

Our Ref: NEAS/TC/RB

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Email: [terry.cook@norfolk.gov.uk](mailto:terry.cook@norfolk.gov.uk)**TO ALL SECONDARY HEADTEACHERS AND CHAIRS OF GOVERNORS**

Dear Colleague

**Re: Target Setting for 2005 - Key Stage 3 and 4**

As you will know, all schools are required to set targets this autumn for the current Y10 students' GCSE results in 2005, and the current Y8 students' Key Stage 3 results in English, Mathematics, Science and ICT (TA) in 2005. Schools are responsible for setting and publishing their own targets for raising pupils' attainment in discussion with the LEA. The target setting regulations require schools to set the statutory targets by the end of December 2003 for Summer 2005. In the interests of continuous improvement, targets should be ambitious, rather than safe predictions of pupil performance. The LEA is required to submit these targets to the DfES in January 2004.

During August 2003, the DfES issued detailed guidance on the setting of school targets. Although at the primary level significant changes have been made, at the secondary level, particularly Key Stage 3, the context is different. The Key Stage 3 Strategy, and the accompanying target setting arrangements, have only been in place since 2001. The Government takes the view that there should therefore be no change to the existing target setting arrangements at Key Stage 3 and 4. A summary document outlining the initial guidance and proposed approach to target setting in the future is attached to this letter.

The LEA is committed to supporting schools, through their RDAs, and by the provision of additional relevant data. Once again this year the LEA will be providing you with customised target setting data for this Key Stage 3 and Key Stage 4 cohort of pupils. The Key Stage 3 indicative targets will be for each of the core subjects based upon rates of progress nationally from Key Stage 2. The Key Stage 4 indicative targets will be for: 5+ GCSE grades A\*-C; 5+ GCSE grades A\*-G including English and Maths; and average point score, based upon rates of progress nationally from Key Stage 3. To enable us to provide you with this reliable data, on which to base your target setting, the LEA has continued working in collaboration with The Fischer Family Trust (if you would like more information on the work of the Fischer Family Trust please contact Chris Jackson in the Management Information Centre, 01603-224223). Although the Fischer Trust data for Key Stage 3 is already available, the Key Stage 4

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estimates will not be available until October as they are based on the Summer 2003 results which are currently being analysed. The Key Stage 4 estimates will be forwarded to you by the end of October. The enclosed pack contains:

**1. A school estimate summary sheet for Key Stage 3, 2005**

This has four columns of aggregated school data. Columns A and B provide predictions for attainment, and C and D offer targets. If Norfolk schools are to continue to meet national and local improvement targets your school's minimum target should be drawn from column C.

**2. Pupil level estimates for Key Stage 3, 2005**

This includes the estimated targets for each pupil. There are two sets of targets, Type C and Type D, which aggregate to produce the figures in columns C and D of the school summary above. Please note that all Fischer Trust data is based on pupils attending the school at the time of PLASC (January 2003) - so any new pupils will not be included. For Key Stage 3 (current Year 8) we have tried to include pupils who had accepted a place in your school for September as provided by the Admissions Department in May 2003.

**3. This year's target setting proforma**

**4. Schools' target setting timetable 2003 and RDA agenda Autumn 2003**

You are requested to use the Fischer Trust data to support your own internal data analysis systems to set proposed school targets. A key element in supporting the process for setting school targets will be the roll out by the DfES of the new "Pupil Achievement Tracker" (PAT), formally the Interactive Autumn Package, which will facilitate more detailed and informed discussions about pupil progress.

Your proposed targets will then be discussed with your RDA and, if possible, a Governing Body representative, when the RDA visits your school in the second half of the Autumn Term. At this meeting the school will need to agree its final 2005 targets, which must be submitted to the RDA, ratified by the Governors, by Friday 19th December 2003 at the latest. This will enable us to forward all targets to the DfES as required and for Governors to meet the statutory 30th December deadline.

To enable this programme to be carried out effectively we would like to work to the timescales indicated on the attached timetable. Your RDA will be available to discuss and advise on these procedures and, at the end of the process, we will be evaluating the effectiveness of this approach.

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## **QCA OPTIONAL TESTS**

During the past two years, to further support the accuracy and effectiveness of the setting of indicative targets, the LEA funded schools to purchase the QCA optional tests for Key Stage 3 (Years 7 and 8). The use of QCA optional tests has aided schools in the assessment of learning and the setting of targets. However, the funding came from an additional grant we received through the Public Service Agreement programme 2001/2003. This grant funding has ended and we are now unable to fund the purchase of QCA optional tests centrally. We would encourage schools to continue to use the QCA optional tests as they are a beneficial aid to the assessment of learning but costs will need to be met from individual school budgets.

I hope that you find this information useful. Your RDA looks forward to meeting you in the second half of the Autumn Term to agree your 2005 targets. If you require any further guidance or clarification on any of the above, please do not hesitate to contact Terry Cook.

Yours sincerely

Bryan Slater  
Director of Education