



Ariennir gan
Lywodraeth Cymru
Funded by
Welsh Government

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 (FP, KS2-3)

School Examination Performance Information (KS4)

Section1 - Guidance Questions - Foundation Phase Indicator

Foundation Phase Indicator

How do trends for the performance of the Foundation Phase 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 7 on Benchmarking

Is performance noticeably different from that of the family?

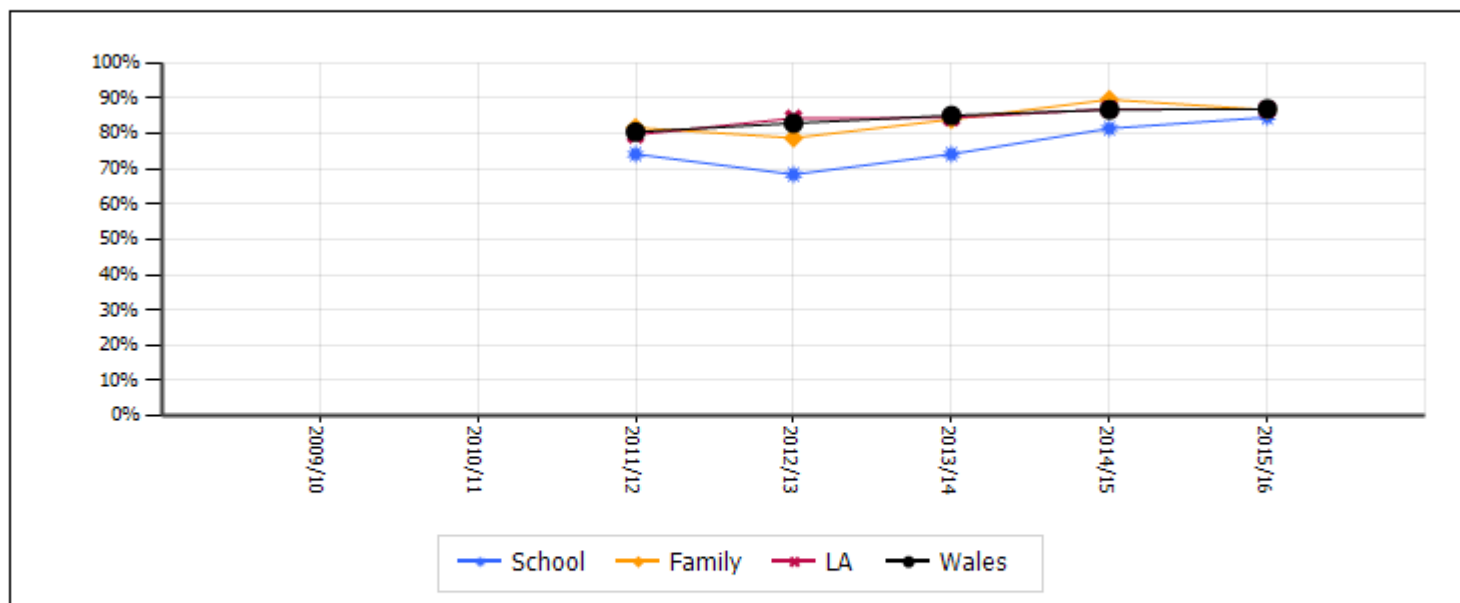
How does the performance of boys or girls compare with national, local and family averages for these groups? Is there a noticeable trend of improvement or decline in the performance of boys or girls? Is there a repeating pattern of strong/weak performance by either boys or girls in the Foundation Phase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

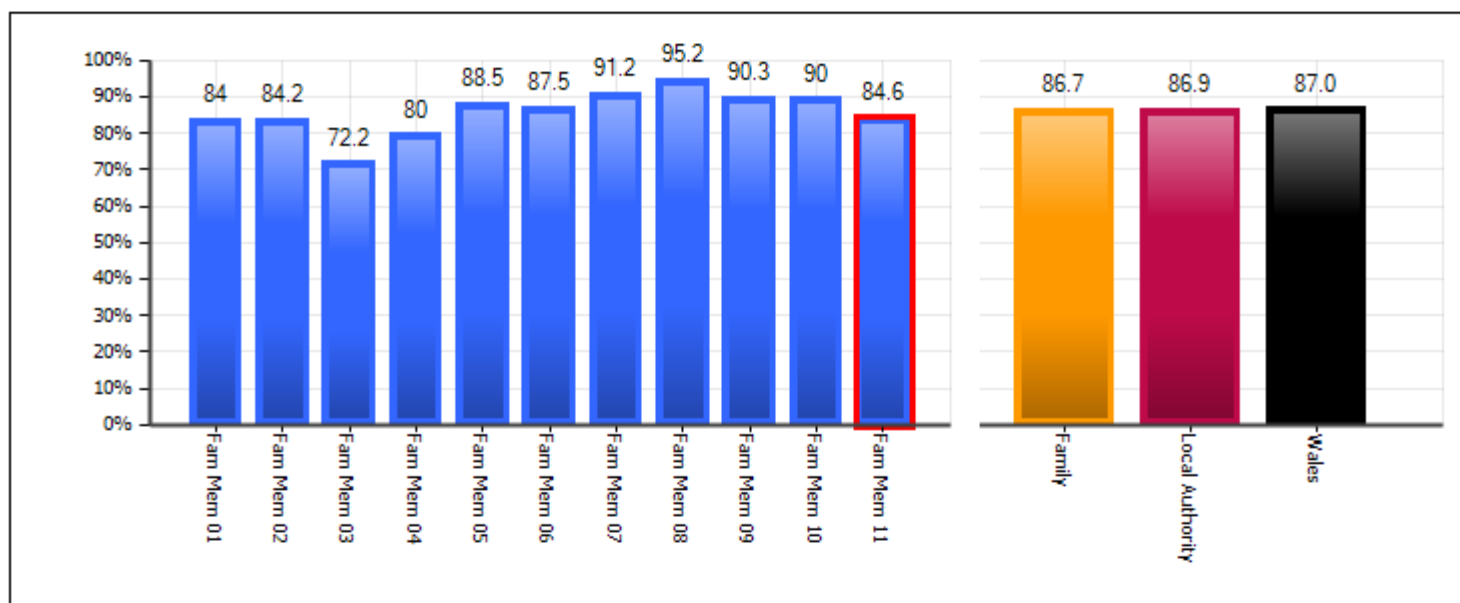
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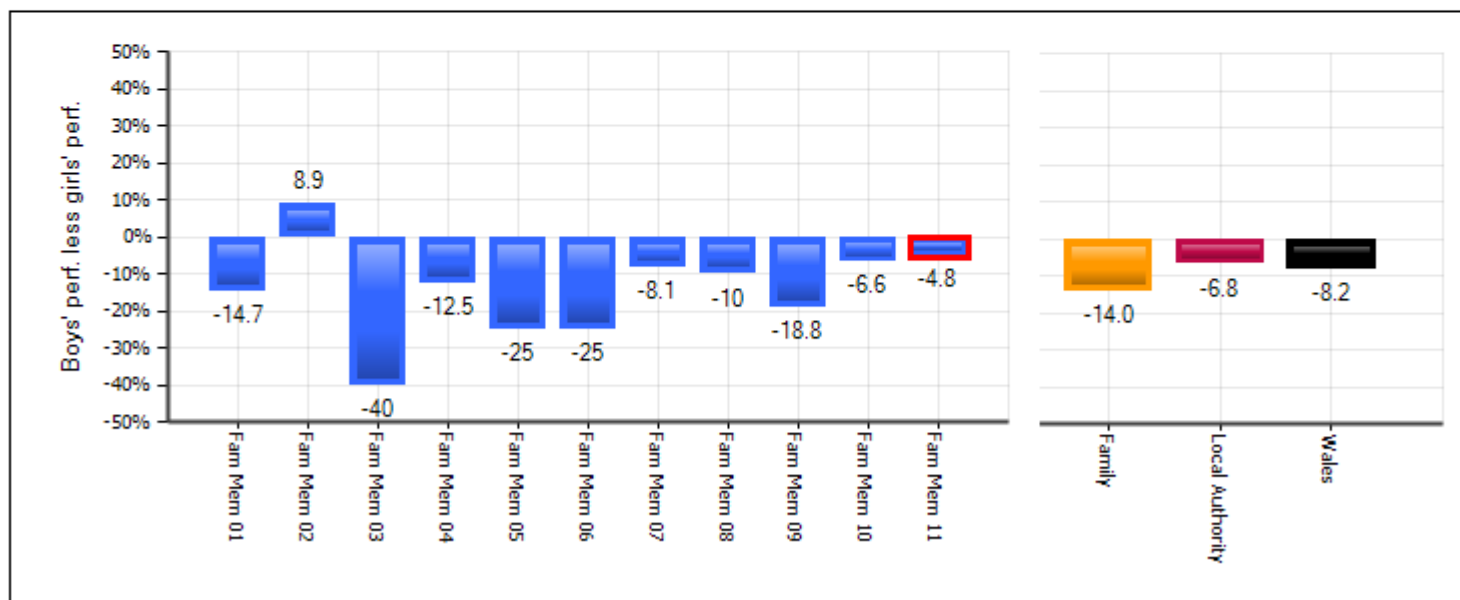
1.1a % pupils achieving



1.1b Family comparison



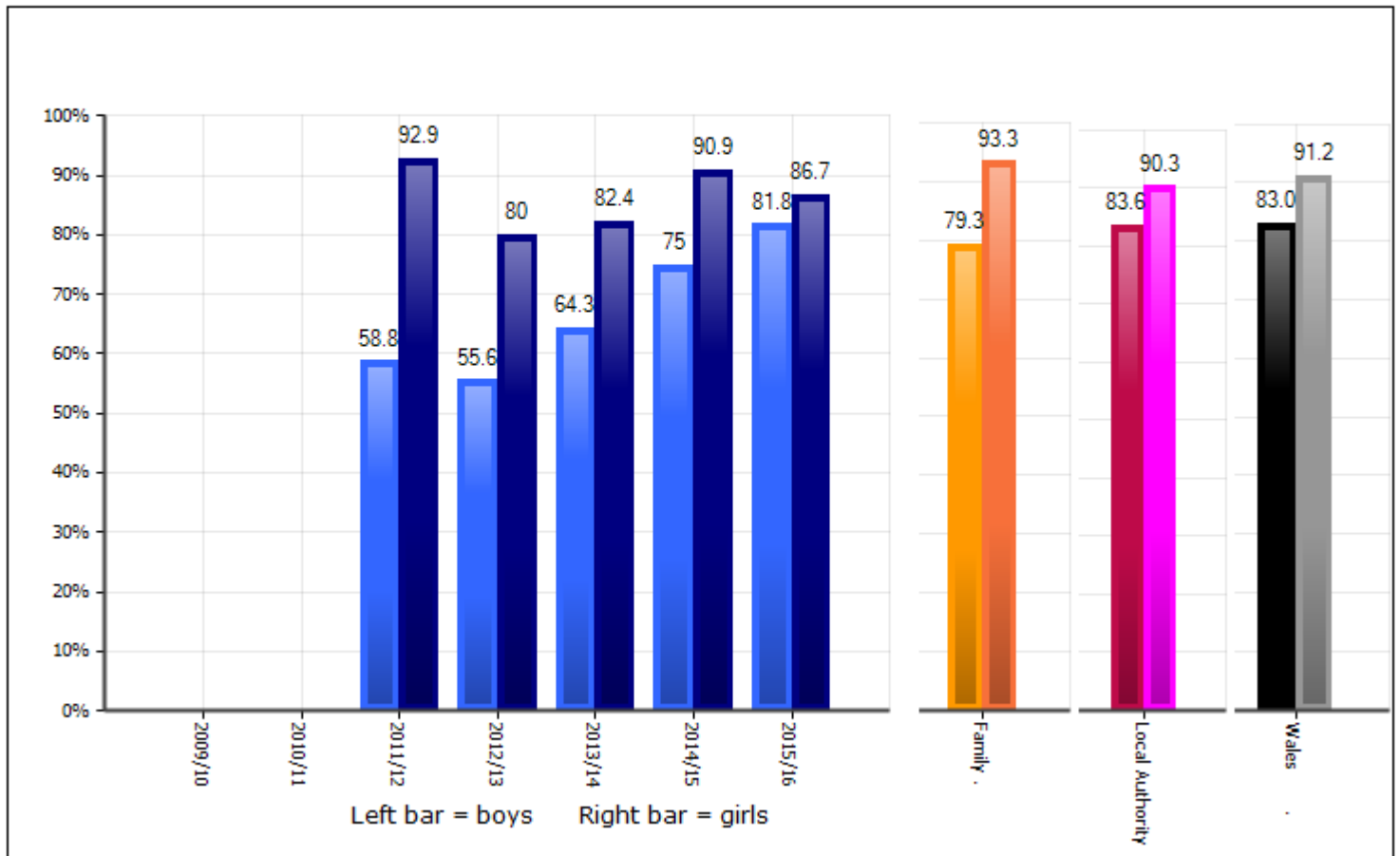
1.1c Family comparison – gender differences



Section 1 - Foundation Phase Indicator

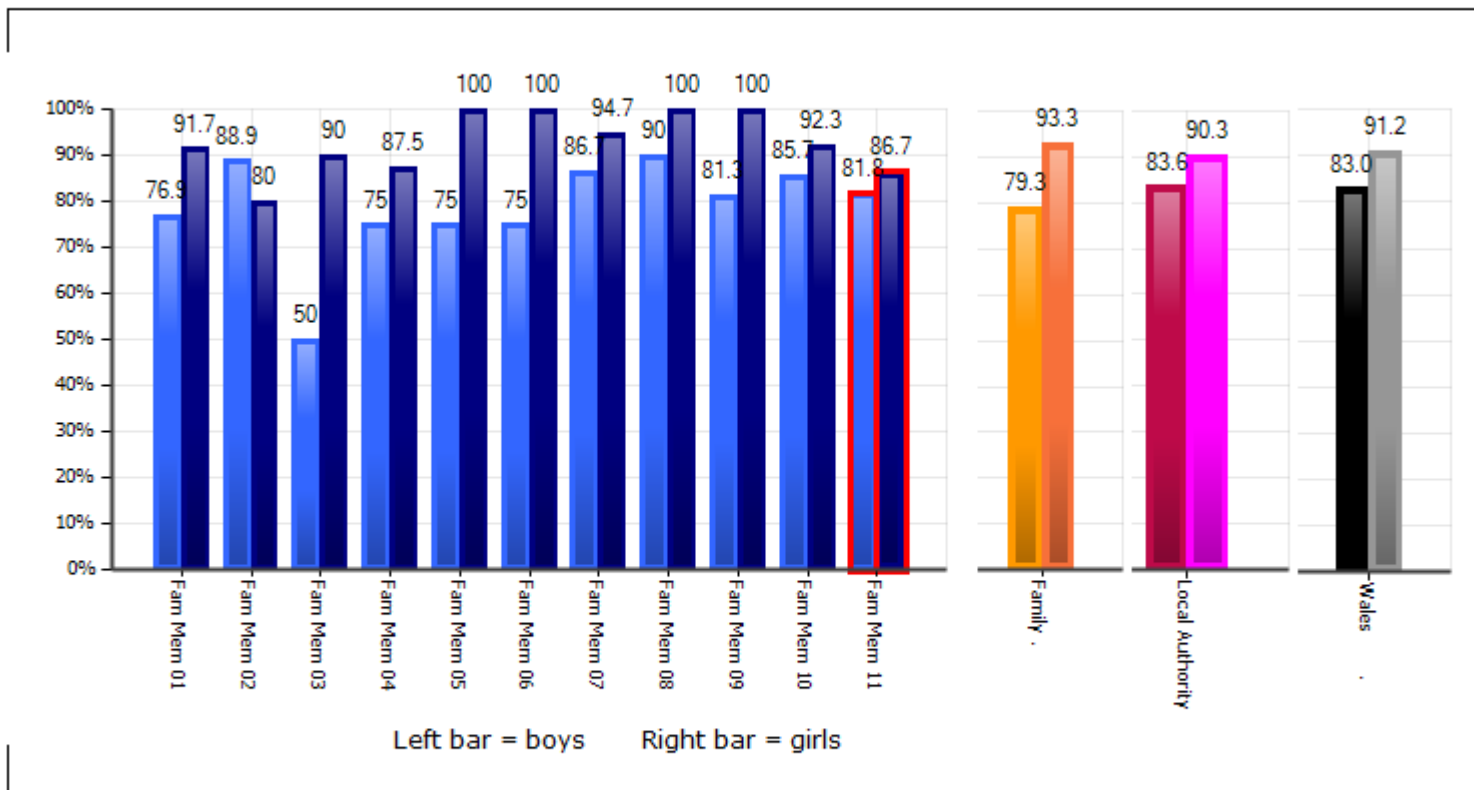
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1.1d % boys / girls achieving



1.1e Boys / girls - Family comparison

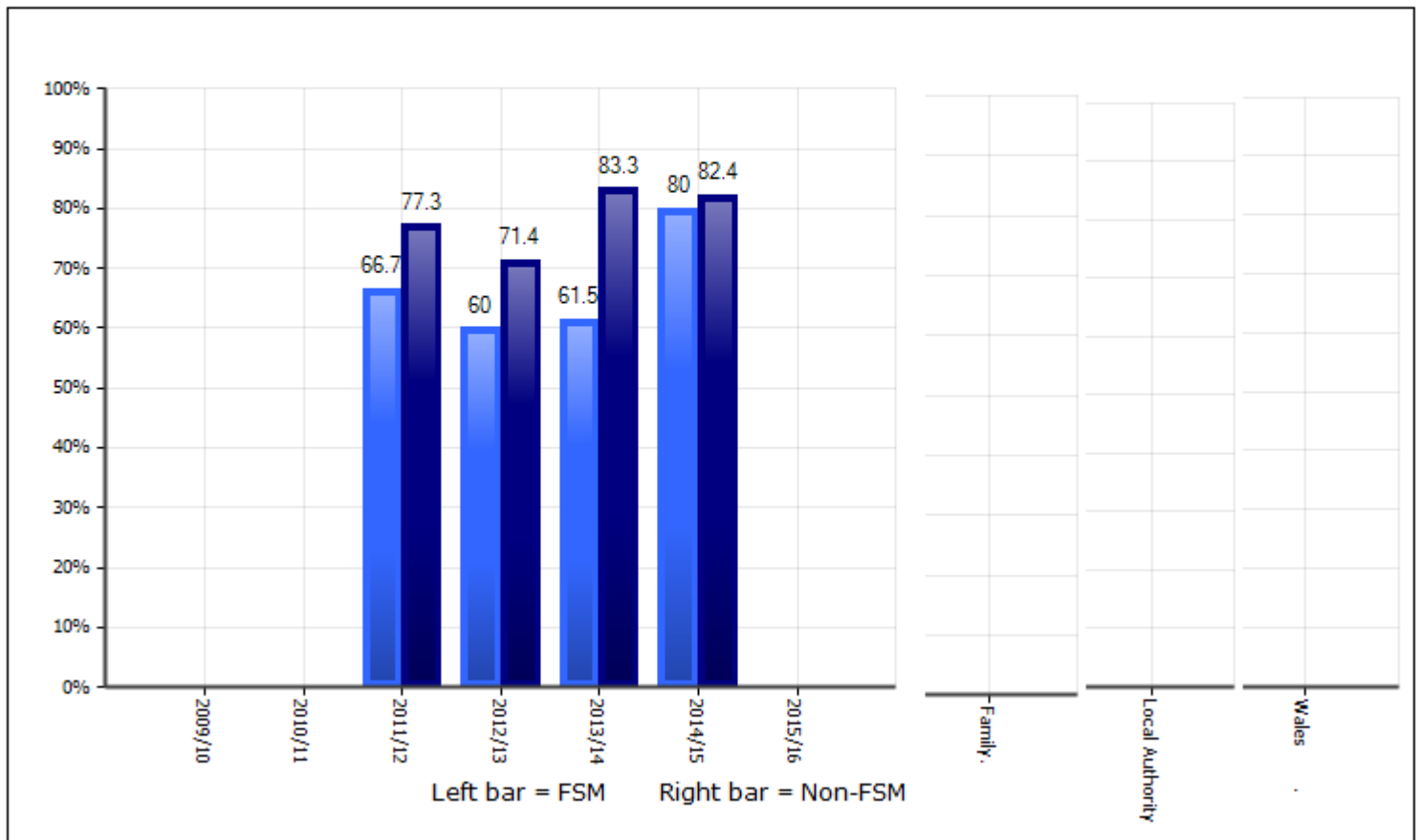
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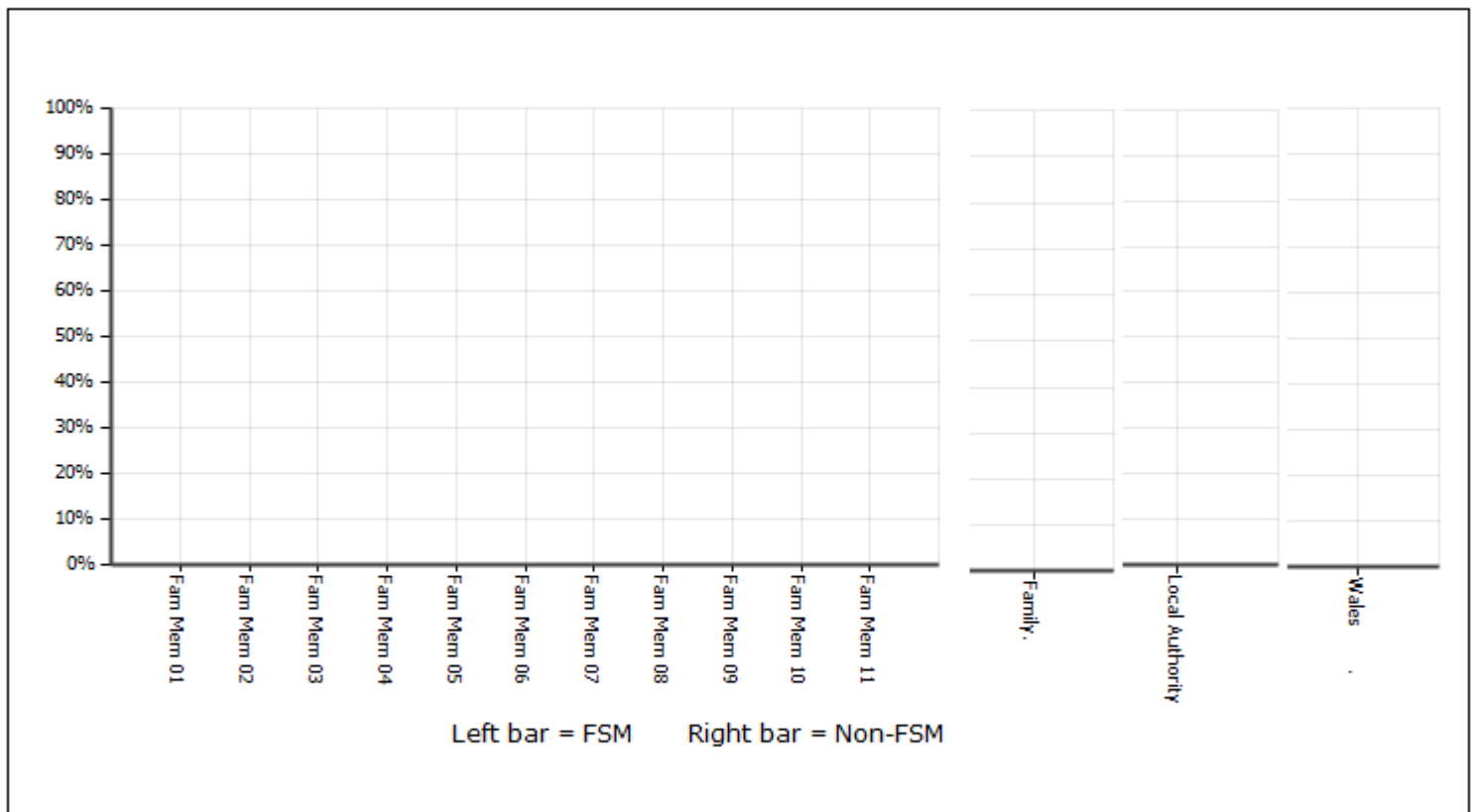
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1.1f FSM / non-FSM trend



1.1g FSM / non-FSM - Family comparison

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



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Separate Areas of Learning

How do trends for each area of learning 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 7 on Benchmarking

Is performance noticeably different from that of the family?

Is there a clear difference in performance between any of the areas of learning or is the pattern in performance generally similar? Are any areas of learning having a detrimental effect on the Foundation Phase indicator?

In each of the areas of learning, 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 area of learning? 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 areas of learning? 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 areas of learning? 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.*

Performance in each Area of Learning at Foundation Phase Outcome 6 and above

How do trends in performance at outcome 6 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 outcome 5 similar to outcome 6 and above?

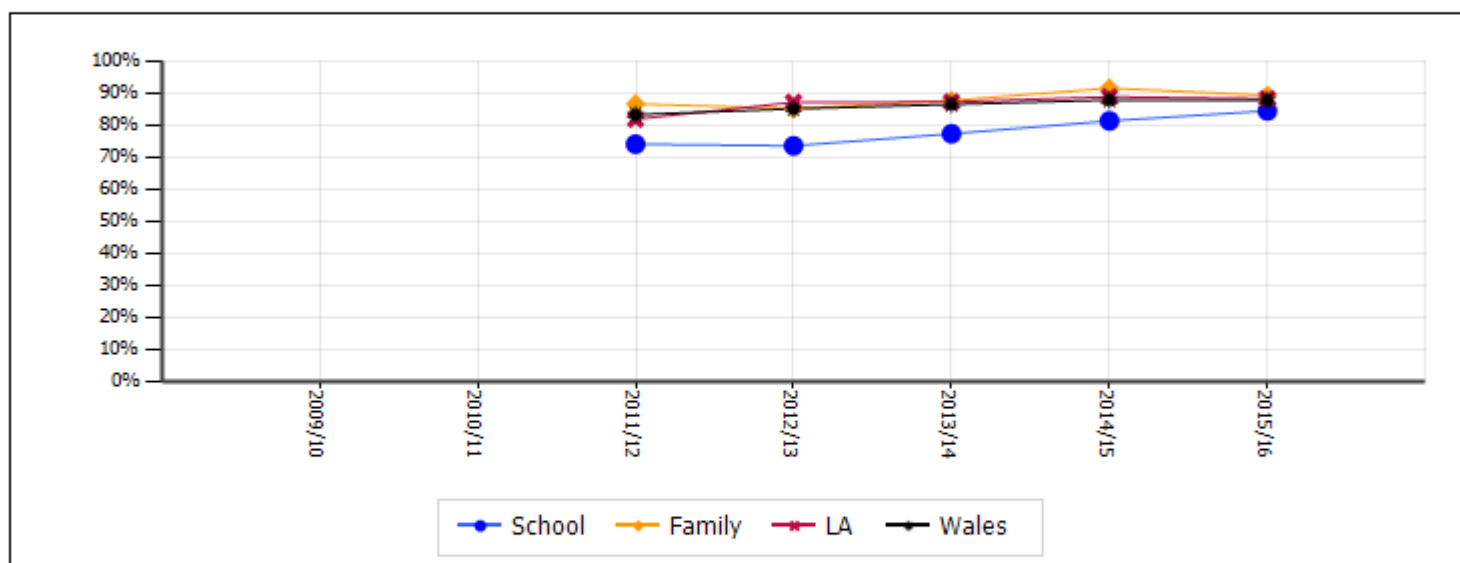
In each of the areas of learning, how does the performance of boys or girls compare with national, local and family averages for these groups of pupils? Is there a clear trend of improvement or has there been a decline in the performance of one or both groups? Is there a repeating pattern of strong/weak performance by either boys or girls in any particular area of learning? 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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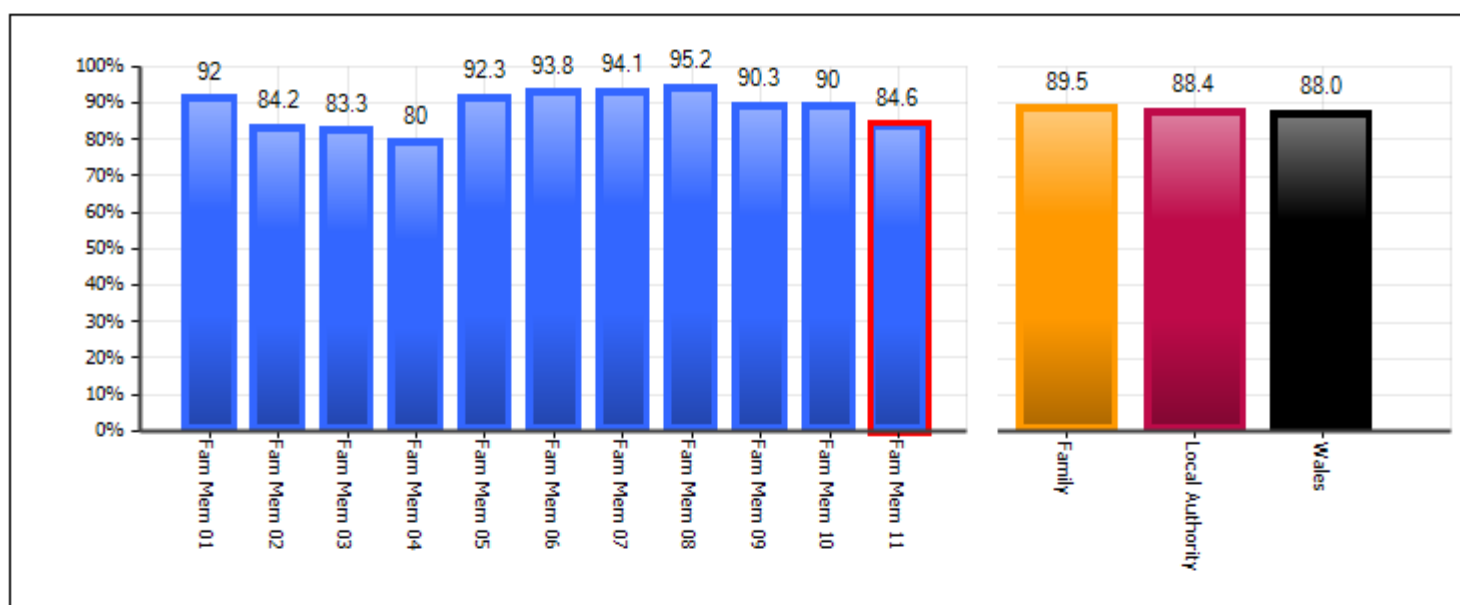
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2.1 - Outcome 5+

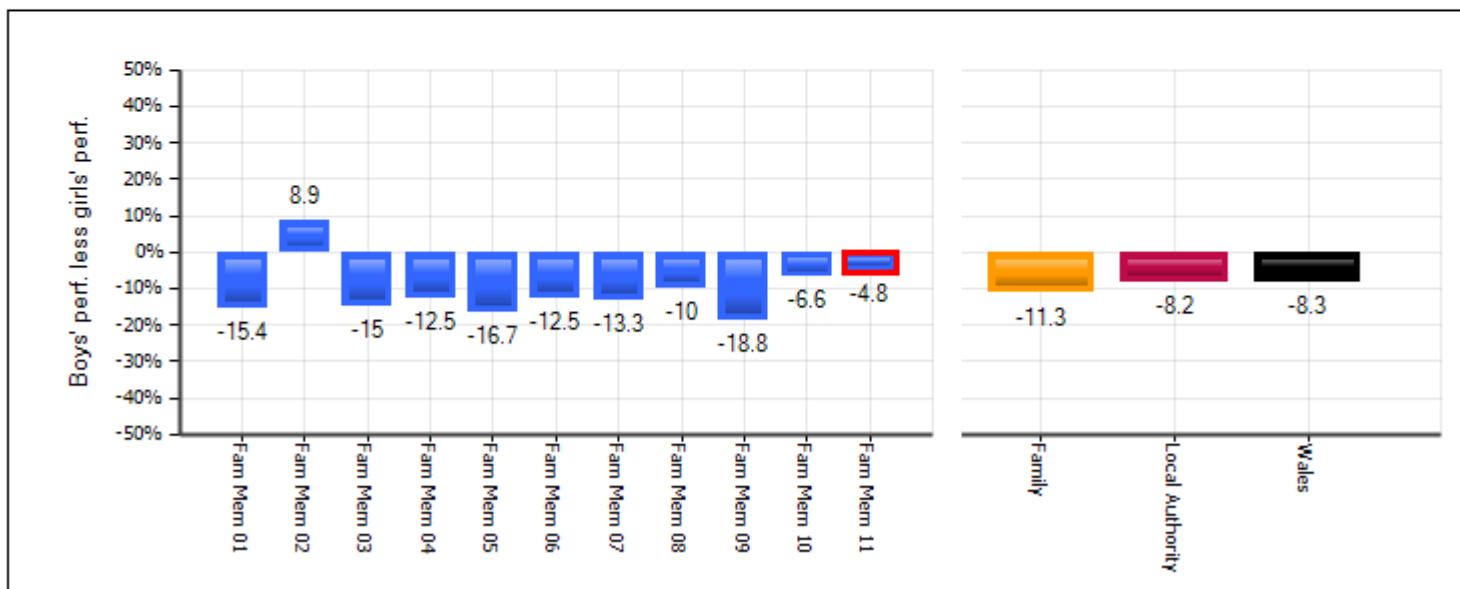
2.1a % pupils achieving



2.1b Family comparison



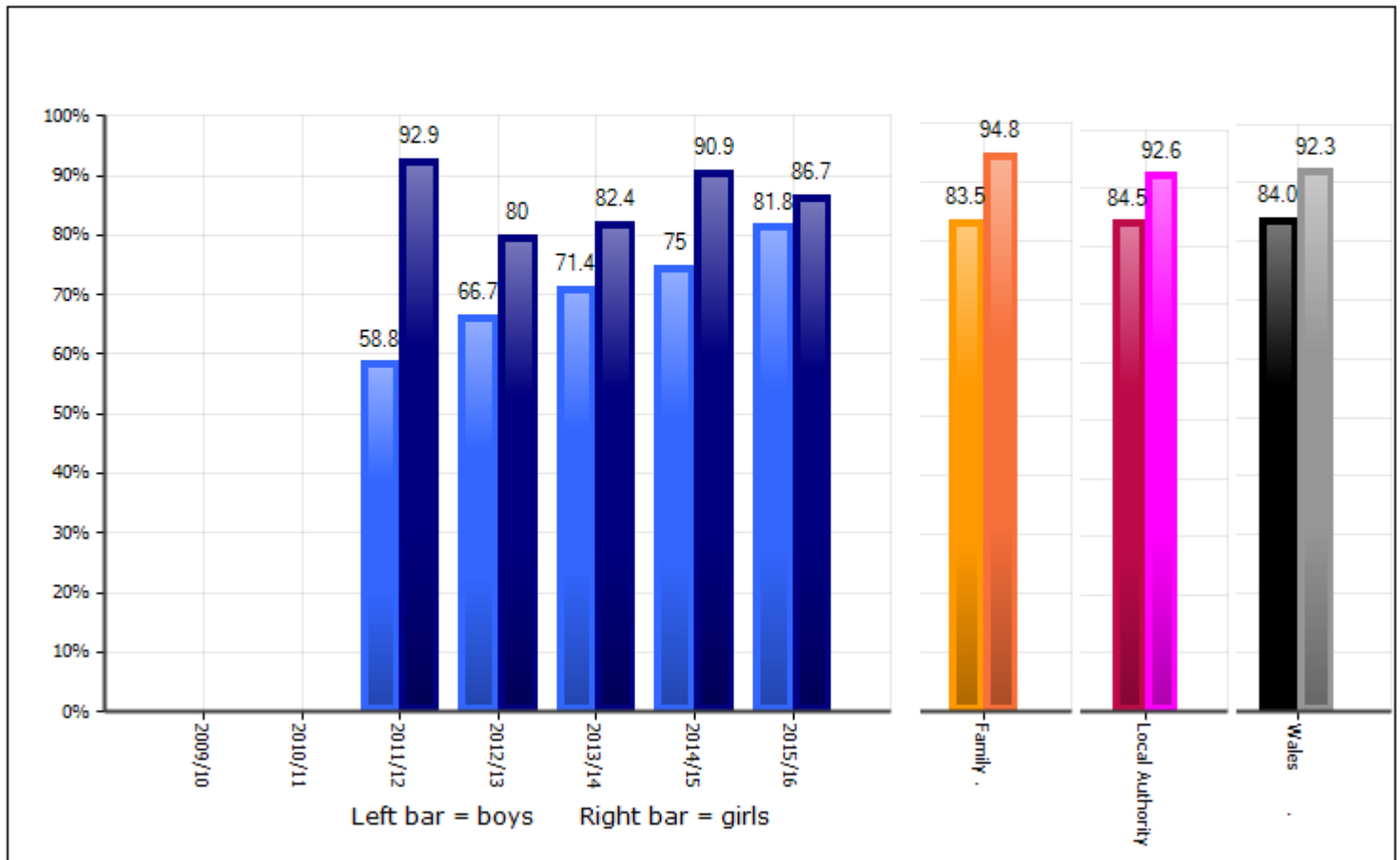
2.1c Family comparison – gender differences



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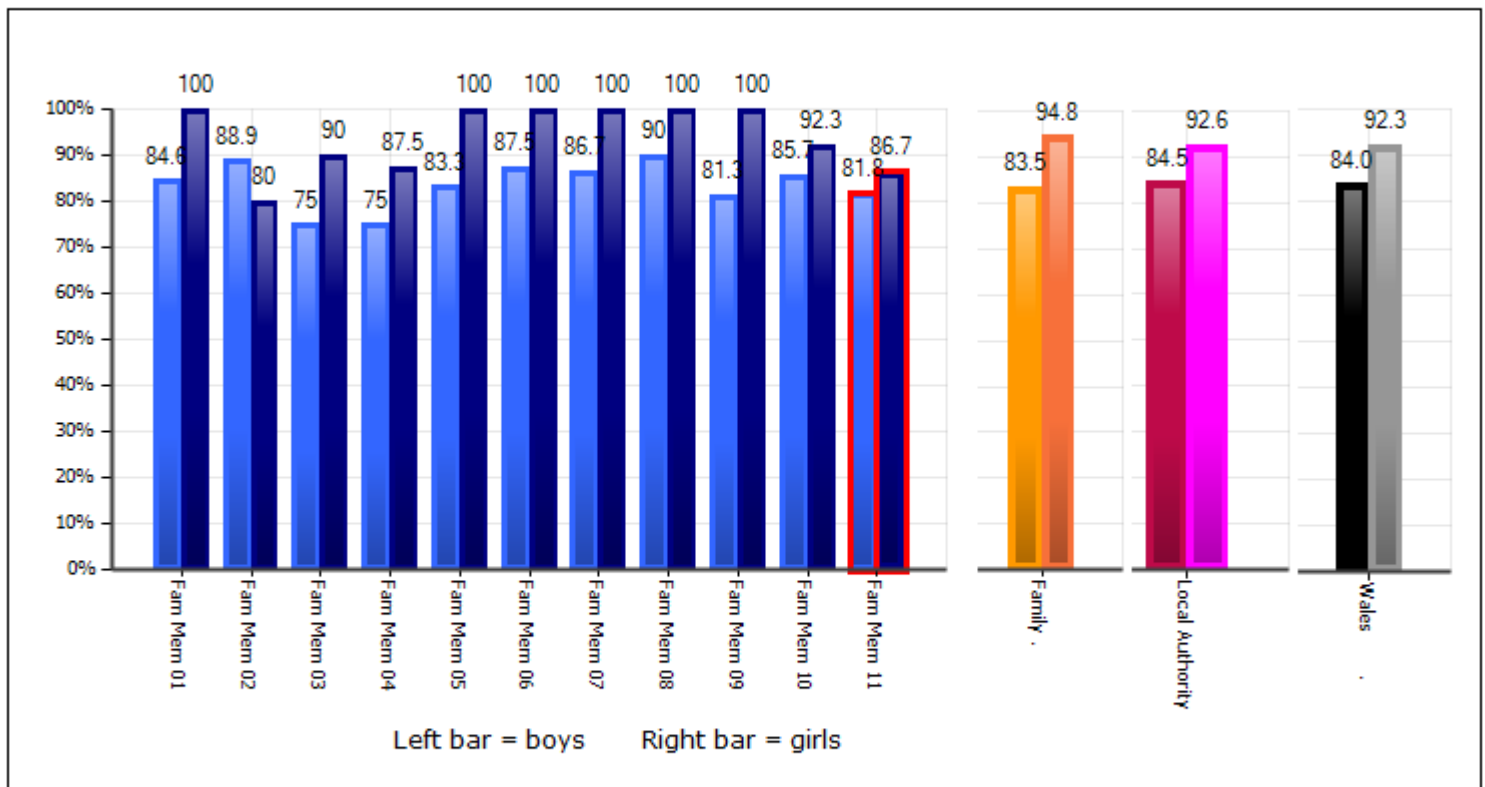
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2.1d % boys / girls achieving



2.1e Boys / girls - Family comparison

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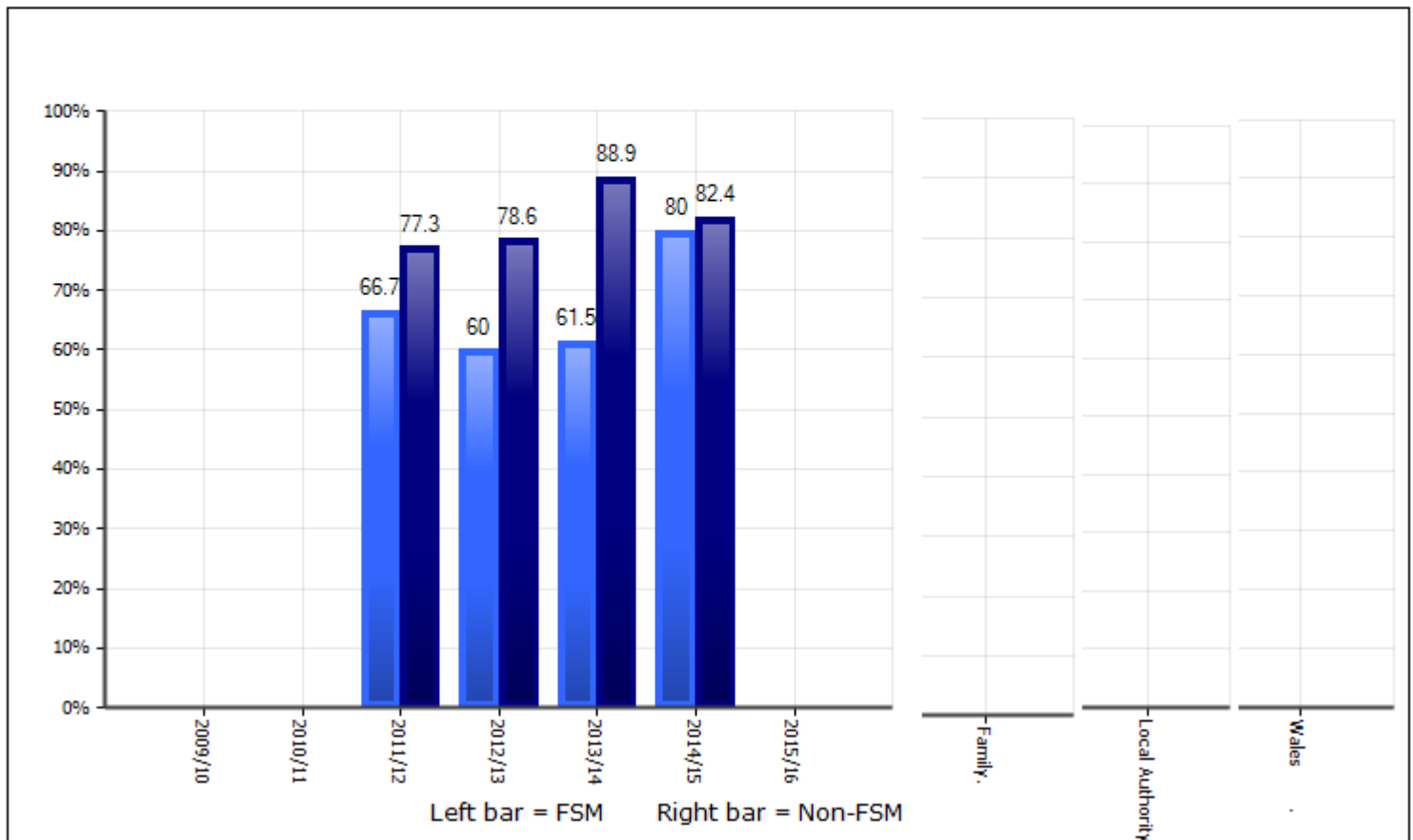


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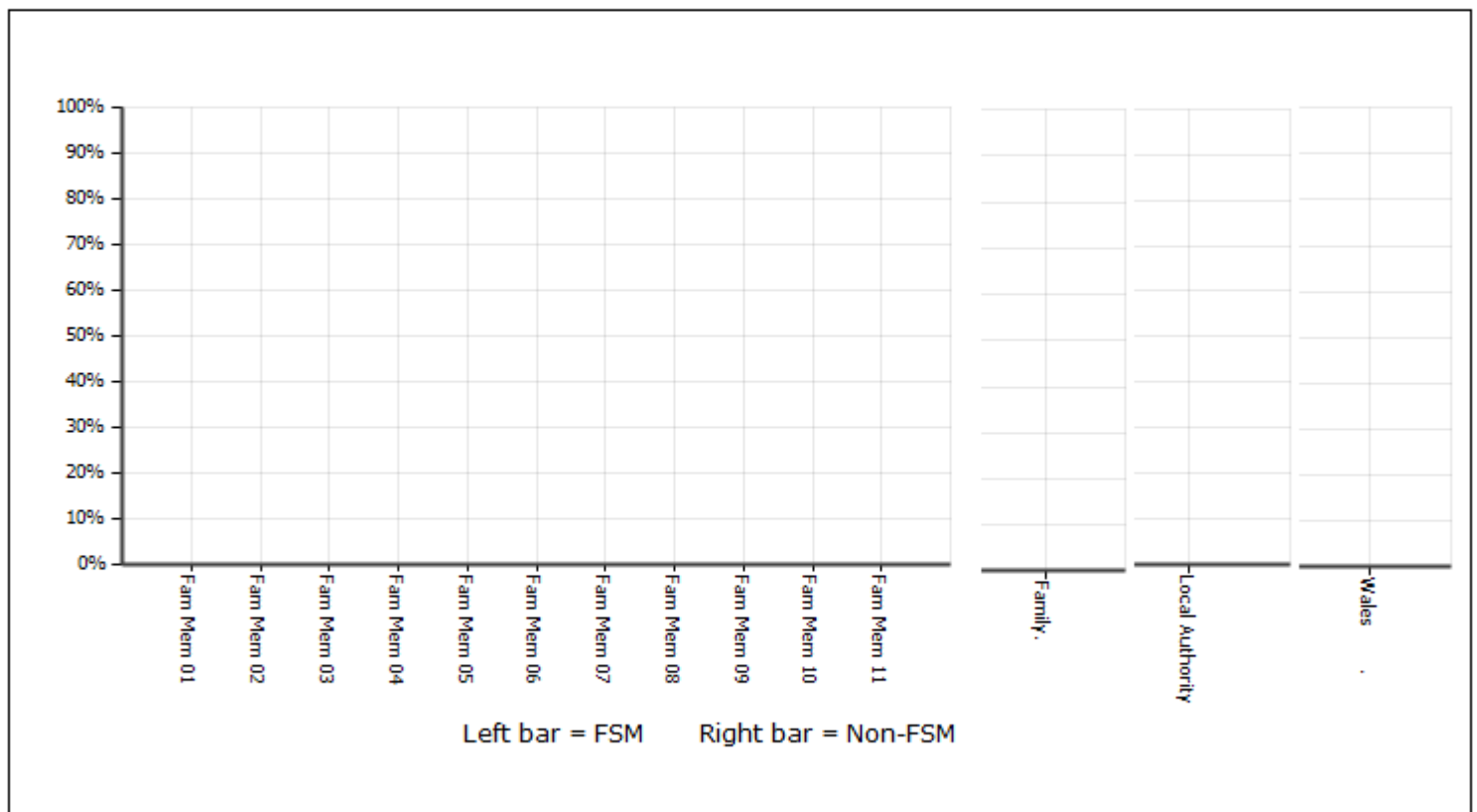
2.1 - Outcome 5+

2.1f FSM / non-FSM trend



2.1g FSM / non-FSM - Family comparison

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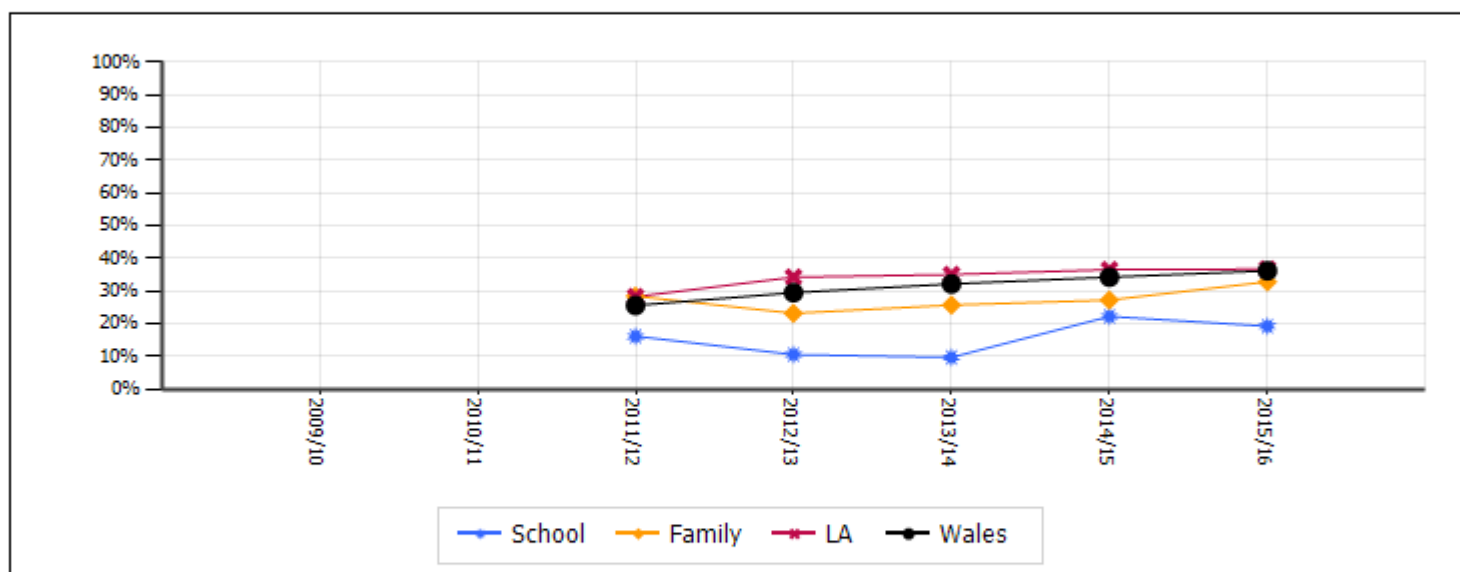


Section 2 - Language, Literacy and Communication Skills in English

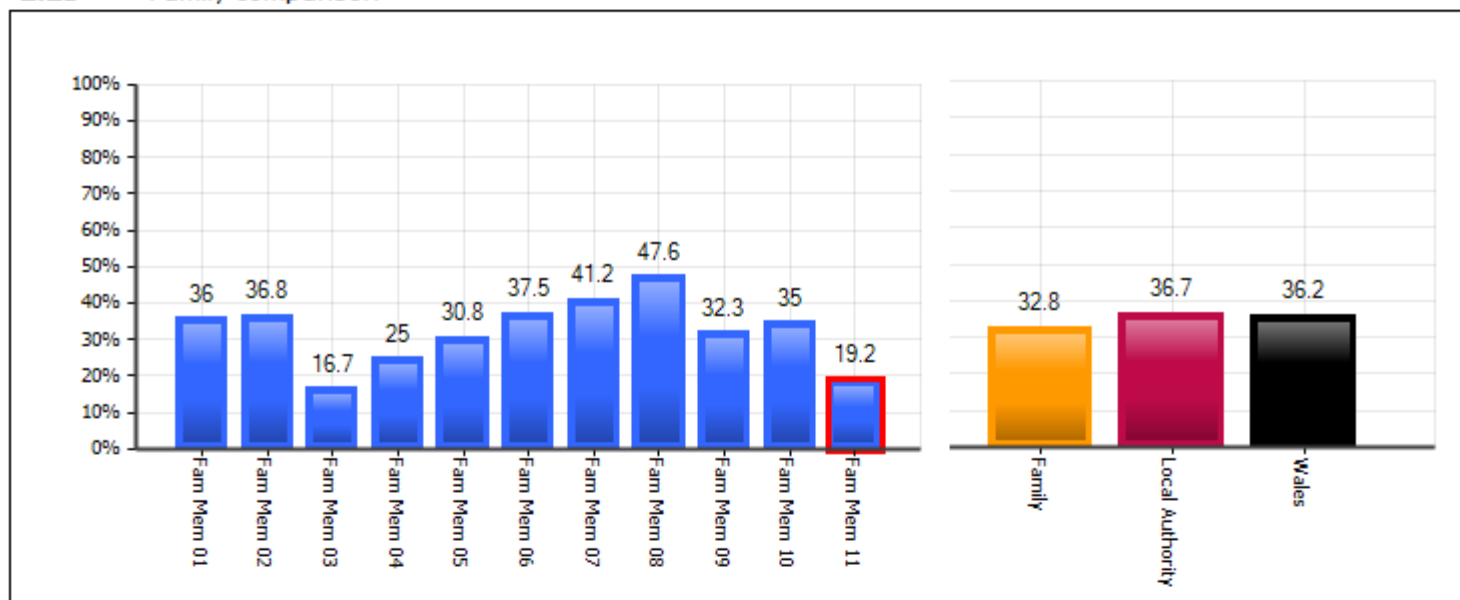
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2.2 - Outcome 6+

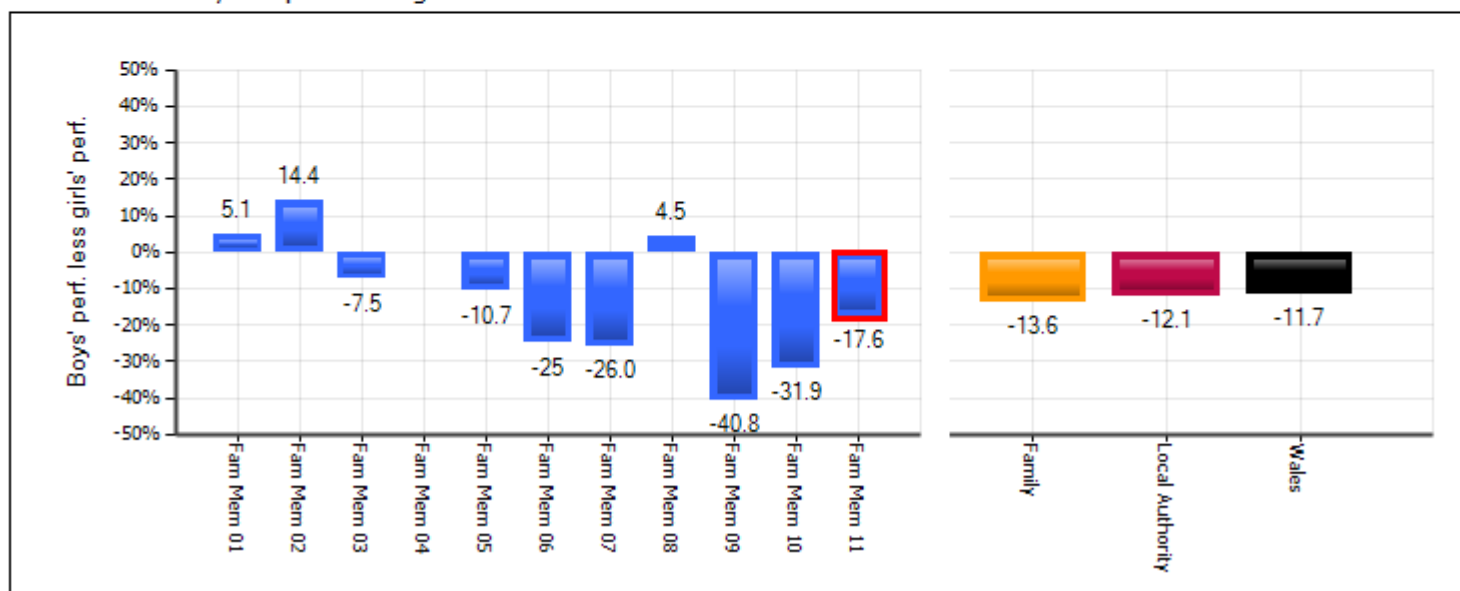
2.2a % pupils achieving



2.2b Family comparison



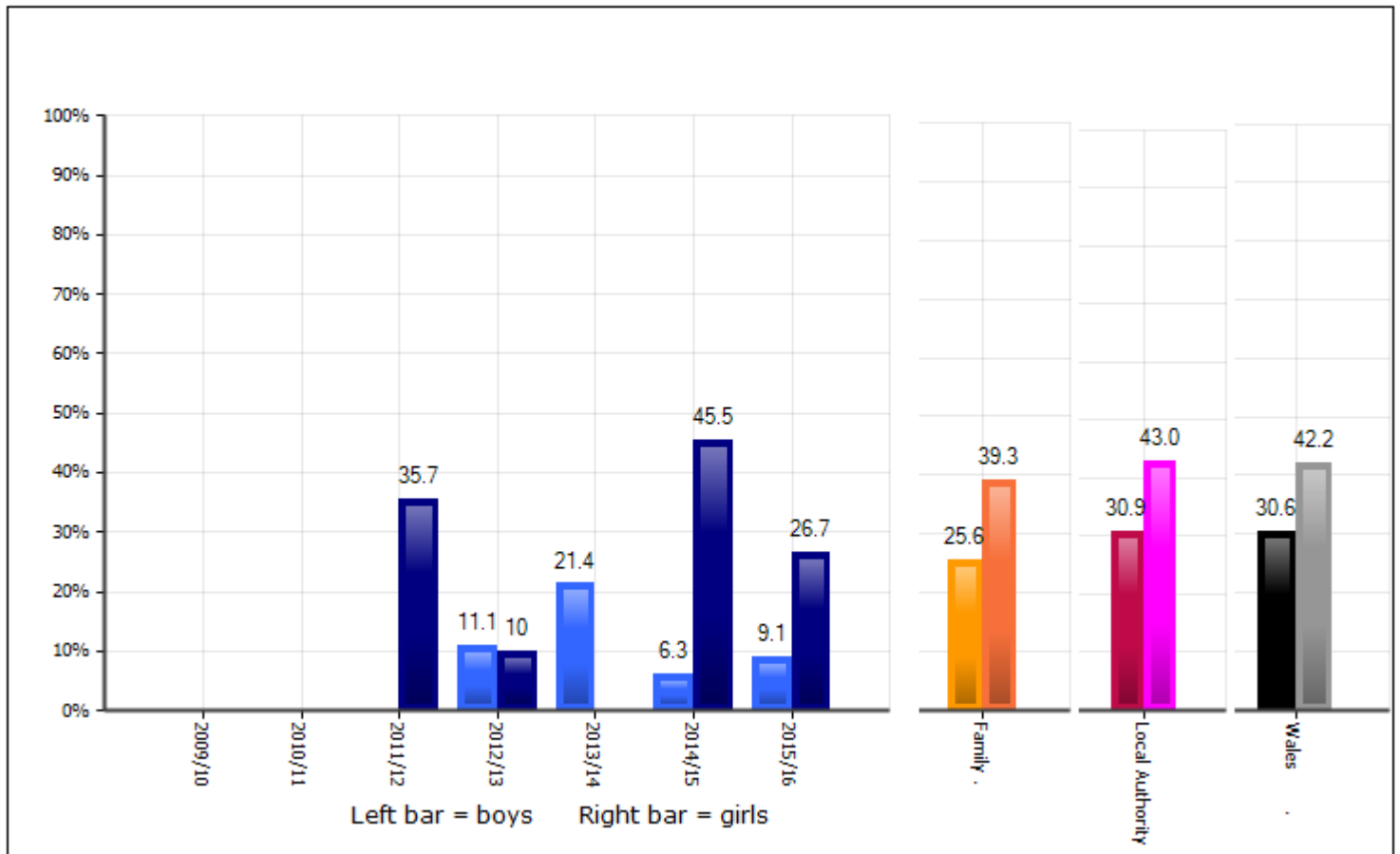
2.2c Family comparison - gender differences



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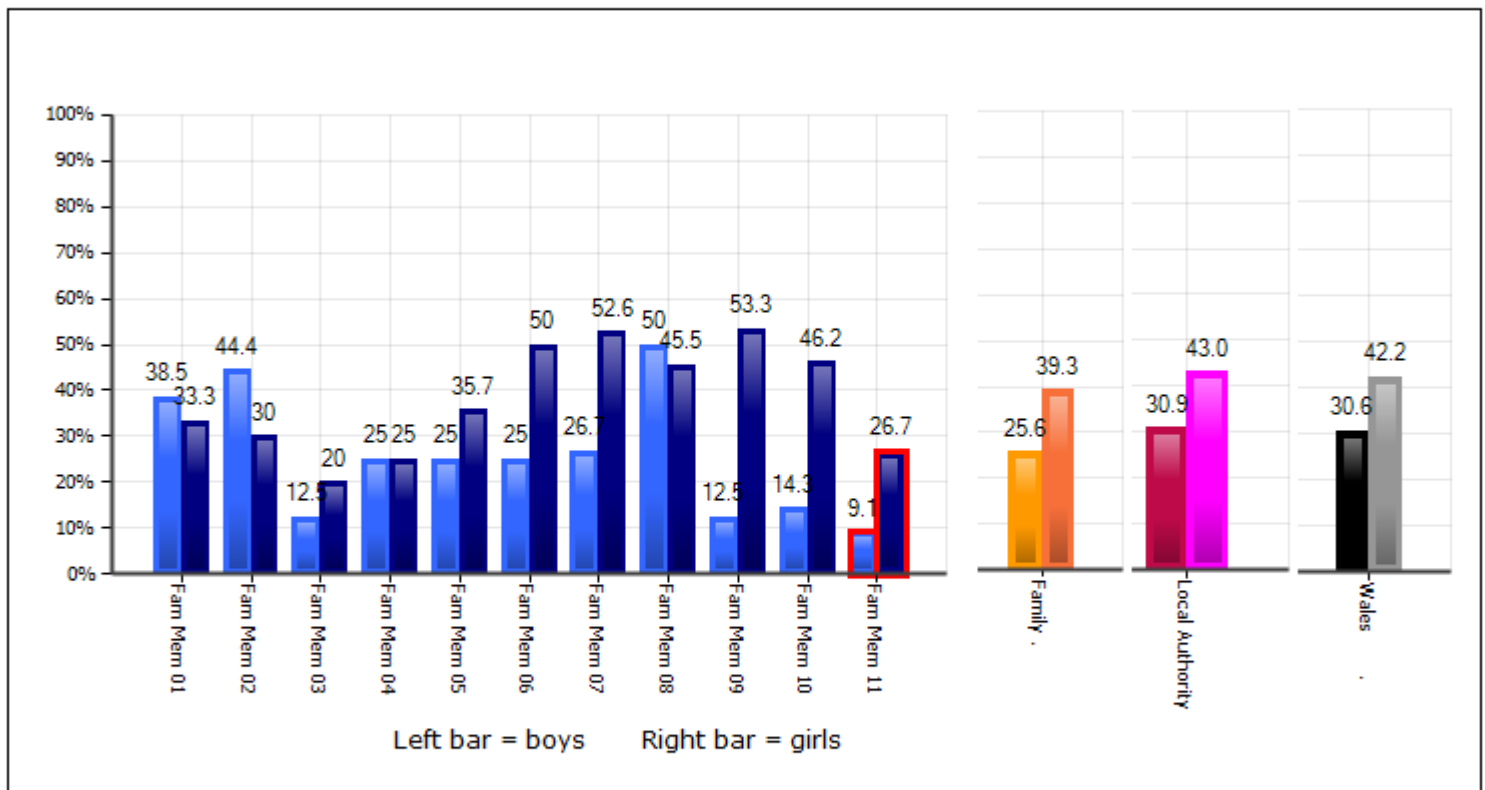
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2.2d % boys / girls achieving



2.2e Boys / girls - Family comparison

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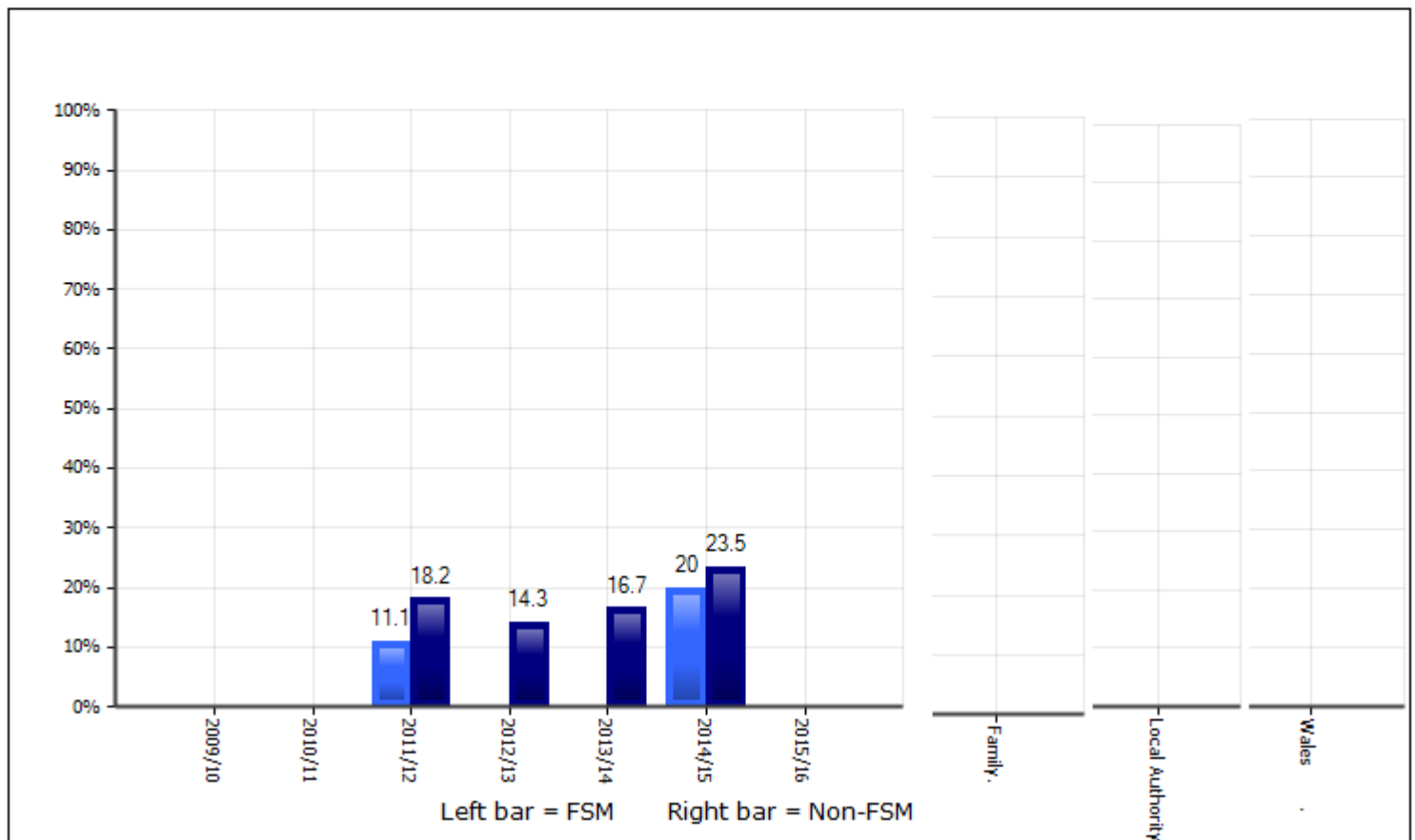


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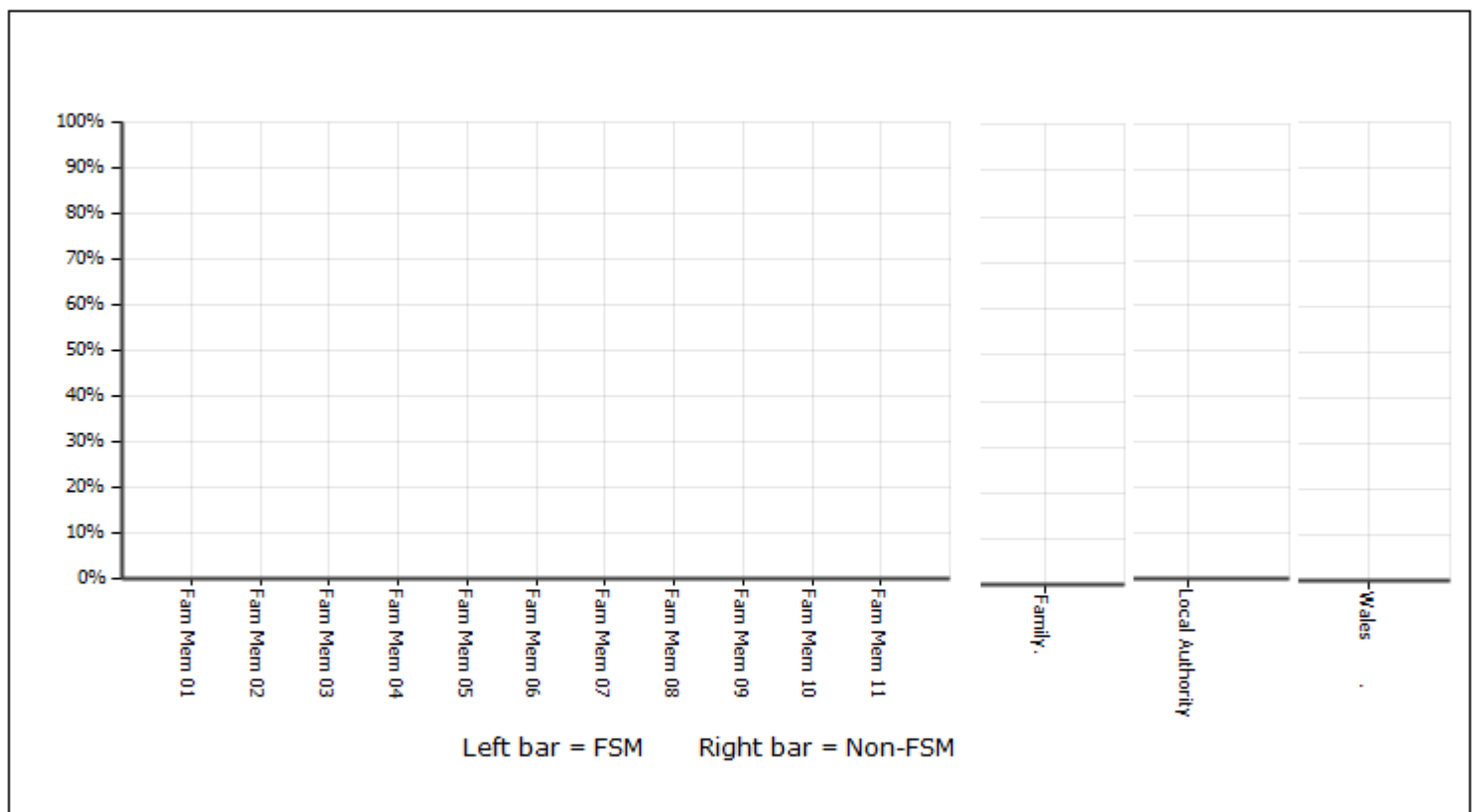
2.2 - Outcome 6+

2.2f FSM / non-FSM trend



2.2g FSM / non-FSM - Family comparison

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



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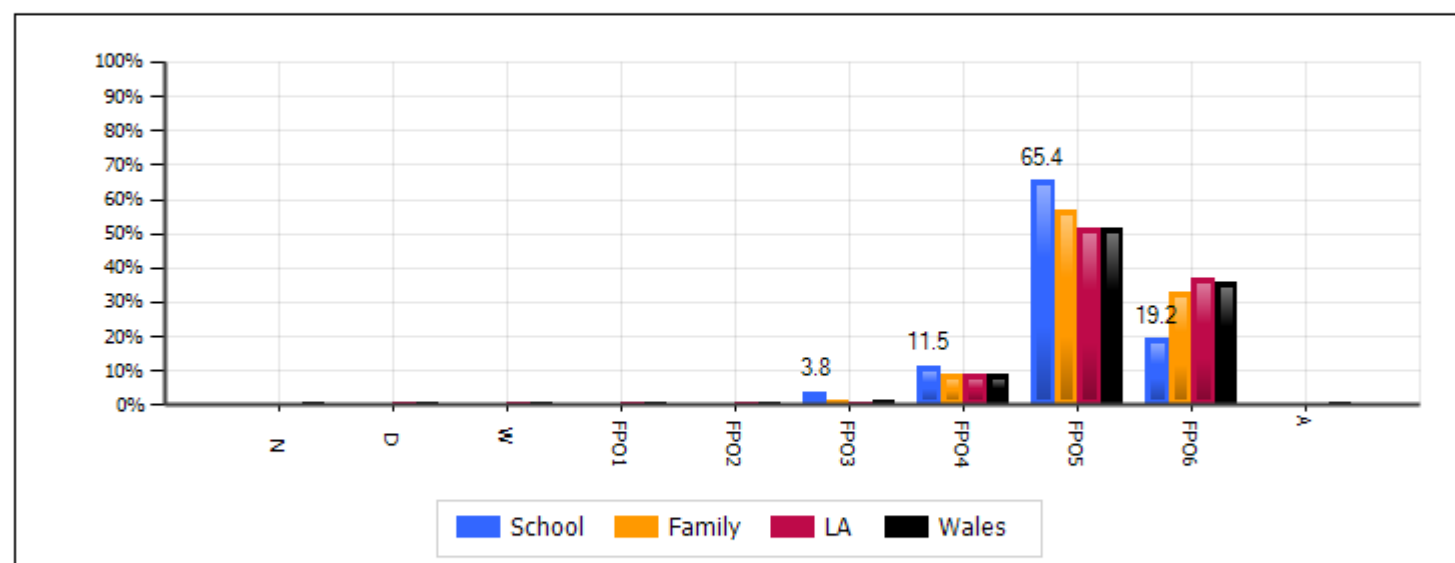
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2.3 - Foundation Phase Outcomes

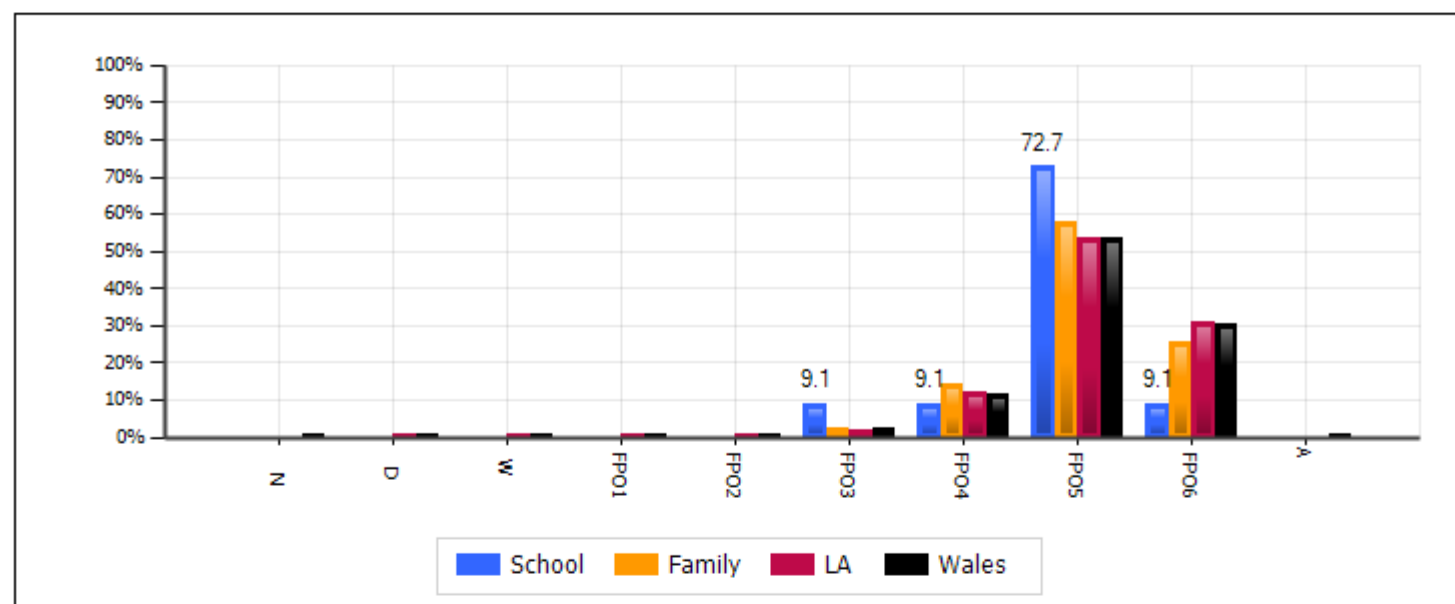
2.3a % pupils achieving

N = Outcome Not Awarded
D = Disapplied
W = Working towards FP
Outcome 1
FPO1 = FP Outcome 1
FPO2 = FP Outcome 2

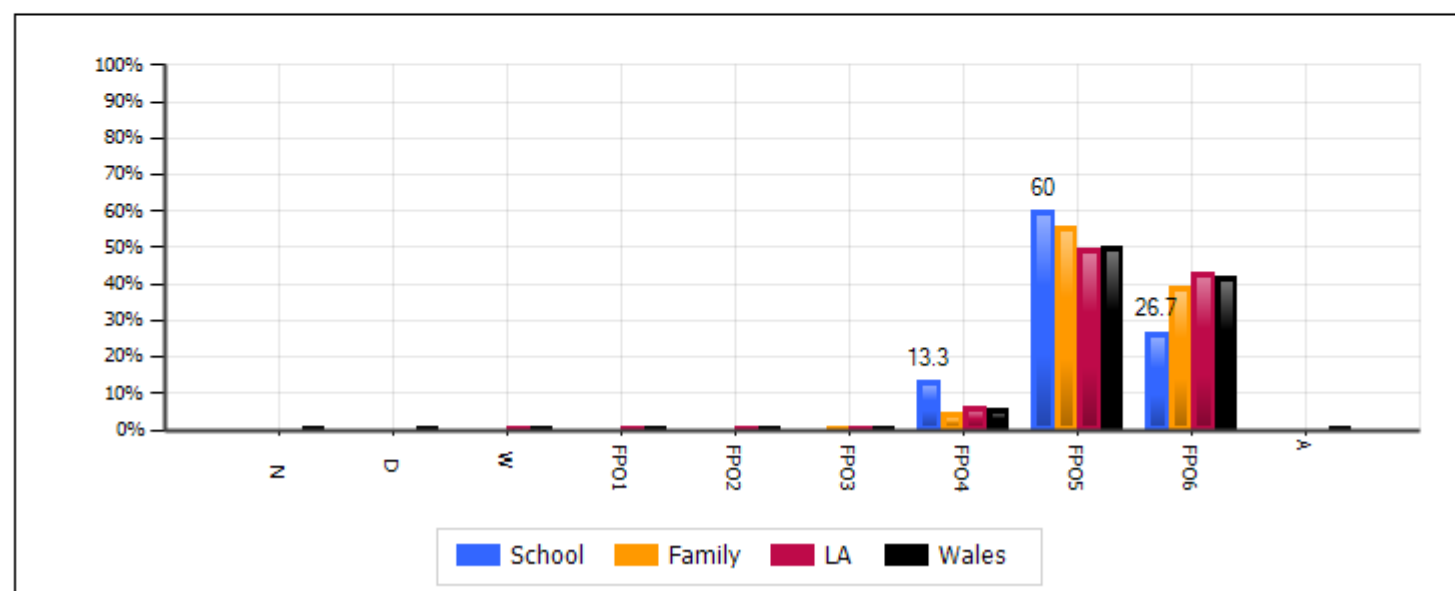
FPO3 = FP Outcome 3
FPO4 = FP Outcome 4
FPO5 = FP Outcome 5
FPO6 = FP Outcome 6
A = Above FP Outcome 6



2.3b % boys achieving



2.3c % girls achieving



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Separate Areas of Learning

How do trends for each area of learning 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 7 on Benchmarking

Is performance noticeably different from that of the family?

Is there a clear difference in performance between any of the areas of learning or is the pattern in performance generally similar? Are any areas of learning having a detrimental effect on the Foundation Phase indicator?

In each of the areas of learning, 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 area of learning? 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 areas of learning? 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 areas of learning? 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.

Performance in each Area of Learning at Foundation Phase Outcome 6 and above

How do trends in performance at outcome 6 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 outcome 5 similar to outcome 6 and above?

In each of the areas of learning, 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 area of learning? 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 % cohort entered for Language, Literacy and Communication Skills in Welsh

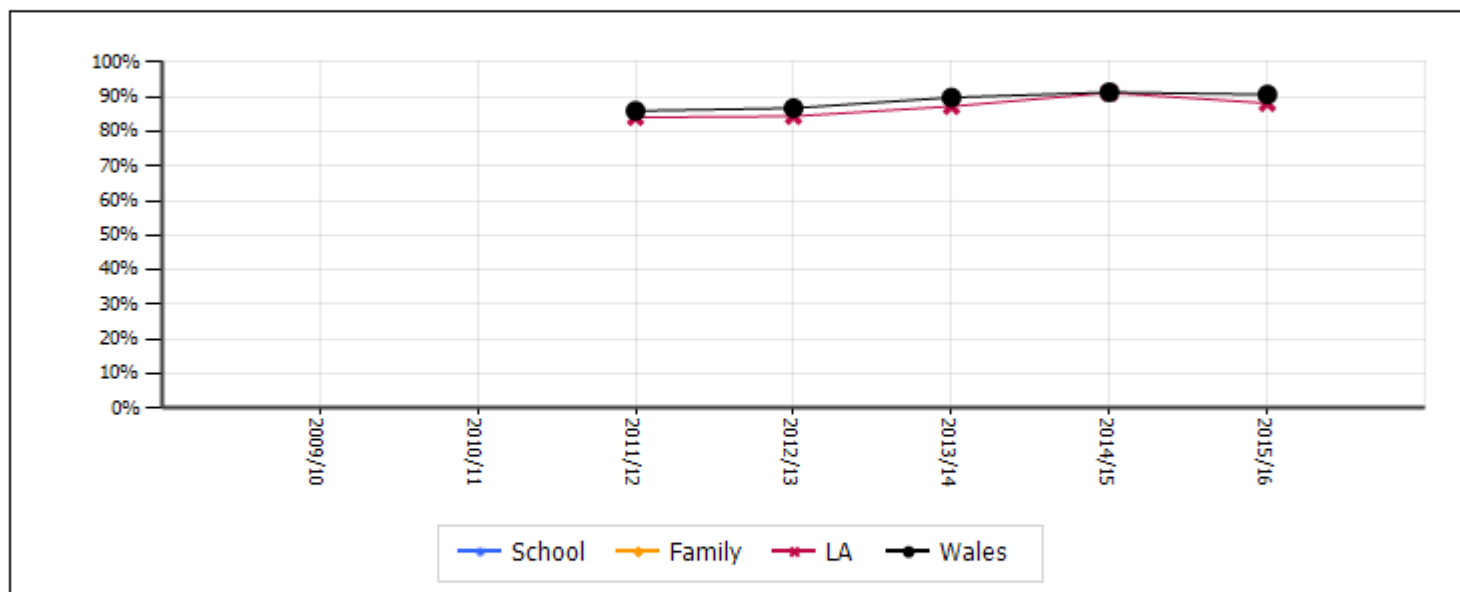
Title	No	%
Fam Mem 01		
Fam Mem 02		
Fam Mem 03		
Fam Mem 04		
Fam Mem 05		
Fam Mem 06		
Fam Mem 07		
Fam Mem 08		
Fam Mem 09		
Fam Mem 10		
Fam Mem 11		

Section 3 - Language, Literacy and Communication Skills in Welsh

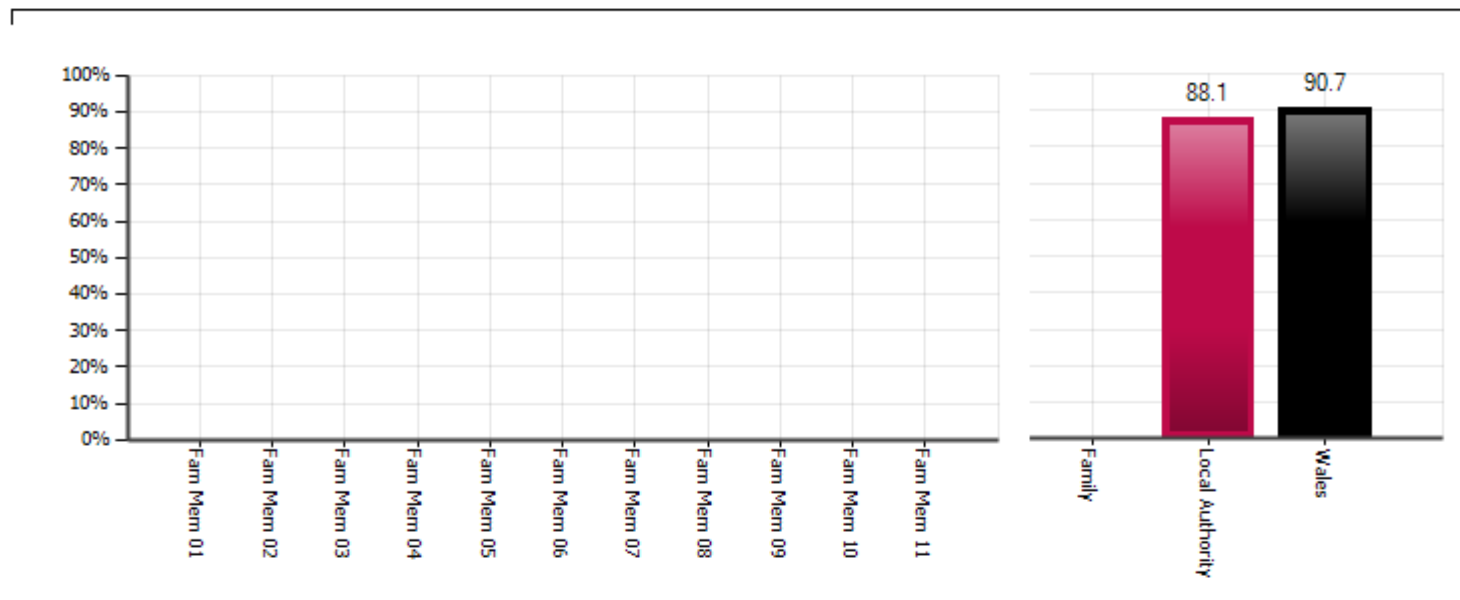
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3.1 - Outcome 5+

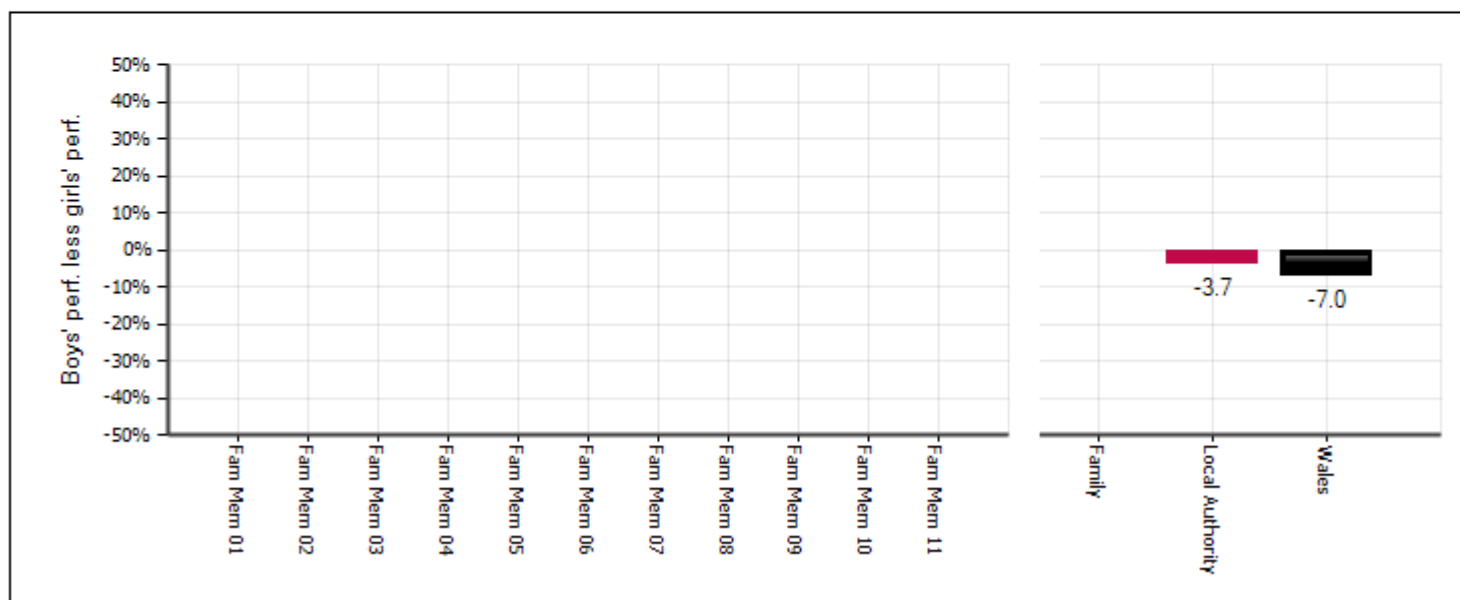
3.1a % pupils achieving



3.1b Family comparison



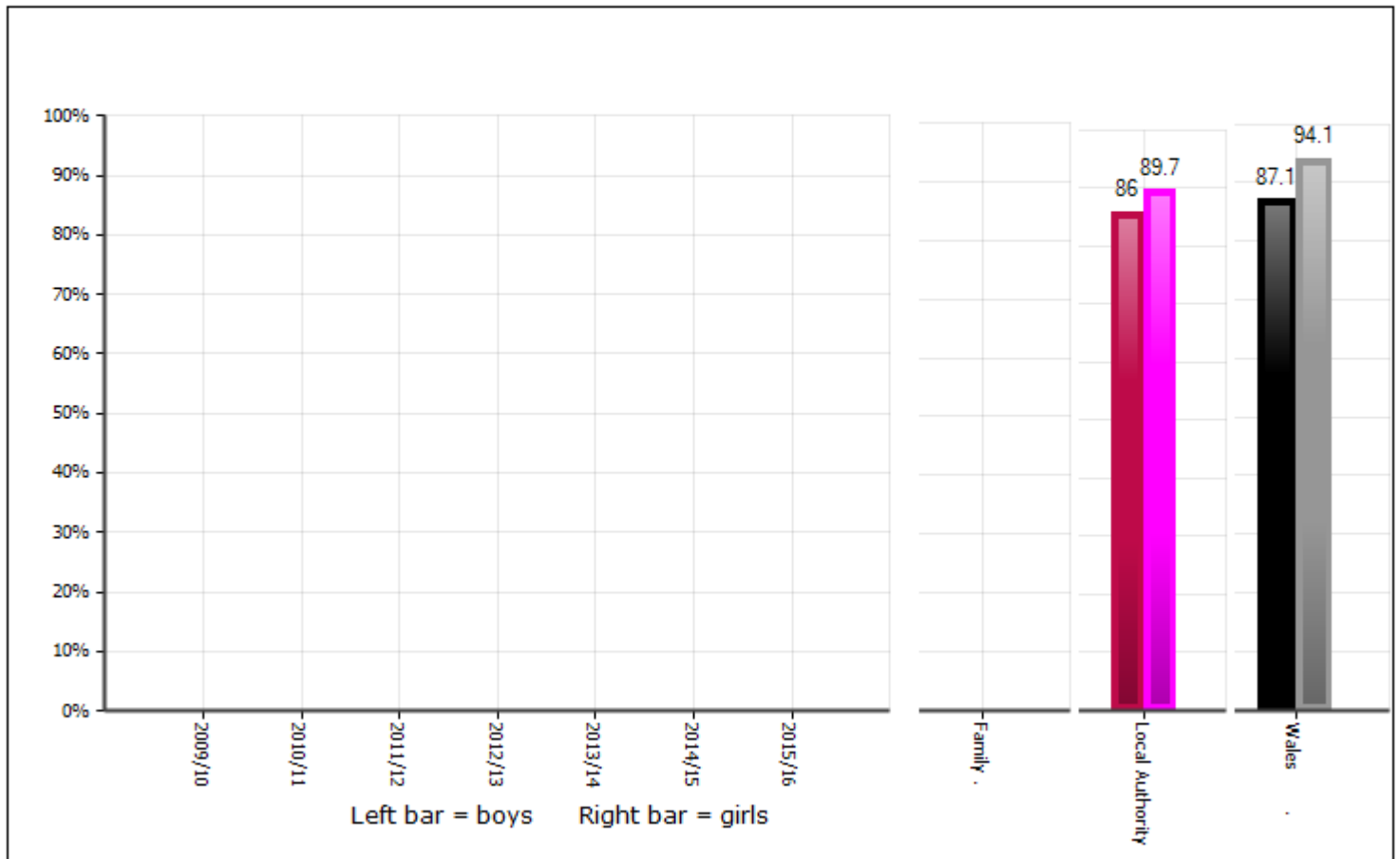
3.1c Family comparison - gender differences



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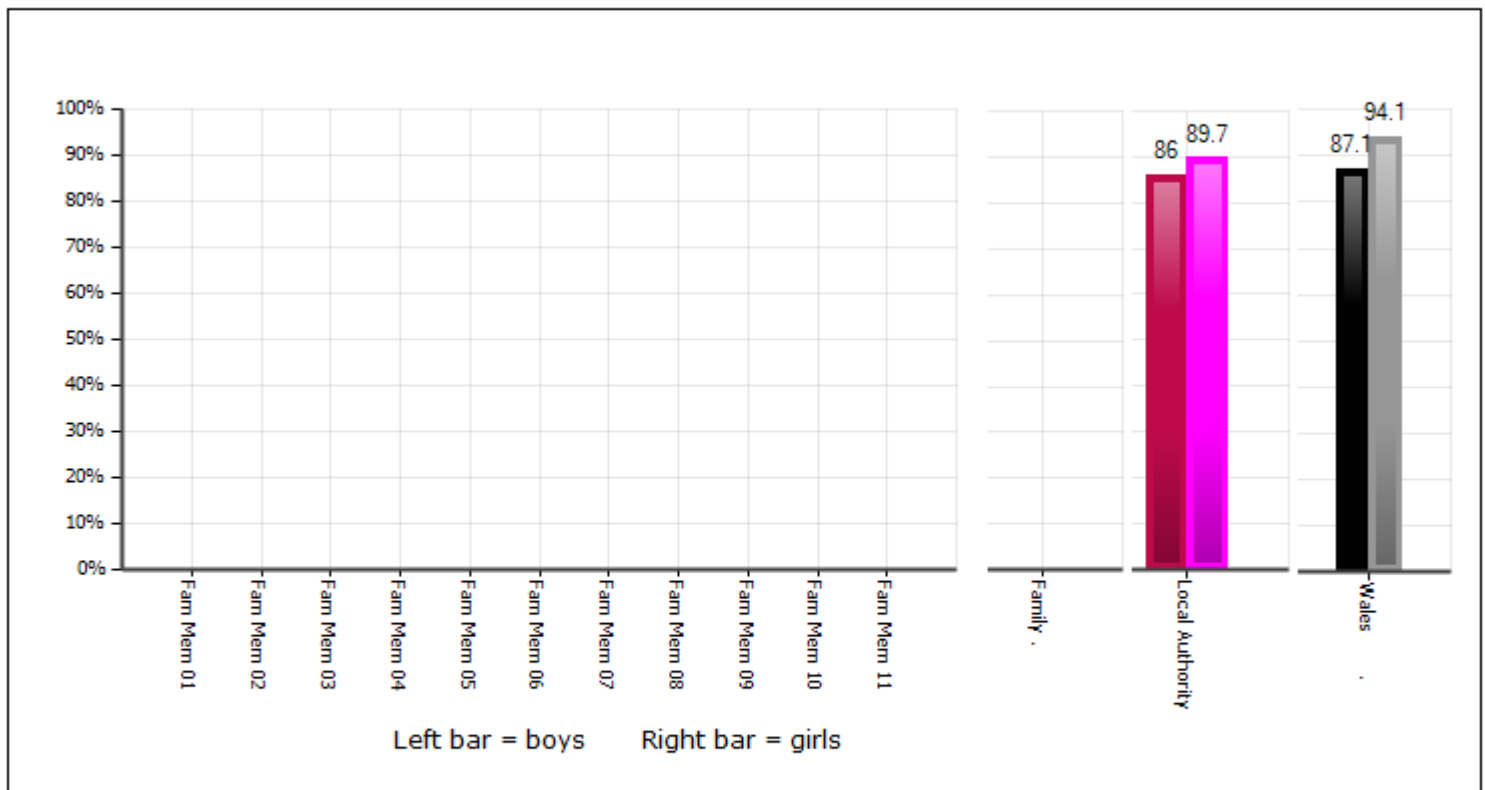
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3.1d % boys / girls achieving



3.1e Boys / girls - Family comparison

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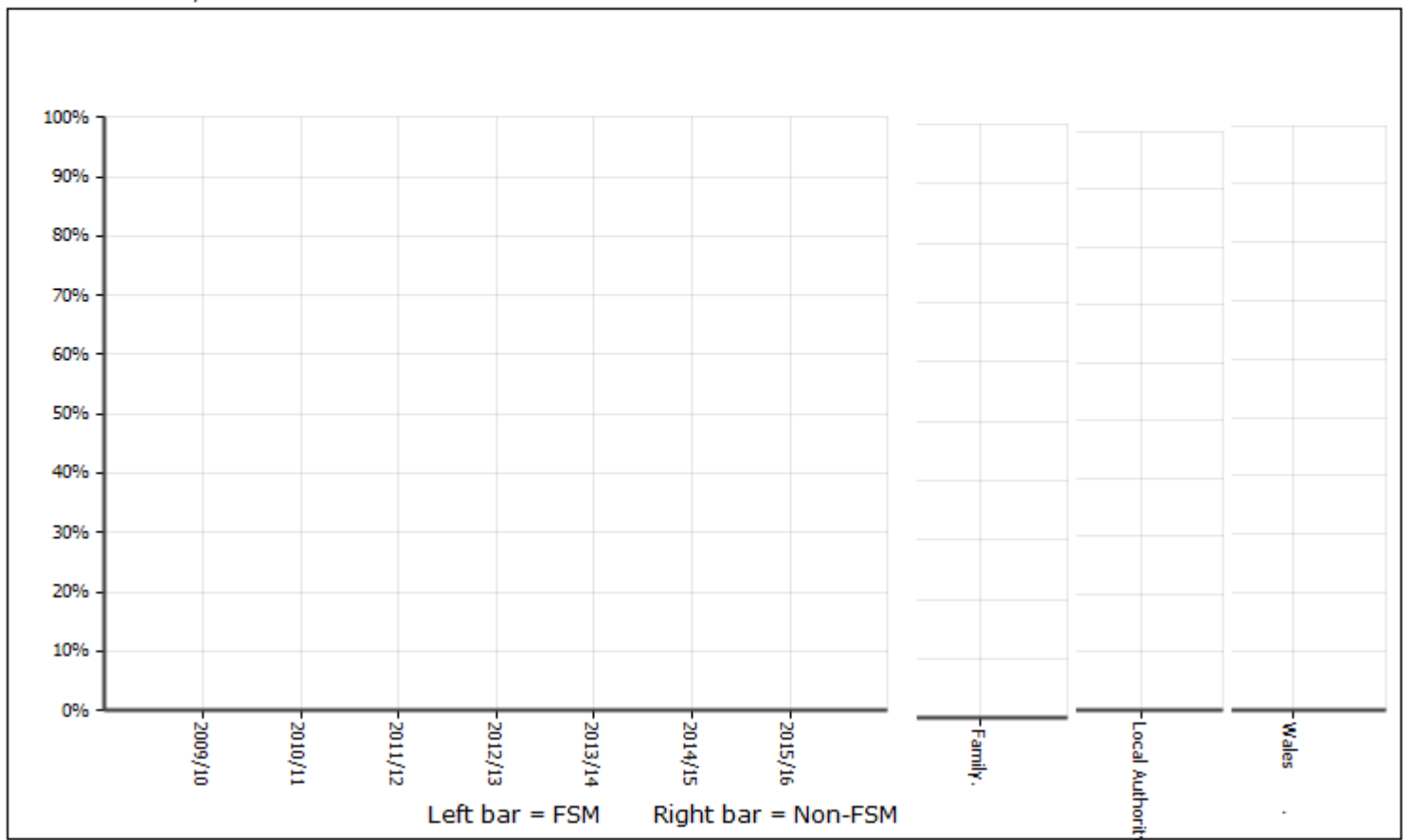


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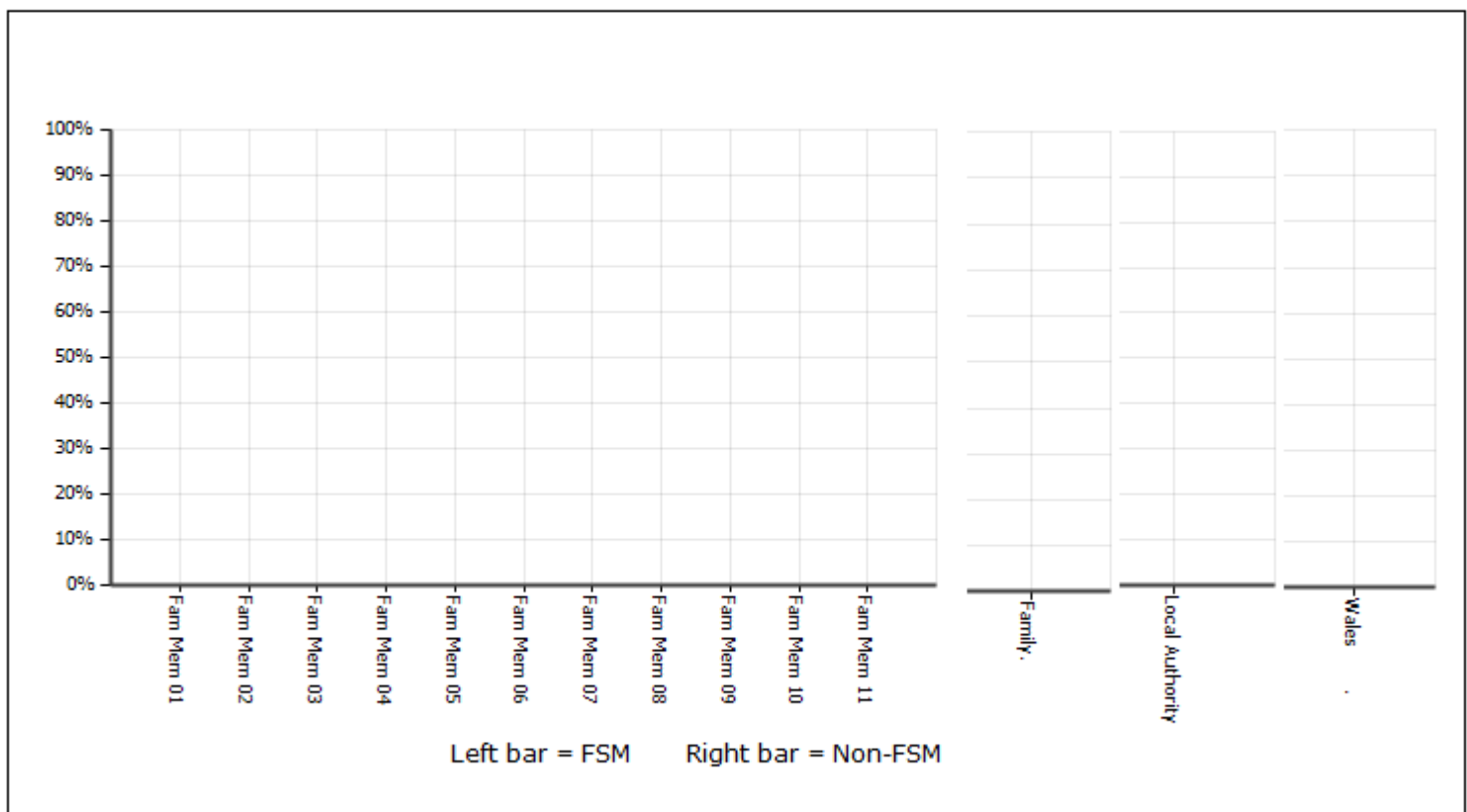
3.1 - Outcome 5+

3.1f FSM / non-FSM trend



3.1g FSM / non-FSM - Family comparison

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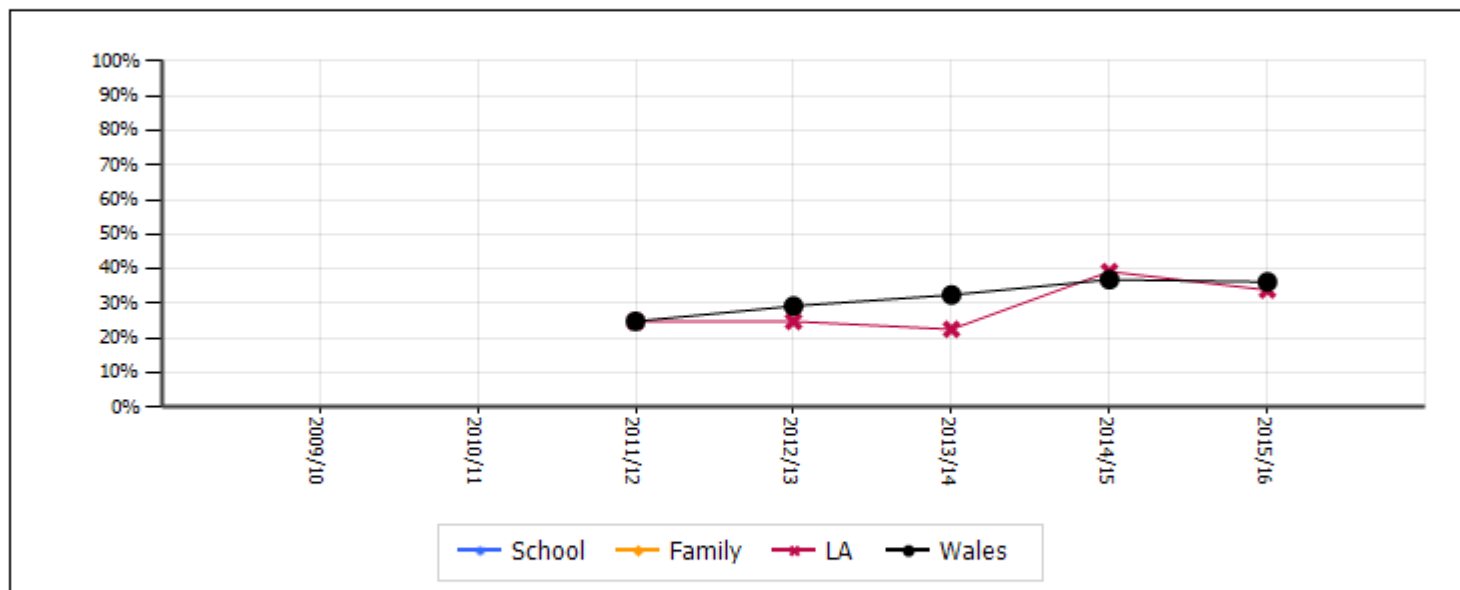


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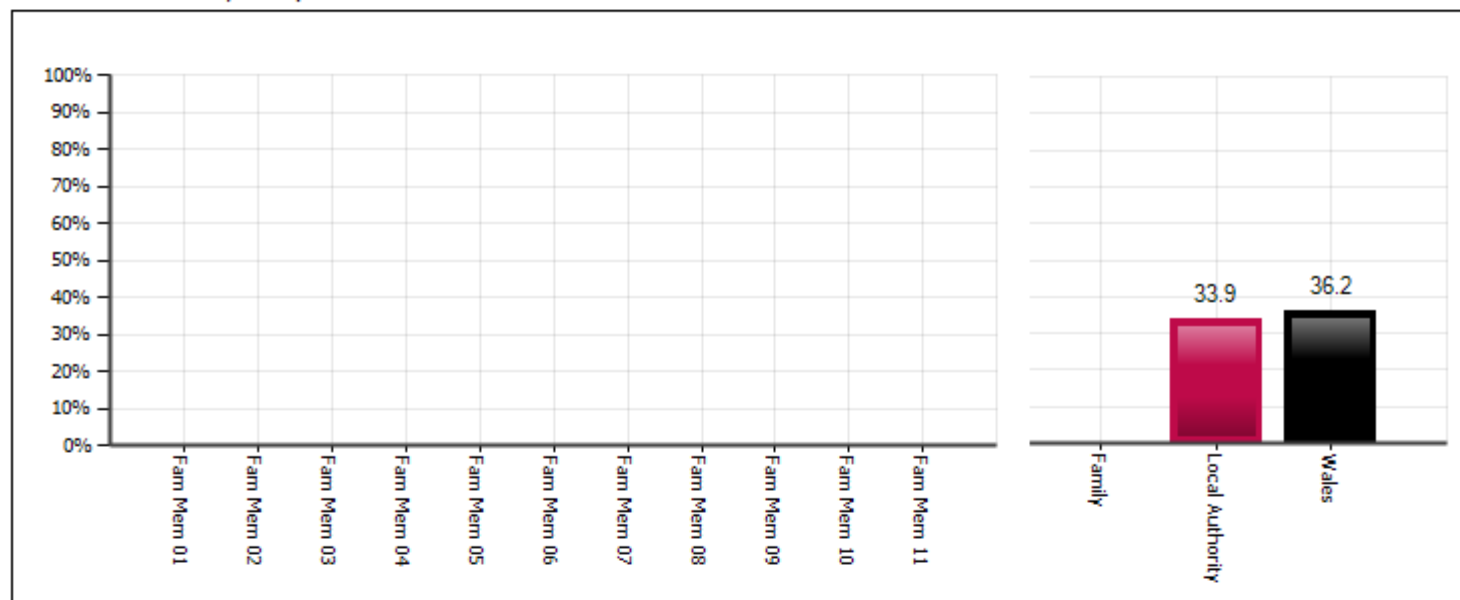
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3.2 - Outcome 6+

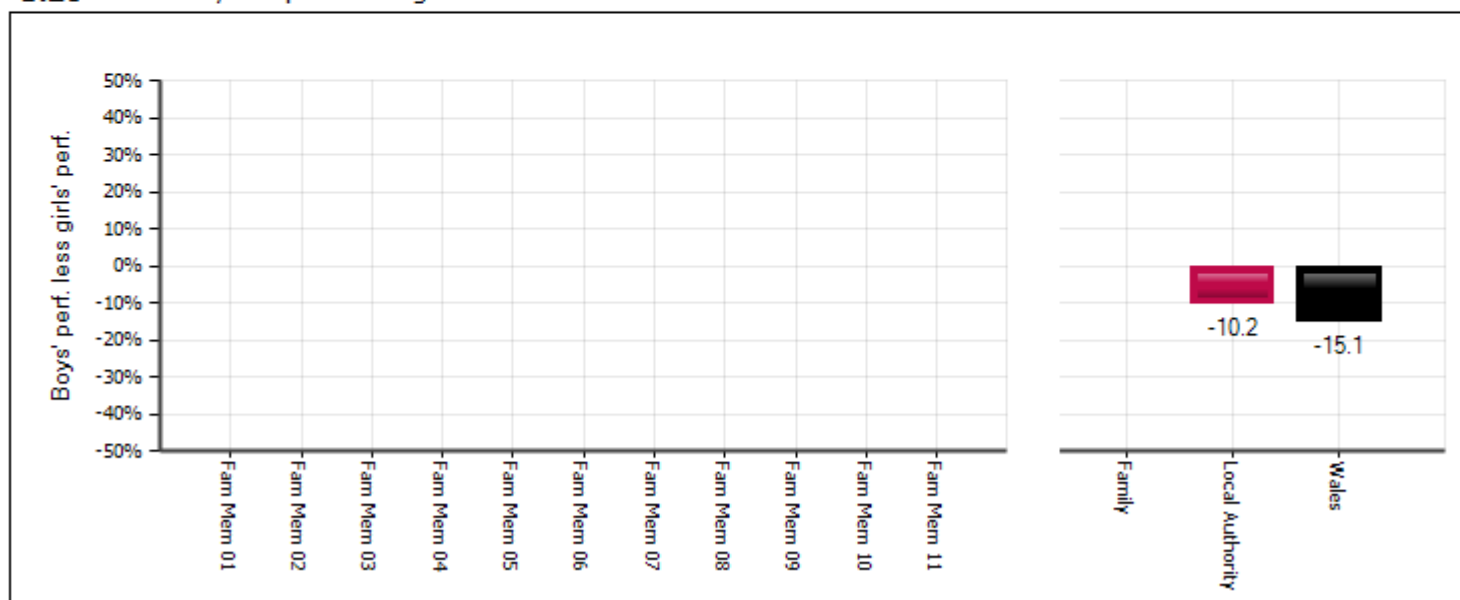
3.2a % pupils achieving



3.2b Family comparison



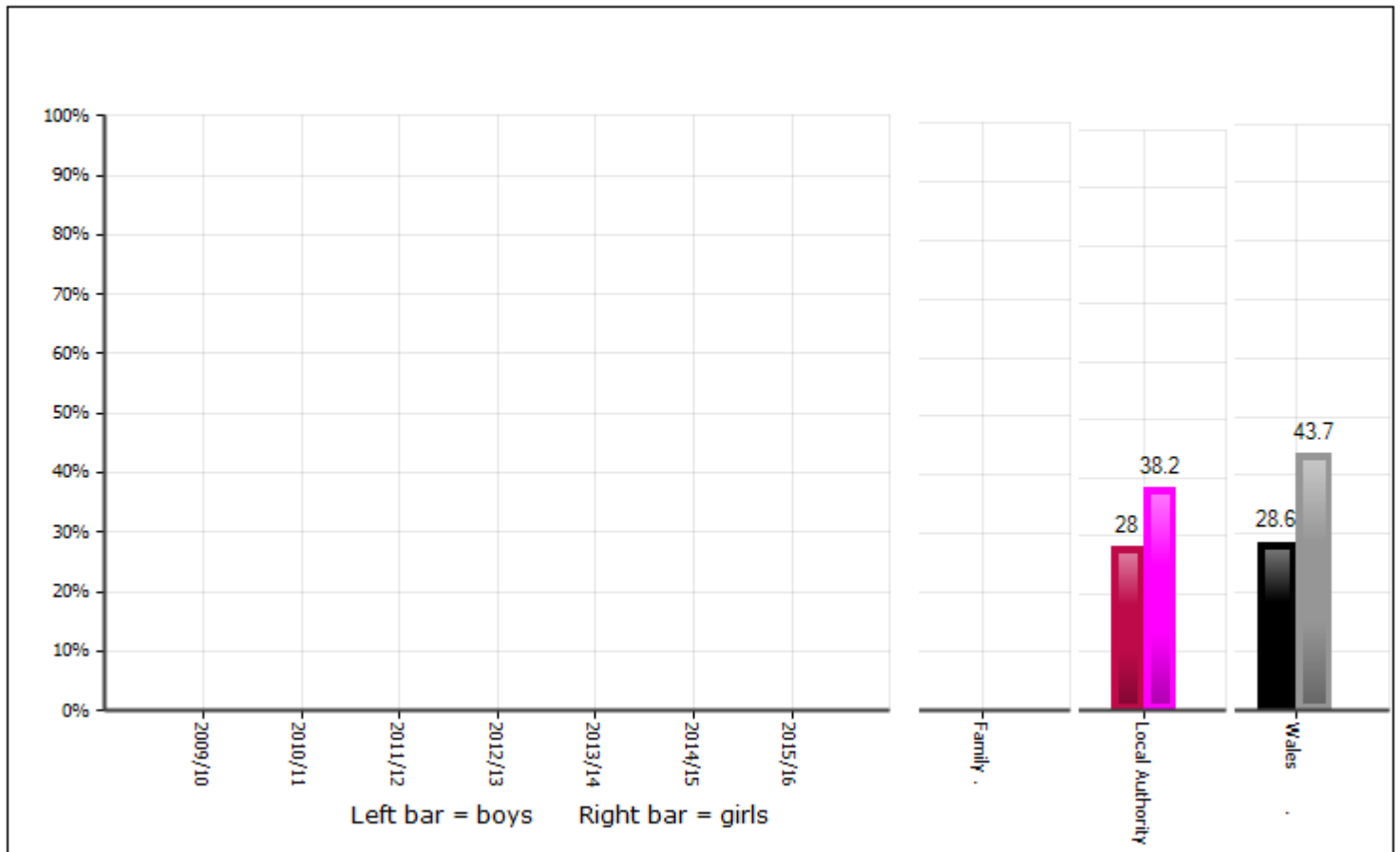
3.2c Family comparison – gender differences



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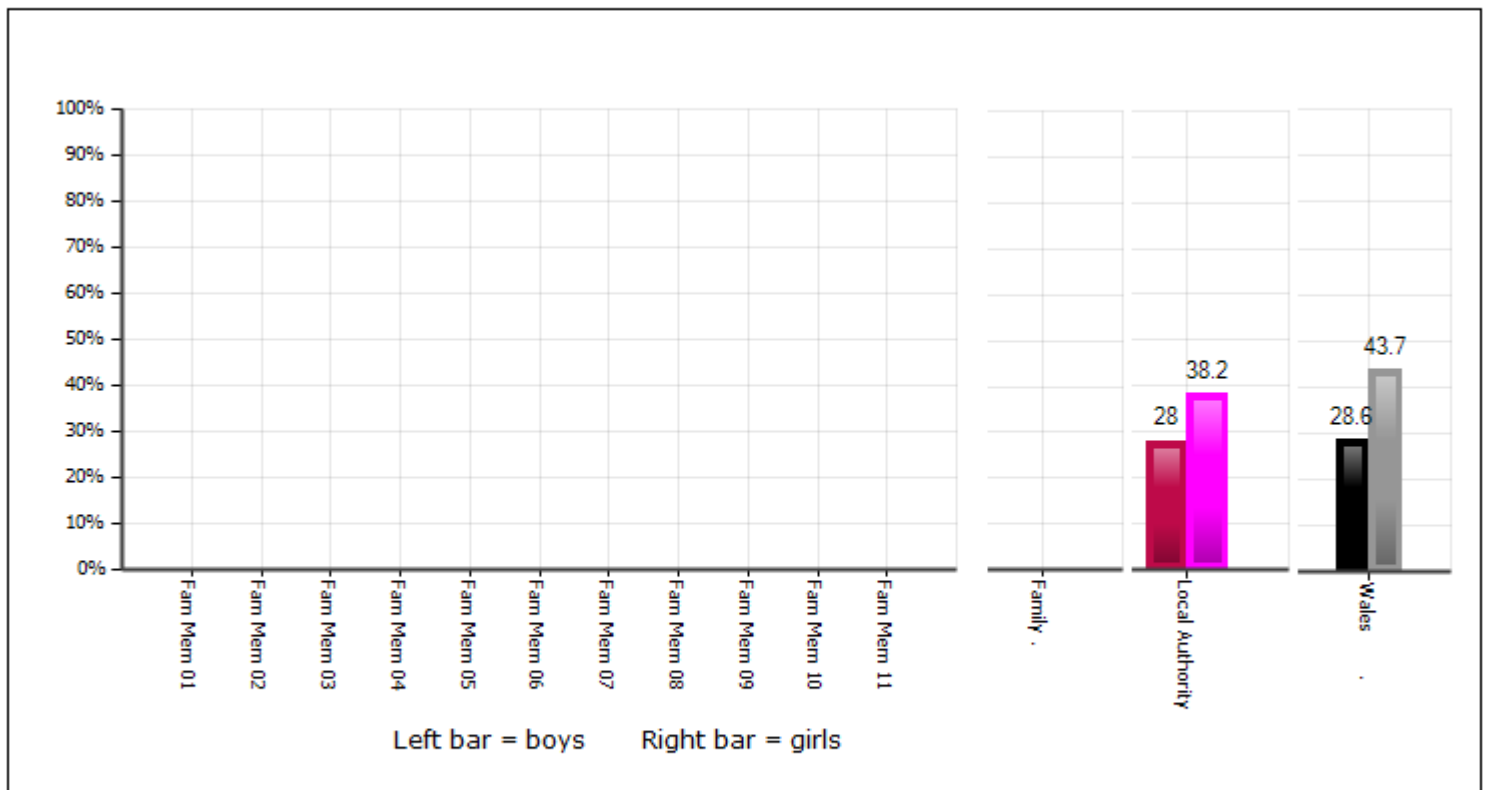
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3.2d % boys / girls achieving



3.2e Boys / girls - Family comparison

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

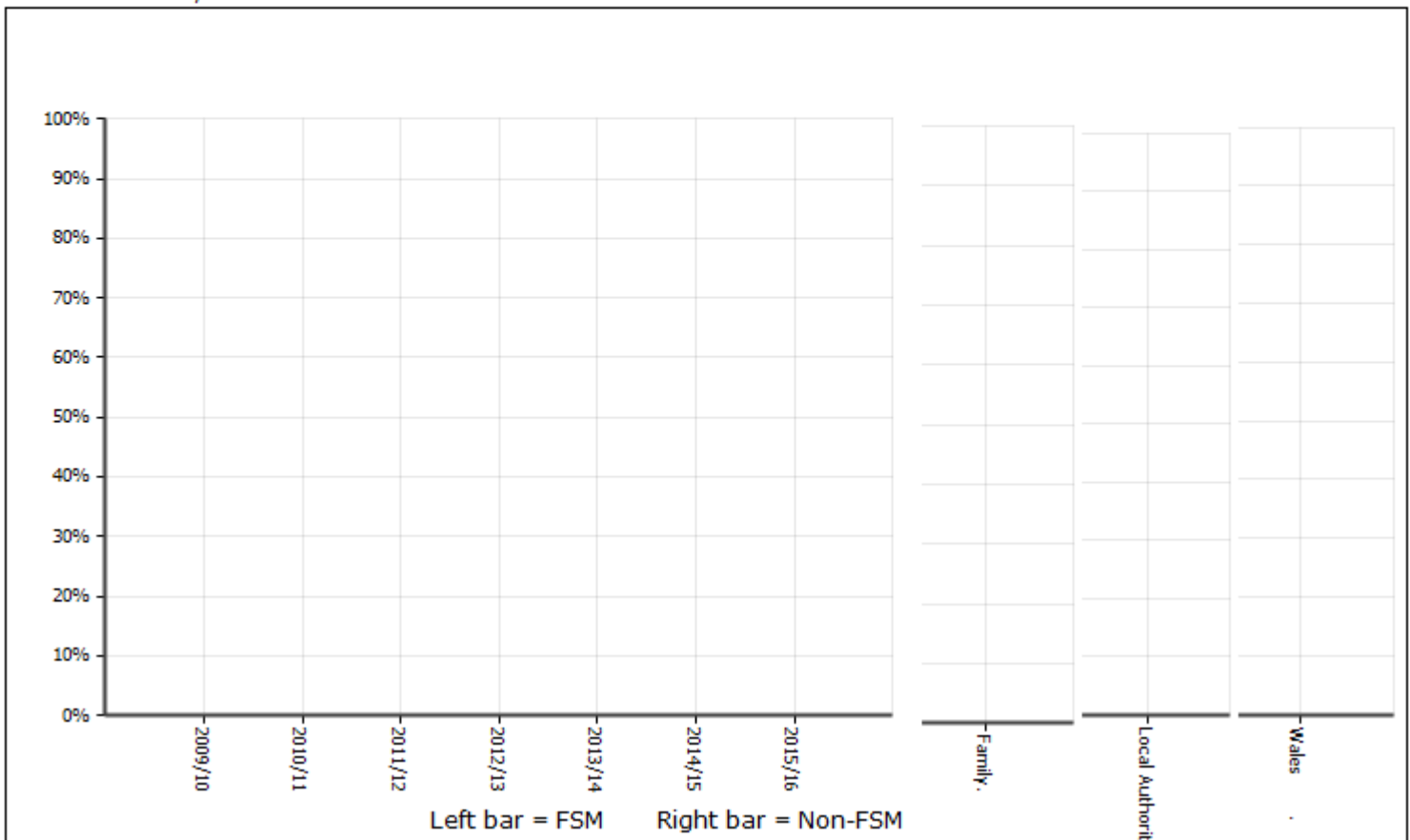


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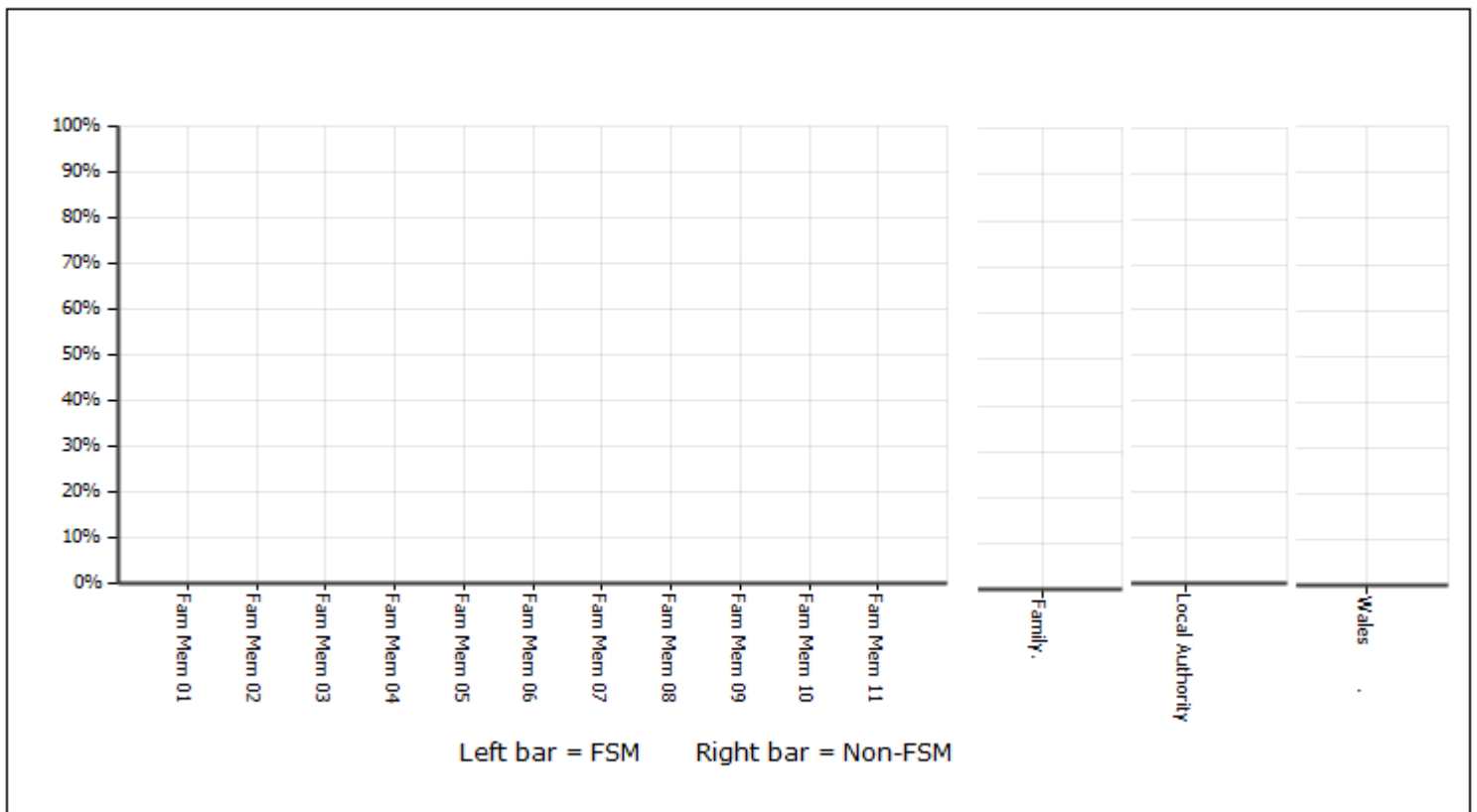
3.2 - Outcome 6+

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 3 - Language, Literacy and Communication Skills in Welsh

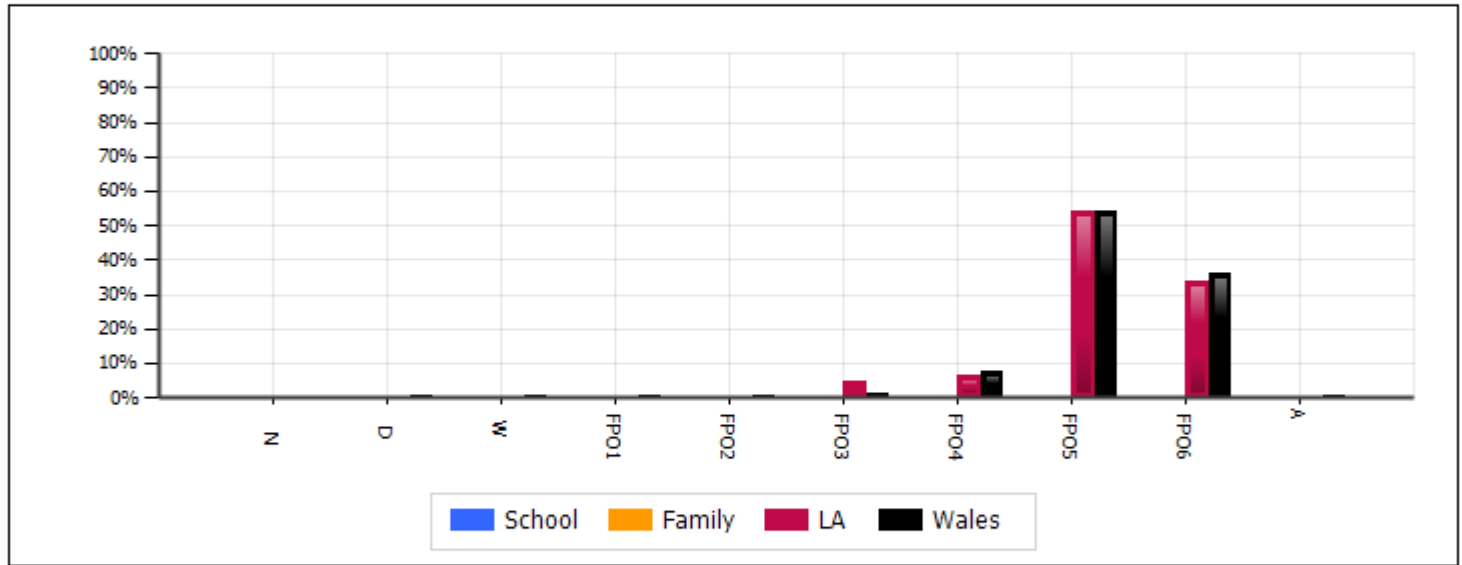
N = Outcome Not Awarded
D = Disapplied
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Outcome 1
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FPO2 = FP Outcome 2

FPO3 = FP Outcome 3
FPO4 = FP Outcome 4
FPO5 = FP Outcome 5
FPO6 = FP Outcome 6
A = Above FP Outcome 6

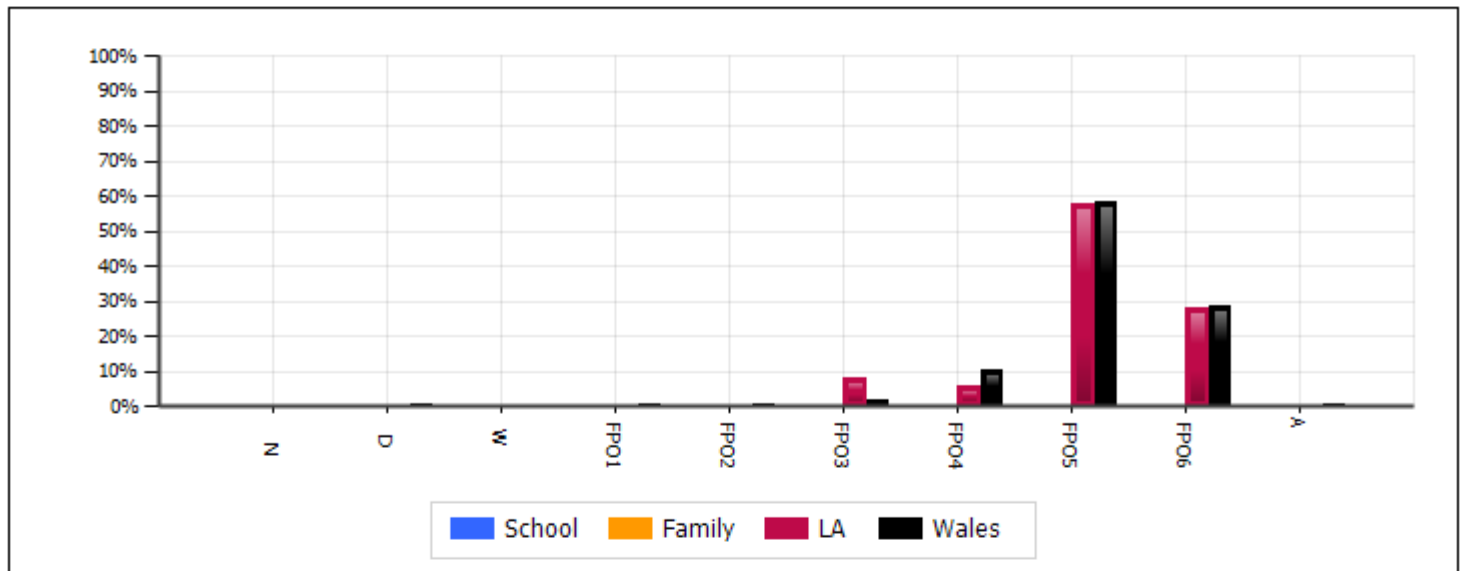
[Home](#)

3.3 - Foundation Phase Outcomes

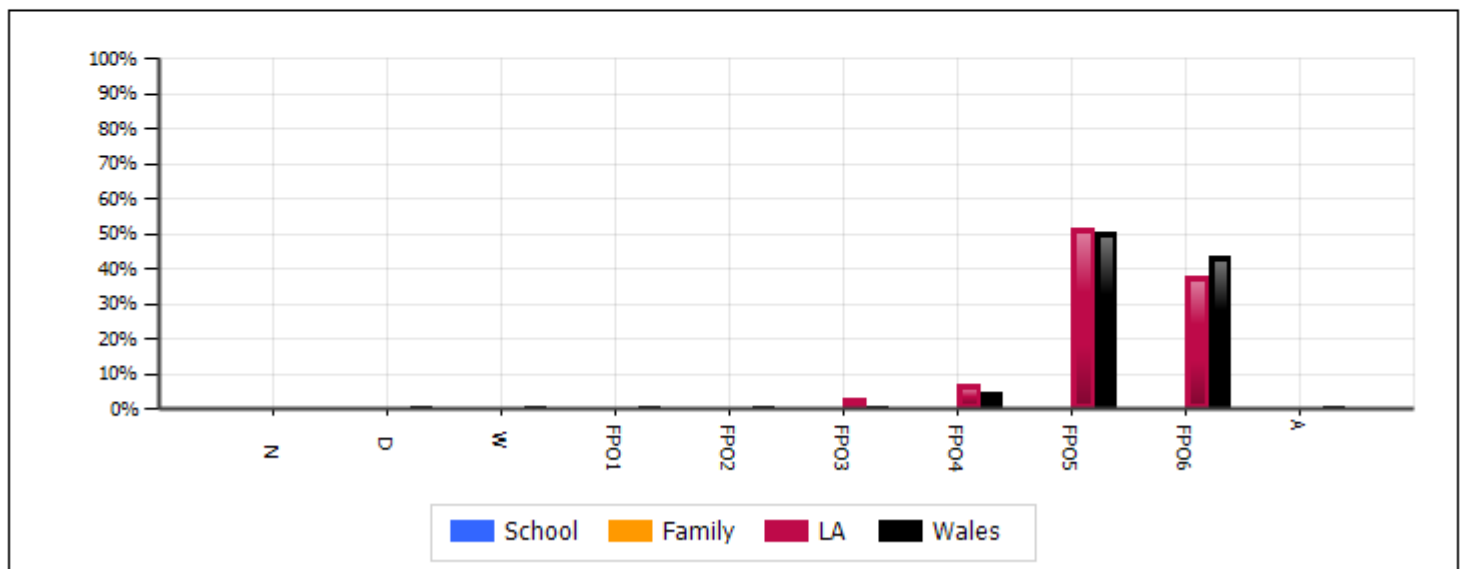
3.3a % pupils achieving



3.3b % boys achieving



3.3c % girls achieving

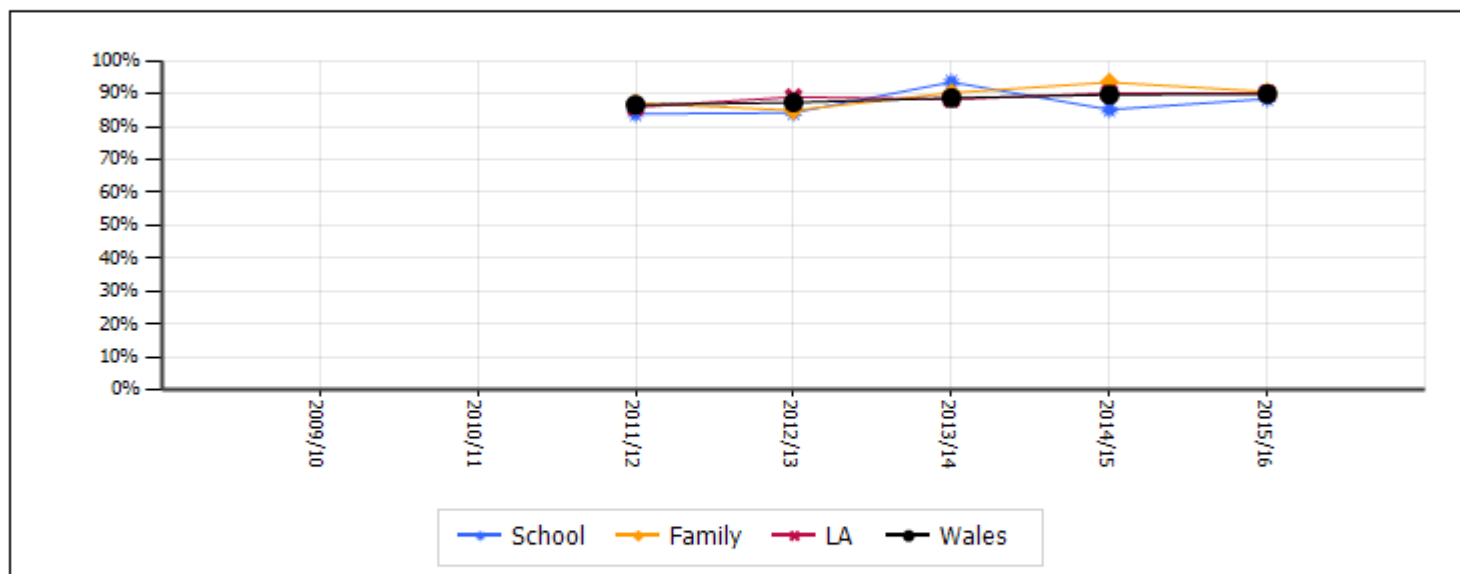


Section 4 – Mathematical Development

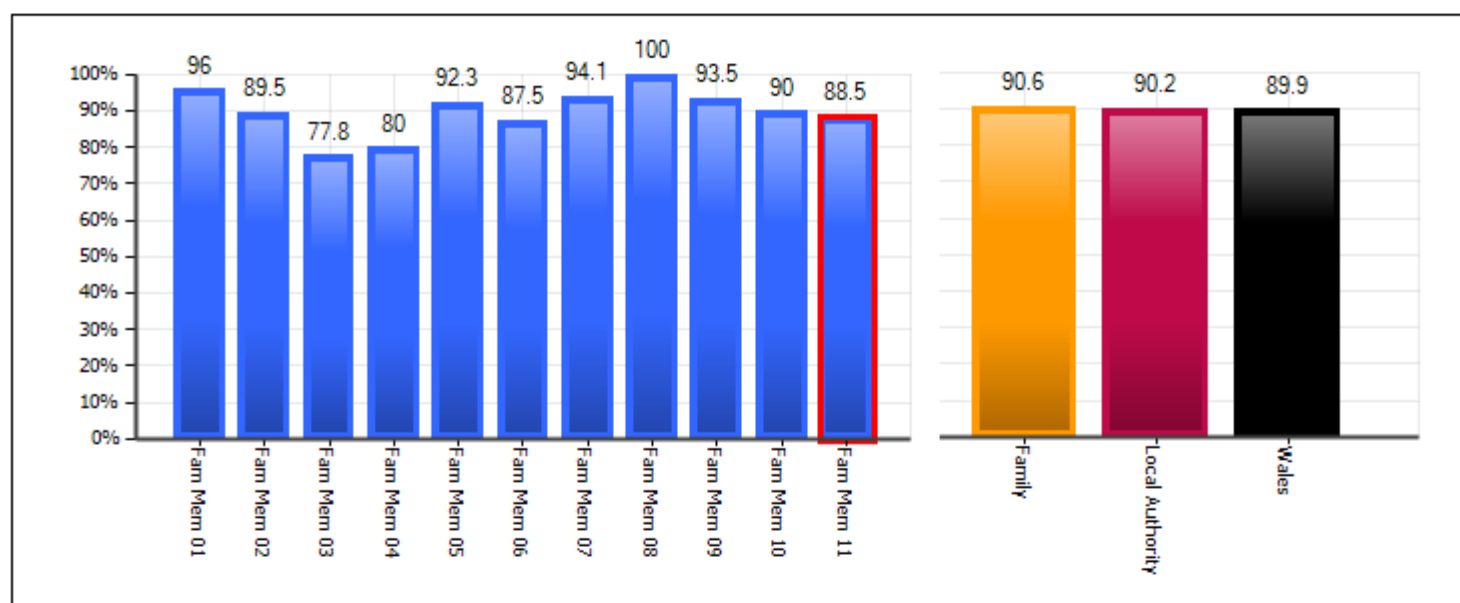
[Home](#)

4.1 - Outcome 5+

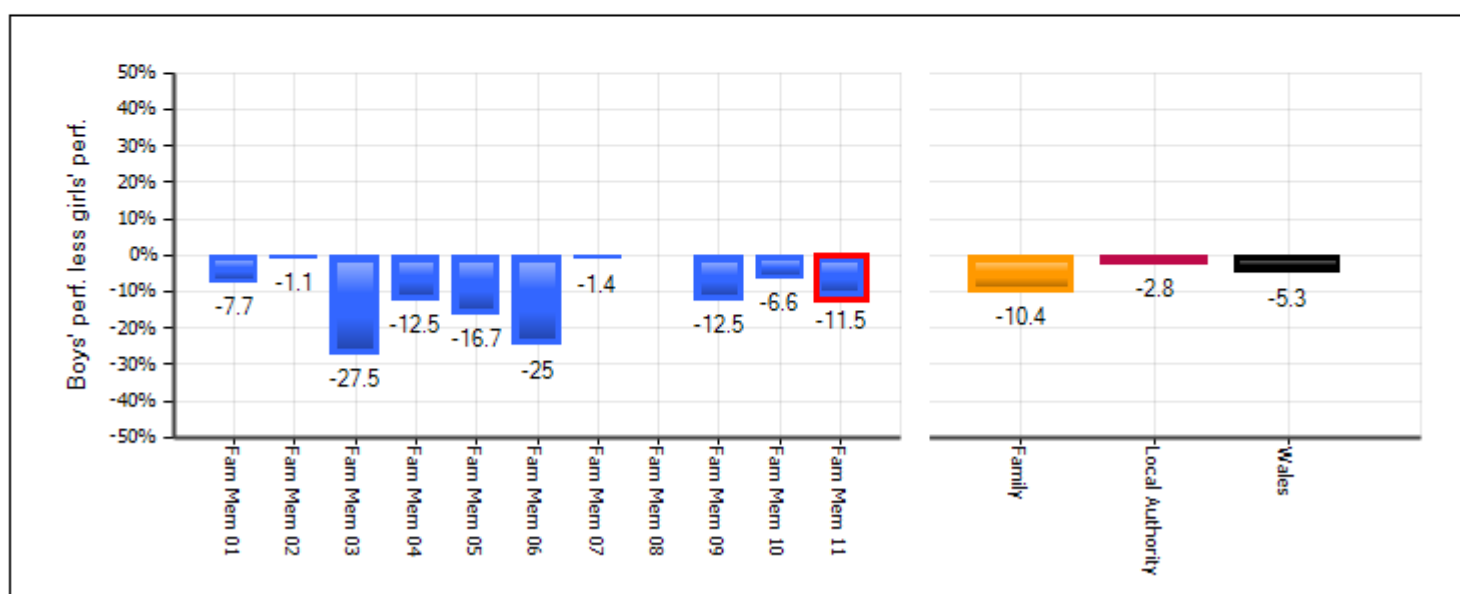
4.1a % pupils achieving



4.1b Family comparison



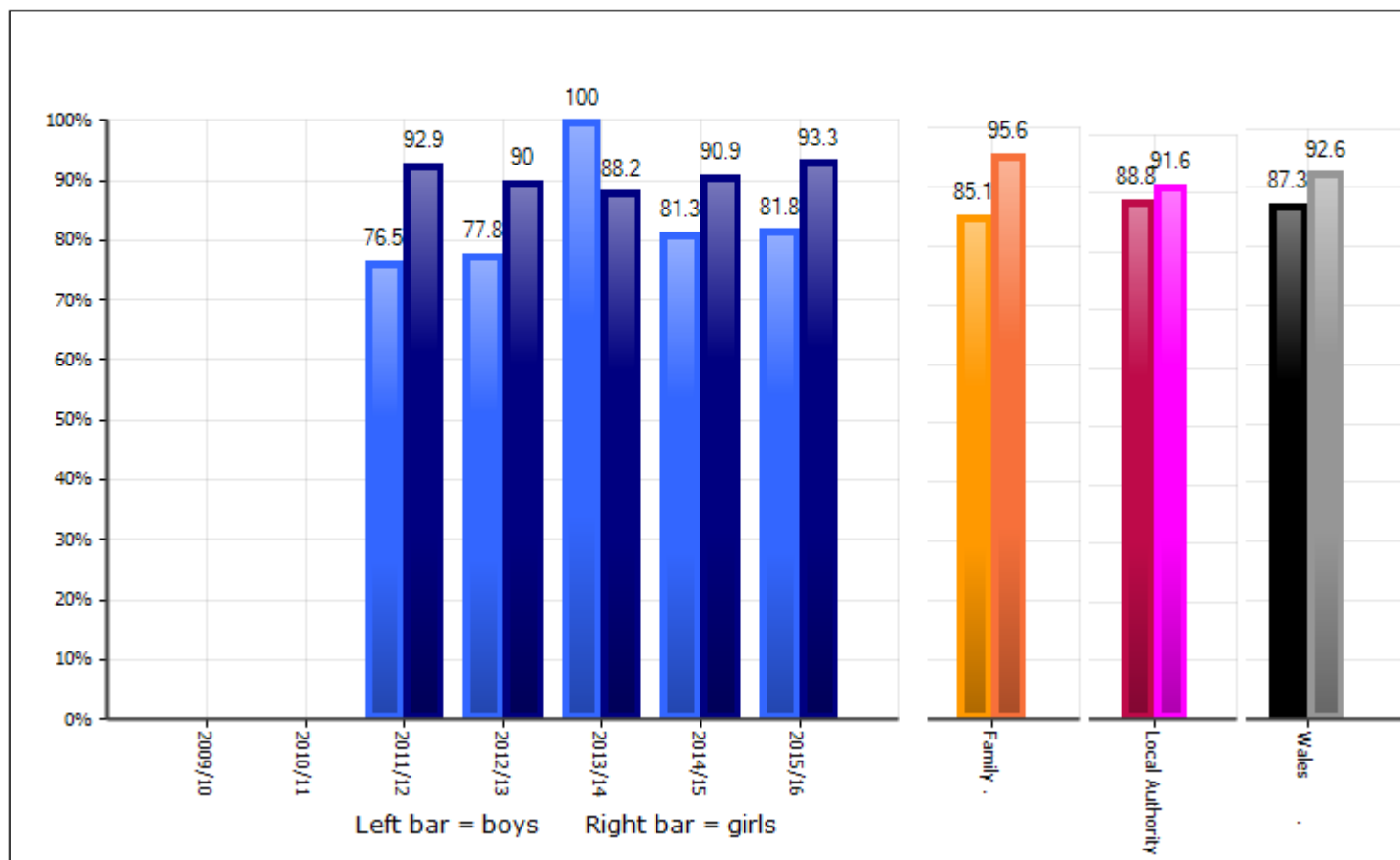
4.1c Family comparison - gender differences



Section 4 – Mathematical Development

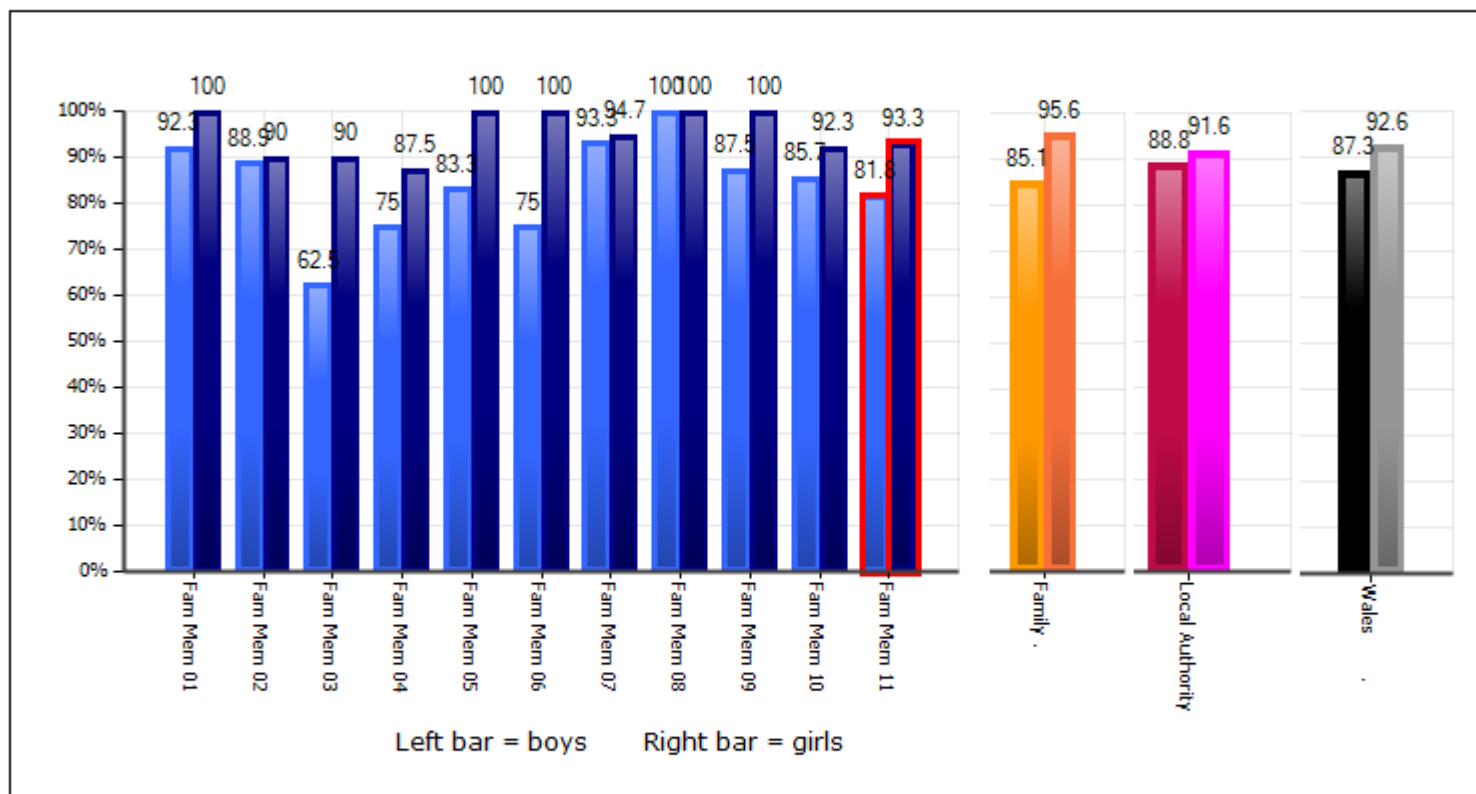
[Home](#)

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.

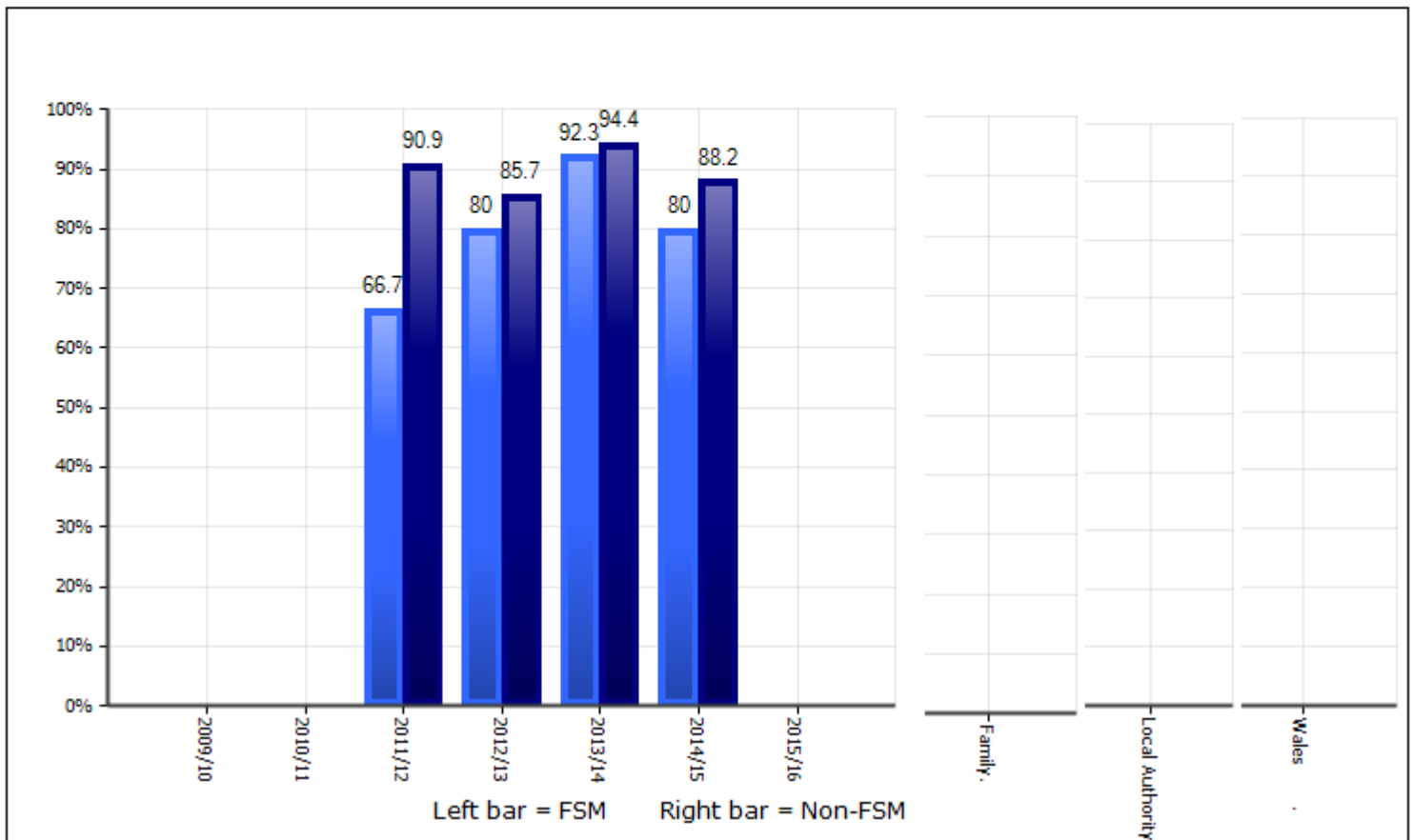


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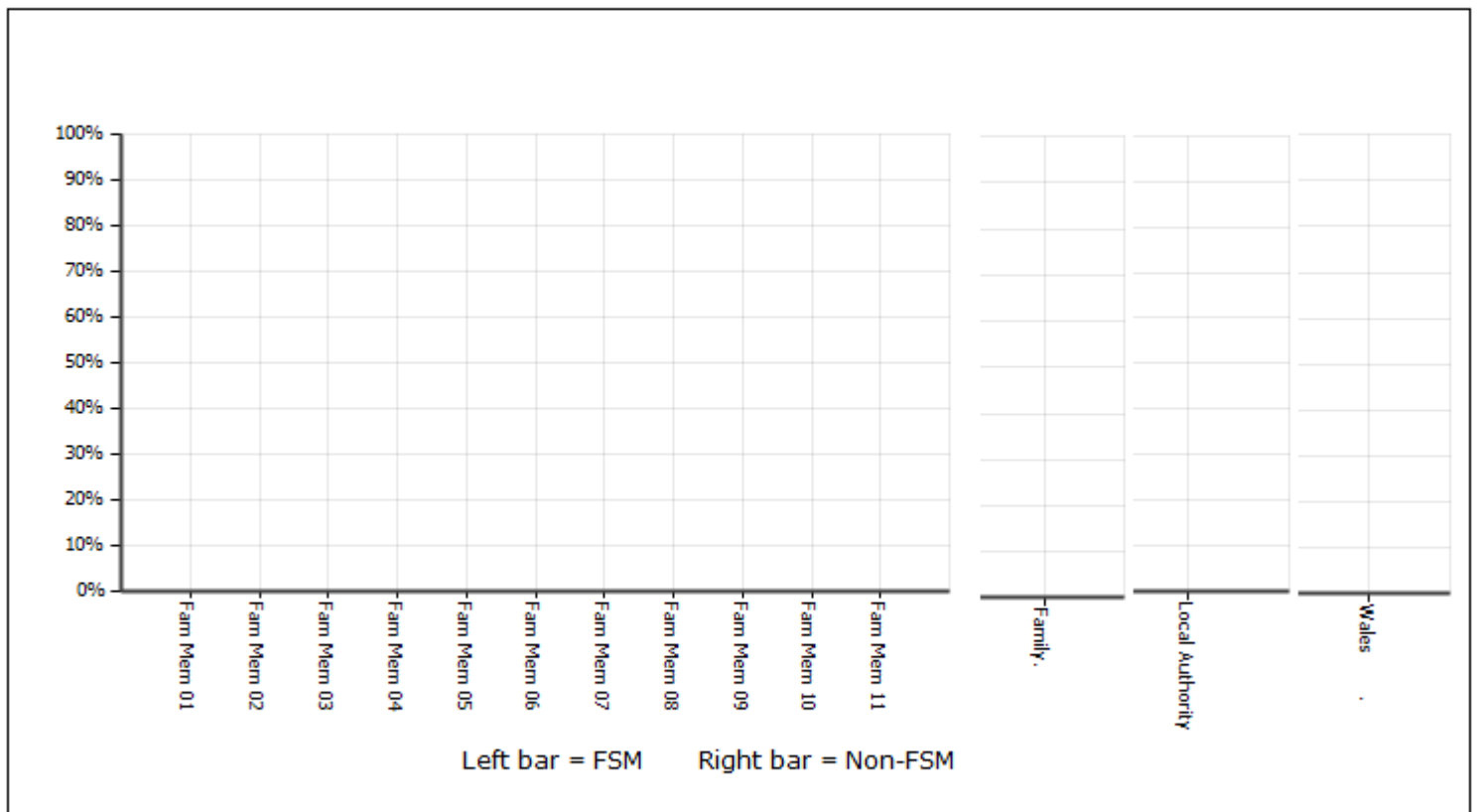
4.1 - Outcome 5+

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.

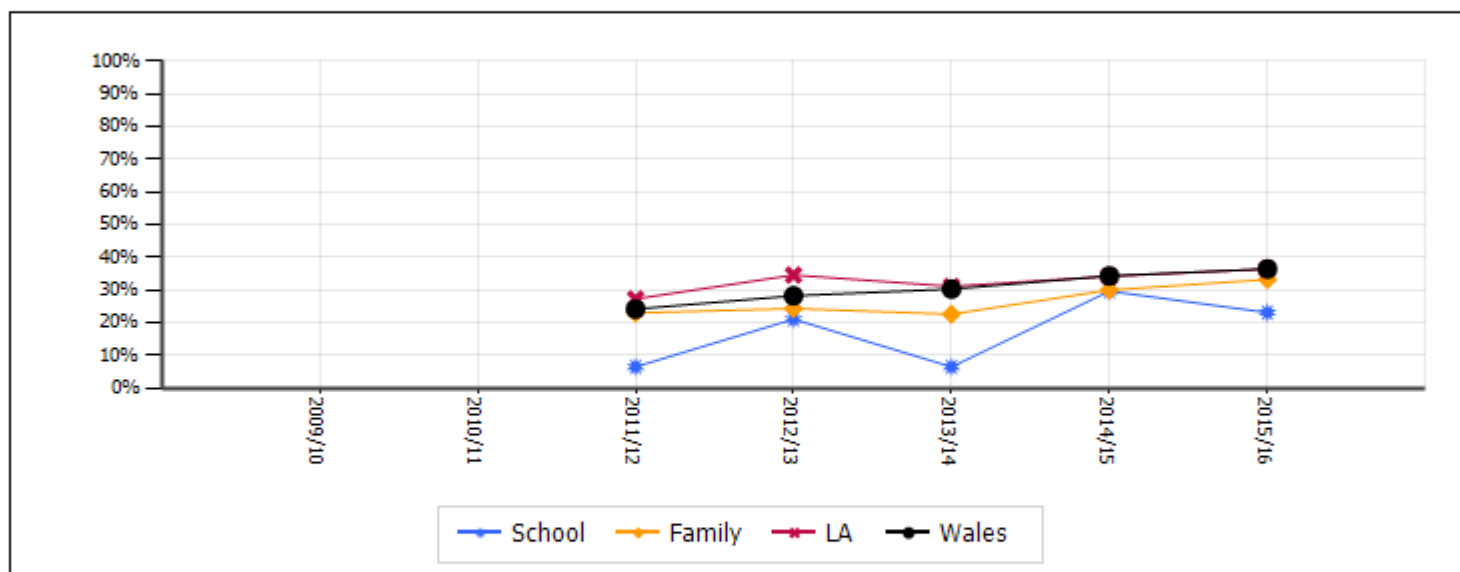


Section 4 – Mathematical Development

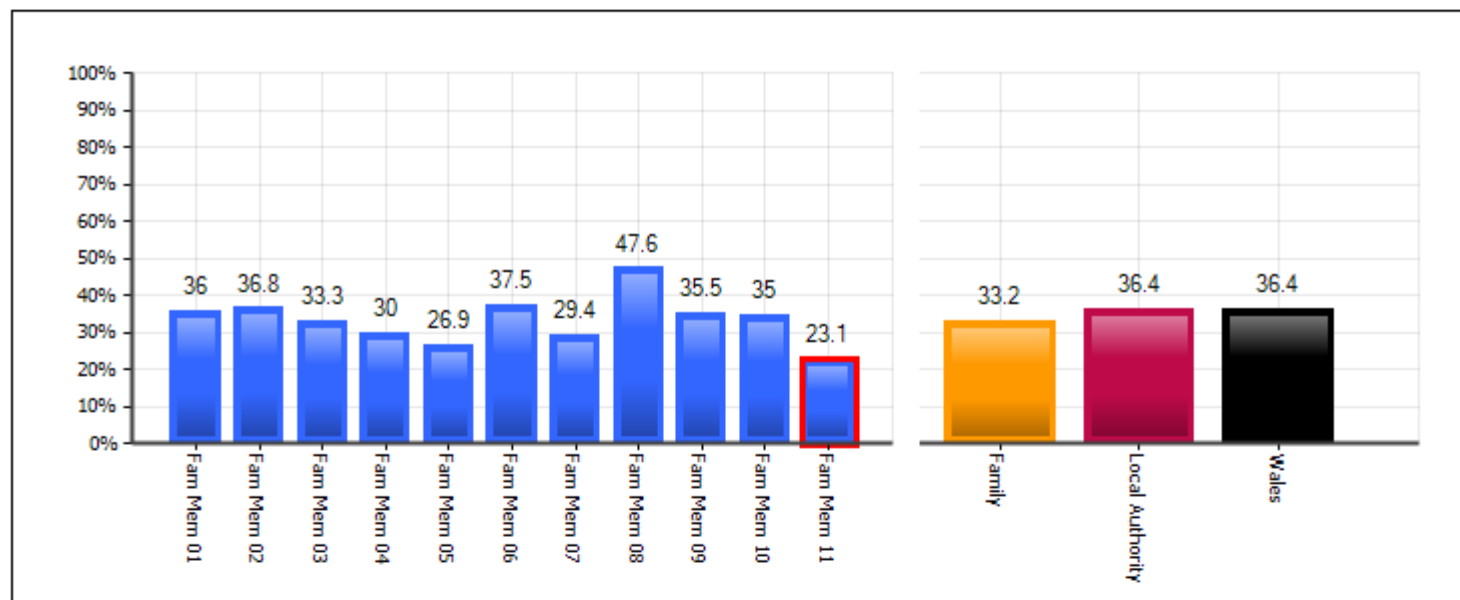
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4.2 - Outcome 6+

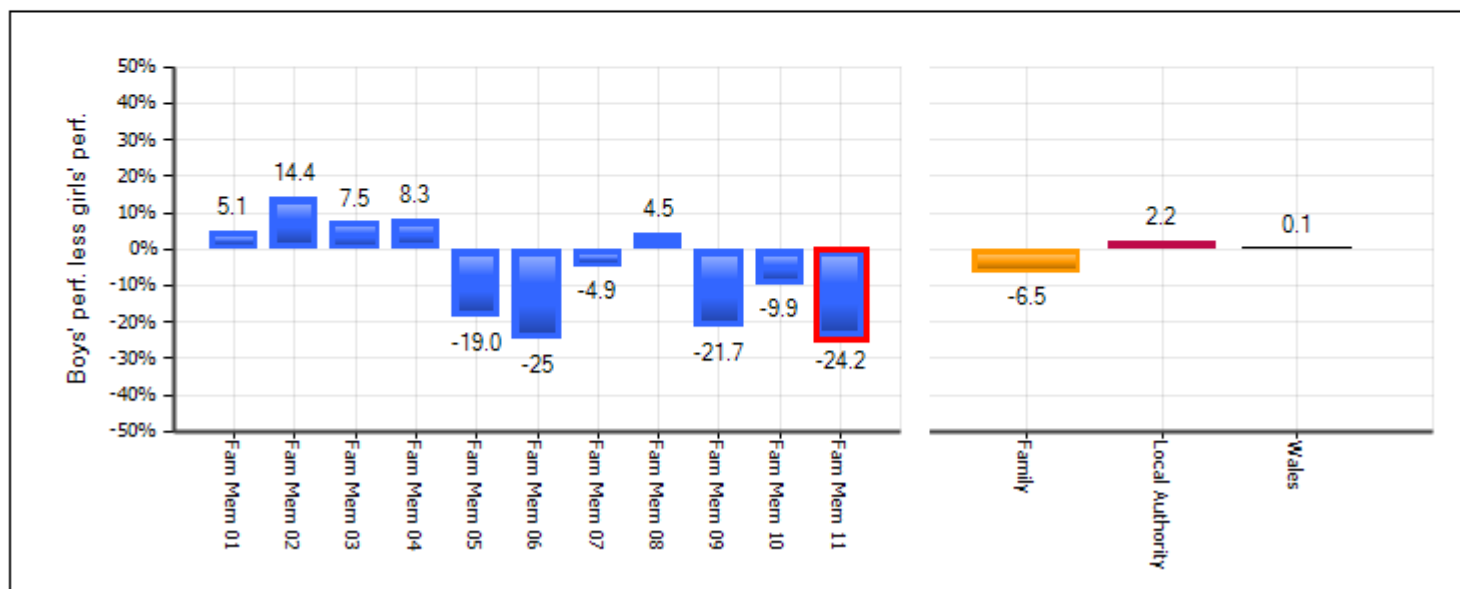
4.2a % pupils achieving



4.2b Family comparison



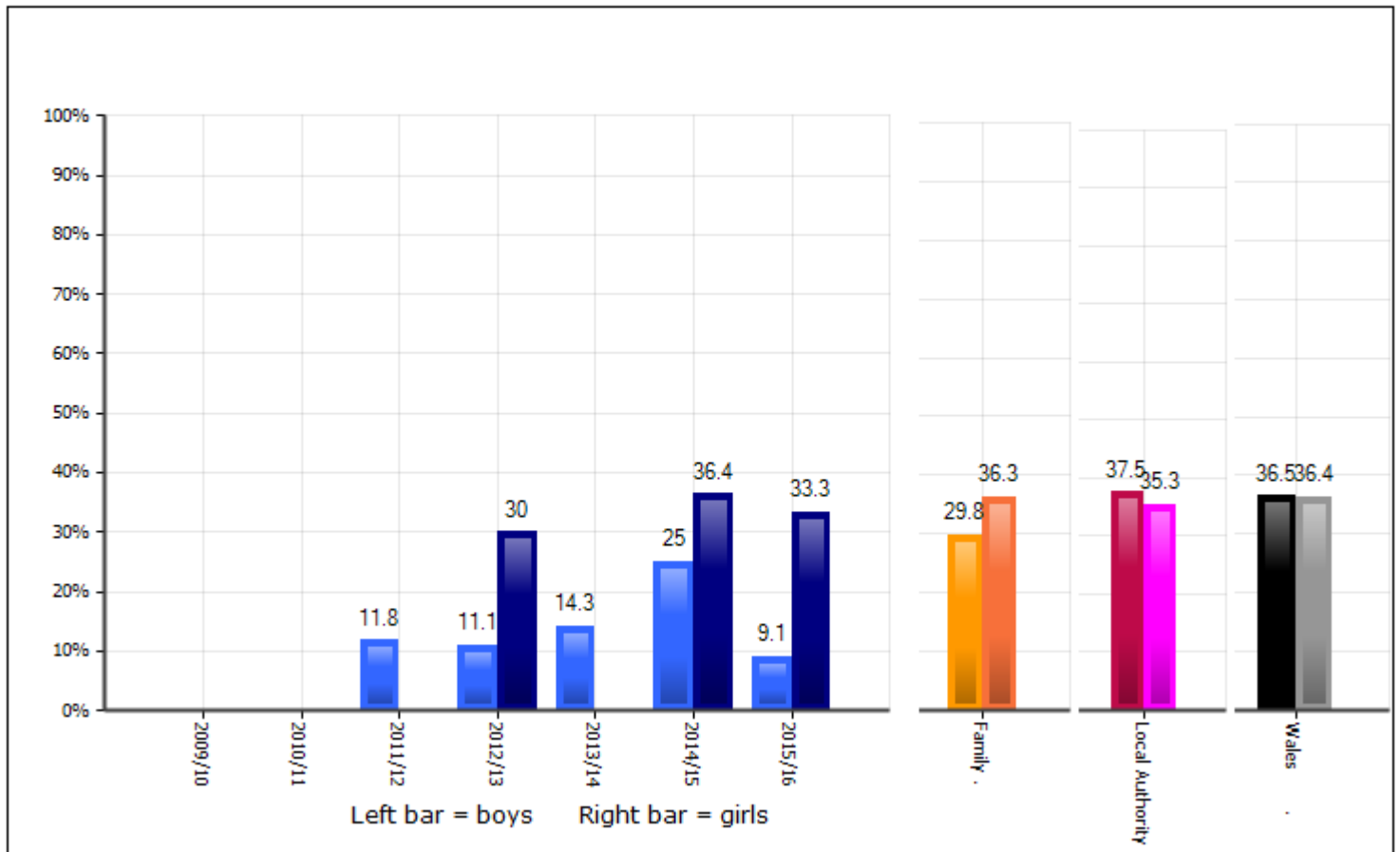
4.2c Family comparison - gender differences



Section 4 – Mathematical Development

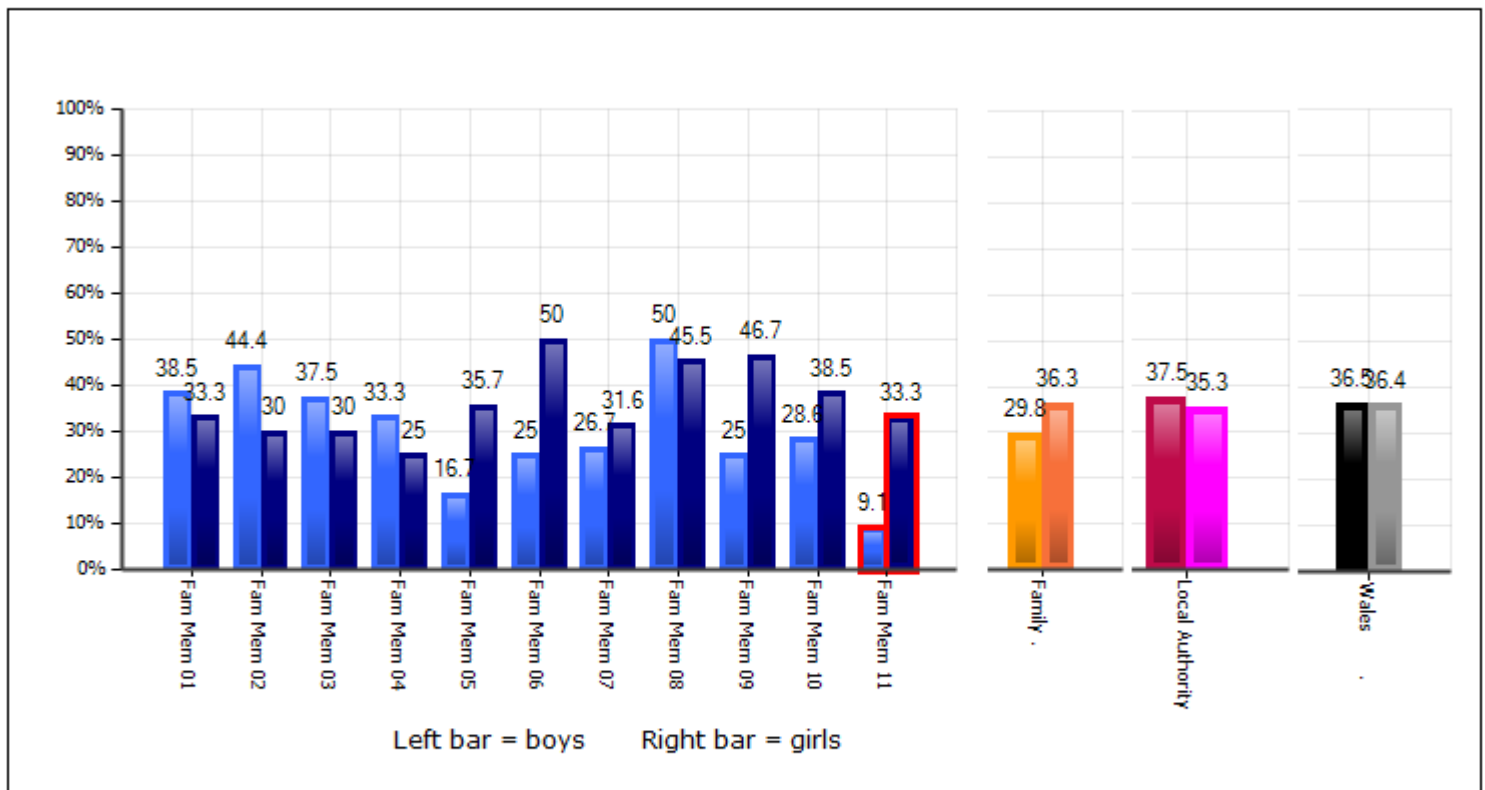
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4.2d % boys / girls achieving



4.2e Boys / girls - Family comparison

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

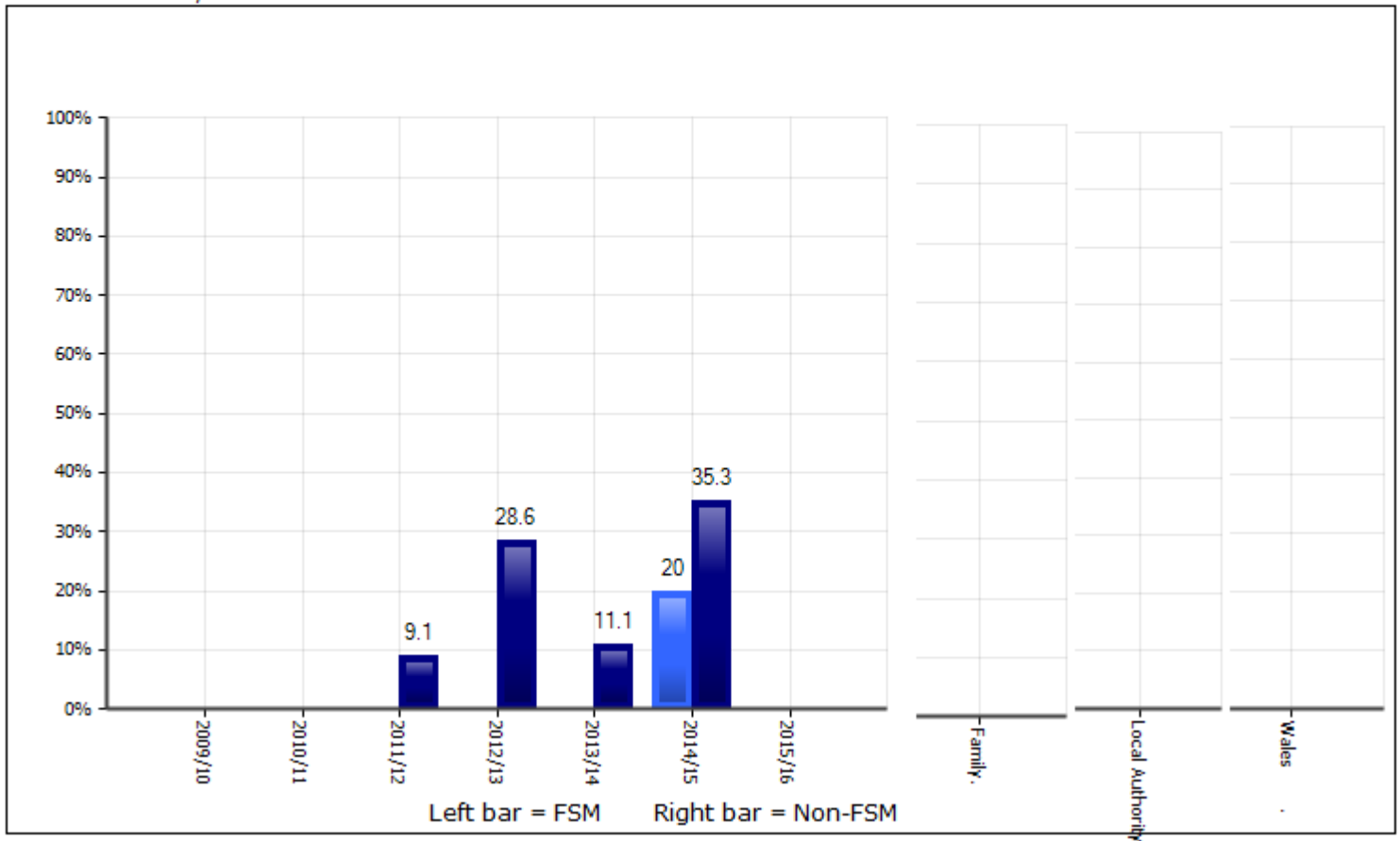


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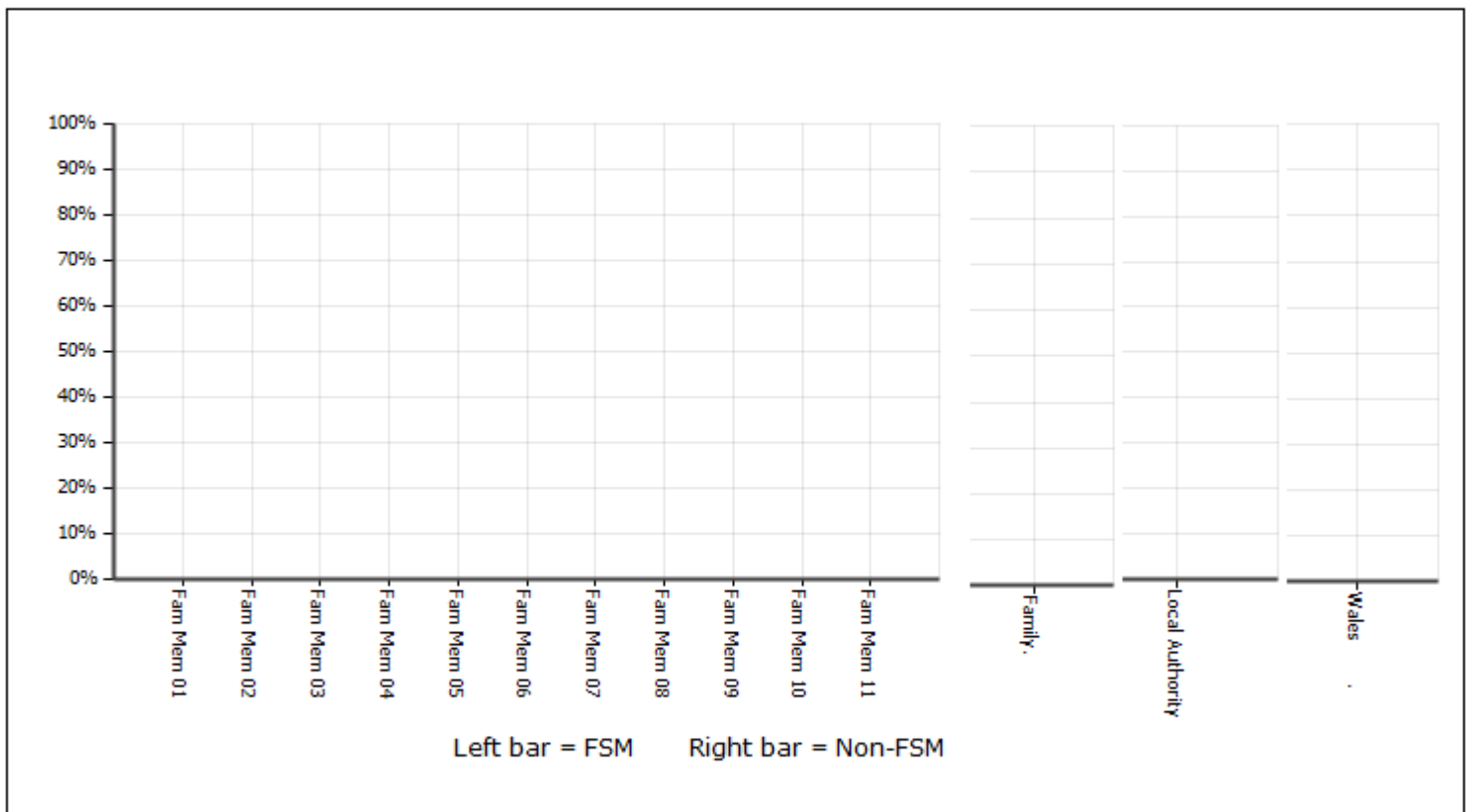
4.2 - Outcome 6+

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.



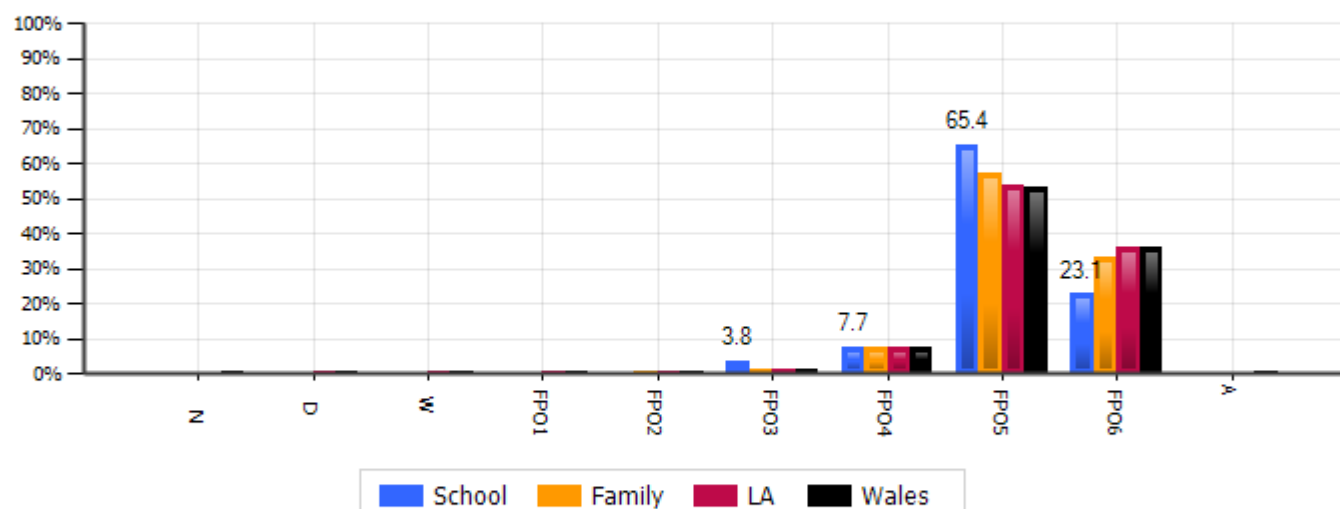
Section 4 - Mathematical Development

4.3 - Foundation Phase Outcomes

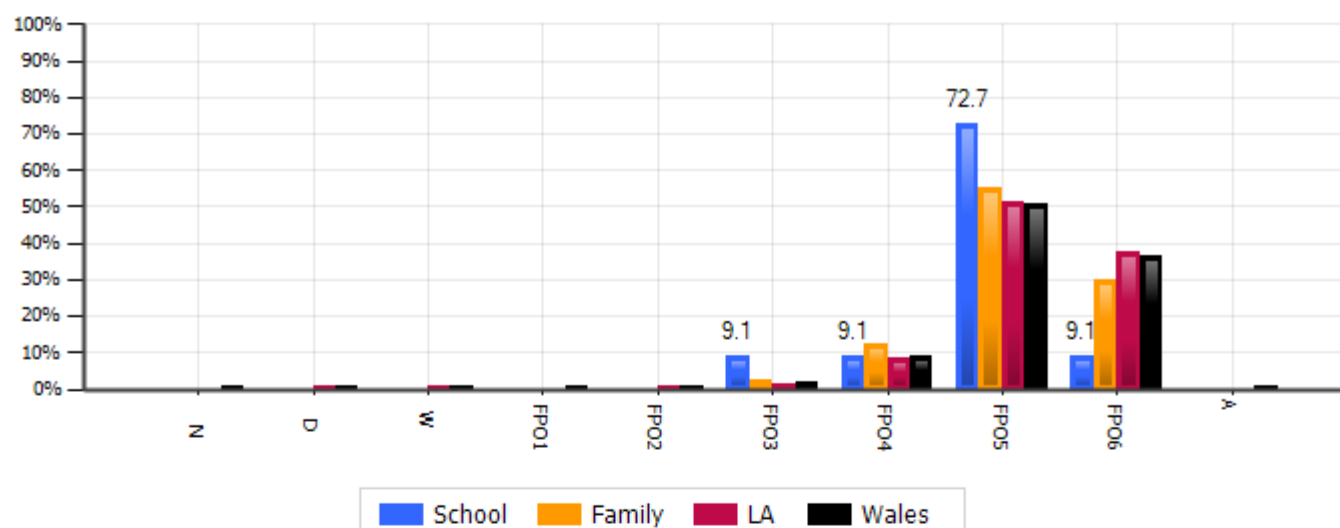
4.3a % pupils achieving

N = Outcome Not Awarded
D = Disapplied
W = Working towards FP
Outcome 1
FPO1 = FP Outcome 1
FPO2 = FP Outcome 2

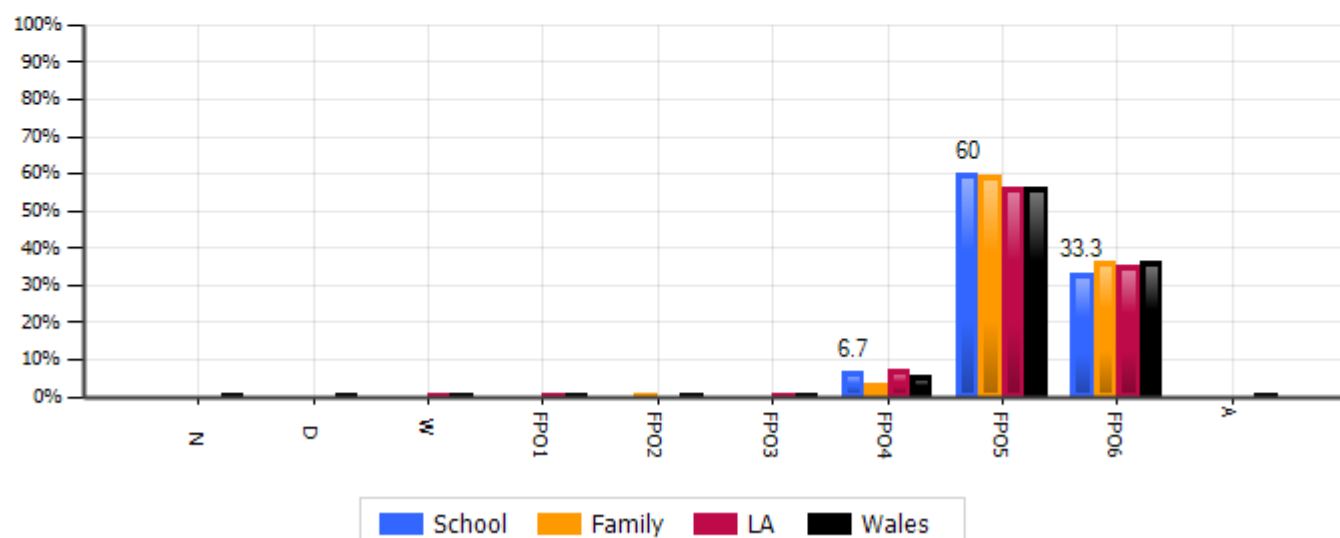
FPO3 = FP Outcome 3
FPO4 = FP Outcome 4
FPO5 = FP Outcome 5
FPO6 = FP Outcome 6
A = Above FP Outcome 6

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4.3b % boys achieving



4.3c % girls achieving

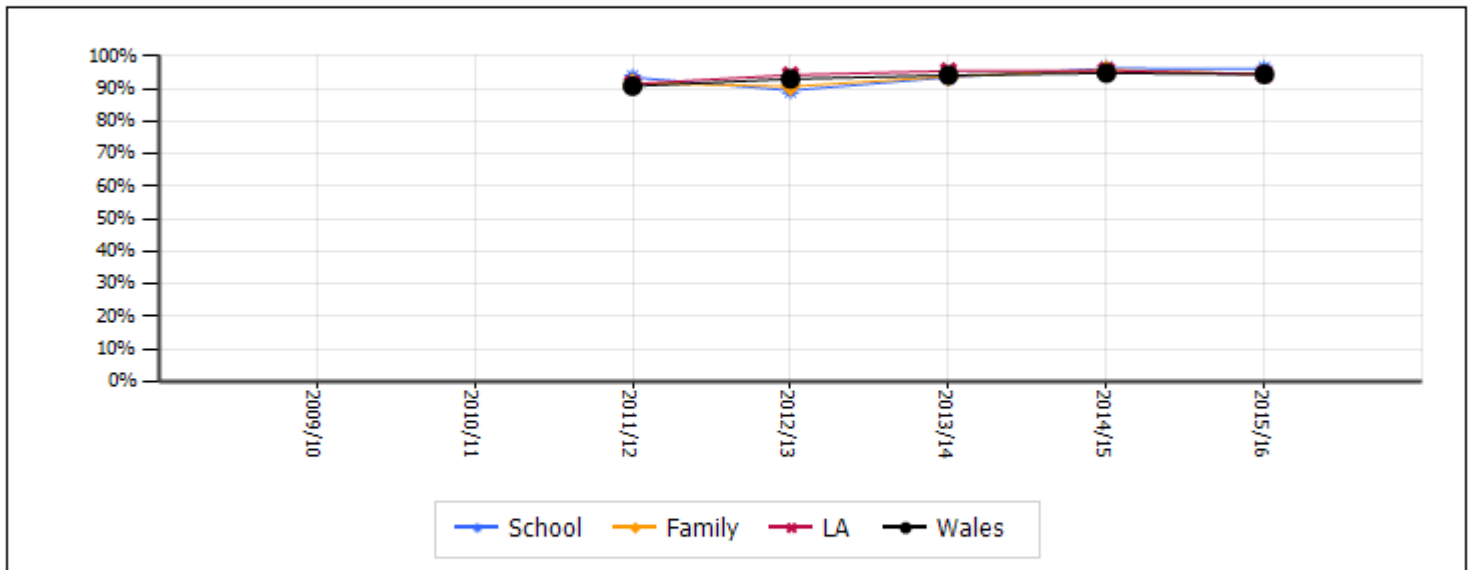


Section 5 – Personal and Social Development, Well-Being and Cultural Diversity

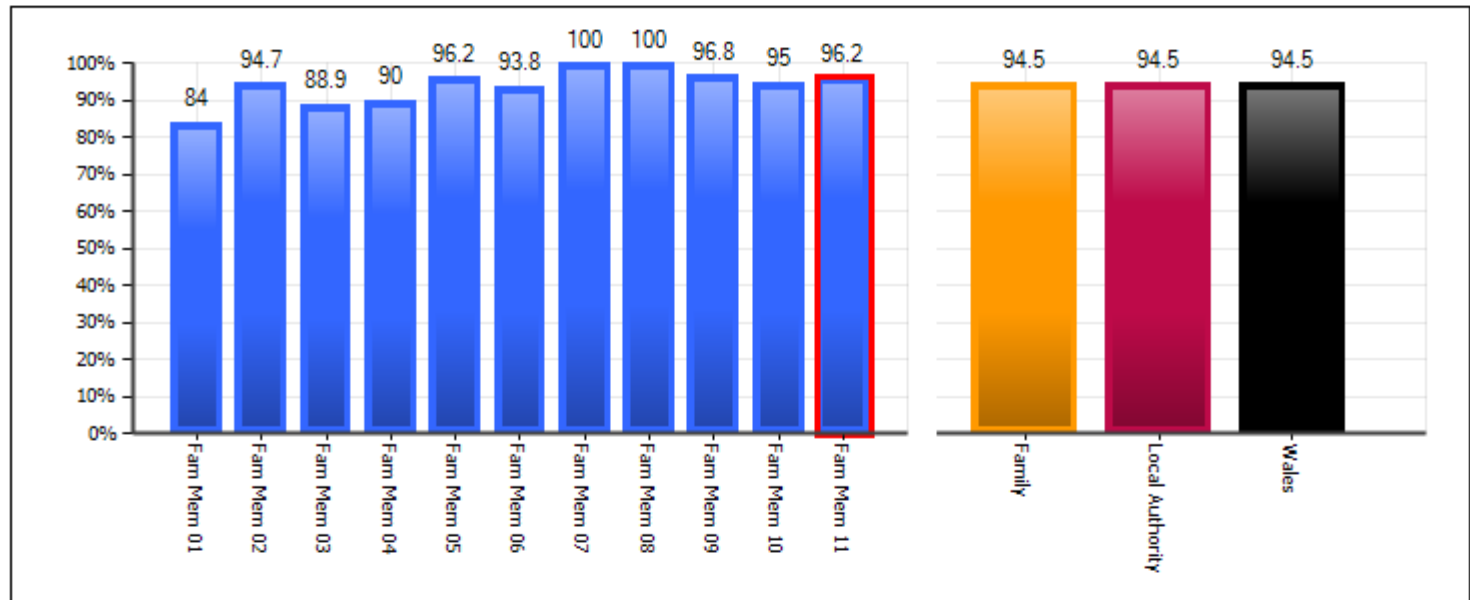
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5.1 - Outcome 5+

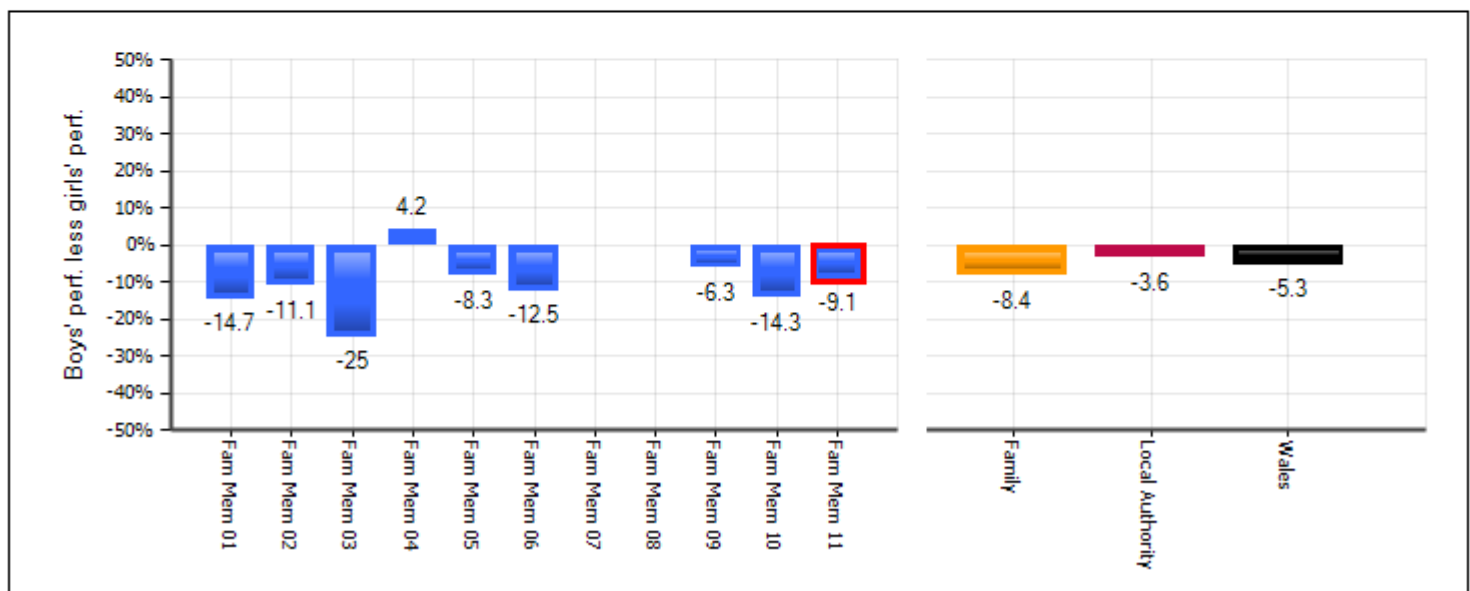
5.1a % pupils achieving



5.1b Family comparison



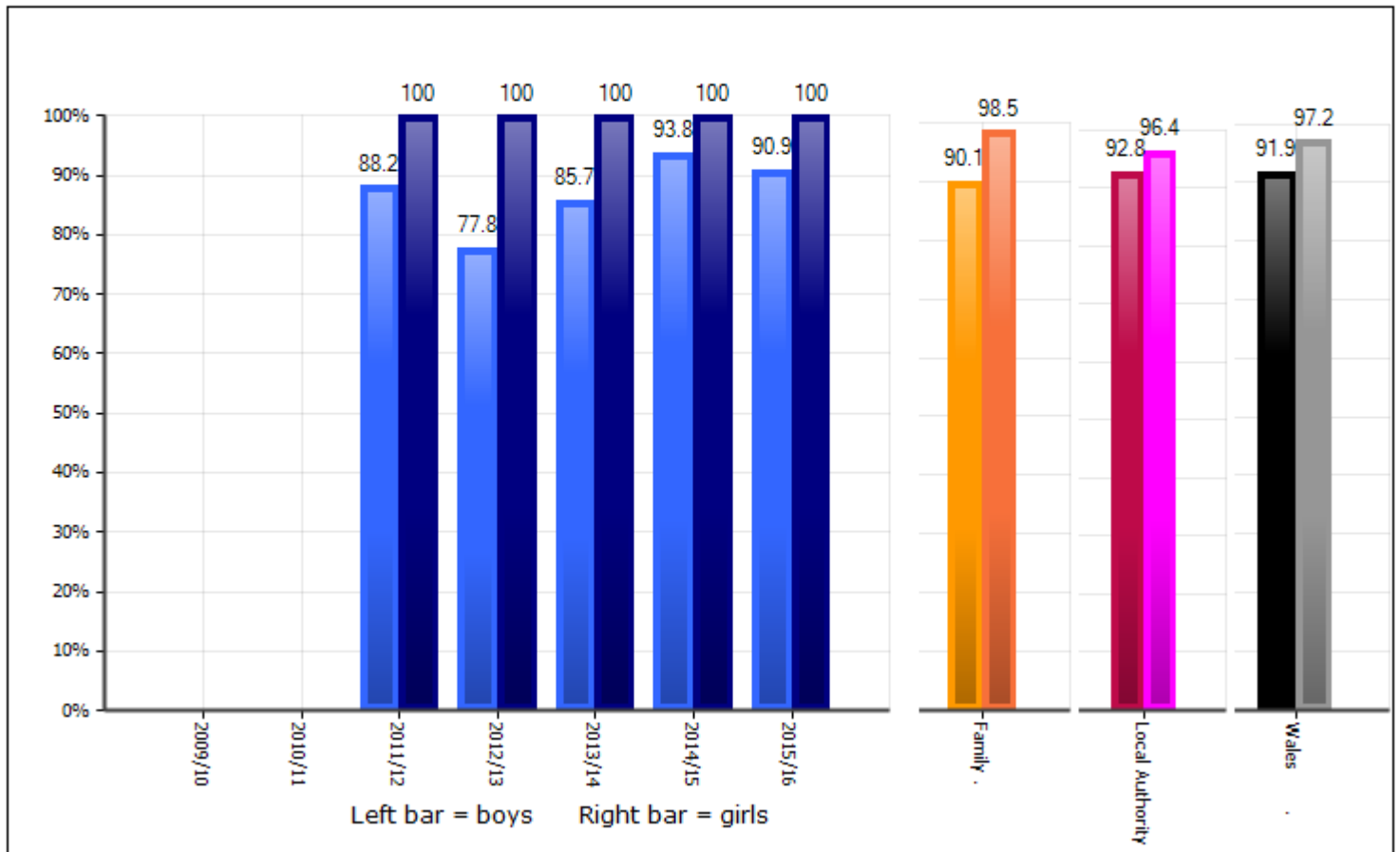
5.1c Family comparison - gender differences



Section 5 – Personal and Social Development, Well-Being and Cultural Diversity

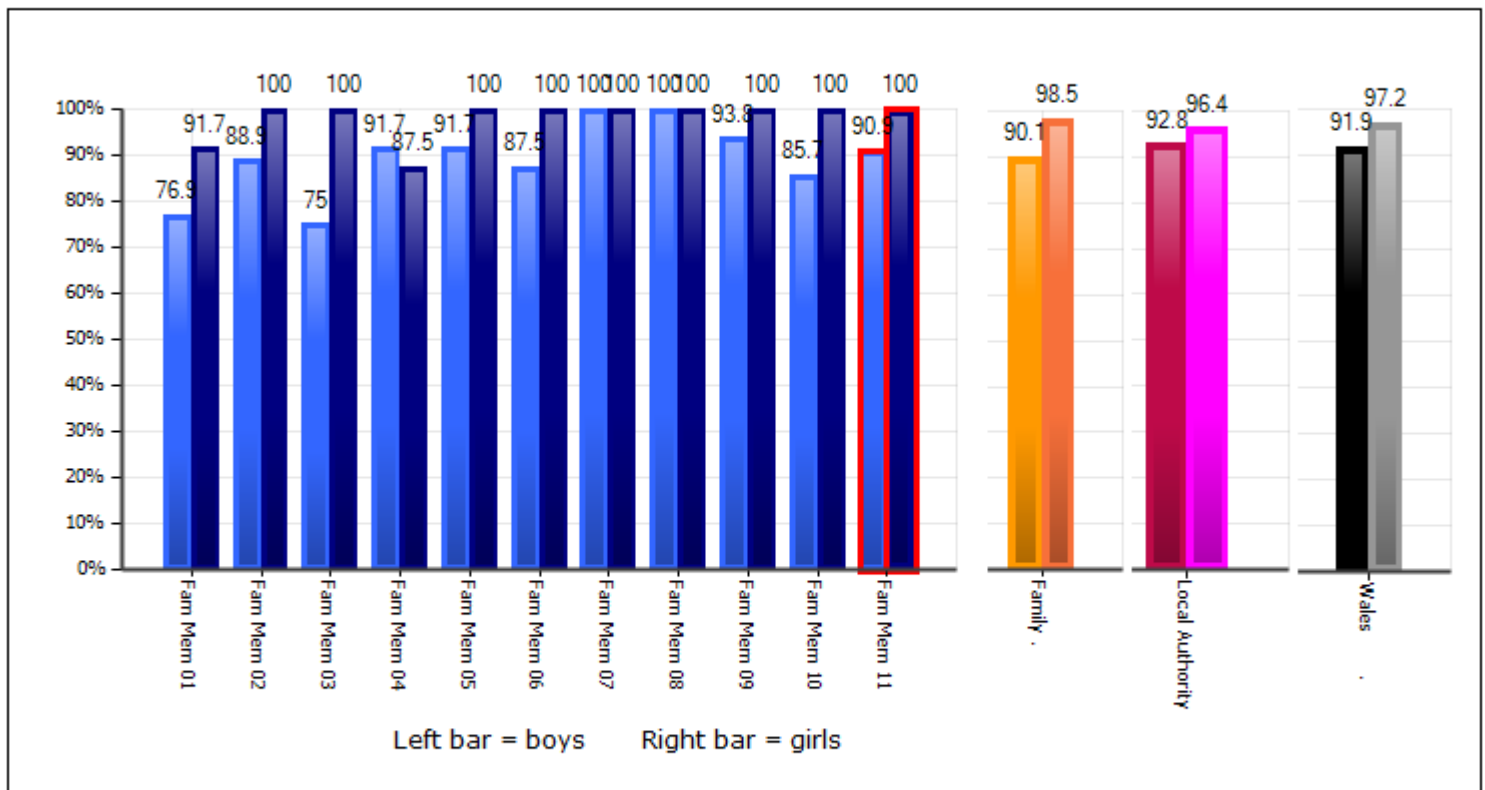
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5.1d % boys / girls achieving



5.1e Boys / girls - Family comparison

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

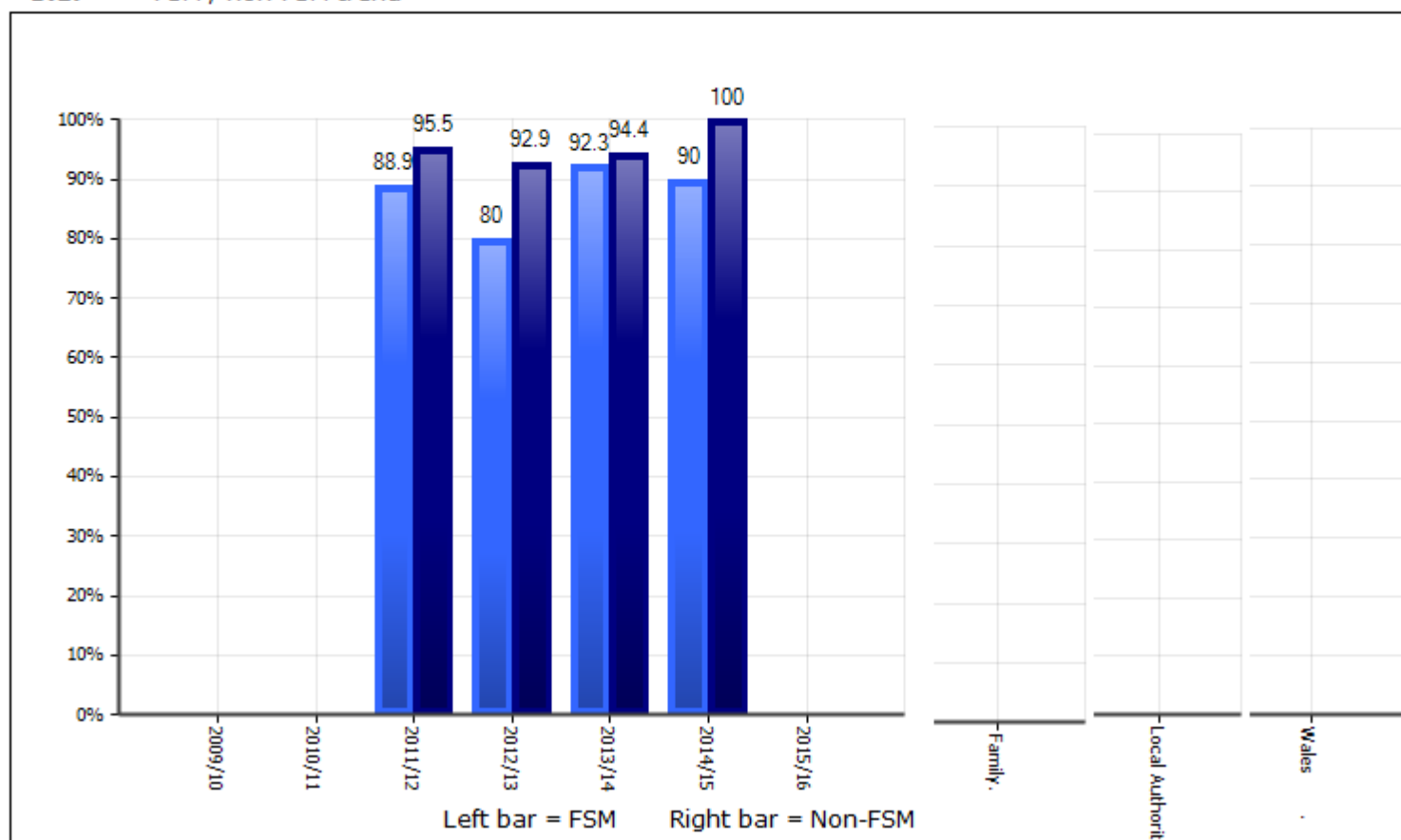


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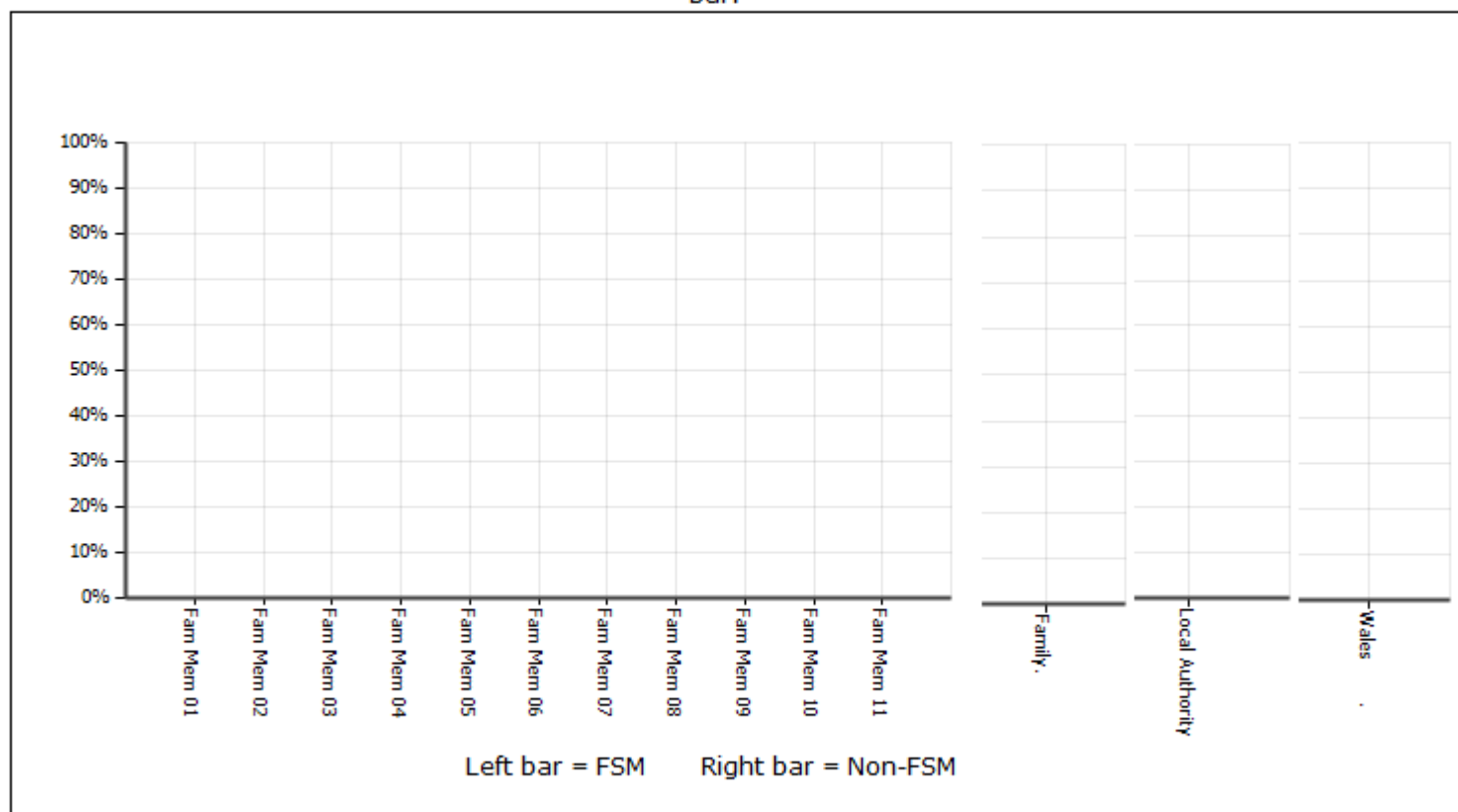
5.1 - Outcome 5+

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.

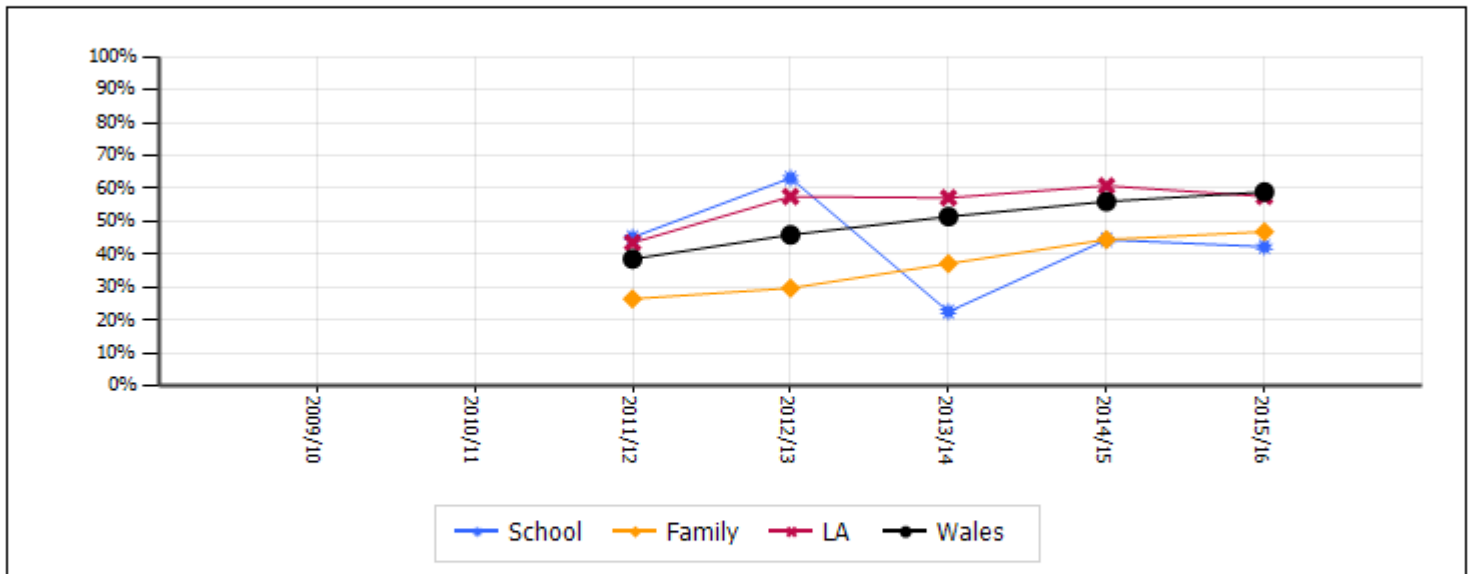


Section 5 – Personal and Social Development, Well-Being and Cultural Diversity

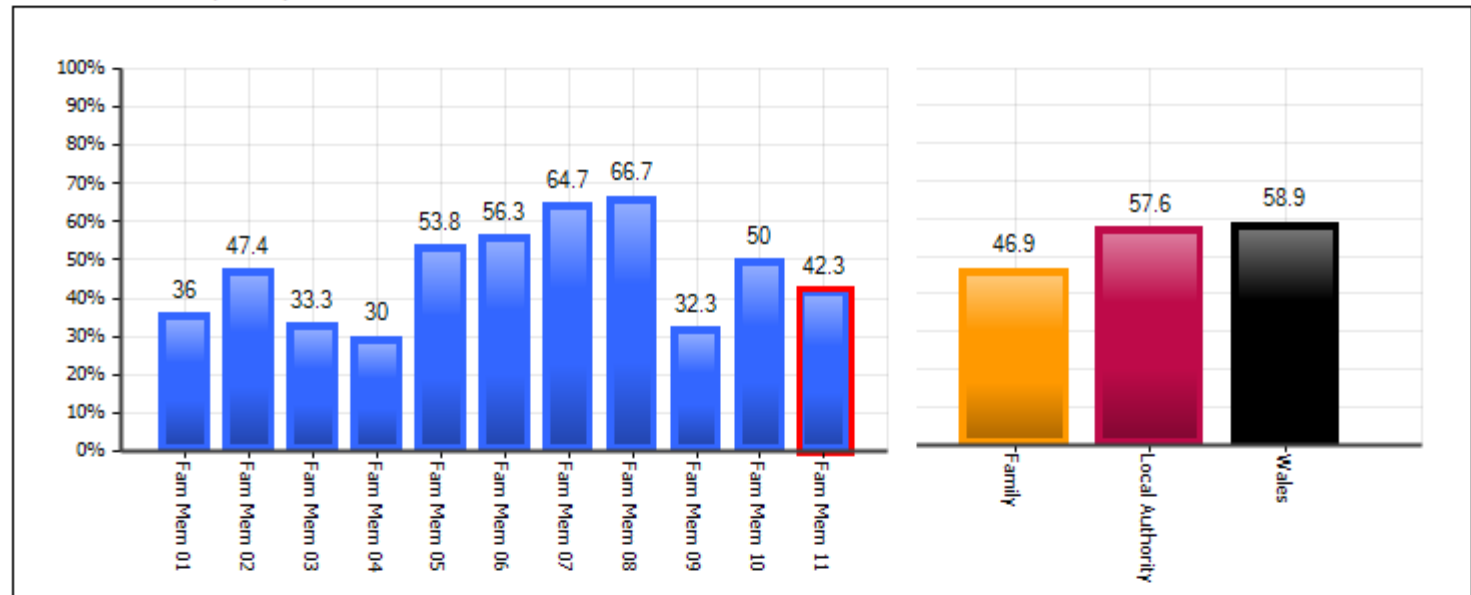
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5.2 - Outcome 6+

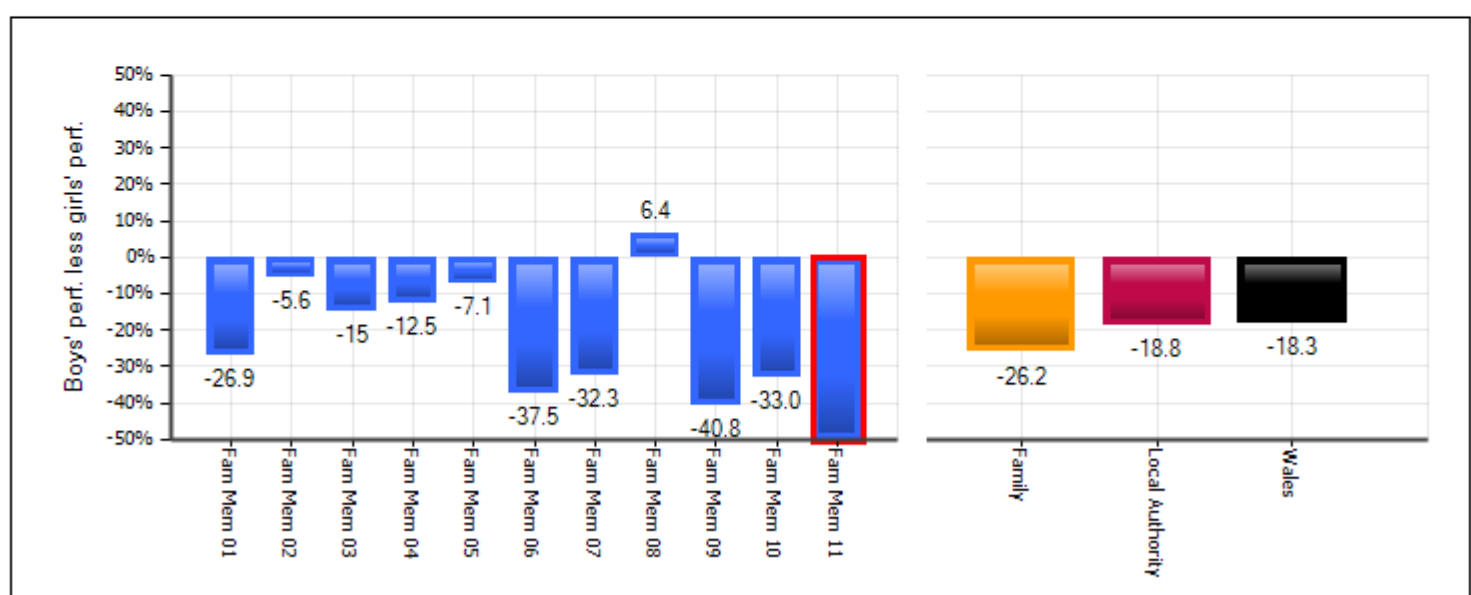
5.2a % pupils achieving



5.2b Family comparison



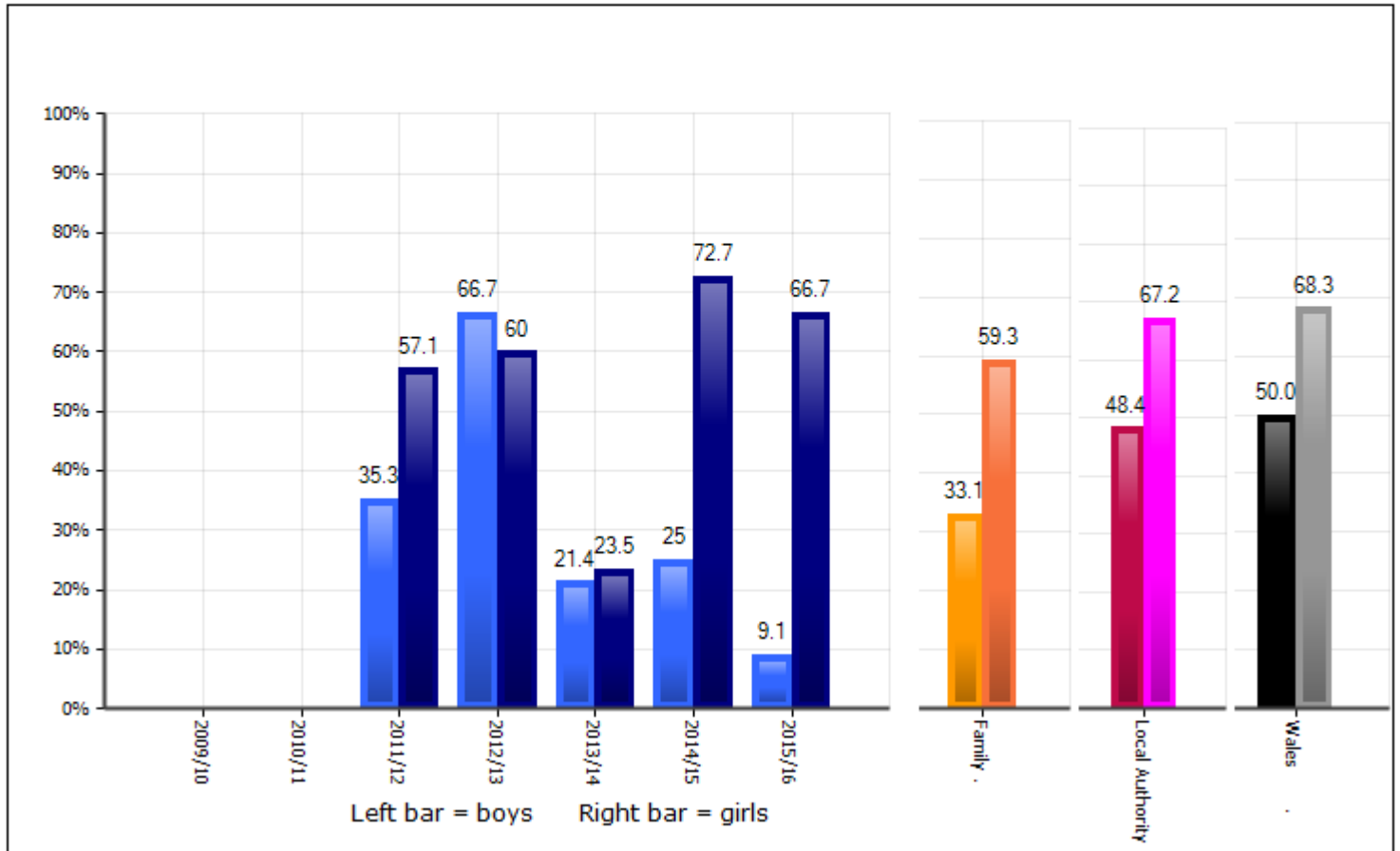
5.2c Family comparison - gender differences



Section 5 – Personal and Social Development, Well-Being and Cultural Diversity

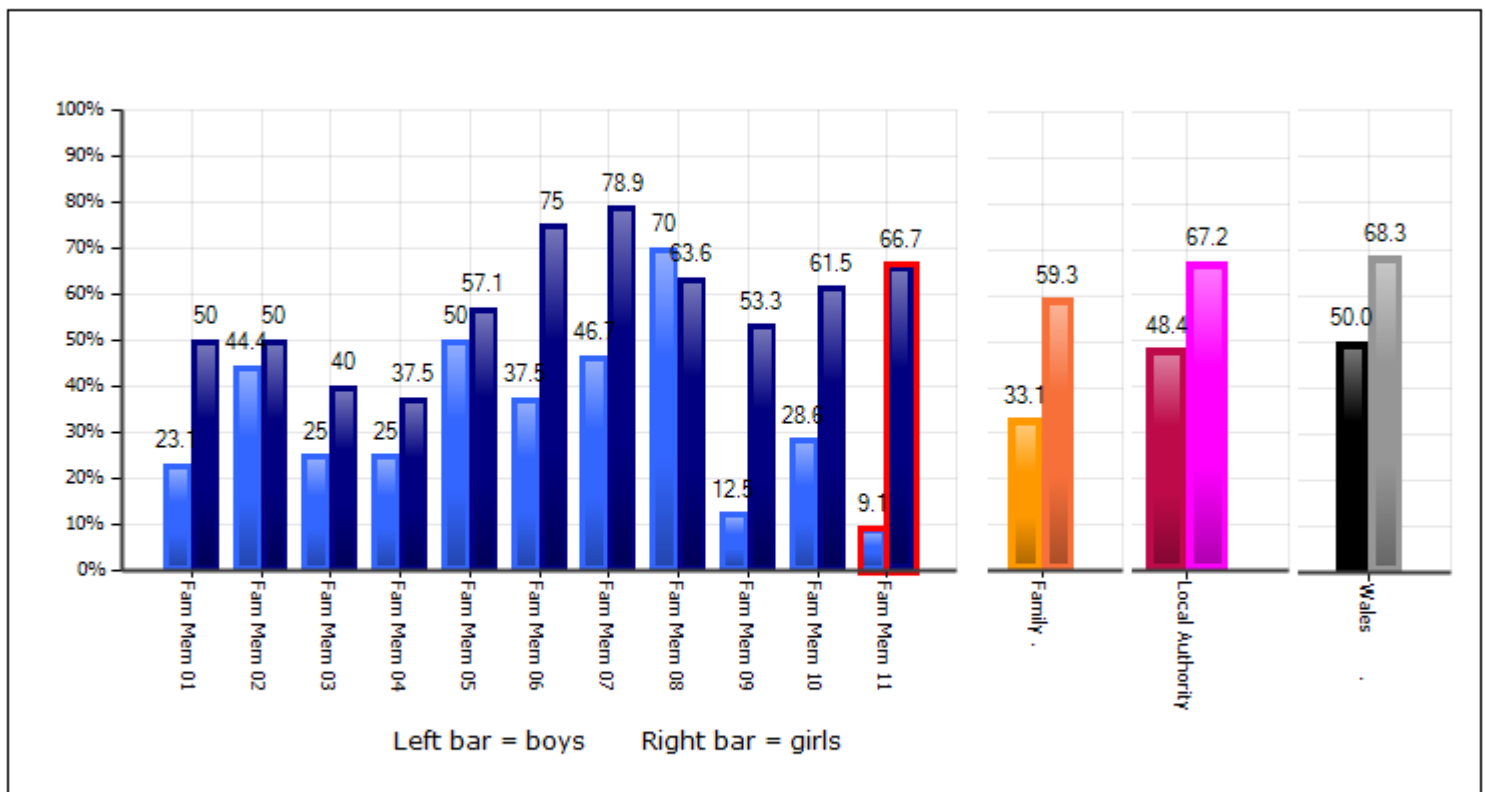
[Home](#)

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.

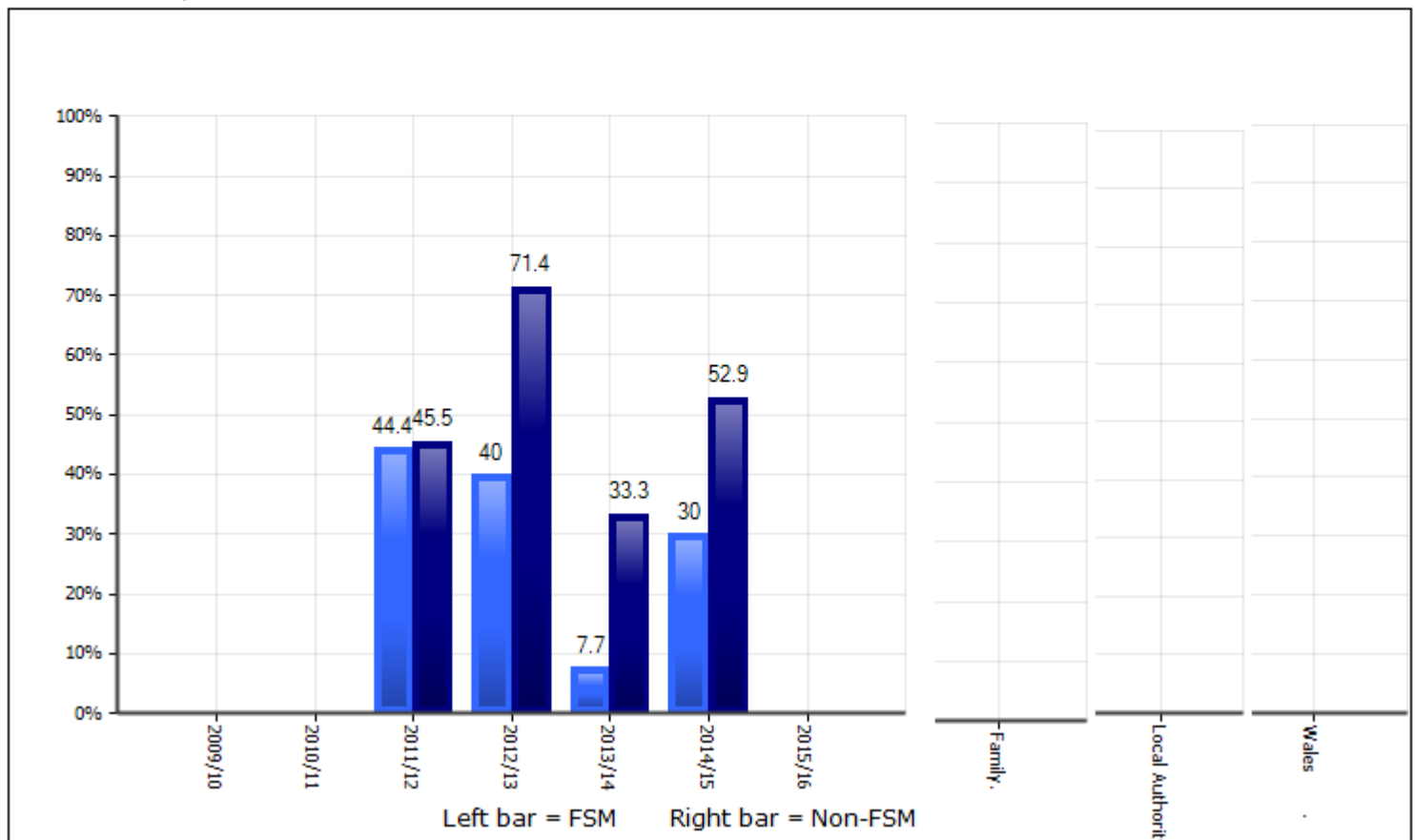


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5.2 - Outcome 6+

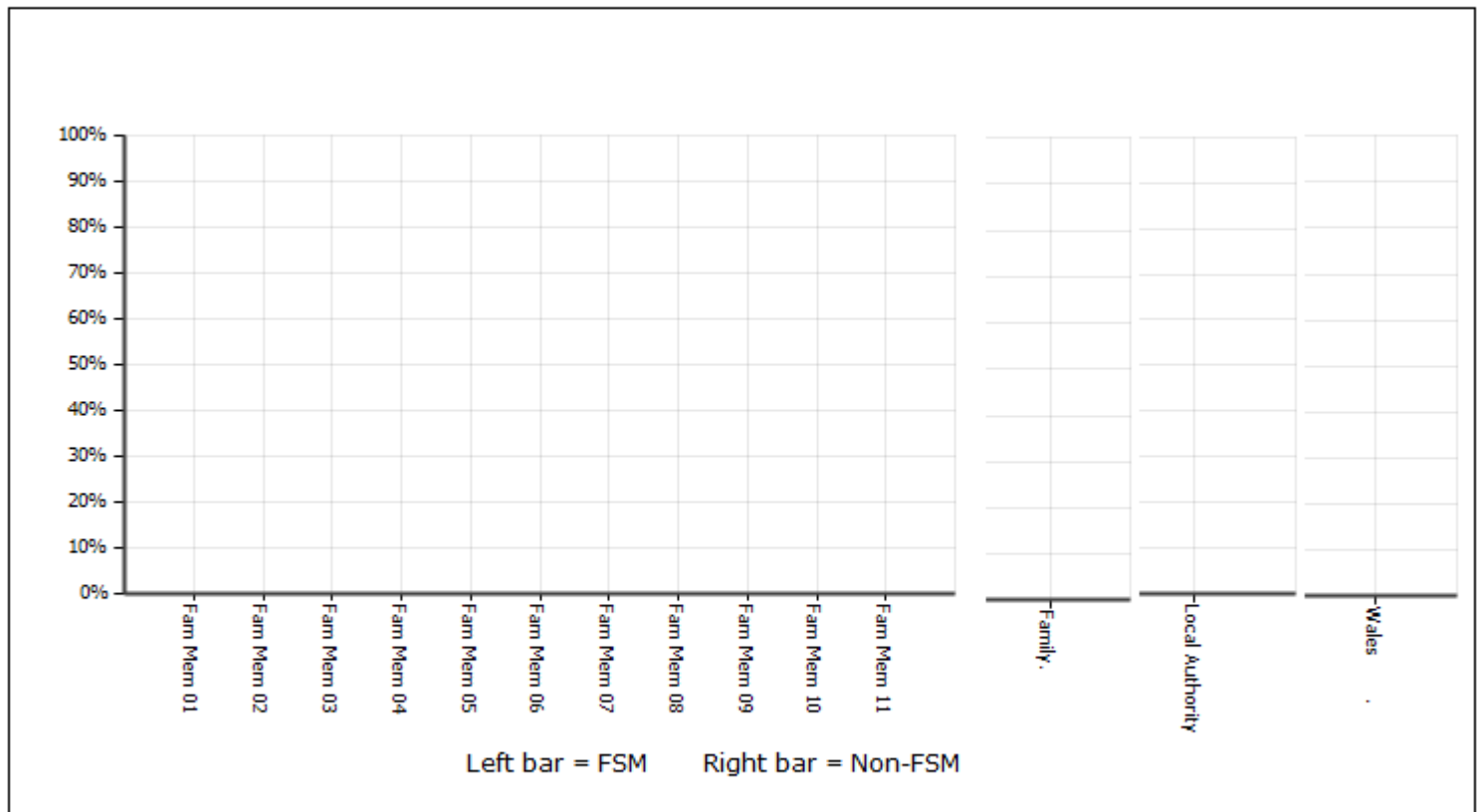
5.2f FSM / non-FSM trend



5.2g

FSM / non-FSM - Family comparison

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



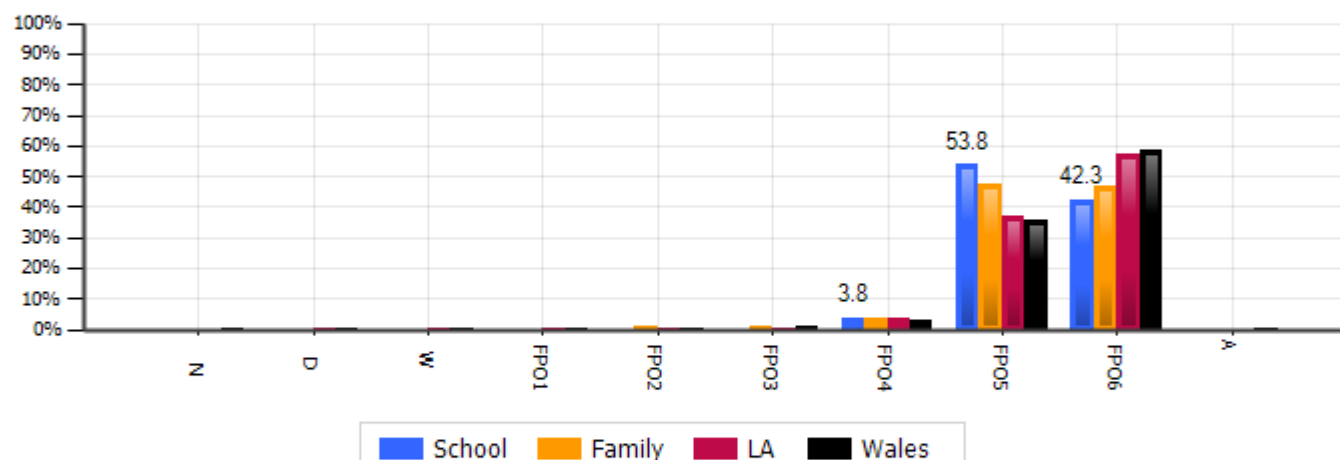
Section 5 - Personal and Social Development, Well-Being and Cultural Diversity

5.3 - Foundation Phase Outcomes

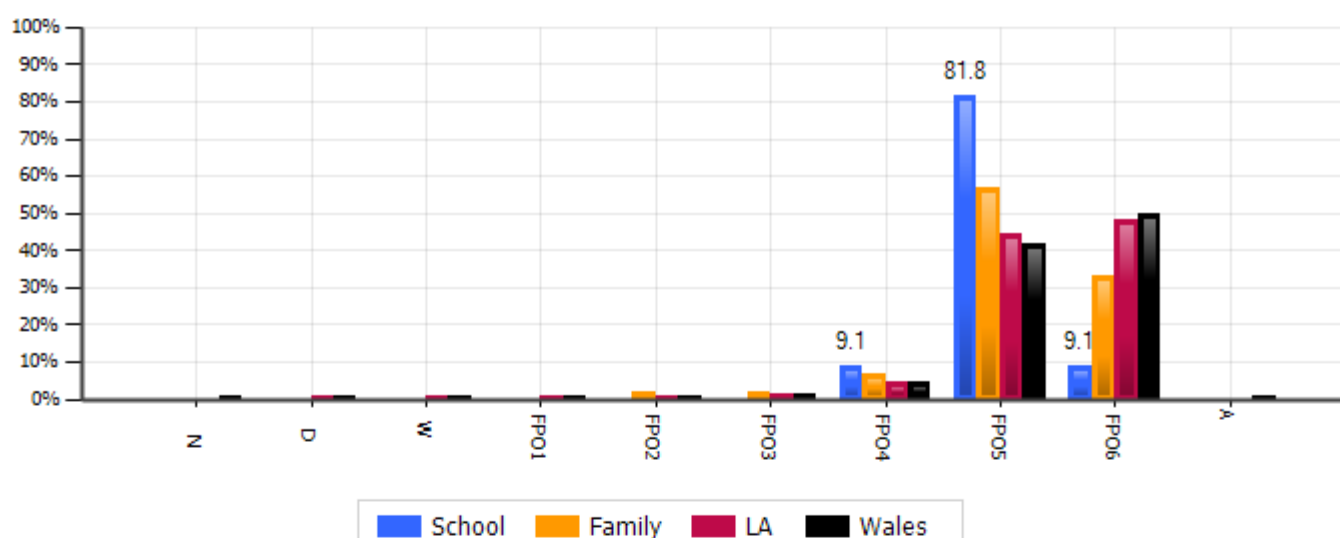
5.3a % pupils achieving

N = Outcome Not Awarded
D = Disapplied
W = Working towards FP
Outcome 1
FPO1 = FP Outcome 1
FPO2 = FP Outcome 2

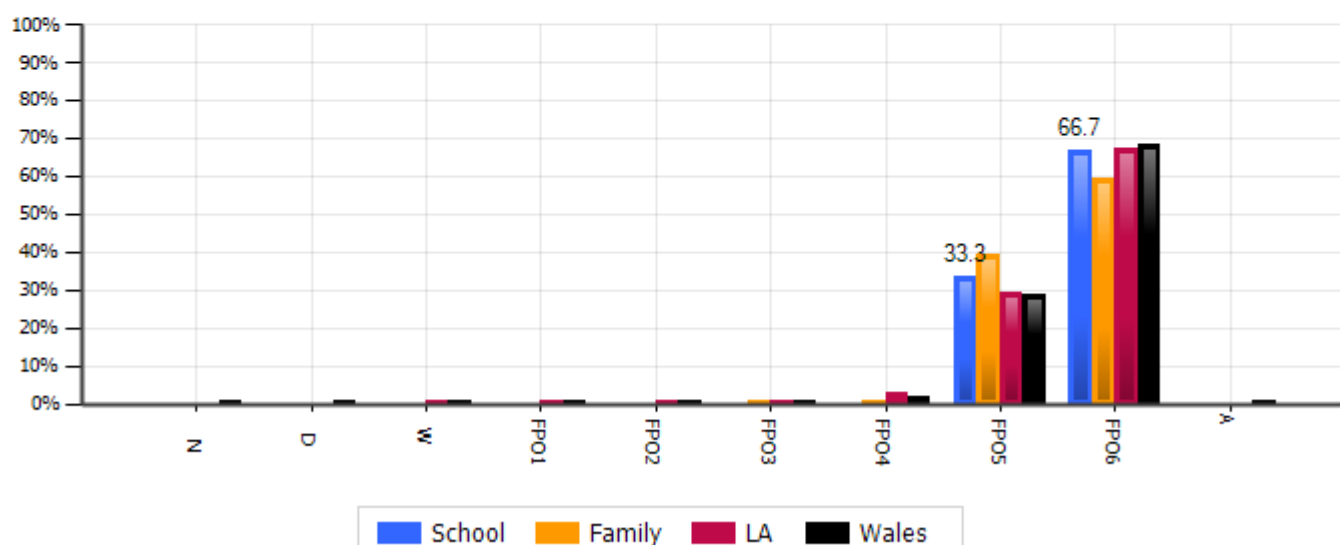
FPO3 = FP Outcome 3
FPO4 = FP Outcome 4
FPO5 = FP Outcome 5
FPO6 = FP Outcome 6
A = Above FP Outcome 6

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5.3b % boys achieving



5.3c % girls achieving



Section 6 - Gender difference comparisons

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Gender difference comparisons

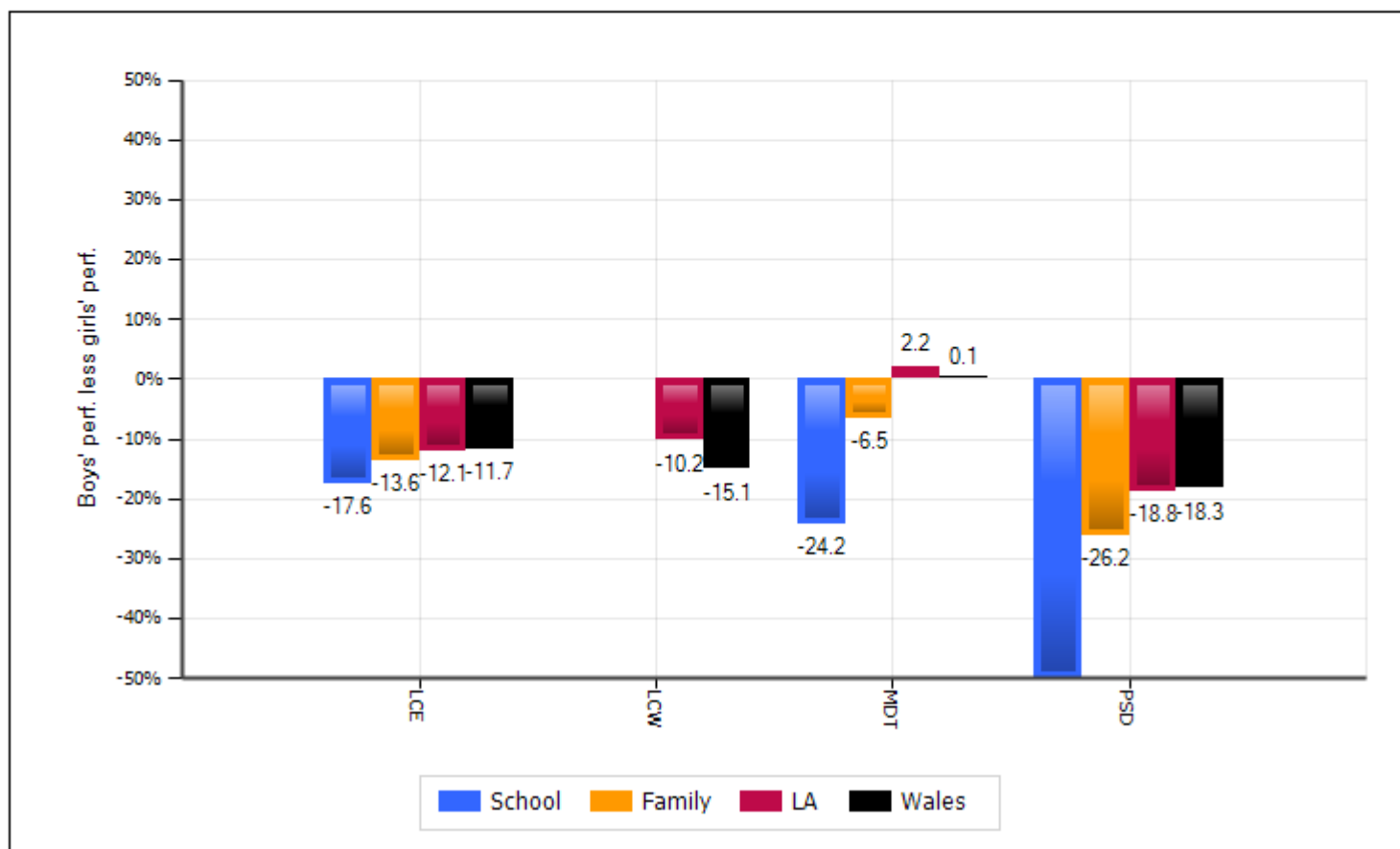
Are any gender differences bigger than the national average in most Areas of Learning? Is there a consistent pattern or are there differences between Areas of Learning.

Section 6 - Gender difference comparisons

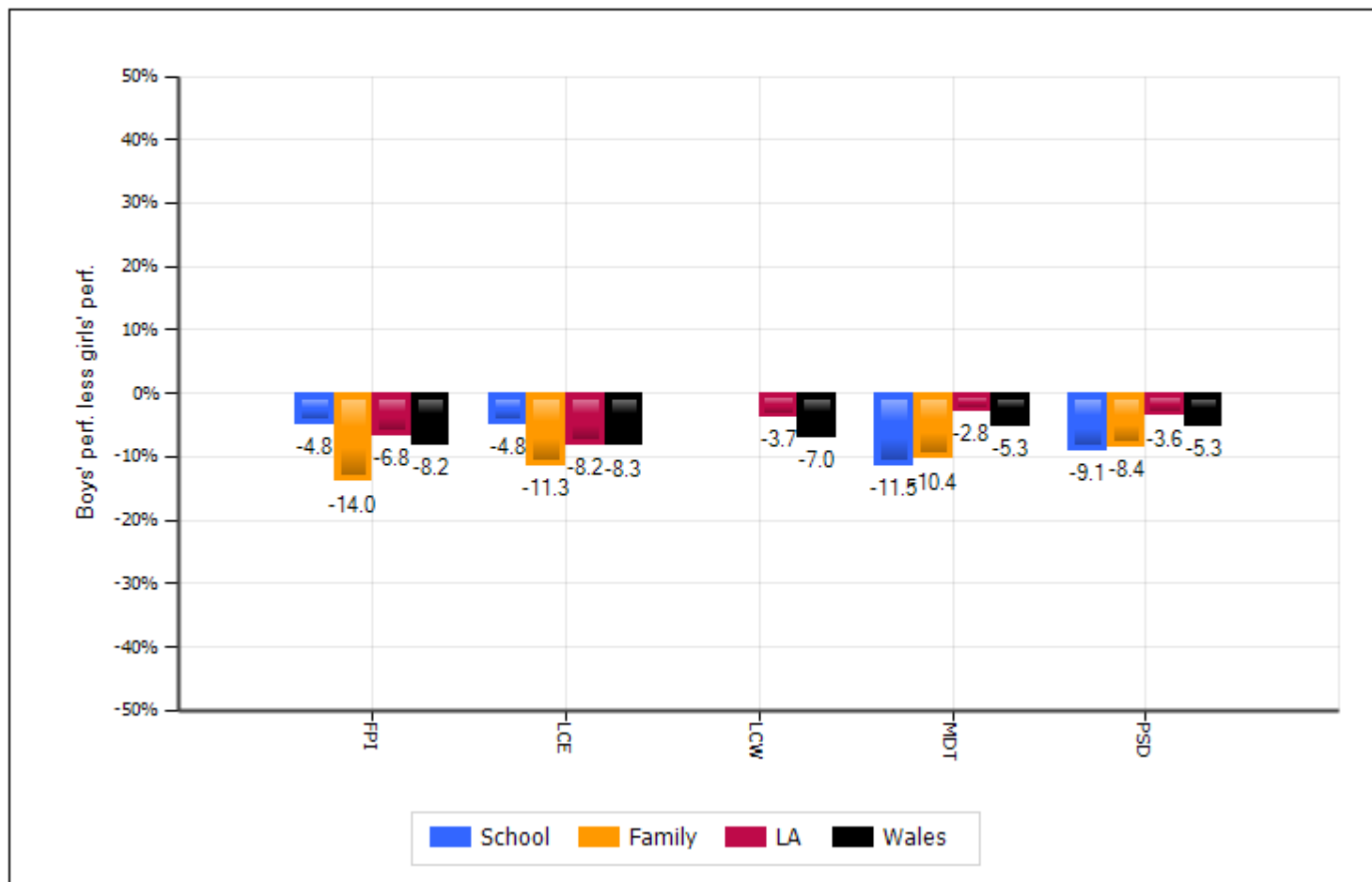
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6.1 - Gender differences by organisation

6.1a % pupils achieving outcome 6+



6.1b % pupils achieving outcome 5+

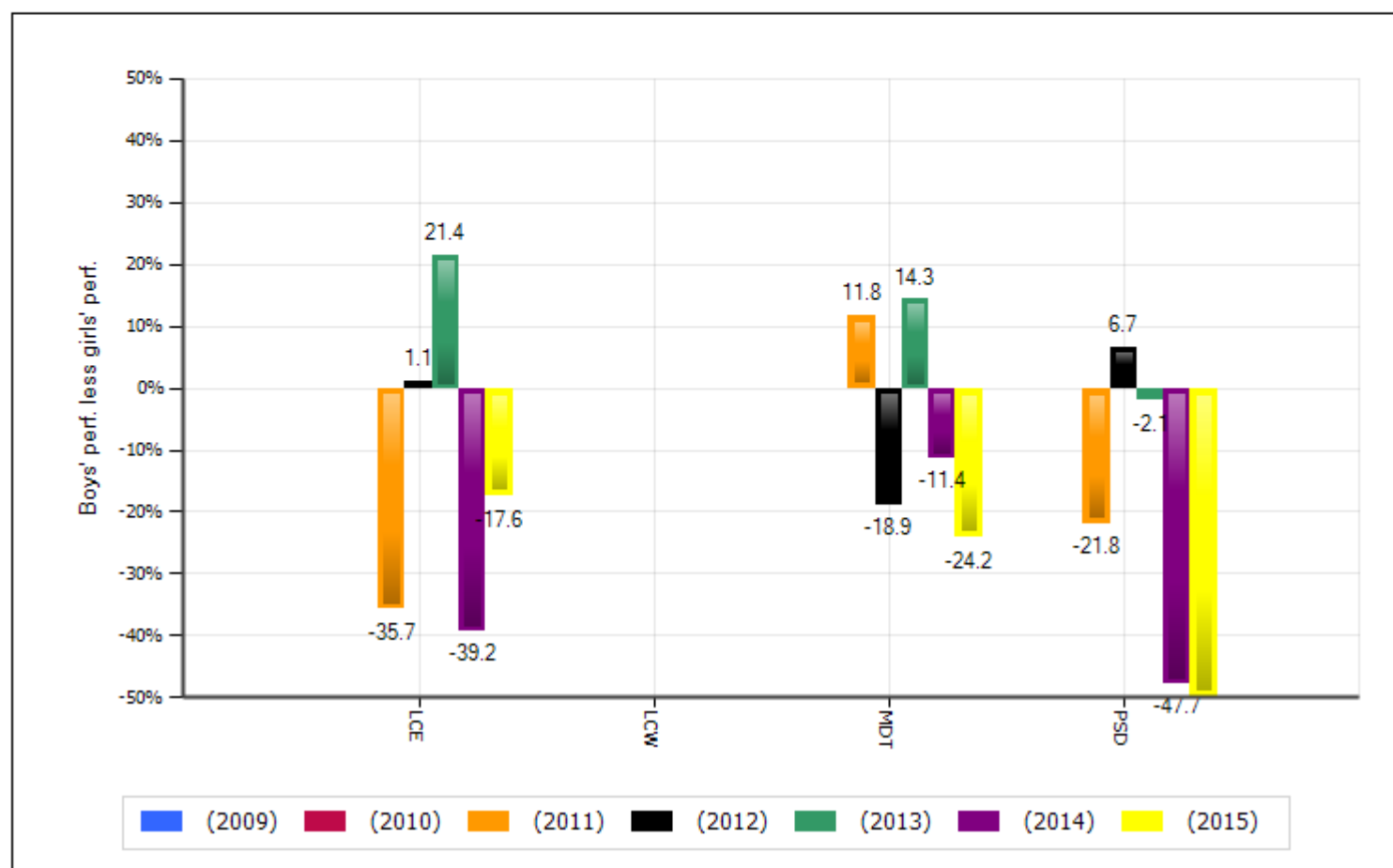


Section 6 - Gender difference comparisons

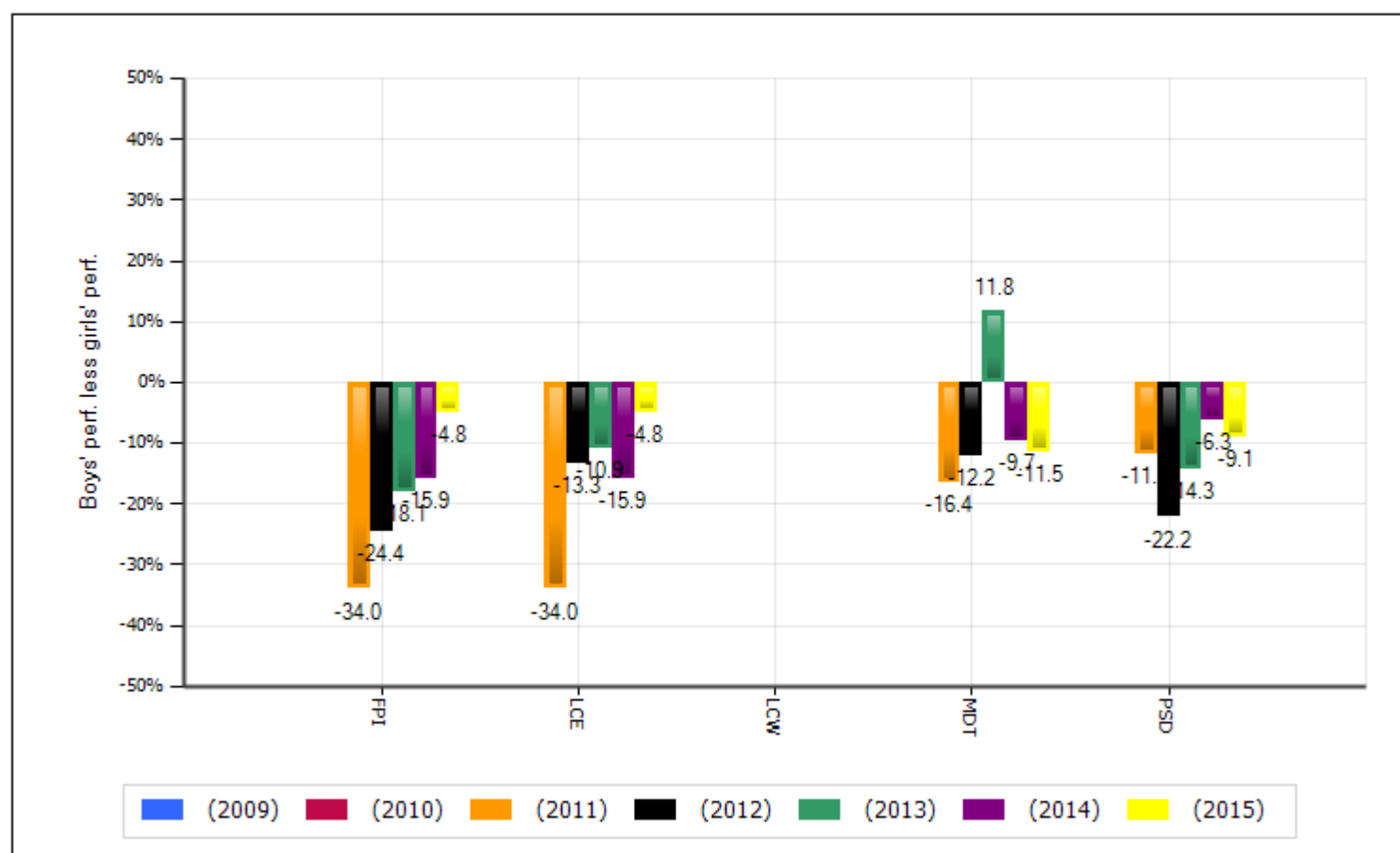
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6.2 - Gender differences by Area of Learning

6.2a % pupils achieving outcome 6+



6.2b % pupils achieving outcome 5+



Section 7 - Benchmarking

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Benchmarking

Consider trends in benchmarking performance at outcome 5 and above and outcome 6 and above.

Has the school consistently been in the top or bottom for any indicators and areas of learning 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 any indicators or areas of learning 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?

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7.1a 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

7.1b Benchmark summary: % achieving outcome 5+ in each Area of Learning 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
Foundation Phase Indicator			3	4	4	3	2
Language, Literacy and Communication Skills in English			4	4	4	4	3
Language, Literacy and Communication Skills in Welsh							
Mathematical Development			3	3	1	3	2
Personal and Social Development, Well-Being and Cultural Diversity			2	4	3	2	2

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7.1c Benchmark summary: % achieving outcome 6+ in each Area of Learning by FSM benchmark group

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Language, Literacy and Communication Skills in English			4	4	4	4	3
Language, Literacy and Communication Skills in Welsh							
Mathematical Development			4	3	4	2	3
Personal and Social Development, Well-Being and Cultural Diversity			1	1	4	3	3

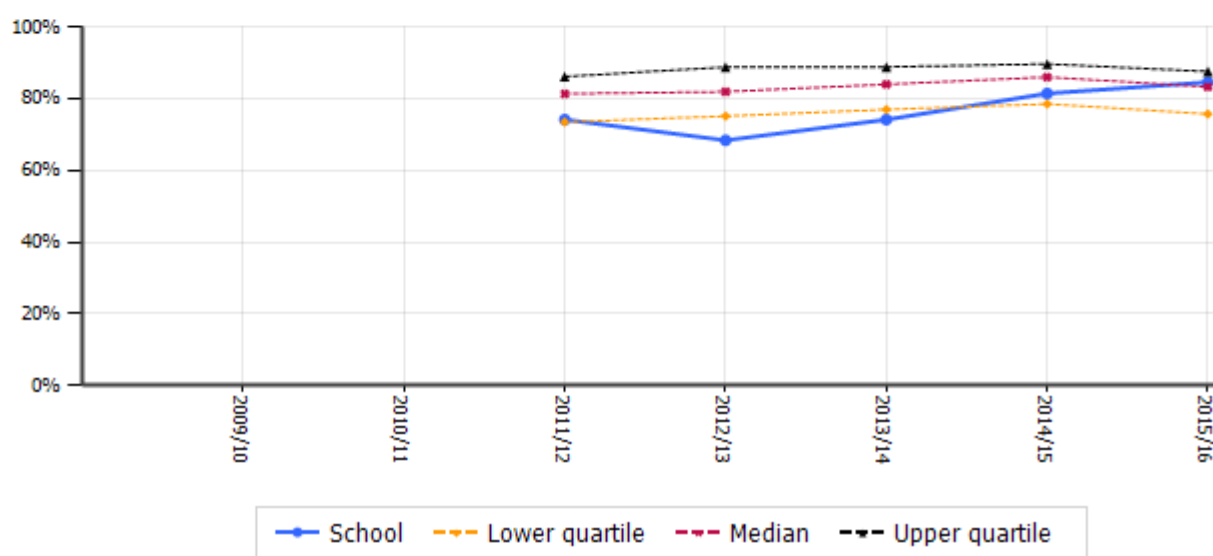
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7.2 - % pupils achieving outcome 5+ by position within the relevant FSM benchmarking group

7.2a Outcome 5+ Foundation Phase Indicator

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%							
Upper quartile			86.2	88.8	88.9	89.7	87.6
In highest 50% - 25%							84.6
Median			81.4	82.0	84.0	86.0	83.3
In lowest 25% - 50%			74.2			81.5	
Lower quartile			73.5	75.2	77.0	78.6	75.8
In lowest 25%				68.4	74.2		



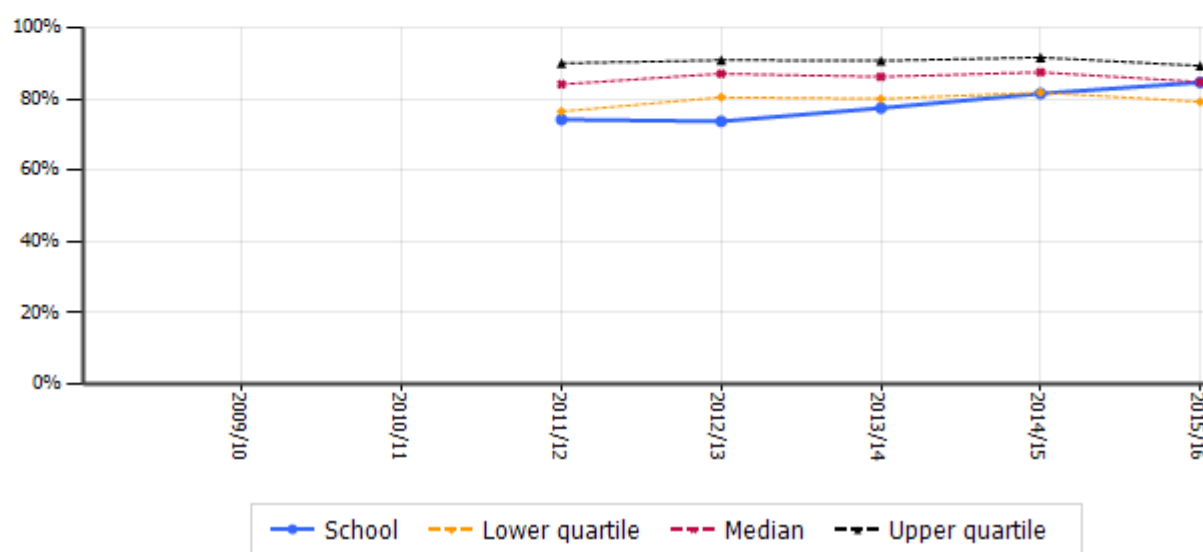
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7.2 - % pupils achieving outcome 5+ & outcome 6+ by position within the relevant FSM benchmarking group

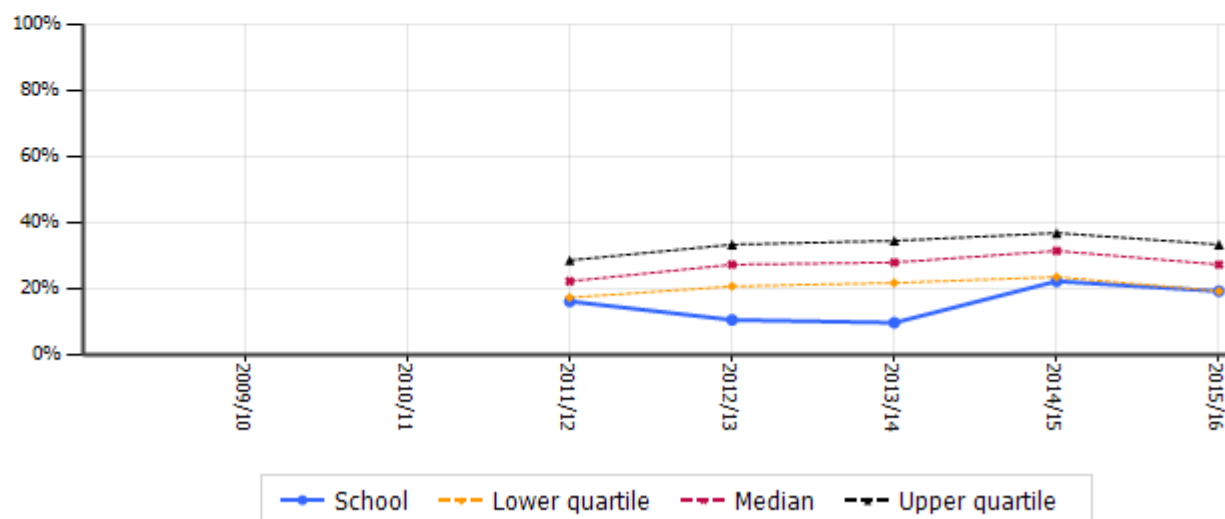
7.2b Outcome 5+ Language, Literacy and Communication Skills in English

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%							
Upper quartile			90.0	90.9	90.7	91.7	89.3
In highest 50% - 25%							
Median			84.1	87.1	86.2	87.5	84.7
In lowest 25% - 50%							84.6
Lower quartile			76.5	80.5	80.0	81.8	79.2
In lowest 25%			74.2	73.7	77.4	81.5	



7.2b Outcome 6+ Language, Literacy and Communication Skills in English

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%							
Upper quartile			28.6	33.3	34.5	36.8	33.3
In highest 50% - 25%							
Median			22.2	27.3	27.9	31.4	27.3
In lowest 25% - 50%							19.2
Lower quartile			17.3	20.7	21.7	23.5	19.2
In lowest 25%			16.1	10.5	9.7	22.2	



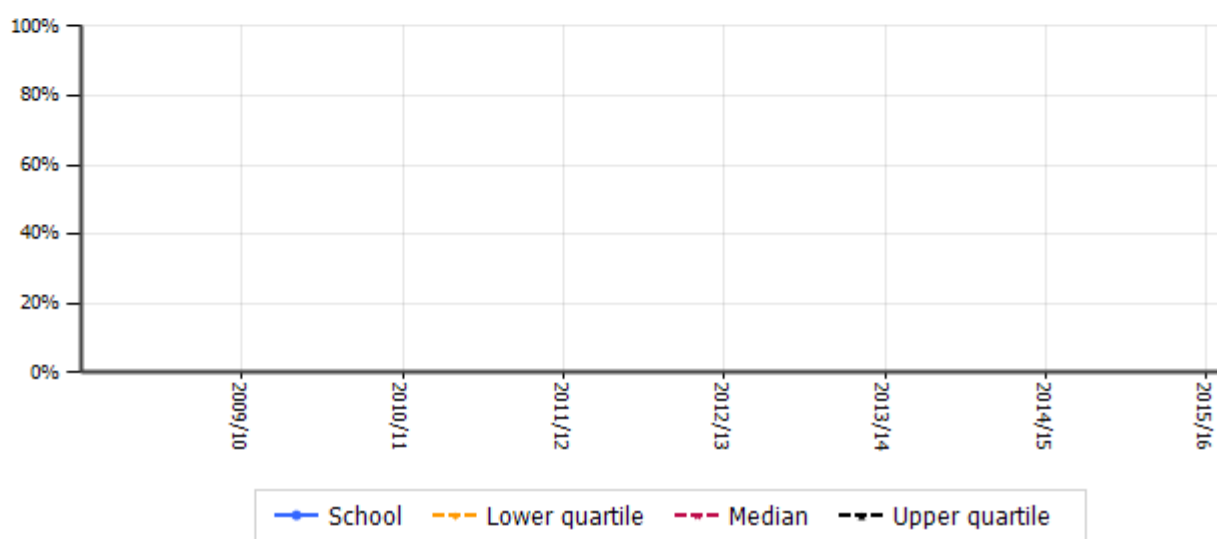
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7.2 - % pupils achieving outcome 5+ & outcome 6+ by position within the relevant FSM benchmarking group

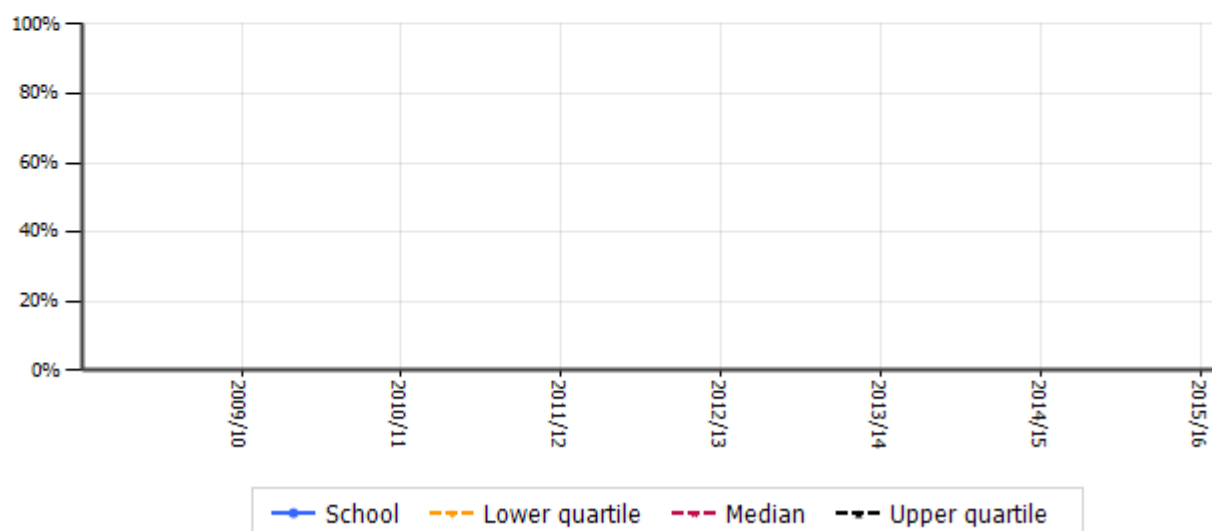
7.2c Outcome 5+ Language, Literacy and Communication Skills in Welsh

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%							



7.2c Outcome 6+ Language, Literacy and Communication Skills in Welsh

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%							



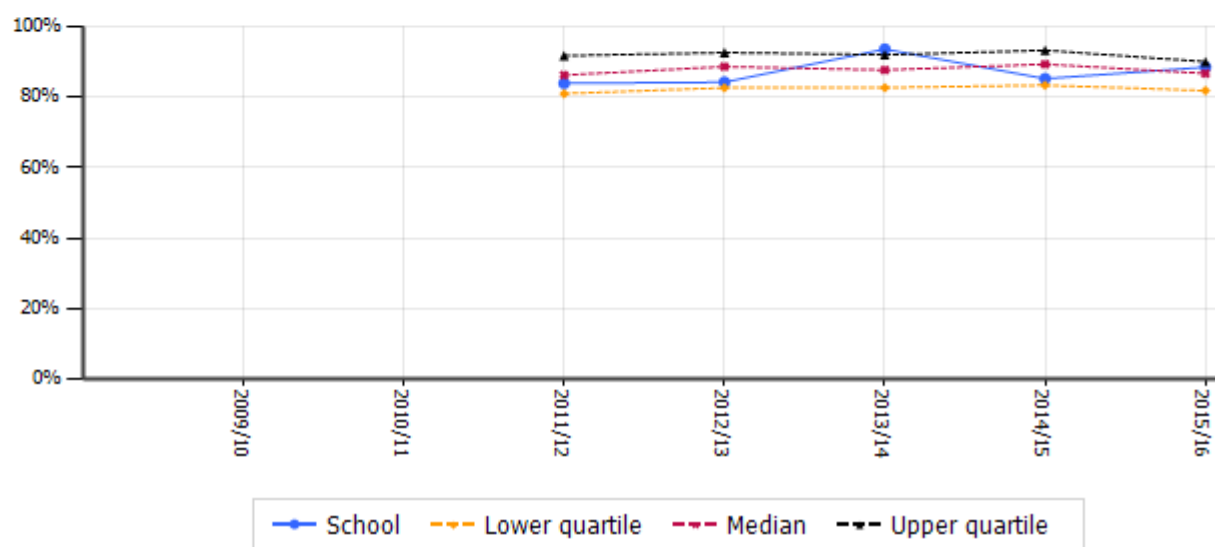
Section 7 - Benchmarking

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7.2 - % pupils achieving outcome 5+ & outcome 6+ by position within the relevant FSM benchmarking group

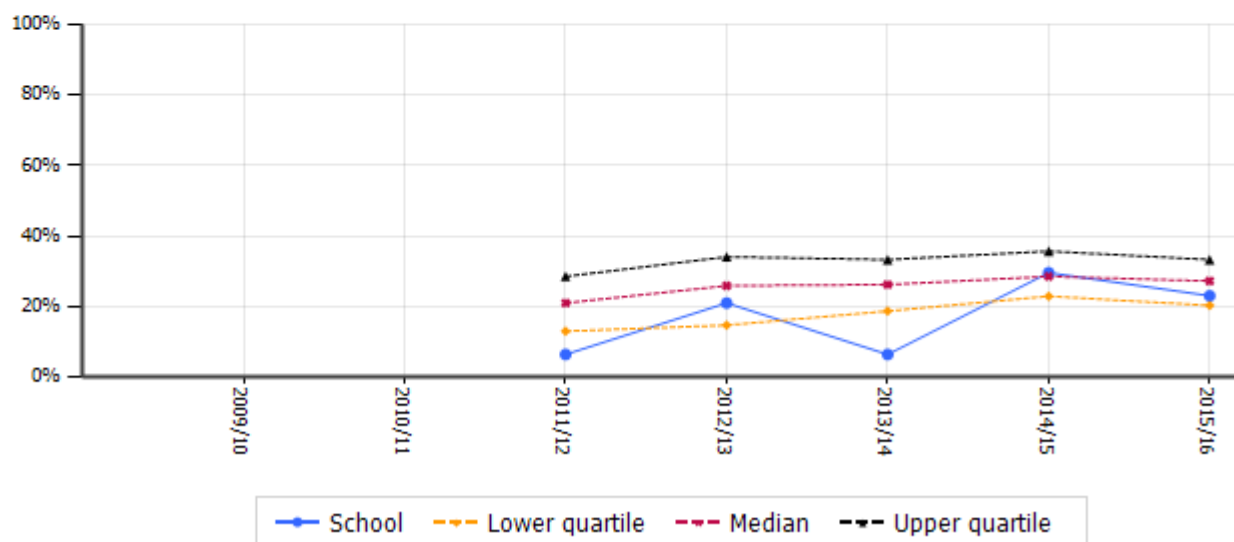
7.2d Outcome 5+ Mathematical Development

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%					93.5		
Upper quartile			91.7	92.6	91.9	93.2	90.0
In highest 50% - 25%							88.5
Median			86.2	88.6	87.7	89.3	86.7
In lowest 25% - 50%			83.9	84.2		85.2	
Lower quartile			81.0	82.6	82.6	83.3	81.8
In lowest 25%							



7.2d Outcome 6+ Mathematical Development

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%							
Upper quartile			28.6	34.1	33.3	35.7	33.3
In highest 50% - 25%						29.6	
Median			21.1	25.9	26.3	28.6	27.3
In lowest 25% - 50%				21.1			23.1
Lower quartile			13.0	14.8	18.8	23.0	20.3
In lowest 25%			6.5		6.5		



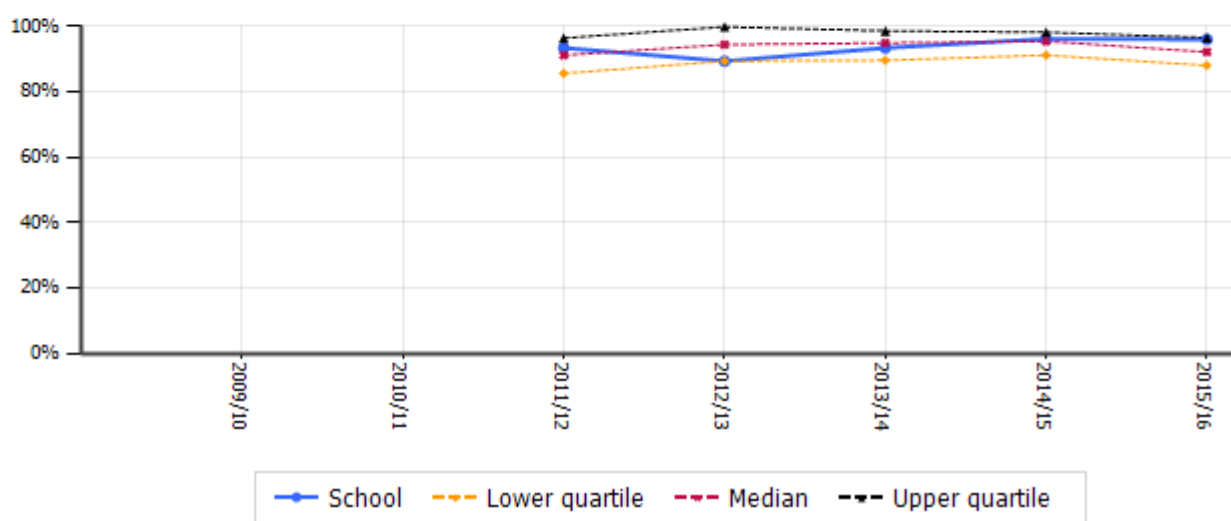
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7.2 - % pupils achieving outcome 5+ & outcome 6+ by position within the relevant FSM benchmarking group

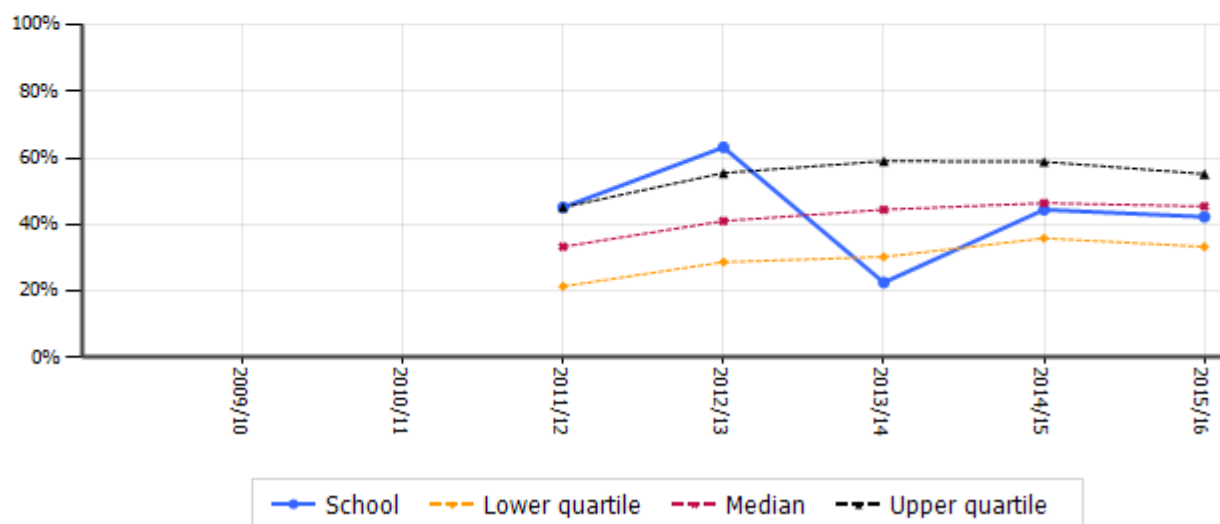
7.2e Outcome 5+ Personal and Social Development, Well-Being and Cultural Diversity

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%							
Upper quartile			96.6	100.0	98.8	98.3	96.7
In highest 50% - 25%			93.5			96.3	96.2
Median			91.3	94.5	95.1	95.6	92.3
In lowest 25% - 50%					93.5		
Lower quartile			85.7	89.5	89.7	91.3	88.2
In lowest 25%				89.5			



7.2e Outcome 6+ Personal and Social Development, Well-Being and Cultural Diversity

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
In highest 25%			45.2	63.2			
Upper quartile			45.2	55.5	59.0	58.8	55.2
In highest 50% - 25%							
Median			33.3	41.0	44.4	46.4	45.5
In lowest 25% - 50%						44.4	42.3
Lower quartile			21.4	28.7	30.3	35.9	33.3
In lowest 25%					22.6		



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Foundation Phase Indicator								
	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils			74.2	68.4	74.2	81.5	84.6
	Boys			58.8	55.6	64.3	75.0	81.8
	Girls			92.9	80.0	82.4	90.9	86.7
Family	Pupils			81.7	78.8	84.0	89.7	86.7
	Boys			77.3	70.6	82.0	86.0	79.3
	Girls			87.1	86.5	85.9	94.4	93.3
LA	Pupils			79.7	84.4	84.5	87.0	86.9
	Boys			75.2	80.0	80.3	83.4	83.6
	Girls			84.1	88.8	88.8	90.9	90.3
Wales	Pupils			80.5	83.0	85.2	86.8	87.0
	Boys			75.5	78.9	81.0	83.0	83.0
	Girls			85.7	87.3	89.5	90.8	91.2

Section 8 - Raw Data

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Outcome 5+ Language, Literacy and Communication Skills in English

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils			74.2	73.7	77.4	81.5	84.6
	Boys			58.8	66.7	71.4	75.0	81.8
	Girls			92.9	80.0	82.4	90.9	86.7
Family	Pupils			86.8	85.3	87.8	91.7	89.5
	Boys			85.1	79.4	85.6	88.4	83.5
	Girls			88.8	91.0	89.9	96.0	94.8
LA	Pupils			82.0	87.3	87.4	89.0	88.4
	Boys			78.1	83.7	83.1	85.4	84.5
	Girls			85.9	91.0	91.9	93.0	92.6
Wales	Pupils			83.4	85.2	86.6	88.0	88.0
	Boys			78.9	81.5	82.6	84.3	84.0
	Girls			88.2	89.3	90.9	91.9	92.3

Outcome 6+ Language, Literacy and Communication Skills in English

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils			16.1	10.5	9.7	22.2	19.2
	Boys			0.0	11.1	21.4	6.3	9.1
	Girls			35.7	10.0	0.0	45.5	26.7
Family	Pupils			28.4	23.2	25.7	27.2	32.8
	Boys			23.4	22.2	23.7	15.2	25.6
	Girls			34.5	24.1	27.5	42.9	39.3
LA	Pupils			28.3	34.2	35.1	36.5	36.7
	Boys			22.2	27.7	27.9	30.0	30.9
	Girls			34.4	40.8	42.4	43.9	43.0
Wales	Pupils			25.6	29.5	32.2	34.2	36.2
	Boys			20.4	24.1	26.3	27.9	30.6
	Girls			31.1	35.3	38.4	41.1	42.2

Section 8 - Raw Data[Home](#)**Outcome 5+ Language, Literacy and Communication Skills in Welsh**

	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			84.1	84.4	87.3	91.2	88.1
	Boys			79.6	76.7	82.4	90.2	88.0
	Girls			88.1	92.6	92.2	91.8	89.7
Wales	Pupils			85.9	86.7	89.8	91.3	90.7
	Boys			81.5	82.0	85.9	87.9	87.1
	Girls			90.5	91.4	93.8	94.6	94.1

Outcome 6+ Language, Literacy and Communication Skills in Welsh

	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			24.8	24.8	22.5	39.2	33.9
	Boys			13.0	15.1	13.7	31.7	28.0
	Girls			35.6	35.3	31.4	44.3	38.2
Wales	Pupils			24.8	29.3	32.5	36.9	36.2
	Boys			19.0	21.7	26.3	28.6	28.6
	Girls			30.9	36.7	38.6	44.8	43.7

Section 8 - Raw Data[Home](#)**Outcome 5+ Mathematical Development**

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils			83.9	84.2	93.5	85.2	88.5
	Boys			76.5	77.8	100.0	81.3	81.8
	Girls			92.9	90.0	88.2	90.9	93.3
Family	Pupils			87.2	84.9	90.3	93.4	90.6
	Boys			85.8	81.0	91.4	92.7	85.1
	Girls			88.8	88.7	89.3	94.4	95.6
LA	Pupils			85.9	89.0	88.3	90.2	90.2
	Boys			84.7	87.5	85.8	87.7	88.8
	Girls			87.1	90.6	90.9	92.8	91.6
Wales	Pupils			86.6	87.4	88.7	89.7	89.9
	Boys			84.4	85.4	86.3	87.5	87.3
	Girls			89.0	89.4	91.2	92.1	92.6

Outcome 6+ Mathematical Development

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils			6.5	21.1	6.5	29.6	23.1
	Boys			11.8	11.1	14.3	25.0	9.1
	Girls			0.0	30.0	0.0	36.4	33.3
Family	Pupils			23.0	24.3	22.6	30.0	33.2
	Boys			27.7	27.8	22.3	24.4	29.8
	Girls			17.2	21.1	22.8	37.3	36.3
LA	Pupils			27.3	34.6	31.1	34.2	36.4
	Boys			30.3	35.1	30.6	33.8	37.5
	Girls			24.2	34.0	31.6	34.6	35.3
Wales	Pupils			24.2	28.2	30.3	34.3	36.4
	Boys			25.7	29.1	30.7	33.8	36.5
	Girls			22.5	27.3	29.8	34.9	36.4

Section 8 - Raw Data[Home](#)**Outcome 5+ Personal and Social Development, Well-Being and Cultural Diversity**

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils			93.5	89.5	93.5	96.3	96.2
	Boys			88.2	77.8	85.7	93.8	90.9
	Girls			100.0	100.0	100.0	100.0	100.0
Family	Pupils			91.8	90.7	93.8	95.9	94.5
	Boys			88.7	83.3	90.6	93.3	90.1
	Girls			95.7	97.7	96.6	99.2	98.5
LA	Pupils			91.5	94.3	95.5	95.6	94.5
	Boys			89.2	91.4	93.2	93.3	92.8
	Girls			93.9	97.2	97.8	98.2	96.4
Wales	Pupils			90.8	93.0	94.2	94.8	94.5
	Boys			87.3	90.3	91.6	92.5	91.9
	Girls			94.6	95.9	96.9	97.3	97.2

Outcome 6+ Personal and Social Development, Well-Being and Cultural Diversity

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils			45.2	63.2	22.6	44.4	42.3
	Boys			35.3	66.7	21.4	25.0	9.1
	Girls			57.1	60.0	23.5	72.7	66.7
Family	Pupils			26.5	29.7	37.2	44.5	46.9
	Boys			19.9	22.2	29.5	31.1	33.1
	Girls			34.5	36.8	44.3	61.9	59.3
LA	Pupils			43.5	57.5	57.2	60.8	57.6
	Boys			34.5	46.4	48.9	49.9	48.4
	Girls			52.5	68.9	65.6	72.6	67.2
Wales	Pupils			38.6	45.9	51.5	56.0	58.9
	Boys			31.3	37.5	42.6	46.6	50.0
	Girls			46.3	54.7	60.7	65.9	68.3

Section 8 - Raw Data[Home](#)**FPI FSM**

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils			66.7	60.0	61.5	80.0	
Family	Pupils			69.8	61.2	64.2	80.0	
LA	Pupils			58.6	67.9	69.3	71.2	
Wales	Pupils			66.2	69.2	72.4	75.1	

FPI Non-FSM

	Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
School	Pupils			77.3	71.4	83.3	82.4	
Family	Pupils			85.9	84.9	90.5	92.4	
LA	Pupils			83.7	87.4	87.1	90.1	
Wales	Pupils			84.5	86.9	88.6	90.0	