

GUIDANCE FOR LOCAL AUTHORITIES ON SETTING EDUCATION PERFORMANCE TARGETS

Part 2

Target Setting with Schools

Issued August 2008



department for
children, schools and families

Part 2: Guidance for LAs on setting education performance targets

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Why should schools set targets?

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

Targets show what schools want to achieve and provide a clear focus for improvements, particularly in teaching and learning. Schools which have set ambitious targets as a focus for their planning and improvement can demonstrate that their pupils make more progress and achieve significantly higher standards than would be expected from prior attainment. As a result of setting ambitious targets, those schools have helped more children to reach or exceed the expected level for their age. Ambition drives success.

Helping children and young people to aim high and achieve their ambitions is at the heart of the *Children's Plan*. The hallmarks of personalised teaching and learning are ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and vigorous assessment to check and maintain progress. This goes for all children, including the most able, those with special educational needs (SEN) who may not be able to reach threshold levels and groups that have in the past underachieved compared with their peers – children in care and those from some black and minority ethnic groups particularly those from Black, Pakistani and Gypsy, Roma and Traveller of Irish heritage pupils. Schools can use the target setting exercise as a focus for discussing with their School Improvement Partner (SIP) how other services and sources of professional support could be brought together to help set and achieve challenging targets for these groups of children.

Targets are not just about aiming high. Nor are they something that only year 6, year 9, year 11 and year 13 teachers need to bother with. Schools should be clear from the outset about their expectations for individual pupils at the end of the relevant key stage. For targets to succeed in driving school improvement and maximising pupil outcomes, they need to be set for children from Year 1 onwards and be linked to strategies and interventions that will help individual children to achieve. Schools should review the effectiveness of their target setting and pupil tracking systems as part of their self evaluation each year.

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

- check that pupils are progressing at the rate needed to meet age-related expectations.
- ensure that all pupils make the progress they are capable of, including those pupils who may not be able to achieve national expectations
- identify areas of teaching that may need improving

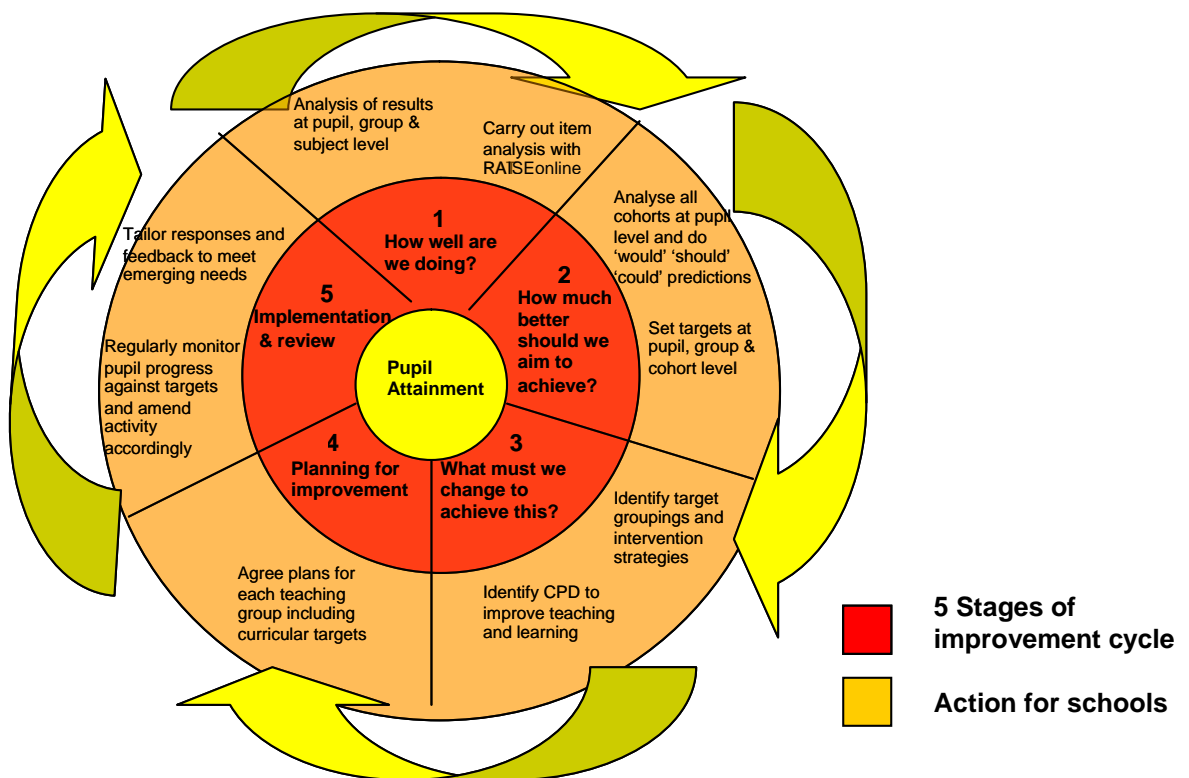
- identify pupils who may have fallen behind and who need extra help in addition to high quality day-to-day teaching to catch-up

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

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

Target setting in schools has contributed to the high standards now being achieved at primary and secondary level. LAs and schools should use this guidance to help them in looking at their own target setting and confirm whether they are aiming to do the best they can.

5 Stage Cycle of Improvement for Schools



Supporting schools to set challenging targets

1. Schools set their own targets both for individual pupils and to improve standards overall. They should set targets which they believe in and can genuinely work towards – this is the principle behind school-initiated target setting. School targets do not have to match a particular formula for improvement. Schools should discuss their ‘bottom-up’ targets with their SIP whose role is to challenge (using progression and comparative data) where expectations for individual pupils or groups of pupils are too low compared with other schools and ensure that appropriate support is provided to help the school achieve improved outcomes.
2. Pupil targets should take account of different starting points for different children and aim to improve the contribution the school makes to their learning. No pupil should fail to make progress from one key stage to the next. Evidence shows that children in care, some black and minority ethnic groups and pupils from deprived backgrounds do less well and at each stage fall further behind. Schools should be setting targets for underachieving pupils at all stages of education that are focused on helping them to make much faster progress to close the gap between them and their peers. All pupils identified as having SEN and who are assessed as being unlikely to reach threshold levels should have personalised and ambitious targets which seek the best possible progress and outcomes for what they can achieve.
3. Many young people from ***black and minority ethnic backgrounds*** achieve at the highest level but a significant number, particularly those from Black, Pakistani and Gypsy, Roma and Traveller of Irish heritage backgrounds, have unacceptably low levels of attainment. A key priority for the Department is to ensure that schools have the necessary guidance and support to reduce the gaps in attainment, particularly for black and minority ethnic pupils. Setting ambitious targets linked to a tailored plan of teaching and learning support is an illustration of how schools are complying with the Race Relations (Amendment) Act 2000, in particular the production, implementation and monitoring of a Race Equality policy which sets out what they are doing to ensure equality of educational and other opportunities for all pupils.
4. ***Children in care and care leavers*** have a right to expect the same outcomes we all want for every child. The White Paper *Care Matters: Time for Change* set out some of the ways in which schools should support the education of children in care. In schools, the designated teacher for children in care has a key role in ensuring that the learning needs of children in care are identified, that appropriate teaching and learning strategies are put in place and that challenging targets are set. Schools should be setting targets for children in care which will enable them to achieve the highest educational standards possible.
5. LAs should ensure, wherever a child in care is placed, that appropriate support (involving other agencies where necessary) is provided to the school to help this vulnerable group of young people achieve the targets set for them. All children in care will have a Personal Education Plan (PEP) as part of their statutory care plan. It forms a record of what needs to be done to enable them to fulfil their potential. It is through robust PEP planning processes that LAs will be able to monitor the targets set. The involvement of the designated

teacher in designing and delivering a child in care's personal education plan is central to their success.

Making Good Progress

6. In January 2007 the Department published a consultation document *Making Good Progress – How can we help every pupil to make good progress at school?* setting out the challenges in ensuring that the education system focuses not only on improving absolute attainment but also helps all children to progress and succeed. Many children who do well at one stage of their education slow down or even stall completely at other phases. These pupils are at both ends of the spectrum – the gifted and talented and also those children and young people who may achieve less in absolute terms but whose achievements may nevertheless be life changing. This is what *Every Child Matters* involves and it is what the *Making Good Progress* pilot is based on – helping all children to reach their potential.

7. Schools should be using the cycle of improvement process to ensure that they are setting *targets to improve the rates of progress* between key stages so that more children achieve a basic level of progress equivalent to two National Curriculum levels in the core subjects of English and mathematics; and *targets to improve the proportion of children achieving at least national expectations in the core subjects* at the end of each key stage.

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. For example:

In the top 25% of primary schools 96% of pupils make 2 levels of progress in English from KS1 and 58% of pupils with level 1 and 91% of pupils with level 2c go on to achieve level 4+ in English at KS2

In the top 25% of schools at KS3, 47% of pupils make 2 levels of progress in English from KS2 and 57% of pupils with level 3 and 94% of those with level 4 go on to achieve level 5+ in English at KS3

In the top 25% of schools at KS4, 77% of pupils make the equivalent of 2 levels of progress in English from KS3 and 58% of pupils with level 4 at KS2 go on to achieve 5 A-C grades including English and mathematics at GCSE and equivalent*

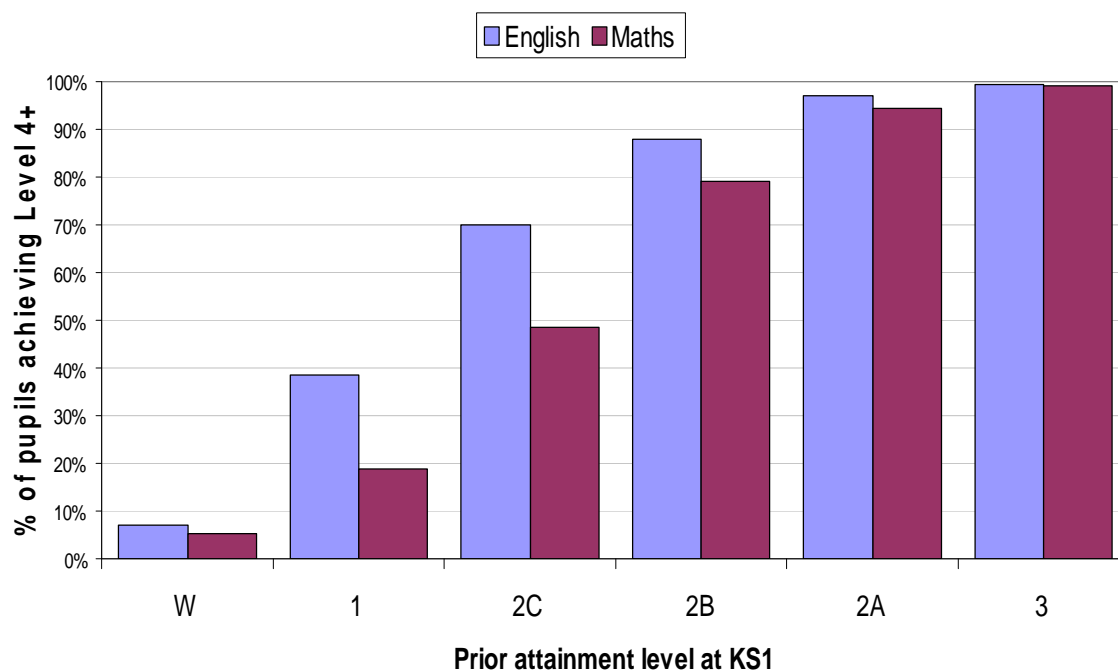
8. All pupils in the cohort for which statutory targets are required to be set must be included in the school's targets. Where prior attainment levels do not exist for pupils, e.g. for new arrivals, teacher assessment should be used as the starting point for measuring progression and setting targets. Targets for pupils with SEN who are unlikely to reach the threshold levels should be based on age and prior attainment ensuring expectations for the best possible progress.

9. Progress against National Curriculum attainment levels is measured by whole levels of attainment; there is as yet no consistent method of breaking down NC levels to provide a valid, reliable sub-level as a test outcome. Schools can use contextual information using teacher assessed sub-levels to inform discussion of progression.

Key Stage 2 targets

10. The chart below illustrates the proportion of children who achieved national expectations in English and mathematics at the end of Key Stage 2 in 2007 based on prior attainment (in reading and writing combined for English).

Key Stage 1-2



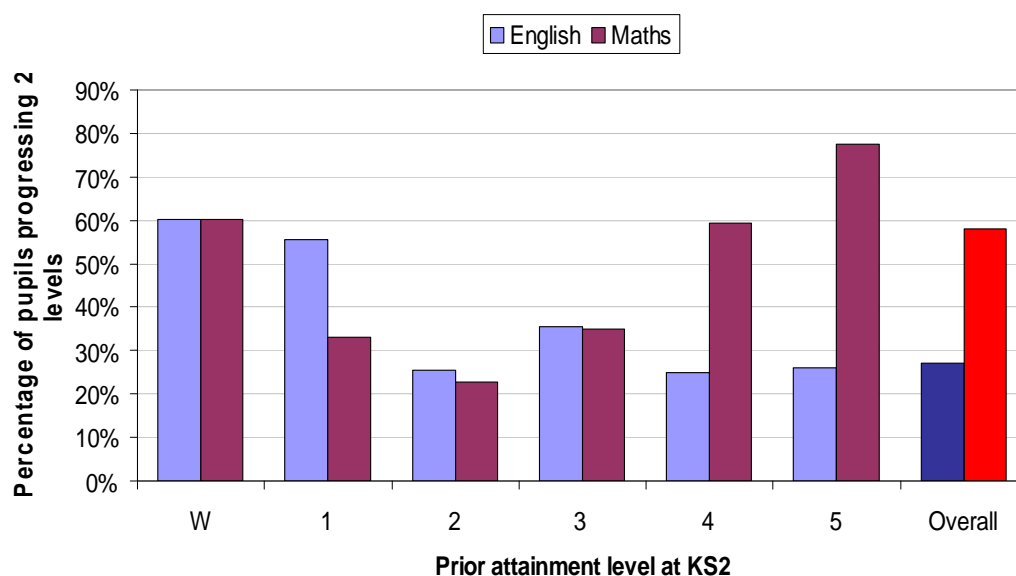
11. If we are to make further progress in raising standards and narrowing achievement gaps at Key Stage 2, schools need to set themselves challenging targets for all pupils leaving Key Stage 1 with level 2 or above and an increasing proportion of those with level 1 to achieve level 4 in both English and mathematics at the end of Key Stage 2 and to provide pupils with the necessary support to enable them to do so. Schools should set yearly progress indicators for each pupil from Year 3 onwards showing a trajectory to reach level 4 (or level 5 for pupils with a starting point of level 3 at the end of Key Stage 1) by Year 6 with progress regularly measured, using teacher assessment, optional tests or other data.

12. The Department has published two reports entitled *Keeping up - Pupils who fall behind in Key Stage 2* and *Making Great Progress - Schools with outstanding rates of progression in Key Stage 2*. The first of these focuses on pupils who are at risk of not converting from level 2 at Key Stage 1 to level 4 at Key Stage 2 and identifies the common characteristics - and some significant differences particularly between boys and girls - in pupils who make slow progress in English and mathematics. The report includes some practical recommendations for schools and teachers on how they can improve the performance of these pupils. The second report reflects on the characteristics of schools which achieve outstanding rates of progress at Key Stage 2 and is intended to be a resource to support schools in strengthening work around pupil progression. Both reports can be downloaded or copies ordered at: www.teachernet.gov.uk/publications

Key Stage 3 targets

13. At Key Stage 3, the challenge is to improve progression rates so that all pupils achieving national expectations at the end of Key Stage 2 move on to reach at least the target levels for the end of Key Stage 3 and to accelerate progress for pupils achieving below level 4 at Key Stage 2. Almost half of pupils achieving level 4 in English at Key Stage 3 in 2007 had achieved this level (or above it) at Key Stage 2. An even bigger challenge is to improve the proportions of pupils making 2 levels progress by the end of Key Stage 3. Less than a third of pupils achieving level 4 in English in 2004 made 2 levels progress by the end of Key Stage 3 in 2007 compared with nearly two thirds of pupils who progressed from level 4 in 2004 to level 6 in mathematics in 2007. The graph below illustrates this:

Key Stage 2 - 3



14. Schools will be able to produce their own 'pupil progress charts' using RAISEonline that will show the pupils who have failed to reach the expected level, and the progress they made from the previous key stage. Although the National Curriculum expectation is for pupils to progress to level 5 at the end of Key Stage 3, setting targets to improve the proportions making 2 levels progress in English and mathematics ie to reach level 6, will significantly increase the chances of those pupils achieving a grade C or above at GCSE.

15. In 2007 3% of pupils were absent for the Key Stage 3 English test and in many schools the proportion was much higher. Around a third of them had teacher assessments showing they were up to national expectations. More can be done to ensure that pupils take the tests and demonstrate what they are capable of. Those not regularly attending a particular school are likely to be the focus of help through multi-agency teams delivering the *Every Child Matters* agenda, linking the efforts of the school with those of parents and the relevant Children's Trust. A large proportion of children in care are likely to be among the pupils failing to make the expected progress at Key Stage 3. LAs and schools working in partnership will need to address this through the child's Personal Education Plan and provide appropriate support to ensure that the school is setting an improved progression target for such children.

16. The Department has published further reports in the *Making Good Progress* series covering pupils who fall behind at Key Stage 3. The first of these – *Getting back on track* - looking at the experiences of pupils who make

slow progress in English, mathematics and science at Key Stage 3 was published in August 2007. All reports are available at:

www.teachernet.gov.uk/publications

Key Stage 4 targets

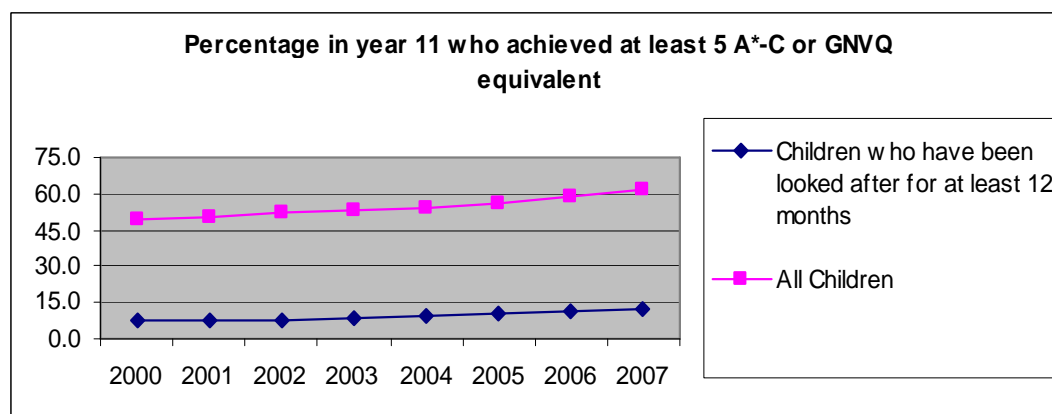
17. As well as focusing on improving the proportion of pupils achieving 5 A*-C grades at GCSE and equivalent, including English and mathematics at Key Stage 4, schools should also be setting targets to improve progression rates from Key Stage 3. In schools where progress rates are currently below average between Key Stage 2 and Key Stage 3, pupils' attainment at the end of Key Stage 2 should be the starting point for setting Key Stage 4 targets. Around 60% of pupils achieving level 4 in English or mathematics at the end of Key Stage 2 in 2002 went on to achieve a grade C in these subjects in 2007.

By way of illustration:

- 65% of pupils who achieved an average of Level 6 in English and mathematics at Key Stage 3 in 2005, went on to achieve 5 or more A*-C GCSEs, including English and mathematics in 2007
- 11% of pupils who achieved an average of Level 5 in English and mathematics at Key Stage 3 in 2005, went on to achieve 5 or more A*-C GCSEs, including English and mathematics in 2007

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

Children in care – achievement at GCSE



19. When looking at targets for children in care and their levels of attainment it is important that schools are as ambitious and aspirational as they would be for any other child, particularly in relation to English and mathematics.

Role of SIPs

20. The SIP's role is to support schools in setting ambitious but achievable
Part 2 guidance for LAs on target setting

targets by guiding them in reviewing and interpreting their data, including the pupil and school-level estimates available through RAISEonline and from FFT challenging expectations where the targets indicate low aspirations for the rates of progress or outcomes to be achieved; and helping schools match targets with the strategies and interventions that will make a difference for individual pupils. The SIP will focus on pupil progress and attainment across the ability range and the many factors which influence it, including pupil well-being, extended services and parental involvement and ensure that additional targeted support is available to the school to improve teaching and learning. They will pay particular attention to how the school is providing for low

How well is the school performing?

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

What are the key priorities and targets for improvement?

- *Are the statutory targets based on aspirational expectations for every pupil?*
- *Are the targets both stretching and realistic and do they build in improvements in standards?*
- *What does the school need to do to achieve them?*
- *Has the school factored in the impact of the support and resources to help them achieve challenging targets?*

attaining and vulnerable groups such as children in care.

21. This role of the SIP covers sixth form pupils and children in the Early Years as well as those of compulsory school age. The Learning and Skills Council (LSC) is working with LAs to consider achievement and attainment issues in school sixth forms, using LSC data analyses and will identify appropriate improvement indicators where required. LAs will work with SIPs who will take this work forward in individual schools where they will agree targets and, where required, improvement plans for sixth form student outcomes or Early Years provision, and report back to the LA and LSC.

22. The SIP will look at a range of information including the school's self-evaluation, historical, progression, conversion and comparative data, the school's development plan and how the school monitors whether pupils are on track to make at least 2 levels of progress and will reach a judgment about the targets and the key improvement priorities necessary to achieve them. The SIP will want to challenge the Head teacher and Governing Body where the school targets they are proposing to set are either unambitious or unrealistic. Among the questions the SIP will ask are:

Role of Governing Body

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

Action for Governing Bodies

September/October/November

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

November/December

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

Involvement of parents

24. Parents' support for their child's learning is an essential foundation for achievement. We know parents want to be more involved in their children's education, and schools have seen the benefits of greater engagement with parents. In the *Children's Plan* partnership with parents is a unifying theme. Early years settings, primary schools and the best secondary schools have done much to work with parents to involve them in their child's education. However, we have further to go to deliver our vision for all parents, especially in secondary school.

25. It is important that staff in schools and settings see parents and carers as co-educators, and that there is a two-way flow of information between home and school in which parents' and carers' contributions are valued. Personalised practice through Assessment for learning (AfL) should involve

parents and carers sharing information with teachers and practitioners about pupil's development, interests, strengths and needs. Teachers can give better assessment data to parents, on a more regular basis and can discuss additional support where that is needed. This is critical to driving up standards. The National Strategies have produced a range of learning materials within the primary and secondary frameworks, specifically designed to support parents/carers to help children build on their learning at home.

Timetable for schools

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

July/August/September

- *Analyse 2008 results and compare with targets set. Which pupils did not achieve targets and why? Did any pupils exceed their targets? Were there significant discrepancies between targets and outcomes?*
- *Look at all assessment data (for example optional test results, teacher assessment) at the end of Y3 and 4 in reading, writing and maths (primary schools) and Y7 and Y9 in English and maths (secondary schools) to review progress of individual children*
- *Review pupil tracking to identify which pupils are working at age related expectations, which ones are not making sufficient progress, and which are showing evidence of accelerated progress over the year*
- *For pupils or groups of pupils who are not making sufficient progress and who may be at risk of not achieving end of key stage target levels, and pupils who are on track to achieve above target levels, arrange appropriate intervention/ support or develop more stretching teaching plans, particularly those mid-key stage*
- *Ensure PEPs for children in care are updated to take account of previous year's results and that targets remain sufficiently ambitious. How can the LA virtual school head/ education of children in care team support the school with the education of children in care?*
- *Ensure tracking procedures for pupils working below level 1 are effective*
- *Confirm additional resources for each year group according to prioritised needs*
- *Ensure analysis of results feeds into the school's self-evaluation and improvement plan*

October/November:

- *At target setting meeting with SIP review progress towards 2009 targets for Yr 6, Yr 9 and Yr 11 pupils and look at projected outcomes for 2010 based on prior attainment and progress of current Y4, Y7 and Y9 cohorts*
- *Discuss and agree targets for 2010 with SIP including for any children in care and report provisional school targets to the LA*

November/December:

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

January onwards:

- *Continue to focus provision on Y6 and Y9 and Y11 target pupils. Closely monitor progress of identified 'borderline' children in Y5, Y8 and Y10 to maximise progress of target children*
- *Review use of additional resources to ensure impact on identified pupils or groups*

Use of data for target setting

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

Data available to schools

- *Prior attainment data showing levels achieved in national and optional tests or from teachers' own assessment (schools' own data)*
- *RAISEonline data showing proportions of pupils making 2 levels progress and reaching expected levels based on prior attainment*
- *The most likely levels for individual pupils based upon progress in the top 25% and top 50% of similar schools nationally from RAISEonline*
- *Contextual value-added (CVA) data about the school's own performance (from RAISEonline) and CVA data on schools in similar circumstances (e.g. London Families of Schools)*
- *Other pupil and school level estimates (e.g. from the Fischer Family Trust via LAs, CAT scores etc.)*

27. RAISEonline indicative targets reports provide a series of school level estimates which show what the school would need to achieve if they wanted to match the performance of the top 10%, top 25%, top 50% and top 75% of similar schools. Schools that are currently performing in the top quartile should look at the progress achieved by schools in the top 10% when setting their targets. Schools in the bottom quartile should look at the estimates of progress made by schools in the top 75% and top 50% to set a challenging target to improve.

28. For schools where performance is around the median, matching their performance to that achieved by schools in the top 25% or top 10% will be very challenging. However, it is important to recognise the contribution that improving the proportion of pupils making 2 levels progress can make to overall performance. Many of these schools will have pupils in the 'stuck' or 'slow moving' categories and should use the pupil progress charts in RAISEonline to identify pupils who need help and support to make the progress they are capable of.

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

RAISEonline

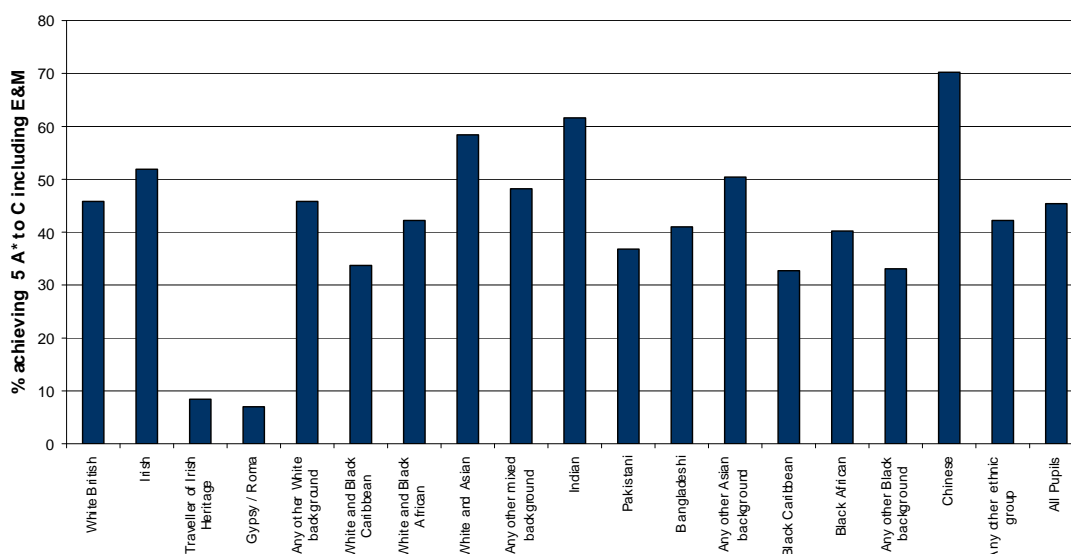
- The target setting tool adopts a "bottom up" approach based on conversion data to show the actual progress made by all pupils with similar prior attainment in schools with the best value added. The tool applies this data to the school's pupils to give the most likely target level
- Schools take account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

Contextual Value Added (CVA) data including FFT estimates

30. Schools should always set targets which represent the best ambition for each child. CVA data provides useful evaluative information about the past performance of pupils with particular backgrounds and characteristics eg gender, ethnic background, FSM, SEN. There is a danger that if schools use CVA data for target setting, expectations for groups of pupils that make slower than average progress nationally – where we particularly need to see improvements – will be too low and targets will perpetuate a history of low expectations.

31. This will impact most where schools have large numbers of pupils in groups such as Black Caribbean boys, Pakistani & Bangladeshi pupils outside of London, Gypsy Roma and Traveller of Irish heritage pupils, and Somali, Turkish and Portuguese pupils, as well as white working class boys. The chart below shows the variation in performance at Key Stage 4 among different minority ethnic groups:

**% of pupils achieving 5 A* to C including E&M by ethnicity
2007**



32. However, where schools have pupils with a record of high performance, CVA data is helpful in allowing them to compare their
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expectations and check that the targets represent the best ambition compared to the achievements of similar pupils with the same contextual background.

33. Where schools have access to FFT estimates they will need to be guided to understand how these are built up so that targets are not set in a mechanistic way. FFT estimates enable users to look at a range of data to take into account what might be achieved if progress similar to that in previous years was to be maintained; consider a range of estimates with different degrees of improvement; and use this information to inform (but not determine) targets. FFT estimates based on models A or B will not normally provide the basis for challenging targets since any historic underperformance, particularly for pupils from black and minority ethnic or other low achieving groups, will not be eliminated. FFT model D estimates will usually provide the highest level of challenge as they are based on the performance of schools in the top quartile. Schools with high CVA for whom FFT estimates may not provide sufficient challenge should be guided to look at the estimates generated by RAISEonline which will help them to benchmark their performance against the highest achieving schools in similar circumstances.

34. Schools' use of item analysis in RAISEonline can heighten awareness in identifying areas of the curriculum where teaching and learning may need strengthening.

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

Optional test data

- *LAs and SIPs should monitor and challenge the use of optional test data (typically year 4 data) where schools are using this to set or revise their expectations for the year group's end of Key Stage targets.*
- *So, for example, where a KS2 cohort has made slower progress in years 3 or 4, the targets revised using Y4 Optional Test data could lead to a lowering of expectations and a reduction in the numbers being targeted to convert from Key Stage 1 level 2 to Key Stage 2 level 4.*
- *Optional test data should be viewed alongside teacher assessment and where pupils have fallen behind, schools should not lower pupils' targets but consider what intervention/support is needed to help children catch up.*

Attendance Targets

36. Research shows that pupils who are not in school are amongst the most vulnerable and those most easily drawn into crime. 2007 data showed that fewer than 36% of pupils in secondary schools with an average of 12 days or more absence get 5 GCSEs at grade A* to C compared to 91% of pupils in secondary schools with an average of less than 6 days absence. In primary schools with an average of more than 12 days absence, fewer than 52% of 11 year olds achieve level 4 or above in English and mathematics

compared to 84% of pupils in primary schools where the average absence is less than 6 days.

37. Persistent absence is defined as the number of secondary pupil enrolments with absences (for any reason) totalling at least 20% of the national average number of sessions available, expressed as a percentage of the total number of secondary pupil enrolments. The national 2006/07 level of persistent absence for secondary schools was 6.7%. Further information on the link between attendance and attainment is available at www.dcsf.gov.uk/schoolattendance/publications

38. 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. All targets for reducing absence should be realistic but aspirational. When setting and agreeing their overall absence targets, schools should consider the issues that HM Inspectors will look at, particularly any thresholds set by Ofsted to rate performance. They should also look at factors such as the quality of teaching and learning provided, the relevance of the curriculum and whether it needs to be more tailored and the level of pastoral care offered to pupils.

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

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

41. Guidance for setting attendance targets in special schools is presented as a supplement to this guidance.

Early Years Outcomes - Foundation Stage

42. The Early Years Foundation Stage (EYFS) is a comprehensive framework which sets the standards for learning, development and care of children from birth to 5. It replaces the existing statutory Curriculum Guidance for the Foundation Stage, the non-statutory Birth to Three Matters framework, and the regulatory frameworks in the National Standards for Under 8s Day Care and Childminding. All schools with early years' provision (and other early years settings¹) will be required to work to the EYFS from September 2008.

43. Although schools are not formally required to set targets for children in the EYFS, they play a key role in the achievement of LAs' statutory Early Years targets. This year LAs will be setting statutory targets for their 2010 Early Years Foundation Stage Profile (EYFSP) results, both to improve achievement for all at age 5 and to narrow the gap between the lowest performing 20% and the rest. Schools (and early years providers) should expect to be involved in the LA action planning for delivery of these targets,

¹ Except where the setting has been granted exemption from EYFS by the Secretary of State.

with head teachers and staff working with SIPs to raise standards and narrow gaps in the Early Years Foundation Stage.

44. The accuracy and reliability of FSP data is of prime importance in supporting effective target setting. Schools and settings need to ensure consistent standards of assessment and robust processes to quality assure EYFSP results before they are submitted to the LA.

45. It is important that children's development is assessed through observation when they arrive at a setting so that programmes can be tailored to children's individual needs and learning opportunities can be provided for them to achieve their full potential. Schools should make full use of records from the earlier pre-school settings that young children have attended and ensure the full involvement of parents or carers in assessment and the planning of activities for their child's development. Assessment as children arrive also facilitates the charting of progress which should be tracked, culminating in the EYFSP which records development throughout the reception year.

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

47. EYFS practitioners should agree targets for improvements in the conditions for learning in discussion with the school leadership team. The LA Early Years Consultant will offer help and support in devising suitable targets for training, environment and engagement based on *Improving outcomes for children in the Foundation Stage in maintained schools - process based targets in the Foundation Stage*². This also includes advice on setting goals for schools, staff and groups of children. Good plans need to be ambitious, involve those responsible for delivering the outcome sought and integrate evidence, analysis and best practice.

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

Setting targets for all pupils including post-16

49. Best practice in target setting suggests that schools which set goals for each individual pupil in each year group from Foundation Stage through to Key Stage 5 are those most likely to be ambitious and successful in maximising outcomes for all children. Goals should also be set for pupils with SEN who are performing below National Curriculum levels, using P scales or

² ref 03960-2006BKT-EN

other performance criteria to measure their progress. Under the Race Relations (Amendment) Act 2000 schools are also required to take action to eliminate achievement gaps for black and minority ethnic pupils.

50. The grid on page 20 sets out the key principles for effective target setting at each key stage and how to make use of data to support target setting throughout the school. The setting and achievement of targets should involve the Head teacher (or Heads of Department/Subject Co-ordinators) working with all teachers and support staff. Targets for all pupils should be reviewed during the year to ensure low expectations are not reinforcing underachievement and interventions are put in place for pupils falling behind. These principles should also be used when setting targets for children in care and black and minority ethnic pupils. For gifted and talented pupils, review of their targets should ensure that they are continuing to follow an appropriately stretching programme of study.

51. For school sixth forms with post 16 students, targets should similarly be based on prior attainment from Key Stage 4 and aim to maximise the progress of individual pupils in the cohort. Targets should be ambitious and challenging - comparisons should be made with the best schools, Sixth Form Colleges and General Further Education Colleges. Retention data at Year 12 and Learner Achievement Tracker data will also inform target monitoring. Data about the performance of groups of learners within the cohort will identify where additional support may be needed to help them achieve the targets. The LSC at area level will be able to help with post-16 data on achievement and retention through the sixth form challenge and support programme.

52. Heads of Sixth Forms and subject leads should set targets for post 16 students with the Head and management team. Progress against the targets should be reviewed termly and revised to set reasonable challenge and monitor retention issues early. Targets for student outcomes at age 17 and 18 should reflect additional activities and priorities agreed with LSC partnership teams and collaboration with other post 16 Providers.

Principles for School Target setting

| | Early Years Foundation Stage | Key Stage 1 | Key Stage 2 | Key Stage 3 | Key Stage 4 |
|--|---|--|---|--|---|
| <p>Targets should be based on prior attainment and maximise the expected progress of individual children in each cohort</p> | <p>Schools should ensure that records of development and achievement for children starting reception class are received from their previous settings/schools. These should be used to inform personalised planning for each child and discussions with parents/carers.</p> <p>The information should also be used to inform appropriate curricular targets for groups and cohorts in line with <i>“Improving outcomes for children in the Foundation Stage in maintained schools - process-based targets in the Foundation Stage”</i></p> | <p>Tracking of progress across yrs 1 and 2 should result in targets for children to reach level 2c as a minimum at end of yr 2. To have the best chance of reaching level 4 by the end of Key Stage 2, children need to reach level 2B or above by the end of year 2.</p> <p>Depending on their starting point on entering Key Stage 1 children should have targets to make at least 1 level of progress across the key stage</p> <p>For pupils identified as having SEN, schools should set appropriately ambitious targets that closely reflect pupils’ performance as well as national priorities focused on pupil learning outcomes.</p> | <p>KS1 TA results and tracking of progress in yrs 3, 4 and 5 should result in targets for all children to make at least 2 levels progress. No pupils should fail to make at least 1 level progress.</p> <p>A proportion of children who achieved level 1 will be capable of achieving level 4 or above, depending on the interventions used to accelerate their progress. Children need to reach level 3 by the end of yr 4 to be on track for level 4 at the end of yr 6. For pupils identified as having SEN, schools should set appropriately ambitious targets that closely reflect pupils’ performance as well as national priorities focused on learning outcomes</p> | <p>KS2 TA and test results, yr 7 progress tests and tracking of progress in yrs 7 and 8 should result in targets for an increasing majority of pupils to make 2 levels progress. No pupils should fail to make at least 1 level progress.</p> <p>At least 40% of pupils who achieved level 3 at the end of KS2 should progress to level 5 or above in English (50% in maths) depending on the interventions used to accelerate progress.</p> <p>For pupils identified as having SEN, schools should set appropriately ambitious targets that closely reflect pupils’ performance as well as national priorities focused on learning outcomes</p> | <p>KS3 TA and test results and tracking of progress in yr 10 should result in targets to improve the proportion of pupils making the equivalent of 2 levels progress. Pupils with an average of level 6 in the KS3 tests in English and maths should have a target to achieve 5 A*- C grades (grade B in English and maths). Pupils with an average of level 5 in the KS3 tests in English and maths should have a target to achieve 5 A*- C grades (grade C in English and maths).</p> <p>For pupils identified as having SEN, schools should set appropriately ambitious targets that closely reflect pupils’ performance as well as national priorities focused on learning outcomes</p> |

Principles for School Target setting

| | Early Years Foundation Stage | Key Stage 1 | Key Stage 2 | Key Stage 3 | Key Stage 4 |
|---|---|---|--|--|---|
| <i>Targets should be ambitious but achievable, both in terms of the school's improvement and for the progress of individual pupils</i> | EYFSP data from previous cohorts, comparisons with other schools and discussions with Early Years Advisers will identify groups of children making poor progress. A "whole school" approach to target setting and tackling obstacles to achievement in reception /nursery classes will enhance attainment in KS1 and KS2. | KS1 data from previous cohorts and RAISEonline will identify the groups of pupils not achieving progress in line with expectations so that early interventions (eg wave 2 or wave 3 programmes/support) can be planned to help them catch up. Comparisons should be made with the progress made by the best schools. | RAISEonline helps schools to check they are setting ambitious targets compared with similar schools. Conversion and progression data identifies where expectations for pupils are set too low. Tracking ensures interventions are planned and used to accelerate progress. Comparisons should be made with the progress made by the best schools. | RAISEonline helps schools to check they are setting ambitious targets compared with similar schools. Conversion and progression data identifies where expectations for pupils are set too low. Tracking ensures interventions are used to accelerate progress. Comparisons should be made with the progress made by the best schools. | RAISEonline helps schools to check that they are setting ambitious targets compared with similar schools. Conversion data identifies where expectations for pupils are set too low. Comparisons should be made with the progress made by the best schools. |
| <i>Targets should be focused on narrowing achievement gaps for disadvantaged groups as well as raising standards for all pupils</i> | Each LA has agreed an ambitious target to close the achievement gap between the lowest 20% and the rest. By targeting support for particular groups of children, schools will help to contribute to achieving the LA target | RAISEonline enables schools to identify groups of children who, in the case of Key Stage 1, are attaining less than the national average (level 2) or for Key Stages 2, 3 and 4 are making less than 2 levels progress and set targets aimed at improving outcomes for these groups year on year. Where RAISEonline shows pupils are making 2 levels progress but not achieving nationally expected outcomes, schools should set targets to improve on this position. | | | |

Principles for School Target setting

| | Early Years Foundation Stage | Key Stage 1 | Key Stage 2 | Key Stage 3 | Key Stage 4 |
|---|--|--|---|---|--|
| <p><i>Targets should be 'owned' and understood by everyone in the school from the Governing Body and leadership team through to pupils and parents</i></p> | <p>Teachers and teaching assistants in Reception and nursery classes should work together to discuss the progress of individual children.</p> <p>Progress should also be discussed with parents.</p> <p>The Head teacher and leadership team should agree priority areas for support and ensure that the conditions for learning are addressed as well as planning provision for all children.</p> <p>Progress towards targets should be reviewed termly and revised where necessary to ensure they remain ambitious. All involved should be clear about how the identified barriers to achieving the targets can be overcome.</p> | <p>KS1 teachers and teaching assistants should set targets in discussion with the Head teacher and leadership team.</p> <p>Progress towards targets should be reviewed termly and revised where children are making faster progress than expected.</p> <p>Progress should also be discussed with parents.</p> <p>All involved should be clear on how the identified barriers to achieving the targets can be overcome.</p> | <p>KS2 teachers and teaching assistants should set targets in discussion with the Head teacher and leadership team.</p> <p>Progress towards targets should be reviewed termly and revised if children are making faster progress than expected. This should also happen at the beginning of year 6 if the target set looks likely to be exceeded.</p> <p>Progress should also be discussed with parents.</p> <p>All involved should be clear on how the identified barriers to achieving the targets can be overcome.</p> | <p>Heads of Department, year group and subject tutors should set targets in discussion with the Head teacher and senior leadership team.</p> <p>Progress towards targets should be reviewed termly and revised if pupils are making faster progress than expected. This should also happen in year 9 if the target set looks likely to be exceeded.</p> <p>Progress should also be discussed with parents.</p> <p>All involved should be clear on how the identified barriers to achieving the targets can be overcome.</p> | <p>Heads of Department, year group and subject tutors should set targets in discussion with the Head teacher and senior leadership team.</p> <p>Progress towards targets should be reviewed termly and revised if pupils are making faster progress than expected. This should also happen in year 11 if the target set looks likely to be exceeded.</p> <p>Progress should also be discussed with parents.</p> <p>All involved should be clear on how the identified barriers to achieving the targets can be overcome.</p> |

Principles for School Target setting

| | Early Years Foundation Stage | Key Stage 1 | Key Stage 2 | Key Stage 3 | Key Stage 4 |
|--|---|---|---|---|--|
| <p><i>Targets should build in the impact expected from LA initiatives and National Strategies targeted programmes/consultant support and all other initiatives in which the school participates</i></p> | <p>Early Years Foundation Stage work needs to be in line with LA agreed actions for improving outcomes of young children. Targeted support includes:</p> <p>Parents as Partners in early learning project</p> <p>Making a Big Difference programme</p> <p>Targeted school in CLLD programme</p> <p>EYFS resources</p> <p>New Primary Framework and 'Letters and sounds' materials</p> <p>Early years reading, literacy and numeracy consultant support</p> <p>Securing quality for all.</p> <p>Materials from Every Child a Talker and Social and Emotional Aspects of Learning</p> | <p>Primary Framework</p> <p>Literacy and numeracy consultant support</p> <p>Improving Schools programme</p> <p>Collaborative network to raise standards</p> <p>EAL Primary National Programme</p> <p>Black Pupils Primary National Programme</p> <p>Other LA targeted support</p> | <p>Primary Framework</p> <p>Literacy and numeracy consultant support</p> <p>Improving Schools programme</p> <p>Collaborative network to raise standards</p> <p>EAL Primary National Programme</p> <p>Black Pupils Primary National Programme</p> <p>Other LA targeted support</p> | <p>Consultant support for core subjects, foundation subjects and whole school initiatives</p> <p>Targeted support for pupils working below national expectations in core subjects</p> <p>Targeted support programmes e.g Secondary Intensifying Support Pilot,</p> <p>Collaboration with other schools</p> <p>Schools could also use EIPs, Trusts and federations as mechanisms for improving teaching and learning</p> | <p>Consultant support for core subjects, foundation subjects and whole school initiatives</p> <p>Participation in targeted support programmes e.g Secondary Intensifying Support Pilot,</p> <p>Collaboration with other schools</p> <p>Schools could also use EIPs, Trusts and federations as mechanisms for improving teaching and learning and 14 – 19 delivery.</p> |

School Indicative Target Reports in RAISEonline

Key Stage 1-2

Standard Layout

| | Historic results | | | | | | 2009 Proportions based on probabilities | | | | | | | | | |
|-------------------|---------------------|------|------|-------------------------------------|-------|------|--|-------------------|----------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|
| | Percentage Level 4+ | | | Percentage making 2 levels progress | | | 2009 based on current school progression rates | | Top 75% of similar schools | | Top 50% of similar schools | | Top 25% of similar schools | | Top 10% of similar schools | |
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 | Level 4+ | 2 levels progress | Level 4+ | 2 levels progress | Level 4+ | 2 levels progress | Level 4+ | 2 levels progress | Level 4+ | 2 levels progress |
| English | 79% | 79% | - | 83.1% | 80.9% | - | 84% | 82% | 83% | 86% | 85% | 89% | 88% | 92% | 91% | 94% |
| Maths | 75% | 76% | - | 73.0% | 73.3% | - | 74% | 73% | 78% | 79% | 82% | 83% | 86% | 87% | 90% | 92% |
| English and maths | 69% | 70% | - | - | - | - | 69% | - | 74% | - | 77% | - | 81% | - | 86% | - |

Key Stage 2-3

Standard Layout

| | Historic results | | | | | | 2009 Proportions based on probabilities | | | | | | | | | |
|-------------------|--------------------|------|------|-------------------------------------|-------|------|--|-------------------|----------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|
| | Percentage Level 5 | | | Percentage making 2 levels progress | | | 2009 based on current school progression rates | | Top 75% of similar schools | | Top 50% of similar schools | | Top 25% of similar schools | | Top 10% of similar schools | |
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 | Level 5 | 2 levels progress | Level 5 | 2 levels progress | Level 5 | 2 levels progress | Level 5 | 2 levels progress | Level 5 | 2 levels progress |
| English | 74% | 73% | - | 29.4% | 29.6% | - | 76% | 30% | 79% | 36% | 81% | 39% | 83% | 44% | 85% | 49% |
| Maths | 74% | 77% | - | 54.3% | 62.1% | - | 80% | 59% | 82% | 69% | 83% | 72% | 84% | 75% | 85% | 77% |
| English and maths | 66% | 67% | - | - | - | - | 64% | - | 72% | - | 75% | - | 77% | - | 79% | - |

Key Stage 2-4

Standard Layout

| | Historic results | | | 2009 Proportions based on probabilities | | | | |
|-------------------------|---|------|------|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | Percentage achieving 5 A*-C GCSEs including English and maths | | | 2009 based on current school progression | Top 75% of similar schools | Top 50% of similar schools | Top 25% of similar schools | Top 10% of similar schools |
| | 2005 | 2006 | 2007 | 5 A*-C including English and maths | 5 A*-C including English and maths | 5 A*-C including English and maths | 5 A*-C including English and maths | 5 A*-C including English and maths |
| KS2 Average point score | 44% | 45% | - | 48% | 51% | 54% | 57% | 59% |

The school level indicative targets report for KS4 is based on prior attainment at Key Stage 2.

A similar report based on 2007 Key Stage 3 results is not yet available.

Primary schools absence by FSM level for benchmarking

Annex A

| % FSM 2006/07 | % Overall Absence 2006/07 | | | % FSM 2006/07 cont... | % Overall Absence 2006/07 cont... | | | % FSM 2006/07 cont... | % Overall Absence 2006/07 cont... | | | % FSM 2006/07 cont... | % Overall Absence 2006/07 cont... | | |
|---------------|---|---------------------------------|---|-----------------------|-----------------------------------|---|---------------------------------|-----------------------|---|---------------------------------|---|-----------------------|-----------------------------------|---|---------------------------------|
| | Lower Quartile (logarithmic trend line) | Median (logarithmic trend line) | Upper Quartile (logarithmic trend line) | | rounded to nearest whole number | Lower Quartile (logarithmic trend line) | Median (logarithmic trend line) | | Upper Quartile (logarithmic trend line) | rounded to nearest whole number | Lower Quartile (logarithmic trend line) | | Median (logarithmic trend line) | Upper Quartile (logarithmic trend line) | rounded to nearest whole number |
| 0 | 3.04 | 3.40 | 3.92 | 26 | 5.18 | 5.86 | 6.57 | 52 | 5.64 | 6.38 | 7.13 | 78 | 5.90 | 6.69 | 7.46 |
| 1 | 3.04 | 3.40 | 3.92 | 27 | 5.21 | 5.89 | 6.6 | 53 | 5.65 | 6.40 | 7.15 | 79 | 5.91 | 6.70 | 7.47 |
| 2 | 3.49 | 3.92 | 4.48 | 28 | 5.23 | 5.91 | 6.63 | 54 | 5.66 | 6.41 | 7.16 | 80 | 5.92 | 6.71 | 7.48 |
| 3 | 3.76 | 4.23 | 4.81 | 29 | 5.25 | 5.94 | 6.66 | 55 | 5.67 | 6.42 | 7.18 | 81 | 5.93 | 6.72 | 7.49 |
| 4 | 3.95 | 4.44 | 5.05 | 30 | 5.28 | 5.97 | 6.68 | 56 | 5.69 | 6.44 | 7.19 | 82 | 5.94 | 6.73 | 7.5 |
| 5 | 4.10 | 4.61 | 5.23 | 31 | 5.30 | 5.99 | 6.71 | 57 | 5.70 | 6.45 | 7.21 | 83 | 5.95 | 6.74 | 7.51 |
| 6 | 4.22 | 4.75 | 5.38 | 32 | 5.32 | 6.02 | 6.74 | 58 | 5.71 | 6.46 | 7.22 | 84 | 5.95 | 6.74 | 7.52 |
| 7 | 4.32 | 4.87 | 5.50 | 33 | 5.34 | 6.04 | 6.76 | 59 | 5.72 | 6.48 | 7.23 | 85 | 5.96 | 6.75 | 7.53 |
| 8 | 4.41 | 4.97 | 5.61 | 34 | 5.36 | 6.06 | 6.79 | 60 | 5.73 | 6.49 | 7.25 | 86 | 5.97 | 6.76 | 7.54 |
| 9 | 4.48 | 5.06 | 5.70 | 35 | 5.38 | 6.08 | 6.81 | 61 | 5.74 | 6.50 | 7.26 | 87 | 5.98 | 6.77 | 7.55 |
| 10 | 4.55 | 5.14 | 5.79 | 36 | 5.40 | 6.10 | 6.83 | 62 | 5.75 | 6.51 | 7.27 | 88 | 5.98 | 6.78 | 7.56 |
| 11 | 4.62 | 5.21 | 5.87 | 37 | 5.41 | 6.12 | 6.85 | 63 | 5.76 | 6.53 | 7.29 | 89 | 5.99 | 6.79 | 7.57 |
| 12 | 4.67 | 5.27 | 5.94 | 38 | 5.43 | 6.15 | 6.88 | 64 | 5.77 | 6.54 | 7.30 | 90 | 6.00 | 6.80 | 7.58 |
| 13 | 4.73 | 5.33 | 6.00 | 39 | 5.45 | 6.16 | 6.90 | 65 | 5.78 | 6.55 | 7.31 | 91 | 6.01 | 6.80 | 7.59 |
| 14 | 4.77 | 5.39 | 6.06 | 40 | 5.47 | 6.18 | 6.92 | 66 | 5.79 | 6.56 | 7.32 | 92 | 6.01 | 6.81 | 7.59 |
| 15 | 4.82 | 5.44 | 6.12 | 41 | 5.48 | 6.20 | 6.94 | 67 | 5.80 | 6.57 | 7.34 | 93 | 6.02 | 6.82 | 7.60 |
| 16 | 4.86 | 5.49 | 6.17 | 42 | 5.50 | 6.22 | 6.96 | 68 | 5.81 | 6.58 | 7.35 | 94 | 6.03 | 6.83 | 7.61 |
| 17 | 4.90 | 5.54 | 6.22 | 43 | 5.51 | 6.24 | 6.98 | 69 | 5.82 | 6.60 | 7.36 | 95 | 6.03 | 6.84 | 7.62 |
| 18 | 4.94 | 5.58 | 6.27 | 44 | 5.53 | 6.26 | 6.99 | 70 | 5.83 | 6.61 | 7.37 | 96 | 6.04 | 6.85 | 7.63 |
| 19 | 4.98 | 5.62 | 6.31 | 45 | 5.54 | 6.27 | 7.01 | 71 | 5.84 | 6.62 | 7.38 | 97 | 6.05 | 6.85 | 7.64 |
| 20 | 5.01 | 5.66 | 6.35 | 46 | 5.56 | 6.29 | 7.03 | 72 | 5.85 | 6.63 | 7.40 | 98 | 6.05 | 6.86 | 7.65 |
| 21 | 5.04 | 5.70 | 6.39 | 47 | 5.57 | 6.31 | 7.05 | 73 | 5.86 | 6.64 | 7.41 | 99 | 6.06 | 6.87 | 7.65 |
| 22 | 5.07 | 5.73 | 6.43 | 48 | 5.59 | 6.32 | 7.07 | 74 | 5.87 | 6.65 | 7.42 | 100 | 6.07 | 6.88 | 7.66 |
| 23 | 5.10 | 5.77 | 6.47 | 49 | 5.60 | 6.34 | 7.08 | 75 | 5.88 | 6.66 | 7.43 | | | | |
| 24 | 5.13 | 5.80 | 6.50 | 50 | 5.61 | 6.35 | 7.10 | 76 | 5.89 | 6.67 | 7.44 | | | | |
| 25 | 5.16 | 5.83 | 6.54 | 51 | 5.63 | 6.37 | 7.11 | 77 | 5.90 | 6.68 | 7.45 | | | | |

Secondary schools absence by FSM level for benchmarking. Annex B

| % FSM 2006/07 | % Overall Absence 2006/07 | | | % FSM 2006/07 cont... | % Overall Absence 2006/07 cont... | | | % FSM 2006/07 cont... | % Overall Absence 2006/07 cont... | | | % FSM 2006/07 cont... | % Overall Absence 2006/07 cont... | | |
|---------------|---------------------------------|---|---------------------------------|-----------------------|---|---------------------------------|---|-----------------------|-----------------------------------|---|---------------------------------|-----------------------|---|---------------------------------|---|
| | rounded to nearest whole number | Lower Quartile (logarithmic trend line) | Median (logarithmic trend line) | | Upper Quartile (logarithmic trend line) | rounded to nearest whole number | Lower Quartile (logarithmic trend line) | | Median (logarithmic trend line) | Upper Quartile (logarithmic trend line) | rounded to nearest whole number | | Lower Quartile (logarithmic trend line) | Median (logarithmic trend line) | Upper Quartile (logarithmic trend line) |
| 0 | 4.72 | 5.51 | 6.37 | 21 | 7.26 | 8.38 | 9.64 | 42 | 7.84 | 9.03 | 10.38 | 63 | 8.18 | 9.42 | 10.82 |
| 1 | 4.72 | 5.51 | 6.37 | 22 | 7.30 | 8.42 | 9.69 | 43 | 7.86 | 9.06 | 10.41 | 64 | 8.19 | 9.43 | 10.83 |
| 2 | 5.30 | 6.16 | 7.11 | 23 | 7.34 | 8.47 | 9.73 | 44 | 7.88 | 9.08 | 10.43 | 65 | 8.20 | 9.45 | 10.85 |
| 3 | 5.63 | 6.54 | 7.55 | 24 | 7.37 | 8.51 | 9.78 | 45 | 7.90 | 9.10 | 10.45 | 66 | 8.22 | 9.46 | 10.87 |
| 4 | 5.87 | 6.82 | 7.86 | 25 | 7.40 | 8.54 | 9.82 | 46 | 7.91 | 9.12 | 10.48 | 67 | 8.23 | 9.47 | 10.88 |
| 5 | 6.06 | 7.03 | 8.09 | 26 | 7.44 | 8.58 | 9.86 | 47 | 7.93 | 9.14 | 10.50 | 68 | 8.24 | 9.49 | 10.90 |
| 6 | 6.21 | 7.20 | 8.29 | 27 | 7.47 | 8.62 | 9.91 | 48 | 7.95 | 9.16 | 10.52 | 69 | 8.25 | 9.50 | 10.91 |
| 7 | 6.34 | 7.34 | 8.46 | 28 | 7.50 | 8.65 | 9.94 | 49 | 7.97 | 9.18 | 10.55 | 70 | 8.26 | 9.52 | 10.93 |
| 8 | 6.45 | 7.47 | 8.60 | 29 | 7.53 | 8.68 | 9.98 | 50 | 7.98 | 9.20 | 10.57 | 71 | 8.28 | 9.53 | 10.94 |
| 9 | 6.55 | 7.58 | 8.73 | 30 | 7.56 | 8.72 | 10.02 | 51 | 8.00 | 9.22 | 10.59 | 72 | 8.29 | 9.54 | 10.96 |
| 10 | 6.64 | 7.68 | 8.84 | 31 | 7.58 | 8.75 | 10.05 | 52 | 8.02 | 9.24 | 10.61 | 73 | 8.30 | 9.56 | 10.97 |
| 11 | 6.72 | 7.77 | 8.94 | 32 | 7.61 | 8.78 | 10.09 | 53 | 8.03 | 9.25 | 10.63 | 74 | 8.31 | 9.57 | 10.99 |
| 12 | 6.79 | 7.85 | 9.03 | 33 | 7.64 | 8.81 | 10.12 | 54 | 8.05 | 9.27 | 10.65 | 75 | 8.32 | 9.58 | 11.00 |
| 13 | 6.86 | 7.93 | 9.12 | 34 | 7.66 | 8.83 | 10.15 | 55 | 8.06 | 9.29 | 10.67 | 76 | 8.33 | 9.59 | 11.02 |
| 14 | 6.92 | 8.00 | 9.20 | 35 | 7.69 | 8.86 | 10.18 | 56 | 8.08 | 9.31 | 10.69 | 77 | 8.34 | 9.61 | 11.03 |
| 15 | 6.98 | 8.06 | 9.27 | 36 | 7.71 | 8.89 | 10.21 | 57 | 8.09 | 9.32 | 10.71 | 78 | 8.35 | 9.62 | 11.04 |
| 16 | 7.03 | 8.12 | 9.34 | 37 | 7.73 | 8.91 | 10.24 | 58 | 8.11 | 9.34 | 10.73 | 79 | 8.37 | 9.63 | 11.06 |
| 17 | 7.08 | 8.18 | 9.41 | 38 | 7.75 | 8.94 | 10.27 | 59 | 8.12 | 9.35 | 10.74 | 80 | 8.38 | 9.64 | 11.07 |
| 18 | 7.13 | 8.23 | 9.47 | 39 | 7.78 | 8.96 | 10.30 | 60 | 8.14 | 9.37 | 10.76 | | | | |
| 19 | 7.18 | 8.29 | 9.53 | 40 | 7.80 | 8.99 | 10.33 | 61 | 8.15 | 9.39 | 10.78 | | | | |
| 20 | 7.22 | 8.33 | 9.58 | 41 | 7.82 | 9.01 | 10.35 | 62 | 8.16 | 9.40 | 10.80 | | | | |

Supplementary guidance for setting attendance targets in special schools.

The table below shows the median overall absence rates for each type of special school. When setting targets to reduce overall absence special schools should consider where their own overall absence rate lies in relation to these benchmarks.

Schools whose current performance is at or above the 75th percentile for their school type should consider increasing attendance as an extremely high priority; schools whose current performance is at or below the 25th percentile may find it appropriate to set a maintenance target if it is felt that further reductions are unrealistic.

Median Overall Absence rates for each type of special school in 2006/07

| | 25th percentile | Median | 75th percentile |
|------------------|------------------------|---------------|------------------------|
| Cognition | 7.18 | 8.54 | 10.26 |
| Sensory/Medical | 7.56 | 9.57 | 11.96 |
| Social/Emotional | 10.57 | 18.93 | 25.90 |
| Communication | 6.46 | 7.99 | 9.81 |
| Unclassified | 7.57 | 9.64 | 11.26 |
| Multiple SN1 | 6.88 | 9.39 | 10.81 |

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| | | |
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| Early Years' outcomes | Annie Nayyar | 020 7273 5858 |
| | Bev Grant | 020 7273 5176 |
| | John Myers | 02072735858 |
| Key Stage 2 | Jane Carr | 020 7340 8131 |
| Key Stage 3 | Jane Carr | 020 7340 8131 |
| Key Stage 4 | Maureen Boston | 020 7340 7110 |
| Level 2 at age 19 | Linda Rose | 020 7340 8023 |
| Children in care | Ian Payne | 020 7273 5185 |
| Black and minority ethnic Groups | Geoff Brown | 020 7340 7219 |
| Pupils with SEN | Jane Carr | 020 7340 8131 |
| School Attendance | Shumel Kalen | 07920 246559 |
| | Greg Midcalf | 0207 9256575 |
| RAISEonline | Paul Pinch | 020 79255456 |
| LAAAs | Clare Barham | 020 7340 7427 |
| | Alex Kirwan | 020 7340 7396 |