

A narrowed gap in educational attainment										
2007/08 outturn	PI ref	PI description	Q1	Q2	Q3	compared to target	2008/09 year-end target	predicted performance to target	Progress to date	Remedial Action
	CP EAMPC 1.1b	Mean points scores gap of all pupils to less than the national average gaps		34.60	34.60	★	40.50			
374.90	LAA C&YP 06a	Average number of points at key stage 4 (LAA stretch target)		402.10	402.10	★	345.00			
42.20	NI 075	% of pupils achieving 5 or more A*-C grades at GCSE or equivalent including English and Maths		44.36	44.56	▲	48.00		The proportion of students gaining 5 or more A*-C grades at GCSE or equivalent including English and mathematics has continued to rise due to the significant levels of support and challenge provided by the Local Authority in the form of guidance regarding exam entry and consultancy to support GCSE courses and targeted groups of students. Strategies for early entry into English have allowed borderline students to focus on other subjects, having secured A*-C grades in English early.	
9.09	NI 101	Looked after children achieving 5 A*-C GCSEs or equivalent at key stage 4 including English and Maths	5.30	4.35	4.17	▲	22.60		Each young person is provided with individual support to ensure they achieve the best possible outcomes. Only those looked after children (LAC) who were in care from 1 October the year before their exams and who stayed in care until 30 September after their exams are included in the calculations for this indicator. However, the more successful the young people are the greater the likelihood they will leave care before the count date and therefore cannot be included in the calculation. 12.5% were successful but some left care before the count date. Some LAC have severe learning difficulties and GCSEs would not be appropriate for them. Trauma and abuse are some of the causes of disengagement from learning. 57% who sat exams achieved their estimated grades. The target of 22.6% was set by DCSF to be a 4% increase year on year from 2002 and didn't have to include English and Maths. The reported figure does now have to include these subjects. 19.2% of LAC achieved at least 5 A* to Cs not necessarily including English and Maths, of which 8.7% stayed in care until the count date.	

Task ref	Task description	Q1	Q2	Q3	Progress to date	Remedial Action
CP EAMPC 1.1	We will continue to audit all secondary school performance at KS4. We will use pupil attainment and value added criteria to identify particular groups of pupils who under perform and determine possible causes.		●	●	Contextual Value Added for the Local Authority (KS2-KS4) is 1014.7, placing us 10th out of 150 LA's nationally and the highest ranking County Council. We have seen significant improvement in our identified 8 "Challenge" schools who are all on track to exceed 30% 5 A*-C (including English and Maths). Our schools are on track to reach 70% 5 A*-C, 47.5% 5 A*-C (including English and Maths) and to be in the top 5 Local Authorities for Contextual Value Added.	
CP EAMPC 1.2	We will provide focused guidance and advice to improve KS4 performance in maths and english. Appropriate support will be targeted to raise outcomes and achievement.		●	●	English results for November were very positive with all schools reaching or exceeding targets. "Challenge" schools did particularly well. Modular results in maths were positive in all our school, as were the limited number of linear maths entries.	
CP EAMPC 1.3	We will review and analyse the performance of all Local Authority pupils in KS4 to determine their progress and current achievement. We will work in partnership with pupils, schools and LA support staff to deliver personalised academic support to enhance pupil achievement.		●	●	Audit document has informed required support which is all taking place.	
CP EAMPC 1.4	We will continue to investigate the most appropriate vocational courses to meet the personal needs of all children and young people including supporting schools in the introduction and teaching of the new diplomas.		●	●	Diploma courses available from 2009 have been circulated to schools re implementation in September. Schools which had not engaged with appropriate curriculum models are now engaging.	
CP EAMPC 1.5	We will continue to introduce courses appropriate to the needs of both boys and girls to ensure the maximisation of outcomes for both		●	●	Courses currently undertaken will further reduce the boy/girl difference highlighting the appropriateness of our schools provision.	