



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 7TH NOVEMBER 2017**

**SUBJECT: SEWC – REGIONAL TARGET SETTING STRATEGY – UPDATED  
SEPTEMBER 2017**

**REPORT BY: EDWARD PRYCE, CHALLENGE ADVISER, EDUCATION  
ACHIEVEMENT SERVICE (EAS)**

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### **1. PURPOSE OF REPORT**

1.1 To inform Members of the agreed Regional Target Setting Strategy.

### **2. SUMMARY**

2.1 The purpose of the regional strategy is to ensure a consistent approach to setting and agreeing targets across the region. It is to ensure that both LAs and schools meet statutory requirements and that high expectations are set for each individual learner across the region.

### **3. LINKS TO STRATEGY**

3.1 The report links directly to the Education and Lifelong Learning Directorate Plan 2016-17.

3.2 The report links to the wellbeing goals within the Well-being of Future Generations Act (Wales) 2016, as below:-

- Prosperous Wales : targeting at an individual pupil level enables a closer focus on their educational outcomes and aspirations. Using the individual pupil level targets there is more realistic as well as challenging targets that can be set at school, local authority and regional level.
- A More Equal Wales : understanding individual pupils and setting challenging expectations at the earliest opportunity, as well as the support that the individual's might need to meet those targets is even more crucial in creating a more equal Wales.

### **4. THE REPORT**

#### **Introduction**

#### **4.1 Regional Approach to Target Setting**

4.1.1 The purpose of the regional strategy is to ensure a consistent approach to setting and agreeing targets across the regional. It is to ensure that both LAs and schools meet statutory requirements and that high expectations are set for each individual learner across the region.

- Getting to know individual pupils' potential and challenging expectations at the earliest opportunity
- Ensuring that pupil progress towards targets is the responsibility of school leaders and every class teacher
- Implementing effective intervention
- Implementing the Local Authority role in challenging schools and the EAS
- Supporting Local Authority reporting of targets and progress to: scrutiny committees, cabinet, Estyn, Welsh Government and other monitoring bodies.

4.1.2 As part of the strategy all schools in the region are required to set targets for each individual pupil. School, local authority and regional targets are then derived from aggregated pupil level targets.

4.1.3 The EAS and Local Authorities recognise that individual pupil targets are aspirational and it is likely that not all pupils will achieve their targets, particularly when performance is based on external examinations. Schools, therefore, have the ability to override aggregate targets calculated from individual pupil targets. This is available for all schools at each key stage, but particularly important at key stage 4, to ensure that aggregate targets are realistic.

4.1.4 The target should be a **REALISTIC BUT CHALLENGING ASPIRATION** for the pupil. Targets should also be achievable, focused on the school's key priorities and set in the context of a plan for action by which they will be achieved: the school's development plan.

4.1.5 The chart below gives an overview of the technical process from September 2017, where the new EASi Target setting system will be used for the first time.

**Overview of Process:**



**\*\*Please note your targets are then subject to your Local Authority approval\*\***

## 4.2 Welsh Government Requirements

4.2.1 The Welsh Government requires all schools in Wales to set targets for performance for pupils at the end of foundation phase, key stage 2, 3 and 4 and in relation to reducing absence. In addition, schools must set a minimum of three local targets that reflect the priorities identified through self-evaluation and consideration of core data sets and other comparative information. These should reflect national priorities as they apply in relation to the individual school.

4.2.2 The most recent legislation on the School Performance and Absence Targets (Wales) Regulations 2011: <http://www.legislation.gov.uk/wsi/2011/1945/contents/made>

4.2.3 The governing body must set targets and have them agreed by the local authority no later than 31 December in each school year. Performance targets are set for three years.

- Final targets relate to the performance of the pupils in the final year of key stage 2, 3 or 4 as appropriate. These were reviewed last year and should not be amended without the express agreement of the local authority.
- Reviewed targets relate to the performance of pupils who will enter the final year of key stage 2, 3 or 4 (as appropriate) in the next academic year. These are the provisional targets set last year and should be revised in the light of the review if necessary.
- Provisional targets relate to the performance of pupils who will enter the final year of key stage 2, 3 or 4 as appropriate the year after next.

4.2.4 Where the local authority is not satisfied with the targets set by the governing body it must, within three working days of receipt of the target proposals, give notice to the governing body of the fact. In this circumstance the governing body must then reconsider the target(s) and submit a revised one within 21 days.

4.2.5 In the event that the local authority remains dissatisfied with a revised target(s), it must set the target for the school. Once set, targets for performance or absence may not be modified without the prior agreement of the local authority.

4.2.6 Identifying the pupils for whom to set targets for performance:

NC Year group				Provisional Newly set	Review Last year's provisional targets and revise if necessary	Final Last year's reviewed targets – cannot now be amended
FP	KS2	KS3	KS4			
2	6	9	11			✓
-	5	8	10		✓	
-	4	7	9	✓		
1	3	-	-	✓		

4.2.7 Targets should be set for performance of pupils based on the latest Welsh Government requirements / legislation. Currently the following targets are required for foundation phase, key stage 2 and key stage 3.

<b>Foundation Phase</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>
Percentage of pupils achieving the Foundation Phase indicator	Percentage of pupils achieving the Core Subject Indicator	Percentage of pupils achieving the Core Subject Indicator
Percentage of pupils achieving Outcome 5 or above in Language, Literacy and Communication (English or Welsh first language)	Percentage of pupils achieving Level 4 or above in English	Percentage of pupils achieving Level 5 or above in English
	Percentage of pupils achieving Level 4 or above in Welsh first language or Welsh second language	Percentage of pupils achieving Level 5 or above in Welsh first language
<b>Foundation Phase</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>
Percentage of pupils achieving Outcome 5 or above in mathematical development	Percentage of pupils achieving Level 4 or above in mathematics	Percentage of pupils achieving Level 5 or above in mathematics
Percentage of pupils achieving Outcome 5 or above in personal and social development, wellbeing and cultural diversity	Percentage of pupils achieving Level 4 or above in science.	Percentage of pupils achieving Level 5 or above in science.
Available entries will include Gold (G), Silver (S) and Bronze (Z) as appropriate		
<i>Local target 1 (Optional)</i>	<i>Local target 1</i>	<i>Local target 1</i>
<i>Local target 2 (Optional)</i>	<i>Local target 2</i>	<i>Local target 2</i>
<i>Local target 3 (Optional)</i>	<i>Local target 3</i>	<i>Local target 3</i>

4.2.8 For targets for the end of KS4, there have been significant changes made to the required performance measures made in both 2016 and 2017. Further changes are planned for 2018. In summary from 2017 onwards, schools will be required to continue to set targets for achievement against the Level 2 Threshold including English/Welsh and Mathematics (Level 2 inclusive), as well as the Level 1 Threshold. From 2017, there will be no reporting on the Core Subject Indicator (CSI) and leavers without qualifications will no longer be collected. Therefore, there is no longer a requirement for schools to set KS4 targets in respect of these two areas. Schools are still required to set three local targets for Key Stage 4.

4.2.9 Summary of targets

- Core Subject Indicator no longer reported
- Changes to the Capped Points Score, which include an increase from 8-9 GCSEs or equivalent, and subject specific requirements include English/Welsh, mathematics – numeracy, mathematics, 2x science

- Only the new reformed qualifications for English/Welsh, mathematics –numeracy and mathematics count towards these subject specific requirements of measures (literature qualifications no longer count). Either of the new mathematics GCSEs can satisfy the Level 2 inclusive numeracy requirements
- A maximum of two GCSE equivalence for the total contribution value of non-GCSE qualifications in the threshold measures (i.e. maximum equivalent of 40% of a threshold measure). This limit is not applied to the Capped Points Score
- Essential Skills Wales and Wider Key Skills no longer hold a contribution value in Key Stage 4 measures and are approved for Post-16 delivery only
- Qualifications of 60 up to 119 (inclusive) guided learning hours allocated a 0.5 GCSE equivalence
- Reformed Welsh Bacculaureate qualification awarded for the first time
- Schools should continue to guide each learner towards the qualifications that are best for them.

#### 4.2.10 Key Stage 4 Summary

Key Stage 4	Notes / Changes
Percentage of pupils achieving the Level 2 Threshold including English/Welsh and mathematics	
Capped Point 9	Changed from Capped Point Score in 2016-17 <ul style="list-style-type: none"> <li>• Increase from 8-9 GCSEs or equivalent</li> <li>• Subject specific requirements include English/Welsh, mathematics – numeracy, mathematics, 2x science</li> </ul>
L2 English Language	
L2 Welsh Language	For Welsh medium schools
L2 Mathematics	
L2 Mathematics - numeracy	
GCSE Science – A*-C – subject 1	Other Level 2 science qualifications not accepted from 2017-18
GCSE Science – A*-C – subject 2	Other Level 2 science qualifications not accepted from 2017-18
Percentage of pupils achieving the Level 2 Threshold	
Percentage of pupils achieving the Level 1 Threshold	
Percentage of pupils leaving school without achieving an approved qualification	
Welsh Bacculaureate	At Level 1 and Level 2
<i>Local target 1</i>	
<i>Local target 2</i>	
<i>Local target 3</i>	

4.2.11 Targets should be set for reducing the absence of pupils in relation to:

	<b>Provisional</b>	<b>Review</b>	<b>Final</b>
All pupils of compulsory school age	Total absence for the school year after next	Total absence for the next school year	Total absence for the current school year
Primary and special schools for the period covering the entire school year	Newly set	Last year's provisional targets reviewed and revised if necessary	Last year's reviewed targets – cannot now be amended
Secondary schools for the period covering the period from the start of the school year until the Friday before the last Monday in May	Newly set	Last year's provisional targets reviewed and revised if necessary	Last year's reviewed targets – cannot now be amended

4.2.12 Local targets should also be set that reflect the school's analysis of the strengths and weaknesses of the school as a whole and of the particular cohort of pupils. Targets should be 'SMART' - Specific, Measurable, Achievable, Realistic and Time-bound - be expressed clearly and be supported by a clear evidence base which can be also used later to measure progress. Schools should be mindful of the national priorities when considering their local targets namely:

- Raising standards in literacy
- Raising standards in numeracy
- Reducing the impact of deprivation on attainment.

4.2.13 It is a statutory requirement to submit attendance, exclusion (secondary only). Targets should be submitted using the standard forms. Challenge Advisers will provide appropriate challenge where required, in liaison with the local authority.

4.2.14 Special school are only expected to submit absence targets. There is no requirement to submit pupil performance targets unless there are 1 or more pupils in the performance cohort targeted to achieve any of the recognised indicators.

### 4.3 Timescales (2017 Process)

4.3.1 The timescales for the 2017 process are described in the table below:

<b>Date</b>	<b>Action</b>
<b>July 2017</b>	Schools finalise SIMS (Schools Information Management System) target setting marksheets
<b>4 September 2017</b>	EASi system live for schools to upload files and access target setting summary reports
<b>29 September 2017</b>	Deadline for submission of all targets to EAS
<b>29 September 2017</b>	First draft of targets submitted to Directors prior to further CA Challenge
<b>13 October 2017</b>	Deadline for CAs to scrutinise targets and submit agreed draft targets to PCAs

<b>20 October 2017</b>	Deadline for revised targets from schools
<b>24 October 2017</b>	Summaries and reports to LA directors
<b>27 October 2017</b>	Targets finalised and agreed with LA directors
<b>15 December 2017</b>	Deadline for Autumn Term Progress Towards Targets
<b>16 March 2018</b>	Deadline for Spring Term Progress Towards Targets
<b>29 June 2018</b>	Deadline for Summer Term Progress Towards Targets

#### 4.4 **Best Practice Guidance**

4.4.1 Best practice in target setting indicates that schools which set goals for each individual pupil in each year group are those most likely to be ambitious and successful in maximising outcomes for all children.

4.4.2 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.

4.4.3 Effective target setting and monitoring can:

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

4.4.4 Schools should be clear from the outset about their expectations for individual pupils at the end of each phase / key stage. For targets to succeed in driving school improvement and maximising pupil outcomes, they need to be set for pupils from Reception class 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.

4.4.5 Targets are most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom. All targets share common characteristics:

- clearly expressed
- quantified
- informed by an accurate evaluation of what is currently being achieved; and
- time-bound.

4.4.6 Targets are not just about aiming high. Nor are they something that only year 6, 9 and year 11 teachers need to focus upon. Schools should be clear from the outset about their expectations for individual pupils at the end of each key stage. For targets to succeed in

driving school improvement and maximising pupil outcomes, they need to be set for children from Reception class onwards (although these will not be collected as part of the statutory process) 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.

- 4.4.7 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. 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.
- 4.4.8 Schools set their own targets both for individual pupils and to improve standards overall. They should set targets which they believe can genuinely be achieved, with an appropriate degree of challenge. Schools should discuss their targets with their Challenge Adviser whose role is to challenge where expectations for individual pupils or groups of pupils, initially appear too low or too unrealistically ambitious.
- 4.4.9 Pupil targets should take account of the prior attainment of individual children, and the cohort as whole. No pupil should fail to make progress from one phase / key stage to the next. Schools should be setting targets for vulnerable learners 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 vulnerable learners 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.

#### 4.5 **Role of the Challenge Adviser**

- 4.5.1 The Challenge Adviser's role is to support schools in setting challenging but realistic targets by guiding school leaders in reviewing and interpreting their data, 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 Challenge Adviser will focus on pupil progress and attainment across the ability range and the many factors which influence it. They will pay particular attention to how the school is providing for low attaining and vulnerable groups such as children eligible for free school meals and looked after children.
- 4.5.2 The Challenge Adviser will look at a range of information including the school's self-evaluation, historical, progression, and comparative data, the school's development plan and how the school monitors whether pupils are on track to make expected levels of progress and will reach a judgment about the targets and the key improvement priorities necessary to achieve them. The Challenge Adviser will want to challenge the Head teacher and Governing Body where the school targets they are proposing to set appear to be either unambitious or unrealistic.
- 4.5.3 Which of the following prior attainment, estimates and comparative data and other factors do you take account of when you are setting targets:
- Prior Achievement of the individuals / cohort
  - 'Value Added' estimates (where available for key stage)
  - Welsh Government modelled expectations
  - Likely benchmarking position within the wider FSM benchmarking group
  - Comparison with the family, including trends in performance over 3 years
  - Comparison of the performance of different groups of pupils (e.g. boys, girls, eFSM, non-eFSM, ALN, EAL), both within school and with their peers in other schools
  - Identify in-school variation (e.g. between subjects)
  - At key stage 4 - comparative predictions for eFSM pupils in relation to the WG 'floor' target
  - What are the school's 'non-negotiables' in terms of target setting/tracking philosophy



## 4.6 Progress Towards Targets

4.6.1 The EAS on behalf of local authorities collects Progress Towards Target information, currently on a termly basis. Progress Towards Targets information will be collected in the EASi target system. Progress Towards Targets collection are made in order to support and challenge, so that:

- schools can demonstrate that they know each individual child, ensuring that if they fall behind expected progress, additional support can be provided at the earliest opportunity;
- local authorities have information, at both schools and aggregate LA level on the progress being made by different groups of learners;
- if issues are identified within an individual school, the support can be put in place at the earliest opportunity.

4.6.2 Current Progress towards collections (to Summer 2018)

- End of Autumn Term - update collects single figure for a range of measures (no eFSM split) for Y6, Y9, Y11 at expected level and expected +1
- End of Spring Term - update collected data for Year 2 pupils and for eFSM pupils in years 2, 6, 9 and 11
- End of Summer Term - update will collect data for ONLY Y11 pupils, including eFSM.

## 4.7 Policies and Protocols that support the strategy

- SEWC Intervention Framework
- SEWC Schools Causing Concern Policy
- SEWC Summit Strategy – Reviewing and Analysing Outcomes
- WG Statutory assessment arrangements for the end of Foundation Phase and Key Stages 2 and 3 (Updated Annually)
- EAS – Cluster Moderation Guidance
- EAS/LA - Results day protocol – key stage 4 & key stage 5
- School Performance and Absence Targets (Wales) Regulations (2011) – Latest Version
- Update Communications from WG on performance measures.

## 5. WELL-BEING OF FUTURE GENERATIONS

5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act. Involvement of children, young people, teachers and Education staff allow better target setting and raising aspirations. Understanding the support needs of individuals and collaborating with wider partners will provide better long term outcomes for children and young people. This, in turn, will help to prevent some of the fundamental causes of poverty and poor socio-economic outcomes.

## 6. EQUALITIES IMPLICATIONS

6.1 The strategies listed in Section 3 all include Equalities and Welsh language considerations, having included relevant officers and groups in the development process. The Council's Policy Unit works closely with the Directorate of Education to support schools and governing bodies in delivering their statutory Equalities duties, which in turn supports overall school performance and provides supplementary information during Estyn inspections.

## 7. FINANCIAL IMPLICATIONS

7.1 There are no specific financial implications.

## **8. PERSONNEL IMPLICATIONS**

8.1 There are no specific personnel implications.

## **9. CONSULTATIONS**

9.1 As detailed below. All comments have been reflected in the report.

## **10. RECOMMENDATIONS**

10.1 Members are asked to consider and note the report.

## **11. REASONS FOR THE RECOMMENDATIONS**

11.1 That members are fully informed of statutory target setting processes and the regional approach to target setting.

## **12. STATUTORY POWER**

12.1 Education Act 1996.

Author: Edward Pryce, Principal Challenge Adviser, EAS.

Consultees: Directorate Senior Management Team  
Councillor Philippa Marsden, Cabinet Member, Education & Achievement  
Councillor Wynne David, Chair of Education Scrutiny Committee  
Councillor Gaynor Oliver, Vice Chair of Education Scrutiny Committee  
Chris Burns, Interim Chief Executive  
Nicole Scammell, Acting Director of Corporate Services & S151  
Christina Harry, Corporate Director, Communities  
Dave Street, Corporate Director, Social Services  
Lynne Donovan, Acting Head of Human Resources & Organisational Development  
Jane Southcombe, Finance Manager (Education & Lifelong Learning and Schools)  
Gail Williams, Interim Head of Legal Services & Monitoring Officer  
Ros Roberts, Corporate Performance Manager, Performance Management  
Kathryn Peters, Corporate Policy Manager