procedures and considerable effort by colleagues in local authorities and schools have resulted in us being able to tighten the National Data Collection timetable since 2008. In previous years we would have published a provisional set of results in September, followed by a final set in October once the data had been validated by schools.

5.4 Accessibility and Clarity

This Statistical First Release is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on [StatsWales](#), a free to use service that allows visitors to view, manipulate, create and download data.

5.5 Comparability

Since 2012 was the first year in which all primary schools were asked to provide end of Foundation Phase results, only five years of trend data can be provided.

No independent schools submitted data in 2016. One independent school submitted Key stage 2 data in 2012 – the same independent school also provided Key stage 2 results from 2007-2010. An independent school's data will not be included in an LA's results, but will appear in the overall results for Wales.

No pupils are assessed in Welsh First Language at Key stage 3 in Merthyr Tydfil, Blaenau Gwent, Monmouthshire and Newport.

Attainment data for pupils arriving from non-English or Welsh based educational systems within the previous two academic years are removed from the school and LA's results, but included in the overall results for Wales.

5.6 National Statistics status

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

5.7 Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly.

Information on indicators and associated technical information - [How do you measure a nation's progress? - National Indicators](#)

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

The document is available at: <http://gov.wales/statistics-and-research/end-foundation-phase-outcomes-national-curriculum-teacher-assessment-core-subjects-key-stages-2-3/?lang=en>

Next update

Data for 2017 will be published in August 2017 (provisional)

We want your feedback

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

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