



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

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Part 1: Guidance for Local authorities on setting education performance targets

Contents

	Page No.
Introduction	2
The Local Authority's role in school target setting	4
Review and challenge for LA targets	7
Progression and achievement targets	10
Early Years' targets	15
Targets for children in care	18
Targets for underperforming groups	21
Targets for pupils with Special Educational Needs Learning Difficulties and Disabilities	23
Attendance Targets	24
LA and schools statutory targets 2011 (Annex A)	26
Progression targets – conversion tables (Annex B)	27
Contacts (Annex C)	28

Introduction

The Government's aim is to make the country the best place in the world for children and young people to grow up, regardless of their background or circumstances. In order to meet that aim, the Government has committed to build on earlier educational improvements with two Public Service Agreements (PSAs) to raise the educational achievement of all children and young people (PSA 10) and narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers (PSA 11). The statutory educational performance targets that schools and LAs set each year directly relate to those PSA targets and the specific 2020 goals set out in the *Children's Plan*. 2011 is the final year of these PSAs and LAs should be looking to achieve the national PSA targets.

Local Area Agreements and the National Indicator Set

Local Area Agreements (LAAs) are at the heart of the local performance framework. They provide LAs and their partners with a formal framework of co-operation to deliver the best solutions for their areas. Each area has agreed up to 35 "designated" targets with Government as part of their LAA. These targets are drawn from the Local Government National Indicator Set covering the key priorities that LAs deliver either by themselves or in partnership with others. The next opportunity to review and refresh LAAs will be autumn 2010, and the updated targets, together with the statutory education performance targets (also drawn from indicators in the national set) will form a single suite which represents the key delivery contract between each local area and central Government.

Education priorities are an important part of the vision for the local area. Schools and early years' settings are key partners in helping LAs to respond to the challenges presented by different groups of learners and contributing to the LA's priorities across the wider range of local issues that will help *all* children and young people to succeed. That is at the very heart of the *Children's Plan* and the *Every Child Matters* agenda and success will contribute to the delivery of the full range of the Government's strategic objectives, including increasing the number of young people on a path to success (PSA 14) and increasing skills for productivity, growth and employment.

21st Century Schools

The proposals highlighted in the recently published White Paper ***Your child, your schools, our future: building a 21st century schools system***¹ together with the vision set out in the ***Children's Plan***² underline the Government's commitment to ensure every child enjoys their childhood, does well at school and turns 18 with the knowledge, skills and qualifications that enable them to succeed in adult life.

¹ More information on the 'Your child, your schools, our future: building a 21st century schools system' White Paper can be found at <http://www.dcsf.gov.uk/21stcenturyschoolssystem/>

² Children's plan can be found at <http://www.dcsf.gov.uk/publications/childrensplan/>

The White Paper clearly acknowledges the progress made over the last 12 years. However challenges remain and it is important that the momentum continues and every young person leaves schools having achieved or exceeded their expected progress, particularly as we seek to break the link between disadvantage and low achievement.

LA and school statutory targets for 2011

This guidance is designed to support LAs and schools in setting challenging education performance targets for 2011 which aim for the best possible outcomes for all children and young people. It is in two parts:

Part 1 is for those directly involved in setting LA targets – Directors of Children’s Services, Heads of School Improvement, Primary and Secondary Strategy Managers, SIP Managers, Early Years’ Lead Officers and other advisers.

Part 2 is for those who work directly with schools to set targets. It covers target setting for all pupil groups. Part 2 is designed for use by LAs to brief School Improvement Partners, National Challenge Advisers, Governing Bodies and Head teachers.

LA’s should set the statutory targets set out in the table at **Annex A**. Where LA targets translate down to school level this is indicated in the school target column.

Important changes for the 2011 statutory targets

LA’s and schools should note the changes from the autumn term 2009. Two new statutory targets are being introduced for secondary schools and LAs based on improving progress from Key Stages (KS) 2-4.

The statutory targets are:

- To improve the proportion of pupils at KS4 making the expected progress from the level achieved in English at the end of KS2
- To improve the proportion of pupils at KS4 making the expected progress from the level achieved in mathematics at the end of KS2

Further details on these targets are in the ‘Progression and achievement targets’ section and the conversion measures are available in **Annex B**.

The Local Authority's role in school target setting

Schools have responsibility for setting their own targets. The LA's role is to support and challenge schools to set targets that are stretching but achievable, with high aspirations for the progress all pupils, supported by appropriate teaching strategies and interventions. The Government's aim is that all children should be helped to progress and no child should be left behind. Over the last few years personalised learning has become increasingly widespread. The *Children's Plan* set out an expectation for a more sophisticated approach to personalisation, making it standard practice across the system. The process of setting school targets based on detailed analysis of pupil targets which aim to maximise progress will support the development of greater personalisation of teaching and learning.

LA's should review the data, involving other partners as appropriate, and challenge their schools where targets indicate low expectations, either at whole-school level or concerning gap-narrowing. LA's will want to take account of the discussions with partners about the key priorities for the local area and consider how these might impact on the support they provide to schools. In setting their statutory targets, LA's will want to consider them alongside their LAA targets to ensure they fully explore the support available from partners to help deliver better outcomes for pupils.

Role of SIPs

All schools have a School Improvement Partner (SIP) who acts for the LA and is the main channel for communication about school improvement. The SIP will discuss and agree the statutory targets with the school, providing challenge where targets are not appropriately ambitious and helping schools match targets with relevant interventions and strategies.

Discussions between SIPs and schools should cover improving school attendance and for children in care, along with discussing Early Years Foundation Stage (EYFS) implementation and results and post 16 performance where appropriate, to ensure that schools are reviewing their data and aiming to improve outcomes.

Evidence shows that children in care, some black and minority ethnic (BME) groups and pupils eligible for free school meals (FSM) do less well and at each stage fall further behind. The move to setting both threshold and progression targets is designed to achieve a significant step forward in narrowing the achievement gap between FSM and non FSM pupils. In setting targets, schools should receive appropriate guidance and support to tackle gaps in attainment for all vulnerable groups, particularly for black and minority ethnic pupils, children in care, children from disadvantaged backgrounds, and those pupils in the lowest 20% attainment band.

Schools have access to a wide range of data to support target setting discussions with their SIP. This includes data from the LA, RAISEonline, National Strategies, Fischer Family Trust (FFT) and most importantly the school's own pupil tracking data. For pupils working below National

Curriculum levels, the SEN Progression Guidance³ provides additional guidance. SIPs have a critical role helping schools understand what the data may show and how to compare themselves against national and similar schools' performance to ensure they set the highest possible expectations for pupil outcomes. To help SIPs in these discussions, the indicative school target report in RAISEonline shows predicted outcomes in English and mathematics across a range of levels based on performance of schools nationally with the same prior attainment. An example is provided in **Part 2**.

School target setting process

The targets schools are required to set for 2011 are outlined at **Annex A**. Primary schools should set targets to improve the proportion of pupils making 2 levels of progress in English and mathematics from KS1 to KS2 and a single target for pupils reaching Level 4 in both English and mathematics at KS2. Secondary schools should set targets to improve the proportion of pupils making expected progress in English and mathematics from KS2 to KS4 and a target for pupils achieving 5 A*-C grades at GCSE including English and mathematics. Attainment and progress targets should also be set for FSM pupils and certain BME groups.

The combined English and mathematics target at KS2

This dual focus on pupils reaching expected levels in both English and mathematics and at the same time improving rates of progress is aimed at tackling variance and uneven performance (at all stages, and within as well as between schools) of the current system, and at impacting decisively on narrowing gaps in achievement - particularly for the most vulnerable groups.

Some schools seek clarification on how to set the target for improving the proportion of pupils reaching expected levels in both English and mathematics at the end of KS2. It is important to note that it **should not** be arrived at by setting separate targets for outcomes in English and mathematics and taking an average of the two figures. This target should be based on the number of pupils reaching the expected level in both subjects. We recommend that progression targets are set first and then the combined subject target can be derived from the level individual pupils are expected to achieve in both subjects. An example of how this works is set out below:

Key Stage 2	2 levels progress in English	2 levels progress in mathematics	Level 4 in English	Level 4 in mathematics
Pupil A	Yes	No	Yes	Yes
Pupil B	Yes	Yes	No	No
Pupil C	No	No	Yes	Yes
Pupil D	Yes	Yes	Yes	Yes
Pupil E	Yes	Yes	Yes	No

³ 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

Targets	80%	60%	60% achieving level 4 in both English and mathematics (i.e. 3 out of 5 pupils)
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Progression conversion tables are at **Annex B**.

Schools indicative target reports will be available in RAISEonline from the beginning of the autumn term. These school reports and an aggregated LA version will be available to LAs through the National Strategies LA e-room. Once 2009 results are confirmed and sent back to schools, if any changes to individual pupil targets are appropriate there will be time for these to be taken into account in the overall school targets before reporting to the LA by 31 December 2009.

The National Strategies have scheduled a discussion with each LA (except for Children and Learners Strategic Advisor (CLSA) pilot LA's⁴) during September to November which will enable the Director of Children's Services and the LA school improvement team to review provisional 2009 results, progress towards 2010 targets and agree priorities for support from National Strategies. This will help LA's focus on what each of their schools needs to achieve, taking account of the context and prior attainment of pupils.

LA's should also consider the support required for schools below floor targets (and review their plans for National Challenge schools in the light of 2009 GCSE results) and the process for moderating school targets and challenging any which do not match expectations.

Following early analysis and discussion of 2009 provisional results and previous trends in progression, LA's will be able to use the data to inform the work of SIPs. LA's should ensure SIPs receive appropriate briefing for discussions with schools, including any issues emerging from 2009 results, and that they have access to the relevant and available data. In agreeing targets with schools, SIPs should be clear about the support available to help in achieving targets. Such support might involve other partners or agencies such as the Children's Trust, LSC and Local Strategic Partnership.

The data available to schools from pupil tracking and RAISEonline has strengthened the target setting process and supported SIPs in challenging schools where targets show low expectations. As a result we have seen a step-change in ambition which is apparent in targets set for 2010. However, it is important that ambition is maintained and in the small number of schools where targets appear less aspirational, to support them in setting equally stretching goals. National Strategies target setting e-learning material is available from <http://www.nationalstrategies.co.uk/Home.aspx>

⁴ Further information can be found at <http://www.dcsf.gov.uk/everychildmatters/publications/documents/fieldforce/>

Review and challenge for LA targets

For the 146 LAs currently not in the CLSA pilot, the National Strategies Senior Regional Directors (SRDs) will continue to play a key role in discussing and challenging LA's on their targets (and those set by their schools). Building on the positive experience of last autumn's round of Standards Meetings, LAs will already have a date agreed for a discussion with the National Strategies from October to November. This provides an opportunity to review schools' performance in 2009, including those targeted for particular support, and look ahead to expectations for 2010 and likely targets for 2011, including for early years, persistent absence and children in care. DCSF will provide an updated analysis (based on 2009 provisional data where available) – the Standards Meeting data pack - for LAs to review in advance of the Standards Meetings.

The Standards Meetings discussions will be tailored according to the National Strategies' assessment of the LA's progress in raising attainment. The Standards Meetings will refer to the data packs and information provided in each LA's e-room to focus on progress and, more importantly, the LA school improvement team and the National Strategies regional team priorities with the aim of driving further improvement. The Standards Meeting Note of Visit (NOV) will capture key issues and actions and be placed in the LA e-room prior to the Government Office refreshing LAAs during the autumn and spring terms. The NOV also forms the basis of contact from the SRD to review the LA's progress through the year and will inform the challenge of LA statutory targets. SRDs may need a further discussion in November/December about any school targets which do not match expectations, as well as reviewing LAs proposed targets prior to submission in January 2010 to ensure appropriate stretch and challenge is built in.

For the six LAs in the CLSA pilot, GOs will lead on the negotiation of all statutory education targets, working with National Strategies colleagues. Instead of a Standards Meeting, pilot LAs and CLSA's are making arrangements for a single, strategic engagement meeting around November to review performance and discuss priorities across children's services.

In considering the appropriate target levels for all LAs, the National Strategies and GOs will work closely with each other and LAs to ensure LAA targets and statutory targets complement each other and are a single suite of targets which meet the particular needs and concerns of local people. The GO Directors of Children and Learners (DCL) will arrange a discussion with the DCS and Lead Member ahead of the LAA annual review, to focus on the LAA targets relating to children and young people and wider children's priorities in the context of the five *Every Child Matters* outcomes.

As in previous years the Department will review all LA statutory targets (and the school targets) for 2011 with SRDs (and with Government Offices for children in care targets) to identify any which do not represent sufficient improvement, for LAs not piloting the new CLSA role. In CLSA pilot areas, the Department will review all LA targets (statutory and LAA) with GOs.

The statutory LA targets will be judged against an agreed set of criteria. For the key stage attainment and progression targets the Department has regard to RAISEonline and FFT estimates and also takes account of prior attainment data for the relevant cohort. It also takes a view based on the national aggregate of LA and school targets and the trajectory needed to reach the challenging national targets.

For 2011, LA targets will be compared against those set for 2010 to ensure the trajectory to meet 2011 national targets is maintained. Data on progression rates is also used to judge the challenge in school and LA targets. No LA targets will be accepted where these are set below the aggregate level of the relevant school targets.

The criteria to be used for determining whether to challenge LAs' 2011 statutory attainment and progression targets are:

- the target shows no improvement from 2009 results
- the target is below or equal to the sum of schools' targets
- the target shows a lack of ambition – this will depend on the LA's current performance and the aggregate of the schools' targets but where progress has been slow in the last 3 years and attainment or progression is below the national average, we would expect to see a target to accelerate improvement, providing at least an annual 2-3 percentage point improvement on the most recent baseline
- the target does not narrow gaps between groups of students.

LAs setting targets for 2011 considerably above RAISEonline and FFT model D estimates which would require performance to improve significantly beyond recent trends will be expected to show, through the Standards Meeting and discussions with CLSAs, they have strategies and interventions in place with individual schools to deliver these improvements. Where this is not the case, LAs can expect to be challenged. Where challenges result in amended targets, LAs must resubmit their SaLTS workbook by 31 March 2010.

Not all LA targets which are highlighted for review against the criteria will be challenged. Professional judgment is exercised by the National Strategies and GOs based on their understanding and detailed knowledge of the challenges that individual LAs face in raising standards.

Timetable for the target setting process

Below is a detailed checklist of actions for LAs to consider, covering targets for Early Years and persistent absence as well as the school-initiated targets:

Action for LAs (SIPs, SIP Manager, Strategy Managers, Head of School Improvement and DCS)

August:

- X Review 2009 results to evaluate impact of targeted support and finalise plans for 2009/10, particularly for underperforming and below floor target schools*
- X Analyse FSP results, compare with target trajectories, evaluate the impact of targeted support, compare trends in results at national, local and school or setting level*
- X Match FSP results with Early Years Census/ PLASC and other locally available demographic data and intelligence to identify trends and common factors leading young children being at risk of achieving low outcomes*

September:

- X SIPs hold early discussions with schools to review 2009 results as part of the self-evaluation process*
- X Review performance and progress towards 2010 LA targets and consider trajectory for 2011 in preparation for National Strategies standards meetings (where held)*
- X Consider with other partners' potential priorities for the local area and likely impact on levels of ambition for education targets*
- X National Strategies' advisers discuss EYFSP results, proposed targets and action, offering advice, support challenge*
- X Initiate joint action planning with key partners to tackle early development and delivery of proposed EYFSP targets*

October /November:

- X SRDs discuss progress and target setting with LAs and provide challenge where appropriate and confirm NS support and LA actions.*
- X SIPs discuss targets with schools and provide challenge where targets do not build in sufficient improvement. Discussions with schools should cover:*
 - Progress towards 2010 targets and projections for 2010 results based on prior attainment data and maximising progression/conversion for individual pupils in Yr5, Yr8 and Yr10 classes*
 - Estimates for school targets generated from RAISEonline, FFT data and teachers' own assessments*
 - Targets for pupils with SEN who are unlikely to reach threshold levels*
 - Targets for children in care (including those who are placed out-of-authority) using previous KS results to provide estimates for 2011.*

December:

- X LA gathers children in care targets for 2011 from schools and challenge where expectations are too low*
 - X DCS reviews proposed school targets (including attendance) and identifies targets which may require further challenge e.g. where they are below the current results*
 - X DCS discusses proposed LA targets and school targets for 2011 with National Strategies or CLSA Adviser for those in pilot LAs*
- January onwards
- X DCS agrees LA statutory targets for 2011*
 - X LA Data contacts reports targets to DCSF by 31 January 2010 or earlier where possible.*

- X DCSs must ensure SaLTS workbook is correctly resubmitted to the DCSF if any LA target is revised following challenge from National Strategies or CLSA Advisers by 31 March 2010 or earlier where possible.*

Progression and threshold targets

Requirements

Key Stage 2 targets

LAs and primary schools should set and report 3 targets for attainment and progression at the end of KS2 in the 2011 National Curriculum tests⁵:

- Proportion achieving level 4+ in both English and mathematics at KS2
- Proportion making 2 National Curriculum levels of progress in English from the level attained at the end of KS1 (taking the average of reading and writing at the end of KS1)
- Proportion making 2 National Curriculum levels progress in mathematics from the level attained at the end of KS1

The following national expectations should be used to inform conversations with primary schools to agree school level threshold and progression targets.

Key Stage 2

X All children achieving level 2 and 45% of those with level 1 at the end of KS1 should be capable of progressing to level 4 and above

X Wherever possible children should make at least 2 national curriculum levels progress from KS1 in both English and mathematics

X No pupils should fail to make at least one level of progress from KS1

X Pupils with special educational needs assessed as being unlikely to reach Level 4 should have targets which help them to progress as far as possible and by 2 levels where possible. Data in the Progression Guidance 2009-10 shows that 76.4% of pupils who were at 'W' in English at the end of KS1 had progressed 2 or more levels by end of KS2.

X Schools should set targets which involve a significant element of challenge beyond the current school progression rates in the RAISEonline indicative targets report

X Where FFT estimates are used to inform target setting schools should be directed towards model D (equivalent to the average of schools at 25th percentile of value – added performance) provided that the school is not already exceeding model D estimates

Key Stage 4 targets

LAs and secondary schools should set and report 3 targets for attainment and progression at the end of KS4 in 2011⁶:

- Proportion achieving 5 A*-C grades at GCSE and equivalent including GCSE English and mathematics

^{5, 6} As set out in the Education (Local Education Authority Performance Targets) (England) Regulations 2005/2450 and 2006/3150, and the Education (School Performance Targets) (England) Regulations 2004/2858 and 2006/3151, and the Education (School and Local Education Authority Performance Targets) (England) (Amendment) Regulations 2009.

- Proportion of pupils at KS4 making the expected progress from the level achieved in English at the end of KS2
- Proportion of pupils at KS4 making the expected progress from the level achieved in mathematics at the end of KS2

The national expectations which should inform discussions with secondary schools around their KS4 school level threshold and progression targets are:

Key Stage 4

- *All children achieving level 4 at KS2 should be capable of progressing to 5 A*-C grades at GCSE. By way of illustration:*
 - *93% of pupils who achieved an average of Level 5 or above in English, mathematics and science at Key Stage 2 in 2003, went on to achieve 5 or more A*-C GCSEs, including English and mathematics in 2008*
 - *46% of pupils who achieved an average of Level 4 (the expected level) in English, mathematics and science at Key Stage 2 in 2003, went on to achieve 5 or more A*-C GCSEs, including English and mathematics in 2008*
- *Targets set for higher attaining pupils should be sufficiently stretching and reflect their capacity to achieve at the highest levels.*
- *Wherever possible pupils should make at least the expected progress from KS2.*
- *Pupils with special educational needs and assessed as being unlikely to achieve 5 A*-C grades including English and mathematics should have targets which help them to progress as far as possible and by 2 levels if appropriate*
- *Unless the 2011 cohort is significantly different in terms of prior attainment or numbers of children with SEN, schools should not set a target below their 2009 performance*
- *Schools should set targets which involve a significant element of challenge beyond the current school improvement rates in the RAISEonline indicative targets report*
- *Where FFT estimates are used to inform target setting schools should be directed towards model D (equivalent to the average of schools at 25th percentile of value-added performance) provided that the school is not already exceeding model D estimates*

Additional Information

A number of developments will help schools in setting and delivering ambitious targets for improved outcomes in 2011.

Primary level

- Improved pupil tracking at school level will enable teachers to identify children at risk of not making the expected progress to achieve threshold and progression targets and plan appropriate interventions
- Assessing Pupils' Progress materials will help to improve the quality of teachers' assessment of pupils' work and contribute to improved progression as well as the identification of pupils at risk of not making the expected progress to help teachers plan appropriate interventions
- The implementation of our plans for Primary School Improvement which will see appropriate and targeted support for primary schools – further details will be communicated to LAs
- In 2010-11 funding is available to provide one-to-one tuition for 300,000 pupils in English and 300,000 pupils in mathematics. As a part of this,

pupils entering KS2 behind expectations and who are not on track to make 2 levels of progress will be entitled to one-to-one tuition in English and/or mathematics to help them catch up.

Secondary level

- Focus on raising attainment and improving progression in National Challenge, Gaining Ground schools and soon to be followed by the Good to Great schools programme which will include an 'open door' visits programme
- Improving teachers' understanding and expertise in tracking pupils' progress in all core subjects through the use of APP will enable teachers to map the progression of all pupils and to identify pupils at risk of not making the expected progress to achieve threshold and progression targets and plan appropriate interventions
- The Learner Achievement Tracker (LAT) and the LSC's school sixth form support and challenge role
- Additional personalised support, including one-to-one tuition where appropriate, a new entitlement announced for every child who enters KS3 below level 4.

LAs will need to guide SIPs in helping schools to factor into their target setting the improvements flowing from these changes.

Progression and conversion data

Schools should ensure targets are based on high expectations for the achievements of certain individual or groups of pupils by looking at national or local authority progression / conversion data, and progression / conversion rates for similar types of schools. For example:

Among primary schools 82%, 86%, 83% and 82% of pupils from Community Schools, Voluntary aided schools, Voluntary Controlled schools and Foundation schools make 2 levels of progress in English from KS1 to KS2. The figures are 77%, 81%, 79% and 78% respectively for mathematics

Among secondary schools 40%, 44%, 53%, 49% and 49% of pupils with an average of level 4 in KS2 from Academies, Community schools, Voluntary aided schools, Voluntary Controlled schools and Foundations schools respectively achieve 5 or more A-C GCSEs, including English and mathematics. The figures are 88%, 93%, 95%, 95% and 95% respectively for pupils achieving an average of level 5 in KS2.*

Schools setting targets below most recent performance

A small proportion of primary schools continue to set targets which are not as aspirational as those in schools facing similar challenges, when prior attainment and context are taken into account. The National Strategies have shared the 2010 school targets data with LAs and will continue to provide challenge and support where the target setting process with schools is judged to require improvement.

Many of the schools in this category are already achieving very high standards and maintaining a high level of performance is in itself a significant challenge, given external factors which the school may not be able to overcome, and variations in the cohort where small changes in the number of pupils likely to achieve the target level can have a disproportionate impact on

results, particularly in small schools.

Targets do not always have to include year on year improvement but schools should be able to demonstrate that targets seek to maximise all children's progress. Higher achieving schools should be able to show that where the target is below current outcomes, it will nevertheless maintain the school's high standards in comparison to other schools with similar intakes. RAISEonline enables high achieving schools to compare their performance with the top 10% of similar schools.

A key part of the target setting process is for LAs to review and moderate the targets set by their schools to ensure there is consistent use of data and a shared understanding of the levels of ambition expected. The DCS, with their School Improvement teams, should ensure sufficient time is built into the process to allow for moderation to check that all their schools are setting sufficiently stretching targets. Where necessary, SIPs will need to go back to Head teachers for a further discussion before the targets are agreed and submitted to the LA by the Governing Body.

School targets must be submitted to the LA by 31 December 2009 at the latest. We suggest that LAs ask their SIPs to report back on their target setting discussions by the end of November or beginning of December.

Where more than 5% of the LAs schools are proposing a target which is below current performance, after factors such as prior attainment, top quartile performance, high levels of pupil mobility, above average levels of SEN, and small cohort numbers are taken into account, the individual school targets should be reviewed with the National Strategies' Senior Regional Director.

Schools underperforming

The Government has a continuing objective to tackle underperformance and to reduce the number of very low attaining schools. The achievement of school floor targets at Key Stages 2 and 4 is part of the National Indicator Set and discussion of any schools below the floor targets will form part of the National Strategies' support and challenge to LAs.

The national, LA and school targets for KS2 measure the proportion of pupils that achieve level 4+ in both core subjects of English and mathematics. We have therefore brought the definition of the floor target into line with this and for 2009-11 we will measure progress towards the KS2 floor on this basis. We have reviewed the floor target level (currently set at 65% of pupils getting level 4+ in either subject) given that ensuring that pupils achieve level 4+ in both subjects is a more challenging measure for schools to meet. As a result we have decided to set the KS2 floor target at **55%** of pupils achieving level 4+ in both English and mathematics.

Schools currently achieving below the KS2 floor target should be setting a target to achieve above the floor target in 2011 and should be receiving support from their LA to help them do so. All trajectories for schools below the floor target should be discussed and agreed with the National Strategies'

Senior Regional Director. Where it is clear that a school will not be able to improve enough to move above the floor target in 2011, even with additional support, a more radical solution such as closure or use of the LA's statutory intervention powers will need to be considered.

The 21st Century Schools White Paper places a greater emphasis on all schools seeking to continuously improve. Building on the improvement that has already been achieved, it moves towards a more tailored support system. Whilst the spotlight inevitably falls on the lowest attaining schools, LAs will also want to ensure schools where attainment is above average, but progression rates are poor are challenged to set targets that move them above the median for schools in similar circumstances and where possible into the top quartile. Programmes such as Gaining Ground and our plans for Primary School Improvement will help improve outcomes for schools.

Targets for National Challenge and City Challenge schools

The Government launched the National Challenge in June 2008, which set out its plans for ensuring that in all secondary schools at least 30% of pupils achieve 5 A*-C GCSE grades including English and mathematics by 2011. Every school below that floor target in City Challenge areas (the Black Country, Greater Manchester and London) will have a City Challenge Adviser who works alongside the local authority to discuss and agree the school's targets. Every school below that floor target outside the City Challenge areas has a National Challenge Adviser who will discuss and agree the school's targets.

There were 122 schools (118 of which were below the 30% floor target and 4 which are currently above it) that set a target below 30% in 2009. The expectation is that all schools currently below the floor target will set ambitious targets for 2011 aiming for performance above 30%, which must be supported by a plan to deliver that outcome.

SIPs and LAs should not normally agree a target below 30% for any school achieving above the GCSE floor target in 2009. Schools at risk of falling below the GCSE floor target should already have been identified by LAs in their plans for meeting the National Challenge (whether they are in a City Challenge or a National Challenge area) and an action plan drawn up with the City / National Challenge Adviser to enable them to sustain current performance and then improve on it.

City Challenge is also supporting a significant number of primary schools in the three City Challenge areas. LAs should reflect the impact of this support by setting more ambitious targets for these schools. Local authorities should be ready to discuss their plans for primary schools with 2011 targets that are below or near the 55% floor target with their City Challenge Adviser.

Early Years Foundation Stage Profile (EYFSP) Targets

Requirements

Under the Childcare Act 2006, LAs have a duty – the Early Years Outcomes Duty – to improve outcomes for and reduce inequalities between all young children. The Government published statutory guidance *Raising Standards - Improving Outcomes* in 2007 setting out what LAs and their Primary Care Trust, Strategic Health Authority, Children's Trust and Jobcentre Plus partners must do to fulfil this duty and help to deliver the statutory early years targets.

The targets are set at LA level and should demonstrate the LA's ambition to meet PSA 10 and 11 by raising standards and closing gaps to:

- improve the mean average EYFSP score of the lowest achieving 20% of results to narrow the gap between that average score and the median (middle score)
- improve young children's development by increasing the percentage who achieve a total of at least 78 points across all 13 scales of the EYFSP with at least 6 points in each of the Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy (CLL) scales.

Targets should be set higher than outcomes for 2009 and higher than targets already approved for 2010. Senior Regional Directors (SRDs) in the National Strategies will challenge any local authority that sets targets which are lower than, or at the same level as, targets agreed for 2010. However, in exceptional circumstances - for example where there have been serious data issues in earlier years - 2011 targets may be considered based on minimal level improvements on 2009 EYFSP results.

Additional information

Performance in the EYFSP is linked to later attainment, and good scores in the PSED and CLL scales are particularly vital to children's later development. Children who achieve an average of six points or more across all 13 scales – 78 points across the EYFSP – and at least 6 points in each of the PSED and CLL scales are deemed to have reached a good level of achievement. There is a clear growth in performance at KS1 with every additional point achieved at the EYFSP. Research⁷ shows that of the pupils achieving at least 6 out of 9 points in each of the EYFSP assessment scales, a very high proportion go on to achieve the expected level at the next key stage.

LAs will need to consider how to raise standards and improve outcomes for all young children - and particularly how to improve the progress of those most at risk of the poorest results, faster than the rest. In tackling inequalities,

⁷ Which can be found at <http://www.deposits.parliament.uk/> using reference number DEP2008-1634.

LAs will need to identify the barriers to achievement and decide how best to address them with targeted action, according to local circumstances.

To support LAs, the Government increased its investment in early years and childcare provision between 2008 and 2011. In this period, over £5 billion will be made available through the Sure Start, Early Years and Childcare Grant to enhance services to support improved standards and better outcomes. This funding is intended to:

- Complete the national roll out of Sure Start Children's Centres, including increasing the resources devoted to outreach work in the most disadvantaged communities.
- Improve access to and take-up of early learning and care by extending the free entitlement for three and four year olds to 15 hours, with more flexibility for parents or carers. Funding to support local authorities to deliver the free entitlement is made available through the Dedicated Schools Grant.
- Extend the free entitlement to 20,000 two year olds from disadvantaged families

This investment also supports improved quality of provision. A culture of continuous quality improvement in early years settings will help LAs to maximise the impact of this investment and is characterised by high expectations for children's learning. In order to raise quality LAs will also need to consider how to effectively:

- Support the implementation of the Early Years Foundation Stage and, through a more personalised approach to learning and development, help deliver improved outcomes for all children and help narrow the achievement gap between disadvantaged children and others
- Progress towards securing a graduate early years professional in every full daycare setting and two in disadvantaged area settings by 2015, and raising qualification levels of other staff (with more moving to Level 3 wherever possible)
- Implement further support for continuous professional development of early years staff announced as part of a package of funding in July 2008, including: Every Child a Talker, Social and Emotional Aspects of Development, Buddying programme and 0-7 partnerships.

In setting ambitious early years targets LAs will need to build on approved targets for 2010 and consider the context of their previous results – for example, what the trajectory looks like, how they compare with the national and regional averages as well as with other LAs with similar circumstances. It is important that LAs have systems in place to ensure consistent standards of assessment, robust processes of moderation and accurate quality assurance checking so that their EYFSP data is accurate and provides a reliable basis for setting targets. The 2008 and 2009 results should serve as a sound baseline for detailed data analysis to be conducted.

In building on the targets that have been agreed for 2010; within this we will expect some to set targets to improve faster than others including those:

- with lower results compared to LAs with similar contexts – their statistical neighbours, and/or to the national average
- with a poor record of improving children’s outcomes compared to other LAs or higher phases within the LA
- delivering targeted programmes to improve outcomes for young children (for example, involvement in Making a Big Difference or the first wave of the Every Child A Talker programme)
- with high levels of deprivation as this reflects the additional resources invested in the most disadvantaged areas through Children’s Centre funding and other elements of the Sure Start, Early Years and Childcare Grant.

The National Strategies’ Early Years Senior Regional Advisers will give advice on the level of ambition of targets and actions which the LA should take to achieve their targets. Working with GOs, they will help to ensure support is available to LAs for setting and achieving early years’ targets.

In setting early years targets LAs will need to involve key partners and Local Strategic Partnerships should regularly review progress towards the targets as part of arrangements for managing performance. From 2009 the Comprehensive Area Assessment will provide an annual assessment of the performance of the LA and what it delivers in partnership with others, and future prospects across the range of local services.

LAs will need to analyse their EYSFP results for 2009 as well as considering data from previous years, matching and mapping results with other data to identify common factors among the young children most at risk of poor outcomes. Useful data could include the take-up of the free entitlement, Early Years Census, PLASC, information from Ofsted, local deprivation indices, information on Free School Meals, SEN and the distribution of families with English as an additional language and other information held by local services, including Children’s Centres, Jobcentre Plus and health services.

LAs will be monitoring the local take-up of free entitlement. There is already a high take-up of the free offer. However, the lowest level of take-up is by families in the lowest income groups, with only 80% of the poorest families accessing the free entitlement. LAs will need to consider whether take-up in their area is correlated with a risk of low EYFSP results.

LAs will need to consider what they know about the quality of their provision, the contribution they expect individual schools and settings to make to delivery of their targets and will need to involve them in their planning to meet their Early Years targets.

Targets for Children in Care⁸

Requirements

Targets set to support Children in Care national indicators are particularly important when considering the statutory duty on LAs to promote the educational achievement of children in care under section 52 of the Children Act 2004. Local authorities need to consider how they can significantly improve outcomes for this particularly vulnerable group of young people and should set particularly ambitious targets for their attainment.

LAs should be looking to hit the national PSA target for the three educational attainment indicators for looked after children. The indicators are:

- The proportion achieving level 4 and above in English at KS2
- The proportion achieving level 4 and above in mathematics at KS2
- The proportion achieving 5 A*-C GCSEs (or equivalent), including English and mathematics at KS4

The 2011 targets will be based on children who will have been in care (either subject to a care order, or who are accommodated by the LA) on 30 September 2011 and will have been so continuously for at least a year. The target must include all those children in care for whom the LA is the originating authority (i.e. regardless of where they are being educated).

Additional information

The White Paper *Care Matters: Time for Change* (published June 2007 www.dcsf.gov.uk/publications/timeforchange) set out actions to improve the education of children in care. Since then the Children and Young Person Act 2008 put in place legislation to support looked after children – specifically, to put the Designated Teacher for looked after children on a statutory footing and to restrict moving care placements that may disrupt a child's education.

Schools and LAs should have the highest possible ambitions for the attainment of their children in care and put in place all the necessary support to raise their attainment, improve attendance and reduce the need for exclusions. LA targets to raise the attainment of children in care are an expression of the all-round support an authority gives to its children in their role as corporate parent.

Average, LA targets for children in care for 2010 are as follows:

- for achievement of level 4+ English at KS2 - 52% (compared to 50% in 2009 and 48% in 2008)
- for achievement of Level 4+ in mathematics at KS2 – 54% (compared to 52% in 2009 and 48% in 2008)

⁸ This guidance uses the term 'children in care' to include all children looked after by a local authority, including those subject to care orders under section 31 of the Children Act 1989, and those looked after on a voluntary basis through an agreement with their parents under section 20 of the Children Act 1989.

- for achievement of 5 A*-C GCSE (including English and mathematics) at KS4 - 21% (compared to 20% in 2009 and 13% in 2008)

While it is encouraging to see many LAs setting more stretching targets for children in care, nearly a third have set targets that were not as good as the previous year. Greater ambition is needed as many LAs continue to set targets that are well below national expectations.

Lessons learnt

We understand that in some LAs, targets for children in care are being set without any reference to the teams within the authority who are tasked to oversee the educational achievement of looked after children. Targets must be set in discussion with the relevant education leads within the LA and especially working with the 'virtual school head' where one is in post. In reviewing 2011 targets for children in care we will challenge the level of aspiration where we have concerns. In deciding where it may be appropriate to challenge the degree of an LAs aspiration we shall take account of the following factors:

- *Are there fewer than 10 children in the relevant cohort?* We recognise that where the cohort size is fewer than 10 the figures may be subject to significant year on year variation which may not be an accurate reflection of the LAs effectiveness in this area. We shall therefore decide whether or not to challenge targets where this is a factor.
- *Is the target setting on trajectory?* The National Indicators have targets for 2011. We expect most LAs to be hitting or exceeding the set national targets. Where this is not the case, we shall use data from previous years to see whether 2011 target levels are an improvement and will query where we believe the level of ambition is not sufficient.
- *Are there particular reasons why targets for this cohort have been set at a low level?* Where targets have been set at a low level we shall explore the reasons, e.g., whether there are a high number of children in care with a particular type of special need. However it is not sufficient to simply say there are high numbers of looked after children with SEN. There should always be high expectations for pupils with SEN and, as for all pupils; they should be expected to make at least two levels of progress in each Key Stage (with the exception of a small minority of pupils with significant learning difficulties or disabilities).
- *Impact of targets in the LAA.* Government Offices will consider the impact of the LAA targets and children in care targets to ensure they are reinforcing and sufficiently stretching.

Schools and LAs should work to secure the progression of all children in care. Whilst LAs are only required to set threshold targets for such pupils at Key Stages 2 and 4, children in care will form part of the statutory progression targets at school level and LAs will want to ensure that schools are setting targets for children in care that will enable them to make the expected progress in their learning. As part of the negotiation of the LAA, LAs and

partners could consider whether to include a target addressing progression rates for children in care where data is available locally to support this.

In discussing pupil targets with schools, SIPs will want to check that targets for any children in care are not being set at a lower level with slower progression than expected for other pupils in the school. RAISEonline will enable SIPs to see where pupils do not have targets that aim for at least 2 levels progress from the previous key stage. LAs should ensure that SIPs have the appropriate briefing to challenge schools that have low expectations or a slower rate for progress or outcomes for children in care.

As the corporate parent LAs are directly responsible for the Personal Education Plan (PEP), which is the primary planning tool for the education of children in care. This is one way to collect data from schools which can be aggregated up to enable the LA to set its own target to improve progression of children in care. In most LAs this is already collected by looked after children education services (LACES) teams (or their equivalent) and will be part of the role of the Virtual School Heads (VSH) taking part in the VSH pilot projects.

Targets for underperforming groups: black and minority ethnic (BME) groups and pupils eligible for free school meals (FSM)

Requirements

Breaking the link between disadvantage and low attainment is a national priority. These targets are crucial to this aim. Poverty is a stronger predictor of future performance than either gender or ethnicity, but combinations of factors can make certain pupil groups particularly vulnerable to under-performance, especially children from disadvantaged backgrounds, as measured by the proxy of FSM eligibility, and particular nationally under-performing BME groups.

All LAs should have regard to equality legislation which places obligations on them and their schools. The Race Relations (Amendment) Act 2000 places a general duty on LAs and schools to work towards eliminating unlawful racial discrimination, and to promote equality of opportunity and good relations between people of different racial groups. LAs and schools are required to have a written race equality policy and to monitor the impact of their policies on black and minority ethnic groups, in particular the impact on attainment.

LAs must set targets for just seven groups of ethnic minority pupils where underperformance remains a problem and, for pupils who are eligible for free school meals. The eight categories of pupils for whom targets must now be set are:

- Black Caribbean
- White/Black Caribbean
- Black African and White/Black African⁹
- Black Other
- Pakistani
- White Other
- Gypsy, Roma and Traveller of Irish heritage¹⁰, and
- Children eligible for free school meals

For the above categories, with the exception of Gypsy, Roma and Traveller of Irish heritage, LAs must set targets where there are 30 or more such pupils in the age cohort, LA-wide. For Gypsy/Roma and Traveller of Irish heritage pupils, LAs must set targets where there are 3 or more such pupils in the age cohort, LA-wide.

LAs must also set targets for major census category BME groups which underachieve locally (i.e. within the authority rather than based on national trends) by 10 or more percentage points relative to the whole of the local age cohort in the preceding year. They may voluntarily set additional performance targets for other groups and against other indicators if they wish. Typically, LAs will opt to do this within the LAA Framework, using three-year targets.

⁹ This is a new group combining the standard Black African and Mixed White and Black African groups into one.

¹⁰ This is a new group combining the standard Gypsy/Roma and Traveller of Heritage groups into one.

The targets that LAs need to set for their ethnic minority pupils and those eligible for FSM are:

- increase the proportion of pupils achieving Level 4+ in both English and mathematics at KS2
- increase the proportion of pupils achieving 5 A*-C, including both English and mathematics, at GCSE (or equivalent) at KS4
- improve the proportion of pupils progressing by at least 2 National Curriculum levels in English from KS1 to KS2
- improve the proportion of pupils progressing by at least 2 National Curriculum levels in mathematics from KS1 to KS2
- improve the proportion of pupils at KS4 making at least the expected progress from the level achieved in English at the end of KS2
- improve the proportion of pupils at KS4 making at least the expected progress from the level achieved in mathematics at the end of KS2

Additional information

Based on national trajectories, we would expect to see greater gap-narrowing at KS2 than KS4. LAs should base their targets on historical data, and we would not expect the same percentages across BME groups or at KS2 and 4.

Baseline historical data for the ethnic minority groups and pupils eligible for free school meals will be made available through LA e-rooms as soon as possible after the 2009 KS2 and KS 4 pupil characteristics results are published on 11 December 2009.

Lessons learnt

The attainment targets LAs set for individual pupil groups should be pitched at a level to narrow gaps. The way gaps are calculated for groups of ethnic minority pupils differs from the way gaps are calculated for pupils who are eligible for FSM. The FSM gap is calculated as the achievement rate for FSM pupils, subtracted from the achievement rate for non FSM pupils, expressed in percentage points. The SaLTs workbook has guidance on how to derive the implied non-FSM targets and consequent gap. The BME gap is calculated as the achievement rate for BME pupils subtracted from the achievement rate of all pupils. These gaps will inform the targets set for FSM and BME pupils.

Whilst targets should be realistic, we have found that high expectations drive higher performance. This is particularly important for groups which have historically under-performed. LAs, and SIPs in their discussions with schools, should be careful not to simply set targets in line with current trends. The point is to change existing patterns and accelerate the rate of performance of the most vulnerable students.

Targets for Pupils with Special Educational Needs/ Learning Difficulties and Disabilities (SEN/LDD)

Requirements

LAs have national indicators for narrowing the gap between pupils identified with SEN and those not identified with SEN, although there are currently no separate statutory LA targets for improving outcomes for pupils identified as having SEN/LDD.

Additional information

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 the achievement of 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 2009-10¹¹, 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 both English and mathematics by the end of KS3.

Schools setting zero rated targets within the statutory framework should set measurable targets for two years ahead using National Curriculum levels, including 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 and so LAs should ensure that all SIPs are able to judge the degree of ambition in targets set for pupils with SEN.

The Progression Guidance 2009-10 has been produced by DCSF and the National Strategies and provides advice on the progression of pupils with SEN in English, mathematics and science. It should be used to support the evaluation of past performance and the setting of personalised, aspirational targets that demonstrably improve outcomes and help to narrow the gap.

¹¹ 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

Attendance Targets

Requirements

To reinforce the continued importance of improving levels of attendance, LA statutory targets for 2011 will focus on reducing persistent absence: those pupils who were absent for 20% or more of the school year. For the 2010/11 academic year LAs will be required to set a target to reduce the percentage of persistent absentees in their secondary schools.

The February 2009 Statistical First Release (SFR) based on the School Census showed that in 2007/08 persistent absentees accounted for 27.7% of overall absence in secondary schools. The number of persistent absentees in secondary schools fell from 203,180 pupils in 2006/07 to 168,140 pupils in 2007/08. <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000832/index.shtml>

LAs are advised to use the February SFR to find details of their secondary schools' persistent absence rates to inform the setting their target for 2010/11. However, these published statistics are for the 2007/08 academic year and will not provide LAs with an up to date baseline. The timing of School Census data means the 2008/09 data will not be published until February 2010. Where absence levels have changed noticeably, LAs may wish to use the autumn 2008 and spring 2009 absence data collected from their schools. The National Strategies' Senior Regional Advisors for Behaviour and Attendance will be able to offer further advice on setting targets.

Additional information

The Government continues to regard regular school attendance as essential for pupils to reach their learning goals and help achieve wider outcomes. Deteriorating attendance can also be an outward sign of welfare-related needs. Schools and LAs need effective mechanisms for prevention, early intervention and ensuring that parents and those with parental responsibility (including LA officers) understand their role in preventing unnecessary absence. The Department does not intend that parents, schools and LAs should make children attend when it is inappropriate (e.g. illness and bereavement) but it does want them to ensure unnecessary absence is avoided, such as for trivial ailments. Target setting alone does not reduce absence but it helps schools and LAs focus on this important issue and forms a key part of effective practice to improve attendance.

During the last academic year (2008/09), the Department's strategy on attendance included termly absence data collection from all maintained primary and secondary schools; and half termly data collection from priority schools with both significant numbers and proportions of 'persistent absentees' which enables us to tailor our advice and support to LAs.

School Attendance Targets

Regulations governing the setting of school attendance targets came into force on 1 September 2007¹². Under regulation 4 the governing body of every

¹² The Education (School Attendance Targets) (England) Regulations 2007

maintained school is required to set by 31 December of each year, a target for overall absence for the following academic year.

Maintained schools with absence above the median for their 2007/08 level are expected to set targets under regulation 4 that will reduce their overall absence to the median. Where it would be unrealistic to expect a school to reach their median in one year, it should agree a series of annual targets that will ensure it reaches the median. Those schools with absence below the median are expected to set targets which will sustain or improve these levels: particularly if a school is marginally below the median or its trend shows that absence is generally increasing. However, it should be recognised that few schools can achieve and sustain 100% attendance.

In addition to the requirement to set targets under regulation 4, the Secretary of State may require a governing body to set targets to reduce levels of absence for pupils in a particular group (regulation 6); levels of absence for a particular reason (regulation 7); or levels of persistent absence (regulation 9). The Department will write to any school affected by this requirement. Before requiring additional targets to be set, the Secretary of State must be satisfied that the particular level of absence is higher than the national average and that it is appropriate for an additional target to be set.

The annual target is the total number of absences expected in the school absence reporting year, expressed as a percentage of the total possible attendances by pupils at the school. The total number of absences must include all sessions with reason codes that have the statistical meaning of absent. All targets will be submitted to the LA which then notifies the Secretary of State that the targets have been set and supply the targets if requested.

The Regulations require schools to set annual targets and there is an expectation that schools and LAs will monitor the achievement of the targets. Whilst not required by the Regulations, an effective, internal management tool for senior managers is to establish a trajectory. For example, schools may wish to set half-termly and termly internal delivery goals that plan and allow for seasonal fluctuations and ensure the annual target is achieved. It may also be useful for schools to set a provisional trajectory for overall absence targets in future years to demonstrate the direction of travel. They can use these provisional targets when discussing their 2011 statutory targets and wider attendance policies.

Schools may wish to pre-empt any potential intervention by the Secretary of State to direct them to set additional targets to reduce absence as described in paragraph 88. Monitoring and addressing poor and deteriorating attendance amongst individual pupils, year groups, children in care and other groups of pupils helps to ensure these children succeed. It also helps schools and LAs avoid reaching levels of persistent absence that are considered a cause for concern and could trigger priority persistent absence status. Setting internal delivery goals can be an effective part of this process.

Summary of LA and school targets 2011

Description of Target	LA target	School Target
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 I87)	Yes	No – for overall absence only
Children in care – to increase proportion achieving level 4+ in English at Key Stage 2 (N I99)	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).

Progression Targets – conversion levels

For the purpose of the progression targets the following conversion tables show how pupils will be judged to have made expected progress:

Measuring progression from KS 1-2

KS1 level	Required KS2 level to meet progress
Level 3	Level 5
Level 2A	Level 4+
Level 1	Level 3+
W	Level 2+
A,D	-

Measuring progression from KS 2-4

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

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