

BEBINGTON HIGH SPORTS COLLEGE

Target Setting Policy **November 2007 (Draft)**

This policy lays out the process by which school targets will be set. The key personnel involved in the process are indicated and are identified in the flowcharts by underlining.

Statutory Targets to be Set by the School

Statutory targets for 2009 are as follows:

KS3

- % students achieving level 5+ in BOTH English and Mathematics. (**66%**)
- % students achieving level 5+ in Science. (**65%**)
- % students making 2 or more levels progress in English. (**30%**)
- % students making 2 or more levels progress in Mathematics. (**45%**)

KS4

- % students achieving 5+ GCSE including GCSE English AND Maths. (**31%**)
- % students making 2 or more levels progress in English. (**42%**)
- % students making 2 or more levels progress in Mathematics. (**13%**)

[for purposes of progress ks3 L5 is assumed equal to GCSE E, so 2 levels progress = C]

(Bebington figures for 2007 in brackets)

Non-Statutory Targets to be Set by the School

The following targets are non-statutory but will be set by the school for the purposes of self-review.

KS3

- % students achieving level 5+ in English
- % students achieving level 5+ in Mathematics
- % students achieving level 5+ in ICT
- % students achieving level 6+ in English
- % students achieving level 6+ in Mathematics
- % students achieving level 6+ in Science
- Average points score per student in English
- Average points score per student in Mathematics
- Average points score per student in Science
- Average points score per student in all tests

KS4

- Average Total points score
- Average capped points score
- % students achieving 5+ A*-C grades
- % students achieving 5+ A*-G grades including English and Maths
- % students achieving 5+ A*-G grades
- % students achieving 1+ A*-G grades

KS5

- Average points score per student
- Average points score per entry

Sub-groups

Additionally targets may be broken down and analysed by the following groups:

- Students with SEN
- Looked after children
- Gender
- EAL

National guidance on Setting Targets

Schools should be focusing in their Key Stage 3 targets on improving the progression of pupils who were at or above national expectations at the end of Key Stage 2. Large numbers of pupils (16% of those achieving level 4 in 2006) currently make no progress from level 4 or in some cases drop back from level 5 at Key Stage 2, particularly in English. Only 30% of pupils make 2 levels progress in English from Key Stage 2. School targets should show an ambitious trajectory to improve the proportion of pupils making 2 levels progress, particularly from levels 4 and 5. If all schools set a target based on one extra pupil in every class of 25 making 2 levels progress by the end of Key Stage 3 we would achieve a 4 percentage point improvement in the numbers making this progress nationally – equivalent to nearly 24,000 additional pupils.

The key national expectations for discussion with secondary schools around their Key Stage 3 school level progression and threshold targets for English and mathematics should be:

Key Stage 3

all pupils achieving level 4 in English or maths, and at least 40% of those with level 3 (50% for maths) at the end of Key Stage 2 should progress to at least level 5 and an increasing majority to level 6 and above

all pupils achieving level 5 in English and maths should progress to level 6 and an increasing majority to level 7 and above

no pupils should fail to make at least 1 level progress

pupils with Special Educational Needs which mean achievement of level 5 is unlikely should have targets which help them to progress as far as possible and by 2 levels if appropriate

schools should set targets which improve significantly on their current performance using the information provided in RAISEonline

where FFT estimates are used to inform target setting schools should be di-

Key Stage 4 targets

The targets set by LAs and schools for 2008 for the proportion of pupils achieving 5 A*-C GCSE grades and equivalent (including GCSE English and mathematics) showed a very encouraging trajectory for future improvement. The aggregate of the school targets for 2008 is 50.6% which would deliver a 5 percentage point improvement over 2 years from 2006. Progression rates in English and mathematics from Key Stage 3 to Key Stage 4 are low. Only 11% of pupils who achieved an average of level 5 in both English and mathematics in 2004 went on to achieve 5 A*-C grades including English and mathematics last summer compared with 64% of pupils achieving an average of level 6 in both subjects.

In setting targets for outcomes at the end of Key Stage 4 LAs and schools should not base these on prior attainment at Key Stage 3 alone, especially where progression rates from Key Stage 2-3 are poor. Most pupils who were at national expectations at the end of Key Stage 2 (ie level 4 and above) should be capable of reaching at least 5 A*-C grades including English and mathematics at the end of Key Stage 4 (55% of pupils achieving level 4 and over 80% of pupils achieving level 5 in either English or mathematics at Key Stage 2 achieved 5 A*-C grades including English and mathematics in 2006) but may need additional support to do so if they have not made 2 levels of progress (ie to level 6 or above) by the end of Key Stage 3.

The key national expectations for discussion with secondary schools around their Key Stage 4 school level threshold and progression targets should be:

Key Stage 4

all pupils averaging level 6 or above in English and mathematics, and 30% of those averaging level 5 at the end of Key Stage 3 should achieve 5 A-C grades at GCSE and equivalent including English and mathematics*

all pupils achieving level 6 and above in both English and mathematics at the end of Key Stage 3 should make the equivalent of 2 levels progress in both subjects

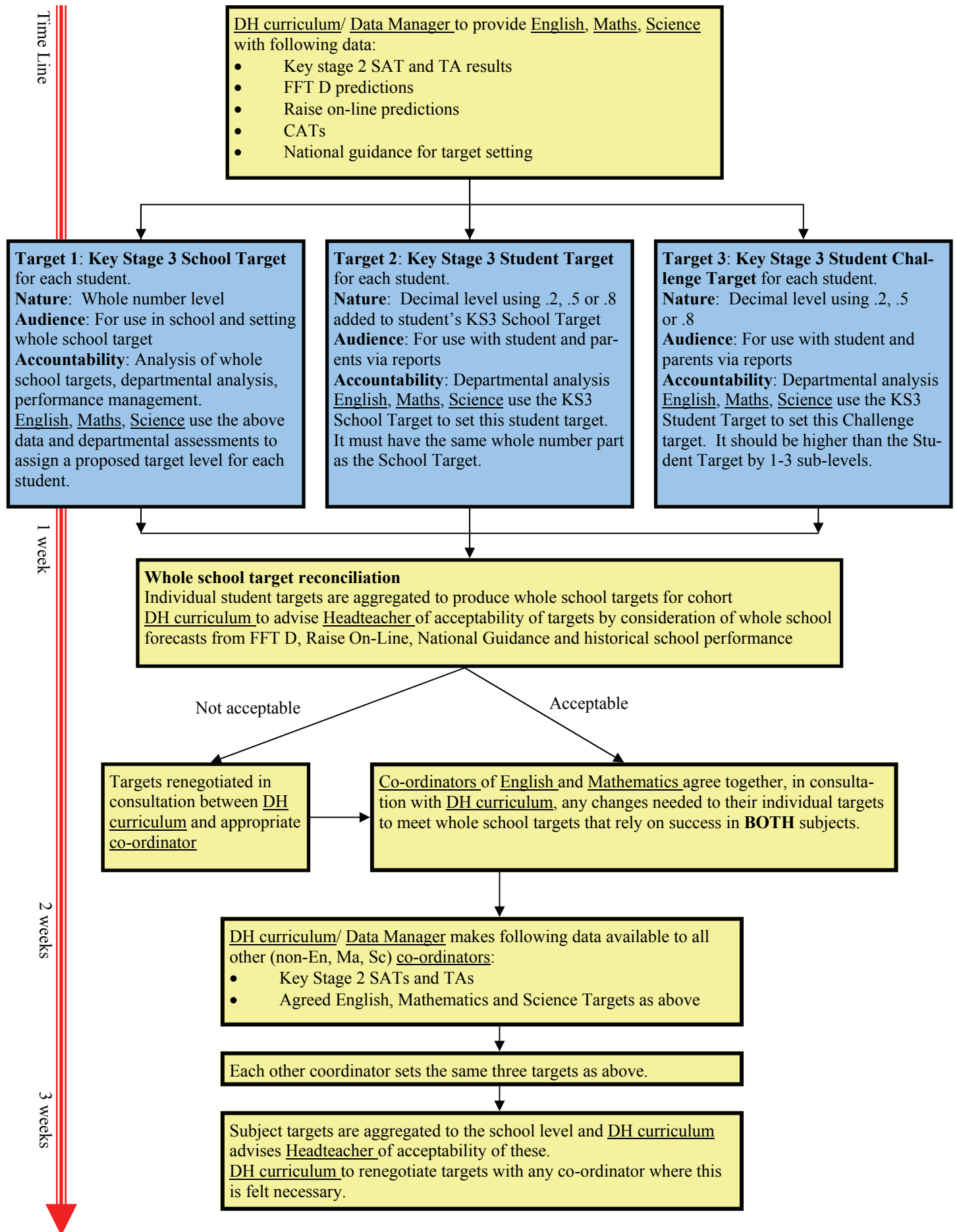
An increasing majority of those achieving level 5 and above in both English and mathematics should make the equivalent of 2 levels progress in both subjects

pupils with Special Educational Needs which mean achievement of 5 A-C grades including English and mathematics is unlikely should have targets which help them to progress as far as possible and by 2 levels if appropriate*

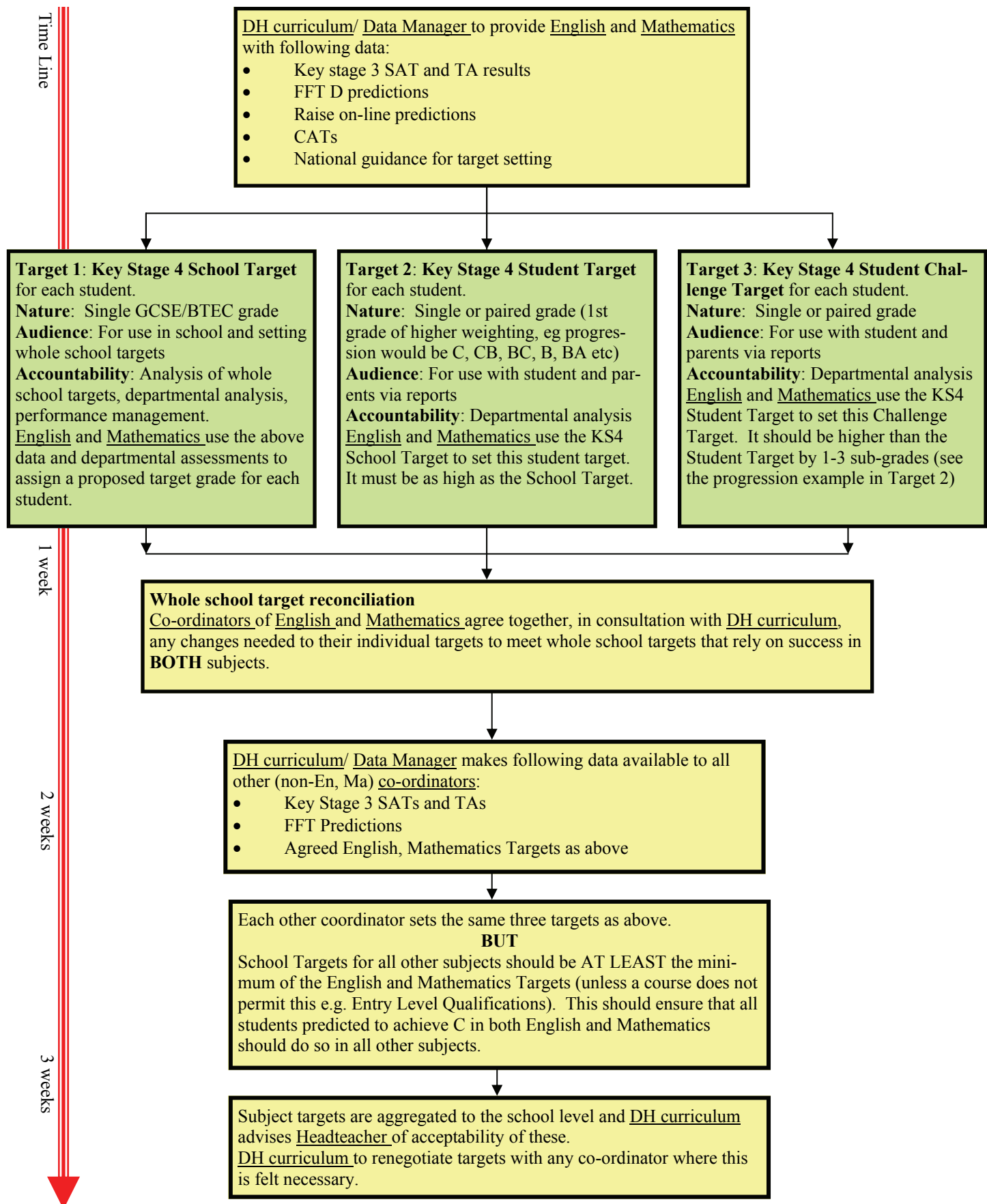
schools should set targets which improve significantly on their current performance using the information provided in RAISEonline

where FFT estimates are used to inform target setting schools should be directed towards model D

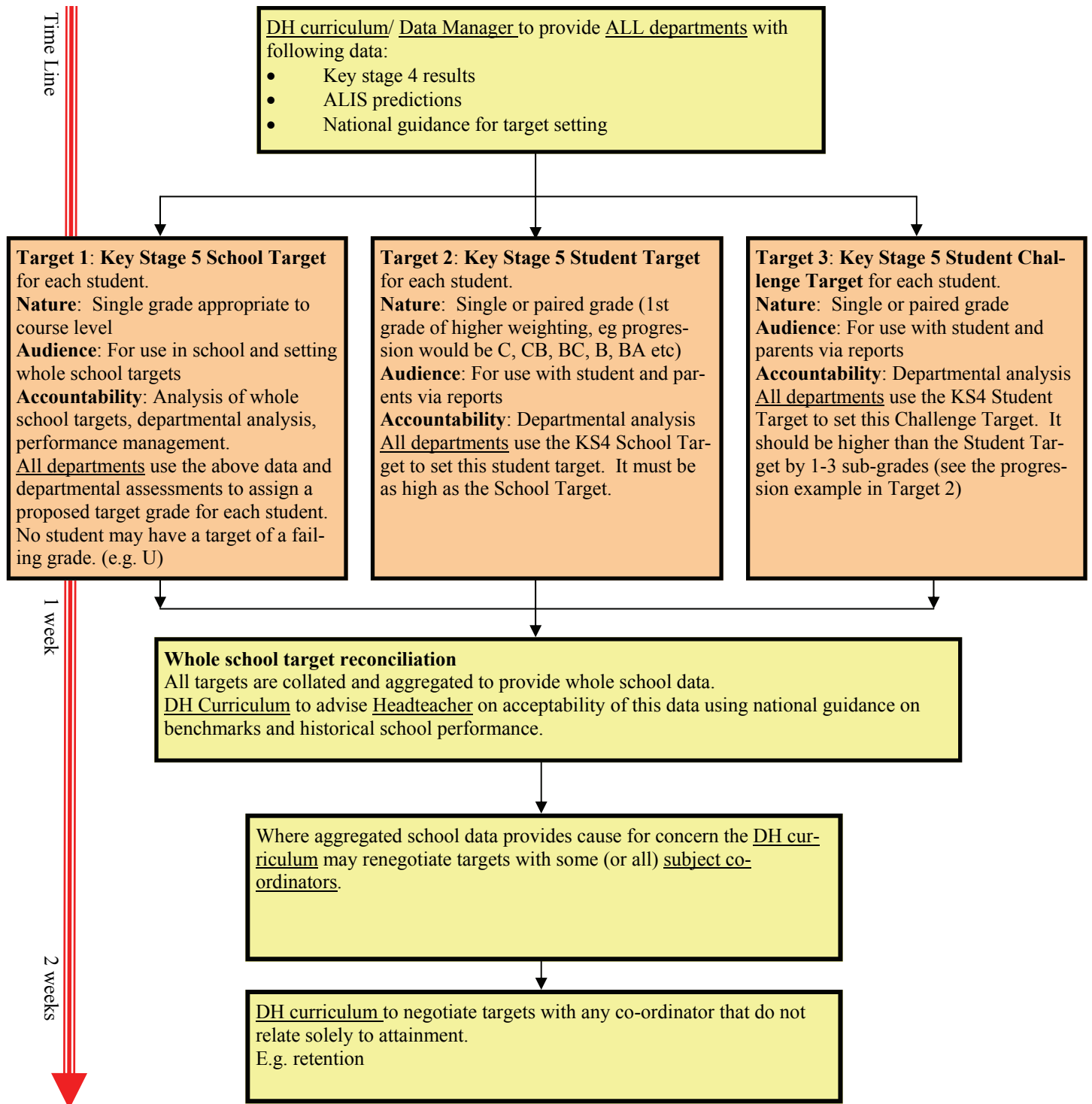
Target Setting Procedure—Key Stage 3



Target Setting Procedure—Key Stage 4



Target Setting Procedure—Key Stage 5



Target Setting Procedure

New Admission to Key Stage 3 or 4

