



National Indicators for Local Authorities
and Local Authority Partnerships:
Handbook of Definitions
First release (February 2008)

Annex 2: Children and Young People

Introduction

On 11 October 2007 the Secretary of State for Communities and Local Government announced a new set of 198 national indicators for English local authorities and local authority partnerships. The set underpins the new performance framework for local government and meets the Government's commitment, as set out in the local Government White Paper *Strong and Prosperous Communities*, to introduce a clear set of national outcomes and a single set of national indicators by which to measure them.

A consultation exercise on the Government's proposed technical definitions for the 198 indicators ran from 8 November to 21 December 2007. Communities and Local Government have been working with other Government Departments and stakeholders to agree final definitions for inclusion in the handbook, taking into account the many helpful and informed comments received from consultees on individual indicators.

We have completed this process for 138 indicators and are publishing in February 2008 final definitions for these. The technical definitions for the remaining 60 indicators have not yet been finalised, including those that are also part of the Assessments of Police and Community Safety framework and/or are to be collected through the new Place Survey, both of which were subject to separate consultations running to a later timetable than that for the national indicator set definitions.

We are publishing the first tranche of 138 for 2008 now in order to provide as much information as possible for local authorities and their partners in the run-up to the introduction of the set. The full Handbook, containing definitions for the remaining indicators for introduction in April 2008, will be published by the end of March.

In line with the consultation document the indicator definitions are split into four annexes as follows.

Annex 1: Stronger and Safer Communities

Annex 2: Children and Young People

Annex 3: Adult Health & Well-being and Tackling Exclusion & Promoting Equality

Annex 4: Local Economy and Environmental Sustainability

This document is Annex 2 to the document *National indicators for Local Authorities and Local Authority Partnerships: Update on publication of the final definitions for the national indicator set*.

List of Definitions for Children and Young People

Title of national indicator

Outcome: Children & Young People

Be Healthy

NI 51 Effectiveness of child and adolescent mental health (CAMHS) services DCSF DSO

NI 53 Prevalence of breastfeeding at 6 – 8 weeks from birth PSA 12

NI 55 Obesity in primary school age children in Reception PSA 12

NI 56 Obesity in primary school age children in Year 6 DCSF DSO

NI 58 Emotional and behavioural health of looked after children
DCSF DSO

Stay Safe

NI 59 Percentage of initial assessments for children’s social care carried out within 7 working days of referral DCSF DSO

NI 60 Percentage of core assessments for children’s social care that were carried out within 35 working days of their commencement
DCSF DSO

NI 61 Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption DCSF DSO

NI 62 Stability of placements of looked after children: number of placements DCSF DSO

NI 63 Stability of placements of looked after children: length of placement DCSF DSO

NI 64 Child Protection Plans lasting 2 years or more DCSF DSO

NI 65 Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time DCSF DSO

NI 66 Looked after children cases which were reviewed within required timescales DCSF DSO

NI 67 Percentage of child protection cases which were reviewed within required timescales DCSF DSO

NI 68 Percentage of referrals to children’s social care going on to initial assessment DCSF DSO

Title of national indicator

Outcome: Children & Young People (*continued*)

Enjoy and Achieve

NI 72 Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy PSA 10

NI 73 Achievement at level 4 or above in both English and Maths at Key Stage 2 PSA 10

NI 74 Achievement at level 5 or above in both English and Maths at Key Stage 3 PSA 10

NI 75 Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths PSA 10

NI 76 Reduction in number of schools where fewer than 65% of pupils achieve level 4 or above in both English and Maths at KS2 DCSF DSO

NI 77 Reduction in number of schools where fewer than 50% of pupils achieve level 5 or above in both English and Maths at KS3 DCSF DSO

NI 78 Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths PSA 10

NI 79 Achievement of a Level 2 qualification by the age of 19 PSA 10

NI 80 Achievement of a Level 3 qualification by the age of 19 PSA 10

NI 81 Inequality gap in the achievement of a Level 3 qualification by the age of 19 DCSF DSO

NI 82 Inequality gap in the achievement of a Level 2 qualification by the age of 19 DCSF DSO

NI 83 Achievement at level 5 or above in Science at Key Stage 3 DCSF DSO

NI 84 Achievement of 2 or more A*-C grades in Science GCSEs or equivalent DCSF DSO

NI 85 Post-16 participation in physical sciences (A Level Physics, Chemistry and Maths) DCSF DSO

NI 86 Secondary schools judged as having good or outstanding standards of behaviour DCSF DSO

NI 87 Secondary school persistent absence rate DCSF DSO

NI 88 Percentage of schools providing access to extended services DCSF DSO

Title of national indicator

Outcome: Children & Young People *(continued)*

NI 89 Reduction in number of schools judged as requiring special measures and improvement in time taken to come out of the category DCSF DSO

NI 91 Participation of 17 year-olds in education or training DCSF DSO

NI 92 Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest PSA 11

NI 93 Progression by 2 levels in English between Key Stage 1 and Key Stage 2 PSA 11

NI 94 Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2 PSA 11

NI 95 Progression by 2 levels in English between Key Stage 2 and Key Stage 3 PSA 11

NI 96 Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3 PSA 11

NI 97 Progression by 2 levels in English between Key Stage 3 and Key Stage 4 PSA 11

NI 98 Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4 PSA 11

NI 99 Looked after children reaching level 4 in English at Key Stage 2 PSA 11

NI 100 Looked after children reaching level 4 in Maths at Key Stage 2 PSA 11

NI 101 Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)

PSA 11

NI 102 Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4 PSA 11

NI 103 Special Educational Needs – statements issued within 26 weeks DCSF DSO

NI 104 The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold DCSF DSO

NI 105 The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSEs including English and Maths DCSF DSO

NI 106 Young people from low income backgrounds progressing to higher education PSA 11

NI 109 Delivery of Sure Start Children's Centres DCSF DSO

Title of national indicator

Outcome: Children & Young People (*continued*)

Make a positive contribution

NI 112 Under 18 conception rate PSA 14

NI 113 Prevalence of Chlamydia in under 25 year olds DCSF DSO

NI 114 Rate of permanent exclusions from school DCSF DSO

Economic Wellbeing

NI 116 Proportion of children in poverty PSA 9

NI 117 16 to 18 year olds who are not in education, employment or training (NEET) PSA 14

Definitions for Children and Young People

NI 51: Effectiveness of child and adolescent mental health (CAMHS) services			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	<p>To have a measure of how effectively mental health services meet children's mental health needs for 2008-09.</p> <p>DCSF are currently working to develop an outcome measure for CAMHS from 2009 onwards. However, until a robust outcome measure for CAMHS can be implemented, it is important to have in place a measure which will ensure services retain a focus on maintaining developments in CAMHS. We are therefore proposing, as an interim measure, to use four proxy measures related to key aspects of service, which when taken together, will continue to identify those PCTs and LAs which are together delivering comprehensive CAMHS.</p>		
Definition	<p>A self assessment of how effectively mental health services meet children's mental health needs for 2008/09. This is an aggregated score of 1 to 4 for each of the four questions below, where a total of 4 is the lowest possible score and 16 is the highest.</p> <p>For the period 2008-9 we are proposing the following four questions:</p> <ol style="list-style-type: none"> 1. At January 31 2009, has a full range of CAMH services for children and young people with <i>learning disabilities</i> been commissioned for the Local Authority/PCT area? 2. As at January 31 2009, do <i>16 and 17 year olds</i> from the Local Authority/PCT area who require mental health services have access to services and accommodation appropriate to their age and level of maturity? 3. As at 31 January 2009, are arrangements in place for the Local Authority/PCT area to ensure that <i>24 hour cover</i> is available to meet urgent mental health needs of children and young people and for a specialist mental health assessment to be undertaken within 24 hours or the next working day where indicated? 4. As at 31 January 2009 was a full range of early intervention support services delivered in universal settings and through targeted services for children experiencing mental health problems commissioned by the Local Authority and PCT in partnership'? <p>LAs and PCTs are asked to rate the service under each indicator on a scale of 1 to 4 as follows:</p> <ul style="list-style-type: none"> 1 for no aspects or service or strategic plans in place 2 for protocols and plans are in place, services have yet to be put in place 3 for protocols and plans are in place but are only partially implemented 4 for protocols and plans are in place and are fully implemented. 		
Formula	<p>Aggregate the self assessed scores of 1 to 4 for each of the four questions, where a total of 4 is the lowest possible score and 16 is the highest.</p>		

NI 51: Effectiveness of child and adolescent mental health (CAMHS) services (continued)			
Worked example	If a council assesses performance against the three questions as being respectively 3, 4, 3, 2, then a score of 12.	Good performance	Good performance is typified by higher numbers.
Collection interval	Annual	Data Source	CAMHS Mapping
Return Format	Number between 4 and 16	Decimal Places	None
Reporting organisation	Ofsted based on information collated and reported across all Local authorities and Primary Care Trusts CAMHS mapping exercise.		
Spatial level	Primary Care Trust, single tier and county councils		
Further Guidance	<p>The definition of 'Comprehensive CAMHS' is based on Appendix 2 of the Mental Health and Psychological Well being of Children and Young People Standard of the National Service Framework for Children Young People and Maternity Services. This is available at www.dh.gov.uk</p> <p>Guidance on the CAMHS mapping, including on the rating scale, will be available at www.camhsmapping.org.uk</p>		

NI 53: Prevalence of breast-feeding at 6-8 wks from birth			
Is data provided by the LA or a local partner?	Yes – PCT	Is this an existing indicator?	N
Rationale	To provide an impetus to enhance health and children’s support services to mothers to sustain breastfeeding and thus give children a good start early in life.		
Definition	<p>This is a new data collection. Four data lines will be collected</p> <ol style="list-style-type: none"> a. The number of infants due for a 6-8 week check. b. The number of infants recorded as being totally breastfed at 6-8 weeks. c. The number of children recorded as being partially breastfed (receiving both breast milk and infant formula) at 6-8 weeks. d. The number of children recorded as not at all breastfed at 6–8 weeks. <p>Where:</p> <ol style="list-style-type: none"> a. <i>Infants</i> due for a 6-8 week check is defined as those registered with the Primary Care Trust (PCT) b. <i>Totally breastfed</i> is defined as babies who are exclusively receiving breast milk at 6-8 weeks of age – that is, they are NOT receiving formula milk, any other liquids or food. c. <i>Partially breastfed</i> is defined as babies who are currently receiving breast milk at 6-8 weeks of age and who are also receiving formula milk or any other liquids or food. d. <i>Not at all breastfed</i> is defined as babies who are not currently receiving any breast milk at 6-8 weeks of age. <p>From this, two percentages are derived:</p> <ol style="list-style-type: none"> 1. Percentage of infants being breastfed at 6-8 weeks 2. Percentage of infants for whom breastfeeding status is recorded <p>All infants due for a 6-8 week check are included in the denominator for this indicator. This includes those who did not attend their 6-8 week check, and those where the breastfeeding status was not recorded even though they attended their 6 week review.</p>		

NI 53: Prevalence of breast-feeding at 6-8 wks from birth (continued)

Formula	<p>1. Percentage of infants being breastfed at 6-8 weeks (breastfeeding prevalence)</p> $\left(\frac{b+c}{a}\right) * 100\%$ <p>Where:</p> <p>a = Total number of infants due for 6-8 weeks check that quarter. b = Number of children recorded as being totally breastfed at 6-8 weeks that quarter. c = Number of children recorded as being partially breastfed at 6-8 weeks that quarter.</p> <p>2. Percentage of infants for whom breastfeeding status is recorded (breastfeeding coverage)</p> $\left(\frac{b+c+d}{a}\right) * 100\%$ <p>Where:</p> <p>a = Total number of infants due for 6-8 weeks check that quarter. b = Number of children recorded as being totally breastfed at 6-8 weeks that quarter. c = Number of children recorded as being partially breastfed at 6-8 weeks that quarter. d = Number of children recorded as not at all breastfed at 6-8 weeks that quarter.</p>	
Worked example	<p>If 500 children were due for 6-8 week checks in the quarter. 350 are recorded as being totally breastfed. 50 are recorded as being partially breastfed and 75 not breastfed at all, then:</p> <p>Breastfeeding prevalence equals $((350 + 50)/500) * 100\% = 80.0\%$.</p> <p>Breastfeeding coverage equals $((350 + 50 + 75)/500) * 100\% = 95.0\%$.</p>	<p>Good performance</p> <p>Good performance is typified by an increase in the percentage coverage and prevalence year on year.</p> <p>For sufficient confidence to be placed on the figures, coverage should be at least 85% and ideally 95% more. DH will be applying the following standards when using the data for it's own purposes:</p> <p>85% coverage required by 2008/09 quarter 4 90% coverage required by 2009/10 quarter 4 95% coverage required by 2010/11 quarter 4</p>

NI 53: Prevalence of breast-feeding at 6-8 wks from birth (continued)			
Collection interval	Quarterly Quarter 1 = 1 April to 30 June Quarter 2 = 1 July to 30 September Quarter 3 = 1 October to 30 December Quarter 4 = 1 January to 31 March	Data Source	Mandatory PCT Child health Information records reported to DH at quarterly intervals
Return Format	1. Percentage 2. Percentage	Decimal Places	One
Reporting organisation	Primary Care Trusts (PCTs) report data quarterly to Department of Health (DH)		
Spatial level	Strategic Health Authority, Primary Care Trust, and single tier and county council		
Further Guidance	Equalities Data on inequalities is not required as part of the national dataset for this return. If interested parties require analysis by Gender, Religion, Age or any of the other inequalities indicators they should contact the information department of the local Primary Care Trust to find out if this information is held by the their child health system.		

NI 55: Obesity in primary school age children in Reception			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	<p>The Government's new ambition on excess weight, announced in the Comprehensive Spending Review 2007, is to be the first major country: to reverse the rising tide of obesity and overweight in the population, by ensuring that all individuals are able to maintain a healthy weight. Our initial focus is on children: by 2020, we will have reduced the proportion of overweight and obese children to 2000 levels. The Department of Health is responsible for overall policy on obesity and is jointly responsible with the Department for Children, Schools and Families for tackling child obesity.</p> <p>The Government has sent a clear signal that enabling individuals to maintain a healthy weight is important through the inclusion of obesity as a national priority within the NHS Operating Framework and the Children's Plan. The NHS Operating Framework requires all PCTs to develop plans to tackle child obesity, and to agree local plans with SHAs. It is the Government's expectation that PCTs will seek to work with local authorities to develop these plans, using the Joint Strategic Needs Assessment process that will become a requirement from April 2008. If the PCT and local authority agree that there is a sufficient local need to promote maintaining a healthy weight then they can seek to jointly develop a target within their Local Area Agreement that sets out what they will do to achieve this goal.</p>		
Definition	<p>The percentage of children in Reception who are obese, as shown by the National Child Measurement Programme (NCMP).</p> <p>For the NCMP, PCTs coordinate with schools to weigh and measure all eligible children in Year 6 and Reception. PCTs must record height, weight, sex, date of birth, date of measurement, home postcode and ethnicity as well as school name for each child measured.</p> <p>PCTs then send these data to the NHS Information Centre (the IC). The IC checks the data and provides local authorities and PCTs with a final dataset of their results, and publishes a national report of key findings.</p> <p>To enable meaningful comparisons over time and between local areas, high participation rates by eligible children are essential and PCTs and local authorities should work together to maximise participation by eligible children in their areas. Caution should be exercised when interpreting prevalence data where coverage is low.</p> <p>The population base is all eligible children in Reception (regardless of their age at the time of measurement) in maintained primary and middle schools located within a PCT area. These data will then be mapped to the corresponding local authority. The NCMP guidance for PCTs (http://www.dh.gov.uk/healthyliving) provides more information about which children are eligible for inclusion.</p>		

NI 55: Obesity in primary school age children in Reception (continued)			
Definition (continued)	Children are defined as obese if their body-mass index (BMI) is above the 95th centile of the reference curve for their age and sex according to the UK BMI centile classification (Cole TJ, Freeman JV, Preece MA. Body mass index reference curves for the UK, 1990. <i>Arch Dis Child</i> 1995; 73 : 25–29). A child's height (in metres), weight (in kilograms), date of birth and sex are needed to calculate their BMI.		
Formula	<p>Line 1: Total number of primary school age children in Reception recorded as obese for their age in the past school year.</p> <p>Line 2: Total number of primary school age children in Reception with height and weight recorded in the past school year.</p> <p>Line 3: Total number of primary school age children in Reception.</p> <p>Line 4: Percentage of children in Reception with height and weight recorded who are obese. <i>This is a calculated field using $[Line\ 1]/[Line\ 2]*100$</i></p> <p>Line 5: Percentage of children in Reception with height and weight recorded. <i>This is a calculated field using $[Line\ 2]/[Line\ 3]*100$</i></p>		
Worked example	<p>Line 1 = 500</p> <p>Line 2 = 2000</p> <p>Line 3 = 2300</p> <p>Line 4 = $Line1/Line2*100$ $= 500/ 2000 * 100$ $= 25\%$</p> <p>Line 5 = $Line2/Line3*100$ $= 2000/ 2300 * 100$ $= 87\%$</p>	Good performance	<p>Good performance is:</p> <ul style="list-style-type: none"> • A minimum of 85% of eligible pupils being measured. • A reduction in the proportion of obese children over time, initially showing a reduction in the rate of increase in the proportion of obese children.
Collection interval	Annual (with a requirement to collect the data during the school year)	Data Source	Data collected by the Primary Care Trust and sent to the NHS Information Centre. Cleaned dataset provided to local authorities by the IC.
Return Format	Whole number for Lines 1-3. Lines 4-5 are a calculated field and returned as a percentage.	Decimal Places	Line 1-3: None. The numbers returned will be whole. Line 4-5: None
Reporting organisation	NHS Information Centre		
Spatial level	Single tier and county council, and Primary Care Trust		

NI 55: Obesity in primary school age children in Reception (continued)**Further Guidance**

In January 2008, the Government published *Healthy Weight, Healthy Lives: A Cross-Government strategy for England* (http://www.dh.gov.uk/en/Publichealth/Healthimprovement/Obesity/DH_082383) to deliver the new ambition on excess weight. This strategy sets out clear roles and actions for all members of society to contribute to delivering the ambition in both the short-term and over a 2020 horizon. Actions will fall into five main areas: 1) Children: healthy growth and healthy weight; 2) Promoting healthier food choices; 3) Building physical activity into our lives; 4) Creating incentives for better health; and 5) Personalised advice and support.

For information about the NCMP see www.dh.gov.uk/healthyliving.

The NHS in England: operating Framework for 2007–08 can be found at http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_063267.

NI 56: Obesity in primary school age children in Year 6			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	<p>The Government’s new ambition on excess weight, announced in the Comprehensive Spending Review 2007, is to be the first major country: to reverse the rising tide of obesity and overweight in the population, by ensuring that all individuals are able to maintain a healthy weight. Our initial focus is on children: by 2020, we will have reduced the proportion of overweight and obese children to 2000 levels. The Department of Health is responsible for overall policy on obesity and is jointly responsible with the Department for Children, Schools and Families for tackling child obesity.</p> <p>The Government has sent a clear signal that enabling individuals to maintain a healthy weight is important through the inclusion of obesity as a national priority within the NHS Operating Framework and the Children’s Plan. The NHS Operating Framework requires all PCTs to develop plans to tackle child obesity, and to agree local plans with SHAs. It is the Government’s expectation that PCTs will seek to work with local authorities to develop these plans, using the Joint Strategic Needs Assessment process that will become a requirement from April 2008. If the PCT and local authority agree that there is a sufficient local need to promote maintaining a healthy weight then they can seek to jointly develop a target within their Local Area Agreement that sets out what they will do to achieve this goal.</p>		
Definition	<p>The Percentage of children in Year 6 who are obese, as shown by the National Child Measurement Programme (NCMP).</p> <p>For the NCMP, PCTs coordinate with schools to weigh and measure all eligible children in Year 6 and Reception. PCTs must record height, weight, sex, date of birth, date of measurement, home postcode and ethnicity as well as school name for each child measured.</p> <p>PCTs then send these data to the NHS Information Centre (the IC). The IC checks the data and provides local authorities and PCTs with a final dataset of their results, and publishes a national report of key findings.</p> <p>To enable meaningful comparisons over time and between local areas, high participation rates by eligible children are essential and PCTs and local authorities should work together to maximise participation by eligible children in their areas. Caution should be exercised when interpreting prevalence data where coverage is low.</p> <p>The population base is all eligible children in Year 6 (regardless of their age at the time of measurement) in maintained primary and middle schools located within a PCT area. These data will then be mapped to the corresponding local authority. The NCMP guidance for PCTs (http://www.dh.gov.uk/healthyliving) provides more information about which children are eligible for inclusion.</p>		

NI 56: Obesity in primary school age children in Year 6 (continued)			
Definition (continued)	Children are defined as obese if their body-mass index (BMI) is above the 95th centile of the reference curve for their age and sex according to the UK BMI centile classification (Cole TJ, Freeman JV, Preece MA. Body mass index reference curves for the UK, 1990. <i>Arch Dis Child</i> 1995; 73: 25–29). A child's height (in metres), weight (in kilograms), date of birth and sex are needed to calculate their BMI.		
Formula	<p>Line 6: Total number of primary school age children in Year 6 recorded as obese for their age in the past school year.</p> <p>Line 7: Total number of primary school age children in Year 6 with height and weight recorded in the past school year.</p> <p>Line 8: Total number of primary school age children in Year 6.</p> <p>Line 9: Percentage of children in Year 6 with height and weight recorded who are obese. <i>This is a calculated field using $[Line\ 6]/[Line\ 7]*100$</i></p> <p>Line 10: Percentage of children in Year 6 with height and weight recorded. <i>This is a calculated field using $[Line\ 7]/[Line\ 8]*100$</i></p>		
Worked example	<p>Line 6 = 500</p> <p>Line 7 = 2000</p> <p>Line 8 = 2300</p> <p>Line 9 = $Line6/Line7*100$ $= 500/2000 * 100$ $= 25\%$</p> <p>Line 10=$Line7/Line8*100$ $= 2000/2300 * 100$ $= 87\%$</p>	Good performance	<p>Good performance is:</p> <ul style="list-style-type: none"> • A minimum of 85% of eligible pupils being measured. • A reduction in the proportion of obese children over time, initially showing a reduction in the rate of increase in the proportion of obese children.
Collection interval	Annual (with a requirement to collect the data during the school year)	Data Source	Data collected by the Primary Care Trust and sent to the NHS Information Centre. Cleaned dataset provided to local authorities by the IC.
Return Format	Whole number for Lines 6-8. Lines 9-10 are a calculated field and returned as a percentage.	Decimal Places	Line 6-8: None. The numbers returned will be whole. Line 9-10: None
Reporting organisation	NHS Information Centre		
Spatial level	Single tier and county council, and Primary Care Trust		

NI 56: Obesity in primary school age children in Year 6 (continued)

Further Guidance

In January 2008, the Government published *Healthy Weight, Healthy lives: A Cross-Government strategy for England* (http://www.dh.gov.uk/en/Publichealth/Healthimprovement/Obesity/DH_082383) to deliver the new ambition on excess weight. This strategy sets out clear roles and actions for all members of society to contribute to delivering the ambition in both the short-term and over a 2020 horizon. Actions will fall into five main areas: 1) Children: healthy growth and healthy weight; 2) Promoting healthier food choices; 3) Building physical activity into our lives; 4) Creating incentives for better health; and 5) Personalised advice and support.

For information about the NCMP see www.dh.gov.uk/healthyliving.

The NHS in England: operating Framework for 2007–08 can be found at http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_063267.

NI 58: Emotional and behavioural health of looked after children			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	Looked after children experience significantly worse mental health than all children. An estimated 45% of looked after children aged 5 to 17 have mental health problems, over 4 times higher than for all children. This measure will assess progress in improving the emotional and behavioural health of looked after children.		
Definition	<p>The local authority score recorded through the National Indicator Set will be the mean value of the child level SDQ scores for each child or young person aged 4 to 16 who has been looked after for a year.</p> <p><u>Looked After Children</u></p> <p>The term of looked after children has a specific legal meaning deriving from the Children Act 1989. Under the Children Act 1989, a child is looked after by a local authority if he or she:</p> <ul style="list-style-type: none"> • is provided with accommodation, for a continuous period of more than 24 hours, [<i>Children Act 1989 Section 20 and 21</i>]; or • is subject to a care order [<i>Children Act 1989 Part IV</i>] <p>For further information on the definition of looked after children for the purposes of DCSF data collection please see: http://www.dfes.gov.uk/datastats1/guidelines/children/pdf/GuidanceNotes_2007-%202008_final_version%201%200.pdf (page 6).</p> <p>The emotional and behavioural health of looked after children will be assessed through the use of a 'primary carer' <i>Strengths and Difficulties Questionnaire</i> (SDQ). The SDQ is a short behavioural screening questionnaire. It has five sections that cover details of emotional difficulties; conduct problems; hyperactivity or inattention; friendships and peer groups; and also positive behaviour. The SDQ has been internationally validated and is appropriate for all BME groups. More information on the SDQ can be found on www.sdqinfo.com. Guidance on completion of questionnaire and the data collection can be found as part of the SSSA 903 data collection guidance at: http://www.dfes.gov.uk/datastats1/guidelines/children/returns.shtml</p> <p>Local authorities were informed on 28 September 2007 of a new data collection based on the use of a 'primary carer' SDQ for all looked after children aged 4 – 16 (inclusive) who have been in care for at least twelve months by 31st March, i.e. all children who on 31 March have been looked after continuously since at least 1 April of the previous year. The questionnaire will be completed by the child or young person's primary carer and results collated by the local authority.</p>		

NI 58: Emotional and behavioural health of looked after children (continued)

Definition (continued)	<p>Data collection by local authorities will start from 1 April 2008. From this date the SSDA903 data collection will include a single "Total Difficulties Score", which has a numerical value from 0 – 40 for each relevant child, who has been in care continuously for at least 12 months. Local authorities will first be required to report data to the DCSF through the SSDA903 data collection from 31 March 2009. Guidance for local authorities can be found at: http://www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml</p> <p>The local authority score recorded through the National Indicator Set will be the mean value of the child level SDQ scores for each child or young person aged 4 to 16 who has been in care for a year. Further work will be necessary pending the first year of data collection to assess the impact of any nil responses in the data collection.</p> <p>The indicator is a clear outcome measure – it is not about service provision. Therefore, the indicator and associated targets provide a good holistic measure of efforts to improve the emotional and behavioural health of looked after children. Baselines can be set by comparison to statistically equivalent local authorities or using trend data over time.</p>		
Formula	<p>Local authority score = X/Y</p> <p>Where:</p> <p>X = sum of all individual SDQ 'total difficulties scores' for looked after children aged 4 to 16 (inclusive), who have been in care continuously for 12 months at 31 March, and</p> <p>Y = number of valid primary carer SDQs that have been completed for looked after children aged 4 to 16 (inclusive), who have been in care continuously for 12 months at 31 March</p>		
Worked example	<p>The sum of the total difficulties score for an authorities population of looked after aged 4 to 16 (inclusive), who have been in care continuously for 12 months at 31 March = 3,850</p> <p>Number of valid primary carer SDQs that have been completed for looked after children aged 4 to 16 (inclusive), who have been in care continuously for 12 months at 31 March = 350</p> <p>Mean value of the total difficulties score: $3850/350 = 11.0$</p>	Good performance	<p>Good performance is indicated by a low number.</p> <p>95% Confidence intervals will give an indication of the proportion of SDQs completed.</p>
Collection interval	Annual (Financial year)	Data Source	Statutory SSDA903 return which local authorities provide to DCSF

NI 58: Emotional and behavioural health of looked after children (<i>continued</i>)			
Return Format	Number	Decimal Places	1
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance	Further guidance on data collection is available at: http://www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml		

NI 59: Percentage of initial assessments for children's social care carried out within 7 working days of referral			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	This process indicator is included as a proxy as robust data is not available for outcomes of improved child safety. Initial assessments are an important indicator of how quickly services can respond when a child is thought to be at risk of serious harm. As the assessments involve a range of local agencies, this indicator would also show how well multi-agency working arrangements are established in local authority areas.		
Definition	<p>The number of initial assessments completed in the period between 1 April and 31 March, within seven working days of referral, as a percentage of the number of initial assessments completed in the period between 1 April and 31 March.</p> <p>A <i>referral</i> is defined as a request for services to be provided. The response may include no action, but that in itself is a decision, and should be made promptly and recorded</p> <p>An 'initial assessment' is defined as a brief assessment of any child who has been referred to social services with a request that services be provided. An initial assessment is deemed to have started either at the point of referral to a social services department, or when new information on an open case indicates that an initial assessment should be repeated. Initial assessments may lead to three types of outcome:</p> <ul style="list-style-type: none"> i. no further action; ii. the immediate provision of services; iii. a more detailed type of assessment (known as a 'core assessment') being carried out. This may be carried out even where there is immediate provision of services. <p>The expected timescale for the completion of an initial assessment is a maximum of 7 working days from the start of a referral.</p> <p>The indicator is based on data collected through CPR3 (Child Protection and Referrals – England item 2, line 1 (initial assessments completed within 7 working days of referral) and line 2 (other initial assessments completed in the year)</p> <p>The worked example for England shown below uses actual data derived from the CPR3 return in 2006/07. Refer to the equivalent cells for other years.</p>		

NI 59: Percentage of initial assessments for children's social care carried out within 7 working days of referral (continued)

Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = The number of initial assessments completed, in the period between 1 April and 31 March, within seven working days of referral. (Source – CPR3, Part A – Item 2, line 1 Initial assessments completed in 7 days)</p> <p>y = The overall of initial assessments completed in the period between 1 April and 31 March. (Source – CPR3, Part A – Initial assessments, Item 2, line 1 'Initial assessments completed in 7 days' + line 2 'Other initial assessments')</p>		
Worked example	<p>If in the year to 31 March 2007, 305,000 initial assessments are undertaken, of which 208,700 are completed within 7 days of the referral, then $(208,700/305,000) * 100 = 68.0\%$.</p>	Good performance	Good performance is typified by higher percentages.
Collection interval	Annual for year to 31 March	Data Source	CPR3 statutory return from local authorities to the DCSF
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF publish national and LA level data		
Spatial level	Single tier and county council		
Further Guidance	<p>Statutory guidance: Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children available at www.ecm.gov.uk/socialcare/safeguarding</p> <p>Data collection guidance for CPR3 available at www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml</p> <p>This is the same calculation as JAR/APA indicator 2020SC.</p>		

NI 60: Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	<p>The indicator measures the percentage of core assessments which were completed within 35 working days. Core assessments are in-depth assessments of a child, or children, and their family, as defined in the Framework for the Assessment of Children in Need and their Families. They are also the means by which section 47 (child protection) enquiries are undertaken following a strategy discussion.</p> <p>The Assessment Framework specifies that core assessments should be completed within 35 working days. It is important that local authorities should investigate and address concerns in a timely and efficient way, and that those in receipt of an assessment have a clear idea of how quickly this should be completed. Successful meeting of the timescales can also indicate effective joint working where multi-agency assessment is required.</p>		
Definition	<p>The percentage of core assessments that were completed within 35 working days of their commencement.</p> <p>A 'core assessment' is defined as an in-depth assessment which addresses the central or most important aspects of the child's needs. It is required to be carried out after a decision is taken to undertake a s47 enquiry. This is an enquiry carried out under s47 of the Children Act 1989, which sets out the local authority's duty to investigate where it suspects a child in the area may be suffering, or is likely to suffer, significant harm. A core assessment may also be undertaken under s17 of the Children Act 1989.</p> <p>A 'core assessment' is deemed to have commenced at the point at which the initial assessment ended, or strategy discussion decided to initiate enquiries under s47 of the Children Act 1989, or where new information on an open case indicates that a core assessment should be undertaken. The indicator is measured in calendar days using a non-inclusive method i.e. it does not count both the start and the finish date. Hence, the start date for the core assessment is classified as day '0'.</p> <p>The expected timescale for the completion of a core assessment is a maximum of 35 working days, recognising that where specialist assessments are required they may not take place within this timescale.</p> <p>The core assessment is normally regarded as complete when the team manager has deemed the assessment findings complete enough to authorise a formal core assessment record.</p> <p>This indicator is based on information collected through CPR3 (Child Protection and Referrals (England)) – Item 3, line 1 (core assessments completed within 35 days of initial assessment) and line 2 (other core assessments completed in the year). The references relate to the CPR3 return in 2006/07. Refer to the equivalent cells for other years.</p>		

NI 60: Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement (continued)

Formula	<p>The percentage of core assessments that were completed within 35 working days of their commencement is calculated as follows:</p> $\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = of the number of core assessments in the denominator, the number that had been completed within 35 working days of their commencement. Source: CPR3 Part A Item 3, line 1</p> <p>y = the total number of core assessments completed of children receiving core assessments in the year. Source: CPR3 Part A Item 3, line 1 plus line 2</p>		
Worked example	<p>If 2500 core assessments are completed in the year, of which 2200 are completed within 35 working days of their commencement, then</p> $\left(\frac{2200}{2500}\right) * 100 = 88\%$	Good performance	<p>High. The bandings for 2006-07 described performance as:</p> <p>0 < 60 Investigate Urgently, 60 < 70 Ask questions about performance 70 < 75 Satisfactory 75 < 80 Good 80 < 100 Very Good</p>
Collection interval	Annual for year to 31 March	Data Source	CPR3 statutory return from local authorities to the DCSF. DCSF publish national and LA level data.
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by local authorities.		
Spatial level	Single tier and county council		
Further Guidance	<p>Statutory guidance: Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children available at www.ecm.gov.uk/socialcare/safeguarding</p> <p>Data collection guidance for CPR3 available at www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml</p> <p>Indicator replaces current PI PAF CF/C64 (2007/08)</p>		

NI 61: Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	<p>The safeguarding set should include an indicator on adoption, as this is one of the main options for permanence for children in care, who cannot return to live with their birth parents. One of the main aims of the Adoption and Children Act 2002, which came into force on 30 December 2005, is to improve the process of adoption. This indicator will provide an indication of how quickly children are placed with an approved prospective adopter(s) following the decision that they should be placed for adoption, but will exclude cases where a child was placed for adoption but then adopted in a different placement (i.e. disrupted placements) and so avoid the risk of rewarding poor decision making by a local authority.</p>		
Definition	<p>The percentage of looked after children adopted during the year who were placed for adoption within 12 months of the decision that they should be placed for adoption, and who remained in that placement on adoption. (This indicator replaces Annual Performance Assessment indicator 2058SC).</p> <p>Looked after children are defined in the Children Act 1989. A child is placed for adoption following the local authorities decision (not the panel's recommendation) that adoption is the plan for child. The date a child is placed for adoption is the date the child actually begins to live with approved prospective adopters (not the date of the placement order or the date on which the child's parent(s) gives consent). A child becomes adopted when a court makes an adoption order. This removes parental responsibility from the child's birth parent(s) (and anyone else who may have acquired it) and gives it to the adopter(s). In law the child is treated as if he or she had been born to the adopter(s), and they become responsible for looking after the child and for making all the key decisions about him/her.</p>		
Formula	$\left(\frac{X}{Y} \right) * 100$ <p>Where:</p> <p>X = number of children included in the denominator who were placed for adoption (SSDA903 placement codes A3, A4, A5 and A6) within 12 months (i.e. less than 365 days, inclusive of date child was placed for adoption) of the decision that they should be placed for adoption. This figure excludes children who were placed within 12 months of the decision that they should be placed for adoption, but whose placement for adoption broke down before being adopted.</p> <p>Y = number of children who ceased to be looked after during the year ending 31 March as a result of the granting of an adoption order (SSDA903 reason episode ceased codes E11 and E12). Includes only those children who were adopted after having been looked after by the authority immediately prior to adoption. Children placed for adoption or freed for adoption remain looked after until the adoption order is granted.</p>		

NI 61: Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption (<i>continued</i>)			
Worked example	If 500 children looked after were adopted in the year ending 31 March 2009, of whom 191 were placed for adoption (in the same placement that led up to their adoption) within 12 months of the decision that they should be placed for adoption, then the percentage for the indicator is $(191/500) * 100 = 38.2\%$.	Good performance	Good performance is typified by a higher percentage.
Collection interval	Financial Year	Data Source	Statutory SSDA903 data collection from local authorities to DCSF
Return Format	Percentage	Decimal Places	1
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance	The Adoption and Children Act 2002 statutory guidance can be found on the Department's ECM website: http://www.everychildmatters.gov.uk/resources-and-practice/ig00032/ Detailed SSDA903 guidance can be found at www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml		

NI 62: Stability of placements of looked after children: number of moves			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	<p>This indicator is an important measure of the stability of care that a child has experienced. On the whole stability is associated with better outcomes – placement instability was highlighted by the Social Exclusion Unit as a key barrier to improving educational outcomes. Proper assessment of a child’s needs and an adequate choice of placements to meet the varied needs of different children are essential if appropriate stable placements are to be made. Inappropriate placements often break down and lead to frequent moves. The circumstances of some individual children will require 3 or more separate placements during a year if they and others are to be kept safe, but the variation between local authorities’ performance in this area suggests that more can be done in many areas to reduce the number of moves.</p>		
Definition	<p>The percentage of children looked after at 31 March with three or more placements during the year.</p> <p>Looked after children are defined in the Children Act 1989 (S22 1a) http://www.opsi.gov.uk/Acts/acts1989/ukpga_19890041_en_4#pt3-pb3-l1g22</p> <p>All placements of 24 hours or more are counted, regardless of duration. Any placements that were already open on 1 April at the beginning of the year, and any which were open on 31 March at the end of the year are included. All placements regarded as temporary are included, the only exceptions being the following special cases:</p> <ul style="list-style-type: none"> • temporary periods on holiday or in hospital; • where a foster carer goes on holiday for 21 days or less and the child temporarily stays with another carer during this time (only two such breaks allowed in any one year); • other temporary absences of seven consecutive days or less, where the child then returned as planned to the previous placement. <p>These exceptional categories of placement are likely to be infrequent; they are not automatically recorded on the SSDA 903, and for consistency, are not included in this count of looked after children. Where a child had placements during the year separated by periods of not being looked after, each placement is counted, even if they were with the same carer. Any placements that formed part of an agreed series of short term placements (under the provisions of Reg 13 of the Arrangement for Placement of Children (General) Regulations, 1991) are not counted. (See http://www.opsi.gov.uk/SI/si1991/Uksi_19910890_en_2.htm for further information.)</p> <p>This indicator replaces PAF CF/A1, JAR/APA 2043SC, as was collected for 2007/08.</p>		

NI 62: Stability of placements of looked after children: number of moves (continued)			
Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where:</p> <p>X = Of the children looked after in the denominator, the number who had three or more separate placements during the year.</p> <p>Y = The total number of children who were looked after at 31 March, excluding any children who were looked after on that date under an agreed series of short term-placements (under the provisions of Reg. 13 of the Arrangement for Placement of Children (General) Regulations, 1991).</p> <p>A child being placed for adoption with their existing foster carers is not included as a change of placement for the purposes of this indicator.</p>		
Worked example	<p>If 450 children are looked after at 31 March, 31 of whom have experienced 3 or more placements during the year, then the percentage is $(31/450) * 100 = 6.9\%$.</p>	Good performance	<p>Good performance is typified by a lower percentage.</p> <p>However, Bandings for 2006-07 described performance as:</p> <p>0 < 16.01 – Very Good</p> <p>16.01 < 20 – Ask questions about performance</p> <p>20 <= 100 – Investigate urgently</p> <p>As a Key Threshold Indicator performance of > 20% has also limited overall performance judgements.</p>
Collection interval	Annual, Financial Year	Data Source	Statutory SSDA903 data collection from local authorities to DCSF
Return Format	Percentage	Decimal Places	1
Reporting organisation	DCSF based on data reported by local authorities.		
Spatial level	Single tier and county council		
Further Guidance	Detailed SSDA903 guidance can be found at www.dfes.gov.uk/datastats1/guidelines/children/returns.shtml		

NI 63: Stability of placements of looked after children: length of placement			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	To increase the long-term stability of children who remain in care for significant periods of time. Stability is associated with better outcomes. Placement instability was highlighted by the Social Exclusion Unit as a key barrier to improving educational outcomes. Some planned placement changes may be made in a child's best interests, but placements break down because they are not sufficiently well-matched to children's needs, or of sufficient quality, or because they are not well supported. Placement breakdown has a significant impact on children's wellbeing and their friendships, as well as disrupting their education and the continuity of access to other key services.		
Definition	<p>The percentage of looked after children aged under 16 at 31 March who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.</p> <p>Looked after children are defined in the Children Act 1989 (S22 1a) http://www.opsi.gov.uk/Acts/acts1989/ukpga_19890041_en_4#pt3-pb3-l1g22</p> <p>Numerator: All children in the denominator who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.</p> <p>Denominator: All children aged under 16 on 31 March of the year of measurement who had been looked after continuously for 2.5 years or more (i.e. for more than 912 days inclusive of 31 March) on 31 March of the year of measurement. Exclude children who had been looked after at any time during the 2.5 year period under an agreed series of short term-placements (under the provisions of Reg. 13 of the Arrangement for Placement of Children (General) Regulations, 1991). http://www.opsi.gov.uk/SI/si1991/Uksi_19910890_en_2.htm</p> <p>Source – SSDA903</p> <p>This indicator is based on PAF CF/D78, JAR/APA 2067SC as was collected in 2007/08, with an amendment to the numerator to take account of the total time spent in the previous placement and a placement for adoption.</p>		

NI 63: Stability of placements of looked after children: length of placement (continued)

Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = Of y, all who have been living in the same placement for at least two years, i.e. at 31 March they have been in the same placement continuously for more than 729 days inclusive of 31 March. Children who are placed for adoption at 31 March are now only to be included in the numerator if their previous care placement, plus the adoptive placement have together lasted more than 729 days.</p> <p>y = All children aged under 16 on 31 March of the year of measurement who had been looked after for 2.5 years or more (i.e. for more than 912 days inclusive of 31 March) on 31 March of the year of measurement. Exclude children who had been looked after at any time during the 2.5 year period under an agreed series of short term-placements (under the provisions of Reg. 13 of the Arrangement for Placement of Children (General) Regulations, 1991). See http://www.opsi.gov.uk/SI/si1991/Uksi_19910890_en_2.htm</p>		
Worked example	<p>Out of 70 children in care at 31 March for more than 2.5 years (912 days), if 35 have been living in the same placement (or adoptive plus previous placement) for 2 years or more (more than 729 days) then</p> <p>$(35/70) * 100$ = 50.0 %.</p>	Good performance	Generally high, although performance should never reach 100% – some placement change is necessary.
Collection interval	Annual for year to 31 March	Data Source	Statutory SSDA903 data collection from local authorities to DCSF
Return Format	Unit level placement history per child from which DCSF CLA data collection system determines percentage.	Decimal Places	One

NI 63: Stability of placements of looked after children: length of placement *(continued)*

Reporting organisation	DCSF based on data reported by local authorities
Spatial level	Single tier and county council
Further Guidance	Detailed SSDA903 guidance can be found at www.dfes.gov.uk/datastats1/guidelines/children/returns.shtml

NI 64: Child Protection Plans lasting 2 years or more			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	<p>This indicator should measure whether children and their families are receiving the services necessary to bring about the required changes in the family situation and to monitor performance in working towards the outcomes outlined in the child protection plan.</p> <p>This indicator reflects the underlying principle that professionals should be working towards specified outcomes which, if implemented effectively, should lead to all children not needing to be the subject of a Child Protection Plan within a maximum of two years.</p>		
Definition	<p>The percentage of children ceasing to be the subject of a Child Protection Plan during the year ending 31 March, who had been the subject of a Child Protection Plan continuously for two years or longer.</p> <p>‘Child Protection Plan’ is a multi-agency plan formulated by children’s social care to ensure that children at continuing risk of harm are protected. Its aim is to facilitate and make explicit a co-ordinated approach to the protection from further harm of each child. Each Child Protection Plan will cover many areas, including:</p> <ul style="list-style-type: none"> • Broad objectives for the child’s welfare, identifying his/her specific needs; • Identification of risk factors and actions required to protect the child from significant harm; • Types of services required by the child to support the family in promoting the child’s welfare; • Time limited short and longer term objectives; • Required outcomes linked to a reduction in the risk to the child. • ‘Duration’ is the length of time that a child has a Child Protection Plan. <p>The numerator for this indicator is provided through CPR3 (Child Protection and Referrals (England)) Part B, Table 9 item c21 that reflects data derived from Table 8 (lines 5 & 6).</p> <p>The denominator for this indicator is provided through CPR3 (Child Protection and Referrals (England)) Part B, Table 9 item c21 that reflects data derived from Table 8 (line 7 total).</p> <p>References relate to the CPR3 return in 2006/07. Please refer to the equivalent cells for other years.</p>		

NI 64: Child Protection Plans lasting 2 years or more (continued)			
Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where:</p> <p>X = Of the children in the denominator, the number who had been the subject of a Child Protection Plan continuously for two years or longer (i.e. for more than 729 calendar days including days of cessation).</p> <p>Y = The number of children ceasing to be the subject of a Child Protection Plan during the year ending 31 March. This may count a child more than once if they ceased to be the subject of a Child Protection Plan more than once during the year.</p>		
Worked example	<p>If of 20 children ceasing to be the subject of child protection plan during the year, 2 had been the subject of the plan for two years or more then the percentage of children who had been the subject of a plan for 2 years or longer is $(2/20) * 100 = 10.0\%$.</p>	Good performance	<p>Good performance is typified by a lower percentage. However we recognise that some children will need child protection plans for longer than 2 years and are not necessarily expecting a zero percentage return.</p> <p>This indicator should be looked at alongside NI 65 (re-registrations on the CPR) – a good (low) figure for this indicator may be explained by a poor (high) figure for re-registrations. Also, a poor (high) figure for this indicator may be explained by a poor (low) figure for reviewing child protection cases on time (NI 67).</p> <p>The following factors also impact on the indicator:</p> <ul style="list-style-type: none"> • Number of children subject to a child protection plan • levels of registrations and de-registrations • the category of abuse • types of intervention and support
Collection interval	Annual (Financial Year)	Data Source	CPR3 statutory return from local authorities to the DCSF
Return Format	Percentage	Decimal Places	One

NI 64: Child Protection Plans lasting 2 years or more (continued)	
Reporting organisation	DCSF based on data reported by local authorities
Spatial level	Single tier and county council
Further Guidance	<p>Statutory guidance: Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children available at www.ecm.gov.uk/socialcare/safeguarding</p> <p>Data collection guidance for CPR3 available at www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml</p> <p>Indicator replaces current PI PAF CF/C21 and JAR/APA 2036SC (2007/08).</p>

NI 65: Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	This indicator is a proxy for the level and quality of service a child receives. Its purpose is to monitor whether children’s social care services devise and implement a Child Protection Plan which leads to lasting improvement in a child’s safety and overall well-being.		
Definition	<p>The percentage of children who became subject to a Child Protection Plan at any time during the year, who had previously been the subject of a Child Protection Plan, or on the Child Protection Register of that council, regardless of how long ago that was.</p> <p>The ‘Child Protection Plan’ is a multi-agency plan formulated by children’s social care to ensure that children who are at continuing risk of harm are protected. Its aim is to facilitate and make explicit a co-ordinated approach to the protection from further harm of each child. Each Child Protection Plan will cover many areas, including, for example:</p> <ul style="list-style-type: none"> • Broad objectives for the child’s welfare, identifying his/her specific needs; • Identification of risk factors and actions required to protect the child from significant harm; • Types of services required by the child to support the family in promoting the child’s welfare; • Time limited short and longer term objectives; • Required outcomes linked to a reduction in the risk to the child. <p>‘Second or subsequent time’ means where a child had ceased to be the subject of a Child Protection Plan following the Plan’s objectives being met, but where a subsequent plan has become necessary. Some subsequent plans are essential in responding to adverse changes in circumstance, but high levels of subsequent plans may suggest that the professionals responsible for the child’s welfare are not intervening effectively either to bring about the required changes in the child’s family situation, or to make alternative plans for the child’s long term care.</p> <p>The numerator and denominator for this indicator are provided through CPR3 (Child Protection and Referrals (England) Table 9 Item A3: <i>Number of children who became the subject of a Child Protection Plan for a second or subsequent time (re-registrations)</i>).</p> <p>The references relate to the CPR3 return in 2006/07. Refer to the equivalent cells for other years.</p>		

NI 65: Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time (continued)

Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where:</p> <p>X = Of the children in the denominator, the number who had previously been the subject of a Child Protection Plan, or on the Child Protection Register of that council, regardless of how long ago that was.</p> <p>Y = The number of children who became subject to a Child Protection Plan at any time during the year. This is a count of each occasion in the year, and may count the same child more than once.</p>	
Worked example	<p>Of 200 children subject to a Child Protection Plan during the year, if 25 are subject to a Plan for the second or subsequent time then the percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time is</p> $(25/200)*100 = 12.5\%.$	Good performance <p>Good performance is generally low. The 2006/07 banding for this indicator describes good performance as being between 10% and 15%.</p> <p>However, a very low level may mean that a local authority is not submitting some children to a Child Protection Plan who are in need. Conversely, a high level may suggest that the professionals responsible for the child's welfare are not intervening effectively to bring about the required changes. It is also expected that each child's individual circumstances will differ and therefore a zero percentage return on this indicator is not expected.</p> <p>The measure can also be viewed alongside NI 67 (reviews of child protection cases) and NI 64 (durations for Child Protection plans). For example, a good low figure for re-registrations may have been achieved at the expense of a poor (high) figure for the percentage of children identified as having a plan for 2 years or more.</p> <p>The number of re-registrations is also affected by general factors such as the number of children subject to a child protection plan, the mobility of families and the size of the council areas.</p>

NI 65: Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time (continued)

Collection interval	Annual (Financial Year)	Data Source	CPR3 statutory return from local authorities to the DCSF
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by local authorities.		
Spatial level	Single tier and county council		
Further Guidance	<p>Statutory guidance: Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children available at www.ecm.gov.uk/socialcare/safeguarding</p> <p>Data collection guidance for CPR3 available at www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml</p> <p>Indicator replaces current PAF CF/A3.</p>		

NI 66: Looked after children cases which were reviewed within required timescales			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	<p>To improve compliance with local authorities' legal requirements under the Review of Children's Cases Regulations 1991. Performance currently varies widely, with several local authorities performing at 100%, but with some as poor as 17%.</p> <p>The review is one of the key components within the core processes of working with children and families. The purpose of the review is to consider the plan for the child's welfare, to monitor the progress of the plan and amend it as necessary in light of changed information and circumstances. The relevant regulations prescribe the intervals for formal reviews (in addition to ongoing consideration, monitoring and reassessment by the local authority).</p>		
Definition	<p>The percentage of children looked after cases which should have been reviewed during the year ending 31 March that were reviewed on time during the year.</p> <p>The areas for consideration in children looked after reviews are set out in the schedules attached to the Review regulations; these include general considerations as well as education and health.</p> <p>'Reviewed on time' means that they were reviewed (in accordance with the Review of Children's Cases Regulations 1991) so that:</p> <ul style="list-style-type: none"> • the first review of the year was held within 183 days of the last review in the previous year (or within 91 days if the previous review was the child's initial review, or within four weeks of the child becoming looked after if there was no review in the previous year); • the maximum gap between 'six month' reviews during the year was 183 days; • a review was held within 183 days of the year end (i.e. on or after 1 October). <p>Include all children looked after at 31st March who at that date had been looked after continuously for at least the previous four weeks.</p> <p>Children looked after under a series of short term breaks and children placed for adoption should be excluded.</p> <p>The numerator counts only those children from the denominator, ALL of whose reviews were carried out within the specified time limit. If a child had two reviews within the timescale and one review outside of the timescale, the child would be excluded from the numerator.</p> <p>This indicator replaces PAF CF68 / JAR/APA 2064SC</p>		

NI 66: Looked after children cases which were reviewed within required timescales (continued)

Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where:</p> <p>X = Of the children in the denominator, the number of children whose cases had been reviewed within the required timescales.</p> <p>Y = The number of children looked after at 31st March who at that date had been looked after continuously for at least the previous four weeks.</p>		
Worked example	<p>If for each of 750 children looked after at 31 March all reviews during the year were held on time for 675 children then the percentage of looked after children whose cases were reviewed on time during the year is $(675/750) * 100 = 90.0\%$.</p>	Good performance	<p>Good performance is typified by a higher percentage.</p> <p>It should be noted that the banding of this indicator for 2006/07 describes the best performance as $95 \leq 100$, and the worst [Investigate Urgently] as $0 < 80$.</p> <p>The five percentage point width of the highest band allows for the fact that there are occasions where it can be in the best interest of the child to delay a scheduled review.</p>
Collection interval	Financial Year	Data Source	Statutory SSDA903 data collection from local authorities to DCSF
Return Format	Percentage	Decimal Places	1
Reporting organisation	DCSF based on Information reported by local authorities.		
Spatial level	Single tier and county council		
Further Guidance	<p>The Children Act 1989 Guidance on the Review of Children's Cases; Independent Reviewing Officer Statutory Guidance ñ Department for Children, Schools and Families statistical returns website. http://www.dfes.gov.uk/datastats1/guidelines/children/returns.shtml</p> <p>Detailed SSDA903 guidance can be found at www.dfes.gov.uk/datastats1/guidelines/children/returns.shtml</p>		

NI 67: Percentage of child protection cases which were reviewed within required timescales			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	<p>Reviews are a key element in delivering Child Protection Plans and effective reviews should ensure the provision of good quality interventions.</p> <p>This indicator is a proxy for the measurement of the effectiveness of the interventions provided to children with a Child Protection Plan.</p> <p>Working Together to Safeguard Children guidance requires that the first child protection review should have been held within three months of the initial child protection conference and thereafter at intervals of no more than six months.</p>		
Definition	<p>The percentage of children with a Child Protection Plan at 31 March who at that date had had a Plan continuously for at least the previous three months, whose case was reviewed within the required timescales.</p> <p>The numerator is the number of the children with a Child Protection Plan whose cases had been reviewed during the year ending 31 March 2007. Of the children identified in the denominator, the count includes cases where:</p> <ul style="list-style-type: none"> • the first review of the year was held within 6 months of the last review in the previous year (or within 3 months of the start of the Child Protection Plan, if there was no review in the previous year); • the maximum gap between reviews during the year was 6 months; <u>and</u> • a review was held within 6 months of the end of the year (i.e. on or after 1 October). <p>(Source – CPR3 2006-07, Part B, Table 9, Review of child protection cases, line 1. For previous years, use equivalent survey reference)</p> <p>The denominator is the number of children with a Child Protection Plan at 31 March who at that date had had a Plan continuously for at least the previous three months.</p> <p>(Source – CPR3 2006-07, Part B, Table 9, Review of child protection cases, line 2. For previous years, use equivalent survey reference)</p> <p>The indicator is measured in calendar days using a non-inclusive method i.e. it does not count both the start and the finish date. Hence, the date of the last review or the date the child was made the subject of a child protection plan will be classified as day '0'. If a child has more than one review within the year the child will only be included in the numerator if all relevant reviews for that child are completed on time. This indicator was re-defined in 2003-04 so care should be taken when making comparisons with earlier data.</p>		

NI 67: Percentage of child protection cases which were reviewed within required timescales
(continued)

Definition (continued)	<p>A 'review' is a child protection review conference which should take place where a Child Protection Plan is in place. Attendees should include those most involved with the child and family in the same way as at an initial child protection conference, and the Local Safeguarding Children Board protocols for establishing a quorum should apply. The purposes of the review are to:</p> <ul style="list-style-type: none"> • Review the safety, health and development of the child against planned outcomes set out in the child protection plan; • Ensure that the child continues to be safeguarded from harm; and • Consider whether the child protection plan should continue in place or should be changed. <p>The 'Child Protection Plan' is a plan formulated by children's social care to ensure that children at continuing immediate risk of harm are protected. Its aim is to facilitate and make explicit a co-ordinated approach to the protection from further harm of each child. Each Child Protection Plan will cover many areas, including, for example:</p> <ul style="list-style-type: none"> • Broad objectives for the child's welfare, identifying his/her specific needs; • Identification of risk factors and actions required to protect the child from significant harm; • Types of services required by the child to support the family in promoting the child's welfare; • Time limited short and longer term objectives; • Required outcomes linked to a reduction in the risk to the child. <p>This indicator replaces PAF CF/C20 and JAR/APA indicator 2034SC as collected in 2007/08.</p>
Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where:</p> <p>X = of the children with a Child Protection Plan at 31 March who at that date had had a Plan continuously for at least the previous three months and whose cases had been reviewed within the required timescales.</p> <p>Y = the number of children with a Child Protection Plan at 31 March who at that date had had a Plan continuously for at least the previous three months.</p>

NI 67: Percentage of child protection cases which were reviewed within required timescales
(continued)

Worked example	From 100 children who were (a) the subject of a Child Protection Plan at 31 March and (b) had been continuously for at least the previous 3 months, 99 had their cases reviewed on time: $=(99/100) * 100$ = 99.0% cases were reviewed on time.	Good performance	A higher value indicates better performance. However, the indicator should be considered in conjunction with NI 65 (children who became subject to a plan for a 2nd time) and NI64 (duration times for Child Protection Plans). For example, a high figure for this indicator would also be expected to be linked with reasonably low figures for NI 64 (duration of Child Protection plans), otherwise the efficacy of the reviews may be questionable. The best performance on this indicator would be 100%.
Collection interval	Annual for year to 31 March	Data Source	CPR 3 statutory return from local authorities to the DCSF
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by local authorities		
Spatial level	Single tier and county council		
Further Guidance	Statutory guidance: <i>Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children</i> available at www.ecm.gov.uk/socialcare/safeguarding Data collection guidance for CPR3 available at www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml		

NI 68: Percentage of referrals to children's social care going on to initial assessment			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	<p>It is important that local authorities respond to and address concerns in a timely and efficient way and ensure that all referrals to children's social care be followed up where appropriate.</p> <p>This indicator is a proxy for several issues: the appropriateness of referrals coming into social care, which can show whether local agencies are working well together; and the thresholds which are being applied in children's social care at a local level.</p>		
Definition	<p>The percentage of children referred to children's social services departments whose cases go on to initial assessments.</p> <p>The numerator is the number of children in the denominator, whose cases go on to initial assessments.</p> <p>The denominator Y is the number of children referred to children's social services departments during the year. [Source: CPR3 2006-07 (Part A, Item 1, line 1 <i>Number of referrals of children who have been the subject of referral (including re-referrals)</i>] If one child was the subject of more than one referral or assessment during the year, then each referral or assessment should be counted.</p> <p>The numerator X is the number of the number of children receiving initial assessments in the year. [Source: CPR3 2006-07, Part A, Item 2, line 1 ('Initial assessments completed within 7 days') and line 2 ('other initial assessments completed In the year')</p> <p>A 'referral' is defined as a request for services to be provided by children's social care services. This is in respect of a case where the child is not previously known to the local authority, or where the case was previously open but is now closed. A referral can be made by a professional from one of many different agencies (typically in the health and education sectors) but the term as used here is a broad one which encompasses referrals from any source, including self-referrals.</p> <p>Local authorities will make an 'initial consideration' to decide, when looking at the details of the referral, whether there are concerns about the child's health and development or actual and/or potential harm that justifies an initial assessment. The initial assessment is a brief assessment of the child's needs, to be carried out by children's social care within a maximum of seven working days of the date of referral.</p> <p>Children are defined as aged 0-17 years inclusive.</p> <p>Further guidance is in CPR3 at www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml</p> <p>References are taken from the CPR3 return in 2006/07. Please refer to the equivalent cells for other years.</p> <p>This indicator replaces KIGS CH143, JAR/APA 2017SC as collected in 2007/08.</p>		

NI 68: Percentage of referrals to children's social care going on to initial assessment (continued)			
Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where:</p> <p>X = of the children in the denominator – the number of children whose cases go on to initial assessments.</p> <p>Y = the number of children referred to children's social services departments during the year. If one child was the subject of more than one referral or assessment during the year, then each referral or assessment should be counted.</p>		
Worked example	<p>CPR 2006-07 England</p> <p>545,000 children were the subject of a referral, 305,000 underwent an initial assessment, then</p> <p>$(305,000/545,000) * 100 = 56.0\%$.</p>	Good performance	<p>Indicators on safeguarding will need to be considered together to give a fuller picture of local authority performance.</p> <p>Difficult to quantify whether good performance is typified by higher or lower numbers. The ideal should be a median percentage band that all local authorities fall within. If the percentage decreases or increases greatly it could be that children are not receiving an initial assessment when they should be (or vice versa) rather than a figure showing that fewer or more children being protected from harm.</p>
Collection interval	Annual for year to 31 March	Data Source	CPR3 statutory return form local authorities to DCSF
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by local authorities		
Spatial level	Single tier and county council		
Further Guidance	<p>Statutory guidance: <i>Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children</i> available at www.ecm.gov.uk/socialcare/safeguarding</p> <p>Data collection guidance for CPR3 available at www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml</p>		

NI 72: Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	The early years are crucial to a child's chances of later success. Children who achieve well in their early years are much more likely to be successful in future education and in later life.		
Definition	<p>The number of children achieving 78 points across all 13 EYFSP scales with at least 6 points or more in each of the PSED and CLL scales, expressed as a percentage of the total number of children assessed against the Early Years Foundation Stage Profile.</p> <p>Early Years Foundation Stage – this is a statutory framework for children's learning and development and welfare from birth to the end of the academic year in which they turn 5. It covers six areas of learning:</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development (3 scales) • Communication, Language and Literacy (4 scales) • Problem-solving, reasoning and numeracy (3 scales) • Knowledge and understanding of the world (1 scale) • Physical Development (1 scale) • Creative Development (1 scale) <p>The Early Years Foundation Stage Profile is an assessment of children's achievement at the end of the academic year in which they turn 5 – it supersedes the Foundation Stage Profile from September 2008.</p>		
Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where:</p> <p>X = number of children achieving 78 points across all 13 EYFSP scales with at least 6 points or more in each of the PSED and CLL scales;</p> <p>Y = total number of children assessed against the Early Years Foundation Stage Profile.</p>		

NI 72: Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy (*continued*)

Worked example	If the number of children in the LA achieving 78 points across all 13 EYFSP scales and at least 6+ points in the CLL and PSED scales is 3000 and the total number of children in the LA who were assessed against the Early Years FSP is 5000, then: $\left(\frac{3000}{5000}\right) * 100 = 60.0\%$	Good performance	Higher percentages show better performance.
Collection interval	Annual (academic year)	Data Source	Early Years Foundation Stage profile results
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by local authorities		
Spatial level	Single tier and county council		
Further Guidance	More information on the Foundation Stage Curriculum is available at: http://www.standards.dfes.gov.uk/eyfs/ Guidance for Local Authorities on setting Education Performance Targets (http://www.standards.dfes.gov.uk/ts/publications/list/?index=2)		

NI 73: Achievement at level 4 or above in both English and Maths at Key Stage 2			
Is data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	It is widely accepted that good literacy and numeracy are key to employability and further study, and that more needs to be done to improve performance in these areas. The Government is therefore committed to ensuring that more children master the basics and has set a national threshold target for 2011 for 78% to achieve Level 4 or above in both English and Maths at KS2. As well as improving the proportion of pupils achieving this standard, the Government also wants to see no schools where less than 65% of pupils achieve Level 4 in both English and Maths (floor target).		
Definition	<p>The number of pupils achieving Level 4+ in both English and Maths at KS2 as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results in both English and maths.</p> <p>Key Stage (KS) 2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by pupils at the end of KS2. The school element relates to all maintained mainstream schools with more than 10 pupils in the end of KS2 cohort.</p> <p>Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils achieving Level 4+ in both English and Maths at KS2. y = number of pupils at the end of KS2 with valid National Curriculum test results in both English and maths.</p>		
Worked example	<p>If 4,500 pupils achieve level 4+ in both English and Maths, and 6,000 pupils are eligible for KS2 assessment in both English and Maths, then the proportion =</p> $\left(\frac{4,500}{6,000}\right) * 100 = 75.0\%$	Good performance	<p>Good performance is typified by percentages where the proportion of pupils is above the national average and where there are no schools with cohorts of more than 10 achieving below 65% Level 4 in English and maths.</p>

NI 73: Achievement at level 4 or above in both English and Maths at Key Stage 2 (continued)			
Collection interval	Annual (academic year)	Data Source	Revised KS2 test results as amended by schools checking exercise for publication of Primary School Achievement and Attainment Tables.
Return Format	Percentage	Decimal Places	One (English and maths were previously reported separately to whole number percentages).
Reporting organisation	DCSF, based on data provided by schools		
Spatial level	Single tier and county council		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued September 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/		

NI 74: Achievement at level 5 or above in both English and Maths at Key Stage 3			
Is data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	It is widely accepted that good literacy and numeracy are key to employability and further study, and that more needs to be done to improve performance in these areas. The Government is therefore committed to ensuring that more children master the basics and has set a national threshold target for 2011 for 74% to achieve Level 5 or above in both English and Maths at KS3. As well as improving the proportion of pupils achieving this standard, the Government also wants to see no schools where less than 50% of pupils achieve Level 5 in both English and Maths (floor target).		
Definition	<p>The number of pupils achieving Level 5+ in both English and Maths at KS3 as a percentage of the number of pupils at the end of KS3 with valid National Curriculum test results in both English and Maths.</p> <p>Key Stage (KS) 3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to tests taken by pupils at the end of KS3. The school element relates to all maintained mainstream schools including Academies.</p> <p>Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils achieving level 5+ in both English and Maths at KS3. y = number of pupils eligible for KS3 assessment in both English and Maths.</p>		
Worked example	<p>If 4,500 pupils achieve Level 5+ in both English and Maths at KS3, and 6,000 pupils have valid National Curriculum test results in English and Maths, then the proportion =</p> $\left(\frac{4,500}{6,000}\right) * 100 = 75.0\%$	Good performance	Good performance is typified by percentages where the proportion of pupils is above the national average and where there are no schools achieving below 50% Level 5 in English and maths.

NI 74: Achievement at level 5 or above in both English and Maths at Key Stage 3 (continued)			
Collection interval	Annual (academic year)	Data Source	Revised KS3 test results as amended by schools checking exercise for publication of Secondary (Key Stage 3) Achievement and Attainment Tables.
Return Format	Percentage	Decimal Places	One (English and Maths previously reported separately to whole number percentages).
Reporting organisation	DCSF, based on data provided by schools		
Spatial level	Single tier and county council		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued September 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/		

NI 75: Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths			
Is data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	It is widely accepted that good literacy and numeracy are key to employability and further study, and that more needs to be done to improve performance in these areas. The Government is therefore committed to ensuring that more children master the basics by the end of the years of compulsory schooling and has set a national threshold target for 2011 for 53% to achieve 5 A*-C GCSE grades and equivalent including GCSEs in English and Maths by the end of Key Stage 4. As well as improving the proportion of pupils achieving this standard, the Government also wants to see no schools where less than 30% of pupils achieve 5 A*-C grades including GCSE English and Maths by 2012 (floor target).		
Definition	<p>The number of pupils achieving 5 or more A*-C or equivalent including English and Maths at KS4 as a percentage of the number of pupils at the end of KS4.</p> <p>This indicator relates to pupils achieving 5 or more A*-C grades or equivalent including GCSE English and Maths taken at the end of KS4. The school element relates to all maintained mainstream schools including Academies.</p> <p>Key Stage (KS) 4 is the stage of the National Curriculum between the ages of 14 and 16 years.</p> <p>GCSE (General Certificate of Secondary Education) is the principal means of assessing pupil attainment at the end of compulsory secondary education. Grades A* to G are classified as passes, grades A* to C as good passes and grades U and X as fails.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils achieving 5 or more A*-C or equivalent including English and Maths at KS4.</p> <p>y = number of pupils at the end of KS4.</p>		
Worked example	<p>If 4,500 pupils achieve 5 or more A*-C or equivalent including English and Maths at KS4 and 6,000 pupils are at the end of KS4, then the proportion =</p> $\left(\frac{4,500}{6,000}\right) * 100 = 75.0\%$	Good performance	Good performance is typified by percentages where the proportion of pupils is above the national average and where there are no schools achieving below 30% 5 A*-C grades including GCSE English and maths.

NI 75: Achievement of 5 or more A* - C grades at GCSE or equivalent including English and Maths <i>(continued)</i>			
Collection interval	Annual (academic year)	Data Source	Revised KS4 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables.
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data provided by schools		
Spatial level	Single tier and county council		
Further Guidance	<p>Guidance for Local Authorities on setting Education Performance Targets – issued September 2007.</p> <p>Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/</p>		

NI 76: Reduction in number of schools where fewer than 65% of pupils achieve level 4 or above in both English and Maths at KS2			
Is data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	It is widely accepted that good literacy and numeracy are key to employability and further study, and that more needs to be done to improve performance in these areas. The Government is therefore re-enforcing its commitment to driving up standards and tackling underachievement by ensuring that more children master the basics. To support this goal the Government wants to see a continuing focus on the number of low attaining primary schools (defined as those achieving below 65% level 4+ in English and Maths) so that by 2011 there is a 50% reduction in the number of such schools compared with 2007.		
Definition	<p>The number of schools in the local education authority where the number of pupils achieving Level 4+ in both English and Maths at KS2 as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results in both English and Maths is less than 65%.</p> <p>KS2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to maintained mainstream schools with end of KS2 cohorts with more than 10 pupils where less than 65% are achieving Level 4 or above in both English and maths at the end of KS2.</p> <p>Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p>		
Formula	<p>For each school with end of KS2 cohorts with more than 10 pupils, to calculate the level of attainment:</p> $\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils in a school achieving Level 4+ in both English and Maths at KS2.</p> <p>y = number of pupils in a school at the end of KS2 with valid National Curriculum test results in both English and Maths.</p> <p>If this figure is less than 65%, the school is below the floor.</p> <p>The indicator value is number of schools whose attainment is below the floor target of 65%.</p>		

NI 76: Reduction in number of schools where fewer than 65% of pupils achieve level 4 or above in both English and Maths at KS2 (*continued*)

Worked example	<p>For each school: If 20 pupils in a school achieve level 4+ in both English and Maths at KS2, and 50 pupils in a school are at the end of KS2 and have a valid result in both English and Maths, then the proportion =</p> $\frac{20}{50} * 100 = 40\%$ <p>For the LEA: If 3 schools had a result below 65%, then an indicator value of 3 would be returned.</p>	Good performance	Good performance is typified by no schools achieving below 65% Level 4 in both English and maths.
Collection interval	Annual (academic year)	Data Source	Revised KS2 test results as amended by schools checking exercise for publication of Primary School Achievement and Attainment Tables.
Return Format	Percentage	Decimal Places	None
Reporting organisation	DCSF based on data provided by schools		
Spatial level	Single tier and county council (the final indicator value relates to the LEA level not the schools).		
Further Guidance	<p>Guidance for Local Authorities on setting Education Performance Targets – issued September 2007.</p> <p>Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/</p>		

NI 77: Reduction in number of schools where fewer than 50% of pupils achieve level 5 or above in both English and Maths at KS3			
Is data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	It is widely accepted that good literacy and numeracy are key to employability and further study, and that more needs to be done to improve performance in these areas. The Government is therefore re-enforcing its commitment to driving up standards and tackling underachievement by ensuring that more children master the basics. To support this goal the Government wants to see no schools with less than 50% of pupils achieving level 5 or above in English and Maths by 2011.		
Definition	<p><i>The number of schools in the local education authority where the number of pupils achieving Level 5+ in both English and Maths at KS3 as a percentage of the number of pupils at the end of KS3 with valid National Curriculum test results in both English and Maths is less than 50%.</i></p> <p>KS3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to maintained mainstream schools including Academies where less than 50% of pupils are achieving Level 5 or above in both English and Maths at the end of KS3.</p> <p>Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils in a school achieving Level 5+ in both English and Maths at KS3</p> <p>y = number of pupils in a school at the end of KS3 with valid National Curriculum test results in both English and Maths.</p> <p>If this figure is less than 50%, the school is below the floor.</p> <p>The indicator value is number of schools whose attainment is below the floor target of 50%.</p>		

NI 77: Reduction in number of schools where fewer than 50% of pupils achieve level 5 or above in both English and Maths at KS3 (continued)			
Worked example	<p>For each school:</p> <p>If 50 pupils in a school achieve level 5+ in both English and Maths at KS3, and 200 pupils in a school are at the end of KS3 and have a valid result in both English and Maths, then the proportion =</p> $\frac{200}{50} * 100 = 25\%$ <p>For the LEA:</p> <p>If 3 schools had a result below 50%, then an indicator value of 3 would be returned.</p>	Good performance	Good performance is typified by no schools achieving below 50% Level 5 in both English and Maths.
Collection interval	Annual (academic year)	Data Source	Revised KS3 test results as amended by schools checking exercise for publication of Secondary (Key Stage 3) Achievement and Attainment Tables.
Return Format	Number	Decimal Places	None
Reporting organisation	DCSF based on data provided by schools		
Spatial level	Single tier and county council (the final indicator value relates to the LEA level not the schools).		
Further Guidance	<p>Guidance for Local Authorities on setting Education Performance Targets – issued September 2007.</p> <p>Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/</p>		

NI 78: Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths

Is data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	<p>It is widely accepted that good literacy and numeracy are key to employability and further study, and that more needs to be done to improve performance in these areas. The Government is therefore re-enforcing its commitment to driving up standards and tackling underachievement by ensuring that more children master the basics and reach the end of the year's compulsory schooling with 5 A*-C GCSEs and equivalent including English and Maths. The Government has pledged to ensure that there are no schools where less than 30% of pupils achieve 5 A*-C grades including GCSE English and Maths by 2012.</p>		
Definition	<p>The number of schools in the local education authority where the number of pupils achieving 5 or more A*-C grades or equivalent including English and Maths at KS4 as a percentage of the number of pupils at the end of KS4 is less than 30%.</p> <p>This indicator relates to maintained mainstream schools including Academies where less than 30% of pupils are achieving 5 or more A*-C grades or equivalent including GCSE English and Maths taken at the end of KS4.</p> <p>Key Stage (KS) 4 is the stage of the National Curriculum between the ages of 14 and 16 years.</p> <p>GCSE (General Certificate of Secondary Education) is the principal means of assessing pupil attainment at the end of compulsory secondary education. Grades A* to G are classified as passes, grades A* to C as good passes and grades U and X as fails.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils in a school achieving 5 or more A*-C grades or equivalent including English and Maths at KS4.</p> <p>y = number of pupils in a school at the end of KS4.</p> <p>If this figure is less than 30%, the school is below the floor.</p> <p>The indicator value is number of schools whose attainment is below the floor target of 30%.</p>		

NI 78: Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths (continued)			
Worked example	<p>For each school: If 150 pupils in a school achieve 5 or more A*-C grades or equivalent including English and Maths at KS4 and 600 pupils in a school are at the end of KS4, then the proportion =</p> $\frac{150}{600} * 100 = 25\%$ <p>For the LEA: If 3 schools had a result below 30%, then an indicator value of 3 would be returned.</p>	Good performance	Good performance is typified by no schools achieving below 30% 5 A*-C grades including GCSE English and maths.
Collection interval	Annual (academic year)	Data Source	Revised KS4 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables.
Return Format	Number	Decimal Places	None
Reporting organisation	DCSF based on data provided by schools		
Spatial level	Single tier and county council (the final indicator value relates to the LEA level not the schools)		
Further Guidance	<p>Guidance for Local Authorities on setting Education Performance Targets – issued September 2007.</p> <p>Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/</p>		

NI 79: Achievement of a Level 2 qualification by the age of 19			
Is data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	This indicator reports the percentages of young people attaining Level 2 by age 19 in a Local Authority area. Achieving Level 2 by the age of 19 represents an important platform for employability, further learning and adulthood.		
Definition	<p>Achievements in the following qualifications are counted at level 2+</p> <ul style="list-style-type: none"> • 1 Advanced Extension Award equals 5% • 1 free standing maths qualification at level 3 equals 10% • 1 Key Skills pass at level 3 equals 20% • 1 short GCSE at grade A* to C equals 10% • 1 full GCSE at grade A* to C equals 20% • 1 Double Award GCSE (including VGCEs) at grade A* to C equals 40% • 1 part 1 intermediate GNVQ equals 40% • 1 full intermediate GNVQ equals 80% • 1 AS level, (including VCE - Vocational Certificate of Education) at grade A to E equals 50% • 1 A/A2 level (including VCE) at grade A to E equals 100% • 1 Advanced GNVQ pass equals 100% • 1 Advanced Pilot 6 unit GNVQ equals 100% • 1 NVQ pass at level 2 or higher equals 100% • 1 'full' VRQ* (Vocationally Related Qualification) pass at level 2 or higher equals 100% • 1 International Baccalaureate pass equals 100% • 1 Apprenticeship equals 100% <p>* A full Level 2 VRQ is counted as any with 325 or more guided learning hours. For lists of qualifications that count as VRQs and their guided learning hours see the National Database of Accredited Qualifications website: http://www.accreditedqualifications.org.uk/</p> <p>Combinations of qualifications at different levels are allowed where their parts add up to at least 100 percent for that level. For example a candidate with 3 full GCSEs at grades A* to C (20% each) and 1 AS level (50%) would be deemed to have attained a level 2 (60% + 50% = 110%).</p> <p>GCSEs and GNVQs are subject to discounting, as are AS and A/A2 levels. Discounting is counting only the higher level qualification where the same qualification in the the same subject is achieved more than once at different levels. For example, say a learner gains 1 short GCSE (10%) in Biology in 2000 and 1 full GCSE (20%) in Biology in 2001. Correct discounting means the person has 10% of a full level 2 in 2000 and then 20% in 2001 as the short GCSE is replaced by the full one.</p> <p>Further information on definitions, background, methodology and qualifications counted towards this indicator can be found in the technical notes to the annual Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml). Note though that the formula for National figures described in the SFR is different to the local formula, described below.</p>		

NI 79: Achievement of a Level 2 qualification by the age of 19 (continued)**Formula**

$$\left(\frac{x}{y}\right) * 100$$

The Calculation is performed at Local Authority level, where:

x = The number of young people that were studying in the local authority at academic age 15, that have passed the level 2 threshold (i.e. achieved 100% of a Level two by the definitions above) by the end of the academic year in which they turn 19.

y = The size of the cohort at academic age 14 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes all individuals in maintained, independent and special schools, but excludes home schooled).

Note

- Achievements in all institutions count towards the numerator (including all maintained schools, special schools, independent schools, sixth form colleges, further education institutions and work based learning), but only for individuals who were studying in maintained schools at academic age 15.
- Academic age is the age of the individual at the start of the academic year, i.e. the 31st August preceeding the academic year.
- The population at academic age 14 is therefore the population in the penultimate year of compulsory education, year 10. It is used as the denominator on recommendation from a National Statistics Quality Review on the measurement of attainment of young people (link: http://www.statistics.gov.uk/methods_quality/quality_review/education.asp). Academic age 14, rather than 15 was chosen to allow for those leaving the education system early.
- The Local Authority that an individual is studying in at academic age 15 is used in the numerator as this is the final year of compulsory education and so it is the most recent year that Local Authority information is collected on the School Census for the majority of individuals.
- Individuals who move between Local Authorities after academic age 15 will have their achievements counted in the Local Authority in which they studied at age 15.
- The table below shows for the most recently reported and upcoming cohorts of young people the academic years that they will be at each age used in the calculation:

	Academic Age:				
	14	15	16	17	18*
19 in 2006	2001/02	2002/03	2003/04	2004/05	2005/06
19 in 2007	2002/03	2003/04	2004/05	2005/06	2006/07
19 in 2008	2003/04	2004/05	2005/06	2006/07	2007/08

* At the end of this year attainment is reported since everyone in the cohort will be aged 19.

NI 79: Achievement of a Level 2 qualification by the age of 19 (continued)

Formula (continued)	<ul style="list-style-type: none"> National figures are published in the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml). The calculation for the local figures differs from the national figures because the local figures only include achievements by those individuals who were studying in maintained schools at academic age 15, whereas the national figures include all achievements. For this reason, for the cohort aged 19 in 2005/06 there were about 20,000 level 2 achievements that could not be attributed to individual local authorities; The Local Authority figures were on average approximately 3% points lower than the national figures. 		
Worked example	<p>Suppose there are 2,000 young people in a cohort in a Local Authority at academic age 14. Now suppose that 474 young people who were studying in that Local Authority at age 15 pass the level 2 threshold by the end of the academic year in which they turn 19. Then the percentage of individuals who have achieved a Level 2 by the age of 19 in the Local Authority is:</p> $= (474/2000) * 100$ $= 23.7\%$	Good performance	<p>Higher percentages show better performance.</p>

NI 79: Achievement of a Level 2 qualification by the age of 19 (continued)

Collection interval	Annual. Data sources that make up the matched data are available at different times throughout the year. They are matched together in December/January following the end of the academic year and are available following publishing of the DCSF Statistical First Release (SFR) on Level 2 and 3 attainment by young people in February (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml).	Data Source	<p>Matched Administrative Data used for the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml), will be provided by DCSF. Neither Local Authorities or schools will have to provide or match data.</p> <p>This data source matches data from:</p> <ul style="list-style-type: none"> • Pupil level termly School Census • National Pupil database. • NISVQ database. • ILR Database. <p>Note</p> <ul style="list-style-type: none"> • This is the same data source as used in the 14-19 Progress Checks
Return Format	Percentage	Decimal Places	1
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance			

NI 80: Achievement of a Level 3 qualification by the age of 19			
Is data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	This indicator reports the percentages of young people attaining Level 3 by age 19 in a Local Authority Area. Achieving Level 3 by the age of 19 increases the skills levels of the economy and allows participation into Higher Education and higher skilled employment.		
Definition	<p>Achievements in the following qualifications are counted at level 3:</p> <ul style="list-style-type: none"> • 1 Advanced Extension Award equals 5% • 1 Free Standing Maths Qualification at level 3 equals 10% • 1 Key Skills pass at level 3 equals 15% • 1 AS level (including VCE - Vocational Certificate of Education) at grade A to E equals 25% • 1 A/A2 level (including VCE) at grade A to E equals 50% • 1 Advanced Pilot 6 unit GNVQ equals 100% • 1 Advanced GNVQ pass equals 100% • 1 NVQ pass at level 3 or higher equals 100% • 1 'full' VRQ* (Vocationally Related Qualification) pass at level 3 or higher equals 100% • 1 International Baccalaureate pass equals 100% • 1 Advanced Apprenticeship equals 100% <p>* A full Level 3 VRQ is counted as any with 600 or more guided learning hours. For lists of qualifications that count as VRQs and their guided learning hours see the National Database of Accredited Qualifications website: http://www.accreditedqualifications.org.uk/</p> <p>Combinations of qualifications at different levels are allowed where their parts add up to at least 100 percent for that level. For example a candidate with 2 full As levels at grades A to E (25% each) and 1 A2 level at grades A to E (50%) would be deemed to have attained a level 3 (25% + 25% + 50% = 100%).</p> <p>AS and A/A2 levels are subject to discounting. Discounting is counting only the higher level qualification where the same qualification in the the same subject is achieved more than once at different levels. For example, say a learner gains an AS (25%) in Biology in 2000 and an A level (50%) in Biology in 2001. Correct discounting means the person has 25% of a full level 3 in 2000 and then 50% in 2001 as the AS is replaced by the A level.</p> <p>Further information on definitions, background, methodology and quaifications counted towards this indicator can be found in the technical notes to the annual Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml). Note though that the formula for National figures described in the SFR is different to the local formula, described below.</p>		

NI 80: Achievement of a Level 3 qualification by the age of 19 (continued)**Formula**

$$\left(\frac{x}{y}\right) * 100$$

The Calculation is performed at Local Authority level, where:

x = The number of young people that were studying in the local authority at academic age 15, that have passed the level 3 threshold (i.e. achieved 100% of a Level three by the definitions above) by the end of the academic year in which they turn 19.

y = The size of the cohort at academic age 14 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes all individuals in maintained, independent and special schools, but excludes home schooled).

Note

- Achievements in all institutions count towards the numerator (including all maintained schools, special schools, independent schools, sixth form colleges, further education institutions and work based learning), but only for individuals who were studying in maintained schools at academic age 15.
- Academic age is the age of the individual at the start of the academic year, i.e. the 31st August preceeding the academic year.
- The population at academic age 14 is therefore the population in the penultimate year of compulsory education, year 10. It is used as the denominator on recommendation from a National Statistics Quality Review on the measurement of attainment of young people (link: http://www.statistics.gov.uk/methods_quality/quality_review/education.asp). Academic age 14, rather than 15 was chosen to allow for those leaving the education system early.
- The Local Authority that an individual is studying in at academic age 15 is used in the numerator as this is the final year of compulsory education and so it is the most recent year that Local Authority information is collected on the School Census for the majority of individuals.
- Individuals who move between Local Authorities after academic age 15 will have their achievements counted in the Local Authority in which they studied at age 15.
- The table below shows for the most recently reported and upcoming cohorts of young people the academic years that they will be at each age used in the calculation:

	Academic Age:				
	14	15	16	17	18*
19 in 2006	2001/02	2002/03	2003/04	2004/05	2005/06
19 in 2007	2002/03	2003/04	2004/05	2005/06	2006/07
19 in 2008	2003/04	2004/05	2005/06	2006/07	2007/08

* At the end of this year attainment is reported since everyone in the cohort will be aged 19.

NI 80: Achievement of a Level 3 qualification by the age of 19 (continued)

Formula (continued)	<ul style="list-style-type: none"> National figures are published in the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml). The calculation for the local figures differs from the national figures because the local figures only include achievements by those individuals who were studying in maintained schools at academic age 15, whereas the national figures include all achievements. For this reason, for the cohort aged 19 in 2005/06 there were about 12,000 level 3 achievements that could not be attributed to individual local authorities; The Local Authority figures were on average approximately 2% points lower than the national figures. 		
Worked example	<p>Suppose there are 1,000 young people in a cohort in a Local Authority at academic age 14. Now suppose that 383 young people who were studying in that Local Authority at age 15 pass the level 3 threshold by the end of the academic year in which they turn 19. Then the percentage of individuals who have achieved a Level 3 by the age of 19 in the Local Authority is:</p> $= (383/1000) * 100 = 38.3\%$	Good performance	Higher percentages show better performance.

NI 80: Achievement of a Level 3 qualification by the age of 19 (continued)			
Collection interval	Annual. Data sources that make up the matched data are available at different times throughout the year. They are matched together in December/January following the end of the academic year and are available following publishing of the DCSF Statistical First Release (SFR) on Level 2 and 3 attainment by young people in February (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml).	Data Source	<p>Matched Administrative Data used for the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml), will be provided by DCSF. Neither Local Authorities or schools will have to provide or match data.</p> <p>This data source matches data from:</p> <ul style="list-style-type: none"> • Pupil level termly School Census • National Pupil database. • NISVQ database. • ILR Database. <p>Note</p> <ul style="list-style-type: none"> • This is the same data source as used in the 14-19 Progress Checks
Return Format	Percentage	Decimal Places	1
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance			

NI 81: Inequality gap in the achievement of a Level 3 qualification by the age of 19				
Is the data provided by the LA or a local partner?		N	Is this an existing indicator?	N
Rationale	This indicator reports the gap in attainment of level 3 at age 19 in each Local Authority between those young people who were in receipt of free school meals at academic age 15 and those who were not. At the moment significantly fewer young people in receipt of free school meals at the age of 15 achieve L3 qualifications by the age of 19 than their peers who were not in receipt of free school meals at age 15.			
Definition	<p>Inequality gap is measured using those eligible for and claiming free school meals at academic age 15 as a proxy. The indicator will be set as a target to close the gap in level 3 achievement between those claiming free school meals and those that are not at academic age 15.</p> <p>Achievements in the following qualifications are counted at level 3:</p> <ul style="list-style-type: none"> • 1 Advanced Extension Award equals 5% • 1 Free Standing Maths Qualification at level 3 equals 10% • 1 Key Skills pass at level 3 equals 15% • 1 AS level (including VCE – Vocational Certificate of Education) at grade A to E equals 25% • 1 A/A2 level (including VCE) at grade A to E equals 50% • 1 Advanced Pilot 6 unit GNVQ equals 100% • 1 Advanced GNVQ pass equals 100% • 1 NVQ pass at level 3 or higher equals 100% • 1 'full' VRQ* (Vocationally Related Qualification) pass at level 3 or higher equals 100% • 1 International Baccalaureate pass equals 100% • 1 Advanced Apprenticeship equals 100% <p>* A full Level 3 VRQ is counted as any with 600 or more guided learning hours. For lists of qualifications that count as VRQs and their guided learning hours see the National Database of Accredited Qualifications website: http://www.accreditedqualifications.org.uk/</p> <p>Combinations of qualifications at different levels are allowed where their parts add up to at least 100 percent for that level. For example a candidate with 2 full As levels at grades A to E (25% each) and 1 A2 level at grades A to E (50%) would be deemed to have attained a level 3 (25% +25% + 50% = 100%).</p> <p>AS and A/A2 levels are subject to discounting. Discounting is counting only the higher level qualification where the same qualification in the the same subject is achieved more than once at different levels. For example, say a learner gains an AS (25%) in Biology in 2000 and an A level (50%) in Biology in 2001. Correct discounting means the person has 25% of a full level 3 in 2000 and then 50% in 2001 as the AS is replaced by the A level.</p> <p>Further information on definitions, background, methodology and qualifications counted towards this indicator can be found in the technical notes to the annual Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml).</p> <p>Note though that the formula for National figures described in the SFR is different to the local free school meals formula, described below.</p>			

NI 81: Inequality gap in the achievement of a Level 3 qualification by the age of 19 (*continued*)**Formula**

$$\left(\frac{X}{Y} - \frac{W}{Z}\right) * 100$$

The Calculation is performed at Local Authority level, where:

X = The number of young people that were studying in the local authority at academic age 15 and in receipt of free school meals, that have passed the level 3 threshold (i.e. achieved 100% of a Level three by the definitions above) by the end of the academic year in which they turn 19.

Y = The number of individuals identified as being in receipt of free school meals at academic age 15 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes only individuals in maintained schools).

W = The number of young people that were studying in the local authority at academic age 15 and identified as **not** in receipt of free school meals, that have passed the level 3 threshold (i.e. achieved 100% of a Level three by the definitions above) by the end of the academic year in which they turn 19.

Z = The number of individuals identified as **not** in receipt of free school meals at academic age 15 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes only individuals in maintained schools).

Note

- Achievements in all institutions count towards the numerators x and w (including all maintained schools, special schools, independent schools, sixth form colleges, further education institutions and work based learning), but only for individuals identified as being in/not in receipt of free school meals at academic age 15, i.e. only for those in maintained schools.
- Academic age is the age of the individual at the start of the academic year, i.e. the 31st August preceeding the academic year.
- Academic age 15 is therefore the final year of compulsory education, year 11, and is used because it is the most recent year that Local Authority and free school meals information is collected on the school Census for the majority of individuals.
- Individuals who move between Local Authorities after academic age 15 will have their achievements counted in the Local Authority in which they studied at age 15.

NI 81: Inequality gap in the achievement of a Level 3 qualification by the age of 19 (continued)**Formula (continued)**

- The table below shows for the most recently reported and upcoming cohorts of young people the academic years that they will be at each age used in the calculation:

	Academic Age:				
	14	15	16	17	18*
19 in 2006	2001/02	2002/03	2003/04	2004/05	2005/06
19 in 2007	2002/03	2003/04	2004/05	2005/06	2006/07
19 in 2008	2003/04	2004/05	2005/06	2006/07	2007/08

* At the end of this year attainment is reported since everyone in the cohort will be aged 19.

- National figures are published in the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml>). The calculation for the local free school meals figures differs from the national figures because the local figures only include achievements by those individuals in maintained schools at academic age 15 whereas the national figures include all achievements, and the denominators are different.

Worked example

Suppose that from a cohort of 3,000 young people in a Local Authority at academic age 15, 1,000 are claiming free school meals and 2,000 are not. Now suppose that 500 of those on free school meals and 1,200 of those not on free school meals have passed the level 3 threshold by the end of the academic year in which they turn 19. Then for this Local Authority the gap in attainment of level 3 at 19 between the individuals claiming free school meals and their peers who were not is:

$$= \left(\frac{1200}{2000} - \frac{500}{1000} \right) * 100$$

$$= 10.0\% \text{ pts}$$

Good performance

Lower values mean better performance because this indicator shows the inequality gap in the achievement of level 3 qualifications at age 19 between young people who were/were not in receipt of free school meals at academic age 15.

NI 81: Inequality gap in the achievement of a Level 3 qualification by the age of 19 (continued)			
Collection interval	Annual. Data sources that make up the matched data are available at different times throughout the year. They are matched together in December/January following the end of the academic year and are available following publishing of the DCSF Statistical First Release (SFR) on Level 2 and 3 attainment by young people in February (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml).	Data Source	<p>Matched Administrative Data used for the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml), will be provided by DCSF. Neither Local Authorities or schools will have to provide or match data.</p> <p>This data source matches data from:</p> <ul style="list-style-type: none"> • Pupil level termly School Census • National Pupil database. • NISVQ database. • ILR Database. <p>Note</p> <ul style="list-style-type: none"> • This is the same data source as used in the 14-19 Progress Checks
Return Format	Percentage points	Decimal Places	One
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance			

NI 82: Inequality gap in the achievement of a Level 2 qualification by the age of 19			
Is data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	This indicator reports the percentages of young people who were in receipt of free school meals at academic age 15 who attain level 2 qualifications by the age of 19. At the moment significantly fewer young people in receipt of free school meals at the academic age of 15 achieve L2 qualifications by the age of 19 than their peers who were not in receipt of free school meals at academic age 15.		
Definition	<p>Inequality gap is measured using those eligible for and claiming free school meals at academic age 15 as a proxy. The indicator will be set as a threshold target for level 2 achievement in the free school meals group.</p> <p>Achievements in the following qualifications are counted at level 2+:</p> <ul style="list-style-type: none"> • 1 Advanced Extension Award equals 5% • 1 free standing maths qualification at level 3 equals 10% • 1 Key Skills pass at level 3 equals 20% • 1 short GCSE at grade A* to C equals 10% • 1 full GCSE at grade A* to C equals 20% • 1 Double Award GCSE (including VGCSEs) at grade A* to C equals 40% • 1 part 1 intermediate GNVQ equals 40% • 1 full intermediate GNVQ equals 80% • 1 AS level (including VCE - Vocational Certificate of Education) at grade A to E equals 50% • 1 A/A2 level (including VCE) at grade A to E equals 100% • 1 Advanced GNVQ pass equals 100% • 1 Advanced Pilot 6 unit GNVQ equals 100% • 1 NVQ pass at level 2 or higher equals 100% • 1 'full' VRQ* (Vocationally Related Qualification) pass at level 2 or higher equals 100% <p>> 1 International Baccalaureate pass equals 100%</p> <p>> 1 Apprenticeship equals 100%</p> <p>* A full Level 2 VRQ is counted as any with 325 or more guided learning hours. For lists of qualifications that count as VRQs and their guided learning hours see the National Database of Accredited Qualifications website: http://www.accreditedqualifications.org.uk/</p> <p>Combinations of qualifications at different levels are allowed where their parts add up to 100 percent for that level. For example a candidate with 3 full GCSEs at grades A* to C (20% each) and 1 AS level (50%) would be deemed to have attained a level 2 (60% + 50% = 110%).</p> <p>GCSEs and GNVQs are subject to discounting, as are AS and A/A2 levels. Discounting is counting only the higher level qualification where the same qualification in the the same subject is achieved more than once at different levels. For example, say a learner gains 1 short GCSE (10%) in Biology in 2000 and 1 full GCSE (20%) in Biology in 2001. Correct discounting means the person has 10% of a full level 2 in 2000 and then 20% in 2001 as the short GCSE is replaced by the full one.</p>		

NI 82: Inequality gap in the achievement of a Level 2 qualification by the age of 19 (continued)	
Definition (continued)	Further information on definitions, background, methodology and qualifications counted towards this indicator can be found in the technical notes to the annual Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml). Note though that the formula for National figures described in the SFR is different to the local formula, described below.
Formula	$\left(\frac{x}{y}\right) * 100$ <p>The Calculation is performed at Local Authority level, where:</p> <p>X = The number of young people that were studying in the local authority at academic age 15 and identified as being in receipt of free school meals, that have passed the level 2 threshold (i.e. achieved 100% of a Level two by the definitions above) by the end of the academic year in which they turn 19.</p> <p>Y = The number of individuals identified as being in receipt of free school meals at academic age 15 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes only individuals in maintained schools).</p> <p>Note</p> <ul style="list-style-type: none"> • Achievements in all institutions count towards the numerator (including all maintained schools, special schools, independent schools, sixth form colleges, further education institutions and work based learning), but only for individuals identified as being in receipt of free school meals at academic age 15. • Academic age is the age of the individual at the start of the academic year, i.e. the 31st August preceeding the academic year. • Academic age 15 is therefore the final year of compulsory education, year 11, and is used because it is the most recent year that Local Authority and free school meals information is collected on the school Census for the majority of individuals. • Individuals who move between Local Authorities after academic age 15 will have their achievements counted in the Local Authority in which they studied at age 15. • The table below shows for the most recently reported and upcoming cohorts of young people the academic years that they will be at each age used in the calculation:

NI 82: Inequality gap in the achievement of a Level 2 qualification by the age of 19 (continued)

Formula (continued)	Academic Age:				
	14	15	16	17	18*
19 in 2006	2001/02	2002/03	2003/04	2004/05	2005/06
19 in 2007	2002/03	2003/04	2004/05	2005/06	2006/07
19 in 2008	2003/04	2004/05	2005/06	2006/07	2007/08

* At the end of this year attainment is reported since everyone in the cohort will be aged 19.

- National figures are published in the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml>). The calculation for the local free school meals figures differs from the national figures because the local figures only include achievements by those individuals in maintained schools, receiving free school meals at academic age 15 whereas the national figures include all achievements and use different denominators.

Worked example	Good performance
<p>Suppose there are 1,000 young people claiming free school meals in a cohort in a Local Authority at academic age 15. Now suppose that 383 of these young people have passed the level 2 threshold by the end of the academic year in which they turn 19. Then the percentage of individuals, claiming free school meals, who have achieved a Level 2 by the age of 19 in this Local Authority is:</p> $= (383/1000) * 100$ $= \mathbf{38.3\%}$	<p>Higher percentages show better performance because this indicator shows the achievement of level 2 qualifications at age 19 by young people who were in receipt of free school meals at age 15.</p>

NI 82: Inequality gap in the achievement of a Level 2 qualification by the age of 19 (continued)			
Collection interval	Annual. Data sources that make up the matched data are available at different times throughout the year. They are matched together in December/January following the end of the academic year and are available following publishing of the DCSF Statistical First Release (SFR) on Level 2 and 3 attainment by young people in February (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml).	Data Source	Matched Administrative Data used for the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2007 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000710/index.shtml), will be provided by DCSF. Neither Local Authorities or schools will have to provide or match data. This data source matches data from: <ul style="list-style-type: none"> • Pupil level termly School Census • National Pupil database. • NISVQ database. • ILR Database. Note <ul style="list-style-type: none"> • This is the same data source as used in the 14-19 Progress Checks
Return Format	Percentage.	Decimal Places	One
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance			

NI 83: Achievement at Level 5 or above in Science at Key Stage 3			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	<p>To improve the proportion of young people achieving at least level 5 in science at the end of Key Stage (KS) 3.</p> <p>The Government's target is to raise standards in science in secondary education so that more young people achieve level 5 at the end of KS3. The underlying aim is to maximise the number of young people who achieve A*-C in two science GCSEs and to encourage more young people to study science post-16.</p>		
Definition	<p>The number of pupils achieving level 5+ in Science at KS3 as a percentage of the number of pupils with a valid National Curriculum test result in KS3 Science.</p> <p>KS3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to the tests taken by 14 year olds at the end of KS3.</p> <p>Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p> <p>The coverage of this indicator is maintained mainstream schools including Academies.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils achieving level 5+ in Science at KS3.</p> <p>y = number of pupils with a valid National Curriculum test result in KS3 science.</p>		
Worked example	<p>If 4,500 pupils achieve level 5+ in Science at KS3, and 6,000 pupils are eligible for KS3 assessment in Science, then the proportion =</p> $\left(\frac{4,500}{6,000}\right) * 100 = 75.0\%$	Good performance	Good performance is typified by higher percentages.
Collection interval	Annual (Academic year)	Data Source	Provisional KS3 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables.

NI 83: Achievement at Level 5 or above in Science at Key Stage 3			
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Single tier and county council		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued August 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/		

NI 84: Achievement of 2 or more A*-C grades in Science GCSEs or equivalent			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	<p>To improve the proportion of young people gaining two or more science GCSEs at grades A*-C.</p> <p>The Government's target is to improve continually the number of pupils achieving A*-B and A*-C grades in two science GCSEs. From 2007 the Government will be publishing the percentage of pupils who gain two or more science GCSEs at grades A*-C in a new indicator in the achievement and attainment tables. The underlying aim is to maximise the number of young people who are able to go on to study science at A level and beyond.</p>		
Definition	<p>The number of pupils in a school at the end of KS4 who have achieved 2 or more science GCSEs graded A*-C as a percentage of the number of pupils in a school at the end of KS4.</p> <p>The 'new indicator in the achievement and attainment tables' will count pupils who have achieved grades A*-C in:</p> <ul style="list-style-type: none"> • GCSE Science ('core') and GCSE Additional Science; or • GCSE Science ('core') and GCSE Additional Applied Science; <p>or</p> <ul style="list-style-type: none"> • GCSE Applied Science Double Award; or • GCSE Science and GCSE Environmental and Land-based Science • Pupils who have taken GCSEs in all three of Physics, Chemistry and Biology will be counted, but need only have attained grades A*-C in at least two of the disciplines. • In order to recognise acceleration, any GCE AS levels taken early will also be counted. Therefore, pupils who have taken GCSEs and/or GCE AS levels in all three of Physics, Chemistry and Biology will also be counted, but need only have attained GCSE grades A*-C and/or GCE AS grades A-E in at least two of the disciplines. • Level 2 BTEC First Certificates and First Diplomas in Applied Science at pass, merit and distinction; and • OCR Level 2 National Awards and National Certificates in Science at pass, merit and distinction. <p>Until they are phased out, GCSEs covering the old Key Stage 4 programme of study (Double Science, Physics, Chemistry and Biology, Applied Science Double Award) will count.</p> <p>'Awarding bodies' set and mark examinations such as GCSEs and A levels.</p> <p>'Achievement and attainment tables' are statistical tables setting out by school and local authority the achievements of students in particular areas e.g. the percentage of students gaining five or more good GCSEs. They are published annually.</p> <p>The 'schools census' collects data on individual pupil characteristics (such as ethnicity) for all pupils in maintained schools.</p> <p>The 'national pupil database' is a longitudinal dataset linking together data collected from the school census to attainment data.</p>		

NI 84: Achievement of 2 or more A*-C grades in Science GCSEs or equivalent (continued)			
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils in a school at the end of KS4 who have achieved 2 or more science GCSEs graded A*-C</p> <p>y = number of pupils in a school at the end of KS4</p>		
Worked example	<p>If 450 pupils in a school achieve 2 or more science GCSEs graded A*-C, and 600 pupils in a school are at the end of KS4, then the proportion =</p> $\left(\frac{450}{600}\right) * 100 = 75.0\%$	Good performance	Good performance is typified by higher percentages
Collection interval	Annual (Academic year)	Data Source	Awarding Body data collected as part of the Achievement and Attainment Tables exercise, containing information on pupils' achievements at all institutions, collected by Bath University from awarding bodies on behalf of DCSF and matched to pupil level Schools Census data to produce the National Pupil Database (NPD).
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Schools within a local authority (single tier or county council)		
Further Guidance	<p>Guidance for Local Authorities on setting Education Performance Targets – issued August 2007.</p> <p>Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/</p>		

NI 85: Post-16 participation in physical sciences (A Level Physics, Chemistry and Maths)			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	<p>To improve the number of A level entries in physics, chemistry and mathematics while maintaining the number of young people taking biology A level.</p> <p>The Government's target is to achieve year on year increases in the numbers of young people taking A levels in physics, chemistry and mathematics so that by 2014 entries to A level physics are 35,000 (the number of entries was 23,932 in 2007); chemistry A level entries are 37,000 (35,145 in 2007); and mathematics A level entries are 56,000 (53,460 in 2007). It aims to achieve these targets without adversely affecting the number of young people taking biology A level.</p>		
Definition	<p>The number of entries for pupils that are aged 16-18 year olds in schools and colleges for</p> <ul style="list-style-type: none"> • A level Physics; • A level Chemistry; • A level Maths. <p>The number of entries for each subject will be counted separately, i.e. there are three values for this indicator – one each for physics, chemistry and mathematics. The three numbers should not be added together.</p> <p>'Physical sciences' in this context means physics, chemistry and mathematics.</p> <p>'Awarding bodies' set and mark examinations such as GCSEs and A levels.</p> <p>'Achievement and attainment tables' are statistical tables setting out by school and local authority the achievements of students in particular areas e.g. the percentage of students gaining five or more good GCSEs. They are published annually.</p> <p>The 'schools census' collects data on individual pupil characteristics (such as ethnicity) for all pupils in maintained schools.</p> <p>The 'national pupil database' is a longitudinal dataset linking together data collected from the school census to attainment data.</p> <p>'Number of entries' means the number of pupils entered for the relevant A level with the awarding body by the school or college, irrespective of whether the pupil takes the exam.</p>		
Formula	Count of the number of entries for each A level by pupils that are aged 16-18 year olds in schools and colleges in England.		

NI 85: Post-16 participation in physical sciences (A Level Physics, Chemistry and Maths) (continued)			
Worked example	There were 200 entries for physics A level, 150 entries for chemistry A level and 300 entries for mathematics A level in schools and colleges in the LA at the end of summer term 2008.	Good performance	Good performance is typified by higher numbers
Collection interval	Annual (Academic year)	Data Source	National Pupil database
Return Format	Number	Decimal Places	None
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Schools within the local authority (single tier and county council)		
Further Guidance			

NI 86: Secondary schools judged as having good or outstanding standards of behaviour			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	To provide a general indicator of standards of behaviour in secondary schools.		
Definition	<p>OFSTED inspect all schools regularly, usually at three year intervals. Inspectors make judgements about standards in a school, including a specific judgement on standards of behaviour. Standards are graded from 1 to 4 (grade 1 – outstanding; grade 2 – good; grade 3 -satisfactory; grade 4 – inadequate).</p> <p>The indicator is the percentage of secondary schools graded 1 or 2 for behaviour in each local authority.</p> <p>The DCSF will maintain a record of each secondary school’s behaviour grade together with the inspection date. It will take an annual snapshot of the most recent behaviour grades for the secondary schools in each local authority.</p> <p>For this indicator, “secondary schools” includes all maintained secondary schools (including middle-deemed-secondary) and academies. It excludes pupil referral units.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = number of secondary school grades 1 or 2 for behaviour in the annual snapshot y = total number of secondary school behaviour grades in the annual snapshot.</p>		
Worked example	A local authority has 20 secondary schools. In the annual snapshot 15 (75%) are graded 1 or 2 for behaviour.	Good performance	Good performance is a higher percentage of grades 1 and 2.
Collection interval	DCSF will collate inspection grades from the OFSTED website every school term. The snapshot on which the indicator is based will be taken once every calendar year at the same time each year.	Data Source	OFSTED
Return Format	Percentage of grades 1 and 2 for behaviour for secondary schools in each local authority.	Decimal Places	None

NI 86: Secondary schools judged as having good or outstanding standards of behaviour (continued)	
Reporting organisation	DCSF using OFSTED data
Spatial level	Single tier local authorities and county councils
Further Guidance	

NI 87: Secondary school persistent absence rate			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	To reduce the percentage of persistent absentee secondary pupils (those missing 20% or more of the school year).		
Definition	<p>The number of persistent absentees as a percentage of the total number of local authority maintained secondary school pupil enrolments.</p> <p>A 'persistent absentee' is a pupil who has accumulated the threshold number of half-day sessions of absence over the relevant statistical reporting period. These are counted on:</p> <ul style="list-style-type: none"> • an annual basis – 64 or more half-day sessions of absence from school over the statistical reporting period for absence (this is currently the two and a half terms ending at the May half term); and • a two-term basis – 52 or more half-day sessions of absence from school over the combined autumn and spring terms. <p>All sessions with the following pupil attendance codes relating to absence count towards the number of absences per pupil enrolment:</p> <p>I – Authorised absence due to illness (NOT medical or dental etc. appointments) M – Authorised absence due to medical/ dental appointments R – Authorised absence due to religious observance S – Authorised absence due to study leave T – Authorised absence due to traveller absence H – Authorised absence due to agreed family holiday F – Authorised absence due to agreed extended family holiday E – Authorised absence as pupil is excluded, with no alternative provision made C – Authorised absence as pupil is absent due to other authorised circumstances G – Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday U – Unauthorised absence as pupil arrived after registers closed O – Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description N – Unauthorised absence as pupil missed sessions for a reason that has not yet been provided</p> <p>Numerator: The number of local authority maintained* secondary school pupil enrolments with more than the threshold number of sessions where the attendance reason is one or a combination of: [I, M, R, S, T, H, F, E, C, G, U, O, N].</p>		

NI 87: Secondary school persistent absence rate (continued)			
Definition (continued)	<p>Denominator: The total number of local authority maintained* secondary school pupil enrolments (include all pupils on the roll for one or more sessions during the period). * Academies are not included within this indicator and this will need to be taken into account in year-on-year comparisons ie where schools move from local authority maintained to academy status.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = the number of persistent absentees Y= the total number of secondary pupil enrolments</p>		
Worked example	<p>If 570 of 11,000 pupils enrolled at secondary schools in a local authority meet the relevant persistent absence threshold, then for that local authority [570/11,000] * 100 = 5.2%.</p>	Good performance	Good performance is typified by low or reduced percentages.
Collection interval	<p>Data collected termly; indicator outturn: "Annual figures" for previous academic year using 64 session threshold – published February. "Two-term figures" for autumn and spring of school year just ended using 52 session shadow threshold – published October.</p>	Data Source	Termly School Census
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Single tier and county council		
Further Guidance	Published within Guidance For Local Authorities On Setting Education Performance Targets Parts 1 & 2, available at www.standards.dcsf.gov.uk/ts		

NI 88: Percentage of schools providing access to extended services			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	To measure progress and shape support for the development of extended schools.		
Definition	<p>The percentage of schools providing access to the full core offer of extended services.</p> <p>Schools include primary, middle and secondary schools, nursery schools and special schools, including academies.</p> <p>The full core offer of extended services involves providing access to:</p> <ul style="list-style-type: none"> • a varied range of activities including study support activities for primary and secondary schools, combined in primary schools with childcare, 8am-6pm, all year round in line with demand; • parenting and family support; • swift and easy referral to specialist services such as speech therapy; • community use of school facilities. <p>to a level and in a way that meets the needs of the pupils, their families and the community.</p>		
Formula	<p>Proportion of schools in the local authority providing access to the full core offer of extended services is calculated as follows:</p> $\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of schools providing access to the full core offer of extended services;</p> <p>y = number of schools in the local authority.</p>		
Worked example	<p>If of 70 schools in the local authority area 56 are providing access to extended services then</p> $\left(\frac{56}{70}\right) * 100 = 80\%$	Good performance	<p>Increasing percentage.</p> <p>National average results (2007) and targets (to 2010) are as follows:</p> <p>September 2007: 26%</p> <p>September 2008: 42%</p> <p>September 2009: 80%</p> <p>September 2010: 100%</p> <p>Good performance is meeting or exceeding these percentages.</p>
Collection interval	Monthly	Data Source	Training and Development Agency for Schools (TDA)
Return Format	Percentage	Decimal Places	None

NI 88: Percentage of schools providing access to extended services (<i>continued</i>)	
Reporting organisation	The Training and Development Agency for Schools, based on data reported by local authorities.
Spatial level	Single tier and county council
Further Guidance	www.tda.gov.uk/remodelling/extendedschools.aspx or www.teachernet.gov.uk/extendedschools

NI 89: Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category

Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	To raise school standards by (a) reducing the number of failing schools and (b) the average time a school spends in failure.		
Definition	<p>This indicator is in two parts. The first part is the number of schools which are in special measures. The second part is the average amount of time spent by schools in special measures.</p> <p>A school is judged to require special measures on inspection by Ofsted if it is providing inadequate education and lacks the capacity to improve.</p> <p>The following maintained schools are included – primary, secondary, special and Pupil Referral Units (PRUs). So are non maintained special schools and Academies.</p> <p>For part (a) the indicator is the total number of schools which are in special measures at the end of the summer term each year.</p> <p>For part (b) the average amount of time spent by schools in special measures is calculated for those schools which have come out of special measures during the previous academic year. For those schools only, take the sum of the time spent in special measures (in months), divided by the number of schools which have come out of special measures during the period.</p>		
Formula	<p>Part a: Simple count of all eligible schools in special measures at the end of the summer term each year.</p> <p>Part b: Average of time spent by schools in special measures, for those schools which have come out of special measures during the previous academic year (whole months). For those schools only, take the sum of the time spent in special measures, divided by the number of schools which have come out of special measures during the period.</p> $= (X_1 + X_2 + X_3 \dots) / Y$ <p>Where X_n etc is the number of complete whole months spent in special measures by each of the schools in Y; and Where Y is the number of schools which have come out of special measures during the period.</p>		

NI 89: Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category (*continued*)

<p>Worked example</p>	<p>Part a – If at the end of the summer term there were 20 primary, 32 secondary, and 5 PRUs in special measures, the indicator value reported would be = 57</p> <p>Part b Calculate for all schools in special measures (No need to calculate separately for each type of school). If 5 schools were removed from special measures during the year, and they were in special measures for 12, 18, 22, 5 and 7 months respectively, the average amount of time spent in special measures would be calculated as: $(12+18+22+5+7)/5$ $= 64/5$ $= 13$ months (rounded to the nearest complete month)</p>	<p>Good performance</p>	<p>Good performance is typified by no schools being judged as needing special measures. Where a school is in special measures good performance is typified by actions which result in the school being judged as making good progress at the 12 month monitoring visit.</p>
<p>Collection interval</p>	<p>Annually (Academic year)</p>	<p>Data Source</p>	<p>Ofsted school inspection data</p>
<p>Return Format</p>	<p>Number</p>	<p>Decimal Places</p>	<p>None</p>
<p>Reporting organisation</p>	<p>Ofsted</p>		
<p>Spatial level</p>	<p>Single tier and county council</p>		
<p>Further Guidance</p>	<p>DCSF Standards website: guidance on schools causing concern.</p>		

NI 91: Participation of 17 year-olds in education or training			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	<p>This indicator reports the percentages of young people at academic age 17 who participate in education or Work Based Learning in each Local Authority.</p> <p>We have more young people dropping out of education and training before the age of 18 than in many other countries and our long term ambition is to transform participation so that by 2015 90% of 17 year olds are participating. This indicator will be essential to monitor and drive performance against that aspiration. It will also be an essential stepping stone to raising the participation age proposals for all young people to stay in some form of education or training post 16. This indicator is the only one focusing on young peoples' participation post 16.</p>		
Definition	<p>The indicator is a measure of all those in full or part time education or Work Based Learning in a Local Authority at academic age 17. This is the definition of participation used in the 90% aspiration.</p> <p>Participation is measured as a snapshot at the end of the calendar year, from a variety of administrative data sources (described under 'Data Source'). The reference dates differ slightly for each of the different data sources. For example, the population, schools and work based learning (WBL) data described as end 2006 relate to January 2007; Further Education Institution (FEI) data relate to November 2006; and Higher Education Institution (HEI) data relate to December 2006. The Labour Force Survey (LFS) relates to Quarter 1 2007 (January to March 2007).</p> <p>Academic age is the age of the individual at the start of the academic year, i.e. the 31st August preceding the academic year.</p> <p>Work Based Learning for young people comprises Advanced Apprenticeships, Apprenticeships, Entry to Employment (E2E) and NVQ Learning. WBL has been funded through the Learning and Skills Council since 26 March 2001.</p> <p>Population estimates for each Local Authority are derived by the DCSF from mid-year estimates provided by the Office for National Statistics.</p> <p>The methodology for assigning individuals to Local Authorities is explained in the Statistical First Release (SFR) on the participation of young people in education, training and employment, published each June. The latest version of this SFR can be found here: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000734/index.shtml</p>		

NI 91: Participation of 17 year-olds in education or training (continued)			
Formula	$\left(\frac{x}{y}\right) * 100$ <p>The Calculation is performed at Local Authority level, where:</p> <p>X = Number of learners in education and Work Based Learning at academic age 17. This includes maintained schools, independent schools, sixth form colleges, further education institutions, tertiary colleges, higher education institutions and work based learning providers.</p> <p>Y = The population of academic age 17 year olds, calculated by DCSF from mid year estimates provided by the Office for National Statistics.</p>		
Worked example	If of a local population of 12,000 17 year olds, 4,250 are in education or Work Based Learning then $[4,250 / 12,000] * 100 = 35\%$.	Good performance	Higher percentages show better performance.
Collection interval	Annual. Several sources of data are used for this indicator (see 'Data Source') with different collection intervals throughout the year. Local figures are published in the Statistical First Release (SFR) on the participation of young people in education, training and employment, each June. The latest version of this SFR can be found here: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000734/index.shtml	Data Source	<p>DCSF participation estimates broken down by Local Authority by DCSF. Data sources used:</p> <ul style="list-style-type: none"> • Population Estimates – ONS • Schools data – Schools Census • Further Education – Individualised Learner Record (ILR) • Higher Education – Higher Education Statistics Agency • Work-based Learning – ILR <p>Further details on these data sources and the latest local figures can be found in the Statistical First Release (SFR) on the participation of young people in education, training and employment, published each June. The latest version of this SFR can be found here: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000734/index.shtml</p>
Return Format	Percentage	Decimal Places	None

NI 91: Participation of 17 year-olds in education or training (<i>continued</i>)	
Reporting organisation	DCSF drawing on various data sources
Spatial level	Single tier and county council
Further Guidance	

NI 92: Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest					
Is the data provided by the LA or a local partner?		Y	Is this an existing indicator?		Y
Rationale	The early years are crucial to chances of later success – children who achieve well in the early years are much more likely to be successful in future education and in later life. A focus on narrowing the gaps between the lowest achieving and the rest is the best way to ensure that all children regardless of background are able to reach their potential and that those at risk of poor outcomes are given as much help and support as possible.				
Definition	<p>The gap between the median Foundation Stage Profile score of all children locally and the mean score of the lowest achieving 20% of children locally, as a percentage of the median score of all children locally.</p> <p>Early Years Foundation Stage – this is a statutory framework for children’s learning and development and welfare from birth to the end of the academic year in which they turn 5. It covers six areas of learning:</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development (3 scales) • Communication, Language and Literacy (4 scales) • Problem-solving, reasoning and numeracy (3 scales) • Knowledge and understanding of the world (1 scale) • Physical Development (1 scale) • Creative Development (1 scale) <p>The Early Years Foundation Stage Profile is an assessment of children’s achievement at the end of the academic year in which they turn 5 – it supersedes the Foundation Stage Profile from September 2008.</p> <p>Average (mean) score – this is defined as the average (mean) score for a particular cohort of children. The importance of using a mean score is that those at risk of the lowest scores may have some of the most intractable problems but all improvements in scores will contribute.</p> <p>Median score – this is defined as the score of the middle child, where in an ordered list of scores half of the children would lie above and half of the children would lie below this child.</p> <p>Lowest 20% of the EYFSP results – this is defined as those children whose total EYFSP score falls into the lowest 20% of results locally.</p>				
Formula	$\left(\frac{x - y}{x} \right) * 100$ <p>Where:</p> <p>x = the median score, where in an ordered list of scores half of the children would lie above and half of the children would lie below the score of this child.</p> <p>y = the mean score of the lowest achieving 20% of children locally.</p>				

NI 92: Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest (*continued*)

Worked example	If the median score for all children is 93 and the mean score of the lowest 20% is 58 then the gap is $((93 - 58)/93) * 100 = 37.6\%$.	Good performance	A lower percentage gap shows good performance.
Collection interval	Annual for the academic year	Data Source	Early Years Foundation Stage Profile results
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by local authorities		
Spatial level	Single tier and county council		
Further Guidance	<p>More information on the Foundation Stage Curriculum is available at: http://www.standards.dfes.gov.uk/eyfs/</p> <p>Guidance for Local Authorities on setting Education Performance Targets. (http://www.standards.dfes.gov.uk/ts/publications/list/?index=2)</p>		

NI 93: Progression by 2 levels in English between Key Stage 1 and Key Stage 2			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	<p>Performance at Key Stage (KS) 2 is a very strong indicator for expected performance at KS4 (5 A*-C including English and maths). Without this indicator at age 11, the risks to performance at the end of compulsory schooling would be very substantial. English is a core National Curriculum subject and one of the building blocks for the curriculum generally. For pupils not achieving expected levels at the end of KS2 it is nevertheless important that they also make 2 levels progress where possible. This indicator not only ensures that schools and local authorities are concentrating on pupils capable of reaching level 4 or above but also enables recognition to be given where pupils do not reach level 4 but still make exceptional progress.</p>		
Definition	<p>The number of pupils at the end of KS2 making 2 levels progress in English between KS1 and KS2, as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results (including absent pupils and pupils unable to access the test).</p> <p>Number of pupils at the end of KS2 with valid National Curriculum test results includes absent pupils and pupils unable to access the test. These pupils must have matched, valid results at KS1 (including absent (A) and disappled (D)), with the exception of pupils who were absent from the KS2 test, who are included in the denominator regardless of KS1 attainment.</p> <p>KS1 is the stage of the National Curriculum between ages 5 and 7 years. This indicator relates to tests taken by 7 year olds at the end of KS1.</p> <p>KS2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by and teacher assessments of pupils at the end of KS2.</p> <p>KS4 is the stage of the National Curriculum between ages 14 and 16 years.</p> <p>Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p> <p>For pupils who attempted the National Curriculum test at the end of KS2 but did not achieve the minimum level (Level 2), teacher-assessed levels are used as a measure of attainment.</p> <p>KS1 English is defined as a simple average of the reading task/test or teacher assessment, and the writing test or teacher assessment, as set out in the following matrix.</p>		

NI 93: Progression by 2 levels in English between Key Stage 1 and Key Stage 2 (continued)**Definition (continued)**

		Writing test or teacher assessment									
		None	A	D	W	1	2C	2B	2A	3	4
Reading task/test or teacher assessment	None	None	A	D	W	1	2	2	2	3	4
	A	A	A	A	W	1	2	2	2	3	4
	D	D	A	D	W	1	2	2	2	3	4
	W	W	W	W	W	1	1	1	1	2	2
	1	1	1	1	1	1	1	2	2	2	3
	2C	2	2	2	1	1	2	2	2	2	3
	2B	2	2	2	1	2	2	2	2	3	3
	2A	2	2	2	1	2	2	2	2	3	3
	3	3	3	3	2	2	2	3	3	3	4
	4	4	4	4	2	3	3	3	3	4	4

A = (absent)

D = (dis-applied)

W = (working towards Level 1)

Pupils are defined as having made 2 levels of progress if they achieve one of the following transitions between KS1 and KS2:

- W (working towards Level 1) at KS1 to Level 2 or above at KS2
- Level 1 at KS1 to Level 3 or above at KS2
- Level 2 at KS1 to Level 4 or above at KS2
- Level 3 or Level 4 at KS1 to Level 5 at KS2

The coverage of this indicator is maintained mainstream schools including Academies with pupils at the end of KS2.

Formula

$$\left(\frac{x}{y}\right) * 100$$

Where:

x = number of pupils at the end of KS2 making 2 levels progress between Key Stages as defined above.

y = number of pupils at the end of KS2 with valid National Curriculum test results (including absent pupils and pupils unable to access the test). These pupils must have matched, valid results at KS1 (including absent (A) and dis-applied (D)), with the exception of pupils who were absent from the KS2 test, who are included in the denominator regardless of KS1 attainment.

NI 93: Progression by 2 levels in English between Key Stage 1 and Key Stage 2 (continued)			
Worked example	If 3,500 pupils make 2 levels progress in English between KS1 and KS2, and 6,000 pupils have tracked valid results, then the proportion = $(3,500/6,000) \times 100 = 58.3\%$	Good performance	Good performance is exemplified where the percentage achieving 2 levels progress (as defined above) is higher than the national average.
Collection interval	Annual (Academic year)	Data Source	Revised KS2 test results matched to KS1 results, as amended by schools checking exercise for publication of Primary Achievement and Attainment Tables.
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Single tier and county council		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued September 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/		

NI 94: Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2				
Is the data provided by the LA or a local partner?		N	Is this an existing indicator?	N
Rationale	<p>Performance at Key Stage (KS) 2 is a very strong indicator for expected performance at KS4 (5 A*-C including English and maths). Without this indicator at age 11, the risks to performance at the end of compulsory schooling would be very substantial. Maths is a core National Curriculum subject and one of the building blocks for the curriculum generally. For pupils not achieving expected levels at the end of KS2 it is nevertheless important that they also make 2 levels progress where possible. This indicator not only ensures that schools and LAs are concentrating on pupils capable of reaching level 4 but also enables recognition to be given where pupils do not reach level 4 but still make exceptional progress.</p>			
Definition	<p>The number of pupils at the end of KS2 making 2 levels progress in Maths between KS1 and KS2, as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results (including absent pupils and pupils unable to access the test).</p> <p>Number of pupils at the end of KS2 with valid National Curriculum test results includes absent pupils and pupils unable to access the test. These pupils must have matched, valid results at KS1 (including absent (A) and disappplied (D)), with the exception of pupils who were absent from the KS2 test, who are included in the denominator regardless of KS1 attainment.</p> <p>KS1 is the stage of the National Curriculum between ages 5 and 7 years. This indicator relates to tests taken by and teacher assessments of 7 year olds at the end of KS1.</p> <p>KS2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by and teacher assessments of pupils at the end of KS2.</p> <p>KS4 is the stage of the National Curriculum between ages 14 and 16 years.</p> <p>Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p> <p>For pupils who attempted the National Curriculum test at the end of KS2 but did not achieve the minimum level (Level 2), teacher-assessed levels are used as a measure of attainment.</p> <p>Pupils are defined as having made 2 levels of progress if they achieve one of the following transitions between KS1 and KS2:</p> <ul style="list-style-type: none"> • (working towards Level 1) at KS1 to Level 2 or above at KS2 • Level 1 at KS1 to Level 3 or above at KS2 • Level 2 at KS1 to Level 4 or above at KS2 • Level 3 or Level 4 at KS1 to Level 5 at KS2 <p>The coverage of his indicator is maintained mainstream schools including Academies with pupils at the end of KS2.</p>			

NI 94: Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2 (continued)			
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils at the end of KS2 making 2 levels progress between Key Stages as defined above.</p> <p>y = number of pupils at the end of KS2 with valid National Curriculum test results (including absent pupils and pupils unable to access the test). These pupils must have matched, valid results at KS1 (including absent (A) and disapplied (D)), with the exception of pupils who were absent from the KS2 test, who are included in the denominator regardless of KS1 attainment.</p>		
Worked example	If 3,500 pupils make 2 levels progress in English between KS1 and KS2, and 6,000 pupils have valid results noting the exceptions above, then the proportion = $(3,500/6,000) \times 100 = 58.3\%$	Good performance	Good performance is exemplified where the percentage achieving 2 levels progress (as defined above) is higher than the national average.
Collection interval	Annual (academic year)	Data Source	Revised KS2 test results matched to KS1 results, as amended by schools checking exercise for publication of Primary Achievement and Attainment Tables.
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Single tier and county council		
Further Guidance	<p>Guidance for Local Authorities on setting Education Performance Targets – issued September 2007.</p> <p>Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/</p>		

NI 95: Progression by 2 levels in English between Key Stage 2 and Key Stage 3				
Is the data provided by the LA or a local partner?		N	Is this an existing indicator?	N
Rationale	<p>Performance at Key Stage (KS) 3 is a strong indicator for expected performance at KS4 (5 A*-C including English and maths). Without this indicator at age 14, the risks to performance at the end of compulsory schooling would be very substantial. English is a core National Curriculum subject and one of the building blocks for the curriculum generally. Although pupils are normally expected to have reached at least level 5 by the end of KS3, level 6 provides a more secure platform for achieving the expected outcome at the end of KS4. This indicator not only ensures that schools and LAs are concentrating on pupils capable of reaching level 5 or above but also enables recognition to be given where pupils do not reach these levels but still make exceptional progress.</p>			
Definition	<p>The number of pupils at the end of KS3 making 2 levels progress in English between KS2 and KS3, as a percentage of the number of pupils at the end of KS3 with valid National Curriculum test results (including absent pupils and pupils unable to access the test).</p> <p>Number of pupils at the end of KS3 with valid National Curriculum test results includes absent pupils and pupils unable to access the test. These pupils must have matched, valid results at KS2 (including absent (A) and unable to access the test (T)), with the exception of pupils who were absent from the KS3 test or achieved Level 7, who are included in the denominator regardless of KS2 attainment.</p> <p>KS2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by and teacher assessments of pupils at the end of KS2.</p> <p>KS3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to tests taken by and teacher assessments of pupils at the end of KS3.</p> <p>KS4 is the stage of the National Curriculum between ages 14 and 16 years. Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p> <p>For pupils who attempted the National Curriculum test at the end of KS3 but did not achieve the minimum level (Level 3), teacher-assessed levels are used as a measure of attainment. The same applies for pupils who attempted the National Curriculum test at the end of KS2 but did not achieve the minimum level (Level 2).</p>			

NI 95: Progression by 2 levels in English between Key Stage 2 and Key Stage 3 (continued)			
Definition (continued)	<p>Pupils are defined as having made 2 levels of progress if they achieve one of the following transitions between KS2 and KS3:</p> <ul style="list-style-type: none"> • W (working towards Level 1) at KS2 to Level 2 or above at KS3 • Level 1 at KS2 to Level 3 or above at KS3 • Level 2 at KS2 to Level 4 or above at KS3 • Level 3 at KS2 to Level 5 or above at KS3 • Level 4 at KS2 to Level 6 or above at KS3 • Level 7 at KS3, regardless of attainment at KS2 <p>The coverage of this indicator is maintained mainstream schools including Academies.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils at the end of KS3 making 2 levels progress between Key Stages as defined above.</p> <p>y = number of pupils at the end of KS3 with valid National Curriculum test results (including absent pupils and pupils unable to access the test). These pupils must have matched, valid results at KS2 (including absent (A) and unable to access the test (T)), with the exception of pupils who were absent from the KS3 test or achieved Level 7, who are included in the denominator regardless of KS2 attainment.</p>		
Worked example	<p>If 3,500 pupils make 2 levels progress in English between KS2 and KS3, and 6,000 pupils have tracked valid results, then the proportion = $(3,500/6,000) \times 100 = 58.3\%$</p>	Good performance	<p>Good performance is exemplified where the percentage achieving 2 levels progress (as defined above) is higher than the national average.</p>
Collection interval	Annual (academic year)	Data Source	<p>Revised KS3 test results matched to KS2 results, as amended by schools checking exercise for publication of Secondary (Key Stage 3) Achievement and Attainment Tables.</p>
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by schools		

NI 95: Progression by 2 levels in English between Key Stage 2 and Key Stage 3 (continued)	
Spatial level	Single tier and county council
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued September 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/

NI 96: Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	<p>Performance at Key Stage (KS) 3 is a strong indicator for expected performance at KS4 (5 A*-C including English and maths). Without this indicator at age 14, the risks to performance at the end of compulsory schooling would be very substantial. Maths is a core National Curriculum subject and one of the building blocks for the curriculum generally. Although pupils are normally expected to have reached at least level 5 by the end of KS3, level 6 provides a more secure platform for achieving the expected outcome at the end of KS4. This indicator not only ensures that schools and LAs are concentrating on pupils capable of reaching level 5 or above but also enables recognition to be given where pupils do not reach these levels but still make exceptional progress.</p>		
Definition	<p>The number of pupils at the end of KS3 making 2 levels progress in Maths between KS2 and KS3, as a percentage of the number of pupils at the end of KS3 with valid National Curriculum test results (including absent pupils and pupils unable to access the test).</p> <p>Number of pupils at the end of KS3 with valid National Curriculum test results includes absent pupils and pupils unable to access the test. These pupils must have matched, valid results at KS2 (including absent (A) and unable to access the test (T)), with the exception of pupils who were absent from the KS3 test or achieved Level 7 or 8, who are included in the denominator regardless of KS2 attainment.</p> <p>KS2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by and teacher assessments of pupils at the end of KS2.</p> <p>KS3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to tests taken by and teacher assessments of pupils at the end of KS3.</p> <p>KS4 is the stage of the National Curriculum between ages 14 and 16 years. Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p> <p>For pupils who attempted the National Curriculum test at the end of KS3 but did not achieve the minimum level (Level 2), teacher-assessed levels are used as a measure of attainment. The same applies for pupils who attempted the National Curriculum test at the end of KS2 but did not achieve the minimum level (Level 2).</p>		

NI 96: Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3 (continued)			
Definition (continued)	<p>Pupils are defined as having made 2 levels of progress if they achieve one of the following transitions between KS2 and KS3:</p> <ul style="list-style-type: none"> W (working towards Level 1) at KS2 to Level 2 or above at KS3 Level 1 at KS2 to Level 3 or above at KS3 Level 2 at KS3 to Level 4 or above at KS3 Level 3 at KS3 to Level 5 or above at KS3 Level 4 at KS3 to Level 6 or above at KS3 Levels 7 or 8 at KS3, regardless of attainment at KS2 <p>The coverage of this indicator is maintained mainstream schools including Academies.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils at the end of KS3 making 2 levels progress between Key Stages as defined above.</p> <p>y = number pupils at the end of KS3 with valid National Curriculum test results (including absent pupils and pupils unable to access the test). These pupils must have matched, valid results at KS2 (including absent (A) and unable to access the test (T)), with the exception of pupils who were absent from the KS3 test or achieved Levels 7 or 8, who are included in the denominator regardless of KS2 attainment.</p>		
Worked example	<p>If 3,500 pupils make 2 levels progress in maths between KS2 and KS3, and 6,000 pupils have valid results, noting the exceptions above, then the proportion = $(3,500/6,000) \times 100 = 58.3\%$</p>	Good performance	<p>Good performance is exemplified where the percentage achieving 2 levels progress (as defined above) is higher than the national average.</p>
Collection interval	Annual	Data Source	<p>Revised KS3 test results as amended by schools checking exercise for publication of Secondary (Key Stage 3) Achievement and Attainment Tables.</p>
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Single tier and county council		
Further Guidance	<p>Guidance for Local Authorities on setting Education Performance Targets – issued September 2007.</p> <p>Information on the National Curriculum</p> <p>http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/</p>		

NI 97: Progression by 2 levels in English between Key Stage 3 and Key Stage 4			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	It is widely accepted that good literacy is key to employability and further study, and that more needs to be done to improve performance in this area. The Government is therefore committed to ensuring that more children master the basics and reach the end of the years of compulsory schooling with 5 A*-C GCSE and equivalent including GCSE in English.		
Definition	<p>The number of pupils at the end of KS4 making 2 levels progress in English between KS3 and KS4, as a percentage of the number of pupils at the end of KS4 (with valid National Curriculum test results (including absent pupils and pupils unable to access the test) at KS3).</p> <p>Number of pupils at the end of KS4: these pupils must have matched, valid results at KS3 (including absent (A) and unable to access the test (T)), with the exception of pupils who achieved grades A or A* in GCSE English, who are included in the denominator regardless of KS3 attainment.</p> <p>KS3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to tests taken by and teacher assessments of pupils at the end of KS3.</p> <p>Key Stage 4 is the stage of the National Curriculum between 14 and 16. This indicator relates to full GCSEs in English (i.e. those qualifications contributing towards the 5 A*-C including English and maths indicator) taken by pupils at the end of KS4.</p> <p>Pupils' attainment at KS3 is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p> <p>For pupils who attempted the National Curriculum test at the end of KS3 but did not achieve the minimum level (Level 3), teacher-assessed levels are used as a measure of attainment.</p> <p>Pupils are defined as having made 2 levels of progress if they achieve one of the following transitions between KS3 and the end of KS4:</p> <ul style="list-style-type: none"> • (working towards Level 1) or Level 1 at KS3 to grade G or higher in GCSE • Level 2 at KS3 to grade F or higher in GCSE • Level 3 at KS3 to grade E or higher in GCSE • Level 4 at KS3 to grade D or higher in GCSE • Level 5 at KS3 to grade C or higher in GCSE • Level 6 at KS3 to grade B or higher in GCSE • Grades A or A* in GCSE, regardless of attainment at KS3 <p>The coverage of this indicator is maintained mainstream schools including Academies.</p>		

NI 97: Progression by 2 levels in English between Key Stage 3 and Key Stage 4 (continued)			
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils at the end of KS4 making 2 levels progress between Key Stages as defined above.</p> <p>y = number of pupils at the end of KS4. These pupils must have matched, valid results at KS3 (including absent (A) and unable to access the test (T)), with the exception of pupils who achieved grades A or A* in GCSE English, who are included in the denominator regardless of KS3 attainment.</p>		
Worked example	<p>If 3,500 pupils make 2 levels progress in English between KS3 and KS4, and 6,000 pupils have valid results, noting the exceptions above, then the proportion = (3,500/6,000) x 100 = 58.3%</p>	Good performance	<p>Good performance is exemplified where the percentage achieving 2 levels progress (as defined above) is higher than the national average.</p>
Collection interval	Annual (academic year)	Data Source	<p>Revised KS4 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables.</p>
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Single tier and county council		
Further Guidance	<p>Guidance for Local Authorities on setting Education Performance Targets – issued September 2007.</p> <p>Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/</p>		

NI 98: Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	It is widely accepted that good numeracy is key to employability and further study, and that more needs to be done to improve performance in this area. The Government is therefore committed to ensuring that more children master the basics and reach the end of the years of compulsory schooling with 5 A*-C GCSE and equivalent including GCSE in Maths.		
Definition	<p>The number of pupils at the end of KS4 making 2 levels progress in Maths between KS3 and KS4, as a percentage of the number of pupils at the end of KS4 (with valid National Curriculum test results (including absent pupils and pupils unable to access the test) at KS3).</p> <p>Number of pupils at the end of KS4: these pupils must have matched, valid results at KS3 (including absent (A) and unable to access the test (T)), with the exception of pupils who achieved grades A or A* in GCSE English, who are included in the denominator regardless of KS3 attainment.</p> <p>KS3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to tests taken by and teacher assessments of pupils at the end of KS3.</p> <p>Key Stage 4 is the stage of the National Curriculum between 14 and 16. This indicator relates to full GCSEs in maths (i.e. those qualifications contributing towards the 5 A*-C including English and maths indicator) taken by pupils at the end of KS4.</p> <p>Pupils' attainment at KS3 is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p> <p>For pupils who attempted the National Curriculum test at the end of KS3 but did not achieve the minimum level (Level 2), teacher-assessed levels are used as a measure of attainment.</p> <p>Pupils are defined as having made 2 levels of progress if they achieve one of the following transitions between KS3 and the end of KS4:</p> <ul style="list-style-type: none"> • (working towards Level 1) or Level 1 at KS3 to grade G or higher in GCSE • Level 2 at KS3 to grade F or higher in GCSE • Level 3 at KS3 to grade E or higher in GCSE • Level 4 at KS3 to grade D or higher in GCSE • Level 5 at KS3 to grade C or higher in GCSE • Level 6 at KS3 to grade B or higher in GCSE • Level 7 at KS3 to grade A or higher in GCSE • Grade A* in GCSE, regardless of attainment at KS3 <p>The coverage of this indicator is maintained mainstream schools including Academies.</p>		

NI 98: Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4 (continued)			
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = number of pupils at the end of KS4 making 2 levels progress between Key Stages, as defined above.</p> <p>y = number of pupils at the end of KS4. These pupils must have matched, valid results at KS3 (including absent (A) and unable to access the test (T)), with the exception of pupils who achieved grade A* in GCSE maths, who are included in the denominator regardless of KS3 attainment.</p>		
Worked example	<p>If 3,500 pupils make 2 levels progress in maths between KS3 and KS4, and 6,000 pupils have valid results, noting the exceptions above, then the proportion = (3,500/6,000) x 100 = 58.3%</p>	Good performance	<p>Good performance is exemplified where the percentage achieving 2 levels progress (as defined above) is higher than the national average.</p>
Collection interval	Annual (academic year)	Data Source	Revised KS4 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables.
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Single tier and county council		
Further Guidance	<p>Guidance for Local Authorities on setting Education Performance Targets – issued September 2007.</p> <p>Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/</p>		

NI 99: Looked after children reaching level 4 in English at Key Stage 2			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	The educational achievement of looked after children is generally poor compared to all children. In 2006, at Key Stage 2 (KS2), 42.8% of looked after children achieved at least level 4 in English compared to 79% for all children. The aim of this indicator is to measure the progress towards narrowing the gap between looked after children and all children.		
Definition	<p>The number of looked after children who have been in care for at least one year who were in year 6 (Key Stage 2) and who achieved at least level 4 in English, as a percentage of the total number of looked after children who were in care for at least one year who were in year 6 (Key Stage 2).</p> <p>Any child who is 10 years old on 31 August before the start of the school year is eligible for year 6 schooling. Children sitting their KS2 tests early (i.e. those who are under 10 at 31 August just before the start of the school year) should be excluded from the calculation.</p> <p><u>Key Stage 2</u> this reflects achievement of children at age 11 years.</p> <p><u>Level 4</u> this is the target level of attainment for a pupil at the end of Key Stage 2.</p> <p><u>Looked After Children</u> The term of looked after children has a specific legal meaning deriving from the Children Act 1989. Under the Children Act 1989, a child is looked after by a local authority if he or she:</p> <ul style="list-style-type: none"> • is provided with accommodation, for a continuous period of more than 24 hours, [<i>Children Act 1989 Section 20 and 21</i>]; or • is subject to a care order [<i>Children Act 1989 Part IV</i>] <p>For further information on the definition of looked after children for the purposes of DCSF data collection please see: http://www.dfes.gov.uk/datastats1/guidelines/children/pdf/GuidanceNotes_2007-%202008_final_version%201%200.pdf (page 6).</p> <p>Looked after children who:</p> <ul style="list-style-type: none"> • have repeated an earlier academic year at school and are not yet being entered for Year 6 tests; • were disapplied from any test or absent (authorised or unauthorised) for any reason; • or are excluded or not attending a mainstream school should be included in the calculation. <p>Looked after children who were not educated in England at the time of their examination should be excluded from the calculation.</p>		

NI 99: Looked after children reaching level 4 in English at Key Stage 2 (continued)			
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = Of Y, the number of looked after children who have been in care for at least one year who were in year 6 (Key Stage 2) and who achieved at least level 4 in English.</p> <p>y = The total number of looked after children who were in care for at least one year who were in year 6 (Key Stage 2).</p> <p>Any child who is 10 years old on 31 August before the start of the school year is eligible for year 6 schooling. Children sitting their KS2 tests early (i.e. those who are under 10 at 31 August just before the start of the school year) should be excluded from the calculation.</p>		
Worked example	<p>If the total number of looked after children in care for at least one year who were eligible for Year 6 (cohort defined above) schooling = 40</p> <p>And if the total number of looked after children who have been in care for at least one year, achieved at least level 4 in English at KS2 = 23</p> <p>Then the percentage of children in care achieving level 4 in English at KS2 = $(23/40) * 100$</p> <p>= 57.5%</p>	Good performance	<p>Good performance is typified by higher percentages.</p>
Collection interval	<p>Annual (Figures based on the academic year)</p>	Data Source	<p>OC2 data collection (at present). In future the intention is to use the National Pupil Database, subject to consultation with local authorities.</p>

NI 99: Looked after children reaching level 4 in English at Key Stage 2 (continued)			
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF (based on data reported by local authorities)		
Spatial level	Single tier and county council		
Further Guidance	<p>More information on Key Stage 2 is available at: www.qca.org.uk/qca_7125.aspx</p> <p>Detailed OC2 and SSDA903 guidance can be found at: http://www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml</p>		

NI 100: Looked after children reaching level 4 in mathematics at Key Stage 2			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	<p>The educational achievement of looked after children is poor compared to all children. In 2006, at Key Stage 2 (KS2), 40.9% of looked after children achieved at least level 4 in mathematics compared to 76% for all children. The aim of this indicator is to measure the progress towards narrowing the gap between looked after children and all children.</p>		
Definition	<p>The number of looked after children who have been in care for at least one year who were in year 6 (Key Stage 2) and who achieved at least level 4 in mathematics, as a percentage of the total number of looked after children who were in care for at least one year who were in year 6 (Key Stage 2).</p> <p>Any child who is 10 years old on 31 August before the start of the school year is eligible for year 6 schooling. Children sitting their KS2 tests early (i.e. those who are under 10 at 31 August just before the start of the school year) should be excluded from the calculation.</p> <p><u>Key Stage 2</u> this reflects achievement of children at age 11 years.</p> <p><u>Level 4</u> this is the target level of attainment for a pupil at the end of Key Stage 2.</p> <p><u>Looked After Children</u> The term of looked after children has a specific legal meaning deriving from the Children Act 1989. Under the Children Act 1989, a child is looked after by a local authority if he or she:</p> <ul style="list-style-type: none"> • is provided with accommodation, for a continuous period of more than 24 hours, [<i>Children Act 1989 Section 20 and 21</i>]; or • is subject to a care order [<i>Children Act 1989 Part IV</i>] <p>For further information on the definition of looked after children for the purposes of DCSF data collection please see: http://www.dfes.gov.uk/datastats1/guidelines/children/pdf/GuidanceNotes_2007-%202008_final_version%201%200.pdf (page 6).</p> <p>Looked after children who:</p> <ul style="list-style-type: none"> • have repeated an earlier academic year at school and are not yet being entered for Year 6 tests; • were disapplied from any test or absent (authorised or unauthorised) for any reason; • or are excluded or not attending a mainstream school should be included in the calculation. <p>Looked after children who were not educated in England at the time of their examinations should be excluded from the calculation.</p>		

NI 100: Looked after children reaching level 4 in mathematics at Key Stage 2 (continued)			
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>X = Of Y, the number of looked after children who have been in care for at least one year who were in year 6 (Key Stage 2) who achieved at least level 4 in mathematics.</p> <p>Y = The total number of looked after children who were in care for at least one year who were in year 6 (Key Stage 2).</p> <p>Any child who is 10 years old on 31 August just before the start of the school year is eligible for year 6 schooling. Children sitting their KS2 tests early (i.e. those who are under 10 at 31 August just before the start of the school year) should be excluded from the calculation.</p>		
Worked example	<p>If the total number of looked after children in care for at least one year who were eligible for Year 6 (cohort defined above) schooling = 40</p> <p>And if the total number of looked after children who have been in care for at least one year, achieved at least level 4 in mathematics at KS2 = 23</p> <p>Then the percentage of children in care achieving level 4 in Maths at KS2 = $(23/40) * 100 = 57.5\%$</p>	Good performance	Good performance is shown by a high percentage.
Collection interval	Annual (Figures based on the academic year)	Data Source	OC2 data collection (at present). In future the intention is to use the National Pupil Database, subject to consultation with local authorities.
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF (based on data reported by local authorities)		

NI 100: Looked after children reaching level 4 in mathematics at Key Stage 2 (continued)	
Spatial level	Single tier and county council
Further Guidance	More information on Key Stage 2 is available at: www.qca.org.uk/qca_7125.aspx Detailed OC2 and SSDA903 guidance can be found at: www.dcsf.gov.uk/datastats1/guidelines/children/returns.html

NI 101: Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics)			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	The educational achievement of looked after children at GCSE level is significantly lower than all children (11.8% achieved 5A*-C in 2006). The aim of this indicator is to measure the progress towards narrowing the gap between looked after children and all children.		
Definition	<p>The number of looked after children who were in care for at least one year who were in year 11 and achieved the equivalent of at least 5 A*-C GCSEs, including English and mathematics (or equivalent) as a percentage of the total number of looked after children who were in care for at least one year who were in year 11.</p> <p>Any child who is 15 years old on 31 August before the start of the school year is eligible for year 11 schooling. Children sitting their year 11 exams early (i.e. those who are under 15 at 31 August just before the start of the school year) should be excluded from the calculation.</p> <p><u>Key Stage 4</u></p> <p>This reflects achievement of children in school year 11.</p> <p><u>5A*-C GCSEs (or equivalent) including English and Mathematics</u></p> <p>This is the target level of attainment for a pupil at the end of Key Stage 4. For data collected via the looked after children OC2 data collection in 2008-9 only GNVQs should be counted as GCSE equivalents. Data collected via the National Pupil Database will both replicate the OC2 data collection and provide data on all qualifications approved for use with compulsory school age pupils under section 96 of the Learning and Skills Act 2000 that count as GCSE equivalents.</p> <p>From April 2009 local authorities will report on the percentage of looked after children achieving 5 A*-C at GCSE (or equivalent) including English and mathematics. This will take place either via the National Pupil Database or we will seek to make changes to the OC2 data collection for looked after children.</p> <p><u>Looked After Children</u></p> <p>The term of looked after children has a specific legal meaning deriving from the Children Act 1989. Under the Children Act 1989, a child is looked after by a local authority if he or she:</p> <ul style="list-style-type: none"> • is provided with accommodation, for a continuous period of more than 24 hours, [<i>Children Act 1989 Section 20 and 21</i>]; or • is subject to a care order [<i>Children Act 1989 Part IV</i>] 		

NI 101: Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics) (continued)

<p>Definition (continued)</p>	<p>For further information on the definition of looked after children for the purposes of DCSF data collection please see: http://www.dfes.gov.uk/datastats1/guidelines/children/pdf/GuidanceNotes_2007-%202008_final_version%201%200.pdf (page 6).</p> <p>Looked after children who:</p> <ul style="list-style-type: none"> • have repeated an earlier academic year at school and are not yet being entered for Year 11 exams; • were disapplied from tests or absent (authorised or unauthorised) for any reason; • are excluded or not attending a mainstream school (for example looked after children in educational institutions such as Pupil Referral units or Young Offenders Institutions) <p>should be included in the calculation.</p> <p>Looked after children who were not educated in England at the time of their examinations should be excluded from the calculation.</p>
<p>Formula</p>	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = Of Y, the number of looked after children who were in care for at least one year who were in year 11 and achieved the equivalent of at least 5 A*-C GCSEs, including English and maths (or equivalent).</p> <p>Y = The total number of looked after children who were in care for at least one year who were in year 11.</p> <p>Any child who is 15 years old on 31 August before the start of the school year is eligible for year 11 schooling. Children sitting their year 11 exams early (i.e. those who are under 15 at 31 August just before the start of the school year) should be excluded from the calculation</p>

NI 101: Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics) (continued)			
Worked example	If the total number of looked after children in care for at least one year who were in year 11 (cohort defined above) = 50 And if the total number of looked after children who have been in care for at least one year, who achieved at least 5 GCSEs at A*-C (or equivalent), including English and mathematics = 8 Then the percentage of children in care achieving this level at KS4 $= (8/50) * 100 = 16.0\%$	Good performance	Good performance is shown by high percentage.
Collection interval	Annual (Figures based on the academic year)	Data Source	OC2 data collection (at present). In future the intention is to use the National Pupil Database, subject to consultation with local authorities.
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by local authorities		
Spatial level	Single tier and county council		
Further Guidance	More information on Key Stage 4 is available at: www.qca.org.uk/qca_7125.aspx . Detailed OC2 and SSSDA903 guidance can be found at: www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml		

NI 102: Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4

Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
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Rationale	To narrow the gap in achievement between children from disadvantaged backgrounds and their peers.
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Definition	<p>This indicator is made up of two measures:</p> <p>The percentage point gap between pupils eligible for free schools meals (FSM) achieving at least Level 4 in English and Maths at Key Stage (KS) 2 and pupils ineligible for FSM achieving the same outcome.</p> <p>The percentage point gap between pupils eligible for FSM achieving 5A*-C grades at GCSE (and equivalent), including GCSE English and Maths, at KS4 and pupils ineligible for FSM achieving the same outcome.</p> <p>KS2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by 11 year olds. Pupils’ attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p> <p>KS4 is the stage of the National Curriculum between the ages of 14 and 16 years. GCSE is the principal means of assessing pupil attainment at the end of compulsory secondary education. Grades A* to G are classified as passes, grades A* to C as good passes and grades U and X as fails.</p> <p>Qualifications equivalent to GCSEs are those which have been approved for use pre-16 (including GCSE short courses; Vocational GCSEs; Full GNVQs; GNVQ language units; NVQs and VRQs). English is defined as all English GCSEs except English Literature. Maths is defined as all maths GCSEs except statistics.</p> <p>Figures are cumulative – the data includes all results achieved by pupils in a particular year as well as any results those pupils obtained in earlier years.</p> <p>Free school meals – children whose parents receive the following are entitled to free school meals:</p> <ul style="list-style-type: none"> • Income Support (IS); • Income Based Jobseekers Allowance (IBJSA); • Support under part VI of the Immigration and Asylum Act 1999; • Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income, as assessed by the Inland Revenue, that (for 2007/2008) does not exceed £14,495; or • The guaranteed element of State Pension Credit. <p>Children who receive IS or IBJSA in their own right are also entitled to free school meals.</p>
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NI 102: Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4 (*continued*)

Formula	<p>This indicator requires two separate equations for KS2 and KS4</p> $G = \left(\left(\frac{x_1}{y_1} \right) * 100 \right) - \left(\left(\frac{x_2}{y_2} \right) * 100 \right)$ <p>Where for KS2: G = achievement gap between pupils eligible for free school meals and their peers achieving at least Level 4 in English and Maths at KS2 x_1 = number of pupils not eligible for FSM and achieving at least Level 4 in English and Maths at KS2 y_1 = number of pupils not eligible for FSM and eligible for KS2 assessment x_2 = number of pupils eligible for FSM and achieving at least Level 4 in English and Maths at KS2 y_2 = number of pupils eligible for FSM and eligible for KS2 assessment</p> <p>Where for KS4: G = achievement gap between pupils eligible for free school meals and their peers achieving 5A*-C grades or equivalent including English and Maths at KS4 x_1 = number of pupils not eligible for FSM and achieving 5A*-C grades or equivalent including English and Maths at KS4 y_1 = number of pupils not eligible for FSM and eligible for KS4 assessment x_2 = number of pupils eligible for FSM and achieving 5A*-C or equivalent including English and Maths at KS4 y_2 = number of pupils eligible for FSM and eligible for KS4 assessment</p>
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NI 102: Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4 (*continued*)

<p>Worked example</p>	<p>If 700 pupils not eligible for FSM achieve 5A*-C grades or equivalent including English and Maths at KS4 and 1,000 pupils not eligible for FSM and are eligible for assessment at KS4; and</p> <p>if 150 pupils eligible for FSM achieve 5A*-C grades or equivalent including English and Maths at KS4 and 300 pupils eligible for FSM and are eligible for assessment at KS4;</p> <p>Then the percentage point gap =</p> $\left(\left(\frac{700}{1,000} \right) * 100 \right) - \left(\left(\frac{150}{300} \right) * 100 \right)$ <p>= 20 percentage points</p>	<p>Good performance</p>	<p>Good performance is demonstrated by a lower percentage point gap between pupils eligible for FSM and pupils ineligible for FSM <u>and</u> an increase in the percentage of pupils eligible for FSM. achieving at least level 4 in English and Maths at Key Stage 2 and 5 A*-C grades at GCSE and equivalent at Key Stage 4.</p>
<p>Collection interval</p>	<p>Annual (based on academic year, published in January)</p>	<p>Data Source</p>	<p>Revised KS2 and KS4 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables FSM data are collected by the Department for Children, Schools and Families (DCSF) as part of the pupil level School Census, which contains information on personal characteristics of pupils in maintained schools. The DCSF collates all of the data, enabling it to be matched to the National Pupil Database.</p>
<p>Return Format</p>	<p>Percentage points</p>	<p>Decimal Places</p>	<p>One</p>

NI 102: Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4 (<i>continued</i>)	
Reporting organisation	DCSF based on data reported by local authorities
Spatial level	Single tier and county council
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued August 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/

NI 103: Special Educational Needs – statements issued within 26 weeks			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	To monitor and encourage the prompt completion of statements.		
Definition	<p>A) Percentage of final statements of special education need issued within 26 weeks excluding exception cases as a proportion of all such statements issued in the year.</p> <p>B) Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued in the year.</p> <p>The exceptions are those set out in the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001, sections 12(5), 12(7) and 12(9). The regulations are reproduced in Annex A of the SEN Code of Practice 2001. See www.teachernet.gov.uk/SEN.</p> <p>This indicator covers statements issued for the first time (not reassessments) within the financial year.</p> <p>The start of the 26 week period is the date on which a request for assessment is received from a responsible body – parents, school or early years setting – or the date on which the authority issues a notice to parents that a statutory assessment is being considered; this is 'Day 1'. A referral from another agency, such as Health, is not a request from a responsible body. In these circumstances, the timescale would start from the date that the authority issues a notice to parents that a statutory assessment is being considered. The 26 week period comprises Day 1 + 181 calendar days.</p> <p>The end of the period is the date on which the authority issues the final statement or the date on which the authority notifies the parent that a statement is not necessary. Only count Day 1 as the date that the authority issues a notice to parents if the request for a statement is not received from a 'responsible body' – e.g. a health authority.</p> <p>A Note in Lieu is not part of the statutory requirement but the Code of Practice makes it clear that it is good practice to issue one following the notice to parents.</p> <p>Refusal to assess: Where a request is refused, it should not be included in the count. If an order to carry out an assessment is later made by the SEN and Disability Tribunal (SENDIST), the authority must notify the child's parent that they will make an assessment within 4 weeks of the date of the order. (See Part IV, section 25 – (2) of the Consolidation Regulations 2001). In this case the assessment should be included in the count with the date that the child's parent was notified as the start date.</p> <p>Where an exception is known to apply to the statutory time limits for the assessment, the assessment should only be included in part B. Where no exception is known to apply the assessment should be included in both parts A and B.</p>		

NI 103: Special Educational Needs – statements issued within 26 weeks (continued)			
Formula	<p>A) Percentage of final statements of special education need issued within 26 weeks excluding exception cases as a proportion of all such statements issued in the year.</p> $\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = Final statements of special education need excluding exception cases issued within 26 weeks.</p> <p>y = All final statements of special education need issued (excluding exception cases).</p> <p>B) Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued in the year.</p> $\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = Final statements of special educational need issued within 26 weeks, including exceptions.</p> <p>y = All final statements of special educational need.</p>		
Worked example	<p>If, for B, 75 statements of special educational needs are issued, of which 69 are issued within 26 weeks including exceptions, then:</p> $(69/75) * 100 = 92.0\%$	Good performance	<p>Good performance is typified by higher percentages.</p>

NI 103: Special Educational Needs – statements issued within 26 weeks (continued)			
Collection interval	Annual for financial year. It covers statements issued before the end of the financial year. Where a statutory assessment starts in one financial year but the process is not complete until the subsequent financial year, it should be counted for the purposes of this indicator in the statistics for the subsequent financial year.	Data Source	Local authorities will be asked to provide information to the Department for Communities and Local Government.
Return Format	Percentages (A and B)	Decimal Places	One
Reporting organisation	Local authority		
Spatial level	Single tier and county council		
Further Guidance	The exceptions are those set out in the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001, paragraphs 12.5, 12.7 and 12.9. The regulations are reproduced in Annex A of the SEN Code of Practice 2001. See www.teachernet.gov.uk/SEN		

NI 104: The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	To encourage improvement in the attainment of children with Special Educational Needs (SEN).		
Definition	<p>The percentage point gap between pupils who are identified as having special educational needs who achieve the expected national curriculum level 4 or above in both English and Maths at Key Stage (KS) 2 and their peers (pupils who have not been identified as having special educational needs).</p> <p>KS2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by 11 year olds at the end of KS2 within maintained schools in the local authority. Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.</p> <p>Those with special educational needs for the purposes of this indicator are those who were identified at the beginning of KS2 (in the first year in which they followed the Key Stage 2 programme of study) as having special educational needs as defined by Section 312 of the Education Act 1996. This includes those at the School Action and School Action Plus levels of provision and those with a statement of SEN maintained by the local authority. Pupils for whom there is no information about SEN at the start of KS2 are not counted within this indicator.</p> <p>This indicator covers pupils at maintained schools, including academies.</p>		
Formula	$G = \left(\left(\frac{x_1}{y_1} \right) * 100 \right) - \left(\left(\frac{x_2}{y_2} \right) * 100 \right)$ <p>Where:</p> <p>G = achievement gap between pupils identified as having special educational needs and their peers achieving at least level 4 at KS2</p> <p>x_1 = number of pupils not identified as having special educational needs and achieving at least level 4 in English and Maths at KS2</p> <p>y_1 = number of pupils not identified as having special educational needs and eligible for KS2 assessment</p> <p>x_2 = number of pupils identified as having special educational needs and achieving at least level 4 in English and Maths at KS2</p> <p>y_2 = number of pupils identified as having special educational needs and eligible for KS2 assessment</p> <p>Note: x_1 is a subset of y_1 and x_2 is a subset of y_2</p>		

NI 104: The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold (continued)

<p>Worked example</p>	<p>If 700 pupils not identified as having special educational needs at the start of KS2 achieve at least level 4 in English and Maths at KS2 in 2008 and 1,000 pupils not identified as having special educational needs at the start of KS2 are eligible for assessment at KS2 in 2008; and</p> <p>if 150 pupils identified as having special educational needs at the start of KS2 achieve at least level 4 in English and Maths at KS2 in 2008 and 300 pupils identified as having special educational needs at the start of KS2 are eligible for assessment at KS2 In 2008;</p> <p>Then the percentage point gap</p> <p>= $((700/1,000)*100)$ minus $((150/300)*100)$</p> <p>= 70.0% – 50.0%</p> <p>= 20.0%</p> $\left(\left(\frac{700}{1,000} \right) * 100 \right) - \left(\left(\frac{150}{300} \right) * 100 \right)$ <p>= 20 percentage points</p>	<p>Good performance</p>	<p>Good performance is typified by lower percentage point gap between pupils identified as having special educational needs and their peers.</p> <p>It is possible for the percentage point gap between SEN and non-SEN pupils to be lower without improving the educational attainment of SEN pupils. Therefore good performance should also be typified by higher percentage of SEN pupils achieving at least level 4 in English and Maths at KS2.</p>
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NI 104: The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold (continued)

Collection interval	Annual based on results at the end of the academic year.	Data Source	Revised KS2 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables SEN data are collected by the Department for Children, Schools and Families (DCSF) as part of the pupil level School Census, which contains information on personal characteristics of pupils in maintained schools. The DCSF collates all of the data, enabling it to be matched to the National Pupil Database.
Return Format	Percentage point gap	Decimal Places	One
Reporting organisation	DCSF		
Spatial level	Single tier or county council		
Further Guidance	<p>The SEN Code of Practice (http://www.teachernet.gov.uk/wholeschool/sen/sencodeintro/) includes the definition of SEN and related regulations.</p> <p>Guidance for Local Authorities on setting Education Performance Targets – issued August 2007 (http://www.standards.dcsf.gov.uk/ts/)</p> <p>Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/</p>		

NI 105: The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	To encourage improvement in the attainment of children with Special Educational Needs (SEN).		
Definition	<p>The percentage point gap between pupils who are identified as having special educational needs who achieve 5 A*-C GCSE grades or equivalent including English and Maths at Key Stage (KS) 4 and their peers (pupils who have not been identified as having special educational needs).</p> <p>KS4 is the stage of the National Curriculum between the ages of 14 and 16 years. GCSE is the principal means of assessing pupil attainment at the end of compulsory secondary education. Grades A* to G are classified as passes, grades A* to C as good passes and grades U and X as fails. This measure should cover all pupils at the end of key stage 4 who are in schools maintained by the local authority (including those who are in non-maintained special schools and independent schools by virtue of a statement maintained by the local authority).</p> <p>Those with special educational needs for the purposes of this indicator are those who were identified at the beginning of KS4 as having special educational needs as defined by Section 312 of the Education Act 1996. This includes those at the School Action and School Action Plus levels of provision and those with a statement of SEN maintained by the local authority. Pupils for whom there is no information about SEN at the start of KS4 are not counted within this indicator.</p> <p>This indicator covers pupils at maintained schools, including academies.</p>		

NI 105: The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths (*continued*)**Formula**

$$G = \left(\left(\frac{x_1}{y_1} \right) * 100 \right) - \left(\left(\frac{x_2}{y_2} \right) * 100 \right)$$

Where:

G = achievement gap between pupils identified as having special educational needs and their peers achieving 5A*-C grades or equivalent including English and Maths at KS4

x_1 = number of pupils not identified as having special educational needs at the beginning of KS4 and achieving 5A*-C grades or equivalent including English and Maths at the end of KS4

y_1 = number of pupils not identified as having special educational needs at the beginning of KS4 and eligible for KS4 assessment

x_2 = number of pupils identified as having special educational needs at the beginning of KS4 and achieving 5A*-C grades or equivalent including English and Maths at the end of KS4

y_2 = number of pupils identified as having special educational needs at the beginning of KS4 and eligible for KS4 assessment

Note: x_1 is a subset of y_1 and x_2 is a subset of y_2

NI 105: The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths (continued)

<p>Worked example</p>	<p>If 700 pupils not identified as having special educational needs at the start of KS4 achieve 5A*-C grades or equivalent including English and Maths at KS4 in 2008 and 1,000 pupils not identified as having special educational needs at the start of KS4 are eligible for assessment at KS4 in 2008; and</p> <p>if 150 pupils identified as having special educational needs at the start of KS4 achieve 5A*-C grades or equivalent including English and Maths at KS4 in 2008 and 300 pupils identified as having special educational needs at the start of KS4 are eligible for assessment at KS4;</p> <p>Then the percentage point gap =</p> $\left(\left(\frac{700}{1,000} \right) * 100 \right) - \left(\left(\frac{150}{300} \right) * 100 \right)$ <p style="text-align: center;">= 20 percentage points</p>	<p>Good performance</p>	<p>Good performance is typified by lower percentage point gap between pupils identified as having special educational needs and their peers.</p> <p>It is possible for the percentage point gap between SEN and non-SEN pupils to be lower without improving the educational attainment of SEN pupils. Therefore good performance should also be typified by higher percentage of SEN pupils achieving 5A*-C grades or equivalent including English and Maths at KS4.</p>
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NI 105: The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths (continued)

Collection interval	Annual based on results at the end of the academic year.	Data Source	Revised KS4 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables SEN data are collected by the Department for Children, Schools and Families (DCSF) as part of the pupil level School Census, which contains information on personal characteristics of pupils in maintained schools. The DCSF collates all of the data, enabling it to be matched to the National Pupil Database.
Return Format	Percentage point gap	Decimal Places	One
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance	<p>The SEN Code of Practice (http://www.teachernet.gov.uk/wholeschool/sen/sencodeintro/) includes the definition of SEN and related regulations.</p> <p>Guidance for Local Authorities on setting Education Performance Targets – issued August 2007 (http://www.standards.dcsf.gov.uk/ts/)</p> <p>Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/</p>		

NI 106: Young people from low income backgrounds progressing to higher education				
Is the data provided by the LA or a local partner?		N	Is this an existing indicator?	
		N		
Rationale	To increase the proportion of young people from low income backgrounds progressing to Higher Education (HE). This fits with the overall aims of DCSF's PSAs 10 & 11, which seek both to raise standards for all and narrow attainment gaps.			
Definition	<p>The indicator takes the form of the gap between the proportions of 15 year olds eligible for free school meals (FSM) and those not eligible for FSM progressing to higher education at the age of 18 or 19.</p> <p>The two progression rates to HE will be quoted alongside the gap to provide context.</p> <p>Eligible for free school meals</p> <p>Children are entitled to FSM if their parents receive any of the following:</p> <ul style="list-style-type: none"> • Income Support • Income-based Jobseeker's Allowance • Support under Part VI of the Immigration and Asylum Act 1999 • Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £14,155 • The Guarantee element of State Pension Credit <p>Children who receive Income Support or income-based Job Seeker's Allowance in their own right qualify as well.</p> <p>Higher education (HE) students are those students on programmes of study for which the level of instruction is above that of level 3 of the National Qualifications Framework, i.e. courses leading to the Advanced Level of the General Certificate of Education (GCE A-levels), the Advanced Level of the Vocational Certificate of Education (VCE A-levels) or the Advanced Higher Grade and Higher Grade of the Scottish Qualifications Authority (SQA) Advanced Highers/Highers).</p> <p>This indicator is calculated using National Pupil Database (NPD) School Census records and Higher Education Statistics Agency (HESA) Student Records, which have been matched allowing the progress of pupils from schools to higher education institutions to be tracked.</p> <p>Students are selected who are/are not eligible for FSM at age 15 (i.e. in Year 11), and then of those students we determine how many are found in the HESA Student Record during the two academic years at the start of which they were aged 18 and 19. For example, pupils selected who were aged 15 at the start of academic year 2001/02, would be found in the HESA Student Record aged 18 at the start of 20 04/05 and/or aged 19 at the start of 2005/06 if they progressed to HE.</p>			

NI 106: Young people from low income backgrounds progressing to higher education (continued)	
Definition (continued)	<p>To calculate the indicator, we select those students who were in receipt of FSM aged 15, then we determine the number of those students who were recorded in the HESA Student Record as studying for an HE qualification during the years that those students were aged 18 and 19. Using these numbers, we provide a percentage of the 15 year olds, who are in receipt of FSM, who go on to attend HE aged 18 or 19. This is repeated for students who were not in receipt of FSM, and the FSM percentage is subtracted from the non-FSM percentage to provide a gap in progression to HE.</p> <p>Figures can be calculated nationally, and will be broken down to provide the two progression rates and 'gap' for each Local Authority. The Local Authority is that to which each pupil's school, at Key Stage 4 level, reported.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. The School Census collects information on FSM status for pupils in maintained schools. 2. The HESA Student Record does not record students studying HE courses at any of the following: <ul style="list-style-type: none"> • Private HE providers • Overseas HE institutions • Further education colleges (unless part of a franchise arrangement with a UK HE institution)
Formula	$\left[\frac{(X_2 Y_1 - X_1 Y_2)}{Y_2 Y_1} \right] * 100$ <p>Where:</p> <p>X_1 = number of young people eligible for FSM at age 15 who are in HE at age 18 or 19.</p> <p>Y_1 = number of young people eligible for FSM at age 15.</p> <p>X_2 = number of young people not eligible for FSM at age 15 who are in HE at age 18 or 19.</p> <p>Y_2 = number of young people not eligible for FSM at age 15.</p>

NI 106: Young people from low income backgrounds progressing to higher education (continued)			
Worked example	<p>Suppose that there are 4,000 young people in a Local Authority aged 15 at the start of the academic year. 1,000 are claiming free school meals and 3,000 are not. 150 of those on free school meals and 750 of those not on free school meals are found to have progressed to HE aged 18 or 19. Then for this Local Authority the indicator would look like the following.</p> $\left(\frac{750}{3000} \times 100\right) - \left(\frac{150}{1000} \times 100\right)$ <p>= 25% – 15% = 10% <i>pts</i></p> <p>This would give a 10 percentage point gap.</p>	Good performance	Gap reduction in broader context of improvement for all
Collection interval	Annual (academic year basis)	Data Source	<p>Linked NPD-HESA data</p> <p>This data source matches data from:</p> <p>NPD: National Pupil Database</p> <p>HESA: Higher Education Statistics Agency</p>
Return Format	Percentage points	Decimal Places	None
Reporting organisation	DIUS		
Spatial level	Single tier and county council		
Further Guidance			

NI 109: Delivery of Sure Start Children's Centres			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	To measure progress against the national target to deliver 3,500 Sure Start Children's Centres – one for every community – by 2010.		
Definition	<p>Total number of Sure Start Children's Centres designated as a percentage of the total number of centres required to reach all under 5s</p> <p>Children's Centres provide integrated services for under fives and their families. These services include (depending on local need)</p> <ul style="list-style-type: none"> • integrated full day care and early learning, • health and family support services, • outreach to the most disadvantaged groups, • links with Job Centre Plus, and • links to childminder networks. <p>Targets relate to new build/refurbished/existing settings that are designated by Together for Children as Sure Start Children's Centres once they meet agreed criteria. Details of the criteria for designation are set out in the Sure Start Children's Centres: Phase 3 Planning and Delivery Guidance which can be found at: http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres/planningguidance/</p> <p>Further guidance is also available in the Planning and Performance Management Guidance at: http://www.surestart.gov.uk/publications/index.cfm?document=1852</p> <p>Local authorities were given targets for the number of centres to be designated by March 2008 and have been given indicative numbers for the remaining centres that are needed, by 2010, in order to reach the remaining children under 5 in their area and to provide a Sure Start Children's Centre for every community. These numbers will be confirmed in July 2008 following discussion between local authorities and Together for Children (TfC).</p> <p>TfC – a consortium appointed by DCSF – is supporting local authorities to help them plan and deliver their children's centre programme. TfC monitor progress on an ongoing basis using an online tracker tool which is updated by LAs and is also accessible by DCSF.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = Number of centres designated</p> <p>y = Total number of centres required to reach all under 5s</p>		

NI 109: Delivery of Sure Start Children's Centres (continued)			
Worked example	If of 32 centres required, 26 centres are designated, then $(26/32) * 100 = 81\%$.	Good performance	Good performance is typified by higher % of designations against centres required.
Collection interval	Monthly. TfC submit formal monthly reports to the Department on numbers of centres designated. Progress can also monitored on an ongoing basis via TfC's online tracker tool which is accessible by DCSF and updated daily by TfC to record new designations.	Data Source	DCSF/TfC
Return Format	Percentage	Decimal Places	None
Reporting organisation	DCSF based on Together for Children's online tracking tool and local authorities' report on progress to TfC. TfC is the consortium appointed by DCSF as the delivery agent working with local authorities on the delivery of Children's Centres.		
Spatial level	Single tier and county council		
Further Guidance	<p>Planning and Performance Guidance for children's centres can be found at http://www.surestart.gov.uk/publications/?Document=1852</p> <p>Sure Start Children's Centres: Phase 3 Planning and Delivery Guidance can be found at http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres/planningguidance/</p>		

NI 112: Under 18 conception rate			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	There is a national target to reduce the under 18 conception rate by 50% by 2010 (compared to the 1998 baseline rate) as part of a broader strategy to improve sexual health. (Target shared between the Department of Health and the Department for Children, Schools and Families.)		
Definition	<p>The change in the rate of under-18 conceptions per 1,000 girls aged 15-17 years resident in the area for the current calendar year, as compared with the 1998 baseline rate, shown as a percentage of the 1998 rate.</p> <p>Under 18 The rate includes all conceptions under 18 but uses the ONS mid-year population estimates for females aged 15-17 as a denominator to calculate the rate (as 95% of under 18 conceptions occur within this age group).</p> <p>Conception rate This is defined as the number of conceptions under 18 per 1000 females aged 15-17</p> <p>National target The national target will be assessed following the release by ONS of annual conception data in February each year. A final assessment of the target will be made in February 2012 [reflecting data for 2010].</p>		
Formula	$\frac{(X - Y)}{Y} * 100$ <p>Where: X = The rate of under-18 conceptions per 1,000 girls aged 15-17 years resident in the area for the current calendar year. Y = The rate of under-18 conceptions per 1,000 girls aged 15-17 years resident in the area in 1998 (baseline year).</p>		
Worked example	Suppose there were 39 under 18 conceptions per 1,000 in the baseline year and 28 per 1000 in the current year, then the percentage change from the baseline year is $[(28 - 39)/39] * 100$ $= -28.2\%$	Good performance	Good performance is typified by a higher percentage reduction from the baseline year. (A reduction is quoted as a negative figure.)

NI 112: Under 18 conception rate (continued)			
Collection interval	Calendar Year	Data Source	ONS conception statistics. Teenage Pregnancy Unit calculates progress towards national and local reduction targets.
Return Format	Percentage	Decimal Places	1
Reporting organisation	ONS supply data to DCSF		
Spatial level	Single tier and county council		
Further Guidance	<p>There is a 14 month time-lag in the release of conception statistics, as they are partly compiled from birth registration data (which may not be available up to 11 months after the date of conception).</p> <p>For performance management processes requiring reporting by financial year (e.g. 2008/09 LAA/CAA reporting) the calendar year which includes the majority of the financial year should be reported. For example, for the financial year 2008/09, under-18 conception data for 2008 would be reported as it covers the period April – December 2008.</p> <p>Additional under-18 conception data are available by county district area and census ward area. These data are disseminated by the Teenage Pregnancy Unit (DCSF) to local areas to support the implementation and targeting of local teenage pregnancy strategies. Under-16 conception statistics are also available by local authority area. Further guidance on the use of local data is available on the Teenage Pregnancy Unit website: www.everychildmatters.gov.uk/teenagepregnancy/</p>		

NI 113: Prevalence of Chlamydia in under 25 year olds			
Is the data provided by the LA or a local partner?	No	Is this an existing indicator?	N
Rationale	<p>Sexual health is an important public health issue for young people. Sexually transmitted infections are increasing, particularly genital chlamydia trachomatis, the most common STI and particularly among young people. Chlamydia is the single most preventable cause of infertility in women. A reduction in the prevalence of Chlamydia would indicate young people's improved management of their sexual health and reflect an increase in self-efficacy and resilience. A reduction in prevalence would also save public money spent on future infertility.</p> <p>A national screening programme for Chlamydia was included in the Department of Health's National Strategy for Sexual Health and HIV. The programme focus is on offering screening to asymptomatic (i.e. those without obvious symptoms of chlamydia) men and women under the age of 25 in a variety of clinical and non-clinical settings where they would not ordinarily be offered Chlamydia screening. From April 2008 the Chlamydia screening programme will have national coverage.</p>		
Definition	<p>Year 1 – Chlamydia Screening will be used as a basis of performance.</p> <p>This indicator will concentrate on increasing screening volumes in young people aged 15 to 24 and thus form a baseline to monitor prevalence in preceding years. Chlamydia is both symptomatic and asymptomatic and in this initial year the National Chlamydia Screening Programme will concentrate on increasing opportunistic screens thus ensuring adequate recording of prevalence in the asymptomatic population as well as the symptomatic population. Thus year 1 will concentrate only on part 1 of the indicator</p> <p>Part 1 Definition : 'Percentage of the resident population aged 15 -24 accepting a test/ screen for chlamydia'</p> <p>Year 2-3 – Performance will be based both on screening volumes and chlamydia prevalence (number of positive diagnoses of chlamydia in the 15 – 24 population)</p> <p>Part 1 Definition : Percentage of the resident population aged 15 -24 accepting a test/ screen for chlamydia'</p> <p>Part 2 Definition : Number of positive diagnoses for Chlamydia in the resident population aged 15 -24</p>		

NI 113: Prevalence of Chlamydia in under 25 year olds (continued)

Definition (continued)

Definition for Part 1

Line 1: The number of resident 15-24 year olds screened or tested for chlamydia.
 Line 2: The resident population aged 15-24

Definitions for Part 2

Line 3: The number of resident 15-24 year olds screened or tested for chlamydia where the diagnosis was positive.
 Line 4: The resident population aged 15-24

- The number screened refers to the number of screenings of 15-24 year olds resident in the LA population during the period.
- Age is defined at the time of the screen/test.
- Population is calculated using mid-year population estimates from the Office of National Statistics (ONS)
- Diagnosis refers to all diagnoses of chlamydia for this age group during the period.

Please Note: All data will be collected, collated and published by the National Chlamydia Programme (NCSP) based at the Health Protection Agency (HPA).

Formula

Part 1

$$\left(\frac{x}{y}\right) * 100$$

Where:

x = number of Chlamydia screens/tests for 15 to 24 year olds, males and females

y = local population of 15 to 24 years olds, male and female

Part 2

$$\left(\frac{x}{y}\right) * 100$$

Where:

x = number of new diagnoses of chlamydia in 15 to 24 year olds, males and females

y = local population of 15 to 24 years olds, male and female

NI 113: Prevalence of Chlamydia in under 25 year olds (continued)			
Worked example	If there are 1,000 people aged 15 to 24 tested for Chlamydia and there are 10,000 people aged 15 to 24 then the proportion of the population screened is $1,000/10,000 = 10.0\%$	Good performance	Good performance for screening volumes is typified by increasing percentages to required threshold. Failure to reach target on part 1 of the indicator will result in failure in part 2. Good performance for prevalence is typified by decreasing percentages.
Collection interval	The collection interval is quarterly April – June July – Sept Oct – Dec Jan – March Reporting will be on a quarterly basis, and cumulatively throughout the year to an annual total (April to March).	Data Source	All data is collected and collated through the National Chlamydia Screening Programme, at the Health Protection Agency (HPA). The HPA will also collate population data using ONS mid year population estimates (Single year and sex by LA) Current screening data for PCTs is available at www.chlamydia-screening.nhs.uk/ From April 2008, data will also be available grouped by local authority.
Return Format	Percentage	Decimal Places	One
Reporting organisation	Health Protection Authority funded by DH		
Spatial level	PCT and single tier and county council		
Further Guidance	Annual reports of the National Chlamydia Screening Programme in England, 2003/04, and 2004/05, are available from the HPA website at http://www.hpa.org.uk/infections/topics_az/hiv_and_sti/Default.htm Chlamydia Screening Programme Roll Out Data Manual is available at http://www.dh.gov.uk/assetRoot/04/07/44/60/04074460.pdf		

NI 114: Rate of permanent exclusions from school			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	Y
Rationale	General indicator for DSO6: increase the number of children & young people on the path to success.		
Definition	The number of permanent exclusions from school in the academic year expressed as a percentage of the school population. School defined as maintained primary, secondary (inc those with sixth forms); special schools; city technology colleges and academies (although CTC and academy figures do not appear in LA level figures).		
Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where: X = the number of permanent exclusions. Y = the school population.</p>		
Worked example	If the school population is 350 and 2 pupils are permanently excluded then $[2/350] * 100 =$ a rate of 0.57%	Good performance	Good performance is typified by lower percentages.
Collection interval	Collected on a termly basis (two terms in arrears) but published annually providing figures for a full academic year.	Data Source (if external)	Data collected at the pupil level and reported by schools to the DCSF.
Return Format	Percentage	Decimal Places	Two
Reporting organisation	DCSF, based on data provided by schools via the Schools Census		
Spatial level	School and single tier and county councils		
Further Guidance	Department of Children, Schools and Families website. Also http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/		

NI 116: Proportion of children in poverty			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	<p>The Government has set itself a challenging target to half the number of children in poverty by 2010-11, and end child poverty by the year 2020. Local Authorities have a key role to play in helping to achieve this ambition. This role includes the delivery of the key public services that are critical to improving poor children's life chances; coordination of activities by key players to reduce worklessness and poverty; the tailoring of solutions to meet needs of local people; and ensuring engagement of individuals and groups at risk of being marginalized.</p>		
Definition	<p>The proportion of children who live in families in receipt of out of work benefits. The national PSA target to half the number of children in poverty is measured by the number of dependent children who live in households whose equivalised income is below 60% of the contemporary national median.</p> <p>The data for national indicator is collected through the annual Family Resources Survey. The sample size is not large enough at local authority level; therefore alternative sources of data for an income based measure will be developed for use from April 2009.</p> <p>Until data for an income based local poverty measure is available, the indicator will be based on an interim measure of the proportion of children who live in families where out of work benefits are received.</p> <p>Out of work benefits include: Job Seekers Allowance, Incapacity Benefit Income Support, Pension Credit</p> <p>Children are defined as individuals under the age of 16.</p> <p>The count of children is established from child benefit/child tax credit claims, which cover c98% of children.</p> <p>The source of data for this interim measure is from administrative records from Department of Work and Pensions.</p>		
Formula	$\left(\frac{x}{y} \right) \times 100$ <p>Where: x = number of children in poverty (or households receiving out-of-work benefits) y = Total number of children.</p>		
Worked example	$\frac{24,300}{65,200} \times 100 = 37.3\%$	Good performance	Good performance is typified by falling proportion

NI 116: Proportion of children in poverty (continued)			
Collection interval	Annual (in April)	Data Source	DWP data services
Return Format	Percentage	Decimal Places	One
Reporting organisation	DWP		
Spatial level	Single tier and county council		
Further Guidance	<p>Further information on national measure</p> <p>Equivalisation of income, weights household income according to the household composition. This process reflects the common sense notion that a family of several people needs a higher income than a single person in order for both households to enjoy a comparable standard of living.</p> <p>For example:</p> <p>Three households have the same income (£200/week):</p> <p>A single person,</p> <p>A couple</p> <p>A couple with two children aged fourteen and ten</p> <p>Equivalisation gives an income of £299 to the single person, £200 to the couple, but only £131 to the couple with children, to account for the differences in their costs.</p>		

NI 117: 16 to 18 year olds who are not in education, employment or training (NEET)			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	Non-participation in education, employment or training between the ages of 16 and 18 is a major predictor of later unemployment, low income, depression, involvement in crime and poor mental health.		
Definition	<p>The percentage of 16 to 18 year olds who are not in education, employment or training (NEET).</p> <p>Data are collected monthly. However, this indicator and NEET targets use an annual result which is based on three one month snapshots at the end of November, December and January each year.</p> <p>Data relates to young people who were aged 16-18 on the day of the count.</p> <p>Young people aged 16 to 18 years are counted as either:</p> <p>Education, employment or training (EET) if they are in:</p> <ul style="list-style-type: none"> • Education (Including gap year students who have an agreed deferred HE entry date) • Government supported training; • Employment; <p>Not in education, employment or training (NEET) if they are not engaged in one of the EET activities above, including those:</p> <ul style="list-style-type: none"> • Undertaking a personal development opportunity, voluntary work or activity agreement • Seeking or waiting to start work or learning • Not yet ready for work or learning • Not available to the labour market (including those experiencing ill health, caring for a child, or out of the country) <p>Neither EET or NEET if they are:</p> <ul style="list-style-type: none"> • currently residing in a custodial institution • a refugee or asylum seeker who has not yet been granted citizenship <p>Young people neither EET or NEET are excluded from the calculation.</p> <p>Current situation not known if:</p> <ul style="list-style-type: none"> • their current situation is not known • they cannot be contacted • they refuse to disclose their current activity • their records are no longer current <p>An adjustment is made to the numbers EET and NEET to allow for young people whose records are no longer current. This is described below.</p> <p>More detailed definitions of the activities above can be found in the CCIS requirement and data catalogue http://www.everychildmatters.gov.uk/search/IG00229/</p>		

NI 117: 16 to 18 year olds who are not in education, employment or training (NEET) (continued)**Formula**

Raw NEET figures are adjusted to allow for young people whose records (currency) have expired using the formula below:

$$x_1 = (x_2 + (x_3 * 0.58) + (x_4 * 0.08))$$

where:

x_2 = number of young people known to be NEET

x_3 = number of young people who were previously known to be NEET, but whose record (currency) has expired

x_4 – number of young people who were previously known to be EET, but whose record (currency) has expired.

NB Local CCIS systems may perform this adjustment.

NEET is monitored using the average % NEET at the end of November, December and January of each year.

The average number of 16-18 year old NEET (adjusted) between November to January is calculated as follows;

$$x = \frac{(x_5 + x_6 + x_7)}{3}$$

Where:

x_5 = number of 16-18 year olds NEET (adjusted) in November

x_6 = number of 16-18 year olds NEET (adjusted) in December

x_7 = number of 16-18 year olds NEET (adjusted) in January

The number of young people EET is calculated as follows:

$$y_1 = (y_2 + (y_3 * 0.42) + (y_4 * 0.92))$$

where:

y_2 = number of young people known to be EET

y_3 = number of young people who were previously known to be NEET, but whose record (currency) has expired

y_4 – number of young people who were previously known to be EET, but whose record (currency) has expired.

NB Local CCIS systems may perform this adjustment.

NI 117: 16 to 18 year olds who are not in education, employment or training (NEET) (continued)**Formula
(continued)**

The average number of 16-18 year olds in education, employment and training (EET) (adjusted) between November to January is calculated as follows;

$$y = \frac{(y_5 + y_6 + y_7)}{3}$$

Where:

y_5 = number of 16-18 year olds EET (adjusted) in November

y_6 = number of 16-18 year olds EET (adjusted) in December

y_7 = number of 16-18 year olds EET (adjusted) in January

The percentage of NEET is calculated as follows:

$$\left(\frac{x}{y + x} \right) * 100$$

Where:

x = average number of 16-18 year olds NEET (adjusted) between November to January

y = average number of 16-18 year olds in EET (adjusted) between November to January

NI 117: 16 to 18 year olds who are not in education, employment or training (NEET) (continued)			
Worked example	<p>To calculate NEET (adjusted)</p> <p>Nov 1,000 Dec 800 Jan 1,200</p> $\frac{(1,000 + 800 + 1,200)}{3}$ <p>Average NEET = 1,000</p> <p>To calculate EET (adjusted)</p> <p>Nov 8,000 Dec 7,000 Jan 6, 000</p> $\left(\frac{8,000 + 7,000 + 6,000}{3} \right)$ <p>Average EET = 7,000</p> <p>So to calculate the % NEET =</p> $\left(\frac{1,000}{7,000 + 1,000} \right) * 100$ <p>= 12.5%</p>	Good performance	<p>A lower percentage of NEET shows better performance.</p> <p>Areas with a historically high level of NEET should be expected to make significantly greater reductions than those starting from a low baseline.</p>
Collection interval	Data are collected monthly. However, this indicator uses an annual result which is based on three one month snapshots at the end of November, December and January each year.	Data Source	Client Caseload Information System (CCIS) maintained by local authorities/connexions providers.
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on aggregate of data received from local authorities/Connexions providers.		
Spatial level	Single tier and county council		
Further Guidance	CCIS requirement and data catalogue http://www.everychildmatters.gov.uk/search/IG00229/ Ward and constituency level data may be available locally.		