

Our Ref: NEAS/TC/RB

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

Dear Colleague

**Re: Target Setting for 2004/05/06  
Key Stage 2 for 2005 and Key Stage 1 for 2004**

As you will know, schools are required to set targets this autumn in English and Mathematics for the current Y5 pupils for their National Curriculum Tests in 2005. Schools are responsible for setting and publishing their own targets for raising pupils' attainment in discussion with the LEA. Regulations require schools to set these statutory targets by the end of December 2003 for the Summer 2005 tests. 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. This covered the new arrangements for target setting at Key Stage 2 outlined in "Excellence and Enjoyment" - A strategy for primary education. A summary document outlining the changes is attached to this document.

The LEA is committed to supporting schools, through their RDAs, and by the provision of additional relevant data. Your RDA will be discussing with you the new guidance and target setting regulations. They will be able to support you in implementing these arrangements. In addition, once again this year the LEA will be providing you with customised target setting data for the relevant cohorts of pupils in each of the core subjects based upon previous performance. This will enable you to set both your statutory targets for 2005 and trajectory for 2006 to be discussed with your RDA. To enable us to provide you with this reliable data, and to support your target setting, the LEA has continued working in collaboration with The Fischer Family Trust. The Trust provides school and pupil estimates based on the pupils' prior attainment and the performance of pupils nationally. (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).

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This approach, building from the analysis of individual pupil performance is fully consistent with the announcements made about KS2 target setting and is in line with 'Excellence and Enjoyment'.

We enclose a customised target setting pack for your school containing:

**1. A school estimate summary sheet (Key Stage 2 only).**

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 schools' minimum targets would be in the region of column C.

**2. Pupil level data for the relevant cohort i.e. estimates for those to be tested in 2005 and 2006 (Key Stage 2 only).** 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 the information provided for KS2 is based on pupils attending the school in January 2003 (PLASC) - so any new pupils will not be included.

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

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

## **KEY STAGE 2**

The DfES has recently issued guidance resulting from Ministers' agreements in relation to future target setting processes. This will involve schools setting their own targets and the LEA targets being set afterwards. The DfES stresses it is crucial that work in this area is not artificially constrained by a target previously set by the DfES for the LEA as a whole. Also, it is proposed that primary schools should set new trajectories for improving their performance between the Key Stage 2 results this year and 2006. A key element in supporting the process for setting school targets will be the roll-out of the new Pupil Achievement Tracker (PAT), formally the Interactive Autumn Package, which will facilitate more detached and informal discussions about pupil progress.

The changes mean that it is crucial that the LEA works with schools both to support and to challenge you in the targets which you set and in your use of performance data. In fact the new criteria proposed reflects much of the process we have used within this LEA in past years.

The criteria by which every primary school needs to review its performance, are that the targets should be:

- Child based taking account of the prior attainment and expected progress of individual children.
- Stretching, improving on the value added from cohort to cohort.
- Owned by the school, having a clear importance for the assessment priorities in the classroom.
- Schools will be expected to compare their targets with those schools in similar circumstances.
- Schools currently below the floor target of 65% L4+ at the end of Key Stage 2 set a trajectory of how to reach it as soon as possible.
- All schools are encouraged to look further ahead than one year and set a trajectory to 2006.

As a result of DfES guidance and to further streamline the process, we are introducing a change to arrangements this year. This will entail the LEA providing schools with their Key Stage 2 Fischer Trust Data early in September. Schools are requested to use this additional data to support their own internal data analysis systems, together with the Pupil Achievement Tracker, to set proposed school targets. These will then be discussed with the RDA and, if possible, a Governing Body representative when the RDA visits the 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 19 December 2003 at the latest. This will enable us to forward all targets to the DfES as required to meet the statutory 30 December deadline.

A further change announced by the DfES is that it recognises a small minority of schools will judge their existing 2004 target to be inappropriate. Given the significant change in the target setting process for Key Stage 2 this year the DfES, subject to Parliamentary approval, is amending the Education (School Performance Targets) England) Regulations to allow schools to set a new target for 2004 at Key Stage 2 this autumn. This provision will apply to the 2003 regulations only and only for Key Stage 2 targets.

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.

## **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 2 (Years 3, 4 and 5). 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. Unfortunately 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.

## **KEY STAGE 1**

In relation to the setting of targets for the end of Key Stage 1, it is recommended good practice that targets are set by each school. Last year, as a trial, we requested schools set targets for the end of Key Stage 1 using the following structure:

- ◆ For pupils taking SATs in 2003 the school to set their forecast target by the end of the Autumn Term 2002.
- ◆ In subsequent years the targets are to be set as part of the school self review discussions with the school's RDA at the end of the Summer term prior to the academic year in which the SATs will be taken.

We are now asking that you fully adopt the 'subsequent years' advice given above and that targets will be set as part of the school self review discussions with the school's RDA at the end of the Summer Term prior to the academic year in which the SATs will be taken.

I hope that you find this information useful and your RDA looks forward to meeting you in the second half of the Autumn Term to agree your Key Stage 2 2005 targets and in the Summer Term to agree your Key Stage 1 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