

GUIDANCE FOR LOCAL AUTHORITIES ON SETTING EDUCATION PERFORMANCE TARGETS

Part 1

LA Statutory Targets for Key stages 2, 4, Early Years'
Outcomes, Children in Care, Black and Minority Ethnic Groups
and pupils eligible for FSM, Attendance

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Part 1: Guidance for LAs on setting education performance targets

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Introduction

1. The **Children's Plan**¹ launched in December 2007 included an ambitious set of goals for 2020, with a particular focus on improving educational achievement. Over the next decade the Government's vision is to deliver universal high quality early childhood services to provide young children with the solid foundations for later life. World class schools providing excellent, personalised teaching will help all children and young people – including the disadvantaged and the most vulnerable – to progress in their education. At every stage, children and young people will have their individual needs addressed in the round by the complete range of children's services.
2. Building on the substantial progress made by early years' settings, schools and local authorities (LAs) over the last decade the Government wants to see faster rises in standards and greater progress in closing the gaps in achievement for disadvantaged and vulnerable children. Children from deprived backgrounds are three times less likely to achieve good outcomes at age 16 and are less likely to achieve Level 2 or 3 qualifications by the age of 19 than their peers. Children in care face particular barriers to their education and there are significant variations in the results achieved by children with special educational needs across the country.
3. The statutory education performance targets set each year by schools and LAs are a key driver in making progress towards the specific 2020 goals set out in the *Children's Plan*. The targets underpin a dual commitment to raise overall educational achievement of all children and young people (Public Service Agreement 10); and to break the link between disadvantage and attainment by narrowing the gap in educational achievement between children from lower income and disadvantaged backgrounds and their peers (Public Service Agreement 11).

Local Area Agreements and the National Indicator Set

4. Local Area Agreements (LAAs) are at the heart of the local performance framework. They aim to 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 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. LAAs will be reviewed and refreshed from November, 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.
5. Education priorities are an important part of the overall vision for the local area. We have announced an aspiration that 85% of young people will achieve level 2 at age 19 by 2013 and, for the first time, set a threshold target of 54% for the achievement of level 3 by age 19 by 2011. LAs have the lead role in providing strategic leadership for 14-19 provision as a whole and shared responsibility with the Learning and Skills Council for delivery of the level 2 and level 3 at age 19 Public Service Agreement (PSA). There is also a Not in Education, Employment or Training (NEET) PSA target to reduce the proportion of young people NEET by 2 percentage points by 2010 (from a baseline of 10 per cent at the end of 2004). The fundamental aim of the 14-19 reforms is to achieve a dramatic increase in the levels of participation and attainment for young people. To be successful, it is important to have the support of a wide range of partners.

1 More information on the *Children's Plan* can be found at <http://www.dcsf.gov.uk/publications/childrensplan/>

6. Schools and early years' settings are key partners in helping LAs to respond to the range of 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 and increasing skills for productivity, growth and employment.

7. As part of this process the Standards Meetings conducted by the National Strategies' Regional teams followed by the Government Office led meetings with LAs in the autumn term to refresh the LAAs, are crucial to the review of progress in setting targets.

LA and school statutory targets for 2010

8. This guidance is designed to support LAs and schools in setting challenging education performance targets for 2010 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 from Early Years Foundation Stage to Key Stage 5 and for improving attendance. Part 2 is designed to be used by LAs to brief School Improvement Partners, National Challenge Advisers, Governing Bodies and Head teachers.

9. For 2010 LAs should set the statutory targets set out in the table at *AnnexA*. Where LA targets translate down to school level this is indicated in the school target column.

Important Change to 2010 statutory targets following the announcement that Key Stage 3 national testing will not continue after 2008

10. Following the Secretary of State's announcement on 14 October that there will be no national curriculum tests at Key Stage 3 for 2009 onwards the requirements for LAs and schools to set statutory targets relating to outcomes and progression at Key Stage 3 have been changed. Secondary schools (including middle deemed secondaries) and LAs will not have to set the following targets for 2010:

Proportion of pupils achieving level 5+ in both English and maths (National Indicator 74)

Proportion of pupils achieving level 5+ in science (National Indicator 83)

Proportion of pupils making 2 levels progress in English Key Stage 2-3 (National Indicator 95)

Proportion of pupils making 2 levels progress in maths Key Stage 2-3 (National Indicator 96)

Proportion of pupils making 2 levels progress in English Key Stage 3-4 (National Indicator 97)

Proportion of pupils making 2 levels progress in maths Key Stage 3-4 (National Indicator 98)

11. The necessary amendments to the Education Performance Targets Regulations for both LAs and schools will be made as soon as possible.

12. For 2011 target setting the Secretary of State intends to introduce 2 new statutory targets for secondary schools and LAs based on improving progress from Key Stage 2-4. These targets will be set for the first time during the autumn term 2009. Further details will be included with the guidance to be issued to LAs in August 2009. In the meantime schools and LAs are encouraged to begin looking at their data on progression from Key Stage 2-4 and to review their systems for tracking and monitoring progress for pupils from year 7 through to year 11 to ensure that they have the right support and interventions in place to set and achieve ambitious targets for maximising pupil progress from Key Stage 2-4.

13. There are also important changes to targets for black and minority ethnic groups and for pupils who are eligible for free school meals. Details of the new statutory requirements have been set out in paragraphs 80 to 87 of this guidance document.

14. Further information on target setting is also available on the Department's website at: <http://www.standards.dcsf.gov.uk/ts/>

The Local Authority's role in school target setting

15. Schools have responsibility for setting their own targets. The LA's role is to support and challenge their schools to set targets that are stretching but achievable and that bring together high aspirations for the progress all of their pupils can make, supported by teaching strategies and interventions to help them get there. The Government's aim is that all children should be supported to progress and no child should be left behind. Over the last few years personalised learning has become increasingly widespread in both early years settings and schools. 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 a detailed analysis of pupil targets which aim to maximise the progress of all children will support the development of greater personalisation of teaching and learning.

16. LAs should review the data involving other partners as appropriate and challenge their schools where targets indicate low expectations for progress or outcomes. LAs 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 targeted support they can provide to schools where teaching and learning needs to improve or to help them in addressing children's wider and specific needs. In setting their own statutory targets, LAs will want to consider them alongside their LAA targets to ensure that they fully explore the support available from local partners to help deliver better outcomes for pupils.

17. All schools now have a School Improvement Partner (SIP) who acts for the LA and is the main channel for communication with the school about school improvement. The SIP will discuss and agree the statutory attainment targets with the school providing challenge where the targets are not appropriately ambitious and helping schools match targets with the interventions and strategies that individual pupils need to achieve.

18. Discussions between SIPs and schools should also cover targets for children in care (where appropriate) and for improving school attendance. While schools do not have to set statutory targets for Early Years Foundation Stage (EYFS) outcomes, LAs will need to consider how schools contribute to delivery of their EYFS targets. SIPs should discuss Early Years Foundation Stage results and implementation of EYFS where appropriate, to ensure that primary schools are reviewing their data and aiming to improve outcomes for young children. SIPs should also review post 16 performance where appropriate.

19. Evidence shows that children in care, some black and minority ethnic groups and pupils eligible for free school meals (FSM) do less well and at each stage fall further behind. The DCSF delivery strategy is focused on meeting the needs of these groups and the introduction last year of the expectation that increasing numbers of pupils should make 2 National Curriculum whole levels of progress between each key stage is aimed at supporting that. Some LAs have already chosen, from the National Indicator Set, to target the achievement gap between pupils eligible for FSM and their peers. As pupils eligible for FSM are disproportionately represented in the groups of pupils who fail to make the expected progress, the move to setting both threshold and progression targets is designed to achieve a significant step forward in narrowing the achievement gap between pupils eligible for FSM and their peers. As part of setting their own statutory targets, LAs will want to ensure that progress for FSM pupils is accelerated at all key stages.

20. In setting targets schools should receive appropriate guidance and support to tackle gaps in attainment, particularly for black and minority ethnic pupils, children in care and those pupils in the lowest 20% attainment band. Where a school is involved in

an initiative, aimed at raising achievement of a specific black or minority ethnic group and supported by the National Strategies, the LA may wish to review the targets set for these pupil groups. Similarly there may be local strategies for addressing the needs of specific black and minority ethnic groups which could impact on schools' targets.

21. Schools will have access to a wide range of data to support the target setting discussions with their SIP. This includes data from RAISEonline, National Strategies, LSC, Fischer Family Trust, the LA and most importantly the school's own pupil tracking data. SIPs have a critical role in guiding schools to understand what the data may reveal and to help them compare their own data against national and similar schools' performance to ensure that they are setting the highest possible expectations for pupil outcomes. To help SIPs in their discussions with schools, the indicative school target report in RAISEonline shows the predicted outcomes in English and mathematics across a range of levels of challenge based on the performance of schools nationally with the same prior attainment. An example of the report is provided in Part 2 of the guidance.

School target setting process

22. The targets that primary and secondary schools are required to set for 2010 are explained in paragraphs 27-36 below. Primary schools should set targets to improve the proportion of pupils making 2 levels of progress in English and in mathematics and a single target for pupils reaching expected levels in both English and mathematics at the end of year 6. Secondary schools should set a target for pupils achieving 5 A*-C grades including English and mathematics.

23. Secondary schools will not now have to set targets for 2010 that relate to outcomes at the end of Key Stage 3 or for the proportion of pupils making 2 levels progress in English and in mathematics across Key Stages 2-3 and Key Stages 3-4. But they should continue to discuss with their SIPs how they can improve pupil progress from year 7 to year 11 and will want to begin reviewing their data for progression from Key Stage 2-4, pending the introduction of targets based around this performance measure for 2011. This should include looking at 2008 outcomes for year 9 pupils to identify any who did not make sufficient progress across the Key Stage and who therefore may be at risk of not achieving 5 A*-C grades including English and mathematics in 2010.

24. This dual focus on pupils reaching the target levels expected for their age in both core subjects of English and mathematics and at the same time improving the rates of progress made by young children and pupils from 5 – 19, is aimed at tackling the variance and uneven performance (at all stages, and within as well as between schools and settings) that are a feature of the current system, and at impacting decisively on narrowing gaps in achievement – in particular for the most challenged and vulnerable groups.

25. We have been asked to clarify how schools should set the target for improving the proportion of pupils reaching expected levels in both English and mathematics at the end of Key Stage 2. This should not be arrived at by setting separate targets for outcomes in English and mathematics and taking an average of the two figures. The Government wants to see an increasing number of children and young people achieve the basic skills in literacy and numeracy that they need to progress well and provide a secure foundation for further learning, underpinning the ambitions for young people to age 18 and beyond. This target should therefore be based on the number of pupils expected to reach the expected level in both subjects. We recommend that the

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progression targets are set first and then the combined subject target can be derived from the level that individual pupils are expected to achieve in both subjects. An example of how the targets work together is set out below:

| Key Stage 2 | 2 levels progress in English | 2 levels progress in maths | Level 4 in English | Level 4 in maths |
|----------------|------------------------------|----------------------------|---|------------------|
| 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 |
| Targets | 80% | 60% | 60% achieving level 4 in both English and maths (ie 3 out of 5 pupils) | |

26. A table setting out the conversion of levels for the purpose of measuring 2 levels of progress from Key Stage 1-2 is at **Annex B**. We made this available last year after the guidance was published and we understand schools found it helpful.

27. The timeline attached to this guidance shows the dates for publication of 2008 provisional results. The late notification of 2008 Key Stage 3 results to schools and the possibility that an increased number of reviews may be requested need not introduce any delays to the timetable for setting 2010 targets for outcomes at Key Stage 4. Schools will have their own assessment of Key Stage 3 levels based on what teachers know of the progress made by individual pupils since entering secondary school which can form the basis for the target setting discussion with the SIP. They will also have pupils' Key Stage 2 outcomes. Once reviews are completed and results sent back to schools, if this suggests any changes to individual pupil targets are appropriate, there will be time to take account of these in the overall school targets before they are finally reported to the LA by 31 December 2008. We will provide further advice on when 2008 Key Stage 2 and 3 data will become available in RAISEonline, taking into account the timetable for reviews. Schools indicative target reports will be available to schools 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.

28. The National Strategies have scheduled a discussion with each LA during September and early October which will enable the Director of Children's Services and the LA school improvement team jointly to review provisional 2008 results, progress towards 2009 targets and agree priorities for support from the National Strategies for the new school year. This early discussion will help LAs to focus on what each of their schools needs to achieve taking account of the context and the prior attainment of pupils.

29. LAs should also be considering the support required for schools below the floor targets (and reviewing their plans for National Challenge schools in the light of 2008 GCSE results) and the process they intend to put in place to moderate school targets and identify and challenge any targets which do not match the LA's expectations.

30. Following the early analysis and discussion of 2008 provisional results and previous trends in progression LAs will be able to use the data within the framework of their school improvement policies to inform the work of SIPs in their engagement with

schools. LAs should ensure that SIPs receive appropriate briefing for their discussions with schools, including any general or specific issues emerging from the 2008 results, and that they have access to all the relevant and available data. In agreeing targets with schools, SIPs should be clear about the support available locally to help in achieving the targets. Such support might involve other partners or agencies such as the Children's Trust, LSC and Local Strategic Partnership.

31. The data available to schools from pupil tracking and RAISEonline has strengthened the target setting process and supported SIPs in their challenge to schools where targets show low expectations for progress or outcomes. As a result we have seen a step-change in ambition at school-level which has put us well on course to meet the ambitious national targets set for 2011. The challenge for 2010 target setting will be to maintain this momentum and in the small number of schools where targets appear less aspirational, to support them to feel more confident in setting themselves equally stretching goals. Schools may be interested in the National Strategies e-learning material on target setting at http://www.nationalstrategiescpd.org.uk/public_content/esp/target_setting/target_settin_g/esp_target_001.html

Key Stage 2 targets

32. Primary schools should set and report 3 targets for attainment at the end of Key Stage 2 in the 2010 National Curriculum tests:

- a. The proportion of 11 year olds achieving level 4+ in both English and mathematics
- b. The proportion making 2 National Curriculum levels of progress in English from the level attained at the end of Key Stage 1 (taking the average of reading and writing at the end of Key Stage 1)
- c. The proportion making 2 National Curriculum levels progress in mathematics from the level attained at the end of Key Stage 1

33. The following national expectations should be used to inform the conversations with primary schools to agree school level threshold and progression targets. Although there is a need to accelerate progress in mathematics to ensure that more pupils are making 2 levels of progress and achieving level 4 and above, SIPs will also want to ensure that schools are setting targets for English that represent the best possible progress for all pupils:

Key Stage 2

- x *all children achieving level 2 and 45% of those with level 1 at the end of Key Stage 1 should be capable of progressing to level 4 and above*
- *wherever possible children should make at least 2 national curriculum levels progress from Key Stage 1 in both English and mathematics*
- *no pupils should fail to make at least one level of progress from Key Stage 1*
- *pupils with special educational needs and assessed as being unlikely to reach Level 4 should have targets which help them to progress as far as possible and by 2 levels if appropriate*
- *schools should set targets which involve a significant element of challenge beyond the current school progression rates in the RAISEonline indicative targets report*
- x *unless the 2010 cohort is significantly different in terms of prior attainment or numbers of children with SEN, or the number of pupils in the cohort is below 20, schools should*

not set targets below their 2008 performance

- *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

34. Secondary schools should set and report a single target for attainment at the end of Key Stage 4 in 2010:

- a. The proportion achieving 5 A*-C grades at GCSE and equivalent including GCSE English and mathematics

35. Progression rates in English and mathematics from Key Stage 3 to Key Stage 4 are low. Only 11% of pupils who achieved an average of level 5 in both English and mathematics in 2005 went on to achieve 5 A*-C grades including English and mathematics last summer compared with 65% of pupils achieving an average of level 6 in both subjects.

36. In setting targets for outcomes at the end of Key Stage 4 LAs and schools should not base these on prior attainment at Key Stage 3 alone, especially where progression rates from Key Stage 2-3 are poor. Most pupils who were at national expectations at the end of Key Stage 2 (ie level 4 and above) should be capable of reaching at least 5 A*-C grades including English and mathematics at the end of Key Stage 4 (56% of pupils achieving level 4 and over 80% of pupils achieving level 5 in either English or mathematics at Key Stage 2 achieved 5 A*-C grades including English and mathematics in 2007) but may need additional support to do so if they have not made 2 levels of progress (ie to level 6 or above) by the end of Key Stage 3.

37. The key national expectations which should inform discussions with secondary schools around their Key Stage 4 school level threshold target should be:

Key Stage 4

x all pupils averaging level 6 or above in English and mathematics, and 30% of those averaging level 5 at the end of Key Stage 3 should be capable of achieving 5 A-C grades at GCSE and equivalent including English and mathematics*

- *all pupils achieving level 6 and above in both English and mathematics at the end of Key Stage 3 should make the equivalent of 2 levels progress in both subjects*
- *an increasing majority of those achieving level 5 and above in both English and mathematics at the end of Key Stage 3 should make the equivalent of 2 levels progress in both subjects*
- *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 2010 cohort is significantly different in terms of prior attainment or numbers of children with SEN, schools should not set a target below their 2008 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*

Setting and delivering ambitious school targets

38. A number of developments will help schools in setting and delivering ambitious targets for improved outcomes in 2010.

Primary level

- x the implementation of the renewed Primary Framework for Literacy and Numeracy has made a significant difference to the quality of teaching and learning through improved planning for progression and is expected to show an impact on outcomes in 2009
- x 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
- x Assessing Pupil Progress materials will help to improve the quality of teachers' assessment of pupils' work and contribute to improved progression and the identification of the pupils at risk of not making the expected progress as well as helping them to plan appropriate interventions.

Secondary level

- x the implementation of the new Secondary Frameworks for the core subjects, which support planning for progression at Key Stages 3 and 4, linked to the effective use of Assessing Pupils' Progress materials (APP)
- x the focus on raising attainment and improving progression in National Challenge schools
- x improving teachers' understanding and expertise in tracking pupils' progress in all core subjects through the use of APP will enable teachers to identify pupils at risk of not making the expected progress to achieve threshold and progression targets and plan appropriate interventions
- x the Learner Achievement Tracker (LAT) and the LSC's school sixth form support and challenge role

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

Making Good Progress Pilot

40. Schools in 10 LAs² have been taking part in the *Making Good Progress* pilot from September 2007. The pilot includes a focus on assessment for learning and pupil tracking; the introduction of new single level tests, one-to-one tuition, and financial premiums to reward success in improving the performance of pupils entering the key stage below national expectations; and, trialling the progression targets. Pilot schools were asked to set targets for 2009 which reflect the additional support which participation in the pilot brings.

41. LAs will need to make SIPs aware where primary schools are part of the pilot so that discussions about the progression targets for 2010 can take account of expectations for progress in 2008. Because of the extra support that primary schools

² Local Authorities participating in the Making Good Progress pilot are: Bexley, Calderdale, East Sussex, Essex, Gloucestershire, Leicestershire, Liverpool, Solihull, South Tyneside and Westminster.

in the pilot have received, and the extent to which these schools have embedded a focus on progression within their school improvement strategies, we will expect to see a greater degree of challenge in their 2010 targets than for other schools. SIPs should be aware that, because pilot schools will be trialling new tests, we would not generally expect them to use optional tests to assess progress. Further guidance will be available to LAs and SIPs in the autumn.

Schools setting targets below most recent performance

42. The greater focus on pupil progression and the introduction of SIPs has led to improved expectations for pupil outcomes at the end of Key Stage 2 as evidenced from the targets set by primary schools for 2009. Ministers have welcomed this step forward. However, a small proportion of primary schools (around 5% nationally) have continued 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 2009 school targets data with LAs and will be continuing to provide challenge and support where the target setting process with schools is judged to require improvement.

43. 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.

44. Targets do not always have to build in 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.

45. A key part of the target setting process is for LAs to review and moderate the targets set by their schools to ensure that there is consistency in using the data and a shared understanding of the levels of ambition expected. The DCS with their School Improvement teams should ensure that sufficient time is built into the process to allow for moderation of the level of challenge to check that all their schools are setting sufficiently stretching targets. Where the data indicates that this is justified, 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.

46. School targets must be submitted to the LA by 31 December 2008 at the latest. We suggest therefore that LAs ask their SIPs to report back on the outcome of their target setting discussions by a particular date (around the end of November/beginning of December). Where more than 5% of the LA's schools are proposing to set 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 achieving below the floor targets

47. 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 in this category will form part of the National Strategies' support and

challenge to LAs.

48. The national, LA and school targets for Key Stage 2 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 Key Stage 2 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 Key Stage 2 floor target at **55%** of pupils achieving level 4+ in both English and mathematics.

49. Schools that are currently achieving below the Key Stage 2 floor level should be setting a target to achieve above this level in 2010 and should be receiving support from the 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 their results enough to move above the floor target in 2010, 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.

50. Whilst the spotlight inevitably falls on the lowest attaining schools, LAs will also want to ensure that schools where attainment is above average but progression rates are poor are also challenged to set targets that aim to move them above the median for schools in similar circumstances and where possible into the top quartile.

Targets for National Challenge and City Challenge schools

51. The Government launched the National Challenge in June, which set out its plans for ensuring that in all secondary schools at least 30% of pupils achieve 5 A*-C grades including English and mathematics by 2011. Every school below that floor target outside of City Challenge areas (the Black Country, Greater Manchester and London) will have a National Challenge adviser appointed during the autumn who will discuss and agree the school's targets for 2010. Each school below the floor target in City Challenge areas will have a City Challenge Adviser.

52. 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% for 2009. The expectation is that all schools currently below the floor target will set ambitious targets for 2010 that will aim for performance above 30% as quickly as possible. Many schools will be able to get above this threshold in 2009 or 2010. If this is not realistic because of the distance the school has to travel, the target should be on a trajectory to move the school above 30% in 2011.

53. SIPs and LAs should not normally agree a target below 30% for any school that achieves above the GCSE floor target in 2008. Schools that are at risk of falling below the GCSE floor target should already have been identified by LAs in their plans for the National Challenge and an action plan drawn up to enable them to be supported to sustain current performance and then improve on it.

Early Years (EYFSP) Targets

54. All LAs have set statutory Early Years targets for 2009, measured by the Early

Years Foundation Stage Profile³ (EYFSP) results. This guidance notifies LAs of the process and timetable for setting their targets for 2010.

55. Targets will take the same format as last year to:

- x *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)*
- x *improve young children 's development by increasing the percentage who achieve a total of at least 78 points across all 13 scales of the Early Years Foundation Stage Profile with at least 6 points in each of the PSED and CLL scales*

56. Performance in the EYFSP is linked to later attainment⁴, and good scores in the PSED and CLL scales are particularly vital to children's 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 development.

57. LAs will need to consider how to raise standards and improve outcomes for all young children but the real challenge lies in how to improve the achievement of those most at risk of the poorest results, faster than the rest. In tackling inequalities, LAs will need to identify the barriers to achievement which lead to poor outcomes and decide how best to address them with targeted action, according to local circumstances.

Raising Standards in the Early Years

58. 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*⁵ last year setting out what LAs and their Primary Care Trust, Strategic Health Authority and Jobcentre Plus partners must do to fulfil this duty and help to deliver the statutory early years targets.

59. To support LAs, the Government is increasing its investment in the early years and childcare provision over the next three years. Between 2008 and 2011, over £5 billion revenue and capital funding will be made available through the Sure Start, Early Years and Childcare Grant (replacing the General Sure Start Grant) to enhance services in support improved standards and better outcomes. This funding is intended to, amongst other things:

- x complete the national roll out of Sure Start Children's Centres, including enabling them to increase the resources they devote to outreach work with the most disadvantaged families
- x improve access to and take-up of early learning and care by extending the free entitlement to early learning and care for three and four year olds to 15 hours, with more flexibility for parents or carers. The early years element of Dedicated Schools Grant provides substantial annual funding⁶ to local authorities to

³The Early Years Foundation Stage was established by the 2006 Childcare Act, and replaces the Foundation Stage. Targets for 2010 must be set in relation to the Early Years Foundation Stage Profile.

⁴ Which can be found at: <http://deposits.parliament.uk>. Using reference number DEP2008-1634.

⁵ Which can be found at: www.surestart.gov.uk/improvingquality/guidance/raisingstandards

⁶ In 2008-09 £3.6 billion has made available in the early years element of the Dedicated Schools Grant for the free early education entitlement for 3 and 4 year olds.

- support the free early education entitlement for 3 and 4 year olds
- x extend the free entitlement to 20,000 two year olds from disadvantaged families
- x continue the roll out of Extended Schools, in addition to that available to LAs through the Area Based Grant⁷.

60. This investment also supports improvements in the 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. Embedding this culture should be based on a robust annual cycle of monitoring, planning, support and challenge from LA Early Years' Consultants as well as SIPs and other similar improvement partners. In order to raise quality LAs will also need to consider how to effectively:

- x support providers to implement the Early Years Foundation Stage and, through a more personalised approach to learning and development, help deliver improved outcomes for all children and help close the achievement gap between disadvantaged children and others
- x make 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)
- x 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.

Setting Ambitious Early Years targets

61. We need to demonstrate that this investment is making a difference to children's lives; especially those who are from the most disadvantaged backgrounds. The early years' statutory targets are a sound basis for this. We therefore expect all LAs to set realistic but ambitious targets which reflect the level of investment and support they are receiving.

62. The process for setting 2009 targets worked well, and we will assess the ambition of LA targets in a similar way in seeking to agree 2010 targets.

63. In setting ambitious targets, both to improve outcomes for all children and to narrow the gap, LAs will need to 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 targets that are set should be informed by (and should in turn inform) LAs' strategy and plans to improve outcomes for all children.

64. All LAs will need to set ambitious targets building on what has been agreed for 2009; within this we will expect some to set targets to improve faster than others including those:

⁷ An additional £97 million has been made available through the Area Based Grant in 2008-09 for extended schools.

- x with lower results compared to LAs with similar contexts – their statistical neighbours, and/or to the national average
- x with a poor record of improving children’s outcomes compared to other LAs or higher phases such as Key Stage 1 or 2 within the LA
- x delivering targeted programmes to improve outcomes for young children (for example, involvement in the Making a Big Difference programme or in the first wave of the Every Child A Talk programme)
- x 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.

65. The National Strategies’ Early Years Regional Advisers will give advice on the level of ambition of targets and the actions which the LA should take to achieve their targets. Working with Government Offices, they will help to ensure appropriate levels of support are available to LAs for setting and achieving early years’ targets. This will include the co-ordination of meetings where the overall strategic plans for raising standards will be discussed. The Department, with the National Strategies, will challenge 2010 targets that do not meet these expectations and do not show a sufficient minimum level of improvement from 2008 results.

66. Meeting these targets will require strong partnership working between LAs and their key partners. In setting early years’ targets LAs will need to involve these partners and Local Strategic Partnerships should regularly review progress towards the targets as part of the partnership’s arrangements for managing the performance of the LAA. In 2009 the Comprehensive Area Assessment will provide an assessment of the LA and what it delivers in partnership with others, risk and future prospects across the range of local services.

In formation to consider

67. In preparation for the autumn target setting process, LAs will need to analyse their Foundation Stage Profile results for 2008 as well as considering the 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.

68. LAs will be monitoring the local take-up of free nursery education. 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.

69. High quality early learning and care in early years in schools and settings has a lasting positive impact on the development of young children. 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 action planning to meet their Early Years targets.

Targets for Children in Care⁸

70. The White Paper *Care Matters: Time for Change* (published June 2007 www.dcsf.gov.uk/publications/timeforchange) sets out action to improve the education of children in care. Schools and LAs should have high ambitions for the attainment of children in care and put in place the necessary support to raise their attainment, improve attendance and reduce the need for exclusions. LA targets form an important aspect of efforts to raise the attainment of children in care.

71. For 2010 LAs should set the following targets for improved attainment of children in care:

- a. The proportion achieving level 4 and above in English at Key Stage 2
- b. The proportion achieving level 4 and above in mathematics at Key Stage 2
- c. The proportion achieving 5 A*-C GCSEs (or equivalent), including English and mathematics at Key Stage 4

72. These targets are important indicators when considering the statutory duty on LAs to promote the educational achievement of children in care under section 52 of the Children Act 2004 and the need significantly to improve outcomes for this particularly vulnerable group of young people.

73. On average, LA targets for children in care for 2009 aggregate as follows:

- x for achievement of level 4+ English at Key Stage 2 - 50% (compared to 48% in 2008)
- x for achievement of Level 4+ in mathematics at Key Stage 2 – 52% (compared to 48% in 2008)
- x for achievement of 5 A*-C GCSE (including English and mathematics) at Key Stage 4 - 20% (compared to 13% in 2008)

74. We are encouraged by the continuing improvement in the number of LAs setting more stretching targets for children in care. However, greater ambition is needed as many LAs are still setting targets well below national expectations.

75. The 2010 targets will be based on children who will be in care (either subject to a care order, or who are accommodated by the LA) on 30 September 2009 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).

76. Targets for children in care must be set in discussion with the relevant education leads within the LA and working with the 'virtual school head' where one is in post. In reviewing 2010 targets for children in care we will want to challenge the level of aspiration where we have concerns. In deciding where it may be appropriate to challenge the degree of an LA's aspiration we shall take account of the following factors:

x *Are there fewer than 10 children in the relevant cohort?* We recognise that

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.

where the cohort size is less than 10 the figures may be subject to significant year on year variation which may not be an accurate reflection of the LA's effectiveness in this area. We shall therefore decide whether or not to challenge targets where this is a factor.

- x *Is the target setting trajectory improving?* We shall use previous years data to see whether 2010 target levels are on trajectory towards the 2011 national target and query where this is not the case.
- x *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, for example, whether there are a high number of children in care with a particular type of special need.
- x *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.

77. 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.

78. 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.

79. 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 will be one way to collect progression 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 data is already collected by looked after children education services (LACES) teams (or their equivalent) and will certainly be part of the role of the Virtual School Heads (VSH) taking part in the VSH pilot project.

Important changes to targets for black and minority ethnic groups and for pupils eligible for free school meals (FSM)

80. 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. The Act requires LAs and schools to have a written race equality policy and to monitor the impact of their policies on black and minority ethnic groups, including, in particular, the impact on attainment.

81. Following a public consultation from August to October 2008, we have made some important changes to target setting arrangements for black and minority ethnic

groups and, for the first time, we have introduced a requirement to set targets for the performance of pupils who are eligible for free school meals. Subject to Parliamentary processes, the new target indicators will come into force on 31 December 2008 for the tests and examinations taking place in summer 2010. Targets for these tests and examinations need to be set by **31 January 2009**.

82. As a result of the changes, LAs no longer need to set performance targets for all 17 ethnic groups in the major census categories, regardless of their national or local level of performance. Instead, LAs must set targets for just seven groups of ethnic minority pupils where underperformance remains a problem and, for the first, time, **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

83. For pupils who are Black Caribbean, White/Black Caribbean, Black African and White/Black African, Black Other, Pakistani, White Other, or eligible for free school meals, **LAs must set targets where there are 30 or more such pupils in the cohort, LA-wide**. For Gypsy, Roma and Traveller pupils of Irish heritage, **LAs must set targets where there are 3 or more such pupils in the cohort, LA-wide**.

84. LAs must also set targets for major census category BME groups which underachieve locally by 10 or more percentage points relative to the whole of the local 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 Local Area Agreement Framework, using three-year targets.

85. With statutory end of Key Stage 3 testing coming to an end (see paragraphs 10-13 above), we have also reduced the number of national indicators against which the progress of BME and FSM eligible pupils must be measured. From January 2009, LAs should set targets for the eight groups of pupils listed above against four national indicators (down from ten in previous years). The four national indicators are:

- a) At KS2: to increase the proportion of pupils achieving Level 4+ in both English and maths
- b) At KS4: to increase the proportion of pupils achieving 5 A*-C grades at GCSE or equivalent - including both English and mathematics
- c) Between KS1 -2: to improve the proportion of pupils progressing by 2 national curriculum levels in English
- d) Between KS1 -2: to improve the proportion of pupils progressing by 2 national curriculum levels in mathematics

86. 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

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

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

2008 Key Stage 4 pupil characteristics results are published on 11 December 2008. Please note that, for the first year of the new arrangements, 2008 Key Stage 2 data is not yet available. For Key Stage 2 pupils, LAs should use 2007 data as the benchmark when looking at targets. 2007 data for Key Stage 2 pupils will also be made available through LA e-rooms as soon as possible after 11 December.

87. The aim of these new requirements is to focus energy and resources on the weakest performers and those in need of the greatest amount of support. In order to support LAs to deliver the new arrangements, this information, along with some question and answer material, is now available on the Department's target-setting website at www.standards.dcsf.gov.uk/ts.

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

83. There are currently no statutory LA targets for improving outcomes for pupils identified as having SEN/LDD. 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, with the exception of a small minority of pupils with significant learning difficulties or disabilities. Where such pupils are assessed as being unlikely to reach National Curriculum levels, schools should use P scales or other performance criteria to measure progress and set appropriate targets. LAs should ensure that school target setting procedures, in mainstream and special schools, are robust and that targets set are both personalised and ambitious. Age and prior attainment can be used effectively as a starting point for this.

84. Schools setting zero rated targets within the statutory framework should be reminded that it is good practice to set measurable targets for two years ahead using modified National Curriculum levels, the P scales or other performance criteria where appropriate. The role of the LA should be the same as it is with any other school; and there should be systems in place to track the targets and their impact on achievement. 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. Since there are currently limited national data sets, the SIP is central to this process.

85. The Department for Children, Schools and Families, together with the National Strategies, is currently working with a wide group of stakeholders to develop guidance on the progression of pupils with SEN in English, mathematics and science. The guidance will be available in spring 2009.

Attendance Targets

86. The Government continues to regard regular school attendance as essential for pupils to reach their learning goals within school and to help achieve outcomes beyond these. 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 for children (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 that unnecessary absence is avoided, such as for trivial ailments. Target setting alone does not reduce absence but it helps schools and LAs to focus on this important issue and forms a key part of effective practice to improve attendance.

87. To reinforce the continuing importance the Government attaches to improving levels of attendance in schools, LA statutory targets for 2010 will focus on reducing persistent absence: those pupils who were absent from their school for 20% or more of the school year. For the 2009/10 academic year LAs will be required to set a target to reduce the percentage of persistent absentees in their secondary schools.

88. The February 2008 Statistical First Release (SFR) based on the School Census at pupil level showed that in 2006/07 persistent absentees accounted for 30.7% of overall absence in secondary schools. The number of persistent absentees in secondary schools fell from 7.1% (217,390 pupils) in 2005/06 to 6.7% (203,180 pupils) in 2006/07. <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000775/index.shtml>

89. LAs are advised to refer to the February SFR (link above) to find details of their secondary schools' persistent absence rate to inform the process of setting their target for 2009/10. However, these published statistics are for the 2006/07 academic year and so will not provide LAs with an up to date baseline. The timing of the School Census data means that the 2007/08 data will not be published until February 2009 ie after the 31 January deadline for submitting their 2010 statutory targets. Where absence levels have changed noticeably between 2006/07 and the autumn and spring terms of 2007/08, LAs may wish to make use of the autumn 2007 and spring 2008 absence data collected from their schools through the school census to inform their target setting for reducing persistent absence. The National Strategies' Regional Advisors for Behaviour and Attendance will be able to offer further advice on setting targets. Advice on calculating the persistent absence target will be included with the SALTs workbook in the autumn.

90. During the last academic year (2007/08), the Department's strategy on attendance included absence data collection from all maintained primary and secondary schools each term; and half termly data collection from priority schools with both significant numbers and proportions of 'persistent absentees'. This enables us to tailor our advice and support to LAs through the National Strategies.

School Attendance Targets

91. Regulations governing the setting of school attendance targets came into force on 1 September 2007 – The Education (School Attendance Targets) (England) Regulations 2007. Under regulation 4 the governing body of every maintained primary and secondary school is required to set by 31 December of each year, a target for overall absence for the following academic year.

92. Maintained schools with absence above the median for their 2006/07 Free School Meal level are expected to set targets under regulation 4 that will reduce their overall absence to the median for their level. 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: the latter is particularly important 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.

93. 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.

94. The annual target shall be 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 and such a target will be set by all maintained primary and secondary schools. All targets will have to be submitted to the LA which then has to notify the Secretary of State that the targets have been set and supply the targets if requested to do so.

95. The Regulations require schools to set annual targets but, as stated above, 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 in absence and ensure the annual target is achieved. Whilst not a requirement 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 are aiming for. They can use these provisional targets when discussing their 2010 statutory targets and wider attendance policies with the LA, the National Strategies and Ofsted.

96. Schools may also 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 the 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.

Post-16 Targets

97. There are no statutory LA targets for improving outcomes post-16, however there are two national PSA targets to increase the numbers of young people achieving level 2 and level 3 qualifications by the age of 19. Some LAs may have chosen one of these targets as an indicator within their LAA. Local LSC teams can provide data on post-16 performance to LAs and, through their sixth form challenge and support role, discuss appropriate targets for school sixth forms with LAs and SIPs.

Standards meetings and review and challenge for LA targets

98. The Senior Regional Directors (SRDs) in the National Strategies play a key role for the Department in discussing and challenging LAs 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 meeting (or discussion) with the National Strategies in September or early October. This will provide an opportunity to review the performance of schools in 2008, including those targeted for particular support or programmes, and to look ahead to expectations for performance in 2009 and likely targets for 2010, including for early years, persistent absence and children in care. The Department will be providing an updated analysis (based on 2008 provisional data where available) – the Standards Meeting data pack - for LAs to review in advance of the Standards Meetings.

99. The agenda and discussion at Standards Meetings will be tailored according to the National Strategies' assessment of the LA's progress in raising attainment. The Standards Meetings will be able to refer to the data packs provided above and all the information provided in each LA's e-room to focus on progress and, more importantly what the LA school improvement team and the National Strategies regional team need to prioritise with the aim of driving further improvement in targets and outcomes. The Standards Meeting Note of Visit (NOV) will capture key issues and actions and be placed in the LA e-room with the aim of sharing this information prior to the meetings organised by the Government Office to refresh LAAs later in the autumn term. The NOV will also form the basis of contact from the SRD to review the progress of the LA through the year and in particular will inform the challenge of LA statutory targets and their interaction with LAA targets in March 2009.

100. SRDs may need to hold a further discussion in November/December 2008 about any school targets which do not match expectations and will also want to review LAs' proposed statutory targets prior to submission to the Department in January 2009 to ensure that appropriate stretch and challenge is built in. This early scrutiny will help to ensure that LA statutory targets can be formally agreed in time to meet the timetable for completing the review and refresh of LAAs in spring 2009.

101. In considering the appropriate target levels, the National Strategies will work closely with GOs and LAs to ensure the LAA targets and statutory targets complement each other so that they are a single suite of targets for the area 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.

102. As in previous years the Department will review all LA statutory targets (and the school targets) for 2010 with the SRDs (and with Government Offices for children in care targets) to identify any targets which do not represent sufficient improvement. 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 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 2010, LA targets will be scrutinised against those set for 2009 to ensure that the trajectory towards the 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.

103. The criteria to be used for determining whether to challenge LAs' 2010 statutory attainment and progression targets are:

- x the target shows no improvement from 2008 results
- x the target is below or equal to the sum of schools target
- x the target is below FFT model C estimates (which have been calculated in line with the trajectory required to meet the ambitious national targets) or below model D where model C has already been exceeded
- x 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 and provide at least an annual 2-3 percentage point improvement on the most recent baseline.

104. LAs setting targets for 2009 that are considerably above FFT model D estimates and which would require performance to improve significantly beyond recent trends will be expected to show, through the Standards Meeting discussions, that 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 on 2010 targets if these are equally high.

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

Timetable for the target setting process

106. Below is a detailed checklist of actions for LAs to consider. This covers 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 2008 results to evaluate impact of targeted support and finalise plans for 2008/09, 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 to young children being at risk of achieving low outcomes

September:

- x SIPs hold early discussions with schools to review 2008 results as part of the self-evaluation process
- x Review performance and progress towards 2009 LA targets and discuss trajectory for 2010 and beyond at National Strategies' standards meeting
- 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 FSP results, proposed targets and action, offering advice, support and challenge
- x Initiate joint action planning with key partners to tackle obstacles to early development and achievement, implications for the LAA and delivery of proposed EYFSP targets

October/November:

- x SIPs discuss targets with schools and provide challenge where targets do not build in sufficient improvement. Discussions with schools should cover:
 - o progress towards 2009 targets and projections for 2009 results based on prior attainment data and maximising progression/conversion for individual pupils in Y5, Yr 8 and Yr 10 classes
 - o estimates for school targets generated from RAISEonline, FFT data and teachers' own assessments
 - o targets for pupils with SEN who are unlikely to reach threshold levels
 - o targets for children in care (including those who are placed out-of-authority) using previous KS results to provide estimates for 2010

December

- x LAs gather children in care targets for 2010 from schools and challenge where expectations are too low
- x DCS reviews proposed school targets (including for attendance) and identifies targets which may require further challenge eg where they are below current results
- x DCS discusses proposed LA targets and school targets for 2010 with National Strategies

January onwards:

- x DCS agrees LA statutory targets for 2010*
- x LA Data contact reports targets to DCSF by 31 January 2009 or earlier where possible. DCSs must ensure the SaLTs workbook is correctly resubmitted to the DCSF if any LA target is revised following challenge from National Strategies during February/March*

LA and school targets 2010

| 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 maths * (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 Maths* (NI94) | Yes | Yes |
| Key Stage 4 – to increase proportion achieving 5 A*-C grades at GCSE and equiv incl GCSE English and Maths* (NI75) | 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 maths at Key Stage 2 (NI100) | Yes | No |
| Children in care – to increase proportion achieving 5 A*-C grades at GCSE and equiv incl GCSE English and maths (NI101) | Yes | No |

* For each of these targets LAs are currently required to provide a breakdown by minority ethnic group as specified in the Local Authority Performance Target Regulations. If this requirement changes as a result of the Department's review, further advice will be issued. (NI107 and NI108)

Progression Targets – conversion of levels

For the purposes of the progression targets the following conversion tables show how pupils will be judged to have made 2 levels progress:

| KS1 level | Required KS2 level to meet progress target |
|-------------------|--|
| Level 3 | Level 5 |
| Levels 2A, 2B, 2C | Level 4+ |
| Level 1 | Level 3+ |
| W | Level 2+ |
| A,D | - |
| KS3 level | Required KS4 level to meet progress target* |
| Level 8 | A* (in maths) A (A* in English) |
| Level 7 | B |
| 6 | C |
| 5 | D |
| 4 | E |
| 3 | F |
| 2 | G |
| Below level 2 | |

* Although secondary schools will not have to set Key Stage 3-4 progression targets for 2010, the above table may be helpful in measuring progress towards the 2009 targets.

| | | |
|---|--|--|
| Early Years' outcomes | John Myers Annie Nayaar Bev Grant | 020 7273 5858 020 7273 5596 020 7273 5176 |
| Key Stage 2 | Jane Carr | 020 7340 8131 |
| Key Stage 3 Key Stage 4 | Jane Carr Maureen Boston | 020 7340 8131 020 7340 7110 |
| National Challenge | Fred Sharrock | 020 7340 7266 |
| Level 2 at age 19 | Linda Rose | 020 7340 8023 |
| Children in care | Ian Payne | 020 7273 5185 |
| Black and minority ethnic Groups and pupils eligible for FSM | Geoff Brown | 020 7340 7219 |
| School Attendance | Karen Kennedy | 01325 396 2618 |
| Pupils with SEN | Jane Carr | 020 7340 8131 |
| RAISEonline | Paul Pinch | 020 79255456 |
| LAs | Clare Barham Alex Kirwan | 020 7340 7427 020 7340 7396 |