



National Indicators for Local Authorities
and Local Authority Partnerships:
Handbook of Definitions
Draft for Consultation

Annex C2: Children and Young People

Introduction

The new performance framework for local government, which we outlined in the White Paper *Strong and Prosperous Communities* is about improving the quality of life in places and better public services. It brings together national standards and priorities set by Government with local priorities informed by the vision developed by the local authority and its partners. A clear set of national outcomes and a single set of national indicators by which to measure progress against them are a key building block for the new framework.

In October, as part of the Comprehensive Spending Review (CSR), the Government announced a new single set of 198 national indicators for English local authorities and local authority partnerships. A list of these indicators, which flow from the priorities identified in Public Service Agreements and Departmental Strategic Objectives announced in the CSR, was published on 11 October 2007 (<http://www.communities.gov.uk/publications/localgovernment/nationalindicator>).

This document is Annex C2 to the consultation document *National Indicators for Local Authorities and Local Authority Partnerships: Handbook of Definitions Draft for Consultation* which seeks views on the Government's proposed detailed definitions for the 198 national indicators which will be included in the final handbook of definitions to be published in February 2008 for implementation from 1 April 2008.

This Annex contains detailed technical definitions of the indicators that measure outcomes relating to Children and Young People (national indicator numbers 50-118).

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Templates for Children and Young People

NI 50: Emotional health of children			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	The aim of the indicator is to have a balanced measure that assesses children's emotional health and well being.		
Definition	This measure will be the percentage of children whose emotional health is good and will be based on responses to individual questions, drawn from the TellUs Survey.		
Formula	We propose that answers to these questions would be combined into a single performance measure. Work is underway to develop the exact questions and methodology for construction of the measure.		
Worked example		Good performance	A high and increasing proportion of children and young people in a local area giving responses which indicate good emotional wellbeing.
Collection interval	Annual academic year	Data Source	TellUs local area survey
Return Format	Number	Decimal Places	Three
Reporting organisation	Ofsted collect survey data from schools		
Spatial level	School and single tier and county council		
Further Guidance	See www.ofsted.gov.uk for full guidance on the TellUs survey		

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.</p> <p>We are aiming to develop an outcome measure for CAMHS from 2009 onwards.</p> <p>However, until we have in place a robust outcome measure for CAMHS, it is important that we retain a focus on maintaining developments in CAMHS. We are therefore proposing to retain a number of proxy measures which when taken together, will continue to identify those PCTs and LAs which are together delivering comprehensive CAMHS, as an interim measure.</p>		
Definition	<p>For the period 2008-9 we are therefore proposing to include the following four qualitative and quantitative measures for CAMHS which, taken together, will continue to identify those PCTs and LAs which are together delivering comprehensive CAMHS for their area.</p> <p>For this interim period CAMHS proxy measures, we are intending to ask the following 4 questions:</p> <ul style="list-style-type: none"> • Is a full range of child and adolescent mental health services for children and young people with learning disabilities being delivered? • Are appropriate accommodation and support provided for 16/17 year olds? • Is 24 hour cover available to meet the urgent mental health needs of children and young people and that specialist mental health assessments are undertaken within 24 hours or the next working day, where required? • Is early intervention support jointly commissioned and provided by and with universal and targeted services for children and young people experiencing mental health problems? <p>LAs and PCTs are asked to rate the service under each indicator on a scale of 1 to 4 where 1 is for no protocols or services in place and 4 is for a full range of services and full implementation.</p>		
Formula	Aggregate of the self assessed score level 1 to 4 for each of the four questions.		
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

NI 51: Effectiveness of child and adolescent mental health (CAMHS) services *(continued)*

Reporting organisation	Local authorities and Primary Care Trusts provide data through the 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 will be available at www.camhsmapping.org.uk</p>

NI 52: Take up of school lunches			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	To assess the increase in healthy eating among children and young people by measuring school lunch take-up. All school lunches are now required to meet tough nutritional standards.		
Definition	<p>'School lunch take-up' refers to the number or percentage of pupils attending maintained primary, secondary or special schools; academies; Pupil Referral Units; and non-maintained special schools, who eat a lunch at school that is provided by the school or local authority (including those who take up their eligibility for a free school meal).</p> <p>Numerator:</p> <p>Of the children on the school roll, the number who eat a lunch at school that is provided by the school or local authority (including those in receipt of a free school meal).</p> <p>Denominator:</p> <p>The number of pupils on the school roll.</p>		
Formula	$(\text{Numerator/Denominator}) * 100$		
Worked example	<p>If of 500 children on the school roll 350 have a lunch at school that is provided either by the school or the local authority, then:</p> $(350/500) * 100 = 70\%$	Good performance	The School Food Trust has targets to increase school lunch take-up to 46.5% by March 2008; and to 52.5% by March 2009. Good performance would be performance above these levels
Collection interval	Annual	Data Source	An annual survey of local authorities carried out by the School Food Trust
Return Format	Percentage	Decimal Places	One
Reporting organisation	Local authorities report data to The School Food Trust		
Spatial level	School and single tier and county council		
Further Guidance	School Food Trust Annual Survey		

NI 53: Prevalence of breast-feeding at 6-8 wks from birth			
Is data provided by the LA or a local partner?	Y	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>Percentage of infants being breastfed at 6-8 weeks.</p> <p>This is a new data collection. Four data lines would be collected</p> <p>1 – No of infants due for 6 – 8 weeks check in each quarter at which feeding status is recorded</p> <p>2 – No of children recorded as being only breastfed at 6 weeks – 8 weeks</p> <p>3 – No of children recorded as NOT being breastfed at 6 – 8 weeks</p> <p>4 – The number of children recorded as receiving both breast milk and infant formula</p> <p>Four lines would be collected to assess the quality of the data received and to calculate the prevalence of exclusive breastfeeding (for DH policy needs) and any breastfeeding at 6-8 weeks.</p> <p>Information will be collected by Primary Care Trusts (PCTs) and then submitted to DH at quarterly intervals.</p>		
Formula	$\left(\frac{x+y}{z} \right) * 100$ <p>Where:</p> <p>x = Number of children recorded as being breastfed at 6-8 weeks</p> <p>y = Number of children recorded as receiving both breast milk and infant formula</p> <p>z = Total number of infants due for 6-8 weeks check</p>		
Worked example	<p>If of 500 children due for 6 – 8 week check in the quarter 50 are recorded as only being breastfed, and 100 are recorded as receiving both breast milk and infant formula, then:</p> <p>$(50 + 100/500) * 100 = 30\%$</p>	Good performance	Good performance is typified by increasing percentage.

NI 53: Prevalence of breast-feeding at 6-8 wks from birth (continued)			
Collection interval	Quarterly	Data Source	Mandatory PCT Child health Information records reported to DH at quarterly intervals
Return Format	Percentage	Decimal Places	One
Reporting organisation	PCTs report data quarterly to DH		
Spatial level	Strategic Health Authority, Primary Care Trust and single tier and county council		
Further Guidance			

NI 54: Services for disabled children				
Is data provided by the LA or a local partner?		Y	Is this an existing indicator?	N
Rationale	<p>The Aiming High For Disabled Children Report (published by the then Department for Education and Skills and HM Treasury in May 2007) made a commitment to introduce an indicator on the provision of services for disabled children as part of the comprehensive spending review.</p> <p>The new indicator will be a core part of performance management arrangements aimed at improving the quality of services for disabled children. This is a key priority of the Child Health and Well-Being Public Service Agreement.</p>			
Definition	<p>This indicator will be based on the results of a survey of parents of disabled children at local authority level.</p> <p>The survey will focus on general experience of services and delivery of the five aspects of the core offer proposed by the Aiming High for Disabled Children Report (that is the extent to which services for disabled children are delivered with: good provision of information; transparency in how the available levels of support are determined; participation of disabled children and their families in service planning, commissioning and delivery; integrated assessment provided by different services in a coherent, coordinated way; and a clear and published complaints procedure allowing feedback on services). We are currently defining these outcomes and will develop a questionnaire to ask about them which we intend to trial between January and March 2008 before finalising the indicator.</p> <p>Those surveyed will be a sample of parents or guardians of children (aged 0 to 19) who have a disability (as defined by the Disability Discrimination Act, 1995). Work to date has shown that there are limitations in existing local data on the disabled children population. We will be working with a contractor between January and March 2008 to explore how best to recruit and survey an appropriate sample for the purposes of this indicator and considering contingency arrangements should it not be possible to conduct a robust survey in 2008-09.</p>			
Formula	Mean survey score. The questionnaire will be finalised by March 2008 following a trial study.			
Worked example	To be defined	Good performance	A high score for parental experience	
Collection interval	Annual	Data Source	To be defined	
Return Format	Number	Decimal Places	To be determined	
Reporting organisation	Local authority			
Spatial level	Primary Care Trust, single tier and county council			
Further Guidance	Further guidance will be available in the autumn, following the agreement of the form and methodology of the indicator.			

NI 55: Obesity among primary school age children in Reception Year			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	<p>Local level Primary Care Trusts (PCTs) are expected to weigh and measure all children in Reception Year and Year 6 as part of the National Child Measurement Programme (NCMP) and report this in their Local Delivery Plans (LDPs) lines.</p> <p>This data is collected and reported by PCTs. In most cases PCTs and local authorities are coterminous, and the local authority will be able to use the data directly. In those areas that are not coterminous, the Information Centre will be able to provide, by April 2008, data at local authority and PCT level.</p> <p>An indicator on obesity levels among Reception Year pupils will reflect the progress that the PCT and local authority have made in preventing obesity through interventions in early years, such as through support for breast-feeding and weaning, and working with parents and carers to establish healthy lifestyles in children from the start of life.</p>		
Definition	<p>Percentage of primary school age children in Reception Year who are obese, with height and weight recorded.</p> <p>Children are admitted to a Reception class of an infant or primary school at age 4-5 years.</p> <p>Children are defined as obese if their Body Mass Index (BMI) falls 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.</p>		
Formula	<p>Line 1: Total number of primary school age children in Year R recorded as obese for their age in the past school year.</p> <p>Line 2: Total number of primary school age children in Year R with height and weight recorded in the past school year.</p> <p>Line 3: Total number of primary school age children in Year R.</p> <p>Line 4: Percentage of children in Year R 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 Year R with height and weight recorded. <i>This is a calculated field using [Line 2]/[Line 3]*100</i></p>		

NI 55: Obesity among primary school age children in Reception Year (continued)			
Worked example	Line 1 = 8 Line 2 = 52 Line 3 = 57 Line 4 = Line1/Line2*100 = 8/ 52 * 100 = 15% Line 5 = Line2/Line3*100 = 52/ 57 * 100 = 91%	Good performance	Good performance is: <ul style="list-style-type: none"> • A minimum of 80% coverage of pupils being weighed and measured. • A reduction in the number of obese and overweight children over time.
Collection interval	Annual (with a requirement to collect the data during the school year)	Data Source	Primary Care Trust
Return Format	Whole number for Lines 1-3. Lines 4-5 are a calculated field and returned as a %.	Decimal Places	Line 1-3: None. The numbers returned will be whole. Line 4-5: None
Reporting organisation	Primary Care Trust		
Spatial level	Primary Care Trust		
Further Guidance	<p><i>Supporting Healthy Lifestyles: The National Child Measurement Programme. Guidance for 2007/08 school year.</i> Department of Health. 2007. www.dh.gov.uk/healthyliving</p> <p><i>Obesity: the prevention, identification, assessment and management of overweight and obesity in adults and children.</i> National Institute for Health and Clinical Excellence. 2006. www.nice.org.uk/guidance/CG43</p> <p><i>Lightening the Load: tackling overweight and obesity.</i> National Heart Forum, Faculty of Public Health, and Department of Health's toolkit to support the development of local strategies. 2007 www.heartforum.org.uk/Publications_NHFreports_Overweightandobesitytool.aspx</p>		

NI 56: Obesity among 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>At a local level, Primary Care Trusts (PCTs) are expected to weigh and measure all children in Reception Year and Year 6 as part of the National Child Measurement Programme (NCMP) and report this in their Local Delivery Plans (LDPs) lines.</p> <p>This data is collected and reported by PCTs. In most cases PCTs and local authorities are coterminous, and the local authority will be able to use the data directly. In those areas that are not coterminous, the Information Centre will be able to provide, by April 2008, data at local authority and PCT level.</p> <p>An indicator on obesity levels among children in Year 6 will reflect the progress that the PCT and local authority have made in preventing obesity in primary school children through universal programmes such as Healthy Schools, Extended Schools, PE and School Sport, and School travel plans, as well as interventions targeted at those children who are overweight or obese to encourage the adoption of healthy lifestyles.</p>		
Definition	<p>Percentage of primary school age children in Year 6 with height and weight recorded.</p> <p>Percentage of primary school age children in Year 6 who are obese, with height and weight recorded.</p> <p>Children are defined as obese if their Body Mass Index (BMI) falls 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.</p>		
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>		

NI 56: Obesity among primary school age children in Year 6 (continued)			
Worked example	Line 6 = 8 Line 7 = 52 Line 8 = 57 $\text{Line 9} = \left(\frac{\text{Line6}}{\text{Line7}} \right) * 100 =$ $\left(\frac{8}{52} \right) * 100 = 15\%$ $\text{Line 10} = \left(\frac{\text{Line7}}{\text{Line8}} \right) * 100 =$ $\left(\frac{52}{57} \right) * 100 = 91\%$	Good performance	Good performance is: <ul style="list-style-type: none"> • A minimum of 80% coverage of pupils being weighed and measured • A reduction in the number of obese and overweight children overtime
Collection interval	Annual (with a requirement to collect the data during the school year)	Data Source	Primary Care Trust
Return Format	Whole number for Lines 6-8. Lines 9-10 are a calculated field and returned as a %.	Decimal Places	Line 6-8: None. The numbers returned will be whole. Line 9-10: None
Reporting organisation	Primary Care Trust		
Spatial level	Primary Care Trust		
Further Guidance	<p><i>Supporting Healthy Lifestyles: The National Child Measurement Programme. Guidance for 2007/08 school year.</i> Department of Health 2007. www.dh.gov.uk/healthyliving</p> <p><i>Obesity: the prevention, identification, assessment and management of overweight and obesity in adults and children.</i> National Institute for Health and Clinical Excellence. 2006. www.nice.org.uk/guidance/CG43</p> <p><i>Lightening the Load: tackling overweight and obesity.</i> National Heart Forum, Faculty of Public Health, and Department of Health's toolkit to support the development of local strategies. 2007 www.heartforum.org.uk/Publications_NHFreports_Overweightandobesitytool.aspx</p>		

NI 57: Children and young people's participation in high-quality PE and sport			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	To encourage all young people to participate in sport.		
Definition	<p>'Young people' are all those aged 5-19. All 5-16 year olds will have the chance to do 5 hours of high quality Physical Education (PE) and Sport. In addition all 16-19 year olds will be offered more opportunities to participate in 3 hours of sport.</p> <p>For young people in schools 'sport' will include any activity that requires physical skilfulness and is part of a school's planned formal, semi-formal, supervised or led provision. It will also include PE lessons and activities based in community sport and dance clubs. For young people not in schools sporting activities will be based in community sport and dance clubs.</p> <p>Schools and School Sport Partnerships report school data through an annual School Sport Survey. Community provision for 16-19 year olds will be collected by a separate survey.</p>		
Formula	$N = \left(\frac{x}{y} \right) * 100$ <p>Where:</p> <p>x = the number of young people participating in sport (as above)</p> <p>y = the total number of young people aged 5-19 in England</p>		
Worked example	N/A	Good performance	A high percentage – one that is above the national average
Collection interval	Annual	Data Source	Independent survey
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance	www.teachernet.gov.uk/pe		

NI 58: Emotional and behavioural health of children in care			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	Children and Young People in care experience significantly worse mental health than all children. One study found that 45% of children in care aged five to 17 have mental disorders, over 4 times higher than for all children ¹ . This measure will assess progress in improving the emotional and behavioural health of children and young people in care.		
Definition	<p>The emotional and behavioural health of children and young people in care will be assessed through the use of a <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 can be found on www.sdqinfo.com</p> <p>Children in care – All <i>looked after children</i> as defined in the Children Act 1989.</p>		
Formula	<p>Local authorities were informed on 28 September 2007 of a new data collection based on the use of a 'primary carers' SDQ for all children aged 4 – 16 (inclusive) who have been in care for at least twelve months on 31st March. Data collection by local authorities will start from 1 April 2008, who will first report data to the DCSF through the SSDA903 data collection from 1 April 2009. Guidance for local authorities can be found at: http://www.dfes.gov.uk/datastats1/guidelines/children/returns.shtml</p> <p>The questionnaire will be completed by the child or young person's primary carer and results collated by the local authority. The SSDA903 data collection will include a single "Total Difficulties Score", which has a numerical value from 0 – 40 for each relevant child.</p> <p>The intention is that local authority scores for 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 mental health of children in care. Baselines can be set by comparison to statistically equivalent local authorities or using trend data over time.</p>		

NI 58: Emotional and behavioural health of children in care (continued)			
Worked example	LA score = (sum of all SDQ total difficulties scores for children in care aged 4 – 16, who have been in care continuously for 12 months at 31 March)/(number of children in care aged 4 – 16, who have been in care continuously for 12 months at 31 March)	Good performance	Good performance is indicated by a low number
Collection interval	Annual	Data Source	Statutory SSDA903 return which local authorities provide to DCSF
Return Format	Number	Decimal Places	0
Reporting organisation	Local authority		
Spatial level	Single tier and county council		
Further Guidance	Further guidance on data collection is available at: http://www.dfes.gov.uk/datastats1/guidelines/children/returns.shtm Further information on the strengths and difficulties questionnaire (SDQ) can be found at: www.sdqinfo.com		

NI 59: 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>A referral 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. 		
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, box 1)</p> <p>y = The number of initial assessments completed in the period between 1 April and 31 March. (Source – CPR3, Part A, Item 2, box 1 + box 2)</p>		
Worked example	If in the year to 31 March 2000 initial assessments are undertaken, of which 1780 are completed within 7 days of the referral, then $(1780/2000) * 100 = 89\%$.	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

NI 59: Initial assessments for children's social care carried out within 7 working days of referral (continued)			
Return Format	Percentage	Decimal Places	Percentage reported as whole numbers. Data collection allows calculation to any number of decimal places.
Reporting organisation	Reported by local authorities to DCSF. 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>		

NI 60: 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>A 'core assessment' is defined as an in-depth assessment which addresses the central or most important aspects of the child's needs. A core assessment may be undertaken under s17 of the Children Act 1989. 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.</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 new information obtained on an open case indicates that a core assessment should be undertaken.</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>		

NI 60: 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 = the number of core assessments in the denominator, the number that had been completed within 35 working days of their commencement. A core assessment is deemed to have commenced at the point at which: the initial assessment ended;</p> <ul style="list-style-type: none"> • or a strategy discussion decided to initiate enquiries under section 47 of the Children Act 1989; • or new information obtained on an open case indicates that a core assessment should be undertaken. <p>Core assessments are the means by which S47 enquiries are carried out (following a strategy discussion). Source: CPR3 Item 3, box 1;</p> <p>y = the total number of core assessments of children receiving core assessments in the year. If a child undergoes a core assessment more than once in the year, count each core assessment that finished during the year separately. Source: CPR3 Item 3, box 1 plus box 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
Return Format	Percentage	Decimal Places	Zero
Reporting organisation	Reported by local authorities to DCSF. 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>		

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?	N
Rationale	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.		
Definition	A child becomes adopted when a court makes an adoption order. This removes parental responsibility from the child's birth parents (and anyone else who may have acquired it). 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.		
Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where: X = number of children included in the denominator who were placed for adoption within 12 months of the decision that they should be placed for adoption, excluding children who were placed within 12 months of the decision that they should be placed for adoption whose placement for adoption broke down before being adopted. 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. Includes only those children who were adopted after having been looked after by the local 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 (continued)			
Worked example	If 500 children were placed for adoption within 12 months of the decision of which 191 had ceased to be looked after as a result of an adoption order being granted, then the percentage of looked after children being placed for adoption is $(191/500) * 100 = 38.2\%$.	Good performance	Good performance is typified by a higher percentage.
Collection interval	Financial Year	Data Source	Statutory SSSDA903 data collection from local authorities to DCSF
Return Format	Percentage	Decimal Places	1
Reporting organisation	Local authorities report data to 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 SSSDA903 guidance can be found at www.dfes.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 [also known as Children in Care] are defined in the Children Act 1989.</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: 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> <p>These exceptional categories of placement are likely to be infrequent; they are not automatically recorded on the SSSDA 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.</p>		

NI 62: Stability of placements of looked after children: number of moves (continued)			
Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where: X = Of the children looked after in the denominator, the number who had three or more separate placements during the year. 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>		
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	Financial Year	Data Source	Statutory SSDA903 data collection from local authorities to DCSF
Return Format	Percentage	Decimal Places	1
Reporting organisation	Local authorities report data to DCSF		
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. 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 (also known as children in care) 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>Denominator: 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 911 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). (Source – SSDA903)</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. (Source – SSSDA903)</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 911 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). (Source – SSSDA903)</p>		
Worked example	If of 70 children in care at 31 March for more than 2.5 years 35 have been living in the same placement for 2 years or more then $(35/70) * 100 = 50\%$.	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 SSSDA903 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	Reported to zero decimal places. Data collection allows for calculation to any number of decimal places.
Reporting organisation	Local authorities report data to DCSF		
Spatial level	Single tier and county council		
Further Guidance	Detailed SSSDA903 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 % of children who had been the subject of a plan for 2 yrs 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. <p>'Duration' is the length of time that a child has a Child Protection Plan.</p>		
Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where: 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. Y = The number of children ceasing to be the subject of a Child Protection Plan during the year. 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>		

NI 64: Child Protection Plans lasting 2 years or more (continued)			
Worked example	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 $(2/20) * 100 = 10.0\%$.	Good performance	Good performance is typified by a lower percentage.
Collection interval	Financial Year	Data Source	CPR3 statutory return from local authorities to the DCSF
Return Format	Percentage	Decimal Places	1
Reporting organisation	Local authorities report data to DCSF		
Spatial level	Single tier and county council		
Further Guidance			

NI 65: 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 have ever had a Child Protection Plan becoming the subject of a Child Protection Plan for a second or subsequent time.</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>			
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 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>			

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

Worked example	If of 200 children subject to a Child Protection Plan during the year, 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 $(25/200) \times 100 = 12.5\%$.	Good performance	The 2006/07 banding for this indicator describes good performance as being between 10% and 15%. A high level may suggest that the professionals responsible for the child's welfare are not intervening effectively to bring about the required changes. A very low level may mean that a local authority is not submitting some children to a Child Protection Plan who are in need.
Collection interval	Financial Year	Data Source	CPR3 statutory return from local authorities to the DCSF
Return Format	Percentage	Decimal Places	1
Reporting organisation	Local authorities report data to DCSF		
Spatial level	Single tier and county council		
Further Guidance	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 Data collection guidance for CPR3 available at www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml		

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. 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>		
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 (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>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. Children looked after under a series of short term breaks and children placed for adoption should be excluded.</p>		

NI 66: Looked after children cases which were reviewed within required timescales (continued)			
Worked example	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 $(675/750) * 100 = 90\%$.	Good performance	Good performance is typified by a higher percentage. 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 $0 < 80$. 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.
Collection interval	Financial Year	Data Source	Statutory SSDA903 data collection from local authorities to DCSF
Return Format	Percentage	Decimal Places	1
Reporting organisation	Local authorities report data to DCSF		
Spatial level	Single tier and county council		
Further Guidance	The Children Act 1989 Guidance on the Review of Children's Cases; Independent Reviewing Officer Statutory Guidance – Department for Children, Schools and Families statistical returns website. http://www.dfes.gov.uk/datastats1/guidelines/children/returns.shtml Detailed SSDA903 guidance can be found at www.dfes.gov.uk/datastats1/guidelines/children/returns.shtml		

NI 67: 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>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. 		

NI 67: Child protection cases which were reviewed within required timescales (continued)			
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 so that:</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; and a review was held within 6 months of the end of the year (i.e. on or after 1 October). <p>(Source – CPR3, Part B, Table 9)</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. (Source – CPR3, Part B, Table 9)</p>		
Worked example	In 2005-06, 99% of cases were reviewed on time, up from 95% in 2003-04.	Good performance	The best performance on this indicator would be 100% as described by the most recent banding.
Collection interval	Annual for year to 31 March	Data Source	CPR 3 statutory return from local authorities to the DCSF
Return Format	Percentage and number	Decimal Places	N/a
Reporting organisation	Local authorities report data to DCSF		
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 68: 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>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 decide when looking at the details of the referral whether there are concerns about either 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 under 18 years.</p>		
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. Source CPR3</p> <p>Y = the number of children referred to children's social services departments. Source CPR3</p>		

NI 68: Referrals to children's social care going on to initial assessment (continued)			
Worked example	If of 1000 children who are the subject of a referral, 970 undergo an assessment, then $(970/1000) * 100 = 97\%$.	Good performance	Indicators on safeguarding will need to be considered together to give a fuller picture of local authority performance. 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
Collection interval	Annual for year to 31 March	Data Source	CPR3 statutory return form local authorities to DCSF
Return Format	Percentage and number	Decimal Places	None
Reporting organisation	Local authority		
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 69: Children who have experienced bullying			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	<p>To measure progress in tackling bullying.</p> <p>Bullying is children's primary safety concern, and has remained the highest reason for calls to Childline over the past 6 years.</p>		
Definition	<p>'Bullying' is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. There are different sorts of bullying, but the main types are:</p> <p><u>PHYSICAL</u>: hitting, kicking, taking or hiding belongings including money</p> <p><u>VERBAL</u>: name calling, teasing, insulting, writing unkind notes</p> <p><u>EMOTIONAL</u>: being unfriendly, excluding, tormenting, spreading rumours, looks</p> <p><u>EXCLUSION</u>: a child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends</p> <p><u>DAMAGE TO PROPERTY OR THEFT</u>: pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the student hands over property to them</p> <p><u>CYBER</u>: cyber-bullying is a more recent problem that has come about through the increased use of mobile phones and the internet. It may include threats or name-calling via the internet chat rooms, web pages, texts or phone calls. It may also involve the misuse of associated technology such as cameras and video facilities.</p> <p>'Tellus' is the annual national Ofsted survey that analyses at children's perceptions on a wide range of issues relevant to children and young people. The relevant question is:</p> <p><i>34. How often, if at all, have you been bullied in school in the last four weeks?</i></p> <p><i>Bullying is when someone makes you unhappy by being nasty on purpose (for example by teasing or hurting you, by taking or breaking your things, or by leaving you out).</i></p> <p><i>PLEASE TICK THE ONE BOX THAT BEST FITS YOU</i></p> <p><i>Never</i></p> <p><i>A couple of times in the last four weeks</i></p> <p><i>About once a week</i></p> <p><i>Two or three times a week</i></p> <p><i>Most days</i></p> <p>The size of the sample for Tellus means that this indicator can measure changes in incidences of bullying. Local authorities should have plans in place to address bullying, through the Children and Young People's Plan and individual school anti-bullying plans. This indicator will show whether these actions are effective, and if not, the local authority can work with the children's trusts and other partners to reduce bullying in the local area.</p>		

NI 69: Children who have experienced bullying (continued)			
Formula	<p>The percentage of children who have experienced bullying is calculated as follows:</p> $\left(\frac{X}{Y}\right) * 100$ <p>where, X = the number of pupils responding that they have experienced bullying; Y = the number of pupils completing the survey.</p>		
Worked example	<p>If of 100 pupils completing the survey 17 respond that they have experienced bullying then</p> $\left(\frac{17}{100}\right) * 100 = 17\%$	Good performance	<p>A reduction in reports of bullying would represent good performance, as it would show that the local authority is working with its partners to tackle the problems. There may be an initial increase as children and young people are encouraged through the Tell Us survey to report incidences of bullying which were not known about before.</p>
Collection interval	Annual	Data Source	TellUs2 local area survey
Return Format	Percentage	Decimal Places	Zero
Reporting organisation	Ofsted collect survey data from schools		
Spatial level	Single tier and county council		
Further Guidance	See www.ofsted.gov.uk for full guidance on the TellUs2 survey.		

NI 70: Hospital admissions caused by unintentional and deliberate injuries to children and young people				
Is data provided by the LA or a local partner?		N	Is this an existing indicator?	N
Rationale	The aim of this indicator is to measure hospital admissions by injury type, which will include both unintentional and deliberate injury to children and young people.			
Definition	<p>Accidents are the leading cause of injury to children and disproportionately affect children from lower socio-economic groups. The Hospital Episode Statistics can break down admissions to hospital by detailed injury type. Those that are related to accidental injury or assault have been identified</p> <p>An 'admitted patient' is a person who is formally admitted to a hospital bed for day case procedures, or who is admitted for a longer period as inpatients.</p> <p>The Hospital Episode Statistics use the International Classification of Diseases (ICD) coding system. This indicator will use the external cause V01 to Y98 ICD-10 codes.</p> <p>'Unintentional' injury is used here to mean accidental external causes of harm e.g. traffic accidents, falls, trips, accidental contact with tools/machinery etc, drowning, exposure, burns and scalds etc.</p> <p>'Deliberate' injury refers to the codes for assault, which are X85-Y09, covering different types of assaults – bodily force, sexual assault by bodily force, sharp/blunt objects etc.</p> <p>Hospital episode statistics are broken down by age group. This indicator will include the 0-18 years age group.</p> <p>Data can be collected by postcode of either place of residence of patient, where registered with GP, or Trust where treatment was provided.</p>			
Formula	$\frac{X}{Y} * 10,000$ <p>Where: X = Total number of children and young people admitted to hospital as a result of injury. Y = The total population of children and young people in the PCT area.</p>			
Worked example	If 1,000 children and young people are admitted to hospital as a result of injury and the 0-18 population of a PCT region is 76,390, then there were $1,000/76,390 \times 10,000 = 131$ C&YP admitted per 10,000 population	Good performance	Good performance is typified by a lower rate.	

NI 70: Hospital admissions caused by unintentional and deliberate injuries to children and young people (*continued*)

Collection interval	Annual	Data Source	Hospital Episode Statistics [HES] database
Return Format	Rate per 10,000	Decimal Places	One
Reporting organisation	Hospital Trusts		
Spatial level	Primary Care Trust		
Further Guidance	Further information of HES can be found at http://www.dh.gov.uk/en/Publicationsandstatistics/Statistics/HospitalEpisodeStatistics/index.htm		

Proposed indicator for introduction in 2009/10 following further work and piloting			
NI 71: Children who have run away from home/care overnight			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	Young people who run away from home can be at increased risk of harm. It is important to record the number of children who run away from home, so that local authorities and the police can plan the scope for provision, such as counselling and mediation, with greater certainty.		
Background	There are currently no robust data collection procedures for this group. The term "runaway" is used to refer to a young person who describes him/herself as having stayed away from home for one night or more, without parental/carer permission, while under the age of 16, recognising that some of these young people may have been forced to leave their home.		
Indicator Development	We are working with the voluntary sector on finding a robust procedure for data collection. We are considering ways to gather data – including survey work and we are working with Home Office colleagues and the police to investigate if police data collections can usefully be used to feed the indicator.		
Likely Spatial Level	Police, local authority	Likely Data Source	TBC
Further Information	Still Running II: findings from the second national survey of young runaways. The Children's Society Social Exclusion Unit Report 2002		

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>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 age 5 – it supersedes the Foundation Stage Profile from September 2008.</p>		
Formula	$\left(\frac{X}{Y}\right) * 100$ <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; Y = total number of children assessed against the Early Years Foundation Stage Profile.</p>		
Worked example	<p>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:</p> $\left(\frac{3000}{5000}\right) * 100 = 60.0\%$	Good performance	Good performance is typified by a higher percentages.

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*)

Collection interval	Annual	Data Source	Early Years Foundation Stage profile results
Return Format	Percentage	Decimal Places	One
Reporting organisation	Local authorities report data to DCSF		
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 – issued August 2007.		

NI 73: Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)			
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 reach the end of the years of compulsory schooling with 5 A*-C GCSE and equivalent including GCSEs in English and Maths.		
Definition	Key Stage (KS) 2 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. Pupil's attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = number of pupils achieving level 4+ in both English and Maths at KS2. y = number of pupils eligible for KS2 assessment in both English and Maths</p>		
Worked example	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 = $\left(\frac{4,500}{6,000}\right) * 100 = 75\%$	Good performance	Good performance is typified by higher percentages
Collection interval	Annual	Data Source	Revised KS2 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables
Return Format	Percentage	Decimal Places	One
Reporting organisation	Schools provide data to DCSF		

NI 73: Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)
(continued)

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 74: Achievement at level 5 or above in both English and Maths at Key Stage 3 (Threshold)			
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 reach the end of the years of compulsory schooling with 5 A*-C GCSE and equivalent including GCSEs in English and Maths.		
Definition	Key Stage (KS) 3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to tests taken by 14 year olds at the end of KS3. Pupil's attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: 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	If 4,500 pupils achieve level 5+ in both English and Maths at KS3, and 6,000 pupils are eligible for KS3 assessment in both English and Maths, then the proportion = $\left(\frac{4,500}{6,000}\right) * 100 = 75\%$	Good performance	Good performance is typified by higher percentages
Collection interval	Annual	Data Source	Revised KS3 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables
Return Format	Percentage	Decimal Places	One
Reporting organisation	Schools provide data to DCSF		

NI 74: Achievement at level 5 or above in both English and Maths at Key Stage 3 (Threshold)
(continued)

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 75: Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold)			
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 reach the end of the years of compulsory schooling with 5 A*-C GCSE and equivalent including GCSEs in English and Maths.		
Definition	<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> <p>This indicator relates to pupils achieving 5A*-C grades or equivalent including GCSE English and Maths taken at the end of KS4.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = number of pupils achieving 5A*-C or equivalent including English and Maths at KS4 y = number of pupils eligible for KS4 assessment.</p>		
Worked example	If 4,500 pupils achieve 5A*-C or equivalent including English and Maths at KS4 and 6,000 pupils are eligible for KS4 assessment, then the proportion =	Good performance	Good performance is typified by higher percentages
	$\left(\frac{4,500}{6,000}\right) * 100 = 75\%$		
Collection interval	Annual	Data Source	Revised KS4 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables

NI 75: Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths (Threshold) (continued)

Return Format	Percentage	Decimal Places	One
Reporting organisation	Schools provide data to DCSF		
Spatial level	Single tier and 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 76: Achievement at level 4 or above in both English and Maths at KS2 (Floor)			
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 and reach the end of the years compulsory schooling with 5 A*-C GCSEs and equivalent including English and Maths. Furthermore the number of schools achieving significantly below target expectations should to be reduced.		
Definition	KS2 is the stage of the National Curriculum between ages 8 and 11years. This indicator relates to tests taken by 11 year olds at the end of KS2. Pupil's attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = number of pupils in a school achieving level 4+ in both English and Maths at KS2 y = number of pupils in a school eligible for KS2 assessment in both English and Maths</p>		
Worked example	If 450 pupils in a school achieve level 4+ in both English and Maths at KS2, and 600 pupils in a school are eligible for KS2 assessment in both English and Maths, then the proportion = $\left(\frac{450}{600}\right) * 100 = 75\%$	Good performance	Good performance is typified by higher percentages
Collection interval	Annual	Data Source	Revised KS2 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables

NI 76: Achievement at level 4 or above in both English and Maths at KS2 (Floor)			
Return Format	Percentage	Decimal Places	One
Reporting organisation	Schools provide data to DCSF		
Spatial level	Schools within a local authority (single tier or county council) area		
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 77: Achievement at level 5 or above in both English and Maths at KS3 (Floor)			
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 and reach the end of the years compulsory schooling with 5 A*-C GCSEs and equivalent including English and Maths Furthermore the number of schools achieving significantly below target expectations should be reduced.		
Definition	KS3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to tests taken by 14 year olds at the end of KS3. Pupil's attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = number of pupils in a school achieving level 5+ in both English and Maths at KS3 y = number of pupils in a school eligible for KS3 assessment in both English and Maths</p>		
Worked example	If 450 pupils in a school achieve level 5+ in both English and Maths at KS3, and 600 pupils in a school are eligible for KS3 assessment in both English and Maths, then the proportion = $\left(\frac{450}{600}\right) * 100 = 75\%$	Good performance	Good performance is typified by higher percentages
Collection interval	Annual	Data Source	Revised KS3 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables

NI 77: Achievement at level 5 or above in both English and Maths at KS3 (Floor) (continued)			
Return Format	Percentage	Decimal Places	One
Reporting organisation	Schools provide data to DCSF		
Spatial level	Schools within a local authority (single tier or 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 78: Achievement of 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths (Floor)			
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 and reach the end of the years compulsory schooling with 5 A*-C GCSEs and equivalent including English and Maths. Furthermore the number of schools achieving significantly below target expectations should be reduced.		
Definition	<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> <p>This indicator relates to pupils achieving 5A*-C grades or equivalent including GCSE English and Maths taken at the end of KS4.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = number of pupils in a school achieving 5A*-C or equivalent including English and Maths at KS4 y = number of pupils in a school eligible for assessment at KS4.</p>		
Worked example	<p>If 450 pupils in a school achieve 5A*-C grades or equivalent including English and Maths at KS4 and 6,000 pupils in a school are eligible for KS4 assessment, then the proportion =</p> $\left(\frac{450}{600}\right) * 100 = 75\%$	Good performance	Good performance is typified by higher percentages

NI 78: Achievement of 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths (Floor) (continued)

Collection interval	Annual	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	Schools provide data to DCSF		
Spatial level	Schools within a local authority (single tier and 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 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 will measure the progress every area is making in the attainment of L2 qualifications by young people at the age of 19. 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 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) 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 pass at level 2 or higher equals 100% • 1 International Baccalaureate pass equals 100% <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. For example, say a learner gains 1 short GCSE (10%) in 2000 and 1 full GCSE (20%) in the same subject 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>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>X = The number of young people in the cohort that have passed the level 2 threshold (i.e. achieved 100% of a Level two by the definitions above) by the academic year in which they turn 19, living in a given local authority.</p> <p>Y = The size of the cohort living in that local authority at academic age 14, taken from the Annual Schools Census count for the relevant year.</p>		

NI 79: Achievement of a Level 2 qualification by the age of 19 (continued)			
Worked example	Suppose that if out of a 2,000 young people in that cohort at academic age 14, then the percentage of individuals who have passed the level 2 threshold by the academic year in which they turn 19 in that particular cohort is: = $(474/2000) * 100 = 23.7\%$	Good performance	Good performance is typified by a higher percentage.
Collection interval	Annual	Data Source	School Census National Pupil database NISVQ database ILR Database
Return Format	Percentage	Decimal Places	1
Reporting organisation	Schools provide data to DCSF through PLASC		
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 will measure the progress every area is making in the attainment of L3 qualifications by young people at the age of 19. 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) 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' VRQ2 pass at level 3 or higher equals 100% • 1 International Baccalaureate pass equals 100% <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 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.</p> <p>Learners with qualifications at level 3 with no record of prior attainment or learning are included towards the level 3 PI (Note: they would not be counted towards the level 2 PSA target to mitigate against effects of migration).</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>X = The number of young people in the cohort that have passed the level 3 threshold (i.e.achieved 100% of a Level three by the definitions above) by the academic year in which they turn 19, living in a given local authority.</p> <p>Y = The size of the cohort living in that local authority at academic age 14, taken from the Annual Schools Census count for the relevant year.</p>		

NI 80: Achievement of a Level 3 qualification by the age of 19 (continued)			
Worked example	Suppose that if out of a 1,000 young people in that cohort at academic age 14, then the percentage of individuals who have passed the level 3 threshold by the academic year in which they turn 19 in that particular cohort is: = $(383/1000) * 100 = 38.3\%$	Good performance	Good performance is typified by a higher percentage.
Collection interval	Annual	Data Source	School Census National Pupil database NISVQ database ILR Database
Return Format	Percentage	Decimal Places	1
Reporting organisation	Schools provide data to DCSF through PLASC		
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?	Y	Is this an existing indicator?	N
Rationale	This indicator will measure the progress every area is making in reducing the inequality gap in the attainment of L3 qualifications by young people at the age of 19. At the moment significantly fewer young people in receipt of free school meals at the age of 16 achieve L3 qualifications by the age of 19 than their peers who were not in receipt of free school meals at age 16.		
Definition	<p>Inequality gap is measured using those eligible for and claiming free school meals as a proxy.</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) 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' VRQ² pass at level 3 or higher equals 100% • 1 International Baccalaureate pass equals 100% <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 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.</p> <p>Learners with qualifications at level 3 with no record of prior attainment or learning are included towards the level 3 PI (Note: they would not be counted towards the level 2 PSA target to mitigate against effects of migration)</p>		
Formula	<p>The proportions are calculated by dividing:</p> <ul style="list-style-type: none"> • The number of people that were/were not eligible for FSM at age 19 who reached level 3 by • The number of people that were/were not eligible for FSM at age 16 on the school census <p>(Note this differs from the national level 3 estimates which use:</p> <ol style="list-style-type: none"> numerators based upon all young people, not just those with FSM records on the school census at age 16 denominators based upon the 14 year old school census population) 		

NI 81: Inequality gap in the achievement of a Level 3 qualification by the age of 19 (continued)			
Worked example	<p>E.g. for 19 in 2006 cohort in Rotherham</p> <p>Numerator is the number of individuals who were eligible for and claiming FSM at age 16 who turned 19 during 2005/06 and have passed the level 3 threshold, living in Rotherham.</p> <p>Denominator is the school census population at age 16 on 31st August 2003 that were eligible for and claiming FSM, living in Rotherham.</p>	Good performance	Good Performance is typified by higher proportion
Collection interval	Annual	Data Source	School Census National Pupil database NISVQ database ILR Database
Return Format	Percentage	Decimal Places	1
Reporting organisation	Schools provide information to DCSF via PLASC, entering young people for qualifications with the appropriate awarding bodies.		
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?	Y	Is this an existing indicator?	N
Rationale	This indicator will measure the progress every area is making in reducing the inequality gap in the attainment of L2 qualifications by young people at the age of 19. At the moment significantly fewer young people in receipt of free school meals at the age of 16 achieve L2 qualifications by the age of 19 than their peers who were not in receipt of free school meals at age 16.		
Definition	<p>Inequality gap is measured using those eligible for and claiming free school meals as a proxy.</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) 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 pass at level 2 or higher equals 100% • 1 International Baccalaureate pass equals 100% <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. For example, say a learner gains 1 short GCSE (10%) in 2000 and 1 full GCSE (20%) in the same subject 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>The proportions are calculated by dividing: The number of people that were/were not eligible for FSM at age 19 who reached level 2 by The number of people that were/were not eligible for FSM at age 16 on the school census</p> <p>(Note this differs from the national level 2 estimates which use: (i) numerators based upon all young people, not just those with FSM records on the school census at age 16 (ii) denominators based upon the 14 year old school census population)</p>		

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

Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = (For 2006)The number of individuals who were eligible for and claiming FSM at age 16 who turned 19 during 2005/06 and have passed the level 2 threshold. y = (For 2006)The school census population at age 16 on 31st August 2003 that were eligible for and claiming FSM.</p>		
Worked example		Good performance	Good performance is typified by higher percentage.
Collection interval	Annual	Data Source	School Census National Pupil database NISVQ database ILR Database
Return Format	Percentage.	Decimal Places	One
Reporting organisation	Schools provide data to DCSF through PLASC		
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>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>Pupil's 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: x = number of pupils achieving level 5+ in Science at KS3. y = number of pupils eligible for KS3 assessment in 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> $\left(\frac{4,500}{6,000}\right) * 100 = 75\%$	Good performance	Good performance is typified by higher percentages.
Collection interval	Annual	Data Source	Provisional KS3 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables
Return Format	Percentage	Decimal Places	One
Reporting organisation	Schools provide data to DCSF		

NI 83: Achievement at Level 5 or above in Science at Key Stage 3	
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 '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: x = number of pupils in a school at the end of KS4 who have achieved 2 or more science GCSEs graded A*-C 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> $\left(\frac{450}{600}\right) * 100 = 75\%$	Good performance	Good performance is typified by higher percentages
Collection interval	Annual	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). This data is restricted to pupils who actually sat the exams rather than studied courses.
Return Format	Percentage	Decimal Places	One
Reporting organisation	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 23,657 in 2006); chemistry A level entries are 37,000 (34,534 in 2006); and mathematics A level entries are 56,000 (49,720 in 2006). It aims to achieve these targets without adversely affecting the number of young people taking biology A level.</p>		
Definition	<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 eg 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>		
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.		
Worked example	There were 200 entries for each A level in schools and colleges in the LA at the end of summer term 2007.	Good performance	Good performance is typified by higher numbers
Collection interval	Annual	Data Source	National Pupil database
Return Format	Number	Decimal Places	None
Reporting organisation	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>A school inspection is carried out under section 5 of the Education Act 2005. It is a process of evidence gathering in order to provide an assessment of how well a school is performing. There is a three year cycle for the inspection of schools. Inspections are carried out by the Office for Standards in Education (Ofsted)</p> <p>Schools are graded from 1 to 4</p> <p>grade 1 (outstanding) grade 2 (good) grade 3 (satisfactory) grade 4 (inadequate).</p> <p>Number of schools graded 1 and 2 on behaviour as a percentage of the total number of schools inspected in the 2005-2008 cycle</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = secondary schools judged by OFSTED to have Grade 1 or 2 for behaviour y = total number of secondary schools inspected within the three-year (2005-2008) cycle.</p>		
Worked example	If there are 2,652 schools judged by OFSTED to have grades 1 or 2 for behaviour and there are 3,400 inspected schools, then the proportion = $\left(\frac{2,652}{3,400}\right) * 100 = 78\%$	Good performance	Good performance is typified by higher percentages
Collection interval	3 year cycle	Data Source	OFSTED
Return Format	Percentage	Decimal Places	None
Reporting organisation	DCSF using OFSTED data		
Spatial level	Single tier and county council		
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>A 'persistent absentee' is a pupil who has accumulated 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). 64 sessions represents 20% of the national average number of available sessions per secondary pupil enrolment. Shadow thresholds for the periods to the end of the autumn and spring terms are 28 sessions and 52 sessions respectively; these are used to assess performance against the 20% criterion during the course of the academic year. All sessions with the following codes count towards the number of absences per pupil enrolment:</p> <p>Pupil Attendance Codes (relating to absence)</p> <p>I – Authorised absence due to illness (NOT medical or dental etc. appointments)</p> <p>M – Authorised absence due to medical/ dental appointments</p> <p>R – Authorised absence due to religious observance</p> <p>S – Authorised absence due to study leave</p> <p>T – Authorised absence due to traveller absence</p> <p>H – Authorised absence due to agreed family holiday</p> <p>F – Authorised absence due to agreed extended family holiday</p> <p>E – Authorised absence as pupil is excluded, with no alternative provision made</p> <p>C – Authorised absence as pupil is absent due to other authorised circumstances</p> <p>G – Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday</p> <p>U – Unauthorised absence as pupil arrived after registers closed</p> <p>O – Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description</p> <p>N – Unauthorised absence as pupil missed sessions for a reason that has not yet been provided</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where:</p> <p>x = the number of secondary pupil enrolments with 64 or more 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> <p>y = The total number of secondary school pupil enrolments.</p>		

NI 87: Secondary school persistent absence rate (continued)			
Worked example	If of 1100 pupils enrolled at a secondary school 57 meet the criterion for 20% absence during the school year then for that school $[57/1100] * 100 = 5.2\%$.	Good performance	Good performance is typified by low or reduced percentages.
Collection interval	Termly and Annual	Data Source	Termly School Census
Return Format	Percentage	Decimal Places	One
Reporting organisation	Schools report data to DCSF		
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: Number of extended schools			
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 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. 		
Formula	<p>Proportion of extended schools in the local authority is calculated as follows:</p> $\left(\frac{x}{y}\right) * 100$ <p>where, x = number of schools providing access to extended services; 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: September 2007: 26% September 2008: 42% September 2009: 80% September 2010: 100%</p>
Collection interval	Monthly	Data Source	Local authorities
Return Format	Percentage	Decimal Places	None
Reporting organisation	Local authorities report data to DCSF		
Spatial level	Single tier and county council		
Further Guidance	www.tda.gov.uk/remodelling/extendedschools.aspx or www.teachernet.gov.uk/extendedschools		

NI 89: Number of schools in special measures			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	To raise school standards by reducing the number of failing schools and the average time a school spends in failure.		
Definition	A failing school is one judged on inspection by Ofsted to be providing inadequate education and lacking the capacity to improve, and therefore placed in special measures		
Formula	Simple count of failing schools.		
Worked example	There were 261 failing schools at end summer term 2007.	Good performance	Good performance is typified by lower numbers
Collection interval	Quarterly	Data Source	Ofsted school inspection data
Return Format	Number	Decimal Places	None
Reporting organisation	Ofsted		
Spatial level	Single tier and county council		
Further Guidance	DCSF Standards website: guidance on schools causing concern.		

NI 90: Take up of 14-19 Learning Diplomas			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	This indicator will give an indication of the progress every area is making in offering and promoting Diplomas to young people. There should be incremental rises until it reaches the stage where a significant proportion of the country is offering Diplomas as part of the 14-19 learning offer.		
Definition	<p>'Learning Diploma' means a new qualification in 14 sector areas. Five of them will be available for first teaching in 2008: engineering; society, health & development; ICT; creative & media; construction and the built environment. A further five will be available for first teaching in 2009 and the final four in 2010.</p> <p>'Minerva' means a centrally managed electronic service that will hold definitive information about each learner's Diploma constituent qualifications, their completion of work experience and achievement of Personal learning and Thinking skills, and of their Diploma awards. This information will be collated in a 'learner account' that will indicate participation on a Diploma programme and act as a repository for results data for an individual learner.</p> <p>x = enrolments on diplomas measured using Minerva. Minerva will be matched to the National Pupil Database to enable us to determine where the learner resides.</p> <p>y = The 14-19 population for the relevant cohort based on ONS population estimates.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>x = enrolments on diplomas measured using Minerva. Minerva will be matched to the National Pupil Database to enable us to determine where the learner resides;</p> <p>y = The 14-19 population for the relevant cohort based on ONS population estimates.</p>		
Worked example	Of a local population of 30,000 aged 14-19yrs, there is a learning diploma take up of 500, then: $\left(\frac{500}{3000}\right) * 100 = 16.7\%$	Good performance	Good performance is typified by higher percentages
Collection interval	Annual	Data Source	Minerva and ONS population estimates

NI 90: Take up of 14-19 Learning Diplomas (<i>continued</i>)			
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF – Schools register learners on Minerva		
Spatial level	Single tier and county council		
Further Guidance			

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>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> <p>This indicator cannot be subsumed within, or replaced by, the numbers of young people counted in the Not in Education, Employment or Training (NEET) indicator (indicator in the Pathways to Success PSA).</p> <p>The participation at 17 indicator focuses on participation and not employment as the preferred outcome for these learners. This is because it is participation in education or Work Based Learning that really helps life chances through enabling young people to step up to the achievement of Level 2 qualifications, which is the recognised minimum level for most employment. It measures how successful both the 16yr old and 17 yr old transition points are managed into further learning. It is also a measure of how successful institutions are in preventing drop out.</p> <p>The NEET and participation indicators focus on different ages. The participation indicator focuses specifically on 17 year olds because, in comparison with other OECD countries, we have a big drop off in participation at this age.</p>		
Definition	<p>Level 2 qualifications: The following achievements are currently counted at level 2:</p> <ul style="list-style-type: none"> 1 Double Award GCSE at grade A* to C equals 40% 1 full GCSE at grade A* to C equals 20% 1 short GCSE at grade A* to C equals 10% 1 full intermediate GNVQ equals 80% 1 part 1 intermediate GNVQ equals 40% 1 AS level (including VCE) 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 NVQ pass at level 2 or higher equals 100% 1 'full' VRQ pass at level 2 or higher equals 100% <p>The only combination counted are GCSEs with intermediate GNVQs – so for example a person with 1 full GCSE and 1 full intermediate GNVQ will have 100% of level 2. Qualifications at different levels are not combined, so for instance GCSEs are not combined with AS levels. NVQs and VRQs are not combined.</p>		

NI 91: Participation of 17 year-olds in education or training *(continued)***Definition**
(continued)

GCSEs and GNVQs are subject to discounting, as are AS and A/A2 levels. For example, say a learner gains 1 short GCSE (10%) in 2000 and 1 full GCSE (20%) in the same subject 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.

'NEET' means young people not participating in education, employment or training and is a residual category that is reliant on labour market conditions as well as participation figures and looks at the whole 16-18 age group.

'OECD' means Organisation for Economic Co-operation and Development and is a forum where the governments of 30 countries work together to address the economic, social and environmental challenges of globalisation.

'Total Education and WBL' means the total of all full-time and part-time education and is a residual category that is reliant on labour market conditions as well as participation figures and looks at the whole 16-18 age group. WBL (less WBL in full-time education) equivalent to local level estimates for education and training. This is the definition used for the 90% participation aspiration.

'Total Education and Training' means the total of all full-time education and WBL (less WBL in full-time education) plus Employer Funded Training and Other Education and Training.

'WBL' means Government supported work based learning for young people and 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.

'Employer funded training' figures cover employees who have received training in the past 4 weeks; these figures are restricted to training other than WBL.

'Other education and training' covers young people who are studying, but are not included in other categories, e.g. attending independent colleges or training centres.

'17 year olds' means young people who have attained the age of 17 at the start of that academic year.

The population of 17 year olds are taken from the official ONS population estimates. From this those participating in education and training in Schools, FE, HE and LSC funded Work-based Learning are calculated as a percentage. Age 17 is the age at the start of the academic year, 31 August. It is a snapshot measure at the end of the year.

NI 91: Participation of 17 year-olds in education or training (continued)			
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = Number of learners in education and WBL y = The population of 17 year olds.</p>		
Worked example	If of a local population of 12000 17 year olds 4250 are in education or training then $[4200/12000] * 100 = 35.4\%$	Good performance	Good performance is typified by higher numbers.
Collection interval	Annual	Data Source	DCSF participation estimates broken down by LA by DCSF. Data sources used: Population Estimates – ONS, Schools data – Schools Census, Further Education – Individualised Learner Record (ILR), Higher Education – Higher Education Statistics Agency, Work-based Learning – ILR.
Return Format	Percentage	Decimal Places	One
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>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 age 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 the score of the lowest achieving 20% of children locally.</p>		
Formula	$\left(\frac{x - y}{x} \right) * 100$ <p>Where: x = the median 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 the score of this child. y = the mean score of the lowest achieving 20% of children nationally.</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	Good performance is typified by a lower percentage gap.
Collection interval	Annual for the academic year	Data Source	Early Years Foundation Stage Profile results
Return Format	Percentage	Decimal Places	One
Reporting organisation	Local authorities report data to DCSF		
Spatial level	Single tier and county council		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued 6 September 2007. More information on the Foundation Stage Curriculum is available at: http://www.standards.dfes.gov.uk/eyfs/		

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	Performance at Key Stage (KS) 2 is a very strong indicator for performance at KS4. 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.		
Definition	<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 11 year olds at the end of KS2.</p> <p>KS4 is the stage of the National Curriculum between ages 14 and 16 years. Pupil's 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: x = number of pupils making 2 levels progress between Key Stages where prior attainment data exists. y = number of eligible pupils in cohort with matched valid results at KS1.</p>		
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 typified by higher percentages.
Collection interval	Annual	Data Source	Revised KS2 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables
Return Format	Percentage	Decimal Places	One
Reporting organisation	Schools		

NI 93: Progression by 2 levels in English between Key Stage 1 and Key Stage 2 (continued)	
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 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	Performance at KS2 is a very strong indicator for performance at KS4. 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.			
Definition	<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 11 year olds at the end of KS2.</p> <p>KS4 is the stage of the National Curriculum between ages 14 and 16 years. Pupil's 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: x = number of pupils making 2 levels progress between Key Stages where prior attainment data exists. y = number of eligible pupils in cohort with matched valid results at KS1.</p>			
Worked example	If 3,500 pupils make 2 levels progress in maths 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 typified by higher percentages.	
Collection interval	Annual	Data Source	Revised KS2 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables	
Return Format	Percentage	Decimal Places	One	
Reporting organisation	School			

NI 94: Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2 (<i>continued</i>)	
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 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	Performance at Key Stage 3 is a very strong indicator for performance at KS4. 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.			
Definition	<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.</p> <p>KS3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to tests taken by 14 year olds at the end of KS3.</p> <p>KS4 is the stage of the National Curriculum between ages 14 and 16 years. Pupil's 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: x = number of pupils making 2 levels progress between Key Stages where prior attainment data exists. y = number of eligible pupils in cohort with matched valid results at KS2.</p>			
Worked example	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 = $(3,500/6,000) \times 100 = 58.3\%$	Good performance	Good performance is typified by higher percentages.	
Collection interval	Annual	Data Source	Revised KS3 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables	
Return Format	Percentage	Decimal Places	One	
Reporting organisation	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 August 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	Performance at KS3 is a very strong indicator for performance at KS4. 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.		
Definition	<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.</p> <p>KS3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to tests taken by 14 year olds at the end of KS3.</p> <p>KS4 is the stage of the National Curriculum between ages 14 and 16 years. Pupil's 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: x = number of pupils making 2 levels progress between Key Stages where prior attainment data exists. y = number of eligible pupils in cohort with matched valid results at KS2.</p>		
Worked example	If 3,500 pupils make 2 levels progress in maths between KS2 and KS3, and 6,000 pupils have tracked valid results, then the proportion = (3,500/6,000) x 100 = 58.3%	Good performance	Good performance is typified by higher percentages.
Collection interval	Annual	Data Source	Revised KS3 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables
Return Format	Percentage	Decimal Places	One
Reporting organisation	Schools		

NI 96: Progression by 2 levels in Maths 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 August 2007 Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/

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>KS3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to tests taken by 14 year olds 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 tests taken by 16 year olds at the end of KS4.</p> <p>Pupil's 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: x = number of pupils making 2 levels progress between Key Stages where prior attainment data exists. y = number of eligible pupils in cohort with matched valid results at KS3.</p>		
Worked example	If 3,500 pupils make 2 levels progress in English between KS3 and KS4, and 6,000 pupils have tracked valid results, then the proportion = $(3,500/6,000) \times 100 = 58.3\%$	Good performance	Good performance is typified by higher percentages.
Collection interval	Annual	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	Schools		

NI 97: Progression by 2 levels in English between Key Stage 3 and Key Stage 4 (<i>continued</i>)	
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 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>KS3 is the stage of the National Curriculum between ages 11 and 14 years. This indicator relates to tests taken by 14 year olds 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 tests taken by 16 year olds at the end of KS4.</p> <p>Pupil's 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: x = number of pupils making 2 levels progress between Key Stages where prior attainment data exists. y = number of eligible pupils in cohort with matched valid results at KS3.</p>		
Worked example	If 3,500 pupils make 2 levels progress in maths between KS3 and KS4, and 6,000 pupils have tracked valid results, then the proportion = $(3,500/6,000) \times 100 = 58.3\%$	Good performance	Good performance is typified by higher percentages.
Collection interval	Annual	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	Schools		

NI 98: Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4 (continued)	
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 99: Children in care 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 children in care is generally poor compared to all children. In 2006, at Key Stage 2, 42.8% of looked after children achieved at least level 4 English compared to 79% for all children. The aim of this indicator is to measure the progress towards narrowing the gap between children in care and all children.		
Definition	<p>Key Stage 2 this reflects achievement of children at age 11 years.</p> <p>Level 4 this is the target level of attainment for a pupil at the end of Key Stage 2.</p> <p>Children in Care (CiC) these are children cared for and accommodated by Local Authorities under sections 31 or 20 of the Children Act 1989.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = 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. y = The total number of looked after children who have been in care for at least one year who were in year 6 (Key Stage 2)</p>		
Worked example	If of 90 children in care for a period of at least one year 42 achieve at least level 4 in English at Key Stage 2 then $[42/90] * 100 = 46.7\%$	Good performance	Good performance is typified by higher percentages.
Collection interval	Annual	Data Source	OC2 data collection (at present). In future the intention is to use SSDA903 matched to the National Pupil Database
Return Format	Percentage	Decimal Places	One
Reporting organisation	Local authorities report data to DCSF		
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		

NI 100: Children in care reaching level 4 in Maths 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 achievements of children in care is generally poor compared to all children. In 2006, at Key Stage 2, 42.8% of looked after children achieved at least level 4 English compared to 79% for all children. The aim of this indicator is to measure the progress towards narrowing the gap between children in care and all children.		
Definition	<p>Key Stage 2 this reflects achievement of children at age 11 years.</p> <p>Level 4 this is the target level of attainment for a pupil at the end of Key Stage 2.</p> <p>Children in Care (CiC) these are children cared for and accommodated by Local Authorities under sections 31 or 20 of the Children Act 1989.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: X = 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 Maths. Y = The total number of looked after children who have been in care for at least one year and who were in year 6 (Key Stage 2).</p>		
Worked example	<p>Suppose the total number of looked after children in care for at least one year = 90</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 Maths at KS2 = 42</p> <p>Then the percentage of children in care achieving level 4 in Maths at KS2 = $(42/90) * 100 = 46.7\%$</p>	Good performance	Good performance is typified by a higher percentage.

NI 100: Children in care reaching level 4 in Maths at Key Stage 2 (continued)			
Collection interval	Annual	Data Source	OC2 data collection (at present). In future the intention is to use SSDA903 matched to the National Pupil Database
Return Format	Percentage	Decimal Places	1
Reporting organisation	Local authorities report data to DCSF		
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 www.dfes.gov.uk/datastats1/guidelines/children/returns.html</p>		

NI 101: Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)			
Is the data provided by the LA or a local partner?		Y	Is this an existing indicator?
			N
Rationale	The educational achievement of children in care at GCSE level is currently 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 children in care and all children.		
Definition	<p>Key Stage 4 This reflects achievement of children at the end of compulsory school age.</p> <p>5A*-C GCSEs This is the target level of attainment for a pupil at the end of Key Stage 4. All qualifications approved for use with compulsory school age pupils under section 96 of the Learning and Skills Act 2000 that count towards the level 2 threshold.</p> <p>Children in Care (CiC) Set out in sections 20 and 31 of the Children Act 1989. In care for at least one year – Having been “looked after” for a period of at least one year at the point of data collection</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = 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) y = The total number of looked after children who were in care for at least one year who were in year 11</p>		
Worked example	If of 50 year 11 children in care for one year or more 8 achieve 5 GCSEs at A*-C [or equivalent] including English and Maths then $[8/50] * 100 = 16.0\%$.	Good performance	Good performance is typified by higher percentages
Collection interval	Annual	Data Source	OC2 data collection (at present). In future the intention is to use SSDA903 matched to the National Pupil Database
Return Format	Percentage	Decimal Places	One

NI 101: Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths) (continued)

Reporting organisation	Local authorities report data to DCSF
Spatial level	Single tier and county council
Further Guidance	<p>More information on Key Stage 4 is available at: www.qca.org.uk/qca_7125.aspx.</p> <p>Detailed OC2 and SSDA903 guidance can be found at www.dfes.gov.uk/datastats1/guidelines/children/returns.shtml</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			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	To narrow the gap in achievement between children from disadvantaged backgrounds and their peers by improving the performance of one of the most challenged groups of pupils relative to their peers.		
Definition	<ul style="list-style-type: none"> • 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 their peers; 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. Pupil's attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment. • The percentage point gap between pupils eligible for FSM achieving 5A*-C grades at GCSE (and equivalent), including GCSE English and Maths, and their peers. 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. • Free school meals – children whose parents receive the following are entitled to free school meals: <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>		

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>Formula</p>	<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</p> <p>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</p> <p>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>	
<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 style="text-align: center;">= 20%</p>	<p>Good performance</p> <p>Good performance is typified by lower percentage point gap between pupils eligible for free schools meals and their peers.</p> <p>It is possible for the percentage point gap between FSM and non-FSM pupils to be lower without improving the educational attainment of FSM pupils. Therefore good performance should also be typified by higher percentage of FSM pupils achieving at least level 4 in English and Maths at KS2 and achieving 5A*-C grades or equivalent including English and Maths at KS4</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 (*continued*)

Collection interval	Annual	Data Source	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.
Return Format	Percentage points	Decimal Places	One
Reporting organisation	Local authority		
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, paragraphs 12.5, 12.7 and 12.9. (See further guidance section below).</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).</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: x = Final statements of special education need excluding exception cases issued within 26 weeks. 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: x = Final statements of special educational need issued within 26 weeks, including exceptions. 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> $(69/75) * 100 = 92\%.$	Good performance	Good performance is typified by higher percentages.
Collection interval	Annual for financial year	Data Source	CLG
Return Format	Percentages (A and B)	Decimal Places	One
Reporting organisation	Local authority		
Spatial level	Single tier and county council		
Further Guidance	<p>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</p>		

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. Pupil’s 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.</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>		

NI 104: The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold (<i>continued</i>)			
Worked example	<p>If 700 pupils not identified as having special educational needs achieve at least level 4 in English and Maths at KS2 and 1,000 pupils not identified as having special educational needs are eligible for assessment at KS2; and</p> <p>If 150 pupils identified as having special educational needs achieve at least level 4 in English and Maths at KS2 and 300 pupils identified as having special educational needs and are eligible for assessment at KS2;</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%</p>	Good performance	<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>
Collection interval	Annual	Data Source	<p>Revised KS2 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables</p> <p>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.</p>

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

Return Format	Percentage point gap	Decimal Places	One
Reporting organisation	Local authority		
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</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.</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 5A*-C grades or equivalent including English and Maths at KS4</p> <p>x_1 = number of pupils not identified as having special educational needs and achieving 5A*-C grades or equivalent including English and Maths at KS4</p> <p>y_1 = number of pupils not identified as having special educational needs and eligible for KS4 assessment</p> <p>x_2 = number of pupils identified as having special educational needs and achieving 5A*-C grades or equivalent including English and Maths at KS4</p> <p>y_2 = number of pupils identified as having special educational needs and eligible for KS4 assessment</p>			

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

<p>Worked example</p>	<p>If 700 pupils not identified as having special educational needs achieve 5A*-C grades or equivalent including English and Maths at KS4 and 1,000 pupils not identified as having special educational needs are eligible for assessment at KS4; and If 150 pupils identified as having special educational needs achieve 5A*-C grades or equivalent including English and Maths at KS4 and 300 pupils identified as having special educational needs and are eligible for assessment at KS4; 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%</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. 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>
<p>Collection interval</p>	<p>Annual</p>	<p>Data Source</p>	<p>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.</p>

NI 105: The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths (continued)			
Return Format	Percentage point gap	Decimal Places	One
Reporting organisation	Local authority		
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</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 HE. This fits with the overall aims of DCSF's PSAs 4 & 5, which seek both to raise standards for all and narrow attainment gaps.			
Definition	<p>The gap between the proportion of 15 year olds eligible for FSM and those not eligible for FSM progressing to HE at age 18.</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>			
Formula	$\left[\frac{(X_2 Y_1 - X_1 Y_2)}{Y_2 Y_1} \right] * 100$ <p>Where:</p> <p>X₁ = number of young people eligible for FSM at age 15 who are in HE at age 18.</p> <p>Y₁ = number of young people eligible for FSM at age 15.</p> <p>X₂ = number of young people not eligible for FSM at age 15 who are in HE at age 18.</p> <p>Y₂ = 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	If 43% of young people not eligible for free school meals at age 15 are in HE at age 18, compared to 20% of their peers who were eligible for free school meals at age 15, then $43\% - 20\% = 23\%$ gap.	Good performance	Gap reduction in broader context of improvement for all
Collection interval	Annual	Data Source	Linked NPD-HESA data NPD: National Pupil Database HESA: Higher Education Statistics Agency
Return Format	Percentage	Decimal Places	0
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance			

NI 107: Key Stage 2 attainment for Black and minority ethnic groups			
Is the data provided by the LA or a local partner?	Y	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 both to improve general performance in these areas and to narrow attainment gaps for those groups of minority ethnic pupils for whom performance gaps are currently large. The Government is committed to ensuring that more children master the basics and, within that, attainment gaps close.</p> <p>This is an important indicator of progress in narrowing the gap between end of Early Years Foundation stage and end of primary education, as well as providing an indicator of likely attainment at GCSE</p>		
Definition	<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 11 year olds at the end of KS2.</p> <p>Minority ethnic groups measured for the purposes of this indicator include any ethnic group where there are over 30 pupils from that group in any particular 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: X = of the pupils in the denominator the number who achieve level 4+ in English and Mathematics. Y = the cohort of Key Stage 2 pupils from an ethnic group containing more than 30 pupils.</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> $\left(\frac{4,500}{6,000}\right) * 100$ <p>= 75.0%</p>	Good performance	<p>Good performance is typified by higher percentages accompanied by a narrowing of the attainment gap between minority ethnic pupils and all pupils.</p>

NI 107: Key Stage 2 attainment for Black and minority ethnic groups (continued)			
Collection interval	Annual for the academic year	Data Source	Pupil Level Annual School Census (PLASC) and revised KS2 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables
Return Format	Percentage	Decimal places	One
Reporting organisation	Local authorities report data to DCSF		
Spatial Level	Single tier and 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> <p>Guidance on minority ethnic pupils' attainment http://www.standards.dfes.gov.uk/ethnicminorities/</p>		

NI 108: Key Stage 4 attainment for Black and minority ethnic groups			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	Key Stage 4 achievement is an essential measure of pupil attainment at the end of statutory education. The relative attainment of some minority ethnic groups demonstrates a specific and persistent attainment gap. Although, for most groups, this gap has narrowed, far more progress remains to be made before it closes. This indicator shows progress made in closing the gap between Key Stages 2 and 4.		
Definition	Key Stage 4 is the stage of the National Curriculum between ages 14 and 16 years. This indicator relates to examinations taken at the end of the Key Stage. Minority ethnic groups measured for the purposes of this indicator include any ethnic group where there are over 30 pupils from that group in any particular cohort.		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: X = of the pupils in the denominator the number who achieve 5 A*-C, including English and mathematics. Y = the cohort of Key Stage 4 pupils from an ethnic group containing more than 30 pupils.</p>		
Worked example	If of 70 pupils in the cohort group 32 achieve 5 A*-C, including English and mathematics, then $(32/70) * 100 = 45.7\%$	Good performance	Good performance is typified by higher percentages of pupils attaining 5 A*-C, including English and mathematics, accompanied by a narrowing of the attainment gap between minority ethnic pupils and all pupils.
Collection interval	Annual for the academic year.	Data Source	Pupil Level Annual School Census (PLASC) and National Curriculum Assessments, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2005/06
Return Format	Percentage	Decimal places	One

NI 108: Key Stage 4 attainment for Black and minority ethnic groups (continued)	
Reporting organisation	Local authorities report data to DCSF
Spatial level	Single tier and 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> <p>Guidance on minority ethnic pupils' attainment http://www.standards.dfes.gov.uk/ethnicminorities/</p>

NI 109: Number of Sure Start Children Centres			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	To measure progress and achievement against the national target to deliver 2500 Sure Start Children Centres by 2008, and 3500 by 2010.		
Definition	<p>Children Centres provide integrated services for under fives and their families. These services include (depending on local need) 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. Targets relate to new build/refurbished/existing settings that are designated as Sure Start Children Centres once they meet agreed criteria.</p> <p>Local authorities have been given centre based targets to achieve by March 08 and will receive targets for 2010 in September 07. The targets are to ensure that there is a Sure Start Children's Centre for every community by 2010, which is a Manifesto commitment.</p> <p>Together for Children – a consortium appointed by DCSF – is supporting and challenging Local Authorities to deliver high quality and sustainable centres. Part of their role is to monitor performance against Local Authority delivery targets on an ongoing basis. As well as reporting to the DCSF on a monthly basis on the pure numbers of children's centres that have been designated, TfC are also monitoring the progress being made by Local Authorities against the projected trajectory for delivering their March 2008 targets.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = Number of centres designated. y = Number of designations forecast in trajectory.</p>		
Worked example	If of 32 centres forecast in the trajectory, 26 centres are designated, then $(26/32) * 100 = 81\%$.	Good performance	Good performance is typified by higher % of actual designations against forecast trajectory.
Collection interval	Monthly reports to the Department on numbers of centres designated. Performance against projected trajectory to deliver the 2008 target number of centres is monitored on an ongoing basis.	Data Source	DCSF

NI 109: Number of Sure Start Children Centres (continued)			
Return Format	Percentage	Decimal Places	None
Reporting organisation	Local authorities report progress to Together for Children – 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	Planning and Performance Guidance for children’s centres can be found at http://www.surestart.gov.uk/publications/?Document=1852		

NI 110: Young people’s participation in positive activities			
Is the data provided by the LA or a local partner?		Y	Is this an existing indicator?
			N
Rationale	To measure young people’s participation in structured positive activities.		
Definition	<p>Positive activities includes a range things for young people to do, including a wide range of sporting, cultural and recreational activities and experiences and opportunities for volunteering, provided that these are structured and support the ECM outcomes. Activities can take place in a wide variety of settings including youth clubs, sports clubs, outdoor recreation centres, museums and libraries.</p> <p>The 2006 Education and Inspections Act sets out a local authority’s duties in respect of providing access to activities.</p> <p>We are working with colleagues across government and the youth sector to finalise the categories of data to be collected.</p>		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: X = Number of young people 13-19, participating in structured positive activities. Y = The total number of young people in the 13-19 cohort.</p>		
Worked example	Suppose if out of 100,000 young people in the cohort 70,000 are participating in structured positive activities then the percentage is $(70,000/100,000)*100 = 70.0\%$	Good performance	Good performance is typified by a higher percentage.
Collection interval	Monthly	Data Source	CCIS system
Return Format	Percentage	Decimal Places	1
Reporting organisation	Local authorities will supply data to DCSF via CCIS system		
Spatial level	Single tier and county council		
Further Guidance			

APACS Indicator			
NI 111: First time entrants to the Youth Justice System aged 10-17			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y
Rationale	<p>To measure and drive performance around the prevention of youth offending (for youths aged 10 to 17 year olds).</p> <p>Offending is linked to truancy, low attainment, employability, substance abuse, etc., and is hugely detrimental to young people's ability to achieve, make a positive contribution and achieve economic well-being. This indicator will drive agencies to prevent young people from ever starting to commit crime and is fully consistent and linked with wider Government strategies on safer communities and cutting crime.</p> <p>This indicator is currently a Youth Justice Board (YJB) key performance indicator for Youth Offending Teams (YOT) so arrangements for collection of data are already in place.</p> <p>The indicator provides a local measure directly related to the national indicator on first time entrants in the DCSF led PSA to increase the number of children and young people on the path to success.</p>		
Definition	<p>The number of first-time entrants to the youth justice system, where first-time entrants are defined as young people (aged 10-17) who receive their first substantive outcome (relating to a reprimand, a final warning with or without an intervention, or a court disposal for those who go directly to court without a reprimand or final warning).</p> <p>See YJB counting rules for 07/08 as indication of current arrangements http://www.yjb.gov.uk/en-gb/practitioners/MonitoringPerformance/CountingRules/</p>		
Formula	<p>Total number of first time entrants = $x + y$</p> <p>x = number receiving their first pre-court disposal (reprimand or final warning)</p> <p>y = number receiving their first court disposal (only for those who go directly to court)</p>		
Collection interval	Quarterly	Data Source	Youth Offending Team (LA a statutory partner)
Reporting organisation	Youth Offending Team (LA a statutory partner)		
Spatial level	Youth Offending Team (YOT) areas – most of which are coterminous with LAs. For YOT areas not coterminous with LAs further work is required, but data will be available for all LAs.		

NI 111: First time entrants to the Youth Justice System aged 10-17 (continued)

Further Guidance

This indicator also forms part of the APACS (Assessments of Policing and Community Safety) consultation which is available at <http://police.homeoffice.gov.uk/apacs>

Please return all your comments on this and other APACS indicators to APACSdevelopment@homeoffice.gsi.gov.uk or APACS Consultation, Home Office, 2 Marsham Street, Fry Building (4th Floor, Post Point A) London SW1P 4DF.

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 (joint with the Department of Health).		
Definition	<p>Under 18 The rate includes all conceptions under 18 but uses the female population 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 actual number of conceptions among girls aged under 18 resident in the authority area per 1,000 girls aged 15-17 years resident in the area for the current calendar year. Y = The actual number of conceptions among girls aged under 18 resident in the authority area per 1,000 girls aged 15-17 years resident in the area in 1998 (baseline year).</p>		
Worked example	Suppose there were 39 conceptions under 18 in the baseline year and 28 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 change from the baseline year.
Collection interval	Calendar Year	Data Source	TPU take data from conception statistics in ONS 'Health Statistics Quarterly'
Return Format	Percentage	Decimal Places	1

NI 112: Under 18 conception rate (*continued*)

Reporting organisation	ONS supply data to DCSF
Spatial level	Single tier and county council
Further Guidance	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).

NI 113: Prevalence of Chlamydia in under 20 year olds			
Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	N
Rationale	Sexual health is an important public health issue for young people. Sexually transmitted infections are increasing, particularly Chlamydia, 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. From April 2008 the Chlamydia screening programme will have national coverage.		
Definition	Genital chlamydia trachomatis is the commonest sexually transmitted infection (STI) in England 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 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.		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>Where: x = number of episodes of Chlamydia diagnosed for 15 to 19 year olds males and females y = local population of 15 to 19 years olds, male and female</p>		
Worked example	If there are 1,000 people aged 15 to 19 diagnosed with Chlamydia and there are 10,000 people aged 15 to 19 then the proportion $1,000/10,000 = 10\%$	Good performance	Good performance is typified by lower percentages. (Chlamydia is asymptomatic therefore current prevalence may be underestimated)
Collection interval	Quarterly	Data Source	1) National Chlamydia screening Programme 2) Residence Based STI data
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			

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	Children who are permanently excluded have reached a 'crisis point' in their education		
Definition	The number of pupils who are permanently excluded from school in the year expressed as a percentage of the school population.		
Formula	$\left(\frac{X}{Y}\right) * 100$ <p>Where: X = the number of permanently excluded pupils. 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 numbers.
Collection interval	Annual	Data Source	School
Return Format	Number and percentage	Decimal Places	Two
Reporting organisation	Schools report data to DCSF		
Spatial level	School and local authority (single tier and county council)		
Further Guidance	Department of Children, Schools and Families website		

NI 115: Substance misuse by young people			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	To measure progress in reducing the proportion of young people frequently misusing substances		
Definition	<ul style="list-style-type: none"> • “Young people” – the measurement of this indicator will cover young people aged from 10 up to and including 15 years old • “Frequently” – frequent use is described as regular use within the last 4 weeks (exact frequency to be determined following evaluation of results in Autumn 07) which is taken as a proxy for misuse • “Misuse” – the use of any substance which results in harm, such as poor outcomes, school exclusion, criminal involvement, health problems etc. • “Substances” – this refers to all illicit drugs, consumption of alcohol and volatile substances such as solvents, glue or gas 		
Formula	$\left(\frac{x}{y}\right) * 100$ <p>x = the total number of respondents reporting either frequent misuse of drugs or alcohol or both y = total number of respondents less nil responses</p>		
Worked example	<p>Worked example of the calculation:</p> <ul style="list-style-type: none"> • Total of 900 respondents • 800 young people respond to the drug and/or alcohol questions. • 160 young people report frequent alcohol use and 32 young people report frequent misuse of drugs. • This would equate to $\left(\frac{160}{800}\right) * 100 =$ <p>20% of young people being frequent alcohol users and</p> $\left(\frac{32}{800}\right) * 100 =$ <p>4% frequently misusing drugs*</p> <p>*current set of questions planned to be amended post evaluation in the autumn 07</p>	Good performance	Good performance is typified by lower numbers

NI 115: Substance misuse by young people (continued)			
Collection interval	Annual	Data Source	Ofsted Tellus Survey conducted in Schools, supported by DCSF
Return Format	Percentage	Decimal Places	One
Reporting organisation	Ofsted to DCSF		
Spatial level	Single tier and county council		
Further Guidance	Further guidance is to be developed during Autumn 07 to support the use for this indicator using local level diagnostic data from sources such as YJB returns, National Drug Treatment Monitoring System (NDTMS) returns, OC2 data collection on Looked After Children etc. to build a more complete local picture of young people's substance misuse.		

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	The Government has set itself a challenging target to 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		
Definition	<p>This indicator measures the proportion of dependent children in a Local Authority who live in households whose equivalised income is below 60% of the contemporary national median.</p> <p>Children are defined as individuals under the age of 16, plus 16/17 year olds in full time education.</p> <p>The count of children in poverty is established from child benefit/child tax credit claims, which cover c98% of children.</p> <p>Equivalisation of income weights household income according to the household composition for example:</p> <p>Three households have the same income (£200/week):</p> <ul style="list-style-type: none"> • A single person, • A couple • A couple with two children aged fourteen and ten <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> <p>Until data for this indicator are available, it will be based on an interim measure of the proportion of children who live in households where out of work benefits are received.</p> <p>Out of work benefits include:</p> <ul style="list-style-type: none"> • Job Seekers Allowance • Incapacity Benefit • Income Support • Pension Credit 		

NI 116: Proportion of children in poverty *(continued)*

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 numbers
Collection interval	Annual	Data Source	DWP data services
Return Format	Percentage	Decimal Places	One
Reporting organisation	DWP		
Spatial level	Single tier and county council		
Further Guidance			

NI 117: 16 to 18 year olds who are not in education, training or employment (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 after compulsory education is a major predictor of later unemployment, low income, depression, involvement in crime and poor mental health.		
Definition	<p>Young people aged 16 to 18 years are counted as not in education employment or training (NEET) if they are not in:</p> <ul style="list-style-type: none"> • full-time education either in a school, a Further Education Institution or a Higher Education Institution; • work-based learning (including apprenticeships, Entry to Employment (E2E) and NVQ learning); • other education or training (including independent colleges or training centres or receiving training or part-time education but not currently employed); • employment; • currently residing in a custodial institution • have a deferred place in HE and currently taking a gap year <p>An adjustment is made to the numbers above to allow for young people whose records have lapsed.</p> <p>Data relates to young people who were aged 16-18 on the day of the count</p>		
Formula	<p>NEET is monitored using the average % NEET at the end of November, December and January of each year.</p> <p>The average number of 16-18 year old NEET (adjusted) between November to January is calculated as follows;</p> $x = \left(\frac{x_1 + x_2 + x_3}{3} \right)$ <p>Where:</p> <p>x_1 = number of 16-18 year olds NEET (adjusted) in November x_2 = number of 16-18 year olds NEET (adjusted) in December x_3 = number of 16-18 year olds NEET (adjusted) in January</p>		

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

<p>Formula (continued)</p>	<p>The average number of 16-18 year olds in education, employment and training (EET) (adjusted) between November to January is calculated as follows;</p> $y = \left(\frac{y_1 + y_2 + y_3}{3} \right)$ <p>Where: y_1 = number of 16-18 year olds EET (adjusted) in November y_2 = number of 16-18 year olds EET (adjusted) in December y_3 = number of 16-18 year olds EET (adjusted) in January</p> <p>The percentage of NEET is calculated as follows:</p> $\left(\frac{x}{y + x} \right) * 100$ <p>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</p>		
<p>Worked example</p>	<p><u>NEET (adjusted)</u> Nov 1,000 Dec 900 Jan 1,100</p> $\left(\frac{1,000 + 900 + 1,000}{3} \right)$ <p>Average NEET = 1,000</p> <p><u>EET (adjusted)</u> 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><u>% NEET =</u></p> $\left(\frac{1,000}{7,000 + 1,000} \right) * 100$ <p>= 12.5%</p>	<p>Good performance</p>	<p>The DCSF target is to reduce the percentage of NEET by 2 percentage points between 2004 and 2010.</p> <p>NEET levels vary across authorities, and areas with a high level of NEET should be expected to make significantly greater reductions than those starting from a low baseline.</p>

NI 117: 16 to 18 year olds who are not in education, training or employment (NEET) (continued)			
Collection interval	Data are collected monthly. Data for the period between November and January each year are used to monitor targets.	Data Source	Client Caseload Information System (CCIS) maintained by local authorities/connexions providers.
Return Format	Percentage	Decimal Places	One
Reporting organisation	Local authorities/Connexions providers. Aggregate data are held by DfES.		
Spatial level	Single tier and county council		
Further Guidance	CCIS specification and data catalogue		

NI 118: Take up of formal childcare by low-income working families			
Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N
Rationale	To drive take-up of formal childcare by low income families because of the benefits of formal provision for children' learning and development. Provision for childcare is a key contribution to successful entry into the labour market and sustained employment opportunities.		
Definition	<p>Formal childcare is defined as registered or approved childcare, which claimants can receive help towards paying for as part of Working Tax Credit (WTC). Eligibility rules for Tax Credits and the childcare element can be found in <i>Child Tax Credit and Working Tax Credit – a guide</i>. This is available on the HMRC website at http://www.hmrc.gov.uk/leaflets/wtc2.pdf</p> <p>All families with children who receive tax credits receive the family element of Child Tax Credit (CTC). This is worth around £545 per year. However, lower income families also receive other elements on top of this – for example, CTC elements for each child, as well as WTC elements if they are in work.</p> <p>These other elements are withdrawn as income rises. Once gross income (ie. income before tax) exceeds £5,220 per year, the total value of these other elements are reduced at a rate of 37p in the pound, until only the family element is left. The family element itself is also withdrawn gradually at a much higher level of income (from £50,000 per year).</p> <p>In order for families to benefit from the childcare element of WTC, they must therefore be receiving more than the family element of CTC, since the childcare element is one of those elements which is withdrawn as income rises over £5,220 per year. Many other lower and middle income working families will be receiving more than the family element of CTC, but will not be using eligible childcare, and are therefore described as not benefiting from the childcare element.</p> <p>The childcare ratio can therefore be interpreted as showing the proportion of low/middle income Tax Credit recipients in work who are benefiting from the childcare element.</p> <p>Please note that this ratio is only based on those who are already benefiting from Tax Credits. It does not include those families who may be entitled to Tax Credits but are not claiming it as it is not possible to produce accurate estimates of these at local authority level. However, nationally HMRC estimates the take-up rate of Tax Credits for entitled families with children to be more than 90 per cent.</p>		

NI 118: Take up of formal childcare by low-income working families (continued)			
Formula	$\left(\frac{x}{y}\right) * 100$ <p>x = the number of working families benefiting from the childcare element of Working Tax Credit (WTC); y = the number of working families receiving more than the family element of Child Tax Credit (CTC).</p> <p>The denominator currently includes families who may not be eligible for the childcare element, for example if they are single-earner couples, and those with older children who are unlikely to use formal provision on a regular basis (or who use small amounts of out-of-school provision that they fund without claiming the childcare element). It may therefore be preferable to refine the denominator to exclude single-earner couples and families where all children are over a set age (e.g. over 14).</p>		
Worked example	<p>If 1,100 claimant families are benefiting from the childcare element and 8,000 families are benefiting from more than the family element of Tax Credits, then the proportion =</p> $\left(\frac{1,100}{8,000}\right) * 100 = 13.8\%$	Good performance	<p>Good performance is typified by higher percentages in the take-up of formal childcare.</p> <p>However, a low ratio may reflect other factors than low take-up. For example, the denominator includes single earner couples who are not entitled to the childcare element in Tax Credits. Therefore, for some local authorities it is the trend in the ratio rather than the baseline which indicate the success in increasing take-up of formal childcare</p>
Collection interval	Annual	Data Source	HMRC Tax Credit administrative data. The ratio will be based on a 10% sample of tax credit claimants
Return Format	Percentage	Decimal Places	One
Reporting organisation	HM Revenues and Customs		
Spatial level	Single tier and district councils		
Further Guidance	Child Tax Credit and Working Tax Credit – a guide – http://www.hmrc.gov.uk/leaflets/wtc2.pdf		