

1. Goal

To develop a set of performance indicators to inform the strategic planning and commissioning of school places

2. Objectives

- Produce a toolkit on developing a strategy for the commissioning of school places that will be applicable for the LA and can be amended to suit its needs. It will include an exploration of the options to pursue if a school is under-performing, and the processes involved in exploring those options
- Outline parameters to be used as trigger points for the red, green, amber planning tool, and an explanation of how the agreement on those trigger points was arrived at.
- To progress the development of the 'Green, Amber, Red' tool and provide a focus for discussing performance of individual schools and groups of schools within the Authority, with Local Delivery Groups, and with the schools themselves.

3. Current Context

3.1 Waltham Forest Children's Trust Arrangements (CTA)

In Waltham Forest we have strong arrangements in place to help us work together. The Local Strategic Partnership (LSP) brings together the people who are in charge of organisations working in the areas of the environment, education, health, crime, employment and housing. We have set up a children's trust and the Leaders of the Trust meet together in a group called the Children and Young People Executive. It is the strategy of Waltham Forest to encourage schools in the three Area Partnership groups (APGs) to work together and with other agencies, through a Children's Trust Approach, focusing on early identification and intervention to prevent an escalation of issues within schools in the group, and gaining maximum value from collaboration. The expectation is that groups of schools, commissioned by the Authority to provide education across an area, will take responsibility for developing the diversity, quality and breadth of that provision and will work together collaboratively to address and support weaknesses in that provision.

3.2 School Performance

Secondary and primary schools in Waltham Forest have made significant improvements. All secondary schools have been judged to be at least satisfactory in their OfSTED inspections. A number of Waltham Forest schools have been judged 'outstanding'. Seven schools improved their

GCSE results by 18% between 2004 and 2008. This year two schools are just below the government's 30% threshold for achievement of 5 A*-C grades (including maths and English) at GCSE.

3.3 Demography

As a result of demographic trends and an increasing birth rate the number of school age children particularly in the primary sector is increasing year on year. There has been a 24% rise in births in Waltham Forest in the last five years and hence Waltham Forest needs to plan for a significant increase in primary school places from 2009 and in secondary school places from 2014 onwards. The Council is currently effecting several expansion proposals of primary schools and consulting on opening a new secondary school.

3.4 BSF

Waltham Forest is included in waves 1 and 5 of Building Schools for the Future (BSF) programme which will provide capital funding (approx £300 million for these phases) for significant refurbishment and rebuilding of secondary and special schools to upgrade their facilities and IT systems and provide a learning environment fit for future generations.

The Primary Capital Programme (PCP), similar to BSF, represents significant capital investment for the primary sector. It is a much smaller programme in terms of budget. Therefore it will be particularly important to join up PCP funding with other resources to maximise the impact of the program on schools in Waltham Forest. The Local Authority strategy for PCP outlines a highly targeted use of funds to help transform those primary schools in the most deprived areas and those where funding has the potential to secure substantial improvements. Priorities will be based upon a combination of the following factors:

- Indices of multiple deprivation
- Suitability assessments of schools
- Strategic planning data to meet the rising demand for places
- Educational attainment levels in schools where capital investment will be expected to address some of the barriers to achievement.

The PCP and associated investment in the primary school estate is intended to address the following challenges:

- Ensuring that every school is an inclusive centre for learning – that we have no schools in an OfSTED category and that we reduce the number of schools causing concern.
- Sufficiency – ensuring we meet increased demand for school

- places due to rising birth rate and migration.
- Schools on estates and schools with high levels of deprivation – we need to consider how best to support schools on estates that suffer high levels of deprivation and, in some cases, a worsening gang culture.
 - 1FE schools – consider how to support our smallest schools including making them fit for the 21st century and expanding some small schools as appropriate.
 - Foundation Stage – transition into KS1 –to improve learning opportunities, facilities and play spaces.
 - Condition and suitability – ensuring equality –how to make all schools fit for purpose

Waltham Forest Council has always performed its role as a strategic planner of school provision with care, precision and in consultation with parents and public. As commissioner of school places the Council will continue to take a proactive involvement to improve educational standards, improve the quality of environment, seek strong, viable and popular schools and ensure the maximum contribution of the school to the local community and its regeneration. .

4. Methodology

The role of the Local Authority as commissioner of school provision

One of the roles of the local authority is to commission services for children and young people, acting on their behalf and on behalf of their parents and carers, to secure the best provision possible. This basic principle applies just as much to securing the provision of school places as it does, for example, to securing services that meet the needs of individual children. Commissioning is about raising standards and giving parents a real choice of good schools. Local authorities are very well placed to champion the needs of local communities, and to make the strategic decisions on how to meet those needs.

Commissioning has four distinct, but inter-dependent strands of activity:

- (a) Establishing demand
- (b) Planning
- (c) Implementing
- (d) Support and challenge

The DCFS commissioning cycle below highlights these areas and the following paragraphs describe our processes for delivering against these areas.



(a) Establishing Demand

The LA collates data from across the borough on current and predicted pupil numbers taking into account birth rates, population trends, housing developments and, in the case of individual schools, popularity.

Data is also collected and analysed on the performance of pupils at all ages as well as data on the 'value added' by schools based on the prior attainment levels of the children they admit (known as Contextual Value Added [CVA])

Currently this data is provided in separate documents - "The School Organisation Plan", which covers pupil numbers, and the Ofsted Web site which provides attainment information.

In addition, the Asset Management Plan (AMP) holds information on building suitability and condition.

Proposals to Improve Establishing Demand

It is proposed to

- Review the accuracy of the forecasting of pupil numbers particularly, in relation to new housing developments

- Provide an integrated report to act as a key planning tool for all stakeholders in the provision of School Places.
- Provide such information by location and update it on a regular basis
- Consult to establish parents' views to inform the process with regard to type of demand.

(b) Planning Provision

A review of provision currently stems from an identified sustained rise in pupil numbers bringing into question the need for additional places in an area, quality factors such as a poor Ofsted report or LA data analysis or LA Review. In addition, some developments are the result of a school taking a lead in putting forward a proposal.

Building on effective reviews in areas of deprivation such as Leyton/Leytonstone, the LA wishes to take a more proactive approach involving our partners in developing longer term strategies by location.

Initial steps have been taken to deliver this through establishing an internal School Organisation Board, and a new structure to support school organisation and review.

The School Organisation Board currently represents the following relevant areas in the Schools, Children and Families Directorate:

- School Standards and Improvement Service
- School Organisation, Planning, & Development
- Admissions and School Transport;
- 14-19 Partnership
- Capital Programme and Building Development;
- SEN & Children with Special Needs

In addition, membership and/or involvement will be systematically sought from relevant council services such as Resources, Highways and Transport, Planning and Regeneration.

The purpose of the School Organisation Board is to lead on the overall strategy for Commissioning of School Places, and to advise the Directorate Leadership Team and Cabinet Member on specific proposals for school reorganisation and securing effective provision.

The School Organisation Board will produce individual added value plans for every school which will include all necessary data to support consultation with partners over prospects for best education in a particular area. Plans will be reviewed annually, informed by school performance, numbers and any capital issues. We will also:

- Develop clear guidelines on when action and intervention will be triggered
- Propose processes for actions which are needed to be approved by Cabinet Member and Directorate Leadership Team.

(c) Implementation

Over the last year Waltham Forest Council has developed Children's Trust Arrangements (CTA) which involves local networks of schools (Area Partnership Groups) that relate to local Children and Young People's Strategic Partnerships (CYPSPs). Schools are also organised in three areas which reflect broader Council areas, and which provide the organisation for school improvement purposes.

Our school provision strategy needs to build on these existing arrangements.

(d) Supporting and Challenging Providers

The LA's role as commissioner of school places includes the duty to ensure that the provision of education is the best quality that can be delivered within the budget available.

The LA will discharge this role through working with each school's head teacher to review the quality of provision and identify any aspects in their schools that need improvement. It will then work with the group to identify support that can be provided both by the LA and by local or other Waltham Forest schools to effect that improvement within an agreed timescale. Where the improvement is not secured, the LA has statutory powers of intervention if necessary.

One aspect of securing improvement is to consider alternative forms of school organisation.

The LA will use its leadership and influence to challenge and support in all types of educational provision. This must be a proactive and developmental role, undertaken in partnership with providers.

It is proposed that targets which focus on solutions for schools' numbers and popularity should be developed at locality level. It should also be possible to develop targets that focus on outcomes for pupils to be developed and agreed at a locality level.

4.1 Development of performance indicators to inform the strategic planning and commissioning of school places

Explanation of the 'Green, Amber, Red' tool

There is a great deal of data available to local authorities (LAs) and schools about the character and performance of our schools, much of which is already in the public domain. While this may be appropriate for the specific purposes of each function, the sheer volume of data means that the overall position of each school or group of schools is often lost in the detail of analysis.

The 'Green, Amber, Red' toolkit for school performance is intended to provide a medium for local authorities, schools and other agencies and partners to translate the available data into more accessible and useful information.

4.1.1 Outline of the principles involved

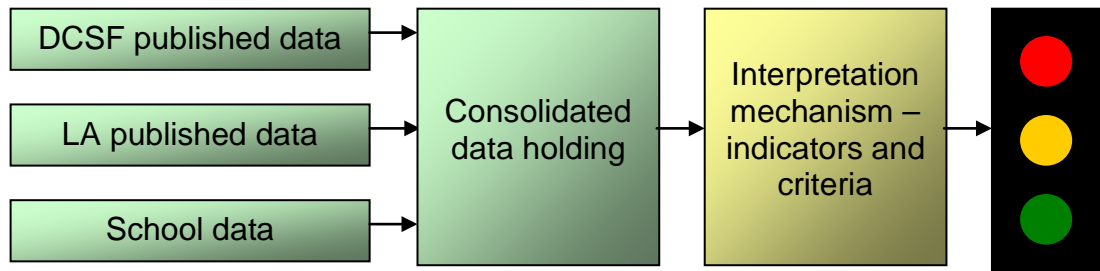
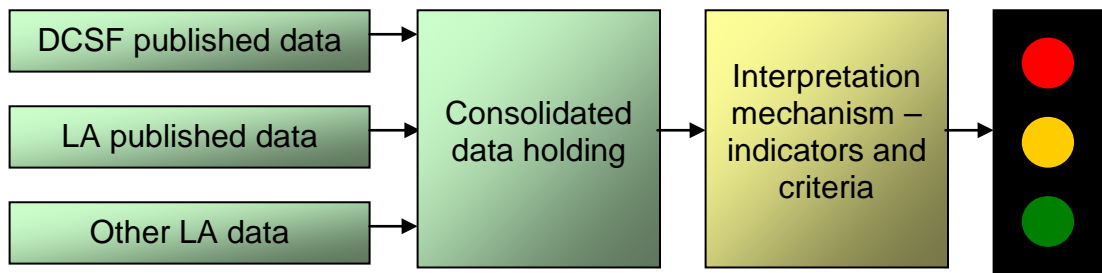
The spreadsheet has two key dimensions:

- the ability to display information in the form of green, amber and red indicators on any factors; and
- the ability to 'roll up' information for groups of schools, such as clusters or Children's Trust areas – or indeed a hierarchy of groupings up to LA level.

The principles underlying the 'Green, Amber, Red' tool are:

- to bring data together to form a data set to support all areas the LA and schools agree should be included;
- to determine a number of criteria by which performance should be judged – this may be absolute (such as meeting floor targets or not) or relative (such as being in a particular quartile of performance);
- to apply the criteria to the data and display the results as
- green, amber or red.

This can be summarised as shown below:



4.1.2 Process for implementation

It is possible to create a spreadsheet covering many aspects of performance from published data that is already publicly available on the web. However, the implications of applying judgements to that data and showing the results as green, amber, or red can be significant. It is important therefore to discuss such matters with head teachers at an early stage, and to involve their representatives in the development of the judgement criteria.

Step 1 - The first step is to determine the school grouping hierarchy such as clusters, divisions and areas and to arrange the schools accordingly. A specification for the spreadsheet is included at Annex 1.

Step 2 - The next step in the process is to consider those areas to be included in the analysis. These include:

- Social context
- School popularity and surplus places
- Academic performance
- Attendance and exclusions
- Buildings condition and suitability

Step 3 - Once the areas have been determined, the relevant data needs to be identified and gathered into one place. This needs to be done as a one-off exercise each year or to integrate data holdings. A sample print of

the example data worksheet included in the Toolkit spreadsheet is shown at Annex 2.

Step 4 - The judgement criteria to be applied to each area of data needs to be determined at individual school level and at group level. As mentioned in the covering report, the negotiation of such criteria is key to a common understanding of the meaning of green, amber and red indicators for each indicator. Care needs to be taken to document this well - an example is offered at Annex 3. The judgement criteria need to be translated and entered into the 'Criteria' worksheet which is the second page of the spreadsheet. The toolkit has been set up this way to allow changes to the criteria to be reflected immediately in the resulting 'Green, Amber, Red' worksheet, shown at Annex 4.

Step 5 - The spreadsheet should be tested to ensure that the formulae are correct and that the results reflect the data and criteria.

5. Investigation undertaken

5.1 How to improve the level of good, clear information about the many factors relating to schools, including their intake, popularity, academic standards, and the suitability and condition of their premises? There is a great wealth of data available in schools, services provided by the Authority, Children's Trust partners, and national databanks maintained by the DCSF and other agencies, such as Ofsted and the Office for National Statistics. We are data rich, but this is so abundant and complex that it becomes difficult for many people to assimilate and translate into meaningful information.

5.2 Establishing Data

Determine the data set – What data is needed for planning places and services and to develop strategic priorities and who holds it?
What data is needed to determine the need for services commissioned and delivered by schools?
What data should schools provide and when to monitor performance accurately.

5.3 What will the data be used for?

- Oversupply/undersupply of places in a locality
- Underperformance of one or more schools in a locality
- Further improve standards that are currently good
- Strategy for developing Academies/Trust and securing sponsorship
- To define the School Places to be commissioned

- 5.4 To look at the DCSF 'Green, Amber, Red' toolkit for school performance. As part of the support and challenge strand, to develop a 'Green, Amber, Red' tool, which brings together existing information and adds to it a range of additional data in a single comprehensive data set, to provide better and more comprehensive information about the context and performance of schools. The tool provides an intuitive and informative view of a range of factors regarding the context and performance of each school, and 'rolled up' assessments for the Area Partnership groups.
- 5.5 To consider those areas to be included in the analysis– to identify the relevant data and gather into one spreadsheet and to decide the judgement criteria to be applied to each area of data
- 5.6 The development of the tool in any LA would ideally be carried out in consultation with schools, as the value of the exercise is largely in discussing and agreeing the key factors to be measured; the levels of performance that would be indicated by green, amber and red; and the extent of disclosure within and outside the school community.

6. Outcomes and conclusion

- 6.1 As Waltham Forest was looking at a way of bringing relevant data from different sources together in one place and identifying criteria to translate that data into a more accessible format, the development of the 'Green, Amber, Red' tool will be beneficial to achieve that, to present the judgements on some of the data in a more attractive and informative way and also to inform the need for actions to be taken. As a result of leaving Waltham Forest to join a new post in Essex it has not been possible for me to test the toolkit with members of the School Organisation team in Waltham Forest. However, Essex was part of the DCSF School Commissioning Pathfinder Project and has been looking at the toolkit as a way of presenting data. As the work was not completed and the data was never presented and used in that format this gave me the opportunity to progress the development of the 'Green, Amber, Red' tool and use it at the School Organisation Board meeting to get feedback. I have used the toolkit to present data for the secondary schools in Essex – Annex 5.
- 6.2 The development of the 'Green, Amber, Red' tool provides a focus for discussing performance of individual schools and groups of schools within the Authority, with Local Delivery Groups, and with the schools themselves. The example of the tool included in the toolkit can be developed by Authority's to provide a holistic view of

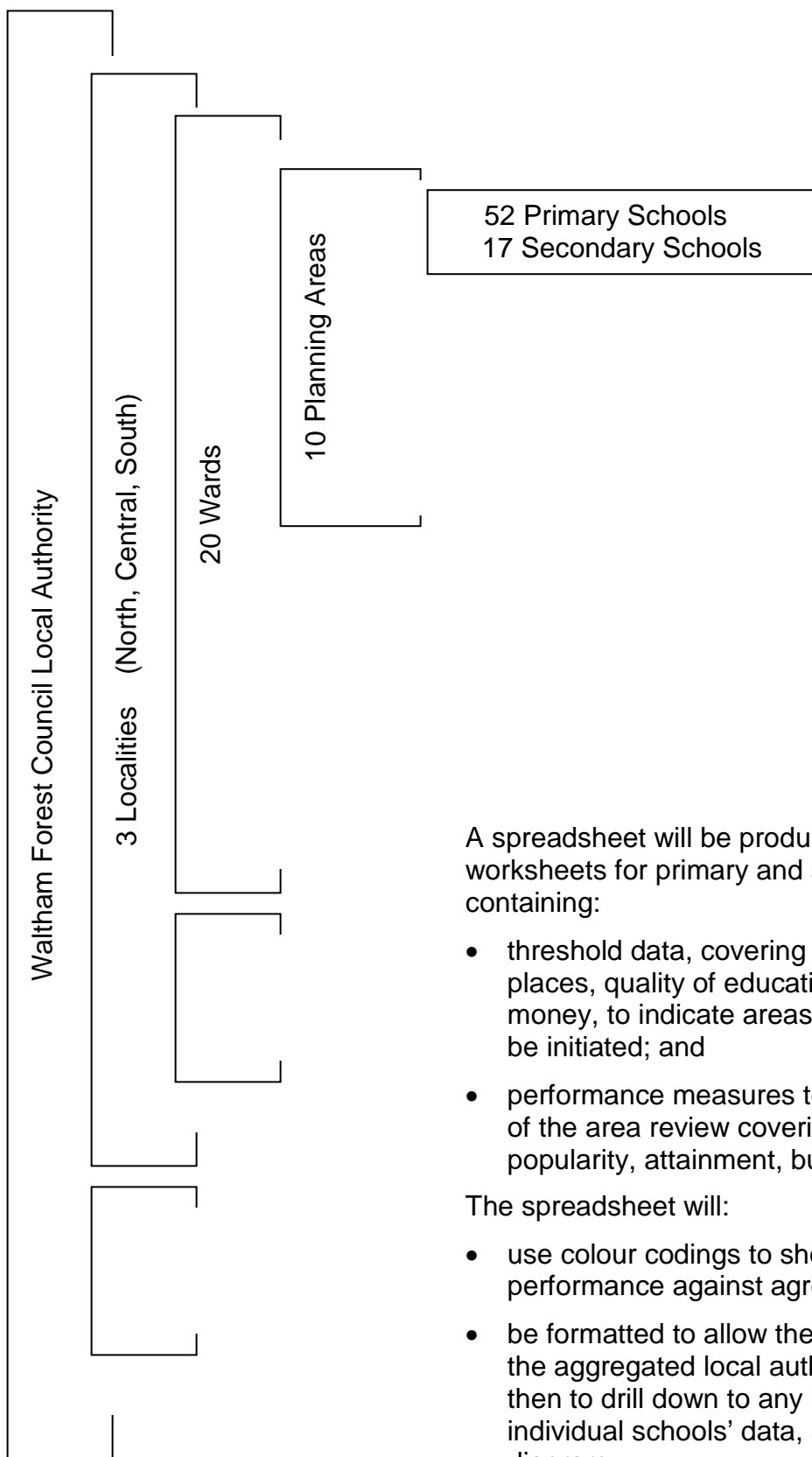
school context and performance across a whole range of factors in a way that can inform the need for actions to be taken. In Essex, the tool is also being developed for primary schools to include a range of other factors so that it can support the Authority's consultations on the primary capital programme, to ensure that resources are directed to address the greatest needs.

- 6.3 In Essex, the development of the 'Green, Amber, Red' tool has been an iterative process, the outcome of which adds great value to the Authority's overall view of schools. In retrospect, the tool might have been designed with the outcome in mind, but the tool is still evolving by discussion with a range of staff who have come to see its potential. Such a tool should be valuable for every Authority to stimulate discussions over standards and provision, although the implementation of the tool will need to reflect local circumstances.
- 6.4 Ideally, the introduction of the 'Green, Amber, Red' tool should be undertaken jointly with schools, to ensure that it becomes a commonly accepted tool by all parties in pursuing the Authority's support and challenge role. It will be necessary to negotiate the criteria for interpreting the data into 'Green, Amber, Red' colours.
- 6.5 The toolkit which is included as part of this pathfinder submission has also provided a means by which the Authority's School Organisation Board can review performance at individual school, local delivery group, or children and young people's strategic partnership levels. This has already been used to focus on a list of schools where there are a number of concerns and resulted in action being identified, and this is now being taken forward.
- 6.6 A further issue yet to be addressed by the Authority is the sensitivity of publishing the 'Green, Amber, Red' information. Although much of the data is already in the public domain, the application of judgements to that data and publishing information that shows a school as green, amber or red will undoubtedly be sensitive for head teachers and governors. The Authority recognises a tension between the desirability of publishing information to inform parents in their choices, and the possibility that such publication may cause parents to make choices that aggravate what may be an already difficult situation. Some thought needs to be given to this issue. There is as yet no clear national definition or understanding of how local authorities' duty to publish information to inform parents in making their choices changes within a commissioning framework.
- 6.7 The resulting information schedule has been piloted in recent

internal ECC discussions over the need for school support and challenge, and has been found to be very effective, and should be helpful in facilitating discussions with Local Delivery Groups.

REFERENCES

1. Research Report DCSF-RR133 – Commissioning services for Children, Young People and Families - A Study of the Dynamics in Six Local Authority Areas - ISBN 978 1 84775 494 3
2. Learning from experience: Schools commissioning by local authorities – DCSF publication- ISBN: 978-1-84775-224-6
3. Achieving Better Outcomes: Commissioning in Children's Services
4. Websites: www.everychildmatters.gov.uk/planningandcommissioning
www.commissioningsupport.org.uk/



A spreadsheet will be produced, with separate worksheets for primary and secondary schools, containing:

- threshold data, covering surpluses/ shortages of places, quality of education and value for money, to indicate areas where reviews should be initiated; and
- performance measures to assist in the conduct of the area review covering schools’ capacity, popularity, attainment, buildings, and sites.

The spreadsheet will:

- use colour codings to show standards of performance against agreed indicators; and
- be formatted to allow the user to view data at the aggregated local authority position, and then to drill down to any level, right through to individual schools’ data, as illustrated in this diagram.

Example Data Sheet

School	Net Capacity Jan 2007	IDACI Ranking	Number on Roll at Jan 2007	Surplus Places at Jan 2007	Popularity based on 2007 allocations	Total Absence Ranked	%age of 5+ A*-C inc English & Maths 2006	%age of 5+ A*-C inc English & Maths 2007	A*-C 2007 Ranked	Contextual Value Added 2006	Contextual Value Added 2007	CVA 2007 Ranked	Buildings Suitability 2007 Ranked	Buildings Condition 2007 Ranked	Site 2007 based on DCSF Regs
Edbert Secondary School	1,210	1	860	28.9%	3	20	32%	30%	26	999.8	975.5	26	1	19	111.8%
Ede Walford Secondary School	1,160	2	1,230	-6.0%	2	8	49%	55%	13	1,008.1	1,001.4	9	24	20	153.6%
Ede Bald Secondary School	1,050	3	1,100	-4.8%	1	26	40%	51%	18	998.1	1,001.2	10	10	1	193.2%
House of Wessex Group 1	3,420		3,190	6.7%											
Edbert Secondary School	1,090	4	1,070	1.8%	3	18	35%	33%	20	985.9	990.8	25	4	3	124.8%
Ede Red Secondary School	870	5	780	10.3%	2	24	20%	18%	28	1,016.2	987.7	22	5	15	216.0%
House of Wessex Group 2	1,960		1,850	5.6%											
Alfred the Great Secondary School	1,210	6	1,140	5.8%	1	22	54%	55%	13	995.2	994.0	17	17	13	136.4%
Edward the Elder Secondary School	960	7	960	2.0%	1	5	55%	62%	9	1,004.3	1,016.1	1	16	27	113.1%
Edward Secondary School	890	8	730	18.0%	3	24	27%	32%	24	960.5	967.3	28	22	8	117.9%
House of Wessex Group 3	3,080		2,830	8.1%											
House of Wessex Cluster Total	8,460		7,870	7.0%											
Sweyn Forkbeard Secondary School	1,440	9	1,440	0.0%	2	23	48%	48%	20	994.1	996.2	13	12	7	108.8%
Canute Secondary School	1,750	10	1,720	1.7%	1	9	70%	66%	6	1,006.1	986.5	23	23	5	130.9%
House of Denmark Group 1	3,190		3,160	0.9%											
Harold Harefoot Secondary School	1,340	11	1,320	1.5%	2	3	67%	59%	11	997.3	993.6	18	21	17	139.6%
Harthacnut Secondary School	1,520	12	1,480	2.6%	2	14	54%	64%	7	1,000.8	995.0	15	13	12	113.3%
House of Denmark Group 2	2,860		2,800	2.1%											
House of Denmark Cluster Total	6,050		5,960	1.5%											
William I the Conqueror Secondary School	1,200	13	1,190	0.8%	2	9	44%	53%	15	1,007.7	1,008.3	3	7	28	124.2%
William II Rufus Secondary School	1,120	14	1,060	5.4%	2	12	47%	44%	21	1,013.2	1,010.2	2	6	21	153.7%
Henry I Secondary School	1,850	15	1,830	1.1%	2	4	60%	73%	3	995.2	995.3	14	29	24	66.2%
House of Normandy Group 1	4,170		4,080	2.2%											
Stephen I Secondary School	1,200	16	900	25.0%	1	20	27%	31%	25	988.5	975.5	26	3	29	93.6%
Matilda Secondary School	1,130	17	580	48.7%	3	16	31%	29%	27	1,009.2	989.7	21	2	25	104.4%
House of Normandy Group 2	2,330		1,480	36.5%											
House of Normandy Cluster Total	6,500		5,560	14.5%											
Henry II Secondary School	1,500	18	1,480	1.3%	2	11	58%	59%	11	1,005.9	1,005.1	6	28	16	109.3%
Henry the Young King Secondary School	1,200	19	1,080	10.0%	2	12	51%	53%	15	1,000.2	1,004.3	8	27	10	173.3%
Richard I (The Lionheart) Secondary School	850	20	880	-3.5%	1	2	100%	100%	1	997.3	1,000.2	11	26	14	86.3%
John Lackland Secondary School	1,050	21	1,000	4.8%	1	1	99%	98%	2	1,005.3	994.5	16	18	9	61.3%
Henry III Secondary School	1,600	22	1,600	0.0%	2	17	61%	64%	7	1,012.3	997.9	12	8	22	139.5%
Edward I Longshanks Secondary School	1,250	23	1,220	2.4%	2	27	55%	53%	15	983.3	982.7	24	14	18	134.2%
Edward II Secondary School	1,200	24	1,150	4.2%	2	5	66%	60%	10	1,020.4	1,006.6	4	20	23	167.0%
Edward III Secondary School	680	25	620	8.8%	3	29	21%	22%	28	962.4	954.9	29	25	26	198.6%
House of Plantagenet Group 1	9,330		9,030	3.2%											
Richard II Secondary School	1,990	26	1,839	7.6%	2	28	63%	68%	5	1,000.6	990.4	20	9	4	103.5%
House of Plantagenet Group 2	1,990		1,839	7.6%											
House of Plantagenet Cluster Total	11,320		10,869	40%											
Henry IV Bolingbroke Secondary School	1,560	27	1,460	6.4%	3	15	53%	50%	19	993.7	990.7	19	15	6	136.8%
Henry V Secondary School	1,870	28	1,590	15.0%	3	18	53%	38%	22	1,004.5	1,004.5	7	11	11	126.0%
Henry VI Secondary School	600	29	590	1.7%	1	7	65%	70%	4	1,010.9	1,005.4	5	19	2	126.8%
House of Lancaster Group 1	4,030		3,640	9.7%											
House of Lancaster Cluster Total	4,030		3,640	9.7%											
Overall Total	36,360	29	33,899	6.8%		29			29			29	29	29	

Annex 3

Indicator	Description of Indicator	Individual School Measure	Rolled-up Group Measure
<p>2007 Capacity</p> <p>Lead: School Organisation Planning Manager</p> <p>Measure: Numeric</p>	<p>The figure used for this Indicator is the Net Capacity of schools.</p> <p>The Net Capacity figure is updated annually and is calculated taking into account both temporary and permanent accommodation.</p> <p>Accommodation may be designated to be used for extended school/community use, thus excluding it from the Net Capacity calculation.</p>	<p>Not applicable</p>	<p>Overall capacity for all school in the Group</p>
<p>Type of School</p> <p>Lead: Data Services</p> <p>Measure: Descriptive</p>	<p>The type of school is defined by regulations, and covers the range of schools maintained by Essex CC as local authority.</p>	<p>One of:</p> <ul style="list-style-type: none"> • Ac - Academy • Co - Community school • Fo - Foundation school • VA - Voluntary Aided school • VC - Voluntary Controlled school • Tr - Trust school 	<p>Not applicable</p>
<p>Income Deprivation Affecting Children Index (IDACI)</p> <p>Lead: Data Services</p> <p>Measure: Green, Amber, Red</p>	<p>The IDACI is registered for every child attending school. For each school, the number of children in each decile is calculated and weighted so that 10 points are awarded for each child in the most deprived decile, down to 1 point for those living in the most affluent areas. The resulting score is then ranked across all schools in that phase.</p>	<p>Green indicates that the average score for pupils was in the most affluent 33.3% of the population</p> <p>Amber indicates that the average score for pupils was in the middle 33.3% of the population.</p> <p>Red indicates that the average score for pupils was in the least affluent 33.3% of the population.</p>	<p>Green indicates that fewer than 33.3% of schools in this group are red and 33.3% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 33.3% or more of schools in this group are red.</p>

<p>Popularity</p> <p>Lead: Head of Admissions</p> <p>Measure: Green, Amber, Red</p>	<p>School popularity is determined by the number of preferences expressed by parents during the admissions process every year.</p>	<p>Green indicates that the school was oversubscribed on the number of first preferences during the last admissions process.</p> <p>Amber indicates that the school was oversubscribed on the number of first and second preferences during the last admissions process.</p> <p>Red indicates that the school was undersubscribed during the last admissions process.</p>	<p>Green indicates that fewer than 50% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 50% or more of schools in this group are red.</p>
<p>Surplus Places</p> <p>Lead: School organisation Planning Manager</p> <p>Measure: Green, Amber, Red</p>	<p>The number of surplus places is assessed on the basis of school returns to the DCSF and is re-assessed whenever substantial building works are undertaken.</p>	<p>Green indicates that there are 10% or fewer surplus places</p> <p>Amber indicates that there are between 10% and 25% surplus places</p> <p>Red indicates that there are 25% or more surplus places</p>	<p>Green indicates that there are 5% or fewer surplus places in the area</p> <p>Amber indicates that there are between 5% and 10% surplus places in the area</p> <p>Red indicates that there are 10% or more surplus places in the area</p>

<p>Percentage of 5+ A*-C inc. English and Maths</p> <p>Lead: Data Services</p> <p>Measure: Green, Amber, Red</p>	<p>This national measure is published on the DCSF Standards Web Site</p>	<p>Green indicates that the school is in the top 60% of all schools Amber indicates that the school is in the next 25% of all schools Red indicates that the school is in the lower 15% of all schools</p> <p>The direction of the arrows shows the extent of change on last years results, as follows:</p> <ul style="list-style-type: none"> • One arrow <2% • Two arrows 2-5% • Three arrows >5% 	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p> <ul style="list-style-type: none"> •
<p>Contextual Value Added</p> <p>Lead: Data Services</p> <p>Measure: Green, Amber, Red</p>	<p>This national measure is published on the DCSF Standards Web Site</p>	<p>Green indicates that the school is in the top 60% of all schools Amber indicates that the school is in the next 25% of all schools Red indicates that the school is in the lower 15% of all schools</p> <p>The direction of the arrows shows the extent of change on last years results, as follows:</p> <ul style="list-style-type: none"> • One arrow <1% • Two arrows 1-2% • Three arrows >2% 	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>

<p>Floor target of 30% 5+ A*-C inc Eng. and Maths</p> <p>Lead: Data Services</p> <p>Measure: Green, Amber, Red</p>	<p>This national measure is published on the DCSF Standards Web Site</p>	<p>Red indicates that the school was below the floor target</p>	<p>Red indicates that 25% or more of schools in this group are red.</p>
<p>Essex Categorisation</p> <p>Lead: Head of School Improvement</p> <p>Measure: Green, Amber, Red</p>	<p>This categorisation is arrived at on the basis of a number of factors relating to the performance of the school, and any future issues (such as a head teacher leaving) that may be a cause for support.</p>	<p>Green indicates that the school is in category 1 or 2 Amber indicates that the school is in category 3 Red indicates that the school is in category 4</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>
<p>Attendance</p> <p>Lead: Data Services</p> <p>Measure: Green, Amber, Red</p>	<p>This national measure is published on the DCSF Standards Web Site. The data is downloaded and schools are ranked according to their overall absence figure.</p>	<p>Green indicates that the school is in the top 50% of all schools, having the least absence Amber indicates that the school is in the next 25% of all schools Red indicates that the school is in the lower 25% of all schools, having the most absence.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>

<p>Exclusions</p> <p>Lead: Exclusion Officer</p> <p>Measure: Green, Amber, Red</p>	<p>Data not yet available yet for 2006/07. To be reviewed following publication.</p>	<p>TBD</p>	<p>TBD</p>
<p>Building Suitability</p> <p>Lead: Head of Asset Management</p> <p>Measure: Green, Amber, Red</p>	<p>This indicator provides an assessment of the suitability of buildings, as measured by periodic reviews. A points system gives priority to those issues that impact directly and indirectly on classroom teaching.</p>	<p>Green indicates that the school is in the top 60% of all schools Amber indicates that the school is in the next 25% of all schools Red indicates that the school is in the bottom 15% of all schools</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>
<p>Building Condition</p> <p>Lead : Head of Asset Management</p> <p>Measure: Green, Amber, Red</p>	<p>This indicator provides an assessment of the condition of buildings, as measured by periodic reviews.</p>	<p>Green indicates that the school is in the top 60% of all schools Amber indicates that the school is in the next 25% of all schools Red indicates that the school is in the bottom 15% of all schools</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>

<p>Site</p> <p>Lead: Head of Asset Management</p> <p>Measure: Green, Amber, Red</p>	<p>Site refers to how well the school meets the DCSF site standards.</p>	<p>Green indicates that the site meets the standards fully</p> <p>Amber indicates that the site is within 10% of the standards or is more than half a hectare in excess of the standards</p> <p>Red indicates the site is more than 10% under the standards</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 25% or more of schools in this group are red.</p>
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Example Parameters Sheet

Parameters	ADACI Index Ranking	Surplus Places	Popularity	Attendance	%age of 5+ A*-C inc English & Maths	Floor Level	Contextual Value Added	Buidlings suitability	Buidlings condition	Site based on DC SF Regs	GCSEs - Additional %age		CVA - Multiplied by
Green	33%	10%		60%	60%		60%	60%	60%	100%	5%	↑↑↑↑	1.02
Amber											2%	↑↑↑	1.01
Red	67%	25%		85%	85%	30%	85%	85%	85%	90%	0%	↑	0.00
Group Red	33%	10%	50%	25%	25%	25%	25%	25%	25%	25%		◆	
Group Amber											2%	↓	0.99
Group Green	67%	5%	25%	25%	25%	25%	25%	25%	25%	25%	5%	↓↓↓↓	0.98

Annex 4

School Performance Indicators

School	LA Data		LA Data		DCSF Data			LA Data			
	Net Capacity January 2007	Income Deprivation Affecting Children Index (Jan 2007)	Surplus Places January 2007	Popularity January 2007	Attendance 2007	% 5+ A*-C inc Eng & Maths 2007	Floor target of 30% 5+ A*-C inc English & Maths	Contextual Value Added 2007	Buildings Suitability	Buildings Condition 2007 Ranked	Site Area as % of DCSF Guidelines
Egbert Secondary School	1,210	●	●	●	●	↓	●	↓↓↓	●	●	●
Ethelwulf Secondary School	1,160	●	●	●	●	↑↑↑	●	↓	●	●	●
Ethelbald Secondary School	1,050	●	●	●	●	↑↑↑	●	↑	●	●	●
House of Wessex Group 1	3,420	●	●	●	●	●	●	●	●	●	●
Ethelbert Secondary School	1,090	●	●	●	●	↓	●	↓	●	●	●
Ethelred Secondary School	870	●	●	●	●	↓	●	↓↓↓	●	●	●
House of Wessex Group 2	1,960	●	●	●	●	●	●	●	●	●	●
Alfred the Great Secondary School	1,210	●	●	●	●	↑	●	↓	●	●	●
Edward the Elder Secondary School	980	●	●	●	●	↑↑↑	●	↑↑	●	●	●
Elfwald Secondary School	890	●	●	●	●	↑↑↑	●	↑	●	●	●
House of Wessex Group 3	3,080	●	●	●	●	●	●	●	●	●	●
House of Wessex Cluster Total	8,460	●	●	●	●	●	●	●	●	●	●
Sweyn Forkbeard Secondary School	1,440	●	●	●	●	◆	●	↑	●	●	●
Canute Secondary School	1,750	●	●	●	●	↓	●	↓	●	●	●
House of Denmark Group 1	3,190	●	●	●	●	●	●	●	●	●	●
Harold Harefoot Secondary School	1,340	●	●	●	●	↓↓↓	●	↓	●	●	●
Hathacanute Secondary School	1,520	●	●	●	●	↑↑↑	●	↓	●	●	●
House of Denmark Group 2	2,860	●	●	●	●	●	●	●	●	●	●
House of Denmark Cluster Total	6,050	●	●	●	●	●	●	●	●	●	●

In the 5+ A*-C column, one arrow shows a change of <2% on 2006, two arrows 2-5% and three >5%. For CVA one arrow shows <1%, two arrows 1-2% and a three

Essex County Council - School Performance Indicators

School	Base Information			ECC Data										DCSF Data										ECC Data																		
	Map	Net Capacity January 2007	Score	Group	Income Deprivation Affecting Children Index (Jan 2007)	Score	Group	Surplus Places January 2007	Score	Group	Popularity January 2007	Score	Group	Fixed Term Exclusions 2005/06	Score	Group	Attendance 2007	Score	Group	% 5+ A*-C inc Eng & Maths 2007	Score	Group	Below floor target of 30% 5+ A*-C inc English & Maths	Score	Group	Contextual Value Added 2007	Score	Group	Essex Categorisation January 2008	Score	Group	Buildings Suitability	Score	Group	Buildings Condition	Score	Group	Site Area as % of DCSF Guidelines				
Epping Forest Secondary (Not grouped) Total		3,280	3	■		3	●		3	●		1	●		3	●		3	●		3	●		3	●		3	●		1	●		3	●		3	●		3	●		
Epping Forest Total	Map	6,465	3	■		2	●		3	●		1	●		1	●		3	●		3	●		3	●		3	●		1	●		3	●		3	●		3	●		
Burnt Mill Comprehensive School		1,200	3	■		1	●		2	●		2	●		1	●		2	●		0	●		1	●		2	●		1	●		2	●		2	●		2	●		
Mark Hall Community School and Sports College		1,200	2	■		1	●		2	●		1	●		1	●		2	●		3	●		1	●		3	●		2	●		1	●		1	●		1	●		
Passmore School and Technology College		936	3	■		2	●		2	●		2	●		2	●		2	●		0	●		1	●		2	●		1	●		2	●		2	●		3	●		
St Mark's West Essex Catholic School		901	3	■		1	●		1	●		1	●		1	●		1	●		0	●		1	●		1	●		2	●		2	●		2	●		3	●		
Stewards School - Science Specialist, Harlow		1,035	3	■		1	●		2	●		2	●		1	●		3	●		3	●		1	●		1	●		1	●		1	●		2	●		2	●		
Harlow Secondary (Not grouped)		5,272	3	■		2	●		2	●		1	●		1	●		2	●		3	●		1	●		1	●		1	●		1	●		1	●		1	●		
Harlow Total	Map	5,272	3	■		2	●		2	●		1	●		1	●		2	●		3	●		1	●		1	●		1	●		1	●		1	●		1	●		
Plume School		1,794	2	■		1	●		2	●		2	●		2	●		1	●		0	●		2	●		1	●		1	●		2	●		2	●		1	●		
St Peter's High School		1,157	2	■		2	●		3	●		3	●		3	●		2	●		0	●		2	●		3	●		1	●		2	●		2	●		1	●		
Maldon Secondary (Not grouped)		2,951	2	■		2	●		3	●		3	●		3	●		1	●		1	●		2	●		3	●		1	●		2	●		2	●		1	●		
Maldon Total	Map	2,951	2	■		2	●		3	●		3	●		3	●		1	●		1	●		2	●		3	●		1	●		2	●		2	●		1	●		
The Fitzwimarc School		1,350	1	■		1	●		2	●		1	●		1	●		1	●		0	●		1	●		1	●		2	●		1	●		3	●		3	●		
The Swayne Park School		1,240	1	■		1	●		2	●		2	●		1	●		1	●		0	●		1	●		1	●		2	●		3	●		2	●		2	●		
Rochford Secondary Group 1 (Rayleigh) Total		2,590	1	■		1	●		2	●		1	●		1	●		1	●		1	●		1	●		1	●		2	●		3	●		3	●		3	●		
Greensward College		1,553	1	■		1	●		2	●		1	●		1	●		1	●		0	●		1	●		1	●		3	●		2	●		2	●		1	●		
The King Edmund School		1,531	2	■		1	●		2	●		1	●		1	●		2	●		0	●		1	●		1	●		2	●		2	●		3	●		3	●		
Rochford Secondary (Not grouped)		3,084	2	■		1	●		2	●		1	●		1	●		1	●		1	●		1	●		1	●		3	●		3	●		3	●		3	●		
Rochford Total	Map	5,674	1	■		1	●		2	●		1	●		1	●		1	●		1	●		1	●		1	●		3	●		3	●		3	●		3	●		
Bishops Park College		940	3	■		3	●		3	●		3	●		3	●		3	●		N/A			3	●		3	●		1	●		1	●		N/A		1	●			
Clacton County High School		1,547	3	■		1	●		1	●		2	●		2	●		2	●		0	●		2	●		2	●		1	●		1	●		1	●		N/A		3	●
Colbays High School		1,630	3	■		2	●		2	●		2	●		3	●		3	●		3	●		3	●		3	●		1	●		1	●		1	●		N/A		1	●
Tending Technology College		1,822	2	■		1	●		2	●		3	●		2	●		1	●		0	●		1	●		1	●		3	●		3	●		3	●		1	●		
Tending Secondary Group 1 (Clacton) Total		5,939	3	■		2	●		1	●		3	●		3	●		3	●		3	●		3	●		3	●		1	●		3	●		3	●		3	●		
Colne Community School		1,287	2	■		1	●		2	●		2	●		1	●		1	●		0	●		1	●		2	●		1	●		2	●		2	●		1	●		
The Harwich School		1,505	3	■		2	●		3	●		2	●		3	●		2	●		0	●		2	●		3	●		1	●		3	●		3	●		1	●		
Manningtree High School		840	2	■		1	●		2	●		1	●		1	●		1	●		0	●		2	●		1	●		2	●		1	●		1	●		1	●		
Tending Secondary (Not grouped)		3,632	3	■		1	●		2	●		1	●		1	●		3	●		1	●		1	●		3	●		1	●		3	●		3	●		1	●		
Tending Total	Map	9,571	3	■		2	●		2	●		3	●		3	●		3	●		3	●		3	●		3	●		1	●		3	●		3	●		3	●		
The Helena Romanes School and Sixth Form Centre		1,563	1	■		1	●		3	●		1	●		1	●		1	●		0	●		2	●		2	●		1	●		1	●		1	●		1	●		
The Mountfichet Mathematics and Computing College		600	1	■		2	●		3	●		3	●		1	●		2	●		0	●		1	●		2	●		1	●		1	●		1	●		1	●		
Newport Free Grammar School		1,001	1	■		1	●		2	●		1	●		1	●		1	●		0	●		1	●		2	●		1	●		1	●		1	●		1	●		
Saffron Walden County High School		1,784	1	■		1	●		1	●		1	●		1	●		1	●		0	●		1	●		1	●		2	●		1	●		1	●		1	●		
Uttlesford Secondary (Not grouped)		4,948	1	■		1	●		3	●		3	●		1	●		1	●		1	●		1	●		1	●		1	●		1	●		1	●		1	●		
Uttlesford Total	Map	4,948	1	■		1	●		3	●		3	●		1	●		1	●		1	●		1	●		1	●		1	●		1	●		1	●		1	●		
Essex Total		95,513	2	■		2	●		2	●		1	●		1	●		1	●		1	●		2	●		1	●		1	●		1	●		1	●		1	●		

In the 5+ A*-C column, one arrow shows a change of <2% on 2006, two arrows 2-5% and three >5%. For CVA one arrow shows <1%, two arrows 1-2% and a three >2%. In both columns the top 60% of schools are green, the next 25% amber and the bottom 15% red.

Secondary Parameters	Type	Net Capacity Jan 2007	ADACI Index Ranking	Surplus Places at Jan 2007	Popularity based on 2007 allocations	%age of 5+ A*-C inc English & Maths	Below Floor Level	Contextual Value Added 2006	Essex Categorisation	Buidlings suitability and condition	Site based on DCSF Regs as at {date}	Attend-ance	Exclusions	GCSEs - Additional %age		CVA - Multiplied by
Green			33%	10%		60%		60%		60%	100%	60%	60%	5%	↑↑↑↑	1.02
Amber									3					2%	↑↑↑	1.01
Red			67%	25%		85%	30%	85%	4	85%	90%	85%	85%	0%	↑	0.00
Group Red			33%	5%	50%	25%	25%	25%	25%	25%	25%	25%	25%		↓	
Group Amber														2%	↓↓↓	0.99
Group Green			67%	10%	25%	25%	25%	25%	25%	25%	25%	25%	25%	5%	↓↓↓↓	0.98

School	Net Capacity Jan 2007	IDACI Ranking	Number on Roll at Jan 2007	Surplus Places at Jan 2007	1st Preferences 2007	2nd Preferences 2007	PAN 2007	Popularity based on 2007 allocations	%age of 5+ A*-C inc English & Maths 2006	%age of 5+ A*-C inc English & Maths 2007	A*-C Rank	Contextual Value Added 2006	Contextual Value Added 2007	CVA Rank	Essex Categorisation	DIOE Score	No of spaces	DIOE Score per space	DIOE Rank	Buildings Condition	Buildings Condition	Site based on DCSF Regs as at (date)	Total absence	Total Absence ranked	Unauthorised absence	Fixed Term Exclusion Periods	Fixed Term Exclusion Periods per pupil	
West Hatch High School	1,150	30	1,259	-9.5%	208	206	180	1	47%	57%	24	1,002.6	997.5	39	1	927	278	3.33	65	£162.89	53	184.1%	8.1%	39	1.7%	64	0.05	
Essex Forest Secondary (Not grouped) Total	3,280		2,698	17.7%																								
Essex Forest Total	6,465		5,904	8.7%																								
Burt Mill Comprehensive School	1,200	10	1,109	7.6%	218	142	240	2	29%	30%	61	1,021.4	1,000.7	35	3	559	280	2.00	23	£161.41	52	99.2%	8.3%	45	0.2%	200	0.18	
Mark Hall Community School and Sports College	1,200	27	1,095	8.8%	199	134	240	2	36%	27%	66	1,022.5	1,014.8	12	4	740	233	3.18	60	£137.70	46	168.2%	7.7%	33	1.5%	47	0.04	
Passmore School and Technology College	936	16	731	21.9%	170	140	180	2	36%	40%	49	1,014.8	1,022.6	4	3	309	242	1.28	4	£154.50	49	199.6%	8.7%	55	2.0%	123	0.17	
St Mark's West Essex Catholic School	901	18	952	-5.7%	164	111	160	1	48%	54%	27	1,000.9	1,009.9	16	1	671	243	2.76	49	£198.52	67	72.2%	7.3%	28	0.8%	51	0.05	
Stewards School - Science Specialist, Harlow	1,035	8	954	7.8%	157	80	210	2	24%	25%	70	1,016.6	1,018.8	7	1	400	275	1.45	5	£79.08	18	96.5%	8.1%	39	0.5%	142	0.15	
Harlow Secondary (Not grouped)	5,272		4,841	8.2%																								
Harlow Total	5,272		4,841	8.2%																								
Plume School	1,794	44	1,785	0.5%	287	125	295	2	40%	50%	36	989.5	991.2	55	1	870	417	2.09	25	£187.16	61	118.2%	9.0%	62	1.8%	371	0.21	
St Peter's High School	1,157	40	877	24.2%	112	24	196	3	21%	35%	54	959.3	993.1	52	4	579	311	1.86	19	£186.13	60	138.7%	10.6%	72	3.6%	342	0.39	
Maldon Secondary (Not grouped)	2,951		2,662	9.8%																								
Maldon Total	2,951		2,662	9.8%																								
The Fitzwimarc School	1,350	66	1,340	0.7%	242	276	270	2	62%	62%	18	1,003.4	1,004.9	27	1	731	265	2.76	48	£73.49	15	81.6%	6.2%	13	1.0%	134	0.10	
The Sweyne Park School	1,240	57	1,288	-3.9%	216	166	248	2	56%	54%	27	1,010.9	1,008.5	17	1	733	261	2.81	50	£207.41	69	95.7%	6.8%	22	0.3%	187	0.15	
Rochford Secondary Group 1 (Rayleigh) Total	2,590		2,628	-1.5%																								
Greensward College	1,553	75	1,529	1.5%	205	133	270	2	57%	63%	17	1,001.1	1,014.5	13	1	1,154	318	3.63	74	£167.31	54	107.0%	6.5%	16	0.5%	161	0.11	
The King Edmund School	1,531	29	1,537	-0.4%	230	89	270	2	39%	43%	48	1,029.7	1,015.1	11	1	973	343	2.84	51	£171.83	56	84.4%	8.0%	38	1.9%	54	0.04	
Rochford Secondary (Not grouped)	3,084		3,066	0.6%																								
Rochford Total	5,674		5,694	-0.4%																								
Bishops Park College	940	5	522	44.5%	53	38	150	3	0%	15%	77	1,007.9	954.5	77	4	310	211	1.47	7	£0.00	1	126.9%	13.1%	77	5.0%	167	0.32	
Clacton County High School	1,547	9	1,643	-6.2%	281	217	279	1	34%	40%	49	989.3	993.2	50	3	252	228	1.11	2	£0.00	1	63.1%	9.5%	65	1.7%	300	0.18	
Colbays High School	1,630	6	1,463	10.2%	192	118	196	2	18%	19%	74	969.6	954.2	78	4	90	316	0.28	1	£0.00	1	110.5%	11.3%	74	3.1%	239	0.16	
Tendring Technology College	1,822	28	1,767	3.0%	242	180	312	2	48%	46%	43	1,008.3	1,031.0	1	1	847	389	2.18	30	£296.89	79	137.2%	8.5%	50	1.2%	528	0.30	
Tendring Secondary Group 1 (Clacton) Total	5,939		5,395	9.2%																								
Colne Community School	1,287	46	1,434	-11.4%	223	86	248	2	43%	51%	34	1,001.8	996.8	41	3	719	306	2.35	35	£156.70	50	146.2%	8.4%	47	1.7%	203	0.14	
The Harwich School	1,505	12	1,253	16.7%	167	28	260	3	30%	30%	61	1,000.7	987.5	62	4	798	357	2.24	33	£229.30	74	126.1%	9.8%	69	1.9%	270	0.22	
Manningtree High School	840	43	846	-0.7%	152	157	168	2	51%	50%	36	991.4	993.9	48	1	529	182	2.91	54	£71.04	14	138.8%	6.5%	16	0.3%	94	0.11	
Tendring Secondary (Not grouped)	3,632		3,533	2.7%																								
Tendring Total	9,571		8,928	6.7%																								
The Helena Romanes School and Sixth Form Centre	1,563	70	1,467	6.1%	187	68	270	3	53%	50%	36	993.7	990.7	56	3	693	269	2.58	40	£75.18	17	136.8%	7.7%	33	0.9%	164	0.11	
The Mountfichet Mathematics and Computing College	600	67	478	20.3%	57	26	120	3	53%	38%	52	1,004.5	1,004.5	28	3	354	165	2.15	27	£99.55	27	126.0%	8.1%	39	0.5%	157	0.33	
Newport Free Grammar School	1,001	79	1,028	-2.7%	154	239	162	2	58%	66%	11	985.2	996.6	42	3	542	246	2.20	31	£116.99	37	150.0%	7.4%	29	1.2%	67	0.07	
Saffron Walden County High School	1,784	78	1,935	-8.5%	289	130	280	1	65%	70%	8	1,010.9	1,005.4	25	1	1,082	365	2.96	55	£23.31	6	126.8%	6.2%	13	1.4%	127	0.07	
Uttlesford Secondary (Not grouped)	4,948		4,908	0.8%																								
Uttlesford Total	4,948		4,908	0.8%																								
Essex Total	95,513	79	90,226	5.5%	15,003	10,350	17,150				79			79				79		79			79		79	11,795		

Indicator	Description of Indicator	Individual School Measure	Rolled-up Group Measure
2007 Capacity Lead: Pooneeta Mahadeo Measure: Numeric	<p>The figure used for this Indicator is the Net Capacity of schools.</p> <p>The Net Capacity figure is updated annually and is calculated taking into account both temporary and permanent accommodation.</p> <p>Accommodation may be designated to be used for extended school/community use, thus excluding it from the Net Capacity calculation.</p>	Not applicable	Overall capacity for all school in the Group
Type of School Lead: Data Services Measure: Descriptive	The type of school is defined by regulations, and covers the range of schools maintained by Essex CC as local authority.	One of: Ac - Academy Co - Community school Fo - Foundation school VA - Voluntary Aided school VC - Voluntary Controlled school Tr - Trust school	Not applicable
Income Deprivation Affecting Children Index (IDACI) Lead: Data Services Measure: Green, Amber,	<p>The IDACI is registered for every child attending school. For each school, the number of children in each decile is calculated and weighted so that 10 points are awarded for each child in the most deprived decile, down to 1 point for those living in the most affluent areas. The resulting score is then ranked across all schools in that phase.</p>	<p>Green indicates that the average score for pupils was in the most affluent 33.3% of the population</p> <p>Amber indicates that the average score for pupils was in the middle 33.3% of the population.</p> <p>Red indicates that the average score for pupils was in the least affluent 33.3% of the population.</p>	<p>Green indicates that fewer than 33.3% of schools in this group are red and 33.3% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 33.3% or more of schools in this group are red.</p>
Popularity Lead: Graham Ranby Measure: Green, Amber,	School popularity is determined by the number of preferences expressed by parents during the admissions process every year.	<p>Green indicates that the school was oversubscribed on the number of first preferences during the last admissions process.</p> <p>Amber indicates that the school was oversubscribed on the number of first and second preferences during the last admissions process.</p> <p>Red indicates that the school was undersubscribed during the last admissions process.</p>	<p>Green indicates that fewer than 50% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 50% or more of schools in this group are red.</p>
Surplus Places Lead: Pooneeta Mahadeo Measure: Green, Amber,	The number of surplus places is assessed on the basis of school returns to the DCSF and is re-assessed whenever substantial building works are undertaken.	<p>Green indicates that there are 10% or fewer surplus places</p> <p>Amber indicates that there are between 10% and 25% surplus places</p> <p>Red indicates that there are 25% or more surplus places</p>	<p>Green indicates that there are 5% or fewer surplus places in the area</p> <p>Amber indicates that there are between 5% and 10% surplus places in the area</p> <p>Red indicates that there are 10% or more surplus places in the area</p>

<p>Percentage of 5+ A*-C inc. English and Maths</p> <p>Lead: Data Services</p> <p>Measure: Green, Amber, Red</p>	<p>This national measure is published on the DCSF Standards Web Site</p>	<p>Green indicates that the school is in the top 60% of all schools</p> <p>Amber indicates that the school is in the next 25% of all schools</p> <p>Red indicates that the school is in the lower 15% of all schools</p> <p>The direction of the arrows shows the extent of change on last years results, as follows:</p> <p>One arrow <2% Two arrows 2-5% Three arrows >5%</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 25% or more of schools in this group are red.</p>
<p>Contextual Value Added</p> <p>Lead: Data Services</p> <p>Measure: Green, Amber, Red</p>	<p>This national measure is published on the DCSF Standards Web Site</p>	<p>Green indicates that the school is in the top 60% of all schools</p> <p>Amber indicates that the school is in the next 25% of all schools</p> <p>Red indicates that the school is in the lower 15% of all schools</p> <p>The direction of the arrows shows the extent of change on last years results, as follows:</p> <p>One arrow <1% Two arrows 1-2% Three arrows >2%</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 25% or more of schools in this group are red.</p>
<p>Floor target of 30% 5+ A*-C inc. Eng. and</p> <p>Lead: Data Services</p> <p>Measure: Green, Amber,</p>	<p>This national measure is published on the DCSF Standards Web Site</p>	<p>Red indicates that the school was below the floor target</p>	<p>Red indicates that 25% or more of schools in this group are red.</p>
<p>Essex Categorisation</p> <p>Lead: Roger Abo-Henricksen</p> <p>Measure: Green, Amber,</p>	<p>This categorisation is arrived at on the basis of a number of factors relating to the performance of the school, and any future issues (such as a head teacher leaving) that may be a cause for support.</p>	<p>Green indicates that the school is in category 1 or 2</p> <p>Amber indicates that the school is in category 3</p> <p>Red indicates that the school is in category 4</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 25% or more of schools in this group are red.</p>
<p>Attendance</p> <p>Lead: Data Services</p> <p>Measure: Green, Amber,</p>	<p>This national measure is published on the DCSF Standards Web Site. The data is downloaded and schools are ranked according to their overall absence figure.</p>	<p>Green indicates that the school is in the top 50% of all schools, having the least absence</p> <p>Amber indicates that the school is in the next 25% of all schools</p> <p>Red indicates that the school is in the lower 25% of all schools, having the most absence.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 25% or more of schools in this group are red.</p>
<p>Exclusions</p> <p>Lead: ???</p> <p>Measure: Green, Amber,</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>
<p>Building Suitability</p> <p>Lead: Ken Dobson</p> <p>Measure: Green, Amber,</p>	<p>This indicator provides an assessment of the suitability of buildings, as measured by periodic reviews. A points system gives priority to those issues that impact directly and indirectly on classroom teaching.</p>	<p>Green indicates that the school is in the top 60% of all schools</p> <p>Amber indicates that the school is in the next 25% of all schools</p> <p>Red indicates that the school is in the bottom 15% of all schools</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 25% or more of schools in this group are red.</p>
<p>Building Condition</p> <p>Lead: Ken Dobson</p> <p>Measure: Green, Amber,</p>	<p>This indicator provides an assessment of the condition of buildings, as measured by periodic reviews.</p>	<p>Green indicates that the school is in the top 60% of all schools</p> <p>Amber indicates that the school is in the next 25% of all schools</p> <p>Red indicates that the school is in the bottom 15% of all schools</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 25% or more of schools in this group are red.</p>
<p>Site</p> <p>Lead: Ken Dobson</p> <p>Measure: Green, Amber,</p>	<p>Site refers to how well the school meets the DCSF site standards.</p>	<p>Green indicates that the site meets the standards fully</p> <p>Amber indicates that the site is within 10% of the standards or is more than half a hectare in excess of the standards</p> <p>Red indicates the site is more than 10% under the standards</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 25% or more of schools in this group are red.</p>