

CONFIDENTIAL DATA

Ariennir gan
Lywodraeth Cymru
 Funded by
Welsh Government

**All Wales Core
 Data Sets**

1.0 23/08/2017

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General contextual / categorical data about the schools from:

January Pupil Level Annual Schools' Census (PLASC)

Achievement data from:

National Curriculum Assessments Database

Section1 - CSI

Guidance Questions

CSI

How do trends for the Core Subject Indicator compare with national trends over the last three years or more? (Improving, declining, fluctuating and steady/maintaining standards).

How strong is performance compared with schools with similar levels of free school meals, i.e. trends in benchmarking performance over the last three years or more? See Section 8 on Benchmarking.

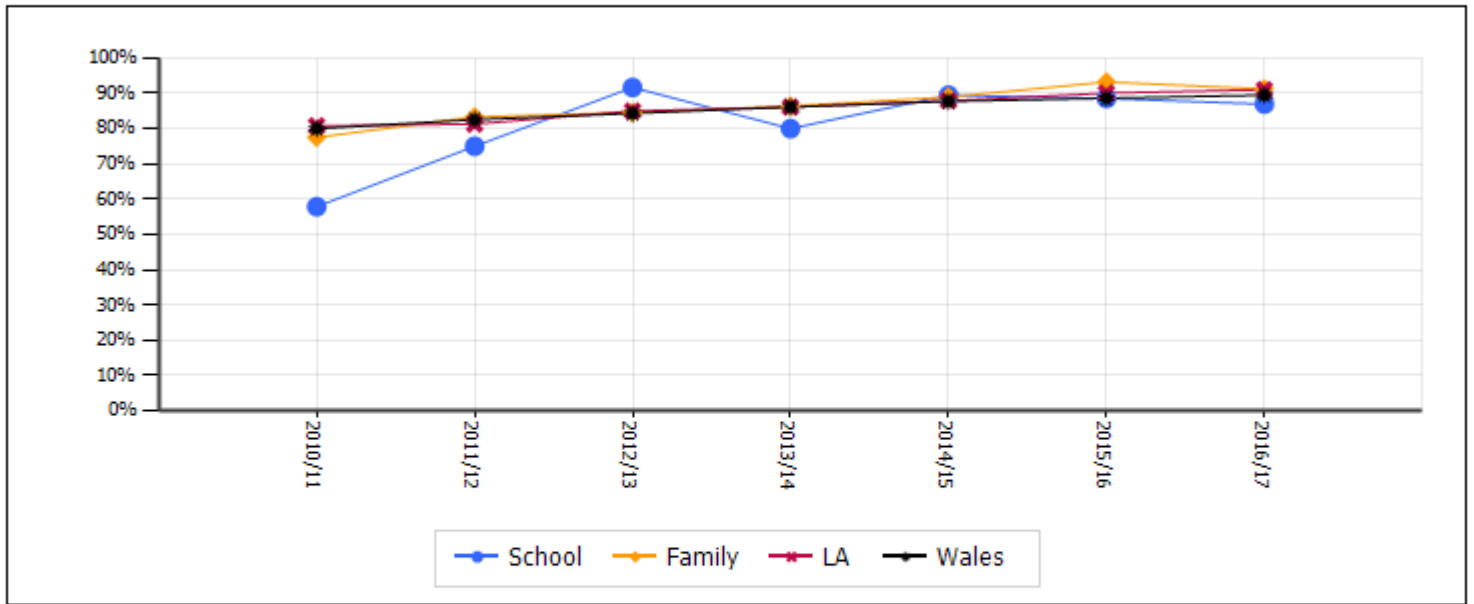
Is performance noticeably different from that of the family?

How does the performance of boys or girls compare with national, local and family averages for these groups? Is there a noticeable trend of improvement or decline in the performance of boys or girls? Is there a repeating pattern of strong/weak performance by either boys or girls in the core subject indicator? Is the gap in performance between girls and boys noticeably different from national, local and family differences?

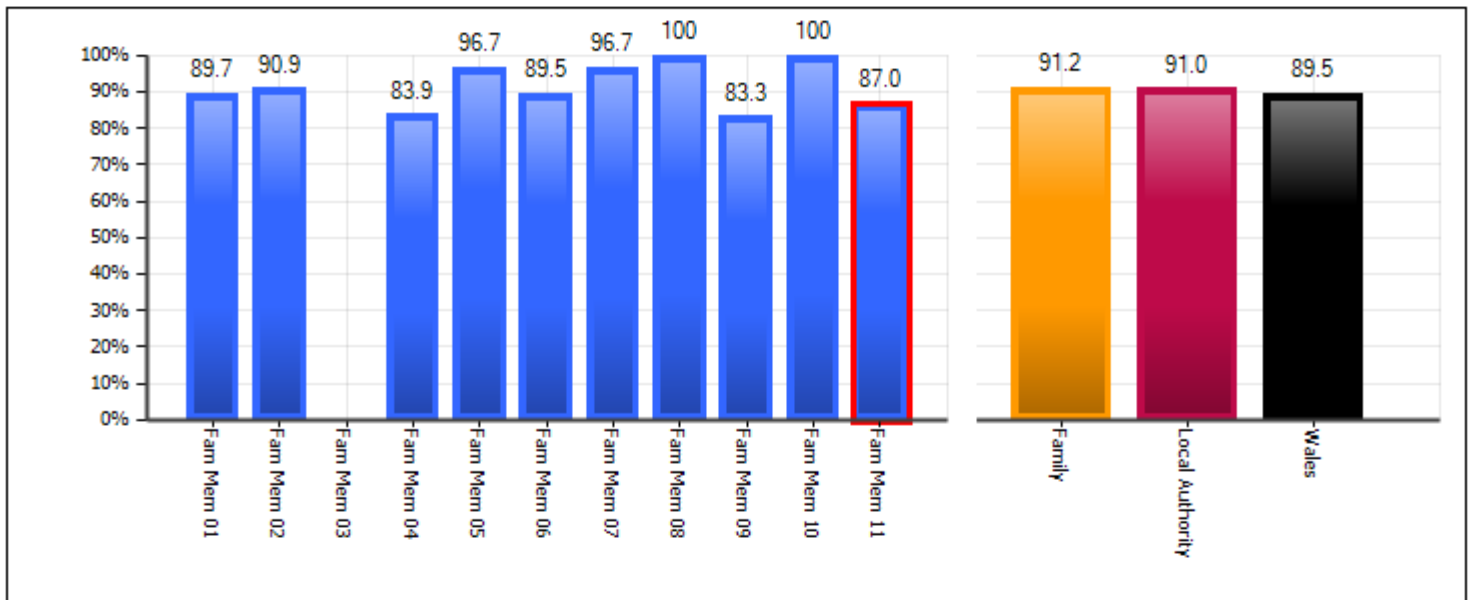
How does the performance of pupils eligible for free school meals compare with national, local or family averages for this group? Is there a noticeable trend of improvement or decline in the performance of pupils eligible for free school meals over the last three years or more? Is there a repeating pattern of strong/weak performance by pupils eligible for free school meals in the core subject indicator? Is the gap in performance between pupils eligible for free school meals and those not eligible noticeably different from national, local and family differences? *Note: apply caution when interpreting performance when the number of pupils eligible for free schools meals is low.*

Section 1 - CSI

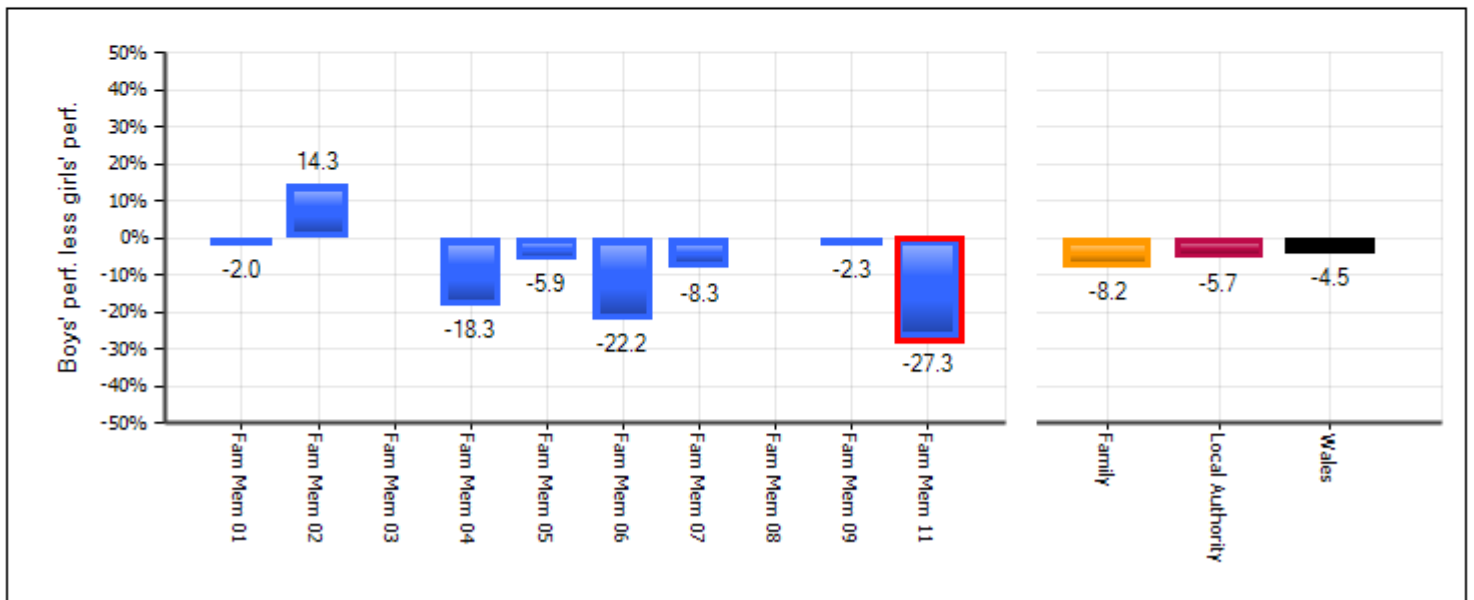
1.1a % pupils achieving



1.1b Family comparison



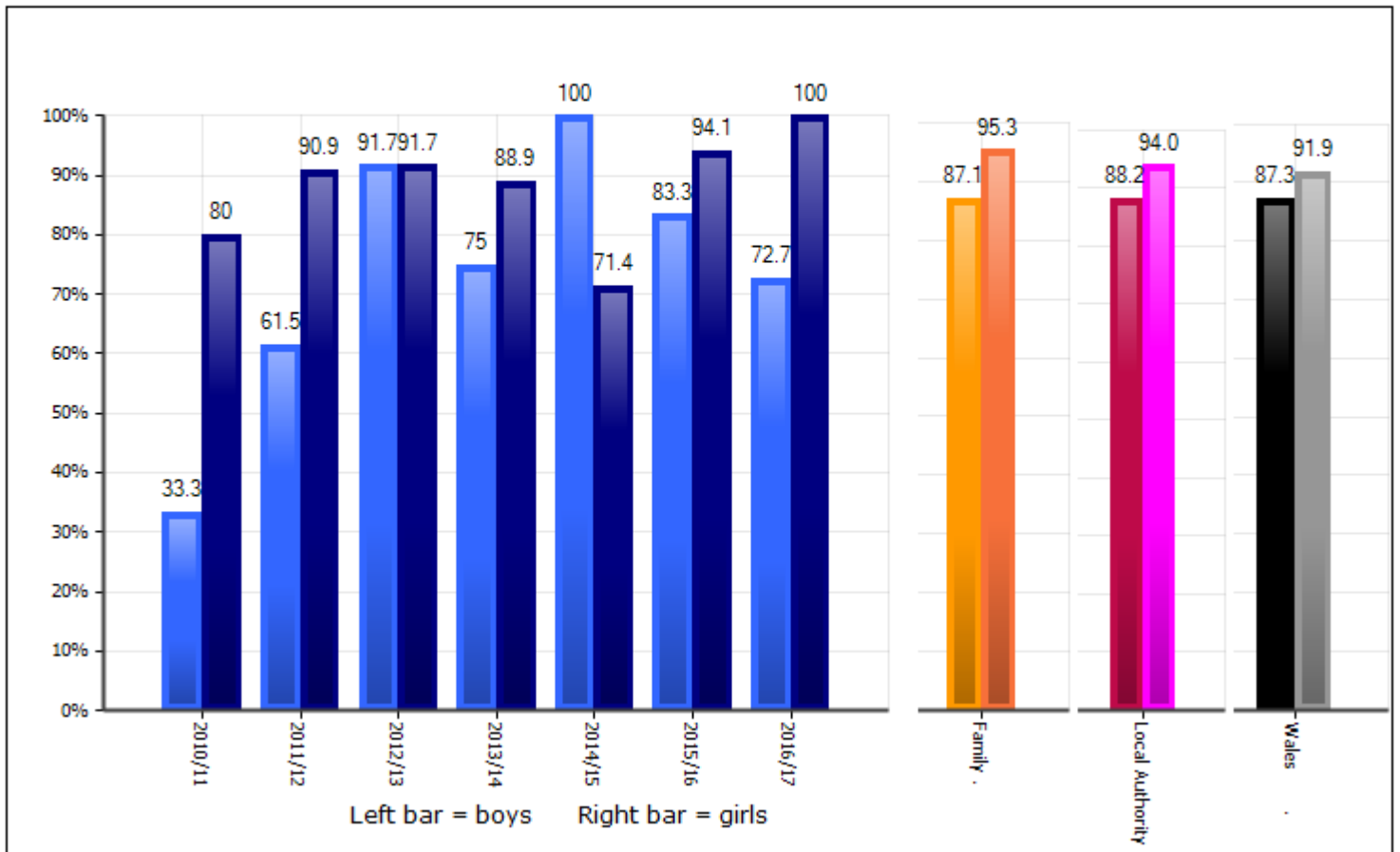
1.1c Family comparison – gender differences



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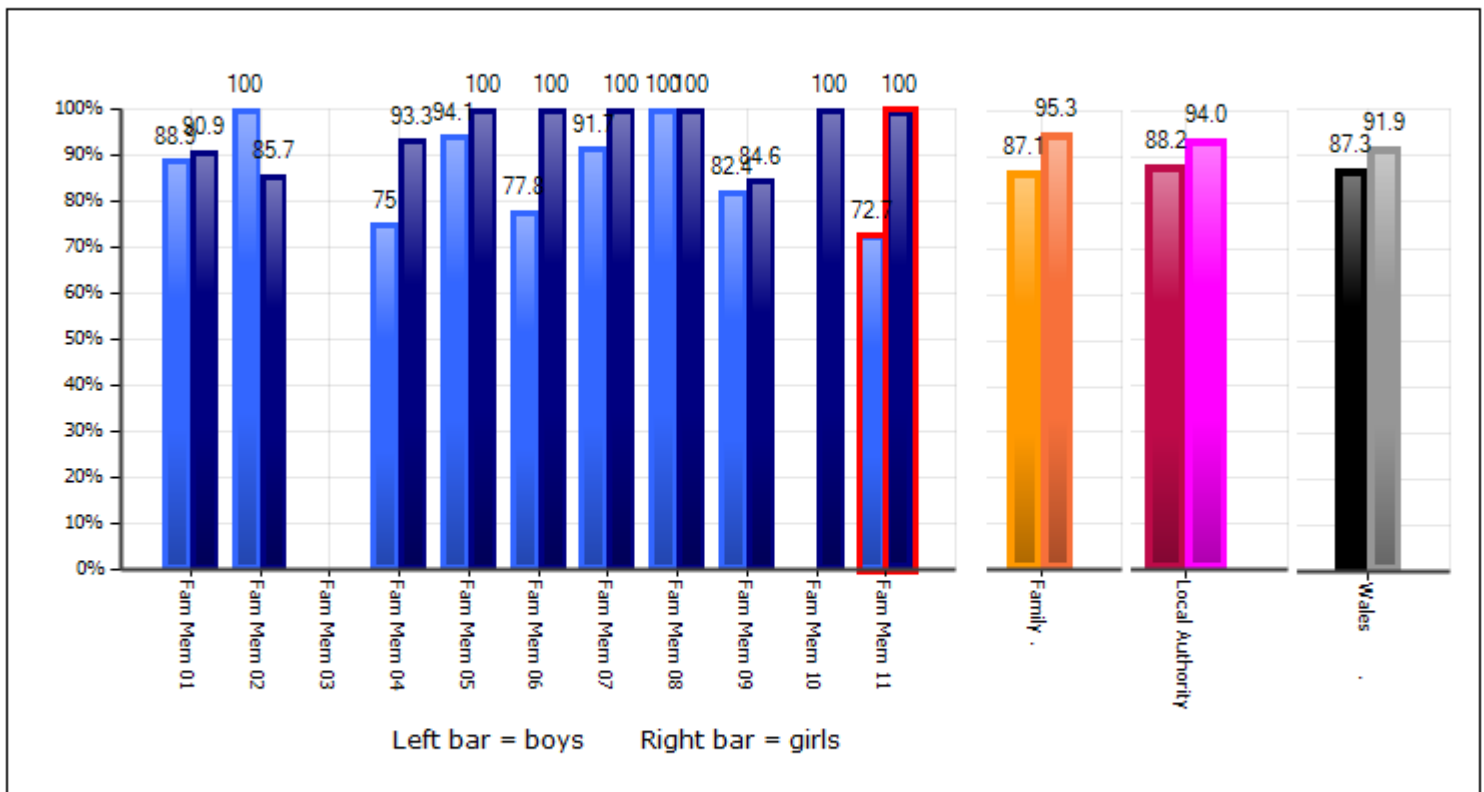
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1.1d % boys / girls achieving



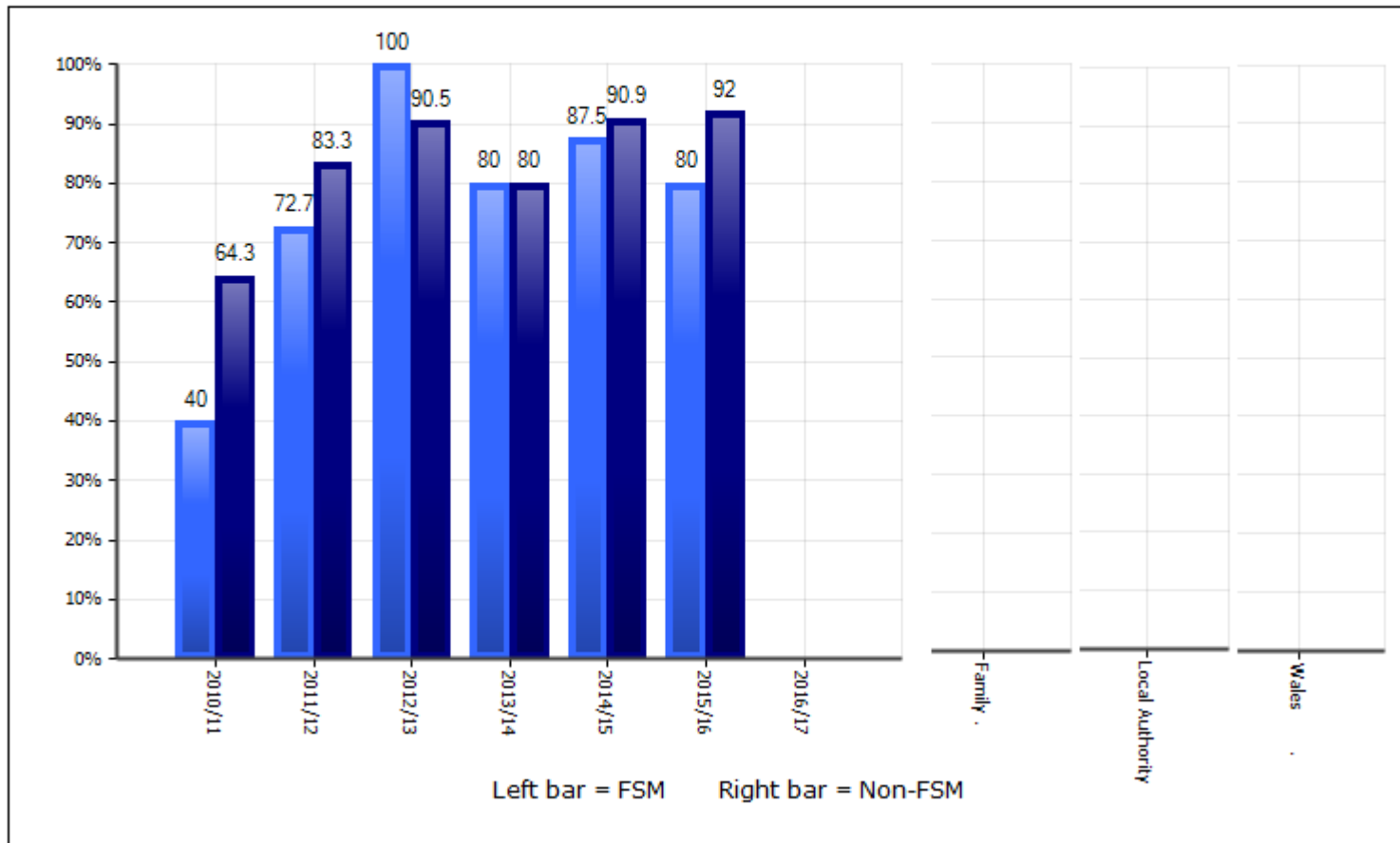
1.1e Boys / girls - Family comparison

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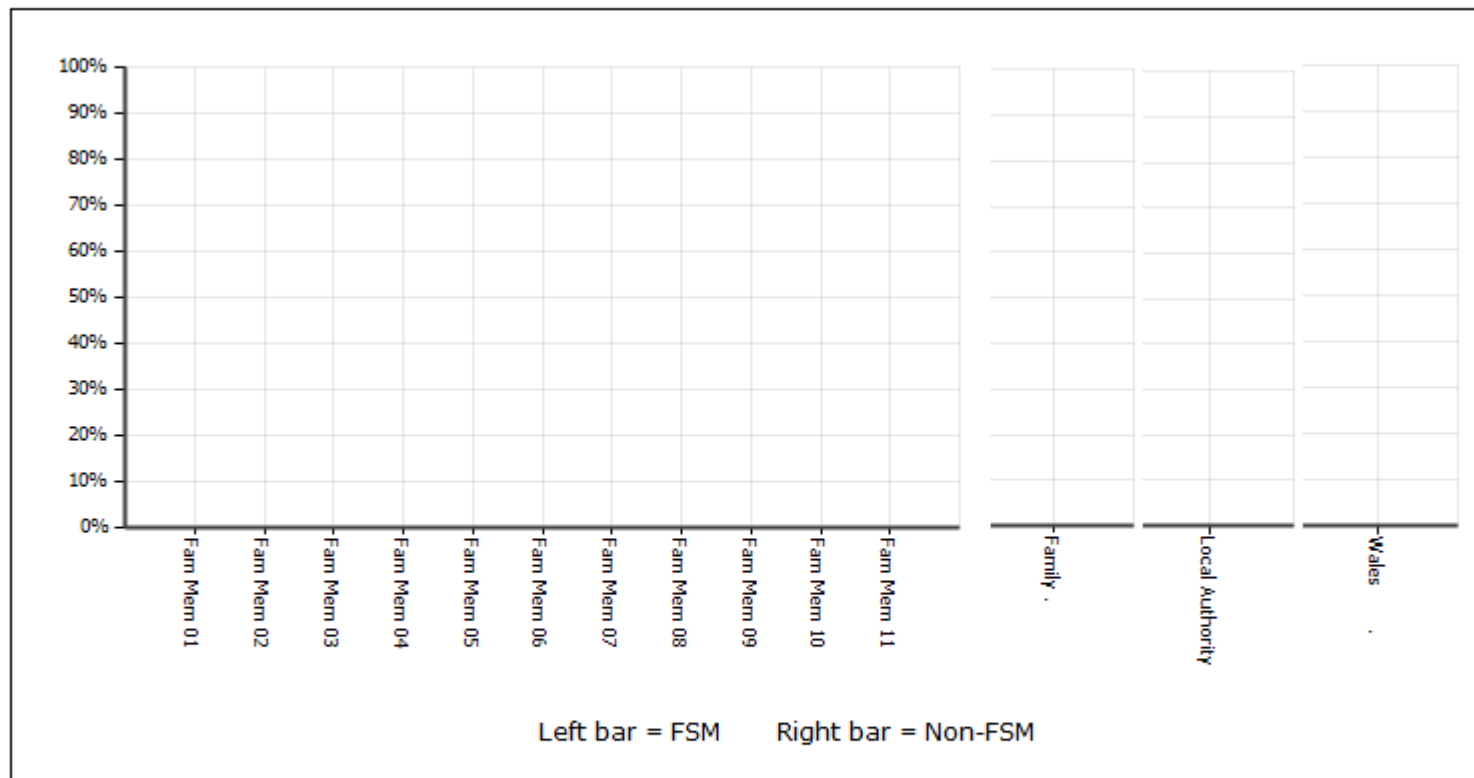
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1.1f FSM / non-FSM trend



1.1g FSM / non-FSM - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.



Section 2a - English

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Guidance Questions

Separate core subjects

How do trends for each core subject compare with national trends over the last three years or more? (Improving, declining, fluctuating and steady/maintaining standards).

How strong is performance compared with schools with similar levels of free school meals, i.e. trends in benchmarking performance over the last three years or more? See Section 8 on Benchmarking.

Is performance noticeably different from that of the family?

Is there a clear difference in performance between any of the core subjects or is the pattern in performance generally similar? Are any subjects having a detrimental effect on the core subject indicator?

In each of the core subjects, how does the performance of boys or girls compare with national, local and family averages for these groups of pupils? Is there a clear trend of improvement or has there been a decline in the performance of one or both groups? Is there a repeating pattern of strong/weak performance by either boys or girls in any particular subject? Is the gap in the performance between girls and boys noticeably different from the gap in performance at national, local and family levels?

How does the performance of pupils eligible for free school meals compare with national, local or family averages for this group in the different subjects? Is there a clear trend of improvement or has there been a decline in the performance of pupils eligible for free school meals over the last three years or more? Is there a repeating pattern of strong/weak performance by pupils eligible for free school meals in any particular subjects? Is the gap in performance between pupils eligible for free school meals and those not eligible noticeably different from national, local and family differences? *Note: apply caution when interpreting performance when numbers of pupils eligible for free schools meals is low.*

Separate attainment targets for English and Welsh first language

How do trends for the three attainment targets compare with national trends and family averages over the last three years or more? (Improving, declining, fluctuating and steady/maintaining standards). Is the performance on one attainment target stronger or weaker than on the others or is it a similar overall picture?

How does the school compare on the three attainment targets to other schools in the family. Are there any significant differences in patterns of performance between boys and girls – different from national patterns?

Performance in each core subject at level 5

How do trends in performance at level 5 compare with those with similar levels of free school meals, i.e. trends in benchmarking performance over the last three years or more? Is the pattern at level 4 similar to level 5 and above?

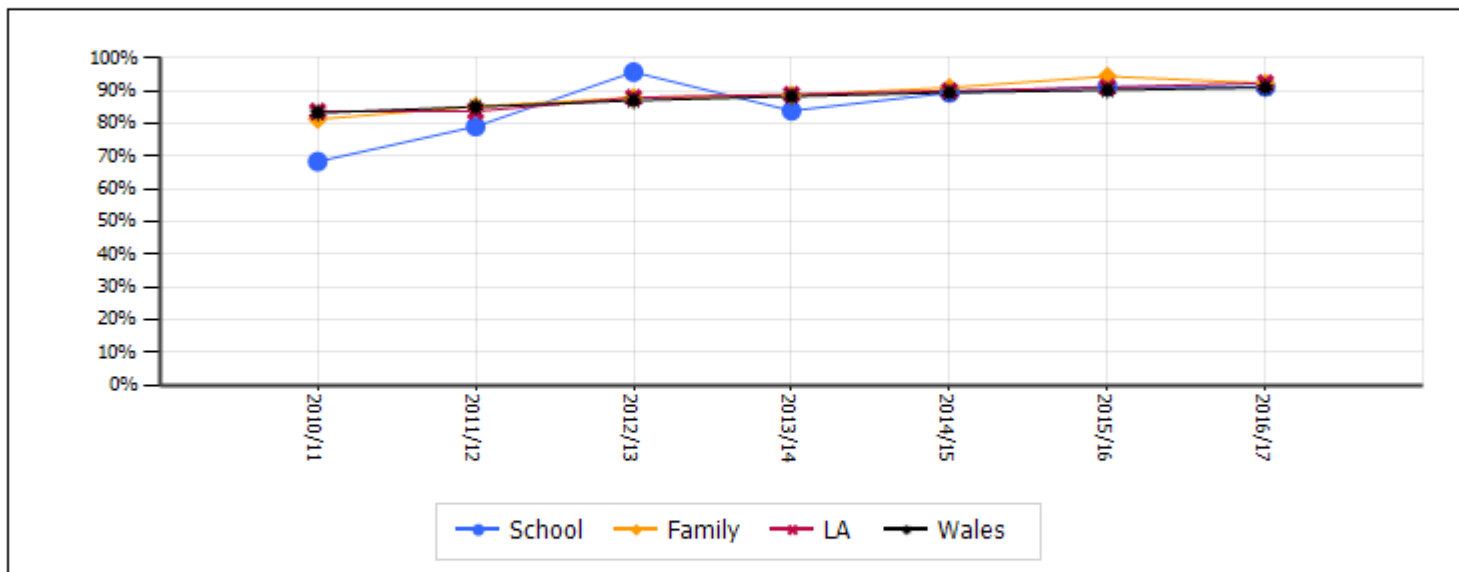
In each of the core subjects, how does the performance of boys or girls compare with national, local and family averages for these groups of pupils? Is there a clear trend of improvement or has there been a decline in the performance of one or both groups? Is there a repeating pattern of strong/weak performance by either boys or girls in any particular subject? Is the gap in the performance between girls and boys noticeably different from the gap in performance at national, local and family levels?

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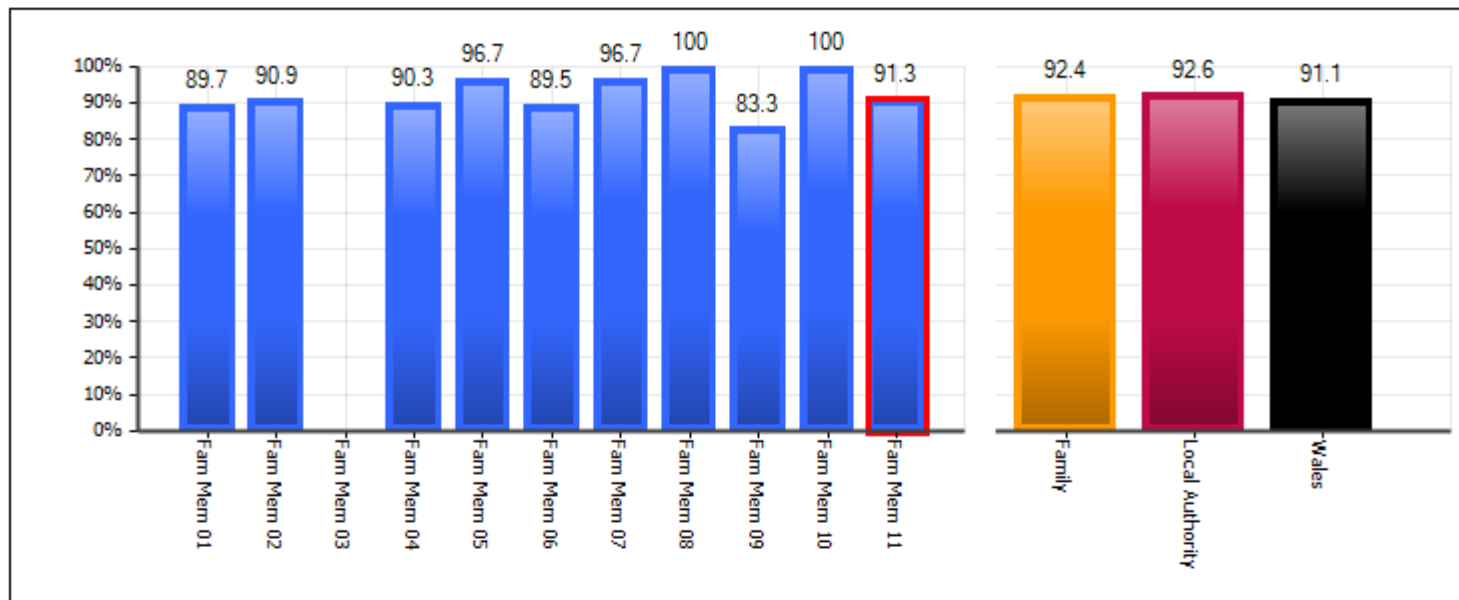
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2.1 - Level 4+

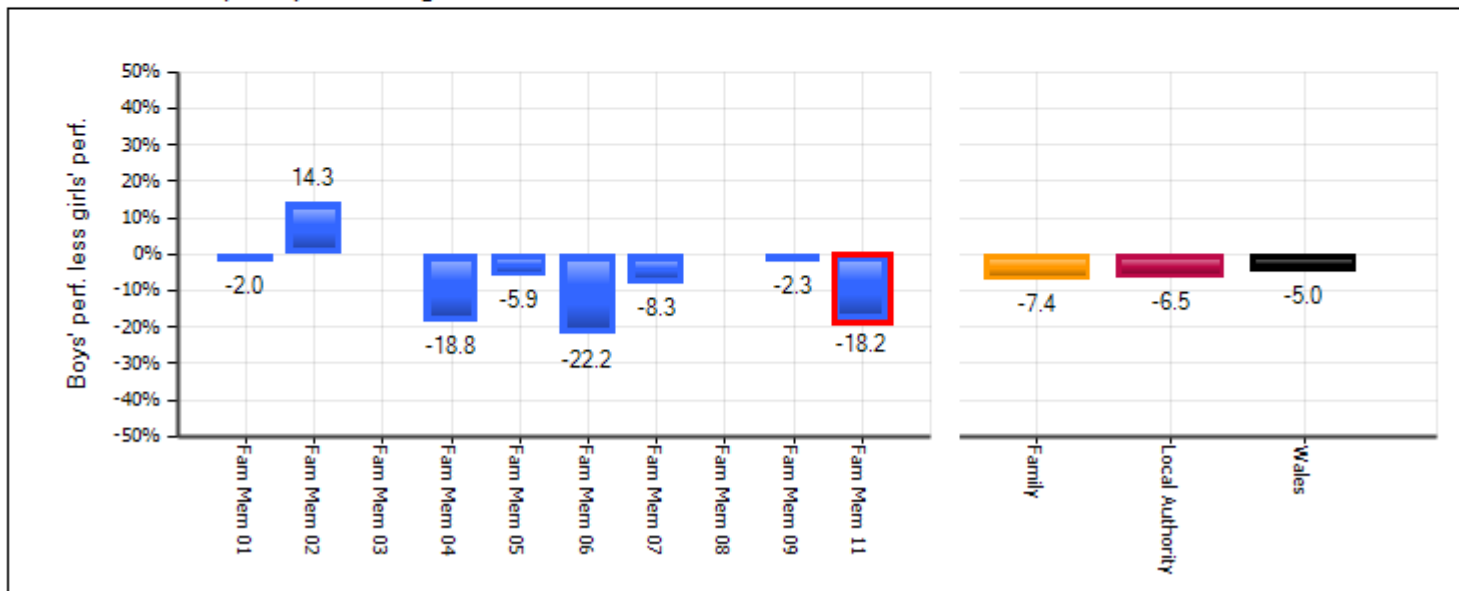
2.1a % pupils achieving



2.1b Family comparison



2.1c Family comparison – gender differences

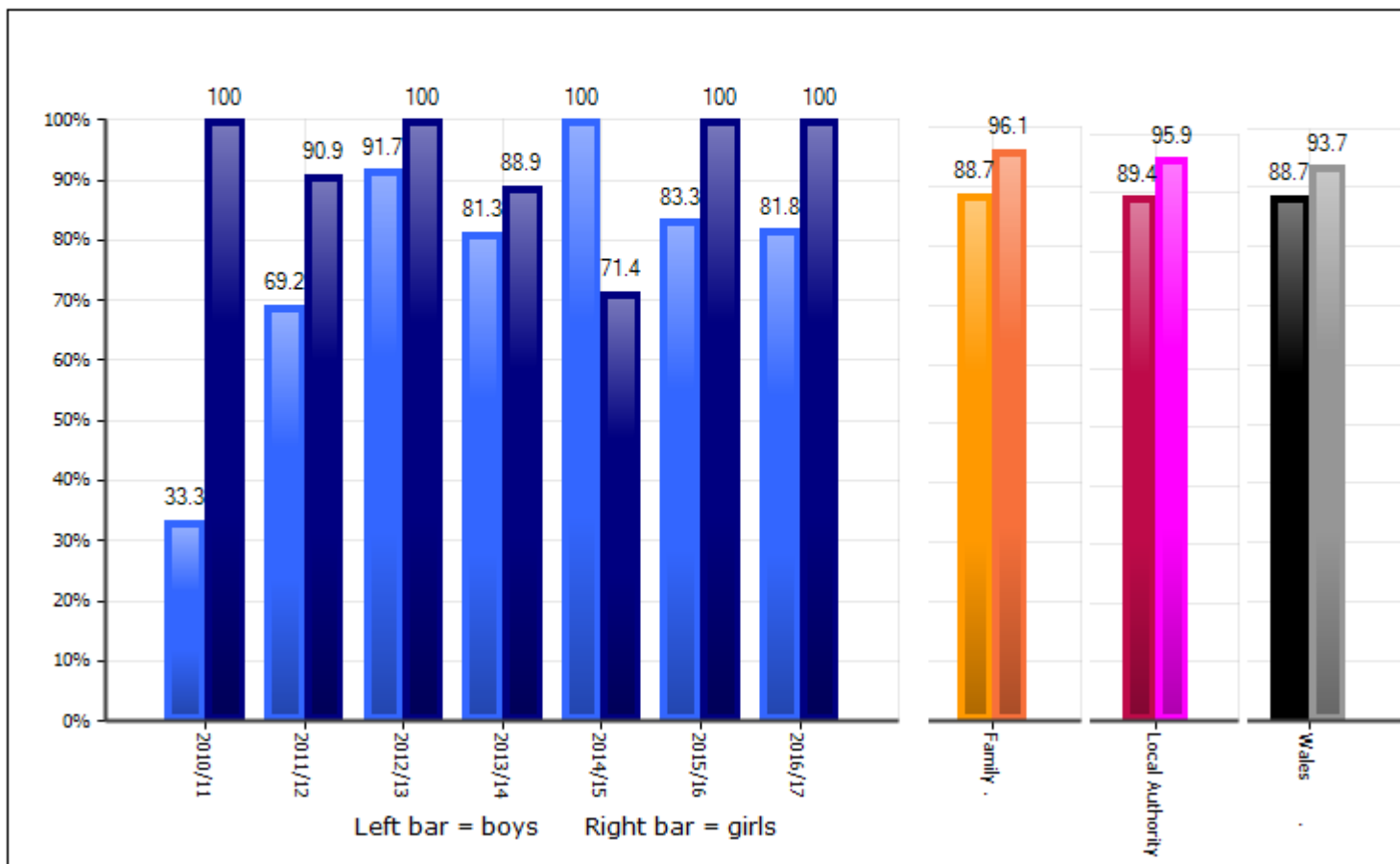


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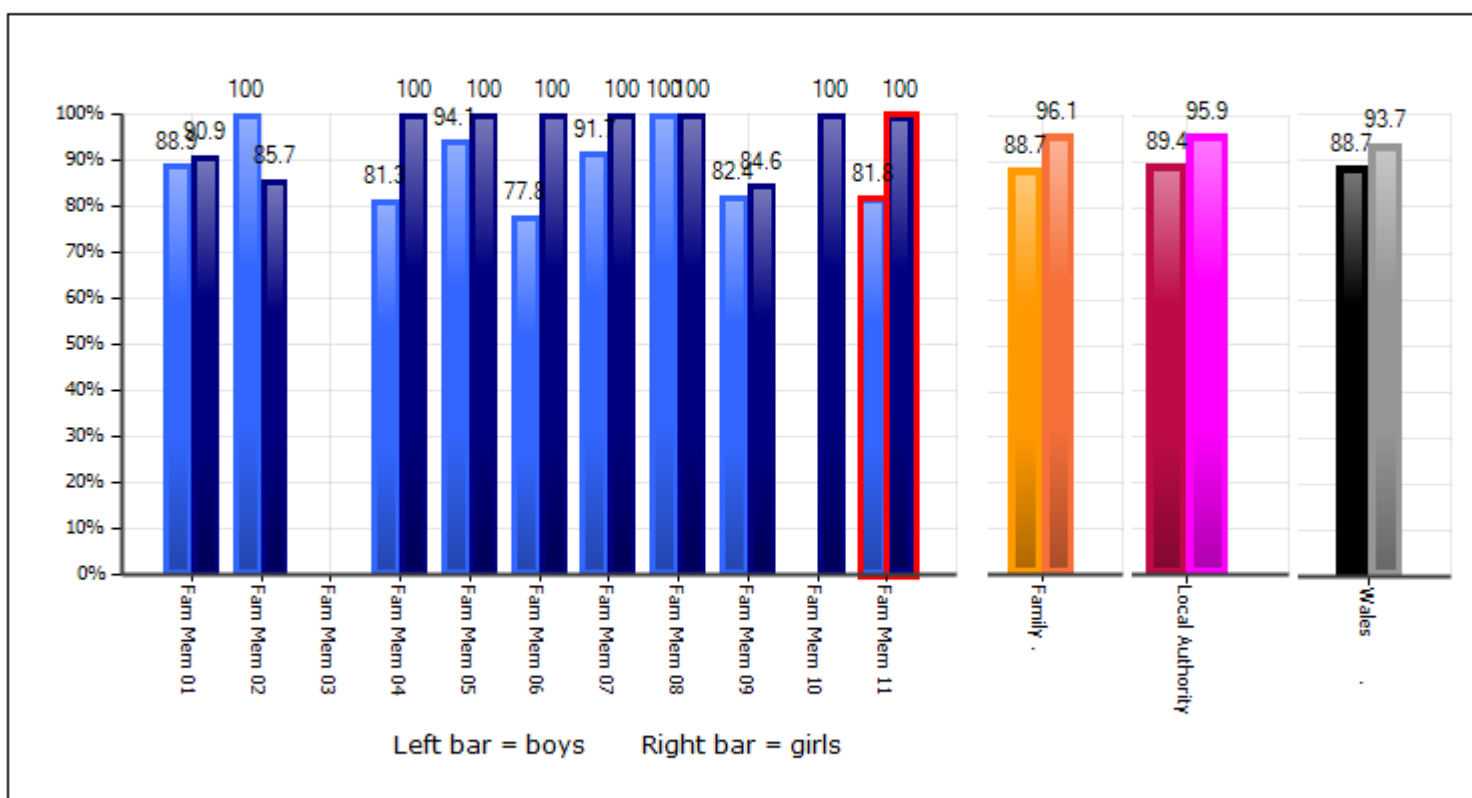
2.1 - Level 4+

2.1d % boys / girls achieving



2.1e Boys / girls - Family comparison

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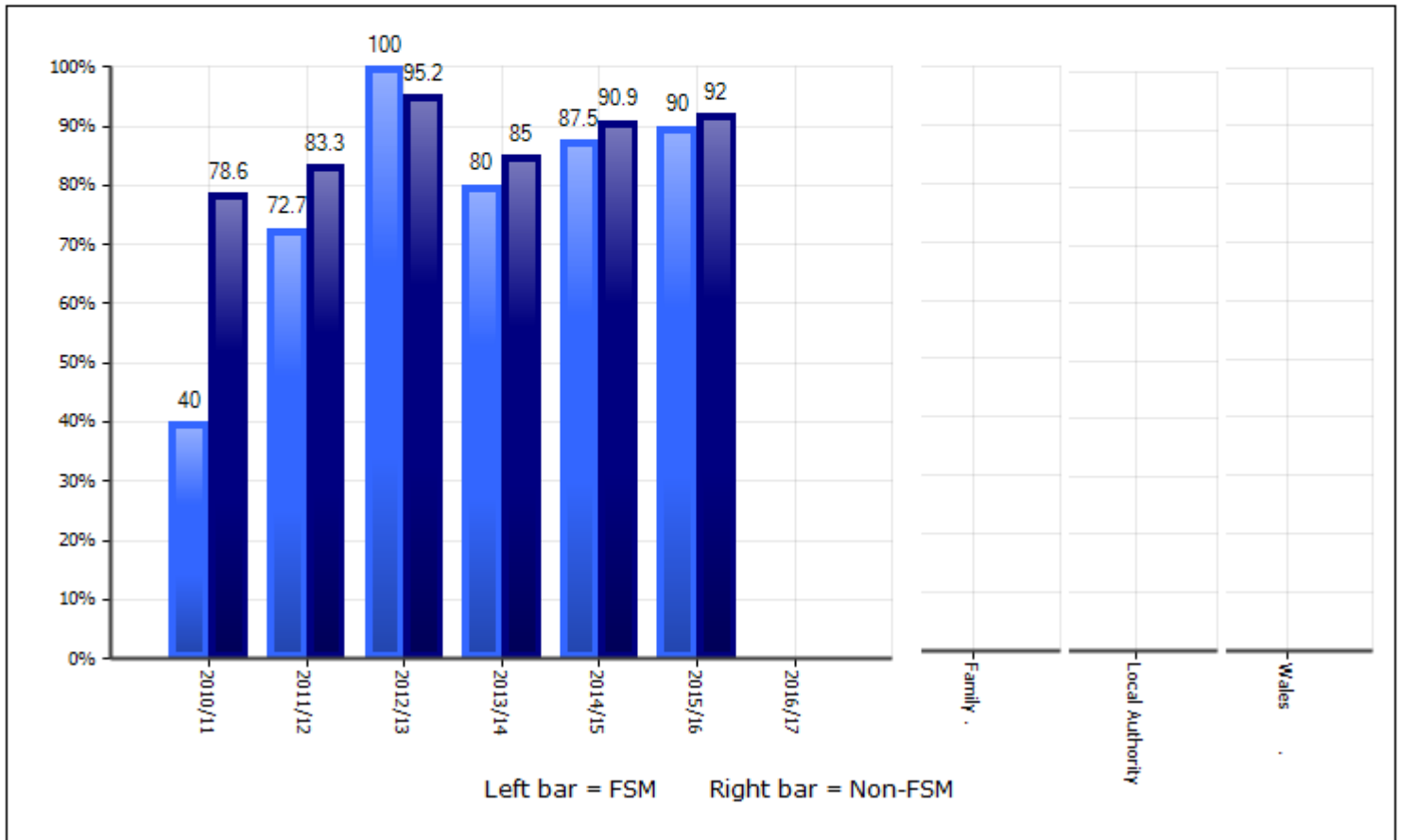


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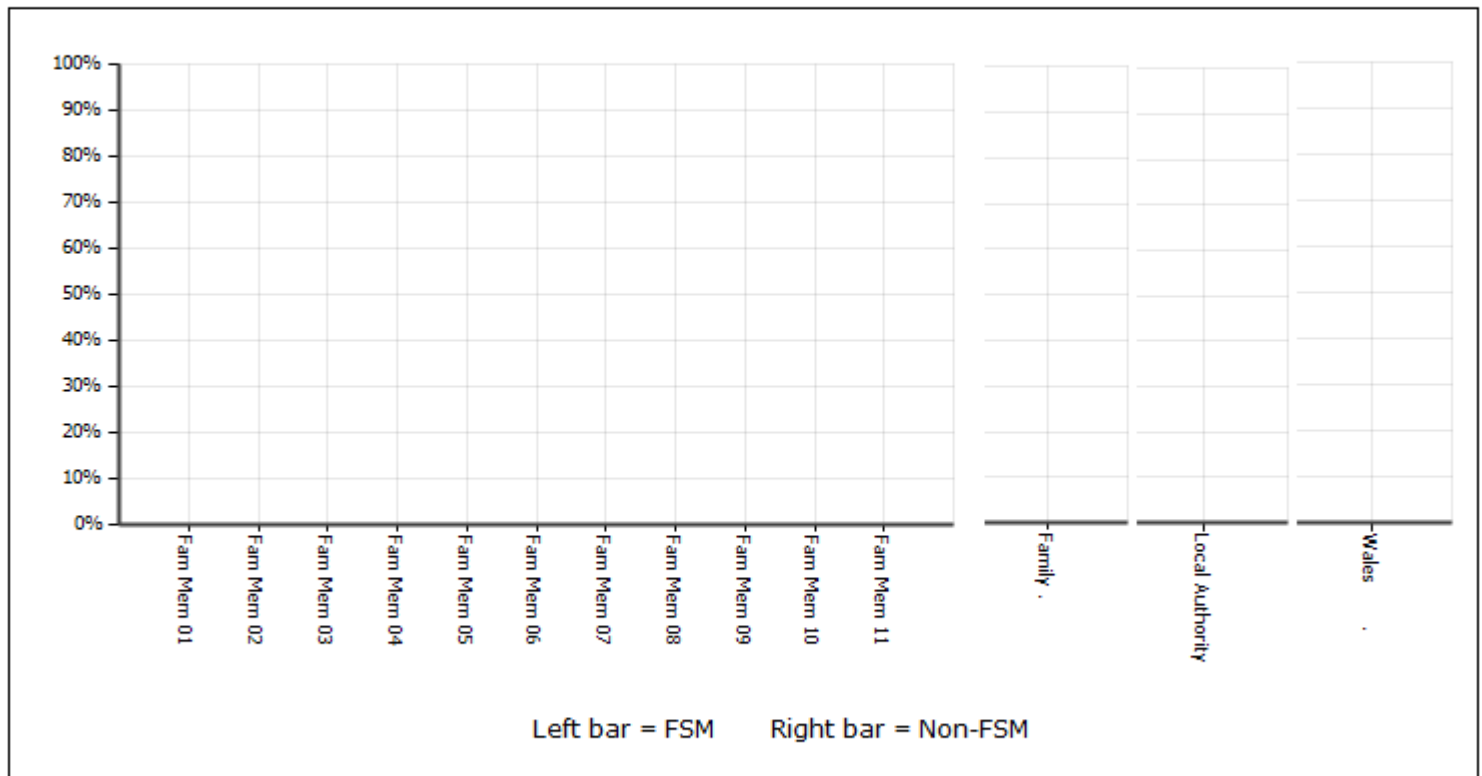
2.1 - Level 4+

2.1f FSM / non-FSM trend



2.1g FSM / non-FSM - Family comparison

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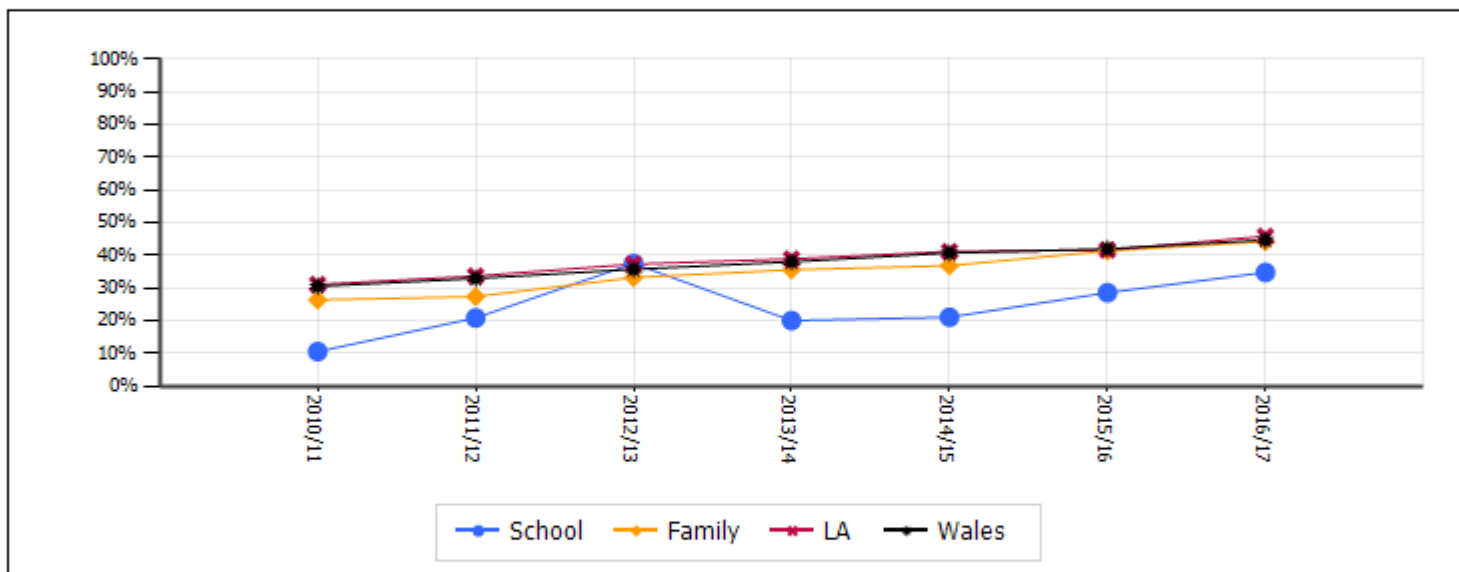


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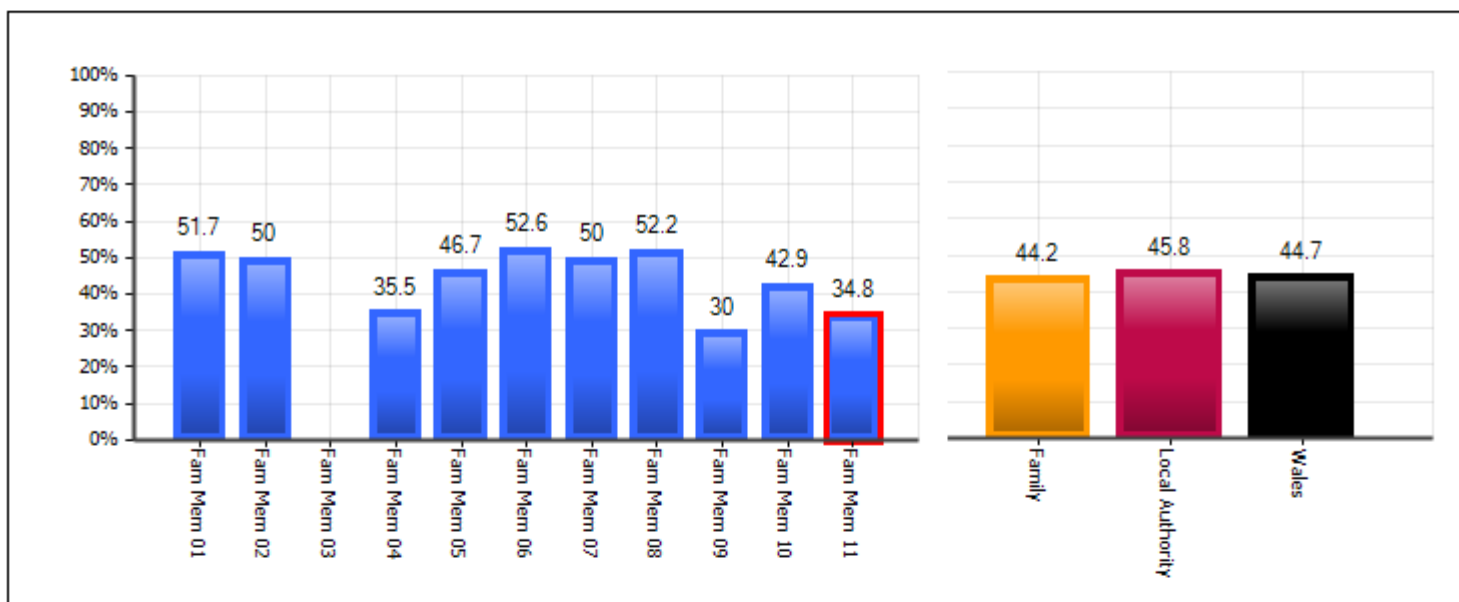
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2.2 - Level 5+

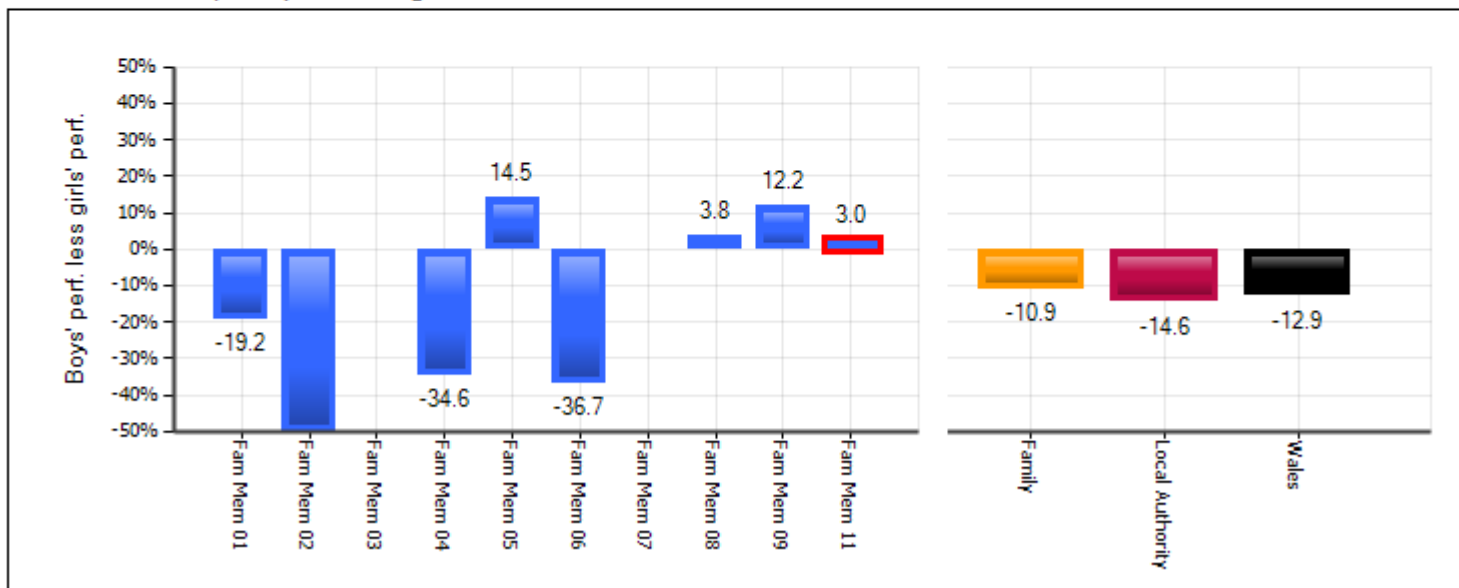
2.2a % pupils achieving



2.2b Family comparison



2.2c Family comparison – gender differences

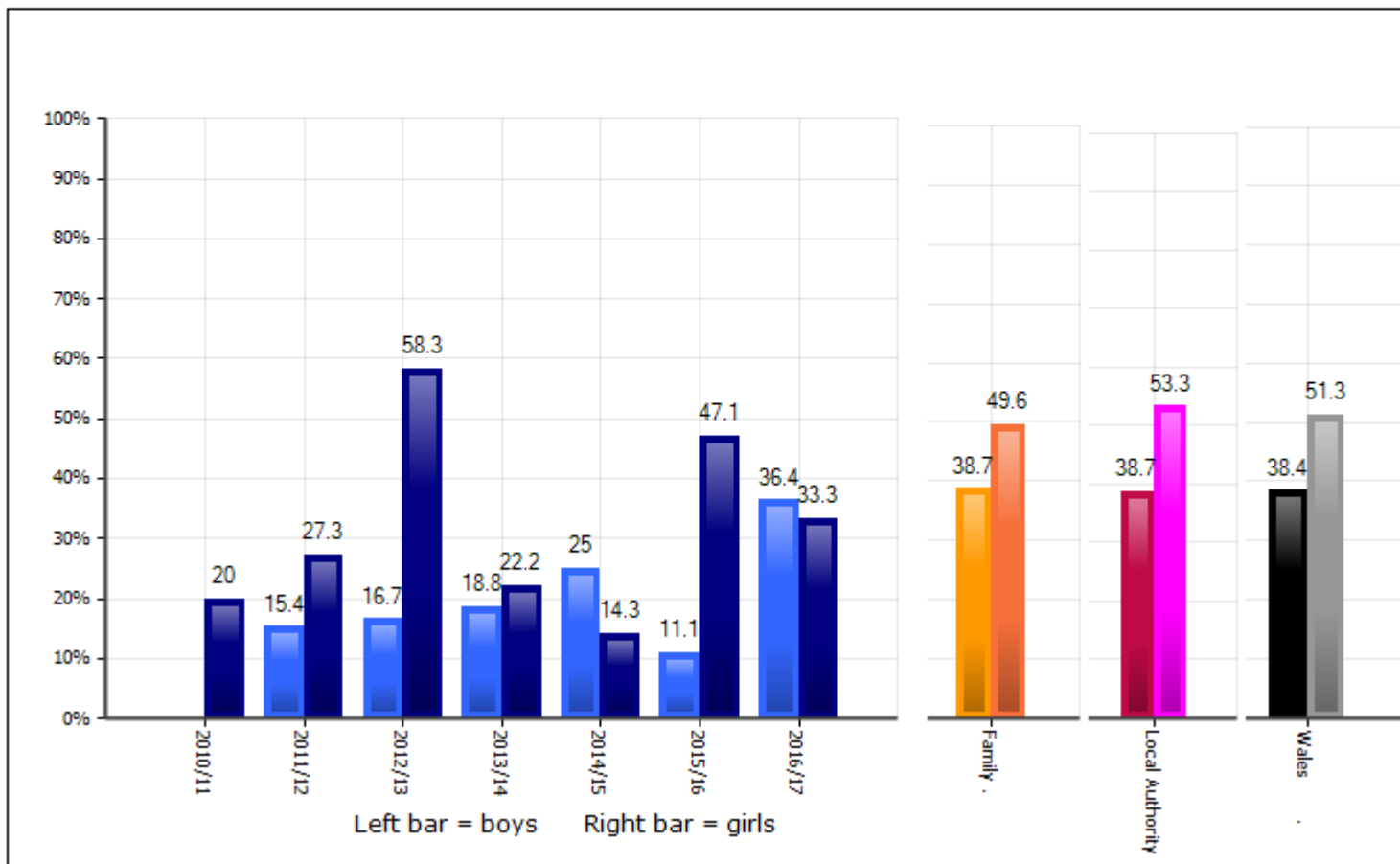


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2.2 - Level 5+

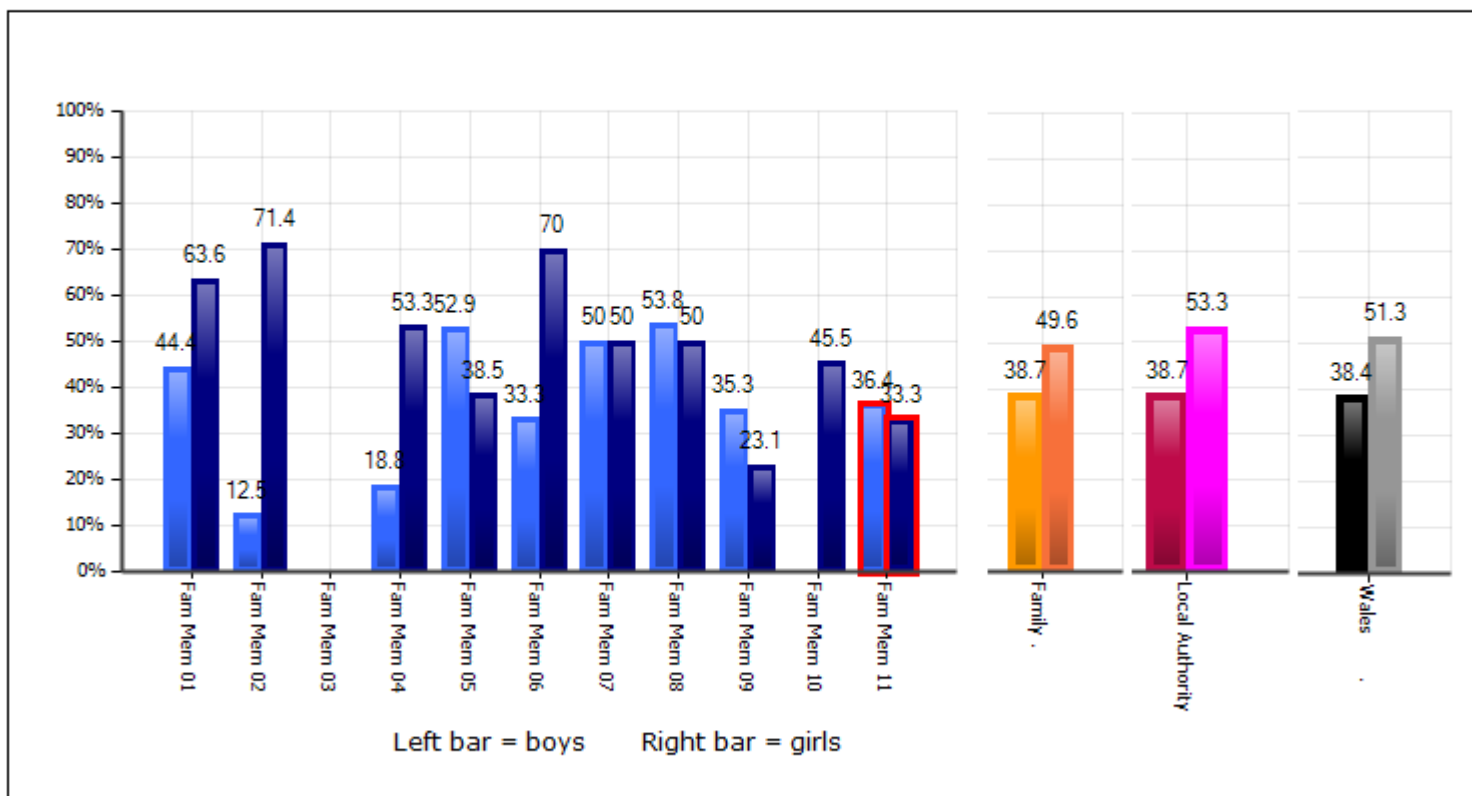
2.2d % boys / girls achieving



Left bar = boys Right bar = girls

2.2e Boys / girls - Family comparison

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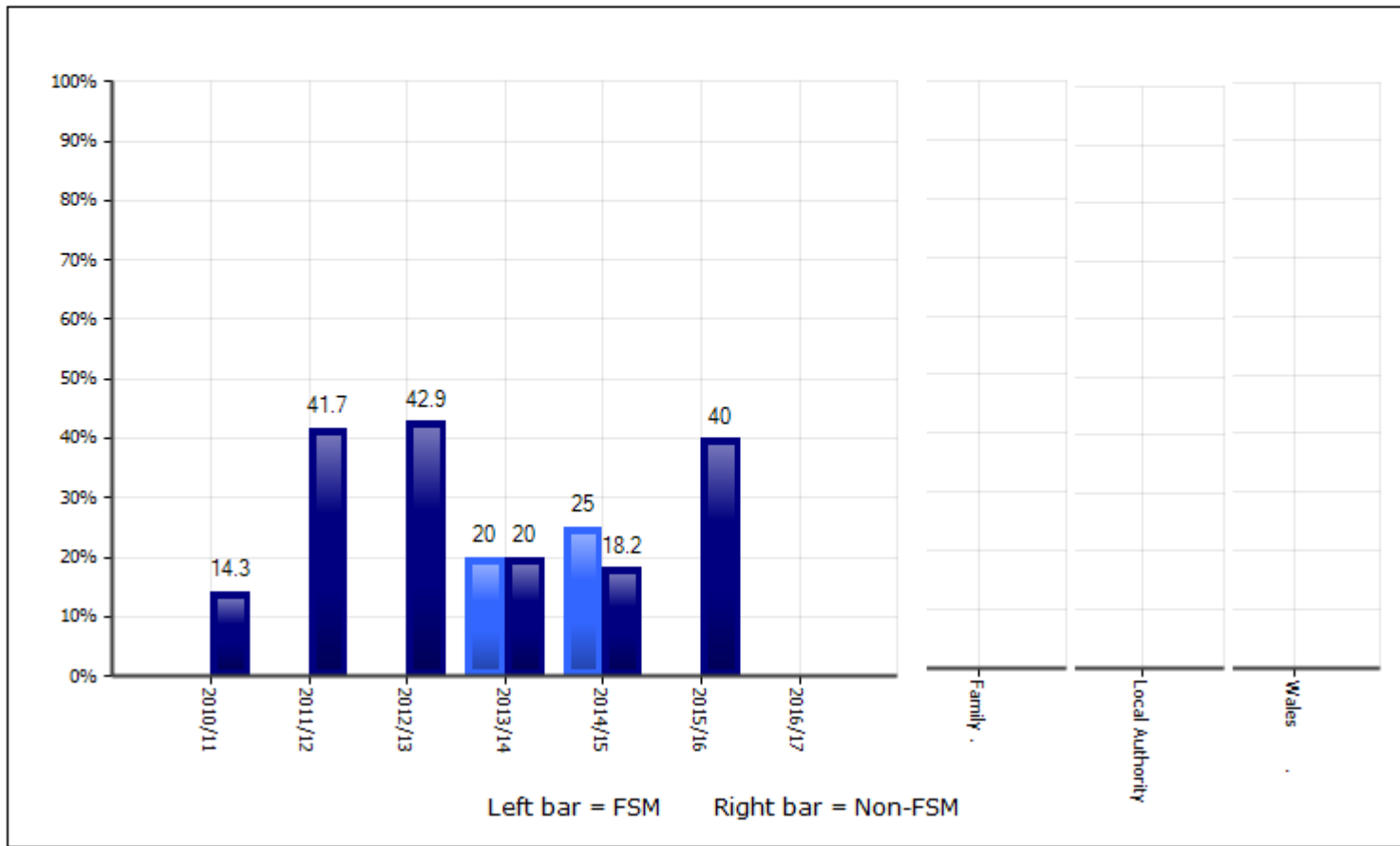


Left bar = boys Right bar = girls

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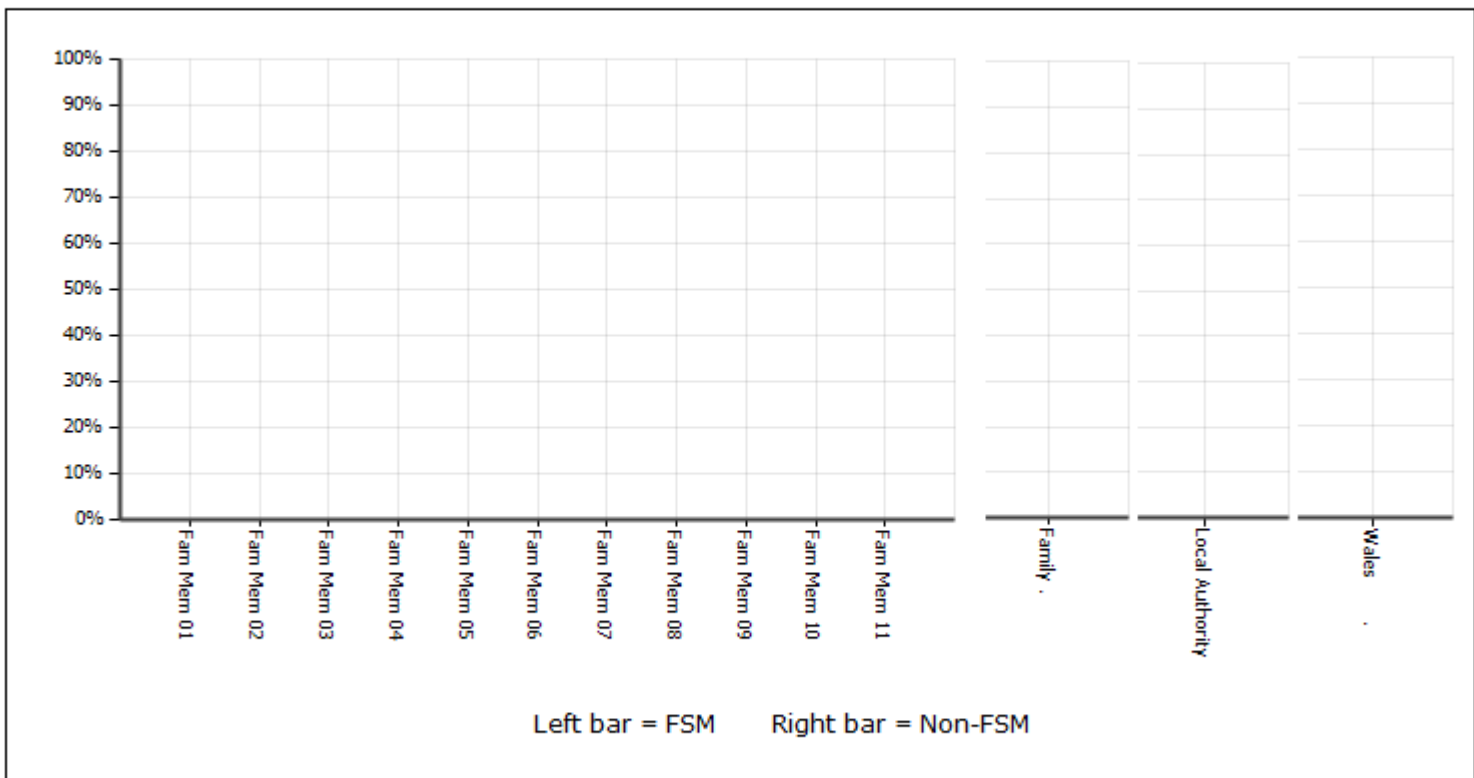
2.2 - Level 5+

2.2f FSM / non-FSM trend



2.2g FSM / non-FSM - Family comparison

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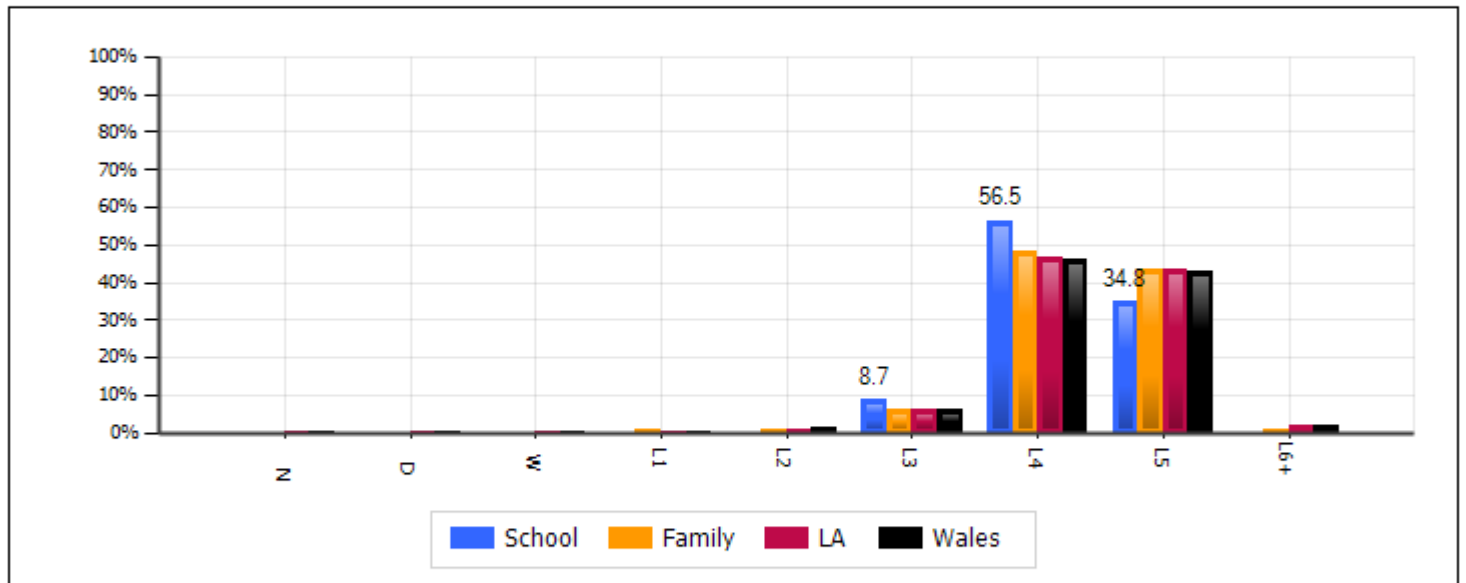
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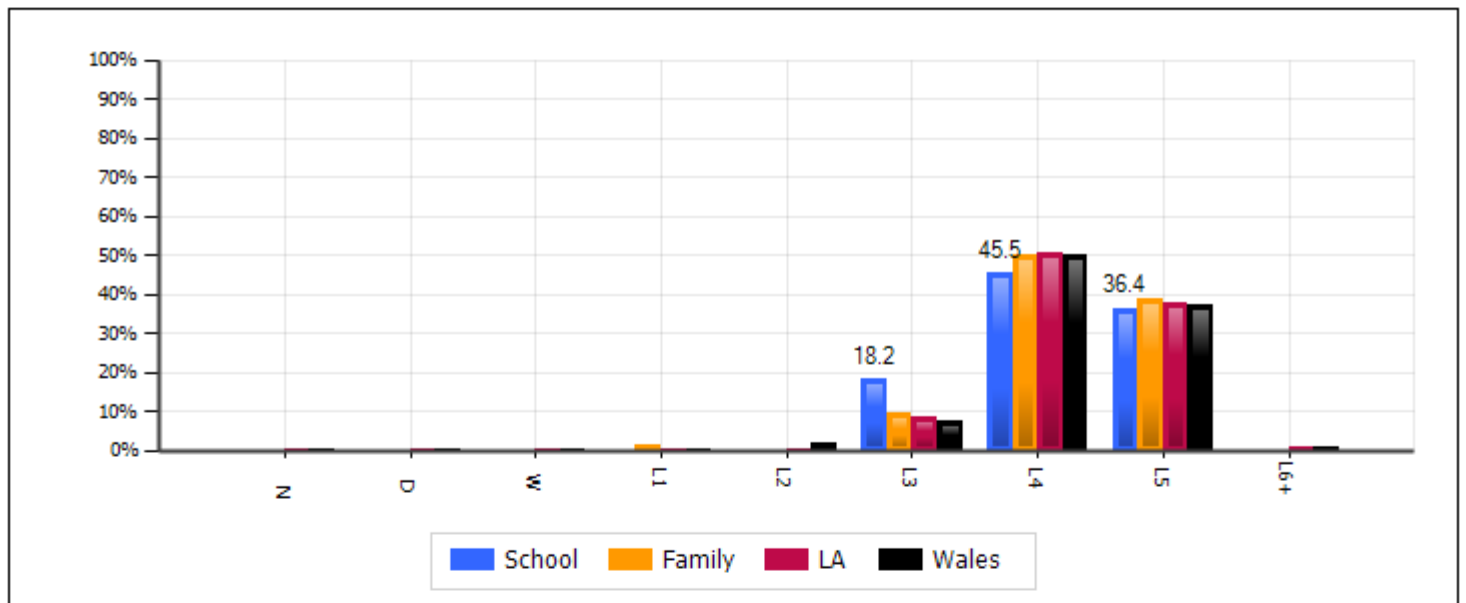
2.3 - NC Levels

2.3a % pupils achieving

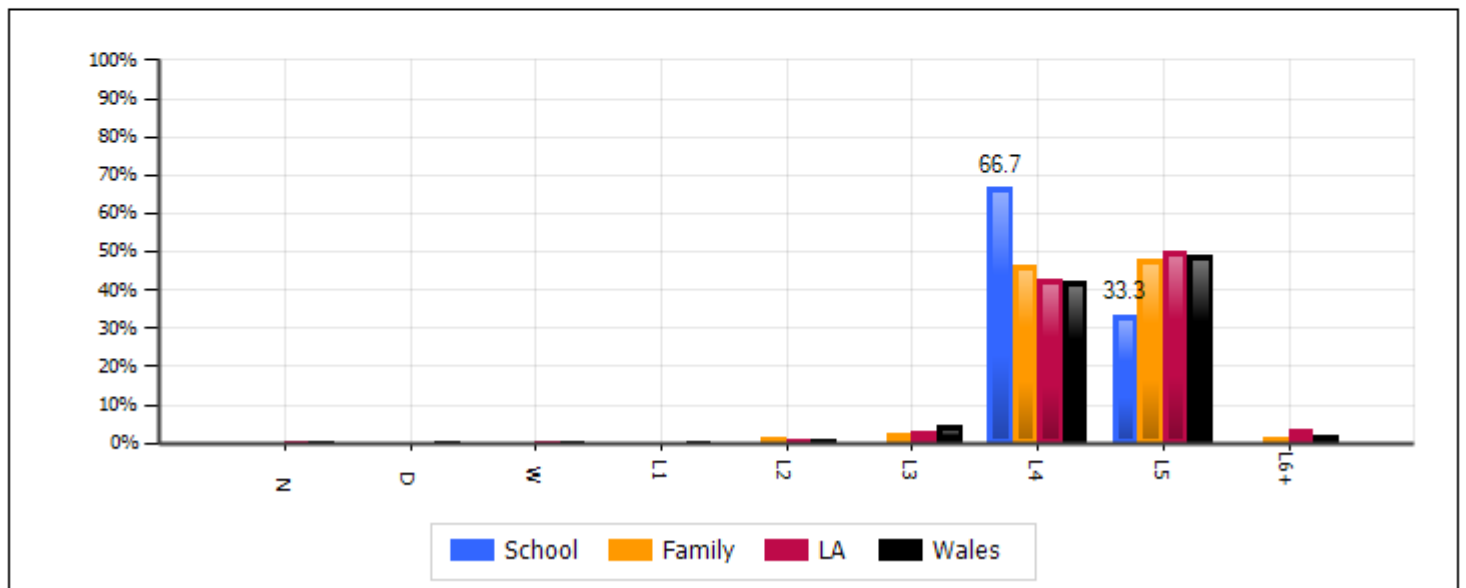
N = Level Not Awarded
 D = Disapplied
 W = Working towards Level
 L1 = Level 1 L3 = Level 3 L5 = Level 5
 L2 = Level 2 L4 = Level 4 L6+ = Level 6 or above



2.3b % boys achieving



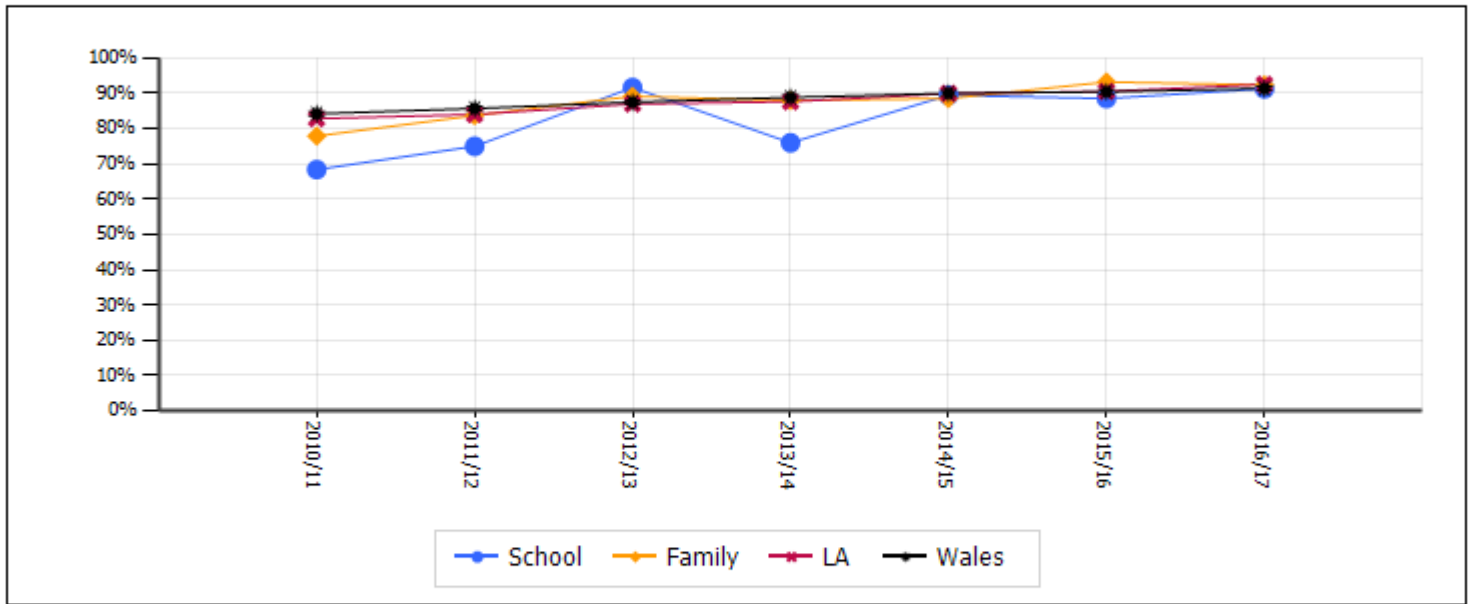
2.3c % girls achieving



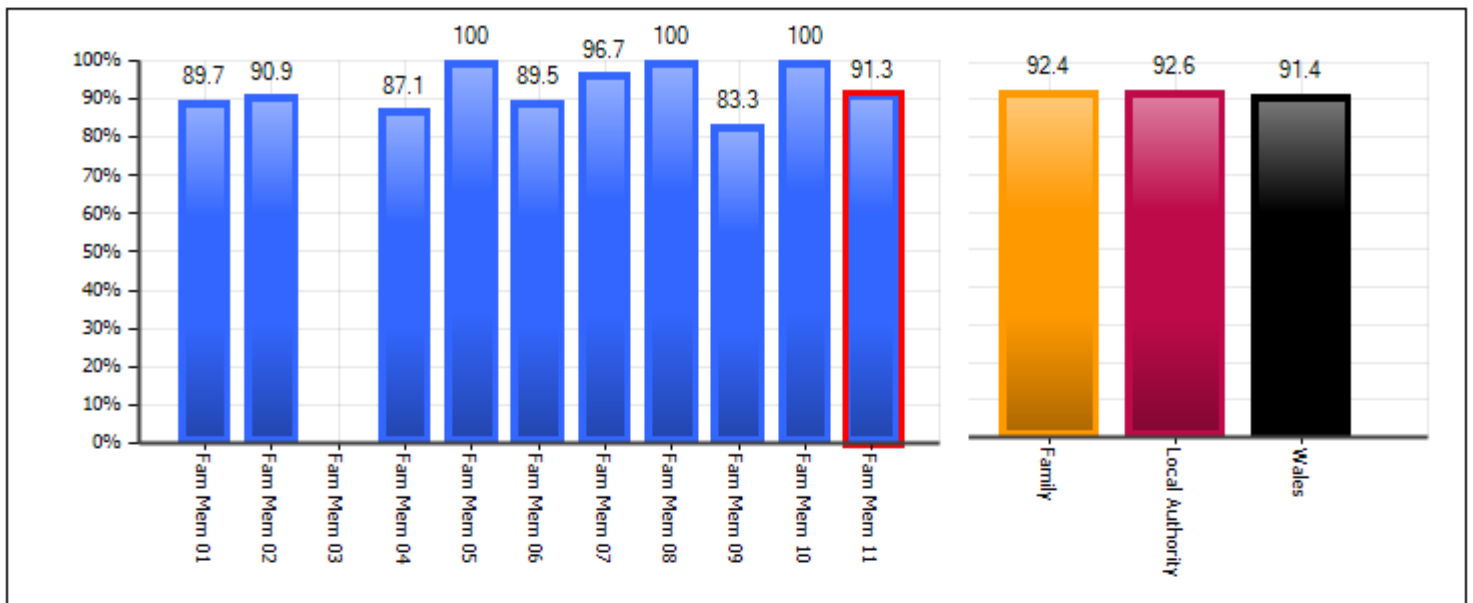
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2.4 - Level 4+ in Oracy AT

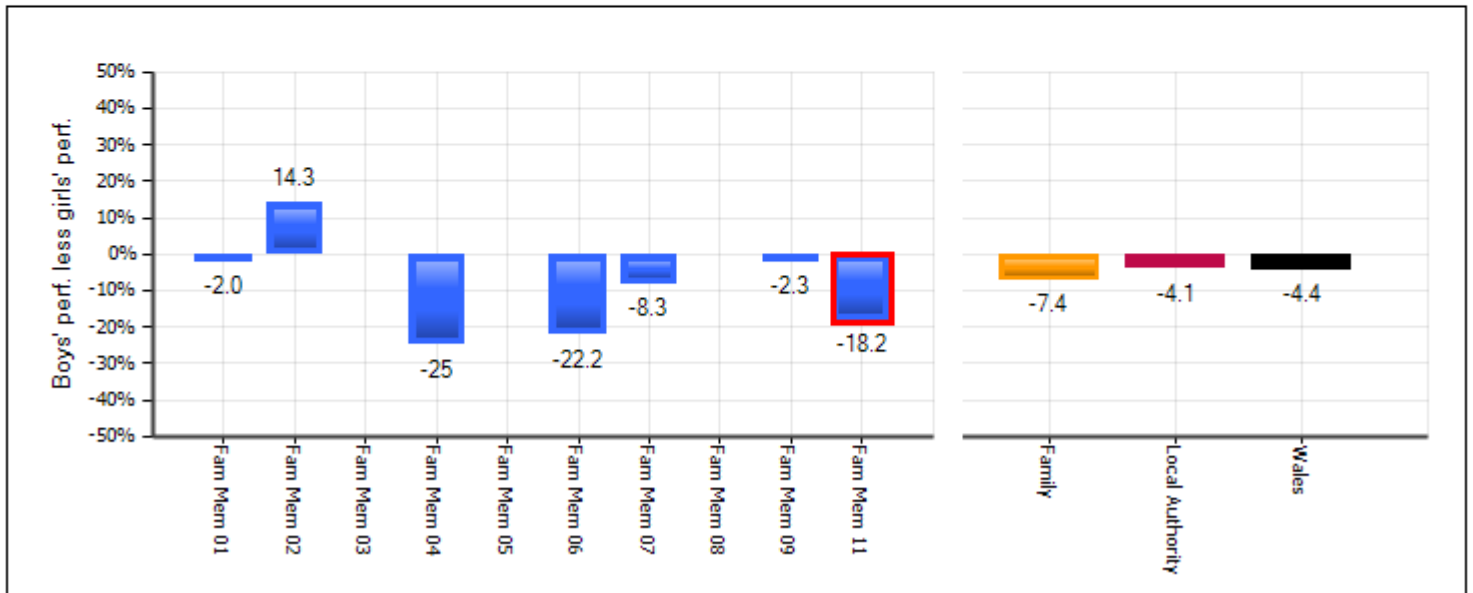
2.4a % pupils achieving



2.4b Family comparison



2.4c Family comparison - gender differences



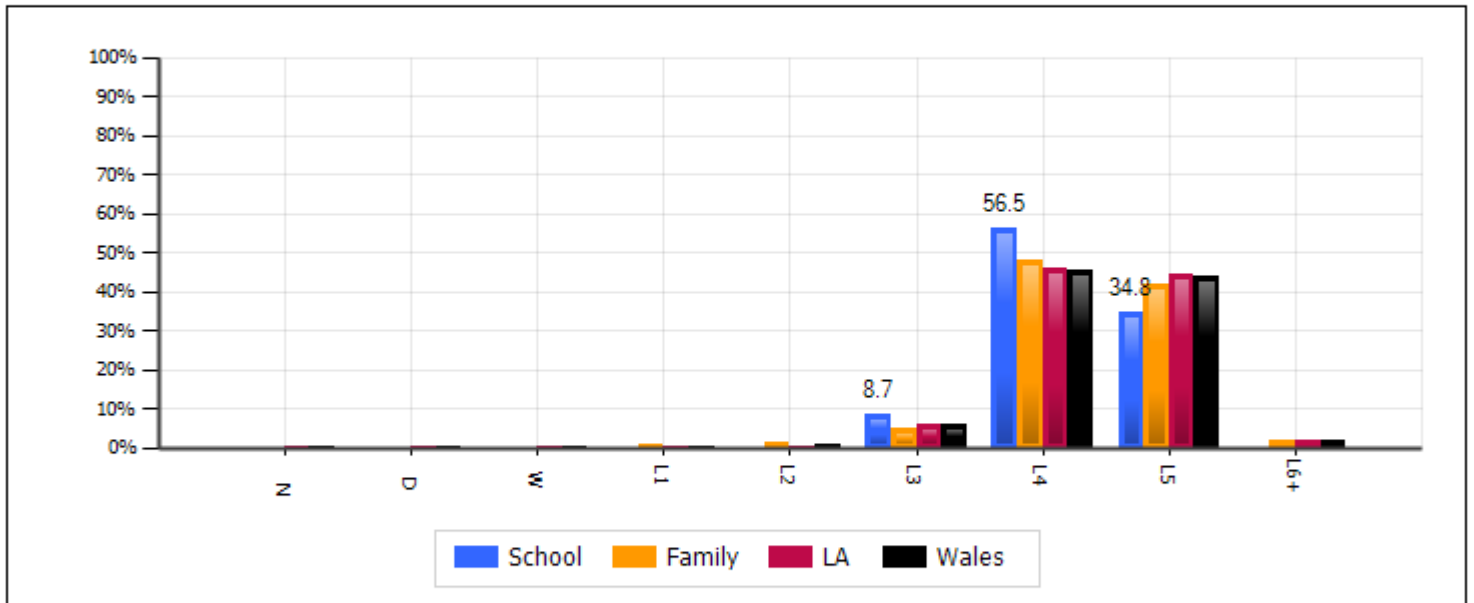
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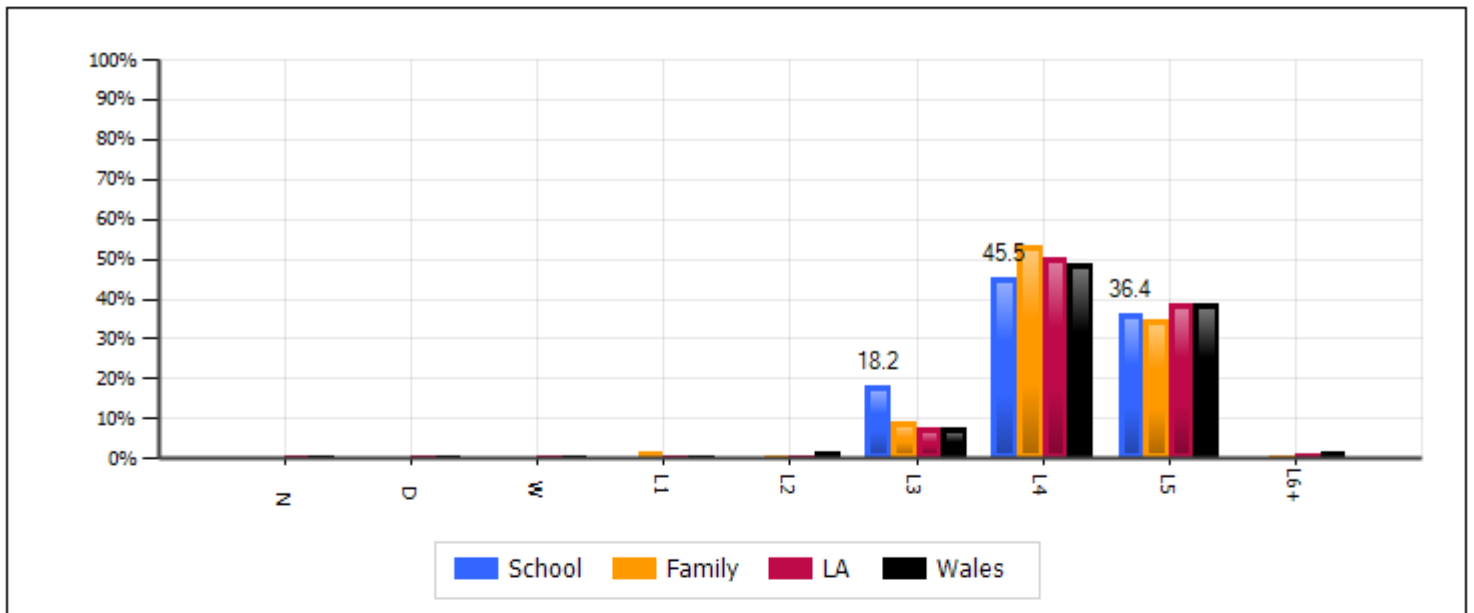
2.5 - NC Levels in Oracy AT

N = Level Not Awarded L1 = Level 1 L4 = Level 4
 D = Disapplied L2 = Level 2 L5 = Level 5
 W = Working Towards Level 1 L3 = Level 3 L6+ = Level 6 or above

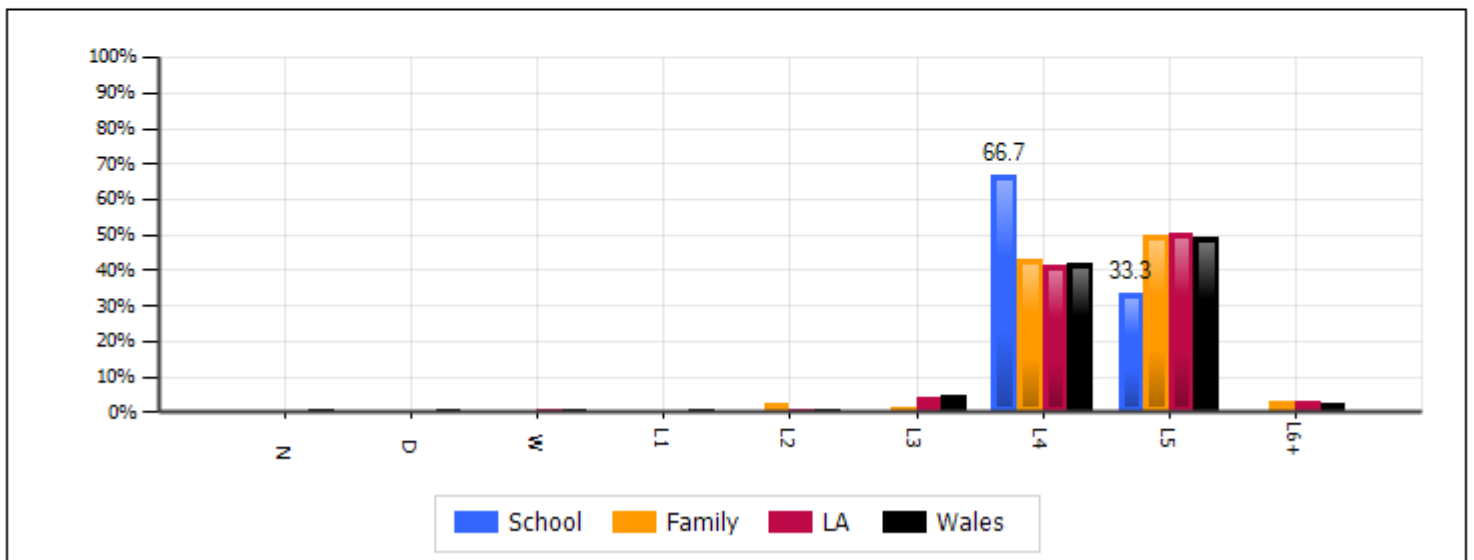
2.5a % pupils achieving



2.5b % boys achieving



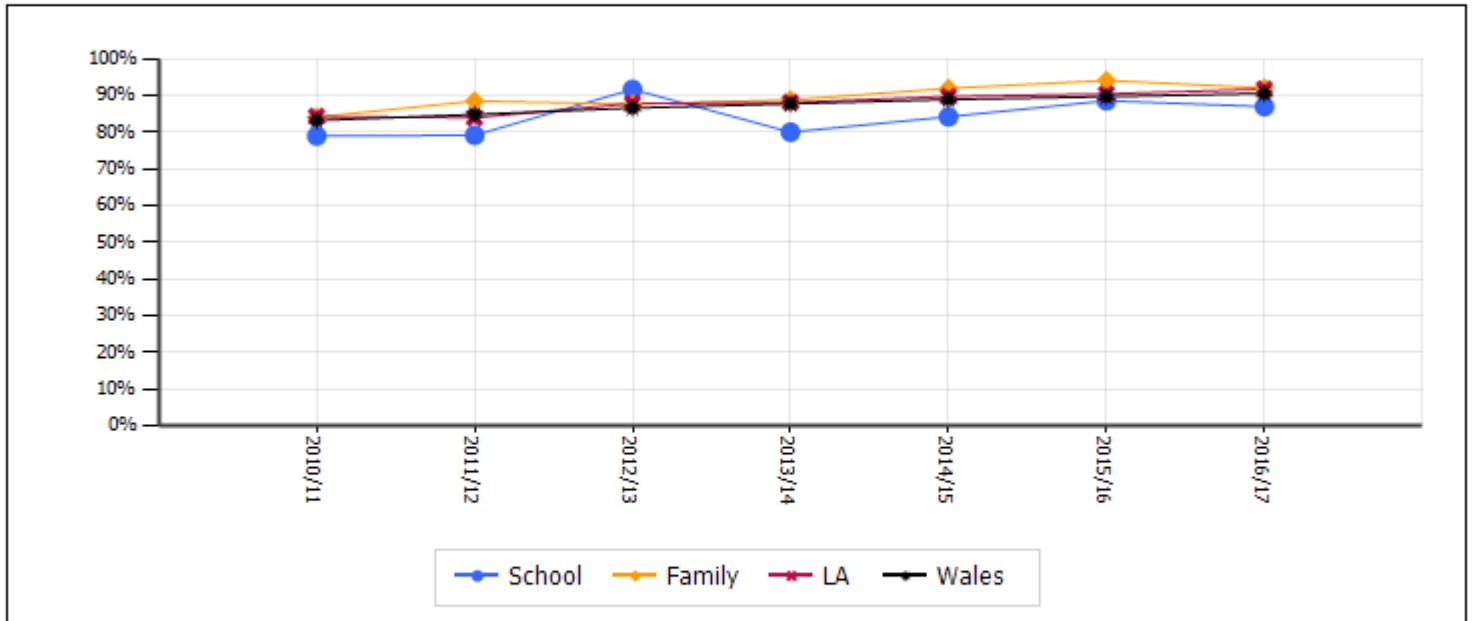
2.5c % girls achieving



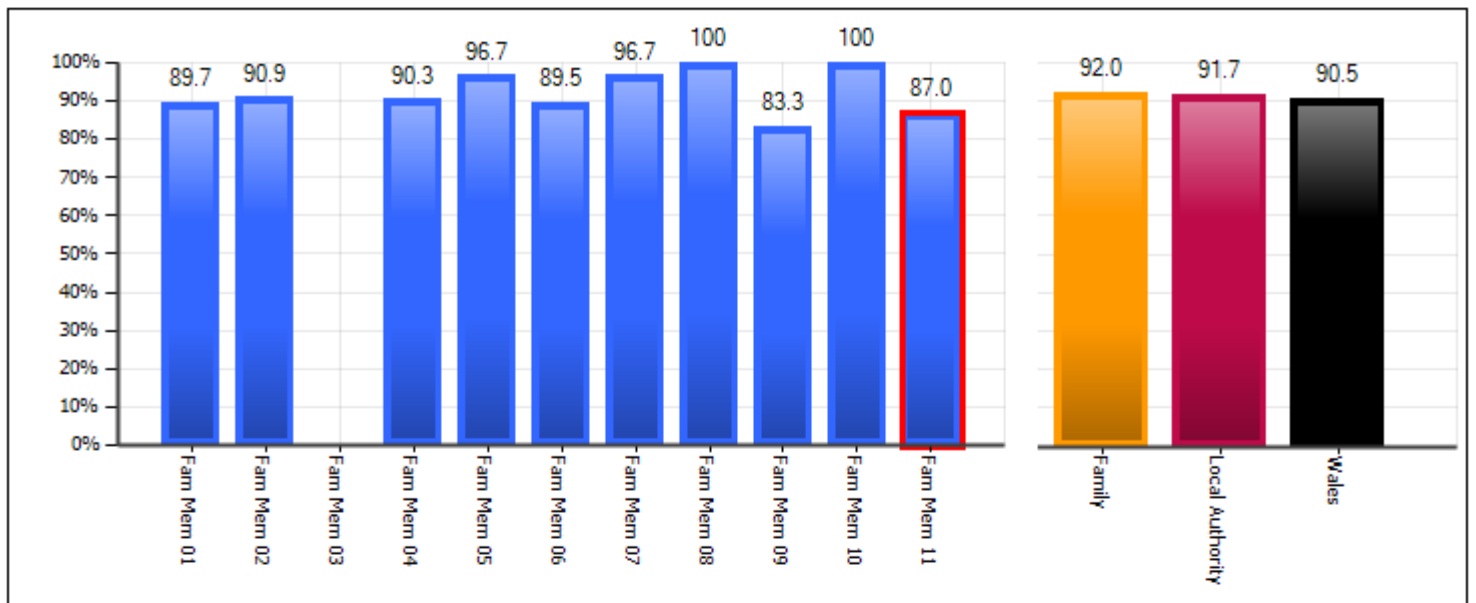
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2.6 - Level 4+ in Reading AT

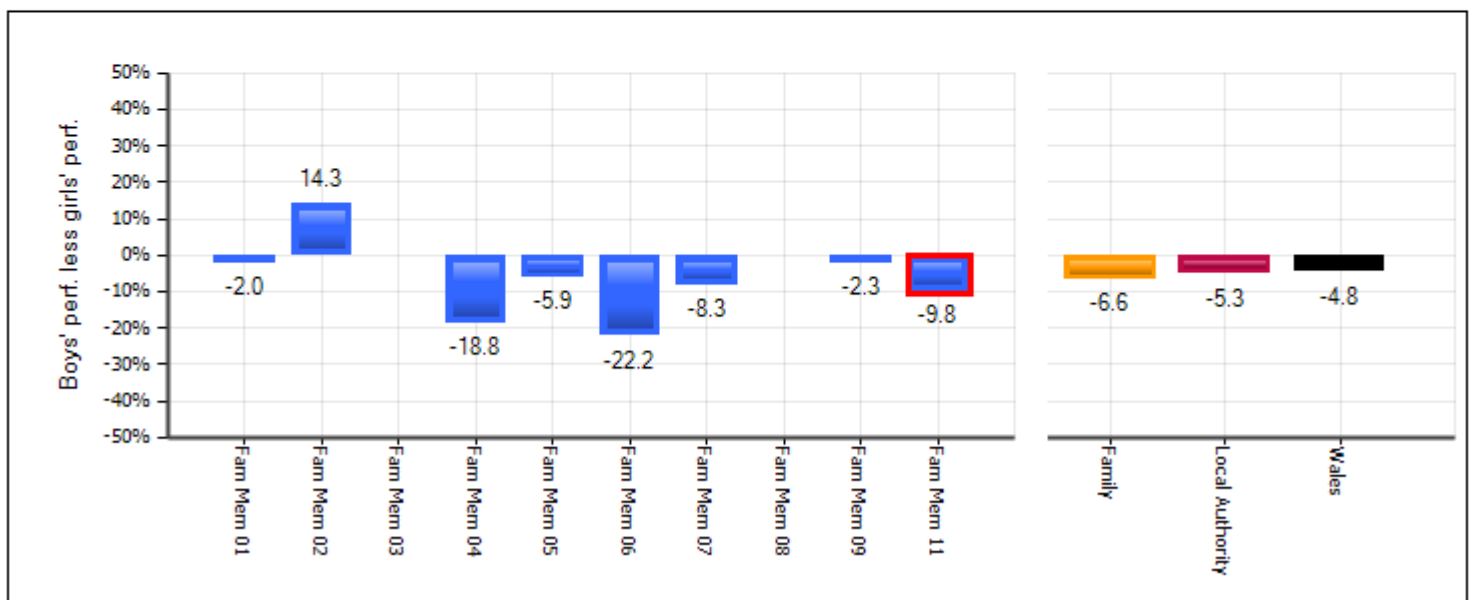
2.6a % pupils achieving



2.6b Family comparison



2.6c Family comparison - gender differences



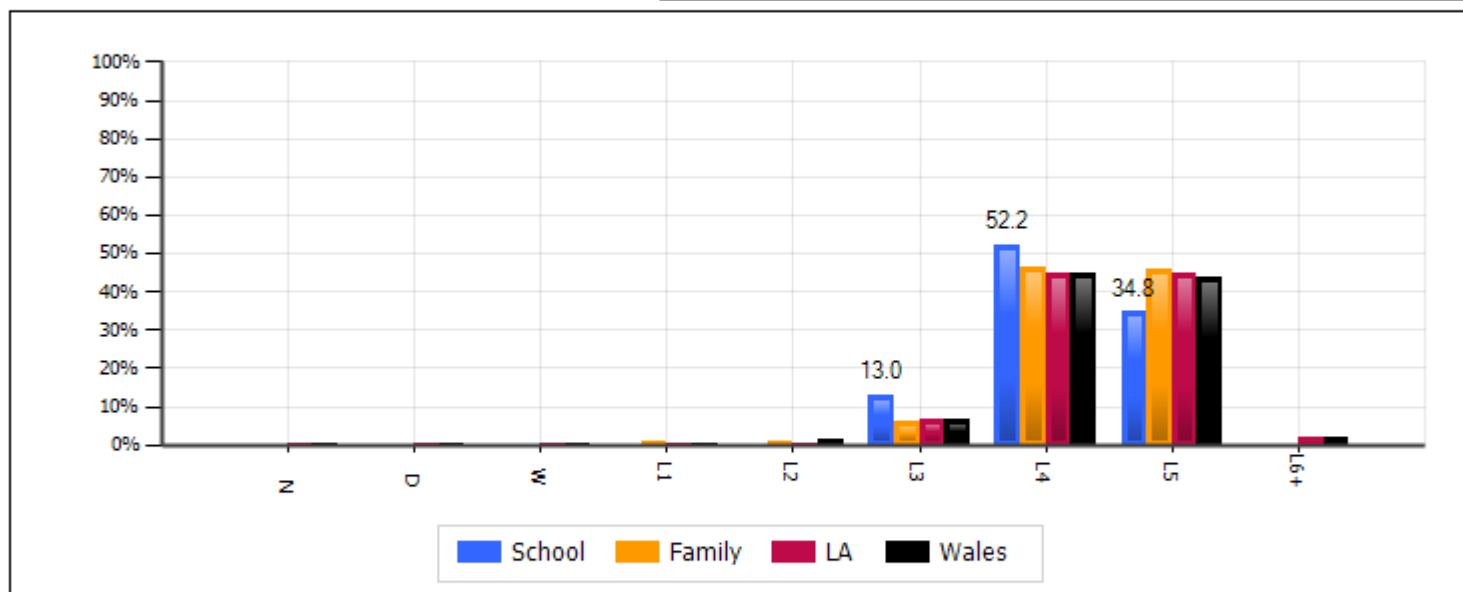
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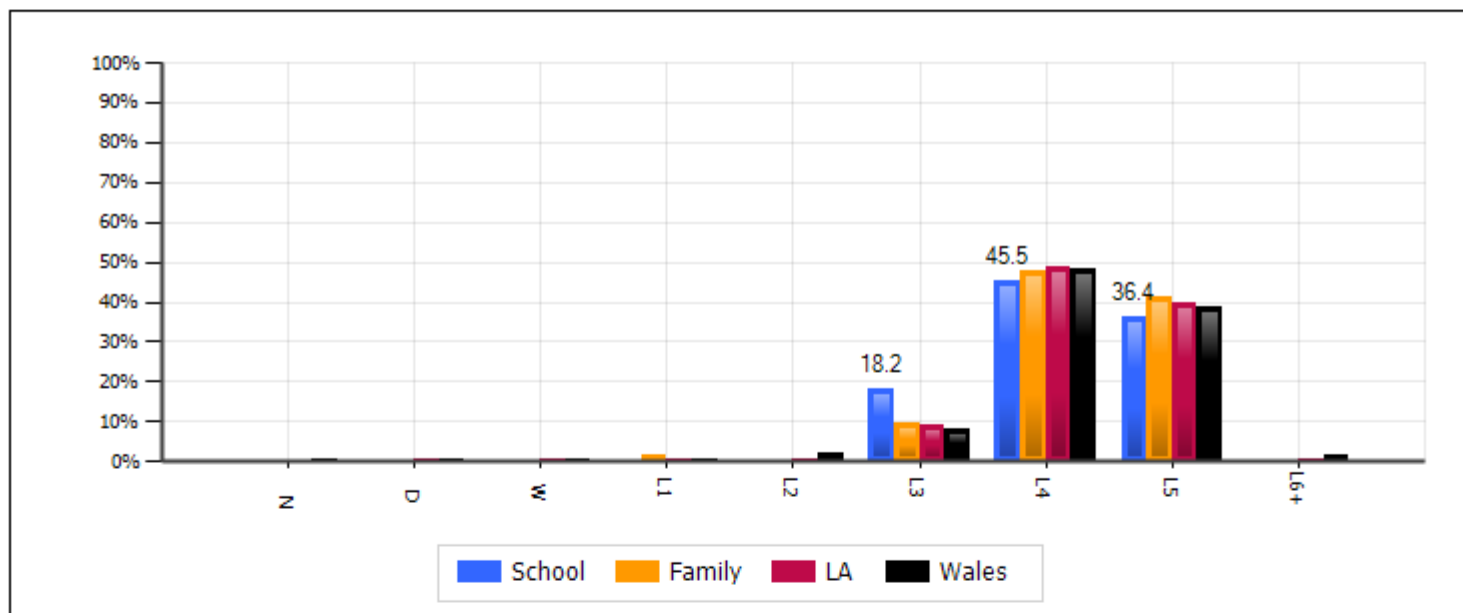
2.7 - NC Levels in Reading AT

N = Level Not Awarded L1 = Level 1 L4 = Level 4
 D = Disapplied L2 = Level 2 L5 = Level 5
 W = Working towards Level 1 L3 = Level 3 L6+ = Level 6 or above

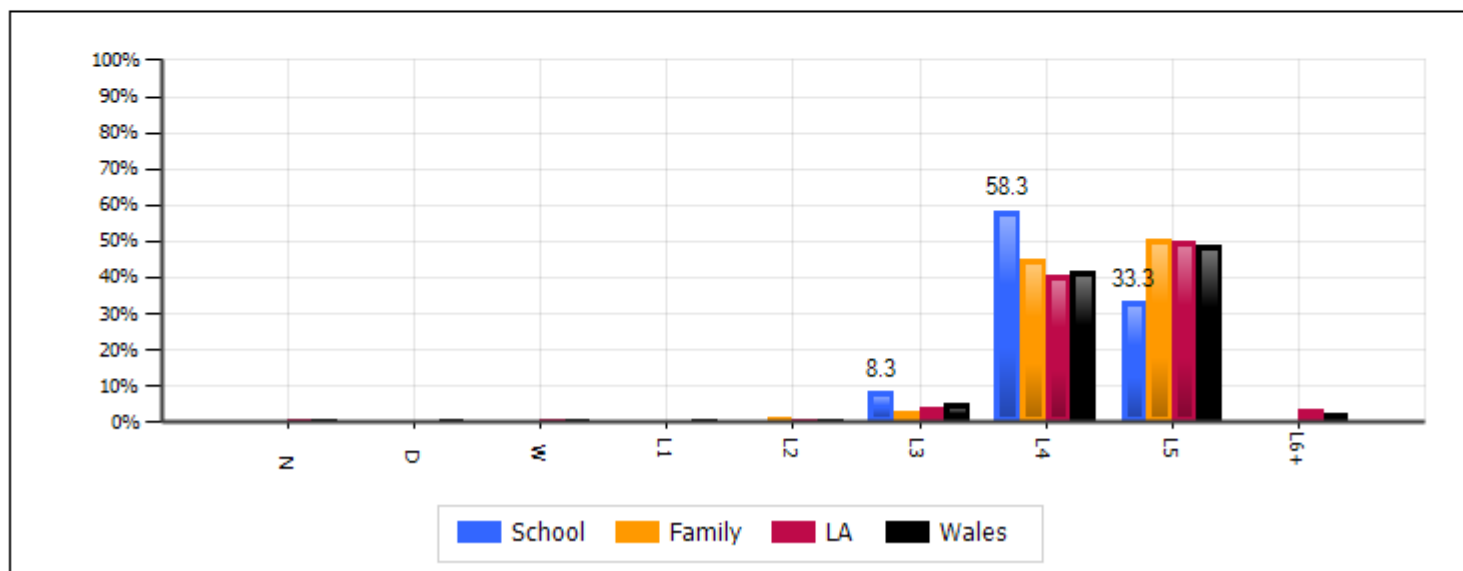
2.7a % pupils achieving



2.7b % boys achieving



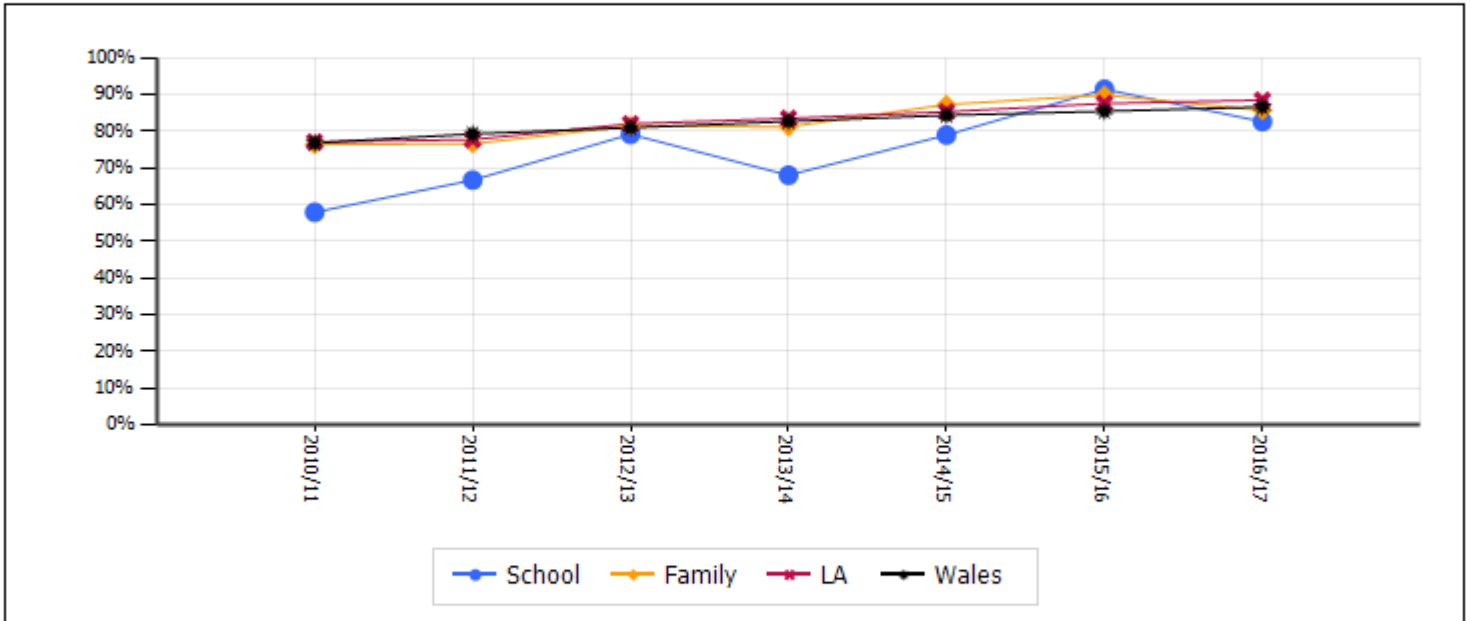
2.7c % girls achieving



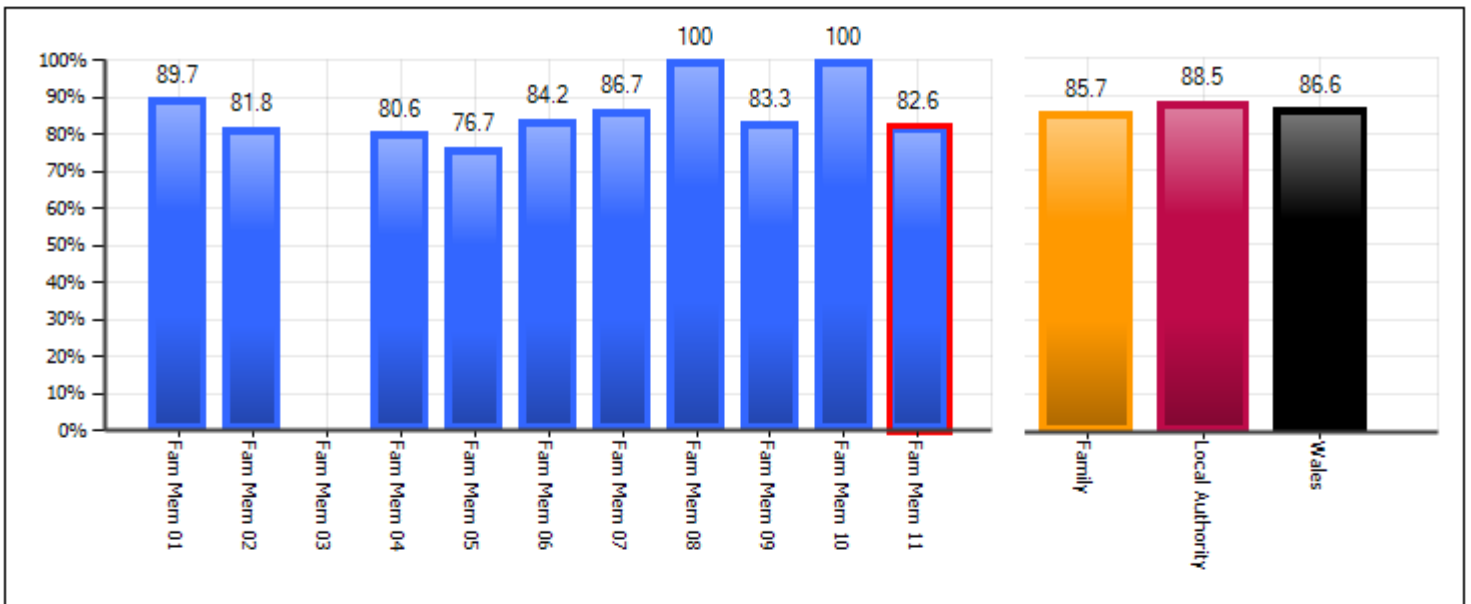
Section 2b – English - Attainment Targets (AT)

2.8 - Level 4+ in Writing AT

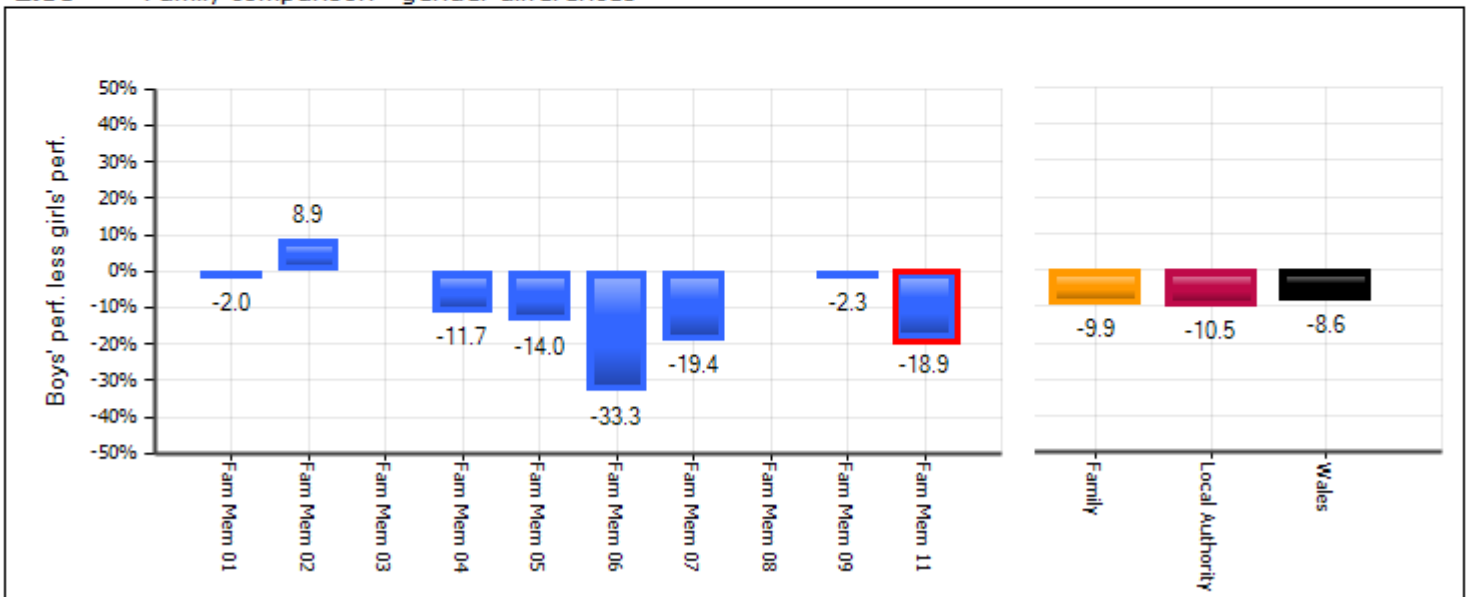
2.8a % pupils achieving



2.8b Family comparison



2.8c Family comparison - gender differences



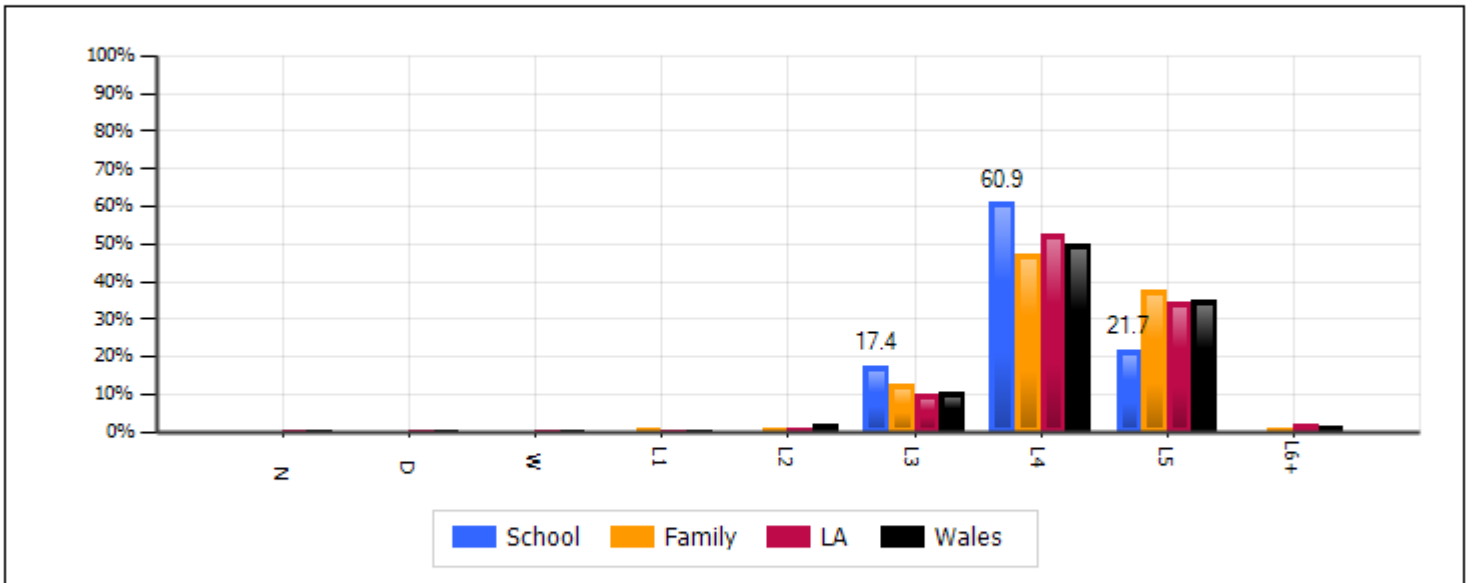
Section 2b – English - Attainment Targets (AT)

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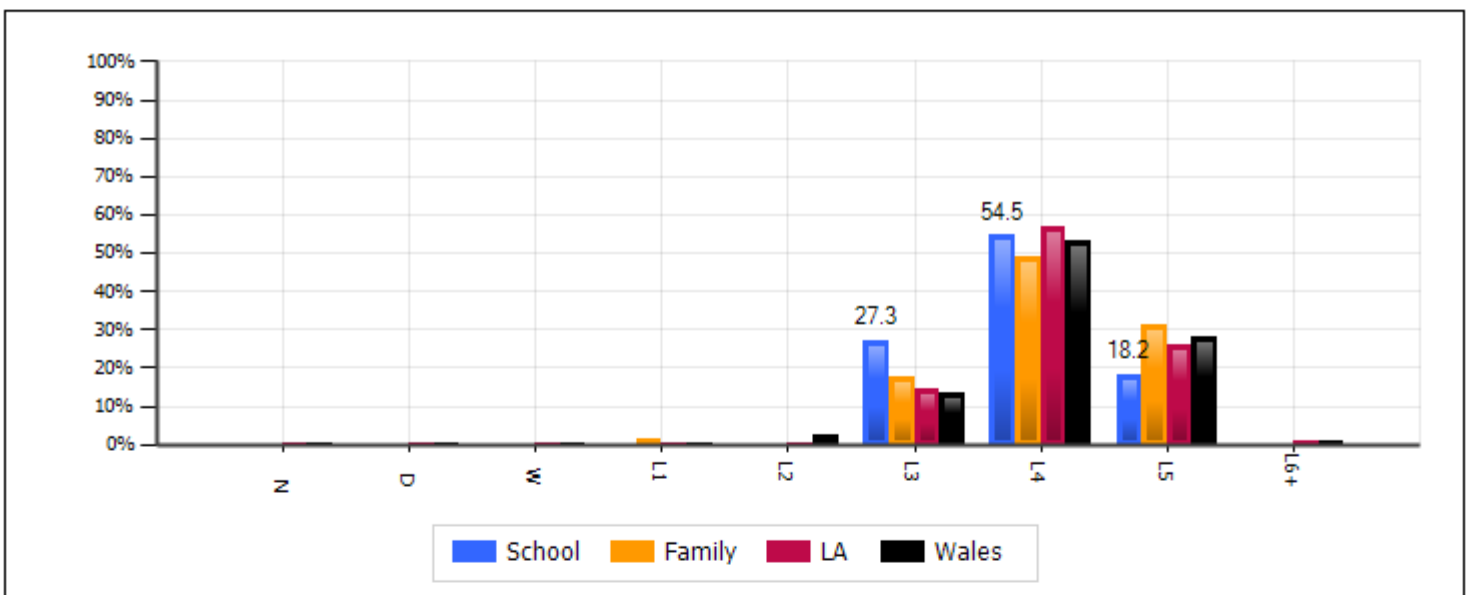
2.9 - NC Levels in Writing AT

N = Level Not Awarded L1 = Level 1 L4 = Level 4
 D = Disapplied L2 = Level 2 L5 = Level 5
 W = Working towards Level 13 = Level 3 L6+ = Level 6 or above

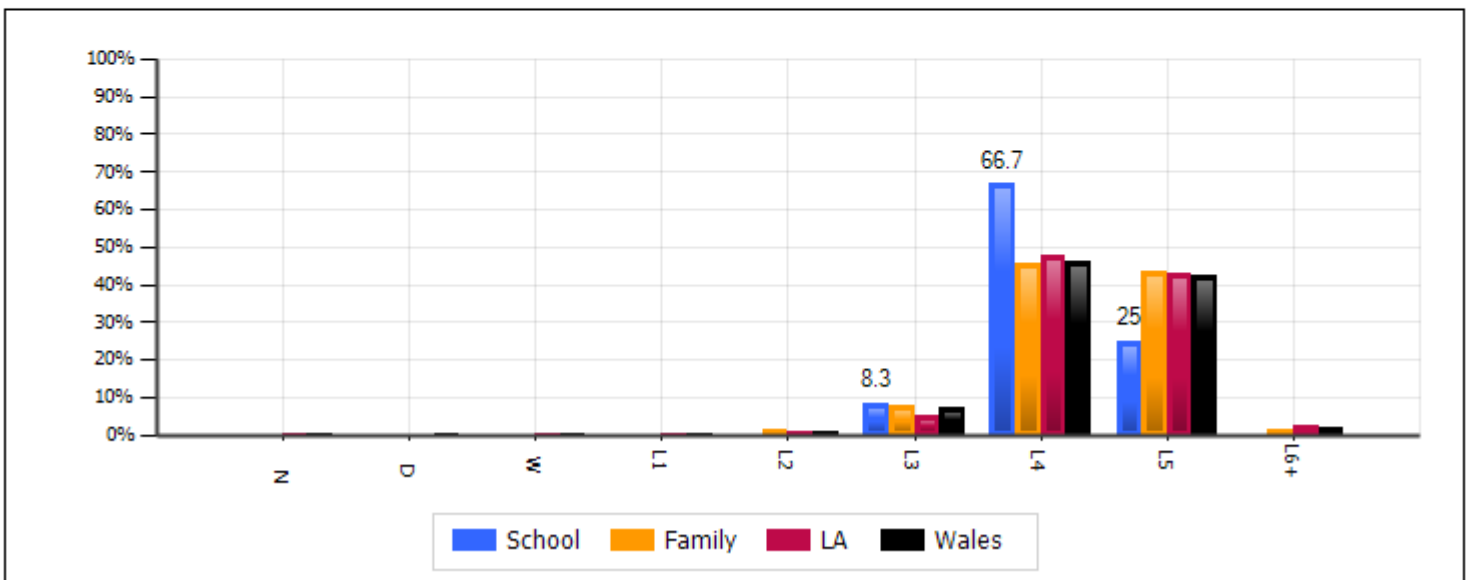
2.9a % pupils achieving



2.9b % boys achieving



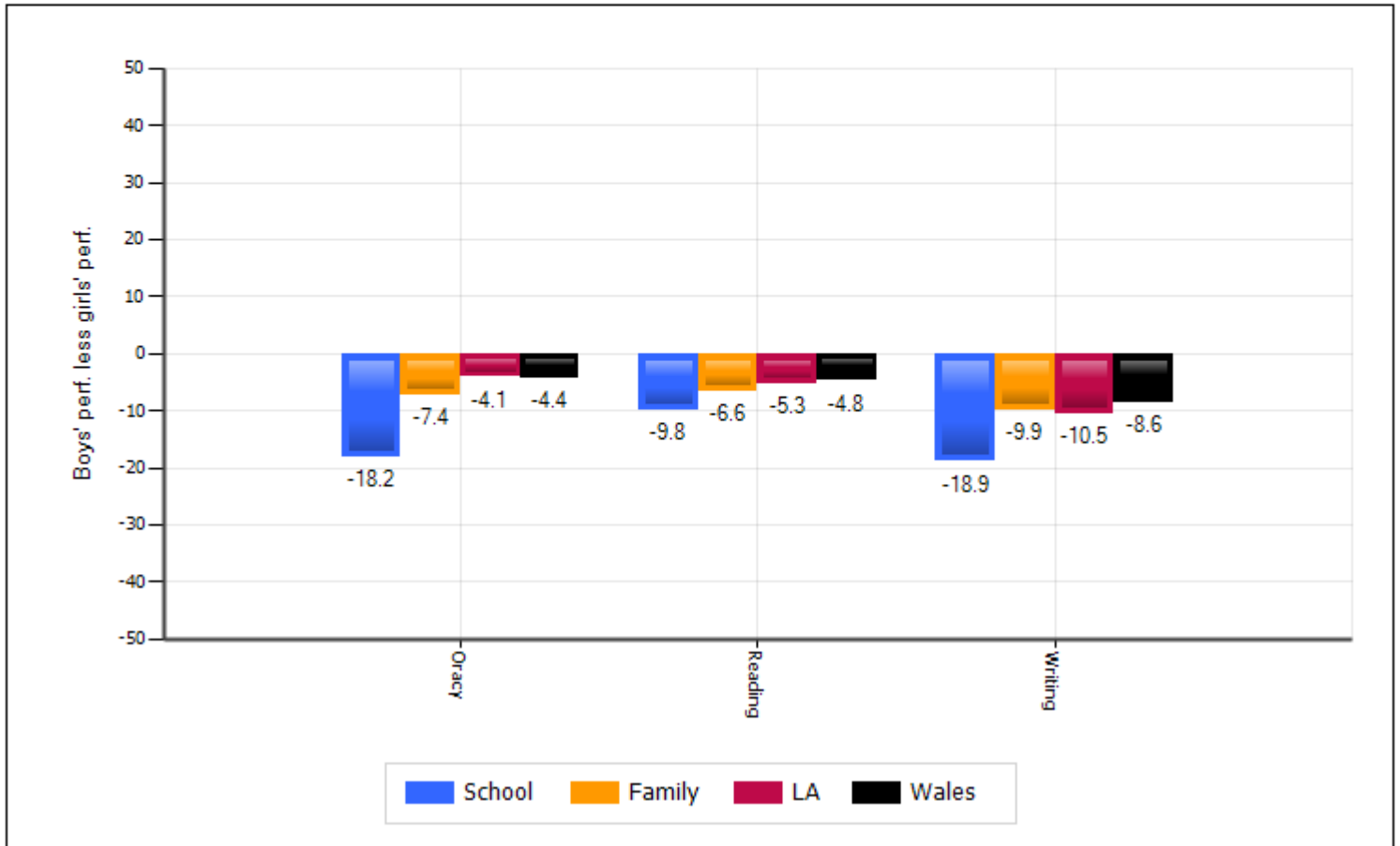
2.9c % girls achieving



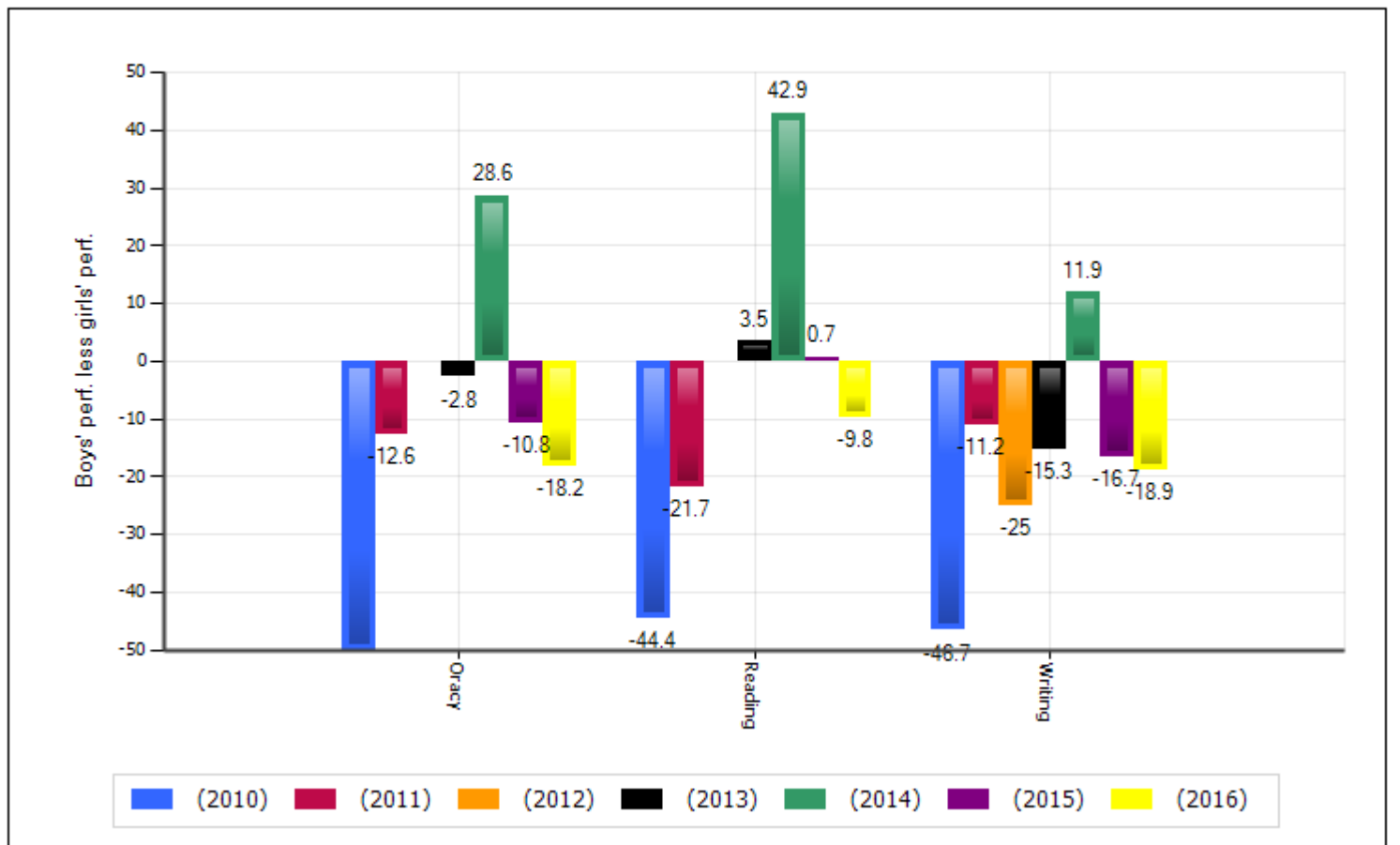
Section 2b – English – Attainment Targets (AT)

2.10 - Gender differences - English AT

2.10a % achieving Level 4+ by organisation



2.10b % achieving Level 4+ – trends



Section 3a - Welsh as a First Language

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Guidance Questions

Separate core subjects

How do trends for each core subject compare with national trends over the last three years or more? (Improving, declining, fluctuating and steady/maintaining standards).

How strong is performance compared with schools with similar levels of free school meals, i.e. trends in benchmarking performance over the last three years or more? See Section 8 on Benchmarking

Is performance noticeably different from that of the family?

Is there a clear difference in performance between any of the core subjects or is the pattern in performance generally similar? Are any subjects having a detrimental effect on the core subject indicator?

In each of the core subjects, how does the performance of boys or girls compare with national, local and family averages for these groups of pupils? Is there a clear trend of improvement or has there been a decline in the performance of one or both groups? Is there a repeating pattern of strong/weak performance by either boys or girls in any particular subject? Is the gap in the performance between girls and boys noticeably different from the gap in performance at national, local and family levels?

How does the performance of pupils eligible for free school meals compare with national, local or family averages for this group in the different subjects? Is there a clear trend of improvement or has there been a decline in the performance of pupils eligible for free school meals over the last three years or more? Is there a repeating pattern of strong/weak performance by pupils eligible for free school meals in any particular subjects? Is the gap in performance between pupils eligible for free school meals and those not eligible noticeably different from national, local and family differences? *Note: apply caution when interpreting performance when numbers of pupils eligible for free schools meals is low.*

Section 3a - Welsh as a First Language

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Guidance Questions

Separate attainment targets for English and Welsh first language

How do trends for the three attainment targets compare with national trends over the last three years or more? (Improving, declining, fluctuating and steady/maintaining standards). Is the performance in one attainment target stronger or weaker than in the others or is it a similar overall picture?

How does the school compare in the three attainment targets with other schools in the family? Are there any significant differences in patterns of performance?

Are there any significant differences in patterns of performance between boys and girls – different from national patterns?

Performance in each core subject at level 5

How do trends in performance at level 5 compare with those with similar levels of free school meals, i.e. trends in benchmarking performance over the last three years or more? Is the pattern at level similar to level and above?

In each of the core subjects, how does the performance of boys or girls compare with national, local and family averages for these groups of pupils? Is there a clear trend of improvement or has there been a decline in the performance of one or both groups? Is there a repeating pattern of strong/weak performance by either boys or girls in any particular subject? Is the gap in the performance between girls and boys noticeably different from the gap in performance at national, local and family levels?

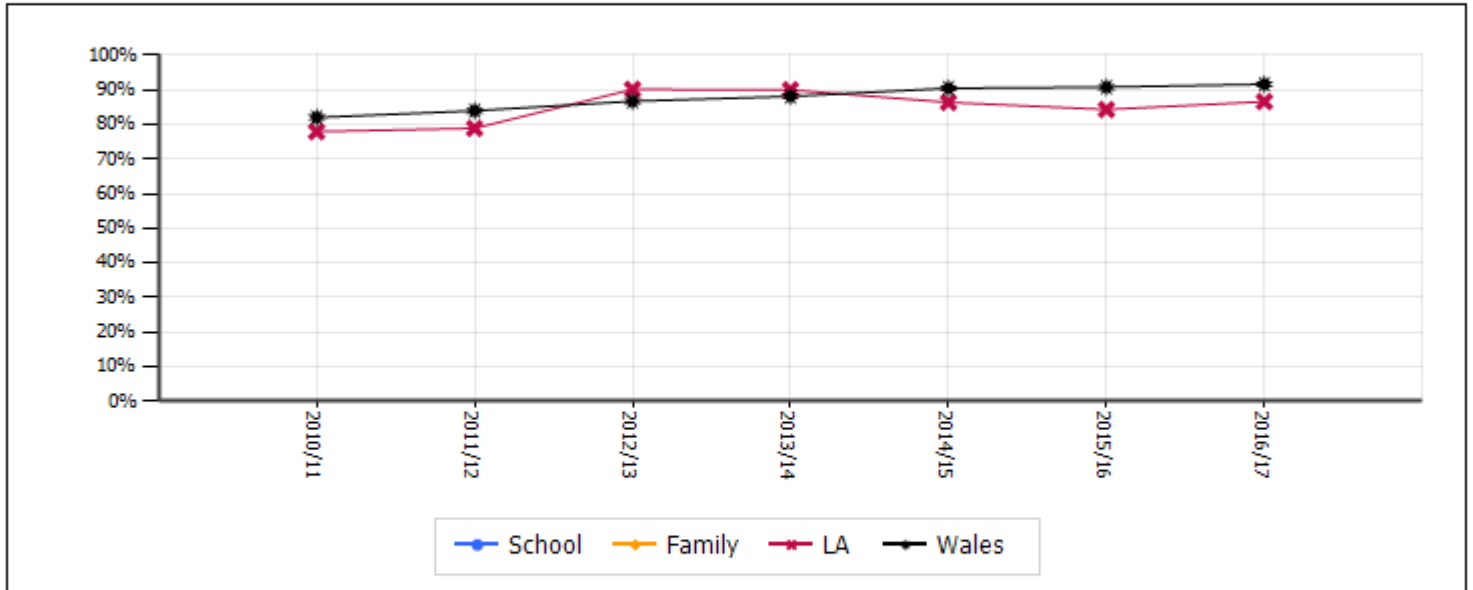
Number and % total cohort entered for Welsh as First Language

Title	No	%
Fam Mem 01		
Fam Mem 02		
Fam Mem 03		
Fam Mem 04		
Fam Mem 05		
Fam Mem 06		
Fam Mem 07		
Fam Mem 08		
Fam Mem 09		
Fam Mem 10		
Fam Mem 11		

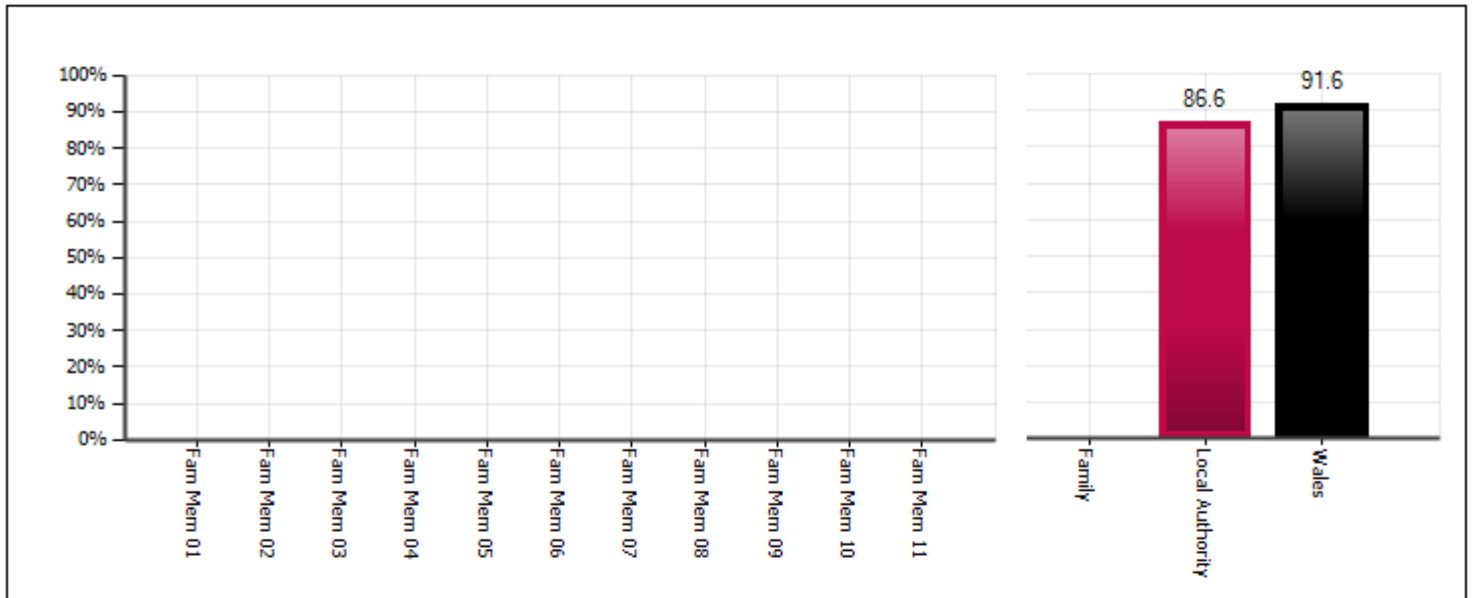
Section 3a – Welsh as First Language

3.1 - Level 4+

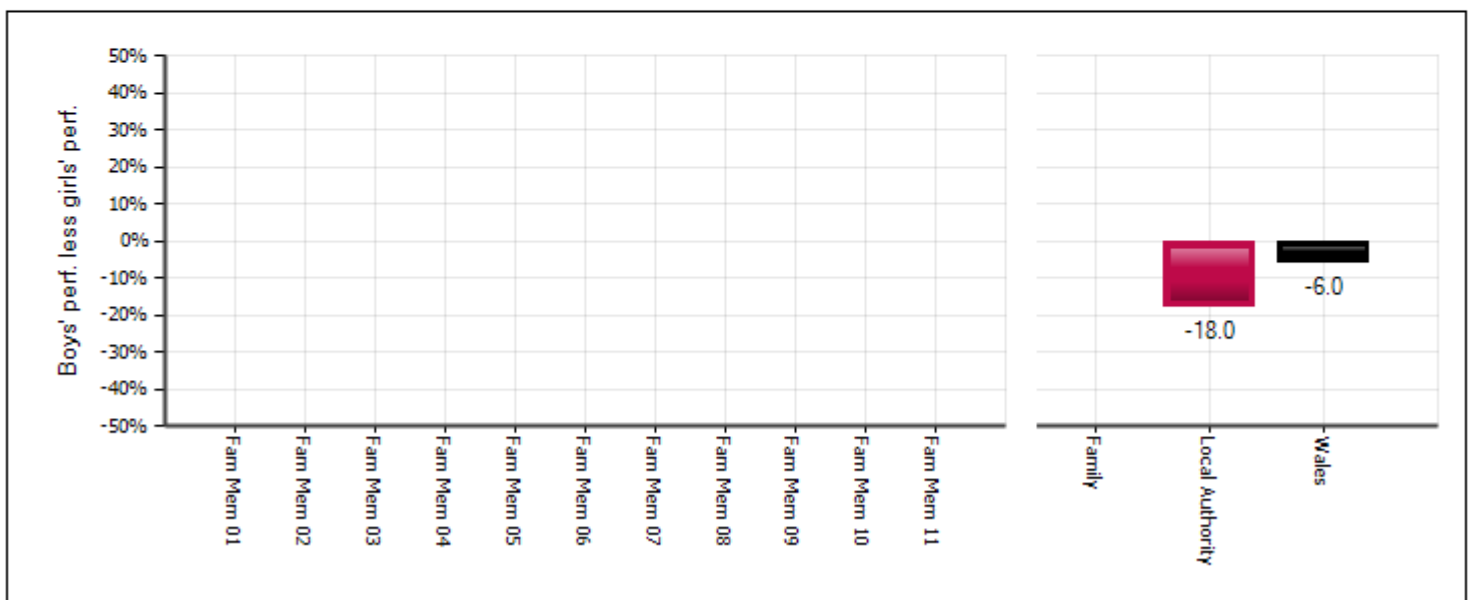
3.1a % pupils achieving



3.1b Family comparison



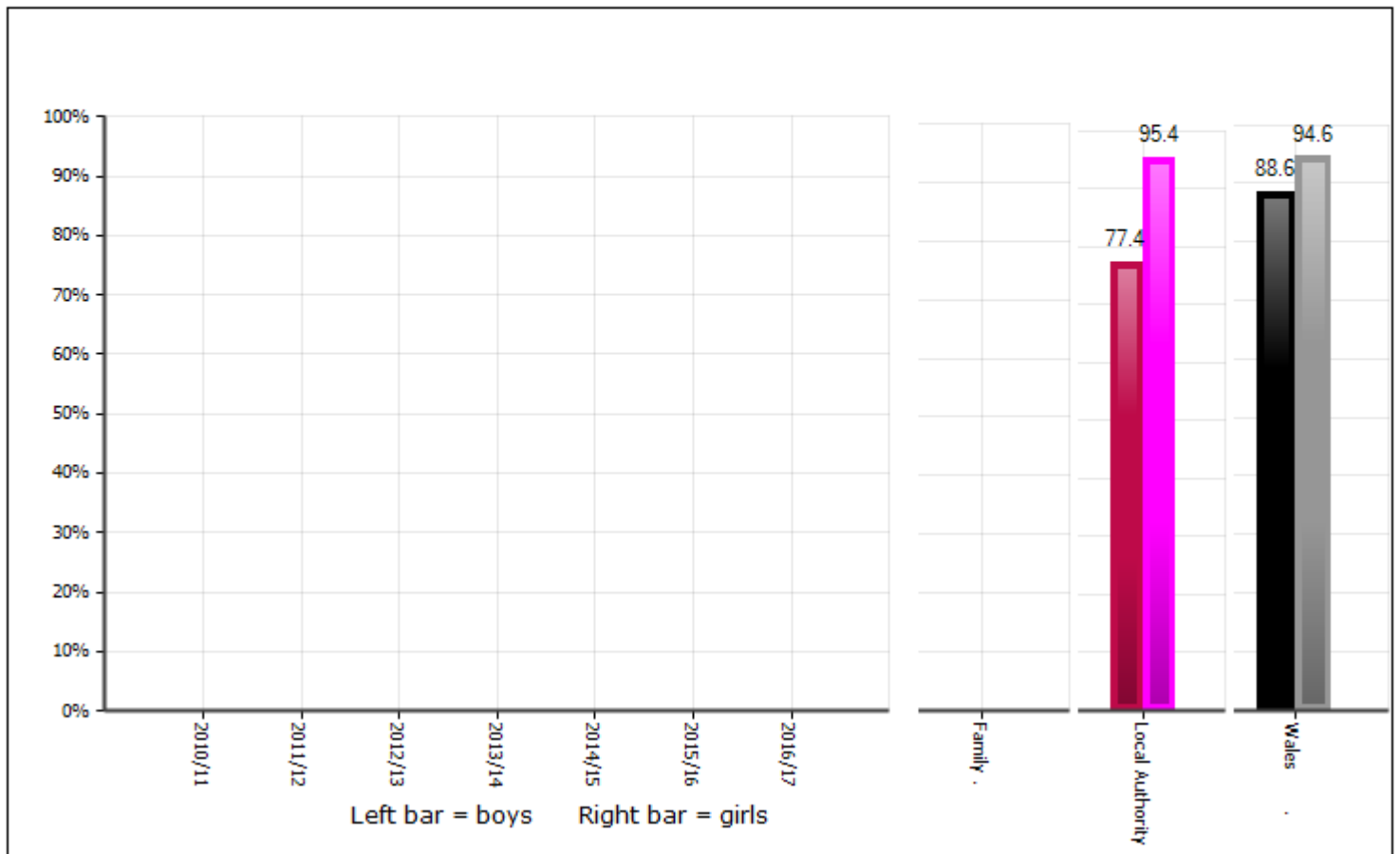
3.1c Family comparison - gender differences



Section 3a – Welsh as First Language

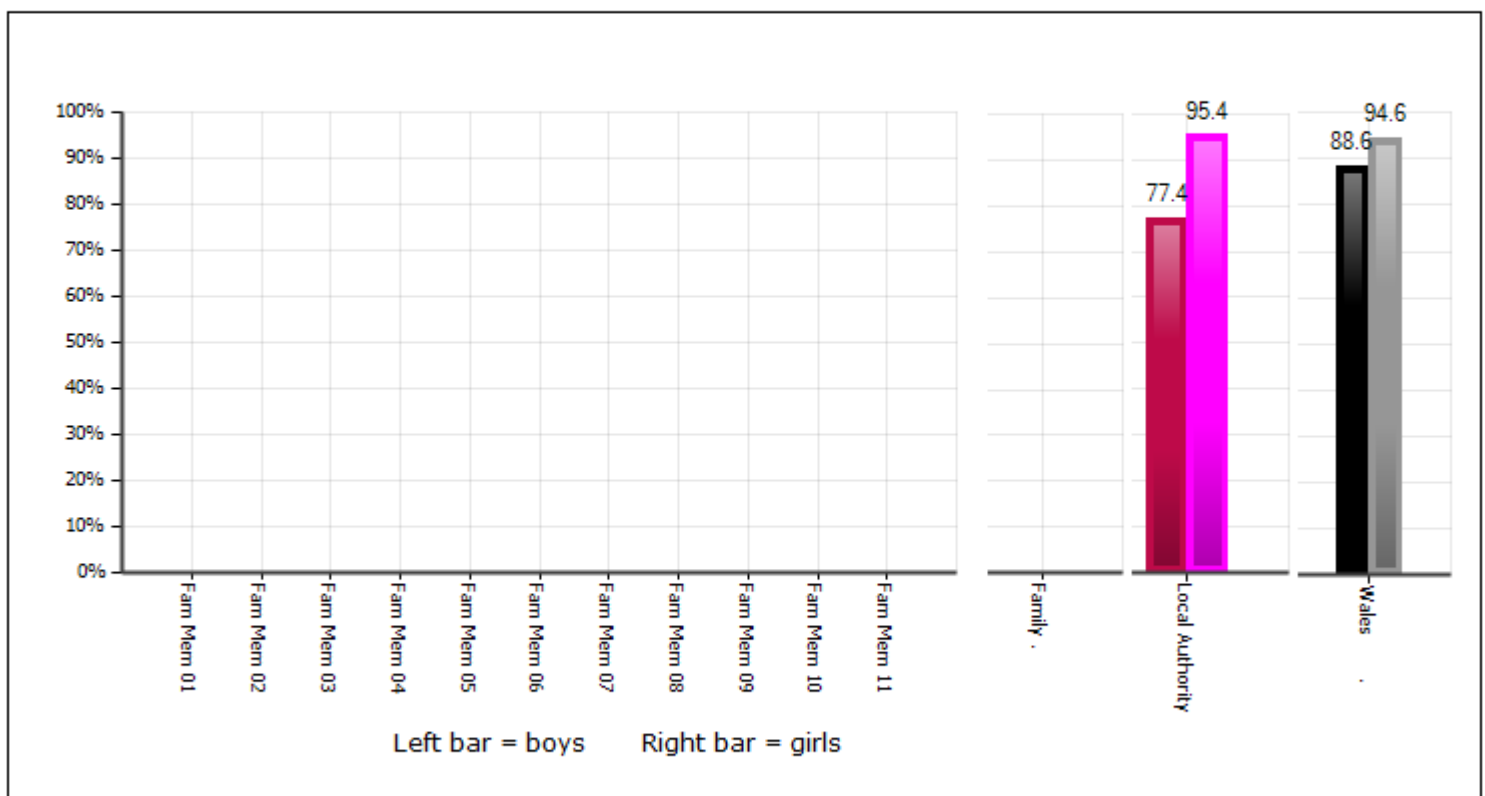
3.1 - Level 4+

3.1d % boys / girls achieving



3.1e Boys / girls - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

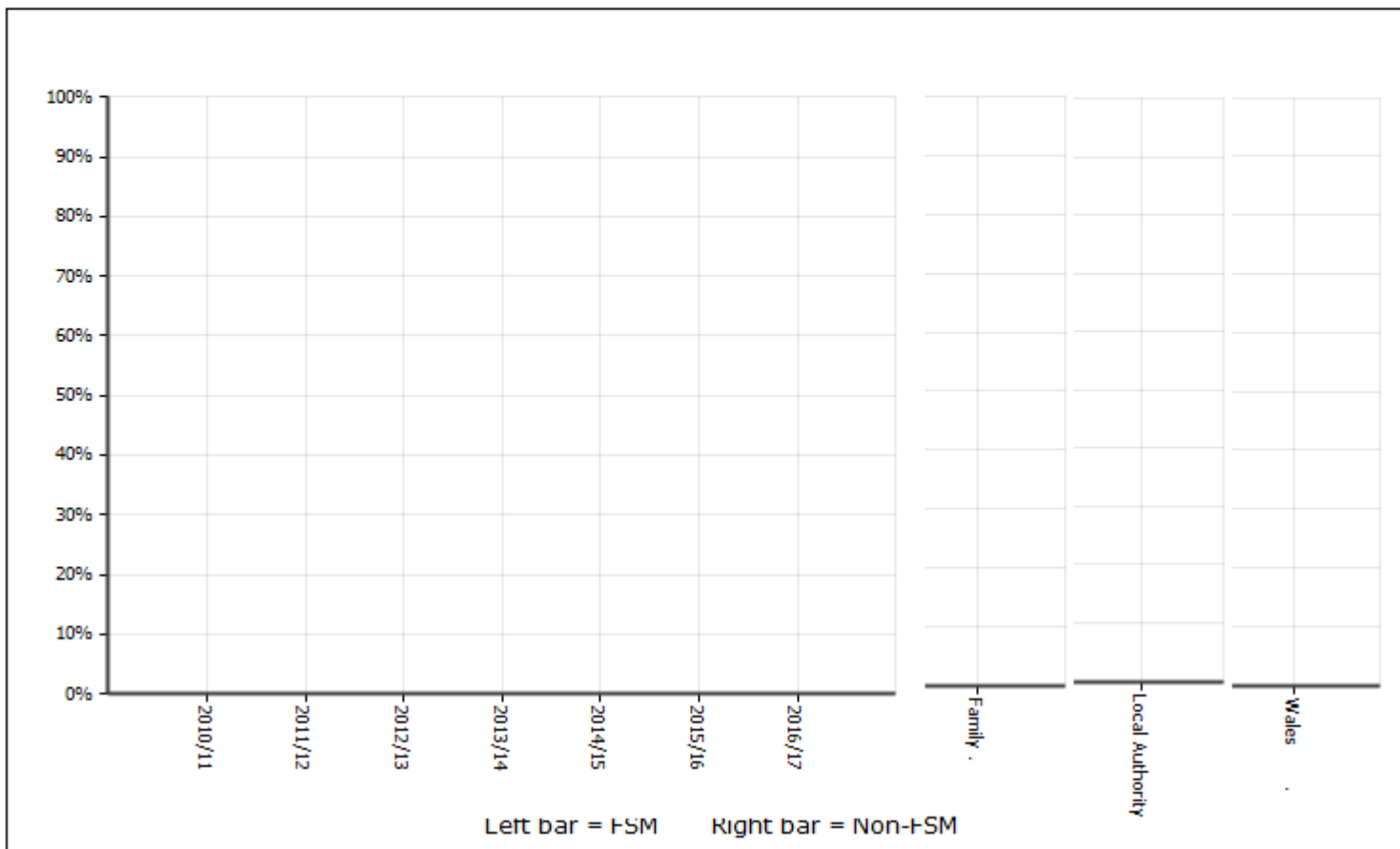


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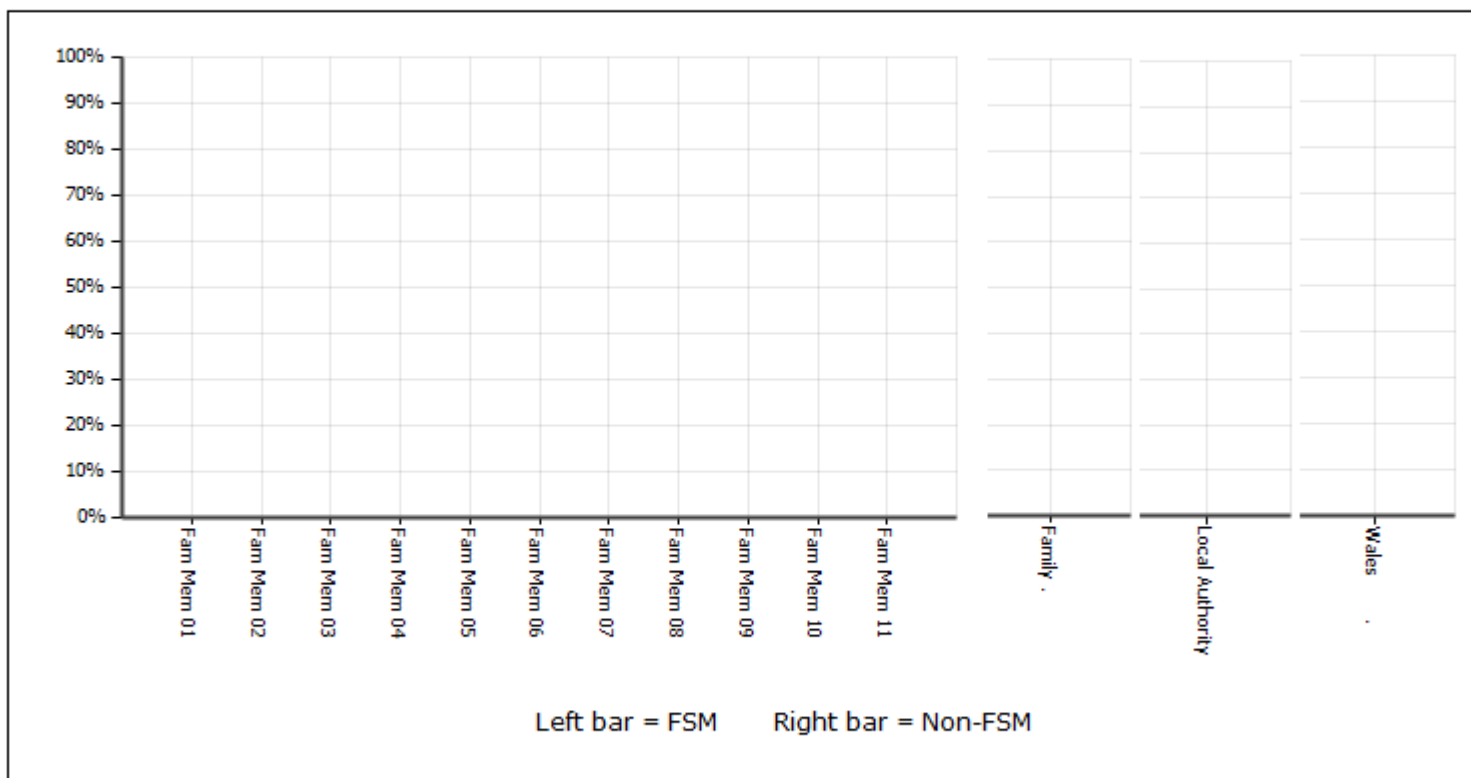
3.1 - Level 4+

3.1f FSM / non-FSM trend



3.1g FSM / non-FSM - Family comparison

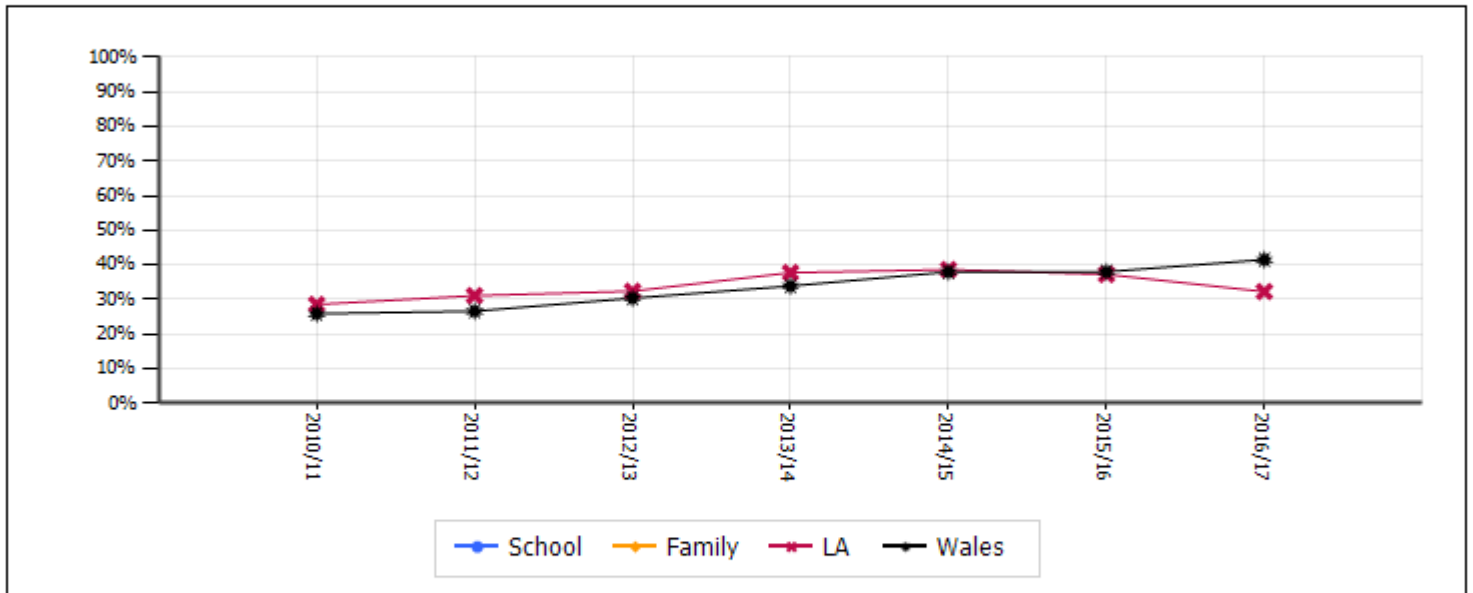
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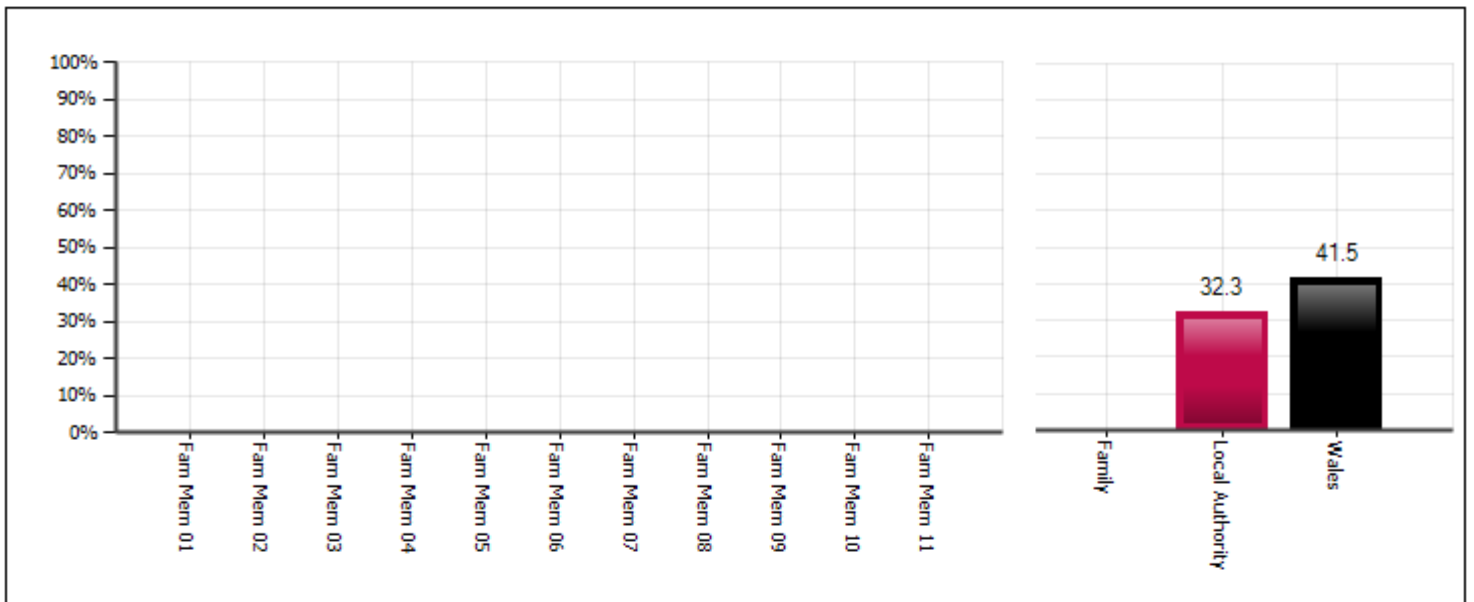
Section 3a – Welsh as First Language

3.2 - Level 5+

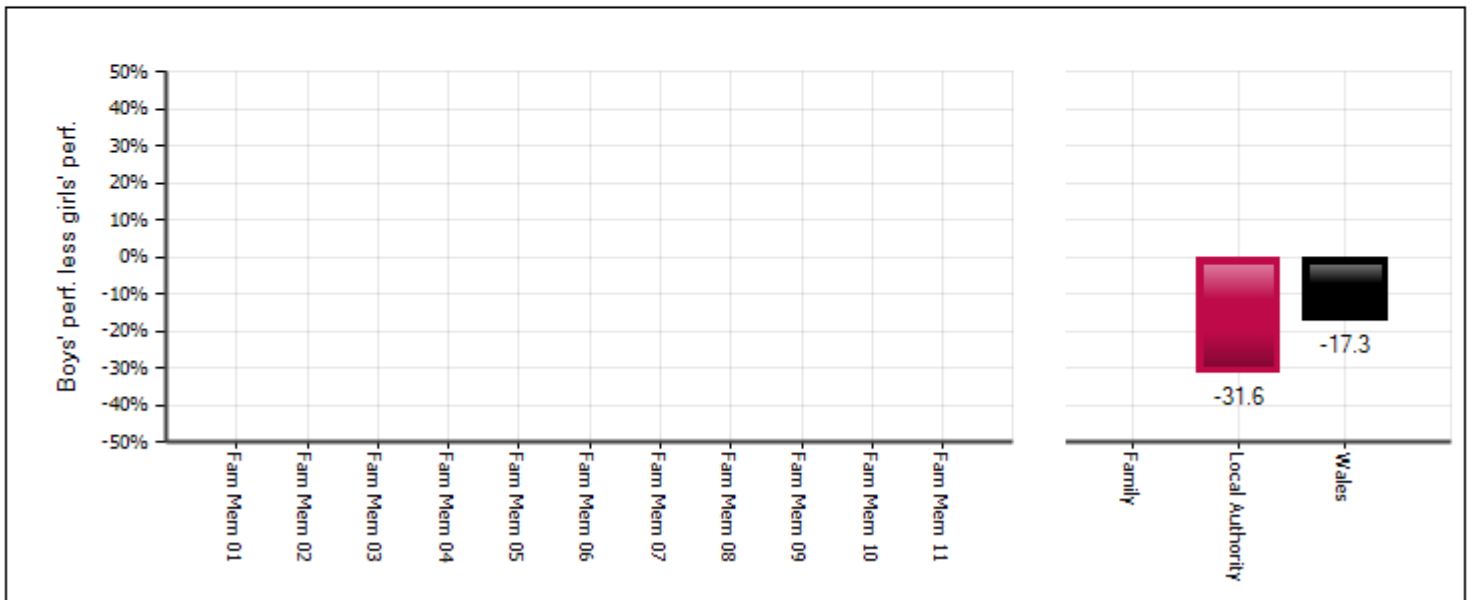
3.2a % pupils achieving



3.2b Family comparison



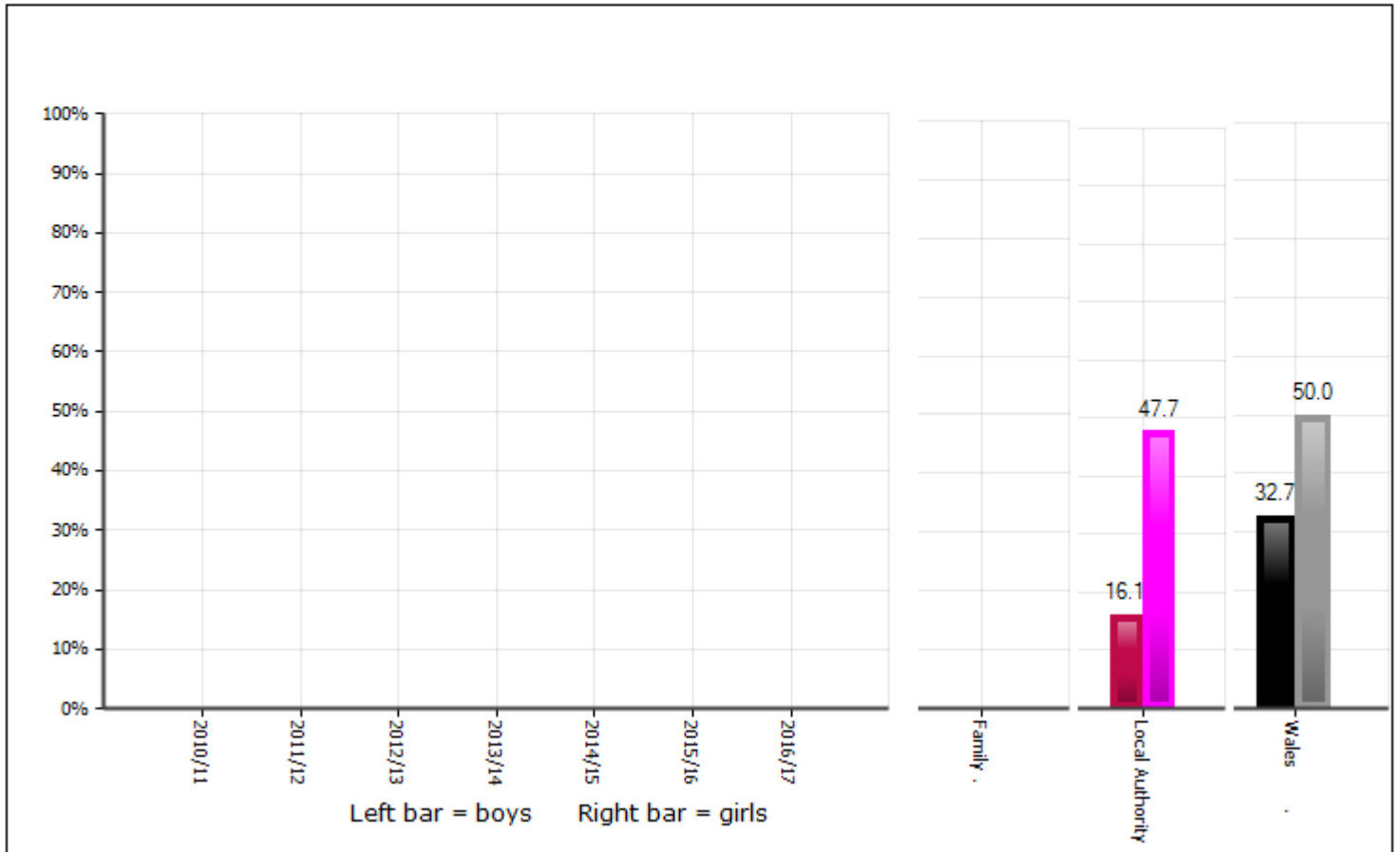
3.2c Family comparison – gender differences



Section 3a – Welsh as First Language

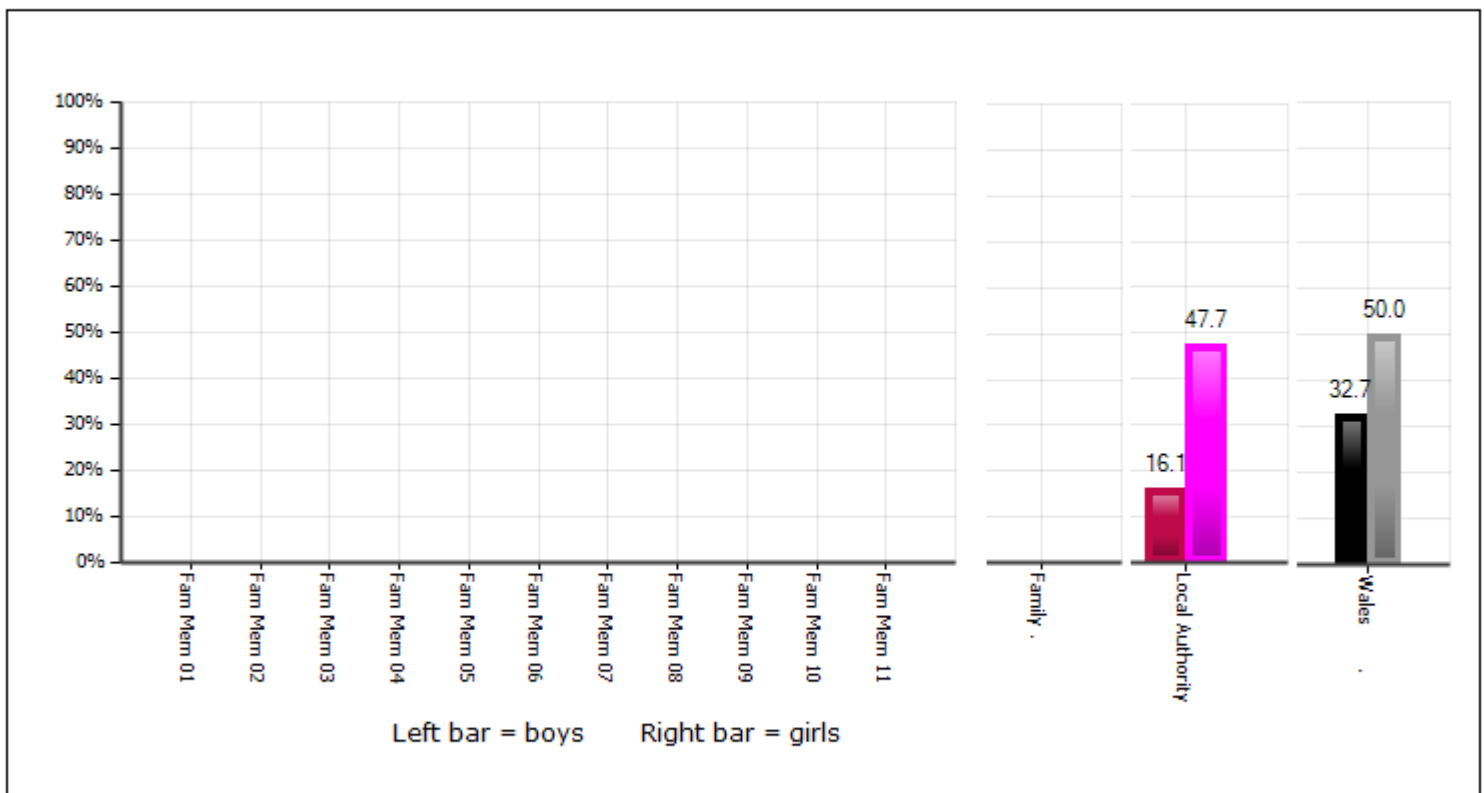
3.2 - Level 5+

3.2d % boys / girls achieving



3.2e Boys / girls - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

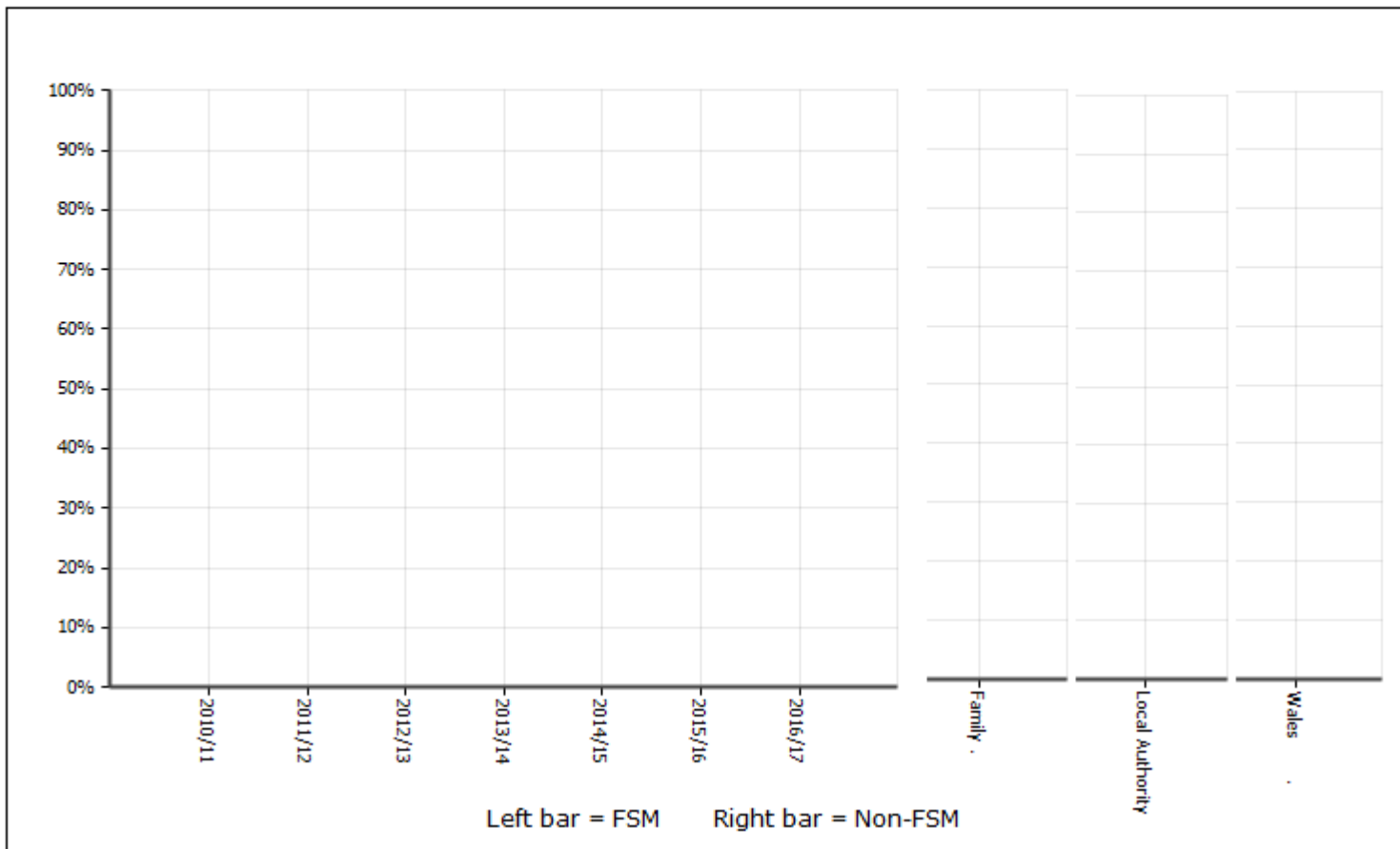


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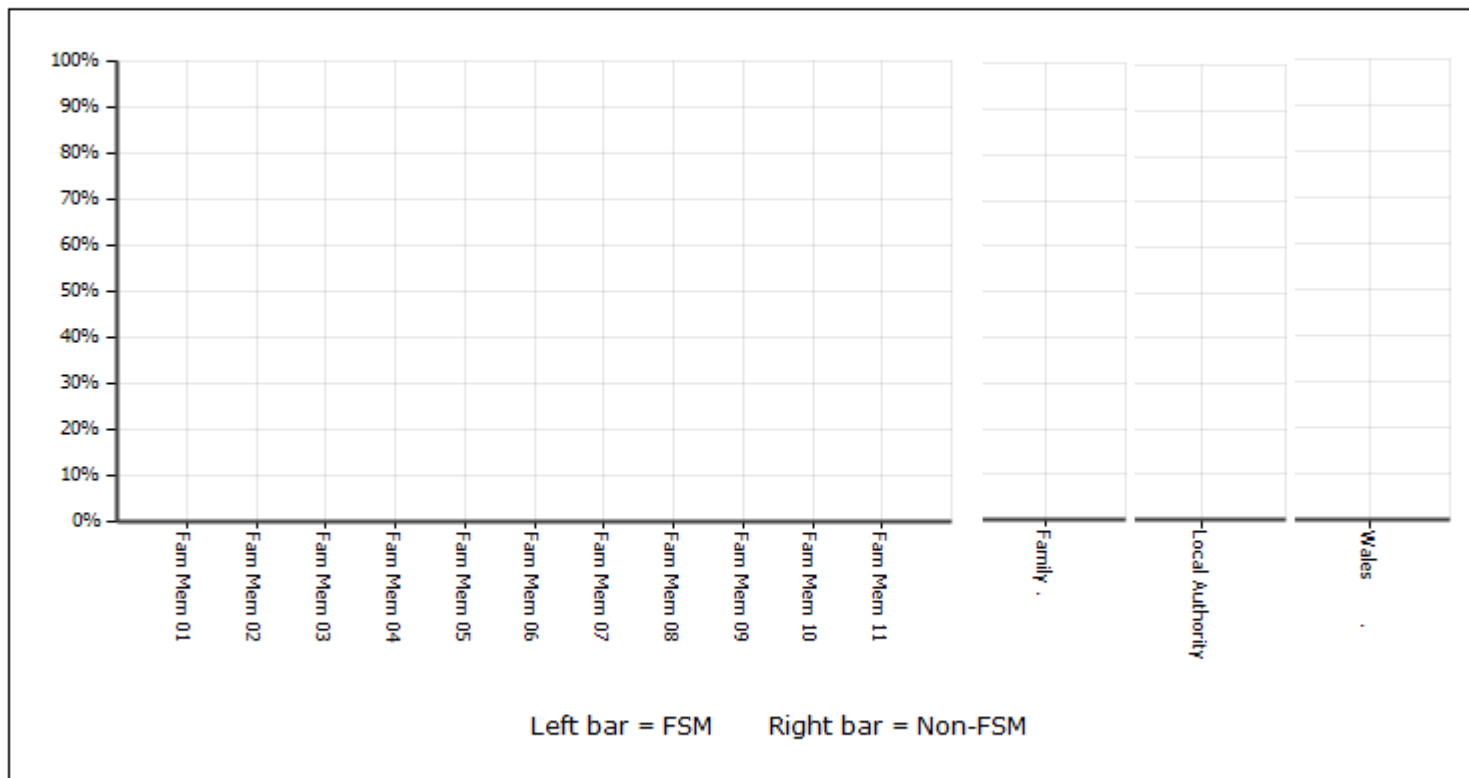
3.2 - Level 5+

3.2f FSM / non-FSM trend



3.2g FSM / non-FSM - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.



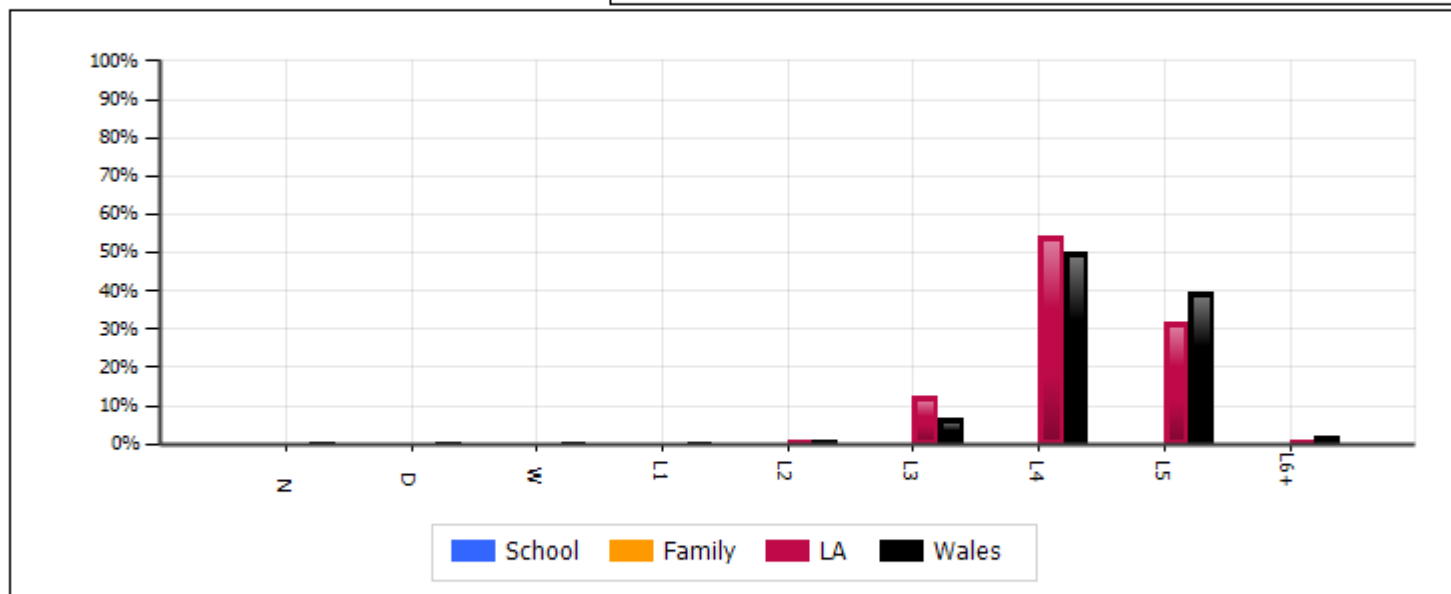
Section 3a – Welsh as First Language

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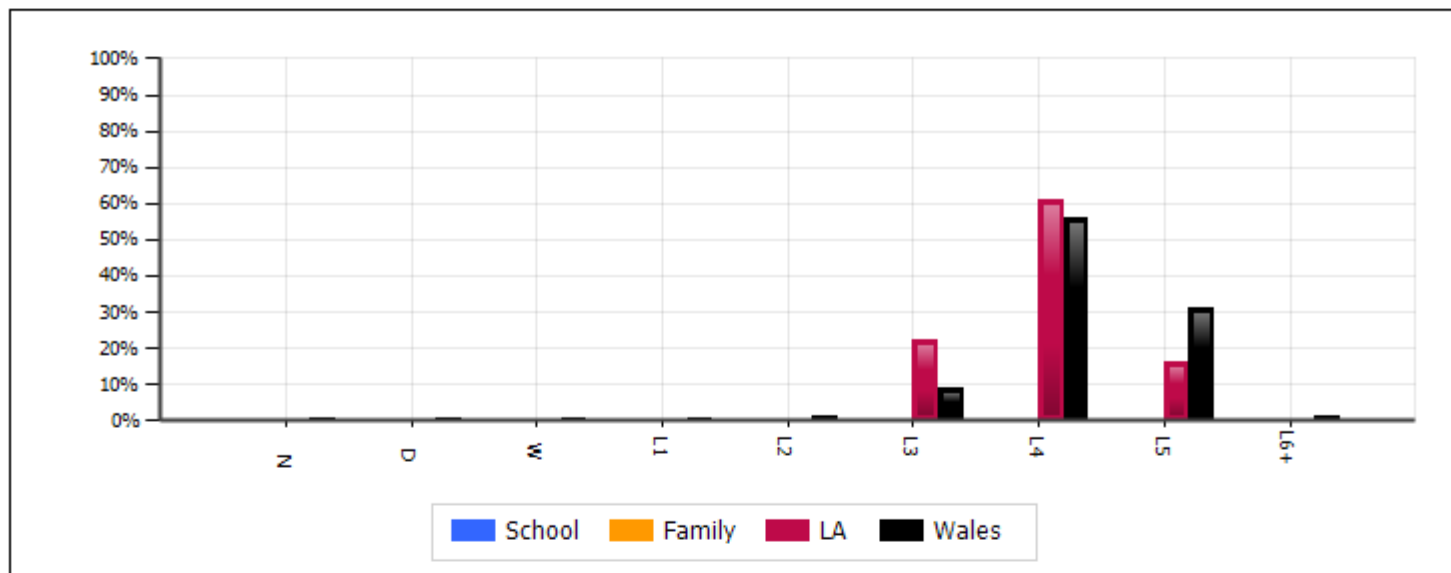
3.3 - NC Levels

N = Level Not Awarded L1 = Level 1 L4 = Level 4
 D = Disapplied L2 = Level 2 L5 = Level 5
 W = Working towards Level 1 L3 = Level 3 L6+ = Level 6 or above

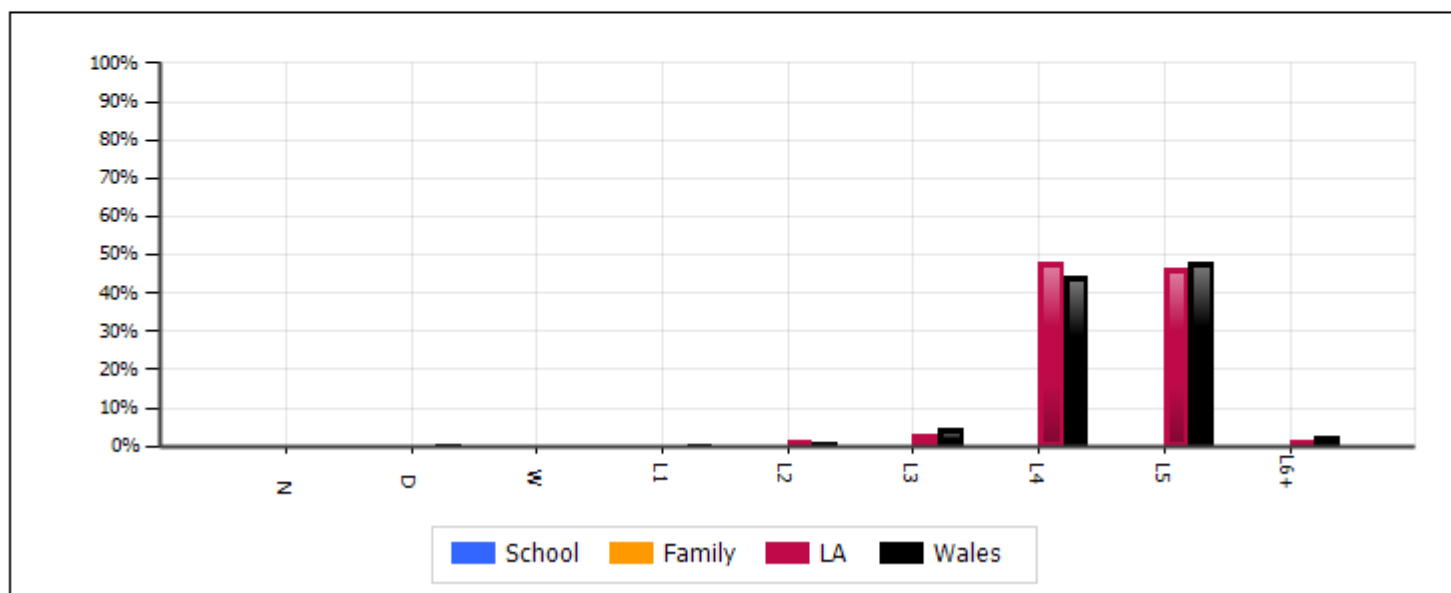
3.3a % pupils achieving



3.3b % boys achieving



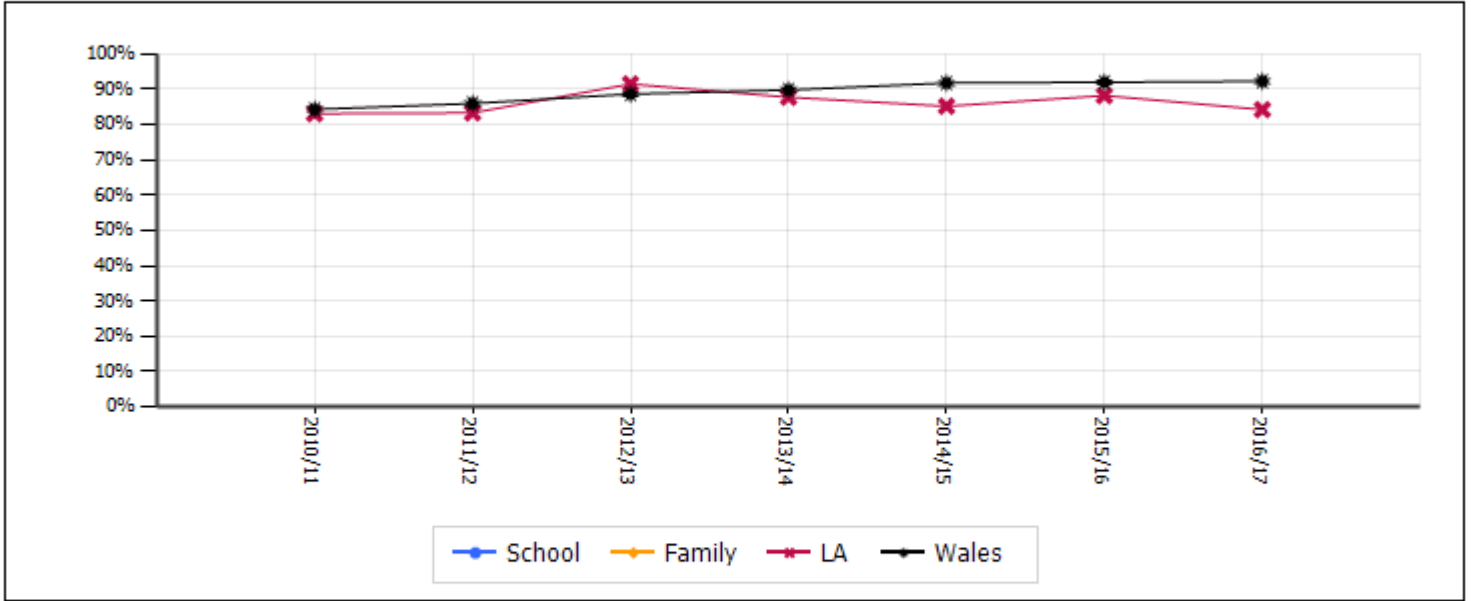
3.3c % girls achieving



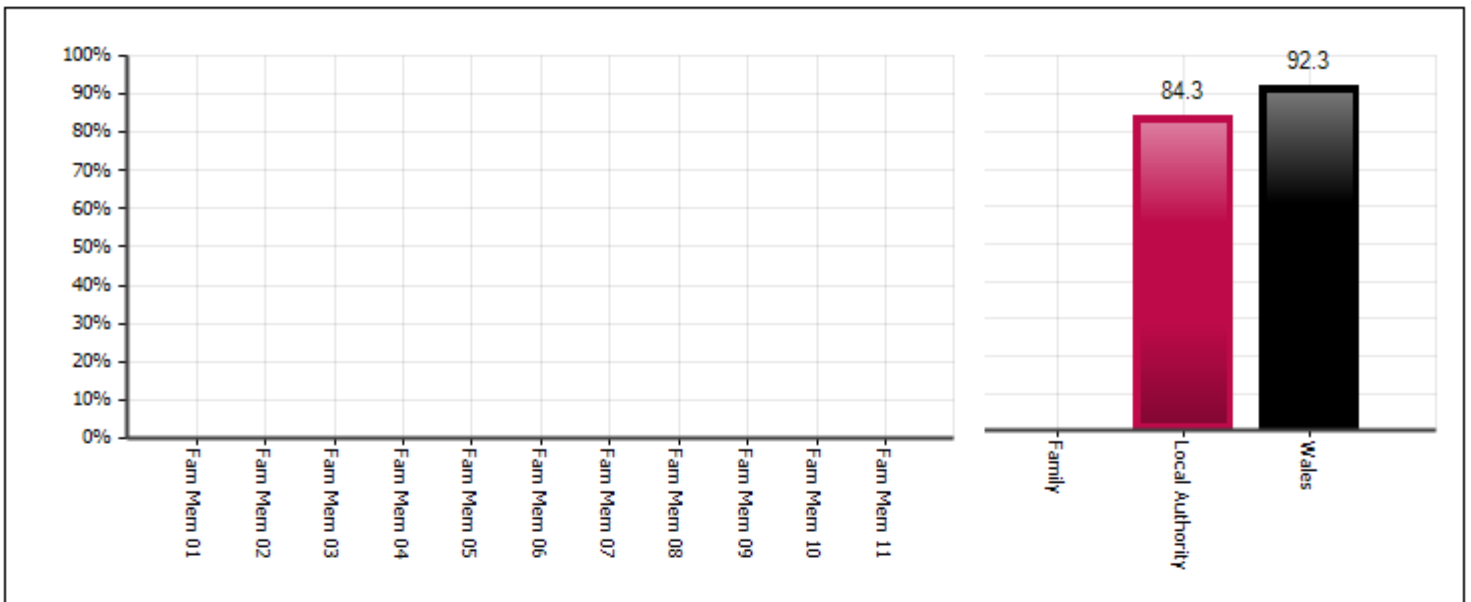
Section 3b – Welsh Attainment Targets

3.4 - Level 4+ in Oracy AT

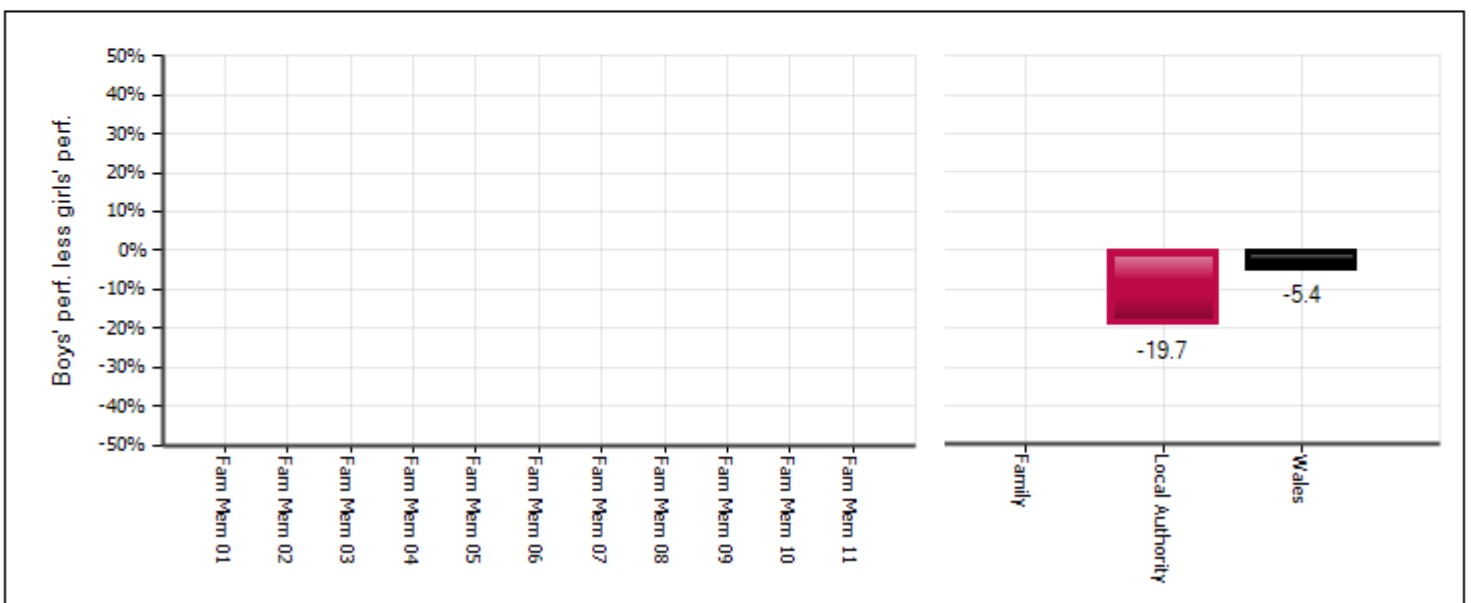
3.4a % pupils achieving



3.4b Family comparison



3.4c Family comparison - gender differences

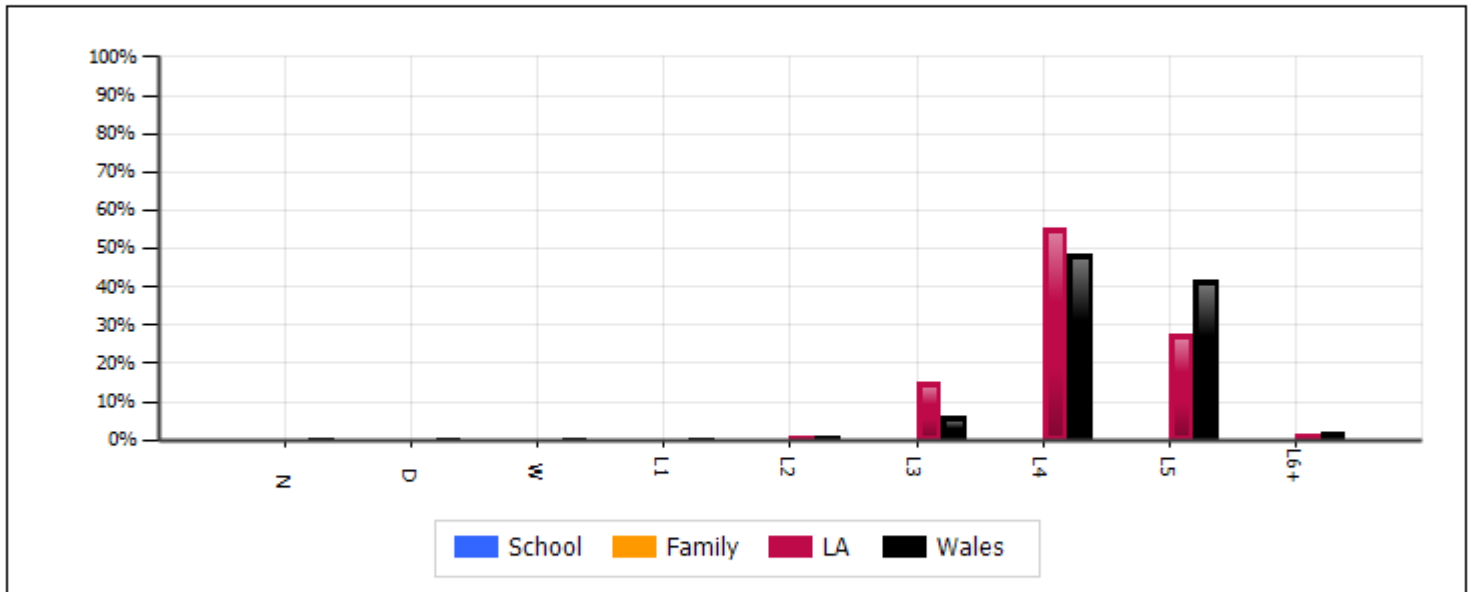


Section 3b – Welsh Attainment Targets

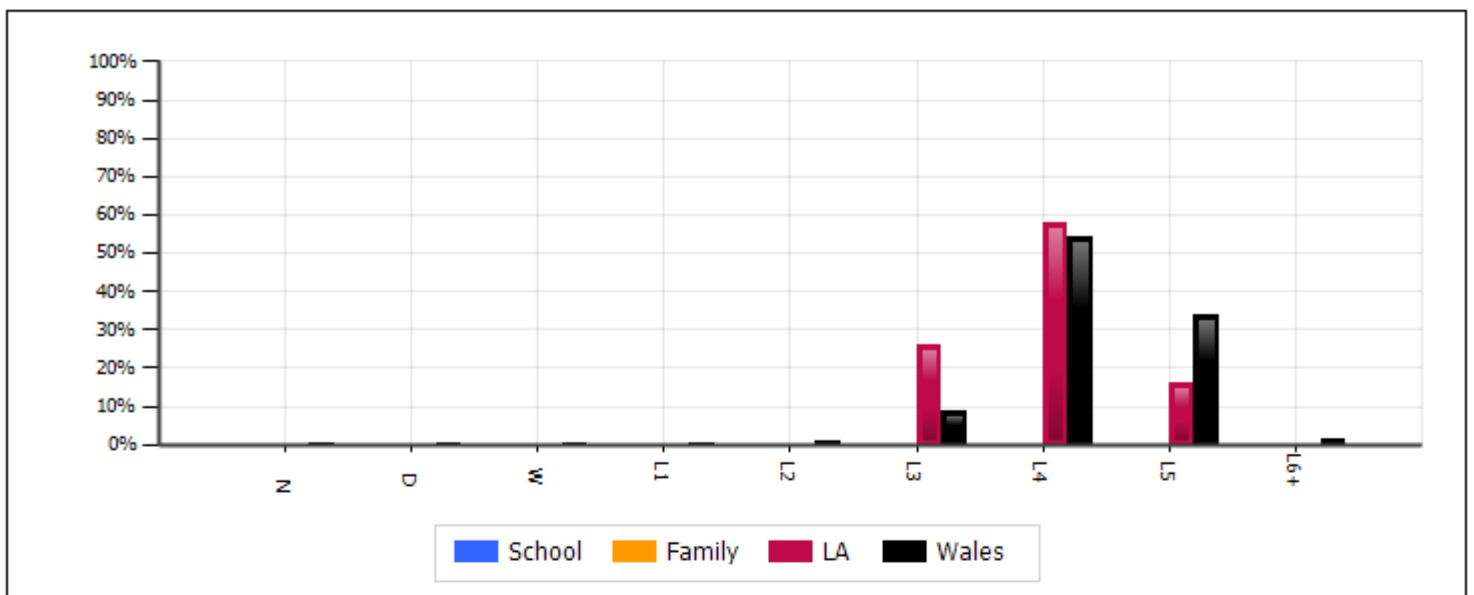
3.5 - NC Levels in Oracy AT

N = Level Not Awarded L1 = Level 1 L4 = Level 4
 D = Disapplied L2 = Level 2 L5 = Level 5
 W = Working towards Level 1L3 = Level 3 L6+ = Level 6 or above

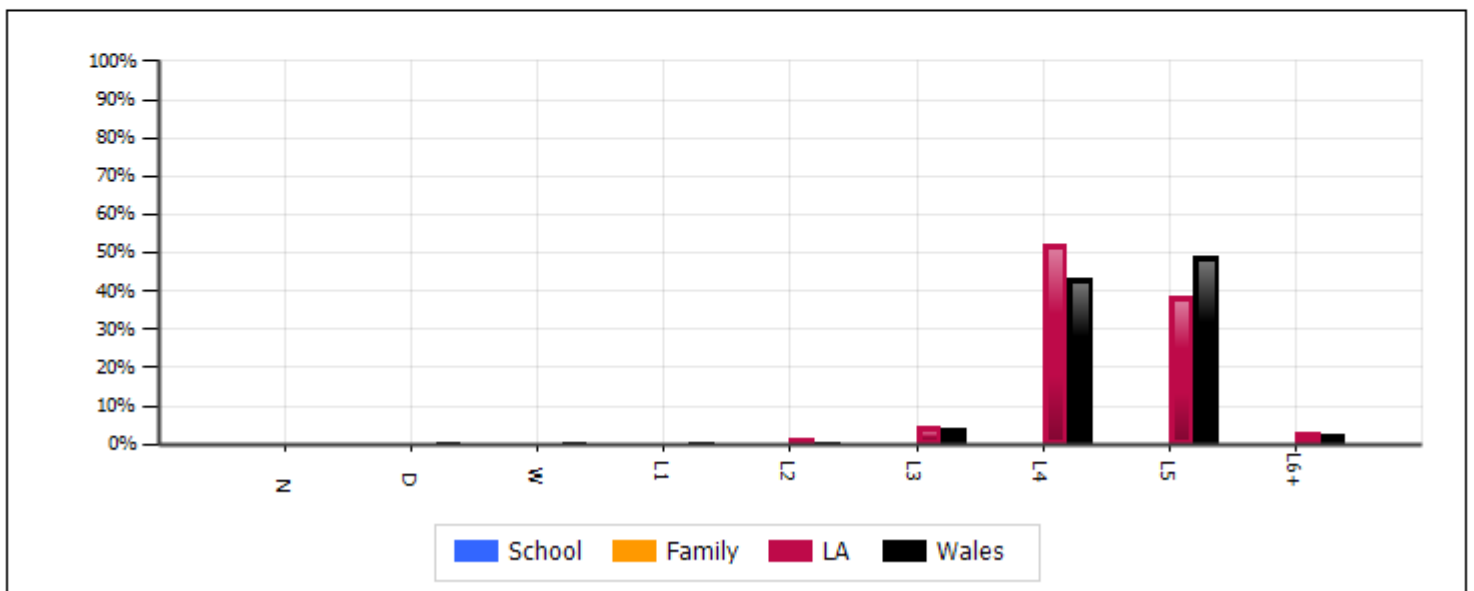
3.5a % pupils achieving



3.5b % boys achieving



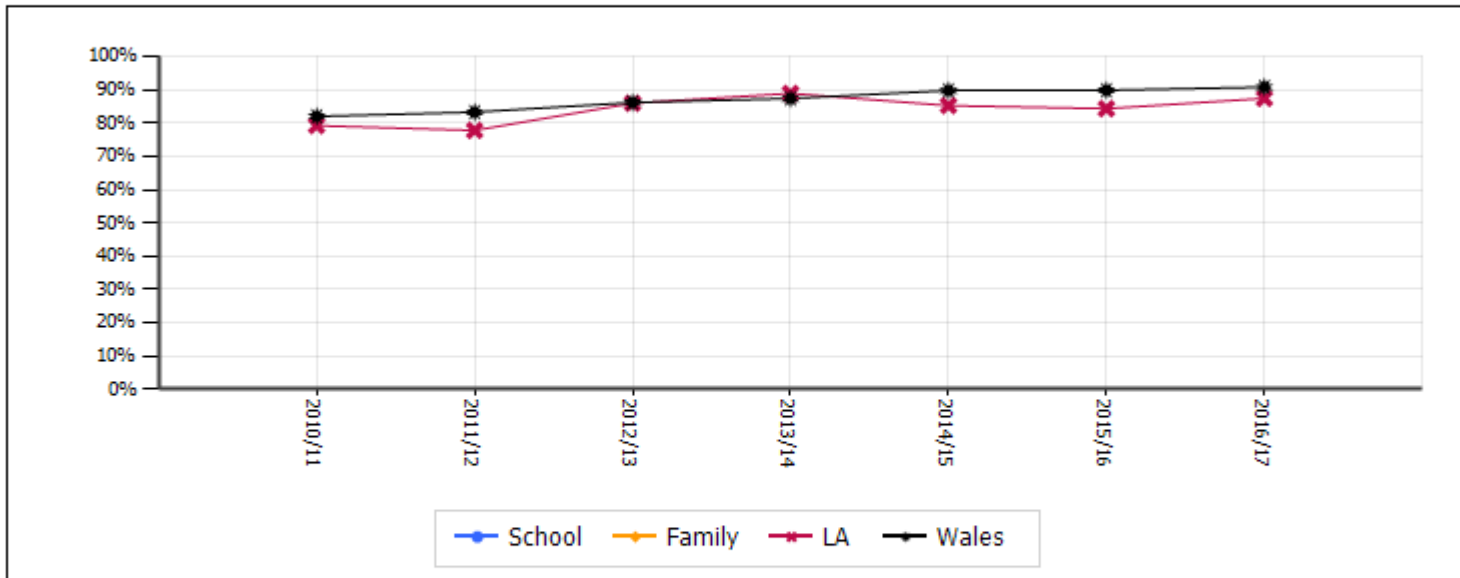
3.5c % girls achieving



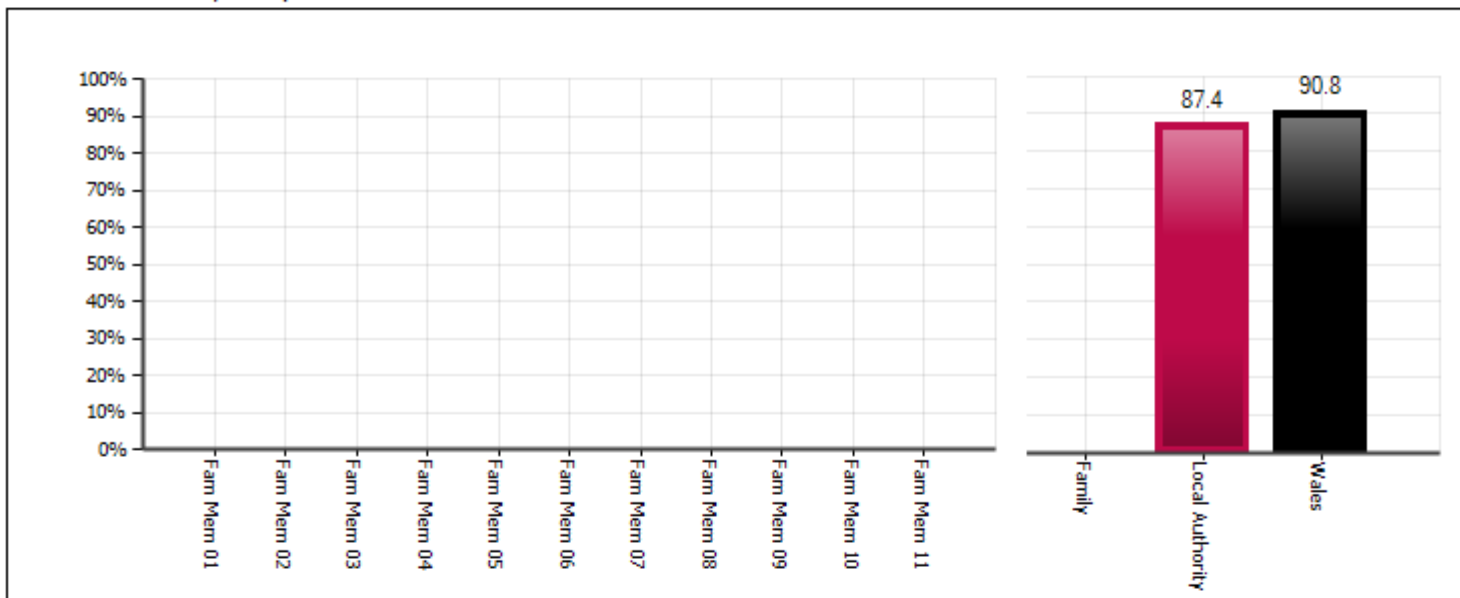
Section 3b – Welsh Attainment Targets

3.6 - Level 4+ in Reading AT

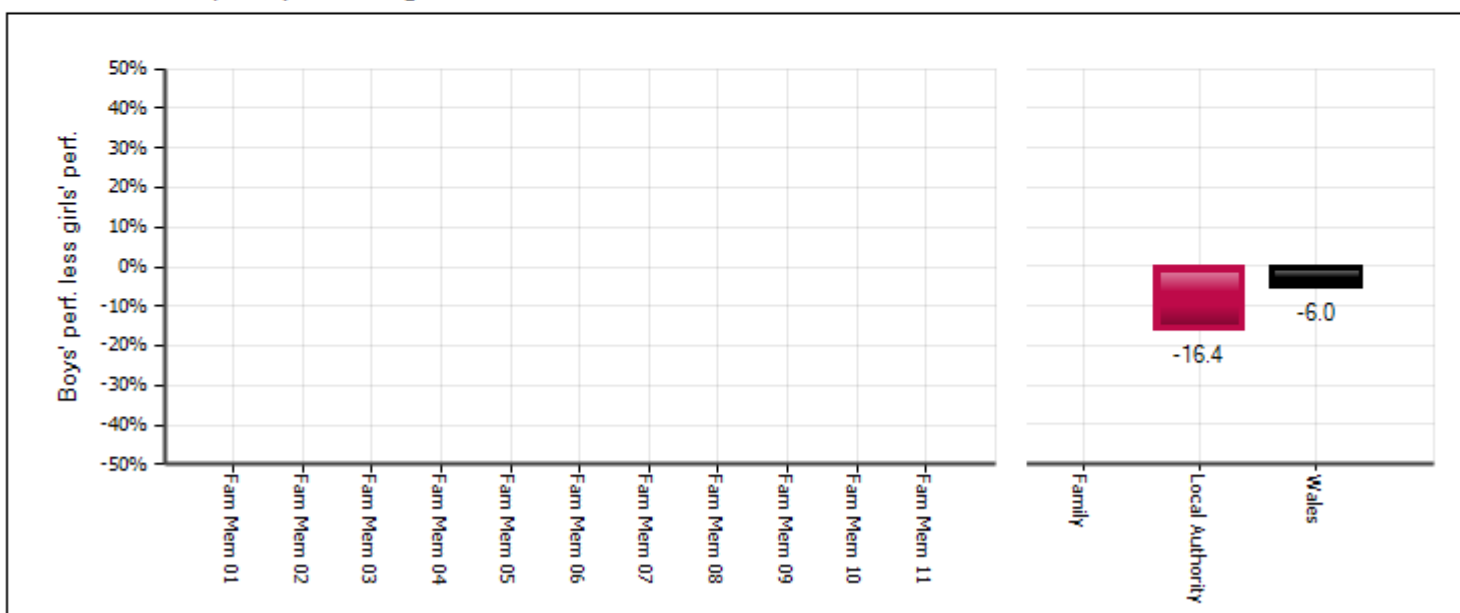
3.6a % pupils achieving



3.6b Family comparison



3.6c Family comparison - gender differences



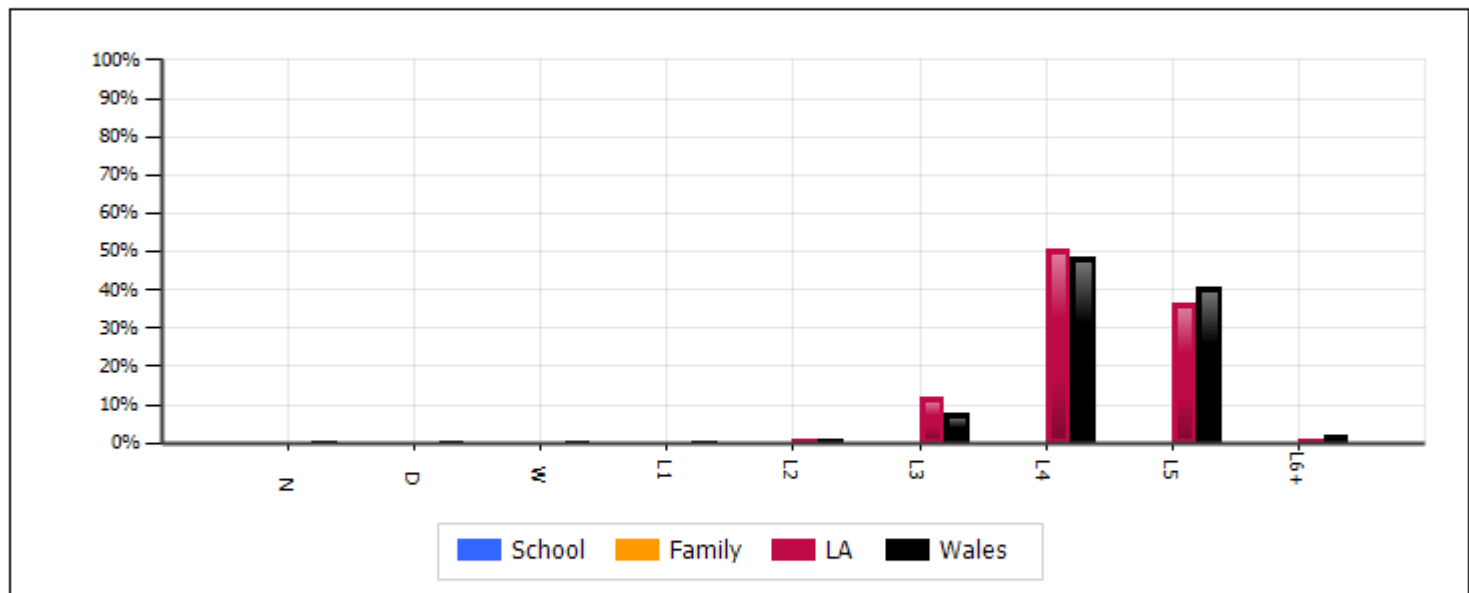
Section 3b – Welsh Attainment Targets

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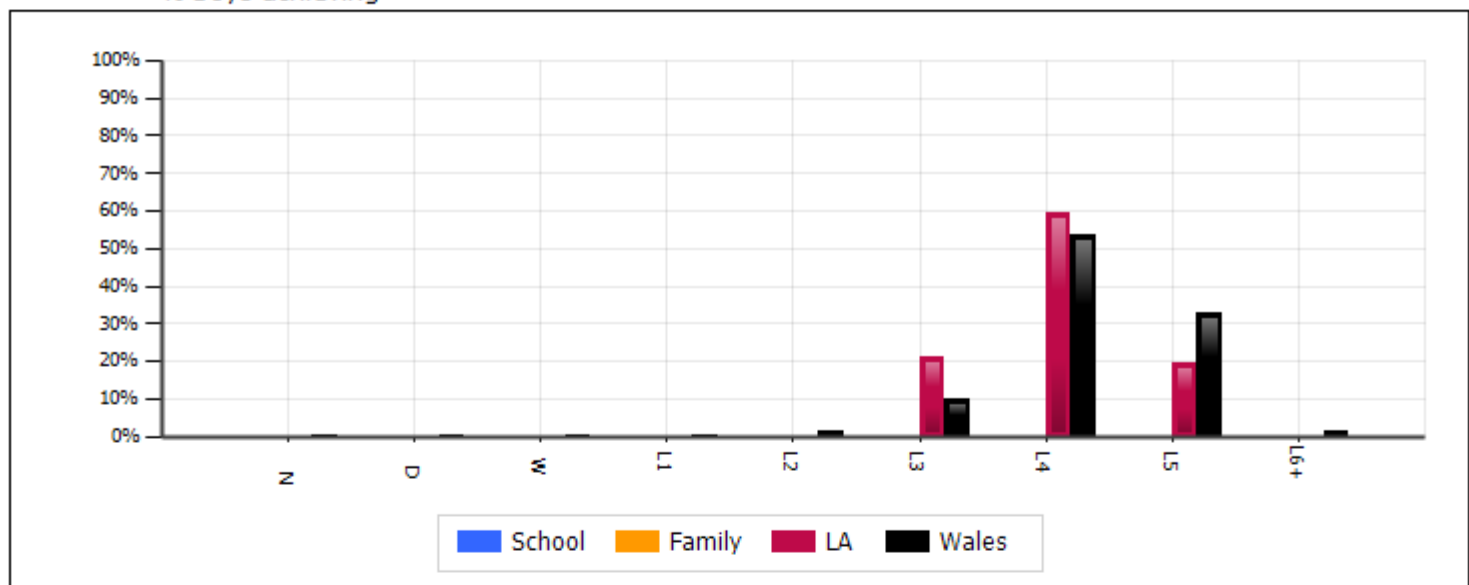
3.7 - NC Levels in Reading AT

N = Level Not Awarded L1 = Level 1 L3 = Level 3
 D = Disapplied L3 = Level 3 L3 = Level 3
 W = Working towards Level 1 L2 = Level 2 L4+ = Level 4 or above

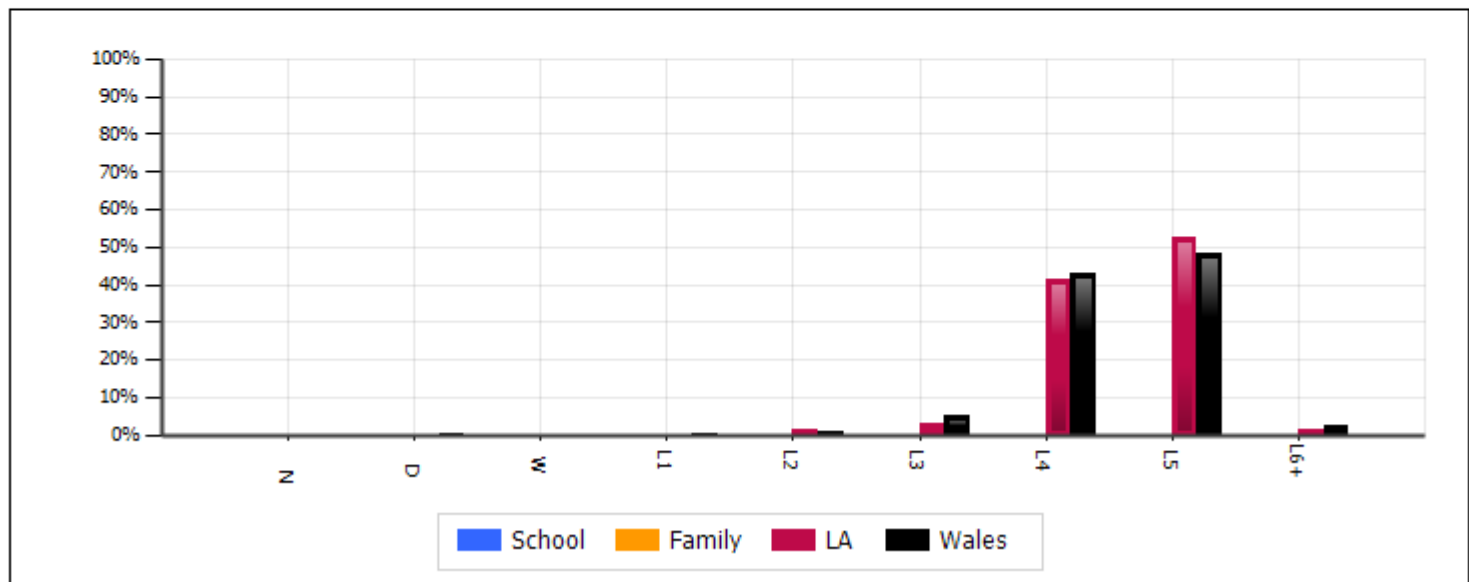
3.7a % pupils achieving



3.7b % boys achieving



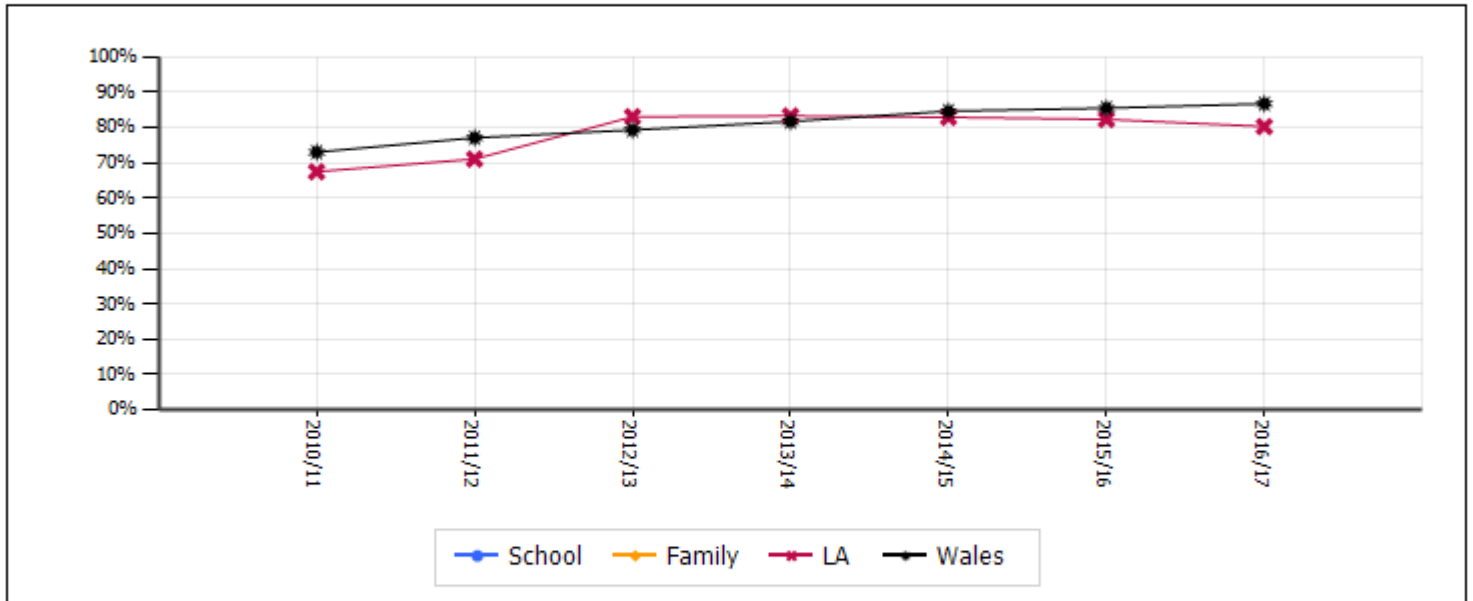
3.7c % girls achieving



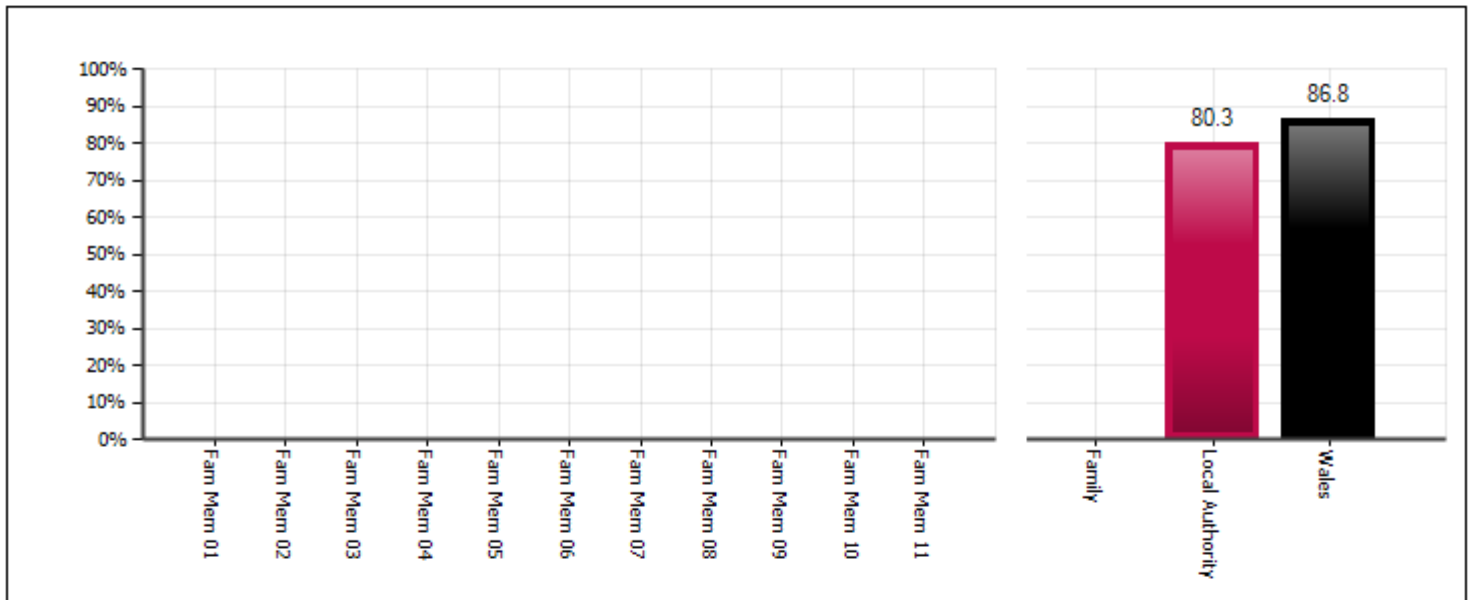
Section 3b – Welsh Attainment Targets

3.8 - Level 4+ in Writing AT

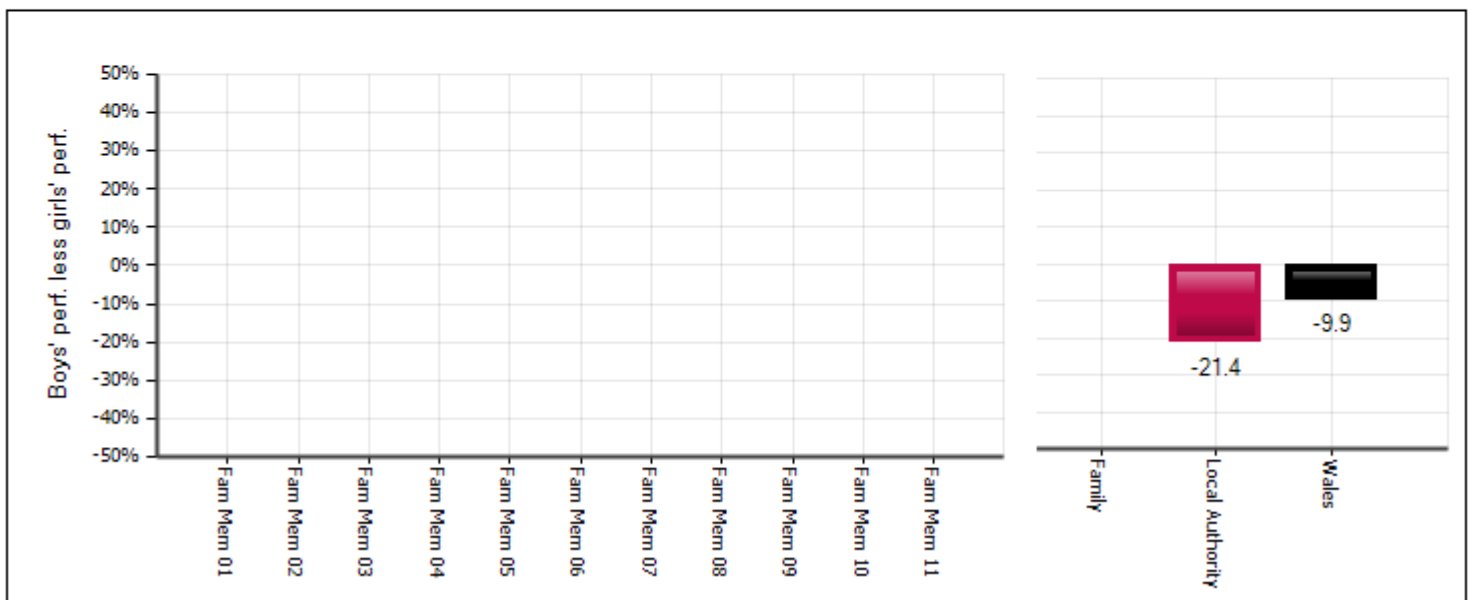
3.8a % pupils achieving



3.8b Family comparison



3.8c Family comparison - gender differences



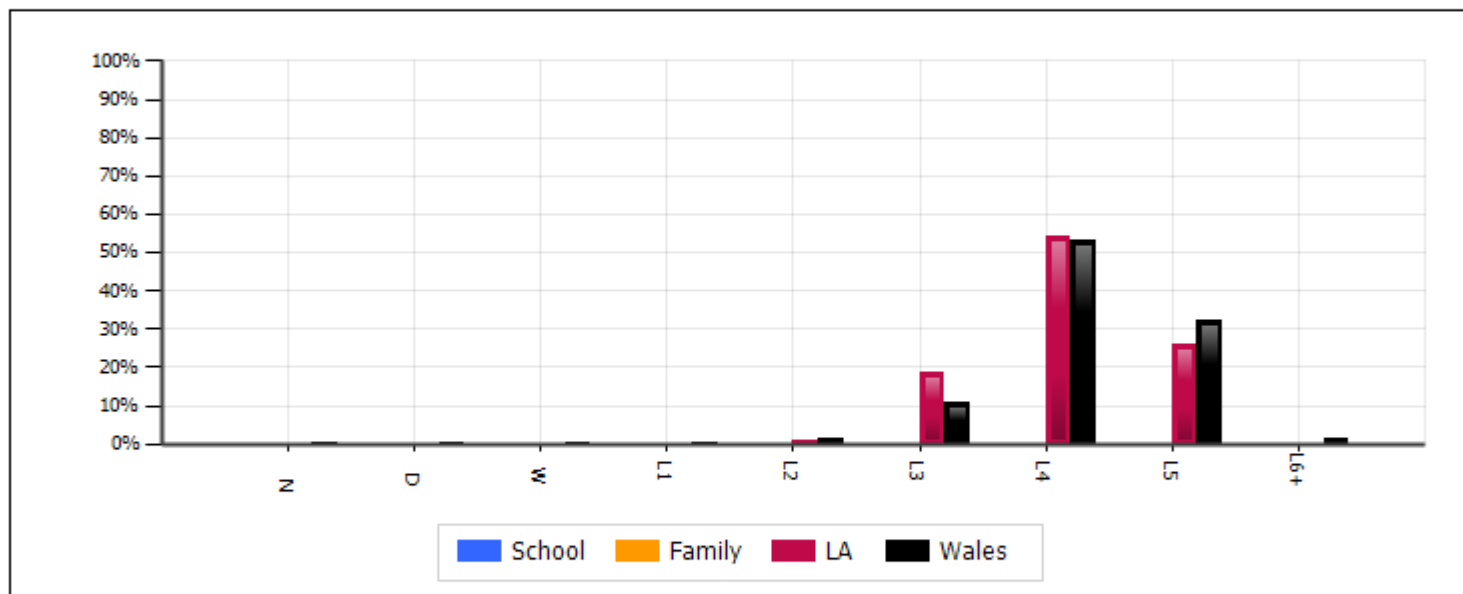
Section 3b – Welsh Attainment Targets

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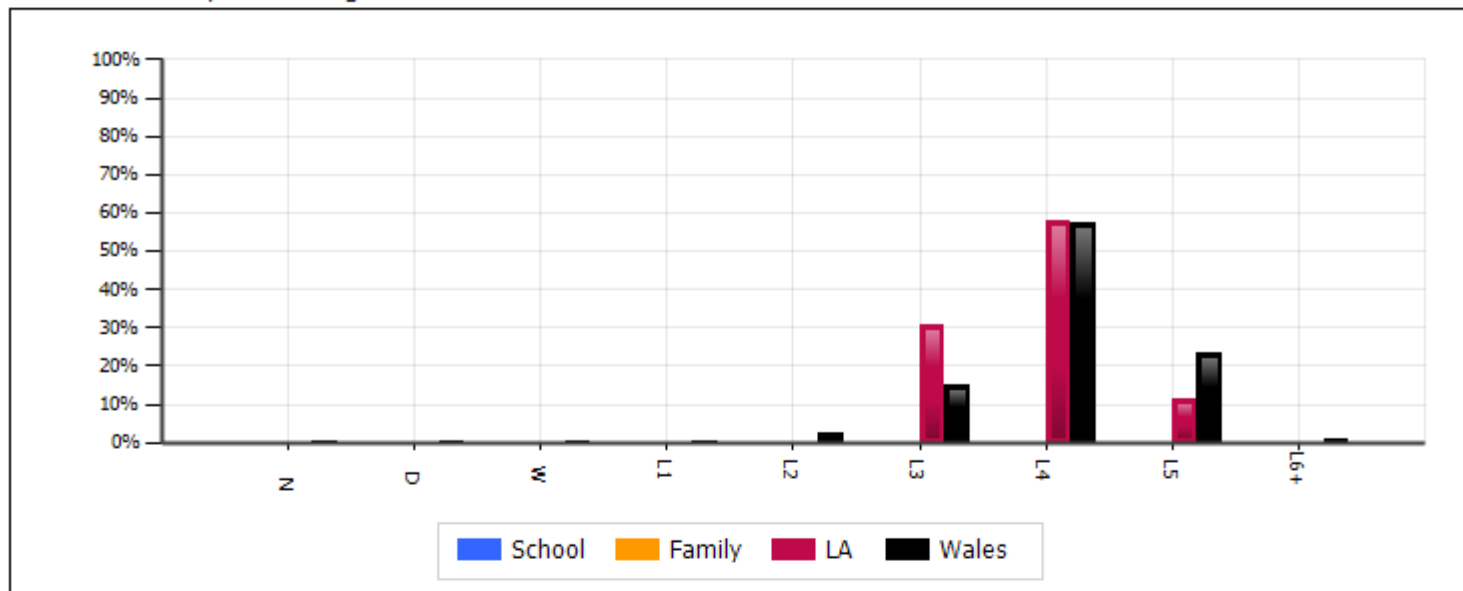
3.9 – NC Levels in Writing AT

N = Level Not Awarded L1 = Level 1 L4 = Level 4
 D = Disapplied L2 = Level 2 L5 = Level 5
 W = Working towards Level 1 L3 = Level 3 L6+ = Level 6 or above

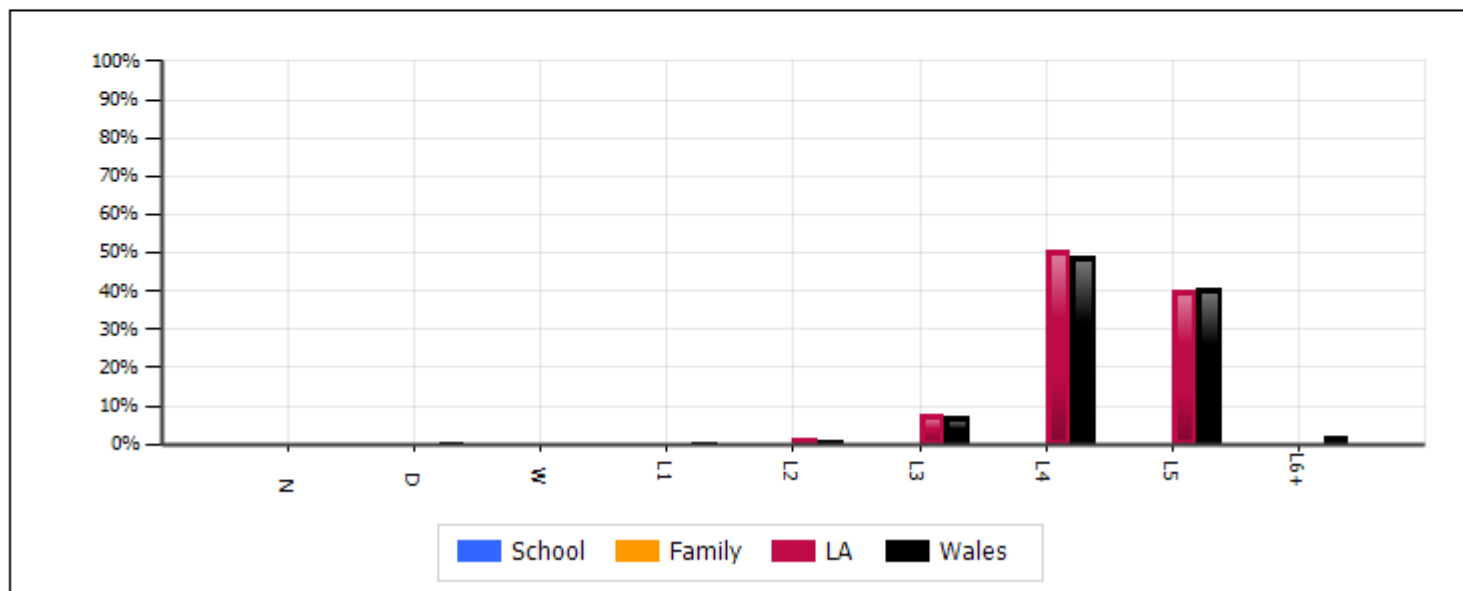
3.9a % pupils achieving



3.9b % boys achieving



3.9c % girls achieving

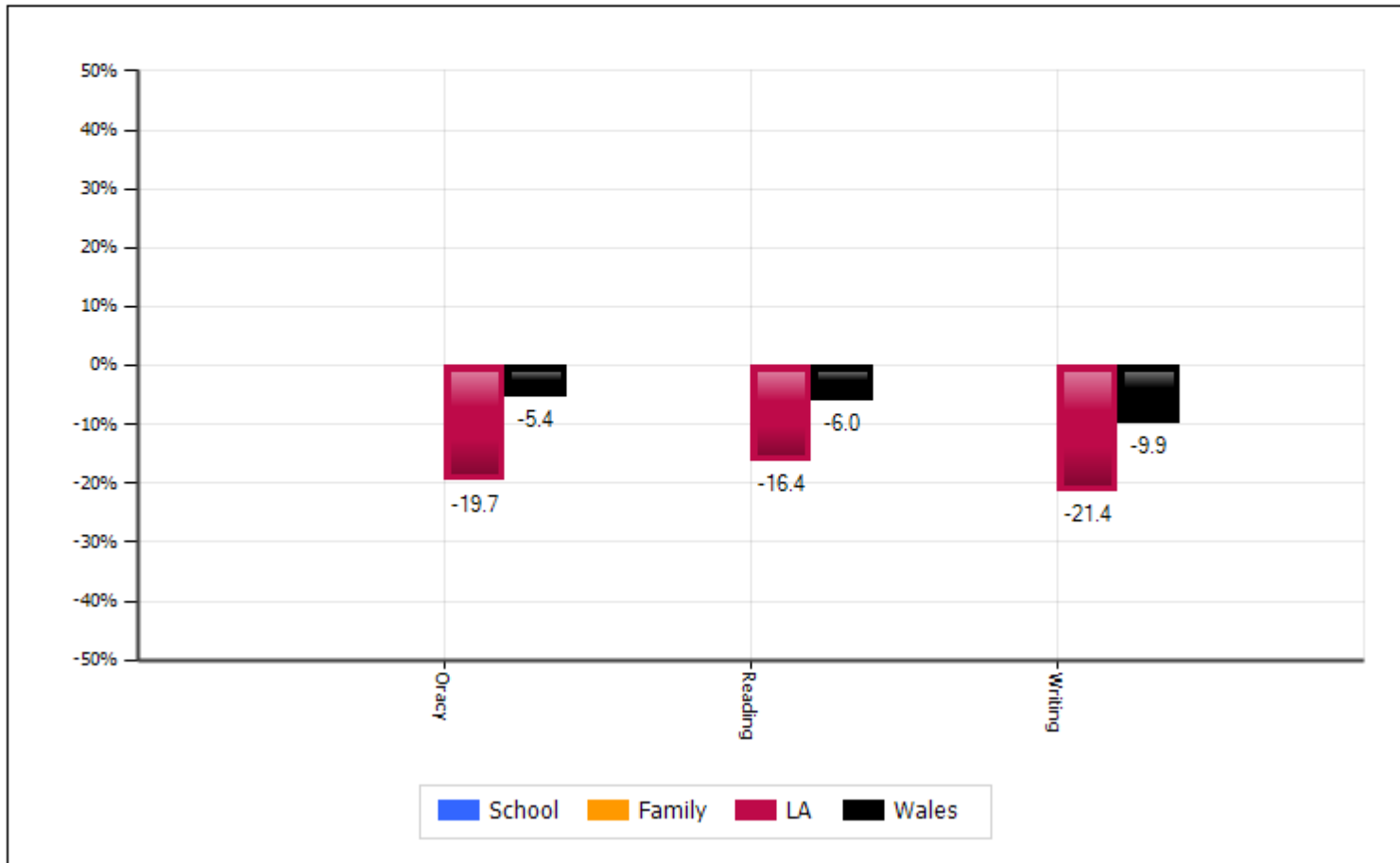


Section 3b – Welsh Attainment Targets

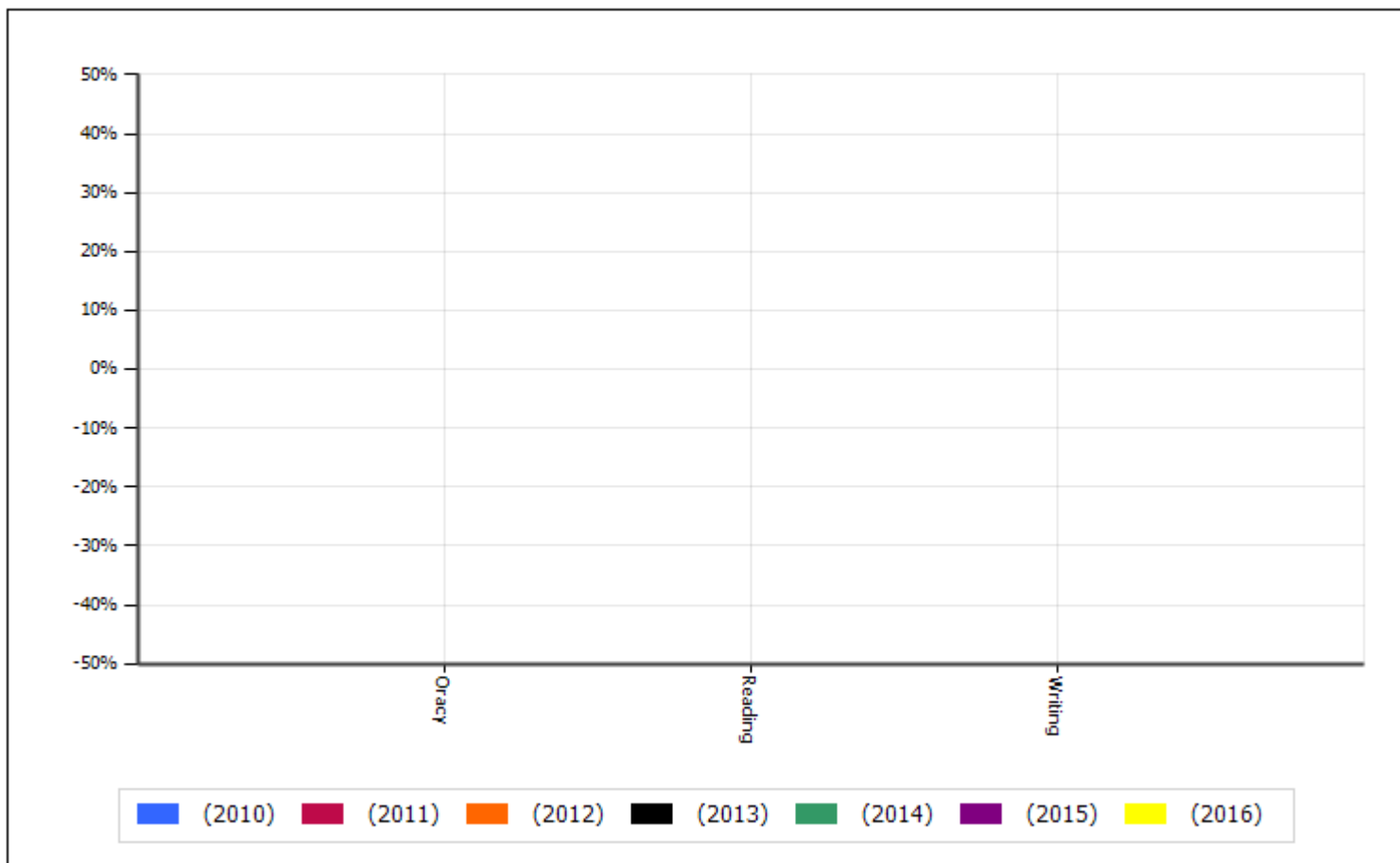
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3.10 - Gender differences - Welsh as First Language AT

3.10a % achieving Level 4+ by organisation



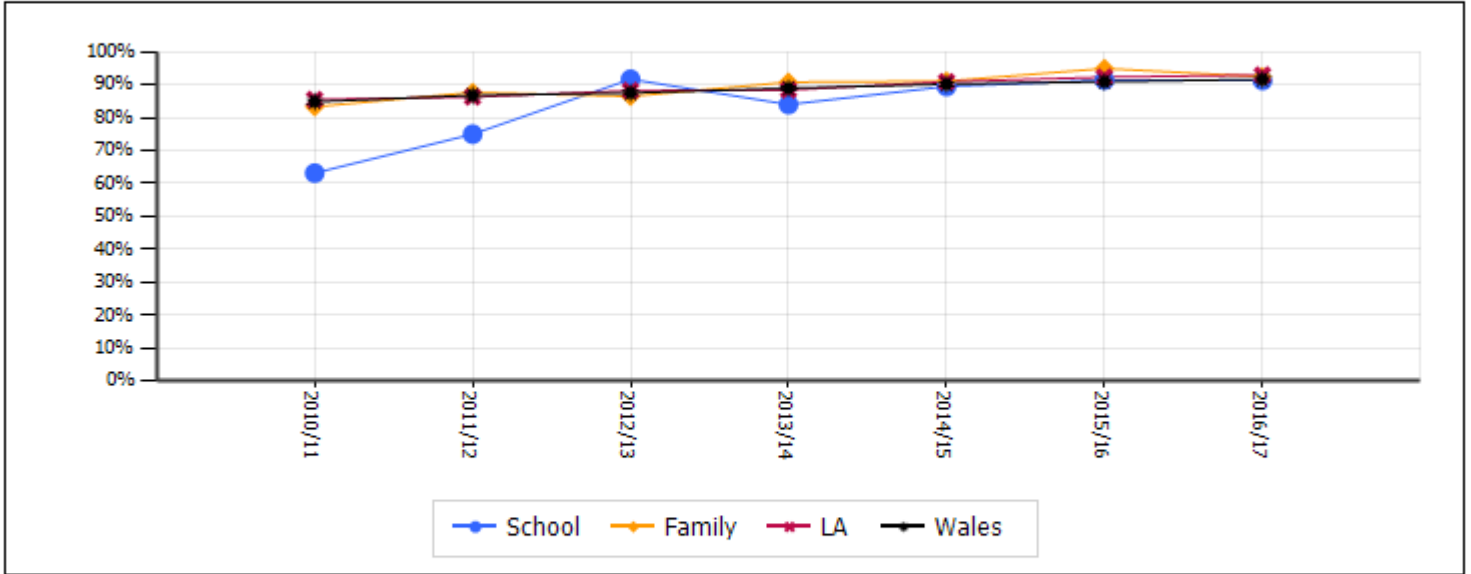
3.10b % achieving Level 4+ – trends



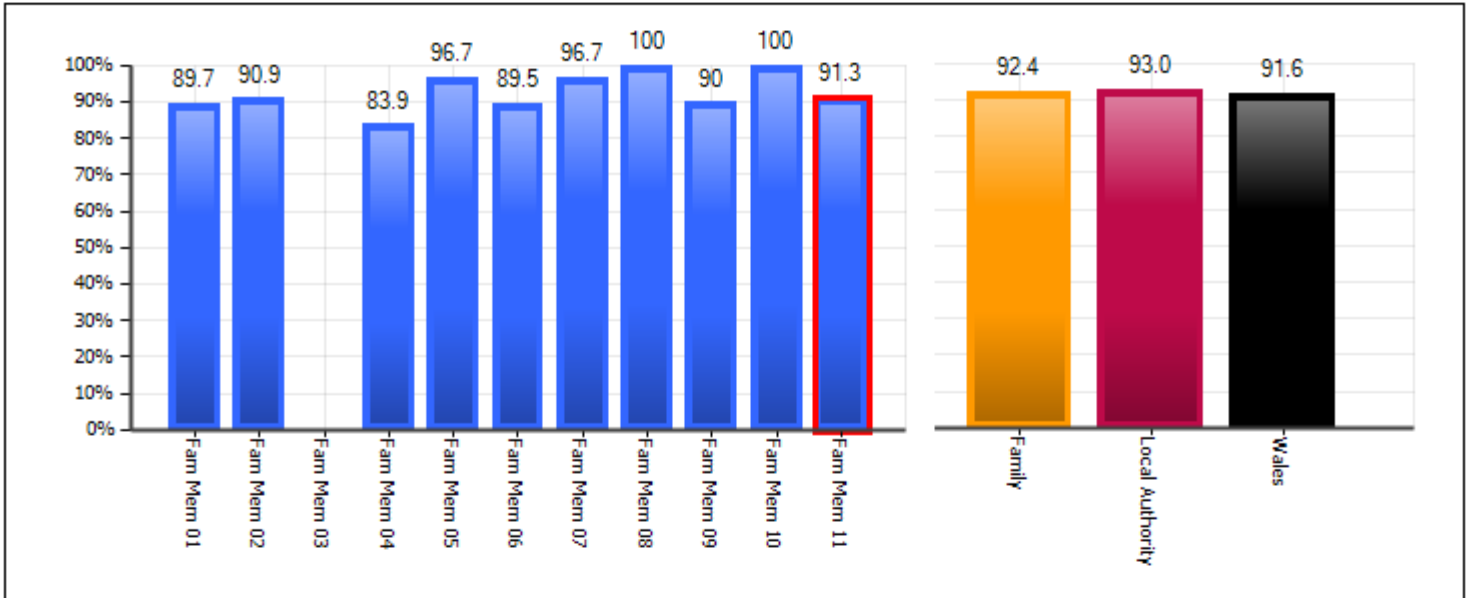
Section 4 – Mathematics

4.1 - Level 4+

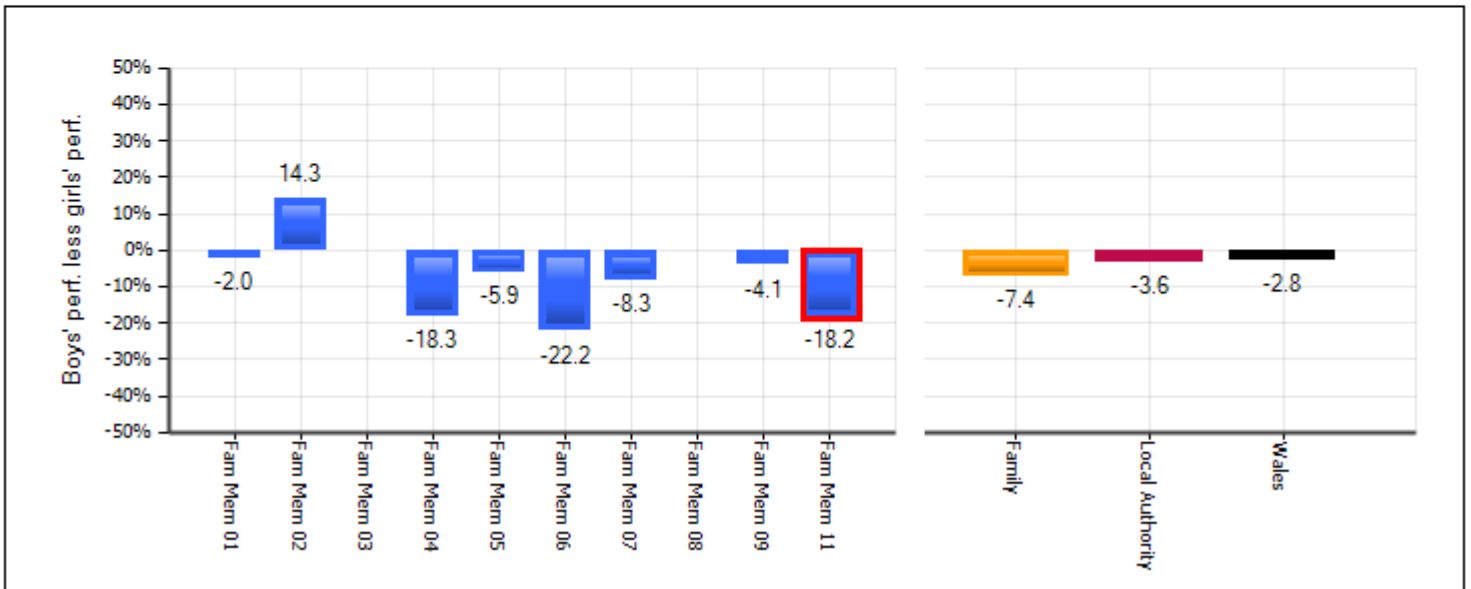
4.1a % pupils achieving



4.1b Family comparison



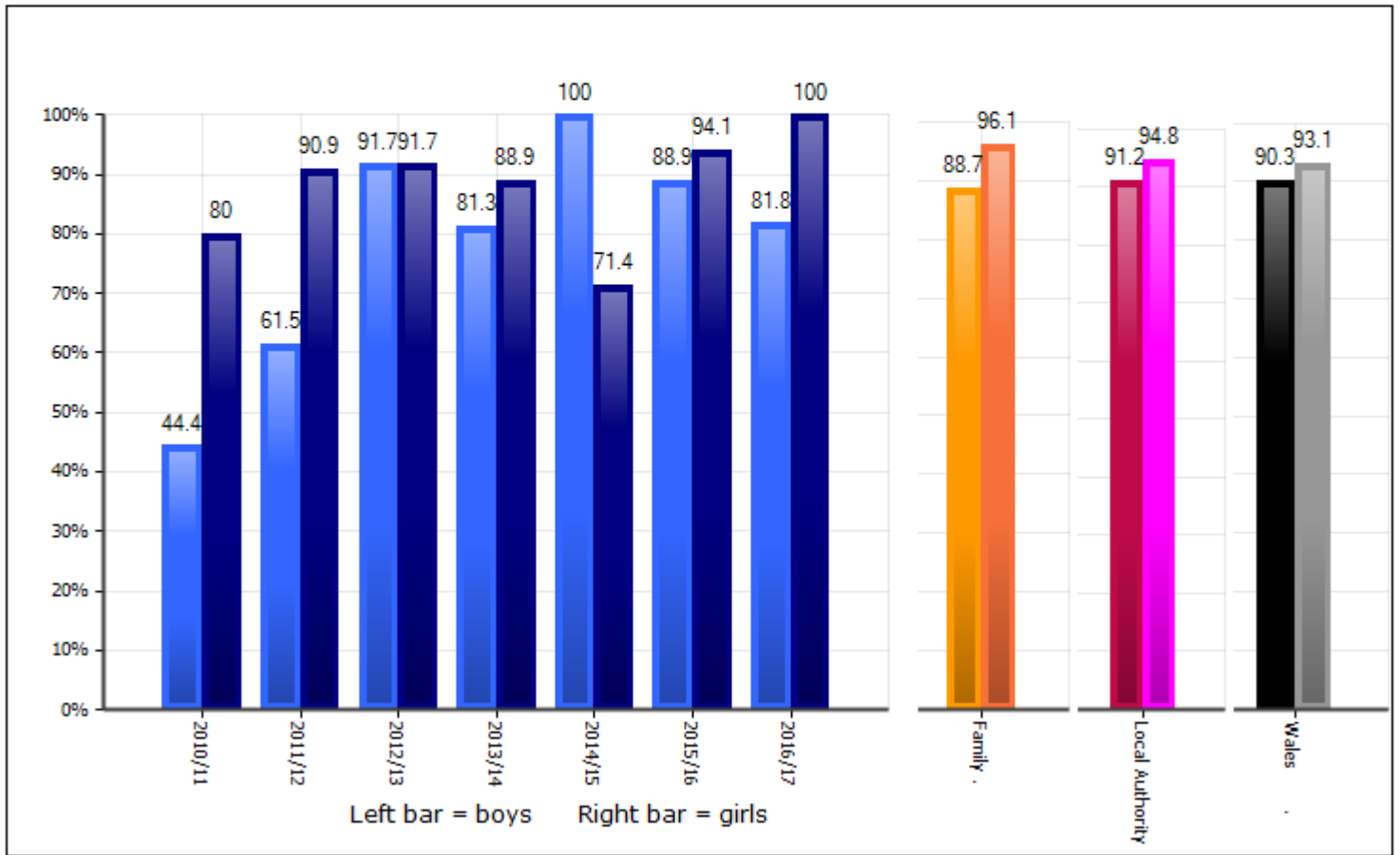
4.1c Family comparison - gender differences



Section 4 – Mathematics

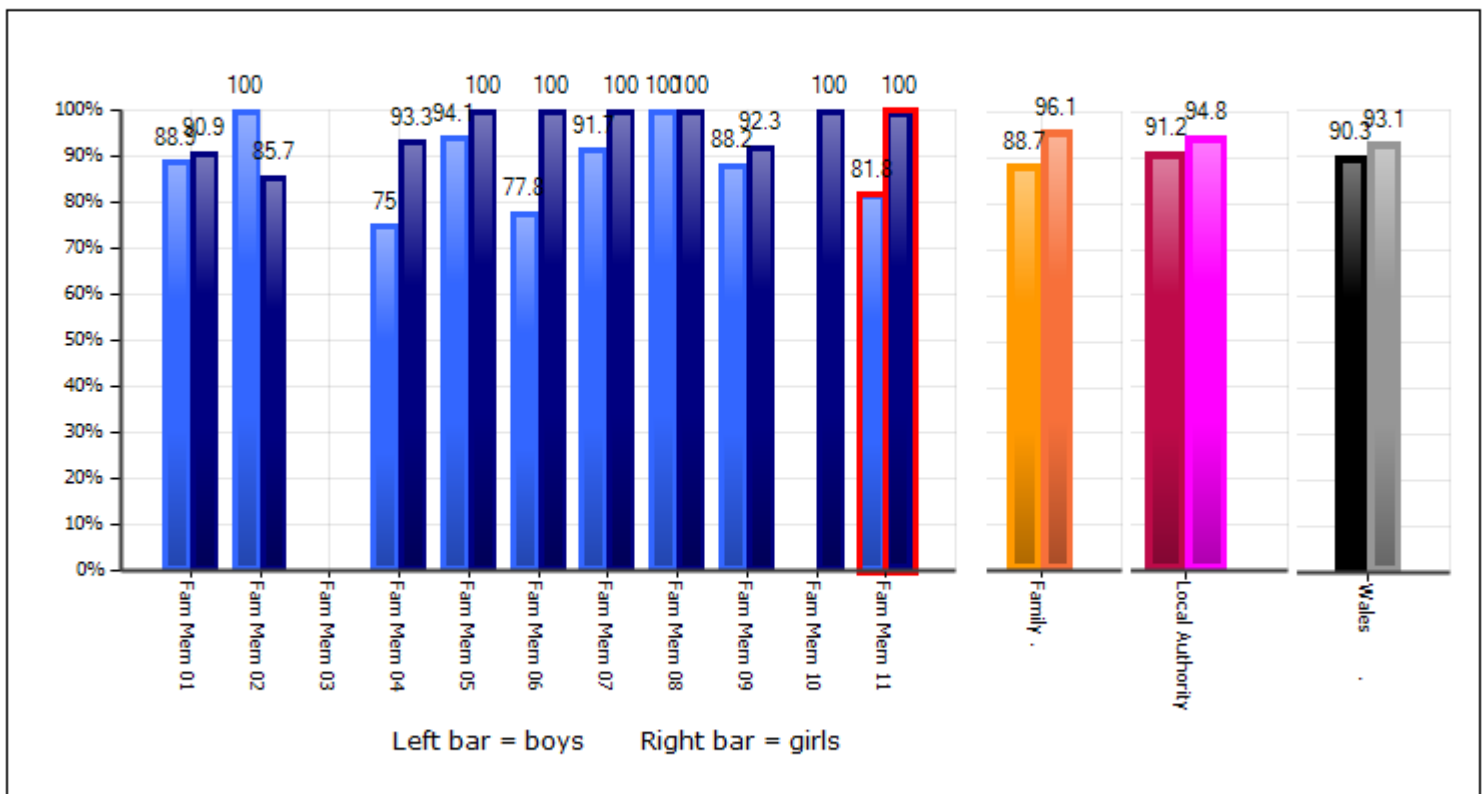
4.1 - Level 4+

4.1d % boys / girls achieving



4.1e Boys / girls - Family comparison

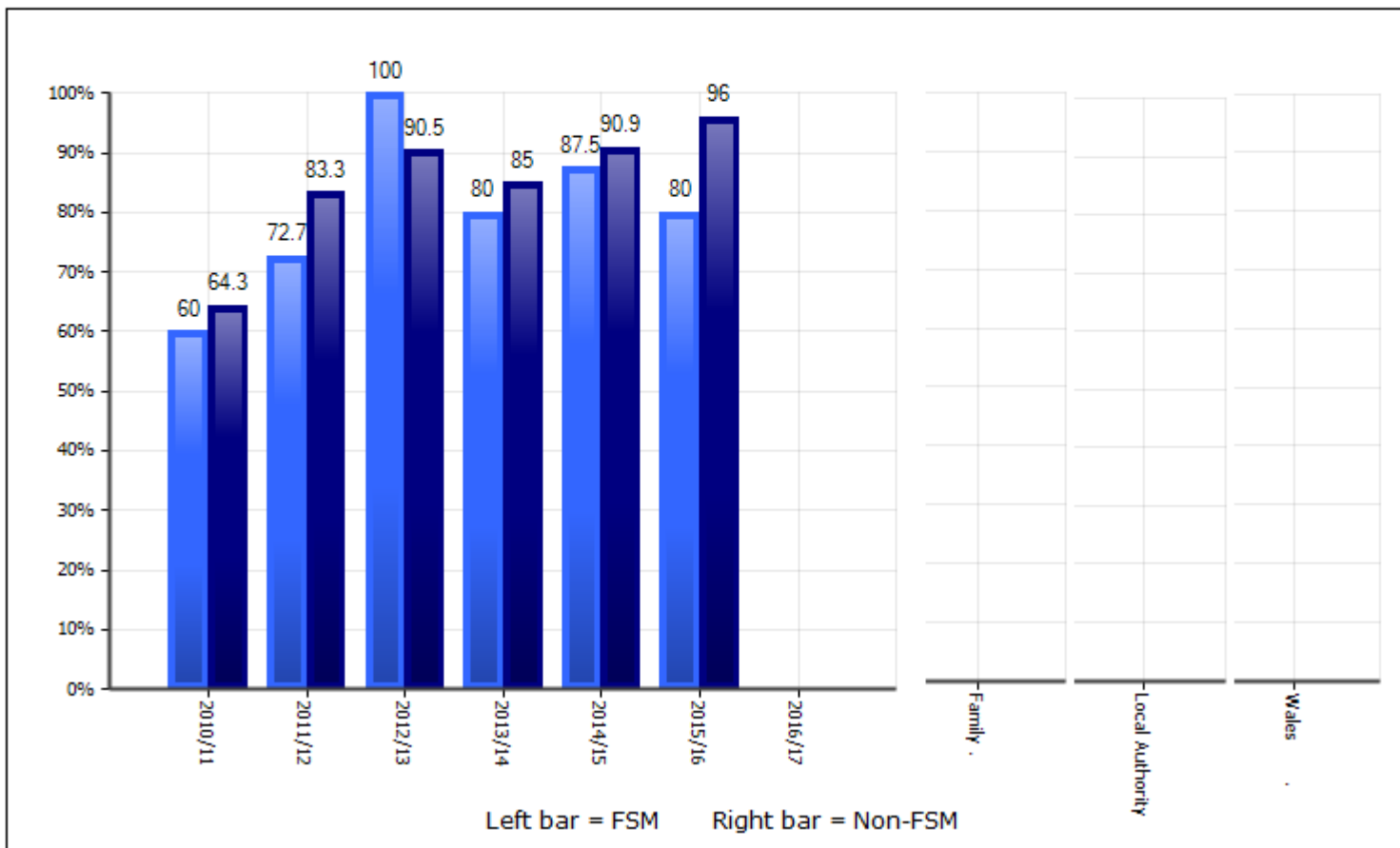
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Section 4 – Mathematics

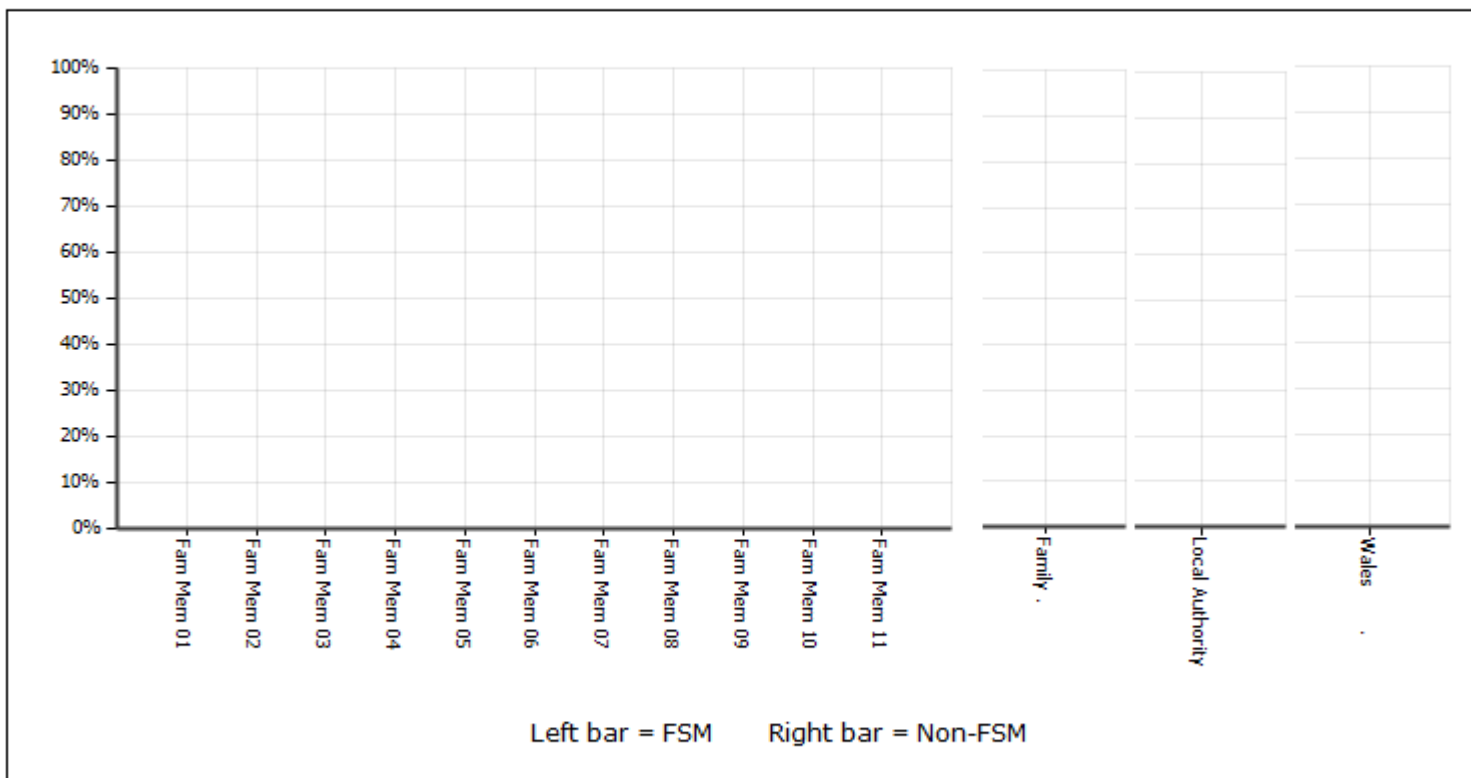
4.1 - Level 4+

4.1f FSM / non-FSM trend



4.1g FSM / non-FSM - Family comparison

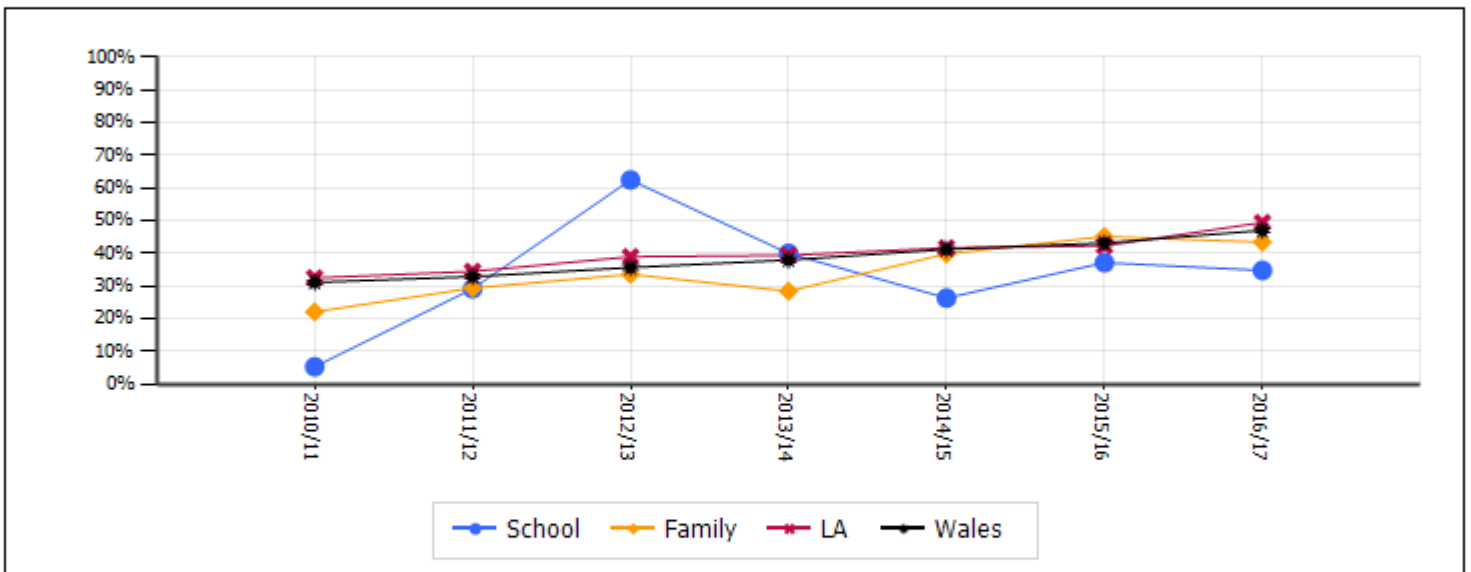
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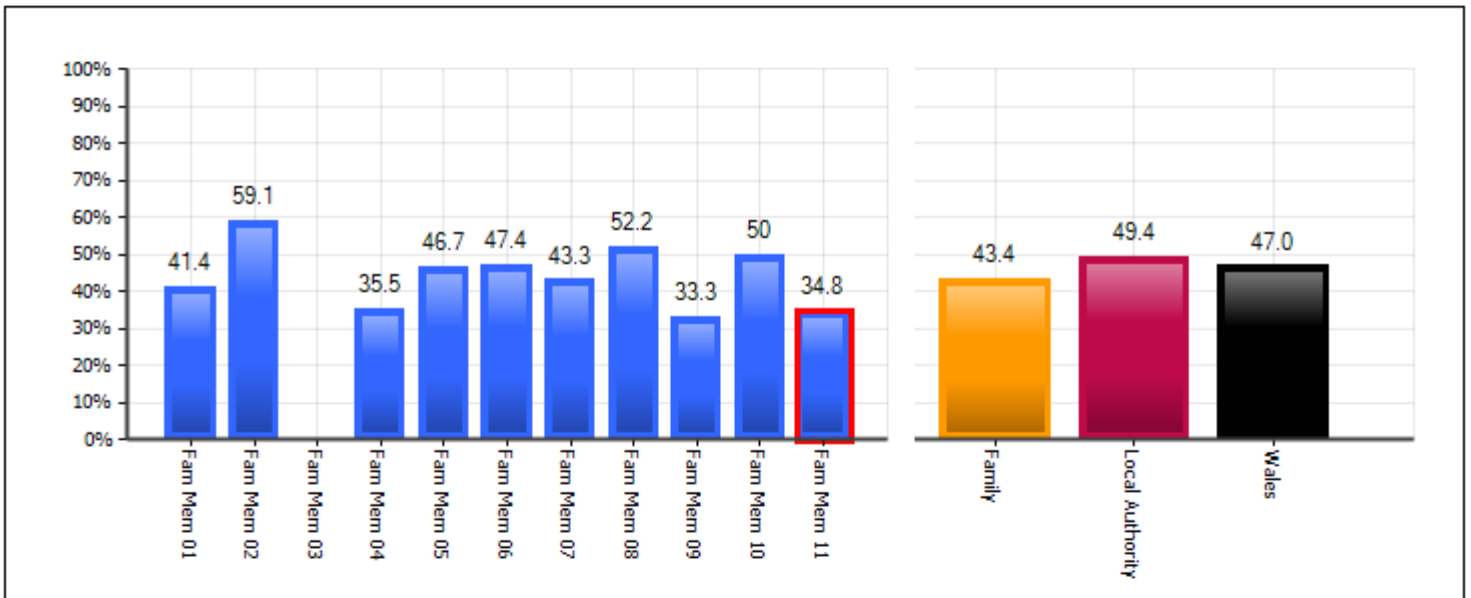
Section 4 – Mathematics

4.2 - Level 5+

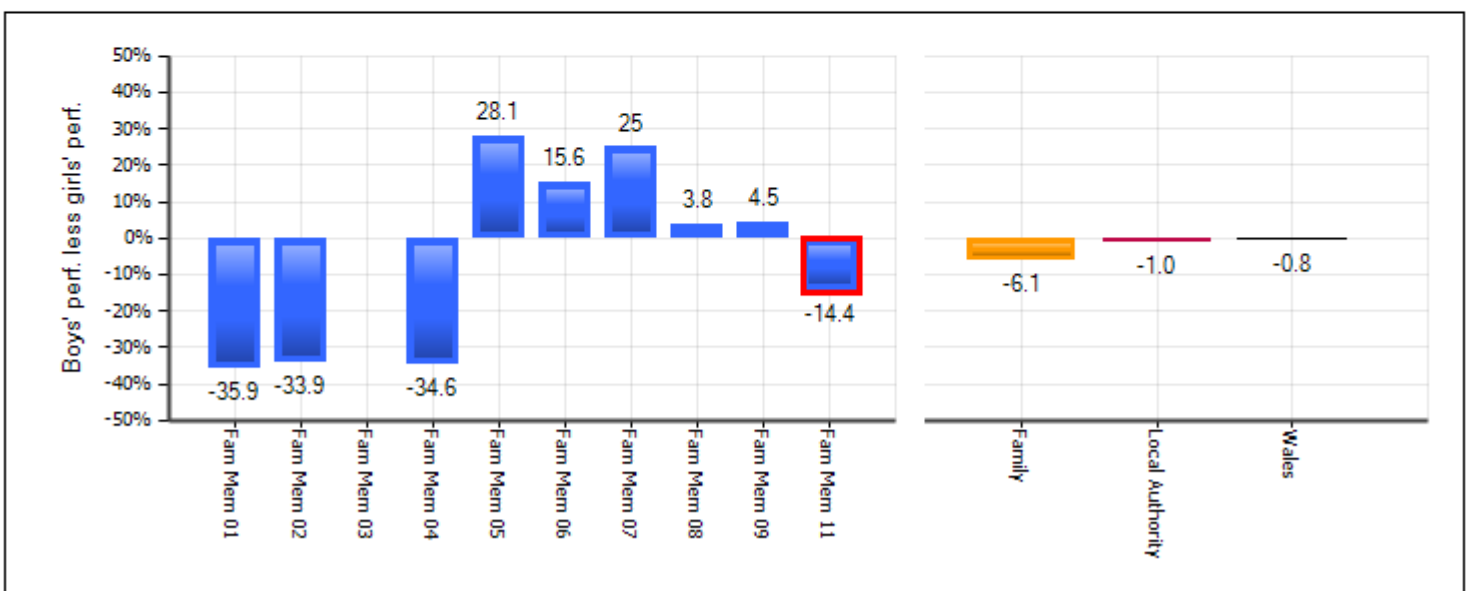
4.2a % pupils achieving



4.2b Family comparison



4.2c Family comparison - gender differences

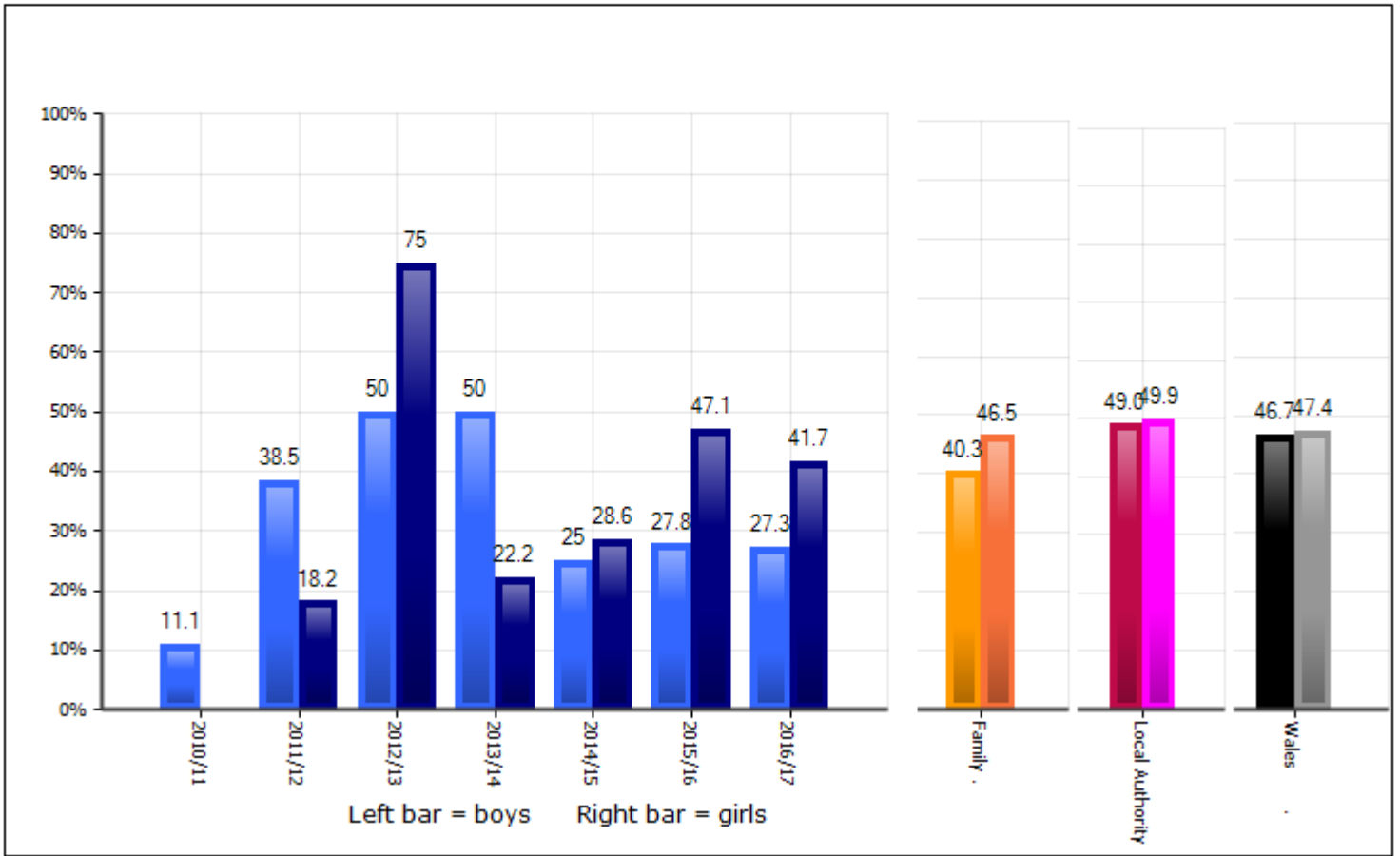


Section 4 – Mathematics

Home

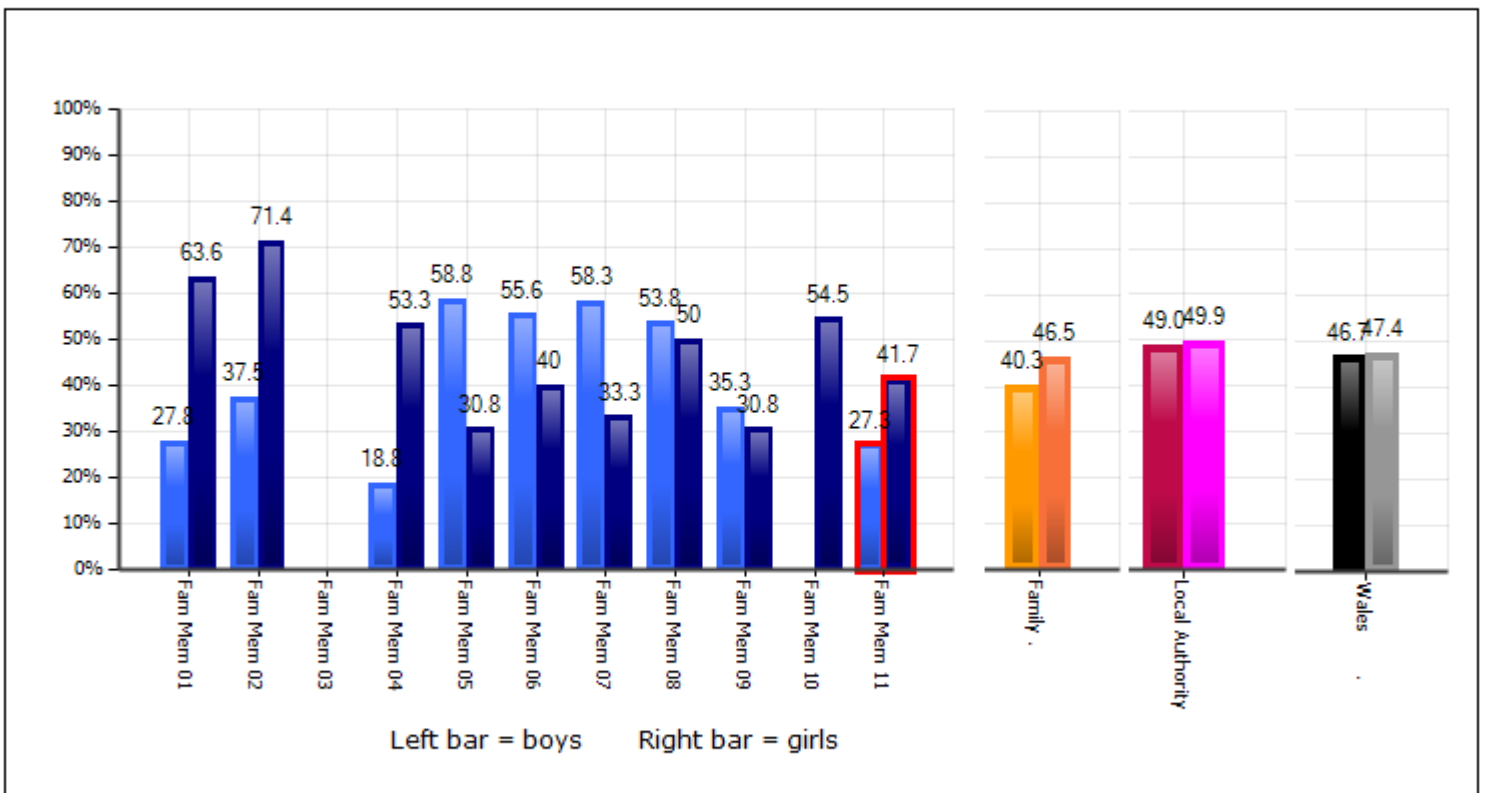
4.2 - Level 5+

4.2d % boys / girls achieving



4.2e Boys / girls - Family comparison

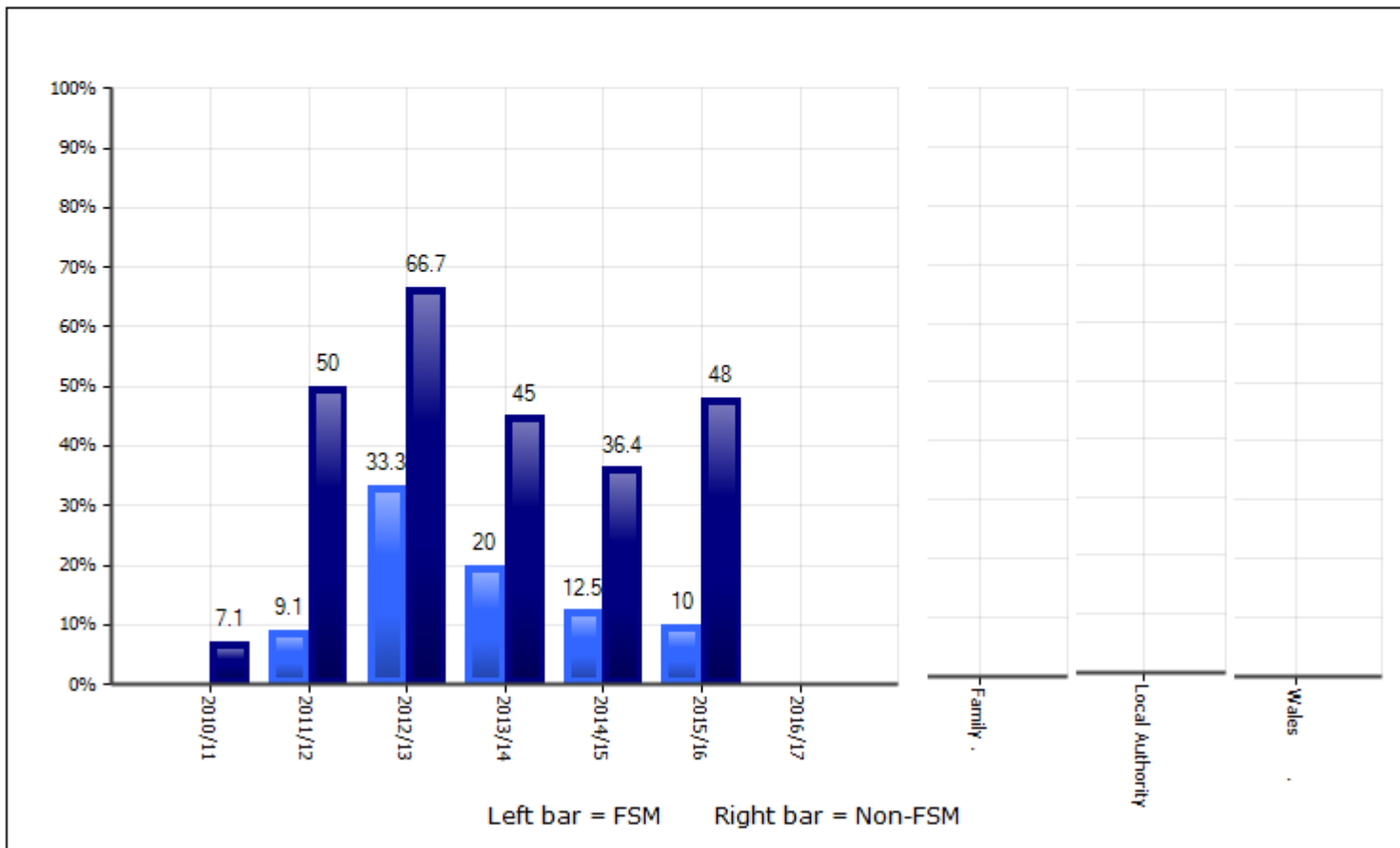
All data labels are to 1 dp but this may be hidden by a bar.



Section 4 – Mathematics

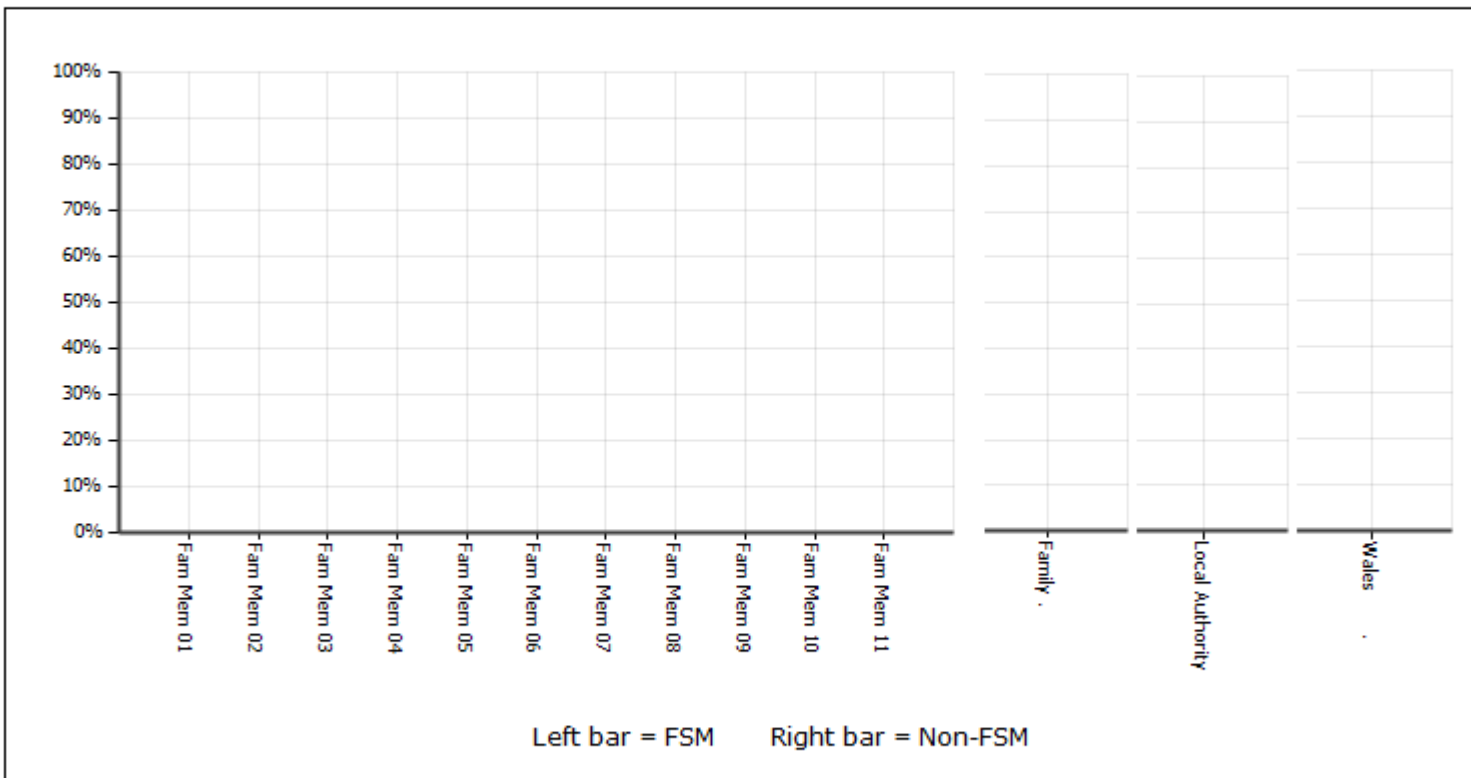
4.2 - Level 5+

4.2f FSM / non-FSM trend



4.2g FSM / non-FSM - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

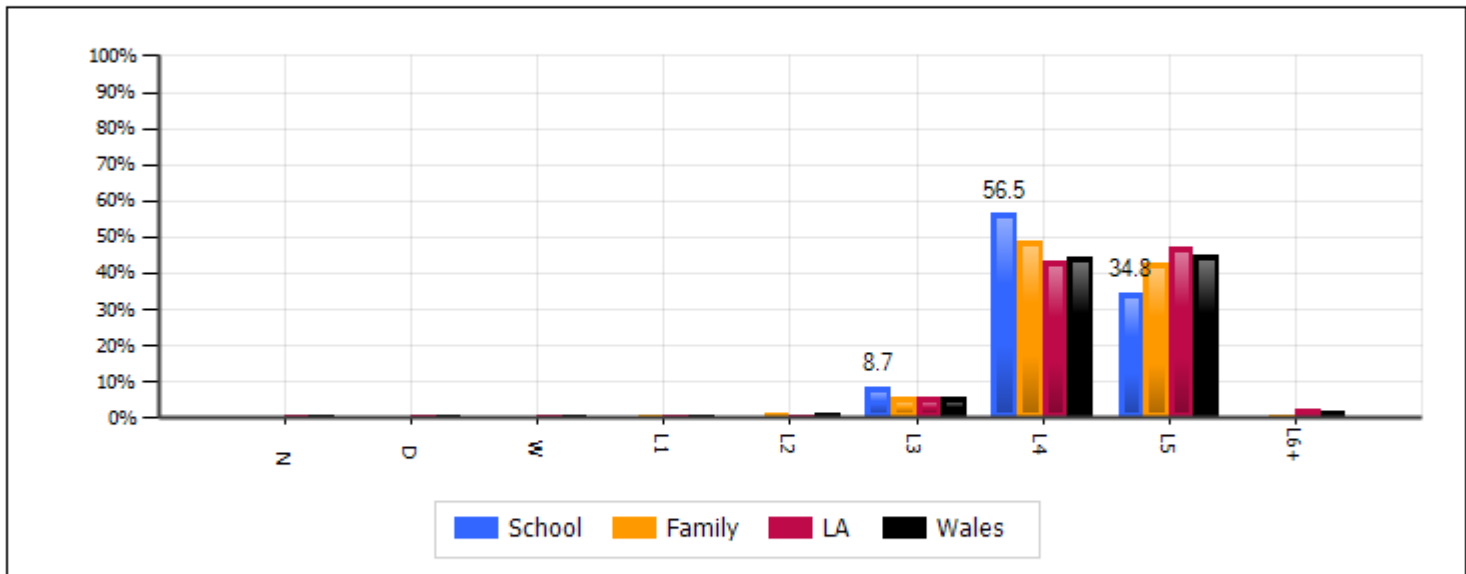


Section 4 – Mathematics

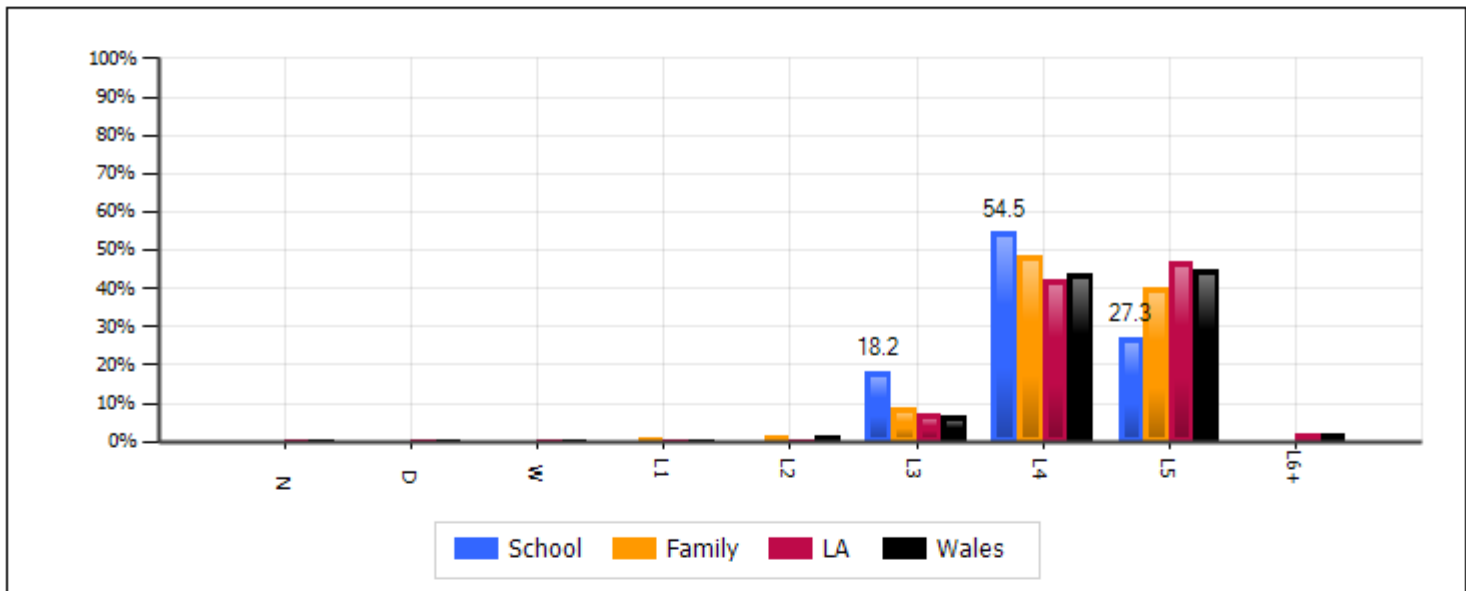
4.3 - NC Levels

4.3a % pupils achieving

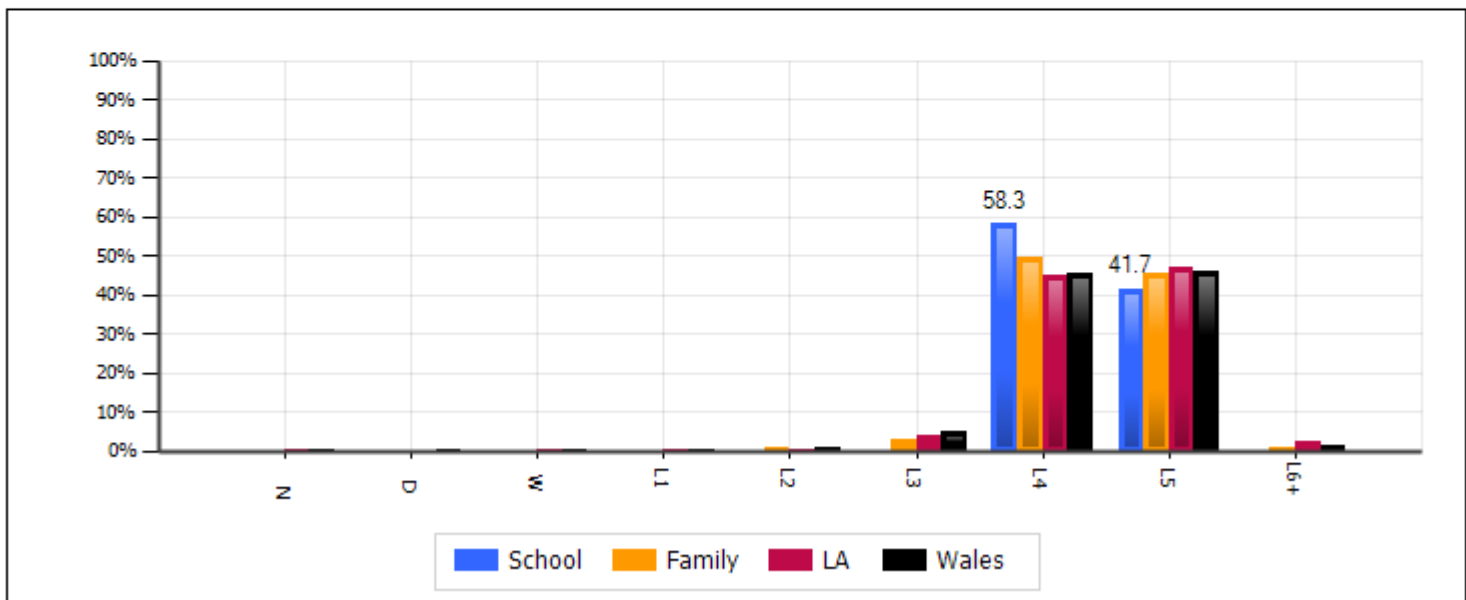
N = Level Not Awarded L1 = Level 1 L4 = Level 4
 D = Disapplied L2 = Level 2 L5 = Level 5
 W = Working towards Level 1 L3 = Level 3 L4+ = Level 4 or above



4.3b % boys achieving



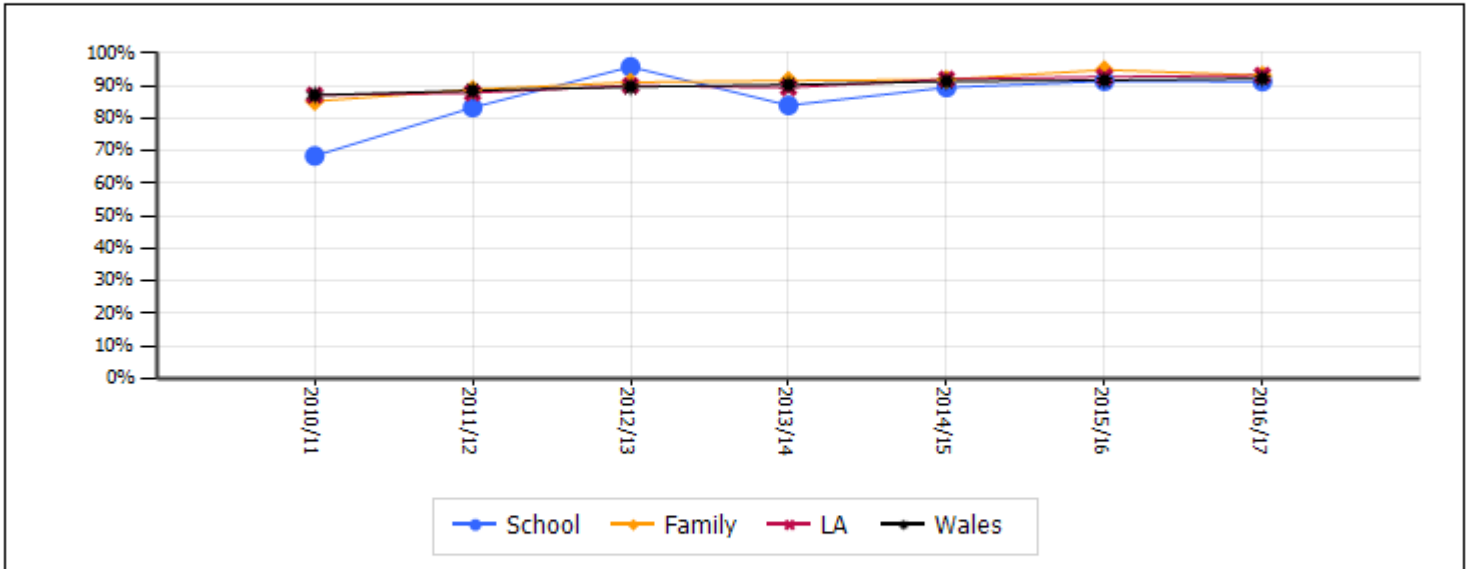
4.3c % girls achieving



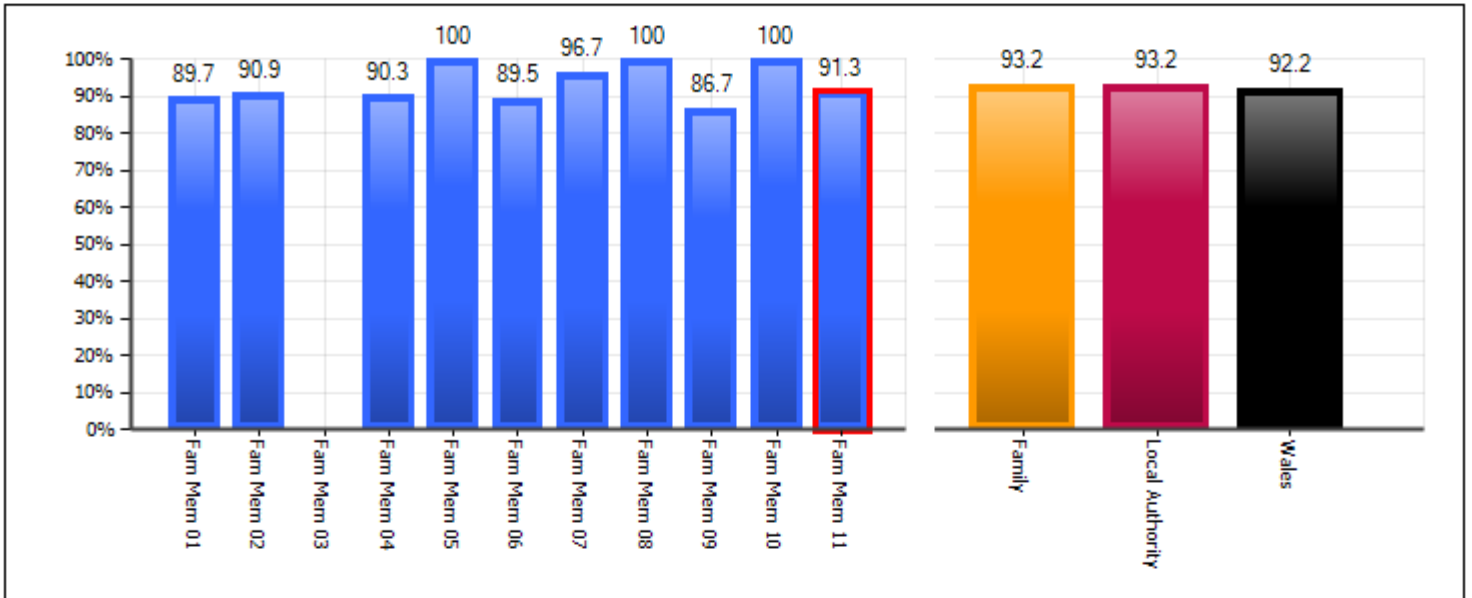
Section 5 – Science

5.1 - Level 4+

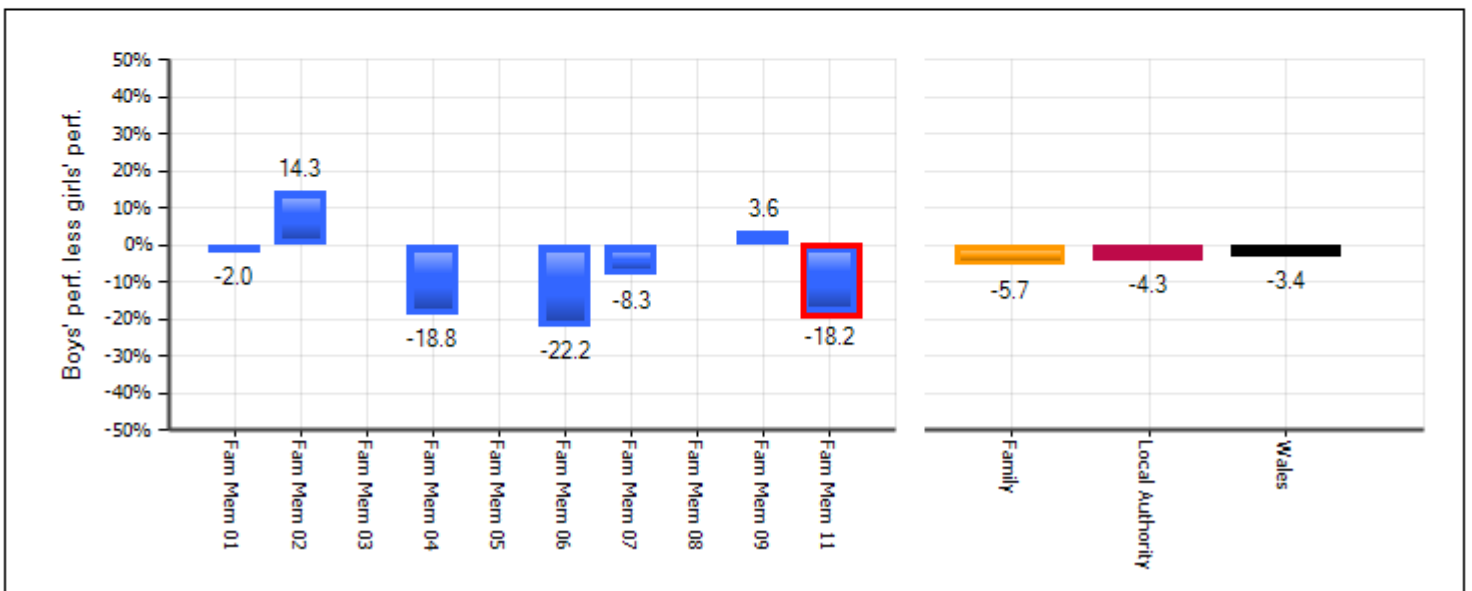
5.1a % pupils achieving



5.1b Family comparison



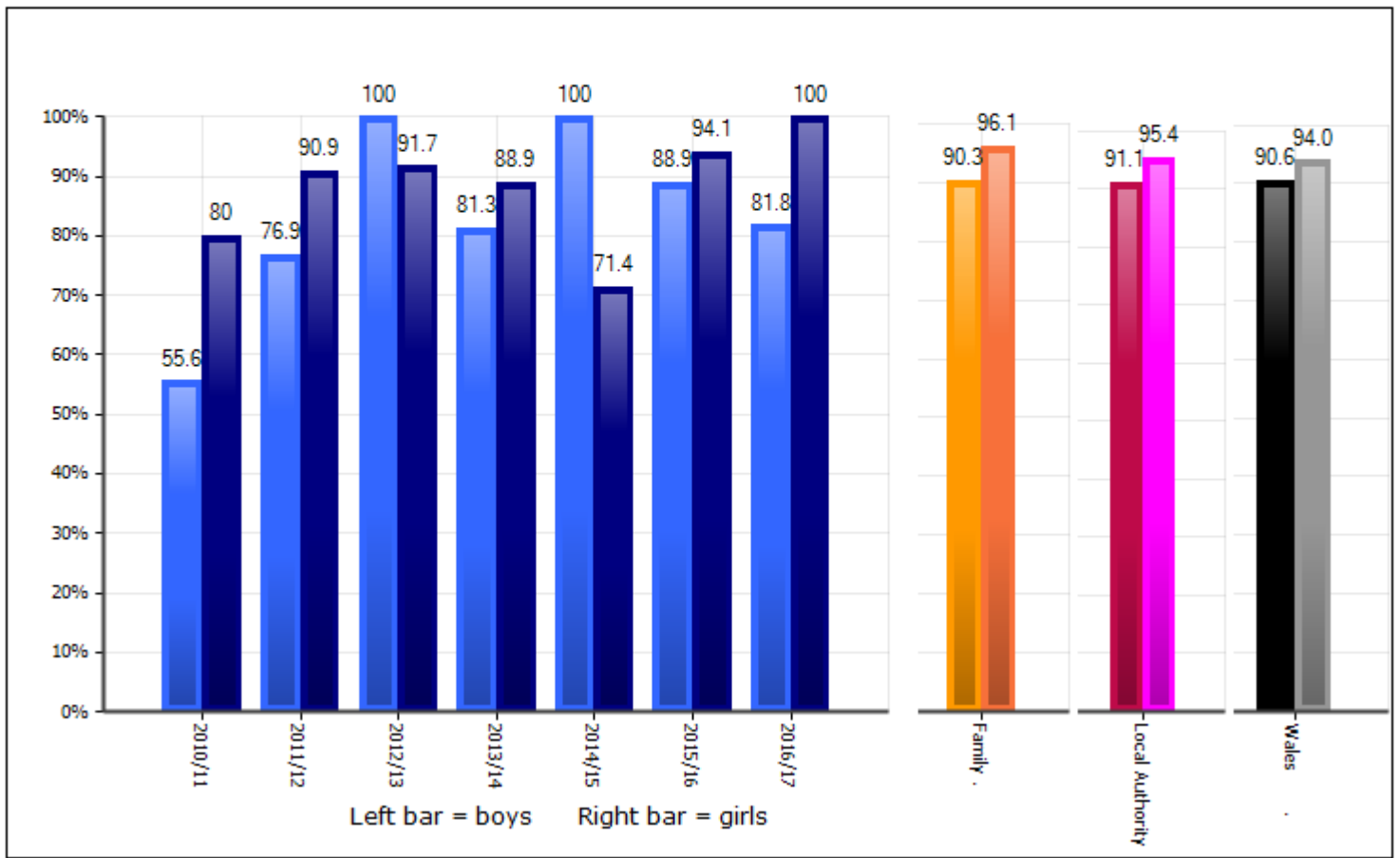
5.1c Family comparison - gender differences



Section 5 – Science

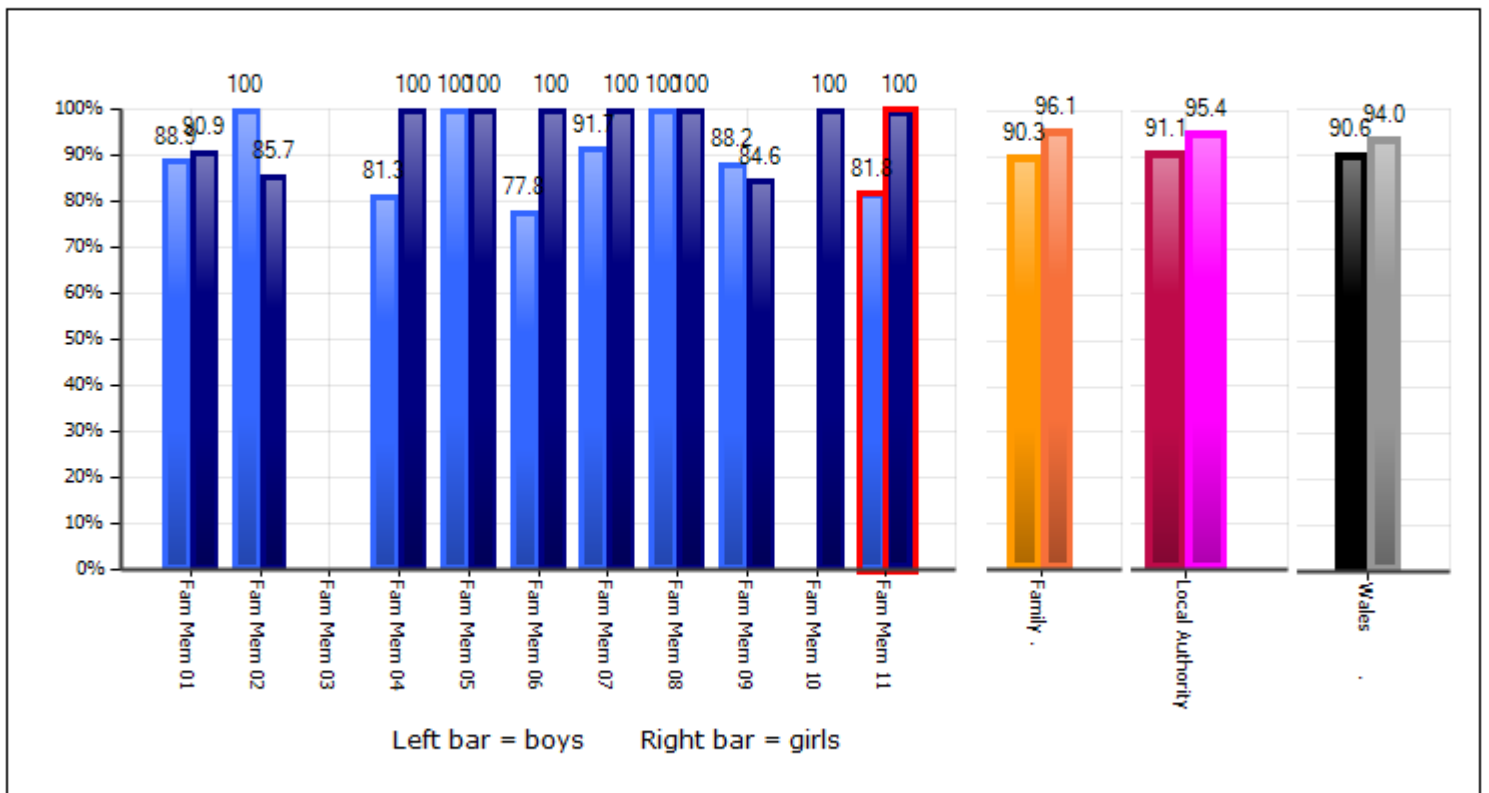
5.1 - Level 4+

5.1d % boys / girls achieving



5.1e Boys / girls - Family comparison

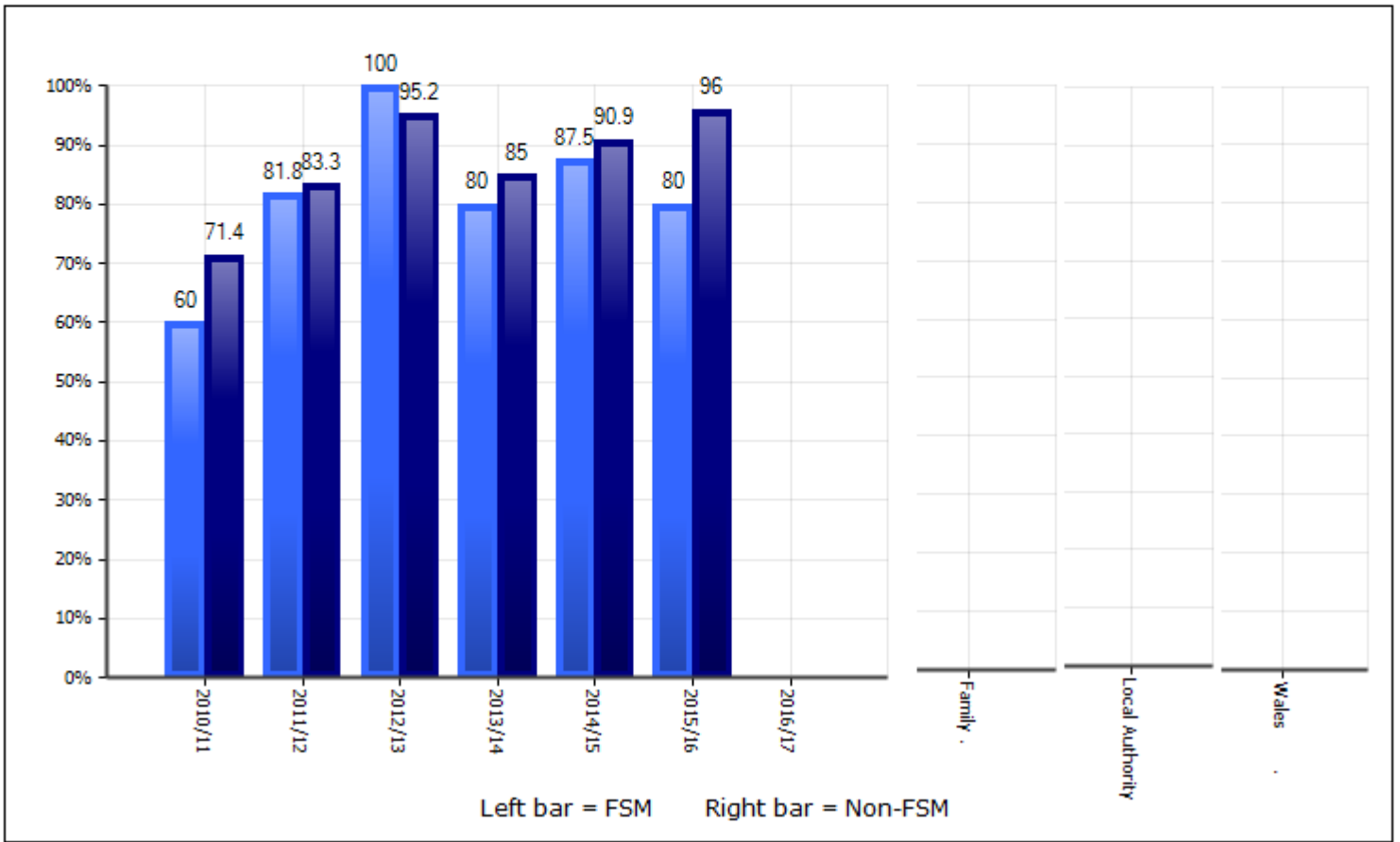
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Section 5 – Science

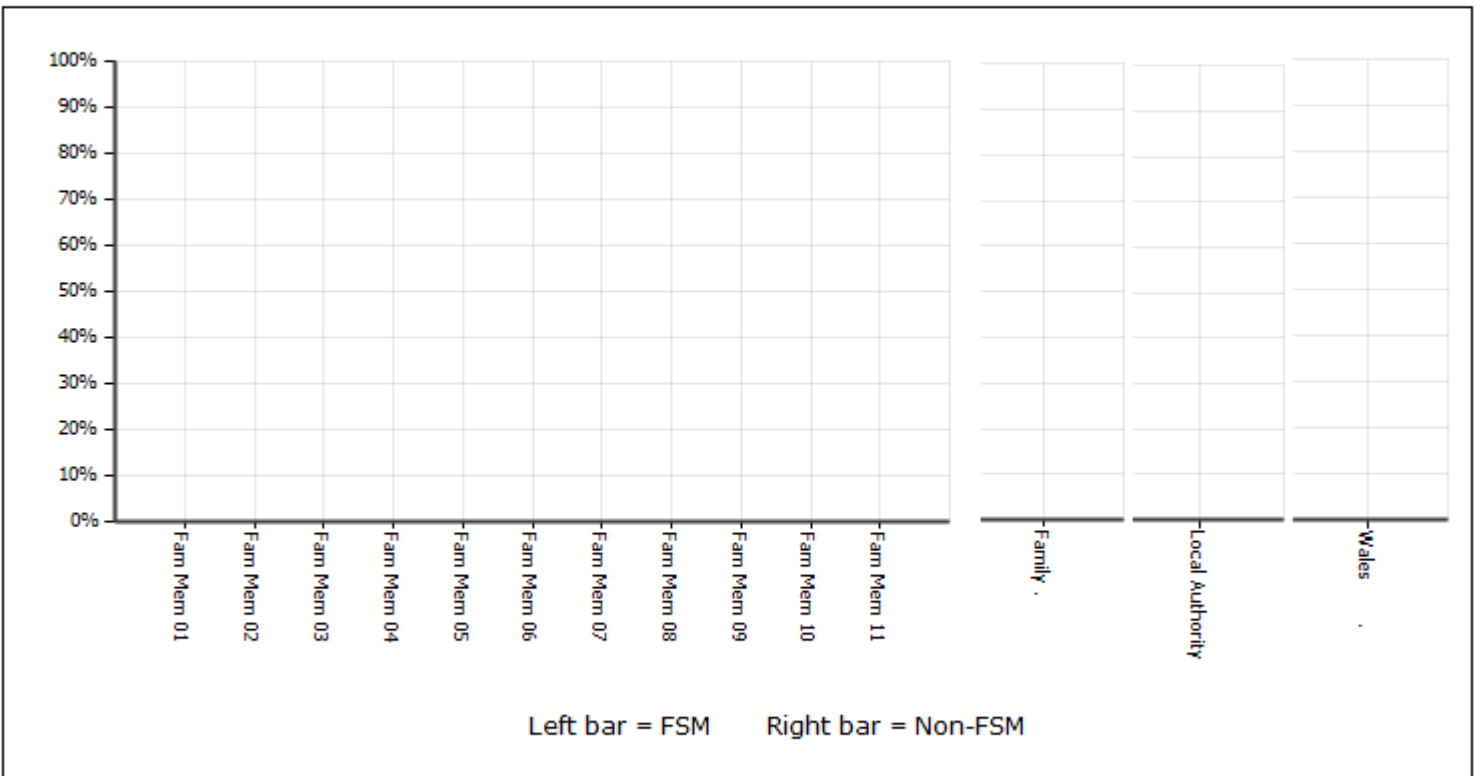
5.1 - Level 4+

5.1f FSM / non-FSM trend



5.1g FSM / non-FSM - Family comparison

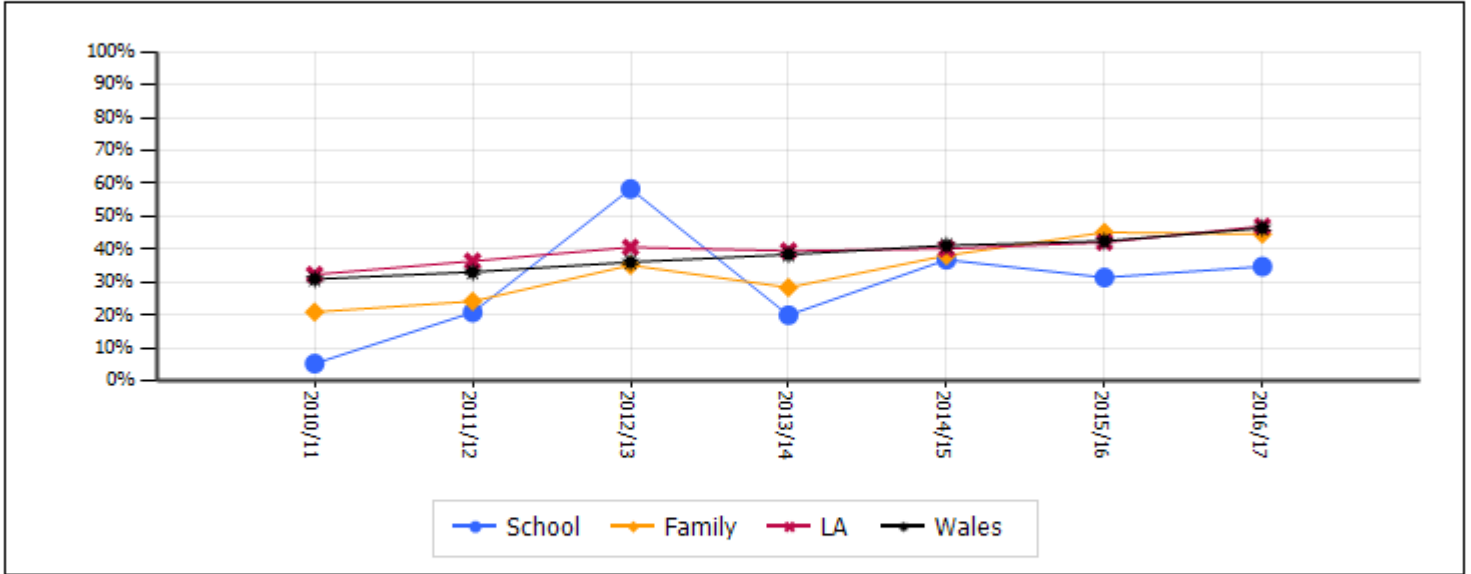
All data labels are to 1 dp but this may be hidden by a bar.



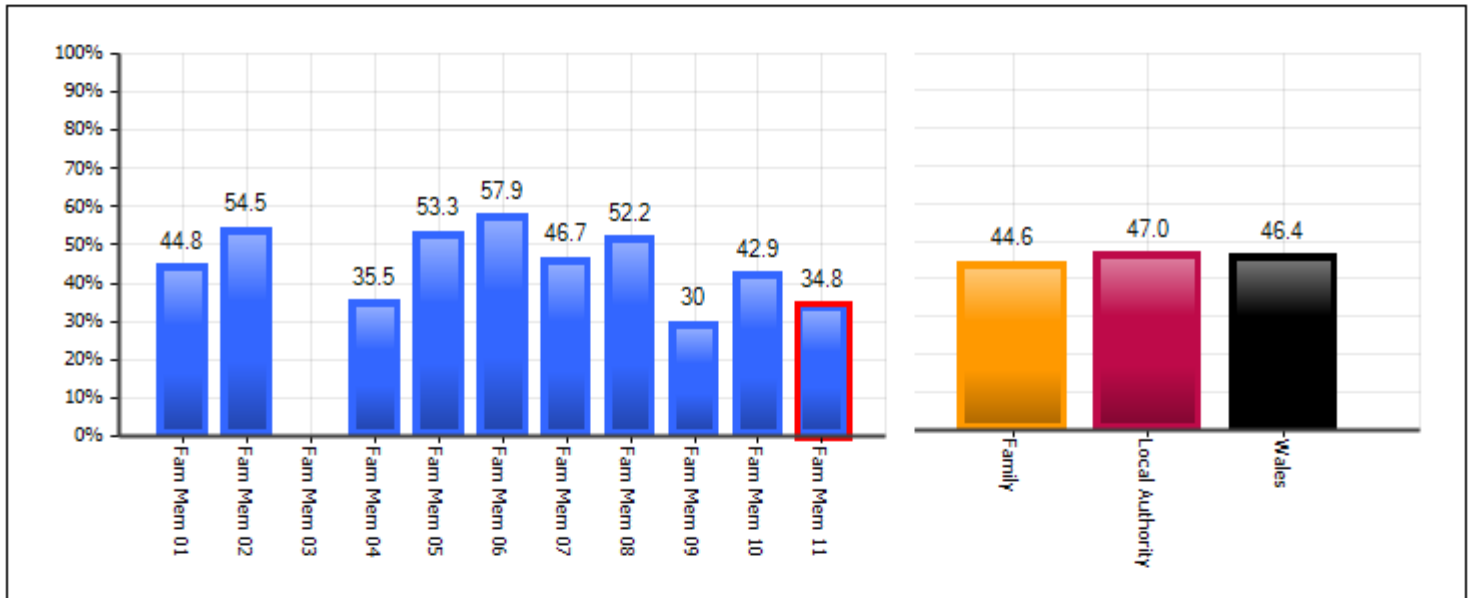
Section 5 – Science

5.2 - Level 5+

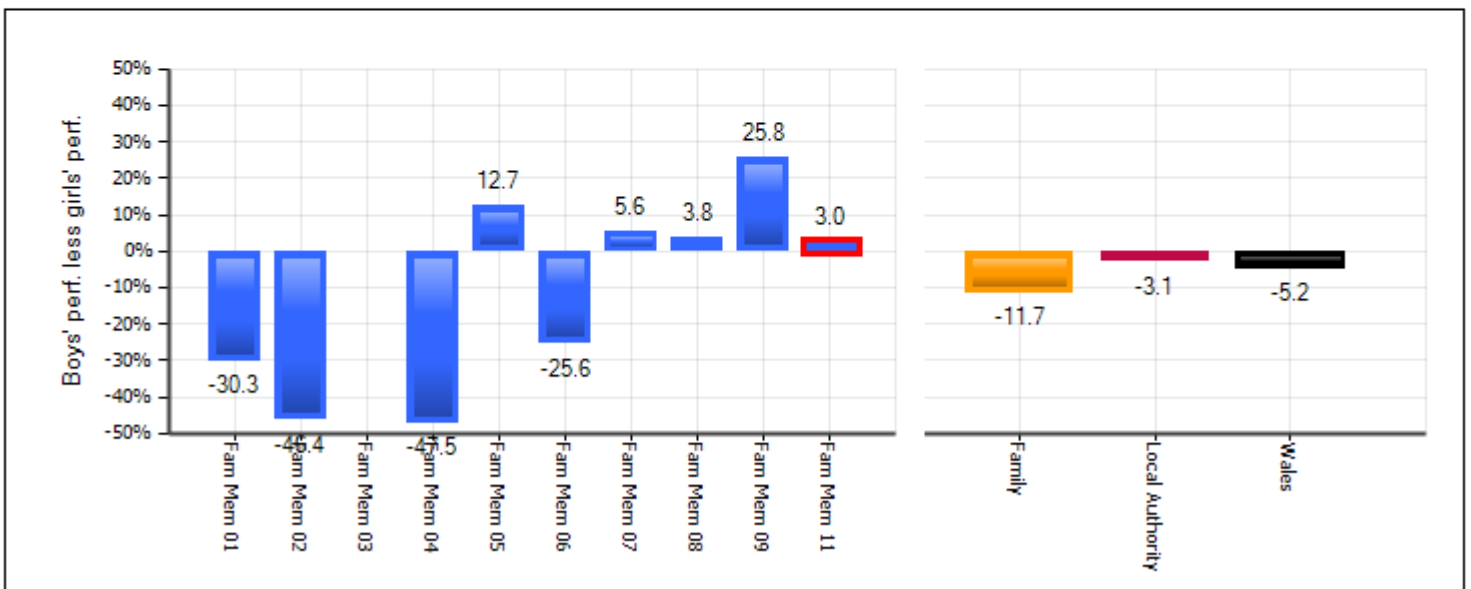
5.2a % pupils achieving



5.2b Family comparison



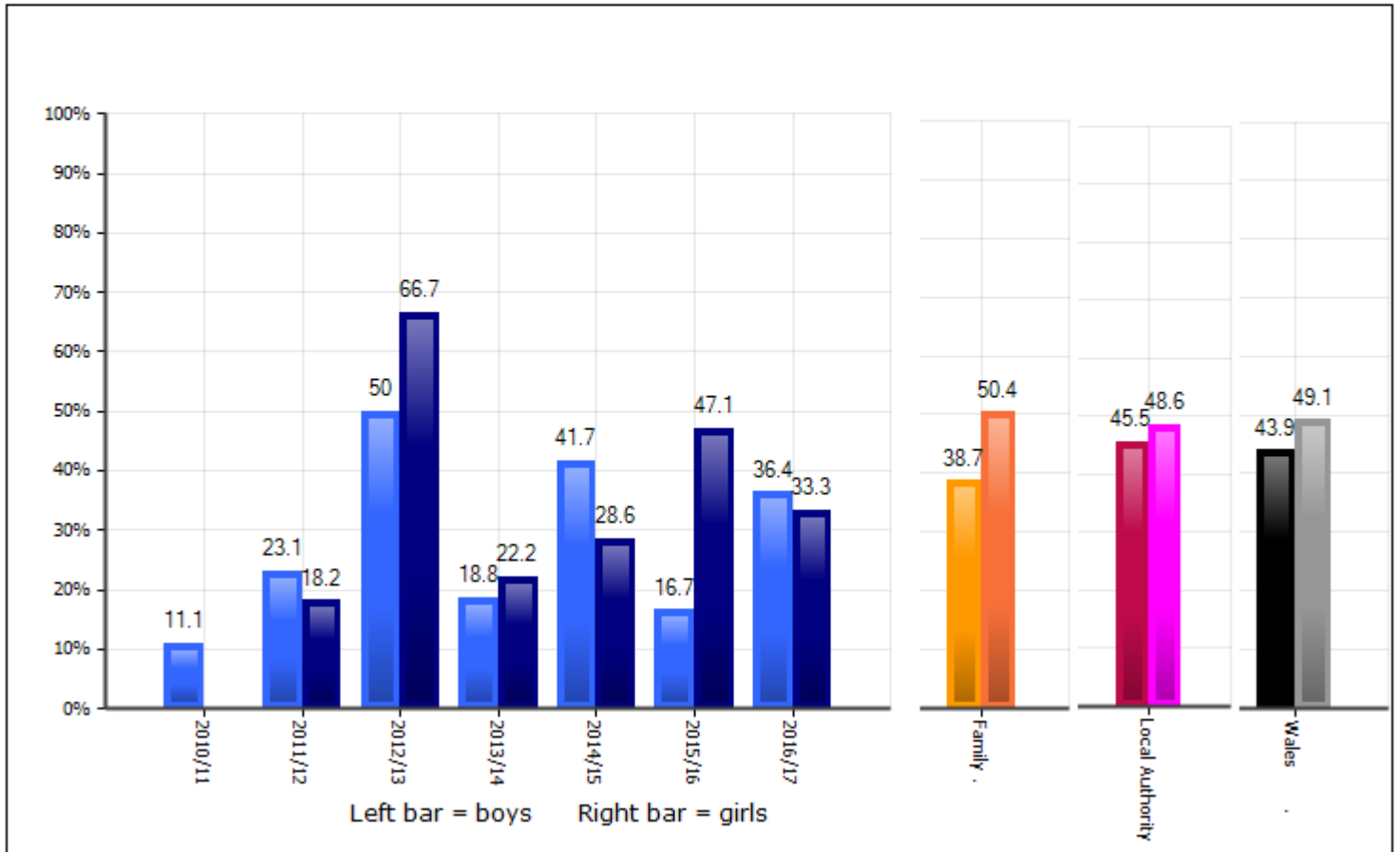
5.2c Family comparison - gender differences



Section 5 – Science

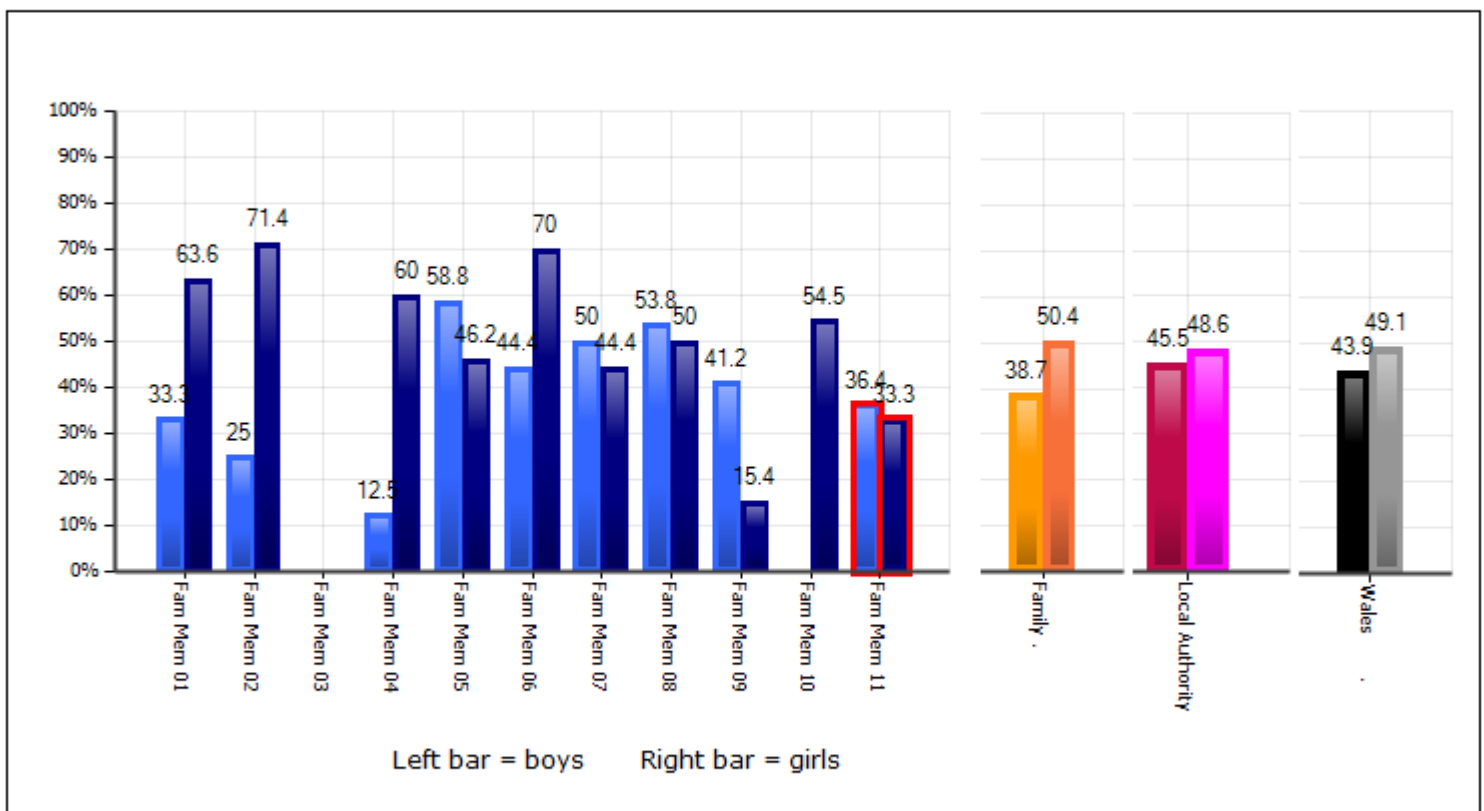
5.2 - Level 5+

5.2d % boys / girls achieving



5.2e Boys / girls - Family comparison

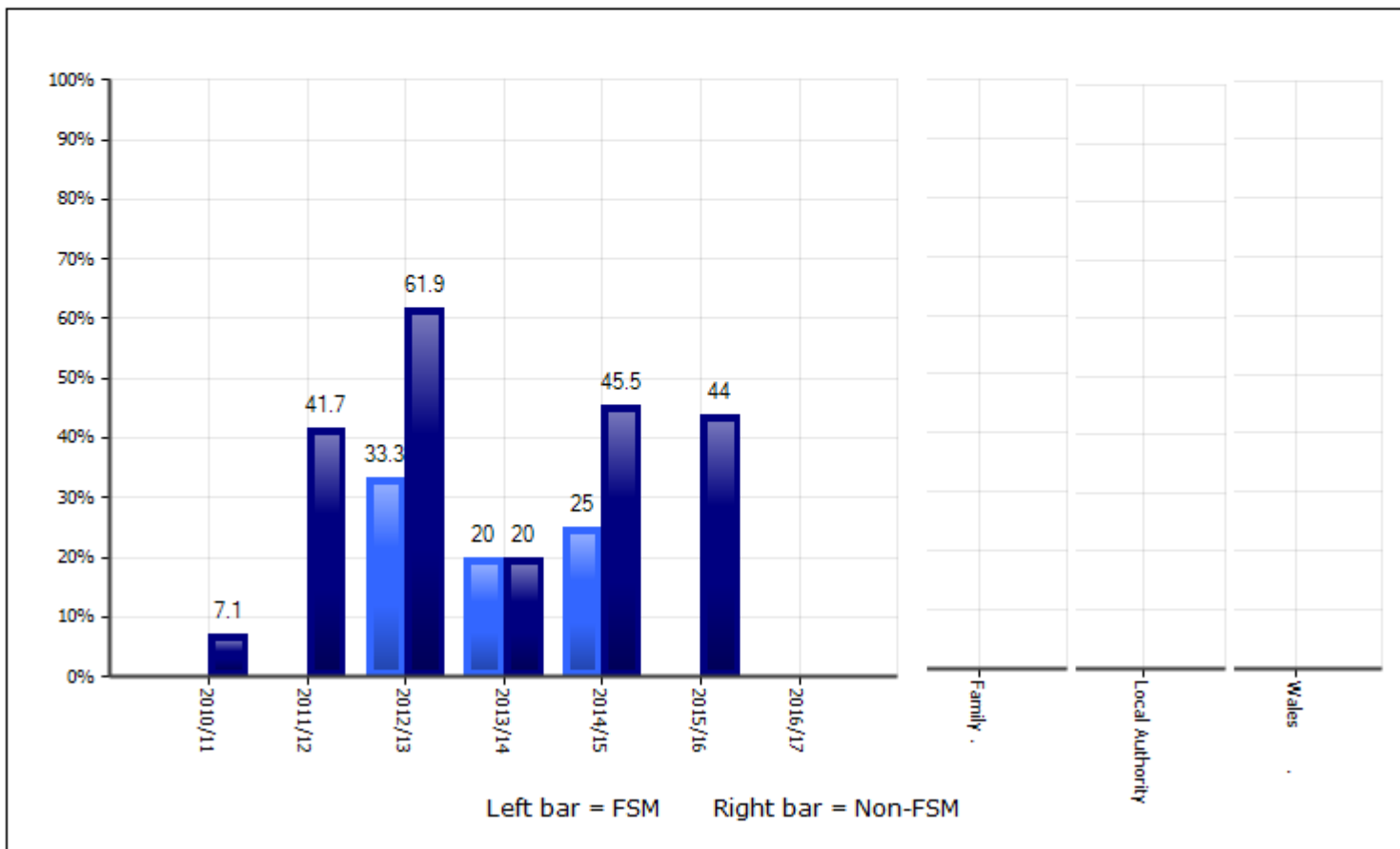
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Section 5 – Science

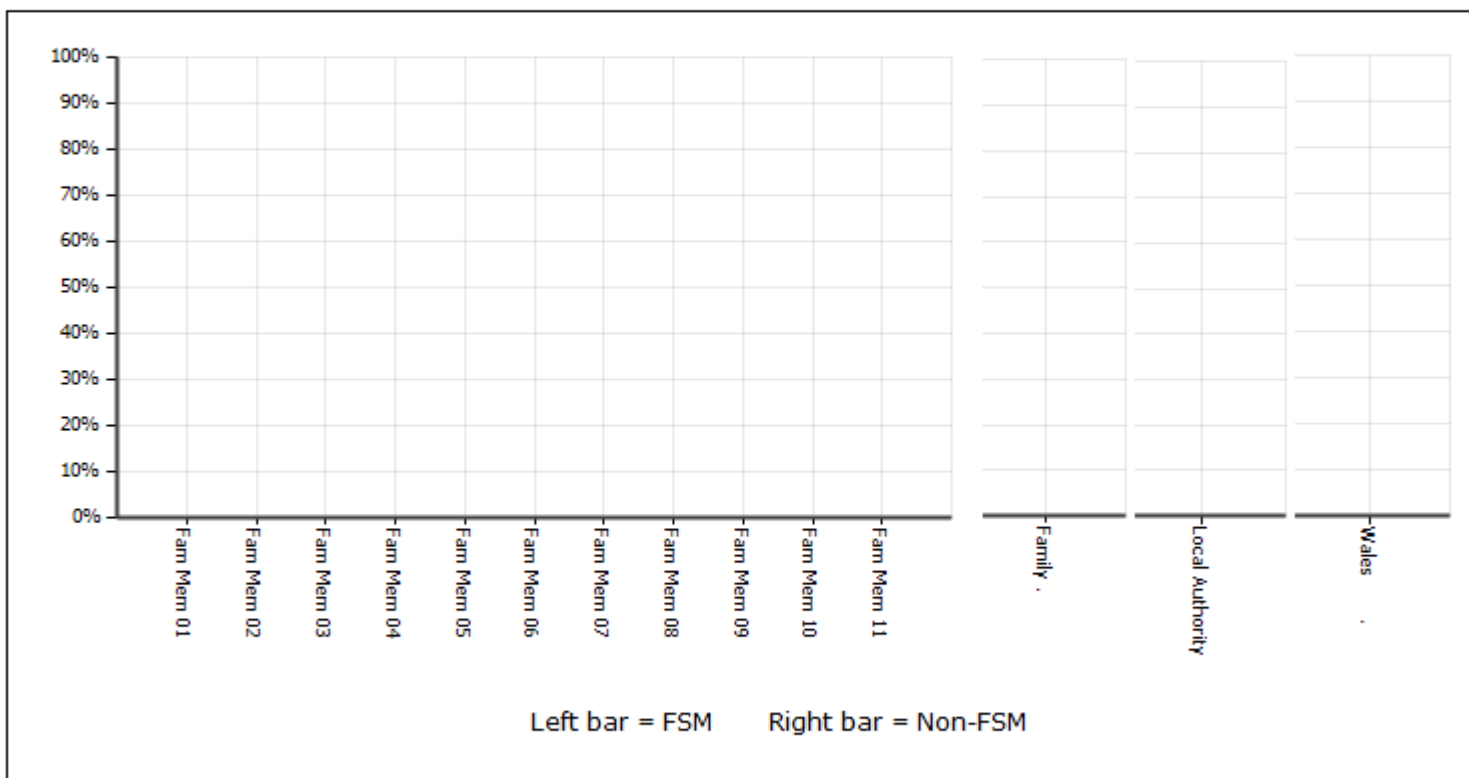
5.2 - Level 5+

5.2f FSM / non-FSM trend



5.2g FSM / non-FSM - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.



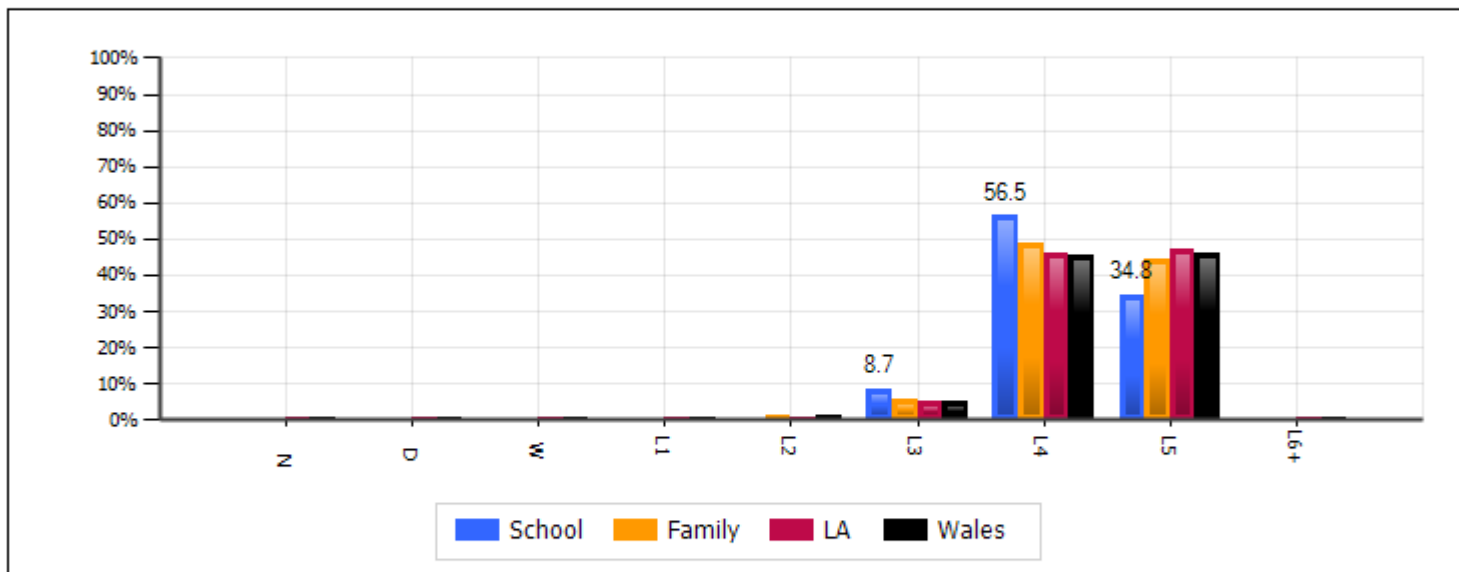
Section 5 – Science

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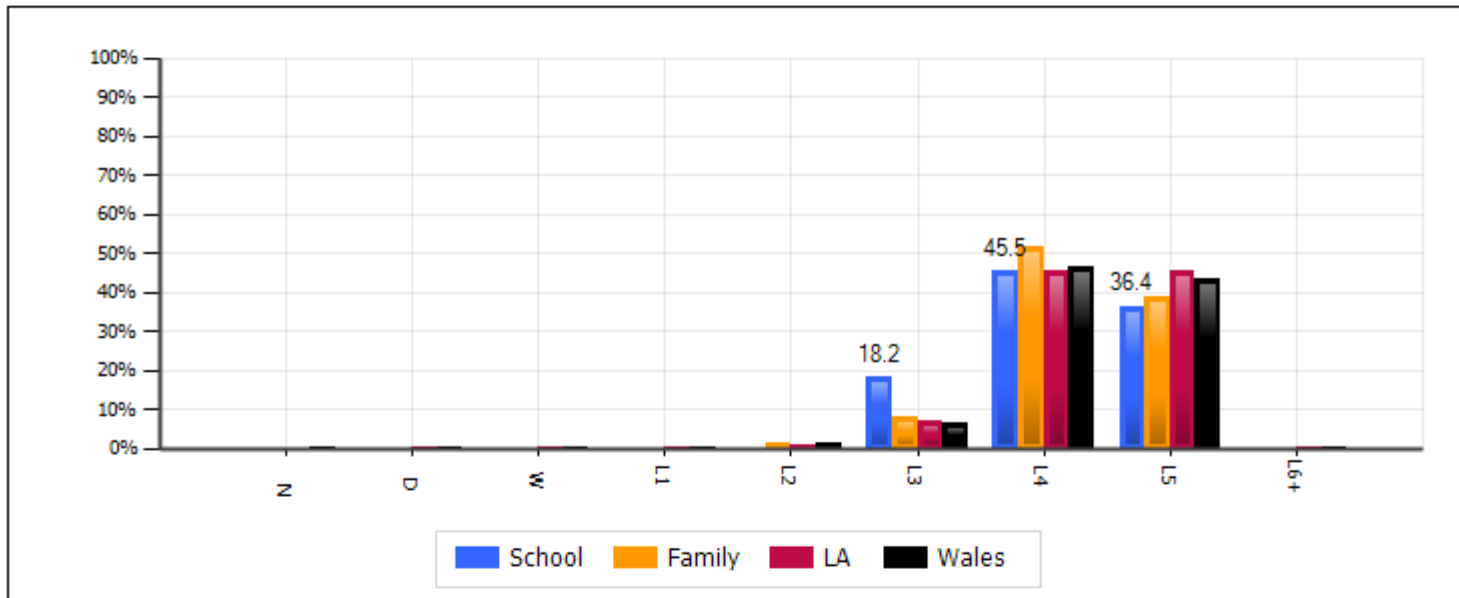
5.3 - NC Levels

N = Level Not Awarded L1 = Level 1 L4 = Level 4
 D = Disapplied L2 = Level 2 L5 = Level 5
 W = Working towards Level 1 L3 = Level 3 L6+ = Level 6 or above

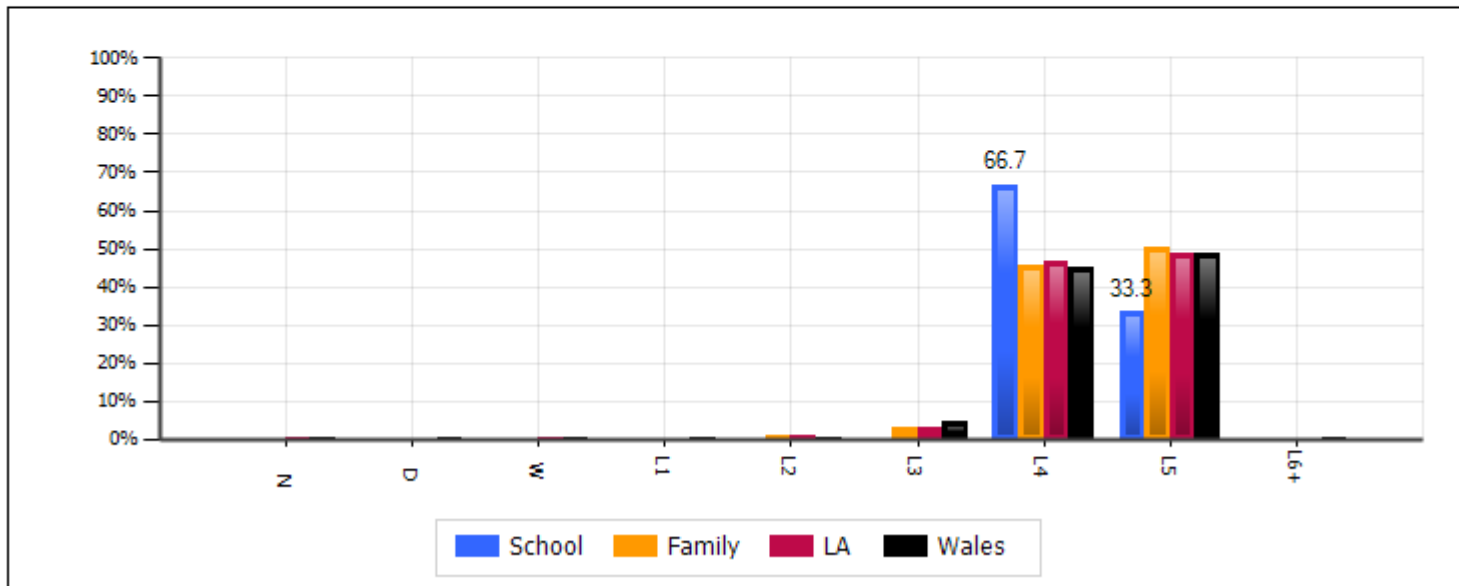
5.3a % pupils achieving



5.3b % boys achieving



5.3c % girls achieving



Section 6 - Gender difference comparisons

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Guidance Questions

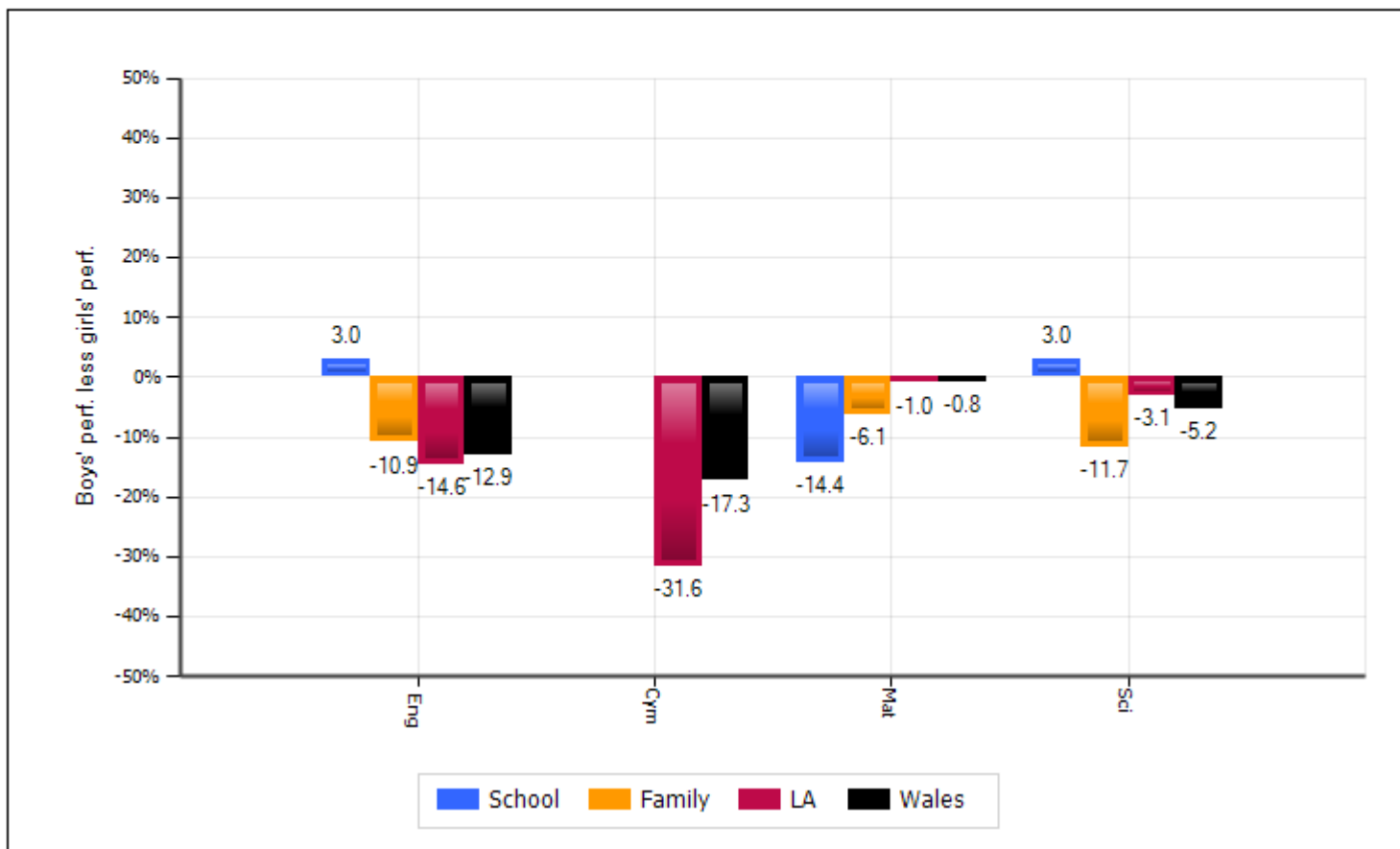
Gender difference comparisons

Are any gender differences bigger than the national average in most subjects? Is there a consistent pattern or are there differences between subjects.

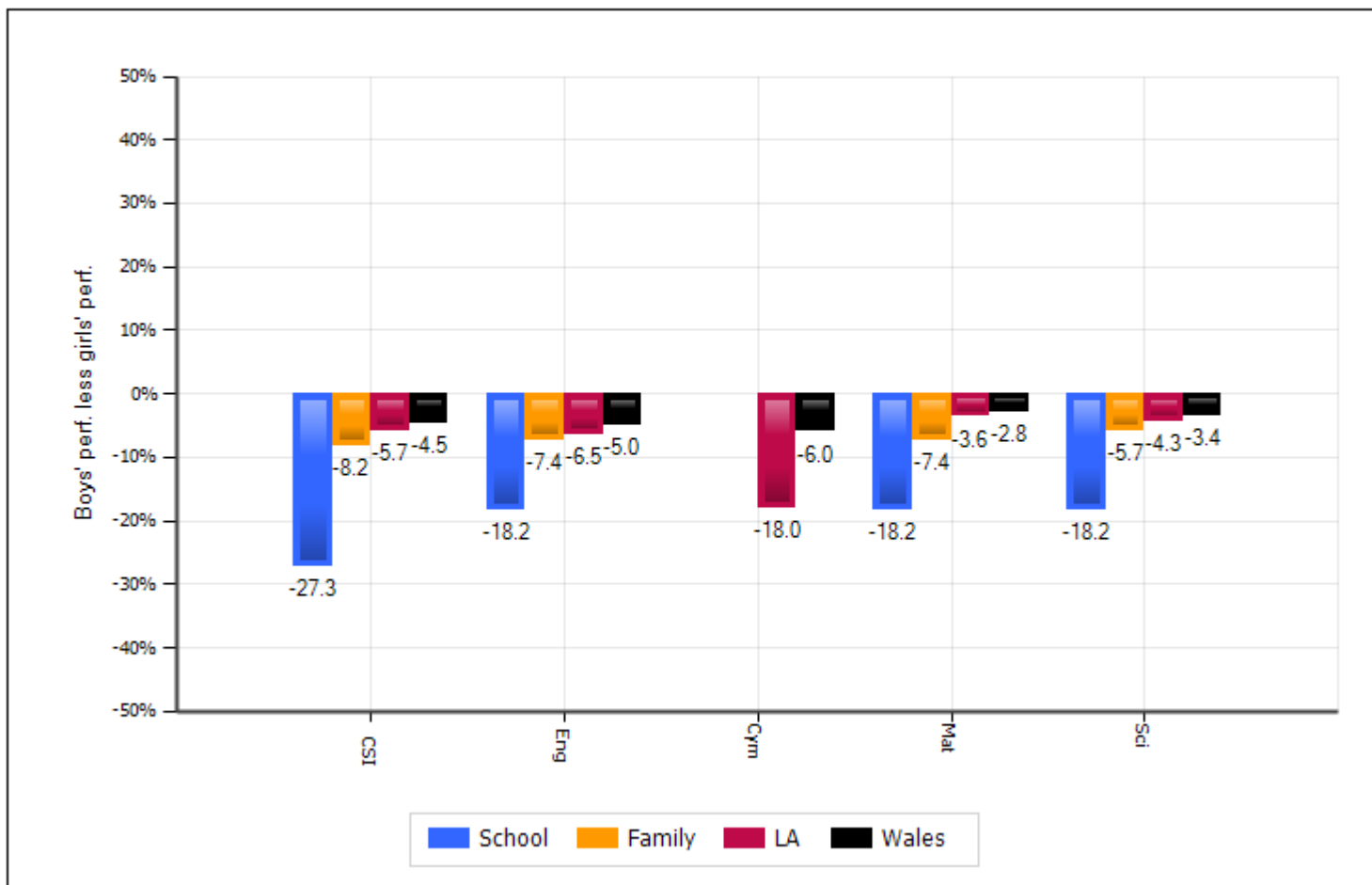
Section 6 - Gender difference comparisons

6.1 - Gender differences by organisation

6.1a % pupils achieving level 5+



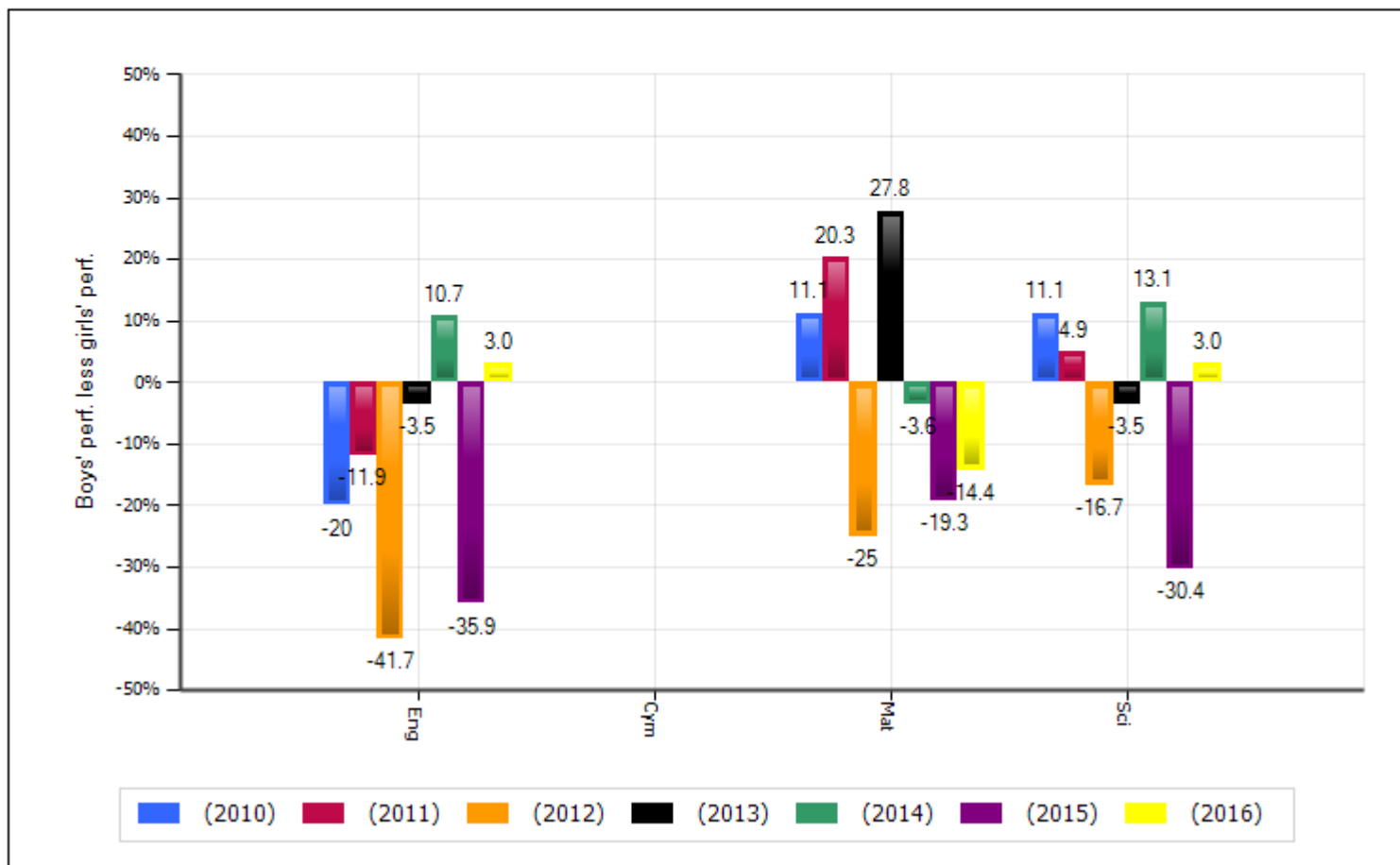
6.1b % pupils achieving level 4+



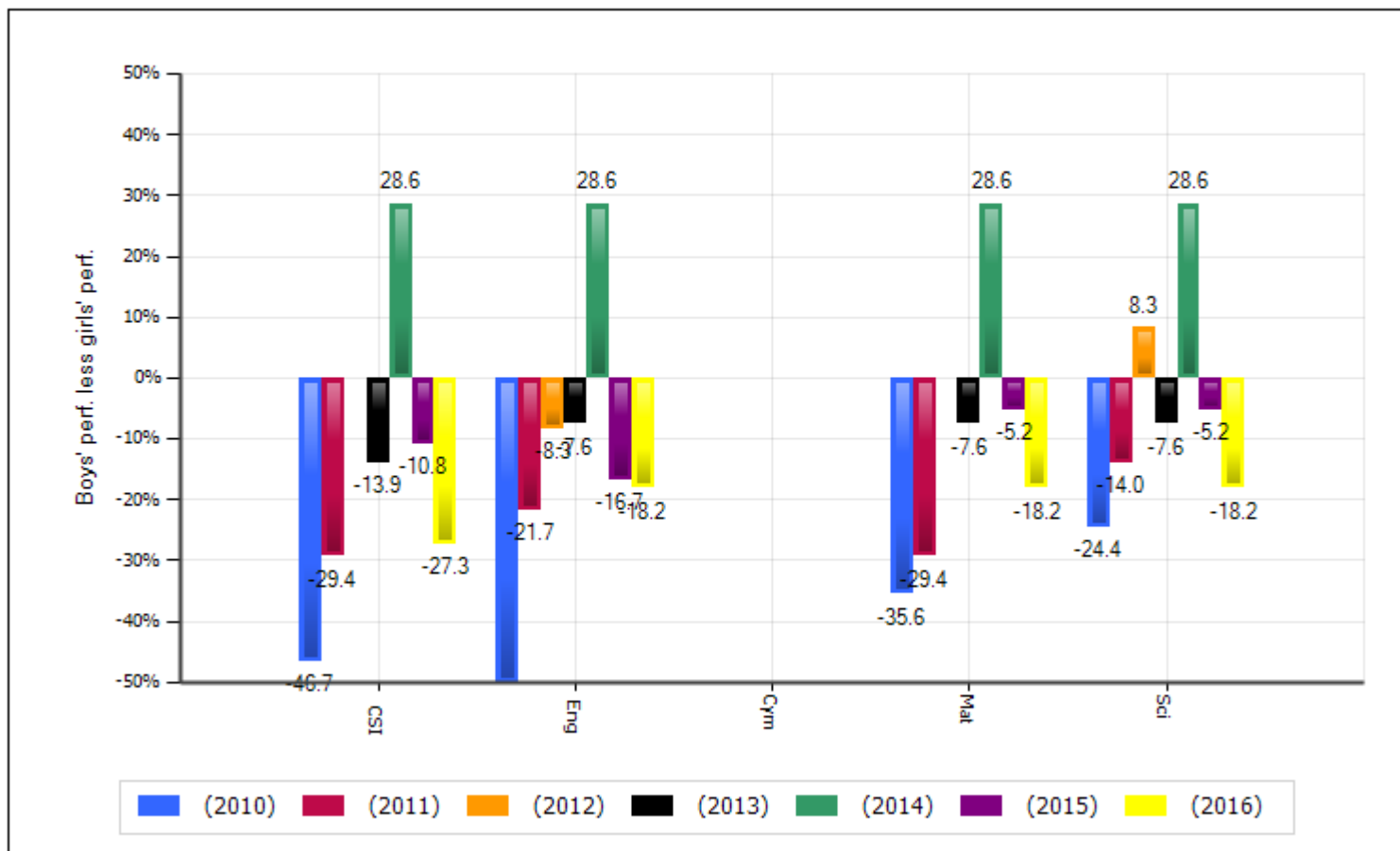
Section 6 - Gender difference comparisons

6.2 - Gender differences by subject

6.2a % pupils achieving level 5+



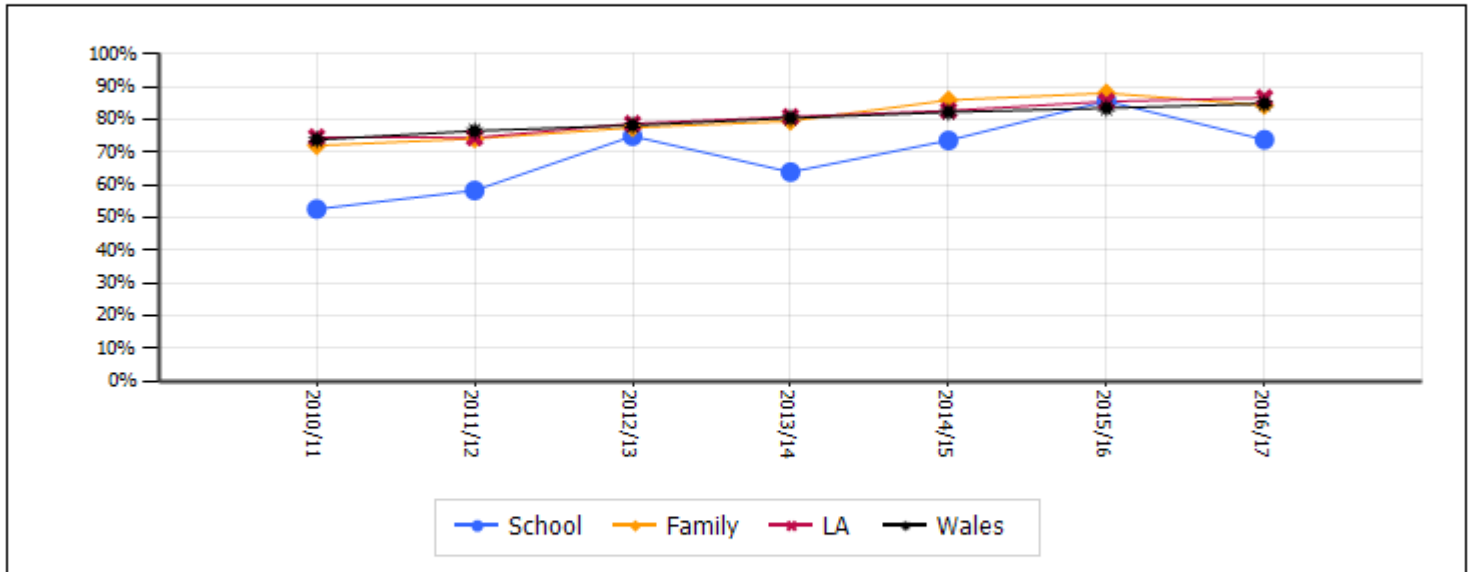
6.2b % pupils achieving level 4+



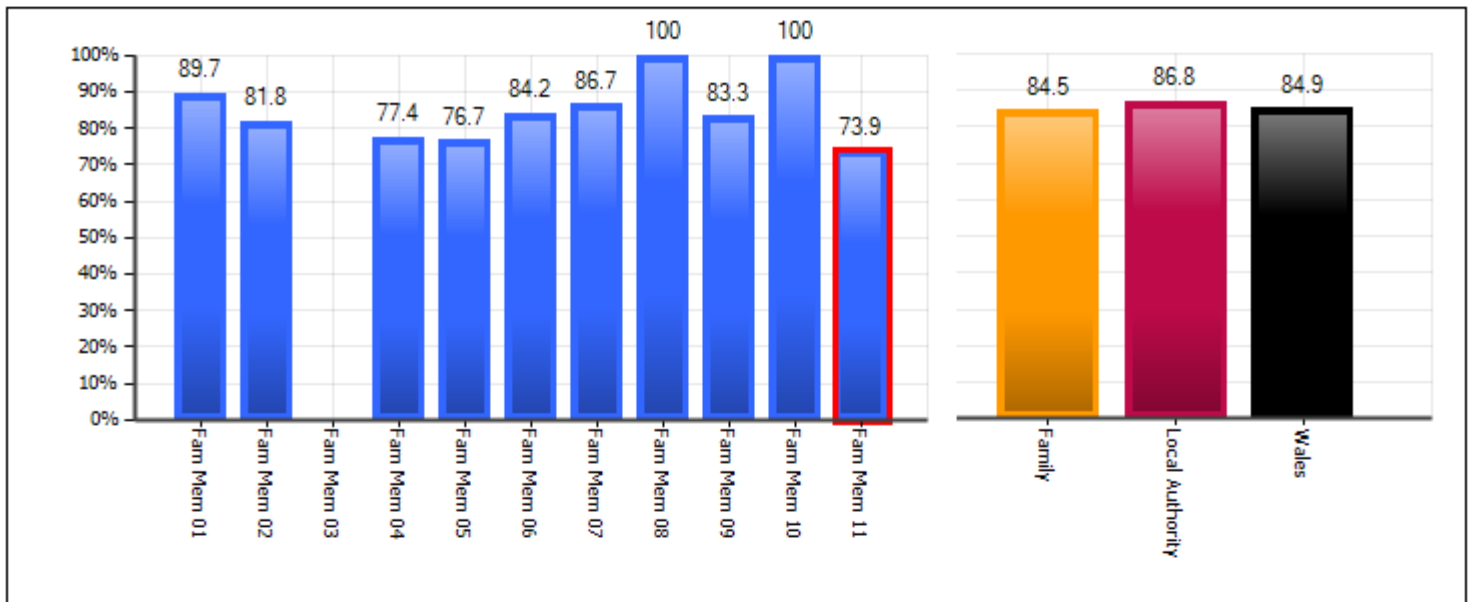
Section 7 - Achievement of combinations

7.1 - Expected level in reading, writing and mathematics in combination

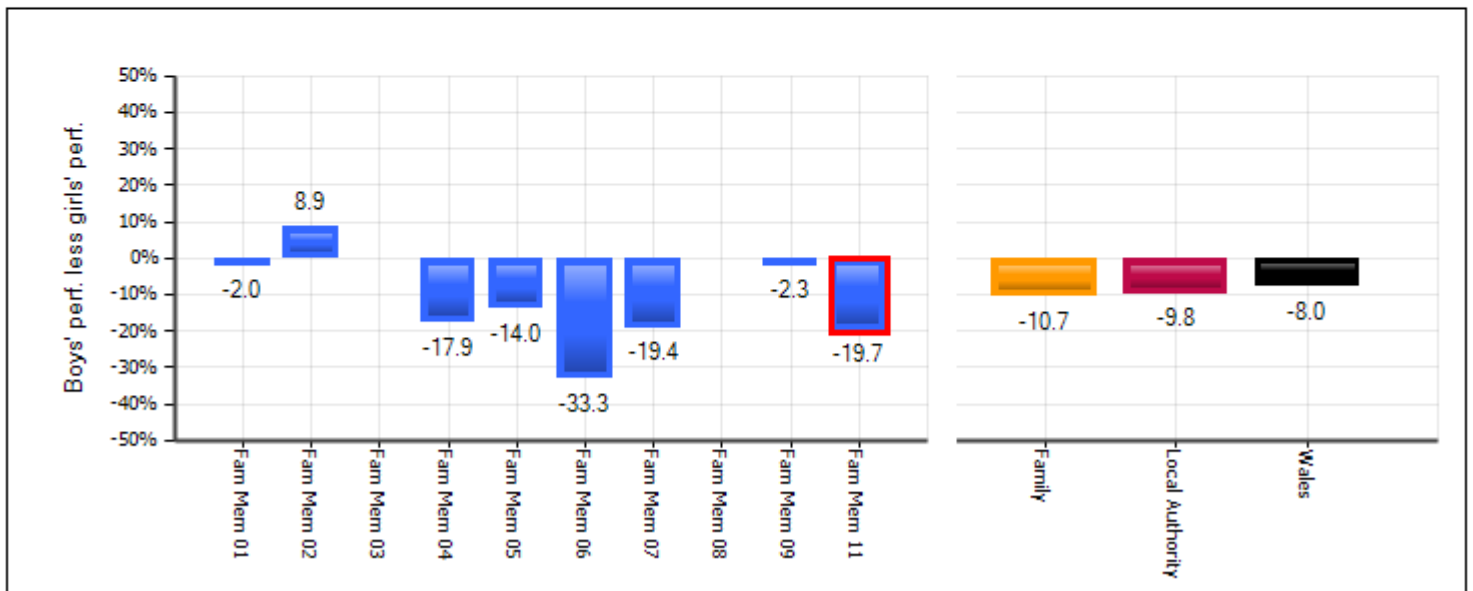
7.1a % pupils achieving



7.1b Family comparison



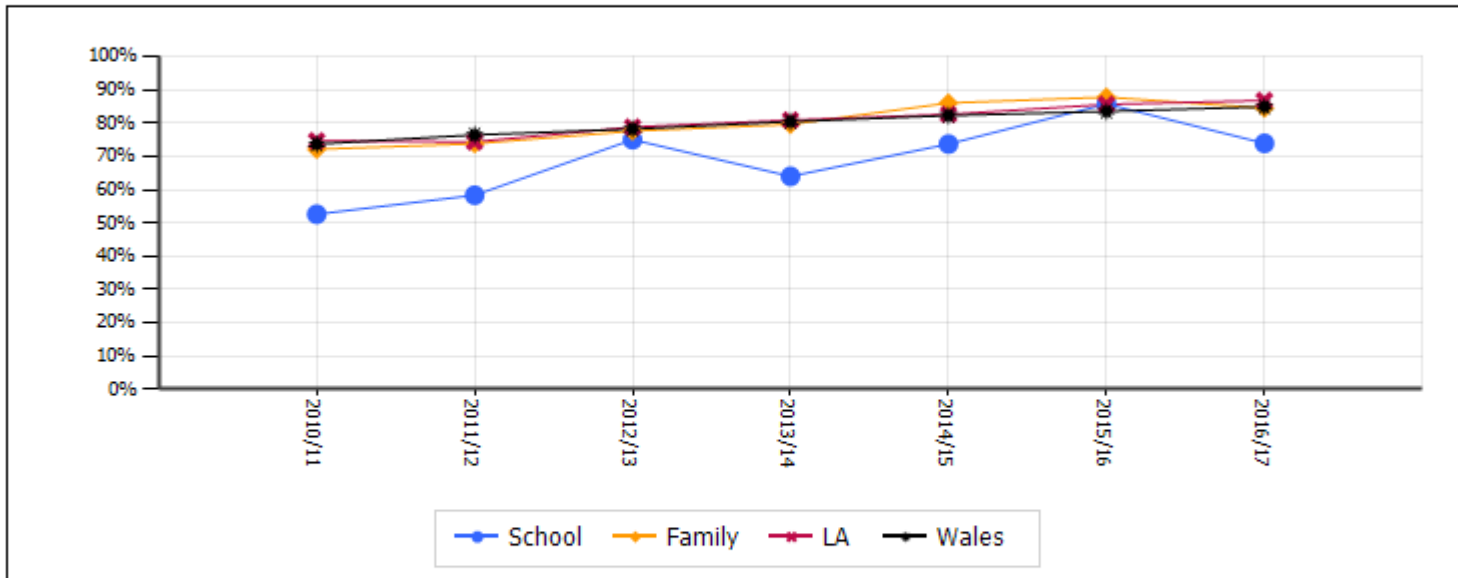
7.1c Family comparison - gender differences



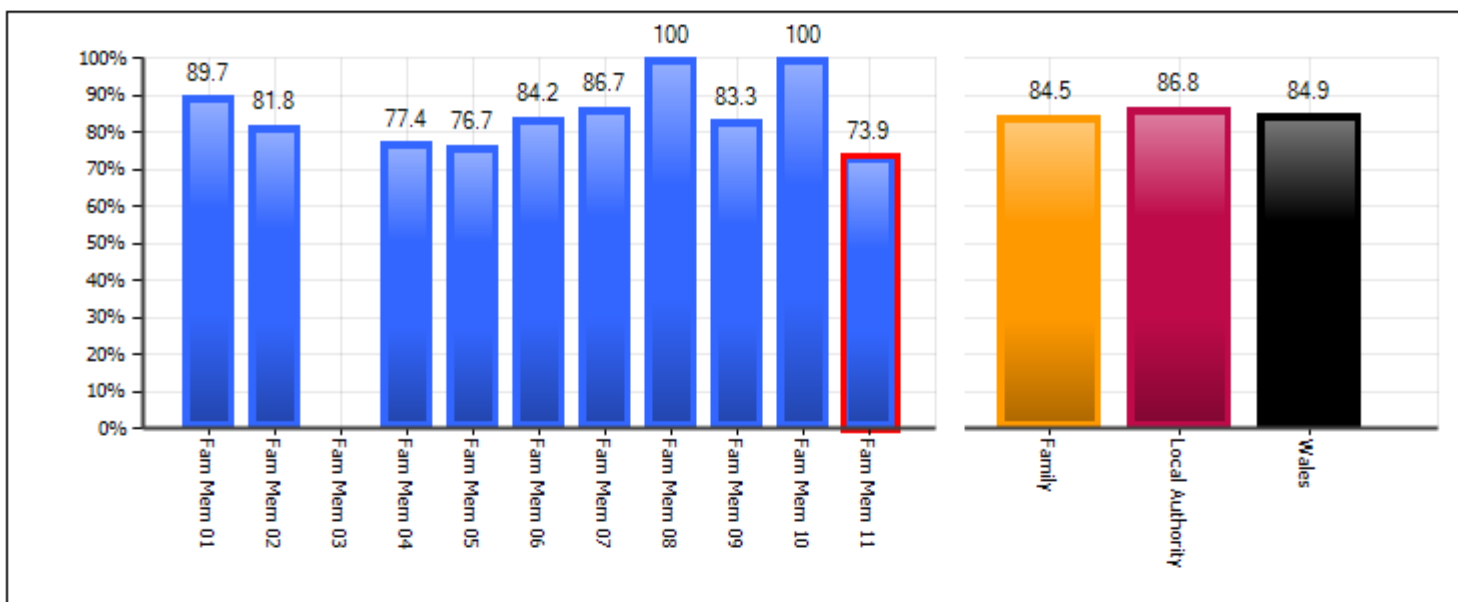
Section 7 - Achievement of combinations

7.2 - Expected level in reading, writing, mathematics and science in combination

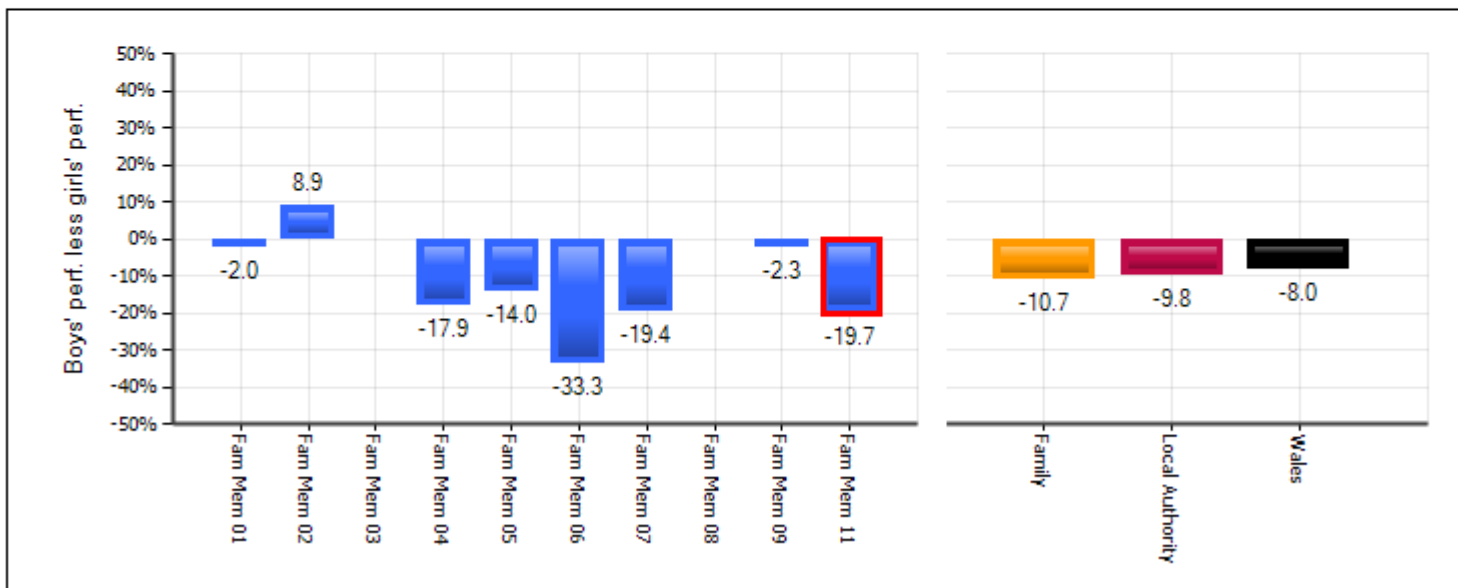
7.2a % pupils achieving



7.2b Family comparison



7.2c Family comparison – gender differences



Section 7 - Achievement of combinations

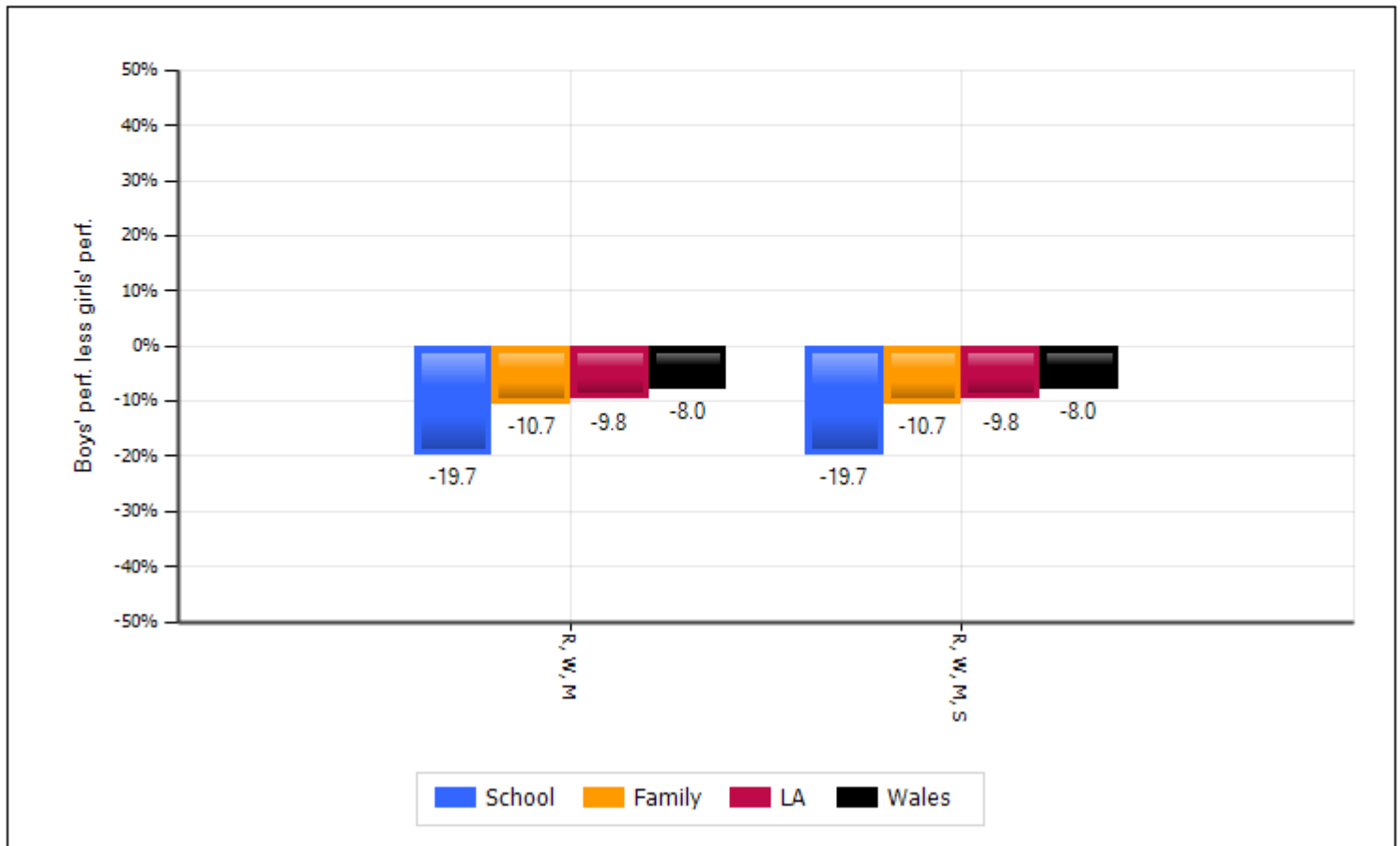
R = Reading W = Writing

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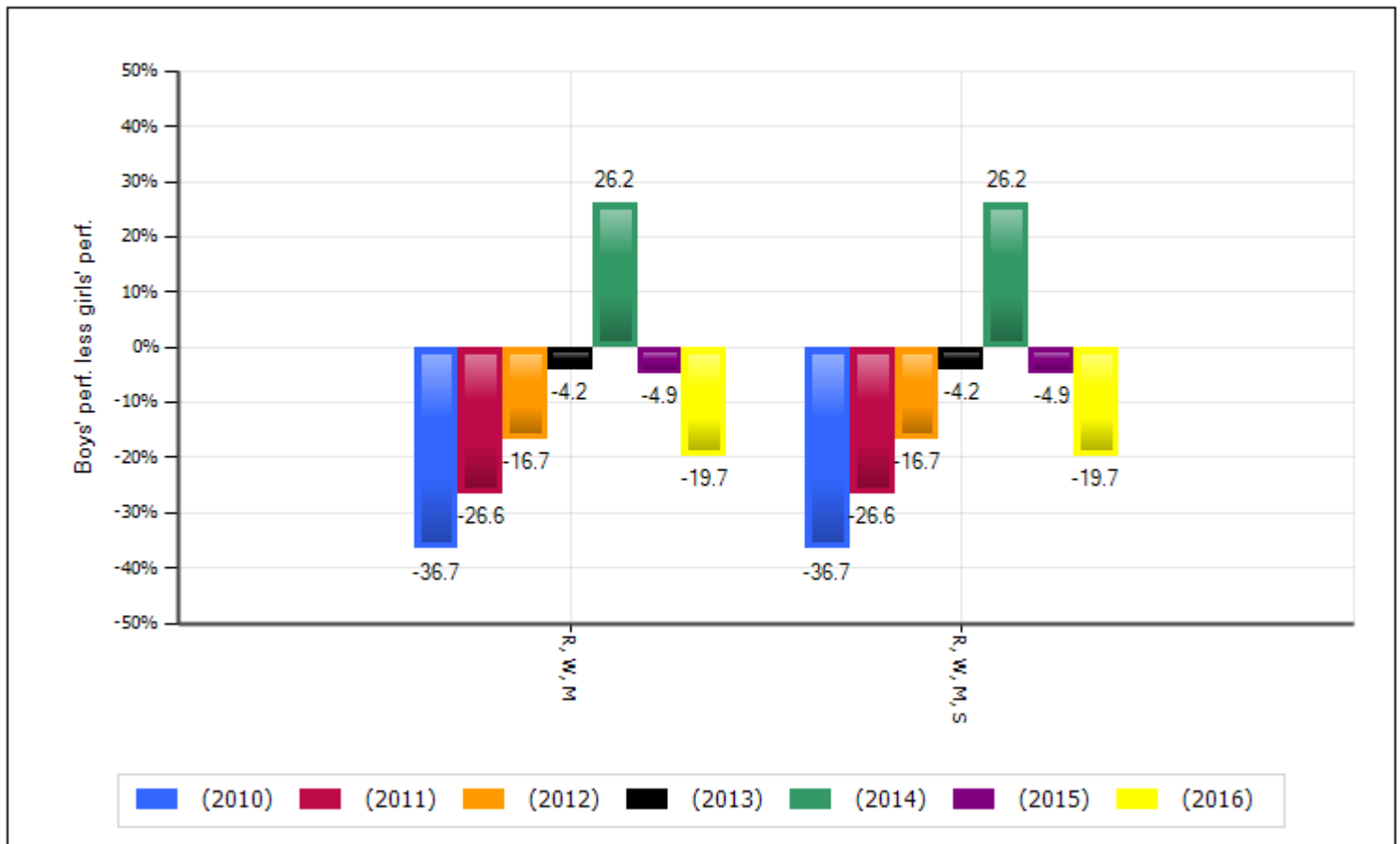
7.3 - Expected levels in subject combinations

M = Mathematics S = Science

7.3a % pupils achieving by organisation - gender differences



7.3b % pupils achieving - gender differences



Section 8 - Benchmarking

Guidance Questions

Benchmarking

Consider trends in benchmarking performance at level 4 and above and level 5 and above.

Has the school consistently been in the top or bottom quarters in the core subject indicator or subjects for the last three years or more? Is there a clear pattern of strong or weak performance compared with similar schools based on free school meal eligibility?

Has the school been consistently above or below the median in the core subject indicator or any subjects over the last three years?

Has the school changed benchmark group in recent years and has this had an effect on benchmarking performance?

How close is the school to being in the next quarter? How close is the school's performance to the quartile boundaries?

Section 8 - Benchmarking[Home](#)**8.1a** FSM benchmarking group - pupils of statutory school age eligible for FSM

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
1) Up to and including 8%							
2) Over 8% and up to and including 16%							
3) Over 16% and up to and including 24%	23.5						
4) Over 24% and up to and including 32%		27.0	27.4	28.7	30.3		
5) Over 32%						32.7	32.0

8.1b Benchmark summary: % achieving L4+ in each subject by FSM benchmark group**Summary of positions within the group**

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Core Subject Indicator	4	4	1	3	2	2	2
English	4	3	1	3	2	1	2
Welsh as First Language							
Mathematics	4	4	2	3	2	2	2
Science	4	3	1	3	3	2	2

Section 8 - Benchmarking**Home****8.1c** Benchmark summary: % achieving L5+ in each subject by FSM benchmark group**Summary of positions within the group**

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Core Subject Indicator							
English	4	3	2	4	4	3	2
Welsh as First Language							
Mathematics	4	2	1	2	4	2	3
Science	4	3	1	4	2	3	2

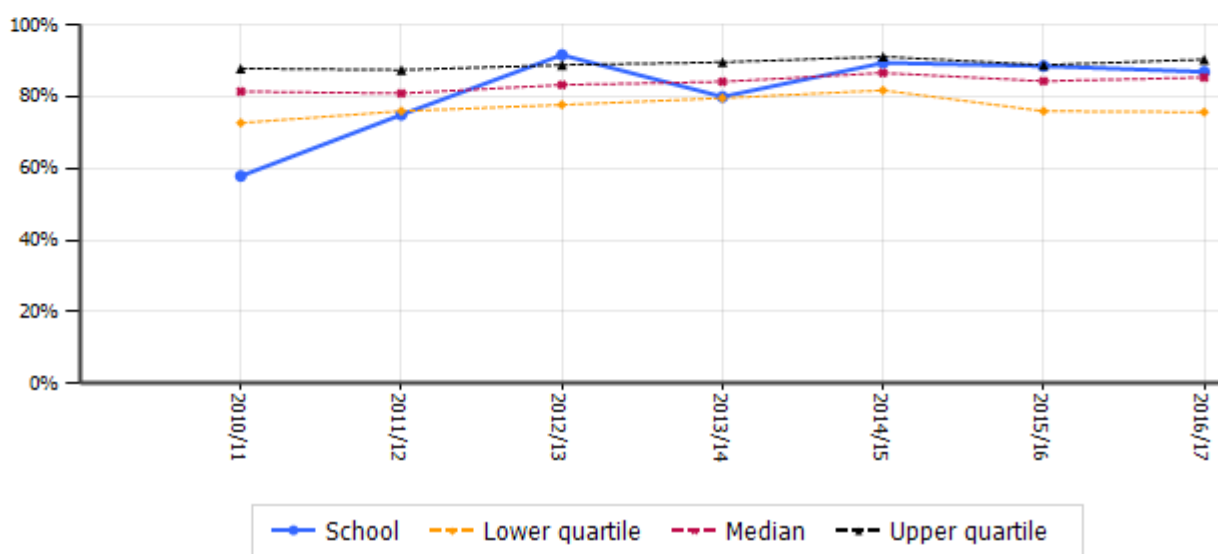
Section 8 - Benchmarking

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8.2 - % pupils achieving by level, subject and position within the relevant FSM benchmarking group

8.2a L4+ CSI

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
In highest 25%			91.7				
Upper quartile	87.9	87.5	88.9	89.7	91.2	88.9	90.4
In highest 50% - 25%					89.5	88.6	87.0
Median	81.5	81.0	83.3	84.2	86.7	84.4	85.4
In lowest 25% - 50%				80.0			
Lower quartile	72.7	76.0	77.8	79.6	81.8	76.0	75.7
In lowest 25%	57.9	75.0					



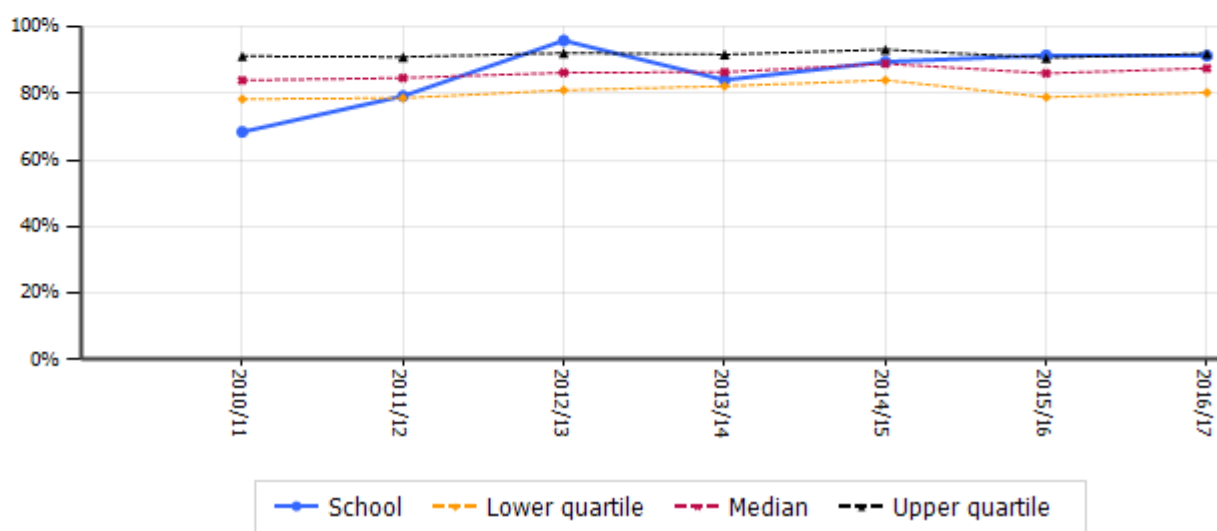
Section 8 - Benchmarking

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8.2 - % pupils achieving by level, subject and position within the relevant FSM benchmarking group

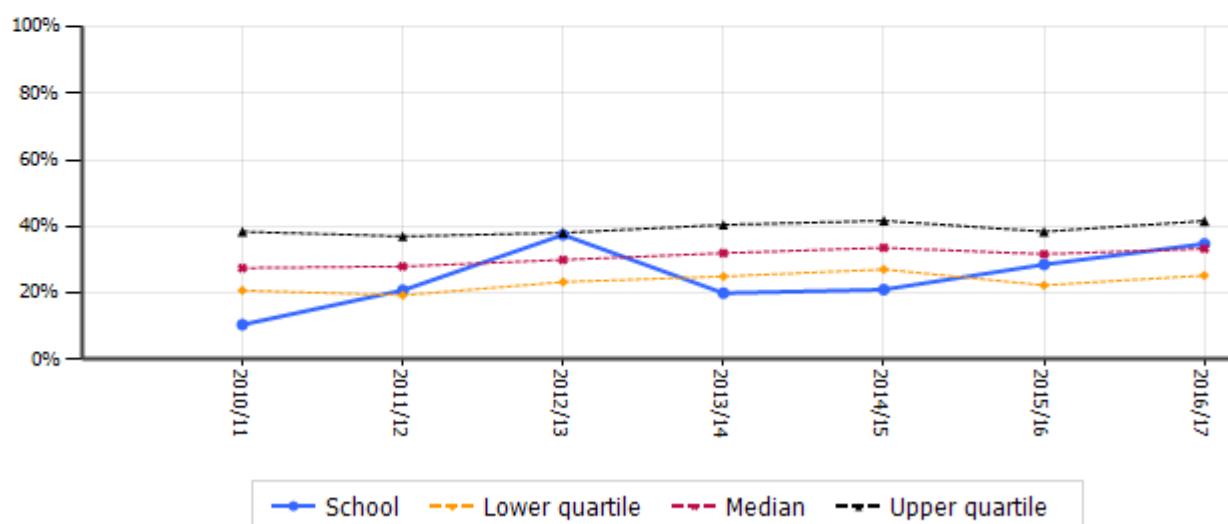
8.2b L4+ English

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
In highest 25%			95.8			91.4	
Upper quartile	91.1	90.9	92.1	91.7	93.2	90.6	91.9
In highest 50% - 25%					89.5		91.3
Median	83.9	84.6	86.2	86.4	88.9	86.0	87.5
In lowest 25% - 50%		79.2		84.0			
Lower quartile	78.3	78.6	81.0	82.1	83.9	78.8	80.2
In lowest 25%	68.4						



8.2b L5+ English

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
In highest 25%							
Upper quartile	38.5	37.0	38.1	40.5	41.7	38.5	41.7
In highest 50% - 25%			37.5				34.8
Median	27.5	28.0	30.0	32.0	33.6	31.7	33.3
In lowest 25% - 50%		20.8				28.6	
Lower quartile	20.8	19.4	23.3	25.0	27.1	22.3	25.3
In lowest 25%	10.5			20.0	21.1		



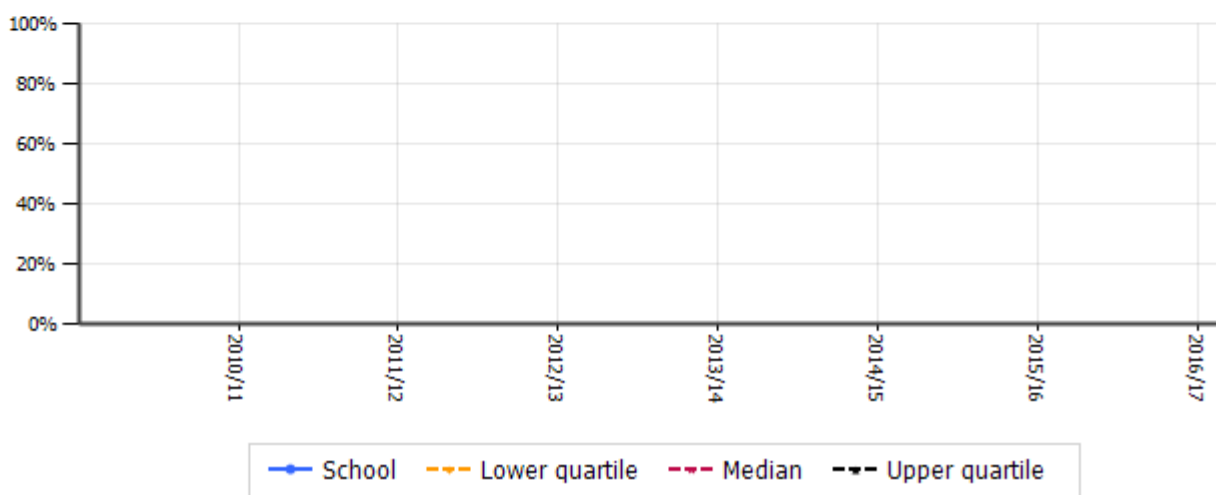
Section 8 - Benchmarking

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8.2 - % pupils achieving by level, subject and position within the relevant FSM benchmarking group

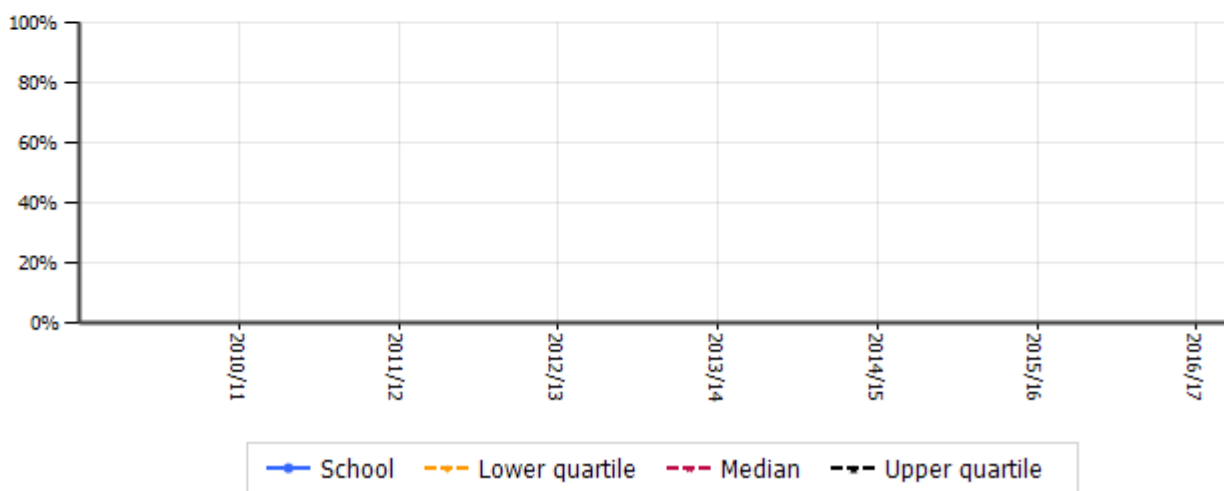
8.2c L4+ Welsh as First Language

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
In highest 25%							
Upper quartile							
In highest 50% - 25%							
Median							
In lowest 25% - 50%							
Lower quartile							
In lowest 25%							



8.2c L5+ Welsh as First Language

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
In highest 25%							
Upper quartile							
In highest 50% - 25%							
Median							
In lowest 25% - 50%							
Lower quartile							
In lowest 25%							



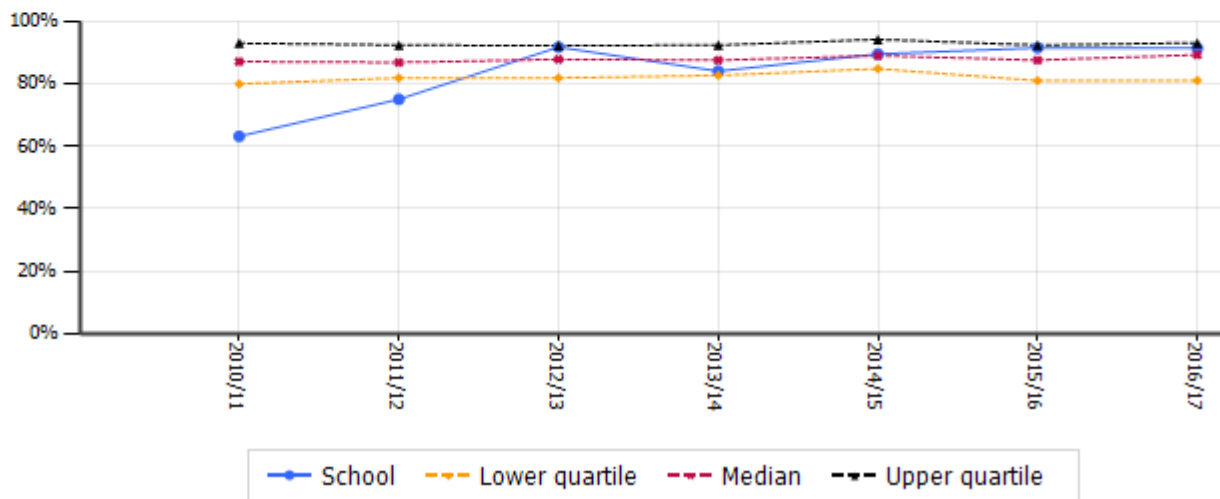
Section 8 - Benchmarking

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8.2 - % pupils achieving by level, subject and position within the relevant FSM benchmarking group

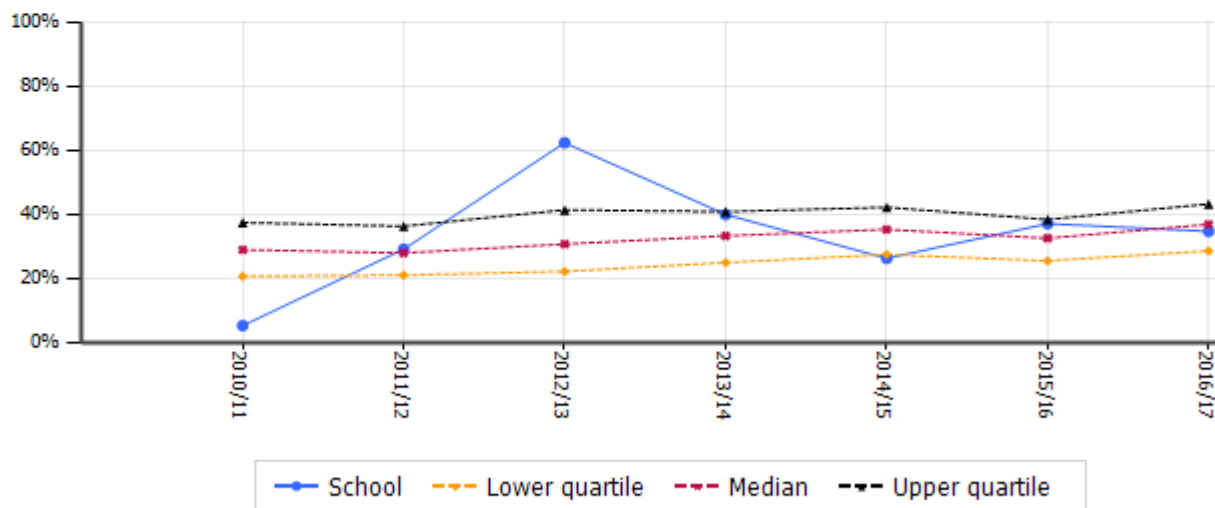
8.2d L4+ Mathematics

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
In highest 25%							
Upper quartile	92.9	92.3	92.2	92.3	94.1	92.3	93.0
In highest 50% - 25%			91.7		89.5	91.4	91.3
Median	87.0	86.8	87.8	87.5	88.9	87.5	89.2
In lowest 25% - 50%				84.0			
Lower quartile	79.9	81.8	81.8	82.6	84.7	81.0	81.0
In lowest 25%	63.2	75.0					



8.2d L5+ Mathematics

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
In highest 25%			62.5				
Upper quartile	37.5	36.4	41.5	40.9	42.3	38.5	43.3
In highest 50% - 25%		29.2		40.0		37.1	
Median	29.0	28.0	30.8	33.3	35.4	32.6	36.9
In lowest 25% - 50%							34.8
Lower quartile	20.7	21.1	22.2	25.0	27.5	25.5	28.6
In lowest 25%	5.3				26.3		



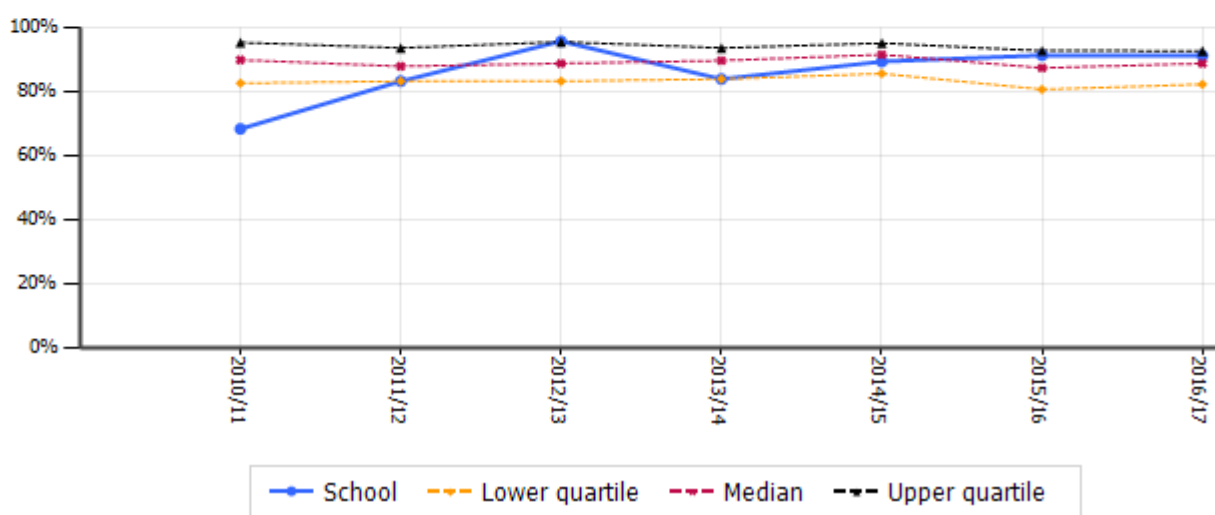
Section 8 - Benchmarking

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8.2 - % pupils achieving by level, subject and position within the relevant FSM benchmarking group

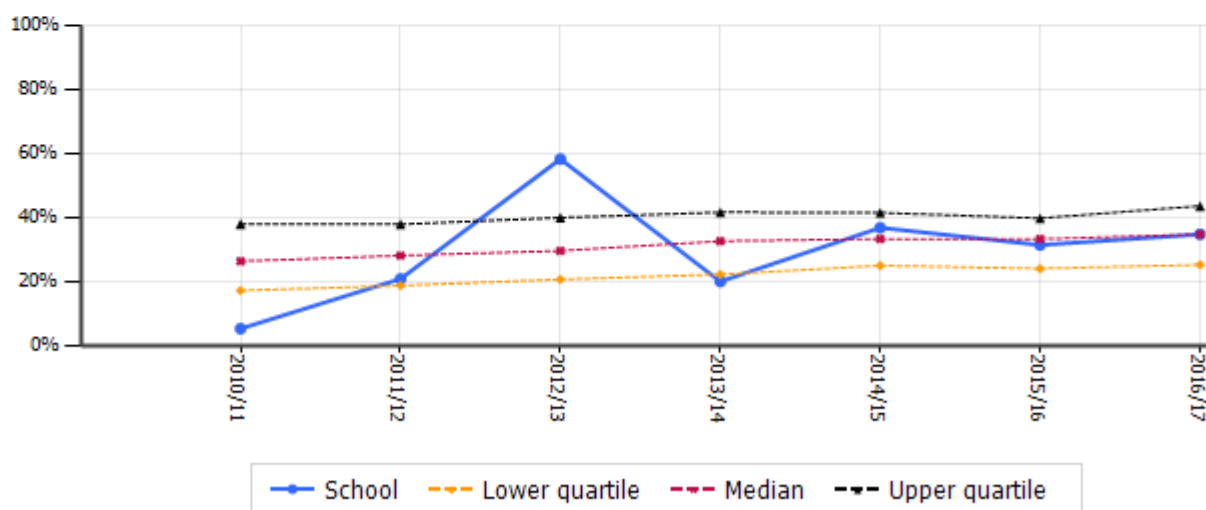
8.2e L4+ Science

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
In highest 25%			95.8				
Upper quartile	95.5	93.8	95.7	93.8	95.2	92.9	92.8
In highest 50% - 25%						91.4	91.3
Median	90.0	88.0	88.9	89.8	91.7	87.5	88.9
In lowest 25% - 50%		83.3		84.0	89.5		
Lower quartile	82.7	83.3	83.3	84.0	85.7	80.8	82.4
In lowest 25%	68.4						



8.2e L5+ Science

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
In highest 25%			58.3				
Upper quartile	38.0	37.9	40.0	41.7	41.5	39.8	43.7
In highest 50% - 25%					36.8		34.8
Median	26.4	28.1	29.6	32.7	33.3	33.3	34.8
In lowest 25% - 50%		20.8				31.4	
Lower quartile	17.2	18.8	20.7	22.2	25.0	24.1	25.3
In lowest 25%	5.3			20.0			



Section 9 - Raw Data**Home**

		Core Subject Indicator						
	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School	Pupils	57.9	75.0	91.7	80.0	89.5	88.6	87.0
	Boys	33.3	61.5	91.7	75.0	100.0	83.3	72.7
	Girls	80.0	90.9	91.7	88.9	71.4	94.1	100.0
Family	Pupils	77.5	83.3	84.6	86.4	89.0	93.2	91.2
	Boys	71.9	80.5	80.8	79.0	86.5	90.7	87.1
	Girls	83.7	86.6	87.8	93.1	92.2	96.3	95.3
LA	Pupils	80.8	81.3	85.0	86.1	87.9	90.1	91.0
	Boys	76.2	77.6	83.0	83.4	85.0	87.9	88.2
	Girls	85.6	85.0	87.0	88.9	90.9	92.3	94.0
Wales	Pupils	80.0	82.6	84.3	86.1	87.7	88.6	89.5
	Boys	76.2	79.4	81.4	83.1	84.9	86.1	87.3
	Girls	84.0	86.0	87.5	89.4	90.7	91.3	91.9

Section 9 - Raw Data**Home****Level 4+ English**

	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School	Pupils	68.4	79.2	95.8	84.0	89.5	91.4	91.3
	Boys	33.3	69.2	91.7	81.3	100.0	83.3	81.8
	Girls	100.0	90.9	100.0	88.9	71.4	100.0	100.0
Family	Pupils	81.4	85.3	88.0	88.8	91.1	94.5	92.4
	Boys	74.1	83.5	84.2	81.5	88.7	91.5	88.7
	Girls	89.4	87.4	91.4	95.4	94.2	98.1	96.1
LA	Pupils	83.8	83.8	88.0	89.0	90.1	91.2	92.6
	Boys	78.8	79.6	85.5	85.2	87.6	88.8	89.4
	Girls	89.0	88.0	90.6	93.0	92.7	93.6	95.9
Wales	Pupils	83.4	85.2	87.1	88.4	89.6	90.3	91.1
	Boys	78.8	81.4	83.7	85.0	86.6	87.6	88.7
	Girls	88.2	89.2	90.8	92.0	92.8	93.2	93.7

Level 5+ English

	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School	Pupils	10.5	20.8	37.5	20.0	21.1	28.6	34.8
	Boys	0.0	15.4	16.7	18.8	25.0	11.1	36.4
	Girls	20.0	27.3	58.3	22.2	14.3	47.1	33.3
Family	Pupils	26.4	27.4	33.2	35.6	36.9	41.4	44.2
	Boys	20.7	21.1	22.5	29.4	35.3	34.1	38.7
	Girls	32.5	34.5	42.4	41.2	38.8	50.0	49.6
LA	Pupils	31.1	33.7	37.3	38.9	41.2	41.7	45.8
	Boys	24.8	26.9	32.2	31.4	33.1	35.6	38.7
	Girls	37.6	40.5	42.6	46.6	49.7	47.8	53.3
Wales	Pupils	30.5	32.9	35.7	38.0	40.8	42.0	44.7
	Boys	25.3	27.0	29.7	32.3	34.5	36.1	38.4
	Girls	36.0	39.2	42.1	44.0	47.4	48.1	51.3

Section 9 - Raw Data**Home****Level 4+ Welsh as First Language**

	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School	Pupils							
	Boys							
	Girls							
Family	Pupils							
	Boys							
	Girls							
LA	Pupils	77.9	78.9	90.1	90.0	88.4	84.3	88.6
	Boys	70.5	69.4	88.2	88.1	81.8	80.0	77.4
	Girls	87.9	85.2	92.9	91.7	90.9	88.5	95.4
Wales	Pupils	82.0	84.0	88.7	88.1	90.5	90.8	91.6
	Boys	77.0	79.5	82.5	83.8	87.5	88.2	88.6
	Girls	87.2	88.4	91.1	92.3	93.5	93.4	94.6

Level 5+ Welsh as First Language

	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School	Pupils							
	Boys							
	Girls							
Family	Pupils							
	Boys							
	Girls							
LA	Pupils	28.6	31.1	32.4	37.8	38.6	37.3	32.3
	Boys	25.0	22.2	31.0	26.2	27.3	30.0	16.1
	Girls	33.3	37.0	33.3	47.9	50.0	44.2	47.7
Wales	Pupils	25.9	28.6	30.4	33.9	38.0	38.0	41.5
	Boys	20.0	20.3	24.8	27.2	31.7	31.1	32.7
	Girls	32.0	32.9	36.1	40.5	44.3	44.9	50.0

Section 9 - Raw Data**Home****Level 4+ Mathematics**

	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School	Pupils	63.2	75.0	91.7	84.0	89.5	91.4	91.3
	Boys	44.4	61.5	91.7	81.3	100.0	88.9	81.8
	Girls	80.0	90.9	91.7	88.9	71.4	94.1	100.0
Family	Pupils	83.3	87.7	86.5	90.8	91.1	94.9	92.4
	Boys	82.2	87.2	83.3	87.4	90.2	92.2	88.7
	Girls	84.6	88.2	89.2	93.9	92.2	98.1	96.1
LA	Pupils	85.5	86.3	88.2	88.4	90.9	92.3	93.0
	Boys	83.8	84.8	87.5	87.0	89.2	91.6	91.2
	Girls	87.3	87.8	89.0	89.8	92.7	93.1	94.8
Wales	Pupils	84.9	86.8	87.5	88.9	90.2	91.0	91.6
	Boys	83.1	85.3	85.8	87.1	88.4	89.4	90.3
	Girls	86.8	88.4	89.3	90.9	92.1	92.6	93.1

Level 5+ Mathematics

	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School	Pupils	5.3	29.2	62.5	40.0	26.3	37.1	34.8
	Boys	11.1	38.5	50.0	50.0	25.0	27.8	27.3
	Girls	0.0	18.2	75.0	22.2	28.6	47.1	41.7
Family	Pupils	22.1	29.4	33.6	28.4	39.8	45.1	43.4
	Boys	21.5	30.1	30.0	29.4	42.9	46.5	40.3
	Girls	22.8	28.6	36.7	27.5	35.9	43.5	46.5
LA	Pupils	32.5	34.5	39.0	39.4	41.7	42.3	49.4
	Boys	33.3	36.8	38.0	37.9	41.2	43.2	49.0
	Girls	31.6	32.1	40.0	41.0	42.2	41.4	49.9
Wales	Pupils	31.1	32.9	35.7	38.0	41.2	43.2	47.0
	Boys	32.4	33.4	36.2	38.1	41.0	43.5	46.7
	Girls	29.8	32.3	35.1	37.9	41.5	42.8	47.4

Section 9 - Raw Data**Home****Level 4+ Science**

	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School	Pupils	68.4	83.3	95.8	84.0	89.5	91.4	91.3
	Boys	55.6	78.9	100.0	81.3	100.0	88.9	81.8
	Girls	80.0	90.9	91.7	88.9	71.4	94.1	100.0
Family	Pupils	85.3	88.9	91.1	91.6	91.9	94.9	93.2
	Boys	80.7	88.7	90.0	88.6	90.2	93.8	90.3
	Girls	90.2	89.1	92.1	96.2	94.2	96.3	96.1
LA	Pupils	87.1	87.8	90.1	89.4	92.1	92.8	93.2
	Boys	84.4	85.7	88.9	88.8	90.4	91.3	91.1
	Girls	90.0	90.0	91.2	92.2	93.8	94.3	95.4
Wales	Pupils	87.1	88.5	89.7	90.3	91.4	91.7	92.2
	Boys	85.0	88.6	87.8	88.3	89.6	90.0	90.6
	Girls	89.4	90.6	91.8	92.5	93.3	93.6	94.0

Level 5+ Science

	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School	Pupils	5.3	20.8	58.3	20.0	36.8	31.4	34.8
	Boys	11.1	23.1	50.0	18.8	41.7	16.7	36.4
	Girls	0.0	18.2	66.7	22.2	28.6	47.1	33.3
Family	Pupils	20.9	24.2	35.1	28.4	38.1	45.1	44.6
	Boys	22.2	23.3	31.7	28.6	39.8	44.2	38.7
	Girls	19.5	25.2	38.1	28.2	35.9	46.3	50.4
LA	Pupils	32.3	36.4	40.6	39.5	40.2	42.1	47.0
	Boys	31.4	36.1	39.4	36.2	38.7	40.6	45.5
	Girls	33.3	36.8	41.9	43.0	41.7	43.6	48.6
Wales	Pupils	30.9	33.1	36.1	38.4	41.1	42.5	46.4
	Boys	30.8	32.2	34.9	37.0	39.3	40.7	43.9
	Girls	31.1	34.0	37.4	40.0	43.1	44.3	49.1

Section 9 - Raw Data**Home****CSI FSM**

	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School	Pupils	40.0	72.7	100.0	80.0	87.5	80.0	
Family	Pupils	64.4	67.3	71.0	71.4	82.6	81.1	
LA	Pupils	62.4	62.6	71.5	71.6	72.0	82.3	
Wales	Pupils	63.6	66.7	69.8	71.9	75.1	77.1	

CSI Non-FSM

	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School	Pupils	64.3	83.3	90.5	80.0	90.9	92.0	
Family	Pupils	80.3	88.1	89.5	89.9	90.4	95.5	
LA	Pupils	84.3	85.1	87.5	88.5	90.6	91.7	
Wales	Pupils	84.2	86.7	88.1	89.6	90.8	91.4	