

LAA Quarter 3 (2008/09) Performance Update

Lifelong Learning and Skills

Theme Lead Officers: Ian Merritt, Hartlepool Borough Council Children's Services and Lesley Monaghan, Learning and Skills Council

Community Strategy Aim

All children, young people, individuals, groups and organisations are enabled to achieve their full potential through equal access to the highest quality education, lifelong learning and training opportunities

Children's and Young People Strategic Partnership Update

There have been a rich and varied range of issues discussed within the Children and Young People's Strategic Partnership (Children's Trust) during the last three quarters these include the following:

- Hartlepool Participation Strategy – Hartlepool Young Voices have given a presentation on the development of the Strategy;
- Children's Workforce Strategy – presentation on the developing the workforce of the future in line with government requirements to strengthen integrated working;
- The approval of an Integrated Commissioning Framework for organisations involved in the Partnership;
- Children's Trusts – New Statutory Guidance – a presentation on the implications of the guidance and the establishment of a comprehensive review of the existing arrangements;
- Neighbourhood Action Plans – monitoring information;
- Annual Performance Assessment – an overview of the self assessment data and information to be submitted to Ofsted;
- Community Strategy and Local Area Agreement – briefing about the progress in relation to the finalisation of the Community Strategy;
- Feedback from the National Support Team Review of the Teenage Pregnancy Support Service;
- The Annual Report of the Local Safeguarding Children Board;

- A report on Aiming High for Disabled Children outlining new approaches to short break care;
- Update reports on the Five Outcomes. Performance management will be considered as a part of the overarching review of the Children's Trust;
- The final draft of the Children and Young People's Plan 2009 – 2020 was approved by the Partnership in December 2008, prior to final approvals through partner organisation's governance routes.

The early indication from the Quarter 2 Reports indicated that satisfactory progress is being made especially in relation to the Early Years Foundation Stage Profile and young people Not in Education, Employment or Training which had reduced to 8% in January 2009. As a result of national delays, Key Stage 2 SATS results are still being verified locally, Key Stage 3 SATS have been withdrawn by Government. Detailed information regarding attainment performance will now be reported in Quarter 4 following confirmation and analysis of latest examination results

Skills Partnership Update

The activities of the Skills Partnership up to quarter 3 can be categorised under the following priority areas:-

- **Workforce Development**

- Train to Gain has been a standing agenda item for the Partnership. At the last meeting a presentation was made on the recently announced flexibilities and a discussion held how these could support employers and the workforce in the town. At the next meeting of the group Business Link will provide and update on the pattern of employer engagement in the Skills Brokerage service across the town. Opportunities to increase Train to Gain participation have been explored between the Learning & Skills Council (LSC) and Jobcentre Plus (JCP).
- The economic downturn is a major area of concern for the Partnership. As previously reported the construction sector has been particularly hard hit to date with a number of Apprentices being made redundant. Training providers are also encountering difficulties securing placements for young people wanting to enter this sector. This issue is not unique to Hartlepool and discussions are taking place at regional and national levels to see how this can best be tackled.

- **Higher Level Skills**

Members of the Partnership reported the following activity in the area of high level skills:-

- Cleveland College of Art and Design are a partner in the Higher Level Skills pilot until 2009. The project works with employers to develop demand led provision at level 4 or above to meet specific business needs. The Pathfinder has links with Train to Gain and Skills Brokerage.
- Students at HCFE studying a level 3 programme are offered a chance to complete a 20 credit unit from the University of Teesside in the second year of their programme. This

assists in preparing them for university level study and the changes that come with this experience. The results of this are that students are more equipped when they leave for University proper and drop out rates are reduced.

- **Adult Skills**

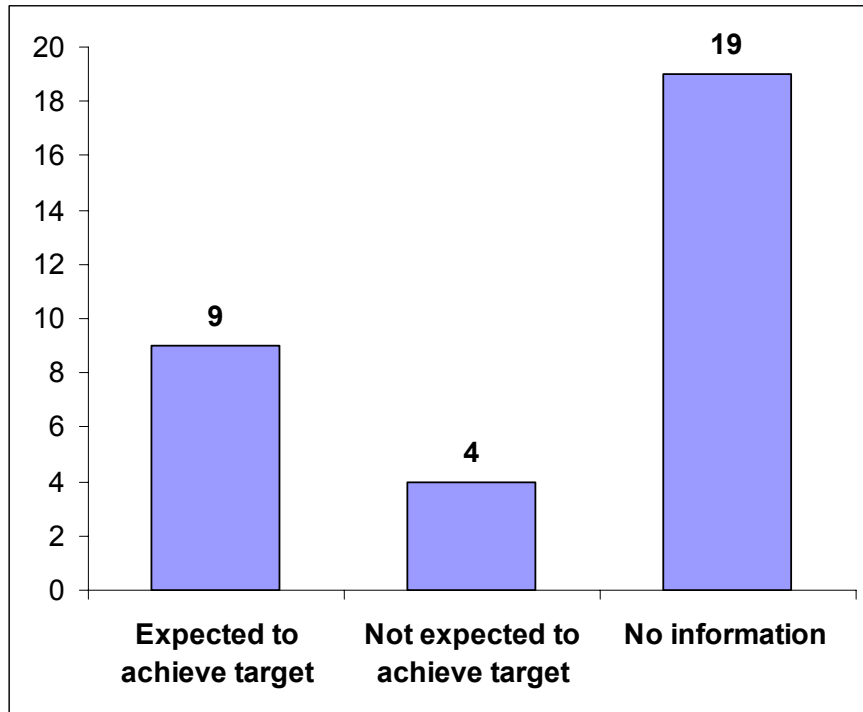
- In 2007/08 26% of the 552 Train to Gain starts from Hartlepool residents were in the retail sector. This far exceeds the percentage of retail employment in Hartlepool. 24% of starts are in Business Administration. This is in line with percentage of administration employment within Hartlepool. Engineering and manufacturing account for 18% of starts and construction accounts for 12% which is in line with the pattern of employment in Hartlepool.
- 90% of the starts are on level 2 qualifications, with the greatest proportion being first level 2's in line with Government priorities.
- At the December meeting a presentation was made on adult learner participation in Hartlepool by wards. The input is intended to inform future targeting of resources to increase participation.
- As reported in quarter 2 we are behind target for adult level 3 achievement. Efforts are being made to address this via LSC prioritisation of funding with its providers and Train to Gain but based on performance to date this target does not expect to be met.

- **14-19 Skills**

Though the focus of the Partnership is adult skills regular updates are provided on the activities of the 14-19 Strategic Board.

Lifelong Learning and Skills Theme – Quarter 3 Summary of Progress against Improvement and Local Priority Targets:

There are a large number of targets that have yet to be reported, these relate to examination results that are subject to data checking, these will be reported in full in Quarter 4.



The targets that are not expected to be achieved are: (designated improvement targets are shown in **bold**)

Indicator		Notes
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	The gap has narrowed from 45.7% (2007) to 44.0%. Although this has not achieved the target of 39.3% this is a significant reduction in the gap.
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	This has increased from 38.4%(2007) to 40.4%. Although this has not achieved target of 43.7% it is a significant increase.
NI 164	Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 3 or higher	Based on ONS Annual Population Survey 2008 we have requested a reduction in target to 43% 08/09, 44.5% 09/10 and 46.5% 10/11.
NI 164 (NRA)	Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 3 or higher (NRA)	

LAA Quarter 2 (2008/09) Performance Update

Outcome 5 Enjoy and Achieve

Owner and Organisation – Caroline O'Neill, Hartlepool Borough Council

Key Partners (*denotes overall lead) –

- Children's Services Department*
- Lifelong Learning and Skills Theme Partnership incorporating HLLP, SureStart Partnership and the Education Partnership
- Children and Young People's Strategic Partnership
- Health & Wellbeing Partnership
- Economic Forum
- Culture, Leisure and Community Learning Theme Partnership
- Community Safety Partnership
- The children and young people of Hartlepool
- The UK Youth Parliament representative
- Parents and carers
- Hartlepool Police
- Durham Diocesan Board of Education
- Diocese of Hexham and Newcastle
- North Tees and Hartlepool NHS Trust
- Headteachers
- Learning and Skills Council Tees Valley
- Hartlepool Voluntary Development Agency
- Voluntary and Community Sector Organisations
- West View Project.
- UNISON.
- Barnardo's North East
- Hartlepool Governors Association
- Tees & North East Yorkshire Mental Health NHS Trust
- New Deal for Communities
- Connexions Hartlepool
- Hartlepool Youth Offending Service
- Hartlepool SureStart Partnership
- Hartlepool Primary Care Trust
- Cleveland College of Art and Design
- Local Safeguarding Children Board
- Probation Service
- Housing.

1.0 Update on Key Focus of Activity for 2008/09

The key priorities for raising achievement and standards in 2008/09 are:

- implement the Primary Transformation Programme;
- implement the Building Schools for the Future project plan for 2008/09 including completion of the Strategy for Change;
- challenge and support schools to improve performance to national averages and above;
- challenge and support schools in targeting vulnerable children and young people for additional intervention and support so that they achieve in line with or better than expected levels;
- work with partners to extend and improve the quality of services for children and young people which enable them to enjoy their education, improve their well being and enrich their lives;
- ensuring all children and families have access to high quality childcare and integrated services (Children's Centres/Extended Services);
- increase universal access and high quality learning and skills opportunities;
- increase universal access from disadvantaged/socially excluded groups to high quality learning and skills opportunities.
- monitor underperformance amongst vulnerable and underachieving groups and target resources to meet their needs (eg) LAC, boys;
- ensure vulnerable children and young people are helped to enjoy and achieve.
- support parents and carers in helping their children to enjoy and achieve.

2.0 Update on Target Areas and Groups

A full update will be provided in quarter 4 following confirmation and analysis of latest exam results

3.0 Latest Developments

A full update will be provided in quarter 4 following confirmation and analysis of latest exam results

40 Risk Update

Risk	Rating	Actions	Who	Date to be completed	Update
Failure to consolidate upon recent improvements in achievements and standards in all Key Stages	Medium - Possible	Deliver improvements in all Key Stages	Children's Services Department	March 2009	A full update will be provided in quarter 4 following confirmation and analysis of latest exam results

5.0 Update on Strategic Targets and Progress



Improvement Targets							
Code	Indicator	Assigned To	Annual Target 2008/09	Current Value	Last Update	Expected Outcome	Latest Note
NI 83	Achievement at Level 5 or above in Science at Key Stage 3 (BVPI 181c)	Caroline O'Neill	77.0%				No longer applicable
NI 73	Achievement at level 4 or above in both English and Maths at Key Stage 2	Caroline O'Neill	78.0%				Figures not yet available. Performance indicator will be updated in Quarter 4.
NI 74	Achievement at level 5 or above in both English and Maths at Key Stage 3	Caroline O'Neill	75.0%				No longer applicable
NI 75	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths	Caroline O'Neill	44.0%				Figures not yet available. Performance indicator will be updated in Quarter 4.
NI 87	Secondary school persistent absence rate	Jackie Webb	5.8%				Figures not yet available. Performance indicator will be updated in Quarter 4.

Improvement Targets							
Code	Indicator	Assigned To	Annual Target 2008/09	Current Value	Last Update	Expected Outcome	Latest Note
NI 93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	Caroline O'Neill	95.0%				Figures not yet available. Performance indicator will be updated in Quarter 4.
NI 94	Progression by 2 levels in English between Key stage 1 and Key stage 2	Caroline O'Neill	93.3%				Figures not yet available. Performance indicator will be updated in Quarter 4.
NI 95	Progression by 2 levels in English between Key Stage 2 and Key Stage 3	Caroline O'Neill	28.0%				To be updated in quarter 4 due to national issues with the release of Key Stage 3 results.
NI 96	Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3	Caroline O'Neill	61.0%				To be updated in quarter 4 due to national issues with the release of Key Stage 3 results.
NI 97	Progression by 2 levels in English between Key Stage 3 and Key Stage 4	Caroline O'Neill	62.5%				To be updated in quarter 4 due to national issues with the release of Key Stage 3 results.
NI 98	Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4	Caroline O'Neill	24.7%				To be updated in quarter 4 due to national issues with the release of Key Stage 3 results.
NI 99	Looked after children reaching level 4 in English at Key Stage	Zoe Westley	20.0%				Figures not yet available. Performance indicator will


Improvement Targets							
Code	Indicator	Assigned To	Annual Target 2008/09	Current Value	Last Update	Expected Outcome	Latest Note
	2						be updated in Quarter 4.
NI 100	Looked after children reaching level 4 in mathematics at Key Stage 2	Zoe Westley	30.0%				Figures not yet available. Performance indicator will be updated in Quarter 4.
NI 101	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics)	Zoe Westley	11.0%				Figures not yet available. Performance indicator will be updated in Quarter 4.
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	Danielle Swainston	39.3%	44.0%	2008/9	Not expected to achieve target	The gap has narrowed from 45.7% (2007) to 44.0%. Although this has not achieved the target of 39.3% this is a significant reduction in the gap.
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	Danielle Swainston	45.7%	40.4%	2008/9	Not expected to achieve target	This has increased from 38.4% (2007) to 40.4%. Although this has not achieved target of 43.7% it is a significant increase.

Local Priority Targets							
Code	Indicator	Assigned To	Annual Target 2008/09	Current Value	Last Update	Expected Outcome	Latest Note
LAA LLS P001	Increase the proportion of boys' two level gains from key stage 2 to key stage 3 in English	Performance Team	48.1	42.7	2007/8		Figures not yet available. Performance indicator will be updated in Quarter 4.
LAA LLS P002	Increase the proportion of boys' achieving two level gains from key stage 3 to key stage 4 in English	Performance Team	27	21.6	2007/8		To be updated in quarter 4 due to national issues with the release of Key Stage 3 results.
LAA LLS P003	Increase the percentage of pupils in self governing mainstream secondary schools	Performance Team	73	51.6	2007/8		To be updated in quarter 4 due to national issues with the release of Key Stage 3 results.
CSD P031	Increase the proportion of NRA pupils achieving two level gains from KS1 – KS2 in English & mathematics at a rate which exceeds the increase for non NR.	Caroline O'Neill					To be updated in quarter 4 due to national issues with the release of Key Stage 3 results.
CSD P032	Increase the proportion of NRA pupils achieving two level gains in English & Mathematics from KS2 – KS3.	Caroline O'Neill					To be updated in quarter 4 due to national issues with the release of Key Stage 3 results.
CSD P033	Increase the proportion of NRA pupils achieving two level gains in English & mathematics from KS3 – KS4.	Caroline O'Neill					Figures not yet available. Performance indicator will be updated in Quarter 4.


Actions for Improvement

Code	Action	Sub Actions	Progress Bar	Assigned To	Due Date	Expected Outcome	Latest Note
LL A03	Narrow the gap between the Hartlepool average and the most disadvantaged areas in the Foundation Stage	<p>Implement Early Years Outcome Duty (EYOD) plan with key priorities including: (i) Communication, Language and Literacy Development (CLLD), (ii) Foundation Stage Profile moderation, (iii) speech and language input, (iv) SEN/early id, (v) engaging parents</p> <p>Provide support on a range of diversity issues related to narrowing the gap between the Hartlepool Average of the most disadvantaged areas in the Foundation Stage.</p> <p>Implement evidence based intervention programmes such as 'Primary Movement' to improve outcomes for children in the Foundation Stage</p>		Danielle Swainston	31/03/2009	Expected to achieve target	Early Years Outcome duties plan has been updated to include ECAT (Every Child a Talker) and SEAD (Social, Emotional developments) to support improvements in Communication, Language and Literacy and Personal Social and Emotional Development.
LL A07	Implement the schools transformation programme, including Strategy for Change 2 (secondary schools) and a further round of consultation for the primary capital programme	<p>Completion of statutory processes relating to provision of school places</p> <p>Development of Strategy for Change</p>		Paul Briggs	31/03/2009	Expected to achieve target	Strategy for Change 2 submitted and approved. Stage 2 consultation complete and recommendations approved by cabinet.

Actions for Improvement							
Code	Action	Sub Actions	Progress Bar	Assigned To	Due Date	Expected Outcome	Latest Note
		<p>Produce a 'sustainability strategy' for SFC2 and the outline business case</p> <p>Complete Stage 2 consultation (options) by July 2008</p> <p>Provide support on sustainability issues to the Primary school technical project</p> <p>Submit outline business case</p> <p>Work in partnership to complete the technical and sustainability elements in the Schools Transformation project</p> <p>Co-ordinate environmental sustainability activities identified as part of the BSF programme</p> <p>Produce an 'estates options strategy' for SFC2 and the outline business case</p> <p>Provide technical support to BSF and capital primary programmes</p>					

Actions for Improvement							
Code	Action	Sub Actions	Progress Bar	Assigned To	Due Date	Expected Outcome	Latest Note
		Complete Stage 3 consultation Begin procurement of ICT Partner Prepare for Primary Capital Programme Investment Complete Statutory Process Progress Building Schools for the Future Programme					
PSI A013	Develop protocols for schools, linking with the national strategies Inclusion Development Programme, to support the early identification and early intervention of children and young people with developmental disorders e.g. dyslexia			Jacqui Braithwaite	31/03/2009	Expected to achieve target	New guidance has been written for schools regarding identifying children with Special Educational Needs at either the school action or school action plus level of the code of practice. Slight changes to the service delivery model of the psychology service provides greater opportunity for consultation with staff around meeting individual children's needs. 2 further schools funded so that

Actions for Improvement

Code	Action	Sub Actions	Progress Bar	Assigned To	Due Date	Expected Outcome	Latest Note
							staff can study for a diploma in dyslexia to qualify them to undertake the relevant assessments to identify this condition.
CSD A003	Target support to vulnerable groups.	<p>Develop a child poverty action plan</p> <p>Review Primary Support Bases and begin change process in the context of 'transforming Primary Education' and recent inclusion research</p> <p>Ensure Looked After Children have the same opportunities and life chances as their peers. A guidance document to be drafted which assists staff to target most effectively child in need funding (section 17)</p> <p>Increase use of Common Assessment Framework and Team around the Child / Family model, incorporating such approaches into existing service delivery models</p>		Paul Briggs; Sue Johnson; Sally Robinson	31/03/2011	Expected to achieve target	A draft action plan for addressing child poverty has been completed and the outcome of a bid for funding to DCSF is awaited.

LAA Quarter 3 (2008/09) Performance Update

Outcome 6 Provision of high quality learning and skills opportunities that drive economic competitiveness, widen participation and build social justice-

Owner and Organisation – Lesley Monaghan, Learning and Skills Council

Key Partners

Learning and Skills Council, Hartlepool Borough Council, Post 16 Providers, Schools, Connexions, Voluntary Sector, Private Sector Training Providers, University of Teesside

1.0 Update on Focus of Activity for 2008/09

The Government's Further Education White Paper: Raising Skills, Improving Life Chances (March 2006) outlines its intention to tackle long standing skills weaknesses that undermine the levels of productivity on which the country's economic future depends. The White Paper includes the Government's response to Sir Andrew Foster's report on the future role of FE colleges, and represents a sweeping programme of reform for FE. It includes provisions to drive up the quality of teaching, to reward colleges for success and to make the sector more responsive to the skills needs of individuals and employers. Further Education colleges are to be the engines of social and economic growth, providing young people and adults with the right skills to meet the demands of our economy. "Our economic future depends on our productivity as a nation", the report states, "That requires a labour force to match the best in the world."

The FE White Paper is the latest in a series of reforming papers that include: Success for All (November 2002), 14-19 Education and Skills White Paper (February 2003), Learning and Skills Council's Agenda for Change (2004), The Foster Report: Realising the Potential (November 2005) The Lord Leitch Interim Report on Skills (December 2005), The Regional Economic Strategy (RES, 2005, 2006), Regional Skills Partnership: Skills Action Plan (2005, 2006)

The Regional Skills Action Plan (2006) identifies the priorities for partnership focus, three of which were identified in the 2005 plan and a fourth added following the publication of the government's 14-19 White Paper. These are:

- Developing management and leadership skills and capability
- Increasing the proportion of the workforce qualified to level 3
- Supporting individuals not currently participating in the labour market to access learning and sustainable employment
- Ensuring young people are motivated and skilled in order to enter and succeed in an increasingly knowledge-based labour market.

The Regional Skills Partnership acknowledges sub-regional and local variations in the skills and employment needs that exist and the distinct responses that are required to meet such needs. The Hartlepool context is unique and is characterised by both strengths and weaknesses. The weaknesses are articulated in the Community Strategy analysis and in terms of education and skills relate to:

- Overall low levels of academic and vocational achievement, in particular:
- high % of individuals with no qualifications

- low % of individuals with advanced and higher level skills and qualifications
- Lack of ambition and aspiration amongst large sections of the school leaver and adult population
- Limited enterprise education and entrepreneurial activity
- Decline in the population of 'working age' as skilled workers migrate south.

It is expected that the work of the Skills Partnership will support and complement the work of the Employment and Skills board of the Tees Valley City Region.

Priorities for the Partnership in the final quarter are expected to focus on responses to the economic downturn.

2.0 Update on Target Areas and Groups

2.1 Apprenticeships Framework Completions – ON TARGET

319 apprenticeship framework completions were achieved in 07/08 against a target of **277** for 08/09 – indicating that the 08/09 target is achievable.

This pattern is also reflected in the NRA areas so we are confident that the 08/09 NRA target is also achievable.

The priorities in relation to this target for the coming year are:

- to increase level 3 completions to contribute to the Level 3 target
- to continue to lobby the Construction sector skills council and Ministers in relation to rising unemployment in the Construction sector
- to monitor any patterns of increasing unemployment that may reduce the number of employed apprentices within the town
- to create pathways from Train to Gain into Apprenticeships
- to increase adult apprenticeships

2.2 Working Age Population Qualified to Level 2 and Level 3. On Target for Level 2. Need to Improve for Level 3

Level 2 achievement. As of 28th August 2008 (DIUS annual population survey) we are at **66.9%** against a target for 08/09 of **67.1%**. The baseline in 2006 was 64.7%.

Level 3 achievement. As of 28th August 2008 (DIUS annual population survey) we are at **41.9%** against a target for 08/09 of **44.2%**. The base line 2006 was **42.6%**. A request has been made to revise the level 3 targets based on the latest performance data.

It is expected that the performance within the NRA areas mirror the achievement levels of Hartlepool as a whole so the following actions will impact on NRA as well as town wide achievement.

Progress must be sustained for level 2 and participation increased in relation to level 3.

Priorities in relation to this target for the coming year are:

- to increase the proportion of Train to Gain learners progressing from a level 2 to a level 3 qualification
- to ensure that all Hartlepool residents (and appropriate support agencies) are aware of their entitlement to Level 2 and 3 training – depending on their circumstances
- progressing routeways from Train to Gain into Apprenticeships

2.3 Train to Gain – ON TARGET

The target of **552** starts for Train to Gain in 08/09 was exceeded in the contract year 2007/08 when **661** residents started a Train to Gain programme. The target should therefore be achievable in 08/09.

Priorities in relation to this target for the coming year are:

- to ensure that the qualifications delivered are aligned to the patterns of employment within Hartlepool and can lead to greatest economic impact.
- to ensure that the momentum gained from employed learners undertaking a level 2 can be harnessed and converted where appropriate to level 3 learning
- to ensure that all employed residents of Hartlepool are aware that they can improve their skills through Train to Gain

In addition to residents benefiting from Train to Gain – **218** employers in Hartlepool delivered qualifications to residents outside of Hartlepool.

2.4 Literacy and Numeracy – ON TARGET

The number of level 1 qualifications in literacy (including ESOL) to be achieved in 2008/09 is **400**. Volumes achieved for 2006/07 are **405** which indicates the target will be met.

The target for the number of entry level qualifications to be achieved in 2008/09 is **122**. The latest performance data for 2006/07 shows **134** qualifications were delivered.

Targets at NRA level will be set in quarter 4 due to late availability of data.



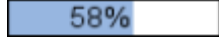
3.0 Risk Update

Risk	Rating	Actions	Who	Date to be completed	Update
<p>1. The NE Region of the LSC fails to deliver the key targets outlined in the NE Regional Statement of Priorities, FE White Paper and fails to deliver the allocated share of the PSA national targets, deliver against key performance indicators and monitor progress in Skills for Life, Level 2 at 19, Adult Level 2, Apprenticeships, Train to Gain, contributing to reducing NEET and contributing to 18-30 participation in HE</p>	Medium	<p>Regular liaison and dialogue between Area South and Regional teams</p> <p>Service level agreements to be agreed</p> <p>Implementation of Business Cycle</p> <p>Implement recommendations from 14 -19 progress checks</p> <p>Work with LAs to develop 14 – 19 curriculum</p>	<p>All</p> <p>Area Directors</p> <p>All</p> <p>Area Directors</p> <p>Area Directors</p>	Mar 2009	Oct 08. All targets are regularly being monitored as reported above and actions targeted to ensure they are achieved.
<p>2. Failure of LSC to maximise skills in City Regions, Economic Strategies, Local Strategic Partnerships and Local Area Agreements</p>		<p>Attend relevant meetings where LAA on the agenda to influence content and actions</p> <p>Review Area South LAAs</p> <p>Share information across Partnership teams -</p>	<p>Partnership Teams</p> <p>Themed Leads</p> <p>Economic Development</p>	Mar 2009	Oct 08. Tees Valley Partnership is developing its approach to “employability” and “Higher Level Skills”; these will be incorporated into the Multi Area Agreement from April 2009 onwards; Tees Valley Employment and Skills Board will consider these issues on 6 th November – Hartlepool Borough Council are represented on this Board. Sue Hannan has been seconded to Tees Valley Partnership from Job Centre Plus to co-ordinate this activity.

4.0 Update on Strategic Targets and Progress

Improvement Targets							
Code	Indicator	Assigned To	Annual Target 2008/09	Current Value	Last Update	Expected Outcome	Latest Note
NI 161	Number of Level 1 qualifications in literacy (including ESOL) achieved	Kelly Armstrong; Lesley Monaghan	400		2008/9	Expected to achieve target	Delivery to 06/07 is 405 so target expected to be achieved.
NI 162	Number of Entry Level qualifications in numeracy achieved	Kelly Armstrong; Lesley Monaghan	122		2008/9	Expected to achieve target	Achievement for 06/07 is 134 so target expected to be achieved.
NI 163	Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 2 or higher	Kelly Armstrong; Lesley Monaghan	67.1%	66.9%	2008/9	Expected to achieve target	This is not the NRA target. As of 28th August 2008 achievement is 66.9% source DIUS Annual Population Survey.
NI 164	Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 3 or higher	Kelly Armstrong; Lesley Monaghan	44.2%		2008/9	Not expected to achieve target	Based on ONS Annual Population Survey 2008 we have requested a reduction in target to 43% 08/09, 44.5% 09/10 and 46.5% 10/11.

Local Priority Targets							
Code	Indicator	Assigned To	Annual Target 2008/09	Current Value	Last Update	Expected Outcome	Latest Note
NI 161 (NRA)	Number of Level 1 qualifications in literacy (including ESOL) achieved (Neighbourhood Renewal Area)	Kelly Armstrong; Maggie Heaps; Lesley Monaghan				Expected to achieve target	Latest data for 07/08 shows 276 achieved. Targets to be set as part of LAA refresh.
NI 162 (NRA)	Number of Entry Level qualifications in numeracy achieved (Neighbourhood Renewal Area)	Kelly Armstrong; Maggie Heaps				Expected to achieve target	Achievement for 07/08 is 87 so expected to achieve target. Formal targets to be set as part of LAA refresh.
NI 163 (NRA)	Working age population qualified to at least Level 2 or higher	Kelly Armstrong; Lesley Monaghan	426		2008/9	Expected to achieve target	
LAA LLS P004	Number of Apprentice Framework Completions	Kelly Armstrong	277		Sep 2008	Expected to achieve target	Expected outturn for 07/08 is 276 which gives confidence we will achieve the target in 08/09
LAA LLS P005	Number of Apprentice Framework Completions (NRA)	Kelly Armstrong	118			Expected to achieve target	
LAA LLS P006	Train to Gain (Number of Employees)	Kelly Armstrong	552			Expected to achieve target	
NI 164 (NRA)	Working age population qualified to at least Level 3 or higher	Kelly Armstrong; Lesley Monaghan	313		2008/9	Not expected to achieve target	This is the NRA target. This target is not expected to be achieved in line with town wide measure.

Actions for Improvement							
Code	Action	Sub Actions	Progress Bar	Assigned To	Due Date	Expected Outcome	Latest Note
LAA 601	Agree targets for No. of learners achieving a level 1 qualification in literacy (Neighbourhood Renewal Area)	Agree baseline by September 08 Draft targets for 9/10 & 10/11 by November 08		Kelly Armstrong; Cheryl Hodds	31/12/2008	Expected to achieve target	Final targets to be agreed by LSC in February to be included in LAA refresh submission
LAA 602	Agree targets for No. of learners achieving an entry level 3 qualification in numeracy (Neighbourhood Renewal Area)	Agree baseline by September 08 Draft targets for 9/10 & 10/11 by November 08		Kelly Armstrong; Cheryl Hodds	31/12/2008	Expected to achieve target	Final targets to be agreed by LSC in February to be included in LAA refresh submission
DIP A06.3	Contract provision (both new and existing) via Open and Competitive Tender (OCT), to fill gaps in current offer, improve learner choice and contribute to national and local delivery targets.	LSC staff score tenders Contracts issued to providers Providers informed of outcomes Providers monitored throughout performance year to ensure MLP are met.		Kelly Armstrong; Cheryl Hodds	31/03/2009	Expected to achieve target	