



## Academic Achievement by Pupil Characteristics, 2016

31 January 2017  
SFR 10/2017

This Statistical First Release reports on academic achievement by pupil characteristics. It 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.

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 release, 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

Generally for the FPI, CSI and L2EWM in 2016, academic achievement was:

|  |   |
|--|---|
| <b>Gender</b>                                  | Higher for girls  |
| <b>Ethnicity</b>                               | Higher for pupils from a Chinese or Chinese British ethnic background |
| <b>English as an additional language (EAL)</b> | Higher for pupils classified as 'competent' or 'fluent'               |
| <b>Special Educational Needs (SEN)</b>         | Higher for pupils without SEN   |
| <b>Absenteeism</b>                             | Higher for pupils with lower absence rates                            |
| <b>Month of Birth</b>                          | Higher for pupils born earlier in the academic year                   |

Note: Key Stage 4 cohort for 2016 is now based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year. The changes have previously been outlined in a [Statistical Article](#).

### About this release

This release covers academic achievement by gender, ethnicity, English as an additional language, special educational needs, absenteeism and month of birth.

Data are shown for Wales and at a local authority level.

### In this release

|                         |    |
|-------------------------|----|
| Gender                  | 3  |
| Ethnicity               | 8  |
| EAL                     | 15 |
| SEN                     | 19 |
| Absenteeism             | 29 |
| Month of birth          | 36 |
| Key quality information | 40 |

## Contents

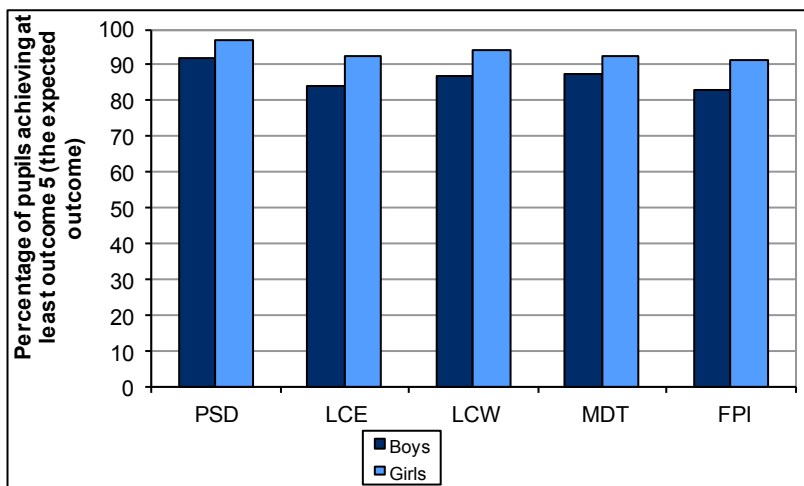
|  | Page |
|--|------|
| <b>Section 1: Academic Achievement by Gender</b>   | 3    |
| Table 1 Foundation Phase by gender, 2012-2016  | 5    |
| Table 2 Key Stage 2 by gender, 2012-2016   | 5    |
| Table 3 Key Stage 3 by gender, 2012-2016   | 6    |
| Table 4 Key Stage 4 by gender, 2012-2016   | 7    |
| <b>Section 2: Academic Achievement by Ethnic Background</b>                                | 8    |
| Table 5 Foundation Phase by ethnic background, 2014-2016 (aggregated)                      | 11   |
| Table 6 Key Stage 2 by ethnic background, 2014-2016 (aggregated)                           | 12   |
| Table 7 Key Stage 3 by ethnic background, 2014-2016 (aggregated)                           | 13   |
| Table 8 Key Stage 4 by ethnic background, 2014-2016 (aggregated)                           | 14   |
| <b>Section 3: Academic Achievement by acquisition of English as an additional language</b> | 15   |
| Table 9 Foundation Phase by acquisition of English as an additional language, 2012-2016    | 15   |
| Table 10 Key Stage 2 by acquisition of English as an additional language, 2012-2016        | 16   |
| Table 11 Key Stage 3 by acquisition of English as an additional language, 2012-2016        | 17   |
| Table 12 Key Stage 4 by acquisition of English as an additional language, 2012-2016        | 18   |
| <b>Section 4: Academic Achievement by Special Educational Need</b>                         | 19   |
| Table 13 Foundation Phase by Special Educational Need provision, 2012-2016                 | 21   |
| Table 14 Key Stage 2 by Special Educational Need provision, 2012-2016                      | 22   |
| Table 15 Key Stage 3 by Special Educational Need provision, 2012-2016                      | 23   |
| Table 16 Key Stage 4 by Special Educational Need provision, 2012-2016                      | 24   |
| Table 17 Foundation Phase by type of Special Educational Need, 2014-2016                   | 25   |
| Table 18 Key Stage 2 by type of Special Educational Need, 2014-2016                        | 26   |
| Table 19 Key Stage 3 by type of Special Educational Need, 2014-2016                        | 27   |
| Table 20 Key Stage 4 by type of Special Educational Need, 2014-2016                        | 28   |
| <b>Section 5: Academic Achievement by Absenteeism</b>                                      | 29   |
| Table 21 Foundation Phase by overall absence rates, 2014-2016                              | 32   |
| Table 22 Key Stage 2 by overall absence rates, 2014-2016                                   | 33   |
| Table 23 Key Stage 3 by overall absence rates, 2014-2016                                   | 34   |
| Table 24 Key Stage 4 by overall absence rates, 2014-2016                                   | 35   |
| <b>Section 6: Academic Achievement by Month of Birth</b>                                   | 36   |
| Table 25 Foundation Phase by month of birth, 2012-2016                                     | 38   |
| Table 26 Key Stage 2 by month of birth, 2012-2016  | 38   |
| Table 27 Key Stage 3 by month of birth, 2012-2016  | 39   |
| Table 28 Key Stage 4 by month of birth, 2012-2016  | 39   |
| Key Quality Information  | 40   |

## 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)

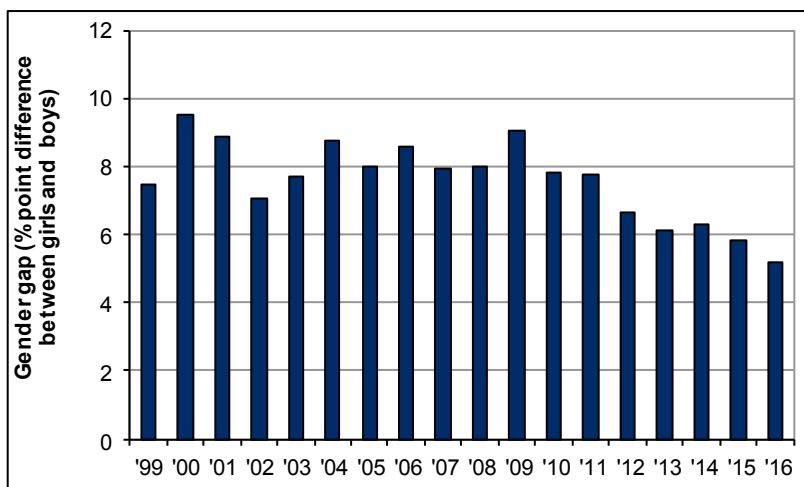
**Chart 1: Performance of girls and boys in the Foundation Phase areas of learning, 2016**



- The gender gap in FPI achievement stood at 8.2 percentage points (pp) in 2016.
- In 2016, the area of learning with the largest gender gap was “Language, literacy and communication skills” (English), with a gap of 8.3pp.
- In 2016, “Mathematical development” and Personal and social development” had the smallest gender gap, 5.3pp.

### Key Stage 2 (Chart 2 and Table 2)

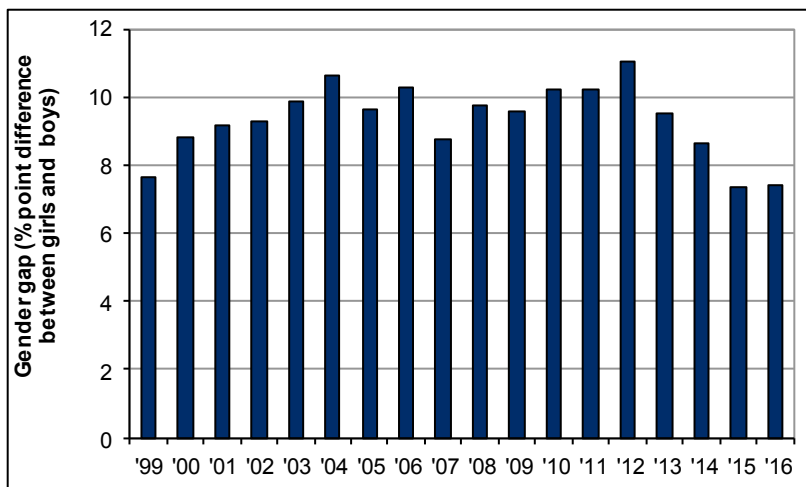
**Chart 2: Difference between CSI performance of girls and boys at Key Stage 2, 1999-2016**



- 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 2016 the gap stood at 5.2pp, the lowest over the period since 1999.
- In 2016, the largest gender gap stood at 5.6pp in English.

### Key Stage 3 (Chart 3 and Table 3)

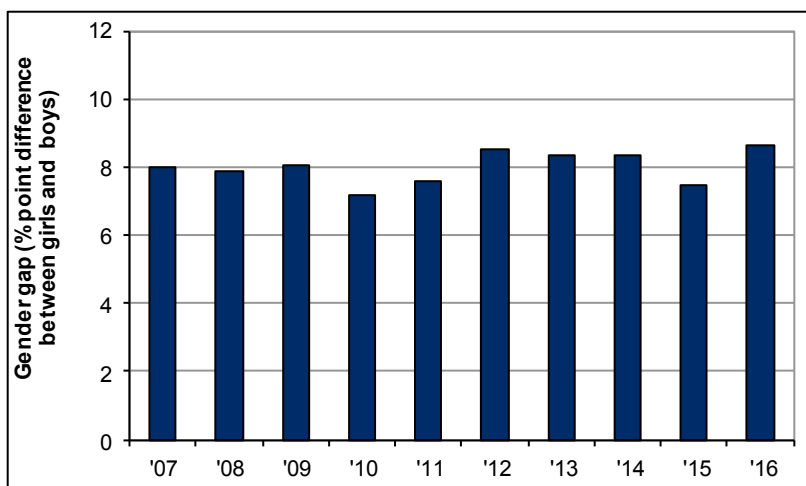
**Chart 3: Difference between CSI performance of girls and boys at Key Stage 3, 1999-2016**



- 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 past two years have seen the lowest gap since 1999, 7.4pp.
- During the last five years, the largest gender gap has been seen in English. In 2016, the gap was 8.0pp.
- The gender gap has decreased overall for each subject since 2012.

### 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, 2007-2016 (a) (b) (c)**



- Since 2007, the gender gap in L2EWM has fluctuated between 7.2pp in 2010 and 8.6pp in 2016.
- The gap in 2016 has increased slightly compared with 2015, when the gap was 7.5 pp.
- The gender gap in Key Stage 4 performance indicators (Level 1 and Level 2 threshold, L2EWM, CSI and average capped wider points score) increased in 2016.

- (a) Data on pupils achieving the L2EWM is only available from 2007 onwards.  
 (b) Includes GCSEs, GNVQs and NVQs only for 2008, and all qualifications approved for pre-16 use from 2009 onwards.  
 (c) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

**Table 1: Foundation Phase by gender, 2012-2016**

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  | %           | Indicator (FPI) (a)   |             |             |             |
|      |                   |   |             |   |             | 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        |
|      | <b>All pupils</b> | <b>25,731</b>   | <b>83.4</b> | <b>7,229</b>  | <b>85.9</b> | <b>32,960</b>   | <b>90.8</b> | <b>86.6</b> | <b>80.5</b> |
| 2013 | Boys              | 13,394  | 81.5        | 3,712   | 82.0        | 17,106  | 90.3        | 85.4        | 78.9        |
|      | Girls             | 12,536  | 89.3        | 3,756   | 91.4        | 16,292  | 95.9        | 89.4        | 87.3        |
|      | <b>All pupils</b> | <b>25,930</b>   | <b>85.2</b> | <b>7,468</b>  | <b>86.7</b> | <b>33,398</b>   | <b>93.0</b> | <b>87.4</b> | <b>83.0</b> |
| 2014 | Boys              | 13,683  | 82.6        | 3,793   | 85.9        | 17,476  | 91.6        | 86.3        | 81.0        |
|      | Girls             | 12,898  | 90.9        | 3,801   | 93.8        | 16,699  | 96.9        | 91.2        | 89.5        |
|      | <b>All pupils</b> | <b>26,581</b>   | <b>86.6</b> | <b>7,594</b>  | <b>89.8</b> | <b>34,175</b>   | <b>94.2</b> | <b>88.7</b> | <b>85.2</b> |
| 2015 | Boys              | 14,412  | 84.3        | 3,883   | 87.9        | 18,295  | 92.5        | 87.5        | 83.0        |
|      | Girls             | 13,408  | 91.9        | 4,054   | 94.6        | 17,462  | 97.3        | 92.1        | 90.8        |
|      | <b>All pupils</b> | <b>27,820</b>   | <b>88.0</b> | <b>7,937</b>  | <b>91.3</b> | <b>35,757</b>   | <b>94.8</b> | <b>89.7</b> | <b>86.8</b> |
| 2016 | Boys              | 14,130  | 84.0        | 3,798   | 87.1        | 17,928  | 91.9        | 87.3        | 83.0        |
|      | Girls             | 13,134  | 92.3        | 3,895   | 94.1        | 17,029  | 97.2        | 92.6        | 91.2        |
|      | <b>All pupils</b> | <b>27,264</b>   | <b>88.0</b> | <b>7,693</b>  | <b>90.7</b> | <b>34,957</b>   | <b>94.5</b> | <b>89.9</b> | <b>87.0</b> |

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, 2012-2016**

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               | %           |
| 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        |
|      | <b>All pupils</b> | <b>31,983</b> | <b>85.2</b> | <b>86.8</b> | <b>88.5</b> | <b>82.6</b> | <b>6,464</b>         | <b>84.0</b> |
| 2013 | Boys              | 16,004        | 83.7        | 85.8        | 87.8        | 81.4        | 3,140                | 82.5        |
|      | Girls             | 15,030        | 90.8        | 89.3        | 91.8        | 87.5        | 3,053                | 91.1        |
|      | <b>All pupils</b> | <b>31,034</b> | <b>87.1</b> | <b>87.5</b> | <b>89.7</b> | <b>84.3</b> | <b>6,193</b>         | <b>86.7</b> |
| 2014 | Boys              | 16,294        | 85.0        | 87.1        | 88.3        | 83.1        | 3,176                | 83.8        |
|      | Girls             | 15,510        | 92.0        | 90.9        | 92.5        | 89.4        | 3,235                | 92.3        |
|      | <b>All pupils</b> | <b>31,804</b> | <b>88.4</b> | <b>88.9</b> | <b>90.3</b> | <b>86.1</b> | <b>6,411</b>         | <b>88.1</b> |
| 2015 | Boys              | 16,616        | 86.6        | 88.4        | 89.6        | 84.9        | 3,277                | 87.5        |
|      | Girls             | 15,680        | 92.8        | 92.1        | 93.3        | 90.7        | 3,252                | 93.5        |
|      | <b>All pupils</b> | <b>32,296</b> | <b>89.6</b> | <b>90.2</b> | <b>91.4</b> | <b>87.7</b> | <b>6,529</b>         | <b>90.5</b> |
| 2016 | Boys              | 16,986        | 87.6        | 89.4        | 90.0        | 86.1        | 3,381                | 88.2        |
|      | Girls             | 16,212        | 93.2        | 92.6        | 93.6        | 91.3        | 3,394                | 93.4        |
|      | <b>All pupils</b> | <b>33,198</b> | <b>90.3</b> | <b>91.0</b> | <b>91.7</b> | <b>88.6</b> | <b>6,775</b>         | <b>90.8</b> |

Source: National Data Collection

**Table 3: Key Stage 3 by gender, 2012-2016**

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               | %           |
| 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        |
|      | <b>All pupils</b> | <b>34,520</b> | <b>79.3</b> | <b>81.1</b> | <b>83.6</b> | <b>72.5</b> | <b>5,787</b>         | <b>84.2</b> |
| 2013 | Boys              | 17,128        | 77.1        | 81.6        | 84.0        | 72.4        | 2,804                | 82.6        |
|      | Girls             | 16,252        | 88.9        | 86.3        | 90.1        | 81.9        | 2,864                | 92.5        |
|      | <b>All pupils</b> | <b>33,380</b> | <b>82.9</b> | <b>83.9</b> | <b>87.0</b> | <b>77.0</b> | <b>5,668</b>         | <b>87.6</b> |
| 2014 | Boys              | 16,634        | 80.9        | 84.5        | 87.8        | 76.8        | 2,748                | 85.7        |
|      | Girls             | 15,720        | 91.2        | 88.6        | 93.1        | 85.5        | 2,792                | 94.4        |
|      | <b>All pupils</b> | <b>32,354</b> | <b>85.9</b> | <b>86.5</b> | <b>90.4</b> | <b>81.0</b> | <b>5,540</b>         | <b>90.1</b> |
| 2015 | Boys              | 16,346        | 83.9        | 87.0        | 89.6        | 80.3        | 2,739                | 87.3        |
|      | Girls             | 15,409        | 92.1        | 90.4        | 94.1        | 87.7        | 2,899                | 94.3        |
|      | <b>All pupils</b> | <b>31,755</b> | <b>87.9</b> | <b>88.7</b> | <b>91.8</b> | <b>83.9</b> | <b>5,638</b>         | <b>90.9</b> |
| 2016 | Boys              | 15,863        | 85.3        | 88.2        | 90.7        | 82.3        | 2,735                | 89.1        |
|      | Girls             | 14,924        | 93.3        | 92.1        | 95.1        | 89.7        | 2,782                | 94.9        |
|      | <b>All pupils</b> | <b>30,787</b> | <b>89.2</b> | <b>90.1</b> | <b>92.8</b> | <b>85.9</b> | <b>5,517</b>         | <b>92.0</b> |

Source: National Data Collection

**Table 4: Key Stage 4 by gender, 2012-2016 (a)**

Percentage of pupils in Year 11/aged 15 at the start of the academic year

*Includes all qualifications approved for pre-16 use.*

| Year | Gender            | Cohort        | Percentage of pupils achieving: |                   |  |             | Average capped (b) 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         |                                       |
| 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                                 |
|      | <b>All pupils</b> | <b>35,404</b> | <b>91.8</b>                     | <b>72.6</b>       | <b>51.1</b>  | <b>48.9</b> | <b>323.5</b>                          |
| 2013 | Boys              | 18,867        | 91.6                            | 73.7              | 48.7   | 45.5        | 320.1                                 |
|      | Girls             | 17,750        | 94.8                            | 82.1              | 57.0   | 53.2        | 346.9                                 |
|      | <b>All pupils</b> | <b>36,617</b> | <b>93.2</b>                     | <b>77.8</b>       | <b>52.7</b>  | <b>49.2</b> | <b>333.1</b>                          |
| 2014 | Boys              | 18,075        | 92.5                            | 78.6              | 51.4   | 48.7        | 327.8                                 |
|      | Girls             | 17,093        | 95.6                            | 86.3              | 59.7   | 56.8        | 354.5                                 |
|      | <b>All pupils</b> | <b>35,168</b> | <b>94.0</b>                     | <b>82.3</b>       | <b>55.4</b>  | <b>52.6</b> | <b>340.8</b>                          |
| 2015 | Boys              | 17,405        | 93.2                            | 80.9              | 54.3   | 51.7        | 332.3                                 |
|      | Girls             | 16,599        | 95.7                            | 87.5              | 61.8   | 58.0        | 355.2                                 |
|      | <b>All pupils</b> | <b>34,004</b> | <b>94.4</b>                     | <b>84.1</b>       | <b>57.9</b>  | <b>54.8</b> | <b>343.5</b>                          |
| 2016 | Boys              | 16,614        | 93.9                            | 80.7              | 56.1   | 53.7        | 333.2                                 |
|      | Girls             | 15,634        | 96.7                            | 87.6              | 64.7   | 61.8        | 356.7                                 |
|      | <b>All pupils</b> | <b>32,248</b> | <b>95.3</b>                     | <b>84.0</b>       | <b>60.3</b>  | <b>57.6</b> | <b>344.6</b>                          |

Source: Welsh Examinations Data

- (a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.
- (b) Average capped wider points scores are calculated using the best 8 results.

## Section 2: Academic achievement by ethnic background

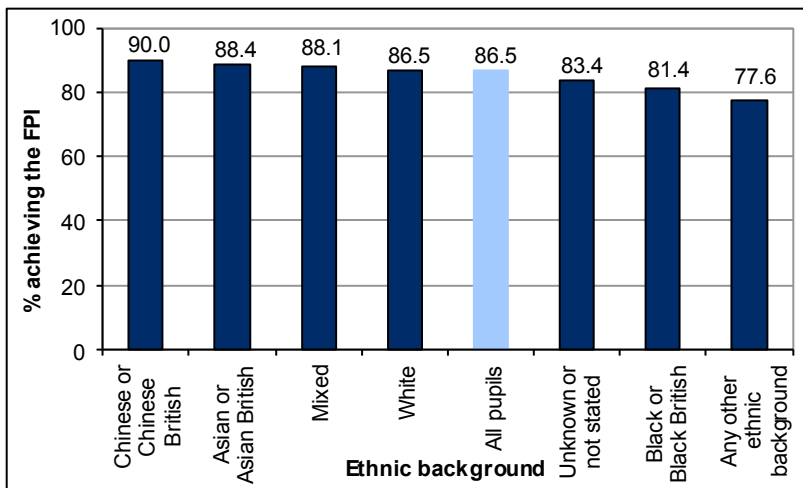
Data used in this section is a combined three-year average for 2014, 2015 and 2016. Data has been aggregated so that the number of pupils in each ethnic background group is larger, and to enable more robust conclusions to be drawn about the attainment of pupils in each group.

It should be noted that pupils from some 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. Therefore variation according to ethnic group will be influenced by variations in socio-economic background. See related published statistical bulletin [Achievement and Entitlement to Free School Meals, 2016](#). (and Key Quality Information section of this bulletin for further information).

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, 2014-2016 (aggregated)**

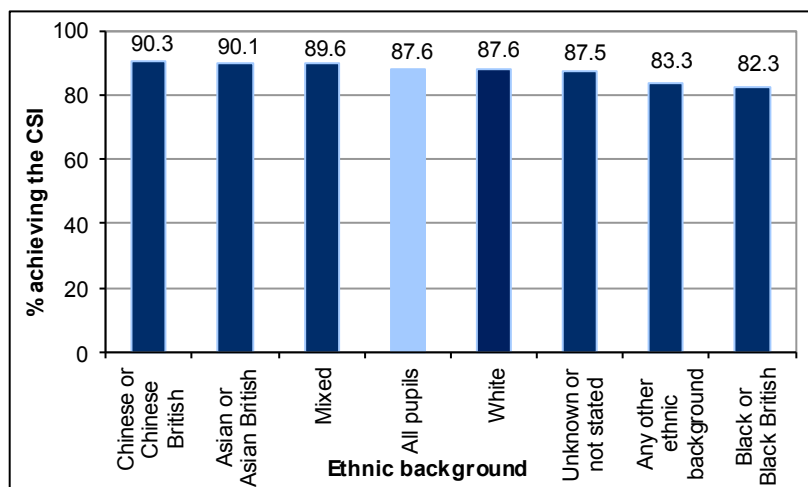


- With regard to FPI achievement, pupils from Chinese ethnic backgrounds performed considerably above the national average for 2014-2016.
- Pupils from Black, Other and unknown ethnic backgrounds performed below the national average.
- Attainment ranged from 90.0 per cent (pupils from a Chinese or Chinese British ethnic background) to 77.6 per cent (pupils from any other ethnic background).



### Key Stage 2 (Chart 6 and Table 6)

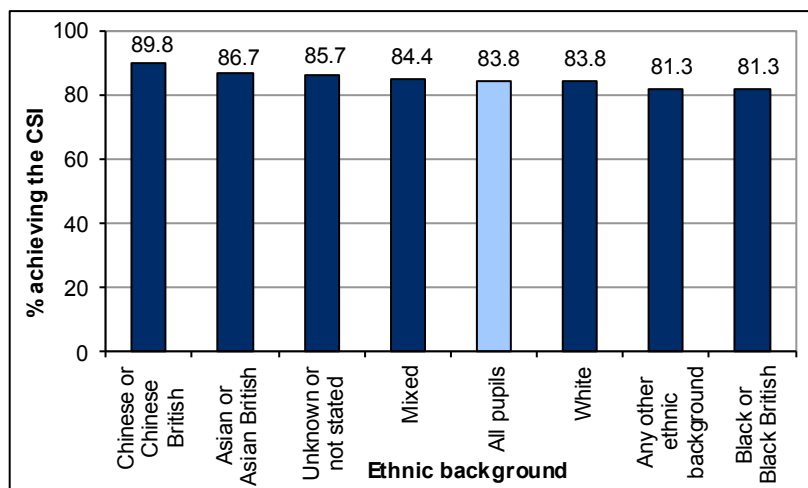
**Chart 6: Percentage of pupils achieving the CSI at KS2 by main ethnic group, 2014-2016 (aggregated)**



- With regard to CSI achievement, pupils from Chinese, Asian and Mixed ethnic backgrounds performed above the national average for 2014-2016.
- Pupils from a Black ethnic background performed considerably below the national average.
- Attainment ranged from 90.3 per cent (pupils from a Chinese ethnic background) to 82.3 per cent (pupils from a Black ethnic background).

### Key Stage 3 (Chart 7 and Table 7)

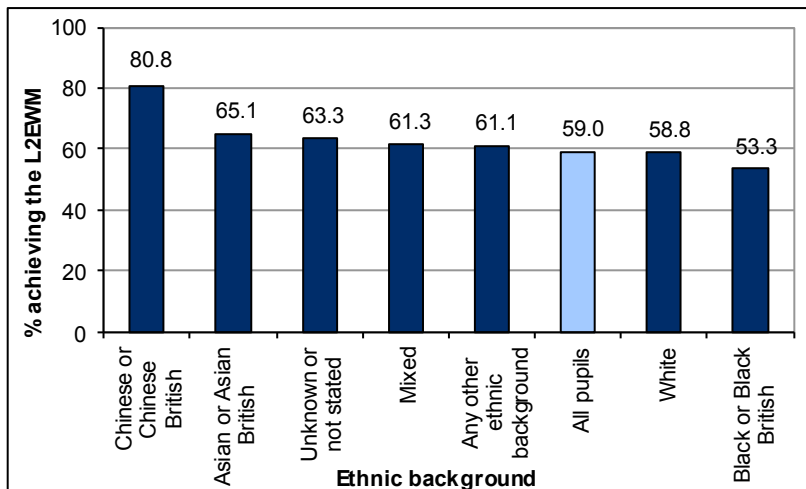
**Chart 7: Percentage of pupils achieving the CSI at KS3 by main ethnic group, 2014-2016 (aggregated)**



- With regard to CSI achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2014-2016.
- Pupils from, Other and Black ethnic backgrounds performed below the national average.
- Attainment ranged from 89.8 per cent (pupils from a Chinese ethnic background) to 81.3 per cent (pupils from a Black 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, 2014-2016 (aggregated) (a)**



(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

- With regard to L2EWM threshold achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2014-2016.
- Pupils from White and Black ethnic backgrounds performed below the national average.
- Attainment ranged from 80.8 per cent (pupils from a Chinese ethnic background) to 53.3 per cent (pupils from a Black ethnic background).

**Table 5: Foundation Phase by ethnic background, 2014-2016 (aggregated)**

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

| Ethnic background                 | Language, literacy and communication skills - English (LCE)<br>(a) |             | Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase<br>Indicator (FPI) (a) |             |             |             |
|-----------------------------------|--|-------------|--|-------------|-------------|-------------|
|                                   | Cohort   | %           | Cohort   | PSD         | MDT         | FPI         |
|                                   |  |             |  | %           | %           | %           |
| <b>White</b>                      | <b>73,284</b>  | <b>87.7</b> | <b>95,692</b>  | <b>94.7</b> | <b>89.7</b> | <b>86.5</b> |
| White - British                   | 70,050   | 88.3        | 92,211   | 94.9        | 90.0        | 87.0        |
| Traveller                         | 110  | 62.7        | 118  | 81.4        | 67.8        | 61.9        |
| Gypsy/Gypsy Roma                  | 201  | 58.2        | 214  | 82.2        | 60.3        | 53.7        |
| Any other White background        | 2,923  | 76.8        | 3,149  | 90.7        | 82.1        | 76.1        |
| <b>Mixed</b>                      | <b>2,738</b>   | <b>90.1</b> | <b>3,198</b>   | <b>94.5</b> | <b>91.3</b> | <b>88.1</b> |
| White and Black Caribbean         | 540  | 89.8        | 658  | 94.8        | 90.3        | 86.8        |
| White and Black African           | 414  | 90.8        | 482  | 94.6        | 92.7        | 89.2        |
| White and Asian                   | 548  | 92.9        | 669  | 96.4        | 93.4        | 90.7        |
| Any other Mixed Background        | 1,236  | 88.8        | 1,389  | 93.3        | 90.3        | 87.2        |
| <b>Asian or Asian British</b>     | <b>2,555</b>   | <b>89.9</b> | <b>2,604</b>   | <b>94.9</b> | <b>90.1</b> | <b>88.4</b> |
| Indian                            | 672  | 94.0        | 694  | 96.4        | 94.2        | 92.8        |
| Pakistani                         | 773  | 88.4        | 788  | 94.7        | 88.6        | 87.2        |
| Bangladeshi                       | 824  | 88.1        | 836  | 93.8        | 87.6        | 85.6        |
| Any other Asian Background        | 286  | 89.5        | 286  | 95.5        | 91.6        | 89.2        |
| <b>Black or Black British</b>     | <b>897</b>   | <b>83.8</b> | <b>907</b>   | <b>91.1</b> | <b>84.1</b> | <b>81.4</b> |
| Caribbean                         | 47   | *           | 49   | *           | *           | *           |
| African                           | 753  | 83.3        | 758  | 90.8        | 83.6        | 80.7        |
| Any other Black background        | 97   | 86.6        | 100  | 92.0        | 86.0        | 85.0        |
| <b>Chinese or Chinese British</b> | <b>211</b>   | <b>90.0</b> | <b>219</b>   | <b>97.7</b> | <b>95.9</b> | <b>90.0</b> |
| <b>Any other ethnic group</b>     | <b>1,180</b>   | <b>79.5</b> | <b>1,239</b>   | <b>88.5</b> | <b>83.1</b> | <b>77.6</b> |
| <b>Unknown</b>                    | <b>287</b>   | <b>86.4</b> | <b>489</b>   | <b>93.0</b> | <b>88.1</b> | <b>83.4</b> |
| <b>All pupils</b>                 | <b>81,152</b>  | <b>87.7</b> | <b>104,348</b>   | <b>94.6</b> | <b>89.6</b> | <b>86.5</b> |

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 6: Key Stage 2 by ethnic background, 2014-2016 (aggregated)**

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

| Ethnic background                 | Cohort        | English     | Maths       | Science     | CSI         |
|-----------------------------------|---------------|-------------|-------------|-------------|-------------|
|                                   |               | %           | %           | %           | %           |
| <b>White</b>                      | <b>89,574</b> | <b>89.6</b> | <b>90.1</b> | <b>91.3</b> | <b>87.6</b> |
| White - British                   | 87,156        | 90.0        | 90.4        | 91.7        | 88.0        |
| Traveller                         | 107           | 57.9        | 57.9        | 59.8        | 56.1        |
| Gypsy/Gypsy Roma                  | 151           | 62.3        | 66.2        | 64.2        | 60.9        |
| Any other White background        | 2,160         | 76.1        | 82.4        | 80.4        | 74.9        |
| <b>Mixed</b>                      | <b>2,423</b>  | <b>91.4</b> | <b>91.7</b> | <b>92.3</b> | <b>89.6</b> |
| White and Black Caribbean         | 535           | 92.0        | 91.4        | 92.3        | 89.5        |
| White and Black African           | 293           | 90.1        | 89.4        | 91.5        | 87.0        |
| White and Asian                   | 558           | 94.3        | 95.2        | 96.1        | 93.7        |
| Any other Mixed Background        | 1,037         | 89.9        | 90.5        | 90.5        | 88.0        |
| <b>Asian or Asian British</b>     | <b>2,274</b>  | <b>91.2</b> | <b>91.6</b> | <b>92.2</b> | <b>90.1</b> |
| Indian                            | 482           | 94.0        | 94.2        | 94.0        | 92.5        |
| Pakistani                         | 752           | 88.2        | 88.7        | 90.0        | 86.8        |
| Bangladeshi                       | 805           | 92.0        | 91.6        | 92.2        | 90.8        |
| Any other Asian Background        | 235           | 92.8        | 95.7        | 95.7        | 92.8        |
| <b>Black or Black British</b>     | <b>768</b>    | <b>85.3</b> | <b>85.2</b> | <b>85.5</b> | <b>82.3</b> |
| Caribbean                         | 42            | *           | *           | *           | *           |
| African                           | 627           | 86.3        | 86.1        | 86.0        | 83.4        |
| Any other Black background        | 99            | 81.8        | 80.8        | 83.8        | 78.8        |
| <b>Chinese or Chinese British</b> | <b>155</b>    | <b>91.0</b> | <b>94.8</b> | <b>94.2</b> | <b>90.3</b> |
| <b>Any other ethnic group</b>     | <b>1,111</b>  | <b>84.6</b> | <b>88.7</b> | <b>86.9</b> | <b>83.3</b> |
| <b>Unknown</b>                    | <b>575</b>    | <b>89.6</b> | <b>89.9</b> | <b>90.4</b> | <b>87.5</b> |
| <b>All pupils</b>                 | <b>96,880</b> | <b>89.6</b> | <b>90.1</b> | <b>91.3</b> | <b>87.6</b> |

Source: National Pupil Database

**Table 7: Key Stage 3 by ethnic background, 2014-2016 (aggregated)**

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

| Ethnic background                 | Cohort        | English     | Maths       | Science     | CSI         |
|-----------------------------------|---------------|-------------|-------------|-------------|-------------|
|                                   |               | %           | %           | %           | %           |
| <b>White</b>                      | <b>88,118</b> | <b>87.9</b> | <b>88.5</b> | <b>91.9</b> | <b>83.8</b> |
| White - British                   | 86,022        | 88.2        | 88.6        | 92.1        | 84.1        |
| Traveller                         | 59            | 47.5        | 50.8        | 62.7        | 37.3        |
| Gypsy/Gypsy Roma                  | 111           | 44.1        | 41.4        | 46.8        | 29.7        |
| Any other White background        | 1,926         | 75.8        | 84.2        | 84.6        | 72.5        |
| <b>Mixed</b>                      | <b>2,010</b>  | <b>89.0</b> | <b>90.1</b> | <b>92.2</b> | <b>84.4</b> |
| White and Black Caribbean         | 524           | 85.7        | 85.9        | 90.8        | 79.0        |
| White and Black African           | 216           | 88.9        | 90.3        | 92.1        | 83.8        |
| White and Asian                   | 445           | 94.2        | 95.3        | 95.7        | 91.7        |
| Any other Mixed Background        | 825           | 88.2        | 89.9        | 91.3        | 84.0        |
| <b>Asian or Asian British</b>     | <b>1,875</b>  | <b>89.8</b> | <b>91.5</b> | <b>93.2</b> | <b>86.7</b> |
| Indian                            | 340           | 93.5        | 95.0        | 96.5        | 92.6        |
| Pakistani                         | 628           | 88.1        | 89.2        | 91.7        | 84.4        |
| Bangladeshi                       | 735           | 89.3        | 91.0        | 92.5        | 85.4        |
| Any other Asian Background        | 172           | 91.3        | 95.3        | 94.8        | 89.0        |
| <b>Black or Black British</b>     | <b>700</b>    | <b>84.9</b> | <b>87.6</b> | <b>89.6</b> | <b>81.3</b> |
| Caribbean                         | 41            | *           | *           | *           | *           |
| African                           | 570           | 84.7        | 88.2        | 89.5        | 80.7        |
| Any other Black background        | 89            | 80.9        | 79.8        | 86.5        | 78.7        |
| <b>Chinese or Chinese British</b> | <b>137</b>    | <b>89.8</b> | <b>97.8</b> | <b>94.9</b> | <b>89.8</b> |
| <b>Any other ethnic group</b>     | <b>921</b>    | <b>84.3</b> | <b>91.6</b> | <b>91.0</b> | <b>81.3</b> |
| <b>Unknown</b>                    | <b>537</b>    | <b>88.1</b> | <b>90.5</b> | <b>92.6</b> | <b>85.7</b> |
| <b>All pupils</b>                 | <b>94,298</b> | <b>87.9</b> | <b>88.6</b> | <b>91.9</b> | <b>83.8</b> |

Source: National Pupil Database

**Table 8: Key Stage 4 by ethnic background, 2014-2016 (aggregated) (a)**

Percentage of pupils in Year 11/aged 15 at the start of the academic year

*Includes all qualifications approved for pre-16 use.*

| Ethnic background                 | Cohort        | Percentage of pupils achieving: |                   |  |             |              | Average capped (b) 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         |              |                                       |
| <b>White</b>                      | <b>91,451</b> | <b>96.4</b>                     | <b>85.2</b>       | <b>58.8</b>  | <b>56.1</b> | <b>348.7</b> |                                       |
| White - British                   | 89,505        | 96.6                            | 85.4              | 58.9   | 56.3        | 349.2        |                                       |
| Traveller                         | 38            | *                               | *                 | *  | *           | *            |                                       |
| Gypsy/Gypsy Roma                  | 78            | 78.2                            | 53.8              | 24.4   | 23.1        | 257.3        |                                       |
| Any other White background        | 1,830         | 89.5                            | 76.1              | 51.9   | 49.3        | 328.9        |                                       |
| <b>Mixed</b>                      | <b>1,997</b>  | <b>95.3</b>                     | <b>85.0</b>       | <b>61.3</b>  | <b>59.4</b> | <b>350.9</b> |                                       |
| White and Black Caribbean         | 523           | 94.8                            | 79.2              | 47.4   | 44.4        | 332.4        |                                       |
| White and Black African           | 211           | 96.7                            | 89.6              | 59.2   | 57.8        | 352.2        |                                       |
| White and Asian                   | 461           | 97.2                            | 90.0              | 72.2   | 69.6        | 366.7        |                                       |
| Any other Mixed Background        | 802           | 94.1                            | 84.7              | 64.7   | 63.7        | 353.6        |                                       |
| <b>Asian or Asian British</b>     | <b>1,801</b>  | <b>98.3</b>                     | <b>89.5</b>       | <b>65.1</b>  | <b>62.7</b> | <b>362.7</b> |                                       |
| Indian                            | 305           | 98.4                            | 94.1              | 77.0   | 76.1        | 381.6        |                                       |
| Pakistani                         | 619           | 97.4                            | 84.5              | 58.5   | 56.5        | 349.7        |                                       |
| Bangladeshi                       | 674           | 99.3                            | 92.1              | 64.2   | 61.0        | 364.4        |                                       |
| Any other Asian Background        | 203           | 97.5                            | 88.7              | 70.0   | 67.5        | 367.8        |                                       |
| <b>Black or Black British</b>     | <b>673</b>    | <b>95.8</b>                     | <b>84.7</b>       | <b>53.3</b>  | <b>51.3</b> | <b>341.1</b> |                                       |
| Caribbean                         | 50            | 90.0                            | 78.0              | 40.0   | 38.0        | 324.5        |                                       |
| African                           | 543           | 96.7                            | 85.8              | 55.4   | 53.0        | 344.5        |                                       |
| Any other Black background        | 80            | 93.8                            | 81.3              | 47.5   | 47.5        | 328.5        |                                       |
| <b>Chinese or Chinese British</b> | <b>156</b>    | <b>98.1</b>                     | <b>96.2</b>       | <b>80.8</b>  | <b>80.1</b> | <b>394.4</b> |                                       |
| <b>Any other ethnic group</b>     | <b>926</b>    | <b>95.4</b>                     | <b>86.6</b>       | <b>61.1</b>  | <b>58.4</b> | <b>357.1</b> |                                       |
| <b>Unknown</b>                    | <b>615</b>    | <b>97.1</b>                     | <b>86.0</b>       | <b>63.3</b>  | <b>60.8</b> | <b>356.2</b> |                                       |
| <b>All pupils</b>                 | <b>97,619</b> | <b>96.4</b>                     | <b>85.3</b>       | <b>59.0</b>  | <b>56.4</b> | <b>349.1</b> |                                       |

Source: National Pupil Database

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

(b) 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, 2012-2016 (a)**

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) (b) |      | Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (b) |       |      |      |
|------|--------------------------|---|------|---|-------|------|------|
|      |                          | Cohort  | LCE  | 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>    | 23,038  | 84.7 | 30,081  | 91.7  | 87.5 | 81.5 |
| 2013 | New to English           | 585   | 54.7 | 603   | 74.3  | 62.4 | 51.6 |
|      | Early acquisition        | 708   | 81.1 | 723   | 93.1  | 84.5 | 78.7 |
|      | Developing competence    | 464   | 94.6 | 478   | 98.3  | 95.6 | 93.1 |
|      | Competent                | 140   | 97.9 | 143   | 99.3  | 97.9 | 97.9 |
|      | Fluent                   | 512   | 86.9 | 620   | 95.5  | 89.4 | 84.8 |
|      | <i>Not applicable</i>    | 23,153  | 86.7 | 30,457  | 93.9  | 88.4 | 84.1 |
| 2014 | New to English           | 569   | 52.2 | 597   | 76.5  | 60.8 | 50.8 |
|      | Early acquisition        | 945   | 86.6 | 954   | 94.8  | 88.2 | 84.0 |
|      | Developing competence    | 483   | 96.3 | 488   | 98.6  | 96.3 | 94.9 |
|      | Competent                | 166   | 97.0 | 171   | 100.0 | 98.2 | 97.1 |
|      | Fluent                   | 278   | 91.4 | 302   | 96.7  | 92.7 | 90.4 |
|      | <i>Not applicable</i>    | 23,806  | 87.9 | 31,317  | 95.0  | 89.6 | 86.2 |
| 2015 | New to English           | 777   | 59.8 | 792   | 80.4  | 66.5 | 57.4 |
|      | Early acquisition        | 1,019   | 90.5 | 1,037   | 96.5  | 91.1 | 88.2 |
|      | Developing competence    | 484   | 97.1 | 495   | 99.2  | 96.8 | 96.6 |
|      | Competent                | 155   | 98.1 | 156   | 98.1  | 98.1 | 98.1 |
|      | Fluent                   | 234   | 91.5 | 262   | 95.4  | 93.9 | 91.2 |
|      | <i>Not applicable</i>    | 24,781  | 89.4 | 32,633  | 95.8  | 90.7 | 87.9 |
| 2016 | New to English           | 771   | 60.6 | 784   | 82.5  | 68.4 | 59.3 |
|      | Early acquisition        | 1,100   | 89.6 | 1,113   | 95.8  | 91.7 | 88.2 |
|      | Developing competence    | 603   | 97.5 | 615   | 99.2  | 97.6 | 96.1 |
|      | Competent                | 163   | 99.4 | 168   | 100.0 | 99.4 | 99.4 |
|      | Fluent                   | 204   | 92.6 | 216   | 95.8  | 93.1 | 92.6 |
|      | <i>Not applicable</i>    | 24,055  | 89.4 | 31,670  | 95.3  | 90.9 | 88.1 |

Source: National Pupil Database

- (a) Special schools are not included in this table as they do not provide EAL data.
- (b) 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, 2012-2016 (a)**

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

| Year        | Stage of EAL development | Cohort        | English     | Maths       | Science     | CSI         |
|-------------|--------------------------|---------------|-------------|-------------|-------------|-------------|
|             |                          |               | %           | %           | %           | %           |
| <b>2012</b> | 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>    | <i>29,608</i> | <i>86.2</i> | <i>87.8</i> | <i>89.6</i> | <i>83.7</i> |
| <b>2013</b> | New to English           | 153           | 30.1        | 49.0        | 39.9        | 28.8        |
|             | Early acquisition        | 318           | 53.1        | 63.2        | 62.6        | 50.0        |
|             | Developing competence    | 658           | 92.2        | 93.6        | 94.7        | 90.4        |
|             | Competent                | 316           | 99.1        | 99.1        | 99.1        | 98.4        |
|             | Fluent                   | 570           | 90.5        | 90.4        | 93.5        | 87.5        |
|             | <i>Not applicable</i>    | <i>28,658</i> | <i>88.3</i> | <i>88.5</i> | <i>90.8</i> | <i>85.4</i> |
| <b>2014</b> | New to English           | 179           | 29.1        | 44.1        | 35.2        | 28.5        |
|             | Early acquisition        | 349           | 61.9        | 69.9        | 68.8        | 59.0        |
|             | Developing competence    | 719           | 91.9        | 93.9        | 95.5        | 90.4        |
|             | Competent                | 382           | 97.6        | 96.6        | 97.4        | 95.5        |
|             | Fluent                   | 402           | 94.0        | 94.5        | 94.5        | 93.0        |
|             | <i>Not applicable</i>    | <i>29,408</i> | <i>89.6</i> | <i>89.9</i> | <i>91.5</i> | <i>87.3</i> |
| <b>2015</b> | New to English           | 178           | 29.8        | 49.4        | 37.6        | 29.8        |
|             | Early acquisition        | 479           | 72.2        | 78.1        | 76.2        | 69.3        |
|             | Developing competence    | 725           | 93.1        | 95.0        | 95.6        | 92.1        |
|             | Competent                | 331           | 97.6        | 97.0        | 97.9        | 96.7        |
|             | Fluent                   | 358           | 95.8        | 95.5        | 95.5        | 94.4        |
|             | <i>Not applicable</i>    | <i>29,836</i> | <i>90.8</i> | <i>91.2</i> | <i>92.6</i> | <i>88.9</i> |
| <b>2016</b> | New to English           | 168           | 31.0        | 46.4        | 35.1        | 28.6        |
|             | Early acquisition        | 422           | 68.0        | 77.3        | 72.5        | 65.4        |
|             | Developing competence    | 830           | 93.5        | 95.1        | 95.5        | 93.1        |
|             | Competent                | 516           | 98.8        | 98.8        | 99.0        | 98.6        |
|             | Fluent                   | 376           | 97.9        | 96.5        | 97.9        | 96.5        |
|             | <i>Not applicable</i>    | <i>30,499</i> | <i>91.5</i> | <i>91.9</i> | <i>92.9</i> | <i>89.8</i> |

Source: National Pupil Database

(a) Special schools are not included in this table as they do not provide EAL data.



**Table 11: Key Stage 3 by acquisition of English as an additional language, 2012-2016 (a)**

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

| Year        | Stage of EAL development | Cohort | English | Maths | Science | CSI  |
|-------------|--------------------------|--------|---------|-------|---------|------|
|             |                          |        | %       | %     | %       | %    |
| <b>2012</b> | 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>    | 31,972 | 80.9    | 82.3  | 85.0    | 74.0 |
| <b>2013</b> | New to English           | 76     | 18.4    | 51.3  | 40.8    | 11.8 |
|             | Early acquisition        | 157    | 34.4    | 56.7  | 54.1    | 26.8 |
|             | Developing competence    | 552    | 79.0    | 85.3  | 87.3    | 71.7 |
|             | Competent                | 384    | 93.5    | 94.5  | 95.6    | 91.1 |
|             | Fluent                   | 560    | 91.3    | 88.8  | 91.6    | 85.4 |
|             | <i>Not applicable</i>    | 31,059 | 84.3    | 85.1  | 88.4    | 78.4 |
| <b>2014</b> | New to English           | 79     | 11.4    | 49.4  | 46.8    | 11.4 |
|             | Early acquisition        | 188    | 37.2    | 63.3  | 58.5    | 31.9 |
|             | Developing competence    | 596    | 81.5    | 87.6  | 90.3    | 76.0 |
|             | Competent                | 502    | 95.2    | 96.6  | 97.6    | 93.2 |
|             | Fluent                   | 390    | 95.6    | 94.4  | 95.9    | 93.1 |
|             | <i>Not applicable</i>    | 30,020 | 87.5    | 87.8  | 91.9    | 82.5 |
| <b>2015</b> | New to English           | 94     | 28.7    | 68.1  | 51.1    | 23.4 |
|             | Early acquisition        | 201    | 52.2    | 67.7  | 64.7    | 46.3 |
|             | Developing competence    | 560    | 83.0    | 88.4  | 89.8    | 78.8 |
|             | Competent                | 466    | 97.4    | 97.9  | 98.9    | 95.5 |
|             | Fluent                   | 589    | 95.9    | 96.9  | 97.6    | 94.4 |
|             | <i>Not applicable</i>    | 29,276 | 89.4    | 89.9  | 93.3    | 85.4 |
| <b>2016</b> | New to English           | 86     | 27.9    | 55.8  | 51.2    | 23.3 |
|             | Early acquisition        | 229    | 47.2    | 65.9  | 70.3    | 42.4 |
|             | Developing competence    | 537    | 88.5    | 91.2  | 93.7    | 84.4 |
|             | Competent                | 486    | 98.1    | 97.7  | 98.6    | 96.7 |
|             | Fluent                   | 383    | 97.9    | 97.9  | 98.7    | 96.6 |
|             | <i>Not applicable</i>    | 28,461 | 91.0    | 91.6  | 94.5    | 87.7 |

Source: National Pupil Database

(a) Special schools are not included in this table as they do not provide EAL data.

**Table 12: Key Stage 4 by acquisition of English as an additional language, 2012-2016 (a)**

Percentage of pupils in Year 11/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 (b) wider points score |
|-------------|--------------------------|---------------|---------------------------------|-------------------|--|-------------|---------------------------------------|
|             |                          |               | Level 1 threshold               | Level 2 threshold | Level 2 including a GCSE grade A*-C in English or Welsh First Language and Mathematics | CSI         |                                       |
| <b>2012</b> | 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>    | <i>31,847</i> | <i>94.3</i>                     | <i>74.2</i>       | <i>51.9</i>  | <i>50.1</i> | <i>330.1</i>                          |
| <b>2013</b> | New to English           | 53            | 34.0                            | 20.8              | *  | *           | 145.9                                 |
|             | Early acquisition        | 104           | 74.0                            | 40.4              | 6.7  | 5.8         | 243.2                                 |
|             | Developing competence    | 399           | 92.0                            | 72.4              | 23.3   | 22.1        | 314.5                                 |
|             | Competent                | 499           | 99.2                            | 90.4              | 63.9   | 61.5        | 368.8                                 |
|             | Fluent                   | 589           | 95.8                            | 81.5              | 64.0   | 61.5        | 350.9                                 |
|             | <i>Not applicable</i>    | <i>33,213</i> | <i>95.5</i>                     | <i>79.7</i>       | <i>53.9</i>  | <i>50.8</i> | <i>339.6</i>                          |
| <b>2014</b> | New to English           | 50            | 44.0                            | 30.0              | *  | *           | 188.0                                 |
|             | Early acquisition        | 109           | 74.3                            | 53.2              | 12.8   | 11.9        | 256.7                                 |
|             | Developing competence    | 513           | 94.2                            | 75.8              | 31.6   | 29.4        | 323.7                                 |
|             | Competent                | 532           | 97.6                            | 92.1              | 67.3   | 64.5        | 367.9                                 |
|             | Fluent                   | 439           | 97.9                            | 90.2              | 74.7   | 73.6        | 376.8                                 |
|             | <i>Not applicable</i>    | <i>31,799</i> | <i>96.6</i>                     | <i>84.7</i>       | <i>56.9</i>  | <i>54.5</i> | <i>348.9</i>                          |
| <b>2015</b> | New to English           | 69            | 37.7                            | 24.6              | 7.2  | 7.2         | 162.2                                 |
|             | Early acquisition        | 122           | 80.3                            | 53.3              | 16.4   | 16.4        | 272.9                                 |
|             | Developing competence    | 421           | 95.7                            | 81.2              | 43.7   | 40.9        | 335.1                                 |
|             | Competent                | 486           | 98.1                            | 91.4              | 65.2   | 62.6        | 362.1                                 |
|             | Fluent                   | 535           | 98.1                            | 93.1              | 77.9   | 75.7        | 378.6                                 |
|             | <i>Not applicable</i>    | <i>30,664</i> | <i>97.3</i>                     | <i>86.7</i>       | <i>59.5</i>  | <i>56.7</i> | <i>352.4</i>                          |
| <b>2016</b> | New to English           | 62            | 58.1                            | 40.3              | 17.7   | 17.7        | 217.2                                 |
|             | Early acquisition        | 140           | 89.3                            | 52.1              | 19.3   | 17.9        | 280.2                                 |
|             | Developing competence    | 453           | 97.1                            | 77.3              | 42.6   | 40.4        | 334.6                                 |
|             | Competent                | 612           | 99.5                            | 94.0              | 69.0   | 65.5        | 366.6                                 |
|             | Fluent                   | 540           | 99.4                            | 97.0              | 87.2   | 85.4        | 391.7                                 |
|             | <i>Not applicable</i>    | <i>29,274</i> | <i>98.1</i>                     | <i>87.1</i>       | <i>62.5</i>  | <i>59.7</i> | <i>354.1</i>                          |

Source: National Pupil Database

- (a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.  
Special schools are not included in this table as they do not provide EAL data.
- (b) Average capped wider points scores are calculated using the best 8 results.

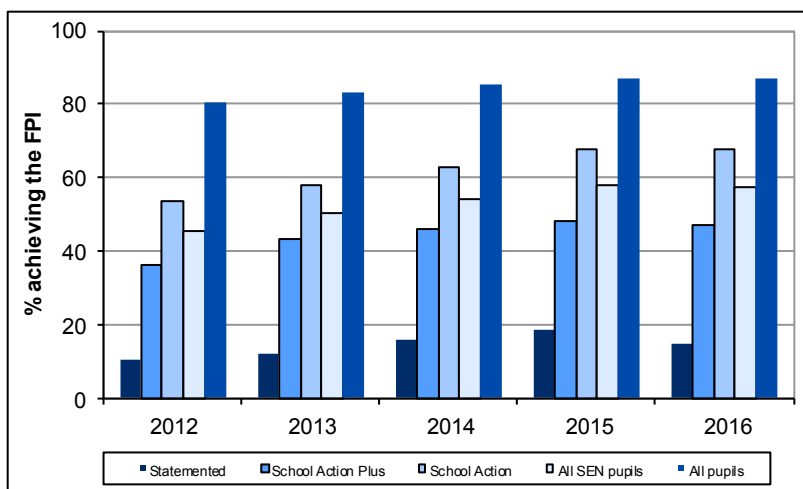
## Section 4: Academic achievement by special educational need (SEN) requirement

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)

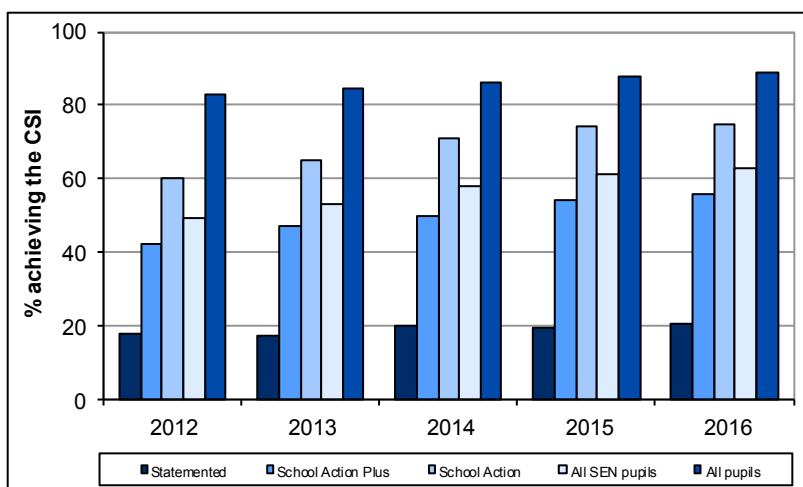
**Chart 9: Percentage of pupils achieving the FPI by special educational need (SEN) requirement at Foundation Phase, 2012-2016 (a)**



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

### Key Stage 2 (Chart 10 and Table 14)

**Chart 10: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS2, 2012-2016**

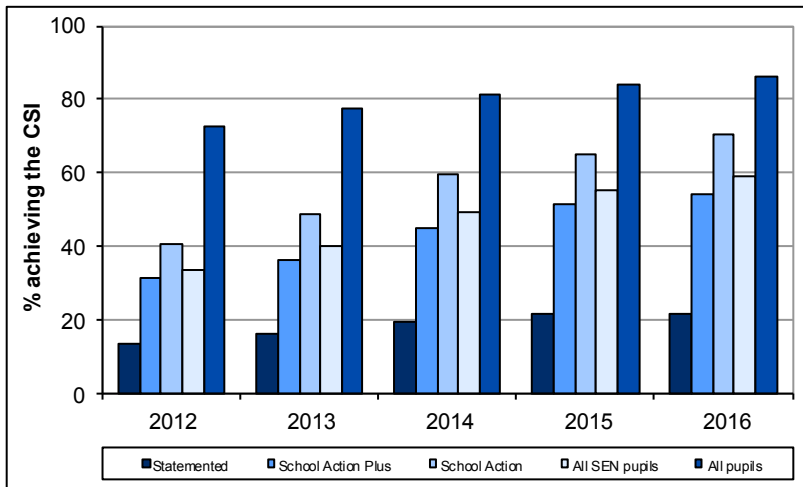


- The percentage of pupils with SEN achieving the FPI stood at 57.3 per cent in 2016.
- Among those pupils with SEN, stated pupils have the lowest percentage achieving the FPI, at 14.8 per cent.
- FPI achievement decreased for stated and School Action Plus pupils and increased slightly for School Action pupils between 2015 and 2016.

- The percentage of pupils with SEN achieving the CSI has increased year-on-year, reaching 62.6 per cent in 2016.
- Among those pupils with SEN, stated pupils have the lowest percentage achieving the CSI, but it has increased from 17.3 per cent in 2013 to 20.6 per cent in 2016.
- CSI achievement increased for all categories of SEN requirement between 2015 and 2016.

**Key Stage 3 (Chart 11 and Table 15)**

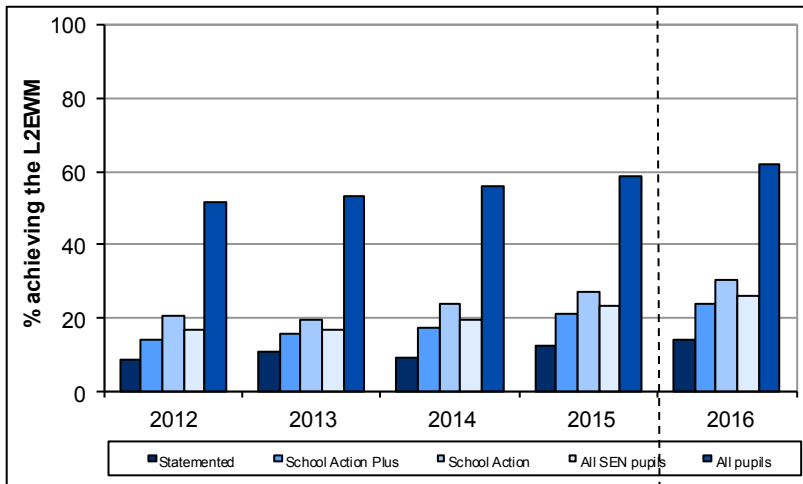
**Chart 11: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS3, 2012-2016**



- The percentage of pupils with SEN achieving the CSI has increased year-on-year, reaching 58.9 per cent in 2016.
- Among those pupils with SEN, statemented pupils have the lowest percentage achieving the CSI, but it has increased from 13.3 per cent in 2012 to 21.7 per cent in 2016.
- CSI achievement increased for all categories of SEN requirement between 2015 and 2016.

**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, 2012-2016 (a)**



(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

- The percentage of pupils with SEN achieving the L2EWM threshold has increased year-on-year, reaching 26.1 per cent in 2016.
- Among those pupils with SEN, statemented pupils have the lowest percentage achieving the L2EWM threshold, but it has increased from 8.4 per cent in 2012 to 14.1 per cent in 2016.
- L2EWM achievement increased for all categories of SEN requirement between 2015 and 2016.

**Table 13: Foundation Phase by Special Educational Need provision, 2012-2016**

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         |
|             |                              |   |             |   |             |   | %           | %           | %           |
| <b>2012</b> | Total pupils on SEN register | 6,805   | 53.1        | 1,571   | 54.5        | 8,376   | 71.3        | 60.4        | 45.4        |
|             | Stated                       | 479   | 19.2        | 54  | 27.8        | 533   | 18.9        | 21.6        | 10.5        |
|             | School Action Plus           | 2,038   | 44.6        | 476   | 44.5        | 2,514   | 58.0        | 53.3        | 36.0        |
|             | School Action                | 4,288   | 61.0        | 1,041   | 60.4        | 5,329   | 82.8        | 67.6        | 53.4        |
|             | <b>All pupils</b>            | <b>25,541</b>   | <b>83.6</b> | <b>7,212</b>  | <b>86.0</b> | <b>32,753</b>   | <b>91.0</b> | <b>86.8</b> | <b>80.6</b> |
| <b>2013</b> | Total pupils on SEN register | 6,768   | 55.8        | 1,619   | 57.1        | 8,394   | 77.0        | 61.6        | 50.0        |
|             | Stated                       | 525   | 17.1        | 64  | 31.3        | 592   | 22.5        | 19.6        | 12.2        |
|             | School Action Plus           | 2,184   | 48.5        | 497   | 50.1        | 2,685   | 68.8        | 55.6        | 43.1        |
|             | School Action                | 4,059   | 64.7        | 1,058   | 62.0        | 5,117   | 87.6        | 69.6        | 58.1        |
|             | <b>All pupils</b>            | <b>25,752</b>   | <b>85.4</b> | <b>7,456</b>  | <b>86.8</b> | <b>33,215</b>   | <b>93.1</b> | <b>87.5</b> | <b>83.1</b> |
| <b>2014</b> | Total pupils on SEN register | 6,763   | 58.3        | 1,611   | 64.7        | 8,374   | 80.1        | 63.7        | 54.1        |
|             | Stated                       | 526   | 18.6        | 66  | 42.4        | 592   | 24.5        | 22.6        | 15.5        |
|             | School Action Plus           | 2,152   | 50.4        | 523   | 57.0        | 2,675   | 71.0        | 57.6        | 45.7        |
|             | School Action                | 4,085   | 67.6        | 1,022   | 70.2        | 5,107   | 91.3        | 71.7        | 62.9        |
|             | <b>All pupils</b>            | <b>26,411</b>   | <b>86.8</b> | <b>7,584</b>  | <b>89.9</b> | <b>33,995</b>   | <b>94.3</b> | <b>88.8</b> | <b>85.3</b> |
| <b>2015</b> | Total pupils on SEN register | 7,013   | 61.9        | 1,680   | 67.7        | 8,693   | 81.5        | 66.3        | 57.8        |
|             | Stated                       | 630   | 20.5        | 68  | 33.8        | 698   | 26.5        | 24.4        | 18.5        |
|             | School Action Plus           | 2,063   | 53.4        | 522   | 58.0        | 2,585   | 72.6        | 59.2        | 47.9        |
|             | School Action                | 4,320   | 72.0        | 1,090   | 74.4        | 5,410   | 92.8        | 75.2        | 67.6        |
|             | <b>All pupils</b>            | <b>27,653</b>   | <b>88.1</b> | <b>7,928</b>  | <b>91.4</b> | <b>35,581</b>   | <b>95.0</b> | <b>89.8</b> | <b>86.9</b> |
| <b>2016</b> | Total pupils on SEN register | 6,833   | 61.4        | 1,618   | 64.4        | 8,451   | 80.1        | 66.1        | 57.3        |
|             | Stated                       | 581   | 16.9        | 82  | 32.9        | 663   | 23.4        | 21.3        | 14.8        |
|             | School Action Plus           | 2,080   | 52.4        | 494   | 56.3        | 2,574   | 70.2        | 59.2        | 47.2        |
|             | School Action                | 4,172   | 72.1        | 1,042   | 70.7        | 5,214   | 92.2        | 75.2        | 67.7        |
|             | <b>All pupils</b>            | <b>27,088</b>   | <b>88.2</b> | <b>7,684</b>  | <b>90.7</b> | <b>34,772</b>   | <b>94.6</b> | <b>90.1</b> | <b>87.2</b> |

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, 2012-2016**

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               | %           |
| <b>2012</b> | 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        |
|             | <b>All pupils</b>            | <b>31,807</b> | <b>85.3</b> | <b>86.9</b> | <b>88.7</b> | <b>82.7</b> | <b>6,451</b>         | <b>84.1</b> |
| <b>2013</b> | Total pupils on SEN register | 8,787         | 59.7        | 62.3        | 67.8        | 53.1        | 1,730                | 59.6        |
|             | Statemented                  | 950           | 21.1        | 22.1        | 24.1        | 17.3        | 108                  | 23.1        |
|             | School Action Plus           | 3,260         | 53.0        | 57.6        | 63.6        | 46.8        | 686                  | 45.3        |
|             | School Action                | 4,577         | 72.5        | 74.0        | 79.8        | 65.1        | 936                  | 74.3        |
|             | <b>All pupils</b>            | <b>30,896</b> | <b>87.2</b> | <b>87.6</b> | <b>89.8</b> | <b>84.4</b> | <b>6,188</b>         | <b>86.7</b> |
| <b>2014</b> | Total pupils on SEN register | 8,933         | 63.5        | 65.8        | 69.7        | 57.7        | 1,816                | 63.9        |
|             | Statemented                  | 986           | 22.9        | 24.4        | 24.1        | 19.7        | 131                  | 27.5        |
|             | School Action Plus           | 3,181         | 55.5        | 59.6        | 63.9        | 49.5        | 672                  | 52.5        |
|             | School Action                | 4,766         | 77.2        | 78.5        | 83.0        | 71.0        | 1,013                | 76.1        |
|             | <b>All pupils</b>            | <b>31,670</b> | <b>88.5</b> | <b>89.0</b> | <b>90.5</b> | <b>86.2</b> | <b>6,400</b>         | <b>88.2</b> |
| <b>2015</b> | Total pupils on SEN register | 8,924         | 66.1        | 68.6        | 72.0        | 61.2        | 1,836                | 69.3        |
|             | Statemented                  | 966           | 23.4        | 24.4        | 26.4        | 19.0        | 98                   | 22.4        |
|             | School Action Plus           | 3,050         | 58.6        | 62.8        | 66.5        | 53.9        | 662                  | 59.4        |
|             | School Action                | 4,908         | 79.2        | 80.9        | 84.5        | 74.1        | 1,076                | 79.7        |
|             | <b>All pupils</b>            | <b>32,159</b> | <b>89.7</b> | <b>90.3</b> | <b>91.5</b> | <b>87.8</b> | <b>6,522</b>         | <b>90.5</b> |
| <b>2016</b> | Total pupils on SEN register | 8,911         | 67.6        | 70.0        | 72.5        | 62.6        | 1,867                | 70.9        |
|             | Statemented                  | 923           | 24.2        | 25.6        | 26.2        | 20.6        | 111                  | 25.2        |
|             | School Action Plus           | 3,034         | 60.2        | 64.8        | 66.9        | 55.5        | 647                  | 59.8        |
|             | School Action                | 4,954         | 80.3        | 81.4        | 84.5        | 74.8        | 1,109                | 82.0        |
|             | <b>All pupils</b>            | <b>33,051</b> | <b>90.5</b> | <b>91.1</b> | <b>91.9</b> | <b>88.8</b> | <b>6,765</b>         | <b>90.9</b> |

Source: National Pupil Database

**Table 15: Key Stage 3 by Special Educational Need provision, 2012-2016**

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               | %           |
| <b>2012</b> | 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        |
|             | <b>All pupils</b>            | <b>34,289</b> | <b>79.5</b> | <b>81.3</b> | <b>83.9</b> | <b>72.8</b> | <b>5,783</b>         | <b>84.2</b> |
| <b>2013</b> | Total pupils on SEN register | 8,230         | 50.6        | 53.9        | 61.3        | 39.7        | 1,120                | 57.9        |
|             | Statemented                  | 1,287         | 20.4        | 25.1        | 29.7        | 16.2        | 119                  | 31.1        |
|             | School Action Plus           | 2,526         | 46.1        | 51.4        | 57.6        | 36.2        | 321                  | 53.9        |
|             | School Action                | 4,417         | 61.9        | 63.6        | 72.7        | 48.6        | 680                  | 64.6        |
|             | <b>All pupils</b>            | <b>33,193</b> | <b>83.0</b> | <b>84.0</b> | <b>87.2</b> | <b>77.2</b> | <b>5,667</b>         | <b>87.6</b> |
| <b>2014</b> | Total pupils on SEN register | 8,518         | 59.2        | 61.8        | 71.2        | 49.2        | 1,294                | 68.4        |
|             | Statemented                  | 1,236         | 24.0        | 27.6        | 32.1        | 19.2        | 101                  | 27.7        |
|             | School Action Plus           | 2,523         | 54.3        | 58.3        | 68.7        | 44.7        | 328                  | 61.9        |
|             | School Action                | 4,759         | 70.9        | 72.5        | 82.7        | 59.4        | 865                  | 75.6        |
|             | <b>All pupils</b>            | <b>32,162</b> | <b>86.1</b> | <b>86.7</b> | <b>90.6</b> | <b>81.3</b> | <b>5,537</b>         | <b>90.1</b> |
| <b>2015</b> | Total pupils on SEN register | 8,444         | 64.2        | 66.8        | 75.2        | 55.2        | 1,332                | 71.1        |
|             | Statemented                  | 1,119         | 27.6        | 29.4        | 36.9        | 21.4        | 90                   | 41.1        |
|             | School Action Plus           | 2,455         | 61.3        | 64.2        | 72.8        | 51.6        | 311                  | 61.7        |
|             | School Action                | 4,870         | 74.1        | 76.6        | 85.2        | 64.8        | 931                  | 77.1        |
|             | <b>All pupils</b>            | <b>31,547</b> | <b>88.1</b> | <b>88.9</b> | <b>92.0</b> | <b>84.1</b> | <b>5,635</b>         | <b>90.9</b> |
| <b>2016</b> | Total pupils on SEN register | 8,156         | 67.4        | 69.7        | 77.6        | 58.9        | 1,259                | 72.0        |
|             | Statemented                  | 1,162         | 27.5        | 28.5        | 35.9        | 21.7        | 86                   | 31.4        |
|             | School Action Plus           | 2,356         | 64.0        | 66.5        | 77.2        | 54.2        | 341                  | 63.6        |
|             | School Action                | 4,638         | 79.2        | 81.6        | 88.2        | 70.6        | 832                  | 79.7        |
|             | <b>All pupils</b>            | <b>30,589</b> | <b>89.5</b> | <b>90.3</b> | <b>93.1</b> | <b>86.2</b> | <b>5,511</b>         | <b>92.1</b> |

Source: National Pupil Database

**Table 16: Key Stage 4 by Special Educational Need provision, 2012-2016**

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

*Includes all qualifications approved for pre-16 use.*

| Year        | SEN provision                | Cohort        | Percentage of pupils achieving: |                   |  |             | Average capped (b) 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         |                                       |
| <b>2012</b> | 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                                 |
|             | <b>All pupils</b>            | <b>33,770</b> | <b>93.6</b>                     | <b>73.8</b>       | <b>51.5</b>  | <b>49.7</b> | <b>328.5</b>                          |
| <b>2013</b> | Total pupils on SEN register | 7,583         | 82.7                            | 50.6              | 16.8   | 15.3        | 265.9                                 |
|             | Statemented                  | 1,239         | 60.5                            | 29.0              | 10.6   | 10.2        | 200.8                                 |
|             | School Action Plus           | 2,461         | 77.9                            | 46.0              | 15.5   | 14.1        | 250.4                                 |
|             | School Action                | 3,883         | 92.8                            | 60.4              | 19.6   | 17.8        | 296.4                                 |
|             | <b>All pupils</b>            | <b>35,154</b> | <b>94.7</b>                     | <b>78.9</b>       | <b>53.2</b>  | <b>50.1</b> | <b>337.0</b>                          |
| <b>2014</b> | Total pupils on SEN register | 7,576         | 86.4                            | 60.4              | 19.7   | 18.4        | 285.2                                 |
|             | Statemented                  | 1,118         | 61.4                            | 35.2              | 9.3  | 8.6         | 208.0                                 |
|             | School Action Plus           | 2,450         | 83.3                            | 55.8              | 17.3   | 15.8        | 272.9                                 |
|             | School Action                | 4,008         | 95.3                            | 70.3              | 24.1   | 22.8        | 314.2                                 |
|             | <b>All pupils</b>            | <b>33,708</b> | <b>95.8</b>                     | <b>83.9</b>       | <b>56.2</b>  | <b>53.9</b> | <b>346.4</b>                          |
| <b>2015</b> | Total pupils on SEN register | 7,469         | 88.0                            | 64.9              | 23.3   | 22.0        | 294.9                                 |
|             | Statemented                  | 1,086         | 61.5                            | 35.5              | 12.5   | 12.2        | 212.8                                 |
|             | School Action Plus           | 2,183         | 86.1                            | 59.8              | 21.0   | 19.7        | 285.0                                 |
|             | School Action                | 4,200         | 95.8                            | 75.2              | 27.2   | 25.8        | 321.2                                 |
|             | <b>All pupils</b>            | <b>32,580</b> | <b>96.3</b>                     | <b>85.8</b>       | <b>58.9</b>  | <b>56.2</b> | <b>349.5</b>                          |
| <b>2016</b> | Total pupils on SEN register | 7,159         | 90.9                            | 67.2              | 26.1   | 24.6        | 302.3                                 |
|             | Statemented                  | 996           | 65.2                            | 41.1              | 14.1   | 13.9        | 221.9                                 |
|             | School Action Plus           | 2,039         | 90.6                            | 64.0              | 23.6   | 21.4        | 295.4                                 |
|             | School Action                | 4,124         | 97.2                            | 75.1              | 30.3   | 28.8        | 325.1                                 |
|             | <b>All pupils</b>            | <b>31,331</b> | <b>97.3</b>                     | <b>86.3</b>       | <b>62.0</b>  | <b>59.3</b> | <b>351.8</b>                          |

Source: National Pupil Database

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

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



**Table 17: Foundation Phase by type of Special Educational Need, 2014-2016**

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) |       | Language, literacy and communication skills - Welsh (LCW) |        | Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a) |      |      |      |
|--|---|---|-------|---|--------|---|------|------|------|
|  |   | (a)   |       | (a)   |        | PSD   | MDT  | FPI  |      |
|  |   | Cohort  | %     | Cohort  | %      | Cohort  | %    | %    | %    |
| <b>2014</b>                                  | Moderate Learning Difficulties                  | 1,148   | 59.2  | 400   | 63.8   | 1,548   | 87.9 | 64.4 | 54.6 |
|  | General Learning Difficulties                   | 2,034   | 65.6  | 381   | 67.7   | 2,415   | 92.0 | 68.9 | 60.7 |
|  | Severe Learning Difficulties                    | 36  | *     | *   | *      | 39  | *    | *    | *    |
|  | Profound & Multiple Learning Difficulties       | 18  | *     | *   | *      | 21  | *    | *    | *    |
|  | Dyslexia  | 65  | 63.1  | 39  | *      | 104   | 98.1 | 73.1 | 56.7 |
|  | Dyscalculia                                     | 10  | *     | *   | *      | 14  | *    | *    | *    |
|  | Dyspraxia                                       | 10  | *     | 7   | *      | 17  | *    | *    | *    |
|  | Attention Defecit Hyperactivity Disorder        | 19  | *     | *   | *      | 22  | *    | *    | *    |
|  | Autistic Spectrum Disorders                     | 135   | 40.0  | 13  | *      | 148   | 37.8 | 47.3 | 29.1 |
|  | Physical and Medical Difficulties               | 171   | 75.4  | 51  | 90.2   | 222   | 82.0 | 75.2 | 73.4 |
|  | Hearing Impairment                              | 121   | 90.1  | 24  | *      | 145   | 96.6 | 91.7 | 91.0 |
|  | Visual Impairment                               | 32  | *     | 15  | *      | 47  | *    | *    | *    |
|  | Multi-Sensory Impairment                        | *   | *     | 0   | .      | *   | *    | *    | *    |
|  | Speech, Language and Communication Difficulties | 947   | 61.8  | 256   | 68.8   | 1,203   | 84.2 | 69.1 | 60.3 |
| Behavioural, Emotional & Social Difficulties | 517   | 76.2  | 158   | 72.2  | 675    | 72.9  | 80.4 | 62.8 |      |
| <i>No SEN</i>                                | 19,638  | 96.6  | 5,970 | 96.6  | 25,608 | 98.9  | 97.0 | 95.5 |      |
| <b>2015</b>                                  | Moderate Learning Difficulties                  | 908   | 63.4  | 293   | 68.6   | 1,201   | 90.6 | 68.8 | 60.0 |
|  | General Learning Difficulties                   | 2,097   | 69.6  | 479   | 70.6   | 2,576   | 93.1 | 72.1 | 64.9 |
|  | Severe Learning Difficulties                    | 45  | *     | 6   | *      | 51  | 15.7 | *    | *    |
|  | Profound & Multiple Learning Difficulties       | 31  | *     | 6   | *      | 37  | *    | *    | *    |
|  | Dyslexia  | 74  | 74.3  | 67  | 71.6   | 141   | 97.2 | 80.9 | 69.5 |
|  | Dyscalculia                                     | 7   | *     | *   | *      | 11  | *    | *    | *    |
|  | Dyspraxia                                       | 9   | *     | 12  | *      | 21  | *    | *    | *    |
|  | Attention Defecit Hyperactivity Disorder        | 10  | *     | 11  | *      | 21  | *    | *    | *    |
|  | Autistic Spectrum Disorders                     | 173   | 27.2  | 15  | *      | 188   | 26.1 | 30.9 | 21.3 |
|  | Physical and Medical Difficulties               | 217   | 69.1  | 54  | 72.2   | 271   | 82.3 | 71.6 | 66.8 |
|  | Hearing Impairment                              | 91  | 85.7  | 27  | *      | 118   | 94.9 | 88.1 | 85.6 |
|  | Visual Impairment                               | 33  | *     | 10  | *      | 43  | *    | *    | *    |
|  | Multi-Sensory Impairment                        | 5   | *     | *   | *      | 6   | *    | *    | *    |
|  | Speech, Language and Communication Difficulties | 1,170   | 67.0  | 312   | 66.7   | 1,482   | 87.3 | 72.8 | 64.0 |
| Behavioural, Emotional & Social Difficulties | 695   | 77.6  | 154   | 78.6  | 849    | 77.1  | 79.6 | 67.6 |      |
| <i>No SEN</i>                                | 20,640  | 97.0  | 6,248 | 97.8  | 26,888 | 99.3  | 97.4 | 96.4 |      |
| <b>2016</b>                                  | Moderate Learning Difficulties                  | 854   | 65.3  | 274   | 69.0   | 1,128   | 90.4 | 68.3 | 61.8 |
|  | General Learning Difficulties                   | 2,122   | 70.0  | 430   | 64.7   | 2,552   | 92.2 | 71.8 | 65.0 |
|  | Severe Learning Difficulties                    | 41  | *     | 13  | *      | 54  | 20.4 | 9.3  | 9.3  |
|  | Profound & Multiple Learning Difficulties       | 32  | *     | *   | *      | 35  | *    | *    | *    |
|  | Dyslexia  | 41  | *     | 61  | 70.5   | 102   | 99.0 | 82.4 | 70.6 |
|  | Dyscalculia                                     | *   | *     | *   | *      | 6   | *    | *    | *    |
|  | Dyspraxia                                       | 8   | *     | 9   | *      | 17  | *    | *    | *    |
|  | Attention Defecit Hyperactivity Disorder        | 14  | *     | 5   | *      | 19  | *    | *    | *    |
|  | Autistic Spectrum Disorders                     | 198   | 31.3  | 21  | *      | 219   | 24.7 | 31.1 | 21.5 |
|  | Physical and Medical Difficulties               | 210   | 73.3  | 61  | 78.7   | 271   | 84.5 | 76.8 | 72.7 |
|  | Hearing Impairment                              | 120   | 85.0  | 35  | *      | 155   | 95.5 | 89.0 | 85.2 |
|  | Visual Impairment                               | 47  | *     | 14  | *      | 61  | 86.9 | 78.7 | 73.8 |
|  | Multi-Sensory Impairment                        | *   | *     | 0   | .      | *   | *    | *    | *    |
|  | Speech, Language and Communication Difficulties | 1,168   | 64.1  | 322   | 61.8   | 1,490   | 83.4 | 70.5 | 59.7 |
| Behavioural, Emotional & Social Difficulties | 635   | 72.9  | 186   | 78.5  | 821    | 75.5  | 79.2 | 64.6 |      |
| <i>No SEN</i>                                | 20,253  | 97.2  | 6,063 | 97.8  | 26,316 | 99.3  | 97.8 | 96.8 |      |

(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, 2014-2016**

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                                | Cohort | English | Maths | Science | CSI   | Welsh First Language |      |
|---------------|---|--------|---------|-------|---------|-------|----------------------|------|
|               |   |        | %       | %     | %       | %     | Cohort               | %    |
| <b>2014</b>   | Moderate Learning Difficulties                  | 2,165  | 64.5    | 66.1  | 70.9    | 57.5  | 549                  | 64.1 |
|               | General Learning Difficulties                   | 2,070  | 70.8    | 73.2  | 77.8    | 64.9  | 367                  | 72.8 |
|               | Severe Learning Difficulties                    | 108    | 7.4     | 4.6   | 8.3     | *     | 19                   | *    |
|               | Profound & Multiple Learning Difficulties       | 23     | *       | *     | *       | *     | 0                    | .    |
|               | Dyslexia  | 703    | 74.4    | 81.1  | 86.3    | 69.8  | 188                  | 64.4 |
|               | Dyscalculia                                     | 48     | *       | *     | *       | *     | 14                   | *    |
|               | Dyspraxia                                       | 36     | *       | *     | *       | *     | 14                   | *    |
|               | Attention Defecit Hyperactivity Disorder        | 61     | 75.4    | 80.3  | 83.6    | 68.9  | 8                    | *    |
|               | Autistic Spectrum Disorders                     | 195    | 54.9    | 50.3  | 50.8    | 46.2  | 25                   | *    |
|               | Physical and Medical Difficulties               | 193    | 83.9    | 82.4  | 83.9    | 80.3  | 38                   | *    |
|               | Hearing Impairment                              | 114    | 93.0    | 93.0  | 93.0    | 91.2  | 18                   | *    |
|               | Visual Impairment                               | 33     | *       | *     | *       | *     | 10                   | *    |
|               | Multi-Sensory Impairment                        | *      | *       | *     | *       | *     | 0                    | .    |
|               | Speech, Language and Communication Difficulties | 428    | 64.0    | 68.9  | 71.0    | 60.5  | 121                  | 53.7 |
|               | Behavioural, Emotional & Social Difficulties    | 650    | 84.0    | 85.4  | 87.4    | 80.3  | 121                  | 79.3 |
| <i>No SEN</i> | 22,734  | 98.4   | 98.1    | 98.6  | 97.5    | 4,584 | 97.8                 |      |
| <b>2015</b>   | Moderate Learning Difficulties                  | 1,703  | 68.8    | 71.5  | 74.2    | 63.4  | 402                  | 71.6 |
|               | General Learning Difficulties                   | 2,394  | 72.9    | 74.4  | 79.3    | 67.4  | 489                  | 74.6 |
|               | Severe Learning Difficulties                    | 92     | 6.5     | 6.5   | 6.5     | 6.5   | 15                   | *    |
|               | Profound & Multiple Learning Difficulties       | 21     | *       | *     | *       | *     | *                    | *    |
|               | Dyslexia  | 637    | 77.2    | 83.7  | 88.4    | 74.9  | 205                  | 74.1 |
|               | Dyscalculia                                     | 57     | 93.0    | 61.4  | 87.7    | 59.6  | 10                   | *    |
|               | Dyspraxia                                       | 47     | *       | *     | *       | *     | 20                   | *    |
|               | Attention Defecit Hyperactivity Disorder        | 73     | 69.9    | 71.2  | 71.2    | 65.8  | 8                    | *    |
|               | Autistic Spectrum Disorders                     | 217    | 52.5    | 51.2  | 52.5    | 46.1  | 26                   | *    |
|               | Physical and Medical Difficulties               | 214    | 77.6    | 73.4  | 76.6    | 72.0  | 44                   | *    |
|               | Hearing Impairment                              | 140    | 84.3    | 85.7  | 87.1    | 83.6  | 33                   | *    |
|               | Visual Impairment                               | 33     | *       | *     | *       | *     | 10                   | *    |
|               | Multi-Sensory Impairment                        | 0      | .       | .     | .       | .     | 0                    | .    |
|               | Speech, Language and Communication Difficulties | 489    | 59.9    | 65.2  | 65.8    | 54.6  | 140                  | 61.4 |
|               | Behavioural, Emotional & Social Difficulties    | 739    | 86.6    | 88.2  | 90.0    | 83.8  | 126                  | 88.1 |
| <i>No SEN</i> | 23,234  | 98.7   | 98.6    | 98.9  | 98.0    | 4,686 | 98.8                 |      |
| <b>2016</b>   | Moderate Learning Difficulties                  | 1,537  | 69.1    | 71.0  | 73.8    | 63.6  | 423                  | 75.2 |
|               | General Learning Difficulties                   | 2,484  | 74.8    | 75.5  | 79.7    | 68.8  | 455                  | 76.0 |
|               | Severe Learning Difficulties                    | 94     | 10.6    | 12.8  | 10.6    | 7.4   | 13                   | *    |
|               | Profound & Multiple Learning Difficulties       | 31     | *       | *     | *       | *     | *                    | *    |
|               | Dyslexia  | 552    | 74.6    | 82.8  | 85.1    | 72.1  | 203                  | 69.5 |
|               | Dyscalculia                                     | 36     | *       | *     | *       | *     | 13                   | *    |
|               | Dyspraxia                                       | 44     | *       | *     | *       | *     | 13                   | *    |
|               | Attention Defecit Hyperactivity Disorder        | 75     | 78.7    | 82.7  | 81.3    | 74.7  | 15                   | *    |
|               | Autistic Spectrum Disorders                     | 219    | 55.7    | 55.3  | 57.1    | 50.2  | 27                   | *    |
|               | Physical and Medical Difficulties               | 235    | 80.0    | 81.3  | 81.3    | 77.0  | 40                   | *    |
|               | Hearing Impairment                              | 136    | 88.2    | 88.2  | 89.7    | 83.8  | 31                   | *    |
|               | Visual Impairment                               | 32     | *       | *     | *       | *     | 8                    | *    |
|               | Multi-Sensory Impairment                        | *      | *       | *     | *       | *     | 0                    | .    |
|               | Speech, Language and Communication Difficulties | 546    | 61.4    | 68.9  | 69.2    | 59.7  | 158                  | 60.8 |
|               | Behavioural, Emotional & Social Difficulties    | 893    | 84.7    | 85.4  | 86.1    | 81.6  | 173                  | 84.4 |
| <i>No SEN</i> | 24,138  | 98.9   | 98.9    | 99.1  | 98.5    | 4,898 | 98.5                 |      |

Source: National Pupil Database

**Table 19: Key Stage 3 by type of Special Educational Need, 2014-2016**

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                                | Cohort | English | Maths | Science | CSI   | Welsh First Language |      |
|---------------|---|--------|---------|-------|---------|-------|----------------------|------|
|               |   |        | %       | %     | %       | %     | Cohort               | %    |
| <b>2014</b>   | Moderate Learning Difficulties                  | 1,777  | 55.8    | 58.0  | 70.3    | 44.5  | 347                  | 66.6 |
|               | General Learning Difficulties                   | 1,560  | 69.7    | 70.3  | 81.4    | 58.0  | 236                  | 67.4 |
|               | Severe Learning Difficulties                    | 117    | *       | *     | 6.0     | *     | 8                    | *    |
|               | Profound & Multiple Learning Difficulties       | 20     | *       | *     | *       | *     | *                    | *    |
|               | Dyslexia  | 962    | 71.2    | 76.6  | 85.7    | 61.5  | 188                  | 77.1 |
|               | Dyscalculia                                     | 94     | 94.7    | 85.1  | 97.9    | 84.0  | 44                   | *    |
|               | Dyspraxia                                       | 40     | *       | *     | *       | *     | 8                    | *    |
|               | Attention Defecit Hyperactivity Disorder        | 67     | 61.2    | 68.7  | 79.1    | 55.2  | 9                    | *    |
|               | Autistic Spectrum Disorders                     | 200    | 59.5    | 63.0  | 61.5    | 53.0  | 27                   | *    |
|               | Physical and Medical Difficulties               | 185    | 84.9    | 82.7  | 86.5    | 79.5  | 26                   | *    |
|               | Hearing Impairment                              | 100    | 90.0    | 87.0  | 95.0    | 79.0  | 14                   | *    |
|               | Visual Impairment                               | 49     | *       | *     | *       | *     | *                    | *    |
|               | Multi-Sensory Impairment                        | *      | *       | *     | *       | *     | 0                    | .    |
|               | Speech, Language and Communication Difficulties | 325    | 56.3    | 64.9  | 72.9    | 48.6  | 52                   | 55.8 |
|               | Behavioural, Emotional & Social Difficulties    | 1,007  | 71.3    | 72.9  | 76.7    | 61.0  | 103                  | 80.6 |
| <i>No SEN</i> | 23,641  | 95.8   | 95.7    | 97.6  | 92.8    | 4,243 | 96.7                 |      |
| <b>2015</b>   | Moderate Learning Difficulties                  | 1,590  | 65.0    | 65.7  | 75.0    | 54.6  | 246                  | 72.4 |
|               | General Learning Difficulties                   | 1,884  | 68.1    | 71.7  | 82.5    | 58.6  | 365                  | 70.1 |
|               | Severe Learning Difficulties                    | 77     | *       | *     | 10.4    | *     | 5                    | *    |
|               | Profound & Multiple Learning Difficulties       | 24     | *       | *     | *       | *     | *                    | *    |
|               | Dyslexia  | 902    | 79.2    | 84.5  | 91.8    | 74.4  | 207                  | 80.7 |
|               | Dyscalculia                                     | 61     | 91.8    | 78.7  | 91.8    | 75.4  | 25                   | *    |
|               | Dyspraxia                                       | 35     | *       | *     | *       | *     | 9                    | *    |
|               | Attention Defecit Hyperactivity Disorder        | 75     | 69.3    | 72.0  | 80.0    | 61.3  | 7                    | *    |
|               | Autistic Spectrum Disorders                     | 222    | 56.8    | 59.5  | 63.5    | 51.4  | 19                   | *    |
|               | Physical and Medical Difficulties               | 185    | 85.4    | 83.2  | 89.7    | 81.1  | 24                   | *    |
|               | Hearing Impairment                              | 111    | 91.9    | 91.0  | 92.8    | 82.9  | 15                   | *    |
|               | Visual Impairment                               | 45     | *       | *     | *       | *     | 10                   | *    |
|               | Multi-Sensory Impairment                        | *      | *       | *     | *       | *     | *                    | *    |
|               | Speech, Language and Communication Difficulties | 294    | 55.8    | 61.9  | 67.7    | 47.6  | 47                   | *    |
|               | Behavioural, Emotional & Social Difficulties    | 921    | 75.5    | 77.9  | 80.5    | 66.6  | 74                   | 85.1 |
| <i>No SEN</i> | 23,099  | 96.8   | 97.0    | 98.1  | 94.7    | 4,303 | 97.0                 |      |
| <b>2016</b>   | Moderate Learning Difficulties                  | 1,231  | 68.7    | 68.9  | 78.7    | 58.3  | 194                  | 77.8 |
|               | General Learning Difficulties                   | 1,894  | 76.6    | 77.8  | 87.2    | 67.3  | 358                  | 76.0 |
|               | Severe Learning Difficulties                    | 100    | 5.0     | *     | 10.0    | *     | 10                   | *    |
|               | Profound & Multiple Learning Difficulties       | 21     | *       | *     | *       | *     | *                    | *    |
|               | Dyslexia  | 870    | 79.5    | 84.4  | 91.1    | 72.8  | 195                  | 73.8 |
|               | Dyscalculia                                     | 34     | *       | *     | *       | *     | 11                   | *    |
|               | Dyspraxia                                       | 32     | *       | *     | *       | *     | 12                   | *    |
|               | Attention Defecit Hyperactivity Disorder        | 96     | 80.2    | 88.5  | 90.6    | 72.9  | 10                   | *    |
|               | Autistic Spectrum Disorders                     | 256    | 55.5    | 57.8  | 59.8    | 51.6  | 18                   | *    |
|               | Physical and Medical Difficulties               | 173    | 85.0    | 85.0  | 90.8    | 82.1  | 23                   | *    |
|               | Hearing Impairment                              | 106    | 91.5    | 94.3  | 96.2    | 89.6  | 13                   | *    |
|               | Visual Impairment                               | 43     | *       | *     | *       | *     | 14                   | *    |
|               | Multi-Sensory Impairment                        | *      | *       | *     | *       | *     | 0                    | .    |
|               | Speech, Language and Communication Difficulties | 274    | 66.1    | 69.7  | 79.2    | 56.9  | 39                   | *    |
|               | Behavioural, Emotional & Social Difficulties    | 959    | 78.1    | 80.0  | 83.2    | 69.9  | 88                   | 75.0 |
| <i>No SEN</i> | 22,431  | 97.5   | 97.8    | 98.7  | 96.1    | 4,252 | 98.0                 |      |

Source: National Pupil Database

**Table 20: Key Stage 4 by type of Special Educational Need, 2014-2016 (a)**

Percentage of pupils in Year 11/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                             | Cohort | Percentage of pupils achieving: |                   |   |       | Average capped wider points score |
|---------------|--|--------|---------------------------------|-------------------|---|-------|-----------------------------------|
|               |  |        | Level 1 threshold               | Level 2 threshold | Level 2 threshold inc. a GCSE grade A*-C in English or Welsh First Language and Mathematics | CSI   |                                   |
| <b>2014</b>   | Moderate Learning Difficulties               | 1,316  | 88.4                            | 55.8              | 8.7   | 8.4   | 280.6                             |
|               | General Learning Difficulties                | 1,089  | 94.8                            | 65.2              | 22.1  | 20.9  | 308.9                             |
|               | Severe Learning Difficulties                 | 57     | 29.8                            | 10.5              | *   | *     | 107.3                             |
|               | Profound & Multiple Learning Difficulties    | *      | *                               | *                 | *   | *     | *                                 |
|               | Dyslexia                                     | 948    | 98.0                            | 78.2              | 33.3  | 31.3  | 331.8                             |
|               | Dyscalculia                                  | 23     | *                               | *                 | *   | *     | *                                 |
|               | Dyspraxia                                    | 48     | *                               | *                 | *   | *     | *                                 |
|               | Attention Defecit Hyperactivity Disorder     | 46     | *                               | *                 | *   | *     | *                                 |
|               | Autistic Spectrum Disorders                  | 194    | 80.4                            | 60.3              | 28.4  | 27.8  | 272.3                             |
|               | Physical and Medical Difficulties            | 251    | 94.4                            | 83.3              | 47.4  | 43.8  | 340.5                             |
|               | Hearing Impairment                           | 102    | 99.0                            | 91.2              | 51.0  | 48.0  | 350.6                             |
|               | Visual Impairment                            | 53     | 96.2                            | 84.9              | 54.7  | 50.9  | 346.6                             |
|               | Multi-Sensory Impairment                     | *      | *                               | *                 | *   | *     | *                                 |
|               | Speech, Language and Communication           | 242    | 90.9                            | 63.2              | 23.1  | 23.1  | 303.3                             |
|               | Behavioural, Emotional & Social Difficulties | 1,272  | 79.9                            | 55.3              | 19.9  | 18.1  | 265.5                             |
| <i>No SEN</i> | 26,146                                       | 98.5   | 90.7                            | 66.8              | 64.1  | 364.1 |                                   |
| <b>2015</b>   | Moderate Learning Difficulties               | 1,358  | 91.0                            | 66.1              | 13.8  | 13.3  | 298.4                             |
|               | General Learning Difficulties                | 1,183  | 95.0                            | 71.8              | 23.4  | 22.1  | 314.0                             |
|               | Severe Learning Difficulties                 | 54     | 29.6                            | 9.3               | *   | *     | 111.4                             |
|               | Profound & Multiple Learning Difficulties    | 6      | *                               | *                 | *   | *     | *                                 |
|               | Dyslexia                                     | 909    | 97.8                            | 80.6              | 38.3  | 36.6  | 334.3                             |
|               | Dyscalculia                                  | 40     | *                               | *                 | *   | *     | *                                 |
|               | Dyspraxia                                    | 59     | 96.6                            | 81.4              | 52.5  | 45.8  | 331.0                             |
|               | Attention Defecit Hyperactivity Disorder     | 65     | 89.2                            | 58.5              | 21.5  | 21.5  | 281.9                             |
|               | Autistic Spectrum Disorders                  | 192    | 81.8                            | 64.6              | 41.7  | 39.1  | 290.3                             |
|               | Physical and Medical Difficulties            | 236    | 94.1                            | 83.1              | 51.7  | 48.3  | 335.4                             |
|               | Hearing Impairment                           | 103    | 99.0                            | 87.4              | 63.1  | 59.2  | 361.0                             |
|               | Visual Impairment                            | 44     | *                               | *                 | *   | *     | *                                 |
|               | Multi-Sensory Impairment                     | *      | *                               | *                 | *   | *     | *                                 |
|               | Speech, Language and Communication           | 253    | 92.1                            | 62.5              | 24.1  | 21.3  | 304.2                             |
|               | Behavioural, Emotional & Social Difficulties | 1,159  | 82.1                            | 61.1              | 26.1  | 24.6  | 281.7                             |
| <i>No SEN</i> | 25,110                                       | 98.8   | 92.0                            | 69.5              | 66.4  | 365.8 |                                   |
| <b>2016</b>   | Moderate Learning Difficulties               | 1,079  | 93.1                            | 65.3              | 17.7  | 16.8  | 302.6                             |
|               | General Learning Difficulties                | 1,360  | 97.0                            | 73.5              | 27.6  | 26.1  | 323.4                             |
|               | Severe Learning Difficulties                 | 62     | 35.5                            | 19.4              | *   | *     | 126.9                             |
|               | Profound & Multiple Learning Difficulties    | 9      | *                               | *                 | *   | *     | *                                 |
|               | Dyslexia                                     | 829    | 98.1                            | 79.3              | 38.7  | 37.5  | 331.9                             |
|               | Dyscalculia                                  | 39     | *                               | *                 | *   | *     | *                                 |
|               | Dyspraxia                                    | 43     | *                               | *                 | *   | *     | *                                 |
|               | Attention Defecit Hyperactivity Disorder     | 79     | 97.5                            | 81.0              | 32.9  | 30.4  | 323.4                             |
|               | Autistic Spectrum Disorders                  | 201    | 86.1                            | 67.7              | 42.3  | 42.8  | 296.3                             |
|               | Physical and Medical Difficulties            | 180    | 96.1                            | 84.4              | 63.3  | 56.7  | 342.2                             |
|               | Hearing Impairment                           | 101    | 97.0                            | 92.1              | 54.5  | 48.5  | 349.4                             |
|               | Visual Impairment                            | 45     | *                               | *                 | *   | *     | *                                 |
|               | Multi-Sensory Impairment                     | *      | *                               | *                 | *   | *     | *                                 |
|               | Speech, Language and Communication           | 248    | 94.8                            | 64.9              | 24.2  | 23.4  | 312.5                             |
|               | Behavioural, Emotional & Social Difficulties | 1,114  | 87.1                            | 64.3              | 27.7  | 25.2  | 291.5                             |
| <i>No SEN</i> | 24,170                                       | 99.2   | 92.0                            | 72.6              | 69.5  | 366.4 |                                   |

Source: National Pupil Database

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

## Section 5: Academic achievement by absenteeism

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

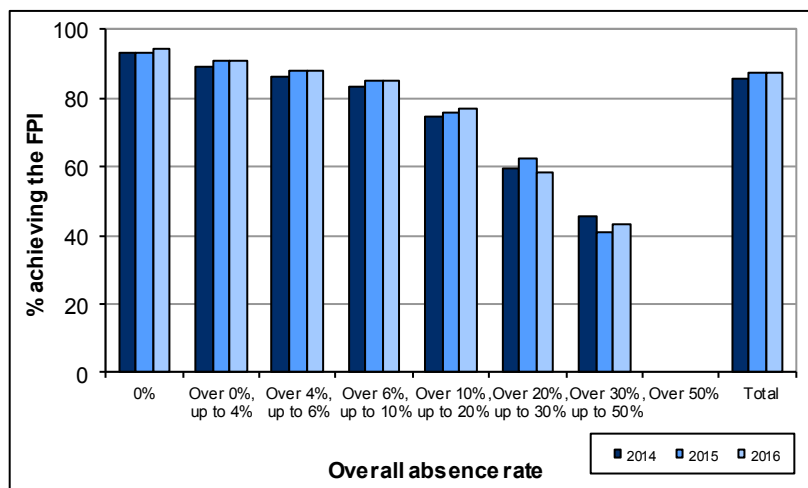
Note that the percentages used with regard to absence in the charts and tables below represent the proportions of sessions missed during the year (one day is made up of two sessions).

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, 2014-2016**

(a)

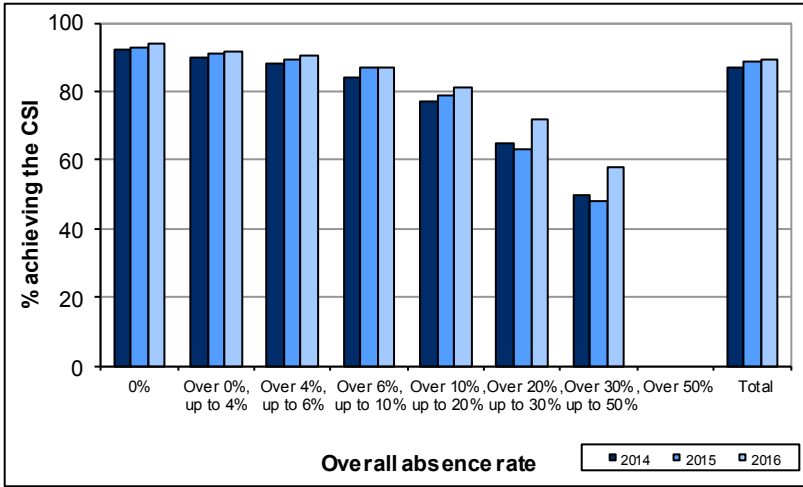


- Performance has fluctuated in all absence groups since 2014.
- Levels of attainment decreased as overall absence rates increased, with only 43.3 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the FPI in 2016. In contrast 94.6 per cent of pupils with no absence achieved the FPI.

(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, 2014-2016 (a)**

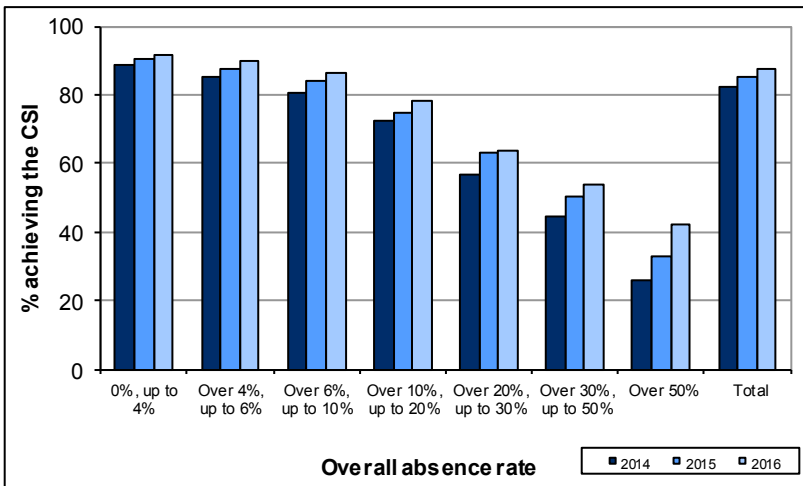


(a) Chart data for pupils' whose absence rates were over 50 per cent are not shown due to there being fewer than 50 pupils in the years' cohorts.

- In 2016, pupils that hadn't missed any sessions had the highest percentage of pupils achieving the CSI (94.1 per cent).
- Levels of attainment decreased as overall absence rates increased, with only 57.6 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the CSI in 2016.
- Performance has improved in all absence groups since 2014.

**Key Stage 3 (Chart 15 and Table 23)**

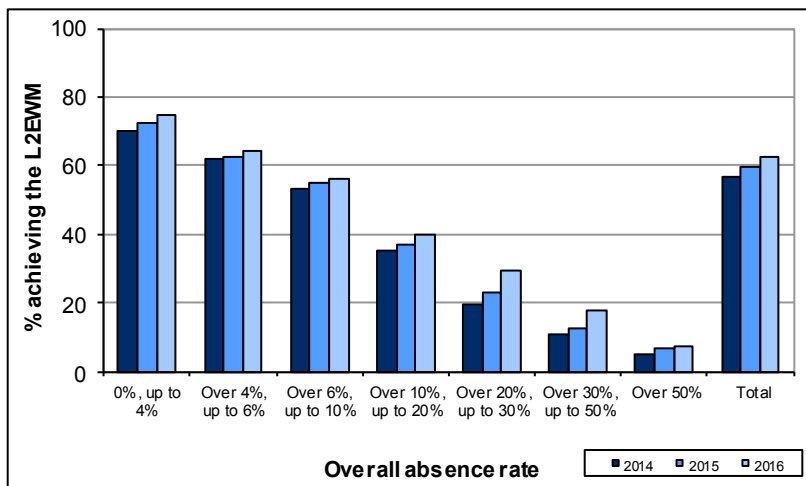
**Chart 15: Percentage of pupils achieving the CSI at KS3 by overall absence rates, 2014-2016**



- In 2016, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the CSI (91.8 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 (42.2 per cent) in 2016.
- Performance has improved in all absence groups since 2014.

**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, 2014-2016 (a)**



- In 2016, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the L2EWM threshold (74.8 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 (7.5 per cent).
- Overall performance has improved since 2014.

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

**Table 21: Foundation Phase by overall absence rates, 2014-2016**

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         |
|             |                           |   |             |   |             |   | %           | %           | %           |
| <b>2014</b> | 0%                        | 1,014   | 94.4        | 348   | 95.7        | 1,362   | 97.9        | 95.7        | 93.3        |
|             | Over 0%, but 4% at most   | 11,791  | 91.0        | 3,785   | 92.3        | 15,576  | 96.2        | 92.4        | 89.5        |
|             | Over 4%, but 6% at most   | 4,580   | 87.7        | 1,322   | 91.0        | 5,902   | 95.0        | 89.5        | 86.2        |
|             | Over 6%, but 10% at most  | 5,313   | 85.6        | 1,366   | 87.6        | 6,679   | 94.1        | 87.6        | 83.6        |
|             | Over 10%, but 20% at most | 3,085   | 77.0        | 681   | 78.4        | 3,766   | 90.3        | 80.1        | 74.4        |
|             | Over 20%, but 30% at most | 359   | 64.9        | 59  | 69.5        | 418   | 80.9        | 67.5        | 59.3        |
|             | Over 30%, but 50% at most | 92  | 45.7        | 14  | *           | 106   | 74.5        | 51.9        | 45.3        |
|             | Over 50%                  | 10  | *           | *   | *           | 14  | *           | *           | *           |
|             | <b>Total</b>              | <b>26,244</b>   | <b>87.3</b> | <b>7,579</b>  | <b>89.9</b> | <b>33,823</b>   | <b>94.7</b> | <b>89.2</b> | <b>85.7</b> |
| <b>2015</b> | 0%                        | 1,063   | 94.7        | 352   | 93.2        | 1,415   | 97.8        | 95.2        | 93.2        |
|             | Over 0%, but 4% at most   | 12,686  | 92.0        | 4,143   | 93.9        | 16,829  | 97.0        | 93.1        | 91.0        |
|             | Over 4%, but 6% at most   | 4,652   | 89.5        | 1,299   | 92.1        | 5,951   | 95.6        | 90.6        | 87.8        |
|             | Over 6%, but 10% at most  | 5,813   | 87.4        | 1,473   | 87.7        | 7,286   | 94.6        | 88.4        | 85.1        |
|             | Over 10%, but 20% at most | 2,858   | 77.5        | 602   | 83.4        | 3,460   | 91.0        | 81.6        | 76.0        |
|             | Over 20%, but 30% at most | 302   | 65.2        | 44  | *           | 346   | 81.8        | 69.7        | 62.7        |
|             | Over 30%, but 50% at most | 73  | 43.8        | 12  | *           | 85  | 78.8        | 50.6        | 41.2        |
|             | Over 50%                  | 8   | *           | 0   | .           | 8   | *           | *           | 0.0         |
|             | <b>Total</b>              | <b>27,455</b>   | <b>88.8</b> | <b>7,925</b>  | <b>91.4</b> | <b>35,380</b>   | <b>95.5</b> | <b>90.3</b> | <b>87.4</b> |
| <b>2016</b> | 0%                        | 1,174   | 94.9        | 429   | 96.3        | 1,603   | 97.4        | 96.0        | 94.6        |
|             | Over 0%, but 4% at most   | 12,479  | 92.1        | 3,903   | 92.9        | 16,382  | 96.8        | 93.2        | 90.9        |
|             | Over 4%, but 6% at most   | 4,692   | 89.3        | 1,329   | 90.7        | 6,021   | 95.1        | 90.9        | 88.0        |
|             | Over 6%, but 10% at most  | 5,446   | 86.6        | 1,367   | 88.7        | 6,813   | 94.1        | 88.6        | 85.2        |
|             | Over 10%, but 20% at most | 2,698   | 79.2        | 580   | 81.9        | 3,278   | 90.8        | 82.6        | 77.2        |
|             | Over 20%, but 30% at most | 313   | 62.3        | 51  | 64.7        | 364   | 81.0        | 67.0        | 58.5        |
|             | Over 30%, but 50% at most | 90  | 48.9        | 14  | *           | 104   | 66.3        | 56.7        | 43.3        |
|             | Over 50%                  | 16  | *           | *   | 0.0         | 18  | *           | *           | *           |
|             | <b>Total</b>              | <b>26,908</b>   | <b>88.8</b> | <b>7,675</b>  | <b>90.8</b> | <b>34,583</b>   | <b>95.1</b> | <b>90.6</b> | <b>87.6</b> |

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, 2014-2016**

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  |             |
|--------------|---------------------------|---------------|-------------|-------------|-------------|-------------|--------------|-------------|
|              |                           |               | %           | %           | %           | %           | Cohort       | %           |
| <b>2014</b>  | 0%                        | 1,830         | 93.7        | 93.7        | 94.9        | 92.1        | 368          | 90.8        |
|              | Over 0%, but 4% at most   | 15,044        | 91.8        | 92.1        | 93.4        | 89.8        | 3,309        | 90.4        |
|              | Over 4%, but 6% at most   | 4,877         | 90.4        | 90.9        | 92.3        | 88.3        | 1,014        | 89.7        |
|              | Over 6%, but 10% at most  | 5,771         | 86.9        | 87.8        | 89.6        | 84.2        | 1,077        | 86.4        |
|              | Over 10%, but 20% at most | 3,377         | 80.7        | 81.6        | 83.4        | 77.3        | 568          | 76.2        |
|              | Over 20%, but 30% at most | 395           | 69.4        | 70.4        | 71.1        | 64.6        | 45           | *           |
|              | Over 30%, but 50% at most | 136           | 54.4        | 55.9        | 55.1        | 50.0        | 11           | *           |
|              | Over 50%                  | 22            | *           | *           | *           | *           | 0            | .           |
| <b>Total</b> |                           | <b>31,452</b> | <b>89.1</b> | <b>89.6</b> | <b>91.1</b> | <b>86.8</b> | <b>6,392</b> | <b>88.3</b> |
| <b>2015</b>  | 0%                        | 1,862         | 93.8        | 94.4        | 94.9        | 92.9        | 405          | 92.8        |
|              | Over 0%, but 4% at most   | 15,455        | 92.6        | 93.3        | 94.3        | 91.2        | 3,389        | 92.9        |
|              | Over 4%, but 6% at most   | 5,020         | 90.9        | 91.1        | 92.5        | 89.1        | 1,032        | 90.9        |
|              | Over 6%, but 10% at most  | 6,080         | 89.1        | 89.4        | 91.2        | 86.6        | 1,118        | 88.6        |
|              | Over 10%, but 20% at most | 3,090         | 81.9        | 83.2        | 84.4        | 78.9        | 520          | 80.4        |
|              | Over 20%, but 30% at most | 314           | 68.8        | 68.2        | 70.1        | 63.1        | 40           | *           |
|              | Over 30%, but 50% at most | 77            | 49.4        | 53.2        | 54.5        | 48.1        | 10           | *           |
|              | Over 50%                  | 20            | *           | *           | *           | *           | *            | *           |
| <b>Total</b> |                           | <b>31,918</b> | <b>90.3</b> | <b>90.9</b> | <b>92.1</b> | <b>88.5</b> | <b>6,516</b> | <b>90.6</b> |
| <b>2016</b>  | 0%                        | 2,152         | 95.0        | 95.7        | 96.2        | 94.1        | 487          | 95.7        |
|              | Over 0%, but 4% at most   | 15,595        | 93.1        | 93.7        | 94.3        | 91.7        | 3,400        | 92.7        |
|              | Over 4%, but 6% at most   | 5,214         | 92.1        | 92.3        | 93.0        | 90.4        | 1,092        | 91.6        |
|              | Over 6%, but 10% at most  | 6,083         | 89.3        | 89.9        | 91.2        | 87.0        | 1,182        | 88.0        |
|              | Over 10%, but 20% at most | 3,261         | 83.8        | 85.5        | 86.4        | 81.4        | 529          | 83.0        |
|              | Over 20%, but 30% at most | 403           | 76.4        | 75.2        | 77.4        | 72.0        | 57           | 77.2        |
|              | Over 30%, but 50% at most | 92            | 63.0        | 63.0        | 65.2        | 57.6        | 10           | *           |
|              | Over 50%                  | 23            | *           | *           | *           | *           | *            | *           |
| <b>Total</b> |                           | <b>32,823</b> | <b>91.1</b> | <b>91.7</b> | <b>92.5</b> | <b>89.4</b> | <b>6,758</b> | <b>91.0</b> |

Source: National Pupil Database

**Table 23: Key Stage 3 by overall absence rates, 2014-2016**

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               | %           |
| <b>2014</b>  | 0% to 4% at most          | 15,022        | 91.6        | 92.5        | 94.7        | 88.7        | 2,871                | 93.6        |
|              | Over 4%, but 6% at most   | 4,453         | 88.7        | 90.2        | 94.1        | 85.0        | 823                  | 90.5        |
|              | Over 6%, but 10% at most  | 5,883         | 86.1        | 86.8        | 91.2        | 80.5        | 1,001                | 87.5        |
|              | Over 10%, but 20% at most | 4,801         | 81.0        | 80.2        | 87.8        | 72.3        | 692                  | 83.2        |
|              | Over 20%, but 30% at most | 999           | 68.1        | 68.9        | 76.9        | 56.7        | 95                   | 71.6        |
|              | Over 30%, but 50% at most | 470           | 57.2        | 56.2        | 64.7        | 44.7        | 43                   | *           |
|              | Over 50%                  | 160           | 41.3        | 40.6        | 44.4        | 25.6        | 6                    | *           |
| <b>Total</b> |                           | <b>31,788</b> | <b>87.1</b> | <b>87.7</b> | <b>91.7</b> | <b>82.2</b> | <b>5,531</b>         | <b>90.2</b> |
| <b>2015</b>  | 0% to 4% at most          | 15,030        | 92.6        | 93.4        | 95.4        | 90.2        | 2,878                | 93.7        |
|              | Over 4%, but 6% at most   | 4,593         | 90.8        | 91.9        | 94.7        | 87.7        | 863                  | 91.4        |
|              | Over 6%, but 10% at most  | 5,939         | 88.6        | 89.6        | 93.3        | 84.1        | 1,097                | 89.0        |
|              | Over 10%, but 20% at most | 4,336         | 81.6        | 82.6        | 87.8        | 74.6        | 666                  | 85.3        |
|              | Over 20%, but 30% at most | 814           | 74.9        | 72.2        | 80.3        | 63.1        | 82                   | 82.9        |
|              | Over 30%, but 50% at most | 356           | 63.2        | 63.5        | 68.0        | 50.6        | 27                   | *           |
|              | Over 50%                  | 136           | 54.4        | 44.1        | 55.9        | 33.1        | 12                   | *           |
| <b>Total</b> |                           | <b>31,204</b> | <b>89.0</b> | <b>89.9</b> | <b>93.0</b> | <b>85.1</b> | <b>5,625</b>         | <b>91.1</b> |
| <b>2016</b>  | 0% to 4% at most          | 14,894        | 93.7        | 94.6        | 96.5        | 91.8        | 2,914                | 94.4        |
|              | Over 4%, but 6% at most   | 4,427         | 92.2        | 93.5        | 95.6        | 89.8        | 836                  | 94.3        |
|              | Over 6%, but 10% at most  | 5,577         | 90.4        | 90.7        | 94.0        | 86.2        | 1,019                | 90.1        |
|              | Over 10%, but 20% at most | 4,094         | 84.3        | 85.4        | 90.4        | 78.3        | 608                  | 86.0        |
|              | Over 20%, but 30% at most | 732           | 73.1        | 74.0        | 81.3        | 63.4        | 89                   | 75.3        |
|              | Over 30%, but 50% at most | 343           | 65.3        | 68.2        | 71.4        | 53.9        | 24                   | *           |
|              | Over 50%                  | 128           | 53.1        | 57.0        | 60.2        | 42.2        | 9                    | *           |
| <b>Total</b> |                           | <b>30,195</b> | <b>90.6</b> | <b>91.5</b> | <b>94.3</b> | <b>87.3</b> | <b>5,499</b>         | <b>92.3</b> |

Source: National Pupil Database

**Table 24: Key Stage 4 by overall absence rates, 2014-2016**

Percentage of pupils in Year 11/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 (b) 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          |                                       |
| <b>2014</b>  | 0% to 4% at most          | 15,434      | 96.9                            | 90.7              | 70.0   | 67.8         | 365.0                                 |
|              | Over 4%, but 6% at most   | 4,596       | 98.5                            | 89.4              | 61.9   | 58.8         | 359.4                                 |
|              | Over 6%, but 10% at most  | 5,962       | 98.4                            | 85.6              | 53.0   | 50.2         | 349.3                                 |
|              | Over 10%, but 20% at most | 5,088       | 96.8                            | 76.6              | 35.1   | 32.7         | 326.8                                 |
|              | Over 20%, but 30% at most | 1,355       | 92.0                            | 60.3              | 19.3   | 17.6         | 295.0                                 |
|              | Over 30%, but 50% at most | 724         | 81.6                            | 40.2              | 10.8   | 10.1         | 248.9                                 |
|              | Over 50%                  | 281         | 48.0                            | 21.7              | 5.0  | 3.6          | 164.1                                 |
| <b>Total</b> | <b>33,440</b>             | <b>96.5</b> | <b>84.6</b>                     | <b>56.6</b>       | <b>54.3</b>  | <b>348.6</b> |                                       |
| <b>2015</b>  | 0% to 4% at most          | 15,508      | 98.1                            | 92.3              | 72.2   | 69.6         | 368.5                                 |
|              | Over 4%, but 6% at most   | 4,578       | 98.9                            | 90.6              | 62.7   | 59.7         | 359.5                                 |
|              | Over 6%, but 10% at most  | 5,631       | 98.5                            | 87.6              | 55.1   | 51.9         | 351.0                                 |
|              | Over 10%, but 20% at most | 4,574       | 96.4                            | 77.5              | 36.8   | 33.8         | 328.0                                 |
|              | Over 20%, but 30% at most | 1,068       | 91.7                            | 62.2              | 23.0   | 21.0         | 295.8                                 |
|              | Over 30%, but 50% at most | 654         | 81.8                            | 44.0              | 12.4   | 10.6         | 256.3                                 |
|              | Over 50%                  | 287         | 49.5                            | 20.2              | 6.6  | 5.9          | 165.7                                 |
| <b>Total</b> | <b>32,300</b>             | <b>97.1</b> | <b>86.5</b>                     | <b>59.4</b>       | <b>56.7</b>  | <b>352.0</b> |                                       |
| <b>2016</b>  | 0% to 4% at most          | 15,272      | 98.8                            | 92.8              | 74.8   | 72.4         | 370.3                                 |
|              | Over 4%, but 6% at most   | 4,569       | 99.3                            | 90.1              | 64.3   | 61.8         | 358.8                                 |
|              | Over 6%, but 10% at most  | 5,308       | 99.0                            | 86.6              | 56.0   | 52.3         | 349.0                                 |
|              | Over 10%, but 20% at most | 4,097       | 97.2                            | 77.1              | 40.1   | 36.7         | 328.4                                 |
|              | Over 20%, but 30% at most | 976         | 93.5                            | 64.7              | 29.1   | 25.9         | 302.7                                 |
|              | Over 30%, but 50% at most | 523         | 85.3                            | 46.7              | 17.8   | 15.9         | 262.7                                 |
|              | Over 50%                  | 212         | 52.8                            | 19.8              | 7.5  | 6.1          | 178.7                                 |
| <b>Total</b> | <b>30,957</b>             | <b>98.0</b> | <b>87.1</b>                     | <b>62.6</b>       | <b>59.8</b>  | <b>354.1</b> |                                       |

Source: National Pupil Database

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

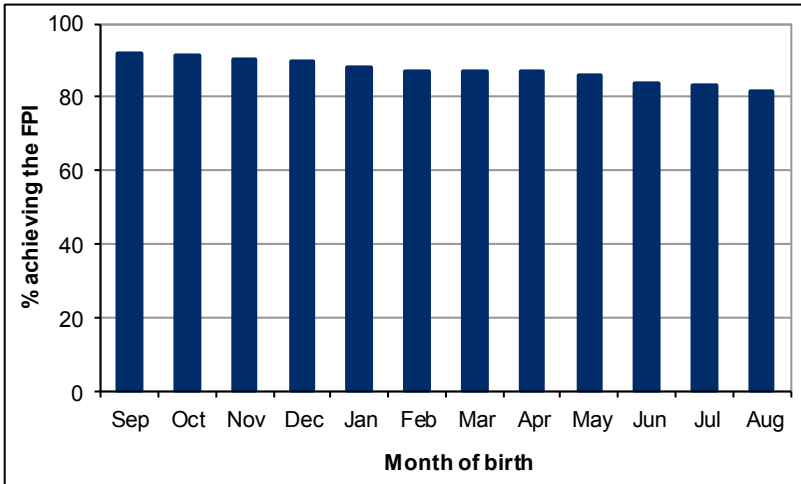
(b) Average capped wider points scores are calculated using the best 8 results.

## Section 6: 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)

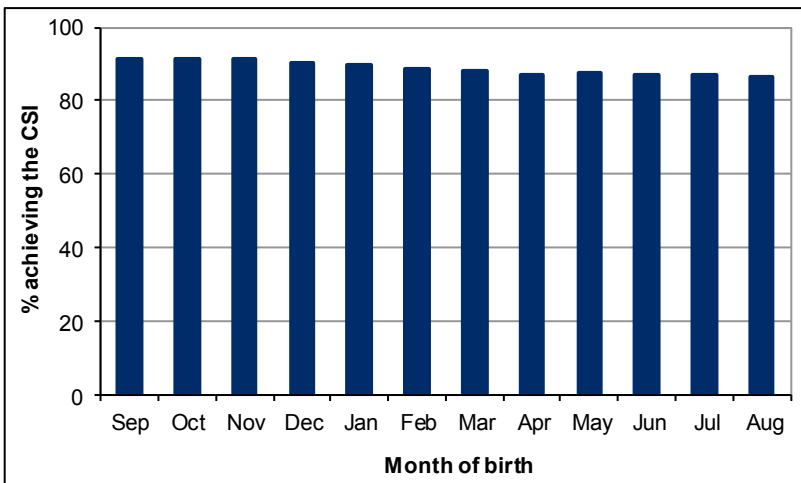
**Chart 17: Percentage of pupils achieving the FPI at Foundation Phase by month of birth, 2016**



- 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 September performed best with 91.7 per cent achieving the FPI, whilst those born in August performed worst with 81.4 per cent.

### Key Stage 2 (Chart 18 and Table 26)

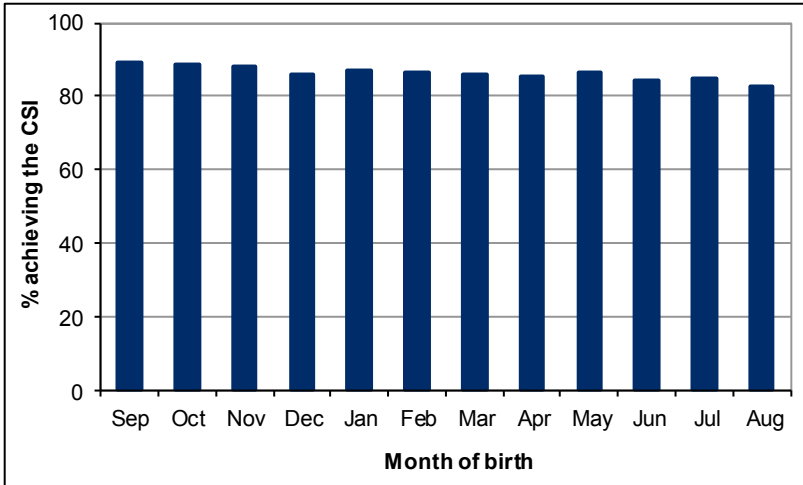
**Chart 18: Percentage of pupils achieving the CSI at KS2 by month of birth, 2016**



- 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 91.2 per cent achieving the CSI, whilst those born in August performed worst with 86.4 per cent.

**Key Stage 3 (Chart 19 and Table 27)**

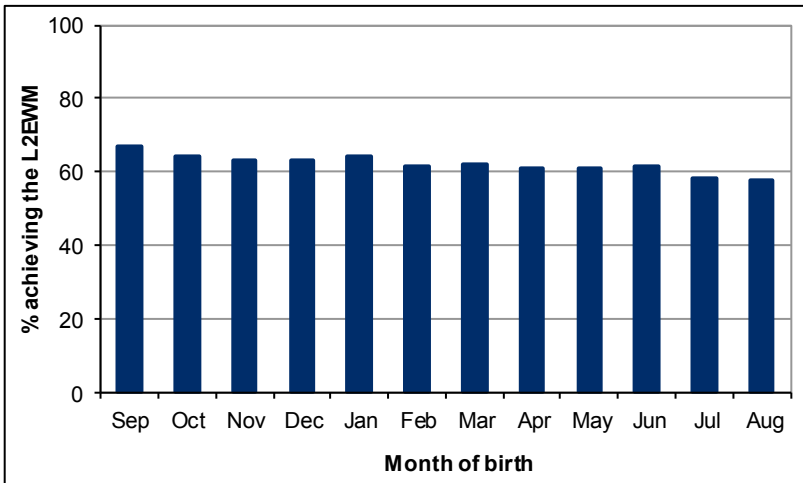
**Chart 19: Percentage of pupils achieving the CSI at KS3 by month of birth, 2016**



- 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 89.4 per cent achieving the CSI, whilst those born in August performed worst with 82.8 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, 2016 (a)**



- 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 September performed best with 66.6 per cent achieving the L2EWM threshold, whilst those born in August performed worst with 57.7 per cent.

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

**Table 25: Foundation Phase by month of birth, 2012-2016**

Percentage of pupils achieving the FPI in teacher assessments

| Month of birth | <u>2012</u> |      | <u>2013</u> |      | <u>2014</u> |      | <u>2015</u> |      | <u>2016</u> |      |
|----------------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|
|                | Cohort      | %    | Cohort      | %    | Cohort      | %    | Cohort      | %    | Cohort      | %    |
| September      | 2,841       | 86.3 | 2,893       | 88.5 | 3,001       | 90.2 | 3,076       | 91.3 | 3,001       | 91.7 |
| October        | 2,820       | 86.4 | 2,808       | 87.8 | 2,943       | 89.8 | 2,959       | 90.2 | 2,928       | 91.5 |
| November       | 2,708       | 85.2 | 2,567       | 86.9 | 2,766       | 89.0 | 2,789       | 90.6 | 2,871       | 90.4 |
| December       | 2,809       | 82.3 | 2,765       | 85.5 | 2,731       | 88.0 | 2,852       | 88.4 | 2,914       | 89.6 |
| January        | 2,805       | 82.5 | 2,689       | 84.9 | 2,788       | 88.1 | 3,038       | 87.8 | 2,827       | 88.3 |
| February       | 2,339       | 81.0 | 2,542       | 83.6 | 2,524       | 86.1 | 2,800       | 87.1 | 2,653       | 87.1 |
| March          | 2,700       | 80.0 | 2,816       | 83.6 | 2,759       | 84.9 | 2,940       | 86.6 | 2,963       | 86.9 |
| April          | 2,555       | 78.2 | 2,608       | 81.2 | 2,777       | 85.3 | 2,963       | 86.8 | 2,742       | 86.9 |
| May            | 2,656       | 79.0 | 2,868       | 81.0 | 2,912       | 82.7 | 3,056       | 84.8 | 2,962       | 85.7 |
| June           | 2,728       | 77.3 | 2,823       | 79.7 | 2,775       | 81.8 | 2,931       | 84.2 | 2,973       | 83.6 |
| July           | 2,881       | 74.9 | 2,937       | 79.1 | 3,021       | 79.4 | 3,079       | 84.2 | 2,991       | 83.2 |
| August         | 2,911       | 74.3 | 2,899       | 76.1 | 2,998       | 78.8 | 3,098       | 81.8 | 2,947       | 81.4 |

Source: National Pupil Database

**Table 26: Key Stage 2 by month of birth, 2012-2016**

Percentage of pupils achieving the CSI in teacher assessments

| Month of birth | <u>2012</u> |      | <u>2013</u> |      | <u>2014</u> |      | <u>2015</u> |      | <u>2016</u> |      |
|----------------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|
|                | Cohort      | %    | Cohort      | %    | Cohort      | %    | Cohort      | %    | Cohort      | %    |
| September      | 2,775       | 87.5 | 2,627       | 88.9 | 2,707       | 89.5 | 2,854       | 91.8 | 2,871       | 91.2 |
| October        | 2,696       | 85.7 | 2,772       | 87.4 | 2,771       | 89.3 | 2,817       | 89.8 | 2,847       | 91.1 |
| November       | 2,612       | 85.9 | 2,609       | 87.0 | 2,470       | 89.0 | 2,582       | 89.5 | 2,758       | 91.0 |
| December       | 2,654       | 84.4 | 2,510       | 85.0 | 2,597       | 87.2 | 2,555       | 88.5 | 2,820       | 90.1 |
| January        | 2,804       | 83.1 | 2,610       | 85.1 | 2,546       | 85.6 | 2,673       | 88.6 | 2,816       | 89.7 |
| February       | 2,441       | 84.4 | 2,446       | 84.8 | 2,329       | 85.6 | 2,502       | 87.7 | 2,334       | 88.6 |
| March          | 2,749       | 83.0 | 2,467       | 84.6 | 2,693       | 86.1 | 2,658       | 87.8 | 2,753       | 88.2 |
| April          | 2,470       | 81.5 | 2,436       | 83.4 | 2,563       | 86.1 | 2,668       | 88.2 | 2,572       | 86.9 |
| May            | 2,710       | 81.1 | 2,575       | 83.4 | 2,692       | 84.5 | 2,559       | 86.1 | 2,682       | 87.7 |
| June           | 2,554       | 79.8 | 2,514       | 82.1 | 2,671       | 84.4 | 2,627       | 85.3 | 2,732       | 87.2 |
| July           | 2,710       | 77.9 | 2,651       | 81.7 | 2,873       | 83.9 | 2,860       | 85.8 | 2,931       | 87.1 |
| August         | 2,632       | 78.3 | 2,679       | 79.8 | 2,758       | 83.9 | 2,804       | 84.7 | 2,935       | 86.4 |

Source: National Pupil Database

**Table 27: Key Stage 3 by month of birth, 2012-2016**

Percentage of pupils achieving the CSI in teacher assessments

| Month of birth | 2012   |      | 2013   |      | 2014   |      | 2015   |      | 2016   |      |
|----------------|--------|------|--------|------|--------|------|--------|------|--------|------|
|                | Cohort | %    | Cohort | %    | Cohort | %    | Cohort | %    | Cohort | %    |
| September      | 2,990  | 78.0 | 2,953  | 81.6 | 2,828  | 84.4 | 2,755  | 87.7 | 2,612  | 89.4 |
| October        | 2,867  | 74.9 | 2,852  | 80.6 | 2,711  | 83.3 | 2,674  | 85.8 | 2,718  | 88.7 |
| November       | 2,720  | 75.1 | 2,692  | 78.7 | 2,589  | 82.5 | 2,594  | 86.0 | 2,593  | 88.0 |
| December       | 2,916  | 75.2 | 2,704  | 78.8 | 2,674  | 81.3 | 2,652  | 84.7 | 2,493  | 85.9 |
| January        | 2,931  | 73.7 | 2,779  | 77.7 | 2,821  | 83.3 | 2,757  | 85.3 | 2,572  | 86.7 |
| February       | 2,675  | 72.7 | 2,500  | 76.5 | 2,506  | 81.2 | 2,413  | 85.2 | 2,430  | 86.5 |
| March          | 2,800  | 73.6 | 2,843  | 76.7 | 2,648  | 82.1 | 2,738  | 84.0 | 2,438  | 85.8 |
| April          | 2,852  | 70.1 | 2,661  | 77.7 | 2,520  | 80.0 | 2,443  | 83.3 | 2,410  | 85.3 |
| May            | 2,834  | 72.0 | 2,809  | 76.5 | 2,737  | 80.0 | 2,686  | 83.0 | 2,559  | 86.4 |
| June           | 2,806  | 70.2 | 2,829  | 75.6 | 2,646  | 79.5 | 2,545  | 82.6 | 2,481  | 84.1 |
| July           | 3,118  | 70.0 | 2,829  | 72.7 | 2,749  | 79.1 | 2,688  | 81.9 | 2,634  | 84.6 |
| August         | 2,780  | 67.7 | 2,742  | 73.4 | 2,733  | 78.2 | 2,602  | 79.9 | 2,649  | 82.8 |

Source: National Pupil Database

**Table 28: Key Stage 4 by month of birth, 2012-2016 (a)**

Percentage of pupils achieving the Level 2 threshold including a GCSE grade A\*-C in English or Welsh (First Language) and Mathematics (L2EWM)

*Includes all qualifications approved for pre-16 use.*

| Month of birth | 2012   |      | 2013   |      | 2014   |      | 2015   |      | 2016   |      |
|----------------|--------|------|--------|------|--------|------|--------|------|--------|------|
|                | Cohort | %    | Cohort | %    | Cohort | %    | Cohort | %    | Cohort | %    |
| September      | 2,893  | 54.6 | 3,058  | 55.3 | 2,939  | 61.4 | 2,906  | 62.2 | 2,748  | 66.6 |
| October        | 2,760  | 54.8 | 3,035  | 56.8 | 2,826  | 57.6 | 2,818  | 61.7 | 2,626  | 64.1 |
| November       | 2,702  | 54.0 | 2,950  | 54.6 | 2,669  | 58.2 | 2,633  | 60.0 | 2,502  | 63.3 |
| December       | 2,779  | 52.8 | 2,947  | 52.8 | 2,860  | 58.3 | 2,646  | 59.6 | 2,616  | 63.1 |
| January        | 2,874  | 51.0 | 3,032  | 54.8 | 2,902  | 56.0 | 2,716  | 60.3 | 2,759  | 64.3 |
| February       | 2,666  | 50.5 | 2,665  | 53.7 | 2,640  | 55.8 | 2,437  | 57.7 | 2,427  | 61.6 |
| March          | 2,839  | 50.2 | 2,966  | 53.9 | 2,759  | 55.7 | 2,796  | 60.2 | 2,574  | 62.2 |
| April          | 2,638  | 53.4 | 2,844  | 51.1 | 2,800  | 54.4 | 2,627  | 58.8 | 2,446  | 60.6 |
| May            | 2,871  | 51.8 | 2,873  | 53.2 | 2,788  | 57.1 | 2,766  | 59.0 | 2,663  | 60.8 |
| June           | 2,809  | 49.4 | 2,893  | 51.8 | 2,756  | 53.7 | 2,771  | 57.6 | 2,584  | 61.6 |
| July           | 2,923  | 48.2 | 3,003  | 48.6 | 3,059  | 54.2 | 2,761  | 54.8 | 2,715  | 58.0 |
| August         | 3,016  | 47.3 | 2,888  | 51.1 | 2,710  | 51.7 | 2,703  | 54.8 | 2,672  | 57.7 |

Source: National Pupil Database

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

## Key quality information

### Relevance

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

1. These statistics are used widely both within and outside the Welsh 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?

2. 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.

#### Related published statistics

3. Further information on the numbers of pupils by ethnic background and special educational needs can be found in the [Schools Census Results, 2016](#) statistical release.
4. Further information on attainment in National Curriculum Assessments, and GCSE and equivalents can be found in [Schools in Wales: Examination Performance, 2013](#) publication. 2016 attainment



data can be found in [Foundation Phase Outcomes and National Curriculum Teacher Assessments of Core Subjects at Key Stages 2 and 3, 2016](#), [National Curriculum Teacher Assessments of the Non-core Subjects, 2016](#) and [Examination Results, 2015/16](#).

5. Further information on absence in schools can be found in [Absenteeism from Primary Schools, 2015/16](#) and [Absenteeism from Secondary Schools, 2015/16](#).
6. Further information on pupils Educated Other Than At School (EOTAS) can be found in [Pupils Educated Other Than At School, 2015/16](#)
7. An analysis of attainment data by a pupil's free school meal eligibility has been included in the separate [Achievement and Entitlement to Free School Meals, 2016](#), released on 8 December 2016. 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.
8. For school-level data and further information please visit My Local School ([mylocalschool.wales.gov.uk](http://mylocalschool.wales.gov.uk) / [fyysgolleol.cymru.wales.gov.uk](http://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.

## **Accuracy**

9. 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.
10. 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.
11. 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 to 8, 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 126/2014 (R) and SDR 201/2014 respectively).

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

### PLASC and attainment data (a)

|                         |      | Number of pupils in:             |                         | % Coverage |
|-------------------------|------|----------------------------------|-------------------------|------------|
|                         |      | Matched data set<br>from the NPD | Published cohort<br>(b) |            |
| <b>Foundation Phase</b> | 2012 | 32,753                           | 32,952                  | 99.4       |
|                         | 2013 | 33,215                           | 33,394                  | 99.5       |
|                         | 2014 | 33,995                           | 34,170                  | 99.5       |
|                         | 2015 | 35,581                           | 35,751                  | 99.5       |
|                         | 2016 | 34,772                           | 34,949                  | 99.5       |
| <b>Key Stage 2</b>      | 2012 | 31,807                           | 31,958                  | 99.5       |
|                         | 2013 | 30,896                           | 31,018                  | 99.6       |
|                         | 2014 | 31,670                           | 31,786                  | 99.6       |
|                         | 2015 | 32,159                           | 32,286                  | 99.6       |
|                         | 2016 | 33,051                           | 33,169                  | 99.6       |
| <b>Key Stage 3</b>      | 2012 | 34,289                           | 34,451                  | 99.5       |
|                         | 2013 | 33,193                           | 33,304                  | 99.7       |
|                         | 2014 | 32,162                           | 32,255                  | 99.7       |
|                         | 2015 | 31,547                           | 31,665                  | 99.6       |
|                         | 2016 | 30,589                           | 30,690                  | 99.7       |
| <b>Key Stage 4</b>      | 2012 | 33,770                           | 34,203                  | 98.7       |
|                         | 2013 | 35,154                           | 35,434                  | 99.2       |
|                         | 2014 | 33,708                           | 33,947                  | 99.3       |
|                         | 2015 | 32,580                           | 32,788                  | 99.4       |
|                         | 2016 | 31,332                           | 31,533                  | 99.4       |

(a) Key Stage 4 cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

(b) Excludes pupils in Independent schools.

### Pupils' Attendance Record and attainment data (a)

|                         |      | Number of pupils in:             |                         | % Coverage |
|-------------------------|------|----------------------------------|-------------------------|------------|
|                         |      | Matched data set<br>from the NPD | Published cohort<br>(b) |            |
| <b>Foundation Phase</b> | 2014 | 33,823                           | 34,170                  | 99.0       |
|                         | 2015 | 35,380                           | 35,751                  | 99.0       |
|                         | 2016 | 34,583                           | 34,949                  | 99.0       |
| <b>Key Stage 2</b>      | 2014 | 31,452                           | 31,786                  | 98.9       |
|                         | 2015 | 31,918                           | 32,286                  | 98.9       |
|                         | 2016 | 32,823                           | 33,169                  | 99.0       |
| <b>Key Stage 3</b>      | 2014 | 31,788                           | 32,255                  | 98.6       |
|                         | 2015 | 31,204                           | 31,665                  | 98.5       |
|                         | 2016 | 30,195                           | 30,690                  | 98.4       |
| <b>Key Stage 4</b>      | 2014 | 33,440                           | 33,947                  | 98.5       |
|                         | 2015 | 32,300                           | 32,788                  | 98.5       |
|                         | 2016 | 30,957                           | 31,533                  | 98.2       |

(a) Key Stage 4 cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

(b) Excludes pupils in Independent schools.

12. Please note that the ‘All pupils’ or national average figures given in Sections 2, 3, 4 and 6 of this bulletin (Ethnic Background, 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 3) 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.

13. 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.

14. 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](#). 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

15. 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.
16. 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.
17. 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.
18. 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.
19. 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

20. 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.

21. 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**

22. 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](#).

23. Local authorities have different policies for issuing statements of special educational needs so they will vary and differ across Wales.
24. 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**

25. Absenteeism data is based on 2014, 2015 and 2016; 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.
26. 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.

### **Timeliness and punctuality**

27. Foundation Phase, Key Stage 2 and Key Stage 3 attainment data was published in August 2016, whilst the Key Stage 4 attainment data and absenteeism data was published in December 2016. This was linked to January 2016 PLASC data to produce the datasets used for this Statistical First Release.

### **Accessibility and clarity**

28. This Statistical First Release is pre-announced and then published on the Statistics and Research section of the Welsh Government website. The tables are also available in an Open Document Spreadsheet. The spreadsheet contains an additional table which links data to the Educated Other Than at School (EOTAS) pupil level collection and shows Key Stage 4 results for pupils whose main education is at a Pupil Referral Unit (table 29).

## Comparability and coherence

29. Data should not be compared between England and Wales for Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4. Foundation Phase outcomes can not be compared with Key Stage 1 in England. From 2016 in England, Key Stage 2 assessment results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessment judgements are based on the standards in the interim framework. England no longer publishes a release for Key Stage 3 and for GCSEs the Statistical Article [Key Stage 4 Performance Measures in Wales: Changes and comparability](#) examines comparisons with England and the rest of the UK. Comparisons can not be made with Scotland due to differences in qualification structure. For further information or advice on the constraints of international comparisons please e-mail [school.stats@wales.gsi.gov.uk](mailto:school.stats@wales.gsi.gov.uk).
30. 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.
31. For the 2016 Key Stage 4 results Wales has moved to reporting school performance on a Year 11 cohort basis rather than for pupils aged 15 at the start of the year. The changes have previously been outlined in a [Statistical Article](#).

## Symbols

32. 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.*

## **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.

## **Well-being of Future Generations Act (WFG)**

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

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

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

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



## **Further details**

The document is available at:

<http://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics>

## **Next update**

January 2018 – Statistical Headline and web tables only.

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

## **Open Government Licence**

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

