

Performance in Literacy and Numeracy 2015

Background

- The national literacy and numeracy framework (LNF) was introduced in Wales as a statutory requirement in 2012 to help schools to identify and provide opportunities for learners to apply their literacy and numeracy skills across the curriculum, in order that:
 - learners will leave primary schools with improved literacy and numeracy skills so that they benefit fully from their learning in secondary school; and
 - learners leaving compulsory education will have the oracy, reading, writing and numeracy skills necessary for further education or employment.
- National reading and numeracy tests were implemented on a statutory basis in May 2013 for all pupils in years 2 to 9. Previously many schools had used commercially produced reading and numeracy tests as well as cognitive ability tests.
- The national tests complement the National Literacy and Numeracy Framework and aim to track pupils' progress in reading and numeracy skills from year 2 (the end of the Foundation Phase) through to year 9 (the end of key stage 3).
- Pupils' performance in the national tests is given as a standardised score (SS). These enable pupils to be compared with a large, nationally representative sample that has taken the test prior to publication. The tests are standardised so that the average standardised score is 100, irrespective of the difficulty of the test. The average band is defined to be from SS85 to SS114.
- Teacher assessments are given as outcomes in the Foundation Phase and levels at Key Stages 2 and 3. The "expected" performance is outcome 5 in the Foundation Phase, level 4 at Key Stage 2 and level 5 at Key Stage 3.

National Test Data Analysis Summary

Literacy – English/Welsh

- The trend in combined performance of pupils in the national reading tests in years 2 to 9 is shown in the table below. In the English reading tests it can be seen that there is an upward trend in Cardiff's performance over the last three years. This improvement has been achieved against a background of increasing numbers of English as an additional language (EAL) learners.
- However, the overall figures are slightly lower than regional and national performance. In the Welsh reading tests, performance has improved slightly since 2013 and is higher than both regional and national performance.

	Reading: English SS85+			Reading: Welsh SS85+		
	2013	2014	2015	2013	2014	2015
Cardiff	82.8%	83.1%	83.2%	88.3%	88.2%	90.3%
CSC	83.1%	83.2%	83.6%	85.5%	84.7%	87.1%
Wales	83.3%	83.2%	83.6%	84.1%	88.2%	84.6%

8. In the English reading test, Cardiff compares most favourably with other Welsh authorities at above the average band. In 2015, for standardised scores above the average band (SS115+), Cardiff is above the Welsh average and ranked 5th. with 18.4% compared to the Welsh average of 16.6%. At the average band, Cardiff is 13th in Wales with 83.2% of all pupils (years 2-9) reaching the average band i.e. a standardised score of 85 or above (SS85+). This is slightly below the Wales average of 83.6%.
9. In the Welsh reading test Cardiff is ranked 2nd for SS 85+ with 90.3% and 2nd for SS 115+ with 25.8%.

Numeracy

10. The trend in overall performance of pupils in the national numeracy tests is shown in the table below. In the numeracy procedural tests it can be seen that Cardiff's performance has been broadly unchanged over the last three years and slightly lower than regional and national performance. In the numeracy reasoning tests, Cardiff's performance improved in 2015 compared to the previous year but is still below both regional and national performance.

	Numeracy: Procedural SS85+			Numeracy: Reasoning SS85+		
	2013	2014	2015	2013	2014	2015
Cardiff	83.4%	82.0%	83.5%		80.9%	84.3%
CSC	83.7%	82.0%	83.9%		80.9%	85.0%
Wales	84.0%	82.8%	84.2%		82.2%	85.6%

11. Cardiff is ranked 13th in Wales with 83.5% of all pupils (years 2-9) reaching the average band i.e. a standardised score (SS) of 85 or above in the Numeracy Procedural test. This is just below the Wales average of 84.2%.
12. Cardiff is above the Welsh average for pupils with SS 115+ (above average band), 18.1% compared with Welsh average of 16.0% and ranked 7th.
13. In the Numeracy Reasoning test 84.2% of pupils reached the average band compared to 85.6% of pupils across Wales. For SS 115+ the figures were 16.7% and 16.8% respectively. Cardiff is ranked 16th for SS 85+ and 12th for SS 115+.

Key Issues

Test Outcomes Compared to Teacher Assessments

14. The data in Appendix 1 shows the test scores at the end of each key stage and compares the proportion of pupils in the average band SS85+ with the proportion of pupils teacher assessed to be at the expected level.

15. The outcomes from test scores and teacher assessments are improving in nearly all areas and at the end of every key stage. The rate of increase is greatest in the national numeracy reasoning test at the end of year 9, increasing the proportion of pupils in at least the average band by 8.1 percentage points. This is significantly larger than any increases in teacher assessments in 2015.
16. At each key stage and in all areas the proportion of pupils in the average band is lower than the proportion of pupils at the expected level. The differences are greatest in mathematics and smallest in Welsh.
17. The tests assess a narrower range of skills than those assessed through teacher assessment. For example, in Welsh and English, the tests only assess pupils' reading skills whereas teacher assessments also take into account pupils' oracy and writing skills. This is one possible cause for the difference seen in the figures.
18. The large proportion of pupils, particularly in the Foundation Phase, with English as an additional language also has an impact on the overall reading test results. These pupils develop their oracy skills ahead of their reading and writing skills.
19. The difference in the performance of girls and boys in the national numeracy tests is very similar to the difference in performance in teacher assessments in mathematics. However in the reading tests there is some discrepancy between the difference in girls and boys performance in the tests and in the teacher assessment of English/Welsh.

Performance of Boys Compared to Girls

20. Data on the performance of boys compared to girls in the national tests is shown in Appendix 2. Overall the performance of girls is higher than boys in nearly all indicators in the average band and in reading at the above average band. In all the tests, a greater proportion of girls and boys achieve standardised scores of at least 115 than across Wales as a whole.
21. There are a greater proportion of girls than boys with standardised scores of at least 85, in all year groups of nearly all the national tests (Appendix 2). The differences are greater in reading than in either of the numeracy tests. The differences in the tests follow a similar pattern to those nationally.
22. Within the average band, in the reading tests in both English and Welsh, girls' performance is above that of boys by up to 9 percentage points. In the numeracy tests the greatest difference is 5.5 percentage points in the procedural test in year 2. In years 4, 8 and 9 the performance of boys exceeds that of girls.
23. Above the average band, the performance of girls is greater than boys in reading in both English and Welsh. However, in both the numeracy tests girls do not perform as highly as boys. This pattern is replicated in the national performance figures.

Factors Affecting Progress

Some common themes emerge from the overall pattern of test results.

Literacy

24. In schools where pupils make good progress in reading:

- pupils are taught to use a variety of reading strategies and comprehension skills;
- opportunities are planned for pupils to apply their reading skills for a variety of purposes, which gives pupils confidence when tackling unseen texts; and
- teachers consider the styles of questions that are used in reading tests and incorporate them into everyday teaching and learning.

25. Where performance is relatively weak:

- data is not scrutinised and used effectively to target individuals and groups of pupils;
- reading sessions are often not skills focused and there is limited coverage of text types which does not allow pupils to be flexible readers; and
- schools have not responded adequately to the raised year on year expectation of the literacy framework and adapted pedagogy to meet the new demands.

Numeracy

26. In schools where pupils make good progress in numeracy:

- there is a planned focus on developing pupils' numeracy skills both in mathematics and across the curriculum;
- pupils' performance in the numeracy tests is thoroughly analysed. Identified shortcomings are used to inform teachers' planning; and
- key objectives relating to questions in the tests are explicitly taught and frequently practised.

27. Where performance is relatively weak:

- targeted interventions are not tailored sufficiently to meet individual needs;
- the requirements of the national numeracy framework are not clearly understood by teachers and sufficiently embedded; and
- teachers lack the knowledge and/or skills necessary to develop pupils' reasoning skills.

Pupil Progress

The tests are standardised so that the average standardised score is 100, irrespective of the difficulty of the test. As a result a pupil will be deemed to have made expected progress if their standardised score remains the same each year. Any increase in standardised scores reflects a measure of accelerated progress.

Literacy

28. In the English reading tests pupil progress from 2014 to 2015 is inconsistent. Overall, pupils in years 3, 4 and 8 made better than expected progress from 2014 to 2015, but progress in the other year groups was below expectations.

Percentage of Cardiff pupils achieving a standardised score ≥ 85 in English Reading Tests

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015	83.3%	83.4%	83.0%	83.9%	83.6%	83.5%	83.3%	81.4%
2014	81.6%	82.6%	84.5%	84.3%	83.7%	82.9%	81.7%	83.4%

29. The improvements in performance in the national Welsh reading tests and in teacher assessments in Welsh first language at the end of each key stage can also be seen in the progress that year 2 to 9 cohorts have made from 2014 to 2015 which are shown in the table below. With the exception of year 8 (2014), every year group had a greater proportion of pupils in the average band in 2015.

Percentage of Cardiff pupils achieving a standardised score ≥ 85 in Welsh Reading Tests

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015	89.3%	90.7%	86.6%	94.4%	89.5%	91.1%	91.4%	90.5%
2014	85.3%	84.7%	88.9%	89.2%	88.8%	89.1%	90.9%	91.3%

Numeracy

30. The improvements in performance in the national numeracy tests and in teacher assessments in mathematics at the end of each key stage can also be seen in the progress that year 2 to 9 cohorts have made from 2014 to 2015 which are shown in the table below. In the numeracy procedural tests pupil progress from 2014 to 2015 was better than expected in nearly all year groups, the exception being year 8 where progress was below expectations.

Percentage of Cardiff pupils achieving a standardised score ≥ 85 in the Numeracy Procedural Tests

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015	82.7%	83.0%	83.2%	83.6%	84.3%	85.0%	83.8%	82.7%
2014	80.2%	80.5%	82.9%	83.0%	83.7%	84.2%	80.1%	81.6%

31. This progress is replicated in all year groups in the national reasoning tests, particularly in year 3 in primary schools and years 7 to 9 in secondary schools as shown in the table below.

Percentage of Cardiff pupils achieving a standardised score ≥ 85 in the Numeracy Reasoning Tests

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015	81.7%	82.9%	81.7%	83.1%	83.4%	86.8%	87.6%	88.4%
2014	78.1%	80.0%	82.1%	82.5%	82.1%	82.1%	80.7%	80.3%

Actions Taken to Secure Improvements

32. To support teachers in improving pupils' performance in the tests, the local authority has commissioned the consortium's literacy and numeracy teams to:

- develop alternative diagnostic tools which link questions used in the tests back to the skills in the LNF. This allows teachers to ascertain whether skills are being taught effectively or whether planning needs to focus on developing certain skills.
- deliver whole school training, in targeted schools, on effective teaching of literacy and numeracy and provide coaching, following training, for individual teachers to improve the planning and delivery of literacy and numeracy lessons
- provide network opportunities for practitioners to reflect on ways to successfully develop pupils' ability to apply their skills across the curriculum; and
- establish specialist centres to offer training to further support literacy and numeracy development in schools. A number of Hubs and Foundation Phase alliance schools also offer training for teachers.

33. In addition the local authority's Learning Intervention Team, part of the traded specialist teacher service, also provides training for schools to build capacity in supporting SEN pupils and other learners who experience barriers to their acquisition of literacy and numeracy skills. This work includes:

- training to enable schools to implement the SAIL/ SAIL Cymraeg programme, an intervention for Year 1 pupils at School Action and STARS/ STARS Cymreig programme, an intervention for Year 2 pupils at School Action Plus;
- support for the implementation of Rainbow Readers, a commercial reading programme aimed at Years 4, 5 and 6 to raise reading and comprehension standards and to develop confidence and independence;
- programmes delivered in collaboration with Woodlands High School to support provision for the <80 pupils at key stage 3;
- training for schools to implement Maths Factor, a numeracy programme designed in line with the Numeracy Framework and new Programme of Study. This can be used to raise standards in numeracy for pupils experiencing specific or general learning difficulties; and
- specific individualised programmes written for pupils referred by schools at stage 3.

Appendix 1

Outcomes in Reading Tests compared to outcomes from Teacher Assessments

Performance Measures	Outcomes 2013	Outcomes 2014	Outcomes 2015
The percentage of pupils achieving outcome 5 or better at the end of Foundation Phase in LLC-E*. (Teacher Assessment)	83.4%	85.2%	87.9%
The percentage achieving average level at the end of Foundation Phase (standardised score (SS) 85+) in the National Reading Test - English.	87.7%	81.6%	83.3%
The percentage of pupils achieving outcome 5 or better at the end of Foundation Phase in LLC-W*. (Teacher Assessment)	86.9%	90.5%	92.8%
The percentage achieving average level at the end of Foundation Phase (standardised score (SS) 85+) in the National Reading Test - Welsh.	88.3%	85.3%	89.3%

*LLC-E Language and Communication English

*LLC-W Language and Communication Welsh

Performance Measures	Outcomes 2013	Outcomes 2014	Outcomes 2015
The percentage of pupils achieving level 4 or better at the end of Key Stage 2 in English. (Teacher Assessment)	86.0%	87.3%	89.9%
The percentage achieving average level at the end of key stage 2 (standardised score (SS) 85+) in the National Reading Test - English.	88.1%	83.8%	83.6%
The percentage of pupils achieving level 4 or better at the end of Key Stage 2 in Welsh. (Teacher Assessment)	89.5%	90.1%	93.7%
The percentage achieving average level at the end of key stage 2 (standardised score (SS) 85+) in the National Reading Test - Welsh.	92.3%	88.8%	89.5%

Performance Measures	Outcomes 2013	Outcomes 2014	Outcomes 2015
The percentage of pupils achieving level 5 or better at Key Stage 3 in English.	84.0%	86.0%	86.7%
The percentage achieving average level at the end of key stage 3 (standardised score (SS) 85+ in the National Reading Test.	80.6%	83.4%	81.4%
The percentage of pupils achieving level 5 or better at Key Stage 3 in Welsh.	88.5%	94.0%	92.8%
The percentage achieving average level at the end of key stage 3 (standardised score (SS) 85+ in the National Reading Test - Welsh.	89.8%	91.3%	90.5%

Outcomes in Numeracy Tests compared to outcomes from Teacher Assessments

Performance measures	Outcomes 2013	Outcomes 2014	Outcomes 2015
The percentage of pupils achieving outcome 5 or better at the end of Foundation Phase in Mathematical Development.	85.3%	87.4%	89.4%
The percentage achieving average numeracy level at the end of Foundation Phase (standardised score (SS) 85+) in the National Numeracy Procedural Test.	81.8%	80.3%	82.7%

Performance Measures	Outcomes 2013	Outcomes 2014	Outcomes 2015
The percentage of pupils achieving level 4 or better at Key Stage 2 in mathematics.	86.2%	87.7%	89.9%
The percentage achieving average numeracy level at the end of key stage 2 (standardised score (SS) 85+) in the National Numeracy Procedural Test.	83.6%	83.7%	84.3%

Performance Measures	Outcomes 2013	Outcomes 2014	Outcomes 2015
The percentage of pupils achieving level 5 or better at Key Stage 3 in mathematics.	84.3%	87.6%	89.3%
The percentage achieving average numeracy level at the end of key stage 3 (standardised score (SS) 85+ in the National Numeracy Procedural Test.	83.1%	81.6%	82.7%

Appendix 2 - Performance of Boys and Girls in the National Tests

Percentage of Cardiff pupils achieving a standardised score ≥ 85

Reading: English

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015 - Boys	79.4%	79.6%	80.4%	79.8%	81.5%	81.4%	80.9%	80.8%
2015 - Girls	87.4%	87.4%	85.7%	88.1%	85.8%	85.7%	86.0%	82.0%
Difference	-8.0%	-7.8%	-5.3%	-8.3%	-4.3%	-4.3%	-5.1%	-1.2%
2014 - Boys	78.2%	80.1%	81.8%	81.6%	81.8%	80.1%	80.5%	82.2%
2014 - Girls	85.2%	85.2%	87.2%	87.2%	85.7%	86.0%	83.1%	84.8%
Difference	-7.0%	-5.1%	-5.4%	-5.5%	-4.0%	-5.9%	-2.7%	-2.6%

Reading: Cymraeg

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015 - Boys	84.7%	89.1%	85.3%	93.2%	89.2%	90.5%	89.3%	88.9%
2015 - Girls	93.6%	92.2%	88.0%	95.7%	89.8%	91.8%	93.9%	92.4%
Difference	-8.8%	-3.2%	-2.8%	-2.6%	-0.6%	-1.3%	-4.6%	-3.5%
2014 - Boys	83.9%	83.2%	87.4%	86.8%	86.5%	87.1%	88.5%	88.0%
2014 - Girls	86.6%	86.4%	90.5%	91.4%	90.9%	91.4%	93.5%	94.3%
Difference	-2.6%	-3.2%	-3.1%	-4.7%	-4.4%	-4.3%	-5.0%	-6.3%

Numeracy: Procedural

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015 - Boys	80.0%	81.1%	83.3%	81.6%	83.6%	84.1%	84.0%	83.7%
2015 - Girls	85.5%	85.0%	83.1%	85.5%	85.1%	85.9%	83.5%	81.6%
Difference	-5.5%	-3.9%	0.2%	-3.9%	-1.5%	-1.8%	0.5%	2.1%
2014 - Boys	78.4%	80.4%	82.6%	82.4%	83.4%	84.2%	81.6%	81.8%
2014 - Girls	82.1%	80.5%	83.2%	83.5%	84.0%	84.1%	78.6%	81.4%
Difference	-3.7%	-0.1%	-0.6%	-1.1%	-0.6%	0.1%	3.0%	0.4%

Numeracy: Reasoning

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015 - Boys	80.0%	82.4%	81.6%	82.7%	82.1%	85.3%	87.3%	87.8%
2015 - Girls	83.4%	83.4%	81.9%	83.6%	84.7%	88.4%	88.0%	89.0%
Difference	-3.4%	-0.9%	-0.3%	-1.0%	-2.6%	-3.1%	-0.7%	-1.2%
2014 - Boys	76.0%	79.5%	82.3%	82.7%	82.8%	80.6%	80.1%	79.9%
2014 - Girls	80.2%	80.5%	82.0%	82.3%	81.3%	83.9%	81.4%	80.8%
Difference	-4.2%	-1.0%	0.4%	0.4%	1.5%	-3.3%	-1.2%	-0.8%

Percentage of Cardiff pupils achieving a standardised score ≥ 115

Reading: English

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015 - Boys	13.7%	17.6%	16.5%	16.0%	17.2%	15.7%	16.4%	15.6%
2015 - Girls	20.1%	23.0%	21.4%	20.6%	21.4%	19.9%	19.8%	19.6%
Difference	-6.3%	-5.4%	-4.9%	-4.6%	-4.2%	-4.2%	-3.4%	-4.1%
2014 - Boys	12.46%	16.53%	15.00%	16.62%	16.59%	16.74%	17.57%	19.42%
2014 - Girls	18.71%	22.17%	21.47%	22.40%	21.08%	19.11%	19.46%	19.23%
Difference	-6.2%	-5.6%	-6.5%	-5.8%	-4.5%	-2.4%	-1.9%	0.2%

Reading: Cymraeg

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015 - Boys	19.0%	17.4%	19.9%	23.1%	25.8%	21.4%	24.6%	24.6%
2015 - Girls	26.9%	31.4%	29.6%	34.1%	25.1%	29.6%	31.5%	32.6%
Difference	-7.9%	-14.0%	-9.7%	-11.0%	0.7%	-8.3%	-6.9%	-8.0%
2014 - Boys	15.72%	17.18%	24.54%	28.51%	22.97%	28.44%	24.40%	20.57%
2014 - Girls	27.50%	27.97%	27.10%	29.57%	29.37%	25.76%	31.89%	24.74%
Difference	-11.8%	-10.8%	-2.6%	-1.1%	-6.4%	2.7%	-7.5%	-4.2%

Numeracy: Procedural

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015 - Boys	16.5%	20.9%	19.8%	21.9%	20.6%	21.3%	21.0%	20.9%
2015 - Girls	14.0%	14.4%	15.3%	17.0%	16.9%	16.7%	15.0%	17.6%
Difference	2.5%	6.5%	4.5%	4.8%	3.6%	4.6%	6.1%	3.3%
2014 - Boys	15.3%	16.5%	22.4%	21.5%	20.1%	20.2%	18.4%	20.1%
2014 - Girls	11.5%	12.2%	13.6%	17.4%	15.7%	13.9%	14.5%	12.6%
Difference	3.9%	4.4%	8.9%	4.1%	4.4%	6.2%	3.9%	7.4%

Numeracy: Reasoning

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015 - Boys	15.2%	20.3%	17.8%	19.1%	17.9%	18.5%	18.5%	17.2%
2015 - Girls	14.8%	14.0%	17.0%	13.1%	14.7%	16.8%	15.9%	17.1%
Difference	0.4%	6.3%	0.8%	5.9%	3.2%	1.7%	2.6%	0.0%
2014 - Boys	13.9%	16.3%	18.5%	17.3%	16.9%	18.0%	16.5%	18.7%
2014 - Girls	12.3%	13.9%	11.2%	14.2%	15.9%	13.3%	14.1%	13.1%
Difference	1.7%	2.4%	7.2%	3.1%	1.0%	4.7%	2.3%	5.6%

Appendix 3 – Outcomes at the End of each Key Stage

Year 2 Pupils 2015

English Reading Test

An analysis of year 2 data shows that Cardiff's performance of 83.3% achieving SS85+ in the English reading test was below the consortium average (84.2%) and below the Welsh average (83.8%). Girls' performance (87.4%) was significantly above boys' (79.4%) which reflects the difference in the performance of girls (87.4%) and boys (80.3%) nationally.

16.8% of Cardiff's pupils achieved SS115+ in the year 2 English reading test. This was also below the average for the CSC region (17.0%), but above Wales (16.7%). At above average scores, girls also outperform boys with scores of 20.1% and 13.7% respectively. The national figures are girls (19.7%) and boys (13.8%).

Welsh Reading Test

In the Welsh reading test 89.3% of pupils achieved a SS85+ which was above the consortium average (85.4%) and above the Welsh average (84.3%). Girls' performance (93.6%) was above boys (84.7%) the difference was larger than the difference nationally with girls (87.9%) and boys (80.6%).

Cardiff pupils achieved 23.1% SS115+ in the year 2 Welsh reading test. This was also above the average for the CSC region (16.7%), and was significantly above the all Wales average (16.8%) for year 2 pupils. At above average scores, girls also outperform boys with scores of 26.9% and 23.1% respectively. The equivalent national figures are girls (20.6%) and boys (12.9%).

Numeracy Tests

Cardiff's performance in the Numeracy Procedural test needs to improve when compared with neighbouring local authorities within the region. 82.7% achieved a SS85+ which was below the consortium average (83.8%) and below the Welsh average (84.0%). Girls' performance (85.5%) was significantly above boys' (80.0%) but both groups' performances were below the performance of girls (85.9%) and boys (82.1%) nationally.

Cardiff pupils achieved 15.3% SS115+ in the year 2 Numeracy Procedural test. This was also below the average for the CSC region (15.4%), and Wales (16.1%) for year 2 pupils. At above average scores, boys outperform girls with scores of 16.5% and 14.0% respectively. The national figures are boys (16.9%) and girls (15.3%).

In the Numeracy Reasoning test 81.7% of pupils achieved SS85+ which was below both the consortium average (83.2%) and the Welsh average (84.3%). Girls' performance (83.4%) was above boys (80.0%) which reflect the difference in the performance of girls (85.4%) and boys (83.2%) nationally. Cardiff pupils achieved 15.0% SS115+ in the year 2 Numeracy Reasoning test. This was similar to the average for the CSC region (15.3%), but below the all Wales average (17.5%) for year 2 pupils. At above average scores, boys outperform girls with scores of 15.2% and 14.8% respectively. The national figures are boys (17.6%) and girls (17.3%).

Year 6 Pupils 2015

English Reading Test

Cardiff's performance in the English reading test was in line with neighbouring local authorities within the region. 83.6% achieved a SS85+ which was the same as the consortium average (83.6%) but below the Welsh average (84.2%). Girls' performance (85.8%) was significantly above boys' (81.5%) which reflects the difference in the performance of girls (87.0%) and boys (81.5%) nationally.

Cardiff pupils achieved 19.3% SS115+ in the year 6 English reading test. This was above the average for the CSC region (17.1%), and was significantly above the all Wales average (16.9%) for year 6 pupils. At above average scores, girls also outperform boys with scores of 21.4% and 17.2% respectively. The equivalent national figures are girls (18.8%) and boys (15.0%).

Welsh Reading Test

In the Welsh reading test 89.5% of pupils achieved a SS85+ which was above the consortium average (87.1%) and above the Welsh average (84.8%). Girls' performance (89.8%) was slightly higher than boys (89.2%). The difference in the performance of girls (88.0%) and boys (81.7%) nationally was much greater.

Cardiff pupils achieved 25.5% SS115+ in the year 6 Welsh reading test. This was also above the average for the CSC region (19.2%), and was significantly above the all Wales average (17.2%) for year 6 pupils. At above average scores, the performance of boys and girls is similar with scores of 25.8% and 25.1% respectively. The equivalent national figures are girls (19.5%) and boys (15.0%).

Numeracy Tests

Cardiff performed in line with neighbouring local authorities within the region in the Numeracy Procedural test. 84.3% achieved a SS85+ which was in line with the consortium average (84.4%) and the Welsh average (84.1%). Girls' performance (85.1%) was above boys' (83.6%) which reflects the difference in the performance of girls (85.4%) and boys (83.1%) nationally.

Cardiff pupils achieved 18.8% SS115+ in the year 6 Numeracy Procedural test. This was above the average for the CSC region (17.9%), and was significantly above the all Wales average (16.5%) for year 6 pupils. At above average scores, boys outperform girls with scores of 20.6% and 16.9% respectively. The equivalent national figures are boys (17.8%) and girls (15.2%).

In the Numeracy Reasoning test 83.4% of pupils achieved SS85+ which was in line with the consortium average (83.3%) but below the Welsh average (84.2%). Girls' performance (84.7%) was above boys (82.1%). Both girls' and boys' performance is slightly below the national performance of girls (85.6%) and boys (82.9%). Cardiff pupils achieved 16.3% SS115+ in the year 6 Numeracy Reasoning test. This was also in line with the average for the CSC region (16.5%), but was slightly below the all Wales average (16.8%) for year 6 pupils. At above average scores, boys also outperform girls with scores of 17.9% and 14.7% respectively. The equivalent national figures are boys (17.6%) and girls (16.0%).

Year 9 Pupils 2015

English Reading Test

Cardiff performed below neighbouring local authorities within the region in the English reading test. 81.4% achieved a SS 85+ which was slightly below the consortium average (81.7%) and also below the Welsh average (82.4%). The difference in girls' performance (82.0%) and that of boys' (80.8%) is smaller than the difference in the performance of girls (83.3%) and boys (80.6%) nationally.

Cardiff pupils achieved 17.5% SS115+ in the year 9 English reading test. This was well above the average for the CSC region (15.9%), and was above the all Wales average (16.2%) for year 9 pupils. At above average scores, girls outperform boys with scores of 19.6% and 15.6% respectively. The equivalent national figures are girls (18.6%) and boys (14.1%).

Welsh Reading Test

In the Welsh reading test 90.5% of pupils achieved SS85+ which was above the consortium average (87.7%) and above the Welsh average (84.4%). Girls' performance (92.4%) was significantly above boys (88.9%), which reflects the difference in the performance of girls (88.1%) and boys (80.7%) nationally.

Cardiff pupils achieved 28.4% SS115+ in the year 9 Welsh reading test. This was also above the average for the CSC region (18.0%), and was significantly above the all Wales average (17.7%) for year 6 pupils. At above average scores, girls also outperform boys with scores of 32.6% and 24.6% respectively. The equivalent national figures are girls (22.1%) and boys (13.1%).

Numeracy Tests

Cardiff performed well in the Numeracy Procedural test compared with neighbouring local authorities within the region. 82.7% achieved SS85+ which was slightly above the consortium average (82.4%) but below the Welsh average (83.8%). Girls' performance (81.6%) was slightly below the national figure for girls (83.7%), and the performance of boys' (83.7%) was slightly below boys (84.0%) nationally.

Cardiff pupils achieved 19.3% SS115+ in the year 9 Numeracy Procedural test. This was well above the average for the CSC region (16.3%), and was above the all Wales average (15.6%) for year 9 pupils. At above average scores, boys outperform girls with scores of 20.9% and 17.6% respectively. The equivalent national figures are boys (17.4%) and girls (13.8%).

In the Numeracy Reasoning test 88.4% of pupils achieved a SS85+ which was below the consortium average (88.7%) and below the Welsh average (89.3%). Girls' performance (89.0%) was above boys (87.8%), which reflects the difference in the performance of girls (90.2%) and boys (88.4%) nationally, 17.1% of Cardiff pupils achieved SS115+ in the year 9 Numeracy Reasoning test. This was above the average for the CSC region (15.7%), and was above the all Wales average (16.5%) for year 9 pupils. At above average scores, boys outperform girls with scores of 17.2% and 17.1% respectively. The equivalent national figures are boys (17.7%) and girls (15.8%).