

Target Setting - Key Stage 3 and 4 - 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.

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

The Secretary of State has decided that there should be no change to the existing target-setting arrangements at Key Stages 3 and 4. This reflects his view that there has not been the step change in performance at secondary level, particularly at Key Stage 3, that has occurred at primary level.

LEAs, and primary and secondary schools, are encouraged to look further ahead than one year and set a trajectory to 2006 (LEAs should look to 2007 for Key Stage 3). However, the statutory requirement to set and report targets will apply only to the targets for 2005.

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 and other programmes, such as Excellence in Cities.

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 Stages 3 and 4

Embedding the culture change necessary to transform standards across the whole secondary sector remains a key priority for the Government. This is particularly the case at 11-14 where the relatively new Key Stage 3 strategy means we have not yet seen the step change in performance evidenced at primary. The Secretary of State has decided, therefore, that the existing target setting arrangements at Key Stage 3 should remain in place for 2004-05.

A) NATIONAL TARGETS

Key Stage 3

The national end-of-key stage targets are:

By 2004:

- 75% of 14 year-olds to achieve at least level 5 in English, mathematics and ICT
- 70% of 14 year-olds to achieve at least Level 5 in Science

By 2007:

- 85% of 14 year-olds to achieve at least Level 5 in English, mathematics and ICT
- 80% of 14 year-olds to achieve at Level 5 in Science

There is also a school floor target to reduce significantly by 2007, the number of schools where fewer than 60% of 14 year-olds achieve Level 5.

Key Stage 4

The national targets at Key Stage 4 relevant to 2005 or 2006 are:

- Between 2002 and 2006 the percentage of 15 year-old pupils achieving 5 or more GCSEs at grades A* - C should rise by an average of 2 percentage points per year.
- For each school to have no fewer than 25 per cent of its 15 year-old pupils achieving 5 or more GCSEs at grades A* - C by 2006.

Targets for 2004 are:

- 92 per cent of 15 year-olds to achieve 5 or more GCSEs at grades A* - G, including English and mathematics.
- Every LEA to have a rate of achievement of at least 38 per cent of its pupils achieving 5 or more GCSEs at grade A* - C.
- Each school to have no fewer than 20 per cent of its pupils achieving 5 or more GCSEs at grades A* - C.

The 2004 national targets relating to achievement at A* - G and the LEA 38 per cent floor target will not be extended beyond 2004. Subject to Parliamentary approval, the Education (School Performance Targets) Regulations are being amended to remove the requirement on schools to set a target for A* - G for 2005.

B) SCHOOL TARGETS

The DfES wants all schools to be ambitious for their pupils and deliver improved levels of progress. Schools should set targets in line with the principles outlined earlier, based on the expected achievement of individual children; ambitious; and have the commitment of the whole school. The DfES wants LEAs, when discussing target-setting with their schools, to consider with them the extent of the year on year increases that would be necessary to achieve the LEA and national targets taking into account local performance and value added information.

At **Key Stage 3** the DfES proposes to ask schools and LEAs to set their targets to achieve an increase in the region of 4% each year taking into account local factors and their performance in adding value during the key stage. The level of challenge needed might broadly be described as asking for a minimum of 1 additional pupil reaching Level 5 in the core subjects, in every class each year. Although this approach may need to be adjusted to take account of local circumstances, an improvement in performance of this nature nationally will enable the targets to be realised. The PAT will provide information that will enable every school and LEA to see what these expectations will mean locally. Again, guidance in the autumn will expand on this further.

At **Key Stage 4** there will now be 2 statutory targets for 2005:

- The percentage of 15 year-old pupils achieving 5 or more GCSEs at grades A* - C; and
- The average point score for the school to be achieved by 15 year-old pupils in GCSE and vocational qualifications.

Schools below the floor targets for 2004 and 2006 should aim not only to reach that floor, but to sustain higher levels of performance into the future. In addition, schools will want to consider setting their own internal targets focusing on inclusion, for raising attainment of groups of students who are underachieving, or in core subjects.

Setting a trajectory to 2006

The DfES believes that the Department, LEAs and schools must continue to work towards sustained improvement in pupil performance over a number of years. It therefore encourages schools to look beyond 2005 and consider the level of performance for which they should aim. This fits with the approach at Key Stage 2.

LEAs will wish to work through with their schools how, over the next 3-4 years, increasing levels of pupil progress will be achieved given the resources at their and their schools' disposal. If performance trajectories are considered in this way, then schools and LEAs will have a common understanding of the pressures they face and can work together to optimise the support and resources needed to maintain the pace of progress.

In setting a trajectory from 2004 to 2006, LEAs will want to agree with their schools how progress can most sensibly be measured, which will depend on their modelling of the different cohorts involved, and challenge them to justify they have been as realistic and ambitious as possible.

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.
	Report results to parents and governors.	
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.