

Subject:

**EDUCATION (TARGET-SETTING IN
SCHOOLS) REGULATIONS (NORTHERN
IRELAND) 1998**

Circular Number:

1998/24

Date of Issue:

30 September 1998

Target Audience:

- Principals and Boards of Governors of all grant-aided schools;
- Education and Library Boards;
- Council for Catholic Maintained Schools;
- Council for the Curriculum, Examinations and Assessment..

Summary of Contents:

This Circular advises schools that the Department has made Regulations requiring schools to set annual targets for the overall performance of pupils at the school.

Enquiries:

Any enquiries about the contents of this Circular should be addressed to:
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Governor Awareness:

Essential

Status of Contents:

Advice
Information for schools

Related Documents:

SR1998 No. 307 - the Education
(Target-Setting in Schools)
Regulations (NI) 1998
DENI Circulars 1998/5 (primary) or
1998/6 (secondary) "Target-Setting
and Benchmarking"
School Improvement pack "Target
Setting: Guidance for Primary
Schools", "Target Setting:
Guidance for Secondary Schools".

Superseded Documents:

None

Expiry Date:

Not applicable

DENI Website:

<http://www.deni.gov.uk>

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Additional copies:

1. The Department has made Regulations requiring schools to set annual targets for the overall performance of pupils at the school. Copies of the Regulations are available from The Stationery Office, 16 Arthur Street, Belfast BT1 4GD, price £1.55. A copy of the Regulations is enclosed for inclusion in the Compendium of Information.

Effective Date

2. The Education (Target-Setting in Schools) Regulations (Northern Ireland) 1998 (SR 1998 No 307) will come into effect on 25 September 1998 and will apply to all grant-aided schools, except:-

- a. any nursery school;
- b. any school attended wholly by pupils in the first three years of compulsory education;
- c. any special school.

Background

3. After consultation with schools and other interested parties, the Department concluded that the Board of Governors of each grant-aided school to which these Regulations apply, in consultation with the principal, shall set targets for the overall performance of pupils at the school as outlined overleaf. Schools should set their own targets based on current performance, trends and a rate of improvement which they consider to be challenging but achievable in the time set. Schools may find the target-setting and benchmarking circulars, 1998/5 for primary schools and 1998/6 for post-primary schools, issued on 30 March 1998, useful when setting targets. The Regulations do not cover timeframes for the targets; this will be a matter for schools to decide for themselves. However, the Department would expect that targets would normally be set for at least a year in advance. The Regulations require the targets to be set in the first term of every school year.

Measures of Performance

Primary Schools

4. The measures of performance in respect of which targets must be set by the Board of Governors of a primary school are as follows:-

- a. the proportion of pupils which should be achieving Level 2 (or above) of the Northern Ireland Curriculum, in English and mathematics (in the case of an Irish speaking school, in Irish and mathematics) at the end of Key Stage 1;
- b. the proportion of pupils which should be achieving Level 3 (or above) of the Northern Ireland Curriculum, in English and mathematics (in the case of an Irish speaking school, in Irish and mathematics) at the end of Key Stage 1;

- c. the proportion of pupils which should be achieving Level 4 (or above) of the Northern Ireland Curriculum, in English and mathematics (in the case of an Irish speaking school, in Irish, English and mathematics) at the end of Key Stage 2;
- d. the proportion of pupils which should be achieving Level 5 (or above) of the Northern Ireland Curriculum, in English and mathematics (in the case of an Irish speaking school, in Irish, English and mathematics) at the end of Key Stage 2.

Post-Primary Schools

- 5. The measures of performance in respect of which targets must be set by the Board of Governors of a secondary school (including grammar school) are as follows:-
 - a. the proportion of pupils which should be achieving Level 5 (or above) of the Northern Ireland Curriculum, in English and mathematics at the end of Key Stage 3;
 - b. the proportion of pupils which should be achieving Level 6 (or above) of the Northern Ireland Curriculum, in English and mathematics at the end of Key Stage 3.
- 6. In the case of a secondary school which is **not** a grammar school:-
 - a. the proportion of Year 12 pupils which should be achieving:-
 - i. 1 or more GCSEs, or an equivalent vocational qualification;
 - ii. 5 or more GCSEs at grades A*-G, or Foundation GNVQ or NVQ level 1;
 - iii. 5 or more GCSEs at grades A*-C, or Intermediate GNVQ or NVQ level 2.
 - b. the proportion of Year 14 pupils which should be achieving 2 or more GCE A levels at grades A-E or equivalent, or Advanced GNVQ or NVQ level 3.
- 7. In the case of a grammar school:-
 - a. the proportion of Year 12 pupils which should be achieving 5 or more GCSEs at grades A*-C or Intermediate GNVQ or NVQ level 2;
 - b. the proportion of Year 14 pupils which should be achieving:-
 - i. 2 or more GCE A levels at grades A-E or Advanced GNVQ or NVQ level 3;
 - ii. 3 or more GCE A levels at grades A-C.

JUNE INGRAM (MRS)
Assessment and Examinations Branch

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