

# **Target Setting - Key Stage 2 - 2004/06**

## **DfES Guidance - Summary**

To assist the process of target setting 2004/06 at your school the following summary of DfES guidance has been produced. This covers the new arrangements for target setting at Key Stage 2, following the changes outlined in “Excellence and Enjoyment A Strategy for Primary Education”.

Although primary schools are encouraged to look further ahead than one year and set a trajectory to 2006 – the statutory requirement to set and report targets will apply only to the targets for 2005.

Further information on target setting, including case studies, is also available on the DfES website at: <http://www.standards.dfes.gov.uk/ts/>

### **Policy on target setting**

Targets are an essential part of the process for raising standards. They show what we need to achieve, provide a clear focus for improvements, particularly in teaching and learning, and are an important means of measuring progress.

The setting of ambitious national targets has provided a powerful stimulus for improvement over the last five years, particularly in primary schools. The Government has set a series of ambitious targets at each key stage over the next three to four years, which aim to improve national standards and also narrow the achievement gap. These targets are realistic, based on the existing achievements of many schools and taking account of the support that is being provided through the National Strategies.

### **LEA and school targets - primary**

At primary level, the implementation of the National Literacy and Numeracy Strategies, supported by the target setting and wider accountability framework, have brought about a substantial rise in standards over the last five years. Comprehensive assessment and monitoring has been embedded in primary schools.

The Government announced in “Excellence and Enjoyment: A strategy for primary schools”, launched on 20 May 2003, that as part of its new wider strategy for primary schools, the local target setting process would begin with schools setting their own targets, and LEA targets being set afterwards.

David Hopkins’ letter to Chief Education Officers of 20 May explained that these changes in no way envisaged any diminished role for LEAs in the process and it would be crucial for LEAs to work with schools both to support and to challenge them in the targets they set and in their use of performance data. However, “Excellence and Enjoyment” also emphasised the importance for schools to have targets that they believe in and can genuinely work toward so that they are a powerful tool for helping them to take control of their own development and improvement.

## **The DfES key principles for school performance targets**

At both primary and secondary level there are a number of key principles that should underpin **school** target setting. School targets should be:

- **Based on the prior attainment and expected progress of individual children**  
To have any meaning in the classroom, targets must reflect what teachers know about individual children. The information available in the Pupil Achievement Tracker (PAT) about the progress that children can make between different Key Stages will help schools to set appropriate targets for individual children. Schools should be able to share information about the expected progress of individual children in any year group if they move to another school.
- **Ambitious**  
The national targets that have been set at each key stage are a clear signal that all schools should have ambitious aims for the progress that they expect individual pupils to make.
- **Owned**  
Schools should continue to set targets to which they themselves are committed and which are signed up to by everyone in the school. A whole-school approach to target-setting, which involves not just headteachers but senior and middle managers in the debate, will ensure that the process is fully informed and rigorous. Governing Bodies are legally required to promote high standards of educational achievement. It is therefore essential that schools involve their Governing Bodies in target-setting meetings so that they fully understand how the targets have been worked out and can contribute to the process. In order to contribute effectively, Governing Bodies should have access to appropriate performance data, and LEA monitoring reports.

## **Data to support schools in setting targets**

National and LEA results for Key Stages 1, 2 and 3 were announced on 19 August and the Statistical First Release with LEA results will be published in week beginning 15 September. These results will form the basis for initial discussions on target-setting with schools in September.

In addition, the new Pupil Achievement Tracker (PAT – formerly the Interactive Autumn Package) will facilitate more detailed and informed discussions about pupil progress – and implications for pupil outcomes – and specifically highlight the degrees of challenge faced in teaching and learning. LEAs and schools will receive the PAT CD-Rom in the October batch-mailing. More detailed discussions on individual pupil targets can therefore take place from mid-October onwards.

## **Setting Targets at Key Stage 2**

### **A) NATIONAL TARGETS**

The Government remains committed to ensuring that over the country as a whole, at least 85% of 11 year-olds should reach Level 4 and above in English and mathematics as soon as possible; it hopes to achieve this by 2006. At Level 5 and above, the target is for 35% of pupils to reach this level on the same timescale. 'Excellence and Enjoyment: A strategy for primary schools'

explained that in response to concerns expressed by headteachers and others, primary schools should set their own targets at Key Stage 2 first, with LEA targets set afterwards.

The Government has also set a target to reduce significantly by 2006, the number of schools which are achieving results below 65% at Key Stage 2 in either English or mathematics.

## **B) SCHOOL TARGETS**

All primary schools have a statutory requirement to set targets for Level 4 and Level 5 in English and mathematics for 2005 by 31 December 2003. "Excellence and Enjoyment" explained that schools should also set targets up to 2006. The DfES doES not propose to make it a statutory requirement for schools to set a target for 2006 this autumn but would strongly encourage them to set a trajectory to show how they intend to maximise progress each year. Schools should review this when they set their statutory targets for 2006 in autumn 2004. Schools will **not** be asked this year to report targets for 2006 either to their LEA or to the Department, but LEAs will want to discuss with their schools whether the trajectory set is sufficiently realistic and challenging.

### Setting a trajectory to 2006

In setting a sensible trajectory towards 2006, which sets out how schools intend to maximise progress each year, the DfES recognises that a small minority of schools will judge their existing 2004 target to be inappropriate since it is considerably out of range of the most ambitious projections. Given the significant change in the target-setting process for Key Stage 2 this year, the DfES believes that provision should be made for schools formally to revise their 2004 targets. Subject to Parliamentary approval, the Education (School Performance Targets) (England) Regulations are being amended 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 school targets.

The DfES does not envisage any need for a wholesale revision of schools' 2004 targets. The majority of schools are likely to judge that their current target should remain in place. For some schools, however, an analysis of their 2003 results and the data in the PAT might suggest either that their current target is effectively unachievable, or that it is insufficiently challenging. In these cases, the DfES believes schools should be able to revise their 2004 targets in discussion with their LEA, who will want to ensure this provision is used only where it can be justified by the school's analysis.

In setting a trajectory from 2004 to 2006, which shows how schools plan to maximise progress each year, it is up to schools to determine whether this should show equal steps or different sized increases (or in some cases a decrease) depending on their modelling of the likely progress of the different cohorts involved. The DfES recognises that continual year on year improvements in test performance at school level (particularly in primary schools where cohort size can be small) will not always be achievable, but as a general rule each cohort should be expected to make more progress than the one before.

Schools which are already achieving very high results (above the national target of 85% at Level 4+ and 35% at Level 5+) should construct their targets in the same way as others and aim to consolidate and show how they can improve on their current performance if possible.

This approach will enable schools to take into account the different starting points of different groups of children. In a particularly challenging year, although the raw results may not rise, the

aim should still be to improve the contribution the school makes to the pupils' learning. LEAs should challenge schools to justify their trajectory and show they have been as realistic and ambitious for their pupils as possible.

Schools that experience high levels of pupil mobility may feel it is more difficult to set a trajectory to 2006, as they will have less secure data to use in helping them to model pupil progression based on prior attainment. They should make full use of the data they have but will obviously need to review their 2006 target carefully next year.

### Underperforming schools

The Government is determined to reduce the number of underperforming primary schools. Disadvantage should not stop schools from doing well. Within the different free school meal bands, the range of achievement is very wide. If all schools achieved as well as the best schools in similar circumstances, we would achieve the national target of 85%. The PAT will enable schools to measure their performance against other schools in similar circumstances and in particular those achieving results in the top quartile.

In 2002, 2,952 schools achieved below 65% in English and 3,306 did so for mathematics. For these schools the targets they set for 2005 and the trajectory for 2006 should show how they plan to reach 65% as soon as possible. Schools which are currently performing at the lower end of the range for their free school meal band should be aiming at least to reach average levels of performance for schools in similar circumstances. If they cannot set a trajectory to reach 65% with the existing cohorts of year 3, 4 and 5 children, they should at least aim for a significant year on year increase in children's rate of progress.

## Target-setting in 2003 – Role of Schools

The process for setting targets for Key Stage 3 and for GCSE in schools with secondary pupils follows the previous practice and, at Key Stage 3 looks ahead to the national targets for 2007. At Key Stage 2, following publication of 'Excellence and Enjoyment: A strategy for primary schools' the key stages in the process have been revised.

Date	Primary Schools	Secondary Schools
By end July 2003	Use QCA optional tests in Y3, 4 and 5 in reading, writing and mathematics to review progress of individual children, confirm identification of 'target' children in each year group and consider deployment of TAs and use of interventions in 2003-04.	KS3: complete the intervention audit to identify 'target' pupils in each year group to further define the intervention strategy. Build in provision to identify those pupils now in Y6 who will need support in Y7.
	Analyse results of Y6 cohorts, in the light of targets. Analyse scripts to identify aspects of reading, writing, mathematics which remain problematic.	Analyse results of Y9 and Y11 cohorts in the light of targets. At KS3 analyse scripts to identify aspects of reading, writing, mathematics and science which remain problematic.
	Pass KS2 results on to receiving secondary schools.	Report results to parents and governors.
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August / September 2003	Confirm deployment of TAs and additional resources in each year group according to prioritised needs. Review curriculum targets where appropriate and reflect these in planning.	Confirm deployment of TAs and additional resources in each year group according to prioritised needs. Review curriculum targets where appropriate and reflect these in planning.
September / October / November 2003	Make appropriate provision for targeted children in each year group and monitor progress regularly.	Make appropriate provision for targeted children in each year group and monitor progress regularly.
	Discuss expected KS2 targets for 2005 with RDA (as appropriate)	Discuss expected KS3 and GCSE targets for 2005.
	Look at projected outcomes for 2006 based on prior attainment and progress of current Y4 cohort in KS2.	Look at projected outcomes for 2006 based on prior attainment and progress of current Y7 cohort in KS3 and Y9 cohort for GCSE.
December 2003	Governors formally agree statutory school targets and report these to the LEA.	Governors formally agree statutory school targets and report these to the LEA.
January 2004	Continue to focus provision on Y6 target children (through Booster classes, Easter schools etc), closely monitor progress of identified 'borderline' children in Y5 (both at L3/4 and at L4/5) and maximise progress of target children in earlier year groups.	KS3: Continue to implement the intervention strategy in each year group and monitor pupils' progress.