

SB 33/2013

28 March 2013

Academic Achievement by Pupil Characteristics, 2012

This statistical bulletin uses pupil-level data that links data on attainment and examination information at Foundation Phase and Key Stages 2 to 4 to pupil characteristics from the Pupil Level Annual School Census (PLASC) and Pupils' Attendance Record. This enables us to analyse the attainment of pupils by gender, ethnicity, acquisition of English as an additional language (EAL), different special educational need (SEN) requirements, primary SEN type, absenteeism and month of birth.

This is the first year in which the Foundation Phase has fully replaced Key Stage 1. As a result, Foundation Phase Outcome results are only available for 2012 and year-on-year comparisons are not possible.

For Foundation Phase, we use the Foundation Phase Indicator (FPI) to measure progress. For Key Stages 2 and 3, the Core Subject Indicator (CSI) is used. For Key Stage 4, we mainly use the Level 2 Threshold including English or Welsh First Language and Maths (L2EWM) to measure progress. **In this bulletin, unless otherwise stated, Key Stage 4 results refer to L2EWM.** For full definitions of these indicators please refer to the Key Quality Information section of this bulletin.

Key Points

Gender

- With regard to FPI/CSI/L2EWM, girls continued to outperform boys at Foundation Phase and each Key Stage, with the widest gap in 2012 at Key Stage 3, and the narrowest gap at Key Stage 2.

Ethnicity

- When comparing the main ethnic groups, a higher percentage of pupils from a Chinese or Chinese British ethnic background achieved the FPI/CSI/L2EWM than any other ethnic group at Foundation Phase and each Key Stage.

English as an additional language (EAL)

- With regard to CSI/L2EWM, pupils classified as "competent" or "fluent" did better than those where an EAL stage of development was not applicable at each Key Stage. At Foundation Phase, pupils classified as "developing competence" or "competent" did better than those classified as "fluent" and those where an EAL stage of development was not applicable.

Special Educational Needs (SEN)

- The percentage of pupils with SEN achieving the FPI/CSI/L2EWM ranged from 49.0 per cent at Key Stage 2 to 16.5 per cent at Key Stage 4 in 2012.

Absenteeism

- As the overall absence rate increased the percentage of pupils achieving the FPI/CSI/L2EWM decreased at Foundation Phase and each Key Stage in 2012.

Month of Birth

- Generally, those born earlier in the academic year had higher percentages achieving the FPI/CSI/L2EWM than those born later at Foundation Phase and each Key Stage.

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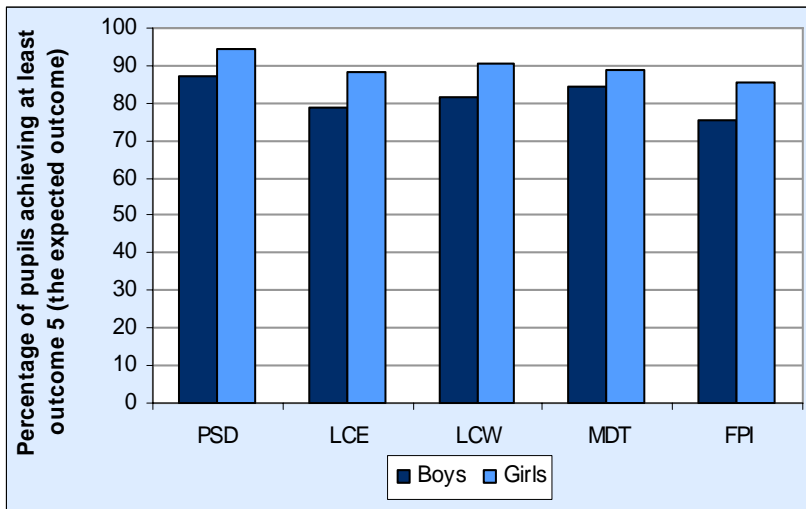
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Section 1: Academic Achievement by Gender

Further data for individual areas of learning/subjects can be found in Tables 1 to 4.

Foundation Phase (Chart 1 and Table 1)

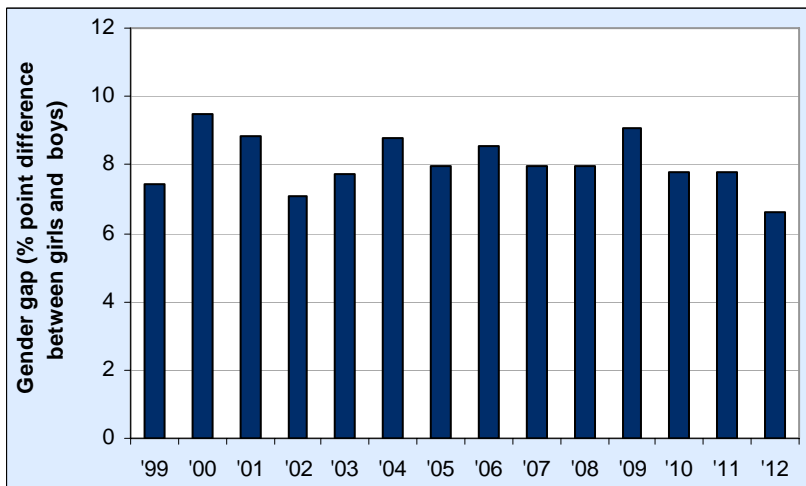
Chart 1: Performance of girls and boys in the Foundation Phase areas of learning, 2012



- The gender gap in FPI achievement stood at 10.2 percentage points (pp) in 2012.
- In 2012, the area of learning with the largest gender gap was “Language, literacy and communication skills” (English), with a gap of 9.3pp.
- In 2012, the area of learning with the smallest gender gap was “Mathematical development”, with a gap of 4.6pp.

Key Stage 2 (Chart 2 and Table 2)

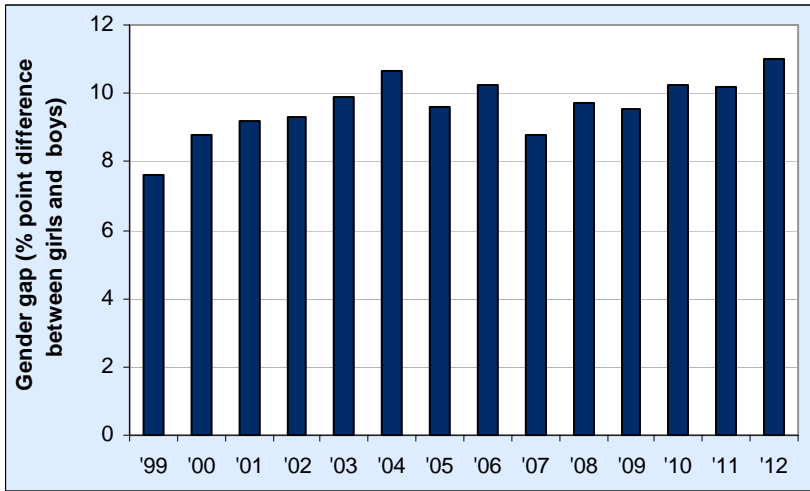
Chart 2: Difference between CSI performance of girls and boys at Key Stage 2, 1999-2012



- The gender gap in CSI achievement has been fluctuating since 1999 with girls performing better than boys. The highest gap was seen in 2000 when there was a 9.5pp difference between girls and boys.
- In 2012, the gap was at its lowest over the period since 1999 (6.6pp).
- During the last five years, the largest gender gap has generally been seen in Welsh. In 2012, the gap stood at 9.0pp, compared with 7.8pp in English.
- The gender gap decreased for each subject between 2011 and 2012.

Key Stage 3 (Chart 3 and Table 3)

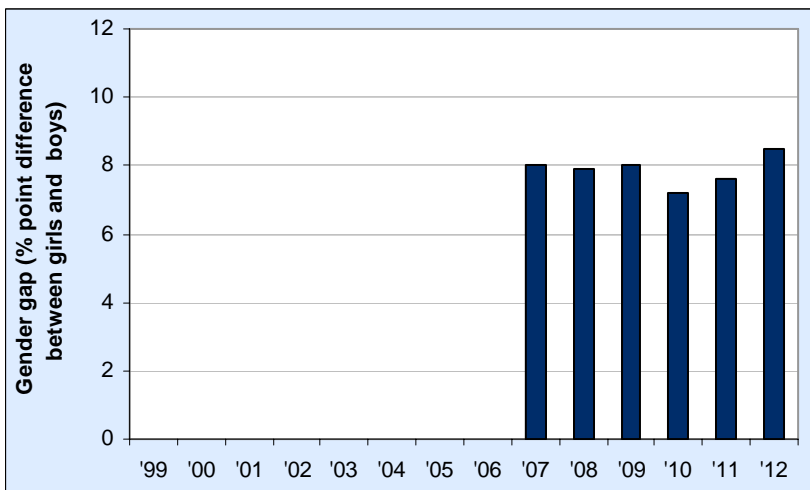
Chart 3: Difference between CSI performance of girls and boys at Key Stage 3, 1999-2012



- After a steady increase from 1999 to 2004, the gender gap in CSI achievement has been fluctuating since, with girls performing better than boys. The lowest gap in recent years was 8.8pp in 2007.
- In 2012, the gap was at its highest over the period since 1999 (11.0pp).
- During the last five years, the largest gender gap has been seen in either English or Welsh. In 2012, the gap was highest in English (13.8pp), with Welsh slightly lower (12.5pp).
- The gender gap increased for each subject between 2011 and 2012, with the exception of Welsh.

Key Stage 4 (Chart 4 and Table 4)

Chart 4: Difference between girls and boys achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at Key Stage 4, 1999-2012 (a)



- After a decrease in 2010, the gender gap in L2EWM threshold achievement has since increased again with girls performing better than boys, from 7.2pp in 2010 to 8.5pp in 2012.
- The gender gap in other Key Stage 4 performance indicators also increased in 2012 (Level 1 and Level 2 threshold, CSI and average capped wider points score).

(a) Data on pupils achieving the L2EWM is only available from 2007 onwards.

Table 1: Foundation Phase by gender, 2012

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

Year	Gender	Language, literacy and communication skills - English (LCE) (a)		Language, literacy and communication skills - Welsh (LCW) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
		Cohort	%	Cohort	%	Cohort	PSD %	MDT %	FPI %
2012	Boys	13,273	78.9	3,666	81.5	16,939	87.3	84.4	75.5
	Girls	12,458	88.2	3,563	90.5	16,021	94.6	89.0	85.7
	All pupils	25,731	83.4	7,229	85.9	32,960	90.8	86.6	80.5

Source: National Data Collection

(a) The cohorts entering LCE and LCW are different to the cohort for PSD, MDT and FPI.

At Foundation Phase, pupils are required to be assessed in either LCE or LCW.

Table 2: Key Stage 2 by gender, 2008-2012

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	Gender	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2008	Boys	18,643	74.8	79.7	83.7	71.6	3,525	71.8
	Girls	17,482	85.2	83.0	87.6	79.6	3,627	82.0
	All pupils	36,125	79.8	81.3	85.6	75.5	7,152	77.0
2009	Boys	17,791	75.6	80.3	84.1	72.6	3,271	73.2
	Girls	16,909	86.7	84.8	88.9	81.7	3,364	86.4
	All pupils	34,700	81.0	82.5	86.4	77.0	6,635	79.9
2010	Boys	17,264	77.1	81.5	84.4	74.4	3,298	76.0
	Girls	16,410	86.9	85.1	88.5	82.2	3,260	86.1
	All pupils	33,674	81.9	83.3	86.4	78.2	6,558	81.0
2011	Boys	16,696	78.8	83.1	85.0	76.2	3,233	77.0
	Girls	15,820	88.2	86.8	89.4	84.0	3,128	87.2
	All pupils	32,516	83.4	84.9	87.1	80.0	6,361	82.0
2012	Boys	16,481	81.4	85.3	86.6	79.4	3,203	79.5
	Girls	15,502	89.2	88.4	90.6	86.0	3,261	88.4
	All pupils	31,983	85.2	86.8	88.5	82.6	6,464	84.0

Source: National Data Collection

Table 3: Key Stage 3 by gender, 2008-2012

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

Year	Gender	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2008	Boys	18,412	61.9	70.9	71.6	54.8	2,809	64.4
	Girls	17,854	77.3	74.1	75.9	64.5	2,991	79.6
	All pupils	36,266	69.5	72.5	73.7	59.6	5,800	72.3
2009	Boys	18,010	63.3	72.1	73.7	56.7	2,749	66.6
	Girls	17,211	78.3	74.9	77.5	66.2	2,845	83.2
	All pupils	35,221	70.6	73.5	75.6	61.3	5,594	75.1
2010	Boys	17,829	65.2	73.7	74.2	58.7	2,720	68.4
	Girls	16,888	80.1	77.4	80.1	69.0	2,830	84.9
	All pupils	34,717	72.5	75.5	77.1	63.7	5,550	76.8
2011	Boys	18,486	69.4	75.7	77.4	63.0	2,837	74.6
	Girls	17,417	82.9	80.1	83.4	73.3	3,025	87.7
	All pupils	35,903	76.0	77.9	80.3	68.0	5,862	81.3
2012	Boys	17,727	72.6	78.5	80.1	67.2	2,785	77.7
	Girls	16,793	86.4	83.8	87.2	78.2	3,002	90.2
	All pupils	34,520	79.3	81.1	83.6	72.5	5,787	84.2

Source: National Data Collection

Table 4: Key Stage 4 by gender, 2008-2012 (a)

Percentage of pupils aged 15 at the start of the academic year

Includes GCSEs, GNVQs and NVQs only for 2008, and all qualifications approved for pre-16 use from 2009 onwards.

Year	Gender	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2008	Boys	19,937	84.0	52.7	41.7	41.1	..
	Girls	19,090	89.8	63.5	49.6	47.9	..
	All pupils	39,027	86.8	58.0	45.6	44.4	..
2009	Boys	19,203	85.5	55.4	43.3	42.7	..
	Girls	18,404	91.0	66.2	51.3	49.5	..
	All pupils	37,607	88.2	60.7	47.2	46.0	..
2010	Boys	18,800	87.3	58.8	45.9	45.1	291.3
	Girls	18,272	92.0	68.9	53.1	51.1	319.3
	All pupils	37,072	89.7	63.8	49.4	48.0	305.1
2011	Boys	18,452	88.5	62.7	46.4	45.5	298.7
	Girls	17,636	92.2	72.1	54.0	52.0	325.0
	All pupils	36,088	90.3	67.3	50.1	48.7	311.6
2012	Boys	18,181	89.8	67.8	46.9	45.1	309.9
	Girls	17,223	93.8	77.6	55.5	52.8	338.0
	All pupils	35,404	91.8	72.6	51.1	48.9	323.5

Source: Welsh Examinations Data

(a) Average capped wider points scores are calculated using the best 8 results, and are only available from 2010 onwards.

Section 2: Academic Achievement by Ethnic Background

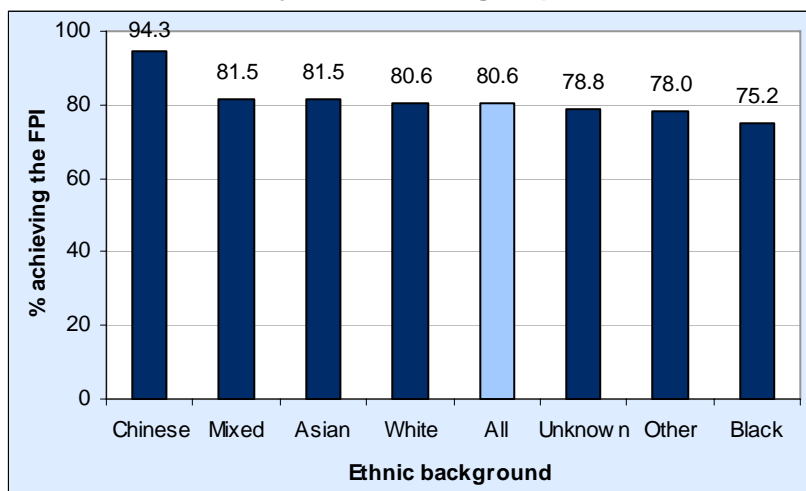
Data used in this section is a combined three-year average for 2010, 2011 and 2012, where possible (only 2012 Foundation Phase data is available). Data has been aggregated so that the number of pupils in each ethnic background group is larger, and to enable more robust conclusions to be drawn about the attainment of pupils in each group.

It should be noted that pupils from ethnic backgrounds are more likely to be eligible for free school meals (FSM), and there is a strong correlation between lower achievement and FSM eligibility.

Further data for individual subjects and attainment levels can be found in tables 5 to 8.

Foundation Phase (Chart 5 and Table 5)

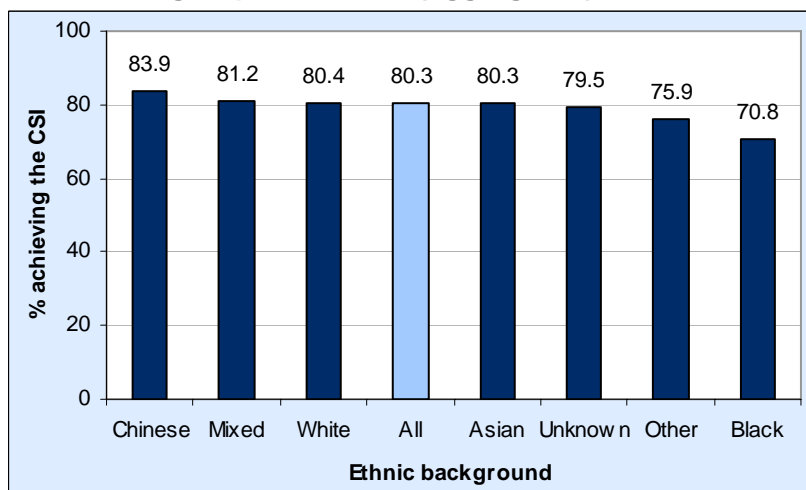
Chart 5: Percentage of pupils achieving the FPI at Foundation Phase by main ethnic group, 2012



- With regard to FPI achievement, pupils from Chinese ethnic backgrounds performed considerably above the national average for 2012.
- Pupils from Black, Other and unknown ethnic backgrounds performed below the national average.
- Attainment ranged from 94.3 per cent (pupils from a Chinese or Chinese British ethnic background) to 52.6 per cent (pupils from a White Gypsy/Gypsy Roma ethnic background).

Key Stage 2 (Chart 6 and Table 6)

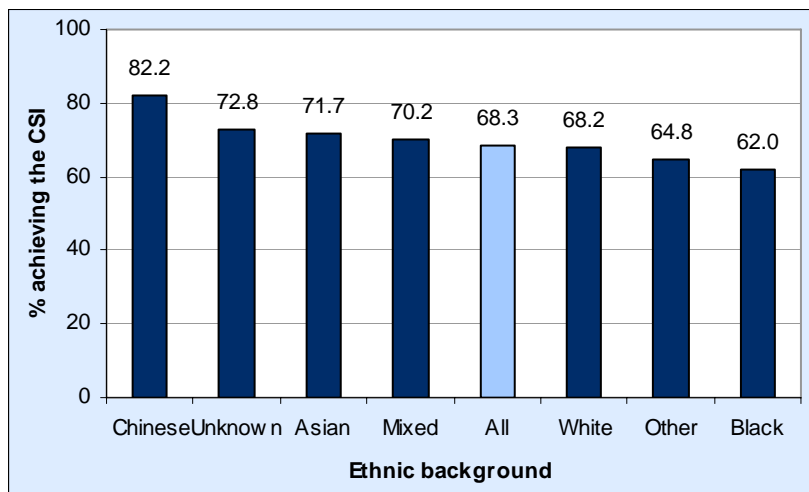
Chart 6: Percentage of pupils achieving the CSI at KS2 by main ethnic group, 2010-2012 (aggregated)



- With regard to CSI achievement, pupils from Chinese, Mixed and White ethnic backgrounds performed above the national average for 2010-2012.
- Pupils from a Black ethnic background performed considerably below the national average.
- Attainment ranged from 89.0 per cent (pupils from a Mixed White and Asian ethnic background) to 33.7 per cent (pupils from a White Traveller ethnic background).

Key Stage 3 (Chart 7 and Table 7)

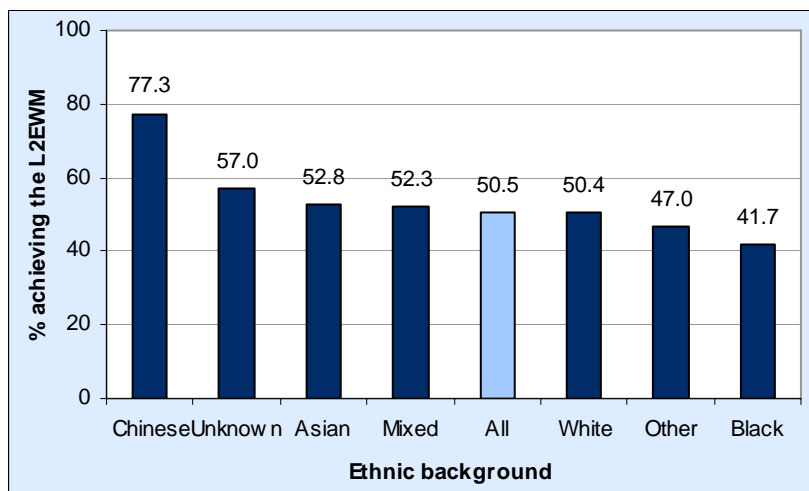
Chart 7: Percentage of pupils achieving the CSI at KS3 by main ethnic group, 2010-2012 (aggregated)



- With regard to CSI achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2010-2012.
- Pupils from White, Other and Black ethnic backgrounds performed below the national average.
- Attainment ranged from 82.2 per cent (pupils from a Chinese or Chinese British ethnic background) to 62.0 per cent (pupils from a White Gypsy/Gypsy Roma ethnic background).

Key Stage 4 (Chart 8 and Table 8)

Chart 8: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at KS4 by main ethnic group, 2010-2012 (aggregated)



- With regard to L2EWM threshold achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2010-2012.
- Pupils from White, Other and Black ethnic backgrounds performed below the national average.
- Attainment ranged from 77.3 per cent (pupils from Chinese or Chinese British ethnic background) to 41.7 per cent (pupils from a White Gypsy/Gypsy Roma ethnic background).

Table 5: Foundation Phase by ethnic background, 2012

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

Ethnic background	Language, literacy and communication skills - English (LCE) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
	Cohort	%	Cohort	PSD	MDT	FPI
				%	%	%
White	23,164	83.6	30,136	91.0	86.8	80.6
White - British	22,502	84.3	29,405	91.3	87.2	81.1
Traveller	37	*	39	*	*	*
Gypsy/Gypsy Roma	54	53.7	57	77.2	68.4	52.6
Any other White background	571	63.9	635	79.7	72.0	62.7
Mixed	746	83.9	842	92.2	88.4	81.5
White and Black Caribbean	153	79.1	181	92.8	86.7	76.8
White and Black African	106	84.0	120	94.2	88.3	85.0
White and Asian	180	90.6	203	94.6	92.6	85.7
Any other Mixed Background	307	82.4	338	89.6	86.7	80.2
Asian or Asian British	802	83.8	820	90.5	86.7	81.5
Indian	185	88.6	191	94.8	91.1	87.4
Pakistani	266	82.7	269	89.6	87.0	81.0
Bangladeshi	270	80.4	276	88.8	83.7	78.3
Any other Asian Background	81	87.7	84	89.3	85.7	79.8
Black or Black British	265	80.8	270	88.9	81.1	75.2
Caribbean	9	*	11	*	*	*
African	225	82.7	228	89.0	82.0	76.3
Any other Black background	31	*	31	*	*	*
Chinese or Chinese British	48	*	53	100.0	96.2	94.3
Any other ethnic group	356	81.5	373	90.3	84.7	78.0
Unknown	160	80.6	259	88.0	86.9	78.8
All pupils	25,541	83.6	32,753	91.0	86.8	80.6

Source: National Pupil Database

(a) The cohort entering LCE is different to the cohort for PSD, MDT and FPI.

At Foundation Phase, pupils are required to be assessed in either LCE or Language, literacy and communication skills - Welsh (LCW).

Table 6: Key Stage 2 by ethnic background, 2010-2012 (aggregated)

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Ethnic background	Cohort	English	Maths	Science	CSI
		%	%	%	%
White	91,126	83.7	85.1	87.6	80.4
White - British	89,502	84.0	85.3	87.8	80.7
Traveller	83	41.0	44.6	47.0	33.7
Gypsy/Gypsy Roma	141	42.6	51.1	51.1	39.7
Any other White background	1,400	71.4	80.1	78.4	69.7
Mixed	1,930	85.1	85.6	88.4	81.2
White and Black Caribbean	514	84.4	82.7	88.1	77.6
White and Black African	223	85.2	85.7	87.0	79.8
White and Asian	454	91.2	91.2	92.7	89.0
Any other Mixed Background	739	81.9	84.3	86.3	79.4
Asian or Asian British	1,881	84.0	84.8	86.6	80.3
Indian	355	89.3	92.4	92.4	87.3
Pakistani	617	81.0	81.4	84.9	76.5
Bangladeshi	726	82.9	82.6	84.2	78.8
Any other Asian Background	183	88.0	90.7	90.7	85.2
Black or Black British	620	76.5	75.8	79.4	70.8
Caribbean	35	*	*	*	*
African	497	75.5	75.3	78.9	70.0
Any other Black background	88	77.3	75.0	79.5	71.6
Chinese or Chinese British	168	87.5	91.1	91.1	83.9
Any other ethnic group	819	78.4	82.2	82.2	75.9
Unknown	1,100	82.3	84.1	87.7	79.5
All pupils	97,644	83.6	85.1	87.5	80.3

Source: National Pupil Database

Table 7: Key Stage 3 by ethnic background, 2010-2012 (aggregated)

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

Ethnic background	Cohort	English	Maths	Science	CSI
		%	%	%	%
White	98,130	76.1	78.1	80.4	68.2
White - British	96,617	76.3	78.2	80.5	68.4
Traveller	40	*	*	*	*
Gypsy/Gypsy Roma	81	28.4	28.4	28.4	16.0
Any other White background	1,392	65.1	78.4	74.9	59.7
Mixed	1,892	78.6	80.7	82.6	70.2
White and Black Caribbean	506	74.5	75.5	78.3	61.9
White and Black African	217	79.7	81.1	86.2	72.8
White and Asian	434	85.3	85.0	86.6	78.6
Any other Mixed Background	735	77.1	81.5	82.0	70.2
Asian or Asian British	1,608	78.3	82.4	84.5	71.7
Indian	321	79.1	81.9	86.0	73.8
Pakistani	528	76.7	80.1	82.4	69.1
Bangladeshi	567	78.8	82.4	84.8	72.1
Any other Asian Background	192	79.7	89.6	87.0	74.0
Black or Black British	571	70.8	75.5	75.5	62.0
Caribbean	70	74.3	82.9	81.4	62.9
African	419	69.0	75.4	74.0	61.6
Any other Black background	82	76.8	69.5	78.0	63.4
Chinese or Chinese British	169	83.4	93.5	92.3	82.2
Any other ethnic group	778	70.1	82.5	80.3	64.8
Unknown	1,284	78.4	81.2	83.3	72.8
All pupils	104,432	76.1	78.3	80.5	68.3

Source: National Pupil Database

Table 8: Key Stage 4 by ethnic background, 2010-2012 (aggregated) (a)

Percentage of pupils aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Ethnic background	Cohort	Percentage of pupils achieving:			CSI	Average capped (a) wider points score
		Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics		
White	97,310	92.5	68.6	50.4	48.9	317.5
White - British	95,842	92.6	68.7	50.5	48.9	317.8
Traveller	27	*	*	*	*	*
Gypsy/Gypsy Roma	54	40.7	20.4	13.0	11.1	137.8
Any other White background	1,387	87.3	63.5	47.3	46.5	306.7
Mixed	1,739	92.1	71.0	52.3	51.1	324.7
White and Black Caribbean	499	89.2	60.5	37.1	35.3	297.2
White and Black African	182	94.5	76.4	51.6	50.0	329.9
White and Asian	387	95.3	78.6	64.1	63.3	347.6
Any other Mixed Background	671	91.8	73.0	57.1	56.0	330.6
Asian or Asian British	1,482	94.5	76.5	52.8	51.1	336.1
Indian	301	96.3	77.4	56.8	55.8	349.2
Pakistani	497	93.6	75.7	50.3	48.3	327.7
Bangladeshi	509	93.3	76.0	49.3	47.0	330.1
Any other Asian Background	175	97.7	78.3	62.9	62.9	355.5
Black or Black British	569	91.9	67.7	41.7	40.9	310.9
Caribbean	57	98.2	78.9	50.9	49.1	329.5
African	439	91.1	66.1	41.2	40.8	309.6
Any other Black background	73	91.8	68.5	37.0	35.6	304.2
Chinese or Chinese British	163	95.1	88.3	77.3	76.7	375.5
Any other ethnic group	702	90.5	71.1	47.0	45.7	324.0
Unknown	1,404	92.9	73.4	57.0	55.8	331.6
All pupils	103,369	92.5	68.9	50.5	49.0	318.2

Source: National Pupil Database

(a) Average capped wider points scores are calculated using the best 8 results.

Section 3: Academic Achievement by acquisition of English as an additional language (EAL)

Data for individual subjects and attainment levels can be found in Tables 9 to 12.

Table 9: Foundation Phase by acquisition of English as an additional language, 2012

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

Year	Stage of EAL development	Language, literacy and communication skills - English (LCE) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
		Cohort	%	Cohort	PSD %	MDT %	FPI %
2012	New to English	548	51.8	564	70.0	59.9	48.9
	Early acquisition	731	79.2	751	90.7	83.5	75.0
	Developing competence	420	94.5	431	98.4	95.1	92.3
	Competent	159	94.3	166	95.8	97.0	94.0
	Fluent	507	85.0	621	91.0	88.1	81.5
	<i>Not applicable</i>	23,176	84.2	30,220	91.2	87.1	81.1

Source: National Pupil Database

(a) The cohort entering LCE is different to the cohort for PSD, MDT and FPI.
At Foundation Phase, pupils are required to be assessed in either LCE or LCW.

Table 10: Key Stage 2 by acquisition of English as an additional language, 2009-2012

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	Stage of EAL development	Cohort	English	Maths	Science	CSI
			%	%	%	%
2009	New to English	140	29.3	55.0	44.3	25.0
	Early acquisition	223	32.3	53.4	51.1	25.1
	Developing competence	567	81.7	85.0	88.2	76.4
	Competent	295	92.2	90.5	92.5	88.8
	Fluent	818	85.2	84.6	89.2	81.2
	<i>Not applicable</i>	32,497	81.4	82.7	86.8	77.5
2010	New to English	85	29.4	50.6	42.4	29.4
	Early acquisition	280	47.5	58.2	59.3	45.0
	Developing competence	449	84.0	87.5	88.9	79.3
	Competent	293	91.5	92.5	93.5	90.1
	Fluent	609	86.4	86.7	89.0	82.9
	<i>Not applicable</i>	31,733	82.3	83.5	86.8	78.5
2011	New to English	123	16.3	33.3	22.0	15.4
	Early acquisition	308	51.3	61.4	61.0	45.5
	Developing competence	612	83.7	86.8	89.2	80.4
	Competent	332	95.8	95.8	98.5	94.0
	Fluent	572	86.9	86.4	89.5	80.9
	<i>Not applicable</i>	30,441	83.9	85.2	87.5	80.5
2012	New to English	130	26.9	40.8	33.1	26.2
	Early acquisition	331	60.1	68.0	66.5	55.6
	Developing competence	605	86.4	87.8	89.4	83.1
	Competent	289	97.2	95.8	97.6	94.5
	Fluent	634	89.3	89.7	91.0	86.3
	<i>Not applicable</i>	29,818	85.6	87.2	89.0	83.1

Source: National Pupil Database

Table 11: Key Stage 3 by acquisition of English as an additional language, 2009-2012
 Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Year	Stage of EAL development	Cohort	English	Maths	Science	CSI
			%	%	%	%
2009	New to English	63	9.5	38.1	22.2	7.9
	Early acquisition	117	25.6	48.7	37.6	21.4
	Developing competence	303	43.2	61.1	61.7	32.7
	Competent	327	78.6	80.1	84.4	70.6
	Fluent	1,212	78.3	76.6	80.8	67.9
	<i>Not applicable</i>	<i>33,001</i>	<i>71.0</i>	<i>73.7</i>	<i>75.9</i>	<i>61.7</i>
2010	New to English	41	*	*	*	*
	Early acquisition	137	25.5	58.4	56.2	22.6
	Developing competence	349	57.3	71.3	69.3	47.3
	Competent	450	84.0	86.9	89.3	74.7
	Fluent	583	81.8	82.2	82.5	71.5
	<i>Not applicable</i>	<i>32,859</i>	<i>72.8</i>	<i>75.5</i>	<i>77.2</i>	<i>64.1</i>
2011	New to English	95	9.5	43.2	24.2	7.4
	Early acquisition	169	23.1	53.8	46.2	18.9
	Developing competence	423	71.6	79.2	79.2	61.0
	Competent	378	87.6	93.7	95.0	84.1
	Fluent	562	82.0	83.3	85.2	74.9
	<i>Not applicable</i>	<i>34,097</i>	<i>76.4</i>	<i>77.9</i>	<i>80.5</i>	<i>68.4</i>
2012	New to English	83	15.7	59.0	33.7	15.7
	Early acquisition	146	32.2	60.3	54.1	28.8
	Developing competence	598	71.4	79.6	81.6	63.7
	Competent	418	88.8	90.4	94.0	84.0
	Fluent	651	84.9	86.6	87.7	80.0
	<i>Not applicable</i>	<i>32,393</i>	<i>79.8</i>	<i>81.3</i>	<i>83.9</i>	<i>73.0</i>

Source: National Pupil Database

Table 12: Key Stage 4 by acquisition of English as an additional language, 2009-2012

Percentage of pupils aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Year	Stage of EAL development	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2009	New to English	44	*	*	*	*	..
	Early acquisition	87	52.9	18.4	8.0	6.9	..
	Developing competence	269	86.2	45.0	27.9	27.1	..
	Competent	498	94.2	68.1	48.2	47.8	..
	Fluent	1,223	93.1	70.4	56.1	55.8	..
	<i>Not applicable</i>	33,587	90.5	61.5	47.6	46.4	..
2010	New to English	32	*	*	*	*	*
	Early acquisition	110	78.2	23.6	9.1	9.1	214.8
	Developing competence	294	90.8	51.4	28.6	27.9	288.9
	Competent	361	95.0	71.7	51.2	48.2	321.4
	Fluent	650	93.4	73.1	59.1	58.5	334.2
	<i>Not applicable</i>	33,807	91.7	64.7	49.8	48.5	309.7
2011	New to English	51	13.7	*	*	*	72.8
	Early acquisition	109	71.6	26.6	7.3	5.5	223.6
	Developing competence	307	91.5	54.1	25.7	23.5	293.1
	Competent	446	97.3	79.6	55.8	55.2	345.6
	Fluent	622	94.5	78.6	59.5	58.4	341.4
	<i>Not applicable</i>	32,810	92.5	68.4	50.7	49.2	316.8
2012	New to English	38	*	*	*	*	*
	Early acquisition	89	65.2	37.1	9.0	6.7	230.0
	Developing competence	404	92.1	68.8	31.4	30.7	316.4
	Competent	498	96.2	85.5	58.8	57.6	358.4
	Fluent	675	95.1	81.6	63.3	61.2	348.8
	<i>Not applicable</i>	32,066	93.7	73.7	51.5	49.7	328.3

Source: National Pupil Database

(a) Average capped wider points scores are calculated using the best 8 results, and are only available from 2010 onwards.

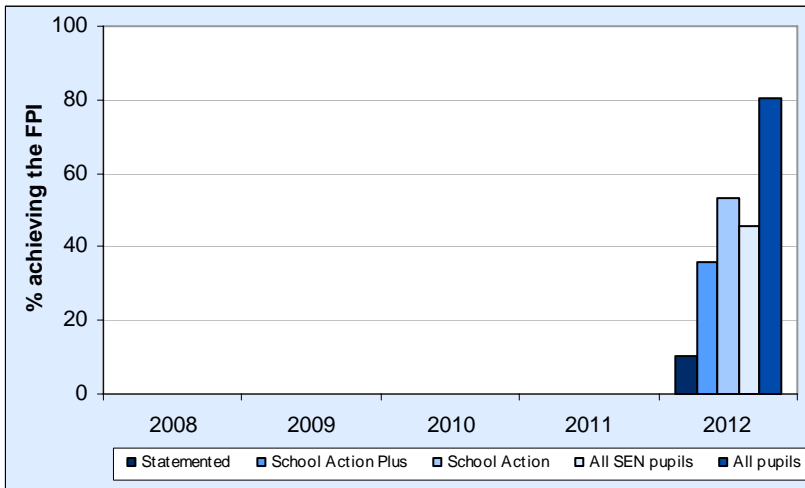
Section 4: Academic Achievement by Special Educational Need (SEN) Requirement

Further data for individual subjects and attainment levels with regard to SEN provision can be found in tables 13 to 16. Tables 17 to 20 provide information on attainment levels of pupils with different types of primary SEN.

Further information about special educational needs can be found in the Notes.

Foundation Phase (Chart 9 and Table 13)

Chart 9: Percentage of pupils achieving the FPI by special educational need (SEN) requirement at Foundation Phase, 2012 (a)

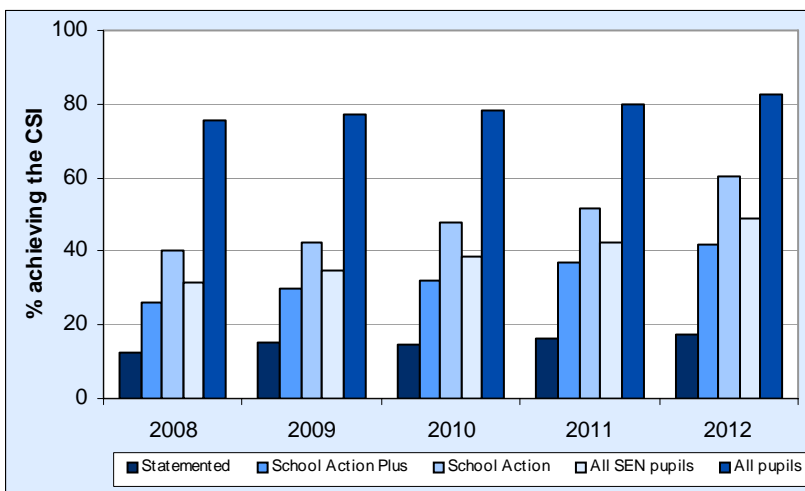


(a) Foundation Phase data is only available from 2012 onwards.

- The percentage of pupils with SEN achieving the FPI stood at 45.4 per cent in 2012.
- Among those pupils with SEN, stated pupils have the lowest percentage achieving the FPI at 10.5 per cent.

Key Stage 2 (Chart 10 and Table 14)

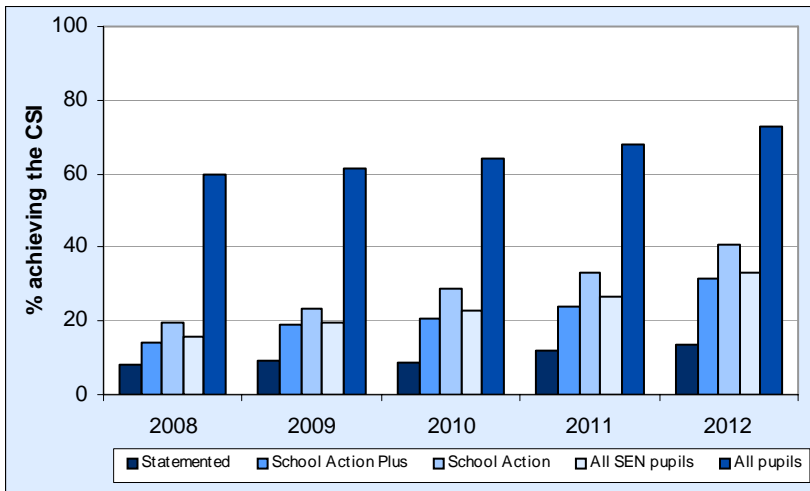
Chart 10: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS2, 2008-2012



- The percentage of pupils with SEN achieving the CSI has increased year-on-year, reaching 49.0 per cent in 2012.
- Among those pupils with SEN, stated pupils have the lowest percentage achieving the CSI, but it has increased from 12.6 per cent in 2008 to 17.4 per cent in 2012.
- CSI achievement increased for all categories of SEN requirement between 2011 and 2012.

Key Stage 3 (Chart 11 and Table 15)

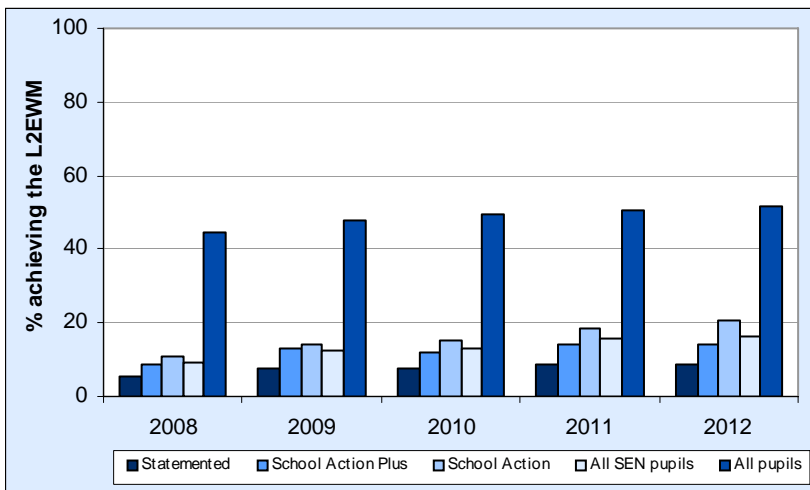
Chart 11: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS3, 2008-2012



- The percentage of pupils with SEN achieving the CSI has increased year-on-year, reaching 33.3 per cent in 2012.
- Among those pupils with SEN, stated pupils have the lowest percentage achieving the CSI, but it has increased recently from 8.8 per cent in 2010 to 13.3 per cent in 2012.
- CSI achievement increased for all categories of SEN requirement between 2011 and 2012.

Key Stage 4 (Chart 12 and Table 16)

Chart 12: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) by special educational need (SEN) requirement at KS4, 2008-2012



- The percentage of pupils with SEN achieving the L2EWM threshold has increased year-on-year, reaching 16.5 per cent in 2012.
- Among those pupils with SEN, stated pupils have the lowest percentage achieving the L2EWM threshold, decreasing recently from 8.7 per cent in 2011 to 8.4 per cent in 2012.

Table 13: Foundation Phase by Special Educational Need provision, 2012

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

Year	SEN provision	Language, literacy and communication skills - English (LCE) (a)		Language, literacy and communication skills - Welsh (LCW) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
		Cohort	%	Cohort	%	Cohort	PSD %	MDT %	FPI %
2012	Total pupils on SEN register	6,805	53.1	1,571	54.5	8,376	60.4	71.3	45.4
	Statemented	479	19.2	54	27.8	533	21.6	18.9	10.5
	School Action Plus	2,038	44.6	476	44.5	2,514	53.3	58.0	36.0
	School Action	4,288	61.0	1,041	60.4	5,329	67.6	82.8	53.4
	All pupils	25,541	83.6	7,212	86.0	32,753	86.8	91.0	80.6

Source: National Pupil Database

(a) The cohorts entering LCE and LCW are different to the cohort for PSD, MDT and FPI. At Foundation Phase, pupils are required to be assessed in either LCE or LCW.

Table 14: Key Stage 2 by Special Educational Need provision, 2008-2012

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	SEN provision	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2008	Total pupils on SEN register	9,033	38.4	45.7	54.9	31.4	1,798	40.1
	Statemented	1,305	16.2	20.9	23.5	12.6	214	16.4
	School Action Plus	3,141	32.5	41.5	51.3	26.2	614	33.4
	School Action	4,587	48.7	55.7	66.3	40.2	970	49.6
	All pupils	35,930	80.0	81.5	85.8	75.6	7,134	77.1
2009	Total pupils on SEN register	8,933	41.8	48.7	58.2	34.7	1,705	43.4
	Statemented	1,164	18.2	21.6	24.8	14.9	168	20.8
	School Action Plus	3,000	34.7	44.7	54.6	29.9	597	36.7
	School Action	4,769	52.0	57.8	68.6	42.6	940	51.7
	All pupils	34,540	81.1	82.6	86.5	77.1	6,622	80.0
2010	Total pupils on SEN register	9,023	45.6	51.5	58.7	38.5	1,867	48.6
	Statemented	1,161	17.8	22.2	24.5	14.9	177	26.0
	School Action Plus	3,022	38.4	47.2	55.1	32.3	623	36.0
	School Action	4,840	56.8	61.1	69.2	48.0	1,067	59.8
	All pupils	33,449	82.1	83.4	86.6	78.3	6,542	81.2
2011	Total pupils on SEN register	8,845	49.2	55.4	60.6	42.4	1,762	50.8
	Statemented	1,066	20.0	22.3	24.0	16.4	157	18.5
	School Action Plus	3,006	42.6	51.6	57.2	36.8	603	40.1
	School Action	4,773	59.9	65.2	70.9	51.7	1,002	62.3
	All pupils	32,388	83.5	85.0	87.2	80.1	6,349	82.1
2012	Total pupils on SEN register	8,997	54.5	60.6	65.0	49.0	1,855	55.6
	Statemented	992	21.0	24.8	25.3	17.4	118	25.4
	School Action Plus	3,231	46.9	54.9	59.6	42.0	696	47.8
	School Action	4,774	66.5	72.0	76.9	60.3	1,041	64.2
	All pupils	31,807	85.3	86.9	88.7	82.7	6,451	84.1

Source: National Pupil Database

Table 15: Key Stage 3 by Special Educational Need provision, 2008-2012

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

Year	SEN provision	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2008	Total pupils on SEN register	7,431	25.9	31.6	36.1	15.8	952	26.2
	Statemented	1,491	13.3	15.0	19.2	8.1	142	13.4
	School Action Plus	2,106	22.6	31.0	34.4	14.2	311	21.5
	School Action	3,834	32.7	38.4	43.6	19.6	499	32.7
	All pupils	36,041	69.7	72.6	73.9	59.8	5,795	72.3
2009	Total pupils on SEN register	7,602	28.4	35.6	40.0	19.4	1,058	35.2
	Statemented	1,510	13.0	18.0	22.5	9.3	131	20.6
	School Action Plus	2,138	26.5	34.7	40.0	18.8	303	27.7
	School Action	3,954	35.2	42.8	46.8	23.6	624	41.8
	All pupils	35,023	70.8	73.6	75.8	61.5	5,591	75.1
2010	Total pupils on SEN register	8,104	32.7	40.3	43.7	23.0	1,085	36.8
	Statemented	1,451	14.0	18.6	19.7	8.8	133	14.3
	School Action Plus	2,269	29.6	38.5	41.8	20.8	306	36.9
	School Action	4,384	40.6	48.4	52.5	28.8	646	41.3
	All pupils	34,419	72.7	75.6	77.3	63.9	5,546	76.8
2011	Total pupils on SEN register	8,319	37.2	42.8	48.2	26.6	1,147	44.4
	Statemented	1,482	17.1	20.8	24.1	11.9	124	28.2
	School Action Plus	2,572	33.8	41.2	45.3	23.7	329	32.5
	School Action	4,265	46.1	51.3	58.4	33.4	694	52.9
	All pupils	35,724	76.1	78.0	80.4	68.1	5,858	81.4
2012	Total pupils on SEN register	8,192	43.8	48.5	53.9	33.3	1,150	49.9
	Statemented	1,311	18.0	21.4	24.9	13.3	111	25.2
	School Action Plus	2,599	41.1	48.2	51.4	31.3	365	43.6
	School Action	4,282	53.3	56.9	64.3	40.7	674	57.4
	All pupils	34,289	79.5	81.3	83.9	72.8	5,783	84.2

Source: National Pupil Database

Table 16: Key Stage 4 by Special Educational Need provision, 2008-2012

Percentage of pupils aged 15 at the start of the academic year

Includes GCSEs, GNVQs and NVQs only for 2008, and all qualifications approved for pre-16 use from 2009 onwards.

Year	SEN provision	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2008	Total pupils on SEN register	5,855	60.4	15.8	9.1	9.3	..
	Statemented	1,179	39.2	9.6	5.3	5.1	..
	School Action Plus	1,672	57.5	15.7	8.6	9.4	..
	School Action	3,004	70.4	18.3	10.8	10.8	..
	All pupils	36,739	89.0	57.4	44.8	45.2	..
2009	Total pupils on SEN register	6,093	65.6	22.6	12.6	12.2	..
	Statemented	1,183	42.9	13.4	7.5	7.4	..
	School Action Plus	1,752	61.2	21.9	13.2	12.8	..
	School Action	3,158	76.5	26.5	14.2	13.6	..
	All pupils	35,708	90.5	61.6	47.6	46.4	..
2010	Total pupils on SEN register	6,643	71.2	25.1	12.9	12.5	212.3
	Statemented	1,186	44.8	13.6	7.4	7.7	156.3
	School Action Plus	2,034	67.4	23.7	11.7	11.5	200.2
	School Action	3,423	82.6	29.8	15.5	14.7	238.9
	All pupils	35,254	91.7	64.6	49.7	48.4	309.6
2011	Total pupils on SEN register	6,952	75.4	33.2	15.5	14.9	229.9
	Statemented	1,221	52.9	19.7	8.7	8.5	177.7
	School Action Plus	2,040	68.1	28.4	14.3	13.9	208.7
	School Action	3,691	86.9	40.3	18.4	17.6	259.0
	All pupils	34,345	92.4	68.4	50.5	49.0	316.8
2012	Total pupils on SEN register	7,059	79.4	41.6	16.5	15.5	250.9
	Statemented	1,173	55.8	24.2	8.4	8.4	189.7
	School Action Plus	2,108	74.3	37.3	13.9	13.1	234.3
	School Action	3,778	89.5	49.4	20.5	19.0	279.2
	All pupils	33,770	93.6	73.8	51.5	49.7	328.5

Source: National Pupil Database

(a) Average capped wider points scores are calculated using the best 8 results, and are only available from 2010 onwards.

Table 17: Foundation Phase by type of Special Educational Need, 2012

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

Includes those pupils with only one type of SEN.

Year	Primary SEN type	Language, literacy and communication skills - English (LCE) (a)		Language, literacy and communication skills - Welsh (LCW) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
		Cohort	%	Cohort	%	Cohort	PSD %	MDT %	FPI %
2012	Moderate Learning Difficulties	2,038	54.7	536	61.2	2,574	80.9	62.6	49.6
	General Learning Difficulties	1,445	58.2	316	54.4	1,761	83.5	64.2	50.0
	Severe Learning Difficulties	43	*	8	*	51	11.8	11.8	*
	Profound & Multiple Learning Difficulties	*	*	*	*	36	*	*	*
	Dyslexia	100	61.0	39	*	139	87.1	66.9	48.9
	Dyscalculia	*	*	*	*	7	*	*	*
	Dyspraxia	7	*	9	*	16	*	*	*
	Attention Defecit Hyperactivity Disorder	11	*	8	*	19	*	*	*
	Autistic Spectrum Disorders	116	35.3	22	*	138	23.9	43.5	20.3
	Physical and Medical Difficulties	184	66.8	36	*	220	74.5	68.6	59.5
	Hearing Impairment	107	80.4	23	*	130	86.9	80.8	78.5
	Visual Impairment	28	*	11	*	39	*	*	*
	Multi-Sensory Impairment	0	-	0	-	0	-	-	-
	Speech, Language and Communication Difficulties	971	55.8	231	49.4	1,202	72.5	63.9	49.4
Behavioural, Emotional & Social Difficulties	463	67.6	122	67.2	585	56.4	74.9	47.9	
<i>No SEN</i>	18,732	94.7	5,641	94.8	24,373	97.7	95.8	92.7	

Source: National Pupil Database

(a) The cohorts entering LCE and LCW are different to the cohort for PSD, MDT and FPI.
At Foundation Phase, pupils are required to be assessed in either LCE or LCW.

Table 18: Key Stage 2 by type of Special Educational Need, 2010-2012

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Includes those pupils with only one type of SEN.

Year	Primary SEN type (a)	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2010	Moderate Learning Difficulties	3,960	46.8	51.1	60.3	38.2	890	53.5
	Severe Learning Difficulties	132	10.6	11.4	14.4	9.1	32	*
	Profound & Multiple Learning Difficulties	36	*	*	*	*	13	*
	Specific Learning Difficulties	1,557	49.4	58.9	67.6	42.2	431	43.4
	Autistic Spectrum Disorders	192	45.8	45.8	48.4	41.1	30	*
	Physical and Medical Difficulties	201	70.6	69.7	72.6	65.2	44	*
	Hearing Impairment	86	73.3	77.9	80.2	70.9	11	*
	Visual Impairment	44	*	*	*	*	9	*
	Multi-Sensory Impairment	*	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	542	42.3	50.6	53.5	36.5	122	46.7
	Behavioural, Emotional & Social Difficulties	681	70.3	73.6	77.5	63.0	121	64.5
<i>No SEN</i>	<i>24,416</i>	<i>95.6</i>	<i>95.2</i>	<i>96.9</i>	<i>93.1</i>	<i>4,674</i>	<i>94.2</i>	
2011	Moderate Learning Difficulties	3,937	50.2	56.2	61.6	42.6	859	54.8
	Severe Learning Difficulties	121	9.9	10.7	14.0	9.1	23	*
	Profound & Multiple Learning Difficulties	20	*	*	*	*	*	*
	Specific Learning Difficulties	1,426	54.3	63.3	72.2	47.1	359	49.3
	Autistic Spectrum Disorders	175	45.7	47.4	48.6	41.7	25	*
	Physical and Medical Difficulties	154	71.4	66.9	77.3	64.3	21	*
	Hearing Impairment	75	81.3	88.0	86.7	74.7	17	*
	Visual Impairment	42	*	*	*	*	*	*
	Multi-Sensory Impairment	*	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	554	47.3	56.3	58.7	41.0	133	54.9
	Behavioural, Emotional & Social Difficulties	740	70.0	74.2	76.5	64.5	117	60.7
<i>No SEN</i>	<i>23,539</i>	<i>96.3</i>	<i>96.0</i>	<i>97.2</i>	<i>94.3</i>	<i>4,586</i>	<i>94.2</i>	
2012	Moderate Learning Difficulties	3,066	56.5	62.5	67.5	51.1	703	57.3
	General Learning Difficulties	1,485	59.0	64.9	70.6	52.6	342	60.8
	Severe Learning Difficulties	97	9.3	10.3	11.3	7.2	10	*
	Profound & Multiple Learning Difficulties	23	*	*	*	*	*	*
	Dyslexia	740	58.1	71.4	77.7	53.6	191	51.8
	Dyscalculia	44	*	*	*	*	18	*
	Dyspraxia	24	*	*	*	*	12	*
	Attention Defecit Hyperactivity Disorder	57	64.9	75.4	75.4	59.6	15	*
	Autistic Spectrum Disorders	173	50.9	54.3	53.8	46.2	21	*
	Physical and Medical Difficulties	180	80.6	80.6	81.1	76.7	43	*
	Hearing Impairment	97	85.6	86.6	88.7	81.4	16	*
	Visual Impairment	31	*	*	*	*	7	*
	Multi-Sensory Impairment	*	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	527	50.7	61.7	62.0	46.9	141	51.1
Behavioural, Emotional & Social Difficulties	646	77.7	79.9	80.5	71.8	101	67.3	
<i>No SEN</i>	<i>22,809</i>	<i>97.5</i>	<i>97.3</i>	<i>98.0</i>	<i>96.0</i>	<i>4,596</i>	<i>95.6</i>	

Source: National Pupil Database

(a) Some primary SEN types were re-categorised in 2012.

Table 19: Key Stage 3 by type of Special Educational Need, 2010-2012

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

Includes those pupils with only one type of SEN.

Year	Primary SEN type (a)	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2010	Moderate Learning Difficulties	2,901	28.1	35.1	40.1	18.0	408	32.6
	Severe Learning Difficulties	110	*	5.5	6.4	*	*	*
	Profound & Multiple Learning Difficulties	24	*	*	*	*	*	*
	Specific Learning Difficulties	1,564	42.9	55.4	58.6	33.2	297	46.8
	Autistic Spectrum Disorders	174	35.6	41.4	42.5	27.6	7	*
	Physical and Medical Difficulties	246	68.3	66.7	71.1	53.7	19	*
	Hearing Impairment	94	63.8	69.1	72.3	56.4	8	*
	Visual Impairment	35	*	*	*	*	6	*
	Multi-Sensory Impairment	*	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	284	34.5	47.5	44.0	26.8	50	46.0
	Behavioural, Emotional & Social Difficulties	1,080	41.0	48.2	49.6	28.2	88	33.0
<i>No SEN</i>		26,314	85.0	86.5	87.6	76.6	4,460	86.5
2011	Moderate Learning Difficulties	2,858	31.9	37.6	45.0	20.9	435	41.1
	Severe Learning Difficulties	112	5.4	5.4	8.0	*	6	*
	Profound & Multiple Learning Difficulties	27	*	*	*	*	*	*
	Specific Learning Difficulties	1,539	47.2	56.3	64.8	37.2	285	52.3
	Autistic Spectrum Disorders	204	39.7	41.7	43.1	30.4	13	*
	Physical and Medical Difficulties	228	68.0	68.9	71.9	57.0	38	*
	Hearing Impairment	94	77.7	81.9	79.8	70.2	16	*
	Visual Impairment	52	73.1	71.2	76.9	61.5	5	*
	Multi-Sensory Impairment	*	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	320	39.1	50.3	55.6	28.1	35	*
	Behavioural, Emotional & Social Difficulties	1,062	49.6	51.0	53.1	33.6	85	49.4
<i>No SEN</i>		27,401	87.9	88.7	90.2	80.8	4,710	90.4
2012	Moderate Learning Difficulties	2,146	39.1	41.8	50.0	27.1	311	45.3
	General Learning Difficulties	920	50.9	54.0	61.2	36.6	114	56.1
	Severe Learning Difficulties	89	*	*	*	*	8	*
	Profound & Multiple Learning Difficulties	18	*	*	*	*	*	*
	Dyslexia	985	55.1	64.0	71.6	45.8	176	49.4
	Dyscalculia	44	*	*	*	*	14	*
	Dyspraxia	38	*	*	*	*	7	*
	Attention Defecit Hyperactivity Disorder	27	*	*	*	*	*	*
	Autistic Spectrum Disorders	205	43.9	47.8	49.3	37.6	20	*
	Physical and Medical Difficulties	225	72.9	71.6	75.1	59.6	33	*
	Hearing Impairment	112	75.0	83.9	90.2	68.8	23	*
	Visual Impairment	47	*	*	*	*	6	*
	Multi-Sensory Impairment	5	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	322	41.9	50.3	51.6	34.2	40	*
Behavioural, Emotional & Social Difficulties	1,045	56.1	57.7	59.7	41.7	89	55.1	
<i>No SEN</i>		26,091	90.8	91.6	93.3	85.2	4,633	92.7

Source: National Pupil Database

(a) Some primary SEN types were re-categorised in 2012.

Table 20: Key Stage 4 by type of Special Educational Need, 2010-2012

Percentage of pupils aged 15 at the start of the academic year

*Includes those pupils with only one type of SEN.**Includes all qualifications approved for pre-16 use.*

Year	Primary SEN type (a)	Cohort	Percentage of pupils achieving:				Average capped wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2010	Moderate Learning Difficulties	2,049	72.3	18.3	6.8	6.4	206.0
	Severe Learning Difficulties	51	19.6	*	*	*	84.1
	Profound & Multiple Learning Difficulties	*	*	*	*	*	*
	Specific Learning Difficulties	1,258	89.7	40.1	20.4	20.0	265.9
	Autistic Spectrum Disorders	118	72.9	37.3	28.8	29.7	235.6
	Physical and Medical Difficulties	233	85.0	51.9	37.3	37.8	282.3
	Hearing Impairment	105	90.5	52.4	38.1	38.1	289.4
	Visual Impairment	42	*	*	*	*	*
	Multi-Sensory Impairment	5	*	*	*	*	*
	Speech, Language and Communication Difficulties	240	79.2	31.7	20.4	18.8	241.9
Behavioural, Emotional & Social Difficulties	1,168	64.6	23.3	11.9	11.1	194.4	
<i>No SEN</i>		28,617	96.4	73.8	58.2	56.7	332.2
2011	Moderate Learning Difficulties	2,190	79.4	28.2	9.7	9.2	229.2
	Severe Learning Difficulties	67	23.9	*	*	*	101.2
	Profound & Multiple Learning Difficulties	7	*	*	*	*	*
	Specific Learning Difficulties	1,314	90.4	48.3	24.3	23.7	278.0
	Autistic Spectrum Disorders	131	76.3	44.3	29.0	28.2	253.0
	Physical and Medical Difficulties	222	89.2	59.5	43.2	42.8	291.7
	Hearing Impairment	112	94.6	67.9	48.2	46.4	312.9
	Visual Impairment	58	96.6	77.6	46.6	46.6	341.0
	Multi-Sensory Impairment	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	217	77.4	36.9	19.8	19.4	242.6
Behavioural, Emotional & Social Difficulties	1,154	67.0	30.3	14.2	13.6	204.1	
<i>No SEN</i>		27,405	96.7	77.3	59.3	57.6	338.8
2012	Moderate Learning Difficulties	1,736	81.0	35.3	9.6	8.9	245.5
	General Learning Difficulties	636	90.3	48.1	18.1	16.4	277.2
	Severe Learning Difficulties	64	23.4	10.9	*	*	111.6
	Profound & Multiple Learning Difficulties	*	*	*	*	*	*
	Dyslexia	935	93.8	61.7	27.5	25.7	303.1
	Dyscalculia	9	*	*	*	*	*
	Dyspraxia	46	*	*	*	*	*
	Attention Defecit Hyperactivity Disorder	36	*	*	*	*	*
	Autistic Spectrum Disorders	172	75.0	53.5	32.6	31.4	265.3
	Physical and Medical Difficulties	228	93.0	66.2	45.2	43.9	316.3
	Hearing Impairment	113	92.9	61.1	35.4	34.5	312.0
	Visual Impairment	41	*	*	*	*	*
	Multi-Sensory Impairment	5	*	*	*	*	*
	Speech, Language and Communication Difficulties	221	85.5	44.3	17.6	16.7	266.7
	Behavioural, Emotional & Social Difficulties	1,246	73.8	38.9	16.9	15.8	234.4
<i>No SEN</i>		26,720	97.4	82.3	60.7	58.7	349.0

Source: National Pupil Database

(a) Some primary SEN types were re-categorised in 2012.

Section 6: Academic Achievement by Absenteeism

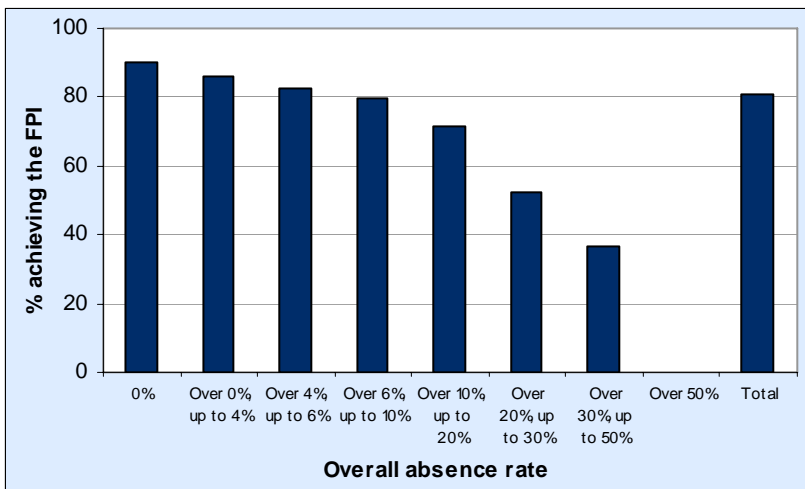
Further data for individual subjects and attainment levels can be found in tables 21 to 24.

Note that the percentages used with regard to absence in the charts and tables below represent the proportions of sessions missed during the year (one day is made up of two sessions).

Also note that due to issues with the attendance records of dual-registered pupils in secondary schools and pupils educated off-site, no separate attainment data are published for those with no absence at Key Stages 3 and 4.

Foundation Phase (Chart 13 and Table 21)

Chart 13: Percentage of pupils achieving the FPI at Foundation Phase by overall absence rates, 2012 (a)

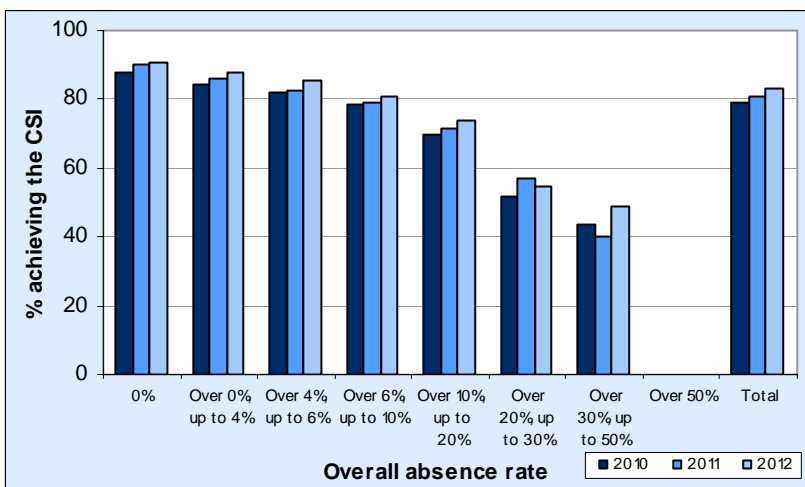


- In 2012, pupils that hadn't missed any sessions had the highest percentage of pupils achieving the FPI (90.3 per cent).
- Levels of attainment decreased as overall absence rates increased, with only 36.7 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the FPI in 2012.

(a) Chart data for pupils' whose absence rates were over 50 per cent are not shown due to there being fewer than 50 pupils in the years' cohorts.

Key Stage 2 (Chart 14 and Table 22)

Chart 14: Percentage of pupils achieving the CSI at KS2 by overall absence rates, 2010-2012 (a)

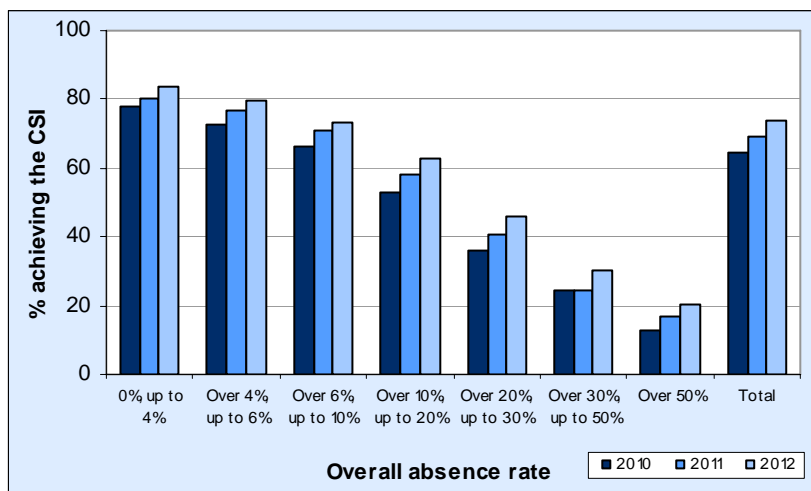


(a) Chart data for pupils' whose absence rates were over 50 per cent are not shown due to there being fewer than 50 pupils in the years' cohorts.

- In 2012, pupils that hadn't missed any sessions had the highest percentage of pupils achieving the CSI (90.8 per cent).
- Levels of attainment decreased as overall absence rates increased, with only 48.9 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the CSI in 2012.
- Performance has improved in all absence groups since 2010. However, despite still being higher than the 2010 figure, performance of pupils missing between 20 and 30 per cent of sessions fell between 2011 and 2012 by 2 percentage points.

Key Stage 3 (Chart 15 and Table 23)

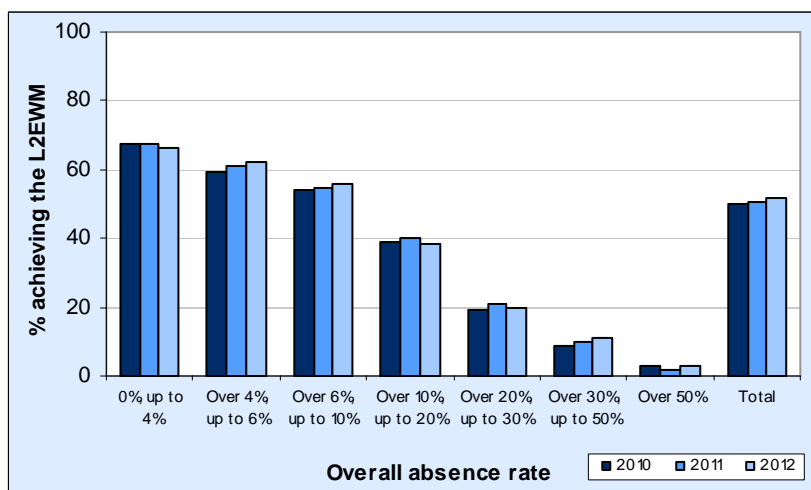
Chart 15: Percentage of pupils achieving the CSI at KS3 by overall absence rates, 2010-2012



- In 2012, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the CSI (83.5 per cent).
- Levels of attainment decreased as overall absence rates increased, with pupils missing over 50 per cent of sessions having the lowest attainment levels (20.5 per cent) in 2012.
- Performance has improved in all absence groups since 2010.

Key Stage 4 (Chart 16 and Table 24)

Chart 16: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at KS4 by overall absence rates, 2010-2012



- In 2012, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the L2EWM threshold (66.0 per cent).
- Levels of attainment decreased as overall absence rates increased, with pupils missing over 50 per cent of sessions having the lowest attainment levels (2.9 per cent).
- Performance has improved in all absence groups since 2010 apart from pupils missing between 0 and 4 per cent of sessions (1.3pp drop), those missing between 10 and 20 per cent of sessions (0.3pp drop) and those missing over 50 per cent of sessions (0.2pp drop).

Table 21: Foundation Phase by overall absence rates, 2012

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

Year	Overall absence rate	Language, literacy and communication skills - English (LCE) (a)		Language, literacy and communication skills - Welsh (LCW) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
		Cohort	%	Cohort	%	Cohort	PSD %	MDT %	FPI %
2012	0%	660	93.2	248	90.3	908	95.0	93.7	90.3
	Over 0%, but 4% at most	9,440	88.5	3,075	91.2	12,515	94.0	91.1	86.1
	Over 4%, but 6% at most	4,820	86.2	1,440	85.6	6,260	92.3	88.4	82.4
	Over 6%, but 10% at most	5,722	84.1	1,533	82.5	7,255	91.0	86.2	79.9
	Over 10%, but 20% at most	4,020	75.2	801	77.4	4,821	86.5	79.9	71.3
	Over 20%, but 30% at most	586	55.8	92	59.8	678	73.9	65.5	52.2
	Over 30%, but 50% at most	142	40.1	16	*	158	62.7	50.0	36.7
	Over 50%	19	*	6	0.0	25	*	*	*
	Total	25,409	84.0	7,211	86.0	32,620	91.3	87.1	80.9

Source: National Pupil Database

(a) The cohorts entering LCE and LCW are different to the cohort for PSD, MDT and FPI. At Foundation Phase, pupils are required to be assessed in either LCE or LCW.

Table 22: Key Stage 2 by overall absence rates, 2010-2012

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	Overall absence rate	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2010	0%	821	89.8	91.5	93.5	88.1	203	89.2
	Over 0%, but 4% at most	11,916	87.5	88.3	91.2	84.4	2,630	84.9
	Over 4%, but 6% at most	5,879	85.2	86.4	88.8	81.8	1,172	82.5
	Over 6%, but 10% at most	7,626	82.4	83.5	87.0	78.3	1,480	81.3
	Over 10%, but 20% at most	5,833	74.7	77.1	81.1	69.9	907	71.4
	Over 20%, but 30% at most	866	59.1	60.3	65.6	51.7	121	54.5
	Over 30%, but 50% at most	252	49.2	52.4	56.3	43.7	25	*
	Over 50%	37	*	*	*	*	*	*
	Total	33,230	82.6	83.9	87.1	78.8	6,539	81.2
2011	0%	905	91.9	93.0	94.8	89.9	189	90.5
	Over 0%, but 4% at most	12,130	88.5	89.5	91.6	85.9	2,676	86.9
	Over 4%, but 6% at most	5,937	85.8	87.6	89.9	82.8	1,165	83.5
	Over 6%, but 10% at most	7,031	82.8	84.9	87.0	79.2	1,333	78.9
	Over 10%, but 20% at most	5,086	76.7	78.2	81.1	71.5	849	73.5
	Over 20%, but 30% at most	777	63.1	65.4	67.2	56.9	97	57.7
	Over 30%, but 50% at most	246	45.9	49.6	51.6	39.8	26	*
	Over 50%	49	*	*	*	*	5	*
	Total	32,161	83.9	85.5	87.7	80.6	6,340	82.2
2012	0%	1,291	92.3	93.5	94.3	90.8	249	89.2
	Over 0%, but 4% at most	13,007	89.5	91.2	92.4	87.8	2,909	88.4
	Over 4%, but 6% at most	5,616	88.1	89.1	91.3	85.3	1,134	86.2
	Over 6%, but 10% at most	6,503	84.0	85.6	88.0	80.9	1,323	80.5
	Over 10%, but 20% at most	4,364	78.0	80.2	82.5	74.0	727	73.5
	Over 20%, but 30% at most	614	59.4	62.4	65.3	54.9	71	63.4
	Over 30%, but 50% at most	180	57.2	57.8	58.3	48.9	27	*
	Over 50%	28	*	*	*	*	*	0.0
	Total	31,603	85.9	87.5	89.2	83.2	6,444	84.2

Source: National Pupil Database

Table 23: Key Stage 3 by overall absence rates, 2010-2012

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

Year	Overall absence rate	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2010	0% to 4% at most	10,987	83.7	86.2	87.4	78.2	1,889	86.7
	Over 4%, but 6% at most	4,866	80.1	83.0	84.3	73.0	916	81.7
	Over 6%, but 10% at most	7,357	75.5	78.0	80.3	66.2	1,266	76.0
	Over 10%, but 20% at most	7,691	64.7	68.8	70.9	52.7	1,140	65.8
	Over 20%, but 30% at most	1,923	49.9	54.9	55.9	36.0	219	47.9
	Over 30%, but 50% at most	895	39.6	41.1	41.6	24.1	92	55.4
	Over 50%	309	23.0	21.4	23.9	12.6	19	*
	Total	34,028	73.5	76.5	78.1	64.7	5,541	76.9
2011	0% to 4% at most	12,090	85.2	87.5	89.1	80.1	2,224	89.7
	Over 4%, but 6% at most	5,033	82.7	85.2	87.5	76.8	949	84.5
	Over 6%, but 10% at most	7,488	79.6	80.8	83.5	71.1	1,273	81.9
	Over 10%, but 20% at most	7,591	69.0	71.1	74.7	58.3	1,093	69.4
	Over 20%, but 30% at most	1,903	55.7	57.3	61.0	40.5	208	61.1
	Over 30%, but 50% at most	922	41.3	41.1	44.3	24.5	85	42.4
	Over 50%	258	29.1	27.1	27.1	17.1	16	*
	Total	35,285	77.0	78.9	81.4	69.0	5,848	81.5
2012	0% to 4% at most	13,338	87.8	89.5	91.3	83.5	2,564	89.8
	Over 4%, but 6% at most	4,842	85.1	87.1	89.4	79.7	870	88.5
	Over 6%, but 10% at most	6,675	80.2	82.7	85.1	73.4	1,076	82.4
	Over 10%, but 20% at most	6,527	72.8	74.6	78.2	62.6	971	75.4
	Over 20%, but 30% at most	1,547	60.3	59.5	65.1	45.9	200	64.0
	Over 30%, but 50% at most	714	44.5	46.6	49.6	30.0	68	60.3
	Over 50%	249	34.9	35.3	34.9	20.5	23	*
	Total	33,892	80.5	82.3	84.8	73.6	5,772	84.4

Source: National Pupil Database

Table 24: Key Stage 4 by overall absence rates, 2010-2012

Percentage of pupils aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Year	Overall absence rate	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2010	0% to 4% at most	10,669	93.4	79.4	67.3	66.1	340.5
	Over 4%, but 6% at most	4,432	97.1	74.7	59.4	57.7	336.0
	Over 6%, but 10% at most	7,107	96.6	70.9	54.2	52.6	327.5
	Over 10%, but 20% at most	8,298	94.4	57.8	38.9	37.5	300.4
	Over 20%, but 30% at most	2,460	86.2	35.0	19.4	17.9	248.8
	Over 30%, but 50% at most	1,478	70.4	18.5	8.6	7.9	195.3
	Over 50%	540	32.2	5.2	3.1	3.9	102.5
Total	34,984	92.3	65.1	50.1	48.7	311.5	
2011	0% to 4% at most	10,143	93.2	80.7	67.2	65.7	343.7
	Over 4%, but 6% at most	4,419	97.6	79.6	61.3	59.7	344.3
	Over 6%, but 10% at most	7,207	97.0	74.9	54.7	53.1	334.1
	Over 10%, but 20% at most	8,033	95.2	63.1	40.1	38.5	308.4
	Over 20%, but 30% at most	2,398	87.8	40.7	20.9	19.8	261.9
	Over 30%, but 50% at most	1,413	73.8	22.5	9.7	9.1	205.7
	Over 50%	509	31.8	5.5	2.0	2.2	106.4
Total	34,122	92.9	68.9	50.8	49.3	318.5	
2012	0% to 4% at most	10,960	94.7	84.7	66.0	64.5	353.5
	Over 4%, but 6% at most	4,596	97.9	84.2	62.1	60.1	353.8
	Over 6%, but 10% at most	7,003	97.5	79.8	55.9	53.7	343.3
	Over 10%, but 20% at most	7,280	95.5	66.9	38.6	36.5	315.6
	Over 20%, but 30% at most	2,048	89.7	45.1	19.9	18.3	270.8
	Over 30%, but 50% at most	1,253	75.7	27.8	11.2	10.6	218.9
	Over 50%	414	36.2	6.3	2.9	3.1	114.6
Total	33,554	94.2	74.3	51.8	50.0	330.2	

Source: National Pupil Database

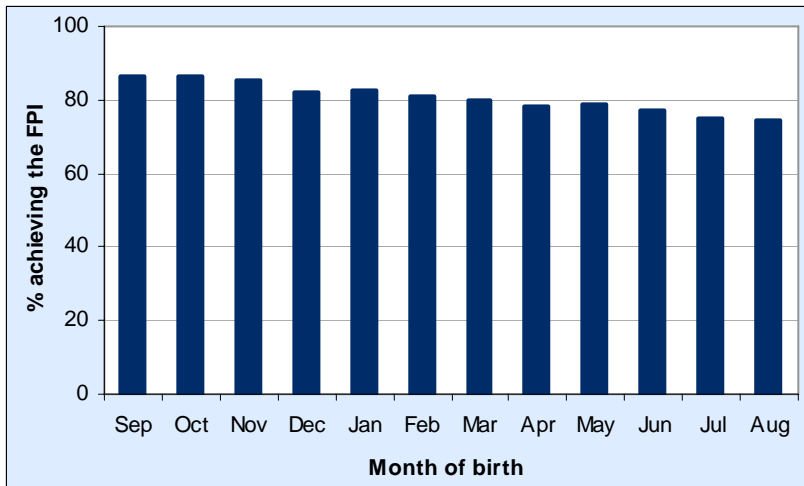
(a) Average capped wider points scores are calculated using the best 8 results.

Academic Achievement by Month of Birth

Further data for attainment levels can be found in Tables 25 to 28.

Foundation Phase (Chart 17 and Table 25)

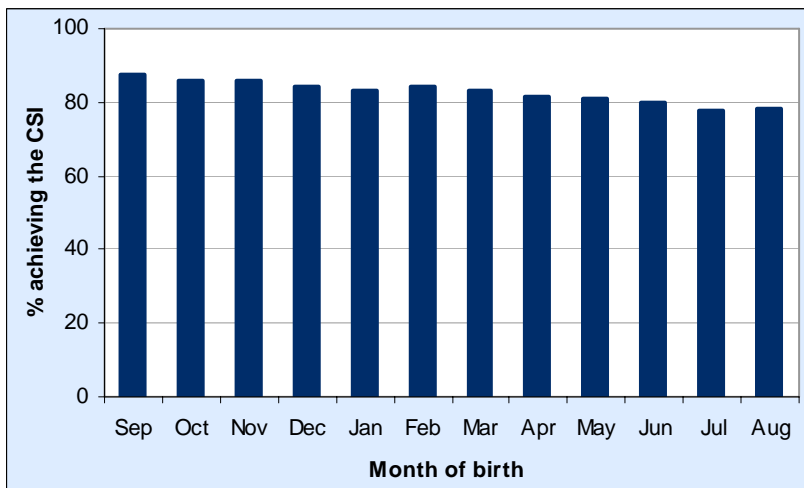
Chart 17: Percentage of pupils achieving the FPI at Foundation Phase by month of birth, 2012



- Those born earlier in the academic year have generally higher percentages achieving the FPI than those born later in the academic year.
- Pupils born in October performed best with 86.4 per cent achieving the FPI, whilst those born in August performed worst with 74.3 per cent.

Key Stage 2 (Chart 18 and Table 26)

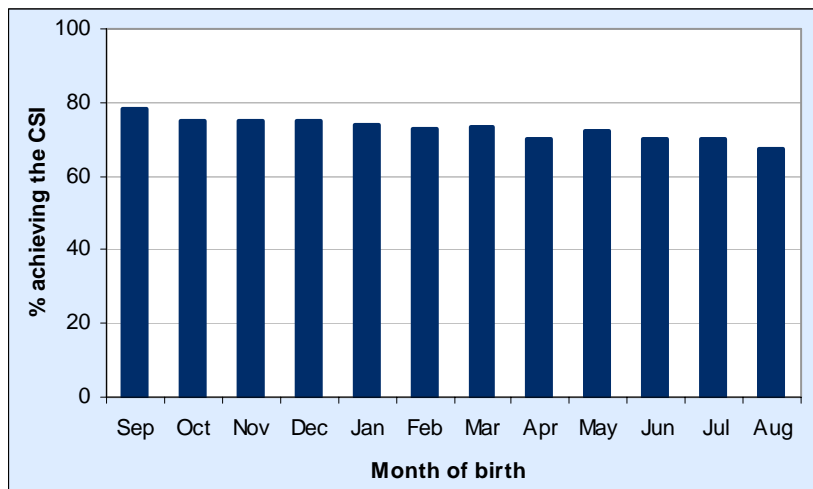
Chart 18: Percentage of pupils achieving the CSI at KS2 by month of birth, 2012



- Those born earlier in the academic year have generally higher percentages achieving the CSI than those born later in the academic year.
- Pupils born in September performed best with 87.5 per cent achieving the CSI, whilst those born in July performed worst with 77.9 per cent.

Key Stage 3 (Chart 19 and Table 27)

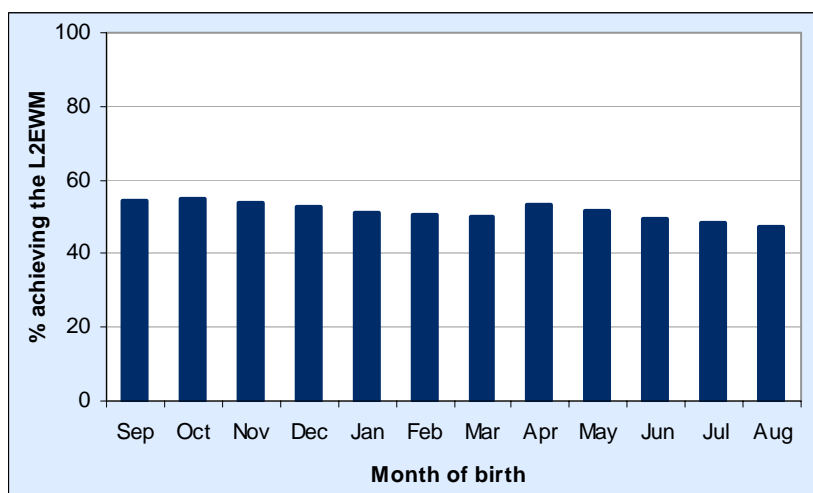
Chart 19: Percentage of pupils achieving the CSI at KS3 by month of birth, 2012



- Those born earlier in the academic year have generally higher percentages achieving the CSI than those born later in the academic year.
- Pupils born in September performed best with 78.0 per cent achieving the CSI, whilst those born in August performed worst with 67.7 per cent.

Key Stage 4 (Chart 20 and Table 28)

Chart 20: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at KS4 by month of birth, 2012



- Those born earlier in the academic year have generally higher percentages achieving the L2EWM threshold than those born later in the academic year.
- Pupils born in October performed best with 54.8 per cent achieving the L2EWM threshold, whilst those born in August performed worst with 47.3 per cent.
- The difference between the maximum and minimum attainment by month of birth is smaller at Key Stage 4 than other Key Stages, and has decreased recently from 7.9pp in 2011 to 7.5pp in 2012.

Table 25: Foundation Phase by month of birth, 2012
Percentage of pupils achieving the FPI in teacher assessments

Month of birth	2012	
	Cohort	%
September	2,841	86.3
October	2,820	86.4
November	2,708	85.2
December	2,809	82.3
January	2,805	82.5
February	2,339	81.0
March	2,700	80.0
April	2,555	78.2
May	2,656	79.0
June	2,728	77.3
July	2,881	74.9
August	2,911	74.3

Source: National Pupil Database

Table 26: Key Stage 2 by month of birth, 2008-2012
Percentage of pupils achieving the CSI in teacher assessments

Month of birth	2008		2009		2010		2011		2012	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	3,121	79.5	2,998	83.3	2,999	84.0	2,826	85.1	2,775	87.5
October	3,105	79.6	2,895	80.3	2,867	81.8	2,709	84.2	2,696	85.7
November	3,023	78.9	2,746	81.2	2,721	81.7	2,606	83.5	2,612	85.9
December	3,027	78.2	2,935	80.2	2,725	80.9	2,710	81.4	2,654	84.4
January	3,072	77.9	2,969	78.3	2,781	78.8	2,851	81.9	2,804	83.1
February	2,715	75.9	2,693	77.3	2,513	78.4	2,551	79.4	2,441	84.4
March	3,059	75.3	2,819	76.2	2,850	78.1	2,639	80.1	2,749	83.0
April	2,928	73.4	2,883	73.8	2,674	76.7	2,545	79.1	2,470	81.5
May	2,925	74.3	2,852	77.4	2,838	76.1	2,770	79.1	2,710	81.1
June	2,945	72.6	2,794	73.8	2,876	75.5	2,656	77.3	2,554	79.8
July	3,066	70.8	3,140	73.4	2,851	73.7	2,778	75.4	2,710	77.9
August	2,944	70.3	2,816	70.3	2,754	74.0	2,747	74.6	2,632	78.3

Source: National Pupil Database

Table 27: Key Stage 3 by month of birth, 2008-2012
Percentage of pupils achieving the CSI in teacher assessments

Month of birth	2008		2009		2010		2011		2012	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	3,248	65.3	3,047	67.3	2,959	67.6	3,101	71.8	2,990	78.0
October	3,088	64.2	2,930	65.0	2,830	68.5	3,109	71.5	2,867	74.9
November	2,859	62.1	2,799	65.6	2,758	66.1	3,003	71.1	2,720	75.1
December	2,923	60.7	2,913	63.2	2,825	65.3	3,000	70.1	2,916	75.2
January	2,901	61.0	2,930	63.2	2,919	65.6	3,081	69.5	2,931	73.7
February	2,780	60.6	2,650	62.2	2,739	63.1	2,702	68.3	2,675	72.7
March	3,134	60.7	2,966	60.7	2,864	63.0	3,020	67.6	2,800	73.6
April	2,990	58.8	2,750	60.4	2,697	64.4	2,901	65.1	2,852	70.1
May	3,174	57.8	3,094	59.0	2,910	63.8	2,890	68.0	2,834	72.0
June	3,037	56.3	2,937	58.2	2,859	61.5	2,930	66.3	2,806	70.2
July	2,944	55.1	2,964	57.2	2,980	60.2	3,041	64.1	3,118	70.0
August	2,963	54.6	3,043	56.7	3,079	58.8	2,946	63.8	2,780	67.7

Source: National Pupil Database

Table 28: Key Stage 4 by month of birth, 2008-2012
Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM)
Includes GCSEs, GNVQs and NVQs only for 2008, and all qualifications approved for pre-16 use from 2009 onwards.

Month of birth	2008		2009		2010		2011		2012	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	3,090	49.3	3,162	51.5	3,182	54.4	2,985	53.9	2,893	54.6
October	2,956	47.9	2,964	51.5	3,035	52.9	2,874	52.7	2,760	54.8
November	2,956	48.0	2,859	49.3	2,786	52.1	2,728	54.5	2,702	54.0
December	2,899	46.1	2,841	48.6	2,846	49.9	2,848	50.9	2,779	52.8
January	3,154	45.9	2,944	46.0	2,831	49.5	2,889	51.2	2,874	51.0
February	2,995	44.2	2,735	48.8	2,710	50.3	2,614	49.5	2,666	50.5
March	3,085	44.1	3,023	48.4	3,038	50.9	2,915	51.1	2,839	50.2
April	3,135	44.5	2,954	45.5	2,952	48.3	2,685	50.2	2,638	53.4
May	3,114	42.7	3,024	47.2	3,108	47.1	3,034	48.3	2,871	51.8
June	3,071	43.1	3,029	46.7	2,989	47.3	2,892	48.8	2,809	49.4
July	3,192	42.3	3,107	45.1	2,856	47.7	2,897	48.2	2,923	48.2
August	3,092	39.7	3,066	42.8	2,921	45.7	2,984	46.6	3,016	47.3

Source: National Pupil Database

Key Quality Information

Coverage and content

1. The datasets used to produce this bulletin have been produced by matching PLASC data from the January census to the attainment data obtained for assessments/examinations held in the following summer term. Absenteeism data from the Pupils' Attendance Record has also been matched to the matched dataset. Matched data were available on the threshold equivalencies for the first time in 2009, therefore Tables 4, 8, 12 16, 20, 24 and 28 refer to all qualifications approved for pre-16 use from that point. Data for previous years have been included where possible. Further quality information on the separate collections can be found by following the links seen in paragraphs 19, 20, 21 and 22.
2. The matching process described above is only possible for local authority (LA) maintained primary, secondary and special schools. Data for Pupil Referral Units (PRUs) is also included in this bulletin and is provided by matching attainment data to the Educated Other Than at School (EOTAS) pupil level collection data. When publishing analyses based on these school types, pupils who have arrived from a non-English/Welsh based education system are removed from the school and LA summaries, but included in the overall summary for Wales.
3. Due to the movement of pupils between the PLASC/EOTAS census dates in January and the assessment period and the collection of attendance records, and some issues with data matching, full coverage of ethnicity, special educational needs and month of birth with attainment data are not available for all pupils. Therefore the national figures in Tables 5, 13 to 16 and 21 to 24 may not match those published in the End of Foundation Phase Outcomes and National Curriculum Assessments and the Examination Results statistical releases (SDR 129/2012 and SDR 212/2012 respectively).

The tables below shows the coverage obtained for each data set:

PLASC and attainment data

		Number of pupils in:		% Coverage
		Matched data set from the NPD	Published cohort (a)	
Foundation Phase	2008	.	.	.
	2009	.	.	.
	2010	.	.	.
	2011	.	.	.
	2012	32,753	32,952	99.4
Key Stage 2	2008	35,930	36,099	99.5
	2009	34,540	34,683	99.6
	2010	33,449	33,648	99.4
	2011	32,388	32,498	99.7
	2012	31,807	31,958	99.5
Key Stage 3	2008	36,041	36,182	99.6
	2009	35,023	35,170	99.6
	2010	34,419	34,645	99.3
	2011	35,724	35,853	99.6
	2012	34,289	34,451	99.5
Key Stage 4	2008	36,739	37,792	97.2
	2009	35,708	36,434	98.0
	2010	35,254	35,875	98.3
	2011	34,345	34,830	98.6
	2012	33,770	34,203	98.7

(a) Excludes pupils in Independent schools.

Pupils' Attendance Record and attainment data

		Number of pupils in:		% Coverage
		Matched data set from the NPD	Published cohort (a)	
Foundation Phase	2010	.	.	.
	2011	.	.	.
	2012	32,620	32,952	99.0
Key Stage 2	2010	33,230	33,648	98.8
	2011	32,161	32,498	99.0
	2012	31,603	31,958	98.9
Key Stage 3	2010	34,028	34,645	98.2
	2011	35,285	35,853	98.4
	2012	33,892	34,451	98.4
Key Stage 4	2010	34,984	35,875	97.5
	2011	34,122	34,830	98.0
	2012	33,554	34,203	98.1

(a) Excludes pupils in Independent schools.

4. Please note that the 'All pupils' or national average figures given in Sections 2, 3, 4 and 6 of this bulletin (Ethnic Background, EAL, SEN and Month of Birth) represent the attainment of all pupils in maintained primary, secondary, special schools or PRUs whose PLASC or EOTAS pupil level collection and attainment data were successfully matched within the database.

These figures may not match the national figures published in the main publications (see paragraph 19) because:

- independent schools do not produce a PLASC return therefore no ethnic background data at pupil level are available;
- pupils who leave or join the education system in Wales between the PLASC/EOTAS census days and the time of the assessments (May to July) are not included. Such pupils will either be missing pupil characteristics or an attainment level.

Data in Section 5, attainment by absenteeism levels, represent the attainment of all pupils in maintained primary, secondary and special schools whose attendance and attainment data were successfully matched.

Data in Section 1, attainment by gender, will match the national figures published as we have used our original sources for this analysis.

5. The Foundation Phase Indicator (FPI) represents the percentage of pupils achieving the expected outcome or above in "Language, literacy and communication skills" (in English (LCE) or Welsh (LCW)), "Personal and social development, well-being and cultural diversity" (PSD) and "Mathematical development" (MDT) in combination. The expected outcome of the majority of pupils is outcome 5 at the end of the Foundation Phase.

The Core Subject Indicator (CSI) represents the percentage of pupils achieving the expected level or above in English or Welsh (First Language), Mathematics and Science in combination. The expected level of the majority of pupils is level 4 at Key Stage 2 and level 5 at Key Stage 3.

6. Level thresholds represent a volume, or 'size', of qualifications at a specific level on the National Qualifications Framework (NQF). Three thresholds have been established: Level 1 - a volume of qualifications at Level 1 equivalent to the volume of 5 GCSEs at grade D-G; Level 2 - a volume of qualifications at Level 2 equivalent to the volume of 5 GCSEs at grade A*-C.

The **average capped wider points score** is calculated using the best 8 results and includes all approved qualifications. For information on all approved qualifications please see the Database of Approved Qualifications in Wales at www.daqw.org.uk. The calculation of the capped points score is explained in Annex A of the [Summary of Secondary School Performance: Notes for Guidance](#). The average capped wider points score is only available from 2010 onwards, since this was the first year in which it was calculated.

Ethnicity data

7. Please note that some of the ethnic background cohorts are very small. Care should be taken when comparing the performance of groups with relatively few pupils because results for such small groups will show more volatility year on year than for groups with larger numbers of pupils.
8. The 'Unknown' ethnic background category includes pupils for whom no data were available and those who explicitly stated that they did not want their schools to record a category for them.
9. Pupils from an ethnic minority background are not evenly dispersed around Wales. They are concentrated in four local authorities, and in particular schools within these LAs. The educational policies in place in such areas may have an impact on the academic achievement of such pupils.
10. Data for achievement in Foundation Phase 'Language, literacy and communication skills' (Welsh) and Key Stage 2-3 Welsh First Language teacher assessments has been omitted from the attainment by pupils' ethnicity tables (Tables 5-7) due to the very small numbers of pupils of an ethnic background (other than White-British) studying this subject.
11. Please note that in the PLASC data collection, pupils and their parents are encouraged to choose the most appropriate ethnic background. However, from 2009, the ethnic background for between around 11 and 16 per cent of pupils in the relevant key stages each year was chosen by the school after parents/pupils did not choose a category (and did not explicitly state that they did not want one recorded by the school). The category chosen by the school will have been made available to parents/pupils for amendment but in cases where it was not amended the chosen category may not reflect the ethnic background to which the pupils feel they belong.

English as an additional language

12. Pupils make progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a '**best-fit**' basis in a similar manner to the National Curriculum level descriptions. Progression from stage A to stage E can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at a time. A judgement is usually needed over which stage best describes an individual's language development, taking into account age, ability and length of time learning English.

The valid categories are:

A = new to English. May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. **Needs a considerable amount of EAL support.**

B = Early Acquisition. May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. **Still needs a significant amount of EAL support to access the curriculum.**

C = Developing competence. May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. **Requires ongoing EAL support to access the curriculum fully.**

D = Competent. Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. **Needs some/occasional EAL support to access complex curriculum material and tasks.**

E = Fluent. Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. **Operates without EAL support across the curriculum.**

0 = Not Applicable.

13. As with ethnicity data, data for achievement in Foundation Phase 'Language, literacy and communication skills' (Welsh) and Key Stage 2-3 Welsh First Language teacher assessments has been omitted from the EAL tables (Tables 9-11) due to the very small numbers of pupils coded A-E in their EAL development studying this subject.

Special Educational Needs (SEN) data

14. Children have **special educational needs** if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:
- have a significantly greater difficulty in learning than the majority of children of the same age.
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
 - are under compulsory school age and fall within the definition at a) or b) above or would so do if special educational provision was not made for them.

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority (LA), other than special schools, in the area.
- for children under two, educational provisions of any kind.

Where children do not respond to differentiation and do not make adequate progress, there is a need for the school to do something additional or different. This school based SEN is described in the code as *School Action* and *School Action Plus*. For further information please see the [Special Educational Needs Code of Practice for Wales](#).

15. Local authorities have different policies for issuing statements of special educational needs so they will vary and differ across Wales.
16. Tables 17 to 20 show the attainment of pupils with a primary SEN type only. Some pupils may have more than one type of SEN but, since their secondary (tertiary etc) SEN may also have an effect on their attainment levels, it was felt that including them would skew the figures. For that reason, they have not been included in these tables.

Absenteeism data

17. Absenteeism data is based on 2010, 2011 and 2012; pupil-level absence data was collected from maintained primary and secondary schools for the first time in 2007/08. The results therefore should be treated with caution when looking at historical trends.
18. Due to issues with the attendance records of dual-registered pupils in secondary schools and pupils educated off-site, no separate attainment data are published for those with no absence at Key Stages 3 and 4.

Related published statistics

19. Further information on the numbers of pupils by ethnic background and special educational needs can be found in the [Schools Census Results, 2012](#) statistical release.
20. Further information on attainment in National Curriculum Assessments, and GCSE and equivalents can be found in [Schools in Wales: Examination Performance, 2011](#) publication. 2012 attainment data can be found in [End of Foundation Phase Outcomes and National Curriculum Teacher Assessments of Core Subjects at Key Stages 2 and 3, 2012](#), [National Curriculum Teacher Assessments of the Non-core Subjects, 2012](#) and [Examination Results, 2011/12](#).
21. Further information on absence in schools can be found in [Absenteeism from Primary Schools, 2011/12](#) and [Absenteeism from Secondary Schools, 2011/12](#).
22. Further information on pupils Educated Other Than At School (EOTAS) can be found in [Pupils Educated Other Than At School, 2011,12](#)
23. An analysis of attainment data by a pupil's free school meal eligibility has been included in the separate Academic Achievement and Entitlement to Free School Meals, 2012 bulletin, released on 26 March 2013. For last year's bulletin, please see [Academic Achievement and Entitlement to Free School Meals, 2011](#). Free school meal entitlement has often been taken as a measure of the socio-economic conditions of a school's population. It should be noted however that whilst there is a link between pupil characteristics and performance, many other factors affect school assessment and examination results. Some schools in disadvantaged areas perform well whilst others in more advantaged areas perform poorly.
24. 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.

Comparability

25. Key Stage 2 and 3 performance by pupil characteristics in Wales can be compared with that in England. However Foundation Phase and Key Stage 4 performance by pupil characteristics in Wales is not comparable. This is because Foundation Phase outcomes can not be compared with Key Stage 1 in England and in Wales the data are based on pupils aged 15 at the start of the academic year, whereas in England they are based on pupils at the end of Key Stage 4. Developments are underway in Wales in moving towards producing indicators based on pupils at the end of Key Stage 4. Comparisons can not be made with Scotland due to the differences in qualification structure. For further information or advice on the constraints of international comparisons please e-mail school.stats@wales.gsi.gov.uk.

For reference, performance by pupil characteristics at Key Stage 2 and Key Stage 4 in England in 2012 can be found by following the links below:

Key Stage 2

[SFR33/2012 National Curriculum Assessments at Key Stage 2 in England 2011/2012 \(revised\)](#)

Key Stage 4

[SFR04/2013: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2011/12](#)

26. Up to 2007/08, the Key Stage 4 statistics include GCSEs, GCSE short course, GNVQs and NVQs only. From 2008/09, the statistics include all qualifications approved for pre-16 or 16-18 use in Wales. The introduction of the wider definition has meant the inclusion of a larger range of qualifications and thus an increase in the headline indicators of performance.

Who are the key users of this data?

27. These statistics are used widely both within and outside the Welsh Assembly Government. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- The Department for Education in England;
- Other government departments;
- Local authorities;
- Schools;
- Estyn, Her Majesty's Inspectorate of Education and Training in Wales;
- Wales Audit Office;
- The Department for Education and Skills in the Welsh Government;
- Other areas of the Welsh Government;
- The research community;
- Students, academics and universities;
- Individual citizens and private companies.

What are the data used for?

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

- Advice to Ministers;
- The all-Wales education core data packs;
- Local authority and school comparisons and benchmarks;
- To inform the education policy decision-making process in Wales;
- To assist in research in educational attainment.

29. The Programme for Government indicators included within this release are:

- Percentage of pupils achieving the FPI at Foundation Phase (as seen in Tables 1, 5, 9, 13, 17, 21 and 25);
- Pupils assessed in Welsh First Language at Key Stage 3 (as seen in Tables 3, 15, 19, 23 and 27);
- Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics (L2EWM) at Key Stage 4 (as seen in Tables 4, 8, 12, 16, 20, 24 and 28).

More information on the Programme for Government can be found here:

<http://wales.gov.uk/about/programmeforgov/?lang=en>

Symbols:

30. The following symbols have been used throughout the release:

- .. not available
- . not applicable
- the data item is not exactly zero but less than 0.5
- * 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.*

*Percentages have been replaced by a * where there are fewer than 50 but more than zero pupils in a cohort, or where the number of pupils achieving is less than 5 but more than zero.*

This is to make users aware of the very small numbers in certain categories and to show that care should be taken when making comparisons between attainment data for such categories.