



**Pontypridd High School**

# **Target Setting for Schools**

*'Learning and achieving together'*  
*'Dysgu a chyflawni gyda'n gilydd'*

## Target Setting for Schools

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Member of staff responsible:	Headteacher
Committee Responsible:	School Improvement Committee

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## **1. Introduction**

At Pontypridd High School we are committed to ensuring all of our pupils are given every opportunity to achieve the highest standards and leave school ready to make a valuable contribution to society. Throughout a pupils time in school, they will be given an array of different targets.

Targets may be individual or relate to, groups of pupil within classes, subjects or whole cohorts of children. Target setting also allows us to ask some key questions about the performance of our school, and is a crucial part in the evaluation of our work.

Effective self-evaluation by schools makes a vital contribution to raising the quality of education and standards of achievement. When used correctly, school target setting is an important tool in school improvement by focussing on how schools are currently doing, what more they should aim to achieve and what they must do to make it happen. Any improvement strategy benefits from the focus and direction which suitable targets provide.

Target setting should stem from rigorous monitoring and evaluation of a wide range of information and the work of the school as a whole, in order to identify strengths and priorities for improvement, predict potential performance and focus effort and resources on raising outcomes for pupils.

Targets are at their most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom to improve teaching and learning.

This policy should be read in conjunction with our policies on assessment, curriculum, teaching, learning and experiences and inclusion.

At Pontypridd High School it is essential that all targets are agreed with pupils and that pupils are involved in the process of target setting. All targets set are aspirational and focus on ensuring each child strives to achieve their potential.

This policy focuses on the setting of academic targets to raise attainment and achievement, however targets may also be set for attendance, behaviour and social progress, as well as more specific targets based on a pupil's individual needs. We strongly work to ensure each child is treated as an individual at Pontypridd High School and as such all targets are bespoke to individual pupils. Pupils should be closely involved in their evaluation of targets and will be helped to understand what they need to do to achieve them. Targets and progress being made towards them will be discussed regularly with pupils in lessons and academic reviews and their parents in parents' meetings and reports.

## **2. Requirements**

Requirements of the following legislation are set out in this document:

- *The Education (School Performance and Absence Targets) (Wales) Regulations 2011*
- *The Education (Amendments Relating to Teacher Assessment Information) (Wales) Regulations 2018*
- *The School Performance and Absence Targets (Wales) (Amendment) Regulations 2019*

The above regulations require the governing body to set, and local authorities to agree, targets for the performance of pupils at the end of Key Stages 3 and 4 and in relation to reducing absence. The regulations also require governing bodies to publish the targets that have been set, as well as attainment results for pupils in year 11 and absence rates for the school.

Schools are expected to use the information available to them, including their All Wales Core Data Set at Key Stage 4, to evaluate progress, strengths and weaknesses, in order to set realistic, but challenging, targets to improve performance.

## **3. Setting Targets**

Targets will be based on prior attainment, potential and our aspirations for each pupil. To ensure all targets are realistic yet aspirational we use data such as:

- National Testing
- CATS
- Reading scores
- Teacher assessment
- Mock exams
- External examinations

Teachers will also work with the school's standards team to ensure all targets are SMART.

Targets will be analysed and discussed in various forums across the school:

- Senior Leadership Meetings
- Faculty Meetings
- Standards Team Meetings
- Attendance Meetings
- Pupil meetings
- Progress evenings

Target setting for our pupils means that they make decisions about their own learning. This helps children learn more effectively by making clear what it is that they need to do next in order to improve.

As a school we inform parents / carers about the target setting process and the targets for their children. These can be found on every school report. Parents / carers have regular opportunities to talk about their child's progress towards his or her targets.

#### **4. Roles & Responsibilities**

Roles and Responsibilities of the Executive Headteacher/Head of School. Ensure:

- That there is a coherent strategy for the effective management of performance data
- Staff and governors receive training on the interpretation and use of data to inform their planning and pupil-centred, future focused target-setting.
- Pupils' attainment and progress is tracked in line with the assessment policy. The information is used to set SMART (specific, measurable, achievable, relevant, time-limited) targets.
- At least one pupil progress target is agreed with each teacher as part of the performance management cycle.
- Parents / carers receive information about progress of their children against targets each term, this is done through school report or progress evenings.
- The Governing body receives information on progress throughout academic year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress
- Targets are set and published
- Monitor targets with the SLT against the SIP.

Roles and Responsibilities of the SLT/HOF. Ensure:

- Analyse performance data in their Year groups/subjects and guide colleagues on the setting of challenging attainment and progress targets for each pupil, including fine grading.
- Monitor the progress of pupils towards their targets throughout the academic year.
- Evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance of different groups of pupils; the more and less able, the genders, ethnicity, free school meals and the performance within and progress between key stages. Intervention strategies will then be set in place to prevent under achievement.
- Include progress v target data in different forums including data response meetings

Roles and responsibilities of Teachers

Teachers should:

- Monitor and support pupils' progress using data captures and report particular concerns to the Head of Faculty and/or Standards Managers as well as taking intervention action by discussing the issues with the child.

- Closely monitor ongoing academic progress made by children who have already been flagged as a concern and make necessary adjustments to their teaching and learning experiences to ensure pupils make good progress.
- Encourage pupils to assess their progress towards their targets and help them to understand what they have to do to improve.
- Report the progress of pupils against their targets to Parents / carers through data captures
- Celebrate success in meeting targets using the school reward systems.
- Use and deploy support staff where appropriate to maximise pupil progress.
- Liaise with key staff, including the schools well-being & ALN team if additional support and intervention is required

#### Roles and responsibilities of the ALNCO

- Analyse performance data and guide colleagues on attainment and progress towards targets for each group of vulnerable pupils
- Monitor progress of pupils towards the targets throughout the year using data captures and take intervention action quickly where and when appropriate to raise achievement.
- Evaluate outcomes with reference to Individual Development Plans and Individual Learning plans.
- Communicate progress and concerns with Parents / carers and multi agencies.

#### Roles and responsibilities of pupils.

##### Pupils should:

- Take responsibility for their own learning (as age appropriate) and understand what they need to do to move to the next stage of their learning in order to meet their targets, using supported self-assessment and evaluation strategies.
- Agree targets with teachers
- Know their 'next steps' in skills and subjects to support their learning
- Know 'where' they are working at;
- Seek advice and help when they need it;
- Share their learning and progress with their pare-nts/carers.

#### Roles and responsibilities of the Governing body

##### The Governing body should:

- Nominate a governor to support the Head of School/ Executive Headteacher with the whole school target setting process set with the external partners
- Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting targets, and in order to monitor and evaluate progress towards them
- Ensure that targets and results are made available to Parents / carers along with final results
- Agree action with the Head of School/ Executive Headteacher where progress towards agreed targets are below expectations
- Recognise and celebrate the effort and success of pupils and all staff.

## **5. General Statutory Requirements**

### **5.1 Target Setting Steps**

The governing body must set targets and submit them for agreement with the local authority no later than 31 December in each school year.

The local authority must give notice, within three working days of receiving the submitted targets, where it is not satisfied and the governing body is required to revise a target.

Where a revised target is requested, the governing body must submit the revision within 21 working days of the local authority's revision request.

In the event the local authority remains dissatisfied with a revised target submitted by the governing body, it must set a target for the school.

Once set, targets for performance or absence may not be modified without the prior agreement of the local authority.

## **6. Publication of target information**

The governing body must publish information on the following in the school's annual report:

- Attainment results (for year 11 pupils only)
- Performance targets
- Absence rates
- Absence targets

Where the report is being published in the course of the relevant school year, the governing body must also publish the Final targets set for the previous school year, for both performance and absence.

The governing body must also publish in the school's annual report a statement on the extent to which both attainment results for year 11 pupils and absence rates have met the corresponding final targets for:

- the previous school year where the report is being published after the end of the relevant school year;
- the year prior to the relevant school year where the report is being published in the course of the relevant school year.

N.B. The governing body is not required to publish attainment information for Key Stage 3 pupils nor a statement with regard to meeting targets set for Key Stage 3 pupils in the school's annual report

## **5.1 Performance Targets Key Stage 4**

There are no measure-specific targets for pupils reaching the end of Key Stage 4. Schools must set a minimum of six non-specified targets that reflect the priorities identified through self-evaluation relating to the performance of pupils which should focus on the consideration of their All Wales Core Data Sets and the widest range of other evidence and intelligence available to them, including trends over time. These should reflect both national priorities as they apply in relation to the individual school and its local context.

## **5.2 Absence Targets**

Targets should be set for absence rates of pupils on roll in relation to:

Measure specific targets required	Rate to which absence is to be reduced for the period covering the start of the school year until the Friday before the last Monday in May
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or relate to those set for individual and groups of pupils and to the targets set for teachers and the headteacher.

Schools should be mindful of the commitment set out in Education in Wales: Our National Mission: Action Plan 2017-21 to raise standards and close the attainment gap. <https://gov.wales/our-national-mission-0>

Schools will also want to consider how the targets link to their school development plan, and how they can use continuing professional development and professional learning communities to support achievement of the targets.

## Appendix 1

### Pontypridd High School Targets for 2023/24

Key Stage 4		
Non-specified targets required	Non-specified target 1	Achieve a capped 9 points score of 390.
	Non-specified target 2	60%+ of learners to achieve A*-C grades and English, Maths and 3 other subjects.
	Non-specified target 3	16%+ of learners to achieve 5+ A*-A grades
	Non-specified target 4	Achieve an average Literacy points score of 39.0
	Non-specified target 5	Achieve an average Numeracy points score of 39.0
	Non-specified target 6	Achieve an average Science score of 38.0

Attendance	
Whole-School Attendance Target	90%

NB: Pontypridd High School will be changing to a 3-16 through school in September 2024 and so no targets will be set for 2024-25 or 2025-26.