

All Wales Core Data Sets

1.0 19/08/2016

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General contextual / categorical data about the schools from:

January Pupil Level Annual Schools' Census (PLASC)

Attendance data (where applicable) from:

Pupils' Attendance Record

Achievement data from:

National Curriculum Assessments Database (KS1-3)

School Examination Performance Information (KS4)

Section1 - Guidance Questions - CSI

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?

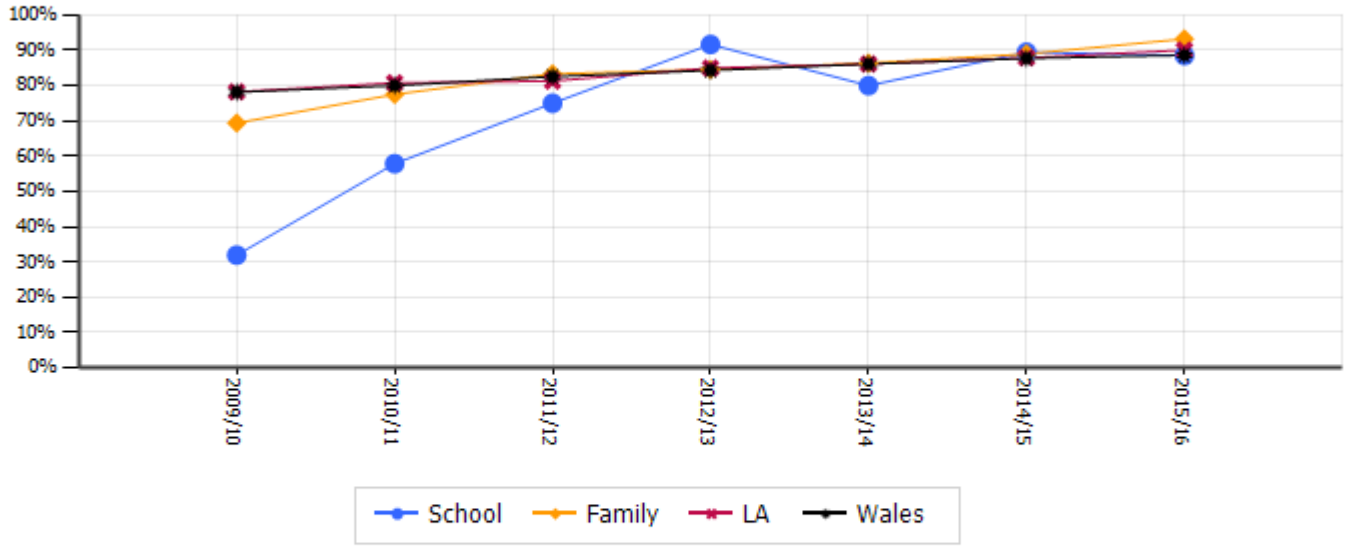
How does the performance of boys or girls compare with national, local and family averages for these groups? Is there a noticeable trend of improvement or decline in the performance of boys or girls? Is there a repeating pattern of strong/weak performance by either boys or girls in the core subject indicator?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

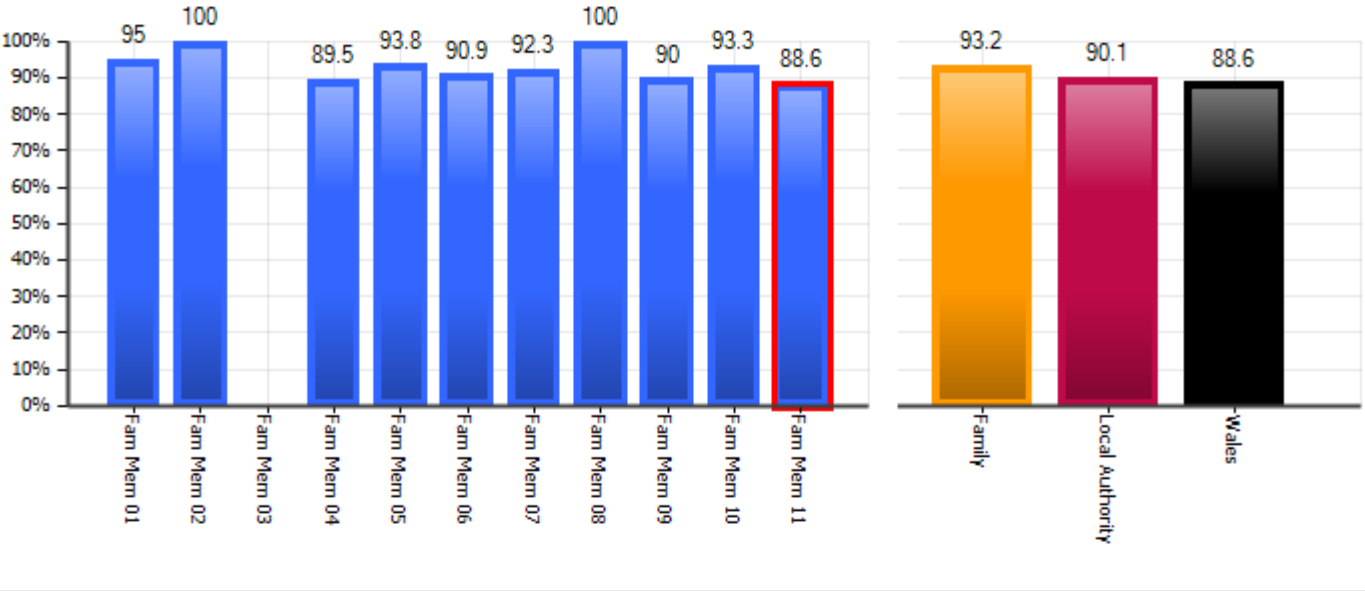
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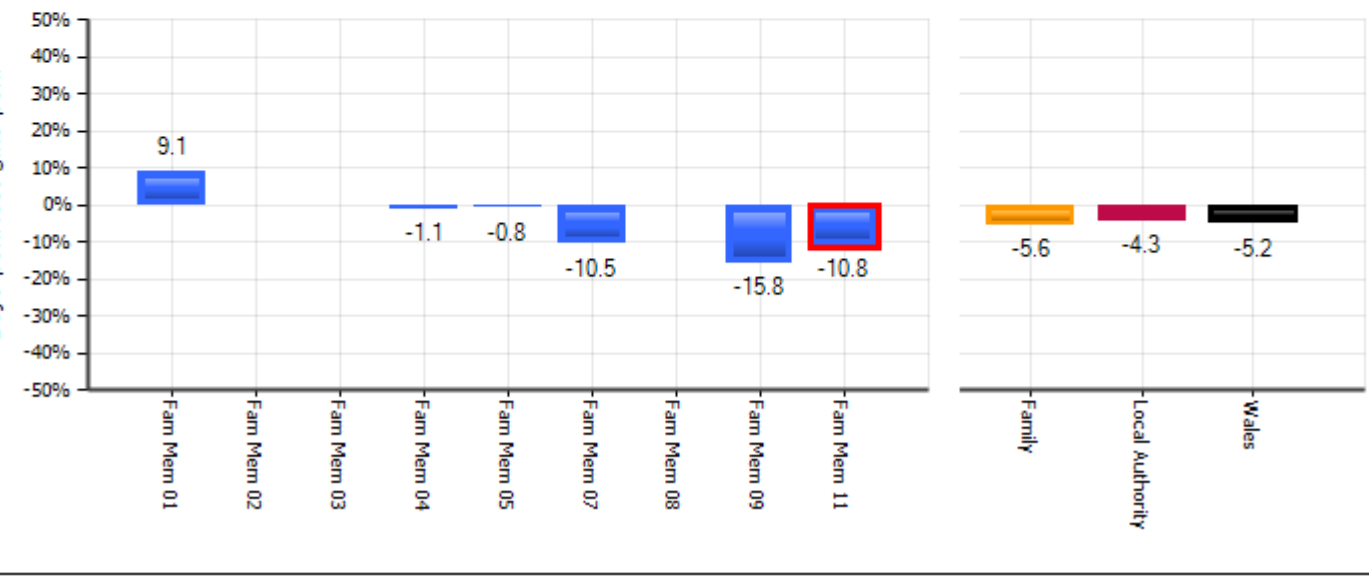
1.1a % pupils achieving



1.1b Family comparison



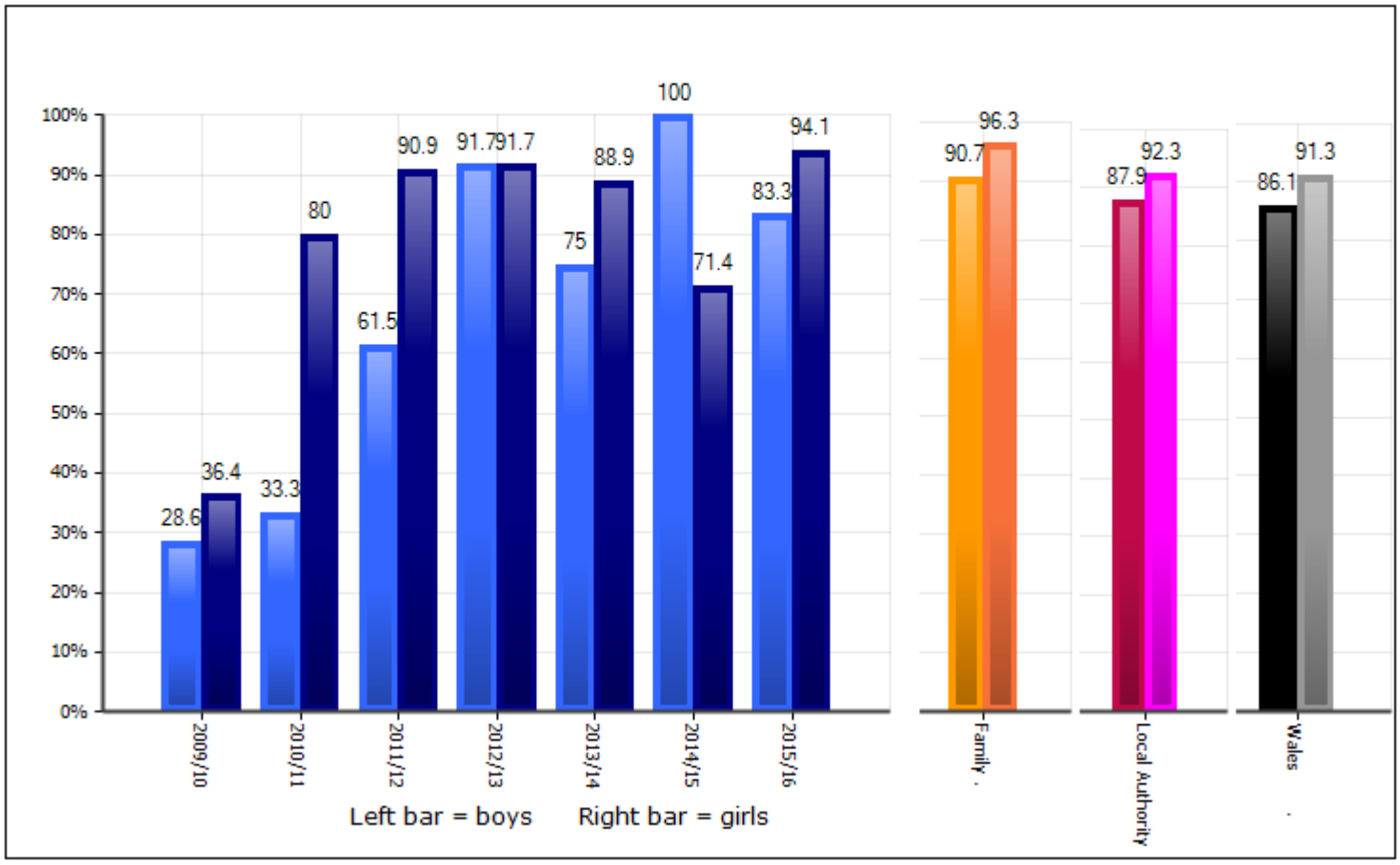
1.1c Family comparison – gender differences



Section 1 - CSI

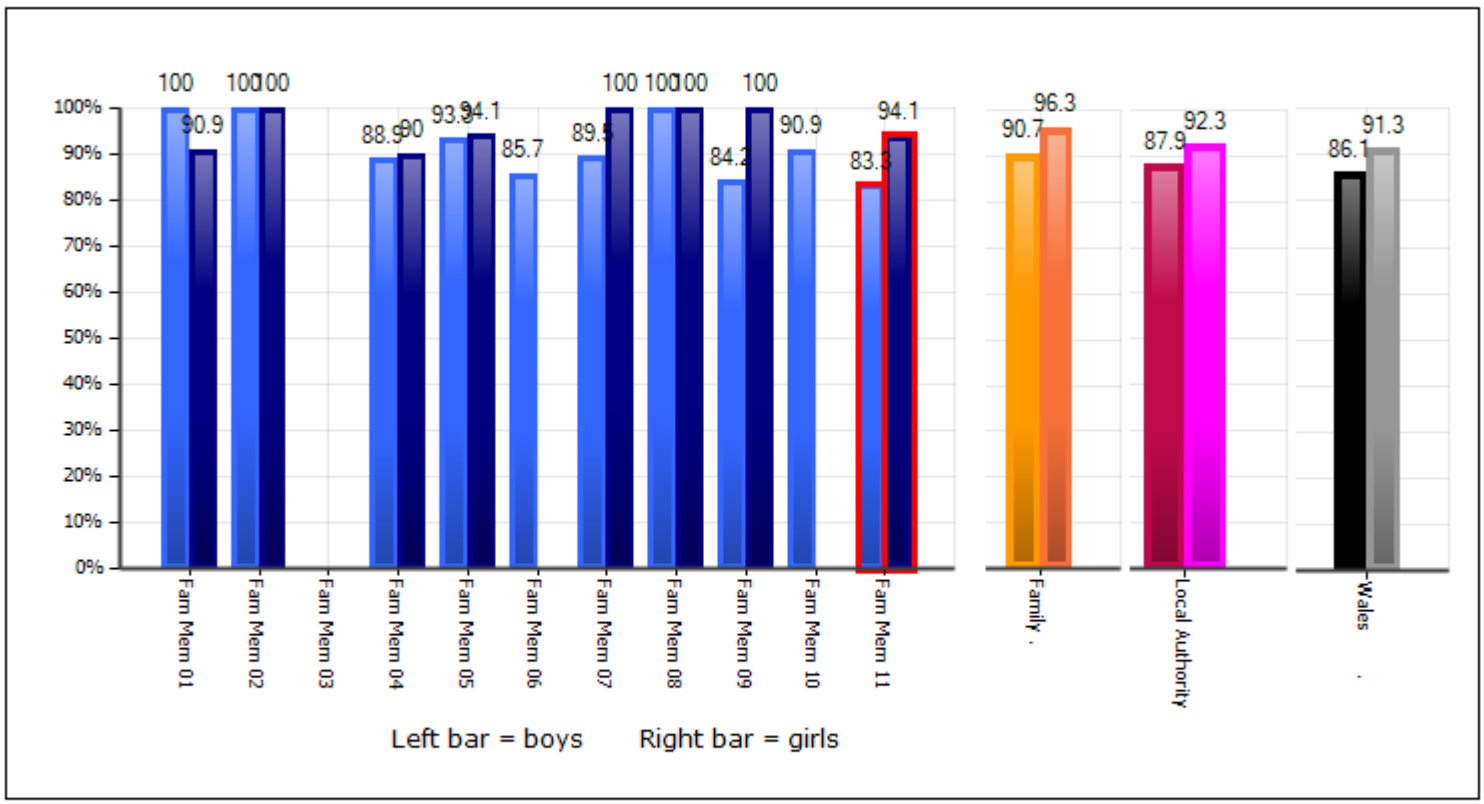
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1.1d % boys / girls achieving



1.1e Boys / girls - Family comparison

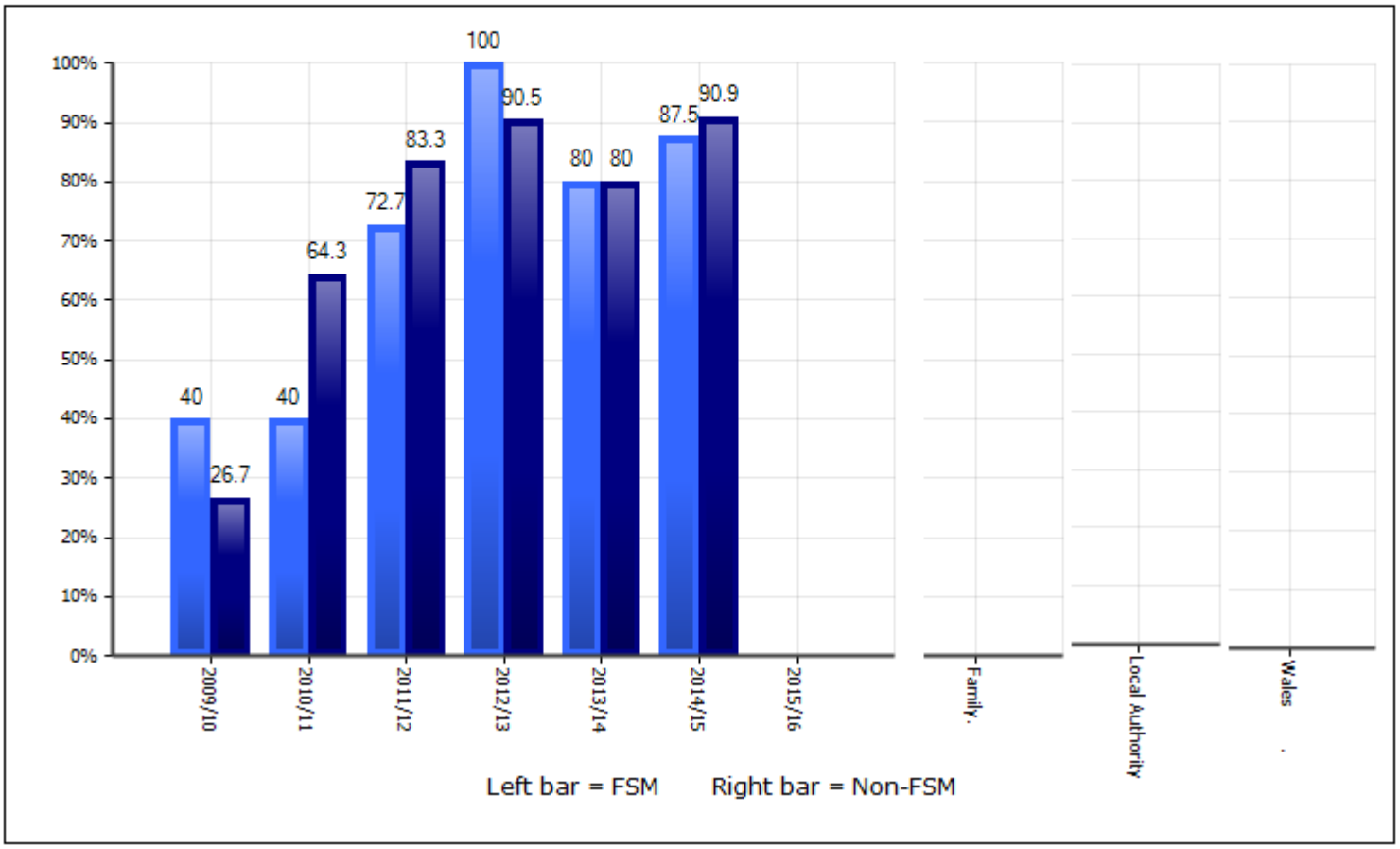
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Section 1 - CSI

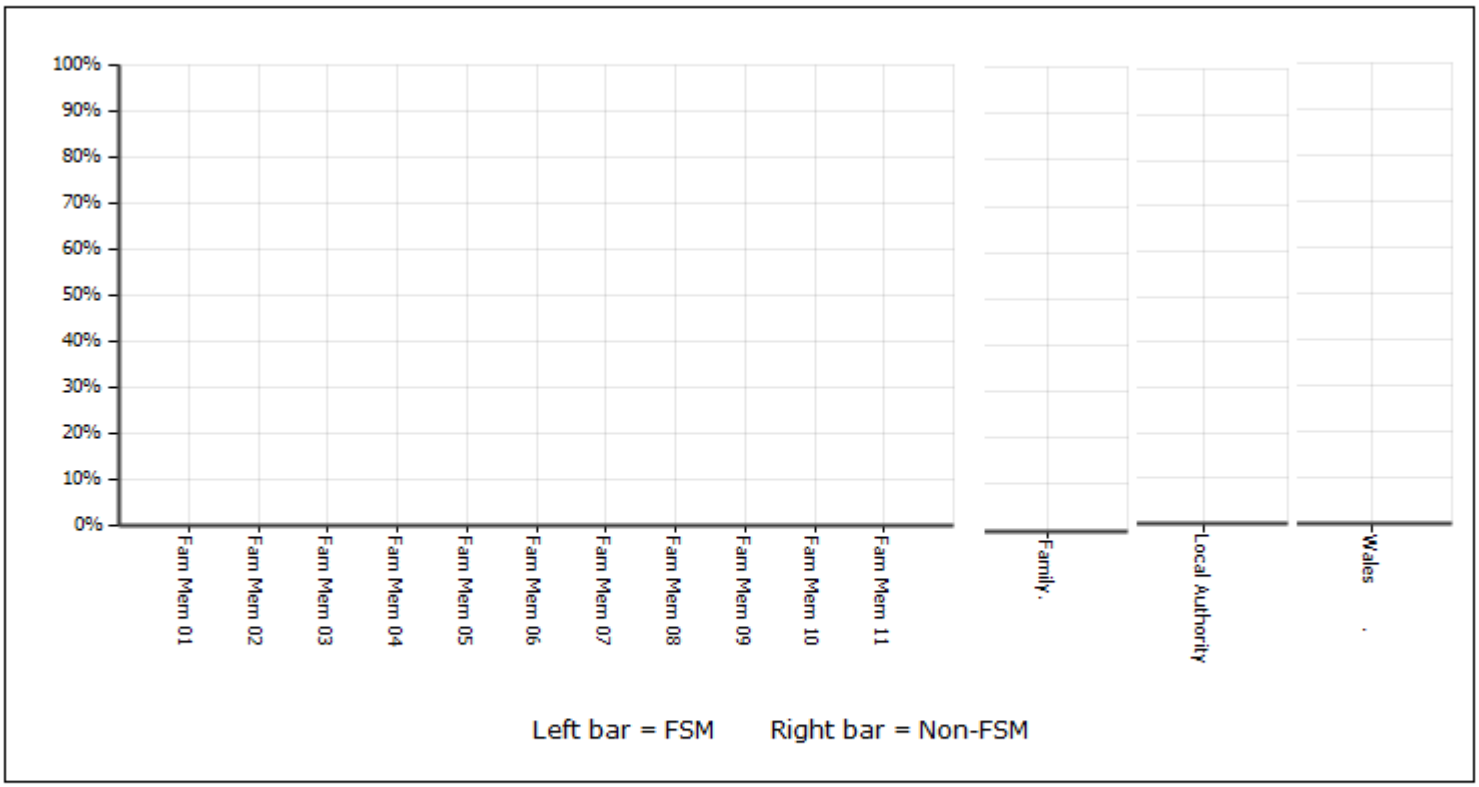
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1.1f FSM / non-FSM trend



1.1g FSM / non-FSM - Family comparison

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Section 2a - Guidance Questions - English

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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?

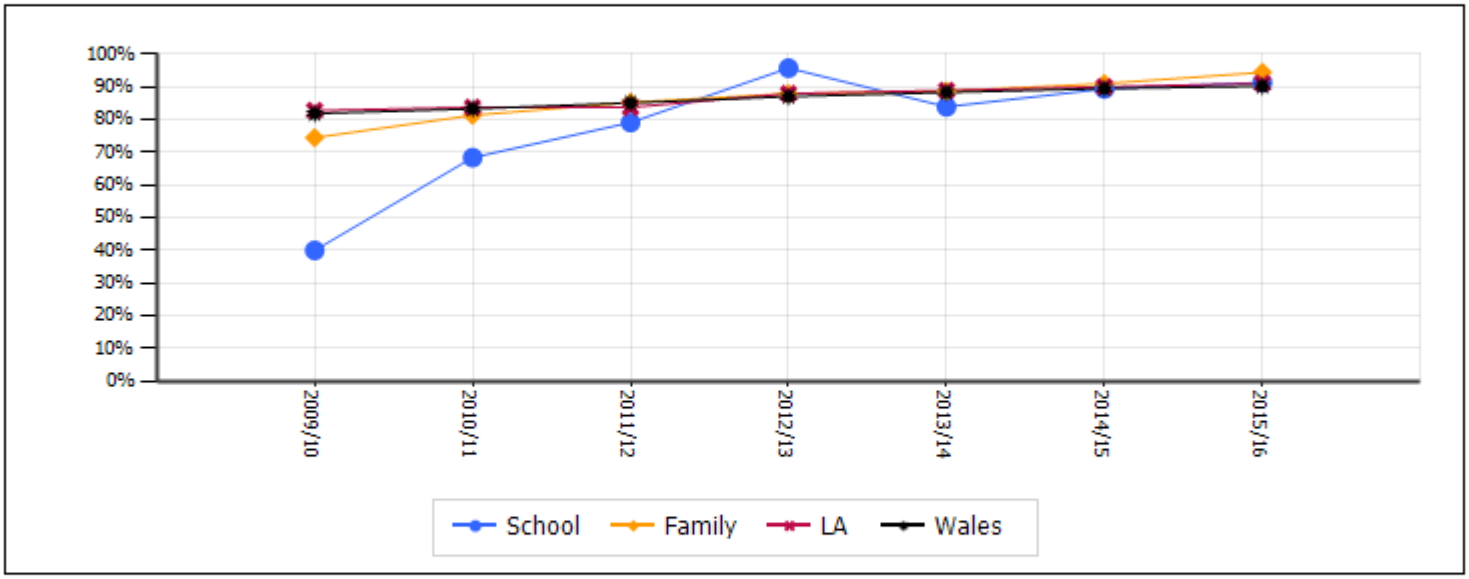
In each of the core subjects, how does the performance of boys or girls compare with national, local and family averages for these groups of pupils? Is there a clear trend of improvement or has there been a decline in the performance of one or both groups? Is there a repeating pattern of strong/weak 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?

Section 2a - English

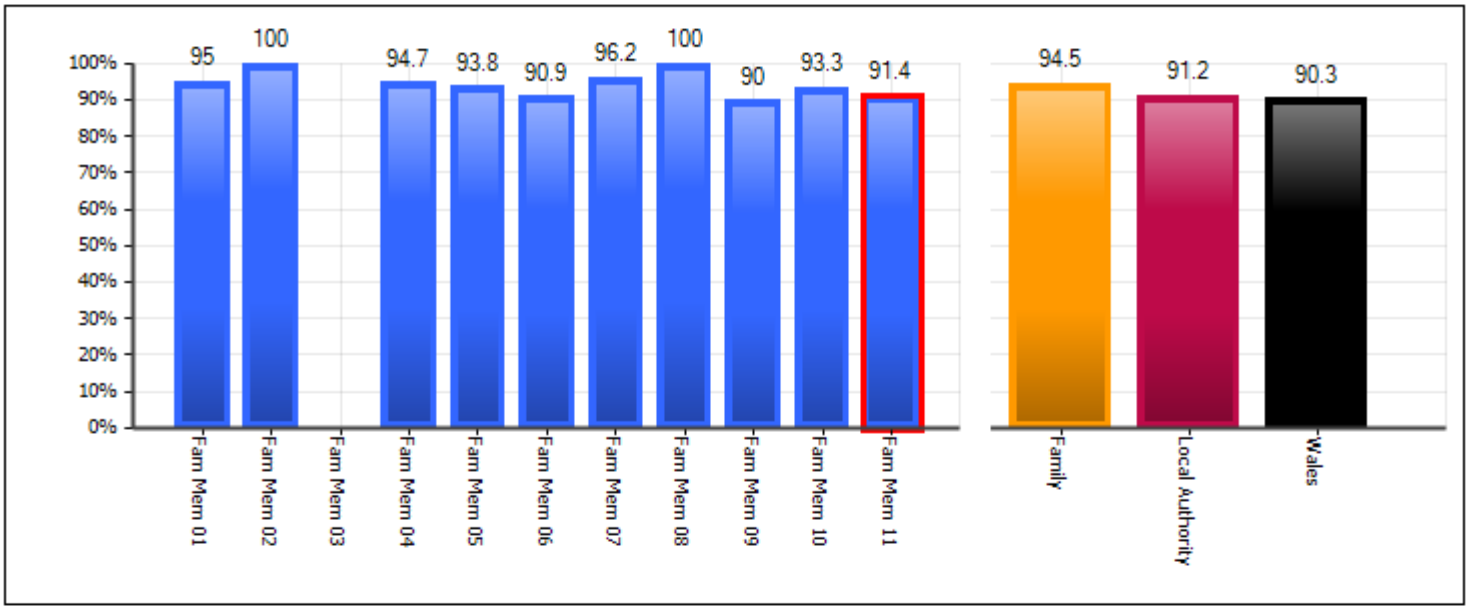
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2.1 - Level 4+

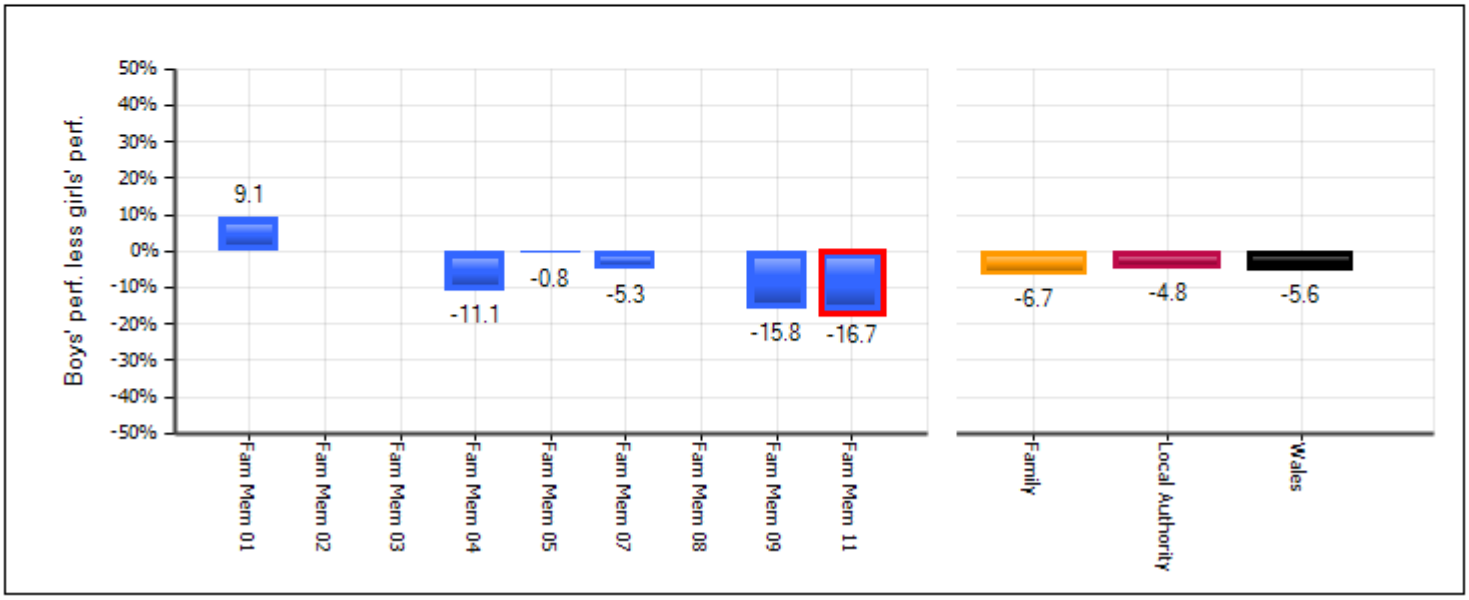
2.1a % pupils achieving



2.1b Family comparison



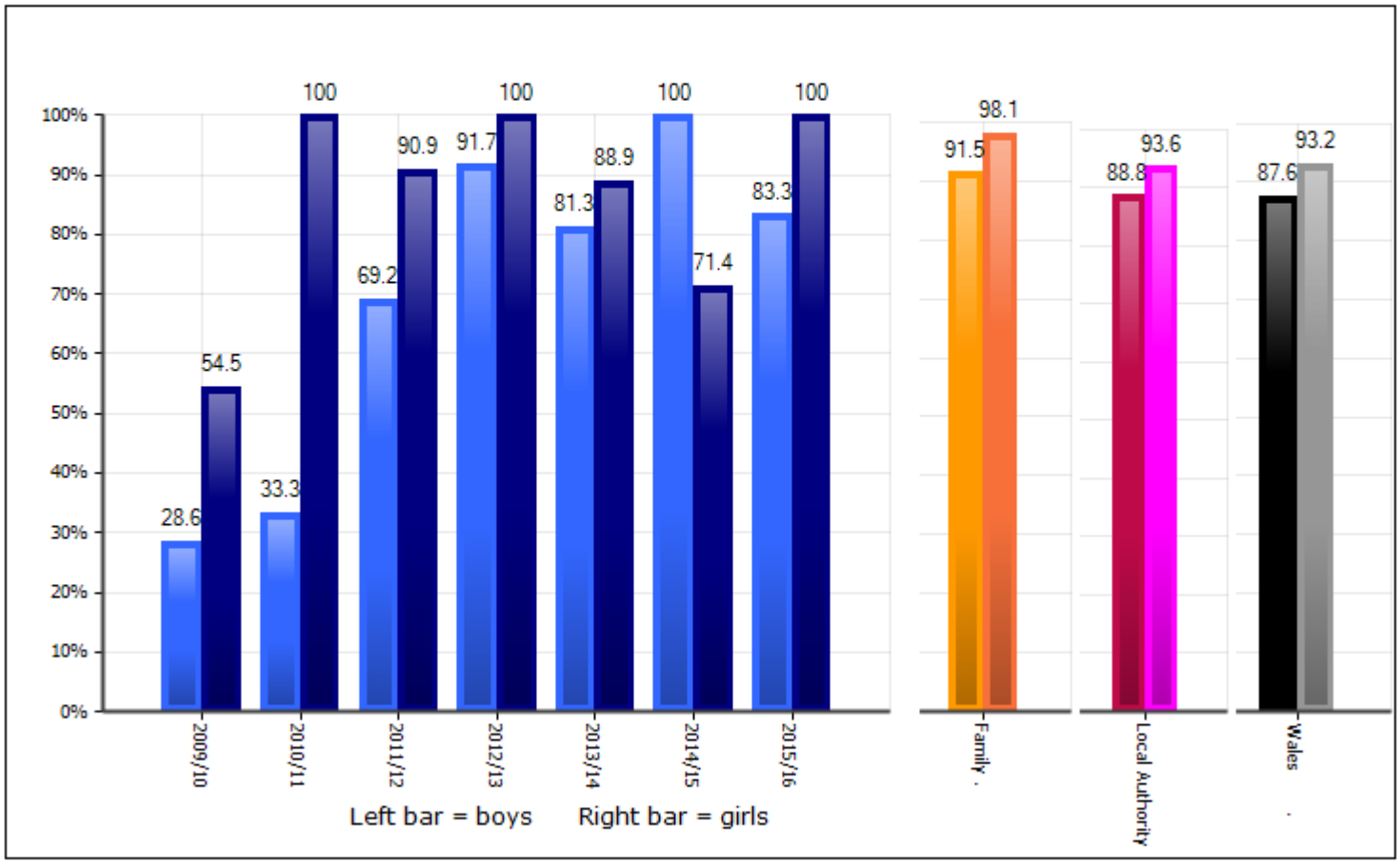
2.1c Family comparison – gender differences



Section 2a - English

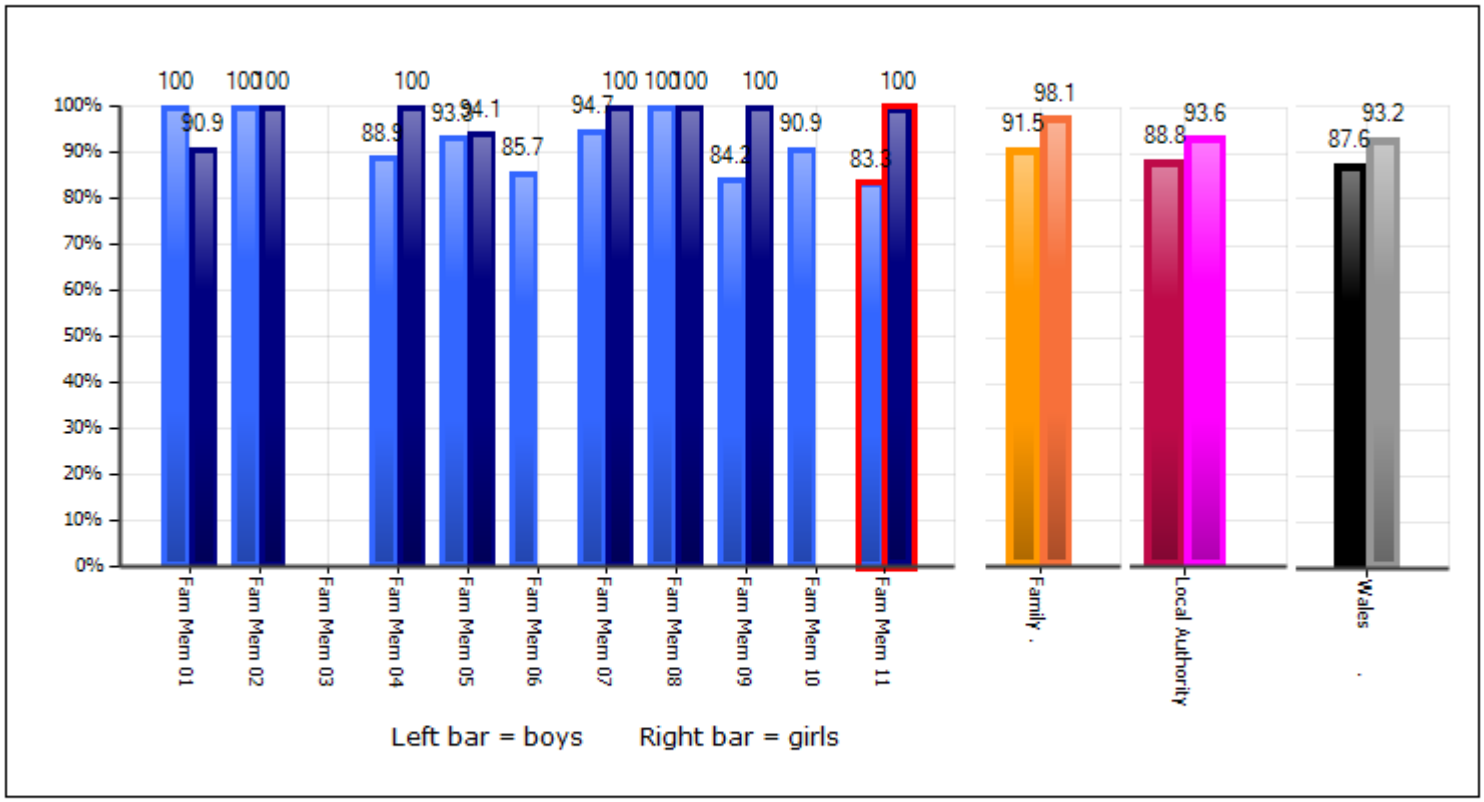
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2.1d % boys / girls achieving



2.1e Boys / girls - Family comparison

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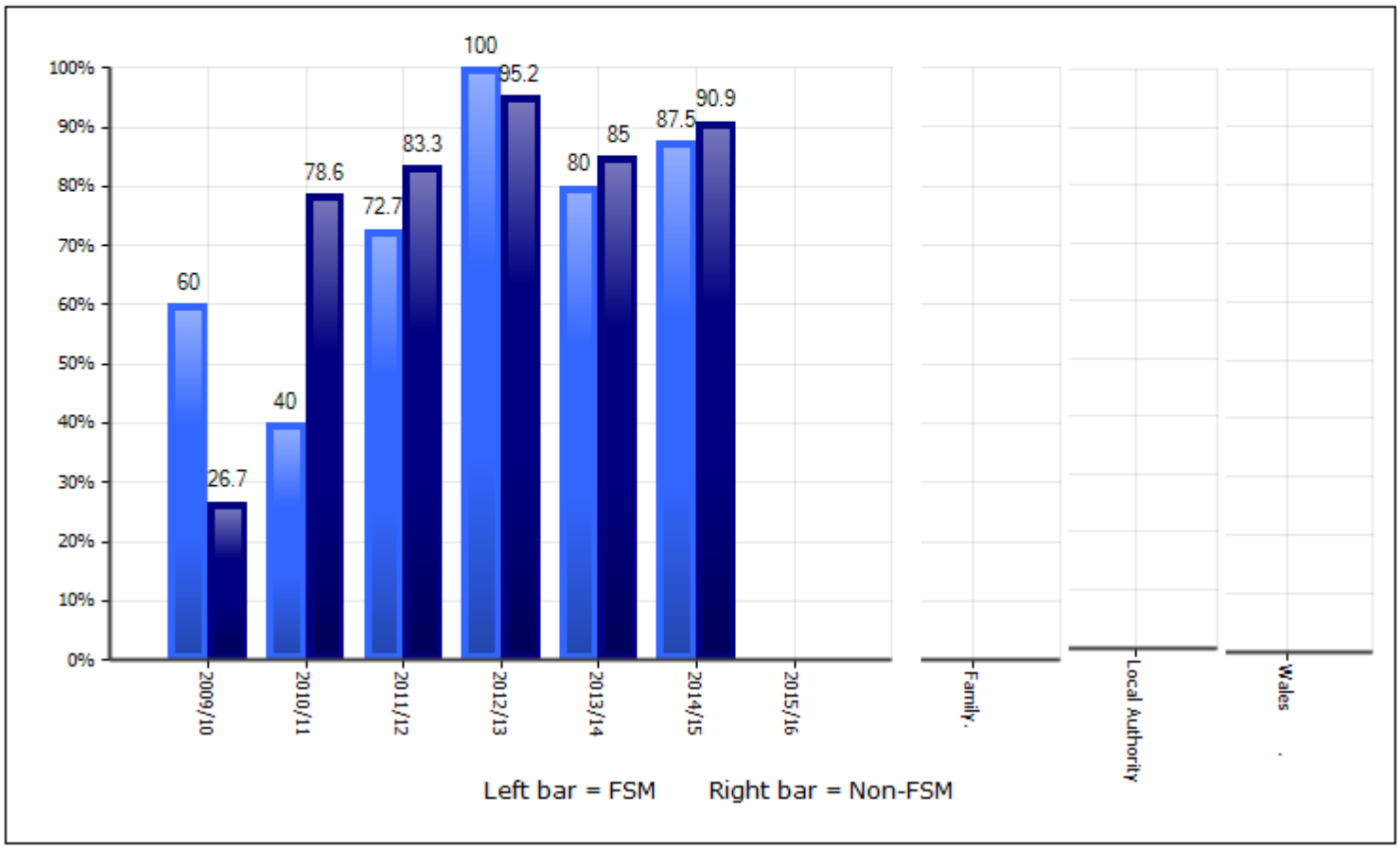


Section 2a - English

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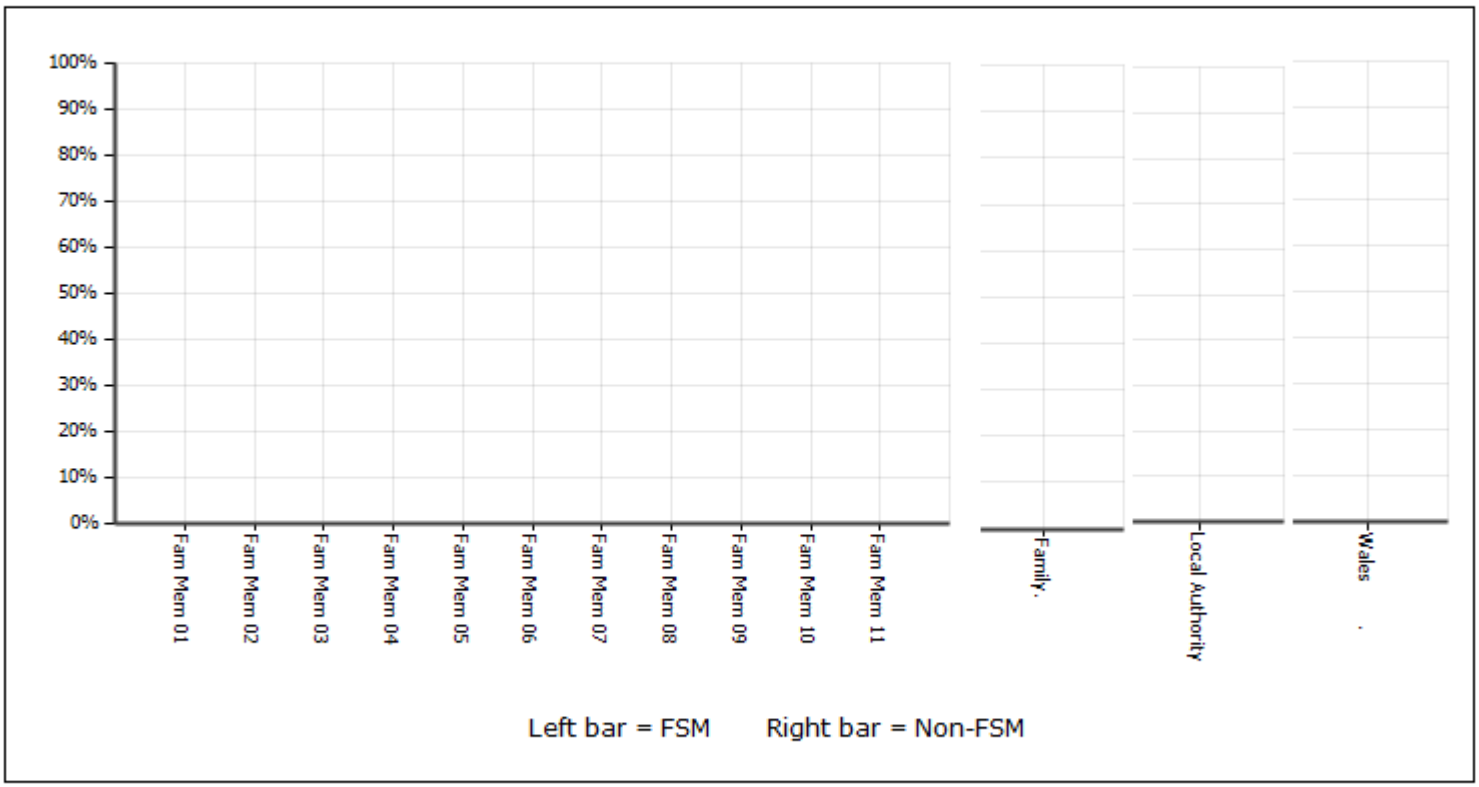
2.1 - Level 4+

2.1f FSM / non-FSM trend



2.1g FSM / non-FSM - Family comparison

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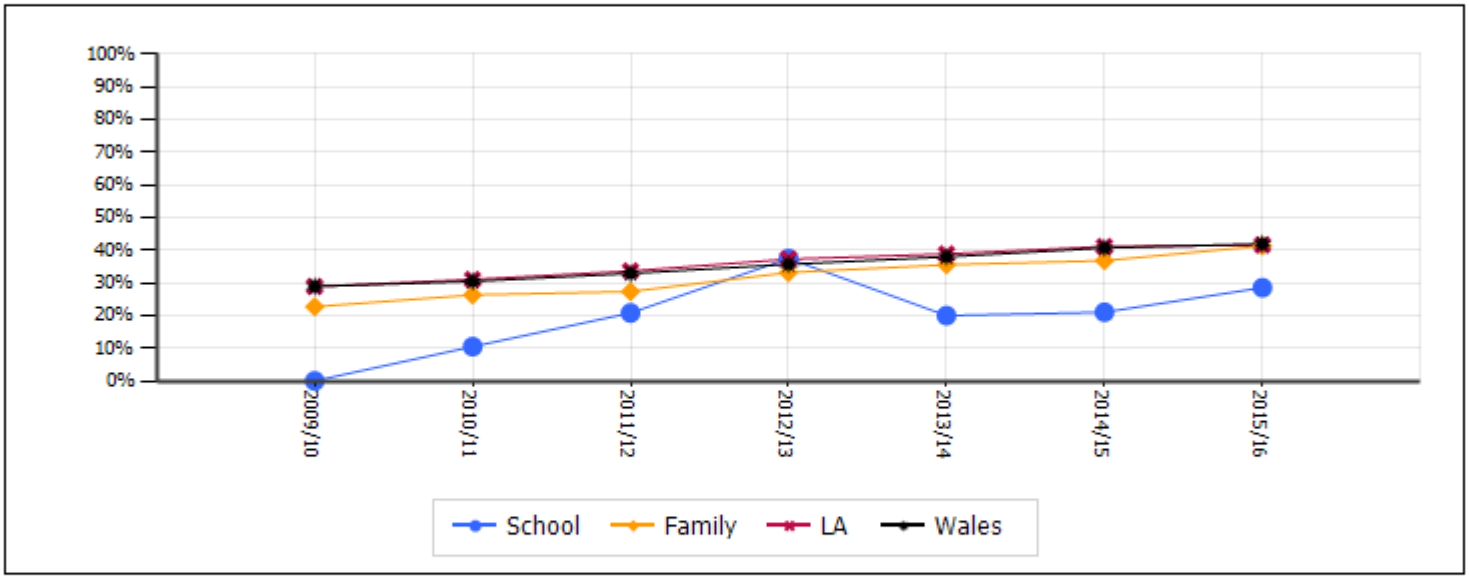


Section 2a - English

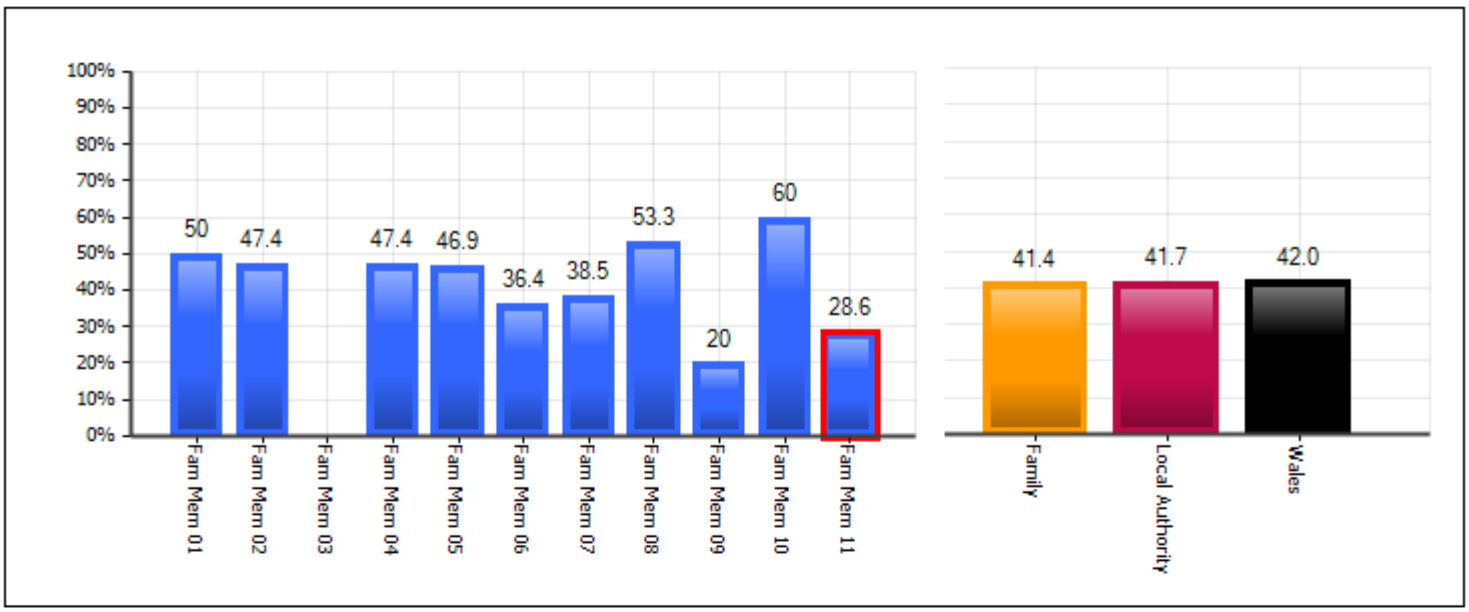
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2.2 - Level 5+

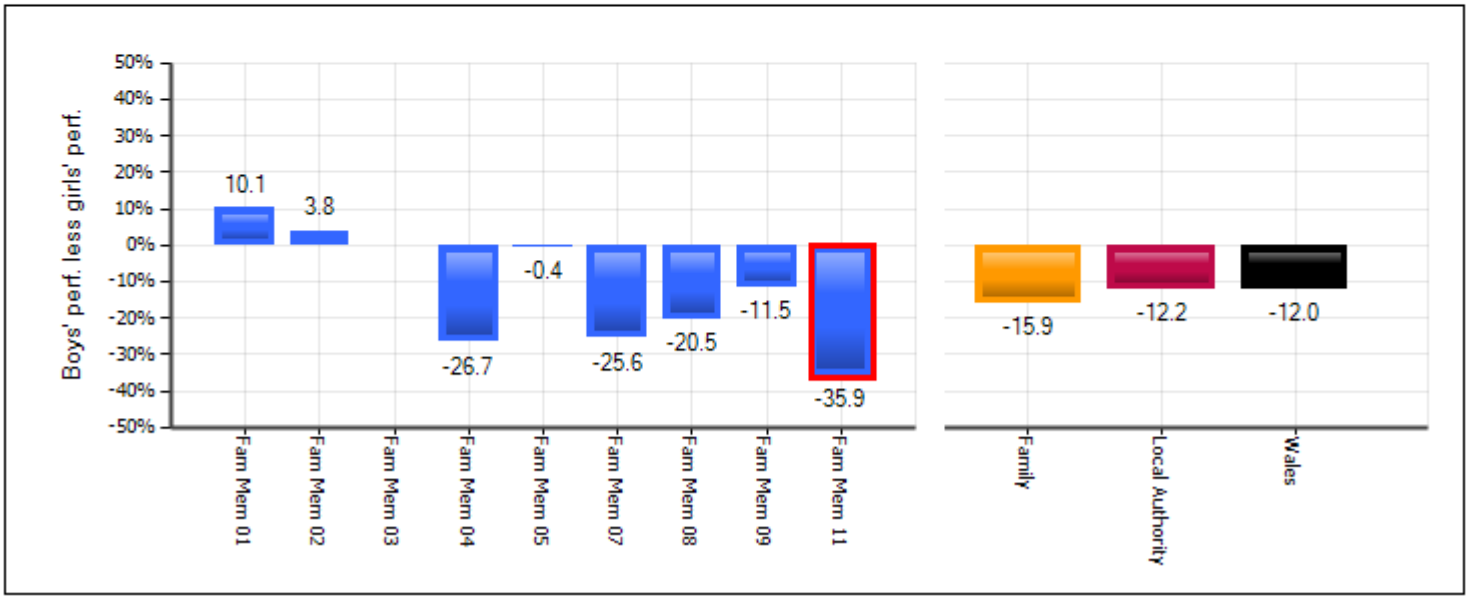
2.2a % pupils achieving



2.2b Family comparison



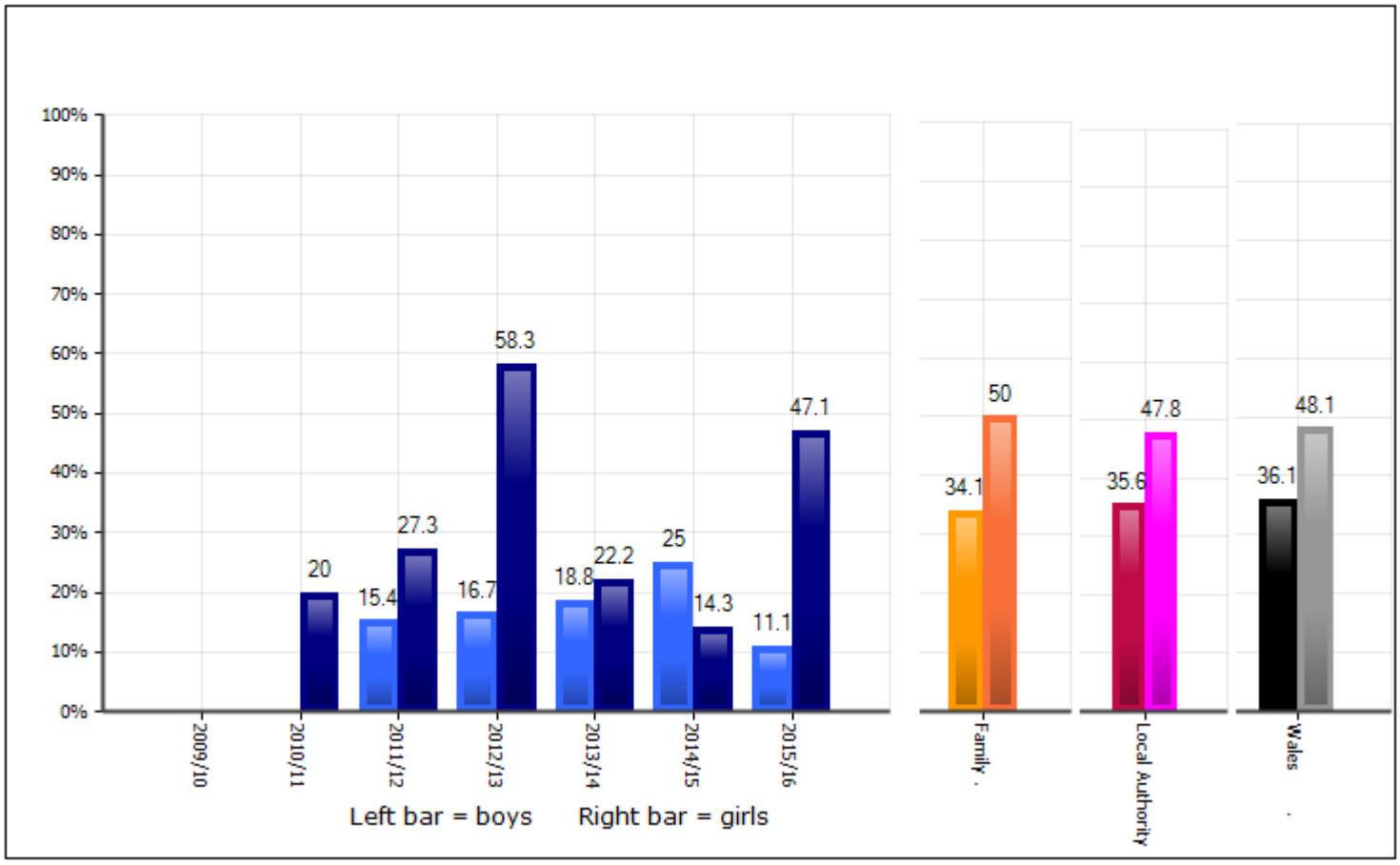
2.2c Family comparison – gender differences



Section 2a - English

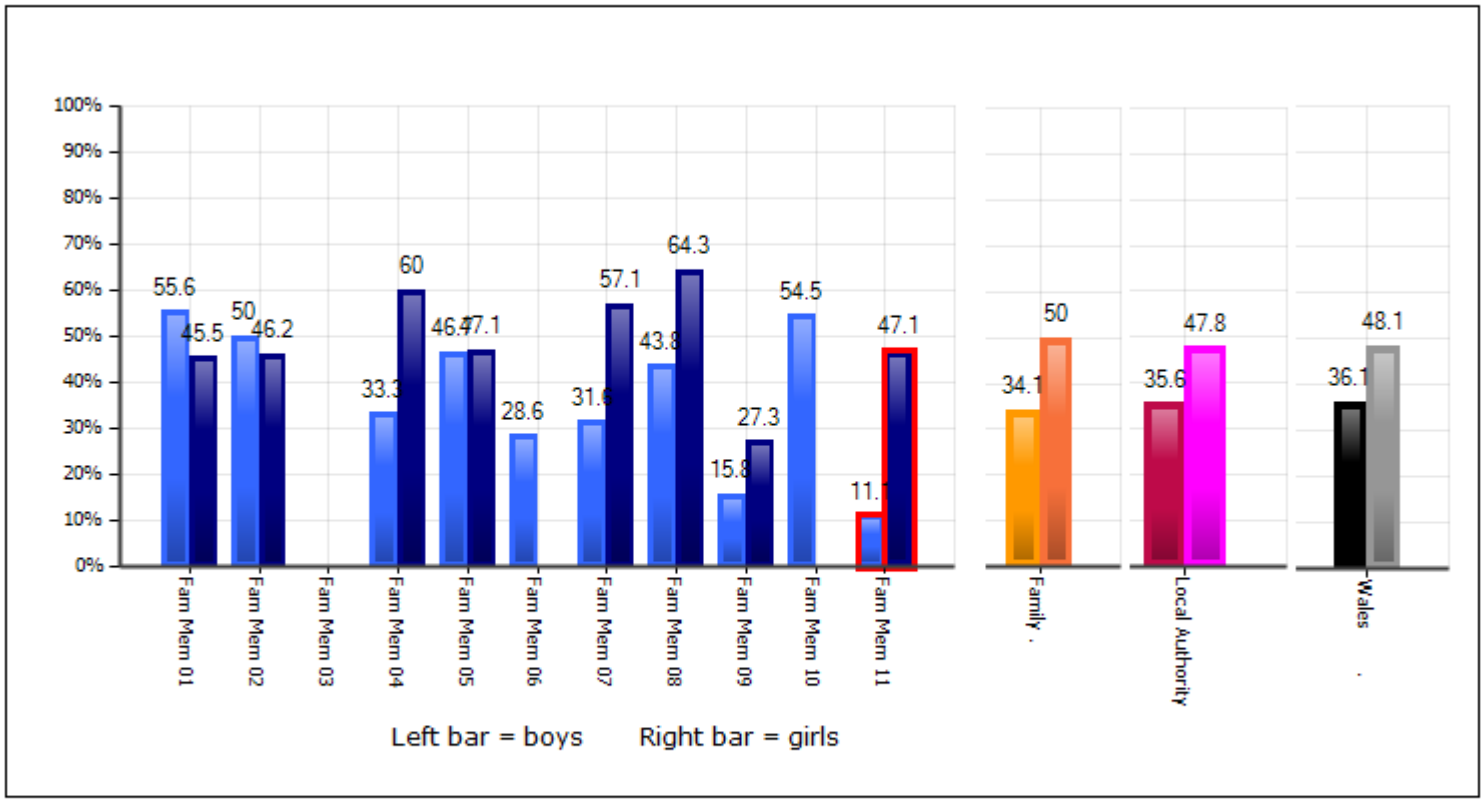
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2.2d % boys / girls achieving



2.2e Boys / girls - Family comparison

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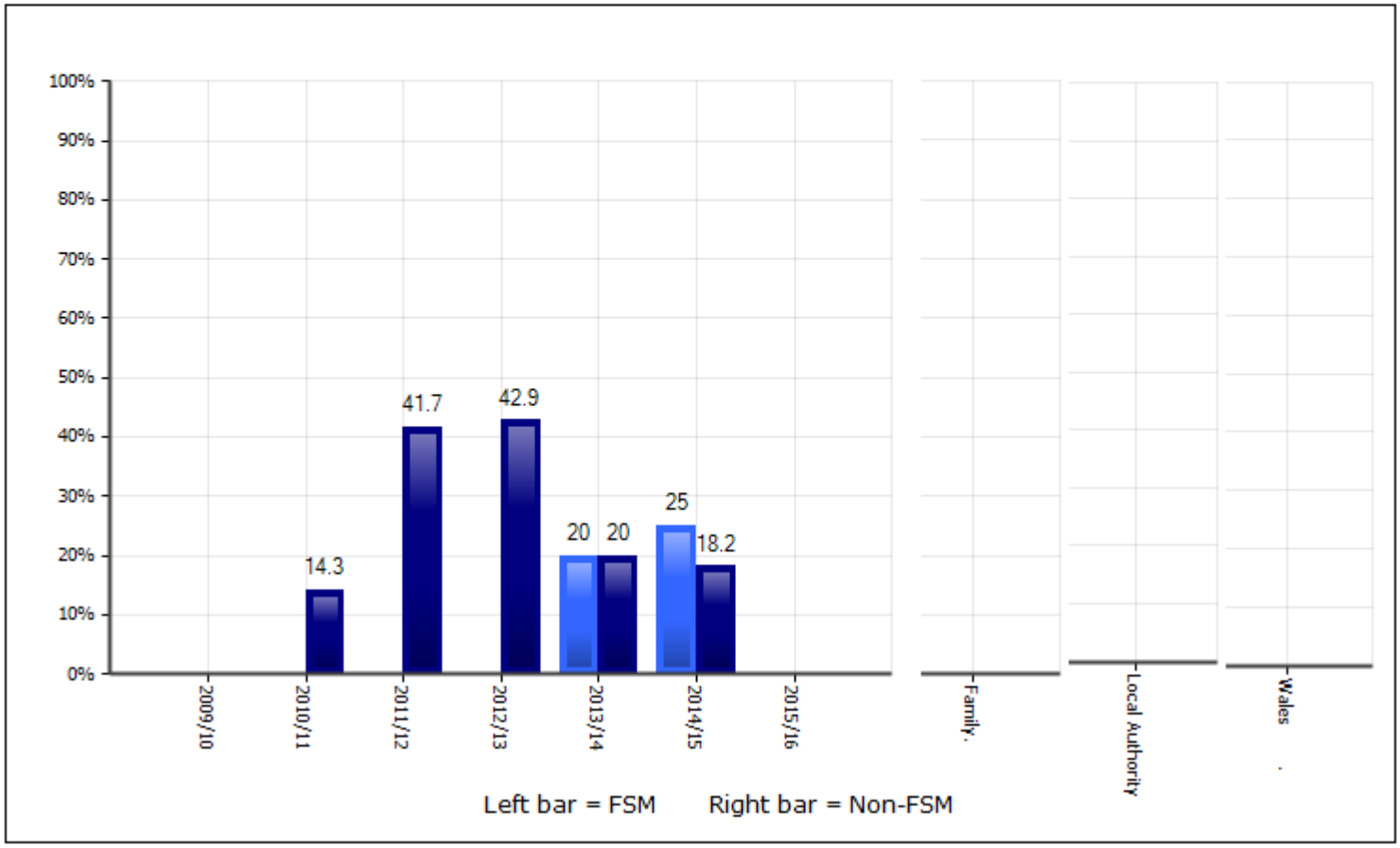


Section 2a - English

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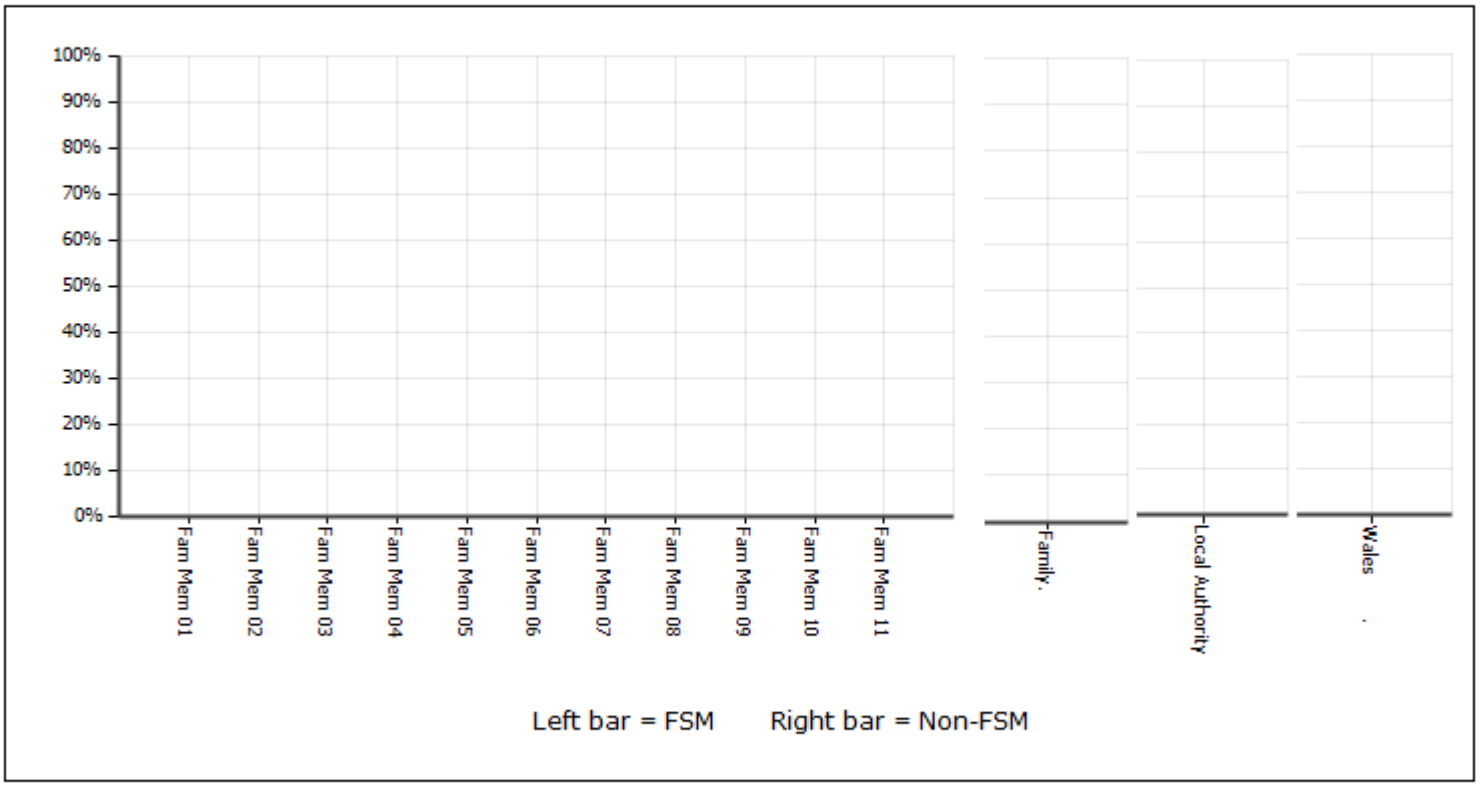
2.2 - Level 5+

2.2f FSM / non-FSM trend



2.2g FSM / non-FSM - Family comparison

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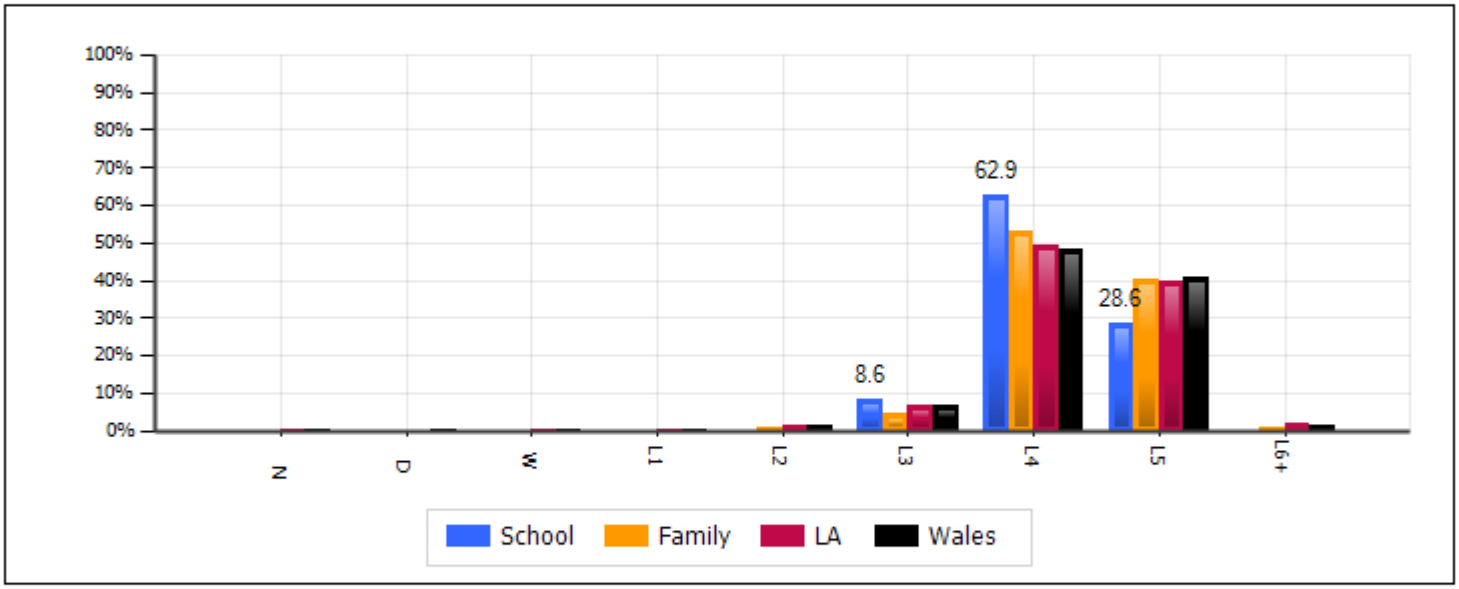
Section 2a - English

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

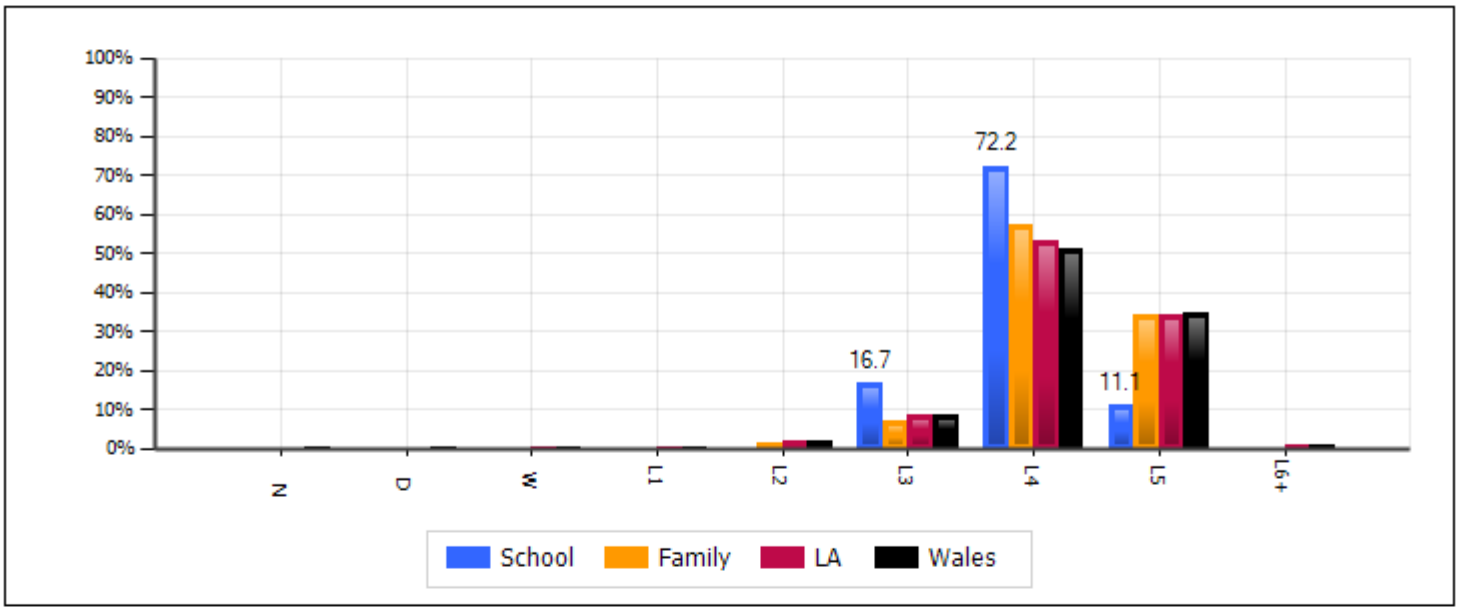
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2.3 - National Curriculum Levels

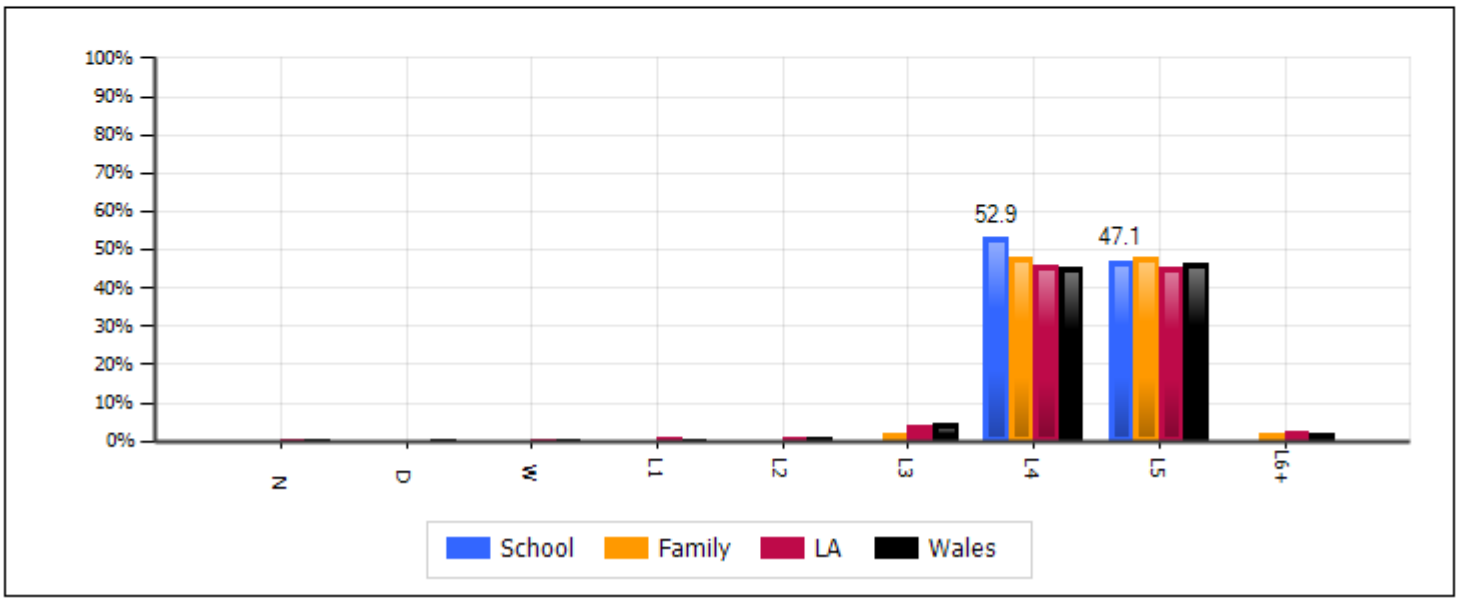
2.3a % pupils achieving



2.3b % boys achieving



2.3c % girls achieving

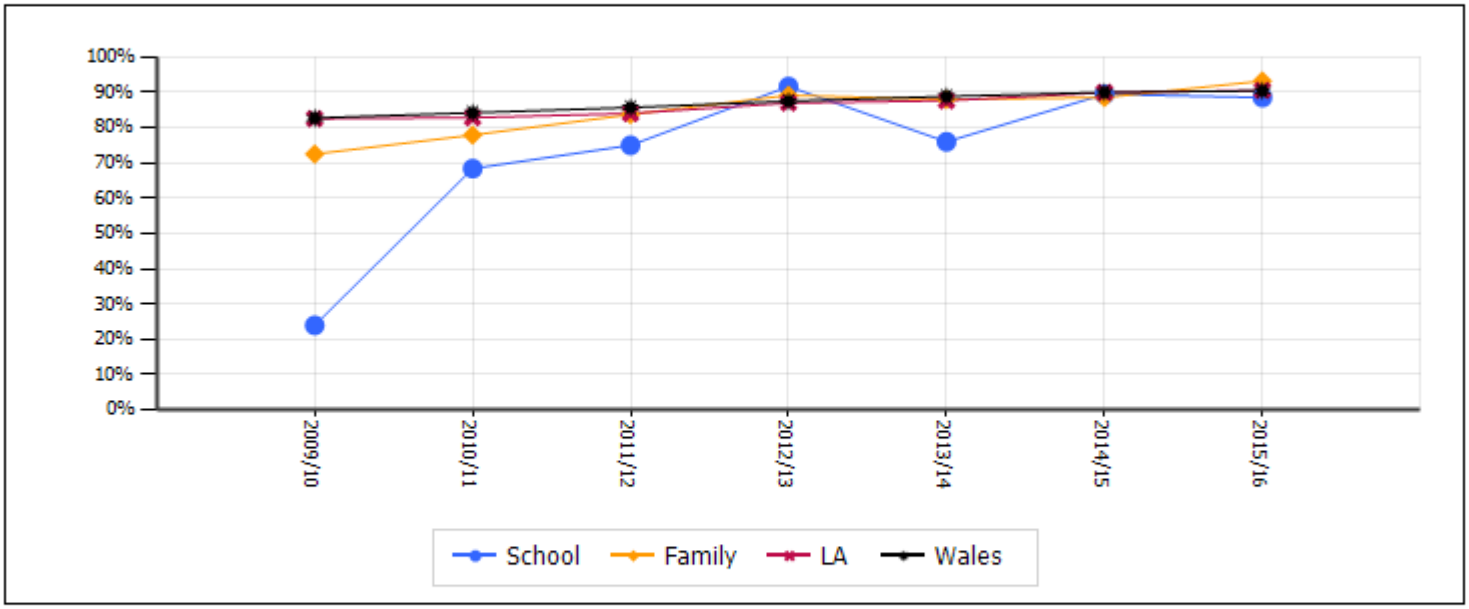


Section 2b – English - Attainment Targets (AT)

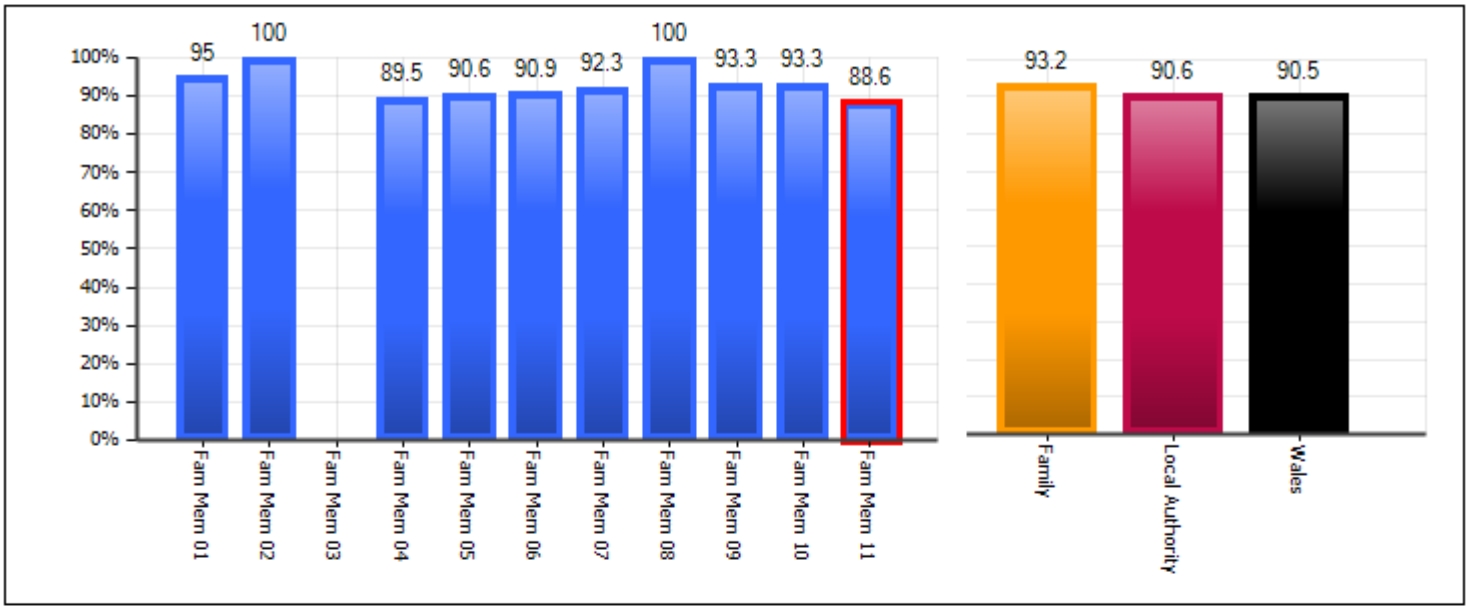
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2.4 - Level 4+ in Oracy AT

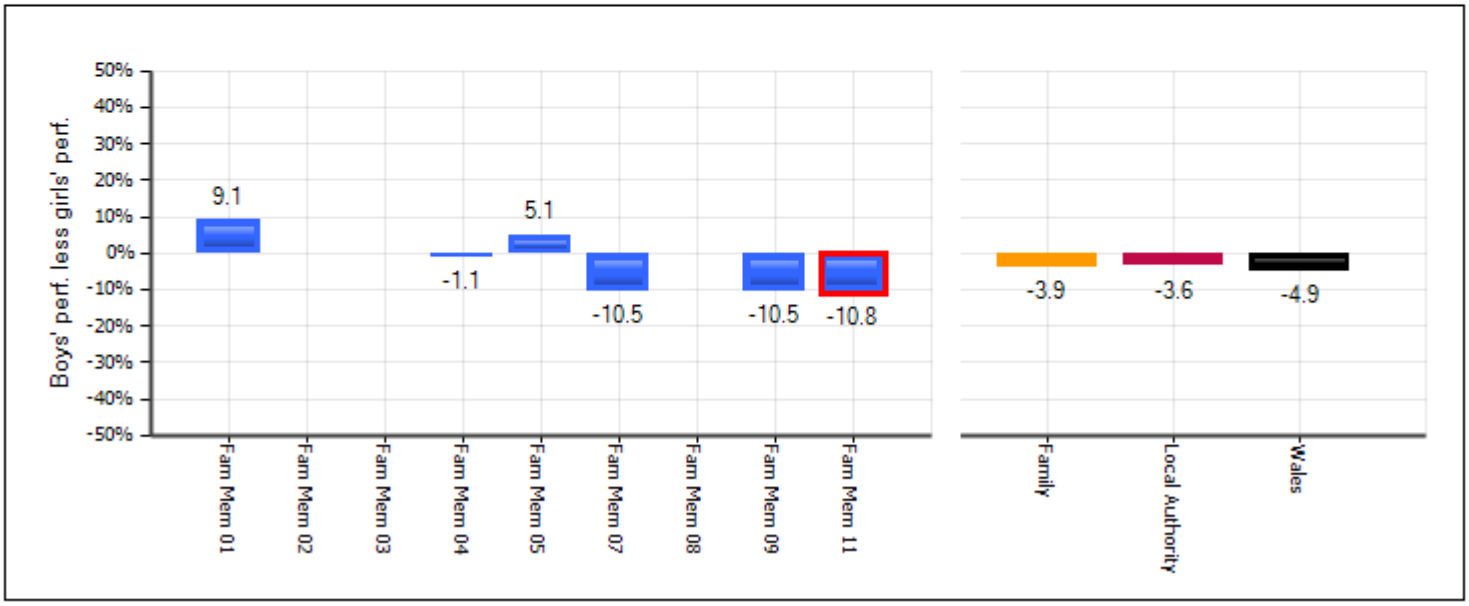
2.4a % pupils achieving



2.4b Family comparison



2.4c Family comparison - gender differences



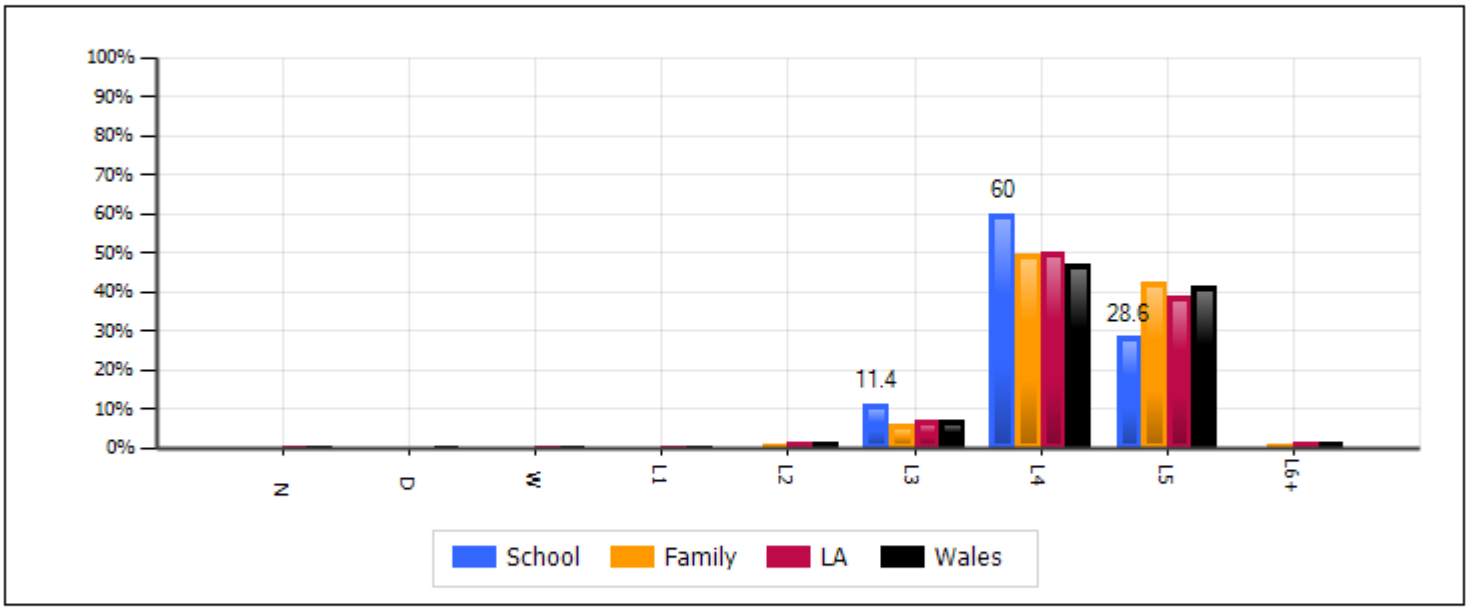
Section 2b – English - Attainment Targets (AT)

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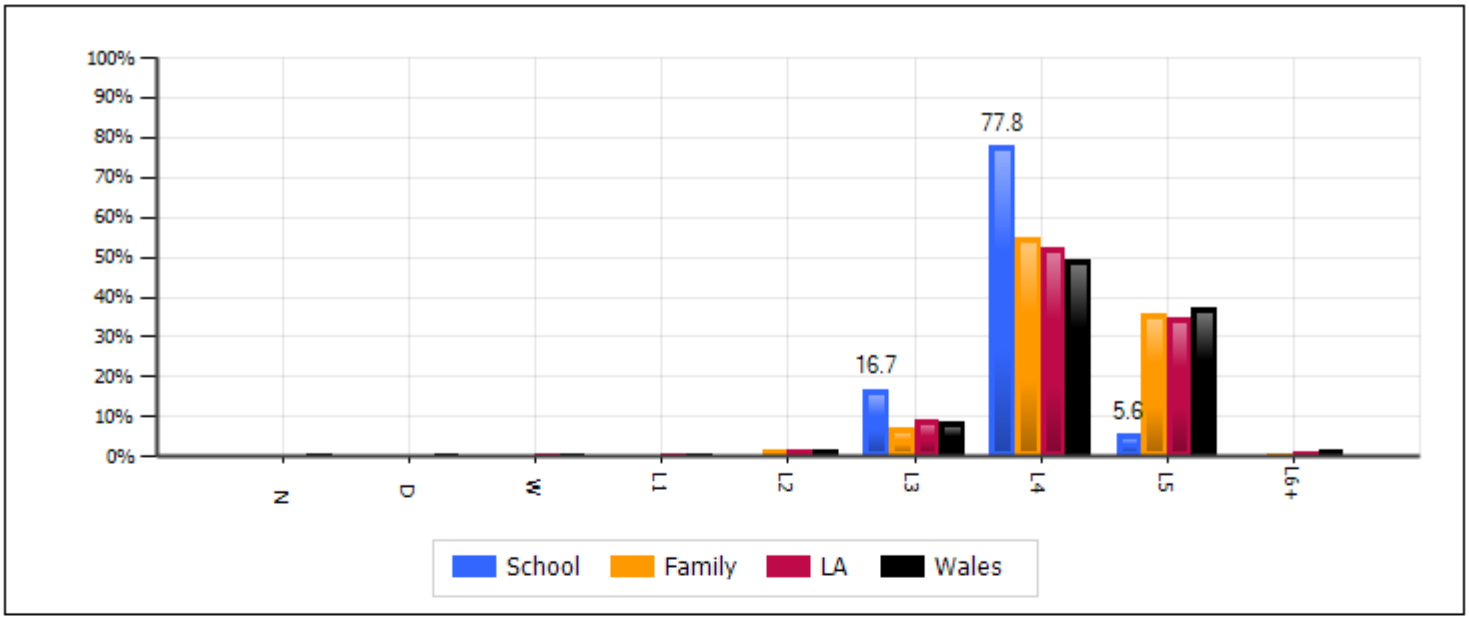
2.5 - National Curriculum Levels in Oracy AT

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

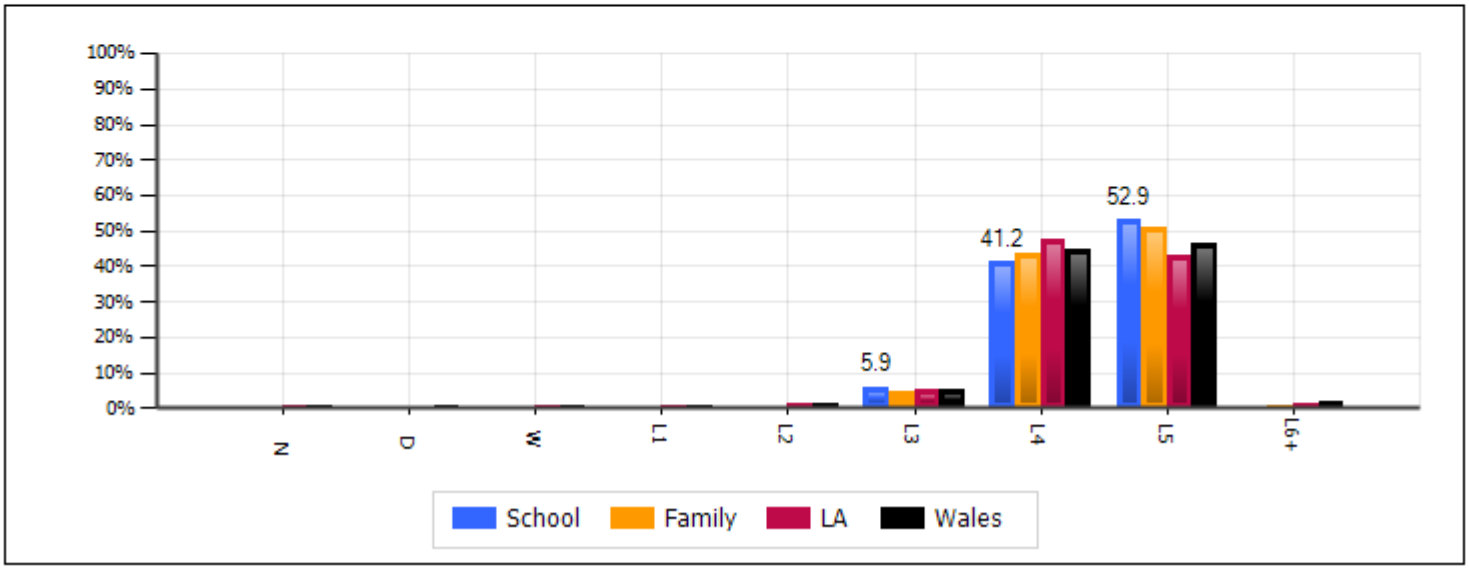
2.5a % pupils achieving



2.5b % boys achieving



2.5c % girls achieving

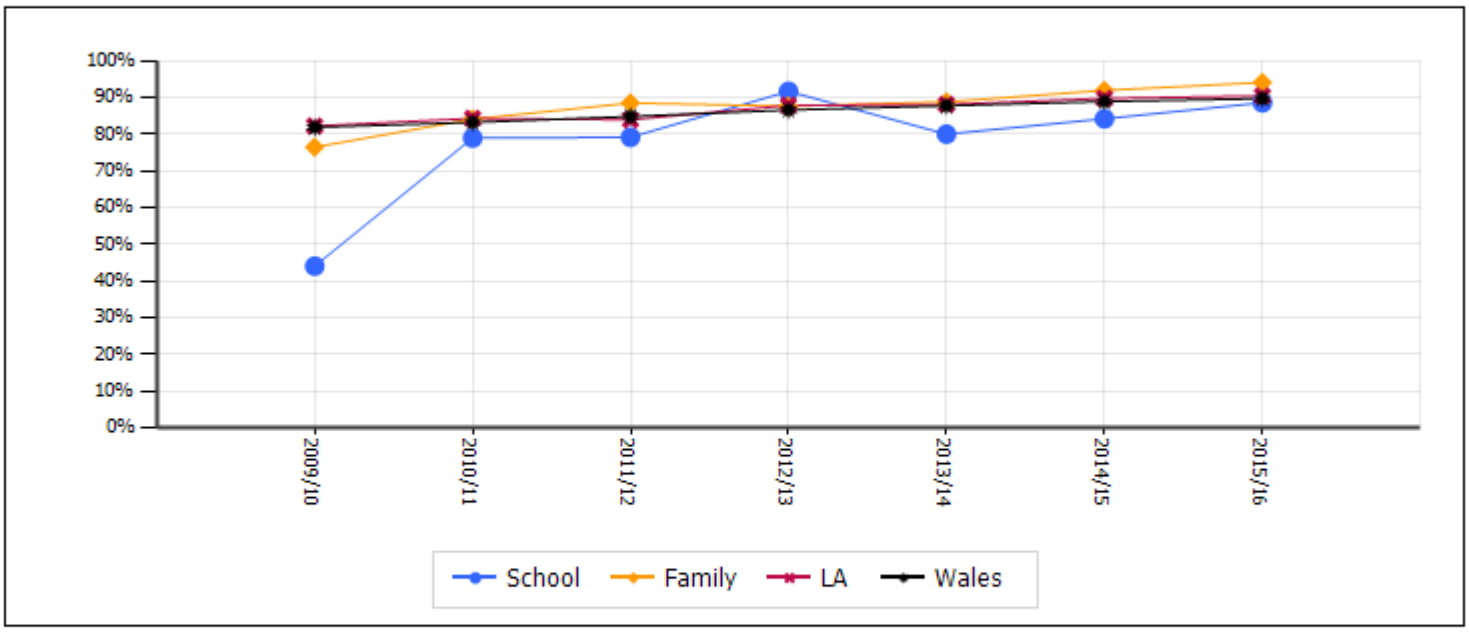


Section 2b – English - Attainment Targets (AT)

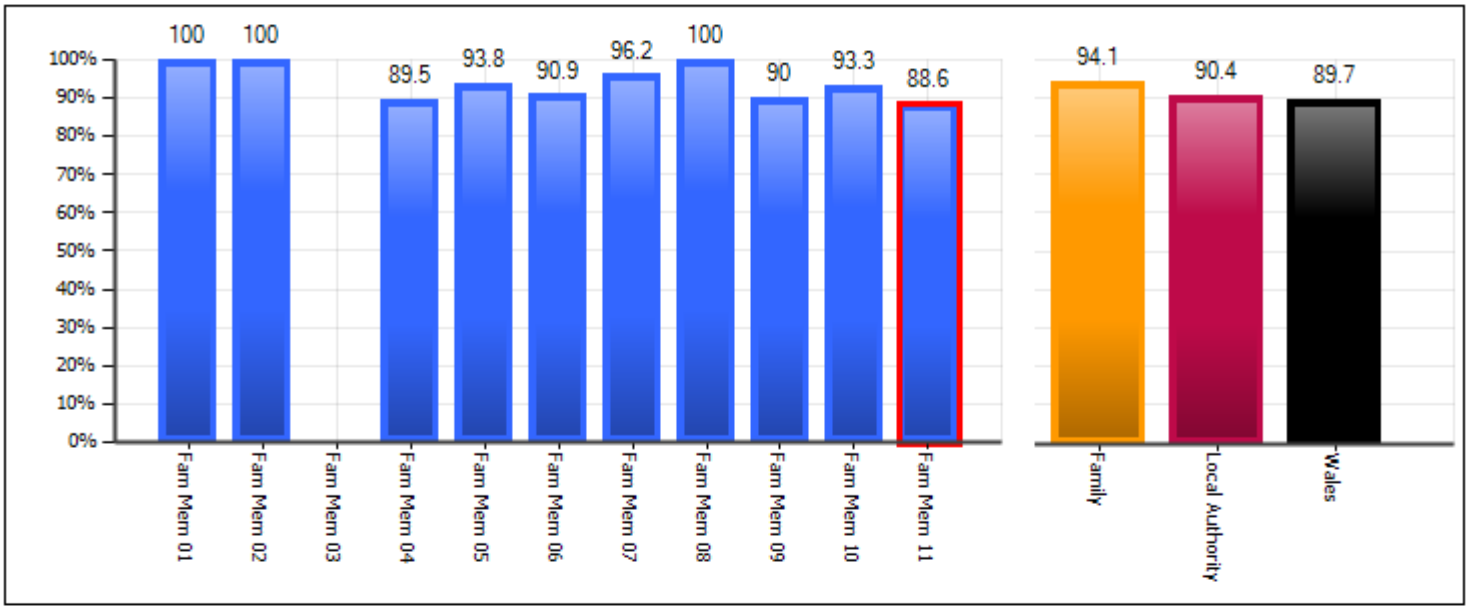
Home

2.6 - Level 4+ in Reading AT

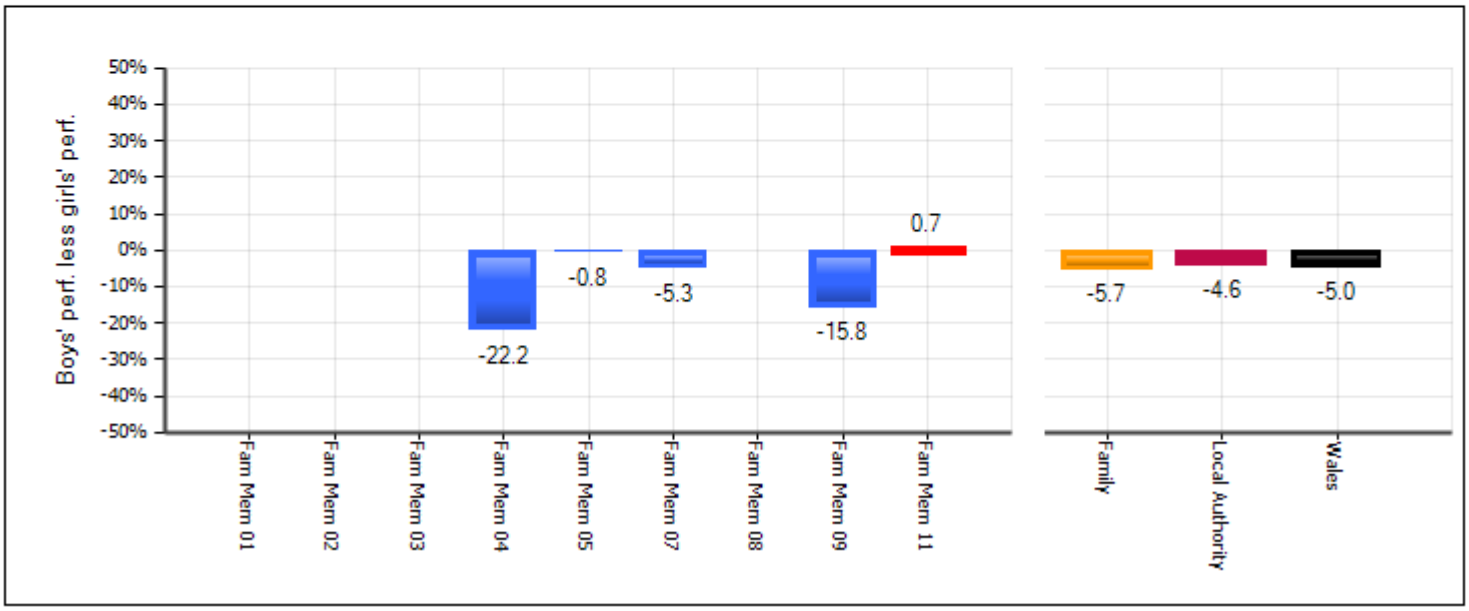
2.6a % pupils achieving



2.6b Family comparison



2.6c Family comparison - gender differences



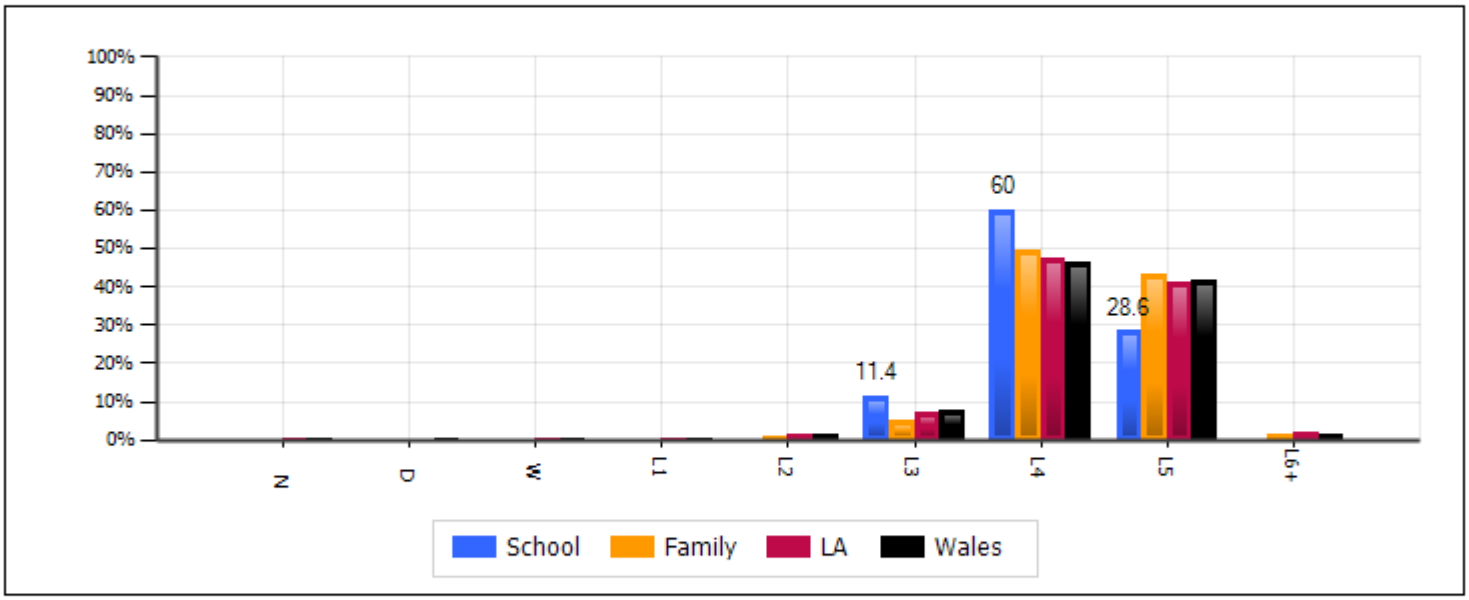
Section 2b – English - Attainment Targets (AT)

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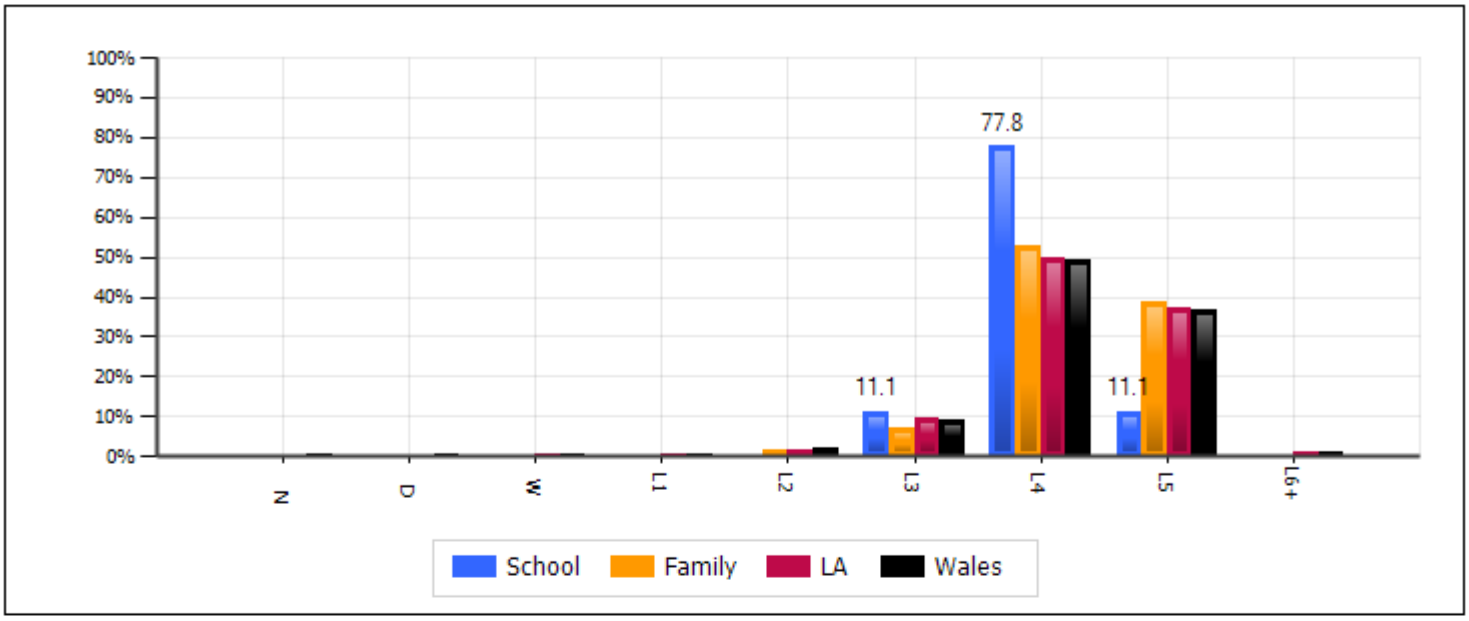
2.7 - National Curriculum Levels in Reading AT

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

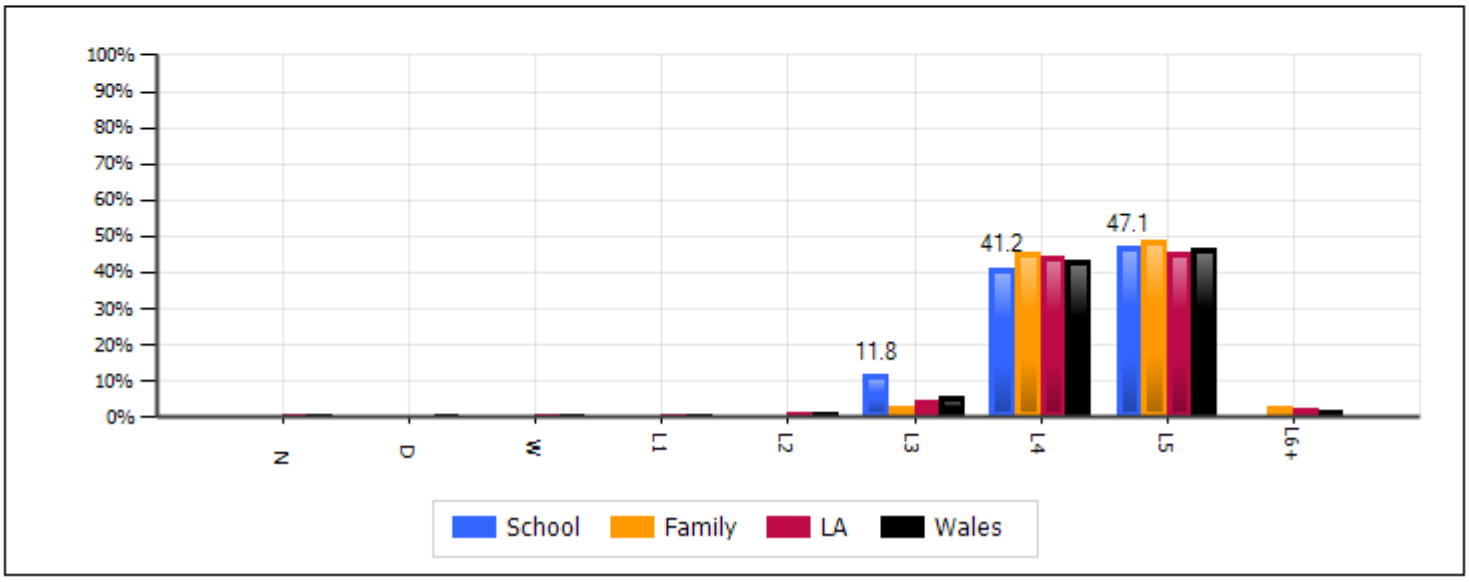
2.7a % pupils achieving



2.7b % boys achieving



2.7c % girls achieving

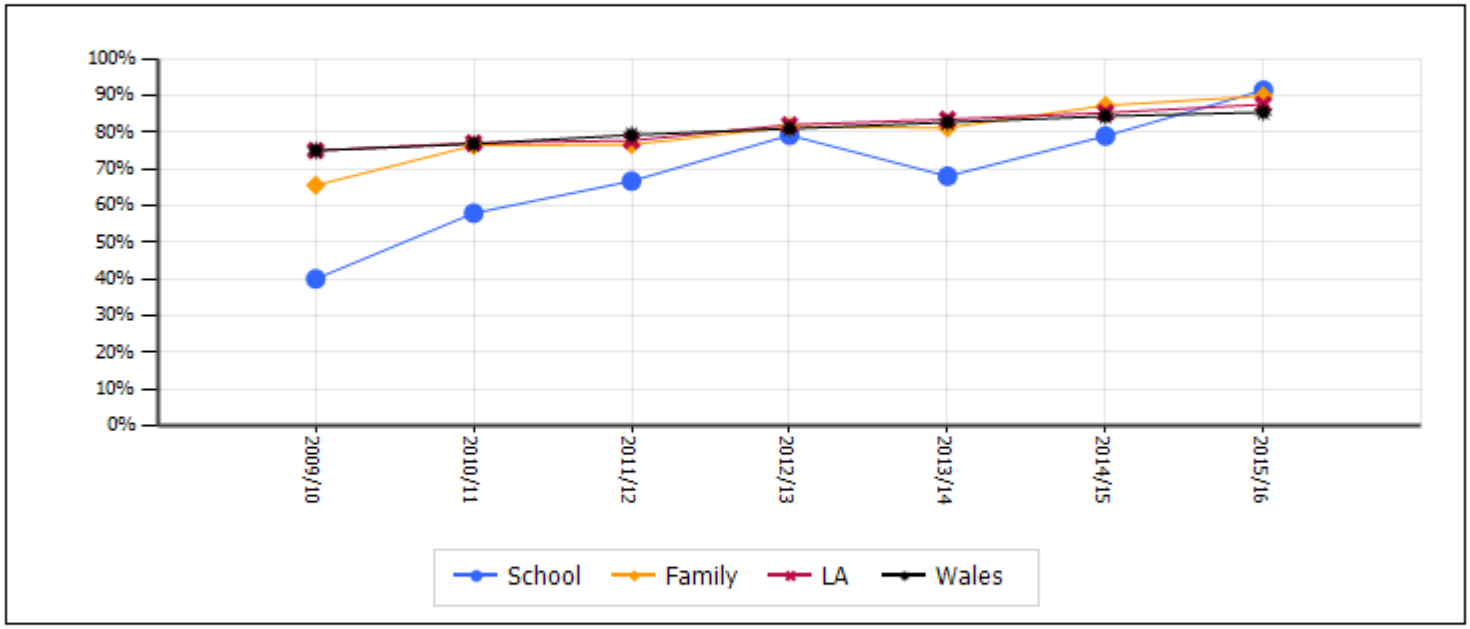


Section 2b – English - Attainment Targets (AT)

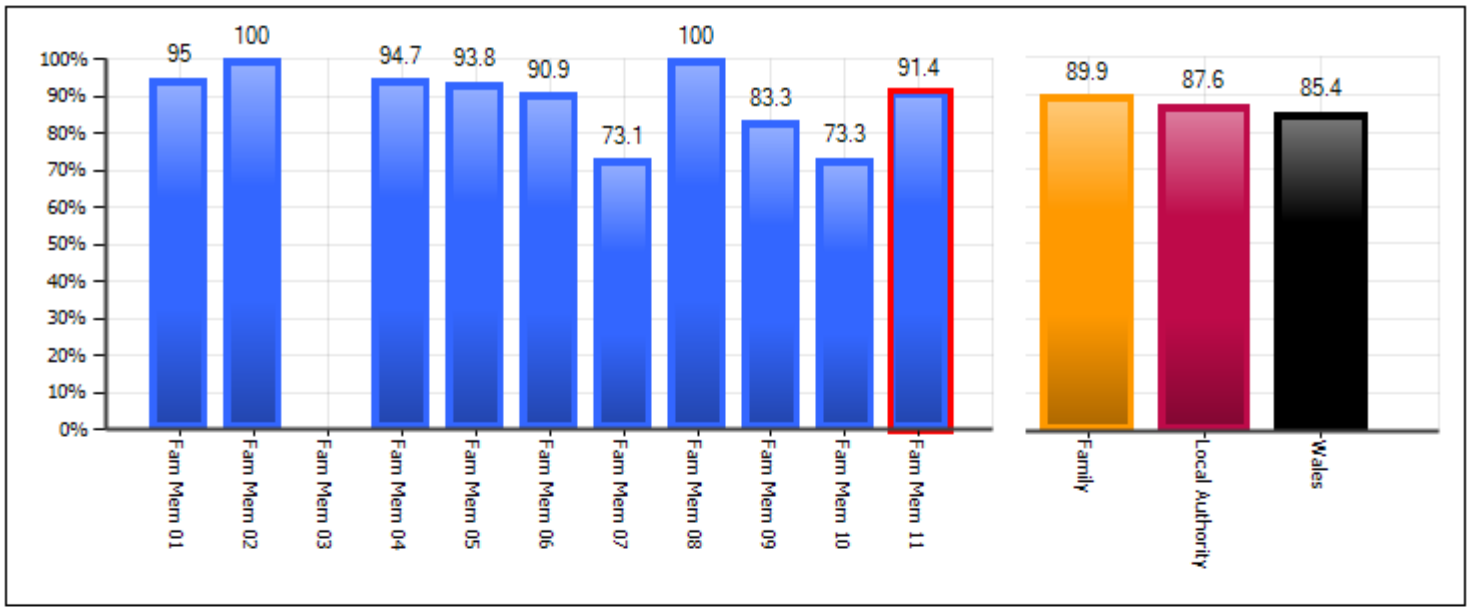
Home

2.8 - Level 4+ in Writing AT

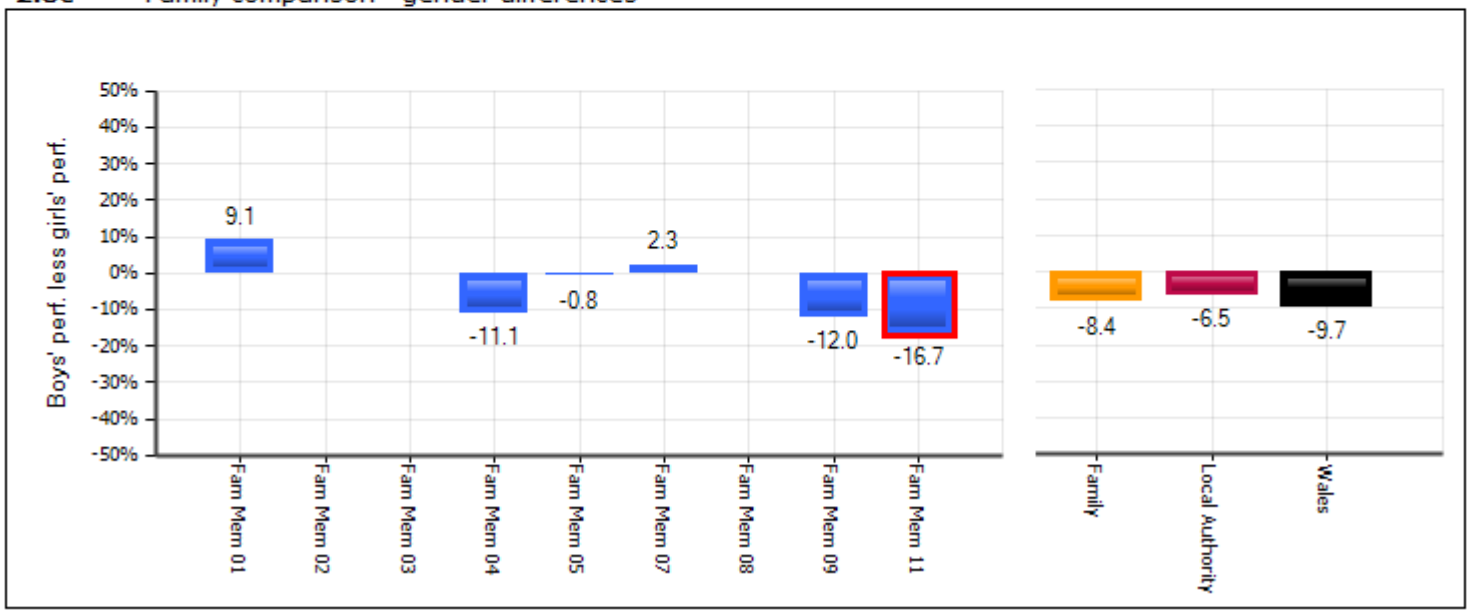
2.8a % pupils achieving



2.8b Family comparison



2.8c Family comparison - gender differences



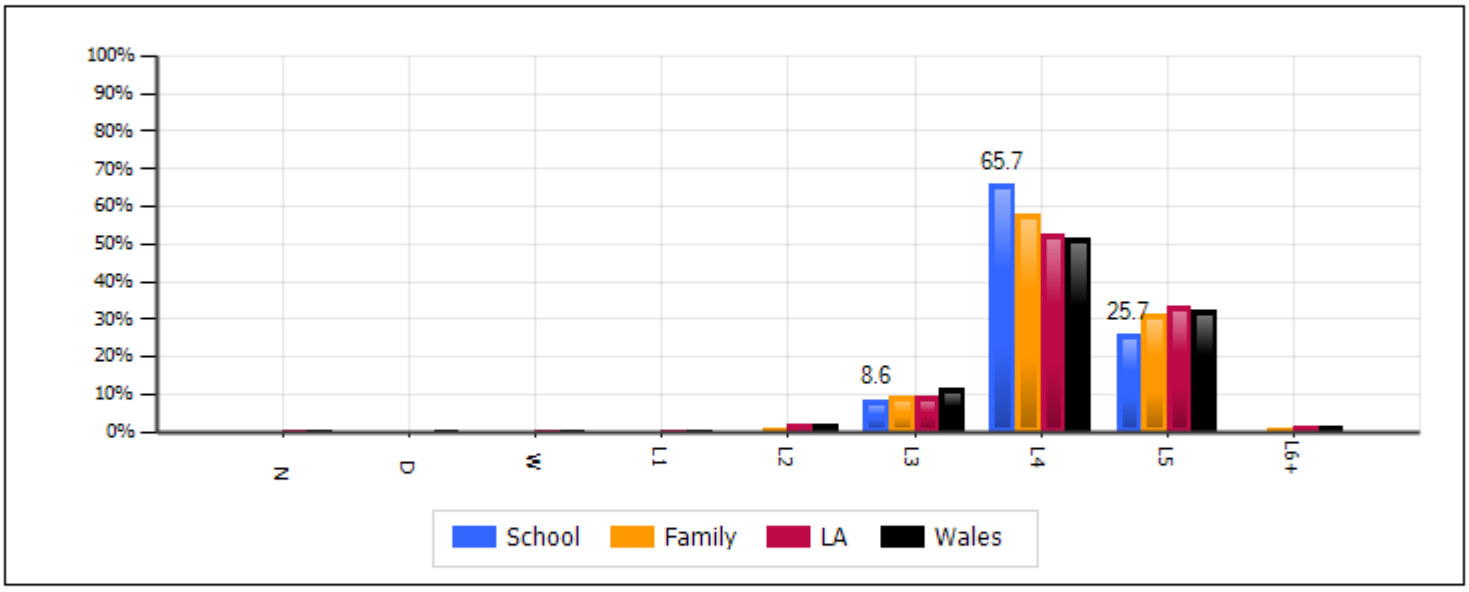
Section 2b – English - Attainment Targets (AT)

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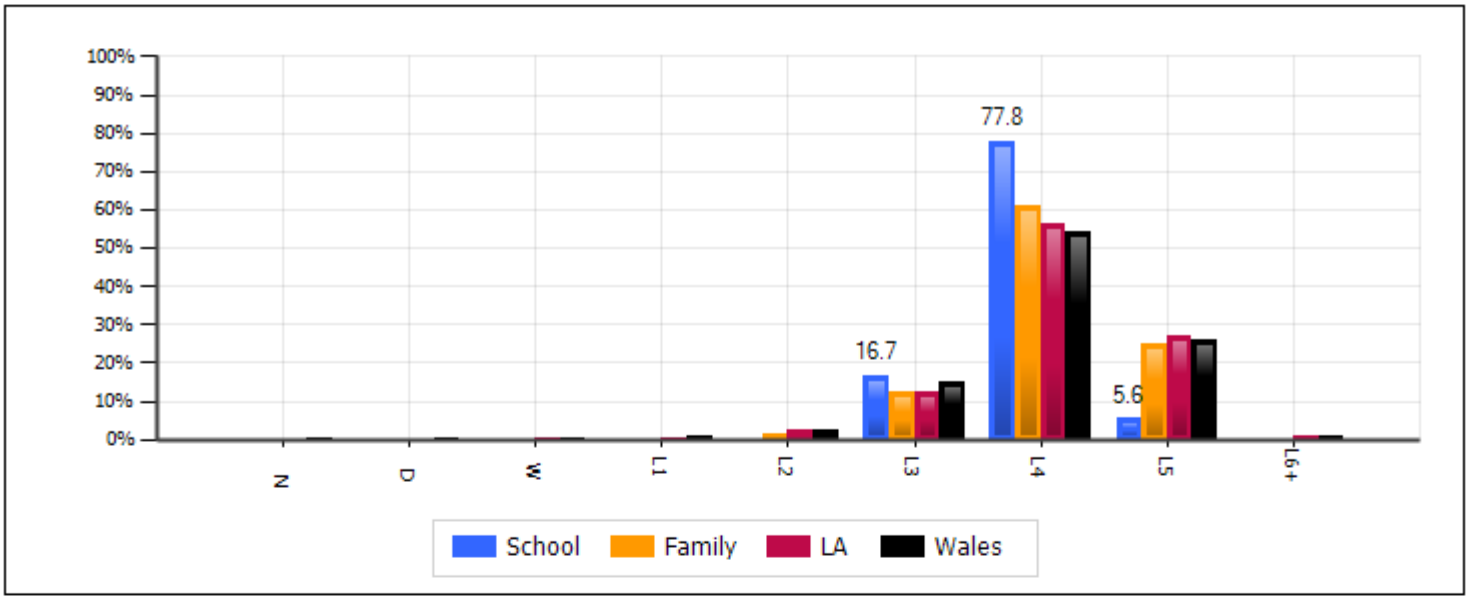
2.9 - National Curriculum Levels in Writing AT

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

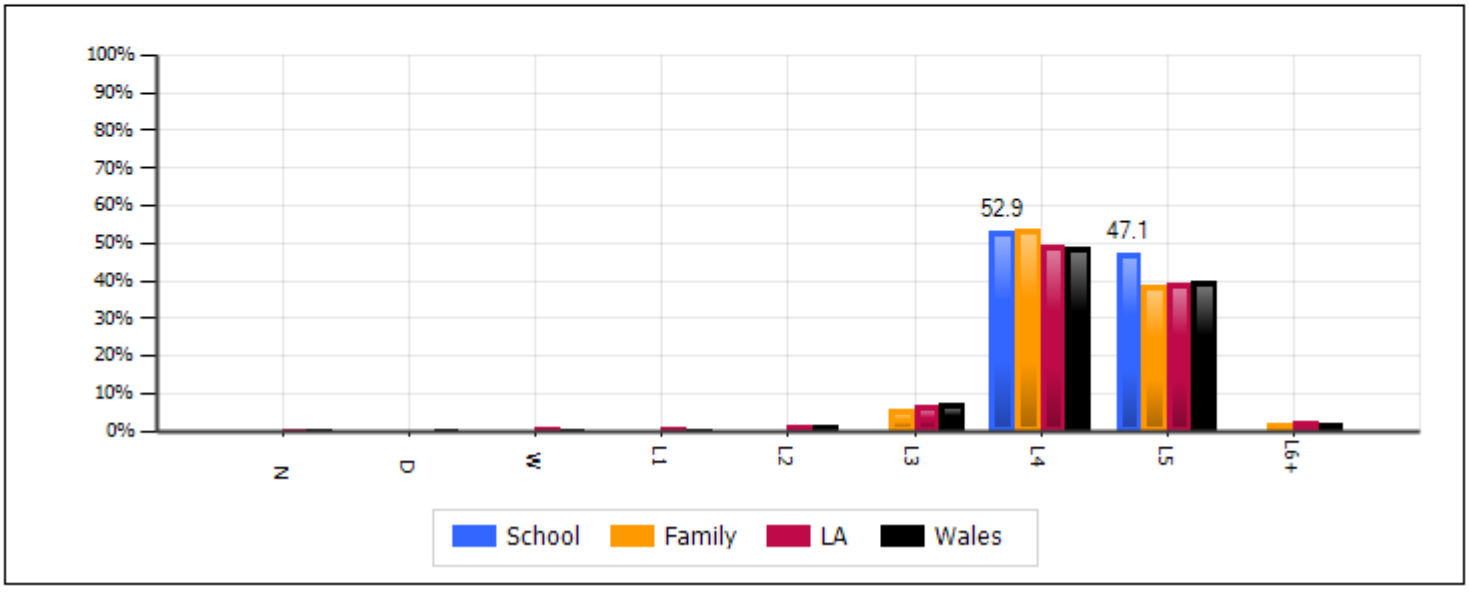
2.9a % pupils achieving



2.9b % boys achieving



2.9c % girls achieving

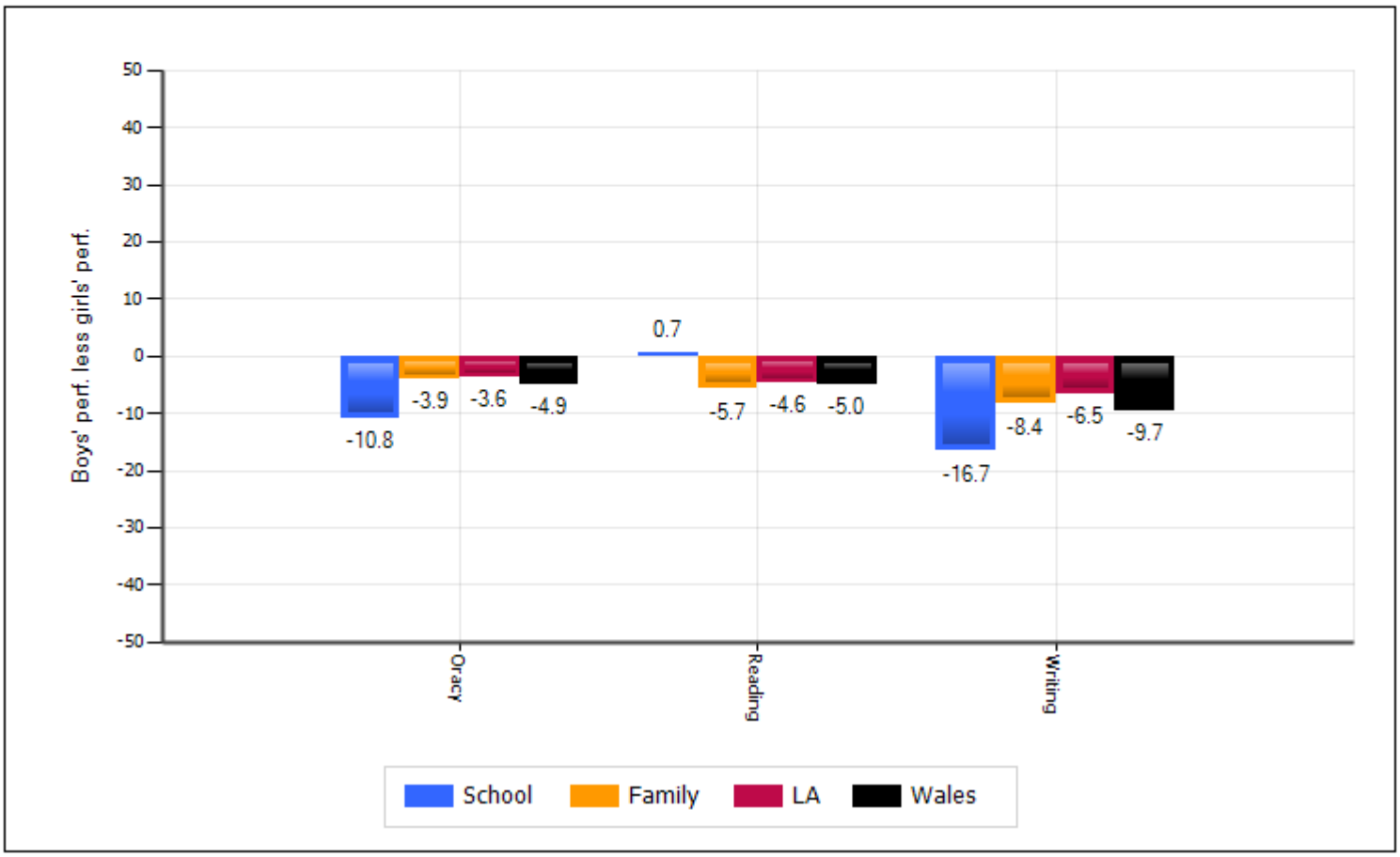


Section 2b – English - Attainment Targets (AT)

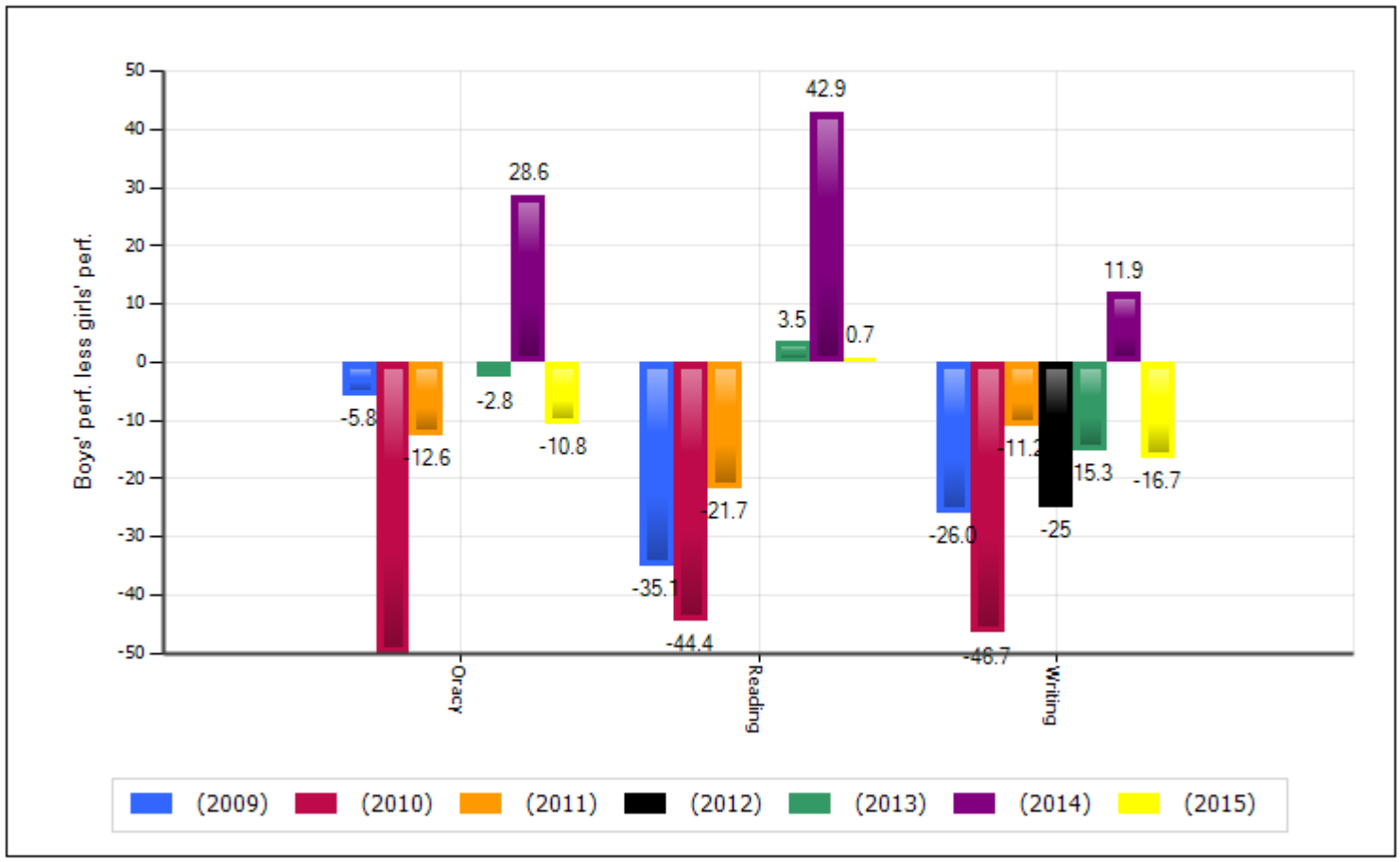
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2.10 - Gender differences - English AT

2.10a % achieving Level 4+ by organisation



2.10b % achieving Level 4+ – trends



Section 3a - Guidance Questions - Welsh

Home

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 - Guidance Questions - Welsh

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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

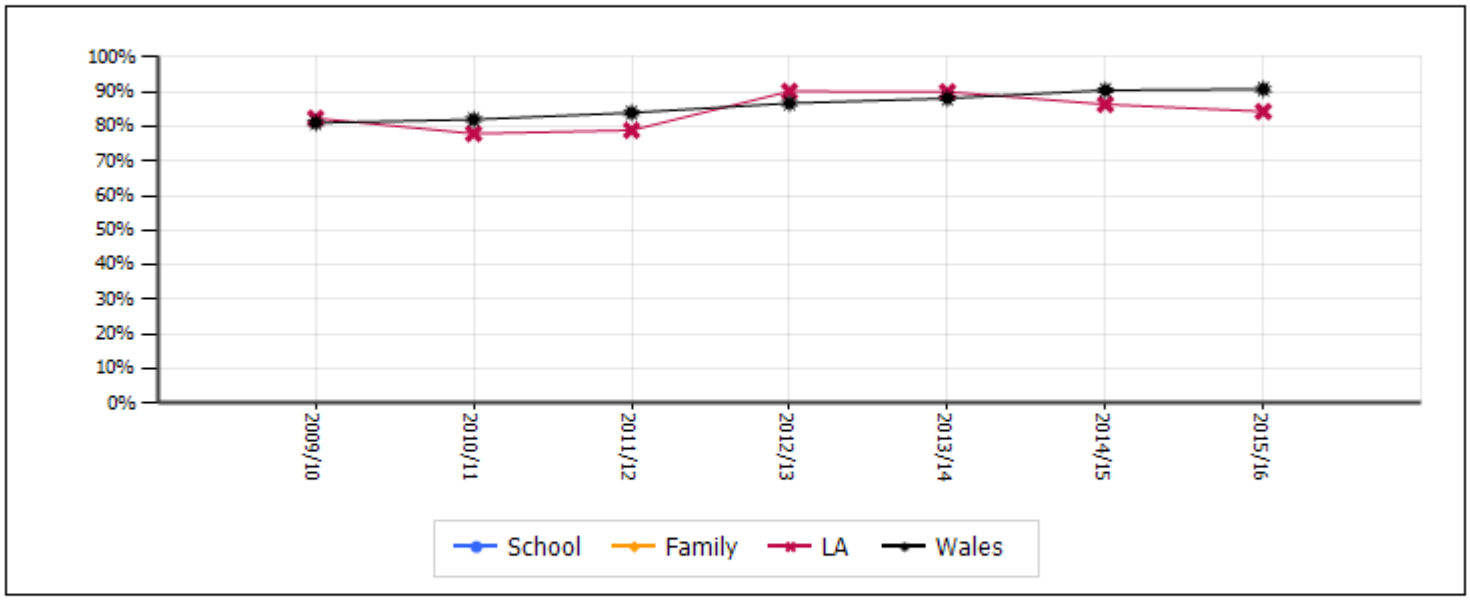
Title	No	%
Fam Mem 01		
Fam Mem 02		
Fam Mem 03		
Fam Mem 04		
Fam Mem 05		
Fam Mem 06		
Fam Mem 07		
Fam Mem 08		
Fam Mem 09		
Fam Mem 10		
Fam Mem 11		

Section 3a – Welsh as First Language

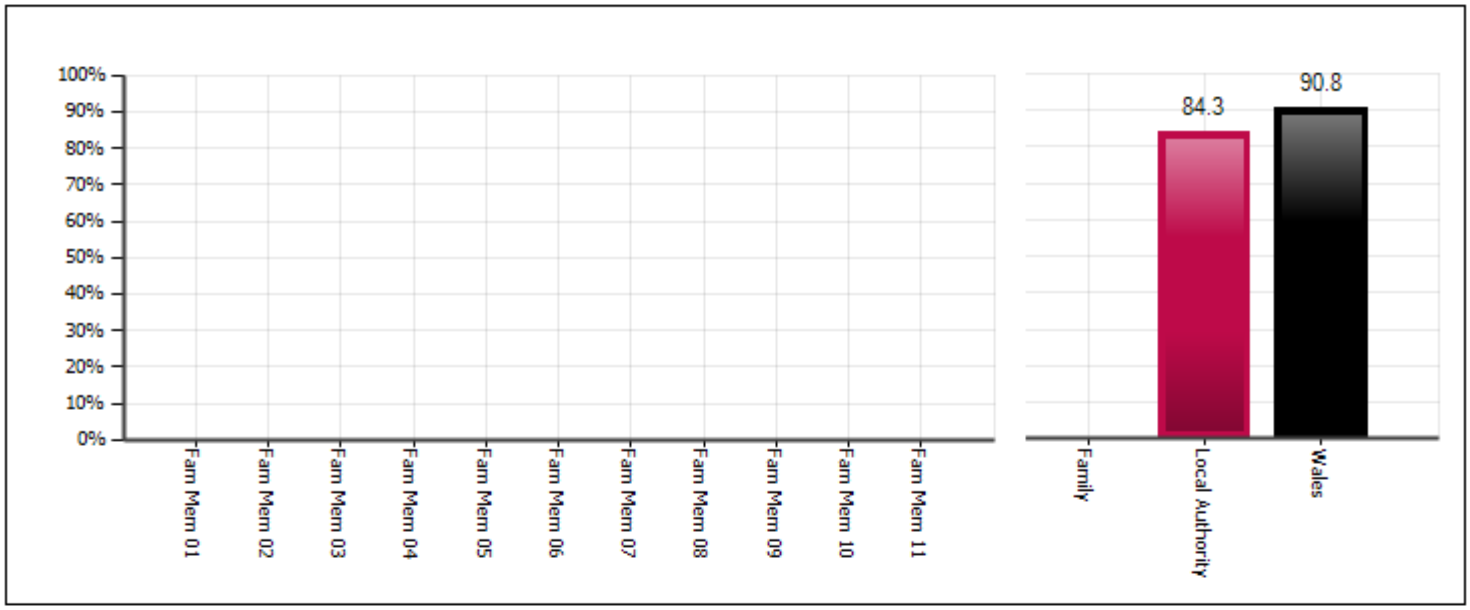
Home

3.1 - Level 4+

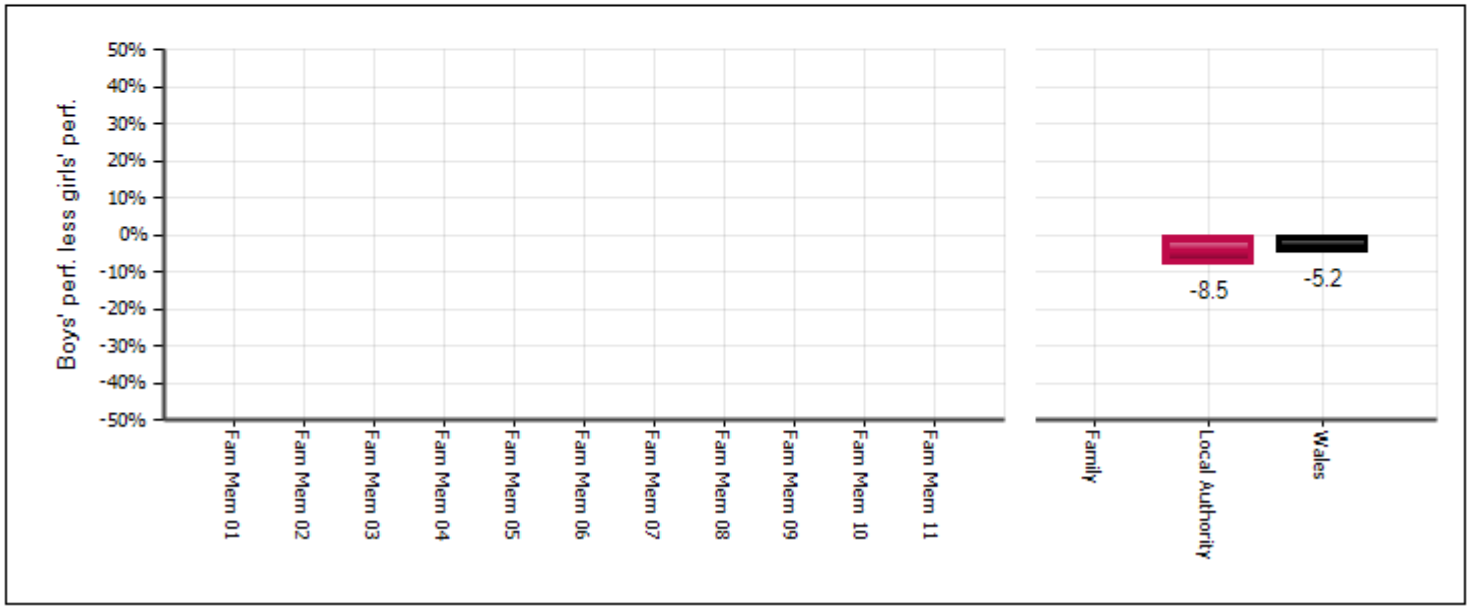
3.1a % pupils achieving



3.1b Family comparison



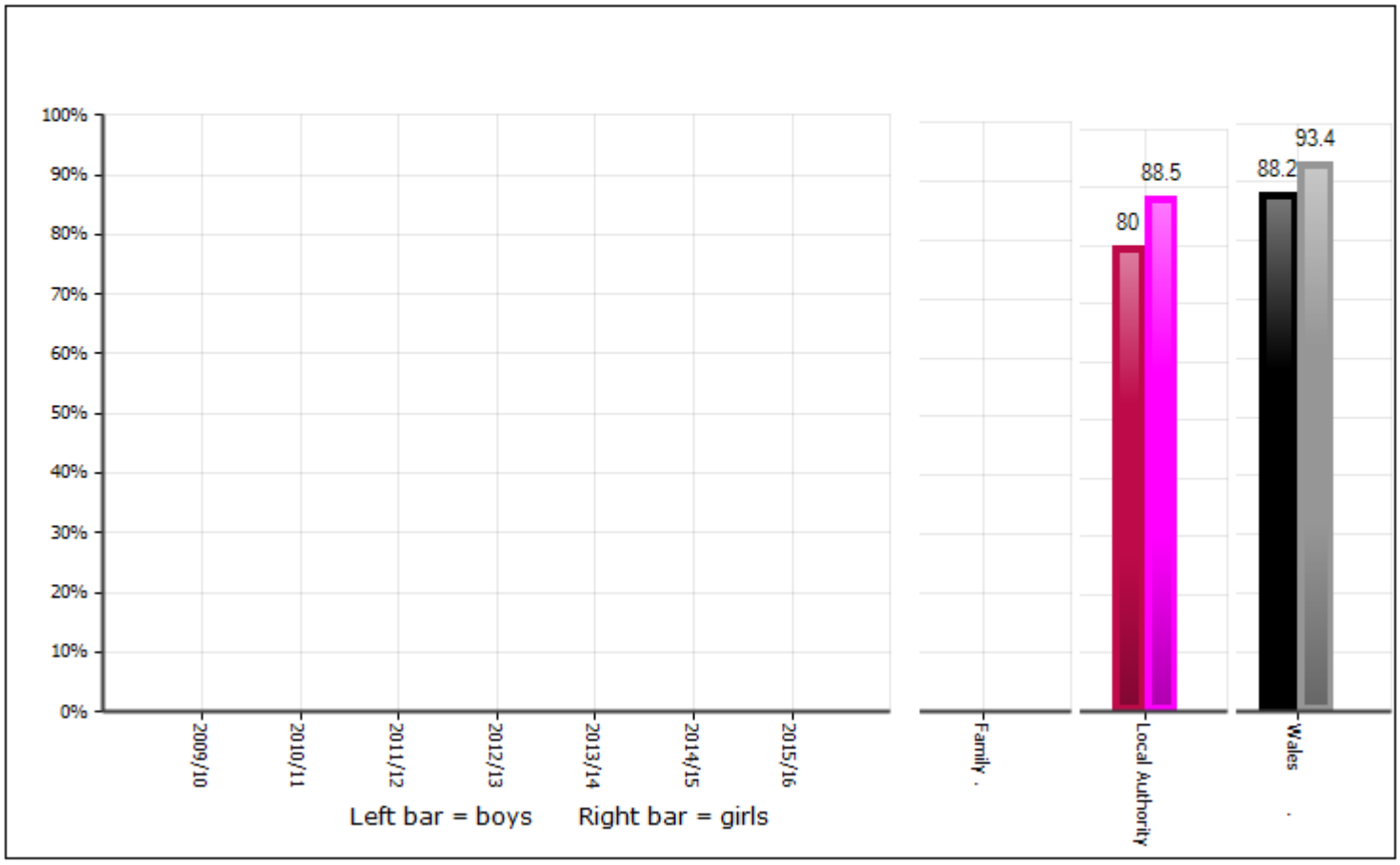
3.1c Family comparison - gender differences



Section 3a – Welsh as First Language

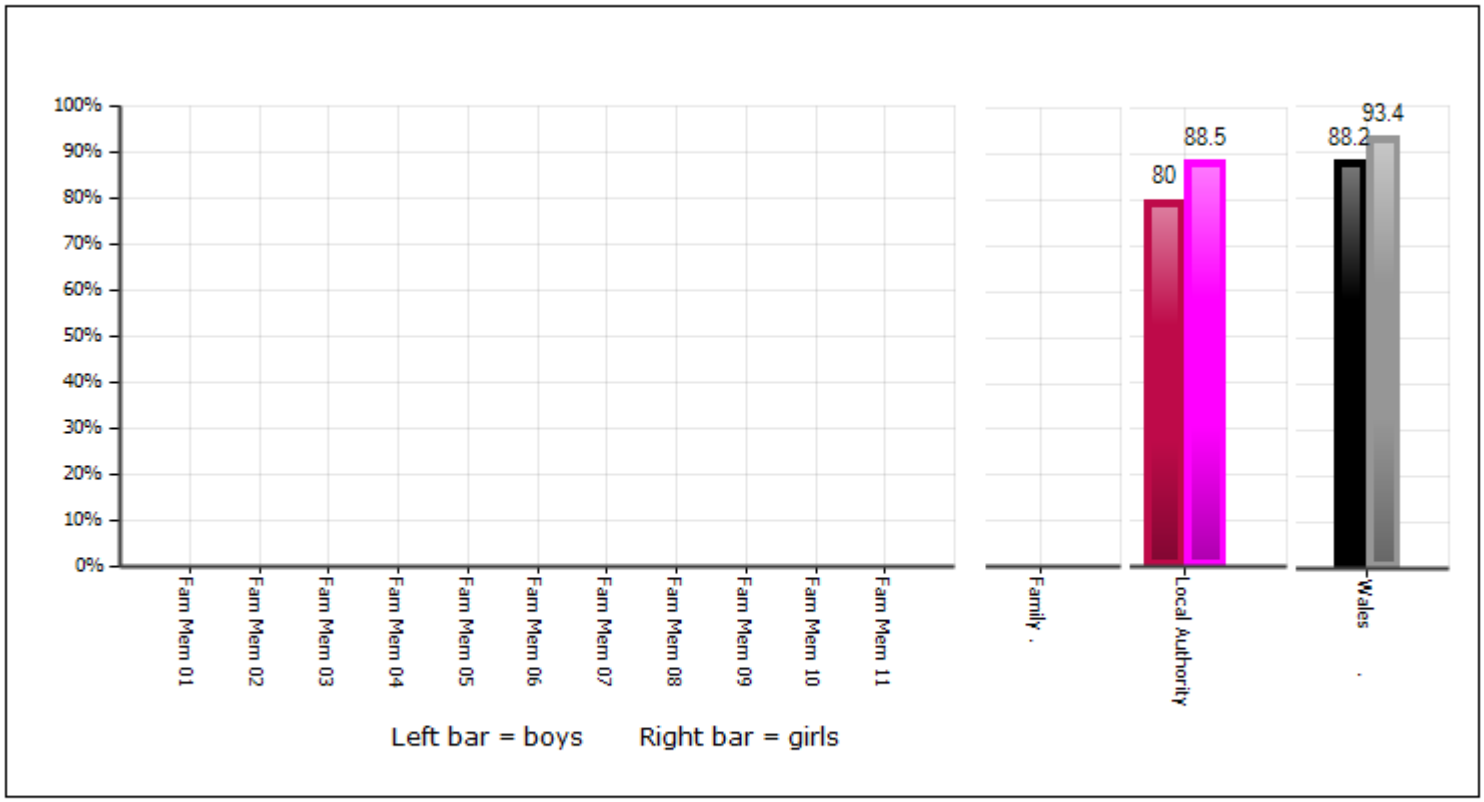
Home

3.1d % boys / girls achieving



3.1e Boys / girls - Family comparison

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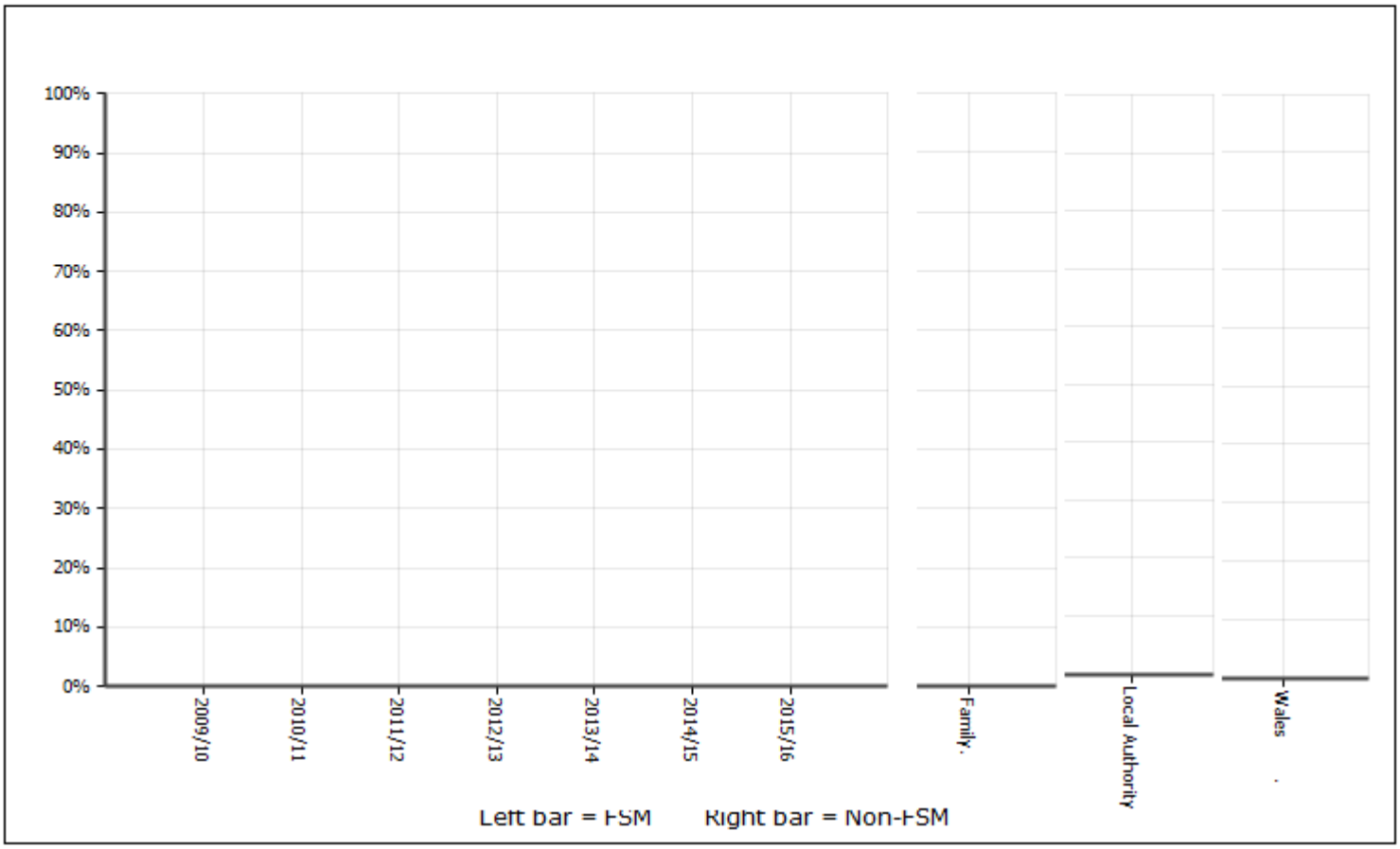


Section 3a – Welsh as First Language

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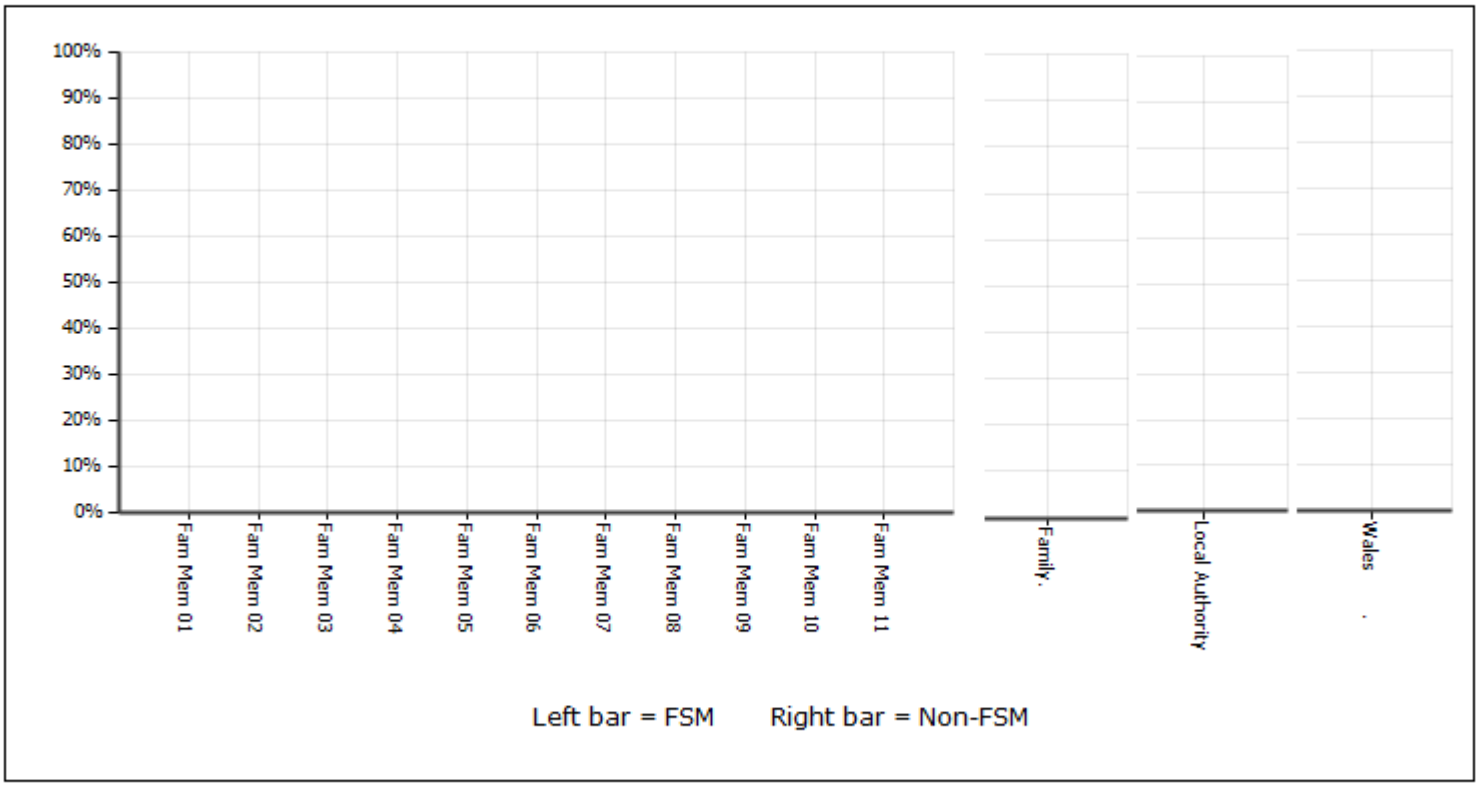
3.1 - Level 4+

3.1f FSM / non-FSM trend



3.1g FSM / non-FSM - Family comparison

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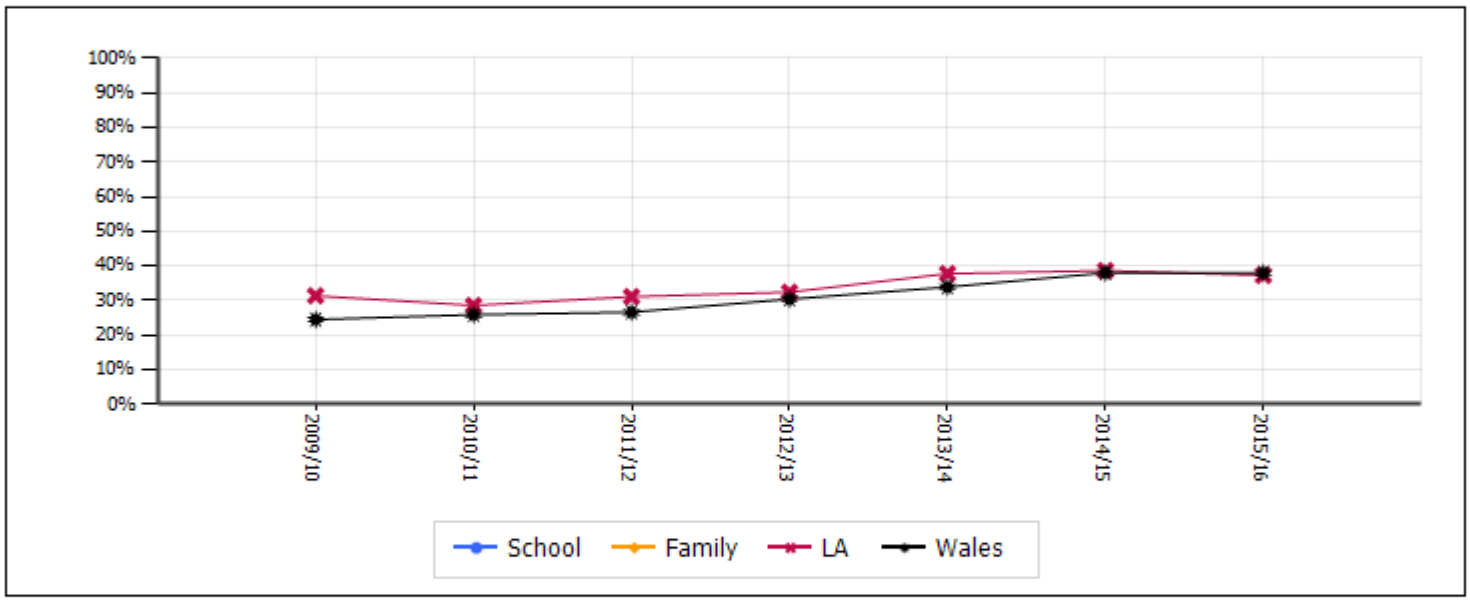


Section 3a – Welsh as First Language

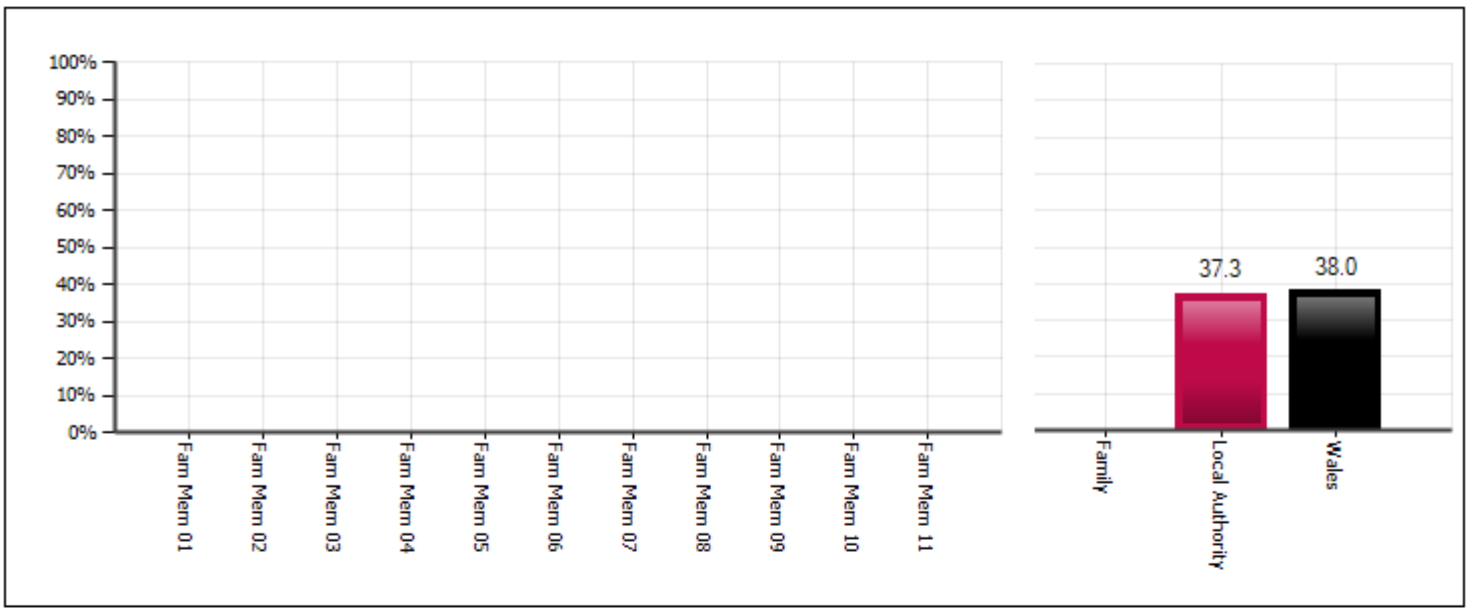
Home

3.2 - Level 5+

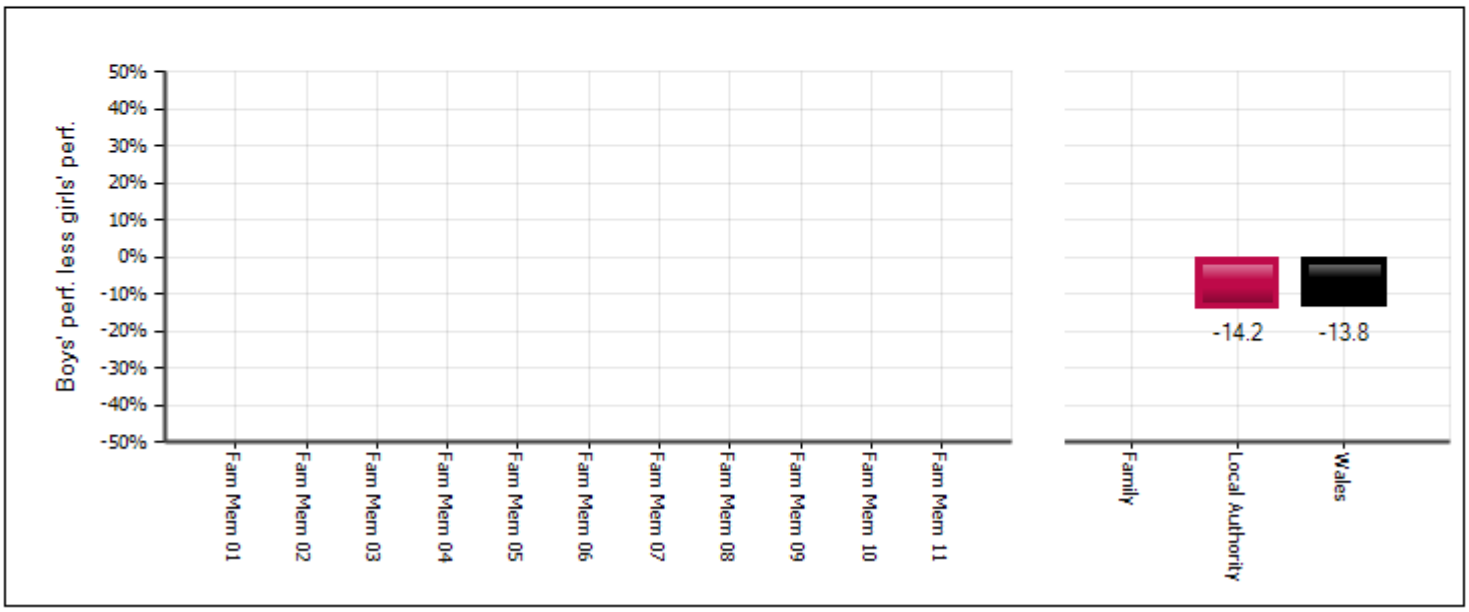
3.2a % pupils achieving



3.2b Family comparison



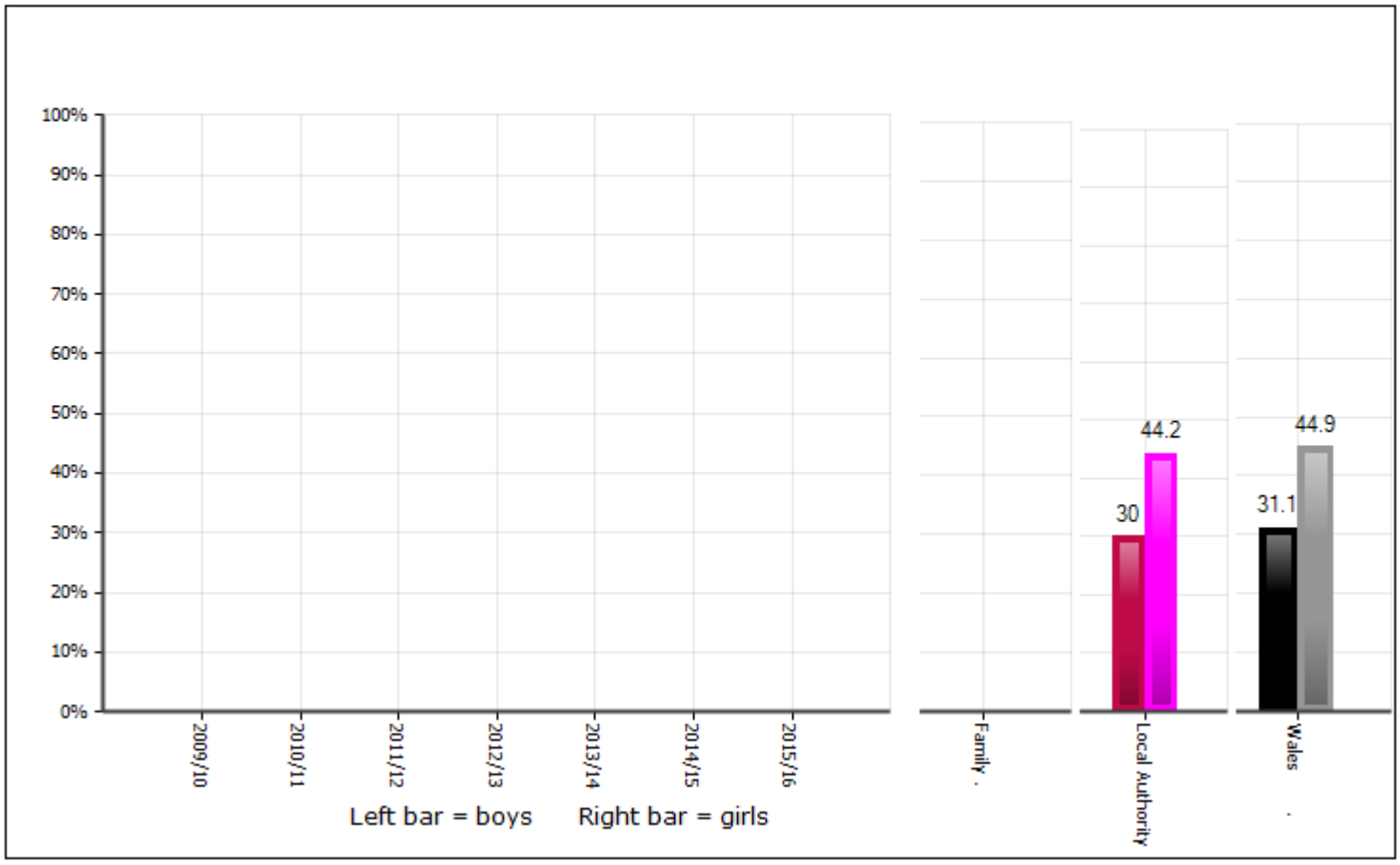
3.2c Family comparison – gender differences



Section 3a – Welsh as First Language

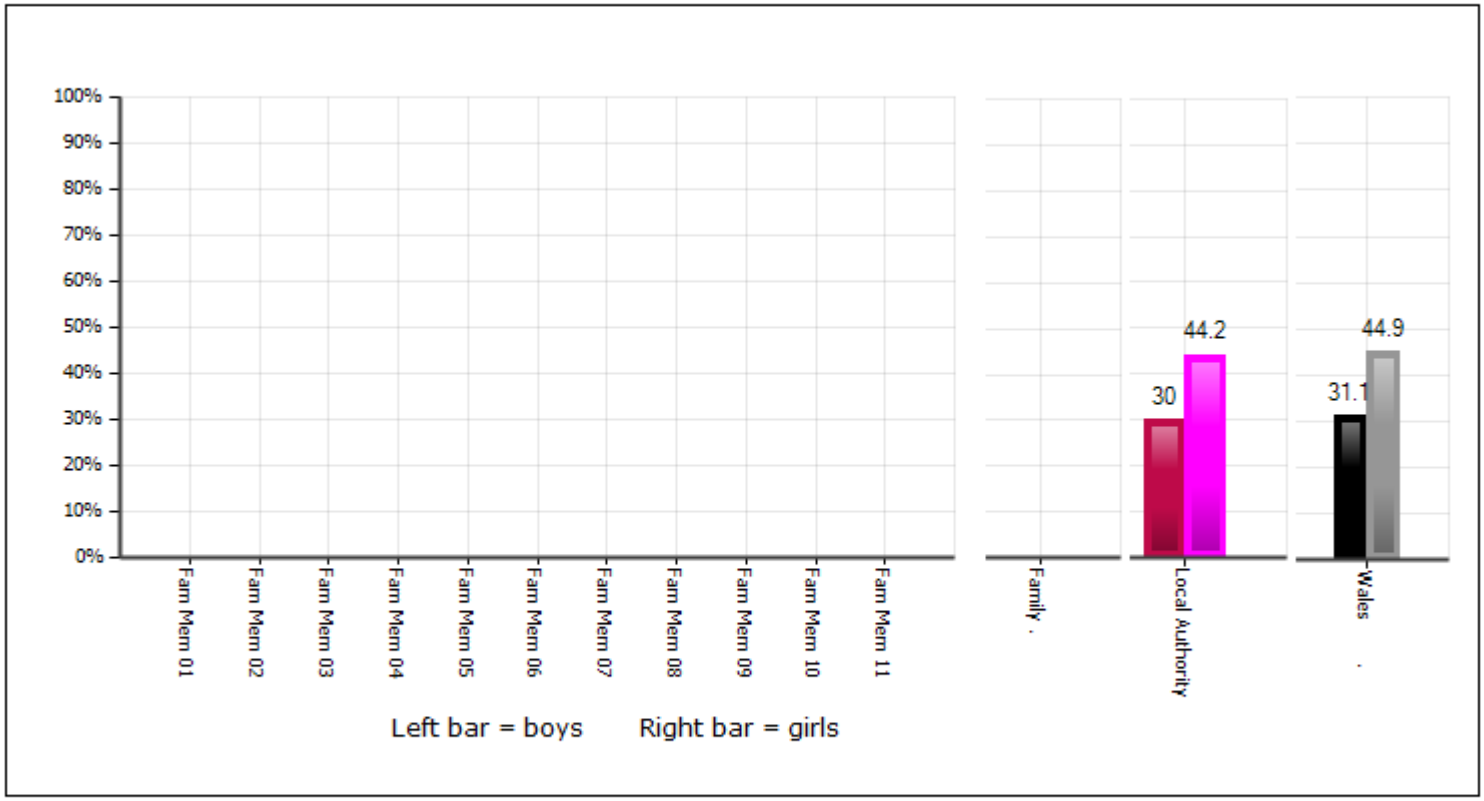
Home

3.2d % boys / girls achieving



3.2e Boys / girls - Family comparison

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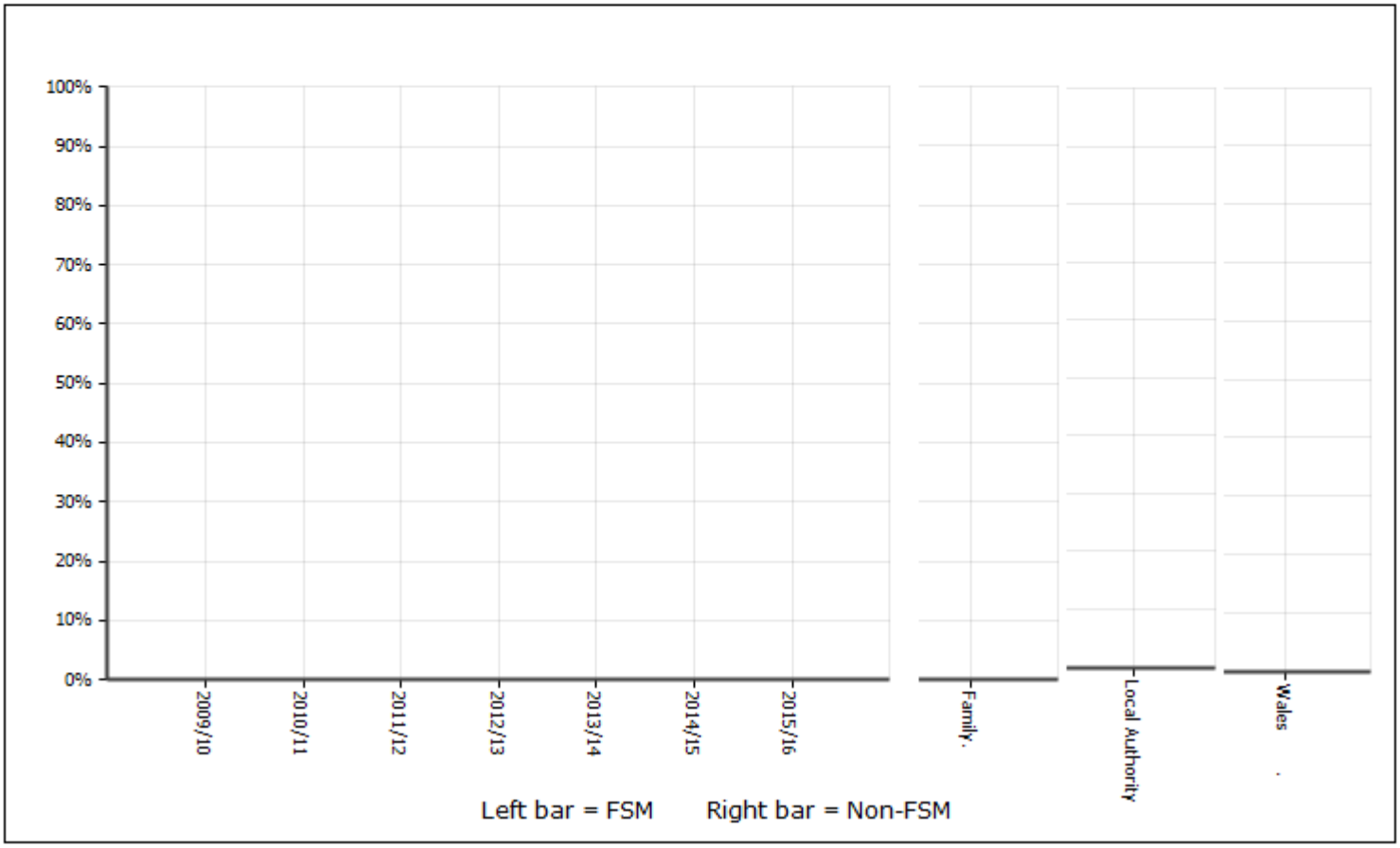


Section 3a – Welsh as First Language

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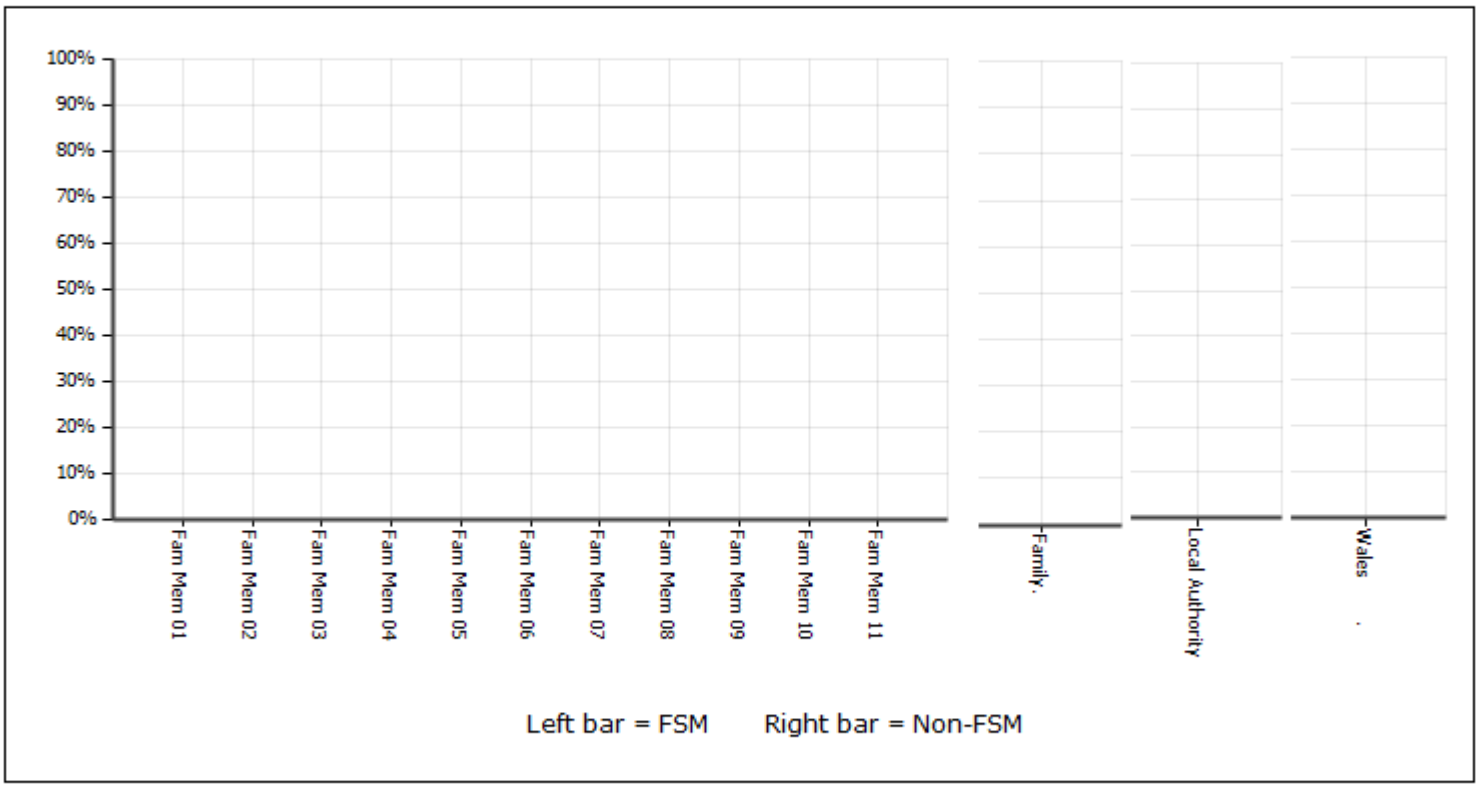
3.2 - Level 5+

3.2f FSM / non-FSM trend



3.2g FSM / non-FSM - Family comparison

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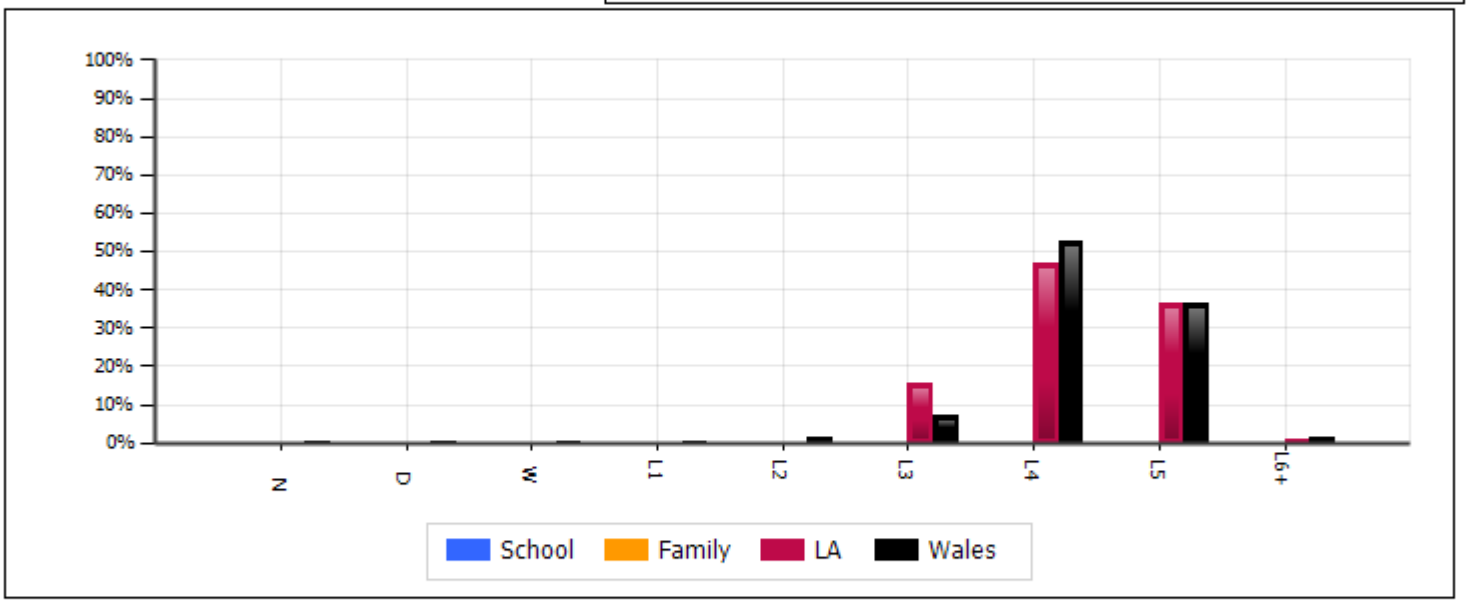
Section 3a – Welsh as First Language

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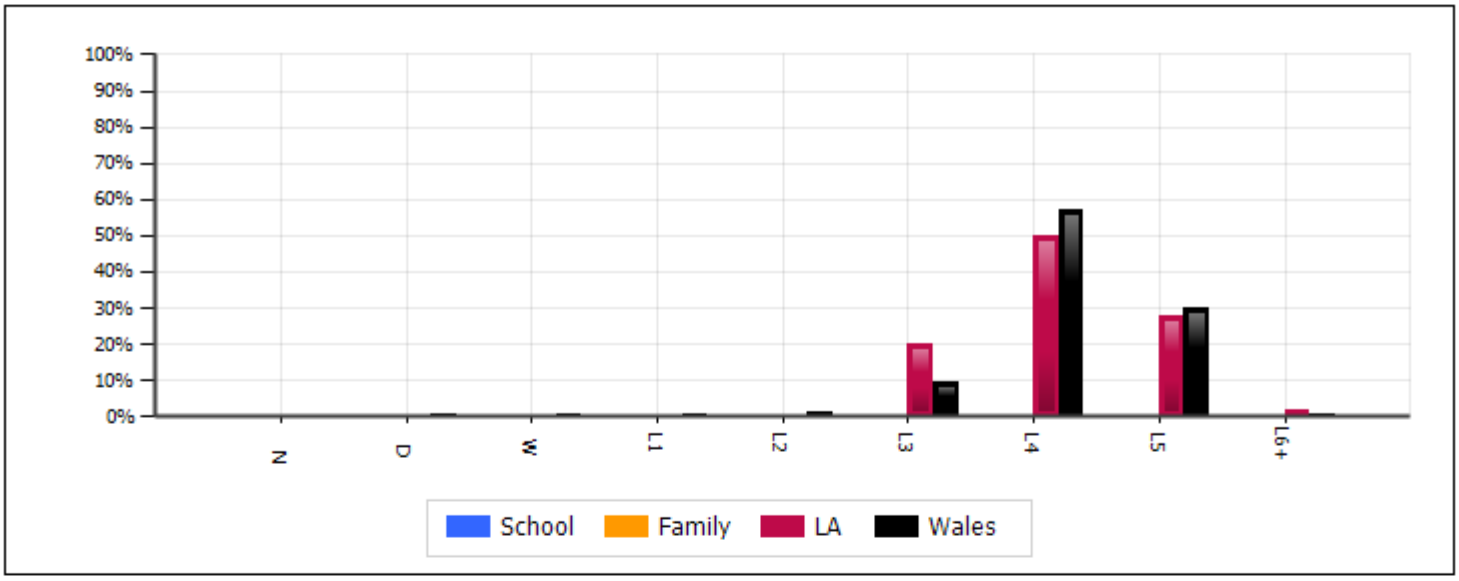
3.3 - National Curriculum Levels

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

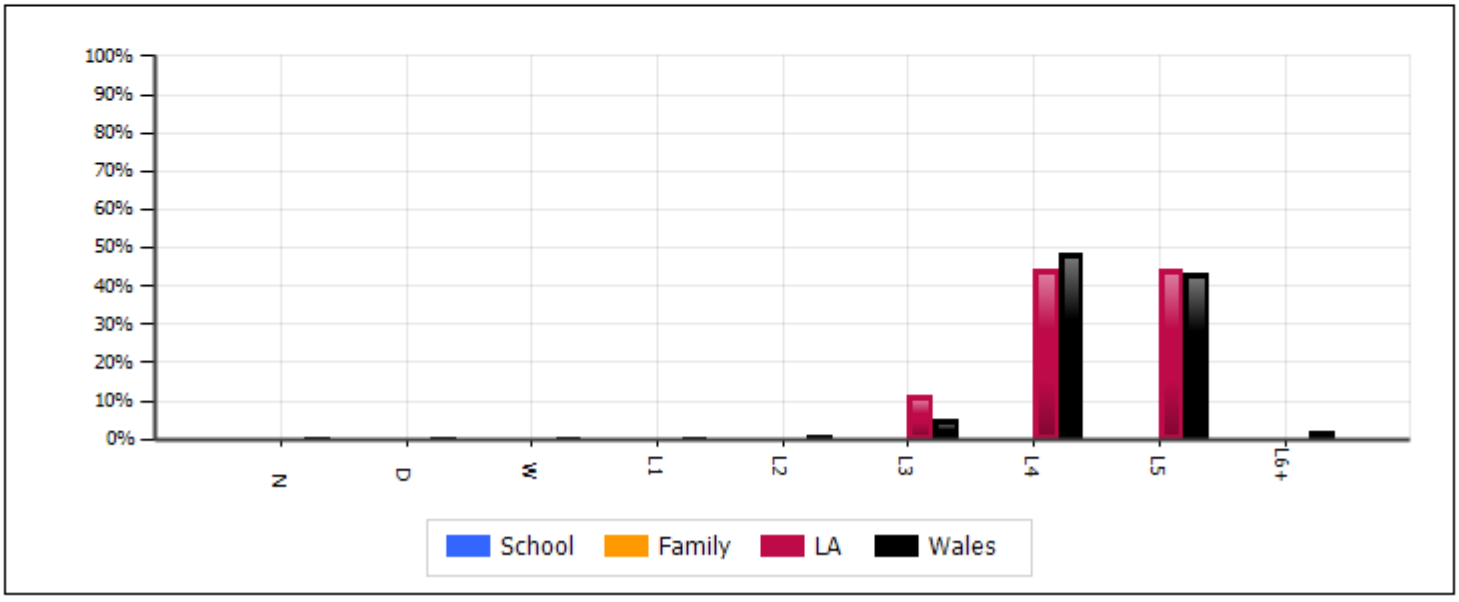
3.3a % pupils achieving



3.3b % boys achieving



3.3c % girls achieving

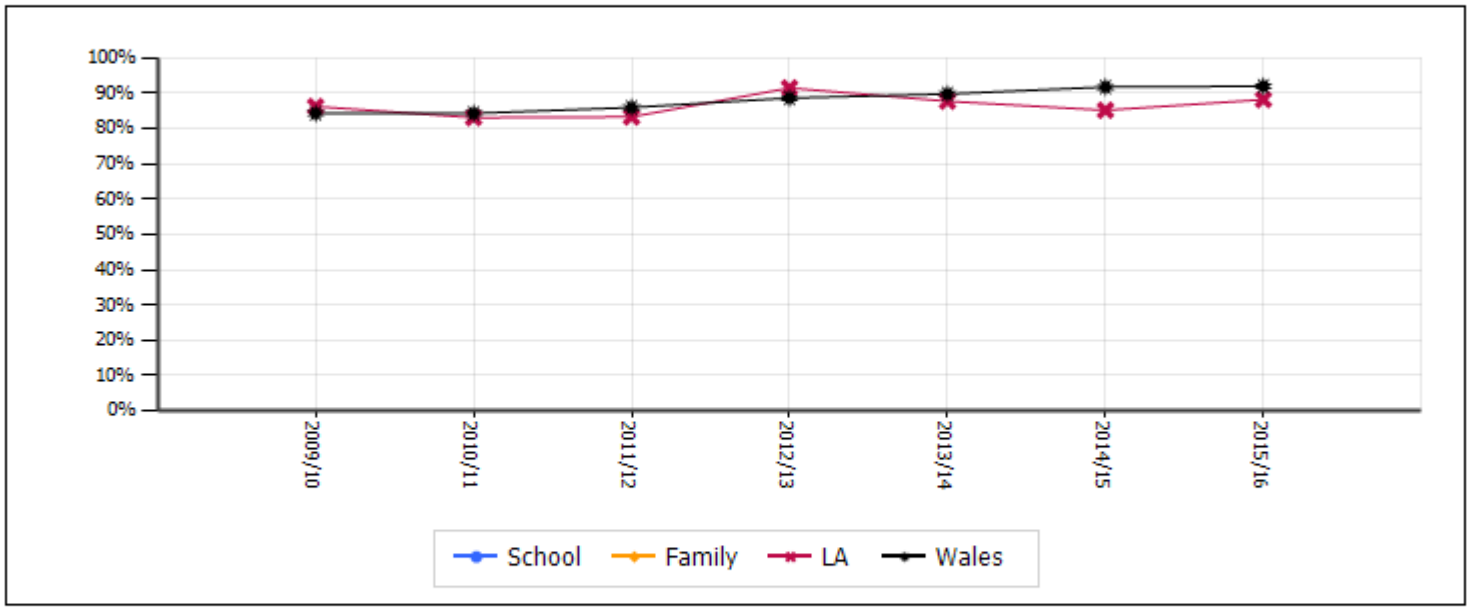


Section 3b – Welsh Attainment Targets

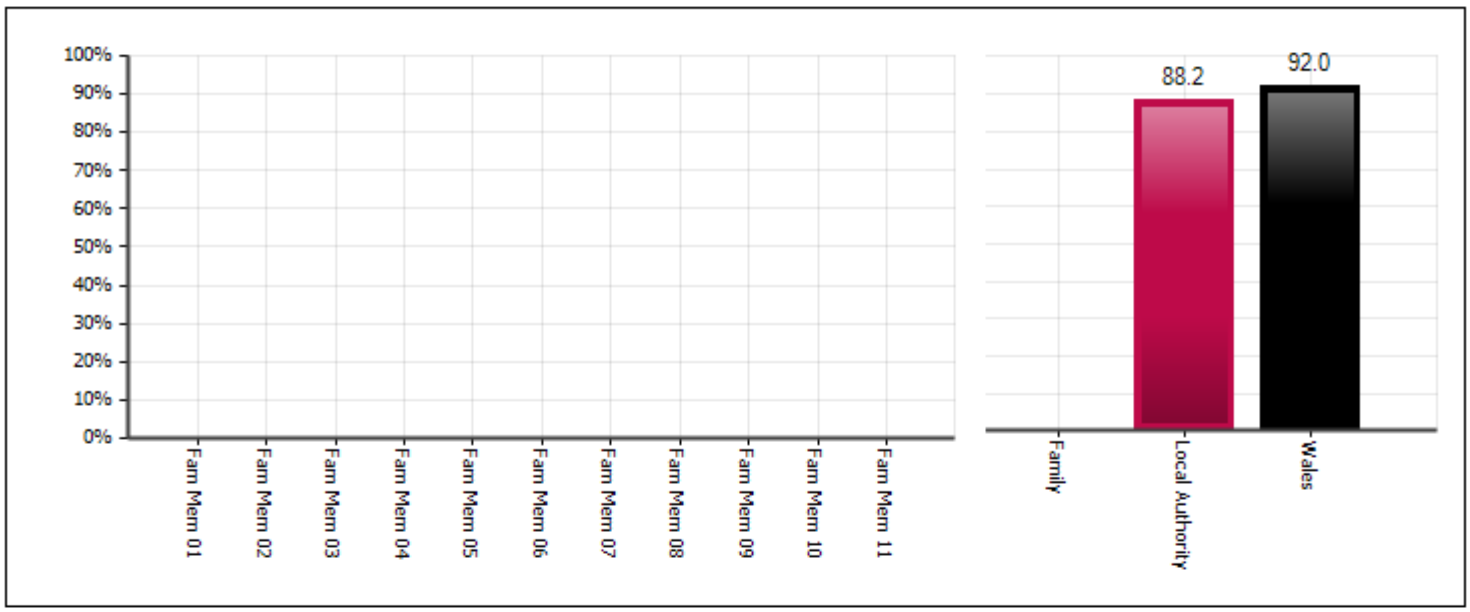
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3.4 - Level 4+ in Oracy AT

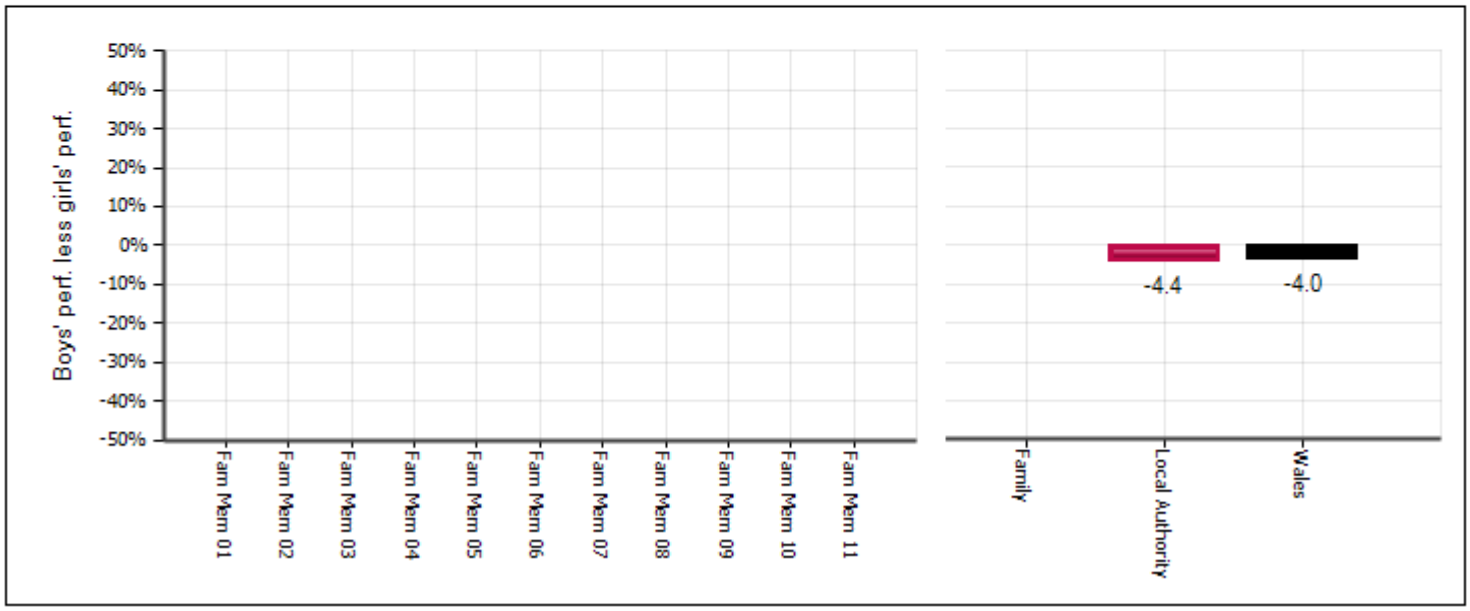
3.4a % pupils achieving



3.4b Family comparison



3.4c Family comparison - gender differences



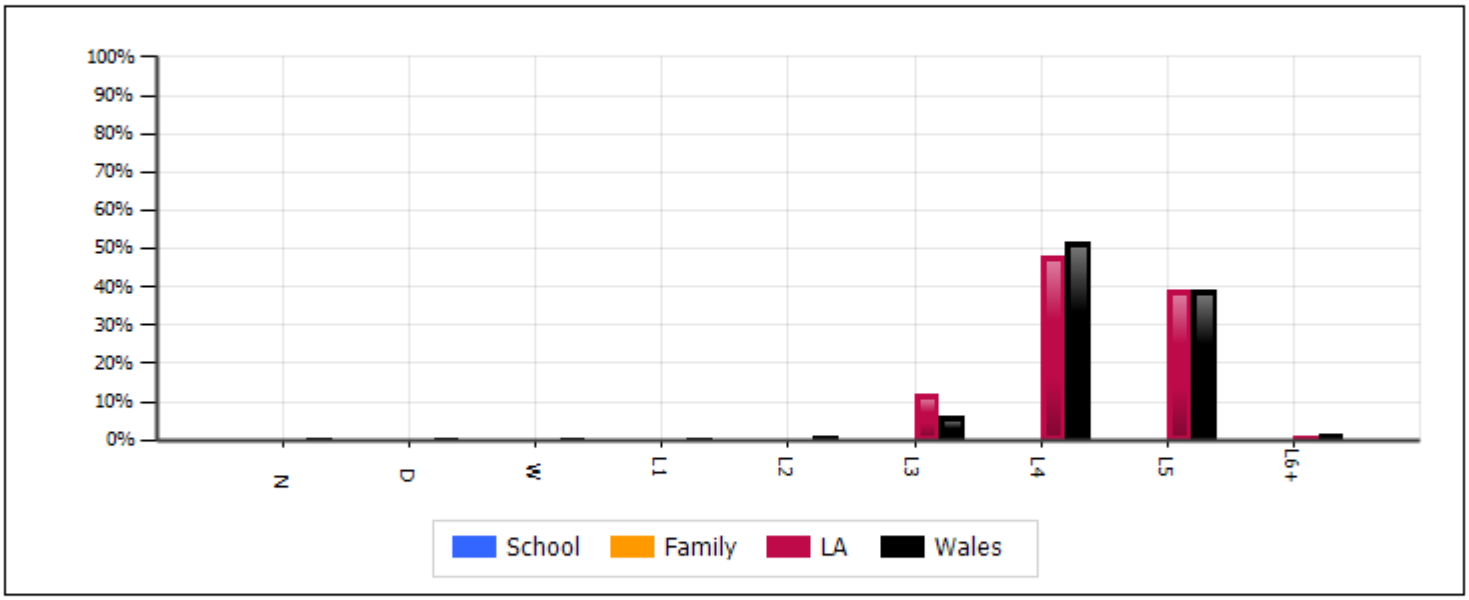
Section 3b – Welsh Attainment Targets

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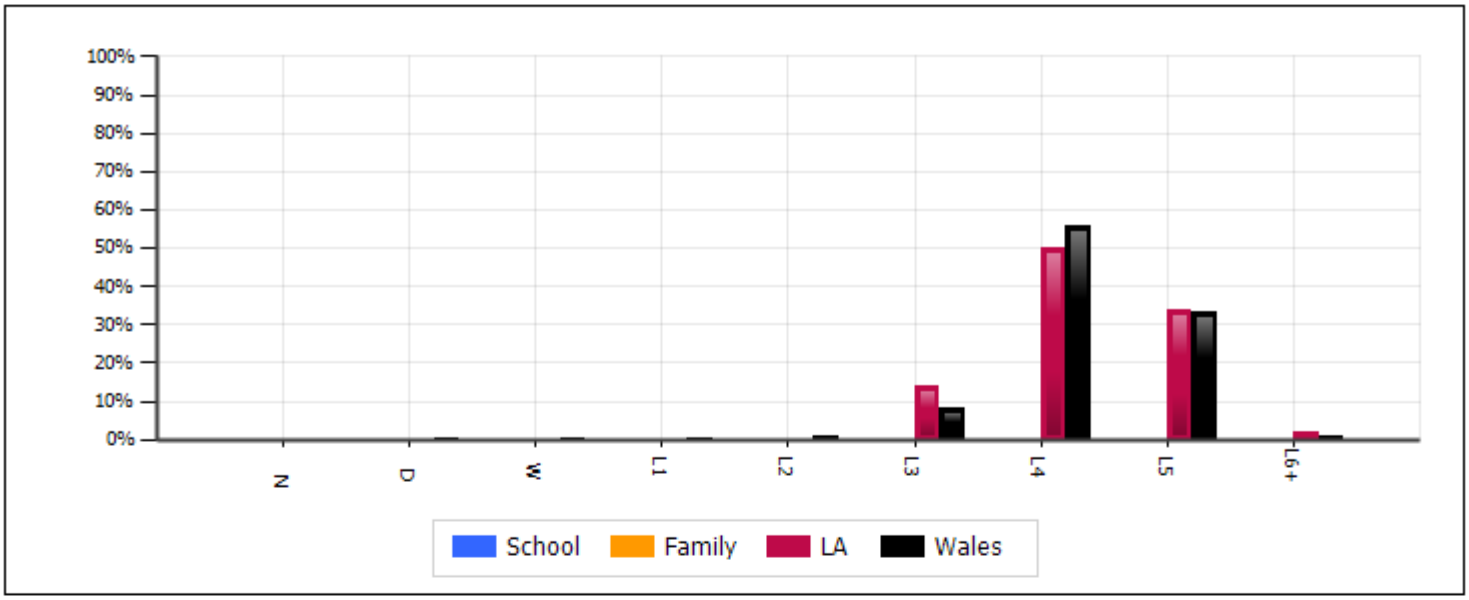
3.5 - National Curriculum Levels in Oracy AT

N = Level Not Awarded L1 = Level 1 L4 = Level 4
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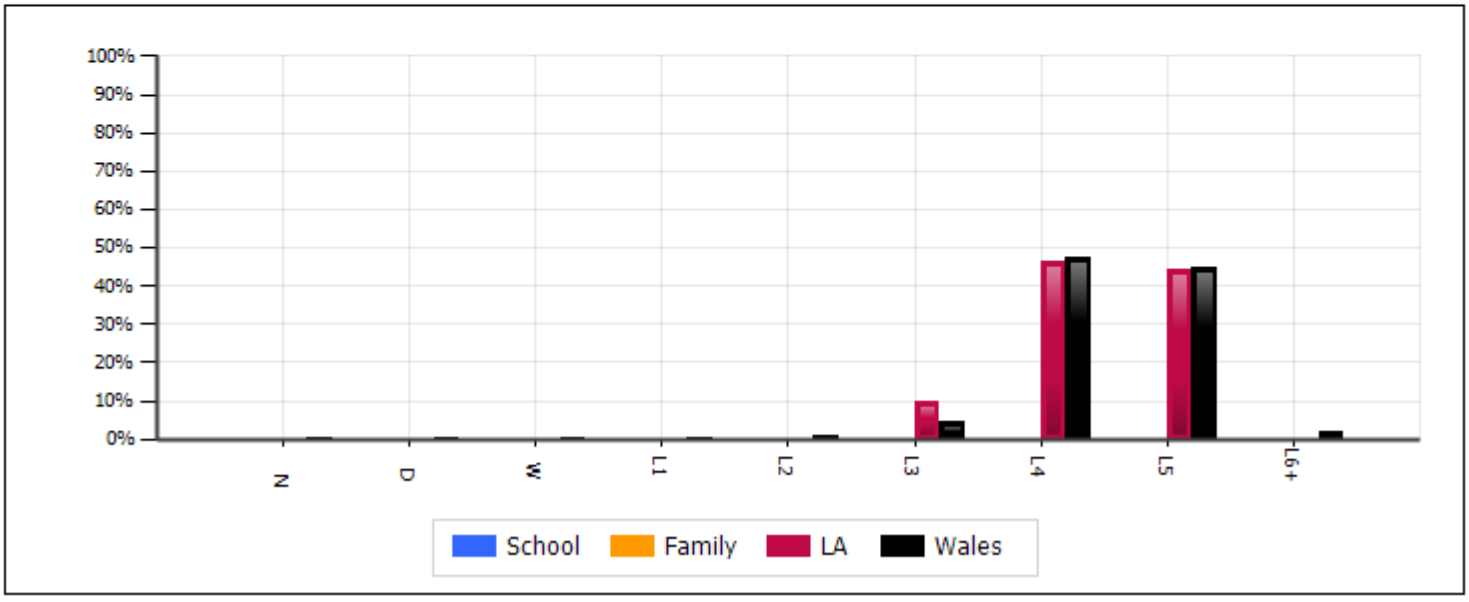
3.5a % pupils achieving



3.5b % boys achieving



3.5c % girls achieving

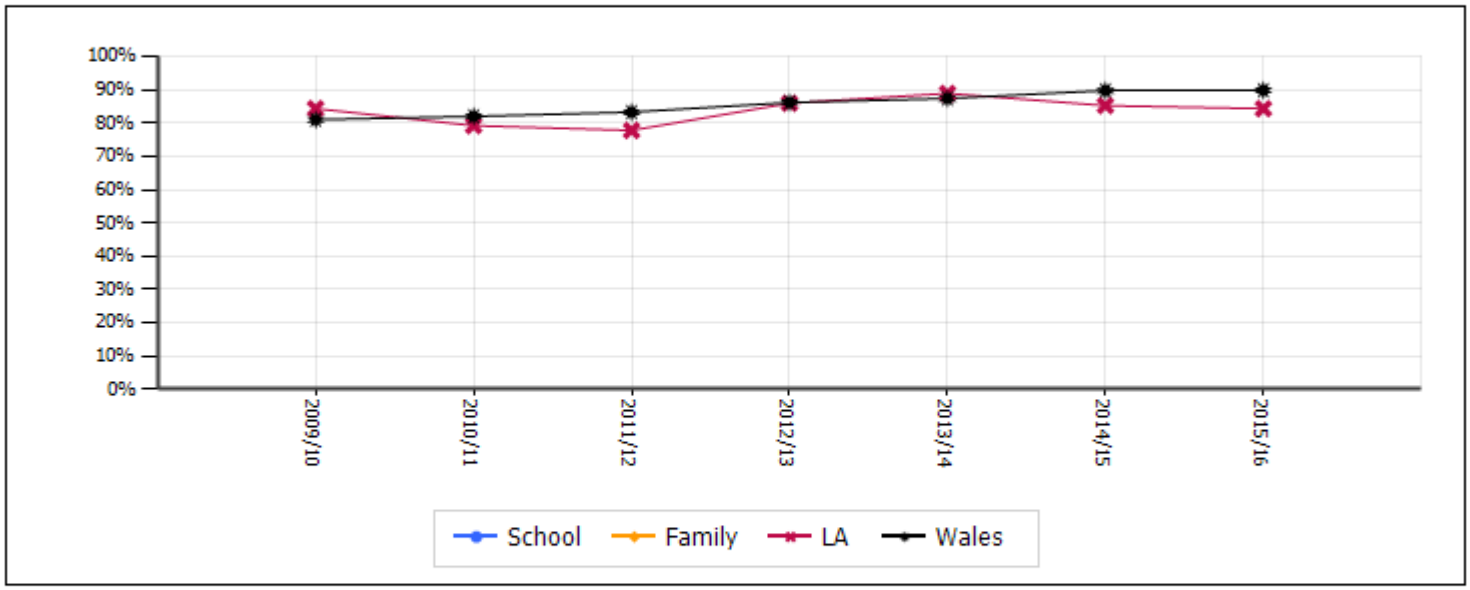


Section 3b – Welsh Attainment Targets

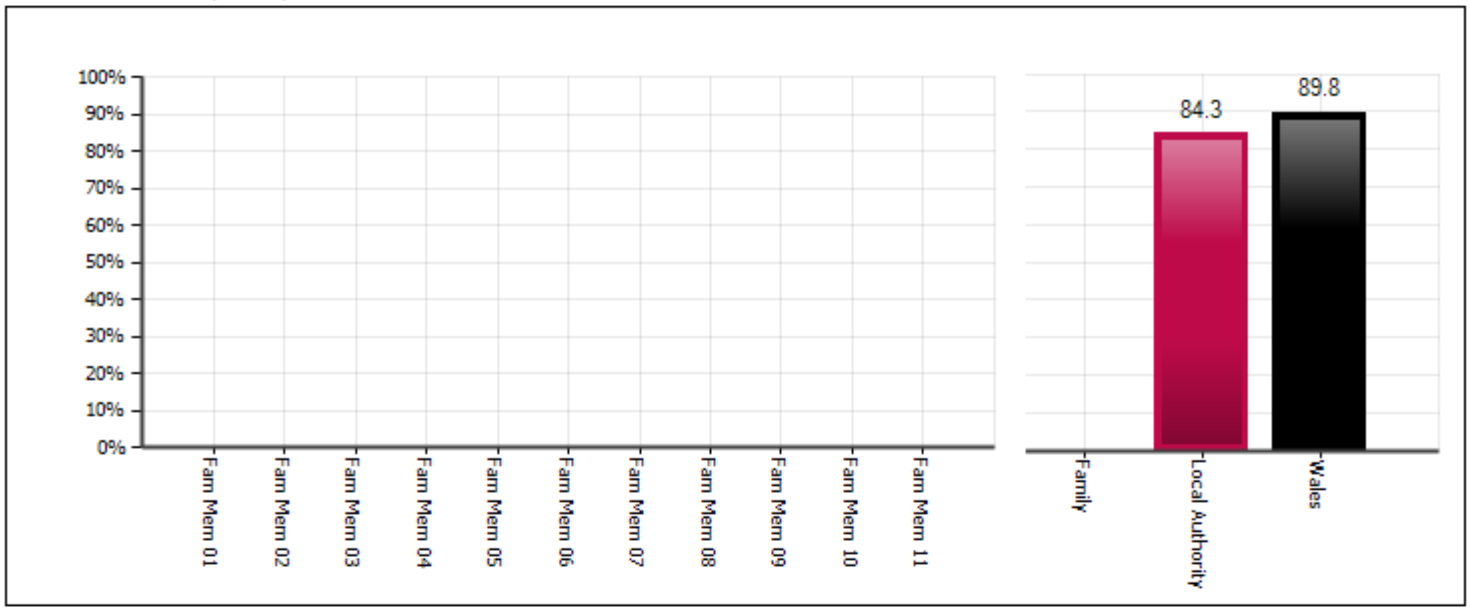
Home

3.6 - Level 4+ in Reading AT

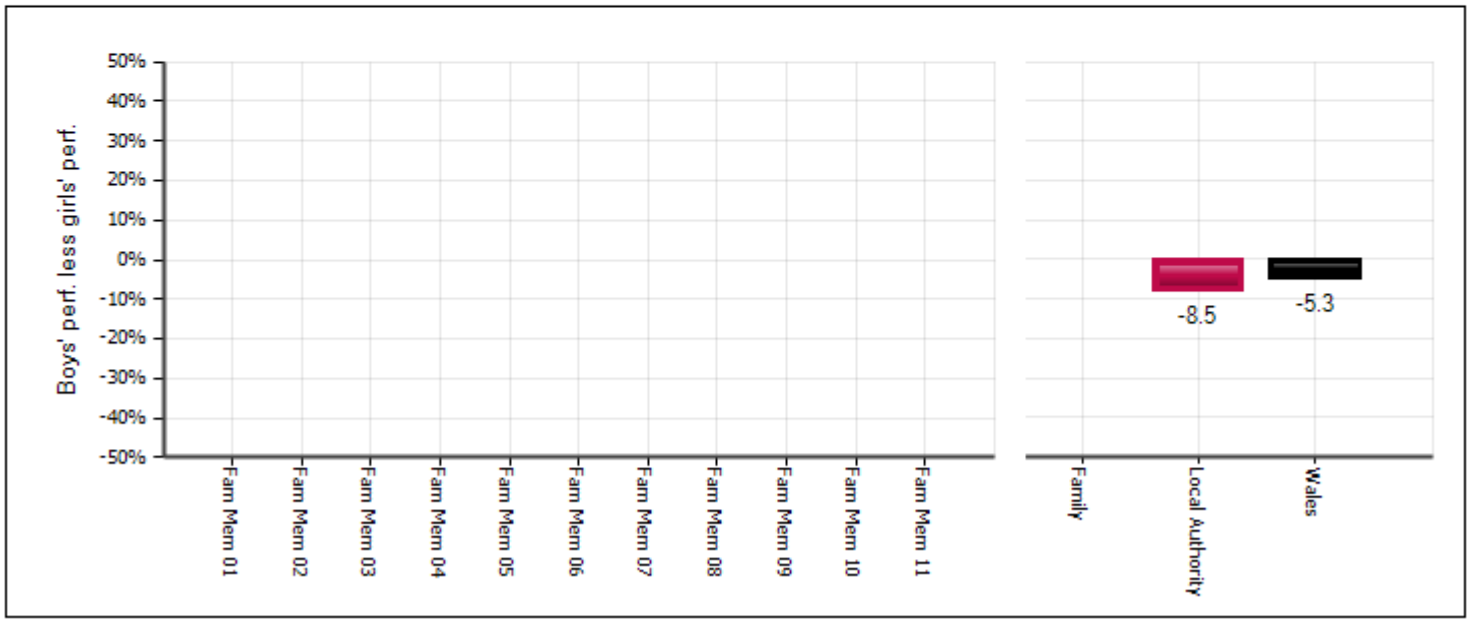
3.6a % pupils achieving



3.6b Family comparison



3.6c Family comparison - gender differences



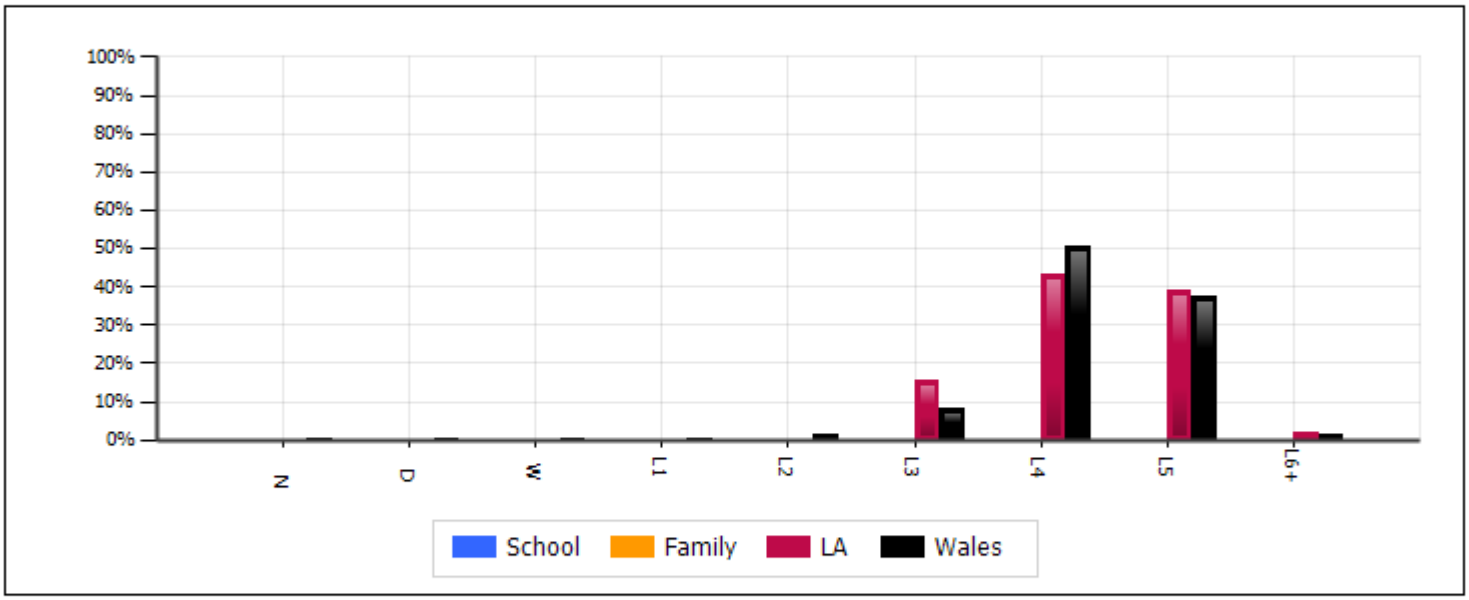
Section 3b – Welsh Attainment Targets

Home

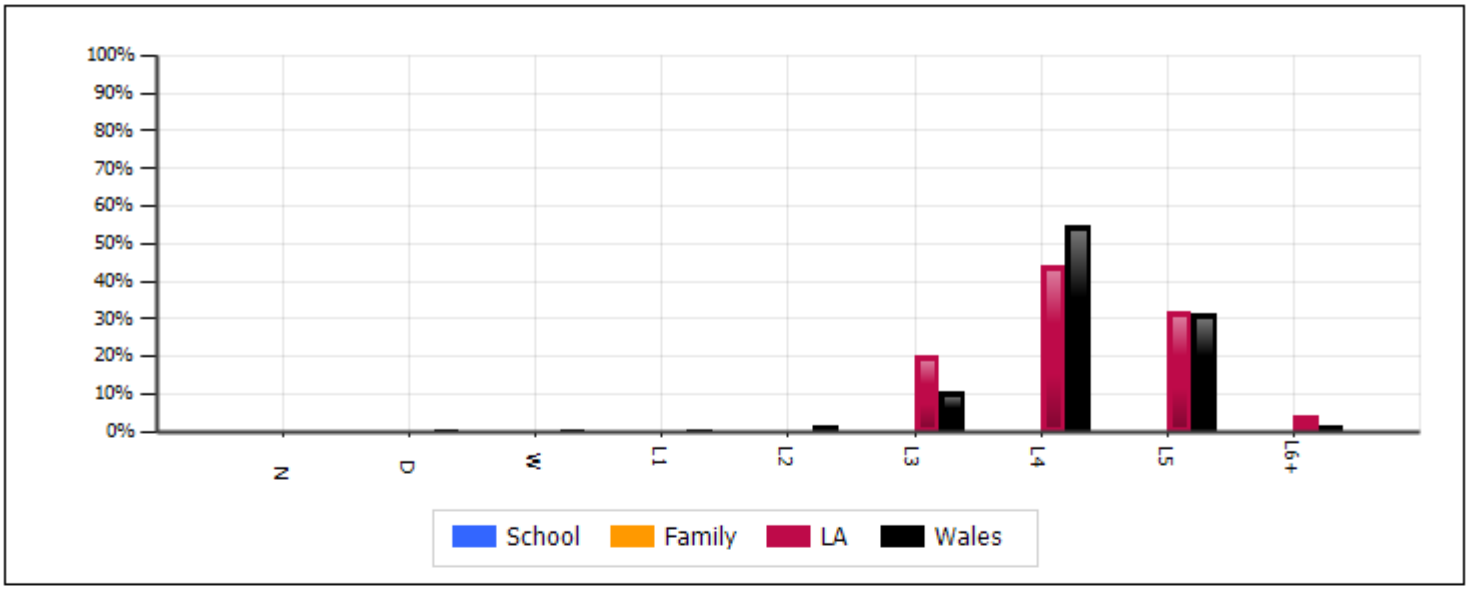
3.7 - National Curriculum Levels in Reading AT

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

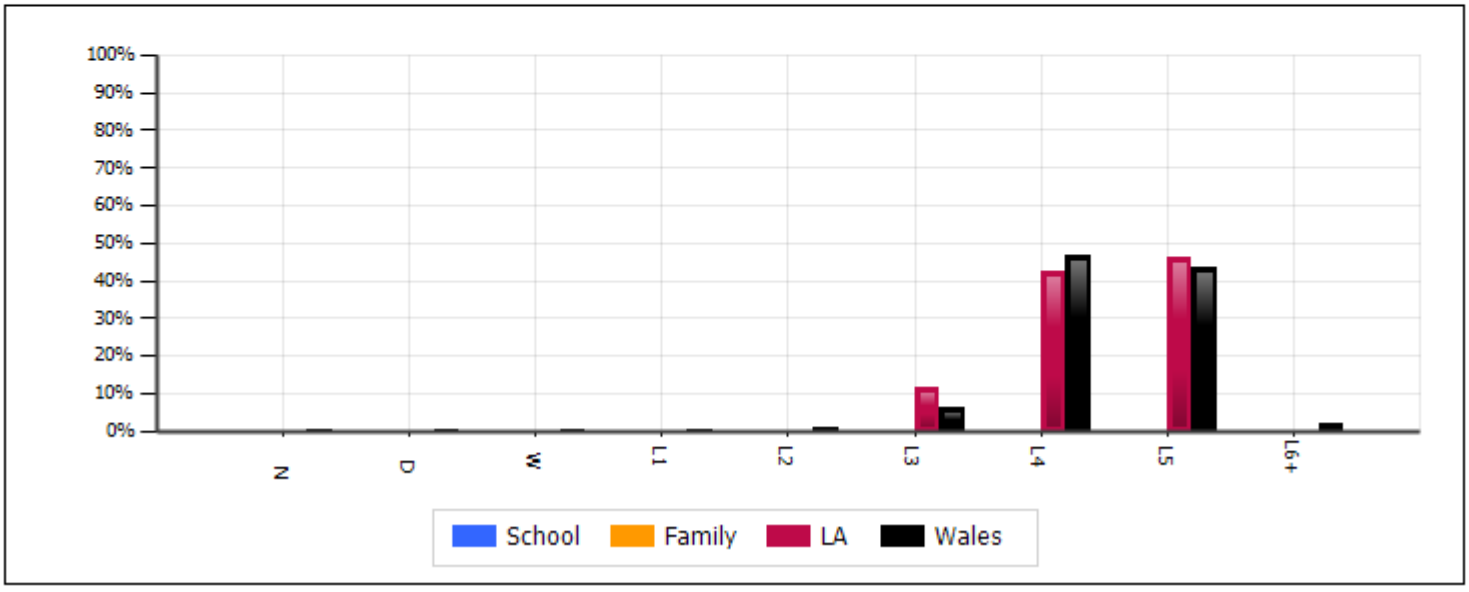
3.7a % pupils achieving



3.7b % boys achieving



3.7c % girls achieving

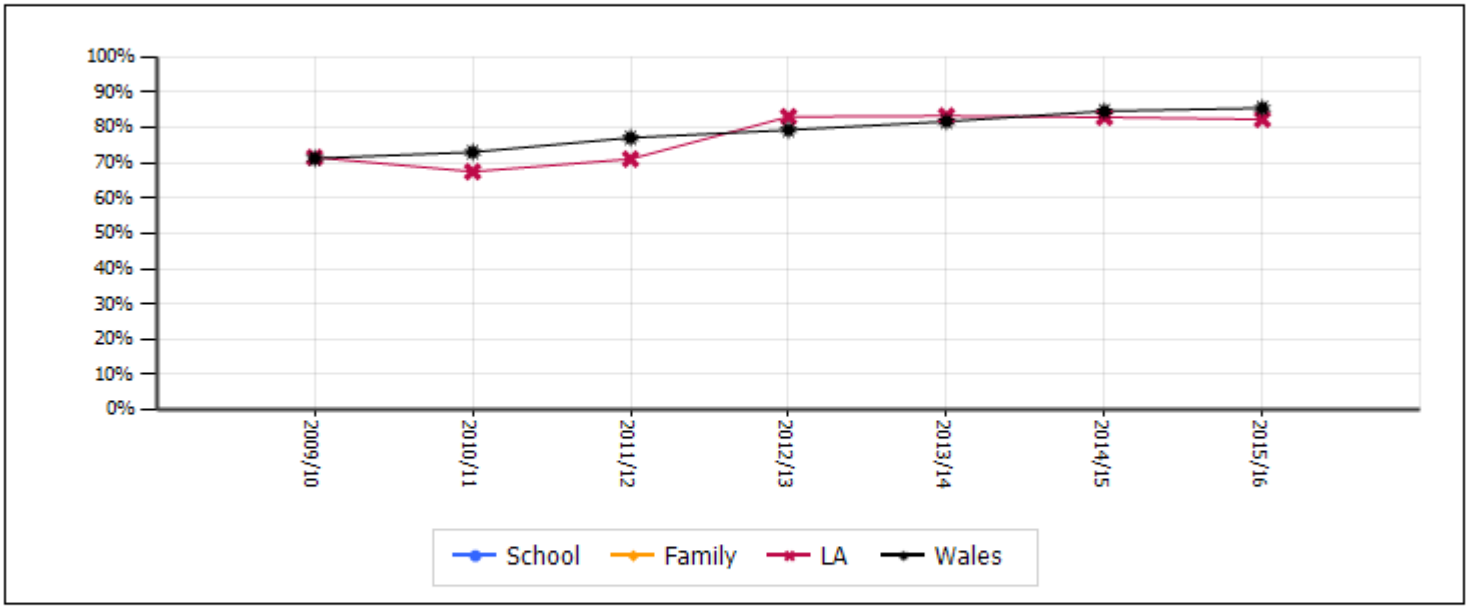


Section 3b – Welsh Attainment Targets

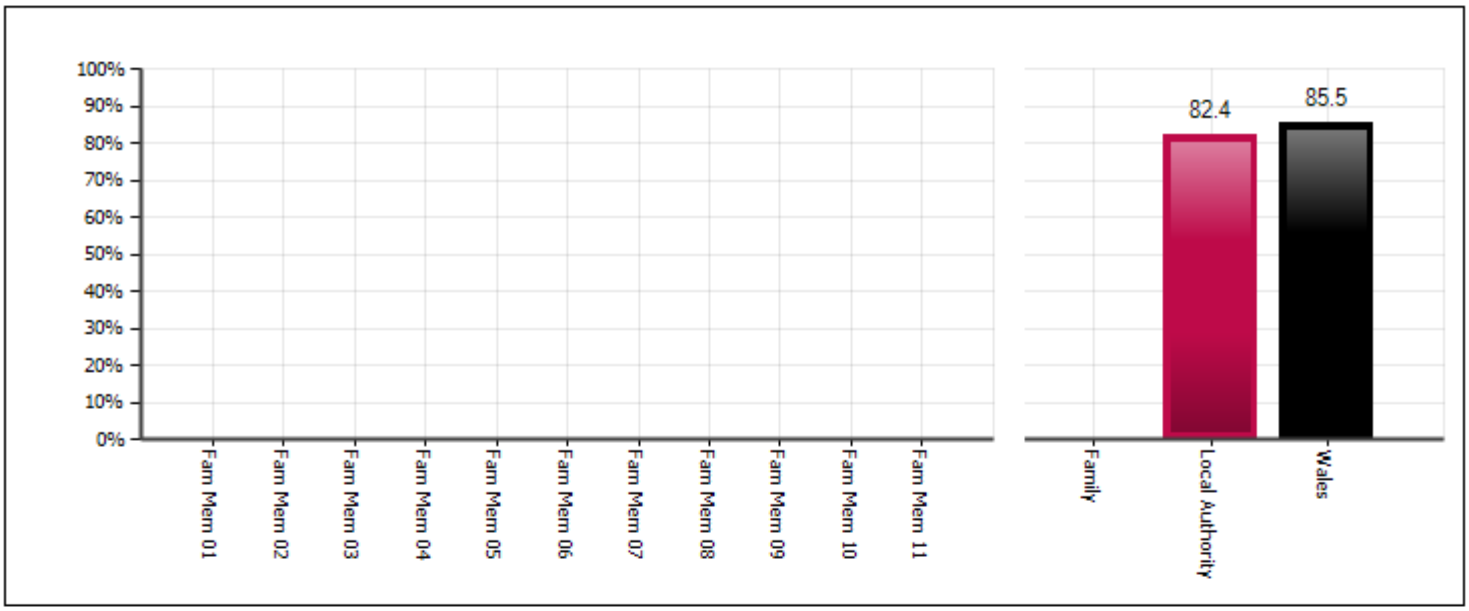
Home

3.8 - Level 4+ in Writing AT

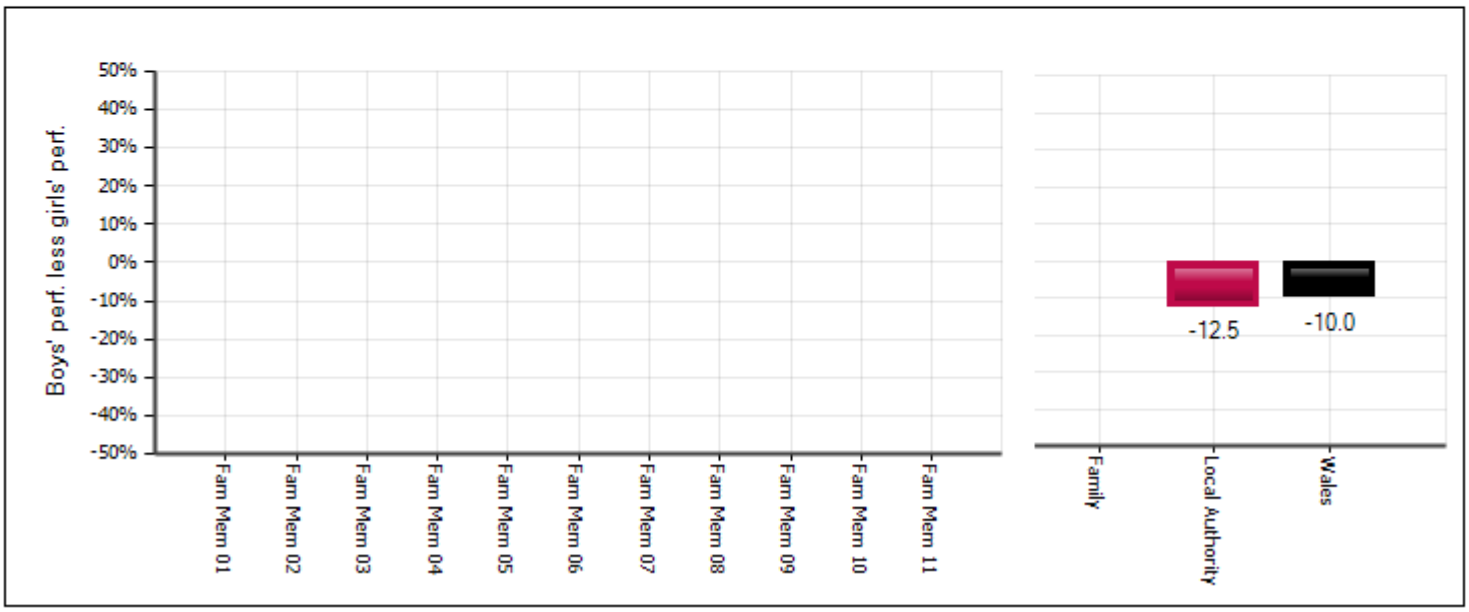
3.8a % pupils achieving



3.8b Family comparison



3.8c Family comparison - gender differences



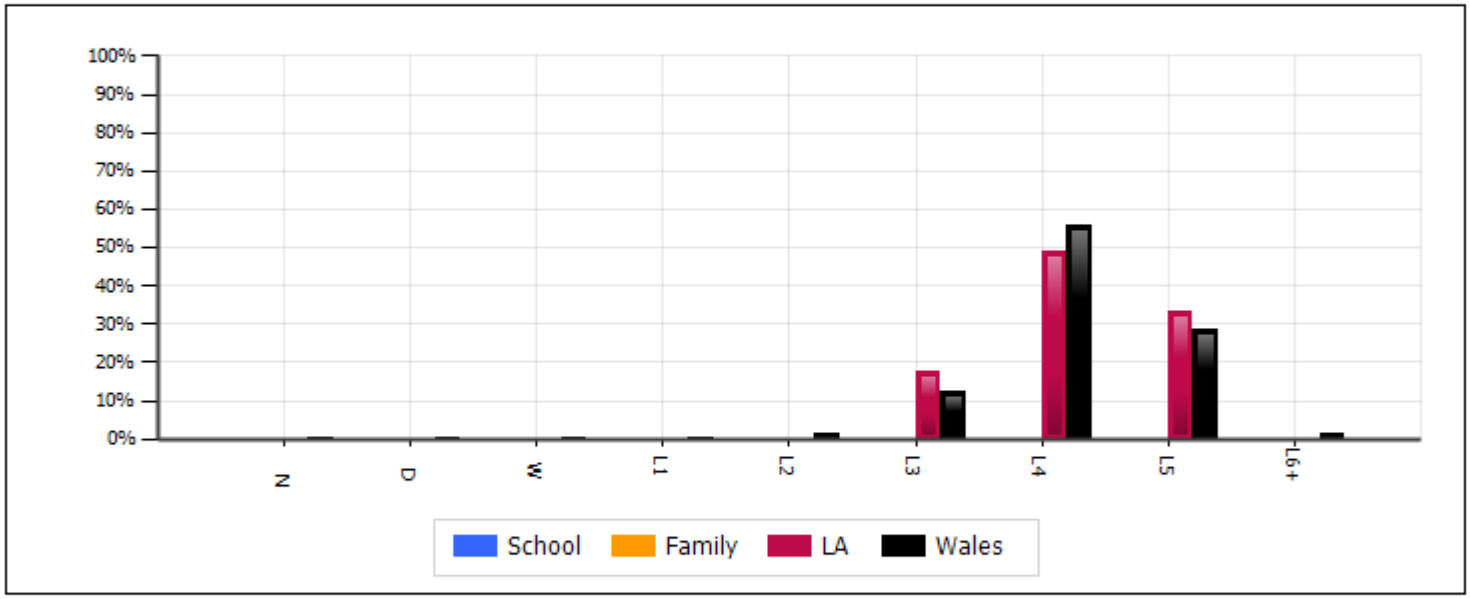
Section 3b – Welsh Attainment Targets

Home

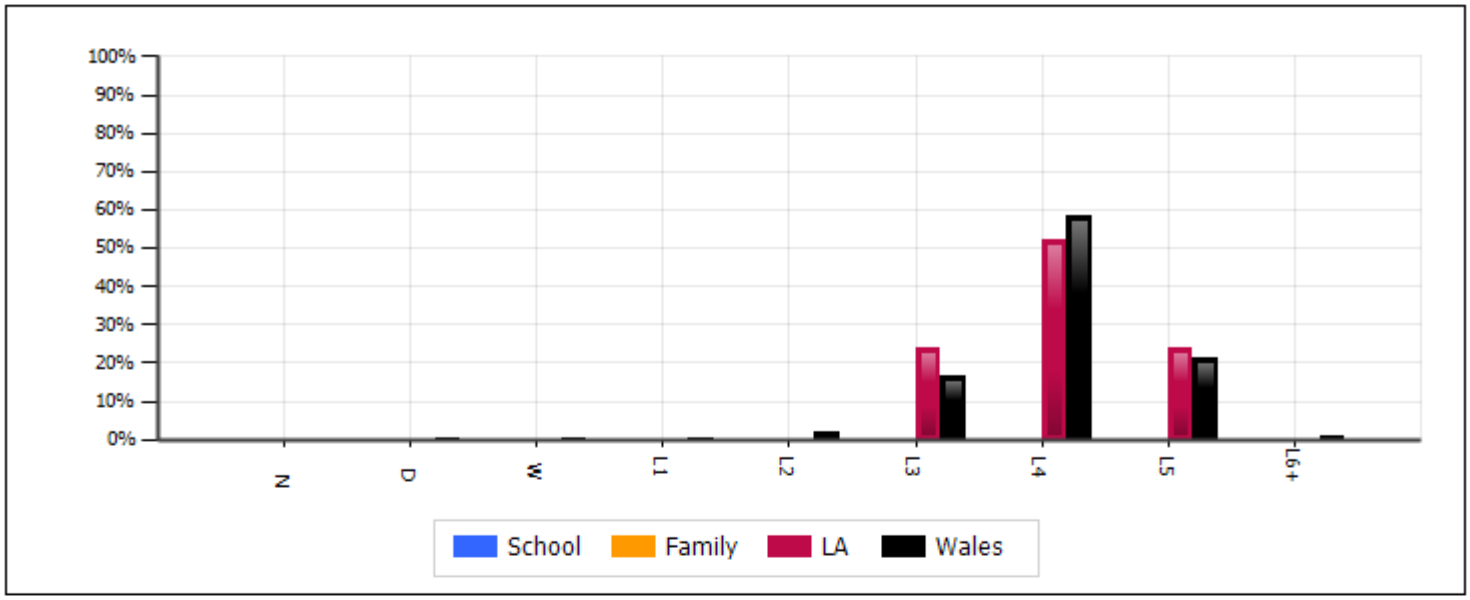
3.9 - National Curriculum Levels in Writing AT

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

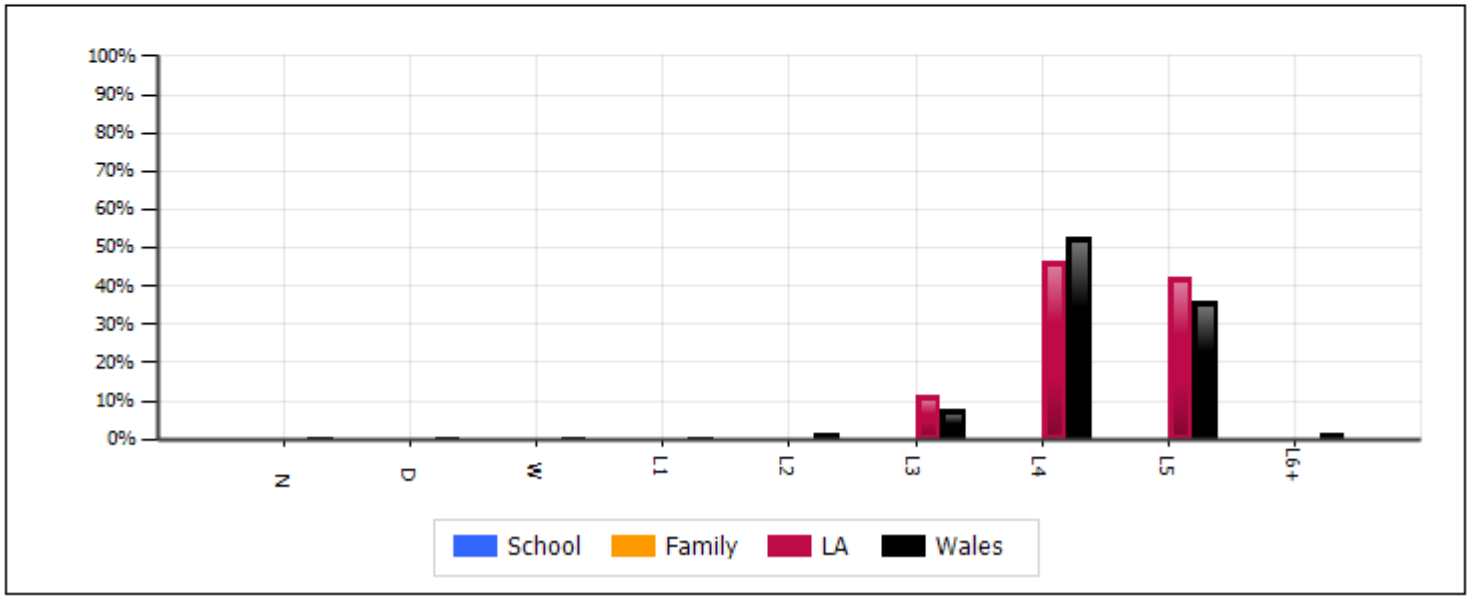
3.9a % pupils achieving



3.9b % boys achieving



3.9c % girls achieving

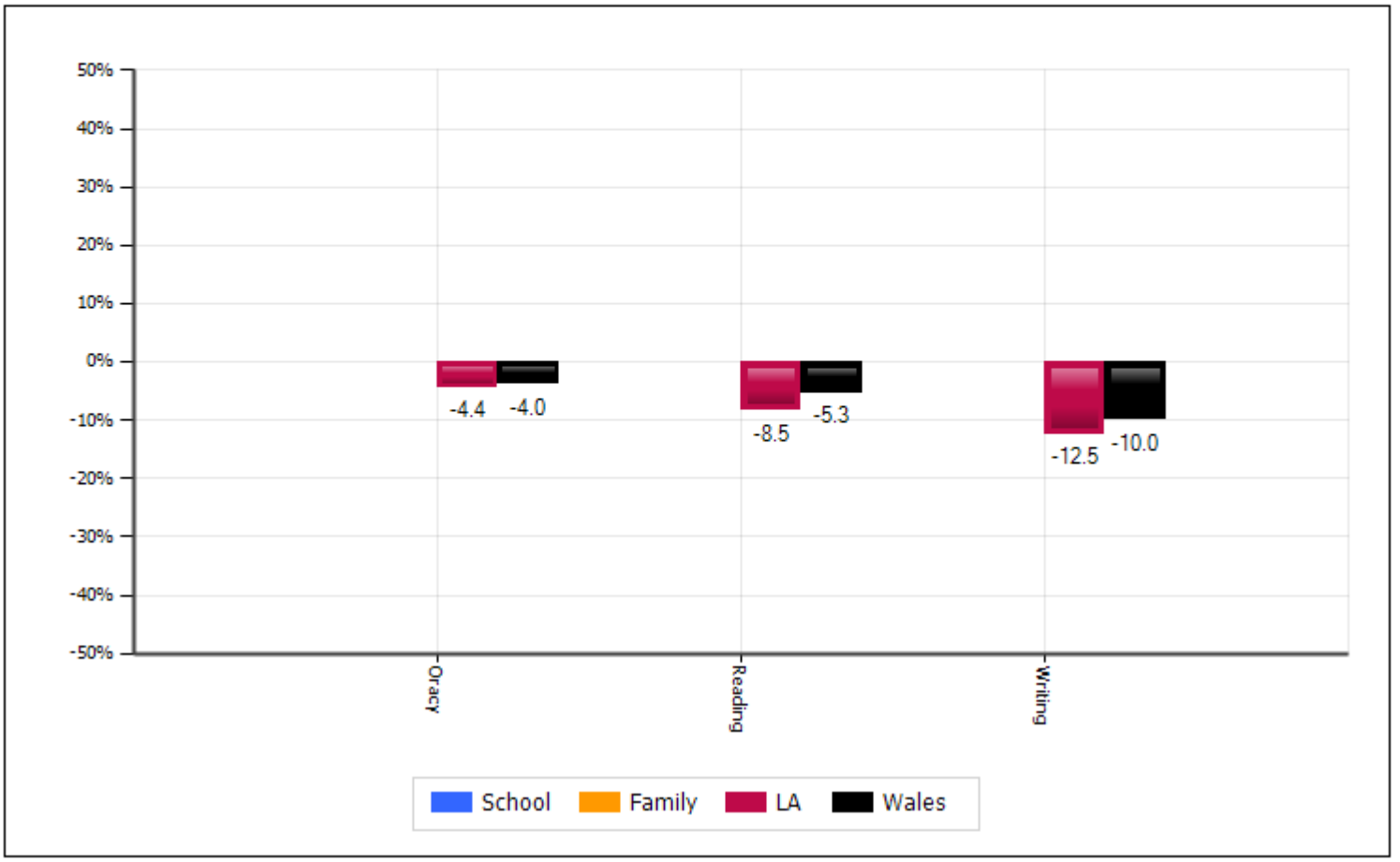


Section 3b – Welsh Attainment Targets

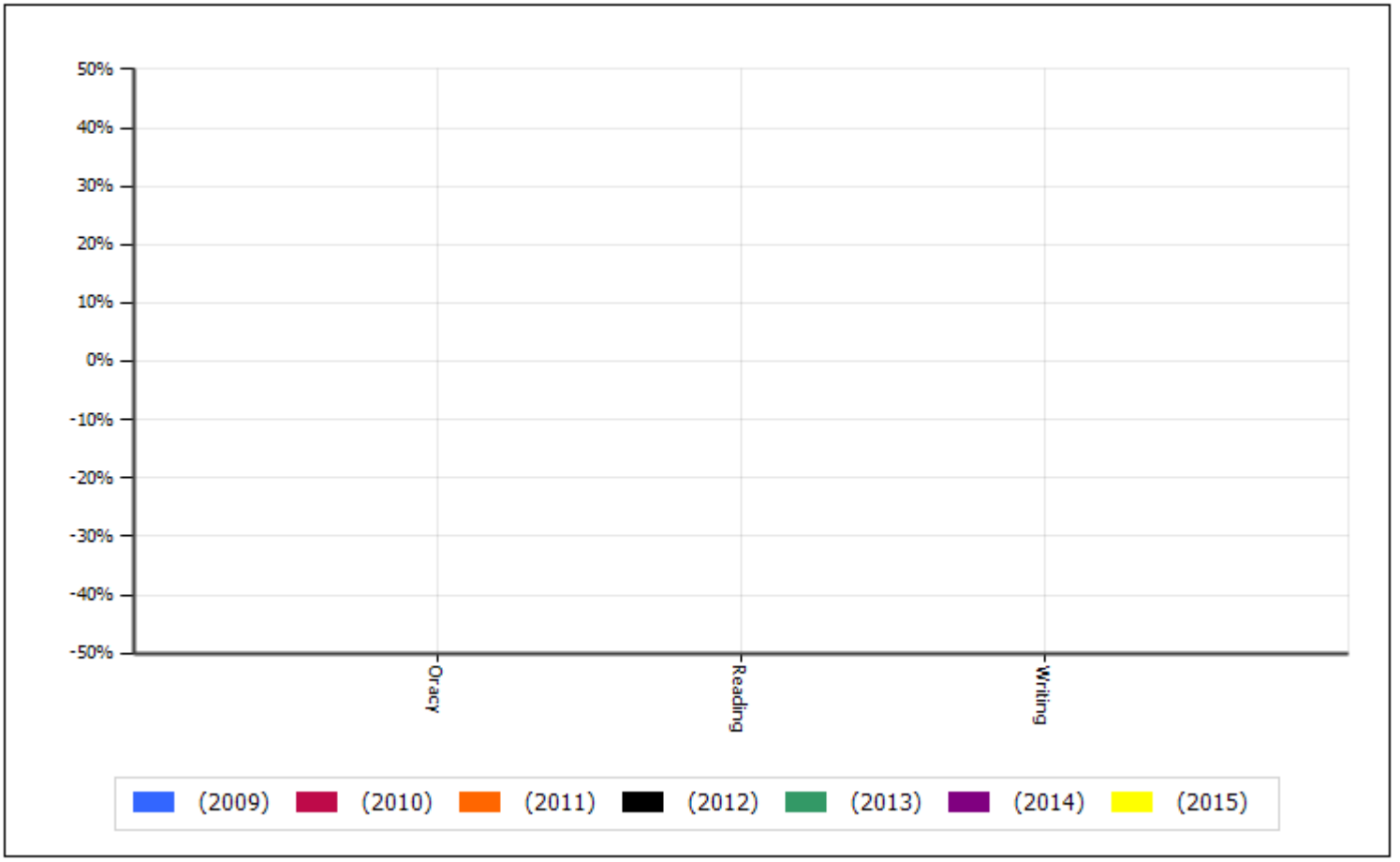
Home

3.10 - Gender differences - Welsh as First Language AT

3.10a % achieving Level 4+ by organisation



3.10b % achieving Level 4+ – trends

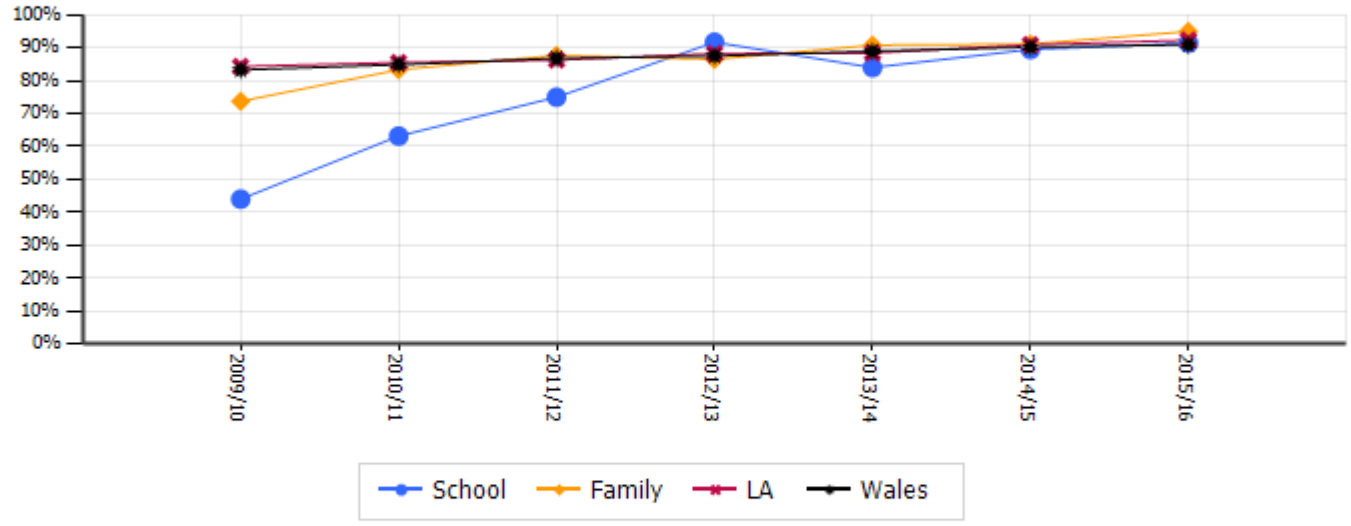


Section 4 – Mathematics

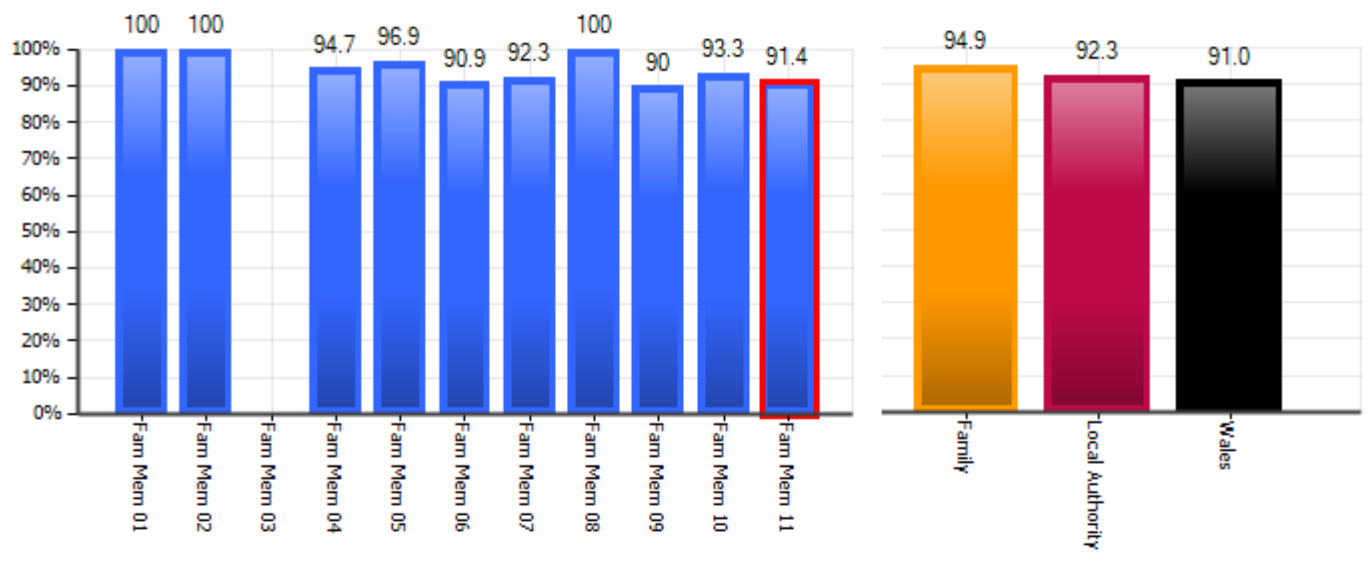
Home

4.1 - Level 4+

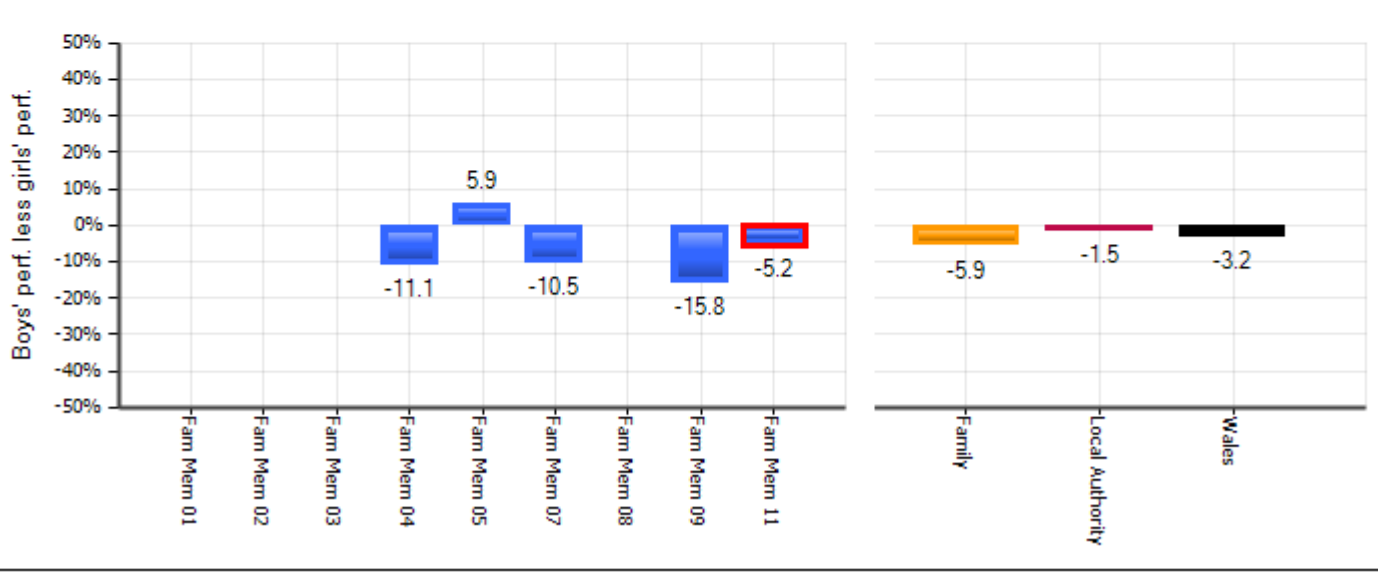
4.1a % pupils achieving



4.1b Family comparison



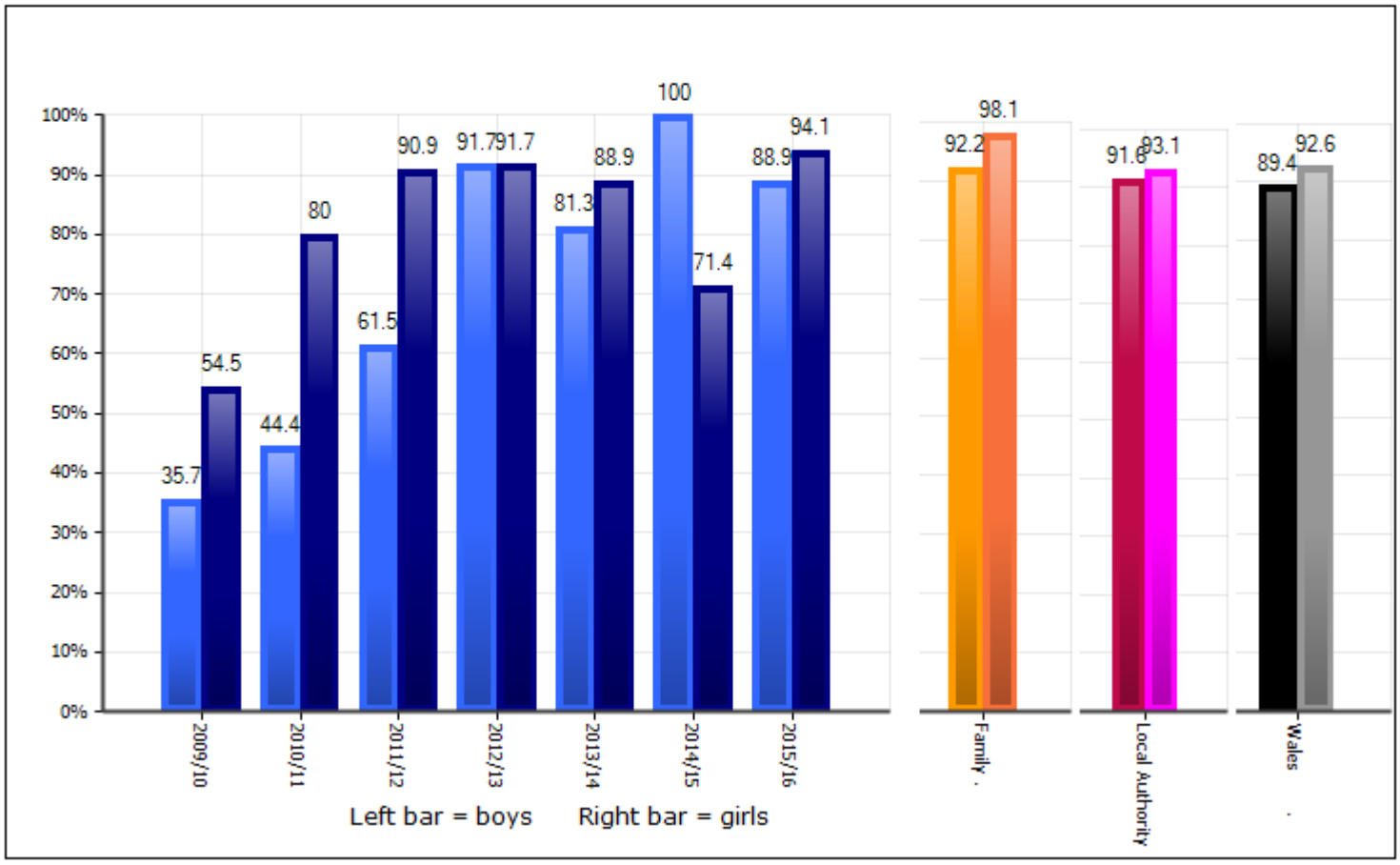
4.1c Family comparison - gender differences



Section 4 – Mathematics

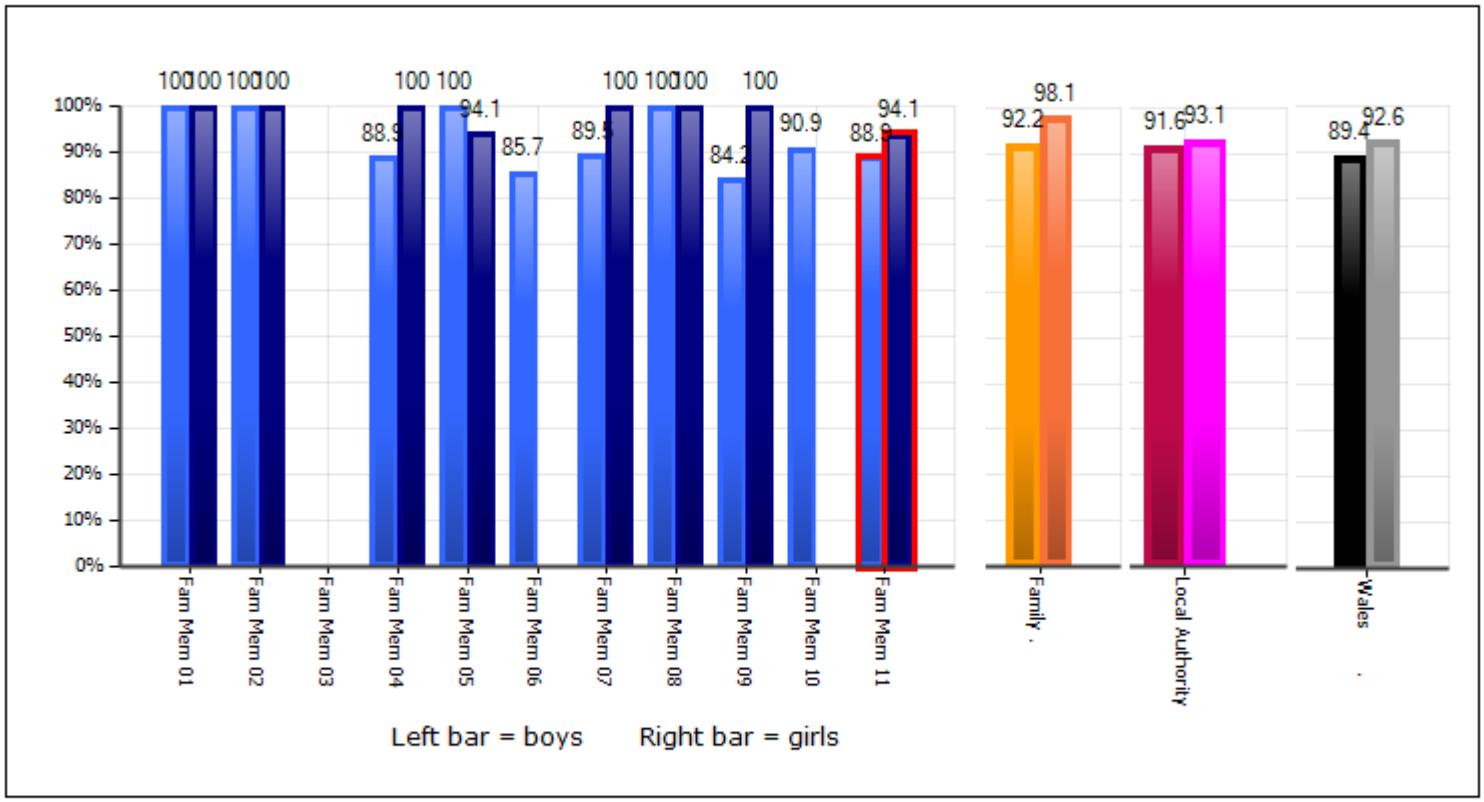
Home

4.1d % boys / girls achieving



4.1e Boys / girls - Family comparison

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

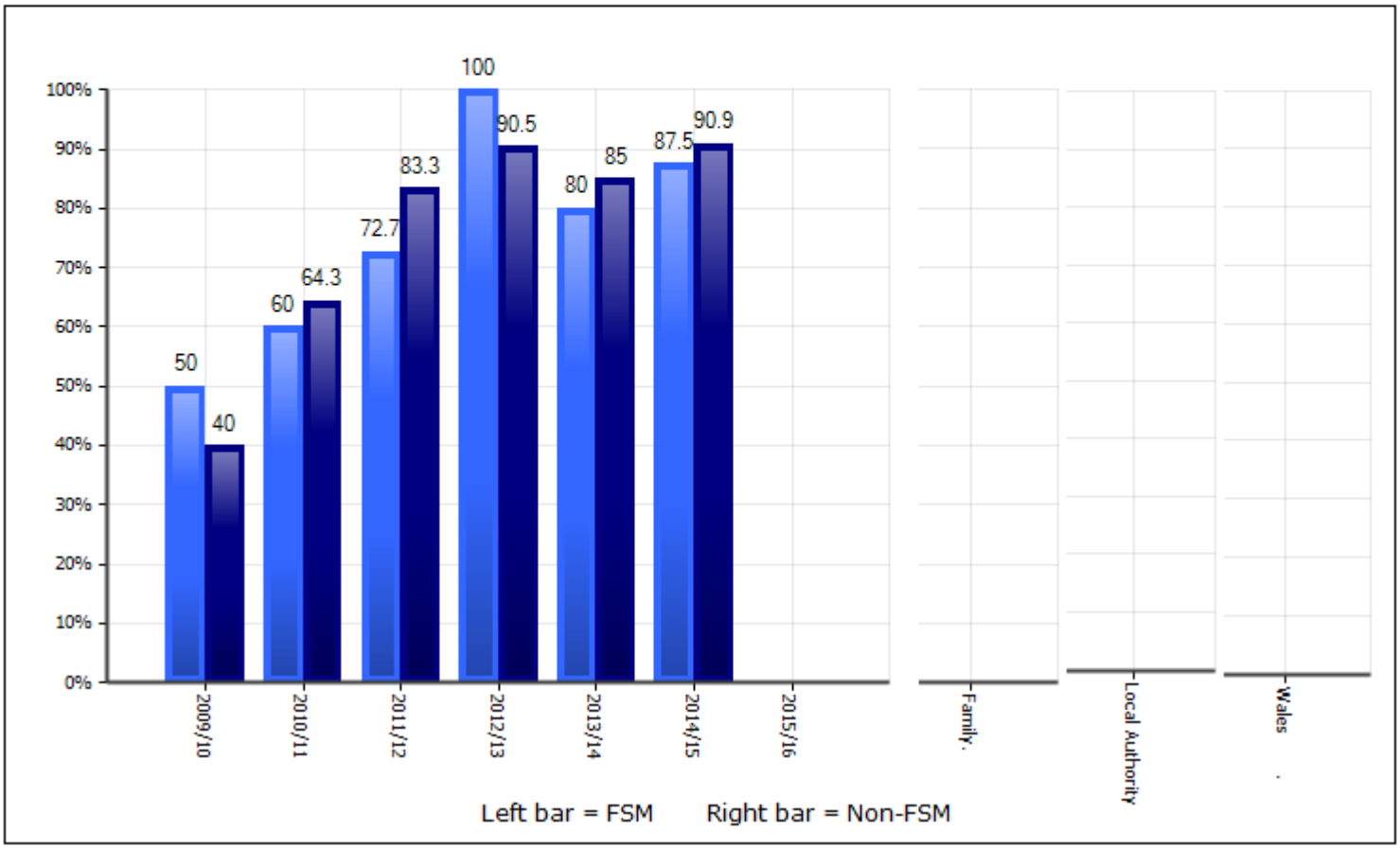


Section 4 – Mathematics

Home

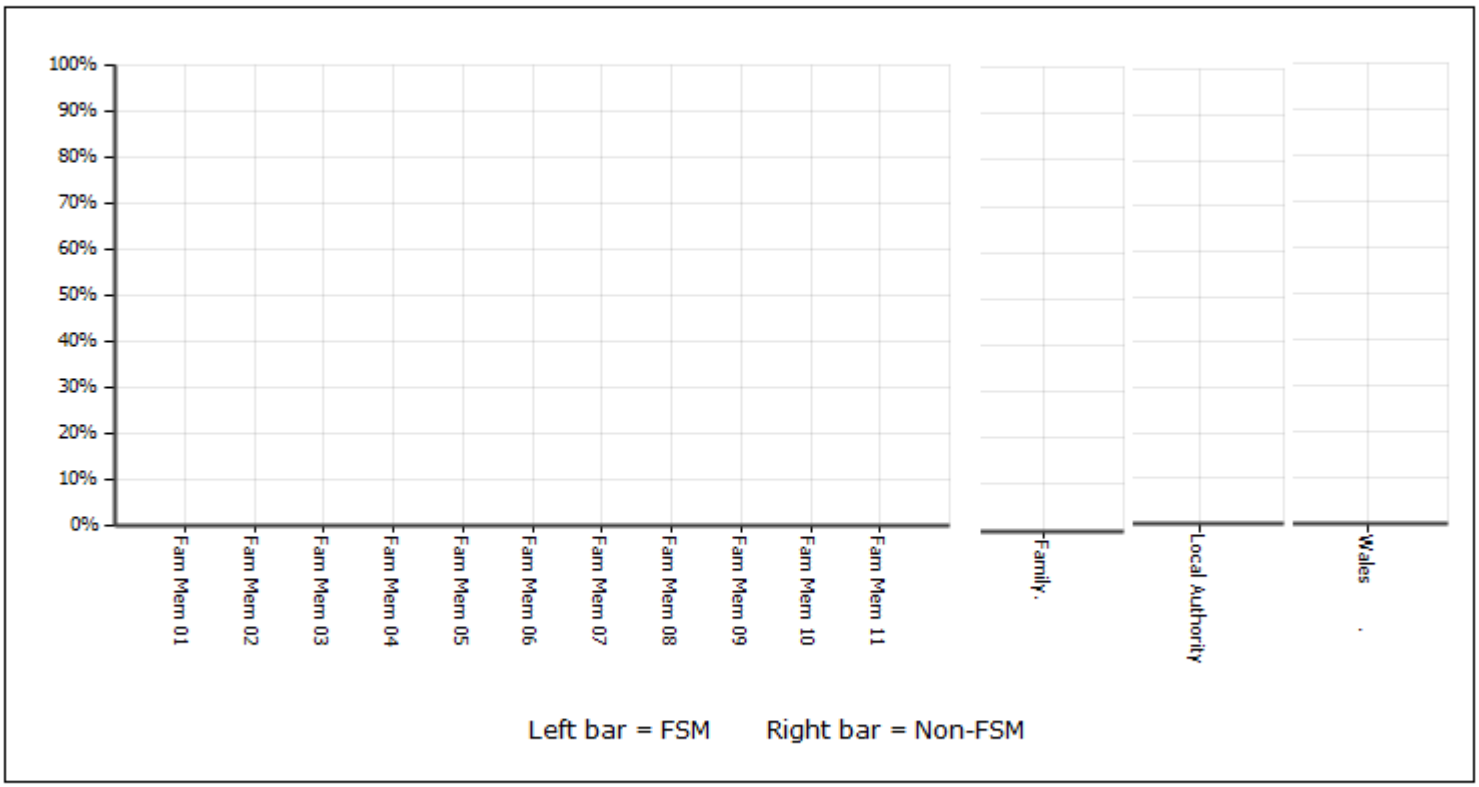
4.1 - Level 4+

4.1f FSM / non-FSM trend



4.1g FSM / non-FSM - Family comparison

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

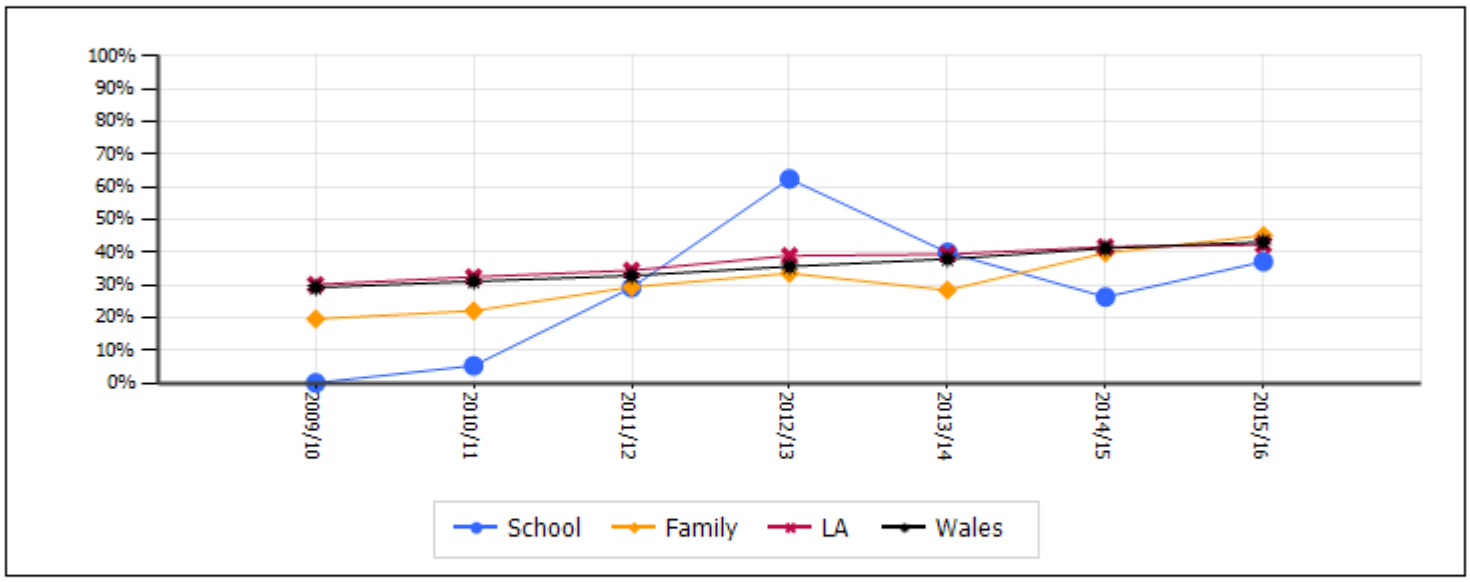


Section 4 – Mathematics

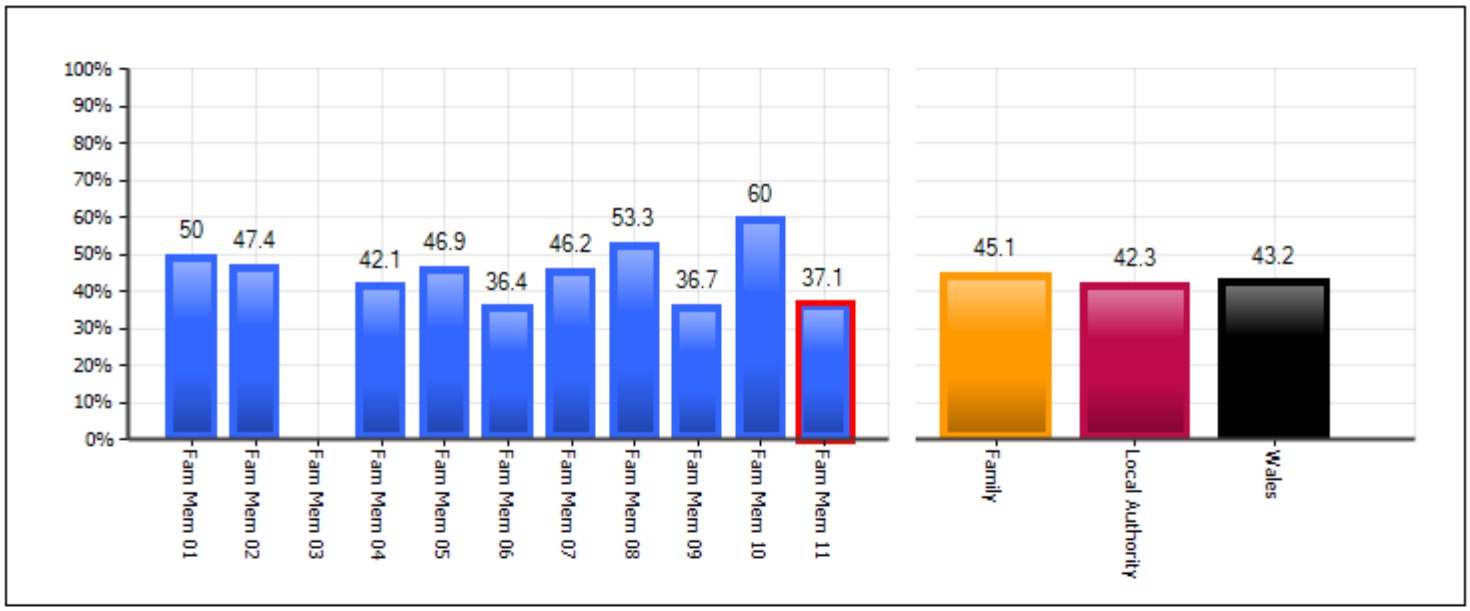
Home

4.2 - Level 5+

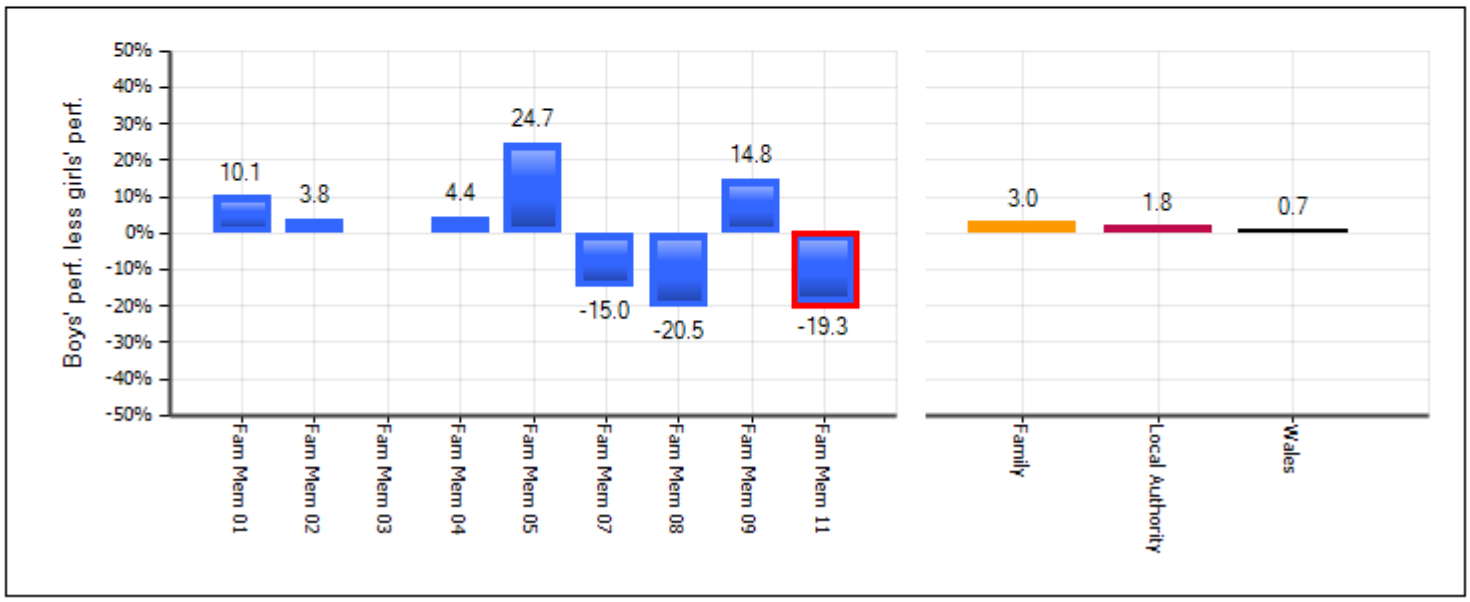
4.2a % pupils achieving



4.2b Family comparison



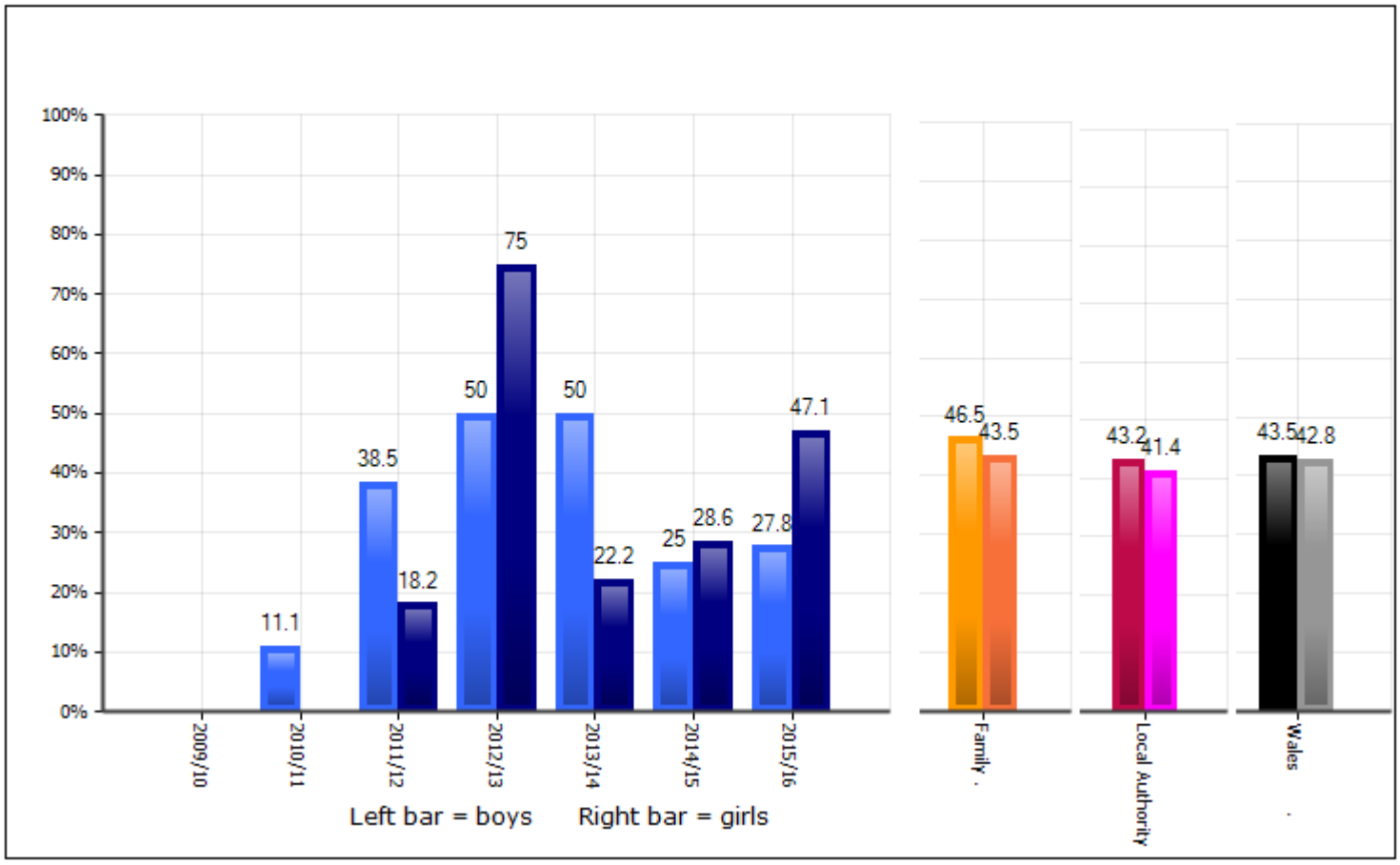
4.2c Family comparison - gender differences



Section 4 – Mathematics

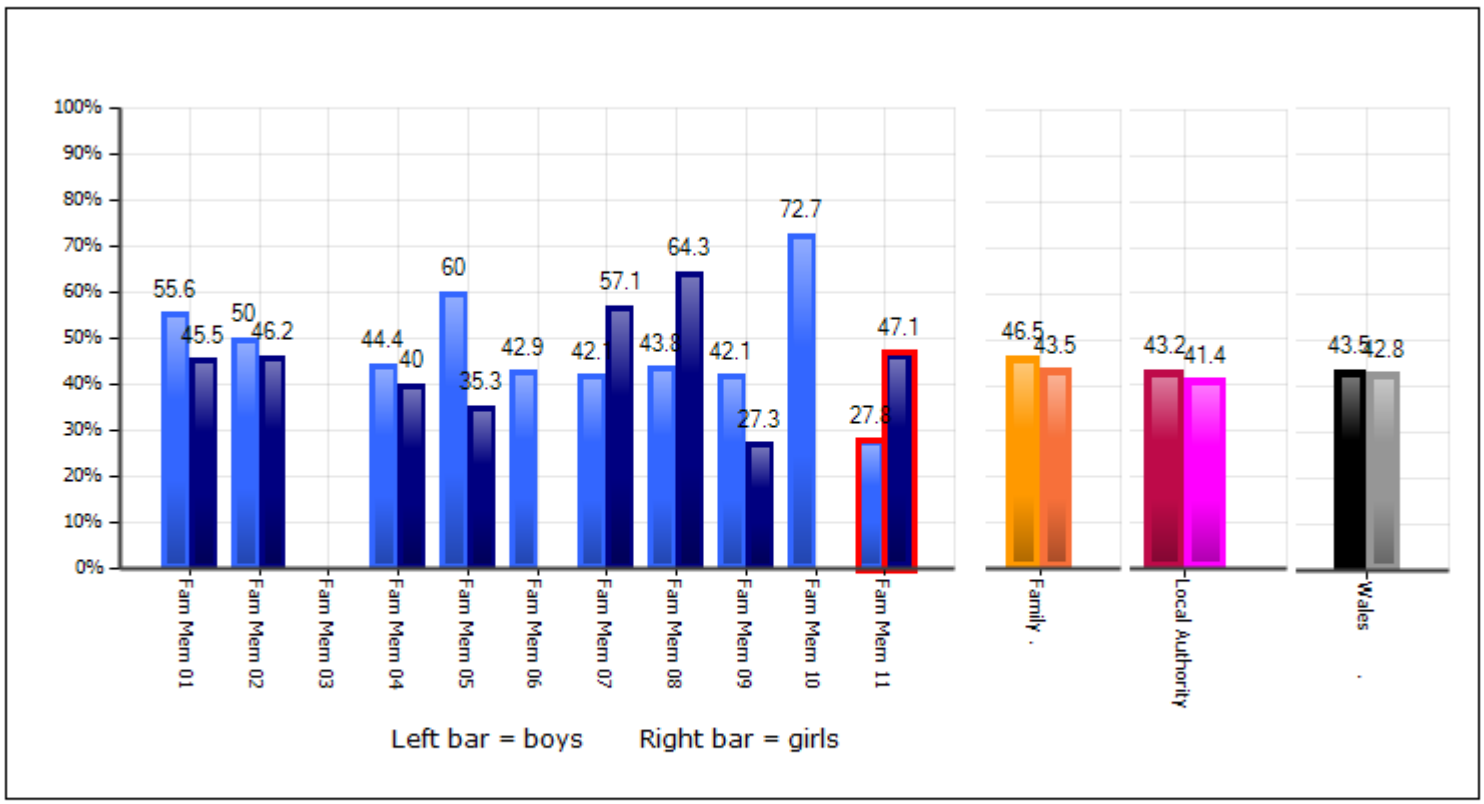
Home

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.

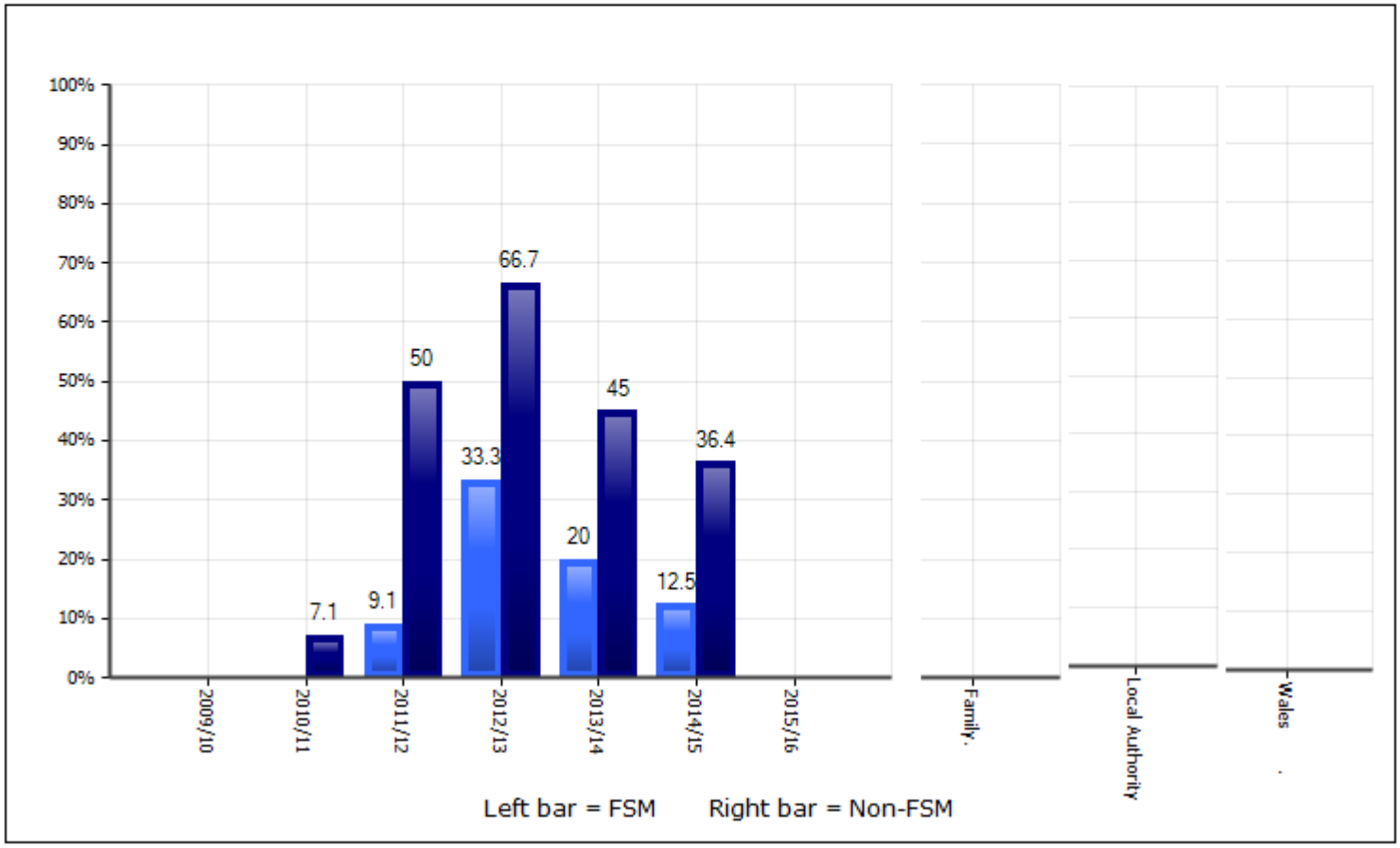


Section 4 – Mathematics

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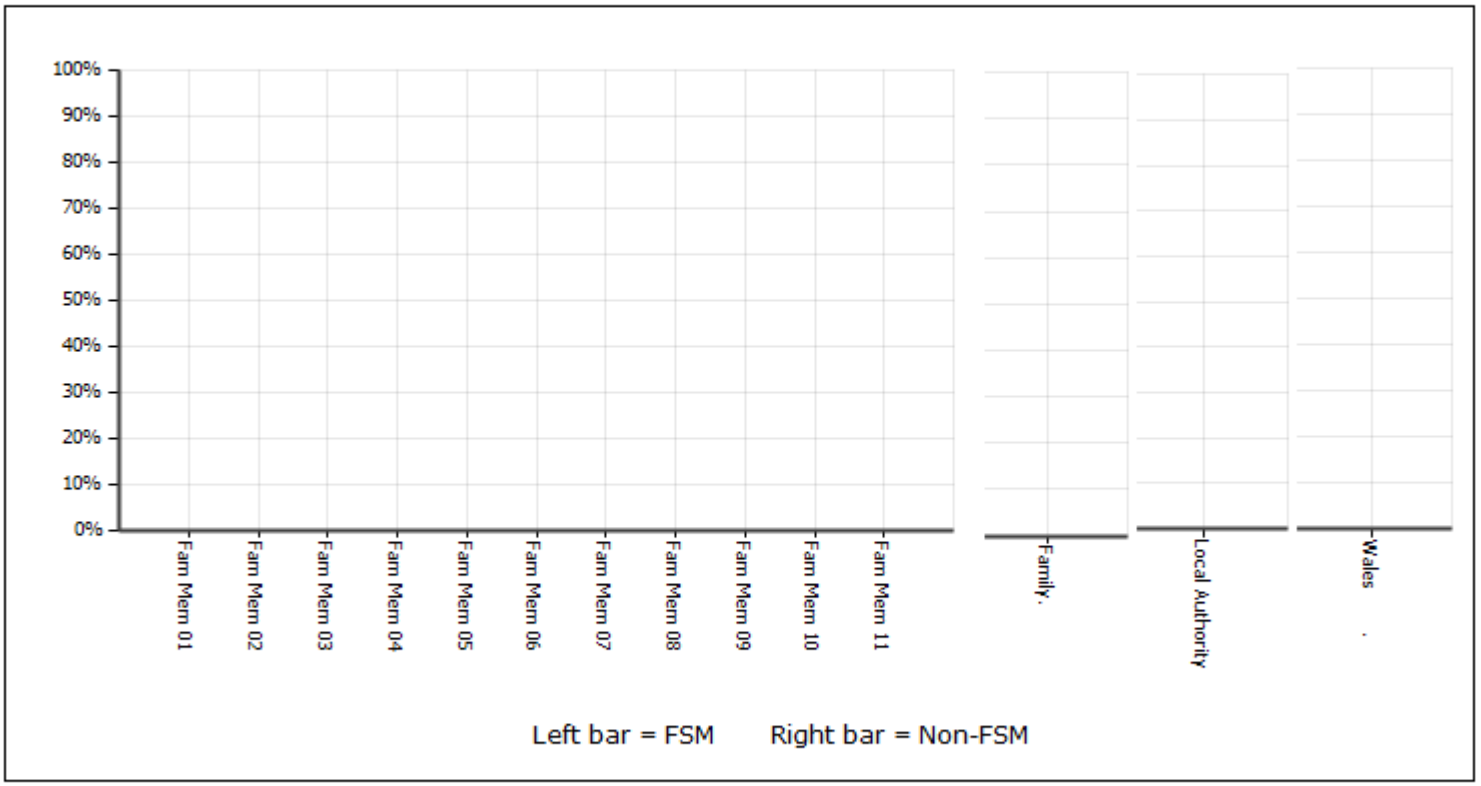
4.2 - Level 5+

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.



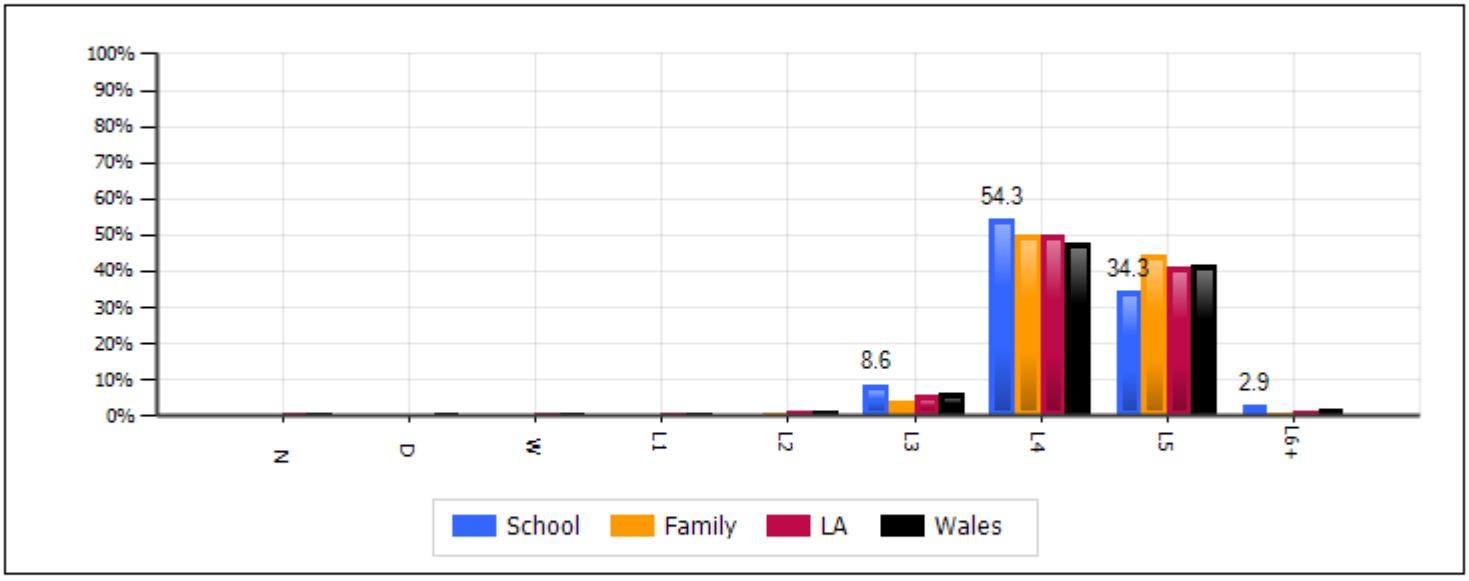
Section 4 – Mathematics

Home

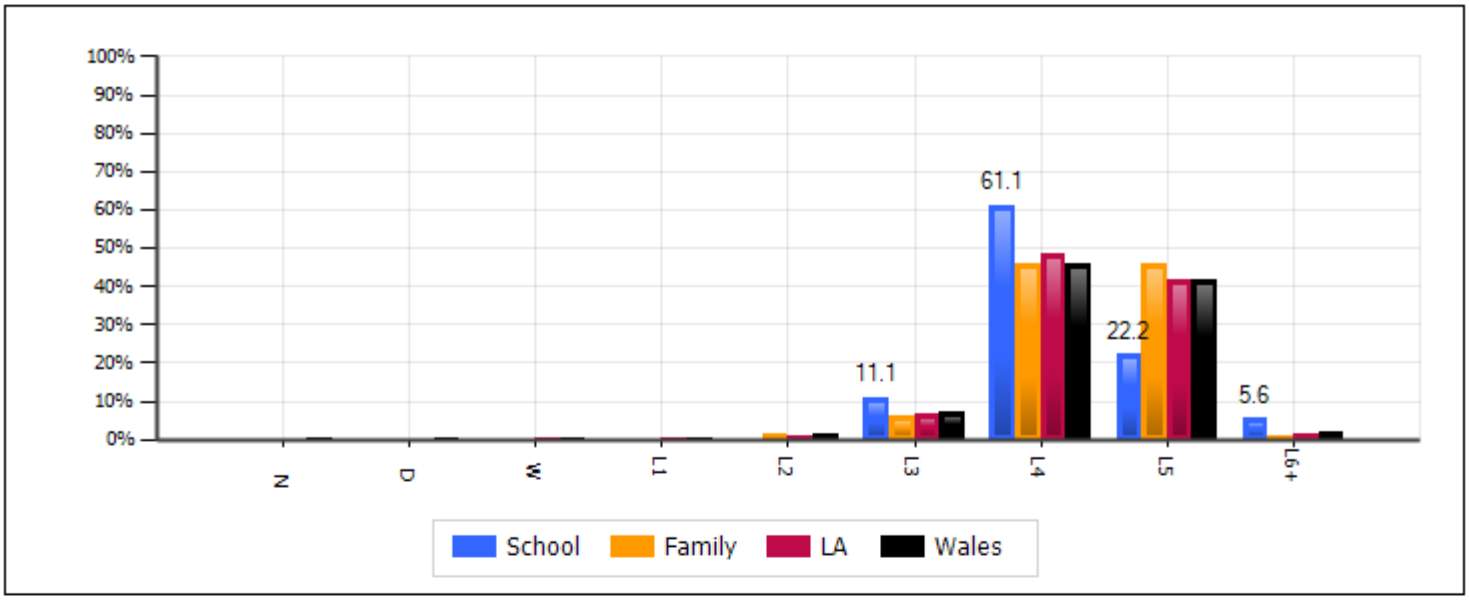
4.3 - National Curriculum Levels

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	L4+ = Level 4 or above

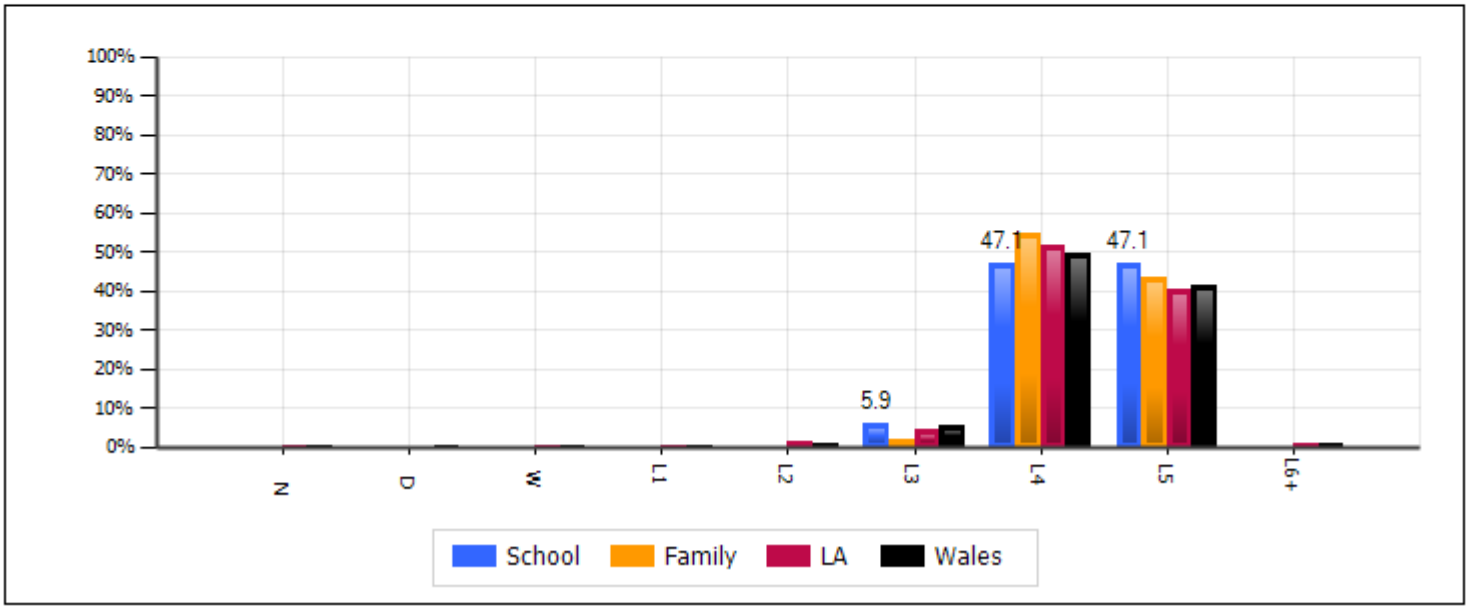
4.3a % pupils achieving



4.3b % boys achieving



4.3c % girls achieving

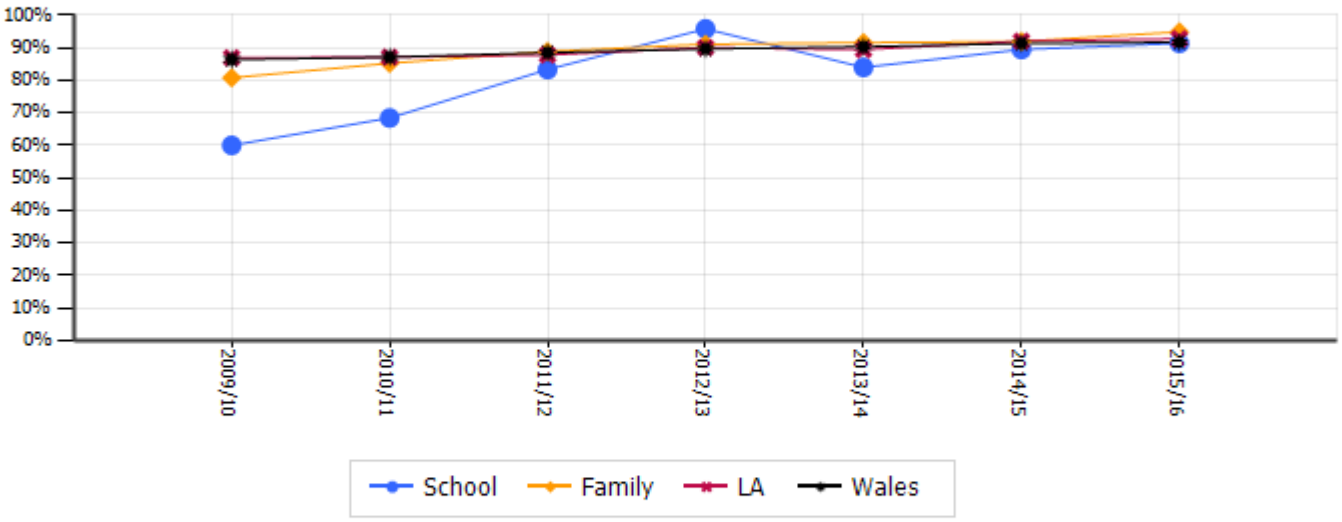


Section 5 – Science

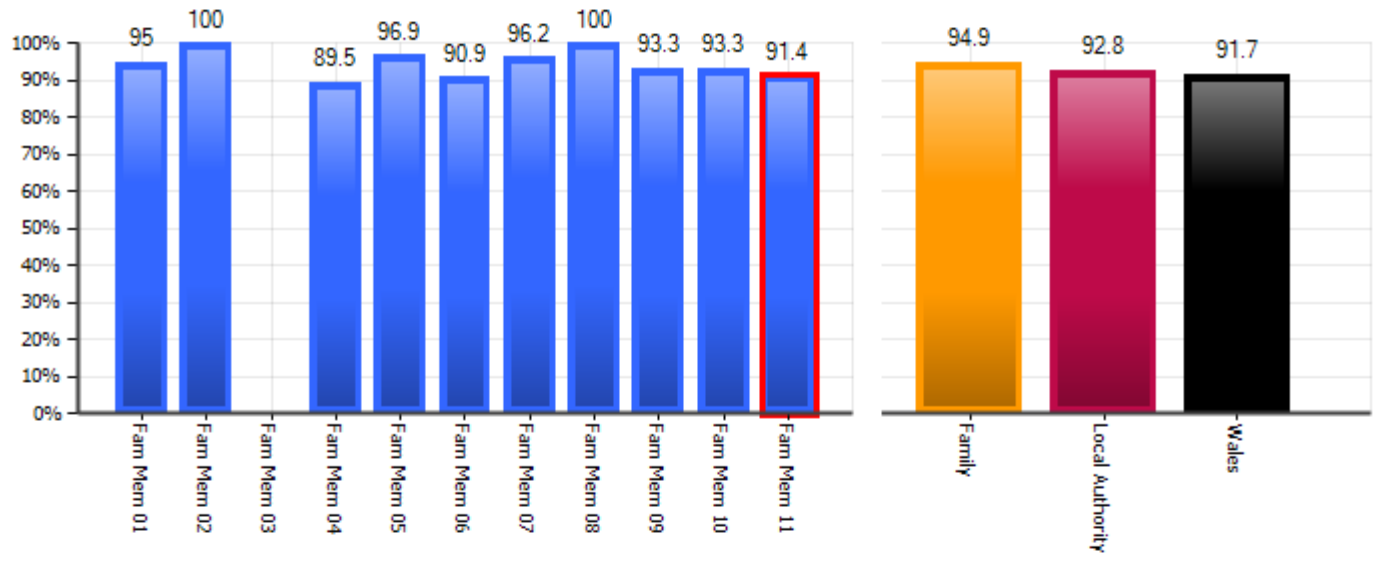
Home

5.1 - Level 4+

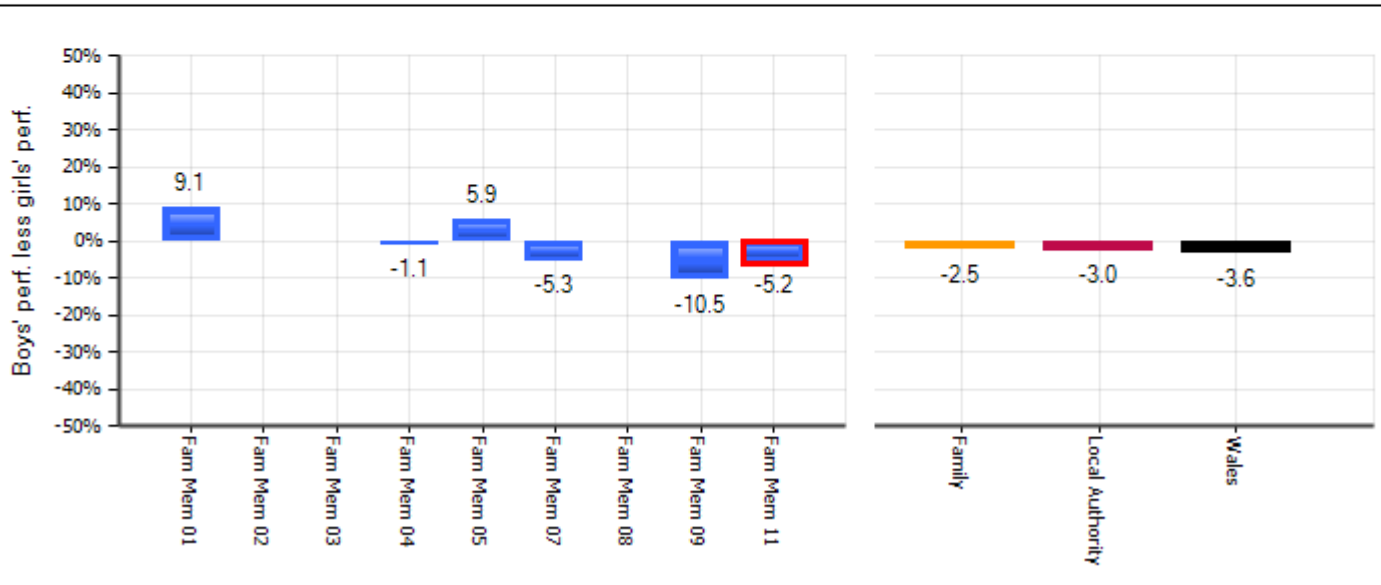
5.1a % pupils achieving



5.1b Family comparison



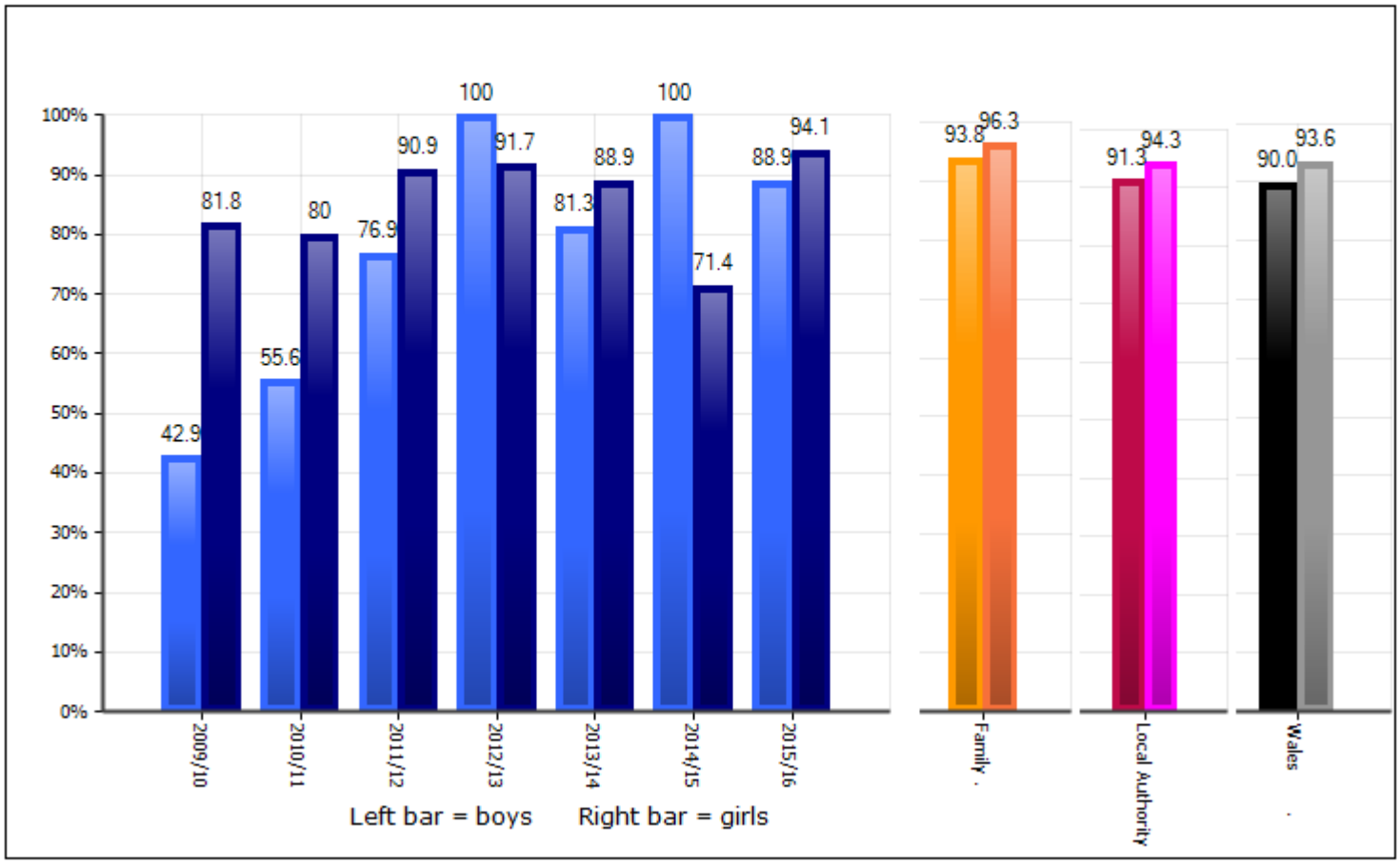
5.1c Family comparison - gender differences



Section 5 – Science

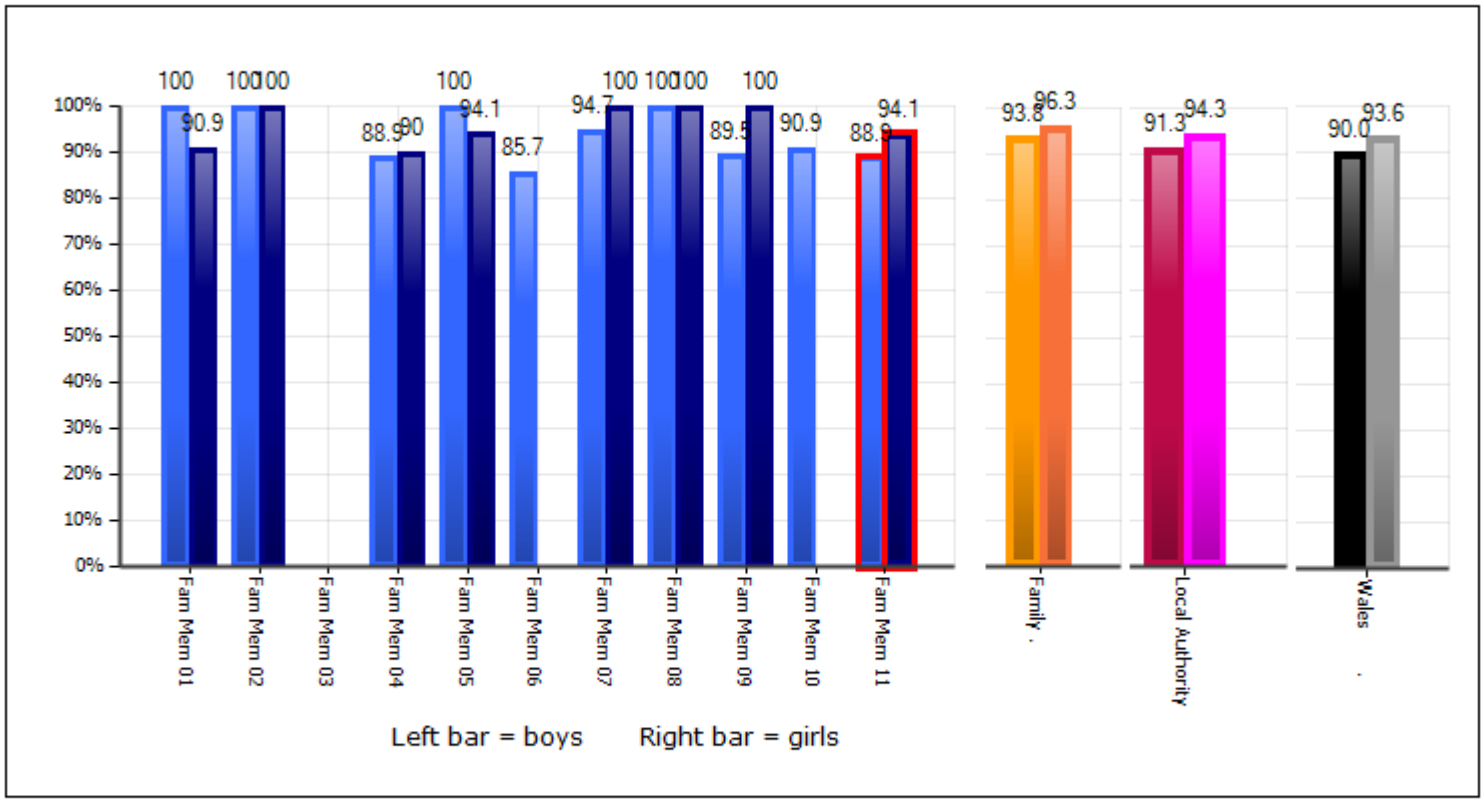
Home

5.1d % boys / girls achieving



5.1e Boys / girls - Family comparison

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

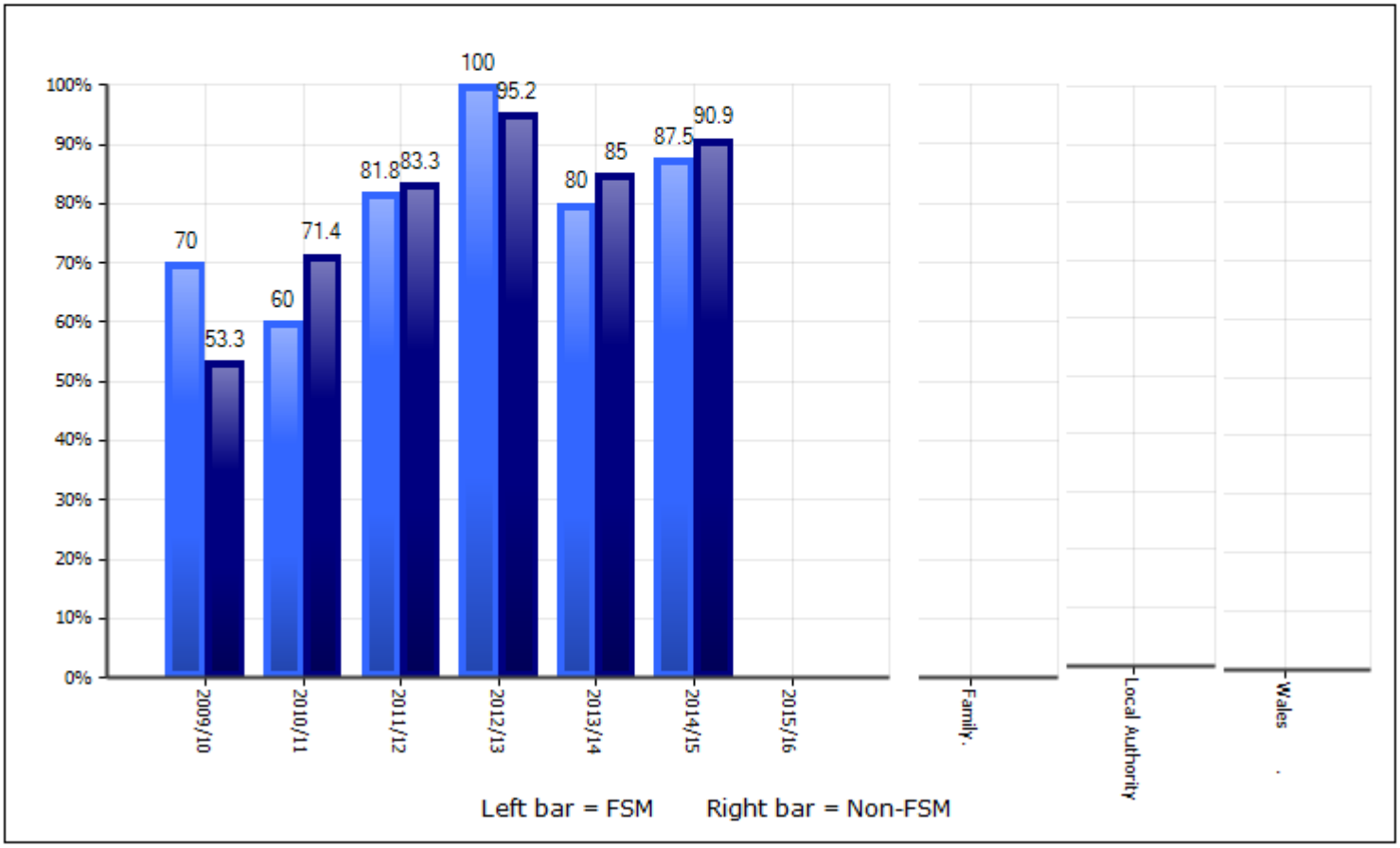


Section 5 – Science

Home

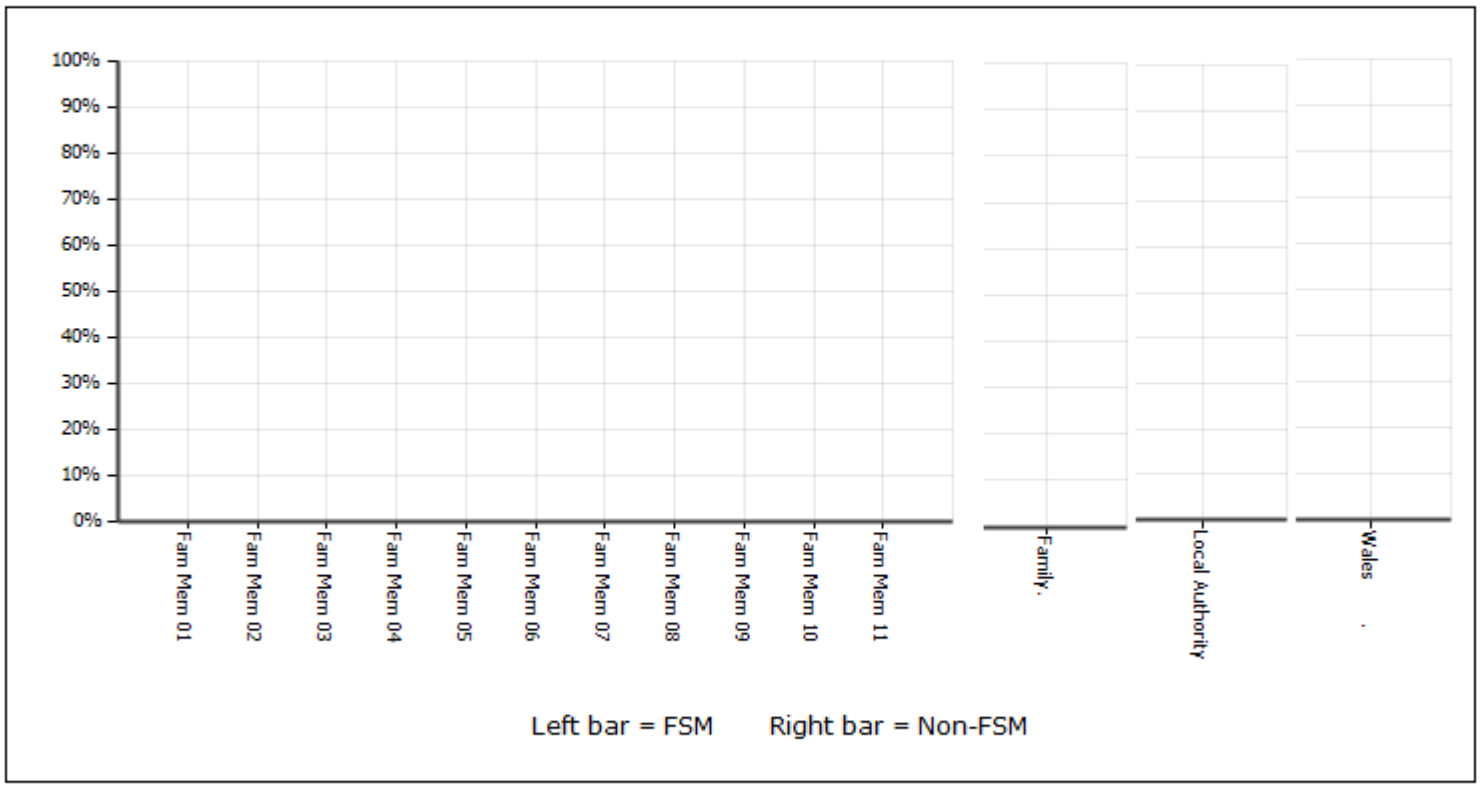
5.1 - Level 4+

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.

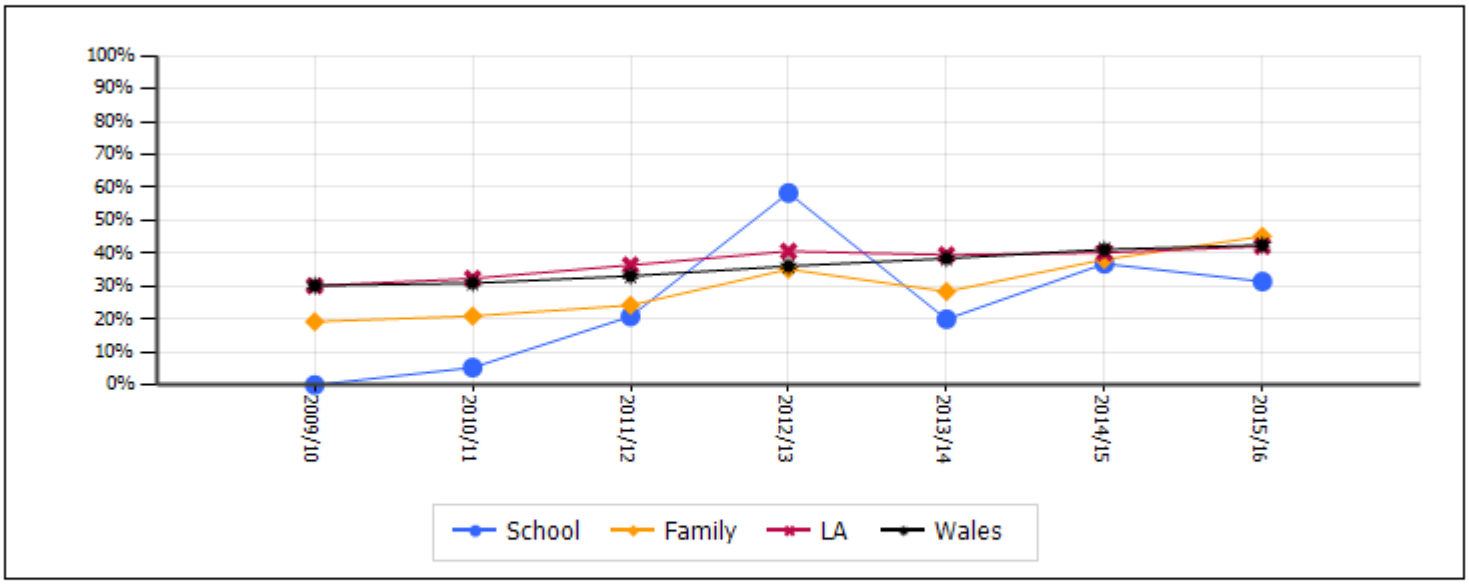


Section 5 – Science

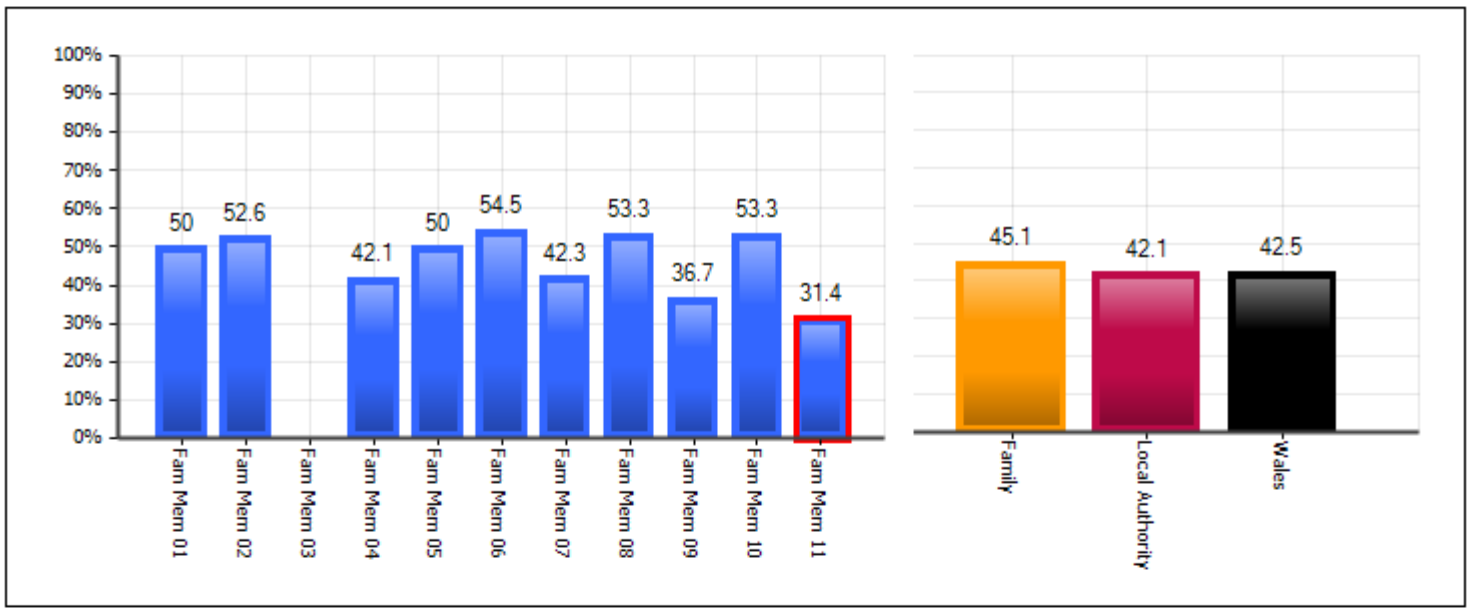
Home

5.2 - Level 5+

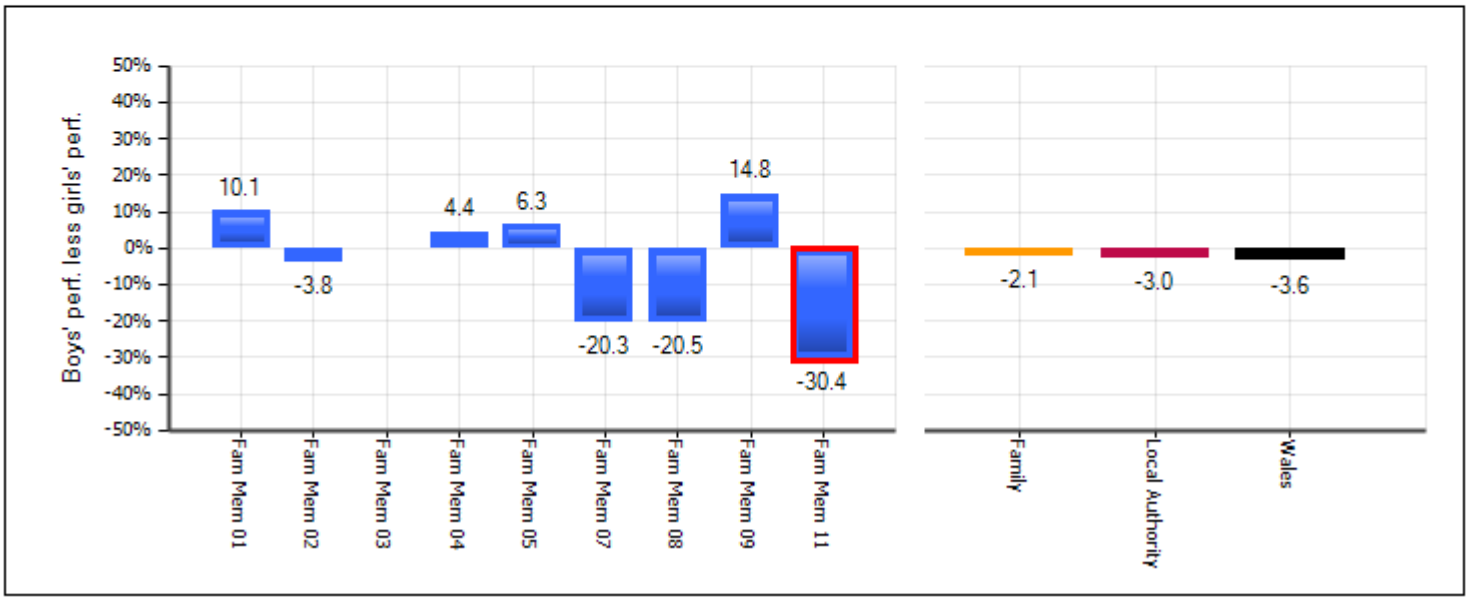
5.2a % pupils achieving



5.2b Family comparison



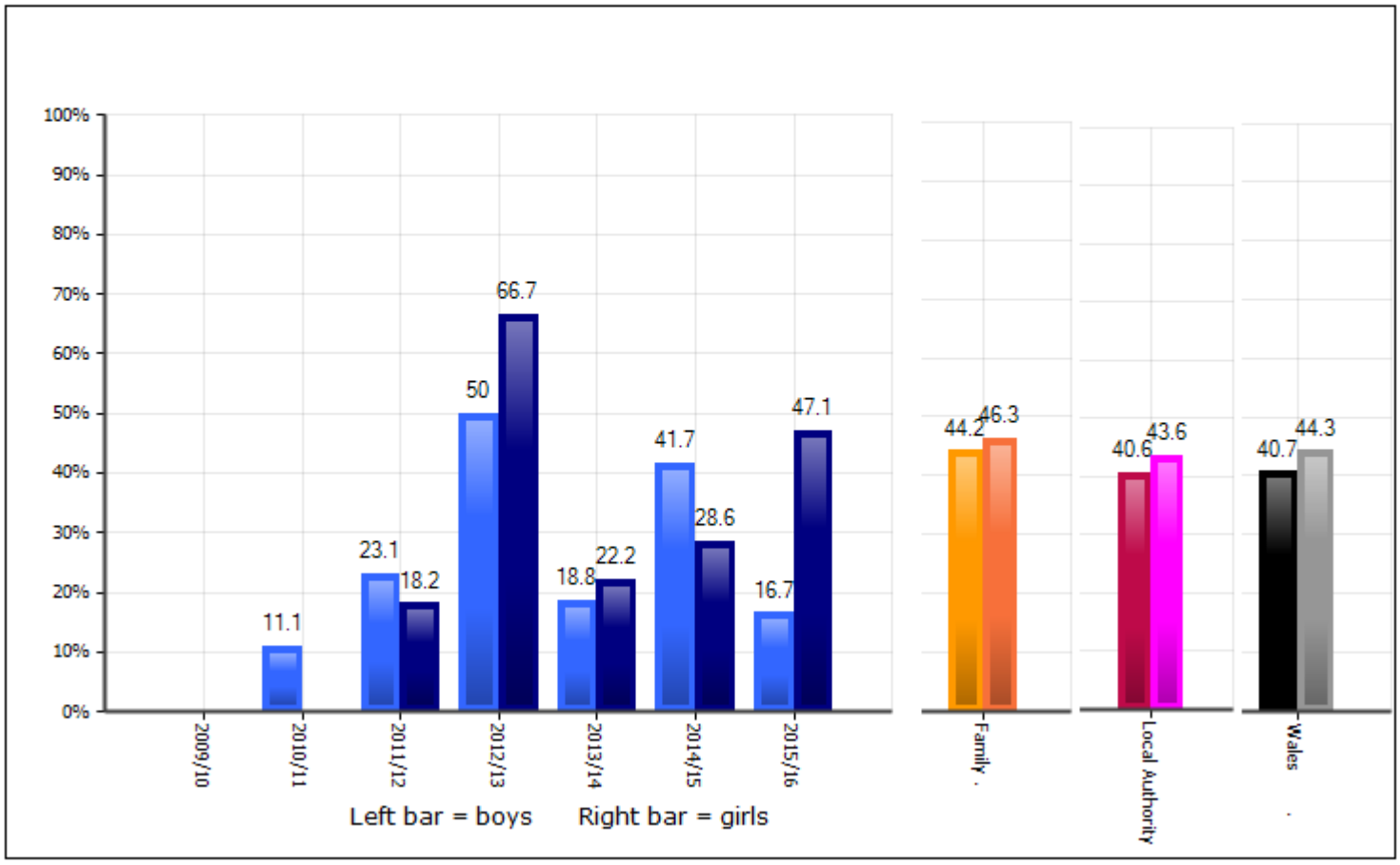
5.2c Family comparison - gender differences



Section 5 – Science

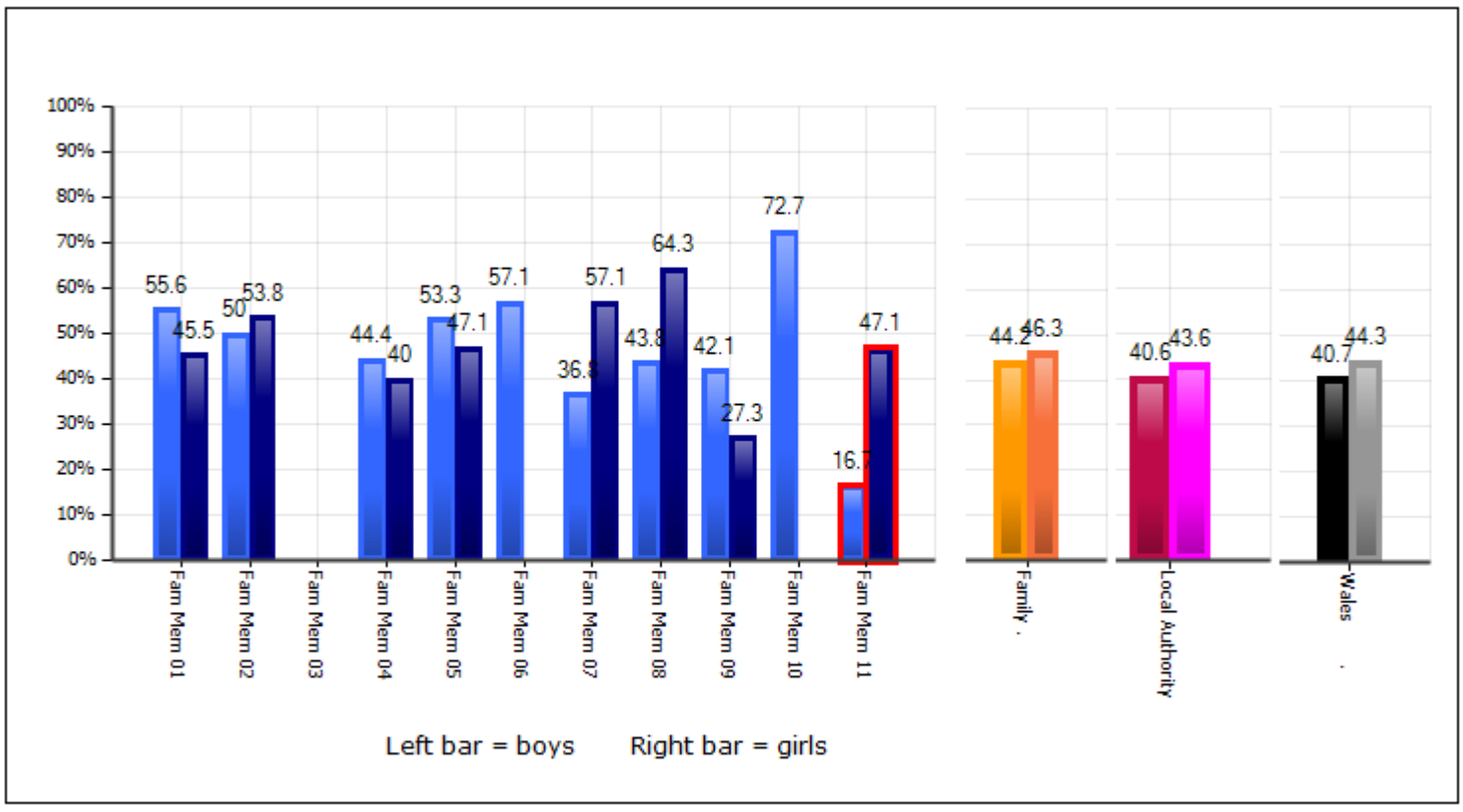
Home

5.2d % boys / girls achieving



5.2e Boys / girls - Family comparison

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

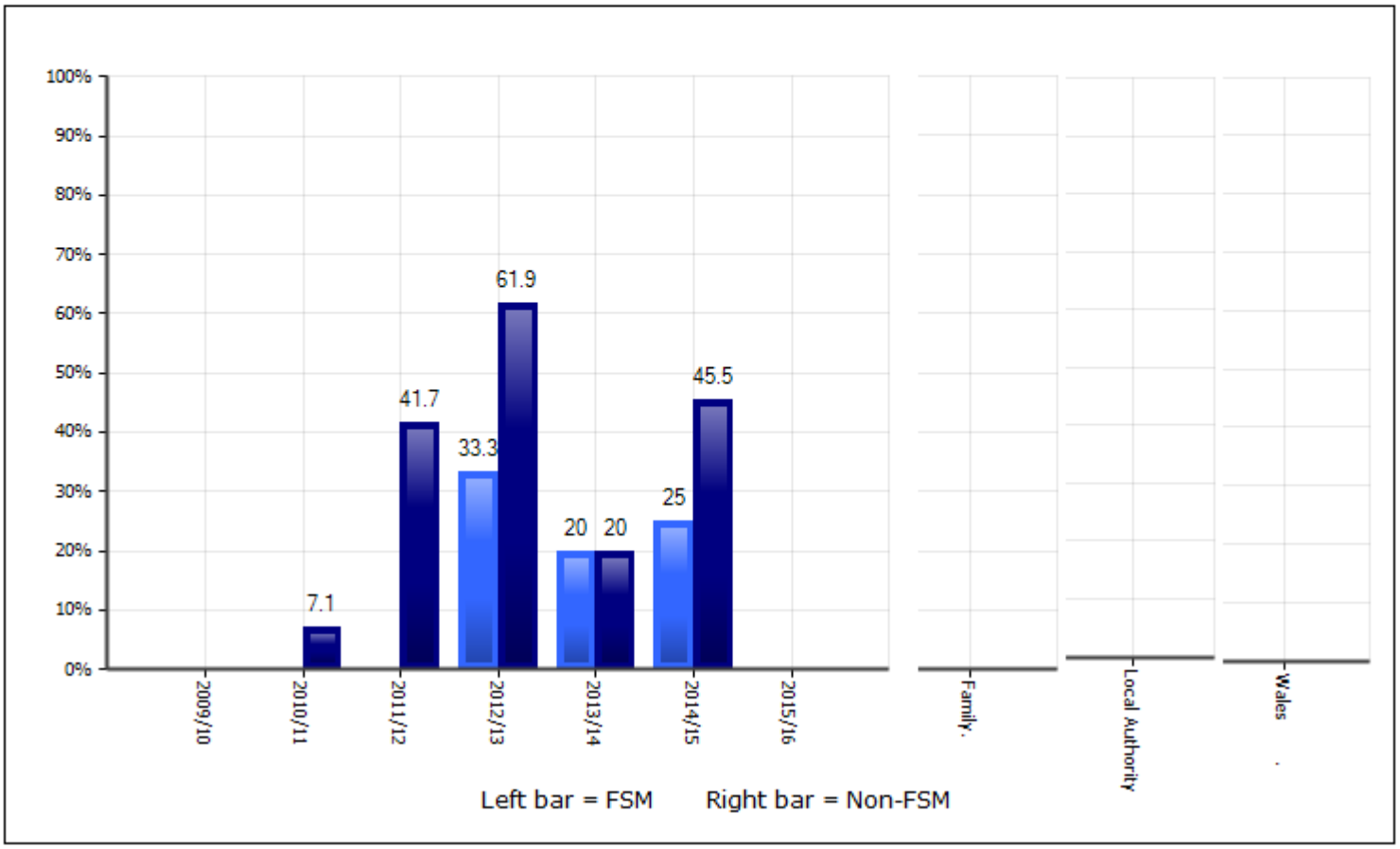


Section 5 – Science

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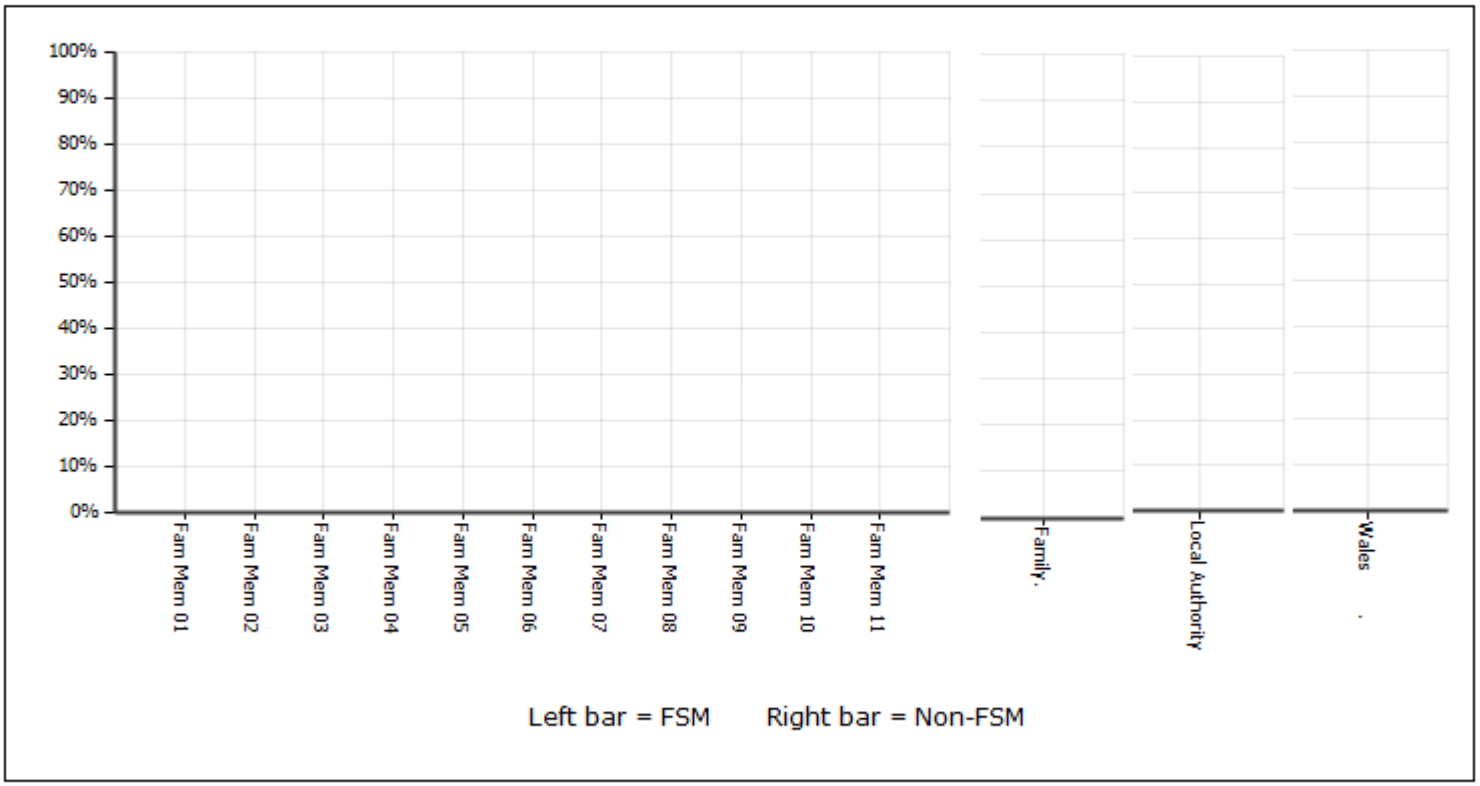
5.2 - Level 5+

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.



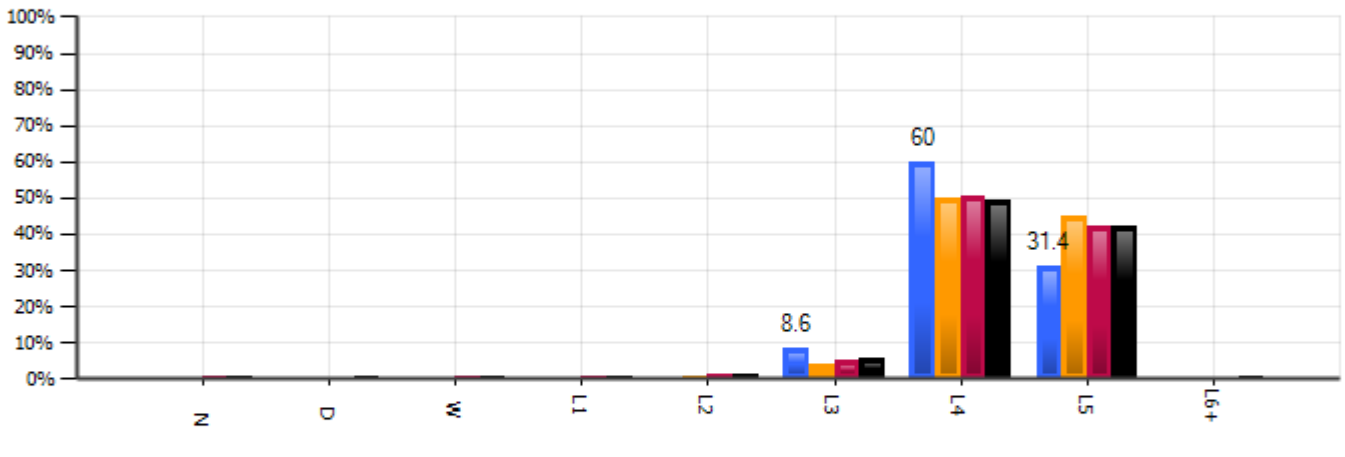
Section 5 – Science

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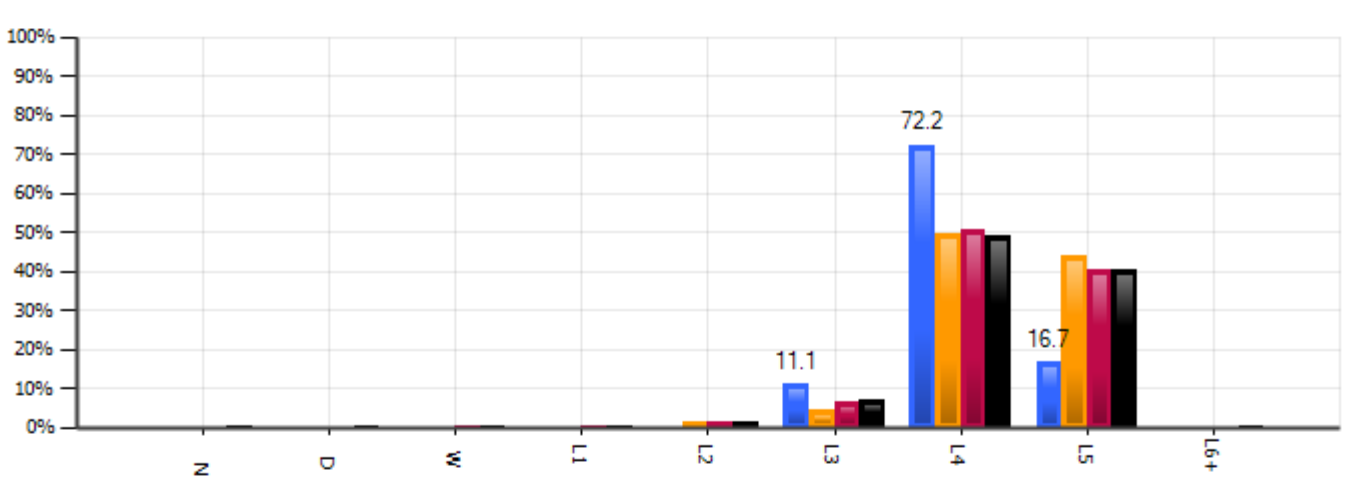
5.3 - National Curriculum Levels

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

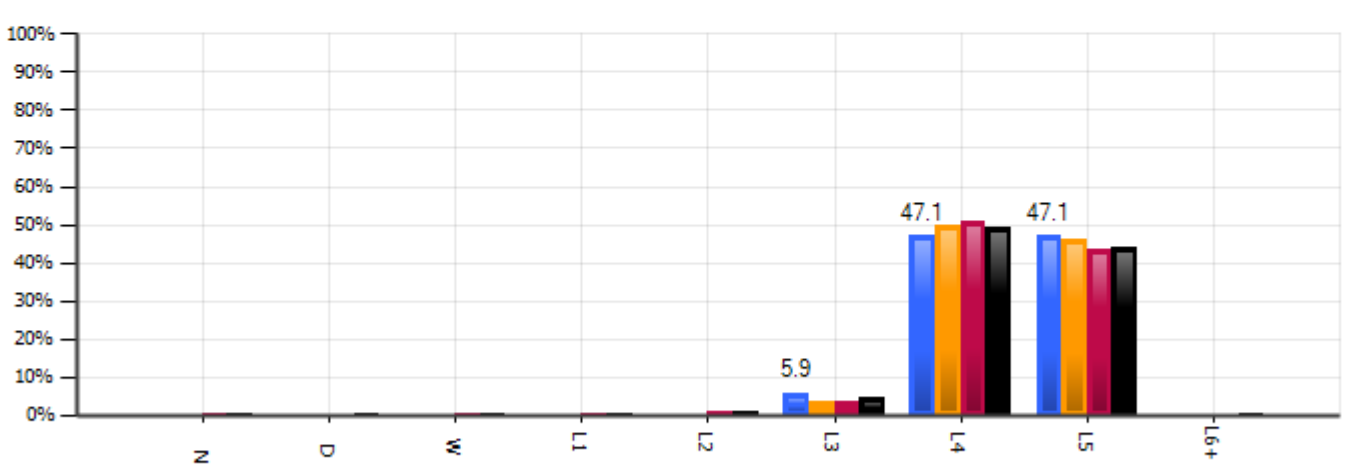
5.3a % pupils achieving



5.3b % boys achieving



5.3c % girls achieving



Section 6 - Gender difference comparisons

Home

Gender difference comparisons

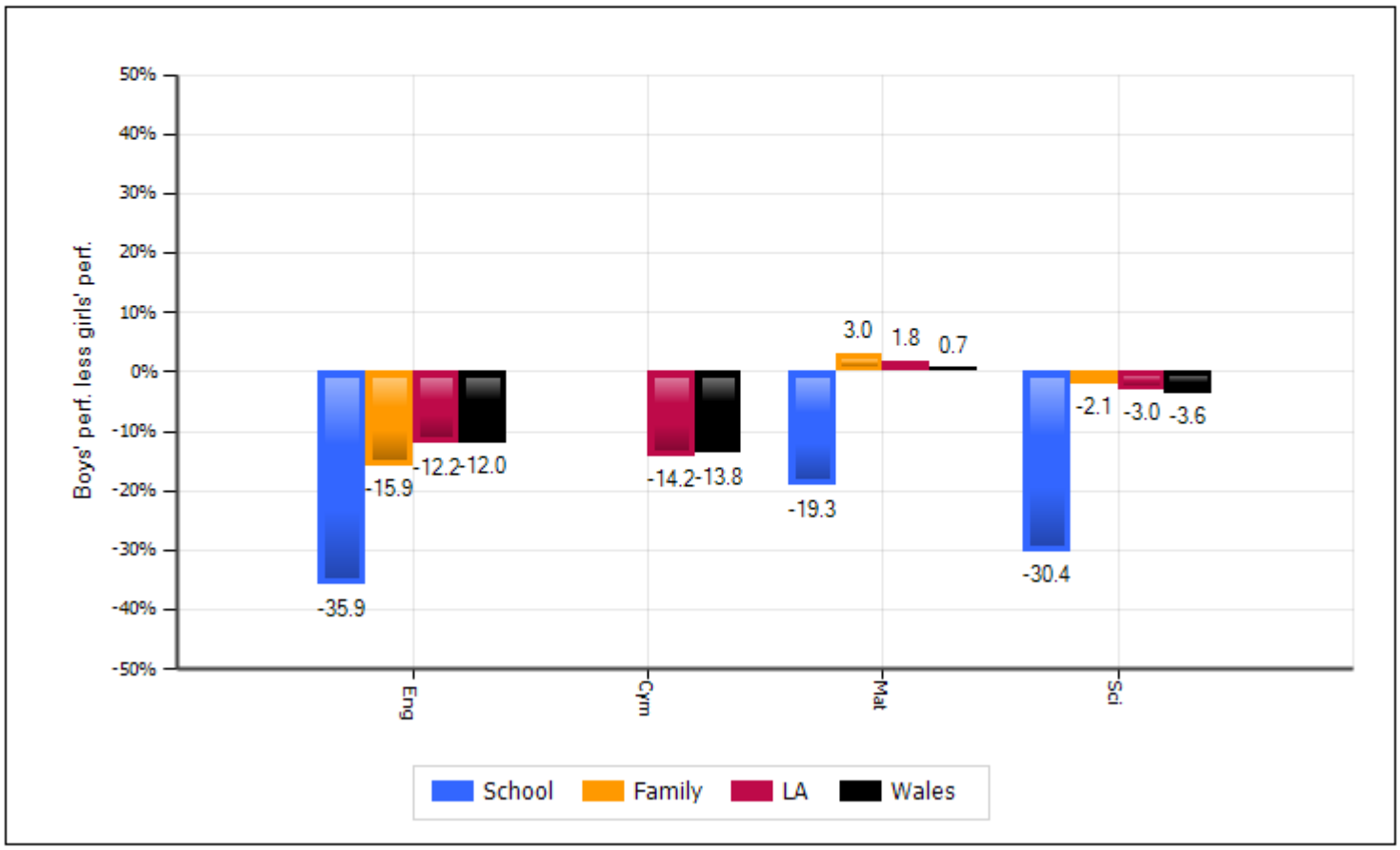
Are any gender differences bigger than the national average in most subjects? Is there a consistent pattern or are there differences between subjects.

Section 6 - Gender difference comparisons

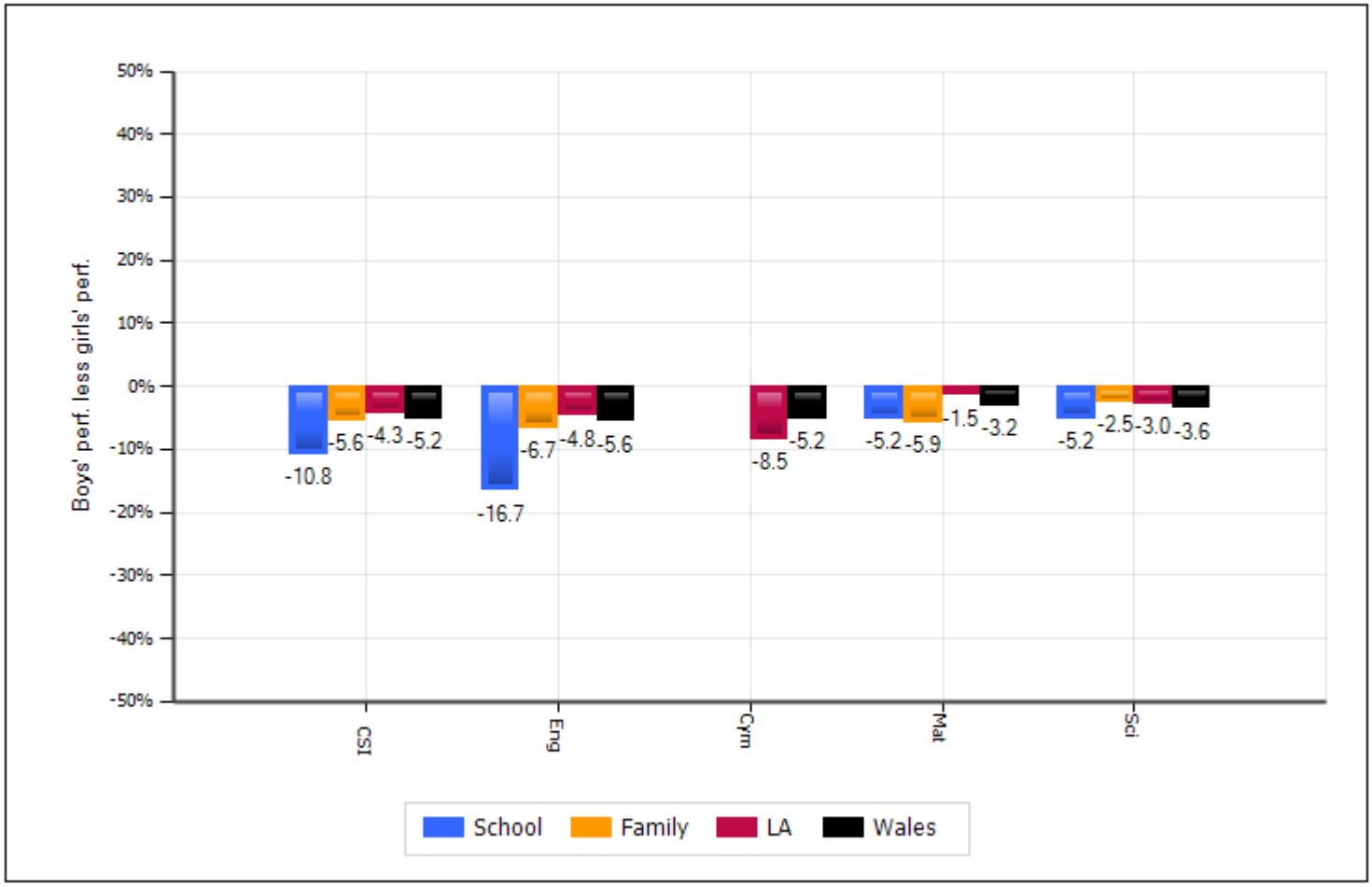
Home

6.1 - Gender differences by organisation

6.1a % pupils achieving level 5+



6.1b % pupils achieving level 4+

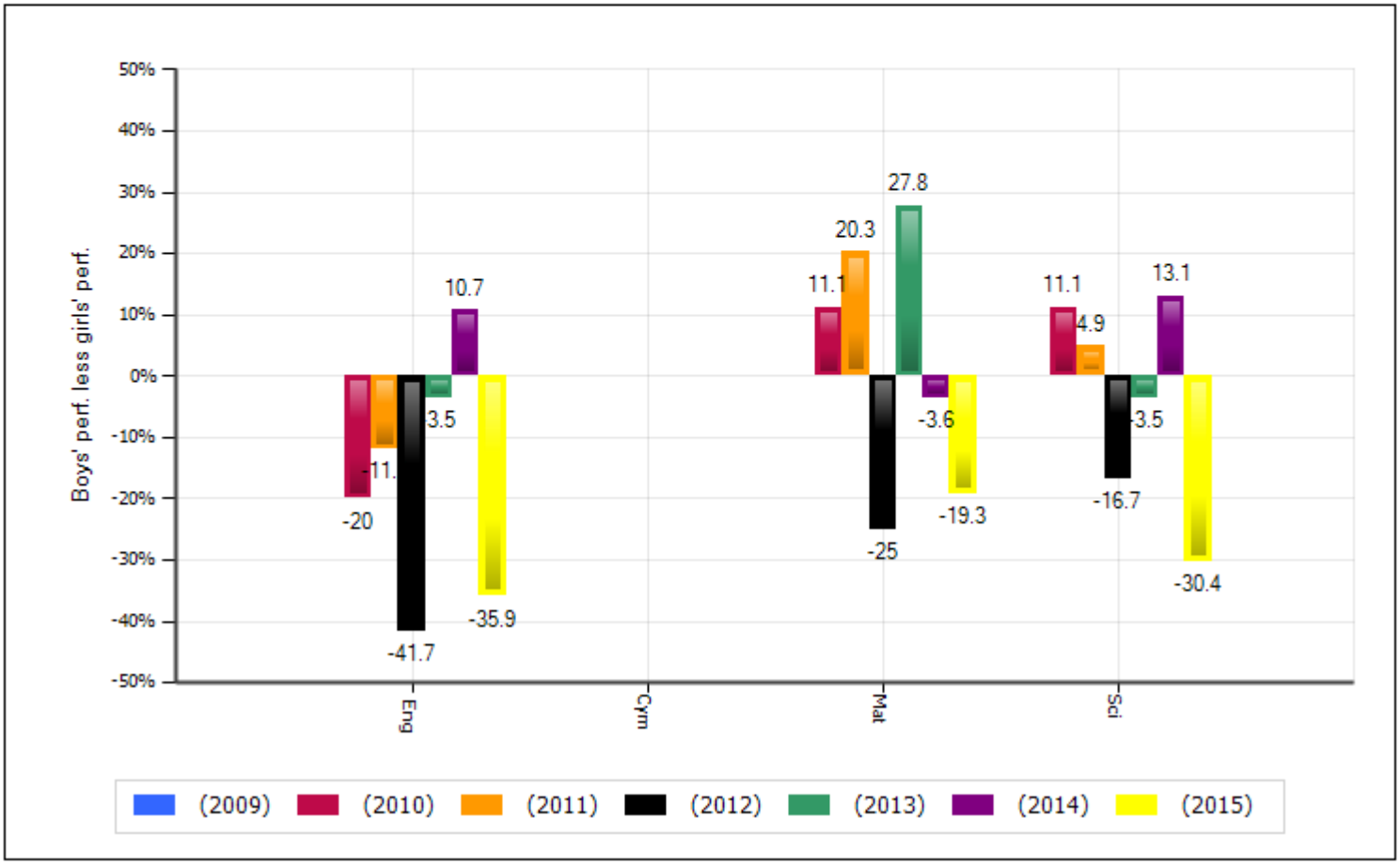


Section 6 - Gender difference comparisons

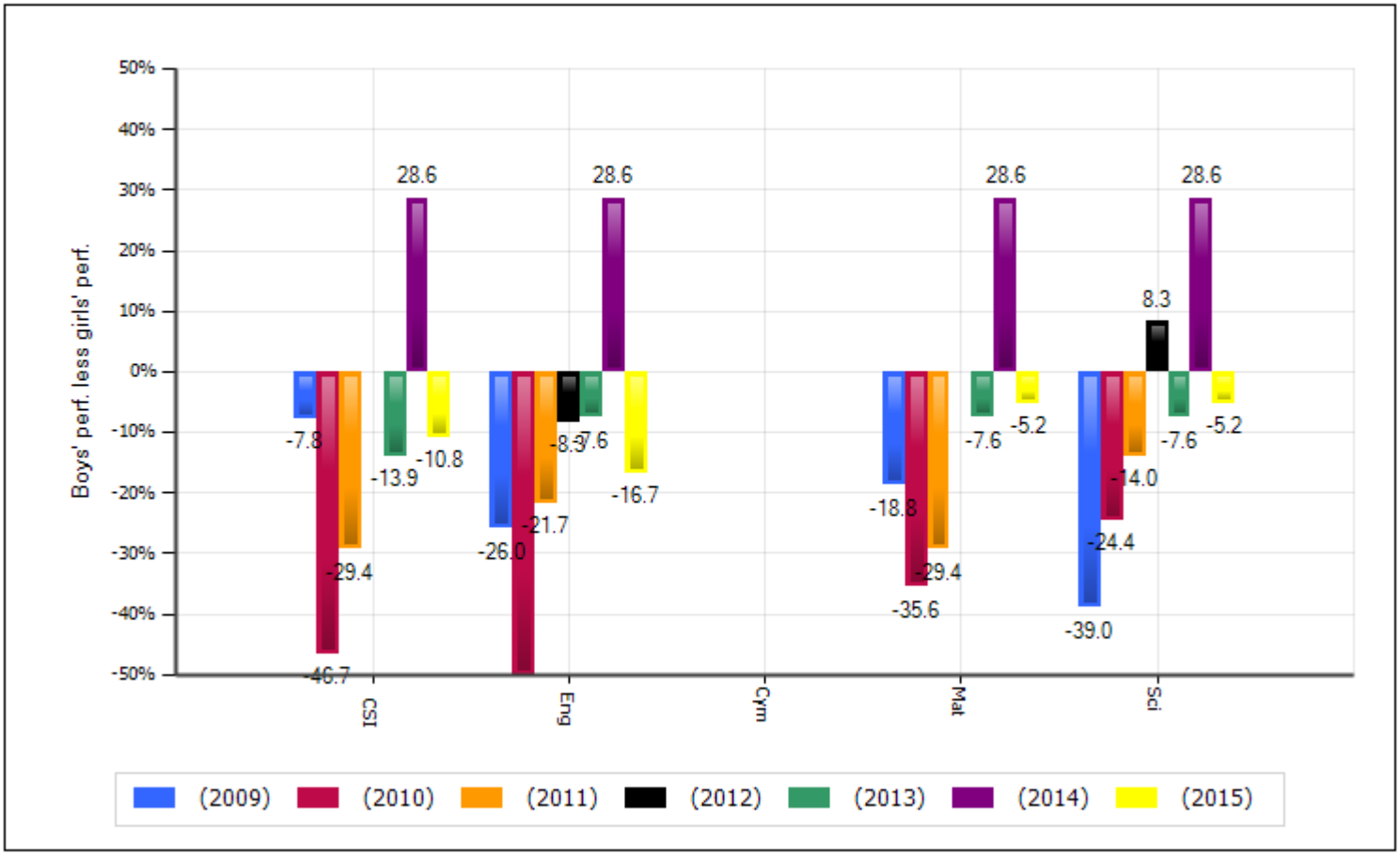
Home

6.2 - Gender differences by subject

6.2a % pupils achieving level 5+



6.2b % pupils achieving level 4+

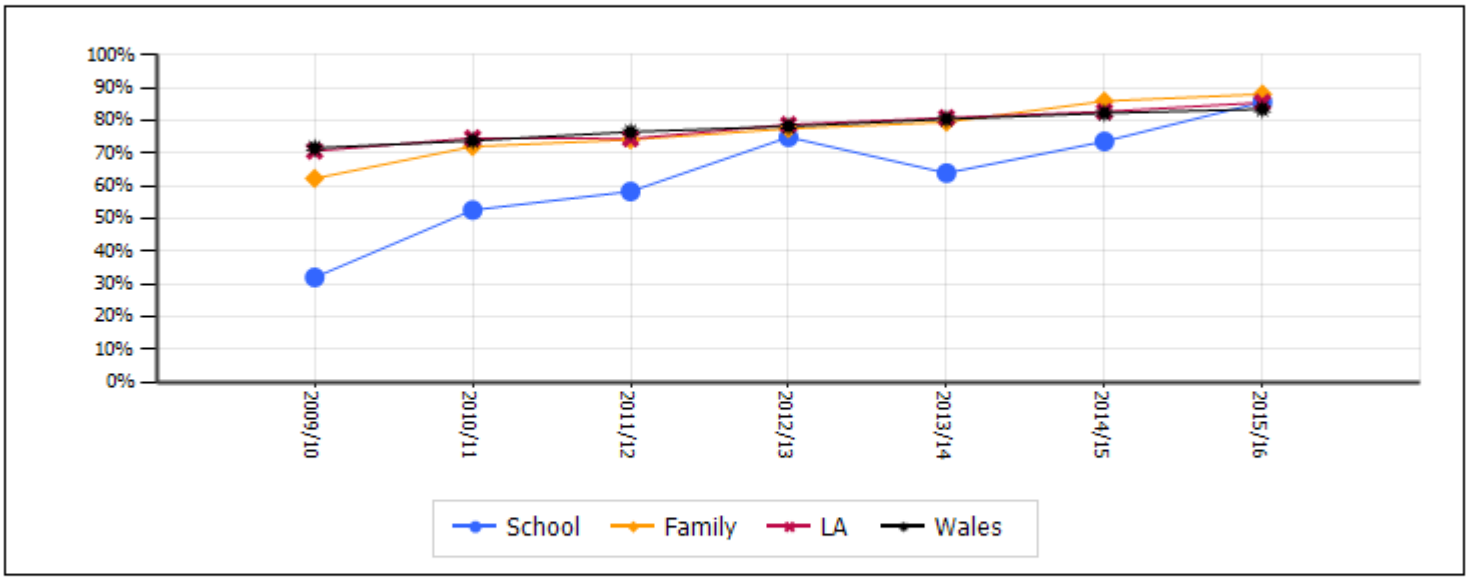


Section 7 - Achievement of combinations

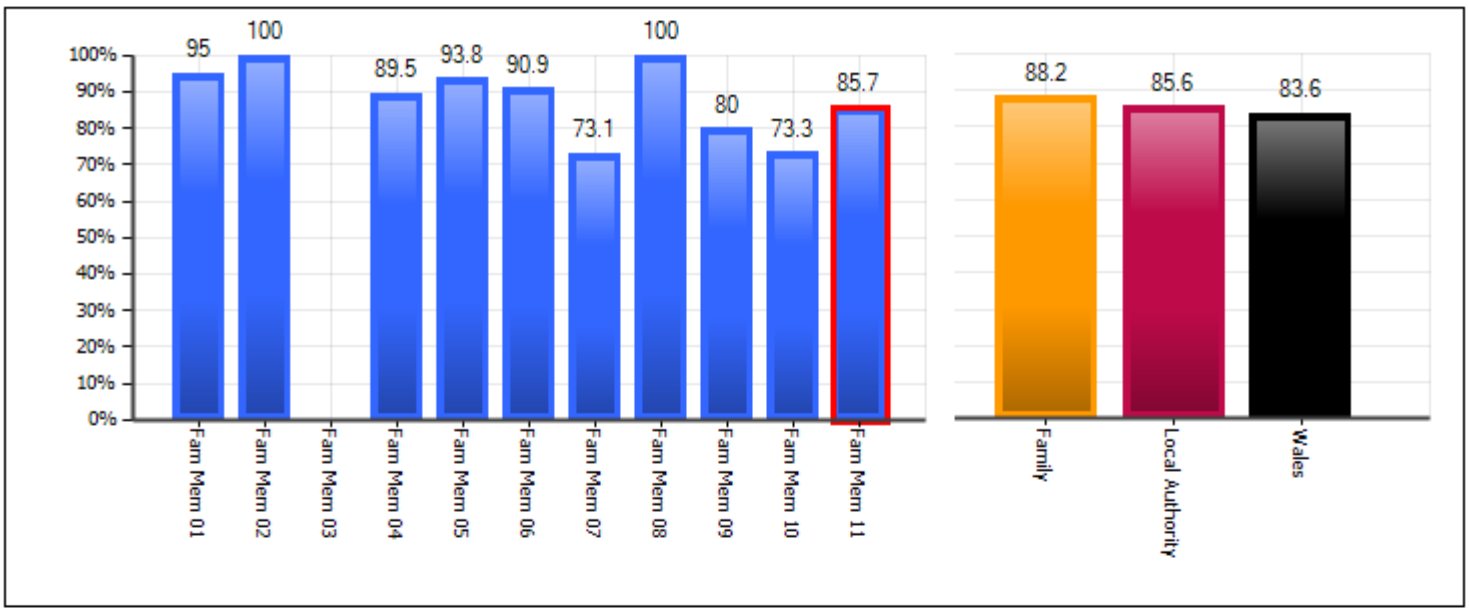
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7.1 - Expected level in reading, writing and mathematics in combination

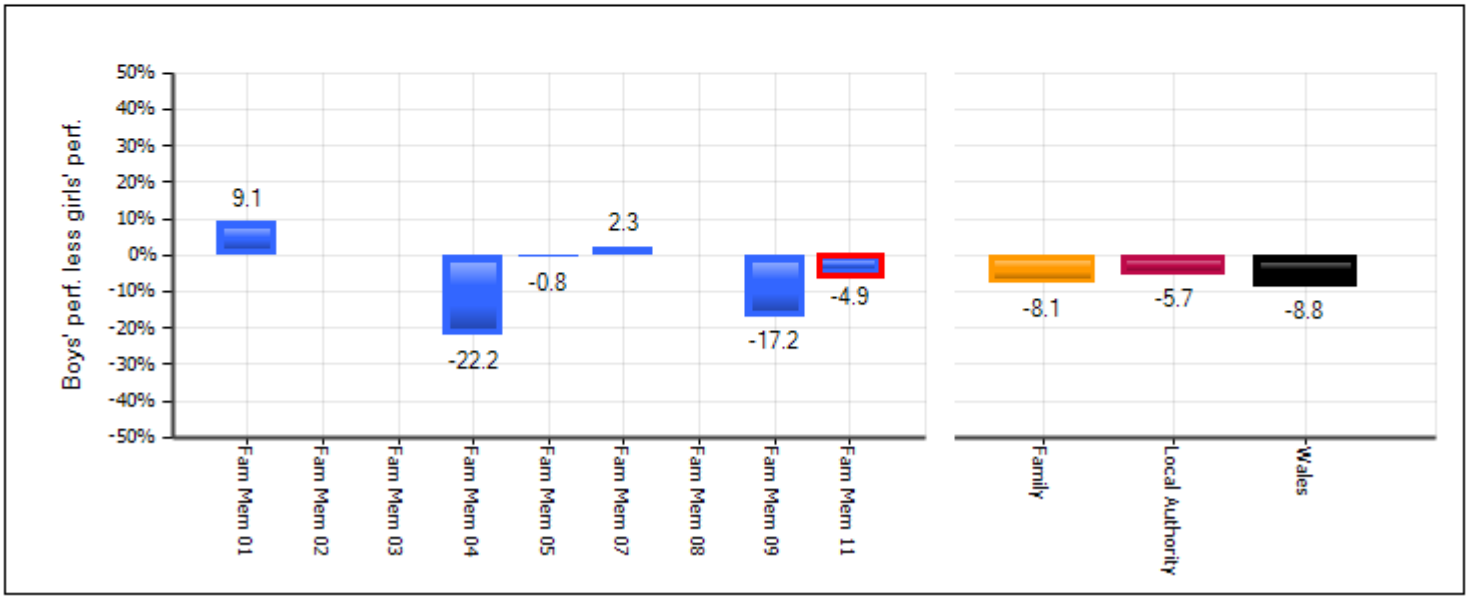
7.1a % pupils achieving



7.1b Family comparison



7.1c Family comparison – gender differences

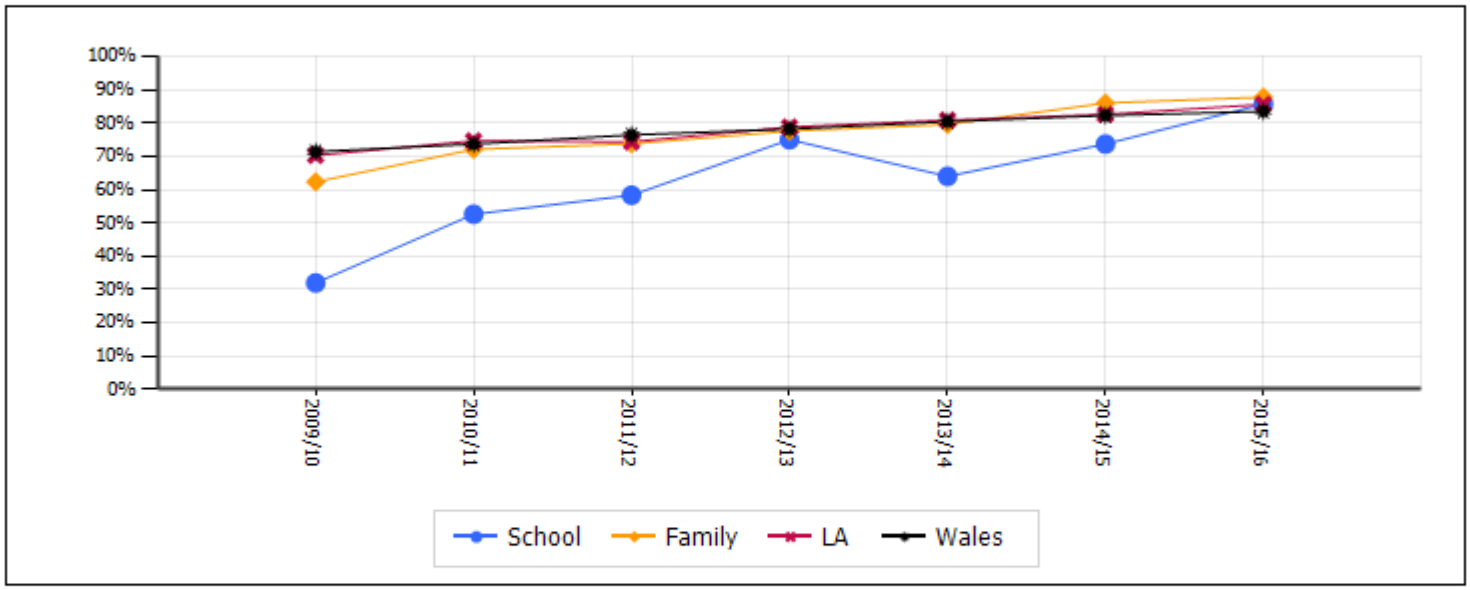


Section 7 - Achievement of combinations

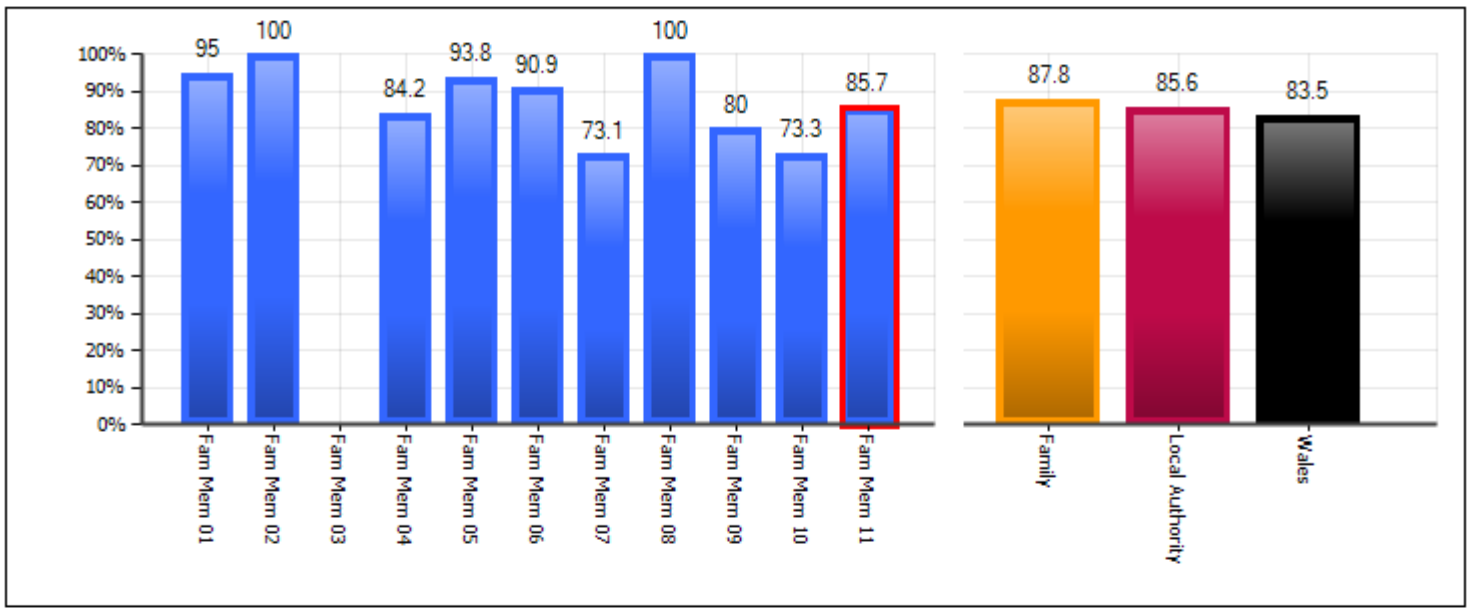
Home

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

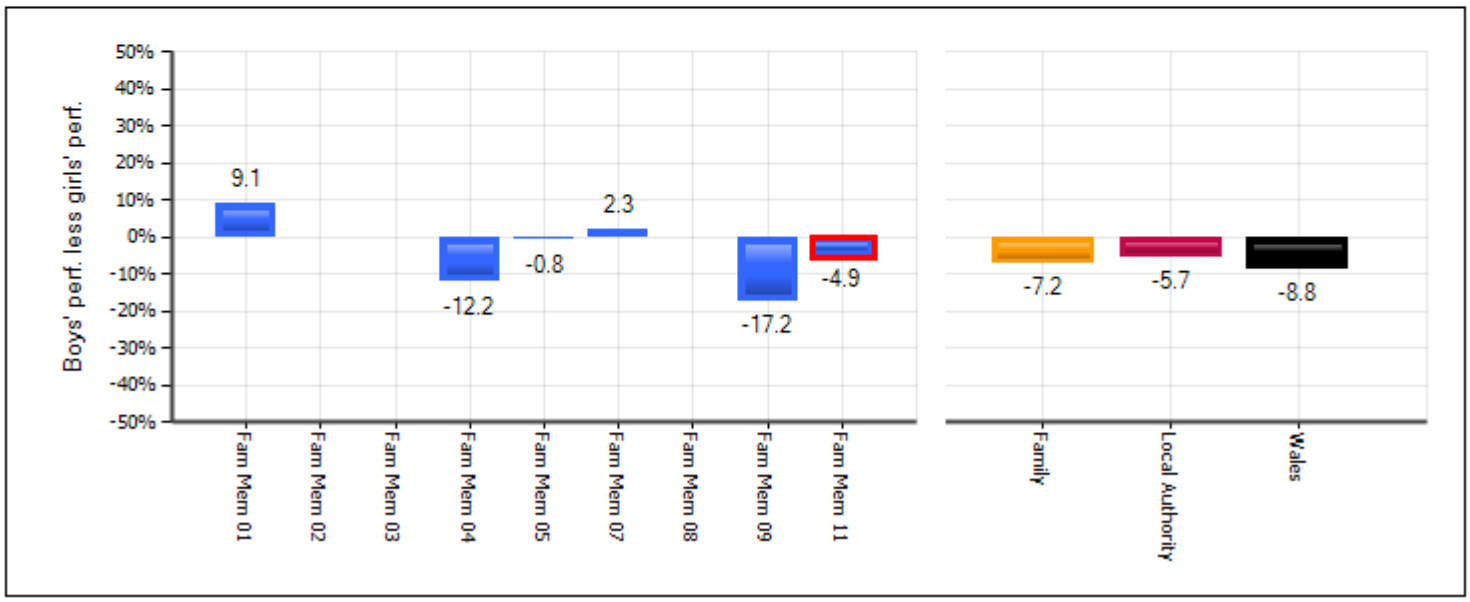
7.2a % pupils achieving



7.2b Family comparison



7.2c Family comparison – gender differences



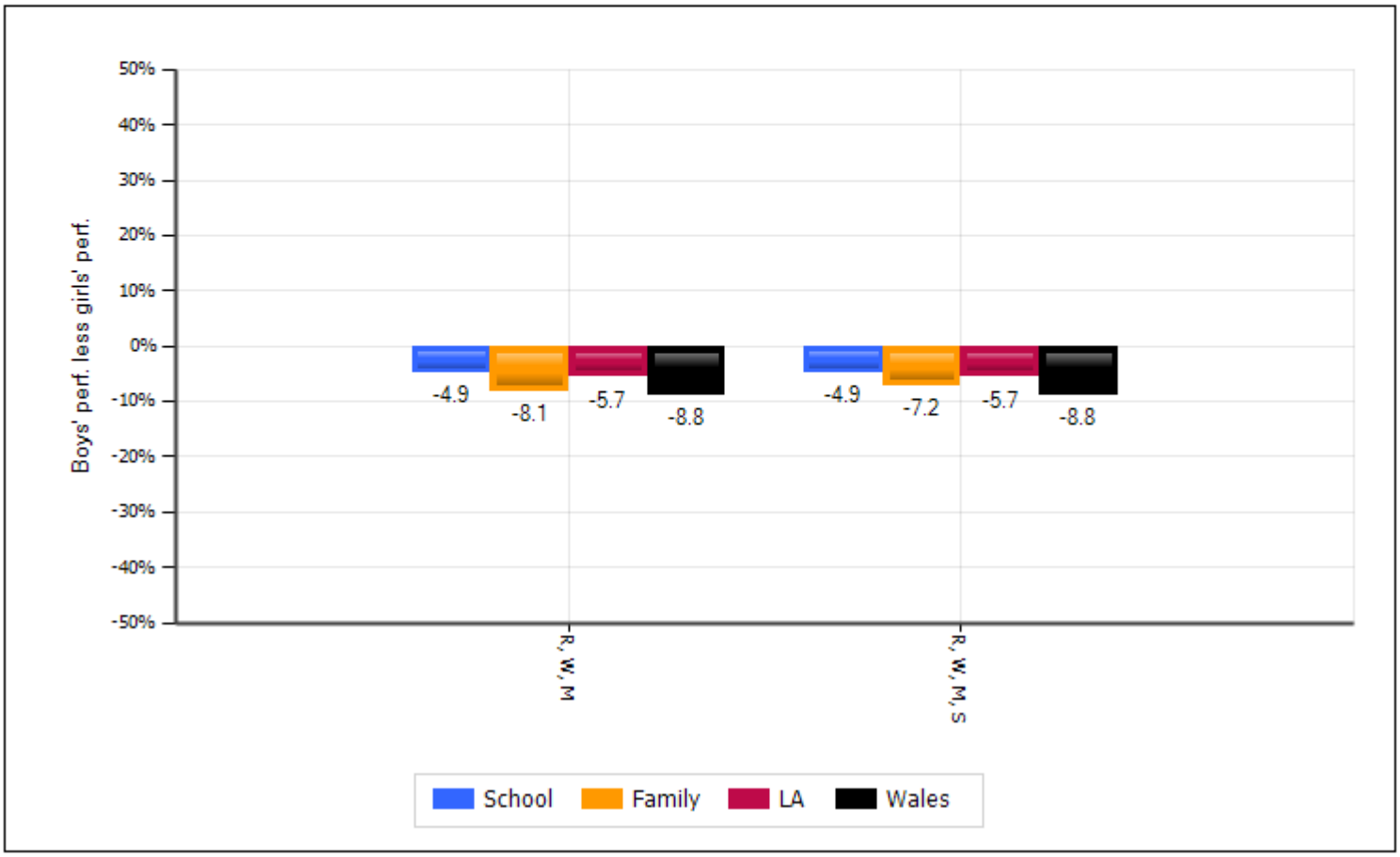
Section 7 - Achievement of combinations

R = Reading W = Writing
M = Mathematics S = Science

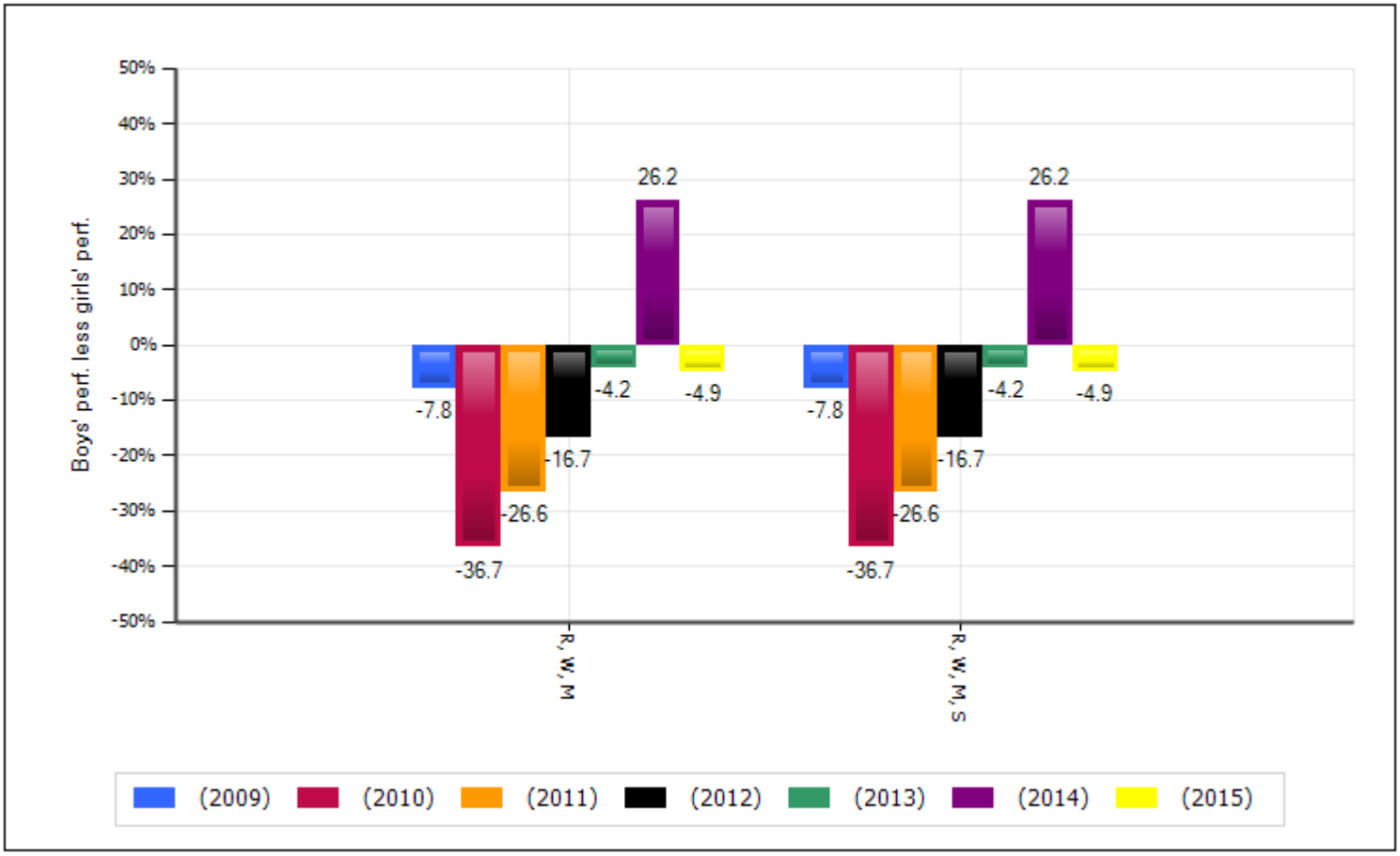
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7.3 - Expected levels in subject combinations

7.3a % pupils achieving by organisation - gender differences



7.3b % pupils achieving - gender differences



Section 8 - Benchmarking

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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

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8.1a FSM benchmarking group - pupils of statutory school age eligible for FSM

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
1) Up to and including 8%							
2) Over 8% and up to and including 16%							
3) Over 16% and up to and including 24%	20.4	23.5					
4) Over 24% and up to and including 32%			27.0	27.4	28.7	30.3	
5) Over 32%							32.7

8.1b Benchmark summary: % achieving L4+ in each subject by FSM benchmark group

Summary of positions within the group

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Core Subject Indicator	4	4	4	1	3	2	2
English	4	4	3	1	3	2	1
Welsh as First Language							
Mathematics	4	4	4	2	3	2	2
Science	4	4	3	1	3	3	2

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8.1c Benchmark summary: % achieving L5+ in each subject by FSM benchmark group

Summary of positions within the group

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Core Subject Indicator							
English	4	4	3	2	4	4	3
Welsh as First Language							
Mathematics	4	4	2	1	2	4	2
Science	4	4	3	1	4	2	3

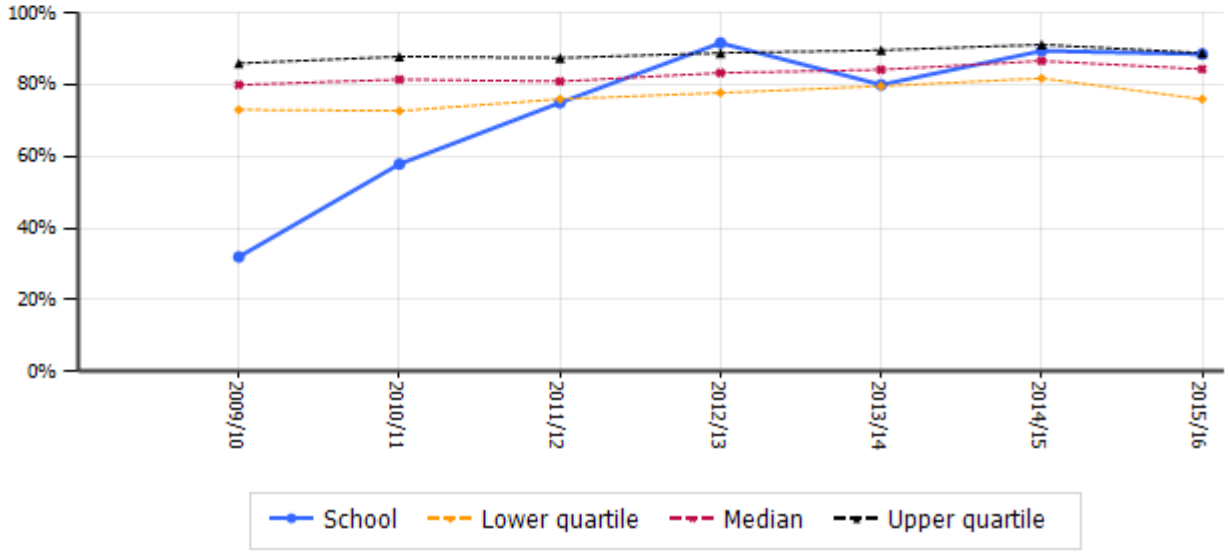
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8.2 - % pupils achieving Level 4+ by position within the relevant FSM benchmarking group

8.2a L4+ CSI

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%				91.7			
Upper quartile	86.0	87.9	87.5	88.9	89.7	91.2	88.9
In highest 50% - 25%						89.5	88.6
Median	80.0	81.5	81.0	83.3	84.2	86.7	84.4
In lowest 25% - 50%					80.0		
Lower quartile	73.0	72.7	76.0	77.8	79.6	81.8	76.0
In lowest 25%	32.0	57.9	75.0				



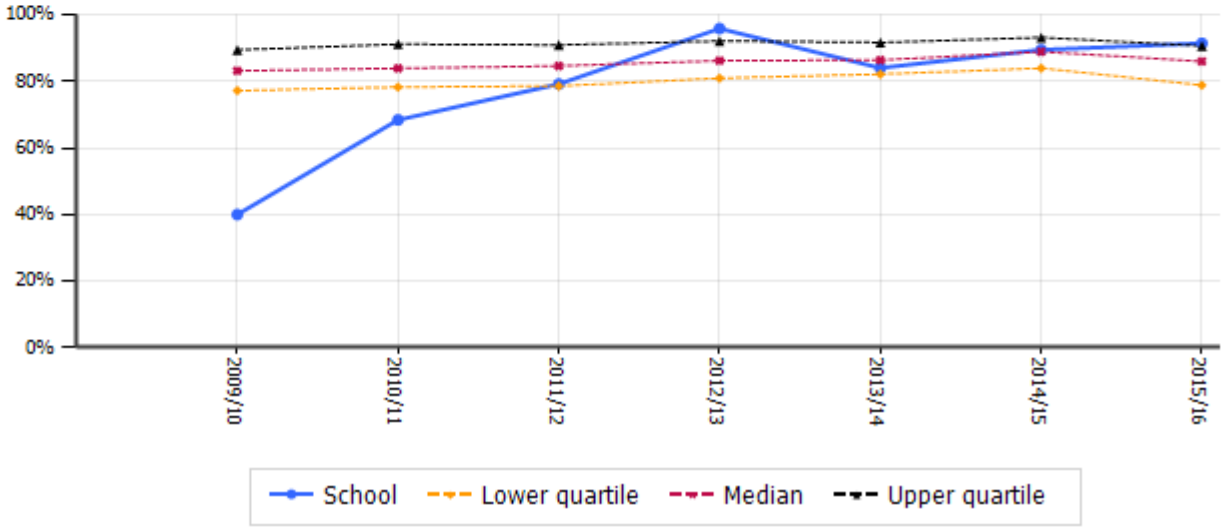
Section 8 - Benchmarking

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8.2 - % pupils achieving Level 4+ & Level 5+ by position within the relevant FSM benchmarking group

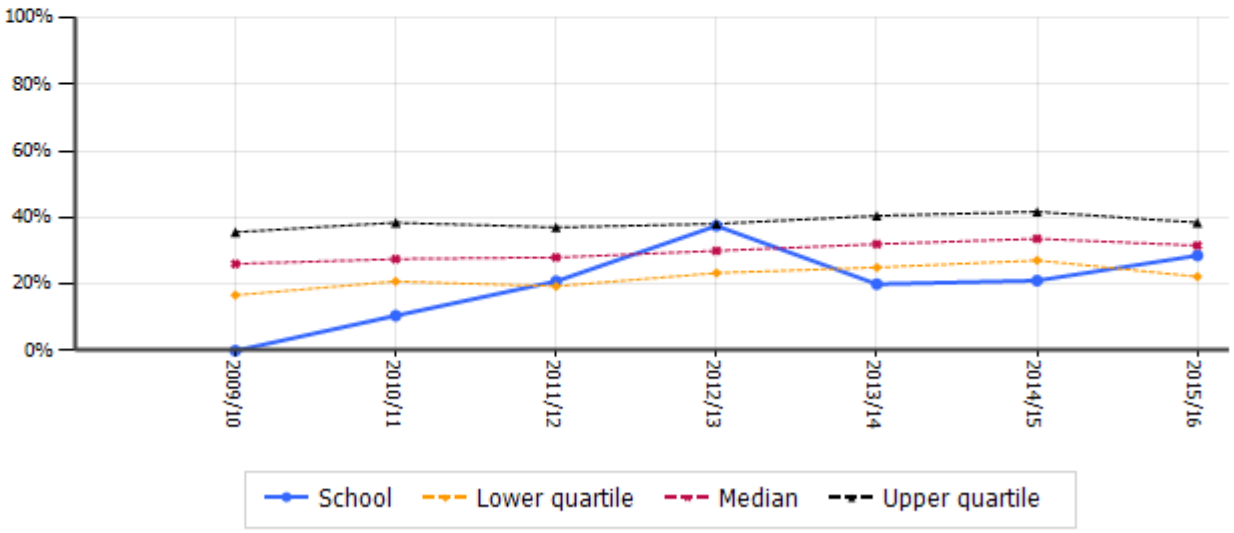
8.2b L4+ English

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%				95.8			91.4
Upper quartile	89.4	91.1	90.9	92.1	91.7	93.2	90.6
In highest 50% - 25%						89.5	
Median	83.2	83.9	84.6	86.2	86.4	88.9	86.0
In lowest 25% - 50%			79.2		84.0		
Lower quartile	77.2	78.3	78.6	81.0	82.1	83.9	78.8
In lowest 25%	40.0	68.4					



8.2b L5+ English

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%							
Upper quartile	35.6	38.5	37.0	38.1	40.5	41.7	38.5
In highest 50% - 25%				37.5			
Median	26.1	27.5	28.0	30.0	32.0	33.6	31.6
In lowest 25% - 50%			20.8				28.6
Lower quartile	16.7	20.8	19.4	23.3	25.0	27.1	22.2
In lowest 25%	0.0	10.5			20.0	21.1	



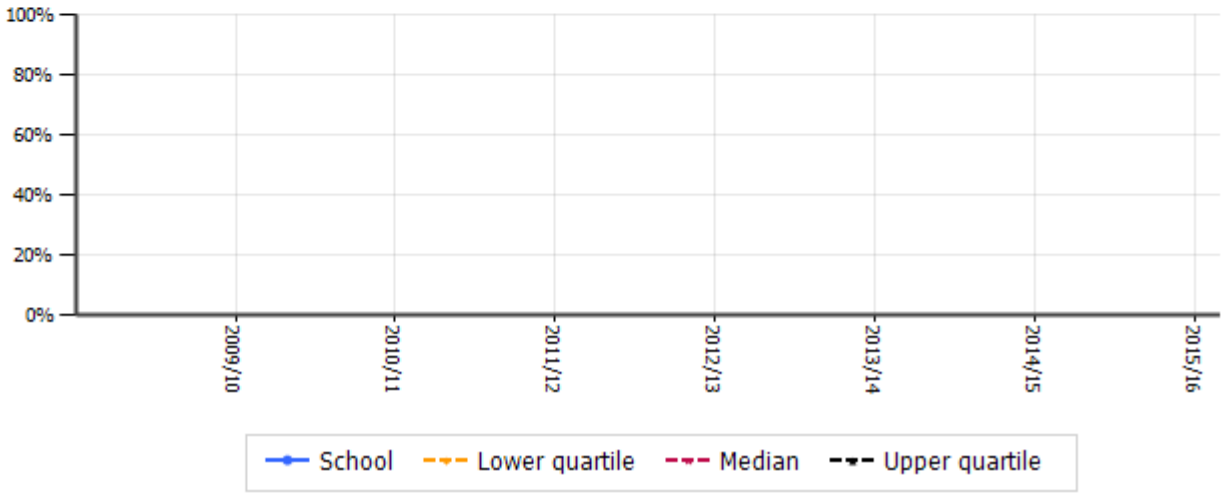
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8.2 - % pupils achieving Level 4+ & Level 5 by position within the relevant FSM benchmarking group

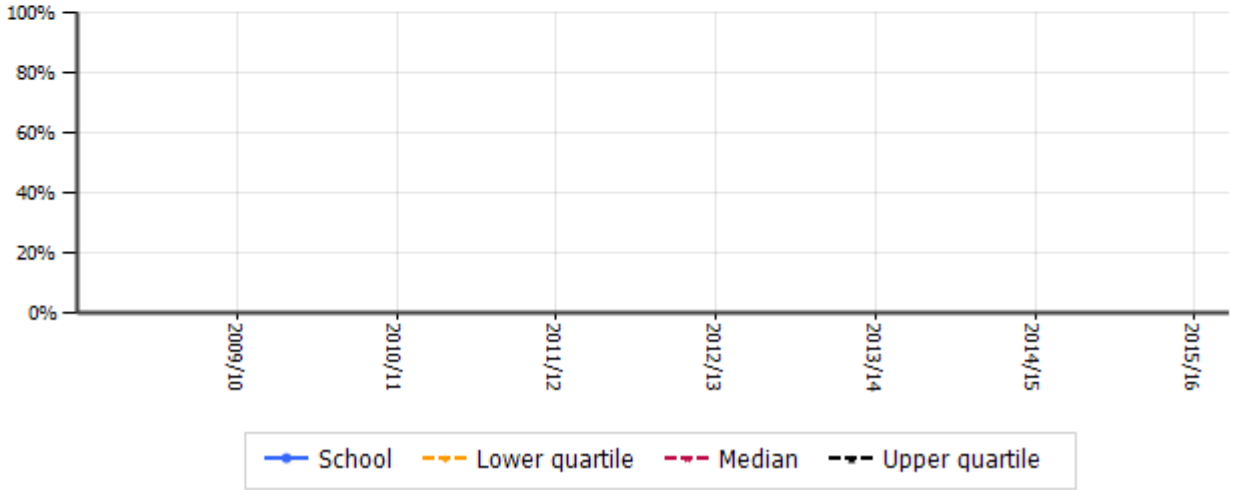
8.2c L4+ Welsh as First Language

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
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	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%							
Upper quartile							
In highest 50% - 25%							
Median							
In lowest 25% - 50%							
Lower quartile							
In lowest 25%							



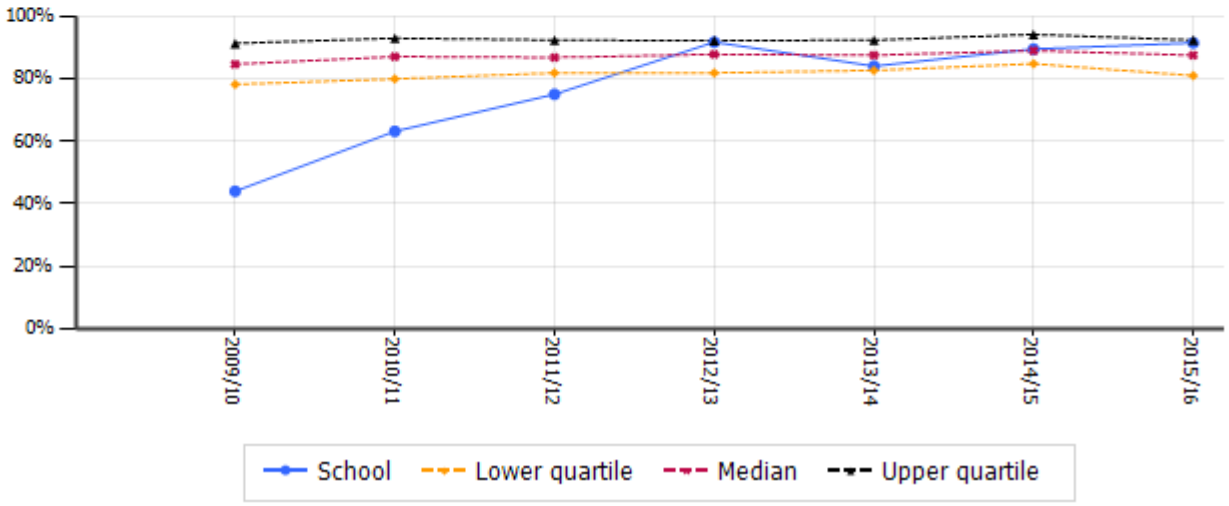
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8.2 - % pupils achieving Level 4+ & Level 5+ by position within the relevant FSM benchmarking group

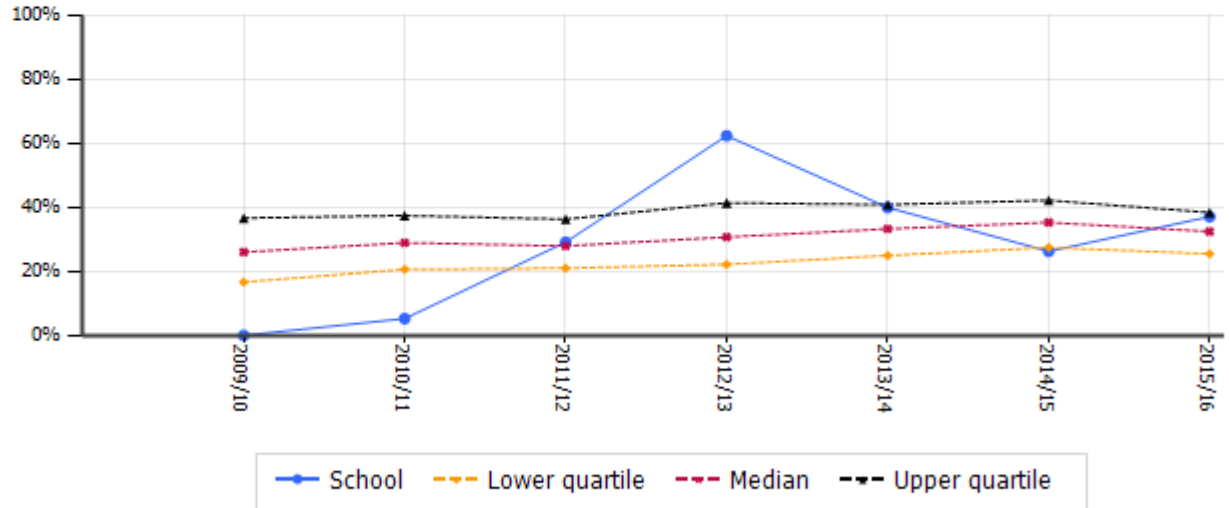
8.2d L4+ Mathematics

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%							
Upper quartile	91.3	92.9	92.3	92.2	92.3	94.1	92.3
In highest 50% - 25%				91.7		89.5	91.4
Median	84.6	87.0	86.8	87.8	87.5	88.9	87.5
In lowest 25% - 50%					84.0		
Lower quartile	78.2	79.9	81.8	81.8	82.6	84.7	81.0
In lowest 25%	44.0	63.2	75.0				



8.2d L5+ Mathematics

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%				62.5			
Upper quartile	36.7	37.5	36.4	41.5	40.9	42.3	38.5
In highest 50% - 25%			29.2		40.0		37.1
Median	26.1	29.0	28.0	30.8	33.3	35.4	32.5
In lowest 25% - 50%							
Lower quartile	16.7	20.7	21.1	22.2	25.0	27.5	25.5
In lowest 25%	0.0	5.3				26.3	



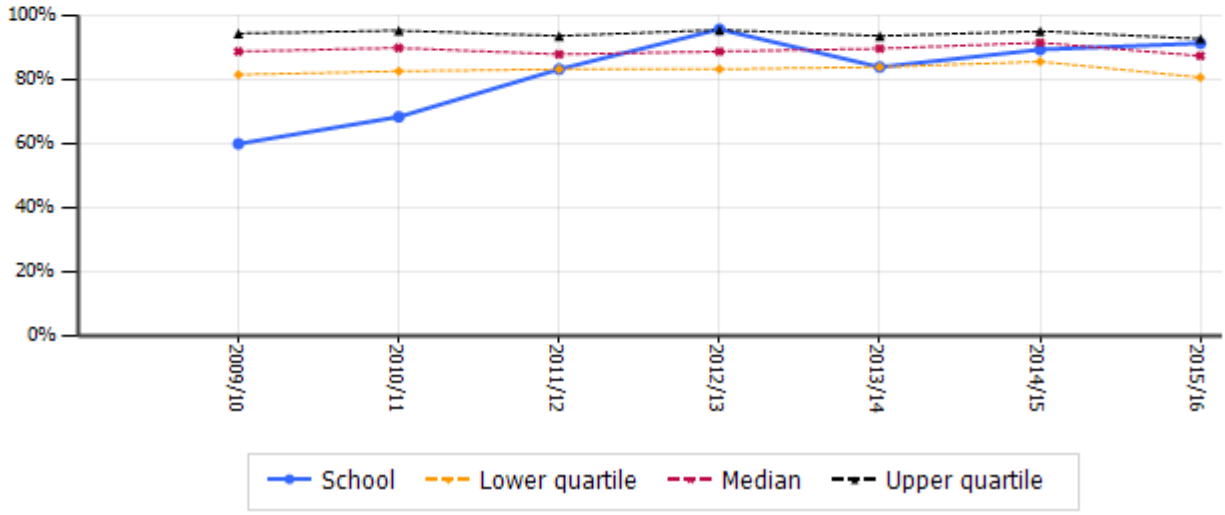
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8.2 - % pupils achieving Level 4+ & Level 5+ by position within the relevant FSM benchmarking group, cont.

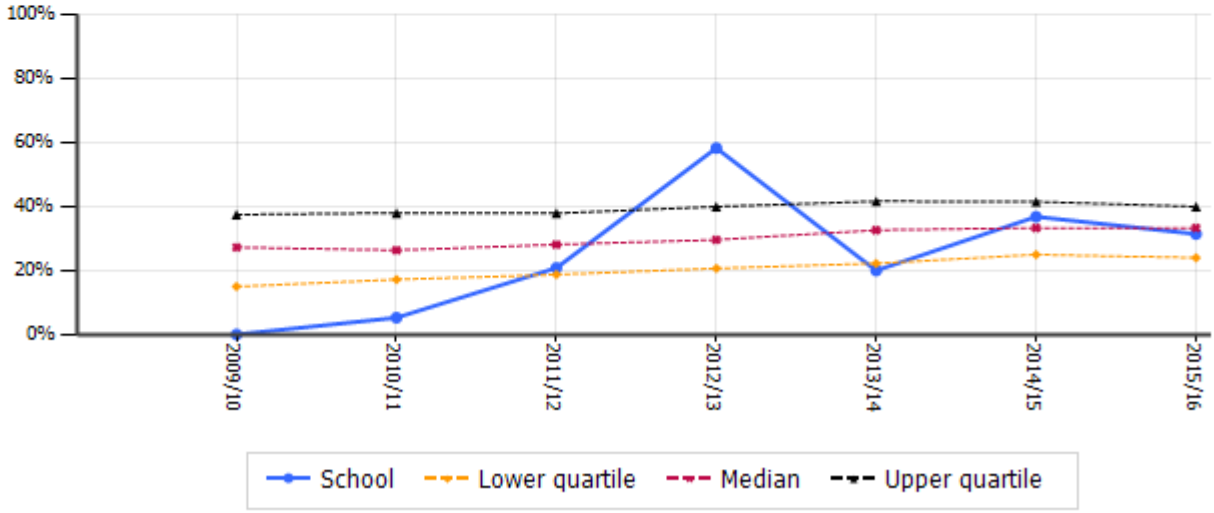
8.2e L4+ Science

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%				95.8			
Upper quartile	94.6	95.5	93.8	95.7	93.8	95.2	92.9
In highest 50% - 25%							91.4
Median	88.9	90.0	88.0	88.9	89.8	91.7	87.5
In lowest 25% - 50%			83.3		84.0	89.5	
Lower quartile	81.6	82.7	83.3	83.3	84.0	85.7	80.8
In lowest 25%	60.0	68.4					



8.2e L5+ Science

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%				58.3			
Upper quartile	37.5	38.0	37.9	40.0	41.7	41.5	40.0
In highest 50% - 25%						36.8	
Median	27.3	26.4	28.1	29.6	32.7	33.3	33.3
In lowest 25% - 50%			20.8				31.4
Lower quartile	15.0	17.2	18.8	20.7	22.2	25.0	24.0
In lowest 25%	0.0	5.3			20.0		



Section 9 - Raw Data

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Core Subject Indicator

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils	32.0	57.9	75.0	91.7	80.0	89.5	88.6
	Boys	28.6	33.3	61.5	91.7	75.0	100.0	83.3
	Girls	36.4	80.0	90.9	91.7	88.9	71.4	94.1
Family	Pupils	69.4	77.5	83.3	84.6	86.4	89.0	93.2
	Boys	62.9	71.9	80.5	80.8	79.0	86.5	90.7
	Girls	77.4	83.7	86.6	87.8	93.1	92.2	96.3
LA	Pupils	78.3	80.8	81.3	85.0	86.1	87.9	90.1
	Boys	74.3	76.2	77.6	83.0	83.4	85.0	87.9
	Girls	82.7	85.6	85.0	87.0	88.9	90.9	92.3
Wales	Pupils	78.2	80.0	82.6	84.3	86.1	87.7	88.6
	Boys	74.4	76.2	79.4	81.4	83.1	84.9	86.1
	Girls	82.2	84.0	86.0	87.5	89.4	90.7	91.3

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Level 4+ English

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils	40.0	68.4	79.2	95.8	84.0	89.5	91.4
	Boys	28.6	33.3	69.2	91.7	81.3	100.0	83.3
	Girls	54.5	100.0	90.9	100.0	88.9	71.4	100.0
Family	Pupils	74.5	81.4	85.3	88.0	88.8	91.1	94.5
	Boys	67.9	74.1	83.5	84.2	81.5	88.7	91.5
	Girls	82.6	89.4	87.4	91.4	95.4	94.2	98.1
LA	Pupils	82.8	83.8	83.8	88.0	89.0	90.1	91.2
	Boys	77.4	78.8	79.6	85.5	85.2	87.6	88.8
	Girls	88.9	89.0	88.0	90.6	93.0	92.7	93.6
Wales	Pupils	81.9	83.4	85.2	87.1	88.4	89.6	90.3
	Boys	77.1	78.8	81.4	83.7	85.0	86.6	87.6
	Girls	86.9	88.2	89.2	90.8	92.0	92.8	93.2

Level 5+ English

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils	0.0	10.5	20.8	37.5	20.0	21.1	28.6
	Boys	0.0	0.0	15.4	16.7	18.8	25.0	11.1
	Girls	0.0	20.0	27.3	58.3	22.2	14.3	47.1
Family	Pupils	22.7	26.4	27.4	33.2	35.6	36.9	41.4
	Boys	17.1	20.7	21.1	22.5	29.4	35.3	34.1
	Girls	29.6	32.5	34.5	42.4	41.2	38.8	50.0
LA	Pupils	28.9	31.1	33.7	37.3	38.9	41.2	41.7
	Boys	25.8	24.8	26.9	32.2	31.4	33.1	35.6
	Girls	32.4	37.6	40.5	42.6	46.6	49.7	47.8
Wales	Pupils	29.0	30.5	32.9	35.7	38.0	40.8	42.0
	Boys	23.7	25.3	27.0	29.7	32.3	34.5	36.1
	Girls	34.5	36.0	39.2	42.1	44.0	47.4	48.1

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Level 4+ Welsh as First Language

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils							
	Boys							
	Girls							
Family	Pupils							
	Boys							
	Girls							
LA	Pupils	82.4	77.9	78.9	90.1	90.0	86.4	84.3
	Boys	74.0	70.5	69.4	86.2	88.1	81.8	80.0
	Girls	90.4	87.9	85.2	92.9	91.7	90.9	88.5
Wales	Pupils	81.0	82.0	84.0	86.7	88.1	90.5	90.8
	Boys	76.0	77.0	79.5	82.5	83.8	87.5	88.2
	Girls	86.1	87.2	88.4	91.1	92.3	93.5	93.4

Level 5+ Welsh as First Language

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils							
	Boys							
	Girls							
Family	Pupils							
	Boys							
	Girls							
LA	Pupils	31.4	28.6	31.1	32.4	37.8	38.6	37.3
	Boys	18.0	25.0	22.2	31.0	26.2	27.3	30.0
	Girls	44.2	33.3	37.0	33.3	47.9	50.0	44.2
Wales	Pupils	24.5	25.9	26.6	30.4	33.9	38.0	38.0
	Boys	19.0	20.0	20.3	24.8	27.2	31.7	31.1
	Girls	30.1	32.0	32.9	36.1	40.5	44.3	44.9

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Level 4+ Mathematics

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils	44.0	63.2	75.0	91.7	84.0	89.5	91.4
	Boys	35.7	44.4	61.5	91.7	81.3	100.0	88.9
	Girls	54.5	80.0	90.9	91.7	88.9	71.4	94.1
Family	Pupils	73.7	83.3	87.7	86.5	90.8	91.1	94.9
	Boys	68.6	82.2	87.2	83.3	87.4	90.2	92.2
	Girls	80.0	84.6	88.2	89.2	93.9	92.2	98.1
LA	Pupils	84.3	85.5	86.3	88.2	88.4	90.9	92.3
	Boys	82.2	83.8	84.8	87.5	87.0	89.2	91.6
	Girls	86.7	87.3	87.8	89.0	89.8	92.7	93.1
Wales	Pupils	83.3	84.9	86.8	87.5	88.9	90.2	91.0
	Boys	81.5	83.1	85.3	85.8	87.1	88.4	89.4
	Girls	85.1	86.8	88.4	89.3	90.9	92.1	92.6

Level 5+ Mathematics

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils	0.0	5.3	29.2	62.5	40.0	26.3	37.1
	Boys	0.0	11.1	38.5	50.0	50.0	25.0	27.8
	Girls	0.0	0.0	18.2	75.0	22.2	28.6	47.1
Family	Pupils	19.6	22.1	29.4	33.6	28.4	39.8	45.1
	Boys	18.6	21.5	30.1	30.0	29.4	42.9	46.5
	Girls	20.9	22.8	28.6	36.7	27.5	35.9	43.5
LA	Pupils	30.1	32.5	34.5	39.0	39.4	41.7	42.3
	Boys	31.9	33.3	36.8	38.0	37.9	41.2	43.2
	Girls	28.1	31.6	32.1	40.0	41.0	42.2	41.4
Wales	Pupils	29.2	31.1	32.9	35.7	38.0	41.2	43.2
	Boys	30.3	32.4	33.4	36.2	38.1	41.0	43.5
	Girls	28.0	29.8	32.3	35.1	37.9	41.5	42.8

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Level 4+ Science

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils	60.0	68.4	83.3	95.8	84.0	89.5	91.4
	Boys	42.9	55.6	76.9	100.0	81.3	100.0	88.9
	Girls	81.8	80.0	90.9	91.7	88.9	71.4	94.1
Family	Pupils	80.8	85.3	88.9	91.1	91.6	91.9	94.9
	Boys	75.0	80.7	88.7	90.0	86.6	90.2	93.8
	Girls	87.8	90.2	89.1	92.1	96.2	94.2	96.3
LA	Pupils	86.9	87.1	87.8	90.1	89.4	92.1	92.8
	Boys	83.5	84.4	85.7	88.9	86.8	90.4	91.3
	Girls	90.7	90.0	90.0	91.2	92.2	93.8	94.3
Wales	Pupils	86.4	87.1	88.5	89.7	90.3	91.4	91.7
	Boys	84.4	85.0	86.6	87.8	88.3	89.6	90.0
	Girls	88.5	89.4	90.6	91.8	92.5	93.3	93.6

Level 5+ Science

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils	0.0	5.3	20.8	58.3	20.0	36.8	31.4
	Boys	0.0	11.1	23.1	50.0	18.8	41.7	16.7
	Girls	0.0	0.0	18.2	66.7	22.2	28.6	47.1
Family	Pupils	19.2	20.9	24.2	35.1	28.4	38.1	45.1
	Boys	19.3	22.2	23.3	31.7	28.6	39.8	44.2
	Girls	19.1	19.5	25.2	38.1	28.2	35.9	46.3
LA	Pupils	30.1	32.3	36.4	40.6	39.5	40.2	42.1
	Boys	31.7	31.4	36.1	39.4	36.2	38.7	40.6
	Girls	28.4	33.3	36.8	41.9	43.0	41.7	43.6
Wales	Pupils	30.2	30.9	33.1	36.1	38.4	41.1	42.5
	Boys	30.3	30.8	32.2	34.9	37.0	39.3	40.7
	Girls	30.0	31.1	34.0	37.4	40.0	43.1	44.3

Section 9 - Raw Data

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CSI FSM

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils	40.0	40.0	72.7	100.0	80.0	87.5	
Family	Pupils	58.1	64.4	67.3	71.0	71.4	82.6	
LA	Pupils	52.8	62.4	62.6	71.5	71.6	72.0	
Wales	Pupils	60.2	63.6	66.7	69.8	71.9	75.1	

CSI Non-FSM

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils	26.7	64.3	83.3	90.5	80.0	90.9	
Family	Pupils	74.0	80.3	88.1	89.5	89.9	90.4	
LA	Pupils	82.3	84.3	85.1	87.5	88.5	90.6	
Wales	Pupils	82.6	84.2	86.7	88.1	89.6	90.8	