

# **GUIDANCE FOR LOCAL AUTHORITIES AND SCHOOLS ON SETTING EDUCATION PERFORMANCE TARGETS FOR 2011**

LA Statutory Targets for Key Stages 2, 4, Early Years' outcomes, Children in Care, Underperforming Groups and Attendance

Issued August 2009



## Part 2: Guidance for local authorities on target setting with schools

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## What do schools have to do?

Schools have to set statutory targets on an annual basis, working with Governors, their Schools Improvement Partner (SIP) and using relevant data, which are then reported to the local authority (LA). Schools will also want to set additional targets as part of personalised teaching and learning is challenging personal targets along with ambitious objectives, early and effective intervention to keep pupils on trajectory and rigorous assessment to check and maintain progress.

This is for all children: the most able, those with special educational needs (SEN), including those who do not reach threshold levels and groups that have in the past underachieved compared with their peers – children in care, children from disadvantaged backgrounds and those from some black and minority ethnic groups particularly Black, Pakistani and Gypsy, Roma and Traveller of Irish heritage pupils. Schools can also use target setting as a focus for discussing with their SIP how other services and sources of professional support can be brought together to help set and achieve challenging targets.

Schools should be clear from the outset about their expectations for individual pupils at the end of each key stage. For targets to succeed in driving school improvement and maximising pupil outcomes, they need to be set for children from Year 1 onwards and be linked to strategies and interventions that will help individual children to achieve. Schools should review the effectiveness of their target setting and pupil tracking systems as part of their self evaluation each year.

All pupils have a right to high quality, inclusive day-to-day teaching. Effective teachers are continually updating what they know of each child's progress and using the information to plan next steps. Tools such as Assessing Pupils' Progress are used to track pupils' progress and help them understand how they can do better. Targets are most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom.

School targets should be informed by data about the best possible progress that pupils can be expected to make. They should be challenging but also realistic and enable every child to fulfil their potential. For pupils with SEN who are performing below National Curriculum levels, they should be set using P Scales or other performance measure. Parents' support for their child's learning is an essential foundation for achievement, and pupils and their parents should be involved in understanding what they need to do to achieve their personal targets.

Schools which have embedded target setting in this way have found their planning of interventions and support for individual pupils is made easier and can be provided at the right time to make a difference.

## Why should schools set targets?

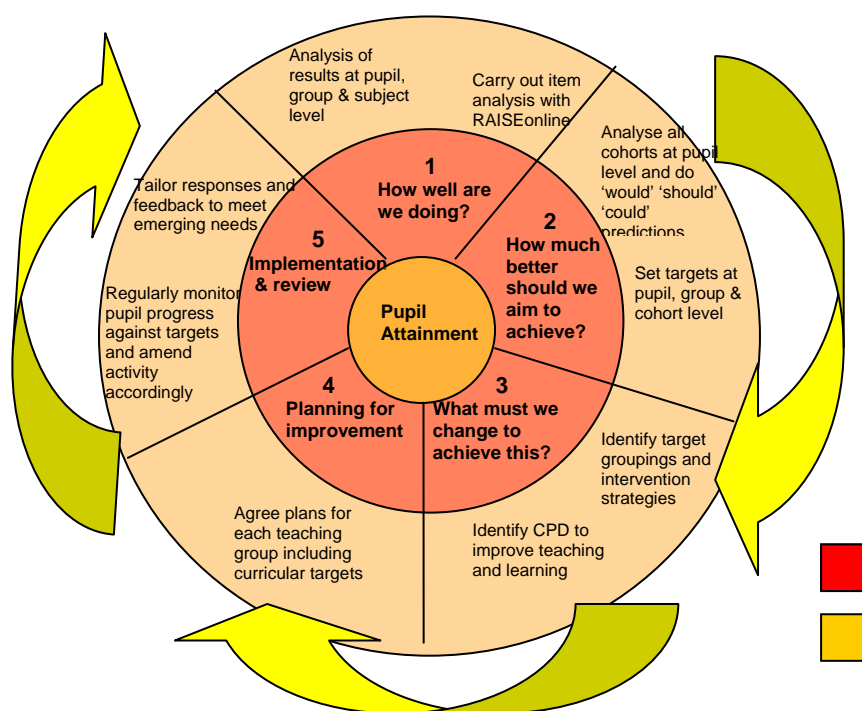
Every school wants to do the best it can for all its children - to give them the best start in life, equip them with the basic educational skills to make the most of the learning opportunities available to them, and help them succeed in fulfilling their personal goals.

Effective target setting and monitoring can:

- check that pupils are progressing at the rate needed to meet age-related expectations
- ensure that all pupils make the progress they are capable of, including those pupils who do not achieve national expectations
- reveal whether certain groups of pupils are more likely to under-perform in a school or class
- identify areas of teaching that may need improving
- identify pupils who may have fallen behind and who need extra help to catch-up (e.g. one-to-one tuition) alongside high quality day-to-day teaching

Helping children and young people aim high and achieve their ambitions is at the heart of the *Children's Plan*<sup>1</sup>. Targets show what schools want to achieve and provide a clear focus for improvements, particularly in teaching and learning. Schools which have set ambitious targets can demonstrate that their pupils make more progress and achieve significantly higher standards than would be expected from prior attainment. As a result of setting ambitious targets, those schools have helped more children to reach or exceed the expected level for their age. Target setting has contributed to the high standards now being achieved at primary and secondary level. LAs and schools should use this guidance to help them in their own target setting and confirm whether they are aiming to do the best they can.

### 5 Stage Cycle of Improvement for Schools



<sup>1</sup> [www.dcsf.gov.uk/childrensplan/](http://www.dcsf.gov.uk/childrensplan/)

## What are the targets that schools need to set?

The statutory targets that schools need to set for 2011 are set out in the table below. Schools will also want to set additional targets as part of personalised learning and for their particular circumstances.

### *Summary of LA and school targets 2011*

<b>Description of Target</b>	<b>LA target</b>	<b>School Target</b>
Early Years (EYFSP) – to narrow the achievement gap at age 5 (NI92)	Yes	No
Early Years (EYFSP) – to increase achievement for all children at age 5 (NI72)	Yes	No
Key Stage 2 – to increase proportion achieving level 4+ in both English and mathematics * (NI73)	Yes	Yes
Key Stage 1-2– to improve proportion progressing 2 national curriculum levels in English * (NI93)	Yes	Yes
Key Stage 1-2 – to improve proportion progressing 2 national curriculum levels in mathematics * (NI94)	Yes	Yes
Key Stage 4 – to increase proportion achieving 5 A*-C grades at GCSE and equivalent including GCSE English and mathematics * (NI75)	Yes	Yes
Key Stage 2-4 - to increase proportion making expected progress from the level achieved in English at the end of Key Stage 2	Yes	Yes
Key Stage 2-4 - to increase proportion making expected progress from the level achieved in mathematics at the end of Key Stage 2	Yes	Yes
Attendance – to reduce persistent absentee pupils in secondary schools (N 187)	Yes	No – for overall absence only
Children in care – to increase proportion achieving level 4+ in English at Key Stage 2 (N 199)	Yes	No
Children in care – to increase proportion achieving level 4+ in mathematics at Key Stage 2 (NI100)	Yes	No
Children in care – to increase proportion achieving 5 A*-C grades at GCSE and equivalent including GCSE English and mathematics (NI101)	Yes	No

\* For each of these targets LAs are currently required to provide a breakdown by underachieving group as specified in the Local Authority Performance Target Regulations. (NI107 and NI108)

## Who is involved in target setting?

### Role of School Improvement Partners (SIPs)

The reforms set out in the 21<sup>st</sup> Century Schools White paper seek to enhance the role of the SIP. SIPs will not only be responsible for monitoring and challenge, but also broker support, based on a deep understanding of a school, its challenges and what will be effective in generating improvement. SIPs will continue supporting schools to set ambitious but achievable targets by guiding them in reviewing and interpreting their data, including the pupil and school-level estimates available through RAISEonline and from FFT, challenging expectations where targets indicate low aspirations for the rates of progress or outcomes to be achieved; and helping schools match targets with strategies and interventions that will make a difference for individual pupils. The SIP will focus on pupil progress and attainment across the ability range and the many factors which influence it, including pupil well-being, extended services and parental involvement, and ensure that additional targeted support is available to the school to improve teaching and learning. They will pay particular attention to how the school is providing for low attaining and vulnerable groups such as children in care.

This role covers Early Years and sixth form pupils, as well as those of compulsory school age. The Learning and Skills Council (LSC) is working with LAs to consider achievement and attainment issues in school sixth forms, using LSC data analysis and will identify appropriate improvement indicators where required. LAs will work with SIPs to take this forward by agreeing targets and, where required, improvement plans for Early Years or sixth form student outcomes.

The SIP will look at a range of information including the school's self-evaluation, historical, progression, conversion and comparative data, the school's development plan and how the school monitors whether pupils are on track to make expected progress and will reach a judgment about the targets and the improvement priorities necessary to achieve them. The SIP will want to challenge the Head teacher and Governing Body where the proposed school targets are either un-ambitious or unrealistic. Among the questions the SIP will ask are:

#### **How well is the school performing?**

- *What do the data and documentation on pupils' targets, attainment, gap-narrowing, well being and progress say about the ambition of the school?*
- *How well are different groups doing? (children in care, disadvantaged children, boys, girls and minority ethnic or socio-economic groups, gifted and talented pupils and those with SEN).*
- *What evidence is there that the school is tailoring the curriculum offer and teaching and learning to the particular needs of individual pupils?*
- *Does the school regularly measure pupils' progress and have ambitious targets for and expectations of what they will achieve?*
- *How effective are the school's core systems and policies? (Including pupil assessment and target setting)*
- *Does the school target its resources on the neediest children?*

#### **What are the key priorities and targets for improvement?**

- *Are the statutory targets based on aspirational expectations for every pupil?*
- *Are the targets both stretching and realistic and do they build in improvements in standards?*
- *Are there targets to increase the rate of improvement of under-performing pupil groups so that gaps narrow over time?*
- *What does the school need to do to achieve them?*
- *Has the school factored in the impact of the support and resources to help them achieve challenging targets?*

## Role of Governing Body

The Governing Body is legally responsible for ensuring the statutory targets are set and reported to the LA. They should be involved at an early stage so they can shape the target setting process, discuss the trajectory towards improvement and fulfil their strategic role.

### **Action for Governing Bodies**

#### **September/October/November**

- *Engage in discussion with headteacher, SIP and others around analysis of schools' results and performance. How well is the school doing and how well does it expect to be doing in future?*
- *Support head and staff in working through the cycle of school improvement that looks at outcomes for individual pupils or groups of pupils, the relative progress of pupils against prior attainment, evaluates past results, comparing with similar schools and the best schools*
- *Ensure school has effective systems in place for monitoring pupil progress and is using prior attainment data supported by more recent teacher assessment to set challenging pupil targets*
- *Ensure school is making best use of personalised learning and one-to-one tuition funding to support early and effective interventions for pupils at risk of falling behind*
- *For children identified as having SEN and who are assessed as being unlikely to reach threshold levels ensure that targets reflect the best possible progress as reflected in the Progression Guidance 2009-10*
- *For children in care, ensure that all Personal Education Plans (PEPs) are up to date and that appropriate, challenging targets have been set. How is the designated teacher contributing to this process?*
- *Link the process of target setting with the school's development planning and contribute to discussions on how to achieve targets set*

#### **November/December**

- *Agree statutory school targets and submit to LA (by 31 December or earlier if LA requests this)*

## Involvement of parents and carers

Parents' aspirations and involvement in helping their children to learn has a significant impact on their achievement. In the *Children's Plan* partnership with parents is a unifying theme and the 21<sup>st</sup> Century Schools White Paper strengthens this by introducing the 'Parent Guarantee' which will see schools publish their approach to working with parents and how parents can work with the school. Parents already receive support and information from schools- the Parent Guarantee goes further to ensure parents understand their child's individual learning and development priorities, as well as their responsibilities to help their child.

It is important that staff see parents and carers as co-educators, and that there is a two-way flow of information between home and school. Personalised practice through Assessment for Learning (AfL) should involve sharing information between parents, carers, teachers and practitioners about pupils' development, interests, strengths and needs. The National Strategies have produced a range of learning materials specifically designed to support parents/carers to help children build on their learning at home. Assessing Pupils' Progress (APP) provides a helpful structure for teachers to structure conversations around pupils' academic progress.

## What are the timescales for schools target setting?

**Action for Heads, leadership teams, designated teachers (for children in care), EMA coordinators, year group tutors, classroom teachers, teaching assistants, SENCOs**

### **July/August/September**

- *Analyse 2009 results and compare with targets set. Which pupils did not achieve targets and why? Did any pupils exceed their targets? Were there significant discrepancies between targets and outcomes?*
- *Look at all assessment data (for example teacher assessment) at the end of Y3 and 4 in reading, writing and maths (primary schools) and Y7 and Y9 in English and maths (secondary schools) to review progress of individual children*
- *Review pupil tracking to identify which pupils are working at age related expectations, which ones are not making sufficient progress, and which are showing evidence of accelerated progress over the year*
- *For pupils or groups of pupils who are not making sufficient progress and who may be at risk of not achieving end of key stage target levels, and pupils who are on track to achieve above target levels, arrange appropriate intervention/ support or develop more stretching teaching plans, particularly those mid-key stage. For 2009/10 this will include looking at how best to use their allocation of one-to-one tuition places*
- *Ensure PEPs for children in care are updated to take account of previous year's results and that targets remain sufficiently ambitious. How can the LA virtual school head/ education of children in care team support the school with the education of children in care?*
- *Ensure tracking procedures for pupils working below level 1 are effective*
- *Confirm additional resources for each year group according to prioritised needs*
- *Ensure analysis of results feeds into the school's self-evaluation and improvement plan*

### **October/November:**

- *At target setting meeting with SIP review progress towards 2010 targets for Yr 6 and Yr 11 pupils and look at projected outcomes for 2011 based on prior attainment and progress of current Y4 and Y9 cohorts*
- *Discuss and agree targets for 2011 with SIP including for any children in care and report provisional school targets to the LA*

### **November/December:**

- *Taking account of any further discussion with LA, formally agree statutory school performance and attendance targets with Governing Body*

### **January onwards:**

- *Continue to focus provision on Y6 and Y11 target pupils. Closely monitor progress of identified 'borderline' children in Y5 and Y10 to maximise progress of target children*
- *Review use of additional resources to ensure impact on identified pupils or groups*



## What needs to be taken into account when setting targets?

Schools set their own targets both for individual pupils and to improve standards overall. They should set targets which they can genuinely work towards – this is the principle behind school-initiated target setting- school targets do not have to match a particular formula for improvement. Schools should discuss their ‘bottom-up’ targets with their SIP who challenges (using progression and comparative data) where expectations for individual pupils or groups of pupils are too low compared with other schools, and ensure appropriate support is provided to help the school achieve outcomes.

Pupil targets should take account of different starting points for different children and aim to improve the contribution the school makes to their learning. No pupil should fail to make progress from one key stage to the next. Evidence shows that children in care, some black and minority ethnic groups and pupils from deprived backgrounds do less well and at each stage fall further behind. Schools should be setting targets for underachieving pupils that help them make much faster progress to close the gap between them and their peers. All pupils identified as having SEN and who are assessed as being unlikely to reach threshold levels should have personalised and ambitious targets which seek the best possible progress and outcomes. The Progression Guidance 2009-10<sup>2</sup> recently published by DCSF and National Strategies, provides a framework supporting the evaluation of past performance and the setting of aspirational targets that will improve outcomes and help narrow the gap.

### Targets for underperforming groups

Many young people from black and minority ethnic backgrounds achieve at the highest level, but a significant number, particularly those from Black, Pakistani, Gypsy/Roma and Traveller of Irish heritage backgrounds, have unacceptably low levels of attainment. A key priority for the Department is to ensure that schools have the necessary guidance and support to reduce the gaps in attainment, particularly for black and minority ethnic pupils. Setting ambitious targets linked to a tailored plan of teaching and learning support is an illustration of how schools are complying with the Race Relations (Amendment) Act 2000, in particular the production, implementation and monitoring of a Race Equality policy which sets out what they are doing to ensure equality of educational and other opportunities for all pupils.

Breaking the link between family income and educational achievement is the Department's second priority, alongside raising attainment for all. Gaps associated with income deprivation are wider than those attributable to gender or ethnicity. For example, taking Free School Meal eligibility as the measure, in 2008 the gap in achievement at KS2 was 22.3% and at KS4 27.8%. This gap is narrowing, but too slowly. The under-attainment of children from poor families is an issue for all schools, as there are pockets of deprivation in every authority. Indeed, schools with the widest gaps often have the smallest percentages of pupils eligible for Free School Meals. All schools should be aware of characteristics which make pupils vulnerable to under-performance and should be setting targets to increase these pupils rate of improvement **at a faster level** than the cohort as a whole so they can catch up with their peers. It is essential that schools increase awareness of the needs of disadvantaged children and rigorously track their progress, both to prevent them falling behind and ensure they remain on track.

### Children in care

Children in care and care leavers have a right to expect the same outcomes we all want for every child. The White Paper *Care Matters: Time for Change* set out how schools should support the education of children in care. From September 2009 the Governing Body of all maintained schools have a statutory duty to ensure that their school has a designated teacher, as per the Designated Teacher (Looked After Pupils etc)(England) Regulations 2009. The designated teacher for children in care has a key role in ensuring the learning needs of children

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<sup>2</sup> DCSF and National Strategies (2009) Progression Guidance 2009-10: Improving data to raise attainment and maximise the progress of learners with special educational needs, learning difficulties and disabilities

in care are identified, appropriate teaching and learning strategies are put in place and challenging targets are set. Schools should be setting targets for children in care which enable them to achieve the highest educational standards possible.

LAs should ensure, wherever a child in care is placed, that appropriate support (involving other agencies where necessary) is provided to help this vulnerable group of young people achieve the targets set for them. All children in care will have a Personal Education Plan (PEP) as part of their statutory care plan, recording what needs to be done to enable them to fulfil their potential. It is through robust PEP planning processes that LAs will be able to monitor the targets set. The involvement of the designated teacher in designing and delivering a child in care's personal education plan is central to their success.

Schools should be using the cycle of improvement process to ensure they are setting *targets to improve the rates of progress* so that more children achieve the expected levels of progress; and *targets to improve the proportion of children achieving at least national expectations in the core subjects*.

All pupils for which statutory targets are required to be set must be included in the school's targets. Where prior attainment levels do not exist, e.g. for new arrivals, teacher assessment should be used as the starting point for measuring progression and setting targets.

### Targets for pupils with SEN/LDD

There are currently no separate statutory LA targets for improving outcomes for pupils identified as having SEN/LDD, although LAs have national indicators for narrowing the gap between pupils identified with SEN and those not identified with SEN. There should always be high expectations for pupils with SEN/LDD. As for all pupils, those identified as having SEN/LDD are expected to make at least two levels of progress in each Key Stage. In order to narrow the gaps between pupils with and without SEN, targets should aim for 3 or more levels of progress across a Key Stage where possible. Where pupils are assessed as being unlikely to reach Level 1, schools should use P Scales to measure progress and set appropriately challenging targets. Data brought together for the Progression Guidance 2009-10<sup>3</sup>, shows that for pupils on the P Scales, for those at the lower P levels and at the later key stages it is harder to secure two levels of progress, but nonetheless:

- over 60% of KS1 pupils, with a prior attainment of P5 to P7, make two or more levels of progress in both English and mathematics by the end of KS2.
- over 20% of KS2 pupils, with prior attainment of P5 to P7, make two or more levels of progress in English and mathematics by the end of KS3.

LAs should ensure that school target setting in all schools [including Short Stay Schools] is robust and that targets are both personalised and ambitious taking due account of the Progression Guidance.

Schools setting zero rated targets within the statutory framework should set measurable targets for two years ahead using National Curriculum levels, including the P Scales, and other performance criteria where appropriate. LAs should support their schools to identify what good progress is for pupils with SEN/LDD who are unlikely to reach the threshold levels so that their personal targets reflect the best ambition possible for what they can achieve. The SIP is central to this process and so LAs should ensure all SIPs are able to judge the degree of ambition in targets set for pupils with SEN.

The Progression Guidance 2009-10, referred to above, provides guidance on the progression of pupils with SEN in English, mathematics and science. The guidance should be used to support the evaluation of past performance and the setting of aspirational targets that

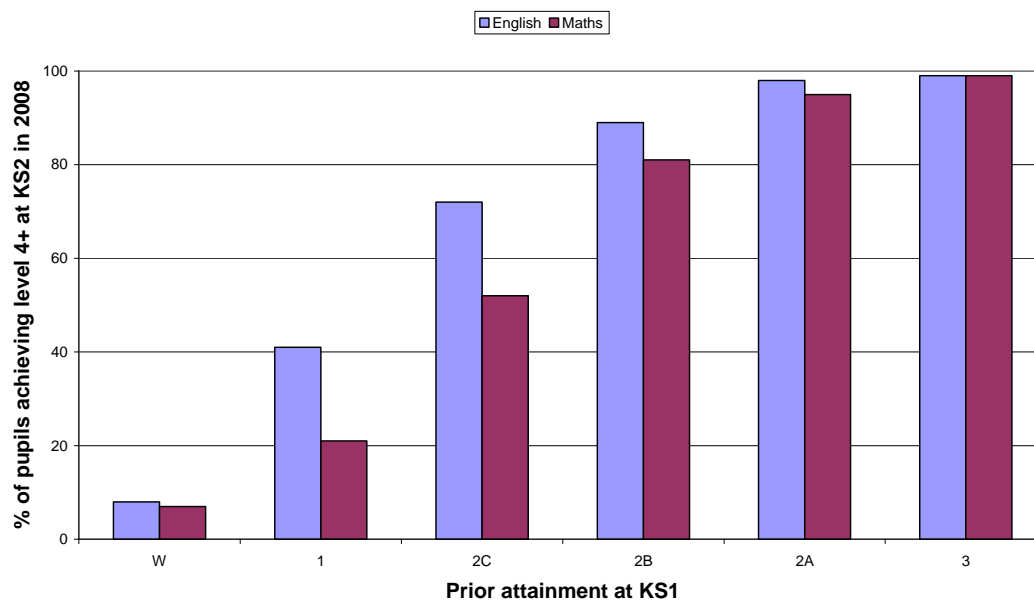
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<sup>3</sup> DCSF and National Strategies (2009) Progression Guidance 2009-10: Improving data to raise attainment and maximise the progress of learners with special educational needs, learning difficulties and disabilities

demonstrably improve outcomes and help to narrow the gap.

## Key Stage 2 targets

The chart below illustrates the proportion of children who achieved national expectations in English and mathematics at the end of Key Stage (KS) 2 in 2008 based on prior attainment (in reading and writing combined for English).



If we are to make further progress in raising standards and narrowing achievement gaps at KS2, schools need to set themselves challenging targets for all pupils leaving KS1 with level 2 or above and to provide pupils with the necessary support to enable them to do so. Schools should set yearly progress indicators for each pupil from Year 3 onwards showing a trajectory to reach level 4 (or level 5 for pupils with a starting point of level 3 at the end of KS1) by Year 6 with progress regularly measured, using teacher assessment, optional tests or other data.

In support of pupil progression, £138m of funding is being made available across all LAs from 2009/10 to support the roll out of one-to-one tuition. This funding will be scaled up to £315m in 2010/11 to reach 600,000 pupils across English and mathematics.

The one-to-one tuition funding for 2009/10 covers 3.5% of the pupil cohort in English and in mathematics, in Key Stages 2 and 3, and Key Stage 4 pupils in National Challenge schools. The one-to-one tuition programme is for children falling behind in English or mathematics and has been trialled as part of the Making Good Progress pilot. Pupils can be selected for tuition in 2009-10 if they:

- enter the key stage behind the expected level; and/or,
- are not on trajectory to make 2 levels of progress; and/or,
- are looked after children who would particularly benefit from this kind of support

The Department has published two reports entitled *Keeping up - Pupils who fall behind in Key Stage 2* and *Making Great Progress - Schools with outstanding rates of progression in Key Stage 2*. The first of these focuses on pupils who are at risk of not converting from level 2 at KS1 to level 4 at KS2 and identifies the common characteristics - and some significant differences particularly between boys and girls - in pupils who make slow progress in English and mathematics. The report includes practical recommendations on how to improve the performance of these pupils. The second report reflects on the characteristics of schools which achieve outstanding rates of progress at KS 2 and is intended to be a resource to support schools in strengthening work around pupil progression. Both reports can be downloaded or copies ordered at: [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications).

## Key Stage 4 targets

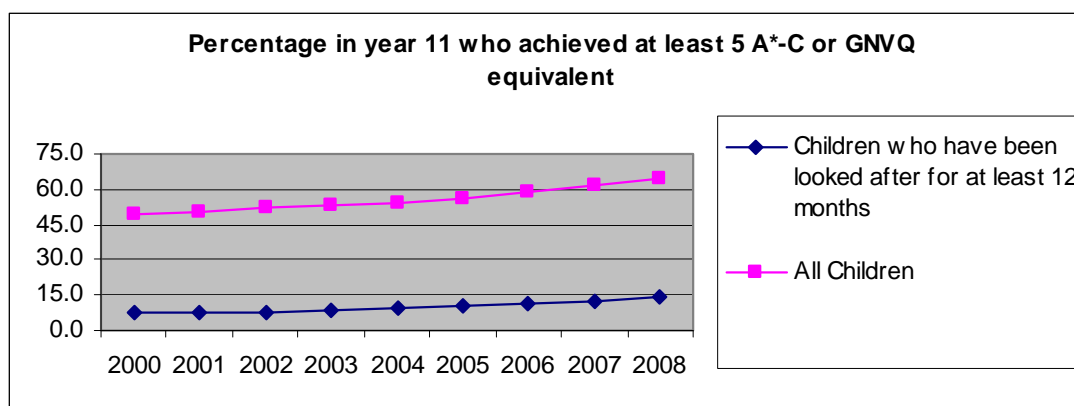
As well as focusing on improving the proportion of pupils achieving 5 A\*- C grades at GCSE and equivalent, including English and mathematics at Key Stage 4, schools will now also need to set targets to improve progression rates from the end of Key Stage 2 for both English and mathematics.

In reviewing their performance to date and measuring their success in improving progression schools should use the conversion table below between National Curriculum levels at KS2 and GCSE and equivalent grades at KS4. Targets set for higher attaining pupils should be sufficiently stretching and reflect their capacity to achieve at the highest levels.

National Curriculum level	Equivalent grade at GCSE
5	B
4	C
3	D
2	E
1	F
Below level 1	G

Achievement of five good GCSEs remains at an unacceptably low level for children in care. The chart below shows that while there has been a slow increase since 2001, the gap between them and their peers is widening:

### Children in care – achievement at GCSE



When looking at targets for children in care and their levels of attainment it is important that schools are as ambitious and aspirational as they would be for any other child, particularly in relation to English and mathematics. As part of the roll out of the one-to-one tuition programme, children in care who would particularly benefit from this kind of support are eligible for funding for one-to-one tuition in English and mathematics.

## Attendance Targets

Research shows pupils who are not in school are amongst the most vulnerable and those most easily drawn into crime. 2007 data showed that fewer than 36% of pupils in secondary schools with an average of 12 days or more absence get 5 GCSEs at grade A\* to C compared to 91% of pupils in secondary schools with an average of fewer than 6 days absence. In primary schools with an average of more than 12 days absence, fewer than 52% of 11 year olds achieve level 4 or above in English and mathematics compared to 84% of pupils in primary schools where the average absence is less than 6 days. Further information on the link between attendance and attainment is available at [www.dcsf.gov.uk/schoolattendance/publications](http://www.dcsf.gov.uk/schoolattendance/publications)

Persistent absence is defined as the number of secondary pupil enrolments with absences (for any reason) totalling at least 20% of the national average number of sessions available, expressed as a percentage of the total number of secondary pupil enrolments. The national 2007/08 level of persistent absence for secondary schools was 5.6%.

The governing body of every maintained school (other than a special school established in a hospital) is required to set by 31 December each year a target for overall absence for the following academic year. All targets for reducing absence should be realistic but aspirational. When setting and agreeing their overall absence targets, schools should consider the issues that HM Inspectors will look at, particularly any thresholds set by Ofsted to rate performance. They should look at factors such as the quality of teaching and learning, relevance of the curriculum and whether it needs to be more tailored and the level of pastoral care offered.

When setting targets to reduce overall absence, schools should compare their performance with the best schools with similar free school meal (FSM) rates using data available within RAISEonline. Annexes A and B show the median level of pupil absence for primary and secondary schools that all schools should seek to reach or remain below.

The Regulations do not place a duty on schools to agree individual absence targets with each of their pupils. However, agreeing targets with pupils who have deteriorating or poor attendance or who are persistent absentees and their parents, is an effective tool to reduce unnecessary absence and improve attainment as a result.

Further information on target setting for special schools is given in the Guidance on the attendance of pupils with special educational needs (SEN)  
<http://nationalstrategies.standards.dcsf.gov.uk/node/153943>

### **Early Years Outcomes - Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) came into force on the 1<sup>st</sup> September 2008. EYFS is a comprehensive framework which sets the standards for learning, development and care of children from birth to the end of reception. All schools with early years provision (and other early years settings<sup>4</sup>) are required to work to the EYFS.

Although schools are not required to set targets for children in the EYFS, they play a key role in the achievement of LAs statutory Early Years targets. This year LAs will be setting statutory targets for their 2011 Early Years Foundation Stage Profile (EYFSP) results, both to improve achievement for all at age 5 and to narrow the gap between the lowest performing 20% and the rest. Schools and early years providers should expect to be involved in the LA action planning for delivery of these targets, with head teachers and staff working with SIPs and CLSAs in pilot areas to raise standards and narrow achievement gaps in Early Years.

The accuracy and reliability of EYFSP data is of prime importance in supporting effective target setting. Schools and settings need to ensure consistent standards of assessment and robust processes to quality assure EYFSP results before they are submitted to the LA. To assist LAs, the National Strategies will be producing guidance in early autumn 2009 which brings together in one place all the early years data information.

It is important that children's development is assessed through observation so that programmes and next learning steps can be tailored to individual needs and learning opportunities can be provided for them to achieve their full potential. Schools should make full use of records from earlier pre-school settings that young children have attended and ensure the full involvement of parents or carers in assessment and the planning of activities for their child's development as set out in the principles of the National Strategies guidance "Progress Matters". Assessment as children arrive also facilitates the charting of progress, culminating in the EYFSP which records children's attainment at the end of reception year.

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<sup>4</sup> Except where the setting has been granted exemption from EYFS by the Secretary of State

Early years data (such as local deprivation indices, birth dates, attendance and prior experience) together with EYFSP scores for previous cohorts will help to highlight risks to early achievement and show where conditions for learning need to improve. Negative stereotypes related to disability, ethnicity and gender may lead staff to underestimate the abilities of children in their EYFSP assessment. SIPs should raise this issue with schools to ensure moderation systems for EYFSP show an awareness of potential discrimination.

EYFS practitioners should agree targets for improvements in the conditions for learning in discussion with the school leadership team. The LA Early Years Consultant will offer help and support in devising suitable targets for training, environment and engagement based on National Strategies programmes *Improving outcomes for children in the Foundation Stage in maintained schools - process based targets in the Foundation Stage*<sup>5</sup>. This also includes advice on setting goals for schools, staff and groups of children.

SIPs and EYCs will work with headteachers and governing bodies to ensure they take full account of the contribution of the early years to children's learning and development and particularly their later attainment. This will include signposting to additional support to help with implementing the EYFS, improving the teaching of early reading particularly by introducing a systematic phonics programme and making use of existing LA initiatives and National Strategies' targeted programmes and consultant support.

### **Setting targets for all pupils**

Best practice in target setting suggests schools which set goals for each pupil in each year group from Foundation Stage through to Key Stage 5 are those most likely to be ambitious and successful in maximising outcomes for all children. Goals should be set for pupils with SEN performing below National Curriculum levels using P Scales or other performance criteria to measure their progress. Under the Race Relations (Amendment) Act 2000 schools are required to act to eliminate achievement gaps for black and minority ethnic pupils.

The setting and achievement of targets should involve the Head teacher (or Heads of Department/Subject Co-ordinators) working with all teachers and support staff. Targets for all pupils should be reviewed during the year to ensure low expectations are not reinforcing underachievement and interventions are put in place for pupils falling behind. These principles should also be used when setting targets for children in care and black and minority ethnic pupils. For gifted and talented pupils, review of their targets should ensure that they are continuing to follow an appropriately stretching programme of study.

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<sup>5</sup> ref 03960-2006BKT-EN

## How do schools use data in target setting?

Schools should make use of a wide range of performance data when setting targets. SIPs have a critical role to play in guiding schools to understand what the data may reveal and to check against national and similar schools' performance to ensure they are setting high expectations for all pupils. Ofsted will expect schools to demonstrate they are making intelligent use of all the data available to them to set aspirational and realistic targets both for individual pupils and to support the school in raising standards.

### **Data available to schools**

- *Prior attainment data showing levels achieved in national and optional tests or from teachers' own assessment e.g. APP (schools' own data)*
- *RAISEonline data showing proportions of pupils making expected levels of progress and reaching expected attainment based on prior attainment*
- *The most likely levels for individual pupils based upon progress in the top 25% and top 50% of similar schools nationally from RAISEonline*
- *Contextual value-added (CVA) data about the school's own performance (primary) and contextual value-added including English and mathematics (CVEM) for secondary schools*
- *The Progression Guidance 2009-10: Improving data to raise attainment and maximise the progress of learners with special educational needs, learning difficulties and disabilities*
- *Other pupil and school level estimates (e.g. from the Fischer Family Trust (FFT) via LAs, CAT scores etc.)*

The RAISEonline school forward estimates report provides information which show what the school would need to achieve to match the performance of the top 10%, top 25%, top 50% and top 75% of similar schools given their pupil prior attainment. These estimates can be used alongside other evidence to inform appropriate targets for a school. Schools that are currently performing in the top quartile should look at the progress achieved by schools in the top 10% when setting their targets. Schools in the bottom quartile should look at the progress made by schools in the top 75% and top 50% to set a challenging target to improve.

For schools where performance is around the median, matching their performance to that achieved by schools in the top 25% or top 10% will be very challenging. However, it is important to recognise the contribution that improving the proportion of pupils making expected or faster progress can make to overall performance. Many of these will have pupils in the 'stuck' or 'slow moving' categories and should use pupil progress charts in RAISEonline to identify pupils who need help and support, including support from one-one tuition funding.

The target setting process should start with schools looking to their own data, on what they know about their pupils' abilities, what the best possible ambition is for those pupils and challenging themselves to aim for more. RAISEonline provides schools with a target setting tool to support them in setting challenging targets for individual pupils.

### **RAISEonline**

- *The target setting tool adopts a "bottom up" approach based on conversion data to show the actual progress made by all pupils with similar prior attainment in schools with the best value added. The tool applies this data to the school's pupils to give the most likely target level*
- *Schools take account of the particular circumstances of individual pupils, entering a "moderated" target if appropriate. In this way, the judgement is personalised for each pupil taking account of the best that is possible rather than the more general past performance of pupils with similar characteristics. This part of the process is private to the school, but they can share it with their SIP by exporting a report*
- *The target setting tool is based on prior attainment only, as in certain circumstances Contextual Value Added data can have the effect of lowering expectations for pupils in groups which underachieve nationally.*

### **Assessing Pupils' Progress (APP)**

Assessing Pupils' Progress (APP) is a structured approach to teacher assessment, nationally developed by QCDA in partnership with the National Strategies, which provides clear criteria against which accurate judgements can be made about levels and sub-levels.

APP teacher assessment data can play a leading role in target setting by providing diagnostic information about strengths and areas for improvement of individual pupils and groups of pupils, through an ongoing profile of achievement. As well as informing target setting, this diagnostic data can be used to personalise learning through informed curriculum and intervention planning. APP materials are currently available in reading, writing and mathematics at KS1, 2 and 3; and in science and ICT at KS3. Materials for science at KS1 and 2 and for speaking and listening for KS1, 2 and 3 will become available early in 2010.

Further information on APP can be found in "Getting to Grips with *Assessing Pupils Progress*" (Ref. 00129-2009BKT-EN from Online Publications <http://publications.teachernet.gov.uk/>) and the associated web area on the National Strategies site <http://nationalstrategies.standards.dcsf.gov.uk/node/158443>

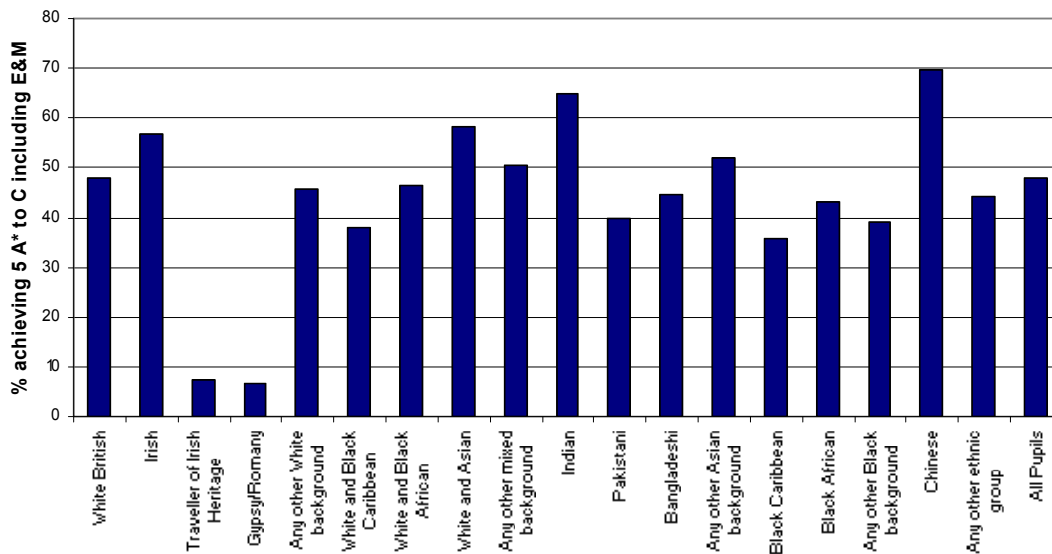
### **Contextual Value Added (CVA) data**

Contextual value added is a statistical technique designed to inform the evaluation of past performance. Adjustments are made in a CVA model to account for the performance of whole pupil groups including those that historically perform relatively poorly. It is known that pupils with particular characteristics, e.g. FSM and SEN, fall into these categories. There is a danger that if schools use CVA data for target setting, expectations for groups of pupils that make slower than average progress nationally – where we particularly need to see improvements – will be too low and targets will perpetuate a history of low expectations. This will impact most where schools have large numbers of pupils in groups such as Black Caribbean boys, Pakistani and Bangladeshi pupils outside of London, Gypsy Roma and Traveller of Irish heritage pupils, and Somali, Turkish and Portuguese pupils, as well as white working class boys.

The chart below shows the variation in performance at Key Stage 4 among different minority ethnic groups:



**% of pupils achieving 5 A\* to C including E&M by ethnicity  
2008**



Schools with high CVA should look at estimates generated by RAISEonline to help them benchmark their performance against the highest achieving schools in similar circumstances. Schools' use of item analysis in RAISEonline can heighten awareness in identifying areas of the curriculum where teaching and learning may need strengthening.

There is much good practice in the use of QCDA optional test data. Optional test data are most effectively used to identify pupils who may have fallen behind within a key stage and need additional targeted support to get back on track. They are useful for item analysis to help diagnose weaknesses in teaching and learning in specific areas of the curriculum. They can also be helpful in identifying pupils who may have made faster progress than expected and whose targets may need to be more stretching.

**Optional test data**

- *LAs and SIPs should monitor and challenge the use of optional test data (typically year 4 or year 9 data) where schools are using this to set or revise their expectations for the year group's end of Key Stage targets.*
- *So, for example, where a KS 2 cohort has made slower progress in years 3 or 4, the targets revised using Y4 Optional Test data could lead to a lowering of expectations and a reduction in the numbers being targeted to convert from Key Stage 1 level 2 to KS 2 level 4.*
- *Optional test data should be viewed alongside teacher assessment and where pupils have fallen behind, schools should not lower pupils' targets but consider what intervention/support is needed to help children catch up.*

# RAISEonline

## School forward estimates for Secondary

School targets based on historic transition probabilities. Similar schools are those with similar prior attainment. The average prior attainment for the school is: 28 <= school prior attainment < 29

	Historic results			2011 based on current school progression rates	2011 Proportions based on probabilities			
	2007	2008	2009		Top 75% of similar schools	Top 50% of similar schools	Top 25% of similar schools	Top 10% of similar schools
<b>Based on Key Stage 2</b>								
<b>% 5+ A* - C including English and maths</b>	<b>53%</b>	<b>63%</b>	<b>58%</b>	<b>59 %</b>	<b>57 %</b>	<b>62 %</b>	<b>65 %</b>	<b>68 %</b>
Percentage making expected progress in								
English	<b>58%</b>	<b>67%</b>	<b>64%</b>	<b>65%</b>	<b>63%</b>	<b>68%</b>	<b>70%</b>	<b>75%</b>
Mathematics	<b>49%</b>	<b>60%</b>	<b>56%</b>	<b>58%</b>	<b>56%</b>	<b>60%</b>	<b>65%</b>	<b>69%</b>
								<b>Cohort: 171</b>
<p>The calculation of expected progress from KS2 to 4 is based upon the following starting points and outcomes. Pupils at level 3 at KS2 attain grade D or above at KS4, pupils at level 4 attain grade C or higher, pupils at level 5 attain grade B or higher.</p> <p>Probabilities based on similar schools are derived from the average attainment and progress of those schools. Therefore these targets approximately represent the predicted outcomes of the school at the midpoint of each group.</p> <p>For example, achieving the targets based on the top 75% of similar schools would place a school approximately in the 37.5th percentile for each measure.</p> <p>Please refer to the Help article for more information.</p>								

Screenshot

## RAISEonline

### School forward estimates for Primary

School targets based on historic transition probabilities. Similar schools are those with similar prior attainment. The average prior attainment for the school is: 14 <= school prior attainment < 16

	Historic results			2011 based on current school progression rates	2011 Proportions based on probabilities			
	2007	2008	2009		Top 75% of similar schools	Top 50% of similar schools	Top 25% of similar schools	Top 10% of similar schools
<b>Based on Key Stage 1</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>					
English level 4+	91%	85%	87%	85%	84%	86%	88%	90%
English 2 levels progress	89%	91%	92%	90%	90%	92%	94%	95%
Maths level 4+	87%	71%	73%	79%	82%	85%	88%	91%
Maths 2 levels progress	91%	82%	81%	86%	82%	86%	89%	93%
English and maths level 4+	81%	71%	70%	79%	76%	79%	83%	86%

Cohort: 171

The calculation of expected progress from KS1 to 2 has been refined for 2009.

Probabilities based on similar schools are derived from the average attainment and progress of those schools.

Therefore these targets approximately represent the predicted outcomes of the school at the midpoint of each group.

For example, achieving the targets based on the top 75% of similar schools would place a school approximately in the 37.5th percentile for each measure.

Please refer to the Help article for more information.

Screenshot

# Primary schools' absence by FSM level for benchmarking

## Annex A

% FSM 2007/08	%Overall absence 2007/08			% FSM 2007/08	%Overall absence 2007/08 cont			% FSM 2007/08	%Overall absence 2007/08 cont			% FSM 2007/08	%Overall absence 2007/08 cont		
	Lower Quartile *	Median *	Upper Quartile *		Lower Quartile *	Median *	Upper Quartile *		Lower Quartile *	Median *	Upper Quartile *		Lower Quartile *	Median *	Upper Quartile *
0	2.53	3.10	3.62	26	5.41	5.96	6.65	52	6.02	6.57	7.29	78	6.37	6.92	7.67
1	2.53	3.10	3.62	27	5.44	5.99	6.68	53	6.03	6.59	7.31	79	6.39	6.94	7.68
2	3.14	3.71	4.26	28	5.47	6.03	6.71	54	6.05	6.60	7.32	80	6.40	6.95	7.69
3	3.50	4.07	4.64	29	5.50	6.06	6.75	55	6.07	6.62	7.34	81	6.41	6.96	7.70
4	3.75	4.32	4.91	30	5.53	6.09	6.78	56	6.08	6.63	7.36	82	6.42	6.97	7.71
5	3.95	4.51	5.11	31	5.56	6.11	6.81	57	6.10	6.65	7.38	83	6.43	6.98	7.72
6	4.11	4.67	5.28	32	5.59	6.14	6.84	58	6.11	6.66	7.39	84	6.44	6.99	7.74
7	4.25	4.81	5.43	33	5.62	6.17	6.87	59	6.13	6.68	7.41	85	6.45	7.00	7.75
8	4.37	4.93	5.55	34	5.64	6.20	6.90	60	6.14	6.69	7.42	86	6.46	7.01	7.76
9	4.47	5.03	5.66	35	5.67	6.22	6.92	61	6.16	6.71	7.44	87	6.47	7.02	7.77
10	4.56	5.12	5.76	36	5.69	6.25	6.95	62	6.17	6.72	7.45	88	6.48	7.03	7.78
11	4.65	5.21	5.85	37	5.72	6.27	6.97	63	6.19	6.74	7.47	89	6.49	7.04	7.79
12	4.72	5.28	5.93	38	5.74	6.29	7.00	64	6.20	6.75	7.48	90	6.50	7.05	7.80
13	4.79	5.35	6.00	39	5.76	6.32	7.02	65	6.21	6.76	7.50	91	6.51	7.06	7.81
14	4.86	5.42	6.07	40	5.79	6.34	7.05	66	6.23	6.78	7.51	92	6.52	7.07	7.82
15	4.92	5.48	6.14	41	5.81	6.36	7.07	67	6.24	6.79	7.53	93	6.53	7.08	7.83
16	4.98	5.53	6.20	42	5.83	6.38	7.09	68	6.25	6.80	7.54	94	6.54	7.09	7.84
17	5.03	5.59	6.25	43	5.85	6.40	7.11	69	6.27	6.82	7.55	95	6.55	7.10	7.85
18	5.08	5.64	6.30	44	5.87	6.42	7.13	70	6.28	6.83	7.57	96	6.56	7.11	7.86
19	5.13	5.69	6.35	45	5.89	6.44	7.16	71	6.29	6.84	7.58	97	6.57	7.12	7.87
20	5.17	5.73	6.40	46	5.91	6.46	7.18	72	6.30	6.85	7.59	98	6.58	7.12	7.88
21	5.22	5.77	6.45	47	5.93	6.48	7.20	73	6.32	6.87	7.60	99	6.58	7.13	7.89
22	5.26	5.81	6.49	48	5.95	6.50	7.22	74	6.33	6.88	7.62	100	6.59	7.14	7.90
23	5.30	5.85	6.53	49	5.96	6.52	7.23	75	6.34	6.89	7.63				
24	5.33	5.89	6.57	50	5.98	6.53	7.25	76	6.35	6.90	7.64				
25	5.37	5.93	6.61	51	6.00	6.55	7.27	77	6.36	6.91	7.65				

\* Logarithmic trend line

## Secondary schools' absence by FSM level for benchmarking

### Annex B

% FSM 2007/08	%Overall absence 2007/08			% FSM 2007/08	%Overall absence 2007/08 cont			% FSM 2007/08	%Overall absence 2007/08 cont			% FSM 2007/08	%Overall absence 2007/08 cont		
	Lower Quartile	Median *	Upper Quartile *		Lower Quartile *	Median *	Upper Quartile *		Lower Quartile *	Median *	Upper Quartile *		Lower Quartile *	Median *	Upper Quartile *
0	4.45	5.59	6.44	26	6.90	7.87	8.99	52	7.42	8.36	9.54	78	7.73	8.64	9.86
1	4.45	5.59	6.44	27	6.93	7.90	9.02	53	7.44	8.37	9.55	79	7.74	8.65	9.87
2	4.97	6.07	6.98	28	6.96	7.93	9.05	54	7.45	8.39	9.57	80	7.75	8.66	9.88
3	5.28	6.36	7.30	29	6.98	7.95	9.08	55	7.47	8.40	9.58	81	7.76	8.67	9.89
4	5.49	6.56	7.53	30	7.01	7.97	9.11	56	7.48	8.41	9.60	82	7.77	8.68	9.90
5	5.66	6.72	7.70	31	7.03	8.00	9.13	57	7.49	8.42	9.61	83	7.78	8.69	9.91
6	5.80	6.84	7.84	32	7.06	8.02	9.16	58	7.51	8.44	9.62	84	7.78	8.70	9.92
7	5.91	6.95	7.96	33	7.08	8.04	9.18	59	7.52	8.45	9.64	85	7.79	8.70	9.92
8	6.01	7.05	8.07	34	7.10	8.06	9.21	60	7.53	8.46	9.65	86	7.80	8.71	9.93
9	6.10	7.13	8.16	35	7.13	8.08	9.23	61	7.54	8.47	9.66	87	7.81	8.72	9.94
10	6.18	7.20	8.24	36	7.15	8.10	9.25	62	7.56	8.48	9.68	88	7.82	8.73	9.95
11	6.25	7.27	8.32	37	7.17	8.12	9.27	63	7.57	8.49	9.69	89	7.83	8.74	9.96
12	6.32	7.33	8.39	38	7.19	8.14	9.29	64	7.58	8.51	9.70	90	7.84	8.75	9.97
13	6.38	7.39	8.45	39	7.21	8.16	9.31	65	7.59	8.52	9.71	91	7.84	8.75	9.98
14	6.44	7.44	8.51	40	7.23	8.18	9.33	66	7.60	8.53	9.73	92	7.85	8.76	9.99
15	6.49	7.49	8.56	41	7.24	8.19	9.35	67	7.61	8.54	9.74	93	7.86	8.77	10.00
16	6.54	7.53	8.61	42	7.26	8.21	9.37	68	7.63	8.55	9.75	94	7.87	8.78	10.00
17	6.58	7.58	8.66	43	7.28	8.23	9.39	69	7.64	8.56	9.76	95	7.88	8.78	10.01
18	6.62	7.62	8.71	44	7.30	8.24	9.41	70	7.65	8.57	9.77	96	7.89	8.79	10.02
19	6.67	7.65	8.75	45	7.31	8.26	9.43	71	7.66	8.58	9.78	97	7.89	8.80	10.03
20	6.70	7.69	8.79	46	7.33	8.27	9.44	72	7.67	8.59	9.79	98	7.90	8.80	10.04
21	6.74	7.72	8.83	47	7.35	8.29	9.46	73	7.68	8.60	9.81	99	7.91	8.81	10.04
22	6.78	7.76	8.86	48	7.36	8.30	9.48	74	7.69	8.61	9.82	100	7.92	8.82	10.05
23	6.81	7.79	8.90	49	7.38	8.32	9.49	75	7.70	8.62	9.83				
24	6.84	7.82	8.93	50	7.39	8.33	9.51	76	7.71	8.63	9.84				
25	6.87	7.85	8.96	51	7.41	8.35	9.52	77	7.72	8.64	9.85				

**\* Logarithmic trend line**

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